

2<sup>nd</sup> edition

# Got it!

3

Student Book  
& Workbook



Includes:

**Online Workbook**  
enhanced with  
**extra activities**

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*must*  
Compounds: *some-* / *any-* /  
*no-* / *every-*  
*have to*; *mustn't* / *don't have to*

Gerunds / Verb + *-ing* form  
*be going to*  
Verb + infinitive / *-ing* form  
*will*: future; *be going to*

First conditional  
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Relative pronouns: *who* / *which* / *that*  
The infinitive of purpose  
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## Communication

## Skills

Discussing rules

**Reading:** A TV guide page about a new reality TV show  
**Listening:** An interview with a historian about the American West  
**Speaking:** Talking about what life used to be like at the end of the 19<sup>th</sup> century  
**Writing:** A short article for a magazine about life in the 19<sup>th</sup> century

Expressing an opinion

**Reading:** An e-newsletter about a school band's trip to L.A.  
**Listening:** Two students talk to a journalist about their trip to L.A.  
**Speaking:** Talking about your last vacation  
**Writing:** A story about a vacation

**My progress A:** page 29

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At the doctor

**Reading:** A web page giving advice to students  
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**Speaking:** Giving advice  
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Making an emergency call

**Reading:** A web article about the animal hero awards  
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**My progress B:** page 49

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Checking information

**Reading:** An magazine article about celebrations around the world  
**Listening:** An interview about Valentine's Day traditions in Japan and South Korea  
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Speculating

**Reading:** Biographies of George Mallory and Amelia Earhart  
**Listening:** A radio program about the Yonaguni Monument  
**Speaking:** Talking about what might be happening in photos  
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Explaining what you want

**Reading:** A magazine article about recycling  
**Listening:** A student responds to a survey about the environment  
**Speaking:** Responding to survey questions  
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Taking phone messages

**Reading:** A web page about advertising  
**Listening:** Three radio ads  
**Speaking:** Interviewing your partner about American favorites and reporting back to the class  
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## Vocabulary

### Places around town

1 Match the words in the box with the pictures.  
There is one word you do not need.

bank bus stop library parking lot  
pharmacy police station post office



bank



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

**And you?** Which of the places around town do you go past on your way to school?

### Housework

2 Choose the correct answers.

After dinner, I load the dishes / dishwasher.

- When I get up, I always **make** / **do** my bed.
- My mom never does the **cook** / **cooking**.
- Every evening, my brother **gives** / **takes** out the trash.
- After lunch, my little sister **clears** / **sets** the table.
- My grandpa always **cleans** / **feeds** the dog in the morning.
- "What's Grandma doing?" "She's **doing** / **making** the ironing."

**And you?** Who does what types of housework in your house?

### Personality adjectives

3 Complete the descriptions with the adjectives in the box.

creative ~~lazy~~ organized  
outgoing patient shy

Ellie hates doing any work. She's so lazy.

- Ren is good at painting. He's very \_\_\_\_\_.
- Lola always tries to help people when they don't understand. She's so \_\_\_\_\_.
- Bella loves meeting new people. She's very \_\_\_\_\_.
- Maria always does her homework on time. She's so \_\_\_\_\_!
- Ne Siang doesn't like talking to people he doesn't know. He's quite \_\_\_\_\_.

**And you?** Describe your best friend's personality.

### Life events

4 Write sentences about Rosa's life. Use the simple past form of a verb from list A and a word from list B.

A ~~be~~ get get have start

B a job ~~born~~ children married school



Rosa was born \_\_\_\_\_ in 1970.

- She \_\_\_\_\_ in 1975.
- She \_\_\_\_\_ in 1986.
- She \_\_\_\_\_ in 1995.
- She \_\_\_\_\_ in 1997.

**And you?** Think of a relative you know well. Describe the main events in his / her life.



## Experiences

5 Complete Tom's dreams with the verbs in the box.

be climb do fly go meet  
ride sleep **visit** win



One day I'd like to ...

- visit** \_\_\_\_\_ a foreign country by myself.
- 1 \_\_\_\_\_ whitewater rafting.
- 2 \_\_\_\_\_ in a tent.
- 3 \_\_\_\_\_ a horse.
- 4 \_\_\_\_\_ a famous person.
- 5 \_\_\_\_\_ a parachute jump.
- 6 \_\_\_\_\_ in an airplane across the ocean.
- 7 \_\_\_\_\_ a high mountain.
- 8 \_\_\_\_\_ a competition.
- 9 \_\_\_\_\_ in the newspaper.

**And you?** Which of the experiences would you like to do? Which ones have you already done? When did you do them?

## Internet activities

6 Match the verbs (1-9) with the phrases (a-i).

- |            |                        |
|------------|------------------------|
| 1 watch    | a on a post            |
| 2 I        | b pictures online      |
| 3 comment  | c videos               |
| 4 post     | d an e-mail to someone |
| 5 download | e a search engine      |
| 6 use      | f music                |
| 7 send     | g M someone            |
| 8 update   | h online games         |
| 9 play     | i antivirus software   |

**And you?** Which of these activities have you done today? What else do you use the Internet for?

## Crime

7 Complete the story. Use the correct noun or verb form of the words in parentheses.

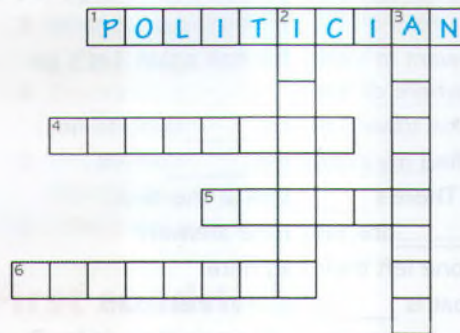
### A life of crime

When she was 10, Peggy Sue became a **pickpocket** (pick pockets) and stole money from people's pockets for candy. On her 14<sup>th</sup> birthday, she tried <sup>1</sup> \_\_\_\_\_ (shoplift) for the first time. She hid some paint under her coat and left without paying. She then <sup>2</sup> \_\_\_\_\_ (vandal) her school with the paint. At 16, she stole jewelry from her neighbor's house. After spending three years in jail for this <sup>3</sup> \_\_\_\_\_ (burglarize), she <sup>4</sup> \_\_\_\_\_ (rob) a bank with her partner, Bugsy. Later Bugsy "disappeared." Everyone thinks Peggy Sue was his <sup>5</sup> \_\_\_\_\_ (murder)!

**And you?** Have you seen, heard, or read about any crimes recently? What happened?

## Human achievement

8 Complete the crossword. Use the clues to help you.



### Across

- 1 A ... works in the government.
- 4 A ... writes music.
- 5 An ... paints or draws.
- 6 An ... discovers new places.

### Down

- 2 An ... makes or thinks of new things.
- 3 An ... designs buildings.

Can you think of a famous person for each job?



# Grammar

## must

1 Complete the class rules with *must* or *mustn't* and the verbs in the box.

ask bring listen put run use

### CLASS RULES

- You must ask for permission to leave. (✓)
- 1 You \_\_\_\_\_ your notebook to every class. (✓)
- 2 You \_\_\_\_\_ in the school building. (X)
- 3 You \_\_\_\_\_ to music in class. (X)
- 4 You \_\_\_\_\_ your trash in the trash can. (✓)
- 5 You \_\_\_\_\_ your cell phone in class. (X)

## Compounds: some- / any- / no- / every-

2 Complete the sentences with *some*, *any*, *no*, or *every*.

- I don't want to go to the mall again. Let's go some where different.
- 1 I hate this town! There's \_\_\_\_\_ thing to do.
  - 2 I can't find my cell phone \_\_\_\_\_ where.
  - 3 Listen. There's \_\_\_\_\_ one at the door.
  - 4 Does \_\_\_\_\_ one know the answer?
  - 5 \_\_\_\_\_ one left their bag here.
  - 6 Your coat is \_\_\_\_\_ where in that room.
  - 7 Does \_\_\_\_\_ one mind if I open the window? It's hot in here!
  - 8 Sara is very popular. \_\_\_\_\_ one likes her.

## have to

3 Write what housework Dan *has to do* (✓) and *doesn't have to do* (X).

- clean his bedroom (✓)  
*He has to clean his bedroom.*
- cook (X)  
*He doesn't have to cook.*
- 1 make his bed (✓)
- 2 feed the rabbit (✓)
- 3 do the ironing (X)
- 4 take out the trash (X)
- 5 set and clear the table (✓)

## mustn't / don't have to

4 Choose the correct answers.

**Bella** I'm so excited! I have a part-time job as a server at a Mexican restaurant. It's near my house, so I don't have to / *mustn't* take the bus. Luckily, I *'don't have to* / *mustn't* wear a uniform, but I dress quite neatly because my boss says I *'don't have to* / *mustn't* wear jeans or sneakers.

**Carlos** That's great news! What days do you work? Maybe I could come for a meal! :-)

**Bella** I work on most Saturdays and some vacations, but I *'don't have to* / *mustn't* work on Sundays. Come over! The tacos are very good. I have to go now. It's time for work, and I *'don't have to* / *mustn't* be late!

## Gerunds / Verb + -ing form

5 Write sentences. Use the gerund when necessary.

Learn / English / be / important.

*Learning English is important.*

- 1 Madison / love / dance.
- 2 Skateboard / be / fun.
- 3 I / not like / play / volleyball.
- 4 Steal / money / be / wrong.
- 5 Josh / hate / do / housework.
- 6 My favorite / hobby / be / read.

## be going to (1)

6 Write the activities Zoey is and isn't going to do at the Go Wild! Summer Camp.

### Go Wild! Summer Camp activities

Check the activities you would like to do.

- go climbing
- explore the countryside
- take art and craft classes
- play outdoor sports
- do a yoga class
- learn a foreign language

*She's going to go climbing.*



## be going to (2)

7 Look at the pictures. Complete the sentences with the correct short form of *be going to* and the verbs and expressions in the box.

eat a burger    make a cake    ~~play basketball~~  
rain    win the race



- 1 They 're going to play basketball.
- 2 He \_\_\_\_\_
- 3 It \_\_\_\_\_
- 4 She \_\_\_\_\_
- 5 I \_\_\_\_\_

## Verb + infinitive / -ing form

8 Complete the text with the verbs in the box in the infinitive or *-ing* form.

discover    find    get    ~~go~~    meet  
spend    travel    visit

After high school, I want to go to college. I want <sup>1</sup> \_\_\_\_\_ a degree in Spanish. I love <sup>2</sup> \_\_\_\_\_ and I hope <sup>3</sup> \_\_\_\_\_ South America this summer. I'd like <sup>4</sup> \_\_\_\_\_ some time in Peru and Colombia. I love <sup>5</sup> \_\_\_\_\_ new people and I enjoy <sup>6</sup> \_\_\_\_\_ new cultures. I don't have any money at the moment, but I hope <sup>7</sup> \_\_\_\_\_ a part-time job!

## will: future

9 Complete the dialogue with *will* or *won't* and the verbs in parentheses.

- Brody** Dad, I'm going to Gabe's house to play video games.  
**Dad** Where does Gabe live?  
**Brody** He lives on Fifth Street.  
**Dad** How will you get \_\_\_\_\_ (you / get) there?  
**Brody** I <sup>1</sup> \_\_\_\_\_ (take) the bus. It <sup>2</sup> \_\_\_\_\_ (not take) long.  
**Dad** What time <sup>3</sup> \_\_\_\_\_ (you / be) back?  
**Brody** I'm not sure, but I <sup>4</sup> \_\_\_\_\_ (not be) late.  
**Dad** <sup>5</sup> \_\_\_\_\_ (you / eat) dinner here?  
**Brody** No, I <sup>6</sup> \_\_\_\_\_ (have) something to eat with Gabe.

## will I be going to

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

- When I'm older, I 'll \_\_\_\_\_ probably travel abroad.
- 1 There are no clouds in the sky. It \_\_\_\_\_ be a beautiful day.
  - 2 Scientists think that future technology \_\_\_\_\_ change the world.
  - 3 What do you think this year's exams \_\_\_\_\_ be like?
  - 4 The traffic is terrible! We \_\_\_\_\_ be late for school!
  - 5 I think Brazil \_\_\_\_\_ win the next World Cup.
  - 6 I don't feel well. I \_\_\_\_\_ be sick.

## First conditional

11 Complete the sentences with the correct form of the verbs in parentheses.

- We 'll miss \_\_\_\_\_ (miss) the train if we don't run \_\_\_\_\_ (not run).
- 1 If it \_\_\_\_\_ (be) sunny tomorrow, we \_\_\_\_\_ (go) swimming.
  - 2 If you \_\_\_\_\_ (not give) her a birthday card, Beth \_\_\_\_\_ (be) disappointed.
  - 3 I \_\_\_\_\_ (buy) you a coffee if you \_\_\_\_\_ (help) me with my math homework!
  - 4 He \_\_\_\_\_ (not pass) his tests if he \_\_\_\_\_ (not study).



## Present perfect

12 Complete the sentences and questions with the present perfect form of verbs in the box.

do eat move not clean not win see

Have you done your homework?

- They \_\_\_\_\_ to Japan.
- \_\_\_\_\_ you \_\_\_\_\_ the movie?
- We \_\_\_\_\_ any games.
- She \_\_\_\_\_ her bedroom.
- The dog \_\_\_\_\_ our sandwiches!

## ever / never

13 Complete the sentences with the present perfect form of the verbs in parentheses.

Have you ever met anyone famous? (you / ever / meet)

- \_\_\_\_\_ during a test? (you / ever / copy)
- \_\_\_\_\_ the sea. (they / never / see)
- My grandma \_\_\_\_\_ a motorcycle. (never / ride)
- \_\_\_\_\_ a parachute jump? (he / ever / do)
- I \_\_\_\_\_ coffee. (never / like)
- \_\_\_\_\_ to you? (I / ever / lie)

## Present perfect / Simple past

14 Choose the correct answers.

Zak

Yesterday I <sup>1</sup>ve taken / took a helicopter ride over the Grand Canyon! I <sup>1</sup>ve never been / was never so scared. But the views <sup>2</sup>have been / were amazing. What's the scariest thing you <sup>3</sup>ve ever done / ever did?

### REPLIES

JoAnn

Last year, I <sup>1</sup>ate / 've eaten fried insects in Thailand. They were delicious. 😊

Prash

I <sup>5</sup>ve done / did a lot of scary things in my life. Last month, I <sup>6</sup>ve been / went swimming with sharks in Australia! @JoAnn: Ew, yuck! What <sup>7</sup>did the insects taste / have the insects tasted like?

Ling

I <sup>8</sup>didn't do / haven't done much traveling, so I don't have many travel stories. But I <sup>9</sup>took / 've taken a lot of math exams before. *Nothing* is scarier than a math test. 😞

## Present perfect + yet / already

15 Tom is planning a vacation in Brazil. Write sentences with yet and already.

buy his airplane ticket (✓)

He's already bought his airplane ticket.

pack his suitcase (✗)

He hasn't packed his suitcase yet.

- check the weather forecast (✓)
- reserve a bed at a hostel (✓)
- buy a new camera (✗)
- learn any Portuguese (✗)
- read a guidebook about Brazil (✓)
- decide what to see first (✗)

## Present perfect + just

16 Write sentences with the correct form of the present perfect and just.



It's 7 a.m. in Boston. Dan / wake up.

Dan has just woken up.

1



José and Ana / finish breakfast.

2



Isa / answer a question at school.

3



Mei / have dinner.

4



Kaito and Rin / do their homework.

5



Jessie / go to bed.

## Present perfect + for / since

17 Complete the sentences with for or since and the present perfect form of the verbs in the box.

know live not rain not say not win play

I 've lived in New York for nine years.

- She \_\_\_\_\_ soccer \_\_\_\_\_ she was small.
- He \_\_\_\_\_ a word \_\_\_\_\_ two hours.
- I \_\_\_\_\_ Rory \_\_\_\_\_ I was 8 years old.
- The Chicago White Sox \_\_\_\_\_ a game \_\_\_\_\_ May.
- The weather has been great. It \_\_\_\_\_ two weeks.





## Past progressive

**18** Complete the dialogue with the correct past progressive form of the verbs in parentheses.

**Ela** What **were you doing** (you / do) last night? I <sup>1</sup> \_\_\_\_\_ (text) you all night while I <sup>2</sup> \_\_\_\_\_ (watch) TV, but you didn't reply! <sup>3</sup> \_\_\_\_\_ (you / practice) the guitar again?

**Ben** No, I <sup>4</sup> \_\_\_\_\_ (X). I <sup>5</sup> \_\_\_\_\_ (not play) a video game, either! Sam and I <sup>6</sup> \_\_\_\_\_ (listen) to music while we <sup>7</sup> \_\_\_\_\_ (do) our homework.

## Past progressive / Simple past

**19** Choose the correct answers.

Yesterday, I **had** / **was having** an accident while I **biked** / **was biking** to school. I **rode** / **was riding** down Main Street when a boy suddenly **walked** / **was walking** into the road. He **was listening** / **listened** to music when he **was stepping** / **stepped** off the sidewalk, so he **wasn't noticing** / **didn't notice** me. I fell off my bike. While I **lay** / **was lying** on the sidewalk, the boy **was leaving** / **left**! Luckily, I wasn't hurt. My neighbor **was seeing** / **saw** me while she **was driving** / **drove** past. She stopped and helped me.

## Relative pronouns: who / which / that

**20** Rewrite the sentences with *who*, *which*, or *that*.

That's the girl. She lives next door to me.

That's the girl who / that lives next door to me.

- I can't find the key. It opens this door.  
\_\_\_\_\_
- I know a restaurant. It makes great pizza.  
\_\_\_\_\_
- There's the server. He took our food order.  
\_\_\_\_\_
- Miami is a city. It is popular with tourists.  
\_\_\_\_\_
- I know the people. They live above the store.  
\_\_\_\_\_
- Can you pass me the book? The book is on the desk.  
\_\_\_\_\_

## The infinitive of purpose

**21** Complete the definitions of these objects.



- You use a pencil to write.
- You visit a pool \_\_\_\_\_.
- You use a knife \_\_\_\_\_ food.
- You use headphones \_\_\_\_\_ to music.
- You visit a supermarket \_\_\_\_\_ groceries.
- You go to bed \_\_\_\_\_.

## Which one ...? / Which ones ...?

**22** Complete the dialogues with *one* or *ones*.

- Jamie** I'll get you a soda. Would you like a small one, or a large <sup>1</sup> \_\_\_\_\_?
- Lily** A small <sup>2</sup> \_\_\_\_\_, please.
- Fabio** Which <sup>3</sup> \_\_\_\_\_ were your favorites? The chocolate cookies, or the nut <sup>4</sup> \_\_\_\_\_?
- Emily** The chocolate <sup>5</sup> \_\_\_\_\_, definitely!
- Dee** Which hat do you prefer – the red <sup>6</sup> \_\_\_\_\_ or the blue <sup>7</sup> \_\_\_\_\_?
- Xavier** Neither. I prefer the green <sup>8</sup> \_\_\_\_\_!
- Saira** There are a lot of pictures here. Which <sup>9</sup> \_\_\_\_\_ are of you?
- Jack** These <sup>10</sup> \_\_\_\_\_. Look – here's me as a baby!



# 1

## Things used to be different!

THE  
CIRQUE DU  
MONDE

HOME FIND A PROJECT ABOUT US CONTACT US

HOME > FIND A PROJECT > EDUCATION > SOCIAL CIRCUS AND CITIZENSHIP

**Cirque de Soleil started Cirque du Monde in 1995. Cirque du Monde uses circus techniques to help young people with difficult lives to develop self-confidence and learn useful skills.**

There are programs in more than 80 communities, from South Africa to Brazil to Singapore.



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### Marco's story (Brazil)

#### What did your life use to be like?

Five years ago, things used to be very different. I didn't use to go to elementary school, and I didn't use to have a home. I lived in an empty factory for a while, until the owner said I couldn't stay any more. I wasn't even allowed to get my things! After that, I slept on the street.

#### How did you join the Cirque?

The Cirque performed a special local show which everyone could watch for free. I loved it, especially the clowns! I laughed so much. I knew I didn't want to be an invisible "street kid" any more. I joined the Cirque because I wanted to make people laugh and smile, too.

#### Who can join?

Anyone aged 8 to 25 can join. You don't have to pass tests or answer difficult questions. Cirque teachers believe *everyone* has special talents.

#### What's circus class like?

Fun, but there are rules. No one is allowed to be late for class, and you can't miss too many lessons, or you won't be allowed to come back. Rude or mean students aren't allowed to stay, either. Good teamwork is important for circus skills – especially acrobatics! At first, I used to make a lot of mistakes. I fell off the unicycle a lot. Riding a one-wheeled bike isn't easy! But the Cirque encourages you to "try, try, and try again." I was allowed to take extra lessons, and I'm much better now. Next year, I'll be allowed to go on an American tour. I'm so excited!

#### What's life like now?

I share a room with a friend, and I go to high school. I'm getting good grades, so maybe I'll go to college one day. I used to think I didn't have a future. Now, I believe anything is possible.

### Check it out!

Find these words and check their meaning.

community teamwork  
clown unicycle

### 1 1.02 Read and listen Are the sentences true or false?

- 1 The Cirque exists in several different countries. \_\_\_\_\_
- 2 You can join it at any age. \_\_\_\_\_
- 3 Students can learn some unusual skills. \_\_\_\_\_



## 2 Comprehension Answer the questions.

When did *Cirque du Monde* begin? *Cirque du Monde began in 1995.*

- 1 How many communities offer *Cirque du Monde* programs?
- 2 Where did Marco live before he joined the circus?
- 3 Why did Marco join the *Cirque*?
- 4 What does Marco say is important for acrobatics?
- 5 Is Marco a good student? Why? / Why not?

## Language focus

### 3 Rewrite the sentences with true information. Use words and phrases from the web page.

Marco slept on the street because he couldn't sleep in the hotel.

Marco slept on the street because he *couldn't sleep in the empty factory*.

- 1 At the special local show, the audience could watch if they bought tickets.

At the special local show, the audience \_\_\_\_\_.

- 2 People of all ages can join the *Cirque*.

People \_\_\_\_\_.

- 3 *Cirque* students are sometimes allowed to be late for class.

*Cirque* students \_\_\_\_\_.

- 4 To help him improve his unicycling skills, Marco was allowed to have a new bike.

To help him improve his unicycling skills, Marco \_\_\_\_\_.

- 5 Marco will be allowed to go on an Australian tour.

Marco \_\_\_\_\_.

### 4 Compare Marco's life in the past with his life today. Complete the chart with information from the web page.

| In the past   | Today  |
|---|--|
| Marco <i>didn't use to go</i> to elementary school.         | Today, he <sup>1</sup> _____ to high school.                   |
| Marco <sup>2</sup> _____ a home.                            | Now, he shares a <sup>3</sup> _____ with a <sup>4</sup> _____. |
| Marco <sup>5</sup> _____ a lot of mistakes in circus class. | He's <sup>6</sup> _____ now at unicycling.                     |
| Marco <sup>7</sup> _____ he had no future.                  | Today, he believes <sup>8</sup> _____.                         |

### 5 Focus on you Write three true and two false sentences about your life five years ago. Use *used to* and *didn't use to*. Don't tell your partner!

do drink go have like live play wear

*I didn't use to drink coffee. I used to have very long hair.*


### 6 Pairwork Take turns to read out your sentences from exercise 5. Can you guess if your partner's sentences are true or false?

A I think that's true / false.

B Correct / Incorrect!




## Education

- 1  1.03 Choose the correct option to complete the expressions in the questionnaire. Then listen to the expressions and check.


## ARE YOU A GOOD STUDENT? BE HONEST!

| Your name: <i>Isabel Cruz</i>   | ALWAYS                              | USUALLY                             | SOMETIMES                           | RARELY                              |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| I <sup>1</sup> come on time for class. I don't like to be late.   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| I <sup>4</sup> study / learn for tests early. I don't wait to start the night before!    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| If I <sup>2</sup> fail / lose a test, I do more practice so I will <sup>3</sup> win / pass next time.   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| I <sup>4</sup> ask / say questions when I don't understand something in class.    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| I'm one of the first to <sup>5</sup> reply / answer the teacher's questions.  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| I practice before I <sup>6</sup> say / give a presentation because I want to <sup>7</sup> do / get a good grade.                                       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| I use the Internet for research when I <sup>8</sup> do / make a project for school.   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| When I write an essay or <sup>9</sup> do / make homework, I review it afterwards and correct it (we all <sup>10</sup> make / do mistakes sometimes!).  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

- 2 **Pairwork** Complete the questionnaire with information about you. Then compare your answers with your partner. Give details. 

A I'm always on time for class. I'm never late.

B Really? I'm usually on time for class. But once I was late because I missed the bus. My teacher wasn't happy!

- 3 **Pairwork** Discuss the questions with your partner. 

- Do you think you're a "good student"? Why? / Why not?
- How do you think you could improve?



## Permission: can, could

### can / can't + base form

Anyone **can join** the Cirque.

Students **can't miss** lessons.

### could / couldn't + base form

Everyone **could watch** for free.

I **couldn't stay** there any more.

### Think!

Complete the rules with **can / can't** or **could / couldn't**.

- We use <sup>1</sup> \_\_\_\_\_ + base form to talk about permission in the present.
- We use <sup>2</sup> \_\_\_\_\_ + base form to talk about permission in the past.

Rules p. W2

### 1 Complete the sentences with the affirmative (✓) or negative (X) form of can or could and the verbs in the box.

leave make meet stay up  
take walk watch

In most U.S. states, you **can't leave** school until you are 17 or 18. (X)

- Good news! Dad says I \_\_\_\_\_ driving lessons. (✓)
- I \_\_\_\_\_ friends until I finish my project. (X)
- She \_\_\_\_\_ to school with friends when she was 10. (✓)
- I \_\_\_\_\_ TV last night. Mom wanted me to study. (X)
- We \_\_\_\_\_ late this weekend. (✓)
- My last teacher was very strict. I \_\_\_\_\_ any mistakes! (X)

### 2 Rosa is 15 years old. Compare the things she can and can't do with the things her mom could and couldn't do at the same age.

|                       | Rosa's mom<br>(at 15) | Rosa |
|-----------------------|-----------------------|------|
| wear jeans to school  | X                     | ✓    |
| ride a bike to school | ✓                     | X    |
| have guitar lessons   | ✓                     | ✓    |
| work part-time        | ✓                     | X    |
| go to parties         | ✓                     | ✓    |

Rosa's mom couldn't wear jeans to school, but Rosa can.

## Permission: be allowed to

### Present

No one **is allowed to** be late.

Rude students **aren't allowed to** stay.

### Past

I **was allowed to** take extra lessons.

I **wasn't allowed to** get my things.

### Future

Next year, I'll **be allowed to** join the Cirque on tour.

You **won't be allowed to** come back.

Rules pp. W2–W3

### 3 Choose the correct answers.

- I **am** / **wasn't** allowed to go on the school trip to the museum later today.
- We **aren't** / **weren't** allowed to use calculators in the math test yesterday.
  - In most countries today, young children **aren't** / **weren't** allowed to work.
  - I **won't be** / **wasn't** allowed to go to the movie theater next Monday.
  - Maria **is** / **was** allowed to leave school early yesterday afternoon.
  - Do you think we **'ll be** / **are** allowed to study art next semester?

### 4 Complete the text with the correct form of be allowed to.

Hi, I'm Todd. I'm a 15-year-old high school student from California. In my school, we **are allowed to** (✓) choose some of our classes. For example, this year I <sup>1</sup> \_\_\_\_\_ (✓) study computer science, art, or music on Tuesday afternoons. Next year, I <sup>2</sup> \_\_\_\_\_ (✓) take a driver's education course, too. However, I <sup>3</sup> \_\_\_\_\_ (X) have a full driver's license until I'm 17. We can't choose all our subjects. We <sup>4</sup> \_\_\_\_\_ (X) skip math, English, or science. Last year, I got bad grades on my science test. I <sup>5</sup> \_\_\_\_\_ (X) finish the year, so I had to take it again. Next time, I passed! My parents were very happy and proud. I <sup>6</sup> \_\_\_\_\_ (✓) have a party!

### Finished?


Write five sentences about your school rules for a classroom poster. Use the correct form of **can** and **be allowed to**.

We're allowed to stay in the classrooms at break time. We can't eat in class.

Puzzle p.104



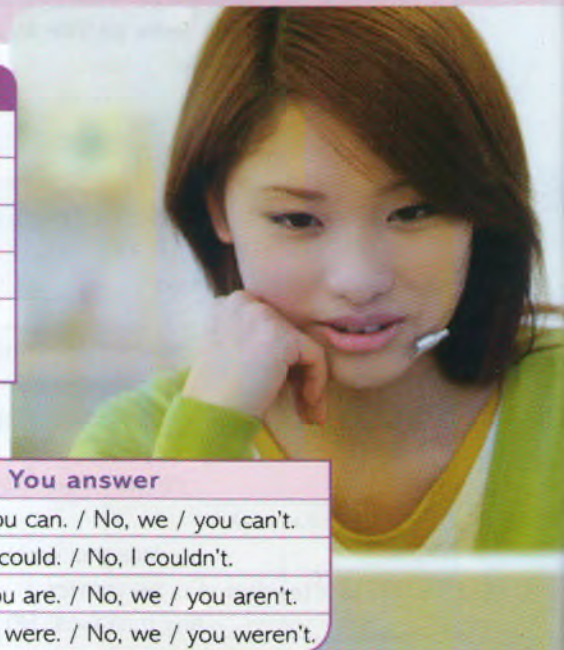
## Discussing rules

- 1  1.04 Listen to the dialogue. Listen again and complete the chart with a check (✓) or a cross (X). Then listen and repeat.

- Rita** Are you allowed to wear your own clothes to school in Japan?  
**Miku** No, we aren't. We wear uniforms. What about you?  
**Rita** We have a uniform, too. It's a T-shirt with the school logo.  
**Miku** Can you go home for lunch, or do you have to stay at school?  
**Rita** Well, we only go to school for four hours a day, and I don't start until 12:40 p.m., so I can have my lunch at home before school. What about you?  
**Miku** We go to school from 8:30 a.m. to 3:30 p.m., so we always have lunch at school.  
**Rita** What do you do after school?  
**Miku** I usually stay there for an after-school club.  
**Rita** Wow! We can't stay at school at the end of the day.  
**Miku** When can you leave school in Brazil?  
**Rita** Well, we start when we're 6 years old, and we can leave when we're 14.  
**Miku** We start school when we're 6 in Japan, too. We're allowed to leave when we're 15, but almost everybody continues studying until college.  
**Rita** Could you choose the subjects you wanted to study at your elementary school?  
**Miku** No, I couldn't. Could you?  
**Rita** No, I couldn't either.



| School rules                         | Brazil                              | Japan                               |
|--------------------------------------|-------------------------------------|-------------------------------------|
| wear own clothes                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| have lunch at school                 | 1 <input type="checkbox"/>          | 2 <input type="checkbox"/>          |
| stay after school                    | 3 <input type="checkbox"/>          | 4 <input type="checkbox"/>          |
| leave school at 14                   | 5 <input type="checkbox"/>          | 6 <input type="checkbox"/>          |
| choose subjects at elementary school | 7 <input type="checkbox"/>          | 8 <input type="checkbox"/>          |




## Learn it, use it!

| You ask                       | You answer                                  |
|-------------------------------|---|
| Can you / we ...?             | Yes, we / you can. / No, we / you can't.    |
| Could you ...?                | Yes, I could. / No, I couldn't.             |
| Are you / we allowed to ...?  | Yes, we / you are. / No, we / you aren't.   |
| Were you / we allowed to ...? | Yes, we / you were. / No, we / you weren't. |

- 2  1.05 **Pronunciation** Listen and repeat.

1 your own 2 four hours 3 start until 4 for an 5 end of

- 3 **Pairwork** Discuss your family rules for now, and for when you were 10. Use the expressions in the box below to help you. Who has the strictest family? 

**Now** check your cell phone during meals eat in front of the TV  
go out on school nights

**Aged 10** go shopping on your own stay home on your own stay up after midnight

A Are you allowed to check your cell phone during meals?

B No, I'm not. Mom hates it when we do that! What about you? Can you check your cell phone?



## used to

| Affirmative                                  |  |   |
|--|--|---|
| I / you / he / she / it /<br>we / you / they |  | <b>used to</b> live<br>in Santiago.       |
| Negative                                     |  |   |
| I / you / he / she / it /<br>we / you / they |  | <b>didn't use to</b> live<br>in Santiago. |
| yes / no questions and short answers         |  |   |
| <b>Did</b>                                   | I / you / he / she / it /<br>we / you / they | <b>use to</b> live in<br>Santiago?        |
| Yes,   | I / you / he / she / it /<br>we / you / they | <b>did.</b>                               |
| No,  | I / you / he / she / it /<br>we / you / they | <b>didn't.</b>                            |

## Think!

Read the sentences. Then choose the correct word.

Marco **used to live** on the street, but he doesn't now.  
He **didn't use to go** to school, but now he does.

- We use *used to* for **past / present** habits.

Rules p. W3

## My study skills

## Verb tables

It is easier to learn and memorize new verb patterns if you record them in tables. Write a table for *used to* in your notebook. Use your own examples, if you can. They will make the rules more memorable.

1 Complete the sentences with the correct form of *used to* and the verbs in the box.

have not go not play  
not sell ~~not use~~ study write

What did American schools use to be like in 1900?

Students **didn't use to use** computers.

- Teachers \_\_\_\_\_ on blackboards.
- Students \_\_\_\_\_ basketball.
- School cafeterias \_\_\_\_\_ pizza!
- Some schools \_\_\_\_\_ just one small classroom.
- Girls and boys always \_\_\_\_\_ different subjects.
- Poorer children \_\_\_\_\_ to school.

2 Write questions with *you* and the correct form of *used to*. Then give true answers.

Before you started school ...  
like stories?

"Did you use to like stories?"

"Yes, I did. / No, I didn't."

- play video games?      4 watch cartoons?
- have a favorite toy?      5 eat a lot of candy?
- ride a bike?

3 Complete the text with the correct form of *used to* and the verbs in the box.

**be** feel help not buy not know  
not study not walk play want

Kajol, 14, lives near the River Ganges in India. Today, he's a very successful student who gets the best grades in his class. But things **used to be** different.

When he was 8, Kajol <sup>1</sup> \_\_\_\_\_  
at school. He <sup>2</sup> \_\_\_\_\_

his father to catch fish, or sometimes he

<sup>3</sup> \_\_\_\_\_ games. He

<sup>4</sup> \_\_\_\_\_ to school because it

was too far away, and he <sup>5</sup> \_\_\_\_\_

books because they were too expensive. But now

he studies for free on a special "school boat." It

<sup>6</sup> \_\_\_\_\_ strange, but now Kajol

and his friends love studying on the water.

The school has changed Kajol's life. He

<sup>7</sup> \_\_\_\_\_ any foreign languages.

Now, his best subjects are English and French. He

<sup>8</sup> \_\_\_\_\_ to be a fisherman. Now,

he wants to be a boat tour guide – with his own boat!



## Finished?

Write five questions with *used to* to ask your partner about his / her life when he / she was at elementary school.

*Where did you use to go to school?*

Ask and answer questions with your partner giving extra details. What is the most interesting thing you learn?

*I used to go to school in Nigeria! My family moved here when I was 10.*

Puzzle p.104



## TV News

# Pioneer School

For the children of the **pioneers** who traveled to the American West in the 19<sup>th</sup> century, school life used to be very different. How? On *Pioneer School*, some brave American teenagers travel back in time to find out.

### Check it out!

Find these words and check their meaning.

pioneer  
reality show  
handwriting  
stove

### You might also like:

*Frontier House*  
(PBS, 2002)

**Summary:** Three families spend six months living like American pioneers in Montana. Their lives change in ways they'd never expected.

### My reading skills

#### Reading for the main ideas

Read the whole text quickly first. Don't stop if you see difficult words. Keep reading! Try to work out the three or four main ideas. Then read the text again more slowly to answer the main questions.

*Pioneer School* is a brand-new reality TV show which will broadcast next year. It features a group of typical high-school students who attend an 1890s-style American pioneer school for a month. On the show, the students can't wear modern clothes, and they aren't allowed to use modern technology. Many find it a challenge!

**Exclusive preview:** We interviewed Sophia (14), and Mason (15), two of the participants. They told us about their experiences.

**Sophia** Some students hated the clothes, but not having my cell phone was the hardest thing for me. On the show, we weren't allowed to use phones and we couldn't use computers, even for doing homework. I got bad grades for my English and history essays because my handwriting is terrible!

I liked some of the other lessons, though. Sometimes girls and boys studied different things. While the boys did woodwork, we learned how to cook. That was kind of fun. I didn't use to cook at home, but now I'm allowed to make dinner sometimes, which is cool.

**Mason** Students today are lucky. The pioneer schools used to have just one classroom, with a stove at the front. The students at the back probably used to feel cold in winter. On the show, we were allowed to travel to the school by bus or car, but pioneer students often used to walk for many kilometers. Some students rode horses to school. I'd like to do that, but I don't think it's allowed now!

I learned a lot from the show, and history is now my favorite subject. Afterwards, I did a class project about pioneer life and gave a presentation, dressed in my clothes from the show. I got my best grade ever!

## Reading

1 1.06 Read and listen to the TV guide. Then complete the summary.

*Pioneer School* is a **reality TV show** (what kind of TV show?) about pioneer life in the American <sup>1</sup> \_\_\_\_\_ (where?) in the <sup>2</sup> \_\_\_\_\_ (when?). <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_ (who?) are two teenagers who go to pioneer school for <sup>5</sup> \_\_\_\_\_ (how long?). They report their experiences for the article. In 2002, there was a similar show about frontier life called <sup>6</sup> \_\_\_\_\_ (name?).

2 Read the TV guide again. Answer the questions.


What kind of people participated in *Pioneer School*?

**American teenagers participated in *Pioneer School*.**

- 1 When can we see the show?
- 2 What was the most difficult thing for Sophia?
- 3 What subjects didn't Sophia do well in?
- 4 What did Sophia learn to do on the show?
- 5 According to Mason, where was the warmest place to sit at the pioneer school?
- 6 What can't Mason do at his school that he'd like to try?
- 7 What did Mason wear for his history presentation?



## Listening


- 3  1.07 Elaine Greene is a historian. Listen to her talking about what life was like for pioneers in the American West. Then choose the correct answers.

A lot of people traveled to the American West at the end of the 19<sup>th</sup> century **to find gold / because the U.S. government offered them free land.**

- 1 Most of them traveled there **by boat and train / with wagons and horses.**
- 2 Their frontier houses usually had only **one room / five rooms.**
- 3 They used to travel to a store to buy food **once a month / about twice a year.**
- 4 They **used to have a lot of / didn't use to have much** entertainment.
- 5 According to Elaine, they used to love **singing / reading.**



## Speaking

- 4 **Pairwork** Discuss what you think life used to be like in your country at the end of the 19<sup>th</sup> century. Use the ideas below and your own ideas. 



- Transportation – cars, trains, airplanes, ...
- Education – age, subjects, rules, ...
- Home life – houses, food and meals, daily life and chores, ...
- Leisure – indoor hobbies, outdoor hobbies and sports, ...
- Society – population size, environment, rights for children, rights for women, ...

A I don't think people used to drive cars. Cars didn't exist then!

B I think that's true. I think many people used to ride horses instead, or walk.

## Writing

- 5 Read the ad below. Then write a short article for the magazine. Use the phrases below to help you.

### Voices from History

- X

**Voices from History** magazine wants *your* articles! Tell us what life was like in your country in the 19<sup>th</sup> century. There's a prize for the best article.

- Life was very different in (...) 100 years ago.
- People didn't use to ...
- They used to ...
- Today we ... , but we don't ...
- I think life was better in the past / is better today.



# 2

## I didn't want to leave!



### GLOBAL STUDENT ADVENTURES

THE GALAPAGOS > CONSERVATION VOLUNTEERING

The famous scientist Charles Darwin wrote *On the Origin of Species* after he'd visited the Galapagos. What will these amazing islands inspire you to do?

Terrible



Excellent

Program details

Booking information

Reviews ▼

Most popular review By Alex Maynor, 16



#### ANY OTHER COMMENTS?

The vacation was too short. I cried while I was saying goodbye. I didn't want to leave!

#### Check it out!

Find these words and check their meaning.

seafood      population      extinct  
iguana      species

#### YOUR EXPERIENCE

I'd never traveled outside the States before I went to Ecuador. When I got on the airplane, I was feeling so scared. I wondered if I'd made a mistake. But the tour guides and other GSA volunteers were all so friendly that I soon relaxed. And all the volunteers stayed with kind, welcoming local families. By the time my vacation ended, I'd made friends for life.

We ate out nearly every day, mostly seafood. It was probably the second-best food I'd ever eaten (hey, I'm a New Yorker, and *nothing* beats a New York-style pizza!).

We spent five days working, and three days going hiking, swimming, and sunbathing.

On work days, we counted iguanas for a population survey, cleaned pools at the Giant Tortoise Centre, and collected trash from the beaches.

It wasn't all fun. One day we saw a dead penguin while we were working on the beach, which was very sad. The tragedy happened because the bird had eaten some plastic. Please, everyone, think about what you do with your trash – it kills! Try not to use plastic bags, and volunteer to clean up your nearest beach. Galapagos penguins are the only penguins that live north of the equator. Sadly, they're endangered (there aren't many left). Our guide, Carlos, told us that thousands of animal species become extinct every year. That shocked me. As soon as I'd returned from my trip, I joined a wildlife charity that helps save animals.

#### FAVORITE PART OF THE TRIP

I loved working with the giant tortoises. I took a lot of pictures. Carlos took this one of me when I wasn't looking! I hadn't realized that tortoises could be so big. Some weighed 250 kilograms! Before the government introduced a ban, people had hunted giant tortoises for their meat.



1 1.08 **Read and listen** What rating do you think Alex gave her trip? Choose between one and five stars.



## 2 Comprehension Answer the questions.

- How many foreign countries had Alex visited before Ecuador? *She hadn't visited any.*
- 1 What's the best food Alex has ever eaten?
  - 2 How many days did Alex spend on the Galapagos?
  - 3 What does Alex ask her readers to do?
  - 4 How many animal species disappeared last year?
  - 5 What negative comment does Alex make about her trip?

## Language focus

### 3 Read the sentences from the travel site review. Which action came first?

1 = first      2 = second

Charles Darwin wrote *On the Origin of Species* after he'd visited the Galapagos.

Charles Darwin wrote *On the Origin of Species*.      2

Charles Darwin visited the Galapagos.      1

- 1 By the time my vacation ended, I'd made friends for life.
  - a Alex's vacation ended.
  - b Alex made friends for life.
- 2 The tragedy happened because the bird had eaten some plastic.
  - a The bird ate some plastic.
  - b The tragedy happened.
- 3 As soon as I'd returned from my trip, I joined a wildlife charity.
  - a Alex returned from her trip.
  - b Alex joined a wildlife charity.
- 4 Before the government introduced a ban, people had hunted giant tortoises.
  - a The government introduced a ban.
  - b People hunted giant tortoises.

### 4 Complete the sentences with the correct verbs from the travel site review.

Before she went to Ecuador, Alex had never traveled outside the States.

- 1 Alex \_\_\_\_\_ scared when she \_\_\_\_\_ the airplane.
- 2 As a GSA volunteer, Alex \_\_\_\_\_ trash, \_\_\_\_\_ pools, and \_\_\_\_\_ iguanas.
- 3 While they \_\_\_\_\_ on the beach one day, the volunteers \_\_\_\_\_ a dead penguin.
- 4 When Alex \_\_\_\_\_, Carlos \_\_\_\_\_ a picture of her with a giant tortoise.
- 5 Before she went to the Galapagos Islands, Alex \_\_\_\_\_ how big giant tortoises were.
- 6 When she \_\_\_\_\_ goodbye at the end of the trip, Alex \_\_\_\_\_.

### 5 Focus on you Look at the things Alex did. Then think about your last vacation. Write what you had or hadn't done by the time school started. Give extra details when possible.


done some / any volunteering    gone to the beach    learned something / anything new  
made new friends    seen some / any interesting wildlife    stayed with another family  
swum in the sea    traveled abroad    visited a great restaurant

*I hadn't done any volunteering. I'd gone to the beach at least ten times!*

### 6 Pairwork Tell your partner about what you had done before the vacation ended. Use your ideas from exercise 5. Who had done the most by the time school started?



## Things to do on vacation

- 1  1.09 What does Darius do on vacation? Match the expressions in the box with the pictures. Then listen and check.

buy souvenirs eat out go hiking go sightseeing meet new people  
rent a bike sunbathe take a tour take pictures visit a museum



meet new people



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_




7 \_\_\_\_\_



8 \_\_\_\_\_




9 \_\_\_\_\_

- 2  1.10 Listen to the conversations. Then write what the people are doing.

- 1 Gabriel is taking a tour.  
2 Lin and Jirsa are \_\_\_\_\_.  
3 Dan and Ava are \_\_\_\_\_.

4 Paul is \_\_\_\_\_.

5 Mercedes is \_\_\_\_\_.

- 3 **Pairwork** Tell your partner what you like and do not like doing when you are on vacation. 

A I love taking tours and visiting museums.

B Really? I don't like visiting museums, they're boring. I like meeting new people.

A So do I!



## Past perfect

### Affirmative and negative

| Affirmative                                  |  |
|--|--|
| I / you / he / she / it /<br>we / you / they | <b>had been</b> to Ecuador<br>before.    |
| Negative                                     |  |
| I / you / he / she / it /<br>we / you / they | <b>hadn't been</b> to Ecuador<br>before. |

See the inside back cover for a list of irregular verbs.

#### Think!

Read the sentences. Then complete the rules.

It was the best food I'd **eaten**.

I **hadn't realized** that tortoises could be so big.

- We form the past perfect with *had* or *hadn't* + past participle.
- The contracted form of *had* is *'d*.

Rules p. W8

### 1 Complete the story with the correct past perfect form of the verbs in parentheses.

#### Travelers' Tales

Tell us about your nightmare vacations!  
We'll publish the best ones.

**Nico's nightmare** We **'d booked** (book) a week's vacation to Hawaii a long time ago. I <sup>1</sup> \_\_\_\_\_ (see) a lot of TV shows about Hawaii, but I <sup>2</sup> \_\_\_\_\_ (not visit) there before, so I was very excited. But as soon as we <sup>3</sup> \_\_\_\_\_ (arrive), a disaster happened. The airplane food <sup>4</sup> \_\_\_\_\_ (not be) very nice, so we decided to eat out. But after we <sup>5</sup> \_\_\_\_\_ (eat), we felt sick. The chef <sup>6</sup> \_\_\_\_\_ (not cook) the chicken properly! By the end of the week, we <sup>7</sup> \_\_\_\_\_ (not do) any sightseeing. We <sup>8</sup> \_\_\_\_\_ (spend) every day at the hotel. ☹

## Past perfect / Simple past

#### Think!

Read the sentence. Then choose the correct alternative.

The penguin **died** because it **had eaten** some plastic.

- We use the past perfect to talk about a past action which happened **before** / **after** another past action.

Rules pp. W8-9

### 2 Choose the correct answers.

I **didn't watch** / **hadn't watched** the movie because I **saw** / **had seen** it before.

- By the time I **had gotten** / **got** home, everyone **had gone** / **went** to bed.
- Paul **had known** / **knew** Buenos Aires well because he **had been** / **was** there before.
- I was too late! The train **left** / **had left** when I **arrived** / **had arrived** at the station.

### 3 Complete the story with the correct past perfect or simple past form of the verbs in parentheses.

**Soo's nightmare** I **was** \_\_\_\_\_ (be) on vacation and I was traveling by bus to Detroit. I <sup>1</sup> \_\_\_\_\_ (not be) on the bus long when I <sup>2</sup> \_\_\_\_\_ (realize) my cell phone was missing. I was sure that I <sup>3</sup> \_\_\_\_\_ (put) it into my jeans pocket. Then I <sup>4</sup> \_\_\_\_\_ (remember) something that <sup>5</sup> \_\_\_\_\_ (happen) at the bus station. Before I <sup>6</sup> \_\_\_\_\_ (get) on the bus, a girl <sup>7</sup> \_\_\_\_\_ (push) me. Perhaps she <sup>8</sup> \_\_\_\_\_ (steal) my cell phone!

### 4 Rewrite the sentences in the past perfect and the simple past.

We finished dinner. We paid.

When we **had finished dinner, we paid**.

- They spent all their money. They went home.  
When they \_\_\_\_\_,
- I didn't take a picture. I forgot my camera.  
I \_\_\_\_\_ because I \_\_\_\_\_ my camera.
- She didn't make a reservation. She couldn't take the tour.  
She \_\_\_\_\_, so she \_\_\_\_\_.

#### Finished?

Imagine you spent last week on your "dream" vacation! Write about things you **had** and **hadn't** done by the end of your vacation.

done any homework / housework  
done a lot of sightseeing  
met some great people    practiced my English

By the end of my vacation in New York, I'd done a lot of sightseeing. I loved Times Square!

Puzzle p.104







## Past narrative tenses

### Think!

Read the sentences. Then complete the rules with **past perfect**, **past progressive**, or **simple past**.

| Simple past  | Past progressive                 |
|--|----------------------------------|
| When I <b>got</b> on the airplane, ...               | ... I <b>was feeling</b> scared. |
| Past perfect   |                                  |
| I'd never <b>traveled</b> outside the States before. |                                  |

- The <sup>1</sup> \_\_\_\_\_ describes a completed action in the past.
- The <sup>2</sup> \_\_\_\_\_ describes a continuous action in the past.
- The <sup>3</sup> \_\_\_\_\_ describes a past action that happened before another past action.

Rules p. W9

### 1 Match the sentence halves.

- |                                |                              |
|--------------------------------|------------------------------|
| 1 I didn't hear the doorbell   | a we saw a deer by the road. |
| 2 I was doing my homework      | b I visited Australia.       |
| 3 While we were driving home,  | c when my cell phone rang.   |
| 4 We ran to the station,       | d but the train had left.    |
| 5 I had studied English before | e because I was sleeping.    |

### 2 Choose the correct answers.

Josie: "This is my favorite vacation picture! It **happened** ~~was happening~~ while we <sup>1</sup> **were walking** / **had walked** along the beach. We <sup>2</sup> **had bought** / **were buying** some fries, and we <sup>3</sup> **had eaten** / **were eating** them on our walk when a seagull <sup>4</sup> **started** / **was starting** following us. It looked hungry. Perhaps it <sup>5</sup> **didn't catch** / **hadn't caught** any fish that day! Mom <sup>6</sup> **was taking** / **took** this picture while Dad <sup>7</sup> **was feeding** / **had fed** the bird her fries! When the seagull <sup>8</sup> **had finished** / **was finishing**, it <sup>9</sup> **was flying** / **flew** away. Maybe it wanted some ice cream for dessert!"



### 3 Complete the story with the correct past narrative form of the verbs in parentheses.

Max: "This picture of our family vacation makes me laugh now! But it **didn't seem** (not seem) funny at the time.

When I was 9, we <sup>1</sup> \_\_\_\_\_ (go) to Patagonia on vacation. When we arrived, it <sup>2</sup> \_\_\_\_\_ (rain). It didn't stop! It was July, so we <sup>3</sup> \_\_\_\_\_ (pack) summer clothes and sunglasses. We <sup>4</sup> \_\_\_\_\_ (not bring) any raincoats! My sister took this picture on our fifth day, while we <sup>5</sup> \_\_\_\_\_ (go) hiking. We <sup>6</sup> \_\_\_\_\_ (buy) some new raincoats by then. My little brother <sup>7</sup> \_\_\_\_\_ (wear) a horrible orange one, because it was the only color left in the store!

After we <sup>8</sup> \_\_\_\_\_ (finish) our walk, we all felt wet, tired, and kind of miserable. So Dad <sup>9</sup> \_\_\_\_\_ (reserve) us four nights at a hotel in Buenos Aires! We went sightseeing – and we

<sup>10</sup> \_\_\_\_\_ (wear) our sunglasses! In the end, it was a great vacation."



### 4 Game! Read the first lines of different vacation stories. Choose **one** story and write the next line. Use suitable narrative tenses. Then swap your ideas with another student. Write the next line of your new story. Repeat until your teacher says "stop"!

- It was the morning of my vacation, and I hadn't slept at all! **I was feeling really excited because ...**
- Last year, I decided to visit a friend who lived on the other side of the world.
- While we were exploring the jungle, something amazing happened.
- As soon as we'd arrived, things started to go wrong.

### Finished?

What is your favorite vacation picture? Describe it and write the story of what happened.

Puzzle p.104





# LEXINGTON HIGH

## E-NEWSLETTER ISSUE 56

### School News

#### Marching Band Goes to L.A.!

Last month, 30 members of the school band went on a school trip to Los Angeles. Music teachers Ms. Richardson and Mr. Shah and three parents went with the students. The group traveled by airplane and spent three days in Beverly Hills. They gave three fantastic performances in L.A. – one at Universal Studios, one outside Grauman’s Chinese Theater, and, finally, an unforgettable performance at the Walt Disney Concert Hall. This is what the students said about the experience.

### Comments

“We had just arrived at Universal Studios, and we were practicing a few songs when we heard a loud noise. We were terrified! My friend Aisha even dropped her flute! But it wasn’t a *real* explosion. They were filming a new movie at the studios! We didn’t find out its name, but I guess it was an action movie! My favorite part of the trip? I loved visiting the Santa Monica Amusement Park. The view from the top of the roller coaster is incredible!”

Zeke, 12<sup>th</sup> Grade

“I had never been to Hollywood before. It was amazing! For me, the best part of the trip was the performance outside the Chinese Theater. There were a lot of people shopping and taking pictures of the theater and the Hollywood Walk of Fame, but they all stopped and listened when we started playing. They even sang along when we played the Beatles’ *All You Need Is Love*. We met some great people on this vacation. Everyone was so friendly!”

Julia, 12<sup>th</sup> Grade

“Before we left for L.A., we had spent weeks fund-raising. We organized a Car Wash Day (I washed 27 cars!), and we had a Bake Sale (I made strawberry cupcakes and, of course, my favorites – chocolate brownies!). It was a lot of hard work, but it was also fun. The coolest part of the trip for me was spending time with my friends, and the performance at the Walt Disney Concert Hall. Awesome!”

Xavier, 11<sup>th</sup> Grade

### Check it out!

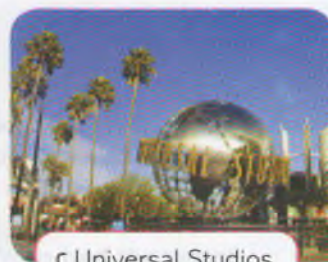
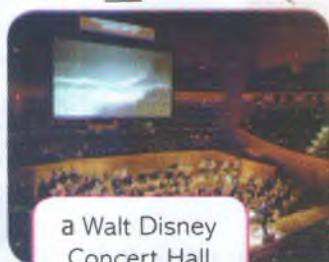
Find these words and check their meaning.

- flute
- amusement park
- roller coaster
- fund-raising
- cupcake

### Reading

1 1.14 Read and listen to the e-newsletter. Then match the students (1–3) with the places they discuss (a–c).

- 1 Zeke \_\_\_      2 Julia \_\_\_      3 Xavier \_\_\_





## 2 Read the e-newsletter again. Answer the questions.

How many people went to L.A.? **35 people went to L.A.**

- 1 How did the band travel to L.A.?
- 2 Where did the students perform last on their trip?
- 3 Why did Zeke's friend drop her instrument?
- 4 According to Zeke, where can you see a great view?
- 5 How many times has Julia been to Hollywood?
- 6 What happened when the band played a Beatles song?
- 7 What did Xavier do to raise money for the trip?



## Listening

### 3 1.15 Ryan and Hayley went to L.A. with the Lexington High School marching band. Listen to an interview with a local journalist. Then write R for Ryan and H for Hayley for their answers 1–6.

I'm in 12<sup>th</sup> grade. **H**

I play the trumpet. **R**

- 1 I had been to L.A. twice before. \_\_\_
- 2 The journey was so long and boring. \_\_\_
- 3 I slept for the entire journey. \_\_\_
- 4 The performance at Universal Studios was cool. \_\_\_
- 5 The best part of the trip for me was the VIP Bus Tour. \_\_\_
- 6 I liked looking at the stars on the Hollywood Walk of Fame. \_\_\_



## Speaking

### 4 You are going to talk to your partner about your last vacation. Before you speak, read the questions and make short notes.

- Where did you go?
- Who did you go with?
- When did you go?
- What was the journey like?
- Did anything interesting happen while you were traveling?
- What did you do after you'd arrived?
- What were your favorite moments of the trip?
- Did you have any "nightmares" on your vacation?
- How did you feel at the end? Why?

