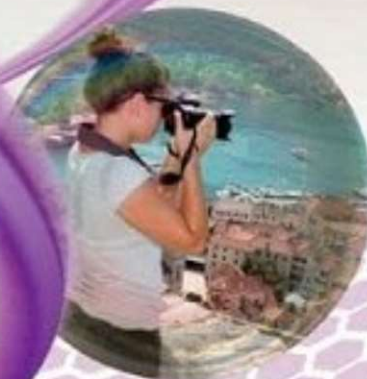
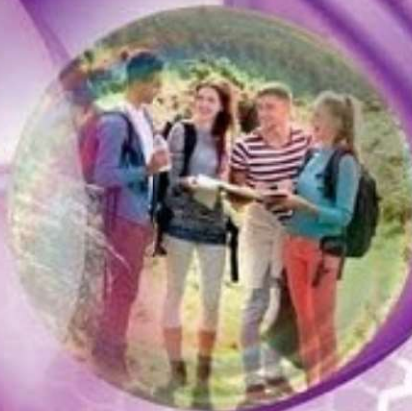
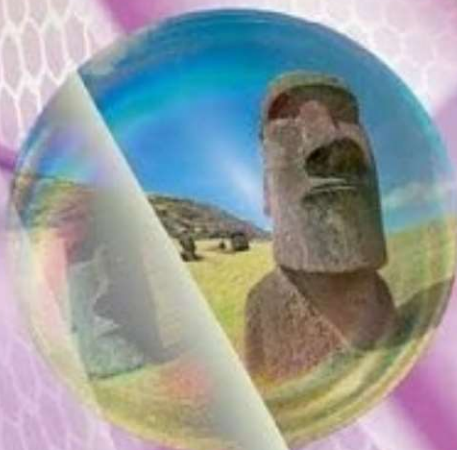


2nd edition

Got it!

3

Student Book
& Workbook



Includes:

Online Workbook
enhanced with
extra activities

Philippa Bowen & Denis Delaney
Bess Bradfield

OXFORD

Contents

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 Permission: *be allowed to used to*

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Discussing rules

Skills

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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



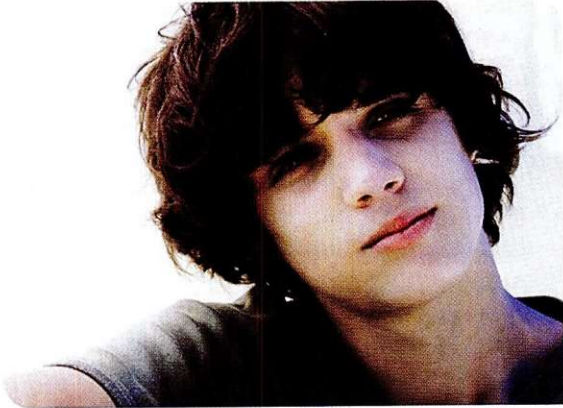
- Rosa was born _____ in 1970.
- She _____ in 1975.
 - She _____ in 1986.
 - She _____ in 1995.
 - She _____ in 1997.

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.

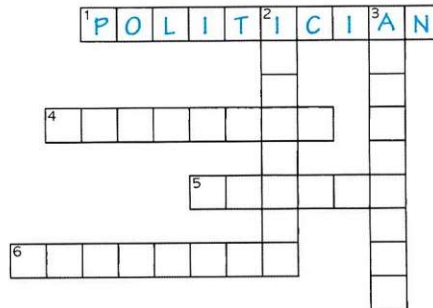
A life of crime

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

And you? 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 (✓) | 4 take out the trash (X) |
| 2 feed the rabbit (✓) | 5 set and clear the table (✓) |
| 3 do the ironing (X) | |

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	<input checked="" type="checkbox"/>
explore the countryside	<input checked="" type="checkbox"/>
take art and craft classes	<input type="checkbox"/>
play outdoor sports	<input checked="" type="checkbox"/>
do a yoga class	<input type="checkbox"/>
learn a foreign language	<input checked="" type="checkbox"/>

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 ¹ _____ a degree in Spanish. I love ² _____ and I hope ³ _____ South America this summer. I'd like ⁴ _____ some time in Peru and Colombia. I love ⁵ _____ new people and I enjoy ⁶ _____ new cultures. I don't have any money at the moment, but I hope ⁷ _____ 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 ¹ _____ (take) the bus. It ² _____ (not take) long.
Dad What time ³ _____ (you / be) back?
Brody I'm not sure, but I ⁴ _____ (not be) late.
Dad ⁵ _____ (you / eat) dinner here?
Brody No, I ⁶ _____ (have) something to eat with Gabe.

will / 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 ¹**'ve taken / took** a helicopter ride over the Grand Canyon! I ²**'ve never been / was never** so scared. But the views ³**have been / were** amazing. What's the scariest thing you ⁴**'ve ever done / you ever did**?

REPLIES

irLanguage.com

JoAnn

Last year, I ⁴**'ate / 've eaten** fried insects in Thailand. They were delicious. 😊

Prash

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

Ling

I ⁸**'didn't do / haven't done** much traveling, so I don't have many travel stories. But I ⁹**'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 (X)
He hasn't packed his suitcase yet.

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

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.
-  José and Ana / finish breakfast.
-  Isa / answer a question at school.
-  Mei / have dinner.
-  Kaito and Rin / do their homework.
-  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 ¹ _____ (text) you all night while I ² _____ (watch) TV, but you didn't reply! ³ _____ (you / practice) the guitar again?

Ben No, I ⁴ _____ (X). I ⁵ _____ (not play) a video game, either! Sam and I ⁶ _____ (listen) to music while we ⁷ _____ (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. 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.

1 I can't find the key. It opens this door.

2 I know a restaurant. It makes great pizza.

3 There's the server. He took our food order.

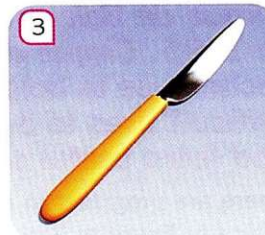
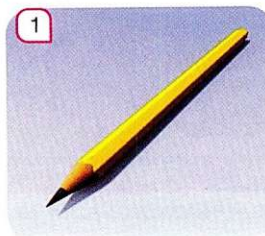
4 Miami is a city. It is popular with tourists.

5 I know the people. They live above the store.

6 Can you pass me the book? The book is on the desk.

The infinitive of purpose

21 Complete the definitions of these objects.



- 1 You use a pencil to write _____.
- 2 You visit a pool _____.
- 3 You use a knife _____ food.
- 4 You use headphones _____ to music.
- 5 You visit a supermarket _____ groceries.
- 6 You go to bed _____.

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

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

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



LEARN MORE



LIKE



DONATE

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

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!

1




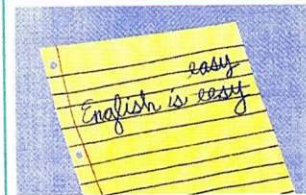
Vocabulary

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: Isabel Cruz

	ALWAYS	USUALLY	SOMETIMES	RARELY
I ¹ 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 ¹ 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 ² fail / lose a test, I do more practice so I will ³ win / pass next time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I ⁴ 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 ⁵ reply / answer the teacher's questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I practice before I ⁶ say / give a presentation because I want to ⁷ 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 ⁸ 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 ⁹ do / make homework, I review it afterwards and correct it (we all ¹⁰ 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 ¹ _____ + base form to talk about permission in the present.
- We use ² _____ + 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 (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.

Workbook pp.4-5 Extra practice online

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 (m) / **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 ¹ _____ (✓) study computer science, art, or music on Tuesday afternoons. Next year, I ² _____ (✓) take a driver's education course, too. However, I ³ _____ (X) have a full driver's license until I'm 17. We can't choose all our subjects. We ⁴ _____ (X) skip math, English, or science. Last year, I got bad grades on my science test. I ⁵ _____ (X) finish the year, so I had to take it again. Next time, I passed! My parents were very happy and proud. I ⁶ _____ (✓) 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.C7

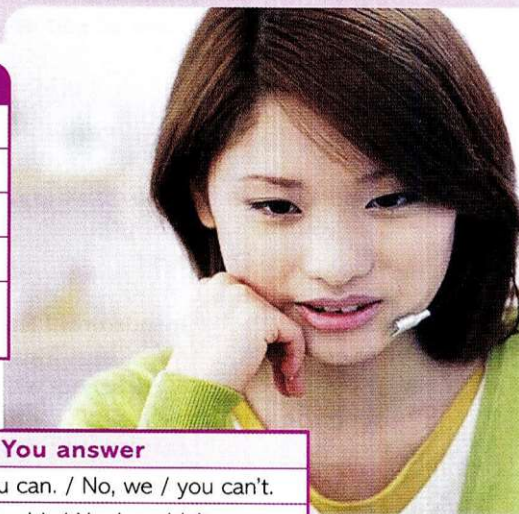
Discussing rules

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

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?
- have a favorite toy?
- ride a bike?
- watch cartoons?
- eat a lot of candy?

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 ¹ _____

at school. He ² _____

his father to catch fish, or sometimes he

³ _____ games. He

⁴ _____ to school because it

was too far away, and he ⁵ _____

books because they were too expensive. But now

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

⁶ _____ strange, but now Kajol

and his friends love studying on the water.

The school has changed Kajol's life. He

⁷ _____ any foreign languages.

Now, his best subjects are English and French. He

⁸ _____ 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.C7

TV News

Pioneer School

For the children of the pioneers who traveled to the American West in the 19th 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 ¹ _____ (where?) in the ² _____ (when?). ³ _____ and ⁴ _____ (who?) are two teenagers who go to pioneer school for ⁵ _____ (how long?). They report their experiences for the article. In 2002, there was a similar show about frontier life called ⁶ _____ (name?).


2 Read the TV guide again. Answer the questions.

What kind of people participated in *Pioneer School*?

American teenagers participated in Pioneer School.

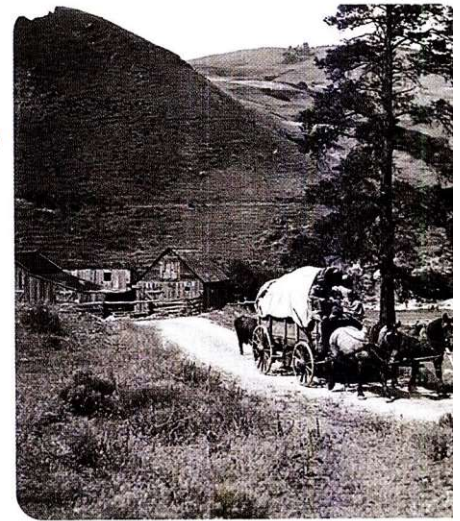
- When can we see the show?
- What was the most difficult thing for Sophia?
- What subjects didn't Sophia do well in?
- What did Sophia learn to do on the show?
- According to Mason, where was the warmest place to sit at the pioneer school?
- What can't Mason do at his school that he'd like to try?
- 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.

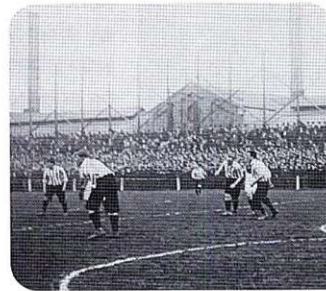
A lot of people traveled to the American West at the end of the 19th century **to find gold / because the U.S. government offered them free land.**

- Most of them traveled there **by boat and train / with wagons and horses.**
- Their frontier houses usually had only **one room / five rooms.**
- They used to travel to a store to buy food **once a month / about twice a year.**
- They **used to have a lot of / didn't use to have much** entertainment.
- 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 19th 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

Voices from History magazine wants *your* articles! Tell us what life was like in your country in the 19th 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

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!).

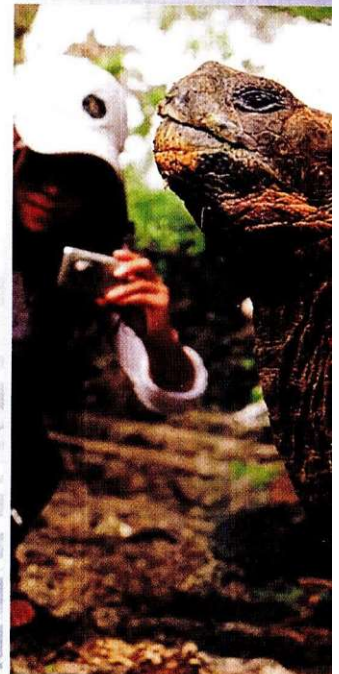
We spent five days working, and three days going hiking, swimming, and sunbathing.

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.



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

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? 😊

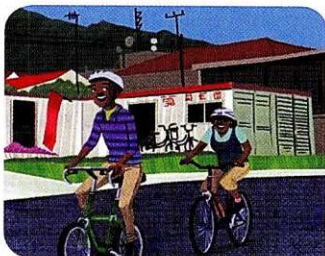
Things to do on vacation

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!!

Past perfect

Affirmative and negative

Affirmative	
I / you / he / she / it / we / you / they	had been to Ecuador before.
Negative	
I / you / he / she / it / we / you / they	hadn't been to Ecuador 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
1 _____ + past participle.
- The contracted form of *had* is 2 _____.

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 1 _____ (see) a lot of TV shows
about Hawaii, but I 2 _____ (not visit)
there before, so I was very excited. But as soon as we
3 _____ (arrive), a disaster happened.
The airplane food 4 _____ (not be)
very nice, so we decided to eat out. But after we
5 _____ (eat), we felt sick. The chef
6 _____ (not cook) the chicken properly!
By the end of the week, we 7 _____
(not do) any sightseeing. We 8 _____
(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.

☒ - X
Soo's nightmare I **was** _____ (be) on vacation and I was traveling by bus to Detroit. I 1 _____ (not be) on the bus long when I 2 _____ (realize) my cell phone was missing. I was sure that I 3 _____ (put) it into my jeans pocket. Then I 4 _____ (remember) something that 5 _____ (happen) at the bus station. Before I 6 _____ (get) on the bus, a girl 7 _____ (push) me. Perhaps she 8 _____ (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.C7

Expressing an opinion

- 1  1.11 Listen and complete the dialogue with the expressions in the box. Listen again and check. Then listen and repeat.





so cool so difficult too cold too fast too small
very friendly warm enough ~~what was it like~~

- Stella** Where did you go on summer vacation?
Luke I went to British Columbia, Canada with my sister, Addison.
Stella Canada! What was it like ?
Luke Well, we stayed with my dad's family in a village on the north coast.
Stella Cool!
Luke Not really. The village was ¹ _____. There was nothing to do!
Stella Did you go to the beach?
Luke It wasn't ² _____ to go to the beach, and the water was ³ _____ for swimming! Luckily, there were some ⁴ _____ young people in the village. But it was ⁵ _____ to understand them! Canadian people speak ⁶ _____.
Stella Did you do anything with them?
Luke Yeah, we rented some bikes, and they took me mountain biking. While we were riding, we saw a black bear in the forest! It was ⁷ _____!
Stella Wow!

Learn it, use it!

You ask	You answer
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.

- 2  1.12 **Pronunciation** Listen and repeat.
- 1 It was so cool! 3 It wasn't warm enough to go to the beach.
 2 The village was too small. 4 There were some very friendly young people.
- 3  1.13 Listen to Lara talking about the hotel she stayed in during her vacation. Match the nouns with the adjectives.

- 1 downtown a not big enough
 2 beach b too far
 3 bed c very close
 4 shower d too expensive
 5 restaurant e very warm
 6 pool f so small

- 4 Imagine you have just come back from a "nightmare" vacation! Write a conversation including expressions with *very*, *so*, *too*, and *not ... enough*. Use the dialogue in exercise 1 as a model. Use the ideas in the *Learn it, use it!* box and your own ideas.

- 5 **Pairwork** Practice your conversations from exercise 4. Who had the worst experience? 

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 got on the airplane, I was feeling scared.
Past perfect	
I'd never traveled outside the States before.	

