

MINISTERUL EDUCAȚIEI NAȚIONALE

Limba modernă 1 Engleză

Clasa a VII-a



Herbert Puchta
Jeff Stranks & Peter Lewis-Jones
with Oana Stoica, Ioana Tudose
and Ioana Adam

art Klett

Acest manual școlar este proprietatea Ministerului Educației Naționale.

Acest manual școlar este realizat în conformitate cu *Programa școlară aprobată prin Ordinul ministrului educației naționale nr. 3393/28.02.2017.*

116.111 – numărul de telefon de asistență pentru copii

MINISTERUL EDUCAȚIEI NAȚIONALE

Limba modernă 1
Engleză

Clasa a VII-a

Herbert Puchta, Jeff Stranks
& Peter Lewis-Jones with
Oana Stoica, Ioana Tudose
and Ioana Adam



Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2019 – 2020.

Inspectoratul Școlar
Școala/Colegiul/Liceul

ACEST MANUAL A FOST FOLOSIT DE:

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

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

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

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

Referenți științifici:

conf. univ. dr. Adrian Oțoiu, Facultatea de Litere, Universitatea Tehnică, Cluj-Napoca

prof. dr. gradul I Mihaela Șimonca, Colegiul Național „I.L. Caragiale”, București

Coordonatori editoriali: Denise Salazar Wolfe, Veronica Prieto Beracoechea, Roxana Jeler

Corectori: Helen Lumb, David Richardson

Redactori: Rebecca Raynes, Dena Daniel, Peter McFarlane, Delia Kidd, Kathryn Davies, Jo Burgess, Katie La Storia,

Claudia Fiocco, Belinda Fenn, James Dingle, Ioana Tudose, Oana Stoica

Tehnoredactor: Vasile Ardeleanu

Credite foto: Shutterstock, Getty Images, Alamy, Pixabay, Wikimedia Commons

Activități digitale interactive și platformă e-learning: Learn Forward Ltd. Website: <https://learnfwd.com>

Înregistrări și procesare sunet: Leon Chambers, ML Systems Consulting

Credite video: Dreamstime, Silversun Media Group

Animații: Integra

Descrierea CIP a Bibliotecii Naționale a României

Limba modernă 1: Engleză – clasa a VII-a / Herbert Puchta, Jeff

Stranks & Peter Lewis-Jones, – București: Art Klett, 2019

ISBN 978-606-8964-62-1

I. Puchta, Herbert

II. Stranks, Jeff

III. Lewis-Jones, Peter

811.111

Publicația este înregistrată la British Library: ISBN 9781108796347

CAMBRIDGE
UNIVERSITY PRESS



Manualul este rezultatul colaborării dintre Cambridge University Press și Art Klett.

Prelucrare după: **Think Level 1 Student's Book, Think Level 2 Student's Book și Think Level 3 Student's Book/**

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones © Cambridge University Press 2015

Ediție publicată sub licență. Ediția originală a fost publicată pentru prima dată în 2015 de Cambridge University Press.

Ediție originală © Cambridge University Press 2015

Ediție românească © Cambridge University Press 2019

Distribuit exclusiv de Art Klett

Toate drepturile asupra acestei lucrări sunt rezervate editurii Cambridge University Press.

Nicio parte a acestei lucrări nu poate fi reprodusă, stocată ori transmisă, sub nicio formă (electronic, mecanic, fotocopiare, înregistrare sau altfel), fără acordul prealabil scris al editurii Cambridge University Press.

Editura Art Klett

C.P. 12, O.P. 63, cod 062650, sector 1, București

tel.: 021 796 73 83; 021 796 73 80; fax: 021 369 31 99

Comenzi online: www.art-educational.ro

Welcome 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:




A Welcome Unit + 10 Units + Extras

Each unit has the following structure:

Reading + Grammar 1 + Listening and vocabulary + Reading + Grammar 2 + Photostory (in even units) + Functions + Culture + Writing + Extras (Festivals, Literature, Project time, Pronunciation, Get it right!, Student A/ Student B, 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.

Values invites students to consider their broader opinions and values through reflection on the reading text.

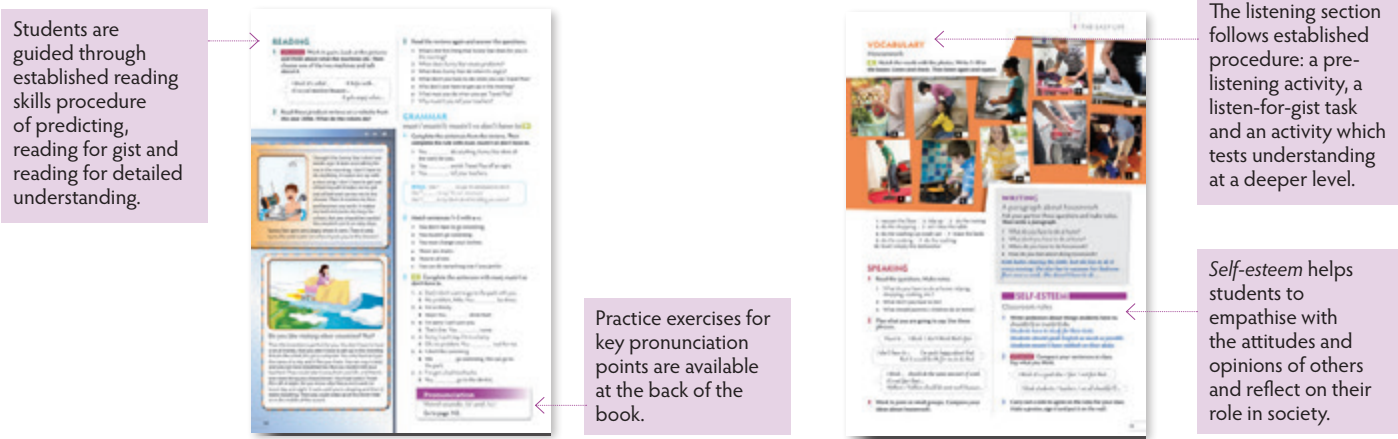
Students discover the rule for themselves, via an inductive approach to learning grammar, with the help of scaffolding.

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.

Practice exercises for key pronunciation points are available at the back of the book.

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.

Self-esteem helps students to empathise with the attitudes and opinions of others and reflect on their role in society.

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

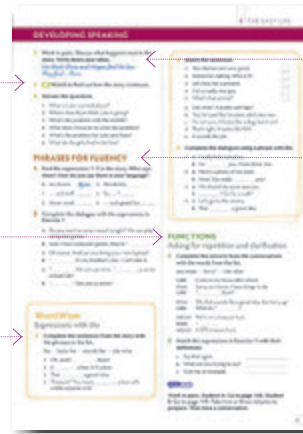
Each episode of the photostory involves the same four British teens but is a complete story in itself.



See how the story concludes in the video.

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

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.

... and in all 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 consolidates 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.



Festivals section contains activities and texts describing some important holidays and specific traditions related to them around the world.

CONTENTS

Welcome p 8 A Introducing yourself; Answering questions; The weather; Families B Meeting people; Irregular past simple verbs; Losing things; Furniture
C Buying and talking about food; D Plans and arrangements;

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY	PRONUNCIATION
Unit 1 The easy life p 14 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.3, 3.4, 4.3	Giving advice Talking about rules Asking for repetition and clarification Role play: A phone call	<i>have to / don't have to</i> <i>should / shouldn't</i> <i>must; mustn't vs. don't have to</i>	Gadgets Housework WordWise: Expressions with <i>like</i>	Vowel sounds: /ʊ/ and /u:/
Unit 2 Sporting moments p 24 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	Talking about sports Talking about feelings	Past continuous Past continuous vs. past simple <i>when</i> and <i>while</i>	Sport and sports verbs Adverbs of sequence	Strong and weak forms of <i>was</i> and <i>were</i>
Review Units 1 & 2 pages 32–33				
Unit 3 Travellers' tales p 34 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3	Talking about travel and transport Talking about life experiences Role play: Life as a bus driver / flight attendant	Present perfect simple Present perfect with <i>ever / never</i> Present perfect vs. past simple	Transport and travel Travel verbs	Sentence stress
Unit 4 The ways we learn p 44 1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Asking and giving / refusing permission Role play: Asking permission	Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> or no article; irregular plurals	School subjects Verbs about thinking	Word stress
Review Units 3 & 4 pages 52–53				
Unit 5 Social networking p 54 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3	Giving advice	Indefinite pronouns (<i>everyone, no one, someone, etc.</i>) <i>all / some / none / any of them</i> <i>should(n't), had better, ought to</i>	IT terms Language for giving advice	The short /ʌ/ vowel sound
Unit 6 My life in music p 64 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.3	Asking about feelings Role play: Helpful suggestions	Present perfect continuous Present perfect simple vs. present perfect continuous	Making music WordWise: Phrasal verbs with <i>out</i>	Been: strong /bi:n/ and weak /bɪn/
Review Units 5 & 6 pages 72–73				
Unit 7 Future bodies p 74 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3	Role play: A health problem Making predictions Sympathising	<i>will / won't</i> for future predictions First conditional Time clauses with <i>when / as soon as</i>	Parts of the body <i>when</i> and <i>if</i> WordWise: Expressions with <i>do</i>	The /h/ consonant sound
Unit 8 Making a difference p 84 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.3	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not), could</i> for prediction First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy	/f/, /v/ and /b/ consonant sounds
Review Units 7 & 8 pages 92–93				
Unit 9 Tomorrow's world p 94 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Checking information Agreeing	Future forms Question tags <i>Nor/Neither / So</i>	Future time expressions Arranging a party WordWise: Phrases with <i>about</i>	Intonation of question tags
Unit 10 Money p 104 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.3	Sympathising Talking about future events	Future continuous	Money and value Jobs and work WordWise: <i>by</i>	Short and long vowel sounds: /ɪ/ – /i:/ and /ɒ/ – /əʊ/
Review Units 9 & 10 pages 112–113		Final evaluation tests pages 114–121	Festivals pages 122–127	
Pronunciation pages 142–143		Get it right! pages 144–148	Speaking activities pages 149–150	

LET'S THINK		SKILLS	General and specific competences from the curriculum explored in the units
Values: Caring for people and the environment Self-esteem: Classroom rules	Reading Article: Just because I didn't want to take a bath Website: Product reviews Photostory: The treasure hunt Culture: Inventions that changed the world Writing A paragraph about housework Listening Radio programme – advice for young inventors	General and specific competences from the curriculum explored in the units 1. Receive oral messages in everyday communication situations 1.1. Identify the main information from the news presented on TV/recorded materials relating to different events, when the commentary is illustrated by pictures 1.2. Identify details from messages and interactions on predictable topics, when the speakers/interlocutors talk clearly and slowly 1.3. Identify common aspects between your own culture and the culture of the language studied 2. Speak in everyday communication situations 2.1. Present plans, intentions and future projects 2.2. Participate in conversations related to planning activities 2.3. Express an opinion on a practical issue with the support of the interlocutor 2.4. Show a positive attitude towards participating in a verbal exchange and public speaking 3. Receive written messages in everyday communication situations 3.1. Select necessary information from lists or simple functional texts (brochures, menus, schedules, ads) 3.2. Extract information from multiple short texts based on several predefined or negotiated criteria/constraints 3.3. Identify information from a simple written letter/email to write an answer 3.4. Show willingness to be informed through reading 4. Write messages in everyday communication situations 4.1. Write a simple presentation message for a personal profile 4.2. Tell a story, in short, using linking words to emphasize the chronological order 4.3. Show a positive attitude towards participating in the exchange of written messages Competențe generale și specifice din programa școlară 1. Receptarea de mesaje orale în situații de comunicare uzuală 1.1. Identificarea informațiilor principale din știrile prezentate la tv/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini 1.2. Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar 1.3. Identificarea unor elemente comune culturii proprii și culturii studiate 2. Exprimarea orală în situații de comunicare uzuală 2.1. Prezentarea unor planuri/expunerea unor intenții și proiecte de viitor 2.2. Participarea la conversații în legătură cu planificarea unor activități 2.3. Formularea unei păreri asupra unei probleme practice, cu sprijin din partea interlocutorului 2.4. Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public 3. Receptarea de mesaje scrise în situații de comunicare uzuală 3.1. Extragerea informațiilor necesare pe baza lecturii unor instrucțiuni de utilizare, regulamente 3.2. Selectarea de informații din texte pe teme din viața cotidiană 3.3. Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns 3.4. Căutarea de surse adecvate de lectură și de informare 4. Redactarea de mesaje în situații de comunicare uzuală 4.1. Elaborarea unui mesaj simplu de prezentare pentru un profil personal 4.2. Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică 4.3. Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise	
Values: Trying, winning and losing Train to think: Sequencing	Reading Article: If you don't give up, you can't fail Web forum: Your favourite sports fails! Culture: The Olympic Games – the good and the not-so-good Writing An article about a sporting event Listening Teens talking about sport		
Values: Travel broadens the mind Train to think: Exploring differences	Reading Blog: The non-stop traveller Interview: The taxi driver Photostory: Hey, look at that guy! Culture: Hard journeys for schoolchildren Writing A personal profile Listening A traveller talking to children at his old school		
Values: Learning for life Train to think: Learning about texts	Reading Article: An education like no other Article: Learning is brain change Culture: A day in the life of ... Writing An email describing your school routine Listening Conversation about a book		
Values: Responsible online behaviour Train to think: Logical sequencing	Reading Article: Think before you act online Short texts: Different types of messages Photostory: The new café Culture: Communication through history Writing A web page giving advice Listening Conversation about installing a computer game		
Values: Following your dreams Self-esteem: Music and me	Reading Online forum: Singer songwriter: Any advice? Article: John Otway – Rock's greatest failure Culture: The music of Ireland Writing The story of your favourite band Listening Interviews about music		
Values: Exercise and health Self-esteem: Getting help	Reading Article: Changing bodies Webchats: Crazy things that parents say to their kids Photostory: The phone call Culture: Keeping healthy Writing A phone message Listening Dialogues about physical problems		
Values: Caring for the world Train to think: Different perspectives	Reading Article: Hot topic: The environment Leaflet: Small changes, BIG consequences Culture: Stop! Before it's too late Writing An article for the school magazine Listening Interviews about a town project		
Values: Believe in a better future Self-esteem: Personal goals	Reading Newspaper articles: The world today Web chat: arranging a party Photostory: Weekend plans Culture: Life in the future – 100 years from today Writing An invitation Listening Interviews with two newsmakers		
Train to think: Exaggeration Self-esteem: What's important for your future?	Reading Article: Bitcoins: here to stay? Web forum: Are they worth it? Culture: Strange laws around the world Writing My life in the future Listening A quiz show: <i>Show Me The Money!</i>		
Literature pages 128–131	Project time pages 132–141		
Wordlist pages 151–158	Irregular verbs page 159		

WELCOME

A GETTING TO KNOW YOU

Introducing yourself

- 1 Read the letter quickly. Write the names under the photos.



Hi Paulo,

My name's Nicola and I'd like to be your pen pal. I got your name from my teacher, Miss Edwards. She lived in Brazil for three years, and she's a good friend of your mother.

So what would you like to know about me? I'm 15 years old. I live in a small house in Manchester with my mum and my two little brothers. They're OK, but they can be annoying sometimes. I go to Bluecoat High School. I like school, but my teachers always give us too much homework. I usually do it when I get home from school, but I'm not doing that today — that's because I'm writing to you!

I like listening to music and playing games on the computer. I also like playing the guitar and I like sports, too. I play volleyball and tennis. I'm in the school tennis team. We usually play matches on Saturday mornings. That's a bit of a problem because I don't really like getting up early at the weekend.

But what about you? There are lots of questions I want to ask you. Things like: what's life like in Brazil? Do you like your school? What's it like? What's the weather like in Rio? Have you got a big family? Miss Edwards says you like surfing, but that's all I know about you.

So please write. I'd love to have a Brazilian friend.

Best,

Nicola

- 2 Read the letter and complete the form about Nicola.

Name Nicola Hometown _____
 Age _____ Family _____
 Likes _____
 Dislikes _____

Asking questions

- 3 Match the questions with the answers to make mini-dialogues.

- 1 What do you do?
- 2 What are you doing?
- 3 What do you like doing?
- 4 Do you like studying English?
- 5 Where are you from?
- 6 Are you 14?

d

- | | |
|--------------------|--------------------------|
| a I'm watching TV. | d I'm a student. |
| b Yes, it's great. | e No, I'm 13. |
| c I'm from Italy. | f I love playing tennis. |

- 4 **SPEAKING** Work in pairs. Ask and answer the questions in Exercise 3. Give answers that are true for you.

- 5 Choose the next line for each of the mini-dialogues in Exercise 3.

- 1 What's your teacher's name?
- 2 Do you live in Bucharest?
- 3 What school do you go to?
- 4 When is your birthday?
- 5 Would you like to go out and do something with me?
- 6 Me too. Do you want to come over and play the new Angry Birds game?

- 6 **SPEAKING** Work in pairs. Think of one more line for each dialogue. Then practise your dialogues.

What do you do?

I'm a student.

What school do you go to?

St Mark's High School in York.



Miami



London



Oslo



Rio



Istanbul

The weather

1 What kind of weather do you love, like or hate? Draw a 😊, 😐 or a ☹️ next to each one.

- | | | | | | |
|-----------------------------------|-----------------------|--------------------------------|-----------------------|---------------------------------|-----------------------|
| <input type="checkbox"/> sunny | <input type="radio"/> | <input type="checkbox"/> wet | <input type="radio"/> | <input type="checkbox"/> cloudy | <input type="radio"/> |
| <input type="checkbox"/> warm | <input type="radio"/> | <input type="checkbox"/> cold | <input type="radio"/> | <input type="checkbox"/> windy | <input type="radio"/> |
| <input type="checkbox"/> humid | <input type="radio"/> | <input type="checkbox"/> rainy | <input type="radio"/> | <input type="checkbox"/> dry | <input type="radio"/> |
| <input type="checkbox"/> freezing | <input type="radio"/> | <input type="checkbox"/> hot | <input type="radio"/> | <input type="checkbox"/> foggy | <input type="radio"/> |

2 **SPEAKING** Work in pairs. Tell your partner.

I love rainy weather.

3 **▶▶** Listen to the weather forecast for the UK. Tick (✓) the weather words in Exercise 1 that you hear.

4 **▶▶** Listen again. What will the weather be like in Manchester, Birmingham and London?



5 **SPEAKING** Work in pairs. Look at the pictures. Ask and answer questions.

What's the weather like in Miami?

It's windy and very wet.

Families

1 Look at the family words. Complete the pairs.

- | | |
|----------------------------|---------------------|
| 1 mother and <u>father</u> | 4 grandma and _____ |
| 2 brother and _____ | 5 husband and _____ |
| 3 aunt and _____ | 6 cousin and _____ |

2 **▶▶** Listen to Nicola talking to Paulo on Skype. How are these people related to Nicola?

- | | |
|----------------|---------------|
| 1 Colin _____ | 6 Mike _____ |
| 2 Luke _____ | 7 Jamie _____ |
| 3 Sharon _____ | 8 Kai _____ |
| 4 Becky _____ | 9 Shay _____ |
| 5 Jodie _____ | 10 Joe _____ |

3 **SPEAKING** Work in pairs. Ask each other about your families.

Have you got any cousins?

What's your uncle's name?

B EXPERIENCES

Meeting people



1 Put the parts of dialogue in order. Write 1–10 in the boxes.

- A Really! Where?
- A What book was it?
- A Did he give you one?
- 1 A Who's your favourite actor?
- A Did you say anything to him?
- B It was my English course book, believe it or not. I had it with me to help me with my English.
- B Yes, he was really nice. I didn't have any paper, so he signed a book that I had with me.
- B We were on holiday in LA. We met him in a restaurant.
- B Yes, I did. I asked him for an autograph.
- B Oh, Bradley Cooper. I even met him last summer.

2 Listen and check.

3 **SPEAKING** Work with a partner. Practise the conversation. Change names, places and other details.

4 Underline examples of the following tenses in Exercise 1.

- 1 A past simple positive statement.
- 2 A past simple negative statement.
- 3 A past simple question.
- 4 A past simple short answer.

Irregular past simple verbs

1 Write the past simple forms of these irregular verbs.

- | | | | |
|---------|----------------|---------|-------|
| 1 think | <u>thought</u> | 8 eat | _____ |
| 2 drink | _____ | 9 make | _____ |
| 3 wear | _____ | 10 run | _____ |
| 4 see | _____ | 11 win | _____ |
| 5 lose | _____ | 12 read | _____ |
| 6 hear | _____ | 13 ride | _____ |
| 7 buy | _____ | 14 meet | _____ |

2 Complete the questions with six of the verbs in Exercise 1 in the correct form.

- 1 Which famous person _____ you _____ when you were on holiday?
- 2 What strange food _____ you _____?
- 3 What interesting books _____ you _____?
- 4 What souvenirs _____ you _____?
- 5 What funny jokes _____ you _____?
- 6 What good films _____ you _____?

3 Answer the questions in Exercise 2 with your own information. Give details.

I met Smiley when I was on holiday in Madrid.

4 Work in groups of six. Choose one question from Exercise 2 and think of two more questions to ask a classmate.

Which famous person did you see when you were on holiday?

Where did you see him/her?

Did you say anything to him/her?

5 **SPEAKING** Ask the other students in your group your questions and write down their answers.

6 **SPEAKING** Report back to the group.

Carla met Lionel Messi. She saw him outside a shop in Barcelona. She asked him for an autograph.



Losing things

- 1 Read Liam's story and find the answer to the question.

What was in the wrong container?

People often complain about airline companies losing their suitcases when they fly. Well, something even worse happened to my family recently.

About ten years ago my mum got a job teaching at a university in Indonesia. We all went to live with her. We had a great time, but last year my parents decided that they wanted to return to the UK. We had loads of things we wanted to take back with us – all the furniture from our house in fact.

So mum and dad went to a shipping company and arranged to take everything back in one of those big containers that you see on ships. The company packed everything into it: the armchair and sofas, the TV, wardrobes, desks, even all the carpets and curtains.

We flew back to the UK and waited for the container to arrive. About ten weeks later, a big lorry arrived outside our house. On the back was a big green metal box. We were so excited. The men opened the container and started to take out our things. But they weren't our things. The container was full of motorbikes. It was the wrong one. My parents were so annoyed. But the story has a happy ending. The men took the container and motorbikes away, and about two months ago our things finally arrived.

- 2 Read the story again and answer the questions. Use the word in brackets in your answer.

- When did Liam's mum start her job in Indonesia? (ago)
Liam's mum started her job in Indonesia ten years ago.
- How long did they stay there? (about)
- When did they decide to move back to the UK? (last)
- How long after they were back in the UK did the first container arrive? (about)
- When did the correct container finally arrive? (ago)

- 3 **WRITING** Write a short story about something you lost. Use these questions to help you.

- When did it happen?
- What was it?
- Where did you lose it?
- What did you do?
- How did you feel?
- Did you find it? If so, when and where?

Furniture

- 1 Tick (✓) the items mentioned in the story.



- 2 **SPEAKING** Name the other items. Which of these do you think Liam's parents probably didn't put into the container?

They probably didn't put the toilet into the container.

- 3 **Discuss in small groups.**

Your family is moving to the other side of the world. They are packing the house things into a container, but there is only room for five items. What five items of furniture from your house will you take with you?

C EATING AND DRINKING

Buying and talking about food

1 Listen and complete each space with one word.

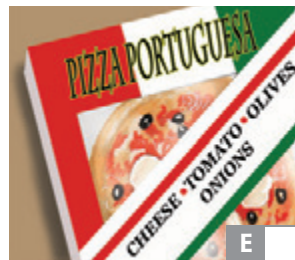
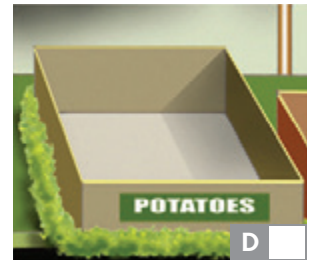
- ASSISTANT Morning, can I help you?
 CUSTOMER Yes, please. Um, I want ¹ _____ onions.
 ASSISTANT OK, how many?
 CUSTOMER Two kilos. And can I have ² _____ mushrooms too, please? About half a kilo?
 ASSISTANT OK. Anything ³ _____ ?
 CUSTOMER Oh, yes – tomatoes. A kilo of tomatoes, please. And ⁴ _____ olives.
 ASSISTANT Sorry, we haven't got ⁵ _____ olives today. Try the ⁶ _____ across the street.
 CUSTOMER OK, thanks.
 ASSISTANT Here are your tomatoes.
 CUSTOMER So how ⁷ _____ is that?
 ASSISTANT Let's see. That's £4.35, please.
 CUSTOMER Here you are – £5.
 ASSISTANT And 65p ⁸ _____. Thanks.

2 Complete each sentence with *some* or *any*. Then match the sentences with the pictures in Exercise 3. Write the numbers 1–8.

- There's _____ yoghurt in the fridge.
- There are _____ mushrooms in the kitchen.
- There aren't _____ mushrooms in the pizza.
- I'd like _____ of those potatoes, please.
- Sorry, there aren't _____ potatoes.
- I'd like _____ coffee, please.
- Oh, there isn't _____ yoghurt.
- No, I don't want _____ coffee, thanks.



3 **SPEAKING** Which of these things would you always / never / sometimes see on a pizza?



carrots | onions | peppers | yoghurt | pears
 pineapple | chicken | mushrooms | tomatoes
 cheese | olives

There's always cheese on a pizza – but you never see ... !

4 **ROLE PLAY** Work in pairs. Use your sentences from Exercise 3 to do a role play.



Hi Susana,

I was really happy to get your email saying that you're coming to visit us next weekend. It's great news!

Next weekend our town is having its special weekend gala. There is one every year. What's a gala? Well, it's like a party but with sports and other events, too. There are lots of different activities. We're joining in, so I hope you're ready for some fun!

It all starts on Saturday. There's an opening ceremony at lunchtime, and in the afternoon there are races and games for kids. At six o'clock there's a football match – our town team are playing against another town near here. Then in the evening, a local band is playing in the town square.

On Sunday morning there's a charity run – it's about eight kilometres. It starts in the park and goes past the railway station and through the main shopping area, then finishes at the park again. And guess what? I'm running in the race! (Would you like to run too? I think we can get you in – let me know asap, OK?) And on Sunday afternoon, there's a big street party with games and things. The weather forecast says the weather is sunny this weekend.

Oh, I almost forgot! On Sunday evening we're having a party at our place for my sister's 18th birthday!

Let me know more about your plans. When are you arriving on Friday?

See you soon,
Belinda

D LOOKING AHEAD

Plans and arrangements

1 Read the email. Match the times and the events.

- | | | |
|----------------------|--------------------------|------------------------------|
| 1 Saturday lunchtime | <input type="checkbox"/> | a kids' games and races |
| 2 Saturday afternoon | <input type="checkbox"/> | b party for Belinda's sister |
| 3 Saturday evening | <input type="checkbox"/> | c opening ceremony |
| 4 Sunday morning | <input type="checkbox"/> | d local band |
| 5 Sunday afternoon | <input type="checkbox"/> | e charity run |
| 6 Sunday evening | <input type="checkbox"/> | f street party |

2 Read the sentences. The underlined verbs are used to express arrangement. Underline other examples of present continuous for arrangements in Belinda's email.

- In the evening, a local band is playing in the town square.
- I'm running in the race.
- We're joining in.
- We're having a party at our place.

3 **SPEAKING** Work in pairs. Ask and answer questions about plans you have for next weekend.

What are you doing on Saturday morning?

I'm going running. / I'm not doing anything. Why?

4 **SPEAKING** Work in pairs. Ask and answer questions about your last holiday.

Where did you go on holiday?

I went to New York. I stayed in an expensive hotel.



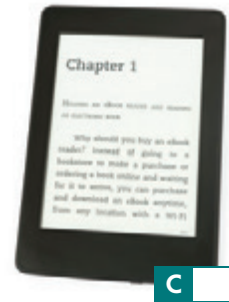
1 THE EASY LIFE

OBJECTIVES

FUNCTIONS: asking for repetition and clarification; giving advice; talking about obligation / lack of obligation

GRAMMAR: *have to / don't have to; should / shouldn't; must; mustn't vs. don't have to*

VOCABULARY: gadgets; housework; expressions with *like*



READING

- 1 What are the objects here? Match the words in the list with the photos. Write 1–6 in the boxes. Listen, check and repeat.

1 e-reader | 2 digital camera | 3 flat screen TV
4 tablet | 5 laptop | 6 (desktop) computer

- 2 **SPEAKING** Work in pairs. Talk about the objects with a partner.

I've got a ...

I haven't got a ...

I think the (laptop) in the photo looks (cool / really new / old).

- 3 **SPEAKING** Imagine you could only have one of these things. Which would you choose and why?

I'd choose the ...

*It's important for me because ...
What about you?*

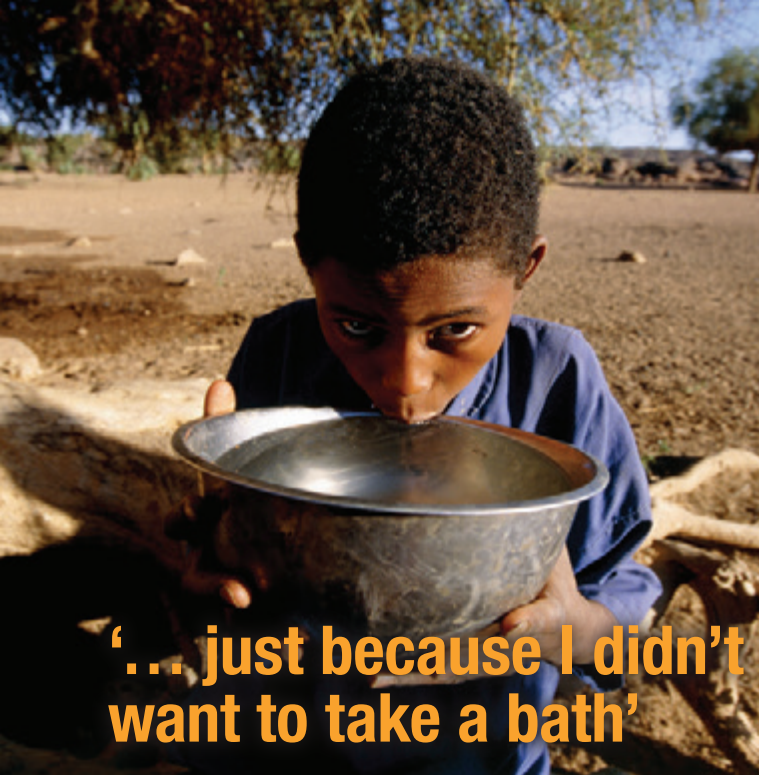
- 4 Read the sentences and guess the correct answer. Listen and check your answers.

- 1 A person who **invents** something *has got an idea and creates something new / has got enough money to buy something new.*
- 2 If you hear something that is **shocking** it makes you feel *happy and excited / surprised and upset.*
- 3 I **researched** the topic *on the camera / on the Internet.*
- 4 What is a **huge** problem for Africa? *There is not enough clean water / There is not enough space for people.*
- 5 You can get **trachoma** from *dirty water / bad food.*
- 6 Getting an **eye infection** can make people *deaf / blind.*
- 7 You buy **gel** in a *plastic bottle / paper bag.*

- 5 **SPEAKING** Work in pairs. Look at the title of the article and the photos on the next page. What do you think the article is about? Compare your ideas with other students.

- 6 Read and listen to the article about a young inventor. Are the sentences true (T) or false (F)? Correct the false ones.

- 0 Ludwick Marishane is from South Africa. **T**
- 1 Ludwick used his laptop to find out more about the world's water situation.
- 2 Millions of people get trachoma every year.
- 3 Trachoma is an illness that makes people blind.
- 4 Ludwick wanted to help people with trachoma.
- 5 Ludwick's dream was to help people find clean water.
- 6 'DryBath' is helping to save a lot of water all over the world.
- 7 DryBath is a success.



'... just because I didn't want to take a bath'

LUDWICK MARISHANE, a 17-year-old South African, was with his friends in Limpopo when they started talking about inventing something to put on your skin so you don't have to take a bath. Ludwick thought that this was a great idea. He used his mobile to do some research on the Internet, and he found some shocking facts.

Two point five billion people around the world haven't got clean water. This is a huge problem because dirty water can create terrible illnesses. One of them is trachoma: eight million people all over the world get trachoma every year. They wash their faces with dirty water, get an infection and become blind. To

stop trachoma, people don't have to take expensive medication. They don't have to take pills. They don't have to have injections. They have to wash their faces with clean water. That's it.

Ludwick wanted to make something to help people in parts of the world where it's difficult to find clean water. He had a plan. He wanted to make a gel for people to put on their skin so they don't have to take a bath. He wrote the formula for the gel. When he was at university, he started to talk to other people about his idea, and three years later his dream came true. He made the gel and called it 'DryBath'.

Ludwick Marishane is the winner of lots of prizes. He is very happy about his success. DryBath is helping people to be healthy. And DryBath also helps to save water. That's important in many parts of the world where it's difficult to find clean water.



VALUES

Caring for people and the environment

1 Match the values in the list with the sentences in the speech bubbles. Write a–d in the boxes.

- a caring about the environment
- b caring about the quality of your work
- c caring about your appearance
- d caring about other people

1 *The water in a lot of rivers and lakes is not clean.*

a

2 *I need to wash my hair. It's dirty.*

3 *Are you feeling cold?
I can give you my jumper.*

4 *Can you switch off the radio, please?
I'm doing my homework.*

2 **SPEAKING** Work in pairs. Ask and answer questions about Ludwick Marishane. Try and find as many answers as possible.

*Does he care about the environment?
his appearance?
the quality of his work?
other people?*

Yes, because DryBath helps to save water.

GRAMMAR

have to / don't have to

1 Complete the sentences from the article on page 15 with *have to* and *don't have to*.

- They _____ wash their faces with clean water.
- To stop trachoma people _____ take expensive medication.

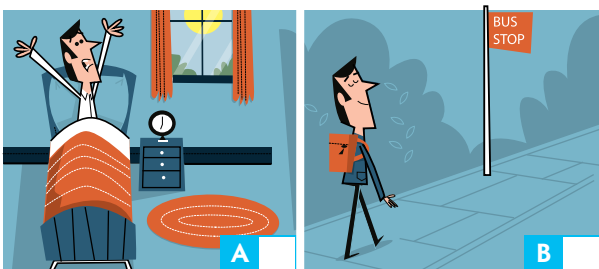
2 Complete the rule and the table.

RULE: Use ¹_____ to say 'this is necessary'.
Use ²_____ to say 'this isn't necessary'.

Positive	Negative
I/you/we/they ⁰ <u>have to</u> help	I/you/we/they don't have to help
he/she/it ¹ _____ help	he/she/it ² _____ help
Questions	Short answers
³ _____ I/you/we/they have to help?	Yes, I/you/we/they do. No, I/you/we/they don't.
⁴ _____ he/she/it have to help?	Yes, he/she/it ⁵ _____ . No, he/she/it ⁶ _____ .

3 Match the sentences with the pictures.

- The bus leaves in 20 minutes. He has to hurry.
- The bus leaves in 20 minutes. He doesn't have to hurry.



4 Complete the sentences with *have to* / *has to* or *don't* / *doesn't have to*.

- Our teacher doesn't like mobile phones. We _____ switch them off during lessons.
- I know that I _____ work hard for this test! You _____ tell me!
- My sister is ill. She _____ stay in bed.
- Your room is terrible! You _____ tidy it up.
- Mario's English is perfect. He _____ study for the tests.
- I can hear you very well. You _____ shout!

VOCABULARY

Gadgets

1 Match the words with the photos. Write 1–10 in the boxes. Then listen, check and repeat.

- 1 satnav/GPS | 2 MP3 player | 3 torch | 4 games console
5 remote control | 6 coffee machine
7 calculator | 8 docking station | 9 hair dryer
10 headphones



2 How important are these gadgets for you? Make a list from 1 to 10 (1 = most important, 10 = not important at all).

3 **SPEAKING** Work in pairs. Compare your ideas and tell your partner how often you use these gadgets.

I often use ...

I use my ... almost every day.

What about you?

I rarely use ...

4 **SPEAKING** Work in pairs. Compare your ideas and tell your partner how often you use these gadgets.

I always use it to dry my hair. I push the button, then ...

LISTENING

- 1 **SPEAKING** Look at the pictures of different inventions. Match them with the phrases. Write 1–4 in the boxes. Then make sentences to explain what the inventions are. Compare your ideas in class.



A



B



C



D

- 1 not tidy up room / have got robot
- 2 machine help / ride bike up a hill
- 3 invention help homework / more time for friends
- 4 machine can get places around the world / 10 seconds

The girl in picture A has got a cool machine. It helps her to ride her bike up a hill.

- 2 **▶▶** Martin and Anna want to become inventors. Try and match the sentence parts to find out what their situation is. Then listen and check.

- 1 Martin has got an idea for an invention,
 - 2 He's got a job,
 - 3 Anna has got a lot of ideas,
 - 4 She's thirteen,
- a and wants to be an inventor.
b but doesn't want to say what it is.
c but doesn't know where to start.
d and hasn't got enough time to work on it.

- 3 **▶▶** Complete the expert's answers with *should* or *shouldn't*. Listen again and check.

- 1 You _____ start thinking 'What idea can I have to make a million pounds?'
- 2 You _____ start with a little idea.
- 3 You _____ think 'What can I invent that makes one little thing in my life easier?'
- 4 You _____ give up your job.
- 5 You _____ work on your best idea first.
- 6 You _____ forget about your other ideas.

GRAMMAR

should / shouldn't

- 1 Look at the sentences in Exercise 3. Match the sentence parts in the rule.

RULE:

- | | |
|-------------------------------|---------------------------|
| 1 Use <i>should</i> to say | a 'It's not a good idea.' |
| 2 Use <i>shouldn't</i> to say | b 'It's a good idea.' |

- 2 **▶▶** Use *should / shouldn't* and a word from each list to give advice to these people. Write down the advice.

take | go to | eat | drink | read

pill | book any more | bed
any more cake | water

- 0 I've got a headache. You should take a pill.
- 1 I'm really thirsty. _____
- 2 My eyes are tired. _____
- 3 I'm tired. _____
- 4 I feel sick. _____

SPEAKING

Read the sentences. Decide whether you agree or disagree. Then work in pairs. Tell your partner.

- 1 Students shouldn't use their phones during lessons.
- 2 Students should use computers in all lessons.
- 3 There should only be six students in a classroom.
- 4 Students shouldn't wear school uniforms.

I disagree with number 2. Students should use computers in most subjects, but not in all of them. That would be boring.

READING

- 1 **SPEAKING** Work in pairs. Look at the pictures and think about what the machines do. Then choose one of the two machines and talk about it.

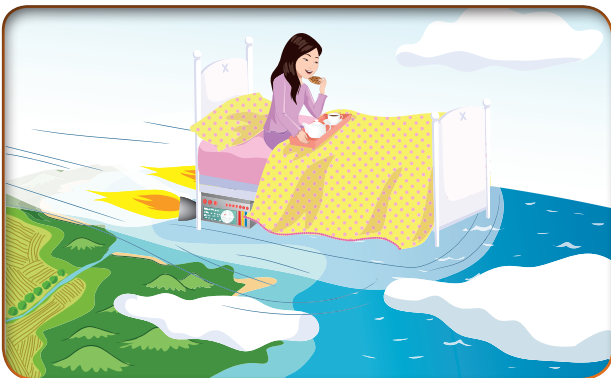
*I think it's called ... It helps with ...
It's a cool machine because ...
It gets angry when ...*

- 2 Read these product reviews on a website from the year 2066. What do the robots do?



I bought the Sunny Star robot two weeks ago. It does everything for me in the morning. I don't have to do anything. It wakes me up with a nice song. I don't have to get out of bed myself. It helps me to get out of bed and carries me to the shower. Then it washes my face and brushes my teeth. It makes my bed and packs my bags for school. But you should be careful! You mustn't use it on rainy days.

Sunny Star gets very angry when it rains. Then it only turns the cold water on when it puts you in the shower!



Do you like visiting other countries? Yes?

Then this invention is perfect for you. You don't have to have a lot of money. And you don't have to get up in the morning. It looks like a bed. It's got a computer. You only have to type the name of a city, and it flies you there. You can stay in bed, and you can have breakfast too. But you mustn't tell your teachers! They would take it away from you! Oh, and there's one more thing you should know. You must switch Travel Plus off at night. Do you know why? Because it wants to travel day and night. It waits until you're sleeping and then it starts travelling. Then you could wake up at the North Pole or in the middle of the ocean!

- 3 Read the reviews again and answer the questions.

- 1 What's the first thing that Sunny Star does for you in the morning?
- 2 When does Sunny Star create problems?
- 3 What does Sunny Star do when it's angry?
- 4 What don't you have to do when you use Travel Plus?
- 5 Why don't you have to get up in the morning?
- 6 What must you do when you use Travel Plus?
- 7 Why mustn't you tell your teachers?

GRAMMAR

must / mustn't; mustn't vs don't have to

- 1 Complete the sentences from the reviews. Then complete the rule with *must*, *mustn't* or *don't have to*.

- 1 You _____ do anything. Sunny Star does all the work for you.
- 2 You _____ switch Travel Plus off at night.
- 3 You _____ tell your teachers.

RULE: Use ¹ _____ to say 'it's necessary to do it'.
Use ² _____ to say 'it's not necessary'.
Use ³ _____ to say 'don't do it! I'm telling you not to!'

- 2 Match sentences 1–3 with a–c.

- 1 You don't have to go swimming.
 - 2 You mustn't go swimming.
 - 3 You must change your clothes.
- a There are sharks.
b They're all wet.
c You can do something else if you prefer.

- 3 Complete the sentences with *must*, *mustn't* or *don't have to*.

- 1 A Dad, I don't want to go to the park with you.
B No problem, Mike. You _____ be there.
- 2 A I'm so thirsty.
B Stop! You _____ drink that!
- 3 A I'm sorry I can't join you.
B That's fine. You _____ come.
- 4 A Sorry, I can't stay. I'm in a hurry.
B Oh, no problem. You _____ wait for me.
- 5 A I don't like swimming.
B We _____ go swimming. We can go to the park.
- 6 A I've got a bad toothache.
B You _____ go to the dentist.

Pronunciation

Vowel sounds: /ʊ/ and /u:/

Go to page 142.

VOCABULARY

Housework

▶▶ Match the words with the photos. Write 1–10 in the boxes. Listen and check. Then listen again and repeat.



A



B



C



D



E



I



J



F



G



H

WRITING

A paragraph about housework

Ask your partner these questions and make notes. Then write a paragraph.

- 1 What do you have to do at home?
- 2 What don't you have to do at home?
- 3 When do you have to do housework?
- 4 How do you feel about doing housework?

Kate hates clearing the table, but she has to do it every evening. She also has to vacuum her bedroom floor once a week. She doesn't have to do ...

SPEAKING

1 Read the questions. Make notes.

- 1 What do you have to do at home: tidying, shopping, cooking, etc.?
- 2 What don't you have to do?
- 3 What should parents / children do at home?

2 Plan what you are going to say. Use these phrases.

I have to ... I think / don't think that's fair.

*I don't have to ... I'm quite happy about that.
But it would be OK for me to do that.*

*I think ... should do the same amount of work.
It's not fair that ...
Mothers / Fathers should do more work because ...*

3 Work in pairs or small groups. Compare your ideas about housework.

SELF-ESTEEM

Classroom rules

- 1 Write sentences about things students *have to*, *should(n't)* or *must(n't)* do.
*Students have to study for their tests.
Students should speak English as much as possible.
Students mustn't leave rubbish on their desks.*


2 **SPEAKING** Compare your sentences in class. Say what you think.

I think it's a good idea / fair / not fair that ...

I think students / teachers / we all should(n't) ...

3 Carry out a vote to agree on the rules for your class. Make a poster, sign it and put it on the wall.

The treasure hunt

1  Read and listen to the photostory and answer the questions.

Why can't Ryan come to Luke's house after school?
What's a GPS treasure hunt?



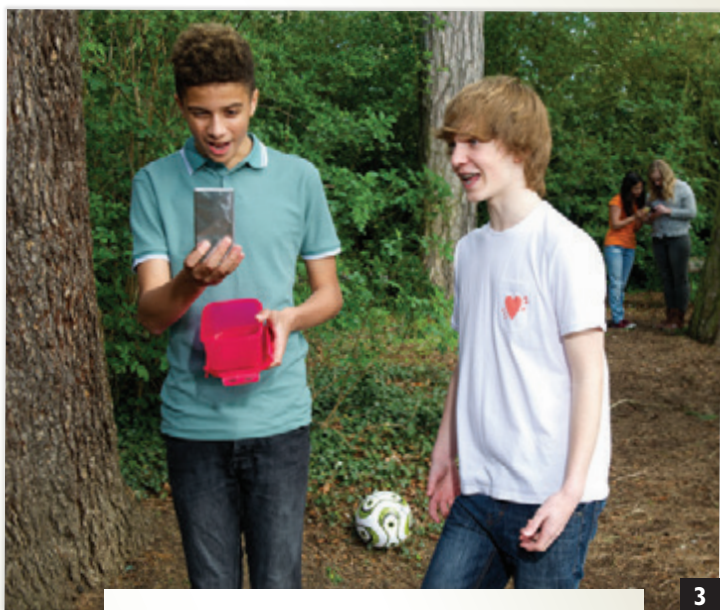
1

LUKE Come to my house after school.
RYAN Sorry, no chance. I have things to do.
LUKE Oh, yeah? Like what, Ryan?
RYAN Oh, homework and stuff. And I promised to help my dad with the garden. Sorry.
LUKE OK. Never mind.



2

RYAN Hey, come here, Luke. I've found something. It looks like a box. It IS a box!
LUKE What's in it? Gold coins? Diamonds? 'Ladies and gentlemen. We are now talking live to the two lucky boys who found the treasure in the park.'
RYAN You think you're really funny, Luke.
LUKE Absolutely! Come on, open the box!



3

RYAN What do we do now?
LUKE Eat it?
RYAN That sounds like a good idea. But hurry up.
LUKE What do you mean?
RYAN Look. Olivia and Megan are coming. I don't want to share it with them.



4

LUKE Hi, you two.
RYAN So, what are you up to? Using the GPS on your phone to find your way home?
MEGAN No. We're on a treasure hunt.
RYAN Sorry?
MEGAN We're trying to find some treasure. Here in the park. Using the GPS on my phone. It's such good fun!
LUKE Treasure? You mean, like a box with a little surprise in it?
OLIVIA Exactly! Now, can we keep looking?

DEVELOPING SPEAKING

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

*We think Olivia and Megan find the box.
They find ... there.*

3  Watch to find out how the story continues.

4 Answer the questions.

- 1 What is Luke worried about?
- 2 Where does Ryan think Luke is going?
- 3 What's the problem with the mobile?
- 4 What does Olivia do to solve the problem?
- 5 What's the problem for Luke and Ryan?
- 6 What do the girls find in the box?

PHRASES FOR FLUENCY

1 Find the expressions 1–5 in the story. Who says them? How do you say them in your language?

- 0 no chance *Ryan* 3 Absolutely. _____
 1 ... and stuff. _____ 4 So, ... ? _____
 2 Never mind. _____ 5 ... such good fun _____

2 Complete the dialogue with the expressions in Exercise 1.

- A Do you want to come round tonight? We can play computer games ¹ _____ .
 B Sure. I love computer games, they're ² _____ .
 A Of course. And can you bring your new laptop?
 B ³ _____ . It's my brother's, too. I can't take it.
 A ⁴ _____ . We can use mine. ⁵ _____ , is seven o'clock OK?
 B ⁶ _____ ! See you at seven!

WordWise

Expressions with *like*

1 Complete the sentences from the story with the phrases in the list.

like | looks like | sounds like | Like what

- 1 Oh, yeah? _____ , Ryan?
- 2 It _____ a box. It IS a box.
- 3 That _____ a good idea.
- 4 Treasure? You mean, _____ a box with a little surprise in it?

2 Match the sentences.

- 1 This chicken isn't very good.
 - 2 Someone's talking. Who is it?
 - 3 Let's buy her a present.
 - 4 He's a really nice guy.
 - 5 What's that animal?
- a Like what? A poster perhaps?
 b Yes, he's just like his sister, she's nice too.
 c I'm not sure. It looks like a dog, but it isn't.
 d That's right. It tastes like fish!
 e It sounds like Jim.

3 Complete the dialogues using a phrase with *like*.

- 1 A I really hate tomatoes.
B I'm _____ you. I hate them, too.
- 2 A Here's a photo of my sister.
B Wow. She really _____ you!
- 3 A We should do some exercise.
B _____? Go for a walk?
- 4 A Let's go to the cinema.
B That _____ a great idea.

FUNCTIONS

Asking for repetition and clarification

1 Complete the extracts from the conversations with the words from the list.

you mean | Sorry? | Like what

LUKE Come to my house after school.
 RYAN Sorry, no chance. I have things to do.
 LUKE ¹ _____ , Ryan?

RYAN OK, that sounds like a good idea. But hurry up!
 LUKE What do ² _____ ?

MEGAN We're on a treasure hunt.
 RYAN ³ _____
 MEGAN A GPS treasure hunt.

2 Match the expressions in Exercise 1 with their definitions.

- a Say that again. _____
- b What are you trying to say? _____
- c Give me an example. _____

ROLE PLAY

Work in pairs. Student A: Go to page 148. Student B: Go to page 149. Take two or three minutes to prepare. Then have a conversation.

Culture

1 The pictures below show first models of great inventions that changed the world. Look at the pictures and match them with the inventions they illustrate.

1 The washing machine.

2 The mobile phone.

3 The printing press

4 The train



A




B



C



D

2  Can you ride a bike? Watch the video to find out who invented it.

INVENTIONS THAT CHANGED THE WORLD

Anyone can be an inventor

In the middle of the 19th century, the people of Paris were shocked to see a young aristocrat riding around the streets on top of a noisy **wooden** machine, called *draisine*, which he **propelled** by pushing with his feet against the ground.

At the same time, in a different part of town, the young son of a carriage maker, Ernest Michaux, was falling in love with trains and locomotives, recently invented by an Englishman.



The story goes that one day, the viscount of Roseraie had an accident while riding his *draisine* and young Ernest, who was walking back home from school, happened to see everything and offered the viscount to take the machine to his father's shop for repairs. The nobleman accepted and took the *draisine* to Michaux's workshop. The repairs took less time than expected, so young Ernest used the opportunity to learn how to ride the machine around his father's yard. And while doing so, he thought it needed some **improvement** to make it easier to ride. And, one day when he was watching a new locomotive at the station, a genius idea **sprang** into his mind. He ran home, asked his father for

help and together they invented and installed the first pedal on the viscount's machine.

When viscount Roseraie came to pick his *draisine*, he was so impressed by Ernest's idea, that he let the boy keep it and later helped Michaux senior obtain a **patent** for his invention.

