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Herbert Puchta Jeff Stranks Peter Lewis-Jones Irina Spătaru Ioana Tudose

Limba modernă 1



Clasa a VIII-a



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Inspectoratul Școlar

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ACEST MANUAL A FOST FOLOSIT DE:

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

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

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

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

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USING THE TEXTBOOK



The Student's Book has two versions:

Printed Student's Book

Digital Student's Book

(consistent with the printed version, it includes over 130 MILA – multimedia interactive learning activities)

The Student's Book contains:

A Welcome Unit + 10 Units + Extras.

Each unit has the following structure:

Reading 1 + Speaking + Grammar 1 + Vocabulary 1 + Listening + Grammar 2 + Reading 2 + Vocabulary 2 + Photostory (in odd units) + Functions + Culture (in even units) + Writing. There is a review (Let's practise!) and an evaluation test (Test yourself) after every two units and also two Final evaluation tests.

Extra resources: Literature, Pronunciation, Get it right!, Speaking activities (student A, student B), Project time, Irregular verbs.

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



The second reading section introduces a new language focus.



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



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

Manualul cuprinde:

Recapitulare + 10 Unități de învățare + Anexe.

Fiecare unitate are următoarea structură:

Lectură 1 + Vorbire + Gramatică 1 + Vocabular + Ascultare + Gramatică 2 + Lectură 2 + Poveste în imagini (în unitățile impare) + Comunicare + Cultură (în unitățile pare) + Redactare. Există o Recapitulare și un Test de evaluare la fiecare două unități, precum și două Teste de evaluare finală.

Anexe: Literatură, Pronunție, Greșeli frecvente, Activități în perechi, Proiecte, Tabelul verbelor neregulate.

Varianta tipărită

+

Varianta digitală

(conformă cu varianta tipărită, având în plus peste 130 de AMII, activități multimedia interactive de învățare)

In all uneven numbered units you'll find the photostory and in all even numbered units, a culture text. The focus of the

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



See how the story concludes in the video.

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

	T LIFE P
DEVELOPING SPEAKING	
Work to pairs. Denoise what your block Mile decides the dis Within down your shear. With field that Mile Acades to carry, an well file science and evolutions playing in the evolution. C Which and field and have the story continues.	Word Wise Phrases with up 1 Losis of the phrases inheld in these some from the phrases in held in these some definition. Write in your notifieed.
Access the genetics. Who begins of ordered parts (1) that issues due to be provided that issues due to be provided this issues due to be provided this issues due to provide parts(1) Why due to be represented parts(1) Why due to be represented parts(1) PHRASES FOR FLUENCY	Son-Marky age, Mark Original Conservation (particular distance only display anothing) Son and the son of the son of the son of the son display of the son of the son of the son of the son display of the son of the conservation of son of the display of the son of the conservation of son of the display of the son of the conservation of the son display of the son of the conservation of the son of the display of the son of the s
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Aug	I def (1) status and (1) def (1)



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

Students predict the ending of the story before they watch.

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

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

Instrucțiuni de utilizare a manualului digital

Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:

- Static activity listening / studying a significant image / Activitate statică, de ascultare şi observare a unei imagini semnificative
- Animated activity video / animation / Activitate animată (film / animație)
- Interactive activity exercise with immediate feedback after solving / Activitate interactivă, de tip exerciţiu, în care elevii rezolvă şi primesc un feedback imediat

Alte butoane folosite în varianta digitală:



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



CONTENTS

Welcome p. 8 A IT problems; IT vocabulary; B Plans and arrangements; Travel plans; Party time; Indefinite pronouns; Arranging a party; C Our endangered planet – promoting eco-friendly behaviours; Question tags; So do I / Neither do I; Accepting and refusing invitations; D Feeling under the weather; Giving advice; Better or worse?; Comparisons

	, 0	e weather; Giving advice; Better or v	, ,	
	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY	PRONUNCIATION
Unit 1 p 14 Life plans 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	Complaining Role play: Complaining to a family member Talking about the future Expressing possibility, advice / recommendation	Present tenses (review) Future tenses (review) Modal verbs: should / shouldn't, may (not), might (not)	Making changes Life plans WordWise : Phrases with <i>up</i>	Linking words with <i>up</i>
Unit 2 p 22 Hard times 1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	Talking about the past	Past tenses: past simple, past continuous, past perfect simple (1) <i>would</i> and <i>used to</i> (review) Future in the past	Descriptive verbs	Initial consonant clusters with /s/
Review Units 1 & 2 pa	ges 30–31			
Unit 3 p 32 That's entertainment 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Comparing actions Role play: Making invitations Expressing obligation and necessity	Expressing possibility, obligation, permission and prohibition Expressing necessity: <i>didn't need to / needn't have</i> Adverbs and comparative adverbs	Types of films Types of TV programmes WordWise : Expressions with <i>get</i>	Intonation – inviting, accepting and refusing invitations
Unit 4 p 40 Science counts 1.1, 1.2, 1.3, 2.2, 2.4, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	Phrasal and prepositional verbs Make or do? Second conditional I wish	Direction and movement Science	

Review Units 3 & 4 pages 48–49

Unit 5 p 50 Keep healthy 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4	Talking about your health Issuing and accepting a challenge	Past perfect simple (2) Past perfect continuous Past perfect simple vs. past perfect continuous Past perfect continuous vs. past continuous	Time linkers Illness: collocations WordWise : expressions with <i>right</i>	/t∫/ and /∫/ consonant sounds
Unit 6 p 58 Rules in my community 1.1, 1.2, 1.3, 2.1, 2.2, 2.3,	Talking about permission Following and giving simple instructions	The passive voice: present and past passive Third conditional	Discipline Talking about consequences and reasons	Silent consonants

Review Units 5 & 6 pag	ges 66–67			
	Telling a story Expressing feelings: frustration	Relative pronouns Defining and non-defining relative clauses Relative clauses with <i>which</i>	Types of story Elements of a story WordWise : Expressions with good	The schwa /ə/ in word endings
Right and wrong	Reporting what someone said, asked or requested Giving and reacting to news Talking about cyberbullying	Reported speech: reported statements Reported questions, requests and imperatives	Crime Reporting verbs	Intonation – expressing surprise

Review Units 7 & 8 pages 84-85

Unit 9 p 86 What happened? P 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 P	Expressing present / future / past possibility Apologising and accepting apologies	Modals of present / future possibility <i>should(n't) have</i> Modals of past possibility	Mysteries Expressions with go WordWise: now	Moving word stress
Unit 10 p 94 Going places 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	Expressing surprise Discussing nomadic peoples	Relative clauses (review) Which to refer to a whole clause Omitting relative pronouns Reduced relative clauses	Groups of people Phrasal verbs	Phrasal verb stress

Review Units 9 & 10 pages 102–103		
Final evaluation tests pages 104-111	Literature pages 112–115	
Pronunciation pages 116-117	Get it right! pages 118–121	

LET'S THINK	SKILLS	General and specific competences from the curriculum explored in the units 1. Receive oral messages in everyday communication
Train to Think: Reading between the lines Self-esteem: Life changes	ReadingArticle: I miss my bad habits Article: For a better life Photostory: What's up with Mia?WritingAn email about resolutionsListeningA conversation about famous people who started their careers later in life	situations 1.1. Identify the main ideas from TV shows / audio-video recordings on familiar topics, when the speakers / interlocutors talk clearly and slowly 1.2. Identify the meaning of a regular daily conversation when the interlocutors reformulate or repeat certain words/expressions on demand
Train to Think: Following an idea through a paragraph Values: Animal rights	ReadingArticle: Events that shook the world Article: Family life in 17th-century Britain Culture: Where life is really hardPortfolioA magazine article about a historical event A class presentation about animals being put or trial	 Show interest in knowing personalities and cultural events Speak in everyday communication situations Narrate a happening / personal experiences
Train to Think: Identifying the main topic of a paragraph Self-esteem: The film of my life	Reading Article: Big films on a small budget TV listings: different types of programmes Photostory: Extras Writing A paragraph about your TV habits Listening A conversation about watching too much TV	 informal dialogue 2.4. Show interest in the quality of expression / interaction 3. Receive written messages in everyday communication situations 3.1. Deduce the meaning of unknown words from the context 3.2. Identify the main aspects from short articles on
Train to Think: Thinking about fact and fiction Values: How science helps people Train to Think: Using criteria	Reading Blog article: Why aren't people more interested in science? Web forum: What should science do next? Culture: Great scientists Portfolio A blog entry Listening The things kids believe!	 familiar and up to date topics 3.3. Identify the global meaning of articles or interviews 3.4. Show interest in understanding different types of texts 4. Write messages in everyday communication situations 4.1. Write a letter / digital message using phrases to address someone, to make a request, to invite and to thank someone
Train to Think: Thinking about what makes you happy and healthy Self-esteem: About health	ReadingArticle: 8,000 Birds to See in a Lifetime Article: Miracle operations Photostory: The challengeListeningA presentation on the benefits of exercise	 4.2. Write simple and coherent texts on topics of interest 4.3. Show interest in the quality of writing Competențe generale și specifice din programa școlară 1. Receptarea de mesaje orale în situații de comunicare uzuală 1.1. Selectarea principalelor idei din programe TV/
Train to Think: Thinking about the importance of rules Values: Play <i>rock, paper, scissors</i>	ReadingArticle: Hard times to be a kid Website contest: The best 50-word stories Culture: The great escapePortfolioA story about a rescue ListeningListeningThe game rock, paper, scissors	înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate 1.2. Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/ expresii
		 1.3. Manifestarea interesului pentru cunoaşterea unor personalități și evenimente culturale
Train to Think: Thinking about different writing styles Self-esteem: A better world	Reading Article: Everybody loves stories - but why? Article: Hollywood fairy tales Photostory: Writer's block Writing A fairy tale Listening A conversation about a short story	 Exprimarea orală în situații de comunicare uzuală Exprimarea orală în situații de comunicare uzuală Relatarea unei întâmplări/a unor experienţe personale Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale Exprimarea unei sugestii sau a unei reacții la o
Train to Think: Thinking about empathy Values: Respecting the law: understanding that punishment will follow crime	Reading News reports: Thief feels sorry; Father angry victim of online con Article: Getting creative with crime Culture: How to combat cyberbullying Writing A report of a crime Listening An interview about restorative justice	 propunere în cadrul unui dialog informal 2.4. Manifestarea interesului pentru calitatea exprimării/ interacţiunii 3. Receptarea de mesaje scrise în situații de comunicare uzuală 3.1. Deducerea din context a semnificației cuvintelor necunoscute
Train to Think: Scientific truth or legend? Values: Thinking carefully before you act	Reading Article: The truth is out there Article: Lost Photostory: And the hole gets deeper! Listening A short story	 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate 3.3. Identificarea sensului global al unor articole sau interviuri 3.4. Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte 4. Redactarea de mesaje în situații de comunicare uzuală
Train to Think: Distinguishing fact from opinion Values: Learning from other cultures	ReadingArticle: Refugees Brought New Life to a Village Blog: From London to Lyon Culture: Nomadic peoplePortfolioAn informal emailListeningRadio interview about migration in nature	 4.1. Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare, de cerere, de invitare şi de mulţumire 4.2. Redactarea de texte simple şi coerente pe teme de interes 4.3. Manifestarea interesului pentru calitatea redactării
Project time pages 122–141	Speaking activities (student A, student B) page 142	

A HELP! **IT** problems

Listen to three conversations. 1 Match them with the pictures. Write in your notebook.







2 🚺 Listen again. In which conversation do you hear these words? Write the number (1-3) in your notebook.

2

- attachment a b coverage
- downloaded с
- file d

IT vocabulary

1 Choose the correct words. Write in your notebook.

- **0** (go) / have online
- 1 post / file a message 2 install / key in your
 - password
- 3 install / go a program
- 4 attach / activate a file
- 5 download / go a file
- 6 upload / key a photo

- 7 key / delete a message
- 8 open / install an attachment

e install

f online

h upload

- 9 post / buy an app
- 10 upload / activate flight mode
- 11 have / go network coverage

2 Match the verbs with the nouns. Make as many combinations as you can. Write in your notebook.

a message | a photo | a password an attachment | a program | a file | an app

install <u>install a program / an app</u> 0 1 attach download 2 upload 3 4 open 5 post

- delete 6
- 7 key in

B LOOKING AHEAD

Plans and arrangements

- Read the sentences. What do the underlined verbs express? 1 Write A (arrangement) or I (intention) in your notebook.
 - 0 In the evening, a local band <u>is playing</u> in the town square.
 - 1 I<u>m running</u> in the race.
 - 2 We're going to join in.
 - 3 I'm going to wear my new summer clothes.
 - 4 We're going to make it a really special party.
 - 5 We're having a party at our place.

Α

g program

Travel plans



- (walk) to your place.3 I'll send you a text message when I _____ (get) to the station.
- 4 As soon as I _____ (get) to your place, we _____ (start) having a good time.
- 5 If we _____ (not have) a good time, I _____ (not visit) you again!
- **3** Lola travelled a lot last year. Complete the sentences with the past simple of the verbs in the list. Write in your notebook.

take | catch | drive | fly | miss | ride



visit | take | not visit | get up | try | buy

- 0 I want to go to New York. I <u>m going to buy</u> my ticket online.
- 1 We don't like flying, so we _____ a train.
- 2 My plane leaves at 6.00 a.m., so I _____ very early tomorrow.
- 3 We'll only be in Paris for one day, so we _____ any museums.
- 4 When we're in London, we _____ my cousins.
- 5 We love Spanish food, so we _____ all the best restaurants in Madrid!
- 5 Imagine you can take a holiday wherever you want, any time you want. In your notebook, make notes about your plans:
 - where you're going to go;
 - where you're going to stay;
 - how long your holiday is going to be;
 - what you're going to do;
 - who you're going to go with;
 - what you're going to eat;
 - what time of year you're going to go.
- **6 SPEAKING** Work in pairs. Ask and answer about the holiday you planned in Exercise 5.

Where are you going to go on holiday?

New York. And I'm going to stay in an expensive hotel.





3 She _____ to Rome.

4 She __

the train in Munich



to Madrid.

She ______ a bike in Athens.

5

9

Party time

- 1 Work in pairs. Imagine you're organising a party. Make a list of important things to do.
- 2 Read the article. Does it mention the things on your list?

How to plan a party

The first question you have to ask is 'Why am I having a party?' (It's my birthday; the exams are over; our football team won a match; I just want a party.)

All the best parties have a theme. What are you going to choose for yours? Beach party? 1970s disco? Something else? You also have to find ⁰*somewhere* to hold your party. Wherever you decide to have it, it's probably a good idea to ¹_____ permission from your parents first.

Next, who are you going to invite: ²_____you know or just some of your friends? It's time to ³_____ the guest list. Remember: think carefully about how many people you can afford to invite. When your list is ready, you can ⁴_____ the invitations. Two weeks before the party is the ideal time, so your guests don't make other plans.

OK, so now you've got plenty of time to get it all ready, but don't leave ⁵_____ until the last minute. If you want to ⁶_____ a DJ, start looking now. Remember that he or she will probably want you to ⁷_____ a deposit, so make sure you have the money for that. Then you have to ⁸_____ the food and ⁹_____ the room, although you can leave these things until the day before.

Finally, get a good night's sleep the night before. Give yourself a few hours to get the last few things ready and then, most importantly of all, have fun! 3 Read the article again and complete it with the missing words. Write in your notebook.

> get | send out | organise | pay everyone | hire | decorate somewhere | draw up | everything

Indefinite pronouns

- 1 Complete the conversation with suitable indefinite pronouns (everyone, somewhere, nothing, etc.). Write in your notebook. Then listen and check.
 - TOM Have you got ⁰*everything* ready for the party?
 - JADE No, ¹_____ is ready. We haven't found ²_____ to have it, for a start. We've looked ³_____ .
 - TOM Have you invited ⁴_____ yet?
 - JADE Yes, we've invited 50 people and 5______ is coming!
 - TOM So you've got 50 people coming, but 6_____ for them to come to?

JADE That's right.

- TOM Well, we've got to do ⁷_____. How about using my house?
- JADE What about your parents?
- TOM They won't mind. They're going ⁸_____ for the weekend. I'll make sure ⁹_____ is clean and tidy when they get home.

2 Read the next part of the story and continue the conversation. Write four more lines in your notebook. Use at least one indefinite pronoun.

It's the day after the party. Tom's mum and dad arrive home and open the door ...

- MUM What's happened? Look at our house! DAD Tom! TOM!
- TOM Oh, hi, Mum. Hi, Dad. You're home early. Did you have a good time?

Arranging a party

- **1 SPEAKING** Work in pairs to organise a party. Be creative! Think about:
- what it's for;
- the theme;
- who to invite;
- where it will be;
- food and drink;
- music.

C TIME TO ACT

Our endangered planet – promoting eco-friendly behaviours

1 **SPEAKING** Work in pairs. Describe the photos. What problems do they show?



- 2 Listen to three conversations. Match them with the photos. Write in your notebook.
- 3 [] Listen again. In which conversation do you hear these words? Write the number in your notebook.
 - a rubbish
- c litter d pollution
- e fumes f smog
- g flooding

Question tags

b global warming

1 Complete these sentences from the recording with the question tags. Write in your notebook.

are they? | aren't they? | does it? did they? | is it? | isn't it? weren't they? | doesn't it?

- 0 I guess they're just lazy, *aren't they?*
- 1 But it only takes a few people to spoil everything, _____
- 2 Yes, it's all those fumes from the factory,
- 3 They didn't ask us if we wanted it here,
- 4 Even if they do, it doesn't make our lives any better, _____
- 5 Hundreds of homes were damaged
- 6 And the politicians aren't really doing anything to help, _____
- 7 It isn't the sort of thing you'd expect to see here, _____

2 Complete the sentences with question tags. Write in your notebook.

- 1 You haven't told Ron, _____
- 2 You're going to do something about it, ____?
- 3 It sounds quite dangerous, _____?
- 4 It didn't work, _____?
- 5 It won't be easy, _____?
- 6 She wrote to her local politician, _____?

So do I / Neither do I

- 1 Look at the questions and complete the answers with *so* or *neither*. Write in your notebook.
 - A I don't really believe in all that.
 B do I.
- 2 A I think we should do something.
 B do I.
- 2 **SPEAKING** Talk about eco-friendly behaviours. Complete the sentences so they are true for you. Agree (or disagree) with your partner. Write in your notebook.
 - 1
 I really like _____
 3
 I believe _____
 - 2
 I don't like _____

 4
 I don't believe _____

Accepting and refusing invitations

- Put the sentences in order to make a conversation.
 Write in your notebook. Then listen and check.
 - 1
 SUE
 Marco and I want to do something to help the flood victims.
 - SUE Yes 20 km! Want to join us?
 - SUE <u>That's a shame</u>. But <u>you will</u> sponsor us, <u>won't you</u>?
 - **SUE** We're going to do a sponsored walk next Sunday.
 - DEREK Of course I will.
 - DEREK Are you going to walk a long way?
 - DEREK What are you going to do?
 - DEREK I'd love to, but I can't. I'm busy.

2 Work in pairs. Write a conversation in your notebook using the <u>underlined</u> phrases from Exercise 1.

You and your friend are tired of all the rubbish in the street and have decided to do something about it. What are you going to do? Invite another friend to join you.

D IN MY OPINION, ...

Feeling under the weather

- Listen to the conversation. What's the 1 matter with Gemma?
- 2 Complete the conversation with the words in the list. Write in your notebook.

	nent should (x2) operation get physically do
мим	You don't look well, Gemma. What's up?
GEMMA	I'm just tired all the time, Mum. You know, I haven't got any ⁰ <u>energy</u> .
мим	Are you sleeping OK?
GEMMA	Not great, no. I often wake up in the night.
MUM	Well, you know, Gemma, you ¹ do more exercise. That would help.
GEMMA	Really?
A 4 1 1 A 4	Yos I moon if you ²

Yes. I mean, if you ² MUM more exercise, you'll be more tired _ and then you'll sleep better.

- GEMMA You're joking, right? I run, I go swimming, I go for long walks. My problem isn't exercise.
- MUM Yes, you're right, of course. Well, perhaps you ⁴ _____ see a doctor. I can ring and make an ⁵ for you, if you like.
- GEMMA A doctor? I don't think so. I don't feel sick just tired. I'm sure I'll ⁶ better soon.

OK, well, we can talk about it later. I'm going MUM out to see a friend of mine who had an last week.

GEMMA OK, Mum. Hope your friend's all right. And don't worry about me. I'll be fine.

Match the verbs with the words a-f to make

possible combination. Write in your notebook.

b

d

e

a an appointment an operation

c exercise

a doctor

better

f sick

phrases. Sometimes there's more than one

Giving advice

- 1 Complete the sentences with should or shouldn't. Write in your notebook.
 - 0 It's late you <u>should</u> go.
 - lf you aren't well, you _____ 1 ____ see a doctor.
 - 2 Jane's in hospital. We _____ go and visit her.
 - 3 The doctor is very busy, so you make an appointment. Don't just turn up.
 - 4 Your knee hurts? Well, you ____ not play football today, then.
 - 5 If you want to get better, you ____ ____ rest as much as possible.
- 2 Match the problems 1–3 with the pieces of advice a–c. Then write in your notebook one more piece of advice for each problem.
 - My hand really hurts. 1
 - 2 I think I'm going to be late for school.
 - 3 I can't do this homework.
 - a You should hurry.
 - **b** Perhaps you should phone a friend.
 - c You shouldn't force it any more.
- 3 **SPEAKING** Work in pairs. Write mini-dialogues in your notebook including the problems and advice in Exercise 2. Add two or three lines to each. Then act them out.
- Write in your notebook as many words related to health as you can think of. Then compare with a partner. sick ••••

nurse hospital

12

3

0 feel

1 get

4 see

2 have

3 make

do 5

< ►

Why all these awards?

I'm really tired of awards ceremonies and prizes. Why do we have to compare things? Everywhere you look, there's something going on about who or what is 'the best' or 'the most comfortable' or 'the biggest', and so on. And sometimes the prize winners aren't the best anyway! Here's an example: the Oscars in 2024. I saw the film *The Banshees of Inisherin* and it was the most exciting film ever. But did it win the Oscar for Best Film? No! They gave the award to *Oppenheimer*! Can you believe it? It was nowhere near as good as *The Banshees of Inisherin*.

OK, *Oppenheimer* was the most successful film at the Oscars – it got seven awards – but I don't think that's enough. Colin Farrell was fantastic as Pádraic Súilleabháin. I think he's much better than Cillian Murphy, who won Best Actor. But the good thing is that *The Banshees of Inisherin* scored

F

nine Oscar nominations – the highest ever number of nominations for an Irish film. And was the music good? It was great! None of the other films had music as brilliant as *The Banshees of Inisherin*.

I said all these things to my friend Dave the day after the Oscars. He didn't agree with me. He didn't think *The Banshees of Inisherin* was as great as I thought.



Better or worse?

- 1 Read the blog entry. Mark the sentences T (true) or F (false). Write in your notebook.
 - 0 The writer likes awards ceremonies.
 - 1 *Oppenheimer* won Best Film at the 2024 Oscars.
 - 2 The writer thinks the music in *The Banshees* of *Inisherin* is the best of this year's films.
 - 3 Dave agrees with the writer.

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

- 1 What other awards ceremonies do you know of?
- 2 Do you like awards ceremonies? Why (not)?
- 3 Do you think it's fair to compare different films, actors, music, etc. and choose one as the best?

Comparisons

- Complete the sentences with the correct form of the adjectives. Add any other necessary words. Write in your notebook.
 - 0 The weather tomorrow won't be <u>as cold</u> as today.
 - 1 This is the _____ (good) pizza I've ever eaten.
 - 2 Do you think this is _____ (difficult) than the other test?
 - 3 This book's OK, but it isn't the _____ (interesting) one I've ever read.
 - 4 Would a ten o'clock appointment be _____ (easy) for you?

 - 6 James has _____ (quick) mind ever.
 - 7 Your flower isn't _____ (tiny) mine.
- 2 **SPEAKING** Work in pairs or small groups. Discuss these statements. Do you agree or disagree with them? Why?
 - 1 The best things in life are free.
 - 2 If something is more expensive, it's always better.
 - 3 Exercise isn't as important as good sleep.
- 3 Choose two things or people from one of these categories. Write a paragraph in your notebook comparing them.

sports that you like | actors that you like towns or cities that you know | school subjects books that you have read

1 LIFE PLANS

OBJECTIVES

- **FUNCTIONS:** talking about the future; complaining; expressing possibility, advice / recommendation
- GRAMMAR: present tenses (review); future tenses (review); modal verbs: should / shouldn't, may (not), might (not)

T

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

READING

- 1 Look at the photos. What are the people doing? Do you think these are good or bad habits? Why?
- 2 Tick (</>
 the bad habits that you have. Then add two more of your own. Write in your notebook.
 - not doing enough exercise
 - leaving your homework until the last minute

forgetting important dates

texting when you shouldn't

playing computer games when you should be studying

- getting up late for school
- **3 SPEAKING** Work in pairs. What can you do to change some of these habits?

- 4 Read the article quickly. What two things is the writer trying to change about her life?
- 5 Nead the article again and listen. Mark the sentences T (true) or F (false). Write in your notebook.
 - The writer has to finish the article by the following day.
 - 1 The writer is finding it easy to have a healthier life.
 - 2 We use different parts of our brain to think about different people.
 - 3 Our brains don't always let us make good choices for our future selves.
 - 4 It takes around two weeks for our brains to form a good habit.
 - 5 The writer thinks that she'll never be able to change her habits.







I miss my bad habits

I don't believe it! It's 11 p.m. and I'm still sitting here writing this article for the school magazine! I've had two weeks to write it and my teacher wants it tomorrow. She's always complaining that I leave things to the last minute. Maybe she's right. A month ago, I made a resolution to use my time better. Well, I've failed. At the moment, I guess kids all over the country are thinking back to the resolutions they made at the beginning of the school year. Some of them have already given up for this year. Others are still doing well. Many, I suspect, like me, are struggling with them. I've also been trying to get fitter for four weeks now. I've started going to the gym, I've taken up karate lessons and I've changed my diet. I've even been going to bed earlier. But I'm not feeling any fitter, just a little unhappier. I miss my bad habits. Why is changing your life for the better so hard?

I've just read an article on a website. It's our brains. They'**re programmed to** make it difficult to break bad habits. For example, you're sitting up late playing Dragon's Dogma 2. You know you've got an important test tomorrow, so

why don't you just turn off the computer and go to bed? As I said, it's your brain's fault. Scientists have discovered that we use one part of our brain when we think about ourselves and another when we think about other people. However, when we think about ourselves in the future, we use the same part of the brain that we usually use to think about other people. In other words, the brain sees the 'future you' as a different person to your 'present you'.

But that's not all. Scientists have also discovered that it takes around ten weeks to form a good habit. For example, it will be another six weeks before I start going to the gym regularly and without problems. The good news is that once you **make it to** ten weeks, everything becomes a lot easier. The bad news is that ten weeks is a really long time, so it's easy to give up on your good intentions sooner.

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

6 WORDS IN CONTEXT In small groups, think of the meaning of the words in bold from the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

TRAIN TO THINK

Reading between the lines

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

Answer the questions and give reasons for your answers.

• Who is the writer? (paragraph 1) She's a schoolgirl — she's writing for the school magazine and mentions her teacher.

- 1 Does the writer feel guilty that she hasn't finished the article? (paragraph 1)
- 2 Does she enjoy exercise? (paragraph 1)

SPEAKING

Work in pairs. Discuss these questions.

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



Listen to your parents.

GRAMMAR

Present tenses (review)

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

RULE:

- 1 We use the _____ to talk about facts and give opinions.
- 2 We use the _____ to talk about what's happening at or around the time of speaking.
- 3 We use the _____ to refer to the completion of an action in the recent past, with a focus on the present result.
- 4 We use the _____ to talk about ongoing actions or activities that started in the past and are still happening.

LOOK! We can use the present continuous with *always* to complain about behaviour that we don't like and find annoying. My *dad's always telling me what to do*.

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

It's 2 a.m. and I 0 'm lying (lie) in bed. I 1	
(try) to get to sleep, but I can't. I ²	(have)
trouble sleeping for about a month now. I ³ _	
(try) different things to help me sleep, but no	othing
⁴ (work). My mind ⁵ (r	not want)
to stop. A lot ⁶ (happen) in my life	e right now.
It's exam time, so I ⁷ (study) a lot	. There's
also the question of next year. I ⁸	(think)
about it for ages. Mum and Dad ⁹	(want) me
to go to the best high school in town, but I'm	not sure I'll
succeed.	

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

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

VOCABULARY

Making changes

- 1 Match the phrases with the definitions. Write in your notebook.
 - 0 make a resolution
 - 1 give something up
 - 2 do well
 - 3 struggle with something
 - 4 take something up
 - 5 break a bad habit
 - 6 form a good habit
 - a stop doing something
 - b find something difficult
 - c start a new hobby or interest
 - d stop doing something that isn't good for you
 - e start doing something that is good for you
 - f decide to make a positive change
 - g be successful

Complete the text with the verbs from Exercise 1.Write in your notebook.

Last year I⁰ <u>made</u> loads of resolutions and decided to change my life. I tried to ¹_____ the habit of getting up late at weekends. For two months, I got up at 8 a.m.

But by 2 p.m., I felt sleepy, so I ²______ up sleeping in the afternoon. I also ³_____ up wasting time online, but my parents bought me a laptop and that was it. Then I stopped eating meat. I was ⁴_____ well until Mum made roast beef. I just had to eat it. I tried to ⁵______ good habits as well. For example, I started piano lessons. But I ⁶______ with finding time to practise, so I stopped. This year, I've only made one resolution: not to make any resolutions.

3 SPEAKING Work in pairs. Discuss these questions.

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

LISTENING



1 SPEAKING Work in pairs. Discuss these questions.

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

- 3 Nead the questions carefully. Listen again and make notes.
 - 1 What's Annie's problem?
 - 2 What does Ben want to do with his life?
 - 3 How was J.K. Rowling earning a living before she wrote her famous books?
 - 4 How are the examples of Argerich, Stallone and Rowling different from Annie's situation?
 - 5 Why does Ben tell Annie not to worry?
- 4 **SPEAKING** Work in pairs. Compare your answers to Exercise 3.

2 Listen and check.

GRAMMAR

Future tenses (review)

- 1 Complete the sentences from the listening with the correct future forms of the verbs. Then complete the rule with *present continuous*, *going to* and *will*. Write in your notebook.
 - 1 I _____ (meet) my English tutor later this afternoon.
 - 2 I _____ (study) medicine at university.
 - 3 I'm sure you _____ (do) well whatever you do.

RULE:

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

2 Choose the correct tense. Write in your notebook.

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

3 Write in your notebook:

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

READING

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

A good friend ...

- always tells you what they're thinking.
- never criticises you.
- agrees with everything you say.
- always listens when you have a problem.
- 2 Read the article and match the titles with the paragraphs.
 - No one is happy all the time
 - Stop expecting everybody to like you
 - 1 Don't expect people always to agree with you
 - Stop expecting people to know what you're thinking
 - Don't expect people to change

- 3 Read the article again. Which paragraphs should these people read and think about? There may be more than one possible answer.
 - 1 'Billy's so unfriendly to me. I don't know what I've done wrong.'
 - 2 'Can't they see I don't really feel like talking? I just want them to leave me alone.'
 - 3 'Katie's always got a smile on her face. Her life is perfect. Why can't I have a life like hers?'
 - 4 'I think Jenny would be a brilliant drummer for our band. I don't know what your problem is.'
 - 5 'Why are you being so untidy? You always make such a mess!'
- 4 **SPEAKING** Work in pairs. Discuss these questions.
 - 1 Which piece of advice do you think is the best? Why?
 - 2 What other advice would you add?

For a better life

Life can be hard, and when our plans don't work out, it's often easy to blame others. Sometimes we expect too much from friends and family: when they don't act as we think they should, we feel disappointed. Maybe we should stop expecting so much from other people.

No one is perfect, and that includes you.

