

Puchta | Holzmänn | Lewis-Jones | Jory

Workbook

MORE!

3



Prüfexemplar



mit App für Audios



HELBLING Media App


Mit der **HELBLING Media App** haben Sie Zugriff auf alle Audios zu *MORE! 3*.

So einfach geht's:

1. App herunterladen

Laden Sie die kostenlose HELBLING Media App im *Apple App Store* oder im *Google Play Store* auf ein Smartphone oder Tablet herunter.

2. Inhalte hinzufügen

Starten Sie die HELBLING Media App und tippen Sie auf . Scannen Sie den QR-Code oder geben Sie unter MANUELLE EINGABE den untenstehenden Code ein und bestätigen Sie die Eingabe. Die Inhalte werden der Media App hinzugefügt.



DEMO-4BW2-9BD8-AP85

3. Inhalte verwenden



Die Inhalte der HELBLING Media App sind im Buch mit diesem Symbol gekennzeichnet. Starten Sie die HELBLING Media App, tippen Sie auf **MORE! 3 Workbook** und wähle Sie die gewünschten Inhalte über das Menü aus.

Die Media App Inhalte werden gestreamt. Wir empfehlen, eine WLAN-Verbindung zu nutzen. Wahlweise können Sie die Inhalte auch temporär offline nutzen, wenn diese zuvor für die Offlinenutzung heruntergeladen wurde

MORE! Workbook 3 – Prüfexemplar

Workbook + E-Book: SBNR 220.869 | ISBN 978-3-7114-0273-8
Workbook E-Book Solo: SBNR 220.871 | ISBN 978-3-7114-0277-6

by
Herbert Puchta
Christian Holzmann
Peter Lewis-Jones
Chris Jory

© HELBLING LANGUAGES 2024
helbling.com

Workbook mit E-BOOK+: SBNR 220.870 | ISBN 978-3-7114-0275-2
Workbook E-BOOK+ Solo: SBNR 220.872 | ISBN 978-3-7114-0279-0

Edited by Verena Rainer, Nadine Huber, Elisabeth Kriebler
Design and layout by Amanda Hockin
Cover design by Stewart Grieve
Illustrated by Melania Badosa, Roberto Battestini, Svjetlan Junaković,
Giovanni Giorgi Pierfranceschi, Xavier Piñas, Elisa Rocchi, Lorenzo
Sabbatini, Matteo Settegrana
Printed by Athesia, Innsbruck
First published 2025
4380-10-24

All rights reserved. This work is wholly and in each of its parts protected by copyright. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the publishers. All translation rights and use for text and data mining reserved.

Workbook

MORE!

3

Liebe Schülerin, lieber Schüler!

Neben vielen Übungen, mithilfe derer du deine Kenntnisse der englischen Sprache erweitern und festigen kannst, findest du im Workbook am Ende jeder Unit auch eine Auflistung des Lernvokabulars, also der wichtigsten Wörter und Phrasen aus der jeweiligen Unit.

Diese Wortlisten sind in zwei Abschnitte unterteilt:

- 1. Word File:** Unter dieser Überschrift werden jene Wörter und Ausdrücke nochmals aufgelistet bzw. dargestellt, die im Student's Book eingeführt werden.
- 2. MORE Words and Phrases:** In diesem Abschnitt findest du die wichtigsten Wörter aus der jeweiligen Unit im Student's Book. Sie sind in der Reihenfolge aufgelistet, wie sie im Student's Book vorkommen, und zur leichteren Orientierung auch mit der jeweiligen Nummer einer Aktivität aus dem Student's Book gekennzeichnet: **1**, **2** usw.

Wichtig: Jene Wörter und Wortgruppen, die fett gedruckt sind, werden im Englischen sehr häufig verwendet. Du solltest sie gut beherrschen.

Noch ein Tipp: Wer eine Sprache gut beherrschen möchte, sollte darauf achten, dass sein Wortschatz ständig wächst. Das heißt aber auch, dass man schon gelernte Wörter und Phrasen regelmäßig wiederholen muss. Gehe deshalb immer wieder die Liste mit den Wörtern und Phrasen der vorangegangenen Units durch – du solltest dir davon möglichst alle gut merken!

Answer key: Wenn du deine Ergebnisse überprüfen möchtest, findest du am Ende des Buches alle Lösungen für die Übungen im Workbook.

Zeichenerklärung:

1/1



Zu dieser Übung gibt es eine Audioaufnahme.

CHOICES

Bei dieser Übung stehen dir zwei Varianten zur Verfügung.



Diese Übung passt zur angegebenen Seite im Student's Book (Seite 15).



Diese Übung passt zu den *The Girl Next Door* Doppelseiten im Student's Book.



Hier übst du, etwas auf Englisch zu erzählen bzw. an einem Gespräch teilzunehmen.



So unterstützt dich dein **E-BOOK+** optimal beim Englischlernen:



Alle Übungen aus dem Workbook sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.



Du kannst alle **Audios** direkt abspielen und anhören. Wenn du möchtest, kannst du die Audios auch langsamer abspielen.



Vocabulary trainer: Der Vokabeltrainer unterstützt dich gezielt beim Lernen von neuen Wörtern und Phrasen. Am Ende jeder Unit kannst du in drei Phasen den Wortschatz wiederholen, trainieren und festigen.

Noch ein Hinweis: Solltest du das E-BOOK+ zum MORE! 3 Workbook noch nicht haben, kann es auch nachträglich bestellt werden.

CONTENTS

Unit 1: Music makes the world go round 4-11

Unit 2: Would you believe it? 12-19

Unit 3: What an adventure! 20-28

Unit 4: Wild and dangerous? 29-37

Unit 5: Superstitions 38-45

Unit 6: We love London! 46-55

Unit 7: Friends forever 56-64

Unit 8: Inventors and inventions 65-73

Unit 9: My world 74-82

Unit 10: Know your rights! 83-91

Unit 11: The Golden State 92-100

Unit 12: Natural disasters 101-108

Unit 13: Difficult decisions 109-117

Unit 14: Into the wild 118-126

ANSWER KEY 127-132

UNDERSTANDING VOCABULARY Audition

1 Match the sentence halves to make the story.



- 1 Sam Small saw an ☐ said he didn't have
advertisements for a band ☐ who takes to be their
looking for a singer ☐ singer
- 2 Before he went to the ☐ he is on his way up.
audition ☐ and asked if he'd like to
- 3 The band didn't like his ☐ singing for them. Sam said,
voice ☐ "No!"
- 4 Sam was disappointed ☐ and decided to give it a try.
- 5 These days Sam ☐ but he didn't give up on his
has a recording contract ☐ dream to make it one day.
- 6 The band ☐ he did some training with
him last week ☐ his mum.

USING VOCABULARY Audition

2 Read the dialogue between the character Sacks and a singer on Superstars. Complete with the words in the box.

give up
way
try
training
get back
audition
make
takes

- Sacks** Simon, Simon. Let me see your ☐ here.
- Simon** What, already? I've only just started.
- Sacks** I don't need to hear a ☐. That was probably the worst
1..... I've ever had to listen to.
- Simon** Oh, come on. It's not that bad.
- Sacks** Simon, as you were. I don't know where you got the idea
you could ☐ but you really have to 2.....
the dream now.
- Simon** It was ☐. She says I have a lovely voice and that I
3..... what it 3..... to be a famous singer. She told me I should give
4..... his 4.....
- Sacks** She doesn't know anything. Simon, you are not going to 5..... it
6..... job. I promise you.
- Simon** Maybe when I've had a bit more 6.....
- Sacks** No. Not with all the help in the world.
- Simon** Well, I think you're wrong. I know I'm on the 7..... up and nothing you
can say is going to stop that.
- Sacks** Well, good luck and 8..... to me when you have your first number one.
- Simon** I will. You'll see. You'll be sorry one day.



