

OXFORD

Got it!

Level 3

Student Book
& Workbook



Philippa Bowen & Denis Delaney

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Student Book
& Workbook

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Contents

Unit	Vocabulary	Grammar	
Welcome page 4	Places around town Housework Personality Weather Exciting experiences Books Crime Human achievement	<i>must</i> Compounds: <i>some / any / no / every</i> <i>have to</i> <i>mustn't / don't have to</i> Gerunds / Verb + <i>-ing</i> form <i>be going to</i> (1) <i>be going to</i> (2) Verb + infinitive / <i>-ing</i> form <i>will</i> : future <i>will / be going to</i> First conditional	Present perfect <i>ever / never</i> Present perfect / Simple past Present perfect + <i>yet / already</i> Present perfect + <i>just</i> Present perfect + <i>for / since</i> Past progressive Past progressive / Simple past Relative pronouns: <i>who / which / that</i> The infinitive of purpose <i>Which one ...? / Which ones ...?</i>
1 The nightmare wasn't over page 10	Things to do on vacation	Past perfect (affirmative and negative) Past perfect / Simple past Past narrative tenses	
2 Things used to be different page 18	Life events	Permission: <i>can, could</i> Permission: <i>be allowed to used to</i>	
Review A: pages 26–27 Culture club A: page 28 My progress A: page 29			
3 You should keep active page 30	Illnesses and symptoms	<i>should / shouldn't</i> Second conditional	
4 They should have had a map! page 38	Injuries	<i>should have</i> (affirmative and negative) Third conditional	
Review B: pages 46–47 Culture club B: page 48 My progress B: page 49			
Remember: pages 50–51			
5 It's love, isn't it? page 52	Relationships	Question tags with <i>be</i> (Simple present and simple past) Question tags with <i>do</i> (Simple present and simple past) Question tags (Other tenses and modals)	
6 I might have solved it! page 60	Mystery	Possibility: <i>may / might, must, and can't</i> Possibility: <i>may / might, must, and couldn't a / an, the, no article</i>	
Review C: pages 68–69 Culture Club C: page 70 My progress C: page 71			
7 They're sold online page 72	The computer	The passive The passive: Simple present (affirmative, negative, interrogative, and short answers) The passive: Simple past (affirmative, negative, interrogative, and short answers)	
8 She said it was an ad page 80	The media	Reported speech (1) (Verb changes) <i>say and tell</i> Reported speech (2) (pronouns, possessive adjectives, and time expressions)	
Review D: pages 88–89 Culture club D: page 90 My progress D: page 91			
Wordlist: pages V1–V3			
Workbook: pages W1–W49			

Communication

Skills

Expressing an opinion

Pronunciation: Sentence stress

Reading: A school yearbook page about a trip to Los Angeles

Listening: Two teenagers talking about their school trip

Speaking: Talking about a school trip or vacation

Writing: An account of your trip

Discussing rules

Pronunciation: Connected speech

Reading: A magazine article about a reality TV show

Listening: A historian talking about American pioneers in Montana

Speaking: Talking about life in your country 150 years ago

Writing: A text about life in your country 150 years ago

Curriculum extra A, Business: pages C1–C2

At the doctor's

Pronunciation: /ɒ/ and /ʊ/

Reading: A magazine problem page

Listening: A parent and a teacher talking about a student

Speaking: Giving advice

Writing: An e-mail giving advice

Making an emergency call

Pronunciation: /ɪ/ and /I/

Reading: A newspaper article about a dog saving his owner's life

Listening: A radio report about a toddler dialing 911

Speaking: Discussing dilemmas

Writing: Writing about regrets

Curriculum extra B, Biology: pages C3–C4

Checking information

Pronunciation: Falling intonation in question tags

Reading: A magazine article about love celebrated around the world

Listening: An interview about how love is celebrated in Japan and South Korea

Speaking: Talking about how love is celebrated

Writing: How love is celebrated in your country

Speculating

Pronunciation: /ə/ weak forms

Reading: A magazine article about urban legends

Listening: Two teenagers talking about urban legends

Speaking: Speculating about an urban legend

Writing: Writing an urban legend.

Curriculum extra C, Psychology: pages C5–C6

Asking about a tourist attraction

Pronunciation: Connected speech

Reading: A magazine article about the Generation Gap

Listening: A teenager and a senior citizen talking about technology

Speaking: Talking about technological inventions

Writing: A text about technological inventions

Taking phone messages

Pronunciation: Rising intonation in questions

Reading: A magazine article about advertising

Listening: Three radio advertisements

Speaking: Ask and answer questions about your favorite TV ads

Writing: Write a text about your partner's favorite ad

Curriculum extra D, Media studies: pages C7–C8

Welcome

Vocabulary

Places around town

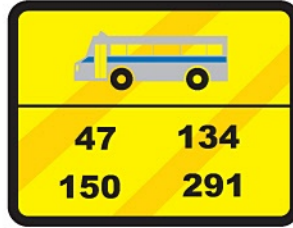
1 Match the words in the box with the pictures.

bank bus stop park police station
post office sports center



park

1 _____



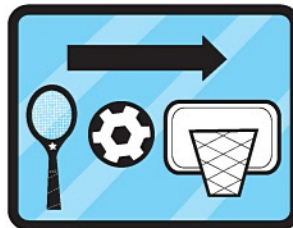
2 _____



3 _____



4 _____



5 _____

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

Housework

2 Choose the correct answers.

When I get up I always make / do my bed.

- After dinner my brother clears / lays the table.
- My mom always goes / does the grocery shopping at the local store.
- After dinner I load the dishes / dishwasher.
- My dad never does the cook / cooking.
- A "What are you doing?"
B "I'm doing / making the ironing."
- Every night my sister takes / takes out the trash.

And you? Who does the housework in your house?

Personality

3 Complete the sentences with the adjectives.

bossy creative kind lazy
organized shy

My sister is always telling me what to do. She is so bossy.

- I love Frida Kahlo's paintings! She was very _____.
- I think Sam likes me, but he's too _____ to tell me.
- My mom is very _____. She puts everything in its correct place.
- A "Would you like me to help you?"
B "That's very _____, thank you!"
- You never play sports. You're so _____!

And you? Describe your best friend's personality.

Weather

4 What's the weather like? Write sentences with the words in the box.

cloudy foggy raining
snowing sunny windy



It's cloudy.



1 _____



2 _____



3 _____



4 _____



5 _____

And you? What is the weather like where you live in January? What is it like in August?

Exciting experiences

5 Match the verbs with the phrases.



- | | |
|----------|--------------------|
| 1 go | a in an airplane |
| 2 fly | b scuba diving |
| 3 stay | c a parachute jump |
| 4 meet | d camping |
| 5 watch | e a soccer game |
| 6 travel | f a famous person |
| 7 do | g abroad |
| 8 go | h in a hotel |

And you? Rank the experiences from the most exciting (1) to the least exciting (8). Which of the experiences have you already done?

Books

6 Read the book titles and write the kind of book.

- | | |
|--|--------------|
| <i>Secret Agent Carter</i> | spy story |
| 1 <i>Girl Meets Boy</i> | l_____ story |
| 2 <i>The Life of William Shakespeare</i> | b_____ |
| 3 <i>Murder, She Said</i> | d_____ story |
| 4 <i>Dragon Wars</i> | f_____ story |
| 5 <i>The Best Years of My Life</i> | a_____ |
| 6 <i>Terror in the Dark</i> | h_____ story |

And you? What was the last book you read? What kind of book was it? Did you like it? Why? Why not?

Crime

7 Complete the story of Bugsy's life of crime.



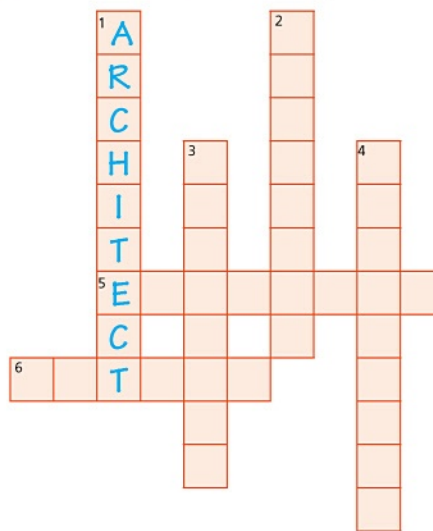
Bugsy has spent all of his life in prison ...
When he was ten, Bugsy **stole** a bike.

- At thirteen, he m_____ an old lady.
- Then he v_____ a school.
- Five years later, he r_____ a bank.
- After a big fight, he m_____ his partner Big Paulie.

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

Human achievement

8 Use the clues to complete the crossword.



Down

- An **architect** designs buildings.
- An _____ makes new things.
- A _____ writes music.
- A _____ works in a laboratory.

Across

- An _____ discover new places.
- An _____ creates paintings.

And you? Can you think of a famous person for each job?

Grammar

must

- 1 Complete the school rules with **must** (✓) / **mustn't** (✗) and the verbs in the box.

ask have ~~listen~~ put run use

- You **mustn't listen** to music in class. (✗)
1 You _____ your trash in the trash can. (✓)
2 You _____ a cell phone in class. (✗)
3 You _____ in the school building. (✗)
4 You _____ all the class materials. (✓)
5 You _____ for permission to leave the classroom. (✓)

Compounds: some / any / no / every

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

- There's **some**one at the door.
1 Does _____one know the answer?
2 _____one left their umbrella here.
3 Your book is _____where on that shelf.
4 Tara is very popular. _____one loves her.
5 I can't find my glasses _____where.
6 Does _____one mind if I close the window? It's cold in here!
7 I don't want to go to the mall again. Let's go _____where different.
8 I hate this city! There's _____thing to do.

have to

- 3 Write what housework Marta has to do (✓) and doesn't have to do (✗).

- make her bed (✓) **She has to make her bed.**
cook (✗) **She doesn't have to cook.**
1 clean her room (✓)
2 lay and clear the table (✓)
3 do the ironing (✗)
4 take out the trash (✗)
5 feed the cat (✓)

mustn't / don't have to

- 4 Choose the correct answers.

Hi, Sara

Great news! I have a part-time job as a server at the Little Italy restaurant. I work on Friday evenings and Saturdays, but I **don't have to / mustn't** work on Sundays. The restaurant is near my house so I **don't have to / mustn't** take the bus.

The people I work with are very nice and I **don't have to / mustn't** wear a uniform. I usually wear a skirt and a top because my boss says I **don't have to / mustn't** wear jeans or sneakers.

Why don't you come and have a meal? The pastas and salads are very good. I have to go now. It's time for work and I **don't have to / mustn't** be late!

Rosie

Gerunds / Verb + -ing form

- 5 Use the prompts to make sentences. Use the gerund when necessary.

skateboard / be / fun

Skateboarding is fun.

- 1 I / not like / play / soccer
2 John / hate / eat / vegetables
3 drink / too much coffee / be / bad for you
4 steal / money / be / wrong
5 Sophie / love / dance
6 learn / Chinese / be / difficult

be going to (1)

- 6 Write the activities Sam is and isn't going to do at the One World Summer Camp.

He's going to go sailing.

ONE WORLD SUMMER CAMP ACTIVITIES

Check (✓) the activities you would like to do.

- go sailing
take music classes
learn how to dance hip-hop
do karate
learn a foreign language
enter a talent competition

be going to (2)

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

break the window break the world record
build a snowman ~~go cycling~~ play tennis



He 's going to go cycling.



1 The ball _____
_____.



2 They _____
_____.



3 They _____
_____.



4 She _____
_____.

Verb + infinitive / -ing form

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

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

When I finish high school I want to go to college. I want ¹_____ a degree in geography. I love ²_____ and I hope ³_____ Asia this summer. I'd like ⁴_____ some time in Japan and China. I love ⁵_____ new people and I enjoy ⁶_____ new cultures. I don't have any money at the moment, but I hope ⁷_____ a part-time job!

will: future

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

Sue Mom, I'm going to Gabriella's house to finish my history project.
Mom Where does Gabriella live?
Sue She lives on Lexington Avenue.
Mom How will you get (you / get) there?
Sue I ¹_____ (take) the bus. It ²_____ (not take) long.
Mom What time ³_____ (you / be) back?
Sue I'm not sure, but I ⁴_____ (not be) late.
Mom ⁵_____ (you / eat) dinner here?
Sue No, I ⁶_____ (have) something to eat with Gabriella.

will / be going to

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

There are no clouds in the sky. It 's going to be a beautiful day.

- I think Brazil or Italy _____ win the next World Cup.
- The traffic is terrible! We _____ miss our flight!
- Experts think that water _____ be very expensive in the future.
- What do you think the weather _____ be like tomorrow?
- I feel terrible. I _____ be sick.
- After high school I _____ probably go to college.

First conditional

- 11 Complete the sentences with the correct forms of the verbs.

If it is (be) a sunny day tomorrow, we ll go (go) to the beach.

- We _____ (miss) the bus if we _____ (not run).
- If you _____ (not get up) now, you _____ (be) late for school.
- Dad _____ (be) very angry if The Lakers _____ (lose) the game.
- I _____ (go) home early, if I _____ (finish) all my work.

Present perfect

12 Complete the sentences with the correct forms of the present perfect.

break buy not clean
not do see win

He **'s broken** his leg.

- 1 They _____ a new car.
- 2 They _____ the game.
- 3 He _____ his bedroom.
- 4 They _____ this movie five times!
- 5 He _____ his homework again!

ever / never

13 Complete the sentences.

I **'ve never met** (never / meet) a famous person in my life.

- 1 _____ (you / ever / fly) in an airplane?
- 2 I _____ (never / ride) a camel.
- 3 My grandparents _____ (never / use) the Internet.
- 4 _____ (you / ever / copy) during a test?
- 5 _____ (they / ever / see) the ocean?
- 6 My sister _____ (never / travel) abroad.

Present perfect / Simple past

14 Choose the correct answers.

Chris Martin is the lead singer of the rock group Coldplay. He has **written** / wrote lots of hit songs and his band **'has sold** / sold millions of albums. He **'has traveled** / traveled all around the world and he **'has performed** / performed to millions of people. Chris **'has done** / did a lot of charity work. In 2008, he **'has traveled** / traveled to Ghana in Africa for the charity organization Oxfam International. In 2003, he **'married** / has married movie star Gwyneth Paltrow. In 2010, Coldplay **'made** / has made an appearance in *The Simpsons*. Chris **'has received** / received many awards for his music and his charity work. In 2004, his band Coldplay **'won** / has won four Grammy music awards.



Present perfect + yet / already

15 Ann is preparing to go to Mexico on vacation. Write sentences with **yet** and **already**.

buy her airplane ticket (✓)

She's already bought her airplane ticket.

pack her suitcase (X)

She hasn't packed her suitcase yet.

- 1 book her hotel (✓)
- 2 buy any money (X)
- 3 decide which clothes to take (✓)
- 4 learn some useful Spanish phrases (✓)
- 5 read her guidebook about Mexico (X)
- 6 take her cat to her mom's house (X)

Present perfect + just

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

they / wake up

They have just woken up.

1 she / buy / some new clothes

2 he / win the lottery

3 he / come home

4 we / have lunch

5 they / go swimming

Present perfect + for / since

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

have know **live** not rain
not said not win play

We **'ve lived** in this house **for** six years.

- 1 I _____ Emily _____ I was six years old.
- 2 Chicago Cubs _____ a game _____ April.
- 3 The weather has been great. It _____ two weeks.
- 4 I _____ this laptop _____ last year.
- 5 He _____ tennis _____ he was a child.
- 6 She _____ a word _____ two hours.

Past progressive

18 Complete the dialogues with the correct forms of the past progressive.

1

A I wasn't at basketball practice last night.

B Why not? What **were you doing** (you do)?

A I ¹_____ (visit) my grandma in the hospital.

She's ill at the moment.

2

A Gwen Stefani was on TV last night.

B What ²_____ (she / sing)?

A She ³_____ (not sing), she ⁴_____ (talk) about her new video.

B What ⁵_____ (she / wear)?

A She ⁶_____ (wear) a beautiful pink dress.

She's so cool!

Past progressive / Simple past

19 Choose the correct answers.

Grace Where's Kevin? He isn't at school today.

Megan He **had** / was having an accident yesterday.

Grace Oh no! What ¹happened / was happening?

Megan He ²cycled / was cycling to school when a girl ³walked / was walking in front of him. She ⁴didn't look / wasn't looking at the road because she ⁵talked / was talking on her cell phone.

Grace ⁶Did Kevin hit / Was Kevin hitting her?

Megan No, he ⁷didn't / wasn't. But he fell off his bike. Luckily, he ⁸wore / was wearing his helmet.

Relative pronouns: who / which / that

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

That's the man. He stole my wallet.

That's the man who stole my wallet.

1 There's the server. She took our order.

2 New York is a city. It is popular with tourists.

3 I know the people. They live in that house.

4 Can you pass me the books? The books are on the chair.

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

6 I know a restaurant. It makes great pizza.

The infinitive of purpose

21 Complete the definitions of these objects.

You use a dishwasher **to wash dishes**.



1 You use a DVD _____

_____.



2 You use a cell phone _____

_____.



3 You use a digital camera _____

_____.



4 You use a game console _____

_____.



5 You use a remote control _____

_____.



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

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

1 Diane Which jacket do you prefer? The blue **one** or the green ¹_____?

Trinity I prefer the green ²_____.

2 Server Which soda would you like? A small ³_____ or a large ⁴_____?

John A large ⁵_____.

3 Ellie Which ⁶_____ look better on me? The pink pants or the blue pants?

Jackie The pink ⁷_____.

4 Pam Which cookies were the most delicious? The chocolate ⁸_____ or the fruit ⁹_____?

Sarah The chocolate ¹⁰_____!

1

The nightmare wasn't over

1  **Read and listen** Choose the correct answer.

Nico enjoyed / didn't enjoy his vacation in Florida.

Your NIGHTMARE vacations!



A 30	12:30	DELAYED
B 01	12:40	DELAYED
A 19	12:45	DELAYED
B 13	12:45	DELAYED
A 26	12:45	DELAYED
A 37	12:50	DELAYED
A 40	13:00	DELAYED
A 28	13:00	DELAYED
A 34	13:10	DELAYED
A 22	13:15	DELAYED
09	13:20	DELAYED
27	13:30	DELAYED

Everybody loves a great vacation. Sunbathing, sightseeing, and relaxing by a beautiful, blue ocean. But what happens when vacations go wrong? We asked you to tell us about your nightmare vacations! Read Nico's story.

Our family vacation to Miami, Florida last year was a complete nightmare! When we arrived at the airport, Mom realized that she had left her bag in the taxi – with all our passports and money! We called the taxi company and luckily the driver returned it. Not a great start!

Then we discovered our flight was delayed. I had taken a Spanish book on vacation, because I wanted to practice the language. When we boarded the airplane four hours later, I had read 200 pages!

The air conditioning on the airplane wasn't working so it was too hot, and when they served lunch, the food wasn't hot enough! My brother was sick because he had eaten a lot of candy while we were waiting to board!

Our journey was finally over, but the nightmare hadn't finished! When we arrived in Miami there was a problem at the hotel. Dad had booked two rooms, but there was only one room available. We had to change hotels and we didn't get into our rooms until 5 a.m.!

The next day, we woke up and discovered that a hurricane had hit Florida. The weather was terrible all week. We never went to the beach, we didn't sunbathe, we didn't take any tours, and we didn't get to visit the Everglades National Park which I had wanted to see. We stayed in our hotel rooms and watched movies all day!

Do you have a nightmare vacation story?
E-mail us at:

mypeoplemagazine@freemail.net

2 Comprehension Answer the questions.

- 1 Where did Nico's family go on vacation last year?
- 2 What did his mom leave in the taxi?
- 3 Why was it too hot on the airplane?
- 4 What did his brother eat before he boarded the airplane?
- 5 What was the problem at the hotel?
- 6 Why did they stay in their hotel rooms for the entire vacation?

Language focus

3 Write the verbs in the correct forms.

When we arrived (arrive) at the airport Mom realized (realize) that she had left (leave) her bag in the taxi.

- 1 I _____ (take) a Spanish book on vacation, because I _____ (want) to practice the language.
- 2 When we _____ (board) the airplane four hours later, I _____ (read) 200 pages!
- 3 My brother _____ (be) sick because he _____ (eat) a lot of candy.
- 4 Our journey was finally over, but the nightmare _____ (not finish)!
- 5 Dad _____ (book) two rooms, but there _____ (be) only one room available.
- 6 The next day we _____ (wake up) and _____ (discover) that a hurricane _____ (hit) Florida.

4 Read the sentences from the text. Which action came first?

1 = first 2 = second

When we arrived at the airport, Mom realized that she had left her bag in the taxi.

- | | |
|---|----------|
| a We arrived at the airport. | <u>2</u> |
| b Mom left her bag in the taxi. | <u>1</u> |
| 1 When we boarded the airplane, I had read 200 pages! | |
| a I read 200 pages. | _____ |
| b We boarded the airplane. | _____ |
| 2 My brother was sick because he had eaten a lot of candy. | |
| a My brother was sick. | _____ |
| b He ate a lot of candy. | _____ |
| 3 Dad had booked two rooms but there was only one room available. | |
| a There was only one room available. | _____ |
| b Dad booked two rooms. | _____ |
| 4 The next day, we woke up and discovered that a hurricane had hit Florida. | |
| a The next day, we woke up. | _____ |
| b A hurricane hit Florida. | _____ |

5 Focus on you Write the actions you had done or hadn't done by 3 p.m. yesterday.

cleaned my bedroom done my homework drunk a cup of coffee
listened to music made a phone call made my bed sent a text message
talked with my best friend watched TV

I hadn't done my homework by 3 p.m. yesterday.

I had spoken to my best friend by 3 p.m. yesterday.

6 Pairwork Tell your partner which of the actions you had done or hadn't done in exercise 5.



Things to do on vacation

- 1  Match the pictures with the words in the box. Then listen and check.


buy souvenirs eat out ~~go sightseeing~~ hire a car / hire a bike
sunbathe take a tour take photos visit a museum

1 go sightseeing



- 2  Listen and write what the people are doing.

- 1 She's buying souvenirs.
- 2 They're _____.
- 3 She's _____.
- 4 They're _____.
- 5 They're _____.

- 3 **Pairwork** Tell your partner what you like or don't like doing when you're on vacation. 

A I love sunbathing and taking tours.

B Really? I don't like taking tours, they're boring. I like buying souvenirs.

A So do I!

Past perfect Affirmative and negative

Affirmative	
I / you / he / she / it / we / you / they	had heard the news
Negative	
I / you / he / she / it / we / you / they	hadn't heard the news
See the inside back cover for a list of irregular verbs.	

Think!

- Read the sentences. Then complete the rules.

I **had visited** my father in the hospital.
We **hadn't eaten** Peruvian food before.

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

Rules p. W2

1 Complete the story with the correct forms of the verbs in the past perfect.

I **had been** (be) in Mexico on vacation, but when I got home my mom told me some bad news. My dog Nita ¹ _____ (run) away. My brother ² _____ (open) the door and she ³ _____ (run) out. My mom ⁴ _____ (try) to find her. They ⁵ _____ (drive) around for hours, but they ⁶ _____ (not find) her. The next day, they ⁷ _____ (put) up "lost dog" posters, but they ⁸ _____ (not have) any replies. Two weeks later, my grandma called and Nita was at her house over 100 km away!

Past perfect / Simple past

Think!

- Read the sentence. Then choose the correct alternative.

When I **found** my camera, the bird **had gone**.

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

Rules p. W3

2 Choose the correct answers.

I **offered** / had offered to cook, but he wasn't hungry because he ate / **had eaten** a big lunch.

- When I arrived / **had arrived** at the party my friend wasn't there. He **had gone** / went home.
- Jenny **went** / **had gone** to Canada last week. Before that, she **hadn't been** / wasn't abroad.
- When I **had returned** / returned home the house was very quiet. Everyone **had gone** / went to bed.
- Pamela **knew** / **had known** Rome well because she **had been** / was there before.

3 Complete the story with the correct forms of the verbs in the simple past or the past perfect.

I **was** (be) on vacation and I was traveling by train to Chicago. I ¹ _____ (not be) on the train long when I ² _____ (realize) my wallet ³ _____ (not be) in my jacket. I ⁴ _____ (have) it when I paid for the ticket and I was sure that I ⁵ _____ (put) it into my jacket pocket. Then I remembered something strange ⁶ _____ (happen) at the train station. Before I got on the train a man ⁷ _____ (push) me. Perhaps he ⁸ _____ (steal) my wallet!

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

We finished working. We went home.
When we **had finished working we went home**.


- I finished my homework. Then I watched TV. After I _____.
- They spent all their money. They went home. When they _____.
- I didn't have any money. I left my wallet at home. I _____ because I _____.
- There was no cheese in the refrigerator. We ate it all. There _____ in the refrigerator because we _____.

Finished?

Use your imagination and complete the sentences with the simple past or past perfect.

When you called me I ...
I didn't go to school because ...
I had dinner after I ...

Expressing an opinion

- 1  Complete the dialogue with the expressions in the box. Then listen and check.

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

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

You ask


What was it like?

You answer


It was very relaxing / exciting.
The people were very friendly.
It was too crowded / far / expensive.
It was so cool / boring / cold.
It wasn't hot / big / lively enough.

- 2  **Pronunciation** Listen and repeat.

- 1 The village was [•] too small!
2 It was [•] so cool!
3 There were [•] some very friendly, young people.
4 It wasn't [•] warm enough to go to the beach.

- 3  Listen to Sandra talking about the hotel she stayed in during her vacation. Match the nouns with the adjectives.

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

- 4 **Pairwork** Imagine you have just come back from vacation. Write a similar conversation to those in exercises 1 and 3 and then practice it. Use the ideas in the box below. 

not lively enough too cold too crowded too expensive
too far so cool so dirty very big very friendly

Past narrative tenses

Think!

- Read the sentences. Write the correct narrative tense for each definition.

While we **were sunbathing** on the beach, we **saw** a shark in the ocean. We **had read** about it in the newspaper that morning.

Past progressive

While we **were sunbathing** on the beach, ...

Simple past

... we **saw** a shark in the ocean.

Past perfect

We **had read** about it in the newspaper that morning.

- The ¹ _____ describes a continuous action in the past.
- The ² _____ describes a completed action.
- The ³ _____ describes a past action that happened before another past action.

Rules p. W3

1 Match the sentence halves.

- | | |
|--------------------------------|--|
| 1 I was doing my homework | a I visited the U.S. |
| 2 I didn't hear the doorbell | b we saw a strange light in the sky. |
| 3 We were very tired | c because I was sleeping. |
| 4 While we were driving home, | d but the train had left. |
| 5 We ran to the station, | e because we had been awake all night. |
| 6 I had studied English before | f when the phone rang. |

2 Choose the correct answers.

It was the last day of our vacation. We **were buying** / **bought** some souvenirs when we ¹**saw** / **were seeing** a poster for a Jay-Z concert. We tried to buy tickets but they ²**had all sold** / **all sold out**. We were really disappointed because we ³**had wanted** / **were wanting** to do something special on our last night. In the end, we ⁴**had gone** / **went** to a restaurant. While we ⁵**were ordering** / **had ordered** our meal, Jay-Z walked in and sat at a table next to us! We told him we were big fans and he ⁶**had invited** / **invited** us to the concert. We had the best night ever!

3 Complete the story with the correct forms of the simple past, past progressive, or past perfect.



Is English spelling important? 21-year-old Mary Cousins thinks it is. Here she explains why. "Last year, I **decided** (decide) to visit my best friend in Australia. I ¹ _____ (not see) her for five years. She ² _____ (move) to Sydney in our final year of high school. The day before I left, I booked a last minute ticket on the Internet. It was cheap and I was very happy. The journey ³ _____ (not start) very well. First, I got to the airport late because I ⁴ _____ (forget) my passport. And after that, I ⁵ _____ (go) to the wrong gate. After the airplane ⁶ _____ (take off), I began to relax. I ⁷ _____ (listen) to some music when the pilot said that we ⁸ _____ (land)! I couldn't believe it! We had only been on the airplane for an hour. I ⁹ _____ (be) in Sidney, Montana not Sydney, Australia! I ¹⁰ _____ (write) Sidney with an "i" instead of Sydney with a "y" on the travel website!"

4 Game! In pairs, choose five of the words in the box and tell a story about a vacation. Vote for the best story.

- be late buy souvenirs discover
eat out find get lost go sightseeing
hire a car / hire a bike lose meet miss sunbathe
take a tour take photos visit a museum

Finished?

Write the story you told in exercise 4.

Highlights of the Year



In April, thirty-five members of the school band went on a school trip to Los Angeles. Music teachers Mr. Clarke and Ms. Albright and three parents went with the students. The group traveled by airplane and spent three days in Beverly Hills. They gave three fantastic performances in LA – one at Universal Studios, one outside Grauman's Chinese Theater, and an unforgettable performance at the Walt Disney Concert Hall. This is what the students said about the experience.



"My favorite moment? We had just arrived at Universal Studios and we were preparing our instruments to play, when we saw a big explosion and heard a loud noise. They were filming a new movie at the studios, but we don't know what it was. I also enjoyed visiting the Santa Monica Amusement Park. The view from the top of the roller coaster is incredible!"

Caleb, 12th Grade

"Before we left for LA, we had spent weeks fundraising. We organized a Spaghetti Dinner Night (we cooked over 50 kg of spaghetti) and a Car Wash Day (I washed over 30 cars!). It was hard work, but it was also fun. The coolest part of the trip for me was spending time with my friends and the performance at the Walt Disney Concert Hall – awesome!"

Stephanie, 12th Grade

"I had never been to Hollywood before. It was amazing! For me the best part of the trip was when we performed outside the Chinese Theater. There were lots of people shopping and taking photos of the theater and the Hollywood Walk of Fame, but they all stopped and listened when we played. They even sang along when we played *All you need is love*."

Zach, 11th Grade



Reading

1 Read the yearbook page. Then answer the questions.

- 1 When was the school trip to Los Angeles?
- 2 Who went with the students?
- 3 How did the students travel to Los Angeles?
- 4 Where did they give their three performances?
- 5 How many times had Zach been to Los Angeles before this trip?
- 6 What happened outside the Chinese Theater?
- 7 What fun events did the students organize to raise funds?
- 8 What happened while they were at Universal Studios?

Listening

- 2  Ryan and Hayley went on the school trip to Los Angeles with Lexington High School. A local journalist is interviewing them. Listen to their answers and write *R* for Ryan and *H* for Hayley.




I'm in 12th grade. **H**

I play the trumpet. **R**

- 1 I had been to Los Angeles twice before. ____
- 2 The journey was so long and boring. ____
- 3 I slept for the whole journey. ____
- 4 The performance at Universal Studios was cool. ____
- 5 It was cool to play music on the street. ____
- 6 The best part of the trip for me was the VIP Bus Tour. ____


Speaking

- 3 **Pairwork** Talk to your partner about a school trip or vacation. It can be real or imaginary. Use the following questions to help you. 

- Where did you go?
- Who did you go with?
- How did you prepare for the trip?
- What was the journey like?
- Were there any problems on the journey?
- Where did you stay?
- What did you do?
- What were the favorite moments of the trip for you?
- Did you have any "nightmares" on your vacation?

Writing

- 4 Use your answers to the question in exercise 3 to write a short account of your trip.

1  **Read and listen** Check (✓) the things that the text talks about.

a clothes b food and drink c technology d rules

Are proms out of control?

The High School Prom is one of the most important events in an American teenager's life. It is a night of celebration at the end of the senior school year. Today, proms are extravagant events, but in the past they used to be very different!

In the early 1900s, proms used to be formal school dances. Only the oldest students in the school were allowed to attend the dances, where they used to drink tea and eat cookies. The students didn't use to buy new clothes for the dances, but they could wear their "Sunday Best" – formal jackets, shirts, ties, and pants for the boys, and formal dresses for the girls. Proms were an important lesson for students where they learned how to behave as an adult. However, students weren't allowed

to come without a parent. Parents and teachers taught the students how to eat and socialize properly.

Nowadays, proms have become expensive, all-night events with a DJ and live bands. Elegant evening clothes, flowers, and limousines are all popular prom items. Some girls are allowed to spend hundreds of dollars on their prom dress! The prom starts with a parade when the students show their elegant clothes and vote for a Prom King and Queen. Then, the students sit down to a formal dinner and the celebration continues through the night with after-prom parties and next-day breakfasts.

Some teachers and parents think that the proms are getting out of control and they are starting to regulate them. In many states in the U.S., "locked-down" proms are popular. In these events, students are not allowed to leave the supervised prom. If they leave, the teachers tell their parents. Other schools have rules about behavior and dress codes, for example girls can't wear dresses that are very short. Teachers send students home if they break the rules.

What do you think? Are proms out of control? Visit our website and tell us what you think!



Prom Night: How much do U.S. students spend?

Tickets	\$10 - \$125
Clothes	\$150 - \$500
Accessories	\$10 - \$400
Hair	\$15 - \$150
Photos	\$25 - \$100
Flowers	\$20 - \$30
Transportation / Limo	\$90 - \$1,500

2 Comprehension Answer the questions.

- 1 What do American students celebrate at their school prom?
- 2 What were school proms like at the start of the 1900s?
- 3 What are school proms like today?
- 4 How does the celebration start and finish?
- 5 What can't students do at "locked-down" proms?
- 6 What do teachers do when students break the rules?

Language focus

3 Correct the mistakes in the sentences below. Use words and phrases from the text.

In the 1900s, all the students in the school were allowed to attend the prom.

In the 1900s, only the oldest students in the school were allowed to attend the prom.

- 1 They couldn't wear their "Sunday best".

They _____

- 2 In the past, students were allowed to attend the proms alone.

In the past, students _____

- 3 Today, some girls aren't allowed to spend hundreds of dollars on their prom dress.

Today, some girls _____
_____!

- 4 In "locked-down" proms, students are allowed to leave during the event.

In "locked-down" proms, students _____

- 5 In some schools, girls can wear dresses that are very short.

In some schools, girls _____

4 Compare proms in the past with proms today. Complete the chart with information from the text.

Proms in the past	Proms today
Proms <u>used to be</u> very different.	Today, they ¹ _____ extravagant events.
In the 1900s, proms ² _____ formal school dances.	Nowadays, they are all-night events with a ³ _____ and ⁴ _____.
Students ⁵ _____ new clothes.	Today, students spend from ⁶ _____ to ⁷ _____ on new clothes.
Students ⁸ _____ tea and eat cookies.	Today, they sit down to a ⁹ _____ after the prom parade.

5 Focus on you Write five things that you used to do or have five years ago that you don't do or have now. Use some of the verbs in the box.

do go have like live play wear

I used to have long hair. I used to do karate.

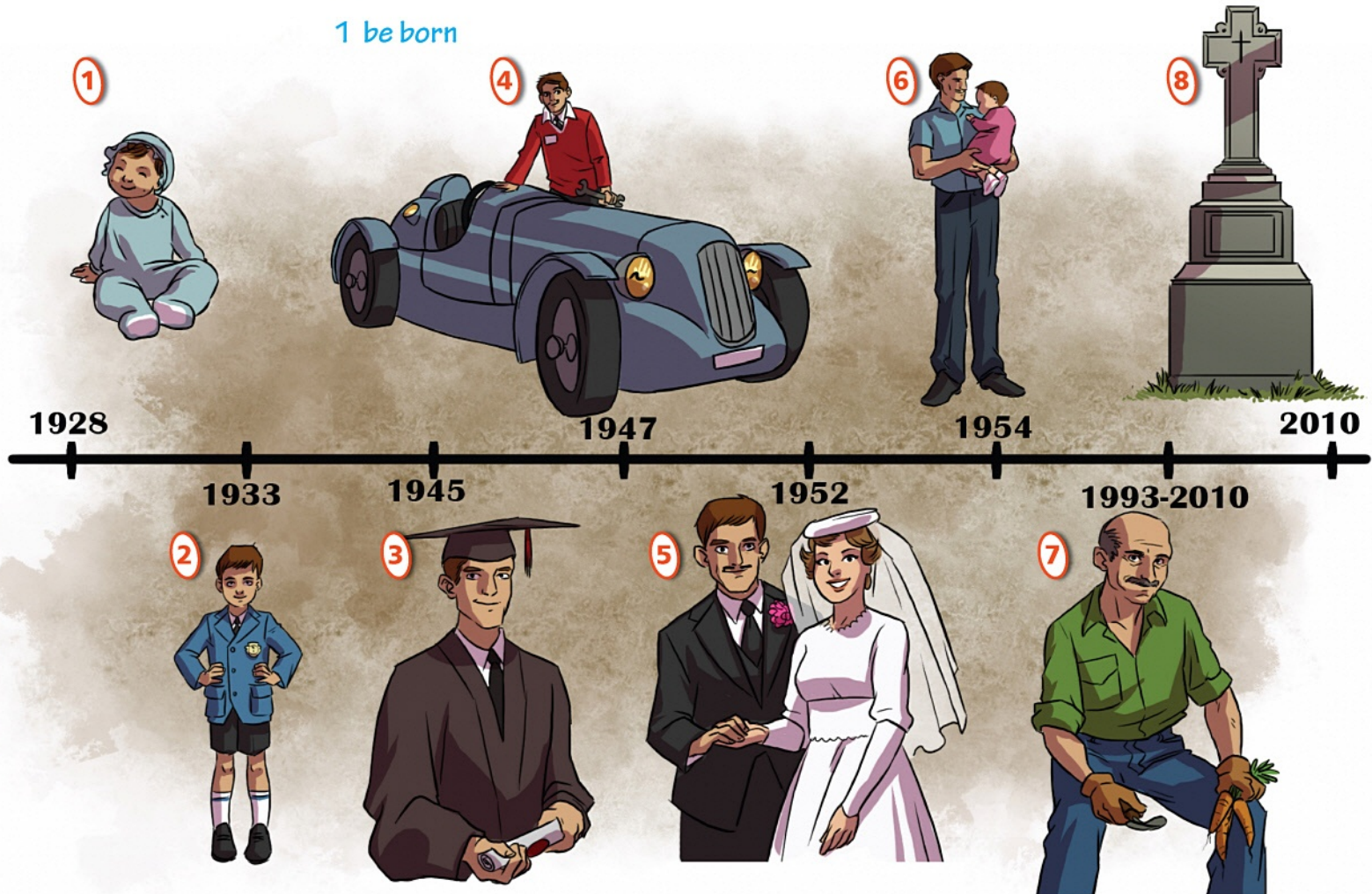
6 Pairwork Tell your partner about the things you used to do or have.

Life events

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

be born die get a job get married graduate
have children retire start school

1 be born



1928 1933 1945 1947 1952 1954 1993-2010 2010

2 Match the people with the life events.

baby employee husband / wife parent
senior citizen student toddler

be born **baby**

- 1 learn to walk and talk _____
- 2 study at school or college _____
- 3 get a job _____
- 4 get married _____
- 5 have children _____
- 6 retire _____

3 **Pairwork** Ask and answer questions about the person in exercise 1. 

- A When was he born?
B He was born in 1928.

- B What did he do in 1933?
A He started school.

4 Draw a timeline that shows the major events in the life of an adult you know.

This is a timeline for my Uncle Joe. He was born in ...

Permission: *can, could*

can / can't + verb without to

We **can** eat snacks in the classroom.
We **can't** talk in exams.

could / couldn't + verb without to

I **couldn't** wear jeans when I was at school,
but I **could** wear black pants.

Think!

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

- We use ¹_____ + verb without *to* to talk about permission in the present.
- We use ²_____ + verb without *to* to talk about permission in the past.

Rules p. W8

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

cycle ~~go out~~ have leave
start watch vote

I can't go out until I finish my homework. (X)

- 1 We _____ the movie last night. It was on too late. (X)
- 2 Mom says I _____ a party! (✓)
- 3 In most U.S. states, you _____ school until you are seventeen or eighteen. (X)
- 4 I _____ to school when I was ten. (✓)
- 5 In my job I _____ work any time between 8 a.m. to 9:30 a.m. (✓)
- 6 In the past, women _____ in elections. (X)

- 2 Marco is twelve years old. Compare the things he can and can't do with the things his dad could and couldn't do at the same age.**

	Marco's dad (at twelve)	Marco
play on the street	✓	X
ride a bike to school	✓	X
wear jeans to school	X	✓
eat snacks in front of the TV	X	✓
stay up late	X	✓

Marco's dad could play in the street but Marco can't.

Permission: *be allowed to*

Present

Children **are allowed to** eat their lunch at school.
You **aren't allowed to** use your cell phone at school.

Past

I **was allowed to** go on vacation last year.
We **weren't allowed to** study French.

Future

I think I'll **be allowed to** go on vacation next year.
We **won't be allowed to** go abroad.

Rules p. W8–W9

- 3 Choose the correct answers.**

In most countries today, young children aren't / weren't allowed to work.

- 1 We **aren't / weren't** allowed to take photos during the graduation ceremony yesterday.
- 2 I'm not / **wasn't** allowed to go on the school trip last week.
- 3 John's only 55 but he's a senior citizen! He is / **was** allowed to retire early.
- 4 I'm sure I **won't be / 'm not** allowed to go to the party next Thursday.
- 5 Max takes a bus home. He is / **was** allowed to leave school five minutes early to get it.

- 4 Complete the text with the correct forms of *be allowed to*.**

Today, most people are allowed to choose who they get married to, but in the past arranged marriages were common. Parents selected partners for their children, who ¹_____ (X) give their opinion. Arranged marriages are still common in India. Parents choose possible partners for their children, but the children ²_____ (✓) make the final decision. Shanti's parents are arranging her marriage. She says, "My parents have a list of possible boys. Next month, I ³_____ (✓) meet all of them and I ⁴_____ (✓) say if I like them or not. It was different in the past. My parents ⁵_____ (X) do that!"

Finished?

Write five sentences about what you are allowed and not allowed to do at school.

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

used to

Affirmative		
I / you / he / she / it / we / you / they		used to live in Spain
Negative		
I / you / he / she / it / we / you / they		didn't use to live in Spain
Interrogative		
Did	I / you / he / she / it / we / you / they	use to live in Spain?
Short answers		
Yes,	I / you / he / she / it / we / you / they	did.
No,	I / you / he / she / it / we / you / they	didn't.

Think!

- Read the sentences. Then choose the correct alternative.
I **used to have** short hair, but it's long now.
I **didn't use to like** fish, but now I eat it a lot.
- We use *used to* to talk about habits in **the past** / **the present**.

Rules p. W9

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

be not drive not have not like
~~not wear~~ play watch

Benji **didn't use to wear** glasses.

- I _____ basketball at school.
- In the 19th century, people _____ cars.
- Cell phones _____ more expensive.
- We _____ a computer at home.
- I _____ a lot of TV when I was a child.
- Millie _____ me but we're friends now.

2 Write questions. Then give true answers.

Before you started school

you / sleep in the afternoons?

Did you use to sleep in the afternoons?

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

- you / have a favorite toy?
- you / cry a lot?
- you / play computer games?

At elementary school

- you / go home for lunch?
- you / wear a uniform?