### 5 Pairwork Ask and answer the questions in exercise 4. Use your notes to help you. Then ask your partner one more question about his / her vacation.

## Writing

### 6 Imagine you see the notice below in your school e-newsletter. Write a story. Use your ideas from exercise 4.



How was your vacation? Amazing – or a nightmare?! Send us your vacation stories for next month's e-newsletter!

## My speaking skills

### Preparing to speak

If you have time, prepare ideas before you speak. Read through the task carefully and make short notes. Write one or two words, not full sentences!



## Vocabulary

1 Complete the education expressions.



do \_\_\_\_\_ a project



1 g \_\_\_\_\_ a p \_\_\_\_\_



2 girl: p \_\_\_\_\_ a t \_\_\_\_\_

3 boy: f \_\_\_\_\_ a t \_\_\_\_\_



4 teacher: a \_\_\_\_\_ a  
q \_\_\_\_\_

5 student: a \_\_\_\_\_ a  
q \_\_\_\_\_

2 Write six things Renato wants to do in Panama City. Use vacation vocabulary from Unit 2.

### Panama City – things to take!

- 1 guidebook
- 2 restaurant guide
- 3 list of local tours
- 4 camera
- 5 driver's license
- 6 backpack and boots

## Grammar

3 Complete the sentences with the correct form of *be allowed to* and the verbs in the box.

have join ~~use~~ use watch

- We aren't allowed to use cell phones at school. (X)
- 1 Li \_\_\_\_\_ lunch at home when she was 9. (✓)
  - 2 You \_\_\_\_\_ the class computer. (✓)
  - 3 We \_\_\_\_\_ TV before dinner. (X)
  - 4 He \_\_\_\_\_ the tennis club next year. (X)

4 Rewrite sentences 1–3 in exercise 3 with the correct form of *can* or *could*.

*We can't use cell phones at school.*

5 Compare the pictures of Lan ten years ago and today. Complete the sentences with *used to / didn't use to* and the verbs in the box.

be go have ~~live~~ live wear



*She used to live* \_\_\_\_\_ in Vietnam.

- 1 \_\_\_\_\_ to school.
- 2 \_\_\_\_\_ glasses.
- 3 \_\_\_\_\_ a doctor.
- 4 \_\_\_\_\_ long hair.
- 5 \_\_\_\_\_ in New York.

6 Choose the correct answers.

It had been / was the last day of our vacation. We <sup>1</sup> **were buying / bought** some souvenirs when we <sup>2</sup> **saw / were seeing** a poster for a rock concert with our favorite band. We tried to buy tickets, but they <sup>3</sup> **had sold / sold** out. We were really disappointed because we <sup>4</sup> **had wanted / were wanting** to do something special on our last night. We <sup>5</sup> **were going / went** to a restaurant for lunch. While we <sup>6</sup> **were eating / had eaten**, something amazing <sup>7</sup> **had happened / happened**. The singer from the band sat down at the table next to us! While he <sup>8</sup> **had ordered / was ordering**, we said "hi" and told him we were big fans. After he <sup>9</sup> **was finishing / had finished** his meal, he <sup>10</sup> **invited / had invited** us to the concert. We had the best night ever!



## Communication

7 1.16 Complete the dialogue with the expressions in the box. Then listen and check.

can I    could you    safe enough    ~~so cool~~    so lucky    too dangerous  
very friendly    we could    we weren't

**Leon** So, how was Adventure Camp?

**Ángel** Oh, it was so cool! Everyone was <sup>1</sup> \_\_\_\_\_. You should go sometime!

**Leon** What did you do? <sup>2</sup> \_\_\_\_\_ choose your activities?

**Ángel** Yes, <sup>3</sup> \_\_\_\_\_. I chose hiking, kayaking, and rock climbing. At night, we could play games, or just talk and listen to music.

**Leon** Awesome! Were you allowed to walk around the National Park by yourself?

**Ángel** No, <sup>4</sup> \_\_\_\_\_. The leaders said it wasn't <sup>5</sup> \_\_\_\_\_. They thought the wolves were <sup>6</sup> \_\_\_\_\_!

**Leon** Wolves?

**Ángel** Yeah! We saw some while we were hiking. I took pictures with my cell phone.

**Leon** Wow. You're <sup>7</sup> \_\_\_\_\_! Hey, <sup>8</sup> \_\_\_\_\_ come over? I want to see your pictures.

**Ángel** Yes, of course you can. Would you like to come tomorrow after school?

## Pronunciation

### Silent letters

8 1.17 Some common English words have silent letters (letters we do not say). Look at these words from exercise 7. The **red** letters are silent. Listen to the words and repeat them.

should    could    climb    night  
listen    walk    thought    would

9 1.18 Listen to the sentences. Cross out the silent letters in the bold words.

"You're an **hour** late." "Sorry! My **watch** is **wrong**."

- The tour **guide** **couldn't** answer my questions.
- We **might** visit a **different** island tomorrow.
- On **Wednesday**, I **bought** a **guitar** at the mall.
- I don't **know** what that **sign** means. It's in a **foreign** language.

## Listening

10 1.19 Jess, aged 16, spent a year traveling with her family. Listen to a radio interview. Then number the places on the map in the order that she visited them (1–4). There is one country she did not visit last year.

Canada \_\_\_\_    Italy \_\_\_\_    Peru \_\_\_\_  
South Africa \_\_\_\_    Thailand \_\_\_\_



11 1.19 Listen again. Write the countries from the map in the order that she visited them.

In which country: did Jess swim in the sea? South Africa

- did Jess's relative use to live?  
\_\_\_\_\_
- did Jess ride an unusual animal?  
\_\_\_\_\_
- did Jess visit a beautiful, old place?  
\_\_\_\_\_
- did Jess study a foreign language?  
\_\_\_\_\_
- did Jess study on the beach?  
\_\_\_\_\_





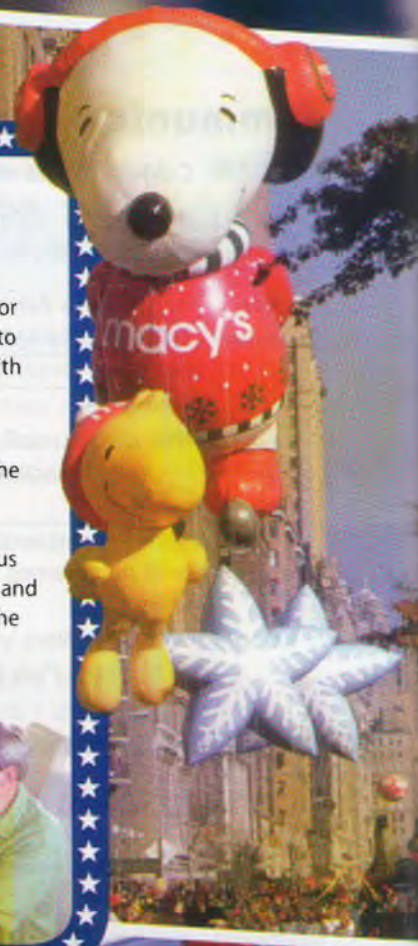
# THANKSGIVING

★ Thanksgiving is a national holiday in the U.S. American people celebrate Thanksgiving on the fourth Thursday in November. Families usually spend the day together, and they prepare a traditional meal to say "thank you" for the good things in their lives.

★ The Thanksgiving tradition began around 400 years ago with a small group of religious people called Puritans. The Puritans used to live in Britain, but they disagreed with the religion of the Church of England. They decided to leave and start a new life in a different place. In September 1620, a group of them sailed to America on a ship called the *Mayflower*, and they settled on the coast of what is now Massachusetts. Their first months in America were very difficult. They didn't have much food, and a lot of people were sick. By the end of the winter, 46 people had died – about half of the small population. In the spring, some friendly Native Americans helped the settlers to plant corn and other vegetables. They also showed them how to hunt wild animals. As a result, they had a lot of food when fall arrived and their leader, William Bradford, decided to have a "thanksgiving" feast. They invited the Native Americans to the feast to thank them for all they had done.

★ Today, many American people eat a traditional meal of turkey on Thanksgiving. Americans buy about 45 million turkeys for Thanksgiving! They usually eat it with potatoes, corn, beans, peas, and carrots. Then, for dessert, they have pumpkin or apple pie. According to tradition, these are the things that the settlers ate with the Native Americans at the first Thanksgiving meal.

★ Because Thanksgiving is on a Thursday, it is usually the start of a four-day holiday. A lot of towns and cities organize events to celebrate. There are big football games in Detroit and Dallas, and there's a very famous parade in New York with live music, colorful clothes, and huge balloons. More than 44 million people watch the parade on television every year.



## Culture focus

Turkeys are native North American birds. Today, the Thanksgiving turkey is a famous American icon.



The national bird of the U.S. is the bald eagle.



## Check it out!

Find these words and check their meaning.

|        |         |
|--------|---------|
| settle | pumpkin |
| corn   | pie     |
| feast  |         |

1 1.20 **Read and listen** to the article. Complete the gaps in the article (A–D) with the headings below. There is one heading you do not need.

Celebrations Food History Introduction Special clothes

2 **Read the article again. Answer the questions.**

When do American people celebrate Thanksgiving?

**They celebrate it on the fourth Thursday in November.**

- Where did the Puritans use to live?
- Why were their first months in America very difficult?
- How did Native Americans help the settlers?
- Why did the Puritans invite the Native Americans to a feast?
- What do American people traditionally eat at Thanksgiving today?
- How long is the Thanksgiving holiday today?
- How many people see the New York parade?

3 **Presentation** Think of a traditional festival in your country. Imagine you are going to give a short presentation about this festival to a group of American students. Make notes using the headings from the Thanksgiving article.

4 **Work in groups or with a partner. Take turns to be Student A and Student B.**

**A** Give your presentation. Then answer questions at the end.

**B** Imagine you are an American student! Listen to the presentation. Then ask one question at the end.



## Vocabulary and speaking

I can identify and use education expressions. (p.12) **A2**

1 Complete the text with the verbs in the box. There is one verb you do not need.

answers asks does gets gives makes

My brother is a perfect student! He <sup>1</sup> \_\_\_\_\_ all the teacher's questions, and he hardly ever <sup>2</sup> \_\_\_\_\_ mistakes. He always <sup>3</sup> \_\_\_\_\_ good grades when he <sup>4</sup> \_\_\_\_\_ a project or <sup>5</sup> \_\_\_\_\_ a presentation. **\_\_\_ / 5**

I can ask and answer about rules. (p.14) **B2**

2 Complete the mini dialogues. Write questions, and affirmative (✓) or negative (X) answers.

A Can we go on vacation? (we / can / go)

B <sup>1</sup> \_\_\_\_\_, you \_\_\_\_\_. (✓)

A <sup>2</sup> \_\_\_\_\_ pictures on the school trip? (you / be allowed to / take)

B <sup>3</sup> \_\_\_\_\_, we \_\_\_\_\_. (✓)

A <sup>4</sup> \_\_\_\_\_ on the beach? (you / could / study)

B <sup>5</sup> \_\_\_\_\_, I \_\_\_\_\_. (X) **\_\_\_ / 5**

I can compare the past and present. (p.17) **B2**

3 Complete the text with the correct form of *used to* and the verbs in parentheses.

What did your life use to be (your life / be) like when you were 8?

It <sup>1</sup> \_\_\_\_\_ (be) very different! I

<sup>2</sup> \_\_\_\_\_ (not go) to high school.

I <sup>3</sup> \_\_\_\_\_ (prefer) cartoons to

soccer! I <sup>4</sup> \_\_\_\_\_ (not have) a

cell phone. Wow! What <sup>5</sup> \_\_\_\_\_

(we / do) before cell phones? **\_\_\_ / 5**

I can talk about vacation activities. (p.20) **A1**

4 Complete the text with the correct verbs.

On vacation, I'm going to <sup>1</sup> \_\_\_\_\_ pictures, <sup>2</sup> \_\_\_\_\_ hiking, <sup>3</sup> \_\_\_\_\_ museums, <sup>4</sup> \_\_\_\_\_ sightseeing, and <sup>5</sup> \_\_\_\_\_ a tour. **\_\_\_ / 5**

I can express my opinion. (p.22) **B2**

5 Complete the answers with the word in parentheses and an idea from the box.

big crowded difficult friendly warm

Q What was the weather in Rio like?

A It was perfect. It <sup>1</sup> \_\_\_\_\_. (very)

Q What were the people like?

A They <sup>2</sup> \_\_\_\_\_. (very)

Q What was your hotel room like?

A Small. It <sup>3</sup> \_\_\_\_\_. (enough)

Q What was the beach like?

A Busy! It <sup>4</sup> \_\_\_\_\_. (too)

Q What was surfing like?

A It <sup>5</sup> \_\_\_\_\_; I fell over! (so) **\_\_\_ / 5**

I can ask and answer about vacations. (p.25) **B2**

6 Look at the underlined words. Write the question.

Where did you go on vacation?

I went to Mexico on vacation.

1 \_\_\_\_\_

I went in August.

2 \_\_\_\_\_

I went with my mom and dad.

3 \_\_\_\_\_

We sunbathed and went sightseeing.

4 \_\_\_\_\_

No, we didn't have any vacation "nightmares"!

5 \_\_\_\_\_

We felt very relaxed!

## Reading, listening, and writing

I can understand a web page about a circus school. (p.10) **B1**

I can understand an interview about the American West. (p.17) **B1**

I can write a short article about life in the past. (p.17) **B1**

I can understand a review of a vacation for volunteers. (p.18) **B1**

I can understand an interview about a school trip. (p.25) **B1**

I can write a story about a vacation. (p.25) **B1**

Got it?

Yes I'm not sure No



# 3

## What should I do?

# WebDoctor

### Topic: stressed about studies

Here at WebDoctor, we get a lot of messages from high-school students asking for advice about stress. Many of you have told us that you find it difficult to study because you feel anxious and tired. You aren't alone! Everyone finds studying stressful from time to time, even doctors. If we had tests this year, we'd be nervous, too! Luckily, there are many things you can do to help with the problem.

#### "I'm feeling stressed. What should I do?"

- 1 This is my most important tip: look after yourself. Stress can cause headaches and other problems. Please don't ignore any symptoms like these! You should go to the doctor, and ask for advice.
- 2 The average teenager should sleep for eight to ten hours a night. Do you? Perhaps if you rested more, you'd have more energy. Studies show that students who sleep well actually get better grades! To fall asleep more quickly, you should go to bed before midnight, and you shouldn't use your cell phone or read in bed.
- 3 You should make a schedule to manage your time. Take a break of ten minutes every hour, and make time for fun, too. You shouldn't work all day! Your goal should be "study well," not "study lots."
- 4 You shouldn't spend too much time sitting still. Get up and walk around to avoid backache, and exercise for at least 30 minutes, four times a week. Exercise helps your brain to stay fit, too! Try walking to school, or going for a walk during your lunch break.
- 5 You already know you should eat healthily. But an occasional treat can be good for you, too! Dark chocolate contains chemicals which can improve mood and concentration. But you shouldn't have too much chocolate. You wouldn't feel happier if you ate a whole family-sized bar. You'd just have a stomachache!
- 6 What would you do if you didn't have tests? Don't forget what makes you happy. Family, friends, and hobbies are important, too. Do one thing you love every day, and try to relax.

**I'm sure you're a great student. Believe in yourself! And good luck.**

#### More on this topic:

Stress and the body

Relaxation techniques

Food and fitness

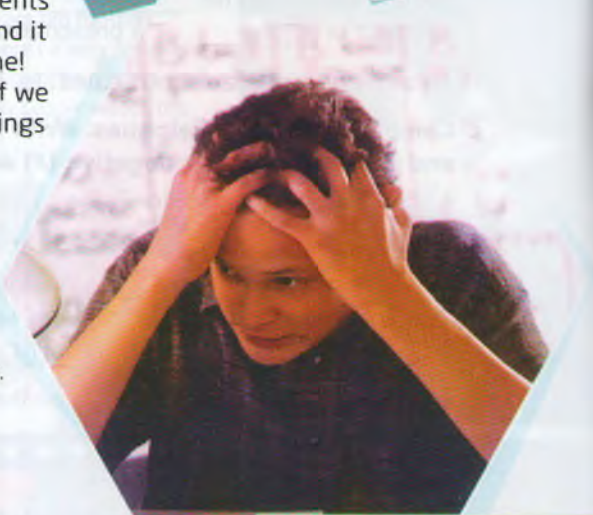
#### Check it out!

Find these words and check their meaning.

|         |          |      |
|---------|----------|------|
| stress  | treat    | mood |
| symptom | chemical |      |

#### 1 1.21 Read and listen Match tips 1-6 with the topics below.

Exercise \_\_\_ Food \_\_\_ Health 1  
 Relaxation \_\_\_ Sleep \_\_\_  
 Time management \_\_\_





**2 Comprehension** Answer the questions.

Why do many high-school students write to WebDoctor?

*They want advice about stress.*

- 1 What is the most important piece of advice the WebDoctor gives students?
- 2 Why is sleep important for students?
- 3 What should a student do after studying for 50 minutes?
- 4 How much should students exercise?
- 5 How can eating dark chocolate help you?
- 6 What should students do once every day?

**Language focus**

**3 Complete the sentences from the health advice page with the correct form of the verbs in parentheses.**

- 1 If we had (have) tests this year, we \_\_\_\_\_ (be) nervous, too!
- 2 If you \_\_\_\_\_ (rest) more, you \_\_\_\_\_ (have) more energy.
- 3 You \_\_\_\_\_ (not feel) happier if you \_\_\_\_\_ (eat) a whole family-sized bar.
- 4 What \_\_\_\_\_ (you / do) if you \_\_\_\_\_ (not have) tests?

**4 Look at the pictures. Write sentences from the health advice page with *should* or *shouldn't*.**



*The average teenager should sleep for eight to ten hours a night.*



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

**5 Focus on you** Imagine you're the WebDoctor. Give advice to a student who wants to have a healthier lifestyle. Use *should* and *shouldn't* and the ideas in the box. Then add four of your own ideas.

drink a lot of coffee    eat breakfast every morning    go for walks  
 play video games all day    spend some time with friends    study after midnight

*You should go for walks. You shouldn't drink a lot of coffee.*

**6 Pairwork** Discuss what you think students *should* and *shouldn't* do to have a healthy lifestyle. Then choose your eight favorite tips and design a poster.

*Tip 1: Do some exercise! You should go for a walk every day.*



### Illnesses

1 1.22 Match the pictures with the illnesses in the box. Then listen and check.

a backache a cold a cough an earache a fever  
a headache a rash a sore throat a stomachache ~~a toothache~~



a toothache

1 \_\_\_\_\_

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

2 1.23 Listen and complete the dialogues. Write one word in each gap.

1 A What's the matter?

2 A What's wrong?

B I don't feel well. I have an <sup>1</sup> \_\_\_\_\_.

B I don't feel <sup>3</sup> \_\_\_\_\_. I have a

A Poor you! You <sup>2</sup> \_\_\_\_\_ go to the doctor.

bad <sup>4</sup> \_\_\_\_\_.

A Oh, no. You <sup>5</sup> \_\_\_\_\_ use some cream.

3 **Pairwork** Have conversations like the ones in exercise 2. Take turns to be Student A and Student B. Use the illness expressions from exercise 1 and the advice in the box.

drink a lot of water go to bed go to the dentist / doctor  
have a throat lozenge rest stay at home take a painkiller  
take some (cough / cold) medicine use an icepack use some cream

#### My study skills

##### Writing example sentences

Recording new vocabulary in example sentences, short texts, or dialogues is a great way to learn and remember it! Write two short dialogues like the ones in exercise 2. Use different illness expressions and advice.



## should / shouldn't

You **should** go to bed before midnight.  
You **shouldn't** use your cell phone.

| Affirmative                                  |  |
|--|--|
| I / you / he / she / it /<br>we / you / they | <b>should</b> go                                     |
| Negative                                     |  |
| I / you / he / she / it /<br>we / you / they | <b>shouldn't</b> go                                  |
| Questions and short answers                  |  |
| Should I go?                                 | <b>Yes, you should.</b><br><b>No, you shouldn't.</b> |
| Where <b>should</b> I go?                    | Why <b>should</b> we go?                             |

### Think!

Read the sentences. Then choose the correct alternative.

You **should eat** healthily.

You **shouldn't work** all day.

- We use *should* and *shouldn't* + the **base form** / **-ing form** of the main verb to give advice.

Rules p. W14

### 1 Complete the sentences with *should* or *shouldn't*.

- Will's sick. He **should** stay home all day.
- Tom's in the hospital. We \_\_\_\_\_ visit him later.
  - You \_\_\_\_\_ drink so much soda. You'll get a toothache.
  - Bella's leg hurts. She \_\_\_\_\_ run.
  - I'm too sick for soccer practice. I \_\_\_\_\_ call the coach.
  - You \_\_\_\_\_ swim when you have an earache.

### 2 Give the people advice. Use *should* or *shouldn't* and a suitable verb.

- A I have a terrible toothache.  
B You **should go** to the dentist.
- A I'm really tired.  
B You \_\_\_\_\_ to bed early.
  - A I have a stomachache.  
B You \_\_\_\_\_ so much candy!
  - A I'm cold.  
B You \_\_\_\_\_ a sweater.
  - A I have a backache.  
B You \_\_\_\_\_ golf today. Relax!

### 3 Write questions and short answers. Use *should* or *shouldn't*.

I have a test tomorrow. I / study / all night?

"Should I study all night?" "No, you shouldn't."

- He's ill. he / go / to school?  
\_\_\_\_\_
- I want to be healthier. I / exercise / more?  
\_\_\_\_\_
- She's stressed. she / ask / for help?  
\_\_\_\_\_
- We have school tomorrow. we / go / to bed late?  
\_\_\_\_\_

### 4 Complete the online post and replies with *should* or *shouldn't* and the verbs in the box when necessary.

do drink eat go miss  
tell wear worry

**Katya** It's Liam's party tomorrow. But I have a cold, and I look awful! **Should** \_\_\_\_\_  
I **tell** \_\_\_\_\_ him I can't come? What  
<sup>1</sup> \_\_\_\_\_ I \_\_\_\_\_  
to get better?

**Cara** You <sup>2</sup> \_\_\_\_\_ some hot,  
spicy food today. It's good for colds! And you  
<sup>3</sup> \_\_\_\_\_ a lot of water.

**Felipe** You definitely <sup>4</sup> \_\_\_\_\_ the party.  
Go! But maybe you <sup>5</sup> \_\_\_\_\_ to bed  
early tonight.


**Ziggy** You <sup>6</sup> \_\_\_\_\_. You always look  
great! X

**Katya** You guys are the best – thanks! OK, I'll go.  
One last question: <sup>7</sup> \_\_\_\_\_  
I \_\_\_\_\_ the green dress?

**Cara** Yes, you <sup>8</sup> \_\_\_\_\_. It's totally  
awesome!

### Finished?

Imagine you read the post below on a friend's home page. Write a reply. Suggest three things he / she *should* do, and three things he / she *shouldn't* do.

I'm really tired, but I can't sleep. What should I do? 

You **should have a warm bath before you go to bed.**

Puzzle p.105



### At the doctor

- 1 1.24 Listen and complete the dialogue. Listen again and check. Then listen and repeat.

Are you allergic to any medication? Can I still play sports? ~~How can I help you?~~  
How long have you had it? Where does it hurt?



- Doctor** Hello, Tom. How can I help you?
- Tom** I have a terrible backache.
- Doctor** I see. <sup>1</sup> \_\_\_\_\_
- Tom** I've had it for about a week. I was working in the garden when it started to hurt.
- Doctor** OK, let me have a look. <sup>2</sup> \_\_\_\_\_
- Tom** Right here.
- Doctor** OK. <sup>3</sup> \_\_\_\_\_
- Tom** No, I'm not.
- Doctor** Good. Here's a prescription for some painkillers. You should take two pills twice a day for a week.
- Tom** OK, thanks. <sup>4</sup> \_\_\_\_\_
- Doctor** No, you shouldn't play any sports at the moment. You should rest.

#### Learn it, use it!

| You ask                                     | You answer   |
|---|--|
| How can I help you? /<br>What's the matter? | I have a backache / sore throat / cough.<br>My leg / arm hurts.<br>I have a pain in my foot / back / shoulder. |
| How long have you had it?                   | I've had it for (about a week). /<br>I've had it since (last Tuesday).   |
| Where does it hurt?                         | Right here. / About here.  |

- 2 1.25 **Pronunciation** /ʊ/ and /u/ Listen and repeat.

/ʊ/ good should      /u/ you two

- 3 1.26 Complete the chart with the words in the box. Then listen and check.

foot fruit good knew put soon through would

|     |       |   |   |   |
|-----|-------|---|---|---|
| /ʊ/ | foot  | 1 | 2 | 3 |
| /u/ | fruit | 4 | 5 | 6 |

- 4 1.27 Listen to another patient at the doctor. Then complete the doctor's notes.

- 5 **Pairwork** Write two more dialogues at the doctor. Use the dialogue in exercise 1 as a model. Then practice your dialogues. Take turns to be the doctor.

|               |   |
|---------------|---|
| Name:         | Kaylee  |
| Problem:      | a <sup>1</sup> _____ and a<br><sup>2</sup> _____                            |
| How long:     | <sup>3</sup> for / since _____  |
| Prescription: | take medicine <sup>4</sup> _____ times a<br>day for <sup>5</sup> _____ days |
| Other advice: | drink <sup>6</sup> _____  |



## Second conditional

| If clause                        | Main clause                             |
|----------------------------------|---|
| If you <b>rested</b> more,       | you <b>wouldn't feel</b> tired.         |
| If you <b>didn't have</b> exams, | what <b>would</b> you <b>do</b> ?       |
| Main clause                      | If clause                               |
| You <b>wouldn't feel</b> tired   | <b>if</b> you <b>rested</b> more.       |
| What <b>would</b> you <b>do</b>  | <b>if</b> you <b>didn't have</b> exams? |

### Think!

Read the sentences. Then complete the rules with the *simple past* or *would*.

If I **had** exams this year, I'd **be** nervous.

You **wouldn't feel** happier if you **ate** a family-sized bar of chocolate!

- If clause: use <sup>1</sup> \_\_\_\_\_
- Main clause: use <sup>2</sup> \_\_\_\_\_
- We use the second conditional to talk about imaginary or improbable situations.

Rules p. W15

### 1 Complete the sentences with the second conditional form of the verbs in parentheses.

If I **had** \_\_\_\_\_ (have) more time,  
I **'d go** \_\_\_\_\_ (go) to a gym.

- If he \_\_\_\_\_ (know) the doctor's phone number, he \_\_\_\_\_ (call) it.
- Ava \_\_\_\_\_ (not go) to school if she \_\_\_\_\_ (feel) sick.
- If I \_\_\_\_\_ (not take) painkillers, I \_\_\_\_\_ (not be) able to stand!
- If they \_\_\_\_\_ (not have) bikes, they \_\_\_\_\_ (walk).
- Harry \_\_\_\_\_ (like) hot lemon and honey if he \_\_\_\_\_ (try) it.
- Your throat \_\_\_\_\_ (not hurt) if you \_\_\_\_\_ (not talk) so much!

### 2 Complete the questions and answers with the second conditional form of the verbs in the boxes. Do you agree with the answers?

find find take you / do

What **would you do** \_\_\_\_\_ if you **found** \_\_\_\_\_ a wallet?

- If I \_\_\_\_\_ a wallet,  
I \_\_\_\_\_ it to the police.

go go visit you / visit

- What countries \_\_\_\_\_ if you \_\_\_\_\_ on a round-the-world trip?
- I \_\_\_\_\_ the U.S., the U.K., and Australia if I \_\_\_\_\_ on a round-the-world trip.

get get smile you / do

- If you \_\_\_\_\_ 100% on your tests, what \_\_\_\_\_?
- If I \_\_\_\_\_ 100% on my tests, I \_\_\_\_\_ all day!

### 3 Game! Do the quiz. Then discuss your answers. Who is the most honest?

#### HOW HONEST ARE YOU?

- What would you do if you found someone's cell phone?  
a return it right away    b read the messages first
- If you didn't like your friend's new haircut, what would you say?  
a "That looks great!"    b nothing
- What would you do if a store assistant gave you too much change?  
a keep it    b give it back
- If you forgot to do your homework, what would you tell the teacher?  
a "I'm sorry. I forgot!"    b "My dog ate my notebook!"

If I found someone's cell phone, I'd return it right away!

#### Finished?

Write second conditional sentences about things you think your partner *would* or *wouldn't* do in the situations below. Use your imagination! Then compare your ideas. How well do you know your partner?

go traveling for three months  
become a famous celebrity  
have his / her favorite meal tonight  
rule the country    teach this class  
win the lottery

If Bianca went traveling for three months, she'd visit Australia.

Puzzle p.105



## Any Answers?

Search Answers

### ANY ANSWERS? POPULAR TOPICS



A SCHOOL



B HEALTH



C FAMILY AND HOME



D MONEY



#### Reese341

My little brother is a pain! He's 8 years old, and he copies everything I do. When I watch TV, he watches it. When I listen to music, so does he. I think that if I spent a whole day cleaning, he'd probably join in! The worst part is when my friends come over. He won't leave us alone for a minute. My friends say they don't mind, but I don't believe them. What should I do? I really need my space.

FAVORITE ANSWER



#### WiseOwl

Hi, Reese! You shouldn't be angry with your brother. It's cool that he admires you so much! You should tell him that you need your own space, but promise to spend some time with him. Why don't you ask him what he'd like to do? I bet he'd be delighted! If you did a few things together sometimes, he'd probably leave you alone at other times. You should talk with your parents about the problem, too. I'm sure they can help.

★★★★★ 1



#### HollyG

My mom got a great job in a different town, so I'm starting a new school next week. If it was the start of the school year, it wouldn't be so bad, but I'm changing schools halfway through a semester! I'm going to be "the new girl," and I'm scared. How can I make new friends? Please tell me what I should do. I'm so worried that no one will like me! Every time I think about it, I get a headache.

FAVORITE ANSWER



#### BlueRose

I understand how you feel. When I started college, I was so nervous I had a stomachache! But I'm sure you'll be fine. On your first day, you shouldn't try too hard to impress people. Just relax, and be yourself. Smile and ask a lot of questions (everyone loves talking about themselves!). You should also join some after-school clubs that interest you. They're a great way to make friends because you already like similar things.

★★★★★ 2

### Reading

1 Look at the layout of the web page and the pictures quickly. What kind of website is it?

- a an online newsletter    b an official medical website    c an advice site

2 1.28 Read and listen to the web page. Then answer the questions.

What is Reese's problem? **His little brother copies everything he does.**

- 1 What is the worst part of Reese's problem?
- 2 According to WiseOwl, what should Reese promise to do?
- 3 Who else can help Reese?
- 4 Why is Holly starting a new school?
- 5 Why is Holly worried?
- 6 According to BlueRose, why should Holly ask questions?
- 7 Why is it a good idea to join an after-school club?

### Check it out!

Find these words and check their meaning.

- copy (copies)
- admire
- halfway
- semester
- impress





Search Web



Ask a Question

Ask

## Listening

**3** 1.29 Peter's mom is talking to his math teacher, Miss Green. Listen to the conversation. Then check (✓) the correct summary sentence.

- a Miss Green isn't happy with Peter's work. He doesn't pay attention in class, and he never does his homework.
- b Miss Green isn't happy with Peter's work. He asks silly questions in class, and he copies his homework from his friends.

**4** 1.29 Listen again and check (✓) the advice that Miss Green gives.

Peter should ...

- 1 stop worrying about his grades.
- 2 listen in class.
- 3 do extra classes.
- 4 ask questions when he doesn't understand.
- 5 concentrate more.
- 6 do an hour of homework every day.

### My listening skills

#### Staying focused

Don't try to understand every word when you listen. Focus on the information you need to answer the questions. If you can't answer a question, don't panic! Keep listening, and try to answer the next one.

## Speaking

**5 Pairwork** Read the problems in the posts below. Then discuss them with your partner. What advice would you give each person? Use the expressions in the box.

... is / are a great way (+ infinitive) ... I'm sure ... You should ...  
You shouldn't ... Why don't you (+ base form) ... ?



\*\*\*Mia\*\*\*

Alysha is my best friend, but we have a problem. I'm quite a good student and I get excellent grades, but Alysha isn't very interested in school. Every day, she copies my homework. I want Alysha to do well, but I don't want to get into trouble if the teachers find out! What should I do?



Prash\_A

I'd like to stop going to piano lessons, but my mom won't let me! I have piano lessons twice a week after school while most of my friends are at basketball practice. I hate playing the piano, but I love playing basketball. My dream is to become the captain of the school team! But Mom says I'm a very good musician, and she has spent a lot of money on my lessons. What should I do?

## Writing

**6** Choose one of the message posts in exercise 5. Write a reply giving advice.

- Say what you think the person should or shouldn't do. (Give at least three ideas.)
- Explain *why* you think these are good ideas.
- Don't forget to sound sympathetic!



# 4

## They should have prepared!



ROB

### Meet an **AUSTRALIAN PARK Ranger**

More than 400,000 tourists visit the Uluru-Kata Tjuta National Park and famous Uluru Rock in Australia every year. Rob Dinkins is a park ranger. He tells us about his work.

#### ► It's like the movies ... sometimes!

Rangers have to do many boring things, like repairing fences, or writing reports. But sometimes, life feels like an action movie! Yesterday, for example, a hiker's camp stove set fire to some dry grass. I burned my hands when I was helping the firefighters, but if we hadn't acted quickly, the fire would have killed many plants and animals. The accident wouldn't have happened if the hiker had followed the rules. He shouldn't have lit a stove in the park, but he wanted some hot coffee!

#### ► We save people's lives, too.

In 2009, a walker got lost in the desert. He shouldn't have gone hiking alone, and he should have packed more water. After three days, he ran out. On day six, he managed to use his cell phone and we were able to find him. If we hadn't found him then, he would have died. That was a very happy day for everyone.

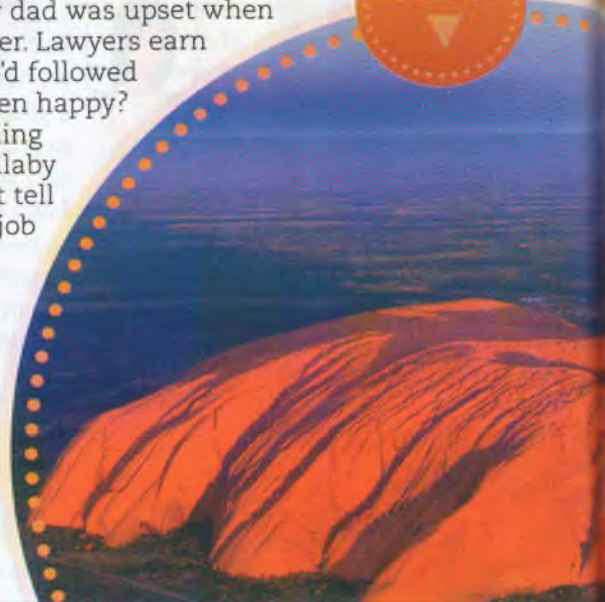
#### ► But sometimes I feel annoyed!

Visitors do crazy things. One group needed help because they'd climbed Uluru in flip-flops! Of course I helped them, but I felt annoyed. They shouldn't have worn flip-flops! They should have prepared better. They wouldn't have gotten blisters if they'd worn boots. Another girl dropped her camera down a canyon. She should have left her camera at the bottom, but she tried to climb down and get it. She fell and broke her leg. We took her to the hospital in a helicopter. And no, we didn't rescue the camera!

#### ► Here's a secret ...

I studied law in college! My dad was upset when I decided to become a ranger. Lawyers earn much more money! But if I'd followed his advice, would I have been happy? Every time I see Uluru turning pink in the sunset, or a wallaby hopping past, I smile. Don't tell Dad, but I think I'd do this job for free!

ULURU



#### Check it out!

Find these words and check their meaning.

- |           |         |
|-----------|---------|
| ranger    | canyon  |
| flip-flop | wallaby |

#### 1 1.30 Read and listen Check (✓) two events that happened in the park.

- a A fire killed a lot of animals.
- b A man got lost for nearly a week.
- c A helicopter rescued an injured tourist.



### Injuries

1 1.31 Match the expressions with the pictures. Then listen and check.

break your arm   bruise your knee   burn your hand   ~~cut your finger~~   get a blister  
get an insect bite   get a sunburn   graze your leg   hit your head   sprain your ankle



cut your finger



1



2



3



4



5



6



7



8



9

2 1.32 Listen to the conversations. Then complete the chart.

| What happened?        | How did it happen?                               |
|-----------------------|--|
| 1 She cut her finger. | She was cutting cheese when her cell phone rang. |
| 2 _____               | _____  |
| 3 _____               | _____  |
| 4 _____               | _____  |

3 **Pairwork** Ask your partner which injuries he / she has had, and how they happened. Who has had the most / the worst injuries?

A Have you ever cut your finger?

B Yes, I have.

A How did it happen?

B I was making a poster for a school project. I was chatting with a friend, and I wasn't looking at the paper. I cut my finger with the scissors!



**should have****Affirmative and negative**

He **should have packed** more water.  
He **shouldn't have lit** a stove in the park.

| Affirmative                               |                       |      |
|---|-----------------------|------|
| I / you / he / she / it / we / you / they | <b>should have</b>    | left |
| Negative                                  |                       |      |
| I / you / he / she / it / we / you / they | <b>shouldn't have</b> | gone |

**Think!**

Read the sentences. Then choose the correct alternatives.

They **should have prepared**.

They **shouldn't have worn** flip-flops!

- We use **should have** and **shouldn't have** + **past participle / base form** to criticize actions in the **past / present**.

Rules p. W20

**1** Look at the pictures. Complete the sentences with **should have** or **shouldn't have** and the correct form of the verbs in parentheses.



I **should have used** sunscreen! (use)



1 He \_\_\_\_\_ a helmet. (wear)



2 She \_\_\_\_\_ so much pizza! (not eat)



3 They \_\_\_\_\_ on the ice. (not walk)



4 He \_\_\_\_\_ where he was going! (look)

**2** Tessa's parents were gone for the weekend. Write what they think Tessa **should** and **shouldn't** have done before they returned!



"You didn't wash the dishes!"

**Tessa should have washed the dishes.**

- "You didn't take out the trash!"
- "You had a party!"
- "You didn't clean up!"
- "You wore dirty shoes inside the house!"
- "You ate junk food every day!"
- "You didn't call us!"

**3** Complete the journal entry with **should have** or **shouldn't have** and the verbs in the box.

ask check leave not get up  
not run not walk stay study

Today, I woke up late. I **should have asked** my mom to drive me to school but, instead, I ran. I \_\_\_\_\_ because I fell and cut my knee!

When I got to school, I had a history test.

I \_\_\_\_\_ for the test,

but I had totally forgotten about it. I went

for a walk at lunch to try to cheer up. I

\_\_\_\_\_ by the river because I

got insect bites!

This evening, I went to the movies with my sister. I

\_\_\_\_\_ the time of the movie

because we arrived late. The movie was terrible.

We \_\_\_\_\_ after the first

twenty minutes!

What a terrible day! I \_\_\_\_\_

this morning! I \_\_\_\_\_ in bed!

**Finished?**

Imagine you had a terrible day! Write about your day, and include six things that you **should have** and **shouldn't have** done differently. Then compare your ideas with a partner. Whose day was the worst?

*I've had a terrible day! I should have got up early, but my alarm didn't work. ...*

Puzzle p.105



# 4 Communication

## Making an emergency call

1 1.33 Listen and complete the dialogue with the questions in the box. Listen again and check. Then listen and repeat.

Can you tell me what's happened? What's your name?  
Where are you? Which emergency service do you need?

Operator 911. Which emergency service do you need?

Aiden We need an ambulance right away.

Operator 1 \_\_\_\_\_

Aiden Aiden. Aiden Williams.

Operator 2 \_\_\_\_\_

Aiden One of my friends has fallen. I think he's broken his leg.

Operator OK. Try to stay calm. 3 \_\_\_\_\_

Aiden We're at Epic Skate Park on West Sunset Boulevard.

Operator I'm sending an ambulance right now. I need you to stay on the line. OK?

Aiden OK. But please hurry!

### Learn it, use it!

| You ask                              | You answer  |
|--------------------------------------|---|
| Which emergency service do you need? | ambulance / fire / police   |
| Can you tell me what's happened?     | My uncle has fallen, and he isn't moving.<br>The house across the road is on fire.<br>I've just seen a man breaking into a house. |

2 1.34 Pronunciation /l/ and /r/ Listen and repeat.

/l/ fallen leg line /r/ friends broken right

3 1.35 Listen and choose the correct answers.

- 1 a wrong b long      3 a right b light      5 a fire b file  
2 a crime b climb      4 a arrive b alive      6 a correct b collect

4 1.36 Listen to three emergency calls. Then complete the operator's notes.

|                       | 1   | 2  | 3  |
|-----------------------|---|--|--|
| Emergency service:    | <u>ambulance</u>                              | 3 _____  | 8 _____  |
| Details of emergency: | <u>a car accident</u> near <u>the park</u>    | a <sup>4</sup> _____ in a <sup>5</sup> _____                 | a <sup>9</sup> _____ on <sup>10</sup> _____ outside Mike's <sup>11</sup> _____ |
| Location:             | on <sup>1</sup> _____ near <sup>2</sup> _____ | at Just Jeans, <sup>6</sup> _____, <sup>7</sup> _____ Avenue | at <sup>12</sup> _____, <sup>13</sup> _____ Road                               |

5 Choose *one* of the situations below. Imagine you saw it happening! Make notes about the event. Use the table headings in exercise 4.

- a building on fire
- a car accident
- a crime

6 **Pairwork** Take turns to make and take emergency calls. Use the dialogue in exercise 1 as a model.



## Third conditional

| If clause                                 | Main clause                                |
|---|--|
| If they <b>had worn</b> boots,            | they <b>wouldn't have gotten</b> blisters. |
| If I <b>had followed</b> his advice,      | <b>would I have been</b> happy?            |
| Main clause                               | If clause                                  |
| They <b>wouldn't have gotten</b> blisters | if they <b>had worn</b> boots.             |
| <b>Would I have been</b> happy            | if I <b>had followed</b> his advice?       |

## Think!

Read the sentences. Then complete the rules.

The fire **would have killed** many animals if we **hadn't acted** quickly.

If we **hadn't found** him then, he **would have died**.

- If clause: use the <sup>1</sup>present / past perfect.
- Main clause: use <sup>2</sup>would have / would + past participle.
- We use the third conditional to talk about things that <sup>3</sup>happened / didn't happen.
- We can use contractions: 'd (had), <sup>4</sup>\_\_\_\_\_ (had not), 'd (would), *wouldn't* (would not).

Rules p. W21

## 1 Choose the correct answers.

We **wouldn't have survived** / **wouldn't have survived** if she hadn't saved us.

- 1 I **would have finished** / **would finish** the race if I hadn't sprained my ankle.
- 2 If Nellie **called** / **had called** us, we would have helped her.
- 3 If we hadn't turned back, we **wouldn't have seen** / **wouldn't have saw** the enormous fire.
- 4 If he **have driven** / **had driven** more slowly, he wouldn't have crashed.
- 5 What would have happened if we **hadn't called** / **wouldn't have called** the emergency services?

## 2 Complete the sentences with the correct form of the verbs in parentheses.

If I **'d turned** \_\_\_\_\_ (turn) off the stove, I **wouldn't have burned** (not burn) myself.

- 1 If he \_\_\_\_\_ (break) his back, we \_\_\_\_\_ (call) an ambulance.
- 2 They \_\_\_\_\_ (not crash) if they \_\_\_\_\_ (ride) more slowly.

- 3 If you \_\_\_\_\_ (be) more careful, you \_\_\_\_\_ (not cut) your finger.
- 4 We \_\_\_\_\_ (not get) lost if we \_\_\_\_\_ (stay) on the path.

## 3 Complete the story chain with the correct form of the verbs in parentheses.



If Scarlett **hadn't been late**

(not be late),

**she wouldn't have missed the bus**

(not miss the bus).

1 If she **hadn't missed the bus**

(not miss the bus),

\_\_\_\_\_ (not decide to walk home).

2

\_\_\_\_\_ (not decide to walk home),

\_\_\_\_\_ (not find a five-dollar bill).

3

\_\_\_\_\_ (not find a five-dollar bill),

\_\_\_\_\_ (not buy a lottery ticket).

4

\_\_\_\_\_ (not buy a lottery ticket),

\_\_\_\_\_ (not win one million dollars).

## 4 Game! Write a story chain like the one in exercise 3. Use third conditional sentences.

A If I **hadn't come to school today**, I **would have gone to the beach**.

B If I **had gone to the beach**, I **would have ...**

## Finished?

Imagine the situations below had happened to you! Write third conditional sentences.

you were born in the U.S.  
you left school last year  
you met your favorite singer yesterday

If I'd left school last year, I ...

Puzzle p.105



# ANIMAL HERO

## AWARDS

Vote now for the

### 1 Rocco to the rescue

Pet cat Rocco saved owner Mara Basso from a fire that started in her apartment while she was sleeping. Rocco woke Mara by jumping on her bed. "If Rocco hadn't woken me, I would have died," said 24-year-old Mara, who went to the hospital with some cuts, bruises, and burns. "Rocco never comes into my room at night. The window was open, but he didn't try to escape. If he hadn't been so brave, I wouldn't have survived. He's the best cat in the world. I feel bad because I used to feed him cheap cat food. I should have fed him chicken and fish every day. I do now!"



### 2 Hailey the hero

Hailey is a "search and rescue" dog from Virginia, U.S. When there was a big earthquake in Japan in 2011, Hailey and owner Seth Warner went to help search for survivors. "My work would have been impossible if I hadn't had Hailey," said Seth. "It's hard to see people in the rubble, and if someone is unconscious because of a head injury, they can't make a noise, so human rescuers can't hear them. But a dog might be able to hear, or smell them. A dog's sense of smell is between 1,000 and 10,000 times better than a human's. Hailey's amazing nose helped us to find nine people!"



### 3 Magic Monty

Gabrielle, 16, has used a wheelchair since she broke her back in a car accident last year. "I was devastated. I couldn't see a future. If a friend hadn't introduced me to Monty, I would have gotten really depressed." Monty was a horse at a school for disabled riders. Gabrielle says lessons there changed her life. "I'd always wanted to ride, but after the accident, I thought it was impossible. And to be honest, at first I was terrible! But Monty was very patient. He helped me to forget the wheelchair, and have fun. He's helped a lot of people with disabilities like me to learn new skills and build confidence. I think he's pretty magical!"



## Reading

1 1.37 Read and listen to the web article. Then match pictures A–C with paragraphs 1–3.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

2 Read the web article again. Answer the questions.

How did Mara's cat help her in the fire? **He woke her up by jumping on her bed.**

- 1 How has Rocco's life changed?
- 2 Where did Hailey travel to, and why?
- 3 What can Hailey do better than humans?
- 4 What skill does Gabrielle have now?
- 5 What does Gabrielle say about Monty's personality?

### Check it out!

Find these words and check their meaning.

- rubble
- unconscious
- wheelchair
- devastated
- disabled



**3 Think about the questions below. Then discuss your ideas with your partner.**


- 1 "Rocco is the best cat in the world." Do you agree? Why? / Why not?
- 2 "My work would have been impossible if I hadn't had Hailey." How do you think Seth's job would have been different?
- 3 How do Gabrielle's feelings change? How do you think you would have felt?
- 4 Think about Rocco, Hailey, and Monty. Which animal do you think should win the award? Why?

**My reading skills**

**Responding to a text**


Try to think about *why* someone is speaking or writing. What do they think and feel? What do *you* think?

**Listening**

**4**  1.38 **Listen to the radio program. Are the sentences true or false? Correct the false sentences.**

- Sarah Gonzales is 3 years old. **True**
- 1 Her mom fell while she was walking down the stairs. \_\_\_\_\_
  - 2 Sarah's mom hit her head. \_\_\_\_\_
  - 3 Sarah learned how to call 911 from a book. \_\_\_\_\_
  - 4 Sarah's mom is in the hospital. \_\_\_\_\_
  - 5 Sarah's mom broke her arm. \_\_\_\_\_

**Speaking**

**5 Pairwork** Read the dilemma cards. For each dilemma, discuss questions 1–3 below. 

**1 Liam's choice**

Liam's science teacher made a mistake when she graded his final paper. Instead of giving him 51% (a fail), she gave him 91% (a pass). Liam wanted to study science at college. He decided not to tell the teacher about the mistake.

**2 Mercedes' choice**

Mercedes saw her best friend Pria stealing some money from a bag at school. When the owner of the bag noticed the theft, Mercedes didn't say anything.

**3 Nathan's choice**

Ash was the captain of Nathan's soccer team. One day, Nathan saw him bullying a younger student. Nathan told the soccer coach. The coach asked Ash to leave the team, and the team lost some important games. Nathan became unpopular with the other players.

**4 Elliot's choice**

Jenna bought her friend Elliot a lottery ticket for his birthday. Elliot won \$10,000 with the ticket. Jenna asked Elliot for half the money. Elliot refused and kept all the money.

- 1 What do you think this person *should* or *shouldn't* have done? Why?  
*I think that ... should / shouldn't have ... because ...*  
*It was a good / bad idea to ... because ...*
- 2 What would you have done if you had been in this situation?  
*If I had been in this situation, I ...*
- 3 What do you think would have happened differently as a result?  
*If he / she had(n't) ..., then ...*

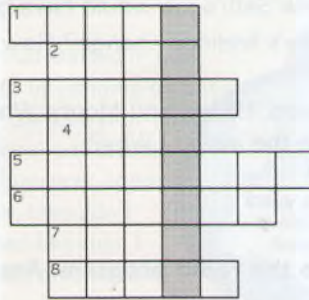
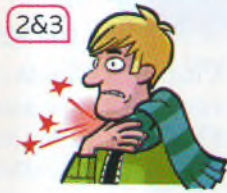
**Writing**

**6** Choose one of the dilemmas from exercise 5. Write an essay giving your opinions. Answer questions 1–3 in exercise 5. Use the **blue expressions** to help you.



## Vocabulary

1 Look at the pictures. Complete the puzzle with eight illnesses. Then use the highlighted letters to complete the sentence below.



"This person has a / an \_\_\_\_\_."

2 Choose the correct answers.

**break** / sprain your leg

3 sprain your **arm** / ankle

6 **bruise** / sprain your knee

1 get a **sunburn** / burn

4 **break** / hit your head

7 **cut** / graze your finger with scissors

2 get an insect **bite** / cut

5 **burn** / get a blister

## Grammar

3 Complete the sentences with *should* or *shouldn't* and the correct form of the verbs in parentheses.

"Bea has a high fever!"

"You **should call** the doctor." (call)

1 "It's Keira's birthday tomorrow."

"We \_\_\_\_\_ her a present." (buy)

2 "I have a stomachache."

"You \_\_\_\_\_ so much food!" (eat)

3 "Dan's in the hospital! He's broken his leg."

"We \_\_\_\_\_ him." (visit)

4 "I have three blisters on my feet!"

"You \_\_\_\_\_ those shoes!" (wear)

4 Complete the second conditional sentences with the correct form of the verbs in parentheses.

If I **had** (have) enough money,

I **'d buy** (buy) a new bike.

1 I \_\_\_\_\_ (not go) to school if

I \_\_\_\_\_ (have) a fever.

2 If Lorna \_\_\_\_\_ (play) more sports, she \_\_\_\_\_ (be) healthier.

3 Dylan \_\_\_\_\_ (not be) tired if he \_\_\_\_\_ (not go) to bed late every night.

4 What \_\_\_\_\_ you \_\_\_\_\_ (do) if you \_\_\_\_\_ (lose) your uniform?

5 Complete the sentences with the affirmative (✓) or negative (X) form of *should have* and the correct form of the verbs in parentheses.

He **shouldn't have gone** swimming. (go / X)

1 She \_\_\_\_\_ her room. (clean / ✓)

2 You \_\_\_\_\_ the boxes. (carry / X)

3 They \_\_\_\_\_ umbrellas. (take / ✓)

4 She \_\_\_\_\_ the cake on the table. (leave / X)

6 Complete the third conditional sentences.

Luis played video games all day and he had a headache.

If Luis **hadn't played** video games all day, he **wouldn't have had** a headache.

1 We didn't have time to go to the sports center.

If we \_\_\_\_\_ time, we \_\_\_\_\_ to the sports center.

2 I forgot my cell phone because I left the house quickly.

I \_\_\_\_\_ my cell phone if I \_\_\_\_\_ the house quickly.

3 Nick was late because he didn't check the time.

Nick \_\_\_\_\_ late if he \_\_\_\_\_ the time.

4 I didn't invite Leah to the party because I didn't see her yesterday.

I \_\_\_\_\_ Leah to the party if I \_\_\_\_\_ her yesterday.



## Communication

7 1.39 Complete the dialogues with the questions in the box. Then listen and check.

Can you tell me what happened? How long have you had it?  
~~What's the matter, Grace?~~ What's your name? Where are you?  
 Where does it hurt? Which emergency service do you need?

- 1 A What's the matter, Grace?  
 B I have a pain in my left shoulder.  
 A Your right shoulder. I see.  
 B No, not my right shoulder. My left shoulder.  
 A A pain in your left shoulder. Sorry!  
 1 \_\_\_\_\_  
 B For nearly two weeks. It's gotten worse!  
 A I see. 2 \_\_\_\_\_  
 B About here.  
 A OK. Let me see ...

- 2 A This is 911. 3 \_\_\_\_\_  
 B Jay. Jay Lee.  
 A 4 \_\_\_\_\_  
 B I need an ambulance, and the police.  
 A 5 \_\_\_\_\_  
 B A car hit my friend. The driver didn't stop!  
 A 6 \_\_\_\_\_  
 B I'm at 48, Brewer Street.

## Pronunciation

### Intonation in corrections

We use a rising intonation ( ) for mistakes, and a falling intonation ( ) for corrections.

8 1.40 Read the rule above. Then listen to the intonation in the dialogues. Repeat the dialogues, copying the intonation.

- 1 A I have a pain in my left shoulder.  
 B Your right shoulder. I see.  
 A No, not my right shoulder. My left shoulder.  
 2 A Is your name John Lee?  
 B No, it's Jay Lee. My friend's name is John .

9 1.41 Choose the correct intonation for the words in bold. Then listen and check.

- A Let me check. Your name is Logan Fish. You live at 17, Wood Road. You think your friend has grazed her ankle.  
 B No! My name is Logan **Bird** ( / ), not Logan **Fish** ( / ). I don't live on Wood **Street** ( / ). I live on Wood **Road** ( / ). And I live at number **70** ( / ), not **17** ( / )! I think my friend has **sprained** ( / ) her ankle!

## Listening

10 1.42 Listen to two phone conversations. Then complete the chart.

|                                 | 1   | 2  |
|---------------------------------|---|--|
| <b>Problem:</b>                 | Eric's brother fell when they were <u>climbing down the mountain</u> . Eric thinks his brother has 1 _____. | Kate got insect bites, Will got 4 _____, and Fran got 5 _____ while they were walking. |
| <b>What they should do now:</b> | They shouldn't 2 _____.<br>Eric should 3 _____.   | They should 6 _____.<br>They should buy Fran's mom some 7 _____.                       |



## Bullying: Let's Stop it Now!

In Anti-Bullying Week, we're asking teenagers to help create a future without bullying. Please get involved! Visit our website for more information and ideas, and don't forget to check out our cool poster competition!



### What is bullying?

Bullying happens when someone hurts someone else physically, or emotionally, often over a long period of time. Some bullies hit their victims, or steal from them. Others call their victims names, or make fun of them.

### What is cyberbullying?

Cyberbullying is bullying on cell phones or online, for example, through instant messaging, or on social network sites. Sadly, it's very common, and more than half of teenagers experience some form of cyberbullying.

### What are the effects of bullying?

These can range from insecurity and worry, to physical problems like headaches and stomachaches. In extreme cases, victims may want to hurt themselves. Bullying is a very serious problem.

### What kind of people experience bullying?

Every kind! Bullies may attack you for your race, religion, or background, or they may focus on your appearance or interests. In other words, a bully may attack you for any reason at all! A lot of people have experienced bullying, including many celebrities.

### Why do people become bullies?

If you looked inside a typical bully's head, you'd be surprised. It probably isn't a very happy place! It might sound strange, but many bullies were once victims themselves. If people had been nicer to them in the past, perhaps they would have developed more confidence. Now, they bully other people to "prove" that they are strong and powerful. They're actually frightened! Bullies need help to change, too.

