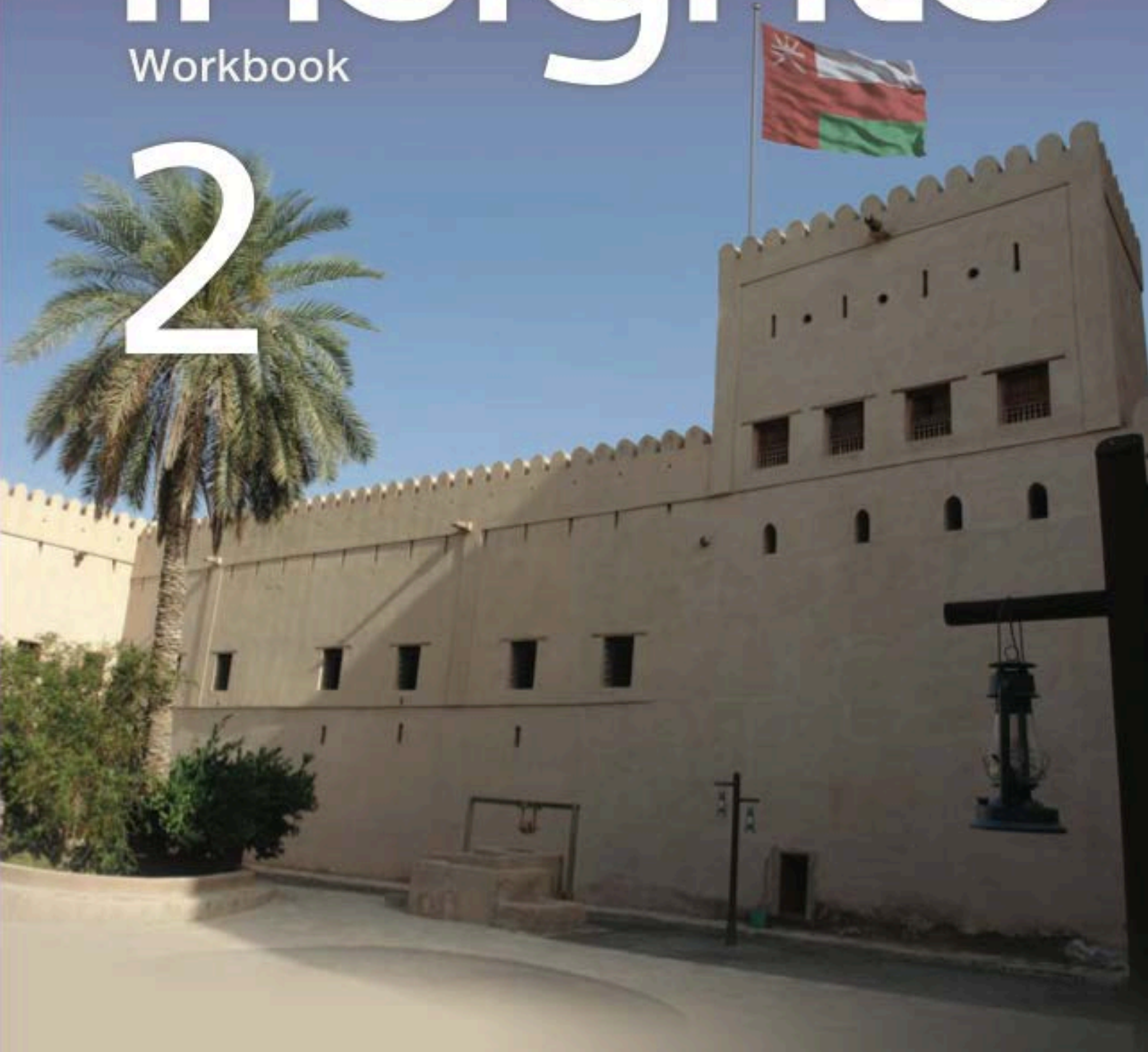
NATIONAL GEOGRAPHIC LEARNING

SULTANATE OF OMAN
MINISTRY OF EDUCATION

English Insights

Workbook

2



English Insights 2





Workbook
2019 / 2020

NATIONAL GEOGRAPHIC LEARNING

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Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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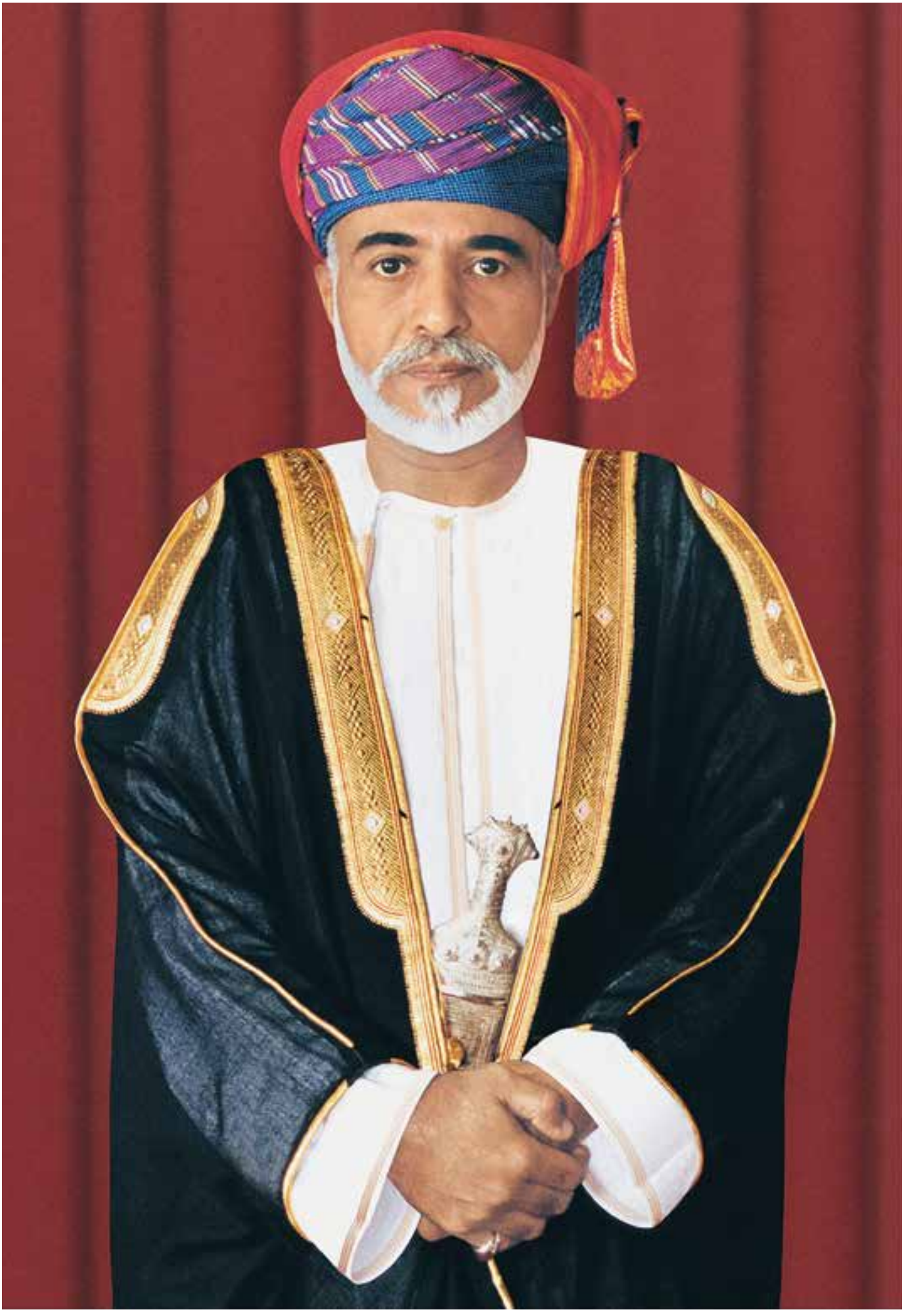
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Revision

Present simple and present continuous

1 Complete the text with the present simple or continuous forms of the verbs in brackets.



Hi. I'm Adrian. I (**1**)..... (play) rugby for my school team, and this is a picture of me and my friends. I'm in the middle and I (**2**)..... (wear) the team shirt. My friends (**3**)..... (watch) me play about twice a month, when we (**4**)..... (compete) at home. My best friend, Jay, (**5**)..... (enjoy) playing sport too, but he's not competitive. He (**6**)..... (prefer) going to the gym and he (**7**)..... (go) running every day. That's my sister, Hannah, on my right. She's really kind and friendly. We (**8**)..... (smile) in this picture. That's because the team (**9**)..... (win) the league and there (**10**)..... (be) only one match left to play.

2 Write questions about the text in Exercise 1.

1 Where / Adrian / stand / in the picture / ?
.....

2 How often / Adrian's friends / watch him play / ?
.....

3 Jay / like / sport / ?
.....

4 What / Jay / do / every day / ?
.....

5 What / Hannah / be like / ?
.....

6 Why / everyone / look / happy / ?
.....

Do or *make*

3 Complete the sentences with the present passive or active form of *do* or *make*.

1 Sam is well-behaved. He never ..... any thing naughty.

2 A lot of mistakes ..... in exams because students get nervous.

3 Shy people ..... friends easily.

4 Who ..... that terrible noise?

5 The washing up ..... by machine.

6 What ..... pizzas ..... from?

Permission and obligation

4 Complete the text with the words in the box.

allowed	can	can't
has to	let	mustn't



Jack's parents are quite strict about some things. For example, Jack isn't (**1**)..... to stay out late, even at weekends. When he goes out, he (**2**)..... tell them where he's going and he (**3**)..... go out until he has finished his homework. At home, they're more easy-going. They (**4**)..... him have lots of friends round and they (**5**)..... stay as long as they like. However, they (**6**)..... play loud music or spend too much time on the internet.

Phrasal verbs

5 Complete the dialogues with the correct form of the phrasal verbs in the box.

cheer up	hand in	look after
put out	take after	try on

1 A: I'd like to ..... this top, please.
B: The changing room's over there.

2 A: My best friend's moving to another city.
B: .....! You can always talk to her on Skype.

3 A: When do we have to ..... our projects?
B: Next Thursday, I think.

4 A: Who do you .....?
B: Well. I look like my mum, but I'm quiet and serious, like my dad.

5 A: Can I borrow your new bike, please?
B: OK. But you must ..... it!

6 A: Have the fire fighters ..... the forest fire yet?
B: No, not yet. It's been too dry and windy.

Asking for and checking information

6 R.1 Jade wants to find out about the swimming club picnic. Listen and complete the notes.

Swimming club picnic

Day: (1).....

Time: (2).....

Place: (3).....

Price: (4)..... including (5).....

Who's going? the (6)..... team

Revision

The past

1 Complete the dialogue with the past simple or past continuous forms of the verbs.



Gran: (**1**)..... you ..... (enjoy) the school trip yesterday?

Emma: Yes. It was great! We (**2**)..... (travel) to Oxford on the bus, then we went to the Bodleian Library. After that, we (**3**)..... (go) on a tour of the colleges. Oh! And Robert Smith fell into the river!

Gran: What (**4**)..... you ..... (do) on the river?

Emma: We (**5**)..... (try) to punt! Robert (**6**)..... (rock) the boat from side to side when he (**7**)..... (lose) his balance and fell in. It was really funny!

Gran: Poor Robert! So, (**8**)..... you ..... (learn) anything useful on this trip?

Emma: Of course. While we (**9**)..... (look) round the city, we (**10**)..... (find out) a lot about Oxford's history and architecture.

2 Complete the text with the words in the box. There is one extra word.

lots	many	most of	much	was	wasn't	were	were

I went to high school in the 1980s. It was an ugly, tall, grey building. There (**1**)..... about eight classrooms on every floor. There was also a science laboratory and a dining hall but there (**2**)..... an IT room – not like today! In fact, I don't think there (**3**)..... any computers at all. There (**4**)..... a large canteen on the ground floor. Not (**5**)..... students stayed for school dinners because we preferred homemade food. (**6**)..... us used to take our own sandwiches. There were (**7**)..... of good teachers at the school. They made us work hard in class, but we didn't usually have (**8**)..... homework.

Relative pronouns

3 Complete the sentences with *when, where, which, who, whose* and *that*.

1 Oud player Mohammed Abozekry graduated from the Arabic Oud House ..... he was fifteen.

2 Pianist Lara Omeroglu attends the Purcell School, ... is a famous music school in London.

3 Anish Kapoor is a famous sculptor ..... sculptures are made from stone and steel.

4 Kapoor's Cloud Gate and Sky Mirror are sculptures ..... took two years to complete.

5 Artist Farsad Labbauf is famous in the USA, ... he now lives.

6 Labbauf, ... paints large portraits, is inspired by traditional Middle Eastern arts.

The passive

4 Rewrite the sentences using the active or passive forms.

1 I was given a guitar for my birthday by my aunt.
My .....

2 The artist sold his work for £50,000.
The work .....

3 They didn't choose me to be in the school play.
I .....

4 A New York record producer discovered Mariam Shafeeq.
.....

5 My parents sent me to boarding school.
.....

6 Khaled released his first songs in Algeria.
.....

Working with words

5 Complete the sentences with the correct form of the words in the box.

art	classic	exhibit	perform	success	talent

1 My cousin is very ..... She's really good at painting and drawing.

2 Mozart was a ..... musician and composer. He began playing the piano when he was only four years old.

3 I love listening to ..... music, especially Bach and Beethoven.

4 Leona Lewis has sold lots of records and is now a very ..... singer.

5 I thought last night's ..... of Othello was brilliant!

6 Did you see the art ..... at the Central Gallery?

Revision

The present perfect

1 Make sentences in the present perfect. Add either *for* or *since*.

1 I / not see / the dentist / two years.

.....

2 They / live / in this neighbourhood / 20 years.

.....

3 You / not take / your medicine / this morning.

.....

4 I / not be / ill / I / be / a child.

.....

5 Rania / not win / a competition / 2009.

.....

6 Max / have / a bad cough / two weeks.

.....

2 Complete the text with the present perfect or past simple forms of the verbs in brackets.



I (**1**)..... (put on) a lot of weight last month, so I (**2**)..... (decide) to go on a diet. It's not a strict diet, just healthy eating really. I (**3**)..... (not eat) any junk food for four weeks and I (**4**)..... (lose) three kilos since I started! I (**5**)..... (join) a gym last week. Unfortunately, I (**6**)..... (be) busy this week so I (**7**)..... (only / be) to the gym twice.

3 Rewrite the sentences and questions in the present perfect. Use the words in brackets.

1 I took a painkiller a minute ago. (just)

I've .....

2 Mary had her vaccinations the other day. (already)

Mary has .....

3 Paul has still got the flu. (not recover / yet)

Paul .....

4 Tareq went to the leisure centre about an hour ago. (already)

.....

5 There was a car accident here a few minutes ago. (just)

.....

6 Are you still waiting to see the doctor? (not see / yet)

.....

Reported speech

4 Complete the reported statements and questions with the correct form of the verbs in the box. Add any other words.

ask	order	remind	tell	warn

1 'Put down your pens now!'

The teacher ..... the class to put down their pens.

2 'Don't forget to make an appointment at the dentist's.'

My mum ..... to make an appointment at the dentist's.

3 'Go and sit down in the waiting room.'

The receptionist ..... sit down in the waiting room.

4 'Can you lie down on the couch, please?'

The doctor ..... lie down on the couch.

5 'Don't eat anything before the operation – it's dangerous!'

The nurse ..... not to eat anything before the operation.

5 Complete the dialogue. Match the missing sentences (1–7) with the options (a–g).

Sarah: (**1**).....

Abby: I've hurt my ankle and I can't play hockey!

Sarah: (**2**).....

Abby: Yes it is! The school championships are next week and I've been training really hard! It's just not fair!

Sarah: (**3**).....

Abby: Yes, I have. He said ... . He said ... .

Sarah: (**4**).....

Abby: He said I'd torn a muscle badly and he told me not to do any sport for six weeks.

Sarah: Look.(**5**).....

Abby: I suppose so. I'm just so disappointed!

Sarah: (**6**).....

Abby: Good idea. I haven't eaten anything since lunchtime.

Sarah: (**7**).....
And I'm really hungry!

a That's not so bad.

b Come on. Cheer up! Let's go and get a snack.

c What's wrong?

d Me neither.

e It's not the end of the world. You can compete in the finals next year.

f Go on! What did he say?

g Calm down. Have you been to see the doctor?

Revision

The future

1 **Complete the predictions with *may, might, might not, will* or *won't.***

1 In the future, all cities ..... be enormous. (I'm sure.)

2 I think that the buildings ..... be tall and high-tech. (I'm sure.)

3 Cars ..... exist any more. (It's possible.)

4 People ..... travel around by jetpack or sky-train. (It's possible.)

5 Everyone ..... do their shopping online. (I'm sure.)

6 As a result of online shopping, there ..... be any shops. (It's possible.)

7 There ..... be any wildlife left in the parks because of the pollution. (I'm sure.)

8 People ..... care about each other more. I think society will get better. (I'm sure.)

2 **Complete the dialogue. Use *going to* for plans and intentions and *might* for predictions.**

Jack: What are your plans for the summer?

Samir: I'm not sure. I (**1**)..... (go) trekking in the Sahara Desert.

Jack: Wow! Isn't that a bit dangerous?

Samir: I don't think so. I (**2**)..... (find out) more about it first, though. So, what about you? What (**3**)..... you) ..... (do) this summer?

Jack: Well. First of all, I (**4**)..... (visit) family back in Scotland. We (**5**)..... (spend) about three weeks there. We haven't decided what to do next. We (**6**)..... (catch) a ferry to Norway, and then (**7**)..... (hire) a car and drive down to Sweden and Denmark.

Samir: It all sounds really exciting! I've never been to Scandinavia. I (**8**)..... (go) there instead of the desert.



3 **Circle the correct option.**

The council have made new plans for the city centre. They (**1**) *'re going to provide* / *will provide* more facilities for young people. First of all, they (**2**) *'re going to build* / *will build* a new youth centre but they haven't decided exactly where to build it yet. They (**3**) *might build* / *'re going to build* it next to the station, but I don't think anyone (**4**) *will go* / *'s going to go* there. It's too far from the centre. Secondly, the council (**5**) *is going to re-open* / *might re-open* the ice rink in December if the work on the youth centre finishes on time. However, I think that this is unlikely and that the ice rink probably (**6**) *isn't going to be* / *won't be* ready before next year.

Indirect questions

4 **Write indirect questions with the words.**

1 where / guidebook / tell / I / can / a / buy / you / me / can / ?

.....

2 near / do / hotel / you / there / is / if / here / know / a / ?

.....

3 somebody / how / could / works / machine / ticket / explain / the / ?

.....

4 do / know / the / to / open / visitors / when / is / castle / you / ?

.....

5 train / our / does / know / anybody / what / leaves / time / ?

.....

6 costs, / much / how / this / could / souvenir / me / you / mug / tell / please / ?

.....

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

☐ **a** And can you also remind him to bring the money for his deposit?

☐ **b** Oh. Hi, Mr Prim. It's Mike. Could you give him a message, please?

☐ **c** Can you tell him we're going to book the tickets to Paris tomorrow?

☐ **d** With pleasure. What's the message?

☐ **e** Hello. Can I speak to Tim, please?

☐ **f** You're welcome.

☐ **g** Yes, of course. I'll tell him as soon as he gets in.

☐ **h** Sorry. He's not at home at the moment. This is his dad speaking.

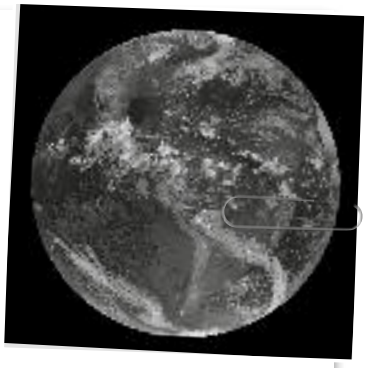
☐ **i** Thanks very much, Mr Prim.

☐ **j** Yes, I'll tell him that too.

Revision

Conditionals

1 Complete the text with the first conditional or *will* future forms of the verbs in brackets.



Earth is home to the most amazing creatures and natural wonders imaginable. But, what (**1**)..... (happen) to the planet if we (**2**)..... (not look after) it? The truth is that, if we (**3**)..... (not be) careful, we (**4**)..... (turn) our beautiful world into an environment where many plants and animals (**5**)..... (not survive). If we (**6**)..... (continue) to cut down the forests, we (**7**)..... (destroy) the natural habitat of many endangered species. Tigers and pandas (**8**)..... quickly ..... (become) extinct. Another danger is pollution. If factories (**9**)..... (carry on) polluting the seas and rivers, this (**10**)..... (kill) fish and other sea creatures. As a result, there (**11**)..... (not be) enough food for whales and sharks.

2 Write second conditional sentences and questions. Use the verbs in the box.

be	be	be able to	eat	invent	recycle	
not pour	save	slow	survive	turn off	not use	

1 If everybody ..... their rubbish, our environment ..... cleaner.
2 If scientists ..... an alternative to plastic, we ..... recycle more waste.
3 We ..... a lot of water if people ..... the tap more carefully.
4 More sea creatures ..... if factories ..... industrial waste into the rivers.
5 ..... it ..... down global warming if we ..... cars anymore?
6 If we ..... less meat, there ..... more land available to grow food for everyone.

Quantifiers

3 Circle the correct option.

1 Volcanic eruptions are *much* / *very* dangerous.
2 Max thinks lightning is *a bit* / *quite* exciting.
3 I think hurricanes are *much* / *quite* more destructive than tornadoes.
4 It's true that solar energy is *a lot* / *very* environmentally friendly.
5 Being a volunteer is *a bit* / *really* good fun.
6 Volunteer work can sometimes be *a bit* / *lot* tiring.

Prepositions

4 Complete the text with the prepositions in the box.

about	about	about	to	out	over	up

Are you worried (1)..... the environment? Do you want to learn more (2)..... problems in your area?

<u>If so, then come and join us!</u>

***Green Schemes* is an environmental group which helps people to find (3)..... about how to improve their local area. At our meetings, you will be able to talk (4)..... expert ecologists and lawyers. We have written a letter to the council to complain (5)..... the new buildings which are taking (6)..... our countryside.**

If you are interested, just turn (7)..... at our next meeting! We meet every Wednesday in the Community Centre at 7.00 p.m.

Advising and suggesting

5 Vicky and Kate are staying at a conservation centre. Complete the dialogues (1–6) with the options (a–f).

a If I were you	**d** Can you tell me
b You should	**e** What can I
c Why don't you	**f** What should I do?

Vicky: Excuse me. I need a shower but there's no hot water. (**1**).....
Leader: (**2**)..... complain to the manager.

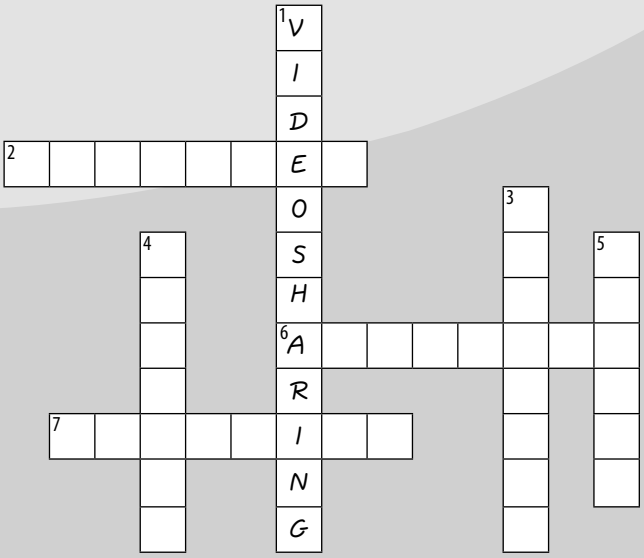
Manager: Good evening. (**3**)..... do for you?
Vicky: There's no hot water in my room!
Manager: Sorry, there won't be any more until tomorrow morning. (**4**)....., I'd get up early and have your shower then.

Kate: There are loads of mosquitoes in my room!
Vicky: (**5**)..... use insect repellent and a mosquito net?
Kate: (**6**)..... where I can get a mosquito net?
Manager: Yes, of course. You'll find one in the cupboard over there.

1A Fame
Followers

Vocabulary: mass media

1 Complete the crossword.



Across

2 You read them in newspapers and magazines.
6 You are part of this when you go to see a play or concert.
7 The title of a newspaper story.

Down

1 Letting other people use your film files.
3 Satellite TV has many of these.
4 A video or audio file that you watch or listen to online or download to your iPod.
5 A person who watches the TV.

2 Circle the correct option.

1 There are *lots of / not much* soap operas on TV.
2 I watch TV *more than / most of* five times a week.
3 The new soap opera isn't continuing because it doesn't have *many / much* viewers.
4 How *often / many* hours a week do you watch TV?
5 I *always / never* listen to the radio in the mornings. I love the *Breakfast Show*.
6 *How much / How many* times a year do you go to the cinema?
7 *Which / How* is your favourite TV programme?

3 Complete the statements with the words in the box. Then match the statements (1–6) with the people (a–d).

front page	listeners	programme
readers	~~station~~	website

1 Tune in to Big FM – the local *station* with the best music and the latest news. .....

2 This ..... is live from the O_2 stadium. I'm Mike Hadley and I'm talking to you from outside the stadium. .....

3 One of our ..... has phoned in to request a song for his brother. .....

4 Our regular ..... often send in letters and photos, and we publish the best ones. .....

5 It's an important article so I think it will be on tomorrow's ....

6 Go to our ..... to find out more about the stories in this month's issue. .....

a newspaper journalist
b magazine editor
c radio DJ
d TV reporter

Grammar: present simple or present continuous

4 Write sentences. Use the present simple or present continuous form of the verb.

We / love / reading.
We love reading.

1 Maggie / never / go / to the theatre. .....

2 Jason / always / take / the bus to school. .....

3 Shhh! The students / do / an exam. .....

4 Which part / you / play / in the musical? .....

5 Arwa / write / an email / at the moment. .....

6 Max / follow / lots of / famous / people. .....

5 Read the answers and write the questions.

How often do you watch TV? (watch / TV)
I usually watch TV every night.

1 ..... ?
(like / Leona Lewis)
Yes, I do. I think she's fantastic!

2 ..... ? (do)
I'm reading a blog on my tablet.

3 ..... ?
(concert / start)
At seven o'clock.

4 ..... ? (laugh)
Because this programme is really funny!

5 ..... ? (read)
My geography book. I've got an exam tomorrow.

6 ..... ?
(have / singing lessons) Once a week.

Grammar: present perfect

6 Match the sentences with the functions. Write a, b or c next to each sentence.

a an action in the past with a result in the present
b a past action in a time period which leads up to the present
c life experiences

Have you ever joined a fan club? [c]

1 The singer has released a new album. [ ]
2 I've never taken part in a talent competition. [ ]
3 Look! Thousands of fans have joined the queue for tickets. [ ]
4 It's the first time I've been to a concert. [ ]
5 The fans have dressed up as their favourite characters from the film. [ ]
6 Oh no! It's started raining on the sound equipment! [ ]

7 Complete the statements and questions. Use the present perfect form of the verbs in the box.

vbe	~~borrow~~	fall	go	sign	sing	follow

Sameera *has borrowed* my camera again!

1 A: Where's Will?
B: I think he ..... to bed.

2 ..... you ever ..... to the opera?

3 Melanie ..... never .....
anyone famous on Photogram.

4 Look at all the famous people who .....
my autograph book!

5 One of the contestants ..... off the stage. We're taking her to hospital.

6 It's the first time Mike ..... in a competition. He's very nervous!

Grammar: present simple, present continuous and present perfect

See Student's Book, Pages 6 & 7 and GPS, Page 124

8 Complete the interview with the correct form of the verb in brackets.

Presenter: What's your name and where *have you travelled* (you / travel) from today?
Maggie: I'm Maggie and (**1**) ..... (I / drive) here from Scotland.
Presenter: Is this the first time (**2**) ..... (you / speak) on the radio?
Maggie: Yes, it is. But (**3**) ..... (I / be) in videos online before.
Presenter: Really? Have (**4**) ..... (you / ever / made) them yourself?
Maggie: Yes. Actually, (**5**) ..... (I / usually / film) the videos (**6**) ..... (I / appear) in myself.
Presenter: Great! So (**7**) ..... (you / feel) confident about today?
Maggie: Actually, (**8**) ..... (I / be) a bit nervous. This is the biggest radio station in Britain. Also, millions of people (**9**) ..... (listen to) *Drive Time* Radio every week and (**10**) ..... (I / not speak to) such a big audience before.
Presenter: I'm sure you'll be fine. So, Maggie, what (**11**) ..... (you / talk about) today?
Maggie: (**12**) ..... (I / choose) my favourite topic – fashion.

Working with words: verb + prepositions *at, to*

9 Write sentences in the present simple or present continuous tense. Add the correct prepositions.

1 Why / that baby / stare / me / ?
.....

2 Look! They / throw / flowers / the winner.
.....

3 The photographer / point / his camera / you, / but / not take / any pictures / at the moment.
.....
.....

4 They / write / notes / each / other / in class every day.
.....

5 Those girls / over there / look / a magazine / and / laugh / some funny cartoons.
.....

Reading

Study and Exam Skills – practise identifying the main idea in a text in Exercises 1 and 2.

1 Look at the people in the photographs. Tick (✓) the statements you think are true.

1 They have dressed up for a carnival. ☐
2 They are taking part in a charity event. ☐
3 They are all comedians. ☐

2 Now read the text and check your answers to Exercise 1.

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

	T	F
1 Comic Relief is a weekly comedy programme shown on the BBC.	☐	☐
2 The idea for Comic Relief came from a British comedian and a scriptwriter.	☐	☐
3 The money people spend on red noses goes to charity.	☐	☐
4 On Red Nose Day, celebrities take part in a live TV show which is shown late at night.	☐	☐
5 Celebrities do not usually get involved in sponsored events.	☐	☐
6 Famous people make film reports showing how people in poor countries have raised money.	☐	☐
7 Since Comic Relief started, British people have raised more than £1 billion.	☐	☐





Red Nose Day

Why would millions of British people spend a whole day wearing huge, red, plastic noses? For charity, of course! Red Nose Day takes place every year, in March, and is part of Comic Relief Week. For a whole week, people take part in activities to raise money for the charity organisation Comic Relief, which was set up in 1985 by comedy scriptwriter Richard Curtis and popular British comedian, Lenny Henry. The main difference between Comic Relief and other charity events is that people do something funny for money, from sponsored fun runs and cycle rides to sky-diving and roller-skating. Many of these events are filmed by TV camera crews around the country.

On Red Nose Day, many people in Britain wear a red nose (or at least buy one to support the event). It is also the day when they send in the money they have raised to Comic Relief. They pay the money into the charity's bank account where it is added to the total amount raised. (The sale of red noses also raises lot of money for Comic Relief.) The total is regularly updated and reported on BBC television. In fact, Red Nose Day is a huge televised event which starts in the afternoon and goes on late into the night. The normal TV programmes are replaced with a live show hosted by different celebrities. Everyone works for free, including the camera crew and the production teams. During the show, the presenters introduce specially recorded comedy sketches and funny versions of popular TV shows.

Over the years, many big film stars have taken part in Red Nose Day, including Rowan Atkinson *(Mr Bean)*, Ewan McGregor *(Star Wars)* and even Hollywood actor, Johnny Depp *(Pirates of the Caribbean)*. Pop music stars also get involved by recording charity songs, and well-known TV personalities take part in different events, such as singing competitions. Since the first Red Nose Day in 1988, famous people have also taken part in various challenges, such as climbing to the top of Mount Kilimanjaro in Tanzania.

There is also a serious side to Red Nose Day. Comic Relief sends famous people to report in countries in Africa, where there is a lot of famine and poverty, and where comic relief has many of its projects. During the televised show, they make emotional appeals to the public to send money to help the people there. British charities also receive some of the money raised. Since Comic Relief started, the charity has raised over £1 billion, and has helped people in more than 70 countries.

Vocabulary: TV shows

4 Complete the sentences with the words in the box.

act	episode	followers	influencer
rehearsal	~~repeat~~	winner	

There's nothing good on TV tonight. It's either sport or a *repeat* of an old quiz show.

1 I really like this new TV series. When's the next ..... on?

2 That boy can ..... really well. I think I've found the next Leonardo di Caprio!

3 Michelle's blog has almost 1000 ..... !

4 The ..... of last year's talent show is now a TV presenter.

5 I'm sure she's the ..... that has 500,000 followers on her fashion blog.

6 The final ..... before the play opens is on Wednesday night.

Working with words: noun + noun

5 Complete the sentences with compound nouns. Use a word from box A plus a word from box B for each gap. Use plurals where necessary.

A	B
crowd head film film museum talent news slide sports summer	clothes show line location official review paper report scene show

1 The app can now show you a s..... ..... of all the photos you have posted.

2 The m..... ..... was angry when tourists started taking pictures.

3 My sister likes watching t..... ..... .

4 The f..... ..... was the Sahara Desert, so the actors got very hot.

5 There are lots of dramatic c..... ..... in the film with hundreds of people in them.

6 My dad loves reading the n..... ..... on Fridays.

7 He looks quickly at the h..... ..... , but he doesn't read the news articles properly.

8 He loves football and tennis and spends hours reading the s..... ..... .

9 My mum loves cinema, so she enjoys reading the f..... ..... most.

10 I don't have anything to wear! I must buy some new s..... ..... to take on holiday.

Grammar: *yet, still, already* and *just*

See Student's Book, Page 9 and GPS, Page 124

6 Complete the sentences and questions with *yet, still, already* or *just*. Put the verbs into the correct tense.

Although Andrew is three years old *he still can't talk*. (he / can / not talk)

1 Wait for me! I ..... and I'll be ready in two minutes. (get / my coat)

2 Safia is only nine months old but she ..... (can / walk)

3 Although it only came out a week ago, the new group ..... of their new album! (sell / one million copies)

4 I'm sorry, I ..... here, so I don't know all the students' names yet. (start / work)

5 It's getting very late. Why ..... ? (you / be / here)

6 I have to write an article for the school blog before tomorrow, but I ..... ! (not start / it)

Listening



7 *1.1* **Listen to a podcast from a website for English language learners. What is it about?**

a television awards for soap operas

b the popularity of soap operas

c the lives of soap opera stars

8 Listen again and complete the notes. Write one or two words in each gap.

1 The characters in a soap opera are from the same ..... .

2 Soap operas are popular because the stories are ..... and realistic.

3 The most exciting bits of each ..... happen at the end.

4 This British soap opera has won many awards for its excellent ..... .

5 The biggest soap opera in the Middle East is about a woman from ..... .

6 ..... people are the most loyal soap fans.

1C Exchanging opinions

Useful expressions

1 Put the words in the correct order to make useful expressions.

I / he's / think / talented / really
I think he's really talented.

1 unfriendly / she / bit / seems / me / a / to
.....

2 opinion, / they're / best / girl / in / band / my / the
.....

3 you / know / mean / I / what
.....

4 say / you / that / do / why / ?
.....

5 because / he's / funny / really / that's
.....

6 so / don't / think / I
.....

7 think / you / so / do / ?
.....

2 Read the dialogue. Match the statements and questions (a–f) with the gaps (1–6).

a Do you think so?
b I don't think so.
c He's a really talented actor, in my opinion.
d Because the filming is fantastic.
e That's true.
f ~~Why do you say that?~~

Zoe: This article looks interesting. It's called *TV Favourites – Who Gets Your Vote?* You have to vote for your favourite programmes and TV presenters. The first category is 'most interesting documentary'.

Kim: That's easy. I think the best documentary is *Blue Planet*.

Zoe: Really? (**1**) ...f... ?

Kim: (**2**) ..... . You learn about the most amazing sea creatures.

Zoe: (**3**) ..... . I saw an episode the other day. I thought it would be a bit boring, but it was brilliant! What's the next category?

Kim: It's 'best TV drama series'.

Zoe: That's easy. It's *Doctor Who*.

Kim: (**4**) ..... .

Zoe: Yes, I do. The special effects are great and the storylines are really gripping. And the actor who plays *Doctor Who* now is really cool.

Kim: I agree. (**5**) ..... . But I'm not keen on sci-fi and strange monsters. I think there are much better programmes on TV.

Zoe: So, which TV series would you vote for?

Kim: I'm not sure. Maybe *Emergency Room*. I imagine a lot of people will vote for *Emergency Room*, don't you?

Zoe: Actually, (**6**) ..... . It's too serious. In my opinion, the best dramas are ones which are sometimes funny as well.

Kim: Maybe you're right. OK, so what's the next category?

Zoe: It's 'best TV presenter'.

Kim: Oh, that's a bit more difficult. I'll have to think about that one.

3 Read the statements and questions. Choose the best response (a, b or c).

1 I think there are too many repeats on TV.
- **a** Because they're boring.
- **b** I think so.
- **c** That's true.

2 Why do you think he's going to lose the contest?
- **a** I think he's popular.
- **b** Because he's not talented.
- **c** I don't think so.

3 There are lots of great programmes on TV these days.
- **a** That's because I like stories about mysteries.
- **b** I think they're fantastic!
- **c** That's true. But they're all about celebrities!

4 The *Harry Potter* books seem a bit childish.
- **a** Because they're about a fantasy world.
- **b** I think so.
- **c** I know what you mean.



Pronunciation: *-ght* and *-ghed*

4 **How are *bought* and *coughed* pronounced? Write the past participles of the verbs in the box in the correct column in the table.**

~~buy~~ bring catch ~~cough~~ fight laugh teach think

bought	coughed
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

5 1.2 **Listen and check.**

Writing: a review

6 **Read Zoe's review of the film *Moon people*. Match the topics (1–5) with the paragraphs (a–c) in which the reader can find it.**

1 what the film is about .....
2 positive comments .....
3 the main actors .....
4 who will like the film .....
5 negative comments .....

A review of *Moon people*



a *Moon people* stars Cameron Blake as Doctor Shine and Bella Mancini as Krista. The story is set in the future and Krista is a scientist on a new space station on the moon. However, a strange virus is attacking everyone there. Although it doesn't kill them, it affects their memory. There is real danger. Soon there will be no-one who can operate the systems which keep the station habitable. Doctor Shine, an expert virologist, has recently arrived. He and Krista must work together to try to kill the virus – but the chief scientist, Jim Crane, wants to keep the virus alive.

b (**1**) ..... This is because there is a lot of action and suspense. I also think that the acting is quite good. (**2**) ..... Smyth plays Jim Crane and makes a brilliant villain. The action scenes are also very good. (**3**) ..... This is because of the excellent special effects. (**4**) ..... Although there is plenty of humour, the dialogue is so bad in places, that it is funny when it is supposed to be serious.

c (**5**) ..... There is plenty of action to keep a young audience entertained. However, the film doesn't have a strong story and the ending is disappointing.

7 **Complete the review. Match the sentences (a–e) with the gaps (1–5) in the text.**

a Oscar Smyth is the best actor, in my opinion.
b On the other hand, the script is not very good.
c In conclusion, the film is interesting and most teenagers will enjoy it.
d On the one hand, the film is very entertaining.
e The space station and the moon look very realistic.

8 **Complete the sentences with *because* or *because of*.**

1 The space station is in danger ..... a strange virus.
2 Doctor Shine has come to the space station ..... he can help to kill the virus.
3 Jim Crane is dangerous ..... he wants to keep the virus alive.
4 Some of the scenes were funny ..... the bad dialogue.
5 Teenagers will like the film ..... it has lots of action.
6 The film is disappointing ..... its weak ending.

9 **Make notes about a film you have seen recently. Then write your own film review. Organise your writing into three or four paragraphs.**

Details and format
Title: .....
DVD / cinema? .....
Genre: .....
Main actors: .....
Basic plot: .....

Good points	**Bad points**
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Conclusion
.....
.....
.....

1D Test your skills

Reading

1 Read the How to… box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

understand the organisation of a text
Sequence sentences to make a logical text.

- Identify the first and (**1**) l..... sentences.
- Look for words that show sequences, for example *first, then, next, later,* (**2**) *f*.....
- Decide on the correct sequence (**3**) b..... you look at the options.

Important! Be careful when you compare your sequence with the options.

2 Check your answers to Exercise 1 at the bottom of the page. Now use the strategy to do these activities.

1 Put the sentences in a logical order. Choose the correct option (1–3).

a Millions of people watched her video on YouTube.
b Soon after a music producer saw her sing, Jenny released her first album.
c In April 2015, Jenny Fisher recorded a film of her singing for her blog.
d However, she didn't need to have experience in the music business – she was already an international star.
e It sold millions of copies all over the world.
f Jenny had never sung live before.

1 f, b, d, a, c, e
2 c, a, f, d, b, e
3 c, f, d, a, b, e

2 Put the sentences in a logical order. Choose the correct option (1–3).

Hi, Karim,
a Have you seen it yet?
b If you haven't, do you want to come with us?
c Jason and I are going to the cinema on Saturday.
d We can meet you outside the cinema at 6.30 p.m.
e We're going to see the new *kung fu* movie.
Zaki

1 e, a, b, c, d
2 c, e, a, d, b
3 c, e, a, b, d

Language response

3 Read the How to… box. Put the steps (a–c) in the correct order to complete the useful strategies.

HOW TO ...

choose the appropriate linguistic response
Listen to the statements and choose the correct response from the options given.

..... **a** Try to match the language with specific situations such as asking for an opinion, asking permission, requests, invitations, etc.
..... **b** Important! Read each option before you listen.
..... **c** Read the responses and predict possible statements before you listen.

4 Check your answers to Exercise 3 at the bottom of the page. Now use the strategy to do this activity.

1.3 **You will hear four statements twice. Match each statement with the correct response (a–c).**

1 .....
a What do you think of them?
b I didn't enjoy it.
c Do you think so?

2 .....
a I don't think so.
b Yes, I have. I saw it last weekend.
c It seems boring to me.

3 .....
a Because there are lots of repeats.
b What did you watch?
c Why do you say that?

4 .....
a That's true.
b I don't like it.
c Do you think so?

Answers to Exercise 1 1 last 2 finally 3 before

Answers to Exercise 3 1 c 2 a 3 b

1 Writing Insights

A review

1 Look quickly through the review.

- Is it for a book, a magazine or a website?
- What kind of information does the book, magazine or website include?

News for all

'News for all' is an international news website in English. It has up-to-date information about everything that is going on in the world today. The writers come from many different countries and the website has a very good reputation.

You can find out about news, sports, culture and much more on this site. There are news sections for different regions in the world. These include all the key stories from those countries, and there are live updates as you read. The sports sections has all the recent results, lots of photos, and some videos of major events. The culture section is very broad and it has everything from novels to internet influencers.

Overall, I can definitely recommend this website to anyone interested in reading and watching international news in English. However, there are some things I am not sure about. On the one hand, the use of multimedia makes the website interesting, but on the other hand, the different video sections sometimes make the website confusing. Personally, I prefer reading the information rather than watching videos. However, I know many people don't agree.

2 Read the review again and complete the notes.

Title .....

Text type .....

Text content .....

.....

Review writer's overall opinion

3 Read and complete the Writing Skill box. Then check your answers with Student Book p15.

WRITING SKILL

Writing in paragraphs

What is a paragraph?
A paragraph is a series of ..... that are organised together. All the ideas are about the same .....

How can paragraphs help us as readers and writers?
Paragraphs help the writers to focus their ..... They help the reader to understand the main ..... of the text.

How can you write better paragraphs?
Always make a ..... Organise your ideas into different paragraphs. Leave a small ..... between paragraphs so your reader can see them clearly.



4 Read the review again. Complete the table with the information in the box and example phrases from the review.

~~Summary of the content~~ Opinion
Factual information

Paragraph	Organisation	Phrase
1		
2	*Summary of the content*	
3		

5 Decide if the Writing Mechanics quiz statements about topic sentences are true or false. Then check your answers with the review and Student Book p15.

WRITING MECHANICS

Using topic sentences

QUIZ – True or false?

1 Topic sentences introduce the main idea. .....

2 Topic sentences are always last in the paragraph. .....

3 This is a topic sentence in the review: .....

It has up-to-date information about everything that is going on in the world today.



6 **Underline the three topic sentences in the review.**

7 **Can you remember the common adverbs for showing attitude? Complete the words in the box. Then check your answers with Student Book p16.**

WRITING MECHANICS

Showing attitude in writing

f o r _ _ _ _ _ _ _ _
in my o _ _ _ _ _ _
in my v _ _ _
l u c _ _ _
d e f _ _ _ _ _ _ _
c l e _ _ _ _ _
p e r _ _ _ _ _ _ _
c e r _ _ _ _ _ _
u n _ _ _ _ _ _ _ _ _ _ _
of c _ _ _ _ _



8 **Circle the adverbs showing attitude in the review.**

9 **Choose the word or phrase to complete the sentences.**

1 Unfortunately / In my opinion, the film was very good, though other reviewers don't agree.
2 I would definitely / luckily buy this magazine again. It was really interesting.
3 I thought the book was very boring. Of course / Fortunately, it was short.
4 Certainly, / Personally, the design of the website could be better.

10 **Choose a book, magazine or website you have read or looked at recently. Make notes in the box.**

Title .....
Text type .....
Text content .....
.....
Review writer's overall opinion





11 **Now write your review in the space below. Make sure you write in paragraphs including topic sentences.**

- Use the Useful expressions on Student Book p16.
- Use three paragraphs.
- Include topic sentences.
- Add words and phrases to show attitude.
- Look for opportunities to use the present simple, continuous and perfect.
- Write 150 to 200 words.

PLAN

12 **Read your review and tick (✓) the checklist. Have you:**

- ☐ organised your ideas logically?
- ☐ used paragraphs correctly?
- ☐ included topic sentences?
- ☐ used words and phrases to show attitude?
- ☐ used the present simple, perfect and continuous?

Now prepare a final draft of your review.

OPTIONAL

Give your final draft of your review to your teacher to read. Is your teacher interested in reading the book, magazine or website you reviewed?