- The ¹ _____ describes a completed action in the past.
- The ² _____ describes a continuous action in the past.
- The ³ _____ 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 ¹ **were walking** / **had walked** along the beach. We ² **had bought** / **were buying** some fries, and we ³ **had eaten** / **were eating** them on our walk when a seagull ⁴ **started** / **was starting** following us. It looked hungry. Perhaps it ⁵ **didn't catch** / **hadn't caught** any fish that day! Mom ⁶ **was taking** / **took** this picture while Dad ⁷ **was feeding** / **had fed** the bird her fries! When the seagull ⁸ **had finished** / **was finishing**, it ⁹ **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 ¹ _____ (go) to Patagonia on vacation. When we arrived, it ² _____ (rain). It didn't stop! It was July, so we ³ _____ (pack) summer clothes and sunglasses. We ⁴ _____ (not bring) any raincoats! My sister took this picture on our fifth day, while we ⁵ _____ (go) hiking. We ⁶ _____ (buy) some new raincoats by then. My little brother ⁷ _____ (wear) a horrible orange one, because it was the only color left in the store! After we ⁸ _____ (finish) our walk, we all felt wet, tired, and kind of miserable. So Dad ⁹ _____ (reserve) us four nights at a hotel in Buenos Aires! We went sightseeing – and we ¹⁰ _____ (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.C7



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!”

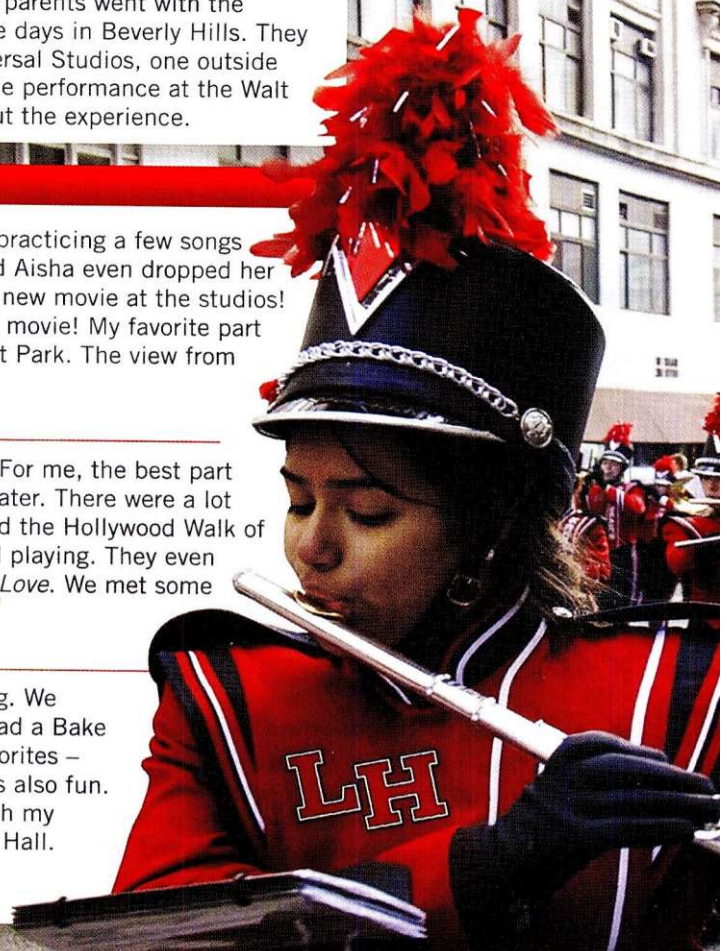
Zeke, 12th Grade

“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, 12th 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, 11th Grade



Check it out!

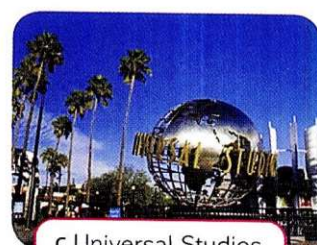
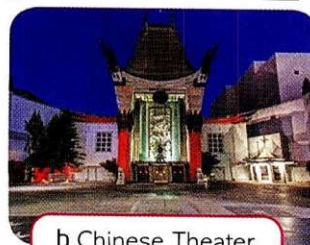
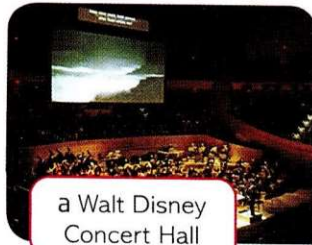
Find these words and check their meaning.

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

Reading

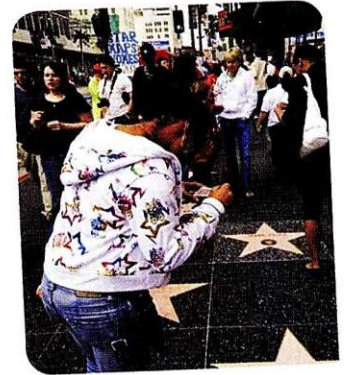

1 1.14 **Read and listen** to the e-newsletter. Then match the students (1–3) with the places they discuss (a–c).

- 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 12th 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**

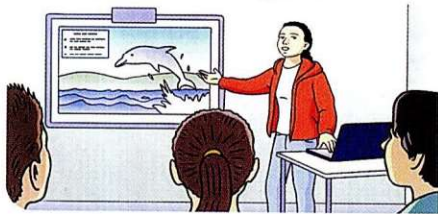
If you have time, prepare ideas before you speak. Read through the task carefully and make short notes. Write one or two words, not full sentences!

Vocabulary

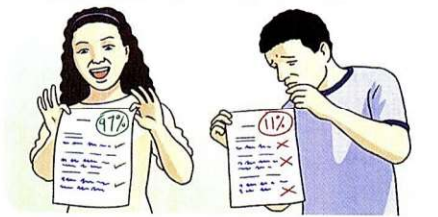
1 Complete the education expressions.



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

1 He wants to go sightseeing.

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

Leon What did you do? ² _____ choose your activities?

Ángel Yes, ³ _____. 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, ⁴ _____. The leaders said it wasn't ⁵ _____. They thought the wolves were ⁶ _____!

Leon Wolves?

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

Leon Wow. You're ⁷ _____! Hey, ⁸ _____ 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 exercise 10.

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

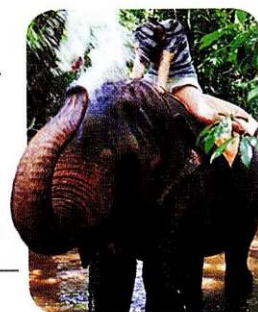
- did Jess's relative use to live?

- 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.



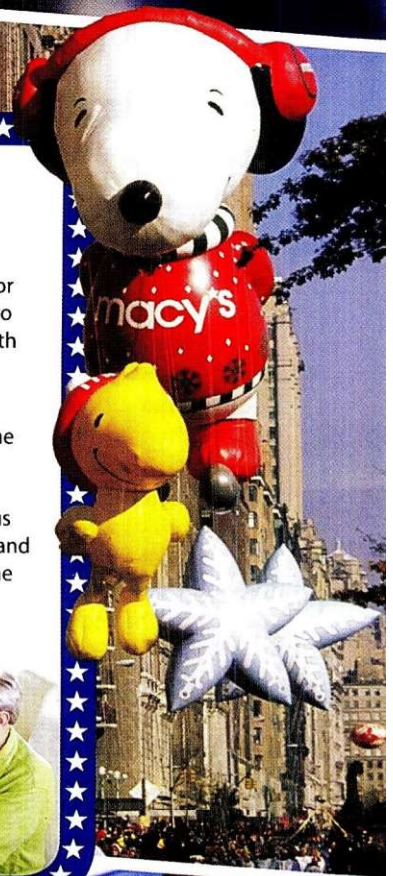
The Thanksgiving tradition began around 400 years ago with a small group of religious people called Puritans. The Puritans used to live in Britain, but they disagreed with the religion of the Church of England. They decided to leave and start a new life in a different place. In September 1620, a group 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 ¹ _____ all the teacher's questions, and he hardly ever ² _____ mistakes. He always ³ _____ good grades when he ⁴ _____ a project or ⁵ _____ 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 ¹ _____, you _____. (✓)

A ² _____ pictures on the school trip? (you / be allowed to / take)

B ³ _____, we _____. (✓)

A ⁴ _____ on the beach? (you / could / study)

B ⁵ _____, 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 ¹ _____ (be) very different! I

² _____ (not go) to high school.

I ³ _____ (prefer) cartoons to

soccer! I ⁴ _____ (not have) a

cell phone. Wow! What ⁵ _____

(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 ¹ _____ pictures, ² _____ hiking, ³ _____ museums, ⁴ _____ sightseeing, and ⁵ _____ 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 ¹ _____. (very)

Q What were the people like?

A They ² _____. (very)

Q What was your hotel room like?

A Small. It ³ _____. (enough)

Q What was the beach like?

A Busy! It ⁴ _____. (too)

Q What was surfing like?

A It ⁵ _____; 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
<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"/>

3

What should I do?

WebDoctor

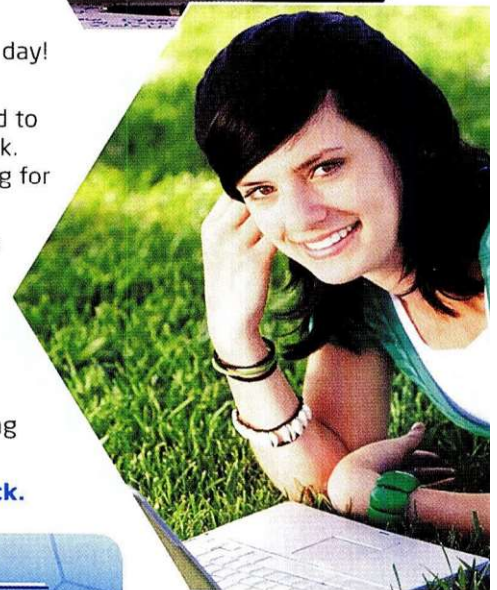
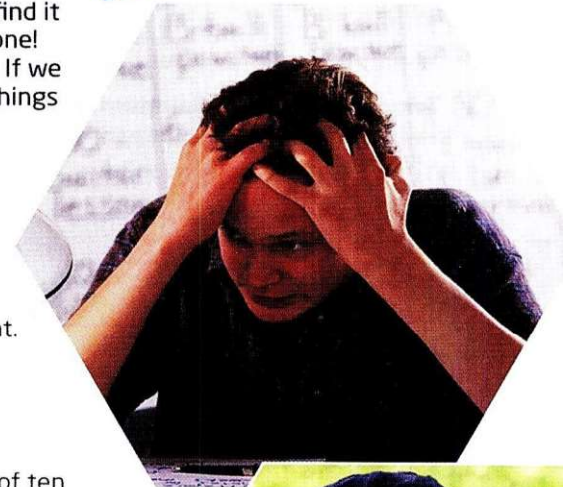
Topic: stressed about studies

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?

B I don't feel well. I have an ¹ _____.

A Poor you! You ² _____ go to the doctor.

2 A What's wrong?

B I don't feel ³ _____. I have a bad ⁴ _____.

A Oh, no. You ⁵ _____ 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 / we / you / they	should go
Negative	
I / you / he / she / it / we / you / they	shouldn't go
Questions and short answers	
Should I go?	Yes, you should. No, you shouldn't.
Where should I go?	Why should 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.

1 A I'm really tired.

B You _____ to bed early.

2 A I have a stomachache.

B You _____ so much candy!

3 A I'm cold.

B You _____ a sweater.

4 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 _____ I _____ to get better?

Cara You ² _____ some hot, spicy food today. It's good for colds! And you ³ _____ a lot of water.

Felipe You definitely ⁴ _____ the party. Go! But maybe you ⁵ _____ to bed early tonight.

Ziggy You ⁶ _____. You always look great! X

Katya You guys are the best – thanks! OK, I'll go. One last question: ⁷ _____ I _____ the green dress?

Cara Yes, you ⁸ _____. 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.C8

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. ¹ _____
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. ² _____
Tom Right here.
Doctor OK. ³ _____
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. ⁴ _____
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? / 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.

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

/u/ 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

/u/	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 ¹ _____ and a ² _____
How long:	³ for / since _____
Prescription:	take medicine ⁴ _____ times a day for ⁵ _____ days
Other advice:	drink ⁶ _____

Second conditional

If clause	Main clause
If you rested more,	you wouldn't feel tired.
If you didn't have exams,	what would you do ?
Main clause	If clause
You wouldn't feel tired	if you rested more.
What would you do	if you didn't have 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 ¹ _____
- Main clause: use ² _____
- 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.C8

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



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!

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.

ROB

► 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.

2 Comprehension Answer the questions.

Who is Rob? *He's a park ranger (at the Uluru-Kata Tjuta National Park).*

- 1 What accident did Rob have?
- 2 Why did the man light the stove?
- 3 How many days did the lost walker spend without water?
- 4 Why did the girl climb down the canyon?
- 5 What is Rob's "secret"?

Language focus

3 Match the sentence halves. Then complete the sentences with the correct verbs from the article.

- | | |
|--|---|
| 1 The accident <u>wouldn't have happened</u> | a he _____. |
| 2 If we _____ him then, | b if they _____ boots. |
| 3 They _____ blisters | c _____ I |
| 4 If I _____ his advice, | _____ happy? |
| | d if the hiker <u>had followed</u> the rules. |

4 Look at the pictures. Write sentences from the article with *should have* or *shouldn't have*.



He *shouldn't have lit a stove*.



2 _____



1 _____



3 _____

5 Focus on you Write three things that you *should have* done and three things you *shouldn't have* done last week. Use six of the verbs in the box and your ideas.

argued with been bought done forgotten gone helped listened to

I shouldn't have argued with my friend. I should have gone to bed earlier last night.

6 Pairwork Tell your partner what you *should* and *shouldn't* have done last week.

Listen to your partner and give advice. 😊

A I *shouldn't have argued* with my friend.

B Don't worry. Why don't you *apologize*?

A I *should have gone* to bed earlier last night.

B You *should go* to bed early tonight!

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 <u>She cut her finger.</u>	<u>She was cutting cheese when her cell phone rang.</u>
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	should have	left
Negative		
I / you / he / she / it / we / you / they	shouldn't have	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* +
¹past participle / base form to criticize
actions in the ²past / 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)

Workbook p.22

Extra practice online

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 ¹ _____ because I fell and cut my knee!
When I got to school, I had a history test. I ² _____ for the test, but I had totally forgotten about it. I went for a walk at lunch to try to cheer up. I ³ _____ by the river because I got insect bites!
This evening, I went to the movies with my sister. I ⁴ _____ the time of the movie because we arrived late. The movie was terrible. We ⁵ _____ after the first twenty minutes!
What a terrible day! I ⁶ _____ this morning! I ⁷ _____ in bed!

Finished?

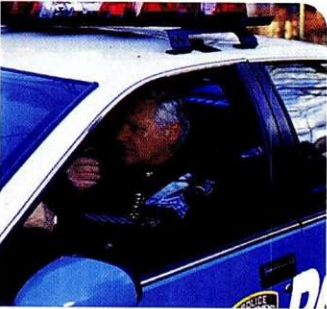
Imagine you had a terrible day! Write about your day, and include six things that you **should have** and **shouldn't have** done differently. Then compare your ideas with a partner. Whose day was the worst?

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

Puzzle p.C8

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. The house across the road is on fire. 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 ⁴ _____ in a ⁵ _____	a ⁹ _____ on ¹⁰ _____ outside Mike's ¹¹ _____
Location:	on ¹ _____ near ² _____	at Just Jeans, ⁶ _____, ⁷ _____ Avenue	at ¹² _____, ¹³ _____ 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 had worn boots,	they wouldn't have gotten blisters.
If I had followed his advice,	would I have been happy?
Main clause	If clause
They wouldn't have gotten blisters	if they had worn boots.
Would I have been happy	if I had followed 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 ¹present / past perfect.
- Main clause: use ²would have / would + past participle.
- We use the third conditional to talk about things that ³happened / didn't happen.
- We can use contractions: 'd (had), ⁴_____ (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. C8

Vote now for the

ANIMAL HERO

AWARDS

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!"

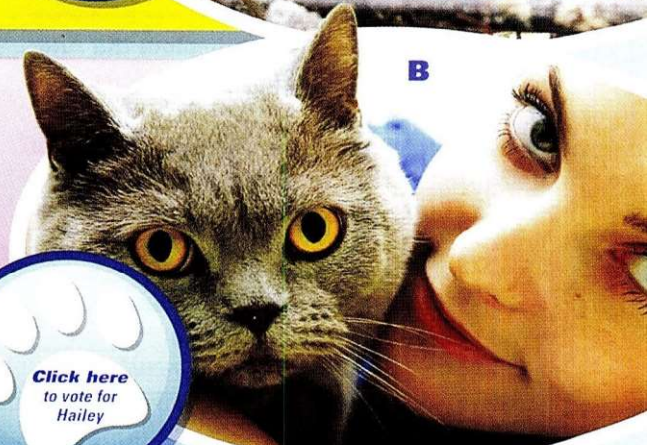
Click here to vote for Rocco



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!"