Many other people around the world then contributed to the improvement and development of this machine until it became what we know today as the *bicycle*. But it took the passion and **ingenuity** of a 14-year-old boy to think of the essential component that makes the bicycle a fast, fun and clean means of transport.



3 Read the article and choose the correct option A, B or C.

- Ernest Michaux was a carriage maker.
A Right B Wrong C Doesn't say
- It was very expensive to repair the viscount's draisine.
A Right B Wrong C Doesn't say
- Ernest loved locomotives and trains.
A Right B Wrong C Doesn't say
- Ernest got the idea to install a pedal on the draisine when he was driving a locomotive.
A Right B Wrong C Doesn't say
- Michaux Senior obtained a patent for his son's invention in 1860.
A Right B Wrong C Doesn't say
- The bicycle is an environmentally-friendly means of transport.
A Right B Wrong C Doesn't say

4 VOCABULARY There are six words in bold in the text. Match them with these meanings.

- 0 made of wood wooden
- to push or move something somewhere, often with a lot of force _____
 - an occasion when something gets better or when you make it better _____
 - (informal) to appear suddenly _____
 - the official legal right to make or sell an invention for a number of years _____
 - someone's ability to think of clever new ways of doing something _____
- 5 SPEAKING** Which of the inventions on page 22 do you think help people the most? How would your life be different without them?

WRITING

With some inventions, it is difficult to say for certain who invented them. Sometimes an unknown person has an idea by accident and then many other people perfect it before it becomes the famous thing everyone knows. One such example is pizza.

Look at the FACT FILE about pizza and use it to write the story of this world-famous dish. Make full sentences and use connecting words to write the story.



FACT FILE

WHEN	WHAT	WHERE
antiquity	Focaccia was a main dish	The Roman Empire
997 BC	The word <i>pizza</i> was first used	Gaeta, Southern Italy
16th century	Pizza was a dish for poor people It consisted of flat bread and tomatoes on top People could buy it in the streets Visitors from out of Naples liked it very much	Naples
1807	State Archives mentioned 54 pizzerias	Naples
After 1850	More than 120 pizzerias	Naples
1843	Writer Alexandre Dumas described the wide variety of pizza toppings	Paris
11 June 1889	Pizzamaker Raffaele Esposito created the "Pizza Margherita" in honour of Queen Margherita of Italy The Margherita had tomatoes, mozzarella and basil (colours of the Italian flag)	Naples
After World War II	Foreign soldiers tried pizza and liked it They took the recipe to their countries	Italy All over the world
1962	Sam Panopoulis invented the "Hawaiian Pizza"	Chatham, Ontario
2017	UNESCO listed the Pizza Napoletana on the Intangible Cultural Heritage List	

2 SPORTING MOMENTS

OBJECTIVES

FUNCTIONS: talking about feelings;
talking about sports

GRAMMAR: past continuous; past
continuous vs. past simple;
when and *while*

VOCABULARY: sports and sports
verbs; adverbs of sequence



A



B



C



D



E



F

READING

1 Match the words in the list with the photos. Write 1–6 in the boxes. Listen, check and repeat.

1 basketball | 2 horse racing | 3 mountaineering
4 athletics | 5 swimming | 6 tennis

2 Which sport in Exercise 1 has these things?

a ball | a race | a track | water
rope | a net | a match | a rider

3 Name other sports in English.

4 Which sports are popular in your country? Which ones do you like? Write P (popular) and/or L (like) next to each photo.

5 **SPEAKING** Compare your ideas with a partner.

*Basketball is popular here
but I don't like it very much.*

I like tennis and it's very popular here.

6 Look at the photos on page 25. Answer these questions.

- 1 Which sports are the stories about?
- 2 There is something that connects both stories. What do you think it is?

7 Read and listen to the article and check your answers.

8 Read the article again. Correct the information in these sentences.

- 1 The weather in Barcelona was bad.
- 2 Derek Redmond ran in the 200-metre race.
- 3 Derek was running when he crossed the finish line.
- 4 Gerlinde was alone on the mountain.
- 5 The accident happened in the evening.
- 6 Gerlinde's dream of climbing all of the mountains in the world that are 8,000 metres or higher is still incomplete.

IF YOU DON'T GIVE UP, YOU CAN'T FAIL

There are many stories of brave people in sports who didn't give up. Here are two of our favourites.



Derek Redmond

It was the Olympic Games in Barcelona in 1992; the semi-final of the 400 metres. The sun was shining and the crowd were ready for a great race. The British athlete Derek Redmond was a top runner: he had a very good chance of winning a medal.

The race began. At first, Derek was running well. Then, after about 150 metres, he felt a pain in his leg. He fell down. He had a bad injury and couldn't carry on. The other runners went past him and finished the race.

After about five seconds, Derek got up and started to run again, on one leg only. The crowd stood up and started to clap. Derek's father, Jim, came onto the track, put his arm around him and said, 'Derek, you don't have to do this.' Derek replied, 'Yes I do. I have to finish.' And so together they walked the last 50 metres and crossed the line.

Gerlinde Kaltenbrunner

In the summer of 2010, mountaineer Gerlinde Kaltenbrunner was almost at the top of a mountain called K2 in Nepal. She was trying to climb the 8,611-metre mountain for the fifth time. She was climbing with her friend Fredrik Ericsson.

It was 7 o'clock in the morning and it was snowing. The two climbers were getting ready to go up the last 400 metres. Fredrik was trying to tie some rope but he slipped and fell 1,000 metres. He was killed.

Gerlinde went back to base-camp. K2 was now a very sad place for her, and she thought she would never climb the mountain.

But there was something very important that she wanted to do: K2 is one of 14 mountains in the world that are 8,000 metres or higher. Her dream was to climb them all.

So in August 2011 she went back to Nepal and K2. She tried again and this time, she got to the top. Her dream was complete.



VALUES

Trying, winning and losing

1 Think about these sentences. Which one do you think is the most important?

The two stories tell us that ...

- 1 it's important to try to win a race.
- 2 you shouldn't start a race if you think you can't win.
- 3 when you start something, you should try to finish.
- 4 if things go wrong, you should try to keep going.
- 5 if you try to climb a mountain but don't get to the top, you fail.

2 **SPEAKING** Work in pairs. Compare your ideas with a partner.

I think number 1 is the most important. What about you?

GRAMMAR

Past continuous

1 Complete the sentences from the article on page 25 with the words in the list. Then **circle** the correct words to complete the rule.

run | try | climb | shine

- The sun _____ in Barcelona.
- At first, Derek _____ well.
- Gerlinde _____ with her friend Fredrik Ericsson.
- Fredrik _____ to tie some rope.

RULE: Use the past continuous to talk about *completed actions* / *actions in progress* at a certain time in the past.

2 Find more examples of the past continuous in the article on page 25. Then complete the table.

Positive	Negative	Questions	Short answers
I/he/she/it ¹ _____ working	I/he/she/it ³ _____ (was not) working	⁴ _____ I/he/she/it working?	Yes, I/he/she/ it ⁶ _____. No, I/he/she/it ⁷ _____ (was not).
you/we/they ² _____ working	you/we/they weren't (were not) working	⁵ _____ you/we/ they working?	Yes, you/we/they/ ⁸ _____. No, you/we/they ⁹ _____ (were not).


Pronunciation

Strong and weak forms of *was* and *were*

Go to page 142.

3 Yesterday the sports teacher was late. What were the students doing when he got there? Complete the sentences with the correct form of the verbs in brackets.


- Lucy was talking (talk) on her phone.
- Daniel and Sophie _____ (play) basketball.
- Samuel _____ (read) a book.
- Ken _____ (climb) up a rope.
- Lisa _____ (dream) about a day on the beach.
- Andy _____ (look) at his photos on his tablet.

4  Complete the dialogues with the past continuous form of the verbs.

- A What _____ (you/do) yesterday when we phoned you?
B I _____ (wait) for my mother in town. And it was horrible because it _____ (rain)!
- A Why didn't you answer when I phoned you?
B I _____ (cook) my lunch.
- A Was it a good game yesterday?
B Well, the beginning was fine. We _____ (play) well and we _____ (win). But then they scored four goals!
- A _____ (you/watch) TV when I called last night?
B No, I wasn't. I _____ (read) a magazine.

VOCABULARY

Sports and sports verbs

1  Match the words in the list with the photos. Write 1–10 in the boxes. Then listen, check and repeat.

- 1 sailing | 2 diving | 3 golf | 4 gymnastics
5 rock-climbing | 6 rugby | 7 snowboarding
8 skiing | 9 volleyball | 10 windsurfing



A



B



C



D



E



F

2 Answer the questions.

- Two of the sports in Exercise 1 have *players* and a *team*. Which ones are they?
- Seven of the sports in Exercise 1 add *-er* or *-or* for the people who do them. Which ones are they?
- What do we call someone who does gymnastics?

3 We use different verbs for different kinds of sports. Read the rule and then complete the table with the sports in Exercise 1.

RULE:

play + game (e.g. *football*)
 go + -ing (e.g. *running*)
 do + activity (e.g. *athletics*)

play	go	do
<i>football</i>	<i>running</i>	<i>athletics</i>

4 **SPEAKING** Work in groups. Answer the questions about the sports in Exercise 1.

Which sports ...

- are team sports?
- are dangerous?
- are water sports?
- are in the Winter Olympics?
- are expensive?
- are difficult to play or do?



G



H



I



J

LISTENING

1 **▶▶** Four teenagers were asked the question: 'How do you feel about sports?' Listen and tick (✓) the sports that each one mentions.

	Gemma	Andy	Tracey	Ryan
football				
swimming				
running				
skateboarding				
skiing				
tennis				

2 **▶▶** Listen again. Who expresses these ideas? Write the name.

- I practise a lot. _____
- I am not competitive. _____
- I like doing things alone. _____
- I'm learning another sport. _____

3 **SPEAKING** Work in pairs. Which of the four teenagers are you like? Tell your partner.

I'm like Gemma because I don't really like sports.

I really like running, so I'm like Andy.

FUNCTIONS

Talking about feelings

1 You are going to answer the question: 'How do you feel about sports?' List some sports you want to talk about.

running, football, swimming, surfing

2 What do you want to say about each sport? Mark them ✓ for positive comments; and X for negative ones.

running X football X swimming ✓ surfing ✓

3 Think about **why** you put ✓ or X. Look at the words and ideas in Vocabulary, Exercise 4. Use these words and / or other words you know.

*running X boring football X team sport
 swimming ✓ fun surfing ✓ difficult and fun*

4 Work in pairs. Ask each other: 'How do you feel about sports?'

How do you feel about sports?

Well I don't like running because it's boring. But swimming is fun and I love surfing because it's fun and it's difficult to do.

READING

- 1 Look at the pictures. What do you think is happening in each one?



- 2 Read the stories and match them with the pictures. Write the numbers 1–3 in the boxes.

- 3 Read the stories again. Answer the questions.

- 1 Why does Alan think the story about the bird is funny?
- 2 Why didn't the girl see the ball coming at her?
- 3 Why did the cyclist lose control of the bike?

- 4 **SPEAKING** How funny do you think these stories are? Give each one a number from 0–5 (0 = not funny at all, 5 = very, very funny). Compare your ideas with a partner.

TRAIN TO THINK

Sequencing

- 1 Look at the lists. Put them in a logical order.

- 1 morning – night – afternoon – evening
- 2 tomorrow – today – next week – yesterday
- 3 Saturday – Wednesday – Monday – Friday
- 4 have lunch – come home – go to school – wake up
- 5 baby – adult – child – teenager
- 6 first half – kick-off – half-time – second half

- 2 **SPEAKING** Compare your ideas with other students. Are they the same or different?

Your favourite sports FAILS!

- 1 **ALAN** Today 4 pm

I saw a really funny thing on YouTube the other day. It was a tennis match. Four people were playing – it was in a big competition. One of the players was hitting the ball when a bird flew in – and the ball hit the bird and it fell to the ground. The players stopped and one of them picked the bird up – they thought it was dead. But suddenly the bird flew away again and they all laughed!

- 2 **JILLY** Today 1 pm

I was watching an American football game, a long time ago. There were some girls who were standing at the side of the ground. One player threw the ball really hard – and very badly! One of the girls was looking the other way when the ball hit her. She just didn't see it – and it knocked her over. Everyone was worried; the player went to see if she was OK – then she stood up and laughed and the player gave her a big hug.

- 3 **PAULA** Today 9 am

I went to watch a cycling race the other day. I was standing at the finishing line, and I saw the first cyclist come round the corner to finish the race. At first, he was very happy because he was winning – but he wasn't at the finishing line yet! While he was still cycling, he put his arms up in the air to celebrate. After two seconds, he lost control of the bike. And finally he fell off! He got back on the bike but another cyclist went past him, so in the end he came second. Poor guy – but it was his fault!

GRAMMAR

Past continuous vs. past simple 

1 Look at these sentences from the stories on page 28. **Underline** the past continuous verb and **circle** the past simple forms.


- One of the players was hitting the ball when a bird flew in.
- One girl was looking the other way when the ball hit her.
- While he was still cycling, he put his arms up in the air.

2 Look at the diagram. Which part of the sentence tells us about an action that was in progress in the past? Which part of the sentence tells us about an action that interrupted the action in progress? Complete the rule.

One of the players was hitting the ball

a bird flew in.

RULE: Use the ¹_____ to talk about actions in progress in the past, and the ²_____ for actions which happened at a certain time in the past (and sometimes interrupted the action in progress).

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

- He was running (run) and he suddenly felt (feel) a pain in his leg.
- The ball _____ (hit) me while I _____ (watch) a bird.
- Jenny _____ (sail) with her father when she _____ (see) some dolphins.
- He _____ (chase) the ball and he _____ (fall) over.
- When I _____ (look) out of the window, it _____ (snow).
- The electricity _____ (go) off while we _____ (watch) a match on TV.

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

A few years ago, in a football match in England between Chelsea and Liverpool, a strange thing happened. Chelsea ¹_____ (win) the match 2–1 and there were about twenty minutes left. Two players – Luis Suárez and Branislav Ivanović – ²_____ (run) after the ball. While they ³_____ (try) to get to the ball, Suárez suddenly ⁴_____ (take) Ivanović's arm and ⁵_____ (bite) it! The referee ⁶_____ (not see) it happen so Suárez ⁷_____ (continue) playing.

when and while

5 Look at the sentences in Exercises 3 and 4. Complete the rule.

RULE: We often use **when** before the past ¹_____ and **while** before the past ²_____.

6 Complete the sentences. Use the past continuous for the longer activity and the past simple for the shorter one.

- I was writing (write) an email. My phone rang (ring).
- Alex and Sue _____ (watch) a film on DVD. Their friends _____ (arrive).
- Marco _____ (have) breakfast. He _____ (have) a great idea.
- Cristina _____ (talk) on the phone. Her father _____ (go) out.
- They _____ (walk) in the mountains. They _____ (see) strange bird.

7 Join the sentences in Exercise 6 in two different ways. Use **when** and **while**.

*I was writing an email **when** my phone rang.
While I was writing an email, my phone rang.*

VOCABULARY

Adverbs of sequence

1  Match the parts of the sentences.

- At first, a two seconds, he lost control of the bike.
- Then b he was very happy.
- After c he fell off.
- Finally, d he put his arms up to celebrate.

2 Complete the story with the words in Exercise 1.



1 _____, I was very nervous.
2 _____ the starter fired the gun.



3 _____ ten seconds, I crossed the finish line and won! I was the Olympic champion!



4 _____ the photographers took photos of me. 5 _____ an hour, they gave me the gold medal.



6 _____, I woke up.

Culture

1 Look at the pictures and answer the questions. Then say what you think the article is about.

Where can you see the following things?

- a marathon race
- an athlete
- spectators
- the finishing line

2  Watch the video to check your answers.

3 Read the article and match the pictures with the correct Olympic Games.

4 **SPEAKING** Which Olympic moment do you like most? Which do you like least? Compare your ideas with others in the class.

THE OLYMPIC GAMES – the good and the not-so-good

The Olympic Games **take place** every four years and usually there is something special that people never forget. Here are some of those moments from the past – some good, some not so good.

1908 London – the marathon

At the end of the **marathon**, the man who was winning – Dorando Pietri, from Italy – was very tired and fell down four times. People picked him up and he **crossed** the line – so of course he didn't win the **gold medal** because people helped him. But he became very famous.

1960 Rome – a winner with no shoes

The winner of the marathon in Rome was Abebe Bikila from Ethiopia. A lot of other runners (and some of the **spectators** – the people in the stadium) laughed when they first saw him – he had no shoes. They weren't laughing at the end when Bikila won the gold medal.

1968 Mexico – a big jump

Mexico City is very high and the air is thin – which was a good thing for some athletes, not so good for others. One special moment was the long jump – Bob Beamon from the USA jumped 8.9 metres. Beamon's jump was the World Record for 23 years.

2004 Athens – another marathon story

In the men's marathon, after about 35 kilometres, Brazilian Vanderlei de Lima was running very fast. He was first, and the second runner was 40 seconds behind him. But then an Irishman ran out from the crowd and pushed him. Other people in the crowd stopped the Irishman. Then de Lima started to run again. He was smiling when he finished the marathon third – he won the **bronze** medal.



A



B



C

5 Read the article again and answer the questions.

Who ...

- 1 had help to finish the race?
- 2 raced barefoot?
- 3 was stopped in the middle of his race?
- 4 finished first but didn't get a medal?
- 5 broke an Olympic record?
- 6 won a marathon bronze medal?

6 VOCABULARY There are six highlighted words in the article. Match the words with these meanings. Write the words.

- | | |
|---|---------------|
| 0 the prize given to the athletes that come third in a race at the Olympics | <u>bronze</u> |
| 1 a 42.2 km race | _____ |
| 2 happens | _____ |
| 3 the prize given to the winners at the Olympic games | _____ |
| 4 people who watch a race or game | _____ |
| 5 went from one side to the other side | _____ |

WRITING

An article about a sporting event

1 Read Max's article in a school magazine about going to an important tennis match. Answer the questions.

- 1 Who did Max go with?
- 2 Who did Max think would win?
- 3 Who won?
- 4 What did Max do after the match?

2 Find these words in the article. What does each word describe? Why does Max use them?

- | | | | |
|-----------|------------------|-------------|-------|
| 0 lucky | <u>my family</u> | | |
| 1 full | _____ | 4 great | _____ |
| 2 excited | _____ | 5 fantastic | _____ |
| 3 unhappy | _____ | | |

3 Look at the three paragraphs of Max's article. Match the paragraphs with the contents.

- | | |
|-------------|---|
| Paragraph 1 | a after the event |
| Paragraph 2 | b introduction to the event |
| Paragraph 3 | c details of the event (the match itself) |

4 Think of a sports event that you went to or would like to go to. Answer the questions.

- 1 When is / was the event?
- 2 Where is / was it?
- 3 What is / was the atmosphere like (the crowd and the noise, etc.)?
- 4 What happens / happened at the event? (players / goals / winners, etc.)
- 5 How did / would you feel after the event? (happy? tired? excited? unhappy?)

5 Write an article for a school magazine (about 80–100 words) about the sports event. Use Max's article and the language above to help you.



(1) Last Saturday was the final of the women's singles at the Wimbledon Tennis Championships. My family were lucky enough to get tickets. When we got there, we went to the court and found our seats. The stadium was full and everyone was very excited. It was brilliant!

(2) At ten to two, the players came out: Marion Bartoli from France and Sabine Lisicki from Germany. At first, I was sure Lisicki would win but when the match started, it was clear that I was wrong. Bartoli played really well and after thirty minutes, the first set ended: 6–1 to Bartoli. Twenty-five minutes later, the second set was 5–1 to Bartoli. Lisicki started to play better, and soon it was 5–4. Could Lisicki come back? No. Bartoli hit great shots and won the second set 6–4. The crowd stood and clapped and cheered. Bartoli got the trophy.

(3) We had a great time. Maybe the match wasn't the most exciting ever, but it was fantastic to see a big sports event 'live'.

LET'S PRACTISE!

READING AND WRITING

Matching

1 Which notice (A–H) says this (1–5)? Write the letters A–H.

- 0 Adults only. C
- 1 You don't have to pay if you're eight.
- 2 You shouldn't leave your car here.
- 3 The shop closes in the afternoon.
- 4 You should call for more information.
- 5 You mustn't swim here.



Multiple-choice replies

2 Complete five conversations. Choose the correct answer A, B or C.

- 0 It's not cold today.
 - A You mustn't wear shorts.
 - B You must wear a jacket.
 - C You don't have to wear a jumper.
- 1 It's very dark. I can't see anything.
 - A You need some headphones.
 - B Here's a torch for you.
 - C I've got a docking station, if you want.
- 2 I've got a headache.
 - A You should go to bed for half an hour.
 - B You should watch TV.
 - C You shouldn't get some rest.
- 3 Let's go sailing tomorrow.
 - A I can't. I haven't got a bike.
 - B OK, I've got a ball.
 - C Sorry, I don't like water.
- 4 Where were you at 3 pm?
 - A I am watching TV.
 - B I walked in the park.
 - C I was playing basketball.
- 5 Do you want to go to the cinema?
 - A No, I have to.
 - B Sorry. I've got to tidy up.
 - C Yes, I must.

LISTENING

Note taking

3 You will hear a man asking for information about a football match. Listen and complete each question.

Football match

Day of game: 0 Sunday

Game starts: 1 _____

Family ticket: 2 £ _____

Food: 3 Hot drinks and _____

Buy tickets at: 4 Club shop in _____ Street

VOCABULARY

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

calculator | sailing | remote control | coffee machine | does | headphones
volleyball | up | windsurfing | satnav | make | skiing

- We're lost. We need a _____.
- I have to _____ my bed every morning before I go to school.
- What a mess. Someone should do the washing- _____.
- I love _____. I've got a small boat and I go every weekend.
- What is 7% of 270? I need a _____.
- I was playing _____ when the ball hit me on the head.
- Pass me the _____, please. I want to watch the news.
- My mum was _____ and she fell over in the snow three times!
- Dad _____ the cooking in my house.
- I'm trying to work and your music is too loud. Can you wear _____?

/10

GRAMMAR

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

see | walk | stop | eat | find | play

- She _____ her dog when I saw her.
- I was tidying my room when I _____ my favourite pen that I lost last week.
- The docking station _____ working while we were listening to music.
- We started running when we _____ the bus.
- I _____ my dinner when the phone rang.
- We _____ football when Mum called us for dinner.

3 Find and correct the mistake in each sentence.

- My mum and my dad was playing in the sand with my sister.
- You not have to go if you don't want to.
- We mustn't run. The train doesn't go for an hour.
- You must to be careful. It's very dangerous.
- I played football when I broke my leg.
- Yesterday the sports shop was sell them for only £15.

/12

FUNCTIONAL LANGUAGE

4 Write the missing words.

- A You _____ have to eat it if you don't want to.
B Thanks, I don't _____ like it.
- A I can't come to your house. I've got lots of things to do.
B Like _____?
A Well, I've got to help my dad _____ the shopping, for a start.
- A At _____ I was a bit scared but _____ a while I was OK.
- A What _____ you doing at nine o'clock?
B I was _____ the washing-up.

/8

MY SCORE /30

22 - 30

10 - 21

0 - 9

3 TRAVELLERS' TALES

OBJECTIVES

FUNCTIONS: talking about life experiences

GRAMMAR: present perfect simple; present perfect with *ever / never*; present perfect vs. past simple

VOCABULARY: transport and travel; travel verbs



A

B

C

READING

1 Match the words with the photos. Write 1–6 in the boxes. Listen, check and repeat.

1 bicycle | 2 bus | 3 boat | 4 car | 5 plane | 6 train

2 Name other kinds of transport in English.

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

How do you travel ...

- to school?
- to the shops?
- to the cinema?
- when you go on holiday?

I usually go by bike.

Sometimes I take the bus. Sometimes I walk.

Sometimes I walk, but sometimes my dad drives.

4 **SPEAKING** Work in pairs or small groups. Read about these people. For each one, say how you think they could travel.

- 1 A British family – wife, husband and two children – want to go to the USA on holiday.
- 2 A student living in London wants to go to Paris.
- 3 Three teenagers in a city want to go to a party at a house that is five kilometres away.

5 **SPEAKING** Think about the ways of travelling in Exercises 1 and 2. Which one(s) is (are):

- cheap?
- expensive?
- exciting?
- an adventure?
- dangerous?
- boring?
- your favourite?
- your least favourite?



E

D

F

6 Look at the photos and the title of the blog on page 35. What do you think the blog is about? Choose one of the following.

- 1 Someone who travels to many different places.
- 2 Different ways to travel.
- 3 Different places to travel to in the world.

7 Read and listen to the blog and check your ideas.

8 Read the blog again. Correct the information in these sentences.

- 1 Nora Dunn wanted to travel the world until she got old.
- 2 Nora gets her money from some rich friends.
- 3 She does the same job everywhere she goes.
- 4 She travelled by boat to the Caribbean.
- 5 She has appeared on television in every country she's visited.
- 6 She has a website to tell people how to spend a lot of money travelling.

Ted's Travel Blog

HOME ABOUT NEWS CONTACT

The non-stop traveller

Hello to all my readers. This week, I've decided to write about travel. Perhaps, like me, you've always thought that travelling is something for rich people. Well, now I think I've been wrong all this time. Why? Well, I've discovered Nora Dunn.



Nora is a professional world traveller. She travels all the time. Nora is from Toronto, Canada and until she was 30, she had a business there. But then she made a big decision. Her dream was to travel the world – and to do it before she got old! So she sold her business and got rid of her belongings. And off she went.

Nora hasn't got rich parents or anyone who gives her money. And she doesn't have a high-paying job. But she's learned how to travel without spending lots of money.

Nora goes to a place and stays there for some time. She works to earn enough money to have a good time and to save a bit, then she moves on to another place. She prefers simple forms of transport like trains or buses, but of course there are times when planes are a necessity. And she writes from wherever she is, which earns her some money too. She's done a lot of different jobs, including working in hotels and in restaurants. And she's learned things like cooking and meditation.

So where has Nora been? Well, everywhere! She's been to all five continents and she's travelled to over thirty countries. All in six years! She's taken a train across Canada and she's



travelled by train from Portugal to Vietnam – an incredible journey. She's lived on a boat in the Caribbean and she's

worked for her accommodation in Hawaii, Australia, New Zealand, Spain, England, Grenada and Switzerland, and a number of other places too. And she's been on television shows in three countries. She's had a lot of fantastic adventures, and she hasn't stopped finding new things!

So, she's seen a lot so far. She's learned that full-time travel doesn't have to be expensive, and she knows now that there are plenty of ways to do it – so many ways, in fact, that she's started a website to tell other people about them. It's theprofessionalhobo.com. I've seen lots of travel sites, and this is one of the best. Have a look. Perhaps you'll be the next 'world traveller'?



VALUES

Travel broadens the mind

1 Read what people said about Nora Dunn. Match the comments 1–3 with the values a–c. Write a–c in the boxes.

- 1 She's seen so many different countries, so I think she probably understands all kinds of people.
- 2 She's probably a better person now, because she's learned so many things.
- 3 I think it's great that she's living her life without thinking about money all the time.

- a self-improvement
- b not worrying about money
- c learning about other cultures

2 **SPEAKING** How important are the values in Exercise 1 for you? Put them in order from 1–3. Compare your ideas in class. Say why you think the values are important or not.

GRAMMAR

Present perfect simple

1 Complete the sentences from the blog on page 35. Then complete the rule.

- Perhaps, like me, you _____ always _____ that travelling is something for rich people.
- Now, I think I _____ wrong all this time.
- She _____ a lot of different jobs.
- So where _____ Nora _____?
- She _____ finding new things.

RULE: Use the present perfect to talk about actions that happened some time in your life up to now. Form the present perfect with the present simple form of _____ + past participle.

2 Underline other examples of the present perfect in the blog on page 35.

3 Complete the table.

Positive	Negative	Questions	Short answers
I/you/we/they 've (1 _____) worked	I/you/we/they haven't (have not) worked	4 _____ I/you/we/they worked?	Yes, I/you/we/they 6 _____. No, I/you/we/they haven't.
he/she/it 's (2 _____) worked	he/she/it hasn't (3 _____) worked	5 _____ he/she/it worked?	Yes, he/she/it has. No, he/she/it 7 _____.

4 Complete the past participles. Use the irregular verbs list on page 159.

base form	past participle	base form	past participle
0 be	<u>been</u>	6 speak	_____
1 do	_____	7 eat	_____
2 go	_____	8 take	_____
3 see	_____	9 fly	_____
4 write	_____	10 swim	_____
5 meet	_____	11 win	_____

5 Jack and Diane are 25 years old. When they were teenagers, they wanted to do many things – and they have done some of them but not all of them. Look at the table. Complete the sentences about them.

	learn French	visit Paris	write a book	work in the USA	make a lot of money
Diane	✓	✗	✓	✓	✗
Jack	✓	✓	✗	✗	✗

- Jack and Diane have learned French.
- Diane _____ Paris.
- Diane _____ a book.
- Jack _____ Paris.
- Jack _____ in the USA.
- They _____ a lot of money.

6 **WRITING** Look at the information about Sue and Harry. Write sentences about them.

	visit another country	fly in a plane	swim in the sea	touch a snake	take a driving test
Sue	✓	✗	✗	✗	✓
Harry	✓	✓	✗	✓	✗

7 **SPEAKING** Work in pairs. Say things about yourself and people you know. Remember: don't say when in the past.

*My mother has lived in Africa.
I've won two tennis competitions.*



LOOK!

- She **has gone** to New York. = She is not here now – she is in New York.
- She **has been** to New York. = She went to New York and came back (at some time in the past).

LISTENING

1 Steve Anderson is at his old school giving a talk about his travels. Listen to the end of Steve's talk. Mark the statements T (true) or F (false).

- 1 He wants to get married and start a family.
- 2 When he was younger, he didn't like staying at home.
- 3 He's going to stop travelling soon.

2 Now the children ask Steve questions. Listen and match the events with the places.

- 1 The most interesting place he's been to.
- 2 The place where he ate a cooked spider.
- 3 The place where he was ill.

a Africa b India c Mexico

3 Listen again and answer the questions.

- 1 Has he ever eaten snake?
- 2 Did he like the spider that he ate?
- 3 Has he had any accidents in a minibus or taxi?
- 4 What do tourists and travellers take with them?

GRAMMAR

Present perfect with *ever* / *never*

1 Complete the sentences with *ever* or *never* and complete the rule.

- 1 I've _____ eaten snake.
- 2 Have you _____ eaten anything really horrible?

RULE: When we use the present perfect to talk about experiences and we want to say:

- 'at no time in (my) life' we use the word ¹ _____
- 'at any time in (your) life' we use the word ² _____

The words *ever* and *never* come between *have* and the past participle.

2 Complete the mini dialogues with the words in the list.

been | yes | eaten | have
never | no | ever | played

- 1 A Have you _____ watched a silent film?
B Yes, I _____.
- 2 A Have you ever _____ to the Olympic games?
B _____, I've never been to them.
- 3 A Have you ever _____ tennis?
B _____, I have.
- 4 A Have you ever _____ a really hot curry?
B No, I've _____ tried curry.

FUNCTIONS

Talking about life experiences

Work in pairs. Ask and answer the questions.

- 1 ever / see / a snake?
- 2 ever / eat / something horrible?
- 3 ever / be / on television?
- 4 ever / speak / to someone from the USA?
- 5 ever / win / a prize?
- 6 ever / be / to another country?

Have you ever
seen a snake?

Yes, I have. It was a
python at the zoo.

No, I haven't.

SPEAKING

Work in pairs. Think of a famous person. Ask about things that the famous person has done in their life, and imagine the answers. Use some of the verbs in the list.

travel | stay | play | win | eat | see | drive | write

Mr President – have you
ever eaten fried spiders?

Yes, I have. I eat them all the time.

TRAIN TO THINK

Exploring differences

1 **SPEAKING** Work in small groups. Look at the pairs of things. Answer the questions.

- a What is the same?
 - b What is different?
- 1 A car and a taxi
 - 2 A train and a plane
 - 3 A holiday and a journey
 - 4 A tourist and a traveller

The same: a car and a taxi have wheels / doors / a driver.

Different: you drive your car but a taxi-driver drives the taxi. In a taxi, you have to pay.

2 **SPEAKING** Compare your ideas with others in the class.

Pronunciation

Sentence stress

Go to page 142.

READING

1 Read the interview. Put the four questions in the correct places.

- a Have you ever had any famous passengers? c What's the worst part of your job?
 b Have passengers ever left anything in your taxi? d When did you start?



THE TAXI DRIVER

Fiona McIntyre is a taxi driver in London. She tells us about her work and some of her experiences.



1 _____
 I've been a taxi driver for about five years. Before that I was a bus driver in London, and I enjoyed it, but I wanted to be more independent so I changed and started driving my taxi.

2 _____
 Oh yes. I've had film stars, politicians, you know, lots of famous people. About a year ago, a really famous actor got in my taxi. I took him to the airport. There was a lot of traffic and it took a long time to get there, so he missed his plane. It wasn't my fault, but when he got out of the taxi, he said some things that weren't very polite!

3 _____
 Oh yes! People have left all kinds of things in here – a suitcase, a hat, mobile phones of course, even a dog once! One time a passenger left his teeth here! Not real teeth, of course – false teeth.

And people have asked me to do some strange jobs. Once a doctor stopped me outside a hospital and asked me to take a skeleton to another hospital. And I did. But I asked the doctor to pay first – the skeleton couldn't pay, after all!

4 _____
 Good question. I've always enjoyed being a taxi driver and I don't want to change. But of course, sometimes, it's not great. I don't like driving around without a passenger, but it's better than just waiting at the airport or at a railway station. I think that's the worst part – waiting.



2 **SPEAKING** Look at the photos. Say how each picture is connected to the article.

There's a picture of a bus. She was a bus driver before she became a taxi driver.

3 Read the interview again and answer the questions.

- Why did she stop being a bus driver?
- Why was the famous actor angry when he got out of the taxi?
- Why did she ask the doctor to pay first when she took the skeleton?
- What two things does she not like about her job?

4 **SPEAKING** Work in two groups. Group A: you are bus drivers. Group B: you are flight attendants. In your group, think of answers to these questions.

- When did you start your job?
- Tell us about an accident you've had.
- Tell us about a funny moment you've had.
- Do you like your job or do you want to change?

5 **SPEAKING** Work in pairs – one student from Group A with one student from Group B. Ask and answer the questions.

6 **SPEAKING** Decide whose answers were best: the bus driver's or the flight attendant's.

GRAMMAR

Present perfect vs. past simple 

1 Complete the things Fiona said in the article on page 38. Complete the rule with the names of the tenses.

- I _____ film stars, politicians, you know, lots of famous people.
- A year ago, a really famous actor _____ in my taxi.
- People _____ all kinds of things.
- One time, a passenger _____ a pair of false teeth.
- People _____ me to do some strange jobs.
- Once, a doctor _____ me outside a hospital and _____ me to take a skeleton to another hospital.

RULE: Use the ¹ _____ to talk about situations or actions at a particular time in the past.

Use the ² _____ to talk about situations or actions in the past, when we don't say when they happened.

2 Find more examples of verbs in the past simple and present perfect in the article on page 38. Underline the verbs in the past simple and circle the verbs in the present perfect.

3 Circle the correct forms.


My name's Michael Edwards and I'm 26. ¹*I've been / I was* very lucky in my life because I have a good job and I travel a lot for work. ²*I've lived / I lived* in three different countries: Thailand, India and Singapore. ³*I've lived / I lived* in Singapore from 2012 to 2014. I live in Thailand now.

⁴*I've got / I got* married two years ago. My wife and I travel a lot together and ⁵*we've seen / we saw* some wonderful places. Last year ⁶*we've seen / we saw* the Taj Mahal in India.

⁷*I've done / I did* some crazy things in my life but the craziest was last month – ⁸*I've gone / I went* by minibus all the way to the north of Thailand. ⁹*It's been / It was* really scary!

VOCABULARY

Transport and travel

1  Write the words under the photos. Listen and check.

a minibus | a helicopter | a tram | a motorbike
a scooter | an underground train



0 a minibus



1 _____



2 _____



3 _____




4 _____



5 _____

Travel verbs

2  Complete the sentences with the correct form of the verbs in the list.

miss | fly | catch | take | ride | drive

- I had to walk home because I missed the bus.
- I ran very fast but I didn't _____ the train.
- I have never _____ in a helicopter.
- My brother's got a motorbike and now he's learning to _____ it.
- We got in the car and we _____ to France.
- The rain was terrible so we _____ a taxi.

3 **SPEAKING** Work in pairs. Ask each other questions. Use the verbs in Exercise 2 and the forms of transport you can see on this page and on page 34.

Have you ever flown in a helicopter?


No, I haven't. Have you ever taken a tram?

Yes, I took a tram in Lisbon when I was on holiday.

Hey, look at that guy!

1 Look at the photos and answer the questions.

What do you think the four friends are saying about the man?
What do they know about him?

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



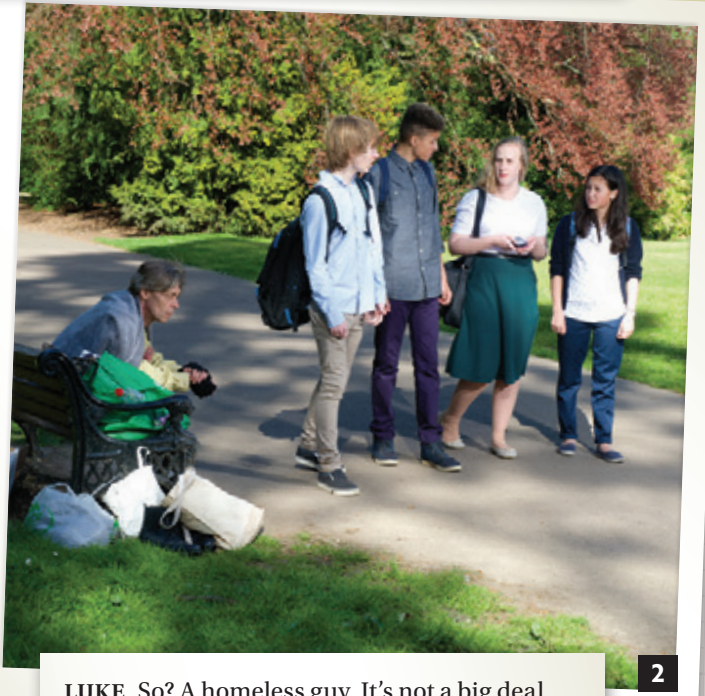
1

RYAN Stop looking at your satnav – we know how to get to school.

OLIVIA Very funny. Hey, look at that guy!

RYAN What about him?

MEGAN I think he was here yesterday too.



2

LUKE So? A homeless guy. It's not a big deal.

RYAN That's right.

OLIVIA He's got problems. Don't you care?

RYAN Well, to be honest – no, not very much.



3

MEGAN But it's really sad!

OLIVIA I know what you mean. I watched a programme on TV a while ago about homeless people. Awful!

MEGAN Can you imagine? No place to live. It must be horrible.

LUKE Well, I'm sure that's true. But it's not really our problem.



4

OLIVIA Let's go and talk to him.


RYAN Hang on! Do you think that's a good idea?

MEGAN What do you mean? He's poor, but that doesn't mean he's dangerous.

LUKE OK, maybe not dangerous. He's probably not very nice, though.

OLIVIA Maybe he needs help.

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.
We think the boys go to school but Megan and Olivia talk to the man.
- 4  Watch to find out how the story continues.
- 5 Put the sentences in the correct order. Write 1–8 in the boxes.
- a The students decide to ask somebody from a charity for help.
- b The girls are worried about the man.
- c When they go back to the park, the man gives Olivia her necklace.
- 1 d The friends are on their way to school.
- e Other students start laughing at her.
- f Ryan tells the other students about the homeless person.
- g In the park, they see a homeless person.
- h The teacher notices that Olivia is not paying attention.

PHRASES FOR FLUENCY

- 1 Find these expressions in the story. Who says them?

- 1 ... not a big deal. _____
- 2 ..., to be honest, ... _____
- 3 I know what you mean. _____
- 4 it's not really our problem. _____
- 5 Hang on! _____
- 6 ..., though. _____

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

- 1 A She's usually a nice girl. She sometimes gets a bit angry, _____.
- B _____. Yesterday she really shouted at me!
- 2 A I need help. You've got to help me with my homework!
- B _____! It's *your* homework – so really, _____.
- 3 A It's only a small test tomorrow. Ten questions. It's _____. Right?
- B Well, _____, I'm a bit worried about it.

WordWise

Phrasal verbs with look

- 1 Look at these sentences from the story. Complete them with the words from the list.

after | up | for | at | into

- 1 Hey, look _____ that guy!
- 2 The charity looks _____ homeless people.
- 3 I'm just looking it _____ on my phone.
- 4 We need to look _____ why he's homeless.
- 5 Let's look _____ him.

- 2 **Circle** the correct word in each dialogue.

- 1 A What's Janet doing?
B She's looking *after* / like the baby.
- 2 A Why are you looking *for* / at me like that?
B Because I'm angry with you.
- 3 A I can't find my pen.
B I'll help you look *after* / for it.
- 4 A Do the police know what happened?
B No, they are still looking *for* / into it.
- 5 A What does this word mean?
B I don't know. Let's look it *after* / up in the dictionary.

FUNCTIONS

Making suggestions

- 1 Complete the sentences from the story with words from the lists. Then write ✓ (agree), ✗ (disagree) or ? (uncertain).

A **How** | could | Let's | Why

B **idea** | do | great | sure

- 0 A How about asking our parents for money?
B I don't think that's a good idea. X
- 1 A _____ don't we try and help him?
B I'm not so _____.
- 2 A _____ give him our school lunch.
B Let's _____ that. _____
- 3 A We _____ take him a bit of food after school.
B I think that's a _____ idea. _____

ROLE PLAY


- 2 Work in pairs. Student A: Go to page 148. Student B: Go to page 149. Take two or three minutes to prepare. Then have a conversation.

Culture

1 Look at the photos and answer the questions. Then say what you think the article is going to be about.

Where can you see

- a student riding to school on a donkey?
- children walking to school along some rail tracks?

2  Watch the video to check your answers.

3 Read the article and say which country each photo is from.

Hard journeys for schoolchildren

'How do you get to school?' This question often gets an answer like 'By bus' or 'I walk' or 'My parents take me by car'. But not always – there are children in many different parts of the world who, every day, have to go on a difficult **journey** in order to get to their lessons. They travel for kilometres on foot, or by boat, bicycle, donkey or train. They cross deserts, mountains, rivers, snow and ice: for example, the children of the Iñupiat community in Alaska go to school and then come back when it is dark, in extremely cold temperatures. And they are not the only ones – kids in many countries do this and more.

These children in Indonesia have to cross a bridge ten metres above a dangerous river to get to their class **on time**. (The bridge fell down in 2001 after very heavy rain.) Then they walk many more kilometres through the forest to their school in Banten village.

A pupil at Gulu Village Primary School, China, rides a donkey as his grandfather walks beside him. Gulu is a mountain **village** in a national park. The school is far away from the village. It is halfway up a mountain, so it takes five hours to climb from the bottom of the mountain to the school. The children have a dangerous journey: the path is only 45 centimetres **wide** in some places.

These children live in poor houses on Chetla Road in Delhi, India. Their homes are near the busy and dangerous railway lines that go to Alipur station. Every morning they walk along the **tracks** to get to their school, forty minutes away.

So one question we can ask is: why do the children do this? Because their parents make them do it? The answer, in many cases, is no – it's because for them going to school means a better future: They hope to get a job and money, so they can help their families and their **neighbours**. And this is why rivers, deserts or danger won't stop them on their way to school.



- 4 Read the article again. What difficulties do children in these places face to get to school?
- 1 The children of the Iñupiat community in Alaska.
 - 2 The children who go to the school in Banten, Indonesia.
 - 3 The children who go to the Gulu Village Primary School, China.
 - 4 The children who live along The Chetla Road in Delhi, India.
- 5 **VOCABULARY** There are six highlighted words in the article. Match the words with these meanings. Write the words.
- | | |
|--|-------------|
| 0 from one side to the other | <u>wide</u> |
| 1 people living in houses near you | _____ |
| 2 a trip | _____ |
| 3 a group of houses usually in the countryside | _____ |
| 4 the things that trains move on | _____ |
| 5 not late | _____ |
- 6 **SPEAKING** Which journey do you think is the hardest? Why? Compare with others in the class.

WRITING

A personal profile

- 1 Read Tim's profile. Answer the questions.
- 1 When and where was Tim born?
 - 2 Where does he live now, and when did he move there?
 - 3 How does he travel in his work?
 - 4 What does he want to do in the future?
- 2 Find examples in the text of the word *in* with these things.
- 1 a year
 - 2 a city
 - 3 a month
 - 4 a country
- 3 Look at the three paragraphs of Tim's personal profile. Match the paragraphs with the contents.
- | | |
|-------------|------------------------------|
| Paragraph 1 | a What he does, and how |
| Paragraph 2 | b When and where he was born |
| Paragraph 3 | c Why he does these things |



Hi, I'm Tim.

(1) I was born in England in 1980, in a town called Halifax, but now I live and work in Cambodia. I went to Cambodia in 2014.

(2) I'm a doctor and I worked at a hospital in Manchester for a few years. But in 2014 I decided to go and work in small villages in Cambodia because I heard that they needed doctors. I travel from village to village to help people. I have a small motorbike that I use. Sometimes, though, I go in a very small plane because the roads aren't good enough.

(3) I want to stay here because there is a lot of work to do. I have also met a girl here and we are getting married in July next year. I hope that I can help to teach Cambodian people to become doctors in the future. I've learned a lot of the language! It was a real challenge!

- 4 Imagine you have to post your personal profile on a blog.

Think about:

- facts about your life (when you were born, etc.)
- what you do, where and how, when you started
- what you want to do in the future

- 5 Write a blog entry called 'My personal profile' in about 80 words. Use the example entry and the language above to help you.

4 THE WAYS WE LEARN

OBJECTIVES

FUNCTIONS: asking and giving / refusing permission to do something

GRAMMAR: present perfect with *for* and *since*; *a*, *an*, *the* or no article; irregular plurals

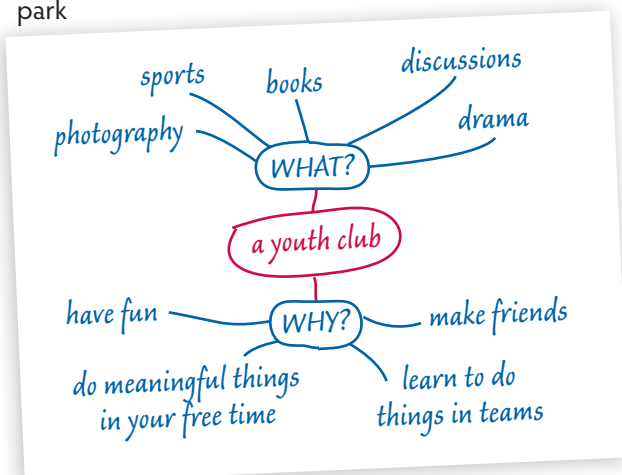
VOCABULARY: school subjects; verbs about thinking



READING

1 Work in pairs. Write down words that come to mind when you think of these places.

a youth club | a holiday camp | a school | a theme park



2 Look at the photos. What are the people doing? Where do you think they are?

3 Read and listen to the article. For each question, mark the correct letter A, B or C.

- 1 What is the writer doing in this text?
 - A Describing a summer school he started in 2005.
 - B Talking about the US school system.
 - C Talking about G. Tulley's programmes for kids.
- 2 What does the text say about safety at the school?
 - A The school is too dangerous for kids.
 - B Children have never hurt themselves badly.
 - C No child has ever had an accident.
- 3 What effect has the school had on Tina Cooper?
 - A It has changed her opinion about school.
 - B It has given her exciting and boring times.
 - C It has encouraged her to ask more questions.

4 Which thing might Gever Tulley say in a presentation to parents about the Tinkering School?

- A We are trying to do our best. We offer your kids a balance of things they will like doing and things they will have to do.
- B I can guarantee that your son or daughter will learn to build a rollercoaster, a rope bridge, a tree house, a motorbike and a boat.
- C Kids can learn a lot by doing things in teams. We give them materials and tools. They plan and make things.

An education like no other

Gever Tulley is a computer scientist from California. In 2005, he started a summer programme for children called Tinkering School. The idea was that children can learn important skills for life by building things together. Gever Tulley and his team help the children to think big and create plans for innovative things they want to build. Children have made fantastic things since the school started. They have built a rollercoaster. They have made a rope bridge from plastic shopping bags. They have made tree houses, wooden motorbikes and boats.

At Tinkering School, children get all kinds of materials like wood, metal or plastic. They get lots of real tools too, such as knives, hammers, screwdrivers and power drills. Some children have cut themselves when using a knife, or hurt their fingers when using a hammer. Tinkering School has been around for many years now, but nobody has ever suffered a serious injury in all those years. This is because there are strict health and safety regulations they must follow. The children always learn how to use the tools safely and they must wear the right clothing and protection at all times.



Gever Tulley's ideas have worked very well. A lot of children have gone to his summer schools over the years. In 2011, Gever Tulley and a colleague decided to create a 'real' school, called Brightworks, in San Francisco. The school is very small – it only has 20 students aged 6 to 13. Brightworks is based on the same principles as Tinkering School.

The students at Brightworks love their school. We spoke to 12-year-old Tina Cooper. She has been a student at the school since last October. 'Since I started here, I've never sat in a 'normal' class with a teacher,' she told us. 'But it's been a very exciting experience. I've worked hard at my new school for eight months now, and there hasn't been one single moment when I found it boring. Before, I was bored quite often.'



VALUES

Learning for life

1 Read the statements. Tick (✓) the things that you think kids are likely to learn at Tinkering School and Brightworks.

- Everyone is different and that's a good thing.
- Teamwork is important to achieve things in life.
- When you use a tool, you must be careful.
- It is important to be friendly and help others.
- It is very important in life to eat healthy food.
- Mistakes are important. We learn from them.

2 **SPEAKING** Compare your ideas with a partner.

I think they learn how to be careful with tools.

Why?

The text says there are strict health and safety regulations.

Yes, I agree with you.

3 **SPEAKING** Discuss these questions.

- 1 Which of the things from the list above do you think are important to learn?
- 2 What would you add to your personal list of 'Important things to learn'?

GRAMMAR

Present perfect with *for* and *since*

- Look back at the article on page 45. Underline all the sentences in the present perfect.
- Complete the sentences below with *for* and *since*. Then complete the rules.

- Children have made fantastic things _____ the school started.
- Tinkering School has been around _____ many years now.

RULE: In the present perfect, we use

- 1 _____ to talk about a period of time.
- 2 _____ to refer to the point in time when an action started.

- When do we use *for* and when do we use *since*? Complete the chart with the words and phrases in the list.

your birthday | yesterday | a year | 2014
I phoned you | a long time | a month | last summer
many years | days | Friday | an hour

for a month _____

since last summer _____

- Complete the sentences. Use the present perfect form of the verbs and *for* or *since*.