### What should you do if someone bullies you?

- You shouldn't keep silent. Talk with your parents, or a teacher.
- You should keep a record of the bullying. It will help your parents or teacher to understand the situation.
- You should try to act confidently if you can. Remember, the bully wants you to feel scared!
- You shouldn't fight back. It will make things worse.
- Never blame yourself. The bullying should never have started, and you don't deserve it.

### Culture focus



In most American states, bullying and cyberbullying in schools are crimes. In extreme cases, punishments for bullies can include compulsory transfers (changing schools), fines (paying money), or even jail.

### Check it out!

Find these words and check their meaning.

- |            |            |
|------------|------------|
| victim     | background |
| insecurity | record     |
| race       |            |

**1** 1.43 Check (✓) the activities below that you consider to be bullying. Then read and listen to the poster. Which ideas appear in the poster?

- |                         |                                     |                                   |                          |
|-------------------------|-------------------------------------|-----------------------------------|--------------------------|
| 1 calling someone names | <input checked="" type="checkbox"/> | 4 sending nasty messages          | <input type="checkbox"/> |
| 2 hitting someone       | <input type="checkbox"/>            | 5 not inviting someone to a party | <input type="checkbox"/> |
| 3 arguing with someone  | <input type="checkbox"/>            |                                   |                          |

**2** Read the article again. Answer the questions.

Why should teenagers visit the anti-bullying campaign website?

**They can find information and ideas, including a poster competition.**

- 1 How is cyberbullying different from other forms of bullying?
- 2 What experience do most teenagers share?
- 3 What are the negative effects of bullying?
- 4 What kind of person becomes a victim of bullying?
- 5 Why should we feel sorry for bullies?
- 6 Why do bullies want to hurt their victims?
- 7 What three things shouldn't a victim do?

**3 Presentation** Read the ad. Choose one of the topics and design a poster with your partner. Include at least five things you think students or schools should and shouldn't do. Present your poster to the class.

### Poster competition!

Design a poster on one of the anti-bullying topics below. We'll print the winning poster and send it out to schools around the country for Anti-Bullying Week!

- How to deal with cyberbullying
- How to help a friend if you think he / she is a victim of bullying
- How to make schools "bully free" zones



## Vocabulary and speaking

I can talk about illnesses. (p.32)

B1

1 Match the illnesses in the box with the advice.

a backache a cold a rash  
a sore throat a toothache

- 1 Don't drink so much soda! \_\_\_\_\_
- 2 Use some cream. \_\_\_\_\_
- 3 Eat some honey lozenges. \_\_\_\_\_
- 4 Don't lift heavy objects. \_\_\_\_\_
- 5 Use a tissue when you blow your nose! \_\_\_\_\_ **\_\_\_ / 5**

I can explain a health problem to a doctor. (p.34)

B1

2 Complete the dialogue with one word in each gap.

- A How <sup>1</sup> \_\_\_\_\_ I help you, Josie?  
 B I <sup>2</sup> \_\_\_\_\_ a pain in my foot.  
 A Where <sup>3</sup> \_\_\_\_\_ it hurt?  
 B Right here.  
 A How long <sup>4</sup> \_\_\_\_\_ you had it?  
 B I've had it <sup>5</sup> \_\_\_\_\_ last Friday. **\_\_\_ / 5**

I can give advice. (p.37)

B1

3 Choose the correct answers.

- 1 "He's hungry." "He should **eats / eat**."
- 2 "I'm scared." "I **'m / think** sure you'll be OK."
- 3 "I'm sick!" "You **should / shouldn't** go out."
- 4 "I'm bored! What should I do?" "**Why / How** don't you read a book?"
- 5 "How can I improve my English?"  
"Watching English movies is a great way **improving / to improve**." **\_\_\_ / 5**

I can talk about injuries. (p.40)

B2

4 Complete the words.

Daria had a terrible time when she went trekking! She fell over, h <sup>1</sup>it \_\_\_\_\_ her head, and <sup>1</sup>b \_\_\_\_\_ her knee (it turned blue!). She got painful insect <sup>2</sup>b \_\_\_\_\_ on her face and arms, and she got huge <sup>3</sup>b \_\_\_\_\_ on her feet because her boots were too tight. When she was making dinner, she <sup>4</sup>c \_\_\_\_\_ her finger with a knife, and she <sup>5</sup>b \_\_\_\_\_ her hand on a hot pan. **\_\_\_ / 5**  
She was very unlucky!

I can make an emergency call. (p.42)

B2

5 Complete the dialogue with the correct form of the verbs in the box.

hurry not move send  
you / can you / need

- A 911. Which emergency service <sup>1</sup> \_\_\_\_\_?  
 B An ambulance. Please <sup>2</sup> \_\_\_\_\_!  
 A <sup>3</sup> \_\_\_\_\_ tell me what's happened?  
 B My sister has fallen and she <sup>4</sup> \_\_\_\_\_.  
We live at 31, Green Street.  
 A OK. I <sup>5</sup> \_\_\_\_\_ an ambulance right now. **\_\_\_ / 5**

I can express opinions about a past event. (p.45)

B2

6 Choose the correct answers.

**Situation:** Rowan's mom is worried about Rowan, so she checks his text messages when he's in his room. Rowan finds out. He is very angry and refuses to talk with his mom.

"Oh, dear! Rowan's mom shouldn't <sup>1</sup>check / **have checked** his phone when he was in his room. It was a good <sup>2</sup>advice / **idea** to <sup>3</sup>try / **trying** to find out more about Rowan's situation, but she should have <sup>4</sup>ask / **asked** Rowan first. If I'd been in Rowan's situation, I <sup>5</sup>had / **would have** been angry, too." **\_\_\_ / 5**

## Reading, listening, and writing

I can understand a health advice page giving advice about stress. (p.30)

B1

I can understand a conversation between a teacher and a parent. (p.37)

B1

I can write a reply to an online post, giving advice. (p.37)

B1

I can understand an article about an Australian park ranger. (p.38)

B2

I can understand a radio program about a heroic rescue. (p.45)

B2

I can write an essay about a dilemma. (p.45)

B2

| Got it?                  |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Yes                      | I'm not sure             | No                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## Vocabulary

1 Complete the dialogue with the correct form of the verbs in the box.

answer buy do eat fail go  
make pass rent study take

CHAT

Dom Good news – I passed all my tests! We're <sup>1</sup> \_\_\_\_\_ out at that cool new Japanese place tonight to celebrate.

Mal Hey, congratulations! I did OK, but I <sup>2</sup> \_\_\_\_\_ French. I couldn't <sup>3</sup> \_\_\_\_\_ all of the questions, and I <sup>4</sup> \_\_\_\_\_ a lot of mistakes. 😞

Lily Yeah, but you didn't <sup>5</sup> \_\_\_\_\_ for French, did you Mal?

Mal Not really. I mean, "non"! 😞 I should have, though. Dad's going to <sup>6</sup> \_\_\_\_\_ a car next week and drive us all to Quebec for a vacation!

Dom Lucky you! I ♥ Canada. We <sup>7</sup> \_\_\_\_\_ a school project on Quebec last year – it sounded awesome.

Lily Are you going to <sup>8</sup> \_\_\_\_\_ sightseeing? <sup>9</sup> \_\_\_\_\_ a lot of pictures!

Dom And <sup>10</sup> \_\_\_\_\_ us some souvenirs!

2 Complete the advice for the illnesses and injuries.

### Illness or injury

- hit your head
- 1 b\_\_\_\_\_ your hand
  - 2 b\_\_\_\_\_ your leg
  - 3 have a h\_\_\_\_\_
  - 4 have a c\_\_\_\_\_
  - 5 c\_\_\_\_\_ your finger
  - 6 get a r\_\_\_\_\_
  - 7 have a t\_\_\_\_\_
  - 8 have a s\_\_\_\_\_ t\_\_\_\_\_

### What you should do

- put some ice on it  
put it in water  
have an X-ray  
take a painkiller  
rest and stay warm  
put a plaster on it  
use cream  
go to the dentist  
eat lozenges

## Grammar

Permission: **can / could / be allowed to**

3 Choose the correct answers.

- You can't / couldn't touch the ball with your hands when you play soccer.
- 1 I **was allowed to** / **can** leave school early yesterday because I felt sick.
  - 2 Dad says I **can't** / **couldn't** go to the movies this evening. I have to finish my history project!
  - 3 When my grandma went to school, she **can't** / **wasn't allowed to** wear pants.
  - 4 Cool! The sign says we **can** / **were allowed to** skateboard here.
  - 5 The teacher says we **can't** / **couldn't** use our calculators on tomorrow's math test!

### used to

4 Complete the stories with the correct form of **used to** and the verbs in the box.

eat not eat not laugh say think write

**Did you use to say or think funny things when you were a child?**

I <sup>1</sup> \_\_\_\_\_ Mickey Mouse was real! I even <sup>2</sup> \_\_\_\_\_ letters to him at Disney World. – *Mary Jane, Idaho*

I <sup>3</sup> \_\_\_\_\_ spaghetti, because I thought it looked like worms! But I <sup>4</sup> \_\_\_\_\_ a lot of carrots because I thought they would help me see in the dark! – *Kiki, Alaska*

I <sup>5</sup> \_\_\_\_\_ at clowns. I thought they were scary! – *Jorge, New Mexico*

## Past perfect / Simple past

5 Write the correct past perfect or simple past form of the verbs in parentheses.

The teacher was (be) angry because some students had cheated (cheat) during the test.

- 1 When we \_\_\_\_\_ (arrive) at the airport, our flight \_\_\_\_\_ (leave).
- 2 \_\_\_\_\_ you \_\_\_\_\_ (read) the book before you \_\_\_\_\_ (see) the movie?
- 3 He \_\_\_\_\_ (not finish) his homework by the time school \_\_\_\_\_ (start).
- 4 Bea \_\_\_\_\_ (call) her dad because someone \_\_\_\_\_ (steal) her bag.



## Past narrative tenses

## 6 Complete the text with the correct past form of the verbs in parentheses.

It was the last day of our vacation. While we were walking (walk) around town, it started (start) raining. We noticed a museum that we hadn't visited (not visit) before, so we went (go) inside. But it was (be) boring, so we decided (decide) to leave. While we looked (look) for the exit, we got (get) lost. By the time we found (find) our way back, someone locked (lock) the museum door. We spent (spend) the last night of our vacation in the basement of a museum!

## should / shouldn't

7 Complete the sentences with the affirmative (✓), negative (✗), or question (?) forms of *should* and the correct forms of the verbs in parentheses.

What should I do when I have a cold? (? / do)

- You should cover your mouth if you cough. (✓ / cover)
- You should wash your hands frequently. (✓ / wash)
- You shouldn't eat junk food. (✗ / eat)
- You shouldn't drink too much coffee. (✗ / drink)
- Should I play sports? (? / play)
- You should sleep a lot, or just relax. (✓ / sleep)

## Second conditional

## 8 Complete the second conditional sentences with the verbs in parentheses.

If Ben asked (ask) me to marry him, I would laugh (laugh)!

- I would be (be) terrified if I saw (see) a bear.
- Would you call (call) the police if you heard (hear) a strange noise in the night?
- If Darcy had (have) her own room, she would paint (paint) it black.
- If I won (win) the lottery, I wouldn't worry (not worry) about exams!
- Would you be (be) angry if your friend didn't invite (not invite) you to their party?

## should have / shouldn't have

9 Write sentences with *should have* / *shouldn't have* and the correct form of the verbs in parentheses.

Lin spent all her money on music downloads. Now she doesn't have any money to go out. (not spend) She shouldn't have spent all her money on music downloads.

- Kris copied during his test. Now he is in trouble at school. (not copy) \_\_\_\_\_
- Last Tuesday was Alexis's uncle's birthday. She didn't send him a card! (send) \_\_\_\_\_
- The children have stomachaches. They ate all the chocolate cookies. (not eat) \_\_\_\_\_
- We're so hungry. We didn't have any lunch! (have) \_\_\_\_\_

## Third conditional

## 10 Read the story. Then complete the sentences.

When he was in the library, Kenji saw a spider. He was scared of spiders, so he dropped his books! Sophie worked in the library and she saw what had happened. She wasn't scared of spiders, so she took the spider outside. Kenji didn't know Sophie's name, so he asked her friend. Her friend told him, and gave him Sophie's cell number. The next week, Kenji and Sophie went on a date! Kenji wouldn't have seen (not see) the spider if he hadn't been (not be) in the library.

- He wouldn't have dropped (not drop) his books if he hadn't been (not be) scared of spiders.
- If Sophie had seen (not work) in the library, she wouldn't have seen (not see) what had happened.
- She wouldn't have taken (not take) the spider outside if she hadn't been (be) scared of spiders.
- If Kenji had known (know) Sophie's name, he wouldn't have asked (not ask) her friend.
- If Sophie's friend had given (not give) Kenji Sophie's cell number, Kenji and Sophie wouldn't have gone (not go) on a date!



# 5

## You love him, don't you?

### LANA'S DISASTROUS DATE

A

SETTINGS

**RubyRed** Noooooo!!!!!! 😞

**eVe** Hey, Ruby. This is about Lana, isn't it?

**RubyRed** Yes, it is. You already know, don't you?

**eVe** Yeah. I saw her at Glee Club. She left early because we were singing love songs, and it made her cry. 😞 Poor Lana. It wasn't fair, was it? She'd liked Taye for a long time, hadn't she?

**RubyRed** Yeah. I'm shocked. He doesn't seem the type, does he?

**eVe** Hmm.

**RubyRed** What?

**eVe** Maybe I shouldn't say.

**RubyRed** I'm your friend, aren't I? You can trust me, can't you?

**eVe** OK. But you won't tell Lana, will you? I went out with Taye last year, and he cheated on me, too.

**RubyRed** No! Why didn't you say anything?

**eVe** Lana seemed so happy. I didn't want to make her upset.

A 🗨️ CHAT

B

SETTINGS

**LanaGirl** Hey, guys. I have news!

**eVe** It isn't bad news, is it? We shouldn't be worried, should we?

**LanaGirl** What? No! I'm going on a date with Taye.

**eVe** Taye? The skater?

**RubyRed** He's hot!

**LanaGirl** I KNOW, right? But I never thought he'd ask me out! I remember when we first met. Ruby, you were there, weren't you? Tell Eve the story.

**RubyRed** Oh yeah, hahaha. Lana and I had bought milkshakes. We were walking and chatting and we weren't looking where we were going, were we?

**LanaGirl** No. Then I walked right into this cool skater, didn't I?

**RubyRed** Yes, and you spilled milkshake all over him, didn't you?

**LanaGirl** Uh-huh. And it was pink!

**eVe** You're so clumsy, aren't you?! 😞 He didn't get mad, did he?

**LanaGirl** No, he *laughed*. Then he bought me another shake! That was so cool, wasn't it?

**RubyRed** Aw, you ❤️ him, don't you? 😞

A 🗨️ CHAT

C

SETTINGS

**Sk&R Taye** Hey, beautiful.

**LanaGirl** Hi, Taye. 😊

**Sk&R Taye** We had fun on Saturday, didn't we?

**LanaGirl** Saturday?

**Sk&R Taye** Yeah, at the skatepark. Oh, Lara! You haven't forgotten already, have you? 😊

**LanaGirl** Uh, Taye. This is Lana. LANA, with an N. You said you were studying on Saturday. Who's Lara?!!!!

A 🗨️ CHAT

SETTINGS

**Sk&R Taye** ...

**Sk&R Taye** Lana, babe, I'm sorry. I was an idiot, wasn't I? Let me explain. We're still going to meet tonight, aren't we?

**LanaGirl** You're joking, aren't you? I'm breaking up with you. It's OVER! ❤️

A 🗨️ CHAT

#### Check it out!

Find these words and check their meaning.

trust   date   clumsy  
guys   milkshake

1 🎧 2.02 **Read and listen** Read the instant message conversations quickly. Put the conversations in order (1–3). Then listen and check.

A \_\_\_ B \_\_\_ C \_\_\_



## 2 Comprehension Answer the questions.

What happened when Lana met Tave for the first time?

*She walked into him and she spilled her milkshake all over him.*

- 1 What did Tave do after Lana's accident?
- 2 What did Tave do on Saturday?
- 3 Who ends the relationship?
- 4 Why did Lana leave Glee Club early?
- 5 What happened to Eve last year?

## Language focus

### 3 Match the statements in column A with the correct question tags in column B.

- |  |   |
|--|---|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>1 It <u>isn't</u> bad news,</li> <li>2 I <u>walked</u> right into this cool skater,</li> <li>3 He <u>didn't get</u> mad,</li> <li>4 I <u>was</u> an idiot,</li> <li>5 You <u>already know</u>,</li> <li>6 It <u>wasn't</u> fair,</li> <li>7 He <u>doesn't seem</u> the type,</li> <li>8 I'm your friend,</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>a don't you?</li> <li>b aren't I?</li> <li>c wasn't I?</li> <li>d was it?</li> <li>e does he?</li> <li>f is it?</li> <li>g did he?</li> <li>h didn't I?</li> </ol> |
|--|---|

### 4 Complete the sentences with the correct question tags from the instant message conversations.

We shouldn't be worried, should we ?

- 1 We weren't looking where we were going, \_\_\_\_\_?
- 2 You haven't forgotten already, \_\_\_\_\_?
- 3 We're still going to meet tonight, \_\_\_\_\_?
- 4 You're joking, \_\_\_\_\_?
- 5 She'd liked Tave for a long time, \_\_\_\_\_?
- 6 You can trust me, \_\_\_\_\_?
- 7 You won't tell Lana, \_\_\_\_\_?

### 5 Focus on you What do you know about your partner? Complete the chart.

|                        |  |
|------------------------|--|
| <b>HOME AND SCHOOL</b> | lives in / near _____<br>goes to school by _____ |
| <b>SPORTS</b>          | plays / does / goes _____<br>likes _____         |
| <b>TV</b>              | watches _____<br>hates _____                     |

### 6 Pairwork Check the information in exercise 5 with your partner. How well do you know each other? 🗣️

You live in ..., don't you?

You go to school by ..., don't you?

You play ..., don't you?



Relationships

1 2.03 Match expressions A-J with pictures 1-10. Then listen and check.

- A ask someone out B break up with someone C cheat on someone  
 D fall in love with someone E get divorced from someone  
 F get engaged to someone G get married to someone  
 H go on a date with someone I go out with someone  
 J have an argument with someone



- 1 A  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_  
 8 \_\_\_\_\_  
 9 \_\_\_\_\_  
 10 \_\_\_\_\_

2 Look at the photos. Complete the sentences with the simple past form of the expressions in exercise 1.

- A Lola had an argument with José about what to watch on TV. Then she  
 1 \_\_\_\_\_ with him. What an extreme reaction!  
 B Noah and Valeria were motorcyclists who 2 \_\_\_\_\_ at first sight. After a short  
 engagement, they 3 \_\_\_\_\_. They rode to their wedding on a motorcycle!  
 C Wyatt liked Isabella, so he 4 \_\_\_\_\_ her  
 \_\_\_\_\_. They 5 \_\_\_\_\_ to a restaurant.  
 She had a terrible time, so they never had another date!

3 **Pairwork** Look at the photos again. Choose one photo and describe it to your partner. Think about the questions below.

- Where are the people?
- How are they feeling? Why?
- What do you think they do next?



Look!

- get engaged / married / divorced  
 We got married in 2009.  
 be engaged / married / divorced  
 We are married now.  
 fall in love  
 They fell in love at first sight.  
 be in love  
 They are in love now.



Question tags with *be*

Simple present and simple past

| Question tags with <i>be</i> |                                  |                                 |
|------------------------------|----------------------------------|---------------------------------|
|                              | I'm your friend,<br>aren't I?    | I'm not your friend,<br>am I?   |
| Simple present               | You're so clumsy,<br>aren't you? | You aren't clumsy,<br>are you?  |
|                              | It's bad news,<br>isn't it?      | It isn't bad news,<br>is it?    |
| Simple past                  | I was an idiot,<br>wasn't I?     | I wasn't an idiot,<br>was I?    |
|                              | You were there,<br>weren't you?  | You weren't there,<br>were you? |
|                              | That was cool,<br>wasn't it?     | That wasn't cool,<br>was it?    |

## Think!

Choose the correct alternatives.

- After an affirmative statement, we use <sup>1</sup>an affirmative / a negative question tag.
- After a negative statement, we use <sup>2</sup>an affirmative / a negative question tag.
- After a statement with *I'm*, we use the question tag <sup>3</sup>*am not / aren't I?*

Rules p. W26

## 1 Complete the sentences with the question tags in the box.

am I aren't they is it isn't she ~~wasn't it~~  
wasn't it was he were you weren't there



It was a wonderful wedding, wasn't it?

- 1 Kyra is beautiful, \_\_\_\_\_?
- 2 You weren't late, \_\_\_\_\_?
- 3 Dev and Kyra are very happy now, \_\_\_\_\_?
- 4 There were a lot of guests, \_\_\_\_\_?
- 5 Indian dancing isn't easy, \_\_\_\_\_?
- 6 Uncle Sai wasn't there, \_\_\_\_\_?
- 7 I'm not in any of the pictures, \_\_\_\_\_?
- 8 The food was incredible, \_\_\_\_\_?

Question tags with *do*

Simple present and simple past

| Question tags with <i>do</i> |                                    |                                       |
|------------------------------|------------------------------------|---------------------------------------|
|                              | I know Lara,<br>don't I?           | I don't know Lara,<br>do I?           |
| Simple present               | You love him,<br>don't you?        | You don't love<br>him, do you?        |
|                              | He seems the type,<br>doesn't he?  | He doesn't seem<br>the type, does he? |
| Simple past                  | I walked into him,<br>didn't I?    | I didn't walk into<br>him, did I?     |
|                              | You said something,<br>didn't you? | You didn't say<br>anything, did you?  |
|                              | He got mad,<br>didn't he?          | He didn't get mad,<br>did he?         |

Rules p. W26

## 2 Complete the sentences with question tags.

- You don't love me any more, do you?
- 1 You like Theo now, \_\_\_\_\_?
  - 2 He asked you out, \_\_\_\_\_?
  - 3 You didn't say "yes," \_\_\_\_\_?
  - 4 He doesn't know you like I do, \_\_\_\_\_?
  - 5 You loved me once, \_\_\_\_\_?

## 3 Luke is a singer in a famous band. You are a reporter. Check the information below. Write sentences with question tags for him.

- you / in love now?  
1 your girlfriend / a model?  
2 first meet / at a concert?  
3 she / in the front row?  
4 it / "love at first sight" then?  
5 want to get married soon?  
6 your fans / not happy right now?  
7 you / not want to leave the band?

You're in love now, aren't you?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

## Finished?

Imagine you are going to interview another celebrity. Write questions with question tags.

Puzzle p.106



## Checking information

1 2.04 Listen to the dialogue and choose the correct answers. Listen again and check. Then listen and repeat.

- Sally** Hey, Blanca! John has told me all about you. You're here on vacation, aren't you / **don't you**?
- Blanca** Yes, I am.
- Sally** You went to SeaWorld yesterday, **went you** / **didn't you**?
- Blanca** Yes, I did.
- Sally** The tickets were expensive, **were they** / **weren't they**?
- Blanca** Yes, they were, but it was awesome.
- Sally** You've never been to the U.S. before, **have you** / **did you**?
- Blanca** No, I haven't.
- Sally** You aren't going to stay very long, **are you** / **aren't you**?
- Blanca** No, I'm not. I'm going home on Tuesday.
- Sally** You like Florida, though, **do you** / **don't you**?
- Blanca** Yes, I do. I love it!

### Learn it, use it!

| You ask                                      | You answer                          |
|--|-------------------------------------|
| You're here on vacation, aren't you?         | Yes, I am. / No, I'm not.           |
| You went to ... yesterday, didn't you?       | Yes, I did. / No, I didn't.         |
| The tickets were expensive, weren't they?    | Yes, they were. / No, they weren't. |
| You've never been here before, have you?     | No, I haven't. / Yes, I have.       |
| You aren't going to stay very long, are you? | No, I'm not. / Yes, I am.           |

2 2.05 **Pronunciation** Listen and repeat.

- You're here on vacation, aren't you?
- You went to SeaWorld yesterday, didn't you?
- You've never been to the U.S. before, have you?
- You aren't going to stay very long, are you?

3 **Imagine you meet Sally on vacation in your country. Complete the sentences with question tags.**

- You're American, aren't you ?
- You don't speak my language, \_\_\_\_\_ ?
  - You've never been here before, \_\_\_\_\_ ?
  - You went to a museum yesterday, \_\_\_\_\_ ?
  - You're going home on Sunday, \_\_\_\_\_ ?

4 **Pairwork** Write five things you think you know about your partner. Use the ideas in the box. Then take turns to be Student A and Student B.

- A** Check your ideas using question tags.  
**B** Reply to your partner's questions, giving extra details.

dreams for the future   least favorite subjects   places he's / she's been to  
 things he / she can or can't do   unusual hobbies or interests

- A** You want to go to college, don't you?  
**B** Yes, I do. I want to study medicine and become a doctor.



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### My study skills

#### Using English in class

Use English in class as much as you can. It's a great way to review vocabulary and grammar, as well as to improve your speaking. Don't worry if you make mistakes. That's normal! You can learn from your mistakes and do better next time.



## Question tags

## Other tenses and modal verbs

| Other tenses        |  |
|---------------------|--|
| Present progressive | You're <b>joking</b> , aren't you?                             |
| Present perfect     | You <b>haven't forgotten</b> already, <b>have</b> you?         |
| Past progressive    | We <b>weren't looking</b> where we were going, <b>were</b> we? |
| Past perfect        | She'd <b>liked</b> Tave for a long time, <b>hadn't</b> she?    |
| be going to         | We're still <b>going to meet</b> tonight, <b>aren't</b> we?    |
| will: future        | You <b>won't tell</b> Lana, <b>will</b> you?                   |
| Modal verbs         |  |
| can                 | You <b>can trust</b> me, <b>can't</b> you?                     |
| should              | We <b>shouldn't be</b> worried, <b>should</b> we?              |
| could               | I <b>couldn't tell</b> her, <b>could</b> I?                    |

## Think!

## Choose the correct alternative.

- With other tenses and modal verbs, we **use / don't use** the auxiliary or modal verb in the question tag.

## Rules p. W27

## 1 Match the statements with the question tags.

- |  |                 |
|--|-----------------|
| 1 The wedding hasn't started yet,          | a are they?     |
| 2 Federico should ask her out,             | b weren't you?  |
| 3 We'd liked each other for a long time,   | c has it?       |
| 4 You were speaking with your girlfriend,  | d hadn't we?    |
| 5 Ben and Eve aren't going to get engaged, | e shouldn't he? |

## 2 Complete the sentences with the correct form of the verbs in the box. Add a modal verb where necessary.

fall hear meet send show

- You **'re meeting** Sara tonight, aren't you?
- You \_\_\_\_\_ never \_\_\_\_\_ in love, have you?
  - I \_\_\_\_\_ him a text message, can't I?
  - You \_\_\_\_\_ me the pictures, won't you?
  - We \_\_\_\_\_ the music, could we?

## 3 Bill and Mary are talking about their first date. Complete the dialogue with question tags.

**Bill** Can you remember our first date?

**Mary** Of course I can! It was raining, **wasn't it** \_\_\_\_\_?

**Bill** Yes, it was. And I'd forgotten to take an umbrella, \_\_\_\_\_?

**Mary** Yes, you got very wet! We went to the movies to escape the storm, \_\_\_\_\_?

**Bill** Oh, yes. And we saw, uh ...

**Mary** You've forgotten, \_\_\_\_\_? It was *Casablanca*. And I'd already seen it three times!

**Bill** Oh, yes! I should remember that, \_\_\_\_\_? I remember feeling hungry.

**Mary** That's right! We were hungry, but we didn't eat out, \_\_\_\_\_?

**Bill** No, I'd just been to the dentist and I couldn't eat anything, \_\_\_\_\_?

**Mary** That's right! You had a toothache and you weren't feeling well, \_\_\_\_\_?

**Bill** No, I wasn't. What a terrible date!



## 4 Game! Question tag challenge!

**Student A** Say a question tag. Use the ideas from the box, or your own ideas.

aren't you   can we   haven't you   should I  
was he / she   will we

**Student B** Say a statement with the question tag. Then challenge Student A!

**A** "will we"

**B** *We won't have a test tomorrow, will we?*

## Finished?

Write a dialogue for the couple in the photo, starting with the words given. Include five different statements with question tags. Use different tenses and modal verbs.



**A** *Can you remember our first date?*

**B** *Of course I can! It ...*

Puzzle p.106



# I LOVE



## CELEBRATED AROUND THE WORLD

EVERYONE HAS HEARD OF VALENTINE'S DAY, HAVEN'T THEY? AMERICANS TRADITIONALLY SEND CARDS, CHOCOLATES, AND FLOWERS TO THE PEOPLE THEY LOVE ON FEBRUARY 14<sup>TH</sup>, BUT IT ISN'T THE ONLY WAY PEOPLE CELEBRATE LOVE AROUND THE WORLD. OUR REPORTER, KELLY WILSON, INTERVIEWED PEOPLE ABOUT FESTIVAL TRADITIONS IN DIFFERENT COUNTRIES.

### ST. GEORGE'S DAY – CATALONIA, SPAIN

**KELLY** In Catalonia, you celebrate love on April 23<sup>rd</sup>, don't you, Laia?

**LAIA** Yes, we do. It's St. George's Day. St. George is the patron saint of Catalonia, as well as other countries, like England and Greece.

**KELLY** The festival also has different names, doesn't it?

**LAIA** Yes, it does. In Catalonia we sometimes also call it "The Day of the Rose," or "The Day of the Book." That's because people give each other roses and books on this day.

**KELLY** Men should give women roses, shouldn't they?

**LAIA** Yes, they should. And women should give men books.

**KELLY** It's a very popular tradition in Catalonia, isn't it?

**LAIA** Yes, it is, particularly in Barcelona. On April 23<sup>rd</sup>, the downtown area is packed with street performers and musicians, and many of the bookstores and cafés join in the celebrations. It's a great day!

### FRIENDSHIP DAY – ARGENTINA

**KELLY** You celebrate Valentine's Day in Argentina, don't you, Mateo?

**MATEO** Yes, we do! But we also celebrate Friendship Day on July 20<sup>th</sup>.

**KELLY** That is a festival of love and friendship, isn't it?

**MATEO** Yes, it is. Because love is for everyone, not just couples!

**KELLY** Argentinians have celebrated this festival since the 1970s, haven't they?

**MATEO** Yes, they have. On July 20<sup>th</sup>, 1969, Neil Armstrong landed on the moon, and people around the world celebrated together. The Argentinian professor Enrique Febraro started "Friendship Day" on the same date because he thought that this was a very special moment. It symbolized unity and togetherness.

**KELLY** You can celebrate this festival in many different ways, can't you?

**MATEO** Of course! But typically, we send messages, we make phone calls, and we go out at night. It's a very busy night for restaurants. On this night, everyone wants to eat out!



### Check it out!

Find these words and check their meaning.

- patron saint
- rose
- couple
- unity
- togetherness

### Reading

1 2.06 Read and listen to the magazine article.

Then match the festivals (1–3) with the dates (a–c).

- |                                    |                             |
|------------------------------------|-----------------------------|
| 1 Valentine's Day ____             | a July 20 <sup>th</sup>     |
| 2 St. George's Day ____            | b February 14 <sup>th</sup> |
| 3 Friendship Day in Argentina ____ | c April 23 <sup>rd</sup>    |

Read the magazine article again. Answer the questions.

How do people traditionally celebrate Valentine's Day in the U.S.?


**They send cards, chocolates, and flowers (to the people they love).**

- 1 Who is St. George?
- 2 What other names does St. George's Day have in Catalonia?
- 3 What happens in Barcelona on the day of the festival?
- 4 What is Friendship Day?
- 5 What happened on this day in 1969?
- 6 Who is Enrique Febraro, and what did he do?
- 7 How do people celebrate Friendship Day?





## Listening

- 3  2.07 Read the information sheet about Valentine's Day traditions in Japan and South Korea. Then listen to Kelly interviewing Maki. Check (✓) the facts she mentions.

### Valentine traditions in Japan

- Women give men chocolates on February 14<sup>th</sup>.
- 1 Men give women white chocolates and candy on March 14<sup>th</sup>.
- 2 Men sometimes give jewelry and clothes, too.
- 3 March 14<sup>th</sup> is called "White Day."




### Valentine traditions in South Korea



- 4 South Koreans also celebrate "Black Day" on April 14<sup>th</sup>.
- 5 On "Black Day," single people often wear black clothes.
- 6 They go to a restaurant, and eat noodles with black sauce.
- 7 Black coffee is also a popular drink!

## Speaking

- 4 **Pairwork** Discuss the questions with your partner. Use the expressions from the *My speaking skills* box. 

- What do you think about the love festival traditions you read and heard about on pages 58 and 59?
- What love festival traditions are popular in your country?
- What do you think of them?

**A** I think it's a really good idea to have a special day for single people. What about you?

**B** I agree. Single people should have fun, too!

## Writing

- 5 Imagine Kelly is going to interview you about the most important love festival in your country. Write short notes about the topics below.

- \* Date: ...
- \* History / Background: ...
- \* Popular traditions: ...
- \* Your opinion: ...

- 6 Now write an interview like the one in the article on page 58. Try to include at least two question tags in your interview.

**Kelly:** Brazilians celebrate Dia dos Namorados in June, don't they?

### My speaking skills

#### Being a good listener

Take turns when you are speaking with a partner. Don't try to talk all the time! Listen carefully when your partner is speaking and reply to what they say.

- I agree.
- I don't agree.
- I'm not sure.
- Maybe, but I think ...
- Really?

Ask for your partner's opinion.

- Do you agree?
- What about you?
- What do you think (about that)?



# 6

## They can't be real!



# Hunting Bigfoot

» Thom Carter

HOME

BLOG

ABOUT

CONTACT

### HUNTING BIGFOOT

– MAY 11

Hi there! This week, join me while I explore the Allegheny National Forest in Pennsylvania in the U.S. I'm searching for evidence of Bigfoot, like footprints, or hair. If I'm lucky, I might even see one! You might have heard of "Bigfoot" or "Sasquatch" before. It's a large, ape-like animal which a lot of people – not just me! – believe might live in North American forests.

### NEW EVIDENCE?

– MAY 15

I heard strange noises this morning so I looked outside my tent, and I saw a huge, hairy animal! The animal couldn't have been a wolf. It was walking on two legs! I grabbed my camera and I recorded a video. Now I can prove Sasquatches definitely exist!

### THE TRUTH

– MAY 17

I've sent the video to science journalist Jenny Hwang. Can she explain it? It's clear it can't be a fake. It's obviously real. Skeptics think Sasquatches can't be real because there isn't enough evidence. My video might change that! Did you know scientists once believed that mountain gorillas were "just a story," too? Until an explorer discovered one in Rwanda in 1902, that is.



EVIDENCE OF BIGFOOT / SASQUATCH?



Searching for Sasquatch

## SEARCHING FOR SASQUATCH

– Jenny Hwang

### SEARCHING FOR SASQUATCH – May 20

Bigfoot hunter Thom Carter believes he saw a Sasquatch in Allegheny, so I went there to investigate. I saw some big animal footprints near Thom's campsite. It must have been a large animal. But it couldn't have been an ape. The footprints were the wrong shape.

### NEW EVIDENCE? – May 22

I've checked Thom's video carefully, and I think I may have solved the mystery. The film isn't very clear, but it looks like a bear. Thom might not have known that brown bears sometimes walk on two legs. Standing, they can be almost as tall as a basketball hoop. A 2.5-meter-high bear must look terrifying!

### THE TRUTH – May 23

Most photos or videos of Sasquatches are unclear. Some might not be authentic. Some "Sasquatches" are actually people wearing giant ape costumes! Real Sasquatches may exist, but it's unlikely. Apes usually prefer to live in warm countries in Africa and Asia, not in cold, northern forests. Sadly, I don't believe Thom has discovered a North American ape. Still, it's a great story!



### Check it out!

Find these words and check their meaning.

|           |           |
|-----------|-----------|
| footprint | skeptic   |
| ape       | mystery   |
| fake      | authentic |

### 1 2.08 Read and listen

Write *Thom* or *Jenny* next to two of the opinions (A–C).

A "I'm not sure if Bigfoot is real."

B "Bigfoot is real!"

C "Bigfoot definitely isn't real."



## 2 Comprehension Answer the questions.

Where is Thom and what is he doing?

**He's in the Allegheny National Forest. He's searching for evidence of Bigfoot.**

- 1 What did Thom see outside his tent?
- 2 What do we learn about the mountain gorilla?
- 3 What does Jenny think about the footprints?
- 4 What does Jenny think about Thom's video?
- 5 Why is it unlikely that there are apes in North America?

## Language focus

### 3 Complete the summary of Thom's experience from the blog. Write *a*, *an*, *the*, or $\emptyset$ where no article is needed.

This week, join me while I explore **the** Allegheny National Forest in <sup>1</sup> \_\_\_\_\_ Pennsylvania in <sup>2</sup> \_\_\_\_\_ U.S. I'm searching for <sup>3</sup> \_\_\_\_\_ evidence of Bigfoot. I heard <sup>4</sup> \_\_\_\_\_ strange noises this morning so I looked outside my tent, and I saw <sup>5</sup> \_\_\_\_\_ huge, hairy animal! <sup>6</sup> \_\_\_\_\_ animal couldn't have been <sup>7</sup> \_\_\_\_\_ wolf. I grabbed my camera and I recorded <sup>8</sup> \_\_\_\_\_ video.

### 4 Complete the sentences from the blog with *may*, *might*, *can't*, or *must* + verb.

If I'm lucky, I **might** even **see** one!

- 1 It's a large, ape-like animal which a lot of people believe \_\_\_\_\_ in North American forests.
- 2 Skeptics think Sasquatches \_\_\_\_\_ real.
- 3 A 2.5-meter-high bear \_\_\_\_\_ terrifying!
- 4 Real Sasquatches \_\_\_\_\_, but it's unlikely.

### 5 Complete the sentences from the blog with *may have*, *might have*, *couldn't have*, or *must have* + past participle.

You **might have heard** \_\_\_\_\_ of "Bigfoot" before.

- 1 The animal \_\_\_\_\_ a wolf.
- 2 It \_\_\_\_\_ a large animal.
- 3 It \_\_\_\_\_ an ape.
- 4 I think I \_\_\_\_\_ the mystery.

### 6 Focus on you Look at the photos. Write what these animals and birds *may*, *might*, *can't*, or *must* be.



1 It **must be** a large animal. It **might be** a cow.

### 7 Pairwork Discuss the photos in exercise 6 with your partner.


- A I think photo 1 **must be** an animal. It **definitely can't be** a bird! It **might be** a cow.  
 B Really? I think it **may be** a horse. What do you think photo 2 is?

### 8 Pairwork Discuss the comments below. Which do you agree with the most? Why?

- "Thom might have seen a Bigfoot. It's possible they exist."
- "Thom couldn't have seen a Bigfoot. They don't exist!"



## Investigation

- 1  2.09 Complete the article with the words in the box. Use the color clues to help you. Then listen and check.

explain explore **investigate** search for

believe check solve

discover prove record

MYTHBUSTERS is a popular science entertainment show. The presenters **investigate** myths and legends to <sup>1</sup> \_\_\_\_\_ mysteries and <sup>2</sup> \_\_\_\_\_ the truth. They travel the world to <sup>3</sup> \_\_\_\_\_ evidence and proof, and they <sup>4</sup> \_\_\_\_\_ all the theories with a series of scientific tests. They <sup>5</sup> \_\_\_\_\_ their investigations on film, and they <sup>6</sup> \_\_\_\_\_ all their ideas very clearly.

## MYTH OR FACT?



The color red makes cows angry. Don't <sup>7</sup> \_\_\_\_\_ it! Cows can't see red colors very well.



People can walk on fire. Yes, they can! We can <sup>8</sup> \_\_\_\_\_ this is possible. Look at this evidence!



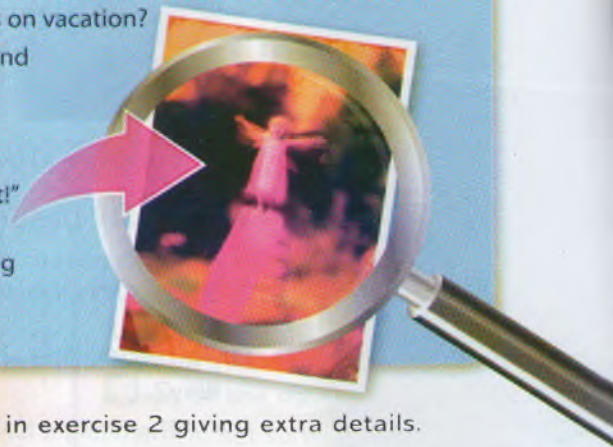
Bigfoot exists. We don't know. It's impossible to <sup>9</sup> \_\_\_\_\_ every forest!


- 2 Choose the correct answers. Then think about your answers.

## WOULD YOU BE A GOOD SCIENTIFIC INVESTIGATOR?

Do you enjoy **believing** / **solving** problems and puzzles?

- 1 It's 2 a.m. You hear a loud noise in the kitchen. Would you **investigate** / **search for**?
- 2 Do you enjoy **checking** / **exploring** new places on vacation?
- 3 Do you always **check** / **investigate** your work and **explore** / **search for** mistakes?
- 4 Do you usually **explain** / **record** new things you've learned, for example, in a notebook?
- 5 "This photo **discovers** / **proves** that fairies exist!" Do you **believe** / **prove** your friend?
- 6 Have you **explored** / **discovered** any interesting new facts or information this week? Please **record** / **explain**!



- 3 **Pairwork** Discuss your answers to the quiz in exercise 2 giving extra details. Who would be the best investigator? 

Yes, I enjoy solving problems and puzzles. When I play board games, I usually win!



## Possibility in the present: *may / might (not), must, and can't*

| Possibly   |
|--|
| Real Sasquatches <b>may exist</b> .                |
| Some photos <b>might not be</b> authentic.         |
| Definitely   |
| A 2.5-meter-high bear <b>must look</b> terrifying. |
| It <b>can't be</b> a fake. It's obviously real.    |

### Think!

#### Complete the rules.

- When we are not sure about something, we use **may** or <sup>1</sup> \_\_\_\_\_ (+ not) + base form.
- When we feel sure about something, we use:
  - <sup>2</sup> \_\_\_\_\_ + base form. (affirmative)
  - <sup>3</sup> \_\_\_\_\_ + base form. (negative)

Rules p. W32

### 1 Choose the correct answers.

This photo of a Sasquatch **can't / may** be a fake. We need to check it.

- That **can't / might** be Kay. She's *much* taller!
- I **must / might** go to the party. I'm not sure.
- This **must / may** not be Alison's. Elizabeth has a similar one.
- You **must / can't** be tired. It's only 9 p.m.!
- He passed his test. He **must / can't** be happy.
- They **may / can't** be brothers. They look similar.

### 2 Complete the dialogue with *may / might, must, or can't*.

- Rory Wow! That's amazing! Where's that?
- Agnes Well, it's in a guidebook to Europe, so it **can't** be in North America.
- Rory Do you think it <sup>1</sup> \_\_\_\_\_ be in France? It <sup>2</sup> \_\_\_\_\_ be modern. It looks ancient!
- Agnes The book says it's in the U.K. It's older than the Egyptian Pyramids, so it <sup>3</sup> \_\_\_\_\_ be very old!
- Rory What is it?
- Agnes No one knows! It <sup>4</sup> \_\_\_\_\_ be a temple, or a stone calendar.



Stonehenge

## Possibility in the past: *may / might (not), must, and couldn't*

| Possibly  |
|---|
| I think I <b>may have solved</b> the mystery.                                 |
| Thom <b>might not have known</b> that brown bears sometimes walk on two legs. |
| Definitely  |
| It <b>must have been</b> a large animal.                                      |
| But it <b>couldn't have been</b> an ape.                                      |

### Think!

#### Complete the rules.

- When we are not sure about something in the past, we use <sup>1</sup> \_\_\_\_\_ or <sup>2</sup> \_\_\_\_\_ (+ not) + *have* + past participle.
- When we feel sure about something in the past, we use:
  - <sup>3</sup> \_\_\_\_\_ + *have* + past participle. (affirmative)
  - <sup>4</sup> \_\_\_\_\_ + *have* + past participle. (negative)

Rules p. W32

### 3 Read the article. Then write sentences with *may / might, must, or couldn't + have + past participle*.

Police are investigating the robbery of an ancient Greek statue from a museum. The doors were locked, but the thieves broke a window. The police are sure there were two or three thieves, as the statue was too heavy for one person to carry. They found some keys outside the museum. It's possible that these belong to one of the thieves. The police do not know if the thieves have left the country.

The thieves / enter / through the window.

**The thieves must have entered through the window.**

- There / be / more than one thief.
- One person / carry / the heavy statue alone.
- One of the thieves / lose / his keys.
- The thieves / not / leave / the country.

### Finished?

Why do you think the thieves stole the Greek statue? Write possibility in the past sentences.

**They might have been interested in art!**

Puzzle p.106







## a / an, the, no article

I saw **a** huge, hairy animal!  
**The** footprints were the wrong shape.  
 I heard strange noises this morning.

## Think!

Complete the rules with *a*, *an*, *the*, or  $\emptyset$  where no article is needed.

|         |  |
|---------|--|
| 1 _____ | <ul style="list-style-type: none"> <li>with singular nouns when we mention them for the first time.</li> </ul>   |
| 2 _____ | <ul style="list-style-type: none"> <li>with singular nouns which we've mentioned before, or when it's clear which one we mean.</li> <li>with superlatives (e.g., <i>the best</i>).</li> <li>with some place names, e.g., names of mountains, seas, oceans, rivers, and deserts, and some countries (e.g. <i>the U.S.</i>, <i>the U.K.</i>).</li> </ul> |
| 3 _____ | <ul style="list-style-type: none"> <li>for generalizations (e.g. <i>I like music</i>.)</li> <li>with people's names, languages, and most countries and cities.</li> </ul>  |

Rules p. W33

## 1 Choose the correct answers.

Could you close **the** / **a** door, please?  
 I don't speak **Vietnamese** / **the Vietnamese**.

- Waiter! There's **a** / **an** ant in my soup!
- Where's **the** / **a** scarf I gave you?
- I hate doing **the homework** / **homework**!
- Where's **the** / **a** teacher? I need to ask her **a** / **an** question.
- Paulo** / **The Paulo** lives in **the** / **a** small town near **sea** / **the sea**.
- The Tokyo** / **Tokyo** is **biggest** / **the biggest** city in **Japan** / **the Japan**.

2 Complete the article with *a*, *an*, *the*, or  $\emptyset$  where no article is needed.

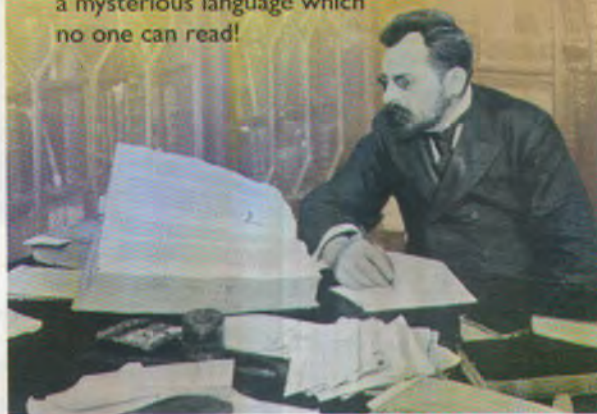
Police are looking for **a** woman who robbed <sup>1</sup> \_\_\_\_\_ large bank in St. John's on <sup>2</sup> \_\_\_\_\_ island of Newfoundland in <sup>3</sup> \_\_\_\_\_ Canada yesterday afternoon. <sup>4</sup> \_\_\_\_\_ woman gave a cashier <sup>5</sup> \_\_\_\_\_ note in English and <sup>6</sup> \_\_\_\_\_ French asking for <sup>7</sup> \_\_\_\_\_ money. <sup>8</sup> \_\_\_\_\_ cashier read <sup>9</sup> \_\_\_\_\_ note and then gave \$1,000 to <sup>10</sup> \_\_\_\_\_ woman. After she took <sup>11</sup> \_\_\_\_\_ money, she got into <sup>12</sup> \_\_\_\_\_ old, red car and drove away. Anyone who saw <sup>13</sup> \_\_\_\_\_ crime should contact the police.

3 Complete the article. Use the nouns from the box and add *a*, *an*, or *the* where necessary.

Atlantic Ocean Italian old book  
 old book Puerto Rico research  
~~small town~~ sound sound stories

## UNSOLVED MYSTERIES

- In **the small town** \_\_\_\_\_ of Taos, New Mexico, people sometimes hear <sup>1</sup> \_\_\_\_\_ like the noise from an engine. But no one knows where <sup>2</sup> \_\_\_\_\_ comes from! Scientists are doing <sup>3</sup> \_\_\_\_\_ to find out more.
- The Bermuda Triangle is a mysterious part of <sup>4</sup> \_\_\_\_\_ between Bermuda and <sup>5</sup> \_\_\_\_\_. There are a lot of <sup>6</sup> \_\_\_\_\_ about ships and planes that have gone missing there.
- The Voynich manuscript is <sup>7</sup> \_\_\_\_\_ which was discovered in Italy. The fifteenth-century author didn't write in <sup>8</sup> \_\_\_\_\_, or any other known language. <sup>9</sup> \_\_\_\_\_ uses a mysterious language which no one can read!

4 Game! Choose one of the topics below. Your partner must talk for *one* minute about it, without stopping! Time your partner. Then swap roles.

a myth, legend, or mystery an awful crime  
 reasons for learning English  
 the best day of your life so far

## Finished?

Write about a famous crime or mystery. Then compare your stories with your classmates. Vote for your favorite story.

Puzzle p.106



# Famous Mysteries



George Mallory

**George Mallory** was a famous English mountaineer. Some people think he may have been the first person to stand on top of Mount Everest! Mallory, who was born in 1886, started climbing as a teenager. He later climbed dangerous mountains across Europe. In the 1920s, he decided to climb Everest, the world's highest mountain. A reporter asked, "Why?" Mallory famously explained, "Because it's there."

In June 1924, Mallory and another climber, Andrew Irvine, set off for the summit of Everest. What happened next is a mystery because they never returned. Experts now think they must have died on June 8<sup>th</sup>. Other climbers discovered Mallory's body 75 years later. Irvine's body is still missing. In 1953, Edmund Hillary (New Zealand) and Tenzing Norgay (Nepal) were the first mountaineers to climb Everest and return. But did Mallory and Irvine reach the summit first? No one has ever found Irvine's camera. Climbers still search for it today, hoping that old photos may prove the truth. But we might never know!

**Amelia Earhart** was a famous pilot who was born in 1897. Her disappearance shocked the world.

Earhart had already been a nurse, a photographer, and a truck driver before she trained to be a pilot in 1921. At that time, female pilots were unusual, and life couldn't have been easy! However, Amelia must have worked very hard. In 1922, she flew higher than any other female pilot. In 1928, she became the first female pilot to cross the Atlantic Ocean alone. She also became an American hero!

In 1937, Earhart attempted to fly round the world. On July 2<sup>nd</sup>, when she was somewhere between Hawaii and Australia, all radio signals from her plane stopped. We do not know what happened next. Most people believe Earhart crashed into the Pacific Ocean, but some people think she might have survived. A few think she might have moved back to the U.S. with a different name! Nobody has discovered Earhart's plane, so the mystery continues. Her amazing life has inspired hundreds of books, TV programs, films, and even songs.



Amelia Earhart

## Check it out!

Find these words and check their meaning.

set off  
summit  
radio signal  
crash

## My reading skills

### Scanning

Scanning is a useful way to find a short piece of information (like a name, date, or number) very quickly. Move your eyes quickly across the text, but do not read every word. When you find the information you need, stop and read that sentence more carefully.

## Reading

1 Read the *My reading skills* box. Then scan the article quickly and complete the mini biographies.

**George Mallory**, mountaineer

Nationality: English

Year of birth: 1

Date of death / disappearance: 2

**Amelia Earhart**, pilot

Nationality: 3

Year of birth: 4

Date of death / disappearance: 5

2 2.13 Read and listen to the article. Answer the questions.

When did Mallory start climbing?

**He started climbing when he was a teenager.**

- 1 What reason did Mallory give for wanting to climb Everest?
- 2 What did Hillary and Tenzing achieve?
- 3 Why do people want to find Irvine's camera?
- 4 What jobs did Amelia Earhart have?
- 5 Why did Earhart become a hero in 1928?
- 6 What do people think happened to Earhart?
- 7 Why is Earhart's disappearance still a mystery?



## Listening

- 3** Look at the photo in exercise 4. What do you think the Yonaguni Monument might be? What do you think might have happened?
- 4** 2.14 Listen to a radio program. Then complete the factfile. Write one or two words, or a number in each gap.

### THE YONAGUNI MONUMENT

Yonaguni is a small island near <sup>1</sup> \_\_\_\_\_ coast of Japan.

In <sup>2</sup> \_\_\_\_\_, divers discovered an underwater rock formation.

The Yonaguni Monument is between <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_ years old.

#### IS IT MAN-MADE?

It looks like a <sup>5</sup> \_\_\_\_\_.

Divers may have found evidence of a man-made staircase and man-made

<sup>6</sup> \_\_\_\_\_.

#### IS IT NATURAL?

Some experts believe humans couldn't have built it because it's

<sup>7</sup> \_\_\_\_\_.

The monument may have been made by the ocean, or by <sup>8</sup> \_\_\_\_\_.



## Speaking

- 5** Complete the chart with the expressions in the box.

I'm sure that it's ... It's certainly (not) ... It's definitely (not) ...  
 It's possible that it's ... Maybe it's ... Perhaps it's ...

| Possibly? (may / might)     | Definitely! (must / couldn't) |
|-----------------------------|-------------------------------|
| It's possible that it's ... | 3 _____                       |
| 1 _____                     | 4 _____                       |
| 2 _____                     | 5 _____                       |

- 6 Pairwork** Look at the photos. Discuss the questions with your partner. Use the expressions from exercise 5.

- 1 What do you think might / may / must have happened?
- 2 How do you think people might / may / must have felt?
- 3 What do you think might / may happen next?



A I think she might have just learned how to ride a bike.

B She's definitely having fun. She must love riding!



## Writing

- 7** Choose one of the photos in exercise 6. Then write about the photo. Answer all the questions in exercise 6. Try to make your ideas as interesting as possible!

This photo shows a little girl who's riding a bike on the sidewalk. I think she might ...



## Vocabulary

1 Complete the sentences with the correct form of the verbs in the box.

break up cheat on fall in ~~get~~  
get get go out have

### Hot Gossip!

Nick and Gina **got** engaged yesterday!  
They're going to <sup>1</sup> married next year.  
Oh, no! Ben <sup>2</sup> with Stella last month.  
Now they're <sup>3</sup> divorced.  
Mina <sup>4</sup> a big argument with  
Fernando last week. They aren't <sup>5</sup>  
any more.  
Alana is Matt's girlfriend. But Matt has  
<sup>6</sup> love with Josie. He's <sup>7</sup>  
Alana. Alana doesn't know ... yet!

2 Complete the news story with the correct form of the verbs in the box.

believe discover explain **investigate**  
prove search for solve

The police are **investigating** the theft of an ancient manuscript. The owner <sup>1</sup> that the manuscript was missing last night. The police have <sup>2</sup> that the manuscript is very rare. They <sup>3</sup> that the thief might be a book collector. They have found evidence which <sup>4</sup> the thief was a white male, aged 30–40, and they are <sup>5</sup> a man with that description. They hope to <sup>6</sup> the crime very soon.

## Grammar

3 Complete the statements with the correct question tags.

- You won't tell Cara that I like her, **will you** ?
- This story can't be true, \_\_\_\_\_?
  - You got married last year, \_\_\_\_\_?
  - This room's a mess! We should clean it, \_\_\_\_\_?
  - The mystery hasn't been solved yet, \_\_\_\_\_?
  - You aren't from here, \_\_\_\_\_?
  - The movie was fantastic, \_\_\_\_\_?
  - Keira wants to be a detective, \_\_\_\_\_?
  - Troy and Li are going out together, \_\_\_\_\_?

4 Complete the text with the correct present or past form of the modal verbs in the boxes.

present

can't / be may / be might / be  
~~must / be~~ must / have

The Nazca Lines in Peru **must be** some of the most famous drawings in the world, for sure! Evidence proves that the drawings <sup>1</sup> modern. No one knows exactly how old they are, but they <sup>2</sup> between two and three thousand years old. They <sup>3</sup> even older. Everyone agrees that the drawings <sup>4</sup> some special meaning. But what?



past

couldn't / be ~~may / design~~ may / have  
might / build must / be

Some people think the Nazca people **may have designed** the drawings as a huge calendar. Others believe the drawings <sup>5</sup> a religious meaning, although no one is sure. Certainly, the drawings <sup>6</sup> a big challenge for the artists, because some are 200 meters wide! Drawing such large pictures <sup>7</sup> easy. So how did they do it? No one knows, but some believe the Nazca people <sup>8</sup> hot-air balloons, so they could see the drawings from above!

