

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Luke Prodromou with Penelope Prodromou

# Limba Modernă 2 Engleză

## Clasa a VIII-a



 **SITKA**

CENTRUL DE CARTE STRĂINĂ

Acest manual școlar este proprietatea  
**Ministerului Educației și Cercetării**

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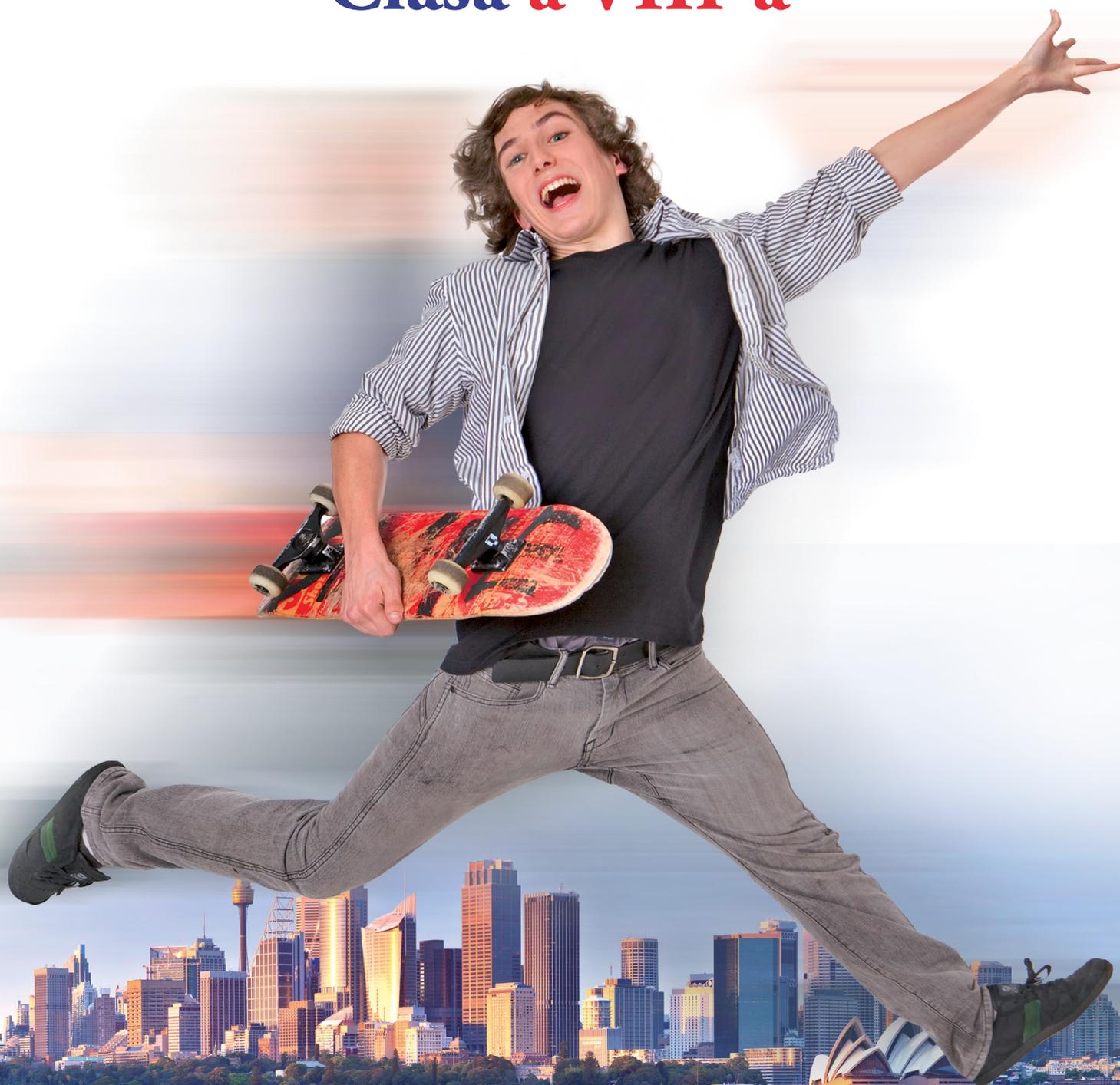
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Inspectoratul Școlar .....

Școala/Colegiul/Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:						
Anul	Numele elevului care a primit manualul	Clasa	Școala	Anul școlar	Starea manualului*	
					la primire	la returnare
1.						
2.						
3.						
4.						

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

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

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## Competențe generale

1. Receptarea de mesaje orale simple
2. Exprimarea orală în situații de comunicare uzuală
3. Receptarea de mesaje scrise simple
4. Redactarea de mesaje în situații de comunicare uzuală



## Competențe specifice și exemple de activități de învățare

### 1. Receptarea de mesaje orale simple

- 1.1. Identificarea semnificației unor schimburi verbale pe teme familiare, clar articulate
- 1.2. Sesizarea detaliilor principale din mesaje și anunțuri clare și simple
- 1.3. Manifestarea interesului pentru diversitatea culturală

### 2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Exprimarea unei opinii în legătură cu un subiect familiar / situație cunoscută
- 2.2. Participarea la scurte interacțiuni verbale, cu sprijin din partea interlocutorilor
- 2.3. Realizarea unor expuneri scurte, exersate, a unui subiect familiar
- 2.4. Participarea la schimbul verbal fără teama de eșec

### 3. Receptarea de mesaje scrise simple

- 3.1. Identificarea informațiilor de care are nevoie din liste sau din texte funcționale simple (pliante, meniuri, orare)
- 3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar / digitale simple, broșuri), în care numerele și numele joacă un rol important
- 3.3. Extragerea de informații din reclame de mici dimensiuni
- 3.4. Manifestarea disponibilității pentru informare prin lectură

### 4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură ("și", "dar", "pentru că")
- 4.3. Depășirea fricii de eșec în redactare / schimbul de mesaje scrise

## General competencies

1. Understanding simple oral messages
2. Producing oral messages in usual communication situations
3. Understanding simple written messages
4. Producing written messages in usual communication situations



## Specific competencies and examples of learning activities

### 1. Understanding simple oral messages

- 1.1. Identifying the significance of some verbal exchanges on clearly articulated familiar topics
- 1.2. Noticing the main details in clear and simple messages and enunciations
- 1.3. Manifestation of interest for cultural diversity

### 2. Producing oral messages in usual communication situations

- 2.1. Expressing an opinion regarding a familiar topic / known situation
- 2.2. Participating in short verbal interactions, with support from the interlocutors
- 2.3. Producing some short, practised presentations of a familiar topic
- 2.4. Participating in the verbal exchange without fear of failure

### 3. Understanding simple written messages

- 3.1. Identifying the necessary information in lists or simple functional texts (flyers, menus, timetables)
- 3.2. Getting information out of a clearly structured text (simple or digital newspaper articles, brochures) in which the numbers and the names play an important role
- 3.3. Getting information out of small dimension advertisements
- 3.4. Manifesting disponibility for getting information through reading

### 4. Producing written messages in usual communication situations

- 4.1. Filling in a form with identification information (education, interests, competencies)
- 4.2. Presentation of a written activity, using linking words (and, but, because)
- 4.3. Overcoming the fear of failure in writing / written messages exchange





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/j/	Asking and talking about life experiences	<p><b>CLIL – Science: The Big Bang</b>  <b>Reading:</b> Understand a text on the Big Bang  <b>Listening:</b> Understand two people that talk about a visit to the planetarium  <b>Speaking:</b> Participate in a dialogue on the universe's mysteries  <b>Writing:</b> Write a brief text expressing your opinions on other possible forms of life in the universe</p>
/t/ and /d/	Asking for and giving advice	<p><b>Culture: Alternative medicine</b>  <b>Reading:</b> Understand a text on the Native American Indians and their medicine men  <b>Listening:</b> Understand a dialogue on alternative medicine  <b>Speaking:</b> Prepare a brief oral presentation on your own lifestyle  <b>Writing:</b> Complete an e-mail in which you greet and give advice to a friend</p>
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/eə/ and /lə/	Reading and Writing practice	<p><b>Culture: Granny 'cloud schools'</b></p> <p><b>Reading:</b> Understand a text on cloud schools</p> <p><b>Listening:</b> Understand a dialogue on a didactic experiment</p> <p><b>Speaking:</b> Participate in a dialogue on the advantages/disadvantages of cloud schools</p> <p><b>Writing:</b> Write a brief text on your school by answering questions</p>

# Starter Unit

## Entry test

### Vocabulary



#### 1 Choose the correct answer (A, B or C).

- When we went to Paris last year we had to speak \_\_\_\_\_ all the time.  
A France      B French      C The French
- Katherine, uncle Tom's daughter, is my favourite \_\_\_\_\_.  
A nephew      B niece      C cousin
- I don't have time to \_\_\_\_\_ my bedroom. My dad does it for me.  
A tidy      B wash      C make
- I \_\_\_\_\_ my teeth three times a day, after every meal.  
A brush      B wash      C make
- It's too hot to wear long \_\_\_\_\_. Why don't you put your shorts on?  
A dress      B trousers      C shirt

5

#### 2 Complete the series with similar words to those given.

- Albanian, Finnish, Greek, \_\_\_\_\_.
- bathroom, bedroom, living room, \_\_\_\_\_.
- cheese, bread, meat, \_\_\_\_\_.
- supermarket, hospital, post office, \_\_\_\_\_.
- lake, river, mountain, \_\_\_\_\_.

5

#### 3 Complete the words.

- A family member: u \_\_\_\_\_
- A piece of furniture: t \_\_\_\_\_
- A drink: c \_\_\_\_\_
- A sport: r \_\_\_\_\_
- A part of the body: s \_\_\_\_\_
- A piece of clothing: j \_\_\_\_\_
- A weather condition: w \_\_\_\_\_
- A kind of housework: w \_\_\_\_\_ - u \_\_\_\_\_
- A job in the hospital: n \_\_\_\_\_
- A means of transport: p \_\_\_\_\_

10

#### 4 Find the odd one out.

- Good morning, Good afternoon, Good luck, Good evening
- red, green, brown, beard
- collect stamps, go to work, read a book, watch a football match
- taxi, bus, station, ferry
- hill, river, beach, library

5

### Functions

#### 5 Choose the correct answer (A, B, C or D) for each statement.



- He's tall, dark and handsome.  
A making comparisons  
B talking about ability  
C describing people  
D describing feelings
- Of course you can ride my bicycle.  
A giving permission  
B talking about ability  
C asking for something  
D talking about routines
- I'm going to travel round the world one day.  
A talking about possibility  
B talking about your school  
C talking about what we are doing  
D talking about future intentions
- She first came to this town five years ago.  
A talking about past events  
B giving directions  
C describing people  
D making comparisons
- You mustn't use your mobile during the lesson.  
A talking about routines  
B describing experiences  
C explaining rules  
D talking about how you do things

5



## Grammar

### 6 Choose the correct answer (A, B, C or D).

- \_\_\_\_\_ a lot of people in the stadium for the big match.  
A It is  
B There are  
C It has  
D There has
- \_\_\_\_\_ to my party on Saturday?  
A Are you coming  
B You will come  
C Do you come  
D Going come
- My aunt lives in Canada, but she \_\_\_\_\_ in London.  
A can travel  
B she likes  
C was born  
D comes
- For the post office, keep going along this road and \_\_\_\_\_.  
A you go left  
B turn left  
C take left  
D straight left
- Do you think \_\_\_\_\_ to rain? I hope not, I haven't got an umbrella.  
A it's going  
B is going  
C it going  
D it will go

5

### 7 Complete the text with the correct words from the box.

finished nobody better something most

I was on my own. Everybody was out. There was <sup>1</sup>\_\_\_\_\_ in the house. Only the cat and I. I <sup>2</sup>\_\_\_\_\_ my homework and I tried to think of <sup>3</sup>\_\_\_\_\_ to do. I switched on the TV. There was a man talking about politics, the <sup>4</sup>\_\_\_\_\_ boring thing on earth! I phoned Tanya and Pedro but they were out so I was home alone with nothing to do. Being at school was <sup>5</sup>\_\_\_\_\_, I thought!

5

### 8 Complete the text with one word for each gap.

I saw the most incredible thing as I was going <sup>1</sup>\_\_\_\_\_ school yesterday. I was standing at the bus stop waiting for the bus to come when I suddenly <sup>2</sup>\_\_\_\_\_ someone shouting 'Stop thief! Stop that dog!' The noise <sup>3</sup>\_\_\_\_\_ coming from the butcher's shop across the road. Then I <sup>4</sup>\_\_\_\_\_ a dog running away from the shop with sausages in its mouth. The butcher ran out of the shop and along the road but the dog was <sup>5</sup>\_\_\_\_\_ than he was. Goodbye sausages!

5

### 9 Complete the sentences with the correct preposition.

- 'What time did you arrive?' ' \_\_\_\_\_ 4.30 p.m.'
- We went \_\_\_\_\_ the cinema in the evening.
- We left the car \_\_\_\_\_ a car park not far from the cinema.
- I forgot my wallet \_\_\_\_\_ the kitchen table.
- She's late! I have waited at the bus stop \_\_\_\_\_ an hour!

5

My final score is \_\_\_\_\_ 50

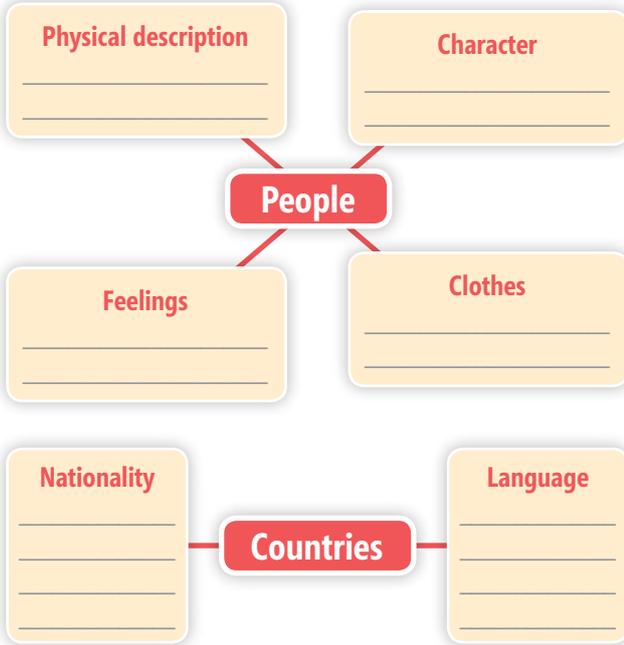
## Self-evaluation

	😊	😐	😞
Lexical competences			
Communicative competences			
Grammatical competences			

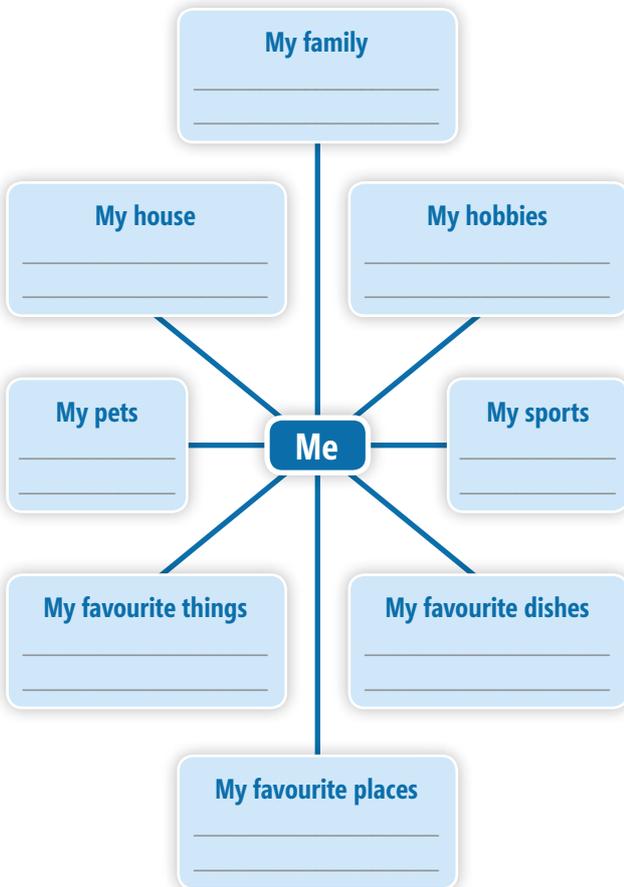
I must revise:

# Sum up!

**1 Map work** Complete the mind maps.



**2 Map work** Now complete and create your mind map. Add any other topic you can write about (e.g. music, holidays, school, etc.). Draw the map in your exercise book, if necessary.



**3** Look at the picture and write all the words that come to your mind in five minutes. Then answer the questions.

- 1 What can you see in this photograph?
- 2 Can you give a physical description of the people in the photo?
- 3 Can you describe what they are wearing and doing?

**4 Word chain** In small groups. Start saying any word that comes to your mind, your partner will continue, adding another word and so on. Don't think about it! Say the first word that comes to your mind.

- A school
- B pupils
- C boys
- D girls
- A friends
- B fun
- ...

**5 Dialogue building** Complete the chart adding five more useful sentences to ask about past events and answer.

Questions	Answers
What did you do last Saturday?	I went to the cinema.
Where did you go last summer?	

**6 Follow the instructions and write the dialogue.**

**George**

- Asks Tina what she is going to do tonight.
- Asks what she is going to do tomorrow night.
- Asks her if she would like to go out with him Saturday afternoon.
- Asks her why she is learning German.
- Asks her what the weather will be like during the winter.
- Asks her if she is interested in studying German in college.
- Asks her what kind of job she likes.

**Tina**

- Replies that she is staying home tonight and do homework.
- Replies that she needs to do a translation.
- Replies that she cannot go out because she has a German lesson.
- Replies that she will be visiting her friends in Germany.
- Replies that it will be cold and that there will be lots of snow.
- Replies affirmatively. Yes, she loves foreign languages and she would like to study German in college.
- Replies that she wants to become a translator and travel a lot.

**7 Don't get lost** In pairs, look at the map and decide where you want to guide your partner. Give him / her directions. Exchange roles and try again.



**8 Grammar quiz** Find the examples in five minutes!

- 1 two examples of subject pronouns
- 2 two examples of possessive adjectives
- 3 two examples of frequency adverbs
- 4 two examples of object pronouns
- 5 two examples of prepositions of movement
- 6 two examples of prepositions of time
- 7 two ways of talking about the future
- 8 two examples of modal verbs

**9 Grammar quiz** Complete the sequences.

big, *bigger, biggest*

- 1 cheap, \_\_\_\_\_, \_\_\_\_\_
- 2 old, \_\_\_\_\_, \_\_\_\_\_
- 3 nice, \_\_\_\_\_, \_\_\_\_\_
- 4 good, \_\_\_\_\_, \_\_\_\_\_
- 5 bad, \_\_\_\_\_, \_\_\_\_\_
- 6 beautiful, \_\_\_\_\_, \_\_\_\_\_
- 7 expensive, \_\_\_\_\_, \_\_\_\_\_

**10 Grammar quiz** Find the odd one out. Can you explain why?

watch, wash, kiss, ~~play~~ – *The verb play adds only -s to form the 3<sup>rd</sup> person singular.*

- 1 he's, she's, it's, his  
\_\_\_\_\_
- 2 who, which, did, how  
\_\_\_\_\_
- 3 we, they, her, I  
\_\_\_\_\_
- 4 sell, work, ride, give  
\_\_\_\_\_

# Game

<p>How old are you? Where are you from?</p> <p>2</p>	<p>1</p> <p>What is your name? Spell it in English, please.</p>	<p><b>START</b></p>	
<p>Where does your partner live?</p> <p>3</p>	<p>4</p> <p>What is the plural of <i>man</i>?</p>		
<p>10</p> <p>Name the ingredients in your favourite dish.</p>	<p>9</p> <p>Show and name three things you have in your bag now.</p>	<p>8</p> <p>Name three rooms in the house.</p>	<p>7</p>  <p>What is the nationality of somebody from the United States?</p>
<p>Give an example of a countable and uncountable noun.</p> <p>11</p>	<p>12</p> <p>Go forward to square 13!</p>	<p>13</p> <p>Name six items of clothing.</p>	<p>14</p> <p>Describe the physical appearance of your mum or dad.</p>

## You need



One dice



Counters

## How to play

Take turns to throw the dice.

Follow the instructions and move along the board.

The first player to reach the 'Finish!' square is the winner.

# FINISH!

<p>Give an example of a rule in your school.</p> <p>30</p>	<p>29 Who was the first President of the United States?</p> 	<p>Describe how to play your favourite sport.</p> <p>28</p>	<p>27 Name two things you must or mustn't do at home.</p>
<p>23 Give an example of the <i>Past simple</i> and <i>Past continuous</i> of watch.</p>	<p>24 Which means of transport do you use (a) often, (b) sometimes, (c) rarely?</p>	<p>25 What is the comparative and superlative of <i>beautiful</i>?</p>	<p>Go back to square 22!</p> <p>26</p>
<p>Name five jobs.</p> <p>22</p>	<p>21 What are the colours of the Union Jack?</p>	<p>20 When is your birthday?</p> 	<p>19 Name two of your free-time activities.</p>
<p>Roll the dice again!</p>  <p>15</p>	<p>16 What's the weather like now? Go forward 3 squares!</p>	<p>17 What is the capital of Wales?</p> 	<p>18 Give someone directions to your house from the school.</p>

## Culture quiz

- The United Kingdom is...
  - England, Wales, Scotland and Northern Ireland.
  - Britain and Ireland.
  - England, Wales and Scotland.
- The United Kingdom is in...
  - northern Europe.
  - southern Europe.
  - eastern Europe.
- The capital of Scotland is...
  - Glasgow.
  - Edinburgh.
  - Dublin.
- The red dragon flag is the symbol of...
  - Scotland.
  - Wales.
  - Northern Ireland.
- Stonehenge is in...
  - Wales.
  - Scotland.
  - England.
- In England, private schools are sometimes called...
  - public schools.
  - state schools.
  - grammar schools.
- In the United Kingdom, secondary school begins at the age of...
  - 5.
  - 11.
  - 16.
- Who lives at 10 Downing Street?
  - The Prime Minister
  - The President
  - The Queen
- Boxing Day is...
  - the day before New Year.
  - the day after Christmas.
  - a special day for the sport of boxing.
- Children say 'Trick or Treat' at...
  - Halloween.
  - Christmas.
  - April Fool's Day.





11 Pancake Day is...

- A  after Easter.  
 B  on Easter Day.  
 C  before Easter.

12 Which one of these dishes is traditional at Christmas?

- A  turkey  
 B  duck  
 C  chicken

13 What is Big Ben?

- A  a house  
 B  a person  
 C  a clock

14 How many states are there in the United States?

- A  41  
 B  50  
 C  61

15 When is US Independence Day?

- A  July 4th  
 B  August 8th  
 C  November 5th

16 Queen Elizabeth I was Queen in...

- A  the 19th century.  
 B  the 18th century.  
 C  the 16th century.

17 Which one of these was not a King of England?

- A  George  
 B  Charles  
 C  Shakespeare

18 Where does the President of the USA live?

- A  Washington DC  
 B  New York  
 C  Los Angeles

19 Which city is famous for jazz?

- A  Manchester  
 B  New Orleans  
 C  Toronto

20 In the USA, Mardi Gras is another name for...

- A  Christmas.  
 B  Carnival.  
 C  Bonfire Night.



# 1

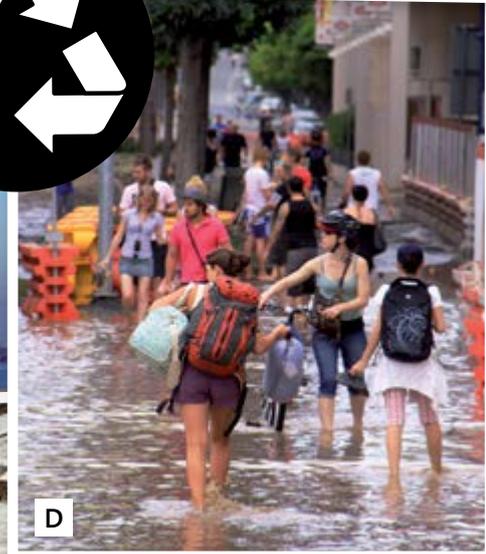
# The environment



C



A



D



F



B



E

## Vocabulary

1 Match the words and phrases (1-8) with the correct picture (A-H).

- |   |   |
|---|---|
| 1 <input checked="" type="checkbox"/> melting ice cap | 5 <input type="checkbox"/> drought        |
| 2 <input type="checkbox"/> exhaust fumes              | 6 <input type="checkbox"/> nuclear power  |
| 3 <input type="checkbox"/> rubbish dump               | 7 <input type="checkbox"/> forest fire    |
| 4 <input type="checkbox"/> floods                     | 8 <input type="checkbox"/> floating waste |

2 Listen and repeat.

3 Complete the sentences with an expression from exercise 1.

The *melting ice cap* is a danger for polar bears and seals.

- Heavy rain can cause \_\_\_\_\_.
- A \_\_\_\_\_ is a piece of land where waste materials are stored.
- \_\_\_\_\_ is the main problem in several African countries.

4 Asthma and allergies can be caused by \_\_\_\_\_.

- A lot of \_\_\_\_\_ can be found in the Pacific Ocean.
- Many countries prefer alternative energy sources to \_\_\_\_\_.
- A huge \_\_\_\_\_ destroyed hectares of the Amazon rainforest.



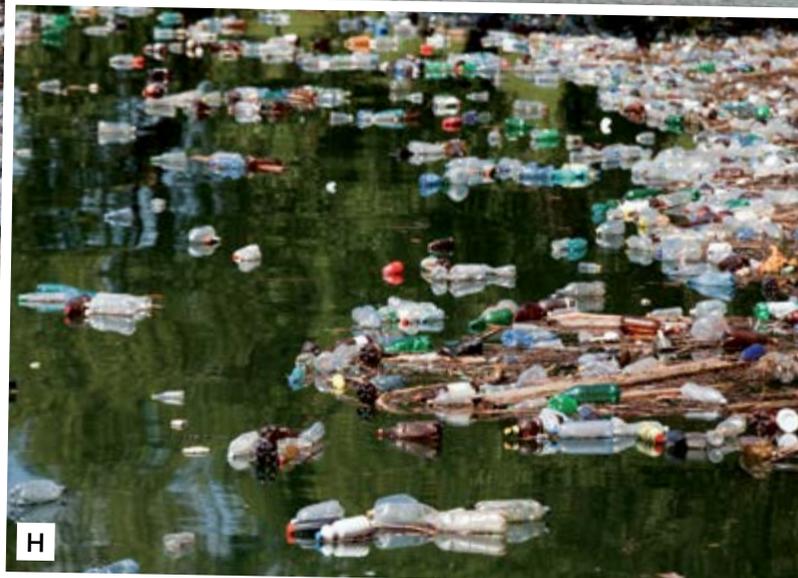
G



1

## Presentation 1

4  Read and listen to the text.



H



## Global warming: good or bad?



Will the world change in the future? Yes, it will! And here are my top 20 predictions for the next 50 years:

- 1 The polar ice caps will melt.
- 2 Sea levels will rise.
- 3 The weather will change.
- 4 There will be more floods.
- 5 There will be droughts.
- 6 Some places won't have enough rain.
- 7 We won't have clean water.
- 8 We will fight water wars.
- 9 Many animals won't survive.
- 10 We will travel to the Arctic Ocean.
- 11 Summers will be hotter.
- 12 There won't be fresh food for everybody.
- 13 There won't be enough fish for everybody.
- 14 We won't use wood, we'll use plastic.
- 15 We will recycle more.
- 16 Warm weather means more crops.
- 17 Winters will be warmer.
- 18 People will plant more trees.
- 19 Forest fires will increase.
- 20 Nuclear energy will be common.

What do you think? Leave your comments below; I promise I'll reply to everyone!

Comment:

Empty comment box

## 5 Comprehension Circle the correct alternative.

The author believes that...

- 1 ...sea levels will go *up* / *down*.
- 2 ...water will be *clean* / *dirty*.
- 3 ...a lot of people *will have* / *won't have* enough food.
- 4 ...we'll use more *wood* / *plastic*.
- 5 ...winters will be *warm* / *cold*.



will

Will the world *change* in the future? *Yes, it will!*  
The weather *will change*.

There *won't be* enough fish for everybody.

## 6 Pairwork Answer these questions to make your predictions for the future.

*Will students use paper books at school?  
Yes, they will. / No, they won't.*

- 1 Will students go to school?
- 2 Will we have clean water?
- 3 Will we use cars?
- 4 Will people walk?
- 5 Will we eat real food?

## 7 Over to you Report to the class your predictions for the future.

*In the future, students will...*

# 1 A big plastic soup



## Presentation 2

1 How 'green' are you? Tell your partner what you do every day for the environment.



2  Read and listen to the interview with a teenage blogger and campaigner.

**Robert** In your webquest, you talk about the world's rubbish dumps. Will you tell us about them?

**Jane** Well, you can see rubbish dumps everywhere in urban areas. If we don't do something, we will create e-waste villages outside our cities!

**Mick** What? Will we live in villages in the future?

**Jane** No, we won't. An e-waste village is a big dump for electronic waste such as computers, old mobile phones, and so on, which means plastic, aluminium, copper, gold, silver... all materials which can be recycled.

**Robert** Will the sea be a rubbish dump, too?

**Jane** Yes, it will. The Pacific Ocean will become a big plastic soup three times the size of the United States!

**Mick** But, if we dump our rubbish in the sea, won't it disappear one day?

**Jane** No, it won't; it will stay there and it will grow bigger and bigger, like a sea-monster and it may destroy the marine habitats.

**Robert** OK, what can we do to stop this waste?

**Jane** Well, take shopping. If you use cotton bags, you will reduce pollution from plastic bags.

**Robert** What about reusing materials?

**Jane** When you reuse, you save energy! If you want to buy a new football, don't throw the old one away. Give it to somebody who needs one. You can reduce the amount of your waste by taking very simple actions.

3 Read again and answer the questions.

Where are rubbish dumps?

*In urban areas.*

- 1 What is an e-waste village?
- 2 What materials can you find in e-waste villages?
- 3 Can we recycle them?
- 4 What happens to plastic if we dump it in the sea?
- 5 How can we reduce our waste?

## Vocabulary

- 4  Match the materials with the correct pictures. Then listen and check.



### Materials

- 1 glass
- 2 wood
- 3 plastic
- 4 paper
- 5 cotton
- 6 aluminium
- 7 gold
- 8 cardboard
- 9 silver
- 10 copper

- 5 Write the materials for the objects in the pictures.

a *glass* bottle

1 a \_\_\_\_\_ box

2 \_\_\_\_\_ cups

3 a \_\_\_\_\_ pot

4 \_\_\_\_\_ napkins

5 fire \_\_\_\_\_

6 a \_\_\_\_\_ plate

7 a \_\_\_\_\_ watch

8 an \_\_\_\_\_ can

9 a \_\_\_\_\_ bag

- 6 Make sentences using the prompts.

have a bath / use a lot of water

*If you have a bath, you will use a lot of water.*

1 have a shower / save water

2 not recycle / waste energy

3 not turn the lights off / waste energy

4 walk or cycle to school / save energy

5 turn the tap off / save water

### → First conditional

If you **use** cotton bags, you **will reduce** pollution.

If we **don't do** something, we **will create** e-waste villages.

- 7 **Critical thinking** What can you do for the environment in your school? Write at least 6 points.

Report your points to the rest of the class. Your teacher will choose the best 10 points and create your class eco-friendly guidelines.

*If we drink tap water, we won't use plastic bottles.*

# 1 Grammar

## will (predictions and promises) All the forms and short answers

### Affirmative form

I / You / He / She / It We / You / They	will ('ll) study tonight.
--	---------------------------

### Negative form

I / You / He / She / It We / You / They	will not (won't) study tonight.
--	---------------------------------

### Interrogative form

Will	I / you / he / she / it we / you / they	study tonight?
------	--	----------------

### Short answers

Yes,	I / you / he / she / it we / you / they	will.
No,	I / you / he / she / it we / you / they	won't.

## → FOCUS

There **will be** drought.  
I promise I'll **reply** to everyone.

Will is a modal verb and it remains the same for all forms.

The affirmative form and the negative form are constructed with **Subject + will ('ll) / will not (won't) + base form of the verb**.

The interrogative form is constructed with **Will + subject + base form of the verb + ...?**

It is used to make predictions about the future and to make promises. In spoken English, it is preferable to use the contracted form **'ll**.

### 1 Prediction or promise? Write it in the space.

Don't worry Mum. I'll call you. *promise*

- I'll buy you a bicycle for your birthday. \_\_\_\_\_
- The TV says it will be warm and sunny tomorrow. \_\_\_\_\_
- People will travel to space for their holidays. \_\_\_\_\_
- I'll give you the money back on Monday. \_\_\_\_\_
- I was wrong; I won't do it again. \_\_\_\_\_
- People will fight for water. \_\_\_\_\_

### 2 Reorder the words to make sentences.

you / I'll / phone / promise / I  
*I promise I'll phone you.*

- be / The weather / will / tomorrow / cold and wet
- the money / on Monday / give / I'll / you
- for shopping / I'll / a cotton bag / use
- I'll / your bag / carry / for you
- be / It / will / a sunny / weekend
- catch / to London / the train / We'll

### 3 Turn these sentences into the negative form.

I'll answer the phone.  
*I won't answer the phone.*

- We'll miss the train.
- I'll have an ice cream.
- She'll do well in the exam.
- I'll give you the money back tomorrow.
- The atmosphere will be clean.
- It'll be an easy test.

### 4 Complete these sentences with the verbs from the box and will / won't.

take	throw	rain	waste	give	<del>be</del>
	reuse	destroy	walk		

Don't worry: the test **won't be** difficult!

- Take an umbrella. It \_\_\_\_\_ today, I'm sure.
- From today, we \_\_\_\_\_ things away; we \_\_\_\_\_ them.
- I think I \_\_\_\_\_ to school; I \_\_\_\_\_ the bus.
- Turn the tap off so you \_\_\_\_\_ water.
- They are cutting down all the trees: they \_\_\_\_\_ the forest!
- Can I use your pen? I \_\_\_\_\_ it back to you soon.

### 5 Write questions using the prompts.

rain tomorrow?  
*Will it rain tomorrow?*

- increase? (global warming)
- melt? (ice caps)
- fight water wars? (people)
- be warmer? (winters)
- have clean water? (we)
- speak English or Chinese? (everybody)

6 Now write personal short answers to the questions in exercise 5.

Will it rain tomorrow?  
Yes, it will. / No, it won't.

## First conditional

If clause	Main clause
If you ride a bike,	you will protect the environment.
If you walk,	you'll lose weight.

### → FOCUS

The *First conditional* (hypothetical period of type 1) has two parts: the main clause expressing the consequence and the subordinate clause, introduced by *if*, which expresses a hypothesis. The subordinate clause can precede or follow the main clause.

The *First conditional* is used to predict possible actions or future consequences. It is also used to give advice.



### Find two mistakes and correct them.

The world is getting warmer but everyone can help! For example, we can reuse a plastic bag. We would help cut down waste if we use an old bag instead of taking new bags every time we go shopping. Even better, if everyone will use a cloth bag, we will reduce a huge amount of plastic waste each year.

7 Match the two parts of the sentences.

- |                                   |  |
|-----------------------------------|--|
| 1 If they don't give me my money, | a I'll clear the table.                  |
| 2 I'll help you                   | b I won't help them again!               |
| 3 Will I pollute the environment  | c if you can't do your homework.         |
| 4 If you wash the dishes,         | d if I throw this apple away?            |
| 5 If I ride my bike,              | e I will give the old ones to my sister. |
| 6 If I get new clothes,           | f I won't pollute the atmosphere.        |

## when

### → FOCUS

When I *have* time, I'll *give* you a hand with your homework.

Clauses introduced by *when* follow the same structure as those of the *First conditional*: **When + Present simple, will / won't + base form of the verb.**

8 Complete the sentences with an expression from the box. Use *will* where necessary.

have breakfast ~~go to university~~ get a job  
give him his present go for a walk visit Italy get married

When I finish school, I'll *go to university*.

- If it stops raining, we \_\_\_\_\_.
- When I get up, I \_\_\_\_\_.
- When I \_\_\_\_\_, I'll have six children.
- When I \_\_\_\_\_, I'll have more money.
- When I \_\_\_\_\_, I'll go to Florence.
- When I see Dave, \_\_\_\_\_.

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



If you *fly* (fly) to your destination, you *will waste* (waste) energy.

- If we all \_\_\_\_\_ (use) public transport, we \_\_\_\_\_ (save) energy.
- If it's sunny tomorrow, I \_\_\_\_\_ (not take) the car. I \_\_\_\_\_ (walk).
- If we \_\_\_\_\_ (use) aerosol sprays, it \_\_\_\_\_ (be) bad for the ozone layer.
- If you \_\_\_\_\_ (not use) your car, you \_\_\_\_\_ (save) money.
- You \_\_\_\_\_ (not lose) weight if you \_\_\_\_\_ (go) to school by car every day!
- If we \_\_\_\_\_ (build) parks, children \_\_\_\_\_ (play) outside more.



# 1 Grammar

## may

### → FOCUS

It **may** destroy the animals' habitat.  
It **may not** be a good idea.

Like *can* and *will*, **may** is also a modal verb. It remains the same for all its forms and it is used to:

- express a present or future possibility
- to make predictions

The alternative form is obtained by:

**Subject + may + base form of the verb.**

The negative form is obtained by:

**Subject + may not + base form of the verb.**



### Choose the correct answer.

- (1) I'm not sure about my plans but I *will/may* go and study in New Zealand.
- (2) It's going to rain tomorrow. I think we *will/may* need an umbrella.

## 10 Complete the sentences with *may* and the verbs from the box.

not like   not take   rain   ~~be~~   not come

Our English teacher is not in class.  
She **may be** in the Head Teacher's office.

- 1 It \_\_\_\_\_ later. Have you got an umbrella?
- 2 We like walking. We \_\_\_\_\_ the bus to school.
- 3 She's not feeling very well so she \_\_\_\_\_ to school today.
- 4 It's a horror film so you \_\_\_\_\_ it. I know you like musicals.

## 11 Round up! Read this interview and choose the correct verb.



- A Paula, please tell us about your life in the future.  
Will / Won't you find a job?
- B Well, if I am lucky, I'll / I won't have a good job and I will be good at it.
- A What will you be?
- B I don't know but I *may* / *won't* be a teacher or a nurse. I want to help people. My job will be fun. It *will* / *won't* be boring.
- A Will you / You will make a lot of money?
- B No, I *may* / *may*s not have money – but I will have lots of friends!
- A Will / Won't they be Facebook friends?
- B No, they won't. If I *will have* / *have* a lot of friends, they will be real friends! I will help them and *they'll* / *they won't* help me.
- A Will there be pollution in your world?
- B No, there *won't* / *will*. My world will be clean!



## Pronunciation: Intonation in questions

'Wh' questions usually have a descending intonation toward the end of the sentence. The questions with a 'yes or no' answer instead have an ascending intonation.

### 1 Listen and repeat.

- 1 What's your name?
- 2 Do you like dogs?

### 2 Listen and underline the stressed words. Then listen again and repeat.



- Excuse me? Where's the bus station?
- 1 Do you know the way to the theatre?
  - 2 Did he come to school yesterday?
  - 3 Is he late again?
  - 4 How much is it?
  - 5 When's your birthday?
  - 6 What's for dinner?

## Making predictions



1 Watch the video. Amy is telling Elis's fortune. Which city does Elis want to visit?



### USEFUL LANGUAGE

I'll... / You will... /  
 You won't...  
 Will I be...? /  
 Will I have...?  
 If / When I / we...