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

be do fly get up go have
not eat not play travel



Ana **used to be** a manager in a factory, but she retired last year. When she worked she ¹ _____ at 6 a.m. She ² _____ breakfast because she never had time. Now Ana gets up at 9 a.m. and she always has a big breakfast. Today, Ana goes cycling every morning, but she ³ _____ any sports! At work, she ⁴ _____ to a restaurant three or four times a week, but now she cooks a lot. She's lost weight and she's healthier! Ana ⁵ _____ a lot for work. She ⁶ _____ in an airplane four times a month. Now she only flies four times a year. Her favorite hobby is taking photos, but she ⁷ _____ it because she didn't have enough time. Ana is really enjoying her retirement because she ⁸ _____ a very stressful life!

4 Game! Think about something that was different in your past. Draw a picture on the board. See if the other students can guess what was different!

Student A I know! You used to have long hair!
Student B Yes, that's right.

Finished?

Write five questions with *used to* for your partner.

Where did you use to go to school?
Did you use to live in a different place?

FRONTIER LAND

What was life like for the pioneers who traveled to the American West in the 19th century? How did they use to live? What problems did they use to have? Three families from the U.S. can answer those questions. They traveled back in time to the year 1883! Read about their story:

A few years ago, an American TV station made a reality show called *Frontier Land*. It showed three families who spent some time living like American pioneers in Montana. Each family had to build a house, plant food, look after their animals, and survive for about six months. They weren't allowed to use any modern technology or equipment and they had to wear clothes which were typical of the time. They weren't allowed to keep their cell phones and they could only communicate with friends and family by writing letters.

Catherine Rouse and her daughter Alex were two of the participants on *Frontier Land*. Catherine traveled West before Alex, and she had to help build their house. Alex couldn't go with her mom at the beginning of the show, because she had to finish her studies at school first. Alex was allowed to join the show after a month.

Catherine and Alex found their new lifestyles difficult at first. Catherine had to learn how to cook over a fire and how to prepare food with basic equipment. Alex had to help her mom do the washing, as well as feed the chickens and collect their eggs every morning. Alex felt alone and missed meeting and talking with her friends. Even so, it was hard for her to leave at the end of the TV show and now she misses her life on the American frontier!



Reading

1 Read the article. Choose the correct answer.


1 *Frontier House* is

- a a TV documentary b a reality TV show c a historical soap opera

2 Answer the questions.

- 1 What were the people who lived in the American West in the 19th century called?
- 2 Who made the TV show *Frontier Land*?
- 3 What was the TV show about?
- 4 What things weren't the participants allowed to do?
- 5 How did they communicate with friends and relatives?
- 6 Why couldn't Alex go with Catherine at the beginning of the show?
- 7 What did Catherine learn to do?
- 8 What did Alex have to do each day?


Listening

- 3  Jayne Kendall is a historian. Listen to her talking about what life was like for American pioneers in Montana. Choose the correct answers.



- 1 A lot of people traveled to Montana and the American West at the end of the 19th century to find gold / because the U.S. government offered them free land.
- 2 Most of them traveled there with wagons and horses / by boat and train.
- 3 Their frontier houses usually had only one room / two rooms.
- 4 They used to travel to a store to buy food once a month / about twice a year.
- 5 They used to have a lot of / didn't use to have much entertainment.
- 6 They used to love singing / reading.

Speaking

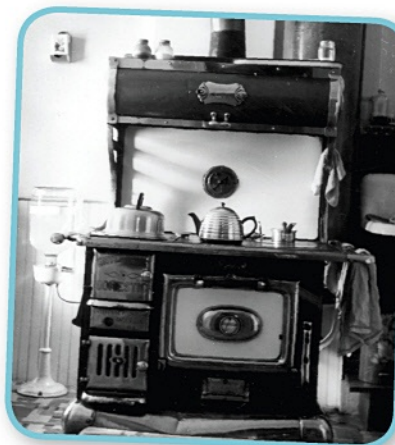
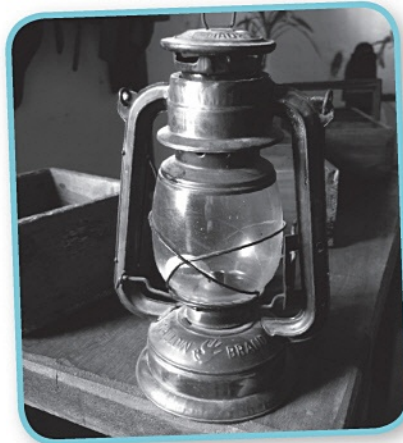
- 4 **Pairwork** In pairs, discuss what life was like in your country 150 years ago. Say what people used to and didn't use to do or have. Use the ideas below. 

Houses – electricity, candles, oil lamps, fires, stoves, refrigerators, washing machines, ...

Technology – computers, phones, TVs, ...

Transportation – cars, airplanes, trains, wagons, horses, ...

School – age, uniform, rules, ...



- A People didn't use to have electricity in their homes.
 B That's true. They used to use candles and oil lamps for light.

Writing

- 5 Write a short text about what life was like in your country 150 years ago. Use the sentences below to help you.

- Life was very different in (...) 150 years ago.
- People didn't use to
- They used to
- Today, we ... but, we don't
- I think life was better in the past / is better today.

Vocabulary

- 1 Look at the list of things Maria is going to take on her vacation and write seven things she wants to do in Rio.

Rio – things I must remember to take!

- 1 Digital camera
- 2 The list of local tours
- 3 Sunscreen
- 4 Driver's license
- 5 List of museums
- 6 Good restaurant guide
- 7 City map with tourist attractions
- 8 Money! (to get something to remember the vacation!)

1 She wants to take photos.

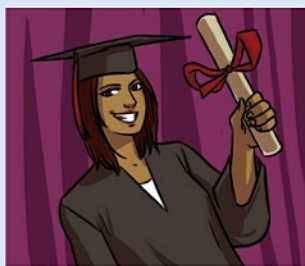
- 2 Look at the pictures. Write the life events.



be born



1 _____



2 _____



3 _____



4 _____



5 _____

Grammar

- 3 Complete the sentences with the correct forms of the past perfect or simple past.

a eat breakfast b go to the beach
After we had eaten breakfast, we went to the beach.

1 a the movie finish b go to bed
I _____ to bed after the movie _____.

2 a know each other b get married
We _____ each other for five years before we _____ married.

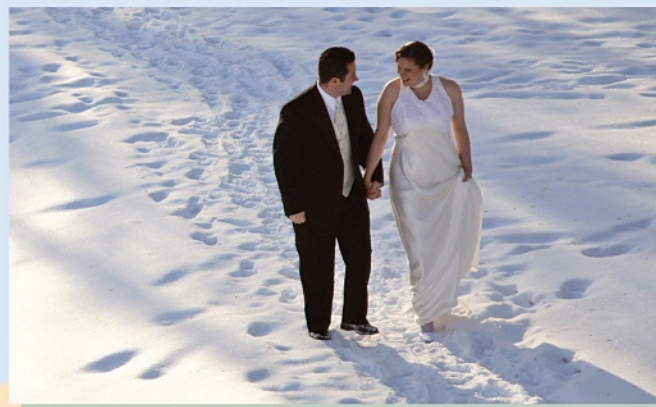
3 a graduate b start work
Ryan _____ work straight after he _____.

4 a eat a big lunch b not eat much dinner
I _____ a big lunch so I _____ much dinner.

5 a sunbathe b go swimming
After we _____ for an hour we _____ swimming.

6 a not study b do badly in the test
Karen _____ so she _____ badly in the test.

- 4 Choose the correct answers.



I will never forget the day I got / had gotten married! It was very cold and it ¹had snowed / snowed the night before. When I ²woke / was waking up there was 25 cm of snow in the yard! While I ³got / was getting ready, the phone ⁴had rung / rang. It was the wedding car company. My wedding car ⁵had gotten / got stuck in the snow and it was impossible to get to my house! I decided to call my boyfriend, Mark, but while I ⁶was looking / looked for my cell phone, I ⁷had heard / heard a noise outside. A truck ⁸was coming / come up the road to the house and Mark ⁹sat / was sitting in the truck with all the guests! In the end, I ¹⁰had gotten married / got married in my yard – but it was still the best day of my life!

5 Complete the sentences with the affirmative (✓) or negative (X) forms of *can* or *could* and the verbs in the box.

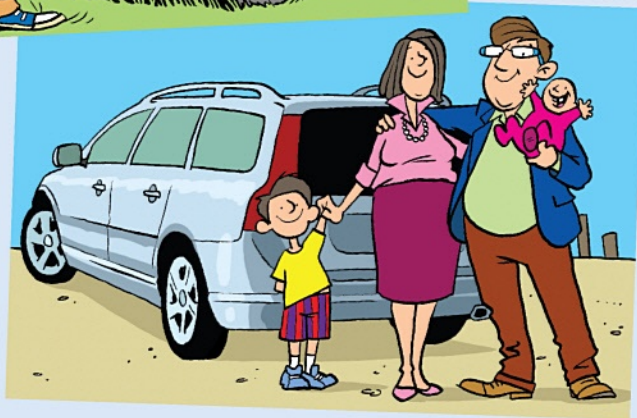
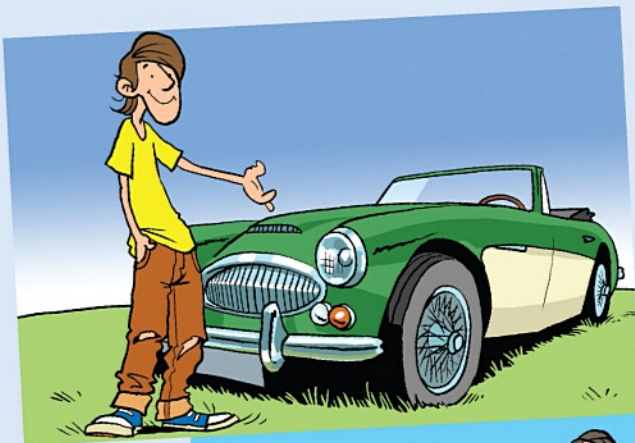
come do have hire play take **use**

- We **can't use** cell phones at school. (X)
- You _____ photos during the ceremony. (✓)
 - Carlos _____ on vacation with us last August. (X)
 - I _____ my homework in front of the TV. (X)
 - We _____ in the street when I was young. (✓)
 - You _____ a car without a driver's license. (X)
 - Paula _____ lunch at home when she was at school. (✓)

6 Rewrite the sentences in exercise 5 with the correct forms of *be allowed to*.

We aren't allowed to use cell phones at school.

7 Compare the pictures of Noah ten years ago and today. Complete the sentences with *used to* or *didn't use to* and the verbs in the box.



be be drive **have** have wear wear

He used to have long hair.

- _____ glasses.
- _____ slim.
- _____ a sports car.
- _____ casual clothes.
- _____ married.
- _____ children.

Got it?

8 Tom is at a job interview. He is telling Mr. Wood about a fantastic vacation he had. Choose the correct answers.

- Mr. Wood Well, Tom, I see that you **traveled** / had traveled around the world five years ago. Which countries did you visit?
- Tom I ¹had gone / went to Europe, then Australia, Chile, and Brazil.
- Mr. Wood Wow! How long did you go traveling for?
- Tom About eight months. I ²had just graduated / graduated and I wanted to do something different before college.
- Mr. Wood How did you get the money for all that traveling?
- Tom Well, I ³use to work / used to work in a store. I ⁴'m not allowed to / wasn't allowed to work on school days, of course, but I ⁵could / can work on Saturdays. I ⁶save / used to save my money for the trip.
- Mr. Wood What was the best part of the trip?
- Tom Oh, there were so many! One great thing happened in Australia. While I ⁷was swimming / swam in the ocean some dolphins ⁸were coming / came to play with me. It was awesome!
- Mr. Wood Fantastic! Did you have any problems?
- Tom Only one time. Somebody ⁹was stealing / stole my camera in Italy. I ¹⁰had just taken / took some photos and I ¹¹had put / put the camera down for a moment. It disappeared!
- Mr. Wood What did you learn from the trip?
- Tom Well, I ¹²don't use to be / didn't use to be very outgoing. Now I love meeting people!

9 Answer the questions.

- What had Tom just done when he left on his round the world trip?
- How did he get the money for the trip?
- What days of the week could he work?
- What was the best part of his trip?
- How did the trip change his personality?

THANKSGIVING



- 1 Thanksgiving is a national holiday in the U.S. American people celebrate Thanksgiving on the fourth Thursday in November. Families usually spend the day together and they prepare a traditional meal to say "thank you" for the good things in their lives.
- 2 The tradition of Thanksgiving started almost 400 years ago with a small group of religious people called Puritans. The Puritans used to live in England, but they disagreed with the religion of the Church of England and they decided to start a new life in a different place. In September 1620, a group of them sailed to North America on a ship called the Mayflower and they settled on the coast of what is now Massachusetts. Their first months in America were very difficult. They didn't have much food and a lot of people were ill. By the end of the winter, 46 people had died – about half of the small population. In the spring, some friendly Native Americans helped the settlers to plant corn and other vegetables. They also showed them how to hunt wild animals.



As a result they had a lot of food when fall arrived and their leader, William Bradford, decided to have a thanksgiving feast. They invited the Native Americans to the feast to thank them for all they had done.

- 3 Food is still important to Thanksgiving today. American people eat a traditional meal of turkey – they buy about 45 million turkeys for Thanksgiving – with potatoes, corn, beans, peas, and carrots. Then, for dessert, they have pumpkin or apple pie. According to tradition, these are the things that the settlers ate with the Native Americans at the first Thanksgiving meal.
- 4 Because Thanksgiving is on a Thursday, it is usually the start of a four day holiday. A lot of towns and cities organize events to celebrate. There are big American football games in Detroit and Dallas, and there's a very famous parade in New York with colorful clothes, balloons, and live music. About 44 million people watch the parade on TV every year.



1 Read the text. Which paragraph has information about ...

- | | |
|---|----------------|
| 1 popular events during the holiday period | paragraph ____ |
| 2 the food American people eat on Thanksgiving Day | paragraph ____ |
| 3 the history of Thanksgiving | paragraph ____ |
| 4 when and how American people celebrate Thanksgiving | paragraph ____ |

2 Answer the questions.

- 1 When do American people celebrate Thanksgiving?
- 2 How long ago did the tradition of Thanksgiving start?
- 3 Where did the Puritans use to live?
- 4 Why were their first months in the country very difficult?
- 5 How many people died?
- 6 How did Native Americans help the settlers?
- 7 Why did the Puritans invite the Native Americans to a thanksgiving feast?
- 8 What do American people eat at Thanksgiving today?

3 Focus on you Think of a festival that is important in your country. Prepare a short presentation about it. You can use the questions to help you.

- When is the festival?
- What is the reason for celebration?
- How do people celebrate it?
- Do they have special food?
- Are there any other traditions on the day?

Speaking and writing

1 I can identify words to describe what to do on vacation. **A1**

go sightseeing

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

4 I can talk to my partner about a school trip or a vacation. **B2**

When did you go on vacation?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

2 I can talk about what I like / don't like doing on vacation. **B2**

I like sunbathing.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

5 I can identify different stages of our lives. **B2**

get married

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

3 I can tell a story about a vacation. **B2**

My summer vacation was so cool.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

6 I can describe the important events in the life of someone I know. **B2**

My aunt was born in Bogotá.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

Reading, listening, and writing

		Got it?			
		Yes	I'm not sure	No	
7	I can understand a text about a school trip.	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I can understand a text about a high school prom.	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I can describe the important events in the life of someone I know.	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I can write about what my country was like 100 years ago.	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1  **Read and listen** Match the paragraphs with the headings.

Paragraph 1
Paragraph 2
Paragraph 3
Paragraph 4

a Take regular breaks
b Sit correctly
c Exercise more
d Do lots of different activities

Are computer games bad for you?

1 Playing computer games is one of the most popular free-time activities for young people, but experts say that playing for hours and hours can damage your health. Some young people who play computer games a lot don't get enough exercise. And they often eat junk food while they play. They put on weight and sometimes become obese. "If children exercised more, instead of playing computer games, we wouldn't have a problem with teen obesity," says fitness expert Edwin Rice.

2 Obesity is not the only problem. After playing for a long time, players' fingers and hands can hurt. "If players took regular breaks, their hands wouldn't hurt so much," says physiotherapist Anthony Harper. "You shouldn't play for hours and hours without a rest. You should relax your fingers and hands every thirty minutes."

3 Sitting incorrectly in front of the computer or TV screen can give you a backache and a sore neck or shoulders. "People wouldn't have these problems if they sat correctly,"

says back expert Sandra Westwood. "You should keep your back straight and sit at the correct distance from the screen. People who sit too near the screen often get headaches and can damage their eyes."

4 But not everybody has a negative opinion of computer games. Some computer games require players to simulate a sport, for example, skiing, dancing, bowling, playing tennis, basketball, and baseball. Experts agree that these games are good for young people and can improve their fitness. "If kids didn't play computer games, they'd watch more TV and

that's worse for their health!" says psychologist Robert Gibbon. "You shouldn't spend all your free time in front of a computer or TV screen. You should keep active and do lots of different activities, including playing computer games!"



2 Comprehension Answer the questions.

- 1 How can playing computer games cause obesity?
- 2 What does Edwin Rice want young people to do more?
- 3 What causes games players' fingers and hands to hurt?
- 4 What health problems does sitting too close to the screen cause?
- 5 What kind of computer games are good for young people?
- 6 Which does Robert Gibbon say is worse for kids' health – watching TV or playing computer games?

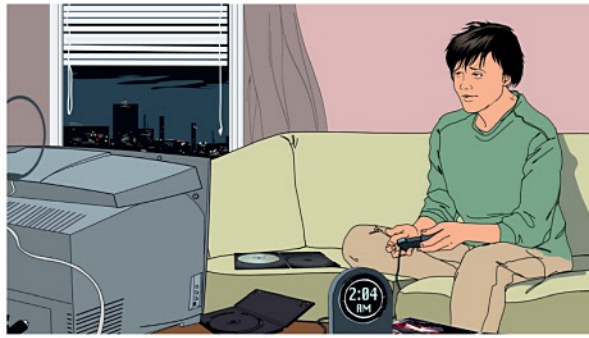
Language focus

3 Complete these sentences from the text with the correct forms of the verbs.

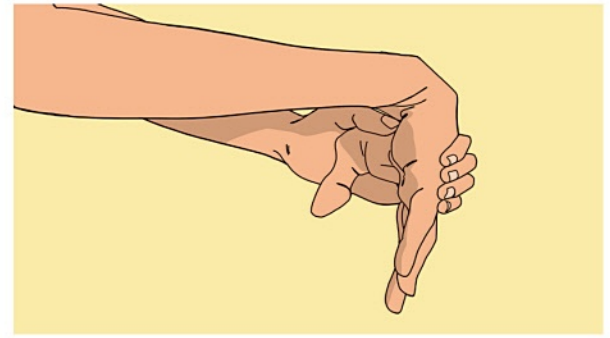
If children **exercised** (exercise) more instead of playing computer games, we **wouldn't have** (not have) a problem with teen obesity.

- 1 If players _____ (take) regular breaks, their hands _____ (hurt) so much.
- 2 People _____ (not have) these problems if they _____ (sit) correctly.
- 3 If kids _____ (not play) computer games, they _____ (watch) more TV.

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



You shouldn't play for hours and hours without a rest.



1 _____



2 _____



3 _____

5 Focus on you Say what you should and shouldn't do to have a healthy lifestyle.

do exercise do lots of thing that I enjoy drink lots of coffee
eat lots of fruit and vegetables eat lots of junk food eat regular meals
get three hours of sleep a day watch lots of TV

I should eat lots of fruit and vegetables.
I shouldn't eat lots of junk food.

6 Pairwork Tell your partner what he / she should and shouldn't do to have a healthy lifestyle. Use the ideas in exercise 5. 🎭

You should do lots of things that you enjoy.
You shouldn't drink lots of coffee.

Illnesses and symptoms

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

a backache a cold a cough a headache a sore throat
a stomachache a temperature a toothache



1 He has a headache.



2 She has _____.



3 He has _____.



4 He has _____.



5 She has _____.



6 She has _____.



7 He has _____.




8 He has _____.

2 Match the illnesses with the advice.

a cold a backache a headache a sore throat a stomachache a toothache

Take a painkiller. a headache

- 1 Rest, eat regularly, and drinks lots of water. _____
- 2 Drink some honey and lemon. _____
- 3 Don't stand for a long time. Sit correctly and don't lift heavy objects. _____
- 4 Go to the dentist's. _____
- 5 Don't eat so much! _____

3 **Pairwork** Practice the dialogue with your partner. Change the illness and advice. 

- A What's the matter?
B I have a headache!
A Take a painkiller.

should / shouldn't

Affirmative		
I / you / he / she / it / we / you / they		should go
Negative		
I / you / he / she / it / we / you / they		shouldn't go
Interrogative		
Should	I / you / he / she / it / we / you / they	they go?
Short answers		
Yes,	I / you / he / she / it / we / you / they	should.
No,	I / you / he / she / it / we / you / they	shouldn't.

Think!

- Read the sentences. Then choose the correct alternative.
You **should** see a doctor about your backache.
We **shouldn't** shout. Sarah is sleeping.
- should* and *shouldn't* are followed by the base form / *-ing* form of the main verb.

Rules p. W14

1 Choose the correct answers.

You shouldn't / should play loud music – it's 11 p.m! You should / shouldn't go to bed.

- Ben's leg hurts. He should / shouldn't see a doctor and he should / shouldn't play soccer.
- You should / shouldn't be afraid of those kids. You should / shouldn't tell the teacher.
- Kelly shouldn't / should wear boots in the snow and she should / shouldn't go out without a jacket.
- Ian shouldn't / should watch TV all day. He should / shouldn't do some exercise.

2 Complete the sentences with *should* or *shouldn't* and the correct forms of the verbs.

- I have a terrible headache.
B **You should take** (take) a painkiller.
- A I'm always tired in the morning.
B _____ (go) to bed so late.
- A My school report isn't very good.
B _____ (study) harder.
- A My cell phone doesn't work.
B _____ (buy) a new one.
- A I have a sore throat.
B _____ (go) to the swimming pool.

3 Look at the pictures and write questions and answers with *should* or *shouldn't*.

he / touch / it

Should he touch it?

No, he shouldn't.



1 she / send / text messages in class



2 they / swim / in the ocean _____



3 he / go / to bed



4 Complete the school notice with *should* or *shouldn't* and the verbs in the box.

ask be clean contact leave
speak try **welcome**

Visit from Kokusai High School

- We **should welcome** the ten Japanese students to the School.
- You ¹_____ your classrooms and you ²_____ any trash around the school!
- You ³_____ English very fast and you ⁴_____ to explain things clearly.
- Remember, you ⁵_____ shy with our visitors. You ⁶_____ them questions about Japan because it's a really good chance to learn something new.
- You ⁷_____ Mrs. Ortega before October 31st if you want to host one of the Japanese students.

Finished?

Your friend has a very bad cold. Write three things he / she should do and three things he / she shouldn't do.

You should stay in bed.

You shouldn't go swimming.

Second conditional

If clause	Main clause
If I got up earlier,	I wouldn't be late.
If you didn't understand,	would you ask a question?
Main clause	If clause
I wouldn't be late	if I got up earlier.
Would you ask a question	if you didn't understand?

Think!

- Read the sentences. Then choose the correct alternative.

If I **lived** in Rio, I **would go** to the beach every day.

I **wouldn't eat** sushi if I **visited** Japan.

- In the *If* clause we use the ¹simple past / *would*.
- In the main clause we use ²simple past / *would*.

Rules p. W15

1 Choose the correct answers.

If I had lots of money, I **would travel** / traveled around the world.

- You **would pass** / passed your exams if you studied harder.
- If you found some money, **would** / did you keep it?
- He **would** finish his work on time if he **didn't** / **wouldn't** talk so much.
- If you **have** / had a toothache, would you go to the dentist's?
- If I had a cat, I **would call** / called her Bella.
- I **would take** / took a photo if I had my camera.

2 Complete the sentences with the correct forms of the verbs in the second conditional.

If I **had** (have) \$100, I **would buy** (buy) some new clothes.

- My parents _____ (be) angry if I _____ (fail) my exams.
- I _____ (not go) to school if I _____ (have) a temperature.
- Liam _____ (read) more if he _____ (have) more time.
- _____ (you / scream) if you _____ (find) a spider in the shower?
- If I _____ (meet) Sam Worthington, I _____ (ask) him lots of questions.

3 Complete the text with the correct forms of the verbs in the second conditional.

In a recent survey, we asked our readers, "What **would you do** (you / do) if you ¹ _____ (win) the lottery?"

A lot of readers ² _____ (go) on a vacation if they ³ _____ (win) a lot of money. "I ⁴ _____ (visit) my best friend in Canada if I ⁵ _____ (have) lots of money. She moved there last year and I miss her!" says Ellie. "If I ⁶ _____ (win) the lottery, I ⁷ _____ (buy) a Ferrari!" says Gary. "I can't drive, but I ⁸ _____ (use) the money to pay for a driver, too!" Lots of readers ⁹ _____ (give) some money to charity if they ¹⁰ _____ (win) the lottery. But your chances of winning are only one in fourteen million! Maybe you should save your money instead!

4 Game! Do the quiz and find out how honest you are. Discuss your answers with your partner.

1 If I forgot to pay for something in a store I'd ...

- What would you do if you forgot to pay for something in a store?
 - go back and pay
 - run away fast
- If you found an expensive watch, what would you do?
 - take it to the police
 - keep it
- If you didn't like your friend's new clothes, what would you do?
 - not say anything
 - tell him / her you liked them
- What would you do if you found the answers to a test?
 - tell the teacher
 - give the answers to all your friends

How honest are you? Scores:

Mostly As: Well done! You're a very honest person.

As and Bs: Quite good but you can do better.

Mostly Bs: Honesty is not your strong point!

Finished?

Write three things you would do and three things you wouldn't do if you won the lottery.

If I won the lottery, I'd ...

If I won the lottery, I wouldn't ...

Ask Jenny!



Dear Jenny,
I have a problem at school. There's a girl in my class who bullies me. She makes fun of me and she calls me horrible names. Yesterday she pushed me in our P.E. class and I fell. Because of the bullying I don't want to go to school. I tell my mom that I have a headache or a stomachache because I want to stay at home. I hate lying to my mom, but I don't know what to do.

Emma, fifteen

Dear Emma,
You should tell your mom what's happening. You shouldn't lie to her and you shouldn't miss school. There are some simple things you can do to make things better. During break and between classes you should stay with your friends - they can help you. Another good idea is to write down what happens in a journal. If the bullying continues, then you and your mom should talk to the principal.

Dear Jenny,
My problem is my brother! He's eight years old and he never leaves me alone! He copies everything I do. If I watch a TV show, he watches it! If I listen to music, he listens to it. It's really annoying! The worst part is when my friends come over to my house. He won't leave us alone for a minute. My friends say they don't mind, but I know he annoys them, too. What should I do? I really need my space.

Rob, sixteen



Dear Rob,
Have you spoken to your brother about this problem? You should tell your brother that you need your own time but promise to spend some time with him, too. You should try to find activities to do together and encourage him to make his own friends. You should talk to your parents about the problem. I'm sure they can help!

Reading

1 Before you read Discuss with the class.

What would you do if you had one of the problems below?


- | | |
|-----------------------|---------------------------|
| a a problem at school | c a health problem |
| b a family problem | d a problem with a friend |

2 Read the two letters on Jenny's problem page. Which of the problems in exercise 1 do Emma and Rob have?

3 Answer the questions.


- 1 What is Emma's problem?
- 2 What happened in the P.E. class yesterday?
- 3 What does Emma tell her mom?
- 4 What should Emma do according to Jenny?
- 5 What is Rob's problem?
- 6 What is the worst part of Rob's problem?
- 7 What should Rob promise to do?
- 8 What advice would you give Emma and Rob?

Listening

- 4  Peter's mom is talking to his math teacher, Miss Green. Listen and choose the correct summary of their conversation.

a Miss Green isn't happy with Peter's work. He doesn't pay attention in class and he never does his homework.


b Miss Green isn't happy with Peter's work. He sits at the front of the class, but he never asks questions. He copies his homework from his friends.

- 5  Listen again and check (✓) the advice that Miss Green gives.

Peter should ...

- 1 sit at the front of the class
- 2 listen in class
- 3 do extra lessons
- 4 ask questions when he doesn't understand
- 5 concentrate more
- 6 do his homework

Speaking

- 6 **Pairwork** Read the problems below and then discuss them with your partner. What advice would you give each person? 

a Samuel hates taking piano lessons, but his mom wants him to continue. He has piano lessons twice a week after school, while most of his friends are at basketball practice. He'd like to stop going to piano lessons and play basketball with his friends instead. But Samuel is a very good musician and his mom has spent a lot of money on his lessons. What should Samuel do?

b Megan and Katie are best friends. Megan is a very good student and gets excellent grades but Katie isn't very interested in school. Every day, Katie copies Megan's homework. Megan is afraid that she'll get into trouble if the teachers discover that Katie copies her homework. What should Megan do?

Writing

- 7 Write a reply to one of the people in exercise 6. Give him / her advice.
- Say what you would do to help or what the person should do.
 - Invite the person to write to you if they need to.

1  **Read and listen** Find the following information:

- 1 the name of the mountains _____
- 2 the name of the Rescue Team Leader _____
- 3 the time of the rescue _____

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[About us](#)

[Newsletters](#)

[Editor's blog](#)

ONLINE NEWS

SEARCH AND RESCUE TEAM SAVES TEENS



Search and Rescue team take teens to safety

Difficult and dangerous

The Mount Hood Search and Rescue Team saved three teenagers from the Cascade Mountains near Portland, Oregon, yesterday. The boys wanted to climb Mount Hood but they had problems when the weather suddenly changed. "It started snowing and it was freezing cold and very dark," said Tom Hutchinson (sixteen). "We wanted to get back quickly so we left the mountain trail." But conditions became difficult and dangerous. "We all fell. I cut my knee and sprained my ankle. I have bruises everywhere." Things got worse when Mike Calvert (fifteen) fell and broke his leg. "We tried to make emergency calls but our cell phones didn't work," said Dan Foster (eighteen). "Then, we were worried that no one was going to find us."

Worried parents

At 9 p.m. the boys' worried parents called the emergency services. The search and rescue team found the boys at 7 a.m. yesterday morning. Rescue Team Leader Brad Fox said the boys made some basic mistakes.

"They should have told someone where they were going and they shouldn't have left without checking the weather forecast," he said. "They should have had a map and they should have taken some food, some water, and a first aid kit." Brad said the boys' biggest mistake was leaving the trail. "If they had stayed on the trail, they wouldn't have had so many problems." But the boys made some good decisions. "When Mike fell, they stayed where they were. They would have made things worse if they had moved him," said Brad.

Resting at home

The boys' parents thanked the rescue team. "They worked for hours. If they hadn't found the boys so quickly, things would have been a lot worse," said Mike's mom. The teenagers are now resting at home.



Rescue Team Leader Brad Fox

2 Comprehension Answer the questions.

- 1 Who rescued the teenagers?
- 2 Why did the boys have problems?
- 3 Why did the boys leave the mountain trail?
- 4 What happened to Mike?
- 5 Why couldn't the boys make an emergency phone call?
- 6 What was the boys' biggest mistake?

Language focus

3 Match the sentence halves. Then complete these sentences from the text.

- | | |
|---|--|
| 1 If they had stayed on the trail, | a if they _____ Mike. |
| 2 They _____ things worse | b things _____ a lot worse. |
| 3 If they _____ the boys
so quickly, | c they wouldn't have had so many
problems. |

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



They should have told someone
where they were going.



1 _____



2 _____



3 _____

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

been bought done e-mailed finished gone listened spent studied

I should have bought a birthday present for my aunt.
I shouldn't have been late for school.

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

Injuries

- 1  Match the pictures with the words in the box. Then listen and check.


~~break your leg~~ bruise your knee burn your hand cut your finger get a blister
get a cramp hit your head pull a muscle sprain your ankle

1 break your leg



- 2  Listen to the conversations and complete the chart.

	What happened?	How did it happen?
1	<u>He broke his leg.</u>	<u>He was playing soccer when he fell.</u>
2	_____	_____
3	_____	_____
4	_____	_____

- 3 **Pairwork** Ask your partner which injuries he / she has had and how they happened. 

A Have you ever cut your finger?

B Yes, I have.

A How did it happen?

B I was making a poster for a school science project.

should have Affirmative and negative

Affirmative	
I / you / he / she / it / we / you / they	should have driven
Negative	
I / you / he / she / it / we / you / they	shouldn't have gone

Think!

- Read the sentences. Choose the correct alternatives.

They **should have left** earlier.

They **shouldn't have eaten** so much food.

- Should have and shouldn't have are followed by the 1st past participle / base form.
- We use should have to criticize actions in the 2nd past / present.

Rules p. W20

- 1 Look at the pictures and complete the sentences with *should have* or *shouldn't have* and the correct forms of the verbs.

I **should have gotten** (get) here earlier!



- 1 She _____
_____ (study) harder.



- 2 He _____
_____ (not eat) so much pizza!



- 3 They _____
_____ (not go) to bed at 2 a.m!



- 4 He _____
_____ (park) his car in a parking lot!



- 2 Joe's mom was away for the weekend. Write what Joe should and shouldn't have done.

"I asked you to feed the cat."

You should have fed the cat.

- "You didn't wash the dishes!"
- "The refrigerator is empty! Why didn't you do the grocery shopping?"
- "I'm angry because you invited all your friends over for a party last night!"
- "You're so lazy! You've spent all day watching TV!"
- "You didn't take the dog for a walk!"
- "You didn't take out the trash!"



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

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

Today was a bad day! The problems started the moment I woke up. I was late for school! I **should have asked** my mom to drive me to school, but I ran to the bus stop and I fell and cut my knee. I ¹ _____ because I missed the bus anyway! When I got to school I had a math test. I ² _____ for the test, but I had forgotten about it. I was angry, so I had two burgers and a cake for lunch! I ³ _____ so much because I had a stomachache all afternoon. This evening, I went to the movies with my sister. I ⁴ _____ the time of the movie because we arrived late. The movie was terrible. We ⁵ _____ after the first twenty minutes! What a bad day! I ⁶ _____! I ⁷ _____ in bed!

Finished?

Imagine you get a bad school report. Write three things that you should have or shouldn't have done differently.

I **should have listened more carefully in class.**

Making an emergency call

- 1  Complete the dialogue with the questions in the box. Then listen and check.

~~which emergency service do you need~~ what's your name
can you tell me what has happened where are you

Operator 911. Which emergency service do you need?
Kevin We need an ambulance right away.
Operator 1 _____?
Kevin Kevin. Kevin Rafter.
Operator 2 _____?
Kevin One of my friends has fallen. I think he's broken his leg.
Operator 3 _____?
Kevin We're at Epic Skate Park on West Sunset Boulevard.
Operator I'm sending an ambulance right now. I need you to stay on the line.
Kevin OK, but hurry!

You hear

Which emergency service do you need?

Can you tell me what has happened?

You say

Fire / Police / Ambulance

The house across the road is on fire.
I've just seen some boys breaking into a house.
My grandma has fallen and she isn't moving.

- 2  **Pronunciation** /l/ and /r/ Listen and repeat.

/l/ fallen leg line


/r/ right friends broken

- 3  Listen and choose the correct answers.

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

- 4  Listen to three people making emergency calls. Complete the operator's notes.

	1	2	3
Emergency service needed:	_____	_____	_____
Name:	<u>Carol Mitchell</u>	_____	_____
Details of emergency:	_____	_____	_____
Location:	<u>1224, Westhill Avenue</u>	_____	_____

- 5 **Pairwork** Make emergency calls about the situations below. Invent details and write a similar dialogue to the one in exercise 1. 

• a car accident • a building on fire • a crime



Third conditional

If clause	main clause
If I had gone to bed earlier last night,	I wouldn't have felt so tired this morning.
If you hadn't had so much homework,	would you have come to the party?
Main clause	If clause
I wouldn't have felt so tired this morning	if I had gone to bed earlier last night.
Would you have come to the party	if you hadn't had so much homework?

Think!

- Read the sentences. Then choose the correct alternatives.

If Hana **hadn't eaten** so much cake, she **wouldn't have had** a stomachache.
I **would have watched** that movie if I **had come home** earlier.

- In the *If* clause we use the ¹present perfect / past perfect.
- In the main clause we use ²*would have* / *would* + past participle.
- We use the third conditional to talk about things that ³happened / didn't happen.

Rules p. W21

1 Choose the correct answers.

If Jessica had known Juanes's concert was on TV she **would have watched** / would had watched it.

- If Nick had had enough money, he would have gone / would have been to the ice hockey game.
- The Robinson family would have gone / would gone on vacation if Mr. Robinson hadn't lost his job.
- If Amy hadn't gone out without a jacket, she wouldn't have caught / wouldn't have caught a cold.
- If Rob hadn't left his watch at work, he would have known / would have knew what time it was.
- Kim would have met / would have meet my cousin if she had been at my birthday party.
- We wouldn't have had / wouldn't had had a table at the restaurant if Joey hadn't booked online.

2 Complete the sentences with the correct forms of the verbs.

If I **had played** (play) on Saturday, the team **wouldn't have lost** (not lose) the game.

- They _____ (not steal) your bike if you _____ (lock) it.
- If he _____ (break) his arm, we _____ (call) an ambulance.
- She _____ (buy) the skirt if she _____ (have) some money.
- I _____ (not be) so tired if you _____ (not wake) me up during the night!
- If you _____ (be) more careful, you _____ (not cut) your finger.

3 Complete the sentences with the correct forms of the verbs.



If Jack **hadn't been late** (not be late) **he wouldn't have missed the bus** (not miss the bus).

- _____ (not miss the bus)
_____ (not decide to walk home).
- _____ (not decide to walk home)
_____ (not find a five dollar bill).
- _____ (not find a five dollar bill)
_____ (not buy a lottery ticket).
- _____ (not buy a lottery ticket)
_____ (not win one million dollars).

4 Game! Create a chain with third conditional sentences.

- A If I hadn't come to school today, I would have gone shopping.
B If I had gone shopping, I ...

If I hadn't come to school today, ...
If I had had more time at the weekend, ...
If I had won the lottery last week, ...

Finished?

Write a chain with five third conditional sentences.

If I had won the lottery last week, I would have ...

NEWS

More than a man's best friend



1 A pet dog saved its owner from a fire that started in his house while he was sleeping. The dog woke Mark Finn by barking at his bedroom door while the fire burned the house. "If Rocky hadn't woken me, I would have died," said 43-year-old Mr. Finn, who went to the hospital with some cuts, bruises, and burns. "Rocky never barks when I'm sleeping. He was trying to tell me to get up. And he saved my life! If he hadn't been so brave I wouldn't have survived.



Mark Finn and his hero, Rocky

He put his life in danger to save mine. He's my hero!"

2 Firefighters say that the fire started because of an old electric heater. They believe that Mr. Finn had left some newspapers and boxes near the fire. "I don't think I switched the heater off," said the lucky survivor. "I should have checked before I went to bed. In the future I'll be more careful." The fire moved quickly from the living room to the kitchen where Rocky was sleeping. Soon, the house was full of smoke. "I was very frightened. It was difficult to see and I fell a few times but Rocky helped me to get out," said Mr. Finn.

3 Kelly Armstrong from the local fire department says that Finn is lucky to be alive. "He should have had smoke alarms upstairs and downstairs. These alarms save thousands of lives every year. Fire produces gases that make you sleepy, weak, and confused. You can't smell these gases so if you are asleep the smell

won't wake you but a smoke alarm will." Ms. Armstrong also says it's important to check heaters regularly. "Mr. Finn should have bought a new electric heater. It was old and obviously very dangerous."

Next week, Rocky will receive an animal bravery award for saving Mark Finn's life.



Firefighter Kelly Armstrong

Reading


1 Read the news article. Match the paragraphs with the headings.

- | | |
|-------------|--------------------------------------|
| Paragraph 1 | a How to prevent a fire in your home |
| Paragraph 2 | b How the fire started |
| Paragraph 3 | c How Rocky saved his owner |

2 Answer the questions.

- 1 What was Mark Finn doing when the fire started?
- 2 How did Rocky wake him up?
- 3 What injuries did Mr. Finn have?
- 4 What started the fire?
- 5 What should Mr. Finn have done before he went to bed?
- 6 How do the gases that fire produces make you feel?
- 7 Why is it important to have smoke alarms?
- 8 What will Rocky receive next week?

Listening

- 3  Listen to the news on the radio. Are the sentences true or false? Correct the false sentences.

Sarah Gonzalez is three years old. T

- 1 Her mom fell while she was walking down the stairs.
- 2 Sarah's mom was in the bedroom sleeping when Sarah called 911.
- 3 Sarah learned how to make an emergency call from a book.
- 4 Sarah's mom is in the hospital.
- 5 Sarah's mom broke her leg.



Speaking

- 4 **Pairwork** Read these dilemma cards. Discuss the points below. 

- what the people should have / shouldn't have done
- what you would have done if you had been in these situations

1 Jasmin isn't very good at math, but her best friend Ciara is an excellent student. During their last math test, Jasmin sat next to Ciara and tried to copy. She asked Ciara to pass her the answers. Ciara said "No".

2 Bob bought his friend Jack a lottery ticket for his birthday. Jack won \$1,000 with the ticket. Bob asked Jack for half the money. Jack refused and kept all the money.

3 Jerry saw one of his classmates stealing some money from a bag at school. The owner of the bag reported the crime to the principal. The principal came to the class and accused the wrong student of stealing the money. The real thief and Jerry said nothing.

4 Lisa's science teacher made a mistake on her school report. Instead of giving her 5 / 10, she gave her 10 / 10. Lisa decided not to tell the teacher about the mistake.

Writing

- 5 Write about a mistake (real or imaginary) you made in the past that you now regret. What should or shouldn't you have done? What would have happened if you had done things differently?

When my parents were away for the weekend, I organized a party at my house. I shouldn't have organized the party because ...

Vocabulary

1 Complete the puzzle with seven more illnesses.



								a						
1								t						
							2	o						
							3	o						
								t						
						4		h						
								a						
				5				c						
				6				h						
								e						
						7								

2 Choose the correct answers.

break / sprain your leg

- pull / break a muscle
- get a cramp / a muscle
- sprain your arm / ankle
- hit / pull your head
- burn / get a blister
- bruise your muscle / knee
- cut your finger / blister
- pull / burn your hand

Grammar

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

- "Ella has a high temperature!"
 "You should call (call) the doctor."
 1 "Luca has an exam tomorrow."
 "He _____ (go out) this evening."
 2 "It's Megan's birthday tomorrow."
 "We _____ (buy) her a present."
 3 "I have a stomachache."
 "You _____ (eat) so much food!"
 4 "Joe's in hospital! He's broken his leg."
 "We _____ (visit) him."
 5 "I have three blisters on my feet!"
 "You _____ (wear) those shoes!"
 6 "I've lost my violin!"
 "You _____ (tell) your music teacher."