5 Complete the text with *a*, *an*, *the*, or  $\emptyset$  where no article is needed.

$\emptyset$  Bob Marley was <sup>1</sup> singer who has inspired many <sup>2</sup> myths and legends. He was born in <sup>3</sup> Jamaica, which is <sup>4</sup> island in <sup>5</sup> Caribbean Sea. <sup>6</sup> most important language on <sup>7</sup> island is <sup>8</sup> Jamaican Patois, which is <sup>9</sup> form of <sup>10</sup> English. <sup>11</sup> singer later traveled to <sup>12</sup> U.S. and around <sup>13</sup> world to play <sup>14</sup> music and campaign for <sup>15</sup> peace.





## Communication

6 2.15 Complete the dialogues with the expressions in the box. Then listen and check.

couldn't have seen   don't you   ~~do you~~   haven't you   isn't it  
might be   might have been   must have been   was he

**Zoey** Hey, David! You never answer your phone, do you ? Anyway, I'm glad I found you. You'll never guess what happened!

**David** Umm ... you've won the lottery, 1 ?

**Zoey** Umm, no, I haven't! I've just seen the soccer star Sergio Redondo in town!

**David** You 2 him. He lives in L.A.!

**Zoey** Well, he 3 on vacation. That's possible, 4 ?

**David** Sure, that's possible.

**Zoey** It 5 Sergio. He has that special smile ... oh, I'd recognize him anywhere! You believe me, 6 ?

**David** Yes, of course I do. So, what was he doing? He wasn't shopping, 7 ?

**Zoey** No, he wasn't. He was going into the Russian restaurant on Main Street. He was with a beautiful blonde girl. Do you think she 8 his new girlfriend, Tiffany?

## Pronunciation

/ʃ/

7 2.16 We can spell the sound /ʃ/ in different ways. Look at these words from exercise 1. Then listen and repeat.

/ shopping   vacation   Russian   sure   special

8 2.17 Do the green words contain a /ʃ/ sound? Write ✓ or X. Then listen and check.

Congratulations ✓! I wish ✓ you a lot of happiness X on your special ✓ day.

1 The chef \_\_\_ at the Asian \_\_\_ restaurant cooks delicious \_\_\_ rice dishes \_\_\_.

2 Please be patient \_\_\_! Sergio will answer your questions \_\_\_ after practice.

3 The official \_\_\_ medical advice \_\_\_ is that we shouldn't \_\_\_ eat too much \_\_\_ sugar \_\_\_.

4 Sergio is a professional \_\_\_ soccer star who plays internationally \_\_\_. I've watched \_\_\_ him play in games on television \_\_\_. His new girlfriend is a musician \_\_\_.

## Listening

9 2.18 Sergio and Tiffany are getting married! Listen to an interview and answer the questions.

Where did the couple meet? At a concert.

1 When is the wedding? It's on \_\_\_\_\_.

2 How many guests will attend the wedding? \_\_\_\_\_.

3 How many rooms does Sergio and Tiffany's house have? \_\_\_\_\_.

4 What pets does Tiffany have? Ten \_\_\_\_\_, five \_\_\_\_\_, and a miniature \_\_\_\_\_.

5 Apart from soccer, what other sport does Sergio enjoy? \_\_\_\_\_.

6 Who else is coming to Hawaii for the honeymoon? \_\_\_\_\_.

10 Do you think Sergio and Tiffany will stay together? Why? / Why not?

\_\_\_\_\_



# THE BEST ≡ CONSPIRACY THEORIES 🔍

A "CONSPIRACY THEORY" IS A STORY THAT SAYS A GROUP OF PEOPLE HAVE SECRETLY AGREED TO HIDE THE TRUTH ABOUT AN IMPORTANT EVENT OR SITUATION FROM THE PUBLIC. HERE ARE SOME OF THE BEST WE'VE DISCOVERED ONLINE.

» Showing 1-4 5-8 9-12

## Roswell Crash

In July 1947, something crashed at Roswell in New Mexico, in the U.S. It must have been big! There were pieces of metal all over the desert, and some people said they'd seen lights in the sky. So, what crashed? The official report explained that it was a weather balloon. However, some people think that it was an alien spaceship, and that the American government discovered alien bodies. But that can't be true, can it?



## Apollo Moon Landing

On July 20<sup>th</sup>, 1969, millions watched Neil Armstrong and Buzz Aldrin land on the moon. Or did they? Some people believe NASA might have filmed Armstrong and Aldrin in a studio on Earth! They explain that there weren't enough stars in the clip, and that the flag was moving strangely. However, many experts say that this "evidence" doesn't prove anything. Hundreds of people have written about this theory online. You don't believe them, do you?

## The Bermuda Triangle

The Bermuda Triangle is part of the Atlantic Ocean between Miami, Bermuda, and Puerto Rico. Some ships and airplanes have disappeared there, and pilots and captains have reported that their instruments stopped working. However, experts say the number of accidents isn't unusual. And the Bermuda Triangle didn't appear in a 2013 list of "the world's ten most dangerous waters." So you'd feel safe to travel there, wouldn't you?



## Mind Reading

This might be the strangest conspiracy theory of all! A few people believe that some of the world's governments have invented a machine that can look into our minds and "read" our thoughts! To prevent this from happening, you should cover your head in aluminum. You can make your own hat using the kind of aluminum foil you might have in your kitchen for covering food. You may look a little silly, but it sounds like a good idea, doesn't it?

## Culture focus



When Neil Armstrong put his first foot on the moon, he said "That's one small step for [a] man, a giant leap for mankind." This became one of the most famous quotations in American history.

## Check it out!

Find these words and check their meaning.

spaceship  
studio  
instrument  
aluminum  
foil

**1** Read the introduction and the headings, and look at the photos. What "conspiracy theories" do you know? What do you know about the theories in the article?

**2** 2.19 **Read and listen** to the article. Then answer the questions.

What did officials say happened at Roswell in 1947?

**They said that a weather balloon crashed there.**

- 1 What do other people think happened at Roswell?
- 2 What event did millions of people watch on TV on July 20<sup>th</sup>, 1969?
- 3 What do some people think *really* happened? Why?
- 4 What strange events have happened in the Bermuda Triangle?
- 5 Why do other people say that the Bermuda Triangle is safe?
- 6 What machine do some people think that governments have invented?
- 7 How can you protect yourself from this machine?

**3 Presentation** Answer the questions. Then share your ideas and information with your partner.

- Do you believe everything you read on the Internet?
- Are there any websites that you don't trust? Why?
- How do you check the information you find on the Internet?
- What's the strangest thing you've ever read online?



## Vocabulary and speaking

I can identify stages of a relationship. (p.54) B1

1 Complete the text with the simple past form.

break up cheat on fall in  
get ~~go out~~ have

Dwayne and Bella went out when they were teenagers, but Bella <sup>1</sup> \_\_\_\_\_ Dwayne (she kissed his best friend). Dwayne <sup>2</sup> \_\_\_\_\_ an argument with Bella and they <sup>3</sup> \_\_\_\_\_. Ten years later, they met again and <sup>4</sup> \_\_\_\_\_ love for the second time! They <sup>5</sup> \_\_\_\_\_ \_\_\_/5 married in Las Vegas.

I can understand and check information. (p.56) B2

2 Complete the sentences with question tags.

He doesn't live here, does he ?

- 1 She stayed with Maria, \_\_\_\_\_ ?
- 2 You weren't late, \_\_\_\_\_ ?
- 3 He's going to visit us, \_\_\_\_\_ ?
- 4 They haven't arrived, \_\_\_\_\_ ?
- 5 This is the right hotel, \_\_\_\_\_ ? \_\_\_/5

I can ask for and respond to opinions. (p.59) B2

3 Complete the dialogue with the words and expressions in the box.

about you ~~I agree~~ I don't agree  
I'm not really you think

- Jo** I love romantic movies!
- Mia** I agree. They're my favorite kind. What <sup>1</sup> \_\_\_\_\_, Dan?
- Dan** <sup>2</sup> \_\_\_\_\_? Sorry, <sup>3</sup> \_\_\_\_\_. I think they're too long and boring! What do <sup>4</sup> \_\_\_\_\_, Sam?
- Sam** <sup>5</sup> \_\_\_\_\_ sure about that. Action movies are longer, aren't they? \_\_\_/5

I can talk about investigations. (p.62)

4 Complete the definitions.

believe explain investigate prove solve

- 1 When you \_\_\_\_\_ a problem, you find an answer to it.
- 2 When you \_\_\_\_\_ something, you try to find all the facts about it.
- 3 If you \_\_\_\_\_ something, you show it's correct.
- 4 If you \_\_\_\_\_ something, you think it's true.
- 5 When you \_\_\_\_\_ something, you \_\_\_/5 say what it means, or how it works.

I can speculate. (p.64)

B2

5 Complete the answers with the present or past form of the verbs in the box.

can't / be may / see might / be  
must / be must / forget

**Question** I can't find Adam! Where is he?

**Answers**

- 1 He \_\_\_\_\_ in the park. I'm not sure.
- 2 Well, he \_\_\_\_\_ at the mall. He hates shopping!
- 3 He \_\_\_\_\_ somewhere else. But where?
- 4 I think I \_\_\_\_\_ him at the gym.
- 5 Oh, no. He \_\_\_\_\_ \_\_\_/5 about the party!

I can express possibility and certainty. (p.67) B2

6 Complete the words. Write expressions of possibility and certainty.

- I've lost my bag! It's <sup>1</sup>d \_\_\_\_\_ not here.
- <sup>2</sup>P \_\_\_\_\_ I left it at home. It's <sup>3</sup>p \_\_\_\_\_ that I left it on the bus. It's <sup>4</sup>c \_\_\_\_\_ not at school, because I didn't go there today. Oh, no!
- <sup>5</sup>M \_\_\_\_\_ someone has stolen it! \_\_\_/5

## Reading, listening, and writing

- I can understand an instant message conversation. (p.52) B2
- I can understand an interview about celebrations. (p.59) B2
- I can write an interview about a traditional celebration. (p.59) B2
- I can understand a blog about searching for Bigfoot. (p.60) B2
- I can understand a radio program about a monument. (p.67) B2
- I can write about a photo and make speculations. (p.67) B2

| Got it?                  |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Yes                      | I'm not sure             | No                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## 7

## What's it made from?

## THINK!

WHAT'S IT  
Made From?

1

1.4 billion T-shirts are sold in the U.S. annually. But many started their lives somewhere very different! Pedro's T-shirt is made from cotton which was grown in Brazil. The cloth was dyed in China; then it was sewn in India. Finally, the T-shirt was sent to a store in Michigan, where it was bought by Pedro's mom. International "supply chains" like these save manufacturers

and shoppers money. But what about the ethical costs of cheap T-shirts? They are transported on ships and trucks, which produce pollution. And some factory workers aren't paid much. For example, last week, Shirin in Bangladesh earned \$12 – half the price of Pedro's T-shirt!

**Be green.** Only buy clothes you *really* want. Don't go too crazy in the sales!

2

## These cups are made from polystyrene.

This is a cheap, light plastic which is made from oil and 98% air. Most of it is manufactured in the U.S.

After the friends in the picture finished their drinks, their cups were thrown away. But there's a problem: if polystyrene isn't recycled, it can last for hundreds of years! Sadly, a lot of plastic trash ends up in the sea, where it is eaten by animals. More than a million birds and thousands of turtles, seals, whales, and other marine animals were killed by plastic last year.

**Be green.** Paper cups are slightly better. "Real" cups or mugs are best of all.

## Check it out!

Find these words and check their meaning.

dyed    recycle    deforested  
ethical    marine    cattle

3

Paper was invented in China in around 100 BC! Most modern paper is made from wood. Last year, billions of trees were cut down, and 35% of the wood was used for paper. Environmentalists worry because the world's largest and oldest forests are shrinking. Between 1991 and 2000, in the Amazon rainforest, an area larger than Spain was deforested, and in 2012, an area the size of Greece disappeared. What was the land used for? Well, it was mainly used for cattle farms. Many of us enjoy eating beef, but it isn't a very environmentally-friendly food, because cows need a lot of land.

**Be green.** Recycle paper and old notebooks. (Oh, and maybe eat less beef, too!)

1



2.20 **Read and listen** This article appeared as part of a special magazine feature. What do you think the feature was called? Check (✓) the best option.

- a Everyday Ethics     b Where To Shop     c Too Much Stuff



## 2 Comprehension Answer the questions.

Which countries formed the "supply chain" for Pedro's T-shirt?

**Brazil, China, India, and the U.S. formed the supply chain.**

- 1 Why might Pedro's T-shirt not be ethical?
- 2 How is polystyrene bad for the environment?
- 3 What are the more ethical alternatives to polystyrene cups?
- 4 Why are environmentalists worried about forests?
- 5 What happened to the Amazon rainforest in just ten years at the end of the twentieth century?

## Language focus

### 3 Complete the sentences from the article. Use the simple past or simple present form of *be* and a past participle of the verbs in parentheses. Then test your memory! What noun does the **green** word refer to?

**It was sewn** \_\_\_\_\_ in India. (sew) *It* = **the cloth** \_\_\_\_\_

1 **They** \_\_\_\_\_ on ships and trucks. (transport)  
*They* = \_\_\_\_\_

2 Most of **it** \_\_\_\_\_ in the U.S. (manufacture)  
*It* = \_\_\_\_\_

3 **Their** cups \_\_\_\_\_ away. (throw)  
*Their* = \_\_\_\_\_

4 **It** \_\_\_\_\_ by animals. (eat) *It* = \_\_\_\_\_

### 4 Write the answers to the quiz. Use phrases from the article.

## Materials and Resources Quiz!

How many T-shirts are sold in the U.S. annually?

**1.4 billion T-shirts are sold** \_\_\_\_\_ in the U.S. annually.

1 What is polystyrene made from?

*It* \_\_\_\_\_

2 How many birds were killed by plastic last year?

\_\_\_\_\_ by plastic last year.

3 Where was paper invented?

Paper \_\_\_\_\_

4 Was the deforested part of the Amazon made into national parks?

No, it wasn't. *It* \_\_\_\_\_

### 5 Focus on you What do you know about the countries in the article? Write sentences about things which *are grown, drunk, made, eaten, sold, or celebrated* there, or which *were discovered or invented* there.

Brazil China India Spain the U.S.

**More movies are made in India than in Hollywood.**

**Fireworks were invented in China.**

### 6 Pairwork Discuss your ideas from exercise 5. Do you learn anything new?





## Materials

1 2.21 Complete the descriptions with the adjectives in the box. Then listen and check.

cardboard cotton denim glass ~~leather~~ metal paper plastic wooden woolen



a leather purse



1 a \_\_\_\_\_ bottle



2 a \_\_\_\_\_ jug



3 a \_\_\_\_\_ bag



4 a \_\_\_\_\_ T-shirt



5 a \_\_\_\_\_ box



6 a \_\_\_\_\_ hat



7 a pair of \_\_\_\_\_ jeans



8 a \_\_\_\_\_ spoon



9 a \_\_\_\_\_ table

## Look!

Materials usually have the same form for the noun and the adjective.  
 It's made from **leather**.  
 It's a **leather** purse.  
 but  
 wood (n) and wooden (adj)  
 wool (n) and woolen (adj)  
 It's made from **wood**.  
 It's a **wooden** table.  
 It's made from **wool**. It's a **woolen** hat.

2 2.22 Listen and take notes. Then work with a partner. Can you guess the objects?

I think it might be ...

**a pair of boots!**

1 \_\_\_\_\_  
 2 \_\_\_\_\_

3 \_\_\_\_\_  
 4 \_\_\_\_\_

3 **Pairwork** Have a conversation. Take turns to be Student A and Student B.

**A** Choose an object from exercise 1. Do not tell your partner what it is.

**B** Guess the object by asking yes / no questions. You can only ask four questions!

**B** Can you wear it?

**A** No, you can't.

**B** Do you use it to carry things?

**A** Yes, you do.

**B** Is it made of cardboard?

**A** No, it isn't.

**B** Is it the paper bag?

**A** Yes, it is!

## My study skills

## Adding your own examples

When you record new vocabulary, add your own examples to help you remember it. Use a dictionary if you need help! Write your own examples for the materials adjectives in exercise 1. For example: a denim jacket; a wooden bookcase.



## The passive

### Think!

Read the sentences. Then choose the correct word.

It is **made** from oil and air.

1.4 billion T-shirts **are sold** annually.

- We use the passive form when it **is / isn't** important to know who or what did something.

Rules p. W38

### 1 Are the sentences active (A) or passive (P)?

Our company is called *Best Bags*. (**P**) <sup>1</sup>We make laptop bags and school bags. (\_\_\_)

<sup>2</sup>All bags are manufactured in Argentina. (\_\_\_)

<sup>3</sup>Every bag is made from 100% recycled materials. (\_\_\_)

(\_\_\_) <sup>4</sup>We care about the environment! (\_\_\_)

<sup>5</sup>Our bags are sold online. (\_\_\_) Come and see!

## Questions and short answers

### yes / no questions and short answers

Is this notebook **made** from recycled paper?  
Yes, it **is**. / No, it **isn't**.

Are these T-shirts **sold** in the U.S?  
Yes, they **are**. / No, they **aren't**.

### Wh- questions

Object question: What **is** it **made** from?

Subject question: How many T-shirts **are sold** in the U.S?

### Think!

Choose the correct alternatives.

- When forming passive questions with question words (*Wh-* or *How*), the verb *be* comes <sup>1</sup>**before** / **after** the subject in object questions, and <sup>2</sup>**before** / **after** the subject in subject questions.

Rules p. W38

## The passive: Simple present

### Affirmative and negative

#### Affirmative

Pedro's T-shirt **is made** from cotton.

The T-shirts **are transported** on ships.

#### Negative

It **isn't recycled**.

Workers **aren't paid** much.

### Think!

Complete the rule.

- We form the simple present passive with the simple present of the verb \_\_\_\_\_ + the past participle of the main verb.

Rules p. W38

### 2 Complete the sentences with the simple present passive form of the verbs in parentheses.

Paper **is recycled** at my school. (recycle)

1 Oranges \_\_\_\_\_ in my country. (grow)

2 Glass \_\_\_\_\_ at my school.  
(not recycle)

3 Plastic cups \_\_\_\_\_ at my school.  
(not use)

4 Green tea \_\_\_\_\_ in my country.  
(drink)

5 Hamburgers \_\_\_\_\_ in my favorite café.  
(not sell)

### 3 Write the passive questions in the correct order. Then write the correct short answers.

cakes / made / with / are / eggs ?

"Are cakes made with eggs?" "Yes, they are."

1 paper / from / is / made / wood ?

2 in / celebrated / Christmas / is / July ?

3 fries / served / in / are / fast food restaurants ?

4 are / in / bananas / grown / Antarctica ?

### 4 Game! Write questions with the simple present passive. Then choose the correct answers.

1 What / denim / make / from?

a cotton b wool c man-made material

2 Where / most rice / grow?

a India b Indonesia c China

3 Where / snails / eat / as a popular dish?

a France b Peru c Russia

4 How much wool / produce / by one sheep in a year?

Enough for:

a two sweaters b four sweaters c ten sweaters

### 1 What is denim made from?

#### Finished?

Write quiz questions like the ones in exercise 4. Use the ideas from the box or your own ideas. Then quiz your partner!

celebrated eaten grown  
made spoken used

Puzzle p.107







## The passive: Simple past

### Affirmative and negative

| Affirmative   |
|---|
| The cloth <b>was sewn</b> in India.   |
| Their cups <b>were thrown</b> away.   |
| Negative  |
| Shirin <b>wasn't paid</b> much.   |
| The T-shirts <b>weren't made</b> locally.   |
| by + agent  |
| Polystyrene <b>was discovered by Eduard Simon</b> .                               |
| The birds <b>were killed by plastic</b> .   |
| We use <i>by</i> + agent when it is important to know who or what did the action. |

Rules pp.W38–39

- 1 Complete the sentences with the affirmative (✓) or negative (X) simple past passive form of the verbs in the box. Correct the incorrect sentences with the information in parentheses.

build destroy ~~discover~~ invent paint win

Penicillin wasn't discovered by Galileo.  
(X / Alexander Fleming)

- The Sistine Chapel \_\_\_\_\_ by Michaelangelo. (✓)
- Trains \_\_\_\_\_ by Alexander Bell. (X / George Stephenson)
- The Giza Pyramids \_\_\_\_\_ by the Romans. (X / ancient Egyptians)
- The 2010 FIFA World Cup \_\_\_\_\_ by the U.S. (X / Spain)
- Pompeii and Herculaneum \_\_\_\_\_ by a volcano in AD 79. (✓)

### Questions and short answers

| yes / no questions and short answers                 |
|--|
| Was the wood <b>made</b> into paper?                 |
| Yes, it <b>was</b> . / No, it <b>wasn't</b> .        |
| Were any animals <b>killed</b> by plastic last year? |
| Yes, they <b>were</b> . / No, they <b>weren't</b> .  |
| Wh- questions  |
| Where was paper <b>invented</b> ?                    |
| How many birds were <b>killed</b> by plastic?        |

Rules p.W39

- 2 Complete the dialogue with the simple past passive form of the verbs in parentheses.

- A Was ice cream invented  
(ice cream / invent) in the U.S.?
- B No, it wasn't.
- A Really? Where <sup>1</sup> \_\_\_\_\_  
(it / invent)?
- B Possibly in the Middle East, about 4,000 years ago.
- A Wow! When <sup>2</sup> \_\_\_\_\_  
(it / introduce) to Europe?
- B In about AD 62.
- A <sup>3</sup> \_\_\_\_\_  
(ice cream / eat) by the Romans?
- B Yes, it <sup>4</sup> \_\_\_\_\_.  
The Roman Emperor Nero loved it!
- A How <sup>5</sup> \_\_\_\_\_  
(it / make)?
- B With snow, honey, fruit, and nuts.
- A <sup>6</sup> \_\_\_\_\_  
(milk and cream / use) in Roman ice cream?
- B No, they <sup>7</sup> \_\_\_\_\_.



- 3 2.27 Write questions and choose the correct answers from the box. Then listen and check.

farm workers ~~France~~  
Marlon Brando and James Dean  
the nineteenth century  
the U.S. the 1950s

Where / denim / invent?

Where was denim invented? France

- Where / the first pair of modern denim jeans / manufacture?
- When / the first jeans / sell?
- Who / the first jeans / buy / by?
- Who / jeans / make / famous by?
- When / jeans / first / wear / by teenagers?

### Finished?

Write a short paragraph called *The History of Jeans*. Use the information from exercise 3. Add your own ideas!

*Denim was invented in ... In my country, jeans are worn by ...*

Puzzle p.107



# SAVING THE PLANET

## Something to Laugh About?



The environment is in trouble. Since the early twentieth century, the average world temperature has risen by about 0.8°C. One of the biggest causes of global warming is high energy use. Modern life depends on technology, and a lot of energy is needed to light and heat buildings, power vehicles, or simply operate our computers and cell phones. When fossil fuels like coal and oil are burned to produce energy, they create **greenhouse gases**. These are gases which stay in the Earth's atmosphere and make the world hotter. Waste is also harming the planet. It pollutes the environment, and we're running out of places to put it!

So, why aren't we doing more to be green? Well, some people are frightened by the size of the problem, and prefer not to think about it. Others find "the environment" a boring topic. Some of us are simply lazy, or forgetful! However, one team of researchers in Sweden believe that they can change our **behavior** by making it fun to do good things. This is called "the fun theory"!

In one experiment, the researchers wanted to reduce litter in the town center. So they painted "the world's deepest can" on a **trash can**. When trash was thrown in, a sound effect was activated. Users heard the sound of a long fall, and then a big **crash!**

People loved it. In one day, 72 kg of trash was collected in the "fun" can. In a normal can nearby, only 31 kg was collected.

The researchers also wanted to encourage recycling. When something is recycled, it is used again, and less energy is wasted. However, only a third of all trash in the U.S. is recycled. In another experiment, the team converted a glass **bottle bank** into an arcade game. When people put a bottle into the bank, they saw lights and they scored points! In 24 hours the "fun" bank was used by nearly 100 people, while a traditional bottle bank was only used by two people.

These experiments suggest that the fun theory works. Perhaps in the future, we can have more fun *and* save the planet!



### Check it out!

Find these words and check their meaning.

- global warming
- fossil fuel
- waste
- green
- litter
- arcade game

### My reading skills

Guessing the meaning of new words

Sometimes you can guess the meaning of new words in a text. Read the paragraph in which the word appears very carefully. Does the text give you any clues? Are there any clues in the pictures?

## Reading

1 Read the *My reading skills* box. Then find the words below in the magazine article and choose the correct definition.

- greenhouse gases – gases which stop **heat** / light leaving the Earth.
- 1 behavior – the way we **act** / speak
- 2 trash can – **a large piece of trash** / something you put your trash in
- 3 crash – **a loud noise** / an accident
- 4 bottle bank – a place where you **buy** / recycle bottles

2 2.28 Read and listen to the article. Then answer the questions.


What is causing global warming?

**Fossil fuels are burned to produce energy. This creates greenhouse gases, which stay in the Earth's atmosphere and make the world hotter.**

- 1 What's the problem with waste?
- 2 What is the "fun theory"?
- 3 Was the trash can experiment a success? How do we know?
- 4 How did people have fun when they recycled bottles?
- 5 What does the writer of the article think about the "fun theory"? How do we know?




## Listening

3  2.29 Amelia is answering a survey about the environment. Listen to the conversation. Then check (✓) the best answer.

- How "green" is Amelia?
  - not at all green
  - about average
  - very green
- How does Amelia save energy? She always turns off ...
  - lights when she leaves a room.
  - her computer when she isn't using it.
  - her phone when she isn't using it.
- Which of these things are recycled at home?
  - cardboard, paper, plastic
  - glass, paper, plastic
  - cardboard, glass, paper
- What does Amelia want to do at school?
  - campaign for more trash cans
  - ask the cafeteria to stop using plastic cups
  - start a recycling project

## Speaking

4  2.30 Listen to the interviewer asking Mateo the same questions. Then complete the questions.

**Interviewer** How "green" do you think you are ?

**Mateo** Umm, I don't think I'm very green, **but** I know I should do more. I'm pretty lazy, **so** sometimes I forget!

**Interviewer** <sup>1</sup> \_\_\_\_\_ energy?

**Mateo** I turn off the computer at night **because** it uses a lot of energy. My phone is never turned off, **though**!

**Interviewer** Do you <sup>2</sup> \_\_\_\_\_ ?


**Mateo** Yes, paper and cardboard are recycled. We **also** recycle aluminum cans.

**Interviewer** <sup>3</sup> \_\_\_\_\_ do to be green?

**Mateo** A lot! **For example**, paper and plastic is recycled. Students are taught about the environment in class, **too**. And last semester, our class organized fun activities to collect money for an environmental charity, **like** a sponsored bike ride.

5 Look at the dialogue in exercise 4 again and notice how Mateo uses the bold words to extend his answers. Complete the chart with the bold words.

| Adding ideas        | Contrasting ideas  | Reasons and explanations | Examples            |
|---------------------|--------------------|--------------------------|---------------------|
| <sup>1</sup> _____, | <b>but</b> _____,  | <sup>4</sup> _____,      | <sup>6</sup> _____, |
| <sup>2</sup> _____  | <sup>3</sup> _____ | <sup>5</sup> _____       | <sup>7</sup> _____  |

6 **Pairwork** Ask and answer the questions from exercise 4. Use as many of the words from the chart in exercise 5 as possible to extend your answers. 

## Writing

7 How green are you? Write a short report with the headings below. Use your answers to exercise 6 to help you.

- **Introduction** (tip: think about the first question from exercise 4)
- **Helping the environment at home** (tip: think about the second and third questions from exercise 4)
- **Helping the environment at school** (tip: think about the last question from exercise 4)



# 8

## He told me he was surprised!

### LiviLive



*Belo Campus News* is delighted to report that student Livi Ribeiro has just won the Best College DJ award for her show *LiviLive*, on the college's very own *RadioBelo.com*. We're not surprised. You may remember that last month we reviewed *LiviLive* right here. We said it was the best breakfast show we'd ever heard!

### Q&A with an Award-winning Student Radio DJ

- Q** Hi, Livi. We love *LiviLive*, and we know a lot of other students do, too! How do you feel about winning the award?
- A** Thanks, and I'm over the moon! I can't stop smiling.
- Q** The judges said they'd enjoyed your warm and friendly approach. <sup>1</sup>
- A** When you present a breakfast show, it's essential! I'm a morning person, but I know many other students *hate* mornings! My roommate once told me that getting up was the hardest part of her day. I try to cheer listeners up.
- Q** <sup>2</sup>
- A** Oh, yes. I don't just play songs and tell jokes. I also talk about things like the environment, social issues, crime ... these aren't "funny" topics, but they're interesting and important. One day I interviewed the mayor. He told me that he was surprised I was interviewing him that day. He said most students were only interested in shopping and partying. I really hate that stereotype. It simply isn't true.
- Q** <sup>3</sup>
- A** No. Oh wait, the ads! Companies pay us to advertise on the station, which is great, but some of the advertising music is terrible. Terrible, but catchy. A librarian once told me I was annoying people because I was singing "Supersave Supermarket" while I was studying! I was so embarrassed. Luckily, she laughed when I said I'd heard it about 50 times the week before.
- Q** <sup>4</sup>
- A** Um, no! Actually, I'm studying to be an engineer. But my advisor said that doing extracurricular activities could look good on my résumé. So I said I'd volunteer for the college radio station. I thought I was being "sensible." I never expected I'd love it so much! But I told my mom that I wasn't going to give up my degree to be a DJ. I think she'd go crazy if I did!

#### Check it out!

Find these words and check their meaning.

|            |                 |
|------------|-----------------|
| mayor      | extracurricular |
| stereotype | résumé          |
| station    | give up         |
| catchy     |                 |

- 1** 2.31 **Read and listen** Read the newsletter quickly and complete it with the questions in the box. Then listen and check your answers.

But you also discuss the news, don't you?  
 Have you always wanted to be a DJ?  
 How do you feel about winning the award?  
 Is positivity important for a DJ?  
 Is there anything you don't like about DJ-ing?



## 2 Comprehension Answer the questions.

Who is Livi Ribeiro?

*She's a DJ who presents the breakfast show on RadioBelo.com.*

- 1 What do you think the expression "I'm over the moon" means in her first answer?
- 2 Why does Livi try to be cheerful?
- 3 What does Livi disagree with the mayor about?
- 4 What embarrassing event happened to Livi?
- 5 Why did Livi become a DJ originally?

## Language focus

### 3 Complete the reported statements from the newsletter.

*"It's the best breakfast show we've ever heard!"*

We said *it was the best breakfast show we'd ever heard!*

1 *"Getting up is the hardest part of my day."*

My roommate once told me that \_\_\_\_\_

2 *"Most students are only interested in shopping and partying."*

He said \_\_\_\_\_

3 *"You're annoying people because you're singing."*

A librarian once told me \_\_\_\_\_

4 *"Doing extracurricular activities could look good on your résumé."*

My advisor said that \_\_\_\_\_

5 *"I'm not going to give up my degree to be a DJ."*

I told my mom that \_\_\_\_\_

### 4 Change the bold words in the reported statements. Use words from the newsletter.

1 **"We** enjoyed **her** warm and friendly approach."

The judges said **they** \_\_\_\_\_ 'd enjoyed \_\_\_\_\_ warm and friendly approach.

2 **"I'm** surprised **you're** interviewing **me** **today**."

He told me that \_\_\_\_\_ was surprised \_\_\_\_\_ was interviewing \_\_\_\_\_

3 **"I** heard it about 50 times **last week**."

I said I'd heard it about 50 times \_\_\_\_\_

### 5 Focus on you Report things that you and people you know have said this month. Look at sentences 1–5 in exercise 3 to help you. If you cannot think of anything, use your imagination!

1 My brother / sister / friend told me that ... was ...

2 Someone on the news said most students / teenagers were ...

3 ... told me that ... was annoying ... because ...

4 My advisor / teacher said that ... could ...

5 I told my mom / dad that I was / wasn't going to ...

*My sister told me that my new haircut was awful!*

### 6 Pairwork Discuss your ideas from exercise 5. Take turns to be Student A and Student B.

A Say one of your reported sentences from exercise 5.


B Reply. Express interest, sympathy, surprise, amazement, or annoyance.

*A My sister told me that my new haircut was awful!*

*B That's really mean. I think your new haircut looks great!*



## Media activities

- 1  2.32 Choose the correct answers to complete the ad. Then listen and check.




# MEDIA PLANET

*We're looking for students with an interest in the media to join our news team this summer. This would be fantastic work experience and would look great on your résumé!*  
**Apply if you match three or more of these descriptions:**

- 1 You are usually the first person to **report** / **review** music, sports, or celebrity news to your friends, and **present** / **update** them with what's happening.
  - 2 You can name at least two people who **interview** / **present** news shows or documentaries on TV.
  - 3 You can name at least two radio hosts who **report** / **interview** guests on their shows.
  - 4 You **edit** / **follow** at least five famous people on Twitter, or other social media sites.
  - 5 You can name at least two companies which **advertise** / **publish** with cool online videos.
  - 6 You can name at least two websites which **review** / **report** books, music, or products (good or bad!).
  - 7 You already **follow** / **publish** comments, articles, or videos on your own blog, vlog\*, or personal website.
  - 8 You care about accuracy, and **advertise** / **edit** your writing to correct any mistakes.
  - 9 You love to **update** / **share** interesting articles and videos with your friends.
- \* = video blog

- 2 For each of 1–9 in exercise 1, choose one of the responses A–C below. Then compare your ideas with a partner. Who do you think would be most suitable for the job?

- A "This sounds a lot like me."  
 B "This sounds a bit like me, but ..."  
 C "This doesn't sound like me at all!"

- 3 **Pairwork** Take turns to ask and answer the questions. 

- 1 What was the last music or video link you shared with your friends?
- 2 How would you review the last movie you saw?
- 3 Describe a commercial you enjoyed. What product was it advertising?
- 4 Do you follow any celebrities online? Who? Which celebrities would you like to interview?
- 5 "Newspapers should be free to publish anything they like." Do you agree?
- 6 What job would you rather have: reporting the news for a newspaper, editing a news website, or presenting a TV news show? Why?



## Reported speech (1)

### Verb changes

| Direct speech   | Reported speech   |
|---|---|
| Simple present  | Simple past   |
| "Getting up <b>is</b> hard," she said.                        | She said that getting up <b>was</b> hard.                       |
| Present progressive   | Past progressive  |
| "You're <b>singing</b> ," she said.                           | She said that I <b>was singing</b> .                            |
| Simple past   | Past perfect  |
| "We <b>enjoyed</b> it," said the judges.                      | The judges said they'd <b>enjoyed</b> it.                       |
| Present perfect   | Past perfect  |
| "It's the best we've ever <b>heard</b> ," we said.            | We said it was the best we'd ever <b>heard</b> .                |
| <i>am / is / are going to</i>                                 | <i>was / were going to</i>                                      |
| "I'm <b>not going to</b> quit," I told her.                   | I told her that I <b>wasn't going to</b> quit.                  |
| <i>will</i>   | <i>would</i>  |
| "I <b>will</b> volunteer," I said.                            | I said I <b>would</b> volunteer.                                |
| <i>can</i>  | <i>could</i>  |
| "Volunteering <b>can</b> look good on your résumé," she said. | She said that volunteering <b>could</b> look good on my résumé. |

Rules p. W44

### 1 Complete the sentences with the correct form of the verbs in reported speech.

- "I love the show," said Valerie.  
Valerie said she loved the show.
- Mo said: "The show is going to start soon."  
Mo said the show \_\_\_\_\_ soon.
  - "They will be on TV," said Mr. Prior.  
Mr. Prior said that they \_\_\_\_\_ on TV.
  - "I can't find the website," said Tess.  
Tess said that she \_\_\_\_\_ the website.
  - They said: "We're listening to the radio."  
They said they \_\_\_\_\_ to the radio.
  - "RadioBelo plays great music," said the DJ.  
The DJ said RadioBelo \_\_\_\_\_ great music.
  - "I spoke with Kim after the movie," said Tom.  
Tom said he \_\_\_\_\_ with Kim after the movie.

## say and tell

We **said** it was the best breakfast show we'd ever heard!  
He **told me** that he was surprised.

He **said** \_\_\_\_\_ (that) it was a great show.  
He **told me** \_\_\_\_\_

### Think!

Complete the rules with **say** or **tell**.


- You use <sup>1</sup> \_\_\_\_\_ + object (+ *that*) + clause if you mention who you are talking to.
- You use <sup>2</sup> \_\_\_\_\_ (+ *that*) + clause if you don't mention who you are talking to.


Choose the correct alternative.

- You <sup>3</sup> **must / don't have to** use *that* before the reported speech.

Rules p. W44

### 2 Read the celebrity newsfeed. Then complete the fan page. Use the correct form of the verbs in reported speech, and say and tell.

 10:52 The Oscars party was crazy. I think I've found true love!

 10:53 I'll tell you more later. I can trust you to keep a secret. You're the best fans in the world! xxx

Minutes ago, Hollywood star Josh Ferreira told fans that the Oscars party had been crazy. He <sup>1</sup> \_\_\_\_\_ us he <sup>2</sup> \_\_\_\_\_ he <sup>3</sup> \_\_\_\_\_ true love! He <sup>4</sup> \_\_\_\_\_ he <sup>5</sup> \_\_\_\_\_ us more later. He <sup>6</sup> \_\_\_\_\_ he <sup>7</sup> \_\_\_\_\_ us to keep a secret. (Hahaha! 😊) He also <sup>8</sup> \_\_\_\_\_ us we <sup>9</sup> \_\_\_\_\_ the best fans in the world. Well, of course we are!

### Finished?

Imagine you are a celebrity. Write five things you want to tell your fans online! Then swap sentences with a partner. Write a report for the fan page like the one in exercise 2.

"I'm going to be playing for Brazil in the World Cup!"

Ana told us she was going to be playing for Brazil in the World Cup!

Puzzle p.107



# 8 Communication

## Taking phone messages

1 2.33 Listen to the dialogue between Luke and Saira. Then listen and complete the message that Saira gives Emir. Listen again and check. Then listen and repeat.



- 1**
- Saira** Hello?
- Luke** Hello, Mrs. Khan. It's Luke. Can I talk with Mr. Khan, please?
- Saira** Sorry, Luke, Emir isn't here at the moment. Can I take a message?
- Luke** Yes, please. It's about soccer practice. Can you tell him that I won't be able to come on Friday? Dad's told me I have to study.
- Saira** Oh, OK. That's too bad, but I'm sure he'll understand. Was there anything else?
- Luke** Umm, no. I mean yes! Can you tell him I'm very sorry I'm going to miss practice? Soccer practice is *much* more exciting than studying!
- Saira** Sure. I'll tell him that.
- 2**
- Saira** Oh, Emir! Luke called.
- Emir** Did he leave a message?
- Saira** Yes. It was about soccer practice. He asked me to tell you that he wouldn't be able to come on Friday. He said his dad <sup>1</sup> \_\_\_\_\_ him he <sup>2</sup> \_\_\_\_\_ to study.
- Emir** Oh, that's too bad. Was that all?
- Saira** No. He also asked me to tell you that he <sup>3</sup> \_\_\_\_\_ very sorry he <sup>4</sup> \_\_\_\_\_ practice.
- Emir** Oh, OK. That's nice of him.
- Saira** And he told me that soccer practice <sup>5</sup> \_\_\_\_\_ *much* more exciting than studying!
- Emir** Ha ha, well of course it is!

### Learn it, use it!

| You say                                  | You answer                               |
|--|--|
| X called.                                | Did he / she leave a message?            |
| He / She asked me to tell you (that) ... | Oh, that's too bad. / Oh, great. /       |
| He / She said (that) ...                 | Oh, how annoying! / Oh, OK.              |
| He / She told me (that) ...              | Was that all? / Was there anything else? |

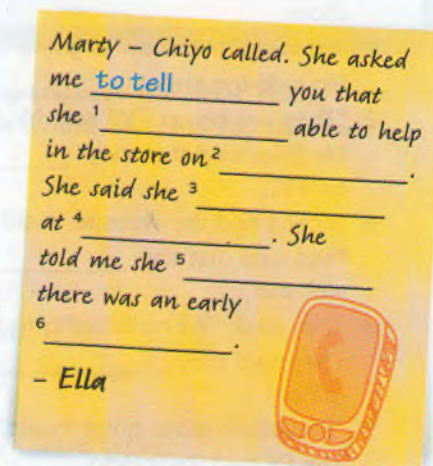
2 2.34 **Pronunciation** Listen and repeat.

- Can I talk with Mr. Khan?
- Can you tell him I'm very sorry?
- Did he leave a message?
- Was that all?

3 2.35 Listen to a phone conversation. Then complete the message.

4 **Groupwork** Work in threes. Practice giving, taking, and reporting phone messages. Write similar dialogues to those in exercise 1. Use one of the situations below and use different names.

- can't come to band practice tonight – sick (message for band leader)
- going to be late for job in the bookstore – missed the bus (message for store owner)
- want to volunteer for the school newsletter – interested in photography (message for editor)





## Reported speech (2)

### Pronouns

"I can't stop smiling," she said.  
She said that **she** couldn't stop smiling.

"Companies pay **us**," she said.  
She said that companies paid **them**.

"**You**'ve inspired **me**," the interviewer told her.  
The interviewer told her **she**'d inspired **him**.

Rules p. W44

### 1 Complete the sentences with the correct pronouns.

"I trained Livi," said Tim.

Tim said that he 'd trained Livi.

- "Jess calls me every evening," said Nick.  
Nick said Jess called \_\_\_\_\_ every evening.
- "I saw you on TV," Tom told us.  
Tom told us \_\_\_\_\_ had seen \_\_\_\_\_ on TV.
- "He interviewed us!" said Meg.  
Meg said he'd interviewed \_\_\_\_\_.
- "You can help me," she said.  
She told me \_\_\_\_\_ could help \_\_\_\_\_.

### Possessive adjectives

"We love **your** show," they told Livi.  
They told Livi they loved **her** show.

"You're **my** favorite DJ," Matt said.  
Matt said she was **his** favorite DJ.

Rules p. W45

### 2 Complete the sentences with the correct pronouns and possessive adjectives.

"We read your article," they told him.  
They told him they 'd read his article.

- "Our vlog is famous," they said.  
They said \_\_\_\_\_ vlog was famous.
- "You can visit my blog," he told me.  
He told me \_\_\_\_\_ could visit \_\_\_\_\_ blog.
- "I've met your dad," she told me.  
She told me \_\_\_\_\_ had met \_\_\_\_\_ dad.
- "Your talent impresses us," they said.  
They said \_\_\_\_\_ talent impressed \_\_\_\_\_.

## Time expressions

"I heard it a lot **last week**," she said.  
She said she'd heard it a lot **the week before**.

| Direct speech  | Reported speech           |
|----------------|---------------------------|
| tomorrow       | <b>the next day</b>       |
| today          | <b>that day</b>           |
| this morning   | <b>that morning</b>       |
| this afternoon | <b>that afternoon</b>     |
| yesterday      | <b>the day before</b>     |
| last week      | <b>the week before</b>    |
| next week      | <b>the following week</b> |

Rules p. W45

### 3 Rewrite the sentences in reported speech. Use the correct time expressions.

"Ethan is at school this morning."

She said (that) Ethan was at school that morning.

- "We're going on a trip tomorrow."  
They said \_\_\_\_\_
- "I updated my vlog yesterday."  
He told me \_\_\_\_\_
- "I'll talk with Beth next week."  
She said \_\_\_\_\_
- "You're all taking a test today."  
He said \_\_\_\_\_
- "They are arriving this afternoon."  
I said \_\_\_\_\_
- "We met your cousin last week."  
They told me \_\_\_\_\_

### 4 Game! Work in small groups. Think of a famous celebrity. Then write as many sentences about that person as you can. Report what you said to the class, but don't use the celebrity's name! Can they guess who you were talking about?

A **Thiago said that he loved her music.**

B **Rosa said many of her songs were in Spanish.**

C **Luis said she was born in Colombia.**

Answer: They were talking about Shakira!

### Finished?

Report five things that people have said or told you in this class.

Julia told me I could borrow her pen.

The teacher said we would check our homework the next day.

Puzzle p.107



## ADS EVERYWHERE!

Ads are everywhere, from sports events to cell phones. In 2007, the market research team Yankelovich told us that the average American saw, or heard, 5,000 ads every day! Here's how advertisers try to get our attention when we:

### A PLAY

Brands have appeared in movies for decades. James Bond's cars and watches are almost as famous as 007! Today, we spend more money on games than on movies, so companies are eager to advertise there, too. The next time you're playing or watching, look out for posters, store names, or brand names on clothes and food. You might be surprised by how many hidden ads you find! Some advertising has been more direct. For example, one version of *Everquest II* featured a link to a pizza delivery company inside the game. Some fans said it was a great idea because they could order food without stopping playing!

### B GO OUT

Publishing in magazines and newspapers is expensive. Outdoor advertising is cheap, and it can reach a lot of people. Advertisers can put ads anywhere – on walls, buses, or park benches. They can even project ads onto sidewalks for us to walk over, or play with as interactive games. Wherever there's space, there's space for an ad!

Not everyone is happy with this trend, however. In 2006, the mayor of Sao Paulo in Brazil banned outdoor advertising. Most residents said the ban made the city more beautiful, but a few complained. They told reporters that Sao Paulo felt less colorful, and that without the bright lights from ads, the streets were darker, and more dangerous at night!

### C WATCH

Online videos are hugely popular, especially with under-25-year-olds. If we like a video, we share it with our friends, and the video "goes viral" (it reaches a lot of people very quickly). This is great news for advertisers!

Some of the best video ads are very funny. A video of roller-skating babies has been a huge success for a water company, Evian, with over 100 million views! Other videos are simply amazing. On October 14<sup>th</sup>, 2012, soft drinks manufacturer Red Bull sponsored Felix Baumgartner to break a world record for skydiving. Millions watched the video of Felix's 39-kilometer fall!



1



2



3

#### Check it out!

Find these words and check their meaning.

- market research
- brand
- link
- ban
- sponsor

### Reading

1 2.36 Read and listen to the web page. Then match pictures 1–3 with headings A–C in the web page.

2 Read the web page again. Answer the questions.


How many ads do people see, or hear, every day?

**The average American sees, or hears, 5,000 ads every day.**


- 1 Why do companies want to advertise in games as well as in movies?
- 2 What could hungry players do when they were playing *Everquest II*?
- 3 What are two advantages of outdoor advertising?
- 4 What did residents think about the mayor's decision in Sao Paulo?
- 5 What does it mean when we say a video "goes viral"?
- 6 What did one drinks company help a sportsperson to do?



## Listening


3  2.37 Listen to three radio ads. Then number the ads 1–3 in the order in which you hear them.

a \_\_\_ an exhibition    b \_\_\_ a store    c \_\_\_ a concert

4  2.37 Listen to the radio advertisements again. Complete the chart with the missing information.

| What?                        | Where?   | When?   |
|------------------------------|--|---|
| 1 a new <u>clothes store</u> | on <sup>1</sup> _____ Avenue                         | opens at 7 a.m. on <sup>2</sup> _____ <sup>2nd</sup>      |
| 2 a free <sup>3</sup> _____  | <sup>4</sup> _____ in Central New York               | Saturday, July <sup>5</sup> _____ starting 8 p.m.         |
| 3 <sup>6</sup> _____         | at the American Museum of Natural <sup>7</sup> _____ | starting <sup>8</sup> _____, September <sup>9</sup> _____ |

## Speaking

5 **Pairwork** Read the *My study skills* box. Then read questions 1–8 and make notes. Ask and answer the questions with your partner. 

What's / Who's your favorite American ...?

- 1 online video? (Is it an ad?)
- 2 book, or graphic novel? (Have you read it in English?)
- 3 website? (What's it about?)
- 4 movie? (What's the best part?)
- 5 TV show? (What do you like about it?)
- 6 song? (How does it make you feel?)
- 7 singer or band? (Why do you like them?)
- 8 celebrity? (Is he / she in the news?)

6 **What were the four most interesting things you learned about your partner? Report what he / she said to the rest of the class. Use the expressions below to help you.**

- (Name) told me a lot of really interesting things about himself / herself!
- For example, he / she told me / said ...
- He / She also told me / said that ...
- Then / Next, / Finally, he / she said / told me that ...
- I thought that was really cool / interesting / surprising!

## Writing

7 **Imagine you write a blog for students. Write a blog post called "Things I've learned about learning English!" Include the ideas below. Try to make it fun and interesting for your readers!**

- Useful advice you've had from teachers, friends, etc.  
*He / She said / told me (that) ... This was really useful because ...*
- Things you've done to practice your English at home. Do you have any recommendations?  
*I often ... because ... One movie / book / website, etc., I've really enjoyed is ... because ...*
- Any other ideas!  
*Lastly, / Finally, ...*

### My study skills

#### Improving your English outside class

Read and listen to English as much as you can!

- visit English-language websites and chatrooms.
- read books, magazines, or graphic novels.
- watch and listen to English-language movies, TV programs, online videos, songs, and Internet radio.



## Vocabulary

1 What materials are the items often made from? Match the items (1–7) with the materials (a–g).

- |             |                       |
|-------------|-----------------------|
| 1 cotton    | a shoes               |
| 2 cardboard | b T-shirts            |
| 3 paper     | c doors and furniture |
| 4 woolen    | d magazines           |
| 5 leather   | e windows             |
| 6 glass     | f scarves and gloves  |
| 7 wooden    | g birthday cards      |

2 Complete the ad with the correct form of the verbs in the box.

follow interview present ~~publish~~  
report review update

### iStudy-iChat

iStudy-iChat is an exciting new website for English-language students.

We **publish** articles, blogs, and videos, and our journalists <sup>1</sup> \_\_\_\_\_ all the latest news.

Our critics <sup>2</sup> \_\_\_\_\_ all the latest courses and tell you what's good – and what isn't!

Our reporters <sup>3</sup> \_\_\_\_\_ teachers from around the world and ask them for their best tips.

Our very own "English expert" Professor Smith also <sup>4</sup> \_\_\_\_\_ a fascinating vlog!

We regularly <sup>5</sup> \_\_\_\_\_ our site with new material.

Visit us at [www.iStudy-iChat.au](http://www.iStudy-iChat.au), or why not <sup>6</sup> \_\_\_\_\_ us on Facebook or Twitter?

## Grammar

3 Complete the dialogue. Write passive questions and answers.

A **Where is the Statue of Liberty located?**  
(where / the Statue of Liberty / locate)

B <sup>1</sup> \_\_\_\_\_  
(it / locate / in New York harbor)

A It's a strange color! <sup>2</sup> \_\_\_\_\_  
\_\_\_\_\_? (the statue /  
paint / green / every year)

B No, <sup>3</sup> \_\_\_\_\_  
(the statue / not paint) <sup>4</sup> \_\_\_\_\_  
\_\_\_\_\_. (it / make / from  
green copper metal)

A <sup>5</sup> \_\_\_\_\_?  
(the statue / build / in New York)

B No, it wasn't. <sup>6</sup> \_\_\_\_\_  
\_\_\_\_\_! (it / not build /  
anywhere in the U.S.) <sup>7</sup> \_\_\_\_\_  
\_\_\_\_\_ to  
celebrate the 100-year anniversary  
of the Declaration of Independence.  
(the statue / give / to the U.S. /  
by France)



4 Complete the review. Choose *said* or *told* and change the words in parentheses into reported speech.

### Moneywatch Reviews

Fun Fones – ★★★★★ by Marco

Avoid this company!

I saw an ad for a cell phone on the Fun Fones site, and it seemed like a good deal. The ad **said / told** ("it comes with") **it came with**

a free case. On the phone, a saleswoman called Kate <sup>1</sup> **said / told** me ("I've updated it")

<sup>2</sup> \_\_\_\_\_ with all the latest software. But my phone arrived with an old version of the software and no case. I went to a store and a salesman <sup>3</sup> **said / told** ("I'm going to talk to my manager") <sup>4</sup> \_\_\_\_\_ about the problem ("this afternoon")

<sup>5</sup> \_\_\_\_\_ . He

<sup>6</sup> **said / told** me ("I'll call you back tomorrow")

<sup>7</sup> \_\_\_\_\_ , but

he didn't. Eventually I got an e-mail which

<sup>8</sup> **said / told** ("we can't give you your money back") <sup>9</sup> \_\_\_\_\_

because the phone ("is working")

<sup>10</sup> \_\_\_\_\_ !





## Communication

5 2.38 Nina works in a shop. Complete two of the conversations she has today. Then listen and check.

- 1
- Shopper** Excuse me. I'm looking for a gadget, but I don't know what **it call / it's called**. My English isn't very good. I make a lot of mistakes!
- Nina** Your English is excellent! But let me help you. What does it look **1as / like?**
- Shopper** It's small, and it's made **2about / from** plastic and metal.
- Nina** Hmm. **3What's it used / What it's used** for?
- Shopper** Umm, it's used by men when they don't want hair on their face.
- Nina** Ah, do you **4mean / understand** a razor?
- Shopper** That's it! Thanks. Could you repeat the word, please? Was it "razor"?
- Nina** Correct! It's called a razor, and you pronounced it perfectly.

- 2
- Nina** Mrs. Ito! James called again.
- Mrs. Ito** Did he **5leave / put** a message?
- Nina** Yes. It was about Friday. He asked me **6tell / to tell** you that he would be half an hour late for work. He **7told / said** he had a doctor's appointment.
- Mrs. Ito** Oh, that's too bad. Was **8this / that** all?
- Nina** No. He also asked me to tell you that he **9can / could** stay half an hour later instead.
- Mrs. Ito** Oh, OK. That's good! Can you answer the phone if it rings again, Nina? I have to go out!

## Pronunciation

### Stress in two syllable words

6 2.39 It is a good idea to record word stress as well as sounds when you learn a new word. Complete the table with the words from exercise 5. Then listen, check, and repeat.

again answer correct English excuse gadget instead  
message metal mistake plastic repeat

|               |       |    |
|---------------|-------|----|
| <b>again</b>  |       | 3  |
| 1             | _____ | 4  |
| 2             | _____ | 5  |
| <b>answer</b> |       | 8  |
| 6             | _____ | 9  |
| 7             | _____ | 10 |

## Listening

7 2.40 Nina has a busy day! Look at the phone messages she leaves for her boss, Mrs. Ito. Then listen. Is the bold information correct (✓) or incorrect (X)? Correct the mistakes.

1  
Leroy called (10:15). He asked me to tell you that he'd booked a table at the **French restaurant**  
**X Mexican restaurant**  
He said he'd pick you up at **quarter past seven**

2  
A customer called (10:30). She wasn't happy! She said she'd bought a toy from the store – a **white, plastic dog**  
She asked me to tell you her son had broken it in **four minutes**  
She's coming over **tomorrow afternoon**

3  
A man called **Rob Morton**  
called (10:50). He's **an editor**  
at **Eastway Times**. He told me he wanted to interview you! He asked me to tell you that he'd call you later, **after 4:00**





# Benjamin Franklin, American Hero

Benjamin Franklin was incredibly talented. He was not only a politician, scientist and journalist – he was also an inventor, a businessman, an author ... the list goes on! He must have been very organized! He once wrote, "Early to bed and early to rise, makes a man healthy, wealthy, and wise." Franklin was born in Boston on January 17<sup>th</sup>, 1706. He only went to school for a short time, then he joined his father's candle and soap business. Later, he started reporting the news for his brother James's newspaper, but James didn't trust Benjamin, so he wasn't allowed to write many articles! The brothers had an argument, and Benjamin Franklin ran away to Philadelphia at the age of 17.

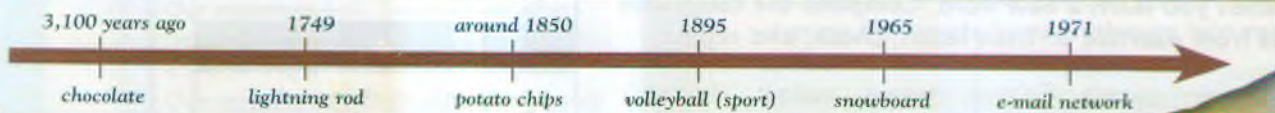
In the 1730s, he published a newspaper of his own, *The Pennsylvania Gazette*. He also created a book called *Poor Richard's Almanack*, which was published annually. It included predictions about the weather, practical advice, and games. The newspaper and book were very popular, and they made Franklin very rich!