Click here to vote for Hailey



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!"

Click here to vote for Monty



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.*
- How has Rocco's life changed?
 - Where did Hailey travel to, and why?
 - What can Hailey do better than humans?
 - What skill does Gabrielle have now?
 - 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.

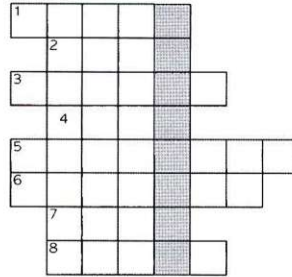
- 1 What do you think this person *should* or *shouldn't* have done? Why?
I think that ... *should / shouldn't have ... because ...*
It was a good / bad idea to ... *because ...*
- 2 What would you have done if you had been in this situation?
If I had been in this situation, I ...
- 3 What do you think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

1 get a **sunburn** / burn

2 get an insect **bite** / cut

3 sprain your **arm** / ankle

4 **break** / hit your head

5 **burn** / get a blister

6 **bruise** / sprain your knee

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

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
Problem:	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.
What they should do now:	They shouldn't 2 _____. Eric should 3 _____.	They should 6 _____. 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 ¹ _____ I help you, Josie?
 B I ² _____ a pain in my foot.
 A Where ³ _____ it hurt?
 B Right here.
 A How long ⁴ _____ you had it?
 B I've had it ⁵ _____ 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, h¹it her head, and ¹b_____ her knee (it turned blue!). She got painful insect ²b_____ on her face and arms, and she got huge ³b_____ on her feet because her boots were too tight. When she was making dinner, she ⁴c_____ her finger with a knife, and she ⁵b_____ 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 ¹do you need?
 B An ambulance. Please ² _____!
 A ³ _____ tell me what's happened?
 B My sister has fallen and she ⁴ _____.
We live at 31, Green Street.
 A OK. I ⁵ _____ 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 ¹**check / have checked** his phone when he was in his room. It was a good ²**advice / idea** to ³**try / trying** to find out more about Rowan's situation, but she should have ⁴**ask / asked** Rowan first. If I'd been in Rowan's situation, I ⁵**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"/>

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.

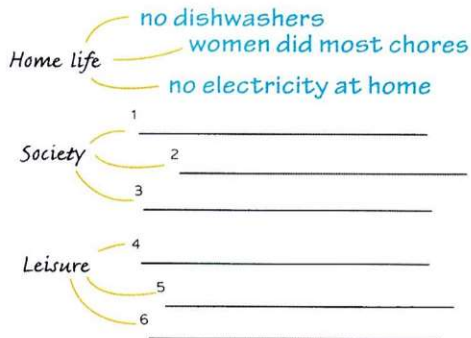
What are the main topics that the student has identified? Can you think of any more? (Hint – look at exercise 1!)

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>	



3 Complete the diagrams in exercise 2 with the student's notes. Then add your own ideas.

4 Now do exercise 5 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?)	last June vacation to Florida with my family worst vacation ever!
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, ¹ _____ we didn't sleep well! Someone stole Dad's money while we were eating. They stole his cell phone, ² _____! ³ _____ the next day, we had an argument ⁴ _____ no one could agree about what to do. ⁵ _____, we decided to go home. Florida was beautiful, ⁶ _____ 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 ¹ _____.
Tests make me nervous, too!
² _____ example, when I had exams last year, I was so nervous I couldn't sleep! But in the end, the exams went well. You ³ _____ worry. I'm ⁴ _____ you'll be fine, too! I ⁵ _____ 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

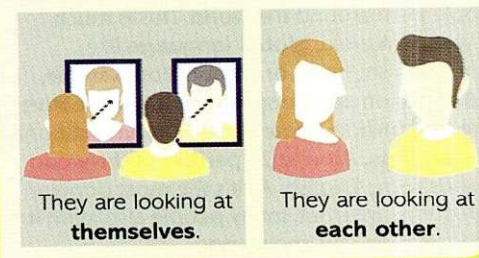
He cut me. (I am hurt. I didn't do it.) but *I cut myself.* (I am hurt. I did it.)

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.

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 *juruduiwabokwa*, 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 Mapudungun Spanish Mandarin



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

- 1 How many languages disappear every year? _____
- 2 How many people in the world know some English? _____%
- 3 Who was the last person to speak Aka-Bo? _____
- 4 Who believe that languages are "more than just words"? _____
- 5 Which country organized a big social media campaign to promote a local language?

- 6 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.

- 1 My **native language** is _____.
- 2 In my country a lot of people also speak _____ as a **second language**.
- 3 Another **foreign language** I would like to learn one day is _____.
- 4 _____ is a **regional language** which some people speak in _____ (which part?) of my country.
- 5 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!

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.

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!

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.

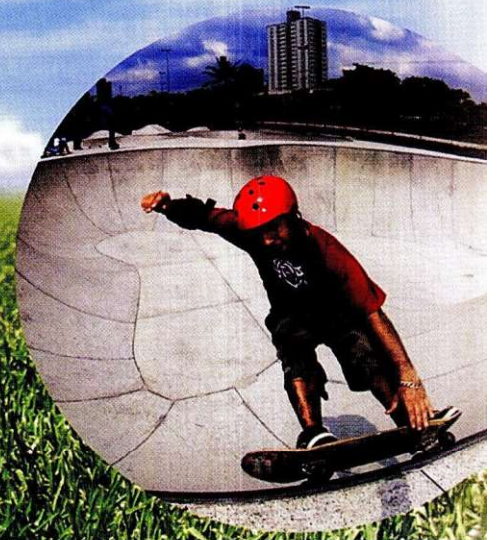
5

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.

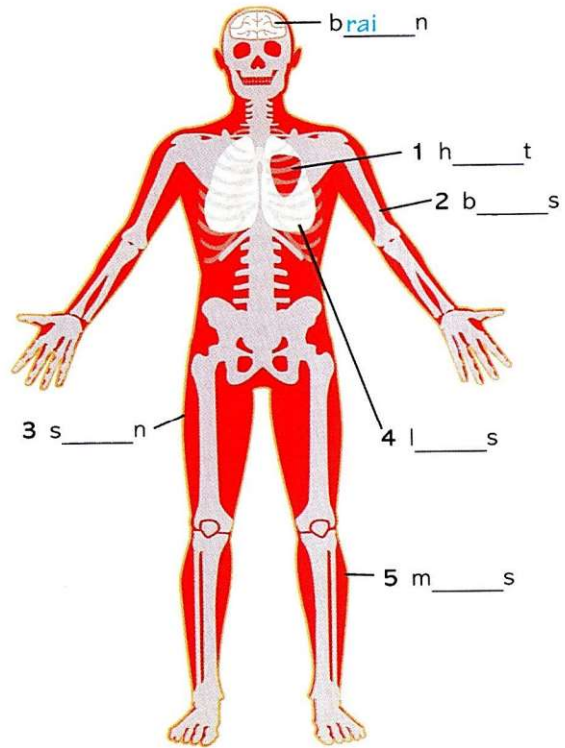
- 1 You can stay outside for an hour without sun protection.

- 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.*)

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	
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.

- answered a difficult _____ in English.
- did a _____ on engineering in science.
- only made one _____ on her math test.
- got a good _____ for her French homework.

1B Complete the sentences. Use the letters in the gray boxes to complete the last sentence.

Peter u s e d 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 ¹ _____ up from the floor!"

Fernando Gómez, Uruguay

"The room was incredibly dirty. While I ² _____ dressed one morning, I saw a mouse! When I complained, the manager just ³ _____ at me!"

Nguyen Thi Phuong, Vietnam

"The staff were so rude! The hotel clerk ⁴ _____ a magazine when I arrived. She didn't stop. I had to wait until she ⁵ _____!"

Got it!

Puzzles 3-4

3A

Alex is sick! Find five more illnesses. Then label the picture.

cgkoldearacheearsachesba c kakestomachachesoarthroattoothachevece

Alex has a(n):
headache

1 _____
2 _____
3 _____
4 _____
5 _____

a tfeverheadacheachybacktoothache could
o tfeedbackacheheadachesorethro

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	¹ I	healthier	have	⁵ if	shouldn't
gotten	done	for	better	exercise	that
shouldn't	my	³ I'd	argument	should	have
have	have	the	watched	if	had
have	studied	grocery	with	tests,	more
last	terrible	done	² I	¹ 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!



2nd edition

Got it!

3A

Workbook

Philippa Bowen
Denis Delaney
Bess Bradfield

OXFORD
UNIVERSITY PRESS

1

Grammar rules

Permission: *can, could*

Present		
Affirmative		
I / you / he / she / it / we / you / they	can	come
Negative		
I / you / he / she / it / we / you / they	can't	come
yes / no questions		
Can	I / you / he / she / it / we / you / they	come?
Past		
Affirmative		
I / you / he / she / it / we / you / they	could	come
Negative		
I / you / he / she / it / we / you / they	couldn't	come
yes / no questions		
Could	I / you / he / she / it / 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 **cans** 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 am allowed to go	I'm not allowed to go
you are allowed to go	you aren't allowed to go
he / she / it is allowed to go	he / she / it isn't allowed to go
we / you / they are allowed to go	we / you / they aren't allowed to go
Past	
Affirmative	Negative
I was allowed to go	I wasn't allowed to go
you were allowed to go	you weren't allowed to go
he / she / it was allowed to go	he / she / it wasn't allowed to go
we / you / they were allowed to go	we / you / they weren't allowed to go
Future	
Affirmative	Negative
I will be allowed to go	I won't be allowed to go
you will be allowed to go	you won't be allowed to go
he / she / it will be allowed to go	he / she / it won't be allowed to go
we / you / they will be allowed to go	we / you / they won't be allowed to go

Subject + **be + allowed to** + base form of the verb

- 1 We use **am / is / are allowed to** to talk about permission in the present.
I'm **allowed to** study with friends.
- 2 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.
- 3 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)

- 4 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*).
- 5 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 / we / you / they	used to	study art.
Negative		
I / you / he / she / it / we / you / they	didn't use to	study art.

Subject + $\left| \begin{array}{l} \text{used to} \\ \text{didn't + use to} \end{array} \right|$ + base form of the verb

yes / no questions		
Did	I / you / he / she / it / we / you / they	use to study art?
Short answers		
Affirmative		
Yes,	I / you / he / she / it / we / you / they	did.
Negative		
No,	I / you / he / she / it / we / you / they	didn't.

Did + $\left| \begin{array}{l} \text{subject + use to} \end{array} \right|$ + base form of the verb?

Yes, + $\left| \begin{array}{l} \text{subject} \end{array} \right|$ + **did.**

No, + $\left| \begin{array}{l} \text{subject} \end{array} \right|$ + **didn't.**

- 1 In affirmative sentences, we use **used to** + the base form of the verb.
I / She / We **used to watch** cartoons.
- 2 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.
- 3 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 ³ _____ on time for class, use an alarm on your cell phone.

Tara

Don't feel too bad when you ⁴ _____ 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 ¹ _____ a long project, plan your ideas before you start writing.

Bella

When you ² _____ a presentation to the class, don't read from your notes. Look up. Smile, if you can!

Zeke

⁵ _____ 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 ⁶ _____ good grades and ⁷ _____ 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*

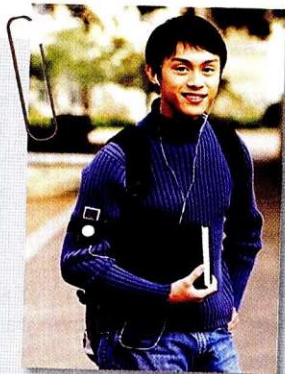
5 Correct the mistakes in bold in the sentences below.

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 ¹ _____ (not walk) to school without an adult. And my friends ² _____ (not play) in the streets because their parents thought it was dangerous." Things are easier now. "Now that I'm older, I ³ _____ (meet) my friends after school and go to their houses. We ⁴ _____ (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 ⁵ _____ (go) to the movies with my friends. But I think I probably ⁶ _____ (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 ¹ _____ (live) about 3 km away from the school, and my brother and I ² _____ (walk) there and back every day.
Caleb Wow! ³ _____ (feel) tired?
Grandma Yes, sometimes we ⁴ _____. It wasn't much fun when it rained.
Caleb What ⁵ _____ (do) after school?
Grandma Well, we ⁶ _____ (not go) online! We ⁷ _____ (read) comics or play games.
Caleb Really? ⁸ _____ (get) bored?
Grandma No, we ⁹ _____. Well, not very often, anyway! We ¹⁰ _____ (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 ¹ _____ dolls or toy animals like the other kids. I ² _____ a lot of space stuff in my room, from posters to plastic spaceships! I ³ _____ to space camp last year because I was too young, but now I'm here - and it's amazing!

Obviously, students at space camp ⁴ _____ a spaceship, but we ⁵ _____ a machine called a "space simulator," which feels like the real thing. Last night, we ⁶ _____ whether to watch the stars with a telescope, or see a 4D space movie. All the activities here are so cool.

Sadly, I probably ⁷ _____ 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 ⁸ _____ into space as tourists!

What did you ⁹ _____ of doing when you were little?

1

Communication

Discussing rules

1 Phoebe and James are talking about how strict their parents are. Choose the correct answers.



- Phoebe** How strict are your parents? ¹Are / 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** ¹I / I'm allowed to decide when I go to bed – it's my choice.
- James** You're lucky. And ²can / could you have friends over when you want?
- Phoebe** Yes, I ³can / could. What about you?
- James** I'm allowed ⁴have / to have friends round, but I have to ask permission first.
- Phoebe** What about when you were younger? When ⁵was / were you allowed to go to stores on your own for the first time?
- James** I think I was about 9. But I ⁶can / could only go to the store just down the road then. What about you? When ⁷can / could you first go to stores without your parents?
- Phoebe** I think I ⁸am / 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 ?

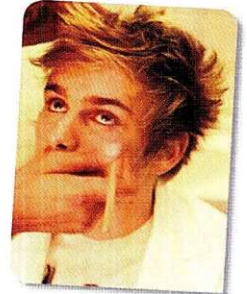
- 4 choose / can / to / what subjects / you / study / at your school ?

- 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?

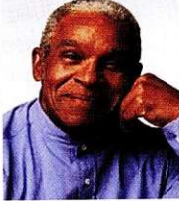
http://www.familyhistories-familystories.org

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?

2

Grammar rules

Past perfect

Affirmative and negative

Affirmative	
Full forms	Short forms
I had arrived	I'd arrived
you had arrived	you'd arrived
he had arrived	he'd arrived
she had arrived	she'd arrived
it had arrived	it'd arrived
we had arrived	we'd arrived
you had arrived	you'd arrived
they had arrived	they'd arrived

Subject + **had ('d)** + past participle of the verb

Negative	
Full forms	Short forms
I had not arrived	I hadn't arrived
you had not arrived	you hadn't arrived
he had not arrived	he hadn't arrived
she had not arrived	she hadn't arrived
it had not arrived	it hadn't arrived
we had not arrived	we hadn't arrived
you had not arrived	you hadn't arrived
they had not arrived	they hadn't arrived

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!

- 1 We use different tenses (simple past, past progressive, and past perfect) to show when different past events and situations happened.
- 2 We use the simple past for the main events of the story.
 We **saw** Jessica.
- 3 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 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 ¹visit _____ one or two ²museums _____ because I love learning!
- I like to ³g _____ s _____ and look at all the interesting local buildings and other attractions.
- When it's hot, I like to lie on the beach and ⁴s _____ – but not for too long!
- In the evening, I like to ⁵e _____ o _____ and try the local food.
- I ⁶t _____ a lot of p _____ with my cell phone. Who needs a camera?!
- I like to ⁷b _____ s _____, so that I can take a few things home to remember my vacation.
- I often ⁸t _____ 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 ⁹m _____ new p _____ too – and even make friends!
- Sometimes I want to get some exercise! If I've brought my walking boots, I like to ¹⁰g _____ h _____ in the countryside. Or sometimes I ¹¹r _____ 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 had _____ a great time. She ¹ _____ in the ocean, and she ² _____ how to fly a paraglider. She ³ _____ about her job at the bank at all! When she opened the door, there was no one home. Her roommates ⁴ _____ home from work yet. She started to feel sad, but then she saw a letter with the word "Competition" on it. She ⁵ _____ a travel story for a competition a few months earlier, but she ⁶ _____ all about it! Izzy read the letter and smiled. She ⁷ _____ first prize – a two-week vacation in Hawaii! By the time her friends came home, she still ⁸ _____ her rucksack, 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 rucksacks, 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 ¹ _____ (not be) there before, so I ² _____ (feel) excited to be there! We ³ _____ (stay) in a great hotel, and it wasn't too expensive because my parents ⁴ _____ (book) it online before we left home. Pretty much as soon as we ⁵ _____ (arrive), we ⁶ _____ (go) sightseeing – there's so much to see! And after we ⁷ _____ (take) a tour on one of the famous streetcars, we ⁸ _____ (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 ⁹ _____ (not take) any pictures because I ¹⁰ _____ (leave) my phone on the plane. I know, I know – I lose everything ... 😊



Past narrative tenses

6 Choose the correct answers.

	Max I went / was going to San Francisco last week and I LOVED it! What about you guys? Where 'had you gone / did you go on your last vacation?
	Lottie I 'met / 'had met some nice people while I 'stayed / 'was staying in a youth hostel in Vancouver. Canadians are SO friendly!
	Paulo I went snowboarding in Chile. I 'didn't try / 'hadn't tried snowboarding before. It was terrifying! I 'screamed / 'had screamed while I 'had gone / 'was going down the mountain at 30 kilometers an hour!
	Kiki I stayed in Japan and went on a hiking vacation with some friends. While we 'walked / 'were walking in a forest one day, we suddenly 'had realized / 'realized that we were lost. We 'forgot / 'had forgotten to bring a map! It took us ten hours to get home ...