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

2

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

3

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

4

People can change, but they don't usually do it because someone else wants them to. You have a choice: accept them or walk away.

5.

From their Facebook updates, you think that all your friends are happy all the time and have exciting lives. Of course, this isn't always true. We all go through hard times and we often try to hide it. Be kind to people. Maybe they are having a bad day and your smile could make a big difference.

1 LIFE PLANS

VOCABULARY

Life plans

1 Match the phrases (1–8) with the pictures (A–H). Write in your notebook.

- 1 retire
- 5 start a family
- 2 travel the world
- 6 settle down
- 3 start a career4 get a degree
- 7 get promoted8 leave school
- 2 Complete the text with phrases from Exercise 1. Use the correct forms of the verbs. Write in your notebook.

My uncle has always done things differently. He ⁰*left school* when he was 16 because he wanted to see other places. He spent the next twenty years _, working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to university and . He did really well, and when he finished, he 2 ³_____ as a translator. Because he was good at his job, he ⁴_____ quite quickly and he was soon Head Translator. When he was 48, he met the love of his life and they decided to 5 and ⁶ Now he's 55, married, with three young children. He says soon. He wants to stop working and he wants ⁷ take the whole family around the world with him. I wouldn't be surprised if he does.

GRAMMAR

Modal verbs: should / shouldn't, may (not) / might (not)

- Complete the sentences using should / shouldn't or may / might. Then complete the rule with the correct modal verbs. Write in your notebook.
- You can speak several foreign languages, so you *should* definitely work as a translator.
- He's a very good football player. He trains a lot, but he ______ give up because of his health issues.
- 2 Kate had no sleep last night. She ____ be tired.



3 You ______ walk away from people you can trust.

- 4 He _____ want to start a family if he likes travelling so much.
- 5 I'm travelling the world, so I _____ join you on New Year's Eve.
- 6 You look terrible! You ______ see a doctor as soon as possible.

RULE:

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

WRITING

An email about resolutions

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

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

PHOTOSTORY: episode 1



Look at the photos and answer the questions.

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

1

2

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



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

THE FOLLOWING WEEK ...



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

MIA Here we go. I am not looking forward to this.



MIA Don't even joke about it. I never have time to do anything any more. FLORA Come and sit down. I'll get you

- something to drink. MIA You're a star. That's just what I need.
- JEFF So what's up, Mia? Why are you so busy?
- MIA Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework. LEO It's Thursday today.
- MIA I know. I'm only here because orchestra was cancelled this week. Thank goodness.
- **LEO** Don't you like playing the violin?
- MIA Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?

FLORA So why do you do it?

3

- MIA To keep my mum happy, I suppose.
- JEFF You should talk to her, tell her you want to give it up.
- MIA Yeah, maybe. But it's not always so easy to talk to her.
- FLORA Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.
- MIA Yeah, I guess you're right. It's up to me to do something about it.

1 LIFE PLANS

DEVELOPING SPEAKING

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

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

4 🔼 Watch and find out how the story continues.

5 Answer the questions.

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

PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in Romanian?
 - 1 Now you mention it, ...
 - 2 Where have you been hiding?
 - 3 You're a star.
 - 4 Where shall I start?
 - 5 Don't be silly.
 - 6 Here we go.

2 Use the expressions in Exercise 1 to complete the conversations. Write in your notebook.

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

WordWise

Phrases with up

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

2 Use words and phrases from Exercise 1 to complete the sentences. Write in your notebook.

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

Pronunciation

Linking words with up Go to page 116.

FUNCTIONS Complaining

1 Match the parts of the sentences.

- 1 I'm not happy with
- 2 The problem is that
- 3 He's always
- 4 If I'm honest, I don't
- a it takes up so much time.b picking on me.
- c really like the violin.
- d the way he talks to me.
- 2 **ROLE PLAY** Work in pairs. Student A and student B turn to page 142.

2 HARD TIMES

OBJECTIVES

FUNCTIONS: talking about the past GRAMMAR: past tenses: past simple, past continuous, past perfect simple (1); would and used to (review); future in the past VOCABULARY: descriptive verbs



READING

- 1 Look at the pictures. What do they show? How do you think life was harder in the past than it is today?
- 2 Read the article quickly. Make notes on these questions about the Great Fire of London.

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

- 3 Nead the article again and listen. Add details to your notes from Exercise 2.
- 4 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

Following an idea through a paragraph

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

Answer the questions.

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

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

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

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

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

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

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

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

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

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

SPEAKING

Work in pairs. Discuss these questions.

- 1 What other events would you suggest for the Events that shook the world series? Why?
- 2 Imagine you have to leave your home in a hurry and you only have time to save three things. What would you choose?

EVENTS THAT SHOOK THE WORLD

GRAMMAR

Past tenses: past simple, past continuous, past perfect simple (1)

- 1 Match the sentences from the article on page 23 with the tenses. Then complete the rule. Write in your notebook.
 - 1 London was sleeping.
 - 2 Thomas Farriner and his workers **were** busily **making** bread [...] when, suddenly, a fire broke out.
 - 3 His soldiers **demolished** a large warehouse.
 - a past simple
 - **b** past continuous (two sentences)

RULE:

We use ...

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

2 Complete the sentences with the past simple or past continuous form of the verbs. Write in your notebook.

- 0 While people <u>were running</u> towards the river, a warehouse <u>exploded</u>. (run / explode)
- When they _____ how serious the situation was, they _____ their possessions and _____ to get away. (notice / take / try)
- 2 A man _____ for his family when he _____ a baby in the street. (look / find)
- 3 While they _____ how to stop the fire, it _____ clear that little could be done. (wonder / become)
- 4 While the people in the bakery _____ bread, a small fire _____ . (make / start)
- **3** Read the example sentence and complete the rule. Some people had already escaped from the city on boats when the Duke of York put a plan into action.

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

	had esc	aped	put into	action	
PA	\ST			NOW	

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

4 Complete the sentences with the past simple or past perfect form of the verbs. Then write down the action that happened first.

0 That autumn we <u>had</u> no house because the fire <u>had destroyed</u> it. (have / destroy)

- 1 A helicopter ______ the people before the boat ______. (rescue / explode)
- 2 The firefighters ______ the building until they ______ the fire ______. (not enter / put out)
- 3 The fire alarm _____ them _____ when the firefighters _____ . (wake up / arrive)
- 5 Complete the conversation with the correct form of the verbs. Use the tenses from Exercise 1. Write in your notebook.

burn | try | see | have | run | sit walk | go | open

IAN 1[°] <u>had</u> a real scare yesterday. As 1 ¹ up to our house, 1² smoke coming from the window.

OLI ³______ something _____?

IAN Fortunately not. 1⁴_____ into the house, ⁵_____ the kitchen door and there was my brother. He ⁶_____ on the floor, in shock. He ⁷_____ to do science experiments! One of them ⁸_____ wrong and exploded.

VOCABULARY

Descriptive verbs

1 Use a dictionary to find out what these verbs mean. Then write down their past simple and past participle forms.

smash | dive | flee | strike demolish | grab | scream

- 2 Replace the <u>underlined</u> words with words from Exercise 1. Change the form if necessary. Write in your notebook.
 - 0 He picked up a stone and <u>broke</u> the windscreen of the car. <u>smashed</u>
 1 The thief stole a motorbike
 - 1 The thief stole a motorbike and <u>ran away</u>.
 - 2 When I got there, I heard somebody <u>shouting</u> with fear.
 - 3 They <u>knocked down</u> the houses to make space for new shops.
 - 4 The man <u>took</u> my wallet <u>from me</u> <u>quickly</u> and ran away.
 - 5 The car lost control and <u>hit</u> another vehicle.
 - 6 He took off his clothes and jumped into the water.

Pronunciation

Initial consonant clusters with / s / Go to page 116.

LISTENING

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

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



- 2 Listen to Ryan's talk. Then answer the questions in your notebook.
 - 1 When were animals taken to court?
 - 2 In which parts of the world did this happen?

Listen again. For questions 1–5, choose A, B or C. Write in your notebook.

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

Animal rights

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

Scenario A: /

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

Scenario B: /

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

Scenario C: /

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

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

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

READING

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

Family life in 17th-century Britain

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

A typical household

Women used to have seven or eight children, but one in every three children died before reaching one



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

A crowded life

Ordinary people used to live in oneroom houses, together with chickens, goats or even cows. Only richer families had <u>mattresses</u>. On cold nights, everyone in the family would come together to sleep, to warm each other up. Unfortunately, this had a bad effect on people's health. <u>Lice infestations</u> were very common.



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

Childcare

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

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

3 Read the article again. Mark the sentences T (true) or F (false). Correct the false sentences. Write in your notebook.

0	Life in the 17th century was comfortable for the poor. It was comfortable for people who had money.	F
1	Grandparents often used to live with the families and look after the young children.	
2	There wasn't a lot of space in most people's homes and they often shared it with their animals.	
3	Children sometimes died because their parents weren't very concerned about their safety.	
4	Parents these days spend more time with their children than they did in the olden days.	

WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

5 SPEAKING Work in pairs. Discuss these questions.

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

GRAMMAR

would and used to (review)

- Complete these sentences from the article on page 26. Then complete the rule with used to / didn't use to and would(n't). Write in your notebook.
 - 1 Women _____ have seven or eight children.
 - 2 On cold nights, everyone in the family _____ crowd together to sleep, to warm each other up.
 - 3 Parents _____ sing songs to their children or play with them.
 - 4 It _____ be normal to call a child 'it' rather than 'he' or 'she'.

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

- We use 1_____ with both action and stative verbs like: *be, have, like, love, know.*
- We only use ²_____ with action verbs.

2 Choose the correct words. Write in your notebook. Sometimes both options are possible.

- You don't come and see me like you *would I* used to .
- 1 When I was a child, I *would I used to* play a lot with my sister.
- 2 We would / used to have a cat, Tubby.
- 3 We would / used to play with her all the time.
- 4 It's funny, but I *would I used to* think I'd never learn to read.
- 5 We would / used to share a bedroom.
- 6 They used to be such good friends!
- 7 Did you use to I Would you have a garden?
- 8 My dad *would I used to* read me amazing stories every night at bedtime.

Future in the past

3 Read the example sentences and complete the rule. Write in your notebook.

Few people thought they **would live** beyond 40. She said she **was going to take** a bath tonight so we couldn't go out.

RULE: We use future in the past to talk about future events, seen from a moment in the past. In order to do this, we use the past tenses of verbs we would normally use to talk about the future:

- am / is / are going to become ¹_____
- will become ²_____/ 'd.

4 Complete the sentences. Use the future in the past form of the verbs in brackets. Write in your notebook.

- 0 I hoped my father <u>would understand</u> (understand) why I made that choice.
- 1 The forecast said that it _____ (be) a lovely sunny day.
- 2 I thought the children _____ (organise) a secret birthday party for Jim, but they didn't.
- 3 I knew you _____ (fail) the exam. You didn't make any effort!
- 4 I realised the city _____ never _____ (look) the same after the hurricane.
- 5 I expected he _____ (apologise) for lying to his sister.
- 6 She promised she _____ (put) an end to the situation, but failed to do so.
- 7 Sorry, I _____ (call) you today, but I forgot.
- 8 The people in the city were sure the Duke's plan _____ (work).
- 9 They hadn't imagined the storm _____ (destroy) the bridge.
- 10 I _____ (go) for a run today, but I feel a bit tired now!

FUNCTIONS

Talking about the past

- 1 Look at time periods 1–6 and match them with categories a–c. Write in your notebook.
 - a the present
 - **b** the recent past
 - $\mathbf{c} \quad \text{a long, long time ago in history} \\$
 - 1 from 1995 until 2004
 - 2 in the Middle Ages
 - 3 these days
 - 4 not so long ago
 - 5 a decade ago
 - 6 nowadays
- 2 Work in pairs. Choose a topic for your partner and a period in the past. Your partner makes a comparison between the present and that time period. Take turns.

school | food | technology games | home | travel

games in the 1930s

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



PROJECT – go to pages 124–125.

Culture

1 Look at the photos and answer the questions.

- 1 In what part of the world were these photos taken?
- 2 Why might life be difficult there? How many reasons can you think of?
- 2 🔽 Watch the video to check your answers.

Where life is really hard

It's the end of the winter. Most people have been inside for weeks. They haven't seen the sun for a long time. But some men are outside. It's bitterly cold and the freezing wind makes the situation difficult for them to bear. These men are hunters, and the survival of the people they've left behind in the villages depends on how successful their hunt is.

Akycha is one of these men. He's been out hunting for more than a week now. While he's away from home, he stays overnight in a little igloo that he's made himself from ice and snow. The igloo protects him from the freezing wind. Inside, there's a little stove for cooking, and a small stone lamp which provides light. Together, they help to create a temperature of around 12° Celsius. Outside, however, temperatures can easily reach -45° Celsius.

Right now, Akycha is several kilometres away from his igloo. He's riding his sledge along the coast, far out on the frozen sea. Suddenly, he can see something in the distance. He stops his snowmobile and checks through his binoculars. It's a seal. If he's lucky and his hunt goes well, the meat he brings home should last his family for several weeks. Akycha and his people are part of the Inuit community. Most of them still live a very traditional life, a life that makes them dependent on fishing and hunting seals and whales. Some of them also live off the reindeer they keep.

The Inuit are indigenous people of the Arctic Circle. The Arctic Circle is a huge land area that belongs





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

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



3 Read the article again. Answer the questions.

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

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

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

- 5 VOCABULARY There are eight highlighted words or phrases in the article. Match them with these definitions. Then write your own sentences in your notebook using these words or phrases.
 - 1 continue to be enough
 - 2 not taken with them
 - 3 from one evening, through to the next morning
 - 4 not staying in one place for very long
 - 5 tolerate, put up with
 - 6 large groups of animals
 - 7 a type of plant
 - 8 raising (animals)

PORTFOLIO

A magazine article about a historical event

- 1 Read the article. What happened in Berlin in these years?
 - 1 1961 2 1989 3 1990

2 Find examples in the article of:

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

3 The article has three paragraphs. Which of them:

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

4 Think of an event that shook the world.

- Carry out some research on the internet to find out more about it.
- Choose the most important and interesting details.
- Organise the information into paragraphs.
- Think about the language you'll need to describe the event.
- 5 Write an article for a school magazine about an event that shook the world (100–120 words).

The fall of the Berlin Wall

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

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

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



READING AND USE OF ENGLISH

Multiple-choice cloze

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

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



Of course, it wasn't always like this. Only a few decades (7) _____, people had to do

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

Α	stopped	В	finished	С	ended	D	not
Α	demolishing	В	striking	С	smashing	D	grabbing
Α	come	В	enter	С	click	D	go
Α	do	В	make	С	find	D	ask
Α	talking	В	chat	С	question	D	speak
Α	break	В	stop	С	end	D	fix
Α	times	В	ages	С	years	D	days
Α	after	В	since	С	ago	D	past
Α	take	В	pick	С	grab	D	hold
	A A A A A A	 A stopped A demolishing A come A do A talking A break A times A after A take 	AdemolishingBAcomeBAdoBAtalkingBAbreakBAtimesBAafterB	AdemolishingBstrikingAcomeBenterAdoBmakeAtalkingBchatAbreakBstopAtimesBagesAafterBsince	AdemolishingBstrikingCAcomeBenterCAdoBmakeCAtalkingBchatCAbreakBstopCAtimesBagesCAafterBsinceC	AdemolishingBstrikingCsmashingAcomeBenterCclickAdoBmakeCfindAtalkingBchatCquestionAbreakBstopCendAtimesBagesCyearsAafterBsinceCago	AdemolishingBstrikingCsmashingDAcomeBenterCclickDAdoBmakeCfindDAtalkingBchatCquestionDAbreakBstopCendDAtimesBagesCyearsDAafterBsinceCagoD

SPEAKING

Interview

2 In pairs, ask and answer the questions.

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

TEST YOURSELF

UNITS 1 & 2

VOCABULARY

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

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

- 1 It would be wonderful to ______ around the world one day.
- 2 It's a really bad habit I need to ______ it soon.
- 3 Fish ______ to survive when the water level drops in the lake.
- 4 Good luck with the test I'm sure you'll _____ really well.
- 5 Every 31st December, I ______ a resolution to do something, but I usually break it!
- 6 I saw a man ______ that woman's purse and run away.
- 7 On her 65th birthday, she decided to ______ and travel the world.
- 8 I need more time to study for my exams, so I'm going to _____ my judo classes for a while.

/ 10

- 9 I think he's going to break the record in fact, he's going to ______ it!
- 10 They were so excited by the concert that they started to ______ really loudly.

GRAMMAR

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

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

- 1 I _____ my aunt and uncle once a month.
- 2 Four or five of us ______ eat pizza tonight.
- 3 I was sure you ______ the concert.
- 4 When I was a kid, I _____ going to the river to swim.
- 5 I'm not very well, so I _____ the doctor tomorrow.

3 Find and correct the mistake in each sentence. Write in your notebook.

- 1 When he was young, my dad used to reading books about nature.
- 2 I am running in the park every morning before school.
- 3 We're really excited because we will go on holiday next week.
- 4 He was tired because he has run two kilometres.
- 5 While I was cycling in the park, I was falling off my bicycle.

WRITING

- 4 Write an article for an international website (120 words) about a habit you used to have. Use the questions below to help you.
 - What was the habit?
 - What did you use to do?
 - Was it a good or a bad habit?
 - Did you struggle to change it?
 - Why did you make this change?

/ 20

/ 10

SPEAKING

5 Work in pairs. Look at the ideas below of things people often complain about. First, talk to each other about why people often complain about these things. Then decide together which thing people complain about the most.



MY SCORE

Self-evaluation

- From what I've learned, the most important thing to me is ...
- The activity I most enjoyed was ...
- The most difficult aspect for me was ...

52–70 32–50 10–31

/70

31

3 THAT'S ENTERTAINMENT

OBJECTIVES

- FUNCTIONS: comparing actions; making invitations; expressing obligation and necessity
- GRAMMAR: expressing possibility, obligation, permission and prohibition; expressing necessity: *didn't need to / needn't have*; adverbs (review)
- **VOCABULARY:** types of films; types of TV programmes; expressions with *get*

READING

- 1 Look at the photos A–F and match them with the forms of entertainment in the list. Write in your notebook.
 - 1 video game | 2 concert | 3 cinema
 - 4 play | 5 sports event | 6 TV programme

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

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

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

I think people enjoy going to the cinema because it is relaxing.

- 3 Now look at the pictures and the title of the article on page 33. What do you think the article is about? Then read and check.
 - 1 the high price of horror films
 - 2 the salaries of famous film actors
 - 3 a film that was made very cheaply
- 4 🚺 Read again and listen to the article. Find:
 - 1 two examples of very expensive films.
 - 2 two reasons why it is possible to say that *Monsters* was successful.
 - 3 four reasons why *Monsters* wasn't expensive to make.
 - 4 the amount of time Gareth Edwards worked on the film after filming.
- 5 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.



3 THAT'S ENTERTAINMENT



Big films on a small budget

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

We're used to hearing about really expensive Hollywood films. The 1997 Oscar-winner *Titanic*, for example, cost \$200 million to make. More recently, *Avatar: The Way of Water* (2022), one of the most expensive films ever made, had a budget of \$350 million.

To be successful, however, a film doesn't need to be as expensive as the big Hollywood blockbusters. The film crew must make considerable efforts for such a film to meet the quality standards that make it watchable. An example of this is the 2011 film *Monsters*, which cost less than half a million dollars to make – \$100,000, to be more precise.

Monsters is set in Mexico and is the story of two people trying to <u>escape from</u> aliens and get back to the USA. The film won several awards and got very good <u>reviews</u> from many film critics – for example, the website Moviefone put *Monsters* at number 3 in its list of the best sci-fi films for 2010.

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



seven people in a van. Secondly, the man who made the film, Gareth Edwards, decided to film it with digital

crew was just

video, which is cheaper than the usual 35 mm film. (The film <u>equipment</u> cost only \$15,000 altogether.) There is also the fact that they used real locations, not a studio. They filmed in different places – including places where it was said they were not allowed to photograph or record. The <u>cast</u> of the film were Edwards himself and two friends of his – we mustn't forget to mention that all the <u>extras</u> in the film were normal people, who weren't even paid.

Most importantly, Edwards did most of the production work himself. He spent eight months editing *Monsters* and then five months creating the special effects. He didn't let other people <u>interfere</u> in the production of special effects. And he did it all at home on his computer, using non-professional software. The amazing thing is that the final film looks nearly as professional as big, fancy Hollywood productions.

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

TRAIN TO THINK I

Identifying the main topic of a paragraph

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

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

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

SPEAKING

Work in pairs. Discuss these questions.

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

GRAMMAR

Expressing possibility, obligation, permission and prohibition

- Complete the sentences from the text on page 33. Then complete the rule with *let, may, must, should, need to* and *not be allowed to*. Write in your notebook.
 - 1 The film _____ be considered boring by some, but it was very well received.
 - 2 A film _____ be as expensive as the big Hollywood blockbusters.
 - 3 Everybody _____ appreciate the effort made by the entire team.
 - 4 He didn't _____ other people interfere in the production of special effects.
 - 5 The film crew _____ make considerable efforts for such a film to meet ...
 - including places where it was said they
 to photograph or record.

RULE: To express possibility, we can use 1 (see sentence 1). To express obligation or necessity, we can use *have to* or 2 (see sentence 5). To express no obligation or necessity, we can use *don't have to* or *don't* 3 (see sentence 2). To say something is / isn't a good idea, we can use 4 (see sentence 3). To talk about permission, we can use 5 (see sentence 4) or 6 (see sentence 6).

LOOK!

had better = something is a good idea and is often used as a warning. The form is always had better + base form of verb. be supposed to = there's an obligation to do something, but in reality, people don't always do it. It is always used in the passive form

(like *be allowed to*). We use *must* when the obligation comes from the speaker. If we are describing a rule or obligation imposed by somebody else, we use *have to*.

2 Complete the second sentence in your notebook, so that it has a similar meaning to the first sentence. Use the words in brackets.

- Children are allowed to look at screens all the time. (let) Many parents give in and <u>let</u> their children look at screens all the time.
- 1 Their daughter can't go out after 8 p.m. (allowed) Their daughter _____ go out after 8 p.m.
- 2 Our teacher expects us to put up our hand if we want to ask a question. (supposed)

We _____ put up our hand if we want to ask a question.

- 3 Their young son isn't allowed to watch TV all day. (let) They ______ their young son watch TV all day.
- You should really turn off the TV if you don't want to get a headache. (better)

You _____ off the TV if you don't want to get a headache.

5 Most experts think that it would be a good idea to limit screen time.

Most experts are in agreement that screen time ______ be limited.

VOCABULARY Types of films

1 Match the types of films in the list with the pictures 1–8. Write in your notebook.

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

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

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


LISTENING

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

Watching TV ...

- 1 can damage your brain.
- 2 is bad for your education.
- 3 is addictive.
- 4 is expensive.
- 5 is not as satisfying as spending time with friends.
- 2 Listen to the conversation. Which of the statements in Exercise 1 does Sheena mention?

3 Listen again. Complete the sentences.

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



SELF-ESTEEM

The film of my life

- Write some ideas for a film script based on your life. Think about these things as you write.
 - 1 How old are you at the beginning of the film?
 - 2 Which other people will be in the film with you?
 - 3 What will be the funniest scene in the film?
 - 4 How will you end the film?
- 2 SPEAKING Work in pairs. Talk about your films.

PROJECT – go to pages 126–127.

GRAMMAR

Expressing necessity: didn't need to / needn't have

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

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

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

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

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

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

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



1

READING

1 Read the TV listings and answer the questions.

CHANNEL 1	CHANNEL 2	CHANNEL 3	CHANNEL 4	CHANNEL 5	
8:00 p.m. Down Our Street	8:00 p.m. Double Your Money	8:00 p.m. 19th-century House	8:00 p.m. The News	8:00 p.m. The Jordan Baker Show	
Your favourite soap continues with Jim and Amanda having an argument, while Alex still can't find a job. Tom has asked Joanna to marry him, but she's got some doubts, and then her friend Tracey tells her a few things about Tom that she didn't know!	Jason Oates is the host of the popular game show where the contestants can win $\pounds 10,000$ – and then double it! There are questions on all kinds of topics to test everyone's general knowledge. Which of tonight's players will get the chance to double their money?	Our reality show continues, now with only eight of the twelve contestants, all living in a house from 200 years ago. It isn't easy living with no electricity, no heating and no 21st- century technology at all. And it's even more difficult with cameras on you 24 hours a day. (Don't forget to have your phone ready to vote.)	All the news and sport from around the world. With Michael Webster.	Jordan Baker presents her completely new chat show. She talks to great celebrity guests and asks them the questions that everyone wants to know the answers to. Tonight, athletics star Sally Malone.	
1 Which two programmes have contestants? 2 Write the adverbs from Exercise 1 in your					

- 2 Which three programmes have presenters?
- 3 Which programme has actors in it?
- 4 Which programme asks viewers to participate?

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

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

GRAMMAR

Adverbs and comparative adverbs (review)

 Complete the sentences from the TV listings with the words in the list. Write in your notebook.

popular | easy | easily | carefully

- 1 It isn't _____ living without electricity.
- 2 lanswered the questions _____.
- 3 She needs to think _____
- 4 He's the host of a _____ game show.

Write the adverbs from Exercise 1 in your notebook. Then complete the rules with adjective and adverb.

RULES:

- Use an _____ to talk about a noun: *He's a slow runner.*
- Use an _____ to talk about a verb: *He runs slowly.*

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

3 Write the adverbs in your notebook.

- 0 quick <u>quickly</u> 3 bad _____ 1 careful _____ 4 easy _____
- 2 good _____ 5 fast _____
- Look at the example sentences below. Then complete the rules in your notebook.
 - 1 She should think **more carefully** than her sister.
 - 2 He should run more quickly. He'll lose the race!
 - 3 I answered the questions **better** than them.

RULE: To form the comparative of most regular adverbs, add the word ______ before the adverb. If an adverb has one syllable, make the comparative by adding *-er: soon* \rightarrow *sooner, hard* \rightarrow *harder, fast* \rightarrow *faster.*

There are some irregular comparative adverbs: badly \rightarrow worse, well \rightarrow better; BUT early \rightarrow earlier

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

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

VOCABULARY

Types of TV programmes

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



variety show: 'Drag de România mea'

2 Read the TV listings on page 36 again. Match the type of programme with each channel. Write in your notebook.

CHANNEL 1 – soap opera

3 **INVESTIGATION** Work in groups of three or four investigators. Your mission is to do a TV programme survey. Report your group's information to the class.

First, answer the questions.

- Do you like watching TV?
- What kind(s) of programmes do you really like?
- What kind(s) of programmes do you really NOT like?
- What programme on TV now do you always watch? Why?
- What programme on TV now do you never watch? Why?
- How do you watch TV programmes on TV, on your phone, on a tablet ...?

Then give points to each type of TV programme you've chosen: 1 = love, 2 = like, 3 = all right, 4 = don't like, 5 = hate. Compare your choices.

	ME	Antonia	Silviu
reality shows	5	4	3
sitcoms	2	1	2

Two of us like sitcoms. One of us doesn't like reality shows.

Check your results following the evaluation scale below.

followed all the steps in the order given.

Through this activity I:

- answered all the questions clearly and correctly.
- worked in a team.



WRITING A paragraph about your TV habits

Write a paragraph about your TV habits.

- Use your answers to the questions in Vocabulary Exercise 3 to help you.
- Try to use grammar and vocabulary from the unit (comparative adverbs, adverbs, words for TV programmes, etc.).

PHOTOSTORY: episode 2

1



Look at the photos and answer the questions.

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

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



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



- LUKE Don't get too excited, Megan. You're not going to meet him. Or even see him, probably.
- RYAN Don't be so sure, Luke. The thing is, they want extras for the film.

LUKE Extras?

1

3

- MEGAN You know the people who stand around and do things but don't say anything.
- LUKE Oh, come on, Megan. Everybody knows what extras are.



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



RYAN That's odd. There's no one here. OLIVIA Have a look at this, guys. The time was eleven o'clock, not one o'clock.

- MEGAN Oh, no! I read it wrong. I saw eleven and thought it was one! Oh, how could I be so stupid?
- LUKE Looks like you're not going to meet Gregory Harris after all, Megan. MEGAN Oh, leave me alone, Luke!

2

DEVELOPING SPEAKING

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

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

- 4 CI Watch to find out how the story continues.
- 5 Mark the sentences T (true) or F (false) in your notebook.
 - 1 Tony Gorman is from Britain.
 - 2 He is the director of the film.
 - 3 He buys a coffee for Megan.
 - 4 Megan listens to Tony's phone call.
 - 5 Megan recognises the second man who comes into the coffee shop. ____
 - 6 She comes back to the park with an autographed photo of Gregory Harris.

PHRASES FOR FLUENCY

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

- 1 Guess what? 4 Have a look [at this]
- 2 In fact, ... 5 Looks like ...
- **3** Come on, ... **6** ... after all.
- 2 Complete the conversation in your notebook. Use the expressions in Exercise 1.
 - JIM Hi guys. ¹_____? I'm in the football team!
 - MIKEYou're joking!JIMNo, I'm not. 2_____ at this. It's the team list.MIKEBut you're not a good player, Jim. 3_____,
 - you're terrible! ALICE Oh, ⁴_____, Mike! He's not so bad.
 - SUSIE That's right. And the school has picked him to play, so ⁵_____ you're wrong, Mike.

.

- MIKE Well, I guess so.
- JIM Yes. I'm good enough for the school team 6 !

WordWise

Expressions with get

- 1 Look at the sentences from the unit so far. Choose the correct meaning of *get* in each one.
 - 1 They're trying to **get** back to the USA.
 - 2 Can I get you another drink?
 - 3 Who will get the chance to double their money?
 - 4 Don't **get** too excited, Megan.
 - a become
 - **b** receive
- c go, arrive
- d bring, buy

2 Use a phrase from the list to complete each sentence. Write in your notebook.

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

- 1 The film was terrible! After 20 minutes, I _____ and fell asleep.
- 2 I was really late for school. When I ______ it was already ten o'clock!
- 3 There's still a long way to go. We won't _____ before midnight, I think.
- 4 He was ill for about a week, but then he ______, I'm happy to say.
- 5 It was a joke. Please don't _____ with me!
- 6 If you want, we can _____ in that café.
- 3 Match the questions and answers in your notebook.
 - 1 Let's go and get a drink.
 - 2 When do you get angry with people?
 - 3 Do you ever get bored watching TV?
 - 4 What time do you get to school?
 - 5 Do you ever get a cold?
 - **a** When they say things I don't like.
 - **b** Usually about eight o'clock.
 - c OK. The shop over there sells water.
 - d Sometimes in winter, usually.
 - e Only when it's a programme I don't like.
- Now write *your* answers to questions 2–5.

FUNCTIONS

Invitations

1 Complete the sentences in your notebook with the words in the list.

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

- 1 Why _____ you come along?
- 2 How ______ bringing some friends along with you?
- 3 Do you _____ coming along?
- 4 That _____ be fantastic. I'd _____ to.
- 5 Yes, of _____. It's a great idea.
- 6 You'll have to _____ me out.
- 2 **ROLE PLAY** Work in pairs. Student A and student B turn to page 142.

Pronunciation

Intonation – inviting, accepting and refusing invitations Go to page 116.

A SCIENCE COUNTS

OBJECTIVES

- FUNCTIONS: talking about past habits; talking about imaginary situations; talking about scientific discoveries
- GRAMMAR: phrasal and prepositional verbs; make or do?; second conditional; *l wish* VOCABULARY: direction and movement; science











READING

1 Look at the photos and answer the questions.

- 1 What does each photo show?
- 2 What do you think life was like for people before they had these things? Do you think life with them is easier today? Why (not)?
- 3 Do you think science helps people? In what way?
- **2 SPEAKING** Work in pairs or small groups. Discuss the questions.
 - 1 Electricity and fire are *discoveries*. The other things are *inventions*. What's the difference?
 - 2 Which of the six things above do you think is the most important? Why?
 - 3 Can you think of other discoveries or inventions that changed how people live?
- 3 Now look at the pictures on page 41. Who are they and why are their scientific discoveries important? Guess what the blog is about. Then read and check.