- I _____ (be) at my new school _____ last December.
- Hilary _____ (not see) Michael _____ several weeks.
- They _____ (not write) an email or _____ (phone) us _____ three months.
- He _____ (live) in this town _____ a long time.
- I _____ (have) this camera _____ I was 10.

- Write sentences using the present perfect with *for* or *since*.

- Rebecca doesn't live in Italy now. (three years)
Rebecca hasn't lived in Italy for three years.
- They are in the youth club. (three hours)
- Joanne and I are good friends. (primary school)
- She plays in the volleyball team. (two months)
- I should see a doctor. I am sick. (a week)
- I don't hear a lot from Sandra. (last October)

VOCABULARY

School subjects

- Match the school subjects in the list with the photos. Write 1–12 in the boxes. Then listen and check.

- Science (Physics, Biology and Chemistry)
- Music | 3 Art Education | 4 Drama
- Design and Technology | 6 Geography
- English | 8 PE (Physical Education)
- ICT (Information and Communication Technology)
- Maths | 11 History | 12 Spanish



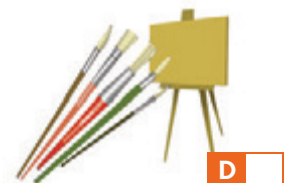
A



B



C



D



E

$2(x+1)-4x=3y$

F



G



H



I

GIVE GAVE GIVEN
GO WENT GONE
HAVE HAD HAD

J



K



L

- SPEAKING** Answer the questions. Take notes. Then compare your answers with a partner.

- Which are your favourite subjects? Which don't you like? Why?
- Which of the subjects are you studying this year?
- How long have you studied each subject?

LISTENING

1 Work in pairs. Match the activities with the photos.

- 1 make a fire | 2 spend a night outdoors | 3 climb a tree | 4 drive a car | 5 spend an hour blindfolded



A



B



C

2 **SPEAKING** Which of these things have you done? Tell your partner.

3 **▶▶** Listen to David talking about a book his father has just read. Which of the activities in Exercise 1 do they talk about?

4 **▶▶** Listen again. Mark the sentences T (true) or F (false).

- David is babysitting his little brother. ___
- David thinks the book his father read is nonsense. ___
- The book says children should spend an hour blindfolded alone. ___
- David is not sure his dad will let Nick drive a car. ___
- Nick drove the car straight into a tree. ___
- David thinks Nick will enjoy showing that he can make a fire. ___



D



E

FUNCTIONS

Asking and giving / refusing permission

1 Put the dialogues into the correct order. Write the numbers 1–4.

- DAD Yes?
- DAD I'm afraid I need it myself right now.
- NICK Will you let me use your laptop?
- NICK Dad?
- ANNIE Can I watch the football match tonight?
- ANNIE Can I ask you something, Mum?
- MUM Yes, of course you can.
- MUM Go ahead.

2 Mark the sentences *AP* (asking permission), *GP* (giving permission) or *RP* (refusing permission).

- Will you let me use your camera? _____
Yeah, sure. Of course I will. _____
- Can I borrow your bike? _____
No, sorry. I need it. _____
- Can I use your laptop? _____
Yes, you can, but I want it back tomorrow.

- Is it OK if I borrow this necklace? _____
Yeah, but be really careful with it, OK?

3 **ROLE PLAY** Work in pairs. Act out short conversations. Ask each other for permission. You can use the ideas here or come up with your own.

- use his/her tablet | come with him/her
borrow £20 | copy his/her homework
get some help with homework

READING

1 Look at this picture. Think about the questions and compare your answers with a partner.

- 1 What does the picture show?
- 2 Where in the picture is the brain?
- 3 What does the brain do?

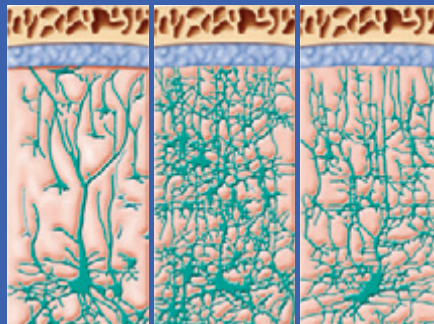


Learning is brain change

(1) Everybody has a brain, but not many people know how the brain works. Some people believe that the brain is like the hard disk of a computer. We use it to store files – images, language (words, texts, sounds) and other data. Others compare the brain to a huge container or cupboard with lots of little drawers, shelves and boxes in it. We put information into these boxes and hope to find it again later.

(2) The brain is not a computer disk, and it isn't a container. Look at the picture here. It looks a bit like weeds in a garden, doesn't it? The picture shows a part of a child's brain. You can guess what happens – more 'weeds' grow as the child gets older. Scientists call these neuronal networks. The networks grow around our neurons, or nerve cells.

What makes them grow? Learning! 'Learning is brain change,' says Professor James Zull from Case Western University in Cleveland, Ohio, USA. 'Without learning, nothing changes in the brain. For every new word you learn in your English lesson, every puzzle you solve in maths, every new song you learn to sing, a neuronal network grows in your brain and the brain changes.'



(3) The more neuronal networks we grow, the better we can think and the better we remember. You may wonder if there is anything you can do to make the networks in your brain grow better. Professor Zull says yes, there is. He says that brain change is strongest when:

- a) you are interested in and like what you are learning,
- b) you are in control of what you learn
- c) you get tasks that make you think hard and concentrate.

Neuronal networks at 9 months, 2 years and 4 years of age

2 Match the words with the meanings. Write the numbers 1–5. Then read the text to check your answers.

- 1 to store | 2 a container | 3 a weed
4 a nerve cell | 5 to concentrate

- a to think very carefully about what you are doing
- b to keep things for use in the future
- c a wild plant that grows in a garden
- d it carries information between the brain and the body
- e an object used to carry or store things

5

3 Read the text again. Mark the sentences T (true) or F (false).

- 1 The text compares the brain to weeds. T
- 2 The brain is a system of neuronal networks that can change.
- 3 Whenever we learn something, a change happens in our brain.
- 4 We can't really make our brain stronger.

TRAIN TO THINK

Learning about texts

1 Choose the best description of this text.

- A an adventure story to entertain the reader.
- B an ad to sell the reader something.
- C a magazine article to give the reader information.

2 Choose the title that best sums up the content of each paragraph. There is one extra title.

- A The brain – a fantastic computer
- B What people believe about the brain
- C How to make your brain stronger
- D Our brain is a growing system

GRAMMAR


Countable and uncountable nouns

a, an, the or no article 

- 1 Read the magazine article. Then **circle** the correct words in the rule.

Food is important for your body. But did you know that the food you eat is important for your brain, too? Here is an example: sugar. Sugar tastes good. But the sugar from sweets can create problems. Your concentration and your memory get worse. What can we learn from the example here? It's better to eat an orange or a banana than to eat chocolate, because that's good for your brain and for your body.

RULE: Nouns that you can count (*one banana, two bananas*, etc.) are ¹ **countable / uncountable** nouns. Nouns you cannot count (*sugar, chocolate*, etc.) are ² **countable / uncountable** nouns. They have no plural forms.

- 2  Look at the nouns in the box. Which are countable and which are uncountable? Complete the table.

banana | sugar | water | coffee | yoghurt | carrot | juice | cake
beans | salad | nuts | avocado | hour

countable	uncountable

- 3 **SPEAKING** Work in pairs. Which of the food and drinks mentioned in Exercise 2 do you think are good for your brain?

I think bananas are good for the brain because they contain potassium. Potassium keeps our nervous system healthy.

- 4 Read the article again. **Underline** *a, an, the* and the nouns these articles are with. **Circle** the nouns with no article. Complete the rule with *a, an, the* or – (no article).

RULE: We use:

- _____ or _____ + a singular countable noun when the listener/reader doesn't know exactly which thing we are talking about.
You can have an apple or a banana.
We've got a new car.
- _____ + noun when it is clear which thing(s) or person/people we are talking about.
The apples I'm eating now is from our garden.
The bananas that I bought yesterday are horrible.
- _____ + plural countable noun or _____ + uncountable noun, when we are talking about things in general.
Bananas are sweeter than apples.
Chocolate isn't good for you.
Doctors have got a difficult job.

- 5 Complete each sentence with *a, an, the* or – (no article).

- 0 She is a good student.
1 She eats a lot of _____ fruit and _____ vegetables.
2 _____ book that you gave me was really good.
3 I have _____ idea. Let's watch _____ new Beyoncé video.
4 I never drink _____ coffee – I hate it.
5 I like lots of sports, but _____ sport I like most is _____ tennis.

- 6  Complete the text with *a, an, the* or –.

⁰ _____ People need to be careful what they drink. Of course ¹ _____ orange juice and ² _____ apple juice are very popular, but they are not always ³ _____ good choice. ⁴ _____ orange juice contains a lot of sugar, so don't drink too much of it. The best drink for your brain is ⁵ _____ water. ⁶ _____ glass of water is the best drink you can get, but ⁷ _____ water you drink needs to be fresh and clean.

Irregular plurals

- 1 Match the singular nouns in column A with the plural nouns in column B. Then **circle** the correct words in the rule.

A	B
1 man	a children
2 woman	b teeth
3 child	c sheep
4 mouse	d women
5 foot	e tomatoes
6 sheep	f wolves
7 half	g men
8 tomato	h mice
9 wolf	i feet
10 tooth	j halves

RULE: ¹ *All / Some* nouns have irregular ² *singular / plural* forms (*one child – two children, one leaf – two leaves, one goose – two geese*, etc.).

- 2 **SPEAKING** Work in pairs. Use a dictionary or the Internet to find more nouns that have irregular plural forms.

*phenomenon – phenomena; criterion – ...;
ox – ...; louse – ...; etc.*


- 3 **SPEAKING** Work in pairs. Student A says a singular noun from Exercise 1. Student B says a number and the plural form.

a man

twenty men

Culture

A day in the life of ...

- 1  Look at the photos. What do you think a typical day for a student at each of these schools is like? Read and listen to check.



1 Alexander, student at a Dance Academy in Moscow, Russia

I've been at this dance Academy for three years. This is a typical day for me:

I get up around eight o'clock, have a quick breakfast, do my hair, and get into my dance clothes. I arrive at the school around 8.45, just in time for the warm-up before class.

My first class, classical ballet, starts at 9.00 and finishes at 10.30. I then have a 20-minute break. I eat a banana on the way to my modern dance class. It runs until 12.15. Then I have a 45-minute lunch break. In the afternoon it's classical ballet again, then gymnastics. I get home around 7.00, and I'm usually very tired.

On Saturdays, I only have a one-and-a-half-hour ballet class, and on Sundays I'm free.

2 Ella, drama student from Sydney, Australia

6.45: I'm not good at getting up early. Three alarm clocks – at 6.30, 6.40 and 6.50.

8.00: Voice training. Important for an actor.

8.45: Gymnastics – I like it. It helps me concentrate better and makes me feel good.

9.30: Singing and dance workshop. It's hard work, but it gives me energy. Music and rhythm. Love it!

11.00: First break – drink, drink, drink – water, of course. No drinks with sugar in them. Makes the body and the mind tired.

11.15: Performance workshop. Hard work. Our teachers are fantastic, but they tell you when you make mistakes!

12.30: Lunch break – I eat nuts and fruit, or a salad at one of the cafés nearby. I never eat carbohydrates, you know, pasta or other heavy stuff.

2.00: Acting class. Not always easy to concentrate after lunch.

3.30: Short break. I try to stay awake. The day has been very tiring!

3.45: Voice training workshop, dance and singing.

6.00: Evening rehearsal. We practise for a performance at the end of term. We're doing a musical this term.

9.00: I go home.

10.00: Zzzz!



2 Read the article again. Complete the sentences with Alexander or Ella.

- 1 _____ gets up the earliest.
- 2 _____ knows very well what to eat and what to drink.
- 3 _____ has a very short lunch break.
- 4 _____'s life is more relaxed at weekends.
- 5 _____ is free in the evenings.

3 VOCABULARY Read the article again. Find words or phrases with the following meaning.

- 1 make my hair look good (story 1) *do my hair*
- 2 gentle exercises you do before doing a sport to prepare your body (story 1) _____
- 3 a traditional type of dancing (story 1) _____
- 4 food such as bread, potatoes or rice (story 2) _____
- 5 a type of lesson where you learn something practical (story 2) _____
- 6 the action of entertaining other people by dancing, singing, etc. (story 2) _____

WRITING

An email describing your school routine

1 Read this email from your English-speaking friend. Then answer the questions.

- 1 How does Kylie feel about her new class?
- 2 What does Kylie think of Luca and why?
- 3 Does Kylie think you've got less school work than her?
- 4 Does Kylie spend more or less time at school this year compared to last year?
- 5 What subject does she get a lot of homework for?

2 Underline sentences in the email where Kylie writes about these things. What tense does she use in the sentences you underlined? Why does she use it?

- a asks how you feel about your new school
- b talks about Luca's father
- c compares school this year to last year
- d talks about the amount of homework this year

3 Put the words in the right order. Write the sentences. What tense are they in and why?

- 1 new / too / class / kid / There's / a / my / in

- 2 at / come home / 5.30 / I

- 3 love / projects / I / class / But / the / do / this / in / we

4 Match the four paragraphs of Kylie's email with the content.

- | | |
|-------------|-----------------------------------|
| Paragraph 1 | a Kylie's new class |
| Paragraph 2 | b a request to write soon |
| Paragraph 3 | c an introduction |
| Paragraph 4 | d work this year compared to last |

5 Read Kylie's email again. Make notes with your own ideas on how:

- a to answer the question in her introduction
- b to describe your new class (new school? classmates?)
- c to compare your work this year to last year's
- d to say how you feel about your subjects (any subjects you particularly like/don't like? Why?)
- e to finish your email (What do you want to know from Kylie?)

6 Write an email to Kylie (about 80 words). Look at your notes from Exercise 5 and make sure you include all your ideas. Use the present continuous when necessary.



Hi there!

I hope this finds you well. I haven't heard from you since the beginning of the holidays. Are you enjoying your new school?

I am, big time! I'm in a class with all my friends again – Emily, Kate and James. There's a new kid in my class too. His name's Luca and he's from Italy. His father is working in the UK for a year, and the whole family have come over. He's cool. We have lots of fun together.

But of course, it's not all fun. We've got important exams this year so there's a lot of work to do. I'm spending more time at school than last year, and I come home at 5.30. We're also getting a lot more homework, especially for Technology and Design. But I love the projects we do in this class!

Well, I guess it's not so different for you. If you've got a bit of time, please let me know how things are going. I'd really like to know what life at school is like for you.

Write soon!

Kylie

LET'S PRACTISE!

READING

True/false

1 Look at the sentences. Read the text below to decide if each sentence is correct or incorrect. If it is correct, tick (✓) the box under A. If it is incorrect, tick (✓) the box under B.

- 1 The Tan-y-Bryn Outdoor Adventure Centre gets visitors from many different European countries.
- 2 Children learn about the countryside from books there.
- 3 The Centre is only open to school children.
- 4 The Centre offers three meals a day.
- 5 No one has been badly hurt during activities at the Centre.
- 6 The Centre will send people to talk to your family if you are interested in going.

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

Tan-y-Bryn Outdoor Adventure Centre

Since opening our doors in 1975, Tan-y-Bryn Outdoor Centre has welcomed thousands of young people from all over the UK to enjoy fun, education and adventure in the beautiful Welsh countryside. Whether they are climbing on the slopes of Mount Snowdon, snorkelling in the Menai Straits or birdwatching in the forests, our visitors enjoy experiences they will never forget.

For school groups, youth clubs and families we offer comfortable accommodation for up to 50 children and 10 adults. We provide a full breakfast, lunch and dinner. Safety is a top priority – there has never been a serious accident at the Centre.

Where are we? On the island of Anglesey in North Wales. By car, take the A4080 and follow the signs for Dwyran and then the Centre.

What do we offer? Outdoor activities – mountain biking, trail walking, geocaching, canoeing – as well as sports – everything from archery to tennis and football.

How do I find out more? Email us. For large bookings, a representative can visit your school or youth club to answer questions.

Information transfer

2 Read the information about the school trip. Complete Gina's notes.

SCHOOL TRIP

Tate Art Museum Liverpool
Saturday 4th August

Train leaves at 10.15 am • Meet in station car park

£14 per person

School trip to the Tate Art Museum

Liverpool

Date ¹ _____

Travelling by ² _____

Transport leaves at ³ _____

Meet at the ⁴ _____ about 9.30 am

Cost ⁵£ _____



Dear Gina,

Problems with the trains to Liverpool on Saturday. We will now be travelling by bus. It leaves half an hour earlier. Please meet at bus station 15 minutes before bus leaves.

Everything else is the same.

Best,

Mr O'Brien

VOCABULARY

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

Biology | trams | ride | scooter | helicopter | History | caught | IT | PE | missed | Music | flew

- 1 He's really rich. He goes to work by _____ and he lands on the roof of his office building.
- 2 I really enjoy _____. It's one of my favourite subjects. It's taught me a lot about the human body.
- 3 We _____ the last train home and so we slept in the station.
- 4 We learned about the Spanish Inquisition today in our _____ class.
- 5 I can't _____ a motorbike and I don't want to learn how to. I think they're dangerous.
- 6 John has never liked _____. He hates computers.
- 7 My dad rides his _____ to work. It's quicker than going by car and a lot cheaper.
- 8 We _____ over the mountains in a small plane. The views were fantastic!
- 9 My dad was very good at _____ when he was in high school. In fact, he was the best athlete in his class.
- 10 Many cities are now using _____ to get people to and from work.

/10

GRAMMAR

2 Put the words in order to make sentences.

- 1 since / have / new / I / been / my / December / last / school / at
- 2 three / has / Mike / lived / for / Bucharest / in / years
- 3 ever / Have / Europe / you / been / to / ?
- 4 seen / She's / sea / never / the
- 5 different / five / lived / countries / in / They've
- 6 haven't / this / We / seen / film

3 Find and correct the mistake in each sentence.

- 1 She's played football yesterday.
- 2 I've seen many wolf in this forest.
- 3 I have ever broken an arm or a leg.
- 4 I've never gone to America.
- 5 She has took a lot of photos on holiday.
- 6 I always drink the tea in the morning and the coffee in the afternoon.

/12

FUNCTIONAL LANGUAGE

4 Write the missing words.

- 1 A Can I use your phone, please?
B I'm _____. I need it right now.
- 2 A How _____ have you lived here?
B I've lived here for 20 years
- 3 A Have you _____ been to Canada?
B No, I _____.
- 4 A Can I watch the game with you tomorrow?
B Of _____ you can.

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

5 SOCIAL NETWORKING

OBJECTIVES

FUNCTIONS: giving advice

GRAMMAR: indefinite pronouns
(*everyone, no one, someone, etc.*)
all / some / none / any of them;
should(n't), had better, ought to

VOCABULARY: IT terms; language for giving advice


READING

1 **SPEAKING** Work in pairs. Answer the questions.

- 1 Which of these social networks do you know about?
- 2 What do you think of them?
- 3 Do you know about any other social networks?

2 **SPEAKING** Read these statements about using social networks. Which of them are true for you? Discuss them with a partner.

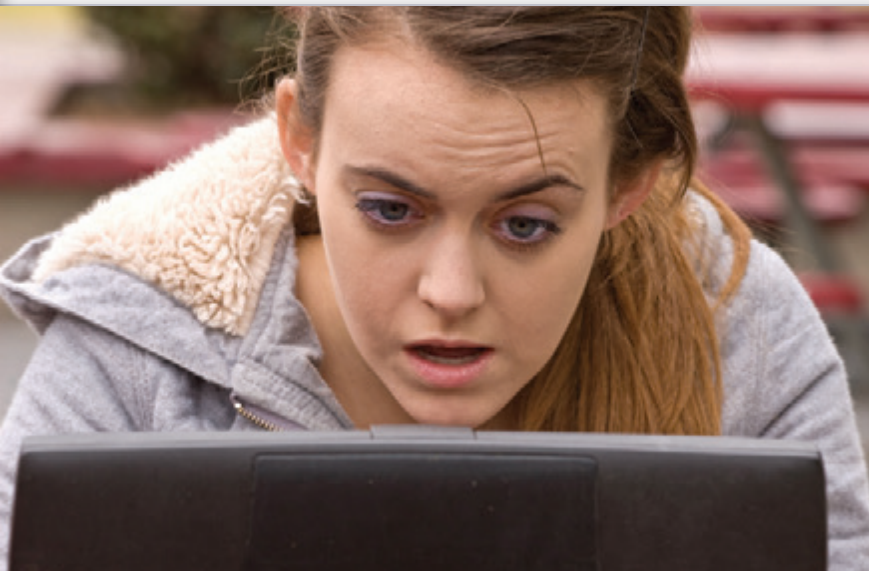
- 1 I've got a Facebook account but hardly ever use it.
- 2 I don't post many comments, but I like to read other people's posts.
- 3 I constantly check for updates on social media.
- 4 I sometimes post comments that I regret later.
- 5 I know of a post that created a problem.

3  Read and listen to the article about online behaviour to decide if each sentence is correct or incorrect. If it's correct, mark it A. If it's incorrect, mark it B.

- 1 James Miller did not think before he wrote a post and so he lost his job.
- 2 His boss apologised for giving James work that wasn't very interesting.
- 3 Cathy's birthday party ended in disaster because her parents went out that evening.
- 4 A study from last year shows a lot of teens had problems because of their behaviour on the web.
- 5 He says that before writing a post you should think of reactions you might get.
- 6 He says that posting things when you're unhappy is a good way to feel better.

4 Work in pairs. Correct the statements marked B.





Think before you act online

Sometimes what we post on our favourite social networks can have consequences we didn't expect. One weekend, 20-year-old James Miller posted on his Facebook page that his job was 'soooo boring'. When he got to work on Monday his boss told him to clear his desk and get out. He gave him a letter, too. It said: 'After reading your comments on Facebook about our company, we understand you are not happy with your work. We think it is better for you to look for something that you will find more interesting.'

A few years ago, a girl's birthday party turned into a nightmare. Fifteen-year-old Cathy posted an invitation to her birthday party online. She posted her address, too. When her parents got back from the cinema that evening, they couldn't believe their eyes. There were 500 people at the party, and some of them were smashing windows, breaking potted plants and making a total mess of the house.

Most teens think they know everything about social media, and that things like this could never happen to them. A study shows that last year alone, more than three million young people worldwide got into trouble because of their online activities.

Here are some important tips. None of them can guarantee 100% Internet security, but all of them will help you to be safer online.

RULE 1: Share with care!

Not everyone will like what you write on Facebook or Twitter. Think before you post something. You can never completely control who sees your profile, your texts, your pictures, or your videos. Before clicking 'post', everyone should ask themselves: 'How will I feel if my family or teachers see this?'

RULE 2: Be polite when you write!

Imagine someone is unfriendly in real life. You don't like it, right? Well, the same is true of online communication. Politeness matters, and anyone can be polite. No one likes it when you 'shout' in your messages. **DON'T USE ALL CAPITALS!!!!!!!**

RULE 3: Protect and respect!

Don't share your passwords with anyone. Don't post your home or email address online. Beware of 'cyberbullying' – don't forward rumours about other people, and don't say negative things about them. If you get messages like that or see them online, talk to an adult you know.

VALUES

Responsible online behaviour

- 1 **Read the statements. Write them in two lists under *Do* and *Don't*.**
 - say bad things about other people online.
 - talk to your teacher or another adult if you get bullied on social media.
 - think carefully before you write a post about yourself or other people.
 - write a post about someone when you are angry with them.
 - write posts containing personal information about your family.
 - think before you post a photo of yourself or someone else.
- 2 **SPEAKING Work in pairs. Compare your lists with your partner. Think of at least two more statements for each list.**



GRAMMAR

Indefinite pronouns (*everyone, no one, someone* etc.) 

1 Complete these sentences from the article on page 55. Underline other examples of indefinite pronouns in the article.


- Most teens think they know _____ about social media.
- Think before you post _____.
- _____ likes it when you 'shout' in your messages.

2 Complete the table. Use the article on page 55 to help you. Then complete the rule with *some / any / no / every*.

everything	something	nothing	anything
everyone	1 _____	2 _____	3 _____
everywhere	somewhere	nowhere	anywhere

RULE: The words beginning with

- _____ mean 'all' (people / things / places).
- _____ mean that we don't know exactly which (person / thing / place).
- _____ mean 'not any' (person / thing / place).
- _____ mean that we don't care or it doesn't matter which (person / thing / place).

3  Complete the sentences with words from the table in Exercise 2.


- Where's my pen? I've looked _____, but I can't find it.
- Using social media can be a real problem. _____ should know that.
- The teacher asked a question, but _____ knew the answer.
- _____ left a message for you at reception.
- Ouch! There's _____ in my eye!
- I've no idea where Sally is. She could be _____.
- Do you want a place to relax on your holiday? There's _____ better than here!
- It's so noisy. Let's go _____ quieter.

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

- Everyone knows that I ...
- For my next holiday I'd like to go somewhere ...
- I don't like eating anything that has got ... in it.
- I think anyone can learn to ...

VOCABULARY

IT terms

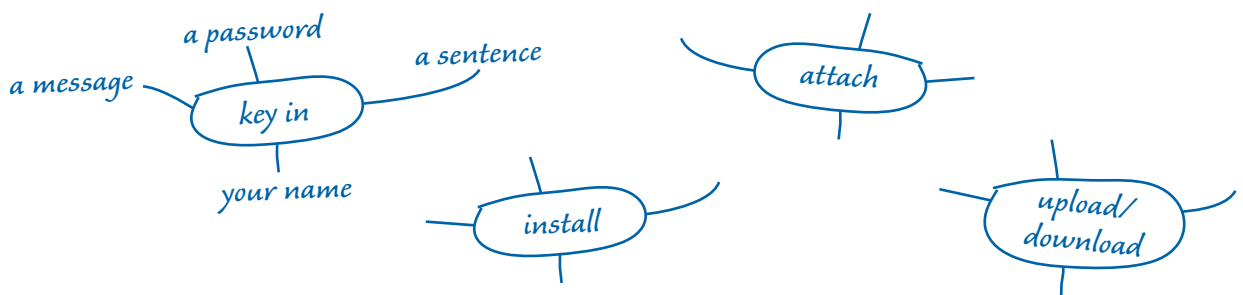
1  Match the phrases with the definitions. Write the numbers 1–6.

- to key in your password
 - to install a programme
 - to upload a photo
 - to delete a message
 - to buy an app
 - to download a file
- to make an image available on the Internet
 - to pay for a programme for your mobile or tablet
 - to type a secret word that gives you access to a computer
 - to put a programme on a computer
 - to remove a piece of text so it cannot be seen any more
 - to copy information or a programme from the Internet onto your computer hard disk

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

- How easy or difficult is it for you to go online?
- How often do you post something on social media?
- What kind of things do you usually post?
- What ways do you know of keeping passwords secure but remembering them?

3 Draw mind maps for these verbs.





LISTENING

1 Match the phrases with the definitions. Write the numbers 1–6.

1 you get an error message | 2 an application closes down | 3 your screen goes blank | 4 you close a file without saving it first | 5 a programme freezes | 6 your hard disk crashes

- a your computer monitor does not show any information any more
- b a programme shuts down
- c you lose all the changes you've just made
- d information appears on your computer screen telling you about a problem
- e the system that saves information on your computer suddenly stops working
- f an application stops working

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

- Which of the problems in Exercise 1 have you experienced?
- How do you usually solve computer problems?

3 **▶▶** Listen to Hannah and her dad. Answer these questions.

- What's Hannah's dad trying to do?
- What mistake has he made?

4 **▶▶** Listen again. Look at the six sentences. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) under A. If it is not correct, put a tick under B.

	A	B
1 Hannah's dad likes gaming a lot.		
2 He's not happy when Hannah's brother spends his time playing computer games.		
3 Hannah says she'll tell her brother about their dad's new game.		
4 Dad didn't know that he had to create his own username and password.		
5 When Hannah tells him to choose a team, he's not very patient.		
6 Hannah reads out an error message that appears on the screen.		

GRAMMAR

all / some / none / any of them

1 Complete the sentence. Look back at the article on page 55 to check.

There were 500 people at the party, and ⁰ *some of them* were smashing windows and breaking potted plants.

Here are some important tips – ¹ _____ can guarantee 100% internet security, but ² _____ will help you to be safer online.

2 Complete the rule with *things / more / none*.

RULE: We use the expressions *all / some / _____ / any of them* to refer back to a group (of _____ or people) and say _____ about it.

3 **✎** Choose the correct words.

- My friends had a great time at my birthday party. *All / None* of them wanted to leave!
- These T-shirts are really cool. *None / Any* of them would be fine for me.
- These caps weren't expensive. I got *all / none* of them for £12.
- We tried lots of different jeans, but *none / some* of them were the right size for me.
- All the questions were really hard – I couldn't answer *none / any* of them!
- Her songs are OK – I quite like *some / any* of them.

4 Complete the sentences with *all / some / none / any*. (There may be more than one possible answer.)

- There are 32 students in Sarah's class. It's amazing that all of them like music, but _____ of them listen to jazz.
- I like most American TV shows, but _____ of them are terrible!
- OK, he scored three goals – but _____ of them were lucky!
- The cakes that I made were horrible – we couldn't eat _____ of them, so we threw them all away.
- My three brothers like IT, but _____ of them is as good with computers as my sister.
- Look at those cameras. _____ of them are very cheap, but others are very expensive.

READING

1 Look at the mixed-up messages. Match them with the types of communication in the list. Write letters a–f.

- | | | | |
|----------------|--------------------------|---------|--------------------------|
| 1 text message | <input type="checkbox"/> | 4 email | <input type="checkbox"/> |
| 2 notice | <input type="checkbox"/> | 5 note | <input type="checkbox"/> |
| 3 online post | <input type="checkbox"/> | | |

2 Read the messages. Mark the correct answer A, B or C.

- Who is Benjamin?
 - Emily's dad.
 - Emily's brother.
 - Emily's friend.
- What's the purpose of Benjamin's note?
 - To tell Emily what Lucas said.
 - To find out why Lucas phoned.
 - To borrow a bike from Lucas.
- On her Facebook page, Emily
 - has posted photos of their trip.
 - asks Lucas what he thinks of the photos.
 - says she didn't like the trip.
- The advert says the mountain bike
 - is almost new and in good condition.
 - is not the right bike for girls.
 - is in excellent condition, but expensive.
- What should Lucas do?
 - Lower the price.
 - Give Emily a call.
 - Buy Emily a bike.
- Lucas writes a text message
 - to invite Emily to join him again on Sunday.
 - to tell Emily that the weather is not good.
 - to invite his friends on a bike ride.

TRAIN TO THINK

Logical sequencing

1 Read the messages again. Work out a logical order. Write letters a–f in the right order.

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 3 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 4 | <input type="checkbox"/> 6 |

2 **SPEAKING** Work in pairs. Compare your ideas with a partner. Discuss any differences.

a

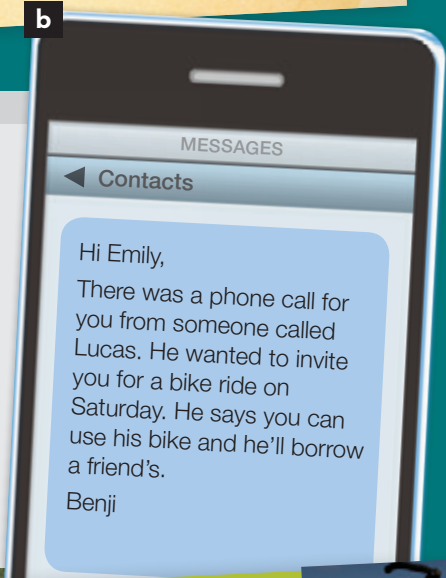
Hi Mum,

I won't be home before 6 this evening. Have seen an advert for a bike and would like to check it out. Benjamin has promised to do the shopping. Good to have such a nice brother ;-) Looking forward to the pizza tonight. I'll be hungry as a wolf.

Love, Emily.

P.S.: You asked me to remind you it's dad's birthday on Tuesday. You ought to get him a nice present this year ;-)

b



c

Great trip yesterday. Here are some photos of it. (1) Lucas and I getting ready for our bike ride. Note the big rucksack – everything in it for a wonderful picnic. (2) The picnic: Yummy!

The trip was great, but the weather wasn't too exciting: fog and rain.



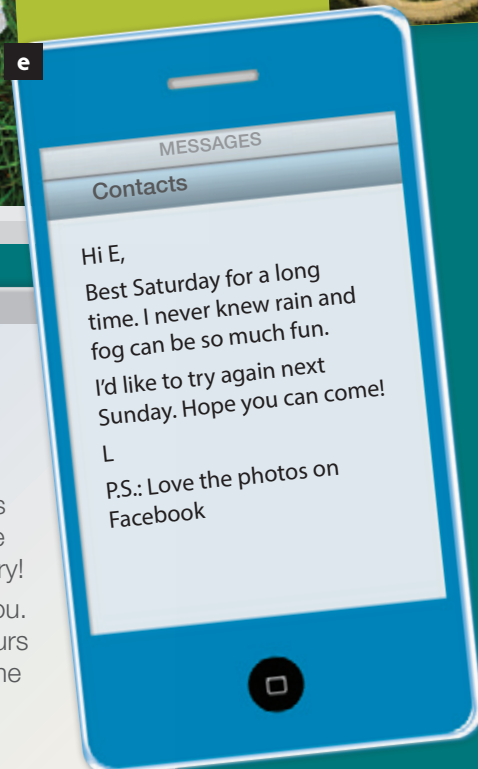
d

FOR SALE

Mountain bike, bought last month, used 3 times – perfect condition

Phone Lucas: 98576493

e



f



From: Emily

To: Lucas

Hi,

Have thought about it carefully. It's a cool bike, but £400 is a lot more than what I wanted to spend. Sorry! Anyway, really nice to have met you. What you said about your bike tours sounded lovely. You should give me a ring some time if you want to ;-)
My phone: 97326797.

E

GRAMMAR

Giving advice - *Should(n't), had better, ought to*

1 Complete these sentences from the messages on page 58. Then choose the correct words to complete the rule.

- You _____ get him a nice present this year!
- You _____ give me a ring some time if you want to.
- You _____ join me if you don't want to break your promise.

RULE: *Should, had better* and *ought to* are used to give ¹advice / information.

- Should* and *ought to* mean more or less the same, but we usually don't use *ought to* in questions and negative statements.
- The meaning of *had better* is often a little stronger. The speaker wants to say that there are ²positive / negative consequences if you ignore the advice.

2 Read the questions 1–6. Then match them to the correct answers a–f. Circle the correct word in each answer.

- I've broken my friend's MP3 player. What should I do?
 - I didn't do the test very well. What should I do?
 - I'd like to go climbing, but I've never done it before. What should I do?
 - I'm hungry. Should I eat some chocolate?
 - I'm angry with my brother. He said something I didn't like. What should I do?
 - This sweater my sister gave me looks terrible. I don't like it at all. What should I do?
- You *should* / *shouldn't* eat it. Fruit is healthier.
 - You *should* / *shouldn't* tell him. It's best to be honest with him.
 - You'd *better* / *better not* return it to the shop. That would really hurt her feelings.
 - You *shouldn't* / *ought to* go back and study everything again.
 - You'd *better* / *shouldn't* get some training. It can be dangerous.
 - You'd *better* / *shouldn't* say sorry the next time you meet your friend.

3 Look at these pictures. Write short dialogues with (serious or funny) answers giving advice.

1 Boy What should I do?

Girl You should throw a sausage over the fence so the dog won't attack you.



VOCABULARY

Language for giving advice

1 Look at the words and phrases below and answer the questions.

bad / good / practical / useful advice
 advice about [something]
 to take / follow [someone's] advice
 to ignore [someone's] advice
 to advise [someone] [to do something]
 to advise against [something]

- What's the difference between *advice* and *advise*?
- Which of the phrases mean(s)
 - not to listen to somebody's advice?
 - do what somebody has advised you to do?

2 Complete the sentences with phrases from Exercise 1. Use the correct verb forms.

- I've told Peter he shouldn't post photos like that, but he has always _____ my _____.
- Should I buy a tablet or a laptop? Can you give me some _____ what's better?
- He wants to become a web designer. His dad has _____ him to take a course. He should _____ that _____.
- My uncle has a heart problem. This web page _____ fatty foods.


3 **SPEAKING** Ask and answer questions with a partner.

- Imagine you meet somebody who has never used a computer. What advice would you give them about social networking?
- Are you good at giving advice? Say why (not) and give examples.
- When do you find it difficult to follow someone's advice?

The new café

1 Look at the photos and answer the questions.

There is going to be a new café in the park.
Who does Luke think should open it?
Who does Ryan think should open it?

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



LUKE Have you read this? They're opening a new café in the park. Saturday afternoon.
OLIVIA That's fantastic. Who's going to do the big opening ceremony?
RYAN The mayor probably. She always does shop openings and conferences, that sort of thing.
MEGAN They should get somebody more important.
LUKE What? More important than the mayor?



LUKE Hey, I know. They should get Paul Norris.
RYAN Yeah! He's a great footballer! He plays for United now, but he grew up round here.
OLIVIA But he doesn't live round here any more. He's a big star now. Let's face it, he won't want to open a little park café.
RYAN Yeah, you're probably right.



RYAN What about Paula Mayberry?
OLIVIA The actress from the soap opera, what's it called ... *Linden Street*?
RYAN Yes.
MEGAN But why her? Did she live here once?
RYAN No, I don't think so. I'd just like to meet her.




LUKE Come on, there has to be somebody!
OLIVIA Look, the mayor is going to open the park café, and that's that.
RYAN I guess you're right. No one special lives in our town.
MEGAN Are you sure?
LUKE What do you mean?
MEGAN Know what, guys? I've just thought of someone *very* special, and he's just the person for the job.

DEVELOPING SPEAKING

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

We think the boys go and talk to Paul Norris, the footballer.

- 4  Watch to find out how the story continues.

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

Megan | the headmaster | the girls | Mr Lane
Olivia | the boys | the girls

- Megan doesn't tell her idea to _____.
- Megan shares her idea with _____.
- Olivia offers to help _____.
- The girls go to see _____.
- The boys follow _____.
- The mayor thanks _____.
- Olivia's special person is _____.

PHRASES FOR FLUENCY

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

- ... that sort of thing. Ryan
- Let's face it, ... _____
- I don't think so. _____
- ... and that's that. _____
- Are you sure? _____
- Know what? _____

- 2 Complete the conversations with the expressions in Exercise 1.

- A That new girl, Sally – she likes you!
B No, ¹ _____.
A ² _____? I have a feeling she likes you a lot.
B No. She never smiles at me. And she criticises me a lot, doesn't laugh at my jokes, ³ _____.
- A Oh, you got it wrong again!
B I know. ⁴ _____, I'm no good at computer games.
A ⁵ _____? We just need a rest. Let's go and watch some TV.
B OK, but I don't want to play this game again, OK? I'm useless at it, ⁶ _____!

Pronunciation

Intonation and sentence stress

Go to page 142.

WordWise

Phrases with just

- 1 Look at the sentences. Choose the correct meaning of *just* in each one.

- She's **just** come back from Papua New Guinea.
 - He wrote his first book when he was **just** five.
 - She's 78 and looks **just** amazing.
- a only
b a short time ago
c really

- 2 What does *just* mean in these sentences?

- Don't be angry. It's just a joke.
- I've just seen a fantastic film.
- It's cold today. The weather is just awful.
- No food, thanks – just a drink.
- She's just had some bad news.

- 3 Match the questions to the answers.

- How many spoons of sugar would you like?
 - When did Jane get here?
 - What do you think of Beyoncé?
- a She's just arrived.
b She's just great.
c Just one

FUNCTIONS


Offering encouragement

- 1 Watch the video again. Listen for sentences 1–5. Who says them? Why?

- That is a great idea.
- You should definitely do it.
- You've got to make this happen.
- I'll help you if you want.
- Let's go and speak to some people.

- 2 **ROLE PLAY** Work in pairs. Student A: go to page 148. Student B: go to page 149. Use the sentences from Exercise 1 to do the role play.

Culture

- 1 Look at the photos. What do they show?
- 2  Watch the video to check your answers.



Communication through history

1

Cave paintings are the oldest pictures. Some of them, for example the beautiful images in the caves of Altamira in the north of Spain, are almost 30,000 years old. Many of these paintings show animals or hunting scenes. The images do not have written words. But when we look at them, we get an idea of the emotions the people felt when drawing them. They are an early form of communication.

2

Sometime between 4000 and 3000 BC, people in Egypt and Mesopotamia developed the skill of writing. They engraved text on stone tablets first. But it was impossible to

carry stones from place to place. The invention of papyrus allowed people to move documents easily. Writing on papyrus made it easier to correct mistakes too. And do you know how they did that? When a scribe – the person who wrote the documents – made a mistake, they licked the ink off the papyrus before it got dry and made their corrections!

3

People made the first books from papyrus and from thin animal skins. The Chinese invented paper in 105 AD. The quality of paper soon became very good. The world's oldest known printed book is from China too. It was published on May 11, 868 AD. In Europe, people wrote books manually until the

middle of the 15th century when Johannes Gutenberg invented the printing press in Germany. Since then, almost 140 million books have been published worldwide. For many people, one of life's greatest pleasures is spending a few hours in a bookshop browsing through the books.

4

Books will be around for many years, of course. But some people prefer reading e-books. They are easier to take with you when you travel, and you can download them instantly from the Internet. Now you can buy your books whenever you want without having to leave your home.

- 3 Read the article and match the paragraph headings with the paragraphs. Write the letters a–e. Note that there is one heading you don't need.

- a The invention of books by Gutenberg
- b Early forms of written communication
- c Books in their most modern form
- d Communication without reading and writing
- e The history of book making

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

- 1 How important are books for you? Give reasons.
- 2 What book(s) have you read recently? How did you like them?
- 3 Do you prefer books or e-books? Give reasons.

Pronunciation

The short /ʌ/ vowel sound
Go to page 142.

5 VOCABULARY Read the article again. Find words or phrases with the following meaning.

- 0 a large hole underground (paragraph 1) cave
- 1 happiness, love and anger (paragraph 1) _____
- 2 cut words into stone (paragraph 2) _____
- 3 paper made from plants (paragraph 2) _____
- 4 moved the tongue across something (paragraph 2) _____
- 5 a machine to make newspapers, books or magazines (paragraph 3) _____
- 6 looking through a book or magazine very quickly, without reading everything (paragraph 3) _____

WRITING

A web page giving advice

1 Read this information and decide who it would be important for. Then answer the questions.

- 1 Where do people use public computers?
- 2 What other examples not mentioned in the text can you think of?
- 3 Why should you never save a password on a public computer?
- 4 What's the problem with just closing the browser when you want to finish a session?

2 Rewrite the sentences by putting the words in brackets in the right position.

- 1 Read our advice. (carefully)
Read our advice carefully.
- 2 Click 'Yes'. (don't)
- 3 Do not simply close the browser. (make sure you)
- 4 You should log out. (always)
- 5 Ask them to go somewhere else. (politely)

3 Are the sentences above used to give advice or to give an opinion? Match each of them with one of the situations below. Write the numbers 1–5.

- | | | |
|---|--|--------------------------|
| a | when the system asks you 'Do you want to save the password?' | <input type="checkbox"/> |
| b | when you want to leave a site | <input type="checkbox"/> |
| c | to be smart and safe when using public computers | <input type="checkbox"/> |
| d | if someone looks over your shoulder and watches you | <input type="checkbox"/> |
| e | when you finish your session | <input type="checkbox"/> |

4 Match the content with the five sections of the text.

- | | | |
|-----------------|---|--|
| Introduction: | a | Don't leave important information on the screen. |
| Bullet point 1: | b | Log out. |
| Bullet point 2: | c | Don't let people watch you. |
| Bullet point 3: | d | What is the purpose of this text? |
| Bullet point 4: | e | Don't save information. |



How to use a public computer – safety tips

There are times when you may want to use a public computer, for example in an Internet café, a library or at an airport. That's when it's especially important to be smart and safe.

- **Don't save!** When you want to log into a social networking website or your web mail, the system will ask you: 'Do you want to save this password?' Don't click 'Yes' when you are working on a public computer.
- **Log out!** Make sure you do not simply close the browser when you want to leave a site. You should always "log out" of the site when you finish your session.
- **Close windows!** If you need to walk away from the computer for any reason, close all the windows on the computer first. Don't leave any information on the screen that other people shouldn't see.
- **Watch out!** Be careful about people looking at the screen over your shoulder. Ask them politely to go somewhere else so you can use the computer in private.

5 What would be important advice for good online behaviour? Make notes.

Here are some ideas:

- what to share on social networks
- creating secure passwords and how to keep them safe
- what to do when you receive mean comments on social websites
- what you should know about uploading photos on social networks

6 Write the text for a web page giving advice on good online behaviour (about 100 words).

- Use an introduction and bullet points to structure your text.
- Use language from Exercises 2 and 3 to give advice, and make sure your readers understand what situations your advice refers to.

6 MY LIFE IN MUSIC

OBJECTIVES

FUNCTIONS: asking about feelings; making helpful suggestions

GRAMMAR: present perfect continuous; present perfect simple vs. present perfect continuous

VOCABULARY: making music; phrasal verbs with *out*



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

READING

- Listen. What type of music do you hear? Write the words in the pictures.
rap | jazz | opera | dance music | rock | pop
- What other types of music can you think of?
- SPEAKING** Work in pairs. What kind of music do you like? Ask and answer questions.

Do you like ... ?

I love/like/can't stand ...

I've never listened to ...

- Look at the photos in the online forum on the next page and answer the questions.

- Which picture shows a street performer?
- Which picture shows a talent show?
- Which of these people do you recognise?
- Do you know how they became famous?

- Read the online forum quickly and check your ideas.

- Read and listen to the online forum and answer the questions.

- What kind of shows are *The X Factor* and *The Voice*?
- Who won the first series of *The X Factor*?
- Where did One Direction finish in 2010's *The X Factor*?
- What was the first video Justin Bieber's mum put on the Internet?
- How old was Justin Bieber when Scooter Braun discovered him?
- Why is street performing good for a young musician?

Singer songwriter: Any advice?



Hello. I'm a singer songwriter. I'm good and I'm going to make it big! Any advice????

Paulie asked 2 days ago [Answers \(3\)](#)

Answer #1 answered 4 hours ago

You could try going onto a show like *The X Factor* or *The Voice*. If you're as good as you say, then these TV talent shows will give you a chance. Of course, the competition will be really strong, and there can only be one winner. If you win it, you should have at least one hit album, but it's no guarantee that you will be successful for a long time. *The X Factor's* 2007 winner, Leona Lewis, has certainly become a big star, but who remembers the winner of the first series, Steve Brookstein? In 2010 One Direction came third, and the radio hasn't stopped playing them ever since.

Answer #2 answered 10 hours ago

Bands have been using the Internet for publicity for years now. It's cheap, quick and easy. Look at Justin Bieber. In 2007, when he was just 12, he entered a local singing competition and came second. His mum filmed him and put it on YouTube. Then she put on some more videos of him singing. In 2008 a talent scout called Scooter Braun accidentally clicked on one of Justin's videos. He really liked what he saw and went to meet the young Bieber. The rest is history.

Answer #3 answered 2 days ago

I've been writing songs since I was a teenager. I never really thought about making a record, but when I started my band I also started to get more serious about my music. We haven't been playing together very long, but people say we're really good. Now I'm really keen on making a career in music. I think the best advice is to start small and grow big. We've been doing a lot of street performing and that's helped us get a good local following. We're now getting invitations from clubs in the area to come and play shows.



VALUES

Following your dreams

1 Match these peoples with their dreams.

- | | | |
|---|---------------------------------|--------------------------|
| 1 | Jessie is a really good artist. | <input type="checkbox"/> |
| 2 | Kylie loves acting. | <input type="checkbox"/> |
| 3 | David is great at football. | <input type="checkbox"/> |
| 4 | Lance has written a book. | <input type="checkbox"/> |
- a 'I want to get it published.'
 b 'I want to be in a play.'
 c 'I want to play professionally.'
 d 'I'd love to have an exhibition of my work.'

2 What should these people do to realise their dreams? Give advice. Make notes for each one.

David / join club

3 **SPEAKING** Work in pairs. Compare your ideas.

David should join a football club. He should practise for three hours every day.

4 **SPEAKING** Discuss these questions in small groups.

- 1 What is your dream?
- 2 What can you do to make it come true?

GRAMMAR

Present perfect continuous

1 Complete the sentences with the correct form of the words in brackets. Check your answers in the online forum on page 65.

- I _____ (write) songs since I was a teenager.
- We _____ (do) a lot of street performing.
- We _____ (not play) together very long.

2 Match the example sentences below with the rules. Write the numbers 1–3.

- I've been learning to play the piano for two years.
- I've been practising the piano since 10 am.
- I've been playing the piano all day and I'm tired now.

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

- emphasise how long an activity has been happening. The activity may or may not be complete.
- talk about situations or activities that started in the past and are still continuing now.
- talk about situations or activities that have stopped but have a result in the present.

3  Choose the correct words.

- He's been *talking* / *talked* on the phone all morning.
- I've *being* / *been* playing this game for hours now.
- My dad *hasn't* / *haven't* been feeling well for a few days.
- They've *been* / *being* studying since 10 o'clock.
- We *haven't* / *hasn't* been living here for very long.
- The dog's been *barked* / *barking* for half an hour.

4 Complete the sentences. Use the correct form of the words and *for* or *since*.

- We're tired because we _____ (run) _____ hours.
- I _____ (wait) for her _____ 40 minutes!
- He _____ (watch) TV _____ 9 am.
- She's red because she _____ (lie) in the sun _____ this morning.
- They _____ (walk) in the rain _____ an hour and they're really wet.
- Dad's exhausted because he _____ (work) in the garden _____ he got up.

Pronunciation

been: strong /bi:n/ and weak /bɪn/
Go to page 142.

5 **SPEAKING** Work in pairs. Find out how long your partner has been doing these things.

- | | |
|--------------------------|--------------------------|
| 1 living in their house? | 4 walking? |
| 2 learning English? | 5 talking? |
| 3 going to school? | 6 playing an instrument? |

How long have you been playing the drums?

For two years.

VOCABULARY

Making music

1  Complete the story of Dymonde with the verbs in the list.

won | start | entered | released | enter
downloading | writes | record | going | playing

Alan Bolan is a musician. He ¹ _____ songs. One day he decided to ² _____ a band, so he put an advert in the paper. He soon found the band mates he was looking for. They practised hard and started ³ _____ local gigs. A few months ago, they decided to ⁴ _____ a talent show. They ⁵ _____ the competition, and their prize was a day in a recording studio. They used it to ⁶ _____ a single called *Love Me Never*. They ⁷ _____ the single on their website two weeks ago and loads of people have been ⁸ _____ it. It's already ⁹ _____ the charts. Radio stations have been playing it loads, too. Next month they are ¹⁰ _____ on tour all over the country. Rock critics are predicting a big future for Dymonde.