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 ¹ _____ (rain) and she was wet – and very upset. She'd had a terrible day. It was her birthday, but her friends ² _____ (not remember)! Nadia just wanted to eat ice cream, watch TV, and try to forget everything. She ³ _____ (put) her key in the door, but it was already open. She was sure she ⁴ _____ (lock) it that morning. She ⁵ _____ (go) in, then stopped. Just after she ⁶ _____ (walk) into the hall, she heard a noise coming from the living room. Maybe somebody ⁷ _____ (hide) there in the dark right now! While she ⁸ _____ (open) the living room door – slowly and carefully! – the light ⁹ _____ (come) on, and there was a big shout. Her friends ¹⁰ _____ (organize) a surprise party!

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 ¹ _____ – there was always something happening!
- Will** What about the weather?
- Zara** It was perfect – beautiful and warm. In fact, it was ² _____ sometimes!
- Will** Was the food OK?
- Zara** Yes, but I did complain once because the breakfasts weren't ³ _____, 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 ⁴ _____ – but we could always swim in the sea!
- Will** Did you meet any nice people?
- Zara** Oh, yes, everyone was ⁵ _____ 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 ⁶ _____ ...

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 ¹ _____ (too) to sleep!
- Nadia** Were the staff nice?
- Seth** Yes, everyone was ² _____ (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 ³ _____ (enough) to swim! The restaurant was OK, but the food was ⁴ _____ (so). Fries every day! And there wasn't much entertainment. It wasn't ⁵ _____ (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 ¹ _____ (where?) like?
- You** It was ² _____ (your opinion)!
- Laura** Really? Why? What was the place like?
- You** ³ _____
- Laura** What about the accommodation?
- You** ⁴ _____
- Laura** Was the weather nice?
- You** ⁵ _____
- Laura** What about the food?
- You** ⁶ _____
- Laura** What did you do? Was it fun?
- You** ⁷ _____

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!

CAN-DO! TOUR

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!

3

Grammar rules

should / shouldn't

Affirmative and negative

Affirmative		
I / you / he / she / it / we / you / they	should	go
Negative		
Full form		
I / you / he / she / it / we / you / they	should not	go
Short form		
I / you / he / she / it / we / you / they	shouldn't	go

Subject + $\begin{matrix} \textit{should} \\ \textit{should not} \\ (\textit{shouldn't}) \end{matrix}$ + base form of the verb

- 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.
 - 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.
 - 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.*)
- irLanguage.com

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 / we / you / they should .
Negative
No, I / you / he / she / it / we / you / they shouldn't .

Should + subject + base form of the verb

Yes, + subject + **should.**
No, + subject + **shouldn't.**

Question words
What should I / you / he / she / it / we / you / they do?

(Question word +) **should** + subject + base form of the verb

- 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?
- We make the question form with **Should** + subject + base form of the verb.
Should I take these pills twice a day?
- 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 had a fever,	I would see a doctor.
If he didn't exercise,	he wouldn't feel healthy.
If you were sick,	would you go to school?

Main clause	If clause
I wouldn't get any colds	if I never went out.
I'd eat candies every day	if they weren't so unhealthy.
What would you do	if you saw an accident?

if + subject + simple past,
 subject + **would ('d)** + base form of the verb

1 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.

2 In the *if* clause, we use *if* + simple past.

If I **had** a terrible rash like that ...
 If he **passed** all his exams ...

3 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!

- 1 You shouldn't sit still for too long. 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 ¹ _____ (have) more time to spend with our friends if we ² _____ (not spend) so much time at school.

Lisa, 15



My parents don't have much money. If they ³ _____ (be) richer, we ⁴ _____ (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 ⁵ _____ (not be) lonely if I ⁶ _____ (have) someone else to talk to!

Maria, 16



We get too much homework! I definitely ⁷ _____ (not feel) so tired if teachers ⁸ _____ (not give) us so much homework!

Kai, 17



We live in Yellowknife in Canada, and it's -19 degrees at the moment! If we ⁹ _____ (live) somewhere sunny, like Mexico, we ¹⁰ _____ (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 ¹ _____ 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 ² _____ she went out more, she ³ _____ have more friends, and she ⁴ _____ be so lonely! What ⁵ _____ I do?



Ziggy-B 17.17

Hmm, that's a problem! You're right – she ⁶ _____ find it MUCH easier to make friends ⁷ _____ she ⁸ _____ spend all her free time in her room! You ⁹ _____ ask her what else she likes doing. There must be something! But you ¹⁰ _____ get angry with her. She probably ¹¹ _____ play games all day ¹² _____ she ¹³ _____ 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 ¹ _____ and I ² _____ my shoulder.
Doctor Where ³ _____?
Daisy ⁴ _____ – 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.

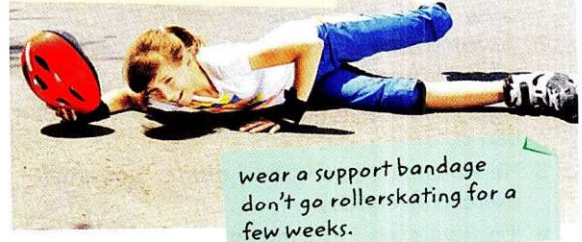
2
Doctor Hi there, Marcos. How ⁵ _____?
Marcos I have ⁶ _____ here, and here, too. It's quite painful.
Doctor I see. How long ⁷ _____ it?
Marcos I've had it ⁸ _____ Wednesday.
Doctor OK, here's ⁹ _____ for some cream. You should come back if it doesn't disappear in a week.
Marcos OK. Thank you.

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? _____ d My back hurts.
 Can you show me? _____

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 ¹ _____ exactly?
Harper Right here, near ² _____.
Doctor How ³ _____ you had the pain?
Harper ⁴ _____.
Doctor I see. I think you should ⁵ _____. And you ⁶ _____ 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 ¹ _____
Doctor ² _____
Daniel Right here, above my eyes.
Doctor ³ _____
Daniel ⁴ _____
Doctor A few days? I see.
Daniel What should I do?
Doctor ⁵ _____
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?

1 "Going outside with wet hair will give you a cold."

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.

2 "Eating carrots will help you to see better at night."

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!

3 "You should feed a cold and starve a fever."

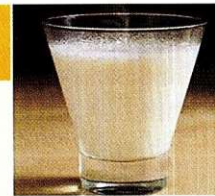
Whether you have a cold OR a fever, you should still eat healthily. You shouldn't stop eating, because you need the energy to get better. Sometimes when we're sick, we don't feel very hungry. At these times you should try to eat something tasty and "easy," like chicken soup, fruit, or even ice cream!

4 "You shouldn't sit too close to a TV because it's dangerous."

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.

5 "Drinking warm milk will help you to sleep."

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.

- How are carrots good for us?

- How did British World War Two pilots *really* see so well in the dark?

- Why should you eat when you have a fever?

- Why shouldn't we sit too close to a modern TV?

- 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 / we / you / they	should have stopped.
Negative	
Full form	
I / you / he / she / it / we / you / they	should not have stopped.
Short form	
I / you / he / she / it / we / you / they	shouldn't have 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 would have helped you.
If I hadn't run,	I wouldn't have fallen .
If you had seen her,	would you have helped her?
Main clause	If clause
I would have called sooner	if I'd known about the accident.
He would have hurt his head	if he hadn't worn a helmet.
What would you have done	if you'd seen the fire?

If +	subject	+ past perfect,
subject +	would have	+ 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

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 ¹ _____ nursing ² _____ my aunt ³ _____ 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 ⁴ _____ me a job ⁵ _____ I ⁶ _____ 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 ¹ _____ called, I ² _____ felt more relaxed.

And I didn't do enough work for the test. I definitely ³ _____ done more! I think if I ⁴ _____ spent more time studying, I ⁵ _____ found the questions so difficult.

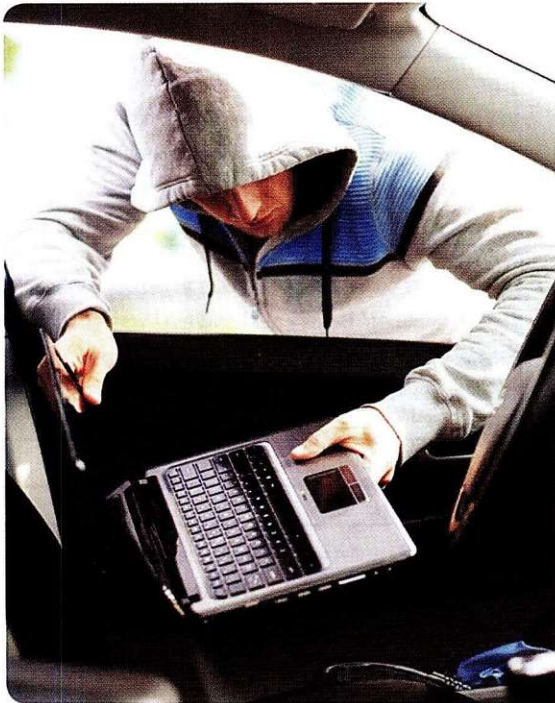
But I'm angry with my brother, too. You know, I lent him my notebook last week, and he lost it! If he ⁶ _____ lost my book, I probably ⁷ _____ found it easier to study. I ⁸ _____ trusted him! And now I'm going to fail ... 😞

4

Communication

Making an emergency call

1 Complete the missing words in the dialogue.



Operator 911. Which emergency 's _____ do you need?
Brianna Police.
Operator OK. Can you t _____ me what's _____ h _____ ?
Brianna I've just seen a theft. A man stole a laptop from a car outside my house.
Operator OK. What's your _____ n _____ ?
Brianna It's Brianna. Brianna Cane.
Operator And _____ w _____ are you?
Brianna I'm at 653, East Street.
Operator OK, Brianna, the police will be there very soon. Please stay on the _____ 6 _____ 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 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.

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 gud 'greɪd/
 give a presentation /gɪv ə prɛzn'teɪʃn/
 make mistakes /meɪk mɪ'steɪks/
 pass a test /pæs ə 'test/
 study for tests /stʌdi fɔr 'tests/

Nouns

acrobatics /ækroʊ'bætɪks/
 after-school club /æftər'skʊl klʌb/
 blackboard /'blækbɔ:d/
 circus /'sɜ:kəs/
 clown /klaʊn/
 community /kə'mju:nəti/
 driver's education course /draɪvəz edʒə'keɪʃn kɔ:rs/
 factory /'fæktəri/
 fisherman /'fɪʃmən/
 frontier /frʌn'tɪr/
 handwriting /'hændraɪtɪŋ/
 logo /'ləʊgəʊ/
 owner /'əʊnər/
 participant /pɑ:rtɪ'sɪpənt/
 pioneer /paɪə'nɪr/
 program /'prəʊgræm/
 questionnaire /kwɛstʃə'nɛr/
 reality show /ri'æləti 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 /brænd 'nu/
 invisible /ɪn'vɪzəbl/
 one-wheeled /wʌn 'wɪld/
 proud /praʊd/
 successful /sək'sesfl/

Adverbs

probably /'prɒbəbli/
 quite /kwɑ:t/

Unit 2

Things to do on vacation

buy souvenirs /baɪ suvə'nɪrɪz/
 eat out /it '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 'tʊr/
 take pictures /teɪk 'pɪktʃərz/
 visit a museum /vɪzɪt ə myu'ziəm/

Nouns

amusement park /ə'mju:zmənt park/
 bake sale /'beɪk seɪl/
 bear /ber/
 brownie /'braʊni/
 cupcake /'kʌpkɛɪk/
 deer /dɪr/
 fame /feɪm/
 flute /flut/
 iguana /ɪ'gwɑ:nə/
 jungle /'dʒʌŋɡl/
 marching band /'mɑ:rtʃɪŋ bænd/
 miserable /'mɪzərəbl/
 nightmare /'naɪtmɛr/
 penguin /'peŋɡwən/
 population /pɒpə'leɪʃn/
 raincoat /'reɪnkəʊt/
 reservation /rezə'veɪʃn/
 roller coaster /'rəʊlər kəʊstər/
 seafood /'si:fud/
 seagull /'si:ɡl/
 species /'spi:ʃɪz/
 survey /'sɜ:veɪ/
 tortoise /'tɔ:təs/
 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'geɪəbl/
 unwelcoming /ʌn'welkəmiŋ/
 welcoming /'welkəmiŋ/

Adverbs

enough /ɪ'nʌf/
 nearly /'ni:li/
 properly /'prɒpərli/

Review A

Nouns

relative /'relətɪv/
wolf /wʊlf/

Verbs

come over /kʌm 'oʊvər/
kayak /'kaɪæk/
sell out /sɛl 'aʊt/

Adverbs

around /ə'raʊnd/

Culture club A

Nouns

balloon /bə'lun/
corn /kɔrn/
feast /fi:st/
parade /pə'reɪd/
pumpkin /'pʌmpkɪn/
Puritan /'pyʊrətɪn/
settler /'setlər/
Thanksgiving /θæŋks'gɪvɪŋ/

Verbs

disagree /dɪsə'grɪ/

Adjectives

wild /waɪld/

Unit 3

Illnesses

backache /'bækəɪk/
cold /kəʊld/
cough /kɒf/
earache /'ɪreɪk/
fever /'fi:vər/
headache /'hedəɪk/
rash /ræʃ/
relaxation /rɪlæks'eɪʃn/
sore throat /sɔr 'θrəʊt/
stomachache /'stʌməkəɪk/
toothache /'tu:θeɪk/

Other nouns

brain /breɪn/
captain /'kæptən/
chemical /'kɛmɪkl/
concentration /kɒnsn'treɪʃn/
copy /kɒpi/
cream /kri:m/
fitness /'fɪtnəs/
haircut /'hɛrkʌt/
honey /'hʌni/
icepack /'aɪspæk/
lozenge /'lɒzəndʒ/
matter /'mætər/
medication /medə'keɪʃn/
medicine /'medəsn/
mood /mu:d/
painkiller /'peɪnkɪlər/
pill /pɪl/
schedule /'skedʒəl/
shoulder /'ʃəʊldər/

space /speɪs/
stress /stres/
symptom /'sɪmptəm/
tip /tɪp/
treat /trit/

Verbs

admire /əd'maɪər/
avoid /ə'vɔɪd/
impress /ɪm'pres/
manage /'mænɪdʒ/
stand /stænd/

Adjectives

allergic /ə'lɜ:dʒɪk/
alone /ə'ləʊn/
anxious /'æŋksɪəs/
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 /'təʊtli/

Unit 4

Injuries

break your arm /breɪk jər 'ɑ:rm/
bruise your knee /bruz jər 'ni/
burn your hand /bɜ:rn jər 'hænd/
cut your finger /kʌt jər 'fɪŋgər/
get a blister /geɪ ə 'blɪstər/
get a sunburn /geɪ ə 'sʌnbɜ:rn/
get an insect bite /geɪ ən 'ɪnsɛkt baɪt/
graze your leg /greɪz jər 'leg/
hit your head /hɪt jər 'hed/
sprain your ankle /spreɪn jər 'æŋkl/