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

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

MIKE HORNBY'S VERY INTERESTING BLOG PAGE

Why aren't people more interested in science?

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

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



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

TRAIN TO THINK

Thinking about fact and fiction

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

Read the text again and find the following:

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



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

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

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

SPEAKING

Work in pairs. Discuss these questions.

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

GRAMMAR

Phrasal and prepositional verbs

Look at the <u>underlined</u> verbs in the blog on page 41. Match them with the definitions. Then complete the rules in your notebook.

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

RULE:

- Phrasal verbs usually have two parts: a main
 ¹______ and an ²_____ particle which
 can be separated by nouns and pronouns. The
 most adverb particles used to form phrasal verbs
 are *around*, *at*, *away*, *down*, *in*, *off*, *on*, *out*, *over*,
 round, *up*. Together, the verb and the particle have
 a particular meaning which is often quite ³similar /
 different from the meaning of the verb alone.
- Prepositional verbs have two parts: a ⁴_____and a ⁵_____ which cannot be separated from each other. The meaning of these two words together is usually very ⁶similar I different from the original meaning of the verb alone.

2 Find the phrasal verbs in the sentences.

- 1 My aunt was driving home when her car broke down.
- 2 Do you know what time the plane takes off tomorrow?
- 3 I had fun last night my friends came round and we watched a film.
- 4 She likes to hang out with her friends at the mall.
- 5 The wind blew the candles out on my birthday cake.
- 6 I started learning Greek, but it was very difficult, so I gave it up after six months.

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

- Newton was sitting under an apple tree when an apple ______ of the tree and ______ the ground.
- 2 While Archimedes was getting out of the bath, he saw that the water ______.
- 3 I'm trying to light this thing, but the wind keeps _____ my lighter!
- 4 A few pages _____ of the book.
- 5 They _____ with a plan to make this machine work better.
- 6 Would you like to _____ to my house at the weekend?
- 7 We can just _____ and have a good time.

- 4 Complete the sentences with the correct form of the prepositional verbs.
 - 1 That car belongs _____ my father.
 - 2 I totally agree _____ you.
 - 3 Mothers always worry _____ their children.
 - 4 When they go on holiday, my friend looks ______ their cat.
 - 5 She will arrive _____ Bucharest at 2 p.m.
 - 6 I love listening _____ music on my smartphone.

VOCABULARY

Direction and movement

1 Complete the sentence in your notebook.

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

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









LOOK! Forwards and backwards are the only words here that are <u>never</u> followed by an object.

The words *towards* and *away from <u>always</u>* have an object after them.

3 Which way(s) can these things move?

- 3 a helicopter
- a car
 a plane
- 4 a lion in a cage

LISTENING

- 1 Look at the pictures. In which picture can you see ...:
 - 1 apple seeds?
- 3 a plug in a socket?
- 2 the moon?
- 4 a hose?
- 2 Listen to a class discussion. You will hear four stories about things children didn't understand. Number the pictures in the order you hear the stories. Write in your notebook.









3 🚺 Listen again. Answer the questions.

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

How science helps people

- 1 Think about what science has given us. Make notes in your notebook.
 - 1 Name four things that science has given us.
 - 2 Do you know who invented them?
 - 3 How do these things help us every day?
- 2 Write a short paragraph then read it out to the class. Vote for the best short presentation.

GRAMMAR

Make or do?

- 1 Complete the sentences in your notebook with the words in the list.
 - fun | friends | noise | up | sure | difference
 - The press made <u>up</u> this story about the flying penguins.
 - 1 She didn't like you making _____ of her.
 - 2 Our neighbours made a lot of _____ last night while fixing the car.
 - 3 We made <u>nobody would find out the</u> secret of his invention.
 - 4 Their discovery made a _____ in the way people study.
 - 5 Dan made ______ with Bear Grylls during a show.
- 2 Complete the sentences in your notebook with *make* and the missing words. Use the correct form.
 - 1 When you go out, _____ that the door's locked.
 - 2 Doing a lot of exercise _____ a _____ to your health.
 - 3 When he moved to his new school, it was really difficult for him to _____ with his new classmates.
 - 4 It isn't very nice to _____ of other people.
 - 5 Is that story really true? Or did you _____ it ____?
 - 6 They _____ too much _____ so I couldn't sleep.
- 3 Put the words in the list in the correct column. Write in your notebook.

homework | money | an experiment | the dishes sense | the effort | a favour | time | a call | well the cooking

make	do
топеу	homework

- 4 Complete the sentences in your notebook with the correct form of *make* or *do*.
 - I really need to <u>do</u> well in this test. I'm going to study hard tonight.
 - 1 Who _____ the cooking in your house?
 - 2 It's a really good exhibition. You should ______ time to see it.
 - 3 I'm going to _____ a call to my brother.
 - 4 Don't go in there. They're _____ a dangerous experiment.
 - 5 The film is very long, so it ______ sense to have something to eat first.
 - 6 He _____ a lot of money in banking.
 - 7 Can you _____ me a favour will you feed my cat this weekend?
 - 8 I don't get lonely now because I _____ the effort to see people.
 - 9 We _____ the dishes yesterday.
 - 10 She _____ her homework last night.

READING

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

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

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

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

TRAIN TO THINK

Using criteria

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

- Here are the five ideas from the forum.
 Put them in order 1–5 in your notebook:
 1 = the most useful, 5 = the least useful.
 - a a fuel that doesn't pollute
 - **b** a time machine
 - c a cure for malaria
 - d a machine to do homework
 - e a pill to sleep less
- 2 **SPEAKING** Compare your ideas with a partner.
- 3 You put the five things in order following a criterion how useful is the idea? Here are two more criteria. Can you think of others?
 - How possible is it?
 - How important is it?
 - How ______ is it?
 - How _____ is it?
- 4 Choose one of the criteria in Exercise 3 and order the things in Exercise 1 again. Then compare your ideas with other students.



We asked you, our readers:

'What scientific advance or discovery would you like to see in the near future?' Here are some of your answers.

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



GRAMMAR

Second conditional

1 Complete these sentences with the phrases in the list. Are the sentences about real or imagined situations? Find more examples of the second conditional in the web forum on page 44. Write in your notebook.

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

- If they <u>found</u> a cure for malaria, life ______easier in so many places.
- 1 If I _____ choose anything, I _____ a time machine.
- 2 _____ great if it _____ possible?

2 Now complete the rule in your notebook.

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

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

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

Choose the correct words. Write in your notebook.

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

4 Complete the sentences with the correct form of the verbs in brackets. Write in your notebook.

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

💶 I wish

5 Read the sentences. How are they alike?

- 1 <u>I wish I could go back</u> to when I was a kid.
- 2 <u>I wish there was a machine</u> that did homework.

6 Complete the sentences with the correct verb form. Write in your notebook.

- 0 The bus <u>isn't</u> here. I wish the bus <u>was</u> here.
- 1 We <u>aren't</u> a good team. I wish we ______ a better team.
- 2 | <u>can't</u> go home. | wish | _____ go home.
- 3 It's raining. I wish it _____ raining.
- 4 They <u>are making</u> so much noise! I wish they ______ so much noise!

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



VOCABULARY

Science

2

3

4

5

- Match the words with the definitions. Then write your own sentences in your notebook using these words.
 - 0 a cure
 - 1 to discover

to invent

a laboratory

a machine

6 to do research

7 a scientist

an experiment

- a to study something
- **b** someone who works in an area of science
- c a room for scientific work
- d something that makes a sick person well again
- e to find something new
- f a test to see if something works or is true
- g to make something new
- h a piece of equipment that does a specific kind of work
- 2 SPEAKING Look back at Reading Exercise 1 on page 44. What do you think are the three best ideas? Write them in your notebook, using either *I wish* ... or the second conditional.
- **3 SPEAKING** In class, compare everyone's ideas, and vote for the best ones.

PROJECT – go to pages 128–129.

Culture









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

Great scientists

1 Galileo (Italy, 1564–1642)

1

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

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

2 Louis Pasteur (France, 1822–1895)

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

3 Karl Landsteiner (Austria, 1868–1943)

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

But even more importantly, in 1901 he discovered the three main blood groups – A, B and 0 – and showed that it is possible to transfer blood from one person to another person. This led to the first ever blood transfusion in 1907, in New York.

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

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

5 Jane Goodall (Britain, born 1934)

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

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

Which scientist (or scientists) ...

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

4 SPEAKING Discuss the questions.

- a Which of the scientists do you think is the most important? Why? Share your ideas with the class.
- **b** There is only one woman here. Why do you think this is?
- 5 VOCABULARY There are eight highlighted words or phrases in the article. Match them with these definitions. Then write your own sentences in your notebook using these words or phrases.
 - the way that the parts of something are organised *structure*
 - 1 say who or what someone or something is
 - 2 very, very big or important ____
 - 3 simple, not complicated ____
 - 4 something that a person, company, etc. has done or finished successfully _____
 - 5 stop, not allow ____

Ellen's

000

- 6 to behave towards people or things in a certain way _____
- 7 things you use with your hands to do jobs _____

PORTFOLIO

A blog entry

- Ellen wrote a blog entry with the title, 'A world without science'. Read what she wrote and answer the questions.
 - a What did people do before they had penicillin?
 - **b** What does Ellen think life would be like without scientific progress?
- 2 Look at Ellen's blog entry again.
 - 1 In which paragraph does Ellen express personal opinion?
 - 2 In which paragraph does she draw a conclusion?
- 3 Match the paragraphs with these headings:
 - a Introduction; b Main Body; c Conclusion.
- 4 You are going to write a blog entry like Ellen's. Choose one of these examples of scientific progress.
 - mobile phones penicillin
 - the internet vaccination
- 5 Make notes for your blog entry. Use the linking words / connectors to introduce your points and arguments.
 - Paragraph 1: Introducing the topic
 - Paragraph 2: The importance of science in our everyday life – Introducing your points and arguments: In my opinion, To my mind, As far as I'm concerned, I think, I believe, I agree / disagree, For example, etc.
 - Paragraph 3: Conclusion
- 6 Write your blog entry (about 100–120 words altogether).

\neg \Box \times

A world without science

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

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

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

LET'S PRACTISE!

READING

Three-option multiple choice

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

0	RED BUTTON STOPS THE ESCALATOR. ONLY USE IN CASE OF EMERGENCY	 A Press the red button if you want to get on the escalator. B Don't press the red button unless there is a serious problem. C Only shop staff can press the red button. 3 The recent rain has made the school fields very wet and we might need to move the school sports day from Saturday to Sunday. Please see this notice board for further information. 	 A The sports day will now take place on Sunday. B The weather will be bad this weekend. C There is a chance the sports day will still take place on Saturday.
1	Subject: Hi Claudia – I want to start French lessons. You said John Gray teaches French. Have you got his phone number? best Anna	 Anna A wants Claudia to pass on a message to John Gray. B wants to talk to John Gray. C wishes she could start French lessons. 4 Jemma – would it be OK if you didn't use any of the eggs? I need them to make a cake when I get back from work. Thanks Jim PS Help yourself to the soup – it's delicious. 	 Jemma can A eat the soup but not the eggs. B eat the soup and some of the eggs. C have some cake when Jim gets back from work.
2	PHOTOGRAPHY FOR BEGINNERS 5-week course starts Tuesday 6th Oct. There are still a few places. BOOK WITH STEVE	 A The photography course is already full. B Talk to Steve if you are interested in learning how to take photographs. C The photography course finishes at the end of October. 5 Really sorry to miss your party. Hope it's fun. Work is no fun at all! 	 Fin A wishes he could go to Ashley's party. B is going to be late for the party. C thinks that work is as fun as the party.

WRITING

Sentence transformations

- 2 Here are some sentences about science. For each question, complete the second sentence in your notebook so that it means the same as the first. Use no more than three words. Write in your notebook.
 - My dad's worked as a scientist for 20 years.
 My dad started working as a scientist <u>20 years ago</u>
 - I really don't understand physics. I would like to understand it.
 I wish ______ physics.
 - 2 I'm quite sure he doesn't like science. He really doesn't like science, ____?
 - Before Mr O'Brian was our teacher, I didn't like science much.
 I ______ like science before Mr O'Brian became our teacher.
 - 4 I always fail biology tests because I don't understand things. If I understood things, I ______ biology tests.
 - I don't enjoy science fiction and Jim doesn't enjoy science fiction.
 I don't enjoy science fiction and ______ Jim.

TEST YOURSELF

UNITS 3&4

VOCABULARY

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

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

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

GRAMMAR

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

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

- 1 Dave had already asked Dad about the trip, so I _____ ask him.
- 2 She needs to drive _____ on the icy roads.
- 3 Our apple tree _____ in the storm.
- 4 She plays the guitar _____ than me.
- 5 You _____ brought a dictionary. I have lots of dictionaries here.

3 Find and correct the mistake in each sentence. Write in your notebook.

- 1 He's a bit angry I think you better apologise to him.
- 2 I'm making my homework now, so I'll talk to you later.
- 3 If you would work harder, you would do better at school.
- 4 You never do time for your friends.
- 5 He runs more quick than me.



WRITING

- 4 Write a paragraph (80–100 words) about the best film or TV programme you have seen. Use the ideas below to help you.
 - What type of film / TV programme is it?
 - Why is it the best?
 - Do you think other people should see it? Why?



/ 10

SPEAKING

5 Work in pairs. Look at the photos of people enjoying entertainment. Talk about what can you see in the photos, then compare the types of entertainment.









Self-evaluation

- From what I've learned, the most important thing to me is ...
- The activity I most enjoyed was ...
- ${\boldsymbol{\cdot}}$ The most difficult aspect for me was \ldots

5 KEEP HEALTHY

OBJECTIVES

FUNCTIONS: talking about your health; issuing and accepting a challenge GRAMMAR: past perfect simple (2); past perfect continuous; past perfect simple vs. past perfect continuous; past perfect continuous vs. past continuous VOCABULARY: time linkers; illness: collocations



- READING
 - **SPEAKING** Look at the photos. With a partner, name the free-time activities. What others can you think of?
 - 2 SPEAKING Think about the activities in Exercise 1. How might the various free-time activities be good for someone's health? Talk about your choices in pairs.

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

- 3 Read the article on page 51 quickly and answer the questions.
 - 1 What effect did birdwatching have on the woman's health?
 - 2 What record did she set during her trip to Mexico?

- Read and listen to the article and decide if each statement is correct or incorrect. If it is correct, mark it A. If it's incorrect, mark it B. Write in your notebook.
 - Phoebe Snetsinger learned about her illness after she came back from Alaska.

A

- 1 When she got the bad news, she took some time to recover and then started travelling.
- 2 After travelling for about ten years, she had won the fight against her illness forever.
- **3** Only 12 other people were as successful with their bird spotting as Phoebe.
- 4 Phoebe liked breaking records, but she didn't care a lot about the environment.
- 5 When Phoebe finally died of cancer, she was on holiday doing what she loved most.
- 6 Just before she went on her last trip, she published her famous book *Birding on Borrowed Time*.
- 5 Work in pairs. Correct the statements marked B.
- 6 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

8,000 Birds to See In a Lifetime

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

She immediately went

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

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

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

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





beautiful birds.'

Sadly, when Phoebe was 68, she died in a car accident on the island of Madagascar off the East African coast. She was there enjoying the hobby that had probably saved her life. She had been there for two weeks and had added another five to her list of over 8,400 species.

Four years after she died, the American Birding Association published her memoirs, *Birding on Borrowed Time*. Many people have enjoyed reading this moving book. It isn't just a story about a bird <u>spotter</u>'s travels, but a touching human document of how her hobby helped her to live much longer than expected.

TRAIN TO THINK

Thinking about what makes you happy and healthy

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

Tick (\checkmark) the sentences that show what you think you can learn from this story. Write in your notebook.

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

PROJECT – go to pages 130–131.

SPEAKING

Work in pairs. Discuss these questions.

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

GRAMMAR Past perfect simple (2)

1 Read the example sentences and answer the questions. Then choose the correct word to complete the rule in your notebook.

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

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

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

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

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

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

2 Complete the sentences in your notebook. Use the past perfect form of the verbs in brackets.

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

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

- 1 I was really sad because ...
- 2 I was absolutely delighted when I found out that ...
- 3 I was angry when I found out that ...
- 4 I was very tired after ...

VOCABULARY

Time linkers

1 Read the story. Complete it in your notebook with the words in the list.

when | as soon as | then | until | while



When I was a child, I was never really very interested in nature. ¹______ one day, my aunt gave me a book for my birthday. It was called *Birding on Borrowed Time* by a woman named Phoebe Snetsinger. ²______ she gave it to me, I was a little disappointed. It didn't seem very interesting, and I wanted a new game for my phone. My aunt made me promise to read it. So I did and I loved it. It was so interesting.

³_____ I was reading the book, I completely forgot about time. In fact, I didn't do anything else

- _____ I'd finished it no TV, no gaming, nothing.
- ⁵_____ I had finished the book, I went out and bought myself a pair of binoculars. And that's how my interest in birdwatching started.

2 Match the parts of the sentences. Write in your notebook.

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

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

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

LISTENING



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

- 1 Four things we all know about regular exercise.
- 2 Four things we might not know about regular exercise.
- 3 The advantages and disadvantages of regular exercise.
- 2 Listen again. A student in Sam's class is taking notes, but she hasn't managed to write everything down. Complete her notes in your notebook.

Sam's talk:

What everybody knows: exercise is

- good for:
- strengthening muscles
- controlling ¹

3

Four things not everyone might know about exercise:

- 1. helps with mental health
- reason: there's a link between lack of^2 and depression.
- 2. strengthens your immune
- helps you fight colds and other
- is good for your ⁵
 reduces the risk of dying from
- a ⁶_____attack.
- 3 **SPEAKING** Compare your notes with a partner's. Which of the points from Sam's talk did you already know? Which were new for you?

SELF-ESTEEM

About health

- 1 Complete the sentences from Sam's talk with therefore and you should. Write in your notebook. Then decide: in which of the sentences the speaker makes a suggestion and in which the speaker draws a conclusion?
 - Exercise gives you a healthy heart, so
 ______ exercise regularly. You reduce the risk of dying from a heart attack by almost a half.
 - There is a clear link between lack of movement and depression.
 regular exercise helps you to become a happy person.

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

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

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

- B Spending time outdoors in the fresh air is good for your health. Birdwatching is done outdoors in the fresh air. Therefore, birdwatching is a healthy free-time activity.
 valid invalid
- C Vitamins are good for the immune system. Fruit has got vitamins in it. Therefore, eating fruit is good for the immune system. valid invalid
- Positive thinking can be good for your health.
 John is a positive thinker.
 John will never fall ill.
 valid invalid

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

READING

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

Miracle operations

A

Kevin Sato's parents were so happy yesterday when their 4-year-old son walked through the gates of his school in Salford near Manchester, together with his friends.

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

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





В

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

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

2 Read both stories. Mark the sentences A (story A) or B (story B). Write in your notebook.

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



3 WORDS IN CONTEXT

In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

GRAMMAR

Past perfect continuous

1 Complete these examples from the stories on page 54. Choose the correct words to complete the rules. Write in your notebook.

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

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

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

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

walk | climb | wait | not pay | try

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

Past perfect simple vs. past perfect continuous

3 Complete the sentences with the past perfect simple or continuous form of the verbs in brackets. Write in your notebook.

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

Past perfect continuous vs. past continuous

- 4 Match the sentences (1–4) with the actions they refer to (a–d). Then choose the correct words to complete the rule. Write in your notebook.
 - 1 He had been studying for two hours when I arrived.
 - 2 He was studying when I called him.
 - 3 He had been studying all night so he was tired.
 - 4 He was studying at 8 p.m. yesterday.
 - a an action that had continued up to a moment in the past; duration is emphasised
 - **b** an action continuing up to a moment in the past; its effects / results are shown
 - c an action in progress at a moment in the past, interrupted by another action
 - d an action in progress at a time in the past

LOOK! The past continuous refers to an action in progress in the past, while the past perfect continuous talks about actions in the past that happened before another action.

5 Complete the sentences in your notebook. Use the correct form of the verbs in brackets.

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

VOCABULARY

Illness: collocations

- In your notebook, match the parts of the sentences. Then underline the illness collocation in each sentence.
 - 0 My dad hasn't <u>done</u> any
 - 1 Our neighbour is in hospital. He had an
 - 2 Her doctor gave her medication and she got
 - 3 If you have a problem with your eyes, make an
 - 4 Are you sure it's a cold? Maybe you should see
 - a better immediately.
 - **b** a doctor.
 - c appointment with a specialist soon!
 - d <u>exercise</u> for years now. He's not very healthy.
 - operation two days ago.
- 2 Write sentences in your notebook using illness collocations.

d

PHOTOSTORY: episode 3

Look at the photos. The four friends have issued each other a challenge involving their phones. What could it be?

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

EMMA It's been such a busy week.

The challenge

- LIAM Too right. So many things to do.
- NICOLE Same here. And all of these projects for school. It's been fun, though. Hasn't it, Justin?
- **JUSTIN** Sorry?
- EMMA Oh, come on, Justin. You're not listening to us at all.
- NICOLE Always on your phone doing something or other.
- JUSTIN Sorry. I know it's a bad habit, but whenever someone texts me I've just got to reply right away.
- NICOLE Seems like we're not important to you any more. You're constantly on the phone. Oh, sorry. Oh, hi, Julia. Yeah ... sure I'm going ... yes, we're all going ... No idea ... Hang on a sec. Let me ask ... Guys? When's the Chilly Balloons concert? Is it next week?

JUSTIN On the 7th, nine o'clock.

- NICOLE Julia? On the 7th at nine o'clock ... I'll be at home, I guess. Sure ... OK. Well, I have to be off now, but give me a shout over the weekend when you have time. OK, bye! ... Right. Where were we?
- JUSTIN Seems like we're not important to you any more. You're constantly on the phone.
- NICOLE Hang on it was Julia and it was important. I was only helping her.
- EMMA Did you hear that the cheapest tickets to the concert are £42?
- LIAM What? That can't be right. Let me check. Here we are. Chilly Balloons ... Saturday 7th ... tickets from £25.00 to £100.00.
- EMMA Oh, that doesn't sound too bad. Thanks, Liam.
- NICOLE You know what? We're telling Justin off for being on his phone too much, but we're all just as bad.
- JUSTIN Ha! True! Hey, I challenge us all *not* to use our phones for the whole weekend. Not once. I bet you can't.
- NICOLE Ridiculous. Of course we can. Why wouldn't we be able to?
- EMMA Oh, come on. Three days without a phone? No problem!
- JUSTIN OK. Let's try it, shall we? You'll never survive the weekend without your phones. You'll see. Anyone who uses their phone has to treat the others to coffee or whatever they want at the café. OK?

EMMA OK. I'm in.

JUSTIN No phones, right up to Monday morning, starting now. Deal?







5 KEEP HEALTHY

DEVELOPING SPEAKING

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

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

4 C Watch to find out how the story continues.

5 Answer the questions.

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

PHRASES FOR FLUENCY

- 1 Find these expressions in the story. Who says them? How do you say them in Romanian?
 - 1 Same here.
 - 2 something or other
 - 3 Give me a shout
 - 4 Where (were we)?
 - 5 You know what?
 - 6 (It's a) deal!

2 Use the expressions in Exercise 1 to complete the dialogues. Write in your notebook.

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

WordWise

Expressions with right

 Look at these sentences from the unit so far. Complete them with phrases from the list. Write in your notebook.

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

- 1 I just feel like I've got to reply _____
- 2 A It's been such a busy week.
- **B** _____. So many things to do.
- 3 No mobiles, _____ Monday morning. Deal?
- 4 You know my friends Emma, Justin and Liam, ____
- 5 OK, bye! _____, where were we?
- 6 A I told you. No technology all weekend. B
- 2 Complete the sentences in your notebook with a phrase using *right*.
 - 1 You're the new girl at school, _____?
 - 2 The party was great. I stayed _____ the end.
 - 3 There's a problem at home. I need to leave _____
 - 4 _____, everyone. I want you all to listen ...
 - 5 A That film was terrible.
 - B _____. I hated it as well.
 - 6 A Can you give me a hand with my homework?
 - **B** _____. I'll be with you in a minute.

FUNCTIONS

Issuing and accepting a challenge

- 1 Read the phrases. Which ones are used to issue a challenge? Which ones are used to accept or turn down a challenge?
 - 1 lbet you can't ...

2 I think you're (probably)

- 5 I challenge you to ...
- 6 No problem.
 - 7 You'll never manage to ...
 - 8 Of course I can.
- 3 I bet (you) I can ...4 That's too easy.

right.

- 2 WRITING Work in pairs. Write short dialogues between two people, where one challenges the other. Use these ideas and one of your own:
 - eat a doughnut without licking your lips;
 - finish this exercise before me;
 - speak only in English during break times and lunchtimes for a whole week.

Pronunciation

/ tj / and /j/ consonant sounds Go to page 116.

6 RULES

OBJECTIVES

- FUNCTIONS: talking about permission; following and giving simple instructions
- GRAMMAR: the passive voice: present and past passive; third conditional
- vocabulary: discipline; talking about consequences and reasons



READING

1 Look at the pictures and then read this list. Put a tick (1) if it's something you can do. Put a cross (X) if it's something you can't do.

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

hang out with your friends in town

- 2 What other things can you think of that you can or can't do at home or at school?
- **3 SPEAKING** Work with a partner. Who has stricter rules in their life?
- 4 Look at the pictures with the article on page 59. In what way did these children have a hard life?
- 5 Nead and listen to the article on page 59. Under each picture write *Greek*, *Aztec* or *both*.



- 6 Read the article again and complete the sentences in your notebook. Use between one and three words.
 - 1 Ancient Greek parents had ______ to decide if they wanted to keep their babies.
 - 2 Unwanted babies were often ______ to die.
 - 3 Unlike Greek girls, Greek boys ____
 - 4 At military school Greek boys didn't often have _____ to eat.
 - 5 _____ awaited Aztec children who broke the rules.
 - 6 Ancient Aztecs thought education ____
 - 7 Aztec boys and girls _____ to the same school.
 - 8 Calmecac schools were for children from _____
- 7 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

TRAIN TO THINK

Thinking about the importance of rules

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

Answer the questions:

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

6 RULES IN MY COMMUNITY

Hard times to be a kid

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

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

'My parents never let me go to parties.'

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

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

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

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

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

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

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

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

SPEAKING

Work in pairs. Discuss these questions.

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









GRAMMAR

The passive voice: present simple and past simple

1 Complete the sentences from the article on page 59. Then choose the correct options to complete the rules. Write in your notebook.

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

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

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

2 Complete the sentences with the present simple passive or past simple passive form of the verbs in brackets. Write in your notebook.

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

3 How many passive sentences can you make? Your sentences can be positive, negative or interrogative.

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

VOCABULARY

Discipline

- 1 Match the phrases 1–6 with the definitions a–f. Write in your notebook.
 - 1 to do what you're told
 - 2 to behave well
 - 3 to get punished
 - 4 to break the rules
 - 5 to get into trouble
 - 6 to get told off
 - a to be good by acting in the correct way
 - **b** to do something you shouldn't do
 - to have problems because you did something wrong
 - d to follow the rules that others make
 - e to be told that what you did was wrong
 - f to be made to do something you don't want to do because you did something wrong
- 2 Complete the sentences with phrases from Exercise 1, above. Sometimes there is more than one possible answer. Write in your notebook.
 - 1 My sister Claire breaks all the school rules, so she always gets _____.
 - 2 Kenny always _____ in class. The teacher thinks he's perfect.
 - 3 His Mum and Dad would be a lot happier if sometimes he _____.
 - 4 My little brother Stan is really naughty. He's always getting ______.
 - 5 Julia's a rebel. She likes _____.
 - 6 If I don't behave well, I usually get _____.

3 Which of the children in Exercise 2 do you think these pictures show? Match in your notebook.



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

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

PROJECT – go to pages 132–133.

LISTENING

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

The modern game





The ancient game

of mushi-ken









2



2 Disten again and answer the questions.

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

FUNCTIONS

Following and giving simple instructions

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



- How many players are needed to play the game?
- How do the players know when it is their turn to play?
- Do the players score points? If yes, how?
- What are the players not allowed to do?
- 2 **SPEAKING** Work in pairs. Describe to each other how to play the game.

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

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

Play rock, paper, scissors

1 What do you think these hand positions could represent?



- 2 Follow the instructions and make a new version of *rock*, *paper*, *scissors*.
 - 1 Think of three things to do battle, e.g. water, fire and air.
 - 2 Think about how the objects defeat each other.
 - Water defeats fire because it puts it out.
 - Fire defeats air because it consumes it.
 - Air defeats water because it dries it.
 - 3 Think of a hand position for each of the things.
 - 4 Explain your game to your partner and play it.

READING

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

- I × www.FabFiction.co.uk / 7fy8d73m

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

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

- 1 The sign clearly said 'Don't feed the seagulls'. Maybe if the seagull had been able to read, it wouldn't have flown down and stolen my sandwich. Unfortunately, it couldn't read. It flew down and it stole my lunch. And that's why I'm still hungry. Can I have a cheese sandwich, please? Please?
- **2** 'If we had run, we wouldn't have missed the train,' she said angrily.

'I don't like following your orders,' he replied, as the 10 p.m. train was leaving the station. 'We'll get the next train.'

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

- **3** 'Never, ever go into the abandoned old house at the end of the road.' That's what all the parents told their children. One day, Jack decided to find out what the mystery was all about and went into the house. Now there's a new mystery in town: what exactly happened to Jack?
- **4** The big sign at the park gates said: 'No ball games. No cycling. No skateboarding. No picnics.' We stood and looked at it for a long time. 'Let's go in anyway,' I said. My friend replied: 'No way! No point!' I smiled. 'No problem!' I said, and then took down the sign.
- 5 If I had listened to my mother, I wouldn't have got into trouble. 'Always tell the truth,' she said. So when Miss Green asked me why I was yawning, I told her the truth – I thought the lesson was really, really boring. Now I've got to explain all this to the headmaster.



- 2 Match the stories (1–5) to the titles. Write the numbers in your notebook. There is one title you won't need.
 - a Where can we play?
 - **b** A long wait
 - c A question with no answer
 - d A game with no rules
 - e Birds don't read
 - f Trouble at school
- 3 Each of the stories actually has 52 words. Find two words that you can take out in each one. (There are always more than two possibilities!)

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

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

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

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

GRAMMAR Third conditional

1 Read the example sentences and answer the questions. Then complete the rules in your notebook.

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

- Did they run? Did they miss the train?
 If I had listened to my mother, I wouldn't have got into trouble.
- 2 Did he listen to his mother? Did he get into trouble?

RULE: To talk about unreal situations in the past and their imagined results, we use the third conditional. Pay attention to the sequence of tenses.

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

The condition clause can come before or after the result clause. If it comes first, use a comma between the clauses.

2 Match the parts of the sentences. Write in your notebook.

- 1 If I had studied harder, ____
- 2 If I hadn't studied so much, ____
- 3 Would she have been late for school _____
- 4 If she hadn't got up when her alarm rang, ____
- 5 If we hadn't spent all our money, ____
- 6 We wouldn't have had enough money to go to the cinema ____
- a I wouldn't have passed the test.
- **b** if she had got up when her alarm rang?
- c we would have bought him a present.
- d the test would have been a lot easier for me.
- e if we had spent it all on food.
- f she wouldn't have had time for breakfast.
- In your notebook, put the verbs in brackets into the correct form to make third conditional sentences.
 - 0 If she <u>hadn't been</u> (not be) so rude, I <u>would have helped</u> (help) her.
 - 1 If Paul ______ (not invite) me to his party, I ______ (be) really upset.
 - 2 If she _____ (enter) the competition, I'm sure she _____ (win) it.
 - 3 They _____ (go) in the sea if they _____ (not forget) their swimsuits.
 - 4 We ______ (not win) the game if he ______ (not score) that goal.

4 Read the statement. Imagine a different past and write in your notebook third conditional sentences.

My grandparents met each other on holiday.