1 Word lists

Student's Book Unit 1	
3D *adj* p.8	three dimensional (not flat)
act *v* p.8	to perform a role in a show or movie
actor *n* p.6	a person who performs a role in a show or movie
animation *n* p.12	moving images created by a computer
article *n* p.5	a piece of writing in a newspaper or magazine
audience *n* p.5	the people receiving a message from the media
audition *n* p.8	a short performance by an actor to get an acting job
author *n* p.6	the writer of a book, article or play
autograph book *n* p.6	a book with signatures of famous people
celebrity *n* p.8	someone famous
channel *n* p.5	a television station
comedy *n* p.5	a film, play or book that is funny
contestant p.6	someone who competes in a competition
digital camera *n* p.12	a camera where you can view the photos on a computer
director *n* p.12	a person who tells actors how to act in a film
entertaining *adj* p.10	amusing
episode *n* p.8	a part of a television or radio series
fame *n* p.5	being known for your achievements
fan club *n* p.7	an organisation for people who like the same singer, band, etc.
feature *n* p.13	a special article in a newspaper or magazine
film industry *n* p.12	the people involved in making films
front page *n* p.5	the first page of a newspaper with the most important news
headline *n* p.5	the title of a story in a newspaper
the internet *n* p.5	a large system of computers around the world that allows people to share information
journalist *n* p.5	a person who writes stories for a newspaper
judge *n* p.8	a person who decides the winner of a competition
listener *n* p.5	a person who listens to a radio programme
location *n* p.12	a place or position
magazine *n* p.5	a thin book with articles that you can buy weekly or monthly
newspaper *n* p.5	a paper or online publication with news reports and articles
podcast *n* p.5	a radio programme you can download from a website
presenter *n* p.8	a person who presents a television or radio show
production studio *n* p.12	a company that produces films
programme *n* p.5	a television or radio broadcast
radio *n* p.5	the broadcast of sound programmes for people to listen to
reader *n* p.5	a person who reads a newspaper or magazine
reality TV *n* p.8	television programmes about the life of normal people in real situations
rehearsal *n* p.8	when actors and presenters practise their performance
report *n* p.13	a written or spoken description of an event
reporter *n* p.5	a person who gives a written or spoken description of an event
review *n* p.11	a report of a TV show, play, film, book, etc.
series (TV) *n* p.8	a set of TV programmes that use the same characters
show *n* p.9	TV programme
soap opera *n* p.8	a long-running TV series with a programme at least once a week
special effects *n* p.11	artificial images created
star *n* p.6	the best sports person, actor, singer, etc.
talent show *n* p.8	a competition to find the best singer, dancer, etc.
video-sharing *n* p.5	the sharing of videos
viewer *n* p.5	a person who watches TV
website *n* p.5	some pages on the internet giving information written by a person or company
winner *n* p.8	a person who wins a competition

Workbook Unit 1	
audio file *n* p.8	a voice recording stored on a computer
band *n* p.9	a group of musicians who play music together
breakfast show *n* p.8	a morning radio programme
category *n* p.12	a group in a competition
cinema *n* p.8	a place where you can watch a film on a large screen
comedian *n* p.10	a person whose job is to make you laugh
contest *n* p.12	a competition
documentary *n* p.12	a factual film or programme that gives information about a subject
drama on TV *n* p.12	a serious play on TV
DJ *n* p.8	a person whose job it is to play music on the radio
DVD *n* p.13	a disk that stores a film
editor *n* p.8	a person in charge of a magazine or newspaper
email *n* p.8	an electronic message
file sharing *n* p.8	the sharing of information
genre *n* p.13	a style of art or music
iPod *n* p.8	a brand of MP3 player
live *adj* p.10	a programme broadcast at the same time as it's happening
mp3 player *n* p.9	a portable device to listen to music
perform *v* p.9	to entertain people by singing, dancing or acting
personality *n* p.10	a celebrity
plot *n* p.13	the story of a book or film
quiz show *n* p.11	a TV competition where people answer questions on certain subjects
release an album *v* p.9	to bring out a collection of music for people to buy
repeat *n* p.11	a broadcast of a programme that has been broadcast before
satellite TV *n* p.8	television that is broadcast via satellites
sci-fi *n* p.12	a genre of book, film, TV that is about how the future could be
script *n* p.13	the words of a play, film or TV programme
scriptwriter *n* p.10	a person who writes the words for a play, film or TV programme
sponsored *adj* p.10	something you give money to to support a cause
take part *v* p.10	to participate
talented *adj* p.12	a person with good skill
video file *n* p.8	a video stored electronically
vote *v* p.9	to make your choice

2A The mind
Animal minds

Vocabulary: the mind

1 Complete the quiz questions with the words in the box.

creative	forget	imagine	memory
remember	~~sad~~	think	understand

Quiz: Your mind

Section A: How much do you know?

1 Which part of the brain do you use when you are doing maths?

a the left side
b the right side
c the front

2 Why do people in northern countries often feel *sad* ?

a Because they don't like the cold.
b Because they (**1**).....about their problems too much.
c Because they don't get enough sunshine.

3 How much language do babies (**2**).....when they are born?

a They can recognise short sentences.
b They recognise a few words.
c None.

4 Which group of people have the largest *corpus callosa* (the area that connects the left and right sides of the brain)?

a right-handed people
b left-handed people
c (**3**).....people

Section B: How good is your (4).....?

5 How often do you (**5**).....to do your homework?

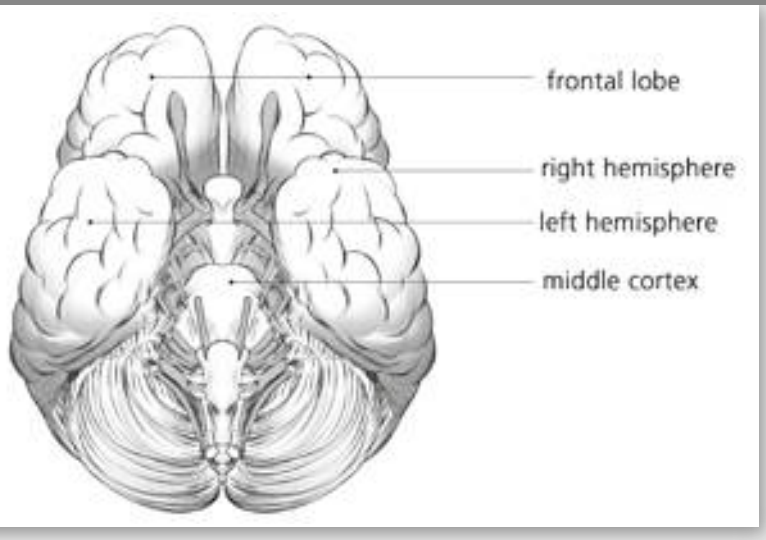
a Never. I always do my homework.
b Only when I've got a lot of other homework to do.
c Often. I am not very organised.

6 (**6**).....you are seven years old again and back at primary school. How many of your classmates' names can you (**7**).....?

a almost all of them
b more than half of them
c less than half of them

2 Answer the quiz questions then read the key below.

Solution
Section A: 1a 2c 3c 4b
Section B: If you answered A to both questions, you have excellent short-term and long-term memories. If you answered B to either of the questions, you have a good memory. If you answered C, you need to improve your memory!



3 Circle the correct word.

Some animals can learn to *feel* /(*understand*) instructions.

1 The students have behaved badly today and the teacher is very *angry / afraid*.
2 Don't *remember / forget* to buy some ink for the printer.
3 Experts believe that elephants have a good *memory / remember*.
4 My grandmother's got a lot of *imagination / memory*. She tells wonderful stories.
5 Children love doing *creative / intelligent* activities, like painting and drawing.
6 I can't *understand / imagine* what it's like to live in the Arctic Circle.

Working with words: abstract nouns

4 Complete each sentence with a word from the box.

ambition	behaviour	danger	~~education~~	fear
friendship	happiness	success	truth	

Harry had a good *education*. He went to the best schools and to a top university.

1 My ..... is to be a brain surgeon.
2 Do newspaper stories always tell the ..... ?
3 At my school, we lose marks for bad .....
4 Arachnophobia is the ..... of spiders.
5 ..... does not come from having lots of money.
6 Animals usually sense ..... before humans do.
7 We met when we were children and our ..... has lasted twenty years.
8 The party was a great ..... Everyone had a wonderful time.

Grammar: present perfect continuous

See Student's Book, Page 19 and GPS Page 125

5 **Write sentences. Use the present perfect continuous form of the verbs.**



Jenny / practise / the violin

Jenny has been practising the violin.



1 They / play / rugby

.....

.....



2 The scientist / look at / something / under a microscope

.....

.....



3 The children / make / a cake

.....

.....



4 The boys / run / again

.....

.....



5 He / not work / very hard

.....

.....



6 I / not sleep / well / this week

.....

.....

6 **Complete the questions. Use the present perfect simple or continuous form of the verbs.**

1 How long *have you been doing* your homework? (you / do)

2 How long ..... (Tina / collect) sea shells?

3 How long ..... (Greg / be) in your class?

4 How long ..... (Sarah / know) Amira?

5 How long ..... (you / wait)?

6 How long ..... (dad / make) those shelves?

7 **Now match the questions (1–6) in Exercise 6 with the answers (a–f).**

a All day! And he still hasn't finished them. ☐

b She's been doing it for about six years. ☐

c For over half an hour! ☐

d I think they've been friends since they were at primary school. ☐

e He's been with us for about two months. ☐

f Since I got home from school, about two hours ago. I'm really fed up with it! ☐

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

I've been playing chess *since* I was four years old.

1 The cat's disappeared. We haven't seen it ..... yesterday.

2 Asif's been upstairs on the computer ..... hours!

3 The dogs haven't been out for a walk ..... this morning.

4 Michelle has been working with Tim and Sally ..... three months.

5 James hasn't had a haircut ..... ages. He looks very untidy!

6 The children haven't had anything to drink ..... they arrived.

9 **Complete the dialogue with the correct form of the verbs.**

Aisha: *I've been trying* (try) to solve this maths problem all morning, but I (**1**) ..... (not work out) the answer yet.

Dalia: Why (**2**) ..... (you / not ask) the teacher to help you?

Aisha: I (**3**) ..... (hold) my hand up for ages. (**4**) ..... (you / not notice)?

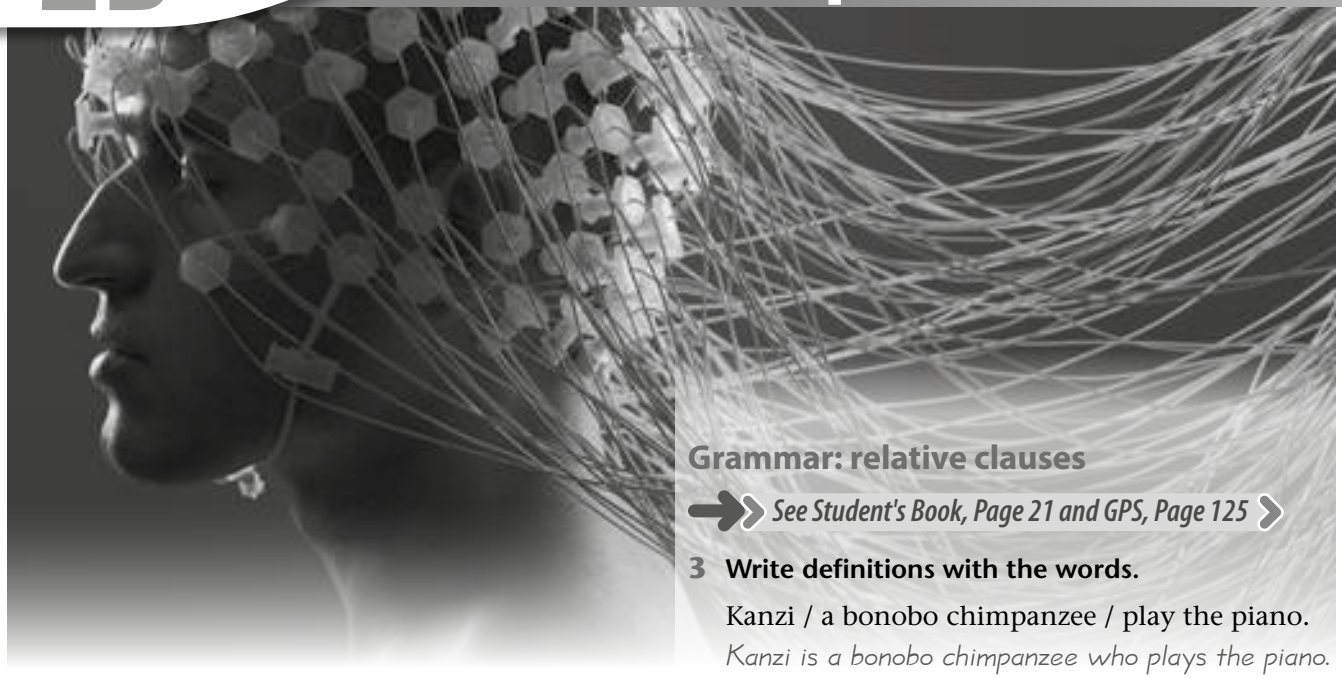
Dalia: No, sorry. I (**5**) ..... (look) down at my textbook most of the time.

Teacher: Aisha, Dalia. (**6**) ..... (you / already finish) all the exercises?

Aisha: No. I (**7**) ..... (not do) the last question. I (**8**) ..... (wait) for you to come over and help, Miss.

Teacher: Sorry, Aisha. I (**9**) ..... (be) very busy. OK. Let's see your book. Hmmm. I think the main problem is that you (**10**) ..... (not understand) the basic formula …

2B Fears and phobias



Listening

Study and Exam Skills – practise making notes in Exercise 2.

1 2.1 **You are going to hear a scientist talking about the way technology affects the human brain. Listen and tick (✓) the things he mentions.**

- ☐ extroverts
- ☐ intelligence
- ☐ mind control
- ☐ hand–eye co-ordination
- ☐ pathways in the brain
- ☐ fast reactions
- ☐ memory
- ☐ social skills

2 Listen again and make notes. Are the sentences true (T) or false (F)?

	T	F
1 It is too early to be certain that technology affects the way the brain works.	☐	☐
2 When we read books, we process more information more quickly than when we use the internet.	☐	☐
3 Using technology a lot creates new pathways in the brain.	☐	☐
4 Using technology trains our minds to behave less like computers.	☐	☐
5 People who play video games a lot often develop better hand–eye co-ordination.	☐	☐
6 Dr Jarvis is particularly interested in the effect of technology on how doctors work.	☐	☐
7 Young people who spend a lot of time using technology could lose certain social skills.	☐	☐
8 Understanding people's feelings by reading the expression on their faces isn't an important social skill.	☐	☐

Grammar: relative clauses

See Student's Book, Page 21 and GPS, Page 125

3 Write definitions with the words.

Kanzi / a bonobo chimpanzee / play the piano.

Kanzi is a bonobo chimpanzee who plays the piano.

1 Football / a sport / people / play / all over the world.

.....

2 Sheep / animals / can / recognise faces.

.....

3 A comedian / a person / good at / tell jokes.

.....

4 The weekend / a time / people / relax.

.....

5 A surgery / a place / doctors work.

.....

6 Van Gogh / an artist / work / be very popular.

.....

4 Join the sentences to make one sentence. Make the second sentence into a relative clause using the relative pronoun in brackets. Put commas in the correct places.

Michael has been on a TV quiz show.
He lives in our street. (who)

Michael, who lives in our street, has been on a TV quiz show.

1 Chess has been around for centuries. It's my favourite board game. (which)

.....

2 Mrs Clark has just had a new baby. She works at the bank. (who)

.....

3 The summer holidays are great fun. My cousins come to stay. (when)

.....

4 My cousin has done a lot of work for charity. Her name is Emma. (whose)

.....

5 Luigi's restaurant is famous for its pasta dishes. My mum works there. (where)

.....

Reading

5 **Read the text and match the paragraphs (1–3) with the headings (a–d). There is one extra heading.**

a A mystery escape
b Tricking the trainers
c Animal artists
d Great escapes

Animal tricksters



Have you ever played a trick on someone? If so, then you know that you need to think and prepare carefully for your trick to work. You have to guess how the person will act. Then you have to find a way to trick them. In other words, you need to be quite intelligent.

(**1**) .....
Some animals have proved their intelligence by playing tricks on humans. A dolphin named Kelly knows how to trick her trainers to get more food. They taught her to keep her pool clean by collecting the rubbish that fell into it. When she gave it to a keeper, she got a tasty piece of fish as a reward. Now, when paper drops into her pool, she takes it to the bottom of the pool where she hides it. When the trainers come, she swims down and tears off a small piece of paper. She gives it to the trainer, who gives her some fish in exchange. Kelly also knows that big pieces of paper get the same reward as small pieces, so she only tears off small pieces to make the paper last longer!

(**2**) .....
Other animals have used their brains to think of escape plans. One female elephant used her intelligence to escape from the animal park where she lived. She used her trunk to take off the bolts on a locked gate. Then she opened the gate and let all the elephants out.
Apes are also skilled escape artists. They have been escaping from their cages since zoos were first invented. They are very creative and have used every trick in the book to get out of their enclosures. They have stolen keys from their keepers, built ladders and picked locks. One orangutan even used sticks to damage the wires to an electric fence. She then escaped without getting a shock.

(**3**) .....
Birds are also clever creatures. Chuva the parrot from Vancouver Zoo, Canada, showed amazing skill and intelligence when she escaped from her enclosure. Although she could not fly because her wings had been clipped, Chuva got out of her cage and into the zoo's car park without being seen. Knowing that she could not fly, she hid inside the engine of a large car and rode out of the zoo in style. After three days, the car's owners found her and took her back. Nobody really knows how Chuva got out of her cage or how she got into the car. But she is certainly a creative thinker!

6 **Read the text again and answer the questions.**

Which animal(s) mentioned in the text:

1 tricked some humans by using their knowledge of how they react?
2 used logic to understand how electricity works?
3 managed to escape despite a great disadvantage?
4 regularly escape from captivity?
5 helped other animals to escape?
6 knew that cars were a means of transport?

7 **Choose the correct answer a, b or c.**

1 It's necessary to be quite intelligent if you want to:
a train dolphins.
b play a trick on someone.
c work with animals.

2 Kelly's trainers rewarded her with extra fish if she:
a collected bits of rubbish.
b found big pieces of paper.
c did tricks underwater.

3 How did the female elephant use her trunk to escape?
a She took the lock off a gate.
b She knocked down a gate.
c She unlocked a gate with a key.

4 Apes that live in zoos:
a don't often escape.
b have used books to play tricks.
c have often shown a lot of intelligence by escaping.

5 Chuva the parrot:
a now lives with the people who found her.
b used 'parrot talk' to explain how she escaped.
c was not seen escaping from the zoo.

2C Checking information

Useful expessions

1 Put the words in the correct order to make checking sentences. Some of them use question tags.

she / cat's / isn't / lovely, / My / ?

My cat's lovely, isn't she?

1 exam / the / Isn't / Tuesday / next / ?

.....

2 having / aren't / exams, / They're / they / ?

.....

3 memory, / a / doesn't / He / good / he / have / does / ?

.....

4 to / we / the / going / Aren't / tomorrow / presentation / ?

.....

5 at / left / you / home / your / books / Have / ?

.....

6 told / before, / you / I haven't / I / have / this / ?

.....

2 Choose the correct option (a, b or c) to complete the dialogue.

A: It's Billy's birthday next week, (**1**) ..... ?

B: Yes. It's on Wednesday but he's having a party on Saturday, (**2**) ..... ?

A: Yes. (**3**) ..... got your invitation yet?

B: No. Perhaps I'm not invited.

A: Of course, you're invited! Billy sent the invitations online. You've checked your email recently, (**4**) ..... ?

B: No! I'll go and look. What can we get Billy for his birthday?

A: He can paint really well, (**5**) ..... ? We can get him some really good oil paints.

B: They're a bit expensive, (**6**) ..... ?

A: You're right. It would cost too much.

B: I know! (**7**) ..... recently started doing judo?

A: Yes, he has. Why don't we get him a sports bag for his judo kit?

B: Great idea!

1	**a** isn't he	**b** isn't it	**c** is he
2	**a** isn't he	**b** is he	**c** has he
3	**a** Do you	**b** You have	**c** Haven't you
4	**a** have you	**b** do you	**c** haven't you
5	**a** can't he	**b** does he	**c** doesn't he
6	**a** are they	**b** do they	**c** aren't they
7	**a** Doesn't he	**b** Hasn't he	**c** Has he

3 Sean and Jana are entering their horse, Star, in a show. Complete the dialogue with words from the box.

can	does	doesn't	isn't	don't	don't	~~haven't~~

Jana: Come on Sean, we need to get Star ready. I need to brush her tail. Then I have to plait it. You've brought the brush with you, *haven't* you?

Sean: Yes, of course. It's in the bag with the other things.

Jana: Now, which colour ribbon looks best? I think the blue one is prettiest, (**1**) ..... you?

Sean: I'm not sure. I think she needs a brighter colour. Red would look good with her silver mane.

Jana: Hmm. Poor Star! She doesn't look very happy, (**2**) ..... she?

Sean: I know. Actually, she looks a bit stupid with her tail plaited like that, (**3**) ..... she?

Sean: Yes, she does. I think we should leave it loose, (**4**) ..... you?

Jana: But she needs something. She can't compete if she looks untidy, (**5**) ..... she?

Sean: That's true.

Jana: So… red or blue?

Sean: I don't mind. You choose. But hurry up! It's nearly time for our competition to start, (**6**) ..... it?

Jana: You're right. We've only got ten minutes left! OK. Let's use the red one.



Pronunciation: question tag intonation

4 2.2 **Listen to the questions. Which question tags do not have falling intonation? Listen again and repeat the questions.**

1 Elephants have got very long memories, haven't they?
2 You haven't already seen this film, have you?
3 Kim's been playing the violin for six years, hasn't she?
4 The iPad is like an iBook, isn't it?
5 Your cousin lives in Beirut, doesn't he?
6 We haven't got to read this book as well, have we?

Writing: a description of people

5 **Read Katie's description of herself. Choose the best adjectives to describe her personality.**

a introvert and shy
b extrovert and sporty
c intelligent and artistic

6 **Complete Katie's profile. Circle the correct options.**



Hi. I'm Katie. I'm really sociable and love meeting new people! I ask lots of questions, (*which*) / *who* makes people think I'm nosey. This isn't true at all – I'm just (**1**) *very* / *a bit* interested in everyone!

I'm (**2**) *a lot* / *very* good at sport, especially basketball. In the area (**3**) *that* / *where* I live there isn't a girls' team, so I have to get up early at weekends and travel across town. My sister, (**4**) *whose* /*which* favourite hobbies are tennis and drama, thinks I'm mad! But it's great fun and I don't mind the early mornings.

Apart from sport, I like listening to music and reading. My favourite time of the day is (**5**) *when* / *where* I come home from school. I go up to my room, (**6**) *which* / *that* is calm and peaceful, put on an mp3 and relax on my bed. I'm not a messy person, so it's usually clean and tidy and I stay there until my mum calls me for my dinner.

One other thing: I'm (**7**) *quite* / *very interested* in science. I really enjoy watching documentaries about the universe.

7 **Complete the sentences with a relative pronoun.**

People *who* don't know Katie think that she's nosey.

1 Her favourite sport, ... is basketball, is not the same as her sister's.
2 The place ..... Katie plays basketball is the other side of town.
3 Katie's room, ... is always tidy, is her favourite place.
4 In the afternoons, ... she gets home from school, Katie listens to music.

8 **Complete Jem's personal description. Include the example information below.**

Hi. I'm Jem. I'm an extrovert. I like talking to people and (**1**) ..... about them. I also like going out. At the weekends, I don't like staying at home, I (**2**) ..... with my friends – I'm very (**3**) ..... My friends, who go to the same school as me, say that I'm (**4**) ..... because I'm good at telling jokes. People always laugh at them. I think I'm quite clever because I usually get (**5**) ..... at school. In my exams, which I did last month, I got all 'A's. My bad points are that I'm very messy. My bedroom, where I do my homework, has (**6**) ..... all over the floor. I'm quite artistic too. I like to paint and draw. I (**7**) ..... my own room.

Name: Jem

Personality	*Example*	*Extra information*
extrovert	*I'm sociable and go out with my friends a lot.*	*I like talking to people, finding out about them.*
funny	*Good at telling jokes – people laugh at them.*	*My friends, who go to the same school as me, say I'm funny.*
very messy	*There are lots of clothes on my bedroom floor.*	*I don't like tidying my room.*
quite clever	*Get good marks.*	*'A's in my exams last month.*
artistic	*I like to paint and draw.*	*I decorated my own room.*

9 **Make notes about your personality. Choose adjectives and write down ideas for each adjective. Use the example above to help you.**

10 **Now write a personal description. Use relative pronouns where possible.**

2D Test your skills

Reading

1 Read the How to… box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

identify the main ideas of sections of a text
Match headings with the correct sections of a text. There is often an extra heading.

- Read the whole text quickly before you look at the (**1**) h..... , and identify the main idea in each section.
- If the headings are questions, predict the kind of (**2**) i..... that answers the question. Then look for this information in the text.

Important! Make sure the extra heading doesn't (**3**) m..... any of the sections.

2 Check your answers to Exercise 1 at the bottom of the page. Now use the strategy to do these activities.

1 Read part of a text about a person with remarkable abilities and match the correct heading (a–c) with the paragraphs (1–2).

(**1**) .....

Daniel Tammet is a 'savant'. This word refers to people who have amazing abilities. In Daniel's case, he has an astonishing gift for maths and languages. He speaks ten languages fluently! On the other hand, he has a poor memory for faces and has Asperger's syndrome, a condition which affects his ability to make friends.

(**2**) .....

Daniel is different to other savants because he can actually describe what goes on in his head. He senses or feels calculations and sees numbers as attractive or ugly. According to Daniel, the number 9 is large and impressive and pi (3.14) is particularly beautiful.

a A special case
b Living with Asperger's syndrome
c Extraordinarily talented

2 Read part of a text about Britain's most accident-prone man. Match the correct heading (a–c) with the paragraphs (1–2).

(**1**) .....

When John Lynne was a child he fell off a horse and was immediately run over by a van. When he was a teenager, he fell out of a tree and broke his arm. After several days in hospital, he went home on the bus. The bus crashed and he broke his arm again.

(**2**) .....

As an adult, John Lynne has had about twelve serious accidents which nearly killed him. For example, he has been hit by lightning and by falling rocks in a mine. He has also been in three major road accidents.

a Car crashes **b** Childhood accidents
c Lucky to be alive

Listening

3 Read the How to... box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

identify detailed information
Listen to a text or conversation and choose the correct option. The options can be text (words, numbers, times, etc.) or pictures.

- Read the task and the options before listening.
- For (**1**) t..... options, think about the pronunciation of each option.
- For (**2**) p..... options, think about what distinguishes each option.

Important! Don't try to (**3**) u..... everything. Listen only for the answers to the questions.

4 Check your answers to Exercise 3 at the bottom of the page. Now use the strategy to do this activity.

2.3 **Listen to the conversation. Which bird are they talking about?**

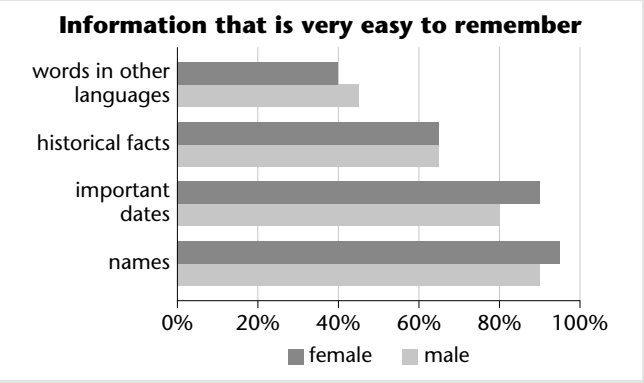


Answers to Exercise 1 1 headings 2 information 3 match

Answers to Exercise 3 1 text 2 picture 3 understand

A description of data

1 Use the data on the chart to answer the questions.



1 Which type of information is easiest to remember for males and females?
2 Which type of information do males and females have the same opinion about?
3 Which type of information has the biggest difference in answers between males and females?
4 For the answer to question 3, what is the percentage difference between males and females?
5 Which type of information has got the lowest percentage for females?
6 Which type of information has got the highest percentage for males?

2 Read the description of data below. Circle the points the writer describes on the chart.

The types of information men and women find easy to remember

The chart shows the results of a survey about how easily people remember information. Males and females were asked about four different types of information: [1]**these** were words in other languages, historical facts, important dates and names.

The chart shows there are differences, but [2]**it** also shows the differences are not big. Overall, males and females had similar views on all four types of information. [3]**They** agree that names are the easiest type of information to remember and important dates are the second easiest.

It is clearly seen that males and females thought that words in another language are the most difficult to remember. Exactly 40% of females and almost half the males thought [4]**they** are very easy to remember. Approximately 60% of males and females think historical facts are very easy to remember.

Females found it easier to remember names and important dates than males. In contrast, males found remembering words in other languages easier than females.

3 Review the four paragraphs in the description of data and complete the Writing Skill box with the verbs from the box. Then check your answers with Student Book p27.

highlight	summarise	contrast	introduce

WRITING SKILL

Organising information logically

Well-organised writing is easy for readers to follow. Organise your writing logically to help the readers understand what you are saying. Follow this model:

Paragraph 1:

..... the chart.

Paragraph 2:

..... the findings on the chart.

Paragraph 3:

Use data/details to ..... a key feature of the chart.

Paragraph 4:

Use data/details to ..... a key feature of the chart.

4 Choose the correct reference word. Then check your answers with Student Book p28.

WRITING MECHANICS

Using reference words

We can use reference words to refer back to something mentioned earlier in the text.

*The chart shows the results of a survey of **teenagers in Oman**. **They** / **He** were asked which factors … **they** / **he** thought affected **his** / **their** memory most.*

*As far as **the boys'** preferences are concerned … Nearly 70% of **them** / **him** have expressed a wish …*

*… the use of **electronic gadgets** affected memory, especially when people used **this** / **these** while studying.*

5 What do these reference words refer to in the description of data?

1 these .....
2 it .....
3 They .....
4 they .....

6 Can you remember the phrases for percentages and numbers? Complete the phrases in the box. Then check your answers with Student Book p28.

WRITING MECHANICS

Including percentages and numbers

Numbers and percentages can be represented in different ways.

a h _ _ _	50%
a t h _ _ _	33%
a q u _ _ _ _ _	25%

Sometimes we can use phrases to show numbers are not exact.

a l _ _ _ _ one t h _ _ _	30%
n _ _ _ _ _ one q u _ _ _ _ _	23%
j _ _ _ o _ _ _ a h _ _ _	54%
e x _ _ _ _ _ four-fifths	80%



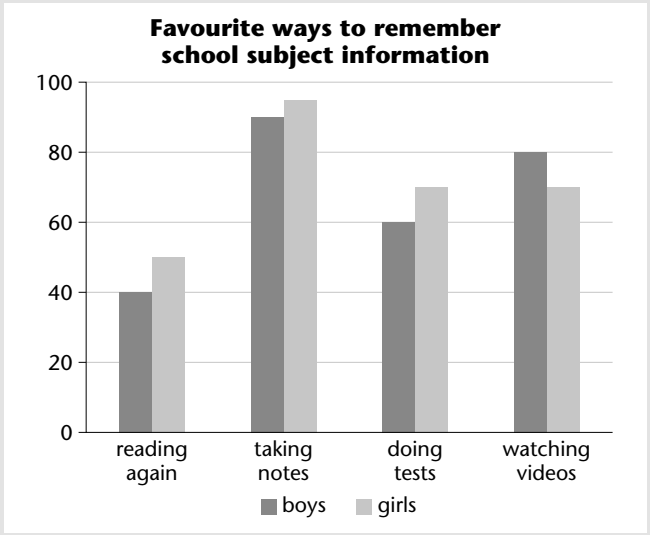
7 Circle the numbers, percentages and phrases in the description of data. Then write them in a different way below.

.....

.....

.....

8 Use the chart below to answer the questions.



1 Which is the favourite way for girls to remember information?
2 Which is the least favourite way for boys to remember information?
3 What percentage of boys like doing tests to remember information?
4 Approximately what percentage of girls like watching videos to remember information?

9 Now describe the findings from the chart in 150 to 200 words.

- Use *Useful expressions* on Student Book p28.
- Make sure you organise your information logically, using reference words.
- Don't forget to include data.
- Look for opportunities to use relative clauses.

PLAN

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10 Read your description of data and tick (✓) the checklist. Have you:

- ☐ organised your ideas logically?
- ☐ supported your description with data?
- ☐ used referencing words and relative clauses?

Now prepare a final draft of your description of data.

OPTIONAL

Give your final draft of your description of data to your teacher to read. Does your teacher think your description is easy to follow?

2 Word lists

Student's Book Unit 2	
afraid *adj* p.20	feeling fear
association *n* p.24	making a comparison or connection with something
biologist *n* p.18	a scientist who studies biology
brain cell *n* p.24	the smallest basic unit in the brain
captivity *n* p.18	an animal is kept somewhere that isn't its natural habitat
clever *adj* p.18	intelligent
communication *n* p.18	the ability to give and receive messages between two or more people or animals
control *v* p.20	to have power over your behaviour and change it if necessary
creativity *n* p.18	the ability to use your imagination to make things
distraction *n* p.24	a thing that diverts attention from something
expert *n* p.18	a person with a high knowledge of something
fear *n* p.17	a strong feeling of being frightened
feel *v* p.17	to experience something physical or emotional
forget *v* p.17	to not remember
frightening *adj* p.20	something that makes you feel fear
funny *adj* p.17	something that makes you laugh
humorous *adj* p.24	something that makes you laugh
imagination *n* p.24	the act of making pictures in your mind or forming new ideas
imagine *v* p.17	to make pictures in your mind or forming new ideas
in captivity *adj* p.18	when an animal is kept somewhere that isn't its natural habitat
intelligence *n* p.18	the ability to understand and make decisions based on reason
intelligent *adj* p.18	showing the ability to understand and make decisions based on reason
investigate *v* p.18	to make a check to find something out
memory *n* p.17	something you remember from the past
mind *n* p.17	the part of a person or animal that makes it possible to think, feel and understand
nerves *n* p.20	feelings of nervousness
organised *adj* p.22	prepared for the situation
perception *n* p.24	the ability to notice things
phobia *n* p.20	an extreme fear that can't be explained
physical sign *n* p.20	a bodily reaction to something
practical *adj* p.23	gives good solutions to problems
primate *n* p.18	a member of a group that includes monkeys
puzzle *n* p.25	a game that tests your ability to reason
recognise *v* p.18	to know something because you have seen it before
remember *v* p.17	to bring back a piece of information into your mind
researcher *n* p.18	a person whose job it is to study something carefully
scared *adj* p.20	feeling fear
science *n* p.18	the study of the physical world
self-help strategy *n* p.21	something you can do to help you get over a phobia
sheep *n* p.18	a farm animal with thick wool
shy *adj* p.22	nervous and uncomfortable around people
sweating *n* p.20	the liquid that comes through your skin when you are nervous
terrified *adj* p.20	very nervous
therapist *n* p.20	a person whose job it is to treat a mental illness
think *v* p.17	to believe or have an opinion
tool *n* p.18	a piece of equipment that helps you do a job
try *v* p.17	to attempt
understand *v* p.17	to know why something is happening or works
watch *v* p.17	to look at something for a time

Workbook Unit 2	
affect *v* p.20	to cause a change to someone
ambition *n* p.18	a wish to become successful
artistic *adj* p.23	able to like and make art
behave *v* p.20	to act in a certain way
behaviour *n* p.18	the way someone acts
bossy *adj* p.23	telling people what to do
danger *n* p.18	something that causes harm
develop *v* p.20	to cause something to happen/advance
education *n* p.18	the knowledge you get from learning in a school
expression *n* p.20	the look on someone's face
extrovert *n* p.20	a person who enjoys being with people and has a lot of energy
friendship *n* p.18	when two or more people are friends
guess *v* p.21	to make an assumption when you don't know all the facts
hand-eye co-ordination *n* p.20	the ability to move your hands in relation to what you see
happiness *n* p.18	the feeling of pleasure
interested *adj* p.23	wanting to give your attention to something
logic *n* p.21	using reason
mad *adj* p.23	stupid
messy *adj* p.23	untidy
mind control *n* p.20	the ability to have control over your thoughts
nosey *adj* p.23	too interested in what other people are doing
pathway *n* p.20	a set of chemical reactions in the brain
process information *v* p.20	to recognize and understand information
reaction *n* p.20	an act in relation to another act
sense *v* p.18	to feel and understand
social skills *n* p.20	the ability to get on with and relate to other people
sporty *adj* p.23	enjoys and is good at sport
success *n* p.18	a positive result
trick *v* p.21	an action that is meant to deceive someone and provide humour
trickster *n* p.21	a person who plays a trick
truth *n* p.18	the real facts

U1 and 2 Review

Grammar review: present simple and present continuous

1 Complete the sentences with the correct form of the verbs in brackets.

1 He usually ..... one or two hours online every day. (spend)
2 I often listen to her records at the moment – I ..... a big fan of her music! (become)
3 They ..... on a new album – I'm not sure when it will be finished. (work)
4 She ..... autographs when the fans ask her to. She thinks it's important. (sign)
5 Come and listen to this! Don't you think they ..... out of tune? (sing)

1 mark per item: ..... / 5 marks

Present perfect simple and continuous

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

1 Alison ..... never ..... (be) to a live concert.
2 I'm really tired. I ..... (work) in the garden all day.
3 It ..... (rain) non-stop for three days!
4 My family ..... always ..... (have) a big garden.
5 Sorry I'm late. How long ..... you ..... (wait)?

1 mark per item: ..... / 5 marks

3 Complete the dialogue with the present simple or continuous or the present perfect simple or continuous.

Jess: Look. The celebrities (**1**) ..... (start) to arrive at the theatre for the film première.
Paul: Yes. I (**2**) ..... (think) that's Leo DiCaprio over there. He (**3**) ..... just ..... (get) out of the car and now he (**4**) ..... (wave) to the crowd.
Jess: Oh yes. Who (**5**) ..... he ..... (stand) next to? I (**6**) ..... never ..... (see) her before. She (**7**) ..... (look) amazing!
Paul: That's his co-star. He (**8**) ..... (not work with) with her before. She (**9**) ..... (not be) a celebrity so that's probably why you (**10**) ..... (not recognise) her.

2 marks per item: ..... / 20 marks

Still, yet, just and *already*

4 Put the words in the correct order to make statements and questions.

1 We / heard / have / the / just / about / accident
.....
2 Have / the / told / yet / about / you / fans / it / ?
.....
3 Yes, / stopped / tonight's / we've / already / show
.....
4 Hurry up! / has / arrived / just / taxi / the
.....
5 Is /writing / she / still / essay / her / ?
.....

1 mark per item: ..... / 5 marks

Relative pronouns

5 Join each pair of sentences to make one sentence. Use the relative pronouns in the box.

when	where	which	who	whose

1 Stratford-upon-Avon is very popular with tourists. Shakespeare lived there.
.....
2 New York is known as the city that never sleeps. It is on the east coast of America.
.....
3 Buddy Holly died in a plane crash. He was a singer.
.....
4 Springtime is the worst time for allergies. There is a lot of pollen then.
.....
5 Ian McEwan is my favourite author. His latest book has been made into a film.
.....

2 marks per item: ..... / 10 marks

Question tags

6 Complete these questions with a question tag.

1 They haven't arrived yet, ...?
2 You're at Tim's house, ...?
3 Sameera isn't a very good tennis player, ...?
4 You don't know where my mobile is, ...?
5 He hasn't forgotten my book again, ...?

1 mark per item: ..... / 5 marks

Total marks: ..... / 50

Vocabulary review: mass media

7 Circle the odd word out.

1 article headline viewers
2 audition repeat rehearsal
3 channel listeners station
4 soap opera judge episode
5 journalist reporter DJ

1 mark per item: ..... / 5 marks

Mind and personality

8 Complete the sentences with the correct verbs.

1 I can't r..... much about what happened.
2 We all found it hard to u..... Albert Einstein's theories.
3 If you f..... lonely, just send me a text and I'll come and see you.
4 It is difficult to t..... about abstract ideas.
5 Can you i..... what the view from another planet would look like?

1 mark per item: ..... / 5 marks

9 Choose the correct word.

ambition	creativity	fear	funny	imaginative
introvert	logical	memory	moody	sociable

1 A phobia is a strong ..... of something, such as snakes, spiders or flying.
2 Julie's ..... is to be a TV journalist.
3 You need to have a high level of ..... to work in advertising – it's all about ideas.
4 Sometimes jokes aren't ..... if you try to translate them.
5 Teenagers are often ..... because they are going through a lot of change in their lives.
6 Tim is a(n) ..... – he is quite shy and prefers his own company.
7 She's always making up stories – she's a very ..... child.
8 To be a good chess player, you need a very clear and ..... mind.
9 Horses are very ..... and need the company of humans or other animals.
10 Our ..... often gets weaker as we get older – we retain less and forget more.

1 mark per item: ..... / 10 marks

Prepositions

10 Write the correct preposition.

1 Don't look directly ..... the sun. It's dangerous.
2 I'm not very good ..... singing.
3 Debra tried ..... about six jackets.
4 Can you turn the sound ..... on the TV? I'm trying to sleep.
5 There's a good film ..... TV tonight.
6 Did you find ..... what time the show starts?
7 Are you afraid ..... spiders?
8 The children couldn't play outside because ..... the bad weather.
9 You're not listening ..... a word I'm saying!
10 I like staying ..... home and watching TV.

1 mark per item: ..... / 10 marks

Communicate!

11 Match the responses (a–e) to the statements and questions (1–5).

a Yes, it's great, isn't it?	**b** I know what you mean.
c No, I haven't.	**d** He seems moody to me.
e Because it's very exciting.	

1 You've never seen the film *Titanic*, have you? ☐
2 Why do you say that? ☐
3 I don't like our new maths teacher – she always seems to be in a bad mood! ☐
4 *Top Hat* is a great musical – the best ever! ☐
5 What do you think of Jack? ☐

2 marks per item: ..... / 10 marks

12 Complete the paragraph with the words in the box.

appear	episode	for	had	have
of	viewers	when	where	which

What do celebrities do (**1**) ..... they're not famous any more? In Britain, the answer is easy: they (**2**) ..... on *I'm a Celebrity – Get Me Out Of Here!* This is a reality TV show (**3**) ..... can help celebrities to start their careers again. Twelve celebrities are put in the jungle (**4**) ..... they have to survive (**5**) ..... three weeks. To get food, they have to do special tests. In the last (**6**) ....., one celebrity (**7**) ..... to sit in a tank of snakes. Although she was afraid (**8**) ..... them, she performed the task really well. Each week, around 9 million (**9**) ..... watch the programme. Celebrities who (**10**) ..... been in the show include singer Peter Andre and tennis player Martina Navratilova.

1 mark per item: ..... / 10 marks

Total marks: ..... / 50

3A In the past
Digging up the past

Vocabulary: time

1 Answer the quiz questions.

Quiz

What 't' do busy people need more of?

time

1 Which word beginning with 'm' means 1 000 years?
.....

2 Which 'd' refers to a period of ten years?
.....

3 Which 'f' means fourteen nights or two weeks?
.....

4 Which 'm' is smaller than an hour, but bigger than a second?
.....

5 Which 'y' has 52 weeks in it?
.....

6 Which 'm' consists of approximately 30 days?
.....

7 Which 'c' refers to 100 years?
.....

8 Which 'h' has 3 600 seconds in it?
.....

2 Complete the paragraphs with words from Exercise 1. Use the plural form where necessary.



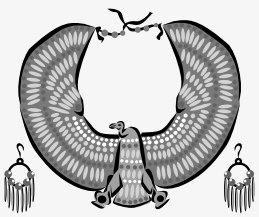
1 I think that the 1960s was one of the most exciting (**1**) ..... of the 20th (**2**) ..... . Important changes took place during this (**3**) ..... : for example women began to have more opportunities at work.



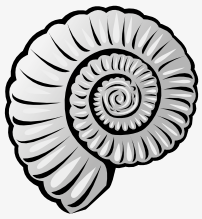
2 It's amazing to think that only 20 (**1**) ..... ago, most people didn't have a computer at home. However, since the beginning of the new (**2**) ..... , in 2000, technology has become part of most people's lives. Nowadays, children and adults spend at least two (**3**) ..... a day in front of their computers.

Vocabulary: archaeology

3 Look at the pictures and complete the captions.



1 Egyptian .....



2 a .....



3 a pile of .....



4 the ..... of a Greek city



5 an archaeological .....

4 Complete the texts with the words in the box. There is one extra word.

archaeologists	artefacts	document	fragment
jewellery	palaeontologists	remains	

(**1**) ..... are things which were used by humans in the past. Examples include pots, tools and (**2**) ..... . Experts, called (**3**) ..... , carefully dig them up and study them to learn about life in ancient times. Sometimes they only find broken pieces of something, but even the smallest (**4**) ..... can provide a lot of information.

(**5**) ..... study prehistoric life. They try to describe and explain what happened in the past. They use evidence from nature to develop theories. This evidence often includes the frozen (**6**) ..... of prehistoric animals.

Grammar: past perfect

See Student's Book, Page 35 and GPS Page 126

5 **Put the events (a–g) in the correct order.**

..... **a** This morning, a loud noise woke him up really early.

..... **b** By the time he got to school, he was prepared for the exam, but he was too tired to answer any of the questions!

1 **c** Joe fell asleep in the middle of his science exam yesterday.

..... **d** He couldn't go back to sleep so he got up and studied some more.

..... **e** This is because he'd stayed up late the night before to watch a film.

..... **f** Even after he'd gone to bed, he stayed awake studying until after midnight.

..... **g** Some workmen had started digging up the road.

6 **Match the beginnings of the sentences (1–6) with the endings (a–f).**

b

1 When Hala opened her bag, ...

2 My grandparents had only known each other for a month .....

3 Yahya and Yassim had never met .....

4 When we got to the cinema, ...

5 The children knew a lot about animals .....

6 They couldn't see the play .....

a before they got married.

b she realised she'd left her money at home.

c because they'd grown up on a farm.

d before last night.

e because the tickets had sold out.

f the film had already started.