2 Watch the video again. Which of these things will happen to Elis? Tick (✓) the correct pictures.



1



2



3



4



5



6

3 Now complete the dialogue with the expressions from the box.

~~will meet~~ you'll play will get married you won't  
 will I have get married will I go

**Amy** First, you *will meet* a beautiful stranger.  
**Elis** Fantastic! And then?  
**Amy** You <sup>1</sup> \_\_\_\_\_.  
**Elis** And when I <sup>2</sup> \_\_\_\_\_, will I have a lot of children?  
**Amy** Oh, yes, you will have a big, happy family.  
**Elis** Cool. <sup>3</sup> \_\_\_\_\_ a lot of money?  
**Amy** Yes, you will be rich and famous.  
**Elis** Wonderful. Will I have a job?  
**Amy** No, you won't. <sup>4</sup> \_\_\_\_\_ video games all day.  
**Elis** Awesome! And then? Will I drive a Ferrari?  
**Amy** No, you'll drive an electric, eco-friendly car!  
**Elis** Boring... <sup>5</sup> \_\_\_\_\_ around the world?  
**Amy** Oh, yes, you'll visit lots of exotic countries!  
**Elis** At last! And I can go to Hollywood! And... will I grow old and ugly?  
**Amy** No, of course <sup>6</sup> \_\_\_\_\_. You will always be young and handsome!  
**Elis** Very cool. And then?  
**Amy** Then you will wake up.

4 **Pairwork** Make five predictions for your partner using these prompts.

be a doctor pass the exams go to university get a good job  
 have a lot of children travel to America be famous be happy  
 move to Australia become a TV presenter

A *I think you'll pass your exams!*  
 B *That's great!*

# 1 Build your competences

## NEW ZEALAND



### Warm up

1 Can you complete this factfile about New Zealand?

Pacific Ocean   Maori   Tasman   kiwi   23 million years

### Facts

Official Name: New Zealand / Aotearoa (Maori)	Age: <sup>1</sup>
Capital: Wellington	Where: <sup>2</sup>
Population: 4,236,000	Famous animals: kakapo and <sup>3</sup>
Official Languages: English / Maori	Native people: <sup>4</sup>
	Lake: <sup>5</sup>



### Reading

2 Read the text and check your answers.

## The land of the long white cloud



New Zealand is a group of islands in the Pacific Ocean. There are two main islands: North and South Island. New Zealand's neighbour is Australia, 1,600 km away, so it may get lonely! New Zealand is 23 million years old! It has about 50 volcanoes, and some are still active today.

Nature in the islands is very beautiful: it has high mountains, with snowy peaks and rocky shores. New Zealand has unique wildlife. For example, you will not see the famous kakapo and kiwi in other countries. There are a lot of birds in New Zealand and many of these birds cannot fly. The native people, the Maoris, and the Europeans brought new animals to the islands; they killed the flightless birds – so many of these beautiful animals are now extinct.

If New Zealanders cut down more forests, more birds will become extinct, even the kiwi. There are now about 75,000 wild kiwis in New Zealand. If we protect their habitat, they and the kakapo will survive and grow.

New Zealand has two million tourists a year. People come for the sandy beaches and incredible landscape: volcanoes, lakes and waterfalls, and fjords. New Zealand is the home of bungee jumping: if you like adventure, you will enjoy this crazy sport!



### Global warming

New Zealand's temperature will go up in the future. Greenhouse gases will increase, sea levels will rise and in 50 years' time, it will be hotter. The Tasman Glacier is melting, so Lake Tasman will get bigger and eventually the Tasman Glacier will disappear completely.



# Build your competences

1



## Speaking

7 Complete the table with information about Rome and Wellington from the box.

Villa Borghese gardens ~~Italy~~ Wellington Zoo The Eternal City  
 The Coliseum a cool little capital 3 million ~~New Zealand~~  
 traffic half a million the Wildlife Park water use

3 Read the text again and choose the correct answer.

- New Zealand is...  
 A part of Australia. C in the Pacific ocean.  
 B in the South Islands. D a big volcano.
- The kiwi and the kakapo...  
 A fly very high. C are in danger.  
 B are strange animals. D kill animals.
- If people cut down more forests, more birds will...  
 A grow. C die.  
 B fly. D survive.
- New Zealand has a lot of...  
 A crazy sports. C visitors.  
 B bungee jumpers. D snow.
- One problem for New Zealand is...  
 A the animals. C global warming.  
 B tourism. D the cold weather.

## Listening

4 Quiz! Choose the correct answer.

- The capital of New Zealand is *Wellington / Auckland*.
- The capital is *hot / cool*.
- In the future, people will build more *schools / bars*.
- Carbon emissions are *low / high*.
- In the future, they will build more *cycle lanes / railways*.

5  Listen and check your answers.



6  Listen again and complete questions 1-5 with one word.

- It's a great city, especially for \_\_\_\_\_ people.
- In 2040 the population will be about half a \_\_\_\_\_.
- In the future, the \_\_\_\_\_ will be clean.
- If we build underground car \_\_\_\_\_ there will be more green space.
- If you come, we'll go to Wellington \_\_\_\_\_ and the Wildlife Park.

	ROME	WELLINGTON
Capital of...	<i>Italy</i>	<i>New Zealand</i>
Its nickname is...		
In 2040 the population will be...		
A famous park is...		
Tourists will see...		
One problem is...		

8 Pairwork Ask and answer the questions.

- What is the 'nickname' of Rome? And of Wellington?
- What will the population of Rome and Wellington be in 2040?
- What is the name of a famous park in Rome and in Wellington?
- If you visit Rome, what will you see? What about Wellington?
- What is one ecological problem of Rome? And of Wellington?

## Writing

9 Read this leaflet about Rome. Write a similar text about Wellington.



**ROME**

Rome is the capital of Italy. Its nickname is the Eternal City. The population of Rome will be about 3 million in 2040. A famous park in Rome is Villa Borghese gardens. If you visit Rome you will see the Coliseum and the Forum. One problem in Rome is traffic.

*Wellington is the capital of New Zealand...*

# 2

## Have you ever... ?



### Vocabulary



1 Read the descriptions. What is the word for each one?

astrologer sun astronomer ~~constellation~~ telescope planets

It's a group of stars (in astronomy). constellation

- 1 You can see the stars with this. \_\_\_\_\_
- 2 It's hot when it shines! \_\_\_\_\_
- 3 A scientist who studies the stars. \_\_\_\_\_
- 4 A person who draws horoscopes. \_\_\_\_\_
- 5 Saturn and Mars are two of these. \_\_\_\_\_



2 **Quiz!** Complete the list of planets, according to their distance from the sun. Mercury is the closest. Then listen and check.

Uranus Saturn Mars Venus

- |           |           |
|-----------|-----------|
| 1 Mercury | 5 Jupiter |
| 2 _____   | 6 _____   |
| 3 Earth   | 7 _____   |
| 4 _____   | 8 Neptune |



## Presentation 1

3  Read and listen to the text.



# ★ LOOKING AT THE STARS

Lovers have written poems and have fallen in love under the stars for centuries. Sailors and seamen used them to find their course at sea. A comet, or guiding star, has always had a deep religious meaning for some people and everybody thinks of a secret wish when they see a falling star... But what are the stars?

Let's begin with the romantic view: astrology. In history, astrologers have used the stars for a long time to predict the future of individuals, countries and the world. They have also used the star or zodiac signs to describe character since ancient times. For example, Libra, the Scales constellation, means balance. Have you ever taken an important decision after reading your horoscope? Many people have.

Now the scientific view: astronomy. Scientists have never counted all the existing stars! They are countless and we can only see about 6,000 stars without a telescope. So astronomers have used telescopes for centuries, since the 17th century, when Galileo invented them. Thanks to technological progress astronomers have been able to take photographs with digital cameras. Scientists have also invented other special instruments, such as the spectrograph, to help them study the stars carefully and they have discovered that the stars are balls of hot gas!

So stars have never changed our lives or our character... but I hope this hasn't spoilt your romantic view of them!

4 Read again and decide if the sentences are true (T) or false (F).

	T	F
People have written poems about the stars.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 Astrologers try to tell the future.	<input type="checkbox"/>	<input type="checkbox"/>
2 Astronomers can see millions of stars without a telescope.	<input type="checkbox"/>	<input type="checkbox"/>
3 There are 6,000 stars in the sky.	<input type="checkbox"/>	<input type="checkbox"/>
4 A spectrograph is an instrument to help us study the stars.	<input type="checkbox"/>	<input type="checkbox"/>
5 The stars are solid.	<input type="checkbox"/>	<input type="checkbox"/>

→ Present perfect with *ever* and *never*



Lovers *have written* poems.

*Have you ever taken* an important decision?

Stars *have never changed* our lives.

I hope this *hasn't spoilt* your view.

5 **Pairwork** Ask and answer questions using the prompts from the box.

Have you ever...?

count the stars    read your horoscope  
take an important decision    use a telescope  
write a poem

A *Have you ever counted the stars?*

B *Yes, I have. / No, I haven't. or No, never.*

6 **Over to you** Complete the sentences with information which is true for you.

- 1 This morning I have...
- 2 Today my mother hasn't...
- 3 This week I haven't...
- 4 This month my class has...
- 5 Recently I have...

## 2 A star scientist



### Presentation 2



1



Read and listen to the interview with astrophysicist Brian Schmidt.

**INTERVIEWER** Professor Brian Schmidt is a famous astrophysicist. He has won many prizes. We have the pleasure of interviewing him today. So, let's start Professor Schmidt. Where were you born?

**PROF. SCHMIDT** I was born in Montana, USA, on 24th February.

**INTERVIEWER** So you are a Pisces! Oops... I shouldn't talk about star signs to an astrophysicist! Where do you live?

**PROF. SCHMIDT** I live in Australia.

**INTERVIEWER** How long have you lived there?

**PROF. SCHMIDT** Since 1994. I've lived there for a long time.

**INTERVIEWER** How did you become an astrophysicist?

**PROF. SCHMIDT** I have wanted to be a scientist since I was five years old. I studied astronomy at university.

**INTERVIEWER** How long have you been an astrophysicist?

**PROF. SCHMIDT** Well, I've been a professional astrophysicist for 20 years.

**INTERVIEWER** You have won many prizes, haven't you? How does that feel?

**PROF. SCHMIDT** Well, it feels awesome!

**INTERVIEWER** And the Nobel Prize?

**PROF. SCHMIDT** I won it in 2011.

**INTERVIEWER** What is the most important discovery you have made?

**PROF. SCHMIDT** We have discovered that the universe is getting bigger and faster. But I haven't finished yet, as I want to make new discoveries.

**INTERVIEWER** And now a popular question. Is there life on other planets?

**PROF. SCHMIDT** We don't know. We haven't found the evidence yet!

**INTERVIEWER** Professor Schmidt, it has been a pleasure talking to you. Thank you very much and goodbye!

### 2 Read again and answer the questions.

- 1 When was Professor Schmidt born?
- 2 Where does Professor Schmidt live?
- 3 What does Professor Schmidt do?
- 4 Has he won the Nobel Prize?
- 5 What has he discovered?
- 6 Is there life on other planets?

## Vocabulary

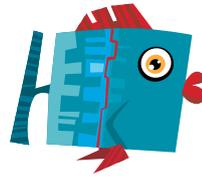
3 Write the star signs under the correct picture.



a Capricorn



b \_\_\_\_\_



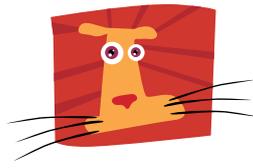
c \_\_\_\_\_



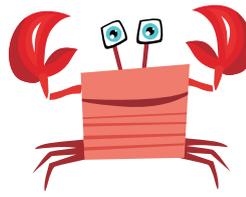
d \_\_\_\_\_



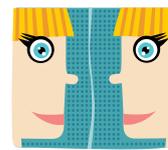
e \_\_\_\_\_



f \_\_\_\_\_



g \_\_\_\_\_



h \_\_\_\_\_



i \_\_\_\_\_



j \_\_\_\_\_



k \_\_\_\_\_



l \_\_\_\_\_

### Star signs

- 1 Aries
- 2 Taurus
- 3 Gemini
- 4 Cancer
- 5 Leo
- 6 Virgo
- 7 Libra
- 8 Scorpio
- 9 Sagittarius
- 10 Capricorn
- 11 Aquarius
- 12 Pisces

4 Match the star signs with the correct dates.

- |               |                                       |                         |
|---------------|---------------------------------------|-------------------------|
| 1 Aries       | a <input type="checkbox"/>            | June 22-July 22         |
| 2 Taurus      | b <input type="checkbox"/>            | May 21-June 21          |
| 3 Gemini      | c <input type="checkbox"/>            | November 23-December 21 |
| 4 Cancer      | d <input type="checkbox"/>            | July 23-August 23       |
| 5 Leo         | e <input type="checkbox"/>            | September 23-October 22 |
| 6 Virgo       | f <input type="checkbox"/>            | October 23-November 22  |
| 7 Libra       | g <input type="checkbox"/>            | January 21-February 19  |
| 8 Scorpio     | h <input checked="" type="checkbox"/> | March 21-April 20       |
| 9 Sagittarius | i <input type="checkbox"/>            | February 20-March 20    |
| 10 Capricorn  | j <input type="checkbox"/>            | April 21-May 20         |
| 11 Aquarius   | k <input type="checkbox"/>            | December 22-January 20  |
| 12 Pisces     | l <input type="checkbox"/>            | August 24-September 22  |

5 **Pairwork** Ask and answer questions following the example.

- A *When were you born?*  
 B *I was born on 30th September.*  
 A *You're a Libra!*

→ for / since



*I've lived in Australia **since** 1994.  
 I've been an astrophysicist **for** 20 years.*

6 **Pairwork** Ask and answer the questions. Use the words in brackets.

- 1 How long have you been in this class? (one hour)
- 2 How long have you lived in your house? (five years)
- 3 How long have you had your mobile phone? (last year)
- 4 How long has your country been independent? (the ... century)

7 **Over to you** Write sentences about you.

- 1 I've lived in town since \_\_\_\_\_.
- 2 I've known my best friend for \_\_\_\_\_.
- 3 I've played (a sport) since \_\_\_\_\_.
- 4 I've studied English since \_\_\_\_\_.
- 5 I've had (favourite object or pet) for \_\_\_\_\_.

# 2 Grammar

## Past participle

### → FOCUS

live → *lived*    play → *played*    study → *studied*  
 be → *been*    go → *gone*    do → *done*

The **Past participle** of **regular verbs** follows the same rules as the **Past simple**: **-ed** is added to the base form of the verb. The **Past participle** of **irregular verbs** varies.



### 1 Regular or irregular?

~~study~~ play have ~~be~~ exist write fall  
 help want take see make finish find

#### Regular verbs

*studied,*

#### Irregular verbs

*been,*

### 2 Listen and check.

## Present perfect

### All the forms and short answers

#### Affirmative form

I / You / We / They    have ('ve) eaten.

He / She / It    has ('s) eaten.

#### Negative form

I / You / We / They    have not (haven't) eaten.

He / She / It    has not (hasn't) eaten.

#### Interrogative form

Have    I / you / we / they    eaten?

Has    he / she / it    eaten?

#### Affirmative short answer

Yes,    I / you / we / they    have.

Yes,    he / she / it    has.

#### Negative short answer

No,    I / you / we / they    haven't.

No,    he / she / it    hasn't.

## Present perfect

### → FOCUS

I **have texted** you three times today.

I **haven't read** the Twilight Saga.

She **hasn't won** a prize.

**Has he been** to Australia?

The **Present perfect** is formed by:

**Subject+have/has+past participle of the main verb.**

To obtain the negative form, add **not** after the auxiliary verb. In the interrogative form, the auxiliary verb precedes the subject.

The **Present perfect** is used to talk about actions that took place in the past but it was not specified exactly when.

Attention is placed on the action and its effects on the present, not on when it occurred.

### 3 Complete the sentences with the **Present perfect** of the verbs from the box.

find grow finish win see  
~~not win~~ not discover

Brazil **hasn't won** the World Cup ten times.

1 I \_\_\_\_\_ my homework. Can I watch TV now?

2 She \_\_\_\_\_ that film. She doesn't want to see it again.

3 He \_\_\_\_\_ three Oscars. He's a great actor.

4 The boys \_\_\_\_\_ up. They are not children now.

5 Look, I \_\_\_\_\_ my keys! I can open the door now.

6 They \_\_\_\_\_ life on Mars.

### 4 Write questions and answers using the given prompts.

your best friend / write / a book ✗

*Has your best friend written a book?*

*No, he hasn't.*

1 she / fall in love / with George ✓

2 they / study / Chinese / at school ✗

3 we / do / homework ✗

4 you / be / Australia ✓

5 he / find / his keys ✗

6 they / finish / the test ✓

7 Sandy and Pat / buy / a new car ✗

8 your dog / be / in a dog show ✗

## ever / never

### → FOCUS

Have you **ever** been to Australia?  
He's **never** ridden a horse.

The adverbs *ever* (in interrogative sentences) and *never* (in negative sentences, following the affirmative verb) are used to ask and speak about actions that were done before.

### 5 Write the sentences again adding the word in brackets in the correct position.

Have you been to a rock concert? (ever)  
*Have you ever been to a rock concert?*

- They've played football. (never)
- She's read horoscopes. (never)
- Angela has been married. (never)
- Have they left the UK? (ever)
- Have you worked in the garden? (ever)
- Have Sally and Peggy been to Thailand? (ever)

### 6 Reorder the words to make sentences.

been / Ordinary people / moon / have / to / the / never

*Ordinary people have never been to the moon.*

- ever / pizza / Have / you / a / made / ?
- married / and / Sally / have / Bob / been / never
- Has / Billy / ever / breakfast / had / an English / ?
- never / has / to / been / Ireland / Pauline
- job / had / never / I've / a
- been / astronauts / Have / to / Mars / ever / ?
- Have / a / present / your brother and sister / ever / you / given / ?
- town / Has / snowed / in / your / it / ever / ?



### 7 Choose the correct answer (A, B or C).

I have **never** been to a rock concert.

A ever      B yet      **C never**

1 'Have some breakfast!' 'Thank you, but I've \_\_\_\_\_ breakfast in my life!'

A never      B having      C never  
have      ever      had

2 'Would you like to go to Paris?' 'Yes, I \_\_\_\_\_ there.'

A have      B 've never      C haven't  
been      been      been never

3 'Have you ever been to the circus?'  
'No, \_\_\_\_\_.'

A never      B ever      C haven't

4 'Have you read Shakespeare?'  
'Yes, I've \_\_\_\_\_ all of his poems.'

A read never      B had read      C read

5 \_\_\_\_\_ eaten sushi?

A Have      B You have      C Have you  
ever      ever      ever

### 8 Write 4 sentences using the prompts to make them true for yourself. Add *never* if necessary.

~~eat sushi~~ go to an Art Gallery    read a thriller  
play rugby    lose your keys

*I've never eaten sushi.*

### 9 Pairwork Ask and answer questions using the sentences in exercise 8.

A *Have you ever eaten sushi?*  
B *Yes, I have. / No, I haven't.*

### 10 Round up! Complete the email.



Hi Pat,

I've had the most wonderful day. It has <sup>1</sup> \_\_\_\_\_ sunny all day. We've <sup>2</sup> \_\_\_\_\_ had such a lovely weather in the middle of winter. It's the first time. Because it has been nice, I've <sup>3</sup> \_\_\_\_\_ so many things. I've been out to the shops and I have <sup>4</sup> \_\_\_\_\_ all my shopping and I've also <sup>5</sup> \_\_\_\_\_ time to take my dog Timmy for a walk. It was so pleasant.

Have <sup>6</sup> \_\_\_\_\_ ever been in Edinburgh in December? I <sup>7</sup> \_\_\_\_\_ attached some photos which I <sup>8</sup> \_\_\_\_\_ this morning: do you fancy it? It's a bit cold but we'll have a great time together. We can go cycling all over the city.

Bye!

Jenny



## 2 Grammar

### for / since

#### → FOCUS

*How long have you studied English?  
I've studied English **for 7 years** / **for a long time** /  
**since I was 6** / **since 2007**.*

The *Present perfect* is also used to describe actions that started in the past and are continuing in the present (form of the duration). **Since** is used to indicate the initial moment of the action.

**For** is used to indicate the duration of the action.

**How long** is used to ask how long ago an action began.



#### Complete the following questions. Then interview your friends.

- (1) How long \_\_\_\_\_ you been in this school?
- (2) What is your favourite subject? How long have you \_\_\_\_\_ (study) it?

Then write up your answer. For example,  
*My friend, Tim, has studied at this school for 5 years.*

### 11 Round up! Complete the sentences.

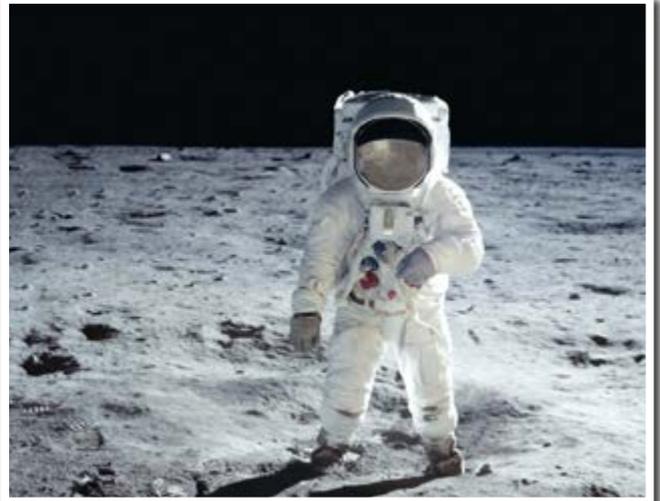
I am friends with Trevor. I *have been* friends with Trevor *since* primary school.

- 1 They are students. They \_\_\_\_\_ students \_\_\_\_\_ 2014.
- 2 The United States is an independent country. The United States \_\_\_\_\_ independent \_\_\_\_\_ 1776.
- 3 Space travel exists. Space travel \_\_\_\_\_ 1957.
- 4 People play football. People \_\_\_\_\_ football \_\_\_\_\_ centuries.
- 5 Women use make-up. Women \_\_\_\_\_ make-up \_\_\_\_\_ ancient times.
- 6 Men have beards. Men \_\_\_\_\_ beards \_\_\_\_\_ a long time.

### 12 Round up! Circle the correct alternative.



Is space exploration a waste of time and money? We have spent / *spend* billions on space travel: astronauts *have* / *has* visited the moon and *we've* / *we're* sent satellites to many planets. But we *not have* / *haven't* solved the problems of the Earth. We have invented new gadgets but we haven't solved the problem of hunger. We have used our knowledge and technology to explore space, but we *haven't* / *have* ended poverty. Above all, climate change *has got* / *have got* worse.



### Pronunciation: /j/

The sound /j/ of the word *yes* is pronounced as a semi-consonant and it is sonorous. It is a palette sound that is obtained by maintaining the mouth open and relaxed and resting the tongue on the superior part of the palette. Place a hand over your throat or on your head and you will feel it vibrates.

#### 1 Listen and repeat.

Happy New Year!



2



Listen and underline the /j/ sound in the words. Then listen again, check and repeat.

- |           |          |
|-----------|----------|
| 1 opinion | 5 nephew |
| 2 menu    | 6 yellow |
| 3 knew    | 7 yet    |
| 4 huge    | 8 you    |

## Asking and talking about life experiences



1 Watch the video. What has Amy done in her dreams?



### USEFUL LANGUAGE

I've...  
 Have you done... ?  
 Have you ever... ?  
 Yes, I have. /  
 No, I haven't.

2 Watch the video again and complete the column for Amy.

		Amy	you	your partner
1	Have you ever slept under the stars?	X		
2	Have you ever seen a falling star?			
3	Have you ever been to a planetarium?			
4	Have you ever played a game on the Internet?			
5	Have you ever travelled in space?			
6	Have you ever met a celebrity?			

3 **Pairwork** Complete the 'you' column with your short answers. Then ask your partner questions 1-6 and complete his/her column too.

4 Report your partner's information from exercise 3 to the class.  
*Paul has never slept under the stars, but he will...*

5 Follow the instructions and write the dialogue.



### LEARN TO LEARN

Note the difference between the uses of **been** and **gone**. *Been* is used to indicate that someone has been to place and has returned: *I've been to London (now I have returned)*. *Gone* is used to indicate that someone has gone somewhere and has not returned yet. *My parents have gone to London (they are still there)*.

**You**

**Jerry**

Greet your friend Jerry and ask him where he has been.	→	Replies that he was at the planetarium and asks you if you have been there.
Reply no, but that you would like to go. Ask him what he did and what he saw.	→	Replies that astronomers explained the origin of the universe and showed some constellations.
Ask him if he saw some planets.	→	Replies yes, he saw Jupiter and Saturn with the telescope.
Reply that it is fantastic and that tomorrow you will go as well. Greet him.	→	Replies to your farewell statement.

## 2 Build your competences

# The Big Bang



### Warm up

1 What do you know about the Big Bang? Choose the correct answer.

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1 When did the Big Bang happen? | 2 How many galaxies are there? |
| A 4 million years ago           | A hundreds                     |
| B 14 billion years ago          | B millions                     |
| C 14 million years ago          | C billions                     |

### Reading

2 Read the text and check your answers.



Astronomers have studied the universe for centuries. In fact, astronomy began in Ancient Mesopotamia. The first astronomers were priests, and in those days astronomy was like astrology.

Things have changed since then. Today, photography and the telescope have helped astronomers to see the distant stars and to know more facts about the universe. We have discovered that our Earth and the sun are part of a galaxy of 10 billion stars and we know more about how the Earth began. Cosmology has made big steps in the 21st century.



Some astronomers have collected evidence and believe the universe began with a Big Bang about 14 billion years ago.

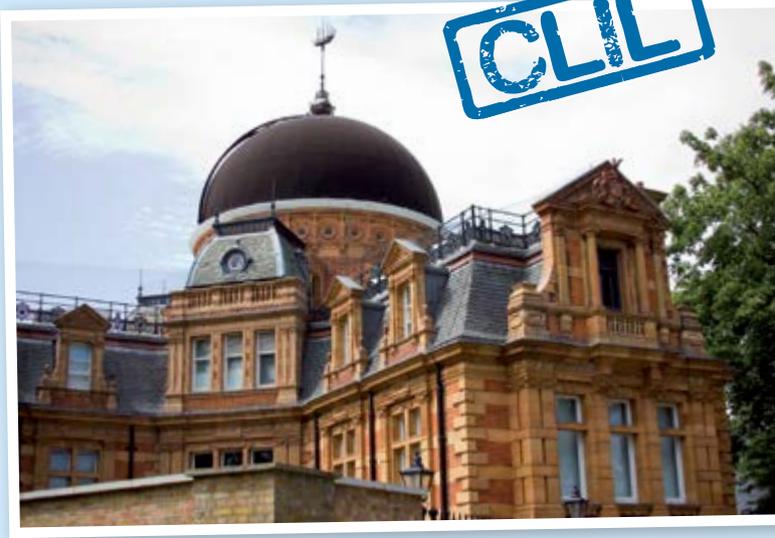
At that time, the entire universe was inside a bubble. This bubble was very small and it was incredibly hot. Then the bubble suddenly exploded and the universe was created. According to this theory, time and space began with the Big Bang. Nobody has discovered what was before it. In less than a second, the universe grew from a single atom to bigger than a galaxy. It has not stopped growing. Since then, the universe has grown and grown at a very high speed.

There are millions of galaxies and ours is the Milky Way. Other galaxies are billions of light years away and there are more that astronomers have never discovered. So... Is there life on other planets? Have aliens ever visited our planet? Can people from Earth live on other planets? These are just some questions astronomers have not answered yet. And their research goes on...

3 Read again and answer the questions.

- |   |                                   |
|---|-----------------------------------|
| 1 How have cameras helped astronomers?    | 4 How did the universe begin?     |
| 2 How many stars are there in our galaxy? | 5 What is the name of our galaxy? |
| 3 What began with the Big Bang?           | 6 How many galaxies are there?    |

# Build your competences 2



## Listening

- 4** Listen to Jenny and Sam talking about their experience at the Planetarium and choose the correct answer (A, B or C).
- The planetarium is in...  
 A Bristol.  B London. C Green Park.
- 1 With the telescope, you can tour...  
 A Greenwich Park. B the Earth. C the universe.
- 2 What is very big?  
 A the park B the telescope C the tour
- 3 Jenny saw...  
 A a comet. B a falling star. C Mars.
- 4 Jenny went to a show called...  
 A Looking for Aliens. B The Aliens Show. C We Are Aliens.
- 5 Sam and Jenny saw an exhibition of...  
 A cameras. B photographs. C telescopes.

## Speaking

- 5** What do you know about the universe?  
 Discuss the following points with a partner.

	YES	NO	MAYBE
There is life on other planets.			
Many stars are a billion years older than our sun.			
We haven't made contact with aliens yet.			
We haven't found water on other planets.			
We have evidence that Mars had water on it billions of years ago.			
We've found creatures on Earth that live without oxygen.			
We have discovered many new planets.			
We have sent signals into space but we haven't had a response yet.			
Telescopes are getting bigger: we'll soon find life in the universe.			

*I don't think there's life on other planets because astronomers have searched space with big telescopes and haven't found anything...*

## Writing

- 6** Complete the texts choosing the correct answer (A, B or C).

In my opinion, there may be life on other planets because there *are* many solar systems and many stars are a billion years older than our sun. We haven't <sup>1</sup> \_\_\_\_\_ contact yet but we may in the future. We <sup>2</sup> \_\_\_\_\_ found signs of water on Mars and we have evidence that Mars had water on it billions of years ago. <sup>3</sup> \_\_\_\_\_ creatures on Earth that live without oxygen.

I don't think there's life <sup>4</sup> \_\_\_\_\_ other planets because astronomers have searched space <sup>5</sup> \_\_\_\_\_ big telescopes and haven't found anything. As far as I know, we haven't <sup>6</sup> \_\_\_\_\_ an alien yet!

- A is                      B be                       C are
- 1 A make                B makes                C made
- 2 A had                 B have                 C has
- 3 A We find            B We are finding    C We've found
- 4 A to                    B on                    C into
- 5 A for                  B from                 C with
- 6 A met                 B meet                 C meeting

- 7** **Critical thinking** What do you think about the ideas in exercise 6? Write a short text to explain if you agree or don't agree with them and why.

*I agree with the idea that there may be life on other planets but I don't think we will be able to make contact in the future because travelling to other planets will cost too much...*

## Vocabulary

1 Complete the sentences with the words from the box.

constellation zodiac telescope recycle floods  
ice cap glass cotton silver planet

- 1 Don't throw away those egg-boxes; we can \_\_\_\_\_ them!
- 2 You will need a good \_\_\_\_\_ to see the stars better!
- 3 After all that rain, we've had some terrible \_\_\_\_\_.
- 4 The children kicked the ball at the window and broke the \_\_\_\_\_.
- 5 This ring is only made of \_\_\_\_\_. We couldn't afford gold!
- 6 My \_\_\_\_\_ sign is Leo. What's yours?
- 7 I avoid plastic bags: I either use bags made of paper or \_\_\_\_\_.
- 8 What's that \_\_\_\_\_ called? Is it the Big Bear?
- 9 Global warming has caused the \_\_\_\_\_ at the North Pole to melt.
- 10 Is Jupiter the biggest \_\_\_\_\_? I'm not sure.

\_\_\_ 5

## Functions

2 Write questions using the *Present perfect* and the prompts. Then write personal answers.

- 1 email / today \_\_\_\_\_
- 2 be / abroad / ever \_\_\_\_\_
- 3 visit / New York / ever \_\_\_\_\_
- 4 buy something on eBay \_\_\_\_\_
- 5 talk / Skype / today \_\_\_\_\_
- 6 climb / mountain \_\_\_\_\_

- 7 have / birthday party \_\_\_\_\_
- 8 have / breakfast \_\_\_\_\_
- 9 have headache / recently \_\_\_\_\_
- 10 travel / by plane / ever \_\_\_\_\_

\_\_\_ 20

## Grammar

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

- 1 I think it \_\_\_\_\_ (be) a great concert.
- 2 If we \_\_\_\_\_ (not get up) early we'll miss the train.
- 3 When we \_\_\_\_\_ (get) to London, we'll catch a taxi.
- 4 It \_\_\_\_\_ (cost) us more than twenty pounds. Taxis are expensive!
- 5 If we share a taxi it \_\_\_\_\_ (not be) expensive.

\_\_\_ 5

4 Make sentences using the prompts.



- 1 they / never / be / to Spain
- 2 you / ever / read / your / horoscope / ?
- 3 we / live / this flat / 2013
- 4 she / not drive / car / ten years
- 5 I / not / speak / to Jenny / a week

\_\_\_ 5

My final score is \_\_\_ 35

## Self-evaluation

Lexical competences			
Communicative competences			
Grammatical competences			

I must revise:

## 1 Complete the dialogue.

What do you think you'll do after school?  
 If you get very good grades, will you apply to Cambridge  
 or Oxford?  
 Have you ever been there?  
 What did they advise you to do?  
 Have you decided which university?

- A <sup>1</sup> \_\_\_\_\_  
 B I haven't decided. If I get good grades, I'll apply for university.  
 A <sup>2</sup> \_\_\_\_\_  
 B Well, I've talked about it with mum and dad.  
 A <sup>3</sup> \_\_\_\_\_  
 B They weren't sure. They didn't go to university, you see.  
 A <sup>4</sup> \_\_\_\_\_  
 B Well, it will be nice to live in Oxford.  
 A <sup>5</sup> \_\_\_\_\_  
 B No, I've never been but I'll go to an interview if they ask me. We'll see.

## 2 Choose the correct answer (A, B or C).

- 1 Will we \_\_\_\_\_ the planet if we recycle more?  
 A save            B destroy            C won't save
- 2 Will the sea \_\_\_\_\_ a rubbish dump?  
 A is            B was            C be
- 3 Tomorrow it \_\_\_\_\_ cold and wet so take an umbrella.  
 A won't be    B will to be    C will be
- 4 If you \_\_\_\_\_ outside our big cities, you will see a lot of rubbish.  
 A go            B will go            C goes
- 5 If you recycle, you \_\_\_\_\_ energy.  
 A saves            B will save            C saving
- 6 I \_\_\_\_\_ go to England for a holiday... I don't know.  
 A may            B will            C won't

## 3 Fill in the gaps with one word for each space.

Space exploration has existed <sup>1</sup> \_\_\_\_\_ a long time. We have been to the moon and we <sup>2</sup> \_\_\_\_\_ sent robots to Mars. In the future, they say we <sup>3</sup> \_\_\_\_\_ have holidays in space and if the planet <sup>4</sup> \_\_\_\_\_ too crowded some people will live on new planets. Technology <sup>5</sup> \_\_\_\_\_ changed our lives in so many ways. But there are many problems on Earth we <sup>6</sup> \_\_\_\_\_ solved.

## 4 Choose the correct answer (A, B, C or D).

- 1 I promise I'll give you a call when I \_\_\_\_\_ in Dublin.  
 A arrived            C arrive  
 B arrives            D will arrive
- 2 I'm hungry, I think \_\_\_\_\_ more potatoes.  
 A I have had            C I will  
 B I'll have            D I have
- 3 If you \_\_\_\_\_ do exercise, you won't lose weight.  
 A do  
 B don't  
 C not  
 D will
- 4 They predict that \_\_\_\_\_ be an earthquake in the next few years.  
 A there will  
 B it will  
 C there has  
 D there is
- 5 They haven't read a newspaper \_\_\_\_\_ years.  
 A since  
 B to  
 C when  
 D for
- 6 Have \_\_\_\_\_ wanted to be an astronaut?  
 A ever you  
 B never you  
 C you ever  
 D not you
- 7 \_\_\_\_\_ been to an Indian wedding.  
 A Never she's  
 B She never  
 C She's never  
 D She's ever
- 8 They will go to France if they \_\_\_\_\_ enough money.  
 A have had  
 B will have  
 C have  
 D had
- 9 I haven't eaten spring rolls \_\_\_\_\_ last year.  
 A when  
 B for  
 C from  
 D since
- 10 \_\_\_\_\_ lend me your bike if I promise to look after it?  
 A Will you  
 B I will  
 C You will  
 D Won't



# 3

## A healthy lifestyle



A



C



B



D

### Vocabulary

1 Read the expressions below. Which pictures describe them? Now complete the 'you' column with your habits.

	you	partner 1	partner 2	partner 3
1 Do you keep fit?				
2 Have you put on weight?				
3 Do you feel tired?				
4 Do you sleep well?				
5 Do you eat well?				
6 Do you feel stressed?				
7 Do you spend time outdoors?				
8 How many hours do you spend in front of the TV / computer?				

2 **Survey** Ask three students in your class the questions above about their habits. Complete the chart with their answers.

3 Report the information about your partners to the class and write the results.

*I think the majority of students in our class have / don't have a healthy lifestyle...*



E

F



## Presentation 1

- 4  Read and listen to the text.

### Lifestyle

# GOOD LIFESTYLE, GOOD MARKS!

According to Dr Wellmore, Head of Research at the University of Wessex, kids who follow healthy rules at home are likely to do better at school than those who do not. Here are five very easy rules to make sure you grow up fit and healthy! First, drink lots of water, about 10 glasses a day. This should also help you lose weight, if you have a couple of kilos to lose! And you will also have beautiful skin!

Second, sleep well! With tests, and problems with friends, you could have insomnia. You should get at least 8 hours sleep a night. You shouldn't go to bed late and get up early! This will make you feel tired — and you could get stressed.

Wouldn't you like to have a healthy lifestyle and be a better student?  
Eat well and keep fit and you could improve your maths marks, too!

Third, eat well! You should never skip breakfast because it is the most important meal and gives you the energy to kick off your day. You should eat one or more of the following: fruit, eggs, milk, cereal, or toast. You shouldn't eat junk food.

Regular exercise improves your immune system, so the fourth rule is walk or cycle for about twenty minutes. This will help you keep your weight under control and will also cheer you up! If you don't like to exercise solo, you could exercise with a friend or... why not get a dog?

Last, keep clean! You should wash your face in the morning and at night before you go to bed. Brush your teeth three times a day. Remember: if you look good, you'll feel good!

→ **should / shouldn't**



You **should** have a healthy lifestyle.  
You **shouldn't** go to bed late.

- 5 Read again and answer the questions.

- 1 What happens to kids who have a healthy lifestyle?
- 2 What are the advantages of drinking lots of water?
- 3 How many hours of sleep should you get every night?
- 4 What happens if you don't sleep enough?
- 5 Why is breakfast important?
- 6 Why is personal hygiene important?

- 6 **Pairwork** Give advice for each situation, following the example.

A I always get bad marks!  
B get lots of sleep  
*'You should get lots of sleep.'*

- 1 A I have insomnia.  
B chat to friends late at night
- 2 A I feel tired.  
B eat better
- 3 A I'm not on top form.  
B eat junk food

# 3 Take a break



## Presentation 2



**1**  Read and listen to the chat. Is the girl in the picture using her laptop correctly?

### Kids ask!

Welcome. On this week's chat, we're talking about teen health. We've invited Dr Emma Jones to give us some tips on healthy laptop use and she's just joined us. Let's have the first question.

**Paul** I use my laptop for about six hours a day. Is that OK?

**Dr Jones** Well, if you use your laptop a lot, you could get backache, a pain in the neck or sore eyes. It could be bad for your health.

**Paul** So, how often should I have breaks?

**Dr Jones** Well, you should take short breaks about every two hours. You shouldn't sit down for more than half an hour so get up and walk about.

**Grace** Is the laptop screen bad for my eyesight? Last week I couldn't see properly...

**Dr Jones** You shouldn't look at the screen for too long and it should be at the same level as your eyes. Of course, the screen shouldn't be too small. It could hurt your eyes.

**Grace** What about the keyboard?

**Dr Jones** Well, it's true that the keys on the keyboard are too close. Try using a separate keyboard. It will help if you sit up straight. You shouldn't bend your back, you see. You could get a pain in the neck!