VOCABULARY

Talking about consequences and reasons

 Match the conversations (1–4) with the pictures (A–D). Write in your notebook.









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

2 Complete the sentences in your notebook with your own ideas.

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

Pronunciation

Silent consonants Go to page 117.

Culture

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

THE GREAT ESCAPE

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

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





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

3 Read the article again. What do these numbers refer to? Write in your notebook.

0	7	The numbe	r o	fweel	ks th	e mine	ers	were
		trapped un	dei	grouv	nd.			
1	13		3	29		5	5	33

	15	2	27	5	55
2	17	4	30	6	60

SPEAKING Work in pairs. Discuss these questions.

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

6 RULES IN MY COMMUNITY

- 5 VOCABULARY There are seven highlighted words or phrases in the article. Match them with these definitions. Then write your own sentences in your notebook using these words or phrases.
 - 1 a space where water doesn't get in
 - 2 the history of accidents at a place
 - 3 gone down in the water
 - 4 a terrible event that often kills many people
 - 5 amazing events that almost seem impossible
 - 6 an instrument that makes a hole in the ground
 - 7 what's left of a car, ship, plane, etc. after a crash

PORTFOLIO A story about a rescue

1 Read the story. Answer the questions.

- 1 Why did the boy and his friends walk across open land?
- 2 How long did the rescue take?
- 3 Why did he need to go to hospital?
- 4 How did his mother feel about the rescue?
- 2 Complete the story with the words in the list. Write in your notebook.

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

3 The story has four paragraphs. Which of them:

- a gives details about how the accident happened?
- **b** gives people's reactions to the accident?
- c gives a summary of the whole event?
- d describes how the accident was dealt with?
- 4 Think of a rescue that you know about or invent one. Write a story (about 120 words). Think about:
 - who was involved in the accident and the rescue.
 - any special words that you will need to talk about the accident. (Use a dictionary to help you.)
 - how to organise the information into paragraphs.
 - how to make the story dramatic.



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

⁶_____ fortunately he came through it OK.' The boy's mother said ⁷_____ that she was really grateful to the people who had worked so hard and risked their lives to save her son.



LET'S PRACTISE!

READING

Three-option multiple choice

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

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

LISTENING

Multiple choice

- 2 ☑ You will hear a girl called Lucy talking on a TV breakfast show. For each question, choose the correct answer A, B or C. Write in your notebook.
 - 1 To enter the competition, Lucy had to
 - A make a video of herself and then phone someone.
 - **B** write a letter and practise reading the weather forecast.
 - C explain why she wanted to win in a letter and send it with a video of herself.
 - 2 What time did Lucy do her weather forecast?
 - A Three o'clock.
 - B Four o'clock.
 - **c** Five o'clock.

- 3 How did Lucy feel when she did the forecast?A Very excited.
 - B Excited and a little bit worried.
 - c Very nervous.
- 4 What was the weather like in the forecast Lucy gave?
 - A There was a variety of types of weather.
 - **B** It was mainly good for most of the country.
 - **C** It was cold and snowy.
- 5 What job does Lucy want to do one day?
 - A She'd like to be on TV.
 - **B** She'd like to read the weather.
 - **c** She wants to be a teacher.

TEST YOURSELF

UNITS 5&6

VOCABULARY

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

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

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

GRAMMAR

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

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

- 1 Dad wasn't happy that I arrived late. He _____ for me for ages.
- 2 Our school _____ in 1965.
- 3 While she _____ the birds, she heard some footsteps.
- 4 You would have been OK if you ______ a second hamburger.
- 5 I ______ to the concert if I'd had a ticket.

3 Find and correct the mistake in each sentence. Write in your notebook.

- 1 Millions of hamburgers eat every day.
- 2 When we got to London, we had being travelling for a long time.
- 3 Hundreds of houses have damaged by the hurricane.
- 4 The baby was very ill, so they were taken her to hospital.
- 5 Last week, I hurt in a car accident.



Self-evaluation

- \bullet From what I've learned, the most important thing to me is \ldots
- The activity I most enjoyed was ...
- The most difficult aspect for me was ...

WRITING

- 4 Write a story (90–100 words) that begins with this sentence: 'As soon as I saw the ambulance, I felt better ...'. Use the following ideas to help you write your story:
 - Where the people are;
 - How they are feeing;
 - What you think has happened.



/ 20

/ 10

SPEAKING

5 Work in pairs. Look at the photos, then discuss the questions below for three minutes. The photos show people who were ill. Talk together about a time when you got sick (for example, with a cold). Talk about why you got sick, what happened, who helped you, and how you got better.







OBJECTIVES

- FUNCTIONS: telling a story; expressing feelings: frustration **GRAMMAR:** relative pronouns; defining and non-defining relative clauses; relative clauses with which
- **VOCABULARY:** types of story; elements of a story



MARGARET ATWOOD HANDMAID'S TALE



READING

- 1 Look at the photos, then think of an example of each of these things:
 - a story or a favourite fairy tale from your childhood;
 - a favourite film;
 - a thriller (either a book or a film) that really grabbed you;
 - an anecdote or a joke you've heard recently.
- 2 SPEAKING Work in pairs. Share one or two of your ideas from Exercise 1.
- **3 SPEAKING** Why do you think people like stories so much? With a partner, discuss as many reasons as you can think of. Then compare your ideas with the rest of the class.
- 4 🚺 Read and listen to the article on page 69. Were your ideas the same as the writer's?
- 5 Read the article again. Answer the questions.
 - 1 What examples does the writer give to show that storytelling is popular in the modern world?
 - 2 What point is the writer making in paragraph 2?
 - 3 What did the Neanderthal man *not* want to do when telling the story?
 - 4 How have storytellers contributed to society in different cultures?
 - 5 How did storytellers manage to keep people interested in their stories over the years?
 - Why can stories be very important for a country 6 and its culture?



WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

TRAIN TO THINK I

Thinking about different writing styles

Writers use different techniques to bring their texts alive.

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

2 Choose the correct option.

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

Everybody loves stories – but why?

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

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

of the cave, down to the place where the best berries grow. Well, they don't come back for a long while, and finally, the only one of them to return is the friend who has a sad story to share. He tells the others that not long after they left the cave, a <u>sabre-toothed</u> tiger attacked them and killed his friend. The others are shocked, of course, but they're also <u>warned</u>.

Are you getting the idea? Stories aren't just about entertainment. Good stories give us something to think about. They contain messages which might be useful for us in the future, like the Neanderthal man's story, which certainly wasn't intended to entertain his friends!

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

In cultures all over the world, important stories <u>have been</u> <u>passed down</u> from generation to generation. These stories come from previous generations, whose wisdom and knowledge they contain. They're often about disasters, dramatic events such as fires, storms, thunder, lightning and floods. Every country and culture has its own stories. Our stories

> have become part of our tradition. Our stories <u>reflect</u> who we are.

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

SPEAKING

Work in pairs. Discuss these questions.

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

GRAMMAR

Relative pronouns

- 1 Complete these sentences from the article on page 69. Then complete the rule. Write in your notebook.
 - 1 A group of Neanderthals are sitting around the fire in a cave, ______ they've just finished eating a big meal together.
 - 2 He wants to get some berries, _____ he wants to share with everybody.
 - Everybody has always respected storytellers,
 _____ have been important members of many societies.
 - 4 These stories come from previous generations, _______wisdom and knowledge they contain.

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

- 1 _____ to refer to **people**.
- 2 _____ to refer to things.
- 3 _____ to refer to **possessions**.
- 4 ______ to refer to **places**.
- 2 Combine the sentences by replacing the <u>underlined</u> words with relative pronouns from Exercise 1. Write in your notebook.



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

Defining and non-defining relative clauses

- 3 Complete these sentences from the article on page 69. Write in your notebook. Then read the rule.
 - 1 What's the first image _____ comes to mind when you hear the word 'storytelling'?
 - 2 A parent _____'s reading a fairy tale to a little child that's what most of us think of immediately.
 - 3 Off they go, out of the cave, down to the place ______ the best berries grow.
 - 4 The only one of them to return is the friend, ______has a sad story to share.
 - 5 We admire people <u>magical storytelling</u> skills capture our attention and our imagination.

RULE: We use a **defining relative clause** to

identify an object, a person, a place or a possession. Without this information, it's hard to know who or what we're talking about.

The man was angry. (Which man?) The man whose bag had been stolen was angry. We use a non-defining relative clause to add extra information. We don't need this information to understand the sentence. We put commas around it. Stephen King is a famous writer. Stephen King. who is American is a famous writer.

Stephen King, **who is American**, is a famous writer. (Extra information: he's American.)

- 4 Complete these defining relative clauses with who, where, whose or that. Write in your notebook.
 - 0 The house <u>where</u> I grew up is next to a school.
 - 1 A book <u>has lots of short chapters is</u> perfect for the bus ride to school.
 - 2 A person _____ knows a lot of jokes is usually a good public speaker.
 - 3 We went to hear a lecture by a writer _____ books are always on the best-seller list.
 - 4 The author _____ wrote the famous teen novel *The Outsiders* was only sixteen.
 - 5 The restaurant ______ we met was downtown.
- Tick (✓) the sentences which contain non-defining relative clauses and add commas. Write in your notebook.
 - 1 My brother is someone who just doesn't like listening to jokes.
 - 2 Fairy tales which were written for children are now being adapted for the cinema.
 - 3 The Brothers Grimm whose stories have fascinated millions of children lived in the 19th century.
 - 4 It's difficult to read in places where people are talking on mobile phones.
7 WHAT A STORY!



- 3 SPEAKING Which types of story do you like reading most?
- **PROJECT** go to pages 134–135.

SPEAKING

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

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

- 2 Prepare a one-minute talk about reading. Think about the following points and take notes.
 - if you prefer articles, short stories, novels, etc.
 - where and when you like reading
- 3 Take turns giving your talks in small groups.

LISTENING

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

Stephen King: fact file

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

- 2 Listen to two teenagers talking about a short story by Stephen King called *Word Processor of the Gods*. What's the last word displayed on the computer screen?
- 3 Listen again and make notes to answer the questions.
 - 1 What has the man always wanted to have? Why?
 - 2 What kind of relationship does he have with his son and his nephew?
 - 3 What event makes the man very unhappy?
 - 4 What happens when he goes to his garden shed the next day?
 - 5 Why does he get angry? What does he do next?
 - 6 What happens at the end?
- 4 **SPEAKING** Compare your answers in pairs.

SELF-ESTEEM

A better world

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

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

READING

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

Hollywood fairy tales



Little Red Riding Hood used to be just a story that parents would read to their children at bedtime, but not any more. Red Riding Hood became a Hollywood blockbuster directed by Catherine Hardwicke. Hardwicke directed Twilight, which made her the obvious choice for another film so clearly aimed at the teenage market. Red Riding Hood isn't the only film to go back to the classic fairy tales and update them for today's teenagers. Hansel and Gretel: Witch Hunters, Jack the Giant Slayer, Snow White and the Huntsman, Puss in Boots and The Little Mermaid are also hoping they can persuade young people to revisit the stories of their childhood. And then there's Brothers Grimm, starring Matt Damon and Heath Ledger, which sees the original authors of many of these fairy tales come face to face with some of their characters. Hollywood, it seems, has realised that fairy tales have the potential to make money, and lots of it.

Teenagers are one of Hollywood's most important markets and after the success of series like *Harry Potter*, *Twilight* and *The Hunger Games*, film studios are looking for more inspiration for stories to keep young people returning to the cinema. Fairy tales might just be the answer. Although the original stories might be for children, the films develop the themes in ways that are interesting for older age groups, such as teenagers and young adults. Of course, you might not recognise much of the original story, as extra horror and romance for the heroes and heroines have been added to the plots. But with modern-day special effects to bring it all to life, does it really matter?



3 Read the article again and connect the sentences. Write in your notebook.

- 0 Catherine Hardwicke has made
- 1 Several films have been produced
- 2 Brothers Grimm shows how the
- 3 Films based on fairy tales have
- 4 Teenagers find the
- 5 When you compare the films to

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

- 1 What fairy tales are popular in Romania?
- 2 Which do you prefer to do first: read the original book or watch the film version of it?

famous writers meet the heroes turned out to be extremely the stories they are based on, films based on the original a name for herself as a director that remind young people of the stories they enjoyed as children. you will notice big differences. of films for a teen audience. successful commercially. and villains of their stories. books interesting.

WRITING

A fairy tale

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

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

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

GRAMMAR

Relative clauses with *which*

- 1 Complete these sentences from the article on page 72. Add commas where necessary. What does *which* refer to in each of the sentences? Complete the rule. Write in your notebook.
 - 1 Hardwicke directed *Twilight*, _____ made her the obvious choice for another film so clearly aimed at the teenage market.
 - 2 And then there's *Brothers Grimm*, ______ sees the original authors of many of these fairy tales come face to face with some of their characters.

RULE: The pronoun ¹_____ normally refers to a noun, but it can sometimes refer to the whole of the previous clause. We cannot use ²_____ or *that* in the same way. *She was late, which made her nervous.* NOT *She was late, what / that made her*

2 Doin the pairs of sentences using which.
 Write in your notebook.

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

3 Complete the sentences so that they are true for you. Write in your notebook.

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

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

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

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

VOCABULARY

Elements of a story

1 Match the words in the list with their definitions. Then write your own sentences in your notebook using these words.

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

- 0 the story of a film, play, etc. *plot*
- 1 a person in a story
- 2 the last part of a story
- 3 the main (usually good) character in a story
- 4 a character who harms other people
- 5 the words that the characters say to each other
- 6 the beginning of a story
- 7 the time and place in which the action happens
- 2 **INVESTIGATION** Work in pairs or small groups of investigators. Your mission is to do a survey about your classmates' favourite stories. Ask them questions about the following elements:
 - a film or book with a great plot;
 - the setting of the last film you saw;
 - a film with a great opening;
 - a good film with a disappointing ending;
 - an actor who's best at playing villains.
- 3 Present your results in front of the class. You can make an oral presentation, a diagram, a video or a poster.

Check your results following the evaluation scale below.

Through this activity I:

- answered all the questions clearly and correctly.
- followed all the steps in the order given.
- worked in a team.

Pronunciation

The schwa $/ \ni /$ in word endings Go to page 117.

PHOTOSTORY: episode 4



Look at the photos and answer the questions.

- Look at what the teacher has written on the board. What do you think the homework is?
- 2 How does Emma feel about the homework?
- 3 Do you think Justin is being helpful?
- Now read and listen to the photostory. Check your ideas.



TEACHER OK, everyone, so this is what I want you to do by Friday, OK? A short story, of five hundred words. EMMA Five hundred words!? She can't be serious!

- **TEACHER** ... and the story has to end with the words, 'Thanks, you saved my life!'
- EMMA What? This is awful. I can't do that. I'm hopeless at writing stories.
- TEACHER It has to be original, though. No using old stories and changing them a bit here and there. I want something that's yours and yours alone. Be creative! OK, end of lesson. Bye!



- EMMA OK, well this isn't getting me anywhere. And I've got to go home. I'm off – I'll see you lot later. And thanks for all the help, Justin! You're a real pal – not. JUSTIN Hey, what did I do?
- LIAM Well, you were a bit out of order, Justin. You can see that Emma's stressed out already, and you didn't exactly help, did you?



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

- LIAM Sounds like you've given up without even trying. NICOLE Liam's right, Emma. I mean, come on, it can't be that hard, can it?
- EMMA An original story, five hundred words long? I think that's pretty hard.
- JUSTIN What's the ending again?
- EMMA Someone says, 'Thanks, you saved my life!'
- JUSTIN OK, that's five words. So far, so good. All you need is another four hundred and ninety-five.

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

NICOLE OK, calm down.

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

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

- LIAM Well, there must be some stories she's never read.
- EMMA You don't know Miss Jenkins. She's read every book, seen every film ...

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

NICOLE Give it a rest, Justin!

DEVELOPING SPEAKING

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

PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in Romanian?
 - 1 (She) can't be serious.
 - 2 (What's the ending) again?
 - 3 Calm down.
 - 4 That's just it.
 - 5 Give it a rest.
 - 6 (You were a bit) out of order.

2 Use the expressions in Exercise 1 to complete the sentences. Write in your notebook.

- 1 I know you told me before, but what's your name _____?
- 2 A Let's go for a walk in the park.
 - B A walk in the park? You _____ ! It's raining!
- 3 A Come on, we're late!
 - B _____, we're not late at all, we've got another fifteen minutes.
- 4 A Your hair looks really stupid!
 - B Oh, _____, Michelle. I'm tired of how you criticise me all the time. You're really _____, you know?
- 5 A I don't feel like going out. Let's stay here and watch TV.
 - B _____. You never want to go out.

WordWise

Expressions with good

 Use the phrases in the list to complete these sentences from the unit so far. Write in your notebook.

- The lights have stopped animals coming to the farm *for good*.
- 1 I'm _____ creative thinking.
- 2 That's five words.
- 3 She gave me an A minus, best I've ever got! So _____.
- 4 _____. I just can't get the keys out.
- 5 _____ Emma's such a nice person.

2 Which phrase means:

- 1 for ever
- 2 It's not successful.
- 3 Everything is all right.
- 4 We have started but not finished, but everything has been OK until now.

- 5 not talented at
- 6 I'm / We're / You're lucky that ...

FUNCTIONS

Expressing feelings: frustration

- 1 Read the photostory again. Which of these things does Emma not say? What do all the sentences have in common?
 - 1 l can't (do that).
 - 2 I'm hopeless (at ...).
 - 3 This is hopeless!
- with anything).

5 I give up.

- 4 No chance.
- 7 This is pointless.

6 I'll never (come up

2 Think about the woman who loses her keys. Write three things she might have thought using the expressions in Exercise 1.

I'll never get the keys out.



8 RIGHT AND WRONG

OBJECTIVES

- **FUNCTIONS:** reporting what someone said, asked or requested; giving and reacting to news; talking about cyberbullying
- GRAMMAR: reported speech: reported statements; reported questions, requests and imperatives

VOCABULARY: crime; reporting verbs

READING

- 1 Look at the words for different types of criminals. How do you say them in Romanian?
 - 1 burglar

4 pickpocket

2 con man

5 robber

3 mugger

- 6 shoplifter
- 2 Match the pictures with the words from Exercise 1. Write in your notebook. Then listen, check and repeat.











EMAIL

F.

- 3 Think of examples of these criminals from the news, books, TV or films.
- 4 Look at the photos on page 77 and the headlines. Guess what the news stories are about. Then read and check.
- 5 Nead the news stories again and listen. Answer the questions. Write in your notebook *Mrs Atkins* or *Mr Caron*.

Who ...

discovered something was missing? Mrs Atkins
didn't get what he'd / she'd requested?

2 was the victim of a con man? _____

- 3 decided to get in touch with the criminal?
- 4 has forgiven the criminal?
- 5 had been a bit careless?
- 6 was the victim of a theft?
- 6 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

TRAIN TO THINK I

Thinking about empathy

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

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

- 1 Mrs Atkins
- 2 the thief
- 3 the reporter
- a sympathetic when he / she heard the story
- **b** guilty when they read the note
- c sad when he / she thought about all the fun he'd / she'd had on the bike

Thief feels sorry



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

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

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

SHARE 🖸 🗹 🛛 🖊 🖃 COMMENTS

Father angry victim of online con

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

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

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



SHARE 💽 🛛

COMMENTS

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

the children | Mrs Caron the reporter | the con man

3 Do you think that both criminals should have been punished? Why / Why not?

SPEAKING

Work in pairs. Discuss these questions.

- 1 What do you think of Mrs Atkins's reaction when ...
 - a she noticed her bike was stolen?b she found the thief's note?How would you have reacted in those situations?
- 2 Have you or has anyone you know ever been scammed?
- 3 What would be the right thing to do if you found out you'd been scammed? What punishment (if any) would be fair?

GRAMMAR

Reported speech: reported statements

- Look at the article on page 77 again. How are these statements reported? Write in your notebook how the underlined words change. Then complete the rule.
 - 0 She <u>is</u> very angry. *was*
 - 1 She is still feeling surprised at what had happened.
 - 2 She's always liked it.
 - 3 They <u>saw</u> the console on a well-known shopping auction website.
 - 4 He hopes nobody else <u>will</u> buy it before he has the money.
 - 5 She <u>isn't going</u> to report the incident to the police.
 - 6 She <u>can</u> go to school on her bike again.
 - 7 Most people <u>would</u> be angry in her situation.
 - 8 He'<u>d been</u> absolutely furious when he opened the box.

RULE: When we report what people say, we often change the verb tenses. Pay attention to the sequence of tenses:

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

We often use the verbs *say* and *tell* to report. After *tell*, use an object (*me*, *her*, *them*, etc.). After *say*, don't use an object.

2 Complete the sentences in your notebook with *say* or *tell*.

- **o** She <u>told</u> him that she was really angry.
- 1 I _____ that I was going to leave you a message.
- 2 Frank _____ the reporter that he was the 'maddest man in town'.
- 3 She _____ that a friend had given the bike to her years ago.
- 4 The children _____ their parents that they wanted a new console.
- 5 They _____ that they were visiting their grandparents on Sunday.
- 6 He _____ that someone was following him, but we _____ him he was imagining it.

Rewrite these sentences in reported speech. Write in your notebook.

• 'I'd be happy to put cameras all over the shop tomorrow,' the manager said.

The manager said (that) he'd be happy to put cameras all over the shop the following day.

- 1 'The police can't find the con man,' Dad said.
- 2 'Yesterday we saw the robber from across the street,' the woman told the police.
- 3 'We're thinking of having a new alarm installed,' the shop owner said.
- 4 'We haven't heard or seen anything,' our neighbours said.
- 5 'I'll buy the games console for you,' the mother told her kids.
- 6 'I'm going to write a book one day,' he told his brother.
- 7 'I want this bike,' she told her friend.

LOOK! Pronouns, demonstratives and adverbs of time and place also usually change in indirect speech.

'I enjoy working in my garden,' said Bob. → Bob said that **he** enjoyed working in **his** garden.

this → that these → those now → then ago → before today → that day yesterday → the day before tomorrow → the next / following day

VOCABULARY

Crime

1

3

Match the words with the definitions. Write in your notebook.

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

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

LISTENING

SPEAKING Imagine a young person mugged somebody. Discuss these questions.



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

GRAMMAR

Reported questions, requests and imperatives

- 1 Match the parts of the sentences. Then complete the rule with *asked*, *if*, *told* and *whether*. Write in your notebook.
 - 1 She asked me if I knew who'd suffered _____
 - 2 [The judge] asked me whether I wanted _____
 - 3 [She] asked me to look at the other side _____
 - 4 He told me to ____
 - a think carefully about my choices.
 - **b** to go to prison.
 - c of the table, where my mum and dad were sitting.
 - d most from what I'd done.

RULE:

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

- 2 These are things people have said to Ken, the social worker. Rewrite them in reported speech.
 - Reporter: 'Have you had much success with the programme so far?'

The reporter asked if he'd had much success with the programme so far.

- 1 Presenter: 'Are victims scared of meeting their muggers?'
- 2 Ken's wife: 'Did you see the article about Restoring Justice in the newspaper this morning?'
- 3 Presenter: 'Could you tell us more about the ideas behind the programme, please?'
- 4 Ken's manager: 'Don't include other criminals in the programme.'
- 3 Write 4-6 more questions that Mrs Schwartz might ask Jason. Use direct speech. Then put a partner's questions into reported speech. 'How do you see your future?' She asked him how he saw his future.

Respecting the law: understanding that punishment will follow crime

- 1 Match the punishments 1–6 with a–f. Write in your notebook.
 - 1 He got **a fine**.
 - 2 He got community service.
 - 3 He got a life sentence.
 - 4 He got a caution.
 - 5 He got a prison sentence.
 - a He has to spend 80 hours cleaning the streets.
 - **b** But he'll be in serious trouble if he does it again.
 - c He'll be inside for two years.
 - d It means he'll be in jail for life.
 - e He had to pay £100.
- 2 Number the punishments in Exercise 1 from 1 (least serious) to 6 (most serious). Write in your notebook.
- 3 SPEAKING Work in pairs. Read these newspaper headlines. What crimes have been committed? What punishment would be fair?
 - Hungry student steals chocolate bar from shop
 - Man steals TV from old couple's home

he / she has become a better person.

• Bank robber escapes with thousands Choose one of the situations above and imagine the criminal has been enrolled on a community service project as part of the punishment for his / her crime. Talk about what activities he / she has done and whether

READING

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

GETTING CREATIVE with crime

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

Posters showing a large pair of eyes were put up near three bike racks at the university, while other bike racks had no posters. The researchers explained that in a two-year experiment on the university campus, the number of thefts decreased by 62 per cent at racks with the eye pictures. However, in places without the posters, thefts actually increased by 63 per cent. Experts claim that clearly visible images of eyes make people feel they're being watched. They say that we all care what other people think about us and that's why we behave better when we think someone is looking. After the experiment, officials have agreed to carry out similar projects at train stations all over the country.



Apart from the experiment with the 'giant eyes' poster, which proved to be a successful one, there were other attempts to combat crime on UK streets Kingdom - some not as motivating. In the East Midlands city of Leicester, police invited people to make large woolly balls and hang them up in trees around the area. They hoped that these colourful additions to neighbourhoods would help create a safer place to live. The thinking behind the idea is that if you create a pleasant environment, people are more likely to behave better. 'We live in a world where our every move is being watched by CCTV cameras,' one of the organisers told us. 'The cameras are there to keep away possible

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

However, not all <u>residents</u> were pleased with this – many refused to believe it would make any difference. They demanded that the police did more to reduce trouble in the area. One local resident told us, 'I recommend that the police stop wasting their time on mad <u>schemes</u> like this and do some real policing. We need to see more policemen walking around our streets, especially at night.'

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

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

3 SPEAKING Work in pairs. Discuss these questions.

- 1 What do you think about each of the ideas in the text?
- 2 What other crime prevention schemes have you heard of?

- 4 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

VOCABULARY

Reporting verbs

1 Complete the sentences with the correct forms of the verbs in the list. Write in your notebook. Check your answers in the article on page 80.

explain | encourage | demand | persuade invite | recommend | claim | refuse | agree

- 0 If you want to <u>persuade</u> thieves not to act, make them feel they're being watched!
- 1 The researchers _____ that the number of thefts decreased by 62 per cent ...
- 2 Experts _____ that clearly visible images of eyes make people feel they're being watched.
- 3 After the experiment, officials have ______ to carry out similar projects at train stations.
- 4 Police _____ people to make large woolly balls.
- 5 We want to _____ people to take more pride in where they live.
- 6 Not all residents were pleased with this many _______to believe it will make any difference.
- 7 They _____ that the police did more to reduce trouble in the area.
- 8 I _____ that the police stop wasting their time on mad schemes like this.

2 Match the verbs with the definitions. Then make sentences with the verbs.

1	agree	4	demand	
2	claim	5	persuade	
3	explain	6	refuse	

- a make something clear
- **b** try to get someone to do or believe something
- c accept an idea or a suggestion
- d say no
- e insist something is done
- f say that something is true

3 Complete the rule with reporting verbs from Exercises 1 and 2. Write in your notebook.

RULE: We use different structures with different reporting verbs.

- 1 **verb + infinitive with** (not) to agree, offer, _____
- 2 verb + object + infinitive with (not) to ask, tell, _____, ____, ____
- 3 verb + that + clause say, claim, ____, ____
- 4 verb + gerund
- apologise for, suggest

4 Complete the sentences with the correct forms of the verbs in brackets and any other necessary words. Write in your notebook.

- 1 Liam agreed _____ (meet) me at nine o'clock.
- 2 Lucy apologised _____ (forget) my birthday.
- 3 Jack refused _____ (help) us.
- 4 Bobby persuaded _____ (me / go) to the party with him.
- 5 Dad suggested _____ (we / have) dinner at a restaurant.
- 6 My mum encouraged _____ (me / enter) the singing competition.
- 7 Mr Jones recommended _____ (we / read) the book before we saw the film.
- 8 Liz offered _____ (drive) me home after the match.
- 5 Rewrite the sentences in reported speech. Use suitable reporting verbs. Sometimes more than one verb is possible. Write in your notebook.
 - 1 'We forgot to inform you. We're really sorry', they said.
 - 2 'We're going to introduce a new system to reduce crime', the mayor said.
 - 3 'Can you give us more information about the plan?' the reporter said to the official.
 - 4 'If you work for us, you'll be very rich soon', the man said.
 - 5 'I don't want to buy the watch because it's too expensive', the woman said.
 - 6 'Study this text carefully!' the teacher said to the class.
 - 7 'I can help you with your work', the man said.
 - 8 'Come to my office tomorrow morning, please', the headmaster said to my parents.
 - 9 'Oh, all right. I'll go to the cinema with you, but only if you pay', Jack said to Olivia.

WRITING

A report of a crime



Write a newspaper report about a crime (100–150 words).

- Give a description of the crime (what happened).
- Include what one witness said.
- Say what the investigators think.

Culture

1 Look at the pictures. What do they show? Give examples of cyberbullying acts or messages that you know or heard of.

DEALING WITH ONLINE ISSUES: HOW TO COMBAT CYBERBULLYING

Cyberbullying is the activity of using the internet via digital devices (smartphones, tablets, PCs, gaming consoles) and social media platforms to harm or frighten another person, especially by sending them upsetting or insulting messages. Posting unpleasant comments or photos on social media, name-calling or threatening someone, creating fake profiles to embarrass others, rumour spreading, prank or silent phone calls – all these are actual examples of online bullying.

Young people are spending more time online than ever before, both with school and for connecting with friends, and since the COVID-19 pandemic, they have experienced new feelings such as isolation and anxiety. Given this context, cyberbullying has become a major problem in this world. Studies show that one in three children and teens aged between 9 and 16 have been victims of online threats. Even well-liked celebrities can be targeted by cyberbullies. For instance, singer Billie Eilish told a journalist who interviewed her that she had been dealing with lots of online hate and that made her stop reading comments on social media.

A recent multinational European survey found that social networking sites were by far the most common source of online bullying, with over 50% of Facebook users having been cyberbullied, and around 20–25% of those who used Instagram, YouTube and X facing the same. Also, experts claim that there is a strong connection between online bullying and face-to-face bullying. Research has shown that 80% of victims of cyberbullying were also bullied face-to-face. But unlike traditional bullying, you cannot escape so easily. Your home is no longer a safe place. Cyberbullying can follow you everywhere, invading all

aspects of your life, as most of your social life is online – all the likes and comments to your pictures or status. 'Whether the child is in school, at home ... whenever that bullied child has access to online



technology, he or she can be bullied,' says US author and expert trainer in the education Dr. John DeGarmo, Monticello, Georgia. He explains that this form of bullying can happen nonstop, at any time, every day. Cyberbullies are less aware of the effect their words can have, so they control themselves less online than they would in face-toface situations. It is easier for them to hide behind a screen and attack the victim from there. 'We have seen a significant number of young people traumatised, depressed, engaged in destructive behaviours, including suicide, because of the online harassment they have been subjected to. If you think cyberbullying can never harm someone as much as being kicked or pushed, think again!' another expert said.

But can cyberbullying be considered a crime? Could a cyberbully go to jail for his acts? 'Yes, there can be legal consequences,' some lawyers say. 'The last thing anyone wants is someone harming themselves or others because of cyberbullying.' Cyberbullying is actually considered a crime in several countries. Canada certainly has the strictest cyberbullying laws, which not only recognise cyberbullying as an illegal activity, but also severely punish people caught cyberbullying. Penalties include getting your devices taken away, jail time and more. In Australia, the law states a punishment up to 10 years in prison. US cyberbullying laws are present in every state except Wisconsin and Alaska, but most US schools have created specific policies for cyberbullying. In the UK, cyberbullying in itself is not a crime and is not covered by a specific law in the UK. However, schools are required to have an anti-bullying policy and there are several impactful initiatives to combat cyberbullying such as Safer Internet Day. This annual event brings together children and young people, teachers and educators, parents, IT companies and politicians who work together to build a safer online space for all of us, but especially for children and young people.