UNDERSTANDING VOCABULARY

Musical styles

- 3 Find eleven more musical styles in the grid.
(← → ↑ ↓ ↘ ↗)

..... hip-hop

.....

.....

.....

.....

.....

.....

R	I	P	P	I	N	G	E	L
H	D	A	N	C	E	O	I	O
E	R	O	C	P	K	Z	D	R
A	I	R	O	C	K	M	N	I
V	F	P	P	P	P	I	H	
Y	F	S	E				O	A
M	I						A	E
E	N		S	Z	S	O	N	
T	G	Y			A	R	I	
A	K		O	F	Z	P	A	N
L	A		S	S	A	L	C	

USING VOCABULARY

Musical styles

- 4 Choose six of the musical styles from the grid in 3. What you think about them.

I really like jazz. I know it's a bit unusual, but most of my friends hate it.

I'm not keen on classical music. It's the kind of music my parents listen to.

.....

.....

.....

.....

.....

.....

UNDERSTANDING GRAMMAR

Present and past simple

- 5 Choose the correct words to complete the sentences.

Shannon Green is lead guitar player with *The Sweet Lemons*. We met her on tour to ask a few questions.

Interviewer Tell us a bit about the band.

Shannon There are four of us. Dan and I ¹ play / plays the guitar. Bradley ² sing / sings and plays bass and I ³ play / plays the drums.

Interviewer Do you sing / sings?

Shannon Sometimes sing background vocals, but that's all.

Interviewer What kind of music ⁵ do / does the band play?

Shannon Pop and a bit of rock.

Interviewer And ⁶ do / does you write your own music?

Shannon Well, Bradley ⁷ write / writes all the lyrics and we all ⁸ write / writes the music.

Interviewer And do you play other bands' songs?

Shannon No, we ⁹ don't / doesn't. Bradley ¹⁰ don't / doesn't like playing other people's music.



6

Read the text about how Shannon joined *The Sweet Lemons* and put the verbs into the past tense to complete it.

Shannon ¹..... (dream) of being a pop star, so she was very happy when she ²..... (get) a new guitar for her 13th birthday. There was only one problem. She ³..... (not know) how to play it. She ⁴..... (take) some lessons and after six months she was very good. But Shannon ⁵..... (not want) to play on her own. At her school, there was a band, *The Sweet Lemons*, but they ⁶..... (be) in Year 6. They were all 15 and Shannon ⁷..... (not think) they would want her. At the end of the school year, there was a party. *The Sweet Lemons* ⁸..... (want) to be at the party. But the day before the show, the guitar player, Dan, ⁹..... (get) ill. What ¹⁰..... (can) they do? They ¹¹..... (cannot) play without him. Shannon ¹²..... (go) up to the band and ¹³..... (talk) to them. The band leader Bradley was interested. Shannon played her guitar and the band thought she was very good. Bradley ¹⁴..... (ask) her to play for them at the show. The show was a great hit and all the kids ¹⁵..... (love) the band. So what happened when Dan got better? Well now, *The Sweet Lemons* have two guitarists.

USING GRAMMAR

Present and past simple

7

Complete the dialogues with the interview questions.

~~What's your favourite band, Nigel?~~

When did you start dancing?

Do you like dancing, Janice?

Did you ever buy vinyl records?

And where do you get your music from?

What did you like about *Imagine Dragons*?

And what do you like about *Coldplay*?

Do you have a favourite band to dance to?

Do you listen to a lot of music, Henry?

1 Interviewer 1 ~~What's your favourite band, Nigel?~~

Nigel That's a difficult question. For many years it was *Imagine Dragons*, but now it's *Coldplay*.

Interviewer 2.....

Nigel Well, the songs always have good melodies.

Interviewer 3.....

Nigel Their songs are really good, and the music is more pop than rock.

2 Interviewer.....

Janice Yes, I love it.

Interviewer.....

Janice I think I started when I was five.

Interviewer.....

Janice At the moment it's *The Weeknd*. They're great to dance to.

3 Interviewer.....

Henry Yeah, I listen to music as often as I can.

Interviewer 8.....

Henry I mostly get it online. I have *Spotify*.

Interviewer 9.....

Henry No, but I sometimes listen to some with my dad. Now, as I said, I just go online.

8 Read the story.

The charity concert

We are a great band.
There is Carolyn, who is
our brilliant singer, Mark,
who plays the electric guitar, Adrian,
who plays the saxophone
and me, Larissa, I play
the drums.



We call ourselves the *Fab Four* (fab for fabulous, as you can surely guess). Not a great name, I know, but it's OK for now.

Anyway, I think we're making good music, covering some famous songs, but also writing some songs ourselves like our "Butterfly Blues" which is all about butterflies – disappearing and how much we need them, and which has got the chorus line "Butterfly, high in the sky, fly oh fly, never die." Everybody sang along at the last school concert, even the teachers and the headmistress.

So we were doing pretty well until one day Josh came to see us. Josh is the school computer nerd, and if you need anything that's got to do with computers, he's your man. He's also a really nice guy and I have a tiny bit of a crush on him. But that's not important right now.

So Josh came to see me to complain about how slow most of the computers were. He said it was crazy that the school didn't have modern computers. "It's not good for the kids' education. I listened to him and said 'yeah' and 'yes' and 'I see', but I didn't really know why he was telling me all this. And then, finally, he said, "I've got an idea. What about the *Fab Four* having a kind of charity concert* for the school. Invite parents, uncles, aunts or just adults we know and raise some money* for new computers." I wasn't sure if that was a charity thing but I didn't want to say no right away, so I said, "I'll discuss it with the band."

At the next band practice, I told them about Josh's idea and Carolyn and Mark were all for it. But Adrian was furious. "That's not a charity concert!" he shouted. "Charity is all about people. It's OK if we do a charity concert for some poor kids or for the homeless, but I don't see why we should play to get new computers for the school!" Mark said, "It's about kids who could use their talents far better with good computers. What's wrong with that?" "I can tell you what's wrong," Adrian shouted. "When you say someone must do something for these kids, that's OK, but why us? The school has to find the money, so it's the headmistress' job to do that, not our job. What next? A charity concert for the biology teachers to buy new fish for the aquarium or for the teachers to have nicer chairs?" On and on they went and finally Adrian said the *Fab Four* could change their name to the *Fab Three*, and he left.

Was this the end of our band? No, it wasn't. Josh and I got together and we talked about it. Josh could understand Adrian's point, but he also wanted the computers. And then I found the answer. Why not buy computers with the money we raise and give half of them to the children's home down the road?

After more talks, Adrian agreed, and we had a fantastic concert. Actually we had two concerts, because we sold so many tickets that not everybody could get in the first time. In the end, we had twelve computers and two new hits – "Computer Crazy" and "Everyone's Happy Now".

9 How many of these tasks can you do?

Circle T (True) or F (False).

- 1 In the band, there are two boys and two girls. T / F
- 2 The band didn't write "Butterfly Blues". T / F
- 3 Josh, the school's computer nerd, wanted to be part of the band. T / F

Choose the correct answer.

- 4 Josh wanted the band to
 - ☐ play songs about computers.
 - ☐ do a charity concert to raise money for new computers.
 - ☐ give a school concert at the end of the year.
- 5 Larissa promised to
 - ☐ discuss it with the band.
 - ☐ help raise money for new computers.
 - ☐ do a charity concert.
- 6 The other band members
 - ☐ disliked Josh's idea.
 - ☐ did not all agree with Josh.
 - ☐ never discussed Josh's idea.