In the late 1740s, Franklin spent a lot of time studying science. He discovered that lightning was a kind of electrical energy, and he

invented the metal lightning rod, which helps to keep buildings and ships safe in storms. He also invented many other things, like a new kind of energy-saving stove, and a glass harmonica (a kind of musical instrument). But Franklin is probably most famous for his political achievements. In 1757, he traveled to London to talk with the British government, which ruled America at the time. He told British politicians that they were asking Americans to pay too much tax. But they didn't listen, and America and Great Britain went to war. In 1776, Franklin helped to create the Declaration of Independence, which said that America was no longer part of Great Britain. He also persuaded the French government to help in the war. Thanks to French support, the United States of America became an independent country in 1783. Later, Franklin worked on the 1787 Constitution, which is the main law in the U.S. Today, Franklin is often called one of the "Founding Fathers" of America. Benjamin Franklin died in 1790, but he's still very famous in the U.S., and his face is recognized everywhere. It's printed on the one hundred dollar bill!

## Culture focus

There have been many famous American inventions. For example:



## Check it out!

Find these words and check their meaning.

- candle
- lightning rod
- tax
- independent
- constitution

**1** 2.41 **Read and listen** to the article. Then write the events in the correct order (1–5).

- |  |  |
|--|--|
| a Franklin invented a kind of musical instrument. ____ | d Franklin met British politicians. ____       |
| b Franklin published a book. ____                      | e Franklin first became a journalist. <u>1</u> |
| c The U.S. became an independent country. ____         |  |

**2** **Read the article again. Answer the questions.**

What jobs does the article say Franklin had?

**He was a politician, a scientist, a journalist, an inventor, a businessman, and an author.**

- Why did Franklin move to Philadelphia?
- What was Franklin's book about?
- Why was the lightning rod a useful invention?
- Why were Franklin and other Americans unhappy in 1757?
- What two important American documents did Franklin help to write?
- Why do a lot of people know what Franklin looks like today?

**3** **Presentation** Discuss with your partner why you think the inventions below are important. Then choose the two inventions you think are the most important!

- |          |                |         |           |           |
|----------|----------------|---------|-----------|-----------|
| • cars   | • cell phones  | • money | • music   | • schools |
| • soccer | • the Internet | • TV    | • writing |           |



## Vocabulary and speaking

I can say what things are made from. (p.74) B2

1 Complete the materials adjectives.

Today I'm wearing <sup>1</sup>\_\_\_\_\_ shoes,  
<sup>2</sup>d\_\_\_\_\_ jeans, and a <sup>3</sup>c\_\_\_\_\_ top.  
 In my pocket I have some <sup>4</sup>m\_\_\_\_\_  
 coins and some <sup>5</sup>p\_\_\_\_\_ dollar  
 bills. \_\_\_/5

I can explain what I want. (p.76) B2

2 Complete the dialogue with the correct form of the verbs in the box.

call can / help look mean use

- A Hi. <sup>1</sup>\_\_\_\_\_ I \_\_\_\_\_ you?  
 B Um, I <sup>2</sup>\_\_\_\_\_ for a kind of pen, but I don't know what it <sup>3</sup>\_\_\_\_\_ in English!  
 A What <sup>4</sup>\_\_\_\_\_ it \_\_\_\_\_ for?  
 B It's used for writing on things like plastic, glass, and wood.  
 A Ah, <sup>5</sup>\_\_\_\_\_ you \_\_\_\_\_ a  
 permanent marker pen? \_\_\_/5

I can use linkers to connect ideas. (p.79) B2

3 Complete the dialogue with the words in the box.

also because like though too

- A How do you think students can help the environment?  
 B They could turn off computers when they aren't using them <sup>1</sup>\_\_\_\_\_ they waste energy. They should switch off lights in empty classrooms. <sup>2</sup>\_\_\_\_\_. They should <sup>3</sup>\_\_\_\_\_ try to use "greener" products, <sup>4</sup>\_\_\_\_\_ recycled paper and reusable

bottles. It isn't always easy for students, <sup>5</sup>\_\_\_\_\_. Sometimes "being green" is more expensive! \_\_\_/5

I can talk about media activities. (p.82) B2

4 Choose the correct option.

- Book critics **report / review** books.
- Companies **advertise / update** their brands on TV.
- I'm popular! More than 10,000 people **share / follow** my blog.
- We need to **edit / interview** this movie before we can show it. It's too long!
- Newsreaders **present / publish** the news on TV or radio. \_\_\_/5

I can understand and take phone messages. (p.84) B1

5 Write or complete the missing words in the dialogue.

- A Beth **called** \_\_\_\_\_.  
 B Oh? Did she <sup>1</sup>\_\_\_\_\_ a message?  
 A Yes. She told <sup>2</sup>\_\_\_\_\_ that she was going to be late.  
 B Oh, how annoying! Was that <sup>3</sup>a \_\_\_\_\_?  
 A She also <sup>4</sup>a \_\_\_\_\_ me to <sup>5</sup>\_\_\_\_\_ you that she was very sorry. \_\_\_/5

I can report what someone says. (p.87) B2

6 Correct the mistakes in the reported speech. Write the correct word.

"The Royal Princess told me **lot a lot** \_\_\_\_\_ of interesting things about **her** <sup>1</sup>\_\_\_\_\_.  
**From** <sup>2</sup>\_\_\_\_\_ example, she **said** <sup>3</sup>\_\_\_\_\_ me that she didn't enjoy being famous. She said that reporters followed her everywhere. **Final** <sup>4</sup>\_\_\_\_\_, she said that she hated being a princess! I thought that was very **surprised** <sup>5</sup>\_\_\_\_\_." \_\_\_/5

## Reading, listening, and writing

I can understand an article about some common products and the materials they're made from. (p.72) B2

I can understand someone answering survey questions about the environment. (p.79) B2

I can write a report about helping the environment. (p.79) B2

I can understand a written interview with a radio DJ. (p.80) B2

I can understand different radio ads. (p.87) B2

I can write a blog post giving recommendations. (p.87) B2

| Got it?                  |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Yes                      | I'm not sure             | No                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

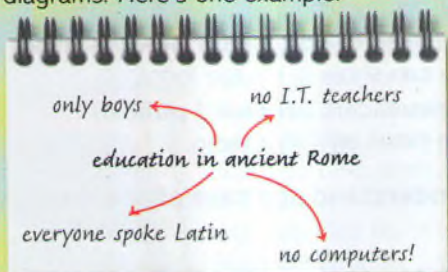


# 1 An article

## 1 Read the rules.

### Thinking of ideas

- Identify the main topics in the task, then quickly write as many ideas for each topic as you can. Just write key words, not "perfect" sentences.
- Some people find it helpful to draw diagrams. Here's one example:



- When you've finished, circle or check (✓) the best ideas to use.

**2** Read the task below and the student's notes. What are the main topics that the student has identified? Can you think of any more? (Hint – look at exercise 1!)

**Task:** Write an article about what life was like in ancient Roman times.



*Ideas*

|                               |                              |
|-------------------------------|------------------------------|
| <i>cities smaller</i>         | <i>some children worked</i>  |
| <i>less pollution</i>         | <i>sports very popular</i>   |
| <i>no dishwashers</i>         | <i>theater very popular</i>  |
| <i>no electricity at home</i> | <i>women did most chores</i> |
| <i>no TV</i>                  |                              |

Home life — *no dishwashers*  
 — *women did most chores*  
 — *no electricity at home*

Society — 1 \_\_\_\_\_  
 — 2 \_\_\_\_\_  
 — 3 \_\_\_\_\_

Leisure — 4 \_\_\_\_\_  
 — 5 \_\_\_\_\_  
 — 6 \_\_\_\_\_

**3** Complete the diagrams in exercise 2 with the student's notes. Then add your own ideas.

**4** Now do exercise 6 on page 17.

# 2 A story

## 1 Read the rules.

### Organizing your ideas

#### Before you write

Organize your ideas into a paragraph plan. Use a new paragraph for each main topic.

| Paragraph | Main topic   | Ideas  |
|-----------|--|--|
| 1         | Introduction and essential details (where? when? who with? why is this story interesting?) | <i>last June vacation to Florida with my family worst vacation ever!</i> |
| 2         | Main events  |  |
| 3         | Conclusion (how did it end? how did you / everyone feel afterwards?)                       |  |

#### When you write

Use linking words to connect ideas together, like *also, too, but, so, then, because, in the end*.

**2** Copy the paragraph plan in exercise 1. Then match the ideas below to paragraphs 2 and 3.

- a hotel rooms were tiny and noisy 2
- b someone stole Dad's money \_\_\_\_\_
- c we went home early \_\_\_\_\_
- d we argued about what to do \_\_\_\_\_
- e everyone was happy to leave! \_\_\_\_\_

**3** Complete the extract from the story with linking words from exercise 1. Use each word once.

Our vacation started badly. Our hotel was dirty, and the rooms were tiny! They were also noisy, <sup>1</sup> \_\_\_\_\_ we didn't sleep well! Someone stole Dad's money while we were eating. They stole his cell phone, <sup>2</sup> \_\_\_\_\_! <sup>3</sup> \_\_\_\_\_ the next day, we had an argument <sup>4</sup> \_\_\_\_\_ no one could agree about what to do. <sup>5</sup> \_\_\_\_\_, we decided to go home. Florida was beautiful, <sup>6</sup> \_\_\_\_\_ everyone was happy to leave!

**4** Look at exercise 6 on page 25. Write a paragraph plan. Then do the task.



## 3 A reply to a post

### 1 Read the rules.

#### Sounding sympathetic

When someone asks for advice or help, you can sound sympathetic by:

- **showing you understand.**  
*I understand how you feel.*  
*That must be difficult.*
- **giving similar examples of your own.**  
*For example, when I started college, I was so nervous I had a stomachache!*
- **saying positive things.**  
*I'm sure you'll be fine.*  
*You did the right thing.*  
*I hope you feel / things get better soon.*  
*You shouldn't worry.*  
*I wish you lots of luck.*

### 2 Complete the reply with one word in each gap.

**Lucy** I'm so worried about my test tomorrow!

**Aron** I understand how you <sup>1</sup> \_\_\_\_\_.  
Tests make me nervous, too!  
<sup>2</sup> \_\_\_\_\_ example, when I had exams last year, I was so nervous I couldn't sleep! But in the end, the exams went well. You <sup>3</sup> \_\_\_\_\_ worry. I'm <sup>4</sup> \_\_\_\_\_ you'll be fine, too! I <sup>5</sup> \_\_\_\_\_ you lots of luck.

### 3 Complete the replies with the expressions from exercise 1. Include the word in parentheses. Sometimes more than one correct answer is possible.

"I feel so alone."

"We all feel like that sometimes!

For example, when I moved to a new town last year, I felt very lonely." (when)

1 "I don't feel well."

"\_\_\_\_\_."  
(hope)

2 "My best friend is leaving town."

"\_\_\_\_\_." (that)

3 "I've got my first moped lesson tomorrow."

"\_\_\_\_\_." (wish)

4 "I told my teacher I'd cheated in the exam."

"I know it's hard, but I think \_\_\_\_\_." (thing)

### 4 Now do exercise 6 on page 37.

## 4 An opinion essay

### 1 Read the rules.

#### Reflexive pronouns

*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

*He cut me.* (I am hurt. I didn't do it.) but

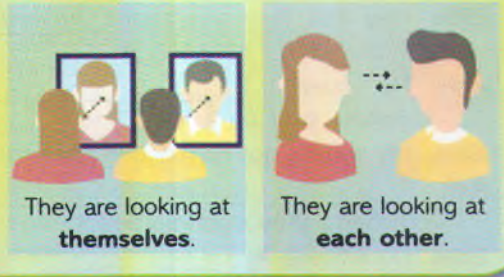
*I cut myself.* (I am hurt. I did it.)

We can also use reflexive pronouns for emphasis. We use them to mean "this person / thing and no one / nothing else."

*I think you should tell her yourself.* (= you and not anyone else!)

#### Look!

Notice the difference between *-selves* and *each other*.



### 2 Complete the sentences with reflexive pronouns.

It's good to help others, but we also have to help ourselves.

- 1 You shouldn't try to deal with problems by \_\_\_\_\_.
- 2 Liam only cares about \_\_\_\_\_.
- 3 Jen shouldn't keep the secret to \_\_\_\_\_.
- 4 I would have reported the bullying \_\_\_\_\_ if I'd seen it happen.
- 5 Jenna and Elliot should share the money between \_\_\_\_\_.
- 6 The problem won't solve \_\_\_\_\_.

### 3 Complete the sentences with *ourselves*, *yourselves*, *themselves*, or *each other*.

- 1 We shouldn't just think about ourselves. We should support \_\_\_\_\_, too.
- 2 You should all do your own homework \_\_\_\_\_. Don't copy!
- 3 Do you and your best friend tell \_\_\_\_\_ everything?
- 4 Selfish people only want to help \_\_\_\_\_ and no one else.

### 4 Now do exercise 6 on page 45.







# 7

## A crime

1 Read the rules.

### Defining relative clauses

We use a relative pronoun + clause to give essential information about a noun. We use:

**who / that** for people

*She's someone who / that tries to be "green."*

**which / that** for things

*A bottle is a container which / that is usually made from glass or plastic.*

**where** for places

*That's the shop where I bought this jacket.*

**when** for times

*Winter is the time when most hats are sold.*

2 Complete the definitions with **who, which, when, where, or that**.

A **landfill** is a place where we bury or burn trash.

1 An **environmentalist** is someone \_\_\_\_\_ cares about the environment.

2 A **factory** is a building \_\_\_\_\_ things are manufactured.

3 **Waste** is something \_\_\_\_\_ we throw away.

4 **World Environment Day** is a day \_\_\_\_\_ people organize events to make us think about green issues.

3 Join the sentences. Use a defining relative clause with **who, which, when, where, or that**.

Most of my friends are caring people. They want to help the planet.

**Most of my friends are caring people who want to help the planet.**

1 June 5<sup>th</sup> is the date. People celebrate World Environment Day then.

2 Glass, paper, and cardboard are materials. We recycle them.

3 School is a place. I do a lot of recycling there.

4 I'm a fairly "green" person. I try to save energy.

5 The environment is a topic. I am very passionate about it.

4 Choose **two** of these words and write your own definitions. Use **which, who, or that**.

global warming   manufacturer   politician  
pollution   recyclable materials   scientist

**A politician is a person who is elected.**

5 Now do exercise 7 on page 79.

# 8

## A biography

1 Read the rules.

### Checking your work

Always check your writing carefully afterwards for mistakes. Think about:

**G**rammar

**V**ocabulary

**W**ord Order

**S**pelling

**P**unctuation (, ! ? ', etc.)

Correct any mistakes. Then check your writing again. Correcting your mistakes and learning from them is one of the best ways to improve your English. Good luck!

2 Read and correct the circled mistakes in the essay. Use the error code in exercise 1 to help you (G = grammar, etc.).

### Learning English with the Beatles!

When I was ten, I didn't used to know any English. G Then one day I herd my first Beatles song. S It called Love Me Do! G I fell on love with the Beatles. V I started learning English because I wanted to understand the words to all they're amazing songs! S Listening to English music is a way good to improve you's English because you can read the words online and listen at the same time. WO It's a lot of fun, too's P Great essay! Just a few mistakes!

### use to know

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3 Find the mistakes in the essay. Then rewrite it correctly.

### Learning English with "The Simpsons"!

I've loved cartoons since I've been a child. [G] "The Simpsons" is a famos American cartoon. [S] Have you seen it ever? [WO] It's very funny, it isn't? [WO] When I was 10, I told my mom "I want to speak like Bart!" [P] She laughed, but she said I can start lessons that year. [G] I did a lot of mistakes at first. [V] But now I can watch and enjoy TV in English!

**I've loved cartoons since I was a child ...**

4 Now do exercise 7 on page 87.



# ENDANGERED LANGUAGES

## HOW MANY LANGUAGES ARE THERE?

There are around 6,000–7,000 languages in the world today. More than 800 million people speak Mandarin as a **native language**, the first language they learn. Other languages have fewer speakers. For instance, only around 1,000 people speak *Boe Wadáru*, which used to be the main language of the Bororo tribe in the Amazon (visitors who take the long bus journey to go sightseeing there may learn the word *jorduiwabokwa*, which means “stupid!”). Around 25 languages disappear every year, and we may lose nearly half of all languages in the next century.

## WHY ARE SOME LANGUAGES SO POPULAR?

Today, many of us want to travel, and to communicate with people from around the world. This is much easier if we speak a big, **global language** like Mandarin, Spanish, Hindi, or English. For example, around 375 million people speak English as a native language, and millions more speak it as an additional, **second language**. Around 25 percent of the world understands some English. As it's the most popular language on the Internet, many people also learn it to access information and knowledge.

## WHY ARE OTHER LANGUAGES DISAPPEARING?

As more and more young people choose to study global languages, other languages become less popular. If no young people learn a language, it eventually dies out. In 2010, the ancient Indian language of Aka-Bo died when the last speaker died, aged 85. *Boa Sr* said she'd felt lonely at times because she'd had no one to speak with. She learned Hindi to make friends.

## WHY ARE ENDANGERED LANGUAGES IMPORTANT?

Few students would want to study a tiny language like Bo as a **foreign language** at school! So why is it sad when languages disappear? Well, linguists believe that languages are more than just words. When we learn a language, we also learn about a different culture. When we lose a language, the world loses part of its history.


## CAN WE SAVE ENDANGERED LANGUAGES?

It's difficult to save languages, but not impossible! For example, in Chile there has been a big social media campaign to promote **regional languages** like Mapudungun, the language of the Mapuche people, which had around 250,000 speakers in 2007. Campaigners want young Mapuche people to learn Mapudungun to show that they are proud of their heritage. A few years ago, Mapuche schoolchildren were only allowed to use Spanish (which is the main language of Chile and has over 400 million native speakers worldwide). Now the Chilean government supports young people who want to learn Mapudungun. Thanks to poetry events and language courses advertised on Facebook, Twitter, and YouTube, the language is becoming fashionable again. You can pass tests, get qualifications, and even buy “I love Mapudungun” souvenir T-shirts!

### Check it out!

Find these words and check their meaning.

access  
linguist  
campaign  
heritage  
qualification



students from many different countries speaking in English



**1 Read the article. Then complete the graph with the languages in the box.**

Aka-Bo Boe Wadáru English Mandarin Mapudungun Spanish



1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_

**2 Read the article again. Answer the questions.**

How many languages are there in the world today? 6,000-7,000

- How many languages disappear every year? \_\_\_\_\_
- How many people in the world know some English? \_\_\_\_\_ %
- Who was the last person to speak Aka-Bo? \_\_\_\_\_
- Who believe that languages are "more than just words"? \_\_\_\_\_
- Which country organized a big social media campaign to promote a local language?  
 \_\_\_\_\_
- What kind of things did the social media sites advertise? \_\_\_\_\_ and  
 \_\_\_\_\_

**3 Which of the reasons below for learning a language appear in the article?**

Check (✓) the correct answers.

- |   |  |
|---|--|
| 1 to communicate with people from around the world. <input checked="" type="checkbox"/> | 4 to help you to get a good job. <input type="checkbox"/>              |
| 2 to access information, for example on the Internet. <input type="checkbox"/>          | 5 to learn about a different culture. <input type="checkbox"/>         |
| 3 to make friends. <input type="checkbox"/>   | 6 to show that you are proud of your history. <input type="checkbox"/> |
|   | 7 to enjoy books in another language. <input type="checkbox"/>         |

**4 Look at the bold words in the article and check the meaning. Then complete the sentences with information about you.**

- My **native language** is \_\_\_\_\_.
- In my country a lot of people also speak \_\_\_\_\_ as a **second language**.
- Another **foreign language** I would like to learn one day is \_\_\_\_\_.
- \_\_\_\_\_ is a **regional language** which some people speak in \_\_\_\_\_ (which part?) of my country.
- I think that \_\_\_\_\_ is the most important **global language** because \_\_\_\_\_.

**Project**

Write a personal statement for yourself, called "Why I'm studying English!" Include the following information:

- What languages do you know, and how well do you know them?
- Why do you want to learn English? How do you think it will help you in the future?
- What do you want to achieve by the end of this year?





# Go Out, Get Fit, Be Happy!

*Sick, tired, stressed? Maybe you should go out! Spending time in the countryside, or green areas like parks, has many health benefits.*

## 1 Exercise

Even small amounts of exercise can build muscles and help your heart – the most important muscle of all. Research suggests that doing *no* exercise can shorten your life by three to five years. It can be as bad for you as obesity or smoking!

One 2011 study found that people who exercised outdoors moved faster and felt less tired than those who exercised indoors – perhaps because they enjoyed it more. What can you do outdoors in *your* area? For instance, if you were lucky enough to live in Sao Bernardo, Brazil, you'd be able to skate, bike, climb, or simply walk in a 5,000-square meter "extreme sport" park!

## 3

Some people think we should stay indoors in winter to avoid getting colds and other illnesses. That isn't true! We don't get colds because we *feel* cold. We get colds from tiny viruses. These often spread more quickly in winter because we spend more time close to other people indoors. Perhaps if you'd spent more time *outdoors* last winter, you'd have felt healthier!

## 2

Our body makes vitamin D when the sun shines on our skin. Studies suggest that we need vitamin D for strong bones. It can also help us to get better more quickly when we get a bruise or sprain a muscle. However, too much sun can cause skin cancer, so you shouldn't stay outside for more than a few minutes without sun protection, and you should try to avoid getting a sunburn.

## 4

When you breathe in fresh air, more oxygen enters your lungs. This travels around your body in your blood until it reaches your brain. When your brain has extra oxygen, it makes a chemical called serotonin. This is sometimes called the "feel-good chemical," because it makes us feel good!

Going outdoors may also help you to relax. In one South Korean study, researchers studied people's brains while they were looking at different pictures. They found that looking at pictures of cities produced more stress and worry, while trees or mountains inspired positive emotions and happy memories.

## 5

Did you spend a lot of time studying indoors before your last exams? Perhaps you should have gone out more! One study by the University of Michigan found that people's memory and concentration improved by 20 percent after they'd spent just an hour outdoors. Could going out help you to get better grades? Why not test the idea yourself!

## Check it out!

Find these words and check their meaning.

obesity  
vitamin D  
cancer  
fresh air  
oxygen





- 1 Read the article quickly. Then complete gaps 1–5 in the article with the headings below. There is one heading you do not need.

Better concentration   Exercise  
Fewer colds?   Happiness  
Recommended sports   Vitamin D

- 2 Read the article again. Find the body words in the article and label the picture.

- 3 Complete the summary with one word from the article in each gap.

You should spend time outdoors because ...  
exercising outdoors is more effective than exercising indoors.

- 1 the \_\_\_\_\_ on your skin creates healthy vitamin D.  
2 you may get fewer illnesses like \_\_\_\_\_.  
3 extra serotonin can help you to feel \_\_\_\_\_.  
4 looking at nature can inspire positive emotions and happy \_\_\_\_\_.  
5 it can improve your memory and concentration by \_\_\_\_\_ percent.

- 4 Rewrite the sentences with true information.

Doing no exercise isn't as bad for you as smoking.

Doing no exercise can be as bad for you as smoking.

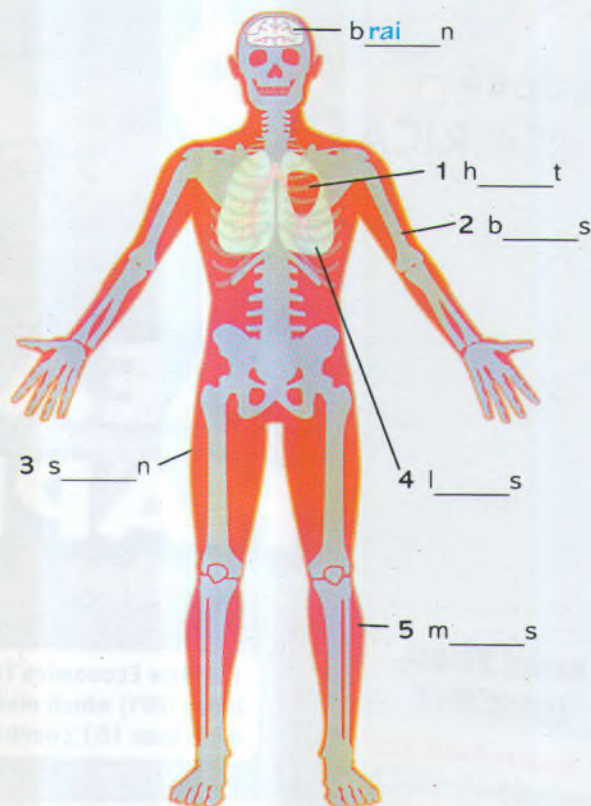
- 1 You can stay outside for an hour without sun protection.  
\_\_\_\_\_  
\_\_\_\_\_  
2 When we feel cold, we are more likely to get colds.  
\_\_\_\_\_  
\_\_\_\_\_  
3 More oxygen leaves your body when you breathe in fresh air.  
\_\_\_\_\_  
\_\_\_\_\_  
4 South Korean researchers found that pictures of cities produced feelings of relaxation in the brain.  
\_\_\_\_\_  
\_\_\_\_\_  
5 People's concentration improved after they'd spent a whole day outdoors.  
\_\_\_\_\_  
\_\_\_\_\_

### Project

Your local authority wants to encourage young people to spend more time outdoors. Write a report about the outdoor activities young people can already do in your area, and recommend ways the local authority could encourage them to go out more. Include three to four ideas for each of the following headings:

- Popular outdoor sports for young people in my area
- Other activities young people enjoy doing outdoors
- Recommendations

(How can the local authority encourage young people to spend more time outdoors?  
For example: *They should build a skate park, etc.*)





San José □  
COSTA RICA



Trench

# MEASURING HAPPINESS

## Happy Planet Index 2012

**N° 1 Country: Costa Rica**  
Ecological footprint: 2.5  
Life expectancy: 79.3  
Experienced well-being ("happiness"): 7.3

The New Economics Foundation (NEF) regularly publishes a Happy Planet Index (HPI) which measures national happiness. The 2012 report included more than 151 countries, and almost all of the world's population (99%).

**I'm not surprised by the result. Latin America is a great place to live, isn't it?** You might be right! Nearly all of the countries in the HPI top ten belong to the Central and South American and Caribbean regions, although Vietnam also scores well. Hardly any of the biggest, wealthiest countries score well, and the U.S. came 105<sup>th</sup> in 2012. It seems that money doesn't buy you happiness!

**"Ecological footprint." What's that?** It is a score for the amount of resources, like food, water, and energy, that each country uses per person. Countries with small footprints (a score of 2.5 or less) use fewer resources. This saves energy and reduces pollution, so it creates a better environment for all of us. It is also less selfish. None of us can live happy, healthy lives without enough food, water, and other necessities. Unfortunately, a minority of the world's population (17%) use most of the world's resources (80%). The other 83 percent has to share 20 percent of the resources, and billions live in poverty and hunger.

Costa Rica is "happy" because it is greener and more considerate than some of the world's wealthiest countries. For example, its footprint score is half of France's footprint score (a high 4.9), and around a third of the U.S.'s footprint (a terrible 7.2)!

**Do Costa Ricans live the longest?** Costa Ricans live for a long time, but the average Japanese person lives for around 83.4 years! Japanese people typically eat a lot of vegetables and fish, which must be very healthy. They also do more exercise and spend more time with family and friends. Few of us enjoy being lonely, and studies show that having good relationships may help you to live a longer, happier life – but only if you avoid having too many arguments!

**Really? But you can't measure happiness, can you?** NEF researchers measured happiness with a question called "the Ladder of Life." Imagine a ladder with steps from zero to ten. Ten means "the best possible life." Which step do you think you are standing on? The majority of the Costa Ricans must have felt they were high on the ladder! Why are they so happy? Well, perhaps you need to explore the country yourself to discover the answer. But watch out! After you've enjoyed the beautiful countryside, fresh air, and warm sunshine, and met the friendly, welcoming local people, you might not want to leave!

## Check it out!

Find these words and check their meaning.

life expectancy  
measure  
score  
resource(s)  
necessity  
ladder



**1** Which of these topics do you think will appear in an article about happiness? Read the article. Then check (✓) the ideas it includes.

- environment
- 1 fame                       3 money                       5 weather
- 2 food                       4 relationships                       6 work

**2** Read the article again. Match the numbers with the explanations.

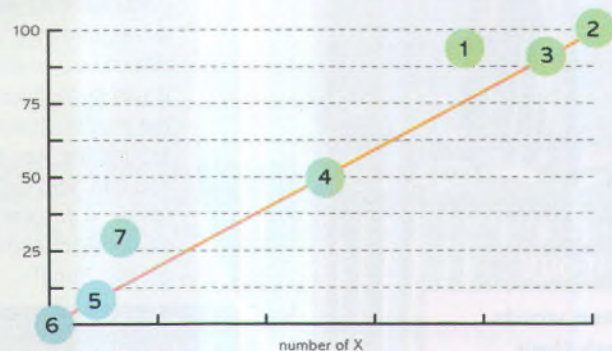
- 1 151                      a the size of France's ecological footprint in the 2012 HPI
- 2 105                      b the number of countries in the 2012 HPI
- 3 17                      c the number which means "the worst possible life" on the Ladder of Life
- 4 4.9                      d the average number of years a Japanese person will live
- 5 83.4                      e the percentage (%) of people who use 80 percent of the world's resources
- 6 0                      f the position of the U.S. in the 2012 HPI

**3** Choose the correct options.

- 1 What do we know about the 2012 Happy Planet Index?
- a It's the first time the report has been published.
- b It includes every country in the world.
- c It includes nearly everyone in the world.
- 2 What do we learn about big, wealthy countries?
- a They don't appear in the HPI.
- b The U.S. is the biggest and wealthiest country.
- c They aren't always the "happiest" countries.
- 3 According to the article, countries should use fewer resources if they want to be ...
- a fairer and wealthier                       b greener and fairer
- c wealthier and greener
- 4 Why do many Japanese people live longer?
- a They have healthier meals.                       b They don't have arguments.
- c They do sports every day.
- 5 How does "the Ladder of Life" measure happiness?
- a Happy people choose a higher step.
- b Only happy people can answer the question.
- c Happy people climb ladders better.

**4** Write the expressions from the article in the correct order on the graph. Write the numbers next to the expressions.

- 2                      all of X
- almost / nearly all of X
- (very) few of X / hardly any of X
- (around) half of X
- 1                      the majority of X / most of X
- the minority of X
- none of X



### Project

Write an article about what happiness means to you. Include the following information:

- Which people make you happy and why?
- What kind of place do you need to live in to be happy?
- Is money important for happiness? Why? / Why not?
- What else do you need to be happy?



www.cleaneasecampaign.org/great-pacific-garbage-patch

## THE GREAT PACIFIC GARBAGE PATCH



A

### 1 QUESTION: Where's the biggest garbage dump in the world?

**Answer:** It's in the North Pacific Ocean!

Incredibly, the Great Pacific Garbage Patch is bigger than the U.S. It was discovered in 1997 by Captain Charles Moore, who was sailing to California after a boat race. Moore told scientists that he'd seen millions of plastic bottles, bags, and other trash in the water. He later published articles about his experience, and even presented YouTube videos!

Scientists discovered that the plastic in the "Patch" was kept together by gyres, which are special kinds of ocean currents. A gyre moves in circles. It collects plastic in its centre and stops it from escaping. The plastic breaks into tiny parts, until it looks like "plastic soup"! Non-biodegradable materials, like metal and most kinds of plastic, aren't very environmentally friendly because they can last for hundreds of years.

### 2 QUESTION: How was the Great Pacific Garbage Patch created?

**Answer:** It was made by people like you and me!

Look around. How many plastic objects can you see right now? The average American uses around 190 pounds (86 kilograms) of plastic every year! Only around half of all plastic trash is buried in garbage dumps. Plastic trash which isn't buried often ends up in rivers and streams, and eventually reaches the ocean.

This plastic water pollution can hurt or kill sea animals, including endangered species. For example, rare loggerhead sea turtles sometimes eat plastic bags because they look like their favorite food, jellyfish.

Plastic is dangerous for us, too. It's eaten by fish, which we may then eat ourselves! Even more worryingly, plastic stops sunlight from reaching algae, which then dies. Algae are very useful because they absorb harmful carbon dioxide gases (a major cause of global warming), and they also make about 70 percent of all the oxygen we breathe.



B

### 3 QUESTION: How can we solve the problem?

**Answer:** We can't!

Unfortunately, experts have said that it would be impossible to "clean" the whole ocean. It's too big!

What we *can* do is teach people about the dangers of ocean trash. In 2010, David de Rothschild sailed from California to Australia in a boat which he called the *Plastiki*. It was made from 12,500 plastic bottles! The voyage was reported around the world and helped to publicize the problem.

You can help too, by making sure you *always* put your trash in a bin. Use less plastic if you can. For example, use paper bags instead of plastic bags, and don't buy chewing gum. Not many people know this, but it's also made from plastic. Yuck!



C

### Check it out!

Find these words and check their meaning.

ocean current  
non-biodegradable  
algae  
carbon dioxide  
voyage  
chewing gum

You could also organize a fundraising event at your school to collect money for environmental charities. Click [here](#) for details.





1 Quickly read the web page and match sections 1–3 to photos A–C.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_

2 Read the web page again. In which sections can you find these things or people? Write 1, 2, or 3. Then write the name of the thing or person.

a vehicle which is made from plastic: **3 the *Plastiki*** \_\_\_\_\_

1 a living thing which makes oxygen: \_\_\_\_\_

2 a sailor who traveled from the U.S. to Australia: \_\_\_\_\_

3 a sailor who made an interesting scientific discovery: \_\_\_\_\_

4 a food that is made from plastic: \_\_\_\_\_

5 another non-biodegradable material that isn't plastic: \_\_\_\_\_

6 an animal which looks like a plastic bag: \_\_\_\_\_

3 Read the article again. Answer the questions. Write full sentences.

Why was Captain Charles Moore sailing in the Pacific Ocean?

**He was sailing to California after a boat race.**

1 What are gyres?

2 How does our plastic trash reach the ocean?

3 What living things sometimes eat plastic trash? (List all the examples you find in the web page.)

4 How did the voyage on the *Plastiki* help?

5 How can student readers help?

4 Match words from list A with words from list B to make expressions from the article. Then use them to complete the sentences.

A endangered environmentally fund garbage global non-~~water~~

B biodegradable dump friendly ~~pollution~~ raising species warming

Plastic trash in the oceans is a kind of **water pollution**.

1 A \_\_\_\_\_ is a big collection of trash.

2 If something is \_\_\_\_\_, it's good for the environment.

3 The world is getting hotter as a result of \_\_\_\_\_.

4 \_\_\_\_\_ are very rare kinds of animals and birds that might disappear.

5 We organize \_\_\_\_\_ events so we can collect money and give it to a charity.

6 \_\_\_\_\_ materials like plastic, metal, and glass can last for hundreds of years.

### Project

Imagine that your school is going to organize a special fundraising event to collect money for an environmental charity called Save Our Seas! Design a poster advertising your event. Use an idea from the list and think about the following questions:

a school sale or fair a sponsored race or competition a student dance or movie night

- When and where is the event?
- What is the event? (Give details and try to make it sound exciting!)
- What are you raising money for? Why is it important?



**1A** What did Katy do at school yesterday? Find four more words in the puzzle and complete the education expressions.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| P | R | E | S | E | N | T | A | I | O |   |
| R | A | G | O | M | I | S | E | T | K | E |
| O | T | R | Q | E | M | I | S | D | E | J |
| J | E | A | Q | U | E | S | T | I | O | N |
| E | S | D | O | G | R | A | D | D | S | D |
| C | S | E | P | R | O | J | E | A | T | S |
| T | M | I | S | T | A | K | E | P | T | O |

Katy ...

passed her geography test.

- 1 answered a difficult \_\_\_\_\_ in English.
- 2 did a \_\_\_\_\_ on engineering in science.
- 3 only made one \_\_\_\_\_ on her math test.
- 4 got a good \_\_\_\_\_ for her French homework.

**1B** Complete the sentences. Use the letters in the gray boxes to complete the last sentence.

Peter used to get up at 7 to go to school. Now, he gets up at 6:30. He             be late! When he was a student, he             to talk with friends at lunch. Now he works. When he was a student, he                 wear what he liked. Now he dresses well. He                 use to do much homework in the evenings. Now he works weekends, too. But he won't have to take any tests this year. The students won't be                     to miss those! Peter is a                 h     r.

**2A** What did Harry do on vacation? Write his itinerary. Use between two and five words with the same color.

On Monday, Harry ate out.

Mon Tues Wed Thurs Fri Sat

|        |           |      |        |             |
|--------|-----------|------|--------|-------------|
| some   | a         | went | made   | spoke       |
| made   | ate       | took | hiking | got         |
| took   | a         | out  | rented | with        |
| was    | new       | took | some   | tour        |
| up     | pictures  | tour | people | sightseeing |
| modern | souvenirs | some | bike   | met         |

**2B** Someone's torn the hotel guest book! What did the visitors say? Use the verbs on the pieces of paper.

drop finish get laugh pick read

### The Cheap and Cheerful Hotel

The Thompsons, Maine, U.S.

"The restaurant was awful. The waiter dropped my pizza while he was carrying it! He then served me the pizza which he <sup>1</sup> \_\_\_\_\_ up from the floor!"

Fernando Gómez, Uruguay

"The room was incredibly dirty. While I <sup>2</sup> \_\_\_\_\_ dressed one morning, I saw a mouse! When I complained, the manager just <sup>3</sup> \_\_\_\_\_ at me!"

Nguyen Thi Phuong, Vietnam

"The staff were so rude! The hotel clerk <sup>4</sup> \_\_\_\_\_ a magazine when I arrived. She didn't stop. I had to wait until she <sup>5</sup> \_\_\_\_\_!"



**3A** Alex is sick! Find five more illnesses. Then label the picture.

cg h k o l d e a r a t h e e a r s a c h e s b a

Alex has a(n):  
headache

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

ake stom ach ach es o ar th ro te to th ach e fe ve r

a t fe e ve r he ad ach e ach y bac k to o th ach e cou ld

o f f bac k ach e he ad ach es o re th ro

**3B** Match a blue shape with a yellow shape to make sentences.

so much TV, I'd get more done!

I shouldn't drink more time on my homework.

I would feel so much soda.

late for school if I rode my bike.

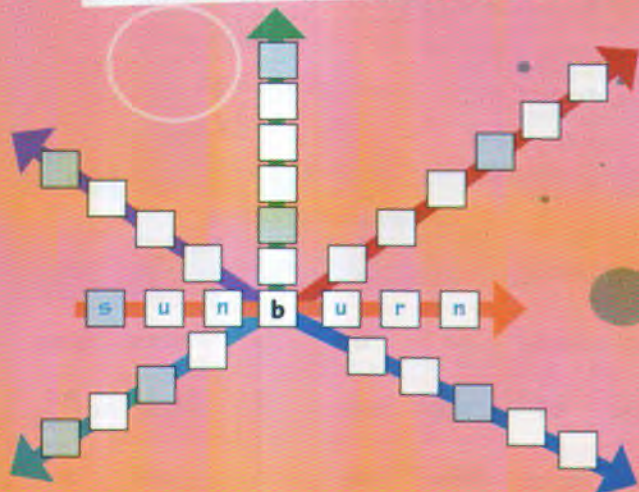
I should spend 'If I didn't watch

less tired if I went to bed earlier.

I wouldn't be

1 I shouldn't drink so much soda.

**4A** Read the sentences. Write the correct injury words in the word star. Then use the letters in the gray boxes to find out what all six of the injured people are.



- Elle didn't use sunscreen, so she got a **sunburn**.
  - Lee \_\_\_\_\_ his leg! Now he can't walk.
  - Ria \_\_\_\_\_ her arm and it went blue and green!
  - Jorge got a big \_\_\_\_\_ because his shoes hurt.
  - Scott \_\_\_\_\_ his hand on the camp fire.
  - Kiki got a lot of nasty mosquito \_\_\_\_\_.
- Elle, Lee, Ria, Jorge, Kiki, and Scott are all \_\_\_\_\_.

**4B** Copy the words with the same color. Reorder the words to make sentences.

|           |          |           |          |          |           |
|-----------|----------|-----------|----------|----------|-----------|
| movie     | 'I       | healthier | have     | 'If      | shouldn't |
| gotten    | done     | for       | better   | exercise | that      |
| shouldn't | my       | 'I'd      | argument | should   | have      |
| have      | have     | the       | watched  | if       | had       |
| have      | studied  | grocery   | with     | tests,   | more      |
| last      | terrible | done      | 'I       | 'I       | friend    |
| math      | felt     | grades    | an       | I'd      | I'd       |
| action    | I'd      | best      | shopping | year     | the       |

1 I shouldn't have watched that terrible action movie!



**5A** Help Prince Charming and Beauty to live happily ever after! Draw lines to connect the words and make sentences. You do not need to use every box.



| Prince Charming met Beauty. |                     |                   |         |                       |                      |            |
|-----------------------------|---------------------|-------------------|---------|-----------------------|----------------------|------------|
| Charming                    | broke               | up                | a       | date                  | <sup>2</sup> They    | out        |
| asked                       | Beauty              | out               | to      | a                     | started              | going      |
| divorced                    | fell                | <sup>1</sup> They | went    | on                    | <sup>3</sup> After a | few weeks, |
| and                         | <sup>6</sup> Beauty | Beauty            | with    | in                    | fell                 | they       |
| Charming                    | became              | to                | engaged | love                  | on                   | cheated    |
| got                         | married             | wedding           | got     | <sup>4</sup> Charming | had                  | love       |

They lived happily ever after.

**5B** Put dominoes together by matching the yellow sentences with the blue question tags.

|            |                                |              |                               |
|------------|--------------------------------|--------------|-------------------------------|
| START      | You're good at English         | will you?    | You were in town on Sunday,   |
| did you?   | You aren't enjoying this game, | weren't you? | You can wear jeans to school, |
| can't you? | You didn't walk here today,    | aren't you?  | You won't go out tonight,     |
| are you?   | END                            |              |                               |

**6A** Help Jenny investigate! Write the simple past of the verbs and complete the code.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
|   |   | c | d | e |   | i |   |
| ● | ▶ | ◊ | ≠ | ♪ | ○ | ♥ | ≈ |
| m |   | o |   | r | s | v | y |
| ♠ | ♣ | ◀ | ☀ | □ | ▣ | ◆ | 💡 |

**The Case of the Missing Sunglasses!**

When I  $\neq \square \diamond \blacktriangleleft \blacklozenge \blacktriangleright \blacktriangleright \blacktriangleright \blacktriangleright$  discovered my new sunglasses were lost, I was worried. I  $\square \blacklozenge \square \diamond \heartsuit \blacktriangleright$  <sup>1</sup> \_\_\_\_\_  $\circ \blacktriangleleft \square$  \_\_\_\_\_ them everywhere. I  $\blacktriangleright \blacklozenge \blacklozenge \blacktriangleleft \square \blacktriangleright \blacktriangleright$  <sup>2</sup> \_\_\_\_\_ everywhere! I asked my brother if he'd borrowed them, but he said "no." I  $\blacktriangleright \blacklozenge \blacklozenge \blacktriangleright \blacklozenge \blacktriangleright \blacktriangleright$  <sup>3</sup> \_\_\_\_\_ him – he's very honest! I saw my friend and I  $\blacktriangleright \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge$  <sup>4</sup> \_\_\_\_\_ my problem. She quickly  $\square \blacktriangleleft \blacklozenge \blacklozenge \blacklozenge \blacklozenge$  <sup>5</sup> \_\_\_\_\_ the mystery.

**Solution:** The glasses were  $\blacktriangleleft \blacklozenge$  \_\_\_\_\_  $\blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge$  \_\_\_\_\_!

**6B** Complete the sentences with a modal verb. Then read the clues and look at the map. Where is the bank robber?



The bank robber can't have left the street.  
 The café is closed, so he 'c \_\_\_\_\_' be there.  
 At 11 a.m., the stores 'm \_\_\_\_\_ not be busy. They aren't good places to hide.  
 He 'c \_\_\_\_\_' have crossed the road.  
 There isn't a crossing place.  
 He 'm \_\_\_\_\_ have walked past the museum – someone saw him.  
 He wants to hide. He 'm \_\_\_\_\_ prefer somewhere dark.  
 I know! He must be at the \_\_\_\_\_.



### 7A Find four objects for each material.

belt boots  
computer-screen envelope  
flower-vase knife magazine map  
motorcycle-jacket pants poster pajamas  
scissors sheets shoes soda can stove  
towel window  
wine-bottle

|         |                 |             |        |             |
|---------|-----------------|-------------|--------|-------------|
| glass   | computer screen | flower vase | window | wine bottle |
| cotton  | _____           | _____       | _____  | _____       |
| metal   | _____           | _____       | _____  | _____       |
| leather | _____           | _____       | _____  | _____       |
| paper   | _____           | _____       | _____  | _____       |

### 7B Complete the sentences with the simple present passive or simple past passive form of the verbs in parentheses. Guess the answers.

#### What is it?

- It belongs to you, but it's used (use) more by others. Your name!
- It can look like a beautiful girl or an ugly old man! It \_\_\_\_\_ (make) from glass.
  - Thousands of these \_\_\_\_\_ (break) this morning before they \_\_\_\_\_ (use).
  - These twins started life with fingers and thumbs, but they \_\_\_\_\_ (not give) bodies or heads!
  - Roads, rivers, and forests \_\_\_\_\_ (find) here, but no cars, water, or trees.

Answers: 1 a mirror 2 eggs 3 gloves 4 a map

### 8A Read the sentences.

Complete the crossword with the correct media verbs. Then use the gray letters to find out who Maria is.



A week in the life of a celebrity! This week, ...

- three magazines p... articles about Maria.
  - two chat show hosts i... her on TV.
  - she starts to a... her new book.
  - newspapers r... the news of her "surprise" engagement to another celebrity.
  - she asks a magazine to e... a picture of her.
  - thousands of new fans f... her on social media.
- Who's Maria? She's a \_\_\_\_\_!

### 8B Can you match the quotations with the famous movies? Then complete the reported speech.

*Finding Nemo Robocop Titanic The Wizard of Oz*

"Fish are friends, not food." The shark said that fish were friends, not food. Finding Nemo

- "I'm the king of the world!" Jack \_\_\_\_\_ he was the king of the world.
- "I'll get you ... and your little dog, too!" The witch told Dorothy that she would get \_\_\_\_\_ and \_\_\_\_\_ little dog, too.
- "Dead or alive, you're coming with me." A half-man half-robot told his enemy that, dead or alive, he \_\_\_\_\_ with \_\_\_\_\_.



## Unit 1

### Education

answer questions /ænsər 'kwɛstʃənz/  
 ask questions /æsk 'kwɛstʃənz/  
 be late /bi 'leɪt/  
 be on time /bi ɒn 'taɪm/  
 do a project /du ə 'prɒdʒekt/  
 do homework /du 'həʊmwɜ:k/  
 fail a test /feɪl ə 'test/  
 get a good grade /geɪ ə gʊd 'greɪd/  
 give a presentation /gɪv ə prɛzn'teɪʃn/  
 make mistakes /meɪk mɪ'steɪks/  
 pass a test /pæs ə 'test/  
 study for tests /stʌdi fɔ: 'tests/

### Nouns

acrobatics /ækroʊ'bæʃɪks/  
 after-school club /æftər'skʊl klʌb/  
 blackboard /'blæk'bɔ:rd/  
 circus /'sɜ:kəs/  
 clown /klaʊn/  
 community /kə'mju:nəti/  
 driver's education course /draɪvəz  
 ɛdʒə'keɪʃn kɔ:rs/  
 factory /'fæktəri/  
 fisherman /'fɪʃərmən/  
 frontier /frʌn'tɪr/  
 handwriting /'hændraɪtɪŋ/  
 logo /'ləʊgəʊ/  
 owner /'əʊnər/  
 participant /pɑ:rtɪ'sɪpənt/  
 pioneer /paɪə'nɪr/  
 program /'prəʊgrəm/  
 questionnaire /kwɛstʃə'nɛr/  
 reality show /ri'æləʃi ʃəʊ/  
 rule /ru:l/  
 self-confidence /self 'kɒnfədəns/  
 semester /sə'mɛstər/  
 Singapore /'sɪŋəpɔ:r/  
 state /steɪt/  
 stove /stəʊv/  
 talent /'tælənt/  
 teamwork /'ti:mwɜ:k/  
 technique /tek'nɪk/  
 unicycle /'ju:nəsaɪkl/  
 wagon /'wæɡən/  
 woodwork /'wʊdwɜ:k/

### Other verbs

feature /'fi:tʃər/  
 review /ri'vju:/  
 share /ʃɛr/  
 skip /skɪp/

### Adjectives

brand new /bræn 'nu/  
 invisible /ɪn'vɪzəbl/  
 one-wheeled /wʌn 'wi:ld/  
 proud /praʊd/  
 successful /sək'sesfl/

### Adverbs

probably /'prɒbəbli/  
 quite /kwaɪt/

## Unit 2

### Things to do on vacation

buy souvenirs /baɪ suvə'nɪrɪz/  
 eat out /ɪt 'aʊt/  
 go hiking /gəʊ 'haɪkɪŋ/  
 go sightseeing /gəʊ 'saɪtsi:ŋ/  
 meet new people /mi:t nu 'pi:pl/  
 rent a bike /rent ə 'baɪk/  
 sunbathe /'sʌnbæθ/  
 take a tour /teɪk ə 'tu:ə/

take pictures /teɪk 'pɪktʃəz/  
 visit a museum /vɪzɪt ə myu'ziəm/

### Nouns

amusement park /ə'myuzmənt park/  
 bake sale /'beɪk seɪl/  
 bear /ber/  
 brownie /'braʊni/  
 cupcake /'kʌpkɛɪk/  
 deer /dɪr/  
 fame /feɪm/  
 flute /flʊt/  
 iguana /ɪ'ɡwɑ:nə/  
 jungle /'dʒʌŋɡl/  
 marching band /'mɑ:rtʃɪŋ bænd/  
 miserable /'mɪzərəbl/  
 nightmare /'naɪtmɛr/  
 penguin /'peŋɡwən/  
 population /pɒpju'leɪʃn/  
 raincoat /'reɪnkəʊt/  
 reservation /rezə'veɪʃn/  
 roller coaster /'rəʊlə rəʊstər/  
 seafood /'si:fʊd/  
 seagull /'si:gəl/  
 species /'spi:ʃɪz/  
 survey /'sʌrveɪ/  
 tortoise /'tɔ:ɪs/  
 tragedy /'trædʒədi/  
 trash /træʃ/

### Other verbs

beat /bi:t/  
 fund-raise /'fʌnd reɪz/  
 inspire /ɪn'spaɪər/  
 wonder /'wʌndər/

### Adjectives

crowded /'kraʊdəd/  
 endangered /ɪn'deɪndʒəd/  
 entire /ɪn'taɪər/  
 extinct /ɪk'stɪŋkt/  
 giant /'dʒaɪənt/  
 lively /'laɪvli/  
 second-best /'sekənd best/  
 unforgettable /ʌnfər'ɡetəbl/  
 unwelcoming /ʌn'welkəmɪŋ/  
 welcoming /'welkəmɪŋ/

### Adverbs

enough /ɪ'nʌf/  
 nearly /'nɪrli/  
 properly /'prɒpərli/

## Review A

### Nouns

relative /'relətɪv/  
 wolf /wʊlf/

### Verbs

come over /kʌm 'əʊvər/  
 kayak /'kaɪæk/  
 sell out /sel 'aʊt/

### Adverbs

around /ə'raʊnd/

## Culture club A

### Nouns

balloon /bə'lʊn/  
 corn /kɔ:n/  
 feast /fi:t/  
 parade /pə'reɪd/  
 pumpkin /'pʌmpkɪn/  
 Puritan /'pyʊətɪn/  
 settler /'setlər/  
 Thanksgiving /θæŋks'gɪvɪŋ/

### Verbs

disagree /dɪsə'ɡri/

### Adjectives

wild /waɪld/

## Unit 3

### Illnesses

backache /'bækɛɪk/  
 cold /kəʊld/  
 cough /kɔ:f/  
 earache /'ɪrɛɪk/  
 fever /'fi:vər/  
 headache /'hedɛɪk/  
 rash /ræʃ/  
 relaxation /rɪ'læks'eɪʃn/  
 sore throat /sɔ: 'θrəʊt/  
 stomachache /'stʌməkɛɪk/  
 toothache /'tu:θɛɪk/

### Other nouns

brain /breɪn/  
 captain /'kæptən/  
 chemical /'kemɪkl/  
 concentration /kɒnsn'treɪʃn/  
 copy /kɒpi/  
 cream /kri:m/  
 fitness /'fɪtnəs/  
 haircut /'heɪkʌt/  
 honey /'hʌni/  
 icepack /'aɪspæk/  
 lozenge /'lʊzəndʒ/  
 matter /'mætər/  
 medication /medə'keɪʃn/  
 medicine /'medəsən/  
 mood /mu:d/  
 painkiller /'peɪnkɪlər/  
 pill /pɪl/  
 schedule /'skedʒəl/  
 shoulder /'ʃəʊldər/  
 space /speɪs/  
 stress /stres/  
 symptom /'sɪmptəm/  
 tip /tɪp/  
 treat /tri:t/

### Verbs

admire /əd'maɪər/  
 avoid /ə'vɔɪd/  
 impress /ɪm'pres/  
 manage /'mænɪdʒ/  
 stand /stænd/

### Adjectives

allergic /ə'lɜ:dʒɪk/  
 alone /ə'ləʊn/  
 anxious /'æŋkʃəs/  
 delighted /dɪ'laɪtəd/  
 family-sized /'fæməli saɪzd/  
 round-the-world /raʊnd ðə 'wɜ:ld/  
 sick /sɪk/  
 silly /'sɪli/  
 similar /'sɪmələr/  
 sympathetic /sɪmpə'θetɪk/

### Adverbs

actually /'æktʃʊəli/  
 halfway /'hæf'weɪ/  
 healthily /'helθəli/  
 totally /'təʊtəli/

## Unit 4

### Injuries

break your arm /breɪk jər 'ɑ:rm/  
 bruise your knee /brʊz jər 'ni/  
 burn your hand /bɜ:n jər 'hænd/  
 cut your finger /kʌt jər 'fɪŋgər/  
 get a blister /geɪ ə 'blɪstər/  
 get a sunburn /geɪ ə 'sʌnbɜ:n/



get an insect bite /geɪ ən'ɪnsɛkt baɪt/  
 graze your leg /greɪz jər 'leɪg/  
 hit your head /hɪt jər 'hed/  
 sprain your ankle /spreɪn jər 'æŋkl/

## Nouns

canyon /'kænyən/  
 confidence /'kɒnfɪdəns/  
 feeling /'fi:lɪŋ/  
 fence /fens/  
 firefighter /'faɪərfaɪtər/  
 flip-flop /'flɪp flɒp/  
 helicopter /'helɪkɒptər/  
 hiker /'haɪkər/  
 lawyer /'lɔ:ər/  
 owner /'əʊnər/  
 path /pæθ/  
 ranger /'reɪndʒər/  
 rock /rɒk/  
 rubble /'rʌbl/  
 sunset /'sʌnset/  
 wallaby /'wɒləbi/  
 wheelchair /'wi:lʃeər/

## Other verbs

escape /ɪ'skeɪp/  
 grade /greɪd/  
 hurry /'hʌri/  
 manage /'mænɪdʒ/  
 survive /sə'vaɪv/

## Adjectives

calm /kɑ:m/  
 depressed /dɪ'prest/  
 devastated /'devəsteɪtəd/  
 disabled /dɪs'eɪblɪd/  
 enormous /ɪ'nɔ:rnəs/  
 honest /'ɒnɪst/  
 magical /'mædʒɪkl/  
 unconscious /ʌn'kɒnʃəs/  
 unpopular /ʌn'pɒpjələ/

## Review B

### Nouns

lemon /'lemən/  
 umbrella /ʌm'brɛlə/

### Culture club B

#### Nouns

background /'bækgraʊnd/  
 bullying /'bʊlɪŋ/  
 insecurity /ɪn'sɪkjʊərəti/  
 record /'rekərd/  
 victim /'vɪktɪm/

#### Adverbs

confidently /'kɒnfədəntli/  
 emotionally /ɪ'mouʃənəli/  
 inside /ɪn'saɪd/  
 physically /'fɪzɪkli/

