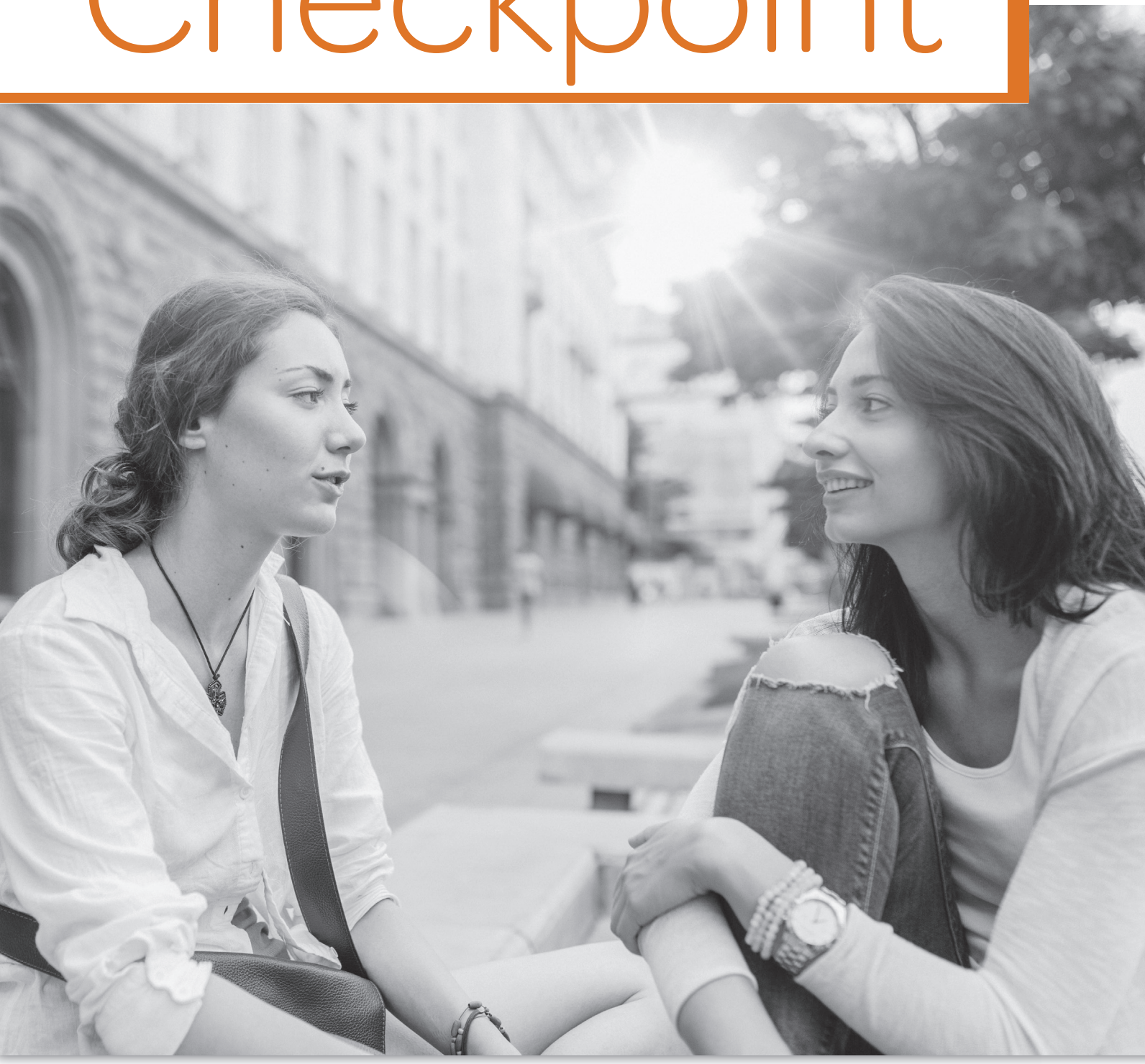
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1. Wejdź na stronę:
   www.macmillaneducationeverywhere.com
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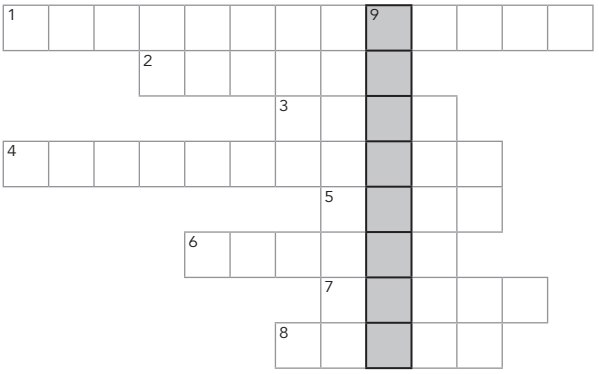
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1 Family life

Vocabulary

1 Read the clues on the right and complete the puzzle. Which word appears in the shaded column?



1 He's 72. He's a _____.

2&3 She's 55. She's a _____ woman.

4 the period of life when you change from being a child to being a young adult

5 a very young child who can't talk or walk

6 the stage of life when you are 70, for example

7 the opposite of life

8 the beginning of life

9 _____

2 Use words from the puzzle to complete the sentences.

1 We're celebrating the _____ of our new sister.

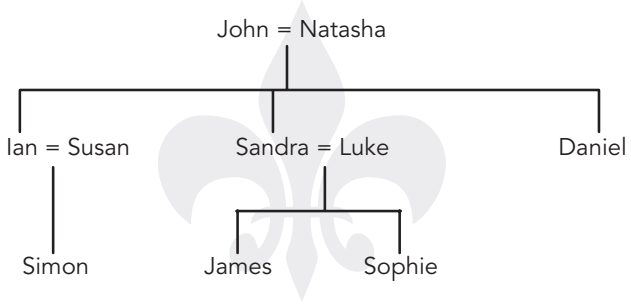
2 I was very sad at the _____ of my aunt.

3 _____ is a difficult time for many people. They aren't children, but they aren't adults either.

4 When you're sitting on the bus, you should always offer your seat to a _____.

5 It's important to look after your parents in their _____.

3 Complete the sentences.



1 John and Natasha are Simon's *grandparents*.

2 Susan is Ian's _____.

3 James is Simon's _____.

4 Natasha is Luke's _____.

5 Luke is Ian's _____.

6 Daniel is Simon's _____.

7 Sophie is Ian's _____.

8 James is Daniel's _____.

9 Sophie is John's _____.

10 Luke is Sandra's _____.

4 Match the halves to make sentences.

1	I've got a stepfather because	a	his parents didn't want any more children.
2	My aunt is 50 and single because	b	they don't want to get married at the moment.
3	She's my niece because	c	my parents got divorced and I live with my mum.
4	Paul is an only child because	d	my mum got married again.
5	I come from a one-parent family because	e	she's my sister Elizabeth's daughter.
6	Peter is my cousin's partner, not her husband, because	f	he separated from his wife legally last year.
7	Samuel is divorced because	g	she never wants to get married.

VOCABULARY EXTENSION

5 Complete the definitions with the words in the box.

graduate • infant • orphan • pensioner
toddler • tween • twin

1 A _____ has a sister or brother with the same birth date.

2 An _____ is a child with no parents.

3 When you finish university you are a _____.

4 After you retire, you become a _____ and get money from the government.

5 A _____ is a child between two and four.

6 An _____ is a child in its first year.

7 A _____ is a child who is not yet a teenager (about 10–12 years old).

Reading

1 Look at the photo. Why do you think Ella is angry with her sister? Read the blog quickly to check your answer.



a because she shares the same room
b because she never leaves her alone
c because she borrows her clothes

Ella's blog

BLOG ABOUT ME SEARCH

Hi everyone!

Generally speaking I'm enjoying life as a teenager, but there are times when it really gets me down. It's great that my parents are giving me a bit more independence. I have a really good group of friends and I see them two or three times a week. We go swimming every weekend, too. That's the good part. But one part of my life is definitely getting worse – and that's my relationship with my younger sister, Hanna. It is becoming an absolute nightmare. She's two years younger than me, but she wants to do exactly the same things as I do. That means she wants to have the same hairstyle as I have, she copies my clothes, she even wears the same make-up as me. And sometimes she makes me furious because she borrows my clothes without asking. I hate it. In fact, while I'm writing this blog I can see her from my room. She's in the back garden and she's wearing my white T-shirt and jeans, which are now really dirty because she's lying on her back in the grass. My parents know about this because I always tell them, but they don't understand. They think it's fine. They say my sister's younger than me so I need to be kind to her. But they're my clothes and it's my room. It's private!

I also have an older brother, Jimmy, who is really great. He goes to a different school because he's older, but he always helps me with my homework if it's difficult. My laptop sometimes breaks and he repairs it for me. He loves playing computer games and he often lets me play, too. We get on very well. Hanna never goes into his room or takes his things. I know she doesn't want his clothes. But she doesn't even go in there to borrow a pen or some paper – or play a computer game while he's out. Why me???

2 Read the blog again and choose the best answers.

1 Ella is quite happy at the moment because …
  a she's got more freedom than before.
  b she likes going out with her family.
  c she's getting on well with her schoolwork.
2 Ella's sister wants …
  a to use Ella's laptop all the time.
  b to look just like Ella.
  c to copy all Ella's work.
3 Ella gets angry because …
  a her parents always agree with her sister.
  b she has to share a room with her sister.
  c her parents don't buy her new clothes.
4 Ella's brother is …
  a unkind to her sister.
  b good with computers.
  c away at university a lot.
5 Which would be the best title for the blog?
  a My brother's amazing!
  b My parents don't understand me!
  c My sister's annoying!

CRITICAL THINKING

3 Which of these statements are good (G) and which bad (B) advice for Ella?

1 Shout at your sister so she doesn't do it again. G/B
2 Borrow some of her clothes and throw them away. G/B
3 Tell your parents every time she takes something. G/B
4 Talk to her and say she can borrow some things, but not others. G/B
5 Put a lock on your door so no one can go in. G/B
6 Give her some of your old clothes. G/B
7 Offer her style advice. G/B

4 Match the underlined words in the blog with the definitions.

1 makes me upset _____
2 very angry _____
3 a big problem _____
4 uses something that belongs to someone else, then gives it back later _____
5 fixes something broken _____

5 Complete the sentences with the correct form of the words or phrases from 4.

1 If I get bad results in a test it _____.
2 I've got to rewrite an essay for the teacher. It's an _____.
3 My mum was _____ when Dad crashed her car.
4 When I dropped my mobile phone on the floor, it was impossible to _____ it.
5 I don't like to _____ money from friends.

Grammar in context

1 Read the uses (a–d) for the present simple and present continuous. Decide if they are uses for the present simple (S) or present continuous (C).

a actions that are happening now or temporary situations S / C
b regular habits and routines S / C
c things that are generally true S / C
d with verbs like *love*, *hate*, *know*, *understand* S / C

2 Match the sentences with the uses from 1.

1 She's lying on the grass at the moment. ____
2 My laptop sometimes breaks. ____
3 I see my friends three times a week. ____
4 She makes me furious. ____
5 She's wearing my T-shirt and jeans. ____
6 I have a really good group of friends. ____
7 He loves playing computer games. ____
8 We go swimming every weekend. ____

STUDY SKILLS

When you have a problem with grammar, where can you find help?

STUDY SKILLS ➤ page 84

3 Complete the dialogues with the present simple or the present continuous form of the verbs given.

1 A: Why has he got his hand up?
B: He _____ (want) the teacher to ask him. He _____ (know) the answer.

2 A: Why _____ you _____ (study)?
B: I've got an exam tomorrow.

3 A: How do you prepare for exams?
B: I _____ (read) my notes and then I _____ (write) questions for myself.

4 A: Who _____ (sing) downstairs?
B: That's my sister. She's good, isn't she?

5 A: *Bonjour, Mademoiselle.*
B: Sorry, I _____ (not speak) French.

6 A: What's that smell? Is it pizza?
B: Yes. My dad _____ (cook) dinner.

7 A: Why isn't your mum here at the moment?
B: She _____ (finish) work late on Thursdays.

8 A: Can I speak to the director?
B: No. He _____ (speak) to someone.

4 Write questions using the prompts below.

1 Where/you/live?
Where do you live?

2 Where/your mother/work?
_____

3 you/have/a best friend/at the moment?
_____

4 your friend/speak English/well?
_____

5 you/do/your homework/at the moment?
_____

6 What/sports/you/do?
_____

7 What/your friend/read/at the moment?
_____

8 Who/you/usually/sit next to/in English lessons?
_____

GRAMMAR CHALLENGE

5 Find and correct the mistakes. Two of the sentences are correct.

1 Are you writting your essay at the moment?
_____

2 She doesn't have her books with her today?
_____

3 Do you studying for your exam now?
_____

4 Why are you and Joe walking to school today?
_____

5 Do your brother plays in the basketball team?
_____

6 My cousin studies at this school.
_____

7 My sister and I are having two bikes at the moment.
_____

8 A: What do you do now?
B: I listen to my MP3 player.
_____

9 Does your parents work at the hospital?
_____

10 I am loving listening to music.
_____

Developing vocabulary and listening

1 Write the noun form of these words.

1 concentrate (v) _____
2 describe (v) _____
3 argue (v) _____
4 independent (adj) _____
5 discuss (v) _____
6 improve (v) _____
7 retire (v) _____
8 move (v) _____
9 adolescent (adj) _____
10 inform (v) _____
11 different (adj) _____
12 confident (adj) _____

2 Match some of the words in 1 with these definitions. Write the correct form of the word.

1 facts about someone or something _____
2 make something better _____
3 something that makes one thing not the same as another _____
4 a bad disagreement with someone _____
5 talk about something with others _____
6 young, growing into an adult _____

3 01 Listen to the speakers. What change in someone's life are they talking about?

a moving to a different town
b moving away from home
c moving to another country

4 01 Listen to the speakers again. Match each person (1–4) to a statement (a–h).

1 Anna ☐ ☐
2 Ethan ☐ ☐
3 Alex ☐ ☐
4 Grace ☐ ☐

a sees their parents regularly
b lives closer to their friends now
c would prefer a bigger place
d doesn't get so tired now
e does better work now
f doesn't like housework
g works in the evening
h has a big family

VOCABULARY EXTENSION

5 We can add the suffixes *-er, -or, -ist* to verbs or nouns to make nouns that describe people. We usually add *-er* and *-or* to verbs and *-ist* to nouns. Write the nouns for these words. Use your dictionary if necessary.

1 art _____artist_____
2 sing _____
3 drive _____
4 invent _____
5 science _____
6 economy _____
7 teach _____
8 play _____
9 photograph _____
10 direct _____
11 write _____
12 build _____

6 Complete the sentences with the words from 5.

1 He always wins at tennis. He's a very good _____.
2 Steven Spielberg is a very famous film _____.
3 Albert Einstein was a great _____.
4 Is your dad a taxi _____?
5 I hate that _____. All her songs are the same.
6 I'd like to be an _____ one day. I love studying finance and markets.
7 It was his job to create new things. He was an _____.
8 She asks us lots of questions. She's a really good _____.
9 I like that _____. He takes really good photographs.
10 He writes really good books for teenagers. He's a _____.
11 He's my favourite _____. He paints beautiful pictures of the countryside.
12 I called a _____ when there was a problem with the roof of my house.

Grammar in context

1 Complete the sentences with the correct article.

a/an • a/an • 0 (no article) • the • the

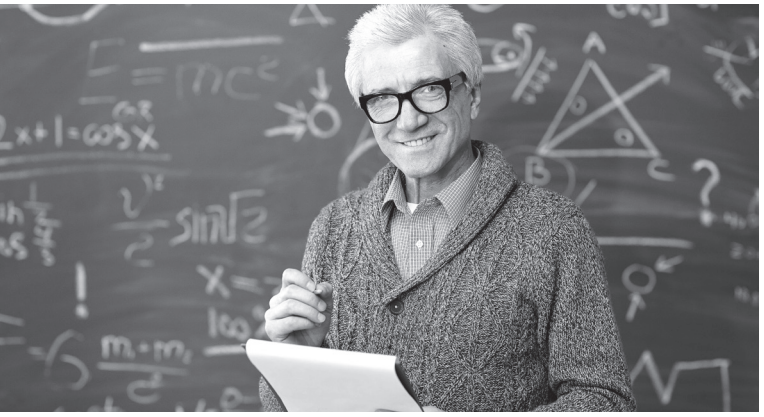
1 Now I live in ____ flat.
2 I was having a lot of arguments with my parents about ____ politics.
3 I'm ____ restaurant manager.
4 ____ flat's a bit small.
5 I recently moved into my own flat near ____ beach.

2 Match the rules with the sentences from 1.

a We use no article when we talk about things in general. ____
b We use *the* to talk about a specific person or thing or previously mentioned person or thing. ____
c We use *a/an* to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of people or things. ____
d We use *the* to talk about someone or something that is unique. ____
e We use *a/an* to say what somebody's profession is. ____

3 Complete the sentences with *a/an* or *the*.

1 ____ teacher in the photo looks very clever.
2 My brother has got ____ new mobile phone!
3 What's ____ title of that song?
4 He works for ____ organisation that helps people.
5 ____ boy behind you is Paul's cousin.
6 What's on TV? Can you pass ____ remote control?
7 She's single. She hasn't got ____ husband.
8 I have ____ idea! Why don't we go out tomorrow?
9 Alex is ____ name of my nephew.
10 My stepfather is ____ builder.
11 He is ____ director of the film we saw yesterday.
12 My sister wants to be ____ economist.
13 Have you got ____ new hat? I haven't seen it before.
14 ____ coat you are wearing looks very warm.



4 Complete the famous quotes with *a/an*, *the* or *0* (no article).



1 'I have ____ dream.' *Martin Luther King*
2 '____ Earth goes round ____ Sun.' *Copernicus*
3 'I paint ____ objects as I think them, not as I see them.' *Pablo Picasso*
4 'To be or not to be, that is ____ question.' *William Shakespeare*
5 '____ Imagination/imagination is more important than ____ knowledge.' *Albert Einstein*
6 'Nothing is more responsible for ____ good old days than ____ bad memory.' *Franklin Pierce Adams*
7 '____ Only/only problem with common sense is that it is not very common.' *Voltaire*
8 '____ Life/life is a dream.' *Calderón de la Barca*

GRAMMAR CHALLENGE

5 Cross out the extra word in the sentences.

1 I love the Italian food.
2 The English people I am know are really nice.
3 We are go to the shopping centre on Saturdays.
4 All you need is the love.
5 Is the food in this restaurant is good?
6 Does your brother is enjoy pop music?
7 Where do are you going now?
8 The vegetarians don't eat meat.
9 We don't not like the new restaurant.

Developing speaking

1 02 **Listen to the dialogue. Tick (✓) the correct information.**

1 The girl's name is Marie. ☐
2 The girl has two sisters. ☐
3 She sees her sister, Jenny, every month. ☐
4 The girl usually does her homework with a friend. ☐
5 The boy plays a lot of computer games. ☐
6 The girl watches films on television. ☐

2 **Put the words in order to find questions from the dialogue. Add question marks.**

☐ a your what's name
_____

☐ b often you how see them do
_____

☐ c like games computer you do
_____

☐ d any you sisters got or brothers have
_____

☐ e they school to do your go
_____

☐ f you what evenings in do the do
_____

3 02 **Put the questions from 2 in the order the boy asks them in the dialogue. Listen and check.**

4 **Complete the dialogue with the correct questions (a–g).**

a Do you like swimming?
b Are you a new student?
c What do you think of the shops in town?
d How often do you go swimming?
e Do they go to this school, too?
f What do you do at weekends?
g Have you got any brothers or sisters?

A: Hi! I'm Sofie.
B: I'm Edward.
(1) _____
A: Yes, I am. I'm starting today with my brother.
(2) _____
B: Yes, I've got two brothers.
A: (3) _____
B: Yes. But they're not in my class, thank goodness!
A: I've joined the swimming club.
(4) _____
B: Not really. I prefer football.
(5) _____
A: At the moment, I go twice a week in the evenings.
B: (6) _____
A: I usually just go shopping with my mates.
B: (7) _____
A: They're really good and not too expensive.

5 æ 03 **Read the questions and underline the words you think are stressed. Listen and check.**

1 What do you do?
2 Where do you live?
3 What sports do you like?
4 Where does your dad work?
5 How do you travel to school?

6 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the picture?
2 Where are they?
3 What are they doing?
4 How do you think they are feeling? Why?

7 04 **Listen to a student talking about the photo. What are her answers to the questions?**

8 **Now look at the second photo and answer the same questions.**



Developing writing

1 Read this student's paragraph plan and email. Then put the email in the order of the paragraph plan.

Paragraph plan

Informal email giving personal information
Paragraph 1: Basic personal information
Paragraph 2: Information about my family
Paragraph 3: Hobbies
Paragraph 4: Favourite subject(s) at school
Paragraph 5: Asking for a reply

A

In my free time, I like doing sport with my friends. We play all types of sport – football, basketball, tennis. We aren't very good, but we enjoy ourselves ☺.

I also enjoy reading and watching TV.

B

I live with my mum and my little brother. His name is Tom and he's only nine years old. My mum is an artist. She does illustrations for books and magazines. She's very good and she loves her job! My parents are divorced and I don't see my father very often.

C

Anyway, it's time to do my homework. Write back soon and tell me about yourself.

Best wishes

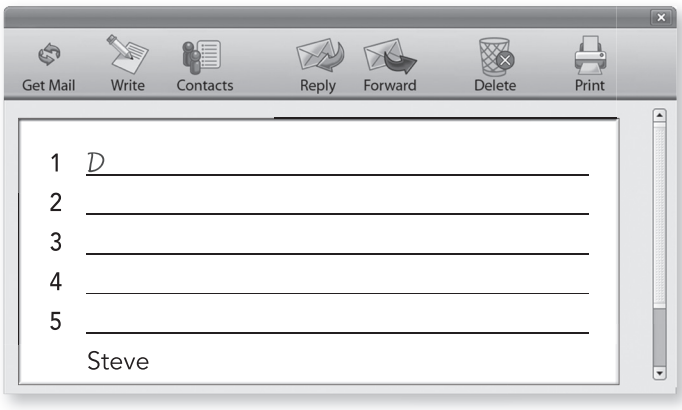
D

Hi!

I'm Steve. I'm 15 and I'm from Portsmouth in England. Let me tell you about myself.

E

At school my favourite subject is English. At the moment we're studying American literature and I'm really enjoying it. I also like studying art. My mum helps me with that, of course!



2 Complete the information with the correct items.

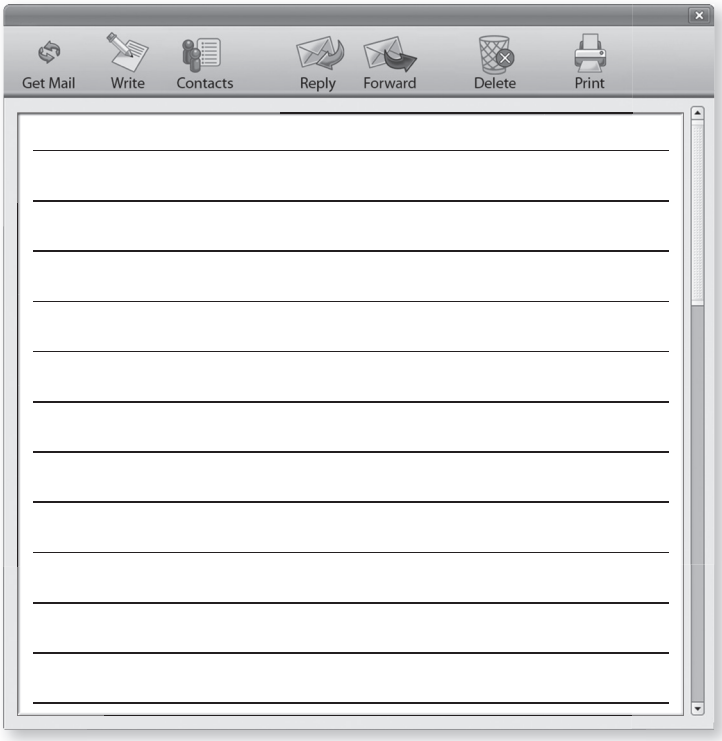
Anyway • Best wishes • ☺ • Hi • I'm

1 We often finish emails with this phrase. _____
2 We can use this to show how we're feeling. _____
3 We use this to change the subject. _____
4 We use contractions like this in an informal email. _____
5 We usually start informal emails with this word. _____

3 Look at this personal information. Imagine that you are this person. Write an informal email using the paragraph plan and the email in 1 as a model.

Paragraph plan

Paragraph 1: Mariela, 14, Buenos Aires, Argentina
Paragraph 2: Mother and father, two sisters. One sister 21, other 19. Both at university. Go out with them at weekend.
Paragraph 3: Main hobby – cinema (Italian films). Go often. Also like books.
Paragraph 4: Favourite subject – geography. Good teacher. Also history.
Paragraph 5: Ask for a reply



STUDY SKILLS

When you finish writing, what do you need to check?

STUDY SKILLS ➤ page 84

Revision: Unit 1

Grammar

1 Complete the sentences with the present simple form of the verbs given.

1 Elizabeth _____ (watch) the news twice a day.

2 My friends _____ (not read) magazines.

3 Sunny weather _____ (make) me feel happy.

4 A: _____ it _____ (rain) a lot in your country?
B: Yes, it _____.

5 My brother usually _____ (study) in his bedroom.

6 _____ you _____ (see) friends every weekend?

7 I _____ (not think) that's a good idea.

8 How often _____ your grandparents _____ (visit) you?

2 Complete the dialogue with the present continuous form of these verbs.

begin • carry • come • not stay • put

Katie: Why (a) _____ you _____ your books in your bag? The lesson (b) _____ now.

Lucy: I (c) _____ because I have a doctor's appointment.

Katie: Where's the teacher anyway?

Lucy: He (d) _____ now. He's walking slowly because he (e) _____ the laptop and some dictionaries.

3 Complete the text with *a/an*, *the* or *0*.

I've got (a) ____ sister called Polly. My sister loves (b) ____ Italian food. She's got (c) ____ Italian friend who has (d) ____ restaurant. (e) ____ restaurant is near our house. We went to (f) ____ restaurant last week. We had (g) ____ lovely waiter. I'd like to be (h) ____ waiter. It's (i) ____ good job. I think (j) ____ tips are good at their restaurant, too!

Vocabulary

1 Who are these people in a family?

1 the brother of your father _____

2 the brother of your husband or wife _____

3 your father's new wife _____

4 your sister's daughter _____

5 the man a woman is married to _____

6 the father of your father _____

7 the daughter of your aunt _____

8 a person with no brothers or sisters _____

2 Complete the words to find different life stages.

1 ____ i ____ t ____

2 ____ d ____ l ____ ____ ____ e ____ c ____

3 ____ e ____ ____ h

4 ____ h ____ ____ d ____ o ____ ____

5 ____ l ____ ____ g ____

3 Match the words (1–5) to the definitions (a–e).

1 divorced ____

2 partner ____

3 senior citizen ____

4 middle-aged man/woman ____

5 single ____

a a person over the age of 65
b a person who was married, but isn't now
c a person who is about 50
d a person who isn't in a relationship
e a person who is a boyfriend, girlfriend, wife or husband

4 Use the suffixes to make nouns.

-ence • -ment • -ion

1 discuss _____

2 different _____

3 improve _____

4 argue _____

5 inform _____

6 describe _____

7 concentrate _____

8 confident _____

2 Who did it?

Vocabulary

1a Find eight crimes in the word search.

S	H	O	P	L	I	F	T	I	N	G	G	P	X	H	O	U
I	R	Y	F	C	S	X	Z	Y	R	U	Z	I	E	L	K	B
H	O	T	K	R	H	Z	M	Z	T	V	Y	R	C	V	Q	U
I	B	B	Y	V	A	Y	C	G	T	A	F	A	J	A	X	R
G	B	W	W	D	C	U	N	G	H	N	G	C	T	W	S	G
I	E	O	O	R	I	I	D	P	E	D	U	Y	M	N	N	L
V	R	Z	J	R	G	G	Q	R	F	A	C	P	Q	I	E	A
C	Y	N	I	I	G	L	O	P	T	L	S	I	G	A	L	R
F	W	P	A	U	J	M	A	H	K	I	T	G	S	L	H	Y
K	F	E	M	Y	P	X	J	R	V	S	U	R	K	E	O	D
V	D	R	T	L	H	C	I	Z	Y	M	B	A	W	N	N	V

1b Write the words from 1a in column A. Put them in alphabetical order.

	A: crimes	B: criminals
1	*burglary*	
2		
3		
4		
5		
6		
7		
8		

2 Complete column B with the correct words.

STUDY SKILLS

Why is it good to guess information about words before you look them up in a dictionary?

STUDY SKILLS ➤ page 84

3 Complete the sentences with the correct form of the words from 1 and 2.

1 The _____ stole money from our home.
2 The police arrested a group of _____ who were breaking shop windows last night.
3 A _____ attacked an old woman last night and took her handbag and watch.
4 Small shops lose thousands of pounds a year because of _____.
5 _____ make thousands of illegal copies of DVDs.
6 The _____ stole televisions from the shop.
7 Criminals made thousands of dollars last month in seven bank _____.

4 Complete the sentences with these words.

accusing • analysing • arrested • charge
investigating • prove • questioned

1 The police are _____ a case of robbery.
2 They collected evidence and now they are _____ it.
3 This morning they _____ a suspect and _____ him for an hour.
4 However, they didn't _____ him because they can't _____ that he was the robber.
5 The newspapers are _____ the police of being slow.

5 Complete the sentences with the noun form of the words given.

1 The police are still looking for _____ that their _____ committed the crime. (prove, suspect)
2 After their _____ of new evidence, the police reopened the _____. (analyse, investigate)
3 Police have got a man at the station on a robbery _____, but he is denying the _____. (charge, accuse)
4 Police found a _____ of watches in the criminal's car when they made the _____ . (collect, arrest)

VOCABULARY EXTENSION

6 Put the letters in order to find a verb for each crime in 1.

1 blegru *burgle*
2 gum _____
3 mmciot rfadu _____
4 tripea _____
5 bor _____
6 fitposhl _____
7 least _____
8 lavanised _____

Reading

1 Look at the photos of two detectives. When do you think they first appeared in books? Read the text quickly and check your answers.

a in the 1920s
b in the 1940s
c in the 1960s
d in the 1970s

STUDY SKILLS

Why is it useful to look at pictures and the title of texts before you read them?

STUDY SKILLS ➤ page 84

Detectives *with a difference*

Today's article looks at two famous, but quite different, fictional detectives. Who is your favourite?



Perhaps the most famous writer of crime fiction in the world was Agatha Christie. Her little Belgian detective, **Hercule Poirot**, is quite an unforgettable character. Poirot first appeared in 1920 in the book *The Mysterious Affair at Styles*, and then continued to solve crimes in 33 novels, one play and 50 short stories before he died in the book *Curtain* in 1975.



Poirot is memorable for his appearance and he was very vain. He wore smart, fashionable clothes that didn't always look good on his shape and height – he was only one metre 62 centimetres tall and quite overweight. People often compare Poirot with Sherlock Holmes, but their methods of solving crime weren't the same. Holmes was always analysing tiny pieces of evidence. Poirot preferred to look at the psychology of people to find out why people committed crimes. Although *Curtain*, Christie's final novel about Poirot, was published in 1975, Christie actually wrote the book almost 40 years earlier. She kept the book in a bank, but didn't publish it until just before her own death in 1976. Today, Poirot is well known to millions of people worldwide because of the TV adaptations of the stories.