4 Emi has sprained her ankle badly. Make questions with *should*. Then complete the short answers.

go go rest take play

to the hospital?
Should she go to the hospital?
 Yes, she should.

- her ankle? _____
 Yes, _____.
- basketball this week? _____
 No, _____.
- to school tomorrow? _____
 No, _____.
- a painkiller if it hurts? _____
 Yes, _____.

5 Complete the second conditional sentences.

If I had (have) enough money, I would buy (buy) a computer.

- If I _____ (have) an American e-pal, my English _____ (improve).
- Harry _____ (not be) tired if he _____ (go) to bed earlier.
- What _____ (you / do) if you _____ (lose) your school bag?
- I _____ (not go) to school if I _____ (have) a temperature.
- _____ (your parents / be) angry if you _____ (stay) out until midnight?
- If Katia _____ (play) more sports, she _____ (be) healthier.

- 6 Complete the sentences with the affirmative (✓) and negative (x) forms of *should have* and the verbs.



He shouldn't have gone (go) swimming in the ocean. (x)

- 1 They _____ (take) an umbrella. (✓)
- 2 He _____ (wear) warm clothes. (x)
- 3 She _____ (left) the cake on the table. (x)
- 4 She _____ (clean) her room. (✓)
- 5 You _____ (carry) all those boxes. (x)

- 7 Complete the third conditional sentences.

Nick left his books at school so he didn't prepare for the test.

If Nick hadn't left his books at school, he would have prepared for the test.

- 1 Laura worked on the computer all day and she had a headache.
If Laura _____ on the computer all day, she _____ a headache.
- 2 I didn't invite Kelly to the party because I didn't see her yesterday.
I _____ Kelly to the party if I _____ her yesterday.
- 3 We didn't have time to go to the museum.
If we _____ time, we _____ to the museum.
- 4 I forgot my cell phone because I left the house quickly.
I _____ my cell phone if I _____ the house quickly.
- 5 Luis was late because his alarm clock didn't ring.
Luis _____ late if his alarm clock _____.

Got it?

- 8 Read Nelly's e-mail to Kate. Choose the correct answers.



Hi, Kate
Help! I've said some terrible things to Paul and now he doesn't want to see me. Do you think I should / have to apologize? I probably ¹should / must, but I'm angry with him!
My parents invited him to dinner yesterday and it was a nightmare! First, he missed the bus and he didn't call us. My parents were very angry! If he ²would have called / had called, they ³wouldn't have been / hadn't been annoyed. Then he didn't eat any dinner because he had a toothache! If he ⁴had gone / would have gone to the dentist's last week, he's ⁵hadn't / wouldn't have had a toothache yesterday! Finally, he answered his cell phone during the meal! He ⁶would have created / had created a better impression if he ⁷would have turned / had turned his cell phone off! It isn't fair because if my parents ⁸would know / knew him better, they ⁹would love / loved him! I don't know what to do.
Write back and tell me what I ¹⁰should / should have do!
Love Nelly

- 9 What do you think? Give personal answers to the questions.

- 1 Should Nelly apologize to Paul for the terrible things she said?

- 2 What should Paul have done when he missed the bus?

- 3 Should he have gone to the dinner if he had a toothache?

- 4 What should he have done with his cell phone during the meal?

- 5 Should Paul apologize to Nelly's parents? How?



Stop bullying before it stops you!

What is bullying?

Bullying is when someone tries to make you feel afraid, hurt, or uncomfortable. Some bullies call you names or make fun of you. Others try to take your things or use physical bullying like hitting and kicking.

You're not alone

You probably think that you're the only one experiencing bullying, but it isn't true. Bullying is very common and it can happen to anyone. Lots of celebrities have been victims of bullying. Pop singer Justin Timberlake experienced bullying when he was at school because of his looks. Justin says other kids made fun of him because his arms were too long and his hair was too curly.

Pop singer Christina Aguilera also had a difficult time at school. Christina had her first number one hit when she was at high school. Some of her classmates bullied her because she was famous and they were jealous. They isolated her and they even beat her up! So, the next time a bully makes fun of you, calls you a name, or hits you – think of Justin and Christina. And, remember it's the bully who has the problems – not you!

Why do kids become bullies?

Bullies come in all shapes and sizes, but, if you looked inside their heads, you'd find that they all have one thing in common – someone or something is making them feel insecure and bullying makes them feel better. Some bullies have problems at school or at home. Others think that bullying makes them more popular and some bullies just don't feel good about themselves.

What should you do if someone bullies you?

- You should tell someone. Talk with your parents or a teacher. They can help you.
- You should write down what happens in a journal. Keep a record.
- You should ignore the bully. Walk away confidently with your head up.
- You shouldn't fight back – it will make things worse.
- You should stay with your friends. They can protect you.
- You shouldn't think it's because of you – remember that you are a good person.

1 Before you read Check (✓) the activities below that you think are kinds of bullying. Then read and check your answers.

- 1 calling someone names
- 2 hitting or kicking
- 3 disagreeing with someone
- 4 sending terrible text messages or e-mails
- 5 saying you don't want to go to someone's party

2 Answer the questions.

- 1 What is bullying?
- 2 Why did kids bully Justin Timberlake?
- 3 Why was Christina Aguilera a victim of bullying at school?
- 4 What do all bullies have in common?
- 5 What do some bullies think?
- 6 Who should you talk with if someone bullies you?
- 7 Why shouldn't you fight a bully?
- 8 Who can protect you from bullies?

3 Focus on you Is bullying a problem in your school? Discuss with your partner what you should do to stop it. Use your own ideas or the ideas in the box. Think about ...

- what the school and teachers should do
- what the students should do

have anti-bully lessons have a help box organize a phone helpline
supervise break times support and protect victims of bullying
tell teachers about bullies

Speaking and writing

1 I can talk about how to have a healthy lifestyle. **B1**

You should eat lots of fruit and vegetables.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

2 I can identify different kinds of illnesses and symptoms. **B1**

a stomachache

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

3 I can understand a conversation at the doctor's. **B1**

My arm hurts.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

4 I can talk about past regrets. **B2**

I should have done my homework.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

5 I can identify different injuries. **B2**

break your leg

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

6 I can make an emergency call. **B2**

What emergency service do you need?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

Reading, listening, and writing

		Got it?		
		Yes	I'm not sure	No
7	I can read and understand a text from a problem page in a teen magazine. B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I can write an e-mail giving advice to people with a problem. B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I can read and understand a text about a mountain rescue. B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I can write about a mistake I made in the past. B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember

Vocabulary

- 1 Complete the text with the correct forms of the verbs in the box.

be born have hire get go graduate
retire ~~start~~ take take visit

Home Photos Video

Welcome to the Harding Family Website!

Here's all our news.

- **Jamie started** school in September.
- Grandpa Ed ¹ _____ after thirty years in the same job!
- Cousin Rita ² _____ a baby boy on October 3rd. Baby Tyler ³ _____ at 11:35 p.m.
- Tim ⁴ _____ a job at a café. He will ⁵ _____ from high school next summer.

Our family vacation.

Our vacation in Puerto Rico was great! We ⁶ _____ some bikes and we ⁷ _____ sightseeing in the beautiful town of San Juan. There are lots of old buildings and we ⁸ _____ the Museum of Art and History. After that, we ⁹ _____ a tour of the rain forest and we ¹⁰ _____ lots of photos.

- 2 Complete the advice for the illnesses and injuries.

Illness or injury

- hit** your head
- 1 c _____ your finger
- 2 a s _____ t _____
- 3 get a c _____
- 4 a t _____
- 5 b _____ your hand
- 6 b _____ your leg
- 7 a h _____
- 8 a c _____

What you should do

- put some ice on it
- put a plaster on it
- drink some honey and lemon
- massage the muscle
- go to the dentist's
- put it in water
- have an X-ray
- take a pill
- rest in bed

Grammar

Past perfect / Simple past

- 3 Write the correct forms of the verbs.

Matt **called** (call) his dad because someone **had stolen** (steal) his bag.

- The teacher _____ (be) angry because the students _____ (cheat) during the test.
- When we _____ (arrive) at the airport our flight _____ (leave).
- They _____ (pay) for the meal when I _____ (return) from the bathroom.
- I _____ (call) him after I _____ (send) him an e-mail.

Past narrative tenses

- 4 Write the correct forms of the verbs.

It was the last day of our vacation. While we **were walking** (walk) around town, it ¹ _____ (start) raining. We were outside a museum so we ² _____ (go) inside and we ³ _____ (take) a tour. But the tour ⁴ _____ (be) slow and the guide ⁵ _____ (be) boring so we ⁶ _____ (decide) to leave! We ⁷ _____ (run) through a door and down some stairs. We ⁸ _____ (decide) to go back, but when we returned someone ⁹ _____ (lock) the door. We ¹⁰ _____ (spend) the last night of our vacation in the basement of the museum!

Permission: can / could / be allowed to

- 5 Choose the correct answers.

I **was allowed to** / can leave school early yesterday because I felt ill.

- Mom says I **can't** / couldn't go to the movies this evening. I have to finish my science project!
- When I went to school I **can't** / was allowed to wear jeans and sneakers.
- The sign says you **can't** / weren't allowed to park your car here!
- We have a math test tomorrow. The teacher says we **aren't allowed to** / couldn't use our calculators!
- You **can't** / couldn't touch the ball with your hands when you play soccer.

used to

- 6 Complete the stories with the correct forms of *used to* and the verbs in the box.

ask live love not eat say think

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

"I ¹ _____ penguins when I was a child!
I ² _____ my mom for a pet penguin. I thought it could live in the freezer!" Ethan, Oregon

"When I was a child we ³ _____ in a town called Cedar Rapids. I ⁴ _____ the name of the town was "See the Rabbits!" Abigail, Idaho

"I ⁵ _____ peas. I thought they were fish eyes!"
Emma, Maine

should / shouldn't

- 7 Complete the sentences with the affirmative (✓), negative (✗), or interrogative (?) forms of *should* and the verbs.

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

- _____ (I / play) sports? (?)
- You _____ (sleep) a lot or just relax. (✓)
- You _____ (drink) a lot of tea, coffee, or cola because they dehydrate you. (✗)
- You _____ (eat) junk food. (✗)
- You _____ (cover) your mouth if you cough. (✓)
- You _____ (wash) your hands frequently. (✓)

Second conditional

- 8 Complete the second conditional sentences.

If I won (win) the lottery, I would buy (buy) a horse.

- If Jack _____ (ask) me to marry him, I _____ say "Yes!"
- I _____ (be) terrified if I _____ (see) a snake!
- _____ (you / call) the police if you _____ (hear) a strange noise in the night?
- If Macy _____ (have) her own room, she _____ (paint) it pink.
- _____ (you / be) angry if your friend _____ (not invite) you to their party?

should have / shouldn't have

- 9 Write sentences with *should have* or *shouldn't have* and the correct forms of the verbs.

I met my ex-boyfriend yesterday. I'm sorry I didn't tell him what I really think of him!
(tell) She should have told him what she really thinks of him.

- Last Sunday was Harry's grandma's birthday. He didn't send her a card!
(send) _____
- Sally spent all her money on expensive shoes. Now, she doesn't have any money to go out.
(not spend) _____
- Rick copied during his test. Now he is in trouble at school.
(not copy) _____
- The children have stomachaches. They ate all the chocolate cookies.
(not eat) _____

Third conditional

- 10 Read the story. Then complete the sentences.

While she was cleaning her room, Sylvia saw a spider. She was scared of spiders so she shouted for help. Jake walked his dog. He was in front of Sylvia's house when he heard her. He rescued Sylvia from the spider. She fell in love with her hero and six months later the happy couple got married.

Sylvia wouldn't have seen (not see) the spider if she hadn't cleaned (not clean) her room.

- She _____ (not start) shouting for help if she _____ (not be) terrified of spiders.
- If Jake _____ (not walk) his dog, he _____ (not hear) her shouting.
- Jake _____ (not hear) Sylvia shouting if he _____ (not be) in front of her house.
- If he _____ (not rescue) her from the spider, she _____ (not fall) in love with him.
- If Sylvia _____ (not be) scared of spiders, she _____ (not get) married to Jake!

1  **Read and listen** Check (✓) the correct answer.

Who makes all the decisions in the couple?

a Babe

b Herb

LOVE IS IN THE AIR!

After a whirlwind romance, wedding bells are ringing for soccer superstar Herb Costa Ramos and his new fiancée Babe La Belle! Our reporter, Luke Scoop, traveled to Beverly Hills to meet the couple and talk about their plans.

Luke Hey, guys! Congratulations on getting engaged! Great news!

Babe Thanks, Luke. We're very happy, aren't we?

Herb Yes, we are, Babe.

Luke You haven't known each other very long, have you?

Babe No, we haven't. We only met each other last month, but we fell in love immediately, didn't we?

Herb Yes, honey, we did.

Luke And now you're going to get married soon, aren't you?

Babe Yes, that's right! I can't wait! We're going to have a big wedding with 1,000 guests!

Herb Are we?

Babe Yes, of course we are, Herb! It's my special day, isn't it?

Herb Yes, honey.

Babe And I make all the decisions, don't I?

Herb Yes, you do.

Luke Let's talk about your family life. You have just bought a beautiful house in Beverly Hills, haven't you?

Babe Yes, we have! It's wonderful! You didn't like it at first, though, did you?

Herb No, I didn't. It's very big!

Babe No, it isn't! Not compared to other houses in Hollywood! It only has 30 rooms! Anyway, we'll need a big house when we have children, won't we?

Herb Yes, I suppose so.

Luke What about your honeymoon? You're going to Hawaii, aren't you?

Babe Yes, we are – and my mom's coming, too, isn't she?

Herb What? Your mom?

Babe But Herb! You love my mom, don't you?

Herb Yes, of course honey.

Luke OK! Well, thanks for your time and I wish you – and your mom – lots of luck on your wedding day and for your future life together!

Herb and Babe at home



2 Comprehension Answer the questions.

- 1 How long have Babe and Herb known each other?
- 2 What are they going to do soon?
- 3 What is their wedding going to be like?
- 4 Where have they just bought a house?
- 5 Where are they going on their honeymoon?
- 6 Who is going with them?

Language focus

3 Match the statements with the correct question tags.

- | | |
|--|--------------|
| 1 <u>We're</u> very happy, | a isn't it? |
| 2 <u>We fell</u> in love immediately, | b don't I? |
| 3 <u>It's</u> my special day, | c aren't we? |
| 4 <u>I make</u> all the decisions, | d won't we? |
| 5 <u>You didn't like</u> it at first, | e don't you? |
| 6 <u>We'll need</u> a big house when we have children, | f didn't we? |
| 7 <u>You love</u> my mom, | g did you? |

4 Complete the sentences with the missing question tags from the text.

You haven't known each other very long, have you?

- 1 You're going to get married soon, _____?
- 2 You two have just bought a beautiful house in Beverly Hills, _____?
- 3 You're going to Hawaii, _____?
- 4 My mom's coming, too, _____?

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

Name _____

Home and school
lives in _____

travels to school by _____

Sports
plays / does / goes _____

likes _____

TV
watches _____

hates _____

6 Pairwork Check the information in exercise 5 with your partner.

- You live in ... , don't you?
- You travel to school by ... , don't you?
- You play ... , don't you?

Relationships

- 1  Match the pictures with the words in the box. Then listen and check.

break up with someone fall in love with someone get divorced from someone
get engaged to someone get married to someone go out with someone
have an argument with someone **meet someone**

Look!

get engaged / married / divorced

We **got married** in 2009.

be engaged / married / divorced

We **are married** now.

fall in love


They **fell in love** immediately.

be in love

They **are in love** now.

1 meet someone



- 2 **Pairwork** Imagine it is a year after Luke Scoop's interview with Herb Costa Ramos and Babe La Belle. Look at the pictures of *GOSSIP! Magazine* and discuss with your partner what has happened in the last twelve months. 



- A What happened in April?
B Herb and Babe got engaged.

Question tags with *be* Simple present and simple past

Question tags with <i>be</i>		
Simple present	I'm late, aren't I?	I'm not a student, am I?
	You're married, aren't you?	You aren't engaged, are you?
	Julia is your friend, isn't she?	He isn't divorced, is he?
Simple past	I was early, wasn't I?	I wasn't on vacation, was I?
	You were happy, weren't you?	You weren't late, were you?
	She was in love, wasn't she?	He wasn't here, was he?

Think!

Complete the rules.

- When the first part of the sentence is affirmative, the question tag is ¹ _____.
- When the first part of the sentence is negative, the question tag is ² _____.
- The negative question tag for *I'm* is ³ _____.

Rules p. W26

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

aren't they are we is he isn't it
isn't she wasn't it was she weren't they
were there

Emi's sixteen, **isn't she?**

- Juan and Sofia are engaged, _____?
- That movie was good, _____?
- It's a lovely day, _____?
- Emma wasn't with Tom at the party, _____?
- Koji isn't in love, _____?
- There weren't many people at the wedding, _____?
- We aren't late, _____?
- They were very happy, _____?

Question tags with *do* Simple present and simple past

Question tags with <i>do</i>		
Simple present	I live in Canada, don't I?	I don't study French, do I?
	You like hip-hop, don't you?	You don't eat fish, do you?
	Jim plays soccer, doesn't he?	Su doesn't write books, does she?
Simple past	I saw the movie, didn't I?	I didn't meet Sal, did I?
	You came home, didn't you?	You didn't have lunch, did you?
	She took photos, didn't she?	Jon didn't arrive late, did he?

Rules p. W26–W27

2 Complete the sentences with question tags.

They had a terrible argument, **didn't they?**

- You don't like love stories, _____?
- Kevin and Laura broke up yesterday, _____?
- Mr. Black doesn't teach Spanish, _____?
- You love Lady Gaga, _____?
- Tom didn't meet Kate at school, _____?
- Gloria comes from Spain, _____?

3 Tuan is a new student in your class. Write eight sentences with question tags for him with the information below.

- last name Pham
- age 16
- comes from Hai Phong in Vietnam
- left Vietnam two years ago
- his dad got a job here
- doesn't have any brothers or sisters
- likes technology
- doesn't like pop music


1 Your last name is Pham, **isn't it?**

Finished?

Write four sentences with question tags about a famous person.

Fanny Lu is Colombian, **isn't she?**

Checking information

- 1  Chloe is talking to Federico, who is on vacation in Orlando. Listen and choose the correct answers.

Chloe Hey, Federico! My friend Amy has told me all about you. You're here on vacation, aren't you / don't you?

Federico Yes, I am.

Chloe You went to the Wizarding World of Harry Potter yesterday, ¹went you / didn't you?

Federico Yes, I did.

Chloe The tickets were expensive, ²were they / weren't they?

Federico Yes, they were, but it was awesome.

Chloe You've never been to the U.S. before, ³have you / did you?

Federico No, I haven't.

Chloe You aren't going to stay very long, ⁴are you / aren't you?

Federico No, I'm not. I'm going to stay for a week.

Chloe You like the weather, though, ⁵do you / don't you?

Federico Yes, I do! And I love all the theme parks here!



You ask

You're here on vacation, aren't you?
 You went to ... yesterday, didn't you?
 The tickets were expensive, weren't they?
 You haven't been here before, have you?
 You aren't going to stay very long, are you?

You answer

Yes, I am. / No, I'm not.
 Yes, I did. / No, I didn't.
 Yes, they were. / No, they weren't.
 No, I haven't. / Yes, I have.
 No, I'm not. / Yes, I am.

- 2  **Pronunciation** Listen and repeat.

1 You're here on vacation, aren't you?

2 You went to a theme park yesterday, didn't you?

3 You've never been to the U.S. before, have you?

4 You aren't going to stay very long, are you?

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


1 You're American, _____?

2 You don't speak my language, _____?

3 You've never been here before, _____?

4 You went to a museum yesterday, _____?

5 You're going home on Sunday, _____?

- 4 **Pairwork** Write five things you think you know about your partner. Use the ideas below. Check the information using question tags. 

age favorite subject hobbies plans for the future vacations

A You're sixteen, aren't you?

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



Question tags

Other tenses and modal verbs

Other tenses	
Present progressive	She's having a baby, isn't she?
<i>be going to</i>	You're going to go out with Rob tomorrow, aren't you?
Past progressive	You weren't listening to me, were you?
Present perfect	You haven't seen Vera, have you?
Past perfect	You'd met Karl before, hadn't you?
<i>will</i> : future	You won't be at the meeting, will you?
Modal verbs	
<i>can</i>	I can go out tonight, can't I?
<i>should</i>	Tina and Mark shouldn't argue, should they?
<i>could</i>	We couldn't hear, could we?

Think!

Choose the correct alternative.

- In other tenses and with modal verbs, the auxiliary or modal verb / main verb is used in the question tag.

Rules p. W27

1 Match the statements with the question tags.

- | | |
|--|---------------------------------------|
| 1 The movie hasn't started yet, | <input checked="" type="checkbox"/> b |
| 2 You won't be at home this evening, | <input type="checkbox"/> |
| 3 Harry and Ellie aren't getting divorced, | <input type="checkbox"/> |
| 4 Ricardo can't speak English, | <input type="checkbox"/> |
| 5 They'd had problems for ages, | <input type="checkbox"/> |
- a are they?
b has it?
 c can he?
 d will you?
 e hadn't they?

2 Complete the sentences with the correct forms of the verbs in the box.

eat fly **go** show visit

- You **have** never **been** to Australia, have you?
- We _____ London last year, didn't we?
 - They _____ lunch, weren't they?
 - You _____ on an airplane before, had you?
 - You _____ me the photos, won't you?

3 Danny and Gemma are talking about their first date. Complete the dialogue with question tags.



- Danny Can you remember our first date?
 Gemma Of course, I can! It was raining, **wasn't it**?
 Danny Yes, it was. There was a terrible storm!
 Gemma And I had forgotten to take an umbrella, **1 _____**?
 Danny Yeah, you got very wet!
 Gemma We went to the movies to escape the storm, **2 _____**?
 Danny Yes, but you had already seen the movie, **3 _____**?
 Gemma Oh yes! Three times! It was *Star Wars*, **4 _____**?
 Danny Yes, it was. You fell asleep, **5 _____**?
 Gemma Yes, I think so. I was hungry, but we didn't eat out, **6 _____**?
 Danny No, I'd just been to the dentist's, and I couldn't eat anything, **7 _____**?
 Gemma That's right! You had a terrible toothache, **8 _____**?
 Danny Yes, I did. What a terrible date!

4 Game! Question tag!

Student A: Say a sentence.

Student B: Add the tag and say another sentence.

A We've already had lunch, ...

B ... haven't we?

B It won't be hot tomorrow, ...

A ... will it?

Finished?

Write five statements with question tags with the tenses and modal verbs in the box.

simple past present perfect *will*: future
 the modal verbs *can* and *should*

You played basketball yesterday, didn't you?

Love celebrated around the world

Everyone has heard of St. Valentine's Day, haven't they? Traditionally, people send cards, chocolates, and flowers to the people they love on February 14th. But it isn't the only way love is celebrated around the world. Our reporter, Kelly Wilson, asked two young people about how and when people celebrate love in their countries.



Catalonia: La Diada de Sant Jordi



Brazil: Dia dos Namorados

Dia dos Namorados (Boyfriends' / Girlfriends' Day) – Brazil

- Kelly Dia dos Namorados is in June, isn't it Gustavo?
- Gustavo Yes, it is. It's on June 12th.
- Kelly Why June 12th? Is there a special reason?
- Gustavo Yes, there is. It's the day before St. Anthony's Day. St. Anthony is the patron saint of marriages and couples in Brazil.
- Kelly And how do you celebrate?
- Gustavo It's similar to St. Valentine's Day. People give presents or cook special meals at home. Then there are concerts and celebrations around the country.



La Diada de Sant Jordi (St. George's Day) – Catalonia, Spain

- Kelly In Catalonia, you celebrate love on April 23rd, don't you Clara?
- Clara Yes, we do. It's St. George's Day. St. George is the patron saint of Catalonia, as well as many other countries like England and Greece. In Catalonia, we sometimes call St. George's Day "The Day of the Rose" or "The Day of the Book".
- Kelly You give presents to each other, don't you?
- Clara Yes, we do. Traditionally men give women roses and women give men a book to celebrate the day.
- Kelly Why is that?
- Clara I'm not sure, but some people say "a rose for love, a book forever".
- Kelly It's a very popular tradition in Catalonia, isn't it?
- Clara Yes, it is, particularly in Barcelona. We have a famous shopping street called La Rambla and on April 23rd hundreds of people sell roses and books there. Then there are street performers and musicians in the streets downtown and a lot of the book stores and cafés join in the celebrations. It's a great day!

Reading

1 Read the article and match the festivals with the dates.

- | | |
|--------------------------|-----------------------------|
| 1 St. Valentine's Day | a June 12 th |
| 2 La Diada de Sant Jordi | b February 14 th |
| 3 Dia dos Namorados | c April 23 rd |

2 Answer the questions.

- 1 How do people traditionally celebrate St. Valentine's Day?
- 2 Who is St. George?
- 3 What names are sometimes given to St. George's Day in Catalonia?
- 4 Why do people use these names?
- 5 What happens in Barcelona on the day of the festival?
- 6 Why is the date of Dia dos Namorados special in Brazil?
- 7 Who is St. Anthony?
- 8 How do Brazilian people celebrate Dia dos Namorados?

Listening

3 Listen to Kelly interviewing Maki about St. Valentine's Day traditions in Japan and South Korea. Are the sentences true or false?

Japanese people don't celebrate St. Valentine's Day.

False

- 1 On February 14th, men give chocolates to women.
- 2 On March 14th, Japanese people celebrate White Day.
- 3 Women give white chocolates to men on this day.
- 4 People in South Korea celebrate three love festivals.
- 5 Their third festival is called Black Day.
- 6 Some girls eat black noodles on this day.
- 7 Their boyfriends pay for the noodles.



South Korea: St. Valentine's Day, White Day, Black Day



Japan: St. Valentine's Day, White Day

Speaking

4 **Pairwork** Discuss the festivals you have read or heard about on these pages. Check the facts that you can remember about each festival. Use question tags.

- A People in Catalonia celebrate love in April, don't they?
 B Yes, they do. They don't give chocolates, do they?
 A No, they don't.

Writing

5 Write about how love is celebrated in your country. Give your opinion of the celebrations.

- Do you celebrate St. Valentine's Day in your country?
- What traditions are there on the day?
- Is St. Valentine's Day popular?
- What do you think of it?
- Are there any other days when love is celebrated in your country?
- When and where are they?
- What traditions do they have?
- What do you think of them?



1  **Read and listen** Answer the questions.

- 1 What is Brett Armstrong's job?
- 2 What is his new book about?
- 3 What is the name of the book?

Mysterious History

Presenter Welcome to *Mysterious History*, a show about the ancient world.

Today, we're talking to marine archaeologist Brett Armstrong, the author of a book about the Yonaguni monument in Japan. Brett, what is the Yonaguni monument?

Brett Yonaguni is a small island near the south coast of Japan. In 1987, divers discovered an underwater rock formation there. It's between 6,000 and 10,000 years old. Many people believe that it may be the temple of an ancient civilization. Others think that ocean currents moving naturally over the rocks may have caused the rock formations.

Presenter OK. What evidence do the experts have for the man-made theory?

Brett They say that the formation can't be the result of ocean currents because it's too perfect. Areas of the monument look like a building. There's something that may have been a staircase and there's a rock that might be the shape of a turtle. Divers have found rocks with strange lines on them that might be ancient drawings. But it's very difficult to prove these theories.

Presenter If it was man-made, what do you think the monument was?

Brett It might have been a temple. The island may have been an important port or city thousands of years ago.

Presenter What about people who think that the rocks are natural?

Brett Some experts say that humans couldn't have built the monument because it's too big and that it's the result of ocean currents. They say that strong ocean currents can create very straight lines that may look artificial. Other experts say that Yonaguni is in an earthquake zone and that sometimes earthquakes create very regular rocks. Lots of earthquakes over thousands of years might have created Yonaguni.

Presenter And what do you think? You must have an opinion!

Brett Well, I think that I might have solved the mystery, but you'll have to buy my book to find out!

Presenter Thanks for talking with us today, Brett. You can buy Brett's book, *Underwater Mystery*, in bookstores now!



2 Comprehension Answer the questions.

- 1 What is the radio show *Mysterious History* about?
- 2 Where is the Yonaguni monument?
- 3 When did divers discover it?
- 4 How old is the monument?
- 5 What evidence is there to support the man-made theory?
- 6 What evidence is there to support the natural theory?

Language focus

3 Complete the following paragraph from the text with *a*, *an*, *the*, or write a line (-) where no article is needed.

Yonaguni is a very small island near ¹ _____ south coast of ² _____ Japan. In 1987 divers discovered ³ _____ underwater rock formation there. It's between 6,000 and 10,000 years old. Many people believe that it may be ⁴ _____ temple of ⁵ _____ ancient civilization. Others think that it may have been caused naturally by ocean currents moving over ⁶ _____ rocks.

4 Complete these sentences from the text with *may*, *might*, *can't*, or *must* + verb.

Many people believe that it may be the temple of an ancient civilization.

- 1 They say that the formation _____ the result of ocean currents because it's too perfect.
- 2 There's a rock that _____ the shape of a turtle.
- 3 Divers have found rocks with strange lines on them that _____ ancient drawings.
- 4 They say that strong ocean currents can create very straight lines that _____ artificial.
- 5 You _____ an opinion!

5 Complete these sentences from the text with *may have*, *might have*, or *could have* + past participle.

Others think that ocean currents moving naturally over the rocks may have caused the rock formations.

- 1 There's something that _____ a staircase.
- 2 It _____ a temple.
- 3 The island _____ an important port or city thousands of years ago.
- 4 Some experts say that humans _____ the monument because it is too big.
- 5 Lots of earthquakes over thousands of years _____ Yonaguni.

6 Focus on you Look at the photos. Write what these objects might be.




1 It might be a bag.

7 Pairwork Discuss the objects with your partner.

- A What do you think photo one is?
- B It might be a bag.

Mystery

- 1  Complete the definitions with the correct forms of verbs in the box. Then listen and repeat.

disappear doubt explain investigate prove
record solve study witness

- 1 If something disappears it stops existing or you can no longer see it.
- 2 When you _____ something you see it happening.
- 3 If you _____ something you show that it is true or correct.
- 4 When you _____ a problem you find an answer for it.
- 5 If you _____ something you write it down, film it, or put it on a computer so that you can look at it again in the future.
- 6 When you _____ something you try to find all the facts about it.
- 7 If you _____ something you think it is not true or possible.
- 8 When you _____ something you spend time learning about it.
- 9 If you _____ something you tell someone how something works.

- 2 Complete the text with the correct forms of the verbs in exercise 1.



Archaeologists at work



Stonehenge



The Mystery of Atlantis

Archaeologists investigate ancient civilizations. They ¹ _____ ancient sites and ² _____ their findings. They develop theories to ³ _____ how people lived in the distant past. Of course, it isn't easy and some ancient mysteries are impossible to ⁴ _____. Archaeologists ⁵ _____, for example, that we will ever know why Stonehenge was built or if the lost city of Atlantis really existed.

- 3 **Pairwork** Work in pairs. How quickly can you write sentences using the words and expressions below? 

Hundreds of people witnessed the mysterious lights in the sky last night.

Hundreds of people	solved	the mystery of the Easter Island heads.
Archaeologists	disappeared	the mysterious lights in the sky last night.
The Aztec Empire	witnessed	that Tutankhamun died of unnatural causes.
Nobody has ever	study	in the early 16 th century.
Scientific evidence	has not proved	the human past.

Possibility: *may / might, must, and can't*

Possibly

It **may** be an old book, but an expert needs to check it.
We **might have** an answer, but we're not sure.

Definitely

Your dad **must be** home, his car is here.
I don't believe it! It **can't be** true!

Think!

Complete the rules.

- When we are not sure about something we use ¹ _____ and ² _____.
- When we are sure about something we use ³ _____ and ⁴ _____.
- After a modal verb we use the ⁵ _____ of the main verb.

Rules p. W32

1 Choose the correct answers.

The other answers are all wrong so this **must** / **may** be the correct answer.

- 1 That **can't** / **might** be Daisy. She's got blond hair not black hair.
- 2 A "Where's Katy?"
B "I'm not sure. She **must** / **might** be in the living room."
- 3 He passed his test. He **must** / **can't** be happy.
- 4 Look at those books. He **must** / **may** read a lot.
- 5 They look quite similar. They **may** / **can't** be brother and sister.
- 6 This **must** / **may** be Di's. Her name is on it.

2 Kelly and Ross are talking about a photo in a book. Complete the dialogue with *might, must, or can't*.

- Kelly That's an amazing photo! What is it?
Ross I'm not sure. It **might** be a famous temple.
Kelly It ¹ _____ be thousands of years old. Where do you think it is?
Ross It looks oriental, so it ² _____ be in Europe or North America.
Kelly I don't know. It ³ _____ be in Latin America or Asia.
Ross Oh, it says here it's in Cambodia. It's Jayavarman's temple in the ancient city of Angkor Thom.
Kelly It ⁴ _____ be an awesome place to visit.

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

Possibly

He **may (not) have gone** to the doctor's.
They **might (not) have heard** the truth.

Definitely

It **must have rained** in the night.
Life **couldn't have been** easy in the past.

Think!

Complete the rules.

- Possibility in the past: affirmative
We use ¹ _____ or ² _____ + *have* + past participle.
- Possibility in the past: negative
We use *may* or *might* + ³ _____ + *have* + past participle.
- Certainty in the past: affirmative
We use ⁴ _____ + *have* + past participle.
- Certainty in the past: negative
We use ⁵ _____ + *have* + past participle.

Rules pp. W32–W33

3 Read the text. Write sentences with *might, must, or couldn't + have + past participle*.

Police are investigating the robbery of a Greek statue from a museum in Dallas, Texas. They believe that thieves broke a window on the second floor to enter the museum. The statue was very heavy so the police believe that at least three thieves took part. They found some keys outside the museum which they think may belong to one of the thieves. A witness saw a red truck leaving the museum car park at 2 a.m.

The thieves / enter / the museum / through the broken window

The thieves must have entered the museum through the broken window.


- 1 There / be / more than one thief
- 2 One person / carry / the heavy statue alone
- 3 One of the thieves / lose / his keys
- 4 They / leave / in a red truck

Finished?

Why do you think the thieves stole the Greek statue? Write sentences with *might, may, must, or couldn't + have + past participle*.

They might have liked Greek statues.

Speculating

- 1  Grace and Matthew are outside a movie theater. Listen and complete the dialogue with the verbs in the box.

can't have forgotten ~~do you think~~ might be late
might have forgotten might have left might have missed

- Grace Where **do you think** Mark is? He's very late.
- Matthew He ¹ _____ about the movie.
- Grace No, he ² _____. I talked with him about it this morning.
- Matthew Well, the bus ³ _____.
- Grace Or he ⁴ _____ it!
- Matthew Let's call him ... He isn't answering.
- Grace He ⁵ _____ his cell phone at home.
- Matthew Look! There he is!
- Mark Where have you guys been? It's late. We're going to miss the movie!



You ask

Where do you think ...?
What do you think ...?
Who do you think ...?

You answer

(He) might be ...
(He) must be ...
(He) can't be ...
(He) might have ...
(He) must have ...
(He) couldn't have ...

- 2  **Pronunciation** /ə/ Listen and repeat.

- I **must have** left it in the gym.
- He **might have** missed the bus.
- You **must have** left them at her house.
- You **might have** put it in your bag.

- 3  Listen to three conversations and complete the chart.

	1	2	3
what the person can't find	_____	_____	_____
where they left it	_____	_____	_____

- 4 **Pairwork** Practice dialogues for the situations in the chart. Write a similar dialogue to that in exercise 1. 

Problem	Speculation
Your friend hasn't come to school today.	ill / at the dentist's / missed the bus
Someone hasn't come to your party.	forgotten / can't find the house / confused about the date
You've lost your cell phone.	left it at school / on the bus / at home

a / an, the, no article

Think!

Complete the rules with *a / an, the, or no article*.

- We use ¹ _____ when we talk about something for the first time.
- We use ² _____ when it is clear what we are talking about, for example when the noun is mentioned for a second time or it is already known. We also use ³ _____ with nouns that are unique, names of instruments, and with some geographical features.
- We use ⁴ _____ when we talk about things in general, people's names, languages, and with countries that don't include *United, Kingdom, or Republic*.

Rules p. W33

1 Choose the correct answers.

Could you close the / a door please?

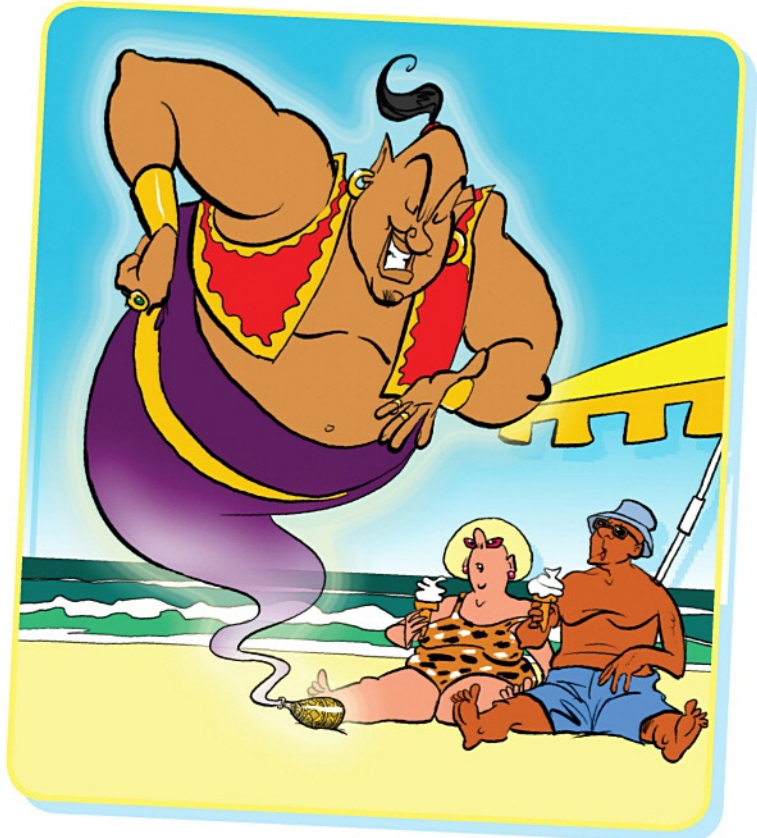
I don't speak Vietnamese / the Vietnamese

- Where's the / a teacher? She's very late!
- Mom! Look! There's the / a / an armadillo in the / a yard!
- The Santiago / Santiago is the capital city of Chile.
- Jason / The Jason lives in the / a small town.
- Where's the / a DVD you borrowed from Chrissie?
- My dad works in a / an office.
- Books / The books are very expensive in my country.
- I've bought a / the new cell phone.

2 Complete the text with *a, an, the, or write a line (-) where no article is needed.*

Police in Bellevue, - Canada are looking for ¹ _____ man who robbed ² _____ bank on 212 Street. ³ _____ man walked into the bank at 11 a.m. yesterday and gave ⁴ _____ note to ⁵ _____ bank clerk. ⁶ _____ bank clerk read ⁷ _____ note and then put some money in a bag and gave it to ⁸ _____ man. He took ⁹ _____ bag and walked out of ¹⁰ _____ bank. He got into ¹¹ _____ old, red car and drove to ¹² _____ Cowley. ¹³ _____ Officer Dominic West would like to talk with anyone who witnessed ¹⁴ _____ crime.

3 Complete the funny story with *a, an, the, or write a line (-) where no article is needed.*



A married couple, both 60 years old, were celebrating their 40th wedding anniversary. They went on ¹ _____ vacation to ² _____ expensive resort. One day, they went for ³ _____ romantic walk by ⁴ _____ ocean. While they were walking, they found ⁵ _____ unusual yellow bottle. They opened ⁶ _____ bottle and ⁷ _____ genie came out. The genie said "I will give you both ⁸ _____ wish for freeing me from ⁹ _____ bottle." ¹⁰ _____ wife had always wanted to visit ¹¹ _____ Hawaii so ¹² _____ genie clapped his hands and ¹³ _____ wife had two tickets for ¹⁴ _____ Honolulu in her hand. The husband said "I want ¹⁵ _____ wife who's thirty years younger than me!" So ¹⁶ _____ genie clapped his hands and ...

4 Game! How do you think the story finishes? Discuss with your partner.

5 Look at the bottom of the page for the answer.

Finished?

Write a funny story or joke that you have heard. Read it out to your classmates.

... the husband was suddenly 90 years old!

IT CAN'T BE TRUE!

In the 1980s, it was popular for tourists from New York City to go on vacation in Florida. When they were there, lots of the tourists bought baby alligators as souvenirs. They took them home and kept them as pets. But they soon discovered that these animals weren't easy pets to look after and were even dangerous. Many people decided to put the alligators into the Hudson River or down their toilets. Today, there are hundreds of alligators living in the sewers under New York City!

You may have already heard this story. You may have read it on the Internet or someone might have sent it to you in an e-mail. It's an example of an urban legend – a humorous or shocking story that is passed from person to person. Urban legends may seem true, but they're usually false. They exist in many versions and the details often change. But one thing stays the same – they're always fun to read!

One hot, sunny day in Los Angeles a young man was crossing the street. He was carrying a heavy bag and was very tired. Suddenly, he remembered that he had left another bag at the bus station. He looked around, saw that there was nobody on the street and decided to leave the heavy bag on the sidewalk. He ran back across the street to the bus station. Two men were driving past when they saw the bag and got out of the car to steal it. They drove off down the street, but suddenly the car stopped and the two men quickly jumped out of the car onto the sidewalk. The young man worked at the Los Angeles Zoo and had traveled back from Arizona with a wild bobcat in his bag!

Reading

1 Read the article. Then answer the question.

1 What is an urban legend?

2 Answer the questions.

- 1 In the story, where do the alligators live in New York City?
- 2 Who brought the baby alligators to New York?
- 3 Why did the people decide they didn't want the alligators in their homes?
- 4 Where did people put their unwanted alligators?
- 5 What was the young man carrying?
- 6 Why did the young man go back to the bus station?
- 7 What did the two men do?
- 8 What was inside the young man's bag?




Listening

- 3  Dylan is asking Jada about urban legends. Listen to Jada's answers and complete these sentences.


Jada thinks that some urban legends are stupid but most of them are fun.

- 1 She thinks that some legends may be _____.
- 2 She likes horror and _____ legends.
- 3 She says that legends are passed from _____ to _____ . She also says that the _____ is a great way to start an urban legend.
- 4 Her favorite legend is about a woman who was stuck to a toilet seat because _____.

Speaking

- 4 **Pairwork** Discuss the following questions about urban legends with your partner. 

- What do you think of urban legends?
- Do you think any of them could be true?
- What type of urban legends do you like?
- How do you think urban legends start?
- What's your favorite urban legend?