Answer the questions.

- 7 What is Adrian's main argument against Josh's idea?
.....
- 8 What solution did they come up with?
.....
- 9 Why did the band play another charity concert?
.....

1/1



10 Listen and check your answers.

LISTENING Understanding people talking about music

1/2



11 Listen to the interviews. Then answer the questions.

- | | | |
|--|---|--|
| <p>1 Joanna listens to music</p> <ul style="list-style-type: none"> <input type="checkbox"/> sometimes. <input type="checkbox"/> also in some lessons at school. <input type="checkbox"/> only before she goes to bed. <p>2 Joanna mostly listens to</p> <ul style="list-style-type: none"> <input type="checkbox"/> rock. <input type="checkbox"/> pop. <input type="checkbox"/> hip-hop. <p>3 Joanna likes to browse</p> <ul style="list-style-type: none"> <input type="checkbox"/> on Spotify. <input type="checkbox"/> with her parents' CDs. <input type="checkbox"/> on Spot the Pop. <p>4 Joanna plays</p> <ul style="list-style-type: none"> <input type="checkbox"/> no instrument. <input type="checkbox"/> one instrument. <input type="checkbox"/> two instruments. | <p>5 Lenny plays</p> <ul style="list-style-type: none"> <input type="checkbox"/> no instrument. <input type="checkbox"/> the guitar. <input type="checkbox"/> the guitar and the violin. <p>6 Lenny and his band play</p> <ul style="list-style-type: none"> <input type="checkbox"/> music by Bob Dylan and Janis Joplin. <input type="checkbox"/> classical music. <input type="checkbox"/> dancefloor music. | <p>7 Lenny also likes</p> <ul style="list-style-type: none"> <input type="checkbox"/> playing the violin. <input type="checkbox"/> listening to classical music. <input type="checkbox"/> going to pop concerts. <p>8 Lenny likes to listen to music best on</p> <ul style="list-style-type: none"> <input type="checkbox"/> his mobile phone. <input type="checkbox"/> vinyl. <input type="checkbox"/> the radio. |
|--|---|--|

Joanna



Lenny



12 CHOICES

1/3



A Match the statements and replies. Then listen and check.

- | | |
|-------------------------------------|---|
| 1 I thought the play was brilliant. | <input type="checkbox"/> I couldn't agree more. I thought it was brilliant. |
| 2 I didn't really enjoy the film. | <input type="checkbox"/> Do you think so? I think United must beat them. |
| 3 I think this is their best song. | <input type="checkbox"/> Me too. Everyone was singing it. |
| 4 City are going to win, I'm sure. | <input type="checkbox"/> Me neither. It was a bit boring. |

1/4



B Complete the mini-dialogues with the sentences in the box. There is one extra sentence. Then listen and check.

- | | |
|---|--------------------------------------|
| a Me too. I didn't want it to end. | e Me neither. It was too loud. |
| b In my opinion, it's OK but not as good as the last film. What do you think? | f Is it any good? |
| c Do you think so? She was good but not brilliant. | g What did you think of the concert? |
| d I couldn't agree more. I thought it was boring. | |

1 **Jane** I didn't really enjoy the last book we read in class. How about you?

Jack

Jane Let's hope the next one is better.

2 **Liz** I hope Jennifer Lawrence gets the Oscar. She was brilliant in the film.

Ollie

Liz No, she was absolutely fantastic.

3 **Paul**

Brian It was brilliant. I enjoyed every minute of it.

Paul

4 **Alan** I saw the new Harry Potters film for my birthday.

Lucy

Alan

13 Complete the mini-dialogues with your own ideas.

1 **Sue** I thought that maths lesson was really interesting.

David Do you really think so?

2 **Sam** I really want to see the new James Bond film.

Sam Me too.

3 **Will** I don't really want to go to Nicolas' party.

Gary Me neither.

4 **Ian** I think our school should start at 10 a.m.

Ruth I couldn't agree more.

- 14 Read the task and what a student wrote. Why didn't Stevie like the last album by *Spotless*?

Task

You've just bought the new album by *Spotless*. Write an email (60–80 words) to your friend telling him/her about it.

In your email:

- ✓ tell him/her what you think about it
- ✓ tell him/her how it compares to another album by the band
- ✓ recommend listening to it or not

Useful language:

Offering an opinion

- It's really awesome/
good/great ...
- It's a bit
disappointing ...
- It's rather boring ...
- My favourite band/
track is ...
- I'm not so keen on ...
- I like / don't like the
way ...

FROM: stevie14@mailconnect.com

SUBJECT: New album!!!

Hi Carmen,

I'm just listening to the latest album by *Spotless*; it's called *Rescue*. It's really awesome. I like all the tracks but my favourite is "Hugging". The lyrics are brilliant. I wasn't so keen on the last one – I didn't like the way it had so much piano in it, but this one is much more rock 'n' roll. You have to listen to it. You'll love it.

Bye,
Stevie

- 15 Now write your own answer to the following task.

Task

You've just been to a movie. Write an email (60–80 words) to your friend telling him/her about it.

In your email:

- ✓ tell him/her the title of the movie
- ✓ tell him/her what type of movie it was
- ✓ tell him/her whether you liked it or not
- ✓ recommend watching it or not

Write your email here:

.....

.....

.....

.....

.....

.....

WORD FILE

Audition

to give sth. a try

to give up

audition



to have got what it takes

to make it

to go the way up

to get back to

MORE Words and Phrases

1	to agree	I couldn't agree more.	zustimmen
	to belong to	It probably belonged to my great-grandparents.	gehören
	to celebrate	To celebrate music, I thought I'd share with you my favourite musical facts.	feiern
	extremely	He was also extremely talented.	extrem
	flute	The oldest musical instrument is the flute.	Flöte
	singer	You can choose from 11 million singers and bands on Spotify.	Sänger/Sängerin
	successful	The song was so successful that it got a statue.	erfolgreich
	talented	She was very talented.	talentiert, begabt
	to spill	I hope she didn't spill anything on it!	erschütten
	whole	Your driver will drive you behind your favourite store for the whole day.	ganze/r/s
4	critic	Paul Sacks and Simon Greaves are critics on Supersstar.	Kritiker/Kritikerin
5	brave	You're a brave man.	mutig
	not even	In fact you're not even a background singer.	(noch) nicht einmal
	suit	Sing at home when you're not wearing that suit.	Anzug
	unhappy	Don't be too unhappy.	unglücklich
	to waste	Don't waste our time.	verschwenden
8	to feel	I feel sad.	(sich) fühlen
	to get tired of sth.	I never get tired of listening to music.	etw. satt haben
	lyrics	The lyrics in this song should be meaningful.	Liedtext
	to make up	I made up special dances for my fans.	erfinden, sich ausdenken
	record	I buy a record every week.	(Schall-)Platte
	to seem	He doesn't seem to get old.	wirken, scheinen
	to sing along	I always sing along to the songs I like.	mitsingen
	tune	These songs with a good tune.	Melodie
9	I can't stand it.		Ich kann es nicht ausstehen.
	I don't mind.		Ich habe nichts dagegen.
11	to come along	James wanted to come along.	mitkommen
	to take place	Where did the concert take place?	stattfinden
TGND1	afterwards	We'll go to the cinema and afterwards to the restaurant.	danach, anschließend
	apart from	Apart from his bad taste in music, my dad's cool.	abgesehen von
	in my opinion	In my opinion, it's the best they've done.	meiner Meinung nach
	to be interested in	He seems to be interested in her music.	an etw. interessiert sein
	Me neither.		Ich auch nicht.