**Ricky** Can I put the laptop on my lap?

**Dr Jones** No. It shouldn't be on your lap. It's not very comfortable, and it could get very hot. You should use a special laptop cushion.

**2** Read the chat again and decide if the sentences are true (T), false (F) or if the information is not given (DS).

	T	F	DS
When you use a computer...			
you should sit on a chair.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 you could get backache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 you should have breaks every five minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 a cheap laptop is bad for your health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 a small screen makes your eyes sore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 you should not put it on your lap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Vocabulary

3  Match the illnesses with the correct pictures. Then listen and check.



A 6

B C D E F G H I J 

### Common illnesses

- 1 stomach ache
- 2 earache
- 3 headache
- 4 backache
- 5 flu
- 6 temperature
- 7 toothache
- 8 cold
- 9 sore throat
- 10 cough

4 **Pairwork** Mime an illness to your partner and see if he / she can guess what it is.

A *Have you got toothache?*

B *Yes, I have! You got it! / No, I haven't. Try again.*

5  Match the actions to their possible consequences.

- |  |                              |
|--|------------------------------|
| 1 eating too much junk food                | a headache                   |
| 2 staying on the mobile phone for too long | b toothache / stomach ache   |
| 3 playing computer games                   | c stomach ache               |
| 4 jogging in the rain                      | d cold / cough / sore throat |
| 5 eating too many sweets                   | e earache                    |

→ **could** 

You **could** get backache.

It **could** be bad for your health.

6 **Pairwork** Discuss the situations above with your partner.

*You shouldn't eat too much junk food. You could get stomach ache.*

7 **Critical thinking** In pairs, ask and answer the questions. Give reasons for your answers.

- Are laptops, computers etc. bad for our health?
- Why? Why not?
- Would you like to use laptops in school, instead of books?
- Why? Why not?

A *I think laptops could be bad for our health if we don't use them correctly.*

B *I agree...*

# 3 Grammar

## should / could

### Affirmative and negative form

#### Affirmative form

I / You / He / She / It We / You / They	should / could go.
--	--------------------

#### Negative form

I / You / He / She / It We / You / They	should not (shouldn't) / could not (couldn't) go.
--	--

### → FOCUS

You **should** take exercise. (giving advice)  
 You **shouldn't** eat too much. (giving advice)  
 You **could** catch a cold. (possibility)  
 You **could** go and see a doctor. (polite suggestion)  
 Last week, I **couldn't** see properly. (ability in the past)

*Should* and *could* are modal verbs. They remain the same for all people and are followed by the base form of the main verb.

*Should* is used to ask for something, to give an advice, and to make a recommendation.

*Could* is used to indicate that something is possible, to give a hint of courteous, and to indicate an ability in the past.

### 1 Decide if the sentences express suggestion, advice, possibility or ability in the past.

I could write before I went to school.  
*ability in the past*

- You could talk a bit less and listen more.
- You should try and eat less and walk more.
- He could play the piano when he was 3.
- You could have an accident on that old bike.
- I couldn't swim when I was a kid.
- Paul should find a new girlfriend; he's so unhappy.

### 2 Reorder the words to make sentences.

They / cola / every day / shouldn't / drink  
*They shouldn't drink cola every day.*

- You / should / water / drink / a lot of
- weight / You / should / put on
- He / heart / could / have / problems
- You / miss / breakfast / shouldn't
- school / You / to / could / cycle
- the / couldn't / to / party / She / come

### 3 Match each problem (1-6) to the right advice or suggestion (a-f).

- |  |   |
|--|---|
| 1 I got really bad grades in the test. | a You should train every day then.            |
| 2 I'm always sleepy at school.         | b You should sit straight in front of the PC. |
| 3 I would like to win the competition. | c You shouldn't sit all day.                  |
| 4 I'd love to be fit!                  | d Well, you should study harder.              |
| 5 I need to lose weight!               | e You could sleep more!                       |
| 6 I've got terrible backache!          | f You should do more exercise.                |

### 4 Give advice and make suggestions using *could* or *should*.

I'm sleepy. (go to bed)  
*You should go to bed.*

- I feel tired all the time. (stay up late)
- I am 100 kilos. (go on a diet)
- I want to be slim. (eat too much)
- I feel lonely. (make more friends)
- My marks at school are terrible. (study more)
- I am always hungry at school. (miss breakfast)

### 5 Look at the pictures and give the right advice.



You **should** eat well.



1 You \_\_\_\_\_ too many fizzy drinks.



2 It \_\_\_\_\_ some exercise!



3 She \_\_\_\_\_ to the dentist.

## should / could

### Interrogative form and short answers

Interrogative form		
Should / Could	I / you / he / she / it we / you / they	go?

Short answers		
Yes,	I / you / he / she / it we / you / they	should / could.
No,	I / you / he / she / it we / you / they	shouldn't / couldn't.

### → FOCUS

'Should I take an aspirin?' 'Yes, you should.' /  
'No, you shouldn't.'  
'Could you open the window, please?'  
'Could you read when you were 5?'

The interrogative form and short answers of *should* and *could* follow the same rules as the other modal verbs.

*Should* is used to ask for advice.

*Could* is used to politely ask someone to do something for you and to talk about the ability to do something.



### 6 Choose the correct answer (A, B or C).

#### The Secret of a Healthy Life

You should *drink* lots of fruit juice. This should give you lots of vitamins. You should <sup>1</sup> \_\_\_\_\_ at least 8 hours sleep a night. You <sup>2</sup> \_\_\_\_\_ go to bed late and get up early. You should <sup>3</sup> \_\_\_\_\_ three meals a day. You should eat lots of fresh food. You <sup>4</sup> \_\_\_\_\_ not eat fast food. Take lots of exercise. You <sup>5</sup> \_\_\_\_\_ to a gym or just walk every day or cycle, if you have a bike. If you don't like to do exercise alone you <sup>6</sup> \_\_\_\_\_ go with a friend. Finally, you <sup>7</sup> \_\_\_\_\_ wash your face in the morning and at night before you go to bed. If you look good, you'll feel good!

- |                  |                    |             |
|------------------|--------------------|-------------|
| A bring          | <del>B</del> drink | C find      |
| 1 A get          | B sleep            | C ask       |
| 2 A could        | B shouldn't        | C couldn't  |
| 3 A drink        | B buy              | C eat       |
| 4 A won't        | B can              | C should    |
| 5 A shouldn't go | B could go         | C can't go  |
| 6 A could        | B couldn't         | C shouldn't |
| 7 A should       | B shouldn't        | C couldn't  |

### 7 Make questions using the prompts and the verbs in brackets. Then write the short answer when indicated (✓ = yes, ✗ = no).

- you / close / the / door, please (could)  
*Could you close the door, please?*
- you / phone / the doctor, please (could)
  - you / be quiet, please (could)
  - we / eat / meat (should) ✗
  - we / wait / for / Pablo (should) ✓
  - I / catch a cold / with this rain (could) ✓
  - You / swim / when you were 4 (could) ✓

### Present perfect with just, already, yet

### → FOCUS

She's *just* sent a text message.  
I've *already* emailed Amy.  
'Have you finished your homework *yet*?'  
'No, I haven't finished *yet*.'

The *Present perfect* with **just** is used to talk about actions that have **just** happened or concluded.

**Already** is used to say that an action has begun.

The word **yet** means 'before now' or 'already' and is inserted at the end of a negative or interrogative sentence.

### 8 Put the adverbs in the right position.

- I've had lunch. (already)  
*I've already had lunch.*
- Paul's left. (already)
  - My grandparents have moved into a new home. (just)
  - Have you bought me a present? (yet)
  - We've had breakfast. (just)
  - My brother hasn't started primary school. (yet)
  - We have been to the supermarket. (already)



# 3 Grammar

9 Complete the sentences with the *Present perfect* of the verbs from the box and the words in brackets.

arrive have do finish see come ~~use~~

'Have you already used a telescope?'

'Yes, I have *just used* it in the lab.' (just)

1 'Have you ever been to the United States?'

'Yes, I \_\_\_\_\_ back from there.' (just)

2 'Do you want to see the new vampire film?'

'No, I've \_\_\_\_\_ it three times.' (already)

3 'Can you come out?'

'No, I haven't \_\_\_\_\_ my homework \_\_\_\_\_.' (yet)

4 'Have you \_\_\_\_\_ the German test?'

(already)

'Yes, I did it well and got A+!'

5 'Have you seen George? He's not in his room.'

'No, he \_\_\_\_\_, and it's getting late.' (yet)

6 'Would you like some coffee?'

'No, thanks, I've \_\_\_\_\_ three cups.' (already)

## about

### → FOCUS

We're talking *about* grammar. (topic)

I met Maria *about* five years ago. (time)

He has *about* a million followers on Twitter. (quantity)

The word *about* can be both a preposition and an adverb.

It is a preposition when it indicates the argument under discussion. It is an adverb when it is used to approximate a quantity or an amount.

10 Read the sentences and decide if *about* is used to indicate topic, time or quantity.

I am reading a book about English history. *topic*

1 I wake up at about 6 in the morning every day.

2 I talk about my problems with my friends.

3 She's got about a thousand friends on Facebook.

11 Match the questions (1-3) with the answers (a-c).

1 How long have you lived here?

a About my headaches.

2 What did you talk about with the doctor?

b About fifty.

3 How many text messages do you send every day?

c For about five years.



## Pronunciation: /t/, /d/

The sound of /t/ in *town* is obtained by placing the tongue above the incisors. Then drop it and blow out. It's a silent sound.

The sound of /d/ in *down* is obtained in a similar manner as to /t/, yet it is a sonorous sound.

1 Listen and repeat.

1 true, computer, later, favourite, teacher

2 student, idea, good, friend, old

2 Write the words in the correct column. Then listen, check and repeat.

drain tap train dap dime what time would

/t/

/d/

## Asking for and giving advice

1 Watch the video. What's Elis's problem? What does he decide to do about it?



### USEFUL LANGUAGE

What can / should I do?  
Any advice?  
You should / shouldn't...  
You could...

2 Watch again and complete Amy's advice to Elis.

3 Now reorder the dialogue. Then listen and check.

- Amy ... and do some yoga exercises.
- Elis But I never switch them off!
- Amy No, it isn't! And if you wake up in the middle of the night you could read a book.
- Elis Well, I play lots of football.
- Amy Hey, Elis? What's up with you?
- Elis I can't sleep and I feel tired all the time. What can I do?
- Amy Yeah, I know; but you should walk too. And you shouldn't have electronic gadgets in your bedroom.
- Amy You should get lots of exercise – about one hour a day.
- Elis Read? A book? Thanks, Amy, but I think I'll go to the doctor!
- Elis Yoga? That's silly!

4 **Pairwork** Choose a problem and its solution from the box and role-play the dialogue following the example.

getting fat / go on a diet    want to be fit / do a sport  
bad marks / study harder, sleep well  
terrible headaches / do some yoga, avoid playing computer games all afternoon

- Maria** Doctor, I've got terrible backache. It really hurts.  
**Doctor** How long have you had it?  
**Maria** About a week. What can / should I do?  
**Doctor** Well, you should lie down, do some yoga exercises and have a massage. Do you walk at least half an hour a day?  
**Maria** No, I sit all the time in front of the computer...  
**Doctor** You shouldn't sit for too long. You should walk every day... and you could lose some weight because it'll help your back.

5 Write down your partner's problem and the solution you found.

*Mark's putting on weight. He would like to be fit.  
He could start a sport...*

### Elis should...

- get lots of sleep
- <sup>1</sup> \_\_\_\_\_ lots of exercise
- walk
- switch his gadgets
- <sup>2</sup> \_\_\_\_\_
- do some yoga
- <sup>3</sup> \_\_\_\_\_

### He could...

- <sup>4</sup> \_\_\_\_\_ a book

### He shouldn't...

- <sup>5</sup> \_\_\_\_\_ electronic gadgets in his bedroom

## 3 Build your competences

# Alternative medicine



### Warm up

- 1 Look at the picture on the left and the title of the article and choose the best answer.
- 1 What do you think the man is singing?  
A  a chant about nature  
B  a song of love  
C  a prayer to help the man who is ill
  - 2 What is the text going to be about?  
A  a life of peace  
B  Native Americans' special 'doctors'  
C  having a family

### Reading

- 2 Read the article and check your answers.

- 3 Read the article again and choose the correct answer (A, B, C or D).

- 1 Medicine men...  
A solve all our problems.  
B studied psychology.  
C study the natural world.  
D cure the body and soul.
- 2 Medicine men...  
A keep their knowledge secret.  
B teach their knowledge to their children.  
C teach their knowledge to other doctors only.  
D don't want to share their knowledge with western doctors.
- 3 Morris Brown's children...  
A are poor.  
B live in a wood.  
C go to work.  
D know a lot.
- 4 Morris says we learn when we...  
A talk to him.  
B work in the woods.  
C listen to others.  
D have children.
- 5 Morris thinks...  
A his advice can help Americans.  
B the world is a happy place.  
C people are unhappy.  
D he can cure the world.

## Medicine Men

Morris Brown is a Native American medicine man. Medicine men – or women – are traditional healers and spiritual leaders in Native American tribes.

Anthropologists often call them 'shamans'. They heal the medical and spiritual problems in the tribe. They find a cure for diseases but they also help with psychological problems. They are doctors of the soul.

They make sure there is harmony between people and between people and nature. The shaman is like a bridge between people, nature and the spiritual world. Medicine men have special knowledge and parents teach this knowledge to their children.

Morris explains: 'My children know how to go out in the woods and come back with ingredients to make soup. Children should understand the real world like this and they shouldn't forget the old ways. My children could survive, even in the woods. They could manage in hard times. I would like to say five things to my fellow Americans, five pieces of advice from my ancestors:

One: you should look.

Two: you should listen.

Three: you should learn.

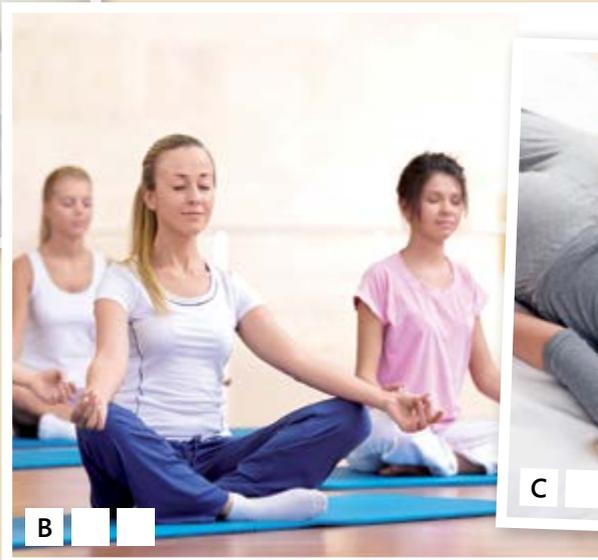
Four: you should live.

Five: you should love.

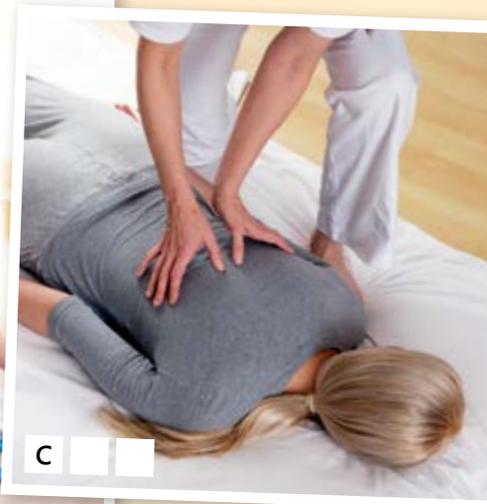
Morris Brown, our 21st century medicine man, holds up his hand and says: 'Remember: look, listen, learn, live, love. This philosophy could unite a divided United States and even divided people all over the world.'



A



B



C

## Listening

4 Match each alternative therapy with the correct picture.

- 1 acupuncture
- 2 shiatsu massage
- 3 yoga

5  Listen and put a number next to the pictures as you hear them mentioned.

6   Listen again and complete the name of the problem or the solution.

- |   |   |
|---|---|
| 1 The speaker had a problem with his _____. | 4 _____ is good for people with stress. |
| 2 The speaker has a _____ every day.        | 5 _____ makes you feel strong and calm. |
| 3 The friend had terrible _____.            |   |

## Speaking

7 Prepare a short oral presentation on healthy living. Make your notes and answer the questions to help you.

- |  |   |
|--|---|
| 1 Do you always feel well? If you don't, what can you do to feel better? | 4 Do you follow a balanced diet? What do you normally eat every day?                |
| 2 What do you do to keep fit? What else should you do?                   | 5 What else should you eat and drink? What should you avoid to improve your health? |
| 3 What should you avoid?   |   |

## Writing

8 A friend has asked you for advice about ways to keep fit. Complete your answer with one word for each space.

Hi, Mark!

So you don't feel well? Don't worry! There are ways to improve your health! Here are my tips. Let's begin with breakfast. You should always begin the <sup>1</sup> \_\_\_\_\_ with a good breakfast and you <sup>2</sup> \_\_\_\_\_ drink a lot of water every day. Take lots of exercise. You should exercise for <sup>3</sup> \_\_\_\_\_ thirty minutes every day. You could <sup>4</sup> \_\_\_\_\_ to school: this will help you <sup>5</sup> \_\_\_\_\_ weight! If you don't want to exercise alone, you <sup>6</sup> \_\_\_\_\_ exercise with a friend or get a dog! I am sure you <sup>7</sup> \_\_\_\_\_ your teeth regularly. Don't forget, three times a day. Finally: don't stay up late. You <sup>8</sup> \_\_\_\_\_ get at least 8 hours sleep at night. If you don't, you will feel tired the next day. Nice tips! I <sup>9</sup> \_\_\_\_\_ follow them, too!

That's it! Good night!

# 4

# Think global



## Vocabulary

1 **Pairwork** Match the expressions to the pictures.

- |  |   |
|--|---|
| 1 <input checked="" type="checkbox"/> the global village | 5 <input type="checkbox"/> developing countries |
| 2 <input type="checkbox"/> a local product               | 6 <input type="checkbox"/> developed countries  |
| 3 <input type="checkbox"/> a global product              | 7 <input type="checkbox"/> a global language    |
| 4 <input type="checkbox"/> popular culture               | 8 <input type="checkbox"/> global issues        |

2 Complete the sentences with an expression from exercise 1.

Parmesan is a typical example of *local products*.

- Poor countries are often called \_\_\_\_\_.
- Rich countries are often called \_\_\_\_\_.
- Climate change, deforestation, poverty are \_\_\_\_\_.
- Jeans, trainers, the Internet are all \_\_\_\_\_.
- Will Chinese become \_\_\_\_\_ in the future?
- TV programmes, best-selling books, pop songs, international trends are all part of \_\_\_\_\_.
- The Internet is often described as \_\_\_\_\_.

3 Listen and check.

4 **Pairwork** Think of five global products and five local products which are part of your life and write a list. Then compare it with another pair of students. Are the products similar?



G

## Presentation 1



5  Now read and listen to the article.



H

# THE GLOBAL DEBATE

Today, people, ideas, and things move very easily around the globe. We all buy the same products: trainers and mobile phones are produced in Asia but are sold everywhere. So, teens in Italy or America or Korea are dressed in the same way: T-shirts, trainers, jeans. We can listen to music or eat food from different countries, such as Indian curry or sushi. In the past, the most popular TV series were made in the USA. Today TV series are produced in Argentina and watched in India, Europe and South Africa. Brand names like Google, Amazon and Apple are recognised and used everywhere. The English language is used for international communication. We live in the global village: the World Wide Web isn't used by everyone but it is incredibly popular. We know and we are affected by things that happen in far away parts of the world. We act in the global market which means that the economy of one country is affected by the economy of another. Globalisation is a global form of interaction and

interconnection. But the process of globalisation is very controversial. Some people think it has a positive impact because it helps people communicate and share ideas and lifestyles. Countries can help each other more quickly in case of natural disasters; medicines are more easily available than before and more jobs can be created in developing countries. Supporters also think that globalisation means people are more aware of global issues such as deforestation and global warming. On the contrary, opponents say it only has a negative impact because it makes poor countries poorer and destroys the local economies and the world's cultural diversity. At this point, there is little we can do to stop the process of globalisation. It has changed our world too deeply. Understanding how all countries can benefit from globalisation and working for this purpose is the biggest challenge for the future.

6 Read again and decide if the sentences are true (T), false (F) or if the information is not given (DS).

	T	F	DS
A lot of people wear clothes made in Asia.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 We watch a lot of African films.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The Internet isn't used by everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Globalisation means that one country governs the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 People feel differently about globalisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Some people think that there are no positive aspects in globalisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

→ Passive form – Present simple 

English **is used** for international communication.

The World Wide Web **isn't used** by everyone.

Mobile phones **are produced** in Asia.

7 **Pairwork** Ask and answer the questions using the passive form.

Where are global products sold?

*They are sold everywhere.*

- 1 Where is your family car produced?
- 2 Where is your favourite TV series made?
- 3 Which clothes brands are best known by teenagers?
- 4 In your family, the Internet is used by... ?

## 4 Global village: good or bad?

### Presentation 2

**1 Pairwork** Do you know what a videoconference is? Discuss with your partner.

**2**  Read and listen to this videoconference. Naomi Steiner, an expert on globalisation, is interviewed by pupils from all over the world about the opportunities and risks of the Internet.

**Gowon** Hi, I'm Gowon from Nigeria. Is privacy threatened by the Internet?

**Naomi** Well, the Internet was first used by the military but now it is used by everybody, you know, to communicate and share information, documents and stuff. Unfortunately, the information we post on the Internet is stored and, sometimes, it is read by strangers, people we don't even know. Personal data is sometimes stolen by hackers. Identity theft is a serious risk. So be careful and choose safe websites to browse.

**Louisa** Can you say something about the risks of spam and viruses?

**Naomi** Well, if spam's your problem you can get a new email address and make sure your new address is not published online – or make sure it is encrypted. As for viruses, you need to be careful about downloading – so you don't download viruses! And make sure you have good anti-virus software.

**Luigi** Hi, I'm Luigi from Naples. What effect are social media like Twitter and Facebook having on today's teenagers?

**Naomi** Well, this is an interesting question. Risk number one is living in a virtual world all the time, losing contact with the real world, but there is also the opportunity to share ideas and keep in contact with people all over the world!

**3** Read again and choose the correct answer (A, B or C).

1 Naomi Steiner is an expert on...

- A computers.
- B videoconferencing.
- C global problems.

2 The Internet was first used by...

- A ordinary people.
- B the army.
- C authors.

3 'Hacker' means something like...

- A browser.
- B stranger.
- C robber.

4 Spam is something received...

- A by email.
- B at your home address.
- C because of a virus.

5 Social media is good when it helps you...

- A live in another world.
- B share your ideas.
- C be alone.

## Vocabulary

### 4 Match the words from the box to the correct definition.

- a  This is like a computer disease: you can catch it!
- b  When you transfer data from your computer on to a computer network, for example photos or videos.
- c  When you copy information from a computer network on to a small computer.
- d  These will stop some people accessing your social network sites or websites.
- e  To give and take information.
- f  This person steals computer information.
- g  When somebody pretends they are you.
- h  This will help you protect your computer from disease!
- i  Unwanted messages sent to a lot of people on the Internet.



### LEARN TO LEARN

Internet language has influenced the English language in such a way that proper names such as Skype or Twitter, and common names such as email, are used also as verbs:  
*When I was abroad I always **skyped** my parents and friends in UK.*  
*She's going to **tweet** the good news!*  
*I **emailed** Alex yesterday, but he hasn't answered yet.*

### Internet language

- 1 share
- 2 upload
- 3 download
- 4 spam
- 5 hacker
- 6 virus
- 7 privacy settings
- 8 identity theft
- 9 anti-virus software

### 5 Complete the sentences with words or expressions from exercise 4.

I need to change the *privacy settings* on my Facebook page; I don't want everybody to see these photos!

- 1 \_\_\_\_\_ is a crime.
- 2 I hate all these \_\_\_\_\_ messages!
- 3 I've got lots of viruses: I need a new \_\_\_\_\_.
- 4 A \_\_\_\_\_ got into my email and stole personal information.
- 5 This article is great – I'm going to \_\_\_\_\_ it on my Facebook page.
- 6 People \_\_\_\_\_ films and music from the Internet but it is not always legal.

### 6 Answer the questions using *by*.

Who founded Twitter? (Dorsey)  
*Twitter was founded by Dorsey.*

- 1 Who invented the World Wide Web? (Berners-Lee)
- 2 Who founded Facebook? (Mark Zuckerberg)
- 3 Who created Microsoft? (Bill Gates)
- 4 Who invented the motor car? (Karl Benz)

### 7 Over to you How 'global' are you? Report to the rest of the class, adding information about other objects from the box.

rucksack trousers books shoes  
 mobile phone portable console

*My rucksack was made in India, but my shoes...*

### → Passive form – Past simple



*The Internet **was first used by** the military.  
 TV series **were made in** the USA.*



# 4 Grammar

## Passive form – Present simple All the forms and short answers

Affirmative form	Negative form
I am (I'm) called Joe.	I am not (I'm not) called Joe.
He / She / It is ('s) called Joe.	He / She / It is not (isn't) called Joe.
You / We / They are ('re) called Joe.	You / We / They are not (aren't) called Joe.

Interrogative form	Affirmative short answers	Negative short answers
Am I called Joe?	Yes, I am.	No, I'm not.
Is he / she / it called Joe?	Yes, he / she / it is.	No, he / she / it isn't.
Are you / we / they called Joe?	Yes, you / we / they are.	No, you / we / they aren't.

### → FOCUS

*Wikipedia is written by ordinary people.*  
*Are computers used in your school?*  
*Yes, they are. / No, they aren't.*

The passive form of the *Present simple* is formed:  
**Subject + present tense of the verb be + Past participle of the main verb.**

The interrogative and negative forms and short answers follow the main rules of the auxiliary verb *be*.

The passive form is used to highlight the action more than the person who is performing it. Whoever completes the action (the subject of the active agent) is introduced by the preposition *by*.



### 1 What is the *Past participle* of the following verbs?

- speak *spoken*
- watch \_\_\_\_\_
  - use \_\_\_\_\_
  - wear \_\_\_\_\_
  - visit \_\_\_\_\_
  - produce \_\_\_\_\_

### 2 Complete the sentences with the correct *Past participle* from exercise 1.

Kimonos are *worn* in Japan.

- Today, computers are \_\_\_\_\_ everywhere.
- The English language is \_\_\_\_\_ all over the world.
- The World Cup is \_\_\_\_\_ by millions of football fans.
- The Coliseum is \_\_\_\_\_ by thousands of tourists.
- Camembert cheese is \_\_\_\_\_ in France.

### 3 Write the sentences again in the passive form.

They teach children English at school.  
*Children are taught English at school.*

- They make films in Hollywood.
- Teenagers don't use old-style telephones.
- Do people speak English all over the world?
- They serve lunch from 12 to 2 o' clock.

## Passive form – Past simple All the forms and short answers

Affirmative form	Negative form
I was called Joe.	I was not (wasn't) called Joe.
He / She / It was called Joe.	He / She / It was not (wasn't) called Joe.
You / We / They were called Joe and Jean.	You / We / They were not (weren't) called Joe and Jean.

Interrogative form	Affirmative short answer	Negative short answer
Was I called Joe?	Yes, I was.	No, I wasn't.
Was he / she / it called Joe?	Yes, he / she / it was.	No, he / she / it wasn't.
Were you / we / they called Joe and Jean?	Yes, you / we / they were.	No, you / we / they weren't.

## Passive form – Past simple

### → FOCUS

Football **was played** in England in the 19th century.

The thief **wasn't arrested**.

Jeans **were invented by** Levi.

The passive form of the *Past simple* is formed:  
**Subject + Past simple of the verb be + Past participle of the main verb.**

The negative and interrogative forms as well as short answers follow the main rules of the auxiliary verb *be* in the *Past simple*.

### 4 Complete the sentences with the *Past simple* passive of the verbs in brackets.

In the past many exotic animals **were sold** as pets. (sell)

- £50,000 \_\_\_\_\_ from a bank in the centre of Oxford yesterday. (steal)
- Where \_\_\_\_\_ these jeans \_\_\_\_\_? (make)
- A new anti-virus software \_\_\_\_\_ to the public yesterday. (present)
- The Internet \_\_\_\_\_ by Tim Berners-Lee. (invent)
- When \_\_\_\_\_ the letter \_\_\_\_\_? (send)
- The new library \_\_\_\_\_ in 2012, but in 2013. (not build)



### 5 Write sentences using the prompts and the *Past simple* passive.

The Gherkin / design / Norman Foster

*The Gherkin was designed by Norman Foster.*

- My favourite film / direct / Steven Spielberg
- Where / Olympic Games / hold / in 2012 / ?
- The first World Cup / not play / in 1940
- Our passports / check / a police officer
- Many green homes / sell / in our town last year
- The hot-air balloon / invent / Montgolfier brothers



### 6 In pairs, ask and answer the questions with a short and long answer.

*Is bread sold in bookshops? No, it isn't. It's sold in bakeries.*

- Is your best friend called Peter?
- Is your teacher called Mr Chips?
- Are jeans sold in supermarkets?
- Were computers invented by an Irish?
- Was your favourite film made in India?
- Were your trainers made in Greece?

### 7 Use the prompts to write sentences using the *Present* or *Past simple* passive.

fizzy drinks / sell / in your school / ?

*Are fizzy drinks sold in your school?*

- The Shard in London / design / Renzo Piano
- The Wind Rises* / direct / Hayao Miyazaki
- where / World Cup / hold / in 2014 / ?
- Penicillin / invent / Fleming
- oranges / grow / in California / ?
- baseball / not play / in Japan
- this camera / make / China
- this painting / paint / by Henry Matisse / ?
- this photo / take / in Slovenia / last year
- global products / sell / everywhere

### 8 Correct the sentences using the negative form of the passive.

The light bulb was invented by Bill Gates. (Thomas Edison)

*The light bulb was not invented by Bill Gates. It was invented by Thomas Edison.*

- The computer is used by a million people. (billions)
- The first railway was built 50 years ago. (150)
- The first jeans were made in Italy. (America)
- A lot of rice is grown in England. (Vietnam)
- The Greek islands are visited by a lot of tourists in the winter. (summer)
- New York is known as 'The Cold City'. ('The Big Apple')

# 4 Grammar

## from / by / of

### → FOCUS

In my school, there are pupils **from** all over the world.  
Our posts on the Internet are read **by** strangers.  
My jeans are made **of** cotton.

Attention! Do not confuse these three prepositions! The preposition **from** indicates origin. The preposition **by** indicates who has completed an action and introduces the agent or the efficient cause in passive phrases. The preposition **of** indicates what something is made of.



### Find two mistakes and correct them.

An iPod was designed of Jonathan (Jony) Ive, then a head of Apple's design team. The designer took a number of design cues by Dieter Rams, a famous German product designer.

### 9 Fill in the gaps with *from, by or of*.

My shoes are made *of* plastic and leather.

- 1 T-shirts are made \_\_\_\_\_ cotton.
- 2 I'm \_\_\_\_\_ London but I live in Manchester.
- 3 Where are you \_\_\_\_\_?
- 4 The cooking in our house is done \_\_\_\_\_ my dad.
- 5 A lot of products \_\_\_\_\_ the Developing Countries are made \_\_\_\_\_ children.
- 6 Sandwiches were invented \_\_\_\_\_ Lord Sandwich.
- 7 Plastic is made \_\_\_\_\_ oil.

### 10 Round up! Complete the text with the Present simple passive or Past simple passive of the verbs in brackets and the correct preposition where necessary.

## A short history of the camera

The first *camera obscura* (a 'dark room') **was made** (make) by the Chinese in the 11th century. It was a small box, made <sup>1</sup> \_\_\_\_\_ wood. Light <sup>2</sup> \_\_\_\_\_ (pass) through a small hole and a picture <sup>3</sup> \_\_\_\_\_ (show) on the opposite wall. But the first photographic camera <sup>4</sup> \_\_\_\_\_ (invent) in 1816 by Nicéphore Niépce, an inventor <sup>5</sup> \_\_\_\_\_ France. Then, in the 1880s, the first photographic film <sup>6</sup> \_\_\_\_\_ (use). In the 20th century, automatic cameras were invented. Nowadays digital cameras <sup>7</sup> \_\_\_\_\_ (use) by everyone. They were used for the first time in the 1990s and now most photos <sup>8</sup> \_\_\_\_\_ (take) with smartphones.



## Pronunciation: /f/, /v/

The sound of /f/ in **fast** is obtained by placing the lower lip against your teeth, to later place.  
The sound /v/ in **voice** is obtained in the same way as the sound /s/. It is a sound mixer. If you put your hand on the throat or head, you will feel the vibration.  
**Attention!** The letters 'ph' in English are often pronounced /f/ (e.g. *elephant, physics, physical, etc.*), while the letter 'f' in *of* is pronounced with /v/.

### 1 Listen and repeat.

- 1 Fred Flintstone frequently fancies French fries!
- 2 Silver velvet

### 2 Listen and circle the correct answer.

- 1 I bought a new *fan* / *van* yesterday.
- 2 A *final* / *vinyl* record by Amy Winehouse.
- 3 Was your *fine* / *vine* expensive?
- 4 The Volta is a *fast* / *vast* river.
- 5 Some *off* / *of* those *fats* / *vats* can cause problems.

### 3 Listen and underline the /f/ and /v/ sounds. Then listen again and try and repeat the tongue-twisters as quickly as you can.

- 1 Fat frogs flying past fast.
- 2 Vincent vowed vengeance very violently.

## Focusing on actions, cause and effect



1 Watch the video. Which monument are Amy and Elis talking about?



### USEFUL LANGUAGE

When / How /  
Why was it built?  
It was built...  
Who was it built by?  
It was built by...



2 Watch again and circle the correct answer.

- 1 Amy reads from *a guide book* / *her smartphone*.
- 2 The monument was built *500* / *5,000* years ago.
- 3 The monument was built by *The Ancient Britons* / *the Greeks*.
- 4 The monument was possibly *a temple* / *a telescope*.
- 5 Elis says it was built by *aliens* / *astronomers*.

3 Complete the dialogue with the sentences from the box.

They were built by primitive people.    We don't know. It's a mystery.    It was discovered on Easter Day, 1722.  
It was discovered by a Dutch man: Jacob Roggeveen.    They were made in about 1600 BC.

- Phil** When was it discovered?  
**Carol** 1 \_\_\_\_\_.
- Phil** Who was it discovered by?  
**Carol** 2 \_\_\_\_\_.
- Phil** When were the statues made?  
**Carol** 3 \_\_\_\_\_.
- Phil** Who were the statues built by?  
**Carol** 4 \_\_\_\_\_.
- Phil** Why were the statues made?  
**Carol** 5 \_\_\_\_\_.

4 Complete the questions about Machu Picchu.

- 1 When / build \_\_\_\_\_ ?
- 2 When / discover \_\_\_\_\_ ?
- 3 What / call \_\_\_\_\_ ?
- 4 What / be \_\_\_\_\_ ?

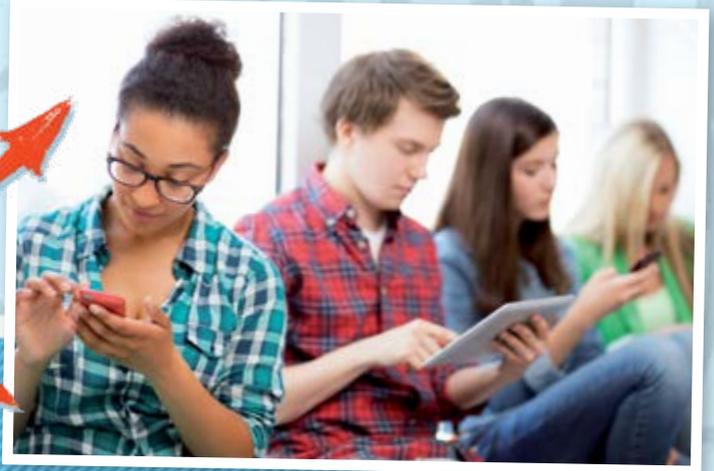
5 **Pairwork** Practise the dialogue in exercise 3 using this information on Machu Picchu.

- built in 1450 by Incas
- discovered in 1911 by Hiram Bingham
- the complex was called 'The Lost City of the Incas'
- it is a sanctuary



## 4 Build your competences

# social media



Computer networking was first used in the 60s for military purposes in the USA. It grew and grew and now in the 21st century it is used by billions of ordinary people all over the world. Social networks are used for discussions, meeting old friends or making new friends so countries and cultures are brought together in one big global village. The first online meeting place was begun by Ward Christensen and Randy Suess in 1978 in Chicago. The city was covered in snow and it was difficult to move about so, in order to contact their friends and colleagues, Christensen and Suess began to work on the 'Computerized Bulletin Board System' — or CBBS. It was the first online meeting place! Users could download files or games and post messages to other users.

Another landmark in the history of social media was CompuServe which began in the 1970s. It was a virtual meeting place for business people but then in the 1980s it was opened to the general public. CompuServe allowed members to share files and access news, but it also offered something new: interaction. This was the real beginning of modern social media.

Things really took off in the 90s: Yahoo was founded, Amazon began to sell books and with Classmates.com you could connect with your old schoolmates – and your old boyfriends or girlfriends.

WhatsApp Messenger is an instant messaging application for smartphones. In addition to text messaging, it is used to send images, video and audio media messages.

LinkedIn was, and still is, a networking site for business people (they are called 'connections').

MySpace – a very popular social networking site in the USA – was started in 2003 but the favourite around the world is Facebook, which was started by some university students in 2004. At first, it was only for Harvard students and then, in 2006, it was offered to the general public.

The rest is history...

A final word: when these social media are used we should always be careful of the risks – to our privacy! Hackers, and identity theft are the main problems. Social media can also be addictive, so, be careful! Don't live in the virtual world, live in the real world!

### Warm up

1 Which social media do you like most? Talk to your partner.

### Reading

2 Now read the text. Underline the social media sites the text mentions.

3 Read again and answer the questions.

1 When was computer networking started?

2 What are social networks used for?

3 Where was CBBS started?

4 Who were Christensen and Suess?

5 Why was CompuServe different?

6 What could you do with Classmates.com?

7 Is WhatsApp an application for laptops?

8 Who uses LinkedIn?

9 Who started Facebook?

10 What are the risks related to the use of social media?

## Listening

- 4**  We asked teens which sites they like most and why. Listen and put the sites the speakers mention in the correct order.

- Tumblr 
- Kik 
- Facebook 
- Snapchat 
- Pheed 
- YouTube 
- Vine 
- Twitter 

- 5**  Listen again and choose the correct answer (A, B or C).

- 1 How old are most Facebook users?  
A 25                      B under 25              C over 25
- 2 Kik allows you to...  
A make videos.  
B send emails.  
C exchange videos.
- 3 What happens to photos sent through Snapchat?  
A They are destroyed.  
B They are saved.  
C They are posted.
- 4 Which is Oliver's favourite site?  
A YouTube              B Vine                      C Facebook
- 5 How many characters can you write on a Pheed post?  
A 420                      B 320                      C 400

## Speaking

- 6** Which social networking site do you use most and why? Take notes on this topic, answering the questions.
- 1 What is your favourite site called?
  - 2 What does it allow you to do?
  - 3 What is the best thing about it?
  - 4 How often do you use it and for how long?



- 7** **Pairwork** Now ask and answer questions 1-4 with a partner.

- A What is your favourite site called?  
B My favourite site is...