Another famous detective is **Inspector Morse**. However, most people know Morse because of the television programme and not the original books by Colin Dexter. Morse was a well-educated man but he failed at university. He was concerned about spelling and grammar and always corrected mistakes in the police paperwork. Morse was a very intelligent detective and often relied on instinct and memory to solve many of his cases. Unfortunately, his relationships with colleagues weren't very successful. Morse was always a little sad and didn't make friends easily. Dexter published his first book with Morse in 1975 and the detective finally died 24 years later in 1999 after 13 books. They filmed all the books for the TV series, and there were 33 different episodes on TV between 1987 and 2000.

2 Read the article again. Choose the best answers.

1 What is important about *The Mysterious Affair at Styles*?
   a It was Agatha Christie's first novel.
   b The book was extremely successful at the time.
   c It is the book where we first meet Poirot.
2 What was wrong with Poirot's clothes?
   a They weren't fashionable.
   b He chose the wrong clothes for his size.
   c He didn't wear the right clothes for a detective.
3 When did Christie publish her final Poirot book?
   a 1945
   b 1975
   c 1976
4 What did Inspector Morse never do?
   a finish university
   b remember information about his investigations
   c speak to his colleagues
5 How did most people find out about Morse?
   a They read the books.
   b They watched the TV series.
   c They heard about him from friends.
6 Why did Morse correct paperwork?
   a He liked to be tidy.
   b He liked words to be correct.
   c He didn't like the other detectives.

CRITICAL THINKING

3 Read the opinions about detective fiction. Which say that crime fiction isn't a good thing?

1 It helps people understand criminal behaviour.
2 It makes us accept crime as a normal thing.
3 Some people copy things they read in books or see on television.
4 It's important to read about crime and maybe we can prevent crimes happening.
5 It makes you think the world is dangerous.
6 Reading it makes people use their brains more.

4 Match the underlined words in the text with the definitions.

1 the first example of something _____
2 easy to remember because of being special _____
3 very worried about your own appearance _____
4 a natural feeling or ability in a situation _____
5 a particular way of doing something _____

Grammar in context

1 Complete the grammar rules with these words.

appeared • Did • didn't • was • weren't

1 Regular past simple affirmative verb:
Poirot first _____ in 1920.

2 Past simple negative verb:
She _____ publish it until 1976.

3 Past simple question:
_____ you watch Morse on TV last night?

4 *be* in past simple affirmative:
Morse _____ concerned about spelling.

5 *be* in past simple negative:
Their methods _____ the same.

2 Write the past simple form of the irregular verbs in the correct column.

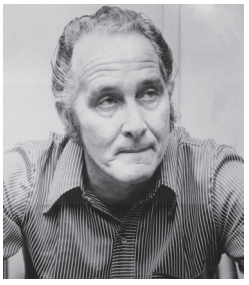
break • bring • ~~buy~~ • catch • cut • draw • drink
put • sell • shut • sing • sink • speak • take
teach • tell • think • throw

-aught	-ang	-ank
-ew	**-oke**	**-old**
-ook	**-ought**	**-ut**
	bought	

3 Complete the text with the past simple form of the verbs.

become • catch • go • not have • steal

Ronnie Biggs (a) _____ famous in 1963 for his part in the Great Train Robbery. A gang of criminals (b) _____ 2.6 million pounds from a train. Biggs (c) _____ a big part in the crime, but the police (d) _____ him and he (e) _____ to prison.



change • escape • leave • recognise • work

Two years later he (f) _____ to Paris and (g) _____ his appearance. In 1970 he (h) _____ France. Then, in Australia, he (i) _____ in a TV studio, but a reporter (j) _____ him.

become • come • die • fly • live • allow

Because of this, Biggs (k) _____ to Brazil where he (l) _____ with his family for many years. He (m) _____ back to prison in England in 2001. He (n) _____ very ill in 2009 and they (o) _____ him to leave prison. He (p) _____ in 2013.

4 Write questions about Ronnie Biggs using the prompts below.

1 When/be born?
When was he born?

2 What crime/commit?
_____

3 How much/steal?
_____

4 police/catch him?
_____

5 Why/fly to Brazil?
_____

5 These statements are incorrect. Correct them using the example as a model.

1 Ronnie Biggs was born in 1919.
Ronnie Biggs wasn't born in 1919. He was born in 1929.

2 Ronnie Biggs committed fraud.
_____
_____

3 Biggs stole 2.6 million dollars.
_____
_____

4 He ran away to Madrid.
_____
_____

5 A police officer recognised him in Australia.
_____
_____

GRAMMAR CHALLENGE

6 Read the text. Find and correct 12 mistakes.

When I was very young some of my friends taked me to a shop to get the sweets. They hadn't any money so one of them putted some sweets in his pockets, but he didn't paid for them. I liked chocolate bars (and I am still liking them now) so I put an bar in my pocket. But the assistant seed me. He callt the manager of the shop and he phoned my parents. I did feel terrible. I were only five years old, but I am remember it now and feel very embarrassed.

Developing vocabulary and listening

1 Complete the phrasal verbs with these words.

come • find • look • look • turn • work

1 _____ out = discover
2 _____ into = investigate
3 _____ for = try to find
4 _____ up = arrive or appear unexpectedly
5 _____ across = find by accident
6 _____ out = solve a problem by considering the facts

2 Circle the correct alternative.

1 When I lost a contact lens, I *looked for/looked into* it everywhere.
2 The maths problem was really difficult, but after thinking hard, they *worked out/came across* the answer.
3 We called the police, but they didn't *turn up/come across* until 9 pm.
4 I lost my bag last week and someone *came across/looked into* it in the park. Unfortunately, it was empty.
5 When she *looked into/found out* that he was lying, it was a terrible shock.
6 They can't make a decision about this question yet. They need to *look for/look into* the facts.

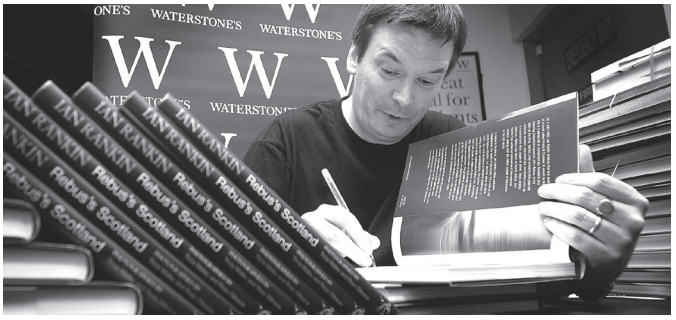
3 05 Listen to a girl talking about a detective series and answer the question.

Which city is the Rebus series set in?

_____

4 05 Listen again. Are the statements True (T), False (F) or is the information Not Mentioned (NM)?

1 The name of the inspector in the books is Ian Rankin. T/F/NM
2 We learn some things that visitors to Edinburgh don't know. T/F/NM
3 Rebus is popular with his colleagues. T/F/NM
4 The inspector is a neat and tidy man. T/F/NM
5 Ger Rafferty is a policeman. T/F/NM
6 The inspector is a young man. T/F/NM
7 Rebus committed some crimes himself in the past. T/F/NM
8 The author is writing more books about the inspector. T/F/NM



5 Complete these sentences from the listening with phrasal verbs from 1.

1 I enjoy _____ puzzles.
2 When you read them you _____ a lot about the city.
3 Rebus _____ all sorts of crimes.
4 He _____ some interesting people while he's _____ thieves and robbers.
5 Rafferty _____ in lots of the books.

VOCABULARY EXTENSION

6 Use your dictionary to match these phrasal verbs with *look* with their meanings.

1 look after ___ 4 look forward to ___
2 look ahead ___ 5 look out for ___
3 look back ___ 6 look round ___

a plan what you are going to do in the future
b feel happy or excited that something is going to happen
c walk around a room, building or place and see what is there
d look carefully at people or things around you to find a particular person or thing
e think about a time or event in the past
f take care of someone or something

7 Complete the sentences with these prepositions.

after • ahead • back • forward • out • round

1 Let's look _____ this museum slowly. I think it will be interesting.
2 I'm looking _____ to the football match tomorrow. I'm really excited about it.
3 We need to look _____ and see what problems there could be in the next few years.
4 Mum and I are going out now. Look _____ your little sister until we get back.
5 Stop spending your time looking _____. Live your life now and enjoy every moment!
6 When you go to the party, look _____ for Helen and Kate because they said they were going, too.

Grammar in context

1 Circle the correct alternative to complete the rule.

We make the past continuous by using the *present/past* of the verb *be* + *present/past* participle.

2 Match the sentences (1–5) with the uses (a–e).

1 I found out a lot about the city while I was reading the series. ___
2 Rebus met Rafferty in one of the first books and they became friends. ___
3 It was raining heavily in Edinburgh. ___
4 While I was walking round, I was thinking about all the places in the books. ___
5 Rebus retired because he was too old. ___

a an activity in progress in the past
b a completed action in the past
c two completed actions in the past
d an activity in progress in the past interrupted by another action
e two activities in the past that were in progress at the same time

3 Complete the dialogue with the past continuous form of the verbs in the box.

do • do • feel • have • not feel • sit • talk • visit

Helen: I rang you at 8 pm last night, but there was no answer. What (a) _____ you _____?

Luke: My mum and I (b) _____ my grandmother in hospital.

Helen: Why was she in hospital?

Luke: Yesterday morning she (c) _____ well, so we called the doctor and he said that she needed to go to hospital.

Helen: What (d) _____ she _____ last night when you visited her?

Luke: She (e) _____ on a chair, not lying in bed. All the patients (f) _____ dinner and they (g) _____ and laughing. She looked OK. When my mum phoned the hospital this morning, she (h) _____ much better.

Helen: That's good news.

4 Complete the text with the past simple or past continuous form of the verbs given.

One Saturday afternoon, a team of police officers (a) _____ (play) football against a group of local people in Yorkshire, England. The police officers (b) _____ (lose) 2–0 when suddenly an officer (c) _____ (recognise) one of the men who (d) _____ (play) in the other team. He (e) _____ (know) that the man was a criminal. The police officers (f) _____ (look) for him for several burglaries. The police officers (g) _____ (stop) playing and (h) _____ (arrest) the man. Then they (i) _____ (start) the match again. In the end, the police officers (j) _____ (win) the match 3–2! And the man (k) _____ (go) to prison for a long time.

5 Write questions for these answers.

1 *What were you doing at 7 pm last night?*
I was listening to my MP3 player at 7 pm last night.

2 _____
My family was watching a film at 7 pm.

3 _____
After the film I took the dog out for a walk.

4 _____
No, I wasn't sleeping at 9 pm.

5 _____
At 11 pm I was reading.

6 _____
I went to sleep at about 12 pm.

GRAMMAR CHALLENGE

6 Cross out the ten extra words in the text.

Last night we were watching a film on TV when suddenly we did heard a sound like an explosion. At first we thought that it was came from the TV, but then we realised the noise came from the kitchen.
My dad he thought it was a burglar and so he went to the kitchen to be see if he was right. He was opening the door when that something flew out really fast! Then there did was another sound. We went back to the living room. The lamp was on the floor. In the corner there was a parrot. My family and I we recognised it – it was my neighbour's parrot. The parrot was knocking things onto the floor while it is was flying through our house. We did rang the neighbour and he came to take his parrot back. So we didn't see of what happened in the film we were watching.

Developing speaking

1 Complete the expressions with the correct words.

1 Oh _____!
2 I'm _____ sorry.
3 It doesn't _____.
4 Don't _____ about it.
5 I _____ terrible.
6 Never _____.
7 That's the _____ time I _____.
8 I'm really, _____ sorry.
9 It's not _____ important.
10 _____ me talk to her now.
11 I'll _____ it up to you.
12 It's _____ a T-shirt!

2 06 Listen to the dialogue and check your answers. Which four expressions do you not hear?

3 Put the expressions from 1 in the correct boxes.

Making apologies	Responding to apologies
1	

4 Put the dialogue in the correct order.

a ☐ **Jo:** I'll make it up to you. You can borrow my new black top if you like.
b ☐ **Mia:** You know the T-shirt I lent you yesterday? Could I have it back? I want to wear it to the cinema.
c ☐ **Mia:** Thanks. But it doesn't matter. I'll wear something else.
d ☐ **Jo:** Oh no! You can't have it now! It's dirty.
e ☐ **Jo:** I'm really, really sorry, but I got orange juice on it yesterday. I wanted to buy you a new one, but I didn't have time.
f ☐ **Mia:** Why? What happened?
g ☐ **Mia:** Never mind. It's just a T-shirt. I've got lots more!

5 æ 07 Which words are stressed in the sentences? Listen and check.

1 I felt awful.
2 I'm so sorry.
3 That's the last time I lend you anything.
4 Don't worry about it.
5 Oh no!

6 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 What do you think of this crime? Why?

7 08 Listen to a student talking about the photo. Complete the text.

I think this is in a (a) _____ – maybe a supermarket, but not a very (b) _____ one. It might be one of those small shops that you (c) _____ on the corner of the street. I (d) _____ see a man inside the shop. He's (e) _____, maybe around 50, and he's wearing a (f) _____ suit and tie. He's putting something into his (g) _____ jacket pocket. I think it's a (h) _____ and I imagine he's (i) _____ it. I think this crime happens a lot these days. It's very (j) _____ because sometimes the owners of small shops (k) _____ earn much money.

8 Now look at the second photo and answer the same questions.



Developing writing

1 Read the blog post by a girl called Sonya. What crime is the blog about?

a stealing boots from a shop
b stealing a woman's handbag
c a street fight between two men

Sonya's BLOG

BLOG ABOUT ME SEARCH

What an amazing day last Saturday! Did you see it in the news? I was shopping with my friend Will and we were walking along the High Street. We were looking in the shop windows because I wanted to buy some new boots for the winter. The street was full of people.

(a) _____, we heard a loud noise. An old woman was shouting. (b) _____, I had no idea what was happening. (c) _____ we saw the woman on the pavement. She was fighting with a younger woman. The younger woman was trying to take her handbag! (d) _____ everyone was standing looking at them. No one was helping! (e) _____, the woman got the bag and started to run away. She was coming straight towards us. Other people moved aside because they were scared. But I was really angry. I put my foot out and she fell over it. (f) _____ Will sat on top of her and I called the police.

(g) _____, the police came and took her away in a car. We gave the woman her bag back and she was very happy. (h) _____, the story was in the newspaper with a picture of me!



2 Complete the blog post with these words.

at first • but • in the end • next
suddenly • the next day • then • then



3 Imagine that you were waiting for a friend outside a bookshop last Saturday and that you saw the scene on the left inside. Write your blog post. Think about these questions.

1 What were you doing?
2 Who were you with?
3 Why were you there?
4 What happened?
5 What did you do?
6 What happened in the end?

Revision: Units 1–2

Grammar

1 Complete the sentences with the present simple or past simple form of the verbs given.

1 I _____ (watch) a detective programme and then I went to bed.

2 Jack's bike _____ (not be) outside his house this afternoon.

3 I _____ (not enjoy) the concert last week.

4 _____ (you/like) stories about detectives?

5 Where _____ (you/be) last night?

6 Martha _____ (go) to Turkey for a holiday twice a year.

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

cook • do • study • tell • walk • watch

1 At 3 pm I _____ at school.

2 When we saw Rita, my friend and I _____ through the park.

3 My sister _____ me about her day at school when Mum came home.

4 Something smells good. _____ your mum _____ dinner?

5 When Sally arrived we _____ a documentary on television.

6 Please be quiet, I _____ my homework.

3 Complete the text with the past simple or the past continuous form of the verbs given.

One day, when I (a) _____ (walk) to school, I (b) _____ (see) something unusual. A woman (c) _____ (sing) and a lot of people (d) _____ (watch) her. I (e) _____ (not recognise) her, so I continued on my way to school, but when I (f) _____ (arrive), nobody (g) _____ (be) there. Half an hour later, all the other students (h) _____ (come). They (i) _____ (talk) about a surprise concert by our music teacher in the street!

Vocabulary

1 Complete the sentences with the correct words.

1 The police arrested a s_____.

2 V_____ threw paint all over the director's car.

3 The police are collecting e_____ for the case.

4 The punishment for t_____ of large amounts of money is usually prison.

5 My sister s_____ my clothes, but that's not really a crime.

6 Police suspect those men robbed the bank, but they can't p_____ anything.

2 Write words for the definitions. They are all crimes or criminals.

1 somebody who steals from houses _____

2 the crime when you trick somebody to get money or something from them _____

3 somebody who attacks another person to steal from them _____

4 the crime of breaking public things _____

5 the crime of copying software, films, etc. _____

6 the person who steals from a bank _____

3 Complete the text with the correct present simple form of the verbs in the box.

look • look • turn • work

In this story, there is a mysterious theft. A detective (a) _____ into the crime. She asks lots of questions and she (b) _____ out that a man called Ron Carter is the criminal.

She (c) _____ for evidence that Carter did it. She can't find anything, but when she suddenly (d) _____ up at Carter's house, Carter admits he is the thief.

4 Write words for the definitions.

1 the period of life when you are a child _____

2 the brother of your husband or wife _____

3 the period of life when you stop working _____

4 a child with no brothers or sisters _____

5 an old adult _____

3 Universal language

Vocabulary

1 Complete the table.

	Country	Nationality	Language(s)
	(a)	(b)	(c)
	(d)	(e)	(f)
	(g)	(h)	(i)
	(j)	(k)	(l)
	(m)	(n)	(o)
	(p)	(q)	(r)

2 Are these sentences True (T) or False (F)? If they are false, correct them.

1 In Russia they speak German.

2 In Switzerland people speak Swiss.

3 People from Bulgaria are Bulgarese.

4 People from Egypt speak Arabian.

5 Argentinian people speak Spanish.

6 In Turkey they speak French.

7 In Brazil they speak Spanish.

8 Austrian people are from Germany.

3 Circle the correct alternative.

1 How often do you *practice/practise* pronunciation?
2 *Translate/Translation* can be difficult sometimes.
3 It's natural to *do/make* mistakes.
4 Last week we *made/took* a listening exam.
5 I enjoy *doing/making* speaking exercises.
6 You need lots of *practice/practise* to write in English.
7 We're going to *revise/revision* for our exam.
8 When learning English, *memorising/making* the new vocabulary helps.

STUDY SKILLS

Why is it useful to reflect on how you learn English?

STUDY SKILLS ➤ page 84

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

do • do • make • memorise • study • take • write

1 Last week we _____ an exam.
2 It's only natural to _____ mistakes.
3 Do you enjoy _____ speaking exercises?
4 I must _____ my homework before I watch TV.
5 Do we have to _____ an essay in the test?
6 It's important to _____ irregular verbs.
7 Good students usually _____ hard for exams.

VOCABULARY EXTENSION

5 Complete the sentences with the prepositions.

down • in • of • off • up

1 I need to hand _____ my homework tomorrow.
2 How many words did you need to look _____ in your dictionary?
3 I wrote _____ everything the teacher said and then I checked it at home.
4 Sometimes I can't think _____ any examples.
5 The teacher tells us _____ if we speak our own language in class.
6 We often do exercises where we have to fill _____ the gaps.
7 It's useful to make _____ a story using new words so that you remember them.

Reading

1 Read the article and choose the best title for it.

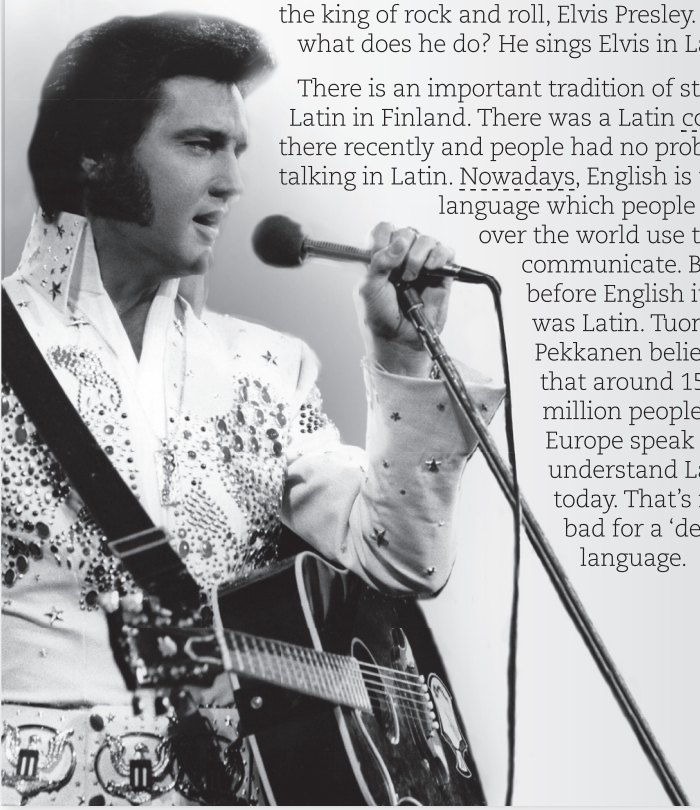
a School children in Finland want more Latin
b The news in Latin
c Latin isn't a dead language

What language do people speak in Finland? Finnish? That's true, but some people there also speak Swedish. And there is another language that people speak in Finland which is a little more unusual – it's Latin! In some countries students can learn Latin at school, but it's quite rare for people to speak or listen to this language. They usually write it or translate it. However, in Finland it's a bit different. They can hear it on the radio!

A retired Finnish university professor called Tuomo Pekkanen started the radio programme where his wife, Virpi, reads the news every day on the national radio station … in Latin. The title of the programme is Nuntii Latini and it gives information about five or six short news items before the main news is read in Finnish. Professor Pekkanen started this in 1989 because he believes that understanding Latin is an important part of everyone's education. There are only one or two programmes like this in the world, but the Internet is making them available to lots and lots of people around the world. Thousands and thousands of people listen online and the programme receives a lot of letters from people in about 50 countries.

When he is making his news programme, there are sometimes words which are difficult for Pekkanen to translate because, as you probably know, the Romans didn't have any modern technology like television, computers, emails or lasers. But Pekkanen says that he can talk about many stories on the news by inventing a few new Latin words if necessary.

But Professor Pekkanen doesn't just translate the news into Latin. He also translates the words for songs. And he isn't the only one. Dr Jukka Ammondt, another former university professor, loves Latin, too and he loves the king of rock and roll, Elvis Presley. So what does he do? He sings Elvis in Latin!



There is an important tradition of studying Latin in Finland. There was a Latin congress there recently and people had no problem talking in Latin. Nowadays, English is the language which people all over the world use to communicate. But before English it was Latin. Tuomo Pekkanen believes that around 15 million people in Europe speak or understand Latin today. That's not bad for a 'dead' language.

2 Read the article again. Are the sentences True (T), False (F) or is the information Not Mentioned (NM) in the text?

1 Some people in Finland speak more than two languages. T/F/NM
2 Students can get quite a lot of practice speaking Latin. T/F/NM
3 Tuomo Pekkanen's main job was presenting the news. T/F/NM
4 The news broadcast in Latin is on television. T/F/NM
5 Pekkanen's wife started reading the news in Latin over 20 years ago. T/F/NM
6 Many countries want to copy Pekkanen's idea. T/F/NM
7 Some words related to modern technology are difficult to translate. T/F/NM
8 Pekkanen sometimes makes up words for the news programmes. T/F/NM
9 Dr Jukka Ammondt worked at the same university as Tuomo Pekkanen. T/F/NM
10 Ammondt is not an Elvis fan, but many Latin speakers are. T/F/NM

CRITICAL THINKING

3 Which of these opinions are expressed in the article?

a Learning Latin is very important.
b Technology is helping more people to learn Latin.
c Modern popular songs are better in English.
d Young people in Finland aren't interested in Latin.
e It's possible to make up new words in Latin.

4 Match the words (1–6) with the definitions (a–f).

1 former ___ 4 nowadays ___
2 items ___ 5 available ___
3 congress ___ 6 rare ___

a unusual
b at the present time
c about something someone did in the past
d news stories, pieces of something or objects
e big meeting of experts
f everybody can use it

5 Complete the sentences with the words from 4.

1 Many scientists attended the _____ .
2 These birds are very _____ in the UK.
3 There were five _____ in my shopping bag.
4 Everything is more expensive _____ .
5 Bill Clinton is a _____ US president.
6 Information is _____ for free on the Internet.

Grammar in context

1 Complete the table by ticking (✓) the correct boxes. Look at *some* as an example.

	some	any	much	many	a lot (of)	a few	a little
plural countable	✓						
uncountable	✓						
affirmative	✓						
negative & questions							
large quantity							
small quantity							

2 Are these words countable (C) or uncountable (U)?

1 Latin C/U
2 radio station C/U
3 language C/U
4 professor C/U
5 programme C/U
6 tradition C/U
7 information C/U
8 news C/U
9 cousin C/U
10 homework C/U

3 Circle the correct alternative.

1 Have you got *much/many* close friends?
2 Do you have *much/many* free time?
3 There isn't *much/many* money in my wallet!
4 How *much/many* cousins have you got?
5 Katy didn't give me *much/many* information about the concert.
6 Do you have *much/many* traditions in your country?
7 I don't have *much/many* homework so I can go to the party this weekend.

4 Cross out the alternative that is wrong.

1 I'd like to buy *some/~~many~~/a few* magazines, please.
2 There isn't *a lot of/any/some* room on this shelf for more books.
3 Can I have *a little/many/some* milk in my tea, please?
4 Do you study *any/many/some* other languages apart from English?
5 There are *a few/a lot of/much* sweets left in the packet.
6 There isn't *much/a lot of/many* money in my wallet!
7 Katy gave me *a little/a few/some* books to read.
8 There isn't *much/a lot of/many* good news in the newspaper today.
9 *A lot/Many/Any* of my friends speak French.

5 Complete the sentences with the words in the box.

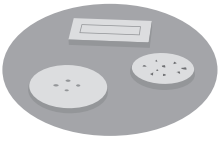
a few • a little • a lot • many • much

1 I don't have _____ grapes left – only two.
2 There's only _____ milk in the fridge.
3 There are _____ of students at my school. It's really big.
4 I don't really have _____ free time at the moment.
5 I've got _____ ideas for the project, but it's a really difficult topic.

6 Look at the pictures and write sentences with *there is/are* and *a few* or *a little*.

1 

There's a little water.

2 
_____
_____
_____

3 

_____
_____
_____

4 

_____
_____
_____

5 
_____
_____
_____

6 
_____
_____
_____

GRAMMAR CHALLENGE

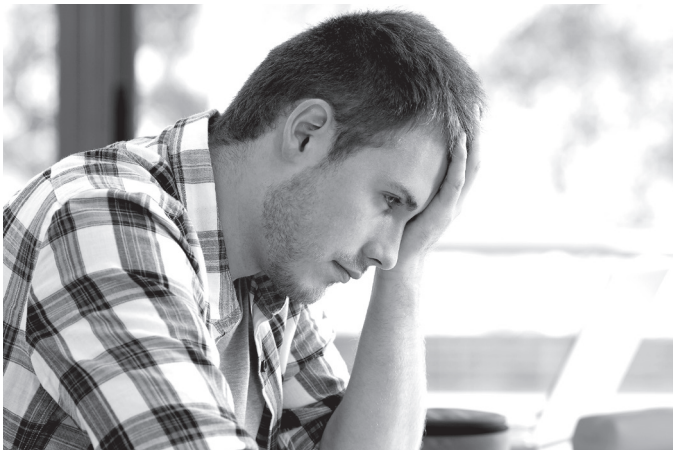
7 Find and correct ten mistakes in the paragraph.

I live in a small village called the Marshwood. There aren't much people in my village. There are only a little houses and shops. However, the shops sell a lots of basic things like the bread and the milk. There isn't many public transport either. There are only a little buses during the week and on Sundays there aren't some. Most of a people travel by car to work in the city.

Developing vocabulary and listening

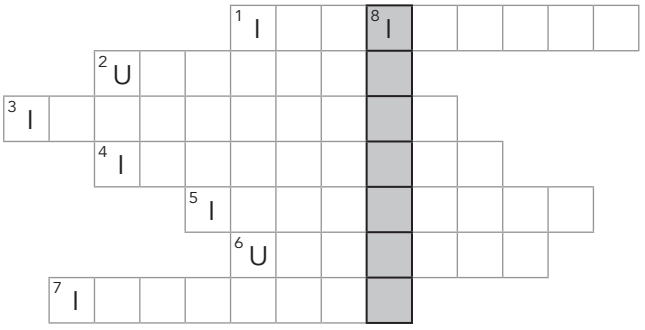
1 Add the correct prefixes to make negative adjectives.

un- • im- • in- • ir- • il-



1 ___regular
2 ___happy
3 ___possible
4 ___correct
5 ___visible
6 ___usual
7 ___legal
8 ___formal

2 Use the clues to complete the puzzle and find the word in the shaded column.



1 can't see it
2 not common
3 can't do it
4 not right
5 doesn't follow normal rules
6 sad
7 language used with friends
8 _____

3 09 Listen to three people who work with languages. Match the speakers (1–3) with the jobs (a–d). There is one job you do not need.

1 Laura _____
2 Rachel _____
3 Michael _____

a an actor
b a teacher
c a politician
d an interpreter

STUDY SKILLS

Is it necessary to understand every word when you listen to a text in English?

STUDY SKILLS ➤ page 84

4 09 Listen again and match the speakers with the correct information.

Which speaker …

a found a job using his/her own language? ___
b thinks that a change of environment is good in his/her job? ___
c needs to do his/her job very quickly? ___
d changed his/her ambitions because of a job he/she had? ___
e has to be very accurate in his/her work? ___
f mentions some difficulties about learning a language? ___

VOCABULARY EXTENSION

5 Add the correct prefixes *un-*, *im-*, *ir-* or *il-* to make these adjectives negative.

1 ___patient
2 ___probable
3 ___relevant
4 ___logical
5 ___responsible
6 ___legible
7 ___official
8 ___practical

6 Complete the sentences with the correct adjectives from 5.

1 What you said is _____ – we're talking about something completely different.
2 I can't read your handwriting. It's _____.
3 Don't be so _____. We'll get there soon!
4 You can't leave a young child on its own – it's _____.
5 Your ideas are _____. They don't make any sense!
6 It's _____, but you've got the job! You'll hear tomorrow by email.
7 Those new shoes are very _____. You can hardly walk in them!
8 Her story was highly _____. I didn't believe her at all.

Grammar in context

1 Complete the rules with the relative pronouns in the box.

that • when • where • which • who • whose

1 We use *that* and _____ for people.
2 We use _____ and _____ for things.
3 We use _____ for possessions, about people and things.
4 We use _____ for times.
5 We use _____ for places.

2 Circle the correct alternative. Sometimes both are correct.

1 I use three languages *that/0* I learnt at school.
2 There are people *who/which* are from many different countries.
3 She's the girl *who/whose* cousin is at our school.
4 I go to meetings *where/that* there are people from many countries.
5 This is the room *that/where* I work.
6 The languages *which/that* I teach are French and Russian.
7 I remember the time *when/which* I first met you.
8 I love Paris. That's *where/0* I first did some acting.
9 He's the writer *who/whose* books are very popular at the moment.
10 This is the bus *which/0* goes to the city centre.

3 Complete the sentences with the correct relative pronoun or *0* if it's possible to leave it out.



1 Russia is a country _____ it is very cold in winter.
2 The weekend is a time _____ people can usually relax.
3 English is a language _____ people speak all over the world.
4 Tennis is a sport _____ has many fans in lots of different countries.
5 New York is a city _____ they make a lot of films.
6 Chris Hemsworth is the actor _____ starred in *Thor*.
7 August is a month _____ lots of people go on holiday.
8 That's the man _____ wife is famous.