2 **SPEAKING** Work in pairs. Ask your partner about their favourite band. Use the expressions in Exercise 1.

Who writes the songs?

Have you downloaded any of their songs?

WRITING

Write the story of your favourite band.

Write about:

- how they started.
- how long they have been together.
- how they became successful.
- some of their famous hits.
- how long you have liked them.
- why you like them.

LISTENING

- 1** Listen to the interview with Tom. What is he talking about?
- 2** Listen again and **circle** the correct answers. Sometimes there is more than one correct answer.

 - How does Tom feel when he hears a good new band?
 - really excited
 - worried
 - happy
 - Where does Tom hear new music?
 - on the radio
 - on the Internet
 - from his friends
 - Where does Tom get music?
 - He downloads it.
 - He borrows it from his friends.
 - He buys CDs.
 - When does he listen to music?
 - before he falls asleep
 - when he takes a shower
 - when he does his homework
 - How does Tom feel when he dances?
 - silly
 - happy
 - He doesn't dance.
- 3** Now listen to Sara answering the same questions and complete the sentences.

 - Sara mostly listens to ...
 - Sara hears new music ...
 - She downloads ...
 - She always listens to music when ...
 - When she dances she feels ...

SELF-ESTEEM

Music and me

- 1** Do the quiz.
- 2** **SPEAKING** Work in pairs. Discuss the quiz.

 - Do you agree or disagree with your score? Why?
 - What music do you listen to when you are sad?
 - What songs have special memories for you?
 - What are your favourite song lyrics?
 - How do you choose what clothes to buy?
 - What music do your friends like?

Does music rock your world? Could you live without it?



Take our quiz and find out just how important music is in your life.

For each question, choose the sentence that describes you best. Then work out your score and find out just how music mad you are.

- 1**

<input type="checkbox"/>	A	I only listen to music when I'm happy.
<input type="checkbox"/>	B	Music makes me feel better when I'm feeling down.
<input type="checkbox"/>	C	I listen to different music depending on how I feel.
- 2**

<input type="checkbox"/>	A	I have loads of memories connected to different songs.
<input type="checkbox"/>	B	I never listen to music from when I was younger.
<input type="checkbox"/>	C	I get bored with songs quickly.
- 3**

<input type="checkbox"/>	A	My musical taste influences the clothes I wear.
<input type="checkbox"/>	B	Music has nothing to do with fashion.
<input type="checkbox"/>	C	I don't really think about what I wear.
- 4**

<input type="checkbox"/>	A	I have the same musical tastes as my best friends.
<input type="checkbox"/>	B	I like different music from most of my friends.
<input type="checkbox"/>	C	I always know if I'm going to be friends with someone when they tell me their taste in music.
- 5**

<input type="checkbox"/>	A	I always listen to the lyrics in songs.
<input type="checkbox"/>	B	Melody is more important than lyrics.
<input type="checkbox"/>	C	Melody and lyrics are both really important in a song.

5-8: Music doesn't rule your world. You like it and you probably listen to it, but it's not so important.

9-11: Music plays an important part in your life, but it isn't the only thing that matters.

12-15: Music is your world and you would find it difficult to live without it. You live, sleep and breathe music.

Key

Q1	A-1	B-2	C-3
Q2	A-3	B-2	C-1
Q3	A-3	B-1	C-2
Q4	A-1	B-3	C-2
Q5	A-1	B-2	C-3

READING

1 **SPEAKING** Work in pairs. How important are these things if you want to be a pop star? Put them in order 1–6. What other things can you think of?

- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> musical talent | <input type="checkbox"/> a good manager | <input type="checkbox"/> loyal fans |
| <input type="checkbox"/> good looks | <input type="checkbox"/> luck | <input type="checkbox"/> good songs |

2 Read the article quickly. Which of these things does John Otway have?

John Otway – Rock's greatest failure

John Otway has been playing music and making records in the UK for more than 40 years. Over the years he



has released more than ten albums. He has played hundreds of concerts. He has written two autobiographies. He has worked with some of the country's best musicians and he has even made a film about his life. But despite all of this, most people have never heard of him.

Otway released his first record in 1972, but it was the punk movement a few years later that really gave him his big chance. Otway wasn't the greatest musician but his songs were always fun, and his performances on stage were always entertaining – there was a good chance he would fall off the stage at least once in each show. The punks liked him, and in 1977 he had a small hit when his single *Really Free* made it to #27 in the UK top 40 charts. Otway really enjoyed his success but

unfortunately, no more came. Not one of his records over the next 30 years was a hit.

Although he never had much commercial success, Otway had a lot of very loyal fans. When someone asked him what he would like for his 50th birthday, his reply was: 'A second hit.' His fans went out and bought as many copies of the new single *Bunsen Burner* as they could. And in October 2002, Otway finally saw his wish come true. In a chart that featured international superstars like Pink, Will Young and Oasis, *Bunsen Burner* made it to #9.

These days John Otway continues to play his music around the country, and there are always plenty of people who are happy to go and watch him perform.

3 Read the article again. For each question, mark the correct answer A, B, or C.

- | | |
|--|--|
| 1 Many people don't know John Otway's name
A Right
B Wrong
C Doesn't say | 4 John Otway celebrated his success with an appearance on TV.
A Right
B Wrong
C Doesn't say |
| 2 Otway has directed has directed two autobiographical films.
A Right
B Wrong
C Doesn't say | 5 His fans helped him get a second hit.
A Right
B Wrong
C Doesn't say |
| 3 John Otway is good at writing singles.
A Right
B Wrong
C Doesn't say | 6 Many shops refused to sell Otway's record.
A Right
B Wrong
C Doesn't say |

GRAMMAR

Present perfect simple vs. present perfect continuous 

1 Complete the sentences with the verb *play* in the correct tense. Look at the article on page 68 to check your answers.

- 1 He _____ music for more than 40 years.
- 2 He _____ hundreds of concerts.

2 Complete the rules and match them with the examples sentences in Exercise 1.


RULES:

- Use the present perfect _____ to talk about an action that is not finished.
- Use the present perfect _____ to stress the *finished result* of a completed activity.

3 Complete the sentences with the phrases in the list.

've been having | Has ... been preparing
've been watching | 've eaten | haven't taken
've played | 've been playing | 's been writing
's written | 's made

- 1 Sarah *'s written* more than 200 poems. She _____ poems since she was eight.
- 2 I _____ piano lesson for three years. I _____ any piano exams yet.
- 3 I _____ football since I was five. I _____ for three different teams.
- 4 We _____ films all evening. We _____ three bags of popcorn between us.
- 5 Mum _____ more than 100 sandwiches. _____ she _____ for the party all morning?

4  Complete the sentences using the correct forms of the verbs.

- 1 He *has been collecting* autographs since he was ten. He _____ over 500. (collect)
- 2 Jade _____ over 5,000 photos on her phone. She _____ them ever since she bought it. (take)
- 3 Mum _____ since 6 am. She _____ over 400 km. (drive)
- 4 We _____ for an hour. We _____ more than 2 km! (swim)
- 5 Mr Bosworth _____ more than 2,000 children. He _____ since he was 22. (teach)
- 6 They _____ apples all day. They _____ hundreds! (pick)

VOCABULARY

Phrasal verbs with *out*

1 Complete each of these sentences from the unit so far with a word from the list.

come | find | run | went started | sort

- 1 Lots of famous musicians _____ **out** playing on the streets of London.
- 2 His fans _____ **out** and bought all the copies.
- 3 Their new single has just _____ **out**.
- 4 Come on, Luke. I'm sure we'll _____ something **out**.
- 5 I've _____ **out** of money.
- 6 Listen and _____ **out** how the story ends.

2 Match the phrases and the definitions.


- | | |
|-------------|---|
| 1 start out | a discover |
| 2 find out | b begin your working life |
| 3 go out | c leave your house |
| 4 come out | d appear in a shop so people can buy it |
| 5 run out | e find an answer or solution to a problem |
| 6 sort out | f use all of something |

3 Complete the sentences with the correct form of the verbs in Exercise 2.

- 1 John isn't here. He _____ about 20 minutes ago.
- 2 It's a really old film. I think it _____ about 2005.
- 3 We need to go to the supermarket – we _____ of milk.
- 4 The police are trying to _____ who started the trouble last night.
- 5 We had some problems with the computer, but we _____ them _____ yesterday.
- 6 She's a famous singer now, but she _____ as a dancer.



Culture

- 1 Look at the photos. What do they show?
- 2  Watch the video to check your answers.
- 3 Read the article and match the photos with the instruments from the text
- 4 Which instrument from the article do you find the most interesting? Why?



1 _____

The Music of Ireland

Music has always been part of the Irish culture and Irish singers like Bono, Enya, Hozier and Damien Rice are famous all over the world today. Ireland is known for its music and storytelling traditions which date back almost 2000 years, when the Celts came to the island in around 500 AD.

There was no written language tradition in those days. The best entertainment people had was getting together at their local pub every evening, sitting by the fire and listening to stories and music played by singers and poets called bards. Bards learned songs by heart to be able to perform them live. This tradition has survived until today and is known as the 'oral tradition'.

Not much is known about how the Celts used music or expressed themselves through it, but it is believed that they brought several instruments to the island, such as the harp. **The Celtic harp** was one of the most popular instruments during the Middle Ages and was used at the royal courts. Apart from being the oldest of the Irish traditional instruments, it is considered to be a national symbol (it appears on the Irish Euro and on the Coat of Arms). A harp is always played vertically and, depending on its size, it can be held in the hand or placed on the floor. It has a beautiful, delicate sound. Nowadays, if you want to listen to real Irish music, go to a *céili* (pronounced 'kaylee'), a folk-dance get-together where you can also listen to traditional Irish instruments like:



The fiddle

This four-stringed instrument played with a bow is very similar to the classical violin. What makes it different is its playing style and special sound.

The bodhrán

(pronounced 'bow-rawn')

This percussion instrument is a simple large frame drum. The player holds it vertically with one hand – the drum can be placed upon his knee – and strikes it with a small double ended stick called a tipper.

The Uilleann pipes: ('the pipes of the elbow')

This is the national bagpipe of Ireland. Unlike the better-known Scottish bagpipes, this instrument is quieter. The player doesn't blow into the bag to inflate it but instead uses a small pair of *bellows held under his arm.

*bellows – a tool used to blow

The tin whistle

This is a simple wind instrument made of metal. It has six holes and a mouthpiece, and it is very similar to a Native American flute and to other wooden wind instruments.



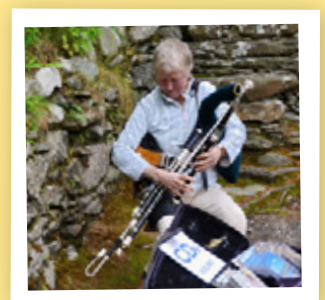
2 _____



3 _____



4 _____



5 _____

5 SPEAKING Work in pairs. Discuss the questions.

- 1 What's your favourite musical instrument?
- 2 Have you ever learnt to play a musical instrument?
- 3 Why is it good to learn to play a musical instrument? Give reasons.
- 4 What Romanian musical instruments do you know?
- 5 Do you like traditional music? Why (not)?

6 SPEAKING Can you think of any other instruments that match the following three categories: *string instruments*, *wind instruments* and *percussion instruments*? Compare your lists with others in class.

7 VOCABULARY Read the article again. Find words or phrases with the following meaning.

- 0 ways of enjoying yourself (part 1) *entertainment*
- 1 learned exactly and from your memory (part 1) _____
- 2 continues to exist (part 1) _____
- 3 the official home of a queen or king (part 1) _____
- 4 that is pleasant and soft (part 1) _____
- 5 to hit an instrument (part 3) _____
- 6 to push out air from your mouth (part 4) _____
- 7 the part of a musical instrument that goes near or between the lips (part 5) _____

WRITING

A blog entry

1 Maggie wrote a blog entry with the title, 'Music bands I've recently discovered'. Read what she wrote and answer the questions. Make notes about these questions.

- 1 Where are the bands from?
- 2 What genre do they play?
- 3 What musical instruments do they play?
- 4 What does Maggie think of the bands she wrote about?

2 Look at Maggie's blog entry again.

- 1 In which paragraph does Maggie use the present perfect continuous?
- 2 In which paragraph is she making suggestions?

3 You are going to write a blog entry like Maggie's about a famous musician or a band you like. Use your notes from Exercise 1 to write your blog entry. Write about 80 words.



Welcome to my blog, where I write about the things that really interest me! Today I want to talk about two Irish music bands I've recently discovered on YouTube. I hope you'll like them.

Music bands I've recently discovered

WE BANJO 3 is an Irish band from Galway, composed of two sets of brothers: Enda and Fergal Scahill, and Martin and David Howley. Their music is a mix of traditional Irish music and American bluegrass – a type of country music from the southern United States played on instruments such as fiddles, guitars and banjos. The group has produced five albums so far and has been successfully making music for more than eight years now. Their music is highly appreciated worldwide and they have received many awards. I think they are really great and I can't believe I didn't find them earlier!

SOCKS IN THE FRYING PAN is a band from County Clare that plays traditional Irish music with a personal note. The members of the group are brothers Shane and Fiachra Hayes on accordion and fiddle/banjo, and Aodán Coyne on vocals and guitar. I think their style is unique and their music is really catchy. No wonder they have received an award from the Irish Music Association (New Band of the Year, 2014). Tomorrow evening they have a gig in my town. I'm really excited about this. You should definitely check them out too!

LET'S PRACTISE!

READING AND WRITING

Multiple-choice sentence completion

1 Read the sentences about music. Choose the best word (A, B or C) for each space.


- | | | | |
|---|-----------|---|----------|
| 0 We have _____ playing in this band for two years. | A be | <input checked="" type="radio"/> B been | C being |
| 1 Their new CD isn't as good _____ the last one. | A than | B like | C us |
| 2 Six years _____ he started taking piano lessons. | A ago | B before | C yet |
| 3 If you don't _____, you'll never be a good drummer. | A play | B practise | C sing |
| 4 The band came on _____ at 8 pm and they're still playing now two hours later. | A stage | B gig | C show |
| 5 There a 50% chance that I'll go to the _____ on Saturday. | A concert | B practise | C single |

2 Complete the conversation between two friends. What does Nick say to Sue? For questions 1–5, write the correct letter A–H in each space. There are two extra lines you don't need.

- SUE It's Adam's birthday next week
- NICK (0) F
- SUE I think that's a great idea. But what?
- NICK (1) _____
- SUE I don't think that's a good idea. He doesn't like reading
- NICK (2) _____
- SUE He downloads all his music. He hasn't even got a CD player
- NICK (3) _____
- SUE I'm not so sure. It's difficult to buy clothes for him.
- NICK (4) _____
- SUE Let's invite him to the cinema. He loves films.
- NICK (5) _____
- SUE Of course. I'll be back soon.
- A OK. Have you got any ideas?
B We could get him a CD. He loves music.
C Why don't we ask his dad?
D Let's do that.
E Why?
~~F Why don't we get him a present?~~
G How about buying him a book?
H That's true. How about a T-shirt?

LISTENING

Matching

3  Listen to Jen telling Mark about her room. Who gave her each of the pieces of furniture? For questions 1–5, write a letter A–H next to each present. There are two extra letters.

- | Present | People |
|---------------------|--|
| 0 armchair <u>E</u> | A Dad |
| 1 sofa | B Uncle Tim |
| 2 curtains | C Aunt Abi |
| 3 carpet | D brother |
| 4 desk | <input checked="" type="radio"/> E Grandpa |
| 5 lamp | F Uncle Simon |
| | G Marc |
| | H Mum |

VOCABULARY

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

release | password | tour | upload | advice | record
advise | post | email | ignore | download | text message

- If you want to talk to me, _____ a message on chat and I'll write back to you.
- We gave him lots of advice, but he decided to _____ it!
- Send me a _____ when you get there. I'll keep my phone close.
- Our WiFi connection is really slow. It takes a long time to _____ songs.
- They've recorded a new CD, and they're going to _____ it next week.
- I'm sure you think it's a good idea, but I'd _____ against it, to be honest.
- After the band released their new record, they went on _____ for three months.
- I've got some great photos here. I'm going to _____ them onto my website tonight.
- Let me give you some _____. Don't go and see that film – it's awful.
- I forgot my _____ and now I can't log into my account.

/10

GRAMMAR

2 Complete the sentences with the words in the list.

someone | no one | have played | have been playing | won't | everyone

- I didn't study for the test. I _____ pass it, I'm sure!
- Sorry, Mum. My shoes are really dirty. I _____ football in the park.
- I phoned, but _____ answered.
- I'm not sure. I've got a problem and I need to talk to _____, please.
- We had a great time. _____ enjoyed it.
- Everyone in the team is really tired. We _____ three games this week already!

3 Find and correct the mistake in each sentence.

- He's being working here for over ten years.
- It's late. We'd better to go home now.
- I've been making fifty sandwiches for the party tonight.
- We should to go out tonight.
- They've been studied for the test since 10 o'clock.
- Ouch! I've been cutting my finger.

/12

FUNCTIONAL LANGUAGE

4 Complete the sentences with the words in the list.

against | everything | hand | help | ought | should | with | would

- A Is _____ OK?
B Yes, thanks. But perhaps I _____ sit down.
- A Do you need any _____?
B Well, yes, that _____ be great. Thanks!
- A Could you help me _____ something? I want to borrow some money for a new guitar.
B Well, you know, I'd advise _____ it. It's really not a good idea.
- A Joe? This is heavy. Can you give me a _____?
B Of course, Mum. But you _____ to let me carry the heaviest bags!

MY SCORE /30

22 – 30

10 – 21

0 – 9

7 FUTURE BODIES

OBJECTIVES

FUNCTIONS: sympathising; making predictions

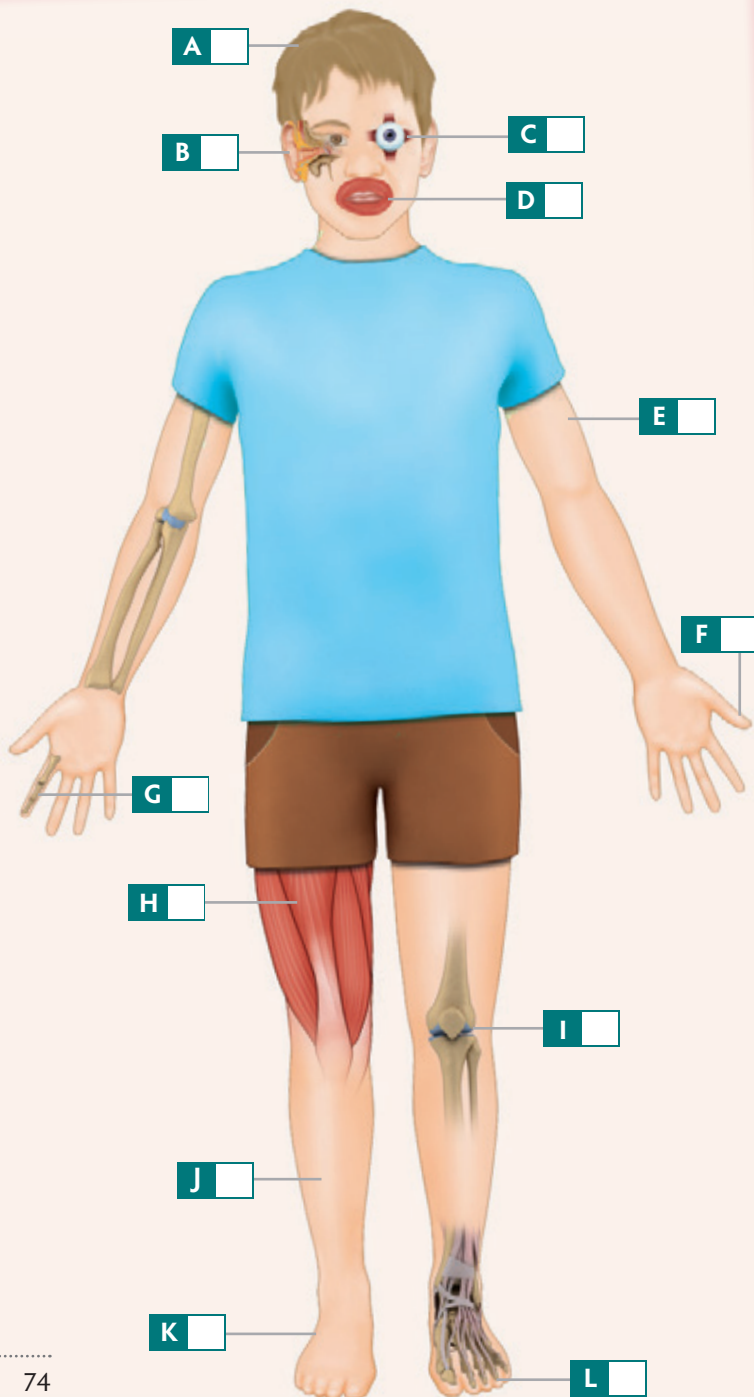
GRAMMAR: *will / won't* for future predictions; first conditional; time clauses with *when / as soon as*

VOCABULARY: parts of the body; *when* and *if*; expressions with *do*

READING

- 1 Label the picture with the words in the list. Write 1–12 in the boxes. Listen, check and repeat.

1 arm | 2 leg | 3 mouth | 4 muscle | 5 finger | 6 foot
7 ear | 8 eye | 9 toe | 10 hair | 11 bone | 12 thumb



- 2 Write the words from Exercise 1 in the correct column.

Body	Face
<i>arm</i>	<i>mouth</i>

- 3 **SPEAKING** Work in pairs. Discuss the questions.

Which parts of the body do you use when you:

- read a book?
- play football?
- watch television?
- make a phone call?
- eat a meal?
- walk to school?

When you read a book you use your hands and your eyes.

- 4 Look at the picture on page 75 and the title. What do you think the article will be about? Choose one of the following.

- 1 What we want to look like in the future.
- 2 What the human body will be like in the future.
- 3 How we can change our bodies if we want.

- 5 Read and listen to the article and check your ideas.

- 6 Read the article again and answer the questions.

- 1 What is the most important reason why our bodies will change in the future?
- 2 Why will people be taller?
- 3 What will happen to eyes and fingers?
- 4 Why will we have one less toe?
- 5 Why won't people have so much hair on their bodies?

Changing bodies

A long time ago, people were very different from the way we are now. Hundreds of years ago, people were shorter. Over time, the human body changes to adapt to a new way of life.

Can we expect the human body to change in the future? For sure. And the main reason is that we have more and more technology, and it is changing how we live.

What kind of changes can we expect? Well, no one can be 100 per cent sure, but here are some possibilities.

- 1 Humans are now ten centimetres taller than 150 years ago. So, in the future, people will probably be even taller. Most of us now have much better food than people in the past – and so we grow more.
- 2 We'll get weaker. Our muscles will not be as strong as now because we won't do a lot of physical work.
- 3 We are already using our feet less, and our hands more (think about computers and tablets and so on). So we can expect that our legs will get shorter and our feet smaller and, at the same time, our fingers will get longer. Both our fingers and our eyes will get better, because they'll have to do more work together.
- 4 Now, what about the mouth? It'll get smaller, perhaps, because technological improvements will mean that we don't need to talk so much.
- 5 Here's a good one – it's very possible that people will have four toes, not five. The little toe really isn't needed any more (people who lose them don't miss them) so it will probably disappear some time in the future.
- 6 And last but not least – people won't have as much hair on their bodies as now, as we don't need it to keep ourselves warm any more.

Will all these things happen? And if so, when? These are questions that no one can answer for sure.



VALUES

Exercise and health

- 1 **Read the sentences. Give each one a number from 1 to 5 (1 = doesn't give a lot of importance to health and 5 = gives a lot of importance to health).**

- 1 You should do regular exercise to make sure your muscles are strong.
- 2 It's OK to spend a lot of time sitting in front of the television.
- 3 A wonderful thing to do is go for long walks in the fresh air.
- 4 Using a computer and writing text messages gives your hands and arms exercise.
- 5 You don't have to do sport to be healthy and keep fit.
- 6 It's a good idea to do a lot of simple exercise (for example, use the stairs and don't take the lift).
- 7 You should eat fewer sweets and more fruit and vegetables.

- 2 **SPEAKING** Work in small groups. Talk about health and exercise.

- 1 Together, decide the number that the group is going to give to each of the sentences in Exercise 1.
- 2 Together, decide on and write another sentence that shows how the group feels about health and exercise.
- 3 Compare your ideas with other groups.

GRAMMAR

will / won't for future predictions


1 Look at the sentences from the article on page 75. Complete with *will* / *'ll* / *won't*. Then complete the rule.

- Our fingers _____ get longer.
- They _____ have to do more work together.
- Our muscles _____ be as strong as now, because we _____ do a lot of physical work.

RULE: Use ¹ _____ (*will*) or ² _____ (*will not*) + base form of the verb to make predictions about the future.

2 Complete the table.

Positive	Negative
I/you/we/they/he/she/it ¹ _____ (will) come	I/you/we/they/he/she/it ² _____ (will not) come
Questions	Short answers
³ _____ I/you/we/ they/he/she/it come?	Yes, I/you/we/they/he/she/it ⁴ _____ . No, I/you/we/they/he/she/it ⁵ _____ (will not).

3  Complete the conversation. Use *'ll*, *will* or *won't* and a verb from the list.

get | stay | go | see | give | be | help

ALICE Oh, Mark, it's the French test tomorrow! I hate French. I'm sure I ⁰ *won't get* the answers right!

MARK Don't worry, you ¹ _____ fine! You got a good result in your last test.

ALICE Yes, but this is more difficult. I really don't feel well. Maybe I ² _____ to school tomorrow. I ³ _____ in bed all day.

MARK That ⁴ _____ you. The teacher ⁵ _____ you the test on Wednesday.

ALICE You're right. But what can I do?

MARK Look, why don't I come round to your place this afternoon after school? We can do some French together. You ⁶ _____ that it's not so difficult.

ALICE Oh, thanks, Mark.

4 **SPEAKING** Work in pairs. Act out the conversation in Exercise 3.

Pronunciation

The /h/ consonant sound

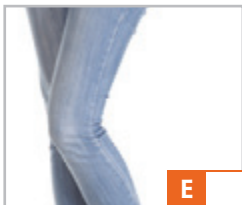
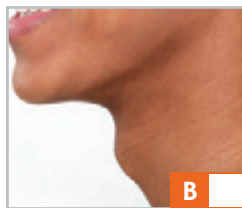
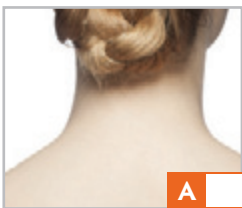
Go to page 143.

VOCABULARY

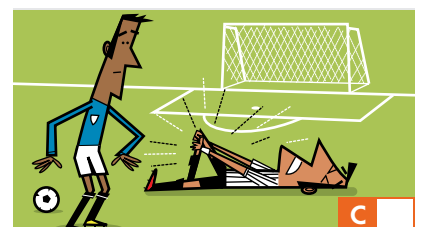
Parts of the body

1 Match the words with the photos. Write numbers 1–8 in the boxes.

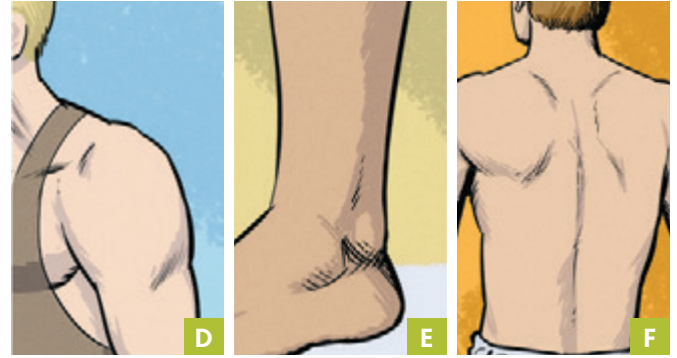
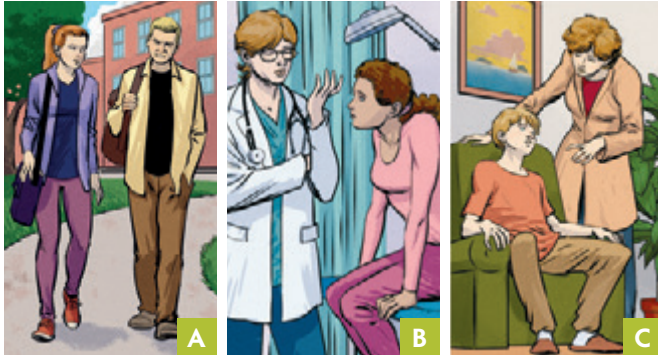
1 ankle | 2 back | 3 elbow | 4 knees | 5 neck | 6 shoulder | 7 stomach | 8 throat



2  Listen and match the speakers (1, 2 and 3) with the pictures. Write numbers 1–3 in the boxes.



LISTENING



1 Look at the pictures A–C. Answer these questions for each one.

- 1 Who are the two people?
- 2 Where are the two people?

2 Listen to three conversations. Match the pictures with the conversations. Complete the table. Write A, B or C in the 'Speakers' column and D, E or F in the 'Problem' column.

	Speakers (A, B, or C)	Problem (D, E, or F)
Conversation 1		
Conversation 2		
Conversation 3		

3 Listen again. Mark the statements T (true) or F (false).

- 1 Katie hurt her shoulder while she was skateboarding.
- 2 When Katie fell, it wasn't a bad fall.
- 3 David's ankle hurts all the time.
- 4 David's mother wants to take him to the doctor.
- 5 Sam didn't tell his parents about his back.
- 6 Molly wants to take Sam to see the doctor at school.

4 Who said these things? Match the sentences with the speakers.

- | | |
|----------------------|------------------|
| 1 Are you all right? | a the doctor |
| 2 Does it hurt? | b David's mother |
| 3 What's the matter? | c Sam |
| 4 It hurts a bit. | d Molly |
| 5 My shoulder hurts. | e David |
| 6 I've got backache. | f Katie |

SPEAKING

Work in pairs. Choose one of the pictures above (A, B or C) in Exercise 2. Role play the conversation.

- 1 Decide who will be each person in the picture.
- 2 Choose a different part of the body from the conversation you heard for your picture (example: for Picture A, choose 'head' not 'back').
- 3 Have a conversation.
- 4 Now choose another picture. Change roles.

SELF-ESTEEM

Getting help

1 Read and tick (✓) the sentences that are true for you.

- 1 I don't like going to the doctor and so I don't go.
- 2 If I have a problem, I don't like telling other people about it.
- 3 If I don't feel well, I tell someone.
- 4 I don't want other people to worry about me.
- 5 It's OK to get help from people around you.
- 6 It's important to go to the doctor if you often have the same health problem.

2 **SPEAKING** Compare your ideas in class.

3 Who can you talk to about these problems?

- | | |
|-----------------------|---------------------------|
| 1 a headache | 3 difficult homework |
| 2 a problem at school | 4 a problem with a friend |

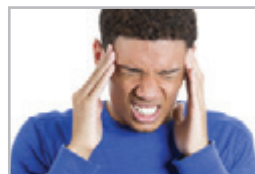
LOOK!



stomach ache



ear ache



headache



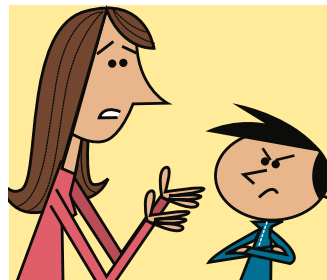
toothache

READING

- 1 Read the webchats. Write a name under each picture: Arlene, Pete, Susie or Mike.
- 2 Read the webchats again. Who talks about these things? Write the names.

- 1 eyes _____
- 2 making faces _____
- 3 a vegetable _____
- 4 making a noise _____

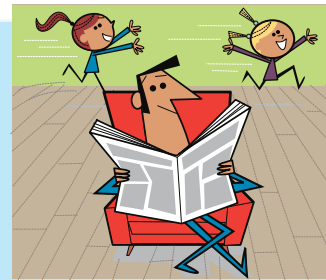
- 3 **SPEAKING** Do you know any more 'crazy' things that adults say to children? Tell the class.



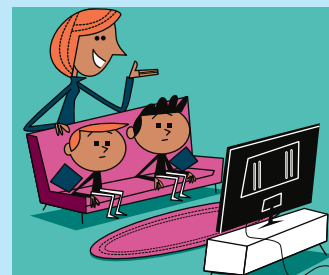
A _____



B _____



C _____



D _____

Crazy things that parents say to their kids



Arlene

Now I'm eighteen, I can look back at all those happy days when I was a kid at home! And I remember the things that my mum and dad said to me again and again. For example: when my sister and I were making a noise, my father always said, 'If I have to come over there, you won't be happy to see me!' lol. Did your parents ever say things like that to you?

👍 LIKE • COMMENT • SHARE



Pete

Oh of course! My little brother and me, we loved TV and we sat and watched it for hours every day. And my mum always looked at us and said, 'If you watch TV all the time, you'll get square eyes.' Well, we watched a lot of TV and our eyes are still normal. haha!



Susie

You reminded me, Pete. My dad always said, 'If you sit too close to the TV, you'll go blind.' But he had another favourite too (I think he was always worried about our eyes, for some reason) – he said, 'If you eat all your carrots, you'll see in the dark.' I really like carrots – I ate them when I was a kid and I eat them now – but I still can't see in the dark!



Mike

Nice one, Susie! OK here's another one, and I think every child in the world hears this. If I was angry or upset, I always made a face, and my mum said, 'If you go on making that face, the wind will change and your face will stay like that forever!' That's the only one I remember – but as soon as I think of others, I'll send them to you!

GRAMMAR

First conditional 🗨️

- 1 Match the parts of the sentences. Check your answers in the webchats. Then complete the rule and the table. Choose the correct words.

- 1 If you eat all your carrots,
 - 2 If I have to come over there,
 - 3 If you watch TV all the time,
- a you won't be happy to see me.
 - b you'll get square eyes.
 - c you'll see in the dark.

RULE: Use the first conditional to talk about ¹possible / certain events and their ²present / future results.

If clause	Result clause
If + present simple,	³ _____ ('ll) ⁴ _____ (won't) + base form

It is possible to put the result clause first:
If you fall, you'll hurt yourself. OR
You'll hurt yourself if you fall.

2 Put the words in order to make sentences.

- 0 see Jane, / If / tell / I / I'll / her
If I see Jane, I'll tell her.
- 1 my parents / I'm / will / If / late, / be angry
- 2 I / bring it / I'll / to school tomorrow / If / remember,
- 3 you'll / Jake / come / If / you / meet / to the party,
- 4 rain tomorrow / if / the / it / doesn't / We'll / to / beach / go
- 5 the concert / if / tonight / I / don't / I / won't / feel better / go / to

3 Complete the first conditional sentences with the correct form of the verbs.

- 0 If Kate gives (give) me some help, I 'll finish (finish) my homework in an hour.
- 1 You _____ (not meet) anyone if you _____ (not go out).
- 2 I _____ (come) to your party if my mum _____ (say) I can.
- 3 If Ken _____ (not want) his ice cream, I _____ (eat) it.
- 4 Susan _____ (be) angry if she _____ (hear) about this.
- 5 If we _____ (buy) hamburgers, we _____ (not have) enough money for the film.

ROLE PLAY

Work in pairs. Student A: Go to page 148. Student B: Go to page 149. Ask and answer the questions.

Time clauses with *when / as soon as*

4 Read the two sentences and answer the questions. Then complete the rule with *will* and *present simple*.

When we get to school, I'll take you to see the nurse.

As soon as I think of other examples, I'll tell you.

- 1 What is the difference between *when* and *as soon as*?
- 2 Do *get* and *think* refer to the present or future?

RULE: In sentences about the future, we use the
 1 _____ form after *if* or *when* or *as soon as*, and
 2 _____ + base form of the verb in the main clause.

5 Complete the sentences. Use the verbs in the list.

finish (x2) | get (x2) | arrive

- 1 As soon as I _____ my exam results, I'll phone you.
- 2 When I _____ home, I'll check my messages.
- 3 The party will start as soon as my friend _____ with the music!
- 4 When the game _____ we'll go and have a pizza.
- 5 I'll lend you the book as soon as I _____ reading it.

VOCABULARY

when and if

1 Match sentences 1 and 2 with the explanations.

- 1 When I see Martin, I'll give him your message.
- 2 If I see Martin, I'll give him your message.
- a It is possible that I will meet Martin.
- b I know that I will meet Martin.

2 Complete the sentences with *if* or *when*.

- 0 I can't talk to you now. I'll phone you when I get home.
- 1 A What are you doing tomorrow?
 B _____ there's a good film on, I'll probably go to the cinema.
- 2 I'm not sure if I want to go to the party tonight. But _____ I decide to go, I'll phone you.
- 3 It's too hot to go for a walk now. Let's go out in the evening, _____ it's cooler.
- 4 You can watch some TV _____ you finish your homework, and not before!
- 5 It's the football final tonight. I'll be very happy _____ my team wins.

LISTENING AND WRITING

A phone message

1 Which of these things do you NOT need to write down if you take a phone message? Mark the things with a cross (X).

- 1 the name of the caller
- 2 the telephone number of the person who takes the message
- 3 the name of the person who the message is for
- 4 the telephone number of the caller
- 5 what the caller wants

2 Listen to a telephone conversation. Complete the message.

Message from: 1 _____
 For: 2 _____
 Message: *she needs* 3 _____
 Please 4 _____
 Number to call: 5 _____

The phone call

1 Read and listen to the photostory and answer the questions.

Why is Megan's father stressed?
Who phones Megan while she's in the park?



OLIVIA Aw, look!
LUKE Looks like they're having a good time.
WOMAN Jason?! You stop that. Do you hear me? Stop it!
RYAN What did you say, Luke?
OLIVIA Well, we all know what that's like - your parents, shouting at you.



MEGAN Oh, don't, please! The last couple of days ...
RYAN What?
MEGAN Oh, my dad. He's really stressed. He's got a big business meeting he has to attend, out of town tomorrow and Friday.
LUKE Something important?




MEGAN I suppose so. I don't know.
RYAN Well, I think you *should* know. I mean, he's your father, right? Family and stuff.
MEGAN Yeah, yeah. Whatever. But I know one thing: he shouts at me all the time. Everything I do is wrong.
OLIVIA Poor you.
WOMAN Jason! I told you - don't do that! If I have to go over there ...
MEGAN Just like that. Another few years and I can leave home! I can't wait!



OLIVIA Just think, Megan. You'll be a mother too one day. Then you'll remember this.
RYAN That's right. And when we're parents, we'll be just the same as our parents. Wait and see.
MEGAN Hello? Oh, hello, Dad. What is it? I'm in the park.
LUKE Tell you what, though. If our parents weren't ...
MEGAN Shh!! Dad, say that again. What? The hospital? Mum?

DEVELOPING SPEAKING

- 2 Work in pairs. Discuss what happens next in the story. Write down your ideas.
Perhaps Megan has to go to the hospital.
- 3  Watch to find out how the story continues.
- 4 Answer the questions.
- 1 What happened to Megan's mother?
 - 2 When will her mother go home?
 - 3 What is the problem for Megan's father?
 - 4 Why can Megan help without going to school?
 - 5 What does Megan say to the others is 'the good thing'?
 - 6 What does Luke mean when he says: 'It's all ups and downs'?

PHRASES FOR FLUENCY

- 1 Find the expressions 1–6 in the story. Who says them? Match them to the definitions a–f.
- | | |
|---------------------|---------------------------------|
| 1 I suppose so. | a What I want to say is ... |
| 2 I mean, ... | b I really don't care. |
| 3 Whatever. | c Here's what I think ... |
| 4 I can't wait. | d I think that's possibly true. |
| 5 Wait and see. | e You'll know in the future. |
| 6 Tell you what ... | f I hope it happens very soon. |
- 2 Complete the conversations. Use the expressions 1–6 in Exercise 1.
- 1 A I'm going to see the new Ryan Gosling film on Saturday! _____!
B _____ – we could go together. _____, if that's OK with you.
 - 2 A What are you going to give me for my birthday?
B _____. It's a surprise!
 - 3 A You look so funny in that yellow shirt.
B _____, Alex.
 - 4 A Can I go out tonight, Dad?
B _____. But don't be late back, OK?

WordWise

Expressions with do

- 1 Complete the sentences from the video.
- 1 She was doing some _____ upstairs.
 - 2 I can do the _____ and everything.
 - 3 Thanks. She's doing _____, though.

- 2 Complete the sentences with a word from the list.

ice cream | homework | cooking | well

- 1 Joe's upstairs – he's doing his _____.
- 2 Did you do _____ in your exam?
- 3 They do great _____ at the new café.
- 4 Mum has a rest on Sundays and we all do the _____.

- 3 **SPEAKING** Complete the questions. Then ask and answer with a partner.

- 1 _____ you _____ a lot of exercise?
- 2 Where _____ you _____ your homework?
- 3 _____ you _____ OK with your schoolwork these days?
- 4 Who _____ the cleaning in your house?

FUNCTIONS

Sympathising

- 1 Complete the extracts from the story with the phrases in the list.

Poor you. | That's a shame.

I'm sorry to hear that. | poor thing.

- 1 MEGAN But I know one thing: he shouts at me all the time. Everything I do is wrong.
OLIVIA _____.
- 2 MEGAN Oh, _____ . Well, she'll be home tomorrow.
DAD That's right. Then a few days at home.
- 3 RYAN _____, Megan.
OLIVIA Me too.
MEGAN Thanks. She's doing OK, though.
- 4 MEGAN But it means I can't go out with you guys on Friday.
RYAN _____.


- 2 Read the situations. What can you say in each one?

- 1 You meet a friend. You know that your friend lost something important yesterday.

Poor you!

- 2 You hear that Alex broke his arm last weekend. You meet Alex's brother.
- 3 Your neighbour says: 'I feel terrible today – I think I'm ill.'

Culture

- 1 Look at the photos. Where do you think these sports events take place?
- 2  Watch the video to check your answers.

Keeping healthy – stories from around the world

Running for fun

Running regularly helps you keep fit. That's why millions of people run several days a week and regularly take part in races. Some runners combine the sport with doing something good for others. They collect money for their run and give it to a charity. Some charity runners run a full marathon dressed in a crazy costume to collect more money for their charity.

In 2012, Travis Snyder from the US organised the largest running event in the world called 'Color Run – The happiest 5K on the planet', a fun run for both professionals and amateurs. It started with 6,000 participants in Phoenix, Arizona, and now it takes place every year in many cities around the world, with millions of runners. The idea is simple: you start wearing something white, and at every kilometre people spray and paint you in different colours: Why do people go on a Color Run? Because 'it's healthy, fun and colourful' one of the runners said.

A beautiful morning in the park

The scene you can see in this photo is something you will see in many parks in China: big groups of people doing tai chi – slow, controlled movements of the arms and legs. These movements are very good for your health. People doing tai chi say it helps them to concentrate better and to feel happy and relaxed. They don't feel stressed any more. On weekdays you will often see elderly people doing tai chi, but if you go to the park at weekends, you will see lots of families and children, all practising these elegant movements together.

Ice swimming

Imagine it's minus 15 degrees Celsius outside on a sunny Saturday afternoon and you are somewhere in Russia or Finland. Would you rather see a film with a friend, go for a walk and enjoy the beautiful snow, or go for a swim in the nearby river? Not many of our readers would choose to go for a swim in such low temperatures, but in Russia, Finland and other countries, ice swimming has been popular for centuries. Some people say it's very healthy because it improves blood circulation and strengthens the body's immune system. Doctors say these things may be true, but you have to be very brave to try it – and it's only for people who are already fit and healthy!

3 Read the article and answer the questions.

- 1 What do ice swimmers say are the health benefits of their sport?
- 2 Should ice swimming be recommended to everyone? Give reasons.
- 3 How does a Color Run work?
- 4 Who came up with the idea for a Color Run and why?
- 5 How is tai chi good for your health?



4 VOCABULARY Read the article again. Find words or phrases with the following meaning.

- 0 an organization that gives money, food or help to people who need it (part 1) charity
- 1 to gather money for something (part 1) _____
- 2 to give all your attention to the thing you are doing (part 2) _____
- 3 not far away (part 3) _____
- 4 liked by many people (part 3) _____
- 5 showing no fear of dangerous or difficult things (part 3) _____

WRITING

A story

1 Read Jim's story below. Answer these questions.

- 1 Where were Jim and his friends?
- 2 What happened to Jim?
- 3 What did his friends do?
- 4 What happened in the end?
- 5 What do you think Jim and his friends learned from the experience?

2 Which of the words in bold in the story are used to:

- talk about the time when things happened?
- talk about the order in which things happened?
- make the story more interesting?

3 Read the story again and answer the questions.

- 1 Which past tenses does the writer use in the first paragraph and why?
- 2 The story has three paragraphs. Which of them ...
 - sets the scene? (who? where? when?)
 - talks about a dramatic situation?
 - tells about the solution to the problem?

4 Choose a sports event and think of a real or imagined story. Make a plan that helps you to tell the story in three paragraphs. Make notes about ideas for each of them.

5 Write your story (in about 120 words). Use Jim's story to help you.

- Make sure your story is well structured.
- When you have finished, check the tenses you have used.

Sunday, 12th June

Dear Diary,

You wouldn't believe what happened to me **today**! My friends and I went to our local park to play football. It was raining hard and we were running after the ball when **suddenly** someone kicked my ankle very hard. **Obviously**, I fell down badly and I couldn't move. My friends were still playing, but I was lying on the ground, grabbing my ankle. I looked at it. It was already swollen and turning purple.

At first, nobody seemed to notice me. One boy told me to get up but **then** went back to the game. **Ten minutes later**, everybody stopped playing and they all walked off the pitch. I couldn't believe it! I called out and **finally** two of them came back to talk to me. When I showed them my ankle, they were shocked.

Luckily, we had our mobile phones, so we called an ambulance. We had to wait a long time and I was in a lot of pain. **Eventually**, the ambulance arrived and took me to hospital. As soon as the doctor saw my leg, he knew it was broken. I needed a small operation. While I was in hospital, my friends all came to visit me and say sorry. They also bought me a huge box of chocolates. I forgave them, of course!



8

MAKING A DIFFERENCE

OBJECTIVES

FUNCTIONS: expressing surprise and enthusiasm

GRAMMAR: *may (not), might (not)* for prediction; first conditional; *unless* in first conditional sentences

VOCABULARY: the environment; verbs to talk about energy

READING

1 Match the words and phrases in the list with the pictures. Write 1–6 in the boxes.

- 1 a beautiful beach | 2 a dirty beach
3 clean water | 4 an attractive landscape
5 an endangered species | 6 a polluted river

2 **SPEAKING** Work in pairs. Which of the above are easy / difficult / impossible to find in your town or country? Discuss using the expressions below.


- There is / are lots of ... in ...
- I think 50 years ago there were more / fewer ...
- It would be good to have more ...

3 **SPEAKING** Tell your partner about places you have visited. Which of the things in Exercise 1 did you see?

Years ago, I visited ...

I saw lots of ...

I was surprised / disappointed to see ...

4  Look at the sentences below about the environment. Read and listen to the article to decide if each sentence is correct or incorrect. If it's correct, mark it A. If it's incorrect, mark it B.

- 1 Black rhinos are more endangered than tigers.
- 2 At the beginning of the 20th century there were ten times more tigers than now.
- 3 The fishing industry gets more money for fish that are in danger than for the ones that are not.
- 4 Sea levels rise while sea temperatures fall.

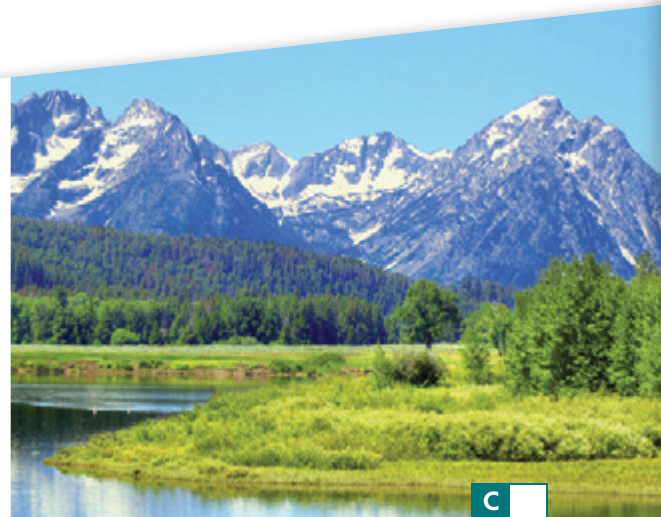
5 Rewrite the false sentences from Exercise 4 to make them true.



A



B



C



D



E



F

Hot topic: THE ENVIRONMENT

This week, three experts share with us what they think the key challenges for the world's environment will be in the future. As always, we are curious to get our readers' reactions. So tell us what you think.



1 Endangered species

The black rhino in Africa is in serious danger. It could soon become extinct. This is because some people think rhino horn has special powers. They pay enormous sums of money for it. So people kill rhinos and sell their horns. Tigers are in serious danger, too. At the beginning of the 20th century, there were about 100,000 tigers. Now there are only about 3,000 left. In a few years' time, there might not be any tigers left at all! Many other animals are endangered, too. Some of them may be gone forever very soon.

Joc Wagner, Cape Town

2 Overfishing

It's not looking good for the fish population. Certain species are in danger because fishermen catch more and more all the time. So, fishing ships are going further out into the oceans. They try to get the rare

species because they can get better prices for them. If things go on like this, 40 years from now there won't be any fish left in the seas. It's not too late yet, but it may be soon.

Rick Cavendish, San Diego

3 Rising levels of sea water

Over the last 20 years or so, sea water temperatures have been going up. As a consequence, the ice caps around the poles have started to melt, and sea levels have started to rise. If this doesn't stop, the water will rise further and may flood many islands. Then some countries like the Maldives could end up below the sea. It's hard to imagine what the consequences of such changes might be.

Gajkaran Sanu, New Delhi

VALUES

Caring for the world

1 Read and tick (✓) the values that are linked with the problems discussed in the article.

- 1 We have responsibilities towards future generations.
- 2 People have a right to express their opinions freely.
- 3 All people have a right to live in peace.
- 4 Our behaviour can make a difference.
- 5 Humans have a responsibility to protect endangered species.
- 6 We must change our behaviour towards our planet.

2 **SPEAKING** Work in pairs. Say what you think about the values.

I think number ... is an important value.


It says ... and I agree that Do you agree?

Yes. If we don't ... , then future generations will/won't ...

Politicians/People/Everybody should ...

I think it's good that ...

GRAMMAR

may (not), might (not), could for future possibility 

1 Complete the examples from the article on page 85. Underline examples of *may (not), might (not), will (not)* and *could*. Then complete the rule.

- In a few years' time, there _____ any tigers left.
- Some animals _____ forever very soon.
- If we lose the forests, we _____ millions of species.
- Some countries like the Maldives _____ end up below the sea.

RULE: Use *will* or *won't* to express future certainty, and ¹_____ (*not*), *might (not)* and ²_____ to express future possibility.