- 5 **Pairwork** Read the urban legend and discuss the ending with your partner. 

What do you think the person wrote in the note? Discuss with your partner.

- A He might have written his name and his phone number.
 B I'm not so sure about that. This is an urban legend. The answer must be funny or shocking.
 A Well, the note may have been blank.
 B Or he might have written ...

- 6  Now listen to the story. Did you guess the correct ending?

Writing

- 7 **Write your own urban legend. Use one of these ideas or invent your own:**

- Your friend walks into the school bathroom and finds a wild animal. What type of animal is it? How did it get there? What happened next?
- A family member receives a large box in the mail. Inside the box there is something shocking. What's in it? How could it have got there? What happened next?



Vocabulary

1 Complete the phrases with the verbs in the box.

break up fall get get get
~~go out~~ have meet

go out with someone

- 1 _____ engaged to someone
- 2 _____ someone
- 3 _____ with someone
- 4 _____ an argument with someone
- 5 _____ in love with someone
- 6 _____ married to someone
- 7 _____ divorced from someone

2 Complete the sentences with the correct forms of the verbs from exercise 1.

- 1 I _____ my boyfriend at a party. He was a friend of a friend.
- 2 Have you heard the news? Nigel and Gemma just _____! They're going to get married next year!
- 3 My wife and I _____ in 2004. We had a religious ceremony.
- 4 I wasn't interested in romance when I met Harry, but I soon _____ with him!
- 5 Rita has been married three times! She _____ from her last husband six months ago.

3 Complete the texts with the words in the box.

~~disappeared~~ doubt explained
investigating proved recorded
solve witnessed

A race horse has disappeared from a field in Wyoming. Police are ¹ _____ and talking with people who ² _____ the crime. They hope to ³ _____ the case soon.

Scientists have finally ⁴ _____ the meaning of some strange signs found on a stone in Iraq. Using a computer program they have ⁵ _____ that the stone shows the position of planets on the night of June 29th, 3123^{BC}!

Archaeologists ⁶ _____ that the ancient Aztec statue discovered in Mexico last week is real. They think that it is a copy. Police have ⁷ _____ an increase in the number of false statues for sale in recent years.

Grammar

4 Match the statements and question tags.

- | | |
|-------------------------------------|---------------------------------------|
| 1 Ben likes Suzy, | <input checked="" type="checkbox"/> e |
| 2 We won't be late, | <input type="checkbox"/> |
| 3 You have my e-mail address, | <input type="checkbox"/> |
| 4 There weren't any witnesses, | <input type="checkbox"/> |
| 5 Maria and Carlos haven't met yet, | <input type="checkbox"/> |
| 6 You went to Florida last year, | <input type="checkbox"/> |
| 7 Historians study the past, | <input type="checkbox"/> |
| 8 They aren't in love, | <input type="checkbox"/> |
- a will we?
b were there?
c are they?
d don't you?
e doesn't he?
f have they?
g don't they?
h didn't you?

5 Complete the statements with the correct question tags.

- You won't tell Kate that I like her, will you?
- 1 This story can't be true, _____?
 - 2 Matt and Sara are going out together, _____?
 - 3 The movie hasn't finished, _____?
 - 4 You got married last year, _____?
 - 5 The movie was fantastic, _____?
 - 6 This room is a mess! We should clean it, _____?
 - 7 You don't speak Spanish, _____?
 - 8 Kelly wants to be an archaeologist, _____?

6 Choose the correct answers.

- She's been studying all day. She must / can't be very tired.
- 1 They may / must be on vacation, but I'm not sure.
 - 2 You might / can't be right, but I'm going to check the answers anyway.
 - 3 Simon thinks that she's from the U.S, but I think that she can't / might be from Canada.
 - 4 He can't / must be from the U.K. He doesn't speak English.
 - 5 She's too young to be her mom, but they look similar. They might / can't be sisters.
 - 6 Mr. Baker's car isn't outside his house. He might / can't be there.

7 Complete the text with the correct past forms of the modal verbs.



The Peruvian pilot Toribio Mexta Xesspe **must have been** (must be) amazed to see lines in the shape of birds, animals, and geometric forms while he was flying over the Nazca Desert in southern Peru in 1927. The shapes are so big that you can only see them from the sky. Experts believe that the ancient Nazca civilization ¹_____ (may create) the lines between 200 BC and 700 AD. A few people think that the Nazca people ²_____ (must design) the shapes from the air. They think that the Nazca people ³_____ (may build) hot-air balloons to do this. Some people think that the lines ⁴_____ (may form) a calendar, but most experts don't agree with this theory. They think that the lines ⁵_____ (must have) a religious meaning. They ⁶_____ (may be) signs created by the Nazca people for their gods in the sky, or they ⁷_____ (might be) lines which showed sacred places.

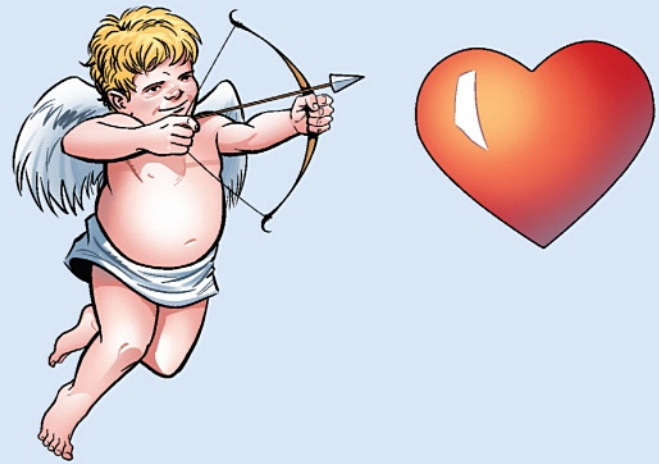
8 Complete the sentences with a, an, the, or write a line (-) where no article is necessary.

Archaeologists have discovered **an** ancient tomb in **-** Egypt but they don't think it is **the** tomb of **a** pharaoh.

- A long time ago, ¹___ people believed that ²___ Earth was at ³___ center of ___ universe.
- ¹___ Bahamas are ²___ group of islands in ³___ Caribbean Sea.
- Most people in ¹___ Ireland speak ²___ English, but ³___ Gaelic is also ⁴___ important language there.
- ¹___ Colorado is ²___ river in ³___ U.S.
- ¹___ Mozart wrote music and played ²___ piano and ³___ violin when he was only five years old!

Got it?

9 Read the conversation and choose the correct answers.



- Tim The heart is the traditional symbol of love, is it **isn't it**?
- Jack Yes, it is, but I'm not sure why.
- Tim There ¹can't / **must** be a historical explanation.
- Jack Yes, probably. Greek philosophers believed that the heart was the center of thoughts and emotions, ²hadn't they / **didn't they**?
- Tim Yes, that's true, and love is an emotion, ³isn't it / **doesn't it**?
- Jack Yeah, so the idea ⁴might have come / **can't have come** from them.
- Tim Yes, that's possible, but why do romantic hearts often have arrows in them?
- Jack You know the answer to that, ⁵do you / **don't you**?
- Tim No, I don't. That's why I asked you the question!
- Jack Well, it's because of Cupid, ⁶isn't he / **isn't it**?
- Tim Cupid? Oh yes! He was the Roman God of Love, ⁷isn't he / **wasn't he**?
- Jack Yes, he was. And his arrows made people fall in love, ⁸doesn't they / **didn't they**?
- Tim Yes, of course! The arrow symbol ⁹must have originated / **can't have originated** with Cupid!

10 Answer the questions.

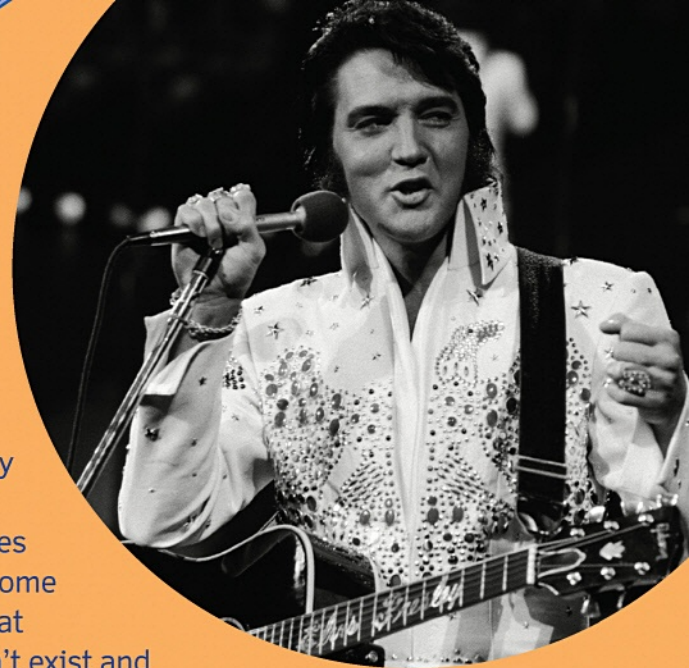
- What is the traditional symbol of love?
- What did Greek philosophers think about the heart?
- Where does Jack think the link between the heart and love might have come from?
- Who was Cupid?
- Why does Tim think that the arrow symbol must be related to Cupid?

ELVIS PRESLEY IS DEAD, ISN'T HE?

Elvis Presley died at his home in the U.S. on August 16th, 1977. Most people know that, don't they? Even so, thousands of people say that they have seen Elvis since his death, and a few think that he is still alive today! You can find a lot of ideas about this on the Internet. Some people think that Elvis may have faked his death to escape public life. One story suggests that he may have changed his name and traveled to a different country. Another says that the U.S. government might have given him a new identity to find out information about a group of criminals. Still another idea says that Elvis might have changed his name to Orion and continued to sing in a band, wearing a mask to hide his true identity! That can't be true, can it?

The stories around Elvis Presley's death are often called "conspiracy theories". Conspiracy theories give explanations for historical events which are different from the official versions. They claim that the events were the result of a conspiracy or a secret plot. Theories of this type are very common today, and some experts think this may be because of the way information spreads quickly on the Internet.

There are certainly hundreds of conspiracy theories on the Internet! Some websites claim that Shakespeare didn't exist and that the true writer of his plays may have been a man called Christopher Marlowe or even Queen Elizabeth I! Other theories say that global warming isn't happening, and that some people may be using it to make a lot of money and to control people's lives. Some websites even claim that the 1969 Apollo moon landing wasn't real! They say that NASA filmed the landings in a TV studio! Although there is a lot of evidence for the moon landings, a recent survey showed that 11% of American people aren't sure if a human has ever walked on the moon. You don't agree with them, do you?



1 Before you read Answer the question.

- 1 What do you know about Elvis Presley?

2 Read the text. Answer the questions.

- 1 When and where did Elvis Presley die?
- 2 What conspiracy theories are there about his death?
- 3 What are conspiracy theories?
- 4 Why do experts think conspiracy theories are very common today?
- 5 What do some websites claim about Shakespeare?
- 6 What do some say about global warming?
- 7 What do conspiracy theories say about the Apollo moon landing?
- 8 What do they say that NASA did?

3 Focus on you Answer the questions. Then share your ideas and information with your partner.

- Do you believe everything that you read on the Internet?
- How do you check the information you find on the Internet?
- Do you trust any particular websites more than others? Why?
- Have you ever heard or read anything that's untrue on the Internet?
- Have you ever heard or read any other conspiracy theories? What were they about? Did you believe them?

Speaking and writing

1 I can identify different stages of a relationship. **B1**

meet someone

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

2 I can understand and check information. **B2**

That's correct, isn't it?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

3 I can ask about, give, and check information about a traditional celebration. **B2**

People give chocolates on St. Valentine's Day in Japan, don't they?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

4 I can identify mystery words. **B2**

disappear

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

5 I can speculate about possible actions. **B2**

She might be from Colombia.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

6 I can talk and speculate about urban legends. **B2**

It might have been an animal.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

Reading, listening, and writing

		Got it?		
		Yes	I'm not sure	No
7 I can read and understand a text about a traditional celebration.	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I can write and give an opinion about a traditional celebration.	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I can understand a radio show about historical events.	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I can write an urban legend.	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1  **Read and listen** Answer the question.

Jeff went to a technology fair. What did he buy?

- a a 3D computer b a pen scanner c a solar bag

Home

About

News

New Technology

Reviews

Download apps

search



Jeff Buckson reports on a technology fair for teenagers and discovers some of this year's top gadgets.

Like all teenagers, technology is an important part of my life. I'd be lost without my cell phone, my notebook computer, or my MP3 player. So you can imagine how happy I was when I was invited to go to "Teen Tech", a high-tech fair for teenagers. The fair was held in Las Vegas, and it was my idea of paradise – even the name pins were digital! My favorite part was the area where the new gadgets were displayed. Here are a few of the best gadgets!



Teen Tech

3D computers

3D is the "Next Big Thing", and 3D computers are incredible! Old movies and photos are converted into amazing 3D experiences on these cool gadgets! So, what's the secret? The computer screen is covered with a special 3D film and you have to wear 3D glasses. They're awesome – but don't lose the glasses!

Electronic pen scanners

You'll never have to write notes again! Electronic pen scanners can do it for you! The scanners read texts and the information is stored in their memories. Then the texts are transferred to a computer via a USB flash drive. I had to buy one of these and now I can't wait to use it in college!

Solar bags

They look like normal bags, but they have a secret – solar panels on the front! The panels can generate power which is used for the batteries in cell phones and MP3 players. Simple but very useful, we all need one!

But where do these gadgets come from? And where are they sold? Well, they're made in a lot of different countries but they're all sold online! And that's good news for us – teenagers love shopping online!



2 Comprehension Answer the questions.

- 1 What was the name of the fair Jeff went to last week?
- 2 Who was it for?
- 3 What did he think of it?
- 4 What electronic gadgets does he describe?
- 5 Where do the gadgets come from?
- 6 Can you buy them in a store?

Language focus

3 Match the sentence halves from the text.

- | | |
|----------------------------|--|
| 1 Jeff was invited | a in a lot of different countries. |
| 2 "Teen Tech" was held | b the area where the new gadgets were displayed. |
| 3 Jeff's favorite part was | c to go to "Teen Tech". |
| 4 The gadgets are made | d online. |
| 5 They are all sold | e in Las Vegas. |

4 Complete the advertisements for the gadgets that Jeff saw. Use the words in the box.

are converted are transferred is covered is sold is stored ~~is used~~



Item 423: Solar bag

One hour in the sun produces two hours of power, which is used for the batteries in cell phones, MP3 players, and computer games! This item

1 _____ online only.

Price: \$199

Item 424: Electronic pen scanner

A "must-have" for all students! These pens can read up to 1,000 pages of text. The information ² _____ in their memories and then the texts ³ _____ to a computer via a USB flash drive.

Price: \$127.33



Item 425: 3D notebook computer

The 3D notebook computer comes with a 40 cm screen which ⁴ _____ with a special 3D film. Even old movies ⁵ _____ into 3D technology!

Price: \$696.94

5 Focus on you Find out where five of your possessions were made. Write a sentence for each.

My cell phone was made in Japan. My bag was made in the U.S.

6 Pairwork Tell your partner about where your possessions were made.



The computer

- 1  Match the pictures with the words in the box. Then listen and check.

CD-ROM drive / DVD drive headphones keyboard microphone mouse
printer / scanner screen ~~speakers~~ USB flash drive USB port webcam

1 speakers



- 2  Match the verbs with the nouns. Then listen and check.

- | | |
|---------------------|-----------------------------------|
| 1 play | a the Internet |
| 2 surf | b e-mails |
| 3 send / receive | c websites |
| 4 visit | d software, videos, music, photos |
| 5 chat / socialize | e games |
| 6 download / upload | f online |

- 3 **Pairwork** Ask and answer the questions. 

- Do you have a computer?
- Is it ... a a personal computer? b a notebook computer? c a hand-held device (for example a cell phone)?
- What can it do?
- What do you use your computer for?

The passive

Think!

Read the sentences. Choose the correct alternatives.

This gadget **is sold** on the Internet.

A lot of MP3 players **are made** in Japan.

- You use the passive form when it **is / isn't** important to know who did something.

Rules p. W38

1 Decide if the sentences are active (A) or passive (P).

Millions of people use the Internet. **A**

These computer games are made in Japan. **P**

- I send a lot of e-mails. ___
- A USB flash drive is used to store data. ___
- This car is made in the U.S. ___
- Luke uses his cell phone a lot. ___
- A mouse is connected to a computer. ___
- My dad often downloads software. ___

The passive: Simple present Affirmative and negative

Affirmative

English **is spoken** here.

Ford cars **are made** in the U.S.

Negative

English **isn't spoken** here.

Ford cars **aren't made** in Japan.

Think!

Complete the rule.

- We make the simple present passive with the simple present of the verb _____ + the past participle of the main verb.

Rules p. W38

2 Complete the sentences with the correct simple present passive forms of the verbs.

Videos **aren't used** (not use) much today.

- My computer _____ (not connect) to the Internet.
- English _____ (speak) in many countries.
- More e-mails _____ (send) than letters.
- Gadgets _____ (not use) by everybody.
- Chinese _____ (not teach) in my school.

The passive: Simple present Interrogative and short answers

Interrogative and short answers

Is English spoken here?

Yes, it is. / No, it isn't.

Are Ford cars made in the U.S.?

Yes, they are. / No, they aren't.

Wh- questions

Where is English spoken?

What country are Ford cars made in?

Think!

Choose the correct word.

- In passive questions, the verb **be** comes before / after the subject.

Rules p. W38

3 Write questions and affirmative (✓) or negative (X) short answers.

Hollywood / made / movies / are / in? (✓)

Are movies made in Hollywood?

Yes, they are.

- stored / is / data / a USB flash drive / on? (✓)
- in / sold / e-books / are / stores? (X)
- the Internet / via / are / sent / e-mails? (✓)
- a computer / a webcam / used / with / is? (✓)
- a scanner / printed / a document / by / is? (X)

4 Game! Write questions using the simple present passive and choose the answers.

MINI QUIZ!


- Where / Bollywood movies / make? (the U.S. / India)
- When / the Chinese New Year / celebrate? (In January or February / In March or April)
- Where / sushi / eat? (Greece / Japan)
- Which language / speak / as a native language by the most people? (English / Mandarin Chinese)

Finished?

Write five simple present passive sentences about your country.

Portuguese is spoken by most people in my country.

Asking about a tourist attraction

- 1  Read and listen to the dialogue between a tourist and a guide in New York. Complete the information.



Name: ¹ _____ Designed by: ⁴ _____
 Built: base – ² _____, tower – ³ _____ Height: ⁵ _____

- Tourist Wow! Look at that building! What's it called?
 Guide It's called Hearst Tower. It's named after William Hearst, a famous American businessman.
 Tourist It's amazing! What's it made of?
 Guide Well, the base is made of stone and the tower is made of glass and steel.
 Tourist Is it a hotel?
 Guide No, it isn't. It's used for business.
 Tourist It's very modern. When was it built?
 Guide The base was built in 1928 and the tower was added between 2003 and 2006.
 Tourist Who was it designed by?
 Guide It was designed by the famous British architect Norman Foster.
 Tourist How tall is it?
 Guide It's 180 m tall.
 Tourist Is it the tallest building in the city?
 Guide No, it isn't! There are a lot of tall buildings in New York, but Hearst Tower is certainly one of the most unusual.

You ask


What's it / that building called?
 What's it made of?
 When was it built?
 Who was it designed by?
 How tall is it / the building?

You answer


It's called ...
 It's made of ...
 It was built in ...
 It was designed by ...
 It's ... meters tall.

- 2  **Pronunciation** Listen and repeat.

- 1 What's it called? 2 What's it made of?
 3 When was it built? 4 How tall is it?

- 3  Listen and complete the factfile about The O₂, a famous building in London, the UK.

Name: ¹ _____
 Made of: ² _____ and strong fabric
 Designed by: ³ _____ Rogers.
 Opened on: January 1st, ⁴ _____
 Height: ⁵ _____ meters

- 4 **Pairwork** Use the factfiles below to ask and answer questions about two other famous buildings. 

Name: Burj Khalifa
Made of: Steel and concrete
Designed by: Skidmore, Owings, and Merrill
Built between: 2004–2010
Height: 828 m

Name: Taipei 101
Made of: Steel and concrete
Designed by: C.Y. Lee & Partners
Built between: 1999–2004
Height: 509.2 m



The passive: Simple past Affirmative and negative

Affirmative

This webcam **was made** in China.
These oranges **were grown** in Spain.

Negative

This webcam **wasn't made** in China.
These oranges **weren't grown** in Spain.

by + agent

Macbeth was written **by** Shakespeare.
The Pyramids were built **by** the Egyptians.

Rules p.W39

1 Complete the sentences with the affirmative (✓) or negative (✗) forms of the simple past passive of the verbs in the box.

build compose design discover
invent paint **write**

Macbeth **wasn't written** by Charles Dickens. (✗)

- The *Mona Lisa* _____ by Leonardo Da Vinci. (✓)
- The Pyramids _____ by the Romans. (✗)
- Radium _____ by Albert Einstein. (✗)
- The Four Seasons* concertos _____ in 1723. (✓)
- The World Wide Web _____ by Bill Gates. (✗)
- The Hearst Tower in New York _____ by Norman Foster. (✓)

The passive: Simple past Interrogative and short answers

Interrogative and short answers

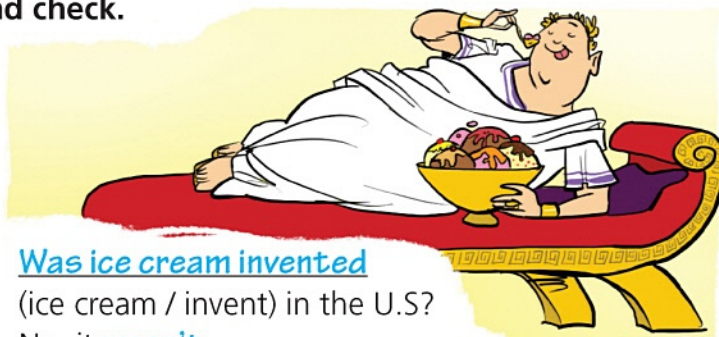
Was this webcam **made** in China?
Yes, it was. / No, it wasn't.
Were these oranges **grown** in Spain?
Yes, they were. / No, they weren't.

Wh- questions

What country **was** this web cam **made** in?
Where **were** these oranges **grown**?

Rules p.W39

2 Complete the dialogue with the simple past passive forms of the verbs. Then listen and check.



- A **Was ice cream invented** (ice cream / invent) in the U.S?
B No, it **wasn't**.
A Really? Where ¹ _____ (it / make) first?
B Possibly in Mesopotamia, near the Euphrates River.
A When ² _____ (it / eat) there?
B About 4,000 years ago.
A Wow! But when ³ _____ (it / introduce) to Europe?
B In about 62 AD.
A ⁴ _____ (the tradition / start) by the Romans?
B Yes, it ⁵ _____. The Roman Emperor Nero started it.
A How ⁶ _____ (it / make) in Roman times?
B Snow ⁷ _____ (take) from the mountains and honey ⁸ _____ (add).
A ⁹ _____ (milk / use) in Roman ice cream?
B No, it ¹⁰ _____. The ice cream was made with honey, fruit, and nuts.

3 Write questions. Then choose the correct answers from the dates in the box.

1825 ~~1940 and 1945~~ 1953 1982
1989 1998

When / the first computers / use?

**When were the first computers used?
Between 1940 and 1945.**

- When / the first *The Simpsons* / show / on TV?
- When / the CD / invent?
- When / the first 3D movie / make?
- When / the first MP3 players / sell?
- When / the first photo / take?

Finished?

Prepare a timeline to show the events in exercise 3. Write a sentence about each event.

The first computers were used between 1940 and 1945.

THE GENERATION GAP



There have always been differences between one generation and the next. We call this the generation gap. In the past, these differences were usually limited to clothes, music, or style. Nowadays, however, differences in the use of technology are also creating this gap in generations.

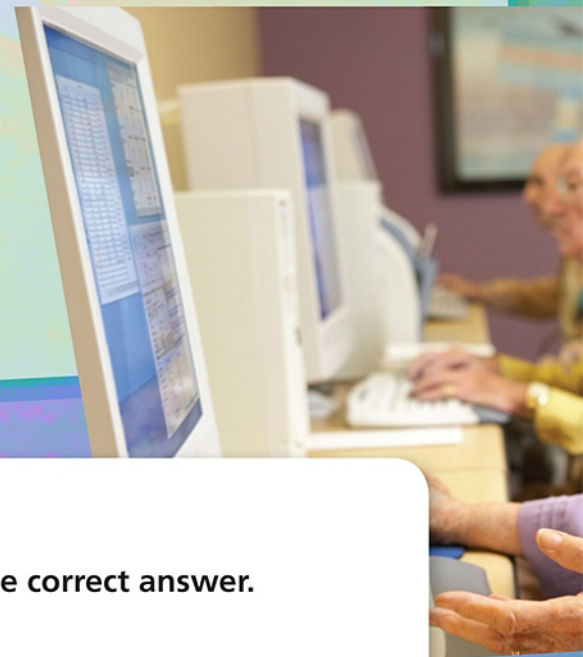
Today's teenagers were born in the digital age and are the first generation to grow up with new technology. Computers, the Internet, e-mails, cell phones, social networking, and text messaging are all part of their everyday lives. Incredibly, the average U.S. teenager sends 2,272 text messages in just one month, and 70% of 15-17 year old girls in the U.S. have created and use a social networking profile!

But how does this create the "generation gap"? Well, young people today are sometimes called "digital natives" because they are "native speakers" of the new language of computers and

the Internet. In the same way, older people are referred to as "digital immigrants". They grew up without digital technology and now have to learn this new "digital language". Scientists think that when a language is learned later in life it goes into a different part of the brain. This means that young and old people think and process information differently because their brains are organized in different ways.

As teenagers are more likely to use lots of different technologies in their day-to-day lives they can often do three things at the same time ("multi-tasking"). A U.S. research study discovered that most teens can fit 44 hours of activity into just one day! Teenagers are better at multi-tasking than their parents because their brains are organized differently.

So, the next time your mom doesn't understand how you can talk on your cell phone, use your computer, and listen to your MP3 player all at the same time, tell her that it's the "generation gap" and that you're "multi-tasking"!



Reading


1 Read the title and the text quickly. Choose the correct answer.

- 1 What is the "Generation Gap"?
 - a the name of a fashion store for young people
 - b the differences between one generation and the next
 - c a new type of digital technology for the young generation

2 Read the text again. Answer the questions.

- 1 What was the generation gap usually limited to in the past?
- 2 What "age" do today's young people belong to?
- 3 What type of digital tools are part of their everyday lives?
- 4 How many text messages does an average U.S. teenager send in one month?
- 5 What are young people sometimes called today?
- 6 What similar term is used to refer to older people?
- 7 Why do young and old people think and process information differently?
- 8 What is multi-tasking? Which generation is very good at it?

Listening


- 3  Listen to an interview with two people who took part in a very special computer training day. Complete the chart.

	Age	Role on the day
Ethan	17 years old	1 _____
Latoiya	2 _____	3 _____

- 4  Listen again and choose the correct answers.

- The event was organized to help younger / older people develop their computing skills.
- It was part of a national campaign to sell computers / get older people online.
- Teachers / Students at the school taught the participants.
- Latoiya attended the event because she wanted to learn how to send an e-mail / surf the Internet.
- Ethan used the Internet to show Latoiya her son / her son's house and street in Australia.
- Latoiya has now bought / already had a computer.

Speaking

- 5 **Pairwork** Read the dialogue. With your partner, prepare and practice similar dialogues about the cell phone and the digital camera. 

- A When were electronic computers invented?
 B They were developed in the 1940s.
 A When were computers first sold to the public?
 B Home computers were first sold in 1977.
 A How much did they cost?
 B Well, one of the first home computers, the Commodore PET, was sold for \$595. It doesn't seem very expensive, but it was a long time ago.
 A How common are computers today?
 B They're very common. Millions of people use them all over the world.



The cell phone

Invented in: 1973
Name of first cell phone: Motorola Dyna-TAC
First sold in: 1983
Price: \$3,995!
Size: 22 cm long, 12 cm wide
Today: More than 3 billion people have a cell phone. Some countries have more cell phones than people.

The digital camera

Idea developed in: 1975
First digital camera sold in: the 1990s
Name of first camera sold: Dycam Model 1
Price: \$995
Today: 77% of U.S. households own at least one digital camera.



Writing

- 6 Now write a short text about the inventions you spoke about in exercise 5.

1  **Read and listen** Choose the correct answers.

- 1 Sam thinks / doesn't think animal advertising is cruel.
- 2 Adam thinks / doesn't think animal advertising is cruel.

NEWS

Animal rights protesters in Times Square

500 animal rights protesters held a demonstration in Times Square, New York, yesterday to protest against the use of animals in advertisements.

A representative said that they wanted to highlight the fact that animal advertising was cruel. He said that he hoped people would think more about how animals were treated in ads. Police were called to the demonstration, but later said that the protest had been peaceful.



Companies have always used animals to advertise products because they know that people love animals. And cute animals sell products. Nowadays, however, more and more people think that using animals in ads is cruel.

Have your say! What do you think about animals in ads? Is animal advertising cruel?

Sign in or register to comment



1. At 2:58 p.m. on 02/05/11 Adam wrote:

I saw a terrible animal advertisement yesterday – the animal was the ad! I was walking through the park with my friend when we saw a dog wearing a jacket with an ad on it! My friend said that it was a new kind of ad. She told me that it was called “dogvertising” (really!) and that the dog was advertising a cell phone for dogs. I was horrified, but my friend said that the ad didn't hurt the dog. She said that she thought it was a fantastic idea and that she was going to offer her dog to an advertising company. It might be an easy way to make money, but I think that it's cruel. The dog is just a “walking poster”!



2. At 3:01 p.m. on 02/05/11 Sam wrote:

I think that people are exaggerating here! My dad works in advertising and he told me that advertisers had to follow strict rules about the use of animals. He said that his company had always treated animals well and that a vet was always there when filming to check the animals' health. I agree that there has to be some control but, in general, I don't think that animal advertising is cruel.

**AGAINST
ANIMAL
ADVERTISING!**

2 Comprehension Answer the questions.

- 1 Why have advertisers always used animals to promote products?
- 2 How is public opinion changing about the use of animals in ads?
- 3 What was Adam doing when he saw the dog wearing an ad?
- 4 What was it advertising?
- 5 What did Adam think of the ad? What about his friend?
- 6 What did Sam's dad say about his company?

Language focus

3 Complete the reported statements from the texts.

A representative "We want to highlight the fact that animal advertising is cruel."

A representative said that they wanted to highlight the fact that animal advertising was cruel.

- 1 The representative "I hope people will think more about how animals are treated in ads."
He said that _____

- 2 The police "The protest was peaceful."
The police said that _____

- 3 Adam's friend "It is a new kind of ad."
She said that _____

- 4 Adam's friend said "The dog is advertising a cell phone."
She said that _____

- 5 Adam's friend "The ad doesn't hurt the dog."
She said that _____

4 Complete the first part of these reported statements from the text.

She told me that it was called "dogvertising".

- 1 _____ that she thought it was a fantastic idea.
- 2 _____ me that advertisers had to follow strict rules about the use of animals.
- 3 _____ that his company had always treated animals well.

5 Focus on you What unusual advertisements have you seen? Write what happens in the ads.

Last week, I saw an ad with a baby who talked ...

6 Pairwork Tell your partner about the unusual ads you wrote about in exercise 5.

The media

- 1  Match the page features with the words in the box. Then listen and check.

advertisement article caption headline photo survey

1 article



Home page About us Newsletters Editor's blog search site

TODAY ONLINE

What makes a truly great champion?

Who is the world's best sports performer of the year? For a long time it has been a simple choice: Roger Federer or Lionel Messi? Lionel Messi or Roger Federer? Each has made a career of being the best at his sport.

This year, however, Federer has shown that he is a true champion. Andy Murray played well at the Australian Open, but Federer was better. It was the best game I've ever seen Federer play. Federer is my sports champion of the year. But perhaps you think I'm wrong. Maybe you'd prefer the athlete Usain Bolt or the swimming champion Michael Phelps. Or perhaps even soccer player Ronaldinho? Have your say in our sports star survey. Click here to vote on the world's best sports performer.

Federer is serving another ace in Melbourne


Our survey said ...

Sport	Percentage
Tennis	75
Baseball	80
Basketball	65
Soccer	50
Ice Hockey	90

JUST RUN!

- 2 Look at the menu from the Internet news website. Where would you click to read about these things?

- | | |
|--|-------------------------------------|
| Political elections in the U.S. | Click on World news |
| 1 eBay's annual profits | Click on _____ |
| 2 The temperature in Japan | Click on _____ |
| 3 A criminal investigation in your country | Click on _____ |
| 4 Milan Fashion Week | Click on _____ |
| 5 The premiere of a new movie | Click on _____ |
| 6 Soccer scores | Click on _____ |
| 7 Your say | Click on _____ |

- 3 **Pairwork** Discuss these questions. 

- Where do you read or listen to the news? (in a newspaper, on the Internet, on TV, etc.)
- How often do you read or listen to the news?
- Which sections of an online newspaper would you like to read?

Reported speech (1)

Verb changes

Direct speech	Reported speech
Simple present → Simple past	
"I know Jim," she said.	She said that she knew Jim.
Present progressive → Past progressive	
"Joe's sleeping ," he said.	He said that Joe was sleeping .
Simple past → Past perfect	
"We met in New York," she said.	She said that they had met in New York.
Present perfect → Past perfect	
"I've been to London," he said.	He said that he had been to London.
am / is / are going to → was / were going to	
"I'm going to read," she said.	She said that she was going to read.
will → would	
"I will buy it," she said.	She said that she would buy it.
can → could	
"I can help," Bob said.	Bob said that he could help.

Rules p. W44

1 Complete the sentences with the correct forms of the verbs in reported speech.

"I want a new bike," said Joe.
Joe said he **wanted** a new bike.

- "I'm tired," said Jane.
Jane said that she _____ tired.
- "I spoke to Ken after the movie," said Tom.
Tom said that he _____ to Ken after the movie.
- Mia said, "They're going away for two days."
Mia said that they _____ away for two days.
- "The show will be on TV," said Mr. Jones.
Mr. Jones said that the show _____ on TV.
- "I can't remember the address," said Jess.
Jess said she _____ the address.
- They said: "We're listening to the radio."
They said that they _____ to the radio.

say and tell

She said	(that)	it was the best website.
He told me	(that)	it was a secret.

Think!

Complete the rules with **say** or **tell**.

- You use ¹ _____ if you mention who you are talking to.
- You use ² _____ if you don't mention who you are talking to.

Choose the correct alternative.

- You ³ **must / don't have to** use the word *that* before the reported speech.

Rules pp. W44–W45

2 Choose the correct answers.

They **told** / **said** him that they would be late.

- He **told** / **said** Janet that he was leaving on Friday.
- She **told** / **said** her she liked her dress.
- She **told** / **said** that she was in Detroit.
- We **told** / **said** we wanted to go home early.
- He **told** / **said** Bill he couldn't go to the party.

3 Complete the text with the correct forms of the verbs in reported speech, and **say** and **tell**.



"I flew from Paris to New York."
"The flight was late and I lost my bags!"
"I'm working on a very important story."
"The story is top secret, but it will be big news."


I met journalist Eddie Logan in his New York office in Manhattan. He **said** that he **had flown** from Paris to New York. He ¹ _____ that the flight ² _____ late and he ³ _____ his bags. He ⁴ _____ me that he ⁵ _____ on a very important story. He said it ⁶ _____ top secret but that it ⁷ _____ big news.

Finished?

Tell your partner five things about yourself. Write sentences reporting the things your partner said.

- A "I'm hot." B **Luis said that he was hot.**

Taking phone messages

- 1  Listen to the dialogue between Luke and Mrs. Carr. Then listen and complete the message that Mrs. Carr gives Ella. Listen again and check.

- 1 Mrs. Carr Hello.
 Luke Hello. This is Luke. Can I speak to Ella, please?
 Mrs. Carr Sorry, Luke, she isn't here at the moment. Why don't you call her cell phone?
 Luke I've already called her cell phone, but she didn't answer.
 Mrs. Carr She's probably at the gym. Can I take a message?
 Luke Yes, please. It's about the Foo Fighters concert. Can you tell Ella that I'll buy the tickets?
 Mrs. Carr Yes, sure. Anything else?
 Luke Yes, I can't come get her. I'll meet her at the concert at 8 p.m.
 Mrs. Carr OK, Luke. I'll tell her.
- 2 Mrs. Carr Ella! Luke called.
 Ella Did he? Why did he call here?
 Mrs. Carr He said that he **had called** your cell phone, but that you ¹ _____.
 Ella Did he leave a message?
 Mrs. Carr Yes. It was about a concert. He asked me to tell you that he ² _____ the ³ _____.
 Ella Oh, great. Was that all?
 Mrs. Carr No. He also said he ⁴ _____ come get you and he ⁵ _____ you at the concert at 8 p.m.
 Ella Oh, OK. His car must have broken down again!






You hear

He said (that) ... / He told me (that) ...
 He asked me to tell you (that) ...

You say

Oh, OK.
 Oh, great. Was that all?


- 2  **Pronunciation** Listen and repeat.

- 1 Can I speak to Ella? 
 2 Can I take a message? 
 3 Can you tell her that I'll buy the tickets? 
 4 Did he leave a message? 
 5 Was that all? 

- 3  Listen to two phone conversations. Complete the messages.

① Peter,
 Amanda called. She asked me to **tell**
you that she ¹ _____ to Rachel's
 party. She said she ² _____ her
 sister.
 Frank

② Robbie,
 Jamie called. He asked me ³ _____
 that he ⁴ _____ his guitar!
 He ⁵ _____ that he thought it
⁶ _____ in your car!
 Tina

- 4 **Pairwork** Practice taking messages for people. Write similar dialogue to that in exercise 1, dialogue 2 and the information below to help you. 

Carlos Can you tell ... that I won the tennis tournament? I'm really happy!

Maki Can you tell ... that I'm not going to go to the movies? I have to study.

Reported speech (2)

Pronouns

"I'm very tired," he said.
He said that **he** was very tired.

"Mr. Kelly teaches **me** English," she said.
She said that Mr. Kelly taught **her** English.

"I live near **you**," Tom said.
Tom said that **he** lived near **us**.

Rules p. W44

1 Complete the sentences with the correct pronouns.

"Jenny calls me every evening," said Nick.
Nick said Jenny called **him** every evening.

- "I don't have a car," said Emma.
Emma said that _____ didn't have a car.
- "I play soccer on Mondays," said Mike.
Mike said _____ played soccer on Mondays.
- "Tim wants to see you!" said Megan.
Megan said that Tim wanted to see _____.
- "Lisa worked with me," said Lucy.
Lucy said that Lisa had worked with _____.

Reported speech (2)

Possessive adjectives

"My name is Jason," he said.
He said that **his** name was Jason.

"Our house is on Kirk Avenue," Matt said.
Matt said that **their** house was on Kirk Avenue.

Rules p. W45

2 Choose the correct answers.

"My cell phone is green," said Amanda.
She said **her** / your cell phone was green.

- "Our friends are cool," they said.
They said **our** / their friends were cool.
- "I don't understand your question," said Mary.
Mary said that she didn't understand **her** / my question.
- "Your house is big," said Tom.
Tom said **our** / their house was big.
- "My favorite singer is Mika," said Maria.
Maria said that **their** / her favorite singer was Mika.

Reported speech (2)

Time expressions

"I'm going away tomorrow," he said.
He said that he was going away the next day.

Direct speech	Reported speech
tomorrow	the next day
today	that day
this morning	that morning
this afternoon	that afternoon
yesterday	the day before
last week	the week before
next week	the following week

Rules p. W45

3 Complete the sentences with the correct time expressions.

"I'm leaving tomorrow."

He said **he was leaving the next day**.

- "I'll talk with Jane next week."
He said _____.
- "I'm doing a math test today."
She said _____.
- "They are arriving this afternoon."
He said _____.
- "We went to Toronto last week."
They said that _____.
- "Ryan is at school this morning."
She said _____.
- "We're going on a school trip next week."
They said that _____.

4 Game! Work in small groups and discuss a topic (e.g. a school subject, the weather, an animal, an ad, etc). Report what you said to the class. Can they guess what you were talking about?

- Adri said she was frightened of them.
 - Santi said he had seen a huge one in a zoo.
 - Luis said he'd like one as a pet.
 - Rosa said that reptiles were difficult pets.
- Topic: They were talking about snakes

Finished?

Report five things that people have said or told you today.

Mom told me that I was late.
Dad said it was raining.

What will
they think
of next?



We see about 500 advertisements every day. That's incredible, isn't it? We don't notice all of them, of course, but sometimes a clever or funny ad catches our attention. That is what advertising companies want. They want us to remember their ads and they always try to think of original and surprising ideas.

A new form of advertising is to put an ad in an unusual place. An American TV channel, for example, puts ads for its show on eggs! A lot of Americans eat eggs for breakfast and the company said that this would promote their TV shows at breakfast time! A computer company has a crazier idea. It pays people to have temporary tattoo ads on their heads!

Some ads use clever optical illusions. An example of this is an ad for orange juice. The ad is painted onto a truck and it gives the impression that the truck is full of oranges. The company's message is that they use a lot of oranges to make their juice.

A colorful ad for the Rubik's Cube puzzle uses a similar type of optical illusion. The ad, which is also painted on a truck, creates the impression that the truck is transporting four gigantic Rubik's Cubes! It's a simple but effective idea and a company representative said that the ad had been very successful.

Sometimes ads are controversial. For example, a restaurant in New York pays people to talk to strangers at bus stops and in stores. They pretend to be friendly, but during the conversation they recommend the restaurant! Is this method of advertising dishonest? A lot of people think it is, but others think it's a brilliant idea. What do you think?



Reading

1 Before you read Make a list of the places where you can see ads.

2 Read the article. Answer the questions.

- 1 How many ads do people see every day?
- 2 Why do advertising companies always try to think of original and surprising ideas?
- 3 Why did an American TV company decide to put ads for its shows on eggs?
- 4 What crazy idea did the computer company have?
- 5 Why are the ads for orange juice and the Rubik's Cube very clever?
- 6 What did the Rubik's Cube representative say about their ads?
- 7 What controversial idea did the New York restaurant have?
- 8 What do you think of the advertising method used by the restaurant in New York?

Listening

3 Listen to three radio advertisements. Number the ads 1–3 in the order in which you hear them.

- a _____ a concert b _____ an exhibition c _____ a store

4 Listen again and complete the chart with the missing information.

	What	Were	When
1	A new ¹ _____	On ² _____ Avenue	Opens on ³ _____
2	A free ⁴ _____	In Central ⁵ _____, New York	Saturday July ⁶ _____ from 8 p.m.
3	An ⁷ _____	At the American Museum of Natural ⁸ _____	From ⁹ _____ September ¹⁰ _____

Speaking

5 **Pairwork** Ask and answer questions about your favorite TV ad or a TV ad you hate. Make notes of your partner's answers. Then make a short presentation to the class about the ad your partner chose.