4 Join the two sentences using *who*, *which*, *when* or *where*.

1 'Greens' is a restaurant. You can get vegetarian food there.
_____
2 Mr Jones is the teacher. He taught me maths last year.
_____
3 April is a busy month. We have a lot of tests in April.
_____
4 *Great Expectations* is a good book. I enjoyed reading it.
_____
5 Chinese is a complicated language. It's difficult to learn it.
_____

GRAMMAR CHALLENGE

5 Correct the mistakes in the definitions.

1 The season who is the warmest of the year.
_____
2 Someone which deliberately damages property.
_____
3 The period of your life that you change from being a child to being a young adult.
_____
4 An Asian country where is an island east of South Korea.
_____
5 An important test of your knowledge, especially one what you take at school.
_____
6 The woman her your father marries in a second marriage.
_____

6 Write the word for each definition.

1 Word: s_____
2 Word: v_____
3 Word: a_____
4 Word: J_____
5 Word: e_____
6 Word: s_____

Developing speaking

1 10 **Listen to the dialogue and complete the expressions.**

1 _____? I'm not _____ I understood.
2 Does the _____ include other activities?
3 Could you _____ that?
4 Can you send me a _____ form?
5 _____? Did you say on the 30th July?
6 Could you give me some _____ about your summer courses?
7 How _____ is the course?
8 How long does the course _____?

2 Complete the dialogue with expressions from 1.

A: Good morning. This is the Bradford School of English. How can I help you?
B: Good morning. I'm calling from Italy. (a) ___
A: Yes, of course. We have a course which begins on the 13th July.
B: (b) ___
A: No, on the 13th.
B: Ah, I understand. (c) ___
A: 20 days.
B: Do you organise accommodation?
A: Yes, we do. Students usually live with local families.
B: (d) ___
A: You can stay with a family near the school.
B: Okay. Thank you. (e) ___
A: £950.
B: (f) ___
A: Yes, I said the price is £950.
B: (g) ___
A: Yes, it does. It includes excursions and social activities.
B: I'm very interested in the course. (h) ___
A: Yes, of course. Can you give me your name and address?

3 Which three phrases in the dialogue in 2 do we use to check understanding?

1 ___ 2 ___ 3 ___

4 æ 11 **Listen and underline the words that sound like one word when we say them, e.g. *buy + a = buya.***

1 I'm interested in a new course.
2 Sorry, did you say 10th May?
3 Could you say that again?
4 Can I help you?
5 How much is the course?
6 The price is fifty pounds a week.

5 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 What do you think they are talking about? Why?

6 12 **Listen to a student talking about the photo. What are her answers to the questions?**

7 **Now look at the second photo and answer the same questions.**



Developing writing



1 Read this language biography by a British student and put the paragraphs in a logical order.

Paragraph 1 ___ Paragraph 4 ___

Paragraph 2 ___ Paragraph 5 ___

Paragraph 3 ___

A I still study French now at secondary school. We read books in French and then we talk and write about them. We also study difficult points of grammar and write down new words that we come across.

B I started learning French when I was at primary school. I was seven years old. I remember singing songs in French and playing games. We learnt a lot of French words, like colours, animals and clothes.

C I like to learn French by learning all the new vocabulary at home and then writing it in sentences so that I can remember them. Then, of course, I try to use the new words in class and when I write to my friend.

D My name is Luke Gallagher and I'm 15 years old. I'm British and my first language is English. Apart from English, I can speak French and German.

E Apart from doing French at school I also have some contact with French outside the classroom because I have a French e-pal. I send him messages every week and next summer I think I'm going to visit him. He lives in Brittany. I listen to some French singers, too, and occasionally I watch French films at the cinema or online.

2 Match these titles with paragraphs of the language biography from 1. Write the paragraph number.

1 Language-learning experiences outside school ___

2 Language-learning experiences at primary school ___

3 How you prefer to learn a language ___

4 Basic personal information ___

5 Language learning experiences at secondary school ___

3 Which paragraphs would these notes go in? Write the paragraph number.

1 It's good to watch films in class because they're interesting and it's not like learning. ___

2 My first language is English, but I'm from Wales and I also speak some Welsh. ___

3 We sang lots of songs and drew pictures and posters of animals with their French names! ___

4 My best friend and I love French and we often speak it together in the evening and at the weekend. It's hard, but it's good fun and good practice. ___

5 I'm taking French exams next month and they're quite important. We are doing a lot of grammar, but also we're reading some books and plays in French which is really interesting. ___

4 Interview a partner about their language learning. Write their language biography.

Revision: Units 1–3

Grammar

1 Decide if the words in bold are correct in these sentences. If not, correct them.

1 I haven't got **many** money. _____
2 There isn't **some** bread on the table. _____
3 There's **much** orange juice in the fridge. _____
4 Only **a few** people can win a Nobel Prize. _____
5 There were **a little** people at the party. _____
6 I've got **any** pencils that you can use. _____
7 Are there **a lot of** people in the shop? _____

2 Complete the sentences with the correct relative pronoun: *who, that, which, whose, when* or *where.*

1 He's the teacher _____ helped me to pass the exam.
2 That's the school _____ I went when I was five.
3 Do you remember the time _____ I fell into the river?
4 She's the girl _____ father is an actor.
5 Have you read the essay _____ I wrote?
6 This is the email _____ came yesterday.

3 Complete the definitions with the correct relative pronoun or *0* if it's possible to leave it out.

1 It's the nationality of a person _____ comes from Switzerland.
2 It's the country _____ Argentinian people live.
3 It's the man _____ father is your grandfather.
4 It's the crime _____ thieves commit.
5 It's the person _____ copies DVDs and software illegally.
6 It's the period _____ you are a child.
7 It's a country _____ people speak Portuguese.
8 It's a thing _____ you often do after school.

4 Complete the paragraph with one word for each gap.

I went to (a) _____ shopping centre near my house this morning to buy (b) _____ clothes, but there were a (c) _____ of people there so I didn't stay. I went home and looked at a (d) _____ websites instead. I wanted to find (e) _____ information about (f) _____ environment for my school project, but there wasn't (g) _____ useful information at all.

Vocabulary

1 Write the country or nationality.

Country	Nationality
(a) _____	Polish
Brazil	(b) _____
(c) _____	Mexican
(d) _____	Turkish
Japan	(e) _____
(f) _____	Thai
Russia	(g) _____
(h) _____	Austrian

2 Correct the words in bold.

1 Oh no! I **did** a mistake in that exercise. _____
2 Are we **taking** this exercise? _____
3 We need to **revision** before the test. _____
4 I like being a teenager because I can be more **independence**. _____
5 Do you want to **practice** this tomorrow? _____
6 Police arrested the **burglary** yesterday. _____

3 Make the words negative by adding prefixes.

1 ___possible 3 ___legal 5 ___happy
2 ___regular 4 ___correct 6 ___visible

4 Write the nouns from these verbs.

1 revise _____
2 analyse _____
3 translate _____
4 retire _____
5 collect _____
6 discuss _____
7 vandalise _____
8 investigate _____
9 memorise _____
10 improve _____

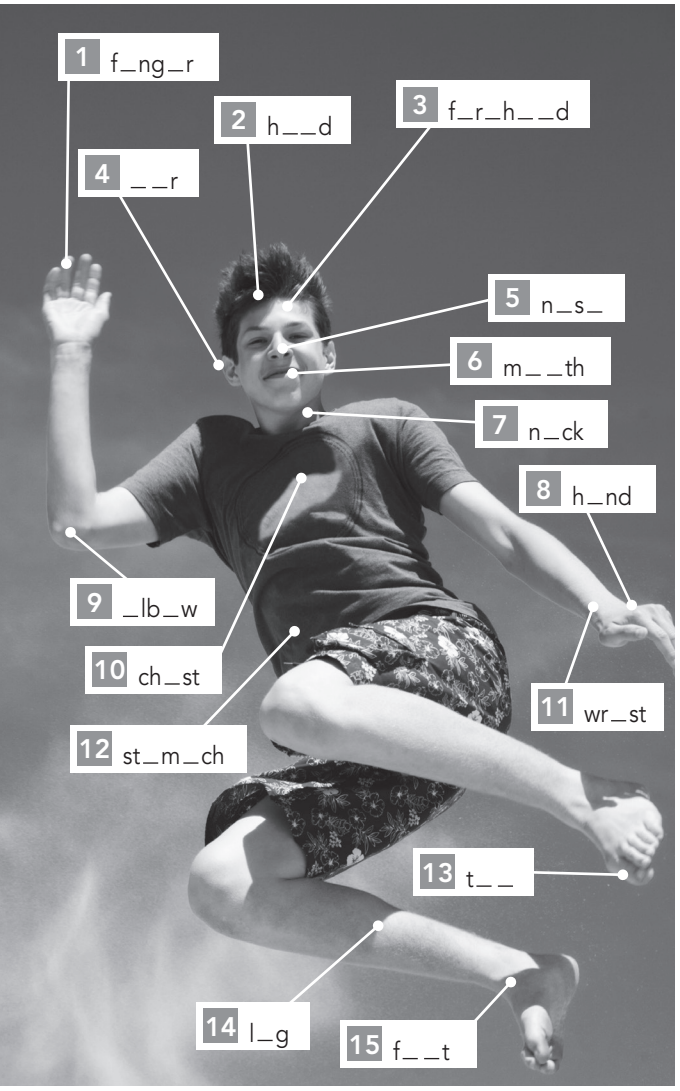
4 Health watch

Vocabulary

1 Find 12 parts of the body in the word search.

S	H	O	U	L	D	E	R	C	S	D	U
A	C	V	F	A	C	E	U	H	R	L	O
B	J	P	P	U	X	H	E	E	L	D	A
E	I	I	W	T	E	M	T	E	N	M	N
L	H	B	X	R	B	E	Y	K	T	T	K
A	C	F	A	C	W	Z	U	Q	H	H	L
S	T	Z	C	C	C	H	I	N	I	R	E
W	H	E	X	K	K	C	K	G	G	O	S
R	U	X	V	K	N	E	E	X	H	A	A
K	M	M	X	J	U	U	Y	F	D	T	K
D	B	B	S	E	G	C	B	Q	K	S	H
Y	U	O	G	Q	L	A	T	P	P	D	H

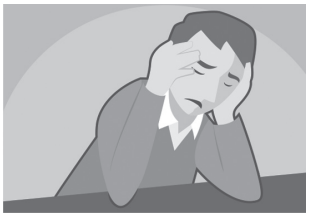
2 Complete the words about the body with the missing vowels (*a, e, i, o* and *u*).



3 Look at the pictures and complete the sentences.



1 He's got a _____ hand.



2 He's got a _____.



3 His finger _____.



4 She's got a _____ in her leg.



5 She's got a _____ leg.

STUDY SKILLS

To learn vocabulary, it is essential to keep a record of new words. Do you do this? How do you organise the words?

STUDY SKILLS ➤ page 84

VOCABULARY EXTENSION

4 Complete the sentences with the words in the box.

bruise • burned • dizzy • rash • sneezing • swollen

1 My ankle is injured. It's very _____ and I can't put my boot on.
2 I hit my leg on the table and now I've got a _____ on my thigh.
3 I touched a hot plate and I _____ my hand.
4 I put too much pepper on my food and now I'm _____ all the time.
5 I'm allergic to strawberries! I ate one and now I've got a _____ on my arm.
6 I got out of bed too quickly and now I feel _____.

Reading

1 Look at the picture. What do you think caused TJ's injury? Read the blog to check.

a an animal b his bike c someone else d an accident at home

TJ's Blog

About me | Contact | Follow

MONDAY

Today's my first day at Brenton Hospital and I'm feeling pretty sad. I've never been in hospital before and it's my birthday today. I planned to go out and have fun with my friends, but I'm here instead ☹. I've been here since they brought me in last night after my accident. I can't believe I did it. I was cycling home when a cat ran across the road in front of me. So I had to brake hard. I was going quite fast down a hill and I fell off the bike and hit the road. I was wearing a helmet so my head was OK, but I couldn't move. A woman was walking her dog when she saw me and called an ambulance. They think I've broken my ankle – and my whole body is killing me! The doctors think that I need an operation – help! I've only been here for a few hours and everyone has been really nice, but I want to go home!



TUESDAY

I've just woken up, but I feel really tired. Two new patients came in during the night, and woke me up and after that I couldn't sleep. Hospitals are noisy places. But there's some good news. The doctor has been to see me this morning and I can go home tomorrow! Luckily, I don't need to have an operation. I just need to rest and use crutches for a while. I've also made some friends here. In the next bed to me there's a boy called Blake. He's broken his wrist. He was in a car accident last night. And opposite me there's Liam. He's hurt his leg and he has to lie down all the time. But he still talks a lot! They're really nice guys, but I still can't wait until tomorrow!

WEDNESDAY

I've arrived home finally! It's so good to be here. My ankle still hurts and they've put a big bandage on it, but I'm happy to be in my own bed again. I have to be careful and sleep a lot. They've also given me some painkillers which really help. But I hope that I can celebrate my birthday with all my friends next week. And soon I think I can go back to school – I have never wanted to go to school so much! ☺

2 Read the posts again and answer the questions.

On which day (Monday, Tuesday or Wednesday) does TJ …

1 talk about a lack of sleep? _____
2 explain what happened? _____
3 refer to someone helpful? _____
4 talk about plans for the future? _____
5 mention some people he's met? _____
6 worry about some future treatment? _____
7 talk about how to get better? _____
8 mention a missed celebration? _____
9 talk about something unusual that he has missed? _____
10 give a short description of the hospital? _____

CRITICAL THINKING

3 Which statements are facts (F) and which are opinions (O)?

1 TJ has broken his ankle. F / O
2 He doesn't need an operation. F / O
3 TJ has learnt a lesson about cycling too fast. F / O
4 The hospital has given TJ some crutches. F / O
5 He will celebrate his birthday next week. F / O

4 Match the underlined words in the blog posts with the definitions.

1 people who are getting medical help _____
2 to stop or slow down a car or bike _____
3 hurts a lot _____
4 sticks that you put under your arms to help you walk _____
5 a hard hat you use to protect your head _____
6 when a doctor cuts into a body to repair a problem _____

5 Complete the sentences with the correct form of the words or phrases from 4.

1 The rash on my arm is so painful. It _____.
2 I was on _____ for six weeks after my accident.
3 My sister needed an _____ when she broke her arm.
4 I hated being a _____ in hospital. It was so boring!
5 It's important to wear a _____ when you ride a bike.
6 I had to _____ quickly when I saw the cat in the street.

Grammar in context

1 Circle the correct alternative to complete the rules.

a We make the present perfect with the present simple of *have/be* + the *present/past* participle of the main verb.

b We use *ever/never* to say at any time in your life and *ever/never* to mean at no time in your life.

2 Complete the sentences with the present perfect form of the verbs given.

1 I think I _____ (break) my ankle. ___

2 I _____ (be) here for a few hours. ___

3 Sarah _____ (do) her homework. Here it is. ___

4 Alfie and Holly _____ (live) in Paris for two years. ___

5 We _____ (buy) a dog. ___

6 My dad _____ (paint) this room green. It looks great! ___

7 Sam _____ (have) this watch since he was 12. ___

3 Match the rules with the sentences from 2. Write a, b or c.

a an experience or experiences which happened at an unspecified moment in the past

b a past action which has a result in the present

c a situation that started in the past and continues to the present

4 Write questions in the present perfect with *ever*. Then write a negative answer with *never*.

1 **Question:** you/climb a mountain?
Have you ever climbed a mountain?
Answer:
No, I've never climbed a mountain.

2 **Question:** your parents/visit the North Pole?
_____
Answer:
_____

3 **Question:** you/speak to the Queen of England?
_____
Answer:
_____

4 **Question:** he/win an Oscar?
_____
Answer:
_____

5 **Question:** you/ride an elephant?
_____
Answer:
_____

6 **Question:** your English teacher/star in a film?
_____
Answer:
_____

7 **Question:** you/sing in a concert?
_____
Answer:
_____

5 Complete the rules with *for* and *since*.

a We use _____ with periods of time.

b We use _____ with moments in time.

6 Circle the correct alternative.

1 I have *never/ever* felt so ill.
2 We have been here *for/since* half past three.
3 Have you *ever/never* been in hospital?
4 Liam has been the singer in the band since *three years/2009*.
5 My sister *has/has had* that bike since she was little.
6 I've had a bandage on my ankle *for/since* a week.
7 Have you *ever/never* been to London?
8 He has *ever/never* met his Australian cousin.

GRAMMAR CHALLENGE

7 Rewrite the sentences by adding *ever*, *never*, *for* or *since* in the correct place.

1 Have you been here a long time?
_____

2 She's wanted to be a doctor she was seven.
_____

3 Have you met my parents?
_____

4 I've been to China, but I'd like to go.
_____

5 Have you worn a suit and tie?
_____

6 She's been able to walk the operation.
_____

7 We've known each other ages.
_____

I can use the present perfect with *ever, never, for* and *since*

Developing vocabulary and listening

1 Use these words to make one compound noun for each picture.

aid • attack • centre • first • food • health
heart • killers • pain • poisoning • room • waiting

1 

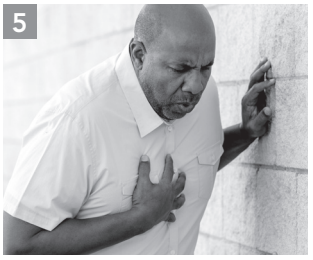
2 

_____ _____

3 

4 

_____ _____

5 

6 

_____ _____

2 Match the definitions (1–6) with the compound nouns from 1.

1 It's the place where you sit before seeing the doctor.
_____

2 They are the tablets that you take when something hurts.
_____

3 It's a serious medical problem that causes a bad pain in your chest.
_____

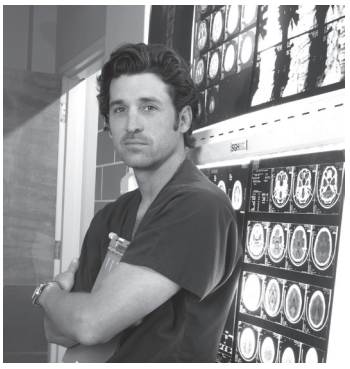
4 It's an illness you get if you eat bad food.
_____

5 It's a place where you can go when you're ill.
_____

6 It's the help you give to someone who has been in an accident.
_____

3 13 Listen to two people talking and choose what they are talking about.

a how many episodes of the series they have watched
b which episode they like best
c what happened in one of the episodes



4 13 Listen again. Are the sentences True (T) or False (F)?

1 The girl has learnt some first aid. T/F
2 Both speakers have watched the show since it began. T/F
3 Two doctors made a mistake. T/F
4 One of the new doctors has a problem with his head. T/F
5 The doctors find a baby in the waiting room. T/F
6 Jo likes another new doctor. T/F

5 What does the girl think about the information the boy gives her?

a she'd like to know more
b he's given her too much
c she doesn't believe it all

VOCABULARY EXTENSION

6 Match these words to make compound nouns. You can use words more than once. Use your dictionary if necessary.

1	arm	_____ _____	a	bag
2	foot	_____	b	band
3	hair	_____ _____ _____	c	brush
4	hand	_____ _____	d	chair
5	head	_____	e	dresser
6	tooth	_____	f	prints

7 Complete the sentences with the compound nouns from 6.

1 He sat down in his favourite _____.
2 The detective followed the burglar's _____.
3 He cuts people's hair. He's a _____.
4 He's got long hair so when he does sport he often wears a _____.
5 Some dentists recommend using an electric _____.
6 My mum puts everything in her _____ – keys, money, mobile phone …

Grammar in context

1 Complete the table by ticking (✓) the boxes.

	just	yet	already
1 We use it for very recent events.	✓	☐	☐
2 We use it for things that haven't happened, but we think will happen soon.	☐	☐	☐
3 We use it for something that has happened, possibly before we expected.	☐	☐	☐
4 We use it in affirmative sentences.	☐	☐	☐
5 We use it in negative sentences.	☐	☐	☐
6 We use it in questions.	☐	☐	☐
7 It usually goes at the end of the sentence.	☐	☐	☐
8 It usually goes immediately before the past participle.	☐	☐	☐

2 Write complete sentences saying what the people have *just* done using the prompts below.

1 She/have a shower.
She has just had a shower.

2 He/win a prize.

3 They/see a horror film.

4 We/do our homework.

5 I/finish this exercise.

3 Complete the sentences with the present perfect form of the verbs given. Put the words in bold in the correct place in the sentences.

1 I (not finish) this exercise. **yet**
I haven't finished this exercise yet.

2 My sister (arrive) home. **just**

3 Holly and Jack (eat) lunch. **already**

4 My mum (get) back from work. **just**

5 you (see) that film? **yet**

6 you (meet) the new teacher? **just**

7 the bus (go)? **already**

8 We (not study) for the exam. **yet**

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

1 Oliver _____ (be) at this school for five years, but he doesn't like it here.

2 I _____ (have) this jacket for two years and I always wear it when I go out.

3 That team _____ (win) the league in 2005.

4 My friend _____ (appear) on TV last summer.

5 _____ you ever _____ (eat) Indian food?

6 My parents _____ (live) in our house for more than 15 years.

7 I _____ (buy) a present for you yesterday.

8 We _____ (fly) to New Zealand four years ago and we stayed there for a month.

GRAMMAR CHALLENGE

5 Each sentence contains a mistake. Find the mistake and rewrite the sentence correctly.

1 My friend have lived in this city all of his life.

2 Have you visited Rome ever?

3 His parents have won the lottery in 2006.

4 We have done the shopping yet.

5 I've just seen my cousin ten hours ago.

6 These are my favourite earrings because I had them since I was eight.

7 I have been here since half an hour.

8 I never saw my favourite band in concert.

Developing speaking

1 14 **Listen to the description of the photo and put the questions in the order that the speaker answers them.**



a What are the people doing? ___

b When is the scene taking place (morning, night, summer, winter, etc)? ___

c What do you think about the picture? ___

d Who is in the picture and where are they? 1

e What type of people are they? ___

2 14 **Listen again and complete the phrases the speaker uses to fill the dialogue.**

1 There are four people in the picture and, _____, they're in a waiting room.

2 They look ill, or _____, have health problems.

3 _____, but I think the woman in the middle has got a sore neck.

4 There aren't, _____, any pictures on the wall.

5 _____ is, the picture makes me think about times when I've been ill.

3 æ 15 **Listen and <u>underline</u> which word is stressed in the compound nouns. Five have the same stress pattern. One is different. Which one?**

waiting room
food poisoning
health centre
first aid
heart attack

STUDY SKILLS

What do you do if you don't know the English word for something when you are describing a picture or having a conversation in English?

STUDY SKILLS ➤ page 84

4 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think the people are feeling? Why?

5 16 **Listen to a student talking about the photo. Complete the text.**

There are four people (a) _____ the photograph. They are in the countryside near the mountains. One of the people isn't very (b) _____. I imagine he has fallen over or (c) _____ he's got a virus. Two people are (d) _____ him. They are probably going to hospital. In the background there's a car with (e) _____ lights. I think it's a police car or a small ambulance. I think the man who is (f) _____ is feeling quite bad. Perhaps his leg (g) _____.

6 **Now look at the second photo and answer the same questions.**

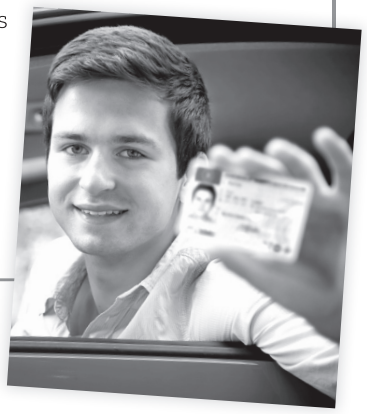


Developing writing

1 Read these instructions. Then look at the note below. Does the writer follow the instructions? Do they write the note in the correct style?

Your cousin has just passed his driving test. You have gone to his house to see him, but he isn't there. Leave him a note. Include this information:

- congratulate him on his good news
- ask him to contact you when he gets home
- tell him that you have something for him
- arrange to meet him



Marc,

Congratulations! Josh has just told me about your test. It's great news! Give me a call **asap**. **I've** bought you a small present and I'd like to give it to you today. When can I see you?

Let me know.

Jenny

PS Josh says congratulations, too!

2 Look at the words in bold in the note. Match them with the comments about notes and messages.

1 Marc ___
2 Congratulations! ___
3 asap PS ___
4 I've ___

a We often use common expressions like *Great!* when we're writing about good news.
b We often use abbreviations to keep messages short.
c We usually begin with the person's name without *Hi* or *Dear*.
d We use contractions.

3 Write the meanings of these abbreviations.

1 eg _____
2 PS _____
3 ie _____
4 asap _____
5 NB _____
6 etc. _____

4 Rewrite this note to make the style appropriate.

Dear Joe,

It was wonderful news about your team's win. I'd like to congratulate you!

However I was really sorry to hear about your injured knee. I came round to see you, but your mum said you were still at the hospital. Could you call me as soon as possible when you get home. We all want to celebrate.

Please pay special attention. I left the signed football that you lent me in your bedroom. Make sure your brother has not taken it.

Best wishes,

Sam

5 Read these instructions and write a note.

You usually go to a French language class with your friend, Sarah. Today you can't go. Leave Sarah a note. Include this information:

- tell her why you can't go (an illness? an accident?)
- ask her to explain to the teacher
- tell her to call you quickly after the lesson to tell you what homework to do
- say thank you and arrange to meet somewhere soon

Revision: Units 1–4

Grammar

1 Write sentences in the present perfect. Put the words in bold in the correct place.

1 you/visit an art gallery? **ever**

_____

2 William/ride a horse. **never**

_____

3 Joe and Ellie/come back from their holiday. **just**

_____

4 I/speak to George. **already**

_____

5 you/write your email? **yet**

_____

6 We/not buy bread. **yet**

_____

2 Complete the sentences with *for* or *since*.

1 Have you been here _____ a long time?

2 I've known Magda _____ I was 13.

3 Jack's been in hospital _____ his accident.

4 I haven't been to school _____ a couple of days because of this flu.

5 We've lived in this part of the town _____ more than five years now.

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

1 I _____ (have) this computer for ten years now.

2 She _____ (visit) Argentina in 2013.

3 My uncle _____ (live) in Austria since 2012.

4 I _____ (be) in the basketball team two years ago.

5 I _____ (buy) all of her books. I love the *Hunger Games* trilogy.

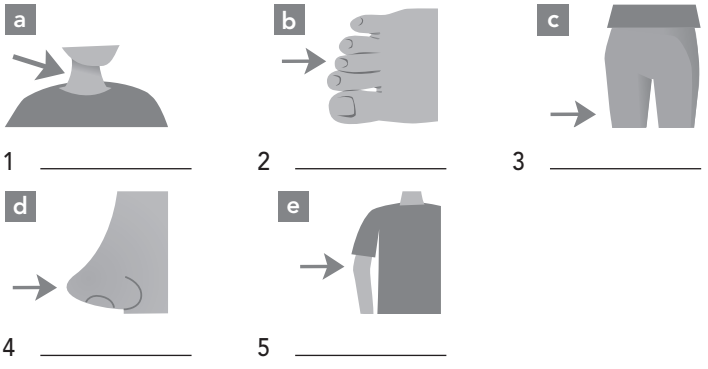
6 He _____ (forget) to do his homework yesterday.

4 Complete the email with the correct form of the verbs given.

Hi Steph,
I (1) _____ (write) this from my bed in my bedroom at home! I (2) _____ (be) home for a couple of hours and it's wonderful. I still (3) _____ (not feel) well enough to walk round much, but I (4) _____ (eat) well at the moment and the pain (5) _____ (disappear) so I feel a bit better. Mum (6) _____ (bring) me home from the hospital this morning, but she (7) _____ (go) to work a couple of hours ago. How's the project going? (8) _____ you _____ (finish) it yet?
I (9) _____ (do) some work in hospital, but not a lot. Call me when you've got a minute!
I (10) _____ also _____ (email) Karen, so you could both come round after school.
Love
Cathy x

Vocabulary

1 Write the names of the parts of the body.



1 _____ 2 _____ 3 _____

4 _____ 5 _____

2 Put the letters of the words in bold in order to find words connected with health.

1 I can't shout because I've got a **rose** throat.
2 Please take a seat in the **ingtawi moor** and the nurse will call you.
3 He had a skiing accident and he's got a **krenbo** arm.
4 When there's an accident, it's good to know **trifs dia**.
5 People who get a bad cold often have a bad **gochu**.
6 Lots of people at school have caught a **survi**.
7 I can't get up because I've got **chackeab**.

3 Match the verbs (1–9) with their objects (a–i).

1 break	a an old diary
2 take	b your speaking
3 work out	c a mistake
4 translate	d an arm
5 investigate	e an answer
6 make	f a crime
7 catch	g a cold
8 practise	h a word
9 come across	i an exam

5 TV addicts

Vocabulary

1 Find eight types of TV programme in the word search. Then write them under the correct pictures. Two types of programme do not have a picture.

Z	Z	H	N	E	Q	I	M	W	Y	R	Q	C
C	F	F	I	L	M	E	O	F	K	S	M	A
H	F	C	X	Z	G	H	W	T	T	M	G	R
A	E	T	Y	D	S	A	R	U	H	S	K	T
T	E	F	F	E	M	E	O	K	E	W	G	O
S	Q	W	M	A	V	V	R	N	N	H	R	O
H	D	A	R	D	L	P	W	E	E	Y	E	N
O	G	D	A	A	N	X	I	O	W	T	A	C
W	J	Q	C	P	L	P	X	O	S	X	H	Y
D	O	C	U	M	E	N	T	A	R	Y	Z	W



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

2 Complete the TV words with the missing vowels (*a, e, i, o, u*).

1 ch_nn_ls
2 sw_tch _ff
3 r_m_t_
4 s_r_ _s
5 t_rn _n
6 l_v_

3 Complete the sentences with words from 2.

1 ABC, CBS and Fox are American TV _____.
2 *Game of Thrones* and *CSI* are popular TV _____.
3 When you don't want to watch the TV, switch it _____.
4 When people are bored, they often _____ the TV on.
5 I don't want to watch this programme, but I don't want to get up. Pass me the _____ control.
6 Some chat shows are _____ programmes and you never know what will happen.

4 Put the letters in order to make adjectives describing TV programmes.

cryas fromvinetia ginmov nuyfn
ringbo rolpupa wulfa igixectn

1 s_____
2 i_____
3 m_____
4 f_____
5 b_____
6 p_____
7 a_____
8 e_____

VOCABULARY EXTENSION

5 Match the words to make new words and phrases about TV.

1	breaking	a	episode
2	sports	b	readers
3	chat show	c	break
4	news	d	host
5	advert	e	news
6	first	f	commentators

6 Complete the sentences with collocations from 1.

1 We watched the _____ of the new series and it was amazing.
2 Listen! There's some _____ about the missing ship.
3 I admire those _____. They're so calm, even if the news is really bad.
4 I often can't understand _____ because they speak so quickly.

Reading

1 Look at the picture and answer the question. Then read the article to check your answer.

What do you think the picture shows?

a people watching an advert for televisions
b people watching a talent competition
c people watching an art exhibition

The way forward

Television is still one of our most popular forms of entertainment. It's cheap and it is both informative and fun. It also brings people together. Many friends and families still watch a show or a soap together, or enjoy live sports programmes together. TV gives people something to talk about at school and at work and it often gets us talking about important issues. However, television – like everything else in the world today – is changing.

The most important influence on television recently has been technology. Computers and the Internet have completely changed the way we get information. They are now changing the way we get our entertainment. Watching films and videos online is becoming more and more popular. PCs, tablet computers and smartphones are now much cheaper than ever before and people are choosing them as their 'first screens.' Today, because life is getting faster and faster, our mobile screens are the best way to watch programmes anywhere we like – in our bedrooms, on trains and buses – even on the beach.