Cyberbullying is a serious issue that affects many young people. It can cause emotional damage, depression, anxiety and even lead to fatal consequences. However, there are ways to prevent and stop cyberbullying, such as learning to notice a cyberbully and report any incidents to adults or relevant authorities. Teenagers should also understand that no matter the motives behind it, cyberbullying is never acceptable.

2 C Read the article on page 82 and answer the questions.

- 1 How is cyberbullying different from bullying?
- 2 What makes cyberbullying easier to do than other types of bullying?
- 3 What are some of the effects that cyberbullying can have on a victim?
- 4 What are some ways that a victim can respond to make cyberbullying stop? You can find more about this by watching the video.
- 5 What kinds of consequences do cyberbullies face?

3 SPEAKING Work in pairs. Discuss the following questions:

- 1 Do you talk about cyberbullying with your friends and teachers at school?
- 2 What are some examples of inappropriate and appropriate online behaviour?
- 3 How do you make sure you stay safe online?
- 4 What are some ways that a victim can respond to make cyberbullying stop?
- 5 What kinds of consequences do cyberbullies face?

4 **VOCABULARY** There are nine highlighted words in the article. Match them with these definitions. Then write your own sentences in your notebook using these words.

- 1 something that is likely to cause damage
- 2 selected as an object of attention or attack
- 3 a circulating story that might be true or invented
- 4 to make someone feel ashamed or uncomfortable
- 5 a set of ideas of what to do in particular situations that has been agreed to officially by a group of people
- 6 behaviour that annoys or upsets someone
- 7 the usual punishment for doing something that is against a law
- 8 nasty or playful trick
- 9 to hurt someone

LISTENING

1 Listen to the conversations and match them with the photos.









2 Listen again and complete in your notebook a note for each of the four conversations.

Conversatio	
Crime:	What was taken:
Conversatio	
Crime:	What was taken:
Conversat	ion 3
	What was taken:
Conversat	
Crime:	What was taken:

FUNCTIONS

Giving and reacting to news

- 1 Put the words in order to form expressions for giving news. Write in your notebook.
 - 1 never / You'll / what / guess
 - 2 believe / won't / to / week / what / You / happened / last / me
 - 3 about / a / really / an / sad / lady / story / heard / I / old
 - 4 paper / a / scary / story / There / the / was / other / in / day / the

2 Complete the reactions to news.

- 1 T_ll m_. 4 Th_t's _wf_!
 - 5 N_ w_y!
- 2 Wh_t?3 R__lly?
- 3 Work in pairs. Make conversations using the expressions from Exercises 1 and 2.
 - Think of (or make up) a piece of news.
 - Take turns to give your news.
 - React and ask for more details.

Pronunciation

Intonation – expressing surprise Go to page 117.

PROJECT – go to pages 136–137.

LET'S PRACTISE!

READING AND USE OF ENGLISH

Word formation

1 Read the text below. Use the word given in capitals at the end of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write in your notebook.

A thief who kissed his	victim after a (0) <u>robbery</u> in a	ROB
French jewellery shop	has been caught after a forensic	
(1) mato	hed his DNA with that left on the	SCIENCE
hand of his victim.		
The thief (2)	the Parisian shop late in the	ENTRY
	er was preparing to close for the	
evening. After tying th	e woman to a chair, he	
	display cabinets and	VARY
loaded (4)	worth more than 20,000 euros	VALUE
into a bag. Before leav	ing the shop, he kissed the owner's	
	for his crime.	APOLOGISE
	thief could never have	LUCK
imagined that the kiss	would lead to his arrest. Police	
used the DNA and rar	it through a database of all known	
(7)	-	CRIME



WRITING

An informal email

2 You have received an email from an English-speaking penfriend.

To: jack_2000@mail.com Subject: Any suggestions?	
Hey Jack How are things? Listen, I'm writing because a friend of mine is coming to spend a few days in your town. She asked me to write to you to see if you could suggest some of the things she should do while she's there. She also wanted to know what the weather's like and what clothes she should bring with her. She leaves on Friday. Sorry for the short notice, but can you help?	
Hope to hear from you soon. Best, Angie	

Write your email in your notebook (100–150 words).

TEST YOURSELF

UNITS 7&8

VOCABULARY

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

plot | setting | hero | character | opening | ending | villain | dialogue | refuse poetry | burglar | arrested | got into trouble | commit a crime

- 1 The ______ of the film is an amazing doctor who can travel through time and save people.
- 2 Tim ______ for not doing his English homework again.
- 3 I've just read the last page of the book, and I don't like the _____
- 4 The police finally ______ the con man and he went to prison.
- 5 Act Two begins with a short _____ between father and son.
- 6 There is one ______ in the film who is really funny. He makes everybody laugh.
- 7 I ______ to listen to your nonsense!
- 8 She started writing _____ at a young age.
- 9 The _____ broke into the house when everybody was asleep.
- 10 The ______ of the story is an evil vampire.

GRAMMAR

2 Complete the sentences with the words in the list. There are two extra words. Write in your notebook.

would | had been | whose | where | who that | claimed

- 1 It's a story _____ has been passed down from generation to generation.
- 2 She's an actress _____ has a great talent for storytelling.
- 3 She said the con man ______ sentenced to two years in prison.
- 4 The policeman told me that the thief ______ get a prison sentence.
- 5 He still lives in the city _____ he was born.
- 3 Find and correct the mistake in each sentence. Write in your notebook.
 - 1 I won a medal for swimming last term, what made me feel proud.
 - 2 Mrs Jones, whose son I went to school with, is my piano teacher.
 - 3 She asked me if I knew who has taken the bike.
 - 4 He persuaded me report the theft to the police.
 - 5 The reporter explained me that the mugger would get community service.



Self-evaluation

- \bullet From what I've learned, the most important thing to me is \ldots
- The activity I most enjoyed was ...
- The most difficult aspect for me was ...

WRITING

- 4 Write a paragraph giving your ideas on the statement: 'Books are always better than their films.' Answer the following questions to help you write your paragraph:
 - say what your opinion is and why;
 - give examples from books you've read and films you've seen.



/ 10

SPEAKING

5 Work in pairs. Look at the photos, then discuss what crimes they show. Then imagine that you saw one of them happening. Take turns to give your news, react and ask for more details. Use the useful language below.

You'll never guess what	What?
You won't believe what happened	Really?
I heard a really story about	That's awful.
There was a story in the paper the other day	No way!







WHAT HAPPENED?

OBJECTIVES

FUNCTIONS: expressing present / future / past possibility; apologising and accepting apologies GRAMMAR: modals of present / future possibility; should(n't) have; modals of past possibility VOCABULARY: mysteries; expressions with go



READING

1 Look at the photos A–D and match them with the mysteries in the list. Write in your notebook.

the yeti | the Loch Ness monster | crop circles | UFOs

- 2 **SPEAKING** Work in pairs. Compare your answers. What do you know about these mysteries?
- 3 Read the article on page 87 quickly. Why isn't the author writing about any of the mysteries in Exercise 1?
- 4 Nead the article again and listen. Answer the questions.

Which mystery ...

- 1 involves the possible ancient use of modern technology?
- 2 involves an object found in Asia?
- 3 involves the oldest object?
- 4 was discovered in a really old city?
- 5 is about the unusual behaviour of some creatures?
- 6 came from under the earth?
- 7 involves a round object with strange patterns on it?

5 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

TRAIN TO THINK

Scientific truth or legend?

A scientific truth is something that can be proven to be true. A legend is a very old story that is not always true. It's important to be able to see the difference.

- Read about the Nampa Doll again. According to what is written in the text, mark the sentences T (true) or I (imagined). Write in your notebook.
 - 1 The doll was found in Nampa.
 - 2 It was 100m below the earth.
 - 3 It's from an ancient civilisation.
 - 4 It's from another planet.
- 2 Choose one of the places mentioned in the article and search for stories or legends that intend to provide explanations regarding their existence. In pairs, role-play a dialogue between a scientist and a follower of the theory based on these legends.

The truth is out there

There are many unexplained mysteries in the world. How was the Great Pyramid at Giza built? How are crop circles made? Are there yet is in the Himalayas? Have we been visited by extraterrestrials? And is there a sea monster in the <u>depths</u> of Loch Ness? But other, less well known phenomena are equally mysterious. Here are our favourites.

1 The Nampa Doll

In July 1889, in Nampa, Idaho, USA, a man named M.A. Kurtz <u>was drilling</u> a well in the ground when he noticed the drill had brought up a strange small brown object from under the earth. When he looked more closely, he found it was a figure made from clay. Amazingly, it had come from almost 100 metres below the surface, suggesting that it was more than 300,000 years old. So how did it get there? Some people say it could be evidence of an ancient lost civilisation. Others are sure it must be extraterrestrial. Whatever the truth, it makes you wonder how much we really know about our past.

2 Teotihuacan

Over 2,000 years ago, Teotihuacan in central Mexico was one of the largest cities in the world. It is especially famous for its incredible Mesoamerican pyramids, although these days not much of it remains. However, scientists exploring the ruins were amazed to find large amounts of the mineral mica in the city walls. The nearest place where mica is found is thousands of kilometres away, in Brazil. Nowadays, mica is important in the production of energy. Did the inhabitants of Teotihuacan know this secret? And is that why they went to so much trouble to bring it <u>all the way</u> from South America?

3 The walking octopuses

We might see an octopus hop from one rock pool to another from time to time, but in late October 2017, over 20 octopuses were seen coming out of the sea and moving along a beach in Wales. 'No one has ever seen anything like this before', said one local. 'It's very strange behaviour.' So, why did this happen? Different experts have different opinions. One is that the octopuses were ill. Another is that, a few days earlier, two big storms had confused the octopuses and affected their senses. A third expert said: 'There's been an increase in the octopus population and they probably needed to travel further searching for food.'

4 The Lolladoff Plate

The 12,000-year-old Lolladoff plate was found in Nepal. The story goes that just after the Second World War, a Polish professor was travelling through Northern India and bought the plate at a local market. He was told it was from a secret race of people called the Dzopa, who used it for religious ceremonies. The plate is marked with spiral lines, <u>odd</u> symbols and a grey figure – according to UFO fans, an alien being. In fact, the plate looks just like a flying saucer. Some people claim that it is proof that aliens have already walked on the Earth. Others say the plate can't be genuine and is a <u>fake</u>.

SPEAKING

Work in pairs. Discuss these questions.

1 Which of these mysteries do you think is the most interesting? Why?

2 What other mysteries do you know of?

Pronunciation

Moving word stress Go to page 117.

GRAMMAR

Modals of present / future possibility

- 1 Complete the sentences from the article on page 87. Use *must*, *can't*, *could* and *might*. Then complete the rule. Write in your notebook.
 - 1 Some people say it _____ be evidence of an ancient lost civilisation.
 - 2 Others are sure it _____ be extraterrestrial.
 - 3 We _____ see an octopus hop from one rock pool to another from time to time.
 - 4 Others say the plate _____ be genuine.

RULE:

- When we want to show that we're certain something is true, we use ¹______.
- When we want to show that we're certain something isn't true, we use ²______.
- When we want to show that we aren't very certain of the possibility, we use ³_____ or _____.

2 Complete the sentences with suitable modal verbs. Sometimes there's more than one possible answer.

- 1 They're speaking Spanish, so they _____ be from Argentina, I suppose.
- 2 She _____ love cats she's got 20.
- 3 You _____ want more you've already eaten two whole pizzas!
- 4 I'm not sure, but I think that man ______ need our help. I don't think he can swim.
- 5 You've been working all day. You _____ feel really tired.
- 6 He's a bit older than John, but he _____ know him. I think they went to the same school.
- 7 Tim _____ be happy. He studied really hard, but he still failed the test.
- 8 It's the world's oldest mystery. You ______ know the answer.

VOCABULARY

Mysteries

1 Add the missing vowels to make adjectives related to mysteries. Write in your notebook.

- 1 __n_xpl___n_d
- 2 myst_r__s
- 3 __xtr_t_rr_str__l
- 4 __dd
- 5 p_zzl_ng
- 6 _l__n
- 7 s_cr_t
- 8 str_ng_
- 2 Answer the questions about the words from Exercise 1.
 - 1 Which two words mean 'from another world'?
 - 2 Which word means 'known by very few people'?
- 3 Complete the text with adjectives from Exercises 1 and 2. Write in your notebook.

left for school at the usual time, but something seemed wrong. The streets were empty and there was a ¹m______ feeling in the air. I passed a few people, but they all seemed rather ²o______. I didn't see anyone from school on the way. When I got to school, the gates were closed. Why were they closed? I looked at my watch – 9 a.m. The gates should be open. This was most ³p______.



I pushed the gates open and walked inside. Where was everyone? Had they been transported away by some ⁴e______ beings and taken to an ⁵a______ planet? Had they all been taken away as part of some ⁶s______ government experiment? What should I do? Run away? No, this was one mystery that couldn't be left ⁷u______. I had to find out where everyone was.

I opened the school door and walked inside. I saw a man – it was Mr Barns, who looked after the school. I ran up to him.

'Thank goodness!' I cried. 'Where is everyone?' He gave me a ⁸s_____ look.

'At home, probably,' he replied. 'It's Saturday morning.'

LISTENING

Match the pictures (A-D) with the words (1-4). 1









- 1 fortune teller
- housekeeper 3

2 rope

- 4 chandelier
- 2 Listen to a story called *The Case of the* Mysterious Fall. Why is the fall mysterious?
- 3 Listen again. Mark the sentences T (true), F (false) or DS (doesn't say). Write in your notebook.
 - **0** Mr Huntingdon was friendly and sociable.
 - 1 He only spoke to one person each week.
 - 2 He thought of a plan to try and cheat death.
 - 3 Mr Huntingdon tried to call Mrs Crabtree back to the house after she'd left.
 - 4 Mrs Crabtree always started work at 8 a.m.
 - 5 The fortune teller's prediction came true.

GRAMMAR should(n't) have

Look at these sentences from the listening. 1 Answer the questions. Then complete the rule. Write in your notebook.

- 1 Maybe [Mrs Crabtree] should have asked why.
 - a Did Mrs Crabtree ask why?
 - **b** Would it have been a good idea to?
- 2 He shouldn't have sent Mrs Crabtree home.
 - a Did Mr Huntingdon send Mrs Crabtree home?
 - b Was it a good idea to?

RULE: To criticise actions in the past, we use should / shouldn't + 1_{-----} + the 2_{-----} form of the verb.

- Write in your notebook replies to the statements. Use should have or shouldn't have and suitable verbs. Then practise reading them out in pairs.
 - 0 'I had five slices of pizza! Now I feel sick.' 'You shouldn't have eaten so much pizza!'
 - 1 'We've broken the TV. Quick! Put the ball away!'
 - 2 'I bought these jeans yesterday, but now I haven't got enough money to buy Dad a birthday present.'
 - 3 'I failed the test!'
 - 4 'Joey didn't invite me to his party.'
 - 5 'You only paid 100 for those tickets? I paid 250!'
- **SPEAKING** Work in pairs. Write in your notebook 3 three sentences about famous people using should have or shouldn't have. Then read them out without saying the names. Your partner tries to guess who the people are.

Thinking carefully before you act

- **1 SPEAKING** Work in pairs. Which do you think was Mr Huntingdon's biggest mistake?
 - A He should have thought about his plan more carefully.
 - B He should have told Mrs Crabtree about the fortune teller's prediction.
 - C He shouldn't have gone to see the fortune teller.
- **2 SPEAKING** Look at the pictures (1–4). What mistake did each person make? What should they have done?









READING

- Look at the woman in the photo below. Do you know who she is? Why do you think she's famous?
- Read the article and check your answers.

3 Read the article again. Put the events in the order they happened. Write in your notebook.

- a The *Electra* takes off from Miami.
- **b** Earhart plans to fly around the world.
- c Bones that might be Earhart's are found on a small island.
- d The *Electra* disappears.
- e Possible evidence of the plane is found.
- f The Electra lands in New Guinea.
- g Earhart flies alone across the Atlantic.
- h The Electra sets off across the Pacific.
- i Earhart tries to find Howland Island.

Lost

Back in 1937, Amelia Earhart was one of the most famous women in the world. She was an author, a fashion designer and a magazine editor, but most of all, she was a pioneering pilot. Five years earlier, at the age of 34, she'd become the first woman to fly solo across the Atlantic Ocean. She also broke many aviation records for going faster and further than any other woman. Every time she landed her plane, she was met by huge crowds wanting to see her and congratulate her. The books that she wrote about her flights were all bestsellers.

That year, Amelia decided she wanted to go one step further. She wanted to go for the ultimate aviation prize and be the first woman to fly around the world. On 1 June, along with her navigator Fred Noonan, Amelia set off from Miami in her plane, a Lockheed Electra, on what would be her biggest – and final – adventure.

The journey was going well when, on 29 June, the pair landed in New Guinea. They'd flown 35,000 km and they had 11,000 km over the Pacific to go. But on 2 July, while heading towards Howland Island, Amelia and Fred went missing. The next day the world awoke to the news that Amelia Earhart had disappeared into thin air.

Despite a huge search, no sign of the aircraft was ever found. Most people thought that Amelia and Fred must have run out of fuel and that the Electra had gone





down in the Pacific Ocean. They couldn't have survived the crash, and they must have died. It seemed the most obvious explanation. But, over the years, other ideas have developed about just what might have happened to the plane.

One theory was that Amelia might have landed her plane on the tiny island of Nikumaroro, not far from Howland Island. In the hope of proving this theory, an expedition went to the island in 2007 to look for signs of the tragic flight. Bones were found that could have been human fingers, but scientists were unable to say for sure if they were. In 2012, another expedition used underwater photography. Images were taken of what could have been an aircraft, but again, investigators couldn't be certain. Then in 2021, researchers went exploring near Howard Island again after detecting a plane-shaped anomaly on the seafloor about 161 km away from the island. Once again, they were unable to find the remains of the plane.

Perhaps the most interesting theory is that Earhart disappeared on purpose so that she could spy on the Japanese for the American government. It goes without saying that both countries deny this. But then what else would they say?

GRAMMAR Modals of past possibility

Match the parts of the sentences. Check your 1 answers in the article on page 90. Then match the sentences 1-3 with the rules. Write in your notebook.

- 1 Most people thought that Amelia must have
- 2 She couldn't have
- Amelia might have 3
- survived the crash. a
- landed her plane on the island of Nikumaroro. b
- run out of fuel. с

RULE:

To say something was possibly the case in the past, we use *might / could / may* + present perfect.

To say something was definitely not the case in the past, we use couldn't / can't + present perfect.

To say something was definitely the case in the past, we use *must* + present perfect.

2 Complete the conversation. Use suitable modals and the correct forms of the verbs in brackets. Write in your notebook.

'The Case of the Missing Cake'

OLIVER	What?! M	y cake! It's	gone!
--------	----------	--------------	-------

- MATT Really?
- OLIVER Yes, it was here an hour ago and now it isn't. Who's taken it?
- What about Dad? I heard him saying how MATT hungry he was. In fact, I'm sure it 1 (be) Dad.
- OLIVER No. he²_ ____ (eat) it. It was chocolate. Dad doesn't like chocolate.
- MATT That's true. I suppose Mum ³_ ___ (take) it. Maybe?
- OLIVER No, it ⁴ __ (be) Mum. She's been out all morning.
- The dog! He ⁵___ (jump) onto the MATT table and eaten it. That dog's always doing things like that.
- OLIVER Are you mad? The cake was in the fridge. The dog ⁶__ _____ (get) to it.
- MATT Are you sure it wasn't you? I mean, you __ (eat) it and forgotten.
- OLIVER I'm quite sure it wasn't me. So if it wasn't me, Mum, Dad or the dog, that leaves one person. It ⁸_ _____ (be) you, Matt!
- What?! Me? MATT
- OLIVER Yes, and that explains why you've got chocolate all round your mouth!

FUNCTIONS

Making deductions

Read the text and complete the sentences with 1 your opinions. Use can't, must or might. Write in your notebook.

In 1998, Russian scientists found a meteorite with a metal screw in it. The rock is at least 300 million years old. At that time, there weren't even any dinosaurs on the planet.



- be fake. 1 lt_
- 2 There ____ have been intelligent life on Earth 300 million years ago.
- 3 I think someone _ have made it as a joke.
- _ be from another planet. 4 lt The scientists have lied about it.
- 2 Work in pairs. Discuss your ideas.

VOCABULARY

Expressions with go

- Find the expressions (1–8) in the text on page 90. 1 Match them with the definitions (a-h). Write in your notebook.
 - 1 go for
 - 2 go one step further
 - 3 go well
 - 4 ... to go
 - 5 go missing
 - 6 go down
 - it goes without 7
- a do something extra b left / remaining
- c disappear
- d fall from the sky
- try to achieve e
- - f everyone knows that happen as you want g

increase speed

- saying that
- 8 go faster
- 2 Complete the sentences with the correct forms of the expressions in Exercise 1. Write in your notebook.

h

- The party's ______. Everyone's having fun. 1
- 2 Four days _____ and then we're on holiday!
- 3 Police found the child who last week.
- 4 I want your essay in on Monday and _ I don't want any excuses.
- 5 _ , Dad! The show starts in five minutes.
- 6 The helicopter _____ over the North Sea.
- 7 Last week I went swimming twice. This week I want to _____ and go three times.
- 8 He's training hard. He's ____ the record.

PHOTOSTORY: episode 5



Look at the photos and answer the questions. What is Jeff holding? Who seems very interested in Mia's friend?

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



FLORA What's with the helmet, Jeff?

JEFF It's my dad's. He does go-karting.

- MIA Oh yeah, I remember now. You told us about that. He's pretty good, isn't he?
- JEFF Oh yeah, he's really into it. He goes all the time now that he's got his own go-kart. Anyway, there's a problem with his helmet, so he asked me to take it to the shop.
- MIA Oh, look! There's Chloë.
- LEO Who's that?
- MIA She's a friend of mine, from when I used to be in the orchestra.
- JEFF Wow, she's pretty! If I'd known she was in the orchestra, I would have come to more concerts!



CHLOE Talk to you soon, I hope, Jeff. Bye, everyone! JEFF Yeah, see you, Chloë.

- FLORA Are you out of your mind? You aren't a gokarter, and just now you said you were. Why did you do that?
- MIA Do you need to ask?
- JEFF Well, she seemed really nice, you know, and she likes go-karting.
- LEO Between you and me, I think Jeff has just dug himself into a big hole.
- MIA Yes, I think you might be right. What are you going to do now, Jeff?



CHLOE Hi, Mia. What a nice surprise! How are you?

- MIA Good, thanks, Chloë. These are my friends, Leo, Jeff and Flora.
- CHLOE Hi, nice to meet you all. Hey, is that a motorbike helmet?
- JEFF Well, actually, it's a go-kart helmet. It's ...
- CHLOE So, you're a go-karter? Cool! I've always wanted to try go-karting!

JEFF Well, um, yes. It's just a hobby. But I race too, you know, now and again. Believe it or not, I've even won a few times.

CHLOE Wow! You actually race. That's so cool. I'd really like to try go-karting, but I've never had the chance.

JEFF Oh, that's a shame. It's good fun. CHLOE I'm sure it is. Do you think I could ... ? JEFF What?

- CHLOE Well, I was wondering if I could come along with you sometime, maybe watch you race. Any chance?
- JEFF Oh, um, well, maybe. I mean, yes, of course. That would be great.

3

- CHLOE Cool! So, when's your next race?
- JEFF Um ... Let me think. I'm not sure, to be honest.
- CHLOE Well, look, when you know, call me, OK? Mia's got my number.

DEVELOPING SPEAKING

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

We think Jeff asks his dad to help him.

- 4 C Watch and find out how the story continues.
- 5 Mark the sentences T (true) or F (false). Write in your notebook.
 - 1 Jeff phones Chloë.
 - 2 Chloë asks Jeff if he's really a go-karter.
 - 3 Jeff goes to the go-kart track with his father.
 - 4 Jeff makes a film of himself driving a go-kart.
 - 5 Jeff and Chloë arrange to meet on Sunday.
 - 6 Jeff pretends that he's hurt his knee.
 - 7 His trick is discovered when he uses his phone.
 - 8 Chloë never wants to see Jeff again.

PHRASES FOR FLUENCY

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

- 1 What's with (the helmet)?
- 2 Believe it or not, ...
- 3 I was wondering if ...
- 4 Any chance?
- 5 Are you out of your mind?
- 6 Between you and me, ...

2 Use the expressions in Exercise 1 to complete the conversations. Write in your notebook.

- 1 A Andy, _____ you could take Billy for a walk.
 - B Sorry, I can't. _____, I'm really scared of dogs.
- 2 A Hi, Steve. Wow! _____ those really old football boots?
 - B They're ancient, aren't they? _____, my dad used to wear them when he was at school. I need new ones.

FUNCTIONS

Apologising and accepting apologies

1 Put the expressions in the correct columns. Write in your notebook.

No problem. | I'm so sorry. | I feel awful about this. That's / It's OK. | I don't know what to say. Don't worry about it. | No worries | I'm so ashamed.

Apologising	Accepting apologies
1'	

ľт so sorry.

WordWise

now

- 1 Look at the words and phrases in bold in these sentences from the photostory. Match them with the definitions. Write in your notebook.
 - 0 Oh yeah, I remember **now**. **b**
 - 1 He goes all the time **now that** he's got his own go-kart.
 - 2 But I race too, you know, **now and again**.
 - 3 You aren't a go-karter, and **just now** you said you were.
 - 4 What are you going to do **now**, Jeff?
 - a in the near future
 - **b** at this moment
 - c a moment or two ago
 - d because finally
 - e sometimes

Use words and phrases from Exercise 1 to complete the sentences. Write in your notebook.

- 1 I've finished my work, so _____ I'm going to hang out with my friends.
- 2 I don't listen to this music all the time, but ______ I like to play it.
- 3 Sally was here _____, but she's gone out.
- 4 I'll eat later. I'm not hungry _____
- 5 I don't walk to school _____ I've got a bike.
- 3 A Hi, Jane. My phone's broken. I need to use yours. _____?
 - B _____? It's brand new! I wouldn't lend it to anyone!
- 2 Work in pairs. Imagine you're in these situations and act out conversations. Use expressions from Exercise 1.
 - Student A has spilled a drink on student B's trousers.
 - Student A has arrived very late for a meeting with student B.
 - Student A has bumped into student B. Student B has fallen over.
 - Student A has completely forgotten student B's name.

10 GOING PLACES

OBJECTIVES

FUNCTIONS: expressing surprise; discussing nomadic peoples GRAMMAR: relative clauses (review); which to refer to a whole clause; omitting relative pronouns; reduced relative clauses VOCABULARY: groups of people; phrasal verbs

READING

1 Imagine you are going to live in another country. What things do you have to get used to? Add two more things to this list. Then put the six things in order of difficulty for you (1 = most difficult). Write in your notebook.

the climate	the language	_
the food		
local customs		

- 2 **SPEAKING** Compare your ideas with other students.
- **3 SPEAKING** Work in pairs or small groups. Look at the photos and these phrases from the article on page 95. Discuss what you think the article is about.
 - a shortage of jobs
 - the creation of workshops
 - began to welcome refugees
 - the renovation of houses
- 4 Nead and listen to the article and check your ideas.

- 5 All of these statements are incorrect. Read the article again and find the lines which show they are incorrect. Then correct the sentences. Write in your notebook.
 - 1 Many people in the 1990s left Riace because they didn't like it any more.
 - 2 The refugees didn't have to do anything to get food and accommodation.
 - 3 The refugees already spoke Italian.
 - 4 New houses were built for the refugees.
 - 5 About a hundred immigrants live in Riace now.
 - 6 More local people are leaving Riace.
 - 7 Most immigrant women are unemployed.
 - 8 Many politicians have criticised Lucano's ideas.
- 6 WORDS IN CONTEXT In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.



10 GOING PLACES

Refugees Brought New Life to a Village

R iace is a small village in Calabria, which is a very pretty region of Italy, but also quite a poor one. Riace once had a population of 3,000, but in the 1990s a shortage of jobs meant that many of the inhabitants, especially young people, left the village to find work in other places. The only school closed. There were no restaurants and very few shops. Many houses were empty. Riace was becoming a ghost town. But these days it's a different story, because of one man whose dreams have turned Riace into a village with a future.

One day in 1998, Domenico Lucano, a teacher from Riace, was driving near the

sea when he saw a large group of people on the beach. They were refugees who had arrived by boat to escape problems in their countries. Lucano had an idea of how to



help these people and how they, in turn, might possibly help him save his village. He decided to welcome them into the village and to give them



food and accommodation in return for work. The refugees also had to learn Italian.

It was the beginning of a plan. Lucano created an organisation called *Città Futura* or City of the Future. The idea was simple: Riace desperately needed more inhabitants and there were plenty of people in the world looking for a home. The village began to welcome refugees from Somalia, Afghanistan, Iraq, Lebanon and other places. Lucano used buildings which had been empty for years to house the new <u>arrivals</u>, and he created <u>workshops</u> for them to work in.

Riace is now home to about 450 immigrants about a quarter of the village's total population. Even if there are some tensions with the locals, Lucano earned enough respect to be re-elected as mayor for the third time, in 2024. Most of the immigrant women make handicrafts to sell in local shops, while the men renovate empty houses to rent to tourists. But it is not only the refugees who have gained from Lucano's plans: Città Futura also has several local employees, which makes it the biggest employer in the village. And because of the arrival of more children, the school is open again. Some of the children originally come from Ethiopia, but have grown up in Riace and speak fluent Italian. Lucano, who became mayor of Riace in 2004, has managed to create jobs and to stop the villagers moving away, while at the same time helping some of the poorest and most desperate people in the world.

Many politicians have visited Riace hoping that they can use Lucano's ideas in their own towns and cities. The German film director Wim Wenders also went there and was inspired to make a short documentary about the village called *II Volo* (*The Flight*).



TRAIN TO THINK I

Distinguishing fact from opinion

People often have disagreements because they confuse opinions with facts. A fact is something true for which there is usually proof. An opinion is a thought or belief and may not be true. When you want to know if what someone is saying is really true, it's important to ask the right questions to help you separate opinions from facts.

Read the two statements (A). What is the purpose of the question (B) that follows each of them?

- 1 A Teenagers never want to travel anywhere with their parents.
 - **B** Does that mean that there has never been a young person who liked travelling with their parents?
- **2** A *l'm* convinced listening to music keeps you healthy.
 - B What evidence is there that proves you are right?

SPEAKING

Work in pairs. Discuss these questions.

- 1 What two questions would you like to ask:
 - a a resident born in Riace?
 - **b** an immigrant living and working in Riace?
- 2 Do you think things will continue to go well in Riace in the future? Why? / Why not?



GRAMMAR

Relative clauses (review)

- 1 Read the sentences from the article about Riace. Look at the underlined parts. Then complete the rule by writing A, B, C or D. Write in your notebook.
 - A Riace is in Calabria, which is a very pretty region of Italy.
 - **B** Lucano used buildings <u>which had been empty for years</u> to house the new arrivals.
 - c They were refugees who had arrived by boat.
 - D Lucano, <u>who became mayor of Riace in 2004</u>, has managed to create jobs.

RULE: We use a defining relative clause to identify an object (*which I that*), a person (*who I that*), a place (*where*) or a possession (*whose*). Without this information, it's hard to know who or what we're talking about. (e.g. sentences ¹_____ and ²_____)

We use a non-defining relative clause to add extra information. We don't need this information to understand the sentence. We put commas around it. (e.g. sentences ³_____ and ⁴_____)

2 SPEAKING Complete in your notebook each sentence with who, which or that. Are they defining or non-defining relative clauses? Then discuss the statements with a partner.