- What's the ad for?
- What do you like / hate about the ad?
- What happens in the ad? Is there a story?
- What music does the ad use?
- What colors are used in the ad? What effect does this have?
- Is there a slogan? What is it?
- Do you buy the product?

Writing

6 Write a paragraph reporting what your partner said about the ad he / she chose.





Vocabulary

1 Complete the computer words.

- sc a n n e r
 1 k _ y b _ _ r d
 2 h _ _ d p h _ n _ s
 3 m _ _ s _
 4 _ S B f l _ s h d r _ v _
 5 DVD d r _ v _
 6 w _ b c _ m
 7 p r _ n t _ r
 8 _ S B p _ r t

2 Complete the sentences with the correct forms of the verbs in the box.

chat download **play** receive
 send surf visit

I sometimes **play** games on my computer.

- Mom uses the computer for work. She _____ and _____ e-mails every day.
- I often _____ the Internet when I'm doing my homework.
- My sister has a social network page and she _____ to her friends online.
- A lot of people _____ movies and music illegally.
- This is a popular website. A lot of people _____ it.

3 Match the words in the box with the news extracts.

business entertainment **home news**
 lifestyle sports news weather world news

"The police said that the national statistics for accidents this year, ..." **home news**

- "The Yankees won the game."

- "It will be a cold and foggy start to the day."

- "The company reported profits of \$21 million."

- "Milan Fashion week is an important ..."

- "An earthquake yesterday on the island of ..."

- "The movie's box office success indicates that it will become ..."

Grammar

4 Complete the text with the simple present passive or simple past passive of the verb.

The London Eye is a very popular tourist attraction in London.

It is a big observation wheel and it **is located** (locate) in the center. The wheel is 135 m tall and it ¹ _____ (make) of steel and glass. It ² _____ (build) as part of London's Millennium celebrations and ³ _____ (open) on December 31st, 1999.

The structure ⁴ _____ (design) by architects David Marks and Julia Barfield. The passenger capsules ⁵ _____ (transport) from France, but the glass in the capsules ⁶ _____ (produce) in Italy. Other components ⁷ _____ (manufacture) in the Czech Republic, Holland, and Germany. Today, the Eye is a symbol of London and it ⁸ _____ (visit) by more than 3 million tourists a year.

5 Correct the mistakes in the factfile about The London Eye. Use information from exercise 3.

The London Eye

1 Location	10 km from London
2 Designed by	Norman Foster
3 Made of	Stone and plastic
4 Opened on	January 1 st , 2000

1 **The London Eye isn't located 10 km from London. It is located in the center.**

6 Write questions and answers.

- A Who / the Statue of Liberty / design by?
Who was the Statue of Liberty designed by?
- B It / design by / Frédéric Bartholdi
 A Where / it / build?
 B It / build / in France
- A Why / it / give / to the U.S?
 B It / give / the U.S. to celebrate the 100 year anniversary of the Declaration of Independence.

7 Complete the sentences with the correct forms of say or tell.

Manuel **said** he liked the advertisement.

- 1 My mom _____ that me she had to go out.
- 2 The police officer _____ us the road was closed.
- 3 Nick _____ that he didn't read newspapers.
- 4 The teacher _____ our exam results were good.
- 5 We _____ Harry we would meet him downtown.
- 6 I _____ that I'd buy the concert tickets.

8 Report the things that these people said with the correct forms of say or tell.

Kyle to Jason: "The Detroit Tigers won the game!"

Kyle told Jason that the Detroit Tigers had won the game.

Pedro: "It's 40°C!"

Pedro said it was 40°C.

- 1 Dave to Kelly: "The movie has started."
- 2 Hyun: "3D technology is going to be more popular."
- 3 Paula: "Teenagers can use digital technology well."
- 4 Sylvia to Eddy: "It's snowing!"
- 5 Raul: "Mr. Barnes teaches business."
- 6 Sam to Manuela: "Picasso lived in France for most of his life."

9 Choose the correct answers.

"My dad's car is a Ford" said Emma.

Emma said **her** / his dad's car was a Ford.

- 1 "It's going to be windy tomorrow," said Mike
Mike said it was going to be windy **that day** / the next day.
- 2 "I live near you," said Ella.
Ella said **you** / she lived near us / them.
- 3 "My cell phone is the same as your phone!" said Rick.
Rick said **your** / his cell phone was the same as **my** / her phone.
- 4 "I met Jo yesterday," said Kevin.
Kevin said he had met Jo **the previous day** / the next day.
- 5 "Your name is unusual," said Kerry.
Kerry said **my** / her name was unusual.
- 6 "I don't have your address," said Mark.
Mark said **we** / he didn't have **your** / our address.

Got it?

10 Complete the ad with the passive forms of the verbs.



SPECIAL OFFER!

The XPF laptop computer **is made** (make) in the U.S. and ¹ _____ (sell) in our stores only! The computer is a balance of performance, features, and value! A 250 GB hard drive ² _____ (install) and a variety of software ³ _____ (include) in the price. From February 14th–21st this product ⁴ _____ (offer) with a free webcam! Detailed product specifications and reviews ⁵ _____ (give) on our website. Hurry! **Offer ends February 21st!**

11 Complete the article by changing the words in parentheses into reported speech.

MONEYWATCH
MAGAZINE

Do ads always tell the truth? Read Sam's story.

Dad said ("I'll buy you") he **would buy me** a new laptop. I saw an ad for one in a newspaper and the price was OK. The ad said ("the computer has") ¹ _____ a 250 GB hard drive and ("it comes with") ² _____ a free webcam. I bought the laptop but when I got home and opened the box the hard drive was only 120 GB and there wasn't a webcam. I called the store and told them ("I'm not happy") ³ _____. A woman said ("I'm going to talk to my manager") ⁴ _____ about the problem ("this afternoon") ⁵ _____. She told me ("I'll call you back tomorrow") ⁶ _____, but she didn't. I went to the store and a man told me ("I can't give you your money back") ⁷ _____ because the webcam ("is missing") ⁸ _____!



Big Brother is watching you!



Did you know that there are about 30 million private and public CCTV cameras across the U.S? Surveillance cameras are everywhere in U.S. cities and Americans are

filmed 24 hours a day. The cameras are

often placed in stores, banks, and on apartment blocks.

They are also used to watch public areas like parking lots, streets, and shopping malls.

CCTV cameras can help prevent crime and catch criminals. In New York last week a man was arrested for stealing a laptop from a store in Manhattan. The store also sold CCTV equipment and the thief was filmed by eight different CCTV cameras!

A lot of Americans like having cameras in public places. Some cities have a lot of crime and people feel safer if they know there is CCTV. Other people think they're a bad idea. They think that there are too many cameras and that they are losing their freedom and privacy.

Some of the new surveillance technology is controversial. City officials in Baltimore, for example, have introduced "talking" CCTV cameras. They tell you to pick up your trash and not to write graffiti. Many people in Baltimore are against these new cameras. They don't like machines telling them what they can or can't do!

What do you think of CCTV cameras?

"CCTV is used in my school and I hate it! People are watching us all the time. It's like a prison."

Dejohn, Philadelphia

"I think CCTV is a good idea. Last month an old lady was mugged near my house and the mugger was caught because he was filmed. The cameras protect us from crime and I think they're useful."

Corinne, Boston

Who is Big Brother?

Big Brother is a character in a famous novel called *Nineteen Eighty-Four*. The book was written by a British author, George Orwell, in 1948. It describes a place called Oceania where everyone's actions are monitored by a dictator, Big Brother. Big Brother watches everyone through big television screens, but no one has seen him.

When George Orwell wrote the novel, there weren't any CCTV cameras in Britain. Ironically, today there are 32 cameras near the house where he lived.



1 Before you read Look at the pictures and answer the questions.

- 1 Where is this type of camera used?
- 2 What is it used for?
- 3 Do they exist in your country?

2 Answer the questions.

- 1 How many CCTV cameras are there across the U.S?
- 2 What can CCTV help prevent?
- 3 How was the Manhattan laptop thief identified?
- 4 Why do people feel safer with CCTV cameras in public places?
- 5 Why do some people think they're a bad idea?
- 6 What are "talking" CCTV cameras?
- 7 Who was George Orwell?
- 8 In the novel *Nineteen Eighty-Four* how does Big Brother monitor people?

3 Focus on you Discuss the questions with your partner. Make notes and then prepare a short presentation about CCTV.

- What is CCTV?
- What are the positive aspects of CCTV?
- What are the negative aspects?
- Where is CCTV used in your country?
- Is the use of CCTV controversial?
- What is your opinion of CCTV? Why?

Speaking and writing

1 I can ask and talk about popular gadgets B2

My computer was made in China.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

4 I can ask and talk about an ad. B2

What's the ad for?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

2 I can ask for and give information about technological gadgets. B2

What do you use your computer for?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

5 I can understand and take phone messages. B2

Can I speak to Martha, please?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

3 I can write about an invention. B2

The digital camera was invented in 1975.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

6 I can identify computer and media words. B2

DVD drive

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Got it? ___ / 5

Reading, listening, and writing

		Got it?		
		Yes	I'm not sure	No
7	I can read and understand a text about people and technology. B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I can understand an interview about people and technology. B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I can understand a text about the media and advertising, and listen to and understand radio ads. B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I can write a short report. B2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tourism is the largest industry in the world and contributes \$500 billion dollars to the global economy annually. It is a fast-growing industry which has both positive and negative effects on local communities. Many countries encourage tourism because it generates much-needed income, but governments also know that tourism can have a negative impact on local people and their cultural heritage. The Peruvian government has realized this and has taken steps to protect its most famous tourist destination: Machu Picchu.

Machu Picchu



Too many tourists have damaged the land



Money has helped to improve Aguas Calientes



CASE STUDY: MACHU PICCHU, PERU

Macchu Picchu is the most popular tourist attraction in Latin America – more than 700,000 people visit Machu Picchu every year and it provides 90% of Peru's tourism income. Despite these positive statistics, tourism has unfortunately had a negative impact on this area. The biggest problem is the damage to the land: the footpaths are disappearing because so many people use them. The Peruvian government now manages tourism in the area and has made several changes.

- 15 The government worked with UNESCO, the World Bank, and a large transportation and hotel company called Orient Express to help prioritize the changes. First, they decided to limit the number of tourists who visit Machu Picchu. Now, a maximum of only 2,600 people can visit each day. Secondly, there is a ticket charge which people did not use to have to pay. 10% of the money from ticket sales goes to Aguas Calientes, a town six kilometers from Machu Picchu, where most of the tourists stay. The government has used this money to improve the buildings, hotels, and transportation in the town.
- 20 In order to reach Machu Picchu, many tourists walk the Inca Trail. The government has also implemented many changes concerning the trail. In the past, there weren't any laws about the number of people walking the trail, but this has now been limited to 500 each day and tour operators must pay for a license to take tourists there. Local guides and porters did not use to get paid well, but they now receive the minimum wage. Tourists used to expect porters to carry up to 50 kg for them. Stricter laws mean that porters now have better working conditions: tour operators must use two guides if there are more than seven tourists in a group, and porters cannot carry more than 18 kg. The government knows that it must look after its own people as well as the tourists.

As this case study shows, tourism can help local culture, but at the same time it can also damage it. So, think carefully about where and how you travel.



Useful language

income (n) line 7
limit (v) line 22
implement (v) line 31

1 Read the text quickly. Then choose the best title.

- A Tourism is good for everyone
- B The tourist industry in Latin America
- C The impact of tourism on local culture
- D The impact of tourism on the global economy

2 Read the text again. Match the numbers with the explanations.

- | | |
|-----------------|--|
| 1 \$500 billion | a the number of people who are allowed to visit Machu Picchu each day |
| 2 700,000 | b the number of people who are allowed to walk on the Inca Trail each day |
| 3 2,600 | c the amount of money that tourism gives to the global economy |
| 4 10% | d the maximum weight in kg that a porter can carry for a tourist on the Inca trail |
| 5 500 | e the percentage of money from tickets which the government gives to Aguas Calientes |
| 6 18 | f the number of tourists who visit Machu Picchu every year |

3 Read the text again and answer the questions.

Why did the Peruvian government decide to manage tourism?

The government realized that tourism was having a negative effect on people and their cultural heritage.

- 1 What is the biggest problem tourists have caused? _____
- 2 How far is Machu Picchu from Aguas Calientes? _____
- 3 What was the first thing the government did to help the situation?

- 4 Why was the introduction of a ticket charge good for Aguas Calientes?

- 5 What has changed for tourist operators on the Inca Trail? _____
- 6 How have the new laws helped porters? _____

4 Find words in the text which mean the following:

affecting the whole world (adjective) **global**

- 1 growing quickly (adjective) _____
- 2 numbers that have been collected to provide information about something (plural noun) _____
- 3 an effect (noun) _____
- 4 harm caused when something is broken (noun) _____
- 5 the price you must pay for something (noun) _____
- 6 an official paper that shows you are allowed to do something (noun)

Project

Write an article for a website about tourism in your city or country. Think about the following:

- How many tourists visit your city / country each year?
- How do they travel there?
- What do they want to visit?
- How does it affect the local economy?
- How does it affect local people?

Germs, bacteria, and viruses

1 D What are germs?

Germs are microscopic organisms. There are "good" and "bad" germs. Good germs are useful for the body, but bad germs can make you ill. The most common germs are bacteria and viruses.

2

5 Bacteria are tiny, one-cell organisms which need food from their environment to survive. Good bacteria can live inside your body. In your intestines, good bacteria help you digest food properly and get the vitamins from your

10 food. Bad bacteria, on the other hand, invade your body and attack it. They often cause sore throats, tonsillitis, ear infections, or more serious diseases like pneumonia. Viruses are even smaller than bacteria, but they are not alive. They attack our

15 bodies and they make good cells produce copies of the virus. These cells then release poison which makes us feel ill. Viruses can cause colds, measles, the flu, and chicken pox.

3

A cold is a virus and it is one of the most common illnesses. The main symptoms of a cold are a runny nose, sneezing, a temperature, and sometimes a headache. Children often have between three and

20 twelve colds a year! Viruses can be in the air and are invisible, but viruses can be anywhere: on books, on toys, on your hands, and even on your computer keyboard! There are more than 200 different kinds of viruses which cause a cold and because there are so many different kinds, our bodies can't build up immunity to fight them all.

4

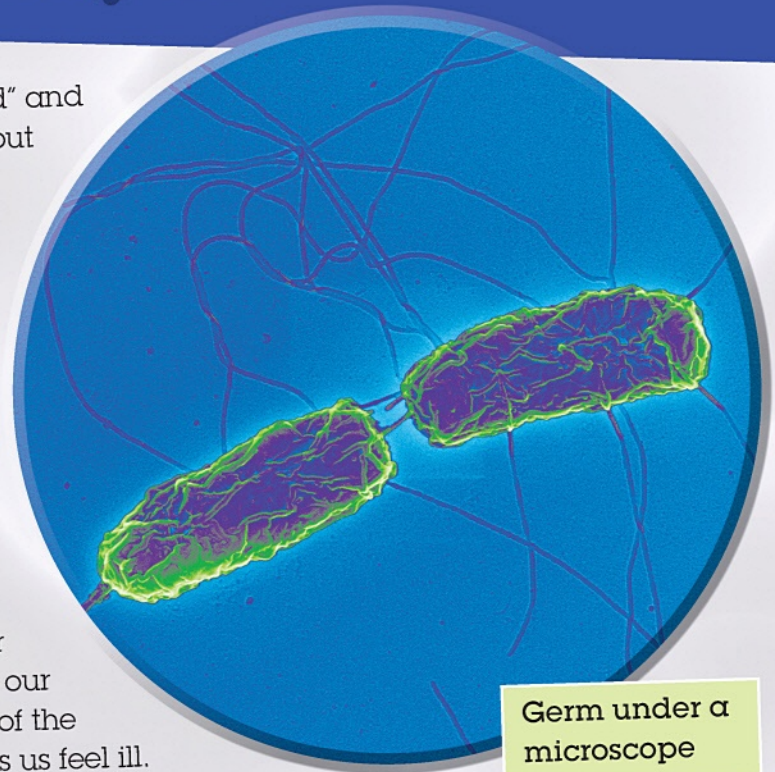
25 Humans have different ways of fighting or preventing infections thanks to their immune systems. The body must have a healthy immune system to help it fight disease. When foreign cells from a virus or a bacteria attack the body,

30 white blood cells are activated. Sometimes, a high temperature is actually the white blood cells in your body "cooking" the foreign cells and killing them!

5

Antibiotics are designed to kill bacteria because they are alive and cure an infection. Viruses are not alive so there is nothing for an antibiotic to kill. Antibiotic medicines don't help cure a cold. So if you have a cold, you shouldn't take antibiotics, but you should drink hot water with honey and lemon, or

35 take a painkiller called paracetamol. These help relieve the symptoms, but they are not a cure.



Germ under a microscope



Your body "cooks" foreign cells

Did you know?

When you sneeze, a sneeze can travel at 150 km/h! The same speed as a baseball pitcher can throw a ball!



Useful language

infections (n) line 12
 symptoms (n) line 18
 attack (v) line 29
 activated (adj) line 30
 cure (v) line 32

1 Read the text quickly. Match the titles to the paragraphs.

- A What are bacteria and viruses?
- B How does the body fight disease?
- C Can antibiotics help a cure cold?
- D** What are germs?
- E What is a cold?

2 Read the text again and complete the chart with the illnesses.

Bacteria	Viruses
<u>sore throats</u>	4 _____
1 _____	5 _____
2 _____	6 _____
3 _____	7 _____

3 Read the text again. Find and correct the mistakes.

Bacteria and viruses are both alive.

Bacteria are alive, viruses aren't.

- 1 All bacteria are "bad".

- 2 Bacteria are smaller than viruses.

- 3 Viruses change good cells to bad cells.

- 4 Viruses only live in the air.

- 5 A high temperature is the foreign cells killing the white cells.

- 6 If you have a cold, you should take antibiotics.

4 Match the words with the definitions.

- | | |
|---------------|--|
| 1 microscopic | a to break down food in your stomach so the body can use it |
| 2 digest | b something which is impossible to see |
| 3 poison | c a substance which is not in the correct place |
| 4 invisible | d too small for us to see without a microscope |
| 5 foreign | e something sweet which bees make |
| 6 honey | f a substance that kills or harms you if you eat or drink it |

Project

Write a short message to a friend about an illness you have had.

Think about the following:

- Was it a virus or an infection caused by bacteria?
- What symptoms did you have?
- How did you feel?
- Did you visit the doctor?
- Did you take any medicines? If so, what did you take? If not, what did you do?

The science of attraction

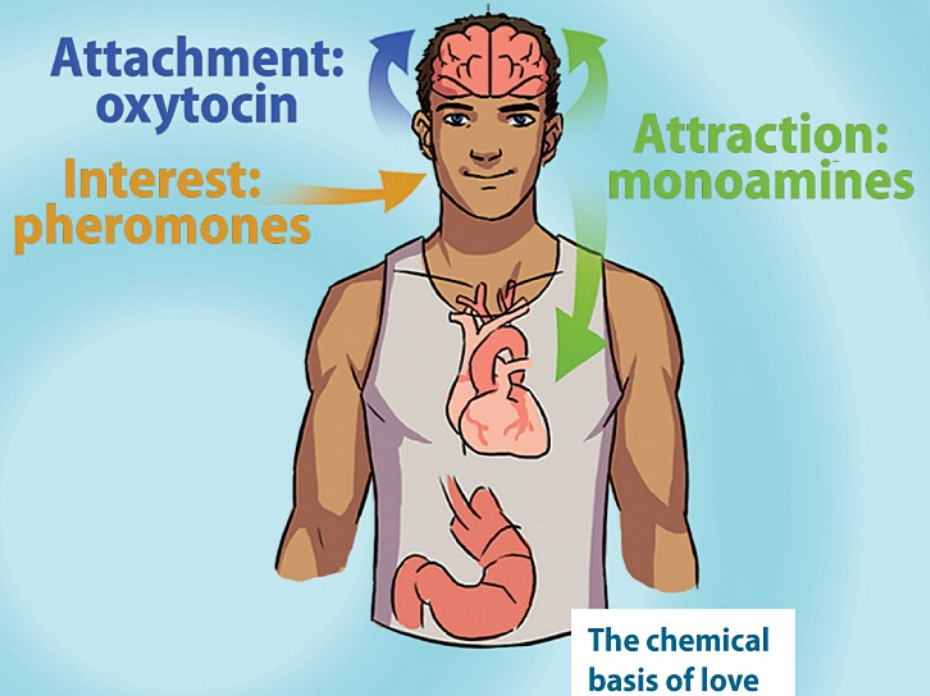
Why do people go out with each other? Why are they attracted to each other? Is love at first sight really possible? Psychologists and scientists are still looking for the answers, but they think it might be to do with chemical reactions in the brain.

- 5 There is proof that people go through three different stages when they fall in love. Psychologists and scientists can prove that each stage has different emotions, and that the body produces different chemicals during each stage.

Interest

The first stage is interest. At this point,

- 10 we try to let another person know that we like them and that we might be falling in love. The body produces pheromones. These are like “smell prints” and are unique to each person.
- 15 If you are trying to attract someone, they may sense your pheromones and they may be attracted to you. Researchers think that women find men more attractive if they have a
- 20 smell which is very different from their own. This might prove the theory that opposites attract.



Attraction

Psychologists call the second stage attraction. The physical signs are a loss of appetite, being unable

- 25 to sleep, and not being able to concentrate. The body produces chemicals called monoamines. These chemicals can change the way the body behaves, for example your hands might be sweatier than usual, you might find it difficult to speak, and you may
- 30 find your breathing is different. Your stomach has butterflies and feels as if it is doing somersaults.

Attachment

The third stage of love is attachment. This is when couples stay together. Research shows that if people did not move into the attachment phase they

- 35 would not be able to work, as they might spend all day thinking about the person they fell in love with and nothing else! During this third stage, the body produces another chemical called oxytocin. Sometimes this is called the “cuddling chemical” and
- 40 it is what makes people want to stay together.

So what happens if the oxytocin levels decrease and people decide they don't want to go out with each other any more?

Researchers think this is more likely to happen about two years into a relationship. One answer is to eat lots of

- 45 chocolate and strawberries, as they contain chemicals similar to those you produce in the attraction stage. That might make you feel better and it may help your relationship!

Useful language

chemical (adj) line 4
 reaction (n) line 4
 emotions (n) line 7
 physical (adj) line 24
 sweatier (adj) line 28
 somersaults (n) line 31

1 Read the text quickly. Answer the question.

1 How many stages are there when people fall in love?

2 Read the text again. Match the chemicals with the different stages of falling in love.

- | | | |
|--------------|--|--------------|
| 1 monoamines | | a interest |
| 2 oxytocin | | b attraction |
| 3 pheromones | | c attachment |

3 Read the text again and answer the questions.

What do psychologists and scientists think happens when people fall in love?

They think that there are chemical reactions in the brain.

1 What do psychologists and scientists think happens at each stage?

2 What are pheromones?

3 What do scientists think women like?

4 What are the physical signs of attraction?

5 How do monoamines affect the body?

6 Why are chocolates and strawberries good for your relationship after two years?

4 Find the words in the text. Check (✓) the correct definition.

sight

- a something that looks funny
- b the act of seeing

1 proof

- a the first copy of printed material to check for errors
- b information which shows something is true

2 stage

- a part of a process of something
- b where actors act in a theater

3 point

- a a particular moment
- b the thin end of something

4 loss

- a not having something any more
- b the amount of money which is lost by a business

5 decrease

- a to become smaller
- b to remove lines in something

Project

Write a short article for a psychology magazine about what you think love is. Think about the following:

- Who or what do you love? Maybe it is a movie star, a singer, a team you support, an object, a pet, your boyfriend or girlfriend, or something or someone else.
- Why are they special to you?
- How do you feel when you see or think about them?
- How do you show your love?

The effects of advertising

We see advertisements everywhere: on TV, on the Internet, on the radio, on cell phones. In the U.S, for every ten hours of TV there are three hours of advertisements. Children of all ages are exposed to about 100 ads a day, from TV commercials to cereal box promotions, and companies spend about \$15 billion on advertising to children every year.

1 What is a TV commercial?

A TV commercial is a span of TV programming

5 which is produced and paid for by an organization to convey a message about their product.

Advertising companies say that a commercial is a story told in about 30 seconds.

2

Watching TV often makes people feel like

10 they are hypnotized. This means that it is easier to affect their subconscious

mind. When people watch TV, they

use the right-hand side of their brain.

This side of the brain responds to

15 things emotionally and visually. It is this subconscious part of our mind which

advertisers take advantage of and

which affects what we buy after

seeing a commercial.

3

20 There are three main factors in the way TV advertising

works: the design, the

motive for someone to buy a

product, and the acceptance

25 of the audience to be influenced by the commercial.

In order for TV commercials to

work they must leave an impression in our brain

within seconds, but commercials can only be

30 effective if people are exposed to them regularly. Consumers need to see a commercial at least

seven times before it can have an effect.

4

Advertisers create a need. Commercials often

use images which make us think more about the

35 things we like: they can show happy families, glamorous places, and beautiful people. Even

if we only see the image for an average of

1.5 seconds, we will then see the product

and associate positive things

40 with the brand. The language of advertising is also very

important: it must persuade

us to buy a product. Words

need to be direct, short,

and active. Some

45 examples of the most persuasive words

used in advertising

are: "suddenly",

50 "amazing", "magic", and

"hurry". These words

catch people's attention

and make an audience

interested in a product.

55 Are you influenced by commercials? What is important to you when you buy something: the brand, an image or the product? Are you a victim of advertising?

Did you know?

The first TV commercial in the U.S. was broadcast on July 1st, 1941. It was a commercial for the watchmaker Bulova. They paid \$9 for a ten-second span on WNBT.



Useful language

expose (v) line 2
 product (n) line 6
 emotionally (adv) line 15
 influence (v) line 26
 associate (v) line 39
 persuasive (adj) line 47

1 Read the text quickly. Find the numbers.

- 1 the number of ads children see each day _____
- 2 the amount of money advertising companies spend on children's advertising annually _____

2 Read the text. Match the questions with the paragraphs.

- A How does advertising work?
- B What do advertisers do to catch viewers' attention?
- C What is a TV commercial?
- D How do TV commercials affect our minds?

3 Read the text again. Answer the questions.

In the U.S, how many hours of commercials are showed during ten hours of TV?
three hours of commercials

- 1 How long are TV commercials?

- 2 Which part of the brain do people use when they watch TV?

- 3 Why is this part of the brain affected by commercials?

- 4 What are the three ways the text says that advertising works?

- 5 Why is the language of advertising important?

- 6 What are the most persuasive words used in advertising?

4 Find words in the text which mean the following:

the length of time something lasts (noun) span

- 1 in an unconscious state when your mind and actions can be controlled (adjective)

- 2 a reason for doing something (noun) _____
- 3 all the people who are watching TV (noun) _____
- 4 the effect something produces on something else (noun) _____
- 5 the name of a product that is made by a particular company (noun) _____
- 6 a person who is hurt by something (noun) _____

Project

Imagine that you have created a new product. Design a TV commercial to advertise it. Think about the following:

- What is the product?
- Who is your target audience? Who do you want to sell it to?
- Where do you want to advertise your product?
- What techniques are you going to use to persuade people to buy your product, for example images and language?

Word list

Unit 1

Things to do on vacation

buy souvenirs /baɪ 'su:vənɪrɪz/
 eat out /it aʊt/
 go sightseeing /gəʊ 'saɪtsi:ŋ/
 hire a car / hire a bike /'haɪə ə kɑː,
 haɪə ə baɪk/
 sunbathe /'sʌnbæθ/
 take a tour /teɪk ə tuːr/
 take photos /teɪk 'fəʊtoʊz/
 visit a museum /'vɪzət ə myu'ziəm/

Nouns

air conditioning /ɛr kən'dɪʃnɪŋ/
 bear /beɪ/
 candy /'kændi/
 coast /kəʊst/
 doorbell /'dɔːrbɛl/
 explosion /ɪk'spləʊʒn/
 flight /flaɪt/
 funds /fʌndz/
 gate /geɪt/
 hurricane /'hʌrəkən/
 member /'mɛmbə/
 moment /'mɒmənt/
 news /nuːz/
 performance /pɜː'fɔːməns/
 pocket /'pɒkət/
 train station /'treɪn 'steɪʃn/
 shark /ʃɑːk/
 spaghetti /spə'ɡeti/
 start /stɑːt/
 studio /'stʊdiəʊ/
 view /vjuː/
 village /'vɪlɪdʒ/
 wallet /'wɒlət/

Other verbs

board /bɔːd/
 book /bʊk/
 change /tʃeɪndʒ/
 delay /dɪ'leɪ/
 discover /dɪs'kʌvə/
 hit /hɪt/
 push /pʊʃ/
 raise /reɪz/
 reply /rɪ'plaɪ/
 run away /rʌnə'weɪ/
 serve /sɜːv/
 steal /stiːl/

Adjectives

available /ə'veɪləbl/
 final /'faɪn/
 last minute /læst 'mɪnət/
 nightmare /'naɪtmɛr/
 sick /sɪk/
 unforgettable /,ʌnfər'ɡetəbl/

Adjectives

finally /'faɪnli/
 luckily /'lʌkəli/
 personally /'pɜːsənəli/

toddler /'tɒdlər/
 wife /waɪf/

Other nouns

after-school club /'æftə'skʊl klʌb/
 arranged marriage /ə'reɪndʒd ,mæɪrɪdʒ/
 candle /'kændl/
 celebration /,sele'breɪʃn/
 decision /dɪ'sɪʒn/
 dress code /dres kəʊd/
 election /ɪ'lekʃn/
 equipment /'ɪkwɪpmənt/
 graduation ceremony /,grædʒu'eɪʃn 'serə
 moʊni/
 hobby /'hɒbi/
 item /'aɪtəm/
 king /kɪŋ/
 lifestyle /'laɪfstɑɪl/
 limousine /'lɪməzɪn/
 logo /'ləʊɡəʊ/
 manager /'mænɪdʒər/
 oil lamp /ɔɪ læmp/
 parade /pə'reɪd/
 participant /pɑː'tɪsɪpənt/
 pioneer /,paɪə'nɪr/
 prom /prəm/
 queen /kwiːn/
 reality TV series /rɪ'æləti ,ti'vi 'ʃʊ/
 relative /'relətɪv/
 soap opera /'səʊp ,ɒpə/
 TV documentary /,ti'vi ,dɒkju'məntəri/
 washing machine /'wɒʃɪŋ ,mə'ʃɪn/
 weight /weɪt/

Other verbs

allow /ə'laʊ/
 arrange /ə'reɪndʒ/
 attend /ə'tend/
 communicate /kə'mjuːnəkeɪt/
 continue /kən'tɪnjuː/
 express /ɪk'spres/
 plant /plænt/
 regulate /'regjələt/
 select /sə'lekt/
 supervise /'sʊpəvaɪz/

Adjectives

basic /'beɪsɪk/
 common /'kɒmən/
 elegant /'eləɡənt/
 extravagant /ɪk'stræv əɡənt/
 formal /'fɔːml/
 historical /hɪ'stɔːrɪkl/
 live /laɪv/
 locked-down /'lɒkt daʊn/
 next-day /'nekst deɪ/
 out of control /aʊt əv kən'trəʊl/
 stressful /'stresfl/
 typical /'tɪpɪkl/

Adverbs

properly /'prɒpərlɪ/
 still /stɪl/

Review A

Nouns

driver's license /'draɪvəz laɪsns/
 guest /ɡest/
 snow /snəʊ/
 sunscreen /'sʌnskriːn/

Culture club A

Nouns

American football /ə'merɪkən 'fʊtbɔːl/
 beans /biːnz/
 carrot /'kærət/
 city /'sɪti/
 corn /kɔːn/
 fall /fɔːl/
 feast /fiːst/
 leader /'liːdər/

Native American /'neɪtɪv ə'merɪkən/
 peas /piːz/
 pie /paɪ/
 population /,pɒpjə'leɪʃn/
 pumpkin /'pʌmpkɪn/
 Thanksgiving /,θæŋks'ɡɪvɪŋ/
 tradition /trə'dɪʃn/
 turkey /'tɜːki/

Verbs

hunt /hʌnt/
 sail /seɪl/
 settle /'setl/

Adjectives

religious /rɪ'lɪdʒəs/
 traditional /trə'dɪʃnəl/
 wild /waɪld/

Unit 3

Illness and symptoms

a backache /ə 'bækəɪk/
 a cold /ə kəʊld/
 a cough /ə kɒf/
 a headache /ə 'hedəɪk/
 a sore throat /ə sɔː θrəʊt/
 a stomachache /ə 'stʌməkəɪk/
 a temperature /ə 'tempərəʃər/
 a toothache /ə 'tuːθəɪk/

Other nouns

charity /'tʃærəti/
 dentist's /'dentɪsts/
 fitness expert /'fɪtnəs 'ekspɜːt/
 honey /'hʌni/
 lottery /'lɒtəri/
 medication /,medɪ'keɪʃn/
 obesity /əʊbi:'sæti/
 object /'ɒbdʒekt/
 pain /peɪn/
 painkiller /'peɪnkɪlər/
 pharmacy /'fɑːməsi/
 physiotherapist /'fɪziəʊ,θerəpɪst/
 pill /pɪl/
 prescription /prɪ'skrɪpʃn/
 psychologist /saɪ'kɒlədʒɪst/
 reader /'riːdər/
 space /speɪs/
 X-ray /'eksreɪ/

Verbs

bully /'bʊli/
 damage /'dæmɪdʒ/
 encourage /ɪn'kɜːrɪdʒ/
 hurt /hɜːt/
 improve /ɪm'pruːv/
 lie /laɪ/
 scream /skriːm/
 simulate /'sɪmɪjələt/
 touch /tʌtʃ/

Adjectives

afraid /ə'freɪd/
 allergic /ə'lɜːdʒɪk/
 annoying /ə'noɪŋ/
 loud /laʊd/
 obese /əʊ'biːs/
 recent /'riːsənt/
 regular /'regjələr/
 sore /sɔːr/

Adverbs

clearly /'klɪrli/
 incorrectly /,ɪn'kɔːrɪktli/

Unit 4

Injuries

break your leg /breɪk jər leg/
 bruise your knee /brʊz jər niː/
 burn your hand /bɜːn jər hænd/
 cut your finger /kʌt jər 'fɪŋgər/

get a blister /get ə 'blɪstər/
 get a cramp /get ə kræmp/
 hit your head /hɪt jər hɛd/
 pull a muscle /pʊl ə 'mʌsl/
 sprain your ankle /sprain jər 'æŋkl/

Nouns

alarm /ə'lɑ:m/
 ambulance /'æmbjʊləns/
 award /ə'wɔ:d/
 box /bɒks/
 bravery /'breɪvəri/
 conditions /kən'dɪʃn/
 emergency /'ɪmərdʒənsi/
 emergency services /'ɪmərdʒənsi
 'sɜ:vəsɪz/
 file /faɪl/
 first aid kit /fɜ:st aɪd kɪt/
 gas /gæs/
 heater /'hi:tər/
 line /laɪn/
 map /mæp/
 owner /'əʊnər/
 smoke /smʊk/
 team /ti:m/
 thief /θi:f/
 trail /treɪl/

Other verbs

accuse /ə'kyuz/
 lock /lɒk/
 pass /pæs/
 produce /prə'dʊs/
 refuse /rɪ'fju:z/
 request /rɪ'kwest/
 rescue /'reskyu/
 search /sɜ:tʃ/
 smell /smel/
 switch /swɪtʃ/

Adjectives

careful /'keəfl/
 confused /kən'fju:zd/
 sleepy /'sli:pi/
 weak /wi:k/

Adverbs

obviously /'ɒbvɪəslɪ/
 suddenly /'sʌdnli/

Review B

Nouns

impression /ɪm'preʃn/

Verbs

apologize /əp'lɒd aɪz/

Culture club B

Nouns

journal /'dʒɜ:nl/
 physical /'fɪzɪkl/
 victim /'vɪktəm/

Verbs

beat up /bit ʌp/
 experience /ɪk'spɪəriəns/
 isolate /'aɪsəleɪt/
 kick /kɪk/
 make fun of /meɪk fʌn əv/
 protect /prə'tekt/

Adjectives

insecure /,ɪnsə'kyʊr/
 jealous /'dʒeləs/

Adverbs

confidently /'kɒnfədəntli/

Unit 5

Relationships

break up with someone /breɪk ʌp wɪð
 'sʌmwʌn/

fall in love with someone /fɔ:l ɪn lʌv wɪð
 'sʌmwʌn/
 get divorced from someone /get
 də'vɔ:st frəm 'sʌmwʌn/
 get engaged to someone /get ɪn'geɪdʒd
 tu: 'sʌmwʌn/
 get married to someone /get 'mæriɪd tu:
 'sʌmwʌn/
 go out with someone /gəʊ aʊt wɪð
 'sʌmwʌn/
 have an argument with someone /hæv
 ən'ɑ:ɡyʊmənt wɪð 'sʌmwʌn/
 meet someone /mi:t 'sʌmwʌn/

Nouns

couple /'kʌpl/
 fiancée /,fiən'seɪ/
 guest /ɡest/
 honeymoon /'hʌnɪmʊn/
 noodles /'nu:dlz/
 patron /'peɪtrən/
 rose /rəʊz/
 saint /seɪnt/
 St Valentine's Day /seɪnt 'væləntaɪns deɪ/
 team /ti:m/
 theme park /θi:m pɑ:k/
 wedding bells /'wɛdɪŋ belz/

Other verbs

compare /kəm'peə/

Adjectives

single /'sɪŋɡl/
 whirlwind /'wɜ:lwɪnd/

Adverbs

immediately /ɪ'mɪdiətli/

Unit 6

Mystery

disappear /,dɪsə'piə/
 doubt /daʊt/
 explain /ɪk'spleɪn/
 investigate /ɪn'vestɪgeɪt/
 prove /pru:v/
 record /rɪ'kɔ:rd/
 solve /sɒlv/
 study /'stʌdi/
 witness /'wɪtnəs/

Nouns

alligator /'æləɡeɪtər/
 anniversary /,ænɪ'vɜ:səri/
 area /'eɪrɪə/
 armadillo /,ɑ:rmə'dɪləʊ/
 bobcat /'bɒbkæt/
 cause /kɔ:z/
 civilization /,sɪvələ'zeɪʃn/
 current /'kʌrənt/
 diver /'daɪvər/
 earthquake /'ɜ:θkweɪk/
 empire /'empaɪər/
 evidence /'eɪvədəns/
 genie /'dʒɪni/
 monument /'mʌnyəmənt/
 opinion /ə'pɪnjən/
 port /pɔ:t/
 robbery /'rɒbəri/
 rock formation /rɒk fɔ:'meɪʃn/
 sidewalk /'saɪdwɜ:k/
 statue /'stætʃu/
 temple /'tɛmpl/
 theory /'θɪəri/
 urban legend /ɜ:'bʌn 'ledʒənd/
 version /'vɜ:ʒn/
 wish /wɪʃ/
 world /wɜ:ld/
 zone /zəʊn/

Other verbs

clap /kleɪp/
 exist /ɪg'zɪst/

Adjectives

ancient /'eɪnʃənt/
 artificial /,ɑ:tɪfɪʃl/
 exotic /ɪg'zɒtɪk/
 humorous /'hju:mərəs/
 man-made /'mænmeɪd/
 mysterious /mɪ'stɪəriəs/
 oriental /,ɔ:ri'entl/
 shocking /'ʃʌkɪŋ/

Review C

Nouns

arrow /'ærəʊ/
 case /keɪs/
 field /fi:ld/
 hot-air balloon /hɔ:t er bə'lu:n/
 meaning /'mi:nɪŋ/
 mess /mes/
 philosopher /fə'lɔ:səfər/
 symbol /'sɪmbəl/
 tomb /tu:m/

Verbs

originate /ə'ɪrɪd ɪneɪt/

Adjectives

geometric /dʒɪə'metɪk/
 sacred /'seɪkrɪd/

Culture club C

Nouns

conspiracy theory /kən'spɪrəsi 'θɪəri/
 identity /aɪ'dentəti/

Verbs

fake /feɪk/
 land /lænd/

Adjectives

official /ə'fɪʃl/

Unit 7

The computer

CD-ROM drive /,si di 'rɒm draɪv/
 DVD drive /,di vi 'di draɪv/
 headphones /'hedfəʊnz/
 keyboard /ki'bɔ:rd/
 microphone /'maɪkrəfəʊn/
 mouse /maʊs/
 printer /'prɪntər/
 scanner /'skænər/
 screen /skri:n/
 speakers /'spɪkəz/
 USB flash drive /,ju 'es bi flæʃ draɪv/
 USB port /,ju 'es bi pɔ:t/
 webcam /'webkæm/
 chat / socialize online /tʃæt, 'səʊʃlaɪz
 ,ɒn'laɪn/
 download / upload software, videos,
 music, photos /daʊnloʊd, 'ʌpləʊd
 'sɔ:ftweɪ, vɪdiəʊz, 'myuzɪk, 'fəʊtəʊz//
 play games /pleɪ geɪmz/
 send / receive e-mails /send, rɪ'sɪv
 'ɪmeɪlz/
 surf the Internet /sɜ:f ðə 'ɪntərnet/
 visit websites /'vɪzət 'websaɪts/

Other nouns

base /beɪs/
 battery /'bætəri/
 brain /breɪn/
 campaign /kæm'peɪn/
 concerto /kən'tʃɜ:təʊ/
 concrete /kən'kri:t/
 data /'deɪtə/
 e-book /ɪbʊk/
 fair /feɪr/
 gap /ɡæp/
 generation /,dʒɛnə'reɪʃn/
 memory /'meməri/

Word list

name pin /neɪm pɪn/
 paradise /'pærədəɪs/
 pen scanner /pen 'skænər/
 power /'paʊər/
 pyramid /'pɪrəməɪd/
 radium /'reɪdiəm/
 social networking profile /'soʊʃl 'netwə
 rkiŋ 'prəʊfaɪl/
 solar panel /'səʊlə'r 'pænl/
 steel /sti:l/
 tourist attraction /'tʊərɪst ə'trækʃn/
 World Wide Web /,wɜ:ld'waɪd web/

Other verbs

connect /kə'nekt/
 convert /kən'veɜ:t/
 generate /'dʒenəreɪt/
 introduce /,ɪn'trə'dʌs/
 limit /lɪmɪt/
 multi-task /'mʌlti tæsk/
 process /'prɒses/
 research /'ri:sə:tʃ/
 transfer /'trænsfə:r/

Adjectives

hand-held /'hændheld/
 personal /'p:rsənəl/

Unit 8

The media

advertisement /,ædvər'taɪzmənt/
 article /'ɑ:tɪkl/
 caption /'kæpʃn/
 headline /'hedlɪn/
 photo /'fəʊtə/
 survey /'sərveɪ/

Other nouns

ad /æd/
 animal rights /'ænəml raɪts/
 athlete /'æθlɪt/
 attention /ə'tenʃn/
 career /kə'ri:r/
 champion /'tʃæmpɪən/
 demonstration /,demə'n'streɪʃn/
 illusion /ɪ'lʌʒn/
 investigation /ɪn'vestə'geɪʃn/
 premiere /prɪ'mɪ:r/
 profit /'prɒfɪt/
 protester /prə'teɪstər/
 representative /,reprɪ'zentətɪv/
 score /skɔ:r/
 slogan /'sləʊgən/
 tournament /'tɔ:nəmənt/

Verbs

break down /breɪk daʊn/
 catch /kætʃ/
 collect /kə'lekt/
 control /kən'trəʊl/
 exaggerate /ɪg'zædʒəreɪt/
 notice /'nəʊtəs/
 offer /'ɔ:fər/
 pretend /prɪ'tend/
 recommend /,rekə'mend/

Adjectives

annual /'ænyuəl/
 clever /'klevər/
 controversial /,kəntrə'vɜ:ʃl/
 cruel /kruəl/
 cute /kyut/
 dishonest /dɪs'anəst/
 effective /ɪ'fektɪv/
 general /'dʒenərəl/
 gigantic /dʒa'gæntɪk/
 optical /'ɒptɪkl/
 original /ə'ɹɪdʒənəl/
 peaceful /'pi:ʃl/
 strict /strikt/

Adjectives

truly /'tru:li/

Review D

Nouns

balance /'bæləns/
 capsule /'kæpsl/
 celebration /,selɪbre'ʃn/
 component /kəm'pəʊnənt/
 Declaration of
 Independence /,dek'lə'reɪʃn əv
 ,ɪndɪ'pendəns/
 feature /'fi:tʃər/
 hard drive /hɑ:rd draɪv/
 observation /ə:bzr'veɪʃn/
 social network page /'soʊʃl 'netw :rk
 peɪd /
 specification /'spesɪf 'keɪʃn/
 statistic /stə'tɪstɪk/
 variety / və'raɪəti/

Verbs

install /ɪn'stɔ:l/
 indicate /ɪ'ndɪkeɪt/
 manufacture /,mænɪə'fæktʃər/
 observe /əb'zɜ:v/

Culture club D

Nouns

apartment block /ə'pɑ:tmənt blɒk/
 CCTV camera /,si si ti 'vi 'kæmrə/
 dictator /'dɪkteɪtər/
 graffiti /grə'fi:ti/

Verbs

monitor /'mɒnətər/

Curriculum extra A

Nouns

billion /'bɪljən/
 heritage /'herətɪdʒ/
 impact /ɪmpækt/
 income /'ɪnkʌm/
 percentage /pə'sentɪdʒ/
 porter /'pɔ:tər/
 prioritize /praɪ'ɔ:rətaɪz/
 trek /trek/
 trekker /'trekər/

Verbs

implement /ɪm'pləmənt/

Adjectives

global /'gləʊbl/

Curriculum extra B

Nouns

antibiotic /,æntɪbaɪ'atɪk/
 bacteria /bæk'tɪrɪə/
 bee /bi/
 cell /sɛl/
 chicken pox /'tʃɪkən pɒks/
 cure /kyʊr/
 disease /dɪ'zɪz/
 immune system /ɪ'myun 'sɪstəm/
 immunity /ɪ'myunəti/
 infection /ɪn'fekʃn/
 intestines /ɪn'testəns/
 measles /'mizlz/
 microscope /'maɪkrəskoʊp/
 organism /'ɔ:ɡənɪzəm/
 paracetamol /'pærə,setəməl/
 pneumonia /nu'məʊniə/
 poison /'pɔɪzn/
 tonsillitis /,tɒnsə'laitəs/
 virus /'vaɪrəs/
 vitamin /'vɪtəmənt/

Verbs

attack /ə'tæk/
 digest /daɪ'dʒest/
 invade /ɪn'veɪd/
 release /rɪ'li:s/
 sneeze /sni:z/

Adjectives

foreign /'fɔ:rən/
 microscopic /,maɪkrə'skɒpɪk/
 runny /'rʌni/
 sticky /'stɪki/

Curriculum extra C

Nouns

appetite /'æpətaɪt/
 attachment /ə'tætʃmənt/
 butterflies /'bʌtərf্লাɪz/
 monoamines /'mɒnəʊ,æmɪnz/
 oxytocin /'ɒksɪ,təʊsɪn/
 pheromones /'fɛrəməʊnz/
 reaction /rɪ'ækʃn/
 researcher /rɪ'sɜ:tʃər/
 somersault /'sɒmərsɔ:lt/
 strawberry /'strɔ:berɪ/

Verbs

concentrate /'kɒnsntreɪt/

Adjectives

chemical /'kemɪkl/
 sweaty /'sweti/
 unable /ʌn'eɪbl/

Curriculum extra D

Nouns

acceptance /ək'septəns/
 brand /brænd/
 commercial /kə'mɜ:ʃl/
 image /'ɪmɪdʒ/
 motive /'məʊtɪv/
 product /'prɒdʌkt/
 span /spæn/
 watchmaker /'wɒtʃ,meɪkər/

Verbs

associate /ə'səʊʃi,et/
 expose /ɪk'spəʊz/
 hurry /'hʌri/
 hypnotize /'hɪpnətaɪz/
 influence /ɪnfluəns/
 persuade /pə'sweɪd/

Adjectives

active /'æktɪv/
 direct /dɪ'rekt/
 glamorous /'glæməərəs/
 persuasive /pə'sweɪsɪv/
 subconscious /,sʌb'kɒnʃəs/

Adverbs

visually /'vɪʒuəli/

Got it!