Because of this, TV companies are quickly changing the way they make shows in order to give the viewers what they want. Experts believe that even in our advanced technological world, people still want to watch programmes in real time and feel a part of what they are watching. An important reason for this is social networking sites, like Twitter and Facebook. People love to watch something at the same time as everyone else and then tweet about it or post comments. During a recent *Oscars* ceremony in the US, over 5 million people posted more than 19 million tweets. And over 37 million people read those tweets! And in the UK a popular game show called *Million Pound Drop* finds its contestants on social networking sites. The programme makers discovered that more than 12% of the 2.5 million viewers were answering the quiz questions online at the same time as the contestants.

This interaction between viewers and live programmes is definitely going to increase in the future. TV shows have been interactive for quite a long time. Viewers are able to vote by phone or online for contestants in talent shows. Also they can often predict or react to what happens in the show itself. Sometimes viewers can influence the ending of a drama or soap. This will be more frequent in the future. In Israel there is a talent show called *Rising Star* where there is a video wall between the studio audience and the singers. When viewers vote, their faces appear on the video wall. If the singer gets 70% of the votes, the wall rises.

The next few years will bring a lot of changes to how we get our entertainment. One thing is sure … it's going to be a very interesting journey for the viewers!



2 Read the article again. Choose the best answers.

1 Paragraph 1 tells us that people …
  a prefer to watch sport live rather than on TV.
  b enjoyed TV more in the 1950s.
  c discuss things they see on television.
2 Television is changing because a lot of viewers …
  a don't like the programmes on TV today.
  b like using their mobile devices.
  c have more than one TV in their homes.
3 Why is real time TV still popular?
  a It isn't difficult to get it on tablets and smart phones.
  b Viewers like to chat about the shows online.
  c The TV shows are improving.
4 *Million Pound Drop* uses the Internet …
  a to see how many people are watching.
  b to find good quiz questions.
  c to find people for the show.
5 In one new TV show …
  a the studio audience chooses the winner.
  b the viewers change the show as it goes on.
  c people who don't vote can't see the end of the show.

STUDY SKILLS

Why can it be useful to set yourself a time limit the first time you read a text?

STUDY SKILLS ➤ page 85

CRITICAL THINKING

3 Are the sentences facts (F) or opinions (O)?

1 TV programmes today are more interesting than those ten years ago. F / O
2 More than 37 million people read tweets about the *Oscars* ceremony. F / O
3 Viewers can change the ending of some dramas. F / O
4 Interactive TV programmes will be exciting for viewers in the future. F / O

4 Match the underlined words in the article with the meanings.

1 a person in a competition _____
2 communication/talking to people _____
3 a comment on Twitter _____
4 happening at the moment _____
5 topics/problems _____
6 a person who watches TV _____

Grammar in context

1 Complete the table with the adjectives in the box. Then write the comparative and superlative forms.

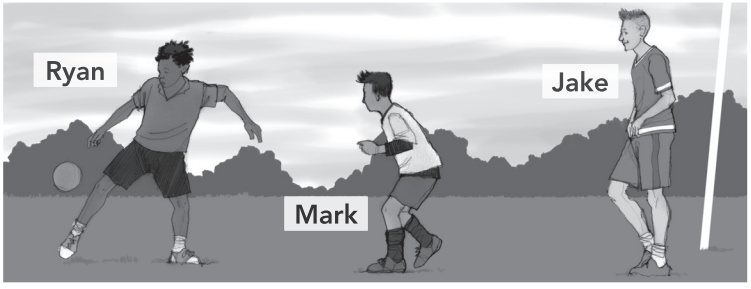
boring • easy • fit • good • ~~small~~

Adjective	Rule	Comparative	Superlative
(a) *small*	one-syllable adjectives, add *-er* or *-est*	*smaller*	*the smallest*
(b) _____	one-syllable adjectives which end in one vowel + one consonant, double the last consonant and add *-er* or *-est*	_____	_____
(c) _____	two-syllable adjectives ending in *-y*, omit *-y* and add *-ier* or *-iest*	_____	_____
(d) _____	adjectives with two syllables or more, use *more* + the adjective or *the most* + the adjective	_____	_____
(e) _____	irregular adjectives with no set rules	_____	_____

2 Complete these sentences with the comparative or superlative form of the adjectives given.

1 Smartphones are now _____ (cheap) than before.
2 This year is _____ (hot) than last year.
3 This will be _____ (frequent) in the future.
4 London is _____ (far) from Moscow than Berlin.
5 That was the _____ (bad) day of my life!
6 Television is one of the _____ (popular) forms of entertainment.
7 The _____ (important) influence on television recently has been technology.
8 Tablets are _____ (good) than laptops.

3 Look at this information about Jake, Mark and Ryan. Then complete the sentences with the comparative or superlative form of the adjectives given.



name	tall	talkative	good at sport
Jake	★★★	★	★
Mark	★	★★★	★★
Ryan	★★	★★	★★★

1 Mark *is shorter than* (short) Jake.
2 Jake _____ (tall) Ryan.
3 Jake _____ (tall).
4 Mark _____ (talkative) Ryan.
5 Ryan _____ (good at sport) than Jake.
6 Ryan _____ (good at sport).

4 Rewrite the sentences using comparatives and superlatives. Do not change their meaning.

1 No boy is taller than Jamie in this class.
Jamie is *the tallest boy in this class*.
2 A bike is lighter than a motorbike.
A motorbike is _____.
3 Becky is older than everybody in this class except Matthew.
Matthew is _____.
4 No one in the 20th century was more intelligent than Einstein.
Einstein was _____.
5 My bedroom is bigger than my brother's bedroom.
My brother's bedroom is _____.
6 I think a Peugeot 507 is good, but a Ferrari is very good.
I think a Ferrari is _____.

GRAMMAR CHALLENGE

5 There is a word missing in each sentence. Write an appropriate word in the correct place.

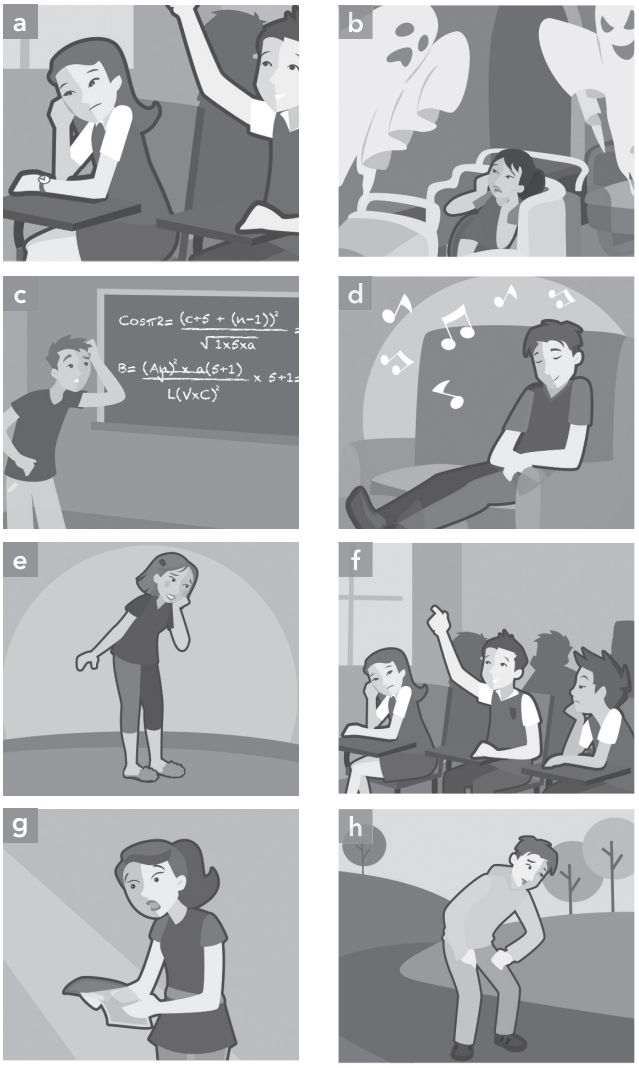
1 Watching sports live is more exciting watching it on TV.
2 *The X Factor* is popular than any other talent show.
3 Which is scariest film you've seen?
4 The news programme at eight is longer the news at ten.
5 There aren't good programmes on TV tonight.
6 Jasmine is best newsreader on TV.
7 This is the most exciting film I ever seen.
8 I've had a smartphone three months.

I can use the comparative and superlative form of adjectives

Developing vocabulary and listening

1 Complete the sentences about the pictures. Use the *-ed* or the *-ing* form of these adjectives.

bored • confused • embarrassed • frightened
interested • relaxed • surprised • tired



a She thinks the lesson _____.

b She _____ of the ghost train.

c He thinks maths _____.

d The music _____.

e She _____ that she wore her slippers to school.

f He _____ in the lesson.

g The letter _____.

h He _____ from the race.

2 17 Listen to the people talk about different events and match the events (1–4) with the speakers (a–d).

1 an evening watching a documentary	a Lily
2 a charity event	b Ben
3 a trip to the cinema	c Sue
4 a visit to the theatre	d Sarah

3 17 Listen again and choose the best answers.

1 How did Lily feel?
a confused b embarrassed c disappointed

2 How did Ben feel?
a surprised b interested c tired

3 Sue thought the hotel was …
a boring. b relaxing. c interesting.

4 Sarah thought the film was …
a disappointing. b moving. c boring.

VOCABULARY EXTENSION

4 Match the *-ing* adjectives (1–6) with their synonyms or explanations (a–f). Use your dictionary if necessary.

1 depressing ___
2 disgusting ___
3 exhausting ___
4 worrying ___
5 terrifying ___
6 amazing ___

a very tiring
b horrible, very bad
c very sad
d very good or surprising
e making you unhappy because you think of problems or bad things
f very frightening

5 Write the *-ed* form of the adjectives (1–6) from 4. Check your answers in your dictionary if necessary.

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

6 Complete the sentences with *-ing* or *-ed* adjectives from 4 and 5.

1 Yuck! I think eating insects is _____.

2 I haven't slept for two nights. I'm _____.

3 This programme is very _____. It's all about the terrible problems in the world.

4 She hasn't studied. Now she's thinking about her exams and she's very _____ about them.

5 I'm really afraid of high places so the idea of going up that mountain is _____.

6 John was _____ when he passed the exam. He didn't study at all.

I can form adjectives with the ending *-ing* and *-ed*

Grammar in context

1 Complete the rules with the words in the box.

as … as • not as … as (x2) • less … than (x2) more … than

1 We use _____ to say that two things, people or situations are similar.

2 _____ and _____ have a similar meaning.

3 _____ and _____ are the opposite of _____.

2 Compare the two things using the adjective and *less … than* and *(not) as … as*.

1 Italy ➔ big ➔ Russia.

_____

2 Hamsters ➔ dangerous ➔ snakes.

_____

3 The River Thames ➔ long ➔ the Amazon.

_____

4 A kilo of gold ➔ heavy ➔ a kilo of rice.

_____

5 Chocolate ➔ expensive ➔ caviar.

_____

3 Complete the sentences with the correct words.

1 He's 50. He's _____ old to be a professional football player.

2 When you're 14, you aren't old _____ to drive.

3 I can't buy that computer. It's £600 and I've only got £450. It's too _____.

4 She plays the guitar really well. She's _____ enough to become a professional musician.

5 Those shoes are size ten and your feet are size eight. They're too _____ for you.

4 Rewrite the sentences using *too* or *not … enough*.

1 He's too young to vote.

He _____.

2 I'm not rich enough to buy that.

I _____.

3 Megan isn't tall enough to close the top window.

Megan _____.

4 Her car is too slow to win the race.

Her car _____.

5 That documentary is too boring to watch twice.

That documentary _____.

5 Rewrite the answers using *too* or *not … enough* in the correct place in the sentence.

1 Why don't you go to school now?
Because it's early. ➔
Because it's too early.

2 Why isn't she a professional pianist?
Because she isn't good. ➔
_____

3 Why can't you ride a motorbike?
Because I'm 14 – I'm not old. ➔
_____

4 Why can't you finish reading that book?
Because it's got 800 pages – it's long. ➔
_____

5 Why don't people swim in the Arctic Ocean?
Because the water isn't warm. ➔
_____

6 Why can't you go to New Zealand?
Because the flight is expensive. ➔
_____

STUDY SKILLS

When you do a grammar exercise there are two main things to think about. What are they?

STUDY SKILLS ➤ page 85

GRAMMAR CHALLENGE

6 Put the words in order to make sentences.

1 Children not vote old are enough to
_____

2 Bicycles expensive are motorbikes than less
_____

3 only seats few There left a are
_____

4 as tigers Dolphins dangerous are as not
_____

5 is long Nile the not Thames as The as
_____

6 a you the of programme about lot got information Have ?
_____

7 ill stage was actor to The on too go
_____

8 man yesterday we He's who met the
_____

I can use *less … than, (not) as … as, too* and *(not) enough*

Developing speaking

1 18 **Listen to the dialogue and complete the expressions.**

1 Why _____ we do something?
2 Good _____!
3 Me _____.
4 _____ we go shopping?
5 I'm not _____.
6 I know what you _____.
7 How _____ taking your dog for a walk?
8 But _____ about the weather?
9 I know, _____ call Maddy.
10 _____! She might invite us over.

2 **Put the words and phrases from 1 into the correct columns.**

Make a suggestion	Respond – *no/ maybe*	Respond – *yes*

3 **Put the dialogue in the correct order.**

___ B: OK. Where shall we go?
___ A: It's not hurting much now … but I don't want to make it worse. Let's go shopping then!
___ B: I'm not sure – I don't really like Johnny Depp.
___ A: How about going to the cinema? The new Johnny Depp film is on.
___ B: Great. I need to get a present for Dan!
___ B: Good idea, but it's closed on Sundays, remember?
___ A: You're right. Then why don't we go dancing?
___ A: It would be nice to go out tonight.
___ A: OK. How about going to the Salad Social for dinner?
___ B: But what about your ankle – you hurt it last week.

4 æ 19 **Put these words into the correct columns. One word has a sound that is different. Which one is it? Listen and check.**

air • am • ankle • at • game • haven't • made
Maddy • play • rain • sale • shall • taking

/eɪ/	/æ/

5 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think the people are feeling? Why?

6 20 **Listen to a student talking about the photo. Complete the text.**

There are four girls in the photo and they're (a) _____ at something. They're all teenagers and three of them are (b) _____ very close together on the sofa. One girl is holding something in her hand. I imagine it's a (c) _____ _____ for a television or maybe for a game? I think it's for a television and they're watching it together. They (d) _____ very interested in the programme and I think something exciting is (e) _____ on the screen because they are watching very (f) _____! I think they're enjoying the programme and want to see what happens (g) _____.

7 **Now look at the second photo and answer the same questions.**

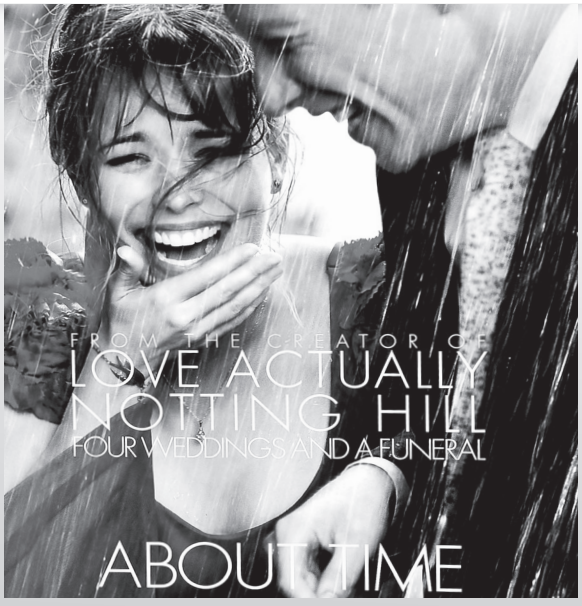


Developing writing

1 Read the film review and tick (✓) which things (a–j) the writer mentions.

a her opinion ☐
b the actors ☐
c the story of the film ☐
d the prizes it won ☐
e when it was made ☐
f other films the director has made ☐
g the director ☐
h the place it was filmed ☐
i a recommendation ☐
j other films the actors have been in ☐

FILM review ★★★★★



My favourite film from the last few years is *About Time*. It's a British film which was directed by Richard Curtis and stars Bill Nighy and Rachel McAdams. It came out in 2013. I saw it at the cinema, but you can get the DVD or watch it online today.

About Time is a romantic comedy, like Richard Curtis' other famous films – *Notting Hill* and *Love Actually*. It's about a young man who can travel back in time and try to change what happens in his life. His ability to travel through time causes lots of problems and of course he makes lots of mistakes. However, in the end he meets and falls in love with a beautiful girl.

Personally, I love this film because it's clever, and it made me laugh and cry! It teaches us how to be happy with our lives even when things go wrong. I think the music in it is fantastic, too. It also shows us a lot of interesting places in London, including a restaurant where you eat in complete darkness! In my opinion, it's good for a film to be both entertaining and informative.

I would recommend *About Time* to everyone. It's funny, interesting and it makes you think. As far as I'm concerned, it's one of the best films I've ever seen.

2 Complete the expressions in the review.

1 _____, I love this film.
2 I _____ the music in it is fantastic.
3 _____, it's good for a film to be both …
4 I _____ *About Time* to everyone.
5 _____ I'm concerned, it's one of the best …

3 Match the paragraphs (1–4) with the information (a–d).

Paragraph 1 ___
Paragraph 2 ___
Paragraph 3 ___
Paragraph 4 ___

a description of the film
b information about the actors, director and when it came out
c if the writer thinks others should watch it
d the writer's own opinion and reasons

4 Write a review of a film you have seen recently. Use expressions to show your opinion and your reasons. Divide your review carefully using the paragraph plan.

Revision: Units 1–5

Grammar

1 Complete the sentences with the correct comparative form of the adjectives given.

1 Greece is usually _____ than the UK. (hot)
2 I think Sam is _____ than Jake. (thin)
3 She was the _____ player in the team. (good)
4 That's the _____ thing I've ever seen. (silly)
5 Greg is the _____ person I know. (intelligent)
6 Do you think rain is _____ than snow? (bad)

2 Rewrite the sentences using the words given. Do not change the meaning.

1 Love is more important than money.
Money _____. less
2 I think that biology is easier than maths.
I think that maths _____. as
3 We aren't old enough to see that film.
We're _____. too
4 It's too cold to swim in the sea today.
It's _____.enough
5 Carla's sister is very clever and Carla is very clever.
Carla is _____. as
6 He is too slow to win the race.
He _____. fast

3 Circle the correct alternative.

1 I haven't seen Jim *for/since* three years.
2 Mrs Jones is the teacher *what/who* taught me art.
3 The other students aren't as tall *like/as* Tom.
4 Can you tell me how *much/many* that meal costs?
5 This is *a/the* best book I have ever read.
6 I haven't finished my homework *already/yet*.
7 There weren't *some/any* students at the party.
8 It's *enough/too* hot for me to drink.
9 I've *ever/never* been to the US.
10 I*'m thinking/think* your new television is brilliant.

4 Find and correct a mistake in each sentence.

1 Sorry, I can't talk at the moment because I work.
_____
2 How long are you live in this road?
_____
3 There are a lots of good programmes on tonight.
_____
4 I saw you in the kitchen earlier! What did you do?
_____
5 The book what I like best is a detective story.
_____

Vocabulary

1 Complete the types of programme with the missing vowels (*a, e, i, o, u*).

1 g_m_ sh_w
2 c_rt__n
3 d_c_m_nt_ry
4 _dv_rt
5 c__k_ry pr_gr_mm_
6 dr_m__

2 Match the adjectives in the box with the definitions. There are more adjectives than definitions.

confused • confusing • funny • interested
interesting • relaxing • scary • surprised
surprising

1 It's when something makes you laugh. _____
2 It's how you feel when something happens, but you didn't know it was going to happen. _____
3 It's when something makes you want to know more. _____
4 It's when something makes you feel frightened. _____
5 It's how you feel when you don't understand something or a situation. _____
6 It's when something helps you to rest and feel good. _____

3 Find the words.

1	Family members:	unisoc	whenep
2	Nationalities:	snauris	urktshi
3	Stages of life:	dhocdlioh	hadte
4	Crimes:	acrypi	grubyarl
5	Parts of the body:	butmh	enek
6	Illnesses:	ursiv	dolc

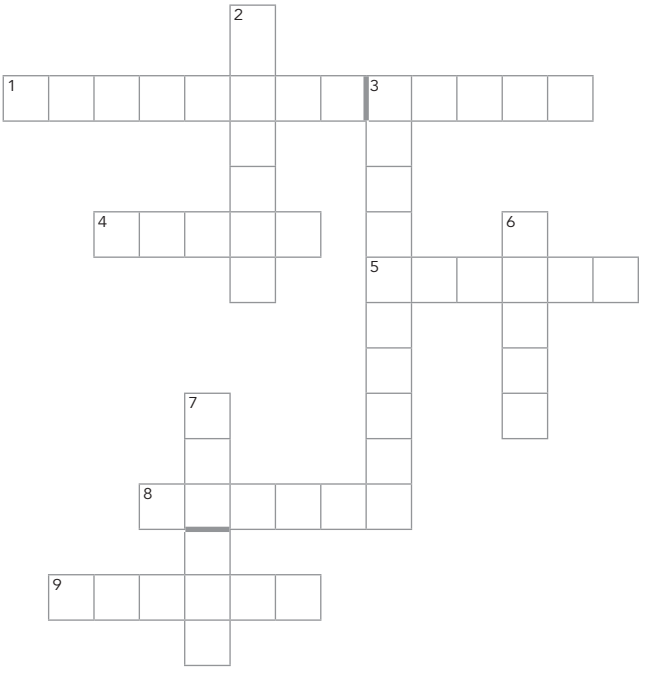
4 Complete the sentences with the correct words.

1 Before you see the doctor you have to sit in the w_____ room.
2 At school they teach us how to do first a_____ in case we need to help someone.
3 Four of my answers in the last exercise were i_____. I only got two right.
4 My uncle isn't old. He's just middle-a_____.
5 I've got a headache. Have you got any p_____?

6 Planet Earth

Vocabulary

1 Complete the crossword.



Across

1 a long line of very big hills
4 a long turning flow of water
5 an area with a lot of trees, plants and animals
8 an area with a lot of sand, but not many plants and almost no water
9 a piece of land with water all around it

Down

2 an area between two hills
3 similar to 5 across, but here it rains a lot
6 an area next to the sea with sand, where some people go to spend their holidays
7 a big, cold area that covers the land and sea around the North and South Pole

2 Complete the environment words with the missing vowels (*a, e, i, o, u*). Match them to the correct pictures.

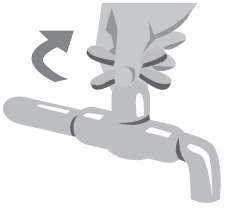
a dr_ _ght
b fl_ _d
c gl_b_l w_rm_ng
d gr_ _nh_ _s_ _ff_ct
e _z_n_ l_y_r
f r_cycl_
g s_v_ w_t_r
h w_st_ w_t_r



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

VOCABULARY EXTENSION

3 Complete the sentences with these prepositions.

after • away • down • in • up • out • out

1 We throw _____ too much rubbish these days.
2 Soon we are going to run _____ of oil for energy.
3 If we cut _____ too many trees in the rainforest, it can cause problems for the environment.
4 We are building more houses in the countryside and some plants and animals are dying _____.
5 The government needs to invest money _____ renewable energy sources.
6 If we don't look _____ the environment, we won't have a good life in the future.
7 Companies need to come _____ with new ways of producing cleaner energy.

I can talk about geographical features and the environment

Reading

1 Look at the picture and answer the question.

Why do you think the beefburger is important? Read the article to check your answer.

a It's a new recipe. b It's a new form of cooking. c It's a new type of meat.

The world's most expensive burger

1 **Many chefs today use science to help them create new and exciting recipes. Recently, a top chef cooked a very special beefburger in London and there were pictures and stories in the newspapers about it. But the meal wasn't for a restaurant or cookery book – it was an example of how to solve a growing problem. And the beef in the burger wasn't from a cow – it was from a science laboratory!**

2 The world's population is growing fast and by 2060 it will be about 9.5 billion. There is a lot of concern about food. How are we going to provide enough food for everyone? Most people want to have meat in their diet, but if we continue to eat as much meat as we do now, this will definitely be a big problem because it will have an impact on the environment. Firstly, keeping the number of animals that we'll need will increase pollution enormously. It will produce about fifty percent of the amount of pollution that comes from all the planes, cars and other forms of transport. This is because cows produce many different types of gas that are bad for our atmosphere, like methane and ammonia. These cause global warming and acid rain. And secondly, we won't have enough space or water for all the animals – certainly not enough to give them a good quality of life, which is important.

3 Obviously, the easiest answer might be for people to eat less or stop eating meat. Unfortunately, this is probably not going to happen. Most people want to have meat in their diet. Experts say that this is because meat was originally very important in early human development. The calories in cooked meat helped us grow bigger brains! So, the attraction of meat is still part of our nature. This means that we will need to find another way to solve the problem.

4 This is why the beefburger created in London was so important. Scientists today are trying to grow artificial meat in laboratories. They are aiming to produce a food that tastes exactly like beef, lamb or chicken and the beef burger was their first finished product. However – there is still a lot of work to do. The person who ate the burger thought it was quite dry and not very tasty. Also – it cost €250,000. Let's hope the price goes down a lot more before they go on sale at the supermarket!



2 Read the article again and circle the correct alternative. Write the number of the paragraph where you found the answer.

1 The beefburger in London *was/wasn't* the first of its type. ___

2 Animals *contribute/don't contribute* to pollution. ___

3 Meat *was/wasn't* very important in the human development. ___

4 The world's population will *keep getting bigger/stay the same*. ___

5 They hope that future meat *will/won't* have a similar taste to beef and chicken. ___

6 The beefburger in London *attracted/didn't attract* a lot of publicity. ___

CRITICAL THINKING

3 Which of these ideas does the writer agree with? You can choose more than one.

a People will stop eating meat. ☐

b We should limit population growth. ☐

c Animals should have a good quality of life. ☐

d All beefburgers are very tasty. ☐

e We can't continue to produce meat in the same way as we do now. ☐

f Meat needs to be cheap enough for people to afford it. ☐

4 Match the underlined words in the article with the meanings.

1 people's characteristics and behaviour _____

2 decreases _____

3 not real _____

4 very much _____

5 nice to eat _____

Grammar in context

1 Complete the sentences with the correct form of *be going to* or *will*.





Next week I _____ _____ see my favourite group in concert. I've already got my ticket.



It _____ be my 16th birthday next week.



We think that the economy _____ get better soon.



It looks like it _____ be hot today.

2 Complete the rules with *be going to* or *will*. Then match them with the sentences from 1.

a We use _____ to make predictions based on some sort of evidence. ___

b We use _____ to make a general prediction, often after verbs like *think*, *hope* or *expect*. ___

c We use _____ to talk about an objective truth in the future. ___

d We use _____ to talk about plans or intentions. ___

e We use _____ for decisions that we make at the moment of speaking. ___

3 Circle the correct alternative.

1 A: The phone is ringing.
B: I'*m going to*/'*ll* get it.

2 A: Do you want to come to a party on Saturday?
B: I can't. My family and I *are going to*/*will* go to London for the weekend.

3 How old *are you going to*/*will you* be next birthday?

4 He's putting his coat on. He *'s going to*/*will* go out.

5 It's cold in here. I'*m going to*/'*ll* close the window.

4 Match the sentences (1–8) with the symbols (a–e).

1 Perhaps it'll rain. ___
2 It definitely won't rain. ___
3 It may rain. ___
4 It's possible that it'll rain. ___
5 It might rain. ___
6 It'll probably rain. ___
7 It probably won't rain. ___
8 It'll definitely rain. ___

a  = Yes, certain.

b  = Yes, more or less certain.

c  = Maybe yes, maybe no.

d  = No, more or less certain.

e  = No, certain.

5 Put the words in order. Then give a percentage of certainty for each, 50, 80 or 100.

1 team the win our Perhaps competition will .
_____ = _____%

2 tonight won't It probably cold be .
_____ = _____%

3 will finish my homework soon I definitely .
_____ = _____%

4 out tomorrow She won't definitely go .
_____ = _____%

5 do the They week may exam next .
_____ = _____%

6 this My probably call brother will afternoon .
_____ = _____%

GRAMMAR CHALLENGE

6 Find and correct nine mistakes in the text.

I'm not feeling very well so I won't definitely go swimming this evening. Mum is made me an appointment and I'll see the doctor this afternoon. He will tell me to stay in bed – I'm not sure. I'll expect Miss Jones will give back our homework in class tomorrow. May you collect mine for me, please? I definitely will be at home this evening and I'll probable be in bed – so I'll phoning you then.

Developing vocabulary and listening



1 Look at these possible meanings for *get*. Rewrite the sentences by omitting *get* or *get to* and using the correct form of the words in the box.

arrive (at) • become • bring • obtain/buy • receive

1 When do you get angry?
When do you become angry?

2 How many emails do you get a week?

_____

3 What time do you usually get to school?

_____

4 Do you get presents for your parents when it's their birthday?

_____

5 Are you going to get something to eat or drink on the way home after school?

_____

6 Does your bedroom get hot in the summer?

_____

7 What time do you usually get home after school?

_____

8 Do you get tired of watching TV?

_____

9 What did you get for your last birthday?

_____

10 Have you ever got a famous person's autograph?

_____

11 Please get me the pen that's on the table.

_____

2 21 Listen to the dialogue and answer the question.

What is the girl's project about?

a how climate change is caused
b how to reduce climate change
c how to deal with climate change

STUDY SKILLS

What's your main objective the first time you listen to a listening text?

STUDY SKILLS ➤ page 85

3 21 Listen again and complete the sentences from the dialogue. Use the words in the box to help you.

annoyed • energy • good signal • homework
information • permission • work • worse

1 Yesterday we _____ from Miss Barber.
2 My dad works for a company that looks at different ways of _____ from the wind and the sea.
3 The situation is _____.
4 They have to _____ from people to build wind farms.
5 My dad _____ when people refuse.
6 Perhaps your dad can _____ and pictures.
7 If I go online where I live, I _____.
8 He'll email you some information when _____.

VOCABULARY EXTENSION

4 Match the phrasal verbs (1–5) with their meanings (a–e). Use your dictionary if necessary.

1 I get up at seven o'clock every day. ___
2 I get back from school at five o'clock. ___
3 I got out of the meeting just before lunch. ___
4 I'm getting behind with my project. I've only done half of it and I need to give it in tomorrow. ___
5 Why don't we get together at the weekend? ___

a return
b spend time together
c leave
d leave your bed after sleeping
e do something slower or later than necessary

Grammar in context

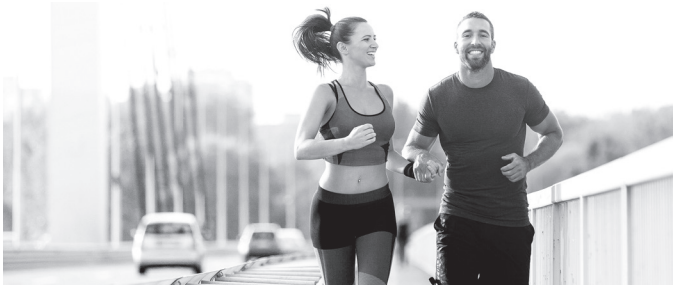
1 Circle the correct alternative to complete the rules.

1 We use the zero conditional to talk about *a specific, unique situation/something that is generally true*.
2 We use the present simple in *one half/both halves* of the sentence.