7 **Complete the text with the past simple or past perfect form of the verbs in bracketed.**

Caitlin *had never visited* (never visit) the British Museum before, so it was the first time she (**1**) ..... (ever see) artefacts from so many different places! She (**2**) ..... (think) that the Egyptian statues and sculptures (**3**) ..... (be) fascinating! After she (**4**) ..... (look) at the sculptures, she (**5**) ..... (go) into another room. There (**6**) ..... (be) many artefacts there, which archaeologists (**7**) ..... (bring) back from Egypt at the beginning of the 19th century. There was a collection of mummies, which the Ancient Egyptians (**8**) ..... (put) inside beautiful coffins before sealing them inside their tombs. During the 19th century, European explorers (**9**) ..... (take) the mummies from their tombs and (**10**) ..... (sell) them to museums back home. In Caitlin's opinion, the Egyptologists should not have taken the mummies. This (**11**) ..... (make) her feel sad, so she (**12**) ..... (decide) to leave the room and find something else to look at.

Working with words: verb + *to* + infinitive

8 **Complete the dialogue with the correct form of the verbs in the box.**

agree	can't wait	~~come~~	like
not need	prefer	try	want

Lisa: Hi, Katie. I'*m coming* to stay next weekend, if that's OK with you.

Katie: Fantastic! Are you coming by bus?

Lisa: Actually, I (**1**) ..... to travel by train. I (**2**) ..... to buy a ticket online this afternoon, but their website wasn't working. Anyway, I (**3**) ..... to see you again!

Katie: Me neither! What would you (**4**) ..... to do when you get here?

Lisa: Well, I (**5**) ..... to buy a new jacket, so perhaps we could go shopping.

Katie: Good idea! Let's go to the big shopping centre just outside town.

Lisa: Yeah. Great! We can catch the bus there, can't we?

Katie: We (**6**) ..... to do that! I'm sure my mum will (**7**) ..... to drive us there if I ask her nicely.

9 **Complete the sentences. Write the verbs in the correct form.**

1 The film was really boring so we ..... (decide / leave).

2 She was so angry that she ..... (refuse / talk) about it for nearly a week!

3 After six attempts, he finally ..... (manage / pass) his driving test.

4 How old were you when you ..... (learn / swim)?

5 Munir ..... (hope / study) archaeology at university next year.

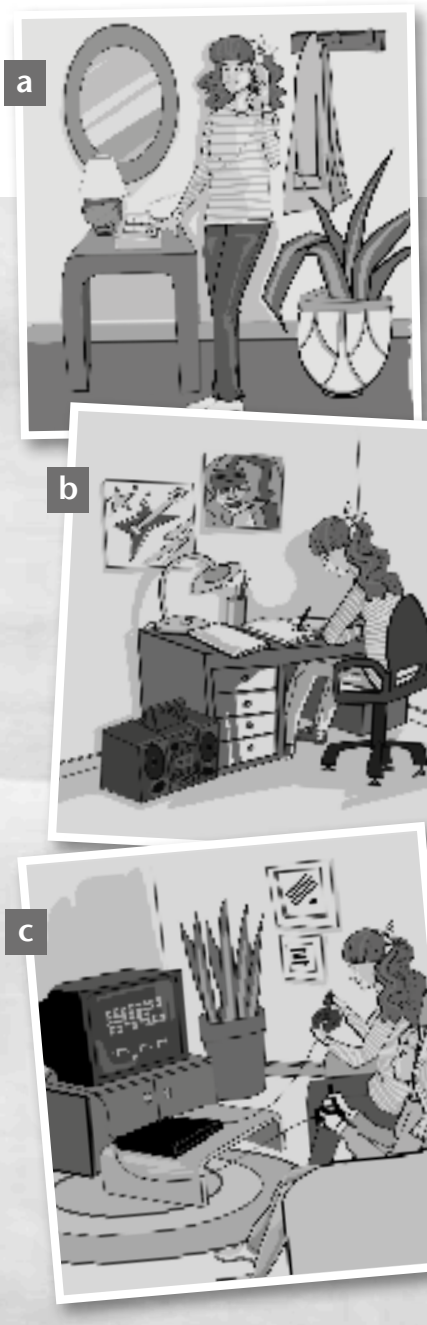
6 My baby sister ..... (seem / understand) everything I say to her.

7 My dad ..... (not learn / cook) when he was young.



Reading

1 Look at the photos and read the text quickly. Match the diary entries (1–2) with the pictures (a–c).



Being a teenager in the 1980s

by Kara Williams

My mum's name is Diane. She grew up during the 80s, before the time of home computers, mp3s and the internet. Here are some extracts from her diary, which I think give a good idea of what life was like then.

1 .....

Saturday, 16th August

I've just got back from my friend Jessica's house. She'd invited me round to watch some videos she'd rented. I went to her house about five o'clock. When I got there, her dad was just on his way to the repair shop because the video player had just broken down. We decided to play video games instead on their new Hitari video console. Jessica set everything up and then showed me how to use the control stick. It was great fun. We played Pac-man and Space Invaders. After an hour or so, we felt a bit hungry so we went into the kitchen. Jessica's mum had prepared a really nice tea; there were cheese sandwiches, pizza slices and salad. After tea, Jessica suggested we went up to her room to listen to some music on her cassette recorder. She's got loads of cassettes of all her favourite groups. She likes the latest music, which has lots of synthesisers and electric guitars. I'm not so keen on this kind of music so, after a while, we just sat in her room and chatted about school and stuff. I left around 9 o'clock when my dad came to pick me up.

2 .....

Sunday 17th August

Today was a typical Sunday. We all got up quite late and went to Grandma's house for lunch. I helped Grandma with the Sunday roast – I peeled the potatoes and chopped the vegetables and Mum prepared the meat. After we had eaten lunch, Annie, my sister, and I washed the dishes. We came home about 5 o'clock and had tea while Annie and I listened to the Top 20 on Radio One. Then I went to do my homework in my bedroom. I had quite a lot to do for my science project, but luckily I'd been to the library on Friday to do some research. I was just writing the last paragraph when the phone rang in the hall. It was Melanie. She was a bit annoyed because she'd phoned me several times on Saturday, but of course I'd been out. We don't have one of those new telephone answering machines, so I didn't know she'd phoned. We talked for ages. In the end, I had to hang up because I was feeling cold from standing in the hall. After that, I went into the living room, but my favourite programme had nearly finished. I was quite disappointed because it was the last episode in the series. In the end, I went to bed early and read my book.

2 Read the first diary entry again and put the events into the correct order.

..... **a** Diane went to Jessica's house.
..... **b** Jessica's dad went out.
..... **c** The video player broke down.
..... **d** Jessica rented some videos.
..... **e** They had something to eat.
..... **f** Jessica's mum prepared a meal.
..... **g** Diane and Jessica listened to music.
..... **h** They played video games.

3 Read the second diary entry and complete the summarising sentences.

1 Diane and her family visited their grandmother .....
2 Diane helped her Grandma to .....
.....
3 After lunch Diane and her sister, Annie, did the .....
4 The phone rang before Diane .....
.....
5 Diane went into the hall to .....
6 Melanie was annoyed because Diane .....
.....
7 Diane went to the living room to watch TV, but .....

Listening

Study and Exam Skills – practise listening for key words in Exercises 5 and 6.

4 Look at the photos (a–c) of technological gadgets from the 1980s. Choose the best caption (1–3) for each photo.

1 The coolest gadget at the time was a personal stereo called the Sony Walkman. .....

2 Smaller mobile phones did not appear until much later. .....

3 Radio-cassette players were large and heavy. .....

a



5 *3.1* **Now listen to three British people talking about gadgets in the 1980s. Match the speakers (1–3) with the photos (a–c).**

1 .....

2 .....

3 .....

b



c



6 Listen again. Circle the correct answers.

1 Where did Milly first see a mobile phone?
- **a** in a shop
- **b** in a film
- **c** in the street

2 What is her opinion of mobile phones now?
- **a** She thinks they look cool.
- **b** She thinks they're ordinary.
- **c** She is still excited by them.

3 Where did Lenny and his friends use to play their music?
- **a** outside in parks or on the street
- **b** on the beach
- **c** in poor neighbourhoods

4 When did Jamil use to listen to his personal stereo?
- **a** when he went running
- **b** while he was studying
- **c** while he was shopping

5 Which gadgets used to annoy other people?
- **a** mobile phones and personal stereos
- **b** personal stereos and radio-cassette players
- **c** radio-cassette players and mobile phones

Grammar: *used to*

See Student's Book, Page 37 and GPS, Page 126

7 Complete the dialogues with *used to* or the past simple. Use *used to* whenever possible.

1

A: (**1**) ..... (you / stay) for school dinners when you were a kid?

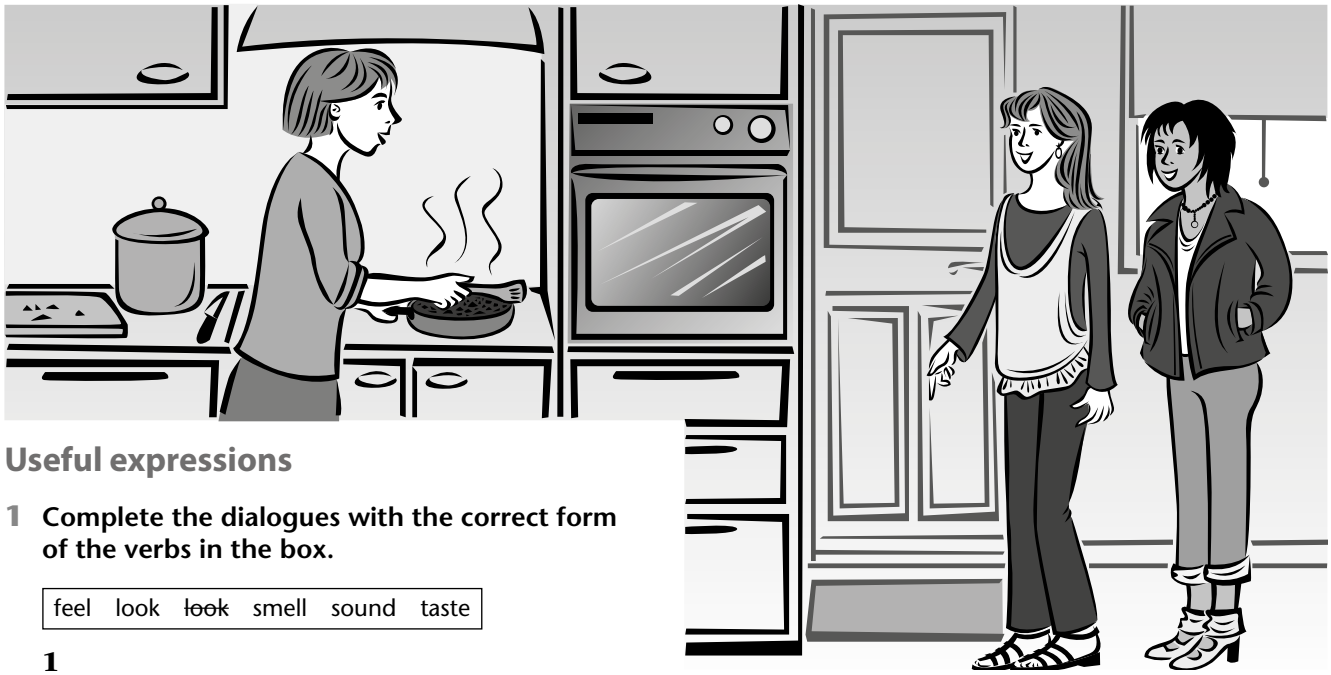
B: No, I didn't. I (**2**) ..... (go) home for lunch. I only (**3**) ..... (have) school dinner once and I (**4**) ..... (hate) it!

2

A: We (**5**) ..... (not go) abroad on holiday when I was a kid. We (**6**) ..... (visit) my aunts and uncles in Wales. What about you?

B: We (**7**) ..... (go) camping in the south of France with another family. We always (**8**) ..... (stay) at the same campsite. One year, we (**9**) ..... (decide) to do something different so we (**10**) ..... (hire) a house boat instead.

3C Talking about quantity



Useful expressions

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

feel	look	~~look~~	smell	sound	taste

1

Assistant: Those jeans *look* great on you!

Customer: Do you think so? Actually, they (**1**) ..... a bit small. Have you got a larger size?

2

Boy: Hey Mum! What happened to the cake? It (**2**) ..... really funny.

Mum: I know. I'm afraid it sank in the middle, but it still (**3**) ..... good. Try some!

3

Student: Ugh! It (**4**) ..... awful in here!

Teacher: I know. We've been doing experiments with chemicals this afternoon.

Student: That (**5**) ..... cool! Can we do some too?

2 Match the question words (1–6) with the endings (a–f).

1 How far is	**a** the train leave?
2 How long does	**b** you become a teacher?
3 How many	**c** it cost to fly to America?
4 How much does	**d** it take to make a cake?
5 What time did	**e** knives do we need?
6 When did	**f** the bus station from here?

3 3.2 **Listen to the questions and choose the best answer (a or b).**

1 a tomorrow morning	**b** at half past two
2 a this afternoon	**b** ten minutes
3 a an hour and a half	**b** at ten o'clock
4 a more than £25	**b** about half an hour
5 a four days	**b** two kilometres
6 a about four kilos	**b** usually six

4 Complete the dialogue with the words and expressions in the box.

how far	feels	how much
how long	look	~~smells~~ sounds

Kara: Hi, Jen. Come in.

Jen: Hi, Kara. Mmm! Something *smells* good!

Kara: Yeah. Mum's making Bolognese sauce. Shall we go upstairs and check our emails?

Jen: OK. But I'd like to say 'hi' to your mum, first. Hi, Mrs Williams.

Mum: Hi, Jen. You (**1**) ..... nice. Is that a new jacket?

Jen: No, it's not actually.

Kara: Really? I've never seen it before. (**2**) ..... have you had it?

Jen: About a year, I think.

Kara: What's it made of? It (**3**) ..... really soft.

Jen: I think it's made of leather.

Kara: Really? (**4**) ..... did it cost?

Jen: Actually, I only paid £35 for it. I got it from the market in Donnington. It's an amazing place. It's open every day from early in the morning until about 6.00 p.m. and they sell all sorts of things.

Mum: A market? That (**5**) ..... fun. (**6**) ..... is it to Donnington?

Jen: I'm not sure. But it only takes 30 minutes by car.

Mum: Shall we go this weekend, Kara?

Kara: Yeah. Great idea! Thanks, Mum.

Pronunciation: words containing *ui*

5 **Read the sentences. How do you pronounce the underlined words?**

1 There was a quiz on the cruise ship every night.
2 The neighbours in our building are quite quiet.
3 A guide showed us round the ruins.
4 We stopped for a quick drink in a café.
5 I have orange juice and biscuits every morning.
6 The doctor told me to drink plenty of liquids and eat more fruit.

6 3.3 **Now listen and check. Practise saying the sentences.**

Writing: a recommendation

7 **Read Kara's comments about the Style Café. Complete the text with the adjectives in the box.**

artistic	busy	colourful	cool	delicious	
enjoyable	excellent	expensive	friendly	~~popular~~	



Student Guide
Where to eat

I went to the Style Café last Saturday with three of my friends. It's very popular at the moment because it's only just opened and everyone wants to go there. We had to wait to get a table. Inside, the café is an interesting place. The decoration is modern and very bright and (**1**)..... – everything is brilliant red and purple. There are lots of pictures as well as (**2**)..... black-and-white photographs on all the walls. The music was great. They played tracks by (**3**)..... artists such as Coldplay and The Jonas Brothers. Eventually, we got a table and a menu and we ordered cheeseburgers and chips. Our waitress was (**4**)..... and smiling and the service was (**5**)..... – the food arrived quickly and was nice and hot. The burger tasted (**6**)..... and the chips were fantastic. The food was probably a bit more (**7**)..... than other cafés in the area, but we had such a(n) (**8**)..... time that we didn't really mind. I can recommend the Style Café to anyone but I don't recommend going on a(n) (**9**)..... Saturday afternoon.

8 **Match the adjectives (1–6) with opposite adjectives from Exercise 7. There may be more than one possible answer.**

1 boring ..... **4** quiet .....
2 cheap ..... **5** tasteless .....
3 dull ..... **6** terrible .....

9 **Complete the second sentence with the word in brackets so that it means the same as the first.**

The café was so new that everyone wanted to go there. (such)
It was such a new café that everyone wanted to go there.

1 The café was so busy that we couldn't get a table. (such)
It ..... that we couldn't get a table.
2 It had such great pictures on the walls that we didn't mind waiting. (so)
The pictures on ..... that we didn't mind waiting.
3 The waitress was so good that our food arrived within ten minutes. (such)
She ..... that our food arrived within ten minutes.
4 The burger was so tasty that I ate it all. (such)
It ..... I ate it all.
5 It was such a large portion of chips that we couldn't finish it. (so)
The portion of ..... we couldn't finish it.

10 **Make notes about a café or restaurant you have been to recently.**

The place
.....
The music
.....
The decoration
.....
The service
.....
The food
.....
The price
.....
Would you recommend it? Why? / Why not?
.....

11 **Now write a short text for a magazine about 'Places to eat in my town'. Include the information in your notes in Exercise 10. Begin by saying when you ate at this place and who you were with.**

3D Test your skills

Language response

1 Read the How to… box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

describe a picture
Look at a picture and choose the correct description from three options.

- Look carefully at the picture (**1**) b..... you read the descriptions.
- When you look at the picture, try to answer the questions (**2**) *w.....?, where?, when?, what? and why?*
- Look for information in the descriptions that matches your own ideas.

Important! Read (**3**) a..... the descriptions. Don't stop at the first option you think is correct.

2 Check your answers to Exercise 1 at the bottom of the page. Now use the strategy to do this activity.

Choose the description (1–3) which matches the picture.



1
My great-grandfather worked at the Natural History Museum as an archaeologist. He used to go on archaeological digs with other archaeologists. He sometimes took my grandmother with him and she helped to look for artefacts. They used to travel by bus and stayed in tents near the site.

2
When my grandmother was a young woman, she used to go abroad with her father, who was an archaeologist. They often visited sites in South America and Egypt. They used to hire a car and travel around looking for old remains and artefacts, which they cleaned and took home with them.

3
When she was younger, my grandmother used to visit archaeological sites all around the world. She used to go on organised trips to places like Peru and Egypt. Sometimes, the archaeologists used to let her stay and help with the digging.

Answers to Exercise 1 1 before 2 who 3 all

Listening

3 Read the How to… box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

identify the situation
Listen to conversations and identify where the people are by matching each conversation with one of the options. The options can be text or pictures.

- Read the (**1**) q..... and look at the options before listening.
- Try to (**2**) p..... words and expressions you might hear in each place.
- Listen for key words and expressions.

Important! Some expressions can be used in more than one place. Check your answers the (**3**) s..... time you listen.

4 Check your answers to Exercise 3 at the bottom of the page. Now use the strategy to do these activities.

1 3.4 **Listen and match the conversations (1–3) with the places (a–d). There is one extra place.**

1	**a** a museum
2	**b** a market
3	**c** a restaurant
	d a zoo

2 3.5 **Listen and match the conversations (1–3) with the places (a–d). There is one extra place.**

1	**a** a shop
2	**b** a farm
3	**c** a street
	d a restaurant

Answers to Exercise 3 1 questions 2 predict 3 second

An opinion essay

1 Read the essay title and write one sentence which gives your opinion. Then read the essay to find if the writer agrees with you.

Do you think we should learn about the history of the world or only the history of our own country?

.....

.....

History is a very interesting topic, and everyone should study it. However, some people say that we only need to learn about the history of [1] **our** own country. In my opinion, the history of our own country is very important, but we need to learn about more than [2] **one**. This is for a number of different reasons.

First of all, countries around the world are all connected. People used to travel in the past and we travel even more now. People have moved from other countries to Oman and [3] **the same thing** happens all over the world. I believe in many ways we have a shared history. Furthermore, even if a country is very far from [4] **ours**, there may be important lessons we can learn from their experiences.

Some people claim that we do not need to learn about countries we have never been to. In my view, I agree that Oman's history is the most important to us. However, I think we also need to understand people from other cultures and continents.

In conclusion, Oman and its history will always be the most important to me. However, I think we have a lot to learn from other cultures and the lessons [5] **some** have gained from their own history.

2 Read the essay again and decide if the statements are true or false. Correct the false statements.

1 The writer doesn't think his country's history is important.

2 Everyone agrees with the writer's opinion.

3 The writer thinks we are connected to people all over the world.

4 The writer argues there is nothing to learn from other countries' experiences.

3 Read and complete the Writing Skill box. Then check your answers with Student Book p43.

WRITING SKILL

Writing an introduction and conclusion

An **introduction** hooks the reader's interest and shows the m _ _ _ idea of your writing.

- In the first sentence you should make a g _ _ _ _ _ _ comment on the subject or topic you are writing about.
- In the second sentence you should paraphrase the qu _ _ _ _ _ _ or in _ _ _ _ _ _ _ _ _ given.
- In the third sentence you could make another general comment and express your o _ _ _ _ _ _.

A **conclusion** reminds the reader what the main ideas were about in your essay. It should never give any new information but summarise what you have previously discussed.

The following phrases are useful:

To s _ _ _ _

To c _ _ _ _ _ _

In c _ _ _ _ _ _ _ _ _

La _ _ _ _

Fi _ _ _ _ _

In s _ _ _ _ _ _



4 Find the correct words in the box to complete the Writing Mechanics information. Then check your answers with Student Book p44.

me	~~mine~~	ones	own	you	yours	we	one	any	
his	him	ours	hers	they	some	theirs	its	it	

WRITING MECHANICS

Using possessive pronouns and substitution words

Possessive pronouns

These are words we use to refer to something already mentioned. These things belong to somebody.

mine

....

....

Substitution words

These stand in place of other words.

ones

....



5 **Read the opinion essay again and complete the information below.**

1 *our* – Whose or what? Omanis
2 *one* – Whose or what? .....
3 *the same thing* – Whose or what? .....
4 *ours* – Whose or what? .....
5 *some* – Whose or what? .....

6 **Choose the correct words in the Writing Mechanics box about giving your opinion. Then check your answers with Student Book p44.**

WRITING MECHANICS

Giving your opinions

In an opinion essay, give / don't give your viewpoint clearly. However, you should / shouldn't consider other viewpoints as well. This will make the essay stronger / weaker and more / less balanced.



7 **Write a sentence giving your opinion about the two topics below. Use phrases from the *Useful expressions* on Student Book p44.**

1 Museums should be free.

.....

.....

2 Everyone must learn about the past.

.....

.....

8 **Now write sentences with the opposite opinion from the ones you wrote in Exercise 7.**

1

.....

.....

2

.....

.....

9 **Read the essay title. Make notes about your opinion and other possible viewpoints.**

No one is interested in the past so we don't need museums nowadays.

10 **Now write your essay in 150–200 words.**

- Include a clear introduction and conclusion.
- Use *Useful expressions* on Student Book p44.
- Use possessive pronouns and substitution words.
- Look for opportunities to use the past perfect and *used to*.

PLAN

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11 **Read your essay and tick (✓) the checklist. Have you:**

- ☐ written in clear paragraphs?
- ☐ used opinion phrases?
- ☐ included possessive pronouns?
- ☐ used substitution words?
- ☐ used grammar from the unit?

Now prepare a final draft of your essay giving your opinion.

OPTIONAL

Give your final draft of your essay giving your opinion to your teacher to read. Does your teacher have the same opinion as you?

Word lists

Student's Book Unit 3	
accidental *adj* p.34	happening by chance
ancient *adj* p.34	very old
appetite *n* p.36	the feeling of wanting to eat food
archaeological *adj* p.34	relating to archaeology
archaeologist *n* p.33	a person whose job it is to study archaeology
artefact *n* p.33	a man-made object of historical importance
baked beans *n* p.36	beans cooked in tomato sauce
baking *n* p.36	cooking inside an oven
baking soda *n* p.36	a powder that makes food rise when baked
baking tray *n* p.36	a flat object you put food on to bake
biscuit *n* p.36	a small, flat cake
bitter *adj* p.40	an unpleasant sharp taste
boiling *n* p.36	heating a liquid until it's very hot
butter *n* p.36	a solid food made from cream
century *n* p.40	a period of 100 years
chicken *n* p.36	a type of bird you can eat
chocolate chip cookie *n* p.36	a biscuit with small pieces of chocolate
chopping *n* p.36	cutting into small pieces
cooking *n* p.36	preparing and heating food
corn *n* p.40	a type of plant that we use to produce flour
cornbread *n* p.40	a type of bread made from maize
crop *n* p.40	a plant that we use to make food
curry *n* p.36	a dish from South Asia with a spicy sauce
decade *n* p.33	a period of 10 years
dig up *v* p.35	to take something out of the ground by breaking the ground
director *n* p.34	the head of an organisation
dish *n* p.40	a type of food as a part of a meal
find *n* p.34	a good thing that has been discovered
flour *n* p.36	a powder made from crops used to make bread, pasta, etc.
fragment *n* p.33	a small piece of a broken object
frying *n* p.33	cooking using oil
grilling *n* p.33	cooking by putting food in the oven under the grill
harvest *n* p.40	the time of year when crops are cut and collected
heating up *n* p.36	to make food warm
hour *n* p.33	60 minutes
Ice Age *n* p.33	a period of time in the past when a lot of the earth was covered in ice
ingredient *n* p.36	a food you use, with other food, to make a dish
lunch box *n* p.35	a box you put your lunch in to take to school or work
mammoth *n* p.34	an extinct animal that looks like an elephant
mashed *adj* p.40	a food we mix with butter and break down so it isn't solid
microwave *n* p.36	a small oven that heats and cooks food fast
mixture *n* p.36	a mix of different foods to make another food
oven *n* p.36	a large device we put food in to cook
palaeontologist *n* p.33	a person who studies fossils
peeling *n* p.33	taking the skin off fruit and vegetables
pottery *n* p.33	objects made from clay
pumpkin pie *n* p.40	a dessert made from the pumpkin vegetable
purpose *n* p.33	the reason for something
recipe *n* p.36	the instructions to make a food/dish
remains *n* p.33	ruins
river bank *n* p.34	land at the edge of a river
roasting *n* p.33	cooking food in an oven or over a fire
ruins *n* p.33	the broken parts that are left from an old building
the Roman Empire *n* p.33	the largest empire of the ancient world
school dinner *n* p.36	lunch made and served in a school
second *n* p.33	the smallest unit of time
site *n* p.33	a place where something is or was
slicing *n* p.33	cutting into thin pieces
smell *v* p.38	to notice something with your nose
spoonful *n* p36	an amount of something on a spoon
squash *n* p.40	a large orange vegetable with hard skin
steak and kidney pie *n* p.36	a type of pie with meat and gravy inside
sweet *adj* p.37	tastes of sugar
sweet potato *n* p.40	a pink vegetable that looks like a potato
taste *v* p.36	to notice the flavour of something
taste *n* p.40	the flavour of something
Thanksgiving *n* p.40	a national holiday in the US and Canada
the Ice Age *n* p.33	a period of time in the past when a lot of the earth was covered in ice
the Roman Empire *n* p.33	the largest empire of the ancient world
treasure *n* p.34	very valuable things
turkey *n* p.40	a type of bird you roast and eat at Thanksgiving
tusk *n* p.34	the long pointed tooth of a mammoth

Workbook Unit 3	
answering machine *n* p.32	a device that allows you to leave a voice message
cassette recorder *n* p.32	an old-fashioned way of listening to music
coffin *n* p.31	a box you put a dead body in
document *n* p.30	an often official set of papers with important information
mummy *n* p.31	a dead body in ancient Egypt that is wrapped in cloth
natural history *n* p.36	the study of plants and animals
personal stereo *n* p.33	a portable cassette player that one person can listen to
pile *n* p.30	objects put on top of each other
portion *n* p.35	the amount of food given to you on a plate or in a bowl
pot *n* p.30	a container
prehistoric *adj* p30	the time before there were documents about life at this time
radio-cassette player *n* p.33	an old-fashioned way of listening to music and the radio
statue *n* p.31	an object made to look like a person or animal
teenager *n* p.32	a person aged between 13 and 18
tomb *n* p.31	a room where a person is buried, popular in ancient times
top 20 *n* p.32	the most popular 20 songs in the country at the time
track *n* p.35	a song from an album
video player *n* p.32	a device that plays videos

4A Careers
Sporting success

Vocabulary: jobs

1 Match the statements (1–7) with the professions (a–g).

1 Don't worry. I'm going to prove that you are innocent.

2 I'm going to an audition this afternoon for a part in a new play.

3 We won't be able to fix your car until tomorrow, I'm afraid.

4 I'm a bit bored with my job. I spend all day working on the computer and organising my boss's diary.

5 He's still alive! Let's get him into the ambulance and I'll give him some oxygen.

6 I think my latest collection will sell really well. People will love the colours and the materials I've used.

7 We're designing a new car engine that will run on water – not petrol.

a secretary ☐
b designer ☐
c engineer ☐
d lawyer ☐
e mechanic ☐
f paramedic ☐
g actor ☐

2 Complete the sentences with six more jobs.

1 A(n) ..... connects the power supply to people's houses.
2 A(n) ..... needs to be creative and enjoy working long hours in a hot kitchen.
3 A(n) ..... manages money for a business or for people. He or she needs to enjoy working with numbers.
4 A(n) ..... organises other people's work and makes sure things are done on time.
5 A(n) ..... works for the army and fights when there is a war.
6 A(n) ..... deals with letters and parcels.

Vocabulary: sports

3 Circle the correct option to complete the text.

Weekend sports

It has been an exciting weekend in the world of sport. In the athletics championships yesterday, British athlete John Alwanga *won* / *set* / (*broke*) the existing world record for the 100 metres. However, the Kenyans have (**1**) *won* / *got* / *beaten* most of the medals including the women's 200 and 400 metres, the long jump and the high jump. Irish gymnast, Aisling Murphy, (**2**) *won* / *scored* / *did* a perfect ten on the floor this morning. Let's see if she can do the same on the asymmetric bars tomorrow.

In football, Manchester (**3**) *hit* / *beat* / *won* Liverpool 2:1. Mark Corner (**4**) *made* / *marked* / *scored* both goals for his team. Liverpool's Wayne Jinx (**5**) *missed* / *lost* / *left* an opportunity to make it a 2:2 draw in the last minute. Liverpool are not playing well this season and have (**6**) *broken* / *missed* / *lost* every game so far!



4 **Complete the texts with the words in the box.**

coach	physiotherapist	player	referee	
ring	sponsors'	stadium	umpires	

A



Boxing is a very tough sport. Every boxer needs a good manager as well as a good (**1**) ..... , who can teach him all the skills he needs to survive in the (**2**) ..... . During a match, it is important that the (**3**) ..... knows when to stop a fight if one of the boxers is in danger of serious injury. Boxing is hard on the body and boxers often employ a(n) (**4**) ..... to massage their muscles and to help them recover after a fight or an injury.

B



Tennis is a very competitive sport, but a(n) (**1**) ..... can earn a lot of prize money if they win a big tournament. Top tennis stars are also paid a lot for advertising their (**2**) ..... products. One of the biggest events of the tennis year is the US Open tennis tournament. This takes place in a large (**3**) ..... in Flushing Meadows Park in New York. All the top tennis stars compete and the (**4**) ..... who manage the matches are the best in the world.

Working with words: adjective + *to* + infinitive

5 **Match the sentences (1–6) with the responses (a–g) to complete the dialogues. There is one extra response.**

1 Colin is leaving the team next week. ☐
2 We stood by the road at the car rally last weekend. ☐
3 The match was brilliant yesterday, wasn't it? ☐
4 Are there lots of spiders in your tent? ☐
5 The final is tomorrow. Shall we go? ☐
6 A young antelope ran across the road in front of my car! ☐

a Really? It's unusual to see one around here.
b Isn't it dangerous to get so close?
c I think it'll be impossible to get tickets now.
d Yes, it was very exciting to watch.
e We'll be very sad to see him go.
f It was very hard to say goodbye.
g Yes. I found one in my shoe this morning!

Grammar: the future

See Student's Book, Page 46 and GPS, Page 127

6 **Look at the pictures. Write predictions based on the situation now.**

1 The skier .....
.....
.....
.....



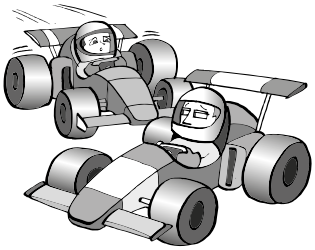
2 The athlete .....
.....
.....
.....



3 The ball .....
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4 The driver .....
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5 The scorekeeper
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.....
.....



6 The swimmer .....
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.....
.....

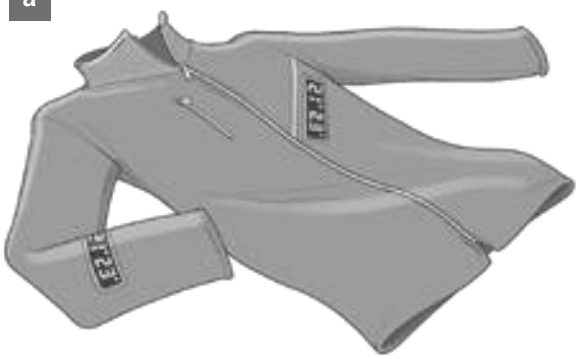


4B Design today

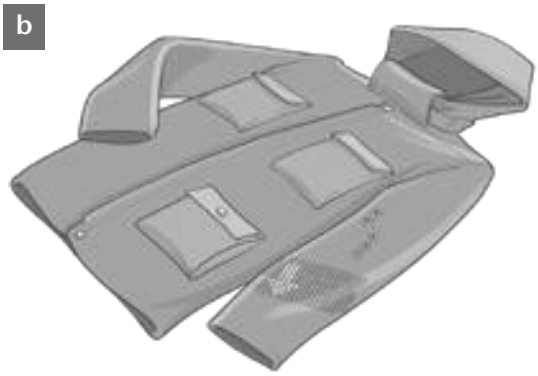
Listening

1 4.1 **Listen to two teenagers talking about jackets. Which jacket are they talking about? Choose the correct picture (a or b).**

a



b



2 Listen again and choose the correct option (a, b or c).

1 The 'bionic jacket' is made of ..... material.
- **a** thick
- **b** light
- **c** heavy

2 In cold weather, the material will:
- **a** grow thicker.
- **b** grow longer.
- **c** grow extra parts.

3 In warm temperatures, the jacket will:
- **a** be too uncomfortable.
- **b** get shorter.
- **c** cool down.

4 There is a small computer:
- **a** inside the jacket.
- **b** on the sleeve.
- **c** on the hood.

5 Skiers who wear the jacket can check ..... on a small screen.
- **a** their speed
- **b** their body temperature
- **c** the weather forecast

Vocabulary: clothes

Study and Exam Skills - help learn vocabulary using mind maps. See Student's Book, Page 48.

3 Circle the option which is not correct.

1 a *long-sleeved / bright yellow / cotton* skirt
2 a pair of *striped / V-neck / pastel* trousers
3 a *high-heeled / long-sleeved / patterned* dress
4 a pair of *loose / striped / round-neck* trousers
5 a pair of *flared / long-sleeved / denim* jeans

Grammar: future continuous

See Student's Book, Page 49 and GPS, Page 127

4 Complete the sentences with the future continuous form of the verbs in the box.

compete	do	not use	~~sit~~	start	wear	work

This time next week, I'll be sitting on the beach.

1 Fashionable skiers ..... the 'bionic jacket' on the slopes next year.
2 This time tomorrow, I ..... in the athletics championships.
3 Twenty years from now, we ..... washing machines any more.
4 By the time I'm twenty, I ..... for a famous fashion designer.
5 A : What exam ..... you ..... this time next week?
B : None! Next Monday, I ..... my new job as a trainee mechanic.

5 Write one word in each gap to complete the email.

To: Everyone

Subject: The future?!

Hi,

I found some predictions from the 1920s and 1930s, which I thought were quite funny. This is what the 'experts' said back then!

Fifty years (**1**)..... now, nobody will travel by car anymore. They will shoot down tubes instead.

(**2**)..... 2020, men will (**3**)..... wearing jeans for every occasion except formal events.

In fifty years' (**4**)....., people will not walk around cities. They will travel in seats on moving pavements.

This time next century, most people will only work 15 hours a week.

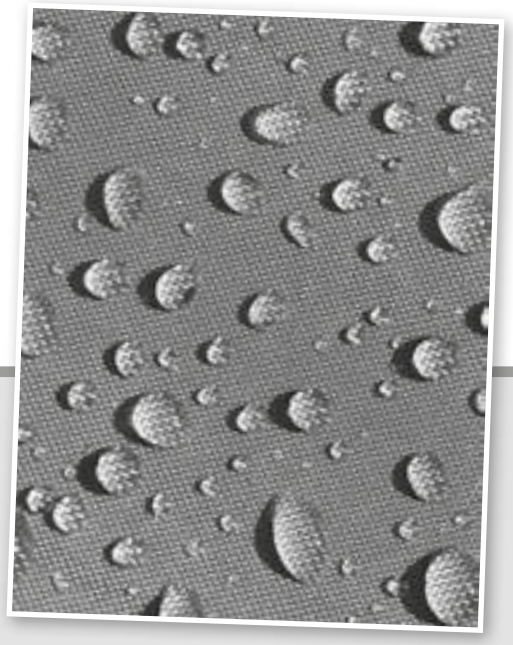
So, what do you think? (**5**)..... any of these predictions come true? I certainly hope that I (**6**)..... be working less than 15 hours a week!

Lou

Reading

6 Match the headings (a–d) with the articles (1–3).

a Electronic clothes
b Invisible clothes
c Eco-friendly fashion
d Bye-bye washing machine!



Sci-fi clothing

What will people be wearing five, ten or twenty years from now? Will clothes look much the same as they do today, or will they resemble something from a science-fiction movie? Scroll down to find out more about the latest uses of technology in clothes design.

1 .....

It may sound like an idea from a sci-fi novel, but clothes that can purify the air have already been invented. Professor Helen Storey from the London College of Fashion and Professor Tony Ryan from the University of Sheffield have developed a *fabric* that cleans the air of pollution from factories and cars. People who wear the new clothes will be passing on cleaner air to the person walking behind them. They have called their invention 'catalytic clothing'. However, the inventors want to spend more time doing research, so the clothes will not be available for at least another two years.

2 .....

Nanotechnology will be the next big thing in fashion design. Fabrics are treated with nanoparticles to give them special qualities. These particles are invisible to the eye and are already used to make clothes and footwear that are *waterproof* and do not *stain*. Liquid that touches the surface simply forms a bead and rolls off. Sportswear has already been designed which takes sweat away from the body and onto the outside of the clothing. Chemicals can also be added to the fabric which will stop bacteria from growing. People working in deserts have already tested the technology. They wore the same clothes for several days, but found that they didn't get dirty!

3 .....

Dresses that change colour with your *mood*? This probably seems like an idea straight out of *Star Trek*. However, 'smart clothes' are tomorrow's street fashion. Thanks to advances in LED (light-emitting diode) technology, it will soon be possible to produce electronic lights and screens which will be light enough to wear as part of your clothing. Sensors will cause lights to change colour each time your mood changes. Smart clothes will also allow you to change the patterns and designs on your clothes *whenever you like*. If you get bored with the design on your T-shirt, all you will need to do is download an image from the internet and onto an invisible screen.

7 Read the text again. Are the sentences true (T) or false (F)?

	T	F
1 'Catalytic clothing' cleans the air next to your body.	☐	☐
2 It is not yet possible to buy 'catalytic clothing' in the shops.	☐	☐
3 People have tested clothes which use nanotechnology.	☐	☐
4 Some nanotechnology clothes can kill bacteria.	☐	☐
5 Clothes with electronic lights and screens in them are already available.	☐	☐
6 The patterns on 'smart clothes' change automatically when your mood changes.	☐	☐
7 In the future, you will be able to download clothes from the internet.	☐	☐

8 In the text, find the words and expressions in *italics* which mean the same as the underlined words.

1 Don't talk to John about it now! He's in a bad <u>temper</u>.
.....

2 You can stay at my house <u>any time you want</u>.
.....

3 Cotton is a very cool <u>material</u>.
.....

4 If you get ink on your clothes, it will <u>leave marks that you can't remove</u>.
.....

5 Canoeists and skiers need clothes that <u>stay dry</u>.
.....

4C Talking about preferences

Useful expressions

1 Complete the dialogue with the missing sentences (a–f).

Steve: Are you going to the fancy dress party on Saturday? It's going to be in the college garden.

Neil: I'm not sure.

Steve: Why not? Everyone else is going. It'll be fun.

Neil: I don't know. .....*d*..... I feel silly.

Steve: You don't have to wear anything fancy. You could go as a Roman soldier, or something like that.

Neil: Hmmm. (**1**)..... I don't want to get cold.

Steve: I'm sure you won't! It's summer. It'll be hot.

Neil: Actually, I don't like fancy dress parties. (**2**).....

Steve: Oh, come on! I'll go to the fancy dress shop and help you choose a costume if you like.

Neil: Maybe. I'll think about it. So, what will you be wearing?

Steve: I haven't decided yet. (**3**).....

Neil: Are you going to hire one from the shop as well?

Steve: Actually, I'm going to make one.

Neil: Won't that be a lot of work?

Steve: Not really. (**4**)..... You could make one too.

Neil: Thanks, but no thanks. (**5**).....

Steve: OK. OK. I won't mention it again!

a I think I'd rather wear something warmer!

b I don't want to go to the party, remember?

c I'd like to wear something really different.

d I don't really like dressing up and wearing costumes.

e Anyway, I prefer home-made costumes to hired costumes.

f In fact, I'd rather stay at home and watch TV.



2 Anna and Evie are in a clothes shop. Choose the correct options (a–c).

Anna: Look at these hooded tops! They're really nice.

Evie: Yes, they are. But I (**1**)..... tops without a hood.

Anna: Oh! I like these skirts.

Evie: Me too. But don't you think they're too plain. I think I (**2**)..... wear something more brightly coloured.

Anna: You're right. What about this dress?

Evie: Ugh! It's awful! I don't (**3**)..... the pattern and I hate pastel pink!

Anna: OK, OK. Calm down!

Evie: Actually, I (**4**)..... to look in a different shop.

Anna: Sure. Where do you suggest?

Evie: Well. I (**5**)..... jeans and T-shirts to skirts and dresses. So why don't we go to the big sports shop on the High Street?

Anna: Good idea! They have some really nice stuff there. And I (**6**)..... buy some new trainers as well.

1	**a** 'd rather	**b** prefer	**c** don't like
2	**a** want	**b** 'd rather	**c** 'd like
3	**a** like	**b** want	**c** prefer
4	**a** 'd like	**b** 'd rather	**c** like
5	**a** 'd rather	**b** prefer	**c** want
6	**a** prefer	**b** 'd rather	**c** want to

3 Complete the dialogue with the words in the box.

like	prefer	rather	than	~~to~~	to	want

Carl: I'm going to put my name down to do Sports Relief next month.
Joe: That's a good idea! I'd like *to* do something as well.
Carl: Well, the school is doing a sponsored run to raise money.
Joe: I'm not very good at athletics. I'd (**1**)..... play tennis (**2**)..... go running.
Carl: What about badminton? The leisure centre are organising a 24-hour tournament.
Joe: That sounds fun! Why don't you do it with me?
Carl: I (**3**)..... team sports (**4**)..... racket sports. In fact, I'd (**5**)..... to play in the three-legged football match at school. It's teachers versus students!
Joe: I definitely (**6**)..... to see that!
Carl: OK, but you'll have to sponsor me first!

Pronunciation: words with /s/ and /z/ sounds

4 4.2 **Listen and write the words in the box in the correct column in the table.**

basketball	business	busy	design	disappear
dress	fossil	museum	pleased	presentation
sponsor	thousand	used *(past simple)*	used to	

/s/	/z/

5 4.3 **Practise saying these sentences. Then listen and repeat.**

1 I'm playing in a sponsored basketball match.
2 I'm giving a business presentation tomorrow.
3 He's designed thousands of dresses.
4 She looks after fossils in the museum.
5 People used to send messages by telegraph.

Writing: arrangements



6 Read the emails and answer the questions.

1 What are Dina and Daisy doing on Saturday?
2 Where is the event going to take place?
3 Who is organising the event?

7 Read the emails again and circle the correct options (1–6).

Hi Dina ,
I've just seen your name on the list for the sponsored badminton tournament on Saturday. I'll be taking part in the morning, but I don't know exactly when yet. I'll phone the coach (**1**) *until / when* I get home. If you're playing at the same time as me, you could come round to my house first and we can go together. I only live five minutes' walk from the leisure centre. I'll send you another email (**2**) *when / by the time* I find out what time we're playing.
Daisy

Hi Daisy,
I'm playing in the morning too. I phoned the leisure centre this afternoon to check what time, but the receptionist didn't have the list. She won't know (**3**) *until / when* the badminton coach arrives later this evening. She's going to phone me back (**4**) *by the time / as soon as* she can. Anyway, (**5**) *until / by the time* you get home I'll probably know when we're playing. I'll send you a message later this evening (**6**) *by the time / as soon as* I know more.
Dina

8 Complete the sentences with information from the emails.

1 Dina and Daisy don't know exactly when .....
2 Daisy will phone the organiser as soon as .....
3 Daisy won't send Dina another email until .....
4 The coach will give the receptionist the list when she .....
5 By the time ....., Dina will have the information they need.
6 Dina will send a text message when .....

9 Dina now has all the details. Write Dina's message to Daisy to confirm the times and arrange to meet. Use expressions such as *as soon as, by the time, when* and *until*.

4D Test your skills

Reading

1 Read the How to… box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

identify the main idea
Choose the correct sentence from the options given.

- Read the whole text (**1**) q..... without worrying about words you don't understand.
- Decide what you think the main (**2**) t..... of the text is and look for this in the options in the task.
- Read the text again to confirm your choice and to make sure that any alternatives are not correct.

Important! You need to read the (**3**) w..... text to find the main idea.

2 Check your answers to Exercise 1 at the bottom of the page. Then answer the questions.

1 Read the text and choose the correct option (a–c).

My passion for making furniture started when I was young. My grandfather was a skilled carpenter and he taught me everything I know. After university, I got a job as a manager in a furniture store, but I continued to work on my own designs in my spare time. I design mainly tables and chairs. I don't use a computer because I'd rather use paper and pencils. I make the furniture in my workshop, which used to be the garage. I spend most of my weekends in there. This year, I'm going to try and sell my work at a craft fair.

The text is about:

a the writer's job. **c** the writer's hobby.
b the writer's plans.

2 Read the text and choose the correct option (a–c).

During the 1980s, the film industry produced lots of blockbusters. Big hits included sci-fi movies such as *The Terminator* and *Robocop*, as well as teen movies like *The Breakfast Club*. However, there were also plenty of flops! Some of the worst films made were bad comedies and fantasy movies like *Flash Gordon* and *Ishtar* and many more. However, the latest news is that Hollywood is planning to remake a number of 80s box office hits. The first to reach our screens will be *The karate kid* and *Predator*.