UNDERSTANDING VOCABULARY

Activities

1 Look at the objects. Say which of these things you can ...

- | | | | |
|-------|----------|-------------|-----------|
| 1 pay | 2 try on | 3 listen to | 4 talk on |
| 5 buy | 6 drink | 7 eat | 8 look at |

Sometimes more than one answer is possible.



USING VOCABULARY

Activities

2 Complete the sentences with verbs and objects from 1. Use the correct tense.

- They were so angry that they left the restaurant and they didn't
- I but they didn't look good on me.
- I don't think he can you.
- Don't try and anything. Can't you see she's with her sister.
- I read the news online every day over
- No, thanks. I've already this morning with my breakfast.
- I'm hungry.
- She in the shop window.

3 Choose the correct option to complete the sentences.

- | | |
|--|---|
| 1 I spent hours looking
when we go to the art gallery.
<input type="checkbox"/> for <input type="checkbox"/> - <input type="checkbox"/> at | 4 Be quiet. Can't you see I'm talking the phone.
<input type="checkbox"/> at <input type="checkbox"/> by <input type="checkbox"/> on |
| 2 Put your money away. I'll for the lunch.
<input type="checkbox"/> pay <input type="checkbox"/> buy <input type="checkbox"/> eat | 5 I need to a new pen.
<input type="checkbox"/> pay <input type="checkbox"/> buy <input type="checkbox"/> try on |
| 3 Can I try this jumper, please?
<input type="checkbox"/> over <input type="checkbox"/> on <input type="checkbox"/> - | 6 I always listen music before I go to sleep.
<input type="checkbox"/> for <input type="checkbox"/> to <input type="checkbox"/> - |

4 Match the sentence halves.

- | | |
|-----------------------------|--|
| 1 At 9 a.m. I was walking | <input type="checkbox"/> in detention. |
| 2 At 10 a.m. I was trying | <input type="checkbox"/> the piano in the music lesson. |
| 3 At 11 a.m. I was doing | <input type="checkbox"/> my homework. |
| 4 At 12 a.m. I was playing | <input type="checkbox"/> Mum in the kitchen. |
| 5 At 1 p.m. I was eating | <input type="checkbox"/> up the dishes. |
| 6 At 2 p.m. I was talking | <input type="checkbox"/> outside the headmaster's office. |
| 7 At 3 p.m. I was waiting | <input type="checkbox"/> not to fall asleep while my |
| 8 At 4 p.m. I was sitting | teacher was talking |
| 9 At 5 p.m. I was helping | <input type="checkbox"/> at my desk. |
| 10 At 6 p.m. I was washing | <input type="checkbox"/> to my friends in the French les |
| 11 At 7 p.m. I was doing | (my teacher was napping) |
| 12 At 8 p.m. I was sleeping | <input type="checkbox"/> my lunch. |
| | <input type="checkbox"/> to school. |
| | <input type="checkbox"/> experiment in the science lesson. |



5 Find six more verbs in the grid form to complete the sentences. (← → ↑ ↓)

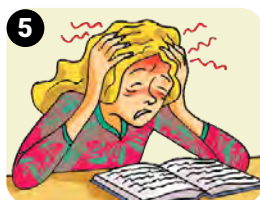
W	O	R	K		G	7
A	R	E			N	G
T	F	P		P	D	A
C	E		E		L	R
H	L			I	E	E
				E	F	A
N	G		I	V	A	H
G	N	E	F	A	E	F
S	T	A	R	T	E	D

- I was watching TV when the phone rang.
- We were playing tennis when it to rain.
- When the ball broke the window, we were breakfast.
- When the lights went out, I was at the computer.
- She was dancing when she over.
- When the alarm clock , I was having a bath.
- Bob was a book when there was a knock at the door.

6 Complete the sentences about your day yesterday. Use the past continuous.

- 1 At 5 a.m. I
- 2 At 8 a.m. I
- 3 At 11 a.m. I
- 4 At 1 p.m. I
- 5 At 3 p.m. I
- 6 At 6 p.m. I
- 7 At 7 p.m. I
- 8 At 8 p.m. I

7 Use the pictures and words to write sentences.



- 1 break leg / play football
Dawn broke her leg while she was playing football.
- 2 drink coffee / drop
Henry
- 3 start raining / walk dog
Jo
- 4 work at computer / chair break
I
- 5 read a book / headache start
I
- 6 look at his phone / crash into a lamp post
Billy
- 7 fall asleep / teacher talk
Sue
- 8 eat apple / tooth fall out
Richard

8 Put brackets in the past simple or past continuous and complete the story.

I ¹ was walking (walk) down the road when I ² (see) a wallet on the ground. I ³ (open) it and ⁴ (find) a £10 note in it. There was nothing else, no name, no address, no credit cards – nothing. I ⁵ (think) about what to do when I ⁶ (see) my friend Daisy. She ⁷ (shop), but she ⁸ (not look) very happy. I ⁹ (ask) her what was wrong. She really wanted to buy a beautiful handbag for her mum's birthday. It was £20 but she only had £10. Then I ¹⁰ (know) what to do with the money from the wallet.



9 CHOICES

1/5



I saw Brian Vickery yesterday!
Really? What was it about?
I did. He was here visiting his grandparents. They still live here.
Of course, he went to our school.
Was it that long ago? But what happened in your dream?
Well, you aren't going to believe this.

A Complete the dialogue with the sentences. Then listen and check.

A I had a really strange dream last night.

B 1.....

A Well, do you remember Brian Vickery?

B 2.....

A That's right, but he moved away two years ago.

B 3.....

A I can't really remember, but Brian was in our class.

B 4.....

A Believe what?

B 5.....

A No way.

B 6.....

A What a coincidence!

1/6



B Put the sentences in the correct order. Then listen and check.

☐ A So why didn't you turn it on the programme?

☐ B That's right. It's my favourite show. I didn't want anybody to disturb me.

☐ A Because I tried to phone you but you didn't answer your phone.

☐ B That's because I turned my phone off.

☐ A I really can't remember what I was doing at 8 p.m.!

☒ B Because I was watching the last episode of *The Money Train*. That's what I was doing at 8 p.m.!

☐ A Why did you turn your phone off?

☐ B I can't remember. Why?

☒ A What were you doing last night?

☐ B I guess I forgot. So why did you phone me?

☐ A *The Money Train*.

☐ B OK, well, phone me again when you remember.

10 Write questions for the answers.

1 A ?

B My brother was having dinner.

2 A ?

B Pizza and chips.

3 A ?

B It was a cheese and ham pizza.

4 A ?

B Yes, it was delicious.

5 A ?

B After that, I did my homework.

6 A ?

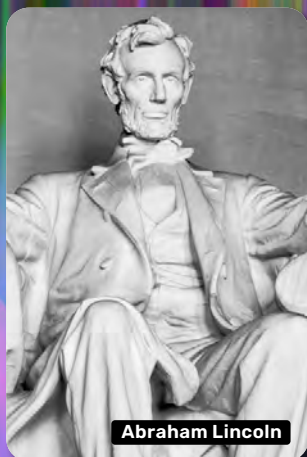
B I went to bed at about 10 p.m.