2 Complete the sentences. Use *will* or *won't* and the verbs in brackets.

- I'm not exactly sure, but I think she _____ (be) home by eight o'clock.
- I wonder if people _____ (live) on other planets in the future.
- I'm worried about him coming with us. I'm sure he _____ (like) any of the people at the party.
- Who do you think _____ (win) the next World Cup?
- It's getting cloudy. Do you think it _____ (start) raining soon?
- Oh, don't worry about my parents. I'm sure they _____ (be) angry.

3  Read the sentences and circle the correct words.

- Don't worry I *will / might* pick you up at 7.
- The weather's a real problem. We *may / may not* be able to go for a walk.
- She's not feeling well at all. She *might / might not* have to stay at home.
- It *may / may not* be cold later so take a jumper with you.
- It's my dad's birthday tomorrow. My wife and I are going to visit him, so we definitely *won't / might not* be here.
- I'd like to get up and watch the sunrise with you, but I *may / won't* just sleep instead.
- I'm very hungry. I really *could / may* eat a whole pizza.
- Be careful, you *will / could* fall.

4 **SPEAKING** Work in pairs. Think about your next weekend. Talk about:

- a sport you will / won't do
- someone you may / may not see
- a film you might / might not watch
- a friend you could visit

VOCABULARY


The environment

1  Match the words with their definitions.

- | | |
|-------------|--|
| 1 extinct | a official rules that say what people are allowed and not allowed to do |
| 2 laws | b to change from solid to liquid (for example, from ice to water) |
| 3 waste | c a large amount of water covering an area that is usually dry |
| 4 melt | d not existing any more |
| 5 flood | e things that make water, air, and the ground unclean |
| 6 pollution | f material that people throw away because they do not want or need it any more |

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

- Which animals do you know that are extinct or in danger of extinction?
- What laws to protect the environment are there in your country?
- What problems with waste are there where you live?
- What might happen if the ice around the north and south poles melts?
- Are floods common in your country?
- Are the air and water very polluted in your area? What could your class do to help fight pollution?

3  Match the words in the list with the pictures. Write 1–4 in the boxes. Then listen, check and repeat.

- 1 smog | 2 recycling | 3 litter | 4 rubbish



4 Think about the environment in your country. Make notes.

some rivers polluted
air pollution from factories

- 5 **SPEAKING** Work in pairs. Look at your notes from Exercise 4. Make predictions for the next 30 years. Which environmental issues concern you the most? Then report to the class.

Some of the rivers in our country are polluted, for example ... We think this will create big problems for the fish, and ...

In some parts of the country, for example in ... , the air is polluted. We think this will change. There will be stricter laws so there won't be ...

LISTENING

- 1 Read the headlines in the online newspaper story and look at the images. Write down six words you might find in the article.





Incredible Edible

Carrots in the car park

Radishes on the roundabout


The deliciously eccentric story of the town growing ALL its own vegetables.

Incredible Edible
Todmorden

- 2  You are going to listen to a story about a town named Todmorden. Use the information from the newspaper story and your imagination to say what you think is special about it. Then listen and check.
- 3  Listen again and answer the questions.
- 1 What's the project 'Incredible Edible' all about?
 - 2 Who takes part in the project?
 - 3 Who had the idea?
 - 4 How did they get the idea?
 - 5 How did people react?
- 4 Do you think the experiment will last? Why or why not? Would you like to see a similar experiment in your town or neighbourhood?

FUNCTIONS

Expressing surprise and enthusiasm

- 1  Listen to the radio programme again. The phrases below can be used to express enthusiasm. Tick the ones that the reporter uses.

- What a brilliant idea!
- That sounds wonderful!
- How exciting!
- That's amazing! (wonderful! etc.)
- Wow!
- Oh, really?
- Incredible! (Cool! Fascinating! etc.)

- 2 Put the dialogue in order. Read it out with a partner.

- A He has offered me a role in his next film.
- A I'm only going to meet Stephen Spielberg.
- 7 A I'm going to California this summer.
- A Three hours.
- B Cool!
- B Oh, really? Only three hours. Why's that?
- B How exciting! What are you going to talk about?
- B Wow! That sounds exciting. How long are you going to stay there?

- 3 **SPEAKING** Practise dialogues with a partner. A says something surprising, B reacts using one of the expressions from Exercise 1 and asks a question. A says something surprising again, etc. Use your own ideas, or the ones here.

- go to the moon
- meet Bradley Cooper
- have an important meeting
- see an alien
- only eat white food
- stay up all night

TRAIN TO THINK

Different perspectives

- 1 Read these different texts. Match them with the text types in the list. Write numbers 1–4. Give your reasons. There are two text types you don't need to use.

note	<input type="checkbox"/>	newspaper article	<input type="checkbox"/>
diary entry	<input type="checkbox"/>	informative leaflet	<input type="checkbox"/>
text message	<input type="checkbox"/>	adventure story	<input type="checkbox"/>

- 2 **SPEAKING** Work in pairs. Discuss who the texts are for and what their purpose is.

*I think text 1 is probably for ...
I think somebody wrote it to ...*

1 This morning we took part in the Incredible Edible project. I was so proud when I saw that all of the 27 children in my class brought vegetable plants ...

2 Meeting the guys who want to plant vegetables by the football field at 5... Hope to CUL8R. S.

3 ... to buy OUR vegetables. They come from local farms in the neighbourhood. They are organic and fresh – and you don't have to pick them yourself. Prices are reasonable, the quality is high!

4 Reporter Mac Hendon has learned that the council will soon publish a list of spare land that can be used by the Incredible Edible project. It has been ...

READING

- 1 Read the text. What type of text is it? Choose from the types in the exercise above. Who might this text be for?

Small changes, BIG consequences

6 things you can do to help the environment

1. Don't leave your DVD player, your computer or other electrical appliances on standby. If you switch off your TV completely when you've stopped watching, it won't use any electricity. People think that a gadget on standby only uses electricity for that 'little red light'. Not true!



*rinse – to use water to clean soap or dirt from something
*drip – to produce drops of liquid
*charity – a system of giving money, food, or help free to those who are in need

2. When you charge your mobile, disconnect the charger from the phone when the battery is fully charged. Otherwise you're wasting energy.

3. If you reuse your shopping bags when you go to the supermarket, you'll save money. If you keep them and take them with you the next time you go shopping, you won't need new bags. Don't forget that a lot of energy is needed to produce plastic bags, and plastic waste is a danger for the environment. Unless people stop throwing plastic away, the environment will suffer even more.

4. Don't let the water run while you're brushing your teeth. If you turn it off and use a cup of water to *rinse your mouth, you'll save a lot of water!



5. Make sure none of the taps in your house *drip. If a tap drips, it wastes three or more litres of water a day.

6. Think before you throw things away, and tell your family to do the same. They may not want to use an old mobile, computer or MP3 player any more. That doesn't mean those things should end up in the litter bin. If they go to a charity instead, other people might find them very useful.

- 2 **SPEAKING** Work in pairs. Cover up the text and try to complete the sentences.

- 1 A gadget on standby uses ...
- 2 When your phone is fully charged you should ...
- 3 Plastic bags are a problem for the environment because ...
So we should ...
- 4 When you brush your teeth it's better to ...
- 5 Taps should never ...
- 6 Before you throw something away, ask yourself who might ...

- 3 Read the tips again. Which of the suggestions ...

- do you already follow?
- would be easy for you to start doing?
- would be difficult for you to follow?

GRAMMAR

First conditional; *unless* in first conditional sentences 

1 Complete the sentences with the correct form of the verbs. Look at the leaflet on page 88 and check your answers. Then choose the right answers to make the rules.

- If you switch off your TV completely when you have stopped watching, it _____ (not use) any electricity.
- If you reuse your shopping bags when you go to the supermarket, you _____ (save) money.
- Unless people stop throwing plastic away, the environment _____ (suffer) even more.

RULE: We use the first conditional to talk about the consequences of a ¹possible / impossible future action.

- Condition clause: *if* + present simple
- Result clause: *will / won't* + main verb

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

Unless means ²only if / if not.

2 Match the parts of the sentences.

- Unless someone lends me some money,
- I'll only be able to go to the concert
- They won't pass the exam
- Won't she miss the train
- a if my dad drives me there.
- b if she doesn't leave for the station now?
- c I won't be able to take the bus home.
- d unless they study hard.

3 Write first conditional sentences. Then decide in which of them you could use *unless*.

- environment / suffer / if / we not recycle more
The environment will suffer if we don't recycle more. The environment will suffer unless we recycle more.
- if / I give this phone / charity / they find someone who needs it
- if / this tap not stop dripping / how much water / we waste in a day?
- situation / become worse / if they not change behaviour
- Look – battery full! / if you not disconnect charger / you waste energy
- if she read this book / she understand situation better
- if / you not stop shouting / I not listen any more

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


- What will you do if they don't help you? (do / not help)
- If you _____, _____ you _____ good marks in your test? (not study / get)
- Unless the weather _____ really bad on Sunday, we _____ to the beach. (be / go)
- If she _____ you to her birthday party, _____ you _____ her a present? (invite / buy)
- She _____ him unless he _____ her very nicely. (not help / ask)
- If I _____ to visit you, _____ you _____ me around your town? (come / show)

5 **SPEAKING** Work in pairs. Ask and answer questions using the first conditional. Use your own ideas or the ones here.

- What will you do if it rains all weekend?
- What will you buy if you get some extra money this month?
- What will you do tonight if you don't have any homework?

VOCABULARY

Verbs to talk about energy

1  Match the verbs with their definitions. Write 1–8. Listen and check.


- 1 to reuse | 2 to throw away | 3 to recycle
4 to waste | 5 to charge | 6 to disconnect
7 to save | 8 to leave on standby

- not to switch an appliance off completely so it is ready to be used at any time
- to collect and treat rubbish in order to produce useful materials that can be used again
- to fill up an empty battery again
- to get rid of something
- to stop something from being wasted
- to stop the connection between an electrical appliance and the power source
- to use something again
- to use too much of something or use it incorrectly

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

- Do you waste a lot of energy? What could you do to save energy?
- What things do you reuse?
- What things do you recycle? Do you think there is enough recycling done where you live? Why?

Culture

- 1 Look at the picture. Do you know what this is?
- 2  Watch the video to check your answers.
- 3 Read the article. What animals does it mention?



STOP! BEFORE IT'S TOO LATE

The Himalayas

Why should we care?

The Himalayan mountains in South Central Asia contain many of the world's tallest **peaks**, including Mount Everest. They also contain the biggest number of **glaciers** after the North and South poles. Three of the greatest rivers in the world start from these mountains: the Ganges, the Indus and the Yangtze. A billion people in Asia get water from these rivers.

What's happening?

The biggest danger to the Himalayas is **global warming**, which is melting the glaciers fast. There is also a huge problem with deforestation in the mountains. Many species of animals such as the tiger, the rhino and the snow leopard are in danger.

The Amazon

Why should we care?

The Amazon in Brazil is the largest tropical rainforest in the world. It is home to 10% of the world's wildlife. The Amazon River is the largest in the world and contains the most freshwater fish on the planet. It is also home to 350 different **tribes**. But perhaps most importantly, between 25 and 30% of the world's oxygen comes from this rainforest.

What's happening?

The biggest **threat** is deforestation. This happens to make space for farm land and to have wood. As a result, many animals like the golden lion tamarin and the jaguar are endangered. Since 1950 we have lost more than 17% of the Amazon rainforest. We can't afford to lose any more.

The Galapagos Islands

Why should we care?

The Galapagos Islands are one of the most amazing places on Earth. These **tiny** islands are 1,000 km from Ecuador in the Pacific, and contain many species of plants and animals that exist nowhere else in the world, like the giant tortoise, the Galapagos penguin and the Galapagos sea lion. They are also famous because the scientist Charles Darwin spent time there studying the wildlife.

What's happening?

The Galapagos Islands are very **fragile**. The greatest dangers to them include overfishing, pollution and tourism. There is also a threat of animals from other parts of the world arriving on the islands and killing the local wildlife.

The Great Barrier Reef

Why should we care?

The Great Barrier Reef, off the eastern coast of Australia, is over 2,000 km long. It is the only living **organism** on the planet that you can see from space. It is home to 1,500 different types of fish, 400 different types of coral, 215 different types of birds and six different types of turtle.

What's happening?

We have already lost 10% of all the coral, but scientists **fear** that we will lose 70% more in the next 40 years. The greatest dangers to the reef are pollution and overfishing.

- 4 **SPEAKING** Work in pairs. Say what these numbers in the article refer to.

- | | |
|-----------------|---------|
| a 1,000,000,000 | d 1,000 |
| b 350 | e 2,000 |
| c 17 | f 70 |

A billion – that's the number of people in Asia that get their water from the Ganges, the Indus and the Yangtze.

- 5 **SPEAKING** Can you think of any other areas of the world that are in danger from environmental damage?

6 VOCABULARY Read the article again. Match the words in bold in the article with the definitions. Write the words.

- 0 groups of people who live together, usually outside towns and cities, and have the same language, culture, and history tribes
- 1 the rise in temperature of the Earth's climate _____
- 2 a living thing _____
- 3 are afraid _____
- 4 weak / easy to damage _____
- 5 large masses of ice that move slowly _____
- 6 the tops of mountains _____
- 7 very small _____
- 8 something that will probably harm or destroy something else _____

Pronunciation

/f/, /v/, /b/ consonant sounds
Go to page 143.

WRITING

An article for the school magazine

1 Read this article from a school magazine. Answer the questions.

- 1 What is its purpose?
- 2 How has the river changed?
- 3 What are the main reasons for the problems?
- 4 What will happen if the situation doesn't change?
- 5 What should people do?

2 Put the words in the correct order to make sentences from the article. Then go through it and underline the evidence the writer uses to support each of these statements.

- 1 so / the / beautiful / once / Quiller River / was
- 2 situation / alarming / is / the
- 3 the / river / and / look at / banks / just

3 Match the sentence halves. Which of them talk about possible consequences? Which are suggestions? Which are predictions?

- 1 If politicians wake up and we all do something,
 - 2 We need stricter laws
 - 3 In a few years' time
 - 4 So I really think politicians
 - 5 The situation will be even worse in a few years
- a to protect our river.
 - b unless factories stop polluting.
 - c we might once again be able to enjoy the river.
 - d should do something about it.
 - e all the fish may be dead.

4 The article has four paragraphs. Which of them ...

- a expresses the writer's hope that the situation will be better in the future?
- b introduces the topic?
- c describes problems and says what should be done?
- d describes problems, says what will happen if nothing is done and what should be done?

The sad story of a once beautiful river

The Quiller River was once so beautiful that there is even a song about it. And now?

The situation is alarming. There are lots of factories along the river. Newspapers have recently reported that the water in the river is totally polluted. There are hardly any fish left, and the water itself smells terrible. The situation will be even worse in a few years unless factories stop polluting the water. So I really think politicians should do something about it. We need stricter laws to protect our river.

And just look at the river banks. They are covered in litter. It seems that there are lots of people who throw their waste into the river. This must stop! We should all get together and help clean up the river banks.

If politicians wake up and we all do something, we might once again be able to enjoy the beauty of the river. Let's hope it's not too late.

5 Choose one of these environmental problems and make notes about what the situation is now, possible consequences and what people should do.

- a one of the problems mentioned in this unit, for example, deforestation in the Amazon
- b an environmental issue in your town or country

6 Write an article for your school magazine presenting the environmental issue you have chosen.

- Find a good title.
- Write an introduction that catches the reader's interest.
- Describe what the problems are, what you think the consequences might be and what people should do.

LET'S PRACTISE!

READING

Multiple-choice cloze

- 1 Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B or C.

I'm an eco-counsellor at my school. It's a job I have ⁰ _____ doing for 6 months, and it's something I enjoy a lot. As an eco-counsellor I'm responsible ¹ _____ making sure that our school does as much ² _____ it can for our environment.

Altogether there are six of us. We have ³ _____ meeting once every two weeks, and we discuss what we can do ⁴ _____ encourage students to think about their behaviour and how to be more environmentally friendly. For example, last month

we ⁵ _____ a plan to stop littering around the school. We put up posters ⁶ _____, and I even made a small speech in a school assembly. It's already had an amazing impact, and you hardly ever see any rubbish on the floor in the school. We ⁷ _____ decided to get students to think about recycling. We have now got different bins for glass, paper and plastics in ⁸ _____ classroom. If we all use the bins, our school will be a cleaner, healthier place.

- | | | |
|----------------|-----------|---|
| 0 A being | B be | <input checked="" type="radio"/> C been |
| 1 A for | B of | C in |
| 2 A so | B than | C as |
| 3 A a | B – | C an |
| 4 A for | B to | C so |
| 5 A did | B made | C make |
| 6 A everywhere | B nowhere | C anywhere |
| 7 A too | B also | C as well |
| 8 A all | B some | C every |

WRITING

- 2 Read the descriptions of some words about the environment. What is the word for each one? The first letter is already there. There is one space for each letter in the word.

- | | |
|--|---------|
| 1 You do this when you fill up an empty battery. | C _____ |
| 2 Something you don't need any more and have to throw away. | R _____ |
| 3 You do this when you make something new from something that has been used before. | R _____ |
| 4 Official rules that say what people are allowed to do and what they are not allowed to do. | L ____ |
| 5 You do this when you use too much of something or use it incorrectly. | W ____ |

VOCABULARY

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

neck | standby | ankle | extinct | flood | back
pollution | waste | charge | melt | stomach ache | throw away

- Is it OK if I _____ my mobile phone in your room?
- It's getting warm now, so I think the snow will _____ soon.
- Don't _____ water. You shouldn't stay in the shower for more than four minutes!
- I've got a _____. I think it was something I ate.
- I always sleep on my _____.
- Air _____ is a very big problem where I live. It's very hard to breathe.
- He fell off his bike and sprained his _____. Now he can't walk.
- If it carries on raining like this, there might be a _____ tonight.
- There aren't many of these animals left in the world. They could be _____ in a few years.
- Don't switch it off completely – leave it on _____, OK?

/10

GRAMMAR

2 Complete the sentences with the words in the list.

unless | if | miss | 'll phone | will | might not

- If I study for the test, I'm sure I _____ pass.
- I _____ you as soon as I get home.
- We won't go for a walk _____ it rains.
- I don't feel very well, so I _____ go to school tomorrow. I'm not sure.
- I'll never finish this homework _____ you help me. Please!
- If I _____ the bus, I'll take a taxi.

3 Find and correct the mistake in each sentence.

- If we will be late, our teacher is angry.
- If it will rain, we'll stay at home.
- When I finish reading the book, I lend it to you.
- We might to go out tonight.
- You won't do well in the test unless you don't study.
- She will help him unless he asks nicely.

/12

FUNCTIONAL LANGUAGE

4 Complete the sentences with the words in the list.

hurts | know | sorry | matter | news | sure | sounds | Can

- A Hi Jack. What's the _____?
B My leg _____ a lot.
- A I've got a headache.
B I'm _____ to hear that. _____ I get you an aspirin?
- A Do you think it will rain tomorrow?
B I don't _____. I'm not _____.
- A I've got some _____! We're going to get a cat.
B That _____ great! I'm sure you're really happy.

MY SCORE /30

22 – 30

10 – 21

0 – 9

9 TOMORROW'S WORLD

OBJECTIVES

- FUNCTIONS:** checking information; agreeing
- GRAMMAR:** future forms; question tags – revision; *Nor/Neither / So – for agreeing*
- VOCABULARY:** future time expressions; arranging a party; phrases with *about*

The

WORLD
TODAY

22nd July 2042

TRAVEL

Moon hotel to welcome first guests

History will be made today when the Titan Moon Hotel finally opens its doors to welcome the first tourists to the moon. The \$36 billion project, which has been delayed for three years, hopes to receive more than 50 guests a week before too long.

The first tourist shuttle leaves for the moon from the London Space Port later this evening. Guests on it include the Internet billionaire Mira Xin and her new husband Bob Latchford. They are spending a three-day honeymoon there.



READING

- 1 Look at the pictures in the newspaper on these pages. What do the pictures show?


This one shows a building in the future.

- 2 **SPEAKING** Work in pairs. Think of a current news story for each section of the newspaper.

sport | travel | entertainment
science and technology

Can you think of a science and technology story?

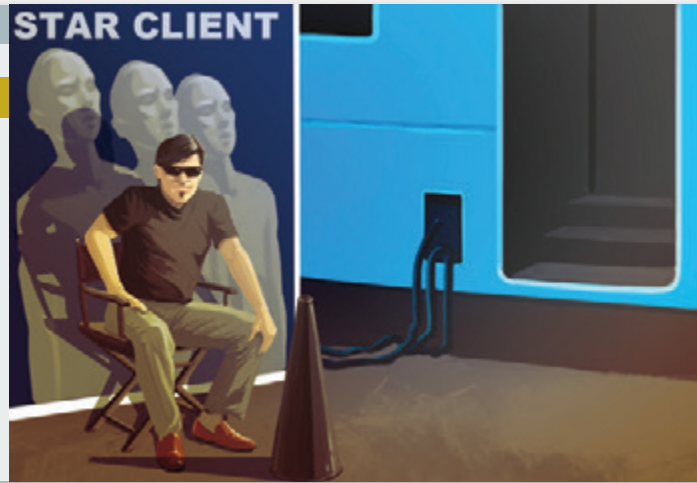
Yes, computers attached to eyeglasses. They're incredible!

- 3 Look at the pictures again. What do you think the stories are about?
- 4 Read and check your ideas. What is 'different' about this newspaper?
- 5  Read and listen to the stories again. Decide if the sentences are correct or incorrect. Correct the incorrect sentences.
- 1 They planned to open the Titan Moon Hotel in 2039.
 - 2 There are some human actors in *Star Client*.
 - 3 Interflix film producers think actors are too expensive.
 - 4 Shirley Williams lost a foot in a car accident.
 - 5 Doctors thought Shirley's career was over.
 - 6 People are already using 3D holograms.

ENTERTAINMENT

Actors call for *Star Client* ban

Angry actors are calling on people not to go and see the latest Interflix film *Star Client* because they fear it could be the end of their profession. The film features an entire cast of robots playing human roles. Interflix producers have responded saying that the enormous fees that Hollywood stars are asking for make it impossible for studios to produce films. Maybe actors need not worry too much because early reviews of the film have been terrible. The film opens in the UK on Friday.



SPORT

Shirley's Helsinki Happiness

Doctors have told Shirley Williams that she will be able to compete in the European Championships in Helsinki next month. The 28-year-old boxer had a complete hand transplant after being involved in a car accident in July 2040. Doctors told her that her career was over. But a two-year intensive recovery programme means that she now has the chance to compete again. 'I never thought this day would arrive', she told reporters. 'After Helsinki I'm going to start training for Lima 2044,' she added.

SCIENCE AND TECHNOLOGY

3D holograms a reality, scientists say

Imagine sitting in a business meeting in New York while also sitting in your pyjamas back home in London. According to scientists at the United European University in Zurich, this will be a reality sometime in the near future. Dr Miriam Jameson, head of the science and computing department, held a press conference yesterday to announce a major breakthrough in hologram technology. She promised that two years from now it will be possible to send 3D images of yourself anywhere in the world.



VALUES

Believe in a better future

1 What kind of future do you think these stories show?

- ☺ – a positive future
- ☹ – not positive or negative
- ☹ – a negative future

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Robot films | <input type="checkbox"/> 3D holograms |
| <input type="checkbox"/> Moon hotel | <input type="checkbox"/> Miracle boxer |

2 **SPEAKING** Work in pairs. Compare your ideas with your partner. Give your reasons.

I think the story about robots acting in films shows a negative future because I don't think that it is a good thing for technology to replace humans.

3 **SPEAKING** Think of a positive future. What things do you see? Think about these areas.

technology | medicine | world peace | sport | weather

No one is sick.

GRAMMAR

Future forms

1 Complete the example sentences with the verbs in the list. Check your answers with the stories on pages 94–95. Then match the sentences in Exercise 1 with the rules. Write a–d.

opens | spending | start | will

- a The film _____ in the UK on Friday.
- b History _____ be made later today.
- c I'm going to _____ training for Lima 2044.
- d They are _____ a three-day honeymoon there.

RULES: We often use

- the present simple tense to talk about fixed future events. ¹ _____
- *be going to* to talk about future plans and intentions. ² _____
- *will/won't* to make predictions about the future. ³ _____
- the present continuous to talk about future arrangements. ⁴ _____

2 Complete the sentences. Use the present simple form of the verbs in the list.

arrive | open | finish | start | leave



ARRIVALS	
FLIGHT NO.	TIME
EH448	14.00
FL098	14.55
NN9032	15.30
GD5394	15.40
R21408	16.00



TRAIN TIMES	
DEPARTURES	
	9.45 AM
	10.00 AM
	10.15 AM
	10.40 AM

- 0 The sale finishes on Friday.
- 1 Flight FL098 _____.
- 2 The concert _____.
- 3 The train _____.
- 4 The shop _____.

3 Read the sentences. Mark them P (prediction), I (intention), A (arrangement) or F (fixed event).

- 0 She won't do very well in her exams. P
- 1 They're going to buy a new car soon. _____
- 2 The match starts at 3 pm. _____
- 3 He's meeting his mother for lunch on Friday. _____
- 4 The new zoo opens on Friday. _____
- 5 One day we'll all live under the sea. _____
- 6 I'm going to write a novel one day. _____
- 7 They're having a party on Tuesday. _____

4 Choose the best future form to complete the dialogue.

- A ⁰Are you doing? Do you do anything on Friday evening?
- B Yes, I ¹*'m working* / *'ll work* at the restaurant.
- A Oh, what time ²*are you finishing* / *do you finish*?
- B The restaurant usually closes at 9 pm and I work until then but there's a party this Friday so I ³*won't* / *don't* finish until at least 10 pm. Why?
- A Well I ⁴*'m having* / *'ll have* a party. Lots of people ⁵*come* / *are coming* and I wanted to invite you, too.
- B I'd love to come.
- A You ⁶*won't be* / *aren't being* too tired?
- B No way. It ⁷*is being* / *will be* the perfect way to start the weekend.

VOCABULARY

Future time expressions

1 Complete the time expressions with the words in the list.

from | later | after | time | near | next | long

- 1 the week after next
- 2 before too _____
- 3 in two weeks' _____
- 4 _____ weekend
- 5 the day _____ tomorrow
- 6 _____ today
- 7 four years _____ now
- 8 in the _____ future

2 Complete these sentences in your notebook with your own ideas. Think about your family, friends, school, town, country.

- Predictions
 - 1 I think _____ in the near future.
 - 2 I think _____ 40 years from now.
 - 3 I think _____ in 20 years' time.
- Intentions
 - 4 I _____ the week after next.
 - 5 I _____ next Friday.
 - 6 I _____ before too long.
 - 7 I _____ this weekend.
- Arrangements
 - 8 I _____ later today.
 - 9 I _____ tomorrow morning.

LISTENING

1 **SPEAKING** You are going to listen to two interviews with people from the future newspaper: boxer Shirley Williams and moon tourist Mira Xin. Compare your questions.

- Student A: Write three questions to ask Shirley.
- Student B: Write three questions to ask Mira.

2 **▶▶** Listen to the interviews. Do they ask your questions? What questions do they ask?

3 **▶▶** Listen again. Choose the correct picture and put a tick (✓) in the box below it.

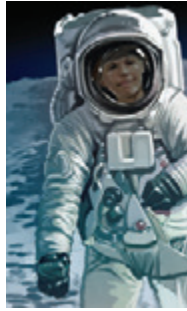
1 What is Mira going to do on the moon?



A



B



C

2 What is she taking with her?



A



B



C

3 What is one of Shirley's plans for the year?



A



B



C

4 What is she going to do?



A



B



C

SELF-ESTEEM

Personal goals

1 Complete the lists so they are true for you.

Two things I want to do today

- 1 _____
- 2 _____

Two things I want to do this week

- 1 _____
- 2 _____

Two things I want to do this year

- 1 _____
- 2 _____

Two things I want to do in my lifetime

- 1 _____
- 2 _____

2 **SPEAKING** Work in pairs. Compare your lists from Exercise 1. Say what things you are going to do.

I really want to finish my school project tonight.

3 **SPEAKING** Discuss how you are going to do the things on your lists.

How are you going to finish your project tonight?

Well, I'm going to start it as soon as I get home. I'm not going to watch any TV.

READING

1 Imagine you are organising a party for your birthday. Put these things in order of importance.

- food
- music
- place
- guests
- publicity (letting people know about the party)


2 **SPEAKING** Work in pairs. Compare your ideas with a partner.


A special place not very important. I'll just use my house. Music's very important. You can't have a party without good music.

3 Read the chat room posts quickly. What kind of party are they arranging? Do you think Lucy is a good organiser?





4 Read the posts again. Who is responsible for each area in Exercise 1?


 **Lucy** One week to go, everyone. Just checking in. How's the music going, Fran?


 **Fran** All done. I've hired the DJ. I paid him a deposit. You wanted me to do that, didn't you?


 **Lucy** That's great, Fran. Food – Kev?


 **Kev** All organised. They're delivering the drinks the day after tomorrow.


 **Lucy** But what about the food? You haven't forgotten about that, have you?


 **Kev** All sorted. Jackie and Pete are going to help me on the day.


 **Lucy** That's great. Anyone heard from Oliver? He promised to send out invitations by email. Anyone know if he's done it yet?


 **Oliver** What do you mean 'send out invitations'? The party is open to everyone, isn't it? I thought we agreed to put up posters around the school?

 **Lucy** OK, that's a better idea – no need to draw up a guest list and no invitations needed. Just the posters. Lewis, you're doing that, aren't you? Don't forget the theme we've chosen – superheroes.


 **Lewis** I thought that was Vince's job.


 **Lucy** No, I've got you down for posters. Let me know if you can't do it.

 **Lewis** No, that's fine. I'll do it tomorrow. They'll be ready to put up in the afternoon. That should be OK, shouldn't it?


 **Oliver** Yes, and I can help if you want, Lewis.


 **Kev** So can I.

 **Lewis** Great. Can you both come round to my house in the morning?


 **Oliver** Sure, but I won't be able to be there before 11.

 **Kev** Nor will I.


 **Lewis** No problem – see you at about 11 then.


 **Lucy** OK, that's everything, I think. We just need to decorate the room the evening before and we're ready. I'm really going to enjoy this party.


 **Lewis** So am I.


 **Kev** Lucy – is Mr O'Brien OK with it all?

 **Lucy** What?!!?

 **Kev** You've asked Mr O'Brien, haven't you? About having the party, I mean.

 **Lucy** I'm not responsible for that, am I?

 **Kev** Yes, you are, Lucy. I've got the 'to-do' list right here. Check with the headmaster – Lucy. I don't think we can have a party without getting permission from him to use the school hall.

 **Lucy** Neither do I. I'll do it first thing tomorrow. Sorry about that.

GRAMMAR

Question tags – revision

1 Complete the sentences. Look at the posts on page 98 and check your answers. Use the sentences in Exercise 1 to complete the rules.

- You wanted me to do that, _____ you?
- The party is open to everyone, _____ it?
- Lewis, you're doing that, _____ you?
- That should be OK, _____ it?
- I'm not responsible for that, _____ I?
- You haven't forgotten about that, _____ you?

RULE: Question tags are short questions which we use to check facts or make conversation.

- With positive statements, use a ⁰ *negative* question tag.
- With negative statements, use a ¹ _____ question tag.
- When *be* is used in the statement, repeat it in the question tag. (sentences 2, 3, 5)
- With modal verbs (*can, might*) and most other verb forms, repeat the modal or the auxiliary verb in the question tag. (sentences 4, 6)
- With present or past simple verbs, use ² _____, *don't, does*, ³ _____ (present simple) or ⁴ _____, *didn't* (past simple). (sentence 1)

2 Complete the questions with tags.

- She sings beautifully, *doesn't she* ?
- You won't say anything, _____ ?
- Debbie didn't phone, _____ ?
- You can come to my party, _____ ?
- He's Jamie's brother, _____ ?
- That meal was delicious, _____ ?
- They don't live with you, _____ ?
- You've met Liam, _____ ?
- You aren't going to university, _____ ?

Nor/Neither / So – for agreeing

3  Complete the sentences. Then complete the rules.

LUCY I'm really going to enjoy this party.
LEWIS So _____ I.

OLIVER I can help if you want, Lewis.
KEV So _____ I.

KEV I don't think we can have a party without getting permission from him.

LUCY Neither _____ I.

OLIVER I won't be able to be there before 11.
KEV Nor _____ I.

RULE: We can use *so* and *nor/neither* to agree with statements.

- We use ¹ _____ to agree with positive statements.
- We use ² _____ to agree with negative statements.

After *so* and *nor/neither* we repeat the verb used in the statement. If the statement is in the present or past simple, we use *do/did* to agree with it. (See rules on question tags.)

4 Write replies to agree with the statements.

- I love school. *So do I* .
- I didn't watch any TV last night.
- I can't go to the party.
- I should do my homework.
- I'm going to bed early tonight.
- I don't eat meat.
- I won't be late.
- I was very upset with Tim.

Pronunciation

Intonation of question tags

Go to page 143.

VOCABULARY

Arranging a party

1 Match verbs with nouns to create a 'to do' list. Use the posts on page 98 to help you.

Verbs	Nouns
send out organise	permission room
get hire draw up	DJ food and drinks
decorate	invitations guest list

Get permission for the party.

2 **SPEAKING** Work in pairs. What order should you do the things on your to do list?

You should get permission first, shouldn't you?

WRITING


An invitation

- You are having a party. Write the invitations. Be sure to say the theme of the party, the date, time and place of the party and also what your guests should bring (or not bring).
- Then write a short entry on the class blog describing your party. Don't forget to add pictures.

Weekend plans

1 Look at the photos and answer the questions.

What does Megan want to do on Saturday?
What plans have the others got?

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



LUKE Friday morning. I can't wait for the weekend.

OLIVIA Nor can I.

RYAN Only one more day of school to go. Thank goodness! I'm about to go crazy in that classroom.

LUKE I know what you mean.

RYAN And the weather's going to be nice this weekend. I checked the forecast.

MEGAN: So did I. A bit cloudy, but no rain. Let's have a picnic. What do you reckon, Ryan?

1



RYAN I think it's a great idea.

LUKE So do I.

RYAN But I'm going to spend the day with my cousin.

MEGAN Oh, no, that's a shame!

RYAN Hey! There's nothing wrong with my cousin!

MEGAN Oh, come on, Ryan. You know what I mean!

2



MEGAN What about you, Olivia? You haven't got any plans, have you?

OLIVIA Well, actually, yes, I have. Mum promised to take me shopping.

MEGAN Oh. Lucky you.

OLIVIA Yeah, she's going to buy me some new clothes.

3



MEGAN So it's just you and me, Luke.

LUKE Well, Megan, there's a school football match tomorrow morning. And I'm in the team.

MEGAN In other words, you can't come tomorrow either.

LUKE Well, sorry, no. I can't miss the match, can I?


MEGAN Oh, well. Looks like I'm going to be on this bench all alone, then. I'm glad I've got a good book.

4

DEVELOPING SPEAKING

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

We think that Megan goes shopping with Olivia.

- 4  Watch to find out how the story continues.
- 5 Answer the questions.
- 1 Why doesn't Ryan go to his cousin's house?
 - 2 Why doesn't Luke play football?
 - 3 Why doesn't Olivia go shopping?

PHRASES FOR FLUENCY

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

- | | |
|-----------------------|----------------------------------|
| 1 Thank goodness. | 4 There's nothing wrong with ... |
| 2 What do you reckon? | 5 Lucky you. |
| 3 That's a shame. | 6 In other words, ... |

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

- 1 A My parents just won a holiday in a competition.
B Wow! _____!
A The holiday is for two people, so I can't go.
B Oh. _____.
- 2 A How's Ben? Any news?
B Yes. He's OK. His arm's not broken. _____.
A _____, it's not as serious as we thought.
- 3 A Look at that guy's clothes. They're horrible! _____?
B Well, I don't like them much. But I don't think you should be so critical.
A Hey! _____ saying what you think!

WordWise

Phrases with about

- 1 Complete the sentences from the unit so far with a phrase in the list.

sorry about | about eleven | about you
forgotten about | about to

- 1 No problem – see you at _____ then.
- 2 What about the food? You haven't _____ that, have you?
- 3 I'll do it first thing tomorrow. _____ that.
- 4 I'm _____ go crazy in that classroom.
- 5 What _____, Olivia?

- 2 Match the questions and answers.

- | | |
|--------------------------------------|--------------------------|
| 1 How tall is Jack? | <input type="checkbox"/> |
| 2 You haven't tidied up! | <input type="checkbox"/> |
| 3 I love this music. What about you? | <input type="checkbox"/> |
| 4 Has your sister left school now? | <input type="checkbox"/> |
| 5 Why weren't you at the party? | <input type="checkbox"/> |
- a Yes. She's about to go to university.
b About 1 metre 65, I think.
c I forgot about it. I'm really angry with myself!
d Yes, it's not bad.
e Oh, sorry about that.

- 3 Complete the sentences so they are true for you. Then compare with a partner.

- 1 I usually get up at about ...
- 2 Once, I forgot about ...
- 3 I've got a friend who is about to ...

FUNCTIONS

Agreeing

- 1 Match the sentences and the replies from *Weekend plans*.


- | | |
|---|-------------------|
| 1 I can't wait for the weekend. | a So did I. |
| 2 I checked the forecast. | b So am I. |
| 3 I think it's a great idea. | c Neither have I. |
| 4 I'm happy you're here. | d Neither did I. |
| 5 I haven't got anything to do all day. | e Nor can I. |
| 6 I didn't want to spoil the surprise. | f So do I. |

- 2 Complete the left-hand column with true information about you.

Tonight I'm going to ...	and so is _____.
I'm not going to ...	nor is _____.
Yesterday I ...	and so did _____.
Yesterday I didn't ...	nor did _____.
I really like ...	and so does _____.
I don't like ...	nor does _____.

- 3 Walk about the classroom and find people who agree with you. Complete the chart with their names.

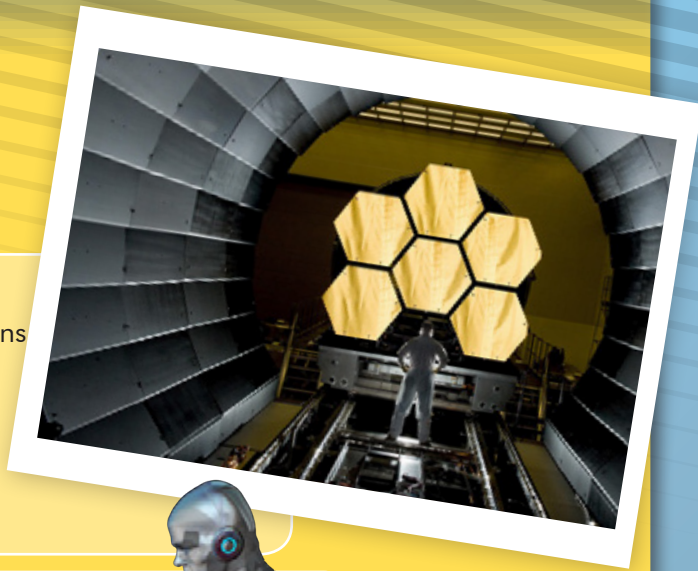
Culture

- 1 Look at the photos. What do they show?
- 2  Watch the video to check your answers.

LIFE IN THE FUTURE – 100 YEARS FROM TODAY

by Dr Simon Evans

Will the world be different 100 years from now? How will we adapt to the new realities? In what way will the changes and innovation we witness today affect our lives in the future? Undoubtedly, nothing will be the same any more and technology plays an important role in this matter.



1. _____

We will be able to control aging and live a longer, better life. Our body will develop into something that will be part human, part machine. Scientists believe that cyborgs are the next step in human evolution.



2. _____

Our diet will be healthier. It will consist of more fruit and vegetables. Farmers will provide us with them, using vertical farming. Scientists will also design special food for us, such as synthetic meat. We won't need to go grocery shopping any more because our fridges will order our food for us!

3. _____

New jobs will be created and almost everything will become automated. Robots will take on the more difficult, dangerous jobs. They will help us save time, energy and make fewer mistakes at work.



4. _____

Apart from flying cars and special rockets, there will be many other means of transport that will help us travel both long and short distances. 100 years from now it will be possible for us to do space tourism and even colonise other planets like Mars.

5. _____

Schools will be better. There will be eco schools with gardens and lots of plants in every classroom. All students will have e-books. They will wear virtual reality helmets and they will be able to communicate with other schools around the world. The students will definitely be smarter.



6. _____

We will be able to see virtual objects displayed over our real-world thanks to the AR (augmented reality). The line between reality and entertainment will not exist any longer. We will be part of the action instead of simply observing it in front of a TV screen. We will even have our favourite bands come and perform for us at home.

3 Read the magazine article on page 102. Match the headings with the paragraphs. Note that there are two headings you don't need.

- a Computers control our lives
- b How will we travel in the future?
- c Will school be the same?
- d New types of entertainment
- e The future of robots
- f Eating habits in the future
- g Working in the future
- h New perspectives in human evolution

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

- 1 How do you think your life will be in 100 years?
- 2 Do you think you will be happier? Why (not)?
- 3 Do you agree with Dr Simon Evan's opinion? Give reasons.

5 **VOCABULARY** Match the words in bold in the article with the definitions. Write the words.

- 0 a new idea or product (paragraph 1) *innovation*
- 1 get older (paragraph 2) _____
- 2 not made from natural ingredients (paragraph 3) _____
- 3 a space vehicle that is shaped like a long tube (paragraph 4) _____
- 4 to send people to live in and rule another country (paragraph 5) _____
- 5 that becomes bigger by adding something to it (paragraph 6) _____

WRITING

A forum post

1 Michael wrote a forum post with the title, 'A world without television'. Read what he wrote and answer the questions.

- a What did people do before they had television?
- b What does Michael think life will be like without TV?

2 Match the paragraphs with these headings:

- a Imagine life without television
- b Life before television

3 You are going to write a response to Michael's forum post. Remember to follow these steps:

- Understand the purpose of the post
- Think about your point
- Gather supporting facts
- Make notes
- Use expressions for agreeing and disagreeing:
 - I agree with you. / I couldn't agree with you more. / That's so true. / You're right. / Absolutely.
 - I don't think so. / No way. / I disagree. / I'm not so sure about that.
- Write your response.

4 Write your entry. Write two paragraphs (80–100 words altogether).

⊞ ⊞ ⊞
◀ ▶ 🏠

ACTUAL TOPICS

ASK A QUESTION ALL QUESTIONS

A world without television

Hi, everyone. I wanted to know your opinion about the following statement: 'Television is going die by 2500.' I personally don't agree with this. Technology has taken over this world, that's right, with but television remains the main entertainment for most people, and this means its replacement will take a lot of time. It is true that people only started to have television at home about sixty years ago and could live without it in the past. It was probably a bit boring but perhaps people enjoyed it. I read once that families used to get together and sing songs or tell each other stories.

Nowadays, people are addicted to the programmes they watch on TV, such as the news, sport, TV series and documentaries. Without television, we would still have the Internet that provides us with all the news and entertainment we want. But I don't think people will give up channel-hopping so easily when all they want after a tiring day is to just sit on the sofa and enjoy their favourite TV show. Relax with no effort at all. A world without TV wouldn't be such a good idea!

10 MONEY

OBJECTIVES

FUNCTIONS: talking about future events; sympathising

GRAMMAR: future continuous

VOCABULARY: money and value; jobs and work; by



READING

1 What can you see in the photos on this page? What do people use these things for?

2 Answer the questions.

- 1 What countries do you think the money in the pictures is from?
- 2 Have you ever heard of Bitcoin? What do you know about it?
- 3 Do you think there will still be coins and banknotes in 100 years? Why/Why not?

3 Read the article about Bitcoin and James Howells, an IT expert from Wales. Are the sentences right or wrong? If there isn't enough information to answer 'Right' or 'Wrong', choose 'Doesn't say'.

- 1 Some people believe Bitcoin is the future of money.
A. Right B. Wrong C. Doesn't say
- 2 Governments don't take Bitcoin very seriously.
A. Right B. Wrong C. Doesn't say
- 3 Howells bought his Bitcoins on the Internet.
A. Right B. Wrong C. Doesn't say

4 The value of Bitcoin greatly increased in its first four years.

A. Right B. Wrong C. Doesn't say

5 Howells kept his Bitcoin in an online bank account.

A. Right B. Wrong C. Doesn't say

6 There is no chance Howells will ever find his Bitcoin fortune.

A. Right B. Wrong C. Doesn't say

VALUES

Being successful

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

- Being good at maths can help you become successful in life, but it is not enough.
- It's important to stay informed and keep in touch with progress. enough.
- You should always check before throwing out things you don't need any more.
- It's very important to stay organised at home, at school and, later, at work.
- It pays to be perseverant and always keep trying.

Bitcoins: here to stay?

The internet is by far the most important invention of our lifetime and, over the last 20 years, it's made great changes to our lives. It's changed the way we shop and the way we bank, and now it's making us start to question the way we think about money. The future of money has never been so uncertain before now. Twenty years from now, will we still be using banknotes and coins, or will we be using something completely different? Many experts predict that soon, different countries won't be paying their bills in their own money any longer. They say that in a few decades' time, everyone all over the world will be using a single currency*, Bitcoin – digital money that some are already calling 'the gold of the Internet age'. Up to now, digital money has been the stuff of science fiction films, but recently a number of stories about it have made their way into newspapers. Bitcoin first made an appearance in 2009, when computer whizz-kids invented 'mining', a way of earning them by solving very complicated mathematical problems. One such person was James Howells, an IT expert from Newport in Wales. A few years ago, he mined Bitcoins worth £7,500. Like many of the Bitcoin pioneers, he didn't think much

about his earnings*. That was until one day, in 2013, when he discovered that the value of his Bitcoins was now about £4 million! So where did Howells store his treasure? Well, on an old hard disk that he had in his house. But panic struck* when he discovered that it was nowhere to be found. What happened



to it? He believes he threw it away the previous summer while cleaning out old computer stuff. Howells rushed to the recycling centre, but the people there told him he would have to search through waste more than a metre deep in an area the size of a football field. He decided to tell the Internet community the location of the recycling centre and has promised a reward to anyone who finds the treasure.

currency* (noun) – the money that is used in a country at a certain time
 struck* (verb; past tense form of strike) – (of a thought or idea) that comes into the mind of someone suddenly or unexpectedly
 earnings* (noun) – the amount of money that someone is paid for working; a company's profit over a certain period

2 SPEAKING Talk to a partner. Compare which sentences you have ticked.

3 SPEAKING Which of the sentences you have ticked is the most important one for you? Give reasons.

4 SPEAKING Work in pairs. Discuss these questions.

- 1 Imagine you are James Howells. How do you feel about what happened?
- 2 Have you ever lost important data? What happened?
- 3 Do you think Bitcoin is here to stay?

GRAMMAR

Future continuous

1 Complete the sentences from the article on page 105. Then **circle** the correct words to complete the rule.

- Twenty years from now, will _____ still _____ banknotes and coins?
- In a few decades' time, everyone all over the world _____ a single currency.

RULE: We use the **future continuous** to talk about things that will be in progress at a *specified / an unspecified* time in the future.

2 Complete the sentences with the correct forms of the verbs.

- Tomorrow at 10 o'clock, I _____ (sit) on a train.
- Lucky you! This time next week, you _____ (enjoy) your holidays.
- Susan is still at university, but a year from now, she _____ (work) in her dad's company.
- What _____ I _____ (do) three years from now? I have no idea.
- Talk to James now. Tonight he _____ (play) tennis, so you won't be able to reach him.
- Tomorrow afternoon, we _____ (have) a drink in a café next to the river.

3  Complete the text. Use the future simple or future continuous form of the verbs.

not travel | drink | wake up | put on
not work | pay | lie | have

I know where I'll be ten years from now. I ¹ _____ 50 hours a week in a small office. I ² _____ two hours every day to get to and from work. No, I ³ _____ on a beautiful Caribbean beach! I ⁴ _____ coconut water and reading a good book. Every day will be the same. I ⁵ _____ late and I ⁶ _____ a long, lazy breakfast. I ⁷ _____ my shorts and walk down to the beach to meet my friends. And how ⁸ _____ I _____ for all of this? I'm going to find James Howells' computer!

4 **SPEAKING** Work in pairs. Discuss what you will be doing at these times.

- an hour from now
- at 8 o'clock tonight
- this time next week
- on 1 January

An hour from now, I'll be having lunch.

VOCABULARY

Money and value

1  Match the words with the definitions.

a tip | £(X) off | a reward | a refund
be worth | on offer | valuable

- money that you get for doing something helpful (for example, finding something that was lost)
- money that's paid back to you (for example, if you return something to a shop)
- extra money to thank someone (for example, a waiter) for a service
- available at a good price (usually for a short time)
- money taken away from the original price
- have a value of

2 Complete the sentences with the words from Exercise 1.

- I'm not buying the shoes in this shop. There's another one nearby where they're on offer.
- Mr Brown offered a big _____ for any information that would help him to find his dog.
- The taxi driver was very helpful, so we gave him a good _____.
- Have a look at this old coin. Do you think it's _____ much?
- I bought this expensive laptop last week. Today I saw it in the shop for £100 _____.
- The tablet didn't work, so I took it back to the shop and they gave me a _____.
- This vase is 3,000 years old and very _____.

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

- What's the most valuable thing that teenagers usually own?
- What was the last thing you bought that was on offer? How much was it off?
- In what situations might you give someone a reward or a tip? Have you ever received one?
- Have you ever had to ask for a refund? What for?



MONEY – would you believe it?!

1 The oldest type of money (and also the shape of the first bronze coins) was ...

- A bananas.
- B shells.
- C cows.
- D trees.

3 All the banknotes ever produced for the board game Monopoly would create a tower that is ...

- A 10 km high.
- B 100 km high.
- C 200 km high.
- D 2,000 km high.

5 An American named Mueller once paid \$10,000 for a ...

- A piece of chewed gum.
- B pair of jeans.
- C bowl of chicken soup.
- D used toothbrush.

2 Some special cash machines in Japan give out money that is ...

- A calorie-free.
- B bacteria-free.
- C sugar-free.
- D paper-free.

4 Imagine you had 10 billion banknotes (of any currency). If you spent one banknote every second, your money would last for ...

- A 3 years.
- B 31 years.
- C 317 years.
- D 3,178 years.



LISTENING

- 1 Look at the questionnaire and try to guess the answers. Then compare with a partner.
- 2 Listen to an extract from the quiz show *Show Me The Money!* Check your answers.

SELF-ESTEEM

What's important for your future?

1 Choose the statement that you agree with most.

- 1 Twenty years from now, I hope I'll have enough money to buy ...
 - A everything I want.
 - B everything I need.
- 2 It's important to have a job that ...
 - A you enjoy.
 - B pays a lot of money.
- 3 When I look into the future, I can see ...
 - A a time when I won't need to learn anything any more.
 - B that I'll always be learning new things.

2 **SPEAKING** Work in pairs. Compare your answers.