Nouns

canyon /'kænyən/
confidence /'kɒnfədəns/
feeling /'fi:lɪŋ/
fence /fens/
firefighter /'faɪərfaɪtər/
flip-flop /'flɪp flɒp/
helicopter /'heləkɒptər/
hiker /'haɪkər/
lawyer /'lɔɪər/
owner /'əʊnər/
path /pæθ/
ranger /'reɪndʒər/
rock /rɒk/
rubble /'rʌbl/
sunset /'sʌnsɛt/
wallaby /'wɒləbi/
wheelchair /'wi:lʃɛr/

Word list

Other verbs

escape /ɪ'skeɪp/
grade /ɡreɪd/
hurry /'hʌri/
manage /'mænɪdʒ/
survive /sər'vaɪv/

Adjectives

calm /kɑm/
depressed /dɪ'prest/
devastated /'devəsteɪtəd/
disabled /dɪs'eɪblɪd/
enormous /ɪ'nɔrməs/
honest /'ɒnəst/
magical /'mædʒɪkl/
unconscious /ʌn'kɒnʃəs/
unpopular /ʌn'pɒpjələər/

Review B

Nouns

lemon /'lemən/
umbrella /ʌm'brɛlə/

Culture club B

Nouns

background /'bækgraʊnd/
bullying /'bʊlɪŋ/
insecurity /ɪn'sɪ'kjʊərəti/
record /'rɛkərd/
victim /'vɪktəm/

Adverbs

confidently /'kɒnfədəntli/
emotionally /ɪ'mouʃənəli/
inside /ɪn'saɪd/
physically /'fɪzɪkli/

Curriculum extra A

Nouns

campaign /kæm'peɪn/
heritage /'herətɪdʒ/
Hindi /'hɪndi/
linguist /'lɪŋgwɪst/
Mandarin /'mændərən/
native language /neɪtɪv 'læŋgwɪdʒ/
qualification /kwɒləfə'keɪʃn/
tribe /traɪb/

Verbs

access /'æksɛs/
die out /daɪ 'aʊt/

Curriculum extra B

Nouns

blood /blʌd/
cancer /'kænsər/
countryside /'kʌntrisaɪd/
fresh air /fref 'er/
heart /hɑ:t/
lung /lʌŋ/
muscle /'mʌsl/
obesity /ou'bisəti/
oxygen /'ɒksɪdʒən/
serotonin /serə'tounən/
virus /'vaɪrəs/
vitamin D /vaɪtəmən 'di/

Verbs

shorten /'ʃɔ:tn/
skate /skeɪt/

Irregular verbs

Base form	Simple past	Past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned, learnt	learned, learnt
leave	left	left

Base form	Simple past	Past participle
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /rɪd/	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	showed, shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
spell	spelled, spelt	spelled, spelt
spend	spent	spent
spin	spun	spun
spread	spread	spread
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Contents

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Unit	Vocabulary	Grammar	Communication	Skills
5 You love him, don't you? page 52	Relationships	Question tags with <i>be</i> (simple present and simple past) Question tags with <i>do</i> (simple present and simple past) Question tags (other tenses and modal verbs)	Checking information	Reading: A magazine article about celebrations around the world Listening: An interview about Valentine's Day traditions in Japan and South Korea Speaking: Discussing festivals which celebrate love Writing: An interview about a love festival in your country
6 They can't be real! page 60	Investigation	Possibility in the present: <i>may / might (not), must, and can't</i> Possibility in the past: <i>may / might (not), must, and couldn't</i> <i>a / an, the, no article</i>	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 Writing: Writing about what could be happening in a photo
7 What's it made from? page 72	Materials	The passive The passive: Simple present The passive: Simple past	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 Writing: A report about how "green" you are
8 He told me he was surprised! page 80	Media activities	Reported speech (1) (verb changes) <i>say and tell</i> Reported speech (2) (pronouns, possessive adjectives, time expressions)	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 Writing: A blog post about learning English
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Remember

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



Dom Good news – I **passed** all my tests! We're ¹ _____ out at that cool new Japanese place tonight to celebrate.

Mal Hey, congratulations! I did OK, but I ² _____ French. I couldn't ³ _____ all of the questions, and I ⁴ _____ a lot of mistakes. 😞

Lily Yeah, but you didn't ⁵ _____ for French, did you Mal?

Mal Not really. I mean, "non"! 😊 I should have, though. Dad's going to ⁶ _____ a car next week and drive us all to Quebec for a vacation!

Dom Lucky you! I ❤️ Canada. We ⁷ _____ a school project on Quebec last year – it sounded awesome.

Lily Are you going to ⁸ _____ sightseeing? ⁹ _____ a lot of pictures!

Dom And ¹⁰ _____ us some souvenirs!

2 Complete the advice for the illnesses and injuries.

Illness or injury	What you should do
hit your head	put some ice on it
1 b _____ your hand	put it in water
2 b _____ your leg	have an X-ray
3 have a h _____	take a painkiller
4 have a c _____	rest and stay warm
5 c _____ your finger	put a plaster on it
6 get a r _____	use cream
7 have a t _____	go to the dentist
8 have a s _____ t _____	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 ¹ _____ Mickey Mouse was real! I even ² _____ letters to him at Disney World. – *Mary Jane, Idaho*

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

I ⁵ _____ 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 ¹ _____ (start) raining. We noticed a museum that we ² _____ (not visit) before, so we ³ _____ (go) inside. But it ⁴ _____ (be) boring, so we ⁵ _____ (decide) to leave. While we ⁶ _____ (look) for the exit, we ⁷ _____ (get) lost. By the time we ⁸ _____ (find) our way back, someone ⁹ _____ (lock) the museum door. We ¹⁰ _____ (spend) the last night of our vacation in the basement of a museum!

should / shouldn't

7 Complete the sentences with the affirmative (✓), negative (X), 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 _____ your mouth if you cough. (✓ / cover)
- You _____ your hands frequently. (✓ / wash)
- You _____ junk food. (X / eat)
- You _____ too much coffee. (X / drink)
- _____ I _____ sports? (? / play)
- You _____ 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 _____ (be) terrified if I _____ (see) a bear.
- _____ you _____ (call) the police if you _____ (hear) a strange noise in the night?
- If Darcy _____ (have) her own room, she _____ (paint) it black.
- If I _____ (win) the lottery, I _____ (not worry) about exams!
- _____ you _____ (be) angry if your friend _____ (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 _____ (not drop) his books if he _____ (not be) scared of spiders.
- If Sophie _____ (not work) in the library, she _____ (not see) what had happened.
- She _____ (not take) the spider outside if she _____ (be) scared of spiders.
- If Kenji _____ (know) Sophie's name, he _____ (not ask) her friend.
- If Sophie's friend _____ (not give) Kenji Sophie's cell number, Kenji and Sophie _____ (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.

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? 😊

C

SETTINGS

Sk8rTaye Hey, beautiful.
LanaGirl Hi, Taye. 😊
Sk8rTaye We had fun on Saturday, didn't we?
LanaGirl Saturday?
Sk8rTaye 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?!!!!

...

Sk8rTaye 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! 💔

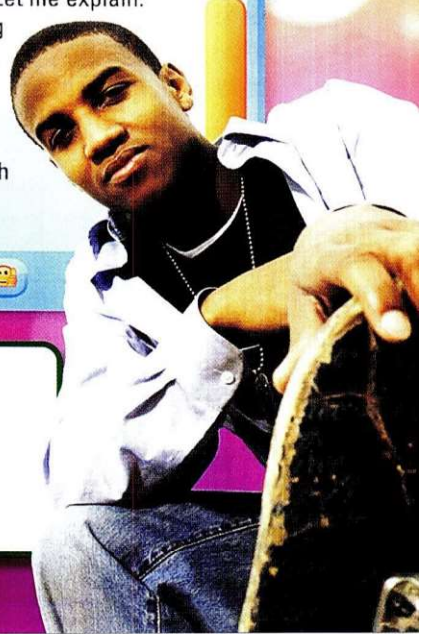
Check it out!

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 Taye for the first time?

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

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

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 Taye 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.

HOME AND SCHOOL	lives in / near _____
	goes to school by _____
SPORTS	plays / does / goes _____
	likes _____
TV	watches _____
	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, aren't I?	I'm not your friend, am I?
Simple present	You're so clumsy, aren't you?	You aren't clumsy, are you?
	It's bad news, isn't it?	It isn't bad news, is it?
	I was an idiot, wasn't I?	I wasn't an idiot, was I?
Simple past	You were there, weren't you?	You weren't there, were you?
	That was cool, wasn't it?	That wasn't cool, was it?

Think!

Choose the correct alternatives.

- After an affirmative statement, we use ¹an affirmative / a negative question tag.
- After a negative statement, we use ²an affirmative / a negative question tag.
- After a statement with *I'm*, we use the question tag ³*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, don't I?	I don't know Lara, do I?
Simple present	You love him, don't you?	You don't love him, do you?
	He seems the type, doesn't he?	He doesn't seem the type, does he?
	I walked into him, didn't I?	I didn't walk into him, did I?
Simple past	You said something, didn't you?	You didn't say anything, did you?
	He got mad, didn't he?	He didn't get mad, 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 _____

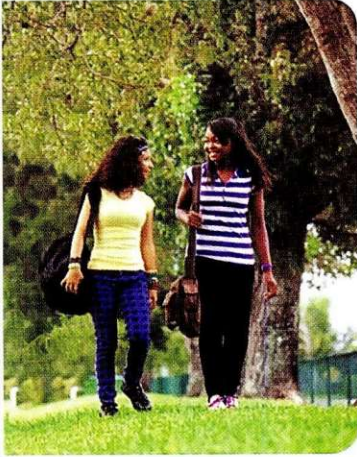
Finished?

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

Puzzle p. C15

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, **1 went you / didn't you?**
- Blanca Yes, I did.
- Sally The tickets were expensive, **2 were they / weren't they?**
- Blanca Yes, they were, but it was awesome.
- Sally You've never been to the U.S. before, **3 have you / did you?**
- Blanca No, I haven't.
- Sally You aren't going to stay very long, **4 are you / aren't you?**
- Blanca No, I'm not. I'm going home on Tuesday.
- Sally You like Florida, though, **5 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.

- 1 You're here on vacation, aren't you?
- 2 You went to SeaWorld yesterday, didn't you?
- 3 You've never been to the U.S. before, have you?
- 4 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** ?
- 1 You don't speak my language, _____?
 - 2 You've never been here before, _____?
 - 3 You went to a museum yesterday, _____?
 - 4 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.

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

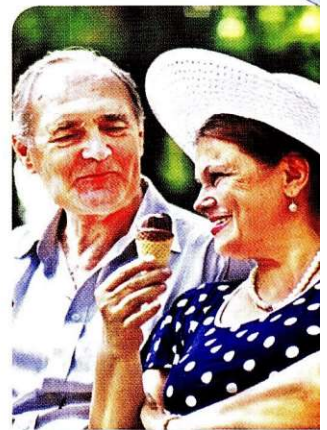
Bill Oh, yes! I should remember that, _____? I remember feeling hungry.

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.C15

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 14TH, 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 23rd, 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 23rd, 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 20th.
- 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 20th, 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 th |
| 2 St. George's Day ____ | b February 14 th |
| 3 Friendship Day in Argentina ____ | c April 23 rd |

2 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 14th.
- 1 Men give women white chocolates and candy on March 14th.
 - 2 Men sometimes give jewelry and clothes, too.
 - 3 March 14th is called "White Day."



Valentine traditions in South Korea



- 4 South Koreans also celebrate "Black Day" on April 14th.
- 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." _____

60

sixty

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 ¹ _____ Pennsylvania in ² _____ U.S. I'm searching for ³ _____ evidence of Bigfoot.

I heard ⁴ _____ strange noises this morning so I looked outside my tent, and I saw ⁵ _____ huge, hairy animal! ⁶ _____ animal couldn't have been ⁷ _____ wolf. I grabbed my camera and I recorded ⁸ _____ 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!

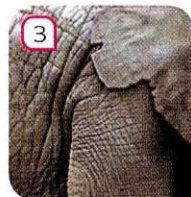
- 1 It's a large, ape-like animal which a lot of people believe _____ in North American forests.
- 2 Skeptics think Sasquatches _____ real.
- 3 A 2.5-meter-high bear _____ terrifying!
- 4 Real Sasquatches _____, but it's unlikely.

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 ¹ _____ mysteries and ² _____ the truth. They travel the world to ³ _____ evidence and proof, and they ⁴ _____ all the theories with a series of scientific tests. They ⁵ _____ their investigations on film, and they ⁶ _____ all their ideas very clearly.

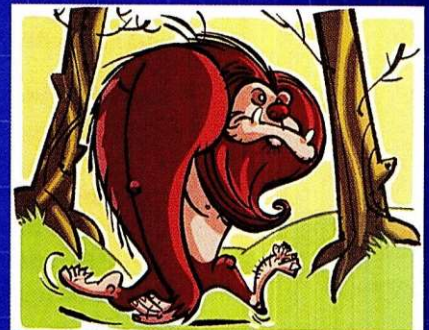
MYTH OR FACT?



The color red makes cows angry. Don't ⁷ _____ it! Cows can't see red colors very well.



People can walk on fire. Yes, they can! We can ⁸ _____ this is possible. Look at this evidence!



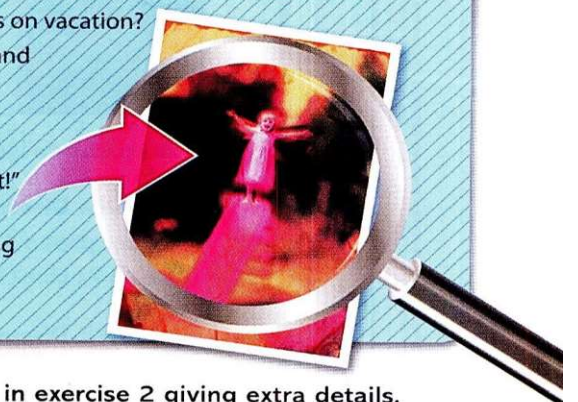
Bigfoot exists. We don't know. It's impossible to ⁹ _____ every forest!

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 **may exist**.
Some photos **might not be** authentic.

Definitely

A 2.5-meter-high bear **must look** terrifying.
It **can't be** a fake. It's obviously real.

Think!

Complete the rules.

- When we are not sure about something, we use **may** or ¹ _____ (+ *not*) + base form.
- When we feel sure about something, we use:
² _____ + base form. (affirmative)
³ _____ + 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 ¹ _____ be in France? It ² _____ be modern. It looks ancient!
Agnes The book says it's in the U.K. It's older than the Egyptian Pyramids, so it ³ _____ be very old!
Rory What is it?
Agnes No one knows! It ⁴ _____ be a temple, or a stone calendar.



Stonehenge

Possibility in the past: *may / might (not), must, and couldn't*

Possibly

I think I **may have solved** the mystery.
Thom **might not have known** that brown bears sometimes walk on two legs.

Definitely

It **must have been** a large animal.
But it **couldn't have been** an ape.

Think!

Complete the rules.

- When we are not sure about something in the past, we use ¹ _____ or ² _____ (+ *not*) + *have* + past participle.
- When we feel sure about something in the past, we use:
³ _____ + *have* + past participle. (affirmative)
⁴ _____ + *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. C15

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"> with singular nouns when we mention them for the first time.
2 _____	<ul style="list-style-type: none"> with singular nouns which we've mentioned before, or when it's clear which one we mean. with superlatives (e.g., <i>the best</i>). with some place names, e.g., names of mountains, seas, oceans, rivers, and deserts, and some countries (e.g. <i>the U.S., the U.K.</i>).
3 _____	<ul style="list-style-type: none"> for generalizations (e.g. <i>I like music.</i>) with people's names, languages, and most countries and cities.


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 Ø where no article is needed.

Police are looking for **a** woman who robbed ¹ _____ large bank in St. John's on ² _____ island of Newfoundland in ³ _____ Canada yesterday afternoon. ⁴ _____ woman gave a cashier ⁵ _____ note in English and ⁶ _____ French asking for ⁷ _____ money. ⁸ _____ cashier read ⁹ _____ note and then gave \$1,000 to ¹⁰ _____ woman. After she took ¹¹ _____ money, she got into ¹² _____ old, red car and drove away. Anyone who saw ¹³ _____ crime should contact the police.