2 Match the halves to make sentences.

1 If you go online at my house, ___
2 If you run as fast as you can, ___
3 If you write too quickly, ___
4 If you read the newspaper every day, ___
5 If you look regularly at your vocabulary list, ___
6 If you work on a computer all day, ___
7 If you refuse to have wind or solar farms, ___

a you know what's happening in the world.
b you don't help the environment.
c your eyes sometimes hurt.
d you often make mistakes.
e you remember words more easily.
f you don't get a good signal.
g you get tired very quickly.



3 Circle the correct alternative to complete the rules.

1 We use the first conditional to talk about *possible/impossible* situations and their consequences.
2 We use *the present simple/will* in the half of the sentence with *if*.

4 Circle the correct alternative.

1 If we *make/will make* changes now, the weather in the future *won't be/isn't* so bad.
2 She *doesn't/won't* come tonight if you *don't/won't* invite her.
3 If our car *doesn't/won't* work tomorrow, my dad *takes/will take* it to the garage.
4 If you *need/will need* help next week, I *come/will come*.
5 The police *arrest/will arrest* him tomorrow if they *find/will find* evidence.
6 If you *play/will play* that song again, I *go/will go* mad.
7 If she *doesn't/won't* play in the next match, her team *loses/will lose*.

5 Write sentences in the first conditional using the prompts below.

1 If/he/have a problem/he/speak to the teacher.
_____
2 I/go to the doctor/if/my hand/hurt tomorrow.
_____
3 He/not be happy/if/he/miss the bus.
_____
4 If/my sister/go to music lessons/my mum/buy her a guitar.
_____
5 If/you/see the film tomorrow/you/know how the story ends.
_____
6 The teacher/give me a bad mark/if/I/not give her my homework.
_____
7 You/not see me/if/you/come late.
_____
8 If/you/not switch off your mobile phone/people/get angry.
_____
9 The picnic/be a disaster/if/the weather/be bad.
_____
10 If/we/not go to the shops/we/not have enough food.
_____

GRAMMAR CHALLENGE

6 Complete the sentences with the correct form of the verbs given.

1 If Michael _____ (not come) soon, I _____ (go) home.
2 I _____ just _____ (see) the weather forecast and it _____ (rain) tomorrow.
3 When I _____ (wake) up during the night, the wind _____ (blow) very hard.
4 We _____ (go) to the beach on Saturday, but I'm not sure. If my dad _____ (not work), we _____ (definitely go).
5 Our class _____ (watch) a documentary about climate change next week. The teacher thinks it _____ (be) very interesting for us.

Developing speaking

1 22 **Listen and complete the dialogue with the words in the box.**

about • don't • fancy • great • how
OK • shall • up

Katie: What are you (a) _____ to tomorrow?

Tom: Nothing really. What (b) _____ you?

Katie: Nothing planned. Do you (c) _____ going to the Planet Earth exhibition in town?

Tom: Sure. What time (d) _____ we meet?

Katie: (e) _____ about half past ten?

Tom: Fine. Why (f) _____ we meet at the bus stop next to my house?

Katie: (g) _____, but where shall we meet if it rains?

Tom: Come straight to my house.

Katie: Good idea. I'll see if Amy wants to come.

Tom: (h) _____! See you tomorrow.

2 **Complete the list with phrases from the dialogue.**

Asking about somebody's plans

a _____

b Do you _____?

Arranging to meet

c What time _____?

d _____

e _____

Responding to plans and arrangements

f _____

g _____

h _____

3 æ 23 **Read the questions. Which sentences go up at the end? Listen and check.**

1 What are you up to tomorrow?
2 What about you?
3 Are you up to anything tonight?
4 Where shall we meet?
5 What time shall we meet?
6 Do you like art exhibitions?
7 How about half past ten?
8 Why don't we meet at the bus stop?
9 Do you fancy going to an exhibition?

4 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**

1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think the people are feeling? Why?



5 24 **Listen to a student talking about the photo. Complete the text.**

There are two people in the picture. I think they're friends and they're (a) _____ together. They're in the (b) _____ and it looks very beautiful. In the (c) _____ there's a lake or a river and they are cycling on a track going (d) _____ it. There are some mountains (e) _____ the background and the weather (f) _____ very good. The people are perhaps (g) _____ a cycling holiday or perhaps they're cycling at the weekend for (h) _____.
I think they're enjoying the activity. It's good to see lovely countryside and it's good to be (i) _____, too.

6 **Now look at the second photo and answer the same questions.**



Developing writing

1 Complete the table by putting the linkers in the correct place.

Finally • Firstly • Furthermore • However
Nevertheless • Next • What's more

Sequence	Addition	Contrast

2 Read the letter in the newspaper. Which reason for objecting to a new airport is not mentioned?

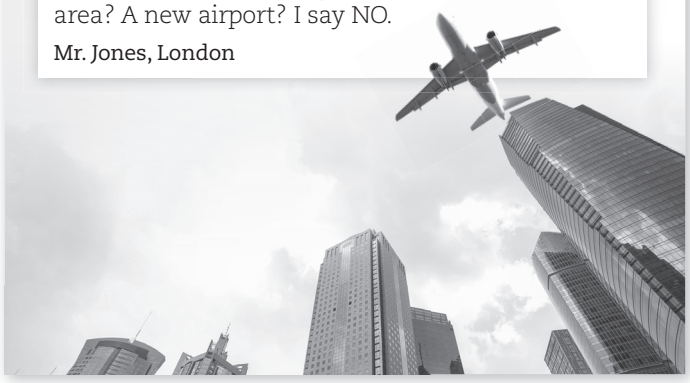
a pollution
b increased traffic
c cost
d loss of countryside

LETTERS TO THE EDITOR

Not another airport!

Let's make it clear right from the start. The government wants to build a new airport here in the city, but I am totally against the idea. Doesn't the government realise that another airport means more planes, and more planes mean more pollution? That means air pollution and noise pollution. And what about the people who live in the area where they want to build this new airport? How will they live with all this pollution from the sky? And how will they live with all the road traffic that this airport will bring to the area? A new airport? I say NO.

Mr. Jones, London



3 Complete the sentences from a reader's letter with the correct alternative.

1 I agree with Mr. Jones. *Firstly/However*, there will be a lot more pollution from the planes. *Next/Nevertheless*, life for people who live in the area will be terrible because of the traffic. *Next/Finally*, if they build an airport like this, it will cost a fortune!

2 Some people say that we need more airports. *Furthermore/However*, I don't agree with this idea. People don't need to travel so much because we use the Internet to have international meetings and things like that. *Next/What's more*, we could spend the money that we invest in airports on improving the roads.

4 Plan a letter to the newspaper about the idea for a new airport. Do not write complete sentences.

Paragraph 1: *Express your opinion and explain your main reason for it.* _____

Paragraph 2: *Give an additional reason for your opinion.*

Paragraph 3: *Finish with one final reason for your opinion.*

STUDY SKILLS

Read the letter again. Why is it important to divide texts into paragraphs when we write?

STUDY SKILLS ➤ page 85

5 Write your letter here. Use the linkers from 1.

Dear Editor,

I am writing in response to a letter about airports which appeared in your newspaper last Wednesday.

Firstly, _____

Next, _____

Finally, _____

I will be interested in hearing other readers' opinions on this question.

Yours faithfully,

_____

Revision: Units 1–6

Grammar

1 Circle the correct alternative.

1 I don't really know, but Joe *may/will* win the competition.
2 It *won't probably/probably won't* rain tomorrow.
3 They say it *is snowing/is going to snow* tomorrow because it's so cold.
4 The effects *will definitely/definitely will* be terrible.
5 Nobody is certain, but humans *will/might* travel to Mars in around 2050.
6 **A:** Someone's at the door! **B:** OK, I*'ll/'m going to* go.

2 Complete the sentences with the first or zero conditional form of the verbs given.

1 If she _____ (go) to London, she'll be able to see the London Eye.
2 She won't say anything if you _____ (tell) her a secret.
3 If you put snow in your hand, your hand _____ (get) cold.
4 If we have the chance, we _____ (travel) all around Europe next summer.
5 If you look directly at the sun, it _____ (be) bad for your eyes.
6 Sara _____ (do) well in tomorrow's exam if she _____ (think) carefully.

3 Rewrite the sentences using the word given. Do not change the meaning.

1 Anna might phone later and then we can go shopping together.
if
_____

2 This is my first visit to France.
never
_____

3 It's possible that we'll get our results tomorrow.
might
_____

4 Jack's bag wasn't as expensive as mine.
more
_____

5 What did your new laptop cost you?
much
_____

6 We've lived here for two years.
ago
_____

Vocabulary

1 Put the letters in order to find different geographical features.

1 leungj j_____
2 trsofe f_____
3 tesdre d_____
4 mintoanu grean m_____ r_____
5 lidnas i_____
6 cabhe b_____
7 layvle v_____
8 naceo o_____

2 Match the words in the box with the definitions. There are more words than definitions.

drought • flood • global warming
greenhouse effect • ozone layer • recycle
save • waste

1 when it rains a lot and rivers get too big _____
2 when you save old things to use the materials again _____
3 when you use things in an unnecessary way _____
4 the thing which protects the earth from the sun _____
5 when it doesn't rain and there is no water _____
6 when you stop using something or use very little _____

3 Find a synonym for *get* in these sentences.

1 I'll *get* your bag. _____
2 Can you *get* me a newspaper when you go to the shops? _____
3 She usually *gets* home early. _____

4 Match the sentences (1–5) with the follow up sentences (a–e).

1 I've got stomach ache. ___
2 That book is really informative. ___
3 The film will be repeated tomorrow. ___
4 A man burgled Dad's shop. ___
5 I made a lot of mistakes. ___

a I learned a lot.
b I ate too much.
c I got a bad mark.
d It's on channel three.
e The police have got a description.

7 Job hunting

Vocabulary

1 Complete the jobs with the missing vowels (*a, e, i, o, u*).













1 r_c_pt__n_st
2 b__ld_r
3 sh_p _ss_st_nt
4 m_ch_n_c
5 f_sh__n d_s_gn_r
6 j__rn_l_st

2 Look at the person in the photo. Do you think the sentences about her job are True (T) or False (F)?



1 She works with children. T/F
2 She works indoors. T/F
3 She does paperwork. T/F
4 She does manual work. T/F
5 She deals with the public. T/F
6 She travels a lot. T/F
7 She works with numbers. T/F
8 She works with a computer. T/F

3 Find personality adjectives in the word search and match them with the correct synonym or definition.

K	H	A	Z	L	Z	S	Z	F	N	G	W
X	F	R	M	Q	C	A	R	I	N	G	Z
I	C	M	D	B	R	V	I	O	M	K	C
K	R	R	R	E	I	C	R	L	F	E	L
B	E	M	E	P	J	T	A	D	S	W	E
U	L	T	P	A	S	C	I	G	B	A	V
W	I	K	O	E	T	G	L	O	G	Y	E
P	A	Q	O	X	D	I	K	Z	U	U	R
Y	B	F	W	T	N	F	V	W	W	S	Q
A	L	W	A	W	A	H	I	E	P	I	C
U	E	W	R	I	G	N	K	T	P	C	D
S	O	C	I	A	B	L	E	T	E	K	R

1 with lots of imagination and new ideas _____
2 healthy _____
3 can lift heavy things _____
4 intelligent _____
5 kind, helpful and sympathetic to other people _____
6 a friendly person who likes being with other people _____
7 somebody you can depend on _____
8 somebody who doesn't easily get excited, worried or angry _____
9 somebody who wants to be the best _____

VOCABULARY EXTENSION

4 Write the nouns for these adjectives.

1 ambitious _____
2 confident _____
3 reliable _____
4 creative _____
5 strong _____
6 fit _____

5 Complete the sentences with nouns from 4.

1 Even with all my _____, I couldn't lift it.
2 You need a lot of _____ to stand on a stage and talk to lots of people.
3 My _____ is to become a famous singer.
4 If I'm going to run in the marathon, I need to improve my _____.
5 My brother is an artist and his paintings show a lot of _____.

Reading

1 Look at the photo. What material do you think the woman is using to make the sculpture? Read the article to check your answer.

a gold b stone c cheese



A SMELLY JOB?

For most people, cheese is something you should eat to get your calcium. But not for Sarah Kaufmann. Sarah looks at cheese in a completely different way. She is one of a few people in the world who have a very unusual job. Sarah is a cheese sculptor from Wisconsin in the US. Sarah spends her days designing and carving cheese into statues! Sometimes these sculptures are enormous, like a 137-kilo gorilla she once created, or quite small – she also makes little sculptures, like violins, for weddings or other special events.

But how did she get such an unusual job in the first place? It's not the most common option when students are thinking about a career! Sarah was always an artistic child and she did an art course at college when she left school. She eventually became the creative director of a dairy company and she employed people to carve cheeses. She thought it would be a good way to promote the cheeses. Then, she decided to have a go at doing the sculptures herself and found she loved it. Sarah started carving cheese in 1981. By 1996, her sculptures were so popular that she had to give up her regular job and start sculpting cheese full time. Now she travels all over the world creating cheese sculptures for food fairs, supermarkets and other special events.

Carving cheese is not an easy job. Sarah has to first design the sculpture on paper. Then she must enlarge the drawings and copy them to make the sculpture. If it's very large or complicated the work might take up to ten days to finish! Sometimes she has to do this in front of an audience and she mustn't make a mistake. But Sarah rarely does. She's very good at her work. We imagine that a sculpture made of cheese won't last very long but surprisingly one of these can last up to seven or eight weeks. Of course it shouldn't be in a warm place. Sarah's cheese of choice for sculpting is Wisconsin cheddar because it's quite hard and salty and it doesn't have to be in a fridge. It's also very tasty. Sarah sometimes works long hours – 10 to 12 hours sculpting, but she keeps going. She doesn't have to stop work to eat either, because she can just eat the cheese!

But why do people make sculptures out of cheese? Apparently, it's all about educating and informing people of the benefits of eating cheese – an unusual form of advertising! But, it's much more interesting than a TV advert about cows and farms, isn't it? If I had the chance, I would love to try it! There's another professional job connected with carving food into sculptures and that's butter sculpture. Now, that might be a little more difficult!

2 Read the article again and decide if the statements are True (T) or False (F). Write down the number of the line where you found the answer.

1 Sarah creates sculptures of different sizes. T/F ___
2 Sarah wasn't interested in art when she was young. T/F ___
3 She has worked as a full time cheese sculptor since 1981. T/F ___
4 She became a cheese sculptor by chance. T/F ___
5 Sarah only works in the US. T/F ___
6 It sometimes takes Sarah ten days to finish even a simple sculpture. T/F ___
7 Sarah quite often makes mistakes when she's carving in front of other people. T/F ___
8 Cheese sculptures last longer than we think they do. T/F ___
9 Sarah creates cheese sculptures to encourage people to eat cheese. T/F ___

CRITICAL THINKING

3 Which of the statements are facts (F) and which are opinions (O)?

1 Cheese sculptures can last a long time in the right conditions. F/O
2 Cheese sculpture is more interesting than a TV commercial. F/O
3 There aren't many cheese sculptors in the world. F/O
4 Cheese sculpture is a form of advertising. F/O
5 Butter sculpture is more difficult than cheese sculpture. F/O
6 Wisconsin Cheddar is a good cheese for making sculptures. F/O

4 Match the underlined words in the article with the definitions.

1 an artistic object that you make by shaping different material _____
2 make bigger _____
3 cutting a shape _____
4 opportunity or possibility _____
5 try something _____
6 choice _____
7 a mineral in cheese that is good for bones _____
8 an area of work that you choose for your future _____

Grammar in context

1 Read the sentences and choose the alternative which describes the meaning of the sentence.

1 Wisconsin Cheddar doesn't have to go in the fridge. *obligation/no obligation*
2 Sarah has to enlarge the drawings. *obligation/prohibition*
3 You should eat cheese to get calcium. *recommendation/obligation*
4 A cheese sculpture doesn't have to be very big. *no obligation/prohibition*
5 You must try your best. *obligation/prohibition*
6 You shouldn't leave cheese in a warm place. *prohibition/advice*
7 You mustn't get distracted when you're carving. *no obligation/prohibition*



2 Write complete sentences using the prompts below and the correct form of *have to* or *don't have to*.

1 Normally teachers/wear a uniform.

2 Normally a firefighter/wear a uniform.

3 I/go to school on Sunday.

4 A receptionist/know how to use a computer.

5 Builders/wear hard hats.

3 Complete the sentences with *must* or *mustn't*.

1 You write carefully in exams.

2 People make a lot of noise inside hospitals.

3 Students use mobile phones in class.

4 Professional musicians practise playing their instrument.

4 Complete the sentences with *should* or *shouldn't*.

1 People use violence to solve their problems.

2 You take medicine when you aren't ill.

3 You help your friends when they have problems.

4 When you're bad at something, you practise to get better.

5 People switch off their mobile phones in the cinema.

5 Circle the correct alternative. Sometimes two are correct.

1 Children *has to/have to/don't have to* go to school.
2 You *must/mustn't/don't have to* copy in exams.
3 Doctors *must/mustn't/have to* work hard.
4 You *has to/have to/must* wear smart clothes if you work in a bank.
5 Hospital visitors *mustn't/must/don't have to* talk in a loud voice or shout because it is prohibited.
6 You *must/don't have to/mustn't* use a mobile phone in a petrol station.

GRAMMAR CHALLENGE

6 Find and correct a mistake in each sentence.

1 Children under 15 must to go to school.

2 This exercise is optional – you mustn't do it.

3 If you'll break the rules, you'll get punished.

4 You should to do extra work if it's difficult.

5 Students haven't to wear a uniform in our school and so you can wear what you want.

6 If you have to doing it now, I'll help you.

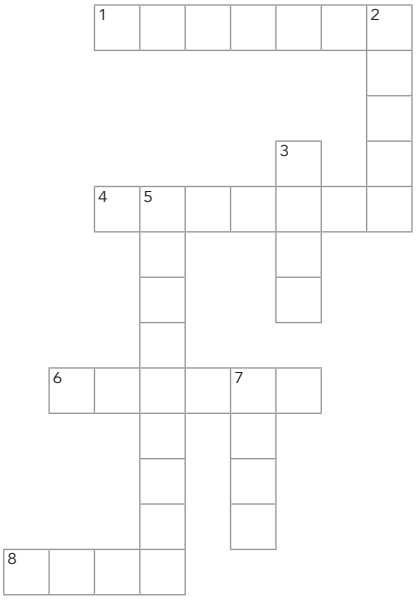
7 You musn't drink and drive – it's illegal.

8 You don't have to open the car door when the car is moving.

9 You should eat chocolate just before you go to bed because it isn't good for your teeth.

Developing vocabulary and listening

1 Complete the crossword.



Across

1 He's the first person to arrive at work and the last person to go. He does more than anybody else. He's very hard-_____.

4 They're a very attractive couple. She's very beautiful and he's good-_____.

6 You've got the pen in your left hand. Are you left-_____?

8 She's the director of a large multinational company. I'm sure she's well-_____.

Down

2 You should be more relaxed and easy-_____.

3 That teacher only teaches two lessons a day. He's a part-_____ teacher.

5 She's well-_____. She always knows where she should be and what she has to do.

7 People from Northern Europe sometimes have blonde hair and are blue-_____.

STUDY SKILLS

How do you learn new vocabulary? Which do you think is better: revising for a long time just once before an exam or revising for a shorter period more frequently?

STUDY SKILLS ➤ page 85

2 25 Listen to the dialogue between two friends and answer the question.

What is the main focus of their discussion?

a which job is best paid
b what they should study at university
c what jobs their family members do

3 25 Listen again and decide if they agree (A) or disagree (D) about these things.

1 They have to make the right decision now. A/D
2 The boy should study computer science. A/D
3 A well-paid job is important. A/D
4 The girl should study drama. A/D
5 Acting is badly-paid. A/D

VOCABULARY EXTENSION

4 Match these words to make compound adjectives. Then match them with the definitions (a–f). Use your dictionary if necessary.

1	self-	dressed
2	open-	fashioned
3	well-	reliant
4	bad-	minded
5	old-	respected
6	well-	tempered

a open to new ideas and different opinions ___
b not modern ___
c people have a good opinion of you ___
d you get angry often or quickly ___
e able to do things for yourself and not depend on other people ___
f wearing good clothes ___

5 Complete the sentences with the compound adjectives from 4.

1 She's very _____, but that's because she spends all her money on clothes.
2 I like him because he's very _____. He listens to you and thinks before he says yes or no.
3 She's very independent and _____. She doesn't think her parents have to do everything for her.
4 My older brother is so _____. He always shouts at me, and for no reason!
5 She's a _____ writer. Lots of people have bought her books and admire her work.
6 I think she's quite _____. All her clothes are long and look like my grandmother's clothes!

Grammar in context

1 Match the halves to make sentences.

1 If you were good at computer science, ___
2 If I were an actor, ___
3 I'd study that course ___
4 If I had a summer job, ___
5 I'd change my job ___

a I would enjoy every day.
b I'd have to get up early in the holidays.
c if it were shorter.
d if I didn't enjoy it.
e that would be a great choice.

2 Look at the sentences in 1 and decide if these rules about the second conditional are True (T) or False (F).

1 The second conditional talks about improbable and imaginary situations. T / F
2 The second conditional talks about past situations. T / F
3 We use *would* in the half of the sentence with *If*. T / F
4 We can use *was* or *were* with *If I/he/she*. T / F
5 The half of the sentence with *If* always comes first. T / F

3 Circle the correct alternative.

1 If you *aren't/weren't* my brother, I'd be really angry.
2 If it was hot all year, I *won't/wouldn't* go out.
3 If I *were/am* you, I'd buy a new mobile phone.
4 If they *didn't/don't* have a pet, they'd be able to go away in the summer.
5 We *would/will* enjoy the concert more if we knew the songs.
6 They *would/will* continue running if they didn't get tired.
7 I'd do what he said if he *was/is* my boss.
8 TV would be better if there *aren't/weren't* any adverts.
9 If I *could/can* sing, I'd start a band.
10 If you went out more, you *won't/wouldn't* be lonely.

4 Complete the sentences with the second conditional form of the verbs given.

1 If I _____ (have) a problem, I'd call you.
2 If the bus didn't come, we _____ (walk).
3 I _____ (not be) happy if my parents didn't let me go out.
4 You wouldn't learn much if you _____ (play) computer games all day.
5 If you _____ (learn) to speak a new language, it would help you find a job.
6 If John was faster, he _____ (play) football better.
7 They'd leave the restaurant immediately if they _____ (not like) the food.
8 If I knew the answer, I _____ (tell) you.
9 If I _____ (find) money in the street, I'd try to find out who it belonged to.
10 I'd buy that coat if I _____ (have) enough money.
11 If I were you, I _____ (ask) the teacher to explain the homework again.

GRAMMAR CHALLENGE

5 Rewrite the sentences using the words given. Do not change the meaning.

1 It's a good idea to stay at home and revise this evening. **should**
_____
and revise this evening.

2 It isn't necessary to give this homework in tomorrow. **have**
We _____
this homework in tomorrow.

3 Eating in class isn't allowed. **we**
_____
in class.

4 I'd like to be rich and go round the world. **if**
_____
round the world.

5 My advice is to go to bed early. **if**
_____
to bed early.

6 You should buy your mum a present to say thank you. **would**
If I _____
to say thank you.

7 It's too cold to go to the beach today. **enough**
It's _____
to the beach today.

8 Apples are healthier than crisps **not**
Crisps _____
apples.

Developing speaking

1 Put the words in order to make polite requests.

1 me you starts Can tell job when the ?

_____

2 if I need Could you any ask experience ?

_____

3 you tell me apply how Could I can ?

_____

4 we you do me tell to what have Can ?

_____

5 Could the wages I ask what are basic ?

_____

6 you me tell Can address your what is ?

_____

2 Complete the dialogue with the requests from 1.

A: Good afternoon?

B: Good afternoon. I'm calling about a job that was in the newspaper yesterday. Could I ask for some information?

A: Certainly.

B: Thanks. (a) _____

A: Yes. It begins on 1st July and it finishes on 31st July.

B: Oh, I see. (b) _____

A: Well, you have to give some sports lessons in the morning, and in the afternoon you take children on excursions.

B: I see. (c) _____

A: It's not essential, but we prefer people who've done similar work before.

B: I understand. (d) _____

A: It's £250 a week, and lunch is included.

B: (e) _____

A: You just need to send us a letter of application and CV.

B: That's great. (f) _____

A: Yes, it's …

3 26 Read the questions and circle the words you think are stressed. Listen and check. In the questions is *can* pronounced with /æ/ or /ə/?

1 Can you tell me when the job starts?
2 Could I ask if you need any experience?
3 Can you tell me how I can apply?
4 Can you tell me what we have to do?
5 Could I ask what the basic wages are?
6 Can you tell me what your address is?

4 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think the people are feeling? Why?

5 27 Listen to a student talking about the photo. Complete the text.

There are four people (a) _____ the photo. Three of them are sitting (b) _____ a table in a restaurant and they are ordering a meal. The waitress is writing (c) _____ their order. I think it's lunchtime (d) _____ they're wearing summer clothes that you wear (e) _____ the day time.
I think the waitress is a student in her summer holidays. (f) _____ she wants to earn some extra money.
I think the people at the table are feeling happy because (g) _____ they've been shopping and they're having a break. They're (h) _____ hungry, too!
The waitress doesn't look very busy (i) _____ she's probably enjoying her job. It's not a very well-paid job, but (j) _____ you are good, the customers leave you tips.

6 Now look at the second photo and answer the same questions.



STUDY SKILLS

What should you do if you notice you are making mistakes when you are speaking?

STUDY SKILLS ➤ page 85

Developing writing

1 Read the letter of application on the right. What type of job do you think Benjamin wants?

a teaching tennis to adults
b organising tennis competitions
c organising sports and games for children

2 Circle the correct alternative in the letter on the right.

3 Put these headings in the correct place in the CV.

1 Interests
2 Education and qualifications
3 General information
4 Work experience

CURRICULUM VITAE

Benjamin Martin

(a) _____
1 _____ 12 Sefton Street, Sunderland, SU7 8BV
2 _____ (mobile) 0567 123 4567/ (home) 651 10 11 12
3 _____ benmart@binter.com

(b) _____.
Summerfield School, Sunderland
(GCE) A-levels in English Literature, French and Economics

(c) _____
JULY 2013
Worked at Foxton Tennis Club giving lessons to 5–10 year olds
JULY 2015
Worked at Knightley Tennis Club as assistant

(d) _____
Tennis
Reading
Good knowledge of computers

4 Now put these specific titles in the correct place in the CV.

a Address:
b Email:
c Telephone:

5 Take a piece of paper and write out your own CV. Use the completed CV on this page as a model.

12 Sefton Street
Sunderland
SU7 8BV
7th February 2015

(a) *Dear/Hi* Ms Nicholson,

I am writing (b) *in/for* response to your advertisement in The Birmingham Sun. (c) *I'd/ I would* like to apply (d) *at/for* the job which you advertised in this newspaper on 5th February.

I (e) *give/enclose* a CV with information about myself, including education and work experience. (f) *Like/As* you will see, tennis is one of my main hobbies. I have (g) *experience/interest* of giving tennis lessons and of working with children. I also think that I am patient, (h) *good/well*-organised and (i) *hard/fast*-working.

I look forward to (j) *hearing/hear* from you.

(k) *Yours sincerely/Love from*,

Benjamin Martin

6 Read the advert and write a letter of application for the job.

Do you have some free time in the summer holidays and want to earn some money?



We are looking for three young people to be guides on our tour buses of the town. You will need to be interested in history and able to speak another language.

Send a letter of application with your CV to Norris Tours, 3 Church Lane, Southford, SU64 7FD

Revision: Units 1–7

Grammar

1 Complete the sentences with *doesn't/don't have to* or *mustn't*.

1 I _____ finish this homework before Monday so I can relax now!
2 You _____ park there because it's where the headteacher parks his car.
3 We _____ wear a uniform.
4 My dad _____ give me a lift to college because I've got my own car now.
5 I _____ go to bed late tonight because I start work early tomorrow.
6 Kay _____ be late again today.

2 Complete the sentences with the correct form of *should, have to, will, might*.

1 I _____ apply for college next week, but I don't know which subjects I _____ choose.
2 It _____ rain later so you _____ take an umbrella just in case.
3 If I don't get this job, I don't know what _____ happen. My dad says I _____ worry, but I do!
4 I _____ fill in a job application. Can you help me?
5 My sister _____ get up early for her new job. But I _____ get up until 9.30!

3 Complete the sentences with the correct form of the verbs given.

1 If my brother _____ (come) home late I always _____ (wake up), even if he _____ (be) very quiet.
2 I _____ (go) to university if I _____ (get) the right grades in my exams next month.
3 I _____ (not work) in an office even if you _____ (pay) me an enormous salary!
4 If I _____ (not have) a job I _____ (sit) at home and watch daytime TV all day.
5 It's my birthday next month. If I _____ (have) a party, _____ (you help) me organise it?

Vocabulary

1 Complete the sentences with the correct jobs.

1 There's water coming through the ceiling! Call a _____.
2 The car won't start. We need a _____.
3 We want a new wall in the garden. Dad's employed a _____.
4 When you get to the hotel speak to the _____.
5 I want to change this shirt I bought yesterday so I'll talk to the _____.
6 Our cat isn't very well so we have to take him to the _____.

2 Match these words to make compound adjectives. After each compound adjective, say if it describes a person (P) or a job (J).

going • handed • looking • paid • time • working

1 hard-_____ P/J
2 easy_____ P/J
3 part-_____ P/J
4 right-_____ P/J
5 good-_____ P/J
6 well-_____ P/J

3 Complete the adjectives about personal qualities with the missing vowels (*a, e, i, o, u*).

1 _mb_t_ _ _s
2 c_nf_d_nt
3 cr_ _t_v_
4 s_ns_t_v_
5 f_t
6 cl_v_r

4 Complete the sentences with the correct adjectives.

1 Connor enjoys looking after other people. He's very c_____.
2 Jacquie never gets worried, she always remains c_____.
3 I love going out and meeting other people. I'm s_____.
4 You can depend on me to do everything you ask. I'm r_____.
5 Mollie expected to get 90% in her test, but she only got 50%. She's d_____.
6 Mark fell over during the football match. His leg is b_____.
7 I've got a cold and my throat is very s_____.
8 I was so sad at the end of the film that I cried. It was very m_____.

8 Best friends forever

Vocabulary

1a Match the phrases in the box to the pictures.

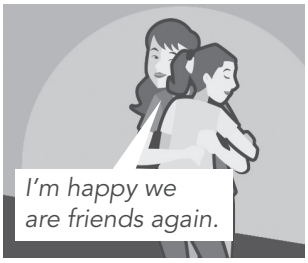
fall out • hang out with • make it up • see eye to eye



1 _____



2 _____



3 _____



4 _____

1b Match the phrases in the box with the sentences.

circle of friends • get on well
have a lot in common • have an argument

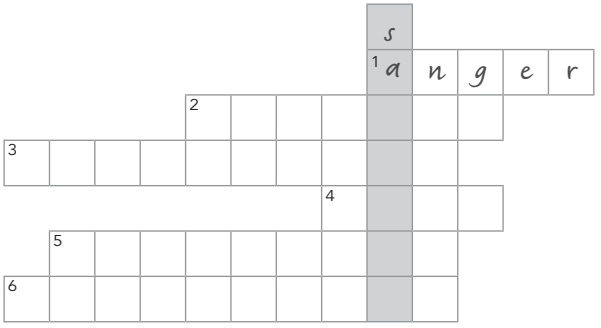
1 My sister and I never argue, even though we're very different. _____
2 Jack and I always spend the weekends together because we like doing the same things. _____
3 I got really angry with Sarah when she told me she didn't like my shoes. _____
4 Pete, Sam, Ben and Rob have been friends since primary school. _____

2 Complete the comments with the correct form of the phrases from 1.

1 My brother and I don't _____ about anything! We have very different opinions.
2 Jack _____ with Mandy. She told the teacher that he copied her work and now he won't speak to her.
3 I've got a new friend and we _____ _____. For example, we both love sports and scary films!
4 I've _____ with Harry after our argument. I said I was sorry and now everything's OK!