3 Match the types of goal with the statements in Exercise 1.

- a financial goals
- b educational goals
- c professional goals

4 Write sentences about your goals. Write about at least one goal in each of the areas in Exercise 3.

When I'm 60, I'll be learning to play the guitar.

In 20 years, I'll be working as a translator and I'll be able to speak four languages.

When I'm 50, I won't need to work any more.

Pronunciation

Short and long vowel sounds: /ɪ/ – /i:/
and /ɒ/ – /əʊ/

Go to page 143.

READING

- 1 Look at the people in the photos. If Nigel Wood, a nurse, earns £30,000 a year, how much do you think the other two get?
- 2 Read the web forum page and check your answers.
- 3 Read the forum entries again. Answer the questions.

Who thinks that footballers' high salaries ...

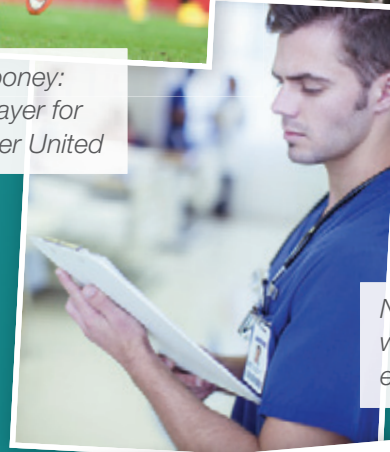
- 1 cause problems for other teams?
- 2 might cause people problems in the future?
- 3 need to be looked at seriously by the authorities?
- 4 are a good thing?
- 5 are bad for young people's education?



Wayne Rooney:
football player for
Manchester United



Debbie Helps:
senior manager
in an international
company



Nigel Wood: nurse
with 10 years'
experience

ARE THEY WORTH IT?

Wayne Rooney's contract with Manchester United sees him earning a reported £15.6 million a year. This makes him the highest-paid player in the English Premier League ... for now. It means that at the end of his five-year contract, he'll have £70 million in his bank account. And that isn't counting the money he'll get from sponsorship deals.

Of course, Rooney isn't the only one. In fact, Premiership footballers earn on average £1.1 million a year. That's 14 times more than the average person working in management and an incredible 36 times more than someone working in public service, such as a nurse or a teacher. As the footballers turn up to matches in their Ferraris and Aston Martins, their fans take the bus or walk. The question we're asking is: are these players really worth the money?

In a word, no. The problem with the current system is that it sets such a bad example for the younger generation. So many teenage boys want to be footballers or pop stars because they see it as a quick way to make a lot of money. They don't think about the fact that for every boy who makes it, there are thousands who don't. Of course, they don't think about that before they leave school and then it's too late.

UKmum

The Football Association (FA) keeps saying they want to control the amount of money a footballer can earn, which will be a good thing. However, the FA is never the quickest organisation at getting things done. Who knows, hopefully, they'll sort this mess out until 2050. Something needs to be done.

Lucy88

The top footballers make far more money for their clubs than they get paid in salaries. These clubs make a fortune from the sales of tickets, TV rights and football shirts because of these stars. It's a question of business and these players are good for business. Of course they deserve their salaries.

Simonsays

The problem with the current situation is that only the really big clubs can afford to pay these kinds of salaries, so they get all the best players and win everything. This means they get more money from sponsorship and TV and they can increase their players' salaries even more. It makes life really difficult for the smaller clubs.

Jimmy

LISTENING

1 Which sentences do you agree with?

- 1 Footballers are never friends with players from other teams.
- 2 Footballers never help other players.
- 3 Footballers only want to win cups.

2 Listen to a story about Cristiano Ronaldo. Tick (✓) the correct box.

The two friends think the story is ...

- certainly true.
 possibly true.
 certainly not true.



3 Listen again and choose the right answer A, B or C.

- 1 What was the family name of Ronaldo's friend?
 A Albert
 B The boy doesn't remember.
 C The boy didn't find the name.
 - 2 How many places were there at the football school?
 A one B two C three
 - 3 Why did Albert pass the ball to Cristiano?
 A Because Albert wanted a friend.
 B Because Albert was tired.
 C Because Cristiano was a better player.
 - 4 What was the final score of the game?
 A 1-1 B 2-0 C 3-0
 - 5 What is Albert's job now?
 A He's a footballer.
 B We don't know.
 C He drives cars.
 - 6 What did Ronaldo give to his friend?
 A A car.
 B A house.
 C A car and a house.
- 4 **SPEAKING** Work in pairs. Tell your partner about a great present someone gave you.

Last year my ... gave me a I was really happy / excited because

VOCABULARY

Jobs and work

1 Match the words with the definitions.

public service | education | healthcare | law
 salary | qualification | employer | employee

- 1 the abilities or experience you need for a particular job
- 2 jobs the government pays for
- 3 teaching and learning
- 4 a person or organisation that people work for
- 5 the money a person gets for doing a job
- 6 an area of work related to the legal system
- 7 an area of work related to medicine
- 8 someone who's paid to work for someone else

2 Complete the sentences with words from Exercise 1.

- 1 Her dad works in _____. He's a nurse.
- 2 Joanna was a police officer and now she's a teacher. She's been in _____ all her professional life.
- 3 Larry is a teacher. He works in _____.
- 4 Microsoft is the biggest _____ in the Seattle area.
- 5 A degree and some experience in IT are necessary _____ for this job.
- 6 James works in _____. He's a judge.
- 7 Allan got a new job with a higher _____.
- 8 She's been an _____ of this company for 25 years.

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

- 1 Which of the areas of work in Exercise 1 would you be most / least interested in? Why?
- 2 Would you rather be an employer or an employee? Why?

WRITING

My life in the future

1 Write about your life 30 years from now (80–100 words). Think about the things that you:

- will be doing.
- will still want to do.

Culture

STRANGE LAWS AROUND THE WORLD

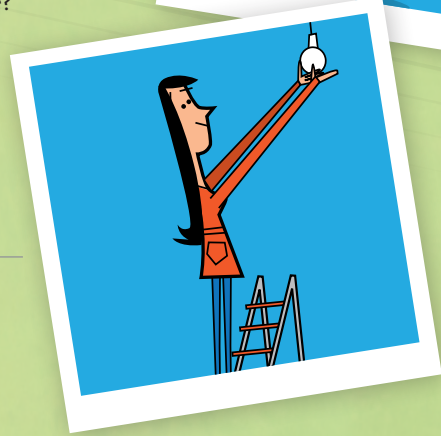
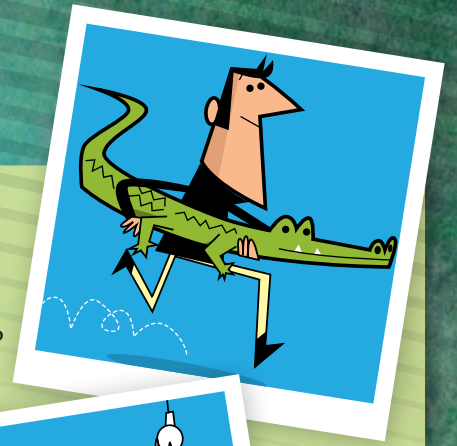
1 Look at the pictures and answer the questions.

- 1 Each picture is about a strange law. What do you think the law is for each picture?
- 2 One person is *not* breaking a strange law. Can you guess which one?

2 Read the blog and do the quiz.

3 Mark the sentences T (true) or F (false).

- 1 If you steal an alligator, you can go to prison for 12 years. ___
- 2 The only place that you cannot put a sofa is in the garden. ___
- 3 A woman who falls asleep under a hair dryer is breaking the law. ___
- 4 It is a crime to give the king a whale. ___
- 5 You mustn't start your car if there are children underneath it. ___
- 6 You can't buy a light bulb yourself. ___



Georgie's blogspot

Weird Laws

The other day someone told me about a very strange law in their country, so I decided to look for more 'weird laws'. When a country brings in a law, it makes sense at the time. Sometimes, however, the law just stays, even when the reason for it has gone.

A lot of different places have laws that we might think are strange. I decided to give you a quiz. Read each law and choose which place (A, B or C) you think the law is from.

Have fun! (The answers are at the bottom, **upside down**.)

1 In _____, stealing an alligator is against the law. If you steal one, you could **end up in prison** for as long as ten years.

A South Africa **B** Louisiana, USA **C** Brazil

2 In _____, if you **own** a sofa, you can put it anywhere you want – **except** in the garden. That's a **crime!**

A Rio, Brazil **B** Colorado, USA
C Kyoto, Japan

3 In _____, if the owner of a women's hair salon lets someone fall asleep under a hair dryer, they are **breaking the law**.

A Britain **B** Florida, USA **C** France

4 It is **illegal** to chew gum in _____. If you are caught, you may have to pay a lot of money – and clean the streets!

A Singapore **B** Samoa **C** Switzerland

5 In _____, apparently, you're not allowed to ride a bicycle in a swimming pool.

A Holland **B** Argentina **C** California, USA

6 If you're walking on the beach in _____ and find a dead whale, you can't keep it. You have to give it to the queen or king right away.

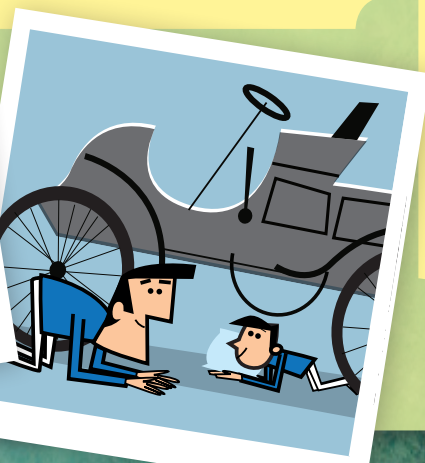
A Thailand **B** Spain **C** Britain

7 In _____, a law says that before you start your car, you have to check that there are no children asleep underneath it. (What if there are adults?)

A Denmark **B** India **C** Australia

8 If you need to change a light bulb in _____, you have to call an electrician – it's a crime to do it yourself.

A New York, USA **B** Beijing, China
C Victoria, Australia



- 4 **SPEAKING** Which of the laws do you think is the funniest? Compare with others in the class.
- 5 **VOCABULARY** There are eight words and phrases in bold in the texts. Match them with these meanings.

- | | |
|--|---|
| 1 doing something that is not allowed _____ | 5 arrive (in a place or situation) because of something you did _____ |
| 2 with the top part at the bottom _____ | 6 a place where criminals are put and they cannot leave _____ |
| 3 have something that is yours _____ | 7 but not _____ |
| 4 something a person does that is not allowed by the government of a country _____ | 8 against the law _____ |

WRITING

A set of rules

- 1 Martha wrote a set of rules for her house and her family for weekends. What does she say about:

- | | |
|-------------|------------------------|
| 1 food? | 5 her sister? |
| 2 sleep? | 6 school and teachers? |
| 3 her room? | 7 TV? |
| 4 homework? | 8 herself? |

- 2 Put the words in the correct order to make sentences from Martha's rules. What do the sentences tell you about how she feels about homework, her sister and football?

- 1 allowed / ask / no one / me / is / homework / about / to

- 2 all / isn't / she / at / room / come / allowed / into / to / my

- 3 watch / no one / programme / time / at / other / can / any / that

- 3 Find the phrases and sentences in Martha's rules that show she isn't 100% serious.

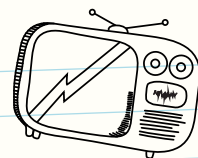
- 4 Choose one of the sets of rules to write about. Make notes about what you want to include in the rules. (You don't have to be serious, but don't be unkind!)

- A set of rules for your family for the weekend.
- A set of rules for your family for the school holidays.
- A set of rules for you and your family when you go out together (e.g. to the cinema or to a restaurant).
- A set of rules for you and your family when you go somewhere on holiday together.
- A set of rules for ... anything you like!

- 5 Write the set of rules you chose in Exercise 4. Write about 100 words. Give them a title. Add some drawings if you want to.

Rules for the weekend at home

- After school finishes on Friday, Mum and Dad are not allowed to talk to me about school or teachers.
 - Between seven o'clock on Friday evening and nine o'clock on Sunday evening, no one is allowed to ask me about homework. (At other times, they can help me if they want.)
 - No noise before 10 am on Saturday. Saturday is my morning for sleeping.
 - For breakfast on Sunday, I can eat anything I want. Anything at all!!!
(And that includes ice-cream!)
 - My sister Juliana is not allowed to use my computer – in fact, she isn't allowed to come into my room at all. (Well, only if she brings chocolate.)
 - My room – I will tidy it late on Sunday, but before then: keep out!
 - If there is a football match on TV with my team, no one can watch any other programme at that time.
 - And lastly – I am not allowed to be boring about rules 1–7!
- MARTHA (the boss!)



LET'S PRACTISE!

READING AND WRITING

Multiple-choice sentence completion

1 Read the sentences about a trip to a café. Choose the best word (A, B or C) for each space.

- | | | | | |
|---|--|--|------------|------------|
| 0 | 99% in my maths test! Mum is really _____. | <input checked="" type="radio"/> A proud | B scared | C upset |
| 1 | She takes me and my little _____ to the café for an ice cream. | A uncle | B aunt | C sister |
| 2 | I eat _____ of ice cream. | A many | B any | C a lot |
| 3 | My mum doesn't want her ice cream, so I eat _____ too. | A her | B mine | C hers |
| 4 | And then I drink _____ cola. | A not enough | B too many | C too much |
| 5 | I _____ feel very well, so we go home. | A not | B don't | C am not |

Dialogue matching

2 Complete the conversation. What does Anita say to the waiter?

For questions 1–5, choose the correct letter A–G.

WAITER Can I help you?

ANITA (0) G

WAITER Of course, here you are.

(5 minutes later)

WAITER OK, so what can I get you?

ANITA (1) _____

WAITER Of course. Would you like a starter?

ANITA (2) _____

WAITER And what would you like to drink?

ANITA (3) _____

WAITER And would you like a dessert?

ANITA (4) _____

WAITER OK, so that's a cheese omelette and strawberry ice cream.

(20 minutes later)

ANITA (5) _____

WAITER Of course. I'll be back soon.

A How much is it?

B An orange juice, please.

C I'd like a cheese omelette, please.

D And the orange juice?

E Can I have the bill?

F No, thanks. Just the omelette.

~~G Yes, please. Can I have some strawberry ice cream?~~

LISTENING

Three-option multiple-choice

3  Listen to Jackie talking to Oliver about her family. For each question, choose the right answer (A, B or C).

- | | | | | |
|---|----------------------------|--|---------------------|-------------------------------|
| 0 | The party was last | <input checked="" type="radio"/> A Friday evening. | B Saturday evening. | C Friday afternoon. |
| 1 | The party was for Oliver's | A brother. | B dad. | C uncle. |
| 2 | Oliver's uncle is | A 20. | B 34. | C 44. |
| 3 | Oliver's aunt is called | A Anna. | B Carla. | C Ruth. |
| 4 | Mike is Oliver's | A brother. | B dad. | C cousin. |
| 5 | Oliver has got | A two sisters. | B one sister. | C one sister and one brother. |

VOCABULARY

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

refund | up and down | away | towards | hire | near
research | long | on offer | next | later | employee

- Sorry, I can't come and see you for a couple of weeks – but how about the week after _____ ?
- I got scared when the dog started running _____ me.
- It's broken. I think you should take it back for a _____ .
- He's worked for that company for 25 years now. He's their oldest _____ .
- I can't talk to you right now. Could you please phone me back _____ today.
- It's my brother's 18th birthday next week, and we're going to _____ a band to play at the party.
- You know those trainers you like? They're _____ at the moment! You should buy them.
- 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.
- We're hoping to buy a bigger flat in the _____ future.

/10

GRAMMAR

2 Complete the sentences. Put the verbs in brackets into the correct form or write the missing word(s) in the space.

- I missed the bus, so I _____ (walk) home.
- This computer's really fast, _____ ?
- I saw Jack while I _____ (walk) in town yesterday.
- A I really don't like him.
B _____ do I.
- Your computer's got lots of memory, _____ ?
- A I hate sports.
B _____ do I.

3 Find and correct the mistake in each sentence.

- When I was a kid, I used to playing with toy cars.
- If you would work harder, you would do better at school.
- When you phoned me, I had dinner.
- The world was a happier place if people smiled more.
- James never listens to pop music, and so do I.
- I wish this homework isn't so difficult!

/12

FUNCTIONAL LANGUAGE

4 Write the missing words.

- A I can't _____ for the Rihanna concert.
B _____ can I! It's going to be fantastic.
- A I _____ to love that programme when I was a kid.
B So _____ I. I thought it was great.
- A I _____ it wasn't raining.
B _____ do I. I want to go for a walk!
- A Where's Alex? I wish he _____ here.
B So _____ I. Parties are always better with Alex!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

VOCABULARY

1 Read the meaning. Write the word.

- 1 A lamp that you can carry powered by batteries: _____ .
- 2 A gadget for help with Maths: _____ .
- 3 A machine for printing texts or pictures: _____ .
- 4 A type of memory card: _____ .
- 5 A machine for washing dishes: _____ .

/5

2 Match the words in column A with the words in column B.

- | A | B |
|---|-----------|
| 1 <input type="checkbox"/> swimming | a a match |
| 2 <input type="checkbox"/> mountaineering | b a rider |
| 3 <input type="checkbox"/> horse racing | c a net |
| 4 <input type="checkbox"/> tennis | d water |
| 5 <input type="checkbox"/> athletics | e rope |

/5

3 Look at the meanings. Complete the words.

- | | |
|---|--------|
| 1 A small bus with seats for 10-12 people | m_____ |
| 2 A person who is visiting somewhere on holiday | t_____ |
| 3 An electric train that carries people around the city streets | t_____ |
| 4 A small motorbike | s_____ |
| 5 A train network below the ground | u_____ |

/5

4 Write the names of the school subjects.

- | | |
|---|---------|
| 1 Leonardo da Vinci painted the <i>Mona Lisa</i> between 1503 and 1506. | A _____ |
| 2 Today we are going to talk about bacteria and viruses. | B _____ |
| 3 Who would like to play the role of Romeo in <i>Romeo and Juliet</i> ? | D _____ |
| 4 Let's look at the longest and widest rivers in the world. | G _____ |
| 5 The Roman empire ended in 476 AD. | H _____ |

/5

5 Choose the correct words.

- 1 She always gives me useful *advice* / *advise*.
- 2 *Ignore* / *Take* her advice or you'll get in trouble.
- 3 I need some advice *for* / *about* this programme. I can't install it.
- 4 I've already advised you *against* / *for* downloading files from this website.
- 5 Do you *follow* / *ignore* your parents' advice or do you do what you want?

/5

GRAMMAR

6 Choose the correct words.

- 1 You *don't have to / have to* go shopping. There's enough food in the fridge.
- 2 Your clothes are dirty. You *must / mustn't* change them.
- 3 We *don't have to / have to* pay now. We can pay when we get there.
- 4 He *shouldn't / has to* talk to her like that. It's very rude.
- 5 During an exam you *should / mustn't* copy from other students.

/5

7 Complete the story with the past simple or past continuous of the verbs in brackets.

It was a very cold day in winter. It ¹ _____ (snow) and Greg and Martha ² _____ (watch) a tennis match on TV when they ³ _____ (hear) a noise upstairs. They ⁴ _____ (go) to investigate. While they ⁵ _____ (go) upstairs to see what happened, their younger brother came out of his room. He said, 'The cat ⁶ _____ (jump) on my desk! It hit the computer and now ... it's on the floor!'

/10

8 Choose the correct words.

- 1 John and Mary *moved / have moved* to the USA last year.
- 2 *Did ever you eat / Have you ever eaten* Japanese food?
- 3 Sorry, I *didn't phone / haven't phoned* you yesterday.
- 4 Julie *never rode / has never ridden* a scooter.
- 5 When you were in India *did you visit / have you visited* Agra?

/5

9 Complete the dialogue with the verbs in brackets. Use the present perfect. When there is not a verb use *for* or *since*.

ANTON I've made a lot of new friends ¹ _____ I started youth club.

BEN Really? What do you do there?

ANTON Lots of different things. We ² _____ (do) an ICT course and they ³ _____ (start) drama classes.

BEN That sounds really fun. ⁴ _____ you _____ (try) the drama class?

ANTON No, but I want to. I've haven't been well ⁵ _____ the last two week weeks, so I missed them.

/10

10 Choose the correct words.

Most ¹*the / -* children in the UK go on ²*a / the* summer activity camp when they are in year five or six. There are lots of activities including making music, doing drama and teamwork challenges. There is ³*an / a* activity camp leader to keep them safe and encourage them to do difficult things. ⁴*A / The* children have ⁵*the / a* great time and they get home feeling exhausted but happy.

/5



FUNCTIONS

11 Complete the conversations with the expressions in the list.

just like | and stuff | never mind | looks like | absolutely not

- 1 A Irene's a really nice girl.
B Yes, she's _____ her big sister.
- 2 A Have you got any hobbies?
B Sure. I love playing computer games _____ like that.
- 3 A Sorry, I can't help you with your homework.
B _____. I can ask my brother.
- 4 A Who's that in the photo?
B I'm not sure. It _____ Uncle Jack.
- 5 A Was the film good?
B Yes, _____. I loved it.
- 6 A Let's go to the cinema
B Sorry, _____ today. I have to study for my test.

16

LISTENING

12 Listen and tick (✓) A, B or C.

- 1 When did Sophie start at the school?
 - A Wednesday
 - B Friday
 - C Thursday
- 2 What is Sophie's favourite subject?
 - A Science
 - B Art
 - C Spanish
- 3 Where does Allan offer to take Sophie?
 - A the library
 - B the school café
 - C the school gym

16

13 Listen again. Answer the questions.

- 1 How many days has Sophie been at the school?

- 2 How does it compare to her old school?

- 3 Who is her favourite teacher? What does he teach?

- 4 Why is Sophie good at Spanish?

- 5 Where is the library?

10

READING

14 Read the article and match the missing sentences (1–7) with the spaces A–G. There is one sentence that you don't need.

- 1 they watched the night before
- 2 in the house
- 3 apart from things like live football matches,
- 4 like they did when my parents were children
- 5 whenever and wherever they like
- 6 better sound and
- 7 you didn't have a chance of seeing it again

B

	/10
--	-----

The end of television?



Does anybody sit down and watch TV these days? When my parents were growing up, they only had a few channels to choose from. If you missed your favourite programme, it was just bad luck – [A] (unless you had a video recorder and remembered to programme it). The TV was the centre point of the house. Families planned what show they wanted to see and cooked their dinners so that they could finish eating in time to watch it. At school, children talked about the shows [B] and because there weren't many programmes for kids, they all watched the same thing.

When I grew up, the TV was bigger and a lot thinner than the TVs of my parents' time. It had [C] a remote control to change between the many channels. But the TV was still an important piece of furniture [D] and we all sat around it on a Saturday night to watch something as a family.

These days, TV just doesn't seem to be so important, and [E] people can choose what they want to watch and when they want to watch it. They don't even need to watch it on a TV. They can download programmes and watch them on their tablets and phones [F]. Watching TV has become a much more individual activity and in many houses the TV set sits forgotten in the corner of the living room, waiting for the day when the family sits down together again and turns it on.

WRITING

15 Write a short text (about 80–100 words) about your favourite TV programme. Include the following information:

- What it is.
- When it's on.
- What it's about.
- Why you like it.

	/13
--	-----

TOTAL:

	/100
--	------

FINAL EVALUATION UNITS 6–10

VOCABULARY

1 Complete the text with the words in the list.

single | released | download | charts | on tour

The Moogs are a brilliant new rock band. Their first ¹ _____ was an immediate success; it entered the ² _____ as soon as they ³ _____ it. They are going ⁴ _____ this year all over of the UK and you can ⁵ _____ their new single now at most online stores.

/5

2 Cross the odd word out.

- 1 finger knee hand thumb
- 2 eye hand arm shoulder
- 3 foot mouth ankle knee
- 4 head back ache ear
- 5 elbow knee ankle muscle

/5

3 Choose the correct words.

- 1 The environment needs much stricter *laws / rights / responsibilities*.
- 2 An increase in the amount of gases in the atmosphere may be the cause of *overfishing / global warming / litter*.
- 3 We are not doing enough to protect the environment from *endangered species / pollution / threat*.
- 4 To protect the world's resources we shouldn't *waste / litter / melt* water and electricity.
- 5 A lot of rain can cause terrible *smog / litter / floods*.

/5

4 Complete the dialogue with the words in the list.

hired | the guest list | choose | deposit | organise | buy

AGNES Can you help me with a few things for the party for next month?

ELSE Sure. Have you sent out the invitations?

AGNES Yes and I've drawn up ¹ _____ – there are 40 people coming. Could you ² _____ the food – we need crisps, sandwiches and drinks.

ELSE Okay. Have you ³ _____ a DJ?

AGNES Yes, my mum called him and she paid the ⁴ _____ too.

ELSE Great! So we just need to ⁵ _____ a theme – what about 70s disco?!

/5

5 Complete the conversation with the words in the list.

healthcare | education | employer | salary | qualifications

TOM Do you know what kind of job you'll want when you finish your ¹ _____?

JILL I'm thinking about going into ² _____. I might become a nurse? What about you?

TOM Oh, I'm looking for something that pays a bigger ³ _____ than nursing! I want to work for a bank. That's where the money is!

JILL Do you need to get lots of ⁴ _____ for that?

TOM Not really. You just have to impress your ⁵ _____. If you get results, you'll be rewarded.

/5

GRAMMAR

6 Complete the sentences. Use the present perfect continuous of the verbs in brackets.

- Jacob _____ (play) the guitar all afternoon.
- I _____ (wait) for the bus for half an hour.
- Eva _____ (listen) to her music all the way to school.
- The children _____ (watch) TV all evening.
- Alisa is tired because she _____ (tidy) up her room.

/5

7 Choose the correct words.

There are horrible predictions about the future on the Internet. If the population ¹grows / will grow too much, there ²isn't / won't be enough food for everybody. But I hope we ³ll try / try to improve our living conditions. If we ⁴work / are working harder, things will get better. ⁵When / Then we do this, there will be more hope for everybody.

/5

8 Choose the correct words.

- 'What about the weather tomorrow?' 'I don't know, it *will / may* rain.'
- 'Can you give Tom a message?' 'I don't think I *will / might* see him tonight.'
- 'Are you coming to the party next Saturday?' 'I'm not sure. I *will / might* not be here.'
- We'll / We might* be at home on Sunday. Come over in the afternoon and I'll show you the photos of my holiday.
- I'm sure Mary *will / might* win the music competition – she's been practising a lot and she plays really well.

/5

9 Read the sentences and the information in brackets. Choose the correct words.

- He's *not going to / won't* hire a DJ for the party. (plan)
- I *won't get / 'm not getting* permission to have a party. (prediction)
- Their party is *finishing / finishes* at 10 pm. (fixed event)
- We *'ll start / 're starting* our new school in July. (arrangement)
- What time are you *going / will you go* home? (prediction)

/5

10 Complete the sentences with the future continuous form of the verbs in brackets.

- We _____ (lie) on the beach this time next week.
- I _____ (think) of you while you're away.
- _____ (you / watch) the new series of The Money Show tonight?
- You can call me after midnight – I _____ (not sleep).
- Where _____ (Stan / stay) while he's in New York?

/5



FUNCTIONS

11 Match the sentences.

- | | | |
|----------------------------|--|---|
| 1 <input type="checkbox"/> | My friend forgot my birthday. | a Whatever. I'll let you decide. |
| 2 <input type="checkbox"/> | I found a puppy with a broken leg. | b I'm sorry to hear that. Don't worry too much. |
| 3 <input type="checkbox"/> | I can't come to school. I've got a stomach ache. | c Oh, poor thing. Will you keep it? |
| 4 <input type="checkbox"/> | Would you like to go to the cinema or watch a DVD? | d That's a shame. I'm sure she had a good reason. |
| 5 <input type="checkbox"/> | I'm really stressed about my exam results. | e Poor you. You'll feel better tomorrow. |

/5

LISTENING

12 Listen to the conversation. Tick (✓) A, B or C.

- Who chose the name of the band?

A Alice	<input type="checkbox"/>
B Ian	<input type="checkbox"/>
C Ben	<input type="checkbox"/>
- What instrument does Ian play in the band?

A keyboard	<input type="checkbox"/>
B guitar	<input type="checkbox"/>
C drums	<input type="checkbox"/>
- What instrument does Liz play?

A trumpet	<input type="checkbox"/>
B saxophone	<input type="checkbox"/>
C violin	<input type="checkbox"/>

/6

13 Listen again. Answer the questions.

- Why is the band called The Green Warriors?

- What does Ben do in the band?

- What do Jessica and Lucy play in the band?

- How long has Liz been playing the saxophone?

- Where does the band practise?

/10

READING

14 Read the article. Mark the sentences T (true) or F (false).

- 1 'This Is My Dream' was Kashy's first song.
- 2 Kashy gave up his music career in 2012
- 3 Five years after he wrote 'This Is My Dream', Kashy decided to put it online.
- 4 A Hong Kong TV station wanted to use this song to advertise their shows.
- 5 Kashy contacted the TV station and asked to perform in Hong Kong.
- 6 People in Hong Kong thought Kashy was famous in his home country.
- 7 Kashy is now starting to be successful as a musician.

/14

Kashy Keegan always wanted to be a pop star and spent years trying to make it happen. In 2007, when he was 22, he wrote what he felt would finally be his big hit, a song called 'This Is My Dream', but it never happened. As the years passed, he started to give up on his musical career and found other jobs. In 2012, he decided to upload the song to a music sharing website called ReverbNation. He hoped someone might hear it and like it.



A few months later, he received an email from Universal Music in Hong Kong. They were starting a new TV station and they wanted to use 'This Is My Dream' as the theme tune to one of their shows. Kashy was really excited and made a deal for \$5,000 to allow the TV station to use his song.

The TV station invited Kashy to come over to Hong Kong and perform. He accepted the invitations and was met by hundreds of fans. Everyone there thought he was a big star in the UK. He had to try and explain that back home, no one knew who he was. A little later, Kashy was playing the song live on stage to more than 30,000 screaming fans. After the show, he gave lots of interviews and signed hundreds of autographs. The next day, he saw his face in all the local newspapers and the song went to number one in the iTunes charts.

Two days later, Kashy was back in his job in London, but he is flying out to Hong Kong again soon to play his first live shows. His pop dream is finally happening.

WRITING

15 Write a short text (about 80–100 words) about your favourite song. Include this information:

- who the song is by
- when it was first released
- how popular it became
- what the song is about
- why you like it

/15

TOTAL: /100

Festivals



1 Look at the heading and the photos. What do you think the article is about?

2 Watch the video to check your answers.

Happy New Year!

Many countries around the world celebrate New Year's Day on 1st January. It is a national holiday and a special time for people to get together and leave the past behind. As the clock strikes midnight, people step into a new beginning with different traditions meant to bring luck, success, health and happiness. They also make plans for changing their life for the better. These plans are called resolutions.

But few know that all these customs date back to ancient times.

More than 4000 years ago, the Babylonians believed that the new year began in mid-March, when they started planting the crops. During an 11-day festival called Akita, they would promise to fulfil their duties to the gods. Ancient Romans had similar celebrations dedicated to Janus, the god of gateways and beginnings. In 46 AD, the emperor Julius Caesar introduced a new calendar and decided that 1st January would be the first day of the new year.

Today, people all over the world welcome the start of a new year in different ways.

ENGLAND: When Big Ben strikes twelve, people gather on the banks of the Thames to watch the fireworks. It is said that the first visitor to enter a household after midnight should be dark-haired man, so the family will have good luck all year round.



USA: In New York City, thousands of people go to Times Square to see a big ball drop at midnight. They count down the last 10 seconds before 12, and then the ball drops. Kissing someone special at midnight is considered to be good luck.

SCOTLAND: During New Year's Eve celebration of Hogmanay in Stonehaven, people swing large fireballs to ward off evil spirits.

JAPAN: Temple bells are rung exactly 108 times throughout the country for good luck. The Japanese celebrate Oshogatsu with family. They clean the house together and decorate it with pine tree branches and bamboo.

DENMARK: People smash plates against their friends' front doors for luck. At midnight, people jump off their chairs at the same time. This means they jump forward into the new year leaving bad things behind.

SPAIN: At midnight, Spanish people eat 12 grapes – one for each strike of the clock, while they make a wish. Each grape represents good luck for every month of the new year.

Did you know that ...?

- People in Kiribati, an island in the South Pacific also known as Christmas Island, are the first people to 'say hello' to the New Year. People on Howard Island (located between Australia and Hawaii) are the last.
- Some cultures celebrate the New Year on a different day. For example, the Chinese New Year begins when the new moon appears. This can happen any day between 21st January and 20th February.



3 Read the article and match the activities with the places.

- | | | |
|---|--------------------------|-----------------|
| 1 People eat twelve grapes at midnight. | <input type="checkbox"/> | a Scotland |
| 2 People kiss someone special. | <input type="checkbox"/> | b Japan |
| 3 Are the last people who celebrate the New Year. | <input type="checkbox"/> | c Spain |
| 4 People decorate their homes with plants. | <input type="checkbox"/> | d Howard Island |
| 5 People swing big fireballs | <input type="checkbox"/> | e The USA |

4 VOCABULARY There are seven words underlined in the article. Match the words with their meanings. Write the words.

- | | |
|---|------------------|
| 0 to have fun, do something special, for example on a friend's birthday | <u>celebrate</u> |
| 1 to break something noisily into many small pieces | _____ |
| 2 to count backwards to zero | _____ |
| 3 to get together | _____ |
| 4 very old | _____ |
| 5 a plant grown for food, usually on a farm | _____ |
| 6 to easily move something backwards and forwards | _____ |

5 SPEAKING Work with a partner. Do you celebrate the New Year? What do you usually do? What do you like most about this celebration?

I usually celebrate New Year with my friends. We dance, sing and have a good time. I like this time because I don't go to school and ...

WRITING

A letter to a pen pal

- 1 Read the letter. Answer the questions**
 - Where did Marcia go on New Year's Eve?
 - What did she do there?
 - What resolutions did she make?
- 2 Underline the sections below in Marcia's letter.**
 - sender's address • body of the letter
 - closing greeting • date • signature • opening greeting
- 3 Read Marcia's letter again. Imagine you are Kate. Make notes with your own ideas on how:**
 - to answer the question in her introduction
 - to describe your New Year's celebration and how you felt about it
 - to mention what your New Year's resolutions are
 - you could finish your email (What do you want to know from her?).
- 4 Write a letter to Marcia (about 100 words). Look at your notes from Exercise 3 and make sure you include all your ideas.**

*56, Rosemount Road
Dundee
DD23SZ
Scotland
2nd January, 2020*

Dear Kate,


How are you? I really miss you a lot. Thank you so much for your letter and the photos you sent me for Christmas. They arrived last Thursday. I'm writing to tell you about how I celebrated the New Year. My family and I went to the New Year's Eve Party organised in Constitution Square in Bucharest. It was great. There were lots of cool bands – we saw Carla's Dreams and Irina Rimes. We had fun chatting, dancing and watching the artists perform on stage. The fireworks were absolutely amazing. There were nearly 50,000 people there! I really had a good time.

My resolutions for this year are to make more friends, learn to play the violin and get better grades at school. I also want to save some money to travel more.

What about you? How did you celebrate New Year's Day? What are your plans for this year? Write soon and tell me all about it. I wish you a magical new year and may all your wishes come true!

*Love,
Marcia*

Festivals

- 1 **SPEAKING** When is Mother's Day celebrated in Romania? What do children usually do on this day to celebrate their mothers?
- 2  Watch the video to find out about the history of this holiday.

MOTHER'S DAY

The habit of celebrating motherhood is not new at all – it started a long time ago, with the ancient Greeks and Romans. However, the modern holiday of Mother's Day has its roots in the United States of America, in the beginning of the 20th century.

The person who first thought of having a special day on which to express gratitude to our mothers was Anna Jarvis, from Grafton, Virginia. Anna initiated the day to honour her own mother, a former peace activist during the American Civil War. Her idea proved to be very successful – this day soon became an official holiday in the USA. Many companies saw this as the perfect opportunity to sell more of their products such as flowers, sweets or greeting cards.

However, Anna Jarvis felt that turning Mother's Day into a means to make a profit was against the spirit of the holiday, so she dedicated the rest of her life to bringing it back to the original form. To her disappointment, she failed, and Mother's Day continued to represent an important source of business for many companies.

One very important thing Ms Jarvis insisted on was the spelling of the Day: she wanted it to be Mother's and not Mothers' Day, as she always thought it was a time for each person to celebrate one mother, their own, by visiting, talking to her or giving her flowers. She also insisted that sons and daughters should never even consider buying a ready-made card but take the time to write to their mother with their own hand. This turned out to be another disappointment for Anna Jarvis, since Mother's Day cards are now the third most sold cards in the world after Christmas and Valentine's cards.

Today, this holiday is celebrated all over the world, although not all countries chose the same day for it. In Romania, Mother's Day has been an official holiday since 2010 and is celebrated on the first Sunday of May, just like Anna Jarvis initially intended.



Did you know that ...?

- Mother's Day is the third most popular holiday in the world behind only Christmas and Easter.
- People make calls on Mother's Day more than on any other day of the year.
- Women purchase 80% of all Mother's Day cards.



3 Read the text again and choose the correct option A, B or C.

- 1 Modern Mother's Day started in Europe.
A Right B Wrong C Doesn't say
- 2 Anna Jarvis's mother was a promoter of peace.
A Right B Wrong C Doesn't say
- 3 Companies were not interested in this holiday.
A Right B Wrong C Doesn't say
- 4 Anna Jarvis had many children herself.
A Right B Wrong C Doesn't say
- 5 Mother's Day was intended as a holiday to celebrate all mothers in the world.
A Right B Wrong C Doesn't say
- 6 Greeting cards for this holiday are number one in sales around the world.
A Right B Wrong C Doesn't say
- 7 The carnation is the symbol of Mother's Day.
A Right B Wrong C Doesn't say

4 VOCABULARY There are five words/expressions underlined in the article. Match the words with their meanings. Write the words.

- | | |
|---|------------------|
| 0 the feeling of being happy or grateful because of something: | <i>gratitude</i> |
| 1 the state or time of being a mother: | _____ |
| 2 in a finished form and available to use immediately: | _____ |
| 3 a person who believes strongly in political or social change and takes part in activities such as public protests to try to make this happen: | _____ |
| 4 origins in something: | _____ |
| 5 make money: | _____ |

WRITING
An interview

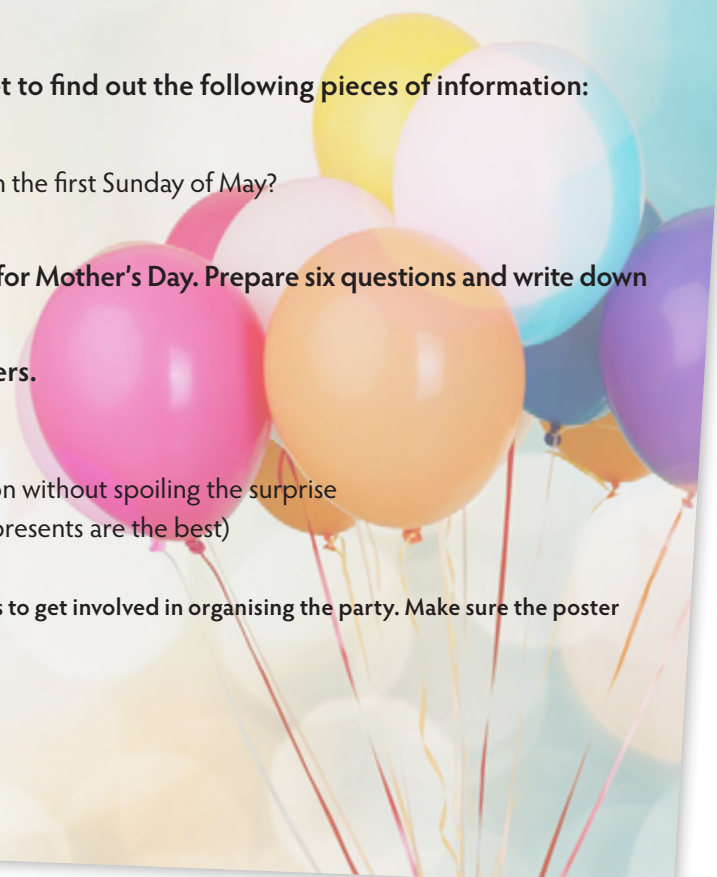
- 1 **Research time:** Work in groups and browse the Internet to find out the following pieces of information:
 - The year when Mother's Day was first celebrated.
 - In Romania, has Mother's Day always been celebrated on the first Sunday of May?
 - Is there a day to celebrate fathers? When is it?
- 2 **Interview your mother and find out what she would like for Mother's Day. Prepare six questions and write down the answers.**
- 3 **Work in groups to plan a surprise party for your mothers.**

Step 1 Decide on the following:


- a where the party will take place
- b how you will convince the mothers to come to the location without spoiling the surprise
- c if you want to offer presents or flowers (what flowers or presents are the best)

Step 2 Design a poster to invite your classmates or schoolmates to get involved in organising the party. Make sure the poster mentions:

- a who the party is for
- b when it will take place
- c what you need help for



Festivals

- 1 Look at the photos. What can you see? What is the same in the two photos?
- 2  Watch the video. Which countries do the photos show?
- 3 Do people celebrate Children's Day in Romania? If so, how do they celebrate it?



Around the World on Children's Day

In 1954 there was the first Universal Children's Day on 20th November to **celebrate** and **protect** children all over the world. This was International Children's Day but now many countries around the world have their own day each year when they celebrate their children.

23rd April

TURKEY: This day is a **national** holiday in Turkey. On this day, Turkey invites groups of children from other countries to stay with Turkish families and celebrate with them.

30th April

MEXICO: Children's day is called El Día Del Niño. Some schools close for the day, other schools have a special day for the children when they play games. The children also bring in their favourite food to **share** with their friends.



5th May

JAPAN: The official children's day, called *kodomo no hi*, is on 5th May. But some people in Japan celebrate two children's days. One on 3rd March for girls and one on 5th May for boys. On 5th May they fly carp streamers (a type of wind sock in the shape of a fish).

1st June

BULGARIA: Parents do special things with their children and give them big **presents**. The day is like a second birthday for the children.

CHINA: This is a very special day in schools. They take the children on **camping** trips or trips to the cinema. Many children also get presents from their parents.

24th July

VANUATU: Children spend the morning at school where they celebrate and have fun. At midday, the children are free to go home and spend the rest of the day with their parents. Some parents buy their children a present but the most important thing is for children and parents to have some time to spend together.

14th November

INDIA: Indians chose this day to celebrate because it is the birthday of the country's first Prime Minister, Jawaharlal Nehru. Nehru was famous for his love of children. On this day, the children organise the celebrations at their school. Their teachers sing and dance for the students.

Did you know that ...?

- The United Nations International Children's Emergency Fund (UNICEF) is the organisation that protects children's rights all over the world. It was created in December 1946.



4 Read the article again. Answer the questions. Sometimes there is more than one correct answer.

In which country ...

- 1 do the children spend more time with their mum and dad?
- 2 do they have more than one Children's Day?
- 3 is Children's Day also a famous person's birthday?
- 4 do children get presents?
- 5 do children celebrate with children from other countries?
- 6 do children celebrate Children's Day at school?

5 **SPEAKING** Work in small groups. Talk about the perfect Children's Day.

All children get a big present.

School is closed for the whole day.

Mum and Dad do your homework.

6 **VOCABULARY** There are six words in bold/underlined in the article. Match the words with these meanings. Write the words.

- | | | |
|---|--|---------------------|
| 0 | a group of people with a certain purpose | <u>organisation</u> |
| 1 | the activity of spending a holiday living in a tent | _____ |
| 2 | to do with a whole country | _____ |
| 3 | to have something at the same time with other people | _____ |
| 4 | to do with two or more countries | _____ |
| 5 | to keep someone safe | _____ |

WRITING

An invitation

1 Read the emails. Answer the questions.

- 1 Who is Dana?
- 2 Can Liam go to the party?

To: Liam_Walker@hooray.co.uk
Subject: Party!

Hi Liam,
Would you like to come to my house next Friday for a party at 7 pm? It's my cousin Dana's birthday. My address is 32 Lime Street. Make a playlist please, I love your music.
Hope you can come. Let me know soon.
Tina
PS Don't tell Dana. It's a surprise.

To: TinaB@thinkmail.com
Subject: Re: Party!

Hi Tina,
I'd love to come to your party on Friday but I've got a small problem. I've got football training from 6 to 7.30 pm. Can I arrive a bit late? Is that OK? No problem with the playlist. I've got some great new songs.
See you Friday.
Liam

2 Match the sentences with the same meaning. Write a-e in the boxes.

- | | | |
|---|---------------------------------------|--------------------------|
| 1 | Would you like to come to my party? | <input type="checkbox"/> |
| 2 | I'd love to come to your party. | <input type="checkbox"/> |
| 3 | I'm sorry I can't come to your party. | <input type="checkbox"/> |
| 4 | Make a playlist, please. | <input type="checkbox"/> |
| 5 | Don't tell Dana. | <input type="checkbox"/> |
- a I don't want Dana to know.
b Can you make a playlist?
c Can you come to my party?
d I'd love to come but I can't.
e I'd be very happy to accept your invitation.

3 Which pairs of sentences in Exercise 2 can you use to do these things?

- | | | | |
|---|----------------------------|---|----------------------------|
| 1 | give an order _____ | 4 | make an invitation _____ |
| 2 | accept an invitation _____ | 5 | refuse an invitation _____ |
| 3 | make a request _____ | | |

4 Read the invitation again. Answer the questions.

- 1 What is the invitation for?
- 2 What special requests does Tina make?


5 You want to invite a friend to your house. What information should you include? Tick (✓) the correct answers.

- | | | |
|---|---|--------------------------|
| 1 | Your address. | <input type="checkbox"/> |
| 2 | How many brothers and sisters you've got. | <input type="checkbox"/> |
| 3 | The time you want them to come. | <input type="checkbox"/> |
| 4 | The reason. | <input type="checkbox"/> |
| 5 | Who your favourite singer is. | <input type="checkbox"/> |
| 6 | The day or date you want them to come. | <input type="checkbox"/> |

6 Write an invitation (50 words). Choose one of these reasons. Include a special request or instruction.

- You want to celebrate Children's Day.
- You've got a great new DVD to watch.
- You've got a new computer game.

Literature

- 1 Read the introduction. What kind of story do you think it is?
- 2  Read and listen to the extract. Check your answer.

How I Met Myself by David A. Hill

One icy winter's evening in Budapest, a man runs straight into John Taylor as he walks home through the narrow streets. John falls over into the snow and looks up at the man's face. 'I felt very afraid. Because what I saw was *me*. *My* face looking down at me. *My* mouth saying sorry.'

Who is the man, and how will John's life change?

I was walking home from my office one January evening. It was a Monday. The weather was very cold, and there were some low clouds around the tops of buildings. I soon left the main road. There weren't many people in the dark, narrow streets of Budapest's Thirteenth District. Everything was very quiet. It felt as if the city was waiting for something.

As I walked I thought about the problems I had with one of the Hungarians I worked with. It was the first serious problem since I arrived there. I was trying to think what to do about it, and I was also hoping that my wife, Andrea, would make one of her nice, hot soups for dinner.

After about five minutes it started to snow heavily, so that the streets were soon completely white. As I was walking along a very dark part of one street there was the noise of a door shutting loudly inside a building. Then I heard the sound of someone running.

Suddenly, the street door opened and a man came out of it and ran straight into me. I fell over in the snow, shouting something like: 'Hey, watch where you're going!' – my words were loud in the empty street. The man turned to look at me for a moment. 'Sorry,' he said very quietly, in Hungarian, before walking away quickly.

What I saw at that moment, in that dark winter street was very strange, and I felt very afraid. Because what I saw was *me*. *My* face looking down at me. *My* mouth saying sorry.

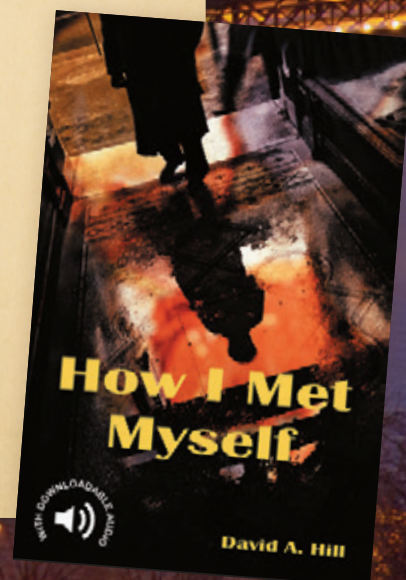
[...]

I lay there in the snow for a few moments, trying to understand what was going on. My first thought was, 'Where has the man gone?' I looked along the street and saw him turning right at the next corner.

I got up immediately, brushed the snow off my clothes and ran after him. He crossed the road and went into another street. When I got to the corner I saw him entering a building. I walked quickly along the empty street, and found the entrance to a wine cellar. It was under a block of flats, and you had to go down some steps to get in.

[...]

I stood in the snow for a moment, deciding what to do and looking around me. I had a strange feeling about going down into the wine cellar. I wasn't sure who was inside. I looked at my footprints – the dark marks of my feet in the new snow. My footprints ... But only my footprints! Where were his? I looked back along the street. There were only my footprints.



3 Read the extract again. Answer the questions.

- 1 What was the weather like?
- 2 What was John thinking about on his way home?
- 3 How did John react to the man in the street?
- 4 How did the man react?
- 5 Where did the man go?
- 6 What was strange about the footprints in the snow?

4 **SPEAKING** Work in pairs. Imagine John decides to enter the cellar. Discuss these questions.

- 1 What do you think John finds in the cellar?
- 2 Who do you think the man is?

WRITING

Explaining a mystery

1 Read the article *Mysterious Patterns*. Who does the writer think is responsible for the crop circles?

2 Write the underlined expressions in the correct columns.

I'm sure	I'm reasonably sure	I'm not sure

3 The article has three paragraphs. What does the writer talk about in each one?

4 Read about a mystery. Then write three sentences about it. Use a different expression from Exercise 2 in each sentence.

MISSING HELICOPTER

An army helicopter with a pilot, co-pilot and twelve soldiers on board has disappeared off the north coast of Scotland. The last contact with the helicopter was more than twelve hours ago, when the pilot radioed that everything was OK.

There was no distress signal and, despite a huge search over sea and land, there was no sign of the helicopter either. What has happened to army helicopter 487?


5 Write a blog entry (80–100 words) explaining what you think happened to the missing helicopter.



Mysterious patterns appear in local field overnight

- 1 This isn't the first time such a thing has happened and it probably won't be the last. For decades, crop circles have been fooling experts, who are still asking, 'What exactly causes these patterns?'
- 2 Some people say aliens might create this phenomenon. They suggest that aliens come to Earth at night and leave these patterns in our fields. These people are definitely wrong. Let's say aliens really exist on other planets, how could they land a huge spaceship without anyone noticing? It would be impossible, of course.
- 3 It is probably humans who made these crop circles and all the others, but I'm not certain how they did it. I don't think it was just one person, but a group of people and probably quite a large one. Also, it's clear that the person, or people, behind the design must be extremely intelligent because these patterns are very complex. I believe it is very probable that a group of Maths students from a university. It's the kind of thing that students like to do as a joke. But whoever did it, they've certainly got people talking.