## Writing

- 8** **Critical Thinking** What effects are social media like Twitter and Facebook having on today's teenagers? Take notes using the prompts from the box and write a brief text.

freedom friends fun sharing discovery  
researches time waste dangerous addictive not real

*These social media help freedom of information: you can find any kind of information and share news immediately with friends all over the world. Sharing articles, photos and videos is great but...*



## Vocabulary

### 1 Complete the words in the sentences.

- You'll get s\_\_\_\_\_ if you eat fast.
- If I have a t\_\_\_\_\_, I won't go to school tomorrow.
- If I have t\_\_\_\_\_, I'll go to the dentist.
- If you go out in the rain you'll catch a c\_\_\_\_\_.
- When I came home from that noisy disco I had terrible h\_\_\_\_\_.
- English has become a g\_\_\_\_\_ language – it is spoken everywhere.
- My computer has stopped working – perhaps it's got a v\_\_\_\_\_.
- When I get s\_\_\_\_\_ messages in my email I just delete them.
- It's taking a long time to d\_\_\_\_\_ this software from the Internet.
- When you share photos with your friends always check your p\_\_\_\_\_ s\_\_\_\_\_ before.

5

## Functions



### 2 Choose the correct answer (A, B or C) to complete the dialogues.

- When was the Taj Mahal built?
  - A in the 17th century
  - B by a famous architect
  - C for his wife
- When was it completed?
  - A by an architect
  - B in 1648
  - C from India
- Who was it built by?
  - A He did built it.
  - B It was built from Shaha Jahan.
  - C It was built by Shaha Jahan.
- Why was it built?
  - A from his wife
  - B in memory of his wife
  - C by his wife
- What is the Taj Mahal made of?
  - A It is made of marble.
  - B It is made with marble.
  - C It is by marble.

5

## Grammar

### 3 Make sentences using *should* or *could*.

- Can't you sleep? I suggest you drink hot milk.
- I advise you not to eat before you go to bed.
- I suggest you make more friends.
- Don't drink cold water because you may get a sore throat.
- I suggest you sit near the window if you're hot.

5

### 4 Complete the dialogue with *should*, *shouldn't* or *could* and a verb from the box.

help do revise study go

- Alice** Sue, I got bad marks in my English test.
- Sue** You <sup>1</sup>\_\_\_\_\_ always \_\_\_\_\_ your homework or <sup>2</sup>\_\_\_\_\_ with a friend.
- Alice** That's a great idea! <sup>3</sup>\_\_\_\_\_ you \_\_\_\_\_ me? Please!
- Sue** Yes, no problem. But you <sup>4</sup>\_\_\_\_\_ also \_\_\_\_\_ before a test! And you <sup>5</sup>\_\_\_\_\_ to bed late!

10



### 5 Complete the sentences with the *Present simple passive* or the *Past simple passive* of the verbs in brackets.

- Bread \_\_\_\_\_ (make) with flour.
- Our meals \_\_\_\_\_ (cook) by Mrs Duggan.
- The Internet \_\_\_\_\_ (invent) by Tim Berners-Lee.
- The new library \_\_\_\_\_ (not open) in 2012.
- Our teacher \_\_\_\_\_ (call) Daria. She's nice!

5

My final score is 30

## Self-evaluation

Lexical competences			
Communicative competences			
Grammatical competences			

I must revise:

## 1 Read the descriptions and complete the words about social media.

- This is a very small town: v\_\_\_\_\_.
- Facebook is a very popular example of a s\_\_\_\_\_.
- When you want to use the Internet you must be o\_\_\_\_\_.
- I prefer the real world to v\_\_\_\_\_ reality.
- With social media you can c\_\_\_\_\_ with people from all over the world.

## 2 Complete the email with a word for each space.

Hi Frank,  
 I'm glad you're coming! I know it's summer but you <sup>1</sup>\_\_\_\_\_ still bring warm clothes. This is England, you know. I wouldn't bring an umbrella, though. I've got hundreds of old ones. So, yes, you should <sup>2</sup>\_\_\_\_\_ a raincoat. From the airport, you <sup>3</sup>\_\_\_\_\_ get a bus which will take about 2 hours or you could take the train (<sup>4</sup>\_\_\_\_\_ one hour and a half) but it will cost you £25 – about 30 Euros. You <sup>5</sup>\_\_\_\_\_ get off at King's Road!  
 Looking forward to seeing you,  
 Love,  
 Kate.

## 3 Choose the correct answer (A, B or C).

- Goods from all over the world \_\_\_\_\_ everywhere.  
 A are sold      B are selling      C is sold
- Many people \_\_\_\_\_ fruit and vegetables from other countries.  
 A are bought      B buy      C is bought
- Local people \_\_\_\_\_ unemployed.  
 A are made      B are make      C is made
- Many jobs \_\_\_\_\_.  
 A are lose      B are lost      C lost
- In the past, more goods were \_\_\_\_\_ local people.  
 A made with      B made by      C made from
- Facebook \_\_\_\_\_ by Mark Zuckerberg.  
 A was founded      B was found      C founded
- The floods were caused \_\_\_\_\_ a storm.  
 A by      B from      C of

## 4 Choose the correct answer (A, B, C or D).

- You \_\_\_\_\_ watch so much TV because it's bad for your health.  
 A could      C shouldn't  
 B couldn't      D should don't
- They \_\_\_\_\_ find a ticket for the show so they went to a restaurant.  
 A shouldn't      C couldn't  
 B can't      D could
- Burma has another name: it \_\_\_\_\_ Myanmar.  
 A is called      C be called  
 B was call      D is call
- My grandmother \_\_\_\_\_ gone into hospital.  
 A have just  
 B has just  
 C just has  
 D just had
- I've \_\_\_\_\_ a lot of cake – no more please!  
 A already have  
 B had already  
 C already had  
 D already has
- They say Rome \_\_\_\_\_ in a day! So be patient!  
 A isn't build  
 B wasn't built  
 C hasn't built  
 D was build not
- 'Were you punished at school?' 'No, of course I \_\_\_\_\_.'  
 A were not  
 B was  
 C wasn't  
 D not
- It was \_\_\_\_\_ nine o'clock when the bank was robbed.  
 A in  
 B from  
 C to  
 D about
- \_\_\_\_\_ the Winter Olympics held in 2014?  
 A There were  
 B Where are  
 C Where were  
 D Where was
- What did you \_\_\_\_\_ at the cafeteria?  
 A spoke of  
 B talk about  
 C say to  
 D tell about



# 5

# A multicultural society



## Vocabulary

**1 Pairwork** Read the unit title and look at the pictures. Which words come to your mind?

**2** Read these people's sentences and write the correct word from the box.

education   integration   visa   cultural diversity   residence permit   immigrants   international cuisine   ~~refugee~~

- 'I left my country for political reasons. My life was in danger.' He is a *refugee*.
- 1 'I like it because there are lots of different traditions.' She likes the \_\_\_\_\_.
- 2 'You can eat all kinds of food from all over the world. It's great.' She enjoys the \_\_\_\_\_.
- 3 'We came here because we wanted our kids to go to school and university.' They wanted to give their kids an \_\_\_\_\_.
- 4 'We came to live here from Kenya.' They are \_\_\_\_\_.
- 5 'They put it in my passport. It allows me to enter the country.' It's a \_\_\_\_\_.
- 6 'With this document I can stay in the country.' It's a \_\_\_\_\_.
- 7 'You should try and become part of the community: \_\_\_\_\_ is important.'

**3 Survey** Ask your classmates questions and complete the table to carry out your class survey.  
*Where do you come from?*  
*Where are your parents from?*  
*What's your mother tongue?*

Questions	Data
Students who come from other countries	3
Students whose parents come from other countries	
Main countries of origin	
Mother tongue	
Other spoken languages	

**4** Write a brief report using the collected data.

*In my classroom there are 3 students from other countries. Other ... students were born here but their parents come from...*

## Presentation 1



**5** Read and listen to Anwar talking about his life in multicultural British society.

Ethnic minorities give cultural diversity to Britain and make it an exciting place to be, but there are conflicts between cultures and generations: the second generation have grown up in Britain but it was different for their parents. Anwar Egal's parents came here from Somalia as refugees in the 1990s. They only spoke their mother tongue so integration was difficult. They looked for a job, but his dad said that they couldn't get a residence or work permit. But Anwar, 17, was born in the United Kingdom. 'Britain', he says, 'is home.' English is not his second language, it is his first language! Read Harita's interview with Anwar.

**Harita** Anwar, life was tough when your parents came here, wasn't it? But for young people it is better now, isn't it?



**Anwar** Yes, it was. You see, there were no jobs for people like my mum and dad and racism still exists. You know, like, this guy tells me to go back to my own country and I answer him that Britain IS my country. I say I don't know a thing about Somalia. It's true. But things are getting better now. I think we're a part of the community, the educational system, the government and everything. There's more equality.

**Harita** What are the main problems between the younger and older generations of immigrants?



**Anwar** When we were small, Dad said I couldn't wear earrings; we had to look smart.



**Harita** And what's the best thing about living here, Anwar?



**Anwar** The food, you know, the different kinds of cuisine, the cultures, and all that. Everyone comes to Britain and they bring their spices, their experiences, their customs and traditions. You get a taste of the world in this small community!



**6** Read again and choose the correct answer (A, B, C or D).

- Anwar Egal's parents emigrated from...  
A London. C England.  
B Britain. D Somalia.
- When Anwar's parents arrived in Britain, they...  
A had good jobs. C liked it.  
B didn't have a work permit. D travelled a lot.
- Anwar says he...  
A is from Somalia. C is British.  
B doesn't like travel. D knows nothing about Britain.
- Anwar's dad...  
A doesn't like earrings. C wears an earring.  
B likes cooking. D likes tradition.
- Britain is exciting because...  
A there are conflicts. C teenagers fight.  
B there is variety. D there is great food.

### → Indirect speech



He **tells me to go back** to my own country.  
I **say I don't know a thing** about Somalia.  
My dad **said I couldn't wear** earrings.

**7** What do your parents say to you? Talk about hair, clothes, food, going out, going to bed, school, etc.

*My dad always tells me to tidy my room.  
My parents say (that) I must wear smart clothes when I go to school.*

**8 Pairwork** Now report what your teachers tell you about being a good pupil. Write a list of suggestions, orders and prohibitions with your partner using the prompts from the box. Then talk about them following the example.

school work marks exams hair clothes  
homework behaviour

- A *Our maths teacher always tells us (that) we have to study hard.*  
B *... and our English teacher says (that) we should do our homework regularly.*

## 5 Open communities



### Presentation 2



**1**  Gloria teaches at St Peter's School in Cardiff. Nick interviewed her for the school magazine. Read and listen to the text.

**Nick** You're from Zambia, originally, aren't you, Gloria?

**Gloria** Yes, that's right.

**Nick** And you've lived here for six years, haven't you?

**Gloria** Yes, I've been in Cardiff for six years.

**Nick** You speak two languages fluently, don't you?

**Gloria** English is my second language but now I can speak it fluently.

**Nick** And why did you come to Wales, Gloria?

**Gloria** I am a history teacher. I came to Cardiff because I was offered a job here, at St Peter's School. It's an interesting school, very multicultural. 20 languages are spoken in the school but English is the lingua franca, of course.

**Nick** Twenty? Wow! And you are taking part in an interesting project which is called Open Communities, isn't it?

**Gloria** Yes, with the pupils. The kids decided to take photos of the city to show the variety of cultures and to encourage cooperation. It's a really interesting example of active citizenship...

**Nick** Why is Mercy photographed by a window?

**Gloria** That's my daughter. The photographer wanted to show hope, optimism... – so the light is the better life, the future, and the shadows are our past, where we came from. Now Cardiff is our home. We have settled down and we think it's great!



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

1 When did Gloria come to Cardiff?

2 Why did Gloria come to Cardiff?

3 Why is the school interesting?

4 What language are the lessons in?

5 What did the kids do for their project?

6 What did the photographer want to show with Mercy's photo?

## Vocabulary



3 Match the verbs to the correct picture. Then listen and check.



A *go back*



B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_

### Verbs to talk about personal experiences

- 1 grow up
- 2 look for
- 3 ~~go back~~
- 4 settle down
- 5 move to
- 6 leave one's country

4 Write the right verb from exercise 3 next to each meaning.

go and live in a new place: *settle down*

1 search for someone or something: \_\_\_\_\_

2 change place of living: \_\_\_\_\_

3 return: \_\_\_\_\_

4 become an adult: \_\_\_\_\_

5 emigrate: \_\_\_\_\_

5 **Pairwork** Ask and answer questions using the prompts and question tags.

you / be from Spain

A *You are from Spain, aren't you?*

B *Yes, I am. / No, I'm not.*

1 it / be cold / in England

2 food / be very good / in Italy

3 you / have a lot of friends

4 people / be friendly / in your town

5 you / often go abroad

### → Question tags



You're from Zambia, *aren't you*, Gloria?

You speak two languages fluently, *don't you*?

It's called Open Communities, *isn't it*?

6 school / be interesting

7 you / speak three languages

8 you / can take good photos

9 your town / be big

6 **Over to you** Now report your partner's information to the rest of the class using reported speech.

*Alicia told me she is from Spain. She said that...*

# 5 Grammar

## Direct speech vs Reported speech 2 Complete the sentences with *say* or *tell*.

### → FOCUS

**Direct speech** reports the exact words used. It is usually enclosed in quotation marks.  
e.g. *Gloria says: 'Cardiff is our home.'*  
Reported speech is used to refer to something that someone says or has said.  
e.g. *Gloria says Cardiff is their home.*  
**Reported speech** is introduced by the verbs *say* or *tell*. *Say* is used when the person to whom one is speaking is not indicated. *Tell* is used when the person to whom one is speaking is indicated. Both *say* and *tell* can be followed by *that*, but it is not necessary.  
When the verb that introduces direct speech is in the present (*Gloria says*) in changing the passage from direct speech to reported speech, the verbal tense does not change. In other cases, the verbal tense changes. Personal pronouns, possessive adjectives, demonstrative pronouns, and time expressions also altered in changing the passage from direct speech to reported speech.  
Look at the table:

Direct speech	Reported speech
<i>Present simple</i> 'I am from Britain.'	<i>Present simple</i> Anwar says (that) he is from Britain.
<i>Present simple</i> 'You speak two languages.' 'We can swim.' 'I have to study French.'	<i>Past simple</i> Nick said (that) he spoke two languages.' They said they could swim. He said he had to study French.
<i>Imperative</i> Open your books.	<i>Infinitive</i> The teacher told us to open our books.

- 1 He \_\_\_\_\_ he was born in England.
- 2 He \_\_\_\_\_ us he was from Greece.
- 3 My mum \_\_\_\_\_ I had to go to bed early.
- 4 My mum \_\_\_\_\_ me to go to bed.
- 5 They \_\_\_\_\_ they were at the library.
- 6 She \_\_\_\_\_ us she was at the cinema.

## Reported questions

### → FOCUS

*He asked me if I liked my job.*  
*She asked where her phone was.*

Reported questions are introduced by the verbs *ask*, which can be followed by *if*. When using reported questions, it is necessary to change pronouns, possessive adjectives and demonstrative pronouns.  
The verb tense also changes if *ask* is in the past.

### 3 Reorder the words to make reported questions.

did / asked / Li / what / They  
*They asked what Li did.*

- 1 came / asked / I / London / me / She / to / when
- 2 from / where / asked / is / We / she / her
- 3 asked / Jake / I / was / married / if / he
- 4 me / worked / He / where / I / asked
- 5 asked / me / London / They / of / my opinion
- 6 happy / asked / if / I / He / was / me

### 4 Write reported questions.

'What's her phone number?' (ask)  
*Rick asks what her phone number is.*

- 1 'Why do you want to borrow my bike?' (Paul / asked)
- 2 'When does the last train leave?' (Rashid / ask)
- 3 'Do you want to go home?' (Lucy / asked)
- 4 'What time is the club meeting?' (Nick / asked)
- 5 'Can you close the door?' (André / asked)
- 6 'Do you have to wear a uniform?' (Martin / asked)

### 1 Write the sentences again using the reported speech.

'Britain is my home.'  
He says *Britain is his home.*

- 1 'I come from Laos.'  
She said she \_\_\_\_\_.
- 2 'I am a geography teacher.'  
He said he \_\_\_\_\_.
- 3 'Be quiet!'  
The teacher told us \_\_\_\_\_.
- 4 'You can't leave the room.'  
The teacher told us we \_\_\_\_\_.

## 5 Write sentences following the example.

'I want to go to bed.' → Darla said *she wanted to go to bed.*

- 'Are they English?' → You asked \_\_\_\_\_.
- 'We're going to the theatre.' → John said \_\_\_\_\_.
- 'I'm phoning my mother.' → Lisa says \_\_\_\_\_.
- 'Do you feel ill?' → Alice asked me \_\_\_\_\_.

## Question tags

### → FOCUS

You're sad, *aren't you?*

You feel tired, *don't you?*

She's talking on her mobile, *isn't she?*

He went out last night, *didn't he?*

You can speak English, *can't you?*

They haven't gone out, *have they?*

She won't pass the test, *will she?*

Question tags are brief questions asked to confirm something. They are formed by: **Main clause's auxiliary verb or modal verb + subject pronoun.** The auxiliary or modal verb and the subject pronoun must agree with the main clause tense. If the main clause is affirmative, the *question tag* is negative. If it is negative, the *question tag* will be affirmative.

**Attention!** The *question tag* of *I'm not* is irregular: *I'm late, aren't I?*



## 6 Complete the sentences with the correct question tags from the box.

has he ~~don't they~~ wasn't it did you haven't you  
are you didn't they isn't it won't he

They like Zodiac symbols, *don't they?*

- He'll go to China next year, \_\_\_\_\_?
- You didn't believe in Santa Claus, \_\_\_\_\_?
- He hasn't left yet, \_\_\_\_\_?
- It's very cold today, \_\_\_\_\_?
- That film was great, \_\_\_\_\_?
- You've revised for the history test, \_\_\_\_\_?
- They arrived in Manchester yesterday, \_\_\_\_\_?
- You aren't very busy, \_\_\_\_\_?

## 7 Add a negative question tag to the sentences.

She can speak French, *can't she?*

- You are a good student, \_\_\_\_\_?
- You are studying English at school, \_\_\_\_\_?
- She left school last year, \_\_\_\_\_?
- You've been to Madrid, \_\_\_\_\_?
- We can go to the party, \_\_\_\_\_?
- They'll be here in a few minutes, \_\_\_\_\_?

## 8 Add a positive question tag to the sentences.

They won't pass the test, *will they?*

- The children aren't asleep, \_\_\_\_\_?
- The children aren't watching TV, \_\_\_\_\_?
- You weren't born in Beijing, \_\_\_\_\_?
- Your parents didn't have a job, \_\_\_\_\_?
- She hasn't got a car, \_\_\_\_\_?
- You can't lend me five pounds, \_\_\_\_\_?



## 9 Complete the sentences with a positive or negative question tag.

You feel sad, *don't you?*

- You're from Nigeria, \_\_\_\_\_?
- The capital of Nigeria is Lagos, \_\_\_\_\_?
- Nigeria isn't a rich country, \_\_\_\_\_?
- Nigeria produces a lot of oil, \_\_\_\_\_?
- There are a lot of students at this school, \_\_\_\_\_?
- You haven't been to Europe before, \_\_\_\_\_?

# 5 Grammar

**10 Round up!** Write the sentences again using reported speech.

Sam: 'Are you 13?'  
He asked me if I was 13.

- 1 Rachel: 'I can't play the piano.'  
\_\_\_\_\_
- 2 Dad: 'Tidy your room!'  
\_\_\_\_\_
- 3 Liz and Jane: 'We can't come to the party.'  
\_\_\_\_\_
- 4 My sister and I: 'Are they Spanish?'  
\_\_\_\_\_
- 5 Mum: 'Don't come back home late!'  
\_\_\_\_\_
- 6 Susan: 'I never play cards.'  
\_\_\_\_\_
- 7 The teacher: 'Have you got any pets at home, Lisa?'  
\_\_\_\_\_
- 8 Carol and Phil: 'We have to do our homework.'  
\_\_\_\_\_



**11 Round up!** Fill in the gaps with one or two words.



We interviewed Kayo Lawal. He *told* us he came <sup>1</sup> \_\_\_\_\_ Lagos and that he lived in Greece. He told <sup>2</sup> \_\_\_\_\_ about his life in Greece. He said it wasn't easy. He said life <sup>3</sup> \_\_\_\_\_ very difficult because he never <sup>4</sup> \_\_\_\_\_ enough money. At first, he <sup>5</sup> \_\_\_\_\_ us he couldn't find a job. 'I have got a university degree in engineering', he <sup>6</sup> \_\_\_\_\_, 'but I couldn't find a job in Lagos'. So he said he had come <sup>7</sup> \_\_\_\_\_ Greece to find work. He told us that he had found a job in a supermarket. 'Well, I can't work in a university, <sup>8</sup> \_\_\_\_\_ I? We asked him: 'Why not?' 'Well I can't speak Greek', he answered.



## Pronunciation: intonation in question tags

Question tags have two different intonations:

- rising (like in a real question that requires an answer);
- falling (resembles an affirmative statement and it does not necessarily require an answer).

**1** Listen and repeat.

1 It isn't far, is it?

2 It's easy, isn't it?

**2** Listen and underline the stressed words. Then listen again and check.

Jack The film was great, wasn't it?

Jennie The ending was rather predictable though, wasn't it?

Jack Yes, that's the trouble with Hollywood films, isn't it?

Jennie Mmm.

**3** Listen and decide if the *question tag* is a real question or not. Then listen again and repeat with the correct intonation.

You don't eat fish, do you? *real Q*

We haven't stopped all day, have we? *not a real Q*

1 It's your birthday tomorrow, isn't it? \_\_\_\_\_

2 You haven't seen Greta by any chance, have you? \_\_\_\_\_

3 You work a lot, don't you? \_\_\_\_\_

4 You can come to the party, can't you? \_\_\_\_\_

5 She really loved him, didn't she? \_\_\_\_\_

6 That was funny, wasn't it? \_\_\_\_\_

## Reporting opinions



1 Watch the video. What does Elis think of musicals?



### USEFUL LANGUAGE

She said (that)...  
 She told us about...  
 He asked if...  
 ... don't you? / do you?  
 ... didn't you? / did you?



2 Watch the video again and complete the notes about Amy's favourite director.

### Questionnaire

Name: *Deepa Khan*

Job: \_\_\_\_\_

Kind of films: \_\_\_\_\_

Country: \_\_\_\_\_

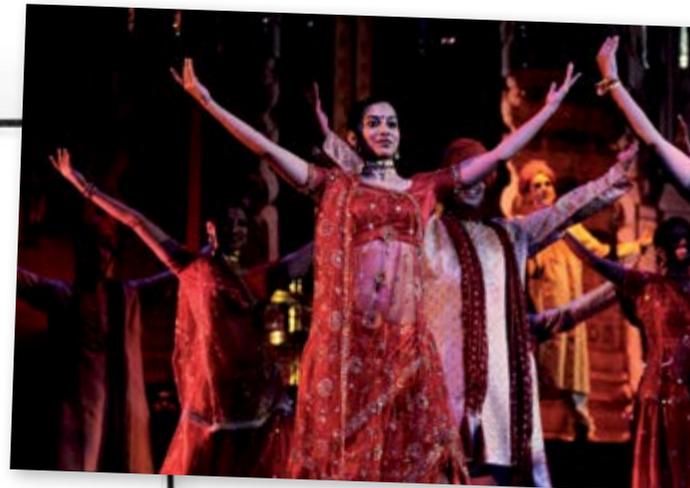
First film: \_\_\_\_\_

New film, made in: \_\_\_\_\_

New film's message:

a \_\_\_\_\_ with a \_\_\_\_\_ message.

New film's ending: \_\_\_\_\_ ending.



3 Now complete part of the dialogue with the expressions from the box.

aren't they    What did she talk about    didn't you    can't we?

- Elis** What did you do last night? You stayed in,  
 1 \_\_\_\_\_?
- Amy** No, I went out. Actually, I went to a talk.
- Elis** A talk? What for? Talks are boring,  
 2 \_\_\_\_\_?
- Amy** This talk wasn't. It was about Bollywood, and it was  
 by Deepa Khan, my favourite Bollywood director.
- Elis** 3 \_\_\_\_\_?
- Amy** Her career. She said she loved Hollywood films.  
 They inspired her to make her first film, *Love in  
 Mumbai* – she made it on her mobile phone!
- Elis** Wow! So we can make films, too, 4 \_\_\_\_\_?
- Amy** Right. And she told us about her new musical.

4 You are Elis. Report to a friend what Amy told you.

*Amy told me about her favourite director. She said the director's name was...*

5 **Pairwork** Ask and answer the questions. Take notes about your partner's answers.

- 1 Do you have a favourite film or TV series?
- 2 What is it called?
- 3 Where is the story set?
- 4 Who are the main characters in it?
- 5 Talk about an episode or scene from your favourite film or TV series.
- 6 Tell the class what your partner said.

## 5 Build your competences

# Migration literature

### Warm up

1 You are going to read about black British writers. Imagine you are interviewing them. Complete the questions asking things you would like to know about them.

- 1 *Where were you born?*
- 2 *Where are your parents from?*
- 3 *When did you... ?*
- 4 *What do you... ?*

### Reading

2 Read the article. Which questions does the text answer?

HOME ABOUT US AUTHORS ARCHIVE

Search

## My Britain Today Project:

by Melanie Jones

Black British Literature is literature written in English by people of Caribbean, Asian and African origin. Many black British authors write about identity. They ask the questions: Who am I? Where do I belong? In black British literature, characters are often caught between two worlds. On the one hand, they think of their families' rich culture and on the other, they have to learn to 'be British'. Here are three well-known black British writers.

**Bernadine Evaristo** was born in London. Her mother, a teacher, was English and her father was from Nigeria. Evaristo grew up in London and went to grammar school. Later she studied drama. She spent her teenage years acting at Greenwich Young People's Theatre.

*Lara*, Evaristo's first novel, is about a mixed-race girl in search of her roots. Lara's father, like Bernadine's, is from Nigeria, and her mother is white British. Lara has the opportunity to meet her Nigerian relatives when she is an adult. She travels to Nigeria with her mother and after visiting this new place she begins to feel that she has discovered the missing part of her identity.

**Zadie Smith** was born in London, in a poor working-class area. Her mother was Jamaican and her father was British. Her mother grew up in Jamaica and emigrated to Britain. As a child, Zadie was fond of dancing. As a teenager, she wanted a career as an actress in musical theatre, and as a university student she earned money as a jazz singer and wanted to become a journalist, but in the end, she became a writer.

*White Teeth*, Zadie's first book, is a funny novel, loved by critics and readers. It is about friendship, love and war, through the eyes of people from three different cultures and families.

**Ben Okri**'s parents came to London from Nigeria when Ben was 2 years old. Ben attended primary school in the UK. In 1968, the family moved back to Nigeria. At the age of 14, Ben failed to get into university to study Physics because he was too young! Then he decided he wanted to be a poet. Ben left Nigeria because his life was in danger and he moved back to England where he studied Literature at Essex University. At this time, Ben was very poor and sometimes he slept in parks. He said this period was very, very important for him: 'I wrote and wrote'. He published his first novel *Flowers and Shadows*, at the age of 21. It is about the life of a boy in a poor African village.



3 Read the article again and answer the questions.

- 1 Which two worlds do black British authors write about?
- 2 What is Bernadine's novel about?
- 3 What does Lara find out in Nigeria?
- 4 What job did Zadie do when she was at university?
- 5 Why didn't Ben study Physics?
- 6 Why did Ben leave Nigeria the second time?



## Listening

4 You will hear a radio programme about writers. Which is the speaker's favourite writer, Bernadine, Zadie or Ben?

5 Listen again and complete the notes (1-6).

For immigrants in *Britain* it is important to know the <sup>1</sup>\_\_\_\_\_ and to get a good <sup>2</sup>\_\_\_\_\_. Black writers write about their country, their family and their <sup>3</sup>\_\_\_\_\_. Evaristo's language is poetic but <sup>4</sup>\_\_\_\_\_. Ben Okri is a tragic and <sup>5</sup>\_\_\_\_\_ writer. The writer likes Zadie Smith because she is <sup>6</sup>\_\_\_\_\_.

## Speaking

6 Imagine you are interviewing a famous writer. Follow the instructions and write the dialogue.

### You

Thank the author for agreeing to the interview.

Ask him when he decided to become a writer.

Ask him when his first book was published and what it was about.

Ask him what his family thought of him becoming a writer.

Ask him what critics have said of his books.

Ask him what book, according to him, is his best book and why?

Thank the author for the interview and tell him that it was very interesting.

### The writer

Replies that it is a pleasure and that he loves talking about his work.

Replies that he decided when he was a student, after reading a book that changed his life.

Replies that his first book was about a boy that moved from one country to another.

Replies that, initially, he was told that it would be difficult, but later they told him they were proud of him.

Replies that some were positive and some were negative.

Replies that he likes all his books and it has always been a pleasure to write a new one.

Replies that it was a pleasure and that he enjoyed it.

A *Thank you very much for agreeing to give us an interview. I know you are very busy.*  
 B *It's a real pleasure. I love talking about my work!*

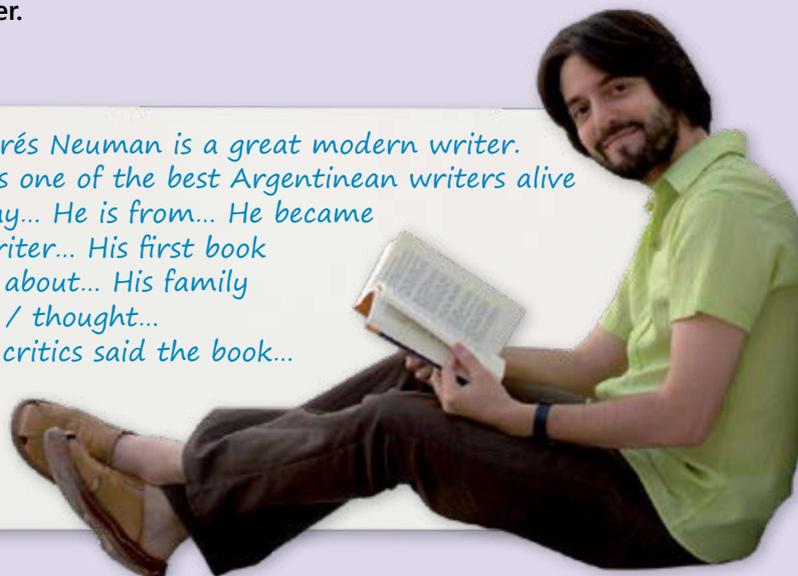
7 **Pairwork** Act out the dialogue with your partner.

## Writing

8 Use the dialogue above to write a brief report for a magazine about the writer. Remember to include the information below.

- name of the writer
- country of origin
- when and why he / she became a writer
- first book: what was it about?
- what did his / her family think?
- what the critics said
- any other information

*Andrés Neuman is a great modern writer. He is one of the best Argentinean writers alive today... He is from... He became a writer... His first book was about... His family said / thought... The critics said the book...*



# 6

## Give peace a chance



B



A



C



D



E



F

### Vocabulary

1 Match the words (1-6) to their complete title (a-f).

- 1 OXFAM
- 2 MSF
- 3 UN
- 4 UNICEF
- 5 UNESCO
- 6 AI

- a United Nations Children's Fund
- b United Nations Educational, Scientific and Cultural Organisation
- c United Nations
- d Médecins Sans Frontières (Doctors Without Borders)
- e Oxford Committee for Famine Relief
- f Amnesty International

2 Now read the descriptions and match them with the correct institutions from the box. Then match each institution to its logo.

UNICEF   Amnesty International   MSF   UN   ~~OXFAM~~   UNESCO

- F** **OXFAM**: is an organisation that fights poverty in the world.
- 1  \_\_\_\_\_: is an organisation that brings together all the countries of the world to solve problems peacefully.
- 2  \_\_\_\_\_: is an organisation which helps to solve health problems in poor countries and countries where there is war.
- 3  \_\_\_\_\_: is an organisation which promotes cultural cooperation and protects sites of universal value.
- 4  \_\_\_\_\_: is an organisation which fights for the freedom of people who are in prison for their beliefs.
- 5  \_\_\_\_\_: is an international organisation that supports the rights of children.

'I am Malala, I have a dream.'



## Presentation 1



3 Read and listen to the text. Have you heard about Malala's story yet?

4 Read again and answer the questions.

- 1 What is Malala's dream?
- 2 Is it easy for a girl to study in her country? Why / Why not?
- 3 Why were the girls happy?
- 4 What did Malala believe?
- 5 Why did she become famous?
- 6 Who gave Malala a prize?
- 7 What is Malala's dream now?

→ **who, which, that**



There are some people **who** (or **that**) believe girls should not go to school. UNICEF is the United Nations organisation **which** (or **that**) supports the rights of children.

5 **Pairwork** Ask and answer questions using the prompts from the box and **who, that** or **which**.

WWF ~~UNICEF~~ ~~Malala~~ Save the children

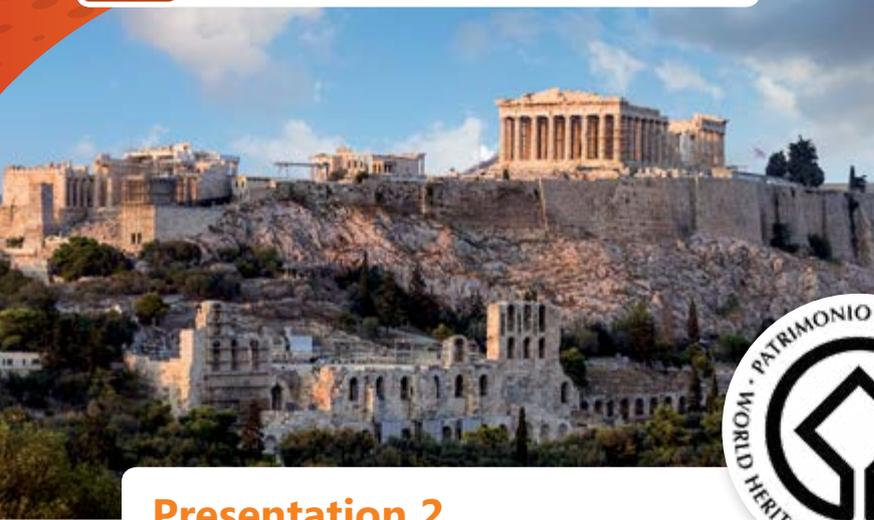
- A What is UNICEF?
- B UNICEF is an organisation which supports the rights of children.
- A Who is Malala?
- B Malala Yousafzai is someone who believes in education for all.

6 **Over to you** In pairs, choose an organisation from exercise 2 or a famous person and report what they are, what they do. Use **who, which** or **that**. Don't mention the name. Can your partner guess which organisation or person it is?

*'It is an organisation which helps poor people...'*  
*'She is a famous actress who has adopted lots of children...'*

Here is a story which will help you understand why the work of UNICEF is so important. When she was 11 years old, Malala had a dream: she wanted to be a doctor, which meant she had to go to school. But in her country, there are some people who believe girls should not go to school. They believe only boys should go to school and that a woman's place is in the home. Malala began to fight for education for all children. In 2009, at age 11, many people got to know her through a weblog of the BBC News' Urdu language service. The BBC published translated writings about her life under Taliban rule. One day, Malala was going to school on the bus, which was full of schoolgirls; the girls were happy – the exams were over. Suddenly, some Taliban men, who were wearing masks and had guns, stopped the bus. The strangers told Malala to get out. The other children were terrified. The strangers shot Malala in the head and ran away. They did it because Malala believed in education for all girls. Malala, who survived, is a courageous girl. After the attack, she said: 'I want to go to school. I don't care if I have to sit on the floor. I am not afraid of anyone'. Malala became famous all over the world for her courage. In 2011, Malala was nominated for the International Children's Peace Prize. Later, the Prime Minister of Pakistan awarded her the National Youth Peace Prize. Then she went to the United Nations in New York where she spoke about children's rights and in 2013 she was nominated for the Nobel Peace Prize. One of her fellow students, Fatima Azis, who is only 14, said: 'She is very brave. She inspires all of us'. Now Malala has a new dream. She wants to be a politician because she wants to change the world and make it a better place for children everywhere.

# 6 World heritage



## Presentation 2

1 Look at the pictures. Do you know the names of these monuments and places? Where are they?

2  Read and listen to Jane interviewing Emily Burton, a UNESCO representative, and check your answers.

Jane So what is UNESCO?

Emily Well, it is a part of the United Nations. UNESCO is an organisation which encourages cultural cooperation which is essential for peace.

Jane What does UNESCO do exactly?

Emily Well, let's take World Heritage Sites. We think they are very important, not only in their own country but for the whole world. These sites include historical monuments, of course, but lakes, forests, mountains, islands and cities too. We protect them.

Jane For example?

Emily The Parthenon in Athens and the Coliseum in Rome, or mountains like Mount Etna, which all have universal value are protected by UNESCO.

Jane And which countries have the most World Heritage Sites?

Emily Italy, which has 49. Awesome, isn't it? And then China, which I think now has about 45... the Great Wall is the one that everybody knows.

Jane And what about the UK?

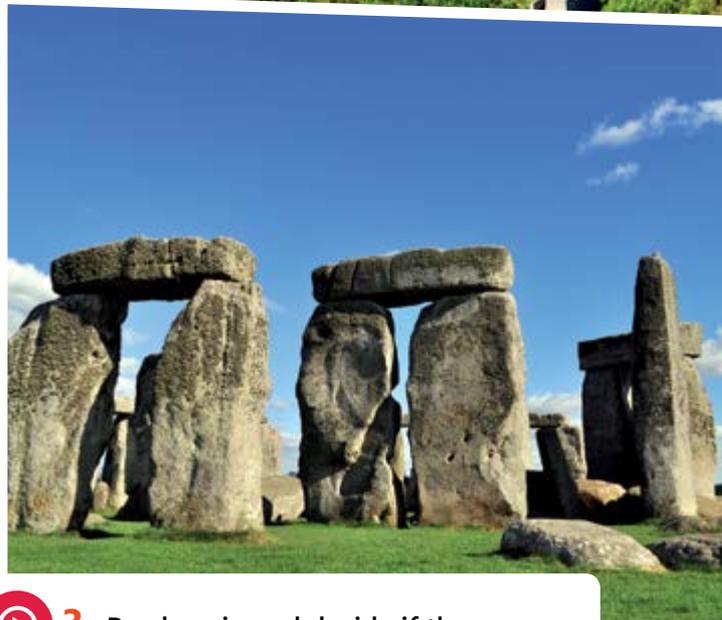
Emily There are many important sites, too... Stonehenge, for example, and the Giant's Causeway in Northern Ireland, monuments like the Tower of London or Westminster Abbey... and the city of Bath, which is so beautiful!

Jane OK, what else does UNESCO do?

Emily Well, we also care about education. We all know that some children don't go to school – we hope we can change that. All children should have a good education...

Jane Emily, thanks so much for your interview.

Emily It's been a pleasure.



3  Read again and decide if the sentences are true (T), false (F) or if the information is not given (DS).

	T	F	DS
UNESCO is an organisation which protects culture.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 World Heritage Sites are only monuments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The Coliseum is important because it was built by the Romans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Bath is a big town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Scientists also help UNESCO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 UNESCO believes only some children should have education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Vocabulary

- 4 Would you use these adjectives to describe people's feelings, things or both? Write them under the correct column.

People's feelings <i>afraid</i>	Both <i>special</i>	Things <i>dangerous</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Adjectives to describe feelings and things

~~afraid~~  
angry  
awesome  
brave / courageous  
brilliant  
~~dangerous~~  
essential  
modern  
sad  
~~special~~  
terrible  
terrifying / terrified  
useful  
wonderful

- 5 Complete the descriptions with an adjective from the box.

Her clothes are new and in fashion: she is *modern*.