The text is about:

a popular movies. **c** new Hollywood films.
b films of the 1980s.

Use of English

3 Read the How to… box. Choose the correct options to complete the useful strategies.

HOW TO ...

choose the correct word form
Choose the correct options to complete a gapped text.

- Read the whole text (**1**) *quickly / quick*.
- Look at the gapped sentences. What kind of words are (**2**) *lost / missing*?
- Look at the options given for each gap. Choose the option (**3**) *that / who* matches the grammar and logic of the gapped sentence.

Important! Try each option before you decide.

4 Check your answers to Exercise 3 at the bottom of the page. Then answer the question.

Read the text and choose the correct option (a–c).

Hi Auntie Jen,

I (**1**)..... a sponsored run for Sports Relief next Saturday. We (**2**)..... raise lots of money for charity. We'll be running three miles and some people will be wearing fancy dress. Obviously, I (**3**)..... wearing a silly costume – just my shorts and a T-shirt. Anyway, I think it will be great (**4**).....!

So, will you and Uncle Sam sponsor me? (**5**)..... really like you to come and watch as well. The run starts at 11.00 a.m. in the town centre and finishes at the school. I'll probably finish in less (**6**)..... an hour. I'll send you a sponsor form later.

Love,

Charlie

1	**a** 'm doing	**b** will do	**c** do
2	**a** want	**b** want to	**c** like
3	**a** 'll be	**b** 'd like to	**c** won't be
4	**a** funny	**b** fun	**c** time
5	**a** I'll	**b** I'd	**c** I
6	**a** than	**b** that	**c** of

Answers to Exercise 1 1 quickly 2 topic 3 whole

Answers to Exercise 3 1 quickly 2 missing 3 that

A formal letter or email

1 Abdullah is applying for a job. Read his email and complete the table below.

Dear Mr Hamad,

I am writing to apply for a summer internship in the City Museum, which I saw advertised on the museum website. Please find attached my CV.

I am in my final year at high school and I am looking forward to studying Business at university next year. I am a member of several clubs at school and I am a leader of one of these. In my role I give talks to other classes in English and I give presentations to teachers and parents. I have developed my confidence and that means I am now comfortable speaking to groups. I have good public speaking skills.

I feel I would be a good candidate for this role as I am interested in history, especially the history of Oman. I am a responsible, mature student with lots of knowledge about Oman and I love sharing this with other people.

I am available to attend an interview in May or June, and I am available for work in July and August. Please let me know if you require more information.

I look forward to hearing from you soon.

Yours sincerely,

Abdullah Al Balushi

Abdullah		
	Skills	
	Interests	
	Languages	
	Experience	
	Time available	

2 Decide if the Writing Skill quiz statements are true or false. Then check and correct your answers with Student Book p55.

WRITING SKILL

Writing formal letters and emails

QUIZ – True or false?

1 We use the same language for formal and informal emails.

2 In more formal emails we use *Dear*, not *Hi*.

3 We use full sentences in more formal emails.

4 Use exclamation marks (!) in formal emails.

5 A good ending for a more formal interview is *See you later*.



3 Complete the Writing Mechanics box with phrases a to e. Then check your answers with Student Book p55.

a Yours sincerely,
Omar Ahmed

b Dear Mr Muhammed,

c I look forward to hearing from you soon.

d … and I would like to apply for the position of …

e I am interested in …

WRITING MECHANICS

Useful expressions for writing formal letters or emails

Begin: Dear + title + name.

.....

Explain why you are writing.
I am writing to apply for …

.....

Use long forms (not contracted forms).

.....

Use a suitable 'closing' expression.

.....

I look forward to receiving your reply.
End: Yours sincerely, + your name.

.....



4 Find expressions from the Writing Mechanics box in Abdullah's email.

5 Choose the correct words in the Writing Mechanics box about using reference words. Then check your answers with Student Book p56.

WRITING MECHANICS

Using reference words *this, that, these* and *those*

Reference words can refer to single or plural nouns.

This / ***These*** *is a really interesting job. I'll really enjoy working here.*

That / ***Those*** *interview questions were really tough.*

This and *that* can also refer to a complete idea.

I always work hard. ***This*** / ***That*** *helps me to do well at school and in my summer job.*

(In the sentence above ***This*** / ***That*** is a present reference to working hard.)

Our teacher made us work hard and this / that helped us with our work experience.

(In the sentence above ***This*** / ***That*** is a past reference to working hard.)



6 **Read the email again from Abdullah. Find three examples of reference words. What do these words refer to?**

7 **Choose the correct reference word and underline what it refers to in the sentences.**

1 I am going to practise my interview techniques before the job interview. *These* / *This* will help me to feel more confident.

2 Make a note of the questions. *That* / *These* are the type they will ask you at the interview.

3 *Those* / *That* are adverts for university students. You need to be older to apply.

4 I spent a lot of time writing my email and CV and *these* / *that* helped with getting the job.

8 **Read the job advertisement. Make notes in the table to help you plan your email.**

Summer Library Jobs

Are you good with people?

Are you confident with computers?

Do you love information and learning?

Apply now for a three-week work placement at the City Library.

Me	Skills	
	Interests	
	Languages	
	Experience	
	Time available	

9 **Now write an email of around 150 words. Include the following:**

- the reason you are applying for the job
- the long form (not contractions)
- suitable expressions to open and close
- at least one reference word
- examples of the future tenses.

PLAN

10 **Read your email and tick (✓) the checklist. Have you included:**

- ☐ a reason for applying for the job?
- ☐ long forms, not contractions?
- ☐ suitable expressions to open and close?
- ☐ at least one reference word?
- ☐ examples of the future tenses?

Now prepare a final draft of your email.

OPTIONAL

Give your final draft of your email to your teacher to read. Would your teacher give you the job?

Student's Book Unit 4	
athlete *n* p.46	a person who is good at sport and competes in competitions
athletics *n* p.46	a group of sports that include running, jumping and throwing
beat *v* p.47	to defeat someone
boxing *n* p.46	a sport where two people hit each other with their hands
brightly-coloured *adj* p.48	an object that has a lot of colour
CAD *n* p.48	a computer program that designers use
champion *n* p.46	the winner
championship *n* p.47	a high-level competition
checked *adj* p.48	a pattern of squares
chef *n* p.45	a person who cooks professionally
coach *n* p.46	a person whose job it is to help people improve in a sport
compete *v* p.47	take part in a competition
computer-assisted design *n* p.49	a computer program that designers use
cotton *n* p.48	a light material made from a plant
court *n* p.45	the place on which you play tennis, badminton and basketball
denim *n* p.45	a thick, blue cotton that jeans are made of
designer *n* p.48	a person who designs things, like clothes
engineer *n* p.45	a person whose job is to design and build machines, engines, equipment or structures
fabric *n* p.48	material
final *n* p.52	the last competition in a series
flowered *adj* p.45	a pattern of flowers
Formula One *n* p.46	the highest level of single seater racing cars
garment *n* p.48	an item of clothing
grand prix *n* p.46	a series of international car races
grand slam *n* p.52	a series of tennis competitions in a tournament
graphic designer *n* p.49	a person whose job is to design books, magazines, etc.
gymnastics *n* p.46	exercises performed inside that require strength
headscarf *n* p.48	a piece of material a woman wears over her head
hooded *adj* p.48	a garment that has a hood you can put over your head
long-sleeved *adj* p.48	a garment that has material which covers your arms
loose *adj* p.48	a garment that isn't fitted tightly to your body
machine *n* p.45	a piece of equipment that uses electricity
manager *n* p.45	a person whose job it is to supervise other employees
mechanic *n* p.45	a person whose job it is to fix cars
medal *n* p.47	a metal disc given as an award in a competition
motor racing *n* p.46	the sport of racing cars
the Olympics *n* p.46	international sports competition that happens every four years
pastel *adj* p.48	lightly-coloured
pattern *n* p.48	repeated set of colours and designs
patterned *adj* p.48	something which has a repeated set of colours and designs
physiotherapist *n* p.45	a person whose job it is to treat muscle pain
pitch *n* p.45	the place on which you play football, rugby and hockey
plain *adj* p.48	with no pattern
player *n* p.46	a person who plays a sport, like football and basketball
portfolio *n* p.49	a collection of your work
product designer *n* p.49	a person who designs products, like a telephone
racing driver *n* p.46	a professional sports person who races cars
referee *n* p.46	a person in charge of a sports game, like football
ring *n* p.46	the place on which you do boxing
rivalry *n* p.52	where two people or countries compete to win
round-neck *adj* p.48	a jumper, T-shirt or dress which is cut so it is round around your neck
score *v* p.47	the points in a competition
secretary *n* p.45	a person whose job it is to write letter, make calls and organise a senior person in a company
short-sleeved *adj* p.48	a garment which only covers the top part of the arm
silk *n* p.48	a soft, light, expensive material
spectator *n* p.52	a person who goes and watches a sport
sponsor *n* p.45	a person or organisation that gives money to a sportsperson so they can compete in their sport
spotted *adj* p.45	a pattern of circles
stadium *n* p.45	a large structure with seats where you can watch a sports event
surfer *n* p.52	a person who surfs
top *n* p.48	a garment which you wear on the top half of your body, like a coat or jumper
tournament *n* p.52	a competition where there's a series of games
track *n* p.46	a path in an oval shape designed for sports event, like running
trainer *n* p.46	a person who helps a sports person get better at their sport
umpire *n* p.46	a person in charge of a sports game, like tennis
uniform *n* p.45	a set of clothes you have to wear in a company
V-neck *adj* p.48	a jumper, T-shirt or dress which is cut so it is shaped in a V around your neck

Workbook Unit 4	
alive *adj* p.40	to be living
army *n* p.40	an organisation that fights for its country
asymmetric bars *n* p.40	bars of different height used in gymnastics
collection *n* p.40	a clothes designer's latest designs
costume *n* p.44	a set of clothes to look like someone else
fancy dress party *n* p.44	a party where people wear costumes
fight *n* p.41	a boxing match
flared *adj* p.43	trousers that are bigger at the bottom
footwear *n* p.43	what you wear on your feet
high-heeled *adj* p.42	women's shoes or boots that have a high heel and make them taller
high jump *n* p.40	an athletics event where the athlete jumps over a high bar to jump the highest
long jump *n* p.40	an athletics event where the athlete tries to jump the longest distance
lose *v* p.40	to not win
massage *v* p.41	to rub someone's muscles to reduce pain
material *n* p.40	something that clothes can be made of
muscle *n* p.41	tissue in your body
play *n* p.40	a performance in a theatre
power supply *n* p.40	the energy supplied to your house, i.e. gas and electricity
prove someone innocent *v* p.40	to show without doubt that someone isn't guilty
rally *n* p.41	a car race on roads over a long distance
scorekeeper *n* p.41	a person who keeps the score in a game
sportswear *n* p.43	clothes you wear to do sports
street fashion *n* p.43	popular fashion
undershirt *n* p.43	a cotton vest you wear under your shirt or T-shirt
war *n* p.40	fighting between armies/ countries

U3 and 4 Review

Grammar review: *verb* + *-ing* and *to* + infinitive

1 Complete the sentences with the correct verb form: *-ing* or *to* + infinitive.

1 Everyone has agreed ..... (meet) at the park.
2 Has Jack finished ..... (dry) his hair yet?
3 Sean is really bad at ..... (swim).
4 We have decided ..... (go) skiing this winter.
5 ..... (learn) English is easy.
6 Martina isn't interested in ..... (learn) to play tennis.
7 It's impossible ..... (understand) this text. It's too complicated.
8 I can't imagine ..... (live) in another country.
9 Ibn Battuta is famous for ..... (travel) to many countries.
10 I don't recommend ..... (eat) at that restaurant. It's terrible!
11 I enjoyed ..... (talk) to Amani at the basketball game.
12 What do you hope ..... (find out) from the expedition?
13 Let's go inside. It's starting ..... (rain).
14 On our trek, we didn't stop ..... (walk) until we reached camp.
15 At 3 o'clock every afternoon, the workers stop ..... (have) a tea break.

1 mark per item: ..... / 15 marks

Past tenses

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

1 We ..... (leave) school early yesterday because the snow ..... (start) to settle on the ground.
2 After I ..... (say) goodbye to my friends, I ..... (catch) the bus home.
3 Mum ..... (go) shopping so there ..... (be) nobody in.
4 I ..... (have to) wait outside because I ..... (forget) my key.
5 By the time Mum ..... (arrive) home, I ..... (be) freezing cold!

2 marks per item: ..... / 10 marks

3 Circle the option (a, b or c) that can be used to complete each sentence.

1 When I was a child, I ..... camping every summer.
a used to go **b** went **c** had been
2 As a baby, my sister ..... vegetables.
a didn't eat **b** didn't use to eat **c** hadn't eaten
3 Last year we ..... a cottage in France for two weeks.
a had hired **b** used to hire **c** hired
4 It was a lovely day so we all ..... to swim in the river.
a decided **b** used to decide **c** had decided
5 Dad, ... a mobile phone in the 80s?
a did you have **b** did you use to have **c** had you

2 marks per item: ..... / 10 marks

4 Complete the text with the words in the box.

bought	developed	had	had used	had bought
had thought	saw	used to	was	went

I (**1**) ..... a teenager in the 90s, and I remember when I first (**2**) ..... a computer with a *Windows* operating system. Up until then, I (**3**) ..... that computers were both boring and annoying. They (**4**) ..... big, heavy monitors with black-and-white screens and they always (**5**) ..... go wrong. But after the arrival of *Windows*, computer technology (**6**) ..... really quickly. My dad (**7**) ..... me a PC when I (**8**) ..... to university. Up until then, I (**9**) ..... a pen and paper to do all my schoolwork. By the end of the 90s, many people (**10**) ..... computers for their homes.

1 mark per item: ..... / 10 marks

Future tenses

5 Circle the correct future form of the verb.

1 What *will you do / will you be doing* when you leave school?
2 By the time Samir gets up tomorrow morning, I *will be sitting / am going to sit* on a plane.
3 Two months from now, Sarah and Alex *will be living / will live* in Canada.
4 Biddeford United *will probably lose / will probably be losing* the match next Saturday.
5 By 2020, every student in Britain *will be using / is using* a laptop computer in the classroom.

1 mark per item: ..... / 5 marks

Total marks: ..... / 50

Vocabulary review: cooking

6 Complete the sentences with the words in the box and the correct verb.

apples	beef	bread	curry	eggs

1 A typical British Sunday dinner includes *roast / baked* ..... and potatoes.
2 My grandmother *bakes / slices* her own ..... in the oven.
3 To make an Indian ..... , you start by *chopping / grilling* vegetables into small pieces.
4 My dad is brilliant at *peeling / slicing* ..... – the skin comes off in one long piece.
5 *Boiling / Grilling* ..... is easy. You just have to make sure the water is covering them.

2 marks per item: ..... / 10 marks

Archaeology

7 Match the words in the box with the definitions.

archaeologist	artefact	fossil
fragment	palaeontologist	remains

1 a person who studies objects from the past .....
2 part of an ancient plant or animal contained in a rock .....
3 a tiny piece of a broken object .....
4 an ancient object made by a person .....
5 what is left of an ancient building or object .....
6 a person who studies life forms from prehistoric times .....

1 mark per item: ..... / 6 marks

American English

8 Circle the correct American English option to complete the email.

Hi Luke,
How are things in the UK? I've just got back from the (**1**) *diner* / *restaurant* where we went to eat lunch. I had a large steak and (**2**) *chips* / *fries*. It was delicious! Next week is the Thanksgiving (**3**) *holiday* / *vacation* and we're going skiing. I need some new ski (**4**) *pants* / *trousers*, so we're going to the sports (**5**) *shop* / *store* downtown. Mom's calling me now so I've got to go.
Josh

2 marks per item: ..... / 10 marks

Communicate!

9 Complete the questions.

1 A: ..... is it from school to your house?
B: About two kilometres.
2 A: ..... does it take to make an omelette?
B: About ten minutes.
3 A: ..... do you spend on bus fares?
B: Five pounds a week.
4 A: ..... ago did you pass your driving test?
B: Two months ago.
5 A: ..... does it cost to go to the theatre?
B: I'm not sure, but I think it's quite expensive.
6 A: ..... do you go to the gym?
B: Twice a week.
7 A: ..... students are there in your class?
B: Twenty-five.

2 marks per item: ..... / 14 marks

10 Complete the dialogues with the words in the box.

do you	don't want	How much	I'd like
prefer	rather than	What time	Where

1
A: (**1**) ..... does the leisure centre close?
B: At seven. Why?
A: (**2**) ..... like to go swimming this afternoon.
B: I'll come with you. But I'd rather work out in the gym (**3**) ..... go for a swim.

2
A: I've booked our tickets for the gymnastics event. So, (**4**) ..... want to take the bus to London or the train?
B: I'd (**5**) ..... to go by train. It's more comfortable.
A: I agree. But it's more expensive. I'd (**6**) ..... spend my money on something else.
B: Yes, well. I (**7**) ..... to get travel sick, so I'm not going on the bus!

3
A: (**8**) ..... did you learn to play the piano?
B: I go to classes in town. Would you (**9**) ..... to come with me?
A: I'd love to. (**10**) ..... does it cost?

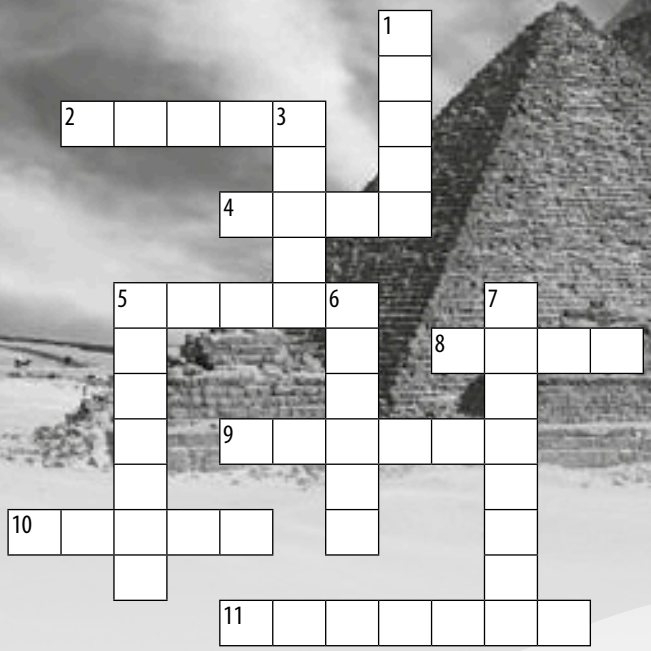
1 mark per item: ..... / 10 marks

Total marks: ..... / 50

5A Special things
Wonderful places

Vocabulary: materials

1 **Read the clues and complete the crossword puzzle.**



Across

2 It is used to make windows.
4 It comes from an animal and we make jumpers from it.
5 It is made from trees. Nowadays, it is often recycled.
8 Trees are cut down to produce this material which is used to make many things including furniture, buildings and household objects.
9 Clothes, bedclothes and sofa covers are made from this. Cotton, silk and denim are all examples of it.
10 Many English houses are built from this man-made material. It is often red.
11 This is the best material for making shoes and handbags.

Down

1 Most knives, forks and spoons are made of this hard material.
3 Many old buildings, such as castles and palaces, are made of this. Sculptors also use it to make statues.
5 A material which is produced using chemical processes. It can be shaped into different forms and it is used to make many things.
6 It comes from a special type of tree and is used to make car tyres.
7 This is a man-made material which is very strong and solid. It is used to build houses, bridges and some roads.

2 **Complete the sentences with *as, for* or *to*.**

1 The tombs in the Valley of the Kings were built ..... ancient rulers.
2 The Emperor Shah Jahan built the Taj Mahal ..... a monument to his wife.
3 Huge stones from Wales were used ..... build Stonehenge.
4 The Tower of London used to be used ..... a palace.
5 I went to England last year ..... improve my English.
6 Did you visit Amman ..... business or pleasure?

Grammar: passive

See Student's Book, Page 62 and GPS, Page 128

3 **Complete the sentences with the correct passive form of the verb in brackets.**

1 The original *seven wonders of the world* list ..... during the Middle Ages. (write)
2 The Great Pyramid at Giza ..... at the top of the original list. (place)
3 The Great Pyramid ..... on any new *seven wonders* lists since 2007. (not included)
4 Complicated mathematical and astronomical calculations ..... to build the pyramids. (use)
5 New *seven wonders* lists ..... all the time. (create)
6 Many different sites ..... as the *eighth wonder* of the world. (nominate)



4 Rewrite each active sentence in the passive.

People have called Shibam, in Yemen, 'the city with the oldest skyscrapers in the world'.

Shibam has been called 'the city with the oldest skyscrapers in the world'.

1 They built the city's original tower houses in the 16th century.

.....

.....

2 At that time, Bedouin tribes were constantly attacking the city.

.....

.....

3 They have rebuilt many of the houses several times in the last few centuries.

.....

.....

4 UNESCO listed the old walled city of Shibam as a World Heritage Site in 1982.

.....

.....

5 Rain and desert winds are constantly eroding the buildings.

.....

.....

6 In 2008, terrible floods destroyed parts of the city.

.....

.....

Vocabulary: size and shape

5 Circle the correct option.

1 Rugby is played with an *oval / round* ball.

2 The O_2 Arena in London is *microscopic / immense*. It holds up to 23 000 people.

3 Most buildings have *rectangular / triangular* windows.

4 I've just eaten a *huge / tiny* meal and now I don't feel well!

5 Sea horses are *little / massive* sea creatures.

6 Football fields are usually *square / rectangular* in shape.

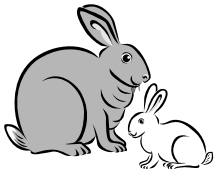
Working with words: adjective order

6 Complete the descriptions (1–6) using adjectives from the box.

ancient	black	broken	Egyptian	expensive
grey	huge	leather	shiny	small	stone
white	wooden			



1 a(n) ....., ... bag



2 a(n) ....., ... rabbit and a big, ... rabbit



3 a(n) ....., ... mummy



4 a(n) ....., ... chair



5 a(n) ....., ..., London taxi



6 a(n) ....., ... sculpture

7 Write sentences using the word lists. Put the adjectives in the correct order.

1 the / made / pots / beautiful / Ancient Greeks / ceramic

The .....

2 huge / bought / wooden / a / table / round / we

We .....

3 actress / wore / a / long / dress / red / to / the / lovely / the / ceremony

The .....

4 grandmother / silk / I / new / scarf / her / gave / Chinese / my / a / birthday / for

I .....

5 a / modern / in / let's / tonight / stay / hotel / big / nice

Let's .....

6 there / many / too / ugly / concrete / are / city / grey / buildings / my / in

There .....

5B Gold fever

Reading

Study and Exam Skills – practise scanning and skimming in Exercises 1 and 2.

1 Read Becky's blog about the Fairtrade Foundation. Tick (✓) the products she mentions.

☐ balls ☐ baskets ☐ chocolate ☐ clothing
☐ coffee ☐ fruit ☐ jewellery ☐ pottery
☐ rice ☐ scarves ☐ soap ☐ tea

2 Read the text again. Choose the best title (a, b or c).

a What is Fairtrade?
b My trip to a Fairtrade community
c My week learning about Fairtrade



Last month, I did a week's work experience at the Fairtrade Foundation in London. I chose this organisation because we use such a lot of foreign products at home, and I wanted to find out about where they come from and who they are produced by. For example, a lot of our food comes from countries in South America and Africa. As the farmers in these countries don't have much economic power, they can't demand high prices. Did you know that a farmer sometimes only gets one penny of the 30 pence I pay for a banana?

The Fairtrade Foundation was started in 1992 to help farmers around the world get better and fairer prices for their products. It ensures farmers receive a fair price for their coffee, for example, one that does not fall below what it costs to produce. They also earn an extra amount, the Fairtrade premium, to decide for themselves how to invest in their communities and businesses. The first Fairtrade product here, in the UK, was Green & Black's Maya Gold chocolate. Nowadays, there are about 3000 products on sale in UK shops, including clothing, other types of food and drink, sports balls and beauty products.

The Fairtrade Foundation helps developing world communities to grow and gives people the opportunity to improve their lives in many ways. For example, with the extra money they make, parents can afford to send their children to school for the first time. I especially liked the way Fairtrade is improving women's lives in many communities. In Burkina Faso the women produce shea butter, which is sold in Europe and is used in cooking and in soaps and moisturisers. The money they earn is important to the local economy and, as a result, women are treated better and have more influence within their communities.

By the end of the week, it was clear to me how important Fairtrade is – and how easy it is to support. All you have to do is look for the Fairtrade label on goods in shops and supermarkets. As well as buying Fairtrade goods yourself, you can encourage your family and friends to start doing the same. You can even get your school to buy Fairtrade sports balls and school uniforms made from Fairtrade cotton. That's what I'm going to do this term! And there's lot of information about organising a campaign in your school on the Fairtrade website.

Becky, North Devon, UK

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

	T	F
1 A lot of our food is produced abroad.	☐	☐
2 Farmers in poor countries are paid about 30 pence a day.	☐	☐
3 The Fairtrade Foundation was set up by British farmers.	☐	☐
4 Fairtrade farmers are involved in deciding how to invest their money.	☐	☐
5 Fairtrade products have been sold in Britain for more than 30 years.	☐	☐
6 Because of Fairtrade, women are becoming more powerful because they are able to bring money into the community.	☐	☐
7 At Becky's school all students wear uniforms made with Fairtrade cotton.	☐	☐

Grammar: passive with modal verbs

See Student's Book, Page 64 and GPS, Page 128

4 Complete the sentences with the passive form of the verb.

1 Fairtrade products can ..... in many shops. (buy)
2 Prices must ..... by the farmer and the buyer. (agree)
3 Thanks to Fairtrade, people's lives can ..... in many ways. (improve)
4 More children will ..... an education. (get)
5 Fairtrade labels must ..... clearly on each Fairtrade product. (show)
6 The new World Shop will ..... by the mayor. (open)

Listening

5 5.1 **Listen to Becky talking to her friend Josh about how to recognise Fairtrade products in the shops. How many different fair trade organisations does she talk about?**

a one **b** two **c** three

6 Listen again and complete the notes. Write one word in each gap.

1 The FAIRTRADE mark is not difficult to ..... .

2 The FAIRTRADE mark on stickers is often stuck onto the skin of fresh fruit like ..... and ..... .

3 For goods such as coffee, rice or chocolate, you will find the FAIRTRADE mark on the ..... .

4 You can usually buy Fairtrade food in ..... .

5 World Shops sell lots of different ..... .

6 World Shops are found in most ..... countries.

7 Complete the text with the active or passive form of the verbs in brackets.

Working with words: verb + preposition

8 Circle the correct option for each sentence.

1 My sister works *for / as* a clothing company.

2 Did you compete *on / in* last week's race?

3 In this part of the factory, the cocoa beans are made *from / into* a chocolate paste.

4 Do you believe *on / in* using traditional medicine?

5 Can you think *to / of* a better idea?

6 Poor farmers rely *on / in* Fairtrade to give them a fair price.

7 The archaeologists were looking *on / for* Roman artefacts.

8 Can you translate this text *into / for* English for me?

A very special vegetable

Have you ever eaten Mexican food? Do you know what chilli peppers are? Recently, these small, hot peppers (**1**) ..... (become) popular with cooks all over the world. Nowadays, they can (**2**) ..... (eat) in restaurants everywhere you go. However, chilli peppers (**3**) ..... (grow) in South America for more than 9 000 years. Christopher Columbus (**4**) ..... (see) the plants in 1492 and he (**5**) ..... (take) some back to Europe with him. Later, chillis (**6**) ..... (bring) into Africa and Asia by other traders.

Chilli peppers are full of vitamins and are very good for you. But did you know that chilli peppers are also a natural painkiller? Chillies (**7**) ..... (use) by the Ancient Maya people to treat toothache, and the Aztecs (**8**) ..... (put) chillies on their bodies to treat aches and pains. Today's scientists (**9**) ..... (discover) that a chemical in chilli peppers called capsaicin can kill pain. In fact, two capsaicin products (**10**) ..... already ..... (develop): a capsaicin cream and a painkiller for mouth pain. In the near future, these products will probably (**11**) ..... (sell) in most high street chemists.



5C Expressing purpose and giving reasons

Useful expressions

1 **Adam and Julie are at a second-hand market. Complete the gaps (1–7) with the options (a–g).**



1
Adam: How much are these old records?
Woman: They're 50 pence each.
Adam: Great. I'll take the whole box!
Julie: (**1**).....
Adam: (**2**).....

2
Julie: Look at this big, straw hat. It's fantastic! I'm going to buy it!
Adam: Why? You never wear hats! (**3**).....
Julie: (**4**).....
Adam: I suppose that makes sense. It suits you, too.

3
Adam: Look at this beautiful wooden toy. I bought it for Emma.
Julie: (**5**)..... She's too old for children's toys.
Adam: OK … Oh, look! I like that pair of dark sunglasses.
Julie: (**6**)..... You've got some already.
Adam: (**7**).....

a What did you get that for?
b To keep the sun off my face.
c What do you need it for?
d Why do you want them?
e They're for my grandfather's birthday. He collects them.
f So that I can look cool, of course!
g What do you want to buy so many for?

2 **Complete the dialogue with the words in the box.**

because	for	so	to	to	what	why	why



Adam: Mum, look what I found in the attic! What is it? Can I take it to Julie's garage sale?
Mum: Let me see. Oh, yes, it's a perfume bottle and it belonged to your great-great-grandmother.
Adam: (**1**)..... did she use it for?
Mum: (**2**)..... put perfume in, of course.
Adam: But when you buy perfume, it's already in a bottle. (**3**)..... did she want to put it into another one?
Mum: (**4**)..... that she could take some perfume with her when she went out.
Adam: It's quite heavy. (**5**)..... did she want a silver bottle?
Mum: (**6**)..... be fashionable. Look how pretty it is! In those days, women loved pretty boxes and bottles. And people used to give them as gifts. And no, of course you can't take it to the garage sale!
Adam: Why not? What do you want to keep it (**7**).....?
Mum: (**8**)..... it's very special to me. Besides, it's made of solid silver and it's probably worth a lot of money.

Pronunciation: the letter 'o' and the vowel sounds /əʊ/ and /ʌ/

3 5.2 **Say the pairs of words aloud and circle the word in each pair which contains the /əʊ/ sound. Then listen and check your answers.**

1	above	erode	**4**	phone	some
2	clothes	other	**5**	wonder	local
3	done	stone	**6**	lovely	oval

Writing: a description of an object

4 **Read about a present that changed Mandy's life. Answer the questions.**

1 What was the present?
2 What was it like?
3 How did the present change Mandy's life?



When I was ten years old, my aunt gave me a set of three balls for my birthday. They were made of a soft, colourful fabric and each one fitted perfectly in my small hand.
The other nice thing about them was that each contained a small bell which rang when the balls moved. The balls were for juggling with. As I don't have any brothers or sisters they were an especially good present for me because I could play with them on my own. After a while, I became really good at juggling and I decided that I wanted to join a juggling club. Since there wasn't a club in my town, I had to travel to the nearest big city, but it was well worth it! I've learned all sorts of other circus skills, including riding a unicycle and walking on stilts. Nowadays, I perform with the club at festivals and we all have a fantastic time. Those three little juggling balls really changed my life.

5 **Rewrite the second sentence so that it means the same as the first. Use *as, because, since* or *so*. There may be more than one possible answer.**

1 I didn't have any brothers or sisters so I used to play a lot on my own.
I used to play .....
.....

2 The balls were a great present because I didn't need anyone to do juggling with.
I didn't need .....
.....

3 I wanted to join a club because I was becoming quite good at juggling.
.....
....., I wanted to join a club.

4 Since there wasn't a club in my town, I had to travel to the nearest big city.
There wasn't a club .....
.....

5 I learned so many things, so the journey to the club was worth it.
The journey .....
.....

6 I often perform at festivals as I'm really good at juggling now.
.....
....., I often perform at festivals.

6 **Think about an object (or objects) which has changed your life. Read the questions below and make notes.**

When did you get the object?
.....
What does / did it look like?
.....
How does / did it feel?
.....
What is / was special about it?
.....
What do / did you do with it?
.....
How do / did it make a difference to your life?
.....

7 **Write your description. Use Mandy's description in Exercise 4 to help you. Remember to include *as, because, since* or *so*.**

5D Test your skills

Reading

1 Read the How to… box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

identify detailed information
Read a text and either:

a say if sentences about it are true or false,

b choose the correct option, or

c complete sentences.

- Read the whole (**1**) t..... quickly before you look at the task sentences.
- Read the task sentences carefully and identify the (**2**) k..... information in each sentence or option.
- Find this information in the text and decide if the task sentences express the same (**3**) i..... .

Important! The task sentences often contain words which have opposite meanings to the text, or express similar information with synonyms.

2 Check your answers to Exercise 1 at the bottom of the page. Now use the strategies to do this activity.

Read the text. Are the sentences true (T) or false (F)?

The *Hanging Gardens of Babylon* were one of the original *seven wonders of the ancient world*. They were built in 600 BCE by King Nebuchadnezzar II to make his wife happy because she missed the green vegetation and mountains of her homeland. The gardens were built high above the ground on huge terraces. They were supported by massive stone columns and water from the river was pumped to the top to water the gardens. The gardens were destroyed by earthquakes around 200 BCE. However, some experts believe that the gardens never existed at all.

	T	F
1 King Nebuchadnezzar built the Hanging Gardens to please his wife.	☐	☐
2 The gardens were built on the side of a mountain.	☐	☐
3 Water was carried every day from the river to water the gardens.	☐	☐
4 The gardens were destroyed in a natural disaster 400 years after they were built.	☐	☐

Answers to Exercise 1 1 text 2 key 3 ideas

Listening

3 Read the How to… box. Put the steps (a–c) in the correct order to complete the useful strategies.

HOW TO ...

identify detailed information
Listen to a text or conversation and complete the missing information in gapped sentences.

..... **a** Listen carefully and note the information as you hear it.

..... **b** Think about what kinds of words could go in each gap.

..... **c** Read the task and the gapped sentences before listening.

Important! Remember that there are often several ways to express the same information.

4 *5.3* **Check your answers to Exercise 3 at the bottom of the page. Now use the strategies to do this activity.**

Listen to the phone messages (1–3) and complete the missing information.

1
Message for: (**1**).....
Message from: Lucy
Message: staying at a friend's house for (**2**).....
Please pick me up at about (**3**).....

2
Message for: Adel.
Message from: The leisure centre
Message: They need a (**1**)..... for the basketball team.
Call (**2**)..... ASAP.
Contact number: (**3**).....

3
Message for: (**1**).....
Message from: the bookshop
Message: (**2**)..... has arrived.
You can pick it up anytime between (**3**)..... and (**4**).....

Answers to Exercise 3 1 c 2 b 3 a

A description of a process

1 **Review the diagram showing the process of honey production and read the description. Complete the diagram with key words from the description.**

2 **Complete the time expressions in the Writing Skill box. Then check your answers with Student Book p71.**

WRITING SKILL

Using time expressions

Time expressions are used to sequence our ideas when describing the stages of the process.

At f _ _ _ _, huge rocks …
S e c _ _ _ _ _, they are …
A f _ _ _ t _ _ _, the water is …
F o _ _ _ _ _ _ _ t _ _ _, the ore is …
B e _ _ _ _ the gold is sold …
N _ _ _, the powder is …
F i _ _ _ _ _, it is …

3 **Review the description of the process of making honey and find six time expressions.**

4 **Read and complete the Writing Mechanics box with the words from the box. Then check your answers with Student Book p71.**

time expressions	topic	paragraphs	sentences

WRITING MECHANICS

Ordering sentences

When you are writing processes, essays or reports:

- organise the ..... in each paragraph logically.
- have a strong ..... sentence.
- use sequencers such as ..... to show connections between ideas.
- re-read your ..... to check the order of ideas make sense.

5 **Read part of a description for making cheese. Identify the sentence in the wrong place. Find a better place for it.**

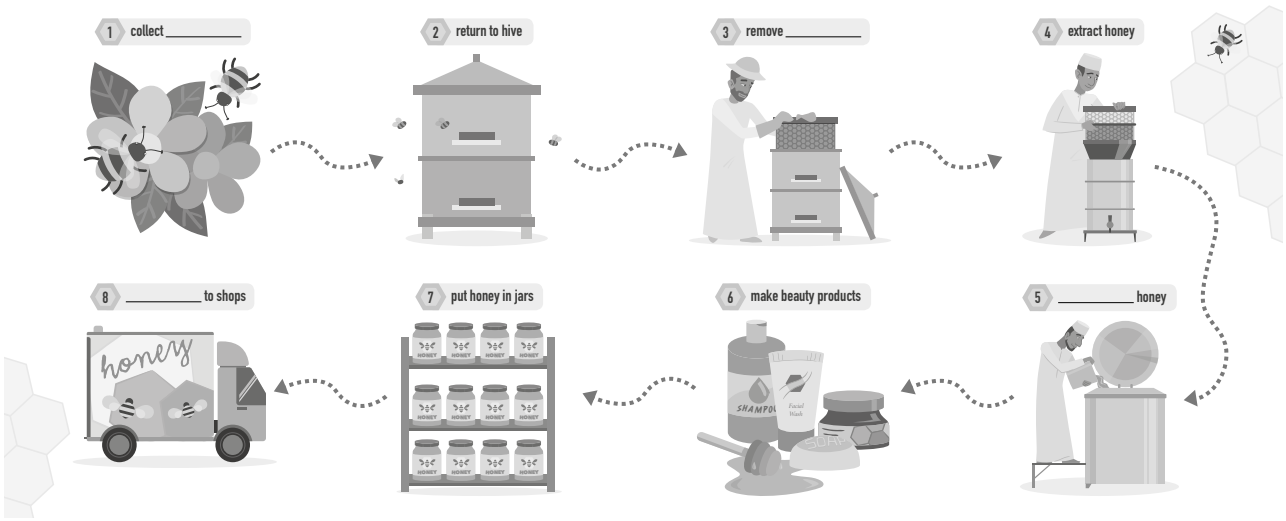
Following this, the solid part is separated from the liquid. At first, the milk is tested to check its quality. Next, the milk is heated to make it safe. After that, ingredients are added to make the milk more solid.

The process of honey production

The diagram shows the different stages of the process of making honey. The diagram also illustrates the equipment used in this process. Overall, there are eight stages shown on the diagram. The first two stages involve bees. After that, the honey producers are responsible.

At first, the bees collect the nectar from the flowers and take it to the hive. In the hive, the bees use the nectar to produce honeycomb. Next, the honey producers remove the honeycomb frames from the hives. These frames are taken to the honey factory and the honey is extracted. Following this, the honey is placed in a filter machine to remove solid bits.

At this stage, some honey is sent to different factories to be used in products such as beauty products. Before the rest of the honey can be sold, it is packaged in jars. Finally, these jars of honey are transported to the shops for customers to buy.



6 **These four sentences continue the description of making cheese. Number them in the correct order.**

a ☐ People then buy the cheese and take it home to enjoy with their families.

b ☐ Finally, the cheese is sent to markets and shops.

c ☐ Before the cheese goes to the shops, these blocks are packaged in the factory.

d ☐ Next, the solid part is pressed into blocks.

7 **Complete the advice in the Writing Skill box with phrases a to g below. Then check your answers on Student Book p72.**

a … changes if you need to.
b … an essay or report.
c … spelling, grammar and the order of ideas.
d … in each paragraph.
e … the pictures to help you write your plan.
f … through your work.
g … the key words you will use.

WRITING MECHANICS

Planning, drafting and editing

Always write a plan when you write … .....
.....

When you are describing a process, use … .....
.....

Decide which stages of the process to put … .....
.....

Make sure you know how to spell … .....
.....

Read … .....

Check … .....

Make … .....

8 **Look at the diagram below illustrating how olive oil is made and do the following:**

- Review the advice in the Writing Skill box.
- Check the meaning of the key words.
- Write a plan for your description.
- Review the passive tense.

9 **Write at least 150 words describing how olive oil is made. Make sure that you use:**

- at least four time expressions
- the passive tense.

PLAN

.....
.....
.....
.....
.....
.....
.....

10 **Read your description of the process and tick (✓) the checklist. Have you:**

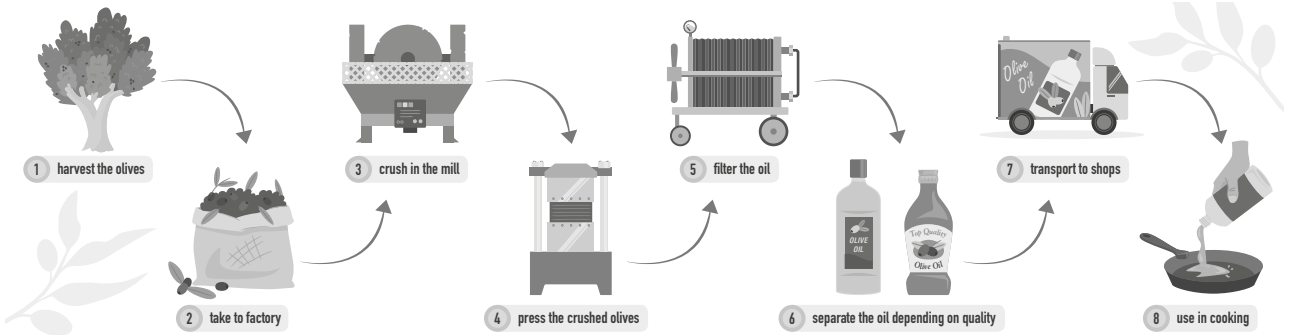
☐ written a plan?
☐ shown evidence of drafting and editing?
☐ used at least four time expressions?
☐ used the passive?

Now prepare a final draft of your description of a process.

OPTIONAL

Give your final draft of the description of a process to your teacher to read. Does your teacher think your description is easy to follow?

The process of olive oil production



Word lists

Student's Book Unit 5	
amazing *adj* p.63	fantastic
block *n* p.62	a rectangular piece of material used for building houses
brick *n* p.62	a rectangular piece of material used for building houses (smaller than a block)
coal *n* p.61	a natural substance that can be burned to produce heat
compound *n* p.69	a chemical that combines two different parts
conduct electricity *v* p.69	to allow electricity to go through it
damage *v* p.62	to cause harm
earthquake *n* p.62	a movement of the Earth's surface that causes a lot of damage
element *n* p.69	a substance that can't be reduced into parts
enormous *adj* p.61	very big
erode *v* p.62	to rub away at a surface
fabulous *adj* p.64	extremely good
fine *adj* p.65	very thin
flat *adj* p.65	on a level
functional *adj* p.65	practical
gas *n* p.69	not a solid or a liquid
gold *n* p.64	a valuable shiny metal
granite *n* p.63	a very hard rock, often used for building
heat *n* p.69	being warm
huge *adj* p.61	very big
immense *adj* p.61	very big
intricate *adj* p.64	delicate
land *n* p.68	an area of ground
limestone *n* p.62	a type of white rock
little *adj* p.61	very small
magnificent *adj* p.62	beautiful, amazing
marble *n* p.62	a type of hard rock that can be smooth and shiny
massive *adj* p.61	very big
material *n* p.62	something that can be used to make something
metal *n* p.64	a material that is hard and strong
microscopic *adj* p.61	very tiny
minerals *n* p.68	a chemical substance found in the ground
mysterious *adj* p.63	strange
natural resource *n* p.68	a material produced by the Earth that can be used to provide energy
oil *n* p.61	a thick black liquid that can be used to produce energy
oval *adj* p.61	in the shape of an egg
palace *n* p.62	the home of a king or queen
paper *n* p.66	a material made from trees that you can write on
plastic *n* p.67	a man-made material
rectangular *adj* p.61	being a shape of four sides, opposite sides of equal length
rock *n* p.62	a hard, natural stone
round *adj* p.61	circular
school desk *n* p.61	a table students sit at in school
sheet *n* p.65	a large flat piece of material
shiny *adj* p.65	bright and reflects light
skyscraper *n* p.61	a very tall building with lots of floors found in a city
solid *adj* p.65	hard or firm
spectacular *adj* p.62	amazing
square *adj* p.61	a shape with four equal sides
statistics *n* p.69	facts presented in numbers
stone *n* p.62	a hard, natural material
strong *adj* p.69	difficult to break
structure *n* p.62	building or object made from several parts
thread *n* p.65	very thin fibre
tiny *adj* p.61	very small
toothbrush *n* p.61	a thing you use to clean your teeth
trade route *n* p.62	a path used to buy and sell goods in the past
triangular *adj* p.61	a shape with three sides, at least two of equal length

Workbook Unit 5	
astronomical *adj* p.52	related to the study of space
basket *n* p.54	a container with a handle used to carry things and often made from plastic or wood
beauty product *n* p.54	something you use to make yourself attractive
calculation *n* p.52	a mathematical equation
cardboard *n* p.56	a brown material like very thick paper
ceramic *adj* p.53	made from clay
circus *n* p.57	a group of performers who travel and perform in a tent, sometimes with animals
colourful *adj* p.57	with lots of colour
fair *adj* p.54	treating someone in a good way
festival *n* p.57	an organised event lasting for a day or a couple of days, often with music and performances
hard *adj* p.52	difficult to bend or cut
juggling *n* p.57	to throw two or more objects in the air and keep them in the air
man-made *adj* p.52	unnatural, made by a person
moisturizer *n* p.54	a substance that keeps your skin soft
monument *n* p.52	a structure made to honour a person
painkiller *n* p.55	something you swallow that takes pain away
shea butter *n* p.54	a substance from a nut that is used in beauty products
silver *n* p.56	a shiny, white metal
soap *n* p.54	you use it to wash with
soft *adj* p.57	easy to bend and break
steel *n* p.52	a strong metal often used for building
straw *n* p.56	from the stems of crops, used to make traditional objects
wonder *n* p.52	a place that causes surprise and admiration
wooden *adj* p.53	made of wood

6A Mysteries
A historical mystery

Vocabulary: types of books

1 **Read the book reviews (1–6) and match them with the covers (a–f).**

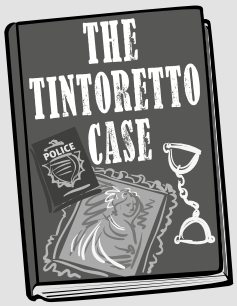
a



b



c



d



e



f



2 **Complete the reviews of the books in Exercise 1 with the words in the box. There is one extra word.**

autobiography	biography	classic	cookery	detective	historical	humour	mystery	adventure	thriller

1 Deirdre Pepper is one of my favourite (**1**) ..... book authors. Her recipes are simple yet delicious. Although written more than a decade ago, this book is still a bestseller and is certain to become a (**2**) ..... .