Literature

- 1 What is a 'mind map'? What do people use them for?
- 2  Read and listen to the extract. Answer the questions.

- 1 What is the connection between the mind map and the pendant?
- 2 What kind of book do you think *The Mind Map* is?



The Mind Map by David Morrison

Lucho has always found homework boring. But when he draws a mind map to plan an essay on stolen gold, something very strange happens. The mind map is trying to tell him something. But what is it?

Eva was sitting on the grass with her back to the library, reading her history textbook. Lucho tried to walk slowly and calmly towards her, but his legs carried him quickly. Out of the corner of his eye, he could see the little yellow bird flying from one tree to another.

'Eva,' he said softly.

Eva turned and looked at him. She was angry.

'What?' answered Eva. Her voice was cold.

'You have to believe me, Eva. Something strange is happening. When I was at the computer just now, the words "Take it back" appeared.'

'Take what back?' asked Eva. 'What are you talking about?'

'It's time to show her the pendant,' thought Lucho. His grandmother had told him that one day the pendant would ask him to take it back home. Eva could help him. He put his hand in his pocket and brought out the blue bag.

'Look,' he said. 'I have never shown this to anybody.'

'What is it?' asked Eva.

'It's a pendant. I think it might be guaca,' he answered.

Lucho gave the blue bag to Eva. She opened it carefully and took out the pendant.

'Isn't it beautiful?' asked Lucho.

'It's very beautiful,' Eva said quietly.

'My grandmother gave it to me,' he explained. 'Look after it! One day it will ask you to take it home, grandma said.' I used it to draw the mind map yesterday. I couldn't think what to write in the circles, so I stopped. When I opened my notebook in the library, I saw those words for the first time. I'm telling the truth. I promise, Eva.'

Eva put the pendant back into the blue bag and gave it back to Lucho.

'My grandmother's name was Esmeralda,' continued Lucho. 'When she was working at the hotel, an American man asked her to take care of the pendant while he went to Bogotá. The man never returned. I don't know the name of the hotel but maybe it was the Hotel Continental. I tried to find some information about it on the Internet, but I couldn't.'

Eva's phone beeped loudly and they both jumped.

'What's wrong?' asked Lucho.

'The message,' she said slowly. 'It says "Take it back".'


'The same message as the one on the computer screen!' said Lucho slowly. 'Eva, I'm not sure, but I think the pendant is asking us to help it. I think it's asking us to take it home.'

'But that's impossible,' said Eva. 'That would be magic.'

Lucho didn't know what to say. So many strange things happened today, starting with that little yellow bird outside the history class window. And now the same message appeared on the computer screen and on Eva's phone. Eva was right. It was like magic.

'Eva,' he said, 'will you help me?'



3  Read the extract again. Mark the sentences T (true) or F (false).

- 1 This is the first time that Lucho has seen the yellow bird.
- 2 Eva is upset with Lucho.
- 3 Lucho's grandmother bought the pendant.
- 4 Lucho tried to research the Hotel Continental on the Internet.
- 5 Lucho thinks the pendant is trying to send them a message.
- 6 The children can't explain how the message got onto Eva's phone.

SPEAKING

Answer the questions in pairs.

- 1 What do you think is the story behind the pendant?
- 2 What do you think happens next in the story?
- 3 What other stories can you think of that involve magical or mysterious objects?

FUNCTIONS

Talking about sequence

Work in pairs. In what order do these things happen when an aeroplane takes off? Discuss your ideas.

First, I think ...

After that, ...

Next, ...

Finally, ...



A

The pilot powers up the engine.



B

The pilot pulls up the wheels.



C

The pilot lifts the nose of the plane into the air.



D

The pilot takes off the brakes.



E

The pilot turns the plane around in the air.



F

The pilot lines up the plane on the runway.

WRITING

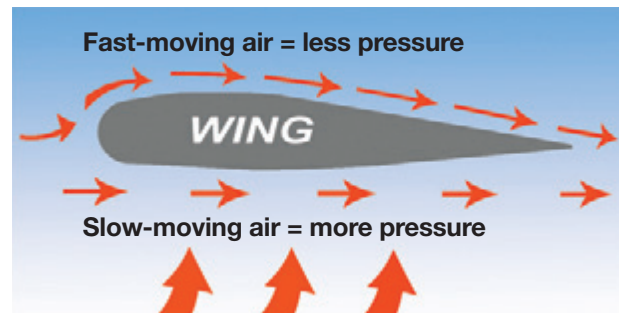
Explaining how things are done

- 1** Read the explanation and check your answers to the last exercise.

How do planes take off?

To get an aeroplane into the air, you need the correct airspeed. Airspeed is not the speed of the plane, but how fast the air is moving over it. If the plane is facing a strong wind, the airspeed is already quite high. That's why planes are usually lined up to take off facing into the wind.

The pilot turns up the engines to a certain power. Then he takes off the breaks and the plane speeds down the runway. As it does this, air passes over the wings. The wings are curved on the top, so the air travels a longer distance over the wings than under the wings, and has to travel faster. This creates a force that pushes upwards. When that force is big enough, the pilot lifts the nose of the plane into the air and when the air reaches the correct speed, the whole plane takes off.



When the plane is high enough in the air, the pilot pulls up the wheels and turns the plane around, leaving space for the next one to take off.

- 2** Read the explanation again. Write down in your notebooks using two different colours ...

- the **procedure** (what happens and in what order).
- the **theories** (explanations of why things happen).

- 3** Choose an activity from the list or your own idea. Write an explanation of how to do it (about 80 words).

- How to play the guitar
- How to play your favourite computer game
- How to do a headstand

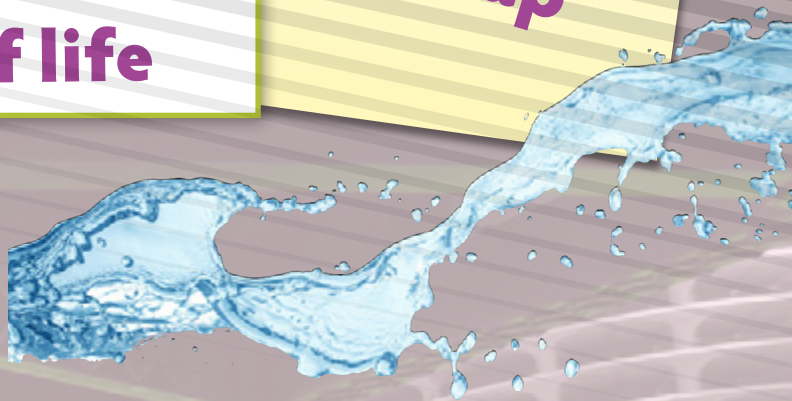
Think about:

- the procedure and the sequence.
- whether you need to explain any theories.
- how to explain any difficult vocabulary.

Water, the liquid of life

1 Water is vital for life and we can find it in many places, including in living beings, such as animals and plants. Work in groups and try to answer the questions. Research the Internet for information.

- 1 How long can we survive without water?
- 2 Where in the world is the largest natural reservoir of fresh water?
- 3 Why is water important when we discuss climate change?
- 4 Which animal and which plant contain most water?
- 5 Where in the human body can we find the largest quantity of water?
- 6 Is there any water on other planets?



2 Although we all know how precious water is, most people do not do enough to save it. Here are a few great easy ways to save water.

Boil vegetables with the lid on

It only takes a second to place a lid on the pan, but you'll lose less water to evaporation and your food will cook quicker.



Turn the shower off while you soap up

Isn't it annoying when you're trying to spread up the shower gel, but the water keeps washing it away? Just turn the shower off while you soap up, then pop it back on to rinse.



Wash a full load of clothes every time

A half empty washing machine wastes a lot of water. Fill it up but leave enough space for the clothes to tumble around.



Fix a dripping tap

A dripping tap can waste as much as 5,500 litres of water a year.

Get a shower timer

The average shower lasts eight minutes. Reduce yours to four minutes by getting a shower timer, or by playing your favourite four-minute song. When it's over, so is your shower.



Turn the tap off while you brush your teeth

This is probably the single biggest thing you can do to save water. There's no need at all to leave the tap running. Not leaving the tap running when brushing your teeth can save enough water for one person to drink for three and a half days.

Cold instead of hot

Wash your hands with water from the cold tap, not the hot, to save water and energy.



3 How do you and your family save water? Make a class top of the three most popular ways to save water.

4 Work in pairs. You are going to draw the water map in your town.

- Step 1**
- a Get in touch with the company that supplies water in your town.
 - b Organise a visit and find out information about the water that ends up in your kitchen and bathroom. Focus on the following questions:

- 1 From which source does water come to your house (lake, river etc.)?
- 2 What happens to the water before it becomes good for drinking, cooking and washing?
- 3 What happens to the dirty water after you have used it?



Step 2 Use the information to draw the water map for your town or village.

A bit of fun

Expressions with water

5 Have a look at these idioms. Look them up in the dictionary and match them with their definitions a–f. Some of them have equivalents in Romanian. Which are they?

- 1 fish out of water
- 2 be like oil and water
- 3 make one's mouth water
- 4 blood is thicker than water
- 5 test the waters
- 6 water under the bridge

- a problems that someone has had in the past that they do not worry about because they happened a long time ago and cannot now be changed:
- b to find out what people's opinions of something are before you ask them to do something.
- c said to emphasize that you believe that family connections are always more important than other types of relationship.
- d if the smell or sight of food makes your mouth water, it makes you want to eat it.
- e two people or things that are very different and are not good together.
- f someone who is uncomfortable in a specific situation.

History and origins:

- the word "water" comes from Middle English, from Old English wæter. It was first used in this form in the 12th century.

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- work in a team.
- think critically about details when preparing your project.
- be creative.
- develop your creativity by practising oral and written skills.
- create the project in the required format and present it to the class.

I live in a magical place!

1 Work in pairs. Answer the questions:

- 1 What is the most interesting city or town you have ever visited?
- 2 How was it different from the one you live in?
- 3 What from that city or town would you like to have in your own?

2 Read the information about a small town in the text below. Have you heard of this town before? What is its name? Pay attention to the clues.



A bit of geography

The town is located in Britain, near a big school. The population is quite small, but all inhabitants and visitors share a common trait. It is in the mountains and it snows quite heavily in winter. There is a lake close to the town, and across it there is a train station which is the end of the line of a famous express train.

A bit of history

The town was founded in the Middle Ages by Hengist of Woodcroft. He was originally from Scotland, but he had to take refuge when people of his kind started to be persecuted. In 1612, the town witnessed an important historical event: the rebellion of Britain's goblins.

A bit of architecture

The town's architecture is specific to the time it was founded – the Middle Ages. The most famous building in town is an inn, which now stands on the site of Woodcroft's house. There is a main street, called High Street, with a lot of nice, little shops. The teashop is quite popular with visitors.



A few places of interest around town

The **inn** in the centre has a famous pub where the beautiful lady owner serves butterbeer and firewhiskey. The **sweets shop** is very popular with the students from the nearby school. Some of the most well-loved products are the Exploding Bonbons and the Chocolate Wands.

The **joke shop** sells a lot of jokes and tricks like the Nose-Biting Teacups. Two twins, students from the nearby school, will later buy the shop.

There is also a nice **teashop**, especially popular with couples out on dates. The post office has colour-coded shelves, based on how fast the mail will arrive at destination and it is full of many feathered couriers.

- 3 Now that you have guessed the town, do some research on the Internet and find out the names of the places in bold in the text above. Can you remember the names of other shops in this town?
- 4 Would you like to go on a holiday there? Why or why not? Think of: • accommodation • meals facilities • things to do • places to visit • how the inhabitants will feel about tourists.
- 5 You are going to make a map of your home town, following the guidelines in the text on the opposite page.

Step 1 Think of people who may be able to help you. Tick the ones in the list below and then ask for their help.

- a Your geography teacher
- b Your history teacher
- c The school librarian
- d Someone in your family

Step 2 Think of answers to the following questions:

- 1 Which geographical features are characteristic to the area where your town is?
- 2 What important events happened in the history of your town?
- 3 Are these historical events connected with a certain building? Identify it.

- Step 3**
- 1 Choose the most representative or popular buildings or attractions in your town and take photos of them.
 - 2 Choose the most popular or interesting places in your town and write a short description of each.

Step 4 Put the photos and the information together. Design the map and the legend on a large piece of card.



Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- work in a team.
- think critically about details when preparing your project.
- be creative.
- develop your creativity by practising oral and written skills.
- create the project in the required format and present it to the class.

Be smart online! Stay safe!

1 Work in pairs. Answer the questions.

- 1 Are you active on any social media network?
- 2 How long have you had your account?
- 3 What is the minimum age required to open an account?
- 4 How much time do you normally spend online every day? What do you do?

2 The virtual space can sometimes be a dangerous place. Read the information below to find out what cyberbullying is and why it is dangerous.

What is it?

Cyberbullying. Using the Internet to harm or frighten another person, especially by sending them unpleasant messages. Anything from insults and cruel comments to someone's posts or pictures, to upsetting questions about our personal lives can be an example of cyberbullying.

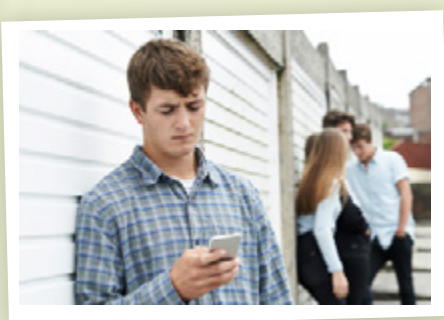
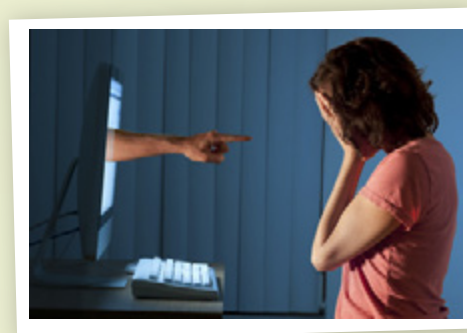


How does it happen?

Cyberbullying is hardly an accident, it happens repeatedly, when an individual or group use technology to harm another person or group. Cyberbullies send hurtful texts or abusive emails, exclude classmates from online conversations, imitate someone online, post inappropriate images or troll other people.

Can it happen to you?

Cyberbullying can happen to anyone! It typically involves a person who bullies someone, either hiding behind fake online profiles, or in group of friends or classmates. In some cases, others are also involved people who witness someone being cyberbullied. A positive reaction is to provide support to the target. A negative reaction is joining in the bullying behaviour by forwarding humiliating images and making demeaning comments.



Is it serious?

Cyberbullying is very serious! It can occur 24 hours a day, extending well beyond school grounds and into 'safe' spaces, such as in homes. Its effects can damage a lot, making a person lose trust in themselves, feel isolated, friendless, miserable and insecure. If you think one of your friends may be the target of cyberbullying, don't ignore it – offer to assist and then talk to an adult!

What can we do?

Respect online is just as important as in face-to-face interaction, so it is important to teach younger internet users how to act responsibly online and show them ways to deal with cyberbullying behaviour and ways to prevent it. It is also crucial to demonstrate how others can be affected by their interactions online and what language and actions are considered appropriate in the online environment.

- 3 Look at the following words from the text and write them in the table below. Add two more for each category.

trust | upsetting | consider | respect | hurt | prevent | damage | abusive
provide | support | insulting | harm | assist | cruel | demeaning

Acceptable behaviour	Unacceptable behaviour

- 4 Your school has chosen some students in your year to help younger colleagues stay away from cyberbullying. In small groups, you will design a campaign brochure to inform about the dangers of cyberbullying and how to keep safe.

Step 1 Design the first poster to inform your schoolmates about cyberbullying.

Use the headlines in the text on page 136 to inform about:

- what cyberbullying is.
- how and where it can happen.
- who can be affected.
- what people can do about it.

Tip: Do you know that a picture is worth 1000 words? So, don't forget to use images to make your message more effective!

- Step 2**
- 1 Research time: Use the Internet to find out more about the signs someone may be a victim of cyberbullying.
 - 2 Put the information on the second poster.

- Step 3**
- 1 Research the Internet and use your own ideas to make suggestions about how to keep safe online.
 - 2 Design the third poster to complete your campaign.



Tip: Always be selective about the information available online!

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- work in a team.
- think critically about details when preparing your project.
- be creative.
- develop your creativity by practising oral and written skills.
- create the project in the required format and present it to the class.

You are what you eat

A healthy menu

- 1 Look at the food pyramid. How many of the foods can you name?
- 2 Read and listen to the information from a web page. Match the food groups A–G with the sections 1–7 of the food pyramid.

A well-balanced diet, along with regular exercise, is an important part of having a healthy lifestyle. It can help us reach an optimal body weight and stop us from getting chronic diseases like diabetes and cancer.

For a healthy diet, you must eat the right types of food in the right quantities. Each food group contains specific nutrients that are essential to the body's functions: carbohydrates, fats, proteins, water, minerals and vitamins.

A Bread, cereal, potatoes, rice and pasta provide carbohydrates and they are rich in fibre. Your body uses carbohydrates to give you energy, so we need to eat some in every meal.

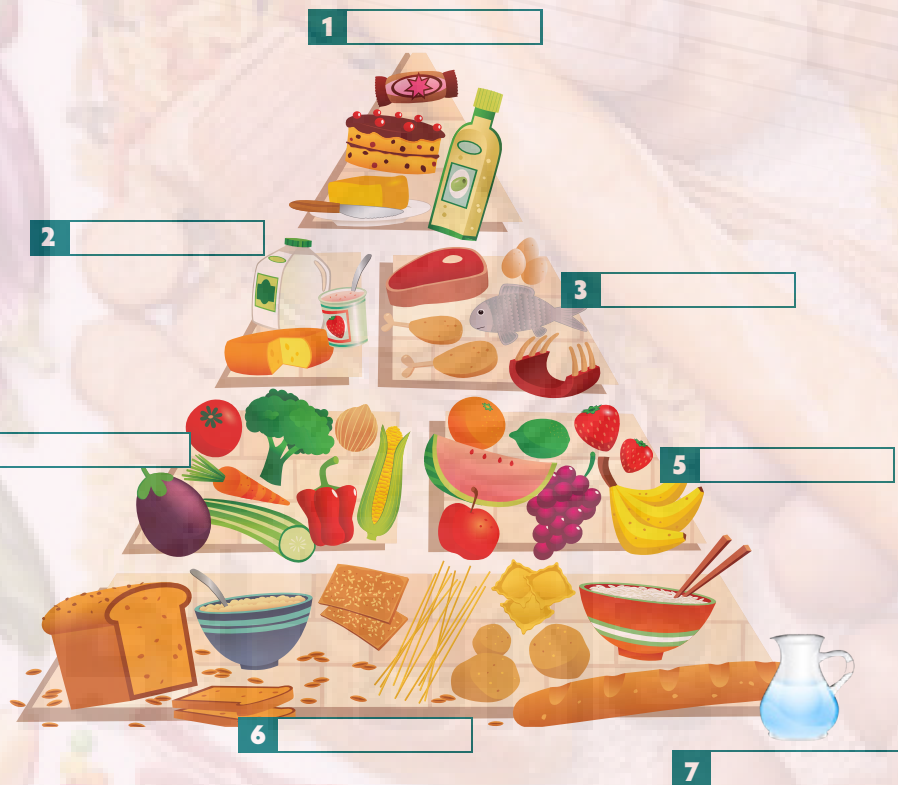
B Fruit contain high levels of fibre and important vitamins such as vitamin C. They prevent ageing and high blood pressure.

C Vegetables are rich in fibre, minerals and vitamins too. They are low in fat and do not contain cholesterol.

D Dairy products such as milk and yoghurt are rich in calcium and iron and help strengthen your bones.

E Meat, poultry, fish and eggs are a good source of protein which help to build and repair your cells and muscles.

F Fats and oils like mayonnaise, butter and margarine are high in calories so we should eat them in small amounts. We should also be careful with burgers and French fries because they contain a lot of fat. Sweets like chocolate, cakes, ice-cream and soft drinks contain sugar which can be bad for our health.



Most of these foods do not give our body vitamins or minerals, but if we consume them in moderate quantities, they will not affect the balance of our diet.

G Water represents about 60% of our body's weight. We need to drink at least 2 litres of water daily, because it helps maintain our body temperature and carries nutrients to our cells.

So, if you want a perfect balance, eat plenty of vegetables, fruit and carbohydrates, some dairy and meat, but just a little of fat and sugar. Make a change. Start with your food habits.

3 Read the text again and answer the questions.

- 1 What are the essential nutrients?
- 2 What do bread and cereal provide?
- 3 Which nutrients give us lots of calories?
- 4 In which food items do we find proteins?
- 5 What are the functions water has in your body?

4 Look at Kylie's food diary for today. Does she have a healthy diet? Why (not)?

FOOD DIARY

		Time	
MONDAY	Breakfast	8.00	coffee and biscuits
	Snack	11.30	pineapple
	Lunch	2.00	soup, pasta, bread, chocolate bar, cola
	Snack	4.30	muffin
	Dinner	7.15	hamburger, tart, frappé

5 Work in pairs. Write your own food diary for yesterday. Compare it with a partner.

6 Imagine your best friend is staying at your home for a week. He/she wants to start eating healthier. Plan a healthy menu for him/her. Make notes and write down your ideas.

7 Make a poster on a big piece of card, using your ideas from Exercise 6. Present it to the class. Have a class vote to choose the healthiest three menus.

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- work in a team.
- think critically about details when preparing your project.
- be creative.
- develop your creativity by practising oral and written skills.
- create the project in the required format and present it to the class.



Cities of the future

A poster

1 Work in pairs. Look at the picture and answer the questions.

- 1 What kind of place is it?
- 2 Where do you think it is located?
- 3 Who do you think lives there?
- 4 What means of transport can you see in the picture?
- 5 Would you live in a place like this? Why or not?

2 Read the text from the webpage about a city of the future. Choose the correct option A, B or C.

- 1 There will be lots of traffic jams in the future.
A Right B Wrong C Doesn't say
- 2 Teleportation devices will take us to other planets.
A Right B Wrong C Doesn't say
- 3 People will breathe more polluted air.
A Right B Wrong C Doesn't say
- 4 Robot doctors will come to people's houses to treat them.
A Right B Wrong C Doesn't say
- 5 Museums will use new technology.
A Right B Wrong C Doesn't say
- 6 Robot police officers will patrol the streets.
A Right B Wrong C Doesn't say



New Mondon

New Mondon has changed a lot during the past hundred years and it hasn't finished yet.

There'll be flying cars very soon. An automatic pilot will drive these cars so the drivers can relax on their way to work. Say goodbye to traffic jams!

There will be lots of other new ways to travel too. We will have teleportation devices that will take us to other planets for exciting space holidays.

The air we breathe will be fresher. There will be lots of green parks floating above the city. Many kinds of exotic plants will grow here and they will produce all the fresh air we need to lead a healthy life.

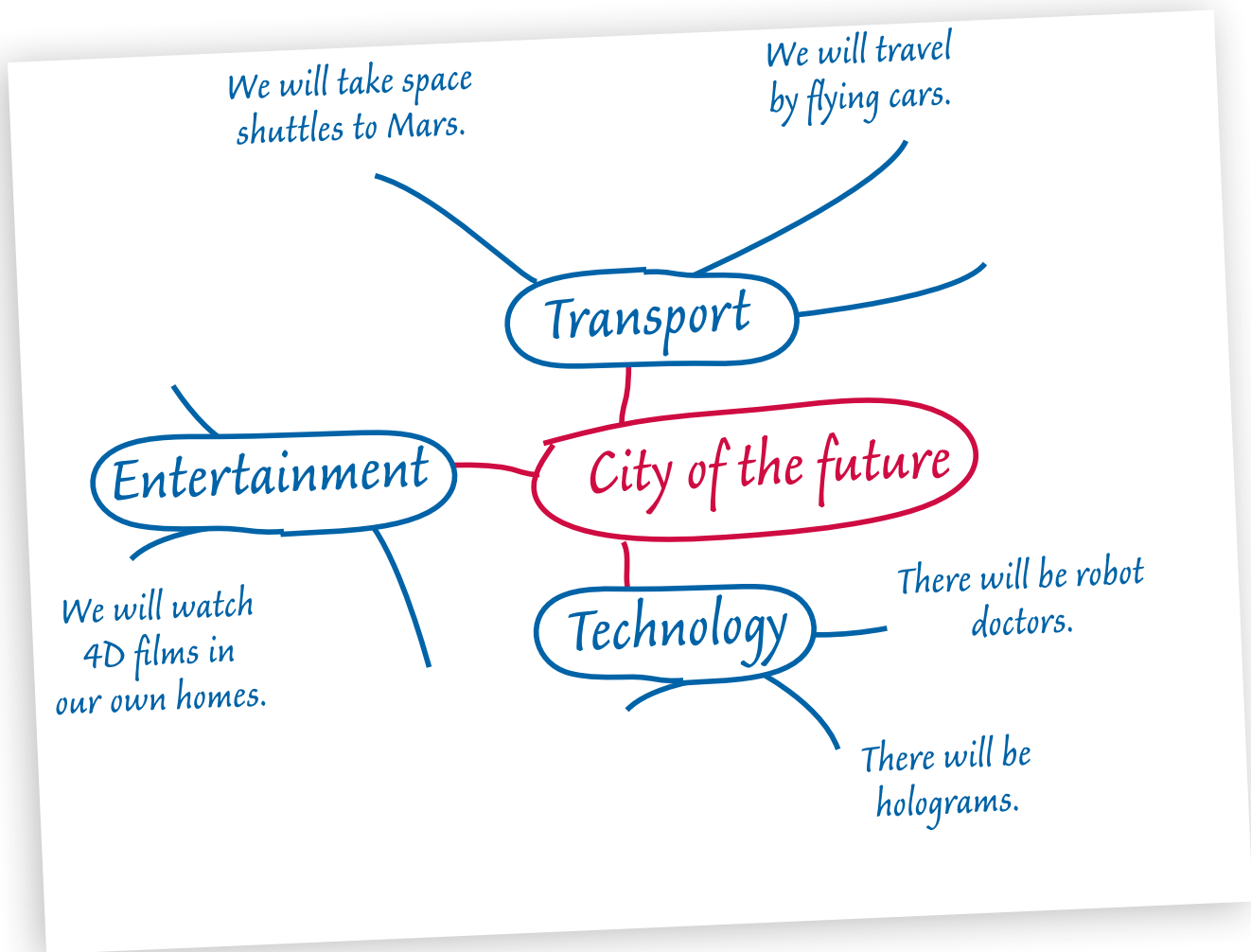
Hospitals will be big and very clean, and all the doctors will be robots. We will use very small robots called nanobots to treat illnesses directly at the source.

There will be lots of fascinating museums that people can visit any time they like. These museums will use holograms and 4D technology to teach us all about life in the past.

The future is going to be great!



- 3 Look at the mind map below. Add as many ideas as you can about the city of the future.



- 4 Work in small groups. Imagine a city of the future. Make notes about what this city will be like and what it will be like to live in it. Use the Internet to find pictures or make your own drawings.
- 5 Make a poster on a big piece of card. Use your notes, pictures or drawings from Exercise 4.
- 6 Present your poster to the class. You should only include headings, main points and pictures. You should say most of the information. Make notes about other groups' presentations.
- 7 Have a class vote. Which city of the future would the class most like to live in?

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- work in a team.
- think critically about details when preparing your project.
- be creative.
- develop your creativity by practising oral and written skills.
- create the project in the required format and present it to the class.

PRONUNCIATION

UNIT 1

Vowel sounds: /ʊ/ and /uː/

1  Listen to the dialogue.


LUKE Let's **look** in this **room**, **Sue**.

SUE Wow! It's got things from the **moon** in it.

LUKE **Look** at these **cool boots**! I saw them in our science **book**.

SUE We **should** take a photo for our **school** project, **Luke**.

2 Say the words with the short /ʊ/ vowel sound. Then say the words with the long /uː/ vowel sound.

3  Listen and repeat. Then practise with a partner.

UNIT 2

Strong and weak forms of *was* and *were*

1  Listen to the dialogue.

GIRL Was she **shopping**?

BOY Yes, she **was**. She **was shopping** for **socks**.

GIRL **Were** they doing their **homework**?

BOY No, they **were**n't. They **were learning** to **surf**!

2 Say the words with the /ɒ/ sound. Now say the words with the /ɜː/ sound. When *was* and *were* aren't stressed, we use the /ə/ sound. It's the same as /ɜː/ but shorter.

3  Listen and repeat. Then practise with a partner.

UNIT 3

Sentence stress

1  Listen to the stress in these sentences.

Car – plane – bike – train.

A car, a plane, a bike, a train.

A car and a plane and a bike and a train.

A car and then a plane and then a bike and then a train.

2 Which words are stressed in every sentence? What happens to the other words?

3  Listen and repeat. Then practise with a partner.

UNIT 4

Word stress

1  Read and listen to the dialogue.

SARAH Jack, I can't **believe** it! Do you **recognise** that man over there?

JACK I **suppose** it could be someone we **know**...

SARAH How could you **forget**? **Think**, Jack!

JACK Oh, yeah! Now I **remember**! He's on that TV quiz show.

SARAH That's right. It's called, '**Concentrate**'. I wonder what he's doing here?

2 How many syllables do the **blue** / **red** / **green** words have? Say these verbs, and stress the correct syllable.

3  Listen and repeat the dialogue.

UNIT 5

The short /ʌ/ vowel sound

1  Read and listen to the poem.

My little **cousin** from **London's** **coming** on **Monday**.
She's **young** and **lovely** – and very **funny**.
She **loves** the **sun** and **running** and **jumping**.
She **doesn't** like **studying** or **spending** **money**.

2 Say the words with the /ʌ/ vowel sound in blue.

3  Listen and repeat the poem.

UNIT 6

been: strong /biːn/ and weak /bɪn/


1  Read and listen to the dialogue.

JILL Where have you **been**? The party's already started.

PETE Shh! I've **been** hiding in the kitchen.


JILL We've **been** looking for you everywhere. We want to play a game.

PETE Well, I've **been** trying to find a bin to put this sandwich in. It's horrible!

- Say the strong and weak forms of *been*, /bi:n/ and /bɪn/. What other word sounds like /bɪn/?
-  Listen and repeat the dialogue.

UNIT 7

The /h/ consonant sound


-  Listen to the dialogue.

DR HARRIS Who's next? Oh, hello Harry. How can I help you?

HARRY Well, Dr Harris – my head's very hot!


DR HARRIS Let me see ... does it hurt here?


HARRY Yes, doctor! That feels horrible!

DR HARRIS It's your hat, Harry. It's too small!
- Say the words starting with the /h/ consonant sound.
-  Listen and repeat. Then practise with a partner.

UNIT 8


/f/, /v/ and /b/ consonant sounds

-  Read and listen to the advertisement.

Visit the beautiful village of Victoria! The village is surrounded by forests and farms. There's a fantastic river for fishing. You can buy souvenirs and see very old buildings. There are buses to the beach from Monday to Friday. You'll never forget your visit to Victoria!
- Say the words with the /f/, /v/ and /b/ sounds.
-  Listen and repeat the sentences.

UNIT 9

Intonation of question tags

-  Read and listen to the dialogue.

SAM You do want to come, *don't you?*

MAX I'm not sure. Jane's got those big dogs, *hasn't she?*

SAM Yes, they're enormous! But they're very friendly.

MAX Well I don't like dogs, *do I!?*

SAM You're not afraid, *are you?*


MAX Of course not!

- Look at the blue question tags. Circle the correct words in each sentence.

Sam *knows / doesn't know* the answer to his questions. His voice goes *up / down*.


Now look at the red question tags. Circle the correct words in each sentence.

Max *knows / doesn't know* the answer to his questions. His voice goes *up / down*.

-  Listen and repeat the dialogue.

UNIT 10


Short and long vowel sounds: /ɪ/ – /i:/ and /ʊ/ – /əʊ/

-  Read and listen to the dialogues.

MRS GREEN We all need good self esteem. But what does it mean? Tim?

TIM It's a lot of things, Mrs Green. But it's really important to feel happy to be as we are.

MR ROSS So, do you copy your favourite pop stars? Do you wear the same clothes, Rose?

ROSE Mr Ross! I follow pop stars – but I don't wear the same clothes! I'm not a clone.
- Say the words with the short /ɪ/ and the long /i:/ sounds. How does your mouth change shape? Say the words with the short /ʊ/ and the long /əʊ/ sounds. How does your mouth change shape now?
-  Listen, repeat and practise.

GET IT RIGHT!

UNIT 1

have to / don't have to

We always use the base form of the verb after **have to / don't have to**.

- ✓ He **has to tidy** his room today.
- ✗ He has to ~~tidied~~ his room today.
- ✗ He has to ~~tidying~~ his room today.

We use the correct form of **do + not/n't + have to** to say that something isn't necessary. We **don't use haven't to**.

- ✓ You **don't have to help** me. I can do it.
- ✗ You ~~haven't to~~ help me. I can do it.

Find six mistakes. Correct them.

I have to do a lot of housework at home, but I'm OK about that. I have to tidying my room, but I haven't to vacuum the floor. My brother has to does that. We have to do the washing up, but we don't have do the washing. My dad does that once a week. I haven't to do the cooking – my mum likes cooking. She says it helps her to relax. Of course, I have to doing my homework every day after school. I'm not OK about that!

UNIT 2

Past continuous vs. past simple

We use the past continuous to talk about background actions in the past, and the past simple for actions which happened at one moment in the past.

- ✓ I **was watching** television when the lights **went out**.
- ✗ I ~~watched~~ television when the lights went out.

Complete the story with the past continuous or past simple of the verb in brackets.

The surprise!

It ¹_____ (happen) last Saturday while I ²_____ (have) a party at my house. At 9 o'clock, we ³_____ (dance) and having a fantastic time. Then, suddenly, the lights ⁴_____ (go) out. I ⁵_____ (close) my eyes and screamed! But when I ⁶_____ (stop), I heard that all my friends ⁷_____ (laugh). When I ⁸_____ (open) my eyes, everybody was smiling at

me. When my mum ⁹_____ (arrive) with a cake and candles, I finally understood ...

UNIT 3

Present perfect simple

We use the present perfect simple to talk about situations or actions that happened some time in the past.

- ✓ I **have met** a lot of famous actors.
- ✗ I ~~met~~ a lot of famous actors.

We use the past simple to talk about situations or actions at a specific time in the past.

- ✓ A year ago, I **met** a famous actor.
- ✗ A year ago, I ~~have met~~ a famous actor.

Find seven mistakes in the text. Correct them.

My parents work for international companies, so I travelled a lot. I've lived in Europe, Asia and the USA. Two years ago, I have lived in Spain for six months. My brother's only three, so he only went to Europe and he forgot that trip! My dad travelled to more places. He has been to Australia and New Zealand last year, but we never visited England.

UNIT 4

Present perfect with *for* or *since*

Learners often use the present simple with *for* or *since* when the present perfect is required.

We use the present perfect tense with both *for* and *since* referring to an earlier time which is still relevant now.

- ✓ I **have known** him *for three months*.
- ✗ I ~~know~~ him *for three months*.

Make new sentences in the perfect tense using the information given.

- 0 I started playing the guitar when I was six years old. I still play the guitar now.
I've played the guitar since I was six years old.
- 1 We were friends when we were ten. We are still friends now.

- _____
- 2 I saw her when I was five. I did not see her after that.
- _____
- 3 I started working in the newsagent's two years ago. I work there now.
- _____
- 4 You moved to Madrid six months ago.
- _____
- 5 My family travelled abroad in 2010. They did not travel abroad after that.
- _____
- 6 Have you earned any money recently? (over £100 last week)

UNIT 5

Any vs. – (no article)

Learners often miss out *any* where it is needed in questions and negative statements.

- ✓ Do you have **any** questions? If so, please visit me in my office.
- ✗ Do you have questions? If so, please visit me in my office.

Circle the correct answer, *any* or – (no article).

- In the countryside there aren't *any* / – discos.
- I didn't take *any* / – notice of it and deleted it again.
- I have been doing *any* / – homework.
- We need *any* / – time to work on this.
- I have been here for four months and I can't live here *any* / – longer.
- Do you have *any* / – money I can borrow?

will vs. should

Learners sometimes use *will* instead of *should*.

We use *should* to give advice to someone, or to mean that something is supposed to happen.

- ✓ In my opinion, the subject you **should** talk about is the environment.
- ✗ In my opinion, the subject you **will** talk about is the environment.

Circle the correct answer.

- In my opinion, you will / *should* not move schools.
- If you like the seaside, you will / *should* go to the south coast.
- If we do it that way, it will / *should* be a disaster.
- On this diet, you must eat healthy food, and you won't / *shouldn't* drink fizzy drinks.
- I'll / I *should* meet you there if you like.
- Will / *Should* we study everything for the test or just this unit?

UNIT 6

Present simple or present continuous vs. present perfect continuous

Learners sometimes use the present simple or the present continuous when the present perfect continuous is required.

We use the present perfect continuous to talk about how long we have been doing something. We often use it with *for* and *since* and a time period.

- ✓ I **have been living** in this house for three years.
- ✗ I **live** in this house for three years.
- ✓ I **am living** in this house for three years.

Correct the following sentences.

- I try to do that for ages, but I can't manage it.

- How long is Michael learning English?

- I have always been going to work by train, because I live far away.

- His friends laugh every time he is telling that joke – I don't know why.

- I need to fill in your address – where have you been living?

- Since last Wednesday I go to karate lessons.

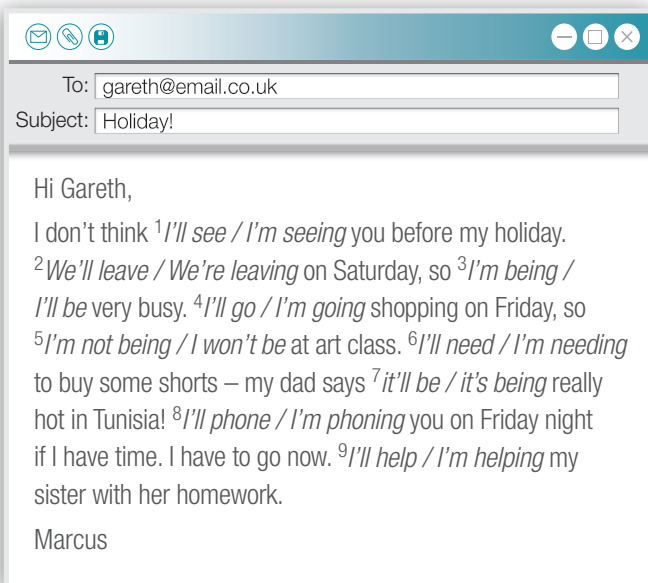
UNIT 7

will / won't for future predictions

We use the present continuous to talk about things happening now and future arrangements. We use **will** or **won't** + base form to make future predictions.

- ✓ I'm sure you **will do** well in your test next week.
- ✗ I'm sure you ~~are doing~~ well in your test next week.
- ✓ I'm **going** to a party on Saturday.
- ✗ I ~~will go~~ to a party on Saturday.

Choose present continuous or 'll / won't to complete the email.



UNIT 8

Future with will

Learners sometimes use the present simple tense when the future tense is required.

- ✓ We **will meet** at 9 p.m. tomorrow.
- ✗ We ~~meet~~ at 9 p.m. tomorrow.

Correct the following sentences.

- 1 We normally will go there every Wednesday.

- 2 I think I will know what you mean.

- 3 So I see you on the 15th.

- 4 I'm sure you want to go there when you see these pictures.

- 5 When I will get home, I'll send you a text.

- 6 Who wins the next football match?

UNIT 9

Future forms and time phrases

Learners sometimes use the wrong word order with time phrases.

We put the time phrase after the verbs and object phrases.

- ✓ I hope you will come **with me next year**.
- ✗ I hope you will come ~~next year with me~~.

Correct the following sentences.

- 1 He will look this week at my project.

- 2 I can't straight away help you, but I will as soon as I can.

- 3 I'll do immediately what you've suggested.

- 4 Will you by Friday have it finished?

- 5 I will talk now to him.

- 6 I bet he won't next time do it like that.

Question tags

Learners sometimes use the wrong verb in the tag question.

We form question tags by using the same verb if the verb is an auxiliary (*be, have*) or modal verb (*can, will, would, etc.*), but we use *do* with all other verbs.

We use a pronoun which agrees with the subject of the verb, and we keep the tense the same.

- ✓ He played the whole game, **didn't he?**
- ✗ He played the whole game, ~~isn't it?~~

Correct the following question tags.

- 0 This is a good idea, doesn't it?
This is a good idea, isn't it?

- 1 He is working on his project, doesn't he?

- 2 We have always wanted to travel, don't we?

- 3 That doesn't sound very interesting, is it?

- 4 You don't finish work at 6 p.m., are you?

- 5 It would probably be too far to walk there, isn't it?

- 6 He's driving much too fast on these wet roads, doesn't he?

- 1 This time next year we'll be at university and we'll live away from home.

- 2 I'll have a look in my diary and see if I'm free on the 5th.

- 3 This time next week I'll do my final exams. Scary!

- 4 Some people think that tablets will soon replace laptops.

- 5 I'll play hockey when you arrive at the station tomorrow, but Chloe can meet you.

- 6 I think you'll have a good time when you go to Spain.

UNIT 10

Future continuous vs. future simple

Learners often confuse the future continuous with the future simple.

We use the future continuous to talk about events which will be in the process of happening at some time in the future.

✓ *This time next week I'll be sitting on the beach in Cádiz.*

✗ *This time next week I'll sit on the beach in Cádiz.*

Decide if the sentences can be written in the future continuous. If so, rewrite them using this tense. What's the difference in meaning between the future simple and future continuous form in these cases?

- 0 When you get to the station, I'll wait for you at the main entrance.
When you get to the station, I'll be waiting for you at the main entrance.

STUDENT A

UNIT 1, PAGE 21

Student A

You are a son or daughter. You are at home.

You want to see a friend.

You are phoning your mum or dad about it.

When your mum/dad tells you that you should do some housework, ask her/him what you have to do.

Also, tell your mum/dad that there are some things she/he shouldn't forget. When she/he asks you what things, say:

She/He ...

- should do the shopping
- shouldn't be late tonight (you want to watch a DVD together with her/him)
- mustn't forget to bring some chocolate biscuits!

The line is not very good so you have to ask your mum or dad several times to repeat what she/he has said.

UNIT 3, PAGE 41

Student A

- 1 You and some friends are going to the cinema. See if Student B wants to come.
- 2 Student B invites you to do something with a group of friends. You want to do it.

UNIT 5, PAGE 61

Student A

- 1 You've got an idea of how to raise money for a charity in India: Students can pay £1 and not wear their school uniform one day next week. But is it really a good idea? You're not too sure. Tell Student B your idea and see what they think.
- 2 Student B wants to tell you about an idea for a new school club. Listen to the idea and encourage them to do it. Offer help and maybe some ideas of your own.

UNIT 7, PAGE 79

Student A

Ask your questions and answer Student B's.

- 1 What will you do if it rains this weekend?
- 2 What will you do if the weather's nice?
- 3 How will you feel if your teacher gives you a lot of homework today?
- 4 What will you wear if you go out to a party this evening?
- 5 What film will you see if you go to the cinema this week?
- 6 What programme will you watch if you watch TV this evening?

STUDENT B

UNIT 1, PAGE 21

Student B

You are a mum or dad. Your son/daughter is phoning you.

Make sure he/she knows that he/she has to do some housework before he/she can go out. When he/she asks you, say:

He/She ...

- has to tidy up his/her room
- should load the dishwasher
- mustn't forget to vacuum the floor

When your son or daughter tells you that there are things you shouldn't forget, ask them what things.

The line is not very good so you have to ask your son or daughter several times to repeat what he/she has said.

UNIT 3, PAGE 41

Student B

- 1 Student A invites you to do something with a group of friends. You can't do it. Say why you can't.
- 2 You and some friends are going for a long walk. See if Student A wants to come.

UNIT 5, PAGE 61

Student B

- 1 Student A wants to tell you about an idea to raise money for a charity in India. Listen to the idea and encourage them to do it. Offer help and maybe some ideas of your own.
- 2 You've got an idea for a new school club: a cooking club that helps students learn how to cook healthy food. But is it really a good idea? You're not too sure. Tell Student B your idea and see what they think.

UNIT 7, PAGE 79

Student B

Ask your questions and answer Student A's.

- 1 What will you do if you stay at home this weekend?
- 2 What will you study if you go to university?
- 3 What will you buy if you go shopping this weekend?
- 4 How will you feel if your parents ask you to do a lot of housework this evening?
- 5 What video game will you play if you decide to play video games this evening?
- 6 Where will you go if you meet your friends tonight?