## Unit 5

### Relationships

ask someone out /æsk sʌmwʌn 'aʊt/  
 break up with someone /breɪk 'ʌp wɪð sʌmwʌn/  
 cheat on someone /'tʃi:t ɒn sʌmwʌn/  
 fall in love with someone /fɔ:l ɪn 'lʌv wɪð sʌmwʌn/  
 get divorced from someone /get də'vɔ:st frəm sʌmwʌn/  
 get engaged to someone /geɪ ɪn'geɪdʒd tə sʌmwʌn/  
 get married to someone /get 'mæriəd tə sʌmwʌn/  
 go on a date with someone /gou ɒn ə 'deɪt wɪð sʌmwʌn/

go out with someone /gou 'aʊt wɪð sʌmwʌn/  
 have an argument with someone /hʌv ɒn 'ɑ:ɡyʊmənt wɪð sʌmwʌn/

## Nouns

couple /'kʌpl/  
 date /deɪt/  
 downtown area /'daʊntaʊn eɪrɪə/  
 friendship /'frɛndʃɪp/  
 guest /ɡest/  
 guy /ɡaɪ/  
 jewelry /'dʒuəlri/  
 milkshake /'mɪlkʃeɪk/  
 model /'mɒdl/  
 moon /mun/  
 noodle /'nu:dl/  
 patron saint /peɪtrən 'seɪnt/  
 reaction /rɪ'ækʃn/  
 rose /rəʊz/  
 row /rəʊ/  
 skater /'skeɪtər/  
 storm /stɔ:rm/  
 togetherness /tə'ɡeðərnəs/  
 type /taɪp/  
 unity /'ju:nəti/  
 wedding /'wɛdɪŋ/

## Other verbs

spill /spɪl/  
 symbolize /'sɪmbəlaɪz/  
 trust /trʌst/

## Adjectives

busy /'bɪzi/  
 clumsy /'klʌmzi/  
 extreme /ɪk'stri:m/  
 fair /feər/  
 incredible /ɪn'kredəbl/  
 packed /pækt/  
 shocked /ʃɒkt/

## Adverbs

traditionally /trə'dɪʃənəli/  
 typically /'tɪpɪkli/

## Unit 6

### Investigation

believe /bɪ'li:v/  
 check /tʃɛk/  
 discover /dɪ'skʌvər/  
 explain /ɪk'spleɪn/  
 explore /ɪk'splɔ:r/  
 investigate /ɪn'vestəgeɪt/  
 prove /pru:v/  
 record /rɪ'kɔ:rd/  
 search for /sɔ:tʃ fɔ:r/  
 solve /sɒlv/

## Nouns

ant /ænt/  
 ape /eɪp/  
 calendar /'kæləndər/  
 cashier /kə'sjɪr/  
 climber /'klaɪmər/  
 costume /'kɒstəm/  
 disappearance /dɪsə'piərəns/  
 earthquake /'ɜ:θkweɪk/  
 engine /'endʒɪn/  
 fairy /'feəri/  
 fake /'feɪk/  
 fire /'faɪər/  
 footprint /'fʊtprɪnt/  
 formation /fɔ:'meɪʃn/  
 gorilla /gə'rɪlə/  
 hoop /hu:p/  
 journalist /'dʒɜ:nəlɪst/

legend /'ledʒənd/  
 manuscript /'mænyʊskrɪpt/  
 monument /'mɒnyəmənt/  
 mountaineer /maʊntn'ɪr/  
 mystery /'mɪstəri/  
 myth /mɪθ/  
 pilot /'paɪlət/  
 popcorn /'pɒpkɔ:rn/  
 pyramid /'pɪrəməɪd/  
 reporter /rɪ'pɔ:tər/  
 Rwanda /ru'ʌndə/  
 sasquatch /'sæskwɒtʃ/  
 shape /ʃeɪp/  
 sidewalk /'saɪdwɜ:k/  
 signal /'sɪgnəl/  
 skeptic /'skeptɪk/  
 staircase /'steɪkɪs/  
 statue /'stætʃu:  
 stone /stəʊn/  
 summit /'sʌmət/  
 temple /'tempəl/  
 theory /'θɪəri/  
 thief /θɪf/  
 truck driver /'trʌk draɪvər/  
 truth /tru:θ/

## Other verbs

attempt /ə'tempt/  
 crash /kræʃ/  
 hunt /hʌnt/  
 inspire /ɪn'spaɪər/  
 set off /set 'ɒf/  
 shock /ʃɒk/

## Adjectives

ancient /'eɪnʃənt/  
 authentic /ə'θentɪk/  
 Egyptian /ɪ'dʒɪptjən/  
 hairy /'heəri/  
 huge /hyudʒ/  
 man-made /mæn 'meɪd/  
 mysterious /mɪ'stɪriəs/  
 northern /'nɔ:ðərn/  
 scientific /saɪəntɪ'fɪk/  
 strange /streɪndʒ/  
 terrifying /'terəfaɪɪŋ/  
 underwater /ʌndə'wɔ:tər/  
 unlikely /ʌn'laɪkli/

## Adverbs

certainly /'sɜ:tənli/  
 clearly /'kɪrli/  
 definitely /'defənətli/  
 obviously /'ɒbvɪəsli/

## Review C

### Nouns

argument /'ɑ:ɡyʊmənt/  
 collector /kə'lektər/  
 detective /dɪ'tektɪv/  
 hot-air balloon /hɒt 'eər bə'lʌn/  
 meaning /'mi:nɪŋ/  
 Patois /'pætwɑ:/

### Adjectives

rare /rɛr/

### Verbs

campaign /kæm'peɪn/

### Culture club C

#### Nouns

aluminum /ə'lʌmənəm/  
 conspiracy /kən'spɪrəsi/  
 foil /fɔɪl/  
 instrument /ɪn'strəmənt/  
 spaceship /'speɪsfɪp/  
 studio /'stʊdiəʊ/



thought /θɔ:t/  
weather balloon /'weðər bəlun/

## Adjectives

unusual /ʌn'yuzuəl/

## Adverbs

secretly /'sɪkrətli/

## Unit 7

### Materials

cardboard /'kɑ:dbɔ:d/  
cotton /'kɒtn/  
denim /'denəm/  
glass /glæs/  
leather /'leðər/  
metal /'metl/  
paper /'peɪpər/  
plastic /'plæstɪk/  
wooden /'wudn/  
woolen /'wulən/

### Nouns

Antarctica /æn'tɑ:ktɪkə/  
arcade game /ɑ:'keɪd geɪm/  
atmosphere /'ætməsfɪr/  
Bangladesh /bæŋglə'deʃ/  
behavior /br'heɪvɪər/  
bottle bank /'bɒtl bæŋk/  
cattle /'kætl/  
chapel /'tʃæpl/  
cloth /klɒθ/  
coal /kəʊl/  
cream /kri:m/  
credit card /'kredɪt kɑ:d/  
debit card /'debɪt kɑ:d/  
emperor /'empərər/  
environmentalist /ɪnvaɪənməntlɪst/  
fossil fuel /fɒsl 'fyuəl/  
gadget /'gædʒɪt/  
global warming /gləʊbl 'wɔ:rnɪŋ/  
greenhouse gas /'grɪnhaʊs gæs/  
honey /'hʌni/  
litter /'lɪtər/  
manufacturer /mænɪə'fæktʃərə/  
mug /mʌg/  
oil /ɔɪl/  
planet /'plænət/  
polystyrene /pɒli'staɪrɪn/  
pyramid /'pɪrəˌmɪd/  
seal /si:l/  
snail /sneɪl/  
supply chain /sə'plaɪ tʃeɪn/  
turtle /'tɜ:tl/  
waste /weɪst/  
webcam /'webkæm/  
whale /weɪl/

### Verbs

activate /'æktəveɪt/  
convert /kən'veɜ:t/  
deforest /di'fɒrəst/  
dye /daɪ/  
harm /hɑ:m/  
manufacture /mænɪə'fæktʃər/  
pollute /pə'lut/  
recycle /ri'saɪkl/  
run out /rʌn 'aʊt/  
sew /su:  
shrink /fɹɪŋk/  
waste /weɪst/

### Other adjectives

ethical /'eθɪkəl/  
forgetful /fə'getfl/

green /grɪn/  
marine /mə'ri:n/  
sponsored /'spɒnsəd/

## Unit 8

### Media activities

advertise /'ædvɜ:təɪz/  
edit /'edɪt/  
follow /'fɒləʊ/  
interview /'ɪntəvju:  
present /prɪ'zent/  
publish /'pʌblɪʃ/  
report /rɪ'pɔ:t/  
review /ri'vju:  
share with /'ʃer wɪθ/  
update /ʌp'deɪt/

### Nouns

accuracy /'ækjərəsɪ/  
approach /ə'prəʊtʃ/  
award /ə'wɔ:d/  
brand name /'brænd neɪm/  
campus /'kæmpəs/  
decade /'dekeɪd/  
graphic novel /græfɪk 'nɒvl/  
librarian /laɪ'brerɪən/  
link /lɪŋk/  
market research /mɑ:kət 'rɪsɜ:tʃ/  
mayor /'meɪər/  
partying /'pɑ:ʃɪŋ/  
recommendation /rekəmə'n'deɪʃn/  
roommate /'rummeɪt/  
social issue /'səʊʃl ɪʃu/  
stereotype /'sterɪətaɪp/  
vlog /vlɒg/  
work experience /'wɜ:k ɪksprɪəns/

### Other verbs

borrow /'bɒrəʊ/  
cheer /tʃɪr/  
go viral /gəʊ 'vaɪrəl/  
impress /ɪm'pres/  
quit /kwɪt/  
sponsor /'spɒnsər/

### Adjectives

catchy /'kætʃi/  
cheerful /'tʃɪrfʊl/  
embarrassed /ɪm'bærəst/  
essential /ɪ'senʃl/  
extracurricular /ekstrəkə'rɪkjələ/  
interactive /ɪntər'æktɪv/

### Adverbs

luckily /'lʌkəli/

## Review D

### Nouns

copper /'kɒpər/  
critic /'krɪtɪk/  
razor /'reɪzər/  
saleswoman /'seɪlzwʊmən/  
software /'sɔ:ftweə/

## Culture club D

### Nouns

argument /'ɑ:ɡjəmənt/  
bill /bɪl/  
candle /'kændl/  
constitution /kənstə'tuʃn/  
harmonica /hɑ:'mɒnɪkə/  
lightning rod /'laɪtnɪŋ rɒd/  
tax /tæks/  
war /wɔ:r/

### Verbs

rise /raɪz/

### Adjectives

electrical /ɪ'lektɪkəl/  
independent /ɪn'dɪpəndənt/  
wealthy /'welθi/  
wise /waɪz/

### Adverbs

annually /'ænyuəli/

## Curriculum extra A

### Nouns

campaign /kæm'peɪn/  
heritage /'herɪtɪdʒ/  
Hindi /'hɪndi/  
linguist /'lɪŋɡwɪst/  
Mandarin /'mændərən/  
native language /neɪtɪv 'læŋɡwɪdʒ/  
qualification /kwɒləfə'keɪʃn/  
tribe /traɪb/

### Verbs

access /'ækses/  
die out /daɪ 'aʊt/

## Curriculum extra B

### Nouns

blood /blʌd/  
cancer /'kænsər/  
countryside /'kʌntrɪsaɪd/  
fresh air /frefʃ 'er/  
heart /hɑ:t/  
lung /lʌŋ/  
muscle /'mʌsl/  
obesity /əʊ'bisɪtɪ/  
oxygen /'ɒksɪdʒən/  
serotonin /serə'tɒnən/  
virus /'vaɪrəs/  
vitamin D /vaɪtəmə'n 'di/

### Verbs

shorten /'ʃɔ:tən/  
skate /skeɪt/

## Curriculum extra C

### Nouns

ecological footprint /ekələdʒɪkəl 'fʊtprɪnt/  
graph /græf/  
ladder /'lædə/  
life expectancy /'laɪf ɪkspek'teɪnsɪ/  
necessity /nə'sesəɪtɪ/  
poverty /'pɒvərɪtɪ/  
relationship /rɪ'leɪʃnʃɪp/  
resource /'rɪsɔ:s/

### Verbs

measure /'meɪʒər/  
score /skɔ:r/

### Adjectives

Caribbean /kə'rɪbiən/  
considerate /kən'sɪdərət/

## Curriculum extra D

### Nouns

algae /'ældʒi/  
carbon dioxide /kɑ:bən daɪ'ɒksaɪd/  
chewing gum /'tʃuɪŋ ɡʌm/  
dump /dʌmp/  
gyre /'dʒaɪər/  
jellyfish /'dʒelɪfɪʃ/  
ocean current /'əʊʃn kərənt/  
pound /paʊnd/

### Adjectives

non-biodegradable /nɒn baɪəʊdɪ'ɡreɪdəbl/



2<sup>nd</sup> edition

# Got it!

**3** Workbook

زبانگده اوس



[www.avasshop.ir](http://www.avasshop.ir)

Philippa Bowen  
Denis Delaney  
Bess Bradfield

**OXFORD**  
UNIVERSITY PRESS





# 1

## Grammar rules

### Permission: **can, could**

| Present                                      |  |       |
|--|--|-------|
| Affirmative                                  |  |       |
| I / you / he / she / it /<br>we / you / they | <b>can</b>                                   | come  |
| Negative                                     |  |       |
| I / you / he / she / it /<br>we / you / they | <b>can't</b>                                 | come  |
| yes / no questions                           |  |       |
| <b>Can</b>                                   | I / you / he / she / it /<br>we / you / they | come? |
| Past   |  |       |
| Affirmative                                  |  |       |
| I / you / he / she / it /<br>we / you / they | <b>could</b>                                 | come  |
| Negative                                     |  |       |
| I / you / he / she / it /<br>we / you / they | <b>couldn't</b>                              | come  |
| yes / no questions                           |  |       |
| <b>Could</b>                                 | I / you / he / she / it /<br>we / you / they | come? |

1 **Can** and **could** are modal verbs. All modal verbs follow the same rules:

- We only use one form for all persons.  
I **can** ask questions. She **can** ask questions.  
I **could** ask questions. She **could** ask questions.
- We do not add an **-s** to **can / could** with **he, she, or it**.  
He **can** wear sneakers.  
NOT He ~~can~~s wear sneakers.
- We always follow **can / could** with another verb in the base form.  
We **could use** calculators in math.  
NOT We ~~could to use~~ calculators in math.
- We make the negative of modal verbs with **-n't** (full form **not**).  
We **can't (cannot)** send texts.  
NOT We ~~don't can~~ send texts.  
We **couldn't (could not)** be late.  
NOT We ~~didn't could~~ be late.
- We form questions by putting the modal verb before the subject.  
**Can** you drink water in class?  
NOT Do you ~~can~~ drink water in class?  
**Could** you go on the school trip?  
NOT Did you ~~could~~ go on the school trip?

2 We use **can / can't** to talk about permission in the present.

I **can** stay up late during vacations.

(My parents give me permission to stay up late during vacations.)

I **can't** stay up late on school nights.

(My parents don't give me permission – I mustn't go to bed late on school nights.)

3 We use **could / couldn't** to talk about permission in the past.

My mom **could** ride her bike to school.

(Her parents gave her permission.)

My mom **couldn't** wear jeans to school.

(Her teachers didn't give her permission.)

### Permission: **be allowed to**

| Present                                      |   |
|--|---|
| Affirmative                                  | Negative                                      |
| I <b>am allowed to go</b>                    | I'm not <b>allowed to go</b>                  |
| you <b>are allowed to go</b>                 | you <b>aren't allowed to go</b>               |
| he / she / it <b>is allowed to go</b>        | he / she / it <b>isn't allowed to go</b>      |
| we / you / they <b>are allowed to go</b>     | we / you / they <b>aren't allowed to go</b>   |
| Past   |   |
| Affirmative                                  | Negative                                      |
| I <b>was allowed to go</b>                   | I <b>wasn't allowed to go</b>                 |
| you <b>were allowed to go</b>                | you <b>weren't allowed to go</b>              |
| he / she / it <b>was allowed to go</b>       | he / she / it <b>wasn't allowed to go</b>     |
| we / you / they <b>were allowed to go</b>    | we / you / they <b>weren't allowed to go</b>  |
| Future                                       |   |
| Affirmative                                  | Negative                                      |
| I <b>will be allowed to go</b>               | I <b>won't be allowed to go</b>               |
| you <b>will be allowed to go</b>             | you <b>won't be allowed to go</b>             |
| he / she / it <b>will be allowed to go</b>   | he / she / it <b>won't be allowed to go</b>   |
| we / you / they <b>will be allowed to go</b> | we / you / they <b>won't be allowed to go</b> |

Subject + **be + allowed to** + base form of the verb



- We use **am / is / are allowed to** to talk about permission in the present.  
I'm **allowed to** study with friends.
- We use **was / were allowed to** to talk about permission in the past.  
When we were little, we **weren't allowed to** play video games every day.
- We use **will / won't be allowed to** to talk about permission in the future.  
When I'm older, I'll **be allowed to** have a moped.  
He **won't be allowed to** have a party this summer.

(Student Book p.13)

- We use **used to** to talk about things that were true or happened regularly in the past.  
I **used to play** games every day when I was younger (*but I don't do this now*).  
My uncle **used to live** in San Francisco (*but he doesn't live there now*).
- We use **used to** for things that happened regularly in the past, but not for single actions.  
I **used to** practice the guitar every night. (*This happened regularly.*)  
NOT I **used to** practice the guitar yesterday.

(Student Book p.15)

## used to

| Affirmative                                  |                      |            |
|--|----------------------|------------|
| I / you / he / she / it /<br>we / you / they | <b>used to</b>       | study art. |
| Negative                                     |                      |            |
| I / you / he / she / it /<br>we / you / they | <b>didn't use to</b> | study art. |

Subject + 

|                        |
|------------------------|
| <i>used to</i>         |
| <i>didn't + use to</i> |

 + base form of the verb

| yes / no questions |  |                          |
|--------------------|--|--------------------------|
| <b>Did</b>         | I / you / he / she / it /<br>we / you / they | <b>use to</b> study art? |
| Short answers      |  |                          |
| Affirmative        |  |                          |
| Yes,               | I / you / he / she / it /<br>we / you / they | <b>did.</b>              |
| Negative           |  |                          |
| No,                | I / you / he / she / it /<br>we / you / they | <b>didn't.</b>           |

**Did** + 

|                         |
|-------------------------|
| subject + <b>use to</b> |
|-------------------------|

 + base form of the verb?

**Yes,** + 

|         |
|---------|
| subject |
|---------|

 + **did.**

**No,** + 

|         |
|---------|
| subject |
|---------|

 + **didn't.**

- In affirmative sentences, we use **used to** + the base form of the verb.  
I / She / We **used to watch** cartoons.
- In negative sentences, we use **didn't use to** + the base form of the verb.  
I / She / We **didn't use to like** science class.
- In questions, we use **Did** + subject + **use to** + the base form of the verb.  
**Did** you / she / we **use to study** in the library?

## Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

### Education

- answer questions \_\_\_\_\_
- ask questions \_\_\_\_\_
- be late \_\_\_\_\_
- be on time \_\_\_\_\_
- do a project \_\_\_\_\_
- do homework \_\_\_\_\_
- fail a test \_\_\_\_\_
- get a good grade \_\_\_\_\_
- give a presentation \_\_\_\_\_
- make mistakes \_\_\_\_\_
- pass a test \_\_\_\_\_
- study for tests \_\_\_\_\_

### Check it out!

- clown \_\_\_\_\_
- community \_\_\_\_\_
- handwriting \_\_\_\_\_
- pioneer \_\_\_\_\_
- reality show \_\_\_\_\_
- stove \_\_\_\_\_
- teamwork \_\_\_\_\_
- unicycle \_\_\_\_\_

### Learn it, use it!

- Can you / we ...? \_\_\_\_\_
- Yes, we / you can. / No, we / you can't. \_\_\_\_\_
- Could you ...? \_\_\_\_\_
- Yes, I could. / No, I couldn't. \_\_\_\_\_
- Are you / we allowed to ...? \_\_\_\_\_
- Yes, we / you are. / No, we / you aren't. \_\_\_\_\_
- Were you / we allowed to ...? \_\_\_\_\_
- Yes, we / you were. / No, we / you weren't. \_\_\_\_\_

(Student Book pp.12, 10, 16, 14)



# 1 Exercises

## Vocabulary

### Education

1 Circle the word or expression which does not belong.

- get a good / bad / well grade
- 1 be late / on time / o'clock
- 2 a homework / test / presentation
- 3 ask / say / answer a question
- 4 do mistakes / homework / projects
- 5 pass / make / fail a test

2 Complete the sentences with the verbs in the box. Use each verb only once.

ask be do get give make pass study

### Study tips from students



#### Ricardo

If you find it difficult to <sup>3</sup> \_\_\_\_\_ on time for class, use an alarm on your cell phone.

#### Tara

Don't feel too bad when you <sup>4</sup> \_\_\_\_\_ a mistake. It's normal. Everyone makes them sometimes!

#### Nathaniel

Study \_\_\_\_\_ for tests in a quiet place. Not in front of the TV!

#### Valerie

When you <sup>1</sup> \_\_\_\_\_ a long project, plan your ideas before you start writing.

#### Bella

When you <sup>2</sup> \_\_\_\_\_ a presentation to the class, don't read from your notes. Look up. Smile, if you can!

#### Zeke

<sup>5</sup> \_\_\_\_\_ your teacher a question if you don't understand something. It's not "stupid." It's the smart way to learn.

#### Mercedes

Think about the "bigger picture." Sure, it's important to <sup>6</sup> \_\_\_\_\_ good grades and <sup>7</sup> \_\_\_\_\_ tests. But it's also important to be happy. 😊

## Grammar

### Permission: can, could

3 Complete the sentences with *can*, *can't*, *could*, or *couldn't* and the verbs in parentheses.

- I'm sorry, this is a school sports field. You can't walk your dog here. (walk)
- 1 The museum is open now, so we \_\_\_\_\_ in. (go)
- 2 He \_\_\_\_\_ this movie – he's too young. (watch)
- 3 I \_\_\_\_\_ out until nine o'clock when I was young, but I couldn't be late! (stay)
- 4 No, I'm sorry, you \_\_\_\_\_ your dictionaries on the test. (use)
- 5 A few years ago, students \_\_\_\_\_ sneakers to school, but now they aren't allowed. (wear)
- 6 When I was 6, I \_\_\_\_\_ my mom's laptop – she was worried I might break it. (use)

4 Read the information about White Woods School in the 1930s and now. Then complete the sentences with *can* / *can't* or *could* / *couldn't* and a verb if necessary.

### White Woods School Rules

|                             | 1930s | Now |
|-----------------------------|-------|-----|
| Leave school at lunchtime   | x     | ✓   |
| Boys and girls sit together | x     | ✓   |
| Ask questions in class      | ✓     | ✓   |
| Girls wear pants to school  | x     | ✓   |
| Eat during classes          | x     | x   |

In the 1930s, students couldn't leave the school at lunchtime, but now they can.

- 1 Now boys and girls \_\_\_\_\_ together, but they \_\_\_\_\_ in the 1930s.
- 2 Students in the 1930s \_\_\_\_\_ questions in class, and they still \_\_\_\_\_ now.
- 3 Girls \_\_\_\_\_ pants to school today, but they \_\_\_\_\_ in the 1930s.
- 4 Students in the 1930s \_\_\_\_\_ during classes, and they still \_\_\_\_\_ now.



## Permission: *be allowed to*

### 5 Correct the mistakes in bold in the sentences below.

Teresa is only 5, so she **doesn't allowed to go out** on her own. isn't allowed to go out

- You **won't allowed to go** on vacation next year.  
\_\_\_\_\_
- My little brother **isn't allowed ride** to the park alone. \_\_\_\_\_
- When Ed was younger, he **didn't allowed to make** his own breakfast. \_\_\_\_\_
- I hope I **be allowed to come** to your party next week. \_\_\_\_\_
- Students **not allowed to wear** sunglasses in class. \_\_\_\_\_
- When we were young, we **wasn't allowed to stay up** late. \_\_\_\_\_

### 6 Read about David Chan. Then complete the article with the correct form of *be allowed to* and the verbs in parentheses.

David Chan moved to New York City five years ago from a small town in China. "When I lived in China, I was allowed to do (do) a lot of things on my own because my town was pretty safe. When I first came to New York, it was difficult because I <sup>1</sup> \_\_\_\_\_ (not walk) to school without an adult. And my friends <sup>2</sup> \_\_\_\_\_ (not play) in the streets because their parents thought it was dangerous." Things are easier now. "Now that I'm older, I <sup>3</sup> \_\_\_\_\_ (meet) my friends after school and go to their houses. We <sup>4</sup> \_\_\_\_\_ (not go) out at night yet, which is a bit annoying!" David will be 15 next month, so he thinks his parents will relax. "I hope I <sup>5</sup> \_\_\_\_\_ (go) to the movies with my friends. But I think I probably <sup>6</sup> \_\_\_\_\_ (not have) parties until I'm older!"



## used to

### 7 Complete the dialogue with the correct form of *used to* and the verbs in parentheses, or short answers.

Caleb Did you use to walk (walk) to school?

Grandma Yes, I did. I <sup>1</sup> \_\_\_\_\_ (live) about 3 km away from the school, and my brother and I <sup>2</sup> \_\_\_\_\_ (walk) there and back every day.

Caleb Wow! <sup>3</sup> \_\_\_\_\_ (feel) tired?

Grandma Yes, sometimes we <sup>4</sup> \_\_\_\_\_! It wasn't much fun when it rained.

Caleb What <sup>5</sup> \_\_\_\_\_ (do) after school?

Grandma Well, we <sup>6</sup> \_\_\_\_\_ (not go) online! We <sup>7</sup> \_\_\_\_\_ (read) comics or play games.

Caleb Really? <sup>8</sup> \_\_\_\_\_ (get) bored?

Grandma No, we <sup>9</sup> \_\_\_\_\_. Well, not very often, anyway! We <sup>10</sup> \_\_\_\_\_ (have) a lot of fun.

## Round-up

### 8 Complete the blog post with the verbs in the box.

are allowed to use   can't fly   could choose   couldn't go  
didn't use to like   used to be   use to dream   used to have  
will be allowed to fly   won't be allowed to become

#### Day Four at Space Camp, by Keira Marsh

I used to be fascinated by space when I was little. I <sup>1</sup> \_\_\_\_\_ dolls or toy animals like the other kids. I <sup>2</sup> \_\_\_\_\_ a lot of space stuff in my room, from posters to plastic spaceships! I <sup>3</sup> \_\_\_\_\_ to space camp last year because I was too young, but now I'm here - and it's amazing!

Obviously, students at space camp <sup>4</sup> \_\_\_\_\_ a spaceship, but we <sup>5</sup> \_\_\_\_\_ a machine called a "space simulator," which feels like the real thing. Last night, we <sup>6</sup> \_\_\_\_\_ whether to watch the stars with a telescope, or see a 4D space movie. All the activities here are so cool.

Sadly, I probably <sup>7</sup> \_\_\_\_\_ a NASA astronaut because I'm terrible at science (most NASA astronauts have a math, science, or engineering degree). But who knows? Maybe in 50 years, "ordinary people" like you and me <sup>8</sup> \_\_\_\_\_ into space as tourists!

What did you <sup>9</sup> \_\_\_\_\_ of doing when you were little?



## Discussing rules

- 1 Phoebe and James are talking about how strict their parents are. Choose the correct answers.



**Phoebe** How strict are your parents? <sup>(Are)</sup> Were you allowed to go to bed when you want?

**James** No way! I have to go to bed at 10 p.m. What about you?

**Phoebe** <sup>1</sup> I / I'm allowed to decide when I go to bed – it's my choice.

**James** You're lucky. And <sup>2</sup> can / could you have friends over when you want?

**Phoebe** Yes, I <sup>3</sup> can / could. What about you?

**James** I'm allowed <sup>4</sup> have / to have friends round, but I have to ask permission first.

**Phoebe** What about when you were younger? When <sup>5</sup> was / were you allowed to go to stores on your own for the first time?

**James** I think I was about 9. But I <sup>6</sup> can / could only go to the store just down the road then. What about you? When <sup>7</sup> can / could you first go to stores without your parents?

**Phoebe** I think I <sup>8</sup> am / was first allowed to go out alone when I was 10.

## 2 Write the questions in the correct order.

1 you / at 16 / can / leave / in Canada / school ?

Can you leave school at 16 in Canada?

2 go home / are / to / for lunch / allowed / you ?

3 stay up / could / late / when / you were 10 / you ?

4 choose / can / to / what subjects / you / study / at your school ?

5 allowed / you / go out / to / when / alone / were / you were 8 ?

## 3 Match questions 1–5 in exercise 2 with answers a–e.

- a No, I wasn't. \_\_\_      d No, we can't. \_\_\_  
b No, we couldn't. \_\_\_      e Yes, I am. \_\_\_  
c Yes, you can. 1

- 4 Ben became a famous actor when he was 10! He doesn't go to school, but he studies while he's filming. Write questions to complete the dialogue with Carla, a reporter.



**Carla** choose when to start lessons each day?

Can you choose when to start lessons each day?

**Ben** Yes, I can. Sometimes I study at night!

**Carla** study what you like?

1

**Ben** No, I'm not. I study the same subjects as other high school students.

**Carla** miss exams?

2

**Ben** No, I can't. I still need to pass tests and get good grades. I don't know if I'll be a famous actor forever!

**Carla** when younger – go to Hollywood parties?

3

**Ben** No, I wasn't. I was too young!

**Carla** have your own parties?

4

**Ben** Yes, I could, but only if I'd worked hard!

## 5 Write two more questions for Ben, and write his answers. Use the ideas below or your own ideas.

- take a day off if you're sick?
- eat and drink in class?
- choose your own teacher?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



http://www.familyhistories-familystories.org

## What was life like for your grandparents?



Grandma Rhea was born into a very poor family in India. Only boys in her family could go to school

because books were expensive. Girls weren't allowed to go, so Rhea helped her mother at home instead. But Rhea was ambitious, and she wanted to be a teacher! She used to study with her brothers in her free time. Eventually, Rhea moved to the U.S. and she got a job in a factory there. She sent money to her parents every month, and saved for college, too. She passed her college exams when she was 29, and later taught math in high school. She's very inspiring to me, because she never gave up on her dreams!

**Vijay**



My grandpa Bill got good grades at school, but he preferred playing sports to studying, and he left

school as soon as he could. He helped in his parents' store for a few years, but he didn't use to enjoy it very much! When he was 18, he joined the Navy. He went around the world on ships. Sailors were often allowed to stay in each new city for a few days, which was great for my grandpa. He often used to travel during this time, to see as much of each country as he could. He told me that traveling was his "college"! Grandpa has inspired me to travel, too, one day, but my parents won't allow me to travel alone yet!

**Ada**



My grandma Carmen lived with her aunt and uncle on a farm in Mexico because her mom and dad died

when she was young. She used to be a lazy student! She was often late for class, and she didn't use to do her homework. She loved helping with the farm animals instead. She wanted to leave school early, but she wasn't allowed to. Her aunt and uncle said that if she studied hard and got college qualifications, she could be a vet and help sick animals. They inspired Carmen, who later got excellent test scores in college. She loves her job as a vet, and she often tells me it's important to choose a job I love, too!

**Rafael**

### Reading

#### 1 Read the article. Then write *Rhea*, *Bill*, or *Carmen*.

Who ...  
couldn't leave school when they wanted to?

Carmen

- 1 couldn't go to school? \_\_\_\_\_
- 2 enjoyed discovering new places? \_\_\_\_\_
- 3 studied with relatives? \_\_\_\_\_
- 4 didn't live with their parents? \_\_\_\_\_
- 5 never went to college? \_\_\_\_\_
- 6 didn't use to be a good student? \_\_\_\_\_

#### 2 Read the article again. Answer the questions.

Why didn't Rhea use to go to school?

Girls in her family weren't allowed to go to school.

- 1 How did Rhea pay for college?  
\_\_\_\_\_
- 2 Why didn't Bill want to carry on working in the store?  
\_\_\_\_\_
- 3 How is Ada similar to her grandfather?  
\_\_\_\_\_

- 4 What did Carmen use to enjoy doing when she was young?  
\_\_\_\_\_

- 5 What wouldn't her aunt and uncle allow her to do?  
\_\_\_\_\_

### Writing

#### 3 Write a short article about one of your grandparents or older relatives for the Family Histories website. Write about what their life used to be like when they were young, and what they were and weren't allowed to do. If you aren't sure, you can invent the information! You can use the questions below to give you ideas.

- Where did he / she use to live and who did he / she live with?
- What did she used to enjoy / hate doing?
- Did he / she use to like school? Why? / Why not?
- At what age did he / she leave school? What did he / she do next?
- What is interesting or inspiring about this person?



## Past perfect

### Affirmative and negative

| Affirmative             |                       |
|-------------------------|-----------------------|
| Full forms              | Short forms           |
| I <b>had arrived</b>    | I'd <b>arrived</b>    |
| you <b>had arrived</b>  | you'd <b>arrived</b>  |
| he <b>had arrived</b>   | he'd <b>arrived</b>   |
| she <b>had arrived</b>  | she'd <b>arrived</b>  |
| it <b>had arrived</b>   | it'd <b>arrived</b>   |
| we <b>had arrived</b>   | we'd <b>arrived</b>   |
| you <b>had arrived</b>  | you'd <b>arrived</b>  |
| they <b>had arrived</b> | they'd <b>arrived</b> |

Subject + **had ('d)** + past participle of the verb

| Negative                    |                            |
|-----------------------------|----------------------------|
| Full forms                  | Short forms                |
| I <b>had not arrived</b>    | I <b>hadn't arrived</b>    |
| you <b>had not arrived</b>  | you <b>hadn't arrived</b>  |
| he <b>had not arrived</b>   | he <b>hadn't arrived</b>   |
| she <b>had not arrived</b>  | she <b>hadn't arrived</b>  |
| it <b>had not arrived</b>   | it <b>hadn't arrived</b>   |
| we <b>had not arrived</b>   | we <b>hadn't arrived</b>   |
| you <b>had not arrived</b>  | you <b>hadn't arrived</b>  |
| they <b>had not arrived</b> | they <b>hadn't arrived</b> |

Subject + **had not (hadn't)** + past participle of the verb

- We make the affirmative with **had ('d)** + the past participle of the verb.  
I **had visited** the museum before.  
They'd **eaten** out every night.
- We make the negative with **had not (hadn't)** + the past participle of the verb.  
We **had not taken** any photos.  
NOT We did not taken any photos.  
The train **hadn't left**.  
NOT The train didn't left.
- We usually use the short forms **'d** and **hadn't** in spoken and informal written English. In formal written English, the full forms are **had** and **had not**.

- We use the past perfect for an action or situation that happened before another action or situation in the past.

He arrived late because he **had missed** the bus.  
(He missed the bus, so he arrived late.)

When I got to the movie theater, the movie **had started**.

(The movie started before I got to the movie theater.)

- We also use the past perfect for an action or situation that happened before a specific moment in the past.

**By the end of the week**, I **had seen** everything.  
We **had finished** the tour **by two o'clock**.

### Watch out!

**Remember that many common verbs have irregular past participle forms.**

She had **spent** the summer in Cancun.

We'd **met** in New York.

She had not **seen** the sea before.

They hadn't **bought** any souvenirs.

See the inside back cover for a list of irregular verbs.

### Watch out!

**Note the difference between *had gone* and *had been*.**

He didn't come to the party because he **had gone** to the U.S. on vacation.

(He was still in the U.S.)

He bought all his friends American flag souvenirs because he **had been** to the U.S. on vacation.

(He wasn't in the U.S. any more.)

## Past perfect / Simple past

After we **had arrived** at the hotel, we **had** dinner.

### Past perfect

After we **had arrived** at the hotel, ...

### Simple past

... we **had** dinner.

- We can use the past perfect and simple past together to talk about events in the past.
- We use the simple past to talk about an event or situation in the past.  
We **had** dinner.



- 3 We use the past perfect to talk about an event or situation that happened before that event or situation.

After we **had arrived at the hotel**, we **had** dinner.  
(We arrived at the hotel. Then we had dinner.)

By the time we **found** the campsite, we **had walked** all day.

(We walked all day. Then we found the campsite.)

- 4 We often use time words such as **when**, **after**, and **by the time** in sentences with the past perfect and simple past.

**When** we **arrived** at the party, our friends **had left**.  
(Our friends left. Then we arrived at the party.)

**After** she **had explored** the city, she **took** a rest.  
(She explored the city. Then she took a rest.)

**By the time** it **got** dark, we **had finished** our bike ride.

(We finished our bike ride. Then it got dark.)

### Watch out!

Compare these sentences with **when**.

When we **went** into town, it **started** raining.

(First we went into town. Then it started raining.)

When we **went** into town, it **had started** raining.

(First it started raining. Then we went into town.)

(Student Book p.21)

## Past narrative tenses

We **saw** Jessica. She **was sunbathing**.  
She **had fallen** asleep!

### Simple past

We **saw** Jessica.

### Past progressive

She **was sunbathing**.

### Past perfect

She **had fallen** asleep!

- We use different tenses (simple past, past progressive, and past perfect) to show when different past events and situations happened.
- We use the simple past for the main events of the story.  
We **saw** Jessica.
- We use the past progressive for events or situations that continued while the main events happened.  
She **was sunbathing**.  
(She'd started sunbathing before we saw her, and she continued sunbathing after we'd seen her.)

- 4 We use the past perfect for an event or situation that happened before an earlier event or situation.

She **had fallen** asleep.

(Jessica started sunbathing. Then she fell asleep.)

- 5 We often use time words such as **when**, **while**, **after**, and **by the time** in sentences with past narrative tenses.

I was walking home **when** I saw them.

Desi called **while** I was listening to music.

**By the time** we arrived, the concert had started.

(Student Book p.23)

### Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

#### Things to do on vacation

buy souvenirs \_\_\_\_\_

eat out \_\_\_\_\_

go hiking \_\_\_\_\_

go sightseeing \_\_\_\_\_

meet new people \_\_\_\_\_

rent a bike \_\_\_\_\_

sunbathe \_\_\_\_\_

take a tour \_\_\_\_\_

take pictures \_\_\_\_\_

visit a museum \_\_\_\_\_

#### Check it out!

amusement park \_\_\_\_\_

cupcake \_\_\_\_\_

extinct \_\_\_\_\_

flute \_\_\_\_\_

fundraising \_\_\_\_\_

iguana \_\_\_\_\_

population \_\_\_\_\_

roller coaster \_\_\_\_\_

seafood \_\_\_\_\_

species \_\_\_\_\_

#### Learn it, use it!

What was it like? \_\_\_\_\_

It was very boring / exciting / relaxing. \_\_\_\_\_

\_\_\_\_\_

The people were very friendly / unwelcoming. \_\_\_\_\_

\_\_\_\_\_

It was too crowded / expensive / far / small. \_\_\_\_\_

\_\_\_\_\_

It was so cold / cool / rainy. \_\_\_\_\_

\_\_\_\_\_

It wasn't big / hot / lively / warm enough. \_\_\_\_\_

\_\_\_\_\_

(Student Book pp.20, 18, 24, 22)



## Vocabulary

## Things to do on vacation

## 1 Complete the vacation expressions.

## My favorite vacation activities, by Leroy Warner



- I always <sup>1</sup>visit \_\_\_\_\_ one or two <sup>2</sup>museums \_\_\_\_\_ because I love learning!
- I like to <sup>3</sup>g \_\_\_\_\_ s \_\_\_\_\_ and look at all the interesting local buildings and other attractions.
- When it's hot, I like to lie on the beach and <sup>4</sup>s \_\_\_\_\_ – but not for too long!
- In the evening, I like to <sup>5</sup>e \_\_\_\_\_ o \_\_\_\_\_ and try the local food.
- I <sup>6</sup>t \_\_\_\_\_ a lot of p \_\_\_\_\_ with my cell phone. Who needs a camera?!
- I like to <sup>7</sup>b \_\_\_\_\_ s \_\_\_\_\_, so that I can take a few things home to remember my vacation.
- I often <sup>8</sup>t \_\_\_\_\_ a t \_\_\_\_\_ around a city with a guide. It's a great way to get to know a place! It's a good way to <sup>9</sup>m \_\_\_\_\_ new p \_\_\_\_\_ too – and even make friends!
- Sometimes I want to get some exercise! If I've brought my walking boots, I like to <sup>10</sup>g \_\_\_\_\_ h \_\_\_\_\_ in the countryside. Or sometimes I <sup>11</sup>r \_\_\_\_\_ a b \_\_\_\_\_ and explore the area on two wheels!

## Grammar

## Past perfect

## 2 Complete the sentences with the past perfect form of the verbs in parentheses.

- I wasn't tired because I **had slept** \_\_\_\_\_ on the plane. (sleep)
- 1 We couldn't eat out because we \_\_\_\_\_ all our money. (spend)
  - 2 I was nervous because I \_\_\_\_\_ surfing before. (not try)
  - 3 I opened my bag to get my passport, but I \_\_\_\_\_ to bring it! (forget)
  - 4 Ali didn't come out with us because he \_\_\_\_\_ the movie before. (see)
  - 5 I couldn't go on the boat tour because I \_\_\_\_\_ a ticket. (not buy)

## 3 Complete the text with the past perfect form of the verbs in the box.

forget ~~have~~ learn not come not think  
not unpack swim win write

Izzy arrived home after a vacation in Rio de Janeiro. She **'d had** \_\_\_\_\_ a great time. She <sup>1</sup> \_\_\_\_\_ in the ocean, and she <sup>2</sup> \_\_\_\_\_ how to fly a paraglider. She <sup>3</sup> \_\_\_\_\_ about her job at the bank at all! When she opened the door, there was no one home. Her roommates <sup>4</sup> \_\_\_\_\_ home from work yet. She started to feel sad, but then she saw a letter with the word "Competition" on it. She <sup>5</sup> \_\_\_\_\_ a travel story for a competition a few months earlier, but she <sup>6</sup> \_\_\_\_\_ all about it! Izzy read the letter and smiled. She <sup>7</sup> \_\_\_\_\_ first prize – a two-week vacation in Hawaii! By the time her friends came home, she still <sup>8</sup> \_\_\_\_\_ her backpack, but she HAD booked her next vacation!



## Past perfect / Simple past

## 4 Write the actions in the sentences in the correct order. Use the simple past for both actions.

- By the time I arrived, the tour bus had left.
- 1 **The tour bus left.** \_\_\_\_\_
  - 2 Then **I arrived.** \_\_\_\_\_
- A When we had packed our backpacks, we made our sandwiches.
- 1 \_\_\_\_\_
  - 2 Then \_\_\_\_\_
- B I felt better after I had moved out of the sun.
- 1 \_\_\_\_\_
  - 2 Then \_\_\_\_\_
- C I didn't buy souvenirs because I had left my wallet at home.
- 1 \_\_\_\_\_
  - 2 So \_\_\_\_\_
- D I went to bed as soon as I'd gotten back to my hotel room.
- 1 \_\_\_\_\_
  - 2 Then \_\_\_\_\_



**5 Complete the e-mail with the correct simple past or past perfect form of the verbs in parentheses.**

From: Max \_\_\_\_\_

Hi there! I arrived (arrive) home last night after a vacation in San Francisco. I <sup>1</sup> \_\_\_\_\_ (not be) there before, so I <sup>2</sup> \_\_\_\_\_ (feel) excited to be there! We <sup>3</sup> \_\_\_\_\_ (stay) in a great hotel, and it wasn't too expensive because my parents <sup>4</sup> \_\_\_\_\_ (book) it online before we left home. Pretty much as soon as we <sup>5</sup> \_\_\_\_\_ (arrive), we <sup>6</sup> \_\_\_\_\_ (go) sightseeing – there's so much to see! And after we <sup>7</sup> \_\_\_\_\_ (take) a tour on one of the famous streetcars, we <sup>8</sup> \_\_\_\_\_ (walk) across the beautiful Golden Gate Bridge – you know, the one you see in all the pictures, like this one! Unfortunately this isn't my photo. I <sup>9</sup> \_\_\_\_\_ (not take) any pictures because I <sup>10</sup> \_\_\_\_\_ (leave) my phone on the plane. I know, I know – I lose everything ... 😊



**7 Complete the mini narratives. Use the verb in parentheses three times. Use the simple past, past progressive, and past perfect forms in each story.**

I walked home. While I was walking, I saw a famous soccer star! As soon as he 'd walked past, I messaged all my friends. (walk x 3)

- 1 While I \_\_\_\_\_ in the sea, I saw a shark! I \_\_\_\_\_ as fast I could. After I \_\_\_\_\_ to the beach, I screamed and called the coast guard. (swim x 3)
- 2 I felt sick because I \_\_\_\_\_ snacks all day! That night, my family \_\_\_\_\_ out at a world-famous restaurant. While my parents \_\_\_\_\_ the most amazing food I'd ever seen, I could only manage a salad! (eat x 3)

**Round-up**

**8 Complete the story with the correct simple past, past progressive, or past perfect form of the verbs in parentheses.**



Nadia arrived [arrive] home at five o'clock. It <sup>1</sup> \_\_\_\_\_ [rain] and she was wet – and very upset. She'd had a terrible day. It was her birthday, but her friends <sup>2</sup> \_\_\_\_\_ [not remember]! Nadia just wanted to eat ice cream, watch TV, and try to forget everything. She <sup>3</sup> \_\_\_\_\_ [put] her key in the door, but it was already open. She was sure she <sup>4</sup> \_\_\_\_\_ [lock] it that morning. She <sup>5</sup> \_\_\_\_\_ [go] in, then stopped. Just after she <sup>6</sup> \_\_\_\_\_ [walk] into the hall, she heard a noise coming from the living room. Maybe somebody <sup>7</sup> \_\_\_\_\_ [hide] there in the dark right now! While she <sup>8</sup> \_\_\_\_\_ [open] the living room door – slowly and carefully! – the light <sup>9</sup> \_\_\_\_\_ [come] on, and there was a big shout. Her friends <sup>10</sup> \_\_\_\_\_ [organize] a surprise party!

**Past narrative tenses**

**6 Choose the correct answers.**

|  |  |
|--|--|
|  | <b>Max</b><br>I <u>went</u> / was going to San Francisco last week and I LOVED it! What about you guys? Where <sup>1</sup> <b>had you gone</b> / <b>did you go</b> on your last vacation?  |
|  | <b>Lottie</b><br>I <sup>2</sup> <b>met</b> / <b>had met</b> some nice people while I <sup>3</sup> <b>stayed</b> / <b>was staying</b> in a youth hostel in Vancouver. Canadians are SO friendly!  |
|  | <b>Paulo</b><br>I went snowboarding in Chile. I <sup>4</sup> <b>didn't try</b> / <b>hadn't tried</b> snowboarding before. It was terrifying! I <sup>5</sup> <b>screamed</b> / <b>had screamed</b> while I <sup>6</sup> <b>had gone</b> / <b>was going</b> down the mountain at 30 kilometers an hour!  |
|  | <b>Kiki</b><br>I stayed in Japan and went on a hiking vacation with some friends. While we <sup>7</sup> <b>walked</b> / <b>were walking</b> in a forest one day, we suddenly <sup>8</sup> <b>had realized</b> / <b>realized</b> that we were lost. We <sup>9</sup> <b>forgot</b> / <b>had forgotten</b> to bring a map! It took us ten hours to get home ... |



# 2 Communication

## Expressing an opinion

1 Complete the dialogue with the phrases in the box.

big enough so cool too crowded too hot  
very friendly very lively ~~what was it like~~



**Will** Hi, Zara. How was your vacation in Australia? What was it like?

**Zara** Oh, camping was fun! Our campsite was huge and <sup>1</sup> \_\_\_\_\_ – there was always something happening!

**Will** What about the weather?

**Zara** It was perfect – beautiful and warm. In fact, it was <sup>2</sup> \_\_\_\_\_ sometimes!

**Will** Was the food OK?

**Zara** Yes, but I did complain once because the breakfasts weren't <sup>3</sup> \_\_\_\_\_, and I was hungry!

**Will** And what did you do?

**Zara** We went to the beach a lot. Sometimes it was difficult to find a place to sunbathe because it was <sup>4</sup> \_\_\_\_\_ – but we could always swim in the sea!

**Will** Did you meet any nice people?

**Zara** Oh, yes, everyone was <sup>5</sup> \_\_\_\_\_ and nice. I made friends with a boy from Thailand who could speak five languages, play the guitar, AND ride a motorcycle! Oh, he was <sup>6</sup> \_\_\_\_\_ ...

2 Choose the correct answers.

Swimming in the sea was amazing – the water was too / very warm.

- There was a shower in our room, but the water wasn't so hot / hot enough.
- The location was great because our hotel was very / too close to the beach.
- It was very / too far to walk downtown, so we took a taxi.
- Our room was tiny – it was too small / small enough for two people.
- The view of the mountains was so / too beautiful!
- Let's play volleyball. It's too cool / cool enough to play now the sun's going down!

3 Read the rating card. Then complete the dialogue with the words in parentheses and an adjective from the card.

### Rate your SummerSun vacation

|               |                               |
|---------------|-------------------------------|
| accommodation | comfortable (5 *!), but noisy |
| staff         | friendly                      |
| facilities    | cold pool – not warm!         |
| restaurant    | boring selection of food      |
| entertainment | not much! not a lively place  |

**Nadia** So, Seth, what was your vacation like?

**Seth** Well, the hotel was OK, I guess. The rooms were very comfortable (very) which was great, but the walls were thin and it was <sup>1</sup> \_\_\_\_\_ (too) to sleep!

**Nadia** Were the staff nice?

**Seth** Yes, everyone was <sup>2</sup> \_\_\_\_\_ (very), but they didn't fix the problems.

**Nadia** What did you do while you were there?

**Seth** Well, the pool was cold. It wasn't <sup>3</sup> \_\_\_\_\_ (enough) to swim! The restaurant was OK, but the food was <sup>4</sup> \_\_\_\_\_ (so). Fries every day! And there wasn't much entertainment. It wasn't <sup>5</sup> \_\_\_\_\_ (enough) for me.

**Nadia** Oh, no. It sounds awful!

4 Make notes about *your* last vacation. Use *very*, *too*, *so*, and *enough*, and the adjectives in the box or your own ideas. Then complete the dialogue.

bad beautiful boring cold crowded  
expensive good hot lively warm

|               |  |
|---------------|--|
| place         | so ..., but the ... was too ...!                   |
| accommodation | very ..., but the ... wasn't / weren't ... enough! |
| weather       |  |
| food          |  |
| activities    |  |

**Laura** So, what was your vacation in <sup>1</sup> \_\_\_\_\_ (where?) like?

**You** It was <sup>2</sup> \_\_\_\_\_ (your opinion)!

**Laura** Really? Why? What was the place like?

**You** <sup>3</sup> \_\_\_\_\_

**Laura** What about the accommodation?

**You** <sup>4</sup> \_\_\_\_\_

**Laura** Was the weather nice?

**You** <sup>5</sup> \_\_\_\_\_

**Laura** What about the food?

**You** <sup>6</sup> \_\_\_\_\_

**Laura** What did you do? Was it fun?

**You** <sup>7</sup> \_\_\_\_\_



## Reading

1 Read the review. Then check (✓) the best description of May's attitude to the trip.

- A 😞 at first, then 😊!     B 😊 at first, then 😞!     C 😊 all the way!

## Grand Canyon Can-Do! Tour

Review by May Chung

Last year, my family decided to do something different for our vacation. In the past, we had always gone to the beach, and spent our time sunbathing and relaxing. But this time, we chose a walking vacation around the Grand Canyon. I'd never done anything like it before, so I felt very nervous before we left!

We started in Las Vegas, and a truck left us at the starting point for our first day of hiking. That first day was terrible! I was so tired, but there weren't nearly enough



rest breaks. My bag was too heavy, and by lunch I was beginning to think that I never wanted to go hiking again! The first night was awful, too. I didn't sleep, and I was so cold. And in the morning we had to wash in cold water, and eat cold food! I got very bored of sandwiches.

We walked about 15 kilometers a day. That seemed like a lot at the beginning, because I'd never done any walking before, but I slowly got fitter and found it easier. The landscape was amazing – the desert was huge and the skies were so blue! The best day of all was when we took a helicopter flight over the Grand Canyon! I took a lot of pictures while we were flying because the views were incredible. Our very knowledgeable tour guide told us some cool facts, too. Did you know the Canyon is 2,377 m deep and 446 km long? That is SO huge! Wow! But

apparently the Yarlung Tsangpo Grand Canyon in the Himalayas is even deeper and longer!

Did I enjoy the trip? By the end, yes! It's a great way to get out and get healthy, and to see the Canyon without renting a car. But I missed comfort! My second favorite day was probably our last day back in Las Vegas, when we went sightseeing and shopping, and – best of all – ate out. My hot burger tasted great!



2 Read the review again. Are the sentences true (T) or false (F)?

May's family always go on active vacations. False

- 1 She felt excited before the trip. \_\_\_\_\_
- 2 She didn't enjoy the first day. \_\_\_\_\_
- 3 For May, the walking got easier during the vacation. \_\_\_\_\_
- 4 The Grand Canyon is the biggest canyon in the world. \_\_\_\_\_
- 5 May was happy to return to city life. \_\_\_\_\_

3 Answer the questions.

Why did May's family decide to go to see the Grand Canyon?

They wanted to do something different.

- 1 What problem did May have on the first night?  
\_\_\_\_\_
- 2 How far did May travel every day?  
\_\_\_\_\_
- 3 What part of the vacation did she enjoy the most?  
\_\_\_\_\_
- 4 What three things did May do when she was back in Las Vegas?  
\_\_\_\_\_

## Writing

4 Look at the advertisement for May's trip. Then imagine you went on this trip. Write the story of your vacation.

## Grand Canyon

★ Seven nights camping and walking ★

Explore beautiful national parks,  
★ see the desert – maybe even ★  
meet an eagle or a mountain lion!

### EXTRA ACTIVITIES

Choose one, or all four!

Helicopter flight over the  
Grand Canyon

Day trip to Hollywood

Whitewater rafting on the  
Colorado River

Ride a horse to the bottom  
of the Canyon!

CAN-DO! TOUR



### should / shouldn't

#### Affirmative and negative

| Affirmative                                  |            |    |
|--|------------|----|
| I / you / he / she / it /<br>we / you / they | should     | go |
| Negative                                     |            |    |
| Full form                                    |            |    |
| I / you / he / she / it /<br>we / you / they | should not | go |
| Short form                                   |            |    |
| I / you / he / she / it /<br>we / you / they | shouldn't  | go |

|           |  |                            |
|-----------|--|----------------------------|
| Subject + | <i>should</i><br><i>should not</i><br><i>(shouldn't)</i> | + base form of<br>the verb |
|-----------|--|----------------------------|

1 **Should** is a modal verb. All modal verbs follow the same rules:

- We only use one form for all persons.  
I **should** sleep. He **should** sleep.  
You **should** sleep. They **should** sleep.
- We do not add an **-s** to **should** with **he, she, or it**.  
He **should** sleep. NOT He ~~shoulds~~ sleep.
- We always follow **should** with another verb in the base form.  
You **should walk** to school.  
NOT You ~~should to walk~~ to school.  
You **shouldn't drink** so much coffee.  
NOT You ~~shouldn't drinking~~ so much coffee.
- We don't use **don't / doesn't** with the negative form of modal verbs.  
You **shouldn't** stay up too late.  
NOT You ~~don't should~~ stay up too late.

2 The negative form of **should** is **should not**. In spoken and informal written English, we usually use the contracted form **shouldn't**.

- You **should not** play video games all day.  
= You **shouldn't** play video games all day.

3 We use **should / shouldn't** to give advice.

- You **should** go to the dentist's regularly.  
(It's a good idea.)  
You **shouldn't** study after midnight.  
(It's a bad idea.)

#### Questions and short answers

| yes / no questions  |   |
|---|---|
| Should  | I / you / he / she / it / we / you / they go? |
| Short answers   |   |
| Affirmative   |   |
| Yes, I / you / he / she / it /<br>we / you / they <b>should</b> .   |   |
| Negative  |   |
| No, I / you / he / she / it /<br>we / you / they <b>shouldn't</b> . |   |

|          |         |                            |
|----------|---------|----------------------------|
| Should + | subject | + base form of<br>the verb |
|----------|---------|----------------------------|

|        |         |                      |
|--------|---------|----------------------|
| Yes, + | subject | + <b>should</b> .    |
| No, +  |         | + <b>shouldn't</b> . |

| Question words |  |
|----------------|--|
| What           | should I / you / he / she / it / we / you / they do? |

|                   |          |         |                            |
|-------------------|----------|---------|----------------------------|
| (Question word +) | should + | subject | + base form of<br>the verb |
|-------------------|----------|---------|----------------------------|

1 **Should** is a modal verb. All modal verbs follow the same rules:

- We use **should** before the subject in the question form.  
**Should** I take a painkiller?  
NOT I ~~should~~ take a painkiller?
- We do not use auxiliary verbs with **should**.  
**Should** they stay in bed?  
NOT Do they ~~should~~ stay in bed?  
**Should** he go to school?  
NOT Does he ~~should~~ go to school?