- 1 She saw the dog and ran away: she was \_\_\_\_\_.
- 2 She has waited for him for hours: she is very \_\_\_\_\_.
- 3 She jumped into the river and saved the boy from drowning: she was \_\_\_\_\_.
- 4 She never smiles: she is \_\_\_\_\_.
- 5 The children were playing with fire: it was \_\_\_\_\_.
- 6 We need water and oxygen for life: they are \_\_\_\_\_.
- 7 We do things with computers every day. They are \_\_\_\_\_.
- 8 Canadian parks are beautiful! They are really \_\_\_\_\_.

- 6 **Pairwork** Ask and answer questions using the prompts from the box and the adjectives from exercise 4.

the best football team in Europe  
Doctors Without Borders school  
my teachers my classmates  
world heritage sites WWF

- A *What do you think about Doctors Without Borders?*  
B *I believe (that) they're very brave, but their job is dangerous.*

- 7 **Over to you** Now report your partner's opinions to the class.

*Tom believes (that) Doctors Without Borders are very brave...*

### Subordinate clauses

We **believe** (that) cooperation is essential for peace.  
We **think** (that) historic monuments are very important.

We all **know** (that) some children don't go to school.  
We **hope** (that) we can change that.



# 6 Grammar

## who / which / that

### → FOCUS

She's the teacher (**who** / **that**) taught us History.  
(subject)

UNICEF is an organisation (**which** / **that**) helps children. (subject)

That's the film (**which** / **that**) I saw on Saturday.  
(object)

She's the woman (**who** / **that**) we met at the cinema. (object)

Who, which, and that are relative pronouns relating two sentences. (She's a teacher **and** she taught us History.) They are invariable in gender and number. Who and that are used for people. Which and that are used for animals and objects. It must always be expressed when the relative pronoun is the relative sentence's subject. When the relative pronoun is complement, the object it can be omitted.



### Find the mistakes and correct them.

- (1) John F. Kennedy which was the 35th President of the United State was assassinated in Dallas, Texas.
- (2) Microsoft who was founded by Bill Gates and Paul Allen was one of the world's biggest companies.

### 1 Underline the relative pronoun in the sentences and decide if it is subject (S) or object (O).

Emily is the woman who works for UNESCO. **S**

- 1 San Marco is the church which we saw in Venice. \_\_\_
- 2 The Prime Minister should be someone who is a good leader. \_\_\_
- 3 A good teacher is someone that explains things well. \_\_\_
- 4 English is a language that is spoken all over the world. \_\_\_
- 5 Switzerland is a country which has a lot of lakes. \_\_\_
- 6 Everest is a mountain which I'd love to climb. \_\_\_



### 2 Circle the correct answer.

We stayed in a hotel **who** / **which** had a fantastic garden.

- 1 Do you know the people **who** / **which** live next door?
- 2 That black car, **that** / **who** is in front of the school, is the teacher's.
- 3 That's the man **who** / **which** was speaking to Dad yesterday.
- 4 I didn't like the boys **that** / **which** my brother invited to our house.
- 5 Mum, I've found the keys **who** / **which** you were looking for.
- 6 My cousin, **who** / **which** is younger than me, can play the keyboard very well.

### 3 Complete the sentences with who or which.

The Parthenon is a monument **which** is in Athens.

- 1 New York is the city \_\_\_\_\_ is also called the 'Big Apple'.
- 2 The Eiffel Tower is a monument \_\_\_\_\_ is in Paris.
- 3 Someone \_\_\_\_\_ drives a bus is called a bus driver.
- 4 I like the Leaning Tower \_\_\_\_\_ is a famous building in Pisa.
- 5 UNICEF is an organisation \_\_\_\_\_ protects children.
- 6 People \_\_\_\_\_ don't eat meat are called vegetarians.

### 4 Join the two sentences using who, which or that. Indicate where you can omit the relative pronoun.

I like talking to people. They have travelled a lot.  
*I like talking to people who / that have travelled a lot.*

- 1 John is a guy. He's staying with us for the summer.
- 2 Tom made the sandwiches. They were really delicious.
- 3 My aunt works in New York. She's getting married in June.
- 4 You lent me the camera. I like it.
- 5 Dad found a hotel on the Internet. It was really nice.
- 6 Stephanie bought a dress yesterday. It was very trendy.

- 7 The World Cup is a football competition. It is watched by millions of people.
- 8 New York is a big city. It is visited by millions of tourists every year.
- 9 The Tate Gallery is a museum. It has many works by European painters.
- 10 Michelangelo was a painter. He was also a sculptor and a poet.
- 11 The Parthenon was originally a temple. It was built for the goddess Athena.
- 12 Shakespeare was an English poet. He was born in Stratford-upon-Avon.

## 5 Use the prompts and make relative clauses.

I know a boy / speak English very well.  
*I know a boy who / that can speak English very well.*

- 1 My mother / born in Madrid / is a very good cook.
- 2 Alice / a new mobile / take really nice pictures.
- 3 Do you know the woman / work at the bank?
- 4 They / a very big house / a wonderful garden.
- 5 We / a dog / ten years old.
- 6 Did you eat the cake / in the fridge?

## 6 Answer the questions with a relative clause, using the information in brackets.

Who's Michelangelo? (artist / paint / Sistine Chapel)  
*He's the artist who painted the Sistine Chapel.*

- 1 Leonardo (artist / paint / Mona Lisa)
- 2 Big Ben (clock tower / Houses of Parliament / London)
- 3 Who's Picasso? (artist / paint / Guernica)
- 4 Google (search engine / use / finding things / Internet)
- 5 Facebook (social media site / use / keeping in contact / friends)
- 6 Marconi (man / invent / radio)



## Subordinate clauses with *know, think, believe, hope*

Main clause	Subordinate clause
We know	(that) a lot of children do not go to school.
We think	(that) everyone has a right to a good education.
We believe	(that) all people are born equal.
We hope	(that) we will be able to end poverty one day.

## → FOCUS

*I **think** (that) governments should find a solution to poverty.*

*I **hope** (that) we will pass the exams.*

*I don't **know what** to do.*

*I **know why** she did it.*

*Do you **know how** to swim?*

Opinion verbs *know, think, believe, hope* can be followed by a subordinate clause introduced by *that* (which can be omitted and is usually omitted in spoken speech).

If the subordinate clause is in the future, in English the future with *will* is always used.

The verb *know* can be followed by interrogative pronouns in negative sentences and in direct and reported questions.

## 7 Make as many sentences as you can using the prompts from the box and *know, think, believe, hope*.

your hair looks nice    ~~the Earth goes round the sun~~  
 I will pass the exam    there is life on other planets  
 the Earth is round    it will rain tomorrow  
 Columbus discovered America    I am good at sport  
 everyone should go to school    ~~I will be rich and happy~~  
 I will go to university    my friends like me  
 I'll get good marks in the exams    I live to be 100  
 I'll visit America soon    exercise is good for me  
 my football club will win the Champions League

*I know (that) the Earth goes round the sun.  
 I hope (that) I will be rich and happy.*

# 6 Grammar

## 8 Complete the sentences with *what*, *why* or *how*.

I don't know *why* you are afraid of cats.  
They're harmless!

- Do you know \_\_\_\_\_ UNESCO is?
- I learnt \_\_\_\_\_ to speak English at school.
- I am shocked. I don't know \_\_\_\_\_ to say.
- I don't know \_\_\_\_\_ you said those things.
- I don't know \_\_\_\_\_ to do in these circumstances.
- I know \_\_\_\_\_ to get good results in my exam: study hard!

## 9 Round up! Choose the correct answer (A, B or C) for each space.

I *hope* it's sunny tomorrow, we can go for a picnic.

A think                  B believe                  C hope

- We \_\_\_\_\_ that the sun is hot.  
A think                  B hope                  C know
- I hope \_\_\_\_\_ one day I will be rich, famous and happy!  
A of                      B in                      C that
- I don't \_\_\_\_\_ I'll pass the exam; I haven't studied.  
A know                  B hope                  C think
- I don't \_\_\_\_\_ there is life on other planets. Do you?  
A hope                  B believe                  C know
- We \_\_\_\_\_ there are 365 days in a year.  
A believe                  B hope                  C know
- I don't \_\_\_\_\_ you. You're not telling the truth.  
A know                  B think                  C believe

## 10 Round up! Circle the correct answer in the interview.

- A What is Greenworld?  
B It is an NGO *that* / *who* fights against pollution.
- A What is an NGO exactly?  
B It's an organisation *which* / *who* is not a government organisation.
- A What is pollution exactly?  
B It is something *what* / *which* makes the environment dirty.
- A What do you *know* / *think* causes pollution?  
B We think *that* / *which* pollution is caused by a lot of things such as cars, factories...
- A Do you *think* / *hope* the Earth is getting hotter?  
B I don't think it's getting hotter, I *know* / *believe* it is!
- A How do you *know* / *hope* that?  
B Scientists *which* / *who* have studied the problem have a lot of evidence.
- A What do you *think* / *hope* young people can do to fight pollution?  
B We *hope* / *know* they will join Greenworld!



## Pronunciation: /p/, /b/

The sound /p/ in *pen* is plosive and deaf. Tighten the lips loosely, and then open them quickly, letting air out. There is no vibration of the vocal cords.

The sound /b/ in *baby* is obtained in the same way as the /p/ sound, but it is sonorous. If you place your hand over your throat or on top of your head you will be able to feel the vibrations of your vocal cords.

**Attention!** The letter 'b' is not pronounced when it follows an 'm' at the end of the word (e.g. lamb) and when it precedes a 't' at the end of a word (e.g. debt /det/).

### 1 Listen and repeat.

A piece of apple pie with blackberries.

### 2 Listen and circle the correct answer.

- These *beaches* / *peaches* are wonderful.
- Trekkers usually carry *backpacks* / *paybacks*.
- Would you like some more *bees* / *peas*?
- Can you give me a hand carrying this *bowl* / *pole*?
- The *bills* / *pills* are in the drawer.

### 3 Listen and try and repeat the tongue-twisters as quickly as you can.

- Pick a partner and practise tap-dance.
- A band of bearded bandits robbed a bank.

## Expressing opinions



1 Watch the video. What is Amy's dream?



### USEFUL LANGUAGE

Do you know what... ?  
I'd love to...  
Where would you go?  
I think / believe...  
It's awesome.  
It's a wonderful country.

2 Watch again. Which of these things does Amy want to see and which does Elis want to see?

Sites	Elis	Amy
Vatican and Sistine Chapel		
Forum in Rome		
Peru: Machu Picchu		
Mexico		



3 Complete the dialogue with the expressions from the box.

I think it's awesome   I'd love to travel   ~~Do you know~~   I'd like to visit   which was built  
which has got   I'd like to see   I'd really like to go   which is a wonderful country

**Elis** So Amy, what is your secret dream? *Do you know* what you want for the future?  
**Amy** My dream? <sup>1</sup> \_\_\_\_\_ round the world...  
**Elis** ... which is my dream, too.  
**Amy** Where would you go? Which sites would you like to see?  
**Elis** <sup>2</sup> \_\_\_\_\_ the Vatican, where St Peter's and the Sistine Chapel are. <sup>3</sup> \_\_\_\_\_ ...  
**Amy** Yes, <sup>4</sup> \_\_\_\_\_ the Forum in Rome, too. But <sup>5</sup> \_\_\_\_\_ to Machu Picchu.  
**Elis** Machu what?  
**Amy** It's a city <sup>6</sup> \_\_\_\_\_ by the Incas and which, of course, is a World Heritage Site.  
**Elis** A city? Where is it? In Mexico?  
**Amy** No, it's in Peru, <sup>7</sup> \_\_\_\_\_.  
**Elis** Well, if we go to Peru we can visit Mexico, too, <sup>8</sup> \_\_\_\_\_ tons of monuments.  
**Amy** Yes, we won't know which ones to visit!  
**Elis** Anyway, we can dream some more later. We have to go to school, now, Amy.  
**Amy** School? Is that a World Heritage Site?

4 **Pairwork** Tell your partner about three countries or cities that you would like to visit, using the prompts. Then listen to his / her three answers.

Greece / food   New York / exciting   Paris / romantic   Brazil / exotic   Spain / great beaches

Spain / great beaches *I'd like to go to Spain. I think it has great beaches.*

## 6 Build your competences

# NGOs

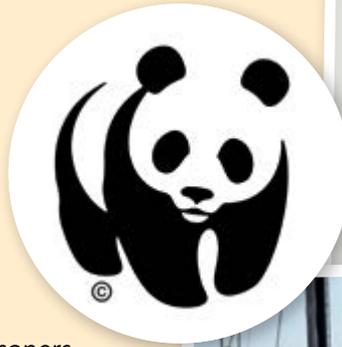
### Warm up

1 Do you remember what the mission (a-f) of the organisations (1-6) is? Match.

- |                           |                             |
|---------------------------|-----------------------------|
| 1 WWF                     | a defends prisoners.        |
| 2 Amnesty International   | b helps children.           |
| 3 Oxfam                   | c helps the poor.           |
| 4 Doctors without Borders | d protects animals.         |
| 5 Save the Children       | e fight for women's rights. |
| 6 Women's organisations   | f cures the sick.           |

### Reading

2 Read the text and check your answers.



Non-governmental organisations (NGOs) are organisations that are independent of governments. They are non-profit making, which means the money they make is used to help those in need. There are many different kinds of NGOs. One of the largest is Doctors with Africa, which tries to improve the health of people in Africa and countries like Afghanistan and Iraq.

An international NGO that gives health support to the poor and victims of war is Doctors without Borders. Many other NGOs are charities which help the poor; they include organisations such as

Save the Children.

Ecological NGOs such as Greenpeace, Friends of the Earth and the World Wildlife Fund (WWF) are very popular especially with young people.

There are also many NGOs which fight for human rights and the most famous of these is Amnesty International, which helps people who are imprisoned for their beliefs. Some NGOs fight for the human rights of particular groups, such as women: The Women's Environment and Development Organisation (WEDO), for example, was created in 1990 to fight for the rights of women, such as the right to have an education and a job.

Finally, some NGOs are based on voluntary work. One of these, VSO (Voluntary Service Overseas) works through volunteers and local people to share skills and to make the world a fairer place for all. Since VSO was founded in 1958, more than 50,000 volunteers have worked in 140 countries in Africa, Asia, the Caribbean, Eastern Europe and Latin America. Volunteers help with education, health and disability problems. Many young people do volunteer work overseas in their gap year before they begin university.

That could be a wonderful and useful experience. You just have to choose which organisation you'd like to join!



# Build your competences **6**

## Speaking

**7** Look at the picture and answer the questions.



- 1 What can you see in the photograph?
- 2 Where do you think they are? What country is this?
- 3 Describe the people.
- 4 What are they doing?
- 5 Would you like to visit this country?
- 6 Would you like to do this job?

## Writing

**8** Read this report about volunteer work in Vietnam and write a similar report about one of the countries in this unit. Use the notes below.

My name's Annie and I always wanted to visit Vietnam. I am 45 and I am a teacher of disabled children. I volunteered to go to Vietnam to train teachers how to teach disabled kids. I taught the teachers to listen to the children and to do things that were interesting. Now the teachers and pupils are happier. They begin classes with a song and the atmosphere is great.

**Nigeria:** Tony / 50 / car mechanic  
 problem: traffic  
 solution: train women to be mechanics  
 result: women work

**Ethiopia:** Mick / 62 / doctor  
 problem: hospital deaths  
 solution: teach doctors to use anaesthetics  
 result: many lives saved

**3** Read the text again and choose the correct answer (A, B, C or D).

- 1 NGOs are...
  - A poor organisations.
  - B against governments.
  - C philanthropical organisations.
  - D political parties.
- 2 Which of these organisations is an ecological NGO?
  - A Doctors without Borders
  - B OXFAM
  - C Greenpeace
  - D Save the Children
- 3 You will need Amnesty International if you are...
  - A ill.
  - B poor.
  - C a woman.
  - D in prison.
- 4 People who join VSO...
  - A have skills.
  - B have a university degree.
  - C want a holiday.
  - D are schoolchildren.

## Listening

**4 Quiz!** Match the capitals with the countries.

- |               |              |
|---------------|--------------|
| 1 Hanoi       | a Nigeria    |
| 2 Lagos       | b Tajikistan |
| 3 Addis Ababa | c Vietnam    |
| 4 Dushanbe    | d Ethiopia   |

**5** Listen and check your answers.

**6** Listen again and complete the notes with one word.

Name	Age	Job	Country
Paola	45	1 _____	Vietnam
Tony	2 _____	mechanic	Nigeria
Mick	3 _____	4 _____	Ethiopia
Bessie	5 _____	marketing	6 _____

## Vocabulary

### 1 Complete the sentences with one or two words.

- When we were at school we got a good e\_\_\_\_\_.
- What job do you want to do when you g\_\_\_\_\_ u\_\_\_\_\_?
- He couldn't stay in England, because he didn't have a v\_\_\_\_\_.
- If you want to stay in the country you must have a r\_\_\_\_\_ p\_\_\_\_\_.
- I wasn't born in England – I came here as an i\_\_\_\_\_ when I was a child.
- I don't want to travel around the world – I just want to get married and s\_\_\_\_\_ d\_\_\_\_\_.
- London is now a very i\_\_\_\_\_ city. There are people from all over the world here.
- I've lived in this country for 20 years but now I want to g\_\_\_\_\_ b\_\_\_\_\_ to my own country.
- I came to England to l\_\_\_\_\_ f\_\_\_\_\_ a job and I found a very good one!
- I love Indian c\_\_\_\_\_ – I like curry!

5

## Functions

### 2 Write the text again as a dialogue, completing the given outline.

Olive Bemba said she came from Congo but she lived in Germany. She said she liked Germany a lot. She said she studied medicine in Berlin. She told us she was married to a German and they had two children.

- A Where do you come from?  
 B I come from Congo.  
 A Where do you live?  
 B <sup>1</sup> \_\_\_\_\_.  
 A Do you like Germany?  
 B <sup>2</sup> \_\_\_\_\_.  
 A What do you study?  
 B <sup>3</sup> \_\_\_\_\_.  
 A Where do you study?  
 B <sup>4</sup> \_\_\_\_\_.  
 A Tell us about your family.  
 B <sup>5</sup> \_\_\_\_\_.

5

## Grammar

### 3 Change the words *in italics* into direct speech.

- She told us that *Spain was her favourite country*.
- They told us *they lived in a cold country*.
- She told us *she couldn't stand the cold weather*.
- You asked me *if I spoke Japanese*.
- I asked her *if she feels happy*.

10

### 4 Complete the sentences with the correct question tag.

- You're happy here, \_\_\_\_\_ you?
- You weren't born in India, \_\_\_\_\_ you?
- She has just got married, \_\_\_\_\_ she?
- You couldn't speak Spanish when you were five, \_\_\_\_\_ you?
- This is your project, \_\_\_\_\_ it?

5

### 5 Read the text and fill in the gaps.

- Billy Mummy why do I have to do homework?  
 Mum Because it's something <sup>1</sup> \_\_\_\_\_ will help you learn better.  
 Billy Mummy I hope you <sup>2</sup> \_\_\_\_\_ help me... what's the United Nations?  
 Mum The United Nations is an organisation <sup>3</sup> \_\_\_\_\_ tries to maintain world peace.  
 Billy And who was Nelson Mandela?  
 Mum He was a man <sup>4</sup> \_\_\_\_\_ became President of South Africa.  
 Billy Mummy, what's an NGO?  
 Mum It's an organisation <sup>5</sup> \_\_\_\_\_ tries to change society but it is not a government organisation.

5

My final score is 30

## Self-evaluation

	😊	😐	😞
Lexical competences			
Communicative competences			
Grammatical competences			

I must revise:



# 7

# Sustainable living



A



B



C



E



D

F

- 1 Pairwork** Look at the pictures and decide which ones are about sustainable living.
- 2 Quiz!** Read the answers and make your answer.

## HOW SUSTAINABLE ARE YOU?

- 1** When I go on a school trip, ...
  - A I take homemade food.
  - B I buy a pre-packaged lunch.
- 2** When I go to sports practice, I take...
  - A a reusable water bottle.
  - B bottled water.
- 3** I live close to school:
  - A I walk or ride my bike.
  - B my parents drive me to school.
- 4** I need to buy new exercise books:
  - A I buy recycled paper.
  - B I buy the nicest paper.
- 5** In the future I'd like to buy...
  - A a hybrid or an electric vehicle.
  - B the biggest, fastest car I can afford.
- 6** At home, when I leave the room, ...
  - A I usually turn the lights off.
  - B I leave the lights on.



If your answers are mostly As, you already know a lot about sustainability and you already do a lot for the environment. Well done!  
If your answers are mostly Bs, your answers can have a very bad impact on the environment, but remember: it is never too late to start being sustainable!

ANSWERS

## Presentation 1



3  Read and listen to Mark's blog on sustainable living.

Environment

GreenBlog

Green living

Ethical living

Environmental living

Environment Blog

# GREENMARK'S BLOG



RSS

*'Sustainable development is development that meets the needs of the present without compromising the needs of future generations to meet their own needs.'*

Posted by

Did you know that a third of the world's population lives on less than two dollars a day? Millions of people round the world work very hard but they can't make enough money to feed their families! We can all do something to help. We must start living sustainably!

How? Well, we need to respect and protect people and the environment! We must stop exploiting the hard work of others. We can live well without making other people suffer. Here are some basic tips.

### 1 Buy local!

Firstly, we should try to buy food which is grown locally. This helps local farmers. For example, I live in Stroud, Gloucestershire, which is a market town where you can find a full range of local produce available all year round. So, food is fresh and healthy, but also organic. Milk is organic and it's produced in local dairy farms where cows are left out to pasture to give the creamiest, sweetest milk. It's delicious!

### 2 At the supermarket

Secondly, I believe we must start buying fewer pre-packaged products. We can start by deciding carefully what we really need, what we can do without and

what we can reuse later. So, for example, we can put our shopping in paper or cotton bags which are reusable, but we can also buy liquid soap on tap which means, they let you take your own containers so you can buy as much or as little as you like, without producing any waste and therefore help to protect the environment!

### 3 Fair Trade

Finally, we should help people in poorer countries have a good income. Where do our food and clothes come from? Who produces them? How much are they paid? Do producers make children work long hours?

Fair Trade is an international organisation which fights to give workers and producers a fair price for their products. In Europe rice is sold for about 3€ a kilo, ten times the price which is given to producers. Fair Trade buys from cooperatives in Thailand and India and it pays them a good price for their rice! If producers get a fair price for their products, they can pay their workers fair wages. This, too, helps create a more sustainable way of living.

## 4 Read again and answer the questions.

- 1 What does 'sustainable living' mean?
- 2 Why is it easy to buy local food in Stroud?
- 3 When we shop at the supermarket, how can we do 'sustainable' shopping?
- 4 Why is it convenient to buy liquids 'on tap'?
- 5 How does Fair Trade fight for people?

## → Modal verbs – Revision



We **must** start living sustainably.

We **can** do something to help.

We **should** buy local food.

## 5 Pairwork What are your tips for becoming more sustainable? Use the verbs from the box to discuss them with your partner.

start need to try to can should shouldn't must

A *What can we do to become more sustainable?*

B *We can start saving energy. For example, we can cycle to school.*

## 6 Now report your answers to the rest of the class.

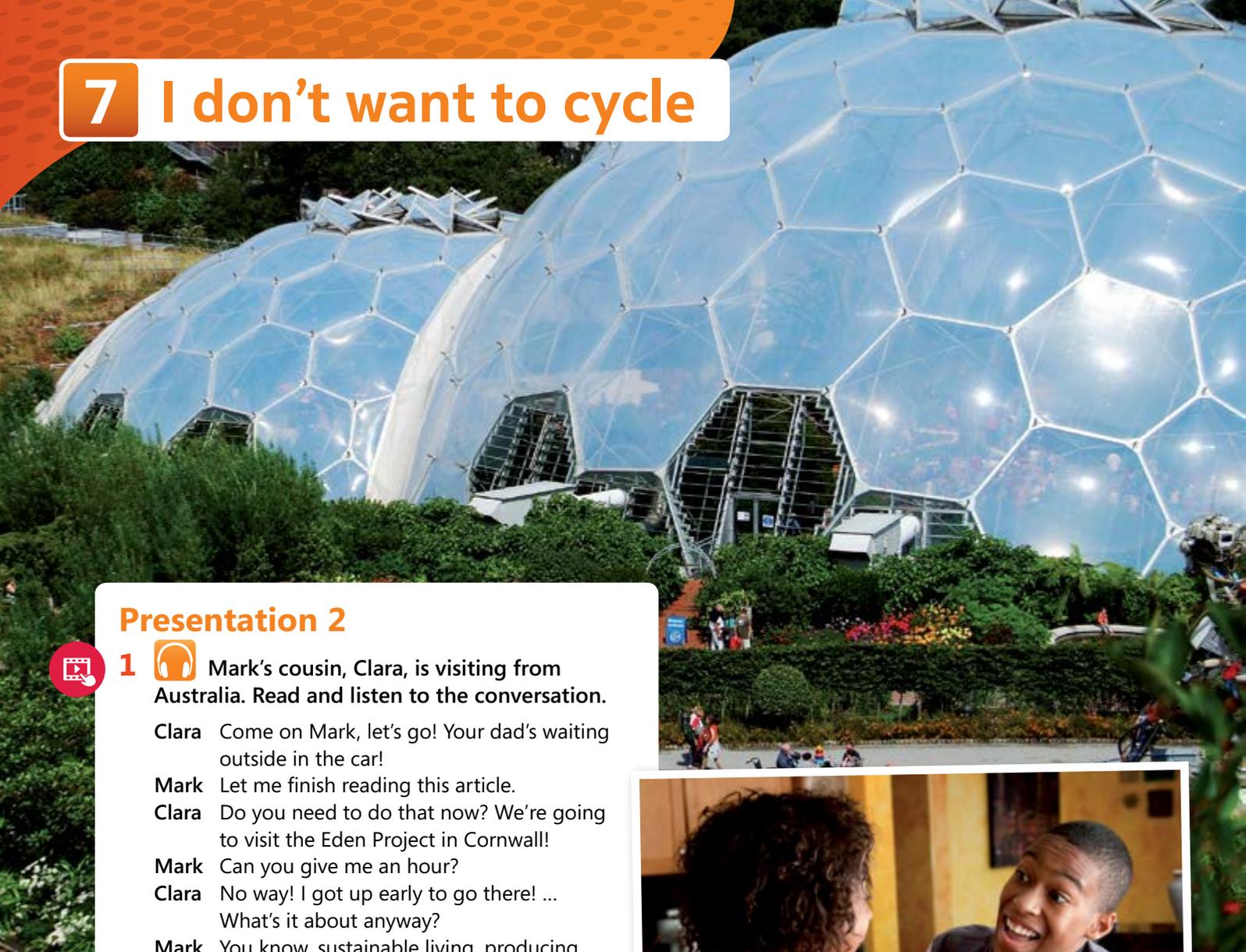
*To become more sustainable, I think we need to respect the environment...*

G

H



# 7 I don't want to cycle



## Presentation 2

**1**  Mark's cousin, Clara, is visiting from Australia. Read and listen to the conversation.

**Clara** Come on Mark, let's go! Your dad's waiting outside in the car!

**Mark** Let me finish reading this article.

**Clara** Do you need to do that now? We're going to visit the Eden Project in Cornwall!

**Mark** Can you give me an hour?

**Clara** No way! I got up early to go there! ... What's it about anyway?

**Mark** You know, sustainable living, producing less, consuming less.

**Clara** You're obsessed with sustainable living!

**Mark** I'd like to live in a better world! Look, we have to change our lifestyle, all this useless stuff...

**Clara** Yeah, we buy a lot of stuff we don't need.

**Mark** Yeah, like cars.

**Clara** But people need cars to get around, to get to places, to work...

**Mark** People should stop buying SUVs!

**Clara** Right. We should all drive electric cars. They're pretty cool!

**Mark** Yeah, I know! They don't pollute and you recharge the battery like you recharge a mobile phone!

**Clara** My sister could get one. She's quite rich.

**Mark** Wow. We can't afford to buy them here.

**Clara** Listen... isn't that your dad calling?

**Mark** Come on. Let's go! I don't want to cycle to Cornwall!



**2** Read the text again and decide if the sentences are true (T), false (F) or if the information is not given (DS).

	T	F	DS
Clara wanted to get up early.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 Mark has finished reading his article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 They are going to Cornwall with Mark's dad's car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 They are going shopping in Cornwall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Clara likes electric cars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Electric cars are not cheap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Vocabulary



3 Look at the pictures and complete the expressions with a verb from the box.



reuse materials



1 \_\_\_\_\_  
the air



2 \_\_\_\_\_  
forests



3 \_\_\_\_\_  
paper / glass / plastic



4 \_\_\_\_\_  
water / energy



5 \_\_\_\_\_  
waste



6 \_\_\_\_\_  
endangered species



7 \_\_\_\_\_  
batteries

### Sustainable living

pollute  
save  
protect  
recycle  
recharge  
~~reuse~~  
reduce  
cut down

4 Complete the sentences with the expressions from exercise 3 in the correct form.

- WWF \_\_\_\_\_ endangered species and the environment.
- We can all \_\_\_\_\_ energy and water by taking very simple actions such as switching off unnecessary lights and turning off the water when brushing our teeth.
- My mum's got an electric car that doesn't \_\_\_\_\_ the air. She \_\_\_\_\_ the batteries every day. There's a recharging point near our house, so it's easy.
- Deforestation is when trees in forests \_\_\_\_\_. Without the forest, animal habitats are lost and many animals die.
- These are the three Rs: first, you \_\_\_\_\_ waste: buy less, use less, waste less. Then, you \_\_\_\_\_ materials every time you can and finally, you \_\_\_\_\_ what cannot be used again.

5 **Pairwork** Ask and answer questions with a partner.

- What do you need to do this afternoon?
- Are there any rules in your family? What do you have to do?
- What would you like to do next weekend?

A *What do you need to do this afternoon?*

B *I need to buy a new pair of ballet shoes.*

### → Verb patterns



Do you **need to** do that now?  
I'd **like to** live in a better world.  
We **have to** change our living.

6 **Over to you** Report your partner's answers to the rest of the class.

*Pamela needs to buy a new pair of ballet shoes.*

# 7 Grammar

## Modal verbs – Revision

### → FOCUS

We **can** reuse materials.  
**Can** you give me an hour?  
 We **must** start buying fewer pre-packaged products.  
 We **should** drive electric cars.  
 My sister **could** get one.  
 A lot of animal species **will** disappear soon.

We have already seen that modal verbs can be used to express specific linguistic functions. The answer of the modal verb depends on the situation communicated, on the person whom one is speaking to, and often the probability that an event will take place or not. Modal verbs are followed by the infinitive without to. In the third-person singular, they do not take the -s. They behave like auxiliary verbs in the negative and interrogative forms, or like in short answers.

### 1 Complete the table with the modal verbs.

could   must   ~~may~~   will   should   can   ~~shall~~

Modal verb	Functions
1 _____	to talk about an ability, to ask for permission, to request something
2 _____	to express a probability; to ask for permission, to request something (formal); your ability in the past
<i>may</i>	to express possibility
3 _____	to give advice
4 _____	to express obligations or prohibitions
<i>shall</i>	to propose something, offers
5 _____	to make predictions and promises

### 2 Read the sentences and write what they express: possibility, request, obligation, suggestion, promise or advice.

- Can you tell me what sustainability means? *request*
- You should reuse those glass bottles. \_\_\_\_\_
  - You could make vases from bottles. \_\_\_\_\_
  - We can all cycle to school because it's not far! \_\_\_\_\_
  - I'll send you an email. \_\_\_\_\_
  - You must stop deforestation! \_\_\_\_\_

### 3 Choose the correct answer (A, B, C or D).

- I think she *should* change job.  
 A shoulds  
 B should  
 C should to  
 D to should
- Can you ride a scooter?  
 A Yes, I do.  
 B Yes, I do can.  
 C Yes, I can.  
 D No, I can.
  - Markus, ... you close the door, please?  
 A must  
 B should  
 C could  
 D shall
  - Which one is correct?  
 A He must go now.  
 B He must to go now.  
 C He's must go now.  
 D He musts go now.
  - Students mustn't...  
 A going to the lab without their teacher.  
 B don't go to the lab without their teacher.  
 C to go to the lab without their teacher.  
 D go to the lab without their teacher.
  - I don't think...  
 A you to should eat too much meat.  
 B you should eating too much meat.  
 C you should eat too much meat.  
 D you don't should eat too much meat.

### 4 Circle the correct answer.

- Will / Can* I have an ice cream, please?
- I think you *should / may* buy her a present. She'll be happy!
  - You *may / should* be right about Columbus's birthplace. Let me check on Wikipedia.
  - You *mustn't / couldn't* use your mobile phone for too long because it's unhealthy!
  - 'Have you ever been to Cornwall?'  
'No, I haven't, but I *may / shall* go next summer, why not?'
  - '*Can / Shall* you help me with this exercise?'
  - Can / Could* you ride a bicycle when you were four?



## Verb patterns

### → FOCUS

Do you **need to do** that now?  
 I **have to finish** my homework.  
 I **don't want to cycle** to Cornwall.  
 We'd **like to have** organic food in our school canteen.  
 I **like trying** local and organic food.

Some verbs in English are always followed by the infinitive preceded by *to*.

Other verbs (*like, love, enjoy, hate*) can be followed by the infinitive preceded by *to* or by the form of the gerund *-ing*.



### 5 Complete the sentences with a verb from the box in the correct form.

swim grow drive get ~~live~~ buy  
 become try change recharge

I'd like **to live** in the countryside.

- We need \_\_\_\_\_ less. We all have too much stuff.
- Dad would like \_\_\_\_\_ his own vegetables.
- He wants \_\_\_\_\_ a doctor.
- I like \_\_\_\_\_ different kinds of food.
- I'd like \_\_\_\_\_ a job with Greenpeace.
- You need \_\_\_\_\_ those shoes. They're too big for you.
- I really enjoy \_\_\_\_\_ in rivers and lakes.
- You don't have \_\_\_\_\_ me to the party, I can cycle.
- You need \_\_\_\_\_ the battery if you have an electric car.



### 6 Round up! Choose the correct answer (A, B or C).

I **must** tell my mother when I'm coming home for dinner and when I'm not.

**A** must      **B** could      **C** want

- Look at your T-shirt! You really \_\_\_\_\_ to buy a new one!  
**A** must      **B** have to      **C** need
- We \_\_\_\_\_ to buy water in my town, we \_\_\_\_\_ drink tap water!  
**A** can / can      **B** don't have / can      **C** have / can
- \_\_\_\_\_ like to do more for the environment.  
**A** I'll      **B** I'd      **C** I'm
- \_\_\_\_\_ you lend me your tablet? Mine isn't working.  
**A** Shall      **B** Must      **C** Could
- When I was five I \_\_\_\_\_ read and write.  
**A** can      **B** could      **C** 'd like
- I hate \_\_\_\_\_ adventure books.  
**A** reads      **B** read      **C** reading
- She \_\_\_\_\_ shopping at the local market.  
**A** 'd like      **B** likes      **C** liking



### 7 Round up! Circle the correct answer.

I **have** / **must** to do my maths homework.

- We don't **have to** / **must** go to school on Monday. It's a holiday.
- You **mustn't** / **don't have to** use dad's computer. He doesn't like it.
- We **didn't have to** / **hadn't to** wear a uniform when I was at school.
- We **didn't have to** / **mustn't** pay for the tickets. Mum paid.
- You **must** / **have to** remember to lock all the windows before you leave the house.

## Adjectives followed by prepositions

### → FOCUS

I'm **afraid of** dogs.  
 She's **happy with** her life.  
 You're not **good at** Geography.  
 He's really **bad at** tennis.  
 We're **interested in** ecology.  
 Be **careful with** that bicycle!

# 7 Grammar

8 Complete the dialogue with one word for each space.

Amy *Be* careful <sup>1</sup> \_\_\_\_\_ that picture; it's still wet.  
 Sarah Did you do it?  
 Amy Yes, I did.  
 Sarah It's a great painting.  
 Amy Thanks I'm happy <sup>2</sup> \_\_\_\_\_ it.  
 Sarah You're such a good painter. I'm really bad <sup>3</sup> \_\_\_\_\_ drawing.  
 Amy We can't all be good <sup>4</sup> \_\_\_\_\_ everything. You write great stories. I just have no imagination.  
 Sarah That's just because you're not <sup>5</sup> \_\_\_\_\_ in writing. You're an artist! I couldn't do what you do.  
 Amy Why don't you try? You mustn't be afraid <sup>6</sup> \_\_\_\_\_ the paper. Let yourself go!

9 Write sentences that are true for you.

- I'm good at \_\_\_\_\_.
- I'm bad at \_\_\_\_\_.
- I'm interested in \_\_\_\_\_.
- I have to be very careful with \_\_\_\_\_.
- I'm afraid of \_\_\_\_\_.

10 **Pairwork** Ask and answer questions using information from exercise 9.

- A *What are you good at?*  
 B *I'm good at learning poems by heart. And you?*  
 A *I'm bad at it! I'm good at...*



11 **Round up!** Complete the dialogue with the correct form of the verbs from the box. Then listen and check.

have to (x2) should study buy can (x3) will (x2) walk

Carl Mum, I've seen a fantastic Mountain Bike. It's only £150! *Can* I have it for my birthday?  
 Mum Your birthday is in 6 months! Anyway what's wrong with your old bike?  
 Carl The gears are broken, I <sup>1</sup> \_\_\_\_\_ ride it. I need <sup>2</sup> \_\_\_\_\_ a new bike!  
 Mum You <sup>3</sup> \_\_\_\_\_ take it to the bike shop and ask them to fix it.  
 Carl Oh, should I? Really! And what do I do while they are fixing it? I <sup>4</sup> \_\_\_\_\_ walk to school every day.  
 Mum It's only two miles, Carl. It <sup>5</sup> \_\_\_\_\_ kill you. Walking is good for you.  
 Carl But I hate <sup>6</sup> \_\_\_\_\_!  
 Mum If you want that bike you will <sup>7</sup> \_\_\_\_\_ save up for it.  
 Carl Oh Mum. That will take me a year!  
 Mum OK I <sup>8</sup> \_\_\_\_\_ give you half the money and you will <sup>9</sup> \_\_\_\_\_ get a Saturday job...  
 Carl No, I can't! I have <sup>10</sup> \_\_\_\_\_ for school.  
 Mum Yes, I know how much you love studying!



## Pronunciation: informal contractions

In spoken English, some verbs tend to have a particular pronunciation. For example, contracted forms of 'want to' (wanna/wɒnə) and 'going to' (gonna/gɒnə) which are presented in lyrics.

The word 'ain't' is often used in spoken English and it is the contracted form of: *am not, are not, is not, have not, has not!* e.g. *He ain't here yet.* (is not)



1 Listen to the standard and informal pronunciation. Then listen again and repeat.

- I want to go home. → I *wanna* go home!
- We're going to be late. → We're *gonna* be late!



2 Try and pronounce the sentences in the standard and informal way. Then listen and check.

- I'm going to be there around 3.
- I don't want to go to bed yet!

# Reading and Speaking practice

7



## STUDY TIPS

These suggestions will help you prepare to describe an image, to express personal opinions, to respond to questions about an argument that you have studied, or to present your own ideas.

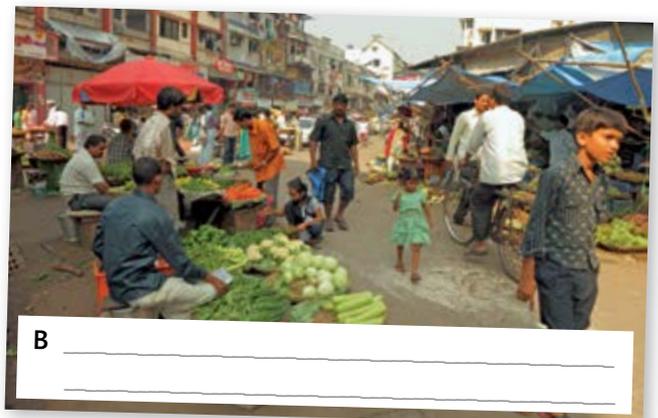
- Study material aloud, paying close attention to pronunciation and intonation.
- Practise with a classmate: simulate conversations, prepare and discuss an argument, talk about yourself, and describe a photograph and objects.
- When you prepare and discuss an argument, read the text, try to recall the main information and try to summarize it.
- Prepare a list of words and expressions in English that will allow you to speak naturally and to make you feel more confident about your exposition.