2 Sue Spence's writing is exciting and her plots are full of surprises. This latest (**3**) ..... is a (**4**) ..... set in Rome. It's a real page-turner and keeps the reader guessing right up until the last page.

3 Kathryn Epoch has done it again! Full of interesting detail and wonderful description, this (**5**) ..... novel, set in the time of the French king Louis XIV, is a pleasure to read.

4 Feride Kareem's modern-day (**6**) ..... story will interest everyone who likes an exciting read. Cut off from civilisation when the river rises, scientist Amanda Fox has 24 hours to save a rare species – and her injured husband.

5 Poet Tom Keating lived a full and interesting life. After months of research and interviews with his family, Sally Hughes has written a brilliant (**7**) ..... about this fascinating man.

6 This is a (**8**) ..... story with a difference, as it contains both (**9**) ..... and an exciting, original plot. Inspector Smilie is investigating a series of art forgeries. However, he makes lots of mistakes and the consequences are often very funny!

Vocabulary: art and books

3 **Circle the correct option.**

1 Before cameras were invented, rich people had their *portraits / still life* painted.

2 You need high-quality paper and pencils to do a good *drawing / painting*.

3 Picasso is famous for his *sculptures / abstract works of art*.

4 Shakespeare's *Henry V* is a *play / poetry* about war and power.

5 *Landscape / Watercolour* paint is easy to use because it dries quickly.

6 You shouldn't mix *oil / watercolour* paints with water.

7 The *fiction / non-fiction* section in our library has a lot of books about local history.

4 **Two people are looking round an art gallery in Scotland. Complete the dialogue with words from Exercise 3. Use plural forms where necessary.**

A: I don't really like this picture. It's too (**1**) ..... for me. I mean, what's it supposed to be, exactly?

B: I'm not sure, but I think it's some kind of (**2**) ..... . I think the shapes represent a table with fruit on it. I think the artist must have used a knife to apply the (**3**) ..... paint.

A: You're right. It's certainly very thick and shiny.

B: It's my favourite (**4**) ..... so far. Hey! Look at that huge picture of some mountains over there, in the next room.

A: I think it's Ben Nevis. It's enormous, isn't it! That must be the room with all the (**5**) ..... in. Shall we go and have a look?

B: OK. But I really want to go and see the (**6**) ..... of the old Scottish kings and queens after that.

Working with words: phrasal verbs

5 **Write the correct phrasal verb in each sentence (1–6) next to its meaning (a–f).**

1 I spent ages working out the answers to my maths homework.
2 I didn't give up, even though it was really difficult.
3 My homework was so messy that I had to throw away several sheets of paper.
4 When my brother came back from football training, he agreed to help me.
5 He showed me what I needed to do and I carried on working until quite late.
6 The next day, I handed in my work to the teacher.

a put in the rubbish bin ....
b continued ....
c stop doing ....
d calculating ....
e presented ....
f returned ....

Grammar: modal verbs for speculation

See Student's Book, Page 75 and GPS, Page 129

6 **Match the sentences (1–8) with the different degrees of probability (a–f).**

1 The lights are on inside the house. James must be in. [b]
2 He might be in the shower. That's why he isn't answering the door. [ ]
3 He could be ill and can't get out of bed. [ ]
4 He may have gone out and simply left the lights on. [ ]
5 He can't have gone out. That's his car in the driveway. [ ]
6 There's someone moving around upstairs. It must be him. [ ]
7 It can't be him. He's much taller than that. [ ]
8 Someone must have got in the house! [ ]

a (present tense) It's possible that this is true.
b (present tense) It's certain that this is true.
c (present tense) It's certainly not true.
d (present perfect tense) It's possible that this happened.
e (present perfect tense) It's certain that this happened.
f (present perfect tense) This definitely didn't happen.

7 **Read the questions and write speculative answers. Use the modal verbs from Exercise 6.**

Who is the woman in Leonardo Da Vinci's painting the *Mona Lisa*?

1 'There are no records to show that he was married, so I'm sure it isn't his wife.'
It can't .....

2 'I'm sure it's Lisa del Giocondo. That's who historians think it is.'
It .....

3 'Her face is like da Vinci's face. Perhaps it's a self-portrait.'
It .....

How did van Gogh lose his ear?

4 'I'm sure he cut it off himself.'
He .....

5 'Perhaps it was an accident.'
It .....

8 **Complete the text with the verbs in brackets and the correct modal form of *may, might, must* or *could*. More than one answer may be possible.**

The mystery of Shakespeare's identity



Did William Shakespeare really exist? If so, did he really write all his plays himself? These (**1**) ..... (seem) like strange questions to ask about one of the greatest writers in history. However, some people believe that one man (**2**) ..... (not write) so many plays and poems. They argue that this was impossible, and say that he (**3**) ..... (have) help from other writers. There are also people who believe that the man named William Shakespeare, who lived in Stratford-upon-Avon, was not Shakespeare the writer because they believe he had never been abroad. Therefore, he (**4**) ..... (know) about the places and people described in Shakespeare's plays. Consequently, they believe that the real author (**5**) ..... (be) an aristocrat who had travelled widely. Most experts do not agree, but in universities all over the world, academics are doing more research into Shakespeare's life. It (**6**) ..... (take) many years to solve the mystery of his 'lost years' and how he became the world's most famous writer. On the other hand, they (**7**) ..... never ..... (find out) the truth.

The mysterious disappearance of Dr Gachet

Vincent van Gogh's portrait of his friend Dr Gachet is one of the world's most important works of art. However, the portrait disappeared over 20 years ago and has not been seen since.

1 .....

In 1990, van Gogh's portrait of Dr Gachet was sold by Christie's auction house in New York, for $75 million. It was the most expensive painting ever sold at auction and was bought by Ryoei Saito, a very wealthy Japanese businessman who immediately shipped it to a secret destination in Tokyo. Saito spent a few hours admiring his new painting, then he locked it away in a climate-controlled room. Saito later began having serious financial problems, but he refused to sell the painting. He even said that he wanted the painting to be destroyed after his death! The art world was deeply shocked. Saito died six years later, in 1996.

2 .....

Nobody seems to know what happened to the portrait of Dr Gachet after Saito's death. It might have been inherited by Saito's company, or by his family. Or it might have been kept by the bank he owed money to. According to representatives of Saito's company, the portrait was safe, but they refused to say where it was. Many people still feared that the portrait had been destroyed, as Saito had wanted. Others wanted to know how such an important work of art could end up in the hands of a businessman instead of an art gallery.

3 .....

To answer this question, we have to go back to the time of van Gogh's death, in 1890. Vincent's work was first inherited by his brother, Theo, and then by Theo's wife, Johanna. A few years later, Johanna sold the portrait of Dr Gachet to a Dutch art collector. The portrait changed hands four more times before finding a home in an art gallery in Frankfurt. In 1933, it was hidden in a secret room inside the museum, but was found in 1937. It became part of a German minister's private art collection, but it was later sold to a Dutch banker called Siegfried Kramarsky. During World War II, Kramarsky escaped to New York, taking the painting with him.

4 .....

In 1984, the Kramarsky family lent the portrait of Dr Gachet to the Metropolitan Museum of Art. It was the first time the painting had been seen in public – and it was to be the last.

When the Kramarskys sold the painting in 1990, they could not have imagined it would vanish. However, there is hope that Saito did not destroy the painting. In 2006, a newspaper article claimed that an Austrian banker, called Wolfgang Flöttl, had borrowed $240 million to buy several masterpieces, including van Gogh's Dr Gachet. Amazingly, Flöttl paid back the money within a year. According to the newspaper, Flöttl must have sold the portrait to raise the money. So, who owns the painting now? Did Flöttl sell it to the bank, or to a private collector? Or, is the portrait of Dr Gachet still hidden somewhere in Tokyo?



Reading

1 Read the magazine article. What is it about?

a The life of Dr Gachet
b The history of a portrait
c The story of Vincent van Gogh

2 Match the headings (a–e) with the paragraphs (1–4). There is one extra heading.

a A colourful history
b Encouraging evidence
c Safe at last?
d An inheritance mystery
e A terrible promise

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

	T	F
1 The portrait of Dr Gachet was sold by its Japanese owner in 1990.	☐	☐
2 Ryoei Saito kept the portrait hidden from view.	☐	☐
3 After Saito's death, the painting may have been sold to an art gallery.	☐	☐
4 Theo van Gogh's brother sold many of Vincent's paintings to a Dutch banker.	☐	☐
5 The Kramarsky family allowed the portrait of Dr Gachet to be exhibited in public.	☐	☐
6 Some people believe that Wolfgang Flöttl may have bought the portrait sometime after 1990.	☐	☐
7 The portrait of Dr Gachet is now part of Mr Flöttl's private art collection.	☐	☐

Listening

Study and Exam Skills – practise answering questions in Exercise 5.

4 *6.1* **Listen to an interview with an art expert. Match the paintings (a–c) with their captions (1–4). There is one extra title.**

1 Leonardo da Vinci's portrait of the *Mona Lisa* ☐
2 The mystery portrait behind van Gogh's *Patch of Grass* ☐
3 Leonardo da Vinci's *Battle of Anghiari* ☐
4 Part of Giorgio Vasari's giant fresco in the Palazzo Vecchio, Florence. ☐


a


b


c

5 **Read the questions carefully and listen again. Choose the correct option (a, b or c).**

1 Why has the art expert included the *Mona Lisa* in his book?
a Because his book is about Leonardo da Vinci.
b Because he thinks it is a fascinating subject.
c Because he considers it to be da Vinci's best painting.

2 What does the expert know about the portrait by van Gogh?
a It was the first of a series of portraits by van Gogh.
b Van Gogh painted over it because he had made a mistake.
c He knows very little.

3 Why did experts in the past believe that da Vinci painted a large painting?
a Because there are so many stories about it that it must be true.
b Because da Vinci wrote about it in a letter.
c Because da Vinci made drawings of the painting.

4 What happened in March 2012?
a An art historian found part of the lost painting.
b An art historian damaged an important painting.
c An art historian noticed something written on a painting.

5 What have researchers found behind the Vasari painting?
a another wall
b the lost da Vinci painting
c painting materials used by da Vinci

6 What are some people concerned about?
a The air affecting the da Vinci painting.
b The possible damage to the Vasari painting.
c The technology used to find the painting.

Grammar: second conditional

See Student's Book, Page 76 and GPS, Page 129

6 **Match the sentence beginnings (1–5) with the endings (a–e).**

1 If I owned a famous painting, ☐
2 If I won an art competition, ☐
3 If there was better funding for art courses, ☐
4 If I had to paint a portrait, ☐
5 If paintings were less expensive, ☐

a it would be of my mum.
b artists would sell more of their work.
c my parents would be very proud.
d more people would learn to paint.
e I would lend it to a museum.

6C Making requests

Useful expressions

1 Put the words in the correct order to make requests.

1 we / Museum / go / the / today / to / National / can / ?

.....

2 a / do / mind / you / waiting / moment / for / outside / ?

.....

3 ate / be / it / would / if / all / right / we / sandwiches / our / here / ?

.....

4 down / right / if / is / all / sit / I / it / ?

.....

5 me / hold / could / you / rucksack / for / my / ?

.....

6 I / could / look / those / please / ceramic / have / pots, / a / at / ?

.....

7 me / photo / can / you / of / take / a / ?

.....

2 Match the responses (a–g) with the requests (1–7) in Exercise 1.

a Yes, of course. My legs are tired too. ☐
b Sorry. I'm really bad at taking photos. ☐
c No, not at all. ☐
d Yes, sure. We can go this afternoon. ☐
e I'm sorry. You can't bring food in here. ☐
f Yes, sure. Why don't you give me your coat, as well? ☐
g Yes, of course. I'll get them down for you. ☐

3 Match the requests (1–6) with the places (a–f).

1 Do you mind helping me move this exhibit? ☐
2 Is it all right if I look at those posters, please? ☐
3 Would it be all right if I borrowed more than three books? ☐
4 Could you take a photo of me and my friend in front of the palace? ☐
5 Could I order a copy of Ian McEwan's new novel, please? ☐
6 Can you help me find a nice watercolour as a present for my dad? ☐

a gift shop
b bookshop
c art gallery
d museum
e the street
f public library

4 Kate and Olivia are on a school trip to the British Museum, in London. Complete the dialogue with the words and expressions in the box.

can you	could	do you mind	I'm sorry
not at all	of course	would	

Olivia: (**1**)..... it be all right if we went and looked in the gift shop?
Teacher: Yes, (**2**)..... . But make sure you meet back here in 20 minutes.
Olivia: OK. Thanks, sir.

Kate: (*in the gift shop*) Look at these keyrings. They're really cool!
Olivia: Hmm … They're OK. I prefer the watches. (**3**)..... holding my coat while I have a look at them?
Kate: No, (**4**)..... .
Olivia: I like this one best, but there's no price.
Kate: I'll ask the assistant … Excuse me, (**5**)..... you tell us the price of the watches, please?
Assistant: They're £30 each.
Olivia: Oh dear! I haven't got enough cash. (**6**)..... lend me £15? I'll pay you back tomorrow.
Kate: (**7**)..... , I've only got £10 left.

5 Complete the dialogue with the questions and responses (a–f) in the box.

a Can you tell me the price of those cakes, please?
b Could you get me one of those, and an orange juice, please?
c Do you mind looking after my stuff while I see what they've got?
d Do you mind waiting a moment while I get it?
e I'm sorry, but I'll have to serve the other customers first.
f Can we go to the café before we look at any more exhibits?

Ian: I'm really thirsty. (**1**).....
Mike: Good idea! Let's sit at this free table.
Ian: Actually, I'm a bit hungry as well. (**2**).....
Mike: Not at all. I can see some nice chocolate cakes at the counter. (**3**).....
Ian: Sure. I'll be right back.

Ian: (*at the counter*) Excuse me. (**4**)..... .
Assistant: They're £2.50 each.
Ian: OK. I'll take two cakes and two orange juices, please.
Assistant: That's £9.50.
Ian: Oh. I've left my money at the table. (**5**).....
Assistant: (**6**)..... . You'll have to join the back of the queue again.

6 What would you say in each of the situations (1–5)? Choose the best option (a, b or c).

1 You are in an art gallery. You want to know if you can take photos. What do you say to the attendant?
- **a** Could I take a photo of me, please?
- **b** Is it all right if I take a photo?
- **c** Do you mind taking photos, please?

2 You are in a library. You want to leave some books at the desk while you look in another section. What do you say to the assistant?
- **a** Do you mind helping me with these books?
- **b** Could you tell me where to find the books, please?
- **c** Would it be all right if I left these books here for a while?

3 Your friend has asked you to lend her your English dictionary, but you need it to do your homework. How do you respond?
- **a** Not at all.
- **b** I'm sorry, I'm using it at the moment.
- **c** Yes, of course.

4 You haven't finished your homework and you have to hand it in today. What do you say to your teacher?
- **a** Do you mind helping me with this?
- **b** Is it all right if I give it to you tomorrow?
- **c** Can you wait for me?

5 You're in the school computer room at lunchtime and you're feeling hungry. What do you say to the computer technician?
- **a** Can you give me some lunch?
- **b** Do you mind getting me something to eat?
- **c** Would it be all right if I ate my sandwiches in here?

Pronunciation: words containing *au*

7 6.2 **Say the words in each pair. Is the pronunciation of *au* the same or different? Circle the correct answer. Then listen and check.**

1	astronaut	caught	same / different
2	audience	autobiography	same / different
3	audition	because	same / different
4	Australia	cause	same / different
5	author	aunt	same / different
6	autograph	saucer	same / different

Writing: an apology

8 Read the notice and the email. Match the questions (1–3) with the answers (a–d). There is one extra answer.

1 Why did the library have to close? ☐
2 How long did the library stay closed for? ☐
3 What happened as a consequence of the snow? ☐

- **a** There was no electricity.
- **b** Because of the terrible weather.
- **c** Library staff could not get to work.
- **d** Until the following day.

Notice

Due to the severe weather conditions, the public library will be closed until further notice.

Dear library users,

As a result of yesterday's snow storm, the electricity supply to the library was cut off for several hours. As a result, we were unable to open to the public until today. We apologise for any inconvenience this may have caused.

Margaret Ward, chief librarian.

9 Complete the pairs of sentences so that they mean the same. Use *as a result* or *due to* and any other words necessary.

1 a It rained heavily yesterday. ..... , the school barbecue took place in the main hall.
- **b** The school barbecue took place in the main hall ..... the heavy rain.

2 a The sponsored run has been cancelled ..... the hot weather.
- **b** The weather is too hot. ..... , ... has been cancelled.

3 a The stage collapsed during the show. ..... , two students were taken to hospital.
- **b** Two students were taken to hospital .... collapsing during the show.

10 Choose one of the situations in Exercise 9. Write a short apology to put on the school website. Give an explanation and/or more details of what happened. Use Exercise 8 to help you.

6D Test your skills

Listening

1 **Read the How to… box. Put the steps (a–e) in the correct order to complete the useful strategies.**

HOW TO ...

identify the main idea
Listen to a text or conversation and choose the correct option.

..... **a** Look carefully at the meaning of each option – remember the topic words may be similar in each case.

..... **b** The second time, check your answers.

..... **c** Read the task instruction and the options.

..... **d** The first time you listen, choose the correct answer.

..... **e** Identify the overall topic if it is mentioned.

Important! Concentrate on matching the idea of the text with one option if the topic words are similar.

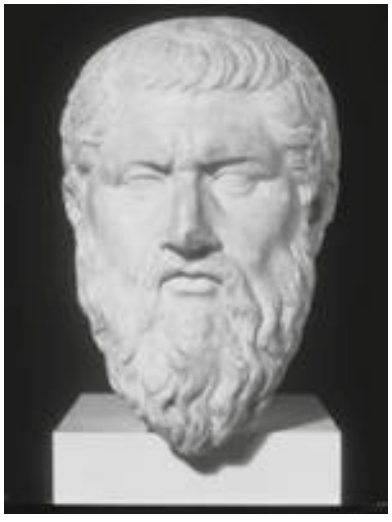
2 **Check your answers to Exercise 1 at the bottom of the page. Now use the strategy to do these activities.**

1 6.3 **You will hear someone talk about her job. Listen and choose the correct option (a–c).**

a The woman is a history teacher.
b The woman works in a museum.
c The woman is a tourist guide.

2 6.4 **You will hear an art student talk about how he spends his time when he is not at college. Listen and choose the correct option (a–c).**

a The student works on his sculpture.
b The student works as a volunteer.
c The student works in an art gallery.



Answer to Exercise 1 1 c 2 e 3 a 4 d 5 b

Reading

3 **Read the How to… box. Write one word in each gap (1–3) to complete the useful strategies.**

HOW TO ...

identify the situation
Match places with the correct signs or notices. There is always an extra place.

- Underline the key (**1**) w..... in the notices which can help you identify the place or situation.
- Read the first notice again, look at the (**2**) o..... and find the one which matches.
- Repeat this for the other notices. Then (**3**) c..... them again.

Important! Don't match the options with the notices, because there is often one extra option. Match the notices with the options.

4 **Check your answers to Exercise 3 at the bottom of the page. Now use the strategy to do this activity.**

Match the signs (a–d) with the places (1–5). There is one extra place.

a

Sale!
50% off

b

DO NOT TOUCH THE ITEMS ON DISPLAY.
PLEASE ASK FOR ASSISTANCE.

c

Guided tours every hour.
Next tour starts here at 3.15 p.m.

d

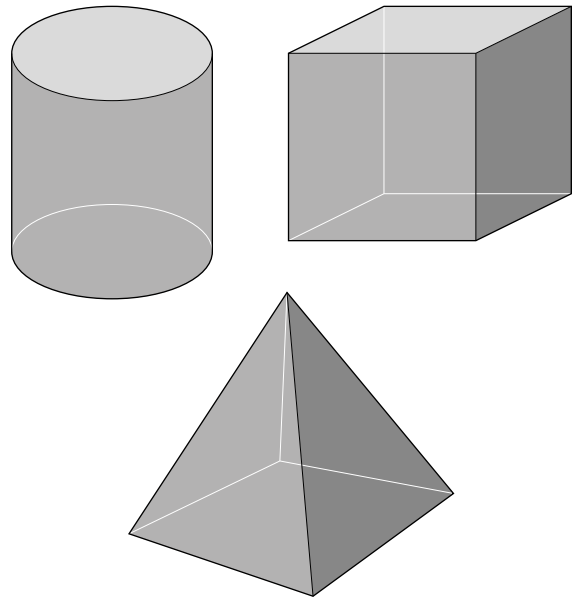
Student Art Display
In the Main Hall.
Open all day.

1 in a museum ☐
2 in a school ☐
3 in a library ☐
4 in a bookshop ☐
5 in a gift shop ☐

Answers to Exercise 3 1 words 2 options 3 check

Instructions

1 Read the instructions. Which shape do the instructions tell you how to draw? Complete the title for the instructions.



How to draw a .....

Drawing shapes is a skill which can easily be learned. Use plain paper and take something to draw with. A pencil is best because you can erase any mistakes you make. On the paper, draw a square. Use a ruler because the lines should be straight. Then, draw another square. This square should be the same size, but it must be higher and a little to the right.

Then, look at the two squares carefully. Find the top right corner of both squares, and draw a line to connect these corners. Then, do the same for the top left corners. Draw these shorter lines by hand, or use a ruler to keep them straight. Then, connect the bottom left corners, and finally connect the bottom right corners.

To finish your cube, you can erase some of the lines inside the shape. This will make the cube look solid.

2 Cover the shapes. Then read the instructions again and draw the shape.

3 Put the words in the correct order to make questions. Write the questions in the Writing Skill box to complete the checklist. Then check your answers with Student Book p83.

1 are / text / why / reading / this / they
2 know / do / already / they / what
3 they / what / not / do / know
4 important / to / what / for / them / know / is
5 clear / is / information / the

WRITING SKILL

Identifying the purpose

When writing, it is important to think why you are writing. Use the checklist below as a reminder.

- Who is the audience?
- .....?
- .....?
- .....?
- .....?
- .....?

4 Answer the questions from the Writing Skills box about the instructions text.

5 Choose the correct option to complete the Writing Mechanics box. Then check your answers with Student Book p83.

WRITING MECHANICS

Using clear, direct language

When you give instructions, it is important to be clear.

- Keep the sentences long / short / complicated.
- Use imperatives / conditionals / the passive.

For example:

Write your name. / *I think you should write your name.*

We want you to turn the page. / *Turn the page.*

Repeat the process. / *Repeating the process would be good.*

6 Review the instructions and underline examples of each point from the Writing Mechanics box.

7 Rewrite the sentences on how to paint a tree to make the instructions clearer.

1 So the first thing you should do is to get some paper and then you need to think about the colours to use.

.....

2 You can go outside and look at different trees, or if you want, you can look on the internet.

.....

3 You can look very closely to see how most of the trees have the same kind of structure.

.....

8 **Choose the correct words in the Writing Mechanics box about using linking words to join ideas. Then check your answers with Student Book p84.**

WRITING MECHANICS

Using linking words to join ideas

To vary writing, ideas can be linked together by using a range of different words:

Write the letters on the first row, <u>because</u> / <u>which</u> / <u>and</u> then count down two lines.

Write out the numbers 1–10, <u>but</u> / <u>and</u> / <u>or</u> not all on the same line.

Use a black pen, <u>which</u> / <u>but</u> / <u>or</u> blue pen.

Don't write them too small <u>but</u> / <u>which</u> / <u>because</u> they need to be clear.

Writing in code is a skill <u>which</u> / <u>because</u> / <u>or</u> can be easily learned.

Don't forget to add the comma before and, but, or!



9 **Find at least six linking words in the instructions on how draw a cube.**

10 **Read the next part of the instructions on how to paint a tree. Choose the correct linking word.**

Paint the main trunk of the tree, *and* / *but* add the branches. Use a colour *because* / *which* looks natural. The branches are the same colour as the trunk, *but* / *or* they get narrower towards the end. Use dark green to paint the first leaves *because* / *and* these are the leaves in the shade. After that, use a lighter green on top for more leaves. Then, add highlights on the leaves, *or* / *and* add lighter brown to give texture to the trunk.

11 **Think of something you know how to do. Write instructions for a classmate. Write 150–200 words.**

- Think about what your classmate already knows
- Think about what it is important for your classmate to know
- Use clear, direct language
- Use linking words to connect ideas.

PLAN

12 **Read your instructions and tick (✓) the checklist. Have you:**

- ☐ written in clear logical steps?
- ☐ told readers what they need to know?
- ☐ used linking words to connect ideas?
- ☐ included commas correctly when linking ideas?
- ☐ used clear and direct language?

Now prepare a final draft of your instructions.

OPTIONAL

Give your final draft of your instructions to your classmate to read. Can your classmate follow your instructions?

6 Word lists

Student's Book Unit 6	
abstract *adj* p.73	a type of art that doesn't show things as they really are
art gallery *n* p.79	a place where you go to look at original works of art
art history *n* p.79	the study of the history of art
auction *n* p.73	a place where people bid to buy things, often art or property
autobiography *n* p.73	the story of someone's life written by themselves
best-seller *n* p.74	a book that has sold more copies than any other book at the time
biography *n* p.73	the story of someone's life written by another person
character *n* p.74	a person in a book, play or film
classic *n* p.73	a book that is high quality and may be very old
collector *n* p.73	a person who buys and keeps works of art
cookery *n* p.73	the act of cooking
detective *n* p.73	a person who investigates and solves crimes
drama *n* p.80	a play in a theatre or on television
drawing *n* p.77	making a picture using a pencil
exhibition *n* p.78	showing a collection of works of art to the public
expert *n* p.73	a person who has a lot of knowledge about a subject
fiction *n* p.74	a type of book or story where the characters and events aren't real
fictional *adj* p.74	a type of book or story where the characters and events aren't real
historical *adj* p.73	connected to the past
history *n* p.76	past events
humour *n* p.73	the ability to be or see things as funny
imaginary *adj* p.75	not real, exists in the mind
landscape *n* p.73	a view of the countryside
legend *n* p.74	a story from the past that may or may not be true
literature *n* p.88	written works of art
mystery *n* p.73	a book or film about a crime with strange events
novel *n* p.74	a fictional book
novelist *n* p.88	a person who writes fiction
original *adj* p.73	not a copy
painter *n* p.73	a person who paints
painting *n* p.76	a picture using paint
poet *n* p.88	a person who writes poems
poetry *n* p.79	a type of literature which sometimes rhymes
portrait *n* p.76	a painting of a person
publish *v* p.81	to make literature available to the public in the form of a book
publisher *n* p.81	a person whose job is to make literature available to the public in the form of a book
reference *n* p.73	a person or a piece of art that is mentioned in a book
review *v* p.88	an opinion of a work of art
science fiction *n* p.73	a genre of book or film that is set in the imaginary future
screenwriter *n* p.88	a person who writes films
sculptor *n* p.73	a person who makes sculptures
series of books *n* p.81	a collection of books with the same characters/setting in each
suspense *n* p.80	a feeling of nervousness when you wait to see what will happen
theatre-goer *n* p.80	a person who goes to the theatre often to watch plays or musicals
thriller *n* p.73	an exciting type of book or film with a lot of suspense
trilogy *n* p.88	a series of three books with the same characters/ settings
value *n* p.73	the amount of money something is worth
watercolour *n* p.73	a type of painting where the paint is mixed with water

Workbook Unit 6	
academic *n* p.63	a person whose job it is to teach and study at university
adventure *n* p.62	a type of book or film where the characters go on a trip and do exciting things
aristocrat *n* p.63	a person of high social status
art historian *n* p.65	a person whose job it is to know about art history
auction house *n* p.64	a place where auctions happen
change hands *v* p.64	to belong to someone else
climate-controlled *adj* p.64	the temperature of a room is kept at the same temperature
consequence *n* p.62	a result of an action
cover *n* p.62	the front of a book
exhibit *v* p.64	to show a collection of work to the public
forgery *n* p.62	a work of art that has been copied and is not original
fresco *n* p.65	painting on a wall or ceiling
librarian *n* p.67	a person who works in a library
literary *adj* p.62	related to literature
masterpiece *n* p.64	a work of art that is very skillful
non-fiction *n* p.62	a book where the events are real
page-turner *n* p.62	a book that is so interesting you can't stop reading it
records *n* p.63	written information that is often official
self-portrait *n* p.63	a painting by an artist of themselves

U5 and 6 Review

Grammar review: *a, an, the* or (–).

1 Complete the sentences with *a, an, the* or no preposition (–).

1 Have you seen ..... new film by James Cameron yet?
2 Sam had ..... new bike for his birthday.
3 I like this shop. ..... assistants are helpful and friendly.
4 Is Mark still in ..... shower?
5 I think Jack Nicholson is ..... excellent actor.
6 Alex takes ..... children for a long walk every weekend.
7 Do you enjoy swimming in ..... sea?
8 ..... drum is a percussion instrument.
9 We're raising money to help ..... poor in Africa.
10 ..... Hebrides are a group of islands in ..... Scotland.

1 mark per item: ..... / 10 marks

Passive forms

2 Write sentences and questions with the correct form of the passive.

1 When / the city of Petra / build / ?
.....
2 Atlantis / destroy / earthquakes / thousands of years ago.
.....
3 Those paintings / still / not restore.
.....
4 The students / not give / their exam results / yet.
.....
5 Where / coffee / usually / grow / ?
.....

2 marks per item: ..... / 10 marks

3 Complete the sentences with *can, can't, must, will* or *won't* + the correct passive form of the verb.

1 Dinner ..... (serve) in half an hour.
2 The artefacts ..... (take) out of the museum.
3 Children ..... (accompany) by an adult at all times.
4 Your order ..... (not deliver) until next Monday.
5 ..... these glasses ..... (wash) in the dishwasher or will they break?

1 mark per item: ..... / 5 marks

Must and *can*

4 Complete the sentences with *must, must have, can't* or *can't have* and the correct form of the verb in brackets.

1 That man over there ..... (be) Mona's dad. He's too young.
2 The cake is burnt! I ..... (put) the oven on too high.
3 The children are tired. It ..... (be) time for them to go to bed.
4 Paula ..... (go) home because her bag is still here.
5 The sheep have got out of the field. Somebody ..... (leave) the gate open.
6 I can't believe you've finished all the sandwiches! You ..... (be) hungry!

1 mark per item: ..... / 6 marks

Second conditional

5 Write second conditional sentences.

1 If / I / have/ , / a lot of money / give some / charity.
.....
2 He / play / a lot better / if / practise / more.
.....
3 If / you / go / Jordan / , / visit / Petra?
.....
4 Van Gogh / be / very rich / if / alive today.
.....
5 If / Lisa / do / some exercise / , / feel / much healthier.
.....

2 marks per item: ..... / 10 marks

6 Complete the gaps in the text with one word.

For my birthday last year, I (**1**)..... given six months' membership at the best gym in town. It was (**2**)..... present from my sister and it (**3**)..... have been cheap. (**4**)..... gym has two fitness rooms as well as (**5**)..... pool, but that's not all. My sister says there are plans to build some squash courts next year, and there might (**6**)..... a new basketball court as well. (**7**)..... problem is that I never have any free time to go there! If I (**8**)..... there two or three times a week, I (**9**)..... be a lot fitter than I am now. I'll try to go tomorrow after school.

1 mark per item: ..... / 9 marks

Total marks: ..... / 50

Vocabulary review: describing objects

7 Complete the sentences with the words in the box.

brick	concrete	leather	plastic	wood	wool

1 All my baby sister's toys are made of brightly coloured ..... .
2 The house was in the middle of the forest and entirely made of ..... .
3 Sheep are valuable animals because they produce ..... .
4 When I ride my motorbike, I wear a ..... jacket and trousers to keep warm.
5 The bridge was built of huge, grey, ... blocks and was very strong.
6 I loved the red ..... houses in the old town.

1 mark per item: ..... / 6 marks

8 Put the words in the correct order to make descriptions.

1 mummy / a(n) / ancient / Egyptian
.....
2 huge / a(n) / steel / sculpture / amazing
.....
3 a / silk / dress / beautiful / red
.....
4 immense / oval / stadium / a(n) / football
.....
5 wonderful / black-and-white / film / old / a(n)
.....

2 marks per item: ..... / 10 marks

Art and books

9 Circle the correct option.

1 *Hamlet* is Shakespeare's most famous ..... .
a play **b** poetry **c** novel

2 Van Gogh painted a ..... of himself with a bandaged ear.
a landscape **b** still life **c** portrait

3 I find other people's lives fascinating, so I love reading ..... .
a autobiographies **b** classic novels **c** historical novels

4 I think that some ..... can be better than the original painting!
a fakes **b** hoaxes **c** forgeries

5 I think ..... art is more interesting than paintings that are very realistic.
a watercolour **b** abstract **c** picture

1 mark per item: ..... / 5 marks

Prepositions

10 Complete each sentence with the correct form of a verb from box A and the correct preposition that goes with it from box B.

A

complain	do	find	have	get	pay	run	take	turn	think

B

about	about	up	for	into	off	on	out	out	up

1 Oh no! We've r..... of salt. I'll go and buy some more.
2 I wish to c..... the terrible service in your restaurant.
3 Can I p..... the tickets by debit card?
4 I'm glad we g..... early. The traffic isn't so bad at this time.
5 The plane t..... from Amsterdam airport at six o'clock.
6 Pop and hip-hop h..... an influence ..... my music.
7 We need to d..... research ..... genetic diseases.
8 Have you t..... what to buy for the party?
9 I've just f..... that it's Tim's graduation today.
10 Sandra always t..... late for class.

2 marks per item: ..... / 20 marks

Communicate!

11 Complete the dialogue with the words in the box.

Because	Could	I'll	looking	Not	right	To	What	Why

Louise: (**1**) ..... do you need that huge bag for?
Anne: (**2**) ..... put all my clothes and stuff in.
Louise: But we're only there for two days. (**3**) ..... do you need so much?
Anne: (**4**) ..... I need light clothes for hot weather and warm clothes for cold weather and ...
Louise: OK! Let's get on the train before it leaves without us!
Anne: Sure. (**5**) ..... you hold my bag for me while I get on?
Louise: Yes, sure. (**6**) ..... pass it up to you.
Anne: Is it all (**7**) ..... if we sit here, by the window.
Louise: Yes, of course. Actually, I'm really thirsty. Do you mind (**8**) ..... after my bag while I go and get a drink.
Anne: (**9**) ..... at all. Could you get me a coke, please?
Louise: Sure. Large or small?

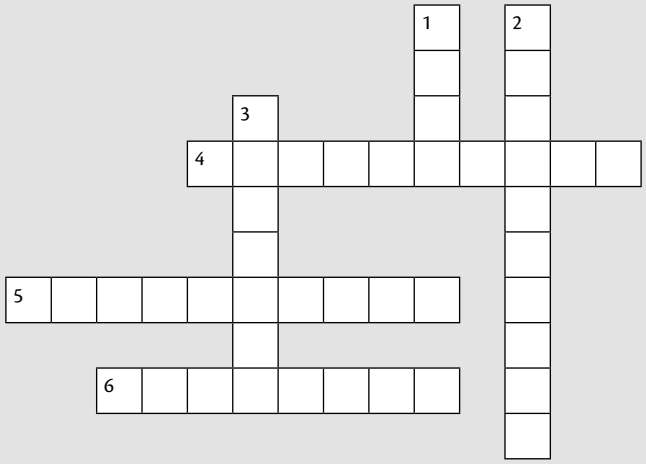
1 mark per item: ..... / 9 marks

Total marks: ..... / 50

7A Moments in history
Cracking the codes

Vocabulary: science and technology

1 **Read the definitions and complete the crossword.**



Across

4 a place with lots of scientific equipment where scientists work

5 a test that scientists do in order to discover if their theories are true

6 detailed study of something in order to discover new information about it

Down

1 information, especially facts or figures

2 a completely new and different idea or way of doing something

3 a mechanical device or instrument

2 **Complete the sentences with the words in the box.**

applications	discovery	knowledge
results	test	theory

1 Crick and Watson were the first scientists to publish a ..... about the structure of DNA.

2 Rosalind Franklin shared the ..... of her work with Crick and Watson.

3 DNA has many different ....., especially in medicine and forensic science.

4 Fleming's ..... of penicillin was one of the most important in medical history.

5 Young's ..... of phonetics helped us to understand the Rosetta Stone.

6 Scientists have to ..... new medicines and drugs before they can be given to patients.

Working with words: prefixes

3 **Write the opposite forms of the verbs.**

1 appear .....
2 pack .....
3 connect .....
4 encode .....
5 lock .....
6 agree .....

4 **Complete the sentences with the correct form of the verbs in Exercise 3.**

1 Jill ..... her suitcase as soon as she arrived at her hotel.

2 It is not easy to ..... the symbols on Egyptian tombs.

3 Everyone ..... that this year's exam had been more difficult than last year's.

4 It's a good idea to ..... your computer during a bad storm.

5 I think I've got the wrong key. I can't ..... the door!

6 The culture of Ancient Egypt ..... thousands of years ago.



5 **Circle the correct option.**

1 This programme will *disable / enable* you to create 3D images.

2 The experiment has failed. We'll need to *undo / redo* it.

3 These *enlarged / endangered* photos of wild animals would make fantastic posters.

4 My watch, which I lost last month, suddenly *disappeared / reappeared* yesterday.

5 After the earthquake, the city had to be *recreated / rebuilt*.

6 We've *rewritten / renamed* all the files because their original titles were too long.

Grammar: third conditional

See Student's Book, Page 90 and GPS, Page 130

6 Write sentences about the pictures. Use the prompts to help you.



1 Tania / take an umbrella / not get wet.

.....

.....

.....

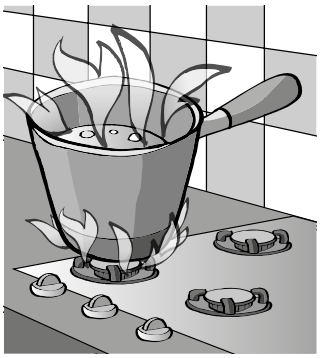


2 John / not fall asleep / not get sunburnt.

.....

.....

.....



3 The pan / not catch fire / someone / turn off the gas.

.....

.....

.....

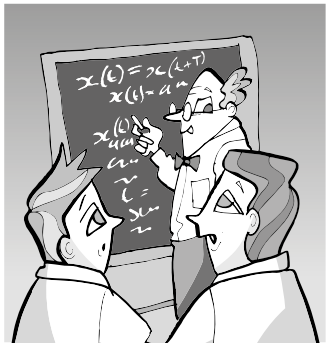


4 Anna / not order pasta / know portions / be so large.

.....

.....

.....



5 Tim and Max / not sign up / this course / realise / it was the advanced class.

.....

.....

.....



6 you / drive more carefully / we / not have an accident.

.....

.....

.....

7 Match the beginnings of the sentences (1–5) with the endings (a–e).

1 If I had passed all my exams, ☐
2 The students wouldn't have been punished ☐
3 Would scientists have developed nuclear energy ☐
4 If the dinosaurs had not died out, ☐
5 I wouldn't have lost all my work ☐

a if they had listened to the teacher.
b they would still be here today!
c I would have gone to university.
d if the computer hadn't crashed.
e if Oppenheimer hadn't split the atom?

8 Complete the sentences with the correct form of the verb in brackets.

1 If Gutenberg ..... (not invent) his printing machine, ordinary people ..... (not be able) to read books and newspapers.
2 If Columbus ..... (not discover) America, Europeans ..... (not have) potatoes or tomatoes in their diet.
3 If Marco Polo ..... (not travel) to China, he ..... (not take) noodles back to Italy.
4 If the Italians ..... (not know) about noodles, ... they ..... (learn) how to make spaghetti?
5 If the Wright brothers ..... (not work hard) they ..... (not be) the first men to fly a plane.
6 If Dr Percy Spencer ..... (not invent) the microwave oven, I ..... (learn) how to cook properly.



Reading

1 Read the text about Louis Braille and answer the questions.

1 What happened to Louis Braille when he was three years old?
2 Who inspired Louis to invent his own system of reading and writing?
3 How old was Louis when he completed his invention?



Louis Braille

Louis Braille

Louis Braille was born in France, in 1809. He lived with his family near Coupvray, near Paris. His father ran a business making leather harness for horses. (**1**) ..... When he was three years old he was playing with a tool which made holes in leather. As he pressed down hard, the tool slipped and its sharp point went into his eye. (**2**) ..... It became badly infected and the infection spread to his other eye. Louis became completely blind.

Louis was a very clever, creative child. When he was ten years old he won a place at the National Institute for Blind Youth in Paris, which was one of the first schools for blind children in the world. (**3**) ..... They moved their fingers across the page to work out what the text said, but reading these letters was very slow. Louis became impatient to learn more and realised that blind people needed an alphabet which used the sense of touch.

When Louis was 12, a French army captain, Charles Barbier de la Serre, came to the school to present his own system of reading, called Sonography. It was based on phonetic symbols and used raised dots. (**4**) ..... However, Louis was inspired by Barbier's system and soon realised how it could be improved.



(**5**) ..... So Louis set to work and invented his own system, which was much simpler and had fewer raised dots. He also added symbols for writing music and doing maths.

By time Louis was 15 years old, he had developed the system we know today as Braille. However, his system of touch reading and writing was not widely accepted during his lifetime. (**6**) ..... Today, Braille is the standard form of writing and reading for blind people all over the world. Louis Braille was probably one of the youngest inventors to have lived and his invention has improved the lives of millions.

2 Match the sentences (a–f) with the gaps (1–6).

a It was a great idea and could have been used by the children if it hadn't been so complicated.
b After his death in 1853, people began to appreciate the simplicity and efficiency of his reading and writing system.
c As a small child, Louis loved spending time in his father's workshop, trying to use the tools.
d Louis was taken to Paris for an appointment the next day with a well-known eye surgeon, but his eye could not be saved.
e The children learned by listening to the teacher or sometimes they 'read' one of the few books which had raised letters.
f If he had used symbols based on normal spelling, it would have been much easier to use.

3 Complete the sentences with words from the text.

1 If Louis Braille hadn't been playing in his father's ....., he might not have hurt his eye.
2 If the .... in Paris had been able to save his eye, Louis would not have become blind.
3 Would Louis have thought of using raised ....., if Barbier hadn't visited the school?
4 Millions of blind people would probably never have learnt how to read and write if Louis hadn't invented a system of reading and writing by ..... .

Vocabulary: innovation and the internet

Study and Exam Skills – practise using a dictionary in Exercise 4.

4 Complete the texts with the words in the boxes. Use a dictionary to help you.

mouse	online	password	surfing	web browser

A Most people nowadays know the basics of how to use the internet. Both young and old alike enjoy (**1**)..... the net and can confidently use a (**2**)..... , such as Internet Explorer or Mozilla Firefox. Children as young as two years old are learning how to play (**3**)..... games using the keyboard and the (**4**)..... . By the time they are six, many children also know how to use a (**5**)..... to log in to their favourite website.

creators	development	hypertext	revolutionised	set up

B Today's teenagers are very knowledgeable about technology. Many of them know how to (**1**)..... a computer and some even know how to use (**2**)..... language. Some young people go on to study computing at university where they learn about program (**3**)..... Some may even become the (**4**)..... of new systems, like Bill Gates or Steve Jobs, whose inventions (**5**)..... the computer world.

Listening

5 *7.1* **Listen to Omar and Jade talking about Dr Farouk El-Baz. Tick El-Baz's areas of expertise.**

astronomy	Egyptology	engineering	geology	
physics	radar imaging	satellite photography		
technology	teaching	chemistry		





6 Listen again. Are the sentences true (T) or false (F)?

	T	F
1 Farouk El-Baz moved to the United States when he was a boy.	☐	☐
2 He studied at university in Cairo.	☐	☐
3 He was part of the team that designed the Apollo space rocket.	☐	☐
4 He taught the astronauts about the surface of the moon.	☐	☐
5 He starred in an episode of an American TV series.	☐	☐
6 His work has helped people to find water in the desert.	☐	☐
7 He has discovered evidence of a new pyramid in the Egyptian desert.	☐	☐

Grammar: *could / should have done*

See Student's Book, Page 93 and GPS, Page 130

7 Complete the sentences with *could, couldn't, should* or *shouldn't*.

1 Louis Braille ..... have been playing with dangerous tools.

2 People ..... have taken more notice of Louis' invention when he was alive.

3 Louis ..... have known that his system would eventually be used around the world.

4 Farouk El-Baz is so good at language that he ..... have been a writer or a journalist.

5 According to Farouk, the Egyptians ..... have built pyramids because they wanted to avoid erosion.

6 Do you think that the Apollo astronauts ..... have landed on the moon without El-Baz's help?

8 Complete the sentences with *could / couldn't have* and *should / shouldn't have* and the correct form of the verbs in brackets.

A: Are you still waiting for Jim?

B: Yes. He *should have been* (be) here an hour ago!

1 A: Someone has taken my bag by mistake!
B: Well, you ..... (leave) it on the floor!

2 A: I feel really cold.
B: You ..... (bring) a jacket with you.

3 A: Fiona's coming to see us today and she's bringing the new baby.
B: Oh, no! I ..... (buy) her a present.

4 A: Luke ..... (tell) Chris about the party.
B: I agree. He was the only one who didn't know about it.

5 A: I think Andy has taken my jacket by mistake.
B: No, it ..... (be) Andy. He didn't take his coat off all evening.

6 A: I can't find my football gloves anywhere!
B: You ..... (leave) them at the club after the match.

7C Regrets and criticisms

Useful expressions

1 Read the sentences and decide if they express criticism (C) or regret (R).

1 I wish I had studied art at school. C / R
2 I wish you hadn't told the children that story. C / R
3 You shouldn't have bought that top. C / R
4 I wish I hadn't said that to Carol! C / R
5 I should have paid more attention in class. C / R
6 My parents should have made me practise more. C / R

2 Match the criticisms and regrets (1–6) in Exercise 1 with the sentences (a–f) below.

a I think I have upset her.
b I could have been a professional musician by now.
c They're going to have bad dreams all night!
d Then I would have passed my exams.
e It doesn't suit you.
f But I chose to do science instead.