3 Complete the puzzle by writing the noun form of each adjective. Is the word in the shaded column positive or negative?

1 angry 3 excited 5 happy
2 bored 4 afraid 6 lonely



VOCABULARY EXTENSION

4 Write the nouns for these adjectives.

1 confused _____
2 relaxed _____
3 stressed _____
4 embarrassed _____
5 disappointed _____
6 depressed _____
7 worried _____
8 surprised _____

5 Complete the sentences with the nouns from 4.

1 We didn't know what to do. There was a lot of _____ after the accident.
2 There's always _____ if you have to cancel a trip.
3 _____ at weekends is very important if you have a stressful job.
4 Beth gives her parents a lot of _____ when she doesn't tell them where she's going.
5 I got a car for my birthday. It was an amazing _____!

Reading

1 Read the title of the web article and answer the question. Then read the article to check your answer.

What do you think the article is about?

a the qualities of a good friend
b the end of a friendship
c how to make good friends

Best friends forever??

A really good friend can be as important in your life as a brother or sister and sometimes even more! But what happens when a friendship goes wrong? Read a post to our website from reader Emily Carter.

Lucy is my best friend and has always been there for me – at least, she used to be. Lucy and I met at primary school on our very first day. We sat next to each other that day and every day for the next ten years! We became really close friends and we used to do everything together. We had lots of things in common – we liked the same music, the same sports, the same TV programmes. We used to share all our problems and there was always someone to complain to when I didn't see eye to eye with my parents. I thought we'd be best friends forever.

Last month everything changed. Lucy texted me one evening and I will never forget the message. She wrote: 'Our friendship is over. I never want to speak to you again.' I couldn't believe it. OK, we'd had lots of arguments over the years – everyone does – but we'd never said anything like this. I felt completely lost and confused.

Then I realised what had happened and I felt very stupid. Lucy and I had argued about clothes the day before. We had both said nasty things. It wasn't a big argument, it was really silly. But after we had had the argument, I did something really stupid. I was feeling angry, so I emailed a friend and said some nasty things about Lucy. But then, I made a mistake and clicked the wrong icon on my computer screen and sent the email to everyone in my address book. By the time I realised my mistake, everyone had read the nasty message. Of course, Lucy's text message meant that Lucy had read the email, too. She hasn't spoken to me since that day.

So, our friendship is over. I've apologised again and again but she still refuses to speak to me. I can understand. In one silly moment I destroyed our relationship. There's a lot of advice for people who have broken up with their boyfriend or girlfriend, but no one thinks about how bad it feels when a friendship breaks up. I feel very lonely, very guilty and very sad. Can you help?



STUDY SKILLS

To do the next exercise, you will need to read the text in a different way from exercise 1. How and why?

STUDY SKILLS ➤ page 85

2 Read the article again. Choose the best answers.

1 When did Lucy and Emily become friends?
  a when they started secondary school
  b through doing the same sport
  c at the beginning of their education
2 Why was Emily confused when she got Lucy's text?
  a She couldn't remember having an argument.
  b Their argument hadn't been very important.
  c She didn't realise it was from Lucy.
3 Why was Lucy upset?
  a Because Emily said nasty things during their argument.
  b Because Emily wrote nasty things about her.
  c Because Emily sent her a nasty text message.
4 Which is true about the email?
  a It was an accident.
  b It was a joke.
  c It was unavoidable.
5 Why do you think people write to this website?
  a to get advice about problems
  b to tell interesting stories
  c to complain about their relationships

CRITICAL THINKING

3 Which two opinions are expressed in the text?

1 There should be more advice for people whose friendships break up.
2 Friendships are never stronger than family relationships.
3 You have to have a lot in common to be good friends.
4 Friendships cannot last forever.
5 You need to be careful when you send an email.

4 Match the underlined words from the text with the definitions.

1 a picture or word on your computer screen _____
2 a bad feeling when you feel you've done something wrong _____
3 tell each other _____
4 finished _____
5 damaged something very badly so it cannot be normal again _____
6 not very nice _____

Grammar in context

1 Circle the correct alternative to complete the rules.

1 We form the past perfect with *had* + *present/past* participle.

2 We use the past perfect when we talk about actions that happened *before/after* another action or actions in the past.

2 Which two time expressions do we not use with the past perfect?

after • as soon as • by the time recently • when • while

3 Match the halves to make sentences. Then underline the thing which happened first in each sentence. Is the verb in the past simple or the past perfect?

1 After we had had the argument ___

2 By the time I realised my mistake ___

3 She started reading a new book ___

4 They hadn't eaten anything all day ___

5 When they had had their dinner ___

6 He didn't swim ___

7 They had won the competition ___

a they washed the dishes.

b so they had a party to celebrate.

c I did something stupid.

d because he had forgotten to bring his towel.

e so they ordered a big pizza.

f I had sent the nasty message.

g because she had finished the one she was reading.

4 Look at these important dates in history and write positive or negative sentences with the past perfect.

1 4500 BC – invent the wheel ✓

By 4500 BC they had invented the wheel.

2 1400 – start to print books ✗

3 1805 – make the first battery ✓

4 1895 – discover X-rays ✓

5 1900 – fly for the first time ✗

6 1910 – discover penicillin ✗

7 1932 – split the atom ✓

8 1953 – find the structure of DNA ✓

9 1960 – walk on the moon ✗

5 Complete the rule with the correct ending.

We use *used to* to talk about:

a something we couldn't do in the past, but we can now.

b something that we liked doing in the past, but not now.

c something that we did regularly in the past, but we don't do now.

6 Complete the sentences with the correct form of *used to*.

1 We _____ to share all our problems.

2 We didn't _____ to go to the same school but we do now.

3 Did you _____ to go to the same school as Emily?

7 Complete the sentences and questions using the correct form of *used to* and the verbs in the box.

go • have • live • take • walk • watch

1 I _____ in the countryside when I was young.

2 I _____ for lots of walks in the forest with my friends.

3 We _____ a lot of TV because we were always outside.

4 _____ to school in the mornings?

5 My dad _____ me to school by car.

6 We _____ school on Wednesday afternoons – those afternoons were free!

GRAMMAR CHALLENGE

8 Find and correct ten mistakes in the story.

Danny is playing tennis every Saturday with his friend Jordan. One Saturday, they started playing at 12 o'clock and by 5.30, they played five whole games. After they were finished the last game, Danny had a shower and went home. But his back and neck had really hurt. He was a bit worried. Maybe he injured his back during the tennis game. When he was younger his neck wasn't hurting after tennis. Perhaps he must visit the doctor. Danny decided to have a long hot bath and then go to bed. Luckily, when he had got up the next morning, his pain went. It wasn't been anything serious after all. Next Saturday he would play six games!

Developing vocabulary and listening

1 Put the letters in order to make nouns. Then complete the table by writing the nouns in the correct column.

~~edmofer~~ • slilens • moredob • snakewes • dessans massend • redpinfish • peashspins • illensones tinshiporeal • dimgonk • pridesalhe

-ness	-ship	-dom
		freedom

2 Complete the sentences with the adjective or noun form of the words from 1.

1 You don't look well. Are you ill? Do you need a doctor?

2 I have a good _____ with my sister. We get on well.

3 After ten years in prison they finally let him out and gave him back his _____.

4 Why are you so _____? Have you won the lottery or something?

5 She hasn't got any brothers or sisters or any good friends. I think she's _____ with nobody to talk to.

6 I'm quite _____. I'm not strong enough to put the bags up there.

7 Your _____ is really important to me. We've been friends since we were five.

8 You look like you are going to cry. Why are you so _____?

9 People weren't happy with the president's _____.

10 I like reading an interesting book to stop _____.

11 Queen Elizabeth I ruled her _____ for 45 years.

12 My friends think I'm _____ for spending so much money on clothes. They think I should save up.

3 28 Listen to a boy talking about his best friend. Who is Betsy?

a a class mate
b a dog
c someone who lives near him

4 28 Listen again and complete the notes.

Notepad

1 Zac is a _____ -year-old boy.
2 Eight years ago he had a serious _____.
3 As a result he couldn't go back to _____.
4 Because of this, Zac had a problem with _____ and _____.
5 Now Zac has a _____ Labrador called Betsy.
6 Betsy can have some _____ in the park to run around.
7 Eating too many _____ is not good for Betsy.
8 Betsy can sense when Zac is feeling _____.

VOCABULARY EXTENSION

5 Match the nouns (1–8) with their definitions (a–h).

1 darkness	___	5 awareness	___
2 wisdom	___	6 tiredness	___
3 blindness	___	7 partnership	___
4 hardship	___	8 stardom	___

a knowledge and understanding of a situation
b black, without much light
c after a lot of activity
d this comes from having a lot of experience and knowing a lot
e inability to see
f difficulties in your life
g being very famous
h two or more people doing an activity together

STUDY SKILLS

What things can you do outside the class to improve your listening?

STUDY SKILLS ➤ page 85

Grammar in context

1 Match the rules (1–7) with the sentences (a–g).

1 We use the gerund as the subject of a sentence.
2 We use the gerund with *go* to talk about physical activities.
3 We use the gerund after verbs of liking or disliking.
4 We use the gerund after prepositions.
5 We use the infinitive to explain why somebody does something.
6 We use the infinitive after adjectives.
7 We use the infinitive after certain verbs.

a My classmates love hav**ing** a dog in the class. ___
b I'm good at do**ing** maths. ___
c I want **to go** out by myself. ___
d I couldn't go shopp**ing** on my own. ___
e I went home **to see** if my mum was OK. ___
f Go**ing** to school was difficult, too. ___
g It's hard **to stop** giving Betsy biscuits. ___

2 Match the halves to make sentences.

1 Professional football players should enjoy ___
2 Last week my grandfather and I went to Wembley Stadium ___
3 Scoring goals is important ___
4 It's important for football players ___
5 Professional football players don't often go ___
6 For professional football players, it usually isn't good ___

a to train hard.
b to eat lots of burgers because they aren't very healthy.
c skiing because they could have an accident.
d for football players.
e to watch a football match.
f playing football.



3 Complete the questions (1–8) and answers (a–h) with the correct form of the verbs given.

1 What do you enjoy _____ (do) on Saturday afternoons?
2 How often do you go _____ (shop) with your friends?
3 _____ (do) sport. How important is it for you?
4 What are you good at _____ (do) at school?
5 How do you feel about _____ (read) in English?
6 What do you want _____ (do) when you finish school?
7 Do you find it easy _____ (make) new friends? Why/Why not?
8 What do you hate _____ (do) at the weekend?

a Chemistry. _____ (do) tests and experiments is really fun. ___
b I like it but it's difficult _____ (know) all the words. ___
c Going to the cinema with my friends. I enjoy _____ (see) new films. ___
d Very. I love _____ (play) tennis and I go _____ (swim) once a week. ___
e Usually once a week after school. We spend a lot of time _____ (look) and not much money _____ (buy)! ___
f I'd like _____ (become) an artist. I love _____ (paint) and _____ (draw). ___
g Not really. _____ (get) to know new people is always difficult _____ (do). ___
h _____ (clean) my room. It is *so* boring but my mum always expects me _____ (do) it before _____ (go) out. ___

4 Match the questions and answers from 3.

GRAMMAR CHALLENGE

5 Find and correct eight mistakes in the story.

Every Saturday my friends going into town to watching football. I don't enjoy to watch sports so I usually go to the library while they're in the stadium. Then we meet up afterwards to having a pizza. Last Saturday, they persuaded me going with them because it was an important match. Unfortunately, it started to raining and we haven't brought our umbrellas. It was terrible. Next week, I will going to the library again – no more football for me.

Developing speaking

1 29 **Listen to the dialogue and answer the question.**

How did Nick's family celebrate his brother's birthday?

a They had a party.
b They went to France.
c They went for a meal.

2 29 **Complete the information using the correct form of the verbs in the box. Listen again and check.**

be • be • eat • have • know organise • start • work

1 Tony's birthday _____ on Saturday.
2 His parents _____ a meal at The Hotel on the Park.
3 His friend's aunt _____ there.
4 The meal _____ at 7.30.
5 There _____ 20 people at the celebration.
6 Nick _____ most of the people.
7 Nick _____ fish in a sauce.
8 While they _____ coffee Nick and Tony's dad made a speech.

3 **Imagine that last Saturday you went to a birthday celebration. Talk about it for a minute. Record your answer. Use these questions to help you.**

1 What was the celebration?
2 Where was it?
3 Who did you go with?
4 Did you know everyone?
5 What happened?
6 Did you enjoy the event? Why/Why not?

4 30 **Look at the phrases and mark if the intonation goes up or down at the end. Listen and check. Then repeat for practice.**

1 How fantastic!
2 Did you know anyone?
3 What a surprise!
4 He's at university, isn't he?
5 That's brilliant!
6 I love it!

5 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think the people are feeling? Why?

6 31 **Listen to a student talking about the photo. What are his answers to the questions?**

7 **Now look at the second photo and answer the same questions.**



Developing writing

1 Read the email from Grace and answer the question.

What is Grace's problem with her friends?

a They always pay for her.
b They don't have much money and she does.
c She spends too much when she's with them.

Hi Daniel,
I hope you're well. I'm OK, but I've got a bit of a problem. Maybe you can help? You always give me good advice! I'm saving up to go to university next October, but I'm not doing very well and the reason is my friends! I've become very friendly with Janine and Lily. We have a lot in common and we get on very well. But they've got a lot more money than me and they spend so much money when we're out! And they persuade me to spend a lot of money, too. They like buying expensive clothes and going to nice places to eat and so I have to do the same. I really like my friends, but I've got to save some money. Help! What should I do?
Grace



2 Read Daniel's reply and put phrases 1, 2 and 3 in the correct places in the email.

Hi Grace,
I'm sorry you're having problems.
Here are some ideas. First of all (a) _____. They probably don't realise. Once they know that it's very important for you, they will understand why you can't buy a lot of clothes or eat expensive meals. You say that they're nice people, so I'm sure they will understand. Next, (b) _____. People like being able to help. So, ask them to stop you from spending too much money! Tell them that when you're out together shopping and you are going to buy something you don't need they should say 'Stop!'. Lastly, (c) _____. That doesn't mean you have to stop hanging out with them. You can still go to the park or do sports together. If they really are good friends they will know that this is the right thing for you to do.
I hope that's helped a bit! Let me know how you get on,
Daniel

1 you should spend less time in shops with them for a while
2 you need to ask them to help
3 I think you have to tell them that you need to save money and that you're trying very hard not to spend too much

3 Which expressions could replace the following?

1 First of all _____
2 Next _____
3 Lastly _____

4 You have received this email from your cousin. Read the email and tick (✓) which things you should mention in your email in reply.

Hi Andrew,
I hope you're still enjoying life in the US. I need to ask you for some advice.
My best friend is called Luke. I've known him for about five years. We've always done everything together. Last month some new students joined our class and now Luke is spending lots of time with them. He never asks if I want to hang out with them. He never answers my texts or emails. Or, if he does, he just says something short like – see you later. We used to see each other every evening after school to chat or play computer games. Now I'm really lonely. I don't know what I've done wrong and why he wants to hang out with them. He's only just met them! I feel really bad and I can't concentrate on studying for my exams. I just don't know what to do. Any ideas?
Matt

1 Matt must concentrate – exams important for the future ☐
2 he should talk to Luke about the problem ☐
3 perhaps this interest in new friends will pass ☐
4 he could invite Luke and his new friends round for an evening ☐
5 he needs to find a new friend himself ☐

5 Write your email to Matt to give him some advice. Remember to use expressions of sequence and time.

Revision: Units 1–8

Grammar

1 Decide which action happened first and put one verb in the past perfect and the other in the past simple.

1 I got up/I made my breakfast

After _____.

2 he finished his lunch/he wasn't hungry

When _____.

3 she got out of the swimming pool/she swam for 20 minutes

When _____.

4 I sent the email/I wrote it

After _____.

5 I had a shower/I played tennis

After _____.

6 I put on my pyjamas/I went to bed

After _____.

7 we caught the bus home/we watched the film at the cinema

After _____.

2 Use the correct form of *used to* and the verbs given to complete the sentences.

1 I _____ (enjoy) dancing, but recently I've done quite a lot and it's fun.

2 _____ he _____ (live) near you? I know that now he's moved to Glasgow.

3 I'm sure our summers _____ (be) much warmer than they are now.

4 This room _____ (be) the kitchen, but Dad's built a new room in the house and we use that as a kitchen now.

5 Kathy _____ (like) Ben, but now they're best friends.

3 Complete the sentences with the words in the box.

doing • to do • swimming • to swim watching • to watch

1 _____ sport is good for you.

2 It's important _____ your homework every day.

3 I enjoy _____ cartoons and dramas.

4 I got up early _____ the news on TV.

5 Are you good at _____? Can you put your head under the water?

6 Do you want _____ in the sea this afternoon?

Vocabulary

1 Complete the sentences with the correct words or phrases.

1 I used to have a much bigger _____ of friends.

2 My sister and I had an _____, but now we've _____ it up.

3 I don't see _____ with my parents about my choice of clothes.

4 Do you _____ with your brothers and sister?

5 I'm not going to Oliver's party because I've _____ with him.

2 Write the nouns which describe these feelings.

1 the feeling when you aren't happy = _____

2 the feeling when nobody is with you = _____

3 the feeling when you are afraid of something = _____

4 the feeling when you've got nothing to do = _____

5 the feeling when you are angry = _____

3 Write the nouns we can make from these words.

1 excited	_____	5 weak	_____
2 friend	_____	6 ill	_____
3 relation	_____	7 leader	_____
4 free	_____	8 mad	_____

4 Complete the words and phrases.

1 _____ father = your mother's new husband

2 _____ throat = when your throat hurts and you can't speak, for example

3 shop _____ = stealing from a shop

4 _____ show = a TV programme with a competition, often to win money

5 mountain _____ = a line of mountains like the Andes

6 global _____ = the change in the temperature around the world

9 Best-sellers

Vocabulary

1 Find different types of fiction in the word search. Write them next to the different titles (1–11).

1 Macbeth
The Importance of Being Earnest _____

2 X-Men
Spiderman _____

3 Frankenstein
Dracula _____

4 Harry Potter and the Philosopher's Stone
The Lord of the Rings _____

5 Love Story
The Notebook _____

6 Stormbreaker
Casino Royale _____

7 Cinderella
Snow White _____

8 The Mysterious Affair at Styles
The Adventures of Sherlock Holmes _____

9 The Time Machine
War of the Worlds _____

10 Batman: The Dark Knight Returns
V for Vendetta _____

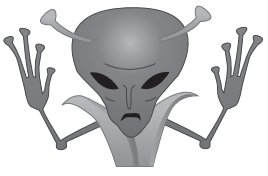
11 The Book Thief
The Other Boleyn Girl _____

E	O	W	F	I	I	T	T	C	P	Y	D	Z	A	X	N	F
C	Y	W	H	T	M	L	M	T	L	X	W	E	P	O	Q	A
M	A	T	C	I	X	H	G	Q	A	R	C	T	I	R	H	I
R	Q	K	S	T	Y	O	E	S	Y	N	F	T	J	W	Y	R
G	O	C	A	D	S	R	Y	X	A	C	C	R	G	S	F	Y
C	T	J	O	U	Y	R	Y	M	Y	I	J	V	A	O	T	T
O	O	W	X	Z	M	O	O	L	F	W	I	T	J	T	Y	A
M	Q	B	Q	N	P	R	Q	E	M	U	N	H	C	I	L	L
I	N	J	P	A	C	M	C	D	A	A	F	Q	M	J	X	E
C	V	X	T	W	Y	N	Y	Z	F	F	I	O	L	P	G	Y
A	S	S	B	U	E	T	H	R	I	L	L	E	R	Y	Y	R
F	R	C	R	I	M	E	N	O	V	E	L	Q	M	I	O	Q
A	Y	W	C	G	R	A	P	H	I	C	N	O	V	E	L	D
H	I	S	T	O	R	I	C	A	L	F	I	C	T	I	O	N

2 Look at these fictional characters. Choose the type of book in 1 that each one comes from.



1 a fairy



2 an alien



3 a superhero



4 a musketeer



5 a princess and a frog



6 a detective

3 Match each type of non-fiction book (1–8) with the type of information it gives (a–h).

1 atlas ___
2 autobiography ___
3 cookbook ___
4 encyclopaedia ___
5 guidebook ___
6 manual ___
7 newspaper ___
8 magazine ___

a how to find a place and what you can do there
b ingredients for a dish and how to prepare them
c the geographic location of different places
d what has happened very recently
e how to use or operate something
f about the writer's life
g about almost anything in the world
h reports, photos and stories, usually weekly or monthly

VOCABULARY EXTENSION

4 Complete the sentences with the words in the box.

acts • articles • chapter
contents • scene • headline • index

1 I looked up the subject in the _____ at the back to find out which page it was on.
2 My dad cuts out newspaper _____ about our village to keep in a special book.
3 The _____ on the front page said: Big Crash.
4 The _____ page said it had three parts.
5 I knew who the thief was after reading the first _____.
6 The play was long – there were five _____.
7 I love the _____ at the end of the play.

Reading

1 Look at the photograph and the title of the article and answer the question. Read the article to check.

What do you think a cell phone novel is?

a a book about cell phones
b a book that is written on a cell phone
c a book that teaches people how to write

The cell phone novel

Has new technology changed our reading habits? **(1)** _____ Although paperbacks remain the most popular form of book that we buy, e-books have become extremely popular. Amazon, the big online company, recently said that they sell more e-books than physical books now. It is very easy to download a new novel to your e-reader and carry it with you everywhere. **(2)** _____ Have you heard of the cell phone novel?

Ten years ago in Japan something new and exciting happened. When texting became a popular way to communicate in 2000, students in Japan started to use their phones to write stories, too. **(3)** _____ They created a new art form which also became very popular and companies created websites where readers could download new chapters and interact with the writers. Cell phone novels were very different from normal books. The chapters were very short and dramatic – only about 200 words long. **(4)** _____ They added new chapters when they (or their readers) wanted them to. Often the novels were published later as physical books and even became films or TV series. This way of writing was exciting because it meant that everyone with a mobile phone could write and people across the world could read their work.

Today the cell phone novel has become popular in the English language, too. **(5)** _____ In a recent interview he said that the cell phone book was a combination of poetry and story-telling. This is because the chapters are so short, and the writers must be very imaginative when they use words. The stories are dramatic and emotional and they are usually about relationships and feelings. **(6)** _____ Takatsu says that cell phone novels are important because they reflect popular youth culture today and this kind of novel is an art form for the modern technological age.

In Takatsu's opinion, the cell phone novel has encouraged a whole new generation to read and write books. Let us know what you think.



2 Read the article again and put these sentences into the gaps (1–6) in the text.

a Also, the writers didn't plan the stories.
b They can also be about worrying topics like bullying.
c The answer has to be 'yes'.
d They wrote very short chapters and sent them to readers as text messages.
e Satoshi Takatsu is the author of the most popular English-language cell phone novel in the US, *Secondhand Memories.*
f But technology hasn't only changed the way that we read books, it is changing the way people write them, too.

CRITICAL THINKING

3 Which of the statements do you think are advantages of cell phone novels (A), which are disadvantages (D) and which are both (B)?

1 People have to wait for the next chapters. A / D / B
2 People who don't usually read books like cell phone novels. A / D / B
3 People might not read classical literature any more. A / D / B
4 Everyone can be a writer. A / D / B

4 Match the underlined words from the article with these definitions.

1 full of excitement _____
2 show _____
3 communicate _____
4 two or more things together _____
5 a group of people in society who are born around the same time _____

STUDY SKILLS

What do you think is the best thing to do with new words when you read a book in English for pleasure?

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5 Complete the sentences with the words from 4.

1 Today's _____ read much less than their parents.
2 My bad exam results didn't _____ how much revision I did – I studied really hard!
3 Encyclopaedias usually have a _____ of pictures and text.
4 It is important to _____ with other students when you are learning English.
5 The final scene of *Romeo and Juliet* is very _____.

Grammar in context

1 Circle the correct alternative to complete the rules about reported speech.

1 When the reporting verb (*say/tell*) is in the past, the tense of the verb in reported speech usually *stays the same/goes one tense back*.

2 When we use *tell* we *must/mustn't* use an object. When we use *say* we *must/mustn't* use a personal object.

3 In reported speech pronouns and possessive adjectives often *change/do not change*.

2 Complete the sentences in the table.

Direct Speech	Reported speech
1 'I write novels.'	He said he _____ _____.
2 'I'm writing a novel.'	He said he _____ _____.
3 'I have written a novel.'	He said he _____ _____.
4 'I wrote a novel.'	He said he _____ _____.
5 'I had written a novel.'	He said he _____ _____.
6 'I will write a novel.'	He said he _____ _____.
7 'I can write a novel.'	He said he _____ _____.
8 'I may write a novel.'	He said he _____ _____.
9 'I must/have to write a novel.'	He said he _____ _____.

3 Decide if the words given are necessary in the sentence or not. If they are necessary, write them in the correct place.

1 My friend said I could use his bike. (me)

_____.

2 They told they wanted to go home. (us)

_____.

3 The teacher told they had an exam. (the students)

_____.

4 He said it was his birthday. (him)

_____.

5 He said it wasn't his book. (me)

_____.

6 She told she wanted to go shopping. (her mum)

_____.

7 I said she was my favourite writer. (the teacher)

_____.

8 They told the exam was on Friday. (James)

_____.

4 Complete the sentences with the correct words.

1 'I love that film,' said Megan.

Megan said _____ that film.

2 'We're going by bus,' said Danny.

Danny said _____ going by bus.

3 'That's my bike,' said Jacob.

Jacob said that _____ bike.

4 'My dad needs help,' said Olivia.

Olivia said _____ dad _____ help.

5 'It's late.' said Sam and Ben.

Sam and Ben said it _____ late.

5 Rewrite the sentences in reported speech.

1 'I'm going to start playing basketball next month,' said Jamie.

_____.

2 'My friend has got a new computer game,' said Jack.

_____.

3 'We finished school last Friday,' said Emily and Evie.

_____.

4 'I think this is the answer,' said Charlotte.

_____.

5 'We don't need help,' said the students.

_____.

GRAMMAR CHALLENGE

6 Rewrite the sentences using the words given. Do not change the meaning.

1 'Oliver, you have to be more careful,' said the teacher. **told**

The teacher _____ be more careful.

2 'We had lunch at that restaurant last week,' said Ray. **where**

Ray said that _____ lunch the previous week.

3 'It's not a good idea to work too late at night,' she said. **I**

She said that _____.

4 'If it's sunny tomorrow I'll walk to school,' said my friend. **following**

My friend said that if it was sunny _____ walk to school.

Developing vocabulary and listening

1a Match the words to make phrasal verbs connected with reading and writing. More than one answer is correct.

1	cross	a	over
2	read	b	in
3	flick	c	out
4	read	d	out
5	fill	e	up
6	turn	f	through
7	look	g	on

1b Write the full phrasal verb beside the correct definition.

1 continue reading _____
2 turn a page to see the other side _____
3 turn through the pages of a book quickly _____
4 read so that other people can hear you _____
5 try to find a particular piece of information in a book _____
6 draw a line through something to show it isn't correct _____
7 write information in empty spaces _____

2 Circle the correct alternative.

1 In some exercises you have to fill *in/on* the gaps.
2 He wrote *wich* but then he crossed it *out/up* and wrote *which*.
3 I don't know this word. I need to *look/read* it up in my dictionary.
4 We've finished this page. Turn *on/over* to the next one.
5 I'm going to *flick/turn* through this magazine quickly to see if I can find any good photos.
6 Read *on/out* the answer in a loud voice so that we can all hear you.
7 I really want to know how this story ends, so I'm going to read *out/on*.

3 32 Listen to three people talking about reading and writing and answer the question.

Which question do you think the people are answering?

a How has reading and writing changed in recent years?
b Is reading and writing quicker to learn these days than in the past?
c Does your parents' generation have problems reading and writing online?

4 32 Listen again. Which speaker mentions …

1 making mistakes? ___
2 looking up words? ___
3 filling in forms? ___
4 turning over pages? ___
5 crossing out words? ___
6 flicking through books? ___
7 looking up information? ___

5 32 Decide if the statements are True (T) or False (F). Listen and check.

1 Speaker 1 likes using a dictionary. T/F
2 Speaker 1 sometimes looks up information online. T/F
3 Speaker 2 makes a lot of mistakes in his essays. T/F
4 Speaker 2 uses computers to do his written schoolwork. T/F
5 Speaker 3 often reads an e-book while travelling. T/F
6 Speaker 3 likes touching the pages of a real book. T/F

VOCABULARY EXTENSION

6 Match the phrasal verbs (1–4) with their meaning (a–d). Use your dictionary if necessary.

1 read up on ___
2 sum up ___
3 note down ___
4 dip into ___

a read only small parts (of a book, for example)
b write something down to remember it
c give a summary of something
d get information on a subject by reading a lot about it

7 Complete the sentences with the correct form of the phrasal verbs from 6.

1 Have you got a pen? You can _____ my address.
2 I didn't read all of the book. I just _____ it to see if I liked it.
3 I need to _____ Ancient Rome for our test next week.
4 In the last paragraph of your essay, it's a good idea to _____ the main ideas.
5 In lessons, the teacher explains and we _____ the most important points in our notebooks.

Grammar in context

1 Look at the direct and reported questions (a–c) and decide if the rules are True (T) or False (F).

a	'What did you do differently at school?' Sarah asked her mum. Sarah asked her mum what she had done differently at school.
b	'Which article are you reading? 'Gabby asked Ben. Gabby asked Ben which article he was reading.
c	'Do you look up lots of things online? David asked Harry. David asked Harry if he looked up lots of things online.

1 We don't change tenses and pronouns in the same way in reported statements and reported questions. T / F

2 We don't use question marks in reported questions. T / F

3 We use the auxiliary verb *do* in reported questions. T / F

4 We don't put the verb before the subject in reported questions. T / F

5 We use *if* or *whether* in reported questions when there is no question word (*who, what, why*, etc.) in the original question. T / F

2 Rewrite the questions in reported speech.

1 'Are you sure about this answer?' the teacher asked the boy.
The teacher _____.

2 'Why are you crying?' the girl asked the boy.
The girl _____.

3 'Is it your birthday today?' Beth asked Nathan.
Beth _____.

4 'Do you know the time?' Adam asked Mia.
Adam _____.

5 'Where have you put my glasses?' Eric asked his granddaughter.
Eric _____.

6 'How did you know my name?' William asked the girl.
William _____.

7 'Have you read this book?' Sophie asked Tom.
Sophie _____.

8 'Do you like crime novels?' Mark asked Sally.
Mark _____.

9 'Do you have to wear a uniform to school?' Kate asked Hannah.
Kate _____.

3 Correct the mistakes in the reported questions.

1 'Do you like vanilla ice cream?' Jamie asked Becky.
Jamie asked Becky whether did she like vanilla ice cream.

2 'Are you listening to this programme?' my mum asked me.
My mum asked me if you're listening to this programme.

3 'Where does Daisy live?' asked Isabel.
Isabel asked where Daisy did live.

4 'Why isn't your mobile phone working?' Jack asked Emma.
Jack asked Emma why wasn't her mobile phone working.

5 'Do we need our books today?' the students asked the teacher.
The students asked the teacher if they needed their books today.

6 'Why are you looking at me?' Amanda asked Pete.
Amanda asked Pete why was he looking at her.

7 'Did you enjoy the meal?' the waiter asked the customers.
The waiter asked the customers they had enjoyed the meal?