### 1 Read the list of words and expressions and write them under the correct picture.

local market   frozen foods   pre-packaged foods   supermarket   fresh fruit   poor countries



A \_\_\_\_\_  
\_\_\_\_\_



B \_\_\_\_\_  
\_\_\_\_\_



### 2 Now ask and answer the questions with a partner.

- |   |   |
|---|---|
| 1 Where was the first picture taken?      | 5 In which countries can you find the place in the first picture? |
| 2 Where was the second picture taken?     | 6 Where can you find the place in the second picture?             |
| 3 What can you see in the first picture?  | 7 Where do you usually do your shopping?                          |
| 4 What can you see in the second picture? | 8 Who do you usually go shopping with?                            |

### 3 A, here is some information about a new organic food shop in town. B, you don't know anything about the shop, so ask A some questions about it.

A

**NATURAL PLANET**

35, Beans Lane - Tel: 0208 877 8330

**OPENING HOURS**

Monday to Saturday: 9.30 a.m. – 7 p.m.  
Sunday: 10 a.m. – 6 p.m.

**PRODUCTS**

Fruit and vegetables / Tea and coffee  
Pasta, noodles and rice / Olive oil  
Milk, cheese and eggs / Baby food

**THIS WEEK SPECIALS**

Basmati Rice / Brown bread / Milk

B

- Name / shop?
- Where?
- Phone number?
- Opening hours?
- Products?
- This week specials?

# 7 Build your competences

## GREEN SCHOOLS

### Warm up

1 Match the labels (1-6) with the pictures (A-F).

- |   |   |
|---|---|
| 1 <input type="checkbox"/> A energy-efficient light bulbs | 4 <input type="checkbox"/> toxic cleaning materials |
| 2 <input type="checkbox"/> big windows, natural lighting  | 5 <input type="checkbox"/> double glazing           |
| 3 <input type="checkbox"/> solar panels                   | 6 <input type="checkbox"/> non-toxic paints         |

### Reading

2 Read the text and underline the words from exercise 1.



**BECOME GREEN**

A green school is a school with a healthy environment. A school with big windows, natural lighting and fresh air is certainly a nicer place to study. You don't need to have special expensive technology to become a green school. You can start by using energy-efficient light bulbs and non-toxic materials. Your school can also join the green/eco schools International Environmental Education Programme (IEEP), which promotes environmental awareness.

#### What do you have to do?

Your school needs to register and work on different aspects of the environment which can be any of the following: litter and waste, energy, water, materials, biodiversity, noise, air quality.

#### A case study by Emma Bonfields, aged 13

I attend Mount School in Sheffield. My class took part in a project to improve air quality, reduce noise and toxicity in our school to make studying more pleasant and effective for all pupils.

#### Method

We did some research and found that toxic materials and poor air quality can seriously affect concentration and breathing and cause headaches. We carried out a survey by looking at what kind of cleaning materials our school used. We collected data on how green these products were by comparing them to a list of products recommended by IEEP. We also counted the number of windows in the school and tested the acoustics in the classrooms.

#### Findings

We found that ventilation is good – all classrooms have windows – but the acoustics are not always of a high enough standard. For example, two of the biggest classrooms are on the main road and students can't hear the teacher very well! Our second serious finding was that none of the cleaning materials used in the school are approved by IEEP. They often contain toxic substances.

#### Recommendations

Firstly, we recommend replacing toxic cleaning products with non-toxic ones. This will improve student concentration and help pupils who suffer from asthma – and it won't cost much. Secondly, we recommend replacing windows with double glazing in the classrooms which have poor acoustics. Thirdly, we need to improve soundproofing in the walls or the roof. Finally, we all promised to share our results with our families to make our homes greener, too.

3 Read the text again and answer the questions.

- |   |  |
|---|--|
| 1 Why are green schools better for their pupils?    | 4 What was the aim of Emma's school project?                   |
| 2 What can you do to help your school become green? | 5 What recommendations does Emma's class make to reduce noise? |
| 3 How do pupils learn to be green?                  | 6 What does the class promise to do?                           |

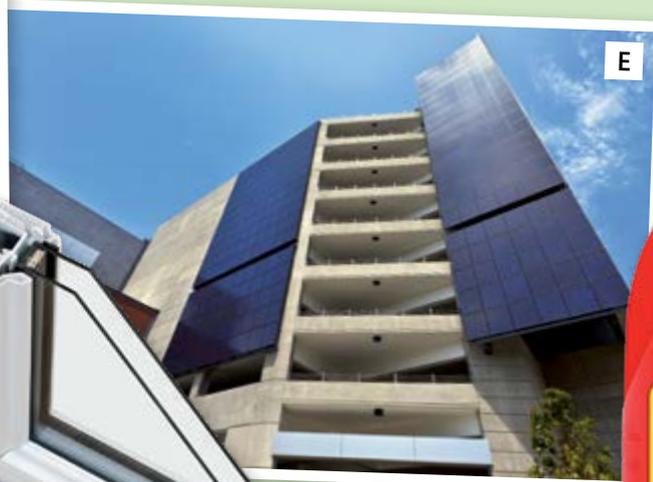
# Build your competences

7

CLIL



C



E



D



F

## Listening

- 4 **Pairwork** Think about your classroom and circle the correct alternative.
- 1 Our classroom is *quiet* / *noisy*.
  - 2 I think *toxic* / *non-toxic* paints were used in our classroom.
  - 3 Our classroom is *bright and sunny* / *dark and gloomy*.
  - 4 The colours on the wall are *bright* / *dull*.
  - 5 *There is* / *There isn't* enough space.

## Speaking

- 6 You are going to prepare a talk on how to make your school greener. Complete the notes for each point using the adjectives in the box to help you. Then report your ideas to the rest of the class.

small / big   good / poor   smelly / fresh  
 clean / dirty   crowded / spacious  
 comfortable / uncomfortable   old / modern  
 bright / dark   quiet / noisy



- 5  You will hear a teacher talking about how she and her pupils changed their classroom. Listen and complete each question.

### Problems

- The classroom was dark and *noisy*.
- The children couldn't hear and they couldn't <sup>1</sup> \_\_\_\_\_ the board.
- The light was too <sup>2</sup> \_\_\_\_\_.
- The colours were too <sup>3</sup> \_\_\_\_\_.

### Solutions

- They made the <sup>4</sup> \_\_\_\_\_ bigger.
- They painted the walls <sup>5</sup> \_\_\_\_\_ and green.

## Problems

- 1 The windows: *the windows are...*
- 2 The acoustics: *you can / can't hear the teacher... The room is...*
- 3 The air quality: *the classrooms are...*
- 4 Comfort: *the desks and chairs are...*
- 5 Light: \_\_\_\_\_
- 6 Colours: \_\_\_\_\_
- 7 Temperature: \_\_\_\_\_

## Recommendations

- 1 Light: \_\_\_\_\_
- 2 Windows: \_\_\_\_\_
- 3 Colours: \_\_\_\_\_

## Writing

- 7 Write a letter to your Head Teacher listing problems and possible solutions for your school. Use your notes from exercise 6.

*I think / In my opinion / In my view in my school...*

# 8

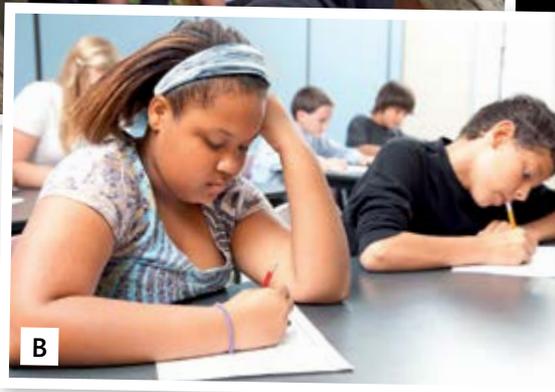
# Education



A



C



B



D

## Vocabulary

- Look at the pictures of different school places and situations. Which ones inspire you most? Why?
- Read this list of activities. Which ones do you normally do at school (S) and at home (H)?
 

1 water the plants	___	6 tidy up	___
2 do exercises	___	7 do the cooking	___
3 do tests	___	8 sit on the floor	___
4 take care of pets	___	9 do research	___
5 do the washing-up	___		
- Complete the chart with the subjects you study, the sports you can do and the afternoon activities your school offers.

Name of my school:

Subjects we study	Sports we can do	Afternoon activities



## Presentation 1



- 4 Have you ever heard about the Montessori method? Do you know anybody who attended a Montessori school? Read and listen to the text.



E

### Montessori: learning not teaching

The Montessori method was invented by an Italian Doctor, Maria Montessori, in 1907. It is based on the idea that all children love learning and are able to teach themselves. The emphasis is on independence, freedom within limits, and respect for children's natural psychological, physical, and social development. Today, there are more than seven thousand Montessori schools worldwide, mostly preschools and elementary schools.

The environment is a very important part of the child's learning. Classrooms are organised, beautiful places. They are divided into different areas: science, art, maths, language and the library. There are chairs and tables, but if the children feel like sitting on the floor, they can. Everything in the room is child-sized: the shelves, furniture etc. but there are often plants and pets, too, which the children have to take care of. Children are in mixed-age classes: 18 months–3 years, 3–6 years etc. Older children help and teach younger children what they know and pupils stay in the same

class for three years. In Montessori schools, learning is a process of discovery. It isn't difficult to see why children look forward to going to school. They choose activities which interest them and work independently, in pairs or in groups. There are no traditional lessons. The teacher gives them help when they need it. Memorising facts and doing tests is a natural part of a typical school day, but not at a Montessori school. There aren't any tests or grades! Children don't do the usual subjects separately, but as part of the same topic. For example, if the topic is Africa, they study its geography, its history, its food and its culture. They also learn useful life skills. They have to tidy the classroom, do the cooking and the washing-up! They also spend a lot of time outside, studying nature. Exploring is the basis of a Montessori education. Some famous people who were Montessori pupils are Jeff Bezos, founder of Amazon.com, Sergey Brin and Larry Page, co-founders of Google.com, Jimbo Wales, co-founder of Wikipedia, Puff Daddy, rapper and actor, Gabriel Garcia Marquez, Nobel Prize winner for Literature, and Prince Harry.

- 5 Read again and decide if the sentences are true (T), false (F) or if the information is not given (DS).

	T	F	DS
There aren't any teachers in Montessori Schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 Children change classes every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Younger pupils learn from older pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Children never study traditional subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Classes start at 10 o'clock.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Students travel to other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 They have to pass tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Most Montessori schools are in the USA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### → Gerunds

*Learning* is considered a process of discovery.

*Exploring* is the basis of a Montessori education.

- 6 **Over to you** Discuss the following activities with your partner. In your opinion, which ones should be part of the school curriculum?

cooking   doing research   tidying up  
learning outdoors   painting   doing tests  
playing a musical instrument   watching films  
doing sports   going on school trips

*In my opinion, cooking should be part of the school curriculum. It's fun!*

# 8 Homeschooling



## Presentation 2



### 1 Read and listen to Dave interviewing Tara and her mum Lucy about their experience of homeschooling.

**Dave** Lucy, how did you make this decision?

**Lucy** It wasn't an easy decision. There weren't any good secondary schools in our area so I decided to teach her myself!

**Dave** What are the advantages of homeschooling?

**Tara** Well, it takes me one minute to get to school! We have lessons in the living room. Plus, there isn't any homework! It's great!

**Lucy** It's true, there's no homework, but we have a routine. We usually start lessons at nine and finish at two. Then it's time for lunch. We follow the school syllabus, but she can work at her own pace. It is more flexible.

**Dave** Do you have to take tests or pass exams?

**Lucy** We do quizzes twice a month on the things we've studied. Then we do revision, if she has problems. We've just done one this morning.

**Dave** Are there any disadvantages?

**Tara** Well... I miss the chance to meet new classmates and have school parties you know...

**Lucy** ... and it's just the two of us, so the lessons have to be fun.

**Dave** Have you got many friends, Tara?

**Tara** Oh I've got tons of friends who are all in the orchestra. I play the clarinet.

**Lucy** There are lots of activities. We go on trips, too.

**Dave** Well there's no doubt that homeschooling can be fun. It's been nice talking to you both. Thanks.

### 2 Read again and answer the questions.

1 Why did Tara's mother decide to homeschool her?

2 Does Tara have to do homework?

3 What's Tara's routine?

4 Does she follow the school syllabus?

5 Are there any tests or exams?

6 What are the advantages of homeschooling?

7 What are the disadvantages?

8 Does Tara play a musical instrument?



# 8 Grammar

## Gerunds

### → FOCUS

*Memorising facts and doing tests is a natural part of a typical school day.*

*My favourite part of the lessons is **watching DVDs**.*

The *-ing* form of a verb can be used as a noun and become the subject or complementary object of a sentence.



### Find two mistakes and correct them.

- (1) Ride a bicycle is one good way to exercise.
- (2) Playing too many video games are bad for your eyes.

### 1 Complete the sentences with the verbs in brackets in the *-ing* form.

*Studying* can be very tiring. (study)

- \_\_\_\_\_ English is easy. (speak)
- I don't mind doing housework but I hate \_\_\_\_\_ the beds. (make)
- \_\_\_\_\_ dishes is really boring. (wash)
- \_\_\_\_\_ Maths is difficult. (do)
- I find \_\_\_\_\_ (help) my little brother with his homework incredibly boring.
- \_\_\_\_\_ (smoke) is very bad for your health.

### 2 Pairwork Discuss the sentences in exercise 1 with your partner, explaining if you agree or don't agree with them and why.

- A *I agree that studying can be very tiring.*  
B *I don't agree with that. Studying is never tiring for me.*

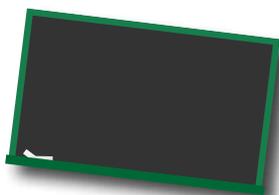


### 3 Complete the sentences with a verb from the box in the gerund.

~~text~~ go revise talk dance copy sit

*Texting* with friends is fun.

- \_\_\_\_\_ is wrong. You mustn't do it!
- Is \_\_\_\_\_ on the floor allowed in your class?



3 \_\_\_\_\_ the day before an exam is very important.

4 \_\_\_\_\_ with your mouth full is bad manners!

5 \_\_\_\_\_ to bed early is horrible.

6 \_\_\_\_\_ hip hop is very good exercise.

### 4 Listen and check.

## Past simple vs Present perfect – Revision

### → FOCUS

*I **decided** to teach her myself.*

*How **did you make** this decision?*

***There weren't** any good secondary schools in our area.*

*We've just **done** one this morning.*

*It's **been** nice talking to you.*

The **Past simple** is used to talk about actions and events that have concluded in a determined time. It is accompanied by time expressions such as *yesterday, two days ago, last month / year*. Remember that verbs can be regular and irregular.

Regular: decide → decided**d**, revise → revised**d**, talk → talked**d**

Irregular: make → **made**, be → **was / were**, go → **went**

For negative and interrogative forms, we use the auxiliary **did** followed by the main form of the verb.

The **Present perfect** is used to talk about actions that have ended recently and to express the result of a past action (with *just, already, yet*).

It is used also to describe occurrences and experiences without referring to a precise moment (with *ever* and *never*): *I've **never** failed an exam!*

Also, the form of duration is expressed with the **Present perfect** accompanied by *for* and *since* and by the question *How long...?*

The **Present perfect** is formed by the auxiliary **have** followed by the **Past participle** of the main verb.

## 5 Match the sentences in the *Present perfect* to their function.

- |   |  |
|---|--|
| 1 Susan's already tidied her room.                        | a Saying that you have not yet done something.                             |
| 2 Joseph and I have been in the same class for two years. | b Asking the duration of an action.  |
| 3 She's never eaten organic food.                         | c Asking if you have ever done something.                                  |
| 4 I've just had a shower.                                 | d Speaking of an action started in the past that continues to the present. |
| 5 Have you ever seen a game of tennis?                    | e Saying that she has never done something.                                |
| 6 I haven't called Mary yet.                              | f Saying that something has just happened.                                 |
| 7 How long have your parents been married?                | g Describing an action already taken place.                                |

## 6 Reorder the words to make sentences.

finished / test / We / our / yet / haven't  
*We haven't finished our test yet.*

- just / I / my / keys / lost / have
- My / got / parents / in 1999 / married
- started / The / has / match / already
- have / The Jones / lived / Chicago / in / three / for / years
- when / I / was / could / a / computer / use / I / six
- Dublin / ago / to / She / five / went / years
- Have / been / you / the / ever / to / USA / ?
- Last / car / summer / we / new / bought / a
- I / evening / saw / yesterday / an / film / interesting
- have / We / been / in / same / the / since / class / 2012

## 7 Listen and check.

### 8 *Past simple* or *Present perfect*?

She *has* just *missed* the train! (miss)

- Last summer we \_\_\_\_\_ on holiday in Cornwall. (go)
- What \_\_\_\_\_ your mother \_\_\_\_\_ you for your birthday? (buy)
- I \_\_\_\_\_ the whole lesson this morning. (revise)

- I \_\_\_\_\_ this film a hundred times! (see)
- She \_\_\_\_\_ French when she was at school. (study)
- I \_\_\_\_\_ never \_\_\_\_\_ Paris. (visit)
- He \_\_\_\_\_ lunch yet. He's very hungry. (not have)

## Future tenses – Revision

### → FOCUS

What *will you study* when you leave secondary school?

Do you think it *will rain* tomorrow?

I'm *going to be* a teacher.

We're *leaving* on Saturday.

In English, you can use different structures to talk about future actions:

*will / won't* followed by the main verb – to talk about actions in the future predictions in the future and expressing an opinion;

*be going to* followed by the main verb – to discuss the intention to do something;

*Present continuous* – to talk about an arranged and agreed upon action.

## 9 Reorder the words to make sentences.

will / What / leave / you / secondary school / do / when / you

*What will you do when you leave secondary school?*

- are / We / tidy / going / to / room / our / afternoon / this

- I'm / you / sure / will / like / film / the

- holiday / to / She / is / Spain / going / on

- He / evening / is / Saturday / meeting / girlfriend / his / on

- Sunday / Ricky / having / is / a / on / party

- ceremony / Will / your / you / shoes / wear / new / the / at / ?

- I / become / am / to / a / going / doctor

- Susan / match / come / to / won't / the

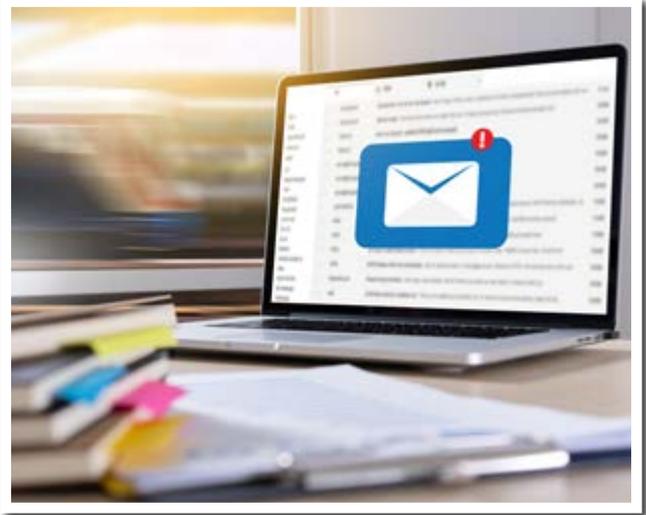
# 8 Grammar

**10 Round up!** Sam talks about what it was like going to a Montessori primary school. Complete the interview with one word for each space.

- Joyce Did you have to wear a uniform?  
 Sam Yes, *wearing* a uniform was compulsory. When <sup>1</sup>\_\_\_\_\_ was hot, we could take our jacket off, of course.
- Joyce Was there anything you <sup>2</sup>\_\_\_\_\_ like doing?  
 Sam Well, I didn't really like <sup>3</sup>\_\_\_\_\_ the washing-up. I preferred tidying the classroom. <sup>4</sup>\_\_\_\_\_ our own tea or sandwiches and <sup>5</sup>\_\_\_\_\_ the dishes was part of our daily routine.
- Joyce What did you like best?  
 Sam There <sup>6</sup>\_\_\_\_\_ a lot of good things: painting, playing sport... <sup>7</sup>\_\_\_\_\_ was fantastic. When <sup>8</sup>\_\_\_\_\_ was sunny we went to the *playing fields*. Playing in groups was encouraged. I was very happy there. I <sup>9</sup>\_\_\_\_\_ never been so happy in other schools.
- Joyce Thank you Sam, it <sup>10</sup>\_\_\_\_\_ been very interesting talking to you.

**11 Round up!** Circle the correct answer, then complete Ross's email to Janet.

Hi Janet,  
 How are you? *I've just started / I just started* at the new school. It's OK, my schoolmates are nice ...



## Pronunciation: /eə/, /ɪə/

The diphthong /eə/ of the word *there* is obtained by pronouncing an /e/ and relocating the tongue to the center of the palette to pronounce the indistinct sound /ə/.

The diphthong /ɪə/ of the word *here* is obtained by pronouncing a /ɪ/ and relocating the tongue to the center of the palette to pronounce the indistinct sound /ə/.

Both sounds are sonorous.

**1** Listen and repeat.

Look! A big hairy bear is here!

**2** Listen and write the words under the correct column. Then listen again, check and repeat.

cheer / chair bear / beer stare / steer real / rare

/eə/

/ɪə/

**3** Listen and complete the sentences with the correct word from each pair. Then listen again and check.

air / ear rear / rare steer / stare bear / beer

- The \_\_\_\_\_ is lovely and fresh after the storm.
- The golden eagle is unfortunately a \_\_\_\_\_ bird.
- It's rude to \_\_\_\_\_!
- We saw a wild black \_\_\_\_\_ in the woods.

# Reading and Writing practice

8

## 1 Complete the dialogue.

- You** 1 \_\_\_\_\_
- Teacher** My name is Susan Doyle.
- You** 2 \_\_\_\_\_
- Teacher** I am a music teacher.
- You** 3 \_\_\_\_\_
- Teacher** Yes, I love it!
- You** 4 \_\_\_\_\_
- Teacher** I started studying the violin when I was 5.
- You** 5 \_\_\_\_\_
- Teacher** Yes, it was a bit difficult at first, but then I learned quite quickly.
- You** 6 \_\_\_\_\_
- Teacher** I became a teacher because I enjoy being with children.
- You** 7 \_\_\_\_\_
- Teacher** My favourite composer is Beethoven.
- You** 8 \_\_\_\_\_
- Teacher** Well, I don't know if I'll always be a teacher. Maybe I'll become a composer one day!



### STUDY TIPS

Before completing an open dialogue read the answers carefully, often you will find the solution. Try to understand if your questions should begin with an interrogative pronoun (*who, what, where, when, which, how*) or with an auxiliary verb (*be, have, modal verbs*). Pay attention to the verbal tense of the answer to make sure of using it in the question. Do not leave behind adverbs.



## 2 Read the instructions and write the dialogue.

**You**

- Ask what the school is called.
- Ask what his favourite subject is.
- Ask him why he likes it.
- Ask him what subject he does not like at all.
- Ask him if he plays a musical instrument.
- Ask him how long he has been playing it for.
- Ask him what will do after middle school.
- Tell him that it has been interesting to speak to him. Say goodbye.

**Robin**

- Replies that it is called Bradford Secondary.
- Replies that it is Geography.
- Replies that he likes it because he can discover so many different things.
- Replies that he does not like French.
- Replies that he plays the piano.
- Replies that he has played it for four years.
- Replies that he'll go to the University.
- Thanks him. Says goodbye.

## 3 Write a letter to your English friend Sam about your school. Answer the questions.

- 1 Where is it?
- 2 How many pupils are there in your class?
- 3 Where do the pupils / teachers come from?
- 4 How many hours of lessons do you have a day?
- 5 Which subjects do you do?
- 6 Are you going to do any exams this year?

## 8 Build your competences



# Granny 'cloud schools'



### Warm up

1 Look at the title and the pictures. What is the text going to be about?

- A using social media
- B studying online
- C skyping friends

### Reading

2 Read the text and check your answer.



In many remote parts of the world it seems that getting an education is just a dream for many children. In these areas, Professor Sugata Mitra, says that you can't get teachers or the teachers are very bad. To give these children access to a good education, Mitra has developed the idea of 'cloud schools'. A 'cloud school' is an online school where there aren't any 'physical' teachers. There are computers and a big screen but none of the usual things you see in a school. Mitra had \$1 m dollars to set up the first five schools. The first school was built in Korakati, a village in eastern India. The idea comes from the Hole in the Wall experiment Professor Mitra started in 1999. A basic computer was built into the wall in an Indian slum in south Delhi. Children, who had free access to it, were curious and started to play with it. By experimenting, they learnt basic computer skills. It took them a few hours to learn how to use the Internet, play games and draw pictures using *Paint*. In the 'cloud schools', children have help from retired experts around the world called 'e-mediators' and nicknamed 'grannies'. The grannies use Skype to talk to the pupils, suggest topics and

give them guidance and resources, but they do not teach them. As in Montessori schools learning, not teaching, is a key part of the programme. The children are responsible for their own learning. There are no lessons, timetables or curriculum. It is not an easy concept to explain. 'One mother thought that the children were going to be taught by ghosts', Mitra said. Many of the e-mediators are already involved as volunteers in the Granny Cloud Project, and they communicate with children via Skype in Indian youth clubs. The 'grannies' do not give lessons; they read them stories and tell them about their daily lives. Joan Shaw, in Yorkshire, is reading *Charlie and the Chocolate Factory* and shows them pictures of her family and their farm. 'They love it', she says. 'I'm a sort of virtual granny. Giving encouragement, advice and praise is a big part of my job. I listen to them. They talk to me about their lives and practise their English at the same time.'

3 Read the text again and choose the correct answer (A, B, C or D).

- |   |   |  |
|---|---|--|
| <p>1 Some children can't go to school because...</p> <ul style="list-style-type: none"><li>A they have no money.</li><li>B there are no schools.</li><li>C there are no teachers.</li><li>D they only have computers.</li></ul> <p>2 Cloud schools have...</p> <ul style="list-style-type: none"><li>A high-tech equipment.</li><li>B gyms.</li><li>C blackboards.</li><li>D no technology.</li></ul> | <p>3 Children in the slums...</p> <ul style="list-style-type: none"><li>A were given computer lessons.</li><li>B were given computers.</li><li>C taught themselves how to use the computer.</li><li>D were not interested in using computers.</li></ul> <p>4 Children in 'cloud schools'...</p> <ul style="list-style-type: none"><li>A have lessons with experts.</li><li>B are taught by their grandmothers.</li><li>C are taught by parents.</li><li>D talk to experts on Skype.</li></ul> | <p>5 'Grannies' on the Granny Cloud Project don't...</p> <ul style="list-style-type: none"><li>A talk about their lives.</li><li>B talk about the children's lives.</li><li>C listen to the children.</li><li>D teach.</li></ul> |
|---|---|--|

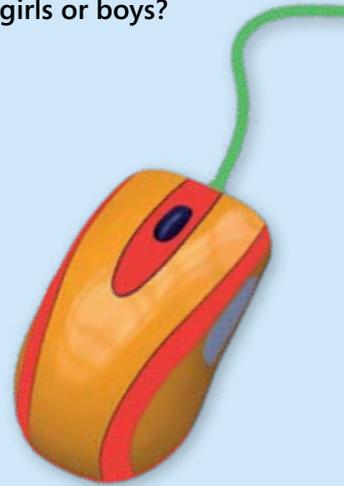
## Listening

4  Listen to Kirsty Edwards talking to education expert Amanda Brown about the Hole in the Wall experiment in India. Were most of the children who played on the computers girls or boys?



5  Listen again and choose the correct answer (A, B or C).

- |   |              |                         |                 |
|---|--------------|-------------------------|-----------------|
| 1 Professor Mitra thinks children don't need...           | A teachers.  | B computers.            | C instructions. |
| 2 Children played games and listened to...                | A music.     | B stories.              | C the news.     |
| 3 Children don't always learn ... things from each other. | A useful     | B good                  | C bad           |
| 4 Professor Amanda Brown thinks teachers are...           | A necessary. | B unnecessary.          | C essential.    |
| 5 The people who work on the Cloud School Project are...  | A teachers.  | B computer programmers. | C experts.      |



## Speaking

6 **Pairwork** Write if the following ideas on 'cloud schools' are advantages (A) or disadvantages (D), then discuss them, following the example.

- |  |  |
|--|--|
| • problems with electricity / no connection <b>D</b>     | • you can study what you want _____    |
| • cost of technology _____                               | • no timetable _____                   |
| • need to speak good English _____                       | • need to be disciplined _____         |
| • no lessons _____                                       | • have to be good with computers _____ |
| • you can talk to teachers from all over the world _____ | • no rules _____                       |

A *I think one great disadvantage is that if there is no connection you can't learn and interact, maybe for days.*

B *I agree. Another disadvantage is...*

## Writing

7 Sarah read this question on a website on online schools and wrote her answer. Complete it with one word for each space.

The screenshot shows a forum thread with two posts. The first post is by Kylie, asking about online schools. The second post is by Sara, answering Kylie's question with several numbered blanks for completion.

**Kylie** posted November 27, 09:11 PM  
I don't like my school. I am curious about online schools. Does anyone know how it works? Thanks a lot Kylie  
Posts: 58 | Registered: February 21

**Sara** posted November 27, 09:28 PM  
Hi, Kylie! I can tell you about the online school I go to. I'm in Egypt and my school is based in the UK. <sup>1</sup> \_\_\_\_\_ are only eight pupils in my class and they live all over Europe. Our teachers <sup>2</sup> \_\_\_\_\_ all in Britain. It can be tiring <sup>3</sup> \_\_\_\_\_ at a screen for hours so we only <sup>4</sup> \_\_\_\_\_ three one-hour lessons a day but we get tons of practice! We do all the usual <sup>5</sup> \_\_\_\_\_, such as Maths, English and French. At the end of the year, I'm going to <sup>6</sup> \_\_\_\_\_ five GCSE online exams, at a special centre. I can't wait!  
Posts: 792 | Location: Aoworth GA | Registered: February 15

8 Use the text above to write about your school. Answer the questions.

- |   |  |
|---|--|
| 1 Where is it?                              | 4 How many hours of lessons do you have a day? |
| 2 How many pupils are there in your class?  | 5 Which subjects do you do?                    |
| 3 Where do the pupils / teachers come from? | 6 Are you going to do any exams this year?     |

# 7-8 Test your competences

## Vocabulary



1 Complete the sentences with the words from the box.

reuse bottled cut products plastic centre  
organic save electric sustainable

- If we \_\_\_\_\_ down the trees, we'll destroy the forest.
- I buy \_\_\_\_\_ which have the Fair Trade label.
- You can recharge and \_\_\_\_\_ the battery.
- I only drink tap water, I don't like \_\_\_\_\_ water.
- I avoid \_\_\_\_\_ bags.
- There's a big shopping \_\_\_\_\_ outside town.
- We buy \_\_\_\_\_ eggs from a farm.
- Our lifestyle is not \_\_\_\_\_. We consume too much.
- Some people say it's too late to \_\_\_\_\_ our planet.
- My new car is \_\_\_\_\_.

5

## Functions

2 Complete the dialogues with the given sentences (A-E).

A We're going to the cinema B Do you want to come over?  
C I have to finish my homework  
D What time is it on? E What could I do?

- Ann What are you doing tonight?  
Ricky I'm going to watch a DVD at home.  
1 \_\_\_\_\_
- Ann I'd like to but 2 \_\_\_\_\_.  
Ricky I can help you, I've done mine!
- Ann What are you doing tonight?  
Ricky 3 \_\_\_\_\_ to see the new James Bond film. Do you want to come?
- Ann I'd like to. 4 \_\_\_\_\_  
Ricky It's at eight thirty, but let's meet at eight.
- Ann My doctor told me I should do some sport. 5 \_\_\_\_\_  
Ricky Why don't you play tennis with me?  
Ann That's a great idea!

5

## Grammar

3 Choose the correct answer (A, B or C).

Hi Tina,  
Yes, I've just joined a local green group and I must  
1 \_\_\_\_\_ you all the things I've learnt about saving  
the planet! First you 2 \_\_\_\_\_ not throw bottles  
away. Be careful 3 \_\_\_\_\_ your rubbish: don't waste,  
don't pollute. Before you buy something you should ask  
yourself if you really 4 \_\_\_\_\_ that. I'm much happier  
5 \_\_\_\_\_ my life now, without a lot of stuff I don't need.

- |            |           |           |
|------------|-----------|-----------|
| 1 A tell   | B to tell | C telling |
| 2 A should | B can't   | C must to |
| 3 A for    | B to      | C with    |
| 4 A have   | B have to | C need    |
| 5 A to     | B from    | C with    |

5

4 Complete the sentences with the correct form and tense of the verb in brackets.

- I \_\_\_\_\_ already \_\_\_\_\_ this book. (read)
- I \_\_\_\_\_ never \_\_\_\_\_ sushi. (eat)
- She likes classical music: I think she \_\_\_\_\_ a great violinist. (become)
- I \_\_\_\_\_ Michael in 2012. (meet)
- What \_\_\_\_\_ you \_\_\_\_\_ when you finish your homework? (do)
- I can't meet you today because I have to \_\_\_\_\_ my dentist. (see)
- It's going \_\_\_\_\_ at Christmas. (snow)
- Are you \_\_\_\_\_ to come with me to the cinema? (go)
- I like \_\_\_\_\_ stamps. (collect)
- I think that it \_\_\_\_\_ easy to pass the test. It's very difficult. (be)

20

My final score is 35

## Self-evaluation

Lexical competences			
Communicative competences			
Grammatical competences			
I must revise:			



# Reading practice

## The Romans in Britain

In 55 BC, the Roman general Julius Caesar visited Britain. Caesar tried to invade the country but his army was small and the invasion wasn't successful.

In AD 43 Emperor Claudius returned to Britain with about 40,000 soldiers and invaded the country. He arrived in southern England and conquered Colchester.

Between AD 43 and AD 47 the Romans conquered the whole of southern Britain.

They founded *Londinium* around AD 50 and built a bridge across the River Thames. The Romans also conquered Bath in the south-west of England and Chester in the north-west.

Between AD 75 and 77, the Romans conquered the last tribes in the north of the country, making Britain a Roman country.



In AD 122, Emperor Hadrian began building a wall between England and Scotland to stop attacks by Scottish tribes.

It is called Hadrian's Wall. It is a stone fortification.

Three legions worked on it and after 10 years it was nearly finished. It was made a UNESCO World Heritage Site in 1987 and it is described as a monument to the power of one of the greatest empires in world history. The *Vallum* is a huge earthwork associated with Hadrian's Wall. Unique on any Roman frontier, it runs from coast to coast to the south of the wall. You can walk along parts of the wall today.

The Romans remained in Britain from AD 43 to AD 410, almost 400 years!, and founded many other important cities such as Canterbury, Manchester and York.

### 1 Read the text and answer the questions.

- 1 Did Julius Caesar manage to conquer Britain?
- 2 Where did Emperor Claudius arrive in AD 43?
- 3 When did the Romans found *Londinium*?
- 4 What did they build across the River Thames?
- 5 Which city did they conquer in the south-west of England?
- 6 Why did Emperor Hadrian decide to build a wall?
- 7 Can you visit Hadrian's Wall today?
- 8 How long did the Romans remain in Britain?



### STUDY TIPS

When you are reading the text try to keep a general idea of the content and look up only words in the dictionary that are essential to understanding it. Try to remember important information. Carefully read all the questions that you must answer and try to pay attention to passages that refer to them. You can write next to the paragraphs the number of the question that it refers to and underline useful sentences that can help you answer the questions. Do not copy complete sentences from the text. Take advantage of the text's question to answer correctly. Above all, remember to read your answers to check for errors and to make sure you did not forget anything.

# Writing practice

## 2 Prepare a brief summary about the Romans in Britain, including the following information.

- who conquered England
- what part of England was first conquered
- who built Hadrian's Wall and why
- what important cities were founded by the Romans
- when the Roman domination ended

## 3 Complete the dialogue about London and Bath.

- Interviewer** 1 \_\_\_\_\_
- Historian** The Romans founded London in AD 43.
- Interviewer** 2 \_\_\_\_\_
- Historian** Its Latin name was *Londinium*.
- Interviewer** 3 \_\_\_\_\_
- Historian** It meant 'the settlement on the wide river'.
- Interviewer** 4 \_\_\_\_\_
- Historian** They built a road system and a bridge across the Thames.
- Interviewer** 5 \_\_\_\_\_
- Historian** Another important Roman city is Bath.
- Interviewer** 6 \_\_\_\_\_
- Historian** The Latin name was *Aquae Sulis*, the waters of Sulis.
- Interviewer** 7 \_\_\_\_\_
- Historian** They built public thermal baths and a temple on the surrounding hills of Bath in the valley of the River Avon.
- Interviewer** 8 \_\_\_\_\_
- Historian** Yes, it has been a World Heritage Site since 1987.



## 4 Imagine you are interviewing Emperor Hadrian. Follow the instructions and write the dialogue.

### You

- Greet him and thank him for the interview.
- Ask him where he is from.
- Ask him when he became emperor.
- Ask him when he first went to England.
- Ask him why he decided to build a wall.
- Ask him if he returned to Italy.

### Emperor Hadrian

- Replies that it is a pleasure.
- Replies that he is Spanish.
- Replies that he became emperor in AD 117.
- Replies that he visited England in 121.
- Replies that he decided to defend himself from the attacks of Scottish tribes.
- Replies yes.

## 5 Write a letter to your English friend Sam about Roman towns and remains in your area. Include the following information.

- where you can see some famous Roman monuments in your area
- when were these monuments built and who built them
- if they are tourist attractions
- the most famous Roman monument in Italy and where it is situated
- when it was built and who built it
- if you have visited it yet / if you like it

## Reading practice

# Alaska: the 49th state



The name Alaska means 'the mainland'. This state lies in the north-west of the North American Continent. It is separated from all the other American states by Canada in the south, and it is North America's largest state. It has a population of about 700,000, and therefore it is the least densely populated state in the USA and one of the least populated areas in the world (there is only 1 person per square mile). Most people live in towns and cities, as some areas cannot be reached by road. The largest city in Alaska is Anchorage, but the capital of the state is Juneau.

Alaska has three million lakes, a great number of islands and it is the US state with the largest number of active volcanoes. There are also many forests, mountains and glaciers. In 1964, the second most powerful earthquake ever recorded destroyed many villages. The worst consequence of this terrible earthquake was a tsunami that killed 131 people.

The Americans bought Alaska from Russia for \$7.2 million in 1867, but it did not officially become a US state until 1959. It was the 49th US state. The first European contact with this area was in 1741, during a Russian expedition led by Vitus Bering. The first stable European settlement was created in 1794. Due to a government colonisation programme, some

people arrived in the middle of the 19th century, but it was not until the 1890s that many more settled there, soon after gold was discovered. During World War II, some military bases were built and consequently the population grew, and later it increased again when oil was discovered.

The climate is extremely cold: in the interior temperatures can fall to  $-52^{\circ}\text{C}$  in winter. The northern part of Alaska is in the Arctic Circle. In this region winters are long and very cold and in summer the temperature is very seldom over  $2^{\circ}\text{C}$  in some areas. For this reason it is very difficult to grow fruit and vegetables. The only products grown in this state are carrots, potatoes, cabbage and lettuce. All other fruit and vegetables have to be imported from other countries.

However, Alaska is very rich in seafood, especially salmon, and also in important natural resources. Another important economic resource in the last few years has been tourism.