4 Complete the dialogue with the words in the box.

had	have	only	should	shouldn't	wish	could've	could

Alice: I (**1**) ..... I'd remembered Tilly's birthday. Now she isn't talking to me.
Sara: Did you apologise to her?
Alice: Not really. You see, I was really busy and … .
Sara: That's not an excuse! You (**2**) ..... have forgotten your best friend's birthday!
Alice: I know. But …
Sara: If (**3**) ..... you'd sent her a birthday card. That would have helped.
Alice: I know. I should (**4**) ..... bought one the other day, when I was in town.
Sara: I wish you (**5**) ..... told me it was her birthday. We (**6**) ..... bought her a present between us.
Alice: I know. I'm really sorry.
Sara: You (**7**) ..... have said that to Tilly! Perhaps we (**8**) ..... still surprise her with something. How about some flowers?

3 Write sentences with the words lists to complete the cartoon story. Add any other necessary words.



1 My brother Jake went on a school trip last week and I had to take care of his fish while he was away.
wish / listened / more carefully / his instructions.
.....



2 if only / not give them / so much / food!
..... !
I didn't realise too much could be harmful.



3 When both of the fish died, I didn't know what to do.
should / empty / tank.
.....



4 When Jake came home, he was really upset.
could / buy him / new fish.
..... .



5 Although I felt terrible about it, I didn't apologise.
I wish / say sorry / when / Jake / arrived home.
..... .



6 Every time I look at the fish tank, I'm reminded of what I did.
should / not be / so stupid!
..... .

Pronunciation: silent letters

5 **Read the sentences. How do you pronounce the underlined words?**

1 I'm reading a book about monkeys by an animal psychologist.
2 I doubt it'll rain today – just look at that blue sky!
3 A bomb exploded on that beach during World War II.
4 Half of the students in our class joined the campaign.
5 You need a good knowledge of maths if you want to be a scientist.
6 The number of foreign visitors to the island has increased.
7 Would you like to visit the castle?



6 7.2 **Listen and check. Practise saying the sentences.**

Writing: a story

7 **Read Lucy's story and answer the questions.**

a What event did Lucy organise?
b Who helped her?
c What mistakes did she make?

A big barbecue disaster!



Last Saturday morning, my friend Sonia came round to my house. It was such a lovely day that we sat outside in the garden. (**1**)..... chatting for a while, we had a great idea – we could have a barbecue in the garden! I went inside to ask my mum if it was all right (**2**)..... phoning my friends to invite them round. Quite a lot of them weren't in, so we left messages on their voice mail. In the afternoon, we went shopping for burgers, chicken, drinks and snacks. (**3**)..... checking for messages on our mobiles, we made a list of everyone who was coming to the party. My dad helped us get ready (**4**)..... setting up some lighting and music outside. When the guests arrived, Dad started cooking the burgers. When they were ready, we realised we didn't have any bread rolls to put them in! I shouldn't have gone shopping (**5**)..... first making a list! But that wasn't the only mistake I made. Halfway through the party, Sonia told me that we'd forgotten to invite her cousin Chris. I should have written the guest list (**6**)..... making any calls!

8 **Complete Lucy's story with the prepositions *after, before, by* or *without*.**

9 **Rewrite the pairs of sentences as one sentence. Use the prepositions in brackets.**

1 We sat in the garden chatting. Then we phoned our friends. (before)
Before .....
2 We phoned lots of people. We didn't make a guest list first. (without)
We .....
3 We went shopping. We didn't make a shopping list. (before)
We .....
4 We checked our phone messages. Then we made a list of who was coming. (after)
After .....
5 Dad helped us. He did the barbecue. (by)
Dad .....
6 He cooked the meat. Then he realised we hadn't bought any bread rolls. (after)
After .....

10 **Think about a time when you made a mistake. Choose one of the situations (a–d) below or use your own ideas.**

a You forgot to do something important.
b You got a new phone / TV / computer but didn't read the instructions.
c You got up late and missed an important event or appointment.
d You spent all your money.

11 **Make notes about your story.**

- *When did it happen?*
.....
- *Who and what was involved?*
.....
.....
- *What mistake did you make?*
.....
.....
- *What happened as a result?*
.....
.....

12 **Now write your story. Remember to include some of the prepositions in Exercise 8. Use Lucy's story to help you.**

7D Test your skills

Reading

1 Read the How to… box. Put the steps (a–d) in the correct order to complete the useful strategies.

HOW TO ...

understand the organisation of a text
Complete the gaps in a text with given sentences. There is often one extra sentence.

..... **a** Match each additional sentence with a gap in the text, based on the content.

..... **b** Read the text quickly before you look at the additional sentences.

..... **c** Check that the grammar fits logically with the additional sentence you matched.

..... **d** Read the sentences before and after each gap carefully.

Important! Make sure the sentence you don't use doesn't fit any of the gaps.

2 Check your answers to Exercise 1 at the bottom of the page. Now use the strategy to do this activity.

Match the sentences (a–e) with the gaps (1–4). There is one extra sentence.

Dear Karen,

I'm really sorry you weren't invited to the barbecue yesterday. (**1**)..... We weren't very well organised and did a few silly things. I even forgot to get bread rolls for the burgers! (**2**)..... You would've enjoyed it, if you'd been there. (**3**)..... Mum says I can invite two or three friends round this evening to help us finish it. Would you like to come? (**4**)..... If the weather stays nice, we'll probably do another barbecue.

Lucy

PS I've sent you a text message as well.

a I wanted to ask you, but I forgot to phone you.
b We can go there together.
c But in the end, it was still quite a good party.
d However, we've got lots of food left.
e Sonia and her brother, Ian, will be there too.

Listening

3 Read the How to… box. Write one word in each gap (1–4) to complete the useful strategies.

HOW TO ...

identify the main idea
Listen to different speakers and match statements with the speakers. There is often one extra statement.

- Read the task instruction and the statements. Identify the (**1**) m..... topic.
- Underline the key words in the statements so that you can (**2**) i..... different aspects of the main topic.
- The first time you listen, choose the correct (**3**) a.....
- The second time, (**4**) c..... your answers.

Important! Remember that different words can be used to express the same ideas.

4 Check your answers to Exercise 3 at the bottom of the page. Now use the strategy to do these activities.

1 *7.3* **You will hear three speakers. Match the speakers (1–3) with the statements (a–d). There is one extra statement.**

This speaker:

a uses the computer at work. .....
b remembers what the first computers were like. .....
c has a practical knowledge of computers. .....
d was introduced to computers at a young age. .....

2 *7.4* **You will hear three speakers. Match the speakers (1–3) with the statements (a–d). There is one extra statement.**

This speaker:

a visited a large lake in Florida. .....
b saw alligators on holiday in Florida. .....
c went to Disney World. .....
d used to visit family in Florida. .....



Answer to Exercise 1 1b 2d 3a 4c

Answers to Exercise 3 1 main 2 identify 3 answer 4 check

7 Writing Insights

A for and against essay

1 Read the first paragraph of the essay and complete the title.

Some education systems allow ..... **What are arguments for and against? What is your opinion?**

[1]Using technology in education is very common nowadays and many schools and colleges have computers and projectors in the classrooms. However, there is a lot of discussion on the topic of using mobile phone technology for learning. Some people argue that mobile phones are excellent tools for education, while others believe that phones are very distracting and prevent learning. This essay will explore both sides of the argument.

[2]On the one hand, people in favour of using mobile phones say that the phones are like mini-computers. They are very powerful tools and students can do many things with them, such as record presentations or do research. Furthermore, they say students should have learned how to concentrate and focus on learning by the time they are at high school.

[3]On the other hand, some people feel students may get distracted as their phones contain so much personal data. Students could find it difficult to concentrate, because they can look at photos, messages, videos and apps. Also, it is impossible for one teacher to control how twenty students use their phones. For example, students at the back of the class could be looking at something different from the lesson material.

[4]In conclusion, I believe the benefits of using phones in class are greater than the drawbacks. Many students in my grade would have loved to use mobile phones for learning from Grade 9 onwards. Teachers and students can make rules in order to control the use of the phones in lessons to make sure the phones help learning.

2 Read the essay and complete the sentences below.

1 Overall, the writer thinks …

.....

2 I agree/don't agree because …

.....

3 Complete the Writing Skill information with words from the box. Then check your answers with Student Book p99.

examples	against	paragraphs	for
organise	conclusion	topic	opinion

WRITING SKILL

Presenting main points and supporting arguments

When writing an argumentative essay, it is important to ..... your ideas for or against into different ..... In these paragraphs, present your arguments, then support them with one or more ..... Follow the format below:

Paragraph 1: Statement of ..... (No .....)

Paragraph 2: Arguments ..... the topic. Examples.

Paragraph 3: Arguments ..... the topic. Examples.

Paragraph 4: ..... and your opinion.



4 Read the essay again and <u>underline</u> where the writer:

- states the topic.
- gives an example for the topic.
- gives an example against the topic.
- states their opinion.

5 Add the notes from the box to the plan for paragraphs 2 and 3 of a different for and against essay. Leave the other sections blank.

learn a lot from travel	environmental issues
not spending money at home	food
your own country's economy	amount of fuel
languages and culture	

Title: *Air travel can be very cheap nowadays and many people can afford frequent trips to different countries. What are arguments for and against doing this? What is your opinion?*

Paragraph 1:

Paragraph 2:
Argument — Example

Paragraph 3:
Argument — Example

Paragraph 4:

6 **Review the essay in Exercise 1 and complete the Writing Mechanics box with signpost phrases from the topic sentences in paragraphs 2, 3 and 4. Then check your answers with Student Book p100.**

WRITING MECHANICS

Useful signposts in topic sentences

Include a signpost phrase in the topic sentence so the reader knows what to expect.

.....

.....

.....

.....



7 **Study the example sentences in the Writing Mechanics box. Complete the explanations about why we use the different grammar structures. Then check your answers with Student Book p100.**

WRITING MECHANICS

Stating purpose and reason

We use connectors of **purpose** to say .....
.....

- *in order to* + infinitive

Animals should not suffer in order to achieve this.

- *so that* + verb

Many drugs were invented so that they could save lives.

We use **reason clauses** to give .....
..... They are very similar to purpose clauses.

- *because* + clause

We use *because* when the reason is the .....
.....

The clause usually comes after the main clause to give it more emphasis. There is no comma before *because*.

… an animal experiment may not give accurate results because their bodies are different.

- *as/since* + clause

We use *as* or *since* when the reason is .....
..... These clauses often come at the beginning of the sentence. However, they are sometimes written after the main clause and after a comma.

As/Since animals' bodies are not the same as our own, an experiment on animals gives us the wrong result.

An animal experiment can give the wrong result, since/as their bodies are different.



8 **Find examples of sentences stating purpose and reason in the essay in Exercise 1.**

9 **Review the essay title and notes in Exercise 5. Make notes on how to state the topic. Add more ideas for and against, and include examples. Add your overall opinion.**

10 **Now write your essay. Include vocabulary and grammar from Unit 7 and write at least 200 words.**

PLAN

.....

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11 **Read your essay and tick (✓) the checklist. Have you:**

- ☐ introduced the topic clearly?
- ☐ given examples for the argument in the second paragraph?
- ☐ given examples against the argument in the third paragraph?
- ☐ stated purpose and reason?
- ☐ included a topic sentence for each paragraph?
- ☐ used the grammar *could/should have done*?

Now prepare a final draft of your for and against essay.

OPTIONAL

Give your final draft of your for and against essay to your teacher to read. Which side does your teacher agree with?

Word lists

Student's Book Unit 7	
application *n* p.89	a way in which something can be used
aquarium *n* p.97	a building where the public can go to look at fish and other creatures kept in glass tanks
astronomer *n* p.93	a person who studies space
bacteria *n* p.91	a type of small organism that can cause disease
breakthrough *n* p.90	an important discovery
character *n* p.89	a letter, number or mark used in writing
chemistry *n* p.91	the study of substances
chromosome *n* p.89	a structure found in all living cells
code *n* p.90	a system of words, letters or signs to give a message
computer engineering *n* p.92	using computers to engineer/manufacture things
creator *n* p.89	a person who has invented something
data *n* p.89	information
database *n* p.97	a large amount of data stored on a computer
decipher *v* p.90	to decode
decode *v* p.90	to discover the meaning of information
development *n* p.89	the way something grows or changes
discover *v* p.90	to find information for the first time
DNA *n* p.89	a person's genetic information
electrical engineer *n* p.91	a person whose job it is to understand systems that power machines
enable *v* p.90	to make something possible
experiment *n* p.89	a test to make something happen
gene *n* p.89	part of a cell that controls the physical development of a plant or animal
genome *n* p.97	genetic material of a living thing
helpdesk *n* p.95	a number you call to help customers who have a problem with a product or service
hieroglyph *n* p.89	a symbol representing words, as found in Ancient Egyptian artefacts
hypertext *n* p.89	a way of linking pages on the internet or documents
identity *v* p.90	who a person is
innovation *n* p.89	a new method or idea
invention *n* p.89	something that has not been made before
inventor *n* p.89	a person who has ideas and makes things that haven't been made before
IT *n* p.95	Information Technology
knowledge *n* p.89	information about a subject
laboratory *n* p.89	a place where scientists do experiments
linguist *n* p.90	a person who has a good knowledge of languages
log in *v* p.89	to gain access to a computer by entering a password
microscope *n* p.97	a device used by scientists that enables them to look larger at a very small object
mould *n* p.91	a green or grey substance that grows on things when they are left in warm, wet air
mouse *n* p.89	a device that lets you move across a computer screen
nuclear research *n* p.92	the study of nuclear power
online course *n* p.92	the study of a subject through a website
password *n* p.89	the characters you type onto a screen to gain access to a computer, website, document, etc.
patent *n* p.89	the legal right to make or sell an invention
penicillin *n* p.91	a type of antibiotic
phonetic symbol *n* p.90	a sign to represent different sounds in speech
physics *n* p.91	the study of matter and energy
research *n* p.89	a study of a subject to get new information
result *n* p.89	information you get from research
revolutionise *v* p.89	to change something for the better
sequence *v* p.97	to discover the order of genomes in a person
set up *v* p.89	to start a new business
site (website) *n* p.95	a set of pages on the internet giving you information
surfing *n* p.89	spending time looking at websites
symbol *n* p.89	a shape that represents something
system *n* p.89	a set of devices that work together
test *v* p.89	to examine
theory *n* p.89	ideas that explain a fact
web browser *n* p.89	a computer program that enables you to look at the internet
web editor *n* p.92	a person whose job is to correct or change information on a website
web server *n* p.89	a computer program that sends information to internet users
x-ray *n* p.90	a photograph of the inside of a person's body

Workbook Unit 7	
astronaut *n* p.77	a scientist who goes into space
astronomy *n* p.77	the study of space
complicated *adj* p.76	difficult
device *n* p.74	a machine with a purpose
drug *n* p.74	medicine
efficiency *n* p.76	how well something works
Egyptology *n* p.77	the study of Ancient Egypt
engineering *n* p.77	the work of an engineer
equipment *n* p.74	the objects you need to perform a task
expertise *n* p.77	a high level of knowledge
forensic science *n* p.74	scientific methods used to solve crimes
geology *n* p.77	the study of the earth
instrument *n* p.74	a tool
keyboard *n* p.77	you use this to write on a computer
mechanical *adj* p.74	operated by a machine
medicine *n* p.74	the study of treating illness
nuclear energy *n* p.75	a type of energy made to make electricity
orbit *v* p.77	to move in a path in space around a planet or star
printing *n* p.75	producing writing or images on paper with a machine
program *n* p.77	instructions put into a computer to operate it
psychologist *n* p.79	a person who studies the human mind
radar imaging *n* p.77	the use of radio wavelengths to take pictures of landscapes, usually the ground
rocket *n* p.77	a vehicle that travels into space
satellite photography *n* p.77	photos taken of the Earth from a satellite in space
scientist *n* p.74	a person whose job it is to study science
simplicity *n* p.76	something that is easy to understand
technology *n* p.77	the knowledge of scientific discoveries
voice mail *n* p.97	the recording of messages from people who have telephoned

8A Shopping Advertising

Vocabulary: shops and services

1 Match the sentences (1–8) with the shops and places in town (a–h).

a supermarket	**b** bookshop	**c** travel agent's
d florist's	**e** hairdresser's	**f** bank
g library	**h** chemist's	

1 Do you sell textbooks about marketing? ☐

2 Your prescription will be ready this afternoon, Mrs Jones. ☐

3 I'd like it really short at the front and long at the back, please. ☐

4 We've got some special deals on package holidays to Mallorca. ☐

5 All the baking ingredients are on the shelf next to the cakes. ☐

6 These books were due back last month. I'm afraid you'll have to pay a fine. ☐

7 Would you like to send a message with the flowers? ☐

8 I'd like to put £150 into my savings account, please. ☐

2 Circle the odd word out and write the name of the shop. Choose from the words in the box. There is one extra word.

baker's	butcher's	chemist's	greengrocer's	
newsagent's	post office	shoe shop		

1 boots sandals trainers sweets
.....

2 steak lamb rice chicken
.....

3 stamps jam envelopes glue
.....

4 a loaf rolls croissants shampoo
.....

5 socks potatoes lettuce mushrooms
.....

6 toothpaste magazines newspapers greetings cards
.....

3 Complete the sentences with the names of the places in Exercises 1 and 2.

1 If you're going to the ..... later on, could you get me a copy of *The Daily News*?

2 Look at those fresh strawberries outside the ..... . Shall we buy some?

3 Go and get a trolley and I'll meet you inside the ..... , next to the fruit section.

4 Tania fell over and cut her knee quite badly. Can you go to the ..... and get some antiseptic cream?

5 I've got an appointment at the ..... tomorrow morning. I'm going to have it a bit shorter this time.

6 I have to pick the tickets up from the ..... before we leave for the airport.

7 When you go to the ..... , can you ask him to chop the meat for me? I want to make a stew.

Working with words: reporting verbs

4 Circle the correct option.

1 My sister *told / said* that she would help me with my homework.

2 The judges finally *announced / reported* that Adel was the winner.

3 The advertisement *asked / claimed* that the product could make people look younger.

4 My brother *denied / promised* that he had damaged my bike.

5 The newspaper *confirmed / thought* that the new supermarket would open on 3rd November.

6 The bank manager *suggested / told* us that we couldn't borrow any more money.

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

admit	ask	say	suggest	tell

1 Fadi ..... that he was late because he had missed the train.

2 The teacher ..... us that we had all passed the exam.

3 After being stopped by the traffic police, the driver ..... that the accident was his fault.

4 Joanne ..... me if I would look after her cat while she was on holiday.

5 Tim ..... that we buy our teacher a watch as a leaving present.

Grammar: reported statements

See Student's Book, Page 103 and GPS, Page 131

6 Circle the correct option.

1 'Can I help you?'
The shop assistant asked if she *can / could* help us.

2 'This game won't work in my machine.'
The customer explained that the game *wouldn't / isn't going to* work in her machine.

3 'Andrew has bought a new computer.'
Isabel told me that Andrew *bought / had bought* a new computer.

4 'We're going to the shopping mall.'
Rachel said that they *went / were going to* the shopping mall.

5 'I'm working on a big advertising project.'
Dalia told us she *had been working / was working* on a big advertising project.

6 'The film starts at seven o'clock.'
Gary confirmed that the film *started / will start* at seven o'clock.

7 Read the statements. What did the people actually say? Write their comments.

1 The designer claimed that each of his dresses was unique.

.....

2 The pharmacist told me that they had run out of sun cream.

.....

3 The hairdresser asked me if I wanted my hair to be much shorter.

.....

4 The teacher announced that there was going to be an exam in May.

.....

5 The journalist reported that hundreds of people had been arriving at the refugee camp.

.....

6 The man in the pet shop said that parrots made really good pets.

.....



8 Read the blog then complete the sentences (1–7). Report what the people said. Change pronouns where necessary.

Hi. I have to write about advertising for college. Can anyone tell me what makes a good TV advert?
Danielle

I think a good advert has to be funny.
BloggerBoy

A really catchy tune is essential.
Jeremy

Ford made a great advert in 2009 where they used car parts as musical instruments.
Helena

I know which advert Helena is talking about. It was really clever.
Pixie

Has anyone ever seen a good advert for cleaning products? They're usually really boring!
Jon

Cleaning is boring! But I'm sure that someone will make a cool advert for cleaning products one day!
Alice

1 Danielle asked

.....

.....

2 BloggerBoy thought

.....

.....

3 Jeremy said

.....

.....

4 Helena said

.....

.....

5 Pixie said that

.....

.....

6 Jon asked

.....

.....

7 Alice said that ..... , but she .....

.....

Reading

1 Read the article and choose the best two photographs (a, b or c) to illustrate the text.







Shoppers' paradise

Dubai is one of the seven states which form the United Arab Emirates. In recent years, it has become a top tourist destination. Its exotic beaches, stylish hotels and first-class services attract people from all over the world. But these days, Dubai is probably best known for its shopping. It has some of the biggest shopping malls in the world. It also has traditional bazaars, called souqs, which sell everything from food and spices to silk and gold. But what does Dubai have to offer its younger visitors? We asked two British teenagers to tell us about their experiences.

'I went on holiday to Dubai with my family. At first, we spent a lot of time on the beach and going sightseeing. We saw some really impressive buildings and even went on a camel ride, but it was just too hot! In the end, we decided to escape the heat and go to one of the big, air-conditioned malls. There were at least 300 stores inside, as well as coffee shops, restaurants, and entertainment centres. The shops were very stylish, but after a couple of hours my younger brother said that he was fed up with looking round the shops, so I took him to an entertainment centre which had flying spaceships, a soft play area, and arts and crafts. There were things for teenagers too. There was a 3D cinema, indoor roller-blading, and live performances. I went back there the next day with my dad and we had a brilliant time! I wish we had malls like that back in England!'
Kevin, Sheffield

'I loved the long, sandy beaches and sparkling, clear blue water. I could have stayed on the beach all day, but my parents wanted to look round the city. Although I didn't really want to go at first, I'm glad that I did! The city of Dubai is a really fascinating place. There is an amazing mix of buildings and huge, modern structures including the tallest building in the world! There are squares with enormous fountains, beautiful mosques, and glitzy hotels and office blocks – even the shopping malls are great to look at. We went to one mall, called Ibn Battuta Mall, which is built in six different styles: Andalusian, Iranian, Egyptian, Tunisian, Indian and Chinese. However, the best places for shopping, for me, were the souqs. They were colourful and lively, and the delicious smells of incense and spices filled the air.'
Kayla, Aberdeen

2 Read the article again and answer the questions. Choose the correct answer (a, b or c).

1 What is modern Dubai most famous for?
- **a** its beaches and hotels
- **b** its shops and bazaars
- **c** its buildings and monuments

2 What did Kevin say about sightseeing in Dubai?
- **a** He had found it quite boring.
- **b** He had enjoyed seeing the sites.
- **c** He had not enjoyed the camel ride.

3 Why did Kevin's family decide to go to the shopping mall?
- **a** Because they wanted to go somewhere cooler.
- **b** Because they wanted to do some shopping.
- **c** Because Kevin's brother wanted to go to a children's play area.

4 Why did Kevin go back to the mall the next day?
- **a** To do some more shopping.
- **b** To help his dad choose some clothes.
- **c** To spend time in the entertainment centre.

5 How did Kayla feel when her parents suggested that they visit the city?
- **a** She would have preferred to stay on the beach.
- **b** She was annoyed with them.
- **c** She was happy to go with them.

6 What did Kayla enjoy most about the city?
- **a** the shopping malls
- **b** the architecture
- **c** the people

7 What was Kayla's opinion of the souqs?
- **a** She thought they were too crowded and noisy.
- **b** She thought they weren't as good as the malls.
- **c** She enjoyed the atmosphere.

Listening

Study and Exam Skills – practise listening for the key words and check your answers in Exercise 3.

3 *8.1* **Listen to Sara and Emma talking about money and shopping. Tick (✓) the items they mention.**

car ☐ CDs ☐ clothes ☐
dresses ☐ driving lessons ☐ food ☐
mobile phone ☐ notebooks ☐
pens ☐ shoes ☐ wedding dress ☐

4 Circle the correct option.

1 Sara said she would probably *save / spend* most of her wages.
2 She said that she earned *a little / a lot of* money.
3 Sara *fills shelves / serves customers* at the supermarket.
4 Emma *has already saved up / needs to save up* for driving lessons.
5 Emma's mum is going to help *pay for / design* a new dress.
6 Emma is going to *buy / try* on some dresses this Saturday.

5 Complete the sentences with information from the dialogue. Write one or two words in each space.

1 Emma said that Sara should put her money in her ..... .
2 Sara was planning to spend her wages on a ..... .
3 Sara said she would find out if there were any at ..... the supermarket.
4 Sara has arranged to go shopping with Emma after ..... .
5 Emma said she couldn't a ..... a new dress without extra money from her mum.
6 Sara said that Emma's mum had great ..... in clothes.



Grammar: reported questions

See Student's Book, Page 105 and GPS, Page 131

6 Write direct questions.

1 Emma asked Sara what she was going to do with her wages.
.....
2 Emma asked Sara if she was going to put some money in her bank account.
.....
3 Emma asked Sara if she wanted to go shopping on Saturday.
.....
4 Sara asked Emma if she had to buy the dress herself.
.....
5 She asked if Emma had invited her mum to come with them.
.....
6 Emma asked Sara where they should meet.
.....

7 Report the questions.

1 Emma: 'Where do you work, Sara?'
.....
2 Holly: 'Kate, have you ever used a credit card?'
.....
3 Mike: 'Sam, where did you get your new trainers from?'
.....
4 Kim: 'David, what are you going to buy with your birthday money?'
.....
5 Teacher: 'Did they do their homework?'
.....

Vocabulary: money

8 Complete the sentences with the words in the box.

budget	coins	debit card
pocket money	savings	wages

1 Young people in unskilled jobs often earn low ..... .
2 You can't get ..... out of a cash machine – only notes.
3 When my grandfather retired, he spent his life's ..... on a new house and a world cruise.
4 I've never learned to ..... properly, so I'm always running out of money.
5 When I use my ..... , the money comes straight out of my bank account.
6 I used to get quite a lot of ..... when I was a child.

8C Returning things to shops

Useful expressions

1 Put the words in the correct order to form useful expressions.

1 I / you / help / can / ?

.....

2 return / to / these / I'd / jeans / like

.....

3 them / wrong / there / with / is / something / ?

.....

4 the / you / receipt / have / got / ?

.....

5 refunds / we / usually / afraid / don't / give / I'm

.....

6 note / would / a / like / you / credit / ?

.....

7 it / get / possible / be / to / would / money / back / my / ?

.....

2 Complete the dialogue with the correct responses (a–f).

Assistant: Can I help you?
Customer: (**1**).....
Assistant: Is there something wrong with them?
Customer: (**2**).....
Assistant: Have you got the receipt?
Customer: (**3**).....
Assistant: OK. Would you like to exchange them for something else?
Customer: (**4**).....
Assistant: Really? Have you seen our new selection of DVDs?
Customer: I haven't got time to look right now. (**5**).....
Assistant: Sorry. I'm afraid we don't usually give refunds. Would you like a credit note?
Customer: (**6**).....
Assistant: Six months, and you can use it any of our branches.

a Would it be possible to get my money back, please?
b Yes. Here it is.
c I'm not sure. How long is it valid for?
d No, thank you. I can't see anything I like.
e I'd like to return these earphones.
f Yes, they're faulty.

3 Read the dialogues and decide what each item is. Write one word in each gap (1–5).

ice cream	DVD	book	shirt	lettuce



1

Assistant: Can I help you?
Customer: Yes. I'd like to return this bag of (**1**)..... .
Assistant: Is it past its sell-by date?
Customer: No, it isn't. It should be all right for another three days, but the leaves have already gone brown and horrible!

2

Customer: I bought this (**2**)..... yesterday but I'm not happy with it.
Assistant: Is there something wrong with it?
Customer: Yes, there is. The buttons have come off and there's a hole in the pocket.

3

Customer: The label on this box of (**3**)..... says it's chocolate, but in fact it's coffee.
Assistant: OK. Would you like to go to the freezer section and exchange it for another one?

4

Customer: I bought this (**4**)..... from you the other day, but I can't watch it. It says it's in English on the case, but it's only in French! Would it be possible to get my money back?
Assistant: I'm sorry, but we don't usually give refunds. Would you like a credit note?

5

Customer: I'd like to return this (**5**)..... .
Assistant: Why? Is there something wrong with it?
Customer: Yes, there is. It's impossible to read! Half of the pages are missing and pages 81–90 are in the wrong order.

4 Write one word in each space to complete the dialogue.

Assistant: Can I help you?

Chloe: Yes. I'd like to (**1**)..... this jacket.

Assistant: Why? Is there something (**2**)..... with it?

Chloe: No, not exactly. It was a birthday present, but I've already got one just like it.

Assistant: Oh. I see. Would you like to (**3**)..... it for something else?

Chloe: No, sorry. I can't see anything I like. Would (**4**)..... be possible to get my money (**5**)..... ?

Assistant: I'm (**6**)..... we don't usually give (**7**)..... on clothes unless they are faulty. Would you like a credit (**8**)..... ? It's valid for six months.

Chloe: Yes. OK.

Assistant: Great. Now, have you got your (**9**)..... ?

Chloe: Yes, I think so. It should be in my wallet.

Pronunciation: syllable stress

5 8.2 **Read the sentences and <u>underline</u> the stress in the words in italics. Then listen and check your answers.**

1 To *advertise* the new job, they put an *advertisement* in the job centre.

2 People who study *Egyptology* are interested in *Egyptian* artefacts.

3 We wanted a *qualified* scientist, but his only *qualification* was a degree in history!

4 A: Are you interested in *engineering*?
B: Yes, I'd like to be an *engineer* one day.

5 I asked if they would *refund* my money, but they said they didn't give *refunds* on sale items.

6 The scientists are doing some *research* into the effects of computer games on young people. They plan to *research* how computer games affect the brain.

Writing: a formal letter

6 Read Tony's letter and answer the questions.

1 Who is he writing to?
2 What is he complaining about?
3 How many times did he have to complain?
4 What does he want the manager to do?

The Manager
SuperTec Phones
New Town

Dear Sir / Madam,
I am writing to complain about the quality of the service in your shop.

Two weeks ago, I bought a smart phone from you. The shop assistant said that there were clear instructions on how to use it inside the box. (**1**)..... this assurance, when I got home, I saw that the instructions were in Chinese and German, and not in English. So, I went back to the shop and complained to customer services. They said they didn't have any instructions in English, but that I could come back to the shop any time and ask one of your specially-trained sales staff if I had any questions.

(**2**)..... this promise, I agreed to go home and try and work out how to use the phone by myself.

However, after several days I was still struggling with it, so I returned to customer services and asked them to help me. (**3**)..... the promise they had made earlier, there were no specially-trained sales staff available at that time.

The assistant told me somebody would be available within half an hour, if I was prepared to wait. (**4**)..... waiting for over an hour, there was no sign of anyone who could help me. I felt very annoyed and I went home.

A few days later, I went back to the shop and said that (**5**)..... the poor service I had received, I wanted to return the phone and have a refund. (**6**)..... of all the problems I have had, I was told that a refund was not possible, as there was nothing actually wrong with the phone. I am extremely dissatisfied and would like you to resolve this complaint as quickly as possible.

Yours faithfully,
Tony Right

7 Read the letter again and complete it with *because of, despite* or *in spite of.*

8 Think of a product or service you or someone you know has had a problem with. Complete the notes about the problem. Then write a letter of complaint.

- What's wrong with the product / service?
- What happened when you complained the first time?
- What happened after that?
- What do you want the manager to do?

8D Test your skills

Reading

1 Read the How to … box. Put the steps (a–c) in the correct order to complete the useful strategies.

HOW TO ...

identify the writer's purpose
Read a text and choose the correct option.

..... **a** Underline the functional expressions in the text.

..... **b** Read the text and the options quickly.

..... **c** Think about typical expressions that express the functions described in the options. Look for these in the text.

Important! You don't need to understand every word in the text to be able to do the task.

2 Check your answers to Exercise 1 at the bottom of the page. Now use the strategies to do these activities.

1 Read the note and choose the correct option (a–c).

Hi Pete,

I've had a look at the work you've done for our science project and I think you should have done more! How long did you spend on it? It can't have been more than a couple of hours. Susie and I have worked really hard and we've done twice as much as you! You also said you would do the artwork. I really hope you've done it! Please reply to this email ASAP.

Claire

Why has Claire written to Pete?

a to make a suggestion **c** to express regret

b to make a criticism

2 Read the note and choose the correct option (a–c).

Hi Sarah,

I bought a pair of jeans the other day. I tried them on in the shop and they were just fine. Anyway, when I put them on at home, the zip broke! They must have been really badly made. I'm going to take them back tomorrow and ask for a refund. Will you come with me? Please?

Jade

Why has Jade written to Sarah?

a to make a complaint **c** to ask for her help

b to apologise for something

Language response

3 Read the How to … box. Write one word in each gap (1–3) to complete the useful strategies.

HOW TO ...

choose the appropriate linguistic response
Read about a situation and choose the correct option. The options can be questions or statements.

- Make sure you (**1**) u..... what the situation is.
- Think of functional (**2**) e..... that can be used in that situation.
- Check if these or (**3**) s..... expressions are given in the options.

Important! Check the role of the speaker in each situation. For example, if the situation is 'advice', is the speaker *asking for* or *giving* advice?

4 Check your answers to Exercise 3 at the bottom of the page. Now use the strategy to answer these questions.

Read the statements (1–3) and choose the best option (a–c).

1 You phone a friend but she's not in. What do you say to her mother?

a Can I take a message?

b Can you ask her to call me back?

c Can you leave a message, please?

2 You are in a museum shop and have seen some souvenir keyrings you like. What do you say to the assistant?

a Could I have a look at those keyrings, please?

b What do you think of those keyrings?

c Is it all right if I buy a keyring?

3 Your friend asks to borrow your dictionary but you're using it. How do you respond?

a Because I'm using it at the moment.

b I'm sorry. I'm using it at the moment.

c Not at all.

Answer to Exercise 1 1 b 2 c 3 a

Answers to Exercise 3 1 understand 2 expressions 3 similar

A report

1 Read the report of a survey and answer the questions.

1 What is different about young people today compared with the past?
2 Which is the most popular way of paying for young people?
3 How many types of payment card does the survey ask about?
4 What percentage of young people get money from an allowance, gifts and work?
5 What two things does the writer suggest might change in the future? Why?

2 Review the survey report and do the following:

- Complete the Writing Skill information with the stages from the box.
- Check your answers with Student Book p111.

Key data	Overall summary
Title	Survey overview

WRITING SKILL

Writing a report

A report should be clear, and readers should be able to find information easily and quickly. Divide your report into clear sections, for example:

1 ..... **3** .....
2 ..... **4** .....

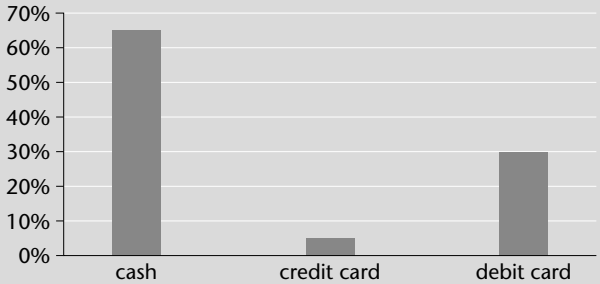
You can also include charts showing the results.

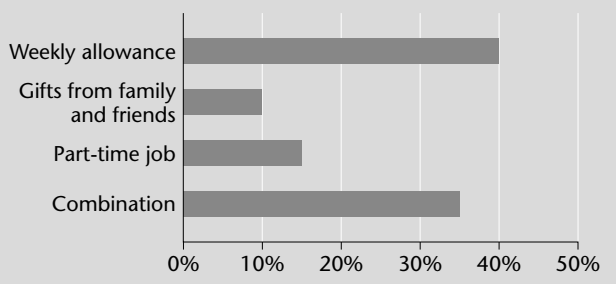


3 Complete the Writing Mechanics box with the example phrases (a–h). Then check your answers with Student Book p112.

a To summarise, most people …
b … almost two-thirds …
c The report describes shopping trends …
d For male teenagers, most money was spent on …
e In conclusion, it is evident that …
f … approximately 40% of the market …
g Most females said that they preferred …
h The recently released survey provides insight into …

Young people and money – a report





Young people are important to a nation's economy. They are the customers of the future and, increasingly, they are important customers of the present. This is because young people today are richer than ever before. A recently released survey reveals key facts about young people and money. The following report describes the main findings.

Banks around the world know that young people are important to their business. The banks offer them debit and credit cards with good benefits. However, it seems young people prefer the old ways. The survey asked how young people preferred to pay. 65% said they preferred cash compared to only 30% who chose the debit card. Fewer than 10% said they preferred to use a credit card.

Young people have more money today than in previous generations and the survey asked where young people got this money from. 40% of young people said their parents gave them a weekly allowance to spend on whatever they liked. Only 10% of young people relied on gifts from family and friends, while slightly more said their money was from a part-time job. Just over a third said their spending money came from a combination of these sources.

To summarise, cash is popular now. However, it will be interesting to see if the survey results remain the same in the future with the increase of technology and the move towards a cash-free society. Also, although most young people rely on their parents now for money, many people predict this will change as young people start to have work experiences at a younger age.

WRITING MECHANICS

Reporting survey results

- Start by saying what the survey is about.

  .....

  .....

- In the second section, report the most important results and include data.

  .....

  .....

- Describe fractions, percentages and proportions in different ways. (Review Unit 2 Writing Insights.)

  .....

  .....

- In the final section, summarise the main findings.

  .....

  .....

4 **Find and underline similar phrases for reporting survey results in the report.**

5 **Choose the correct words for comparing and contrasting in the Writing Mechanics box. Then check your answers with Student Book p112.**

WRITING MECHANICS

Comparing & contrasting

Look for similarities and differences when you describe survey results. Use words and phrases such as *compared to*, *like* and *while*. For example:

Compared to / Although *boys, girls like to spend more money on clothes.*

Despite / Like *younger children, most teenagers said they spent their money on music.*

However, / Although *markets are not as popular as in the past, they are still part of our culture.*

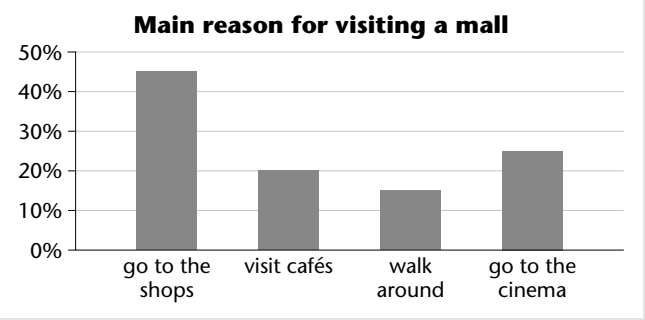
Despite / Compared to *more people having credit cards nowadays, shops still prefer to accept cash.*

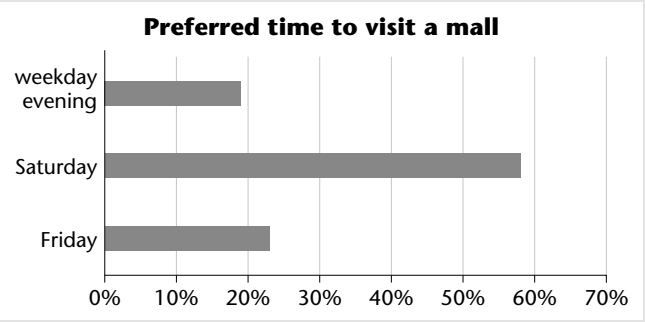
Young people said they use social media every day. ***However, / Like*** *most older people interviewed said they use it once a week.*

Eating fast food was popular with most young people ***compared to / while*** *only 56% of older participants said they enjoyed it.*

6 **Find and circle phrases for comparing and contrasting in the report.**

7 **In a survey for the magazine *UK Living*, 1,000 people were asked about their shopping habits. Review the charts and circle the interesting data.**





8 **Use the survey information to write a report. Write at least 200 words.**

PLAN

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

9 **Read your report and tick (✓) the checklist. Have you:**

- ☐ included clear sections in your report?
- ☐ supported your description with data?
- ☐ reported, compared and contrasted information?

Now prepare a final draft of your report.

OPTIONAL

Give your final draft of your report to your teacher to read. Does your teacher think your report presents the information clearly?

8 Word lists

Student's Book Unit 8	
advert *n* p.102	a picture/piece of information that tries to persuade you to buy something
bank account *n* p.101	a place where you keep your money
blackcurrant *n* p.102	a small, round, dark fruit which grows on a bush
brand *n* p.102	a type of product made by a particular company
broken *adj* p.101	separated into parts on purpose or accidentally
budget *n* p.101	the amount of money you can afford to spend on something
cash *n* p.101	money in coins or notes
cash machine *n* p.101	how you get money out of your bank account
coin *n* p.101	a small piece of metal that has monetary value
consumer *n* p.108	a person who buys things
credit note *n* p.106	a piece of paper that says you can spend up to a certain value in a shop, received instead of a refund
debit card *n* p.101	a bank card that you can make payments with
e-shopping *n* p.108	shopping online
euro *n* p.104	the currency in most European countries
exchange *v* p.106	to take an item back to a shop and get another one for the same value
faulty *adj* p.101	doesn't work properly
florist's *n* p.101	a shop that sells flowers
format *n* p.101	an arrangement
goods *n* p.106	items you can buy
guarantee *n* p.103	a written promise to replace an item if it's faulty within a certain number of years from purchase
life-long *adj* p.103	lasting forever
loose change *n* p.104	a number of coins
manufacturer *n* p.102	the company that makes a product
note *n* p.101	a piece of paper with monetary value
payment method *n* p.109	a way of paying for things
pocket money *n* p.101	the money a parent gives to a child regularly
purchase *n* p.108	something you buy
receipt *n* p.106	a piece of paper that proves you bought something
reference number *n* p.109	a number a company gives you so that they can find your details
refund *n* p.106	money returned to you when you return goods to a shop
refund *v* p.107	to issue money to a customer when they return goods to a shop
return *v* p.106	to give something back
save *v* p.104	to not spend your money
savings *n* p.101	the money you don't spend
sell-by date *n* p.101	the final date food can be sold by a company
size *n* p.101	how large or small something is
unique *adj* p.103	only one of its kind
virtual *adj* p.108	can be done or seen on a computer
vitamin C *n* p.102	a vitamin important for the body
wages *n* p.101	the money you earn from a job

Workbook Unit 8	
advertisement *n* p.85	information that tries to persuade you to buy something
advertising *n* p.84	the business of persuading people to buy or use a product
air-conditioned *adj* p.86	a system for keeping the room cold
antiseptic cream *n* p.84	a cream you put on your skin for an injury
bakery *n* p.89	a shop that makes and sells bread and cakes
bazaar *n* p.86	an area of small shops in West and South Asia
blonde *adj* p.84	pale yellow hair
boots *n* p.84	type of shoe that also covers the ankle
borrow *v* p.84	to receive something from someone with the intention of giving it back
branch *n* p.88	a shop which forms part of a series of shops
casserole *n* p.84	meat or vegetables and liquid cooked slowly
catchy *adj* p.85	that people remember
check-out *n* p.89	where you pay for your goods in a shop
chop *v* p.84	to cut into pieces
croissant *n* p.84	a type of French pastry
deal *n* p.84	an offer
department *n* p.89	a part of a business, e.g. customer service
envelope *n* p.84	you put a letter or card inside it
facilities *n* p.89	the services a company provides
fine *n* p.84	the money you pay at a library when you return the books late
glue *n* p.84	a substance that sticks two things together
greeting cards *n* p.84	cards you send to give someone a message
jam *n* p.84	a sticky substance made from sugar and fruit you often put on bread
jingle *n* p.85	music used in radio and TV advertising
lamb *n* p.84	a type of meat from a young sheep
lettuce *n* p.84	a green vegetable you have in salad
loaf *n* p.84	the shape of a bread after it's been baked
mushroom *n* p.84	a type of brown or white fungus you can eat
package holiday *n* p.84	a holiday where a company arranges flights and accommodation
parrot *n* p.85	a type of colourful bird
pet *n* p.85	an animal you keep in the home
pharmacist *n* p.85	a person whose job it is to give out drugs in a shop or hospital
plant *n* p.84	a living thing that grows in the earth and has a stem, leaves and roots
potato *n* p.84	a brown oval vegetable that grows in the ground
prescription *n* p.84	a piece of paper a doctor gives with details of drugs you need
rice *n* p.84	the small white seeds of a grass that you eat
roll *n* p.84	a small round bread
sandals *n* p.84	shoes you wear in summer that show your toes
shampoo *n* p.84	a substance you use to wash your hair
shop assistant *n* p.89	a person who works in a shop
sock *n* p.84	a piece of material that covers your foot
souq *n* p.86	a bazaar in Dubai
spice *n* p.86	a substance made from a plant that gives food flavour
stamp *n* p.84	you put it on an envelope to show the cost of sending the envelope has been paid
steak *n* p.84	a piece of meat from a cow
strawberry *n* p.84	a red fruit that grows on a plant
sun cream *n* p.85	a liquid you put on your skin to stop it burning in the sun
sweet *n* p.84	a small food/snack made of sugar
textbook *n* p.84	a coursebook
toothpaste *n* p.84	liquid you use to clean your teeth
trainers (shoes) *n* p.84	shoes you use to play sport
trolley *n* p.84	you push your goods around a shop in this
tune *n* p.85	a piece of music
wallet *n* p.89	a man puts his money in this

U7 and 8 Review

Grammar review: *wish* + past simple / past perfect

1 Circle the correct option.

1 My feet hurt! I wish I *bought / 'd bought* those trainers yesterday.
2 Dina just phoned to say she won't be home for dinner. I wish I *didn't cook / hadn't cooked* so much food.
3 My printer isn't working. I wish this shop *sold / had sold* printer ink.
4 I didn't know it was your birthday. I wish I *brought / 'd brought* you some flowers.
5 I want to talk to Sally. I wish she *was / had been* here now.
6 I need to go shopping. I wish you *didn't take / hadn't taken* the car.