11 Read the text quickly. Which president knew Marilyn Monroe?

It's a weird world

HOME CATEGORIES EVENTS FOLLOW

The strange case of two presidents



Abraham Lincoln

Abraham Lincoln and John F. Kennedy were two of the most famous presidents the USA has ever seen. But being the president of the world's richest country is not the only thing these two men had in common. Famously, both men died while in the job. But this is just the start of the coincidences.



John F. Kennedy

Abraham Lincoln first became a politician in 1846. Kennedy became a politician exactly 100 years later, in 1946. Lincoln became president 14 years later, in 1860, and yes, you've guessed it – Kennedy also took 14 years before he became president in 1960.

Both men really wanted to help people. Lincoln helped bring about the end to slavery in the USA. Kennedy introduced a law that said that no American should suffer discrimination because of colour, sex or religion. Lincoln had a secretary called Kennedy and Kennedy had a secretary called Lincoln. Finally, after Lincoln died, the next president was called Andrew Johnson (born in 1808). After Kennedy died, the next president was a man called Lyndon B. Johnson (born in 1908).



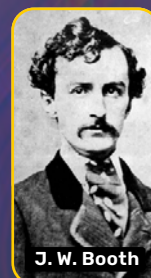
But there were a lot of coincidences with their deaths. For a start, both men died on a Friday. The cause of death for both was a gunshot to the head. Lincoln was in the Ford Theatre in Washington when he was shot. When Kennedy was shot, he was in the back of a car called 'Lincoln', a car that was from the Ford motor company.

But it isn't just the presidents who had so many things in common. Their killers also had a number of strange connections. For a start, both men were from the south of the USA. They both had three names, and each had 15 letters in those names.

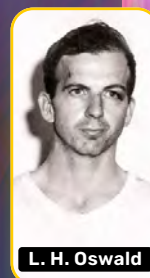
A man named John Wilkes Booth killed Lincoln. Booth was born in 1839. A man called Lee Harvey Oswald killed Kennedy. Oswald was born exactly 100 years later, in 1939.

After he had shot Lincoln in the theatre, Booth went to a 'warehouse' where the police arrested him. When Kennedy was shot, he was in a warehouse and then ran into a theatre where the police arrested him. Booth and Oswald never went to court for their crimes because both men died mysteriously before their trials.

And now for the strangest coincidence of all. One week before he died, Lincoln visited a town called Monroe in Maryland. A week before he died, Kennedy visited Marilyn Monroe!



J. W. Booth



L. H. Oswald

VOCABULARY: *bring about – veranlassen, erreichen; discrimination – Diskriminierung; to shoot sb. – jdn. erschießen; warehouse – Lagerhaus; go to court – vor Gericht gehen; trial – Gerichtsverhandlung, Prozess

12 How many of these tasks can you do?

- 1 Both Lincoln and Kennedy died while they were president. T / F
- 2 Lincoln and Kennedy were politicians before they became president. T / F
- 3 Both presidents wanted to make the world fairer. T / F
- 4 After both presidents died, the next president was
- 5 Both presidents died from a
- 6 Both killers had
- 7 Where were the killers arrested?
.....
- 8 Why did neither man have a trial in court?
.....
- 9 Where were both presidents the week before they died?
.....

1/7



13 Listen and check your answers.

LISTENING Understanding a conversation

- 14 How much are you like Dan?
Do you think the same as him?
Tick each of the sentences
that are true for you too,
and then add up the total.



Dan	Me	Sarah	John
1 I've got no idea what I want to be when I'm older.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I'm worried about the future of the Earth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I couldn't live without loud music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The mornings are the best part of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I love maths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I like to relax at the weekends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I need more time on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I talk too much on the phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I value my friends more than money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 You never have to say sorry to a true friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL

1/8



- 15 Listen to Sarah and John discussing the task and tick the boxes above for them. Who is most like Dan?

16 Read the task and what a student wrote. How many coincidences were there?

Task

Write a story called *Coincidence* (120–150 words).

In your story, focus on:

- ✓ the people involved
- ✓ what the story was
- ✓ where the story happened

Coincidence

A funny thing happened to me and my parents. They were taking me to London to see the musical *War Horse*. I think it's nice to go to London sometimes to see a nice musical. Anyway, on the train down to London the first funny thing happened. A friend of my mum and her daughter were on the train, too. They were also going to London to see *War Horse*. "What a coincidence," Mum said. "See you at the musical."

At the theatre, we went to our seats. We had very nice ones with a good view. The two seats next to Mum were empty. A minute before the show started, the next funny thing happened. My mum's friend and her daughter arrived and sit down right next to us. "What a coincidence," they said and we all laughed. (139 words)

Language tip: Using a good variety of vocabulary

When writing a text, try not to use the same words all the time. Texts are better when you use a variety of words. For example, in the text the word *funny* is used three times. We could use the words *strange* or *amazing* to add variety to the vocabulary.

17 The words *musical* and *cinema* are used three times. Use the words in the box to replace some of these examples.

awesome show comfortable popular

Writing tip: Planning a story (1)

- When writing a story, don't start writing immediately.
- Plan the story on your head and write notes on a piece of paper.
- Think about your own life. Are there any experiences you can use for the story?
- Think about the punchline. It's the last thing your readers see. You want it to make an impression.
- Organise your paragraphs well. When there is a change in action, use a new paragraph.

18 Now write your own answer to the task in 16 above.

- Plan on a piece of paper.
- Use your paragraphs well.
- Think carefully about the words you use.

Activities

to **buy** sth.

to **drink/eat** sth.

to **listen to** music

to **look at** sth.

to **try on** sunglasses

to **talk on the mobile**

to **pay the bill**

MORE Words and Phrases

TT1	coincidence	What a coincidence!	Zufall
	married	When they got married, his wife changed her name.	verheiratet
	similar	They both like similar clothes.	ähnlich
	to return	Please return the balloon to the following address.	zurückgeben; zurückkehren
	What a ...!		Was für ein/e ...!
3	author	This author wrote a lot of novels.	Autor/Autorin
	member	A member of the crew remembered the ship.	Mitglied
	passenger	Of the 2,200 passengers, only 705 survived.	Passagier/Passagierin
	to sink	When the ship sank, most of its 2,500 passengers died.	sinken
	to survive	Most people didn't survive.	überleben
7	careless	I've lost my phone because I was careless.	unvorsichtig, leichtsinnig
	handbag	She put the phone in her handbag.	Handtasche
	I beg your pardon.		Entschuldigung., Verzeihen Sie bitte.
	to steal	The thief wanted to steal the woman's money.	stehlen
	thief (pl thieves)	The thief was waiting for two boys.	Dieb/Diebin
8	North Pole	I want to travel to the North Pole one day.	Nordpol
	South Pole	An imaginary line connects the North and the South Pole.	Südpol
9	awful	There is an awful storm.	furchtbar, schrecklich, scheußlich
	entrance	They were all queuing up at the entrance.	Eingang
	to hand sth. in	I'm sorry I found it and handed it in.	einreichen, abgeben
	Hold on!		Warte(t)!
	to leave sb. alone	He didn't leave his sister alone.	jdn. in Ruhe lassen
	to look forward to sth.	Lucas is very much looking forward to it.	sich auf etw. freuen
	queue	The queue was getting shorter and shorter.	Warteschlange
	to queue (up)	We all queuing up to get in the museum.	sich anstellen
	to wave	Someone is waving at us from the front of the queue.	winken
13	date of birth	We talked about our date of birth.	Geburtsdatum
14	Have a look		Einen Augenblick (mal).
OYW1	to achieve (a goal)	Think of a time you were trying to achieve a goal.	(ein Ziel) erreichen
	laugh	I got no laugh for my jokes.	Lachen
	note	The £50 note was mine.	hier: Geldschein
	per cent	50 per cent of the jokes weren't even funny.	Prozent
	speech	I'm writing a motivational speech.	Rede, Ansprache
	stage	I went to the front of the stage.	Bühne
	to try out	Try out your jokes before you go on stage.	ausprobieren