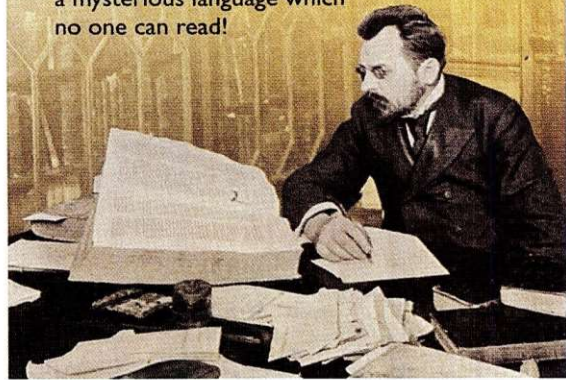


3 Complete the article. Use the nouns from the box and add a, an, or the where necessary.

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 ¹ _____ like the noise from an engine. But no one knows where ² _____ comes from! Scientists are doing ³ _____ to find out more.
- The Bermuda Triangle is a mysterious part of ⁴ _____ between Bermuda and ⁵ _____. There are a lot of ⁶ _____ about ships and planes that have gone missing there.
- The Voynich manuscript is ⁷ _____ which was discovered in Italy. The fifteenth-century author didn't write in ⁸ _____, or any other known language. ⁹ _____ 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.

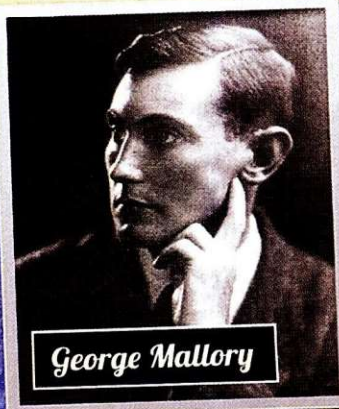
- a myth, legend, or mystery
- an awful crime
- reasons for learning English
- the best day of your life so far

Finished?

Write about a famous crime or mystery. Then compare your stories with your classmates. Vote for your favorite story.

Puzzle p.C15

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 8th. 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 2nd, 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 ¹ _____ coast of Japan.
 In ² _____, divers discovered an underwater rock formation.
 The Yonaguni Monument is between ³ _____ and ⁴ _____ years old.

IS IT MAN-MADE?
 It looks like a ⁵ _____.
 Divers may have found evidence of a man-made staircase and man-made ⁶ _____.

IS IT NATURAL?
 Some experts believe humans couldn't have built it because it's ⁷ _____.
 The monument may have been made by the ocean, or by ⁸ _____.



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? (<i>may / might</i>)	Definitely! (<i>must / couldn't</i>)
<i>It's possible that it's ...</i>	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 ¹ _____ married next year. Oh, no! Ben ² _____ with Stella last month. Now they're ³ _____ divorced. Mina ⁴ _____ a big argument with Fernando last week. They aren't ⁵ _____ any more. Alana is Matt's girlfriend. But Matt has ⁶ _____ love with Josie. He's ⁷ _____ 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 ¹ _____ that the manuscript was missing last night. The police have ² _____ that the manuscript is very rare. They ³ _____ that the thief might be a book collector. They have found evidence which ⁴ _____ the thief was a white male, aged 30–40, and they are ⁵ _____ a man with that description. They hope to ⁶ _____ 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 ¹ _____ modern. No one knows exactly how old they are, but they ² _____ between two and three thousand years old. They ³ _____ even older. Everyone agrees that the drawings ⁴ _____ 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 ⁵ _____ a religious meaning, although no one is sure. Certainly, the drawings ⁶ _____ a big challenge for the artists, because some are 200 meters wide! Drawing such large pictures ⁷ _____ easy. So how did they do it? No one knows, but some believe the Nazca people ⁸ _____ 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 ¹ _____ singer who has inspired many ² _____ myths and legends. He was born in ³ _____ Jamaica, which is ⁴ _____ island in ⁵ _____ Caribbean Sea. ⁶ _____ most important language on ⁷ _____ island is ⁸ _____ Jamaican Patois, which is ⁹ _____ form of ¹⁰ _____ English. ¹¹ _____ singer later traveled to ¹² _____ U.S. and around ¹³ _____ world to play ¹⁴ _____ music and campaign for ¹⁵ _____ 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.

/ʃ/ 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.

- The chef ___ at the Asian ___ restaurant cooks delicious ___ rice dishes ___.
- Please be patient ___! Sergio will answer your questions ___ after practice.
- The official ___ medical advice ___ is that we shouldn't ___ eat too much ___ sugar ___.
- 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 _____.

- When is the wedding? It's on _____.
- How many guests will attend the wedding? _____.
- How many rooms does Sergio and Tiffany's house have? _____.
- What pets does Tiffany have? Ten _____, five _____, and a miniature _____.
- Apart from soccer, what other sport does Sergio enjoy? _____.
- Who else is coming to Hawaii for the honeymoon? _____.

10 Do you think Sergio and Tiffany will stay together? Why? / Why not?



THE BEST ≡

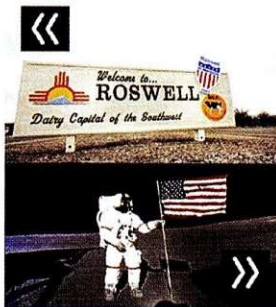
CONSPIRACY THEORIES 🔍

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?

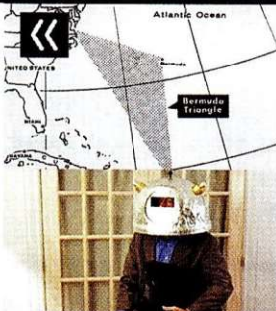


Apollo Moon Landing

On July 20th, 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 20th, 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 ¹ _____ Dwayne (she kissed his best friend). Dwayne ² _____ an argument with Bella and they ³ _____. Ten years later, they met again and ⁴ _____ love for the second time! They ⁵ _____ married in Las Vegas. **___ / 5**

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 ¹ _____, Dan?
Dan ² _____? Sorry, ³ _____. I think they're too long and boring! What do ⁴ _____, Sam?
Sam ⁵ _____ sure about that. Action movies are longer, aren't they? **___ / 5**

I can talk about investigations. (p.62) B2

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 say what it means, or how it works. **___ / 5**

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 _____ about the party! **___ / 5**

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 ¹d _____ not here. ²P _____ I left it at home. It's ³p _____ that I left it on the bus. It's ⁴c _____ not at school, because I didn't go there today. Oh, no! ⁵M _____ 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.

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!)

Check it out!

Find these words and check their meaning.

dyed recycle deforested
ethical marine cattle

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



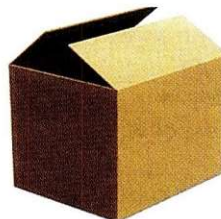
2 a _____ jug



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) ¹We make laptop bags and school bags. ()

²All bags are manufactured in Argentina. ()

³Every bag is made from 100% recycled materials. ()

⁴We care about the environment! ()

⁵Our bags are sold online. () Come and see!

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)

Workbook p.40

Extra practice online

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 ¹**before** / **after** the subject in object questions, and ²**before** / **after** the subject in subject questions.

Rules p. W38

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.C16

The passive: Simple past

Affirmative and negative

Affirmative
The cloth was sewn in India. Their cups were thrown away.
Negative
Shirin wasn't paid much. The T-shirts weren't made locally.
by + agent
Polystyrene was discovered by Eduard Simon . The birds were killed by plastic . We use <i>by + agent</i> 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 made into paper? Yes, it was. / No, it wasn't.
Were any animals killed by plastic last year? Yes, they were. / No, they weren't.
Wh- questions
Where was paper invented ?
How many birds were killed 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 ¹ _____
(it / invent)?
B Possibly in the Middle East, about 4,000 years ago.
A Wow! When ² _____
(it / introduce) to Europe?
B In about AD 62.
A ³ _____
(ice cream / eat) by the Romans?
B Yes, it ⁴ _____.
The Roman Emperor Nero loved it!
A How ⁵ _____
(it / make)?
B With snow, honey, fruit, and nuts.
A ⁶ _____
(milk and cream / use) in Roman ice cream?
B No, they ⁷ _____.



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.C16

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.

- 1 How "green" is Amelia?
 - a not at all green
 - b about average
 - c very green
- 2 How does Amelia save energy? She always turns off ...
 - a lights when she leaves a room.
 - b her computer when she isn't using it.
 - c her phone when she isn't using it.
- 3 Which of these things are recycled at home?
 - a cardboard, paper, plastic
 - b glass, paper, plastic
 - c cardboard, glass, paper
- 4 What does Amelia want to do at school?
 - a campaign for more trash cans
 - b ask the cafeteria to stop using plastic cups
 - c 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 ¹ _____ 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 ² _____ ?

Mateo Yes, paper and cardboard are recycled. We **also** recycle aluminum cans.

Interviewer ³ _____ 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
¹ _____,	but _____,	⁴ _____,	⁶ _____,
² _____	³ _____	⁵ _____	⁷ _____

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. ¹
- 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** ²
- 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** ³
- 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** ⁴
- 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 is hard," she said.	She said that getting up was hard.
Present progressive	Past progressive
"You're singing ," she said.	She said that I was singing .
Simple past	Past perfect
"We enjoyed it," said the judges.	The judges said they'd enjoyed it.
Present perfect	Past perfect
"It's the best we've ever heard ," we said.	We said it was the best we'd ever heard .
am / is / are going to	was / were going to
"I'm not going to quit," I told her.	I told her that I wasn't going to quit.
will	would
"I will volunteer," I said.	I said I would volunteer.
can	could
"Volunteering can look good on your résumé," she said.	She said that volunteering could 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 ¹ _____ + object (+ *that*) + clause if you mention who you are talking to.
- You use ² _____ (+ *that*) + clause if you don't mention who you are talking to.


Choose the correct alternative.

- You ³**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 ¹ _____ us he ² _____ he ³ _____ true love! He ⁴ _____ he ⁵ _____ us more later. He ⁶ _____ he ⁷ _____ us to keep a secret. (Hahaha! 😊)
He also ⁸ _____ us we ⁹ _____ 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.C16

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 ¹ _____ him he ² _____ to study.
Emir Oh, that's too bad. Was that all?
Saira No. He also asked me to tell you that he ³ _____ very sorry he ⁴ _____ practice.
Emir Oh, OK. That's nice of him.
Saira And he told me that soccer practice ⁵ _____ *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) ... He / She said (that) ... He / She told me (that) ...	Oh, that's too bad. / Oh, great. / Oh, how annoying! / Oh, OK. 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)

Marty – Chiyo called. She asked me **to tell** _____ you that she ¹ _____ able to help in the store on ² _____. She said she ³ _____ at ⁴ _____. She told me she ⁵ _____ there was an early ⁶ _____.
 – Ella

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	the next day
today	that day
this morning	that morning
this afternoon	that afternoon
yesterday	the day before
last week	the week before
next week	the following week

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.C16

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 14th, 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 ¹ _____ Avenue	opens at 7 a.m. on ² _____ ^{2nd}
2 a free ³ _____	⁴ _____ in Central New York	⁵ Saturday, July _____ starting 8 p.m.
3 ⁶ _____	at the American Museum of Natural ⁷ _____	starting ⁸ _____, September ⁹ _____

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 ...?

- online video? (Is it an ad?)
- book, or graphic novel? (Have you read it in English?)
- website? (What's it about?)
- movie? (What's the best part?)
- TV show? (What do you like about it?)
- song? (How does it make you feel?)
- singer or band? (Why do you like them?)
- 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.

D Review

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 www.irLanguage.com

iStudy-iChat is an exciting new website for English-language students.

We **publish** articles, blogs, and videos, and our journalists ¹ all the latest news.

Our critics ² all the latest courses and tell you what's good – and what isn't!

Our reporters ³ teachers from around the world and ask them for their best tips.

Our very own "English expert" Professor Smith also ⁴ a fascinating vlog!

We regularly ⁵ our site with new material.

Visit us at www.iStudy-iChat.au, or why not ⁶ 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)

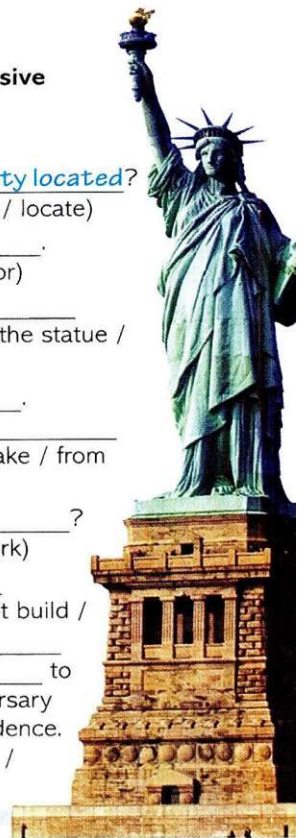
B ¹ _____.
(it / locate / in New York harbor)

A It's a strange color! ² _____
_____? (the statue /
paint / green / every year)

B No, ³ _____.
(the statue / not paint) ⁴ _____
_____. (it / make / from
green copper metal)

A ⁵ _____?
(the statue / build / in New York)

B No, it wasn't. ⁶ _____!
_____! (it / not build /
anywhere in the U.S.) ⁷ _____
_____ 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 ¹**said / told** me ("I've updated it")

² _____ 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 ³**said / told** ("I'm going to talk to my manager") ⁴ _____

about the problem ("this afternoon")

⁵ _____. He ⁶**said / told** me ("I'll call you back tomorrow")

⁷ _____, but

he didn't. Eventually I got an e-mail which

⁸**said / told** ("we can't give you your money back") ⁹ _____

because the phone ("is working")

¹⁰ _____!



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 **as / like**?
- Shopper** It's small, and it's made **about / from** plastic and metal.
- Nina** Hmm. **What'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 **mean / 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 **leave / put** a message?
- Nina** Yes. It was about Friday. He asked me **tell / to tell** you that he would be half an hour late for work. He **told / said** he had a doctor's appointment.
- Mrs. Ito** Oh, that's too bad. Was **this / that** all?
- Nina** No. He also asked me to tell you that he **can / 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

	<u>again</u>	3
1	_____	4
2	_____	5
	<u>answer</u>	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**.



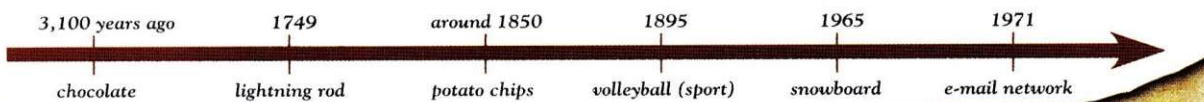
Benjamin Franklin, American Hero

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 17th, 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. ____
- b Franklin published a book. ____
- c The U.S. became an independent country. ____
- d Franklin met British politicians. ____
- e Franklin first became a journalist. 1

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.

- 1 Why did Franklin move to Philadelphia?
- 2 What was Franklin’s book about?
- 3 Why was the lightning rod a useful invention?
- 4 Why were Franklin and other Americans unhappy in 1757?
- 5 What two important American documents did Franklin help to write?
- 6 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 ¹_____ shoes,
²d_____ jeans, and a ³c_____ top.
 In my pocket I have some ⁴m_____
 coins and some ⁵p_____ 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. ¹_____ I _____ you?
 B Um, I ²_____ for a kind of pen, but I don't know what it ³_____ in English!
 A What ⁴_____ it _____ for?
 B It's used for writing on things like plastic, glass, and wood.
 A Ah, ⁵_____ 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 ¹_____ they waste energy. They should switch off lights in empty classrooms, ²_____. They should ³_____ try to use "greener" products, ⁴_____ recycled paper and reusable

bottles. It isn't always easy for students, ⁵_____. Sometimes "being green" is more expensive! _ / 5

I can talk about media activities. (p.82) B2

4 Choose the correct option.

- 1 Book critics **report** / **review** books.
- 2 Companies **advertise** / **update** their brands on TV.
- 3 I'm popular! More than 10,000 people **share** / **follow** my blog.
- 4 We need to **edit** / **interview** this movie before we can show it. It's too long!
- 5 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 ¹_____ a message?
 A Yes. She told ²_____ that she was going to be late.
 B Oh, how annoying! Was that ³a _____?
 A She also ⁴a _____ me to ⁵_____ 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** ¹_____.
From ²_____ example, she **said** ³_____ me that she didn't enjoy being famous. She said that reporters followed her everywhere. **Final** ⁴_____, she said that she hated being a princess! I thought that was very **surprised** ⁵_____." _ / 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
I can understand an article about some common products and the materials they're made from. (p.72)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand someone answering survey questions about the environment. (p.79)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a report about helping the environment. (p.79)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand a written interview with a radio DJ. (p.80)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand different radio ads. (p.87)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a blog post giving recommendations. (p.87)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7

A report

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 5th 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 blog post

1 Read the rules.

Checking your work

Always check your writing carefully afterwards for mistakes. Think about:

G rammar	V ocabulary
W ord O rder	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. ^GThen one day I herd my first Beatles song. ^SIt called Love Me Do! ^GI fell on love with the Beatles. ^VI started learning English because I wanted to understand the words to all they're amazing songs! ^SListening to English music is a way good to improve your English because you can read the words online and listen at the same time. ^{WO}It's a lot of fun, too 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.