1 mark per item: ..... / 6 marks

Third conditional

2 Complete the sentences with the third conditional form of the verbs in brackets.

1 If I ..... (save) more money, I ..... (buy) a new computer.
2 If I ..... (go) to bed earlier, I ..... (not feel) so tired this morning.
3 Sam failed his exams again. ..... he ..... (pass) his exams if he ..... (study) harder?
4 If we ..... (leave) earlier, we ..... (not miss) the bus.
5 If I ..... (not have) so much homework, I ..... (come) shopping with you.

2 marks per item: ..... / 10 marks

3 Write third conditional sentences.

1 I didn't know it was so cold outside. I didn't wear a coat.
If .....
.....

2 He forgot to take his phone. He didn't call you.
If .....
.....

3 We stopped to talk to our friends. We were late for the meeting.
If .....
.....

4 She didn't put sun cream on. She got sunburnt.
If .....
.....

2 marks per item: ..... / 8 marks

Could / should have done

4 Complete the sentences with *could* / *couldn't have* or *should* / *shouldn't have* and the correct form of the verbs in brackets.

1 Oh no! You ..... (tell) her about the party – it was going to be a surprise.
2 My parents gave me some money for my laptop. It was expensive and I ..... (afford) it without their help.
3 If she had run a bit faster, she ..... (win) the race.
4 No, I'm sorry I can't lend you my tennis racquet for the match. You ..... (bring) your own.
5 They ..... (get up) so early this morning. They'll be too tired to watch the film tonight.

2 marks per item: ..... / 10 marks

Reported speech

5 Report what the speaker said. Use the reporting verbs in brackets.

1 My aunt: 'I'll phone you later.' (promise)
My aunt .....
2 Khadija: 'I didn't go to school because I was ill.' (explain)
Khadija .....
3 Paul: 'I've eaten all the cake.' (admit)
Paul .....
4 Teacher: 'The school is going to close at half past two.' (announce)
The teacher .....
5 Assistant: 'This cream is the best sun cream on the market.' (claim)
The assistant .....
6 Weatherman: 'It's going to be hot and sunny.' (say)
The weatherman .....
7 Mum: 'Have you had anything to eat yet?' (ask)
Mum .....
8 Joe: 'I don't want to go to the shops today, Dad. (tell)
Joe .....

2 mark per item: ..... / 16 marks

Total marks: ..... / 50

Vocabulary: innovation and the internet

6 Circle the correct option.

1 Internet Explorer is the name of a *web browser / server*.
2 Inventors should *login / patent* their inventions to stop other people from copying them.
3 We hope that there will soon be an important *breakthrough / treatment* in cancer research.
4 Isaac Newton made an important *scientific / scientist* discovery.
5 My sister hopes to study *chemical / chemistry* engineering at university.

1 mark per item: ..... / 5 marks

7 Complete the sentences with words to do with science.

1 Albert Einstein's t..... of relativity changed modern physics.
2 There have been many i..... in technology in the last 20 years.
3 Despite ongoing r..... , scientists still haven't discovered a cure for the common cold.
4 The university has a built a new science l..... with the best modern equipment.
5 Scientists often have to do the same e..... many times before they get a result.

1 mark per item: ..... / 5 marks

Shops and services

8 Match the places (1–5) with the things (a–e).

1 baker's	**a** stamps
2 butcher's	**b** meat
3 chemist's	**c** magazines
4 newsagent's	**d** medicines
5 post office	**e** bread

1 mark per item: ..... / 5 marks

Money

9 Complete the dialogue.

A: Do you get any (**1**)..... ..... from your parents?
B: A little! But I earn quite good (**2**)..... from my Saturday job at the supermarket.
A: That's good. Do you (**3**)..... all your money, or do you save some of it?
B: I put all my money in one bank (**4**)..... and I take money out of the (**5**)..... machine when I need it. I don't use my debit (**6**)..... to pay for things either. I always pay in cash.

1 mark per item: ..... / 6 marks

Prefixes and suffixes

10 Add prefixes to the verbs and write them in the correct form.

1 According to legend, the city of Atlantis ..... under the sea. (appear)
2 I've forgotten my key so I can't ..... the door. (lock)
3 You should have ..... the computer when the storm started. (connect)
4 The twins don't like the same things. They ..... (agree) about everything!
5 Let's go to the beach. We can ..... our bags later. (pack)

2 marks per item: ..... / 10 marks

11 Write the correct form of the words in the box.

advertise	comfort	inform	investigate	qualification

1 The rooms in this hotel are really .....
2 There are too many boring ..... on TV.
3 The documentary was very ..... I learnt a lot about black holes.
4 Fatima is studying to be a doctor. She ..... next year.
5 The police ..... has been going on for three months, but with no success.

1 mark per item: ..... / 5 marks

Communicate!

12 Write sentences and questions to complete the dialogue.

Alice: I / like / return / these trainers (**1**).....
Assistant: be / something wrong / them / ? (**2**).....
Alice: yes / be / too small / be / possible / money back / ? (**3**).....
Assistant: afraid / not give / refunds (**4**).....
Alice: Oh.
Assistant: you / like / exchange / something else / ? (**5**).....
Alice: Not really.
Assistant: you like / credit note / ? / valid / six months (**6**).....
Alice: Yes. OK.
Assistant: have / you / receipt / ? (**7**).....

2 marks per item: ..... / 14 marks

Total marks: ..... / 50

Giants of the film industry

How much do you know about the two big movie capitals of the world: Hollywood and Bollywood? Read the text and complete the captions to the photos (c–f).

Hollywood today

After the big studios moved away in the 1990s, the town of Hollywood lost its shine. Even though most of the other industries involved in film-making, such as editing, special effects, *props* and lighting stayed in the town, the area started to become run-down. In recent years, however, there has been a lot of redevelopment. Many old, abandoned buildings have been *converted* into expensive apartments. The old studios and historic theatres have become the venues for big concerts and award ceremonies. One example is the Hollywood Hotel, which is now the Dolby Theatre and is where the Oscars ceremony is held every year. Hollywood is also home to lots of scriptwriters, composers, camera operators, acting coaches, fitness coaches, producers, make-up artists, costume designers, photographers and acting agents, as well as some of the best doctors, dentists, vets and hairdressers in the world.

a



The Bates Motel, from Hitchcock's film *Psycho* is a big attraction at Universal Studio's theme park.

b



The famous Hollywood sign was originally an advertisement for new housing.

c



The Dolby Theatre, where the ..... are held, used to be a famous .....

d



Actors prepare for a scene at ...., Bollywood's massive studio complex.

e



Huge Bollywood .... can be seen in every street and alleyway.

Bollywood's history

Bollywood is India's answer to Hollywood. It is based in Mumbai and is one of the biggest centres of film production in the world. Unlike Hollywood, Bollywood is not an actual place but the name given to the Indian film industry during the 1970s, when Mumbai was known as Bombay. Like Hollywood, the Indian film industry has a long and fascinating history. The first Indian film was shown in a cinema in Mumbai in 1899. After that, many silent films were produced in the city. In the 1930s, films became sound movies, or 'talkies' and the first Indian talkie was a musical called *Alam Ara*. With the arrival of colour films in the 1950s, Indian films became more extravagant with even more amazing costumes and enormous sets. Most of the stories were based on local or traditional tales. Bollywood has also produced serious films and documentaries, some of which have won international film awards.

Bollywood today

Bollywood today makes twice as many films as Hollywood, producing around 800 films a year. About 14 million Indian people go to the cinema every day and massive film posters dominate the streets in every city. Bollywood actors work very hard and often have to shoot scenes for different films on the same day. The majority of films are made in Film City; a huge complex of studios and outdoor film sets, located west of Mumbai and set in 350 acres of beautiful green hills. It was built in 1978 by the Indian government to allow the Bollywood film industry to expand. In recent years, there has been a huge revival of the films which were popular in the 1950s: family films, comedy films, action films and musical extravaganzas. They are huge box office successes, showing at large multi-screen cinemas both in India and abroad.

f



More than .... Indians go to the cinema everyday, often to .....-..... cinemas like this one.

Bollywood *masala*

Bollywood musicals follow a format known as *masala*. This is the name given to a mixture of Indian spices and it is certainly a recipe for success! *Masala* films always contain the same ingredients: lots of singing and dancing, including choreographed routines for up to 100 dancers, top film stars, lots of action, a simple story and a happy ending. With so much to fit in, a Bollywood film can be three or four hours long!

Answers:
c Oscars, hotel **d** Film City **e** film posters
f 14 million, multi-screen

Sleep

1 **Read the article about sleep and match the headings (a–f) with the sections (1–6).**

a Time for a siesta
b Why do we dream?
c Dream time
d Human survival
e Why animals sleep
f Why do we sleep?

Sleep

1 .....
We spend a third of our lives asleep, but researchers do not really understand why. Some sleep researchers believe that sleep keeps the brain functioning. Others say that sleep repairs damage from stress while we are awake, or that sleep helps you live longer. However, recent studies suggest other reasons why humans – and animals – need sleep.

2 .....
For many years, experts have thought that sleep was bad for survival because sleeping animals are more at risk from predators and can't perform essential activities, such as eating, caring for family members, searching for food or looking out for danger. However, recent research has concluded that animals sleep in order to control their behaviour. A team of experts studied a wide range of animals and found that the time an animal spends sleeping depends on its needs. These include migration needs, the need to care for its young, and the need to avoid danger. For example, some animals can't migrate to a warmer climate in winter, so they hibernate. As a result, they conserve energy and need much less food. They also stay safe from predators by sleeping deep underground. On the other hand, migrating birds can fly for days without stopping or sleeping.

3 .....
Humans need to conserve energy too. Our brains weigh only two per cent of total body weight, but they use 20 per cent of our energy while we are awake. Sleep helps us to survive in lots of other ways too. For early humans, sleep helped to keep them safe, because predators did not notice them when they were not moving about. Even now, we are much more likely to injure ourselves when we are tired, so having enough sleep is important for our safety. Like other mammals, humans can wake up quickly from sleep. The amazing thing about sleep is how the body and brain's metabolism can slow down while, at the same time, remaining responsive to their surroundings. A good example of this is that a parent will wake up if a baby makes even a small sound, but will sleep through a thunderstorm. When we are young, our high metabolic rate slows down a lot during sleep, but we sleep more deeply because there are people around to protect us.

b



Animals that don't migrate or hibernate can sleep peacefully … ☐ ☐

a When humans sleep, our metabolism slows down … ☐ ☐

2 **Match the beginnings of the captions under the photos (a–d) with the endings (1–4) below.**

1 … because it helps their brains to develop.
2 … when they are not in danger or don't need to take care of their young.
3 … but we can still react to changes in the environment.
4 … because it helps the brain to process more information.

c



It's good to have a nap during the day … ☐ ☐

4 .....
A good night's sleep improves our ability to learn much more than studying all night before an exam. A new study has shown that taking a nap also helps the brain process new information. It clears space for the brain to take in new experiences. The study, by the American Association for the Advancement of Science in San Diego, asked 39 young adults to perform several learning tasks. One group then took a 90-minute nap, while the other group stayed awake. Afterwards, both groups performed the tasks again. The nappers performed much better than the non-nappers, the researchers found.

3 **Add one more sentence (1–4) to each caption.**

1 We can wake up fast even in the middle of a dream.
2 It could even lead to better exam results.
3 Sleep is also important for animals' survival because it helps them to conserve energy.
4 They also sleep more deeply.

5 .....
After falling asleep, your muscles relax and you breathe more slowly. Then you go into a deep sleep and your eyes begin to move around quickly under your eyelids. During this rapid eye movement (REM) sleep, you dream. You may think you are performing physical actions, but your brain has frozen your muscles so that you actually lie still in bed. Thoughts and images flow into your mind, but they often seem strange and out of sequence.

6 .....
While you dream, your brain is sorting through all the experiences you have had while you were awake. Until now, it has stored them in temporary memory, but during REM sleep they are put into long-term memory. Babies need more REM sleep than adults. When a baby is born many of the connections between *neurons* (nerve cells) haven't formed yet. As babies learn, each new experience or ability creates new connections which are put into long-term memory during REM sleep.

d



Babies need more sleep than adults … ☐ ☐

Answers:
1 f **2** e **3** d **4** a **5** c **6** b
2 a 3 **b** 2 **c** 4 **d** 1
3 a 1 **b** 3 **c** 2 **d** 4

Treasure

How much do you know about famous treasure and how it was found? Read about five of the most important discoveries in the last 100 years and write the names of the artefacts, people and places in the captions (1–6). Then match the captions with the photos (a–f).

1 The tombs of many of the Egyptian ..... are found in the Valley of the ..... on the banks of the ..... .

2 The ..... necklace is one of 170 pieces of golden treasure discovered in ..... , Bulgaria. Experts believe it was a wedding present from Tsar ..... to his bride.

3 Among the artefacts found in the small town of ..... was this Anglo-Saxon helmet. It is now one of the most famous treasures on display at the ..... Museum.

4 This burial ..... is probably the most symbolic artefact found in ....."s tomb. It is part of the most incredible collection of Egyptian treasures ever found.

5 The ..... treasure was found in northern ..... . This golden crown is part of an amazing collection of gold jewellery and other ornaments. It first went on public display in ..... in 2003.

6 A total of 3,500 artefacts were found by Terry ..... in a field in ..... . The treasure includes gold from ..... , as well as jewels from ..... .

a



The Staffordshire hoard

In 2009, a treasure hunter in Staffordshire, in the West Midlands of England, discovered an amazing hoard of ancient artefacts – even larger than the Sutton Hoo treasure! Terry Herbert had been crossing his friend's field with an old metal detector when he came across a golden object lying on the ground. He began to dig, and within a few days had filled 244 bags with pieces of treasure. Archaeologists then excavated the land until a total of 500 objects were found. Archaeologists at the British Museum identified them as 1300 year-old Anglo-Saxon artefacts, which almost certainly belonged to a king. The gold and silver treasure includes armour, helmets, coins, sword handles and many fantastic jewels. According to experts, the jewels were probably from Sri Lanka, whereas the gold had probably come from Constantinople, now Istanbul, Turkey.

b

Tutankhamun's treasure


c

In 1922, the British archaeologist Howard Carter discovered a tomb full of treasures in the Valley of the Kings, on the banks of the River Nile. The ante-room, the first room to be discovered, was so full of wonderful treasures that it took three months to catalogue them! Then Carter opened the sealed doorway to the burial chamber. Inside, he discovered the sarcophagus of the Egyptian pharaoh, Tutankhamun, who had ruled between 1332 BCE and 1323 BCE. Tutankhamun had been buried with over 3,500 precious objects. These included his throne and his burial mask as well as furniture, household objects and many beautiful pieces of jewellery made of gold and precious stones. Many of these incredible artefacts are permanently housed in the Egyptian Museum in Cairo.

The Sutton Hoo treasure


d

In 1938, a local archaeologist, Basil Brown, started to excavate some strange mounds in Sutton Hoo, a small town in the east of England. For many years, people had told stories about huge amounts of gold lying under these mounds. As Brown and his team dug, they discovered the remains of a huge wooden ship containing a burial room. Inside the burial room, the archaeologists discovered some of the most amazing treasures ever found in Britain: shields, swords, armour, a helmet, cups, bowls, spoons and coins – all made of bronze, silver and gold and decorated with jewels. Their owner had clearly been a lord – or even a king from the 7th century CE. The collection is on permanent display in the British Museum in London.

The Bactrian treasure

In 1979, a group of archaeologists were working on a site in northern Afghanistan, when they came across six graves. The bodies were those of a woman and five men. They had obviously been very important, wealthy people: each had been buried with their most precious possessions including coins, medallions and crowns, as well as beautiful jewellery made of gold, turquoise and other precious stones. The archaeologists eventually unearthed a total of around 22,000 pieces of treasure. The collection is over 2,000 years old and dates back to a time when Afghanistan was part of the Bactrian Empire. The treasure first went on display in Kabul in 2003.


e

The Bulgarian Preslav treasure

In Spring 1978, some farmers in Kastana, Bulgaria were planting grape vines, when one of them found some large gold earrings which had been unearthed by the tractor. Within a short time, they had found many more pieces of jewellery including necklaces, bracelets and earrings. Excavations quickly began. Around 170 items of gold and bronze jewellery, silver coins and buttons, gold plates and other artefacts were found, all dating back to between the 3rd and the 7th centuries CE. Among the many wonderful treasures is the Preslav necklace, given by Tsar Petar I of Bulgaria to his bride, in 927 CE. The necklace is beautifully decorated with images of water birds, known to symbolise family happiness.


f

Answers:
1 pharoahs/kings, Kings, Nile (photo b) **2** Preslav, Kastana, Petar (photo f), **3** Sutton Hoo, British (photo d), **4** mask, Tutankhamun's (photo c), **5** Bactrian, Afghanistan, Kabul (photo e) **6** Herbert, Staffordshire, Constantinople, Sri Lanka (photo a)

The Paralympics

Read about the Paralympic Games, past, present and future. Look at the statements (1–10) and decide which Paralympics they refer to, the 1948–60 period or the modern Games. It may be more than one. Tick (✓) the box in the correct column.

QUIZ: When did it happen?

		1948–60 Games	Modern Games
1	All the athletes will be in wheelchairs.	☐	☐
2	Up to 23 countries will be sending athletes to the games.	☐	☐
3	Soldiers injured in World War II will be participating in the events.	☐	☐
4	All the sporting events will be held in the same stadia as the Olympic Games.	☐	☐
5	There will be no events for paraplegic athletes or people with amputations.	☐	☐
6	There will be a spectacular opening ceremony.	☐	☐
7	By the end of the games, at least 4,000 athletes will have taken part.	☐	☐
8	You will see special Paralympic sports such as goalball and *boccia*.	☐	☐
9	Sprinters will be running on carbon-fibre blades.	☐	☐
10	By the next Paralympics, blind athletes will be wearing touch-sensitive shirts.	☐	☐

The history of the Paralympic Games
The first sporting event for athletes with a disability was a wheelchair archery competition which took place in London in July 1948, to coincide with the London Olympic Games. It was organised by Dr Guttman, a German specialist in spinal injuries. Dr Guttman had opened a centre at the Stoke Mandeville Hospital in Great Britain for people injured during World War II. The competitors were all patients from the hospital whose rehabilitation treatment involved sporting activities. Four years later, the second Stoke Mandeville Games took place with war veterans from Holland competing against the English wheelchair athletes.

Eight years later, the Stoke Mandeville Games had grown so large that an international organisation was created and the first Paralympic Games for athletes with a physical impairment were held in Rome, in the summer of 1960. Four hundred athletes from 23 countries took part. Athletes with visual disabilities or amputations were unable to compete in the Paralympics until 1976, and events in which paraplegics and people with cerebral palsy could compete were not included until 1980. Today's games, however, are open to athletes with mental, physical, sensory and motor skill disabilities.



Jonnie Peacock uses special carbon fibre blades to compete in international events.



Goalball players use blindfolds to ensure fair play.

The modern Paralympic Games
The Paralympic Games take place every four years, immediately after the Olympics. Since 1992, they have also been held in the same cities and stadia. The most recent Paralympics were the 14th Paralympic Games, held in London in August 2012. There was a spectacular opening ceremony where over 4 200 athletes from 165 different countries paraded around the stadium holding up their national flags. Four days earlier, Paralympic torches had been lit in London, Belfast, Cardiff and Edinburgh. The four flames were taken to Stoke Mandeville, where they were joined together to form the Paralympic torch before being taken to the Olympic Stadium.



Special equipment is essential for competing in the Paralympic sport of *boccia*.

Sports equipment

Many athletes need to use specially-designed wheelchairs and other equipment in order to compete in their chosen events. For instance, visually-impaired athletes often use a hearing device which tells them when to jump or throw the javelin, while athletic wheelchairs are extremely lightweight and adapted to the needs of each sport. In track and field events, amputees can use prosthetics. The latest, technologically-designed prosthetic legs are made of carbon fibre blades and are so good that sprinter, Oscar Pistorius, was able to compete against able-bodied athletes to become the world record holder for the 100, 200 and 400 metres. In fact, today's technology is advancing so rapidly that designers have already been working on new kinds of equipment. An exhibition at Imperial College, London in 2012 included sports shirts made of a special fabric that will allow goalball players to distinguish team members by touch. There was also a helmet which will allow competitors to transmit their thoughts to their equipment in order to control its movement. It will be interesting to see what designers will invent for the next Paralympics.

Paralympic sports

At the summer Games, athletes compete in 28 sports from ten sporting disciplines: archery, equestrian events, fencing, football, judo, powerlifting, shooting, swimming, table tennis and track cycling. Most of the sports are the same as those in the Olympics. However, special Paralympic sports have been added to the games over the years. The first new sport, goalball, was introduced in 1980. It involves teams of three blind or partially-sighted players who try to score by throwing a ball into the opposing team's goal. To make sure that the competition is fair, all players have to wear a blindfold. Another event is *boccia*, which is played by athletes with motor skill disabilities, such as cerebral palsy. The aim is to throw six balls as close to a target ball as possible. According to Norwegian paralympian, Roger Aandalan, *boccia* is not as easy as it sounds because the athletes have to control their own movements as well as aim at the target ball.



The London Aquatics Centre was the venue for the Paralympic swimming events in 2012. It was designed by Anglo-Iraqi architect Zaha Hadid and features a roof shaped like a wave.



Archery was the first sports competition organised for people with disabilities.

Answers:
1 1948–60 period
2 1948–60 period
3 1948–60 period
4 Modern Games
5 1948–60 period
6 Modern Games
7 Modern Games
8 Modern Games
9 Modern Games
10 Modern Games

Marco Polo

1 **Who was Marco Polo? Read the text and choose the best answer (a, b or c).**

a An Italian merchant from the 12th century CE who travelled to India and Iran.

b An Italian explorer who lived with the Chinese royal family for many years.

c An Italian merchant and explorer from the 13th century CE who travelled widely in Asia.

2 **Read about Marco Polo's journey and look at his route on the map. Write the cities and islands in the correct places on the map.**

Acre Constantinople Hormuz Jerusalem Tabriz Shangdu Sumatra Venice

Marco Polo was a young merchant in Venice back in the 13th century CE. In 1271, he left Italy with his father, Niccolò, and his uncle, Maffeo, and travelled across more than 12 000 kilometres to the old Mongolian city of Shangdu. Three years later, Marco finally entered the shining marble palace of the Kublai Khan about 300 kilometres northwest of Beijing. Very few Europeans had journeyed so deep into Asia before, or had spent so long travelling.

Marco Polo wrote about his experiences in his book, *Description of the world*, but when the Venetians read about Marco's wonderful adventures, he was not taken seriously. The idea that the world's largest and richest cities were not found in Europe was a huge *shock* to them. Marco also wrote about things which Europeans had never seen, but the animals and places he described were too strange. People did not believe him. Even today, there are still people who think he invented the whole story.

So, how much of Marco Polo's book is true? Some people argue that Marco went no further than Constantinople or the Black Sea, and that his more fantastic stories were stolen from the Arabs and Persians he met there. However, academics who have studied his work believe that most of it is true, but say that Marco's work was changed by the scribes who copied and translated it. About 150 different versions of Marco Polo's text are known to exist. The version which is probably closest to Marco's original belongs to the Bibliothèque Nationale in Paris.



European and Arab traders still visit the bazaar in Tabriz to buy carpets and jewellery.



Marco Polo



The Kublai Khan had a passport made for Marco.
It was similar to this one, but instead of being made of iron and silver, it was made of gold.

Marco Polo's journey across Europe and Asia covered more than 38 000 kilometres.

Marco left Venice, aged 17. They sailed first to Constantinople (now Istanbul), in Turkey, where Marco was impressed by the fantastic bazaars and wrote about the fine carpets and silk. From there, the Polos sailed to Acre, then travelled to Jerusalem and then (on to) Tabriz, in the northwest corner of Persia. The city used to be popular with Italian merchants who wanted to buy goods from strange lands, especially the rubies and sapphires from India and Sri Lanka. Today, it is a modern city of concrete buildings, except for the enormous bazaar, with its massive brick walls and elegant arches.

After travelling across Persia, the Polos reached the port of Hormuz. They decided not to travel by sea to India and China because they did not trust the Persian traders' ships. 'Their ships are very bad and many of them are lost,' wrote Marco. Instead, they travelled along the Silk Road, over the Central Asian mountain range. Marco described the mountains as 'the highest place in the world'. He also recorded seeing huge, wild sheep with enormous horns, which became known as Marco Polo sheep.

The three men then had to cross the Gobi Desert before reaching their destination: the palace of the Kublai Khan. Niccolò and Maffeo had been there nine years before. The Polos stayed at the palace and Marco became the Kublai's advisor and ambassador. He travelled the four corners of the Mongolian Empire and recorded all the fascinating things he saw: the local customs and events, clothes, ideas and wildlife. In southern China he met people whose sharpened teeth were covered in gold and whose bodies were decorated with tattoos.

After 17 years, the Kublai Khan finally allowed the Polos to leave. They travelled to Persia with a Mongol princess. Carrying gold and rubies, they sailed from the Chinese coast, via Sumatra and Sri Lanka. After delivering the princess to her future husband, they eventually reached Venice 24 years after they had left.



In Marco Polo's day, the mountains of central Asia were very difficult to cross.

3 Complete Marco Polo's notes with information from the article.

Constantinople
Fine (1)..... and (2)..... cloth are sold here.
Tabriz
The huge (3)..... here is made of (4)..... .
I met another Italian merchant who said he had come here to buy (5)..... and (6)..... from India.
Central Asia
These must be the highest (7)..... in the world!
Today I saw some enormous, (8)..... sheep. Their (9)..... must be three feet long!
China
The people in southern China look very different. Their bodies are covered in (10)..... and their (11)..... have been made very sharp.

Answers:
1 c
2 1 Venice 2 Constantinople 3 Acre 4 Jerusalem 5 Tabriz 6 Hormuz 7 Shangdu 8 Sumatra
3 1 carpets 2 silk 3 bazaar 4 brick 5 rubies 6 sapphires 7 mountains 8 wild 9 horns 10 tattoos 11 teeth

Monster myths

1 **Read the text and match the names of the monsters (1–4) with the continents where they are supposed to be found (a–d).**

1 *Abominable snowman*	**a** North America
2 *Bigfoot*	**b** Europe
3 Loch Ness Monster	**c** Central Africa
4 *Mokele-Mbembe*	**d** Asia



The sign on this tree might persuade more people to stop and visit *Bigfoot country*.

Monsters of legend

There are many legendary monsters around the world. For centuries, people have told stories of strange mountain *beasts* and of mysterious creatures living in lakes. People everywhere, it seems, love a good monster mystery.

Bigfoot

One autumn day in 1967, deep in the mountains of northern California, two men saw a huge, hairy beast sitting by a stream. The creature then walked off into the forest. Luckily, the men managed to film the beast on their video camera. They also made plaster casts of the creature's enormous footprints, which they found in the mud. In California, this monster is known as *Bigfoot*. In Canada it's called *Sasquatch*, which comes from an Indian word that means *wild people*.

But does *Bigfoot* really exist? Some scientists say that the film and footprints must be fakes. Others believe they are genuine. But if the story of *Bigfoot* were true, surely someone would have found the body or the skeleton of one by now? They might even have caught a live one!

The *Yeti*

For centuries, people in Tibet and Nepal have been telling tales about a huge, hairy, smelly, ape-like creature that lives on the slopes of the Himalaya mountains. The beast has many names, including the *Abominable snowman* and the *Yeti*, which means 'big eater'. During the 20th century there was a lot of interest in the *Yeti*. British and American explorers and mountaineers reported seeing a large, human-like creature wearing no clothes. They photographed strange, enormous footprints in the snow and even brought back hair samples.

In recent years, however, DNA tests have shown that the hair was from different wild animals that live in mountains. Scientists also suggest that the *Yeti* might actually be a threatened species of Himalayan brown bear, which can walk upright.



These footprints may have been made by a Himalyan bear. Or do they belong to the *Yeti*?

The Loch Ness monster



The Loch Ness monster is probably the most famous lake monster in the world. People have reported seeing the marine reptile for more than 1 300 years. They say it has a long neck and spikes on its back, like a dragon. In 1934, a man claimed that he had taken a photo of Nessie but, in 1991, he told reporters that it was a clever hoax. The photo really shows a model which he had stuck onto a toy submarine.

Over the years, researchers have searched the lake using modern equipment, such as underwater cameras and ultra-sonic sensors. Although they have never found Nessie, they have learned a lot about the lake. They believe that there would have to be many more fish in the water to feed large predators. Also, the lake would be too cold for any large reptile to survive. There is a theory that the Loch Ness monster could actually be a huge fish, called a sturgeon. The sturgeon has a long nose and a spiky back and can grow to 20 feet long. It lives in the North Sea, but one may have swum into the lake and been seen before swimming away again.

Mokele-Mbembe

For years, people have reported seeing a strange beast, known as *Mokele-Mbembe*, in the swampy lakes and jungles of Central Africa. If it exists, this creature could be the last living dinosaur on Earth. However, descriptions vary. It may look like a brontosaurus but, in other parts of the Congo, native pygmies say it looks similar to a huge rhinoceros. There have been many expeditions into the dangerous lakes and swamps to find *Mokele-Mbembe* but so far there is no proof that the beast exists at all.

2 **Test your knowledge. Write the names of the monsters.**

1 These monsters are covered in hair. .....
2 This beast was captured on film. .....
3 This animal could be a dinosaur. .....
4 These beasts are able to walk like humans. .....
5 Advanced technology has been used in the search for this beast. .....
6 If it existed, this beast would die of hunger. .....
7 People have taken photographs of its footprints. .....
8 This creature might actually live somewhere else. .....



Could Nessie really be just a large fish?

Answers:
1 1 d 2 a 3 b 4 c
2 1 *Bigfoot* and the *Yeti*
2 *Bigfoot*
3 *Mokele-Mbembe*
4 *Bigfoot* and the *Yeti*
5 The Loch Ness monster
6 The Loch Ness monster
7 the *Yeti*
8 The Loch Ness monster



Could this be a picture of the last living dinosaur on Earth?

Jobs in Oman – past, present and future

1 How much do you know about jobs in Oman? Match the numbers to the facts. Then read the about the five jobs to check.

1,000	50,000	2,500	603,797	1,700	56,000	100,000	150	5,000	200	3	15 million

a more than .....: number of years people have been shopping in souqs

b more than .....: number of years Muttrah Souq has been open

c .....: number of official schools in Oman 50 years ago

d more than .....: number of public schools in Oman

e .....: exact number of school students in public schools in Oman in 2019

f more than .....: number of teachers in public schools in Oman

g approximately .....: number of beekeepers in Oman

h more than .....: number of beehives in Oman

i over OMR .....: amount of money made from honey exports

j more than .....: number of hours a hand-stitched kuma takes to make

k .....: approximate length in kilometres of Oman's coastline

l approximately .....: number of people working in the Omani fishing industry

2 Now it's your turn to reflect and speculate. Think about each question. You can make notes and share them with your class.

How much has each job changed over the past 50 years?

How might the jobs change in the future?

The shopkeeper

Souqs are at the heart of traditional Omani shopping. These covered markets have a long history in in the Middle East and North Africa. For more than 2,500 years, shopkeepers have been selling their goods from tiny shop fronts crowded together in narrow alleys. Muttrah Souq in Muscat is famous with locals and tourists alike, and dates back more than 200 years. Omani shopkeepers sell many local items, such as incense and frankincense, spices, sweets, silver jewellery and traditional cloth. These goods are piled high in the shops, making the most of the small interiors. The shopkeepers chat and drink tea with each other, waiting for customers. Then, the bargaining begins as, unlike in many western markets, prices are not fixed.





The teacher

Education in Oman has developed rapidly over the past few decades. 50 years ago, only three official schools existed in the country. Now there are well over 1,000 public schools and, at the time of writing, in 2019, exactly 603,797 students attend these, though this number is increasing all the time. More than 56,000 teachers work hard every day to provide these students with a first-class education. This means that teachers, just like their students, never stop learning. They are involved in training and development to make sure their own skills and knowledge stay up-to-date in our ever-changing world.



The honey producer

Honey is extremely important in Oman and neighbouring countries, such as the Yemen. Not only is honey delicious, but it is also therapeutic – it can be used for medicinal and beauty purposes. Traditional beekeepers work hard to maintain honey-producing traditions in Oman. Many of these honey producers live in the lower parts of the Hajar Mountains. They keep their bees in hollow palm tree trunks, though some now also use more modern wooden hives. It is estimated that approximately 5,000 beekeepers are responsible for more than 100,000 beehives in Oman. These workers produce more than 600 tonnes of honey and earn Oman over OMR15 million in exports. In Oman, people go to shops, markets and malls to buy their honey. Sidr honey is one of the most expensive and can sell for OMR160 per kilo.

The hat maker

The kuma, an intricately embroidered cap worn by Omani men, is a true cultural symbol of Oman. Also known as the taqya or kufya, these hand-stitched hats have unique designs which require many hours of skilled and patient work. Traditionally, women made the hats for family members; they decided on the colour and the design of each cap depending on who they were making it for. These skills were passed down through the generations. Nowadays, the cost of a hand-stitched cap can be high as the production can take more than 150 hours. Hats for everyday-wear are sometimes produced abroad, with designs being sent to India or the Philippines. These hats are machine-made and, therefore, cheaper. However, many hand-stitched caps are still made in Oman by local women and are valued highly.





The fisherman

Fish has always been a central part of the Omani diet, and it is no surprise when looking at a map of the country. Coastline stretches for 3,165 kilometres, giving many opportunities for smaller and larger fishing boats to push out to sea for their daily or twice-daily catch. Approximately 50,000 people earn their living in the fishing industry in Oman, with many of these working in the traditional fishing sector. These fishermen make use of small boats and techniques which have been used for centuries. The fishermen are aware of the importance of the environment and what they can do to take care of it.



In this photo, a young girl from Laos is wearing her family's wealth in a silver coin vest.

Money

1 What was the earliest *unit of currency*? Read the text and choose the best answer (a, b or c).

a the electrum **b** the shekel **c** the cowrie shell

2 Complete the text with the words in the box.

exchange gold jewellery metals silver fruit

Early forms of currency

Many people believe that ancient civilisations exchanged food, such as wheat and (1) ..... for other food and services. However, this would not have been possible because different food was harvested at different times of the year. If a fruit farmer wanted to exchange his produce for wheat, his fruit would have gone bad before he had the chance to trade. As a result, people traded using items that did not go bad and that were highly valued. These early forms of currency included gold, silver, copper and salt. In Africa, cowrie shells and ivory (2) ..... were highly valued. There is evidence that the Early Egyptians used gold bars as far back as 4,000 BCE.



Cowrie shells, like these from Myanmar, are still a form of currency in some *tribal* cultures.

Shekels were the first ever unit of currency and were introduced by the Babylonians in Ancient Egypt. These coins were made from (3) ....., bronze or copper. A shekel was both a unit of currency and a weight. One shekel was equivalent to a specific weight of barley. People could (4) ..... barley for shekels and then trade their shekels for other goods from neighbouring city states.

The first stamped coins were made in Ancient Greece around 700 BCE. They were made of a mixture of gold and silver and other (5) ....., called electrum or white gold. The coins, which were produced by the government, were stamped with an image of a turtle, to prove that they were authentic. Although gold and silver coins were originally of equal value, (6) ..... eventually became more valuable than any other metal.



Ancient Babylonian coins, dated to 164 BCE. The Greek characters on the coin read: Antiochus IV Tetradrachm King of Babylon.



The old and the new. The futuristic Lloyds Bank building stands next to traditional Leadenhall Market. Both are symbols of the City of London's wealth and history.

3 Now find out about money in modern times. Read the interview with a money expert and match the questions (a–d) with the gaps (1–4).

a Could you explain how modern banking started?
b When did people start buying things on credit?
c Can you tell us where the first banknotes came from?
d When did the first bankers appear?

Money and banks today

Q: 1.....
A: The idea of 'buy now, pay later' was introduced in Italy at the end of the Middle Ages. Trade had increased across Europe, and the Italians, who traded in fine cloth, wanted to sell their goods in large quantities and then ship them to their buyers. However, buyers were not happy to pay traders large sums of money before they had received the goods. The solution was to allow the buyers they trusted to pay for the goods later on, when they received them. The buyer had to sign a piece of paper, called a bill of exchange, where they promised to pay the full amount on a date in the future.

Q: 2.....
A: This happened about the same time as the introduction of the bill of exchange. The richest traders or merchants had started lending money to farmers and other, less wealthy, traders. They became known as 'merchant bankers'. Then, these early bankers started accepting bills of exchange. They gave the traders real money (coins) in exchange for their bills. However, they never gave the traders money to the full value of the bill, but always kept a certain amount, which is how the bankers made a profit.

Q: 3.....
A: Paper money first appeared in Britain in the 17th century CE. At that time, traders and other rich people stored their wealth (which would have been in the form of gold and silver) in a private vault belonging to a goldsmith. In exchange, the goldsmith charged a fee and gave them a paper receipt, showing the value of the gold and silver in the vault. With time, these receipts became accepted as a form of money.
The goldsmiths also started lending money to traders. But instead of giving the traders gold, they gave them paper notes which could be changed into gold and silver at the merchant banks.

Q: 4.....
A: It began with the goldsmiths, who began lending sums of money that were higher than the value of the gold in their vaults. The system worked because people trusted them. If people had lost confidence in the goldsmiths, and had all gone to get their gold and silver out at the same time, the goldsmiths would have gone bankrupt. Many of today's big London banks started as goldsmith banks. Modern banking is quite complicated, but the basic idea that banks lend more money than they actually possess is still the same.

4 Complete the famous quotes with the words in the box.

account	count	million	money	saving

1 Remember that time is ..... .
Benjamin Franklin (ex-US President)

2 If you can ..... your money, you don't have a billion dollars.
Jean Paul Getty (businessman and billionaire)

3 Happiness: a good bank ....., a good cook and good digestion.
Jean-Jacques Rousseau (philosopher and author)

4 ..... is a fine thing – especially when your parents have done it for you.
Winston Churchill (ex-Prime Minister of Britain)

5 If you owe the bank 100 dollars, that's your problem. If you owe the bank 100 ....., that's the bank's problem.
Jean Paul Getty

Answers:
1 b
2 1 fruit 2 jewellery 3 silver 4 exchange 5 metals 6 gold
3 1 b 2 d 3 c 4 a
4 1 money 2 count 3 account 4 saving 5 million

U1 DVD worksheet

The Giant's Causeway

Summary

The Giant's Causeway is Northern Ireland's first World Heritage Site. It is an atmospheric place and people have always talked about how it came to be there. This DVD clip looks at both the legends and the facts about its formation.



Exercises

Before you watch

1 Discuss these questions with a partner.

1 Where is Northern Ireland?
2 What do you know about Northern Ireland?
3 What do you think the Giant's Causeway is made of?

While you watch

PART ONE: The legend

2 Watch the first part of the DVD clip and answer the questions.

1 How many pieces of basalt rock are there in the Causeway?
a 400 **b** 4000 **c** 40000

2 According to the legend, who was Finn McCool?
.....

3 Why did Finn McCool want to go to Scotland?
.....

4 How many miles is it to Scotland from the Giant's Causeway?
.....

Watch again and check your answers.

PART TWO: The science

3 Complete the sentences with a word.

1 Patrick McKeever is a .....
2 Scientists say that a ..... made the Causeway.
3 Scientists say it was made about ..... million years ago.

4 Decide if these statements are true (T) or false (F).

	T	F
1 The lava from the volcano came out quickly and was very thick.	☐	☐
2 There was also a lot of mud that dried quickly.	☐	☐
3 The columns of basalt have many sides.	☐	☐
4 The columns of basalt got smaller as they cooled.	☐	☐
5 The Giant's Causeway has many visitors.	☐	☐

Watch again and check your answers.

5 Describe the place where the Giant's Causeway is and what the Causeway looks like.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

After you watch

6 Discuss these questions in small groups or with a partner.

1 Would you like to visit the Giant's Causeway?
2 Are there any World Heritage Sites in your country? Where are they, and what do you know about them?
3 Are there any legends about the important historical or natural sites in your country? What are they?

U2 DVD worksheet

Zoo dentists

Summary

Sarah de Sanz and her father, Paul Brown, are dentists in the San Francisco area. They have some very unusual patients – the animals at San Francisco Zoo! Sarah and Paul are part of a team which regularly checks the teeth of the animals there, to help them stay healthy and happy.



Exercises

Before you watch

1 Read the summary and answer the questions.

1 What is unusual about Sarah and Paul's job?
2 What kind of animals do you think they look after?

While you watch

PART ONE: Artie and Sue

2 Watch the first part of the clip. Are these sentences true (T) or false (F)?

	T	F
1 Sarah and Paul don't enjoy working together much.	☐	☐
2 Animals in captivity have more problems with their teeth than animals in the wild.	☐	☐
3 Artie the sea lion is one of the zoo's best patients.	☐	☐
4 Artie needs some fillings.	☐	☐
5 Elephants use two sets of teeth during their lifetime.	☐	☐
6 Elephants' tusks are teeth.	☐	☐
7 Sue the elephant's teeth are just fine.	☐	☐
8 Sarah and her father have been bitten many times.	☐	☐

Watch again and check your answers.

PART TWO: Sandy

3 As you watch part two of the clip complete the sentences.

1 Sandy is a rare ....
2 Too little anesthetic and Sandy could ..... , too much and Sandy could .....
3 Sandy .... normally during the surgery.
4 The dentists discover that Sandy needs ..... root canals and ..... filling.
5 The operation is a .....

4 Check your answers with a partner's.

5 Watch the whole clip again. How many of the animals in the clip can you name?

.....
.....
.....
.....
.....
.....
.....
.....

After you watch

6 Discuss these questions with a partner.

1 How do you feel before you go to the dentist?
2 Do you think animals should receive the same dental care as humans?
3 What do you think Sarah and Paul enjoy about their work?

U3 DVD worksheet

Orangutan language

Summary

Orangutans are primates that come from Indonesia and Malaysia. They are highly intelligent animals, and in Malay their name actually means 'person of the forest' because they are so like humans. Orangutans can even communicate through language. At the National Zoo in Washington, D.C., two orangutans named Inda and Azie are part of a project into the process of thinking.



Exercises

Before you watch

1 **Read the summary and discuss the questions.**

1 What does 'orangutan' mean in Malay?
2 Who are Inda and Azie?
3 What do you know about orangutans?

While you watch

PART ONE: The orangutan language project

2 **Watch the first part of the film and choose the correct answer (a, b or c) for each question.**

1 What is the aim of the project?
a To teach the orangutans English.
b To understand how orangutans behave in captivity.
c To understand more about orangutan mental ability.

2 What is Inda learning?
a How to use a computer.
b A vocabulary of different symbols.
c To communicate with visitors.

3 What can Inda do?
a She can make sentences with symbols.
b She can draw symbols of food.
c She can find objects.

3 **Read the sentences 1–3 below. Write words from the word list in the gaps.**

1 Orangutans are highly developed p.....s.
2 Apes in captivity need a s..... physical and mental environment.
3 The language programme is a v..... activity for the orangutans.

Watch again and check your answers.

PART TWO: Think tank

4 **Watch the second part of the film and choose the correct answer (a, b or c) for each question.**

1 Azie … Inda.
a is the same as
b isn't as intelligent as
c isn't as social as

2 The *Think tank* exhibit at the zoo:
a educates the public.
b rescues wild orangutans.
c is a behind-the-scenes activity.

3 According to Shumaker, why has the language project been successful?
a Because he developed the symbols.
b Because Inda and Azie enjoy it.
c Because it's important.

5 **Read the sentences 1–3 below. Write words from the word list in the gaps.**

1 Each orangutan is an i..... .
2 Orangutans could become e..... in the wild in the next ten to twelve years.
3 Shumaker says the language project is a t..... e..... .

Watch again and check your answers.

After you watch

6 **Watch the whole film. Are the sentences true (T) or false (F)?**

	T	F
1 At the National Zoo, the orangutans have lots of freedom to move around.	☐	☐
2 Inda is sometimes quicker than the computer.	☐	☐
3 All the orangutans in the language project show the same progress.	☐	☐
4 Inda and Azie are sister and brother.	☐	☐
5 *Think tank* shows people what goes on behind the scenes at the zoo.	☐	☐

U4 DVD worksheet

Flying pumpkins

Summary

In Delaware USA, they hold an annual pumpkin throwing competition, where people bring home-made machines to try to throw a pumpkin the furthest.



Exercises

Before you watch

1 Read the summary and discuss these questions.

1 What annual competitions do you know about in your country? When are they and what do people have to do in them?

2 Have you eaten pumpkin? Did you enjoy it, or not? Why? / Why not?

While you watch

PART ONE: The competition

2 Watch the first part of the clip and answer the questions.

1 Does the first machine you see throw the pumpkin very far?

2 What other word for *competition* is used?

3 What are the two rules?

a Pumpkins must weigh at least ..... pounds.

b No .....

4 The competitors have two things in common:

a they love the .....

b they love .....

Watch again and check your answers.

PART TWO: The competition today

3 Watch the second part of the clip and answer the questions.

1 How many years has the competition been going?

2 How many teams take part?

3 How many people come to watch the competition?

4 Check your answers with a partner's.

PART THREE: The machines

5 Watch the third part of the clip and answer the questions.

1 What do people have to think about if they want to win?

a the size of the machine

b the shape of the machine

c the design of the machine

2 The machines can be anything from:

a a kitchen to a cat

b a carpet to a cat

c a catapult to a canon.

3 Which team won?

a Team Acme Catapult Co.

b Team Hypertension

c Team In-Gin-U-Et

d Team Standback

4 How far is the winning throw?

a over 1 728 feet

b over 16 218 feet

c over 728 feet

Watch again and check your answers.

After you watch

6 Are these sentences true (T) or false (F)?

	T	F
1 Pumpkin throwing is an Olympic sport.	☐	☐
2 Pumpkin throwing has grown over the last 20 years.	☐	☐
3 All of the contraptions throw the pumpkins very far.	☐	☐
4 Pumpkin throwing can be dangerous.	☐	☐

U5 DVD worksheet

Killer bees!

Summary

David Roubik goes to Panama to study local species of bee. He becomes aware that a species of African bee has escaped into the wild, and has colonised South America, taking food from local species. It is a terrible situation for local insects. Roubik intends to study Panamanian bees to see how they can cope with the invasion.



Exercises

Before you watch

1 Read the summary and discuss these questions.

1 Tell your partner five things you know about bees.
2 Why are bees useful to humans?

While you watch

PART ONE: The rainforest in Panama

2 Watch the first part of the clip and answer the questions.

1 How long has David Roubik been studying bees?
a over 13 years
b over 30 years
c over 33 years

2 Where does Roubik work?
He works d..... in the r..... ..... of P.....

3 Where did the problem bees come from?

Watch again and check your answers.