2 We make the question form with **Should + subject + base form of the verb**.

**Should** I take these pills twice a day?

3 We make short answers with **Yes, / No, + subject + should / shouldn't**.

Should I take these pills twice a day?

Yes, you **should**.

No, you **shouldn't**.



## Second conditional

| If clause                     | Main clause                           |
|-------------------------------|---------------------------------------|
| If I <b>had</b> a fever,      | I <b>would see</b> a doctor.          |
| If he <b>didn't</b> exercise, | he <b>wouldn't feel</b> healthy.      |
| you <b>were</b> sick,         | <b>would</b> you <b>go</b> to school? |

| Main clause                      | If clause                                   |
|----------------------------------|---|
| I <b>wouldn't get</b> any colds  | <b>if</b> I never <b>went</b> out.          |
| I'd <b>eat</b> candies every day | <b>if</b> they <b>weren't</b> so unhealthy. |
| What <b>would</b> you <b>do</b>  | <b>if</b> you <b>saw</b> an accident?       |

**if** + subject + simple past,  
 subject + **would ('d)** + base form of the verb

- There are two clauses in second conditional sentences: the **if** clause and the main clause. A second conditional sentence can begin with either the **if** clause or the main clause.  
**If they were rich**, they'd build a new hospital.  
**They'd build a new hospital** if they were rich.
- In the **if** clause, we use **if** + **simple past**.  
**If I had** a terrible rash like that ...  
**If he passed** all his exams ...
- In the main clause, we use **would ('d) / wouldn't** + the base form of a verb.

If I had a terrible rash like that, I **wouldn't leave** the house!  
 If he passed all his exams, he **would have** a huge party.

- 4 When the **if** clause comes first in a second conditional sentence, we use a comma (,) at the end of the **if** clause. We don't use a comma when the main clause comes first.

**If I won** the lottery, I'd give the money to charity.  
 I'd give the money to charity **if I won** the lottery.

- 5 We use the second conditional to talk about unlikely or imaginary situations.

If no one ever got sick, the world would be a happier place.  
*(It's very unlikely that no one will ever get sick.)*

If I lived in the U.S., I would know all the English words for illnesses already.

*(I don't live in the U.S., so this is imaginary.)*

- 6 Although we use the simple past in second conditional sentences, we use the second conditional to talk about unlikely or imaginary situations in the present or future (not the past).

If I had my own pool, I'd swim there every day.

*(I don't have a pool, so this is an imaginary situation in the present.)*

If I discovered a cure for colds, I'd be famous.

*(I probably won't discover a cure for colds, so this is an imaginary situation in the future.)*

### Watch out!

We use the simple past, not **would**, in the **if** clause of second conditional sentences.

If I **ate** a whole cake, I **would feel** quite sick.

NOT If I ~~would~~ ate a whole cake, I ~~would~~ feel quite sick.

Student Book p.35

### Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

#### Illnesses

a backache \_\_\_\_\_  
 a cold \_\_\_\_\_  
 a cough \_\_\_\_\_  
 an earache \_\_\_\_\_  
 a fever \_\_\_\_\_  
 a headache \_\_\_\_\_  
 a rash \_\_\_\_\_  
 a sore throat \_\_\_\_\_  
 a stomachache \_\_\_\_\_  
 a toothache \_\_\_\_\_

#### Check it out!

admire \_\_\_\_\_  
 chemical \_\_\_\_\_  
 copy (copies) \_\_\_\_\_

halfway \_\_\_\_\_  
 impress \_\_\_\_\_  
 mood \_\_\_\_\_  
 semester \_\_\_\_\_  
 stress \_\_\_\_\_  
 symptom \_\_\_\_\_  
 treat \_\_\_\_\_

#### Learn it, use it!

How can I help you? / What's the matter? \_\_\_\_\_

I have a backache / sore throat / cough. \_\_\_\_\_

My leg / arm hurts. \_\_\_\_\_

I have a pain in my foot / back / shoulder. \_\_\_\_\_

How long have you had it? \_\_\_\_\_

I've had it for (about a week). /  
 I've had it since (last Tuesday). \_\_\_\_\_

Where does it hurt? \_\_\_\_\_

Right here. / About here. \_\_\_\_\_

Student Book pp.32, 30, 36, 34



Vocabulary

Illnesses

1 Complete the sentences with the words in the box.

backache ~~cold~~ cough earache  
fever headache rash sore throat  
stomachache toothache

I can't breathe well and I have a horrible red nose. I have a bad cold.

- 1 Try to avoid getting water in your ears when you have an \_\_\_\_\_.
- 2 I ate too much. Now I have a \_\_\_\_\_.
- 3 I carried some heavy boxes yesterday, and now I have a \_\_\_\_\_.
- 4 My head hurts! I need to lie down somewhere quiet until my \_\_\_\_\_ disappears.
- 5 Sometimes we couldn't hear the movie. Someone behind us had an annoying \_\_\_\_\_!
- 6 39 degrees! You have a high \_\_\_\_\_.
- 7 I shouted too much at the concert. Now I have a \_\_\_\_\_.
- 8 Casey is going to go to the dentist because she has a \_\_\_\_\_.
- 9 Ugh! I have an ugly red \_\_\_\_\_ on my arm.

Grammar

should / shouldn't

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

Six health tips for game addicts!

- You shouldn't sit still for too long.
- 1 You \_\_\_\_\_ stand up and walk around at least once every 50 minutes.
  - 2 You \_\_\_\_\_ eat too many sugary snacks while you're playing.
  - 3 You \_\_\_\_\_ play the audio too loud. Protect your ears!
  - 4 You \_\_\_\_\_ look away from the screen every 20 minutes to rest your eyes.
  - 5 You \_\_\_\_\_ go to the doctor if you start getting headaches.
  - 6 You \_\_\_\_\_ forget other hobbies. Try to have variety!

3 Look at the pictures. Write sentences with *should* or *shouldn't*.

Six Tips For Marathon Runners!



- 1 drink / too much coffee.  
You shouldn't drink too much coffee.
- 2 eat / healthily.  
\_\_\_\_\_
- 3 run / if you don't feel well.  
\_\_\_\_\_
- 4 ask / your family and friends for support.  
\_\_\_\_\_
- 5 choose / your clothes carefully!  
\_\_\_\_\_
- 6 worry / about the other runners.  
\_\_\_\_\_

4 Write the questions in the correct order with *should*. Then complete the short answers.

- I / join / sports club / a ?  
Should I join a sports club?  
Yes, you should.
- 1 sportswoman / a / eat / for breakfast / cake ?  
\_\_\_\_\_  
No, \_\_\_\_\_.
- 2 teeth / clean / their / every day / they ?  
\_\_\_\_\_  
Yes, \_\_\_\_\_.
- 3 some / exercise / my dad / do / on the weekend ?  
\_\_\_\_\_  
Yes, \_\_\_\_\_.
- 4 eight / drink / cans / a day / of soda / I ?  
\_\_\_\_\_  
No, \_\_\_\_\_.



Round-up

Second conditional

5 Choose the correct answers.

- If I found \$50 on the street, I wouldn't / didn't keep it.
- If I know / knew the answer, I'd tell you.
  - If our house was bigger, we'd / we'll have a party for all our friends.
  - I wouldn't be so worried if I hadn't / didn't have so many tests.
  - Will / Would you go to the doctor's if you had a bad cold?
  - He wouldn't be so fit if he didn't / wouldn't exercise every day.
  - If school start / started later, would you feel less tired?

6 Complete the text with the second conditional form of the verbs in parentheses.

What would YOU change (change) in your life if you had (have) the chance?



I think school takes up too much time. We <sup>1</sup> \_\_\_\_\_ (have) more time to spend with our friends if we <sup>2</sup> \_\_\_\_\_ (not spend) so much time at school.  
**Lisa, 15**



My parents don't have much money. If they <sup>3</sup> \_\_\_\_\_ (be) richer, we <sup>4</sup> \_\_\_\_\_ (go) on more vacations. That would be cool!  
**Aaron, 15**



I'm an only child and I'd love to have a sister or brother. I <sup>5</sup> \_\_\_\_\_ (not be) lonely if I <sup>6</sup> \_\_\_\_\_ (have) someone else to talk to!  
**Maria, 16**



We get too much homework! I definitely <sup>7</sup> \_\_\_\_\_ (not feel) so tired if teachers <sup>8</sup> \_\_\_\_\_ (not give) us so much homework!  
**Kai, 17**



We live in Yellowknife in Canada, and it's -19 degrees at the moment! If we <sup>9</sup> \_\_\_\_\_ (live) somewhere sunny, like Mexico, we <sup>10</sup> \_\_\_\_\_ (not feel) so cold all the time!  
**Logan and Ashley, 16**

7 Complete the sentences with the second conditional form of the pairs of verbs in the box.

have / buy like / try move / become not eat / live  
not fail / study not lose / clean ~~take / feel~~

If Jessica took some painkillers, she 'd feel better.

- Renato has never eaten Mexican food, but I'm sure he \_\_\_\_\_ it if he \_\_\_\_\_ it.
- \_\_\_\_\_ you \_\_\_\_\_ to Hollywood if you \_\_\_\_\_ rich and famous?
- Tess \_\_\_\_\_ so many tests if she \_\_\_\_\_ harder, but she's really lazy.
- If people \_\_\_\_\_ any fast food, \_\_\_\_\_ they \_\_\_\_\_ longer?
- If I \_\_\_\_\_ a lot of money, I \_\_\_\_\_ presents for all my friends.
- Your bedroom is awful! You \_\_\_\_\_ things all the time if you \_\_\_\_\_ it.

8 Complete the social network posts with if, didn't, should, shouldn't, would, or wouldn't.

**Kat101 17.15**  
 Hey, Ziggy, are you any good at advice? I'm worried about my sister, and I don't know what I should do.

**Ziggy-B 17.17**  
 Hey there, Kat. You <sup>1</sup> \_\_\_\_\_ worry so much, you know – it isn't good for you! What's up?

**Kat101 17.23**  
 Lucy is spending all her time playing video games. She says it's because she's lonely. But I know that <sup>2</sup> \_\_\_\_\_ she went out more, she <sup>3</sup> \_\_\_\_\_ have more friends, and she <sup>4</sup> \_\_\_\_\_ be so lonely! What <sup>5</sup> \_\_\_\_\_ I do?

**Ziggy-B 17.27**  
 Hmm, that's a problem! You're right – she <sup>6</sup> \_\_\_\_\_ find it MUCH easier to make friends <sup>7</sup> \_\_\_\_\_ she <sup>8</sup> \_\_\_\_\_ spend all her free time in her room! You <sup>9</sup> \_\_\_\_\_ ask her what else she likes doing. There must be something! But you <sup>10</sup> \_\_\_\_\_ get angry with her. She probably <sup>11</sup> \_\_\_\_\_ play games all day <sup>12</sup> \_\_\_\_\_ she <sup>13</sup> \_\_\_\_\_ feel so unhappy. It sounds like she needs your help. x



### At the doctor

1 Complete the dialogues with the phrases in the box.

a prescription a rash can I help you  
does it hurt have a pain in have you had  
hurts right here since ~~'s the matter~~



1  
**Daisy** Good morning.  
**Doctor** Good morning. What 's the matter?  
**Daisy** I fell yesterday, and now my arm <sup>1</sup> \_\_\_\_\_ and I <sup>2</sup> \_\_\_\_\_ my shoulder.  
**Doctor** Where <sup>3</sup> \_\_\_\_\_?  
**Daisy** <sup>4</sup> \_\_\_\_\_ – on the left.  
**Doctor** I see. OK, you should probably rest it for a few days. But I don't think it's very serious, so don't worry.

2  
**Doctor** Hi there, Marcos. How <sup>5</sup> \_\_\_\_\_?  
**Marcos** I have <sup>6</sup> \_\_\_\_\_ here, and here, too. It's quite painful.  
**Doctor** I see. How long <sup>7</sup> \_\_\_\_\_ it?  
**Marcos** I've had it <sup>8</sup> \_\_\_\_\_ Wednesday.  
**Doctor** OK, here's <sup>9</sup> \_\_\_\_\_ for some cream. You should come back if it doesn't disappear in a week.  
**Marcos** OK. Thank you.

2 Complete the doctor's questions. Write one word in each gap. Then match questions 1–4 with answers a–d.

- 1 What 's the matter?      a For a week.  
 2 How \_\_\_\_\_ I help you?      b Right here.  
 3 \_\_\_\_\_ long have you had it?      c I have a fever.  
 4 Where \_\_\_\_\_ it hurt? Can you show me?      d My back hurts.

3 Read Harper's notes about how she feels, and the doctor's advice. Then complete the dialogue.

leg hurts  
near my right foot  
since Saturday  
fell over while I was rollerskating



wear a support bandage  
don't go rollerskating for a few weeks.

**Doctor** Good morning. How can I help you?  
**Harper** My leg hurts.  
**Doctor** Oh, no. Where <sup>1</sup> \_\_\_\_\_ exactly?  
**Harper** Right here, near <sup>2</sup> \_\_\_\_\_.  
**Doctor** How <sup>3</sup> \_\_\_\_\_ you had the pain?  
**Harper** <sup>4</sup> \_\_\_\_\_.  
**Doctor** I see. I think you should <sup>5</sup> \_\_\_\_\_. And you <sup>6</sup> \_\_\_\_\_ for a few weeks.  
**Harper** OK. Thanks!

4 Read Daniel's notes about how he feels, and the doctor's advice. Then complete the dialogue.

very bad headache  
above my eyes  
a few days



take painkillers twice a day  
see an optician

**Doctor** Hello, Daniel. Oh, no, you don't look well!  
What's the matter?  
**Daniel** <sup>1</sup> \_\_\_\_\_  
**Doctor** <sup>2</sup> \_\_\_\_\_  
**Daniel** Right here, above my eyes.  
**Doctor** <sup>3</sup> \_\_\_\_\_  
**Daniel** <sup>4</sup> \_\_\_\_\_  
**Doctor** A few days? I see.  
**Daniel** What should I do?  
**Doctor** <sup>5</sup> \_\_\_\_\_  
**Daniel** OK. Thank you!



Reading

1 Quickly read the headings 1–5 in the article and match them with the photos a–e.

## Health myth, or health fact?

If you went outside with wet hair on a cold day, you probably wouldn't feel great! However, it wouldn't give you a cold. We get colds from viruses, which we catch from other people. Still, it's generally a good idea to try to stay warm in winter. You should wear warm clothes, including a hat.

Carrots contain vitamin A, which can help eyes to stay healthy. So the myth is partly true! But if you ate carrots daily, you still wouldn't be able to see in the dark. In the Second World War (1939–1945), the British government said that British pilots could see at night because they ate so many carrots! This wasn't true. In reality, the pilots used special radar technology to "see," but Britain didn't want other countries to know this!

Whether you have a cold OR a fever, you should still eat healthily. You shouldn't stop eating, because you need the energy to get better. Sometimes when we're sick, we don't feel very hungry. At these times you should try to eat something tasty and "easy," like chicken soup, fruit, or even ice cream!

In 1967, a company accidentally sold some dangerously radioactive TVs. All the TVs were sent back and no one was hurt, but the story made people worried! Today's TVs are safe. If you sat near a TV for many hours, you'd probably get tired eyes, or a headache, but you wouldn't damage your eyes permanently.

Warm drinks can help us to feel sleepy. Many people in the U.S. enjoy drinking warm milk or hot chocolate before bed, perhaps because it reminds them of childhood. However, if you don't like milky drinks, that's OK. If you drank herbal tea or hot water with lemon and honey, it would also help you to relax.



a —



b **1**



c —



d —



e —

2 Read the article again. Answer the questions.

According to the article, what should we do in the winter?

We should wear warm clothes, including a hat.

- 1 How are carrots good for us?  
\_\_\_\_\_
- 2 How did British World War Two pilots *really* see so well in the dark?  
\_\_\_\_\_
- 3 Why should you eat when you have a fever?  
\_\_\_\_\_
- 4 Why shouldn't we sit too close to a modern TV?  
\_\_\_\_\_
- 5 Who likes drinking hot chocolate and why?  
\_\_\_\_\_  
\_\_\_\_\_

Writing

3 Read Jason's post. Then write a reply giving him advice.

Jason

I love eating fast food, like burgers, pizzas, and curries. My favorite drink is cola, and I eat chocolate every day. I know this lifestyle isn't very good for me, and I'd love to be healthier, but healthy food sounds so *boring!* If I had salad and water for lunch every day, I'd feel miserable. What should I do? (PS I also hate sports, so I never exercise!)





# 4

## Grammar rules

### should have

#### Affirmative and negative

| Affirmative                                  |                             |
|--|-----------------------------|
| I / you / he / she / it /<br>we / you / they | should have stopped.        |
| Negative                                     |                             |
| Full form                                    |                             |
| I / you / he / she / it /<br>we / you / they | should not have<br>stopped. |
| Short form                                   |                             |
| I / you / he / she / it /<br>we / you / they | shouldn't have<br>stopped.  |

Subject + 

|                         |
|-------------------------|
| <i>should have</i>      |
| <i>should not have</i>  |
| <i>(shouldn't have)</i> |

 + past participle form of the verb

- The form of **should have** is the same for all persons.  
I **should have helped**. He **should have helped**.  
They **should have helped**.
- The negative form is **shouldn't have** in spoken and informal written English. In formal written English, the full form is **should not have**.  
You **shouldn't have lost** the map.  
She **should not have gone** hiking alone.
- We use **should have / shouldn't have** to criticize someone's actions in the past, or to express regret about the past.  
I **should have** gotten up earlier.  
(*I got up late, and this was a mistake.*)  
They **should have** called 911.  
(*They didn't call 911, and this was a bad idea.*)  
You **shouldn't have** lied to the police.  
(*You lied to the police, and this was wrong.*)

#### Watch out!

We use the past participle form after **should have**, not the base form of the verb.

He should have **packed** sun screen.  
NOT He should have pack sun screen.  
We shouldn't have **walked** so far.  
NOT She shouldn't have walk so far.

#### Watch out!

Remember that many common verbs have irregular past participles.

I should have **been** more careful.  
NOT I should have was more careful.  
She shouldn't have **run**.  
NOT She shouldn't have ran.





## Third conditional

| If clause                          | Main clause                             |
|------------------------------------|---|
| If you'd told us,                  | we <b>would have helped</b> you.        |
| If I <b>hadn't run</b> ,           | I <b>wouldn't have fallen</b> .         |
| If you <b>had seen</b> her,        | <b>would you have helped</b> her?       |
| Main clause                        | If clause                               |
| I <b>would have called</b> sooner  | <b>if I'd known</b> about the accident. |
| He <b>would have hurt</b> his head | <b>if he hadn't worn</b> a helmet.      |
| What <b>would you have done</b>    | <b>if you'd seen</b> the fire?          |

|             |                   |                                    |
|-------------|-------------------|------------------------------------|
| <b>if +</b> | subject           | + past perfect,                    |
| subject +   | <b>would have</b> | + past participle form of the verb |

- There are two clauses in third conditional sentences: the *if* clause and the main clause. A third conditional sentence can begin with either the *if* clause or the main clause.  
**If she had stayed with us**, she would have been safe.  
**She would have been safe** if she'd stayed with us.
- In the *if* clause, we use **if + had ('d) + past participle**.  
**If I'd broken** my leg, ...  
**If he hadn't worn** new boots, ...  
**If it had been** rainy, ...
- In the main clause, we use **would + have + past participle**.  
If I'd broken my leg, I **would have gone** to the hospital.  
If he hadn't worn new boots, he **wouldn't have gotten** blisters.  
If it had been rainy, **would you have climbed** the mountain?
- When the *if* clause comes first in a third conditional sentence, we use a comma (,) at the end of the *if* clause. We don't use a comma when the main clause comes first.  
**If I'd seen** the burglary, I would have told the police. (*Use a comma after the if clause.*)  
I would have told the police **if I'd seen** the burglary. (*No comma.*)
- We use the third conditional to talk about imaginary events in the past that didn't happen.  
If I hadn't sprained my ankle, I would have finished the race.  
(*I sprained my ankle, so I didn't finish the race.*)

If she had burned her hand, it would have hurt.  
(*She didn't burn her hand, so it didn't hurt.*)  
He wouldn't have gotten a graze if he hadn't fallen over.  
(*He fell over, so he got a graze.*)

### Watch out!

In the *if* clause, we use **had + past participle**, not **would have + past participle**.

If I **had worn** a hat, I wouldn't have gotten a sunburn.  
NOT If I **would have worn** a hat, I wouldn't have gotten a sunburn.

Student Book p.43

### Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

#### Injuries

- break your arm \_\_\_\_\_
- bruise your knee \_\_\_\_\_
- burn your hand \_\_\_\_\_
- cut your finger \_\_\_\_\_
- get a blister \_\_\_\_\_
- get an insect bite \_\_\_\_\_
- get a sunburn \_\_\_\_\_
- graze your leg \_\_\_\_\_
- hit your head \_\_\_\_\_
- sprain your ankle \_\_\_\_\_

#### Check it out!

- canyon \_\_\_\_\_
- devastated \_\_\_\_\_
- disabled \_\_\_\_\_
- flip-flop \_\_\_\_\_
- ranger \_\_\_\_\_
- rubble \_\_\_\_\_
- unconscious \_\_\_\_\_
- wallaby \_\_\_\_\_
- wheelchair \_\_\_\_\_

#### Learn it, use it!

Which emergency service do you need? \_\_\_\_\_  
ambulance / fire / police \_\_\_\_\_  
Can you tell me what's happened?  
\_\_\_\_\_

My uncle has fallen, and he isn't moving. / The house across the road is on fire. / I've just seen a man breaking into a house.  
\_\_\_\_\_  
\_\_\_\_\_

Student Book pp.40, 38, 44, 42



# 4 Exercises

## Vocabulary

### Injuries

#### 1 Choose the correct answers.

"How was your hiking trip?"

"Oh, it was awful! On Friday night, I tried to cook dinner for everyone. I **cut** / **hit** my finger on the knife AND I **grazed** / **burned** my hand on the stove!

On Saturday, we went for a walk in the mountains. My boots hurt, and I got **bites** / **blisters**. Then I fell over and I **hit** / **sprained** my head, **broke** / **grazed** my hands on the rocks, and **bruised** / **hit** my knee so badly that it turned blue! I think I **burned** / **sprained** my ankle, too, because it was very hard to walk afterwards. I'm lucky I didn't **break** / **cut** my leg completely and have to call an ambulance!

On Sunday, I tried to sunbathe by the river – but first I got mosquito **cuts** / **bites**, and then I **burned** / **got a sunburn**! I thought vacations were supposed to be relaxing ..."

#### 2 Complete the sentences with the correct form of the injuries words.

I've just **cut** \_\_\_\_\_ my finger on those scissors.

- 1 Be careful! Don't b \_\_\_\_\_ yourself on the fire.
- 2 If you wear shoes that are too small, you might get a b \_\_\_\_\_.
- 3 It was a very hot day, and I got a s \_\_\_\_\_ and turned pink!
- 4 Ow! It hurts when I walk. I think I've s \_\_\_\_\_ my ankle.
- 5 The X-ray showed that I'd b \_\_\_\_\_ a bone in my leg into two pieces.

## Grammar

### should have

#### 3 Complete the sentences with the correct form of the verbs in parentheses.

I shouldn't **have drunk** \_\_\_\_\_ from the river! Now I feel sick. (drink)

- 1 Why did you lie? You should \_\_\_\_\_ me the truth! (tell)
- 2 I have no money left. I shouldn't \_\_\_\_\_ all those souvenirs. (buy)
- 3 "We're lost!" "We shouldn't \_\_\_\_\_ the path. That was stupid!" (leave)
- 4 I'm tired. I should \_\_\_\_\_ to bed earlier last night. (go)
- 5 There's nothing to eat. We should \_\_\_\_\_ more food with us. (bring)

#### 4 Look at the pictures. Write sentences with *should have* or *shouldn't have*.



He / hold / it more carefully.

*He should have held it more carefully.*



1 We / leave / the burgers / on the table.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2 She / drop / her cell phone.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3 You / arrive / ten minutes ago!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4 He / burn / the dinner.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5 I / go / to a different hairdresser's.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Third conditional

### 5 Complete the sentences with the correct third conditional form of the verbs in parentheses.

You would have enjoyed the walk if you had come with us. (come)

- Jenny \_\_\_\_\_ if you'd asked her. (help)
- If I \_\_\_\_\_ the weather forecast, I wouldn't have gone hiking. (read)
- I \_\_\_\_\_ if I'd had my wallet with me. (pay)
- If Kenji \_\_\_\_\_, I wouldn't have heard him. (not shout)
- If he hadn't read the newspaper, he \_\_\_\_\_ the news. (not see)
- What would you have done if I \_\_\_\_\_ there? (not be)

### 6 Complete the second sentence so that it has the same meaning as the first sentence. Use the third conditional.



We were late because we missed the train.

We wouldn't have been late if we hadn't missed the train.

- Syd played volleyball and sprained her ankle. If Syd \_\_\_\_\_ volleyball, she \_\_\_\_\_ her ankle.
- She didn't tell me the truth, so I didn't help her. If she \_\_\_\_\_ me the truth, I \_\_\_\_\_ her.
- I didn't make dinner because you didn't ask me to. I \_\_\_\_\_ dinner if you \_\_\_\_\_ me to.
- I went to the store because I didn't know that it was closed. I \_\_\_\_\_ to the store if I \_\_\_\_\_ that it was closed.
- They didn't lock the door, so a thief got in. If they \_\_\_\_\_ the door, a thief \_\_\_\_\_ in.
- Her blisters hurt, so she took her boots off. She \_\_\_\_\_ her boots off if her blisters \_\_\_\_\_.

### 7 Complete the sentences with the correct verbs in the third conditional and *if*.

#### Who do you want to thank and why?

My parents paid for guitar lessons when I was a teenager and I became a musician when I left school. I'm so grateful to them. if \_\_\_\_\_ they hadn't paid \_\_\_\_\_ for guitar lessons, I wouldn't have become a musician.

**Stephany**

I wasn't very confident when I was at school. I didn't think I was good at anything! But my aunt told me I was good at helping people, and she encouraged me to study nursing. I've just started my degree in college, and I love it! I <sup>1</sup> \_\_\_\_\_ nursing <sup>2</sup> \_\_\_\_\_ my aunt <sup>3</sup> \_\_\_\_\_ me. So thanks, Auntie! **Alfie**

Last year, I found a wallet with \$300 in it. I really needed the money because I didn't have a job. But I didn't take it. I gave all the money back to its owner, Mr. Wong. Mr. Wong was so impressed by my honesty that he gave me a job in his restaurant. He <sup>4</sup> \_\_\_\_\_ me a job <sup>5</sup> \_\_\_\_\_ I <sup>6</sup> \_\_\_\_\_ the money! **Nina**

## Round-up

### 8 Complete the message with the verbs in the box.

had had hadn't should have  
~~shouldn't have~~ shouldn't have would have  
would have wouldn't have

Hey, Lily – sorry for rushing off earlier, but I've had a bad day. I had a math test and it was SO difficult! I was so tired this morning – I shouldn't have stayed up late, but I was hoping that Ryan would call. If he <sup>1</sup> \_\_\_\_\_ called, I <sup>2</sup> \_\_\_\_\_ felt more relaxed.

And I didn't do enough work for the test. I definitely <sup>3</sup> \_\_\_\_\_ done more! I think if I <sup>4</sup> \_\_\_\_\_ spent more time studying, I <sup>5</sup> \_\_\_\_\_ found the questions so difficult.

But I'm angry with my brother, too. You know, I lent him my notebook last week, and he lost it! If he <sup>6</sup> \_\_\_\_\_ lost my book, I probably <sup>7</sup> \_\_\_\_\_ found it easier to study. I <sup>8</sup> \_\_\_\_\_ trusted him! And now I'm going to fail ... ☹️



## Making an emergency call

1 Complete the missing words in the dialogue.



**Operator** 911. Which emergency <sup>1</sup>s \_\_\_\_\_ do you need?

**Brianna** Police.

**Operator** OK. Can you <sup>2</sup>t \_\_\_\_\_ me what's <sup>3</sup>h \_\_\_\_\_?

**Brianna** I've just seen a theft. A man stole a laptop from a car outside my house.

**Operator** OK. What's your <sup>4</sup>n \_\_\_\_\_?

**Brianna** It's Brianna. Brianna Cane.

**Operator** And <sup>5</sup>w \_\_\_\_\_ are you?

**Brianna** I'm at 653, East Street.

**Operator** OK, Brianna, the police will be there very soon. Please stay on the <sup>6</sup>l \_\_\_\_\_ while I take a few more details, OK?

**Brianna** OK.

2 Match the sentence halves.

Help!

- |                     |                                   |
|---------------------|-----------------------------------|
| 1 My bike has been  | a fallen and hit his head.        |
| 2 Some boys are     | b an accident.                    |
| 3 There's been      | c stolen.                         |
| 4 One of my friends | d is hurt and has broken her leg. |
| 5 There's a car     | e on fire.                        |
| 6 My grandpa has    | f breaking into a house.          |

3 Look at the photo. Complete the dialogue with your own ideas.



**Operator** 911. Which emergency service do you need?

**You** Ambulance.

**Operator** OK. Can you tell me what's happened?

**You** \_\_\_\_\_

**Operator** OK. What's your name?

**You** \_\_\_\_\_

**Operator** And where are you?

**You** \_\_\_\_\_

**Operator** OK. An ambulance will be with you soon. Please stay on the line.

4 Look at the photo. Complete the questions and write suitable answers.



**Operator** 911. Which emergency service do you need?

**You** Fire.

**Operator** OK. Can \_\_\_\_\_?

**You** \_\_\_\_\_

**Operator** OK. What's \_\_\_\_\_?

**You** \_\_\_\_\_

**Operator** And where \_\_\_\_\_?

**You** \_\_\_\_\_

**Operator** OK, the fire service are on their way.



## L I F E S A V E R S !

1

A British teenager went jogging in the hot Australian desert, and he got lost for three days! Sam Woodhead only had one bottle of water with him. He should have packed much more! Luckily, his dad had put some packets of eye contact lens solution into Sam's rucksack a few days before. Sam drank these. They didn't taste very nice, but if he hadn't drunk them, he wouldn't have survived! Sam also had some sweaters and shorts in his bag. He used them to spell the international help sign "S.O.S." If helicopter pilots hadn't seen the message, they wouldn't have found Sam. Sam had a sunburn and he was very thirsty, but he recovered quickly. Contact lens solution and shorts had saved his life!



2

Alex Vogel was walking by a river in Berlin when he heard a young American man shouting for help. The man was trying to swim, but he was sinking. Alex couldn't reach him, and there wasn't time to call the emergency services. Then he had an idea. He took off his scarf and threw it to the man, who used it to climb out. The man was bruised and grazed, and he needed to go to the hospital because he'd become very cold and had hypothermia, but he survived. Alex's mother-in-law had saved the day. If she hadn't made Alex such a long scarf, the rescue would have been much more difficult!



3

Jennifer Thronton in Oregon, U.S., was saved by her 7-year-old daughter, Amira - and a movie! Amira was watching television when she heard noises from the kitchen. She saw her mother, Jennifer, with a very red face. A piece of sausage was stuck in her throat, and she couldn't speak or breathe. Jennifer was panicking, but she shouldn't have worried. Amira put her arms around her mom's stomach, and performed an action called the "Heimlich Maneuver," which she had seen in *Mrs. Doubtfire*. The sausage came out! If Amira hadn't seen the movie, she wouldn't have known what to do. Sometimes TV can be good for you!



## Reading

1 Read the article quickly. Then check (✓) the best summary.

- A What you should do in an emergency   
 B The world's bravest rescuers   
 C Ordinary things which have saved lives

2 Read the article again. Are the sentences true or false? Correct the false sentences.

Sam Woodhead was Australian.

**False. Sam Woodhead was British.**

- 1 Sam had some water with him.  
 \_\_\_\_\_
- 2 Sam didn't have any health problems when he was rescued.  
 \_\_\_\_\_
- 3 Alex called for an ambulance.  
 \_\_\_\_\_
- 4 Alex hadn't bought his scarf in a shop.  
 \_\_\_\_\_
- 5 Jennifer told her daughter what to do.  
 \_\_\_\_\_
- 6 The "Heimlich Maneuver" had appeared in a movie.  
 \_\_\_\_\_

## Writing

3 Read the short article below. Make notes to answer the questions.

Eighteen-year-old brother and sister Aiden and Tilly Gould went hiking in Yellowstone Park in the U.S. They took a bottle of water each and some chocolate. They didn't take anything else! They didn't stay on the path, and they got lost. Rescue teams spent a week looking for them. By this time, they had a bad sunburn, they were very hungry and thirsty, and Matt had sprained his ankle. A helicopter took them to the hospital. After they'd recovered, they sold their story to a magazine for \$10,000, and they spent the money on a relaxing beach holiday. Some people said they should have given the money to the rescue teams. What would YOU have done?

- 1 What should Aiden and Tilly have done?  
 2 What shouldn't Aiden and Tilly have done?  
 3 What would YOU have done if you'd been Aiden or Tilly?

4 Write an essay giving your opinions of Aiden and Tilly's story. Answer all of the questions in exercise 3.



## Question tags with *be*

### Simple present and simple past

| Affirmative statements + negative tag         |
|---|
| <b>Simple present</b>                         |
| I'm here, <b>aren't I?</b>                    |
| You're Ling's boyfriend, <b>aren't you?</b>   |
| He's married, <b>isn't he?</b>                |
| They're happy, <b>aren't they?</b>            |
| <b>Simple past</b>                            |
| I was right, <b>wasn't I?</b>                 |
| You were unhappy, <b>weren't you?</b>         |
| It was a wonderful wedding, <b>wasn't it?</b> |
| They were on a date, <b>weren't they?</b>     |

| Negative statements + affirmative tag          |
|--|
| <b>Simple present</b>                          |
| I'm not in your way, <b>am I?</b>              |
| You aren't busy, <b>are you?</b>               |
| He isn't married, <b>is he?</b>                |
| They aren't annoyed with us, <b>are they?</b>  |
| <b>Simple past</b>                             |
| I wasn't too late, <b>was I?</b>               |
| You weren't happy to see her, <b>were you?</b> |
| She wasn't interested in me, <b>was she?</b>   |
| They weren't angry, <b>were they?</b>          |

- We can make question tags with the correct simple present or simple past forms of *be*.  
She's beautiful, **isn't she?**  
Roses were her favorite flowers, **weren't they?**
- After an affirmative statement, we use a negative question tag to ask if a person agrees.  
"He's happy, **isn't he?**" "Yes, he's in love!"  
"You're Catarina, **aren't you?**" "Yes, I am."  
"They were sad, **weren't they?**"  
"Yes, they were unhappy about the divorce."
- After a negative statement, we use an affirmative question tag to ask if a person agrees.  
"You aren't upset, **are you?**" "No, I'm not."  
"He wasn't with Louise, **was he?**" "No, I saw him with Daria."  
"We weren't too slow, **were we?**" "No, you've arrived just in time!"

## Question tags with *do*

### Simple present and simple past

| Affirmative statements + negative tag      |
|--|
| <b>Simple present</b>                      |
| I look good in red, <b>don't I?</b>        |
| You love chocolates, <b>don't you?</b>     |
| She likes Josh, <b>doesn't she?</b>        |
| They live next door, <b>don't they?</b>    |
| <b>Simple past</b>                         |
| I texted you three times, <b>didn't I?</b> |
| You got my card, <b>didn't you?</b>        |
| He cheated on her, <b>didn't he?</b>       |
| They had an argument, <b>didn't they?</b>  |

| Negative statements + affirmative tag             |
|---|
| <b>Simple present</b>                             |
| I don't talk too much, <b>do I?</b>               |
| You don't like flowers, <b>do you?</b>            |
| He doesn't know I'm here, <b>does he?</b>         |
| They don't like each other, <b>do they?</b>       |
| <b>Simple past</b>                                |
| I didn't say anything, <b>did I?</b>              |
| You didn't buy me a ring, <b>did you?</b>         |
| She didn't forget about the date, <b>did she?</b> |
| They didn't break up, <b>did they?</b>            |

- With simple present statements, we make question tags with *do*, *does*, *don't*, and *doesn't*.  
You want to go out with her, **don't you?**  
The movie sounds good, **doesn't it?**  
I don't annoy you, **do I?**  
She doesn't like me, **does she?**
- With simple past statements, we make question tags with *did* and *didn't*.  
You called her, **didn't you?**  
She behaved very badly, **didn't she?**  
I didn't hurt you, **did I?**  
They didn't get divorced, **did they?**
- We use a negative question tag with an affirmative statement, and an affirmative question tag with a negative statement.  
She lives here, **doesn't she?**  
She doesn't live here, **does she?**



## Question tags

### Other tenses and modal verbs

#### Present progressive

You're going out with her, aren't you?

She isn't meeting Matt tonight, is she?

#### Present perfect

You've broken up, haven't you?

He hasn't left yet, has he?

#### Past progressive

I was trying to help you, wasn't I?

They weren't listening, were they?

#### Past perfect

They had met before, hadn't they?

You hadn't been in love before, had you?

#### be going to

You're going to come to the party, aren't you?

They aren't going to argue, are they?

#### will: future

You will call me, won't you?

She won't forget, will she?

#### Modal verbs

##### can

You can do it later, can't you?

I can't dance very well, can I?

##### should

He should buy her a ring, shouldn't he?

They shouldn't worry, should they?

##### could

We could organize a party, couldn't we?

She couldn't hear us, could she?

1 In other tenses, we make question tags with the auxiliary verb used in the statement.

You **have** finished, **haven't you**?

They **had** met before, **hadn't they**?

I **will** see you tomorrow, **won't I**?

2 With modal verbs, we make question tags with the modal verb.

They **can** come too, **can't they**?

She **should** be kind to him, **shouldn't she**?

We **couldn't** help her, **could we**?

### Watch out!

Remember, the question tag for *I am* or *I'm* is *aren't I*.

I **am** coming to your party, **aren't I**?

NOT I **am** coming to your party, **amn't I**?

Student Book p.57

### Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

#### Relationships

ask someone out \_\_\_\_\_

break up with someone \_\_\_\_\_

cheat on someone \_\_\_\_\_

fall in love with someone \_\_\_\_\_

get divorced from someone \_\_\_\_\_

get engaged to someone \_\_\_\_\_

get married to someone \_\_\_\_\_

go on a date with someone \_\_\_\_\_

go out with someone \_\_\_\_\_

have an argument with someone \_\_\_\_\_

#### Check it out!

clumsy \_\_\_\_\_

couple \_\_\_\_\_

date \_\_\_\_\_

guys \_\_\_\_\_

milkshake \_\_\_\_\_

patron saint \_\_\_\_\_

rose \_\_\_\_\_

togetherness \_\_\_\_\_

trust \_\_\_\_\_

unity \_\_\_\_\_

#### Learn it, use it!

You're here on vacation, aren't you? \_\_\_\_\_

Yes, I am. / No, I'm not. \_\_\_\_\_

You went to ... yesterday, didn't you? \_\_\_\_\_

Yes, I did. / No, I didn't. \_\_\_\_\_

The tickets were expensive, weren't they? \_\_\_\_\_

\_\_\_\_\_

Yes, they were. / No, they weren't. \_\_\_\_\_

You've never been here before, have you? \_\_\_\_\_

\_\_\_\_\_

No, I haven't. / Yes, I have. \_\_\_\_\_

You aren't going to stay very long, are you? \_\_\_\_\_

\_\_\_\_\_

No, I'm not. / Yes, I am. \_\_\_\_\_

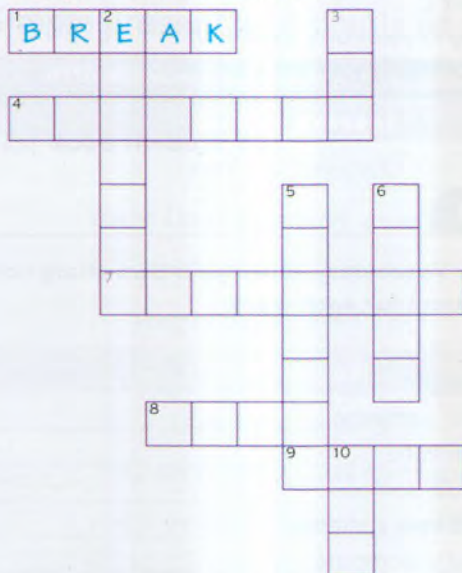
Student Book pp.54, 52, 58, 56



## Vocabulary

## Relationships

## 1 Complete the crossword.



- Luiz is angry with his girlfriend – I think he's going to \_\_\_\_\_ up with her.
- They got \_\_\_\_\_ last month. The wedding will be in June.
- He's nice! You should go \_\_\_\_\_ with him.
- Kiki is crying because she had an \_\_\_\_\_ with her boyfriend.
- They got \_\_\_\_\_ yesterday. It was a big, expensive wedding!
- I didn't \_\_\_\_\_ on you! You've always been the only one for me.
- My parents got \_\_\_\_\_ last year, and I live with my mom now.
- We fell in \_\_\_\_\_ as soon as we met.
- We went to the park on our first \_\_\_\_\_ and had a romantic picnic.
- He really liked a girl in his class, but he was too shy to \_\_\_\_\_ her out.

## Grammar

Question tags with *be*

## 2 Choose the correct answers.

She's pretty, isn't / wasn't she?

- Mia and Oli are in love, isn't / aren't they?
- That movie was really boring, was / wasn't it?
- You aren't from this town, are / were you?
- There wasn't much romance, was / were there?
- We were on time, wasn't / weren't we?
- Logan isn't very kind, is / was he?
- I'm quite good at singing, aren't / wasn't I?
- They weren't happy together, was / were they?

Question tags with *do*

## 3 Complete the question tags.

- Cara** You called Ada about the food, didn't you?
- Jacob** Yes. She's bringing some chips and salsa. We just want snacks, <sup>1</sup> \_\_\_\_\_ we?
- Cara** Yes, and maybe some pizza. You like pizza, <sup>2</sup> \_\_\_\_\_ you?
- Jacob** Yeah, great. What about music?
- Cara** We can ask Noah. He knows a DJ, <sup>3</sup> \_\_\_\_\_ he?
- Jacob** Yes, that's right – Zosia. She did the music at Ali's party, <sup>4</sup> \_\_\_\_\_ she?
- Cara** Yes. Everyone said she was awesome. Now, you didn't forget about drinks, <sup>5</sup> \_\_\_\_\_ you?
- Jacob** No. Emily is bringing soda and juice.
- Cara** Good. And we must invite the twins. They missed the last party, <sup>6</sup> \_\_\_\_\_ they?
- Jacob** Yes, they were on vacation.
- Cara** And we have to ask some people to help clean. We don't want to do all the work, <sup>7</sup> \_\_\_\_\_ we?

4 Write question tags with the correct form of *be* or *do*.

This is a very famous romantic movie, isn't it ?

- James Cameron directed it, \_\_\_\_\_ ?
- Rose and Jack fall in love on the ship, \_\_\_\_\_ ?
- They don't have much time together, \_\_\_\_\_ ?
- There isn't a happy ending, \_\_\_\_\_ ?
- The movie was about a real-life disaster, \_\_\_\_\_ ?
- But Rose and Jack weren't real people, \_\_\_\_\_ ?
- The movie made more than \$2 billion, \_\_\_\_\_ ?



## Question tags

## Other tenses and modal verbs

## 5 Complete the sentences with the question tags in the box.

aren't they   can you   had he   hasn't she  
haven't they   isn't he   wasn't she   won't you

She's decided to break up with him,  
hasn't she?

- 1 He's working at the moment, \_\_\_\_\_?
- 2 You'll phone her, \_\_\_\_\_?
- 3 She was lying to me, \_\_\_\_\_?
- 4 You can't cook, \_\_\_\_\_?
- 5 They've already seen it, \_\_\_\_\_?
- 6 They're going to have a party, \_\_\_\_\_?
- 7 He hadn't seen me, \_\_\_\_\_?

## 6 Complete the dialogue with the correct question tags.



- Katie** Mark ... you've known Johnny for years,  
haven't you?
- Mark** I guess so. Why?
- Katie** Well, you couldn't give me some advice,  
<sup>1</sup> \_\_\_\_\_? He's in a terrible mood,  
and I don't know why. Nothing's happened,  
<sup>2</sup> \_\_\_\_\_? I mean, he isn't going  
to break up with me, <sup>3</sup> \_\_\_\_\_?
- Mark** No – well, I don't think so! It's weird  
that he's in a bad mood. I mean, it's his  
birthday today, so he should be happy,  
<sup>4</sup> \_\_\_\_\_?
- Katie** His what? You're joking, <sup>5</sup> \_\_\_\_\_?
- Mark** No. I told you a long time ago. You weren't  
listening, <sup>6</sup> \_\_\_\_\_?
- Katie** Um ...
- Mark** In fact, you'd completely forgotten,  
<sup>7</sup> \_\_\_\_\_? No wonder he's upset.
- Katie** Oh, I feel awful! But I can fix this,  
<sup>8</sup> \_\_\_\_\_? I'm going to buy him a  
present now, and pretend it was a surprise.  
You won't tell him, <sup>9</sup> \_\_\_\_\_?  
Please?
- Mark** Buy me another drink, and I'll think about it!

## 7 Complete the question tags.

**Olivia** Have you heard the news about Dylan  
Webb and Orla Brooks? They're going out  
with each other, aren't they?

**Jackson** Are they? He hasn't broken up with that  
actress, Rita Allende, <sup>1</sup> \_\_\_\_\_ he?

**Olivia** Uh-huh, yes, he has - last week! Yuri - they  
had a big argument, <sup>2</sup> \_\_\_\_\_ they?

**Yuri** Yeah. It's sad. They'd been together for a  
long time, <sup>3</sup> \_\_\_\_\_ they?

**Olivia** Yes, they had. They were really in love at  
the beginning, <sup>4</sup> \_\_\_\_\_ they?

**Jackson** Yes, they were. But I guess Rita  
isn't as young and pretty as Orla,  
<sup>5</sup> \_\_\_\_\_ she?

**Yuri** Hey, that's not fair! Orla seems nice. And  
she sings beautifully, <sup>6</sup> \_\_\_\_\_ she?

**Olivia** Yes. And I like him - he's a great actor.  
Although he can't sing at all,  
<sup>7</sup> \_\_\_\_\_ he?

**Yuri** Oh, he isn't that bad! I think they'll  
get along well with each other,  
<sup>8</sup> \_\_\_\_\_ they?

**Jackson** Maybe. But it isn't going to last,  
<sup>9</sup> \_\_\_\_\_ it? Celebrity relationships  
never do!

## 8 Find and correct the mistakes in the question tags. Check (✓) the two correct sentences.

They should be careful, ~~shouldn't~~ they? shouldn't

- 1 I'm going to meet you there, am't I? \_\_\_\_\_
- 2 He was born in India, wasn't he? \_\_\_\_\_
- 3 Casey has already left, hadn't she? \_\_\_\_\_
- 4 There were a lot of people, wasn't there? \_\_\_\_\_
- 5 She isn't very friendly, is she? \_\_\_\_\_
- 6 You couldn't come with us, did you? \_\_\_\_\_
- 7 I'll help you, don't I? \_\_\_\_\_
- 8 Jake hasn't left yet, hasn't he? \_\_\_\_\_



## Checking information

- 1 A reporter is interviewing someone for the school magazine. Complete the dialogue with the phrases in the box.

aren't you    didn't you    haven't you  
no, it wasn't    weren't you    yes, I can  
yes, I was

### Interview with Carlos Ruiz - international soccer star!



- Reporter** You were born in Mexico, weren't you ?
- Carlos** Yes, I was, but we moved to New York when I was 8.
- Reporter** You did well in high school, 1 \_\_\_\_\_ ?
- Carlos** Yes, I did. I worked hard and got good grades. But I loved soccer more!
- Reporter** You were in a band, weren't you?
- Carlos** 2 \_\_\_\_\_. It was a lot of fun.
- Reporter** And you can play the drums, can't you?
- Carlos** 3 \_\_\_\_\_. I still play! I often hit the drums after a bad game. It helps with the stress!
- Reporter** Soccer wasn't the ONLY sport you loved, was it?
- Carlos** 4 \_\_\_\_\_. Don't laugh, but I also used to love hip-hop dancing. I was pretty terrible, though ...
- Reporter** You've traveled quite a lot, 5 \_\_\_\_\_ ?
- Carlos** Yes, I have. I've played soccer all over the world.
- Reporter** You're going to play in Antarctica next, 6 \_\_\_\_\_ ?
- Carlos** Yes, I am - hopefully! It's for charity. It's going to be freezing!
- Reporter** I bet! Good luck ...

- 2 Write the answers for the questions.

You enjoy swimming, don't you? (✓)

Yes, I do.

- 1 Your parents were teachers, weren't they? (✓)  
\_\_\_\_\_
- 2 You haven't been to Europe before, have you, Jake? (X) \_\_\_\_\_
- 3 You aren't going to Japan together, are you? (X) \_\_\_\_\_
- 4 The competition was difficult, wasn't it? (✓)  
\_\_\_\_\_
- 5 Gabriel - you aren't Colombian, are you? (X)  
\_\_\_\_\_

- 3 Look at the photo. Complete the notes with your ideas. Then write an interview with Vera for your school magazine. Include question tags and answers. Use the example in exercise 1 to help you.



### Vera Wild - Rock Star!

born in ... (where?)

did ... (well or badly?) in high school,

on a ... (what sports team?) at school

can ... (what skill?)

also loved ... (what unusual hobby?)

has traveled to ... (where?)

is going to ... (what?)

### Interview with Vera Wild - Rock Star!





## Unforgettable Weddings!



Tell us about *your* special day ...

### Arthur

Q Arthur, you met Manuela at a moped club, didn't you?

A Yes, I did! We're both crazy about mopeds. I have three, and Manuela has two!

Q And you and Manuela fell in love right away, didn't you?

A Well, yes and no! I knew Manuela was the girl for me when we met. I mean, how many beautiful, funny, amazing women do you know who love mopeds and 1950s music?

Q Uh, not many!

A I asked Manuela out that night. She said "no" because she didn't know me! So we became friends first instead. We went dancing, we went on moped rides, we had fun. Finally, we went on a date. We got married last year!

Q Congratulations! It wasn't an "ordinary" wedding, was it?

A I guess not! We rode there on a moped. I was on the front, but it was more difficult for Manuela because she was wearing a big, white dress! Our guests wore 1950s clothes, and we danced to a rock 'n' roll band afterwards. I was so happy, I cried!



### Lucy

Q Lucy, you've just gotten married, haven't you?

A Yes, we have. Eli and I got married on Friday, and then we ran a marathon the next day!

Q Wow! You love a challenge, don't you?

A Ha ha, yes, we do! We're both quite sporty, and we'd wanted to run a marathon for a long time. We got engaged just after we'd heard that we both had places in the race, and then ...

Q You had some terrible news, didn't you?

A Yes, we did. My dad died. He'd been sick for a long time, but it was still a shock. I didn't want to get married that year, but Mom said we should. Then Eli had a great idea. He said we should run in our wedding clothes, and raise money from friends and local businesses for the hospital.

Q You raised nearly \$10,000, didn't you? That's amazing.

A Uh, thanks! I wish we'd raised even more, but it was a great day. I think Dad would have been happy and proud.



## Reading

1 Read the title and look at the photos. Which of these topics (✓) do you think will appear in the interviews? Then read the article quickly and check your answers.

breaking up  falling in love

getting divorced  getting engaged

getting married

2 Read the interviews again. Complete the sentences with information from the article. Write one or two words in each gap.

Together, Arthur and Manuela have five mopeds.

- Arthur and Manuela got married \_\_\_\_\_ ago.
- Arthur and Manuela's friends wore \_\_\_\_\_ to their wedding.
- Lucy and Eli \_\_\_\_\_ the day before the marathon.
- Lucy was shocked and upset when her father \_\_\_\_\_.
- Lucy and Eli gave nearly \$10,000 to a \_\_\_\_\_.

3 Answer the questions.

Why didn't Manuela go on a date with Arthur right away? She didn't know him.

- Why was the journey to the wedding difficult for Manuela? \_\_\_\_\_
- When did Lucy and Eli get engaged? \_\_\_\_\_
- How did Lucy and Eli get nearly \$10,000? \_\_\_\_\_

## Writing

4 Look at the photo. Choose one of the people and write an interview with him or her for the website.





## Possibility in the present: *may / might (not), must, and can't*

### Possibly

They **may (not) exist**.

That **might (not) be** true.

Subject + **may / might** + base form of the verb

### Definitely

He isn't a student. He **must work** here. (affirmative)

No, that **can't be** true. It's impossible! (negative)

Subject + **must / can't** + base form of the verb

- May / might, must, and can't** are modal verbs. We always follow modal verbs with another verb in the base form.  
I **might know** the answer. They **must find** it exciting.
- The form of **may / might, must, and can't** is the same for all persons.  
You / He / She / They **might be** right.
- We use **may / might (+ not) + base form of the verb** when we think that something is possibly true, but we don't know for sure. We can use **may** or **might** with a similar meaning.  
He **may (not) be** wrong. (*I'm not sure.*)  
They **might (not) live** here. (*I'm not sure.*)
- We use **must + base form of the verb** when we are sure that something is definitely true.  
You haven't slept all night. You **must be** tired. (*I'm sure you are tired.*)  
He's read that book four times. He **must like** it! (*I'm sure he likes it.*)
- We use **can't + base form of the verb** when we are sure that something is definitely not true.  
He **can't be** on the plane. He hates flying! (*I'm sure he isn't on the plane.*)  
She failed a big test. She **can't feel** very happy. (*I'm sure she doesn't feel happy.*)

### Watch out!

We use **can't**, not **mustn't**, when we are sure that something isn't true.

That **can't be** a wolf. It must be a big dog.

NOT That **mustn't be** a wolf. It must be a big dog.

## Possibility in the past: *may / might (not), must, and couldn't*

### Possibly

They **may (not) have seen** Bigfoot.

He **might (not) have gone**.

Subject + **may / might (not)** + **have** + past participle + form of the verb

### Definitely

Someone **must have stolen** our tent. It's gone!

She **couldn't have run** very far.

Subject + **must / couldn't** + **have** + past participle + form of the verb

- We use **may / might (+ not), must, and couldn't + have + the past participle form of the verb**. The form is the same for all persons.  
I / He / She / They **might have left**.
- We use **may / might (+ not) + have + the past participle form of the verb** when we think that something was possibly true in the past, but we don't know for sure.  
She **may (not) have known** the truth. (*It's possible that she knew, but I'm not sure.*)  
He **might (not) have solved** the problem. (*It's possible he solved it, but I'm not sure.*)
- We use **must + have + the past participle form of the verb** when we are sure that something in the past is definitely true, or definitely happened.  
You **must have been** sad! (*I'm sure you were sad.*)  
He **must have felt** scared. (*I'm sure he was scared.*)
- We use **couldn't + have + the past participle form of the verb** when we are sure that something in the past is definitely not true, or definitely didn't happen.  
She **couldn't have explored** the whole forest. It's huge! (*I'm sure she didn't explore the whole forest.*)  
He **couldn't have seen** Mia. She's been here all day. (*I'm sure he didn't see Mia.*)

### Watch out!

We use **couldn't have**, not **mustn't have**, when we are sure that something wasn't true or didn't happen.

Solving the mystery **couldn't have been** easy.

NOT Solving the mystery **mustn't have been** easy.



## a / an, the, no article

| a / an   |
|--|
| It's <b>a</b> mystery.                         |
| It's <b>an</b> unusual animal.                 |
| the  |
| Where's <b>the</b> island you mentioned?       |
| They lost <b>the</b> map.                      |
| This is <b>the</b> strangest animal I've seen. |
| They explored <b>the</b> Alps.                 |
| He was born in <b>the</b> U.S.                 |
| No article                                     |
| <b>Travel</b> is essential for explorers.      |
| <b>Katie</b> is a journalist.                  |
| Can you speak <b>Portuguese</b> ?              |
| I come from <b>Tokyo</b> .                     |

### 1 We use **a / an** before singular nouns, when we mention something for the first time.

She discovered **a** new bird.  
*(We haven't mentioned the bird before.)*  
 He works at **an** office.  
*(We haven't mentioned the office before.)*

### 2 We use **the** before singular or plural nouns ...

- when we talk about something which we've mentioned before, or when it is clear which one we mean.  
 She discovered **a** new bird. **The** bird was very brightly-colored.  
*(The bird is mentioned for a second time, so we know which one it is.)*  
 This is **the** office where I work.  
*(We know which office it is.)*
- with nouns that are unique (there is only one of them).  
 I want to travel around **the** world.  
*(There is only one world.)*  
**The** sun is very hot today.  
*(There is only one sun.)*
- with the superlative form of adjectives.  
 This is **the** most ancient building here.
- with some place names, e.g., names of mountain ranges, seas, oceans, rivers, deserts.  
**the** Himalayas, **the** Red Sea, **the** Atlantic, **the** Amazon, **the** Sahara
- with the names of countries that include *United, Kingdom, or Republic*.  
 I'm from **the** U.K.  
 We visited **the** Kingdom of Saudi Arabia.  
 He flew to **the** Dominican Republic.