UNDERSTANDING VOCABULARY Travelling (1)

1 Match the sentence halves.

- | | |
|--|--|
| 1 We're going to rent | <input type="checkbox"/> to nature. It helps me relax. |
| 2 Last night, we slept | <input type="checkbox"/> to the top of the mountain. |
| 3 I felt ill at the top of the mountain as I got | <input type="checkbox"/> in a tent. |
| 4 I love getting close | <input type="checkbox"/> the midday heat. |
| 5 We met some really interesting | <input type="checkbox"/> on the way tonight. |
| 6 The train goes up | <input type="checkbox"/> the river. |
| 7 We stayed under a tree to escape | <input type="checkbox"/> the weekend. |
| 8 We used a fallen tree to cross | <input type="checkbox"/> with my best friend after school. |
| 9 I really need to work | <input type="checkbox"/> the end of our holidays. |
| 10 I met up | <input type="checkbox"/> an illness. |

2 Match four of the sentences in 1 with the pictures.



USING VOCABULARY Travelling (1)

3 Read Shireen's postcard and complete it with the words in the box.

slept
got
rented
went
met
meet
work
got

Dear Ahmed,

We're having a really great time here in Peru. It's such an amazing place and it's good to ¹..... on my blog for you. The local people are really friendly and we've ²..... some lovely people here. We spent the first week in Lima and then ³..... a car to see a bit more of the country. We've spent some nights in hotels but we've also ⁴..... in tents.

Yesterday we ⁵..... up to Machu Picchu – it's fantastic. It's an amazing view from up in the Andes. Unfortunately, Mum ⁶..... a bit of stomach sickness, so we couldn't stay too long. Guess what we saw when we came down the mountain. We ⁷..... really close to it. It was amazing. Tomorrow we're going to ⁸..... up with an old friend of Mum's. It should be fun.

See you soon.

Love,
Shireen



UNDERSTANDING VOCABULARY Travelling (2)

4 Put the sentences in order to describe Isaac's journey to school.

- ☐ Then his dad drives him to the station.
- ☐ He gets off the train at 8 a.m.
- ☒ 1 Isaac sets off to school at 6.30 a.m.
- ☐ He walks from the station to the school.
- ☐ He gets to the station at 7 a.m.
- ☐ He gets to school at 8.10 a.m.
- ☐ He gets into his dad's car.
- ☐ He gets on the train at 7.10 a.m.



5 How long do each of these parts of Isaac's journey take?



1



3

USING VOCABULARY Travelling (2)

6 Complete the sentences with missing words. Use the words on page 28 of your Student's Book to help you.

- 1 Frank for work at 8.00 a.m.
- 2 He his bike.
- 3 He the underground station at 8.10 a.m.
- 4 He the train at 8.15 a.m.
- 5 His train journey about 50 minutes.
- 6 He the train at around 9.05 a.m.
- 7 His walk to the house 10 minutes.
- 8 He work at 9.15 a.m.

7 Write a short paragraph about your journey to school.

UNDERSTANDING GRAMMAR Time linkers

8 Match the pictures and the sentences.



- Before we had breakfast, we watched some TV.
- I lost my keys before I got on the bus.
- I lost my keys while I was on the bus.
- While we were having breakfast, we were watching TV.
- I lost my keys after I got off the bus.
- After we had breakfast, we watched some TV.

9 Circle the correct word to complete the sentences.

A terrible flight

- While / During I was shutting my suitcase, it broke.
- While / During the trip to the airport, we got lost.
- There was lots of turbulence* while / during the flight.
- While / During I was reading my book, the lights went out.
- I dropped my cola while / during the meal and got my trousers all wet.
- The baby kept crying while / during the film and I couldn't hear anything.
- The man in front started talking loudly while / during I was trying to get to sleep.
- While / During I was waiting at passport control, I discovered my passport was still on the plane.

VOCABULARY: *turbulence – Turbulenzen

USING GRAMMAR Time linkers

10 Complete with the words from the box. Sometimes there is more than one possible answer.

when
by the time
before
while
during
until
after

- travel to Brazil, we always watch the movie *Rio* we leave. We stay up the film is finished. the movie is over, my dad is always asleep.
- day of term, my brother and I go to our grandparents' place in the country for two weeks. this time, we have a lot of fun riding our bikes, swimming in the lake and helping out at our grandparents' farm. My brother is lazier than me. I help grandpa, he sleeps in the grass behind the house.
- to the swimming pool the storm. we were in the storm, the lights suddenly went out. the lights came on again, the storm was finished.
- our safari we hoped to see a tiger. We waited in our jeep it was dark. we went home, Dad wanted to walk a bit. the driver heard that, he only said: "Crazy man!"



UNDERSTANDING GRAMMAR

Take time to do something

11 Complete the sentences with the correct time.

- I started looking for my keys at 8 p.m. It took me 20 minutes to find them. I found them at
- Lucy went to bed at 10 p.m. It took her ten minutes to fall asleep. She was asleep at
- Ben started his model on Friday. It took him three days to make it. He finished on
- My mum started to cook dinner at 5 p.m. It took her an hour to cook it. We ate at
- I started this painting in March. It took me three months to paint. I finished in
- We started the race at 12 p.m. It took us four hours to finish. We finished at

USING GRAMMAR

Take time to do something

12 Write sentences. How long does it take you to ...

- get to school?
It takes me ...
- do your homework each night?
- fall asleep at night?
- decide what to wear to go to a party?
- eat your breakfast?
- answer a text from your friend?
- answer a text from your parents?
- get out of bed in the morning?

13 Complete the sentences with the correct form of the verb take.



I love my garden.

So far it ¹ me years
to find all the plants for my garden.

Last year, it ² me
two months to plant some rare flowers.

Now it ³ me half a day
to water them all once a week.

A storm is coming and it ⁴
the storm ten minutes to destroy them all.

READING

- 14 Read the story. How long did Will stay with his new friend?

An Argentinian adventure

When my cousin Will finished university, he wasn't sure what he wanted to do. He knew he had to get a job one day, but he wanted a bit of adventure before starting his working life. He loved cycling and dreamed of seeing the world from his bike. So one day, he decided he would take a year off and make his dream come true. He spent a few weeks preparing and then he left. His plan? To cycle from the south of South America up to Colombia in the north. Just him, his bike and a tent.

He flew down to Punta Arenas in the south of Chile and started his adventure. Each day, he cycled for 15 hours, then found a spot to put up his tent, cook a simple meal and go to sleep. Each morning, he woke up early, got back on his bike and set off again. He rode through all types of weather, strong winds, freezing rain and occasionally* he got a beautiful bright day full of sunshine. The roads had very few cars on them and he met very few people. Every week, he had to find a local shop where he could buy food for the week, but most days it was just him alone in nature.

The most difficult thing each day was trying to find a place to sleep. One evening, he found a beautiful field in the middle of nowhere. He put up his tent, ate and went to sleep. About two days later, he heard a loud sound and then another.



It sounded like a gun. Then he heard another sound. It was a gun. He heard a voice speaking Spanish, it was getting closer.

He was scared. Really scared. He wasn't sure what to do, but he got out of the tent slowly with his arms in the air. It was really dark, but he could see a man with a torch walking towards him. The man had a gun pointing right at him. Will stood still and using one of the few words of Spanish he knew he shouted out, "Amigo, amigo!"