PART TWO: Studying the bees

3 Watch the second part of the clip and answer the questions.

1 What other animals do the African bees take food from? (Tick the answers.)
a ☐ baboons
b ☐ birds
c ☐ bees
d ☐ bats
e ☐ buffalo
f ☐ butterflies

2 Is the African bee going to go away?

4 Why are the African bees so successful? Tick the box: T (true) or F (false).

	T	F
a They are bigger than the native bees.	☐	☐
b They have better skills for finding food.	☐	☐
c They kill other bees easily.	☐	☐
d There are large numbers of them.	☐	☐

5 Check your answers with a partner's.

PART THREE: In Mexico

6 Watch the third part of the clip and answer the questions.

1 Why does Roubik want data from Mexico?
2 What do the Mexican beekeepers tell him?
a Everything about the bees is the same.
b The African bees have caused small changes.
c The African bees have caused big changes.
3 After the African bees had arrived, how long did it take for the native bees to disappear?

Watch again and check your answers.

7 Watch the whole clip and answer these questions.

1 Are African bees only a problem in Panama and Mexico?
2 What is happening to the native bees?
3 What is the solution?

After you watch

8 Work with a partner and answer these questions.

1 Do you find bees in your country?
2 What other pollinating insects are there?
3 Are bees dying out, or is the population healthy?
4 Is there anything you can do to help bees?

U6

DVD worksheet

The silk weavers of Vietnam

Summary

In China, the technique of making silk fabric from the cocoons of moths was kept secret for over 2 500 years. Then other countries learned how to produce silk. In the Vietnamese town of Vong Nguyet, village people keep and feed the caterpillars and collect the cocoons. The silk fibres from the cocoons are made into thread. Then silk cloth is made by weaving the threads.



Exercises

Before you watch

1 Read the summary and discuss the questions.

1 Which country did silk come from originally?
2 Is silk a natural or an artificial fabric?
3 What are three stages in the life cycle of a moth? Use words from the word list.
4 Do you own anything which is made from silk?

While you watch

PART ONE: The silkworms

2 Watch the first part of the clip and choose the correct answer (a, b or c) for each question.

1 Chinese royal families used to think that silk was worth more than:
a gold. **b** diamonds.
c water.
2 How long do the silkworm caterpillars live for?
a Three days. **b** Three weeks.
c Three months.
3 How long does it take a caterpillar to complete a cocoon?
a Three hours. **b** Three days.
c Three weeks.

3 Read the sentences 1–3 below, and complete them.

1 The caterpillars eat only m..... l..... .
2 A silk f..... comes out of the caterpillar's mouth.
3 The farmers don't allow the caterpillar to become an a..... moth.

Watch again and check your answers.

PART TWO: Making the silk

4 Watch the second part of the clip and choose the correct answer (a, b or c) for each question.

1 What is the first step in making the silk?
a Find a single thread. **b** Heat the cocoons.
c Break the cocoons.
2 What are the modern spinning machines like?
a They give higher quality thread, but are slower.
b They give lower quality thread, but are faster.
c They give higher quality thread and are faster.
3 How much silk material can be made in two and a half hours?
a One metre. **b** Two metres. **c** Ten metres.

5 Read the sentences 1–3 below, and complete them.

1 When the cocoons are heated, the silk becomes l..... .
2 Silk cloth is made on machines called l.....s.
3 The process of w..... the silk cloth is very slow.

Watch again and check your answers.

After you watch

6 Put the words and phrases in the correct order to make questions. Then answer the questions.

1 secret / by / taken away / was / which / a Chinese princess?
2 the caterpillars / placed / when / are / on tree trunks?
3 found / must / by / what / be / hand?
4 be / the silk thread / will / where / sent?
5 all / must / what / watched / be / the time?

U7 DVD worksheet

Wind power

Summary

The school and farmers of Spirit Lake, Iowa, USA are installing wind turbines for their own electricity and to sell. The land is flat and the wind often blows in this area, so they save a lot of energy in this way, as well as teaching their children important lessons about the environment.



Exercises

Before you watch

1 **Read the summary and discuss the questions.**

1 What sources of energy are there where you live? How is the electricity you use made?

2 What ways do you know of producing electricity? Which are good for the environment, and which are not so good?

While you watch

PART ONE: Spirit Lake school

2 **Watch the first part of the clip and answer the questions.**

1 How much money have the wind turbines saved the school district?

2 What is the money saved the same as, according to the superintendant?

3 How strong a wind could the turbine stand up to?

a 30 miles per hour

b 130 miles per hour

c 300 miles per hour

4 What does the school do with the extra energy it produces?

Watch again and check your answers.

PART TWO: The farmers

3 **Watch the second part of the clip and answer the questions.**

1 How many farmers have allowed energy companies to build wind turbines next to their fields?

2 How much will Charles Goodman make a year from the electricity he sells?

3 How many wind turbines are there in this part of Iowa?

4 **Check your answers with a partner's.**

PART THREE: The physics teacher

5 **Watch the third part of the clip and answer the questions.**

1 What is Jan Bolluyt doing when we first see him?

2 Why does he say the wind turbines are positive for his students?

3 Does the school now need lots of fossil fuel?

Watch again and check your answers.

After you watch

6 **Work with a partner and answer.**

Give two good reasons why the Iowa schools have wind turbines.

.....

.....

.....

.....

.....

.....

7 **Discuss these questions in pairs or small groups.**

1 Is wind power used in your country?

2 Do you think this may change in the future? How?

3 Does your country produce its own energy? If not, where does the energy you use come from?

U8 DVD worksheet

Madagascar perfume

Summary

The island of Madagascar is renowned for its distinctive wildlife, but some scientists visit the island for other reasons. One group is investigating the island's smells and tastes. They are looking for new essences in plants and flowers. Essences can be used in perfumes, fruit juices and many other things we buy in shops.



Exercises

Before you watch

1 Read the summary and discuss the questions.

1 What is Madagascar famous for?
2 Where are essences found?
3 How are essences used?

While you watch

PART ONE: Looking for the essences

2 Watch the first part of the film and choose the correct answer (a, b or c) for each question.

1 Where exactly do the scientists go to look for new flowers?
   a To the river.
   b Along a forest path.
   c The tops of the trees.
2 What happens in the laboratory?
   a The scientists recreate the scents.
   b The scientists store the flowers.
   c The scientists analyse the essences.
3 Why is Professor Kaiser happy?
   a Because he found a new flower on the Tampolo River.
   b Because he's had a great experience in Madagascar.
   c Because he has recreated a very similar scent to the one he found.

3 Read the sentences 1–3 below, and complete them.

1 Vanilla and jasmine are two flower s.....s.
2 The scientists get to the treetops by b..... .
3 The scents are used in a v..... of products.

Watch again and check your answers.

PART TWO: Using the essences

4 Watch the second part of the film and choose the correct answer (a, b or c) for each question.

1 The scientists have found some fruit:
   a whose taste is special.
   b whose taste is unknown.
   c whose smell is unusual.
2 How are the scientists' discoveries described?
   a Sometimes they're fantastic.
   b Sometimes they aren't new.
   c Sometimes they aren't very special.
3 What proportion of the new scents and flavours will be used in products?
   a Almost all of them.
   b Only a few of them.
   c About half of them.

5 Read the sentences 1–3 below, and complete them.

1 The scientists can use new fruit essences to make new f.....s.
2 Willi Grab says the fruit tastes j..... and acidic.
3 The next time you p..... perfume, you could be smelling a scent from Madagascar.

Watch again and check your answers.

After you watch

6 Put the words and phrases in the correct order to make sentences. Then decide if the sentences are true (T) or false (F).

1 a new flower. / discovered / claimed / a scientist / he
2 reported that / technology / used / the narrator / the scientists / to recreate scents.
3 he / on the Tampolo River. / had experienced / said that / the scent / Professor Kaiser
4 the flavour / said that / Willi Grab / absolutely fantastic. / was
5 could buy / the narrator / suggested that / in the future. / we / these scents

Workbook answer key

Revision unit

Page 3

1 1 play 2 'm wearing 3 watch 4 compete 5 enjoys 6 prefers 7 goes 8 're smiling 9 is winning 10 is

2 1 Where is Adrian standing in the picture? 2 How often do Adrian's friends watch him play? 3 Does Jay like sport? 4 What does Jay do every day? 5 What is Hannah like? 6 Why is everyone looking happy?

3 1 does 2 are made 3 don't make 4 is making 5 is done 6 are, made

4 1 allowed 2 has to 3 can't / mustn't 4 let 5 can 6 can't / mustn't

5 1 try on 2 Cheer up! 3 hand in 4 take after 5 look after 6 put out

6 1 Saturday 2 3.30 3 community centre 4 £5 5 food 6 whole

Page 4

1 1 did, enjoy 2 travelled 3 went 4 were, doing 5 were trying 6 was rocking 7 lost 8 did, learn 9 were looking 10 found out

2 1 were 2 wasn't 3 were 4 was 5 many 6 Most of 7 lots 8 much

3 1 when 2 which 3 whose 4 that / which 5 where 6 who

4 1 My aunt gave me a guitar for my birthday. 2 The artist's work was sold for £50,000. 3 I wasn't chosen to be in the school play. 4 Mariam Shafeeq was discovered by a New York record producer. 5 I was sent to boarding school by my parents. 6 Khaled's first songs were released in Algeria.

5 1 artistic 2 talented 3 classical 4 successful 5 performance 6 exhibition

Page 5

1 1 I haven't seen the dentist for two years. 2 They've lived in this neighbourhood for 20 years. 3 You haven't taken your medicine since this morning. 4 I haven't been ill since I was a child. 5 Rania hasn't won a competition since 2009. 6 Max has had a bad cough for two weeks.

2 1 put on 2 've decided 3 haven't eaten 4 've lost 5 joined 6 've been 7 've only been

3 1 I've just taken a painkiller. 2 Mary has already had her vaccinations. 3 Paul hasn't recovered from the flu yet. 4 Tareq's already gone to the leisure centre. 5 There's just been a car accident here. 6 Haven't you seen the doctor yet?

4 1 ordered 2 reminded me 3 told me to 4 asked me to 5 warned me not to eat

5 1 c 2 a 3 g 4 f 5 e 6 b 7 d

Page 6

1 1 will 2 will 3 might not 4 may / might 5 will 6 might not 7 won't 8 will

2 1 might go 2 'm going to find out 3 are, going to do 4 'm going to visit 5 're going to spend 6 might catch 7 might hire 8 might go

3 1 're going to provide 2 're going to build 3 might build 4 will go 5 is going to re-open 6 won't be

4 1 Can you tell me where I can buy a guidebook? 2 Do you know if there is a hotel near here? 3 Could somebody explain how the ticket machine works? 4 Do you know when the castle is open to visitors? 5 Does anybody know what time our train leaves? 6 Could you tell me how much this souvenir mug costs, please?

5 1 e 2 h 3 b 4 d 5 c 6 g 7 a 8 j 9 i 10 f

Page 7

1 1 will happen 2 don't look after 3 aren't 4 'll turn 5 won't survive 6 continue 7 'll destroy 8 will, become 9 carry on 10 will kill 11 won't be

2 1 recycled, would be 2 invented, would be able to 3 would save, turned off 4 would survive, didn't pour 5 Would, slow, didn't use 6 ate, would be

3 1 very 2 quite 3 much 4 very 5 really 6 a bit

4 1 about 2 about 3 out 4 to 5 about 6 over 7 up

5 1 f 2 b 3 e 4 a 5 c 6 d

Unit 1

Page 8

1 Across: 2 articles 6 audience 7 headline
Down: 1 video-sharing 3 channels 4 podcast 5 viewer

2 1 lots of 2 more than 3 many 4 many 5 always 6 How many 7 Which

3 1 station, c 2 programme, d 3 listeners, c 4 readers, b 5 front page, a 6 website, b

4 1 Maggie never goes to the theatre. 2 Jason always takes the bus to school. 3 Shhh! The students are doing an exam. 4 Which part are you playing in the musical? 5 Arwa is writing an email at the moment. 6 Max follows lots of famous people.

Page 9

5 1 Do you like Leona Lewis? 2 What are you doing? 3 When / What time does the concert start? 4 Why are you laughing? 5 What are you reading? 6 How often do you have singing lessons?

6 1 a 2 c 3 b 4 c 5 a 6 b

7 1 has gone 2 Have, been 3 has, followed 4 have signed 5 has fallen 6 has sung

8 1 I've driven 2 you've spoken 3 I've been 4 you ever made 5 I usually film 6 I appear 7 are you feeling 8 I'm 9 listen to 10 I haven't spoken to 11 are you talking about 12 I've chosen

9 1 Why is that baby staring at me? 2 Look! They are throwing flowers to the winner. 3 The photographer is pointing his camera at you, but he isn't taking any pictures at the moment. 4 They write notes to each other in class every day. 5 Those girls over there are looking at a magazine and laughing at some funny cartoons.

Page 10

1–2 Statement 2 is true.

3 1 F 2 T 3 T 4 F 5 F 6 F 7 T

Page 11

4 1 episode 2 act 3 followers 4 winner 5 influencer 6 rehearsal

5 1 slide show 2 museum official 3 talent shows 4 film location 5 crowd scenes 6 newspaper 7 headlines 8 sports reports 9 film reviews 10 summer clothes

6 1 'll just get my coat 2 can already walk 3 have already sold one million copies 4 've just started working 5 are you still here 6 still haven't started it / haven't started it yet

7 b

8 1 neighbourhood 2 dramatic 3 episode 4 acting 5 Istanbul 6 Older

Page 12

1 1 She seems a bit unfriendly to me. 2 In my opinion, they're the best girl group. 3 I know what you mean. 4 Why do you say that? 5 That's because he's really funny. 6 I don't think so. 7 Do you think so?

2 2 d 3 e 4 a 5 c 6 b

3 1 c 2 b 3 c 4 c

Page 13

4–5 bought: brought caught fought taught thought
coughed: laughed

6 1 a 2 b and c 3 a and b 4 c 5 b and c

7 1 d 2 a 3 e 4 b 5 c

8 1 because of 2 because 3 because 4 because of 5 because 6 because of

9 Students' own answers

Page 14

1 1 last 2 finally 3 before

2 1 b 2 c

3 1 c 2 a 3 b

4 1 c 2 b 3 c 4 b

Page 15 Writing Insights

1 a website

2 Title: News for all
Text type: website
Review writer's overall opinion: ☺

3 sentence topic ideas points plan space

4 1 Factual information: international news website; up-to-date information; writers come from many different countries; a good reputation
2 Summary of content: news sections for different regions in the world; live updates; sports sections has recent results, photos and videos; culture section is broad
3 Opinion: recommend this website; the use of multimedia makes the website interesting; the video sections sometimes make the website confusing

5 1 true 2 false 3 false

6 'News for all' is an international news website in English. You can find out about news, sports, culture and much more in this site. Overall, I can definitely recommend this website to anyone interested in reading and watching international news in English.

7 fortunately in my opinion in my view luckily definitely cleverly personally certainly unfortunately of course

8 definitely personally

9 1 In my opinion 2 definitely 3 Fortunately 4 Certainly

10 Students' own answers

11 Students' own answers

12 Students' own answers

Unit 2

Page 18

1 1 think 2 understand 3 creative 4 memory 5 forget 6 Imagine 7 remember

2 1 a 2 c 3 c 4 b

3 1 angry 2 forget 3 memory 4 imagination 5 creative 6 imagine

4 1 ambition 2 truth 3 behaviour 4 fear 5 Happiness 6 danger 7 friendship 8 success

Page 19

5 1 They've been playing rugby.
2 The scientist has been looking at something under a microscope.
3 The children have been making a cake.
4 The boys have been running again.
5 He hasn't been working very hard.
6 I haven't been sleeping well this week.

6 2 has Tina been collecting 3 has Greg been 4 has Sarah known 5 have you been waiting 6 has dad been making

7 a 6 b 2 c 5 d 4 e 3 f 1

8 1 since 2 for 3 since 4 for 5 for 6 since

9 1 haven't worked out 2 haven't you asked 3 've been holding 4 Haven't you noticed 5 've been looking 6 Have you already finished 7 haven't done 8 've been waiting 9 've been 10 haven't understood

Page 20

1 pathways in the brain, hand–eye co-ordination, fast reactions, social skills

2 1 T 2 F 3 T 4 F 5 T 6 F 7 T 8 F

3 1 Football is a sport which people play all over the world.
2 Sheep are animals which can recognise faces.
3 A comedian is a person who is good at telling jokes.
4 The weekend is a time when people relax.
5 A surgery is a place where doctors work.
6 Van Gogh is an artist whose work is very popular.

4 1 Chess, which is my favourite board game, has been around for centuries. Or; Chess, which has been around for centuries, is my favourite board game.
2 Mrs Clark, who works at the bank, has just had a new baby. Or; Mrs Clark, who has just had a new baby, works at the bank.
3 The summer holidays, when my cousins come to stay, are great fun.
4 My cousin, whose name is Emma, has done a lot of work for charity.
5 Luigi's restaurant, where my mum works, is famous for its pasta dishes. Or; Luigi's restaurant, which is famous for its pasta dishes, is where my mum works.

Page 21

5 1 b 2 d 3 a (c is the extra heading)

6 1 Kelly the dolphin 2 an orangutan 3 the parrot 4 apes 5 an elephant 6 the parrot

7 1 b 2 a 3 a 4 c 5 c

Page 22

1 1 Isn't the exam next Tuesday? 2 They're having exams, aren't they? 3 He doesn't have a good memory, does he? 4 Aren't we going to the presentation tomorrow? 5 Have you left your books at home? 6 I haven't told you this before, have I?

2 1 b 2 a 3 c 4 c 5 a 6 c 7 b

3 1 don't 2 does 3 doesn't 4 don't 5 can 6 isn't

Page 23

4 Questions 1, 2, 4 and 6 don't have falling intonation.

5 b

6 1 very 2 very 3 where 4 whose 5 when 6 which 7 very interested

7 1 which 2 where 3 which 4 when

8 1 finding out 2 go out 3 sociable 4 funny 5 good marks 6 clothes 7 decorated

9–10 Students' own answers

Page 24

1 1 headings 2 information 3 match

2 1 1a 2c
2 1b 2c

3 1 text 2 picture 3 understand

4 1 b

Page 25 Writing Insights

1 1 names 2 historical facts 3 important dates 4 10% 5 words in languages 6 names

2 Names are the easiest type of information to remember and important dates are the easiest. Males and females thought that words in another language are the most difficult to remember. Exactly 40% of females and almost half the males thought they were easy to remember. Approximately 60% of males and females think historical facts are very easy to remember. Females found it easier to remember names and important dates than males. Males found remembering words in other languages easier than females.

3 1 Introduce 2 Summarise 3 highlight 4 contrast

4 They they their them these

5 1 four different types of information 2 the chart 3 males and females 4 words in another language

6 a half a third a quarter approximately a fifth almost one third nearly one quarter just over a half exactly four-fifths

7 40% – exactly two-fifths almost half – nearly half 60% – over a half

8 1 taking notes 2 reading again 3 70% 4 70%

9 Students' own answers

10 Students' own answers

Review Units 1 and 2

Page 28

1 1 spends 2 'm becoming 3 're working 4 signs 5 're singing

2 1 has, been 2 've been working 3 's been raining 4 has, had 5 have, been waiting

3 1 are starting or have started 2 think 3 's, got 4 's waving 5 's, standing 6 've, seen 7 looks 8 hasn't worked 9 's not 10 don't recognise

4 1 We have just heard about the accident. 2 Have you told the fans about it yet? 3 Yes, we've already stopped tonight's show. 4 Hurry up! The taxi has just arrived.
5 Is she still writing her essay?

5 1 Stratford-upon-Avon, which is where Shakespeare lived, is very popular with tourists. / Stratford-upon-Avon, which is very popular with tourists, is where Shakespeare lived.
2 New York, which is on the east coast of America, is known as the city that never sleeps. / New York, which is known as the city that never sleeps, is on the east coast of America.
3 Buddy Holly, who was a singer, died in a plane crash. / Buddy Holly, who died in a plane crash, was a singer.

4 Springtime, when there is a lot of pollen, is the worst time for allergies. / Springtime, which is the worst time for allergies, is when there is a lot of pollen.
5 Ian McEwan, whose latest book has been made into a film, is my favourite author.

6 1 have they 2 aren't you 3 is she 4 do you 5 has he

Page 29

7 1 viewers 2 repeat 3 channel 4 judge 5 DJ

8 1 remember 2 understand 3 feel 4 think 5 imagine

9 1 fear 2 ambition 3 creativity 4 funny 5 moody 6 introvert 7 imaginative 8 logical 9 sociable 10 memory

10 1 into 2 at 3 on 4 down 5 on 6 out 7 of 8 of 9 to 10 at

11 1 c 2 e 3 b 4 a 5 d

12 1 when 2 appear 3 which 4 where 5 for 6 episode 7 had 8 of 9 viewers 10 have

Unit 3

Page 30

1 1 millennium 2 decade 3 fortnight 4 minute 5 year 6 month 7 century 8 hour

2 **1** 1 decades 2 century 3 time
2 1 years 2 millennium 3 hours

3 1 jewellery 2 fossil 3 treasure 4 ruins 5 site

4 1 Artefacts 2 jewellery 3 archaeologists 4 fragment 5 Palaeontologists 6 remains

Page 31

5 1 c 2 e 3 f 4 a 5 g 6 d 7 b

6 1 b 2 a 3 d 4 f 5 c 6 e

7 1 had ever seen 2 thought 3 were 4 had looked 5 went 6 were 7 had brought 8 had put 9 had taken 10 sold 11 made 12 decided

8 1 prefer 2 tried 3 can't wait 4 like 5 want 6 don't need 7 agree

9 1 decided to leave 2 refused to talk 3 managed to pass 4 learned to swim 5 hopes to study 6 seems to understand 7 didn't learn to cook

Page 32

1 1 c 2 a

2 1 d 2 c 3 b 4 a 5 h 6 f 7 e 8 g

3 Suggested answers: 1 … for lunch on Sunday. / … for Sunday lunch. 2 … cook / prepare the Sunday roast. 3 … the washing up. 4 … started watching her favourite programme. Or; ... had finished her science project. 5 … answer the phone. / … speak to her friend, Melanie. 6 … hadn't answered her calls on Saturday. 7 … her favourite programme had nearly finished.

Page 33

4 1 a 2 c 3 b

5 1 c 2 b 3 a

6 1 b 2 b 3 a 4 a 5 b

7 1 Did you use to stay 2 used to go 3 had 4 hated 5 didn't use to go 6 used to visit 7 used to go 8 used to stay 9 decided 10 hired

Page 34

1 1 feel 2 looks 3 tastes 4 smells 5 sounds

2 1 f 2 d 3 e 4 c 5 a 6 b

3 1 b 2 a 3 a 4 a 5 b 6 b

4 1 look 2 How long 3 feels 4 How much 5 sounds 6 How far

Page 35

7 1 colourful 2 artistic 3 cool 4 friendly 5 excellent 6 delicious 7 expensive 8 enjoyable 9 busy

8 1 enjoyable 2 expensive 3 colourful 4 busy 5 delicious 6 excellent

9 1 was such a busy café 2 the walls were so great 3 was such a good waitress 4 was such a tasty burger that 5 chips was so large that

10–11 Students' own answers

Page 36

1 1 before 2 who 3 all

2 1 description 2

3 1 questions 2 predict 3 second

4 **1** 1 c 2 b 3 a
2 1 b 2 a 3 c

Page 37 Writing Insights

1 Students' own answers

2 1 False; the writer thinks his country's history is important
2 False; some people disagree with the writer's opinion
3 True 4 False; the writer argues there is a lot to learn from other countries' experiences

3 Main general question information opinion To sum up To conclude In conclusion Lastly Finally In summary

4 yours his hers its ours theirs any some one

5 2 country 3 moving from other countries 4 Oman 5 other cultures

6 give should stronger more

7 Students' own answers

8 Students' own answers

9 Students' own answers

10 Students' own answers

11 Students' own answers

Unit 4

Page 40

1 a 4 b 6 c 7 d 1 e 3 f 5 g 2

2 1 An electrician 2 A chef 3 An accountant 4 A manager 5 A soldier 6 A postal worker

3 1 won 2 scored 3 beat 4 scored 5 missed 6 lost

Page 41

4 **A** 1 coach 2 ring 3 referee 4 physiotherapist
B 1 player 2 sponsors' 3 stadium 4 umpires

5 1 e 2 b 3 d 4 g 5 c 6 a (The extra response is f.)

6 Suggested answers: 1 is going to ski down the hill. 2 is going to win the race. 3 is going to go in the water. 4 is going to crash. 5 is going to change the score. 6 is going to receive a medal.

Page 42

1 a

2 1 b 2 a 3 c 4 a 5 b

3 1 long-sleeved 2 V-neck 3 high-heeled 4 round-neck 5 long-sleeved

4 1 will be wearing 2 will be competing 3 won't be using 4 will be working 5 A will, be doing B will be starting

5 1 from 2 By / In 3 be 4 time 5 Will 6 will

Page 43

6 1 c 2 d 3 a

7 1 T 2 T 3 T 4 T 5 F 6 F 7 F

8 1 mood 2 whenever you like 3 fabric 4 stain 5 are waterproof

Page 44

1 1 a 2 f 3 c 4 e 5 b

2 1 b 2 b 3 a 4 a 5 b 6 c

Page 45

3 1 rather 2 than 3 prefer 4 to 5 like 6 want

4 /s/ basketball, disappear, dress, fossil, sponsor, used to
/z/ business, busy, design, museum, pleased, presentation, thousand, used (*past simple*)

5 1 They're playing in a badminton tournament. 2 At the leisure centre 3 The badminton coach

6 1 when 2 when 3 until 4 as soon as 5 by the time 6 as soon as

7 Suggested answers: 1 they're playing in the tournament. 2 she gets home. 3 she finds out what time they're playing. 4 arrives later this evening. 5 Daisy gets home 6 she knows more.

9 Students' own answers

Page 46

1 1 quickly 2 topic 3 whole

2 1 c 2 b

3 1 quickly 2 missing 3 that

4 1 a 2 b 3 c 4 b 5 b 6 a

Page 47 Writing Insights

1 Skills: good public speaking
Interests: member of several clubs, interested in the history of Oman
Languages: English
Experience: gives talks and presentations in English
Time available: interview May–June, work July–August

2 1 false 2 true 3 true 4 false 5 false

3 b d e c a

4 Dear Mr Hamad, I am writing to apply for … I am/have/would I look forward to hearing from you soon Yours sincerely Abdullah Al Balushi

5 This Those This This that That

6 that – developed confidence this – role/job this – knowledge

7 1 this – practising interview techniques 2 these – type of interview questions 3 Those – adverts for university students 4 that – time spent writing email and CV

8 Students' own answers

9 Students' own answers

10 Students' own answers

Review Units 3 and 4

Page 50

1 1 to meet 2 drying 3 swimming 4 to go 5 Learning 6 learning 7 to understand 8 living 9 travelling 10 eating 11 talking 12 to find out 13 to rain 14 walking 15 to have

2 1 left, had started 2 had said ... caught 3 had gone ... was 4 had to ... had forgotten 5 arrived ... was

3 1 a, b 2 a, b 3 c 4 a 5 a, b

4 1 was 2 saw 3 had thought 4 had 5 used to 6 developed 7 bought 8 went 9 had used 10 had bought

5 1 will you do 2 will be sitting 3 will be living 4 will probably lose 5 will be using

Page 51

6 1 roast, beef 2 bakes, bread 3 curry, chopping 4 peeling, apples 5 Boiling, eggs

7 1 archaeologist 2 fossil 3 fragment 4 artefact 5 remains 6 palaeontologist

8 1 diner 2 fries 3 vacation 4 pants 5 store

9 1 How far 2 How long 3 How much 4 How long 5 How much 6 How often 7 How many

10 1 What time 2 I'd 3 than 4 do you 5 prefer 6 rather 7 don't want 8 Where 9 like 10 How much

Unit 5

Page 52

1 Across: 2 glass 4 wool 5 paper 8 wood 9 fabric 10 brick 11 leather
Down: 1 metal 3 stone 5 plastic 6 rubber 7 concrete

2 1 for 2 as 3 to 4 as 5 to 6 for

3 1 was written 2 was placed 3 hasn't been included 4 were used 5 are being created 6 have been nominated

Page 53

4 1 The city's original tower houses were built in the 16th century.
2 At that time, the city was constantly being attacked by Bedouin tribes.
3 Many of the houses have been rebuilt several times in the last few centuries.
4 The old walled city of Shibam was listed as a World Heritage Site in 1982 by UNESCO.
5 The buildings are constantly being eroded by rain and desert winds.
6 In 2008, parts of the city were destroyed by terrible floods.

5 1 oval 2 immense 3 rectangular 4 huge 5 little 6 rectangular

6 1 an expensive, leather bag 2 a small, white, grey rabbit 3 an ancient, Egyptian mummy 4 a broken, wooden 5 a shiny, black 6 a huge, stone

7 1 The Ancient Greeks made beautiful, ceramic pots. 2 We bought a huge, round, wooden table. 3 The actress wore a lovely, long, red dress to the ceremony. 4 I gave my grandmother a new, Chinese, silk scarf for her birthday. 5 Let's stay in a nice, big, modern, hotel tonight. 6 There are too many ugly, grey, concrete buildings in my city.

Page 54

1 balls, chocolate, clothing, coffee, fruit, clothing, soap

2 title c

3 1 T 2 F 3 F 4 T 5 F 6 T 7 F

4 1 be bought 2 be agreed 3 be improved 4 be getting 5 be shown 6 be opened

Page 55

5 c three

6 1 recognise 2 bananas, lemons 3 packet 4 supermarkets 5 products 6 European

7 1 have become 2 be eaten 3 have been grown 4 saw 5 took 6 were brought 7 were used 8 put 9 have discovered 10 have, been developed 11 be sold

8 1 for 2 in 3 into 4 in 5 of 6 on 7 for 8 into

Page 56

1 1 g 2 e 3 c 4 b 5 a 6 d 7 f

2 1 What 2 To 3 Why 4 So 5 Why 6 To 7 for 8 Because

Page 57

3 1 erode 2 clothes 3 stone 4 phone 5 local 6 oval

4 1 A set of three juggling balls. 2 They were made of soft colourful fabric, small, fitted into a child's hand, and each contained a bell. 3 She learned to juggle and joined a juggling club where she also learned lots of other circus skills.

5 1 I used to play a lot on my own *because* / *since* / *as* I didn't have any brothers or sisters.
2 I didn't need anyone to do juggling with, so the balls were a great present.
3 *As* / *Since* / *Because* I was becoming quite good at juggling, I wanted to join a club.
4 There wasn't a club in my town, *so* I had to travel to the nearest big city.
5 The journey to the club was worth it *because* I learned so many things.
6 *Because* / *Since* / *As* I'm really good at juggling now, I often perform at festivals.

6–7 Students' own answers

Page 58

1 1 text 2 key 3 ideas

2 1 T 2 F 3 F 4 T

3 1 c 2 b 3 a

4 1 1 Mum 2 tea 3 8 o'clock
2 1 coach 2 Pauline 3 0292 687355
3 1 Mr White 2 The book you ordered 3 9.00 a.m. and 5.30 p.m.

Page 59 Writing Insights

1 1 nectar 3 the honeycomb 4 filter the honey 5 transported

2 At first Secondly After that Following this Before Next Finally

3 After that At first Next Following this Finally At this stage

4 sentences topic time expressions paragraphs

5 Following this, the solid part is separated from the liquid. (move to the end of the paragraph)

6 1 d 2 c 3 b 4 a

7 b e d g f c a

8 Students' own answers

9 Students' own answers

10 Students' own answers

Unit 6

Page 62

1 1 d 2 e 3 a 4 b 5 f 6 c

2 1 cookery 2 classic 3 thriller 4 mystery 5 historical 6 adventure 7 biography 8 detective 9 humour
The extra word is *autobiography*.

3 1 portraits 2 drawing 3 abstract works of art 4 play 5 Watercolour 6 oil 7 non-fiction

4 1 abstract 2 still life 3 oil 4 painting 5 landscapes 6 portraits

Page 63

5 a 3 b 5 c 2 d 1 e 6 f 4

6 2 a 3 a 4 d 5 f 6 b 7 c 8 e

7 1 It can't be his wife. 2 It must be Lisa Del Giocondo. 3 It might be a self-portrait. 4 He must have cut it off himself. 5 It might have been an accident.

8 1 may / might seem 2 couldn't have written 3 must have had 4 couldn't have known 5 must have been 6 may / might / could take 7 may / might never find out

Page 64

1 b

2 1 e 2 d 3 a 4 b

3 1 F 2 T 3 F 4 F 5 T 6 T 7 F

Page 65

4 a 2 b 1 c 4

5 1 b 2 c 3 c 4 c 5 c 6 b

6 1 e 2 c 3 d 4 a 5 b

Page 66

1 1 Can we go to the National Museum today? 2 Do you mind waiting outside for a moment? 3 Would it be all right if we ate our sandwiches here? 4 Is it all right if I sit down? 5 Could you hold my rucksack for me? 6 Could I have a look at those ceramic pots, please? 7 Can you take a photo of me?

2 a 4 b 7 c 2 d 1 e 3 f 5 g 6

3 1 d 2 a 3 f 4 e 5 b 6 c

4 1 Would 2 of course 3 Do you mind 4 not at all 5 could 6 Can you 7 I'm sorry

5 1 f 2 c 3 b 4 a 5 d 6 e

Page 67

6 1 b 2 c 3 b 4 b 5 c

7 1 same 2 same 3 different 4 different 5 different 6 same

8 1 b 2 d 3 a (The extra answer is c.)

9 1a As a result 1b due to 2a due to 2b As a result, the sponsored run 3a As a result 3b due to the stage

10 Students' own answers

Page 68

1 1 c 2 e 3 a 4 d 5 b

2 1 b 2 b

3 1 words 2 options 3 check

4 a 4 b 5 c 1 d 2

Page 69 Writing Insights

1 cube

2 Students' own drawings

3 2 Why are they reading this text? 3 What do they already know? 4 What do they not know? 5 What is important for them to know? 6 Is the information clear?

4 1 students 2 how to draw a square 3 how to draw a cube 4 to use a ruler 5 yes

5 short imperatives Write your name Turn the page Repeat the process

6 Use plain paper … Draw a square … Use a ruler ... Draw another square … Look at the two squares … Find the top right corner … Draw a line … Do the same … Draw these shorter lines … Use a ruler … Connect the bottom left corners.

7 1 First, get some paper. Then, think about the colours to use. 2 Go outside and look at different trees. Alternatively, look on the internet. 3 Look very closely at how most trees have the same structure.

8 and but or because which

9 which and because because but and or and

10 and which but because and

Review Units 5 and 6

Page 72

1 1 the 2 a 3 The 4 the 5 an 6 the 7 the 8 The 9 the 10 The, –

2 1 When was the city of Petra built? 2 Atlantis was destroyed by earthquakes thousands of years ago. 3 Those paintings still haven't been restored. 4 The students haven't been given their exam results yet. 5 Where is coffee usually grown?

3 1 will be served 2 can't be taken 3 must be accompanied 4 won't be delivered 5 Can, be washed

4 1 can't be 2 must have put 3 must be 4 can't have gone 5 must have left 6 must have been

5 1 If I had a lot of money, I'd give some to charity. 2 He'd play a lot better if he practised more. 3 If you went to Jordan, would you visit Petra? 4 Van Gogh would be very rich if he was / were alive today. 5 If Lisa did some exercise, she'd feel much healthier.

6 1 was 2 a 3 can't 4 The 5 a 6 be 7 The 8 went 9 would

Page 73

7 1 plastic 2 wood 3 wool 4 leather 5 concrete 6 brick

8 1 an ancient, Egyptian mummy 2 an amazing, huge, steel sculpture 3 a beautiful, red, silk dress 4 an immense, oval football stadium 5 a wonderful, old, black-and-white film

9 1 a 2 c 3 a 4 c 5 b

10 1 run out 2 complain about 3 pay for 4 got up 5 took off 6 have, on 7 do, into 8 thought about 9 found out 10 turns up

11 1 What 2 To 3 Why 4 Because 5 Could 6 I'll 7 right 8 looking 9 Not

Unit 7

Page 74

1 Across: 4 laboratory 5 experiment 6 research
Down: 1 data 2 innovation 3 machine

2 1 theory 2 results 3 applications 4 discovery 5 knowledge 6 test

3 1 disappear 2 unpack 3 disconnect 4 decode 5 unlock 6 disagree

4 1 unpacked 2 decode 3 agreed 4 disconnect 5 unlock 6 disappeared

5 1 enable 2 redo 3 enlarged 4 reappeared 5 rebuilt 6 renamed

Page 75

6 1 If Tania had taken an umbrella, she wouldn't have got wet. 2 If John hadn't fallen asleep, he wouldn't have got sunburnt. 3 The pan wouldn't have caught fire if someone had turned off the gas. 4 Anna wouldn't have ordered pasta if she had known the portions were so large. 5 Tim and Max wouldn't have signed up for this course if they had realised it was the advanced class. 6 If you had driven more carefully, we wouldn't have had an accident.

7 1 c 2 a 3 e 4 b 5 d

8 1 hadn't invented, wouldn't have been able 2 hadn't discovered, wouldn't have had 3 hadn't travelled, wouldn't have taken 4 hadn't known, would they have learned 5 hadn't worked hard, wouldn't have been 6 hadn't invented, would have learned

Page 76

1 1 he was blinded in an accident 2 Charles Barbier de la Serre 3 17

2 1 c 2 d 3 e 4 a 5 f 6 b

3 1 workshop 2 eye surgeon 3 dots 4 touch

Page 77

4 **A** 1 surfing 2 web browser 3 online 4 mouse 5 password
B 1 set up 2 hypertext 3 development 4 creators 5 revolutionised

5 chemistry, geology, engineering, technology, radar imaging, satellite photography, teaching.

6 1 F 2 T 3 F 4 T 5 T 6 T 7 F

7 1 shouldn't 2 should 3 couldn't 4 could 5 could 6 could

8 1 shouldn't have left 2 should have brought 3 should have bought 4 should have told 5 couldn't have been 6 could have left

Page 78

1 1 regret 2 criticism 3 criticism 4 regret 5 regret 6 criticism

2 4 a 6 b 2 c 5 d 3 e 1 f

3 1 I wish I'd listened more carefully to his instructions. 2 If only I hadn't given them so much food! 3 I should have emptied the tank. 4 I could have bought him some new fish. 5 I wish I'd said sorry when Jake arrived home. 6 I shouldn't have been so stupid!

4 1 wish 2 shouldn't 3 only 4 have 5 had 6 could've 7 should 8 could

Page 79

7 a barbeque in her garden b her friend Sonia c She didn't make a shopping list or a guest list.

8 1 After 2 before 3 After 4 by 5 without 6 before

9 1 Before phoning our friends, we sat in the garden chatting. 2 We phoned lots of people without making a guest list first. 3 We went shopping before making a shopping list. 4 After checking our phone messages, we made a list of who was coming. 5 Dad helped us by doing the barbecue. 6 After cooking the meat, he realised we hadn't bought any bread rolls.

10–12 Students' own answers

Page 80

2 1 a 2 c 3 d 4 e (The extra sentence is b.)

4 **1** 1 c 2 d 3 b
2 1 b 2 d 3 c

Page 81 Writing Insights

1 mobile phones

2 1 the benefits of using phones in class are greater than the drawbacks 2 Students' own answers

3 organise paragraphs examples topic opinion for against Conclusion

4 States the topic: There is a lot of discussion on the topic of using mobile phone technology for learning.
Gives an example *for* the topic: They are powerful tools … Students should have learned …
Gives an example *against* the topic: Students may get distracted … It is impossible for one teacher to control …
States their opinion: I believe the benefits of using phones in class are greater than the drawbacks.

5 Paragraph 2: learn a lot from travel – languages and culture, food
Paragraph 3: your own country's economy – not spending money at home
environmental issues – amount of fuel

6 On the one hand On the other hand In conclusion

7 why an action is done a reason for an action the most important part of the sentence when the reason is already known

8 students could find it difficult to concentrate because … students can make rules in order to …

9 Students' own answers

10 Students' own answers

11 Students' own answers

Unit 8

Page 84

1 1 b 2 h 3 e 4 c 5 a 6 g 7 d 8 f

2 1 sweets, shoe shop 2 rice, butcher's 3 jam, post office 4 shampoo, baker's 5 socks, greengrocer's 6 toothpaste, newsagent's (The extra word is: chemist's.)

3 1 newsagent's 2 greengrocer's 3 supermarket 4 chemist's 5 hairdresser's 6 travel agency 7 butcher's

4 1 said 2 announced 3 claimed 4 denied 5 confirmed 6 told

5 1 said 2 told 3 admitted 4 asked 5 suggested

Page 85

6 1 could 2 wouldn't 3 had bought 4 were going 5 was working 6 started

7 1 Each of my dresses is unique. 2 We have run out of sun cream. 3 Do you want your hair to be much shorter? 4 There's going to be an exam in May. 5 Hundreds of people have been arriving at the refugee camp. 6 Parrots make really good pets.

8 1 Danielle asked (if anyone could tell her) what made a good TV advert. 2 Blogger Boy thought that a good advert had to be funny. 3 Jeremy said that a really catchy tune was essential. 4 Helena said that Ford had made a great advert in 2009 (where they had used car parts as musical instruments). 5 Pixie said that she knew which advert Helena was taking about (and that it was really clever). 6 Jon asked if anyone had ever seen a good advert for cleaning products. He said that they were usually very boring. 7 Alice said that cleaning was boring, but that she was sure that someone would make a cool advert for cleaning products one day!

Page 86

1 photographs a and b

2 1 b 2 b 3 a 4 c 5 a 6 b 7 c

Page 87

3 clothes, driving lessons, mobile phone, notebooks, pens, dresses

4 1 spend 2 a little 3 fills shelves 4 needs to save up 5 pay for 6 try

5 1 bank account 2 mobile phone 3 jobs 4 work 5 afford 6 taste

6 1 What are you going to do with your wages? 2 Are you going to put some money in your bank account? 3 Do you want to go shopping on Saturday? 4 Do you have to buy the dress yourself? 5 Have you invited your mum to come with us? 6 Where should we meet?

7 1 Emma asked Sara where she worked.
2 Holly asked Kate if she had ever used a credit card.
3 Mike asked Sam where he had got his new trainers from.
4 Kim asked David what he was going to buy with his birthday money.
5 The teacher asked if they had done their homework.

8 1 wages 2 coins 3 savings 4 budget 5 debit card 6 pocket money

Page 88

1 1 Can I help you? 2 I'd like to return these jeans. 3 Is there something wrong with them? 4 Have you got the receipt? 5 I'm afraid we don't usually give refunds. 6 Would you like a credit note? 7 Would it be possible to get my money back?

2 1 e 2 f 3 b 4 d 5 a 6 c

3 1 lettuce 2 shirt 3 ice cream 4 DVD 5 book

Page 89

4 1 return 2 wrong 3 exchange 4 it 5 back 6 afraid 7 refunds 8 note 9 receipt

5 1 advertise, advertisement 2 Egyptology, Egyptian 3 qualified, qualification 4 engineering, engineer 5 refund, refund 6 research, research

6 1 The manager of a phone shop. 2 The quality of the customer service in the shop. 3 twice 4 To resolve the complaint as soon as possible.

7 1 Despite 2 Because of 3 Despite 4 Despite 5 Because of 6 In spite of

8 Students' own answers

Page 90

1 1 b 2 c 3 a

2 1 b 2 c

3 1 understand 2 expressions 3 similar

4 1 b 2 a 3 b

Page 91 Writing Insights

1 1 They have got debit and credit cards 2 cash 3 two 4 35% 5 an increase in technology means a move towards a cash-free society and young people will start to have work experiences at a younger age

2 1 Title 2 Survey overview 3 Key data 4 Overall summary

3 The recently released survey provides insight into …
The report describes shopping trends …. For male teenagers, most money was spent on … Most females said that they preferred … … almost two-thirds … … approximately 40% of the market … In conclusion it's evident that …
To summarise, most people …

4 A recently released survey reveals … It seems young people prefer … Young people have more money … 65% said … 10% said … 40% of young people … Only 10% … Just over a third … To summarise …

5 Compared to Like Although Despite However while

6 However compared to while However although

7 Students' own answers

8 Students' own answers

9 Students' own answers

Review Units 7 and 8

Page 94

1 1 'd bought 2 hadn't cooked 3 sold 4 'd brought 5 was 6 hadn't taken

2 1 had saved, would have bought
2 had gone, wouldn't have felt
3 Would he have passed, had studied
4 had left, wouldn't have missed
5 hadn't had, would have come

3 1 If I'd known it was so cold outside, I would have worn a coat.
2 If he hadn't forgotten to take his phone, he would have called you.
3 If we hadn't stopped to talk to our friends, we wouldn't have been late for the meeting.
4 If she'd put sun cream on, she wouldn't have got sunburnt.

4 1 shouldn't have told 2 couldn't have afforded 3 could have won 4 should have brought 5 shouldn't have got up

5 1 My aunt promised that she would phone me later.
2 Khadija explained that she hadn't been to school because she had been ill.
3 Paul admitted that he'd eaten all the cake.
4 The teacher announced that the school was going to close at half past two.
5 The assistant claimed that this was the best sun cream on the market.
6 The weatherman said that it was going to be hot and sunny.
7 Mum asked if I had had anything to eat yet.
8 Joe told dad that he didn't want to go to the shops today / that day.

Page 95

6 1 web browser 2 patent 3 breakthrough 4 scientific 5 chemical

7 1 theory 2 innovations 3 research 4 laboratory 5 experiment

8 1 e 2 b 3 d 4 c 5 a

9 1 pocket money 2 wages 3 spend 4 account 5 cash 6 card

10 1 disappeared 2 unlock 3 disconnected 4 disagree 5 unpack

11 1 comfortable 2 advertisements 3 informative 4 qualifies 5 investigation

12 1 I'd like to return these trainers.
2 Is there something wrong with them?
3 Yes, they're too small. Would it be possible to get my money back?
4 I'm afraid we don't give refunds.
5 Would you like to exchange them for something else?
6 Would you like a credit note? It's valid for six months.
7 Have you got a receipt?