### 1 Read the text and answer the questions.

- 1 What does the name Alaska mean?
- 2 Where is Alaska situated?
- 3 What do you know about its population?
- 4 Are there any active volcanoes?
- 5 What happened in Alaska in 1964?
- 6 Who did Alaska belong to before 1867? How did this change?
- 7 How has the population grown since then?
- 8 Can you describe its climate?
- 9 What is this country rich in?
- 10 What are the disadvantages of living in Alaska in your opinion? Would you like to visit it?

### 2 Prepare a brief summary about Alaska. Remember to include the following information.

- where it is situated
- something about its history
- its main characteristics
- its resources and its problems



#### STUDY TIPS

A good summary stems from a careful reading of the text. Follow the same suggestions previously given to best answer questions. Underline significant sentences and leave behind details that are not useful. Write down the most important points and then correlate them to the conjugations *and*, *but*, *so*, *because*, *then*, etc. Use terms and grammar constructions that you already know in English. Do not try to translate thoughts that you know in your native language. Reread the summary to correct misspelling errors, grammar, or punctuation and to double check that you have included all the important information.

# Writing practice

## 3 Complete the dialogue about the Municipality of Anchorage.

- You** 1 \_\_\_\_\_
- Mayor** It is in the south-central part of Alaska.
- You** 2 \_\_\_\_\_
- Mayor** There are more than 200,000 residents. It is Alaska's most populous city.
- You** 3 \_\_\_\_\_
- Mayor** No, the capital city is Juneau.
- You** 4 \_\_\_\_\_
- Mayor** Yes, it is very cold and very snowy in winter!
- You** 5 \_\_\_\_\_
- Mayor** There are a lot of black and grizzly bears in this area and wolves too!
- You** 6 \_\_\_\_\_
- Mayor** Most residents speak English but there are many other languages spoken by the population: Spanish, Tagalog, Eskimo-Aleut, Russian and even Japanese!



## 4 Imagine you are interviewing a person from Alaska. Follow the instructions and write the dialogue.

**You**

**The Alaskan**

Greet him and tell him that you are very happy to interview him.	→	Replies to the greeting and say that he lives in Anchorage.
Ask him how long he has been living in Alaska.	→	Replies that he has been living there a little over a year.
Ask him what are the attractions and riches of this state.	→	Replies that nature is very beautiful and abundant. The state has a lot of natural resources.
Ask him what are the weak points of this state.	→	Replies that cold weather impedes the development of agriculture and, as a result, fruit and vegetables are quite costly because they are imported.
Ask him if the state is doing anything to overcome this problem.	→	Replies the government has been trying to develop other sectors of the economy that are more profitable, for example, tourism.
Tell him that you are happy, from the tourist perspective, that this state is successful because it is very beautiful.	→	Thanks you and says he also hopes it does because Alaska is truly a beautiful state.



## 5 Imagine you have just interviewed a person from Alaska. Write an email to a friend and tell him / her about this person. Give information about the country he / she lives in, its problems and resources. Tell him / her something about its history and if you have ever been there.



### STUDY TIPS

To write a message or a letter, read the draft attentively and make sure you have included all the information it requires. Remember to greet the person that you are writing too, both in the opening and closing of the letter. Take notes of the things that you need to say and organize your ideas in two or three paragraphs. Use vocabulary and structures that you know to write simple, brief, and correct sentences. If it is possible, expand the draft, but without venturing off topic. Finally, re-read carefully to correct any possible errors.

## Valentine's Day

Most people think that Valentine's Day is an American festivity, but in fact it is a very old European tradition.

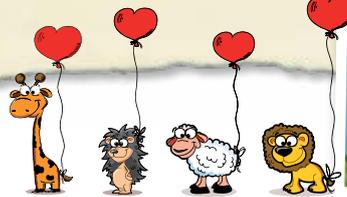
The tradition of Valentine's Day probably dates back to Roman times. On February 15th, the Romans celebrated the Feast of Lupercalia in honour of Juno, the Roman goddess of fertility. During this festival young men picked the name of a girl from a vase and the couples became sweethearts during the festival. They spent time together, danced and played games. There were young couples that even fell in love during this festivity and got married. Historians think that Roman invaders took this festivity to Great Britain. In 496 AD, at the beginning of Christianity, Pope Gelasius I abolished Lupercalia and all the pagan festivals, but Valentine's Day continued to be celebrated.

Why is this festivity called Valentine's Day? There are different theories that try to give an explanation. Some people think the reason could be that a Christian martyr called Valentine died on this day in 270 AD. Others are convinced that during the reign of Emperor Claudius somebody called Valentine secretly married young couples, and he was put into prison for this reason. However, it was not until the Middle Ages that the name started to be linked to romantic love. This association began in the circle of the famous British writer Geoffrey Chaucer.

Then Valentine's Day became popular at the time of Shakespeare and during the 17th century people in love began to exchange presents on this occasion. In the 19th century handmade Valentine cards began to be very popular in England. They were so successful that when this tradition was taken to North America, people started printing these cards.

Today, there are a lot of different kinds of Valentine cards: romantic, artistic, comic... and in the internet age a lot of people even create and send Valentine's Day e-cards and printable greeting cards. Almost one billion Valentine's cards are sent in the world every year.

Today, Valentine's Day is celebrated all over the world on February 14th and it is dedicated to people who are in love. They send each other cards and give each other presents such as flowers (they must always be roses!), boxes of chocolates, jewels or romantic dinners for two.



### 1 Read the text and answer the questions.

- 1 Is Valentine's Day an American festivity?
- 2 When was the Feast of Lupercalia celebrated?
- 3 What did Pope Gelasius I do?
- 4 Who secretly married young couples?
- 5 What happened during the Middle Ages?
- 6 When is Valentine's Day celebrated today?
- 7 What are typical presents on Valentine's Day?
- 8 Is Valentine's Day celebrated in your country? What presents do people exchange? Do you think this celebration is nice or useless? Why?

### 2 Prepare a brief summary about Valentine's Day. Remember to include the following information.

- an explanation of its name and origins
- some information about how it was celebrated in the past and is celebrated today

# Writing practice

## 3 Complete the dialogue about Valentine's Day.

- Girl** 1 \_\_\_\_\_
- Boy** No, I'm not going to give her any presents.
- Girl** 2 \_\_\_\_\_
- Boy** We've been together for 10 years! I don't know what I could buy her...
- Girl** 3 \_\_\_\_\_
- Boy** I've already given her an engagement ring. I gave it to her two Valentine's Days ago...
- Girl** 4 \_\_\_\_\_
- Boy** Yes, she was really happy when she saw it.
- Girl** 5 \_\_\_\_\_
- Boy** A smartbox? What is it exactly?
- Girl** 6 \_\_\_\_\_
- Boy** Mmm... vouchers... and we can choose where we can spend a weekend together. That's really nice! Thanks for your advice!



### STUDY TIPS

You must complete a dialogue by choosing the lines that have been given to you, or by filling in part of the dialogue that is missing. First of all, attentively read the part of the dialogue already written and try to understand the situation. Before filling in a line, carefully read the one preceding it as well as the one following it and try to understand what vocabulary and structure to use. Finally, re-read the dialogue and verify that it is logical and correct.

## 4 Imagine you are interviewing a young man from the Roman times. Follow the instructions and write the dialogue.

### You

Greet him and ask him where he lives.

Ask him how many times he has participated in Lupercalia.

Ask him how he spends time during the festivity.

Ask him what his favourite celebration is so far.

Ask him if he has the intention of participating this year.

Ask him when the next festivities will be.

### Young man

Replies to your greeting and says he lives in Rome.

Replies that he has already participated three times.

Replies that in the morning, he and his girlfriend go for a stroll near the Coliseum. In the afternoon, they play different games, and at night they go to dances.

Replies that it was last year's because many of his friends attended Lupercalia and they all had a lot of fun.

Replies that he is getting ready for this year and that he is quite happy because his friends have decided to participate.

Replies that they will be in less than two months.



### STUDY TIPS

You must write a dialogue, following a prompt in your native language. Read the prompt carefully to make sure you comprehend what is being asked. Try to understand what verb tenses you will use and review their constructions, maybe by writing on the hard copy. Use vocabulary, structures and expressions that you already know and compose simple sentences. Try to use spoken typical expressions. Verify that the answers correspond to the questions. Finally, re-read attentively and correct any eventual errors, then try to mentally recite the dialogue to make sure that it makes sense logically.

## 5 Imagine you have just interviewed a young man from Roman times. Write an email to a friend and tell him / her about Lupercalia. Give information about when and how it was celebrated and compare this to how Valentine's Day is celebrated today. Tell him / her if you have ever celebrated this festivity.

# Speaking practice



## STUDY TIPS

Here are some study tips that you can follow to describe an image, to express an opinion, to answer questions about an argument that you have studied, or to present your research.

Always study aloud, paying close attention to your pronunciation and intonation. When possible, register your voice and listen and judge yourself objectively. Practise with a partner: simulate a conversation or situation, exposing an argument, talk about yourselves, and describe a picture, a design, a person or a position.

When you prepare an exposition from a text, first summarize the content in your own words with brief and simple sentences; then repeat them aloud.

Prepare a list of sentences and expressions in English that are helpful in helping you render your exposition in a more natural and personal manner. To do this, you might review the expressions and phrases found in the "Useful language" box in your textbook.

## 1 Answer the questions.

### Personal information

- 1 Where are you from?
- 2 How old are you?
- 3 Where do you live?
- 4 How long have you lived there?
- 5 Have you got any brothers or sisters?
- 6 How old are they?
- 7 What do they do?
- 8 Have you got any pets?
- 9 What are you going to do after the exam?
- 10 What school are you attending next year?

### Daily routine

- 1 What time do you get up?
- 2 How do you get to school?
- 3 What time do you usually have breakfast / lunch / dinner? Where?
- 4 What do you usually eat and drink?
- 5 What's your favourite subject?
- 6 Do you like English? How long have you studied it? Do you think it will be useful when you find a job?
- 7 What do you do after school?
- 8 What time do you usually start doing your homework?
- 9 What do you do in the evening?
- 10 What time do you go to bed?



### Leisure time, hobbies and sport

- 1 What do you like doing in your spare time?
- 2 Do you like sports? Which ones?
- 3 Is there a sport you practise? How often? Where? When did you start?
- 4 What sport would you like to try?
- 5 Do you like going to the cinema? What type of films do you prefer? Why?
- 6 Name a film you have seen recently. Did you enjoy it?
- 7 What other hobbies have you got?
- 8 What are your friends' hobbies?
- 9 What were your parents' hobbies when they were your age?
- 10 Did your parents / grandparents have time for hobbies?

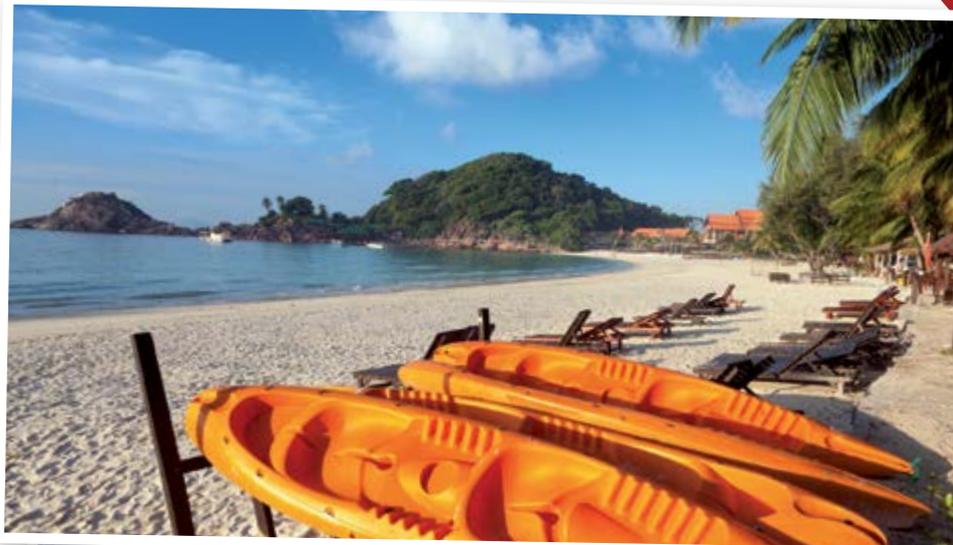
### Holidays

- 1 Where did you go on holiday last summer?
- 2 How long did you stay there?
- 3 How did you travel?
- 4 Who did you go with?
- 5 Where did you stay?
- 6 What did you do?
- 7 Did you have a good time?
- 8 Have you ever been to Great Britain?
- 9 What are you going to do when you leave school?
- 10 Where would you like to go on holiday?

# Speaking practice

## 2 Look at the pictures and answer the questions.

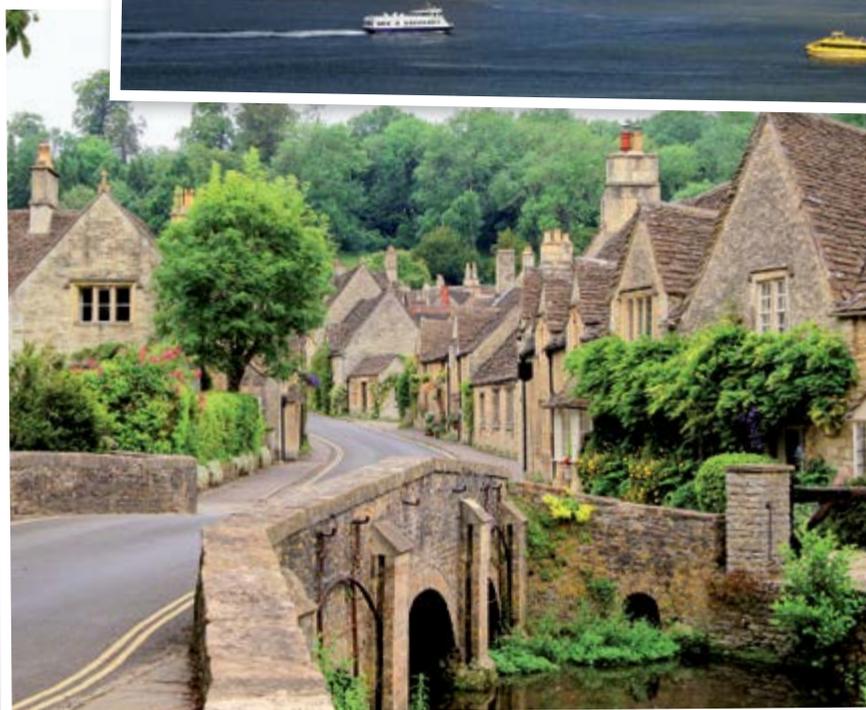
- 1 Do you like the first photograph? Can you describe it?
- 2 What do you think of the second photograph? Can you describe it?
- 3 What is the main difference between the two photographs?
- 4 Where do you think the first photograph was taken? And the second?
- 5 Would you like to live in the place where photograph one was taken?
- 6 And where the second one was taken?
- 7 Where do you usually go on holiday?
- 8 Would you prefer to go on holiday to the first or the second place? Why?



- 1 What can you see in the first photograph?
- 2 Where do you think they are?
- 3 What are they doing?
- 4 Can you describe them?
- 5 Where do you think the people in the second photo are?
- 6 Would you like to visit the Notting Hill Carnival?
- 7 Do you know where New Orleans is?
- 8 Have you ever been to the USA?
- 9 Which is your favourite carnival mask?
- 10 Imagine you are at the Mardi Gras in New Orleans. What would you do?

# Speaking practice

- 1 Can you describe the first photograph?
- 2 Can you describe the second photograph?
- 3 Where do you think these two places are?
- 4 Have you ever been there? If not, would you like to visit these places?
- 5 Do you like modern buildings?
- 6 Do you live in a house or a flat?
- 7 Is it in the countryside or in a big city / in a town?
- 8 Do you like where you live? Why? / Why not?
- 9 Would you like to live in the countryside? Why? / Why not?
- 10 Would you like to live in a big city? Why? / Why not?



- 1 What can you see in this photograph?
- 2 Can you describe the children?
- 3 Can you describe the place where they are?
- 4 Can you describe your typical school day?
- 5 Where do you usually study?
- 6 Can you describe your classroom?
- 7 How many students are there in your class?
- 8 Would you like to study in a place like the one in the picture?
- 9 Do you think studying in a nice, colourful, comfortable place is important? Why?
- 10 What suggestions could you give to your Head Teacher to improve your school?

# Canada



- 1 What do you know about Canada? Complete the missing information on the map. Then read the text and check.

Montreal ~~Great Bear Lake~~ Toronto  
 Ellesmere Island Great Slave Lake Greenland  
 Vancouver USA Ottawa

Canada is the second largest country in the world, after Russia. It has a border with the United States in the south, Greenland is to the north-west and Iceland is further west in the Atlantic Ocean. It has a population of about 35 million. The country is divided into 14 provinces. Canada has got two of the biggest lakes in the world, Great Bear Lake and Great Slave Lake. Canada's three biggest cities are Toronto in the south-east, Montreal to the north-east of Toronto and Vancouver in the south-west, but the capital is Ottawa, the fourth largest city in the country. Montreal, Canada's second biggest city after Toronto, is also the second biggest city in the world after Paris with a French speaking population. Canada has in fact two official languages, English and French.

The major mountain ranges are the famous Rockies, but the country's highest mountain is Mount Logan in the Saint Elias Mountains. Major rivers are the St. Lawrence and the Mackenzie. The climate in Canada varies from region to region. Winters can be very cold in many parts of the country, with temperatures between  $-15^{\circ}\text{C}$  and  $-40^{\circ}\text{C}$  and summers can reach  $40^{\circ}\text{C}$ . Canada has an amazing variety of wildlife, both animals (the beaver is a national symbol) and plants (17,000 types of plants, flowers and trees). The Niagara Falls, on the border between Canada and the USA, are one of Canada's biggest tourist attractions. Another symbol of Canada is the maple leaf, which is on the red and white flag.

- 2 Read the text again and complete the factfile.



## FACTFILE

Capital city	<input type="text" value="Ottawa"/>
Population	<input type="text"/>
Official languages	<input type="text"/>
Lakes	<input type="text"/>
Mountains	<input type="text"/>
Rivers	<input type="text"/>
Wildlife	<input type="text"/>
Symbols	<input type="text"/>

- 3 Listen to Mark talking to his friend Bella about his visit to Canada and complete the notes.

South of Canada: *the USA*

- Flight duration: \_\_\_\_\_
- When the Niagara Falls were crossed for the first time: \_\_\_\_\_
- Height of Falls: \_\_\_\_\_
- Number of animals at Toronto Zoo: \_\_\_\_\_
- The SkyDome is: \_\_\_\_\_
- The building next to the stadium: \_\_\_\_\_

## COMPARING CULTURES

- 4 **Pairwork** Ask and answer the questions.

- What is the biggest lake in your country?
- What is the name of the longest river in your country?
- Have you ever seen a waterfall? Are there any waterfalls in your country? Where are they?
- What is the tallest building in your country? What is it called?

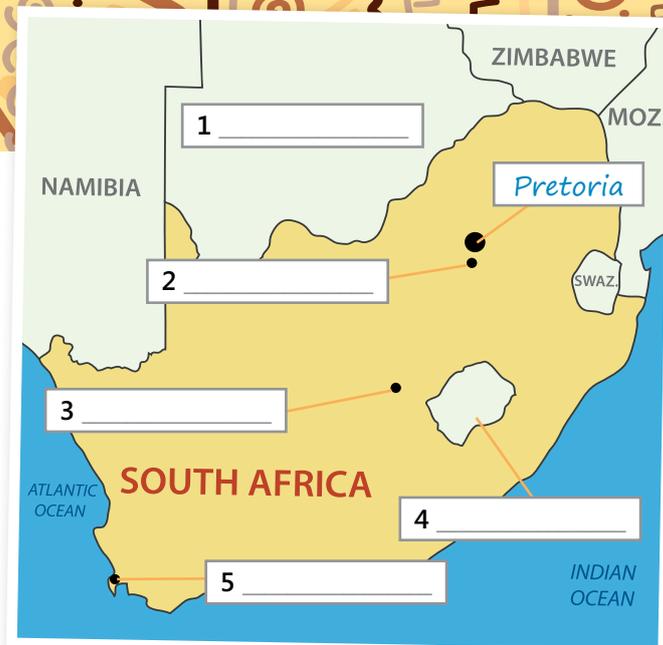
South Africa is one of the biggest countries in the world. Its population is about 52 million. It has borders with several countries: Namibia (north-west), Botswana (north), Zimbabwe (north-east), Mozambique and Swaziland (east). It has three capital cities: Pretoria, in the north-east of the country, is the economic capital, Cape Town, on the south-western coast, is the legislative capital and Bloemfontein, in central South Africa, is the judicial capital. The biggest city is Johannesburg, south-east of Pretoria, with a population of 4,434,827. South Africa has 11 official languages including Zulu, Afrikaans and English.

South Africa has an exciting landscape. The longest river is the Orange River, which also forms part of the border between Namibia and South Africa. In the Lesotho Mountains, there is snow in winter and you can even go skiing but, generally, South Africa is famous for its sunshine. It is a dry country, with little rain. The Western Cape gets most of its rain in winter and the rest of the country gets rain in the summer.

South Africa's largest freshwater lake, Lake Sibaya, has hundreds of hippos and crocodiles. The Tugela Falls in South Africa are the second-highest waterfalls in the world and a big tourist attraction. The largest and best known wildlife reserve is Kruger. Visitors usually view the 'big five' (elephant, lion, rhino, leopard and buffalo) from their cars, but they can also go on walks with special guides.

The national symbol of South Africa is the springbok, a kind of antelope and Springboks is also the name of South Africa's rugby team!

But Nelson Mandela is the name that will be forever associated with this country. He was the man who defeated apartheid and the first South African President elected in a democratic election.



# South Africa

**1** What do you know about South Africa? Complete the missing information on the map. Then read the text and check.

Botswana   Johannesburg   ~~Pretoria~~   Bloemfontein  
Lesotho   Cape Town

**2** Read the text again and complete the factfile.



FACTFILE	
Capital cities	<u>Pretoria,</u>
Population	
Official languages	
Longest river	
Mountains	
Largest lake	
Wildlife	
Symbol	

**3** Listen to Ariel telling Joe about her trip to South Africa and choose the correct answer (A, B or C).

Where did Ariel spend most of the summer?

A in Pretoria   **B** in Cape Town   C in Durban

1 Ariel says South Africa is...

A boring.   B dangerous.   C exciting.

2 Cape Town is...

A on the coast.   B in the mountains.   C in central South Africa.

3 In Cape Town, she went...

A surfing.   B shopping.   C riding.

4 She reached Table Mountain...

A on foot.   B by car.   C by cable car.

5 On safari, Ariel saw...

A tigers and lions.   B lions and giraffes.   C buffalos and elephants.

6 What can you do on safari?

A ride an animal   B play with a monkey   C feed the lions

## COMPARING CULTURES

**4** **Pairwork** Ask and answer the questions.

- Can you go on safari in your country?
- Which wild animals are common in your country?
- Where can you see them?
- What famous tourist attractions are there in your country?

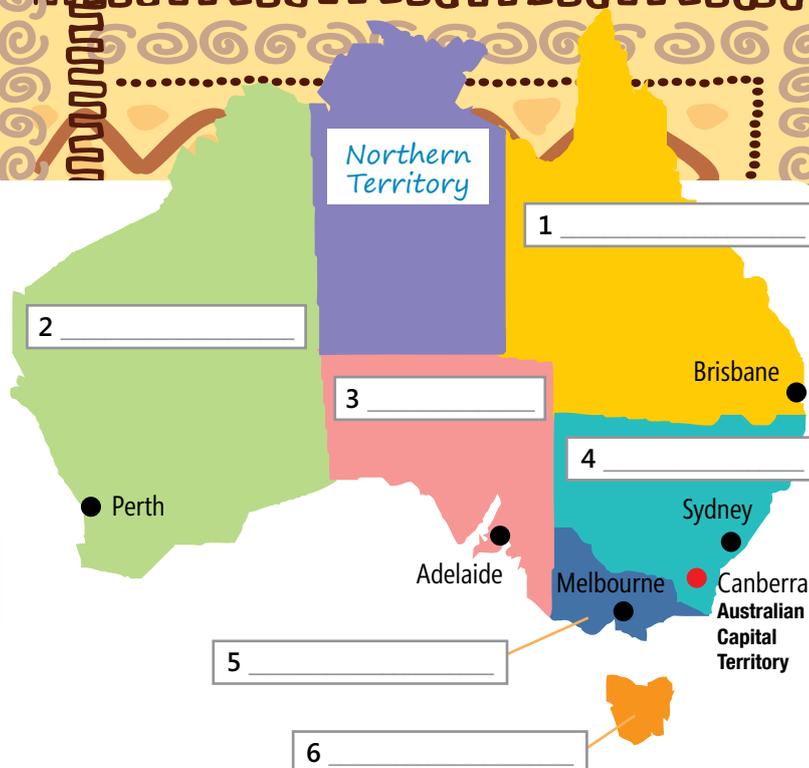
# Australia

1 Listen and complete the map (1-6) with the names of the states and territories.

New South Wales Queensland  
 South Australia Tasmania Victoria  
 Western Australia ~~Northern Territory~~

2 Complete the factfile with the correct information.

left ~~Canberra~~ 7,617,930 km<sup>2</sup> Australian  
 23,340,000 Australian dollar (AUD) English



3 Read the text and fill in the gaps with the words from the box. Then listen and check.

cliffs ~~coast~~ desert woodland snakes grassland

## FACTFILE

Capital	<input type="text" value="Canberra"/>
National language	<input type="text"/>
Nationality	<input type="text"/>
Area	<input type="text"/>
Population	<input type="text"/>
Currency	<input type="text"/>
Drives on the	<input type="text"/>



Australia is a country in the Southern Hemisphere with a diverse range of landscape. There are 34,218 km of coastline. The Great Barrier Reef, the world's largest coral reef, lies off the north-east *coast*. Australia is the flattest continent. The <sup>1</sup> \_\_\_\_\_ is known as the Outback. It makes up the largest portion of the country. Here, the population density is among the lowest in the world. <sup>2</sup> \_\_\_\_\_ areas can be found on the western plains of New South Wales and Queensland. In the northern part of the country there are <sup>3</sup> \_\_\_\_\_, desert and grassland areas, whilst in the north-west corner of the continent there are <sup>4</sup> \_\_\_\_\_ and gorges. In Australia, there are famous and unique animals: kangaroos, koala bears and the most dangerous <sup>5</sup> \_\_\_\_\_ in the world!





A



B



C

# Sydney



D

**1** Look at the pictures and match them to their names.

- 1  Hyde Park                      3  Sydney Harbour Bridge  
 2  Sydney Opera House      4  Bondi Beach

**2** Read the text and check your answers.

Sydney is the biggest city in Australia. It has a population of about 5 million people. It is the capital of New South Wales. It is on Australia's south-east coast, on the Tasman Sea and it is a multicultural city. English, Chinese and Arabic are spoken in Sydney. Sydney was founded in 1788 by the British as a penal colony which means that criminals from Britain were sent to Australia as a punishment. The city is built on hills around Sydney Harbour. The famous Sydney Opera House and Sydney Harbour Bridge are located here and are very famous tourist attractions. Sydney Harbour Bridge is nicknamed Coat Hanger by the locals and it is the largest steel arch bridge in the world.

If you have the chance to visit the city, don't miss the funfair or Luna Park, Hyde Park and the Royal Botanic Gardens. The Sydney Tower is the tallest building in the city. From its top, you can enjoy the best views of Sydney skyline, Darling Harbour and the Blue Mountains in the distance. There are several national parks to visit, too, and there are many beautiful beaches on the coast, including the famous Bondi Beach.

Sydney is a popular venue for international sporting events. The 2000 Olympics and the final of the 2003 Rugby World Cup were held there.

## More facts...

Sydney's name was chosen in recognition of Thomas Townshend, Lord Sydney for his efforts in helping to found the colony.

Someone who lives in Sydney and its suburbs is colloquially known as a 'Sydney-sider'.

**3** Read again and answer the questions.

- 1 How many inhabitants are there in Sydney?  
 2 Where is Sydney located?  
 3 When was it founded?  
 4 What are its main tourist attractions?  
 5 When were the Olympics held in Sydney?  
 6 What are Sydney's inhabitants called?

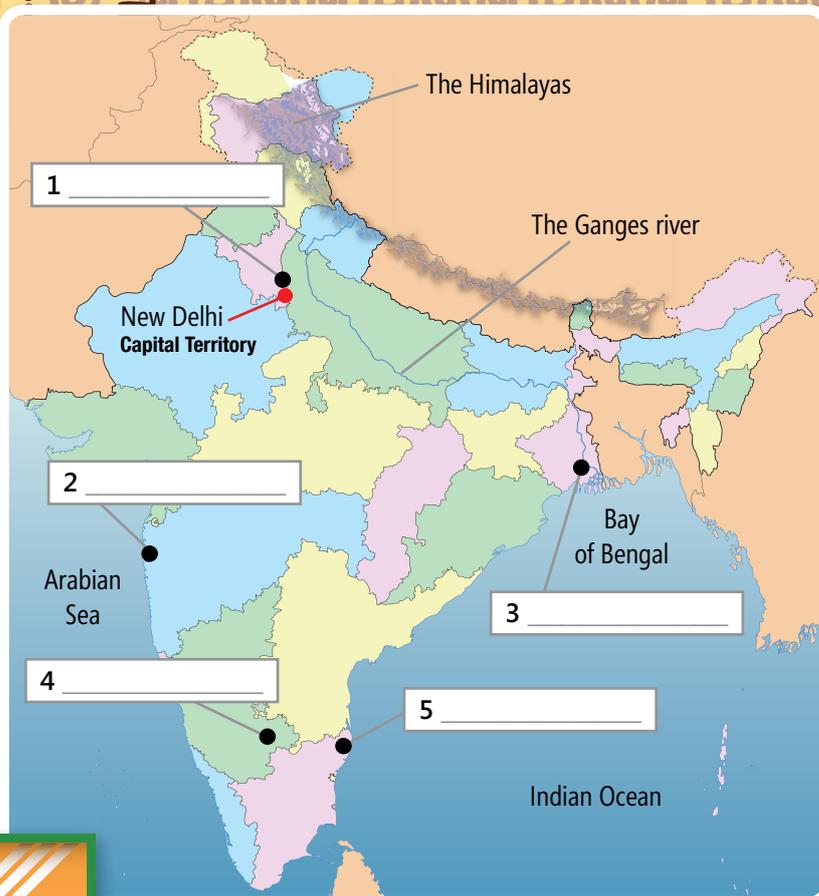
# India

- 1  Listen and label the map (1-5) with the names of the five largest cities in India.

Kolkata Bangalore Mumbai  
Delhi Chennai

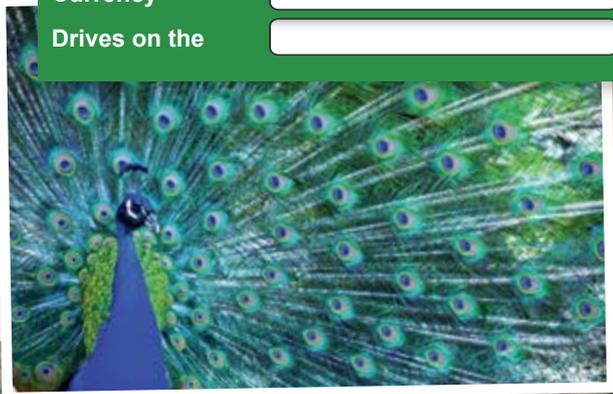
- 2 Complete the factfile with the correct information.

left Hindi and English  
3,287,263 km<sup>2</sup> ~~New Delhi~~ Indian  
1,220,800,000 Indian rupee



## FACTFILE

Capital	<input type="text" value="New Delhi"/>
Official languages	<input type="text"/>
Nationality	<input type="text"/>
Area	<input type="text"/>
Population	<input type="text"/>
Currency	<input type="text"/>
Drives on the	<input type="text"/>



- 3 Read the text and answer the questions.

India is a country in South Asia. It is the second most populous country in the world after China with 1.2 billion people. It is a land of hills, rivers, plateaux, plains, beaches, deltas and deserts.

Lying between Pakistan, China and Nepal, India is surrounded by the Indian Ocean in the south, the Arabian Sea in the west, and the Bay of Bengal in the east. Its coastline is 7,517km. To the north, India is bordered by the world's highest mountain range, The Himalayas which means 'Land of Snow'. The tallest peaks are always covered in snow. They include Mount Everest, the world's highest mountain, which is 8,848 metres high.

The Ganges River, one of the longest rivers in the world, and the most sacred river to Hindus, begins in The Himalayas. It runs for 1,560 miles from The Himalayas to the Bay of Bengal.

There is a rich variety of animals in India, such as Bengal tigers, leopards, elephants, red pandas, beautiful peacocks and even monkey thieves!

- 1 How many people are there in India?
- 2 What are the countries that border India?
- 3 Where is The Himalayas range?
- 4 How long is The Ganges River?
- 5 Name three animals you can find in India.



# Mumbai



**1** Look at the pictures and match them to their names. Then read the text and check your answers.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> The Hanging Gardens | 3 <input type="checkbox"/> Nehru Interactive Science Centre |
| 2 <input type="checkbox"/> Bollywood           | 4 <input type="checkbox"/> EsselWorld                       |

Mumbai is the capital city of the Indian state of Maharashtra. It is the biggest city in India with a population of nearly 21 million. Mumbai is on the west coast of India and it has a deep natural harbour on the Arabian Sea.

It became a colony of Britain in the 19th century. Bombay, as Mumbai was called then, became an important seaport. When India became independent in 1947, Mumbai became the capital of Bombay State. The city is now the commercial and entertainment capital of India. It is also the home of India's film industry, Bollywood.

Kids will enjoy a visit to the Nehru Interactive Science Centre. If you are keen on astronomy, you mustn't miss the Nehru Planetarium with 3D shows in English and Hindi everyday! The Hanging Gardens with their huge shoe are outside the city on Malabar Hill and are very popular with children. Finally, there is the EsselWorld theme park, India's Disneyland, which also includes a fantastic cool Water Kingdom. Mumbai gets very hot in the summer!

**2** Read again and choose the correct answer (A, B or C).

- The population of Mumbai is...  
 A 12 million. **B** 21 million. C 2 billion.
- 1 Mumbai is on...  
 A The Indian Ocean. B The Pacific Ocean. C The Arabian Sea.
- 2 The old name for Mumbai is...  
 A Calcutta. B Bangladesh. C Bombay.
- 3 Mumbai was a colony of...  
 A America. B China. C Britain.
- 4 India became independent in...  
 A 1847. B 1947. C 1967.
- 5 Bollywood is...  
 A a film industry. B a forest. C a film.
- 6 The Water Kingdom is in...  
 A Disneyland. B the Hanging Gardens. C Esselworld.

## COMPARING CULTURES

**3** Choose a city in your country and prepare a short oral presentation, answering the questions.

- What is it called?
- Did it have another name in the past?
- When was it founded?
- How many inhabitants are there?
- What are its main tourist attractions?
- Which famous people come from the city?

## Natives around the world



### Aboriginal Australians

The indigenous people of Australia have occupied the country for 50,000 or 60,000 years. There are about 600 different groups of Aboriginal Australians, but they have some similar cultures and beliefs. Their spiritual belief in the land helps them to survive, but it is also part of their difficult history and Aboriginal Australians continue to fight for their land today. The cultural heritage of the Aboriginal Australians includes storytelling, art, dance and music. Storytelling is to entertain but, more importantly, it educates children about life. It teaches them how to behave and survive, about spirituality, their ancestors, heritage and the dreamtime. One of the oldest forms of art is body painting for ceremonies and traditional dances. The designs are often very detailed. Religious rituals and ceremonies are often accompanied by music, with instruments like the didgeridoo. These ceremonies are an important part of their culture.

### Māori

Māori is the name given to the indigenous people of New Zealand and the Cook Islands, who probably arrived there between 800 and 1300 AD. According to Māori tradition, their ancestors arrived from *Hawaiki* in large canoes. Māori culture was an advanced Stone-Age culture. The Europeans arrived and introduced metal. Before they used bones and stones to make tools. As a result of different factors, for example the arrival of weapons from Europe, tribal wars and the selling of the Māori land, by the end of the 19th century there were only about 40,000 Māori. Now, there are more than 500,000 Māori who continue their ancestors' culture and traditions, such as *Tū moko*, a form of tattoo, and *haka*, a traditional dance. There are many types of *haka*, including war *haka* with weapons. Probably the most famous *haka* is the *Ka Mate* performed by the All Blacks, New Zealand's national rugby team, before their matches.



#### More facts...

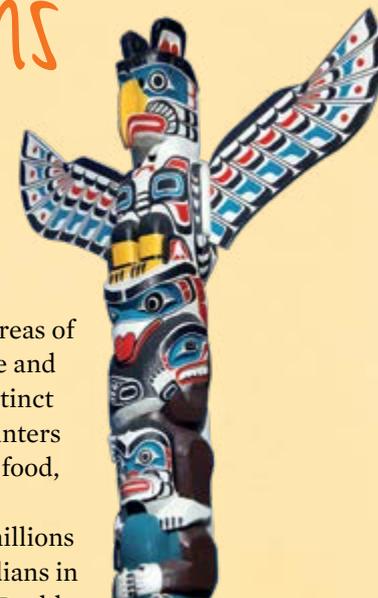
The Maori word for New Zealand is *Aotearoa*, which means 'Land of the Long White Cloud'.



# American Indians

The American Indians are the people who occupied North America before the arrival of the Europeans in the 15th century. They probably arrived, in a series of migrations, from Siberia across the Bering Strait to Alaska and then moved east and south.

These groups of people settled in different areas of North America, each with a different climate and landscape, and they developed their own distinct customs and traditions. Some tribes were hunters and others were farmers. They ate different food,

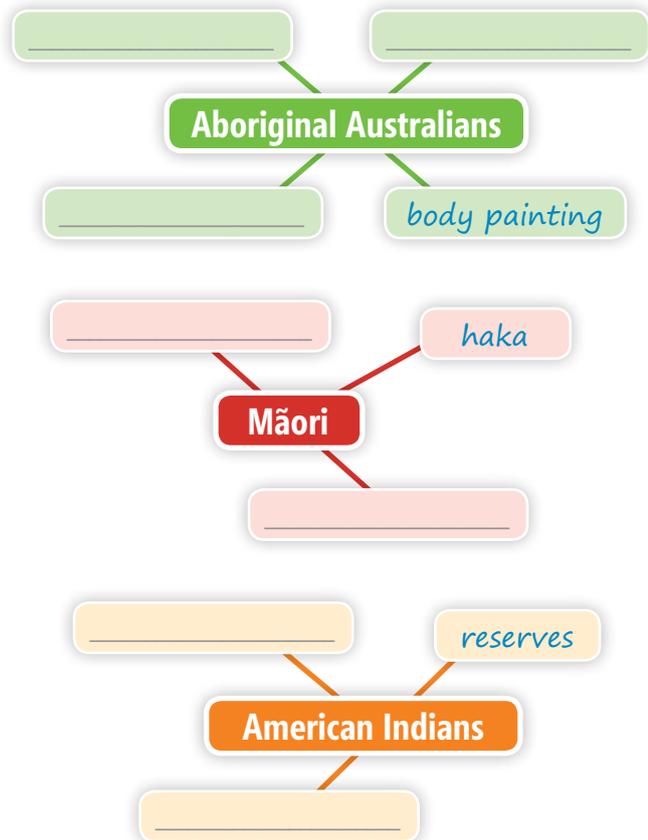


wore different clothes and spoke different languages.

However, after the arrival of the Europeans, the American Indians had a common history as millions of them died from epidemics, war and violence. Today, there are about 3 million American Indians in North America and the largest tribes include Cherokee, Sioux, Navajo, Apache, Blackfoot and Pueblo. Some American Indians live on reservations – special villages and lands.