The man lowered the gun and walked up to him. He could see Will wasn't dangerous. A big smile appeared on his face. "Friend," he said.

He spoke very little English, Will spoke almost no Spanish, but somehow Will managed to make the man understand why he was there. He understood that the man was a farmer and Will was on his land. The man had had* problems with people taking his sheep.

The man took Will back to his house where he met his wife who cooked him a delicious meal. They then showed him a bedroom where he had his first good sleep in almost a month. Will stayed with the couple for a few days before continuing his journey. These days, he is still friends with the man who almost shot him.

VOCABULARY: *occasionally – gelegentlich;
had had – hatte (past perfect form of have)

15 How many of these tasks can you do?

- 1 Will didn't want to get a job straight after university. T / F
- 2 Will went on his adventure with a friend. T / F
- 3 Will took a plane to the top of South America. T / F
- 4 There weren't many on the road.
- 5 Every week, he to get food.
- 6 Finding somewhere to sleep each night was
- 7 What woke Will up in the middle of the night?
.....
- 8 What did Will do when he heard the noise?
.....
- 9 Why was the man suspicious of* Will?
.....

1/9



16 Listen and check your answers.

VOCABULARY: *be suspicious of – misstrauisch sein

LISTENING Understanding a story about a holiday

1/10



17 Listen to Adrian's travel story. Find 6 mistakes in the summary. Underline them and write the correct words underneath.



Adrian and his sister often go on holiday with their parents. Last year, they were in Scotland. Adrian's dad is a big fan of Scotland. He thinks that everything there is great. During their trip, they were in Stirling. Dad told them all kinds of stories about Jeremy Wallace and pointed out the mistakes in the book *Braveheart* to them.



It was difficult to find a bed and breakfast for the night, but finally they found one with two rooms. In Mum and Dad's room the sofa was wet and parts of the bed were too. Dad said it was the children's fault. But Adrian saw that water was dripping from the roof. They couldn't get another room, so Dad slept in the wet room and Mum slept with the kids in the other room.

In the morning, Dad came to see them. He was very cold, because there was only cold water in the shower. After a quick breakfast, they had to pay for one room only. Dad was very angry about it.

- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

18 CHOICES

1/11



forget
got
that's
say
going
correct
should
recommend

A Complete the dialogue with the words in the box. Then listen and check.

Sally So, Liam. I hear you're going to Brazil for your holidays. Are you? Nice?

Liam Yes, we're ¹..... to Salvador in the State of Bahia.

Sally Salvador. It's a wonderful city. I was there a few years ago.

Liam Really? So what should I do there?

Sally You ²..... definitely try some of the local food. I loved it.

Liam For example?

Sally Well, you've ³..... to try Moqueca.

Liam Did you ⁴..... Moqueca?

Sally Yes, it's a fish stew. It's delicious and do ⁵..... to put some chilli sauce in it. But not too much.

Liam OK, Moqueca with chilli sauce. That ⁶..... ?

Sally Yes, and then there's Vapata. That's also seafood. I ⁷..... you get from the street sellers. It's the best.

Liam So ⁸..... Moqueca and Vapata. I think I should write this down before I forget.



1/12



B Put the dialogue in the correct order. Then listen and check.

☐ **Kai** Yes, I want to see the palace. Do you think we might get to see the King?

☒ **Kai** And what about another palace?

☐ **Kai** Well, I'm not sure. Have you got any ideas what we should do?

☒ **Kai** We're going to London for the weekend.

☐ **Kai** Fantastic. I really want to see London from above.

☐ **Kai** Good. I'm sure we'll be hungry by then.

☐ **Isra** If you're lucky, but he isn't always there.

☐ **Isra** The first place you should definitely go on the London Eye. The views are great from there.

☐ **Isra** The first thing you have to do is visit Buckingham Palace.

☐ **Isra** And after the wheel, I recommend lunch at one of the food stalls next to it.

☐ **Isra** London! Lucky you. What are you going to do there?

19 Imagine someone is visiting your town. Write four recommendations of what they should do.

- 1 You have to
- 2 You should definitely
- 3 Don't forget to
- 4 I'd recommend

20 Read the task and what a student wrote. Why is Amy sending her friend a link to a website?

Task

You've just come back from a holiday in a nice hotel. Write an email (60–80 words) to your friend recommending the hotel.

In your email:

- ✓ say where you were
- ✓ say what was great about the hotel
- ✓ recommend it to your friend

FROM: amyparks@mailconnect.com
SUBJECT: I'm back!

Hi Tony,

We've just come back from Italy. We stayed at the Amnesia Hotel Bettola and it was absolutely beautiful. The rooms are large and have beautiful windows, the view is excellent and it was very quiet.

I really recommend the hotel to you and your family. I'm sending you a link to their website because you should book it. It's very popular.

Ciao,
Amy

Useful language:

Making a recommendation

- I (really) recommend ...
- You should ...
- What you should do is ...
- Let me tell you that ...
- I suggest ...
- It's a must!
- You (really) have to ...
- Try the ...

21 Now write your own answer to the following task.

Task

You've just read a book you really liked. Write an email (60–80 words) to your friend recommending the book.

In your email:

- ✓ say what you read
- ✓ recommend it to your friend
- ✓ say what was great about the story

.....

.....

.....

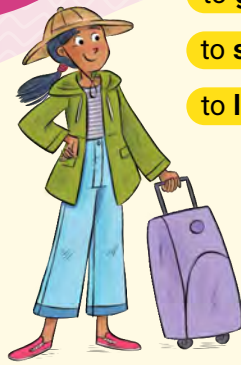
.....

.....

.....

WORD FILE

Travelling



to **get to** (the airport)

to **take off**

to **get on** (a plane)

to **fly** (back)

to **get off** (the plane)

to **suffer from** altitude sickness

to **land**

it **takes** (an hour)

to **get into** (a car)

to **rent** (a car)

to **get out of** (the car)

to **drive** (home)

to **set off** (for work)

to **work on** (a blog)

to **get close to** (nature)

to **sleep in** a tent

to **escape** (the midday heat)

to **cross** (a river)

to **share** with (people)

MORE Words and Phrases

1	to become	His feet hurt so badly that walking became difficult.	werden
	curious	Reading about all these places makes me curious.	neugierig
	decision	Starting to travel was the best decision I made.	Entscheidung
	experience	And in China he had a very painful experience.	Erfahrung
	to explore	He started to explore the streets of London.	erkunden, erforschen
	journey	His first journey took him to France.	Reise
	on foot	He crossed Zanzibar and Tanzania on foot.	zu Fuß
	painful	Getting attacked by wasps can be painful.	schmerzhaft
	to reach	He became the first blind person to reach the top of Mount Vesuvius.	(er-)reichen
	to sail	He got on board of a ship to cross the Atlantic.	segeln
	traveller	James Holman was a record travelling traveller.	Reisender/Reisende
2	lonely	Holman found his first journey to France lonely.	einsam
4	to criticise	She criticised the politicians.	kritisieren
	explorer	She was a great explorer in the 19th century.	Entdecker/Entdeckerin
	even though	Even though my bike is old, I still like it.	obwohl
	hut	She lived with her family in their hut.	Hütte
	to turn out	The food turned out to be quite friendly.	sich herausstellen
	wilderness	In the wilderness she looked like a lady.	Wildnis
5	to behave	You should behave well in other countries.	verhalten
10	all in all	All in all, we had a great time.	alles in allem
	awake	When we got back, we felt really awake.	wach
	pretty	The lake was pretty cold.	hier: ziemlich
	unfortunately	Unfortunately, all good things come to an end.	leider
12	departure	Check-in is two hours before departure.	Abflug; Abfahrt
	flight	There's another flight to London at 3 p.m.	Flug
	to make a reservation	We want to make a reservation for dinner tonight.	eine Reservierung vornehmen
	to note	Please note that you have to check in early.	beachten, feststellen
13	to	It took him exactly one minute to fix the problem.	etw. beheben, reparieren
	thirsty	I felt really thirsty so I asked for a glass of water.	durstig
14	impossible	It was impossible to get some sleep.	unmöglich
15	recently	Your family went for a short holiday recently.	vor Kurzem, letzstens
TGND2	to get lost	We got lost on the way.	sich verirren
	to get to know sb./sth.	I want to get to know the countryside.	jdn./etw. näher kennenlernen
	to promise	I'll call you tomorrow, I promise.	versprechen
	to recommend	I can recommend some very interesting books.	empfehlen

UNIT 4 Wild and dangerous?