- 1 I don't understand people _____ decide to go and live in another country.
- 2 Sometimes people don't like strangers _____ come and live in their town.
- 3 A stranger is just someone _____ isn't your friend yet.
- 4 Sometimes it's just a person's appearance _____ makes us like them or not.
- **3** Join the sentences to make one sentence by including a non-defining relative clause. Put commas in the correct places. Write in your notebook.
 - 0 The people were tired. They had come a long way. The people, who had come a long way, were tired.
 - 1 The locals gave them food. The locals were kind.
 - 2 Rome is an exciting place. It is my favourite city.
 - 3 I've been reading a book by William Boyd. Boyd is one of my favourite writers.
 - 4 My neighbour Juan has been living here for ten years. Juan is from Guatemala.

which to refer to a whole clause

- 4 Read the two sentences from the article. What does which refer to in each sentence?
 - 1 Riace is a small village in Calabria, **which** is a very pretty region of Italy.
 - 2 *Città Futura* has several local employees, **which** makes it the biggest employer in the village.

- 5 What does *this* refer to in each of the second sentences below? Rewrite the pairs of sentences as one sentence. Write in your notebook.
 - A lot of tourists visit. This is good for the town.
 A lot of tourists visit, which is good for

the town.

- 1 Some people go and live in another country. This is not always easy.
- 2 You have to learn new customs. This can be challenging.
- 3 Some people are nervous about strangers. This makes life difficult for new arrivals.
- 4 Sometimes there are differences in culture. This often results in misunderstandings.

VOCABULARY

Groups of people

1 Complete each sentence with a word from the list. Write in your notebook.

the audience | motorists | pedestrians residents | the crew | the staff | employees employers | immigrants | politicians refugees | inhabitants

- 0 People who watch a play / film / concert are <u>the audience</u>.
- 1 People who walk on a street are called
- 2 A group of people who work for an organisation are ______.
- 3 People who drive cars are called _____
- 4 A group of people who work on a plane or ship are _____.
- 5 _____ are people or animals that live in a specific place.
- 6 People who are paid to work for other people are called _____.
- 7 People who work in politics are called
- 8 _____ are people who leave their own country because it's too difficult or dangerous to live there.
- 9 _____ pay others to work for them.

10 People who live in a certain place are the

11 _____ are people who come to a different country to live there permanently.

LISTENING Migration in nature

SPEAKING Look at the photos and the maps. Which animals in the photographs make which journeys in the maps? Discuss your ideas.













- 2 Listen to a radio interview. Check your ideas. Match the photos (A−C) with the maps (1−3). Write in your notebook.
- 3 🚺 What do these numbers refer to? Listen again and check.

1	18,000	3	2,000	5	70,000
2	more than a million	4	250.000	6	2.000.000

- 4 **Correct these sentences in your notebook. Listen again** to check.
 - 1 Grey whales swim to Alaska to have their babies there.
 - 2 Grey whales can be found near Alaska in the winter.
 - 3 The Mara River is at the beginning of the wildebeests' journey.
 - 4 The Mara River is full of hippos.
 - 5 Arctic terns do their journey only once in their lifetime.
 - 6 People know how the terns always arrive at the same place.

5 **SPEAKING** Work in small groups. Answer these questions.

- 1 Which of the animal facts you heard do you think is the most interesting?
- 2 Do you know about any other animals or birds who undertake amazing journeys?

FUNCTIONS Expressing surprise

- Listen again to the radio interview. What phrases are used to express surprise? Can you think of any other phrases? Write in your notebook.
 - 1 _____ (distance)!
 - 2 _____! Good heavens.
 - 3 lt's _____, isn't it?
 - 4 Wow. That's _____.
 - 5 That's _____.
- 2 Work in pairs. Student A thinks of something surprising that he / she knows. (You can invent something if you want!) Student A gives the information to student B. Student B uses one of the expressions in Exercise 1 to reply, and asks a follow-up question. Then student A and student B change roles.

Becca's Blog: From London to Lyon

Five not-sogood things about living abroad

Regular readers of my blog already know that I'm a student living and studying in France for a year. Overall it's turning out to be a great experience. But today I've decided to write about some of the challenges that living abroad can bring. Here we go.



\Lambda It isn't a holiday

You know those Hollywood films where the foreigner is living a nice, easy, comfortable life in another country? Well, forget it – that's not how it is. You have to do all kinds of things like open a bank account, find somewhere to live, pay bills and so on. These things aren't easy and they take time.

Language problems

Before I came, I thought my French was pretty good. But being here isn't like French at school was. People talk to me like they talk to each other – fast! There's new vocabulary which you have to pick up – the first time I went to a hairdresser, I didn't know what to say! Speaking French all day wears me out. Often, at night, I'll watch anything on TV in English! Anything!

🕒 You might not like it

It's possible that after all the excitement of moving to another country, you become one of those foreigners who is unhappy abroad. I ran into some people who couldn't wait to leave France after just a few weeks. Well, there's no country in the world that suits everybody, right? It's always a risk.

D Homesickness

After a few weeks, you'll start to miss all kinds of things (and people) from back home. That special food, that TV programme, the friends who you used to hang out with. Well, it's a phase you have to go through. If you're really homesick, go home. Otherwise, keep going, the homesickness won't last forever.

Not everyone is happy that you're there

Mostly people are kind to me and happy to see me. But there are exceptions. Sometimes I go somewhere and someone says something like: 'Oh, no, another English person!' It's not nice to hear, but you have to put up with it. I find it's best to try and ignore that stuff and concentrate on the nice people I meet.

Still, overall, I'm very happy to be here and I have no regrets at all about coming. Sure there are problems, but you can run into problems wherever you are. The experience gained by living abroad is invaluable. Living abroad is fun and a huge learning opportunity, too. It's made me more aware of the world.

READING

- 1 Look at the photo and the title of the blog. Make notes on the following questions. Write in your notebook.
 - 1 Where do you think the woman is?
 - 2 Where do you think she's from?
 - 3 What is this blog entry about?
- 2 Read the blog and check your ideas.
- 3 Read the blog again and answer the questions in your notebook.
 - 1 What is Becca doing in France?
 - 2 Why does she say that it 'isn't a holiday'?
 - 3 Why is she sometimes tired at the end of the day?
 - 4 How were some other foreigners different from her?
 - 5 How does she suggest dealing with homesickness?
 - 6 How does she deal with comments about her that she doesn't like?

VOCABULARY

Phrasal verbs

1 Complete these sentences from the blog. Use the correct form of the phrasal verbs from the list. Write in your notebook. Then go back to the blog to check your answers.

put up with \mid bring about \mid run into \mid turn out hang out with \mid pick up \mid go through \mid wear out

- 1 You have to ______ a lot of new vocabulary.
- 2 Being homesick is a phase that you have to _____
- 3 It's not nice to hear people criticise you, but you have to ______ it.
- 4 Sometimes you miss the friends you used to _____
- 5 Speaking another language all day _____ me __
- 6 Living abroad is ______ to be a great experience for me.
- 7 I ______ some people who wanted to leave France.
- 8 Living abroad can ______ some challenges and difficulties.

Pronunciation

Phrasal verb stress

Go to page 117.

2 Which of the phrasal verbs means:

- **0** make (someone) very tired
- 1 meet (without having arranged to)

wear out

- 2 learn (informally)
- 3 tolerate
- 4 experience (a difficult situation)
- 5 have a particular result
- 6 spend time with
- 7 make happen

3 Answer the questions.

- 1 Where do you like to hang out? And who with?
- 2 What wears you out?
- 3 Have you ever run into a teacher outside school?
- 4 Can you think of any habits someone you know has that you have to put up with?
- 5 What difficulties does someone have to go through when they leave school and start university?
- 6 Do you think it's possible to pick up new words from listening to English-language songs?

GRAMMAR Omitting relative pronouns

- 1 Read the two sentences from the blog. Where can you put *that* in each sentence? Is *that* the subject or object of the relative clause? Then complete the rule with the words *subject* and *object*. Write in your notebook.
 - 1 It's a phase you have to go through.
 - 2 I concentrate on the nice people I meet.

RULE: When the relative pronouns *that / which / who* are the 1_{----} of a defining relative clause, they can be omitted. But if they are the 2_{-----} of the defining relative clause, they can't be omitted.

- 1 You'll miss the friends *who* you used to hang out with.
- 2 I ran into some people *who* couldn't wait to leave.
- 3 I've decided to write about some of the challenges *that* living abroad can bring.
- 4 You become one of those people *who* wish they'd stayed at home.
- 5 There's new vocabulary *which* you have to pick up.
- 6 There's no country in the world *that* suits everybody.

Reduced relative clauses

- 3 Read these sentences. Where could you put the words *that is* and *who is*? Then tick (✓) the correct box in the rule. Write in your notebook.
 - 1 I'm a student living and studying in France.
 - 2 The experience gained by living abroad is invaluable.

RULE: When relative clauses begin with a relative pronoun + the auxiliary verb *be*, we can omit:

A only the relative pronoun

В

the relative pronoun + the verb *be*.

4 Cross out the words / phrases in *italics* that can be left out. Write in your notebook.

Footballers ¹*who* come from other countries to play in the UK often have problems. Some of the players ²*who are* playing in the UK now are quite young and so they easily feel homesick. And then there are things like food – people ³*who were* brought up on spicy food or exotic fruit don't always like typical British food. But the biggest problems ⁴*that* they face seem to be the weather and the language. The country ⁵*that* they come from might be very hot, which the UK isn't. It isn't always easy for players ⁶*who* come from Brazil or Mexico, for example, to adapt to the grey skies and short winter days ⁷*that* they experience in England. And not all the foreign players learn English very well – the ones ⁸*who* do, tend to find it easier to adapt.

Learning from other cultures

 Imagine you live in another country. Put the things in Becca's blog (A, B, C, D, E) in order (1 = the most difficult, 5 = the least difficult).

1	2] :	3	4	5	

- 2 Choose the options that are true for you in these statements. Make notes about your reasons.
 - 1 *I'd like | I wouldn't like* to visit other countries.
 - 2 *I'd like | I wouldn't like* to live in another country.
 - 3 *I'm interested / I'm not interested* in other cultures.
 - 4 Knowing about other cultures *helps / doesn't help* me understand my own culture.
 - 5 *I think / I don't think* it's good to have people from other countries living in my country.
- **SPEAKING** Compare your ideas in Exercises 1 and 2 with the class. How similar or different are you?

PROJECT – go to pages 140–141.

Culture

- 1 Look at the photos. What do they all have in common?
- 2 🔼 Watch the video to check your answers.

Nomadic People

Most of us are used to living in the same place – every day, all year round, we go 'home'. But for some people around the world, home is a place that moves. Here are three groups of people who have a nomadic way of life.

I The Tuareg

In the central part of northern Africa, which is mostly desert, you can find the Tuareg people, who call themselves 'Imohag', meaning 'free people'. Most of the Tuareg people are found in Mali, Niger and Algeria, although some can also be found in Libya and Burkina Faso. However, being nomadic people, they regularly cross national borders.

They have their own language (Tuareg), which is spoken by around 1.2 million people, but many Tuareg people also speak Arabic and / or French. The Tuareg people are mostly Muslim, although some traditional beliefs remain from before the arrival of Islam.

In the past, the Tuareg people moved around the desert areas with their cattle, mainly between places where water could be found. Due to the formation of new countries and



stricter borders, severe droughts and urbanisation, nomadic life became more difficult in the 20th century. This led many Tuareg people to settle in towns and cities.

Sometimes the Tuareg people are called 'the blue people of the Sahara' because of the blue turbans that the men wear.

2 The Shahsavan

This tribe lives in an area of northwest Iran and eastern Azerbaijan. Here some 50,000 Shahsavan still live a nomadic life. In the spring, the Shahsavan move from their winter home in Azerbaijan to their camps near Mount Sabalan, about 200 kilometres south, for the summer. Their journey usually takes around three or four weeks. Each day, they travel from midnight to midday, when the heat begins to prevent further travel. Traditionally, the women and children travelled on camels, and the men rode horses or walked, but increasingly the Shahsavan are using lorries and tractors.

When they reach their destination, everyone (including children) is involved in setting up the main camp, consisting of various types of tent. They stay there until September, when the return journey begins.

Many of the Shahsavan believe that their way of life is dying out, that their grandchildren will not do the annual migration any more.

3 Aborigines

The Aboriginal people of Australia have been living there for 40,000 years, since long before Europeans arrived. But they are not one single group – for example, there are over 200 different languages spoken by the Aborigines.



The Aborigines are hunters and gatherers, almost always on the move. Principally it is the women who gather food and care for children, while the men are the hunters. They have very few possessions, and the ones they have are mostly light, since they need to keep moving in search of food and to maintain a balanced diet (they eat seeds, fruit and vegetables, as well as small animals, snakes and insects).

However, they occasionally decide to settle somewhere and form villages.

10

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3 According to the article, which group (or groups):

- 1 only travels twice a year?
- 2 doesn't own many things?
- 3 speaks more than one language?
- 4 sometimes lives together in villages?
- 5 moves from one country to another?
- 6 has seen their lifestyle change?
- 4 **VOCABULARY** There are eight highlighted words in the article. Match them with these definitions. Then write your own sentences in your notebook using these words.
 - 1 the places where one country ends and another begins
 - 2 on a journey or trip, the place you want to get to
 - 3 all the things that you eat
 - 4 times when it doesn't rain and there is little or no water
 - 5 mainly
 - 6 things that people have and keep
 - 7 that happens once every year
 - 8 stay, continue

SPEAKING

Work with a partner. Discuss the following questions.

- 1 Do you know of any other groups of people who are nomadic? What do you know about their culture?
- 2 What do you think might be the advantages and disadvantages of a nomadic lifestyle?
- 3 The article says that many of the Shahsavan believe that their grandchildren won't live in the same way. Why do you think that might be?

PORTFOLIO

An informal email

- 1 Read Karen's email **above** and answer the questions.
 - 1 How long has she been with the Inuit people?
 - 2 When did she try to catch a seal?
 - 3 What does she say strikes her most about the Inuit?
- 2 Which word or phrase in the email means:
 - 1 a great deal of time
 - 2 I have finally arrived
 - 3 agreed that I could accompany them
 - 4 I am extremely happy
 - 5 how I'm dealing with things
 - 6 one or two days ago

$= \Box \times$

Hi James,

How are you doing? Hope you're OK!

Well, here I am at last – living in northern Canada with the nomadic Inuit people. You know that I've been wanting to do this for years, and my dream has finally come true. I'm over the moon to be here.

I got here ten days ago and met a family who said I could go along with them to hunt. I've already done some amazing things – sleeping in an igloo, for example, and watching the Inuit people go hunting for fish and for small animals.

The most difficult thing to deal with, of course, is the cold. There's also the fact that you have to keep moving every few days to find food. The way they hunt is interesting. The Inuit make a hole in the ice and hope that a seal will appear so that they can catch it. I went hunting with my host dad a couple of days ago – he showed me how to make a hole and then we stood for six hours in the freezing cold, waiting for a seal to appear. It never came. I got so fed up. But then I thought: 'Hey, the Inuit people do this every day, sometimes waiting for ten hours. And sometimes they catch a seal, and sometimes they don't. What's my problem?' What amazes me most about them is their patience, and my own is getting loads better!

Well, I'll write and tell you more about how I'm getting on with things when I can. Hope you're well!

All the best,

Karen

- 3 Why does Karen not use the expressions in Exercise 2 in her email?
- 4 Imagine you are spending two weeks living with one of the nomadic tribes mentioned in the article.
 - Choose which of the three groups you are living with.
 - Decide what things in general have been good / not so good about your experiences so far.
 - Decide on one specific thing about their life that has really impressed you.
- 5 You're going to write an email to an English-speaking friend based on your notes in Exercise 4.
 - Make sure to start and end your email appropriately.
 - Talk generally about your experiences first. Then move on to more specific details.
 - Write 150–200 words.
 - Check your writing to make sure that your language is not formal.

LET'S PRACTISE!

LISTENING

Multiple choice

- 1 Nou will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C). Write in your notebook.
 - 1 You hear a boy talking about how he got his name. Why was it hard for his parents to name him?
 - A They each wanted different names.
 - B There weren't many possibilities for a name that worked in two languages.
 - c He was born two weeks early.
 - 2 You hear a girl talking on her phone. What is her problem?
 - A She doesn't want to invite Lucy to her birthday celebration.
 - B Her mum said that Lucy can't come for a sleepover.
 - c She really wants to have a big party.
 - 3 You hear part of an interview with a footballer. What does he find most difficult about his job?
 - A Not being free at weekends.
 - B Having to work out every day.
 - **C** The comments some of the fans make.
 - 4 You hear two friends talking about a camping trip. What advice does Alan give Steve?
 - A To take a comfortable sleeping bag.
 - B To get a lift to the campsite.
 - **c** Not to take things that weigh too much.
 - 5 You hear a local news report. What did Clive Roberts think when he found the money?
 - A I'm £10,000 richer.
 - B How can I return this to the owner?
 - c Could I keep this? Would anybody ever know?
 - 6 Two friends are talking about a party. Why did Chloë miss the party?
 - A Her dad said she had to go cycling with him.
 - B She fell asleep in the middle of the day.
 - c She was watching TV and forgot the time.

WRITING

An article

2 You have seen this announcement in an international teenage magazine.



Write your article in 100–120 words.

TEST YOURSELF

UNITS 9&10

VOCABULARY

 Complete the sentences with the words / phrases in the list. There are two extra words / phrases. Write in your notebook.

unexplained | went missing | refugees mysterious | employer | residents | employee go through | politicians | go very well | staff going for

- 1 He's worked for that company for 25 years now. He's their oldest ______.
- 2 Nobody knows what happened to him. The mystery of his disappearance is still ______.
- 3 His plane _____ over the Atlantic Ocean.
- 4 They are all local ______. Most of them live in the streets near us.
- 5 I'm so happy that I passed my driving test. It was awful and I wouldn't want to _____ that again!
- 6 He died in ______ circumstances, and there is still a possibility that it was murder.
- 7 I'm afraid the exam didn't ______. I'm sure I've failed it.
- 8 He's been training all year. He's _____ a gold medal.
- 9 I saw a documentary about ______ fleeing across borders to escape the war.
- 10 Mr Sawyer runs a small business. He has a ______ of four people.

/ 10

GRAMMAR

2 Complete the sentences with the verbs in the list. There are two extra verbs. Write in your notebook.

might | must have | should have | who might have | could | couldn't have

- 1 She hurt her head when she fell off her scooter. She _____ worn a helmet.
- 2 She's a really good player. If she'd entered the race, she _____ won it.
- 3 The people _____ came to visit us were really nice.
- 4 He ______ stopped the accident. He was too late.
- 5 He _____ been here recently, the kettle's still warm.



Self-evaluation

- \bullet From what I've learned, the most important thing to me is \ldots
- The activity I most enjoyed was ...
- The most difficult aspect for me was ...

WRITING

3 Read this message from a friend, Laura. Write a reply (around 100 words). Use the questions below to help you.

Hello! Let me tell you what happened to me last week. I went to Loch Ness with my parents. Of course, my dad said there was a famous monster living under the water, but I didn't believe him. But, early one morning, I went for a walk alone near Loch Ness. It was raining and quite windy. For some reason, I didn't want to go back to the house where we were staying. I felt like there was something in the water, watching me! Suddenly, I saw a big, black shape. It was moving in the water! I quickly took out my phone, to take photos. Then, the shape disappeared. What was it? Was it the monster? I went back to the lake every day to check. The weather was clear, but I didn't see any sign of the monster again. Maybe it only comes out in bad weather.

- Do you think the black shape could have been the Loch Ness monster?
- What do you think Laura might have seen?
- Should Laura have used her phone to call her dad?



SPEAKING

4 Work in pairs. Imagine that this thing happened to you: You were on a bus yesterday. When you got off, you checked your pocket / bag and realised that your wallet / purse was missing! Take turns to tell your partner what might have happened and sympathise with each other. Use the useful language below.

That's a shame! Never mind. How awful. What a pity. I'm really sorry. It could have been ... He / She must be ... Someone might have ... You should / shouldn't have ...





FINAL EVALUATION UNITS 1-5

VOCABULARY

1 Complete the sentences with the correct form of the verbs in the list. Write in your notebook.

retire | get | travel | settle | leave

- 1 It has always been my ambition to ______ the world.
- 2 My grandfather ______ school at 15. That's why he has no qualifications.
- 3 Donald made so much money with his invention that he _____ at the age of 30.
- 4 She didn't _____ down and start a family until she was in her forties.
- 5 My grandmother ______ a degree in physics when she was 80!

/ 5 Match the words with the definitions. Write in your notebook. 2 Α В 1 demolish a to enter water head-first **b** to completely destroy a building 2 dive 3 flee **c** to take quickly d to hit 4 grab 5 strike e to run away or escape / 5 Write the correct television programmes. Complete the words in your notebook. 3 1 TOM I got really excited when my team scored a goal quite at the end of the match. s_____ p_____ 2 YAZ | knew all the answers! g____ S _ _ _ 3 ANA Have you seen the latest episode? It was really funny. S _ _ _ _ _ 4 LUCIA I think Rebecca Jones sings beautifully, she should be the winner. t____ S _ _ _ 5 TOBY I watched Tom and Jerry yesterday and I laughed a lot. c _____ / 5 4 Complete the text with the words in the list. laboratories | cure | experiments | research | discover I would like to be a scientist to do 1_____ into serious diseases. I know that they spend long hours in 2_ and that a lot of ³______ are not a success. If I worked hard, I might ⁴______ a⁵_____ for cancer and become as famous as Pasteur or Fleming.

5 Complete the dialogue with the words in the list. Write in your notebook.

 when | appointment | operation | until | as soon as

 DOCTOR
 How are you feeling?

 WOMAN
 Okay, thank you. Will I be able to do exercise after the operation?

 DOCTOR
 1______ you've had the 2______ you should rest. You shouldn't do any exercise 3______ you get better. Any other questions?

 WOMAN
 Yes. Should I make an 4______ to see you 5______ I'm feeling better?

/ 5



FINAL EVALUATION

GRAMMAR

6 Choose the correct words. Write in your notebook. JULIE We're having a party on Saturday. Can you come?

- I don't know. My cousin ¹ will arrive / is arriving from the US KATE on Saturday morning. She ²'ll be / 's being really tired and probably ³won't want / isn't going to want to go.
- How long ⁴will she stay / is she staying for? JULIE
- Two weeks. I ⁵'m making / 'm going to make sure she has a great time! KATE

7 Write the questions for the answers in your notebook.

- 1 Q He'd been waiting for an hour. Α
- 2 Q
- Α The kids were sleeping when you called.
- 3 Q
 - Jake had been to the park. Α

Choose the correct words to complete the email. Write in your notebook. 8

Hi Sam,

I must tell you my news: I got a brand new games console for my birthday! The bad news is that I'm not ¹allowed / let to use it! Well, that's not strictly true. My parents $^{2}\alpha llow / let$ me play on it for an hour every evening, but I $^{3}have$ to / shouldn't do my homework first. I told them that I⁴need / must to spend more time on it than that. They said I'd ⁵must / better do well in my exams if I wanted more hours on the console. Life's tough! Jake

4 Q

Α 5 Q

Α

9 Complete the sentences. Use the second conditional form of the verbs in brackets. Write in your notebook.

- 1 If I _____ (go) on holiday, I _____ (go) to the Bahamas.
- 2 If I _____ (not live) here, I _____ (live) in Florence.
- 3 If Lea _____ (be) nicer to her friends, they _____ (invite) her out.
- _____ (be) you. ___ (not download) that programme if I ___ 4
- 5 How _____ you _____ (feel) if everybody _____ (forget) your birthday?

10 Choose the correct words. Write in your notebook.

Last Sunday, my granny ¹had been working / was working / worked in the garden for a couple of hours when suddenly she ²had fallen / fell / had been falling to the ground. I ³had seen / have seen / saw her from the window and ⁴had rushed / was rushing / rushed downstairs to help her. Fortunately, some years ago I ⁵had attended / attended / had been attending a first-aid course and I knew it wasn't anything serious.

/ 5



UNITS 1-5





/ 5



15





Maria was looking after the house.

We'd been standing in the rain for two hours.

FINAL EVALUATION UNITS 1-5

FUNCTIONS

11	Complete the telephone conversation
	with the words in the list. Write in your
	notebook.

would	don't about fancy course love
том	Hi Sam, it's Tom. I've got some free tickets to the play I directed this evening.
	N 4 1 1 2 2

 Why 1 ______ you come along?

 SAM
 That 2 ______ be great. I'd

 3 ______ to!

TOM I've got four free tickets altogether, so how ⁴ _____ bringing some friends along too?

- SAM Of ⁵ _____ . I'll ask Tim and Julie. I'm sure they'll be delighted.
- TOM There's a party afterwards, too. Do you ⁶ _____ coming along to that?

SAM Sure! Thanks.



LISTENING

12 D Listen to the conversation. Tick (🗸) A, B or C. Write in your notebook.

1 What kind of show is *Priceless*?

- A a chat show
- **B** a sports show
- **C** a game show
- 2 What kind of film is Let Him Go?
 - A a sci-fi film
 - B a horror film
 - **c** a comedy film
- 3 What time does the Let Him Go start?
 - A 8 p.m.
 - **B** 9 p.m.
 - **C** 11 p.m.

/ 3

13 D Listen again. Answer the questions in your notebook.

- 1 Why does Jim want to stay in?
- 2 What day of the week is it?
- 3 What kind of film is By Tomorrow?
- 4 What happens in *Let Him Go*?
- 5 What does Sally want Jim to make?
FINAL EVALUATION

UNITS 1-5

READING

14 Read the article. Write the paragraph titles in the correct places. There are two titles you don't need.

Get close to nature | Surf the internet

Think about food | Go running

Walk to work | Watch how you sit

Keep moving | Use your work area as a gym



How can people stay healthy at work?

Spending about 40 hours a week at work can be very tiring, but the workplace can be unhealthy in other ways, too. Sitting or standing for a long time can cause pain and other negative effects, and there can also be problems related to food. But some simple things can be done to make the workplace a healthier place. Here are some tips.

1

It has been shown that a 30- to 50-minute walk in a park or in a wood can improve people's work performance by about 20 per cent.

2

Yes, really! In an experiment with 96 students, the ones who were allowed to use the internet during a ten-minute break were found to work better afterwards.

3 ____

It's possible to find exercises you can do in your chair or using your desk that will help you stay in better condition.

4

It isn't very healthy to sit down all day. It can cause back pains, for example. It's always good to get up sometimes and go somewhere else in the office. Try not to stay still for too long.

5

It's easy to just get a sandwich from the machine, but it's much better to bring something that has been made at home. Oh, and water, too – that's really important. Drink lots.

6_

A lot of people now spend hours sitting in front of a computer. Back pain and wrist problems are easily caused that way. It's important to

pay attention to your posture (for example, the position of your back and shoulders) when you're sitting down. Keep any screen at eye level while you're working so that you don't have to put your head down to look at it!



WRITING

- 15 Write a paragraph (about 120 words) about how you can keep healthy at school. Use the ideas below to help you:
 - getting to school;
 - food;

- exercise;
- the way you sit / stand / walk.



FINAL EVALUATION UNITS 6-10

VOCABULARY

1 Complete the sentences with the words in the list. Write in your notebook.

get into trouble | what she's told | behaves well | got told off | get punished

- 1 If I forget my homework, I _____ by the teacher. This usually means extra homework!
- 2 You'll _____ if you talk in class.
- 3 My sister never does _____.
- 4 My little brother always ______ when we visit grandma. She thinks he is so polite.
- 5 I ______ by my neighbour when I kicked my football into their garden.

2 Complete the text with the words in the list. Write in your notebook.

ending | character | villain | plots | hero

My favourite novels are by a writer called Arthur Conan Doyle. He wrote crime novels with very clever ¹ ______. The setting was always in England, in the 19th century, and the ² ______ was a detective called Sherlock Holmes. The other main ³ ______ in the stories was Holmes's friend, Dr Watson. There was also an evil ⁴ ______ called Moriarty, who Sherlock Holmes was always trying to catch. The stories are all very entertaining – and there is nearly always a surprise ⁵ ______.

/ 5

3 Complete the sentences with the words in the list. Write in your notebook.

committed | broke | prison | trouble | fine

- 1 | got a ______ of £25 for throwing litter in the park.
- 2 She has never _____ a crime in her life.
- 3 You will be sent to ______ if the police catch you.
- 4 I don't want to get into any _____.
- 5 The police think the burglar _____ in through the back door.



4 Rewrite the sentences with a phrase with *go* in the correct tense. Write in your notebook.

1 The plane fell from the sky somewhere over the Indian Ocean.

The plane ______ somewhere over the Indian Ocean.

- 2 Our cat disappeared last week. Our cat _____ last week.
- Indian There is one more exam _____, then school closes!
 Everything is happening as I want at the moment.

school closes!

Everything _____ for me at the moment.

3 There is one more exam remaining, then

5 You have to do something extra if you want to be the best. You have to ______ if you want to be the best.

5 Match the words with the definitions. Write in your notebook.

- Α
- 1 resident

В

c a person who lives in a particular place

- resident
 refugee
- a group of people who work on a plane or shipb a person who is walking on a street

d a person who drives a car

- 3 motorist
- 4 pedestrian
- 5 crew
- e a person who has been forced to leave their country, usually because of war

/ 5

/ 5

/ 5

FINAL EVALUATION

UNITS 6-10

GRAMMAR

6 Write third conditional sentences in your notebook.

- 1 he not play / not get hurt
- 2 we know the answer / we listen?
- 3 we have a camera / we can take photos

7 Choose the correct words. Add commas if appropriate. Write in your notebook.

- 1 My best friend which / who loves to read is a great storyteller.
- 2 The local library which / where I get most of my books is near my house.
- 3 This computer which / who I've had since 2010 is not working properly.
- 4 Minecraft is a game which / where encourages creative storytelling.
- 5 London that / where many great writers have lived is quite expensive.

8 Rewrite the sentences in your notebook. Use must, can't, could or might.

- 1 Mark is definitely not at home. Mark _____
- 2 It's possible that she's in the shower. She _____
- 3 Greta is in Italy it's the only explanation. Greta _____

4 You can't be serious!

4 I say hello / I see him

5 you remember her number / you call her?

You _

L

- 5 Perhaps it will snow tomorrow. It _____
- 6 Maybe I'll try to find a part-time job.
- /6

/ 5

/ 5

9 Join the two sentences using *which* or *who*. Write in your notebook.

- 1 A police officer gave me directions. He spoke really good English.
- 2 Tokyo is a great technology centre. It's one of the biggest cities in the world.
- 3 Sonja is an immigrant. She sits next to me in class.
- 4 The audience cheered loudly. This made the performers very happy.
- 5 I didn't understand the language. This brought about some difficulties.





FINAL EVALUATION UNITS 6-10

?

FUNCTIONS

10 Complete the conversations with the words in the list. Write in your notebook.

awful | believe | guess | Really | Tell | What

- A You'll never ¹_____ what happened yesterday!
- **B** ²_____
- A You won't ³ _____ it.
- B ⁴_____me!
- A I got mugged on my way home from school!
- B ⁵_____?
- A Yes! It was so scary.
- B That's ⁶_____?

LISTENING

11 D Listen to Amelia talking about her year in Indonesia. Put the things below in the order she mentions them. There are two she doesn't mention. Write in your notebook.

the food	L
the weather	
transport	

white in your in	
her school	
the language	
the people	

12 []> Listen again and mark the sentences T (true) or F (false). Write in your notebook.

- 1 Amelia's dad was only going to spend half a year there.
- 2 The weather was always hot and dry.
- 3 Amelia's lost contact with most of her Indonesian friends.
- 4 She used to buy nasi goreng from a shop.
- 5 Amelia describes a bejak journey as being a bit dangerous but exciting, too.



	/ 5
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/ 5

/6

FINAL EVALUATION

UNITS 6-10

READING

13 Read the book review below and answer the questions. Write in your notebook.

- 1 What kind of stories was Paul Auster looking for?
 - A Real stories that weren't too long.
 - **B** The listeners' favourite stories.
 - **C** True stories about famous people.
- 2 Why did he decide to put the stories in the book?
 - A Because he wanted to share them all with the public.
 - **B** To make some money.
 - C Because he couldn't read them all out on the radio.
- 3 What does the reviewer recommend?
 - A To read the book from start to finish.
 - **B** To pick and choose stories from the book.
 - C To only read the sections you are most interested in.
- 4 What is the reviewer's overall opinion of the book?
 - A He liked it because the stories are so well written.
 - B He liked it because some of the stories are very moving.
 - C He liked another book of real-life stories more.