**1** Read the texts and complete the mind maps with the information below.

farmers ~~body painting~~ 600 groups storytelling  
~~reserves~~ ~~haka~~ New Zealand and the Cook Islands  
 didgeridoo hunters canoes



**2** Read the texts again and complete the sentences.

There are about 600 different Aboriginal Australian groups but... *they have similar cultures and beliefs.*

- 1 They have a strong spiritual belief in the land and they continue...
- 2 Storytelling is important because...
- 3 Before the arrival of Europeans, Māori culture was...
- 4 By the end of the 19th century...
- 5 The American Indians developed their own distinct customs and traditions because...
- 6 After the arrival of the Europeans, millions of American Indians died from...

## COMPARING CULTURES

**3** Discuss the questions with your partner and write a summary in your notebook about the differences between your country and the information on these pages.

- Has your country ever been invaded?
- What traditions are there in your country?
- How was life different for your great-grandparents?

## UK institutions

The United Kingdom is a parliamentary democracy. Parliament is made up of the Queen, the House of Lords and the House of Commons. The House of Lords and the House of Commons meet in two separate Chambers in the Houses of Parliament in Westminster, London.

There is also the Scottish Parliament in Edinburgh, the Northern Ireland Assembly in Belfast and the Welsh Assembly in Cardiff which have control over some aspects of their countries, although the UK Parliament in Westminster is responsible for issues like defence and foreign affairs. These three bodies have Members of Parliament in the UK Parliament.



### Elections

There is a general election at least every five years when the Members of Parliament (MPs) are elected. The different political parties present their candidates for election. All UK citizens, over the age of 18, can vote for the candidate they want to send to Parliament. The candidate who gets the most votes becomes the MP for the constituency and has a seat in Parliament.



### The House of Commons

MPs meet in the House of Commons Chamber, where they debate international and national issues and bills. There is a person who controls the debates, called the Speaker, and he / she sits on a raised chair at one end of the Chamber. The Government sits on benches to the Speaker's right and the Opposition to the Speaker's left.



### Government

The political party with the largest number of MPs in the House of Commons forms the Government. The Queen asks the leader of this political party to become Prime Minister and to form a government. The new Prime Minister chooses a team of about 100 people from Parliament to run the country with him / her. The most important ministers are called Secretaries of State and they are in charge of a Government Department or Ministry.

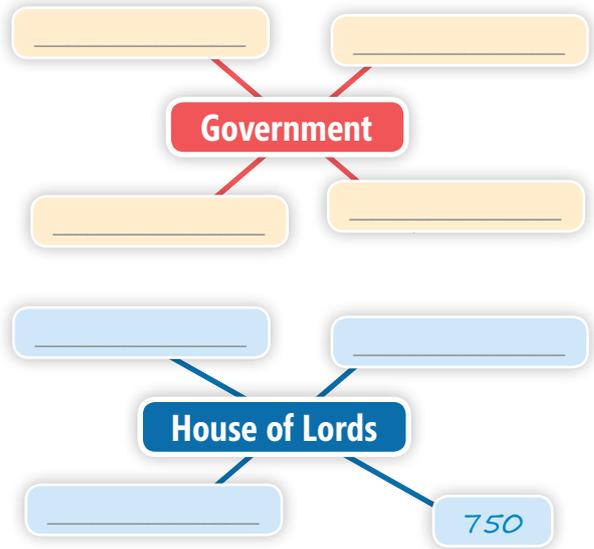
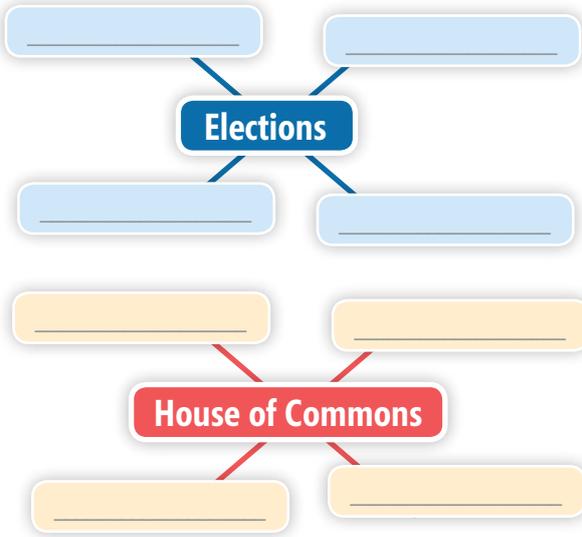


### More facts...

When the King or the Queen is in London – in Buckingham Palace, the official London residence of the British monarch – he / she meets the Prime Minister every Tuesday. The current Queen has met over 10 Prime Ministers. The first was Winston Churchill and the most recent is Theresa May.

1 Read the texts and complete the mind maps with the given information. Add other information from the texts.

750 over 18 100 people  
every 5 years Speaker bills



2 Read the texts again and complete the sentences.

The UK has a *democratic parliament*.

- 1 Parliament consists of...  
\_\_\_\_\_
- 2 The Welsh Assembly meets in \_\_\_\_\_ in Wales.
- 3 The UK Parliament is responsible for...  
\_\_\_\_\_
- 4 The candidates who receive the most votes...  
\_\_\_\_\_
- 5 The Speaker controls the debates and sits...  
\_\_\_\_\_
- 6 The members of the House of Lords are...  
\_\_\_\_\_

## COMPARING CULTURES

3 What do you know about politics in your country? Discuss the questions with your partner and write a summary about the differences between your country and the UK in your notebook.

- Who is the President of your country?
- How long has it been a republic or monarchy?
- How often is there an election?
- At what age can you start to vote in your country?
- What is the name of the building where the *Parliament* or *Congress* meets?

# US institutions



1 What do you remember about the USA? Complete the factfile. Then listen and check.

FACTFILE	
Population:	<input type="text" value="317,500,000"/>
Languages:	<input type="text"/>
Currency:	<input type="text"/>
Flag:	<input type="text"/>
Number of states:	<input type="text"/>
Capital:	<input type="text"/>



## The Constitution

The United States of America is a federal republic. The US Constitution of 1781 created the four most important institutions of government in the United States: Congress, the President, the Supreme Court and local government.

## The President

The President is the Commander-in-Chief of the Army. He or she chooses the government ministers and can veto the laws made by Congress.



The first President of the USA was George Washington. Abraham Lincoln, perhaps the greatest American President, was the first to be assassinated. John Kennedy, another young and popular President, was also assassinated.

In 2008 Barack Obama was elected and he made history by becoming United States' first black president. American presidents can only serve two terms – Franklin Roosevelt was the only one who served three times. Many Presidents had unusual careers before entering the White House. Jimmy Carter, the 39th President, was a peanut farmer. Ronald Reagan, the 40th President, was a famous Hollywood actor. The President and his family live in the White House.

## Congress

Congress consists of the House of Representatives and the Senate. They make the federal laws which means laws for the whole country. Congress controls the budget (how money is spent), can declare war and remove the

President. It can make its own laws as well as voting on laws suggested by the government. An important person in Congress is the Speaker who controls how things are done in Congress. He or she has a lot of power. If the President of the USA or the Vice-President cannot continue with their jobs then the Speaker becomes President of the USA! The United States Capitol is the meeting place of the US Congress.



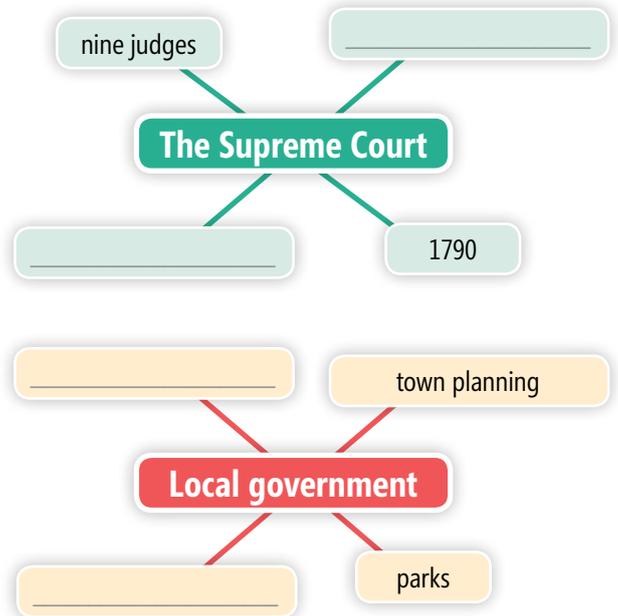
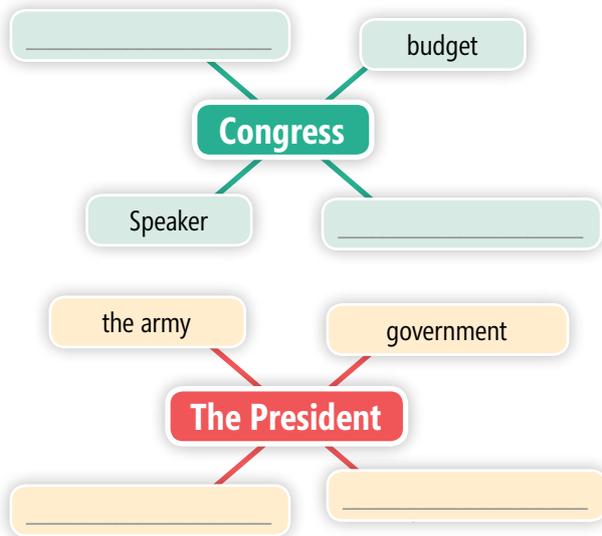
## More facts...

The Mount Rushmore National Memorial is a sculpture carved into the granite of Mount Rushmore, South Dakota. It shows the heads of four United States presidents: George Washington (1732–1799), Thomas Jefferson (1743–1826), Theodore Roosevelt (1858–1919) and Abraham Lincoln (1809–1865).



2 Read the texts and complete the mind maps with the words from the box.

laws war two terms can veto laws check laws chosen by President city and state police



## Elections

There are two main political parties in the US: the Democrats and the Republicans. The President and Vice-President are elected together every four years. The election is held in November.

## The Supreme Court

The Supreme Court has nine judges who are appointed by the President – with the approval of the Senate and they interpret and check the laws to make sure they agree with the Constitution. When the first Supreme Court met in 1790, judges still wore wigs!



## Local government

There are also local government institutions at the level of the state or city. These institutions are often responsible for town planning, fire services, the police, parks, housing and transport.



3 Read again and circle the correct answer.

The Speaker can become a *judge* / *president*.

- 1 Congress / The President makes the laws and controls the money.
- 2 President Roosevelt / Reagan was a film star.
- 3 The judge / The President is the head of the army.
- 4 The Senate / The Supreme Court checks the laws to make sure they are constitutional.
- 5 Local government is responsible for the army / the police.

## COMPARING CULTURES

4 Pairwork Ask and answer the questions.

- Does your country have a written Constitution?
- How many houses does your Parliament have?
- Who makes the laws in your country?
- Does your country have a President, a Congress and a Supreme Court?
- Are there any local governments in your country?

## The European Union

### 1 Read the text.

The Second World War devastated Europe. To prevent its countries from fighting again in the future, Europe needed to organise some form of integration. The first idea was the European Coal and Steel Community, that was created in 1951. It had its six founding members: Belgium, France, Italy, Luxembourg, the Netherlands and West Germany. Later, in 1957, these countries signed the Treaties of Rome, creating the European Economic Community with a customs union.

In the following years more countries were added to the community: Denmark, Ireland, the UK, Greece, Spain, Portugal and East Germany. The organisation developed into the European Union in 1993 and two years later Austria, Finland and Sweden joined it. Even more countries became part of the Union in the following years. Today the EU is an economic and political union of 28 countries that has developed a single economic market with a standardised system of laws. Thanks to these laws, people, capital, goods and services can move freely. The EU also has common rules regarding trade, agriculture and regional development and it is the largest exporter and importer of goods and services in the world.

To join the EU a country must meet some standards, such as a stable democracy, a functioning market economy and the acceptance of the obligations of membership (for example the abolition of the death penalty). The activities of the Union are controlled by some institutions and bodies, such as the European Commission, the European Parliament, the Council of the European Union and the European Council.

In 2002 a common currency, the euro, was introduced, replacing national currencies. Today the euro is adopted in sixteen member countries. The euro was created to help build a single market and it is controlled by the European Central Bank. However not all countries have the euro and there are another eleven currencies used in the EU including the British pound.

There are great economical differences between member countries and for this reason some funds are used to help the poorer regions (especially the new member states of East-Central Europe).



### 2 Read the text again and decide if the sentences are true (T) or false (F).

- 1 The European Economic Community was created in 1951 by six founding members.
- 2 Austria, Finland and Sweden joined the EU in 1993.
- 3 The EU is the second largest exporter and importer of goods and services in the world.
- 4 There are no rules about entering the EU.
- 5 Countries must have democracy.
- 6 Today the euro is adopted in all member countries.
- 7 The EU tries to reduce economic differences between nations.
- 8 The United Kingdom is not member of the EU and does not have the euro.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

# Martin Luther King

## 1 Read the text.

Martin Luther King Jr (MLK) was born in Georgia in 1929. His father was a clergyman and he became a pastor, too, when he was 25 years old. He got married in 1953 and had four children. After studying sociology and theology, he graduated in 1955.

At the beginning of his career he was inspired by Indian leader Gandhi's non-violent resistance and he became a non-violent activist in the struggle for America's civil rights for black people.

In 1955, MLK led the 385 day long Montgomery Bus Boycott, the first great black demonstration, during which he was arrested and his house was bombed. At the end of the demonstration, segregation on buses was declared unconstitutional and from that moment on, black and white people were able to sit in buses as equals.

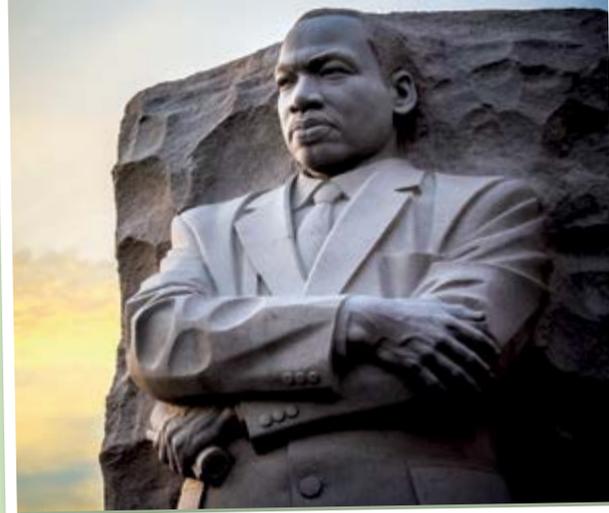
Two years later he and other civil rights activists founded the Southern Christian Leadership Conference, an organisation of black churches whose aim was to control and organise non-violent protests for the civil rights reform. MLK became its leader and organised marches for some of the basic civil rights for black people. Consequently he became a human rights icon.

In 1963 he was involved in the Birmingham campaign that used sit-ins and marches to end segregation in Alabama. In the same year he was one of the leaders of the march in Washington against the desperate conditions of the blacks in the South. More than a quarter of a million people of all races attended this march, during which he addressed them with the famous 'I Have a Dream' speech, in which he expressed his hope that one day black and white people could be brothers.

In 1964, at the age of 35, he became the youngest person to receive the Nobel Peace Prize for his commitment against racial segregation and discrimination.

On April 4th 1968, while he was standing on the balcony of a motel, he was assassinated. At his funeral, King's last sermon at Ebenezer Baptist Church (two months prior to his assassination) was played. In that sermon, King made a request that at his own funeral he wanted to be remembered for his attempt to 'love and serve humanity'.

Martin Luther King Memorial,  
West Potomac Park, Washington D.C.



## 2 Read the text again and choose the correct option (A, B or C).

- Martin Luther King was a...
  - priest like his father.
  - politician like his father.
  - priest but his father was not.
- Which of these is NOT true for MLK?
  - He was inspired by Indian leader Gandhi.
  - He believed in violent resistance.
  - He was involved in civil rights for black people.
- The Montgomery Bus Boycott lasted for...
  - more than one year.
  - exactly one year.
  - less than one year.
- The Southern Christian Leadership Conference was...
  - a media organisation.
  - a church organisation.
  - a human rights icon.
- When and where was the famous 'I Have a Dream' speech?
  - in 1964 in Birmingham
  - in 1963 in Washington
  - in 1964 in the South
- At the age of 35 MLK became...
  - the youngest person to receive the Nobel Peace Prize.
  - the first black person to receive the Nobel Peace Prize.
  - the oldest person to receive the Nobel Peace Prize.

## TV in the UK and the USA

### 1 Read these two articles.

The **BBC** (British Broadcasting Company) was founded in 1922 when it began its radio transmissions to the public. In 1932 the BBC's television services started. It is now one of the biggest broadcasting companies in the world.



It has two main channels in the UK, BBC 1 and BBC 2, with BBC 3, BBC 4, two children's channels and BBC News 24 on digital TV. It has five national radio stations, and many regional ones too. On an international level, the BBC has a news and current affairs channel, BBC World, and BBC Prime, a subscription channel for general entertainment.

The [bbc.co.uk](http://bbc.co.uk) website has information on the latest news, sports, music and technology, as well as many other sections such as health, food and entertainment. There is also a special site for children, with chat rooms, quizzes and homework help.



**CNN** (Cable News Network) was founded in 1980 by Ted Turner, an American media mogul.

It broadcasts news 24/7 from its headquarters in Atlanta, and studios in New York and Washington.

In the USA, it is available in about 90 million homes and 900,000 hotel rooms and is considered to be America's number one cable news source. It is famous for being the first on the scene of major national and international news events.

The international version, CNN International, is available by cable or satellite in more than 200 countries. CNN.com has constantly updated news reports from across the world, reports on business, technology, sport and travel, as well as popular blogs.



### 2 Read the articles again and complete the sentences.

The BBC was founded in **1922**.

- 1 The BBC in the UK has two main channels and also \_\_\_\_\_.
- 2 BBC World is \_\_\_\_\_.
- 3 BBC Prime is \_\_\_\_\_.
- 4 Ted Turner founded CNN in \_\_\_\_\_.
- 5 It broadcasts from \_\_\_\_\_.
- 6 CNN International can be seen in \_\_\_\_\_.

## COMPARING CULTURES

**3** What do you know about the media in your country? Discuss the following questions with your partner and then write in your notebook a summary about the differences between your country and the information on these pages.

- 1 Is there a channel in your country that shows only news programmes?
- 2 Do you usually read the news online, watch the news on the television or read newspapers?
- 3 What news is important to you and your friends?



# WWF



## 1 Read the text.

Everybody has heard of WWF and knows the panda symbol, but what exactly is WWF? The acronym WWF stands for World Wide Fund for Nature.

It was created in Switzerland by Julian Huxley and Max Nicholson in 1961. Its complete name was World Wildlife Fund until 1986 (this is still the official name in the USA and Canada). It is a charity and the largest international non-governmental organisation whose mission is to stop the destruction of the environment.

It is an independent organisation and today it is active in more than ninety countries in the world, with five million supporters. More than half of the funding comes from donations (almost half of which come from the USA, the UK and the Netherlands).

It has about 1,300 conservation and environmental projects all over the world.

In the beginning it mainly concentrated on the protection of endangered species. Now that more resources are available, its projects are focused on the conservation of the world's biological ecosystems (forests, freshwater ecosystems, oceans and coasts) and endangered species, the reduction of pollution and the elimination of the most toxic chemicals.

According to scientists there are 238 eco-regions that characterise the world's most biologically exceptional habitats and this is what WWF is currently concentrating on. At the moment this organisation is working on the restoration of 36 species of animals and plants (including some kinds of whales, dolphins, tuna and elephants), the conservation of 35 eco-regions (for example the Amazon rainforest and the Arctic) and the reduction of people's impact in six areas of the world (mainly concerning fishing, forestry and carbon emissions). Globally it is also focusing on biodiversity-loss and unsustainable use of natural resources.

To do all this, WWF works with other non-governmental organisations, banks, governments, local communities as well as with scientists, farmers and fishers and with companies (to diminish their impact on the environment).



## 2 Read the text again and choose the correct option (A, B or C).

- The changed name World Wide Fund for Nature was given in...  
A 1961.      B 1968.      C 1986.
- It is one of...  
A the largest government organisations in the world.  
B the largest non-government organisations in the world.  
C the largest government organisations in the USA.
- How are donations important?  
A More than 50% of the funding comes from donations.  
B Less than 50% of the funding comes from donations.  
C Donations are not important.
- Which of these reasons does NOT explain why its name was changed?  
A Because, now that more resources are available, it can do more things.  
B Because now its projects are focused on the conservation of the world's biological ecosystems.  
C Because now its projects are focused on the increase of pollution and new uses of toxic chemicals.
- The word 'eco-regions' refers to...  
A the restoration of 36 species.  
B areas of the world.  
C ecology reasons.
- The WWF generally...  
A works with just scientists.  
B works with other groups of people.  
C works without any help.

# FESTIVALS

## Chinese New Year

1 Look at the pictures and match them with the correct names from the box.

fireworks Buddha Chinese zodiac Chinatown ~~lantern~~ decorations



lantern



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

2 Read the text and check your answers.

The New Year is an important Chinese holiday. Chinese New Year celebrations traditionally last from New Year's Eve in the last month of the year to the Lantern Festival on the 15th day of the first month so it is the longest Chinese festival. Chinese New Year begins between late January and mid-February.

Chinese New Year was traditionally a time to honour the gods and ancestors. The legend says that in ancient times, Buddha asked all the animals to meet him at Chinese New Year. Twelve came, and Buddha named a year after each one: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, pig. He said that the people born in each animal's year would have some of that animal's personality. For example, those born in horse years are cheerful, talented and good with their hands!

Chinese New Year is celebrated in countries with Chinese populations and many cities around the world that have Chinatowns. On the evening before Chinese New Year's Day, Chinese families gather for the annual reunion dinner. It is also traditional for every family to clean the house in order to sweep away bad luck and to create good luck for the future. Windows and doors are decorated with red paper with pictures showing themes such as good fortune, wealth and long life. Other activities include lighting fireworks and giving money in red envelopes.



3 Read again and decide if the sentences are true (T), false (F) or if the information is not given (DS).

	T	F	DS
Chinese New Year is on the same day every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 People in China do not go to work at Chinese New Year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Chinese New Year celebrates gods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The Chinese zodiac has 10 animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 There is a Chinatown in every big city in the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 People wish for good luck at Chinese New Year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Chinese houses are decorated during the New Year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Write a short text about New Year celebrations in your country. Answer the questions.

- When is the New Year celebration in your country?
- How long do the celebrations last?
- How do people celebrate New Year?
- Do families in your country gather for dinner on New Year's Eve or for lunch on New Year's Day?
- What do people eat and drink on this occasion?

# May Day

- 1 When is May Day celebrated and what is usually celebrated on this day around the world?
- 2 Read the text and check your answers.

May Day has evolved more than most festivals over the years. Its origins were probably in a pagan ritual in honour of Flora, the Roman goddess of flowers, to celebrate fertility and the coming of spring.

May Day is also related to a Scandinavian and Germanic spring festival known as *Walpurgis Night* when people traditionally sang folk songs, lit bonfires, dressed up in costumes, played tricks on each other and made lots of noise to keep evil away. In North America, the Puritans discouraged the celebration of this pagan festival, but in England and in parts of Europe, May Day has been maintained as a popular spring festival. Many villages in England still put up and decorate a Maypole with flowers and streamers and people dance around it and a May Queen is crowned during the celebration.

The idea of May Day as a worker's holiday is far more recent. In 1856, workers in Australia successfully organised a general strike to demand an eight-hour day. On May 1st 1886, unions across the USA went on strike to demand the same working conditions with less success.

Nowadays, May Day or International Labour Day is considered a national holiday for workers, although it is not celebrated on May 1st everywhere. It is often a day for demonstrations, parades and speeches to commemorate the eight-hour day and to support better labour conditions.



- 3 Read again and decide if the sentences are true (T) or false (F). Correct the false ones.

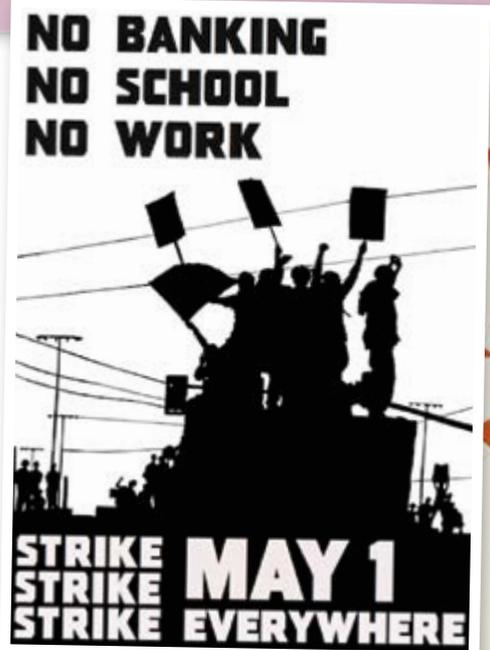
May Day was originally a celebration of fertility and the coming of spring.

- 1 Walpurgis Night was a Scandinavian and Germanic summer festival.
- 2 The Puritans didn't want people to celebrate pagan festivals.
- 3 The Australian strike of 1856 was to demand an eight-hour working day.
- 4 The American strike of 1886 was very successful.
- 5 International Labour Day is always celebrated on May 1st.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 4 Write a short text about International Labour Day in your country. Answer the questions.

- 1 When is it celebrated?
- 2 Why is it celebrated?
- 3 Who celebrates it?
- 4 How is it celebrated?
- 5 What happened to it in the 60s? And more recently?
- 6 Do you think workers should be allowed to strike and protest?



# FESTIVALS

## Diwali

1 Look at the pictures. What is the other name for Diwali? The Festival of:

- 1  Lights    2  Love    3  Water

2 Now read the text and check your answer.



The festival of Diwali is celebrated by Hindus in India and all over the world for five days every autumn. The name Diwali comes from the ancient Sanskrit word Depavali which means 'row of lamps'. In fact, another name for Diwali is the Festival of Lights because homes and streets are illuminated with diyas, traditional oil lamps.

Over the years, Diwali has been associated with different events. One of these is the mythical return home of Lord Rama and his wife Sita. After having been in exile for 14 years, people lit their way home with oil lamps. The marriage of the goddess Lakshimi to the god Rama is also linked to Diwali. Doors and windows are traditionally left open to welcome Lakshimi, the Hindu goddess of wealth and purity into their homes and workplaces in the hope that she will bring them good fortune.

Above all, Diwali is a kind of New Year celebration. Houses are cleaned, jewellery and new clothes are worn and everywhere is decorated with flowers, lights and rangoli, colourful drawings on the floor. Diwali is also the time for lively parties for friends and families with delicious food, games and noisy fireworks.

Children love Diwali too because it is a school holiday and the last day is a special day for them called Bhaiya-Dooj. It is a chance for brothers and sisters to show their love for each other so boys give their sisters presents and girls cook treats for their brothers.

3 Read again and match the Sanskrit words with the English definitions.

- |  |  |
|--|--|
| 1 <input type="checkbox"/> Bhaiya-Dooj | A a row of lamps                         |
| 2 <input type="checkbox"/> Depavali    | B a special day for brothers and sisters |
| 3 <input type="checkbox"/> diyas       | C colourful drawings on the floor        |
| 4 <input type="checkbox"/> rangoli     | D oil lamps                              |

4 Now circle the correct answer.

Hindus celebrate Diwali for five days in autumn / spring.

- 1 Lord Rama *was in exile* / *wasn't married*.
- 2 Lakshimi is the Hindu goddess of *health and purity* / *purity and wealth*.
- 3 Doors and windows are *opened* / *painted* to welcome Lakshimi.
- 4 During Diwali people *clean their jewellery* / *wear new clothes*.
- 5 Children like Diwali because they *don't go to school* / *fight with their brothers and sisters*.

5 Write a short text about the best New Year you have ever celebrated. Answer the questions.

- 1 Who did you celebrate with?
- 2 Where were you?
- 3 What did you like about it?
- 4 Did you respect any particular traditions or play any favourite games?
- 5 What happened at midnight?
- 6 Did you do anything to bring you good luck on New Year's Day?

## Is this the real English weather?



### Before you watch

**1** **Pairwork** What is the weather like in England in the summer? And in autumn? Ask and answer questions.

- A *What's the weather like in England in the summer?*  
 B *It's usually...*

**2** In which of these European countries autumn can be very warm?

- |                                    |                                    |                                   |
|------------------------------------|------------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> Germany | 3 <input type="checkbox"/> Italy   | 5 <input type="checkbox"/> Spain  |
| 2 <input type="checkbox"/> Greece  | 4 <input type="checkbox"/> Belgium | 6 <input type="checkbox"/> France |

**3** What can you do on a sunny autumn day? Choose three activities from the box.

a picnic in the park   swimming   cycling   sunbathing   walking   playing in fountains

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



### While you watch



**4** Watch the video and check your answers to exercise 3. Then choose a title for the video.

- 1  Record cold weather in London in August  
 2  Record hot weather in London in October  
 3  Record hot weather in London in August

# 1 Video Activities

## 5 Watch the video again and choose the best option.

- The journalist compares the London sunny weather to
  - France.
  - Greece.
  - Scotland.
- What are Londoners doing in such a good weather?
  - Travelling abroad.
  - Swimming, having picnics and barbecues, sunbathing.
  - Eating ice cream.
- The kid
  - wants to offer some of his ice cream to the journalist.
  - doesn't want to offer some of his ice cream to the journalist.
  - is joking with the journalist.
- The dry air coming from France and Spain is giving England and Wales
  - the blue sky.
  - clouds.
  - snow.
- Supermarkets are selling a lot of
  - sausages, hamburgers and umbrellas.
  - sausages, hamburgers and ice lollies.
  - sausages, umbrellas and ice lollies.
- In Scotland and Northern Ireland
  - the sun is shining.
  - it is raining heavily.
  - it is snowing.

## After you watch



## 6 Complete the summary of the video with the words from the box.

tourists   picnics   at home  
good   enjoying   snow

It is the 1st of October in London and the weather is unusually hot. People are <sup>1</sup> \_\_\_\_\_ the sun, having <sup>2</sup> \_\_\_\_\_ in the park and barbecues <sup>3</sup> \_\_\_\_\_. The dry air and the heat are coming from France and Spain. There are a lot of <sup>4</sup> \_\_\_\_\_ in London this weekend thanks to the hot weather. But the weather isn't so <sup>5</sup> \_\_\_\_\_ in the north of the country. It is raining heavily in Scotland and Northern Ireland, and <sup>6</sup> \_\_\_\_\_ is expected to fall soon in the Highlands.



## 7 Writing Imagine it is a very warm autumn day. Write a message to a penfriend and tell him/her where you are, who you are with and what you are doing.

Hi Sam,

...

# An Anti-bullying Prince



## Before you watch



### 1 Pairwork Do the quiz about Prince William.

1 Prince William's main title is

- A  Prince of Wales.
- B  Duke of Cambridge.
- C  Duke of London.

2 Lady Diana was Prince William's

- A  mother.
- B  friend.
- C  wife.

3 Prince William has got

- A  one child.
- B  no children.
- C  three children.

**Be  
who you want to be,  
love  
who you are!**

STOP  BULLYING

## 2 Video Activities

### While you watch



### 2 Watch the video and complete the sentences with the words from the box.

five name 35% ambassador three trouble online ambassadors eleven

- 1 The Anti-bullying Programme is a charity set up in Diana's \_\_\_\_\_.
- 2 The Diana Award wants children to find \_\_\_\_\_ people they can turn to if they are in \_\_\_\_\_.
- 3 There are 16,000 anti-bullying \_\_\_\_\_ in schools across the country.
- 4 Daniel is \_\_\_\_\_ years old. Someone called him bad names and kicked him for \_\_\_\_\_ years. He is now an \_\_\_\_\_.
- 5 \_\_\_\_\_ of pupils don't tell anyone about bullying.
- 6 Milly was bullied \_\_\_\_\_. She used the block button on her devices.

### 3 Watch the video again. Read the sentences and decide if they are true (T) or false (F).

- 1 Prince William is supporting a charity set up in his name. \_\_\_
- 2 The school the Prince is visiting is in West London. \_\_\_
- 3 Daniel is talking about his own experience with a bully. \_\_\_
- 4 Milly is a victim of cyberbullying. \_\_\_
- 5 Prince William wrote the names of his wife, his father, his brother, his grandparents and his dog Lupo on the white hand. \_\_\_
- 6 The charity wants children to suffer in silence. \_\_\_
- 7 It is important for children to feel empowered to talk about their problems. \_\_\_
- 8 According to the teacher, giving the children the power to help each other also helps teachers work in a safer place. \_\_\_

### After you watch

#### 4 Pairwork Draw your hand on your notebook and write the names of five people you can turn to if you are in trouble. Tell your partner who they are and why you chose them.

*This is...*

*I chose him / her because...*

# The 150<sup>th</sup> anniversary of England's Football Association

## Before you watch

### 1 Who lives at Buckingham Palace?

- 1  Queen Elizabeth II and Prince Philip, Duke of Edinburgh
- 2  The Prime Minister and the First Lady
- 3  Charles, Prince of Wales and his wife Camilla, Duchess of Cornwall
- 4  Prince William and his wife Catherine, Duchess of Cambridge, and their two children

### 2 Pairwork Look at the lawn of Buckingham Palace. Which events are usually celebrated there?



- |   |   |   |
|---|---|---|
| 1 <input type="checkbox"/> horse races    | 3 <input type="checkbox"/> football matches | 5 <input type="checkbox"/> fox hunting        |
| 2 <input type="checkbox"/> garden parties | 4 <input type="checkbox"/> state visits     | 6 <input type="checkbox"/> wedding receptions |

## While you watch



# 3 Video Activities

3 Watch the video and check your answers to exercises 1 and 2.

4 Watch the video again and choose the best option.

- Buckingham Palace lawn  
A  is never used for events.  
B  is home to the Buckingham Football Club.  
C  is usually used for official visits and parties.
- Prince William is  
A  a professional footballer.  
B  the President of England's Football Association (FA).  
C  a member of England's Football Association (FA).
- Prince William had to ask \_\_\_\_\_ for permission to use the royal lawn.  
A  his father  
B  England's Football Association (FA)  
C  his grandmother the Queen
- In case of a broken window during the game, the FA must report  
A  to Prince William.  
B  to the referee.  
C  to the Queen.
- The player who scored the first goal  
A  bowed to the Prince.  
B  wanted to bow to everybody there.  
C  wanted to find the Prince and bow to him, but didn't find him.
- The Queen  
A  will return in the evening.  
B  will return the following day.  
C  will host football games every year.

5 Read the sentences and decide if they are true (T) or false (F).

- A football game at Buckingham Palace is an ordinary event. \_\_\_
- Buckingham Palace is the heart of the nation. \_\_\_
- Prince William changed clothes to play in the match. \_\_\_
- A medal was given to an 86-year-old referee. \_\_\_
- 400 volunteers of the FA were celebrated. \_\_\_
- The game ended 2-1 for the Polytechnic Football Club. \_\_\_

## After you watch

6 **Writing** Imagine you have permission to use the lawn of Buckingham Palace for your personal event. What would you do? Describe the event to a friend.

Dear .... ,  
you won't believe it, but I am at  
Buckingham Palace! We are celebrating ....  
Among the participants there are .... and ....  
We are eating .... and drinking ....  
We are ....





# Coding in the Classroom

## Before you watch

**1 Pairwork** What is 'coding'? Tick the best definition.

- 1  Coding is a foreign language used in ICT (Information and Communication Technology).
- 2  Coding makes it possible for us to create computer software, apps and websites.
- 3  It is an electronic device.
- 4  It is a new software.

**2 Pairwork** Do you study ICT? What exactly do you study? Talk with your partner.

*When studying ICT, we learn how to...*



## 4 Video Activities



### While you watch



3 Watch the video and complete the sentences with the words from the box.

compulsory dinosaur together school tools teachers competitive skill

- 1 In the United Kingdom primary \_\_\_\_\_ pupils learn the basics of coding.
- 2 Coding is a \_\_\_\_\_ key \_\_\_\_\_ in all schools from the age of five.
- 3 Coding looks hard, but students learn with user-friendly \_\_\_\_\_.
- 4 For some \_\_\_\_\_ coding is scary because it is new to them.
- 5 Teachers and students learn \_\_\_\_\_.
- 6 Britain wants to be internationally \_\_\_\_\_ in the field.
- 7 The fear is that the country becomes a technological \_\_\_\_\_.



4 Watch the video again and complete the sentences with the correct adjective.

- 1 Learning coding is  
a user-friendly.
- 2 The new key skill is  
b scared.
- 3 The tools students are using are  
c compulsory.
- 4 Some teachers are  
d optional.
- 5 The challenge the government is taking up is  
e great.
- 6 France is offering classes in coding which are  
f hard.

### After you watch

5 Writing Think about your school life. Write six sentences using the adjectives from exercise 4.

*In our school, learning English is compulsory.*

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# Learning Latin in the UK

## Before you watch

- 1 Pairwork** Is there anyone in your family who studied or is studying Latin? Do you know in which secondary schools you can study Latin?

*My brother studies Latin. My mother studied Latin when she was a teenager. What about your family?*

- 2** Complete the text about the Romans in Britain with the words from the box.

Caesar    language    years    expand    roads    name    destructive    towns

The Romans wanted to invade Britain to <sup>1</sup> \_\_\_\_\_ their empire and to find precious metals. They invaded the island three times: in 55 BC and 54 BC under Julius <sup>2</sup> \_\_\_\_\_, and in 43 AD under Emperor Claudius. They called the land 'Britannia', which meant 'land of tin'. They stayed in Britain for nearly 400 <sup>3</sup> \_\_\_\_\_. However, they weren't just a <sup>4</sup> \_\_\_\_\_ force – they built new forts, new settlements and <sup>5</sup> \_\_\_\_\_. They spread their culture, <sup>6</sup> \_\_\_\_\_ and laws. They called London 'Londinium' and founded new <sup>7</sup> \_\_\_\_\_ such as Colchester and St. Albans. Every town with a <sup>8</sup> \_\_\_\_\_ ending in '-chester', '-caster' or '-cester' was once a Roman town: Doncaster, Dorchester, Leicester.



Hadrian's Wall



# 5 Video Activities



## While you watch



### 3 Read the sentences and decide if they are true (T) or false (F).

- 1 The students are telling the tale of a Roman wedding. \_\_\_
- 2 They are all 8-9 years old. \_\_\_
- 3 40 schools in the county are involved. \_\_\_
- 4 7 year-old students in the county will have the possibility to learn Latin and Ancient Greek. \_\_\_
- 5 Each year 25 Latin teachers retire and 70 graduate from universities. \_\_\_
- 6 The Mayor of London wants children to learn Latin. \_\_\_

### 4 Watch the video again and complete the sentences with the words from the box.

modern ability legacy majority enthusiastic English grammatical

- 1 According to the teacher, Latin gives students the \_\_\_\_\_ to understand some hard words in English.
- 2 It also gives them an understanding of \_\_\_\_\_ structures of a language, which is useful when you learn a \_\_\_\_\_ language.
- 3 Studying Latin opens up the whole \_\_\_\_\_ of the Roman Empire which survives today.
- 4 The vast \_\_\_\_\_ of students find Latin completely removed from their lives.
- 5 It is difficult to present Latin in an energetic and \_\_\_\_\_ way.
- 6 According to the girl, Latin can help you with your \_\_\_\_\_ and can help you learn.

## After you watch

### 5 Pairwork What do you know about the Roman legacy in the place where you live? Think about these keywords and prepare a factfile with the information required.

- names of places
- names of roads
- aqueducts
- buildings

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CENTRUL DE CARTE STRĂINĂ