San José
COSTA RICA



Trench

MEASURING HAPPINESS

Happy Planet Index 2012

Nº 1 Country: Costa Rica
Ecological footprint: 2.5
Life expectancy: 79.3
Experienced well-being ("happiness"): 7.3

Check it out!

Find these words and check their meaning.

life expectancy
measure
score
resource(s)
necessity
ladder

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 105th 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!

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.

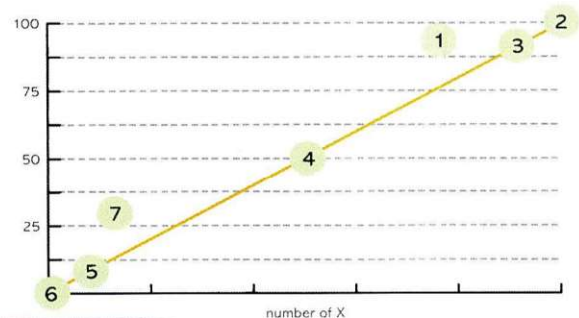
- 1 151 a the size of France's ecological footprint in the 2012 HPI
 2 105 b the number of countries in the 2012 HPI
 3 17 c the number which means "the worst possible life" on the Ladder of Life
 4 4.9 d the average number of years a Japanese person will live
 5 83.4 e the percentage (%) of people who 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



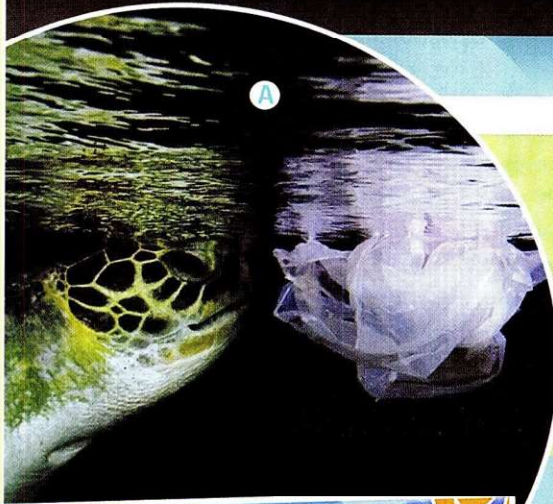
Project

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.cleanseascampaign.org/great-pacific-garbage-patch

THE GREAT PACIFIC GARBAGE PATCH



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.

3 QUESTION: How can we solve the problem?

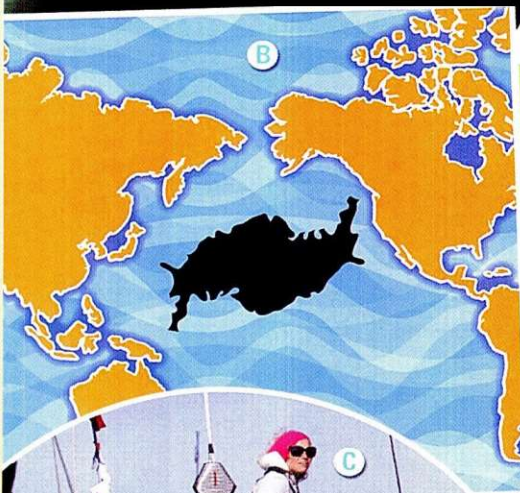
Answer: We can't!

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!

You could also organize a fundraising event at your school to collect money for environmental charities. Click [here](#) for details.



Check it out!

Find these words and check their meaning.

ocean current
non-biodegradable
algae
carbon dioxide
voyage
chewing gum



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?

6A Help Jenny investigate! Write the simple past of the verbs and complete the code.

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	² They	out
asked	Beauty	out	to	a	started	going
divorced	fell	¹ They	went	on	³ After a	few weeks,
and	⁵ Beauty	Beauty	with	in	fell	they
Charming	became	to	engaged	love	on	cheated
got	married	wedding	got	⁴ 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		

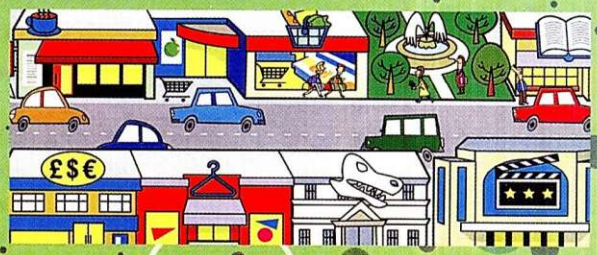
	c	d	e		i
●	▶	◇	≠	♪	○
m	o	r	s	v	y
♠	♣	◀	☀	□	♠

The Case of the Missing Sunglasses!

When I ≠◻◇◀◆♪□♪≠ discovered my new sunglasses were lost, I was worried. I ◻♪●◻◇♥♪≠
¹ _____ ◻◀◻ _____ them everywhere.
 I ♪☀☀◻◻◻♪≠² _____ everywhere! I asked my brother if he'd borrowed them, but he said "no." I ▶♪◻≠♪◆♪≠³ _____ him – he's very honest! I saw my friend and I ♪☀☀◻●≠♣♪≠
⁴ _____ my problem. She quickly ◻◀◻◆♪≠
⁵ _____ the mystery.

Solution: The glasses were ◀♣ _____
 ♠♪ _____ ♥♪●≠ _____!

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 ca n't have left the street.
 The café is closed, so he 'c ___ be there.
 At 11 a.m., the stores ²m ___ not be busy. They aren't good places to hide.
 He ³c ___ have crossed the road.
 There isn't a crossing place.
 He ⁴m ___ have walked past the museum – someone saw him.
 He wants to hide. He ⁵m ___ prefer somewhere dark.
 I know! He must be at the _____.

Got it!

Puzzles 7-8

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.

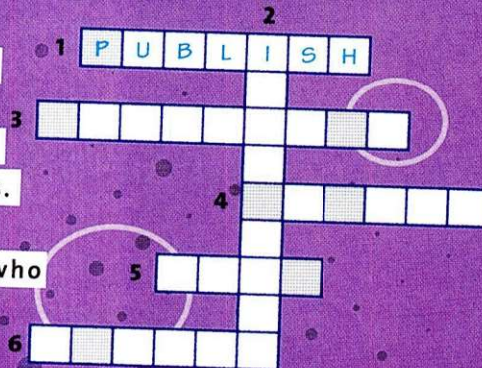
What is it?

- 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 _____.

2nd edition

Got it!

3B

Workbook

Philippa Bowen
Denis Delaney
Bess Bradfield

OXFORD
UNIVERSITY PRESS

5

Grammar rules

Question tags with *be* Simple present and simple past

Affirmative statements + negative tag
Simple present
I'm here, aren't I?
You're Ling's boyfriend, aren't you?
He's married, isn't he?
They're happy, aren't they?
Simple past
I was right, wasn't I?
You were unhappy, weren't you?
It was a wonderful wedding, wasn't it?
They were on a date, weren't they?

Negative statements + affirmative tag
Simple present
I'm not in your way, am I?
You aren't busy, are you?
He isn't married, is he?
They aren't annoyed with us, are they?
Simple past
I wasn't too late, was I?
You weren't happy to see her, were you?
She wasn't interested in me, was she?
They weren't angry, were they?

- 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
Simple present
I look good in red, don't I?
You love chocolates, don't you?
She likes Josh, doesn't she?
They live next door, don't they?
Simple past
I texted you three times, didn't I?
You got my card, didn't you?
He cheated on her, didn't he?
They had an argument, didn't they?

Negative statements + affirmative tag
Simple present
I don't talk too much, do I?
You don't like flowers, do you?
He doesn't know I'm here, does he?
They don't like each other, do they?
Simple past
I didn't say anything, did I?
You didn't buy me a ring, did you?
She didn't forget about the date, did she?
They didn't break up, did they?

- 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. _____

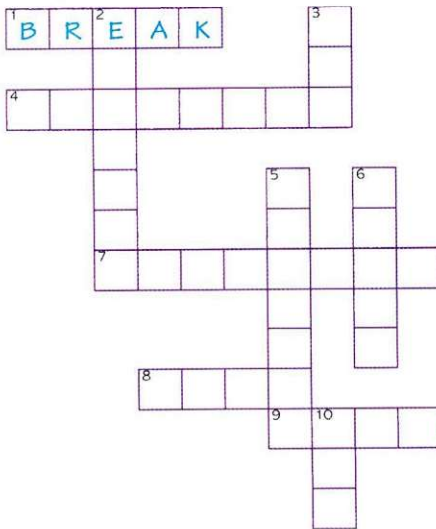
Student Book pp.54, 52, 58, 56

5

Exercises

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, ¹ _____ we?
- Cara** Yes, and maybe some pizza. You like pizza, ² _____ you?
- Jacob** Yeah, great. What about music?
- Cara** We can ask Noah. He knows a DJ, ³ _____ he?
- Jacob** Yes, that's right – Zosia. She did the music at Ali's party, ⁴ _____ she?
- Cara** Yes. Everyone said she was awesome. Now, you didn't forget about drinks, ⁵ _____ you?
- Jacob** No. Emily is bringing soda and juice.
- Cara** Good. And we must invite the twins. They missed the last party, ⁶ _____ 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, ⁷ _____ 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

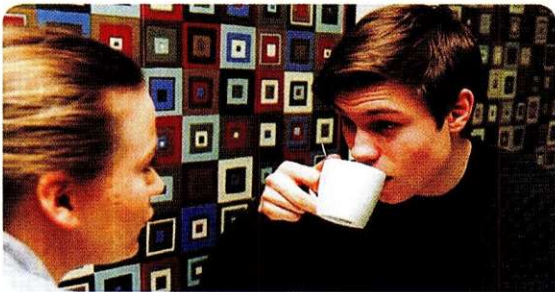
5 Complete the sentences with the question tags in the box.

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,
1 _____? He's in a terrible mood,
and I don't know why. Nothing's happened,
2 _____? I mean, he isn't going
to break up with me, 3 _____?
- 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,
4 _____?
- Katie** His what? You're joking, 5 _____?
- Mark** No. I told you a long time ago. You weren't
listening, 6 _____?
- Katie** Um ...
- Mark** In fact, you'd completely forgotten,
7 _____? No wonder he's upset.
- Katie** Oh, I feel awful! But I can fix this,
8 _____? I'm going to buy him a
present now, and pretend it was a surprise.
You won't tell him, 9 _____?
Please?
- Mark** Buy me another drink, and I'll think about it!

Round-up

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, 1 _____ he?
- Olivia** Uh-huh, yes, he has – last week! Yuri – they had a big argument, 2 _____ they?
- Yuri** Yeah. It's sad. They'd been together for a long time, 3 _____ they?
- Olivia** Yes, they had. They were really in love at the beginning, 4 _____ they?
- Jackson** Yes, they were. But I guess Rita isn't as young and pretty as Orla, 5 _____ she?
- Yuri** Hey, that's not fair! Orla seems nice. And she sings beautifully, 6 _____ she?
- Olivia** Yes. And I like him – he's a great actor. Although he can't sing at all, 7 _____ he?
- Yuri** Oh, he isn't that bad! I think they'll get along well with each other, 8 _____ they?
- Jackson** Maybe. But it isn't going to last, 9 _____ it? Celebrity relationships never do!

8 Find and correct the mistakes in the question tags. Check (✓) the two correct sentences.

- They should be careful, ~~didn'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? _____



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.



6

Grammar rules

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

- 1 **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.
- 2 The form of **may / might, must, and can't** is the same for all persons.
You / He / She / They **might be** right.
- 3 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.*)
- 4 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.*)
- 5 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

- 1 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**.
- 2 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.*)
- 3 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.*)
- 4 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 a mystery.
It's an unusual animal.
the
Where's the island you mentioned?
They lost the map.
This is the strangest animal I've seen.
They explored the Alps.
He was born in the U.S.
No article
Travel is essential for explorers.
Katie is a journalist.
Can you speak Portuguese ?
I come from Tokyo .

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 mountains, 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 _____
skeptical _____
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

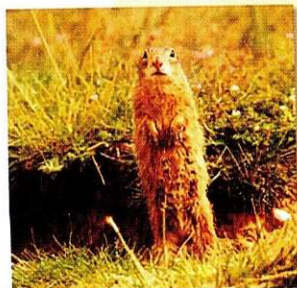
1 Match the words (1–7) with the definitions (a–g).

- | | |
|---------------|--|
| 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 e what causes them. Some people b that they were created by earthquakes – or even aliens! But now scientists have s the mystery. Using a computer program, they 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 i to find out which animals may have caused the mounds in other countries, and s f 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 1 be Roman ... or from another time in the past, I don't know which!
- Lee** Roman? No, it 2 be Roman. The Romans were never in this area.
- Alice** But it 3 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 4 be in some ancient language. I'm not sure.
- Alice** How exciting! It 5 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 6 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 ¹ _____ (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 ² _____ (use) it as a place for the dead. Or people ³ _____ (enjoy) it simply as a piece of art.

It is clear that it ⁴ _____ (be) very difficult to move the stones. Each stone is about 4 meters high and weighs about 23,500 kilograms, so it ⁵ _____ (be) easy to move them. And it ⁶ _____ (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.

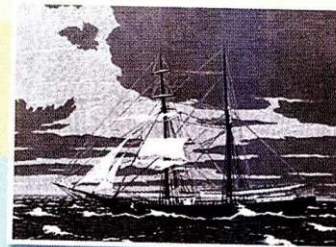
8 Complete the rules with *a, an, the, or Ø* where no article is needed.

The _____ Dragon's Sea is ¹ _____ area of ² _____ Pacific Ocean near ³ _____ Japan where people say that strange things happen, and ⁴ _____ mysterious lights appear in ⁵ _____ sky. There's ⁶ _____ old story that ⁷ _____ Japanese government once sent out ⁸ _____ ship to investigate - and ⁹ _____ ship never came back! We might never discover ¹⁰ _____ truth, but some people think that some of ¹¹ _____ strangest behavior may be caused by ¹² _____ 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
a _____ project on the
Mary Celeste. Does anyone
know anything about it?



SurfGirl Have you looked
online? Some of the history
websites ¹ _____ be
useful, but I don't know which ones!

Steve-O I've studied this! It was ² _____ American-British ship that was found in ³ _____ ocean near ⁴ _____ Portugal. It was empty, and everyone had disappeared.

Kitty Some people think there ⁵ _____ have been an earthquake.

K-Z I read somewhere that ⁶ _____ pirates might ⁷ _____ taken the sailors!

Steve-O Pirates? No. That story definitely ⁸ _____ be true. Pirates like ⁹ _____ money! But there were still coins on the ship.

Jorge Is it possible that ¹⁰ _____ sailors died because they were hungry?

Kitty No, they ¹¹ _____ have died from hunger. There was a lot of ¹² _____ food on board. There obviously ¹³ _____ be another explanation, that's for sure. Hey, Jorge - let us know if you find ¹⁴ _____ real answer!

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! ¹ _____ you think it is?

Kyle I have no idea! It ² _____ on your desk, under all those papers.

Skylar No, it ³ _____ there. I've already looked.

Kyle This is just a guess, but Julia ⁴ _____ it up by accident. ⁵ _____ 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 ⁶ _____ 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 "¹ _____ (sitting room / it / in / the / can't / be .) I've just cleaned it!"

A "² _____ (have / it / borrowed / Tony / might .)"

B "³ _____ (taken / it / no, / Tony / can't / have .) He's on vacation in Vietnam!"

C "I've got a mystery Valentine's Day card.
⁴ _____ (think / it / do / who / you / sent ?)"

D "Ooh, exciting! ⁵ _____ (must / have / someone / you / know / it / sent .) ⁶ _____ (she / a / lot / must / like / you .)"

C "⁷ _____ (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	is grown in China.
T-shirts	are sold in the shopping mall.

Subject + $\left| \begin{array}{c} is / are \end{array} \right|$ + past participle form of the verb

Negative	
Cotton	isn't grown in the Arctic.
T-shirts	aren't sold in the drugstore.