### 3 We use no article ...

- when we talk about generalizations.  
 Do you prefer science or literature?  
 NOT ~~Do you like the science, or the literature?~~
- for people's names.  
 Jo works near here. NOT ~~The Jo works near here.~~
- for languages.  
 Do you speak French?  
 NOT ~~Do you speak the French?~~
- for most cities and countries that don't include *United, Kingdom, or Republic*.  
 We're going to Quebec in Canada.  
 NOT ~~We're going to the Quebec in the Canada.~~

**Student Book** p.65

## Word list

**Review the Vocabulary. Write your own study notes (or translation) for each word.**

### Investigation

- believe \_\_\_\_\_
- check \_\_\_\_\_
- discover \_\_\_\_\_
- explain \_\_\_\_\_
- explore \_\_\_\_\_
- investigate \_\_\_\_\_
- prove \_\_\_\_\_
- record \_\_\_\_\_
- search for \_\_\_\_\_
- solve \_\_\_\_\_

### Check it out!

- ape \_\_\_\_\_
- authentic \_\_\_\_\_
- crash \_\_\_\_\_
- fake \_\_\_\_\_
- footprint \_\_\_\_\_
- mystery \_\_\_\_\_
- radio signal \_\_\_\_\_
- skeptic \_\_\_\_\_
- set off \_\_\_\_\_
- summit \_\_\_\_\_

### Learn it, use it!

- Where do you think ...? \_\_\_\_\_
- What do you think ...? \_\_\_\_\_
- Who do you think ...? \_\_\_\_\_
- (He / She / It / They) may / might be ... \_\_\_\_\_
- (He / She / It / They) must be ... \_\_\_\_\_
- (He / She / It / They) can't be ... \_\_\_\_\_
- (He / She / It / They) may / might have ... \_\_\_\_\_
- (He / She / It / They) must have ... \_\_\_\_\_
- (He / She / It / They) couldn't have ... \_\_\_\_\_

**Student Book** pp.62, 60, 66, 64



# 6 Exercises

## Vocabulary Investigation

1 Match the words (1–7) with the definitions (a–g).

- |               |  |
|---------------|--|
| 1 investigate | a travel around a new place to learn about it                            |
| 2 check       | b find an answer to a problem, or explain a mystery                      |
| 3 record      | c save information about something, for example by writing or filming it |
| 4 explore     | d research, try to learn all the facts                                   |
| 5 prove       | e show that something is definitely correct or true                      |
| 6 discover    | f find something new or surprising                                       |
| 7 solve       | g look at or test something to see if it is correct or true              |

2 Complete the sentences with the correct form of investigation verbs.



Mima mounds are big groups of tiny, round hills that people have discovered in locations all over the world. Until recently, scientists couldn't <sup>1</sup>e \_\_\_\_\_ what causes them. Some people <sup>2</sup>b \_\_\_\_\_ that they were created by earthquakes – or even aliens! But now scientists have <sup>3</sup>s \_\_\_\_\_ the mystery. Using a computer program, they <sup>4</sup>p \_\_\_\_\_ that an animal called a gopher might have caused the mysterious shapes! Gophers only live in the U.S., so scientists will need to <sup>5</sup>i \_\_\_\_\_ to find out which animals may have caused the mounds in other countries, and <sup>6</sup>s \_\_\_\_\_ evidence.



## Grammar

### Possibility in the present: *may / might (not), must, and can't*

3 Choose the correct answers.

- I'm not sure where she is – she may / can't be at the science laboratory. It's still open.
- 1 He definitely **can't** / might not be at the sports center. He hates sports!
  - 2 It's very cold in here – you **must** / can't need a sweater!
  - 3 She **can't** / may not like him, but I don't know for certain.
  - 4 I'm not sure where he works. He **must** / might work at the hospital or the university.
  - 5 Surely that isn't the time already! It **can't** / must be five o' clock!
  - 6 Vitor passed all his exams. He **can't** / must be very happy!

4 Complete the dialogue. Write *may / might, must, or can't*.



- Alice** Hey, Lee, look at this! What do you think it is?  
**Lee** I don't know. I suppose it may / might be some kind of vase?  
**Alice** It <sup>1</sup> \_\_\_\_\_ be Roman ... or from another time in the past, I don't know which!  
**Lee** Roman? No, it <sup>2</sup> \_\_\_\_\_ be Roman. The Romans were never in this area.  
**Alice** But it <sup>3</sup> \_\_\_\_\_ be modern. It's obviously been here for some time. Look how it's sunk into the dirt!  
**Lee** Hmm. Look. There's some writing on it. I can't read it very well. It <sup>4</sup> \_\_\_\_\_ be in some ancient language. I'm not sure.  
**Alice** How exciting! It <sup>5</sup> \_\_\_\_\_ be valuable if it's old. Old things are always valuable!  
**Lee** Wait a minute. I can read it now – it says ... "Made in Taiwan, 2012."  
**Alice** Oh, no, it <sup>6</sup> \_\_\_\_\_ be modern after all!



## Possibility in the past: *may / might (not), must, and couldn't*

### 5 Correct the mistakes in bold in the sentences below.

- Lola isn't here. She **must gone** home early.  
must have gone
- I don't have my keys. I **must have leaving** them at home. \_\_\_\_\_
  - Marie wasn't at school today. She **might been** sick. \_\_\_\_\_
  - The burglar **couldn't have get** out. All the doors and windows were locked! \_\_\_\_\_
  - He was busy, so he **might not had** time to call us. \_\_\_\_\_
  - Miguel **couldn't have be** there. He was in Tokyo! \_\_\_\_\_
  - Nicole **may not wanted** to come with us last night. \_\_\_\_\_

### 6 Complete the article with *may / might have, must have, and couldn't have*, and the correct form of the verbs in parentheses.

Stonehenge is an ancient monument in the U.K. Archaeologists think that people may have built (build) it as early as 3,000 BC, but they are not sure. However, people <sup>1</sup> \_\_\_\_\_ (build) it much later than 2,000 BC - experts agree about that! We don't know what it was for. It is possible that people <sup>2</sup> \_\_\_\_\_ (use) it as a place for the dead. Or people <sup>3</sup> \_\_\_\_\_ (enjoy) it simply as a piece of art.

It is clear that it <sup>4</sup> \_\_\_\_\_ (be) very difficult to move the stones. Each stone is about 4 meters high and weighs about 23,500 kilograms, so it <sup>5</sup> \_\_\_\_\_ (be) easy to move them. And it <sup>6</sup> \_\_\_\_\_ (take) a lot of strength to get the top stones into place.



## a / an, the, no article

### 7 Choose the correct answers.

- Is this a / the book you recommended?
- Stonehenge is a / an amazing place.
  - I'd love to fly to an / the moon.
  - The movie was a / the mystery drama.
  - We're going to China / the China.
  - This is best / the best place to watch.
  - I hate mysteries / the mysteries.

### 8 Complete the rules with *a, an, the, or Ø* where no article is needed.

The Dragon's Sea is <sup>1</sup> \_\_\_\_\_ area of <sup>2</sup> \_\_\_\_\_ Pacific Ocean near <sup>3</sup> \_\_\_\_\_ Japan where people say that strange things happen, and <sup>4</sup> \_\_\_\_\_ mysterious lights appear in <sup>5</sup> \_\_\_\_\_ sky. There's <sup>6</sup> \_\_\_\_\_ old story that <sup>7</sup> \_\_\_\_\_ Japanese government once sent out <sup>8</sup> \_\_\_\_\_ ship to investigate - and <sup>9</sup> \_\_\_\_\_ ship never came back! We might never discover <sup>10</sup> \_\_\_\_\_ truth, but some people think that some of <sup>11</sup> \_\_\_\_\_ strangest behavior may be caused by <sup>12</sup> \_\_\_\_\_ volcanoes and earthquakes.

## Round-up

### 9 Complete the posts on a message board on the Internet. Write one word in each gap, or Ø where no word is needed.

**\*Jorge\*** I have to do  
<sup>1</sup> \_\_\_\_\_ project on the  
*Mary Celeste*. Does anyone  
 know anything about it?

**SurfGirl** Have you looked  
 online? Some of the history  
 websites <sup>1</sup> \_\_\_\_\_ be  
 useful, but I don't know which ones!

**Steve-O** I've studied this! It was <sup>2</sup> \_\_\_\_\_ American-  
 British ship that was found in <sup>3</sup> \_\_\_\_\_ ocean near  
<sup>4</sup> \_\_\_\_\_ Portugal. It was empty, and everyone had  
 disappeared.

**Kitty** Some people think there <sup>5</sup> \_\_\_\_\_ have been  
 an earthquake.

**K-Z** I read somewhere that <sup>6</sup> \_\_\_\_\_ pirates might  
<sup>7</sup> \_\_\_\_\_ taken the sailors!

**Steve-O** Pirates? No. That story definitely <sup>8</sup> \_\_\_\_\_  
 be true. Pirates like <sup>9</sup> \_\_\_\_\_ money! But there were  
 still coins on the ship.

**\*Jorge\*** Is it possible that <sup>10</sup> \_\_\_\_\_ sailors died  
 because they were hungry?

**Kitty** No, they <sup>11</sup> \_\_\_\_\_ have died from hunger.  
 There was a lot of <sup>12</sup> \_\_\_\_\_ food on board. There  
 obviously <sup>13</sup> \_\_\_\_\_ be another explanation, that's  
 for sure. Hey, Jorge - let us know if you find  
<sup>14</sup> \_\_\_\_\_ real answer!





# 6 Communication

## Speculating

1 Complete the dialogue with the phrases in the box.

can't be    might be    might have picked  
~~must be here~~    must have left  
 what do    where do



**Skylar** Argh!  
**Kyle** What? Oh, wow. This room's a mess! What's happened?  
**Skylar** I can't find my passport! I'm sure I had it yesterday, so it must be here somewhere! <sup>1</sup> \_\_\_\_\_ you think it is?  
**Kyle** I have no idea! It <sup>2</sup> \_\_\_\_\_ on your desk, under all those papers.  
**Skylar** No, it <sup>3</sup> \_\_\_\_\_ there. I've already looked.  
**Kyle** This is just a guess, but Julia <sup>4</sup> \_\_\_\_\_ it up by accident. <sup>5</sup> \_\_\_\_\_ you think?  
**Skylar** No, I don't think so. Anyway, she hasn't been here all week.  
**Kyle** Well, you had it at Olly's house yesterday.  
**Skylar** That's right, I got it out when we were booking flights for our vacation. Oh, no! I <sup>6</sup> \_\_\_\_\_ it there – that's the only explanation!

2 Write the questions and the replies in the correct order.

- A "I can't find my laptop!  
Where do you think it is? (you / it / is / think / where / do ?)"  
 B "<sup>1</sup> \_\_\_\_\_ (sitting room / it / in / the / can't / be .) I've just cleaned it!"  
 A "<sup>2</sup> \_\_\_\_\_ (have / it / borrowed / Tony / might .)"  
 B "<sup>3</sup> \_\_\_\_\_ (taken / it / no, / Tony / can't / have .) He's on vacation in Vietnam!"

- C "I've got a mystery Valentine's Day card. <sup>4</sup> \_\_\_\_\_ (think / it / do / who / you / sent ?)"  
 D "Ooh, exciting! <sup>5</sup> \_\_\_\_\_ (must / have / someone / you / know / it / sent .) <sup>6</sup> \_\_\_\_\_ (she / a / lot / must / like / you .)"  
 C "<sup>7</sup> \_\_\_\_\_ (it / might / be / do / you / think / Soo Bin ?)"

3 Gabriel is waiting for his girlfriend, Kayla. While he is waiting, he calls his friend, Violet. Rewrite their ideas about why Kayla is late with *may / might (not), must, and can't*.



It's not possible that she's sick.

She can't be sick.

- It's possible that she's missed the bus.  
\_\_\_\_\_
- She definitely isn't at home – I've checked!  
\_\_\_\_\_ – I've checked!
- I'm sure she hasn't forgotten.  
\_\_\_\_\_
- It's possible that she's on her way now.  
\_\_\_\_\_
- I'm sure she's left her cell phone somewhere.  
\_\_\_\_\_
- I'm sure she's worried about you.  
\_\_\_\_\_

4 Write a dialogue between Gabriel and Violet. Use some of the ideas in exercise 3 to help you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Reading

1 Read the article about the Moai. Then complete it with the questions in the box.

How did people make the Moai?  
 How did people move the Moai?  
 What about the Moai today?  
 What are the Moai?  
 What do the Moai look like?  
 Why did people make the Moai?

## THE MYSTERIOUS MOAI

## What are the Moai?

The Moai are beautiful stone statues that you can see on the Chilean island of Rapa Nui (Easter Island), in the Pacific Ocean. There are 887 statues, and we know that the first ones were made about 1,000 years ago. However, we don't know very much about the people who made them, or the reasons why they made them. The stones are a beautiful mystery!

1 \_\_\_\_\_

The Moai are statues of men with very large heads, and smaller bodies and arms. Only one has legs and feet.

2 \_\_\_\_\_

We know that people used hand tools to make the stones because archaeologists have found examples of many old tools all over the island. They believe it must have taken about a year to make each statue, with five or six people working on each one.

3 \_\_\_\_\_

This is a more difficult question! Some of the statues are huge, and people can't have carried them using just their hands. The largest stones are nearly ten meters long, and weigh about 18,000 kilograms! Professor Carla Lopez says, "The people must have had some way of moving these stones. Some archaeologists think they might have pulled the stones across the island using ropes. But the stones were so heavy, it must have taken between 180 and 250 men to pull each one."

4 \_\_\_\_\_

We don't know! Most people believe that the statues represent people who had died. However, according to Professor Lopez, "We can't explain why the ancient islanders put so much work into creating these statues, and why so many of the statues are looking away from the ocean. Perhaps the artists believed they were looking towards the villages on the island, to protect them."

5 \_\_\_\_\_

Today, Easter Island is a World Heritage site. Thousands of visitors come to study and admire the statues every year. Most people just take photos, but there have been some problems. In 2008, a tourist tried to take a piece of a statue's ear home as a souvenir. He had to pay \$17,000, and he couldn't go back to the island for three years!

2 Read the article again. Are the sentences true or false?

There are 887 statues. True

- There aren't any statues of women.  
\_\_\_\_\_
- The tools that people used to make the statues have all disappeared. \_\_\_\_\_
- It took one man a year to make each statue.  
\_\_\_\_\_
- Some experts believe that people carried the statues by hand. \_\_\_\_\_
- Most of the statues look out towards the sea.  
\_\_\_\_\_
- The island is a popular tourist destination.  
\_\_\_\_\_

3 Answer the questions.

How do archaeologists know what the ancient islanders used to make the statues?

They have found examples of many old tools all over the island.

- Why is it impossible that people carried the stones?  
\_\_\_\_\_
- What might the statues protect, according to one expert?  
\_\_\_\_\_
- How did one man damage a statue?  
\_\_\_\_\_

## Writing

4 Look at the photo of a modern work of art below. Describe the photo. Think about the following questions:



- What is it, and where is it? What do you think the paintings show?
- Who do you think might have painted it? Why do you think they painted it?
- What must have been difficult about painting it?
- Why do you think some people might like / not like the paintings today? What do you think?



# 7

## Grammar rules

### The passive

|         | Subject | Verb     | Object |               |
|---------|---------|----------|--------|---------------|
| Active  | They    | make     | toys   | from plastic. |
| Passive | Toys    | are made |        | from plastic. |

- In an active sentence, the subject of the sentence does the action of the verb.  
**They make** toys from plastic.
- In a passive sentence, the object of the active sentence becomes the subject.  
**Toys are made** from plastic.
- We use active sentences when we want to focus on *who* or *what* does the action of the verb.  
My school **recycles** paper. (*It is important to say that "my school" does the recycling – not anyone else!*)
- We use passive sentences when we want to focus on the action of the verb, not *who* or *what* who does the action.  
More than half of all paper in the U.S. **is recycled** every year. (*It is not important to say who does the recycling – or we don't know the answer!*)

### The passive: Simple present

#### Affirmative and negative

| Affirmative |                                       |
|-------------|---------------------------------------|
| Cotton      | <b>is grown</b> in China.             |
| T-shirts    | <b>are sold</b> in the shopping mall. |

Subject + **is / are** + past participle form of the verb

| Negative |                                      |
|----------|--------------------------------------|
| Cotton   | <b>isn't grown</b> in the Arctic.    |
| T-shirts | <b>aren't sold</b> in the drugstore. |

Subject + **isn't / aren't** + past participle form of the verb

- We make the affirmative form of the simple present passive with the simple present form of **be** + the past participle form of the verb.  
The trash **is thrown** away.
- We make the negative form of the simple present passive with the correct simple present form of **be** + **not** + the past participle form of the verb.  
These bottles **aren't made** from glass.

### Questions and short answers

| yes / no questions and short answers    |   |
|---|---|
| Is this hat <b>made</b> from wool?      | <b>Yes, it is.</b> / <b>No, it isn't.</b>       |
| Are computers <b>manufactured</b> here? | <b>Yes, they are.</b> / <b>No, they aren't.</b> |

| Wh- questions                                    |  |
|--|--|
| Where <b>is</b> the trash <b>buried</b> ?        |  |
| How <b>are</b> the empty bottles <b>reused</b> ? |  |

- We put **is / are** before the subject to make the question form of the passive.  
**Is** the waste **taken** to a landfill?  
**Are** the T-shirts **dyed** in different colors?
- We make short answers with **Yes, / No,** + subject + the correct form of **be**.  
**Yes, it is.**  
NOT Yes, it is taken.  
**No, they aren't.**  
NOT No, they aren't dyed.
- We form **Wh-** questions in two different ways. We put **is / are** before the subject in object questions, and we put **is / are** after the subject in subject questions (when the question word is the subject of the sentence).  
Object questions  
**When is** World Earth Day celebrated?  
Subject questions  
**How many** denim jackets **are** sold in the U.S.?

(Student Book p.75)

### The passive: Simple past

#### Affirmative and negative

| Affirmative |  |
|-------------|--|
| Plastic     | <b>was invented</b> in the 19 <sup>th</sup> century. |
| These trees | <b>were planted</b> 500 years ago.                   |

Subject + **was / were** + past participle form of the verb

| Negative    |   |
|-------------|---|
| Paper       | <b>wasn't invented</b> in the 19 <sup>th</sup> century. |
| These trees | <b>weren't planted</b> last year.                       |



Subject + **wasn't / weren't** + past participle form of the verb

| by + agent |             |                 |
|------------|-------------|-----------------|
| Object     | Verb        | by + agent      |
| Dracula    | was written | by Bram Stoker. |
| These toys | were made   | by my dad.      |

- 1 We make the affirmative form of the simple past passive with the simple past form of **be** + the past participle form of the verb.  
This magazine **was made** with recycled paper.
- 2 We make the negative form of the simple past passive with the simple past form of **be** + **not** + the past participle form of the verb.  
This magazine **wasn't made** with new paper.
- 3 In a passive sentence, we sometimes want to say who or what does or did an action. We use **by** + agent (the person / thing that does the action).  
Some of the clothes were made **by children**.

### Questions and short answers

#### yes / no questions and short answers

**Was** paper **invented** by the Chinese?

**Yes, it was.** / **No, it wasn't.**

**Were** those sneakers **advertised** on TV?

**Yes, they were.** / **No, they weren't.**

#### Wh- questions

**Why were** these trees **cut** down?

**What was grown** here in the past?

- 1 In the question form of the simple past passive, we put **was / were** before the subject.  
**Was** this card painted by a famous artist?  
**Were** those bottles thrown away?
- 2 We make short answers with **Yes, / No, +** subject + the correct simple past form of **be**.  
**Yes, it was.** / **No, they weren't.**
- 3 We form **Wh-** questions in two different ways.  
We put **was / were** before the subject in object questions, and we put **was / were** after the subject in subject questions (when the question word is the subject of the sentence).  
Object questions  
**When was** it **built**?  
Subject questions  
**Who was sent** on the expedition?

**Student Book** p.77

### Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

#### Materials

- cardboard \_\_\_\_\_
- cotton \_\_\_\_\_
- denim \_\_\_\_\_
- glass \_\_\_\_\_
- leather \_\_\_\_\_
- metal \_\_\_\_\_
- paper \_\_\_\_\_
- plastic \_\_\_\_\_
- wooden \_\_\_\_\_
- woolen \_\_\_\_\_

#### Check it out!

- arcade game \_\_\_\_\_
- cattle \_\_\_\_\_
- deforested \_\_\_\_\_
- dyed \_\_\_\_\_
- ethical \_\_\_\_\_
- fossil fuel \_\_\_\_\_
- global warming \_\_\_\_\_
- green \_\_\_\_\_
- litter \_\_\_\_\_
- marine \_\_\_\_\_
- recycle \_\_\_\_\_
- waste \_\_\_\_\_

#### Learn it, use it!

Can I help you? \_\_\_\_\_  
I'm looking for a kind of / some ... \_\_\_\_\_  
... but I don't know what it's / they're called (in English).  
\_\_\_\_\_

What does it / do they look like? \_\_\_\_\_  
It's / They're small / big / round / square / silver, etc.  
\_\_\_\_\_

It looks / They look like ... \_\_\_\_\_  
What's it / What are they made from?  
\_\_\_\_\_

It's / They're made from plastic / glass / chocolate, etc.  
\_\_\_\_\_

What's it / What are they used for? \_\_\_\_\_  
It's / They're used for filming videos / drying your hair, etc.  
\_\_\_\_\_

Do you mean ...? \_\_\_\_\_  
That's it! Thanks. \_\_\_\_\_  
What's it / What are they called (in English)?  
\_\_\_\_\_

**Student Book** pp.74, 72, 78, 76



# 7 Exercises

## Vocabulary

### Materials

1 Look at the objects in the photos. Complete the sentences with the materials in the box.

cardboard cotton denim ~~glass~~ leather  
metal paper plastic wooden woolen

**Please pick up your trash  
and keep the beach clean!**

Yesterday, our *Beach Tidy*  
volunteers picked up:

54 glass bottles

103 <sup>1</sup> \_\_\_\_\_ bags

64 <sup>2</sup> \_\_\_\_\_ cans

3 <sup>3</sup> \_\_\_\_\_ towels

23 <sup>4</sup> \_\_\_\_\_ leaflets  
and brochures

4 <sup>5</sup> \_\_\_\_\_ cartons

3 pairs of <sup>6</sup> \_\_\_\_\_  
sandals

1 <sup>7</sup> \_\_\_\_\_ sweater

1 pair of <sup>8</sup> \_\_\_\_\_  
shorts

1 <sup>9</sup> \_\_\_\_\_ deckchair



## Grammar

### The passive

2 Find five more passive verbs in the text.

Robots are used in all kinds of different ways nowadays. Many cars and computers are produced by robots in factories. Most people clean their own houses, but in some homes a robot is told how to do the job. And in one "robot restaurant" in Germany the food is served by robots, although it isn't cooked by them. Most robots are made from metal, but sometimes manufacturers make them in other materials, like plastic.



## The passive: Simple present

### Affirmative and negative

3 Choose the correct answers.

A lot of books are / is bought online.

- 1 New websites are create / created all the time.
- 2 A lot of flowers are / is grown here.
- 3 Millions of e-mails are send / sent every day.
- 4 Plastic toys are give / given away with fast food.
- 5 Tea is / are drunk all over the world.

4 Complete the sentences with the correct affirmative or negative form of the simple present passive.

Millions of photos are taken of New York City every year. (take)

- 1 This tiny wooden church \_\_\_\_\_ by thousands of tourists every year. (visit)
- 2 Bananas \_\_\_\_\_ in Alaska. (not grow)
- 3 Sushi \_\_\_\_\_ by many people in the U.S. (enjoy)
- 4 English \_\_\_\_\_ much in my city. (not speak)
- 5 Every summer, movies \_\_\_\_\_ outside at the beach. (show)

## Questions and short answers

5 Write the questions. Then complete the short answers where necessary.

cars / produce / in India?

Are cars produced in India?

Yes, they are.

- 1 What / hot chocolate / make / from?

Chocolate, hot milk, and sugar.

- 2 coffee / grow / in Brazil?

Yes, \_\_\_\_\_.

- 3 all plastic cups / recycle?

No, \_\_\_\_\_.

- 4 How many hamburgers / eat / in the U.S. / every year?

14 billion.

- 5 ice cream / serve / hot?

No, \_\_\_\_\_.



The passive: Simple past

Affirmative and negative

6 Complete the article with the correct simple past passive form of the verbs in parentheses.

Sometimes plastic saves lives!

15-year-old bike rider Jayden

Thomas believes that she

was saved (save) last year by her plastic helmet.

Jayden was riding home from school last June

when she <sup>1</sup> \_\_\_\_\_ (hit) by a car. Luckily

she <sup>2</sup> \_\_\_\_\_ (not injure) too badly

because her head <sup>3</sup> \_\_\_\_\_ (protect).

More than six hundred bikers <sup>4</sup> \_\_\_\_\_

(kill) in road accidents in the U.S. last year.

Could plastic helmets save more lives?

*Historical note:* the first bike helmets

<sup>5</sup> \_\_\_\_\_ (not make) from plastic. Leather helmets protected riders from grazes, but they

<sup>6</sup> \_\_\_\_\_ (not find) to be very effective for serious injuries. The first plastic helmets

<sup>7</sup> \_\_\_\_\_ (sell) in the 1970s.



7 Rewrite the sentences in the passive. Use by + agent where necessary.

William Herschel discovered the planet Uranus.

The planet Uranus was discovered by William Herschel.

- 1 Alexander Bell invented the telephone.  
\_\_\_\_\_
- 2 People made my leather shoes in Italy.  
\_\_\_\_\_
- 3 Someone stole my bike last night.  
\_\_\_\_\_
- 4 Ancient Egyptians used glass.  
\_\_\_\_\_
- 5 My grandma painted these wooden chairs.  
\_\_\_\_\_
- 6 Someone recycled the old magazines.  
\_\_\_\_\_

Questions and short answers

8 Write the questions for the quiz. Then guess the answers.

Quiz

- 1 Where / the first chocolate / make?  
Where was the first chocolate made?  
a Switzerland b Spain c Mexico
- 2 the first light bulb / invent / by Thomas Edison?  
a Yes, it was. b No, it wasn't.
- 3 Where / paper money / invent?  
a China b the U.S. c Greece
- 4 How many / denim jeans / sell / in the U.S. in 2003?  
a 450 million b 350 million c 550 million
- 5 When / the Empire State Building / open?  
a 1935 b 1931 c 1928

Answers 1c 2b 3a 4a 5b

Round-up

9 Complete the article with the correct form of the verbs in parentheses.

The Recycled Orchestra of Cateura



Look carefully at the instrument in the photo.

What (it / make) is it made \_\_\_\_\_ from?

It isn't new, and it <sup>1</sup> \_\_\_\_\_ (not buy) in a shop. It <sup>2</sup> \_\_\_\_\_ (put) together by an artist – out of cans, cardboard, and other trash! Many instruments like these <sup>3</sup> \_\_\_\_\_ (play) by the Recycled Orchestra of Cateura.

Why <sup>4</sup> \_\_\_\_\_ (it / call) the "recycled orchestra"?

All the instruments are made from materials which <sup>5</sup> \_\_\_\_\_ (find) on a garbage dump near Cateura in Paraguay.

How much <sup>6</sup> \_\_\_\_\_ (trash / bring) to Cateura every day?

Around 1,500 tons. Local residents collect some of the trash, which <sup>7</sup> \_\_\_\_\_ (sell) to a recycling company. Residents <sup>8</sup> \_\_\_\_\_ (not pay) very much, and many people are quite poor.

Why <sup>9</sup> \_\_\_\_\_ (the orchestra / invent)?

It <sup>10</sup> \_\_\_\_\_ (start) to give local children music, and hope. You can listen to their music on YouTube!



# 7 Communication

## Explaining what you want

1 Complete the dialogues with the correct form of the verbs in parentheses.

1



**Leticia** I'm looking for some pieces of paper, but I don't know what they re called (call) in English.

**Clerk** OK, I might be able to help! What <sup>1</sup> \_\_\_\_\_ (they / look) like?

**Leticia** Um, they're quite big! They might be different colors, and they might have pictures on them.

**Clerk** OK ... and what <sup>2</sup> \_\_\_\_\_ (they / use) for?

**Leticia** They're used for presents. When you want to give someone a present, you use this paper.

**Clerk** Ah, <sup>3</sup> \_\_\_\_\_ (you / mean) wrapping paper? Like this?

**Leticia** That's it! Thanks!

2



**Jae Sun** Excuse me. I <sup>4</sup> \_\_\_\_\_ (look for) some candy, but I don't know what <sup>5</sup> \_\_\_\_\_ (it / call) in English.

**Clerk** What <sup>6</sup> \_\_\_\_\_ (the candy /- make / from)?

**Jae Sun** Um, it's made from mint. It's white. It's often eaten after dinner.

**Clerk** Ah, do you mean this?

**Jae Sun** That's it! Thanks. What <sup>7</sup> \_\_\_\_\_ (it / call) in English?

**Clerk** Gum. It <sup>8</sup> \_\_\_\_\_ (spell) g - u - m.

2 Complete the dialogue with the correct active or passive form of verbs in the box.

call call look for look like  
make from mean use for spell

**Erik** Excuse me. I don't know what it's called \_\_\_\_\_ in English, but I <sup>1</sup> \_\_\_\_\_ a kind of drinks container.

**Clerk** OK, I might be able to help! What <sup>2</sup> \_\_\_\_\_ (it)?

**Erik** Um, it's usually long and round. There's a cup at one end. It <sup>3</sup> \_\_\_\_\_ plastic and metal.

**Clerk** OK ... and what <sup>4</sup> \_\_\_\_\_?

**Erik** It's used to keep your drinks warm. You put hot drinks in it, and you take it with you when you're going hiking.

**Clerk** Ah, <sup>5</sup> \_\_\_\_\_ (you) this?

**Erik** That's it! Thanks. What <sup>6</sup> \_\_\_\_\_ (it) in English?

**Clerk** A thermos. <sup>7</sup> \_\_\_\_\_ (it)  
t - h - e - r - m - o - s.



3 Choose one of the items in the photos. Then write a dialogue between a visitor to the U.S. and an American clerk like the ones in exercises 1 and 2.

a kind of jam – oranges, sugar – often eaten on toast for breakfast in the U.S. – answer: marmalade



a kind of container – usually tall and round, often glass – used for flowers – answer: a vase



a kind of toy – round, plastic – thrown and caught – often played in park – answer: a Frisbee




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## Reading

- 1 Read the factfile. Then read the main article quickly. Match the facts in the box to paragraphs A–C. One paragraph matches two facts.

## How Green is Your Shopping Bag?

Every year, \$200–300 billion is spent by around 30 million teenagers in the U.S. That's a lot of money! Almost everything we buy affects the environment, from the energy that is used to make it, to what happens when it's thrown away.

What kind of shopper are you? We interviewed Theo, 15, and analysed his answers.

## A Are you a "big spender"? What do you buy?



**Theo** I think I'm about average. I spend nearly half my money on clothes. For example, yesterday I bought two cotton sweatshirts, although one was a mistake – it's bright pink, and I'm not sure I'm brave enough to wear it! I also download a lot of apps, music, and games – I love gaming. I don't really save money. I know I should, but it's hard!



**Expert** Try the "24 hour rule." When you see something you like, wait a day. If you still want it, then go back and get it. But you'll probably spend less, saving money and helping the planet! Tip two: could you borrow games from friends?

## B How green are your shopping habits?



**Theo** Well, I try not to use too many plastic bags. I know that they aren't recycled very easily, and they can pollute the environment, can't they? Also, they look pretty lame\*! I use my backpack most of the time. Or I buy stuff online. I order most stuff online!



**Expert** To be even more "green," look at labels to see where something was made. Was it transported for thousands of kilometers on polluting trucks and ships? Look for "green" products, too. Buy notebooks that are made from recycled paper, for instance.

## C How green are your food habits?



**Theo** OK, I think! I don't actually like fast food, so I don't buy much food in plastic packaging. Mom is OBSESSED with gardening, so a lot of the vegetables and herbs we eat are grown in the garden, or in pots by the windows. And food is hardly ever thrown away. We love eating!



**Expert** Excellent! Make sure that all your used packaging is recycled, too – don't forget to recycle glass bottles and jars, metal cans, etc. But you're doing really well. Great job, Theo!

\*Glossary lame = bad (slang, informal)

## Factfile

## Spending Habits of a Typical Teenager in the U.S.

- over 75 percent of teenagers shop online \_\_\_
- 40 percent of a typical budget is spent on fashion A
- more than 50 percent of teenagers prefer fast food restaurants for eating out \_\_\_
- around 33–50 percent of all gaming sales are made by teenagers \_\_\_

- 2 Think about your answers to exercise 1. Is Theo a "typical" U.S. teenager?

completely typical / fairly typical / not very typical / not at all typical

- 3 Read the article again. Then answer the questions.

How much money do American teenagers spend in a year?

They spend around \$200–300 billion.

- What does Theo spend his money on?  
\_\_\_\_\_
- What should Theo wait 24 hours for?  
\_\_\_\_\_
- Why doesn't Theo use plastic bags? (Give three reasons.)  
\_\_\_\_\_
- Why is it a good idea to buy local products?  
\_\_\_\_\_
- How does one of Theo's relatives help the environment?  
\_\_\_\_\_
- What else could Theo do for "greener" food habits?  
\_\_\_\_\_

## Writing

- 4 Look at the questions below. Write short notes that are true for you.

## Green Shopper Survey

Are you a "big spender"? What do you buy?  
How green are your shopping habits?  
How green are your food habits?  
What else could you do in the future?

- 5 Are you a green shopper? Write a report using the headings in exercise 4.



## Reported speech (1)

### Verb changes

| Direct speech                            | Reported speech                                  |
|--|--|
| <b>Simple present</b>                    | <b>Simple past</b>                               |
| "I <b>love</b> the show," she said.      | She said (that) she <b>loved</b> the show.       |
| <b>Present progressive</b>               | <b>Past progressive</b>                          |
| "He's <b>reading</b> ," I said.          | I said (that) he <b>was reading</b> .            |
| <b>Simple past</b>                       | <b>Past perfect</b>                              |
| "We <b>heard</b> the news," they said.   | They said (that) they <b>had heard</b> the news. |
| <b>Present perfect</b>                   | <b>Past perfect</b>                              |
| "They've <b>left</b> ," he said.         | He said (that) they <b>had left</b> .            |
| <b>am / is / are going to</b>            | <b>was / were going to</b>                       |
| "I'm <b>going to be</b> famous," I said. | I said (that) I <b>was going to be</b> famous.   |
| <b>will</b>                              | <b>would</b>                                     |
| "I'll <b>call</b> you," you said.        | You said (that) you <b>would call</b> me.        |
| <b>can</b>                               | <b>could</b>                                     |
| "I <b>can</b> help," she said.           | She said (that) she <b>could help</b> .          |

- We use reported speech to report what someone said earlier.  
 "I **present a radio show**," said Liam.  
 (These are the words that Liam said.)  
 Liam said that **he presented a radio show**.  
 (These are the reported words.)
- In reported speech, verb tenses usually move one tense into the past.  
 "I'm a reporter," said Milly. → Milly said that she **was** a reporter.  
 "The show **has finished**," said Stu. → Stu said that the show **had finished**.
- In reported speech, we change **will / won't** to **would(n't)**, and **can(n't)** to **could(n't)**.  
 "I **can** sing," said Kim. → Kim said that she **could** sing.  
 "We **won't** leave," said the fans. → The fans said that they **wouldn't** leave.
- We don't always have to use **that** in reported speech.  
 Milly said **that** she was a reporter.  
 Milly said she was a reporter.

## say and tell

### say

He **said** that he'd updated his blog.

Subject + | **say** | + (that)

### tell

He **told** us that he'd updated his blog.

Subject + | **tell** | + object | + (that)

- We use **say** when we don't want to say who we are talking with.  
 Gina **said** that she hated interviews.  
 NOT Gina said me that she hated interviews.
- We use **tell** when we want to say who we are talking with.  
 Gina **told me** that she hated interviews.  
 NOT Gina told that she hated interviews.
- Remember that we don't always have to use **that** in reported speech.  
 Gina said (**that**) she hated interviews.  
 Gina told me (**that**) she hated interviews.

(Student Book p.83)

## Reported speech (2)

### Pronouns

| Direct speech   | Reported speech  |
|---|--|
| "I write a blog," he said.                            | He said that <b>he</b> wrote a blog.                   |
| " <b>They</b> interviewed <b>me</b> ," she said.      | She said that <b>they'd</b> interviewed <b>her</b> .   |
| "I'll text <b>you</b> all later," he said.            | He said that <b>he</b> would text <b>us</b> all later. |
| " <b>We</b> haven't heard of <b>you</b> ," they said. | They said that <b>they</b> hadn't heard of <b>me</b> . |

- Pronouns often change in reported speech.  
 "I interviewed the mayor," she said. → She said that **she** had interviewed the mayor.  
 NOT She said that I had interviewed the mayor.
- Remember that we must change tenses as well as pronouns.  
 "I **like your** blog," he told us. → He told us that **he liked our** blog.  
 NOT He told us that he likes our blog.



## Possessive adjectives

| Direct speech                                | Reported speech                                 |
|--|---|
| "You can read <b>my</b> newspaper," he said. | He said that I could read <b>his</b> newspaper. |
| "I saw <b>your</b> vlog," she said.          | She said she'd seen <b>my</b> vlog.             |
| " <b>Our</b> radio show is new," they said.  | They said that <b>their</b> radio show was new. |

1 Possessive adjectives often change in reported speech.

"We'll publish **your** article," they said.

→ They said that they would publish **my** article.

NOT We said that we would publish your article.

2 Remember that we must change tenses and pronouns as well as possessive adjectives.

"The press **won't like my** latest album," he said.

→ He said that the press **wouldn't like his** latest album.

NOT He said that the press won't like his latest album.

### Watch out!

The possessive adjectives don't always change.

"I love **his** music," she said. → She said that she loved **his** music.

### Watch out!

We sometimes also change possessive pronouns too.

"The magazine is **mine**," she said. → She said that the magazine was **hers**.

"Those books are **ours**," they said. → They said that those books were **theirs**.

## Time expressions

| Direct speech  | Reported speech           |
|----------------|---------------------------|
| tomorrow       | <b>the next day</b>       |
| today          | <b>that day</b>           |
| this morning   | <b>that morning</b>       |
| this afternoon | <b>that afternoon</b>     |
| yesterday      | <b>the day before</b>     |
| last week      | <b>the week before</b>    |
| next week      | <b>the following week</b> |

1 Time expressions often change in reported speech.

"I'll see you **tomorrow**," she said. → She said that she would see me **the next day**.

"She called me **yesterday**," he said. → He said that she had called him **the day before**.

"The show will start **next week**," I said. → I said that the show would start **the following week**.

2 Remember that we must change tenses, pronouns, and possessive adjectives as well as time expressions.

"I **reviewed your** book **last week**," he said. → He said that **he had reviewed my** book **the week before**.

NOT He said that he has reviewed your book last week.

Student Book p.85

## Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

### Media activities

advertise \_\_\_\_\_  
 edit \_\_\_\_\_  
 follow \_\_\_\_\_  
 interview \_\_\_\_\_  
 present \_\_\_\_\_  
 publish \_\_\_\_\_  
 report \_\_\_\_\_  
 review \_\_\_\_\_  
 share (with) \_\_\_\_\_  
 update \_\_\_\_\_

### Check it out!

ban \_\_\_\_\_  
 brand \_\_\_\_\_  
 catchy \_\_\_\_\_  
 extracurricular \_\_\_\_\_  
 give up \_\_\_\_\_  
 link \_\_\_\_\_  
 market research \_\_\_\_\_  
 mayor \_\_\_\_\_  
 résumé \_\_\_\_\_  
 sponsor \_\_\_\_\_  
 station \_\_\_\_\_  
 stereotype \_\_\_\_\_

### Learn it, use it!

X called. \_\_\_\_\_

Did he / she leave a message? \_\_\_\_\_

He / She asked me to tell you (that) ... \_\_\_\_\_

He / She said (that) ... \_\_\_\_\_

Oh, that's too bad. / Oh, great. / Oh, how annoying! / Oh, OK.

He / She told me (that) ... \_\_\_\_\_

Was that all? / Was there anything else? \_\_\_\_\_

Student Book pp.82, 80, 86, 84



## Vocabulary

## Media activities

- 1 Find nine more media activities in the puzzle. Use them to complete the headlines and article titles. The words can appear →, ←, ↓, ↑, ↖, ↗, ↘, or ↙.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| A | E | S | F | O | L | L | O | W | H | U |
| L | D | O | A | H | W | E | E | S | E | P |
| R | E | V | I | E | W | S | T | D | H | D |
| I | T | R | E | P | O | R | T | T | I | A |
| S | U | F | V | R | R | U | T | E | B | T |
| H | I | H | S | D | T | E | I | A | R | E |
| A | L | P | U | B | L | I | S | H | O | U |
| R | A | R | O | L | N | B | S | E | T | P |
| E | B | E | R | I | P | O | R | E | N | A |
| I | N | T | E | R | V | I | E | W | V | T |

How to get a celebrity to **follow** you on Twitter, or other social media sites.

- Celebrity couple p\_\_\_\_\_ a shocking new biography! Read an extract here first.
- News Now.** We r\_\_\_\_\_ the news before anyone else. So why read any other newspaper?
- Could YOU p\_\_\_\_\_ our new show? If you're confident, funny, and look good on camera, click [here](#) to apply.



- Do you u\_\_\_\_\_ your home page with new status updates and posts more than 20 times a day? You might be a social media addict!
- Did you enjoy the last book you read? R\_\_\_\_\_ it [here](#) and let everyone know your opinions.
- 6:30** Chat Show – Kelly Kidstone and Garth Budd i\_\_\_\_\_ Hollywood actress Marcia Gray, and ask some fascinating questions.

- Do you want to s\_\_\_\_\_ a link to [www.funny-cat-pics.org](http://www.funny-cat-pics.org) with your friends on your home page?
- "I can e\_\_\_\_\_ my lyrics, but unfortunately I can't correct my past." Hip-hop star tries to go clean.



## Grammar

## Reported speech (1)

- 2 Enrique is an ambitious press photographer. Complete the sentences with the correct form of the verbs in reported speech.



"I sometimes spend hours waiting to see a celebrity."

Enrique said that he sometimes **spent** \_\_\_\_\_ hours waiting to see a celebrity.

- "I'm getting to know the stars quite well."  
He said that he \_\_\_\_\_ to know the stars quite well.
- "Once I took some great pictures of the U.S. president."  
He said once he \_\_\_\_\_ some great pictures of the U.S. president.
- "No celebrity has complained."  
He said that no celebrity \_\_\_\_\_.
- "I'm going to publish my pictures online."  
He said he \_\_\_\_\_ his pictures online.
- "Sometimes photographers can earn a fortune."  
He said sometimes photographers \_\_\_\_\_ a fortune.
- "One day a picture will make me rich!"  
Enrique said that one day a picture \_\_\_\_\_ him rich.

## say and tell

- 3 Complete the sentences with **said** or **told**.

Madison **said** \_\_\_\_\_ she didn't like media studies.

- I \_\_\_\_\_ him that the interview was over.
- Troy \_\_\_\_\_ us that he couldn't find the site.
- The presenter \_\_\_\_\_ that he was sorry.
- Zane \_\_\_\_\_ he was going to write a comment.
- They \_\_\_\_\_ her that they wouldn't publish it.



## Reported speech (2)

### Pronouns and possessive adjectives

#### 4 Complete the sentences in reported speech with the correct pronouns and possessive adjectives.

"I've edited my article," said Leila.

Leila said she had edited her article.

- "Your updates are funny," Alec said.  
Alec told \_\_\_\_\_ that \_\_\_\_\_ updates were funny.
- "We're going to the movies with your brother," they said.  
They said that \_\_\_\_\_ were going to the movies with \_\_\_\_\_ brother.
- "I'll see you at my party, Ella," Jake said.  
Jake told Ella that \_\_\_\_\_ would see \_\_\_\_\_ at \_\_\_\_\_ party.
- "I'll pay for your magazine," you said.  
You told me that \_\_\_\_\_ would pay for \_\_\_\_\_ magazine.
- "I want to talk to you both after your show," Katie told us.  
Katie said that \_\_\_\_\_ wanted to talk to \_\_\_\_\_ both after \_\_\_\_\_ show.

### Time expressions

#### 5 Read the messages on Nate's phone. Then complete the time expressions in reported speech.

What's up? You weren't at school yesterday. I'm busy studying today because I have an exam tomorrow. Oh, and I saw Rory this morning. He's going to have a party next weekend! Bella x

Hey there – my new guitar arrived last week. We can play some music this afternoon! Alfie

Bella said Nate hadn't been at school the day before.

- Bella said she was busy studying \_\_\_\_\_.
- She said she had an exam \_\_\_\_\_.
- She said she had seen Rory \_\_\_\_\_.
- She said Rory was going to have a party \_\_\_\_\_.
- Alfie said his new guitar had arrived \_\_\_\_\_.
- He said they could play some music \_\_\_\_\_.

#### 6 A journalist interviewed Jenna McBride, an American pro skater, for a magazine article. Read what Jenna said. Then complete the article by adding one or two words in each space.

"I'm doing very well at the moment. Last year, I won three competitions. My coach is very happy with me. Tomorrow, I'm flying to Texas to do some practice with the rest of the American team. Our fans have been fantastic. We love you all!"



Yesterday I spoke to the American pro skater Jenna McBride. She told me that she <sup>1</sup> \_\_\_\_\_ very well at the moment. She said that she <sup>2</sup> \_\_\_\_\_ three competitions the year <sup>3</sup> \_\_\_\_\_. She told me that <sup>4</sup> \_\_\_\_\_ coach was very happy with <sup>5</sup> \_\_\_\_\_. She said that the <sup>6</sup> \_\_\_\_\_ day, she <sup>7</sup> \_\_\_\_\_ to Texas to do some practice with the rest of the American team. She <sup>8</sup> \_\_\_\_\_ me that <sup>9</sup> \_\_\_\_\_ fans <sup>10</sup> \_\_\_\_\_ fantastic. She said that they loved <sup>11</sup> \_\_\_\_\_ all!

#### 7 Correct the mistakes in the sentences below. Write complete sentences. Some sentences have more than one mistake.

"Mrs. Bloom, I won't be at school tomorrow," Richard said.

Richard said Mrs. Bloom that he wouldn't be at school next day.

Richard told Mrs. Bloom that he wouldn't be at school the next day.

- "My computer isn't working," Annie said to her dad. Annie told that her computer isn't working.  
\_\_\_\_\_
- "We're going to move to a new house next year," said the twins.  
The twins said that they are going to move to a new house next year.  
\_\_\_\_\_
- "I listened to music with my friends this morning," you said.  
You said you listened to music with my friends that morning.  
\_\_\_\_\_
- "We can take some pictures next week, George," Ian said.  
Ian said George that we could take some pictures following week.  
\_\_\_\_\_



## Taking phone messages

- 1 Complete the dialogue and the message with the phrases in the box.

asked me   called  
can I take   can I talk with  
can you tell   **hello?**   said  
told   was there anything



- Jason** **Hello?**  
**Lisa** Hello, Mr. Philips. It's Lisa.  
1 \_\_\_\_\_ Mrs. Philips, please?  
**Jason** Sorry, Lisa. Marian isn't here at the moment. 2 \_\_\_\_\_ a message?  
**Lisa** Yes, please. It's about my piano lesson. I fell off my bike yesterday, and I've hurt my arm. 3 \_\_\_\_\_ her that I won't be able to play on Tuesday?  
**Jason** Oh, that's too bad. I'll tell her.  
4 \_\_\_\_\_ else?  
**Lisa** No, that's all. But please tell her I'm very sorry!  
**Jason** Of course. I hope your arm gets better soon. Thanks for calling, Lisa. Bye for now!

Marian - Lisa 5 \_\_\_\_\_ She  
6 \_\_\_\_\_ me that she had fallen  
off her bike and hurt her arm.  
She 7 \_\_\_\_\_ to tell you that she  
wouldn't be able to play the piano on  
Tuesday. She 8 \_\_\_\_\_ she was very  
sorry.  
Jason

- 2 Complete the dialogue. Write one word in each gap.

- Jason** Oh, Marian! Harry **called** \_\_\_\_\_, too.  
**Marian** Did he 1 \_\_\_\_\_ a message?  
**Jason** Yes, it was about Sunday dinner. He asked me to 2 \_\_\_\_\_ you that he'd only be able to stay until 2:30, because band practice was going to start early.  
**Marian** Oh, 3 \_\_\_\_\_ annoying! Theresa and Keith are coming especially to see him.  
4 \_\_\_\_\_ that all?  
**Jason** No. He 5 \_\_\_\_\_ that he knew you'd be angry! He 6 \_\_\_\_\_ me that he was going to take you out for coffee and cake on the 13<sup>th</sup> to apologize.  
**Marian** Oh, he knows me too well, that boy ...

- 3 Read the phone dialogues. Then write messages for John and Abigail.

- 1  
**Martin** Hello?  
**Tilly** Hello, it's Tilly. Can I talk with John, please?  
**Martin** I'm sorry, he isn't here at the moment. Can I take a message?  
**Tilly** Yes please. Can you tell him that I have his cell phone? He left it at the store by accident!  
**Martin** Oh, that's great news. He's been looking everywhere for that phone. Thanks, Tilly. Was that all?  
**Tilly** No. Can you tell him that he can come over and collect it any time after 7 p.m.?  
**Martin** OK. I'll tell him. Bye, Tilly, and thanks again!

John - Tilly called.  
She \_\_\_\_\_

- 2  
**Rosie** Hello?  
**Dion** Hello there, it's Dion Knowles from The Gift Store. Can I talk with Abigail Parks, please?  
**Rosie** I'm sorry, she's out at the moment. Can I take a message?  
**Dion** Yes, please. Can you tell her that her order has arrived? She can come get it from the store whenever she is ready.  
**Rosie** Oh, OK. I'll tell her. Is that everything?  
**Dion** No. Can you also tell her she needs to bring her order reference number with her?  
**Rosie** Yes, I'll make sure she gets the message.  
**Dion** Thanks a lot. Bye.

Abigail, Dion Knowles from The Gift Store called. He \_\_\_\_\_



# Celeb Watch

## Superfan Blogspot

### About Me

Hi there! I'm Aisha, and when I'm not updating this blog, I love playing with my cat, Mimi – oh, and I present my own vlog, too! Check it out [here](#).

Why I ♥ celebrity gossip! May 14<sup>th</sup>

I know that not everyone's into celebrity gossip, so in this post I thought I'd explain just *why* I'm so addicted!

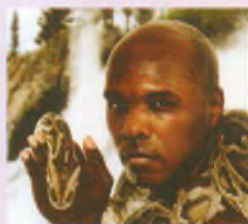


**No. 1: It's like real life, only bigger.** My best friend Daniel *hates* celebrity gossip. Yesterday he told me that celebrities were just crazy people with too much fame and money. I disagree.

I think celebrities are *normal*

people with too much fame and money! Becoming famous makes people like you and me do crazy things, and it's fascinating to watch – from a safe distance!

**No. 2: It's silly.** When we read the interview with the hip-hop artist (I won't say his name!) who said he wouldn't tour unless he could have an all-white dressing room and bring along his pet snake – well, it's funny, isn't it? There are many terrible things going on in the world today, but if we thought about those 100% of the time, we'd probably get too depressed to do anything useful! We all need to laugh sometimes.



**No. 3: It makes you think.** Sometimes we cry with celebrities, too. When you're following the story of someone's life on social media and websites, you start to take an interest. You start to sympathize. When – I'll call her "Miss X" – told fans she had always struggled with an eating problem, the reaction was amazing. The media published many articles about the topic, and people gave money to charity. Celebrities *can* actually change the world, often in surprising ways.

OK, that's enough from me. What do YOU think?

### Your comments

#### Maxwell

Sorry, Aisha, but I don't agree at all! Who cares if a pop star gets a bad haircut, or a soccer player cheats on his girlfriend? We need to focus on things that *really* matter, like the environment. Journalists report stupid stories about idiots, when there are people who are dying of hunger. Celebrity gossip is a waste of time!

## Reading

**1** Read the blog. Which of 1–3 best describes Aisha's opinion (A), and Maxwell's opinion (M)?

Celebrity gossip ...

- 1 has no benefits. \_\_\_
- 2 is more interesting than anything else. \_\_\_
- 3 can have advantages. \_\_\_

**2** Read the blog again. Complete the sentences.

As well as writing a blog and presenting a vlog, Aisha also likes **playing with her cat** \_\_\_\_\_.

- 1 Aisha's friend believes that celebrities are crazy people who have \_\_\_\_\_.
- 2 Aisha thinks it's important to laugh, or we would feel \_\_\_\_\_.
- 3 The celebrity who spoke about her problems had a positive effect because \_\_\_\_\_.
- 4 Maxwell criticizes journalists who \_\_\_\_\_.

**3** Find these verbs in the blog. Then match them with the definitions.

check (something) out   disagree   focus on  
**go on**   struggle with   sympathize   tour

**go on** \_\_\_\_\_ = happen

1 \_\_\_\_\_ = have problems with

2 \_\_\_\_\_ = feel concerned, understand

3 \_\_\_\_\_ = think most about

4 \_\_\_\_\_ = see, look at

5 \_\_\_\_\_ = don't have the same opinion

6 \_\_\_\_\_ = play concerts in different places

## Writing

**4** Imagine you write a blog about something *you're* interested in! For example, movies, fashion, sports, etc. Write a blog post called "Why I love / am interested in (my hobby)." Include the ideas below.

- Things you love about your hobby / interest.
- What other people say about your hobby / interest (for example, things your parents have said, what people in the media have said, etc.).
- Recommendations for people who want to find out more (good websites to visit, etc.).



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First published in 2014

2018 2017 2016

10 9 8 7 6 5 4

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ISBN: 978 0 19 446408 6 Student's Access Card  
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Illustrations by: John Batten/Beehive pp.26 (ex 1), 39; Paul Daviz pp.32, 46 (1-5), 54; Chuck Gonzales pp.4 (ex 4), 7, 12, 20, 26 (ex 5), 31, 40, 43, 46 (6-8); John Haslam pp.18, 27, 99, 102, 106; Alberto Hoyos pp.41, 62; Martin Impey pp.34; Andy Parker pp.4 (ex 1), 9, 74.

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37 (avatars), 44 (girl with cat, girl with horse), 52 (background), 54 (argument), 55, 57 (ice cream), 58 (chocolates), 59 (noodles), 60 (Bigfoot cartoon), 61 (1, 2, 3, 5), 65 (dollars), 66 (Himalaya), 67 (girl), 70 (satellite dishes), 72 (cotton plants), 76 (webcam, flipflops, slippers, bobble hat, cotton hat), 77, 78 (all), 80 (control desk background), 83 (reporter, couple at desk), 84, 86 (Times Square background), 88 (both), 90 (US dollar, old US flag on wood background), 96 (dictionary page), 100 (beach at sunset), 102 (rubbish on beach), 105, W4, W11 (Lottie, Paulo, Kiki, party), W16 (1, 3-6), W17 (Maria, twins, cat), W18 (all), W19 (milk, drying hair, carrots, ill boy, Jason), W22 (all), W24 (thief, fire), W25 (shorts, scarf), W30 (both), W34 (all), W35 (Stonehenge), W36 (boy waiting), W37 (both), W40 (bottle, bag, tin can, sandals, jumper, shorts, robot cleaner), W41 (helmet), W42 (chewing gum, jam, vase), W43 (boy), W46 (all), W48, W49 (man with snake); Rex Features pp.86 (Daniel Craig/Snap Stills), W28 (Titanic still/c.20thC.Fox/Everett), W31 (marathon couple).

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ISBN 978-0-19-446398-0



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