Level 3

Workbook

Philippa Bowen & Denis Delaney
Sheila Dignen

1

Grammar rules

Past perfect Affirmative and negative

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

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

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

Subject + | *had not (hadn't)* | + past participle of the verb

1 We make the past perfect with *had* + the past participle of the verb.

I **had seen** the movie.
The train **had left**.

2 We make the negative with *had not (hadn't)* + the past participle of the verb.

The movie **hadn't started**.
NOT ~~The movie didn't started.~~

3 We use the past perfect for an action that happened earlier than another action in the past.

I passed my exam because I **had worked** hard.
(I *worked hard*, then I *passed my exam*.)

When we got to the movie theater, the movie **had started**.

(The movie *started* before we *got to the movie theater*.)

4 We usually use the short form *-d* in spoken English and when we write e-mails or letters to friends.

Watch out!

Remember that many common verbs have irregular past participle forms. See the inside back cover for a list of irregular verbs.

I had **forgotten** my passport.

She had **left** her bag on the plane.

I hadn't **had** anything to eat.

They hadn't **seen** the movie.

Watch out!

Note the difference between *had gone* and *had been*.

Her friends fed her cat because she **had gone** on vacation.

(She *was still on vacation*.)

She looked very brown because she **had been** on vacation.

(She *was back home*.)

Past perfect / Simple past

I went to see Lisa when I **had finished** my work.

Simple past

I went to see Lisa ...

Past perfect

... when I **had finished** my work.

- We can use the past perfect and simple past together to talk about events in the past.**
- We use the simple past to talk about an event or situation in the past.**
I went to see Lisa ...
- We use the past perfect to talk about an action that happened *before* that action.**
I went to see Lisa when I **had finished** my work.
(I finished my work and then I went to see Lisa.)
They **canceled** the show after I **had bought** my ticket.
(I bought my ticket before they canceled the show.)
- We often use time words such as *when, after, and by the time* in sentences with the past perfect and simple past.**
When we got to the station, the train **had left**.
(The train left before we got to the station.)
After I **had done** my homework I **called** a friend.
(I did my homework and then I called a friend.)
By the time it **started** raining we **had finished** our game.
(We finished our game before it started raining.)

Watch out!

Compare these sentences with *when*.

When we left it **started** raining.

(We left and then it started raining.)

When we left it **had started** raining.

(It started raining before we left.)

Past narrative tenses

Emily **arrived** home late. It **was raining**.
Somebody **had left** a message on her answering machine.

Simple past

Emily **arrived** home late.

Past progressive

It **was raining**.

Past perfect

Somebody **had left** a message on her answering machine.

- We use different tenses (simple past, past progressive, and past perfect) to show when different events happened.**
- We use the simple past for the main events of the story.**
Emily **arrived** home.
- We use the past progressive for actions that continued while the main events happened.**
It **was raining**.
(It continued raining when she arrived home and went inside.)
- We use the past perfect for actions that happened earlier.**
Somebody **had left** a message on her answering phone.
(Somebody left a message earlier, before she arrived home.)
- We often use time words such as *when, while, after, and by the time* in sentences with past narrative tenses.**
Tom called **while** I was taking a shower.
I was waiting at the bus stop **when** I saw Carrie.
By the time we arrived, the train had left.

Word list

Things to do on vacation

buy souvenirs _____

eat out _____

go sightseeing _____

hire a car / hire a bike _____

sunbathe _____

take a tour _____

take photos _____

visit a museum _____

Vocabulary

Things to do on vacation

1 Complete the sentences with the correct phrases.

When it's hot, I like to sit on the beach and sunbathe.

- Sometimes I v_____ a m_____ to learn about art or life in the past.
- I always have my camera with me so that I can t_____ p_____.
- I like to g_____ s_____ and look at the interesting buildings in a city.
- I like to b_____ s_____ so that I can take a few things home to remember my vacation.
- I often t_____ a t_____ around a city, to learn about its history.
- It's fun to h_____ a c_____ and explore the country.
- In the evening, I like to e_____ o_____ and try the local food.

Grammar

Past perfect

2 Complete the sentences with the correct forms of the verbs in the past perfect.

I wasn't hungry because I had had a big lunch. (have)

- Katia didn't come to the movies with us because she _____ the movie before. (see)
- I was tired because I _____ to bed late the night before. (go)
- I couldn't go out because I _____ my homework. (not finish)
- We couldn't go bowling because we _____ all our money. (spend)
- I was nervous because I _____ a horse before. (not ride)
- I opened my bag to get my passport, but I _____ to bring it! (forget)



3 Complete the text with the correct past perfect forms of the verbs in the box.

bring enter ~~have~~ learn not expect
not pay not think swim win

Jack arrived home on Tuesday after a two-week vacation in Hawaii. He 'd had a great time. He ¹ _____ in the ocean and he ² _____ how to surf. He ³ _____ about home at all. When he got in, there were a few letters from the bank and a letter from the phone company. He ⁴ _____ his last bill. He started to feel sad, but he saw a letter with the word "Competition" on it. Then he remembered. He ⁵ _____ a writing competition, but he ⁶ _____ to do very well. He opened the envelope and smiled. He ⁷ _____ first prize – a two-week vacation in Barbados. Jack put down the suitcase he ⁸ _____ back from Hawaii and walked out of the house – straight to the travel agent's to book his next vacation!

Past perfect / Simple past

4 Write the actions in the sentences in the correct order.

By the time I arrived at the party, Georgie had left.

1 Georgie left.

2 I arrived.

- When we had cleaned the kitchen, we started cooking.

1 _____
2 _____

- I felt better after I had talked to Sara.

1 _____
2 _____

- I didn't eat out because I hadn't taken any money with me.

1 _____
2 _____

- I went to bed as soon as everyone had left.

1 _____
2 _____

5 Complete the sentences with the correct forms of the verbs in the past perfect and the simple past.

As soon as it **had stopped** raining, we **went** sightseeing. (stop / go)

- 1 I _____ sick because I _____ too much chocolate! (feel / eat)
- 2 I _____ you because I _____ my cell phone at home. (not call / leave)
- 3 We _____ shopping after we _____ lunch. (go / have)
- 4 The bus _____ when I _____ to the bus stop, so I had to walk home. (leave / get)
- 5 By the time we _____ to the museum, it _____. (get / close)
- 6 I _____ home after I _____ Sam to the station. (go / take)

6 Complete the social network post with the correct forms of the verbs in the simple past or the past perfect.



Hi!

I **arrived** (arrive) home last night after a vacation to San Francisco. I ¹ _____ (not be) there before, so I ² _____ (feel) excited. We ³ _____ (stay) in a great hotel, and it wasn't too expensive because we ⁴ _____ (book) it online a few months ago. As soon as we ⁵ _____ (arrive) at our hotel, we ⁶ _____ (go) sightseeing – there's so much to see! And after we ⁷ _____ (take) a tour on one of the famous streetcars, we ⁸ _____ (go) shopping – you know I love shopping! That was the best bit! I'll tell you all about it when I see you. Unfortunately, I ⁹ _____ (not take) any photos because I ¹⁰ _____ (forget) to take my camera with me!

Stella

Past narrative tenses

7 Choose the correct answers.

I **had** / was having a great vacation last year and I ¹met / had met some really nice people while I ²stayed / was staying in a youth hostel.



I went on a skiing vacation last year. I ³didn't try / hadn't tried skiing before, and I ⁴felt / had felt scared when I ⁵had gone / was going down the mountain at 30 km/h!



I went on a trekking vacation with some friends. While we ⁶walked / were walking in a forest one day, we suddenly ⁷had realized / realized that we were lost. But it was OK in the end because we ⁸took / had taken a map with us!



Round-up

8 Complete the story with the correct forms of the verbs in the simple past, past progressive, or past perfect.

Amalia **arrived** home at five o'clock. She was angry because it ¹_____ (rain) and she was wet. She ²_____ (miss) her bus home, so she ³_____ (walk) through the park. She ⁴_____ (put) her key in the door but it was already open. She was sure she ⁵_____ (lock) it that morning. She ⁶_____ (go) inside. She ⁷_____ (hear) a noise coming from the living room. Someone was in her house! Maybe somebody ⁸_____ (hide) in the living room. As she opened the door slowly, she ⁹_____ (be) scared. Suddenly, the light came on, and there was a big shout of "Surprise!" Of course, she ¹⁰_____ (forget) – it was her birthday!

Expressing an opinion

1 Complete the dialogue with the phrases in the box.

clean enough nice too crowded
too hot very friendly very lively
~~what was it like~~

- Ryan Hi, Kayla, where did you go for your vacation this summer?
- Kayla I went to France with some friends.
- Ryan France! Wow! What was it like?
- Kayla Well, we went camping. There were lots of young people, so it was ¹_____, especially in the evenings.
- Ryan What about the weather?
- Kayla It was perfect – lovely and warm. In fact it was ²_____ sometimes!
- Ryan Was the campsite OK?
- Kayla Yes, but I did complain once because the bathrooms weren't ³_____.
- Ryan And what did you do?
- Kayla We went to the beach a lot. Sometimes it was ⁴_____, so it was difficult to find a place to sit, but most of the time it was OK.
- Ryan Did you meet some nice people?
- Kayla Oh, yes, the people were ⁵_____, and I met a really cool French boy. He was so ⁶_____!

2 Choose the correct answers.

The swimming pool was lovely – it was **too** / **very** warm.

- Our room was really small – it wasn't **too big** / **big enough** for two people.
- The view of the mountains was **so** / **too** beautiful!
- There was a shower in our room, but the water wasn't **so hot** / **hot enough**.
- It was great because our hotel was **very** / **too** close to the beach.
- It was **very** / **too** far to walk to the beach, so we took a taxi.
- You can sleep in our tent. It's **very big** / **big enough** for four people.

3 Read Sam's notes about his vacation, then complete the dialogue with *very*, *too*, *so*, and *enough* and the correct adjectives.

hotel – very comfortable but so noisy
people – very friendly
beaches – very clean
weather – too cold (impossible to swim)
nightlife – boring, not lively enough!
restaurants – so expensive

- Paul So, Sam, how was your vacation?
- Sam It was a nightmare!
- Paul Really? Why?
- Sam Well, we stayed at a hotel which was very comfortable, but it was ¹_____.
- Paul Were the people nice?
- Sam Yes, the people were ²_____, but there weren't many young people.
- Paul Did you swim in the ocean?
- Sam There were a lot of beaches and they were ³_____. But the weather wasn't very good, so it was ⁴_____ to swim most of the time.
- Paul And what about the nightlife?
- Sam It was only a small town so the nightlife wasn't ⁵_____ for us. And there were some nice restaurants, but they were ⁶_____.

4 Read Sasha's notes about her vacation in Mexico. Then complete the dialogue.

hotel room – too small and so cold!
beaches – very crowded! Water not warm
food – nice but very expensive
evenings – no young people – so boring!
so cool to see Rafael Nadal

- Lois So, Sasha, how was your vacation?
- Sasha It was a nightmare!
- Lois Really? Why? What was the hotel like?
- Sasha ¹_____
- Lois What about the beaches?
- Sasha ²_____
- Lois Was the food nice?
- Sasha ³_____
- Lois Was the nightlife good?
- Sasha ⁴_____
- Lois Was there anything good about the vacation?
- Sasha ⁵_____

Reading

1 Read the text. Answer the question.

- 1 Did Rachel enjoy her vacation?

Getting away from it all



Last year, my family decided to do something different for our vacation. We had always gone to the beach, and spent our time sunbathing and relaxing. But we wanted a more active vacation. So we chose a walking trip around the Grand Canyon. I'd never done anything like it before so I felt nervous before we left.

We started in Las Vegas, and a small truck left us at the starting point for our first day of hiking. The first day was terrible! My shoes were too small and by lunchtime I was beginning to think that I never wanted to see my bag again! I was so hungry because there wasn't enough food! The first night was awful, too. I didn't sleep and I was so cold. And in the morning we had to wash in cold water!

But I started to enjoy it more and more. We walked about 15 km a day. That seemed a lot at the beginning of the trip, because I'd never done any walking before, but by the end of the vacation I was a lot healthier and wasn't so tired. The things we saw were amazing. I took lots of photos, and the best day of all was when we took a helicopter flight over the Grand Canyon! Wow!

Did I enjoy it? Yes. It's a great way to see nature and get healthy. You can also hire bikes and see the Grand Canyon that way. But it still felt great to get back to Las Vegas to spend a night in a hotel, have a chance to go sightseeing, and eat out in the city!



2 Read the text again. Are the sentences true or false?

- 1 Rachel had been on active vacations before.
- 2 She felt excited before the trip.
- 3 Rachel didn't enjoy the first day.
- 4 For Rachel, the walking got easier during the vacation.
- 5 Rachel and her family hired bikes to see the Grand Canyon.
- 6 Rachel was disappointed to return to city life.

3 Answer the questions.

- 1 Why did Rachel and her family decide to take a walking vacation?
- 2 What problem did Rachel have on the first night?
- 3 How did Rachel feel about walking at the end of the vacation?
- 4 What part of the vacation did she enjoy the most?
- 5 What did Rachel enjoy when she was back in Las Vegas?

Writing

4 Look at the advertisement for Rachel's trip. Then imagine you went on this trip. Write an account of your experiences.

- Nine days walking and camping
- Day walks in beautiful national parks
- All meals while camping
- Two professional tour leaders to give help and support

EXTRA ACTIVITIES

- Helicopter flights over the Grand Canyon U.S. \$133
- Mountain Biking Day U.S. \$45
- Boat trip on the Colorado River U.S. \$65

DISCOVER THE GRAND CANYON

Permission: *can, could*

Present		
Affirmative		
I / you / he / she / it / we / you / they	can	talk
Negative		
I / you / he / she / it / we / you / they	can't	talk
Interrogative		
Can	I / you / he / she / it / we / you / they	talk?
Past		
Affirmative		
I / you / he / she / it / we / you / they	could	talk
Negative		
I / you / he / she / it / we / you / they	couldn't	talk
Interrogative		
Could	I / you / he / she / it / we / you / they	talk?

1 *Can* and *could* are modal verbs. All modal verbs follow the same rules:

- We only use one form for all persons.
I **can** talk in class. He **can** talk in class.
I **could** talk in class. He **could** talk in class.
- We do not add an *-s* to *can* / *could* with *he, she, or it*.
He **can** wear jeans.
NOT ~~He cans wear jeans.~~
- We always follow *can* / *could* with another verb in the base form.
We **could** wear our own clothes.
NOT ~~We could to wear our own clothes.~~
- We make the negative of modal verbs with *-n't* (full form *not*).
We **can't** (*cannot*) talk in class.
NOT ~~We don't can talk in class.~~
We **couldn't** (*could not*) wear jeans.
NOT ~~We didn't could wear jeans.~~
- We form the interrogative by putting the modal verb before the subject.
Can you eat snacks in class?
NOT ~~Do you can eat snacks in class?~~
Could you stay up late?
NOT ~~Did you could stay up late?~~

2 We use *can* / *can't* to talk about permission in the present.

I **can** stay up late on the weekend.
(My parents give me permission to stay up late.)

I **can't** stay up late during the week.
(My parents don't give me permission – I must go to bed early.)

3 We use *could* / *couldn't* to talk about permission in the past.

My grandpa **could** walk to school without an adult.
(His parents gave him permission to do it.)
My grandpa **couldn't** watch TV every day.
(His parents didn't give him permission to do it.)

Permission: *be allowed to*

Present	
Affirmative	Negative
I am allowed to go	I'm not allowed to go
you are allowed to go	you aren't allowed to go
he / she / it is allowed to go	he / she / it isn't allowed to go
we / you / they are allowed to go	we / you / they aren't allowed to go

Past	
Affirmative	Negative
I was allowed to go	I wasn't allowed to go
you were allowed to go	you weren't allowed to go
he / she / it was allowed to go	he / she / it wasn't allowed to go
we / you / they were allowed to go	we / you / they weren't allowed to go

Future	
Affirmative	Negative
I will be allowed to go	I won't be allowed to go
you will be allowed to go	you won't be allowed to go
he / she / it will be allowed to go	he / she / it won't be allowed to go
we / you / they will be allowed to go	we / you / they won't be allowed to go

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

1 We use *am / is / are allowed to* to talk about permission in the present.

I'm **allowed to** take my cell phone to school.
Most children **aren't allowed to** travel alone.

2 We use *was / were allowed to* to talk about permission in the past.

When I was twelve, I **was allowed to** stay the night with friends.
In the past, many children **weren't allowed to** watch TV every day.

3 We use *will / won't be allowed to* to talk about permission in the future.

When I'm older, I'll **be allowed to** stay up later.
When she's older, she **won't be allowed to** stay up later.

Watch out!

Remember we need ***be + allowed + to***.
We **are allowed to** eat snacks in class.
NOT ~~We allowed to eat snacks in class.~~
They **weren't allowed to** go out alone.
NOT ~~They weren't allowed go out alone.~~

used to

Affirmative

I / you / he / she / it / we / you / they	used to	live here
--	----------------	-----------

Negative

I / you / he / she / it / we / you / they	didn't use to	live here
--	----------------------	-----------

Subject + | ***used to*** | **+ base form of the verb**
didn't use to

Interrogative

Did	I / you / he / she / it / we / you / they	use to live here?
------------	--	--------------------------

Short answers

Affirmative

Yes,	I / you / he / she / it / we / you / they	did.
------	--	-------------

Negative

No,	I / you / he / she / it / we / you / they	didn't.
-----	--	----------------

Did + | **subject +** | ***use to*** | **+ base form of the verb**
didn't.

Yes, + | **subject +** | ***did.***
No, + | **subject +** | ***didn't.***

1 In affirmative sentences we use *used to* + the base form of the verb. The form is the same for all persons.

I / He / We **used to play** tennis.

2 In negative sentences we use *didn't use to* + the base form of the verb. The form is the same for all persons.

I / He / We **didn't use to eat** fruit.

3 In interrogative sentences we use *Did* + subject + *use to* + the base form of the verb. The form is the same for all persons.

Did you / he / we use to watch TV?

4 We use *used to* to talk about things that were true or happened regularly in the past.

I **used to watch** TV every day when I was younger (*but I don't do this now*).

My cousin **used to live** in Florida (*but he doesn't live there now*).

5 We don't use *used to* for single actions in the past.

I **used to** meet my friends every evening.

NOT ~~I used to meet my friends last night.~~

Watch out!

In negative and interrogative sentences the form is ***use to***.

I **didn't use to** like meat.

NOT ~~I didn't used to like meat.~~

Did you use to like singing?

NOT ~~Did you used to like singing.~~

Word list

Life events

be born _____
die _____
get a job _____
get married _____
graduate _____
have children _____
retire _____
start school _____

People

baby _____
employee _____
husband _____
parent _____
senior citizen _____
student _____
toddler _____
wife _____

Vocabulary

Life events

1 Complete the words for the life events.

- b e b o r n
 1 g _ t m _ r r _ _ d
 2 r _ t _ r _
 3 st _ _ t sch _ _ _
 4 d _ _
 5 h _ v _ ch _ ld _ _ n
 6 gr _ d _ _ t _
 7 g _ t _ j _ b

2 Complete the sentences with the correct forms of the words in the box.

baby **employee** husband parent
 senior citizen student toddler wife



Ed won the "**Employee** of the month" competition for his hard work.

- Most teenagers get mad with their _____.
- Jenny got married last year. Her _____ is called Mark.
- My uncle and aunt are going to have a _____, so I'll have a new cousin.
- Maria is a _____ at the City College in New York.
- The zoo has an area where parents can take their _____ to meet animals face-to-face.
- Jack has been married to his _____ for three years.
- My grandparents sometimes go on special vacations for _____.

Grammar

Permission: *can, could*

3 Complete the sentences with *can, can't, could* or *couldn't* and the verbs.

I'm sorry, this is a private parking lot. You **can't park** (park) here.

- A few years ago, anyone _____ (play) tennis at this club, but now it's for members only.
- When I was younger, I _____ (use) my dad's computer – he didn't want me to break it.
- The museum is open now, so we _____ (go) in.
- You _____ (watch) this movie – you're too young.
- My parents were very strict when I was young. I _____ (stay) out after nine o'clock at night.
- No, I'm sorry, you _____ (take) your dictionaries into the exam with you.

4 Read the information about Rockvale School in the 1930s and now. Then complete the sentences with *can, can't, could, or couldn't* and a verb if necessary.

Rockvale School Rules		
	1930s	Now
Leave the classroom to go to the bathroom	X	✓
Boys and girls sit together	X	✓
Ask a question if you don't understand	✓	✓
Girls wear pants to school	X	✓
Eat during classes	X	X

In the 1930s, children **couldn't leave** the classroom to go to the bathroom, but now they **can**.

- Now, boys and girls _____ together, but they _____ in the 1930s.
- Children in the 1930s _____ questions in class, and they still _____ now.
- Girls _____ pants to school today, but they _____ in the 1930s.
- Children in the 1930s _____ during classes, and they still _____.

Permission: *be allowed to*

5 Find and correct the mistakes.

Jason is only six, so he ~~doesn't~~ allowed to go out on his own. isn't.

- 1 When we were young, we wasn't allowed to ride our bikes on our own. _____
- 2 My little sister isn't allowed go to the store alone. _____
- 3 I hope I be allowed to go to the party next week. _____
- 4 You won't allowed to go on vacation with your friends! _____
- 5 The students not allowed to wear jeans to school. _____
- 6 When Jake was younger, he didn't allowed to use the computer at home. _____

6 Read about Elaine Chu. Complete the text with the correct forms of *be allowed to* and the verbs.



Elaine Chu moved from China to New York City five years ago. "When I lived in China, I was allowed to do (do) a lot of things on my own, because it wasn't dangerous. When I first came to the U.S, it was difficult because I ¹ _____ (not walk) down the street without an adult. And my friends ² _____ (not play) in the streets because their parents thought it wasn't safe." Things are easier now. "Now that I'm older I ³ _____ (meet) my friends after school and go to their houses. We ⁴ _____ (not go) out in the evening yet, which is a bit annoying!" Elaine will be sixteen next month, so she thinks her parents will relax. "I hope I ⁵ _____ (go) to the movies with my friends. But I think I ⁶ _____ (not have) parties until I'm older!"

used to

7 Complete the dialogue with the correct forms of *used to* and the verbs, or short answers.

- Ellie Did you use to walk (walk) to school when you were my age?
- Grandma Yes, I did. I ¹ _____ (live) in a village 3 km from the school, and my brother and I ² _____ (walk) there every day.
- Ellie Wow! ³ _____ (find) it hard?
- Grandma Yes, we ⁴ _____, especially when it was cold.
- Ellie And what ⁵ _____ (do) in the evenings?
- Grandma Well, we ⁶ _____ (not watch) TV, because we didn't have one. So we ⁷ _____ (read) books, or play games with friends.
- Ellie And ⁸ _____ (get) bored sometimes?
- Grandma No, we ⁹ _____. We always ¹⁰ _____ (find) something to do!

Round-up

8 Complete the text about a teacher's life in the past with the verbs in the box.

are allowed to wear can get couldn't get
didn't use to get used to arrive ~~use to be~~
used to make weren't allowed to wear
will be allowed to stay

A Teacher's Life

In the past, school life was hard for children, but what did life use to be like for teachers? "The days were long," says Mary Long. "We ¹ _____ at school early in the morning because we had to prepare the classrooms, and we ² _____ home until late because we had to clean the school." There were also rules about their clothes. Mary says "I ³ _____ all my own clothes because I didn't have much money. We ⁴ _____ bright colors or jewelry." They also ⁵ _____ married. Life is much better for teachers now. They ⁶ _____ the clothes they want, and they ⁷ _____ married if they want to. And maybe in the future they ⁸ _____ at home and teach over the Internet!

Discussing rules

1 Rosa and Jake are talking about how strict their parents are. Choose the correct answers.



- Rosa How strict are your parents? **Are** / Were you allowed to go to bed when you want?
- Jake No way! I have to go to bed at 11 p.m. What about you?
- Rosa I / I'm allowed to decide when I go to bed – it's my choice.
- Jake You're lucky. And ²can / could you have friends at your house when you want?
- Rosa Yes, I ³can / could. What about you?
- Jake I'm allowed ⁴have / to have friends at my house, but I have to ask permission first.
- Rosa What about when you were younger? When ⁵was / were you allowed to go to stores on your own for the first time?
- Jake I think I was about eight. But I ⁶can / could only go to the store near my house. What about you? When ⁷can / could you first go to stores without an adult?
- Rosa I think I ⁸am / was first allowed to go out alone when I was ten.

2 Write the questions in the correct order.

- you / at fifteen / can / leave / in Colombia / school?
Can you leave school at fifteen in Colombia?
- stay up / could / late / when / you / you were ten?

- go home / are / to / you / allowed / for lunch?

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

- allowed / you / go out / to / were / alone / when you were seven?

3 Match the questions (1–5) in exercise 2 with the answers (a–e).

- a Yes, I am. **3** d Yes, you can. _____
b No, I wasn't. _____ e No, we can't. _____
c No, I couldn't. _____

4 Layla doesn't go to school, but has lessons at home with her mom. Write questions to complete the dialogue.



- You choose when to start work each day?
Can you choose when to start work each day?
- Layla No, I can't. I have to start at nine o'clock.
- You study what you like?
1 _____
- Layla Yes, I am. But I have to do math every day.
- You eat in class?
2 _____
- Layla No, I can't. But I can stop for a snack if I'm hungry.
- You when younger – stop early if you were tired?
3 _____
- Layla Yes, I was. I often stopped in the afternoon and had a sleep.

5 Write two more questions for Layla, and write her answers. You can use the ideas below, or your own ideas.

- have a day off if you're ill?
- use the Internet in class?
- talk while you're working?


Reading

1 Read the text. Then write the correct names.

Whose grandparent ...?

couldn't leave school when they wanted to Emily's

- 1 wasn't allowed to go to school _____
- 2 enjoyed discovering new places _____
- 3 asked family members for help _____
- 4 didn't live with their parents _____
- 5 finally achieved their dream _____
- 6 did very well at their job _____

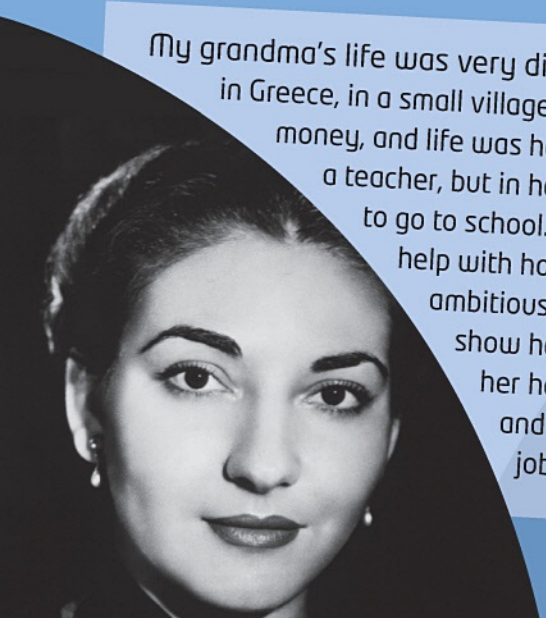


My grandpa grew up on a small farm in California. His parents both died when he was young, so he lived with his aunt and uncle. He started school when he was six, but he hated it. He only wanted to work on the farm. He used to ask his aunt and uncle to let him leave school and get a job, but he wasn't allowed to. They could see that he was clever, and they wanted him to go to college. He graduated from college when he was 22 and got a job in a bank. He was very successful and that's why he always tells me to work hard and go to college.

Emily


What was life like for your GRANDPARENTS?

Three young people tell us.



My grandma's life was very different to mine. She was born in Greece, in a small village. Her family didn't have much money, and life was hard. She always wanted to be a teacher, but in her family girls weren't allowed to go to school. They had to stay at home and help with housework. But my grandma was ambitious. She used to ask her brothers to show her their books, and they taught her how to read. She moved to the U.S. and went to college. She got her first job as a teacher when she was 27.

Sasha



My grandpa left school as soon as he could and got a job in a local store. He used to enjoy talking with customers, but he soon realized that he wanted to leave home and do something more exciting. When he was eighteen he joined the U.S. Navy. He traveled all over the world on ships. When he arrived in a new city they were allowed to stay for three days. My grandpa used to travel during this time, because he wanted to see as much of each country as he could. He decided to leave the navy when he got married. He got a job in an office and worked there until he retired.

Jack

2 Read the text again. Then answer the questions.

- 1 How did Sasha's grandma learn to read?
- 2 Why did Emily's grandpa live with his aunt and uncle?
- 3 Why wasn't Emily's grandpa allowed to leave school?
- 4 Why did Jack's grandpa join the U.S. Navy?
- 5 When did he leave the navy?

Writing

3 Write a short biography of one of your grandparents. Write about their life when they were young, things they used to do, and things they were and weren't allowed to do. You can use the questions below to give you ideas.

- Where and when was he / she was born?
- When did he / she start and leave school?
- When did he / she get a job? What job?
- When did he / she get married?
- Why was his / her life was interesting, difficult etc?

should / shouldn't

Affirmative and negative

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

Subject + $\left| \begin{array}{l} \textit{should} \\ \textit{should not} \\ (\textit{shouldn't}) \end{array} \right|$ + base form of the verb

1 *Should* is a modal verb. All modal verbs follow the same rules:

- We only use one form for all persons.
I **should** go. He **should** go.
We **should** go. They **should** go.
- We do not add an *-s* to *should* with *he, she, or it*.
He **should** go. NOT ~~He shoulds go.~~
- We always follow *should* with another verb in the base form.
You **should do** more exercise.
NOT ~~You should to do more exercise.~~
You **shouldn't watch** so much TV.
NOT ~~You shouldn't watching so much TV.~~
- We don't use *don't / doesn't* with the negative form of modal verbs.
You **shouldn't** stay up too late.
NOT ~~You don't should stay up too late.~~

2 The negative form of *should* is *should not*. In spoken and informal written English, we usually use the contracted form *shouldn't*.

You **should not** eat a lot of sweets.
= You **shouldn't** eat a lot of sweets.

3 We use *should / shouldn't* to give advice.

You **should** do more exercise.
(*It's a good idea.*)
You **shouldn't** stay up late every night.
(*It's a bad idea.*)

should / shouldn't

Interrogative and short answers

Interrogative		
Should	I / you / he / she / it / we / you / they	go?
Short answers		
Affirmative		
Yes,	I / you / he / she / it / we / you / they	should.
Negative		
No,	I / you / he / she / it / we / you / they	shouldn't.

Did + $\left| \right.$ subject + $\left| \right.$ *use to* $\left| \right.$ + base form of the verb

Yes, + $\left| \right.$ subject + $\left| \right.$ *did.*
No, + $\left| \right.$ subject + $\left| \right.$ *didn't.*

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

(Question word +) $\left| \right.$ *should* $\left| \right.$ + subject $\left| \right.$ + base form of the verb?

1 *Should* is a modal verb. All modal verbs follow the same rules:

- We use *should* before the subject in the interrogative form.
Should we start the test?
NOT ~~We should start the test?~~
- We do not use auxiliary verbs with *should* in the interrogative form.
Should they visit their grandma?
NOT ~~Do they should visit their grandma?~~
Should she stay up late?
NOT ~~Does she should stay up late?~~

2 We make the interrogative form with *Should* + subject + base form of the verb.

Should I do my homework now?

3 We make short answers with *Yes, / No, + subject + should / shouldn't*.

Should I do my homework now?
Yes, you **should**.
No, you **shouldn't**.

Second conditional

If clause	Main clause
If I won the lottery,	I would buy a big house.
If I didn't eat so much,	I would be thinner.
If you were very healthy,	would you run 25 kilometers?

Main clause	If clause
I wouldn't work	if I had a lot of money.
I' d do well in my exams	if I didn't go out so much.
Would you tell anyone	if you found some money?

If + subject + simple past, subject + would ('d) + base form of the verb.

- 1 There are two clauses in second conditional sentences, the *If* clause and the main clause. A second conditional sentence can begin with either the *If* clause or the main clause.**
 If I **won** the lottery, I'**d buy** a big house.
 I'**d buy** a big house if I won the lottery.

- 2 In the *If* clause we use *if* + simple past.**
 If I **won** the lottery ...
 If he **worked** harder ...
 If you **went** to the U.S. ...

- 3 In the main clause we use *would* ('d) + the base form of a verb.**
 If I **won** the lottery, I'**d buy** a big house.
 If he **worked** harder, he **wouldn't fail** his exams.
 If you **went** to the U.S, **would** you **visit** Chicago?

- 4 When the *If* clause comes first in a second conditional sentence, we use a comma (,) at the end of the *If* clause. We don't use a comma when the main clause comes first.**
 If I **won** the lottery, I'**d buy** a big house.
 (Use a comma after the *If* clause.)
 I'**d buy** a big house if I won the lottery.
 (No comma.)

- 5 We use the second conditional to talk about unlikely or imaginary situations.**
 If I won the lottery, I'**d travel** all over the world.
 (It's very unlikely that I will win the lottery.)
 If I lived in the U.S, I would play baseball.
 (I don't live in the U.S, so this is imaginary.)

- 6 Although we use the simple past in second conditional sentences, we use the second conditional to talk about unlikely or imaginary situations in the present or future (not the past).**
 If I had a bike, I'**d cycle** to school.
 (I don't have a car now, so this is an imaginary situation in the present.)
 If I wanted to study art, I'**d go** to art college.
 (I don't want to study art in the future, so this is an imaginary situation in the future.)

Watch out!

We use the simple past, not *would* in the *If* clause of second conditional sentences.

If I **saw** a burglar, I would call the police.

NOT If I ~~would see~~ a burglar, I ~~would call~~ the police.

Word list

Illnesses and symptoms

- a backache _____
 a cold _____
 a cough _____
 a headache _____
 a sore throat _____
 a stomachache _____
 a temperature _____
 a toothache _____

Vocabulary

Illnesses

- 1 Complete the sentences with the words in the box.

a backache a ~~cold~~ a cough
a headache a sore throat a stomachache
a temperature a toothache

I can't breathe through my nose. I think I have a cold.

- 39 degrees! You have _____. You should see a doctor.
- I shouted too much at the concert. Now I have _____.
- Carrie's going to go to the dentist's, because she has _____.
- I ate too much – I have _____.
- I carried some very heavy boxes yesterday, and now I have _____.
- Can you turn that music down? I've taken a painkiller, but I have still _____.
- If you have _____ you should take some medicine.

Grammar

should / shouldn't

- 2 Complete the sentences with *should* or *shouldn't*.

Stay Healthy – HEALTH ADVICE FOR TEENAGERS

- You should eat lots of fruit and vegetables.
- You ¹ _____ eat too much fast food.
- You ² _____ do exercise every day.
- You ³ _____ spend too much time watching TV.
- You ⁴ _____ drink a lot of water.
- You ⁵ _____ make sure you get enough sleep.
- You ⁶ _____ go to the doctor's, if you think you are ill.

- 3 Look at the pictures. Then write sentences with *should* or *shouldn't*.



cyclists / always
/ wear / a cycle
helmet

Cyclists should
always wear a
cycle helmet.



1 you / run / near / the
swimming pool



2 young children /
swim / alone



3 you / drink / lots of
water / when / you
are playing sports



4 you / exercise / for
too long



5 you / eat / in the
sports center

- 4 Write the questions in the correct order. Then complete the short answers.

I / offer / to / should / help / him?

Should I offer to help him?

Yes, you should.

1 Matt / work / harder / should / at / school?

_____?

Yes, _____.

2 TV / children / watch / late / should / at night?

_____?

No, _____.

3 my / mom / clean / should / my / bedroom?

_____?

No, _____.

4 eat / chocolate / should / every / I / day?

_____?

No, _____.

Second conditional

5 Match the sentence halves.

- | | |
|--|-----------------------------------|
| 1 If I knew her number, | a I'd buy a guitar. |
| 2 She'd get better grades at school | b I wouldn't read it. |
| 3 If you played more sports, | c if she studied harder. |
| 4 I'd be really happy | d if Jim invited me to his party. |
| 5 If I had lots of money, | e I'd call her. |
| 6 If I found my best friend's journal, | f you'd feel better. |

6 Choose the correct answers.

- If I know / **knew** the answer, I'd tell you.
- If our apartment was bigger, we'd have / we'll have a party.
 - I wouldn't be so worried if I hadn't / didn't have so many exams.
 - Will / Would you go on vacation with your friends if you were allowed?
 - He wouldn't be able to write an e-mail if he wouldn't have / didn't have a computer.
 - If I found \$50 in the street, I wouldn't / didn't keep it.
 - If you do / did more exercise, would you be healthier?

7 Complete the sentences with the second conditional and the pairs of verbs in the box.

enjoy / try ~~have / buy~~ have / eat
not lose / clean pass / study play / be
take / feel

- If I **had** lots of money, I **would buy** presents for all my friends.
- If Jake _____ some medicine, he _____ better.
 - Your bedroom is awful! You _____ things all the time if you _____ it.
 - Ellen's never eaten Chinese food, but I'm sure she _____ it if she _____ it.
 - _____ you _____ soccer in the park if the weather _____ good?
 - Tom _____ his exams if he _____ hard, but he's really lazy.
 - If people _____ more free time, _____ they _____ so much fast food?

8 Complete the text with the second conditional forms of the verbs.



We asked teenagers what thing they **would change** (change) in their lives if they **had** (have) the chance.