GRAMMAR CHALLENGE

4 Write the dialogue that Emma and the teacher had in direct speech.

1 The teacher asked me if I was tired.
Teacher: _____

2 I told her that I was, because I'd watched a late film the night before. I asked her why she had asked that.
Emma: _____

3 She said that I looked pale. She asked me why I had watched until so late. She said that I shouldn't watch late films on school nights.
Teacher: _____

4 I told her that she was right, but I'd needed to watch that film. I had had to write a review of it for my English teacher.
Emma: _____

5 She said she understood, but next time I should record it. Then I could watch it earlier in the day.
Teacher: _____

6 I told her that next time, I would record it.
Emma: _____

Developing speaking

1 33 **Complete the expressions. Then listen to a short presentation about a book and tick (✓) the ones you hear.**



1 I'm going to _____ about …
2 I'd like to begin _____ saying …
3 First of _____
4 What's _____
5 It's also _____ that …
6 Last but not _____
7 Another _____ is that …
8 To _____ up

2 Which of the statements are good (G) or bad (B) advice about giving a presentation?

1 It's important to write your presentation out fully. G / B
2 Always give a clear introduction and conclusion. G / B
3 Present your points in the order that you think of them. G / B
4 Make sure you read your presentation carefully to the audience. G / B
5 Finish as soon as possible. G / B
6 Look up at the audience from time to time. G / B

3 æ 34 **Look and <u>underline</u> the stressed words in the phrases. Listen and check. Then repeat for practice.**

1 I'd like to begin by saying that …
2 Last but not least …
3 It's also true that …
4 Another thing is that …
5 To sum up …

4 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think the people are feeling? Why?

5 35 **Listen to a student talking about the photo. Complete the text.**

Well, there are a few people and they're in a (a) _____. On the (b) _____ and in the foreground, there is a young woman. I imagine she's a (c) _____. She's wearing (d) _____ clothes. On the left there's an (e) _____ man. They're all looking at books from the shelves. I think it's a bookshop and not a (f) _____ because the people are (g) _____ up. In a library they would (h) _____ down to look at the books. I imagine these people are (i) _____ through some books before they (j) _____ if they want to buy them. The people are reading and they look quite (k) _____. I think they are (l) _____ hard because they want to know if the book is a (m) _____ one for them to buy.

6 **Now look at the second photo and answer the same questions.**



Developing writing

1 Put the paragraphs of the story in the correct order.

A ☐

(a) _____, Mr. Bird felt a hand on his arm. The tall man who was standing behind him used one hand to pull at his black briefcase. He (b) _____ his other hand right in the middle of Mr. Bird's back. And he pushed.

B ☐

It was (a) _____ and it was raining when Mr. Bird left his office to go home. He was careful to remember his (b) _____, black briefcase. He smiled. It was full of important papers and it made Mr. Bird feel important, too. He hurried along the dark, (c) _____ pavements to the tube station. His (d) _____ shiny shoes nearly slipped on the steps as he went down to the platform to wait for the train. He was late and his wife was going to be angry – again.

C ☐

Mr. Bird heard the loud noise of the train coming from the black entrance to the tunnel. There was a rush of cold wind and then the train appeared. The lights in its carriages were shining (a) _____ Mr. Bird could see that it was (b) _____ full. There were people standing. Their faces were against the glass windows. Mr. Bird stepped forward.

D ☐

The station was very crowded, but he (a) _____ pushed his way to the edge of the platform and was ready to jump first into the carriage when the doors opened. He (b) _____ the tall man behind him when he left the office. That man (c) _____ right behind him now.

2 Complete the story with the words and phrases in the box.

big • brightly • completely • hadn't noticed • placed quickly • six o'clock in the evening • smart Suddenly • was standing • wet

3 You are going to write the next part of the story. Look at the pictures and write a short paragraph for each one. Remember these things to make your story interesting.

1 Use adjectives and adverbs.
2 Use different past tenses.
3 Use words and expressions of time and sequence.







STUDY SKILLS

What can you do to practise your writing in English?

STUDY SKILLS ➤ page 85

Revision: Units 1–9

Grammar

1 Rewrite the underlined words as they would appear in reported speech.

1 'It's my birthday,' said Katie. _____

2 'I was in London last week,' said Cameron. _____

3 'Today is going to be a good day,' said Owen. _____

4 'I've been to Africa twice,' said Mark. _____

5 'I wanted to go out last weekend,' said Lucy. _____

6 'The exam is tomorrow,' said the teacher. _____

2 Circle the correct alternative.

1 Ella asked the boy what *your/his/her* name was.
2 The teacher asked her students *that/whether/how* they wanted to see the concert.
3 Ava asked Henry where *is he/was he/he was* going.
4 The doctor asked him if he *has ever had/had ever have/had ever had* a serious accident.
5 Jack asked Isabella if she *liked/does like/did like* that music.
6 Harry asked who *saw/did see/had seen* the film.

3 Rewrite the sentences in reported speech.

1 'I found the information on this website,' said Nick.
_____.

2 'Are you going to see the new film tomorrow?' Angela asked Lynn.
_____.

3 'Where have you been?' the teacher asked Kerry and Liz.
_____.

4 'Did you go to Dave's party yesterday?' Sonya asked Ryan.
_____.

5 'I haven't finished reading your book yet,' Alice said to Mike.
_____.

4 Circle the correct alternative.

On Sundays I always enjoy (a) to *watch/watching* a TV documentary series about nature. I (b) *saw/have seen* every programme in the series since it (c) *started/has started* in 2008. The presenter is a really interesting man (d) *who/whose* name is Jack Wild. He doesn't always give (e) *many/much* information about the different things they show, but there are (f) *any/some* cool scenes with animals that you (g) *aren't usually seeing/don't usually see* on TV.

Vocabulary

1 Complete the words for different types of books.

1 a_ _ _ _ _ _ _ _ _ _ _y
2 f_ _ _ _ t_ _ _
3 c_ _ _ _ _ _k
4 s_ _ _ _ _ _ f_ _ _ _ _ _
5 m_ _ _ _l
6 p_ _y

2 Choose the best type of book from 1 for each person.

1 Sam wants to learn how to make a new pasta dish. _____
2 Sophia likes stories about robots. _____
3 Ryan wants to learn how to use his new digital camera. _____
4 Jasmine is four years old and she likes stories about princes and princesses. _____
5 Edward likes reading about the lives of famous people, written by the person him or herself. _____
6 Ben loves the theatre and he loves reading the story again at home. _____

3 Circle the correct alternative.

1 When a story is good, you want to read *on/out* to the end.
2 When you make a mistake, you cross it *on/out*.
3 When you want to get a quick idea of a book, you *flick/turn* through it.
4 At the end of an essay it's a good idea to sum *on/up* your ideas and opinions.
5 If you don't know how to pronounce a word you should look it *over/up* in a dictionary.

4 Match the words (1–8) with the endings (a–h) to make nouns. Change the letters where necessary.

1	free	a	-ion
2	happy	b	-y
3	confident	c	-ence
4	burglar	d	-dom
5	teach	e	-ment
6	collect	f	-ship
7	retire	g	-er
8	relation	h	-ness

10 Log on

Vocabulary

1 Complete the words.

1 _ _y_ _a_d: we use this to type on

2 _o_ _t_r: like a television, electronic device with a screen

3 _e_c_m: we use this so people in other places can see what we're doing

4 _p_ _k_ _: sound comes through this

5 _r_ _t_ _: we use this to produce paper copies of things from our computer

6 _l_s_ dr_ _ _: we use this to save files. We can carry it around with us.

7 _c_ _n_ _: we use this to create electronic copies of paper documents

8 _o_s_: we use this to move the arrow around and click on things on our computer screens

2 Match the halves to make questions.

1 Have you got **fast** ___

2 Do you ever **chat** ___

3 Which **search** ___

4 How long do you spend **surfing** ___

5 How often do you **down** ___

6 Which **web** ___

7 Do you **read** or **write** ___

8 Do you often use **social** ___

a **load** films from the Internet?

b **site** do you visit the most?

c **online** with friends?

d **the Net** at the weekend?

e **engine** do you usually use?

f **broadband**?

g **a blog**?

h **networking sites**?

3 Complete the comments with words or phrases from 2.

1 I often _____ to my friends in other countries.

2 We bought my grandfather a tablet computer and now he regularly _____ to find out about fishing and new TV programmes!

3 We've got _____, but today the connection is very slow and it's taken me ages to get online.

4 I often _____ music that I like from the Internet.

5 In my opinion, _____ sites are important for people to keep in contact with friends from around the world.

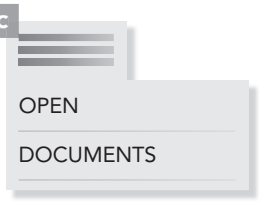
6 While my brother was travelling last year he wrote a _____ and we could see what he'd done every day.

VOCABULARY EXTENSION

4 Match the phrases to the pictures.

a 

b 

c 

d 

e 

f 

g 

h 

1 attach a file ___

2 scroll up and down ___

3 change the font ___

4 insert an emoticon ___

5 bring up a menu ___

6 type in a website address ___

7 install software ___

8 close a window ___

Reading

1 Look at the title of the article and the photo and answer the question. Read the article to check.

What do you think the article will be about?

a a man who stole money from banks using computers
b a man who stole information from companies using computers
c a man whose business was stealing mobile phones

Crime or hobby?

Nowadays, we rely on computers for all parts of our lives, from work to keeping in touch with friends. However, these benefits inevitably lead to dangers. We are regularly reminded how important it is to protect our computers from people who want to use the information on them. Another main target for these criminals, or hackers, is the large companies who keep a lot of confidential information on computers.

One of the most famous hackers in the world is Kevin Mitnick. He began hacking when he was just 15 – he found a clever way to use the buses without paying. More than twenty years later, in 1999, he was arrested and convicted because he had hacked into big company computers and copied software. Mitnick spent more than five years in prison.

There is some controversy about this. Some people believe that the US government over-reacted. They say that he didn't need to go to prison for so long and that his crimes were not that serious. Mitnick says that he did the hacking as a hobby – like most hackers in those days. It was a challenge and hackers did it for the adventure, too. Governments at that time did not really understand the new technology and were very scared of it. Mitnick gives an example. When he was in prison, he was put in solitary confinement for eight months, where he could not see or speak to any other prisoners. This was because officials were worried that he could use the prison phone to start a nuclear war – just by whistling into it!

When he was released from prison, Mitnick was not allowed to go online for a long time. However, after this he began working with computers again – as a consultant for computer security. Now big companies go to him to make sure that their computers are secure and well-protected.

Mitnick believes that computer hacking has changed a lot since he used to do it. He used to do it for fun, but today computers are hacked for profit and this is very dangerous. The hackers are often never found. In his business today, Mitnick gives advice to individuals as well as big companies. His concern is that because there is so much information available today, the hackers will always be able to beat antivirus software.



2 Read the article again and choose the best answers.

1 In the first paragraph we are told that …
   a people don't know about the risks to computers.
   b people worry too much about the risks to computers.
   c people are often told about the risks to computers.
2 Kevin Mitnick thought that hacking into computers …
   a was exciting and enjoyable.
   b was a good way to make money.
   c was a way to get a job.
3 Some people believe that the US government …
   a gave Mitnick the wrong punishment.
   b put the wrong person in prison.
   c didn't discover all his crimes.
4 What does Mitnick do today?
   a He hacks into computers secretly.
   b He is employed to hack into computers officially.
   c He doesn't use computers any more.
5 Mitnick's opinion is that …
   a hackers today have a different attitude to his.
   b hackers today aren't as good as he was.
   c hackers today can't keep up with the advances in technology.

CRITICAL THINKING

3 Are the following statements facts (F) or opinions (O)?

1 Mitnick was given an unfair punishment. F / O
2 People hack into computers to commit crimes. F / O
3 Mitnick didn't use computers after prison. F / O
4 Mitnick could start a war from prison. F / O
5 Hackers will always be ahead of security. F / O
6 Mitnick spent a period of his life in prison. F / O

4 Match the underlined words from the article with these definitions.

1 software that protects a computer _____
2 have contact with friends _____
3 making music or a noise by pushing air through your mouth _____
4 found guilty of a crime _____
5 something that is secret _____
6 something people disagree about _____
7 be more worried than necessary _____

STUDY SKILLS

Why is it important and useful to guess difficult words from their context?

STUDY SKILLS ➤ page 85

Grammar in context

1 Circle the correct alternative to complete the rules about the passive.

1 To make the passive we use the verb *to be* and the *past simple/past participle*.
2 To introduce the person who does the action we use *by/for*.
3 We use the passive when we are more interested in *the action/the person who does the action*.

2 Complete the sentences with an appropriate word.

1 Websites _____ used by many students who are learning English.
2 Today computers _____ hacked for profit.
3 Hackers are often never _____.
4 The iPad is made _____ Apple.
5 This television series _____ watched in many different countries.
6 The French language is _____ in France, Belgium, Switzerland, Senegal and other countries.

3 Circle the correct alternative.

1 These computers *is/are* made in China.
2 A lot of mineral water is *drank/drunk* in the summer.
3 Portuguese is *speak/spoken* in Brazil.
4 The students in my class *are written/write* essays once a month.
5 A lot of rice *is/are* eaten every day.
6 My sister *does/is done* the shopping on Saturdays.
7 German *teaches/is taught* at my school.
8 That song *sings/is sung* on special occasions.
9 New roads *is/are* built each year.
10 My friends *send/are sent* emails to each other every day.

4 Complete the sentences with the present passive form of the verbs in the box.

check • drive • make • play • teach • wear • write

1 Jeans _____ all over the world.
2 This sport _____ every weekend.
3 On computers, many documents _____ by using Microsoft Word.
4 Paella _____ with rice.
5 Maths _____ in almost all schools.
6 Your passport _____ at the airport before you get on the plane.
7 Buses _____ by bus drivers.

5 Rewrite these active sentences in the present passive form. Only use *by* plus the agent if you know exactly who does the action.

1 BMW make the new MINI.
_____
2 Sometimes they find gold in this river.
_____
3 They don't stop football matches if it rains.
_____
4 They give a prize to the best actor.
_____
5 In this hotel they take your bags to your room.
_____
6 They don't grow tea in Scotland.
_____
7 In Japan students clean the classrooms.
_____
8 A lot of people use public transport.
_____

GRAMMAR CHALLENGE

6 Find and correct the mistakes in the sentences.

1 The city of Florence is visited for thousands of people every day.
_____
2 Tennis played by two or four players.
_____
3 Many products made in China nowadays.
_____
4 More manga comics are drawing in Japan than in any other country.
_____
5 Sometimes spectacular sunsets is seen in this part of the world.
_____
6 More ice creams eaten in the summer than in the winter.
_____
7 Kevin asked me did I like cars that are made in Japan.
_____
8 Fruit what is sold in markets is often fresher than in supermarkets.
_____

Developing vocabulary and listening

1 Find eight words which frequently go with *email.*

F	A	D	E	R	E	P	L	Y
O	D	W	V	N	U	F	D	A
R	D	L	P	B	N	C	E	D
W	R	T	A	O	S	R	Y	E
A	E	L	M	U	P	I	U	L
R	S	E	R	N	D	F	W	E
D	S	A	C	C	O	U	N	T
Q	W	B	V	E	K	L	B	E
A	S	E	N	D	A	C	C	O
F	O	R	D	C	H	E	C	K

2 Complete these sentences with words from 1.

1 Could you give me your email _____ so that I can _____ you an email?

2 My inbox is full. I need to _____ some emails.

3 I have sent him an email but I am still waiting for him to _____ to it.

4 Didn't you receive her email? I still have it and will _____ it to you.

5 If you type in the wrong address, the email will _____ back.

6 I want to open a new email _____ with a different provider.

7 I am looking for an Internet café. I need to _____ my emails.

3 36 Listen to the three dialogues and match the situations (1–3) with the topics (a–c).

Situation 1	a a punishment
Situation 2	b a work related question
Situation 3	c a social event

4 36 Listen to the dialogues again and choose the best answers.

1 What was Belinda's problem?
- a She couldn't open the email.
- b She lost the email.
- c She didn't receive the email.

2 What did Daniel do wrong?
- a He forgot to send the email.
- b He made a mistake when he sent the email.
- c He didn't check his inbox.

3 What did Penny do wrong?
- a She went online during a lesson.
- b She phoned someone during the class.
- c She was chatting too much during the lesson.

VOCABULARY EXTENSION

5 With new technology such as the Internet, we often use abbreviations to name things more easily and quickly. Find the full names in the box for the abbreviations below. Use your dictionary if necessary. You can use some words more than once.

asked • compact • digital • disc • frequently
global • identification • memory • message
number • only • personal • positioning
questions • read • service • short • system
versatile • web • wide • world

1 WWW = *world wide web*
2 DVD = _____
3 CD-ROM = _____
4 SMS = _____
5 GPS = _____
6 FAQ = _____
7 PIN = _____

6 Match the abbreviations with the definitions.

1 a secret number you need to operate a mobile phone, or use a credit card _____
2 a disc that people usually use to watch films _____
3 typical questions that people ask on a website _____
4 a large collection of documents, pictures and sounds kept on computers in many different places and connected through the Internet _____
5 a disc that computers can read, containing text, image and sound _____
6 a system for finding exactly where you are in the world using satellites _____
7 a way of sending a text message to a mobile phone _____

Grammar in context

1 Read the rule about the passive and decide if it's True (T) or False (F).

To change the tense in passive sentences, we change the past participle.

2 Circle the correct alternative.

1 I *am/was* sent a lot of advertising emails last night.
2 Thousands of silicon chips *are/are being* made at this very moment.
3 I *was already/have already been* caught using my phone in class.
4 The book *One Hundred Years of Solitude* *was/has been* written by Gabriel García Márquez in 1967.
5 Many useful things *have been/were* invented since the start of the 20th century.
6 Penny *has/is* always being told off in class.

3 Complete the sentences with the correct passive form of the verbs given.

1 The cartoon character Mickey Mouse _____ (create) in 1928.
2 Look! The restaurant _____ (rename). I wonder when that happened.
3 The film *Gone with the Wind* _____ (make) in 1939.
4 These pictures _____ (draw) in prehistoric times.
5 The criminal _____ (follow) by local police right now.
6 The first cheap cars _____ (produce) nearly 100 years ago in the US.
7 Quick! Your favourite singer _____ (interview) on TV right now.

4 Write passive sentences using the prompts below.

1 The novel *Animal Farm*/write/by George Orwell in 1945.
_____.
2 The race/organise/by the school each year.
_____.
3 Dynamite/invent/by Alfred Nobel in the 19th century.
_____.
4 Cartoons/watch/by thousands of children around the world at the moment.
_____.
5 The FIFA World Cup/win/by Brazil several times since 1958.
_____.
6 The planet Uranus/find/by William Herschel in 1781.
_____.
7 The men's 100-metre world record/break/by Usain Bolt in August 2009.
_____.

5 Read the rules about *have something done* and decide if they are True (T) or False (F).

1 We use *have something done* in all tenses. T/F
2 We use *have* + object + past participle. T/F
3 We can't use both *get* and *have* in this type of sentence. T/F
4 We use this type of sentence to say that someone else does an action for us. T/F

6 Complete the dialogues with the correct form of the verbs in brackets.

1 A: Your hair looks nice.
B: Thanks. I _____ (it/cut) last week.
2 A: Your car is making a strange noise.
B: I know. I'll _____ (it/check) soon.
3 A: Where's your new laptop?
B: I _____ (it/fix) at the moment. It crashed yesterday!
4 A: You don't usually wear glasses, do you?
B: I do now. I _____ (my eyes/test) on Saturday and I have to wear glasses all the time now.

GRAMMAR CHALLENGE

7 Find and correct eight mistakes in the email.

Hi Lily,
Has your computer fixed yet? I need to get my laptop repairing soon. I am sent a strange email last week. I opened it, but it was just a lot of numbers. Anyway, after that I started to lose lots of my files. I've being asked to give a talk at school and all my files are deleted by this virus. When I bought the laptop I have antivirus software installed, but it obviously isn't work. So, can you tell me where I can get my computer fix and how much I will be charged? Thanks a lot. By the way, I'm using my brother's tablet to send this email so you won't get the virus, too!
Love
Kim

Developing speaking

1 37 **Listen to a student comparing two photos. Complete her answer.**





OK, so yes, (a) _____ of the pictures show people using computers, but they're using them in different places and for different reasons. In the first photo, the older people are looking at a computer together (b) _____, in the second photo the people have got their own computers. The older people look really happy and they're smiling. They're probably enjoying the activity. (c) _____, in the other photo the people are concentrating and they look very serious. I think they may be at a big meeting. (d) _____ big difference is what the people are wearing. The older people are wearing casual clothes. In (e) _____, the people at the meeting are all wearing smart clothes. One (f) _____ between the photos is that the computers are clearly important for the people. But apart from that they don't have a lot in (g) _____. My grandparents were given a computer last year. They love it. My dad is a bit like the people in the (h) _____ photo. He takes his computer to meetings all the time.

2 **Put the words in the correct order to find expressions to compare and contrast photos.**

1 photos of show the Both

_____

2 similarity photos Another between important is the

_____

3 they common Another in thing is have

_____

4 between big photos difference is the One

_____

5 other contrast people the In

_____

3 æ 38 **Read the sentences and circle the /ð/ sounds and underline the /θ/ sounds. Listen and check.**

1 Ano**th**er important **th**ing is **th**e location.
2 **Th**is wea**th**er is normal for **th**is mon**th**.
3 **Th**ese are my bro**th**er's clo**th**es.
4 **Th**ank you for your kind **th**oughts.
5 My tee**th** were checked on the **th**ird of June.
6 I **th**rew away the dirty clo**th** yesterday.

4 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think they are feeling? Why?

5 39 **Listen to a student talking about the photo. What are her answers to the questions?**

6 **Now look at the second photo and answer the same questions.**



STUDY SKILLS

What is the best way to improve your speaking?

STUDY SKILLS ➤ page 85

Developing writing

1 The text message abbreviations for the words below are just one letter or number. Write the abbreviation for each one.

1 for ___
2 you ___
3 are ___
4 to/too ___
5 see ___
6 be ___



2 These text message abbreviations all use numbers. Think about how we pronounce the numbers and write the complete words with normal spelling.

1 2day _____
2 2nite _____
3 2moro _____
4 B4 _____
5 L8 _____
6 GR8 _____
7 W8 _____
8 L8R _____

3 In these text message abbreviations some letters are missing or have been changed. Write the complete words with normal spelling.

1 YR _____
2 PLS _____
3 WOT _____
4 BCZ _____
5 SPK _____
6 WKND _____
7 THX _____
8 XLNT _____
9 MSG _____
10 HMWK _____

4 Write these text messages as complete sentences.

1 Can U PLS come 2 C me L8R?

_____

2 I'll C U 2moro B4 school.

_____

3 I'll W8 4 YR next MSG.

_____

4 Wot R U doing at the WKND?

_____

5 Will U B at home L8R 2day?

_____

6 THX 4 the presents.They R GR8.

_____

7 I can C U @ 6 BCZ I haven't got any HMWK.

_____

5 Rewrite this conversation using text message abbreviations.

1 What are you doing tonight?

_____
_____

2 Amy and I are going to eat out because it's her birthday today. Do you want to come?

_____
_____
_____

3 OK. Thanks. What time are you meeting?

_____
_____

4 At eight because before that I have to study for an exam tomorrow.

_____
_____

5 What time is your exam?

_____
_____

6 At ten. I have to go now. I'll speak to you later.

_____
_____

7 Great!

_____

Revision: Units 1–10

Grammar

1 Rewrite the active sentences in the passive form and the passive sentences in the active form.

1 Grandparents play computer games, too.
Computer games _____.

2 Arthur Wynne invented crosswords in 1913.
Crosswords _____.

3 A museum is being opened by the Queen tomorrow.
The Queen _____.

4 The concert was seen by 40,000 people.
40,000 people _____.

5 Alex Smith has won the competition.
The competition _____.

6 They design Honda motorbikes in Japan.
Honda motorbikes _____.

2 Complete the sentences with the correct form of the verbs given.

1 I _____ (tell) Eva if I _____ (see) her this evening.

2 Mark said he _____ (help) me with the project later that afternoon.

3 If I _____ (be) the Prime Minister, I _____ (build) more hospitals.

4 Yesterday I _____ (have) an accident while I _____ (play) tennis.

5 Emma _____ (come) to the party, but she _____ (not decide) yet.

6 _____ (surf) the Net is my favourite hobby.

7 I enjoyed the film because I _____ (not see) anything like it before.

3 Complete the text with the correct words.

My parents gave me (a) _____ new tablet computer for my birthday and it (b) _____ become my favourite gadget! I take it with me everywhere (c) _____ I go. It's (d) _____ lighter than my previous laptop and it's small (e) _____ to put in my bag. I often use it on the train to read e-books or (f) _____ emails. I also enjoy (g) _____ TV and films on it. It's (h) _____ best present I've ever had!

Vocabulary

1 Match words from the columns to make words connected to computers. Some words may match with more than one word.

1	key	___	a	engine
2	mouse	___	b	band
3	flash	___	c	board
4	hard	___	d	port
5	social	___	e	page
6	pass	___	f	mat
7	home	___	g	networking
8	search	___	h	drive
9	USB	___	i	copy
10	broad	___	j	word

2 Complete the sentences with the correct verbs.

1 Don't forget to _____ off when you're finished so that I can use the laptop.

2 I like to _____ online to my friends.

3 Dan sent me a good joke – I'll _____ it to you.

4 If you _____ on this link, you go to the website.

5 I usually _____ a hard copy of my essays when I've typed them.

3 Complete the text with the words in the box.

address • bounces • delete • receive • reply • send

First find out the email (a) _____ of the person you are writing to. Write the email, then (b) _____ it. When you (c) _____ an email, (d) _____ to it quite quickly. When you have a lot of old emails, (e) _____ them if you don't want to keep them. If an email (f) _____ back, it's probably because you made a mistake.

4 Complete the sentences with prepositions.

1 I didn't switch _____ the TV until 11.30 last night.

2 If you come _____ my notes don't throw them away!

3 I think it's important for friends to have some interests _____ common.

4 I need to find _____ when the concert starts.

5 I think Miles and Gina have fallen _____ – they're not speaking to each other.

6 The teacher told us to turn _____ the page.

7 I was flicking _____ the book and I found this photo.

Unit 1

GRAMMAR: USING THE GRAMMAR REFERENCE

- When you have a problem with grammar, use reference material to find help.
- At the end of the Student's Book there are grammar explanations on the Grammar reference pages. These explanations help you to understand the correct use of the grammar (when and why to use the grammatical structure) and also the form (the correct parts of the structure).
- You can also use grammar books, either in English or in your own language.
- Internet websites can also provide help with typical grammar problems.

WRITING: KEEPING A MISTAKES CHECKLIST

It is normal to make mistakes when you write. That is why it is important to read your work carefully when you finish. Check for mistakes with:

- punctuation
- capital letters
- word order
- spelling
- tenses
- vocabulary
- missing words
- agreement between the subject and verb.

You can learn from your mistakes. Make a list of mistakes that you make with the correction next to it. Use it as a checklist when you are checking your writing. Look at this example.

Mistake	Correction	Explanation
In general, I think the money is important.	In general, I think money is important.	When we talk about things in general, we do not use the definite article.

Unit 3

KNOWING WHAT TYPE OF LEARNER YOU ARE

It is useful to know what type of learner you are because it can help you to improve. Here are some things to think about:

- Some people like working alone. But remember that language is usually a question of communication and working with a partner can be a great way to start communicating in English.
- Writing usually gives you time to think and prepare your message. But writing also needs to be very precise and correct.
- Speaking is quick and spontaneous. So when you speak, mistakes are normal. The important thing is that other people understand you.
- Mistakes are an essential part of learning a language. We can learn a lot from our mistakes.
- Some people don't like learning grammar, but grammar and vocabulary are the basic ingredients of any language. They help you to communicate.
- You can improve your memory. In general, we learn more with short, frequent revision.

LISTENING: KEEPING CALM

The worst thing that you can do when listening to English is panic because you don't understand something. It isn't usually necessary to understand every word. There is often repetition, and there are words that you don't need to understand to be able to do the activity. Concentrate on the information you need to answer the questions.

Unit 2

VOCABULARY: USING A DICTIONARY

Dictionaries are very useful. Here are some ideas for using them well:

- You can't always have a dictionary with you, for example, in exams. Don't depend on the dictionary too much. First, guess the word and then use your dictionary to check.
- When you are reading, don't use the dictionary to look up every word you don't know. You don't need to understand every word in a text to do the exercises or to understand the general meaning. Only look for words which appear important or appear frequently.
- Don't just look at the first definition for a word. Many English words have very different meanings. Look at them all and choose the right one for your context.
- Don't just think about the meaning of the word that you look up. Think also about the type of word, the form and spelling of the word, and the other words it often goes with.

READING: PREDICTION

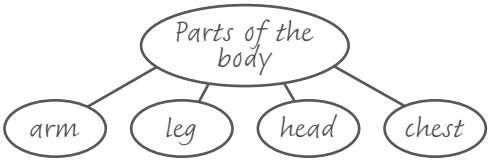
Before you read a text, look at the pictures or photos that go with it. Read the title of the text, too. This can help you to think about the topic of the text and to predict some of the ideas and words in it. It will help you to understand more when you read the text for the first time.

Unit 4

VOCABULARY: KEEPING VOCABULARY RECORDS

To learn vocabulary, it is essential to keep a record of new words.

- Write down the meaning of new words. You can write a synonym, a definition, an example sentence, a translation, or you can draw a picture.
- It is also important to write down the type of word (e.g. noun, verb, adjective, adverb, preposition, pronoun) and any other special information (e.g. pronunciation, irregular forms).
- Some people write down new vocabulary using diagrams like this:



SPEAKING: WORDS YOU DON'T KNOW

When you don't know a word, don't stop and use a word in your own language. Here are some things you *can* do, using the word *freedom* as an example:

- use a synonym or similar word like *liberty* or *independence*
- use a more basic or general word or expression, *being free*
- say *It's the opposite of*, e.g. *It's the opposite of captivity.*
- explain the word using different words, e.g. *It's when you can do what you want.*

Unit 5

READING: READING FOR GENERAL INFORMATION

The first time you read a text, read it quickly. Do not stop if there are words you do not understand. Just try to understand the general meaning. Give yourself a time limit. It can help you to get a general understanding and not look at details. Look for specific information the second time you read.

GRAMMAR: USE AND FORM

When we study grammar we need to think about two basic things:

- we need to know the meaning and when to *use* the structure. For example, with *too* we need to know that we use it to talk about people, things or actions that are *excessive*.
- we need to know the *form* (including spelling). For example, we need to know that the word *too* comes before adjectives. Remember to think about both use and form when you do grammar activities.

Unit 7

VOCABULARY: EFFICIENT VOCABULARY REVISION

- Frequent revision is the best way to learn new words. Look at your vocabulary notebook or list every week and test yourself to see how much you remember. It is very difficult to learn vocabulary by revising just once before an exam or test.
- It is easier to learn vocabulary in groups, e.g. parts of the body, crimes, or adjectives ending in *-ing* and *-ed*. One word in a group can help you remember others in the same group.

SPEAKING: MAKING MISTAKES

- When you speak in a different language it is normal to make mistakes. The most important thing is to communicate with your partner.
- If you make small mistakes, either correct them when you make them or remember to work on them later.
- Remember: mistakes are a natural part of learning. If you don't say anything, you will never get better.

Unit 9

READING: READING FOR PLEASURE

Usually reading for pleasure means reading a whole book, magazine or website because you want to read it. There will probably be many words that you do not understand. It is not a good idea to stop every time you see a new word because you will never finish the story/article and you probably won't enjoy reading it. Only look up words that appear to be essential to understand the text, and that appear again and again. The main idea is to understand the general meaning … and to enjoy reading!