REVIEW: True Tales of American Life

In 1999, the writer Paul Auster was asked if he would contribute stories to America's National Public Radio. But Auster decided to ask listeners to send in their stories instead. He wanted true stories that seemed like fiction. They could be about anything at all, they just had to be true and short; the ones chosen would be read aloud on the radio.

To Auster's surprise, more than 4000 listeners sent in stories. It would have been impossible to read them all on the radio, so Auster took almost 200 of them and put them in a book – this book.

I liked some things about the collection, others not so much. Because the stories were written by ordinary people, they're not always well-written (I hate to think what the ones that weren't included were like!). And the categorisation into sections like *Families*, *Objects*, *Strangers* or *Animals* means that if you read one story after the other, it can be a bit repetitive. But with any book of separate stories, you can just read one here and there whenever you feel like it, you don't have to read it straight through: and that's probably the best thing to do here, too.

What's great about these stories is their veracity – they're all true, no matter how unbelievable (and some of them really are incredible). One or two of the stories left me almost in tears, they were so painful.

So, overall it's worth getting and reading.

 $\star \star \star \star \star \star$

If you're into real-life stories like these, I'd also recommend a collection called The Moth - more on this next time.

WRITING

14 Write a brief review of a story that you like – perhaps from a film, TV programme, book or even a true story about you or a friend. Write 150–200 words.





14

Literature

- Look at the photo and then read the introduction to the extract. How do you think Marcus feels 1 about his relationship with his mum?
- Read and listen to the extract and check your ideas.

About a Boy by Nick Hornby

Marcus is a schoolboy who lives with his mum, who is depressed. Marcus has a bad time at school - he gets bullied quite a lot, especially because of the clothes his mum makes him wear. Marcus has met Will, a rich lazy man who makes friends with Marcus and buys him new trainers.

Here, Marcus and his mum are going home after visiting Will at his flat.

'You're not going round there again,' she said on the way home. Marcus knew she'd say it and he also knew that he'd take no notice, but he argued anyway. 'Why not?' 'If you've got anything to say, you say it to me. If you want new clothes, I'll get them.' 'But you don't know what I need.' 'So tell me.' 'I don't know what I need. Only Will knows what I need.' 'Don't be ridiculous.' 'It's true. He knows what things kids wear.' 'Kids wear what they put on in the mornings.' 'You know what I mean.' 'You mean that he thinks he's trendy and that [...] he knows which trainers are fashionable, even though he doesn't know the first thing about anything else.' That was exactly what he meant. That was what Will was good at and Marcus thought he was lucky to have found him. 'We don't need that kind of person. We're doing all right our way.' Marcus looked out of the bus window and thought about whether this was true, and decided it wasn't, that neither of them were doing all right, whichever way you looked at it.

'If you are having trouble, it's nothing to do with what shoes you wear, I can tell you that for nothing.' 'No, I know, but ...'

'Marcus, trust me, OK? I've been your mother for twelve years. I haven't made too bad a job of it. I do think about it. I know what I'm doing.'

Marcus had never thought of his mother in that way before, as someone who knew what she was doing. He had never thought that she didn't have a clue either; it was just that what she did with him (for him? to him?) didn't appear to be anything like that. He had always looked on being a mother as straightforward, something like, say, driving: most people could do it and you could mess it up by doing something really obvious, by driving your car into a bus, or not telling your kid to say 'please' and 'thank you' and 'sorry' (there were loads of kids at school, he reckoned, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for). If you looked at it that way, there wasn't an awful lot to think about. But his mum seemed to be saying that there was more to it than that. She was telling him she had a plan.

If she had a plan, then he had a choice. He could trust her, believe her when she said she knew what she was doing [...] Or he could decide that, actually, she was off her head [...] Either way it was scary. He didn't want to put up with things as they were, but the other choice meant he'd have to be his own mother, and how could you be your own mother when you were only twelve? He could tell himself to say 'please' and 'thank you' and 'sorry', that was easy, but he didn't know where to start with the rest of it. He didn't even know what the rest of it was. He hadn't even known until today that there was a rest of it.



3 Read the extract again. Find the part of the text which tells us that Marcus ...

- 1 is 12 years old.
- 2 and his mother are not walking home.
- 3 thinks that both he and his mother have problems.
- 4 begins to see his mother differently.
- 5 doesn't think very highly of some of the kids at his school.
- 6 is happy that he has met Will.
- 4 **VOCABULARY** There are eight highlighted words and phrases in the article. Match them with these definitions. Then write your own sentences in your notebook using these words and phrases.
 - 1 up-to-date with modern fashion
 - 2 do it in a really bad way
 - 3 knows nothing at all
 - 4 simple; not complicated
 - 5 give advice for free
 - 6 used bad words (words that people think are rude)
 - 7 crazy
 - 8 no matter how

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

- 1 What do you think Marcus means when he talks about 'the rest of it' in the last two sentences?
- 2 Do you think that being a mother or father is straightforward? Why? / Why not?

FUNCTIONS

Emphasising

- 1 Add *so*, *such*, *do* or *did* to the sentences to make them more emphatic and make any other necessary changes.
 - 1 He's a good father.
 - 2 She gets on well with children.
 - 3 She's patient.
 - 4 My dad tried his best.
 - 5 My parents made some mistakes.
 - 6 She's soft on her children.
 - 7 He's a strict father.
 - 8 Parents get it wrong sometimes.
- 2 Work in pairs. Who might be talking to whom in each of the sentences in Exercise 1? What was said before? Discuss.
- 3 WRITING Choose one of the sentences and develop it into a six-line dialogue. The sentence you choose from Exercise 1 could appear at the beginning, middle or end of your dialogue.
- 4 Think about someone you know who is really good with children or teenagers. Make notes.

Think about:

- their personality;
- ways in which they are good with children.
- 5 Work in pairs. Talk about the person. Give examples and use emphasis when you can.

PORTFOLIO

An essay

Choose one of the titles below and write an essay.

- Parents always know best
- Children need rules

Remember to:

- write a short introduction to the topic;
- give two or three points with examples to support the statement;
- give two or three points with examples to argue against the statement;
- conclude, giving your opinion.

Write your essay in 160–200 words.



Literature

1 Look at the book cover and then read the introduction to the extract. Do you think you would like to read the book? Why? / Why not?

The Remains of the Day

by Kazuo Ishiguro

Stevens has spent his life as a butler, working for Lord Darlington. He is now an elderly man. At the end of the book, he finds himself sitting alone on a bench, on a pier at the seaside. A stranger begins to talk to him, and Stevens starts to tell the man about his life and his feelings about Lord Darlington.

Ou must have been very attached to this Lord whatever. And it's three years since he passed away, you say? I can see you were very attached to him, mate.'

'Lord Darlington wasn't a bad man. He wasn't a bad man at all. And at least he had the privilege of being able to say at the end of his life that he made his own mistakes. He chose a certain path in life, it proved to be a misguided one, but there, he chose it, he can say that at least. As for myself, I can't even claim that. You see, I trusted. I trusted in his lordship's wisdom. All those years I served him, I trusted I was doing something worthwhile. I can't even say I made my own mistakes. Really – one has to ask oneself – what dignity is there in that?'

'Now, look, mate, I'm not sure I follow everything you're saying. But if you ask me, your attitude's all wrong, see? Don't keep looking back all the time, you're bound to get depressed. And all right, you can't do your job as well as you used to. But it's the same for all of us, see? We've all got to put our feet up at some point. Look at me. Been happy as a lark since the day I retired. All right, so neither of us are exactly in our first flush of youth, but you've got to keep looking forward.'



And I believe it was then that he said:

'You've got to enjoy yourself. The evening's the best part of the day. You've done your day's work. Now you can put your feet up and enjoy it. That's how I look at it. Ask anybody, they'll all tell you. The evening's the best part of the day.' [...]

It is now some twenty minutes since the man left, but I have remained here on this bench to await the event that has just taken place - namely, the switching on of the pier lights. [...] For a great many people, the evening is the most enjoyable part of the day. Perhaps, then, there is something to his advice that I should cease looking back so much, that I should adopt a more positive outlook and try to make the best of whatever remains of my day. After all, what can we ever gain in forever looking back and blaming ourselves if our lives have not turned out quite as we might have wished? [...] What is the point in worrying oneself too much about what one could or could not have done to control the course one's life took? [...] And if some of us are prepared to sacrifice much in life in order to pursue such aspirations, surely that is in itself, whatever the outcome, cause for pride and contentment.

2 Read the extract quickly and choose the best ending for the statement.

Stevens thinks that perhaps he should stop ...

- a talking to people he doesn't know.
- **b** thinking about the past so much.
- c going out in the evening.

- Read the extract again and listen. Correct these sentences by referring to the extract.
- 1 Lord Darlington died five years ago.
- 2 Stevens thinks that Lord Darlington made the right decisions.
- 3 The stranger is a young man.

3

- 4 The people on the pier aren't happy when the lights come on.
- 5 Stevens thinks that it's useful to reflect on what he could have done better in his life.

4 **VOCABULARY** Match the highlighted words in the extract with the definitions.

- 1 a feeling of self-respect, or behaviour that shows self-respect
- 2 the time when you are young
- 3 an important male servant in a large house
- 4 feeling pleased with your situation, and not wanting it to change or improve
- 5 not correct because it's based on wrong information or beliefs
- 6 the things you hope to achieve
- 7 a low structure built at the edge of water, used especially for getting into and out of boats
- 8 useful, important or helpful enough to be a suitable reward for the money or time spent or the effort made
- 9 the result or effect of an action, situation or event
- 10 certain or extremely likely to happen

- 5 SPEAKING Work in pairs. Discuss the questions.
 - 1 The man says: 'Don't keep looking back all the time – you've got to keep looking forward.' Do you think he's right? Why? / Why not?
 - 2 What part of the day do you like most? Why?

PORTFOLIO A magazine article

- 1 Read Eve's article and answer the questions.
 - 1 Does she agree with the statement?
 - 2 What are her main arguments to support her position?

Students should try to get some work experience before they go to university

Do you really want to spend the rest of your life either studying or working? Wouldn't you like the chance to do a little more with your life and find out what it is you really want?

Most young people who have decided to go to university or college go straight from school. A few may take a gap year to see a bit of the world or earn some money, but how many take five or six years or even longer before they go on to study more?

These days, young people believe that the pressures in the labour market are so high that they cannot afford to waste any time doing things that won't directly help them get a good job. They feel that if they haven't graduated by the age of 22, they will be too old to be successful. This is simply not true. Graduates are feeling the pressure precisely because so many of them are looking for the same jobs at the same time and there's very little for an employer to choose between them.

Anyone who is brave enough to wait some years before they go to university will, so long as they have used their time well, be far more attractive as an employee. Their extra experience of life will mean they can offer companies so much more than any fresh-faced 22-year-old can. Besides, the fact they've taken time to decide what they wanted to do shows that now they really want to do it.

So go on. Be brave. Delay. And go out and find out a little more about life. After all, you've got the rest of your life to work.



- 2 Look at the first and last paragraphs of the article. What technique does Eve use in each one? What effect does this have on the reader?
- 3 Choose one of the topics below. What is your position? What are your main arguments to support your position? Write notes in your notebook.
 - Doing a degree course is a waste of money.
 - The government should pay for all students to study at university or college.

My position	Argument 1	Argument 2	Argument 3
-------------	------------	------------	------------

- You're going to write an article for your school magazine about the topic you chose in Exercise
 Think carefully about how to start and finish it.
 - 1 Think of two direct questions you could use to start the article.
 - 2 Think of two imperatives to conclude your article.
- 5 Write your article (150–200 words).

PRONUNCIATION

UNIT 1

Linking words with up

1 Nead and listen to the dialogue.

- STEVE What's up, Jenny?
- JENNY I'm tired! I'm up late every night studying.
- **STEVE** You need your sleep! Can't you get up later?
- JENNY Not really. I've taken up the flute this year. I practise in the mornings.
- STEVE Well, it's up to you, but I'd give that up!
- JENNY Hmmm ... I wish I hadn't signed up for the school orchestra now!
- 2 What happens to the words in blue? Choose the correct word to complete the rule. Write in your notebook.

A word ending in a consonant / vowel sound links with the following word when it begins with a consonant / vowel sound.

3 🚺 Listen, repeat and practise.

UNIT 2

- Initial consonant clusters with / s /
- 1 🚺 Read and listen to the tongue twisters.

Strong winds spread the sparks through the streets. Stella's got straight hair and stripes on her skirt. Stewart sprayed his phone with a special screen cleaner.

- 2 Say the words in blue.
- 3 Listen, repeat and practise.

UNIT 3

Intonation – inviting, accepting and refusing invitations

1 🚺 Read and listen to the dialogue.

- MAX Hi, Gina! I'm organising a hiking trip. Why don't you come along?
- GINA Thank you, Max. I'd love to. When are you going?
- MAX Next Saturday. We're going to climb Mount Sunrise. How about bringing some friends?
- GINA That's a great idea! Oh ... I'm already going out on Saturday. What a shame. I'm sorry, Max.

- 2 Write in your notebook the two invitations and the sentences where Gina accepts and refuses the invitation. What happens to Max and Gina's voice in each case? Listen again and check.
- 3 🚺 Listen, repeat and practise.

UNIT 5

$/ t \int / and / \int / consonant sounds$

- 1 🚺 Read and listen to the dialogue.
 - PAT Welcome back to the show. We're in the kitchen today with our chef, Mitchell.
 - MITCH Hello. In this demonstration I'm making a special Russian dish.
 - PAT Watch carefully everyone as Chef Mitchell makes the dish you see in this picture.
 - MITCH Patricia, please put the oven at the right temperature while I chop the cherries ... now we add the sugar – but you shouldn't use too much! And now it's ready to bake.
 - PAT And here's a finished one! Mm. It tastes delicious!
- 2 Say the words with the $\int \int dt dt = 0$ and $\int dt = 0$ sounds.
- 3 🚺 Listen and repeat the dialogue.

UNIT 6

Silent consonants

1 🚺 Read and listen to the dialogue.

GUARD 1 Shh! Listen! Someone's talking in the next room.

- GUARD 2 Yes, and at this hour the castle should be empty.
- GUARD 1 We should investigate. Or, erm, should we write a report?
- GUARD 2 I can't answer that. All I know is that we mustn't stay here another minute!
- 2 Say the words with the silent consonants in blue.
- 3 Listen and repeat the dialogue.

UNIT 7

The schwa / ə / in word endings

1 Nead and listen to the tongue twisters.

Ireland's a nation with famous traditions. My neighbour's a brilliant classical musician. The monster's a villain who frightens the children.

- 2 Listen again and focus on the syllables in blue. Are they stressed or unstressed? They all have the same short vowel sound. What is it?
- 3 Listen, repeat and practise.

UNIT 8

Intonation – expressing surprise

1 🚺 Read and listen to the dialogue.

JACKSON MARYANNE	You're not going to believe this. Tell me.
JACKSON	School's closed for the rest of the term!
MARYANNE	What?
JACKSON	The police said there was an urgent situation, but didn't give any details.
MARYANNE	That's awful!
JACKSON	And the principal said she's extremely sorry, but there's nothing she can do!
MARYANNE	Really?

- 2 Disten again and write in your notebook all of the words which are stressed.
- 3 Listen, repeat and practise.

UNIT 9

Moving word stress

1 Nead and listen to the dialogues.

- A Do you know the mystery of Amelia Earhart?
 B Yes her disappearance is very mysterious!
- 2 A Wow! That's a great photograph.
 - B Thanks! I'm really into photography.
- 3 A If we go to this summer camp, we can do the course on **navigation**.
- **B** But I already know how to **navigate**.
- 2 Write down the stressed syllables in the words in blue. Say the two words in blue in each dialogue.
- 3 Listen, repeat and practise.

UNIT 10

Phrasal verb stress

1 🚺 Read and listen to the dialogue below.

GILLIAN	Moving to France when I was nine was tough.
	It turned out all right though. I soon made
	new friends.
SAM	How long did it take you to pick up French?

- GILLIAN About three months. I hung out with my French friends every day, so that helped.
- SAM Do you ever run into them now?
- GILLIAN Run into them? I don't live in France any more!

2 Choose the correct words. Write in your notebook.

Red indicates ¹*primary / secondary* stress. Blue indicates ²*primary / secondary* stress. In two-part phrasal verbs, primary stress is usually on the ³*verb / particle* and secondary stress is on the ⁴*verb / particle*.

3 Listen, repeat and practise.

GET IT RIGHT!

UNIT 1

Present simple vs. present continuous

It's common to confuse the present simple and present continuous.

We use the present simple to describe facts, routine activities and opinions.

✓ I usually go there on foot.
 ✗ I'm usually going there on foot.

We use the present continuous to describe events that are happening now or around now.

✓ I'm sending you a photo of my new bike.
 ✗ I send you a photo of my new bike.

Find the error in each of these sentences. Rewrite the sentences correctly in your notebook.

- 0 I know how hard you try to get on the team. I know how hard you are trying to get on the team.
- 1 I think I am the person you look for.
- 2 I'm playing tennis on Tuesdays.
- 3 At the moment, I write a letter to a friend.
- 4 I like what you wear today.
- 5 I know what you mean and are appreciating your help.
- 6 We are playing football during most school breaks.

UNIT 2

Present perfect vs. past simple

Students often confuse the present perfect and past simple tenses.

We use the past simple when we include a past time expression to say when in the past an event took place.

- ✓ Yesterday I ate rice.
- X Yesterday I have eaten rice.

We use the present perfect to talk about past events when we don't say exactly when they took place. We use it with expressions such as yet, before, ever and never.

yet, before, ever and never. / I've never been to London before.

I ve never been to London before. X I didn't go to London before.

Make sentences using the prompts below.

- we / see / the advertisement at the bus stop / yesterday
 We saw the advertisement at the bus stop yesterday.
- 1 I / not see / the new Hobbit film / yet
- 2 you / ever / go / to Spain?
- 3 John / take / his exam / last week
- 4 Nina / get / here / a few minutes ago
- 5 they / not eat / at this restaurant / before
- 6 I / not eat / breakfast / so I'm really hungry and it's two hours till lunchtime!

Past continuous vs. past simple

Learners sometimes confuse the past continuous with the past simple.

- ✓ I was happy when I **came** first in the race.
- ✗ I was happy when I was coming first in the race.

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones in your notebook.

- 0 Last time I was visiting the library, I couldn't find the book I was looking for. Last time I visited the library, I couldn't find the book I was looking for.
- 1 When she arrived, I cooked dinner so I was a bit distracted.
- 2 After that, I watched TV for about an hour.
- 3 As usual, we were arriving at about 6 p.m., then we had dinner.
- 4 My teacher came to see how our project went.
- 5 I'll never forget the time I was spending in Nepal.
- 6 The police saw the men and asked them what they did there.

UNIT 3

Should

Learners often use *would* and *must* instead of *should*.

Lots of people think that animals should be free.
 X Lots of people think that animals must be free.

For each pair of sentences tick (\checkmark) the correct one. Write in your notebook.

1	A	Your computer is very slow. I think you should upgrade your system.
	В	Your computer is very slow. I think you must upgrade your system.
2	Α	Sally wouldn't have emigrated if she hadn't been unhappy here.
	В	Sally shouldn't have emigrated if she hadn't been unhappy here.
3	Α	Our teachers should motivate us to study more so we do better in exams.
	В	Our teachers would motivate us to study more so we do better in exams.
4	A	We should launch the new product before the end of the month or we won't hit the sales figures. We've no option.
	В	We must launch the new product before the end of the month or we won't hit the

sales figures. We've no option.

UNIT 4

Second conditional tenses

Learners sometimes use the wrong tenses in the clauses of the second conditional.

We form the second conditional by using the past simple tense in the *if* clause and the *would* form in the main clause.

✓ If I knew what to do, I would do it.
 ✗ If I would know what to do, I would do it.

Correct the following sentences. Write in your notebook.

- 1 If you answered my email, I will be very pleased.
- 2 It would be fantastic if you would come to visit me.
- 3 If I find your mobile, I would bring it on Monday,
- 4 I am very grateful if you could meet me at 11 on Sunday.
- 5 If I broke this vase, my parents will be angry.
- 6 I will love it if you could visit me in the holidays.

UNIT 5

Past perfect vs. past simple

Learners often confuse the past perfect with the past simple.

We use the past perfect tense to refer to events which happened at an earlier point in the past, compared with another past event. We use the past simple for an event which occurred generally in the past.

✓ By the time I got there, he **had left**.

X By the time I got there, he left.

Rewrite the sentences in your notebook using the correct form of the verbs in brackets.

• The trip was awesome because I (dream) about it all my life.

The trip was awesome because I had dreamed about it all my life.

- 1 Our PE teacher taught us the rules of tennis and we (start) to play.
- 2 I (come) home from school when it happened.
- 3 I didn't give the teacher my homework yesterday because I (leave) my bag at home.
- 4 When we had finished eating and drinking, we (go) for a walk in the town centre.
- 5 Do you like these jeans? I (buy) them yesterday.
- 6 The letter was from Brown University they (accept) me!

UNIT 6

Present simple passive vs. past simple passive

Learners sometimes confuse the present simple passive with the past simple passive.

We use the past simple passive to refer to events which took place in the past.

I was really surprised when I first read the email.
 I am really surprised when I first read the email.

We use the present simple passive for events which have started and are still going on now.

 We'll go to Paris in two weeks – the tickets are booked.
 We'll go to Paris in two weeks – the tickets were booked.

Correct the following sentences in your notebook.

- 1 I always keep shopping until the mall was closed.
- 2 I am born in Britain and have lived here since then.
- 3 I'm proud that my town is chosen as City of Culture.
- 4 The hotel was located in front of the beach, so that will be very convenient.
- 5 Ten minutes later my tent is flooded and I had to leave it because everything was wet.
- 6 I am given a puppy for my last birthday.

UNIT 7

Relative pronouns

Learners sometimes confuse *who* and *which*. We use *who* to refer to people and *which* to refer to things.

✓ Next week I'm going to visit my Uncle Joe, **who** lives in Manchester.

X Next week I'm going to visit my Uncle Joe, which lives in Manchester.

Complete the sentences with *who* or *which*. Write in your notebook.

- There are several problems <u>which</u> can't wait any longer.
- 1 My friend Paul, _____ I've known since primary school, is coming.
- 2 Animals _____ can protect themselves shouldn't be kept in a zoo.
- 3 My dad works for a company ______ sells dental products.
- 4 It's a great film, but it's really sad. It's about a soldier _____ goes to war.

- 5 She was the only one _____ talked to me.
- 6 He's currently working for a charity _____ helps elderly people.

UNIT 8

Say vs. tell

Learners sometimes confuse say and tell.

The meaning of *say* and *tell* is exactly the same, but we use them differently.

We tell someone (something) and we say something (to someone).

I didn't say anything to my brother about it.
 I didn't tell anything to my brother about it.

We can also use a *that* clause immediately after *tell*, but not after *say*.

Tell her that I'll phone her.
 Say her that I'll phone her.

There are some collocations we can use with *tell* that don't follow the above rules: we can *tell a lie / the truth / a story*.

Complete each of these sentences with the correct form of *say* or *tell*. Write in your notebook.

- Everybody <u>said</u> something about himself and so did I.
- 1 I have to _____ that this is a great piece of writing. Well done!
- 2 You're going to have to _____ him that you can't play in Saturday's match. You're injured.
- 3 _____ us the story of how you met.
- 4 Did he _____ why he lied?
- 5 My mum _____ that we were going to move house.
- 6 I'd like to _____ a big thank you for all your help this year.
- 7 I knew that he _____ the truth.

UNIT 9 Modals of present possibility

It is a common error to use *can* as a modal of present possibility, where *could* is required. In the negative, however, it is possible to use *can't* as well as *couldn't*.

✓ I'm not sure why they decided not to buy tickets to see the band, but it could be due to lack of money.
 X I'm not sure why they decided not to buy tickets to see the band, but it can be due to lack of money.
 ✓ The reason can't be a lack of interest.

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones in your notebook.

- 0 Where's John? He can be at home. Where's John? He could be at home.
- 1 A Do you have a better idea for how to get there?
 - B Well, I think another route can be better.
- 2 A Does he need help?
 - B He can do. It looks like he might be waving for us to stop.
- 3 A How does that car go so fast?
 - B It can be because it's so light. Just a guess!
- 4 A What do you think is going to happen in the game?
 - B They could still win or maybe it'll be a draw.
- 5 A Is Dad still at work?
 - B The car's outside. He can't be.
- 6 A Who made the complaint?
 - B It could be Nick he didn't think there was a problem.

UNIT 10

That and which in relative clauses

Learners often use *that* instead of *which* in non-defining relative clauses.

 Working leads to self-esteem, which is vital for most people.
 Working leads to self-esteem, that is vital for most people.

Match the two parts of the sentences and rewrite them as one sentence using either *that* or *which*. Use *that* where possible. Write in your notebook.

0 The Arctic tern flies about 70,000 miles,

The Arctic tern flies about 70,000 miles, which is an amazing distance.

b

1 The grey whale is an animal

- 2 Domenico Lucano had an idea
- 3 Our teacher always praises us when we've done well in a test,
- 4 I spoke to him using Italian,
- 5 Elena has decided to live abroad,
- a helps give us confidence.
- (\mathbf{b}) is an amazing distance.
- c swims about 18,000 km every year.
- d I think is very brave of her.
- e saved his village.
- f I had learnt while working there.

Relative pronouns

Learners often omit relative pronouns in defining relative clauses when you can't.

✓ I don't know the number of people **who** went to the festival.

X I don't know the number of people went to the festival.

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones in your notebook.

- 0 Did you run into any of the people usually play there on Mondays? Did you run into any of the people who usually play there on Mondays?
- 1 The pedestrians crossing the road had to run to avoid being hit by the car.
- 2 There was a food shortage caused by the extreme weather last summer.
- 3 They went through a bad time lasted a few months.
- 4 Who is the man waving at us?
- 5 Those are the residents live in that building over there.
- 6 The Tuareg are the people regularly cross national borders.

Are you in control of your life?

Read the quiz from a teen magazine and choose your answers. Compare your answers with a partner.

- 2 Now read the key and answer the questions.
 - 1 Do you agree with the advice?
 - 2 Do you think this is a fair description of you? Why (not)?
 - 3 Are c answers always the best way to behave? In which instances do you think a or b might be better? Why?

Mostly a's – Oh dear. It seems that you're not really in control of life's little problems. Try not to be so aggressive when things don't go your way.

A poster

Mostly b's – You're not bad at dealing with life's little problems, but you still need to be more confident and not always give in to what other people want.

Mostly c's – You are an expert at dealing with life's little problems. You know what you want and the best way of getting it.

Are you in *control?*

It's not always easy to keep on top of things when there are so many little things in life that are out of your control. But can you keep a cool head when things aren't going your way and all around you others are losing theirs? Take our quiz and find out ...

- Your younger sister is practising the guitar loudly in her bedroom. You're trying to study. What do you say to her?
 - a) Turn it off. Now!
 - **b)** Could you stop practising for the moment? I need to study.
 - c) Would you like to borrow my headphones?



- 2 Your best friend wants to play a football game on the computer. You'd prefer to go out and play a real game. What do you say to him?
 - a) OK.
 - **b)** I'd like to go to the park and play football for real.
 - c) How about we play on the computer for half an hour and then we go to the park and play?

- **3** It's the weekend, you woke up late and you're still in bed. Your dad's in a bad mood. He storms into your room and says, 'It's about time you got out of bed and did something.' What do you say?
 - a) Dad, I'm sleeping.
 - **b)** I'll be down in half an hour.
 - c) OK, Dad. What do you want me to do?



- **4** You got 60% in a test. How do you feel?
 - a) Really angry. Why didn't I get 70%?
 - **b)** That's OK, I suppose.
 - c) Oh well, I'll study harder for my next test.

- 5 Your sister or brother keeps borrowing your clothes without asking. What do you say?
 - **a)** I'm telling Mum.
 - **b)** Could you please stop taking my things?
 - c) If you want to borrow something, why don't you just ask?



- **6** You and your friend need to catch a train that leaves in half an hour. Your friend wants to walk to the station, but he isn't quite ready. It takes 20 minutes to get there. What do you say to him?
 - a) No way. I'm getting a taxi.
 - **b)** I'd prefer to take a taxi.
 - c) No problem as long as we leave in the next two minutes.

PROJECT TIME

- 3 Work in small groups. Tell each other what you think are the typical features of your generation of teenagers. Write down some of your ideas.
- 4 Did you know that there is an alphabet of generations, according to the year of their birth? Do some research on the internet and find out about generation Y or the Millennials. What generation do you belong to?
- 5 You are going to make a presentation on the problems your generation faces nowadays and give tips for living a more fulfilling life.

Step 1 Write down the findings of your research, describing the challenges faced by Millennials in terms of:

- a career plans;
- **b** technology;
- c educational background and interests;
- d family values;
- e sports and entertainment.

Step 2 Following the categories above, describe your own generation. Work in groups. Add other categories if necessary.

Step 3 Using modal verbs and future forms, think about challenges your generation will face in the future and tips for living a happy life.





SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA	YES	NO
• The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.		
 The student collaborated with their partner, stepping in when needed. 		
• The student supported the other member of the pair when they had hesitations in the presentation.		

The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progress.

Check your results! Through this activity you managed to:

- work in a team.
- do online research and make a selection of multimodal texts on a certain topic.
- express opinion and compare different points of view.
- develop creativity and critical thinking.
- engage in a dialogue to gather information for a particular task.
- create a project in the required format and present it to the class.

Historical events that changed cities forever

1 Work in pairs. Answer the questions:

- 1 Can you name a historical event that changed the life of your city?
- 2 What happened then?
- 3 Can you name some historical buildings in your city? What is their story?
- 2 Some historical events or natural disasters changed the shape of cities forever. Read the information below to find out how a powerful earthquake affected the lives of people in San Francisco.

At 5 a.m. on 18 April 1906, before most of San Francisco's citizens had woken up, a very strong earthquake hit the city. At least three more earthquakes had affected the city before, but none of them had been so devastating. In 1906, the earthquake was followed by a massive fire which caused most of the damage. The earthquake and fire killed around 3,000 people and left 200,000 people homeless, destroying 28,000 buildings. The shaking had been



A video

so strong that the City Hall collapsed entirely and the glass roof of the Palace Hotel shattered into pieces.



Some people who had lost their homes camped in the city's Golden Gate Park, while others found shelter in tents on the beaches. Before the earthquake, the population of San Francisco had grown significantly, due to immigration and people arriving in search of gold. There was a need for more land space, but the city didn't have any building standards or environmental impact regulations.

After the earthquake, financial aid came from around the country and from Europe, but those who survived knew they would face a difficult period. At the time of the disaster, San Francisco had been the ninth largest city in the United States and the largest on the West Coast, known as the 'gateway to the

Pacific'. Over 80% of the city was destroyed by the earthquake and fire, so people started to rebuild the city quickly. Their intention was to build a city that could resist earthquake and fire, so new buildings and technologies appeared, at a time when the science of seismology was developing.

The life of the city changed forever. The lesson learned from this devastation would play an important role in the future planning of cities.



3 Read the text again. Choose the correct option A, B or C. Write in your notebook.

1	The 1906 San Francisco	o earthquake struck a	it 5 p.m.
	A True	B False	C Doesn't say
2	The earthquake had a	magnitude of 8.3 on	the Richter scale.
	A True	B False	C Doesn't say
3	The City Hall had not k	been damaged.	
	A True	B False	C Doesn't say
4	The earthquake and fir	e destroyed more th	an 80% of the entire city.
	A True	B False	C Doesn't say
5	The city had high build	ling standards and im	npact regulations before the disaster.
	A True	B False	C Doesn't say

- 4 Think about what life was like in San Francisco at the beginning of the 20th century and write five sentences about what people used to do back then. Find recent pictures of San Francisco on the internet and describe them, in pairs.
- 5 You are going to make a video presentation of a city *then and now*, showing how a historical event or a natural disaster changed the life of the city.