I'm an only child and I'd love to have a sister. I ¹ _____ (not be) lonely if I ² _____ (have) a sister!

Maria, seventeen

My parents don't have much money. If they ³ _____ (have) more money, we ⁴ _____ (go) on more vacations. That would be cool!

Andrew, sixteen

I think school takes up too much time. We ⁵ _____ (have) more time to spend with our friends if we ⁶ _____ (not spend) so much time at school.

Chloe, fifteen

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

Rob, fifteen

Round-up

9 Complete the social network posts with **should, shouldn't, if, or would**.

I need your help, Zoe! I'm worried about my sister, Mia, and I don't know what I **should** do. She spends all her time in her room, playing computer games and she never goes out with friends. I know that ¹ _____ she went out more, she ² _____ have more friends and she'd be happier. But she doesn't want to talk to me about it. What ³ _____ I do?
Love, Sara.

You're right to feel worried, Sara. Your sister ⁴ _____ stay in her room all the time playing computer games. She ⁵ _____ try to leave the house and meet her friends. Maybe you ⁶ _____ talk to one of her teachers. Or maybe ⁷ _____ I tried talking to Mia, she ⁸ _____ listen to me. What do you think?
Love, Zoe.

At the doctor's

1 Complete the dialogues with the phrases in the box.

a stomachache ~~how can I help you~~
 how long have you had it I have a pain in
 I've had it my leg hurts what's the matter
 where does it hurt

1

Fer Good morning, Doctor.

Doctor Good morning. How can I help you?

Fer I have ¹_____ and a high temperature.

Doctor ²_____?

Fer ³_____ since last night.

Doctor OK. Are you allergic to any medicine?

Fer No, I'm not.

Doctor OK, here's a prescription. Take these pills three times a day and drink lots of water.

Fer Thank you.

2

Dan Good morning.

Doctor Good morning. ⁴_____?

Dan I fell yesterday and now ⁵_____ and ⁶_____ my back.

Doctor ⁷_____ exactly?

Dan Here, near my knee.

Doctor Well, it isn't serious. I think you should rest it for a few days.

Dan Thank you. Goodbye.

2 Choose the correct answers.

- 1 What / What's the matter?
- 2 How long have / did you had it?
- 3 Where did / does it hurt?
- 4 How I can / can I help you?

3 Match the questions (1-4) in exercise 2 with the answers (a-d).

- a My arm hurts.
 b I have a cold.
 c Just here.
 d Since Saturday.

1

4 Read Shizuka's notes about how she feels. Then complete the dialogue.



*very bad headache -
 above my eyes - four
 days now!*

Doctor Good morning. How can I help you?

Shizuka ¹_____

Doctor Where does it hurt exactly?

Shizuka ²_____

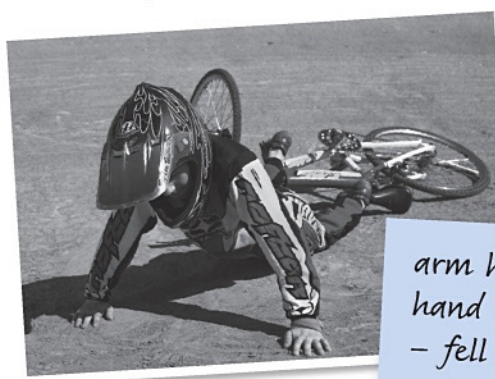
Doctor And how long have you had it?

Shizuka ³_____

Doctor OK. Take these pills twice a day, and come back in three days if it isn't better.

Shizuka OK. Thank you.

5 Read Gustave's notes about how he feels and the doctor's advice. Then complete the dialogue.



*arm hurts - near
 hand - since Saturday
 - fell off my bike*

Doctor: arm not broken - rest it for a week

Doctor Good morning. How can I help you?

Gustave ¹_____

Doctor Oh dear. Where ²_____?

Gustave ³_____

Doctor How ⁴_____?

Gustave ⁵_____

Doctor Well, it isn't very serious. Your arm ⁶_____. I think ⁷_____.

Gustave Thanks. Goodbye.

Reading

1 Read the interview with Dr. Henchey about exercise and health. Answer the question.

1 What kinds of exercise are mentioned?

GETTING ACTIVE



Interviewer We know that we should do more exercise, but how much? And what kind of exercise is best?

Dr. Henchey The advice I give to people is to be as active as possible.

The worst thing you can do is sit in front of a TV or computer screen all day. You really shouldn't spend more than two or three hours a day doing this, and you should do at least half an hour of exercise four or five times a week.

Interviewer We know that not being active enough can give us health problems such as obesity, but if people did more exercise would they be healthier in other ways too?

2 Read the text again. Then answer the questions.

- 1 What is Dr. Henchey's advice on TV and computers?
- 2 How much exercise does he think people should do every week?
- 3 What problems can people have if they aren't active enough?
- 4 What problems can playing sports cause?
- 5 What does Dr. Henchey say about which sports young people should choose to play?
- 6 How would it help young people if they joined a sports club?

Dr. Henchey Yes, definitely. People who spend a lot of time at home, watching TV, or playing on the computer, are not as happy as people who are active.

Interviewer So you're saying that if people spent more time doing exercise, they would also be happier?

Dr. Henchey Yes, absolutely.

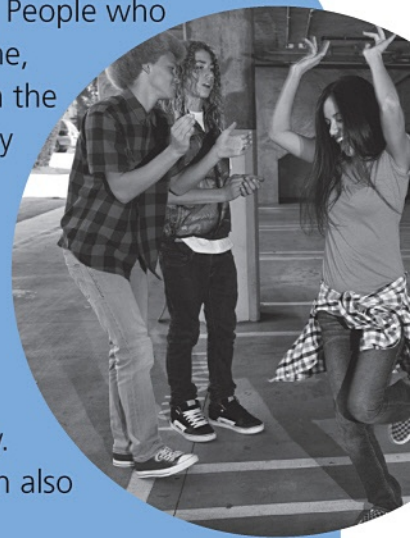
Interviewer But exercise can also cause problems.

Dr. Henchey Yes, it's true that you can hurt your arm or leg, or get a cramp from playing sports, but these dangers shouldn't stop you from being active.

Interviewer What advice would you give to a young person who wants to become more active?

Dr. Henchey Well, the best thing to do is to find a kind of exercise that you enjoy. If you don't enjoy it, you'll stop after a week or two and then you'll just feel bad. Choose something that's fun like playing tennis or soccer, or doing yoga or dance. If you joined a sports club, it would also help because you would meet new people and make friends at the same time as doing exercise.

Interviewer Thank you for your advice, Dr. Henchey.



Writing

3 Read what George says about his daily routine. Then write an e-mail to George and give him advice about how he should change his lifestyle.

When I get home from school I usually go straight to my computer, and I stay there for most of the evening. I play games with people from all over the world, but I don't know any of them. I don't do any exercise. I'm not very good at sports, and I don't have many friends to play with. I get lonely sometimes and I think I would be happier if I did more things.



4

Grammar rules

should have Affirmative and negative

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

Subject +	<i>should have / should not have (shouldn't have)</i>	+ past participle form of the verb

- The form of *should have* is the same for all persons.**
I **should have gone**. He **should have gone**.
They **should have gone**.
- The negative form is *shouldn't have* in spoken and informal written English. In formal written English, the full form is *should not have*.**
You **shouldn't have stayed** up so late last night.
The company **should not have lied** to their employees.
- We use *should have / shouldn't have* to criticize someone's actions in the past.**
We **should have got** up earlier.
(*We got up late, and this was a bad idea.*)
I **should have told** you about our plans.
(*I didn't tell you about them, and this was a mistake.*)
You **shouldn't have spent** that money.
(*You spent the money and it was a bad idea.*)

Watch out!

We use the past participle form after *should have*, not the base form of the verb.

I should have **worked** harder.

NOT I ~~should have work~~ harder.

She shouldn't have **played** soccer.

NOT She ~~shouldn't have play~~ soccer.

Watch out!

Remember that many common verbs have irregular past participles.

You shouldn't have **eaten** that cake.

NOT You ~~shouldn't have ate~~ that cake.

He should have **written** to me.

NOT He ~~should have wrote~~ to me.

Third conditional

If clause	Main clause
If I'd left earlier,	I would have arrived on time.
If it hadn't rained ,	we wouldn't have stayed in.
If you had seen him,	would you have talked to him?

Main clause	If clause
I would have told you	if I'd known about it.
He would have died	if the police hadn't arrived .
Would you have won	if you'd played better?

If + subject + past perfect, subject + would have + past participle form of the verb.

- There are two clauses in third conditional sentences, the *If* clause and the main clause. A third conditional sentence can begin with either the *If* clause or the main clause.
If I'd known about it, I would have told you.
I would have told you if I'd known about it.
- In the *If* clause we use *if + had ('d) + past participle (past perfect)*.
If I'd left earlier ...
If he hadn't worked hard ...
If it had been sunny...
- In the main clause we use *would + have + the past participle form of a verb*.
If I'd left earlier, I would have arrived on time.
If he hadn't worked hard, he wouldn't have passed his exams.
If it had been sunny, would you have gone to the beach?
- When the *If* clause comes first in a third conditional sentence, we use a comma (,) at the end of the *If* clause. We don't use a comma when the main clause comes first.
If I'd seen the robbery, I would have told the police. (Use a comma after the *If* clause.)
I would have told the police if I'd seen the robbery. (No comma.)

5 We use the third conditional to talk about possible events in the past that didn't happen.

If I'd got up early, I would have seen Sarah.
(I didn't get up early, so I didn't see Sarah.)

If I hadn't lost my cell phone, I would have called you.

(I lost my cell phone, so I didn't call you.)

He wouldn't have broken his arm if he'd been more careful.

(He wasn't careful, so he broke his arm.)

Watch out!

In the *If* clause, we use *had + past participle*, not ~~would have + past participle~~.

If I **had worked** harder, I would have passed my exams.

NOT ~~If I would have worked harder, I would have passed my exams.~~

Watch out!

In third conditional sentences, we often shorten *had* to *'d*, but we don't usually shorten *would have* to *'d have*.

I **would have won** the game if I'd played better.

NOT ~~I'd have won the game if I'd played better.~~

Word list

Injuries

- break your leg _____
- bruise your knee _____
- burn your hand _____
- cut your finger _____
- get a cramp _____
- get a blister _____
- hit your head _____
- pull a muscle _____
- sprain your ankle _____

Vocabulary

Injuries

1 Complete the injuries words.

- break your leg
 1 c_t your finger
 2 sp_ _ _n your ankle
 3 b_ _n your hand
 4 br_ _ _e your knee
 5 get a bl_ _ _ _r
 6 h_t your head
 7 get a cr_ _p
 8 p_ll a m_scl_

2 Complete the sentences with the correct forms of the words in exercise 1.

When they did an X-ray at the hospital, they found that I had **broken** my leg.

- Ow! It hurts when I walk. I think I have _____ a muscle in my leg.
- Watch out! Don't _____ your hand on the stove.
- I fell off my bike and I _____ my knee.
- If you wear shoes that are too small, you'll get a _____.
- Be careful you don't _____ your head on that cupboard door.
- It's quite dangerous if you get a _____ while you're swimming.
- I fell on the stairs. I've _____ my ankle.
- I've just _____ my finger on that knife.

Grammar

should have

3 Choose the correct answers.

Oh, no – my plants have died! I **should** / **shouldn't** have watered them!

- You should have **tell** / **told** me the truth!
- I have no money left – I shouldn't have **buy** / **have bought** all those clothes!
- There's far too much food! You **should** / **shouldn't** have ordered so much!
- I'm tired today. I should **have go** / **have gone** to bed earlier last night.
- The meat is burned. You **shouldn't** / **shouldn't have** cooked it for so long.
- Look at your bedroom – you should **cleaned** / **have cleaned** it last night.

4 Look at the pictures. Then write sentences with *should have* or *shouldn't have*.

he / do / the grocery shopping

He should have done the grocery shopping.



1 she / work / harder



2 she / eat / all the chocolates



3 he / leave home / earlier



4 she / go / skiing



5 they / write / on the wall

Third conditional

5 Complete the sentences with the correct forms of the third conditional verbs.

You would have enjoyed the movie if you had come (come) with us.

- I _____ (offer) to pay if I'd had any money with me.
- If Katie _____ (not call) me, I wouldn't have known about the trip.
- If he hadn't read the newspaper, he _____ (not see) the ad.
- Jack _____ (come) to the party if you'd invited him.
- If I _____ (know) that Paul was interested in music, I would have asked him to the concert.

6 Complete the second sentence with the third conditional so that it has the same meaning as the first.

I was late home because I missed my bus. I wouldn't have been late home if I hadn't missed my bus.

- I didn't cook a meal for you because you didn't ask me to.
I _____ a meal for you if you _____ me to.
- I went to the bank because I didn't know that it was closed.
I _____ to the bank if I _____ that it was closed.
- They left the window open, so a thief stole their TV.
If they _____ the window open, a thief _____ their TV.
- It rained, so we didn't go to the beach.
We _____ to the beach if it _____.
- Ela played tennis yesterday and sprained her ankle.
If Ela _____ tennis, she _____ her ankle.
- He didn't tell me the truth, so I didn't help him.
If he _____ me the truth, I _____ him.

7 Complete the blog comments with the correct verbs in the third conditional.

Who has helped you the most in your life?

- SallyJ My parents paid for violin lessons when I was a teenager and I became a musician when I left school. I'm so grateful to them. If they hadn't paid for violin lessons, I wouldn't have become a musician.
- Pete142 I wanted to leave school when I was sixteen, but my uncle told me to stay at school. In the end, I went to college. I ¹ _____ to college if my uncle ² _____ me to stay at school.
- MarkB I entered a writing competition which my English teacher had asked me to enter. I won \$1,000! I definitely ³ _____ the competition if my teacher ⁴ _____ me. Thanks, Mrs. Adams.
- pAuLiO My dad helped me, but he didn't know it. He lost his job, so we moved to New York. I met Stella, my girlfriend, there. It's really funny to think that if my dad ⁵ _____ his job, I ⁶ _____ Stella.

Round-up

8 Complete the e-mail with the words in the box.

had hadn't hadn't should have
should have ~~shouldn't have~~ would have
would have wouldn't have

Hi, Rosa

I've had a bad day! I had a science test and it was so difficult! I was so tired this morning – I shouldn't have stayed up late watching a movie last night. If the TV station ¹ _____ shown a good movie, I ² _____ gone to bed earlier!

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

But I'm angry with my brother, too. You know I lent him my book last week and he lost it! If he ⁶ _____ lost my book, I probably ⁷ _____ done more work. He ⁸ _____ been more careful with my book! I don't want to see my mark!

Love, Tamsin.

Making an emergency call

1 Complete the dialogue with the phrases in the box.



can you tell me what has happened
I need you to stay on the line
what's your name where are you
~~which emergency service do you need~~

Operator Which emergency service do you need?

Liam Ambulance.

Operator Right. ¹ _____?

Liam It's my friend. He's fallen and cut his leg. He can't walk.

Operator OK. ² _____?

Liam It's Liam. Liam Edwards.

Operator And ³ _____?

Liam I'm at 7400, Eldora Street.

Operator OK, Liam, an ambulance will be with you soon. Now, ⁴ _____.

Liam Yes, OK.

2 Match the sentence halves.

- | | |
|------------------------|--------------------------|
| 1 My car has been | <input type="checkbox"/> |
| 2 Some boys are | <input type="checkbox"/> |
| 3 There's been | <input type="checkbox"/> |
| 4 One of my friends is | <input type="checkbox"/> |
| 5 There's a car | <input type="checkbox"/> |
| 6 My grandma has | <input type="checkbox"/> |

- a stolen.
b an accident.
c fallen.
d hurt and has broken his leg.
e on fire.
f vandalizing a house.

3 Look at the pictures. Then complete the dialogues.



1
Operator 911. Which emergency service do you need?
You ¹ _____
Operator What's your name?
You ² _____
Operator Can you tell me what has happened?
You ³ _____
Operator Where are you?
You ⁴ _____
Operator Is there anyone in the building?
You ⁵ _____
Operator OK. The fire service will be with you soon, and I'm also sending an ambulance.



2
Operator 911. Which emergency service do you need?
You ⁶ _____
Operator What's your name?
You ⁷ _____
Operator Can you tell me what has happened?
You ⁸ _____
Operator Where are you?
You ⁹ _____
Operator Is anyone hurt?
You ¹⁰ _____
Operator OK. The police will be there very soon.

Reading

1 Read the article. Then answer the question.

1 Who stole some jewelry?

Smile FOR THE CAMERA!

Two teenagers, Peter Markley and Darren Claymore, stole \$6,000 worth of cameras from a store in Houston, Texas last week. After they had put the cameras in a bag, they saw a CCTV camera and realized it was filming them. Peter tried to break the camera, but unfortunately he fell and broke both legs. Darren had to call the emergency services. When the ambulance arrived, the drivers called the police. Inspector Dan Woods of Houston Police Department, said "These boys were stupid. They should have left immediately. If they had just left, we probably wouldn't have caught them."

2 Read the article again. Are the sentences true or false?

Peter and Darren robbed a store in Texas. **True**

- 1 Peter climbed up to steal a CCTV camera.
- 2 Peter called for an ambulance.
- 3 The Murphy family heard the thief going upstairs.
- 4 Mr. Murphy called the police.
- 5 Langston Robins started a fire in the wrong place.
- 6 Robins invented a story about how he had injured his hand.

3 Read the article again. Complete the sentences.

Peter and Darren **should have** left immediately with the stolen goods.

- 1 Peter _____ broken his legs if he hadn't climbed up to the CCTV camera.
- 2 Terry Smith _____ come in through the front door.
- 3 Terry would have escaped if he _____ downstairs.
- 4 Langston Robins _____ started the fire at the back of the store.
- 5 If Robins _____ the truth, the police wouldn't have arrested him.

DUMB CRIMINALS

MIND YOUR STEP!

Thief Terry Smith should have climbed through a window, rather than using the front door of the Murphy family's house in Pittsburgh, Pennsylvania. He walked past the family, who were watching TV downstairs, and went upstairs to see what he could steal. After taking some jewelry, Smith turned to leave. Unfortunately, he fell and hit his head as he was going downstairs. Smith would have escaped if Mr. Murphy hadn't been a police officer. Mr. Murphy found Smith at the bottom of the stairs with cuts and bruises on his face, and soon had him at the police station.



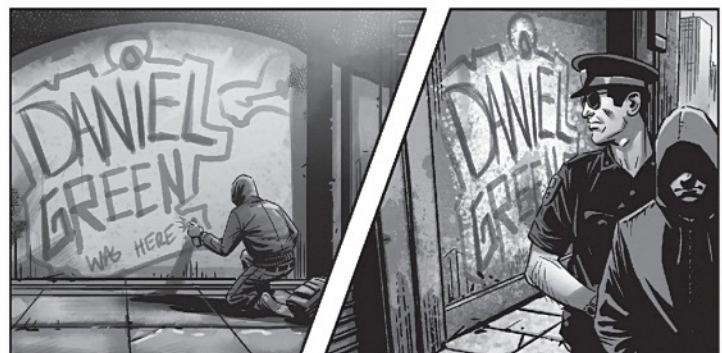
Too honest!

21-year-old Langston Robins robbed a store in Portland, Oregon last night. As he was leaving, he decided to set fire to the store. If he'd started the fire at the back of the store, he would have been OK. But he started it near the front of the store, and it soon moved to the

door. Robins burned his hand as he was leaving, and had to go to hospital. Of course, he should have invented a story about how the injury had happened, but like other stupid criminals he told the doctors exactly what had happened. The police arrested him immediately.

Writing

4 Look at the pictures showing the story of Daniel Green's dumb crime. Write a short text about his crime for a newspaper. Say what mistakes he made, and what he should and shouldn't have done.



Question tags with *be* Simple present and simple past

Affirmative statements + negative tag

Simple present

I'm early, **aren't I?**
 You're French, **aren't you?**
 He's married, **isn't he?**
 We're late, **aren't we?**
 They're hungry, **aren't they?**

Simple past

I was early, **wasn't I?**
 You were tired, **weren't you?**
 She was upset, **wasn't she?**
 We were late, **weren't we?**
 They were happy, **weren't they?**

Negative statements + affirmative tag

Simple present

I'm not late, **am I?**
 You aren't upset, **are you?**
 He isn't married, **is he?**
 We aren't late, **are we?**
 They aren't hungry, **are they?**

Simple past

I wasn't late, **was I?**
 You weren't tired, **were you?**
 She wasn't upset, **was she?**
 We weren't late, **were we?**
 They weren't happy, **were they?**

1 We can make question tags with the correct simple present or simple past forms of *be*.

He's French, **isn't he?**
 They were late, **weren't they?**

2 After an affirmative statement, we use a negative question tag to ask if a person agrees with the statement.

"He's happy, **isn't he?**" "Yes, he passed his test."
 "You're German, **aren't you?**" "Yes, I am."
 "They were sad, **weren't they?**"
 "Yes, they lost their cat."

3 After a negative statement, we use an affirmative question tag to ask if a person agrees with the statement.

"You aren't angry, **are you?**" "No, I'm not."
 "She wasn't busy, **was she?**"
 "No, she finished early."
 "We weren't hungry, **were we?**"
 "No, we had eaten lunch."

Watch out!

The question tag for *I am* is *aren't I*.

I'm lucky, **aren't I?**

NOT I'm lucky, **amn't I?**

Question tags with *do* Simple present and simple past

Affirmative statements + negative tag

Simple present

I like tennis, **don't I?**
 You live here, **don't you?**
 He plays soccer, **doesn't he?**
 We watch TV, **don't we?**
 They speak Spanish, **don't they?**

Simple past

I went out, **didn't I?**
 You ate the cake, **didn't you?**
 She worked hard, **didn't she?**
 We played tennis, **didn't we?**
 They had fun, **didn't they?**

Negative statements + affirmative tag

Simple present

I don't like apples, **do I?**
 You don't play soccer, **do you?**
 He doesn't eat meat, **does he?**
 We don't live here, **do we?**
 They don't drive, **do they?**

Simple past

I didn't wait, **did I?**
 You didn't see the movie, **did you?**
 He didn't play, **did he?**
 We didn't read it, **did we?**
 They didn't see us, **did they?**

1 With simple present statements, we make question tags with *do*, *does*, *don't*, and *doesn't*.

You play soccer, **don't you?**
 He speaks French, **doesn't he?**
 I don't watch TV, **do I?**
 She doesn't eat meat, **does she?**

2 With simple past statements, we make question tags with *did* and *didn't*.

I saw her, **didn't I?**
 He played well, **didn't he?**
 I didn't go out, **did I?**
 She didn't work hard, **did she?**

3 Remember that we use a negative question tag with an affirmative statement, and an affirmative question tag with a negative statement.

You watch TV, **don't you?**
 You don't watch TV, **do you?**

Watch out!

The question tag for *he*, *she*, and *it* in the simple present is *does* or *doesn't*.

He lives here, **doesn't he?**
 NOT He lives here, **don't he?**

Question tags Other tenses and modal verbs

Other tenses

Present progressive

You're studying French, **aren't you?**
 She isn't living there now, **is she?**

be going to

You're going to read it, **aren't you?**
 They aren't going to play baseball, **are they?**

Past progressive

I was watching TV, **wasn't I?**
 We weren't listening, **were we?**

Present perfect

You've finished, **haven't you?**
 She hasn't left, **has she?**

Past perfect

They had met before, **hadn't they?**
 We hadn't been before, **had we?**

will: future

You will call me, **won't you?**
 He won't forget, **will he?**

Modal verbs

can

I can do it later, **can't I?**
 He can't swim, **can he?**

should

They should work harder, **shouldn't they?**
 You shouldn't stay up late, **should you?**

could

I could swim when I was four, **couldn't I?**
 She couldn't hear us, **could she?**

1 In other tenses, we make question tags with the auxiliary verb used in the statement.

He is going to phone you, **isn't he?**
 They were waiting, **weren't they?**
 You have finished, **haven't you?**
 They had met before, **hadn't they?**
 I will do well, **won't I?**

2 With modal verbs, we make question tags with the modal verb.

They can dance, **can't they?**
 He should work harder, **shouldn't he?**
 We couldn't see, **could we?**

3 Remember that we use a negative question tag with an affirmative statement, and an affirmative question tag with a negative statement.

You can swim, **can't you?**
 You can't swim, **can you?**

Watch out!

Remember, the question tag for *I am* is *aren't I*.

I am doing well, **aren't I?**
 NOT I'm doing well, **amn't I?**
 I am going to win, **aren't I?**
 NOT I'm going to win, **amn't I?**

Word list

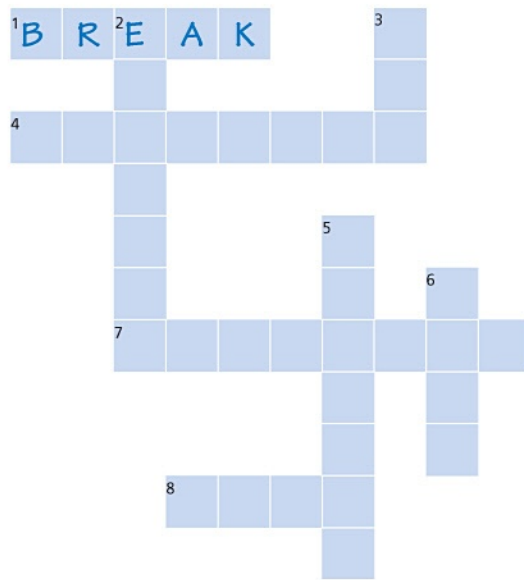
Relationships

break up with someone _____
 fall in love with someone _____
 get divorced from someone _____
 get engaged to someone _____
 get married to someone _____
 go out with someone _____
 have an argument with someone _____
 meet someone _____

Vocabulary

Relationships

1 Complete the puzzle.



- Luisa is angry with her boyfriend – I think she's going to **break** up with him.
- They got _____ last month – the wedding will be in August.
- I think he's very nice – you should go _____ with him.
- Su's crying because she had an _____ with her boyfriend.
- Cho-hee is his wife – he got _____ to her last year.
- I really hope I _____ someone nice on vacation.
- My parents got _____ last year, and I live with my mom now.
- I fell in _____ with her the first time I saw her.

Grammar

Question tags with *be*

2 Choose the correct answers.

Your mom's French, **isn't** / wasn't she?

- Tom and Jackie are on vacation, **isn't** / aren't they?
- That exam was very difficult, **was** / wasn't it?
- You aren't from this city, **are** / were you?
- There wasn't very much food, **was** / were there?
- We were late, **wasn't** / weren't we?
- Liam isn't interested in playing sports, **is** / was he?
- I'm quite good at painting, **aren't** / wasn't I?
- Those shoes weren't very expensive, **was** / were they?

Question tags with *do*

3 Complete the dialogue with the correct question tags.

Martha You called Ali about the food, **didn't you?**

Joe Yes. He's going to bring some potato chips. We want snacks, ¹ _____ we?

Martha Yes, and maybe some pizza. You like pizza, ² _____ you?

Joe Yeah, great. What about music?

Martha We can ask Jess. She knows a DJ, ³ _____ she?

Joe Yes, that's right. His name's Ralph, and he played the music at Sara's party, ⁴ _____ he?

Martha Yes. Sara said he was great. Now, you didn't forget about drinks, ⁵ _____ you?

Joe No, Jake's going to buy some soda and juice.

Martha Good. And we must invite Sam and Phil. They missed the last party, ⁶ _____ they?

Joe Yes, they were on vacation.

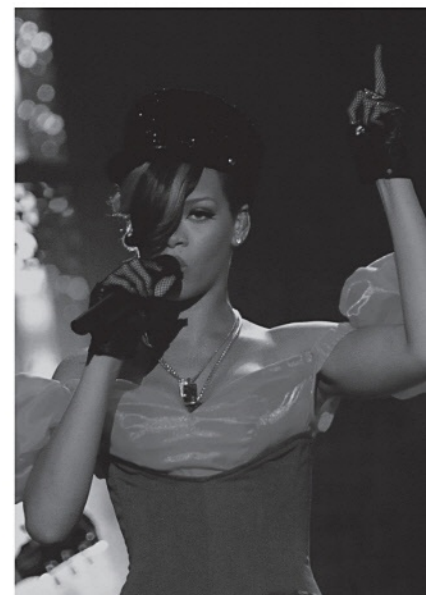
Martha And we have to organize some people to help clean.

Joe Yes, definitely. My parents don't want too much mess, ⁷ _____ they?

4 Complete the statements about Rihanna with the correct question tags.

She was born in Barbados, **wasn't she?**

- Her real name is Robyn Rihanna Fenty, _____?
- Her parents got divorced when she was fourteen, _____?
- She moved to the U.S. when she was sixteen, _____?
- She didn't go to college, _____?
- She wants to become an actress, _____?
- A lot of people love her music, _____?



Question tags Other tenses and modal verbs

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

aren't they can you had he
haven't they haven't you ~~isn't he~~ isn't she
wasn't he won't you

He's working at the moment, isn't he?

- 1 You'll call me, _____?
- 2 He was playing soccer yesterday, _____?
- 3 You can't swim, _____?
- 4 They've decided to break up, _____?
- 5 You've already seen that movie, _____?
- 6 She's living in San Francisco, _____?
- 7 He hadn't been to Mexico before, _____?
- 8 They're going to have a party, _____?

6 Complete the dialogue with the correct question tags.



- Matt** Here are my photos from my sister's wedding. She's been married for nearly three months now, hasn't she?
- Josie** I know. It was a great day!
- Matt** It was lovely to see our cousins. We hadn't seen them for two years, _____?
- Josie** No, they've been in the U.S. You're going to post the photos online, _____?
- Matt** Yes, then everyone can see them, _____?
- Josie** Look, there's Uncle George dancing. He can't dance, _____?
- Matt** No! And do you remember grandpa? He was dancing with everyone, _____?
- Josie** That was funny! And then Aunt Emily decided to sing! She couldn't sing at all, _____?
- Matt** No, that was funny!
- Josie** We really shouldn't laugh, _____?
- Matt** No, but ...

Round-up

7 Complete the online chat by adding one word in each space.

- Sofia**
Have you heard the news about John Firth and Alicia Haldane? They're going out with each other, aren't they?
- Chloe**
I know. But he's just broken up with that actress, Emily Black, _____ he?
- Sofia**
Yeah, that was last week. I think they had a big argument, _____ they?
- Sam**
They'd been together for a long time, _____ they?
- Chloe**
Yeah, about two years. They were in love at the beginning, _____ they?
- Sofia**
Anyway, John and Alicia seem to like each other, _____ they?
- Sam**
Yeah. I like her. She's a great singer. And she's very pretty, _____ she?
- Chloe**
Yes. And I like him – he's a very good actor. And he can sing too, _____ he?
- Sofia**
I think they'll get on well with each other, _____ they?
- Chloe**
Yes, but these celebrity relationships never last. It won't last more than a few months, _____ it?

8 Find and correct the mistakes in the question tags. Two sentences are correct.

- Jack hasn't left yet, ~~had~~ he? has
- 1 They should be careful, didn't they?

 - 2 I'm going to meet you there, don't I?

 - 3 He was born in Jamaica, wasn't he?

 - 4 Mike's already left, hadn't he? _____
 - 5 There were lots of people, wasn't there?

 - 6 She isn't very old, is she? _____
 - 7 You couldn't come with us, did you?

 - 8 Matt will help us, don't he? _____

Checking information

1 Complete the dialogue with the phrases in the box.

didn't you didn't you haven't you
weren't you yes, I can yes, it was
yes, I was

- Richard You were born in New York, weren't you?
- Mr. Keene Yes, I was, and I lived there as a child.
- Richard You did well at high school, ¹ _____?
- Mr. Keene Yes, I did. I worked hard and got good grades.
- Richard You were in a band when you were at college, weren't you?
- Mr. Keene ² _____. It was great fun.
- Richard And you can play the drums, can't you?
- Mr. Keene ³ _____. I still play sometimes, with friends.
- Richard Your other hobby at college was dancing, wasn't it?
- Mr. Keene ⁴ _____. I still enjoy dancing now.
- Richard You've traveled quite a lot, ⁵ _____?
- Mr. Keene Yes, I have. I've been to Europe twice, and I've been to China, too.
- Richard And once you did a parachute jump for charity, ⁶ _____?
- Mr. Keene Yes, I did! It was scary, but I'm glad I did it!

2 Match questions (1–6) with the answers (a–f).

- 1 You enjoy reading, don't you? a
- 2 You were born in Florida, weren't you?

- 3 You've been to Canada twice, haven't you?

- 4 You can speak French and Spanish, can't you?

- 5 You entered a dancing competition on TV, didn't you? _____
- 6 You're interested in animals, aren't you?

- a Yes, I do. d Yes, I was.
b Yes, I did. e Yes, I can.
c Yes, I am. f Yes, I have.

3 Read the information about Miss Edwards. Then write an interview with her for your school magazine.

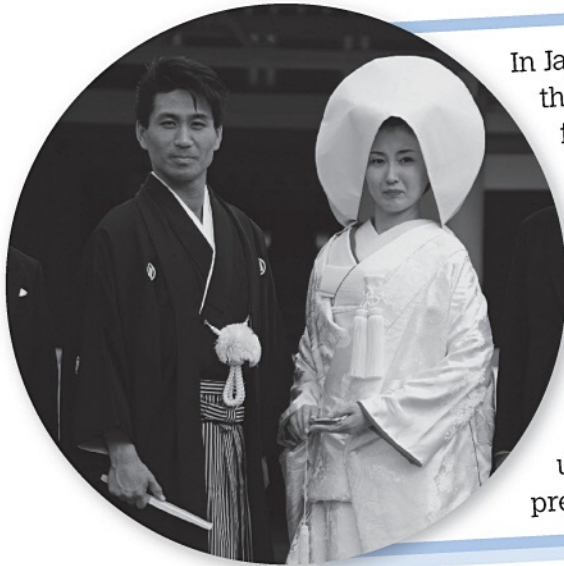


Tina Edwards
born in Canada – grew up there
moved to the U.S. age 16
enjoyed sports at school – played field hockey and soccer
can speak French and Spanish
has been to Cuba and Brazil
has two pets, a dog and a cat – loves animals
entered a singing competition on TV, but didn't win

Reading

1 Read about wedding traditions in three countries. Choose the correct answers.

A bride is a ¹man / woman who is getting married and a groom is a ²man / woman who is getting married.



In Japan, when two people get engaged they receive traditional presents from their families. On the day of the wedding, the bride's face is painted white. Guests bring money in envelopes, to help pay for the cost of the wedding. There is a ceremony, where the bride and groom drink from the same cup to show that their lives will be together. After the ceremony there is a meal, usually of fish. All the guests receive a present when they leave.

In Brazil, most couples get married in a church. It is normal for the bride to be late for her wedding. She usually arrives at the church at least ten minutes after the man, but sometimes as much as 30 minutes! During the ceremony, the couple give each other rings. The ring for the man has his wife's name on, and the woman's ring has her husband's name on it. Dropping the ring is bad luck and it is a sign that the marriage won't last long. After the ceremony, there is a meal and the guests then eat wedding cookies. These are made from two cookies that are joined together to wish the couple a sweet life together.

WORLD OF WEDDINGS



In Spain, a woman who is getting married often carries flowers to bring good luck. Before the ceremony, the man gives his future wife thirteen coins to show that he promises to look after her. The woman carries these coins with her to the ceremony, in a small bag. Spanish brides sometimes wear black dresses. At the ceremony, the guests dance and give gifts to the couple.

2 Read the text again. In which country ...?

- 1 does the bride sometimes wear a black dress _____
- 2 do the bride and groom drink together _____
- 3 do the guests eat a special sweet food _____
- 4 do the guests receive presents _____
- 5 does the groom give money to the bride _____
- 6 does the groom arrive at the ceremony first _____
- 7 does the bride color her face _____

3 Read the text again. Answer the questions.

- 1 In Japan, why do the guests bring money to the wedding?
- 2 In Brazil, what do people believe will happen if the bride or groom drops their ring?
- 3 In Brazil, what is the importance of wedding cookies?
- 4 In Spain, why does the man give money to his bride?

Writing

4 Write about wedding traditions in your country. Write about the following:

- what happens when a man and woman get engaged
- what the man and woman traditionally wear at their wedding
- what they do or say at the wedding ceremony
- who gives and receives gifts
- what people traditionally eat
- any other customs or traditions

Possibility: *may / might, must, and can't*

Possibly

That might be true.

They may be at home.

Subject +	<i>may / might</i>	+ base form of the verb
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Definitely

His car isn't here. He **must be** out.

No, that **can't be** true.

Subject +	<i>must / can't</i>	+ base form of the verb
-----------	---------------------	-------------------------

- 1** *May / might, must, and can't* are modal verbs. We always follow modal verbs with another verb in the base form.
He **might be** her brother.
They **must like** old movies.
- 2** The form of *may / might, must, and can't* is the same for all persons.
You / He / They **must be** tired.
- 3** We use *may / might* + base form of the verb when we think that something is possibly true, but we don't know for sure.
They **might live** in Boston.
(*I think they live there, but I'm not sure.*)
She **may be** at home.
(*It's possible that she's at home, but I'm not sure.*)
- 4** We use *must* + base form of the verb when we are sure that something is definitely true.
You haven't had any lunch. You **must be** hungry.
(*I'm sure you are hungry.*)
He's seen that movie three times. He **must like** it!
(*I'm sure he likes it.*)
- 5** We use *can't* + base form of the verb when we are sure that something is definitely not true.
No, that's impossible! It **can't be** true!
(*I'm sure it isn't true.*)
You've just had lunch. You **can't be** hungry!
(*I'm sure you aren't hungry.*)

Watch out!

We use *can't*, not *mustn't*, when we are sure that something isn't true.

That **can't be** true!

NOT That ~~mustn't be~~ true!

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

Possibly

He **might have gone** on vacation.

They **may have bought** a new car.

Subject +	<i>may / might have</i>	+ past participle form of the verb
-----------	-------------------------	------------------------------------

Definitely

My bike's gone! Someone **must have stolen** it!

She **couldn't have carried** it on her own. It was too heavy.

Subject +	<i>must / couldn't have</i>	+ past participle form of the verb
-----------	-----------------------------	------------------------------------

- 1** We use *may / might, must, and couldn't + have* + the past participle form of the verb. The form is the same for all persons.
I / He / They **might have made** a mistake.
- 2** We use *may / might + have* + the past participle form of the verb when we think that something was true in the past, but we don't know for sure.
He **might have bought** a new car.
(*It's possible that he bought a new car, but I'm not sure.*)
She **may have gone** home.
(*It's possible that she went home, but I'm not sure.*)
- 3** We use *may / might + not + have* + the past participle form of the verb when we think that something was not true in the past, but we don't know for sure.
They **might not have known** about the party.
(*It's possible that they didn't know, but I'm not sure.*)
She **may not have read** the book.
(*It's possible that she didn't read the book, but I'm not sure.*)
- 4** We use *must + have* + the past participle form of the verb when we are sure that something in the past is definitely true or definitely happened.
Those fireworks **must have cost** a lot of money!
(*I'm sure they cost a lot.*)

5 We use *couldn't + have + the past participle form of the verb* when we are sure that something in the past is definitely not true or definitely didn't happen.

She **couldn't have been** ill yesterday. I saw her!
(*I'm sure it isn't true that she was ill.*)

He **couldn't have done** all his homework in an hour!
(*I'm sure he didn't because it wasn't possible.*)

Watch out!

We use *couldn't have*, not *mustn't have*, when we are sure that something wasn't true or didn't happen.

Life **couldn't have been** easy for them.

NOT Life ~~mustn't have been~~ easy for them.

a / an, the, no article

a / an

They live in **a** big house.

She gave me **a** present.

He works in **an** office.

the

Where's **the** book I gave you yesterday?

They live near **the** center of town.

Look at **the** moon!

Can you play **the** piano?

We went skiing in **the** Alps.

We're going to **the** U.S. this year.

No article

I love **dogs**.

Tom is a good friend of mine.

Can you speak **Spanish**?

I come from **Brazil**.

1 We use *a / an* before singular nouns, when we talk about something for the first time.

He has a new bike.

(*We haven't mentioned the bike before.*)

She works at an office.

(*We haven't mentioned the office before.*)

2 We use *the* before singular or plural nouns ...

- **when we talk about something for the second time, or when it is clear what we are talking about.**

We saw a dog outside. **The** dog barked when it saw us.

(*The dog is talked about for a second time, so we know which one it is.*)

This is **the** bike that my parents gave me.

(*We know which bike it is.*)

I'm going to **the** store.

(*We know which store it is.*)

- **with nouns that are unique (there is only one of them, so we know which one we are talking about).**

The sun is very hot today.

(*There is only one sun.*)

Look at **the** moon!

(*There is only one moon.*)

- **with the names of musical instruments.**

She plays **the** guitar.

- **with the names of geographical features.**

They went climbing in **the** Andes.

- **with the names of countries that include *United, Kingdom, or Republic*.**

I'm from **the** United States.

We visited **the** Kingdom of Saudi Arabia.

He flew to **the** Dominican Republic.

3 We use no article ...

- **when we talk about things in general.**

Do you like cheese?

NOT ~~Do you like the cheese?~~

Lions are very dangerous

NOT ~~The lions are very dangerous.~~

- **for people's names.**

Tom lives next to my house

NOT ~~The Tom lives next to my house.~~

- **for languages.**

Do you speak Spanish?

NOT ~~Do you speak the Spanish?~~

- **for countries that don't include *United, Kingdom, or Republic*.**

We're going to Canada.

NOT ~~We're going to the Canada.~~

Word list

Mystery verbs

disappear _____

doubt _____

explain _____

investigate _____

proof _____

record _____

solve _____

study _____

witness _____

Vocabulary

Mystery

1 Find the mystery words. Then write them below.

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

explain

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

2 Complete the sentences with the correct forms of the verbs in exercise 1.

It is important to **study** ancient civilizations to learn about life in the past.

- 1 Do you think we will ever _____ this mystery?
- 2 More than 200 people _____ the strange lights last night.
- 3 How is it possible for something to completely _____, and never be found?
- 4 You should _____ and write down everything that you see.
- 5 I _____ that we will ever learn the truth.
- 6 I agree that what you say is possible, but we can't _____ that it is true.
- 7 The teacher _____ to us how to make recycled paper.
- 8 The police _____ the crime, but they didn't know who did it.