Subject + $\left| \begin{array}{c} isn't / aren't \end{array} \right|$ + 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	made from wool?
Yes, it is.	/ No, it isn't.
Are computers	manufactured here?
Yes, they are.	/ No, they aren't.

Wh- questions	
Where	is the trash buried?
How	are the empty bottles reused?

- 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	was invented in the 19 th century.
These trees	were planted 500 years ago.

Subject + $\left| \begin{array}{c} was / were \end{array} \right|$ + past participle form of the verb

Negative	
Paper	wasn't invented in the 19 th century.
These trees	weren't planted last year.

Subject + *wasn't / weren't* + past participle form of the verb

by + agent		
Object	Verb	by + agent
<i>Dracula</i>	was written	by Bram Stoker.
These toys	were made	by my dad.

- 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.
- 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.
- 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?

- 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?
- We make short answers with *Yes, / No, + subject + the correct simple past form of be.*
Yes, it was. / **No, they weren't.**
- 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

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 ¹ _____ bags

64 ² _____ cans

3 ³ _____ towels

23 ⁴ _____ leaflets
and brochures

4 ⁵ _____ cartons

3 pairs of ⁶ _____
sandals

1 ⁷ _____ sweater

1 pair of ⁸ _____
shorts

1 ⁹ _____ 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?

No, _____.

- 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 ¹ _____ (hit) by a car. Luckily she ² _____ (not injure) too badly because her head ³ _____ (protect).

More than six hundred bikers ⁴ _____ (kill) in road accidents in the U.S. last year. Could plastic helmets save more lives?

Historical note: the first bike helmets ⁵ _____ (not make) from plastic. Leather helmets protected riders from grazes, but they ⁶ _____ (not find) to be very effective for serious injuries. The first plastic helmets ⁷ _____ (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 Something 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 Thomas Edison / be / the inventor of the first lightbulb?

a Yes, he was. b No, he 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 ¹ _____ (not buy) in a shop. It ² _____ (put) together by an artist – out of cans, cardboard, and other trash! Many instruments like these ³ _____ (play) by the Recycled Orchestra of Cateura.

Why ⁴ _____ (it / call) the "recycled orchestra"?

All the instruments are made from materials which ⁵ _____ (find) on a garbage dump near Cateura in Paraguay.

How much ⁶ _____ (trash / bring) to Cateura every day?

Around 1,500 tons. Local residents collect some of the trash, which ⁷ _____ (sell) to a recycling company. Residents ⁸ _____ (not pay) very much, and many people are quite poor.

Why ⁹ _____ (the orchestra / invent)?

It ¹⁰ _____ (start) to give local children music, and hope. You can listen to their music on YouTube!

Explaining what you want

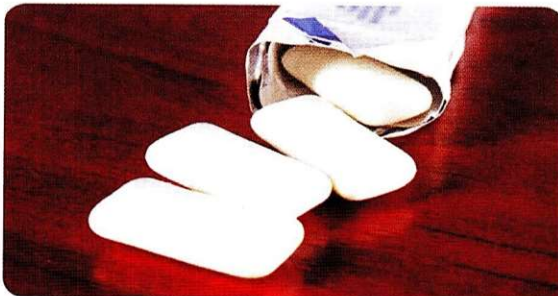
1 Complete the dialogues with the correct form of the verbs in parentheses.

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 ¹ _____ (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 ² _____ (they / use) for?
- Leticia** They're used for presents. When you want to give someone a present, you use this paper.
- Clerk** Ah, ³ _____ (you / mean) wrapping paper? Like this?
- Leticia** That's it! Thanks!

2



- Jae Sun** Excuse me. I ⁴ _____ (look for) some candy, but I don't know what ⁵ _____ (it / call) in English.
- Clerk** What ⁶ _____ (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 ⁷ _____ (it / call) in English?
- Clerk** Gum. It ⁸ _____ (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 ¹ _____ a kind of drinks container.
- Clerk** OK, I might be able to help! What ² _____ (it)?
- Erik** Um, it's usually long and round. There's a cup at one end. It ³ _____ plastic and metal.
- Clerk** OK ... and what ⁴ _____?
- 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, ⁵ _____ (you) this?
- Erik** That's it! Thanks. What ⁶ _____ (it) in English?
- Clerk** A thermos. ⁷ _____ (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



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 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.

- 1 over 75 percent of teenagers shop online ___
- 2 40 percent of a typical budget is spent on fashion A
- 3 more than 50 percent of teenagers prefer fast food restaurants for eating out ___
- 4 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.

- 1 What does Theo spend his money on?

- 2 What should Theo wait 24 hours for?

- 3 Why doesn't Theo use plastic bags? (Give three reasons.)

- 4 Why is it a good idea to buy local products?

- 5 How does one of Theo's relatives help the environment?

- 6 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.

8

Grammar rules

Reported speech (1)

Verb changes

Direct speech	Reported speech
Simple present	Simple past
"I love the show," she said.	She said (that) she loved the show.
Present progressive	Past progressive
"He's reading ," I said.	I said (that) he was reading .
Simple past	Past perfect
"We heard the news," they said.	They said (that) they had heard the news.
Present perfect	Past perfect
"They've left ," he said.	He said (that) they had left .
am / is / are going to	was / were going to
"I'm going to be famous," I said.	I said (that) I was going to be famous.
will	would
"I'll call you," you said.	You said (that) you would call me.
can	could
"I can help," she said.	She said (that) she could help.

- 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('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 he wrote a blog.
" They interviewed me ," she said.	She said that they'd interviewed her .
"I'll text you all later," he said.	He said that he would text us all later.
" We haven't heard of you ," they said.	They said that they hadn't heard of me .

- 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 my newspaper," he said.	He said that I could read his newspaper.
"I saw your vlog," she said.	She said she'd seen my vlog.
" Our radio show is new," they said.	They said that their 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	the next day
today	that day
this morning	that morning
this afternoon	that afternoon
yesterday	the day before
last week	the week before
next week	the following week

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 with your friends on your home page?

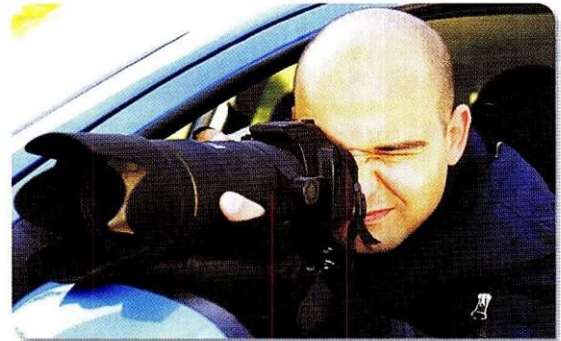
- "I can e_____ my lyrics, but unfortunately I can't correct my past." Hip-hop star tries to go clean.



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.

Round-up

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 ¹ _____ very well at the moment. She said that she ² _____ three competitions the year ³ _____. She told me that ⁴ _____ coach was very happy with ⁵ _____. She said that the ⁶ _____ day, she ⁷ _____ to Texas to do some practice with the rest of the American team. She ⁸ _____ me that ⁹ _____ fans ¹⁰ _____ fantastic. She said that they loved ¹¹ _____ 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 13th 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 14th

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.).

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 /ɡet dɔ:'vɔ:st frəm sʌmwʌn/
get engaged to someone /ɡet ɪn'ɡeɪdʒd tə sʌmwʌn/
get married to someone /ɡet 'mæriəd tə sʌmwʌn/
go on a date with someone /ɡoʊ ɒn ə 'deɪt wɪð sʌmwʌn/
go out with someone /ɡoʊ 'aʊt wɪð sʌmwʌn/
have an argument with someone /həv ɒn 'ɑ:ɡyʊmənt wɪð sʌmwʌn/

Nouns

couple /'kʌpl/
date /deɪt/
downtown area /'daʊntaʊn ɛriə/
friendship /'frendʃɪp/
guest /ɡest/
guy /ɡaɪ/
jewelry /'dʒu:əlri/
milkshake /'mɪlkʃeɪk/
model /'mɒdl/
moon /mu:n/
noodle /'nu:dl/
patron saint /'peɪtrən 'seɪnt/
reaction /ri:'ækʃn/
rose /rouz/
row /rou/
skater /'skeɪtər/
storm /stɔ:m/
togetherness /tə'ɡeðərnəs/
type /taɪp/
unity /'ju:nəti/
wedding /'wedɪŋ/

Other verbs

spill /spɪl/
symbolize /'sɪmbəlaɪz/
trust /trʌst/

Adjectives

busy /'bɪzi/
clumsy /'klʌmzi/
extreme /ɪk'stri:m/
fair /feɪ/
incredible /ɪn'kredəbl/
packed /pækt/
shocked /ʃəkt/

Adverbs

traditionally /trə'dɪʃənəli/
typically /tɪpɪkli/

Unit 6

Investigation

believe /bɪ'li:v/
check /tʃek/
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 /kæ'ʃɪr/
climber /'klaɪmər/
costume /'kɒstəm/
disappearance /dɪsə'pɪərəns/
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 /'mɒnyʊmənt/
mountaineer /maʊntnɪ'r/
mystery /'mɪstəri/
myth /mɪθ/
pilot /'paɪlət/
popcorn /'pɒpkɔ:rn/
pyramid /'pɪrəɪd/
reporter /rɪ'pɔ:tər/
Rwanda /ru'ʌndə/
sasquatch /'sæskwɒtʃ/
shape /ʃeɪp/
sidewalk /'saɪdwɔ:k/
signal /'sɪgnəl/
skeptical /'skeptɪk/
staircase /'steɪkəs/
statue /'stætʃu:
stone /stəʊn/
summit /'sʌmɪt/
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'stɪəriəs/
northern /'nɔ:ðərn/
scientific /saɪən'tɪfɪk/
strange /streɪndʒ/
terrifying /'terəfaɪɪŋ/
underwater /ʌndə'wɔ:tər/
unlikely /ʌn'lɪkli/

Adverbs

certainly /'sɜ:tənli/
clearly /'kɪəli/
definitely /'defənətli/
obviously /əb'vɪəsli/

Review C

Nouns

argument /'ɑ:ɡyʊmənt/
collector /kə'lektər/
detective /dɪ'tektɪv/
hot-air balloon /hɒt 'ɛr bəlu:n/
meaning /'mi:nɪŋ/
Patois /'pætwɑ:/

Adjectives

rare /rɛr/

Verbs

campaign /kæm'peɪn/

Culture club C

Nouns

aluminum /ə'lʊmɪnəm/
conspiracy /kən'spɪrəsi/
foil /fɔɪl/
instrument /'ɪnstɾəmənt/
spaceship /'spetsʃɪp/
studio /'stʊdiəʊ/
thought /θɒt/
weather balloon /'weðər bəlu:n/

Adjectives

unusual /ʌn'yʊʒuəl/

Adverbs

secretly /'sɪkrətli/

Unit 7

Materials

cardboard /'kɑ:dbɔ:rd/
cotton /'kɒtn/
denim /'denɪm/
glass /ɡlæs/
leather /'leðər/
metal /'metl/
paper /'peɪpər/
plastic /'plæstɪk/
wooden /'wʊdn/
woolen /'wʊlən/

Nouns

Antarctica /æn'tɑ:ktɪkə/
arcade game /ɑ:k'eɪd geɪm/
atmosphere /'ætməsfɪr/
Bangladesh /bæŋɡlə'deʃ/
behavior /bɪ'heɪvɪər/
bottle bank /'bɒtl bæŋk/
cattle /'kætl/
chapel /'tʃæpl/
cloth /klɒθ/
coal /kəʊl/
cream /kri:m/
credit card /'kredɪt kɑ:rd/
debit card /'debɪt kɑ:rd/
emperor /'empərəʊ/
environmentalist /ɪnvaɪə'nmentlɪst/
fossil fuel /'fɒsl 'fyʊəl/
gadget /'ɡædʒət/
global warming /ɡləʊbl 'wɔ:rnɪŋ/
greenhouse gas /'ɡri:nhaʊs ɡæs/
honey /'hʌni/
litter /'lɪtər/
manufacturer /mæn'yʊ'fæktʃərə/
mug /mʌɡ/
oil /ɔɪl/
planet /'plænət/
polystyrene /pə'lɪ'staɪrɪn/
pyramid /'pɪrəɪd/
seal /si:l/
snail /sneɪl/
supply chain /sə'plai tʃeɪn/
turtle /'tɜ:tl/
waste /weɪst/
webcam /'webkæm/
whale /weɪl/

Verbs

activate /'æktəveɪt/
convert /kən'vɔ:rt/
deforest /dɪ'fɔ:rest/
dye /daɪ/
harm /hɑ:m/
manufacture /mæn'yʊ'fæktʃər/
pollute /pə'lʊt/
recycle /ri'saɪkl/
run out /rʌn 'aʊt/
sew /soʊ/
shrink /frɪŋk/
waste /weɪst/

Other adjectives

ethical /'eθɪkl/
forgetful /fɔ:'ɡetfl/
green /ɡri:n/
marine /mə'ri:n/
sponsored /'spɒnsəd/

Unit 8

Media activities

advertise /'ædvɜ:təɪz/
edit /'edɪt/
follow /'fɒləʊ/
interview /'ɪntəvju:
present /'prezənt/
publish /'pʌblɪʃ/
report /rɪ'pɔ:t/
review /ri'vju:
share with /ʃer wɪθ/
update /ʌp'det/

Nouns

accuracy /'ækjʊərəsi/
approach /ə'prəʊtʃ/
award /ə'wɔ:rd/
brand name /'brænd neɪm/
campus /'kæmpəs/
decade /'dekeɪd/
graphic novel /ɡræfɪk 'nɒvl/
librarian /laɪ'brɛrɪən/

link /lɪŋk/
market research /mɑ:kət 'rɪsɜ:tʃ/
mayor /'meɪər/
partying /'pɑ:tiŋ/
recommendation /rekə'məndə'seɪʃn/
roommate /'rummeɪt/
social issue /'soʊʃl ɪʃu:
stereotype /'sterɪətaɪp/
vlog /vləɡ/
work experience /'wɜ:k ɪks'pɪəriəns/

Other verbs

borrow /'bɔ:rəʊ/
cheer /tʃɪr/
go viral /ɡoʊ 'vaɪrəl/
impress /ɪm'pres/
quit /kwɪt/
sponsor /'spɒnsər/

Adjectives

catchy /'kætʃi/
cheerful /'tʃɪrfʊl/
embarrassed /ɪm'bærəst/
essential /ɪ'senʃl/
extracurricular /ɪk'strʌkə'rɪkjʊləər/
interactive /ɪntər'æktɪv/

Adverbs

luckily /'lʌkəli/

Review D

Nouns

copper /'kɒpər/
critic /'krɪtɪk/
razor /'reɪzər/
saleswoman /'seɪlzwʊmən/
software /'sɔ:ftweər/

Culture club D

Nouns

argument /'ɑ:ɡyʊmənt/
bill /bɪl/
candle /'kændl/
constitution /kən'stɪtʃən/
harmonica /hɑ:'mɒnɪkə/
lightning rod /'laɪtnɪŋ rɒd/
tax /tæks/
war /wɔ:ər/

Verbs

rise /raɪz/

Adjectives

electrical /ɪ'lektɪrɪk/
independent /ɪn'dɪpəndənt/
wealthy /'welθi/
wise /waɪz/

Adverbs

annually /'ænyʊəli/

Curriculum extra C

Nouns

ecological footprint /ekələ'dʒɪkəl 'fʊtprɪnt/
graph /ɡræf/
ladder /'lædə/
life expectancy /'laɪf ɪkspektənsi/
necessity /nə'sesəti/
poverty /'pɒvərti/
relationship /rɪ'leɪʃnʃɪp/
resource /'rɪsɔ:rs/

Verbs

measure /'meʒər/
score /skɔ:ər/

Adjectives

Caribbean /kə'rɪbiən/
considerate /kən'sɪdərət/

Curriculum extra D

Nouns

algae /'ældʒi/
carbon dioxide /kɑ:bən daɪ'ɒksaɪd/
chewing gum /tʃu:ŋ ɡʌm/
dump /dʌmp/
gyre /dʒaɪər/
jellyfish /'dʒelɪfɪʃ/
ocean current /'oʊʃn kərənt/
pound /paʊnd/

Adjectives

non-biodegradable /nɒn baɪəʊ'dɪɡrədəbl/

Irregular verbs

Base form	Simple past	Past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned, learnt	learned, learnt
leave	left	left

Base form	Simple past	Past participle
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /rid/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	showed, shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
spell	spelled, spelt	spelled, spelt
spend	spent	spent
spin	spun	spun
spread	spread	spread
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written