WORDLIST

Unit 1

e-reader	a small electronic device with a screen that allows you to read books in an electronic form	noun	'i:ri:.də
digital camera	a type of camera that records images that you can use and store on a computer	noun	ˌdɪdʒ.ɪ.təl 'kæm.rə
flat screen TV	a type of television with a screen that is very thin and shows a very clear picture	noun	ˌflæt skri:n 'ti:vi:
tablet	a small, flat computer that you use by touching the screen	noun	'tæb.lət
laptop	a computer that is small enough to be carried around and used where you are sitting	noun	'læp.tɒp
desktop computer	a computer that is small enough to fit on a desk	noun	ˌdesk.tɒp kəm'pjʊ:.tə
Sat Nav	a piece of equipment you use in a car to tell you how to get to places	noun	'sæt.næv
game console	a device that is used to play computer games	noun	'geɪm ˌkɒn. səʊl
headphones	a piece of equipment that you wear over your ears so that you can listen to music without anyone else hearing it	noun	'hed.fəʊnz
remote control	a piece of equipment that is used to control something such as a television or toy from a distance	noun	rɪˌməʊt kən'trəʊl
MP3 player	a piece of electronic equipment for playing music that has been stored as MP3 files	noun	em.pi:'θri: ,pleɪ.ə
torch	a small electric light that you hold in your hand	noun	tɔ:tʃ
coffee machine	a machine that makes coffee	noun	'kɒf.i məʃi:n
calculator	an electronic device that you use to do mathematical calculations	noun	'kæ.l.kjʊ. leɪ.tə
docking station	a piece of electrical equipment to which another piece of equipment can be connected	noun	'dɒk.ɪŋ ,steɪ.ʃən
hair dryer	a piece of electrical equipment for drying your hair with hot air	noun	'heə ˌdraɪ.ə
gadget	a small piece of equipment that does a particular job	noun	'gædʒ.ɪt
mobile phone	a telephone that you can carry everywhere with you	noun	ˌməʊ.baɪl 'fəʊn
vacuum the floor	to clean the floor using a machine that sucks up dirt	phrase	ˌvæk.ju:m ðə 'flo:

tidy up	to make a place tidy	phrasal verb	ˌtaɪ.di 'ʌp
do the ironing	to make clothes smooth using a hot, heavy metal device	phrase	ˌdu: ði: 'aɪə.nɪŋ
do the shopping	to buy things, especially food, from shops	phrase	ˌdu: ðə 'ʃɒp.ɪŋ
set the table	to put plates, knives, forks, etc. on the table to prepare for a meal	phrase	ˌset ðə 'teɪ. bl̩
clear the table	to take plates, knives, forks, etc. off the table at the end of a meal	phrase	ˌkliə ðə 'teɪ.bl̩
do the washing-up	to wash the dishes, pans, and other things you have used for cooking and eating a meal	phrase	ˌdu: ðə ,wɒʃ.ɪŋ 'ʌp
wash up	to wash the dishes, pans, and other things you have used for cooking and eating a meal	phrasal verb	wɒʃ 'ʌp
make the beds	to make the sheets and covers on beds tidy	phrase	ˌmeɪk ðə 'bedz
do the cooking	to cook food	phrase	ˌdu: ðə 'kʊk.ɪŋ
do the washing	to wash clothes, sheets, etc.	phrase	ˌdu: ðə ,wɒʃ.ɪŋ
load the dishwasher	to put dirty plates, knives, forks, etc. in a machine that cleans them	phrase	ˌləʊd ðə 'dɪʃ,wɒʃ.ə
empty the dishwasher	to take clean plates, knives, forks, etc. out of the machine that cleans them	phrase	ˌemp.ti ðə 'dɪʃ,wɒʃ.ə
tidying	the activity of making sure that things are in the correct place and look organized	noun	'taɪ.di.ɪŋ
chores	boring jobs that you must do	plural noun	tʃɔ:z
like	similar to or in the same way as someone or something	preposition	laɪk
looks like	to be similar in appearance to something	phrase	'lʊks laɪk
sounds like	to make a similar noise to something	phrase	'saʊndz laɪk
Like what?	used to ask what something is similar to	phrase	laɪk 'wɒt
illness	a disease of the body or mind	noun	'ɪl.nəs
care about something	to think that something is important and to feel interested in it or worried about it	phrase	'keə əbaʊt ,sʌm.θɪŋ
environment	the air, land, and water where people, animals and plants live	noun	ɪn'vaɪ.rən. mənt

appearance	the way a person or thing looks to other people	noun	ə'piə.rəns
have access to something	to be able to get something	phrase	ˌhæv 'æk.ses tə ˌsʌm.θɪŋ
switch off	to turn off a light, television, etc. by using a switch	phrasal verb	swɪtʃ 'ɒf
robot	a machine controlled by a computer, which can move and do other things that people can do	noun	'rəʊ.bɒt
create problems	to make difficulties	phrase	kri.eɪt 'prɒb.ləmz
fair	acceptable, reasonable or right	adjective	feə

Unit 2

basketball	a game in which two teams try to score points by throwing a ball through a high net, or the ball used in this game	noun	'bɑːskɪt.bɔːl
horseracing	the sport where people race on horses, usually to win money	noun	'hɔːs.reɪ.sɪŋ
athletics	the sports which include running, jumping and throwing	noun	æθ'let.ɪks
swimming	the activity of moving through water by moving your body	noun	'swɪm.ɪŋ
race	a competition in which people run, ride, drive, etc. against each other in order to see who is the fastest	noun	reɪs
track	a path, often circular, used for races	noun	træk
rope	very thick string made from twisted thread	noun	rəʊp
net	an object that has many holes in it and that is used in many sports and for catching fish	noun	net
match	a sports competition in which two people or teams compete against each other	noun	mætʃ
rider	someone who rides a horse, bicycle, or motorcycle	noun	'raɪ.də
finish line	a line that marks the end of a race	noun	'fɪn.ɪʃ ˌlaɪn
try	to attempt to do something	verb	traɪ
win	to get the most points in a competition or game	verb	wɪn
lose	to stop having something that you had before	verb	luːz
run	to move on your feet at a faster speed than walking	verb	rʌn
sailing	a sport using boats with sails	noun	'seɪ.lɪŋ
diving	the activity of swimming under water, usually with breathing equipment	noun	'daɪ.vɪŋ

golf	a game on grass where players try to hit a small ball into a series of holes, using a long, thin stick	noun	gɒlf
gymnastics	a sport in which you do physical exercises on the floor and on different pieces of equipment, often in competitions	noun	dʒɪm'næst.ɪks
rock-climbing	the activity of climbing large pieces of hard stone	noun	'rɒk.klaɪ.mɪŋ
rugby	a sport played by two teams with an oval ball and H-shaped goals	noun	'rʌɡ.bi
skiing	the sport of moving over snow on skis	noun	'skiː.ɪŋ
volleyball	a game in which two teams use their hands to hit a ball over a net without allowing it to touch the ground	noun	'vɒl.i.bɔːl
windsurfing	a sport in which you sail across water by standing on a board and holding onto a large sail	noun	'wɪnd.sɜː.fɪŋ
player	someone who takes part in a game or sport	noun	'pleɪ.ə
team	a group of people who work together to do something	noun	tiːm
play football	to take part in a game of football	phrase	ˌpleɪ 'fʊt.bɔːl
go running	to run as a form of exercise	phrase	ˌɡəʊ 'rʌn.ɪŋ
do athletics	to do sports that involve running, jumping and throwing	phrase	ˌduː æθ'let.ɪks
team sport	sport that involves groups of people playing together	phrase	'tiːm ˌspɔːt
water sport	sport that takes place in or on water	phrase	'wɔː.tə ˌspɔːt
football	a game in which two teams of players kick a round ball and try to score goals	noun	'fʊt.bɔːl
running	the sport of moving on your feet at a speed faster than walking	noun	'rʌn.ɪŋ
surfing	the sport of riding on a wave on a special board	noun	'sɜː.fɪŋ
cycle	to ride a bicycle	verb	'saɪ.kl̩
team games	games that involve groups of people playing together	plural noun	'tiːm ˌɡeɪmz
skate-park	a place where people do skateboarding, in-line skating, etc.	noun	'sket.pɑːk
ramp	a sloping surface that joins two places that are at different heights	noun	ræmp
ski	to move over snow on skis	verb	skiː
competition	an organized event in which people try to win a prize by being the best, fastest, etc.	noun	ˌkɒm.pə'tɪʃ.ən
referee	a person who is in charge of a sports game and who makes certain that the rules are followed	noun	ˌref.ə'riː

cycle race	a race between people riding bicycles	noun	'saɪ.kl̩ˌreɪs
cyclist	someone who rides a bike	noun	'saɪ.klɪst
first half	the first part of a sports match	noun	'fɜːst ˌhɑːf
kick-off	the time when a football match begins	noun	'kɪk.ɒf
half time	a short period of rest between the two halves of a game	noun	ˌhɑːf ˈtaɪm
second half	the second part of a sports match	noun	'sek.ənd ˌhɑːf
at first	at the beginning of a situation or period of time	phrase	ət 'fɜːst
then	at that time or next, after something has happened	ad-verb	ðen
after	when a time or event has happened	preposition	'ɑːf.tə
finally	after a long time or some difficulty	ad-verb	'faɪ.nə.li
marathon	a running race of slightly over 26 miles (42.195 kilometres)	noun	'mær.ə.θən
athlete	a person who is very good at sports or physical exercise, especially one who competes in organized events	noun	'æθ.li:t
spectator	someone who watches an event, sport, etc.	noun	spek'teɪ.tə
bronze medal	a metal disc given as a prize to the person or team that comes third in a race or competition	phrase	ˌbrɒnz 'med.əl
silver medal	a metal disc given as a prize to the person or team that comes second in a race or competition	phrase	ˌsɪl.və 'med.əl
gold medal	a metal disc given as a prize to the person or team that comes first in a race or competition	phrase	ˌɡəʊld 'med.əl
stadium	a large, open area with seats around it, used for playing and watching sports	noun	'steɪ.di.əm
trophy	a prize, such as a silver cup, that you get for winning a race or competition	noun	'trɒʊ.fi
goal	a point scored in sports such as soccer, when a player sends a ball or other object into a particular area, such as between two posts	noun	ɡəʊl
winner	someone who wins a game or competition	noun	'wɪn.ə
climb	to go up, or to go towards the top of something	verb	klaɪm
accident	something bad which happens that is not expected or intended, and which causes injury or damage	noun	'æk.sɪ.dənt
shine	to produce bright light	verb	ʃaɪn

dream	something that you want to happen very much but that is not very likely	noun	dri:m
practise	to do or play something regularly or repeatedly in order to become skilled at it	verb	'præk.tɪs
competitive	wanting very much to win or be more successful than other people	adjective	kəm'pet.ɪ.tɪv
lose control	to no longer be able to make something do what you want	phrase	ˌluːz kən'trəʊl
take place	to happen	phrase	ˌteɪk 'pleɪs
cross	to go across from one side of something to the other	verb	kros

Unit 3

bicycle	a two-wheeled vehicle that you sit on and move by turning the two pedals	noun	'baɪ.sɪ.kl̩
boat	a vehicle for travelling on water	noun	bəʊt
bus	a large vehicle in which people are driven from one place to another	noun	bʌs
car	a road vehicle with an engine, four wheels, and seats for a small number of people	noun	kɑː
plane	a vehicle that flies and has at least one engine and wings	noun	pleɪn
train	a long, thin vehicle which travels along metal tracks and carries people or goods	noun	treɪn
travel	to move or go from one place to another	verb	'træv.əl
country	an area of land that has its own government, army, etc.	noun	'kʌn.trɪ
continent	one of the seven main areas of land on the Earth, such as Africa, Asia, Europe or South America	noun	'kɒn.tɪ.nənt
been (go)	past participle of be	verb	bi:n
done (do)	past participle of do	verb	dʌn
gone (go)	past participle of go	verb	ɡɒn
seen (see)	past participle of see	verb	si:n
written (write)	past participle of write	verb	'rɪt.ən
met (meet)	past simple and past participle of meet	verb	met
spoken (speak)	past participle of speak	verb	'spəʊ.kən
eaten (eat)	past participle of eat	verb	'iː.tən
taken (take)	past participle of take	verb	'teɪ.kən
flown (fly)	past participle of fly	verb	fləʊn
swum (swim)	past participle of swim	verb	swʌm
won (win)	past simple and past participle of win	verb	wʌn

driven (drive)	past participle of drive	verb	'drɪv.ən
tourist	someone who visits a place for pleasure and does not live there	noun	'tʊə.rɪst
traveller	someone who travels	noun	'træv.əl.ə
minibus	a small bus with seats for about ten people	noun	'mɪn.i.bʌs
helicopter	an aircraft which flies using long, thin parts on top of it that turn round and round very fast	noun	'hel.ɪ.kɒp.tə
tram	an electric vehicle for carrying passengers, mostly in cities, which moves along metal lines in the road	noun	træm
scooter	a small motorcycle	noun	'sku:tə
fly	to travel through the air in an aircraft	verb	flaɪ
miss	to arrive too late to get on a bus, train, aircraft, etc.	verb	mɪs
catch	to get on a bus, train, etc. in order to travel somewhere	verb	kætʃ
take	to travel somewhere by using a bus, train, car, etc.	verb	teɪk
ride	to travel by sitting on a horse, bicycle, or motorcycle and controlling it	verb	raɪd
drive	to move or travel on land in a motor vehicle, especially as the person controlling the vehicle's movement	verb	draɪv
travel the world	to go to many different countries	phrase	ˌtræv.əl ɒ̃ 'wɜ:ld
other cultures	habits, traditions and beliefs that are different from those in your own society	phrase	ˌɒ̃.ə 'kʌl.tʃəz
skeleton	the structure made of all the bones in the body of a person or animal	noun	'skel.ɪ.tən
false teeth	teeth that are not real but are made to look real	plural noun	ˌfɔ:ls 'ti:θ
on time	not early or late	phrase	ˌɒn 'taɪm
village	a place where people live in the countryside that includes buildings such as shops but is smaller than a town	noun	'vɪl.ɪdʒ
journey	when you travel from one place to another	noun	'dʒɜ:.ni
45 centimetres wide	If something is 45 centimetres wide, that is the distance from one side to the other.	phrase	ˌfɔ:.ti.faɪv ˌsen.tɪ.mɪ.təz 'waɪd
take a risk	to do something although something bad might happen because of it	phrase	ˌteɪk ə 'rɪsk
tiny	extremely small	adjective	'taɪ.ni

tracks	narrow paths	plural noun	træks
neighbour	someone who lives very near you, especially in the next house	noun	'neɪ.bə
admire	to respect or approve of someone or something	verb	əd'maɪə

Unit 4

for	used to show an amount of time or distance	preposition	fɔ:
since	from a time in the past until a later time or until now	preposition	sɪns
science	the study and knowledge of the structure and behaviour of natural things in an organized way	noun	saɪəns
physics	the scientific study of matter and energy and the effect that they have on each other	noun	'fɪz.ɪks
biology	the scientific study of living things	noun	baɪ'ɒl.ə.dʒi
music	a pattern of sounds that is made by playing instruments or singing, or a recording of this	noun	'mju:zɪk
drama	a play in a theatre or on television or radio, or plays and acting generally	noun	'drɑ:.mə
design and technology	the activity or study of making plans for the way something will be made	noun	dɪˌzain ən tek'nɒl.ə.dʒi
English	the language that is spoken in the UK, the US, and in many other countries	noun	'ɪŋ.glɪʃ
PE (physical education)	abbreviation for physical education: classes at school where children do exercise and play sport	noun	ˌpi:'i:
maths	the study of numbers, shapes and space using reason and usually a special system of symbols and rules for organizing them	noun	mæθs
ICT (information and communication technology)	abbreviation for information and communication technology: the use of computers and other electronic equipment to store and send information	noun	ˌaɪ.sɪ'ti:
history	the study of events in the past	noun	'hɪs.tər.i
Spanish	the main language spoken in Spain, most Latin American countries, and some other countries	noun	'spæn.ɪʃ
concentrate	to think very carefully about something you are doing and nothing else	verb	'kɒn.sən.treɪt
remember	If you remember a fact or something from the past, you keep it in your mind, or bring it back into your mind.	verb	rɪ'mem.bər
think	to use the brain to plan something, understand a situation, etc.	verb	θɪŋk

imagine	to have an idea of what something is like or might be like	verb	'ɪmædʒ.ɪn
wonder	to ask yourself questions or express a wish to know about something	verb	'wʌn.də
believe in	to feel certain that something exists	phrasal verb	bɪ'li:v.ɪn
guess	to give an answer or opinion about something without having all the facts	verb	ges
realise	to understand a situation, sometimes suddenly	verb	'riə.laɪz
suppose	to think that something is likely to be true	verb	sə'pəʊz
youth club	a place where older children can go to meet other children, play sports, and do other social activities	noun	'ju:θ.ˌklʌb
holiday camp	a place where people on holiday can stay and different types of entertainment are provided for them	noun	'hɒl.ɪ.deɪ.ˌkæmp
safety	how safe something is	noun	'seɪf.ti
motivation	enthusiasm for doing something	noun	ˌməʊ.tɪ'veɪ.ʃən
encourage	to give someone confidence or hope	verb	ɪn'kʌr.ɪdʒ
achieve	to succeed in doing something good, usually by working hard	verb	ə'tʃi:v
tool	a piece of equipment that you use with your hands in order to help you do something	noun	tu:l
teamwork	when a group of people work well together	noun	'ti:m.wɜ:k
spear	a long weapon with a sharp point at one end used for hunting	noun	spiə
container	an object such as a box or a bottle that is used for holding something	noun	kən'teɪ.nə
planet	a large, round object in space that moves around the sun or another star	noun	'plæn.ɪt

Unit 5

account	an arrangement that you have with a company to use a service they provide	noun	ə'kaʊnt
post	to leave a message on a website	noun	pəʊst
update	a report containing all the latest news or information	noun	'ʌp.dert
social media	websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone	noun	ˌsəʊ.ʃəl 'mi:.di.ə
everything	all things	determiner	'ev.ri.θɪŋ
everyone	every person	determiner	'ev.ri.wʌn
everywhere	in or to every place	determiner	'ev.ri.weə

something	used to refer to a thing when you do not know what it is or when it is not important what it is	determiner	'sʌm.θɪŋ
someone	used to refer to a single person when you do not know who they are or when it is not important who they are	determiner	'sʌm.wʌn
somewhere	used to refer to a place when you do not know exactly where it is or when it is not important exactly where it is	determiner	'sʌm.weə
nothing	not anything	determiner	'nʌθ.ɪŋ
no one	no person	determiner	'nəʊ.wʌn
nowhere	not anywhere	determiner	'nəʊ.weə
anything	any object, event, situation, etc.	determiner	'en.i.θɪŋ
anyone	any person or any people	determiner	'en.i.wʌn
anywhere	in or to any place	determiner	'en.i.weə
go online	to connect to the Internet	phrase	ˌɡəʊ ɒn'laɪn
post a message	to publish something on a website or using social media	phrase	ˌpəʊst ə 'mes.ɪdʒ
buy an app	to pay for a programme for your mobile or tablet	phrase	ˌbaɪ ən 'æp
get an error message	to get information on your computer screen telling you about a problem	phrase	get ən 'er.ə 'mes.ɪdʒ
an application closes down	a programme closes	phrase	ən æp.li.ˌkeɪ.ʃən kləʊzɪz 'daʊn
your screen goes blank	your computer screen does not show information any more	phrase	ʃɔ: 'skri:n ɡəʊz 'blæŋk
you close a file without saving it first	you lose all the changes you have just made	phrase	ju: kləʊz ə 'faɪl wɪðəʊt seɪvɪŋ ɪt 'fɜ:st
you close a file without saving it first	you lose all the changes you have just made	phrase	ju: kləʊz ə 'faɪl wɪðəʊt seɪvɪŋ ɪt 'fɜ:st
a programme freezes	a programme stops working and the screen will not change	phrase	ə ˌprəʊ.ɡræm 'fri:zɪz
your hard disk crashes	the system that saves information on your computer suddenly stops working	phrase	ʃɔ: 'hɑ:d disk 'kræʃɪz
monitor	a screen that shows information or pictures, usually connected to a computer	noun	'mɒn.ɪ.tə
all of them	every person or thing in a group	phrase	'ɔ:l əv ðəm
all of them	every person or thing in a group	phrase	'ɔ:l əv ðəm
some of them	some people or things in a group	phrase	'sʌm əv ðəm

none of them	no person or thing in a group	phrase	'nʌn əv ðəm
any of them	some or even the smallest amount or number of something	phrase	'en.i əv ðəm
should	used to give advice	modal verb	ʃʊd
had better	used to give advice	phrase	hæd 'bet.ə
ought to	used to say or ask what is the correct or best thing to do	modal verb	'ɔ:t. tə
bad advice	an opinion that someone gives you about what you should do in a particular situation which does not have good results	phrase	ˌbæd əd'vaɪs
good advice	a good opinion that someone gives you about what you should do in a particular situation	phrase	ˌɡʊd əd'vaɪs
practical advice	a suitable opinion that someone gives you about what you should do in a particular situation	phrase	ˌpræktɪ.kəl əd'vaɪs
useful advice	a helpful opinion that someone gives you about what you should do in a particular situation	phrase	ˌju:z.fəl əd'vaɪs
advice about [something]	an opinion that someone gives you about what you should do in a particular situation	phrase	əd'vaɪs əˌbaʊt ˌsʌm.θɪŋ
ask for advice from [someone]	to ask someone for their opinion about what you should do in a particular situation	phrase	ˌɑ:sk fər əd'vaɪs frəm ˌsʌm.wʌn
get advice from [someone]	to ask someone for their opinion about what you should do in a particular situation	phrase	ˌɡet əd'vaɪs frəm ˌsʌm.wʌn
give [somebody] advice	to tell someone what you think they should do in a particular situation	phrase	ˌɡɪv ˌsʌm.bə.di əd'vaɪs
offer [somebody] advice	to tell someone what you think they should do in a particular situation	phrase	ˌɒf.ə ˌsʌm.bə.di əd'vaɪs
take [someone's] advice	to do what someone has said they think you should do in a particular situation	phrase	ˌteɪk ˌsʌm.wʌnz əd'vaɪs
follow [someone's] advice	to do what someone has said they think you should do in a particular situation	phrase	ˌfɒl.əʊ ˌsʌm.wʌnz əd'vaɪs
ignore [someone's] advice	to decide not to do what someone has said they think you should do in a particular situation	phrase	ɪˌɡnɔ: ˌsʌm.wʌnz əd'vaɪs
advise [someone] [to do something]	to tell someone that you think they should do something	phrase	əd'vaɪz ˌsʌm.wʌn tə 'du: ˌsʌm.θɪŋ
advise against [something]	to tell someone that you think they should not do something	phrase	əd'vaɪz əˌɡenst ˌsʌm.θɪŋ

cave	a large hole in the side of a hill, cliff or mountain, or one that is underground	noun	keɪv
emotion	a strong feeling such as love or anger, or strong feelings in general	noun	ɪ'məʊ.ʃən
engrave	to cut words or pictures into the surface of metal, stone, etc	verb	ɪn'ɡreɪv
stone tablet	a thin, flat square piece of stone	noun	ˌstəʊn 'tæb.lət
papyrus	paper made from a tall plant like a grass that grows in or near water	noun	pə'paɪ.rəs
lick	to move your tongue across the surface of something	verb	lɪk
publish	to make information available to people, especially in a book, magazine or newspaper, or to produce and sell a book, magazine or newspaper	verb	'pʌb.lɪʃ
browse	to look through a book or magazine without reading everything, or to walk around a shop looking at several things without intending to buy any of them	verb	braʊz
printing press	a machine that prints books, newspapers, magazines, etc	noun	'prɪn.tɪŋ ˌpres
get bullied	to be hurt or frightened because someone says or does a lot of unpleasant things to you	phrase	ˌɡet 'bʊlɪd
invention	something which has been designed or created for the first time, or the act of creating or designing something	noun	ɪn'ven.ʃən
communication	the act of communicating with people	noun	kəˌmjʊ:ˌnɪ 'keɪ.ʃən

Unit 6

rap	a type of music in which the words are spoken and there is a strong beat	noun	ræp
jazz	a type of music first developed by African Americans, which often includes parts played without written music	noun	dʒæz
opera	a musical play in which most of the words are sung	noun	'ɒp.ər.ə
dance music	a type of music with a strong beat that people dance to in a nightclub	noun	'dɑ:ns ˌmju:zɪk
rock	loud, modern music with a strong beat, often played with electric guitars and drums	noun	rɒk
pop	modern music with a strong beat which is popular with young people	noun	pɒp
busking	playing music or singing in a public place so that people who are there will give money	noun	'bʌskɪŋ
write songs	to create and record something that someone sings	phrase	ˌraɪt 'sɒŋz
start a band	to bring a group of musicians together to play music	phrase	ˌstɑ:t ə 'bænd

play a gig	If a group of musicians play a gig, they perform.	phrase	ˌpleɪ ə ˈɡɪɡ
enter a talent show	to take part in a competition to find the best performer	phrase	ˌen.tər ə ˈtæl.ənt ʃəʊ
win a competition	to be the most successful in an event in which people try to win a prize by being the fastest, the best, etc.	phrase	ˌwɪn ə ˌkɒm.pəˈtɪʃ.ən
record a single	to do a musical performance and copy it electronically	phrase	rɪˌkɔːd ə ˈsɪŋ.gl
release a single	to make a song available for people to buy	phrase	rɪˌliːs ə ˈsɪŋ.gl
download a song	to copy a song from the Internet onto your computer, phone, etc.	phrase	ˌdaʊnləʊd ə ˈsɒŋ
enter the charts	to get onto the lists produced each week of the music with the highest sales	phrase	ˌen.tə ðə ˈtʃɑːts
go on tour	to travel and perform in many different places	phrase	ˌɡəʊ ɒn ˈtʊə
melody	a song or tune	noun	ˈmel.ə.di
lyrics	the words of a song	plural noun	ˈlɪrɪks
drums	a set of round, hollow musical instruments that you hit with your hands or with sticks	plural noun	ˈdrʌmz
bass guitar	an electric guitar with four strings that plays very low notes	noun	ˌbeɪs ɡɪˈtɑː
start out	to begin your life, or the part of your life when you work, in a particular way	phrasal verb	ˌstɑːt ˈaʊt
go out	to leave a place in order to go somewhere else	phrasal verb	ˌɡəʊ ˈaʊt
come out	If a book, record, film, etc. comes out, it becomes available for people to buy or see.	phrasal verb	ˌkʌm ˈaʊt
sort out	to deal successfully with a problem or situation	phrasal verb	ˌsɔːt ˈaʊt
run out	to finish, use or sell all of something, so that there is none left	phrasal verb	ˌrʌn ˈaʊt
find out	to get information about something, or to learn a fact for the first time	phrasal verb	ˌfaɪnd ˈaʊt

Unit 7

arm	the long part at each side of the human body, ending in a hand	noun	ɑːm
leg	one of the parts of the body of a human or animal that is used for standing and walking	noun	leg
mouth	the part of the face that is used for eating and speaking	noun	maʊθ
muscle	one of many pieces of tissue in the body that are connected to bones and which produce movement by becoming longer or shorter	noun	ˈmʌs.l
finger	one of the long thin separate parts of the hand, including your thumb	noun	ˈfɪŋ.gə

foot	one of the two flat parts on the ends of your legs that you stand on	noun	fʊt
ear	one of the two organs on your head that you hear with	noun	ɪə
eye	one of the two organs in your face, which you use to see with	noun	aɪ
body	the whole physical structure that forms a person or animal	noun	ˈbɒd.i
ankle	the joint between the foot and the leg, or the thin part of the leg just above the foot	noun	ˈæŋ.kl
back	the part of your body from your shoulders to your bottom	noun	bæk
elbow	the part in the middle of your arm where it bends	noun	ˈel.bəʊ
knee	the middle part of your leg where it bends	noun	niː
neck	the part of the body which joins the head to the shoulders	noun	nek
shoulder	one of the two parts of your body where your arms join your neck	noun	ˈʃəʊl.də
stomach	the organ inside your body where food goes after it has been eaten and where it starts to be digested	noun	ˈstʌm.ək
throat	the front of the neck, or the space inside the neck down which food and air can go	noun	θrəʊt
stomach ache	pain in your stomach	noun	ˈstʌm.ək.eɪk
ear ache	pain in your ear	noun	ˈɪə.reɪk
head-ache	a pain you feel inside your head	noun	ˈhed.eɪk
tooth-ache	pain in one or more of your teeth	noun	ˈtuːθ.eɪk
do some cleaning	to clean something, usually in your house	phrase	ˌduː səm ˈkliː.nɪŋ
be doing OK	to be being successful at something	phrase	bɪː ˌduː.ɪŋ əʊ ˈkeɪ
do well	to be successful at something you do	phrase	ˌduː ˈwel
fresh air	air outside buildings or away from the city that is clean and cool	phrase	ˌfref ˈeə
keep fit	to do activities that make your body stay strong and healthy	phrase	ˌkiːp ˈfɪt
fall	when someone or something falls down to the ground, often without intending to or by accident	noun	fɔːl
break a leg	to damage a bone in your leg	phrase	ˌbreɪk ə ˈleg
see in the dark	to be able to use your eyes when there is no light or only a small amount of light	phrase	ˌsiː ɪn ðə ˈdɑːk
shout at someone	to speak to someone in a very loud and angry voice	phrasal verb	ˈʃaʊt ət ˌsʌm.wʌn

Unit 8

land-scape	the appearance of an area of land, especially in the countryside	noun	'lænd.skeɪp
rhino	short for rhinoceros	noun	'raɪ.nəʊ
tiger	a large wild cat that has yellow fur with black lines on it	noun	'taɪ.gə
ocean	the sea	noun	'əʊ.ʃən
species	a group of plants or animals which share similar characteristics	noun	'spi:ʃi:z
will	used to talk about what someone or something is able or willing to do	modal verb	wɪl
may	used to talk about what will possibly happen	modal verb	meɪ
might	used to talk about what will possibly happen	modal verb	maɪt
extinct	If a type of animal is extinct, it does not now exist.	adjective	ɪk'stɪŋkt
law	an official rule in a country	noun	lɔ:
waste	material that people throw away because they do not want or need it any more	noun	weɪst
melt	If something melts, it changes from a solid into a liquid because of heat and if you melt something, you heat it until it becomes liquid.	verb	mel
flood	a large amount of water covering an area that is usually dry	noun	fɪl
pollution	damage caused to water, air, etc. by harmful substances or waste	noun	pə'lu:ʃən
smog	air pollution in a city that is a mixture of smoke, gases, and chemicals	noun	smɒg
recycling	when paper, glass, plastic, etc. is put through a process so that it can be used again	noun	,ri:'saɪ.klɪŋ
litter	pieces of paper and other waste that are left in public places	noun	'lɪt.ə
rubbish	things that you throw away because you do not want them	noun	'rʌb.ɪʃ
water pollution	damage caused to water by harmful substances or waste	noun	'wɔ:ɪ.tə pə'lu:ʃən
polluted	dirty because of harmful substances and waste	adjective	pə'lu:tɪd
energy	the power that comes from electricity, gas, etc.	noun	'en.ə.dʒi
reuse	to find a new use for something so that it does not have to be thrown away	verb	,ri:'ju:z
throw away	to get rid of something that you do not want any more	phrasal verb	,θrəʊ ə'weɪ
recycle	to collect used paper, glass, plastic, etc., and put it through a process so that it can be used again	verb	,ri:'saɪ.kl̩

waste	to use too much of something or use something badly when there is a limited amount of it	verb	weɪst
charge	to put electricity into something	verb	tʃɑ:dʒ
disconnect	to separate two things that are joined or connected, especially a piece of equipment and a power supply	verb	,dɪs.kə'nekt
save	to make sure that a computer keeps information that you have put on it	verb	seɪv
leave on standby	If you leave a piece of electrical equipment on standby, the power is switched on but you are not using it.	verb	,li:v ɒn 'stænd.baɪ
peak	the top of a mountain, or the mountain itself	verb	pi:k
glacier	a large mass of ice that moves very slowly, usually down a slope or valley	verb	'glæ.s.i.ə
global warming	a gradual increase in world temperatures caused by polluting gases	verb	,glɒʊ.bəl'wɔ:ɪ.mɪŋ
tribe	a group of people who live together, usually in areas far away from cities, and who share the same culture and language and still have a traditional way of life	verb	traɪb
organism	a living thing, often one that is extremely small	verb	'ɔ:ɡən.ɪ.zəm
damage	harm or injury	noun	'dæm.ɪdʒ
tiny	extremely small	adjective	'taɪ.ni
threat	someone or something that could cause harm or damage	noun	θret
fragile	easily broken, damaged, or destroyed	adjective	'frædʒ.aɪl
fear	to be worried or frightened that something bad might happen or might have happened	verb	fɪə
industry	the people and activities involved in one type of business	noun	'ɪn.də.stri

Unit 9

the week after next	the week that is the first one after next week	phrase	ðə ,wi:k ɑ:f.tə 'nekst
before too long	soon	phrase	bɪ,fɔ: tu: 'lɒŋ
in two weeks' time	about fourteen days from now	phrase	ɪn ,tu: wi:kz 'taɪm
next weekend	the next Saturday and Sunday	phrase	,nekst wɪ:k'end
the day after tomorrow	not the next day but the day after that	phrase	ðə ,deɪ ɑ:f.tə tə'mɒr.əʊ
later today	at a later time on this day	phrase	,leɪ.tə tə'deɪ
four years from now	four years after the present time	phrase	,fɔ: jɪəz frəm 'naʊ

in the near future	at a time that is not far away	phrase	ɪn ðə ,nɪə 'fjuː.tʃə
so do I	used for agreeing with a statement	phrase	ˌsəʊ duː 'aɪ
nor do I	used for agreeing with a negative statement	phrase	ˌnɔː duː 'aɪ
neither do I	used for agreeing with a negative statement	phrase	ˌniː.ðə duː 'aɪ
draw up a guest list	to decide who you want to invite to a party	phrase	ˌdrɔː əp ə 'gest list
pay a deposit	to pay part of the cost of something before you pay the rest	phrase	ˌpeɪ ə dɪ'pɒz.ɪt
decorate the room	to add things to the room to make it look more attractive	verb	ˌdek.ə.reɪt ðə 'ruːm
hire a DJ	to arrange for someone to come and put on music at an event	verb	ˌhaɪə ə 'diː.dʒeɪ
send out invitations	to post cards that invite people to an event such as a party	verb	ˌsend aʊt ɪn.vɪ'teɪ.ʃənz
put something up	to fasten something to a wall or ceiling	phrasal verb	ˌpʊt sʌm.θɪŋ 'ʌp
sorry about	used to apologise for something	phrase	'sɒr.i ə,bəʊt
think about	to consider something	phrasal verb	'θɪŋk ə,bəʊt
about 10 o'clock	approximately ten o'clock	phrase	ə,bəʊt ten ə'klɒk
what about you	used to ask for someone's opinion	phrase	wɒt ə,bəʊt 'juː
forget about	to not remember something	phrase	fə'get ə,bəʊt
about to	to be going to do something very soon	phrase	ə'bəʊt tuː
hologram	a photograph or image which appears to be solid and have depth when light shines on it in a particular way	noun	'hɒl.ə.græm
robot	a machine controlled by a computer, which can move and do other things that people can do	noun	'rəʊ.bɒt
transplant	an operation in which a new organ is put into someone's body	noun	træn'splɑːnt

Unit 10

tip	an extra amount of money that you give to a driver, someone working in a restaurant, etc to thank them	noun	tip
off	If a price has a certain amount of money off, it costs that much less than the usual price.	adverb	ɒf
reward	an amount of money given to someone for helping to find something or for helping the police to return stolen property	noun	rɪ'wɔːd
refund	an amount of money that is given back to you, especially because you are not happy with something you have bought	noun	'riː.fʌnd

worth	having a particular value	adjective	wɜːθ
value for money	how much of something you get or how good the quality of something is when you think about how much you paid for it	phrase	ˌvæl.juː fə 'mʌn.i
valuable	Valuable objects are worth a lot of money.	adjective	'væl.ju.əbəl
on offer	available for less than the usual price	phrase	ɒn 'ɒf.ə
public service	If you are in public service, you do a job that is of benefit to society and which is usually paid for by the government.	noun	ˌpʌb.lɪk 'sɜː.vɪs
education	the process of teaching or learning in a school or college, or the knowledge that you get from this	noun	ˌed.ju'keɪ.ʃən
healthcare	the set of services provided by a country or an organisation for treating people who are ill	noun	'helθ.keə
law	the subject or job of understanding and dealing with the official laws of a country	noun	lɔː
management	the control and organisation of something	noun	'mæn.ɪdʒ.mənt
salary	a fixed amount of money that you receive from your employer, usually every month	noun	'sæl.ər.i
qualification	a skill, quality, etc. that you need in order to be able to do something, especially a job	noun	ˌkwɒl.ɪ.fɪ'keɪ.ʃən
employer	a person or organisation that employs people	noun	ɪm'plɔɪ.ə
employee	someone who is paid to work for someone else	noun	ɪm'plɔɪ.i
coin	a small, flat, usually round piece of metal used as money	noun	kɔɪn
banknote	a piece of paper money	noun	'bæŋk.nəʊt
bank	to operate a bank account	verb	bæŋk
currency	the money that is used in a particular country at a particular time	noun	'kʌr.ən.si
invention	something which has been designed or created for the first time	noun	ɪn'ven.ʃən
sponsorship	when someone gives money to support something	noun	'spɒns.ə.ʃɪp
by solving	achieved by finding the answer to something	phrase	baɪ 'sɒlv.ɪŋ
upside down	having the part which is usually at the top turned to be at the bottom	adverb	ˌʌp.sɑɪd'daʊn
end up	to finally be in a particular place or situation	phrasal verb	ˌend 'ʌp
prison	a building where criminals must live as a punishment	noun	'prɪz.ən
own	to have something that legally belongs to you	verb	əʊn
except	not including a particular fact, thing or person	preposition	ɪk'sept
break the law	to do something illegal	phrase	ˌbreɪk ðə 'lɔː
crime	an illegal act	noun	kraɪm
illegal	not allowed by law	adjective	rɪ'liː.gəl

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

THANKS AND ACKNOWLEDGEMENTS

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting: The Department of Homeland Security for the text on p. 55 adapted from Heads Up Stop Think Connect. Copyright © Department of Homeland Security's National Cybersecurity Awareness Campaign, Stop. Think. Connect™. The Department of Homeland Security's cooperation and assistance does not reflect an endorsement of the contents of Limba modernă 1. Limba engleză. Clasa a VII-a. Reproduced with permission; Daily Mail for the text and listening exercise on p. 87 adapted from 'Carrots in the car park. Radishes on the roundabout. The deliciously eccentric story of the town growing all its own veg' by Vincent Graff. Daily Mail 10/12/2011; The Guardian for the text on p. 121 adapted from 'Experience: I became a pop star overnight. The next morning I found out my song had gone to number one, beating Lady Gaga, Justin Bieber and Katy Perry' by Kassy Keegan, The Guardian, 15/03/2014. Copyright ©Guardian News & Media Ltd 2014. Copyright © Daily Mail; Cambridge University Press for the text on p. 128 excerpted from How I Met Myself by David A. Hill. Copyright © 2006 Cambridge University Press. Reproduced with permission of Cambridge University Press. All rights reserved. All rights reserved; Cambridge University Press for the text on p. 130 excerpted from The Mind Map by David Morrison. Copyright © 2009, 2010 Cambridge University Press. Reproduced with permission of Cambridge University Press. All rights reserved.

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

T = Top, B = Below, L = Left, R = Right, C = Centre, B/G = Background

p. 8 (L): ©LuckyBusiness/iStock/360/Getty Images; p. 8 (R): ©Myfanwy Jane Webb/iStock/360/Getty Images; p. 9 (TL): ©Jonathan Larsen/iStock/360/Getty Images; p. 9 (TC): ©Charles Bowman/age fotostock/Getty Images; p. 9 (TR): ©John Peter Photography/Alamy; p. 9 (BL): ©Federico Cabrera/LatinContent/Getty Images; p. 9 (BR): ©Sharron Schiefelbein/Alamy; p. 10: ©ROBYN BECK/AFP/Getty Images; p. 11 (armchair): ©murat5234/iStock/360/Getty Images; p. 11 (book shelves): ©de santis paolo/iStock/360/Getty Images; p. 11 (carpet): ©Hemera Technologies/PhotoObjects.net/360/Getty Images; p. 11 (cooker): ©ppart/iStock/360/Getty Images; p. 11 (curtains): ©DenyShutter/iStock/360/Getty Images; p. 11 (desk): ©val lawless/Shutterstock; p. 11 (lamp): ©janniwei/iStock/360/Getty Images; p. 11 (mirror): ©GaryAlvis/E+/Getty Images; p. 11 (shower cubicle): ©Sergio Stakhnyk/Shutterstock; p. 11 (sofa): ©AnnaDavy/iStock/360/Getty Images; p. 11 (toilet): ©Vladimir Konjushenko/iStock/360/Getty Images; p. 11 (wardrobe): ©igor terekhov/iStock/360/Getty Images; p. 13: ©David Cole/Alamy; p. 13 (BR): ©IM_photo/Shutterstock; p. 14 (a): ©Evgeny Karandaev/iStock/360/Getty Images; p. 14 (b): ©f9photos/Shutterstock; p. 14 (c): ©Raywood/iStock/360/Getty Images; p. 14 (d): ©Bart_Kowski/iStock/360/Getty Images; p. 14 (e): ©Oleksiy Mark/iStock/360/Getty Images; p. 14 (f): ©GeorgeMPhotography/Shutterstock; p. 15 (T): ©Frans Lemmens/Fuse/Getty Images; p. 15 (B): ©PhotoAlto/John Dowland/PhotoAlto Agency RF Collections/Getty Images; p. 16 (a): ©Lesia Sherstiuchenko/iStock/360/Getty Images; p. 16 (b, j): ©ppart/iStock/360/Getty Images; p. 16 (c): ©czekma13/iStock/360/Getty Images; p. 16 (d): ©Bet_Noire/iStock/360/Getty Images; p. 16 (e): ©Adrian Matthiassen/iStock/360/Getty Images; p. 16 (f): ©Evgeny Karandaev/iStock/360/Getty Images; p. 16 (g): ©cheyennezi/Shutterstock; p. 16 (h): ©arnau2098/iStock/360/Getty Images; p. 16 (i): ©aodaoad/iStock/360/Getty Images; p. 19 (a): ©DragonImages/iStock/360/Getty Images; p. 19 (b): ©moodboard/Superstock; p. 19 (c): ©Roy Morsch/Corbis; p. 19 (d): ©Peter Dazeley/The Image Bank/Getty Images; p. 19 (e): ©Marjan Veljanoski/iStock/360/Getty Images; p. 19 (f): ©BananaStock/360/Getty Images; p. 19 (g): ©Anthony Hatley/Alamy; p. 19 (h): ©Fancy Collection/Fancy Collection/Superstock; p. 19 (i): ©woolzian/iStock/360/Getty Images; p. 19 (j): ©Margo Silver/The Image Bank/Getty Images; p. 22 (a): ©Roman Vukolov/Shutterstock; p. 22 (b): ©vlasta2/Wikimedia Commons; p. 22 (c, d): ©Wikimedia Commons; p. 22 (C, CR, CL, BR): ©Wikimedia Commons; p. 23 (CR): ©Dzha33/Shutterstock; p. 24 (a): ©LuckyBusiness/iStock/360/Getty Images; p. 24 (b): ©Hugh Rountledge/REX; p. 24 (c): ©Harry How/Getty Images Sport/Getty Images; p. 24 (d): ©LeeAnnWhite/iStock/360/Getty Images; p. 24 (e): ©Wallis/Photri Images/Alamy; p. 24 (f): ©mezzotint/Shutterstock; p. 25 (TL): ©PASCAL PAVANII/AFP/Getty Images; p. 25 (BR): ©Dujmovits, Ralf/National Geographic/Getty Images; p. 26 (a): ©Sport Picture Library/Alamy; p. 26 (b): ©Greg Epperson/iStock/360/Getty Images; p. 26 (c): ©Kzenon/Shutterstock; p. 26 (d): ©saintho/iStock/360/Getty Images; p. 26 (e): ©Jupiterimages/Stockbyte/Getty Images; p. 26 (f): ©Echo/Cultura/Getty Images; p. 27 (g): ©Ingram Publishing/Getty Images; p. 27 (h): ©Andrew Jalbert/iStock/360/Getty Images; p. 27 (i): ©Konstantin Shishkin/iStock/360/Getty Images; p. 27 (j): ©The Washington Post/Getty Images; p. 30 (L): ©The Print Collector/HIP/TopFoto; p. 30 (C, R): ©AFP/Getty Images; p. 31: ©Dennis Grombkowski/Getty Images Sport/Getty Images; p. 34 (a): ©hxdyl/iStock/360/Getty Images; p. 34 (b): ©Maremagnum/Photolibary/Getty Images; p. 34 (c): ©Kimberly Brothman/Moment Open/Getty Images; p. 34 (d): ©Felix Behnke/Collection Mix: Subjects/Getty Images; p. 34 (e): ©Dudarev Mikhail/Shutterstock; p. 34 (f): ©Marin Tomas/iStock/360/Getty Images; p. 35 (TL): ©Nora Dunn, aka The Professional Hobo, author of How to Get Free Accommodation Around the World. <http://www.theprofessionalhobo.com/travel-tips-resources/get-free-accommodation-aroundworld/>; p. 35 (CR): ©Oleg Kozlov/iStock/360/Getty Images; p. 35 (B): ©Robert Harding Picture Library/SuperStock; p. 38 (TL): ©Jupiterimages/Photos.com/360/Getty Images; p. 38 (TC): ©fotolibor/Shutterstock; p. 38 (TR): ©claudiodivizia/iStock/360/Getty Images; p. 38 (BL): ©Tim Ayers/Alamy; p. 38 (BR): ©abidal/iStock/360/Getty Images; p. 39 (TL): ©Charles O. Cecil/Alamy; p. 39 (TC): ©Matthew Grant/iStock/360/Getty Images; p. 39 (TR): ©gunnargren/iStock/360/Getty Images; p. 39 (BL): ©JackFi/iStock/360/Getty Images; p. 39 (BC): ©KatPaws/iStock/360/Getty Images; p. 39 (BR): ©Onoky/Supertsock; p. 42 (a): ©Sipa Press/REX; p. 42 (b): ©ALFRED/SIPA/REX; p. 43: ©Echo/Cultura/Getty Images; p. 44 (TL): ©kali9/iStock/360/Getty Images; p. 44 (TR): ©Jupiterimages/Creatas/360/Getty Images; p. 44 (B): ©Fuse/Getty Images; p. 44 (TR): ©jirabu/Shutterstock; p. 45: ©Gever Tully/Brightworks <http://sfbrighthouse.com>; p. 47 (TL): ©Fancy Collection/Fancy Collection/Superstock; p. 47 (TC): ©Oleh_Slobodeniuk/iStock/360/Getty Images; p. 47 (TR): ©Jupiterimages/Pixland/360/Getty Images; p. 47 (BL): ©Blue Jean Images/Blue Jean Images/Superstock; p. 47 (BR): ©Fuse/Getty Images; p. 48 (TR): ©SOVEREIGN, ISM/SCIENCE PHOTO LIBRARY; p. 50 (TR): ©Patrik Giardino/Stone/Getty Images; p. 50 (BL): ©Thinkstock/Stockbyte/Getty Images; p. 54: ©Facebook; p. 54: ©Google+; p. 54: ©LinkedIn; p. 54: ©Pinterest; p. 54: ©Twitter; p. 54 (B/G): ©VKA/Shutterstock; p. 55 (TL): ©Luciano Leon/Alamy; p. 55 (BR): ©Fuse/Getty Images; p. 57: ©sturtiE+/Getty Images; p. 58 (TL): ©YanLuv/Shutterstock; p. 58 (BL): ©RTimages/iStock/360/Getty Images; p. 58 (R): ©Mel-nik/Shutterstock; p. 62 (TL, B/G): ©Christie's Images/Corbis; p. 62 (CR): ©The Art Archive/Alamy; p. 62 (CL): ©AleksVF/iStock/360/Getty Images; p. 62 (CR): ©Gonzalo Azumendi/The Image/Bank/Getty Images; p. 64 (1): ©kzenon/iStock/360/Getty Images; p. 64 (2): ©Lonely Planet/Lonely Planet Images/Getty Images; p. 64 (3): ©Jon Feingersh/Blend Images/Getty Images; p. 64 (4): ©Comstock/Stockbyte/Getty Images; p. 64 (5): ©Andrey Armyagov/Shutterstock; p. 64 (6): ©Roxana Gonzalez/Shutterstock; p. 65 (TL): ©Featureflash Photo Agency/Shutterstock; p. 65 (TR): ©Carrielson1/Dreamstime; p. 65 (CR): ©Karwai Tang/WireImage/Getty Images; p. 65 (BR): ©Tips Images / Tips Images/Superstock; p. 66: ©Roxana Gonzalez/Shutterstock; p. 67: ©g-stockstudio/iStock/360/Getty Images; p. 68: ©Hayley Madden/Redferns/Getty Images; p. 69 (BR): ©DFree/Shutterstock; p. 70 (1): ©Mark Waugh/Alamy; p. 70 (CR): ©Atlaspix/Shutterstock; p. 70 (2): ©AntoinetteW/Shutterstock; p. 70 (3): ©CREATISTA/Shutterstock; p. 70 (4): ©Waldemar_B/Shutterstock; p. 70 (5): ©SariMe/Shutterstock; p. 75 (TR): ©argus/Shutterstock; p. 75 (BL): ©kentoh/Shutterstock; p. 76 (a): ©malyugin/iStock/360/Getty Images; p. 76 (b): ©auremar/Shutterstock; p. 76 (c): ©Dudarev Mikhail/Shutterstock; p. 76 (d): ©Hlib Shabashnyi/iStock/360/Getty Images; p. 76 (e): ©Voyagerix/Shutterstock; p. 76 (f): ©Marco Prati/Shutterstock; p. 76 (g): ©Viktor_Gladkov/iStock/360/Getty Images; p. 76 (h): ©Halfpoint/Shutterstock; p. 77 (L): ©Photographee.eu/Shutterstock; p. 77 (CL): ©Dora Zett/Shutterstock; p. 77 (CR): ©ATIC12/iStock/360/Getty Images; p. 77 (R): ©Thomas Lammeyer/Herma/360/Getty Images; p. 82 (TR): ©ZUMA Press, Inc./Alamy; p. 82 (CR): ©Keren Su/China Span/Getty Images; p. 82 (BL): ©Oleg Nikishin/Newsmakers/Getty Images; p. 82 (B/G): ©iravagustin/Shutterstock; p. 83 (BR): ©KeithJJ/Pixabay; p. 84 (a): ©Jiri Balek/Shutterstock; p. 84 (b): ©amelaxa/Shutterstock; p. 84 (c): ©Wirepec/iStock/360/Getty Images; p. 84 (d): ©srdjan draskovic/iStock/360/Getty Images; p. 84 (e): ©Simon Dannhauer/iStock/360/Getty Images; p. 84 (f): ©naumoid/iStock/360/Getty Images; p. 85 (L): ©Bjoern Wylezich/Shutterstock; p. 85 (C): ©konmesa/iStock/360/Getty Images; p. 85 (R): ©John G. Wilbanks/Alamy; p. 86 (TL): ©Frank Herholdt/Alamy; p. 86 (TR): ©kanvag/iStock/360/Getty Images; p. 86 (BL): ©Gruffydd Thomas/Alamy; p. 86 (BR): ©Lou Linwei/Alamy; p. 87: ©Incredible Edible Todmorden www.incredible-edible-todmorden.co.uk; p. 90 (TR): ©Eric Gevaert/iStock/360/Getty Images; p. 90 (B/G): ©BlueOrange Studio/Shutterstock; p. 98 (TR): ©dwphotos/iStock/360/Getty Images; p. 98 (FR): ©Lena Pan/Shutterstock; p. 98 (Kev): ©shvili/iStock/360/Getty Images; p. 98 (Lewis): ©Jani Bryson/iStock/360/Getty Images; p. 98 (Lucy): ©omgimages/iStock/360/Getty Images; p. 98 (Oliver): ©Vallentin/iStock/360/Getty Images; p. 102 (TR): ©skeeze/Pixabay; p. 102 (1): ©DrSJS/Pixabay; p. 102 (2): ©Aisyaqilumaranas/Shutterstock; p. 102 (3): ©PaO_STUDIO/Shutterstock; p. 102 (4): ©Free-Photos/Pixabay; p. 102 (5): ©adike/Shutterstock; p. 102 (6): ©LightField Studios/Shutterstock; p. 104 (L): ©vinnstock/Shutterstock; p. 104 (TR): ©Richard Levine/Alamy; p. 104 (BR): ©BENOIT TESSIER/Reuters/Corbis; p. 105 (TR): ©West Coast Surfer/Getty Images; p. 105 (BC): ©REX; p. 105 (B/G): ©kotoffei/Shutterstock; p. 106 (BR): ©hxdzbzy/Shutterstock; p. 107 (B/G): ©VLADGRIN/Shutterstock; p. 108 (TL): ©Matthew Peters/Man Ut/Getty Images; p. 108 (TR): ©bikeriderlondon/Shutterstock; p. 108 (CR): ©Caiaimage/Paul Bradbury/OJO+/Getty Images; p. 108 (B): ©EKS/Shutterstock; p. 110: ©Lucy Baldwin/Shutterstock; p. 115: ©Sergey Novikov/Shutterstock; p. 117: ©INTERFOTO/Alamy; p. 119: ©stockphoto-graf/Shutterstock; p. 121: ©diego cervo/iStock/360/Getty Images; p. 122 (TR): ©nickgesell/Pixabay; p. 122 (C): ©JASPERIMAGE/Alamy p. 122 (BR): ©Silentplot/Pixabay; p. 124 (TR): ©Wikimedia Commons; p. 124 (C): ©Elen Koss/Shutterstock; p. 124 (BR): ©Yuganov Konstantin/Shutterstock; p. 125 (TR): ©kos911/Shutterstock; p. 125 (BC): ©jakkapan/Shutterstock; p. 126 (TR): ©Koichi Kamoshida/Getty Images News/Getty Images; p. 126 (C): ©Dawn Hudson/iStock/360/Getty Images; p. 126 (BL): ©Dorothy Alexander/Alamy; p. 128 (BR): Complete front cover: How I Met Myself Level 3 (2001) by David A. Hill. Reproduced with permission of Cambridge University Press; p. 128 (B/G): ©Neirfy/Shutterstock; p. 129: ©F1online digitale Bildagentur GmbH/Alamy; p. 130 (B/G L): ©amgun/Shutterstock; p. 130 (B/G BR): ©Tarzhanova/Shutterstock; p. 132 (TR1): ©CK Foto/Shutterstock; p. 132 (TL): ©fizkes/Shutterstock; p. 132 (CL): ©Mallinka/Shutterstock; p. 132 (BL): ©Odua Images/Shutterstock; p. 132 (TR2): ©Santhosh Varghese/Shutterstock; p. 132 (CR 1): ©FotoDuets/Shutterstock; p. 132 (CR 2): ©Suz7/Shutterstock; p. 132 (BR): ©RIE SAKAE/Shutterstock; p. 133 (TR): ©Milena Moiola/Shutterstock; p. 134 (TL): ©chrisdorney/Shutterstock; p. 134 (CR): ©Inspired By Maps/Shutterstock; p. 134 (BL): ©Skyler Sargent/Shutterstock; p. 135 (C): ©Bug_Fish/Shutterstock; p. 136 (TL): Wikimedia Commons; p. 136 (CR): ©Mike Focus/Shutterstock; p. 136 (BL): ©SpeedKingz/Shutterstock; p. 137 (CR): ©Xana_UKR/Shutterstock; p. 138 (TR): ©dumayne/Shutterstock; p. 138 (BL): ©Julian Valentin/Shutterstock; p. 139 (CB): ©elenabs/Shutterstock; p. 140 (TR): ©Esteban de Armas/Alamy; p. 140 (BL): ©mujiri/Shutterstock.

Commissioned photography by: Jon Barlow p 20, 40, 60, 80, 100.

The publishers are grateful to the following illustrators: Arpad Olbjev (Beehive Illustration) 10, 28, 88, 94, 95, 97; Seb Camagajevac (Beehive Illustration) 17, 77; Anita Romeo (Advocate Art) 18; Maurizio De Angelis (Beehive Illustration) 74; Bryan Beach (Advocate Art) 9, 35, 59, 107; David Semple 16, 36, 76, 78, 110; Graham Kennedy 12, 46, 48, 75, 96, 131.

The publishers are grateful to the following contributors: Bloobery: text design and layouts; Karen Elliott: Pronunciation sections; Matt Norton: Get it right! sections.

Programa școlară poate fi accesată la adresa: <http://programe.ise.ro/>