Grammar

Possibility: *may / might, must, and can't*

3 Complete the sentences with the correct modal verbs.

I'm not sure where she is – she **may** be at college. (may / can't)

- 1 That _____ be his new girlfriend. I'm not sure. (must / might)
- 2 Surely that isn't the time already! It _____ be five o'clock! (can't / must)
- 3 Carrie passed all her exams. She _____ be really happy! (can't / must)
- 4 Have you looked on the table? The key _____ be there. (must / might)
- 5 It's very cold in here – you _____ be freezing! (must / can't)
- 6 I think she _____ have a brother, but I don't know for sure. (can't / may)

4 Choose the correct answers.



- Paula Hey, Dan, look at this. What do you think it is?
- Dan I don't know. It **might** / can't be a coin of some kind.
- Paula Yes, do you think it ¹ **must** / **may** be a Roman coin?
- Dan Roman? No, it ² **can't** / **must** be a Roman coin. The Romans were never in this area.
- Paula But look at how thin the metal is. It ³ **must** / **may** be very old!
- Dan Look. There's some writing on it. I can't read it very well. It ⁴ **can't** / **might** be in some ancient language.
- Paula How exciting! It ⁵ **must** / **can't** be valuable if it's old.
- Dan Wait a minute. I can read it now – it says ... "Made in 2010."
- Paula Oh, no, it ⁶ **may** / **must** be modern after all!

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

5 Find and correct the mistakes.

Paz isn't here. She ~~must gone~~ home early.
must have gone

- Sara couldn't have be there – she was in Mexico! _____
- Mark may not wanted to come with us last night. _____
- I don't have my keys – I must have leaving them at home. _____
- Carrie wasn't there last night – she might been ill. _____
- The cat couldn't have escape – all the doors were closed! _____
- He was busy, so he might not had time to call us. _____

6 Complete the article with *may have, must have, and couldn't have*, and the correct forms of the verbs.

Stonehenge is an ancient monument in the U.K. Archaeologists think that people may have built (build) it as early as 3,000 BC, but they are not sure. Experts think people ¹ _____ (use) it as a place for the dead, or they ² _____ (have) ceremonies there, but they aren't sure. Other experts think that it ³ _____ (be) a piece of art.

Most archaeologists agree that it ⁴ _____ (be) very difficult to move the stones. Each stone is about 4 meters high and weighs about 23,500 kilograms, so it ⁵ _____ (be) easy to move them. And it ⁶ _____ (take) a lot of strength to get the top stones into place.



a / an, the, no article

7 Choose the correct answers.

Sam gave me (a) / the lovely present for my birthday.

- Would you like a / an apple?
- My sister can play a / the guitar.
- Is this a / the DVD that Mike gave you?
- We're going to Florida / the Florida next month.
- I need a / the new computer.
- Simon is very interested in animals / the animals.

8 Complete the text with *a, an, the*, or write a line (-) where no article is needed.

The Bermuda Triangle is ¹ _____ area of the ocean where ² _____ ships and ³ _____ airplanes disappear mysteriously. ⁴ _____ area is between ⁵ _____ Bermuda, ⁶ _____ Puerto Rico, and ⁷ _____ U.S. Some people believe that ⁸ _____ airplanes and ships disappear because of ⁹ _____ storms. Others don't agree, and ¹⁰ _____ mystery remains unsolved.



Round-up

9 Complete the posts on a message board on the Internet by adding one word in each space or a line (-) where no word is needed.

AllyG I have to do a project on the Mary Celeste. Does anyone know anything about it?

Marco Yes, it was ¹ _____ ship that was found in ² _____ ocean near ³ _____ Portugal. It was empty, and all ⁴ _____ people on board had disappeared.

Fan99 Try looking on questionsandanswers.com. That ⁵ _____ be useful.

James24 Some people think there might ⁶ _____ been an earthquake, and maybe everyone jumped off ⁷ _____ ship.

MattyJ I read an idea somewhere that ⁸ _____ pirates ⁹ _____ have taken the crew!

Marco Pirates? No, I don't believe that, because there was money on board when they found the ship. So that definitely ¹⁰ _____ be true! That ¹¹ _____ be a story that someone invented!

AllyG Is it possible that everyone died because there wasn't enough food?

James24 No, they ¹² _____ have died because there wasn't enough food. There was lots of ¹³ _____ food on board.

AllyG Thanks for all your help. We'll never know what happened!

Speculating

1 Complete the dialogue with the phrases in the box.



can't be might be might have put
~~must be here~~ must have left
 what do you think

Jack I can't find my passport! I'm sure I had it yesterday, so it must be here somewhere!

Rob It ¹ _____ on the table, under all those papers. ² _____?

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

Rob You ⁴ _____ it in your bag.

Jack No, I've looked there, too.

Rob Well, you had it at the bus station yesterday.

Jack That's right, I took it out of my pocket when we bought the tickets. Oh, no! I ⁵ _____ it there!

2 Write the sentences in the correct order.

1 pocket. / might / it / be / your / in
It might be in your pocket.

2 missed / he / bus. / have / the / must

3 No, / true. / be / can't / it

4 sad / be / about / something. / must / she

5 have / you / them / left / might / at / home.

3 Match the sentences (1-5) in exercise 2 with the questions (a-e).

- a Where's my wallet? 1
 b Where did I leave the keys? ____
 c Why is John so late? ____
 d Why is Emily crying? ____
 e Is it true that Mike has gotten divorced? ____

4 Bae and Eun-mi are waiting at the station for Kwan. Rewrite their ideas about why Kwan is late, using *may / might, must, and can't*.



It's not possible that he's ill.

He can't be ill.

1 It's possible that he's decided to stay at home and finish his homework.

2 I'm sure he's forgotten.

3 It's possible that he's on his way now.

4 I'm sure he wants to come.

5 It's possible that he missed his train.

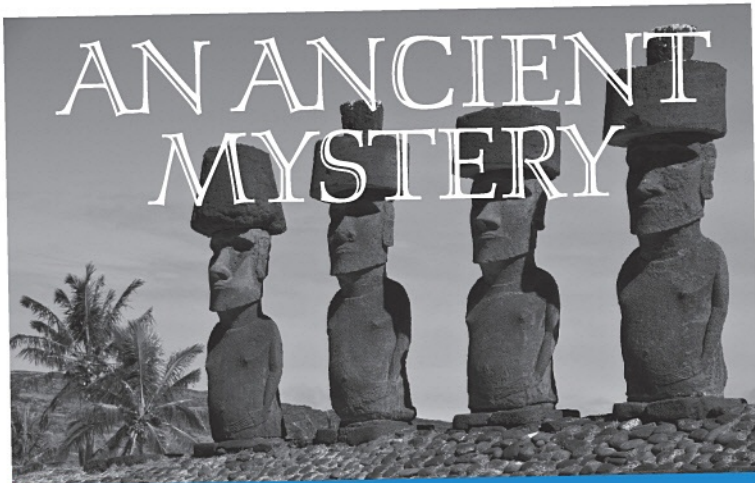
6 I'm sure he has forgotten his cell phone.

5 Write a dialogue between Bae and Eun-mi with the ideas from exercise 4 to help.

Reading

1 Read the article about the *Moai*. Choose the correct answers.

The *Moai* are ¹stone / wooden statues that people made on Easter Island about ²1,000 / 2,000 years ago.



Many people have heard about the *Moai*, the beautiful stone statues that you can see looking out at the ocean on Rapa Nui (Easter Island). But how much do we know about how people built and moved these statues?

There are 887 statues in total, and we know that the first ones were made about 1,000 years ago. The people who made them only used hand tools – the evidence of this is the many old tools which archaeologists have found all over the island. Archaeologists believe that it must have taken about a year to make each statue, with five or six men working on it. But it is much more difficult to explain how the people moved these heavy stones across the island into their final places. Most experts believe that people couldn't have carried them by hand. The largest stones are nearly ten meters long and weigh about 18,000 kilograms! Professor Carl Jeffreys says, "The people must have had some way of moving these stones. Some archaeologists think they might have pulled the stones across the island. But the stones were so heavy, it must have taken between 180 and 250 men to pull each one."

But the mystery doesn't end there. The statues all sit on other stones called *Ahu*. So the people must have put these large stones onto the *Ahu*. Archaeologists can't give a clear explanation of how they did this. And, most mysterious of all, is the question of why the people made the statues. We know that the statues represent people who had died, but Professor Jeffreys says we can't explain why. "We don't understand why the ancient people of these islands put so much time and effort into creating these statues, and why some of the statues are looking out to the ocean." What do you think?

2 Read the text again. Are the sentences true or false?

There are 887 statues. True

- 1 The tools that people used to make the statues have all disappeared. _____
- 2 It took five or six men a year to make each statue. _____
- 3 Some experts believe that people carried the statues by hand. _____
- 4 It was impossible for a small group of men to move the stones. _____
- 5 The stones represent people who had died. _____

3 Read the text again. Answer the questions.

- 1 How do scientists know what tools the people used to make the statues?

- 2 How do some archaeologists believe that the people moved the stones?

- 3 What are the *Ahu*?

- 4 Do archaeologists know how the people lifted the stones onto the *Ahu*?

- 5 What does Professor Jeffreys say is the biggest mystery about the statues?

Writing

4 Write a paragraph about the *Moai* of Rapa Nui. Think about the following:

- why people might have made them
- how they might have moved them across the island
- how they might have put them on the *Ahu*



The passive

	Subject	Verb	Object	
Active	They	sell	cars	on the Internet.
Passive	Cars	are sold		on the Internet.

- In an active sentence, the subject of the sentence does the action of the verb.**
They sell cars on the Internet.
- In a passive sentence, the object of the active sentence becomes the subject.**
Cars are sold on the Internet.
- We use active sentences when we want to focus on the person who does the action of the verb. We use passive sentences when we want to focus on the action of the verb, not the person who does the action.**
My uncle **grows** tomatoes.
(In an active sentence; we focus on my uncle, the person who does the action.)
A lot of tomatoes **are grown** in the U.S.
(In a passive sentence; we focus on the action of the verb, because the person who does the action is not important.)

The passive: Simple present Affirmative and negative

Affirmative

Cheese **is made** from milk.
Oranges **are grown** in Spain.

Subject + | *is / are* | + past participle form of the verb

Negative

Cheese **isn't made** from eggs.
Oranges **aren't grown** in Canada.

Subject + | *isn't / aren't* | + past participle form of the verb

- We make the simple present passive with the correct simple present form of *be* + the past participle form of the verb.**
Information **is stored** on computers.
Photos **are printed** on a printer.

- We make the negative form of the simple present passive with the correct simple present form of *be* + *not* + the past participle form of the verb.**

This movie **isn't shown** at movie theaters.
These cars **aren't made** in the U.S.

Watch out!

We use the past participle form of the verb not the base form of the verb to make the passive.

Those cars **are made** in Japan.

NOT ~~Those cars are make~~ in Japan.

The passive: Simple present Interrogative and short answers

Interrogative and short answers

Is cheese **made** from milk?

Yes, it **is**. / No, it **isn't**.

Are oranges **grown** in Spain?

Yes, they **are**. / No, they **aren't**.

Question words

Where is this movie **shown**?

Where are those cars **made**?

- We put *is / are* before the subject to make the interrogative form of the passive.**
Is information **stored** on the computer?
Are those cars **made** in Japan?
- We make short answers with *Yes / No* + subject + the correct form of *be*.**
Yes, it **is**.
NOT ~~Yes, it is stored~~.
No, they **aren't**.
NOT ~~No, they aren't made~~.
- In *Wh-* questions, we put the question word before *be*.**
When is it celebrated?
Where are they made?

Watch out!

In interrogative sentences, we put *is / are* before the subject.

Where **is** Spanish spoken?

NOT ~~Where Spanish is spoken?~~

The passive: Simple past Affirmative and negative

Affirmative

TV **was invented** in the 20th century.

These trees **were planted** 50 years ago.

Subject +	<i>was / were</i>	+ past participle form of the verb
-----------	-------------------	------------------------------------

Negative

Cheese **wasn't invented** in the 19th century.

These trees **weren't planted** last year.

Subject +	<i>wasn't / weren't</i>	+ past participle form of the verb
-----------	-------------------------	------------------------------------

Object	Verb	by + agent
Don Quixote	was written	by Cervantes.
These songs	were recorded	by the Beatles.

- 1 We make the affirmative form of the simple past passive with the correct simple past form of *be* + the past participle form of the verb.**

This car **was made** in France.

These oranges **were grown** in Spain.

- 2 We make the negative form of the simple past passive with the negative simple past form of *be* + the past participle form of the verb.**

This car **wasn't made** in the U.S.

These oranges **weren't grown** in Canada.

- 3 In a passive sentence, we sometimes want to talk about the person who does the action. We use *by* + agent (the person / thing that does the action).**

Some clothes are made **by** children.

This painting was painted **by** Picasso.

The building was damaged **by** fire.

The passive: Simple past Interrogative and short answers

Interrogative and short answers

Was the Internet invented by Bill Gates?

Yes, it was. / No, it wasn't.

Were these books written by Isabel Allende?

Yes, they were. / No, they weren't.

Question words

When was this book written?

Where were these cars made?

- 1 In the interrogative form of the simple past passive, we put *was / were* before the subject.**

Was this house built in 1970?

Were these cars made in Japan?

- 2 We make short answers with *Yes, / No, + subject + the correct simple past form of *be*.***

Yes, it was.

No, they weren't.

- 3 In *Wh-* questions, we put the question word before *be*.**

When was it built?

Where were they made?

Word list

The computer

CD-ROM drive / DVD drive _____

headphones _____

keyboard _____

microphone _____

mouse _____

printer / scanner _____

screen _____

speakers _____

USB flash drive _____

USB port _____

webcam _____

Computer verbs

chat _____

download _____

play _____

receive _____

send _____

socialize _____

surf _____

upload _____

visit _____

Vocabulary

The computer

1 Reorder the computer words.

MR-OCD eridv CD-ROM drive

- 1 recnes _____
- 2 BUS trop _____
- 3 baekroyd _____
- 4 soume _____
- 5 rpeesask _____
- 6 hapesndohe _____
- 7 iphocormen _____
- 8 macbew _____
- 9 prerint _____
- 10 sncean _____
- 11 BUS hfals revid _____

2 Complete the sentences with the words in the box.

chat download plays receive surf
sent upload visit

You can visit our website.

- 1 I sometimes _____ e-mails from my cousin in Brazil.
- 2 I usually _____ music from the Internet instead of buying CDs.
- 3 I _____ to my friends online.
- 4 I _____ Freddy an e-mail yesterday.
- 5 I always _____ the Internet to look for information.
- 6 Can you _____ your photos on your blog so I can see them?
- 7 My brother _____ games online.

Grammar

The passive

3 Find and circle five passive verbs in the text.

Robots are used in all kinds of different ways nowadays. Many cars and computers are produced by robots in factories. Most people clean their own houses, but in some homes a robot is told how to do the job. And in one "robot restaurant" in Germany the food is served by robots, although it isn't cooked by them. Robots might not be popular yet, but they are sold online.

The passive: Simple present Affirmative and negative

4 Choose the correct answers.

A lot of vacations are / is booked online.

- 1 Millions of e-mails are send / sent every day.
- 2 Books are sell / are sold in stores.
- 3 Meat is / are eaten all over the world.
- 4 New websites are create / created all the time.
- 5 A lot of vegetables is grown / are grown here.

5 Complete the sentences with the correct affirmative or negative forms of the simple present passive.

My city is visited (visit) by lots of tourists.

- 1 Millions of photos _____ (take) of New York City every year.
- 2 English _____ (not speak) in Brazil as a native language.
- 3 Every summer, movies _____ (show) outside on the beach.
- 4 Bananas _____ (not grow) in Canada.
- 5 Sushi _____ (enjoy) by many people in the U.S.

The passive: Simple present Interrogative and short answers

6 Write the questions. Then complete the short answers.

coffee / grow / in Brazil?

Is coffee grown in Brazil?

Yes, it is.

- 1 cars / produce / in India?

Yes, _____.

- 2 English / speak / in the U.S?

Yes, _____.

- 3 letters / send / by the Internet?

No, _____.

- 4 hamburgers / make / with meat?

Yes, _____.

- 5 soccer / play / on ice?

No, _____.

The passive: Simple past Affirmative and negative

7 Complete the article with the correct simple past passive forms of the verbs.

Canadian climber Anthony Watson was rescued (rescue) yesterday from Mount Kinabalu in Borneo. He waited three days on the mountain after his leg ¹_____ (break) in a fall. He ²_____ (not find) by search and rescue teams. He ³_____ (carry) down the mountain by a group of tourists! "We ⁴_____ (not call) until this morning," said his parents. "We're really happy that he ⁵_____ (not hurt) badly." The search and rescue teams ⁶_____ (tell) about the rescue later, and said that the tourists had done a great job!



by + agent

8 Rewrite the sentences in the passive. Use *by + agent* where necessary.

Alexander Bell invented the phone.

The phone was invented by Alexander Bell.

- 1 1.4 billion people use the Internet.

- 2 Someone stole my bike last night.

- 3 They printed the first books in the 15th century.

- 4 Usain Bolt won the 100 meters gold medal.

- 5 Many people play online games.

- 6 William Herschel discovered the planet Uranus in 1781.

The passive: Simple past Interrogative and short answers

9 Write the questions for the quiz. Then choose the correct answers.

QUIZ

- 1 Where / the first chocolate / make?
Where was the first chocolate made?
a Switzerland b Mexico c Belgium
- 2 What food / find / in the Pyramids?

a honey b rice c milk
- 3 Where / paper money / invent?

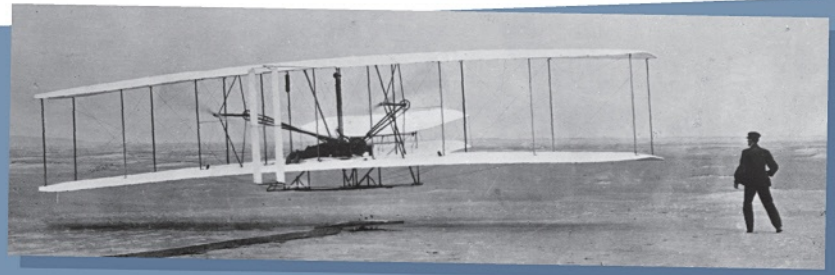
a China b the U.S. c Greece
- 4 What sport / play / on the moon in 1971?

a soccer b baseball c golf
- 5 When / the Empire State Building / build?

a 1935 b 1931 c 1928

Round-up

10 Choose the correct answers.



How it all started – The history of airplanes

Modern airplanes are carried / carry people half way around the world without stopping. Food, drink, magazines, and even toothbrushes ¹is given / are given to the passengers, who also ²watch / are watched the newest movies. Before airplanes ³are invented / were invented, people ⁴were traveled / traveled across the world's oceans on huge ships, but only rich people ⁵had / were had the money to buy tickets. Then, in 1903, the first airplane was flown ⁶by / be Orville and Wilbur Wright. It only ⁷traveled / was traveled 36.5 meters, but it ⁸made / was made the Wright brothers famous. Soon, better airplanes ⁹was built / were built, and on May 21st, 1927 U.S. pilot Charles Lindbergh ¹⁰flew / was flown across the Atlantic Ocean. During the Second World War, bigger planes ¹¹are made / were made for soldiers. Later, airline companies ¹²were used / used them to carry ordinary passengers, and now we can fly to any big city in the world.

Asking about a tourist attraction

1 Complete the dialogue with the words in the box.

architect ~~building~~ modern observation
steel tall world

Tourist Wow! Look at that building!
What's it called?

Guide It's called the CN Tower.

Tourist It's amazing! What's it made of?

Guide Concrete and ¹_____.
1,537 people worked on its
construction!

Tourist It looks very new and
²_____. When was
it built?

Guide Between 1973 and 1976. It was
opened on October 1st, 1976.

Tourist Who was it designed by?

Guide It was designed by the Australian
³_____ John Andrews.
He's designed famous buildings
all over the world.

Tourist Is it a hotel?

Guide No, it isn't. It is a very
important communications and
⁴_____ tower. There are
two restaurants and a café at
the top of the tower.

Tourist How ⁵_____ is it?

Guide It's 533.33 meters tall.

Tourist Is it the tallest tower in the city?

Guide Yes, it is. But it's also the tallest
tower in the ⁶_____!



2 Write questions about the Aon Center in Chicago.

What's it made of?

It's made of steel and concrete.

1 _____
It was built between 1970 and 1972.

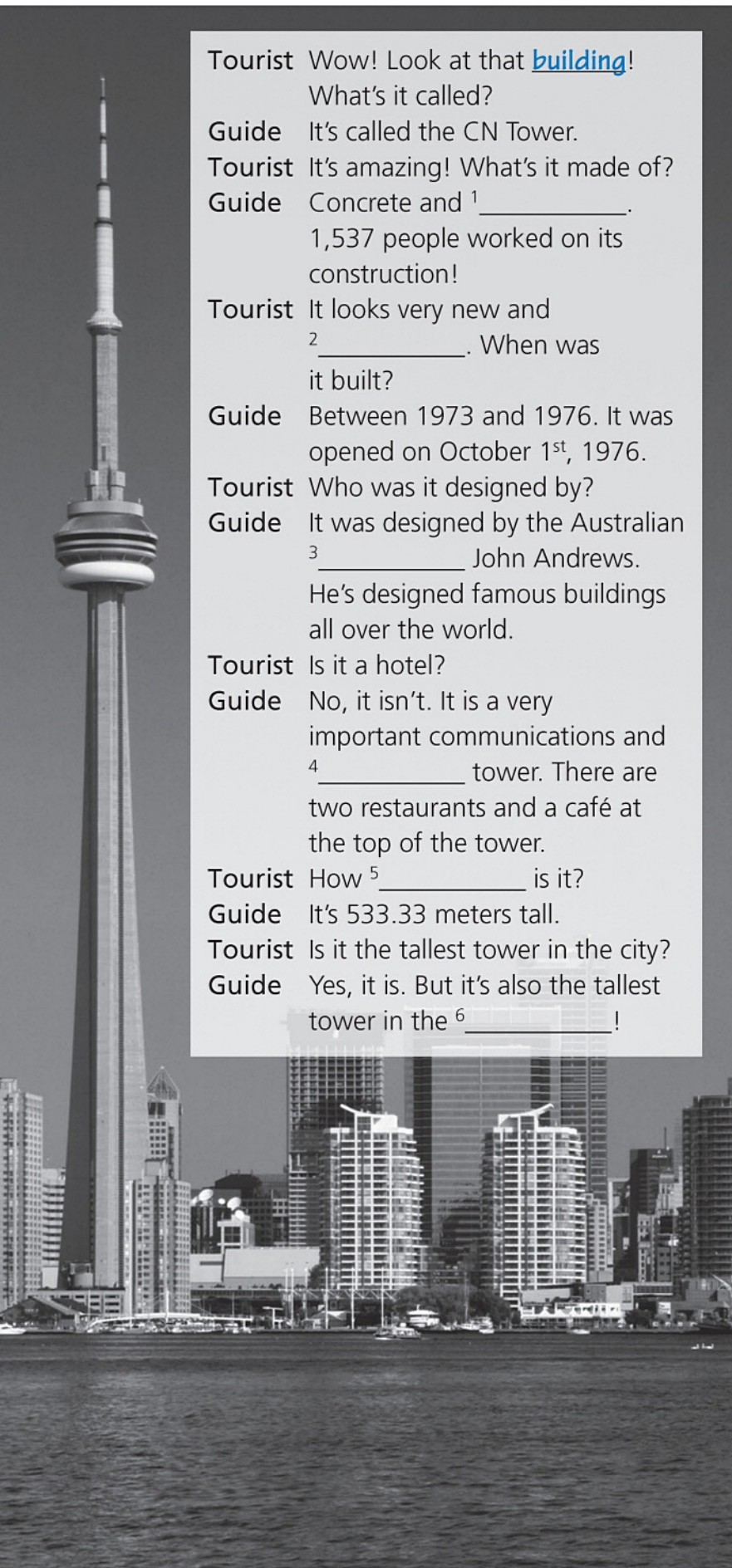
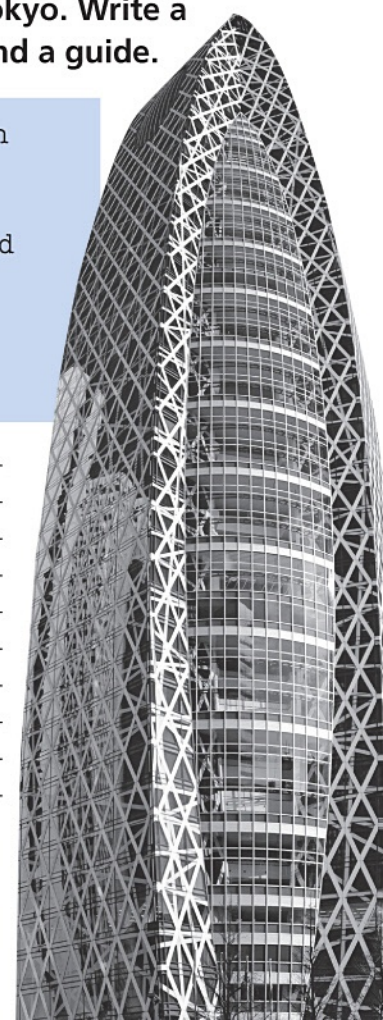
2 _____
It was designed by the architect
Edward Durell Stone.

3 _____
It's 346 meters tall.

4 _____
It's called the Aon Center, but it's also called
"Big Stan".

3 Read the information about the Mode Gakuen Cocoon building in Tokyo. Write a dialogue between a tourist and a guide.

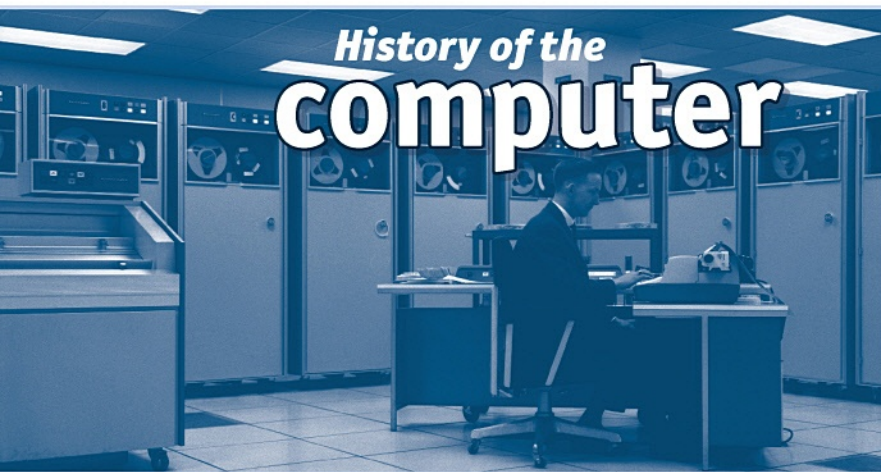
Name: Mode Gakuen Cocoon building
Built: 2006 to 2008
Made of: steel, aluminium, and glass
Height: 204 meters tall
Designed by: Tange Associates
Used for: education



Reading

1 Read about the history of the computer. Match the paragraph headings with the paragraphs.

- 1 Going global D
- 2 Starting big
- 3 Entertainment value
- 4 Typing instructions



- A The first computers were made in the 1930s and 1940s. They were often the size of a room, and they were usually programmed to do math problems. They were very important for governments and businesses because they could solve very difficult problems again and again, without making mistakes. But they were so big and expensive that only big companies had enough money to buy them.
- B In the 1970s, smaller computers were developed, and people bought computers for their own homes. The computers didn't have a mouse, but the keyboard was used to type in instructions to tell the computer what to do.
- C When the first computer games were sold in the 1980s, people could use computers for entertainment as well as for work. During the 1980s and 1990s, computers were sold with speakers and color screens, and people could play more exciting games. Better software and the mouse made it easier for people to use computers.
- D The growth of the Internet in the 1990s led to a revolution in communication. People could use computers to chat with friends and relatives, and businesses could sell goods all over the world quickly and easily. Computers have changed family life, as computers are now used for shopping, storing the family photos, watching a movie, and downloading music. And in the future we'll have small computers you can fit in your pocket, and 3D computers for amazing movie and gaming experiences.



2 Read the text again. Then answer the questions.

What were the first computers used for?
They were used for doing math problems.

- 1 What was the main advantage of the first computers for governments and businesses?

- 2 What were the disadvantages of the first computers?

- 3 How was the keyboard used with the early personal computers?

- 4 When were the first computer games sold?

- 5 What advantage did the computer mouse bring?

- 6 What advantage has the Internet brought to businesses?

- 7 Why does the future of computers look exciting?

Writing

3 Look at the notes. Write a short article on the history of the cell phone.

History of the cell phone

- First cell phones 1960s – weighed 3 kg to 40 kg! Phones used radio.
- 1990s – smaller, lighter phones produced. SMS messages possible. Still only a few thousand customers.
- 2000s – new generation of cell phones sold. Smaller and lighter. Access to internet. By 2007 – used by 295 million people
- Now – cell phones used all over the world for lots of things – downloading music, writing e-mails, reading newspapers.
- The future – possibly live TV on cell phones.



Reported speech (1)

Verb changes

Direct speech	Reported speech
Simple present "I love tennis," he said.	→ Simple past He said that he loved tennis.
Present progressive "He's sleeping ," she said.	→ Past progressive She said that he was sleeping .
Simple past "Tim left early," he said.	→ Past perfect He said that Tim had left early.
Present perfect "The movie's finished ," she said.	→ Past perfect She said that the movie had finished .
<i>am / is / are going to</i> "It's going to rain," he said.	→ <i>was / were going to</i> He said that it was going to rain.
<i>will</i> "I'll call you," she said.	→ <i>would</i> She said that she would call me.
<i>can</i> "I can help," he said.	→ <i>could</i> He said that he could help.

1 We use reported speech to report what someone said earlier.

"Sue likes swimming," said Jake.
(These are the words that Jake said.)
Jake said that Sue **liked** swimming.
(These are the reported words.)

2 In reported speech, verb tenses usually move one tense into the past.

"I **am** worried," said Mike.
→ Mike said that he **was** worried.
"Matt **has left**," said Stella.
→ Stella said that Matt **had left**.

3 In reported speech, we change *will* to *would*, and *can* to *could*.

"I **can** swim," said Steve.
→ Steve said that he **could** swim.
"I **will** help," said Holly.
→ Holly said that she **would** help.

4 We don't always have to use *that* in reported speech.

Mike said **that** he was worried.
Mike said he was worried.

say and tell

say

Gemma **said** (that) she liked the new movie.

Subject + I **say** I + (that)

tell

Gemma **told** me (that) she liked the new movie.

Subject + I **tell** I + object I + (that)

1 We use *say* when we don't want to say who we are talking with.

He **said** that the train was late.
NOT ~~He said me that the train was late.~~

2 We use *tell* when we want to say who we are talking with.

He **told me** that the train was late.
NOT ~~He told that the train was late.~~

3 Remember that we don't always have to use *that* in reported speech.

He said **(that)** the train was late.
He told me **(that)** the train was late.

Reported speech (2)

Pronouns

Direct speech	Reported speech
"I love playing tennis," she said.	She said that she loved playing tennis.
"Simon gave me a present," he said.	He said that Simon had given him a present.
"I'll talk to you later," she said.	She said that she would talk to me later.
" We 've invited you all," they said.	They said that they had invited us all.

1 Pronouns often change in reported speech.

"I live in Washington," he said.
→ He said that **he** lived in Washington.
NOT ~~He said that I lived in Washington.~~

2 Remember that we must change tenses as well as pronouns.

"I like that movie," she said.

→ She said that **she liked** that movie.

NOT ~~She said that she likes the movie.~~

Watch out!

The pronouns don't always change.

"I like **her**," he said. → He said that he liked her.

Reported speech (2) Possessive adjectives

Direct speech	Reported speech
"You can borrow my bike," he said	He said that I could borrow his bike.
" Your hair looks nice," she said.	She said that my hair looked nice.
" Our house is big," he said.	He said that their house was big.

1 Possessive adjectives often change in reported speech.

"I like **your** top," she said.

→ She said that she liked **my** top.

NOT ~~She said that she liked your top.~~

2 Remember that we must change tenses and pronouns as well as possessive adjectives.

"I like **your** new shoes," she said.

→ She said that **she liked my** new shoes.

NOT ~~She said that she likes my new shoes.~~

Watch out!

The possessive adjectives don't always change.

"I love **his** music," she said.

→ She said that she loved **his** music.

Reported speech (2) Time expressions

Direct speech	Reported speech
tomorrow	the next day
today	that day
this morning	that morning
this afternoon	that afternoon
yesterday	the day before
last week	the week before
next week	the following week

1 Time expressions often change in reported speech.

"I'll see you **tomorrow**," she said.

→ She said that she would see me **the next day**.

"I played soccer **yesterday**," he said.

→ He said that he had played soccer **the day before**.

"The concert is **next week**," she said.

→ She said that the concert was **the following week**.

2 Remember that we must change tenses, pronouns, and possessive adjectives as well as time expressions.

"I **lost my** bag **last week**," she said.

→ She said that **she had lost her** bag **the week before**.

NOT ~~She said that she has lost my bag last week.~~

Word list

The media

advertisement _____

article _____

caption _____

headline _____

photo _____

survey _____

Parts of an online newspaper

business _____

entertainment _____

home news _____

lifestyle _____

readers' comments _____

sports news _____

weather _____

world news _____

Vocabulary

The media

- 1 Reorder the words in the box and complete the sentences.

aipctno aitrlec enahilde mdeevniettrs
tpoho syurve

Have you seen the new **advertisement** for Nykee sneakers?

- I read an interesting _____ about crime.
- There was a funny _____ under the photo.
- The _____ said, "Biggest bank robbery ever".
- There was a _____ of the winners with their gold medals.
- The _____ results showed that most people have a cell phone.

- 2 Match the headlines from an online newspaper with the pages.

New York police arrest bank robbers. **a**

- Michael Phelps sets new 100 meters record. _____
- The best movie of this year! _____
- Macroware profits up by 25%. _____
- Storms hit Barbados. _____
- World leaders meet in Geneva. _____
- Get healthy and lose weight before the summer. _____

a Home news

b Lifestyle

c Weather

d Business

e Entertainment

f Sports

g World news

Grammar

Reported speech (1)

- 3 Julio is a paparazzi photographer. Complete the sentences with the correct forms of the verbs in reported speech.

"I sometimes spend hours waiting to see a celebrity."

Julio said that he sometimes **spent** hours waiting to see a celebrity.

- "I'm getting to know some movie stars quite well."
He said that he _____ to know some movie stars quite well.
- "Once I took some great photos of Roger Federer."
He said that once he _____ some great photos of Roger Federer.
- "No celebrity has complained about my photos."
He said that no celebrity _____ about his photos.
- "I'm going to send my photos to a magazine."
He said he _____ his photos to a magazine.
- "One day I will make a lot of money from one of my photos!"
Julio said that one day he _____ a lot of money from one of his photos.

say and tell

- 4 Complete the sentences with *said* or *told*.

Tracy **said** she didn't like geography lessons.

- I _____ him that I didn't want to go to the movies.
- Mel _____ Max that she didn't like him.
- John _____ that he spoke French.
- Maria _____ us that she couldn't come to the beach.
- The teacher _____ that she would take us on a school trip.
- Daniel _____ he was going to come to the party.
- They _____ her that they weren't going to the concert.

Reported speech (2)

Pronouns and possessive adjectives

5 Complete the sentences with the correct pronouns and possessive adjectives.

"I think it's my book," said Em.

Em said she thought it was her book.

- 1 "We're going to the beach with your brother," they said.

They said that _____ were going to the beach with _____ brother.

- 2 "Leo and I really like our new house," Chloe said.

Chloe said that _____ and Leo really liked _____ new house.

- 3 "Your jeans are great," Harry said.

Harry said that _____ jeans were great.

- 4 "I'll see you at my party tomorrow, Jack," Sara said.

Sara told Jack that _____ would see him at _____ party the next day.

- 5 "I want to talk to you about your homework," Mrs. Wilson told us.

Mrs. Wilson said that _____ wanted to talk to _____ about _____ homework.

Reported speech (2)

Time expressions

6 Read the messages on Josh's phone. Then complete the time expressions.

"How are you, Josh? You weren't at school yesterday. I'm busy studying today because I have an exam tomorrow. I saw Ross this morning. He's going to have a party next weekend. Call me soon!"

"Hi, Josh, it's Tim. My new guitar arrived last week. We can get together and play some music tomorrow if you want."

Kathy said Josh hadn't been at school the previous day.

- Kathy said she was busy studying _____.
- She said she had an exam _____.
- She said she had seen Ross _____.
- She said Ross was going to have a party _____.
- Tim said his new guitar had arrived _____.

Round-up

7 A journalist interviewed James Bennett, a young American snowboarder, for a magazine article. Read what James said, then complete the article by adding one or two words in each space.

"I'm doing very well at the moment. Last year, I won three junior competitions. My coach is very happy with me. Tomorrow, I'm flying to Canada to do some training there. My parents have been fantastic and have given me a lot of help."

Yesterday, I spoke to the young snowboarder James Bennett. He told me that he ¹ _____ very well at the moment. He said that he ² _____ three junior competitions the ³ _____ year. He told me that ⁴ _____ coach was very happy with ⁵ _____. He said that the ⁶ _____ day he ⁷ _____ to Canada to do some training there. He ⁸ _____ me that ⁹ _____ parents ¹⁰ _____ fantastic and that they ¹¹ _____ him a lot of help. We all wish him well for the future!



8 Find and correct the mistakes in the reported speech. Some sentences have more than one mistake.

"Mrs. Fox, I won't be at school tomorrow," Sue said.

Sue ~~said~~ Mrs. Fox that she wouldn't be at school ~~next day~~. told, the next day

- "I played tennis with my friends this morning," said George.
George said he played tennis with his friends this morning. _____
- "My computer isn't working, James," Anna said.
Anna told that her computer wasn't working. _____
- "We're going to move house next year," said Clare.
Clare said that they are going to move house next year. _____
- "We can play tennis next week," Paul told Ian.
Paul said Ian that we could play tennis following week. _____

Taking phone messages

1 Complete the dialogue and the message with the phrases in the box.



asked me to can I speak to
can I take a message can you tell him
~~hello~~ told me

Mrs. Jones **Hello.**

Laura Hello, Mrs. Jones, this is Laura.

1 _____ Sam, please?

Mrs. Jones He isn't here at the moment.

2 _____?

Laura Yes, please. I fell off my bike this morning and hurt my leg.

3 _____ that I won't be at tennis practice this evening?

Mrs. Jones Of course, I'll tell him. I hope your leg gets better soon.

Laura Thanks. Bye.

Sam,
Laura called. She ⁴ _____ that she had fallen off her bike and hurt her leg. She ⁵ _____ tell you that she wouldn't be at tennis practice.
Mom.

2 Write the sentences in the correct order.

1 speak / I / Can / please? / to / Tom

Can I speak to Tom, please?

1 message? / I / Can / a / take

2 tell / him / late / be / this evening? / I'll / Can / that / you

3 She / me / very / well. / that / wasn't / told / she / feeling

4 He / to / me / tell / told / you / that / he / would / later. / call / you

3 Read the phone dialogues. Then write messages for Jared and Rosa.

1

Mrs. Martin Hello.

Mike Hello, this is Mike. Can I speak to Jared, please?

Mrs. Martin He isn't here at the moment. Can I take a message?

Mike Yes. I've got his science book. He left it at school today.

Mrs. Martin OK. Was that all?

Mike No. Can you tell him that he can come round and collect it later if he wants.

Mrs. Martin OK. I'll tell him.

Mike Thanks. Bye.

Jared.

Mike called. He _____

2

Mr. Torres Hello.

Tina Hi. This is Tina. Can I speak to Rosa, please?

Mr. Torres I'm sorry, she isn't here at the moment. Can I take a message?

Tina Yes. Can you tell her that Martha has invited everyone to a party on Saturday.

Mr. Torres Oh, great. Was that all?

Tina No. Can you also tell her that the party is starting at 7:30 p.m?

Mr. Torres Yes, I'll make sure she gets the message.

Tina Thanks a lot. Bye.

Rosa,

Tina called. She _____

Reading

1 Read three people's opinions about celebrity gossip. Answer the question.

1 Who reads the most celebrity gossip?

Celebrity lives: public or private?

We asked our readers what they thought about celebrity gossip.



Actor wins another award!

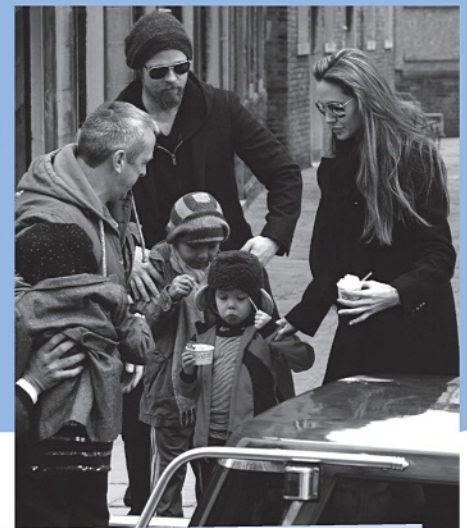
Read what they said.

their own lives, rather than reading all the details about someone else's life. There are so many more important issues in the world, like climate change. People should think more about important issues, and less about celebrities.

Max, fifteen

I don't like the attention that celebrities get. Of course I'm interested in celebrities' careers – what new movies they are making, or how well they are doing in their sport. But I don't want to know about where they live or how many children they have. I think it's easy for journalists to forget that these are real people with their own lives and families. I hate seeing photos of celebrities doing normal things like sunbathing or going shopping. I think celebrities should be allowed to keep their personal lives private.

Sandy, fourteen



Actor and family enjoy a day shopping!

I love finding out about the latest celebrity gossip. I buy two magazines a week and I always read the celebrity pages first. I think it's great, and it's quite normal! Celebrity life is like a fantasy world for most people. People dream about living the lifestyle of a rich and famous celebrity, and that's why they enjoy reading about the lives of stars. I don't think there's anything wrong, and I think that most of the time celebrities enjoy all the attention they get.

Aimi, fifteen

I can't understand why anyone finds celebrity gossip interesting! I'm not interested if a movie star has a new hairstyle or a tennis player has a new girlfriend! Some people can't stop reading about the lives of rich and famous people, and I don't think it's healthy. People should live in the real world and think about

2 Read the text again. Who expresses these opinions? Write the name.

I love reading celebrity gossip. Aimi

- 1 Celebrity gossip is boring. _____
- 2 I'm interested in celebrities' jobs. _____
- 3 I'm not interested in celebrities' private lives. _____
- 4 It's natural for ordinary people to be interested in the lives of rich and famous people. _____
- 5 People should think about more important problems in the world. _____
- 6 Celebrities should be allowed to have private lives. _____
- 7 Celebrities usually enjoy attention from journalists and photographers. _____

Writing

3 Write your opinions about celebrity gossip.

Think about the following:

- Do you enjoy reading celebrity gossip? Why?
- Do you think that celebrities enjoy reading articles about their lives in newspapers and magazines?
- Do you think celebrities are happy that people take photographs of them all the time?
- Do you think it is healthy to be interested in celebrities?

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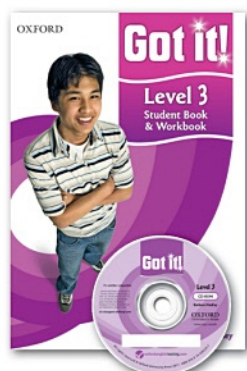
Irregular verbs

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

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

Got it!

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