Step 1 Think of people who may be able to help you with information for your project, for example:

- your History teacher;
- your Geography teacher;
- your ICT teacher.

Step 2 In pairs or small groups, do some research on the internet to find photos or videos of historical events that shaped the life of a city of your choice. Gather information on the events and their impact on the development of the city.

Step 3 Put the photos and the information together and edit a short video about the city you have chosen. Present it to the class. Have a vote on the best two videos.

SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA	YES	NO
• The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.		
 The student collaborated with their partner, stepping in when needed. 		
 The student supported the other member of the pair when they had hesitations in the presentation. 		

The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progress.

Check your results! Through this activity you managed to:

- work in a team.
- do online research and make a selection of multimodal texts on a certain topic.
- narrate events in the past.

- develop creativity and critical thinking.
- engage in a dialogue to gather information for a particular task.
- create a project in the required format and present it to the class.

The history of film

1 Work in pairs. Answer the questions.

- 1 Have you ever seen a silent film?
- 2 Have you ever seen a film in black and white?
- 3 Why do you think some people don't like films with special effects? Make a list of films with great special effects.
- 4 What's your favourite 3D film? Why?
- 5 What do you think will be the next stage in the development of film?

2 Scan the text to find the answers to these questions.

- 1 What technology did Étienne-Gaspard Robert use to impress his audiences?
- 2 What did Edison and Dickson invent and how did it work?
- 3 What years are referred to as the 'Golden Era of Hollywood'?

Synopsis of my favourite film

JAZZ SINGER

WARNER BROS. SUPREME TRIUMPH

A WARNER BROS. PRODUCTION

When Pictures Learnt to Walk and Talk: The History of Film

Early days: the magic lantern

Since its early days, the evolution of the art of film has been influenced by the development of science.

Several scientists in the 18th century (amongst them Kircher, Huygens and Fontana) developed devices that used hand-drawn pictures on a reflecting surface, a candle and a simple lens to project images onto a wall. These devices are now known as 'magic lanterns'.

More than a hundred years later, in 1798 in Paris, Étienne-Gaspard Robert's magic lantern presentations were the talk of the town. His audience sat on one side of a transparent screen while he sat on the other with his magic lantern. He regularly succeeded in scaring his enthusiastic



audiences with images of witches, ghosts and other spooky creatures. He created these images by using various technical tricks such as moving the lantern, using a shutter to create fading effects and changing the focus. In many ways, his shows were the forerunner of modern horror films.

The invention of film

The late 19th century saw the development of reel film. At first it was made of paper and then, later, of a scientific invention called 'celluloid'. In the USA, Thomas Edison and William Dickson invented a camera that automatically took a picture of a moving object every half second. The pictures were then transferred onto film and could be watched through a machine called the kinetoscope. The film could only be watched by one person at a time, looking through a small window to see the moving images.

The next step in the evolution of film was when brothers Auguste and Louis Lumière developed the *cinématographe*, which made it possible to take moving pictures and project large images. This used the same lens technology as that which had been developed for the magic lantern. They started producing short films that were all roughly 50 seconds long. The most famous one was '*The Arrival of a Train at La Ciotat Station'*. It is said that when the film was shown for the first time, the audience was so startled by the huge image of the train coming towards them that they started to scream and run away.

Hollywood

The 1920s were the most important years for the development of modern film. In that period, film studios came into existence and 'stars' were born. The film industry began to flourish, with Hollywood becoming the world's number one place for film production, with over 800 films being made there each year.

The 1930s are often called the 'Golden Era of Hollywood', which is famous for the development of the first talkies (up to then all films had been silent), documentaries and also Western films.

These days, of course, modern cinema audiences are used to state-of-the-art computer generated imagery (CGI) to bring fantastical worlds and incredibly realistic creatures onto the screen in stunning 3D. It's sometimes difficult to see how it can be improved upon. But as science and technology continue to develop at lightning speed, we can assume that our cinematic experience will continue to get better and better.

3 Read the text again. Match the highlighted words in the article with the definitions. Write in your notebook.

- 1 very surprised
- 2 a round, wheel-shaped object on which film, etc. can be rolled
- 3 scary
- 4 a curved piece of glass in a camera or projector that makes objects seem closer, larger, smaller, etc.
- 5 something that acted as an early less advanced model of another thing that will appear in the future
- 6 that you can see through
- 7 the part of a reel film projector that opens to allow light to reach the film
- 8 grow rapidly
- **4a** What do you know about the Oscar ceremony? In pairs, do some research on YouTube and choose a video that you consider relevant for the Oscar Night and for the history of film.
- **4b** Present the video to the class and explain the importance of the event it shows. The students will vote for the most interesting video.
- 5 You are going to write a synopsis of your favourite film and present it to the class.

Step 1 Find the trailer of the film online. Look for information about the awards it has received.

Step 2 Make a list of the reasons why you chose the film. Find information about the actors, director, screenplay, etc. Write down the synopsis of the film.

Step 3 Present the trailer and the synopsis to the class. Explain to your classmates why they should see the film you have chosen.



SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA	YES	NO
• The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.		
 The student collaborated with their partner, stepping in when needed. 		
 The student supported the other member of the pair when they had hesitations in the presentation. 		

The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progress.

Check your results! Through this activity you managed to:

- work in a team.
- do online research and make a selection of multimodal texts on a certain topic.
- narrate events in the past.

- develop interest in cultural events.
- make suggestions and recommendations.
 - create a project in the required format and present it to the class.

Idea incubation and wise geeks

1 Work in small groups. Discuss these questions.

- 1 Is it important to be the first person to do something? Why? / Why not?
- 2 What's more important: coming first in a competition or just taking part in it?
- 3 Do you have a favourite invention? What is it and who invented it?

2 Read the information about the inventor Cornel Amariei in the text below. Have you heard of this young scientist before?

Cornel Amariei is a young inventor and the first Romanian to be included in the 2018 edition of the top ten Outstanding Young Persons, organised by Junior Chamber International (JCI), in Goa, India. He developed fifty new inventions in just five years. He also founded Romania's first high-school Robotics Club.

This young and talented Romanian engineer studied Electrical Engineering and Computer Science at Jacobs University in Bremen, Germany. In 2013, he started working on his most important invention:



An album

Lumen, a device that uses a 3-D scanner and vibrating sensors to help the blind manage on their own. It works like a pair of glasses, except that it uses electrical impulses which represent the environment in front of a person. Lumen helps blind people find their way and be more independent, though it does not offer information about the colour or shape of objects.



At one point in his career, Cornel Amariei was leading 18 separate innovation projects, dealing for example with new sensor technologies, communication protocols or smart connectivity between vehicles and smart devices.

Cornel is not only interested in science, he also has other hobbies. He loves sports, photography, travelling and music and he can play several musical instruments as well.



3 Work in pairs. In what order do you think these internet innovations happened? Put them in the correct order. Write 1–6 in your notebook.

4 Match the people (1–5) with their achievements (a–e). Write in your notebook.

- 1 Neil Armstrong
- 2 Nelson Mandela
- 3 Yuri Gagarin
- 4 Kathryn Bigelow
- 5 Marie Curie
- 5 You are going to make an album of your favourite teenage inventors and present it to the class, promoting one invention worth using.

Step 1 Think of other teenage inventors. Do some research on the internet or in magazines to find more examples of young scientists or inventors.

- **a** was the first female director to win an Academy Award.
- **b** was the first man on the moon.
- c was the first woman to win a Nobel Prize.
- **d** was the first man to travel in space.
- e was the first black president of South Africa.

Step 2 In pairs, discuss the importance of their inventions in today's world. Make a list of the reasons why their inventions are worth using.

Step 3 Show your album to the class. Explain to your classmates why you consider the chosen inventors and inventions important for today's world.

SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA	YES	NO		
• The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.				
 The student collaborated with their partner, stepping in when needed. 				
 The student supported the other member of the pair when they had hesitations in the presentation. 				
The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progres				
Check your results! Through this activity you managed to:				

- work in a team.
- do online research and make a selection of multimodal texts on a certain topic.
- describe inventions and their impact on the world.
- develop creativity and critical thinking.
- engage in a dialogue to gather information for a particular task.
- create a project in the required format and present it to the class.

Eat healthily to save the planet!

1 Work in pairs. Discuss these questions.

- 1 Have you ever tried a vegetarian diet?
- 2 Do you know the difference between being a vegan and being a vegetarian?
- 3 Talk about the pros and cons of being a vegetarian from your point of view.
- 2 Read the information below to find out how our eating habits affect the environment.

We all know that a balanced diet is an important element of a healthy lifestyle. But how many people really understand that what we eat can influence the health of our planet?

Recent studies have shown that our food choices can have positive or negative effects on people and nature, and that by improving our own health, we can protect the planet. A diverse and sustainable diet is good for the environment, while a lack of diversity in our diets and the exaggerated consumption of some products will damage nature. For example, overfishing is threatening entire marine ecosystems as many species are extensively fished. A huge amount of land and water is used to grow crops, and organic farming seems to be too expensive to cover the increasing needs of the population.

It has been estimated that the global population will reach around 10 billion people by 2050, so the planet will have to produce more food and faster. Therefore, what we eat and the quantity of foods we need are directly linked to soil quality, pollution, human emissions of greenhouse gases and deforestation. Even producing palm oil, a product considered healthy and strongly recommended in various diets, can turn out to be a real threat for nature due to the massive deforestation it involves. Eating meat is even more concerning because it encourages animal agriculture, the biggest cause of global warming and increased greenhouse gas emissions and also a major threat to biodiversity.

A leaflet

According to scientists, a green diet can be an environmentally sustainable solution when it comes to stopping global warming, protecting animals, reducing costs and saving energy. Animal-based foods should be replaced with plant-based products like cereal, fruit and vegetables.

An eco-friendly diet means giving up red meat and junk food for fruit, vegetables, beans, lentils, nuts and seeds, although there are some diets that include dairy and occasional meat consumption. For example, the flexitarian diet (also known as semi-vegetarianism) focuses on fruit, vegetables, eggs and dairy, with a moderate inclusion of meat and fish, while the Mediterranean diet is mainly plant-based, centred around foods that are good for your heart such as fish and olive oil.

> The best thing we can start doing right now to avoid harming the environment is eat more cereal, fruit and vegetables and always think whether the food on your plate comes from eco-friendly resources.





- Look at the following phrases from the text and try to explain their meaning in English.
 - sustainable solutions
 - green diet
 - overfishing
 - organic farming
 - flexitarian diet
 - greenhouse gas emissions
- Think of ways to raise awareness about environmental problems among teenagers. Role-play a conversation with a friend on Skype who wants you to get involved in a project to introduce green diets in schools.
- 5 In small groups, design a leaflet to popularise the importance of green diets for the planet.

Step 1 Design the leaflet and do some research to include more information about:

- a sustainable farming;
- **b** vegan diets and recipes;
- c meat consumption and global warming;
- d reasons why adopting a green diet is good for the planet.

Step 2 Search for pictures in books, magazines or on the internet. Write three paragraphs about:

- what the problem is;
- possible solutions;
- reasons for opting for these solutions.

Put the information together and include it in the leaflet. Ask for feedback from the other members of your team.

Step 3 Present your leaflet to the class. Have a class vote to choose the best three leaflets.

SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA

- The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.
- The student collaborated with their partner, stepping in when needed.
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The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progress.

Check your results! Through this activity you managed to:

- work in a team.
- do online research and make a selection of multimodal texts on a certain topic.
- raise awareness about environmental issues.
- develop creativity and critical thinking.
- engage in a dialogue to gather information for a particular task.
- create a project in the required format and present it to the class.

YES NO

Rules for kids and parents

Read each sentence and choose a number from 1–5 1 2 (1 = I strongly agree, 5 = I strongly disagree). Write in your notebook. Teenagers should set their own bedtimes. 12345 1 2 Teenagers should have a part-time job to earn 1 2 3 4 5 their own pocket money. 3 Teenagers should choose what they eat. 1 2 3 4 5 4 Teenagers should spend 1 2 3 4 5 weekends with parents / family. 5 Teenagers should help around the house. 1 2 3 4 5

Discuss your answers from Exercise 1 in small groups. Which question(s) do almost all of you agree on? And which one(s) do almost all of you disagree on? Why?

A class

debate

3 Look at the book presentation. What kind of book do you think it is? Read the introduction to find out.



Many people wonder how Chinese parents bring up such successful children. They wonder what Chinese parents do to produce so many mathematical and musical geniuses, what it's like inside the family and if they could do it too. Well, Amy Chua can tell them, because she's done it.

Her daughters, Sophia and Louisa were polite, intelligent and helpful. They were two years ahead of their classmates in Maths and had amazing musical abilities. But Sophia and Louisa weren't allowed to spend a night at a friend's house, be in a school play, choose what they wanted to do after school or get any grade lower than an A.

In *Battle Hymn of the Tiger Mother*, Amy Chua tells of her experiences bringing up her children the 'Chinese way'. It is a story about a mother and two daughters and two very different cultures. Funny, entertaining and provocative, this is an important book that will change your ideas about parenting forever.

4 Read these two opinions from readers of Amy Chua's book. Which one is 'for' and which one is 'against' the Tiger mum style of parenting? What reasons do they give?

for and against – 7iger Mums

This is an interesting book, but Amy Chua's parenting ideas are too strict for me. For example, Tiger mums don't let their children watch any TV or play any computer games. How can any child in the 21st century grow up without playing on a computer? What is she trying to do? Take away their childhoods?

I do understand that she feels she was only doing the best for her children and trying to help them get ahead in life. But there are loads of children who spend hours in front of the TV and still do well. **Stephanie, 15** I think Amy Chua's ideas are fantastic. Yes, she was hard on her children at times, but she did bring up two amazing children. Her daughters are so confident, they'll do really well in life.

Too many parents are soft on their children these days. They use the TV as a way of keeping them quiet. They don't have enough time for their children. My mum and dad are strict and they don't let me do a lot of things my friends do. It is hard at times, but they are always there when I need help with my school work or have a problem with other students at school. They are just trying to do their best for me. **Tim, 16**



5 Read the texts again. Who might say these things? Write Amy, Stephanie or Tim in your notebook.

- 1 I talk about my problems with my parents.
- 2 No, you can't sleep at Chloe's house.
- 3 Children need to be free to make some of their own decisions.
- 4 My parents don't let me watch much TV, but that's OK.
- 5 You'll thank me one day.
- 6 You can't make children be what you want them to be.

6 Work in pairs and answer the questions.

- 1 Who do you agree with most, Tim or Stephanie? Why?
- 2 Can you think of any other examples of strict rules that parents have?
- 7 Your class is organising a debate on family rules and ways to bridge the generation gap between parents and children as main topics. The teacher will divide the class into two teams: one of the teams will support the idea of strict rules in the family, the other team will bring arguments against it.

Step 1 Do some research reading books, magazines or surfing the internet on the generation gap.

Watch videos that focus on parent-child relationships whether in TV series or in real life.

Make notes on the best ways to bridge the generation gap and communicate with today's teenagers.

Step 2 Prepare arguments to support your point of view, depending on which side you are on. Include your point of view and examples from your own experience.

Ask the other members of your team about ways to bridge the generation gap.

Step 3 Prepare the general summary of your position on the topic with supporting arguments. Present your arguments for debate in your classroom.

SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA	YES	NO				
• The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.						
• The student collaborated with their partner, stepping in when need	ed.					
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The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progres						
Answering questions honestly helps the teacher get to know you better and fig		ess.				
		ess.				

• develop public speaking skills.

for a particular task.create a project in the required format

and present it to the class.

A biography of a storyteller

1 Work in pairs. Answer the questions.

- 1 What do you think makes a good story?
- 2 What was your favourite book when you were a child?
- 3 Do you like reading fantasy books? Why? / Why not?

2 Read the following biography of a famous storyteller. Have you read any books by J.R.R. Tolkien?





A wiki page

John Ronald Reuel Tolkien (1892–1973) was an English writer, poet and professor of Anglo-Saxon (Old English) at the University of Oxford. He is the author of the well-known epic fantasy books that have been adapted for the screen: 'The Hobbit' (1937) and its sequel 'The Lord of the Rings' (1954–1955), both set in an imaginary world named Middleearth, a land inhabited by hobbits, dwarves, elves and wizards.

Tolkien was born in South Africa, where his father was a bank clerk. When his father died, he returned to England together with his mother and his younger brother Hilary Arthur. In 1904, his mother died of diabetes, a fatal disease at that time since insulin had not yet been invented. Left orphaned at the age of 12, Tolkien received support from a priest, Father Francis, an aunt and a woman called Mrs. Faulkner, owner of a boarding house.

Young Ronald proved to be very gifted with learning foreign languages. He learned Latin and Greek and studied many other languages, both modern and ancient, such as Gothic and later on Finnish. He even started to make up his own languages, for fun. When he attended school at King Edward's, he made a number of close friends. They used to meet after classes at the Barrow Stores, a tea shop, so they called themselves the 'T. C. B. S.' (Tea Club, Barrovian Society). Their friendship continued until 1916, when some of them died in the war.

When Ronald was 16, he met a young woman, Edith Bratt, who was also a lodger at Mrs. Faulkner's boarding house. They fell in love, but Ronald was unable to see the girl until he turned 21, because Father Francis forbade their relationship so that Ronald could focus on his studies. They eventually got married in Warwick on 22 March 1916, before Tolkien was sent on the Western Front, where he took part in the battle for the Somme. He caught 'trench fever', a typhus-like infection common during the war and he was sent back to England.

He became a professor at Oxford and started a happy family life, while continuing to invent new characters and languages. One day, while he was marking exam papers, he found a blank page in a student's answer-book. He then wrote on it 'In a hole in the ground there lived a hobbit'. This was the sentence that opened 'The Hobbit', which would later become one of the most loved and praised books for children.

After its publishing in 1937, readers immediately wanted a sequel so Tolkien began the epic novel 'The Lord of the Rings' (originally published in three volumes between 1954 and 1955). It took him more than ten years to write the famous novel and he needed the support of his friends. One of them was C.S. Lewis, the author of 'The Chronicles of Narnia'.

After Tolkien's death, his son, Christopher Tolkien,

continued to publish his work, including some lesser known works, in a series of twelve volumes called 'The History of Middle-earth'.

- 3 In groups of four, search for other details about Tolkien's life. Write down what you consider to be relevant for his work or what you think was a source of inspiration for his novels. Report your findings to the class.
- Do some research on YouTube, look for biographical films, documentaries or screen versions of Tolkien's books. Choose a video and present it to the class, explaining why you have selected the video for a discussion about Tolkien's work.
- 5 In pairs, you are going to write a wiki page about a storyteller that you like.

Step 1 Find out information on how to write a biography of a famous storyteller.

Carry out research using books, magazines and the internet to find information about his / her life and work. Search for pictures related to the storyteller and his / her work.

Make a list of the film adaptations based on his / her work. Find video footage online (documentaries, film adaptations, etc.).

Step 2 Think of people who may be able to help you, for example:

- your History teacher;
- your ICT teacher;
- your Romanian teacher,
- your English teacher.

Step 3 Put the information together and write a wiki page for your class blog. Get feedback from the other students. Have a class vote for the best biography / wiki page and post it on your class blog or print it.

SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA		YES	NO		
• The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.					
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• The student supported the other member of	the pair when they had hesitations in the presentation.				
	swers. Keep in mind that there are no right or wrong answe know you better and figure out what they can do to help you				
Check your results! Through this activity you	, , , , , , , , , , , , , , , , , , , ,	. 1 8.	C35.		

 create a project in the required format and present it to the class.

The art detective

- 1 Work in pairs. Answer the questions.
 - 1 How do you keep yourself informed on what's going on in the world? Do you watch the news on TV? Do you read newspapers regularly? Why? / Why not?
 - 2 What is the news of the week that comes to your mind right now? Tell your partner about it.
- 2 Read the following piece of news about a stolen painting. Have you heard about any other similar case? Can you name a famous painting?

Read the text again. Choose the correct option A, B or C. Write in 3 your notebook.

- 1 A stolen painting by Pablo Picasso was found in 1999. **B** False A True C Doesn't say
- 2 Arthur Brand is a Dutch art crime investigator.
 - A True **B** False C Doesn't say
- 3 Arthur Brand's first thought after finding the missing painting was to keep it for himself.
- 4 Dora Maar was Picasso's source of inspiration for several years. A True **B** False C Doesn't say

B False

5 Brand reported finding the missing painting to the police. **B** False A True **C** Doesn't say

B False

- A team of experts from New York came to Amsterdam to confirm that 6 the painting was authentic.
 - A True

A True

C Doesn't say

C Doesn't say

A newscast

Missing painting found







Pablo Picasso

A very expensive painting by Pablo Picasso stolen from a billionaire's yacht in France in 1999 was found and recovered 21 years later. It was identified by Arthur Brand, a Dutch art detective who told the journalists that he had been investigating the case for years, in Amsterdam. He also estimated it to be

worth around 21 million pounds. He said he didn't know what would happen next, but his intention was to give the artwork to an insurance company.

Before it was found, Picasso's work had been circulating in the criminal underworld for almost 20 years and people wanted to know how the art detective was able to confirm that the work was authentic. Although he did not give too many details, he explained that he realised it was a real Picasso when he looked at the back of the painting. He explained that experts use this method when dealing with

The 1938 painting is called Buste de Femme or simply Portrait of Dora Maar. Dora Maar was a famous French artist considered to be Pablo Picasso's muse for seven years. Picasso indeed kept the painting in his home until his

Brand stated that the first time he realised that it was this particular masterpiece instead of another targeted in a previous theft, was in 2015, when he heard that a stolen Picasso had been spotted in the Netherlands. Then he was called by two representatives of a Dutch businessman, who claimed that they could send him the painting. It is not very clear whether money was paid for it or not, but Brand got the painting and analysed it to make sure it was authentic. Moreover, a team of Picasso experts from the Pace Gallery in New York came to Amsterdam to have a look as well. It is rumoured that Brand was so happy to find the painting that he kept it in his house for one night, to feel the magic of having a Picasso on the wall, before returning it.



In pairs, do some research on the internet to find other recent cases of stolen art. Make notes and report your findings to the class, as a piece of news.

5a Make a selection of the most important news of the week. Consider the following fields:

- sport;
- culture; •
- entertainment; •
- society; •
- education; •
- health. •
- **5b** Vote for the most interesting news of the week and look for more details on the internet. Write a short newspaper article on the topic chosen.

You are going to make a newscast for your 6 class blog.

Step 1 Look up the word newscast in a dictionary. Find out information on how to prepare and present a newscast.

Look for examples on the internet or on TV.

Step 2 Think of people who may be able to help you, for example:

- your ICT teacher;
- your Art teacher;
- a reporter from a local television channel.

Step 3 Choose a recent event in the life of your town. Collect photos and videos of the event.

Choose a partner who will be the presenter or the voice-over of your newscast.

Put the information together and produce a newscast for your class blog. Present it to the class.

SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

C	RITERIA	YES	NO			
• The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.						
	The student collaborated with their partner, stepping in when needed.					
	The student supported the other member of the pair when they had hesitations in the presentation.					
	e teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answe swering questions honestly helps the teacher get to know you better and figure out what they can do to help yo Check your results! Through this activity you managed to:		ress.			
	 work in a team. do online research and make a selection develop creativity and critical thinking. engage in a dialogue to gather information 	c				

present recent events.

- understand how information is communicated through the media.

Lost civilisations

1 Work in pairs. Answer the questions.

- 1 Can you name some mysterious monuments? What do you know about them?
- 2 Why do you think some old civilisations disappeared?
- 3 Are there any mysterious monuments or places in Romania?

2 Read the information about the mystery of Easter Island. Have you heard about this place before?

What really happened to Rapa Nui?

Easter Island, also called Rapa Nui, is situated in the eastern Pacific Ocean. Its position is quite isolated from any other country -2,300 miles west of South America and 2,200 miles west of Chile.

The first European visitors, Dutch navigators and explorers, named the land 'Easter Island' because they discovered it on Easter Sunday, on 5 April 1722. Much of the island, declared Rapa Nui National Park, has been on the list of the UNESCO World Heritage Sites since 1995. It is home to about 900 large stone carvings of moai, human-faced statues placed on giant stone platforms (ahus), which must have been really difficult to build.





A podcast

Historians and archeologists believe that the first people to inhabit the island arrived from Polynesia between the years AD 300 and 1000. It is not known how exactly they arrived there, but they were the ones to build moai, also known as the Easter Island heads, somewhere between AD 1100–1680.

Scientists have different opinions about the importance of the statues to the inhabitants of the island. They may have carved them in order to represent their ancestors or use them in their spring rituals. A recent study has revealed that the Rapa Nui could have placed the large stone blocks in some areas of the island, sometimes near caves, to mark sources of fresh water, which also explains why they can be found inland as well as on the coast.

Constructing and later moving these statues next to the ocean must have been difficult without modern technology. Legends say that the statues would move around by themselves. However, there are no written records to clarify the origins of this lost civilisation and its enormous statues – statues that can reach 9 metres high and weigh 200 tons.

A question that still stands today is: how did the Rapa Nui civilisation disappear? Most researchers believe that an environmental catastrophe caused by deforestation and soil erosion ruined the ecosystem on the island either killing the inhabitants or forcing them

to emigrate.

Nowadays, the island is an important tourist attraction, although conservationists are struggling to preserve the statues, as the huge blocks of volcanic stones are deteriorating and could simply disappear in the future.



- 3 Read the article again and discuss these questions in pairs. Write your answers to the questions and then compare them.
 - 1 Where is Easter Island?
 - 2 Why is it called Easter Island?
 - 3 Who built the stone statues?
 - 4 How do you think the inhabitants moved the statues next to the ocean?
- In pairs, search for other examples of mysterious monuments and lost civilisations in books, magazines or on the internet. Write a short presentation following the model in Exercise 2. You can think about the Pyramids, Stonehenge, the Forbidden City, Atlantis, Petra, etc.



4b Now choose one of the monuments presented in Exercise 3 and role-play a dialogue between a reporter and an archeologist who has his / her own theory about the place.

5 You are going to make a podcast for your class blog.

Step 1 Look up the word 'podcast' in a dictionary. Find out information on how to prepare and present a podcast.

Search for examples on YouTube or on the radio.

Step 2 Think of people who may be able to help you, for example:

- your ICT teacher;
- your History teacher;
- a reporter from a local television channel.

Step 3 Choose a famous monument which was built by a lost civilisation. Gather information and express your opinion about it, making deductions and speculations.

Choose a partner to be the presenter or the voice-over of the podcast.

Put the information together and produce a podcast for your class blog.



SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA

- The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.
- The student collaborated with their partner, stepping in when needed.
- The student supported the other member of the pair when they had hesitations in the presentation.

The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progress.

Check your results! Through this activity you managed to:

- work in a team.
- do online research and make a selection of multimodal texts on a certain topic.
- engage in a dialogue to gather information for a particular task.
- develop creativity and critical thinking.
- express opinion and compare different points of view.
- create a project in the required format and present it to the class.

YES NO

Exquisite destinations of the world

A travel leaflet

TRAVELLING TO SIBIU

First documented in 1191 AD, Sibiu (Hermannstadt in German) is one of the most beautiful Transylvanian cities in the heart of Romania. It was built by the German Saxons in the 12th century and soon became an important trade centre. Traders and craftsmen settled in the city and established the multicultural community which still defines it today.

Ranked as the 8th-most idyllic place to live in Europe by *Forbes* magazine, it was the first Romanian city to be named European Capital of Culture in 2007, which increased its popularity with tourists from all over the world.

It is divided into the Upper and Lower Towns, a pedestrian area with beautiful squares, small cafés, uncrowded streets, lovely bookshops and museums. *The Eyes of Sibiu city*, narrow windows in the attics of old houses, are a strange and beautiful feature of the local architecture that seem to be watching you at every step.

The city has a rich cultural life, with popular events, excellent local cuisine, street shows and festivals that you can attend all year round, ending with a wonderful Christmas Market which can compete with similar markets in Budapest or Vienna. You must book in advance if you want to participate in the most popular major events such as the International Theatre Festival, the Jazz Festival or Sibiu International Film Festival. Here are a few places you can visit in town:

• The Big Square

• The Council Tower (an observation clock tower from the 13th century, which gives you the opportunity to see the city from above)

• The Bridge of Lies

f

Albert Huet Square

The Stairs Passage

• The Brukenthal National Museum (opened in 1817)

• The Pharmacy Museum

You can get there:

140

🛧 by plane: Sibiu International Airport 👄 by car: National Road DN1 by train: Sibiu Train Station by bus: Transmixt Sibiu station; Flixbus

1 Work in pairs. Answer the questions.

- 1 What is your favourite tourist destination in Romania?
- 2 Where do you like spending your summer holidays?
- 3 What are the advantages and disadvantages of spending your holiday abroad?
- 2 Read the following text about an exquisite place to visit in Romania. What do you know about Sibiu city? What other information can you add?

3 Read the travel leaflet and answer the questions.

- 1 Where is the town?
- 2 How can you get there?
- 3 Who built it?
- 4 Who used to live there?
- 5 What interesting places can you visit?
- **4a** You have to organise a trip to Sibiu city, with your class. In pairs, find information about:
 - accommodation;
 - prices;
 - means of transport;
 - places to visit in the surrounding area of Sibiu city;
 - things to do;
 - personalities or historical figures that lived there a long time ago;
 - reasons to visit the place.
- 4b Put the information together and design a map of Sibiu city.

5 In pairs, you are going to make a tourist leaflet to promote a tourist attraction in Romania.

Step 1 Choose a place (town or city) anywhere in Romania. Use books, magazines or the internet to find information about it and photos. Follow the model from Exercise 2.

Step 2 Think of people who may be able to help you, for example:

- your ICT teacher;
- your Geography teacher;
- your History teacher;
- your Art teacher.

Step 3 Gather the information and pictures about your destination and design your travel leaflet. Have a vote for the best leaflet, then print it or upload it on your class blog.



SYSTEMATIC OBSERVATION SHEET OF THE STUDENTS' BEHAVIOUR

Each student in your pair will have an active role in the presentation. The other students will give their feedback based on the evaluation grid below.

CRITERIA

- The student presented his / her part cursively, using non-verbal elements, gestures and mimicry.
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The teacher will choose a student to centralise the answers. Keep in mind that there are no right or wrong answers! Answering questions honestly helps the teacher get to know you better and figure out what they can do to help you progress.

Check your results! Through this activity you managed to:

- work in a team.
- do online research and make a selection of multimodal texts on a certain topic.
- design a map and develop travelling skills.
- develop creativity and critical thinking.
- engage in a dialogue to gather information for a particular task.
- create a project in the required format and present it to the class.

YES NO

STUDENT A

UNIT 1, PAGE 21

Student A

You aren't very happy with your brother or sister. He / She plays loud music that you don't like when you're trying to work. He / She doesn't even keep the door closed. What else upsets you about this? You have decided to talk to him / her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

UNIT 3, PAGE 39

Student A

- 1 Invite your partner to do these things with you. Then add one more idea of your own.
 - Watch a football match at the local sports ground.
 - Meet some of your friends and go to the shopping centre.
- 2 Accept or refuse your partner's invitations.

STUDENT B

UNIT 1, PAGE 21

Student **B**

You aren't very happy with your brother or sister. He / She keeps taking your clothes without asking you. He / She makes a real mess when he / she takes them from your wardrobe. What else upsets you about this? You have decided to talk to him / her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

UNIT 3, PAGE 39

Student B

- 1 Accept or refuse your partner's invitations.
- 2 Invite your partner to do these things with you. Then add one more idea of your own.
 - Watch a horror film at your place.
 - Go for a long walk in the mountains.

IRREGULAR VERBS

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was / were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
can	could	_	put	put	put
catch	caught	caught	read / rixd /	read / red /	read / red /
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	rise	rose	risen
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
drink	drank	drunk	sell	sold	sold
drive	drove	driven	send	sent	sent
eat	ate	eaten	set	set	set
fall	fell	fallen	shoot	shot	shot
feel	felt	felt	show	showed	shown
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
get	got	got	spend	spent	spent
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	strike	struck	struck
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
hold	held	held	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
lead	led	led	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

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