WRITING: PRACTISING YOUR WRITING

The best way to practise writing in English is to have an e-pal to write to who is English or who is another nationality to you but who can communicate in English. You can also go online and post comments on people's websites and blogs and reply to threads. Also, instead of phoning people why don't you send them instant messages in English?

Unit 6

LISTENING: FIRST LISTENING, SECOND LISTENING

- The first time you listen to a new text, the idea is to understand the general meaning, not to understand all the details. The first listening activity will usually help you to do this by asking general questions.
- The second time you listen you will need to listen for more specific information.

WRITING: ORGANISING IDEAS INTO PARAGRAPHS

- A paragraph is a number of sentences which talk about one or two main ideas. When you want to start to talk about a new main idea, you start a new paragraph. Paragraphs make your writing clear, organised and easy to understand.
- Before you start a piece of writing, make a note of the ideas that you want to include. Then put your ideas in a logical order and organise them into paragraphs.

Unit 8

READING: READING FOR SPECIFIC INFORMATION

The first reading activity usually checks that you understand the general meaning of the text. The next activities check that you understand specific information. When you read for specific information, read the question carefully and then find the exact place where you think the answer comes.

LISTENING: LISTENING OUTSIDE THE CLASSROOM

The best way to improve your listening is by listening to as much English as possible. Apart from listening in class, try to listen to:

- CDs or audio files that come with books or readers
- original version films
- DVDs in English (with or without subtitles)
- the radio or Internet radio.

Unit 10

READING: GUESSING FROM CONTEXT

You cannot usually use dictionaries in reading exams so when there are words that you do not understand, look carefully at the context to help you to guess the meaning. Look at the sentences and words just before and after the word. This can help you to find out the type of word (noun, verb, adjective, etc.) and the meaning.

SPEAKING: PRACTICE MAKES PERFECT

Speaking English is like riding a bike or playing tennis. You can only get better if you actually do it. The more you speak, the better you get. Speak as much English as possible in class, and outside the class.

Contributing to family life

Before watching

1a Complete the sentences with *responsibility, responsibilities* or *rights*.

BE A RESPONSIBLE CITIZEN!

1. Defend your ..... but also know your ..... .
2. Respect other people's ..... .
3. Take ..... for your actions.
4. Think before you take on new ..... .

1b Do you think these things are a right (RI), a responsibility (RE) or both (B)?

1. helping at home .....
2. free time .....
3. having a pet .....
4. pocket money .....
5. privacy .....
6. looking after someone .....

While watching

2a Read the questions. Then watch the video and write the teenagers' names.


Grace


Louis


Jessica

1. Who spends time with ... ?
   - a a pet .....
   - b an older family member .....
   - c a younger family member .....
2. Who has to ... ?
   - a go to see him/her .....
   - b help with homework .....
   - c take him/her home .....
   - d take him/her out .....
   - e take food .....
   - f make food .....

2b VIDEO SKILLS Read the video skills box. Then watch again and answer the questions.

1. Why does he/she have the responsibility?
   - a Grace: .....
   - b Louis: .....
   - c Jessica: .....
2. What's difficult about the responsibility?
   - a Grace: .....
   - b Louis: .....
   - c Jessica: .....

VIDEO SKILLS: Understand new vocabulary

Look at what Grace says:

1. *I pick him up from school.* (0:28)
2. *She gives me more freedom.* (0:44)
3. *Now I realise how hard my mum works.* (0:51)

To understand the underlined words ask yourself:

- Is it important to understand this? If not, I can forget it for now.
- Can I guess its meaning from the context?
- Is it part of the word family of a word I know?

3a Watch again. Match the teenagers to one or more of these 'lessons in life'.

1. When you make a decision, you have to accept the good and bad things about it. .....
2. Helping someone else can make you happy. .....
3. You don't know how hard others work until you do their work. .....
4. If you're responsible, people give you more freedom. .....

3b Complete these sentences with your opinion.

1. I think ..... has the biggest responsibility because ...
2. I think ..... has learnt the most important lesson in life because ...

After watching

4a Think of a person you know with similar responsibilities to those of one of the people in the video. Write a description of the person and his/her responsibilities in your notebook.

4b SKILLS 4 LIFE Your rights and responsibilities don't stop outside the home. Create a poster of your rights and responsibilities at school and in your town/city. Follow these steps.

1. Make a list of at least one right and one responsibility in each place.

We have a right to …

We are responsible for …

2. Design your poster. Decide what you are going to write and what photos or drawings you could use to make your message clear.
3. Find the things you need. Then make your poster.

REFLECT ON IT

Read the following paragraph. Do you agree with it? Can you think of other examples?

We live in a world where people defend their rights but ignore their responsibilities. People want a clean city, for example, but they drop litter in the street.

Videos available at Student's Resource Centre > Student's Resources > Life skills > Life skills videos

Right and wrong

Before watching

1 Is it always wrong to do these things? Circle *Yes* or *No*. If you circle *No*, then write when you think it can be the right thing to do.

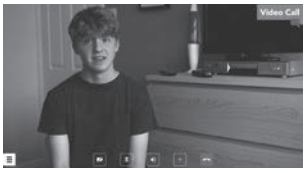
1 Steal something from a shop. **Yes / No**
2 Tell someone you know well a lie. **Yes / No**
3 Disrespect a friend's opinion. **Yes / No**
4 Copy someone else's work. **Yes / No**
5 Write graffiti on a wall. **Yes / No**

.....

.....

While watching

2a VIDEO SKILLS Read the video skills box. Then watch the video and answer the questions about the main events in the stories.



James



Jessica

1 What two things did James do wrong?
a .....
b .....
2 What did Jessica's friend Kayla want to do?
.....
3 What was Jessica's reaction?
.....

VIDEO SKILLS: Understand what happened

The background
At the start, listen for where, when and what was happening: *We were playing ...*
The main events
Next, listen for what happened: *I kicked ...*
The consequences
Finally, listen for how the story ended and how people feel.
Expressions
Then, Afterwards, ... introduce what happened next
Anyway, ... continues the story
I don't know why, but ... introduces something bad
But the other thing is ... introduces another problem

2b Look at the video skills box again. Then watch again and take notes on the background and consequences in the stories.

James' story
The background
.....
The consequences
.....

Jessica's story
The background
.....
The consequences
.....

3a Watch again. How do you think the people in the two stories feel? Write JA (James), JE (Jessica) and KA (Kayla) next to what each person might feel.

1 *I did the right thing.* .....
2 *This situation isn't fair.* .....
3 *I did the wrong thing.* .....
4 *My friend didn't do the right thing.* .....
5 *I'm worried about what might happen.* .....

3b What's *your* opinion? Look at James, Jessica and Kayla's feelings again. Do you think they are right to feel the way they do in sentences 1–5? If not, why not?

After watching

4a Think of a time when you or a friend were in a difficult situation like the ones in the video. Make notes about what happened, how you felt and what happened in the end. What lesson did you learn from what happened?

4b SKILLS 4 LIFE Look in a newspaper or on the Internet and find a news story about someone who did something wrong. It could be an actor, a criminal, a sportsperson or someone else. Now write about the story in your own words. Include this information:

- Who the person is
- What the person did
- What you think about what they did and why
- The 'moral' of the story – what it tells us about people who do wrong things

REFLECT ON IT

Where do we get our values? Is it from any of these things or do they come from somewhere else?
We learn what's right and wrong from our parents.
School teaches us what's right and wrong.
It's genetic. We are born with a sense of right and wrong.

Public speaking

Before watching

1 Think about someone who came to your school to give a talk recently or who you saw giving a talk on TV. Answer the questions.

1 How did he/she stand?

2 Where were his/her arms? By his/her side? Folded?

3 Did he/she use many hand gestures?

4 How easy was it to understand him/her? Why?

5 Did he/she look confident or insecure?

6 Did you think his/her message was sincere?

7 Did he/she generally give a good impression?

While watching



2a ▶ Watch the video about public speaking. Write the types of advice in the table in the order the speakers mention them. What advice isn't included in the table?

How fast • Gestures • Eyes • Intonation
How to stand • Emphasis • How loud

Type of advice	Speaker's advice
1	
2	
3	
4	
5	
6	
7	

Not included: .....

2b ▶ Watch again. Complete the second column of the table.

3a ▶ VIDEO SKILLS Read the video skills box. Then match the consequences (A–H) to the types of advice (1–7) in the table in 2a. Then circle if the consequence is positive (✓) or negative (✗).

A	people watch your hands	✓ / ✗
B	people are attentive	✓ / ✗
C	you look confident	✓ / ✗
D	people don't understand	✓ / ✗
E	your message is clearer	✓ / ✗
F	you see people's interest	✓ / ✗
G	people feel uncomfortable	✓ / ✗
H	people aren't interested	✓ / ✗

VIDEO SKILLS: Understanding consequences

Presenting positive consequences

When you ..., you/people .../Use/Look ..., this can help you .../By giving/using ... you may ...

Presenting negative consequences

Don't ... or/otherwise you/they might ...
If you ..., people may not...

3b What do you think are the three most important pieces of advice in the video? Why?

After watching

4a Think of the last time you had to speak in public. Which advice in the table did or didn't you follow? Make two lists.

Things I did	Things I didn't do

Next time you speak in public, do you think you will be able to follow *all* the advice? Do you think you will feel more confident?

4b SKILLS 4 LIFE People often feel nervous before they have to speak in public. Find some advice about how to relax. Follow these steps.

1 Go online and search for advice. Search using one of these phrases or a similar one:
- *how to relax before you speak in public*
- *how to stay calm before giving a talk*

2 Refer to at least two sites. Make a note of any good advice you see, especially if it is repeated on more than one site.

REFLECT ON IT

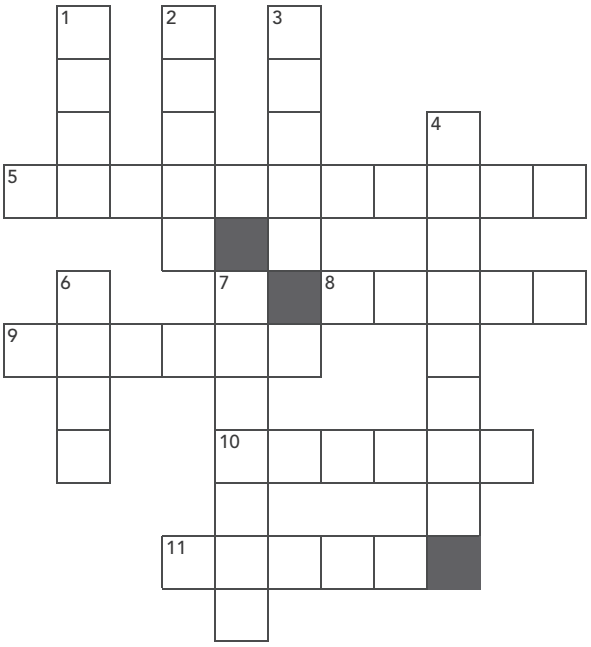
Speaking in public is one of the most common fears. Why do you think that is? Do you think anyone can learn to do it?

Useful words: *centre of attention, shy, self-conscious, embarrassed, mistakes.*

First aid

Before watching

1 Do the first aid crossword.



Across

5 not able to see, think or feel things
8 to lose 2 down from your body
9 physical damage to the body
10 a tube that carries air into your body
11 you have one under each eye

Down

1 the part of your face under your mouth
2 a red liquid in your body
3 it's between your neck and your stomach
4 it's between your eyes and your hair
6 you have one in the middle of each leg
7 take air into your body

While watching



2a Watch the video about putting someone in the recovery position. Make a list of the parts of the body you have to move in the correct order. Some words are repeated twice.

1 ..... **2** .....
3 ..... **4** .....
5 ..... **6** .....
7 ..... **8** .....

2b Watch again and complete the notes with one or two words in each gap.

The recovery position

It's for when someone's (1) ..... but breathing.
It helps them to (2) .....
Don't move someone with a serious (3) .....
First you need to open the (4) .....
Then make sure their (5) ..... is moving up and down.
When moving the body, keep the person's hand against their (6) .....

3 VIDEO SKILLS Read the video skills box. Then write what the underlined pronouns in sentences 1–6 refer to. Watch again to check.

1 Place <u>it</u> on the person's forehead. .....
2 Gently move <u>it</u> backwards. .....
3 Place <u>them</u> on the casualty's chin and lift <u>it.</u> ....
4 Place <u>it</u> at a right angle. .....
5 Pull <u>it</u> up until <u>it</u> is flat on the floor. ....
6 Position <u>it</u> at a right angle. .....
7 Ensure that <u>they</u> are breathing. .....

VIDEO SKILLS: Follow instructions

Look up any new words in a dictionary.

- Listen for the order: *first, then, after, until*
- Listen for what to do: *move, place, position, lift, pull*
- Is everything OK? *check, make sure, ensure*

After watching

4a Do you think you could put someone in the recovery position? See if you can note down all the steps in the correct order without looking at this worksheet. If necessary, watch the video again to see if you were right.

4b SKILLS 4 LIFE The recovery position is an example of first aid that can save someone's life. Another is the Heimlich manoeuvre. Go online or look in a reference book and find out what it is. Make notes on how to do it and find a photo or illustration to show how you do it.

REFLECT ON IT

First aid can save a person's life but very few people know how to put people in the recovery position or perform the Heimlich manouevre, for example. Why do you think that is? What can we do to make sure more people know about first aid?

Fame

Before watching

1 Look at the advice (1–7) for becoming famous. Write ✓ (Good), ✗ (Bad) or ? (I'm not sure) to show your opinion of the advice.

The road to fame and fortune	✓	✗	?
1 Be bright. Study hard to get good qualifications.			
2 Be excellent. Choose a skill and practise it every day.			
3 Be recognisable. Your appearance is more important than your talents.			
4 Be visible. Post lots of photos and videos of yourself on social media.			
5 Be ambitious. Make celebrity your only objective in life.			
6 Be provocative. Post comments online that make people talk about you.			
7 Be calculating. Choose friends who will help you to be famous.			

While watching

2a ▶ Watch the video. Match the speakers with their ambition (1–4) and the main reason they have it (a–d).

Who?



Amelia .....



Kieran .....



George .....



Molly .....

What?

1 acting
2 medicine
3 writing
4 singing

Why?

a It's useful.
b It's a need.
c I love it.
d It's easy.

2b ▶ Write the correct name or names: Molly (M), Kieran (K), George (G) or Amelia (A). Watch again to check. Who ... ?

1 doesn't want to be famous .....
2 wants people to appreciate their work .....
3 thinks that being famous gives you an easy life .....
4 hopes to earn enough to keep doing their job .....
5 doesn't want to be famous for no reason .....
6 is working hard now for their ambition .....

3a ▶ VIDEO SKILLS Read the video skills box. Then watch again. Try and write exactly what the speakers say.

Molly: But I wouldn't want to be **(1)** ..... I wouldn't want people to stop me **(2)** .....

Kieran: You don't need to **(3)** .....

George: Anyway, when you see a famous person on TV, **(4)** ..... **(5)** ..... doesn't interest me.

Amelia: I mean, writers don't usually **(6)** ....., but that's fine by me.

VIDEO SKILLS: Understanding general expressions

Some words and expressions have a general, non-specific meaning:

- *things (like that)* and *stuff* can refer to objects, activities and ideas
- *something* refers to a thing or idea when you don't know exactly what it is
- *somebody* can mean 'or a similar person'

3b Whose opinion about fame is closest to your opinion? Explain why.

After watching

4a Make two lists of the good and the bad things about being famous. Now look at your lists. Would you enjoy being famous or not?

BEING FAMOUS

✓Good things	✗ Bad things

4b SKILLS 4 LIFE Is becoming famous as easy as some people think? Go online and find out about two famous people's roads to success. Follow these steps.

1 Think of two famous people. Choose one person from the arts world (e.g. a singer or actor) and one person from the world of technology (e.g. someone who started a famous company or website).
2 Go online and find out about their lives. Look in particular at their education and qualifications.
3 Think about how your skills and qualifications might one day make you very successful and famous.

REFLECT ON IT

Why are people so interested in the lives of celebrities? Do you think it's just harmless fun or do you think it has a bad side? For example, does it stop us from doing something about important issues like poverty, climate change and war?

Videos available at Student's Resource Centre > Student's Resources > Life skills > Life skills videos

Reducing your ecological footprint

Before watching

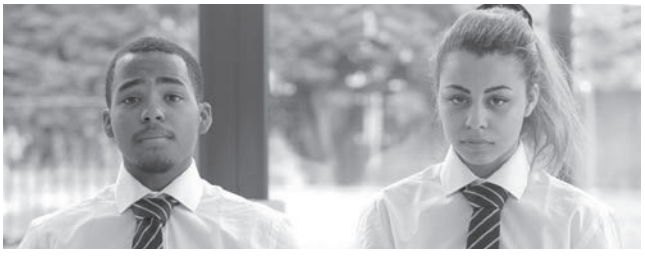
1 Look at the ways to reduce your ecological footprint. Write *Do* before the good things to do and write *Don't* before the bad things.

6 ways to reduce your carbon and water footprints!

1 ..... waste water when you brush your teeth.
2 ..... reuse and recycle paper.
3 ..... leave your mobile charging for hours.
4 ..... switch off lights when you leave a room.
5 ..... buy food in lots of plastic packaging.
6 ..... recycle cans and plastic bottles.

While watching

2a ▶ You're going to watch two teenagers talking about a project at their school to reduce its carbon and water footprint. Watch the video and write the five areas they took action on.



Marcus	Amy
1	3 .....
2	4 .....
and	5 .....

2b ▶ VIDEO SKILLS Read the video skills box. Then watch again. For each of the five areas in 2a, write the problem and the solution in the table.

	Problem	Solution
1		
2		
3		
4		
5		

VIDEO SKILLS: Understanding natural speech

When words like *can*, *was*, *were*, *and*, *for*, *of* and *to* aren't stressed, they're usually pronounced as a weak form, with /ə/. This makes them harder to hear, but means we focus on the words that carry the main meaning.

Marcus: *So we decided <u>to</u> have two boxes, one <u>for</u> reusing and one <u>for</u> recycling.* (0:38). Notice the difference in stress between the important words: *two*, *reusing*, and *recycling*, and the underlined words.

3a ▶ Watch the video again and complete the benefits of the school project.

Marcus: Reusing and recycling **(1)** ...
Marcus: Did you know it takes **(2)** ...
Amy: And it's funny because **(3)** ...
Amy: And it's healthier to **(4)** ...
Marcus: We put posters up and **(5)** ...
Amy: Did you know that it takes over 10,000 litres of water **(6)** ...

3b What do you think are the two most important benefits of the school project? Why?

After watching

4a Think about your home. How many of the things in the school project do you already do to reduce your ecological footprint? Which ones don't you do? How could you and the other people in your house reduce your ecological footprint?

4b SKILLS 4 LIFE Keep a diary to find out how much you really do at home to reduce your ecological footprint and to see if you could do more. Follow these steps.

1 Get a sheet of paper or find a page in your notebook. Divide it into five columns and write the names of the next five days at the top of each column, starting with tomorrow.
2 Each day, write it down when you do one of these things:
   - Turn the tap off when brushing your teeth
   - Switch a light off when leaving a room
   - Recycle plastic, glass and paper
3 Look at your diary at the end of the fifth day. Do you think you did a lot to reduce your ecological footprint? Could you do more?

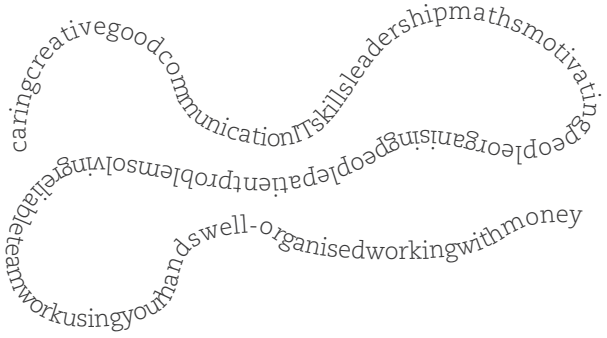
REFLECT ON IT

Why are some people more worried about their ecological footprint than others? Is it because they don't really understand how important it is or is it because they don't really think their behaviour is having an impact on climate change and global warming? Or is there another reason?

Assessing your skills

Before watching

1 Find skills and phrases in these letters and write them in the correct column in the table.



Transferable skills and qualities		
General skills	Interpersonal skills	Personal qualities

While watching

2a You're going to watch three teenagers talking about a responsibility they have or had at school, but not in class time. Watch the video and write what they do or did.


Amelia


Kieran


Molly

2b Watch again and answer the questions.

1 Why has the number of girls in Amelia's team increased?

2 In what two ways is Amelia better than last year's coach?

3 Why does Kieran find his responsibility interesting?

4 What's sometimes difficult about his responsibility?

5 How exactly did Molly's idea make money for the school trip?

6 How do we know the school was happy with her idea?

3a VIDEO SKILLS Read the video skills box. Then watch again and write the transferable skills and qualities from 1 that the teenagers need or needed.

Amelia: _____

Kieran: _____

Molly: _____

VIDEO SKILLS: Understanding people talking about skills

Listen for these expressions:

I like/enjoy being/working ...
I'm not like that. I want to ...
It's useful for me to teach ...
I want people to ...
I'm good at/getting better at finding/staying ...
People like the fact that I ...

3b Which of the skills do you think are most useful for getting a job in the future? Why?

After watching

4a Look at the transferable skills and qualities in the table in 1. Choose at least one skill and quality from each box that you're not good at or don't have. For each one, think of something you could do to improve or develop it, e.g. joining a club, going to a class, making a special effort.

	The thing I need to improve	*How to improve it*
General skill:		
Interpersonal skill:		
Personal quality:		

4b SKILLS 4 LIFE Find out more about the skills needed to do the jobs that interest you. Follow these steps.

1 Think of two jobs that you might want to do one day.
2 For each job think of general skills, interpersonal skills and personal qualities you think people need to do the jobs.
3 Go online and find out about the jobs. Did you correctly predict the skills you need? Did you discover anything that you didn't expect about the jobs?
4 Write a short advert for one of the jobs you researched, saying what skills are required. Follow this model.

[Job name] required
The right person must have [skills] and be [personal qualities]

REFLECT ON IT

Some experts think your interpersonal skills are more important for your success in the future than your school marks. Do you think that's true? If so, why or why not?

Videos available at Student's Resource Centre > Student's Resources > Life skills > Life skills videos

Managing friendships

Before watching

1 Read the statements. Write the name of a person you know who might say each one. It could be you, a friend or family member, or someone else.

1 'I'm quite shy so I find it hard to talk to people I don't know.' .....
2 'I got my circle of friends from sharing a common interest.' .....
3 'I prefer to have a few close friends than lots of friends I don't really know well.' .....
4 'I've made a lot of friends by being good at something.' .....
5 'I enjoy being alone and don't feel lonely when I'm not with friends.' .....
6 'I like meeting new people and I'll start a conversation with anybody.' .....

While watching

2a ▶ VIDEO SKILLS Read the video skills box. Then watch the presenter of the video. What's the video going to be about?



.....

VIDEO SKILLS: Understanding past habits

Listen for the different ways in which people talk about things they did regularly in the past:
What I did was ... / I used to invite/make ... / When I/the weather was ..., I went ...

2b Watch the main speakers (1–4). Write a short sentence to say what action they took to make friends. Use the words in brackets to help you.









Speaker 1: ..... (door)
Speaker 2: ..... (made)
Speaker 3: ..... (doors)
Speaker 4: ..... (join)

2c ▶ Watch the speakers again. Write two things that happened as a result of their action in 2b.

Speaker 1: .....
.....
Speaker 2: .....
.....
Speaker 3: .....
.....
Speaker 4: .....
.....

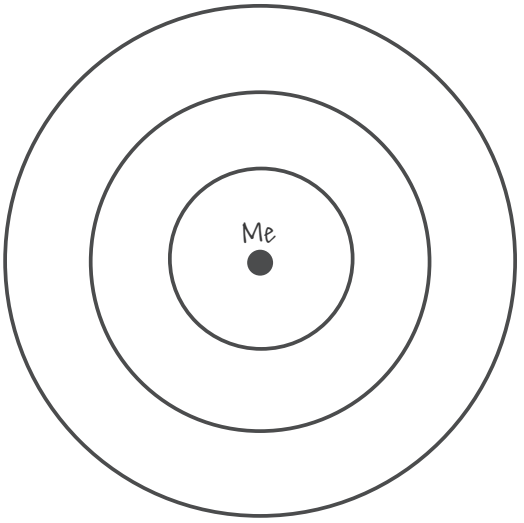
3a ▶ Watch again. Which speaker might say one or more of the statements 1–6 in 1.

Speaker 1: ..... **Speaker 2:** .....
Speaker 3: ..... **Speaker 4:** .....

3b Which of the speakers is most similar to you? Why?

After watching

4a Draw a dot with three circles around it. The dot represents you. Write the names of your close friends in the smallest circle. Write the names of friends who aren't very close to you in the next circle. Write the names of people you know quite well but aren't friends with in the largest circle.



4b Think about how you met the people in the different circles. Did you meet them in the same way? What do the circles tell you about your friendships?

4c SKILLS 4 LIFE Write about friendships in your family. Follow these steps.

1 Choose two or three people of different ages if possible (e.g. a brother/a sister or cousin, a parent or uncle/aunt, a grandparent).
2 Ask them these questions about their best friend and make a note of their answers.
   - Who's your closest friend?
   - How did you meet him/her?
   - How long have you known him/her?
   - Why are you good friends?
3 Write a summary of what each person told you. Is there a difference between how the people of different ages made friends? What other differences are there?

REFLECT ON IT

How many close friends can you have? Does the answer depend on the person or does it depend on your definition of a close friend? For example, how many of your social media friends do you really consider to be friends?

Art and culture

Before watching

1 Read the definitions and complete the words connected to books and reading.

1 f……: writing about imaginary (not real) things
2 n……: a long written story about imaginary things
3 p……: a work for actors in the theatre
4 c……: a person in a book, play or film
5 h……: a frightening story
6 m……: the main idea that the writer of a book wants the reader to remember
7 p……: a piece of writing at the start of a book that introduces the story
8 c……: the outside page at the front and back of a book
9 b……: a short text on the back of a book that tells you what it's about
10 b……: look at things in a shop to see if they interest you

While watching

2a ▶ You're going to watch three teenagers talking. First they read an extract from a play or book. Then they give their opinion of it. Watch and match the speakers to the type of book and its title.







adventure • biography • fantasy • historical fiction • horror story • love story • science fiction

Frankenstein …… *White Fang* …… *Romeo and Juliet* ……

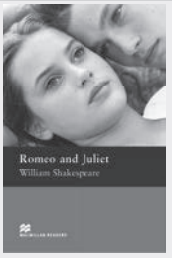
2b ▶ Watch again and complete what the speakers say about the play or books.

Speaker 1
1 She decided to read it because ...
2 The message of the book is that ...

Speaker 2
3 He found it interesting ...
4 *White Fang* changed because ...

Speaker 3
5 She didn't want to read it at first because ...
6 She liked it because ...

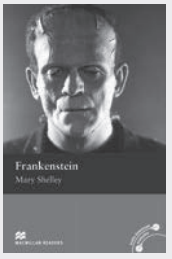
3a VIDEO SKILLS ▶ Read the video skills box. Then watch again and complete the extracts.



A rose would still smell as sweet if it (**1**) …… And Romeo would still be as perfect even if (**2**) …… Romeo.
Just call me 'love' and (**3**) …… Romeo again.



One day, (**4**) …… The cub ran down the river to drink early one morning. (**5**) …… something strange.



'Do not kill me yet,' (**6**) …… 'Listen to what I have to say.'
'What can you say to me?' (**7**) ……
'You have destroyed everything I loved.'
'You made me,' the Monster replied. '(**8**) …… to be evil.'

VIDEO SKILLS: Understanding formal English

Notice these characteristics of formal English:
- no contractions
- *were* after *I/he/she* in conditionals
- *shall* sometimes replaces *will*
- formal word choices: *however* (= *but*), *many* (= *a lot*), *cry* (= *shout*), *reply* (= *answer*), *wish* (= *want*)

3b Which extract did you enjoy the most? Why?

After watching

4a Imagine you want to give each book to someone as a present. Who would you give each book to? Explain why.

4b SKILLS 4 LIFE The extracts in the video are from graded readers. These are adaptations of real books written especially for learners. Find a graded reader that you want to read. Follow these steps.

1 Find the section where there are graded readers in English in your school library or on the Macmillan website. Find books for your level: B1.
2 Look on the back cover of some books in the library or online and read the blurb. Choose one book that you want to read.
3 When you finish the book, write a short review of it. Say what it's about and why you did or didn't like it.

REFLECT ON IT

Why do people write books? Is it to entertain people? Is it because they have a message they want to communicate to other people? Or is there another reason?

Videos available at Student's Resource Centre > Student's Resources > Life skills > Life skills videos

ICT and the Internet

Before watching

1 How often do you do these things? Write your answer (e.g. *never, sometimes, a lot, as often as I can*).

1. Send emails. .....
2. Check messages on your phone. .....
3. Check messages on your phone in class or during a conversation. .....
4. Change your password for online sites. .....
5. Leave yourself logged on to Internet sites. .....
6. Post photos or videos of yourself on social media sites. .....
7. Post photos or videos of other people without their permission. .....
8. Post comments online that anyone can see. .....
9. Share things you've seen online with friends. .....
10. Ignore the age limit for using a site or online service. .....

While watching

2a ▶ VIDEO SKILLS Read the video skills box. You're going to watch four people giving advice for using social networks sensibly. Before you watch, guess what their advice will be. (They give five main pieces of advice.) Then watch and write the main advice they give.

	My guesses	What they actually say
1	.....	.....
	.....	.....
2	.....	.....
	.....	.....
3	.....	.....
	.....	.....
4	.....	.....
	.....	.....
5	.....	.....
	.....	.....

VIDEO SKILLS: Using prediction to help you understand

Before you watch a video, think about what the speakers are going to say. Ask yourself: *What's the topic? Why are they talking about it? What words and ideas do I expect to hear?* This will help you understand things.

2b ▶ Read these phrases from the video. Which piece of advice in 2a are they connected to? Watch again and check your answers.

a you don't know who they are .....
b is there to protect you .....
c you wouldn't like it .....
d people forget the importance .....
e by then it's too late .....



3a ▶ Watch again. According to the speakers ... ?

1. what can happen if you don't respect age limits
2. why do people post things they later regret
3. how do other people make the situation worse
4. why do people attack others online
5. what advice should people who attack others follow
6. why is your password like the key to your house

3b Which piece of advice in the video do you think is most important to follow? Why?

After watching

4a Think about your online habits. After watching the video, do you think you need to make any changes to them? If so, what?

4b SKILLS 4 LIFE Carry out an experiment. Find out what it's like to live without social media for five days. Follow these steps.

1. Choose a day to start.
2. Tell your family and friends that you're not going to be sending or checking social media messages for the next five days, or going online to post things or read posts. Give them an alternative way to contact you (e.g. via email).
3. Keep a diary (in English) of how the experiment goes. Describe how it feels not to go online as usual. Do you feel anxious or do you feel more relaxed?

REFLECT ON IT

Some people claim that social networking is leaving young people with fewer social skills than when they meet people face to face. Do you think this is true?

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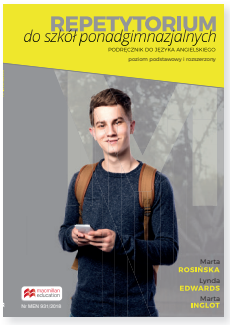
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