UNDERSTANDING VOCABULARY Adjectives describing animals

1 Find nine adjectives in the word snake. Then write them down.

elegant aggressive dangerous poisonous cuddly furry stunning

- | | | |
|---------|---------|---------|
| 1 | 4 | 7 |
| 2 | 5 ..... | ..... |
| 3 | 6 | 9 |

2 Unscramble the words to complete the dialogue.

Helena Look at that animal. It's ¹..... (tuce). What is it?

Juliet It's a slow loris. But don't be fooled by its
(ungints) eyes. It can be quite ³..... (osaendgru).

Helena Really? Why?

Juliet It produces a liquid* when it's feeding its young that
(oopssioun). In fact, it can be ⁵..... (adedyl).

Helena Really?

Juliet Yes, it can be quite ⁶..... (gs a a ige) if you go near it.

Helena But it's so ⁷..... (uryf) and ⁸..... (dlycud). I just
want to stroke it.



VOCABULARY: *liquid – Flüssigkeit

USING VOCABULARY Adjectives describing animals

3 Choose the correct adjective.

- That snake is so *cuddly* / *furry* / *stunning*. One bite and it kills you.
- Her dog is so *aggressive* / *cuddly* / *elegant*. I just want to hold it in my arms.
- His rabbit has a lot of hair. It's very *stunning* / *furry* / *dangerous*.
- The fish is bright yellow and blue. It's absolutely *stunning* / *deadly* / *cute*.
- Don't touch that dog. It's *cuddly* / *aggressive* / *poisonous*.
- It's a very *dangerous* / *stunning* / *poisonous* part of town. Never go there at night.
- Don't touch that dog. It's very *furry* / *stunning* / *aggressive* and might attack you.
- He wore a beautiful suit and tie to the party. He looked very *furry* / *elegant* / *poisonous*.

4 Think of an animal for each pair of adjectives and write a sentence about it.

- stunning / poisonous
The blue-ringed octopus looks stunning, but don't touch one because they are poisonous.

- elegant / dangerous
- cute / deadly
- cuddly / aggressive

5 Look at the information about three cars. Circle T (True) or F (False).



speed 160 km/h

Year 2013

length 3 m

comfort HHH

price £8,000



speed 180 km/h

Year 1985

length 4 m

comfort HH

price £8,000



speed 200 km/h

Year 1967

length 3 m

comfort H

price £10,000

- Car C is more expensive than car B but not as expensive as car A. T / F
- Car A is faster than car B but not as fast as car C. T / F
- Car B is older than car A but not as old as car C. T / F
- Car A is as long as car B but not as long as car C. T / F
- Car C is more comfortable than car B but not as comfortable as car A. T / F
- Car A is as expensive as car B. T / F
- Car B is the longest. T / F
- Car A is the fastest. T / F
- Car C is as new as car B, but car A is the newest. T / F
- Car A is the most uncomfortable. T / F

6 Read the sentences. Write C if they contain a comparative and S if they contain a superlative.

- Farid is a better friend than I am. ☐
- This is the best day of my life! ☐
- It's the funniest book I've ever read. ☐
- I'm much taller than my mum. ☐
- It's much hotter today than it was yesterday. ☐
- Australia is the most beautiful country I've ever visited. ☐
- Playing football is certainly more tiring than watching it on TV. ☐
- This question is much easier than the last one. ☐

7 Complete the table with the correct forms.

	Comparative	Superlative	(not) as ... as
1	better	.....	.....
2	.....	.....	bad
3	.....	the biggest	.....
4	louder	.....	.....
5	.....	.....	early
6	.....	the most interesting	.....

USING GRAMMAR Comparatives and superlatives

8 Complete the sentences with a superlative.

- 1 A Charles and George are good at maths.
B Yeah, but I'm **the best**
- 2 A Tammy and Georgina have got really cute dogs.
B Yeah, but my dog is
- 3 A Nigel's and Geoff's girlfriends are really pretty.
B Yeah, but my girlfriend is
- 4 A Paul and Steve have got really cool bikes.
B Yeah, but my bike is
- 5 A The teacher said that the twins are really intelligent.
B Yeah, but I'm
- 6 A and dad have got really expensive cars.
B Yeah, but my dad's car is

9 Rewrite the comparative sentences so that they mean the same.

Example: Anna is older than Janet. → **Janet is not as old as Anna.**

- 1 Squash is more exciting than tennis.
- 2 Rome is bigger than Naples.
- 3 Finland is not as hot as Greece.
- 4 Hungarian is not as easy as Spanish.
- 5 Natasha is much friendlier than Victoria.
- 6 The hotel in Edinburgh was much worse than the hotel in Glasgow.
- 7 Romantic films are not nearly as exciting as fantasy films.
- 8 Detective films are not as funny as cartoons.

10 Complete the text using the correct form of the adjectives in brackets.

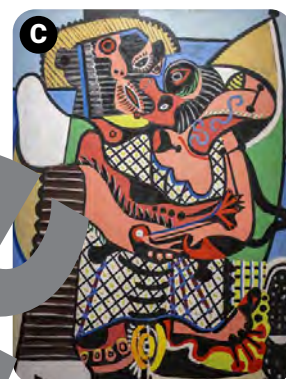
Sequels* are never usually as ¹ (good) as the first film in a series. For example, I was an ² (awesome) film. *Creed II* was ³ (bad) film ever made. *Spiderman* is ⁴ (exciting) superhero film I've seen. *Spiderman* was ⁵ (boring) ever made. Of course, this is not always true. What about *Shrek*, for example? I think that *Shrek II* is ⁶ (good) than *Shrek*. I think *Shrek II* is ⁷ (funny) and I also think the story is ⁸ (interesting). Don't get me wrong. I like *Shrek*, it's a ⁹ (great) film. It's a lot ¹⁰ (intelligent) than most Hollywood films. But I just don't think it is as ¹¹ (funny) as the sequel. I think *Shrek II* is ¹² (great) animated film ever made.



VOCABULARY:

*sequel – Folge, Fortsetzung

- 11 What do you think of these paintings? Write eight sentences to compare them. Use the adjectives in the box to help you.



old
beautiful
good
modern
exciting
interesting
ugly
colourful
famous
valuable

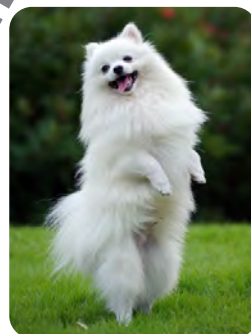
I think painting A is much better than painting B.
I think painting C is the most interesting.
.....
.....
.....
.....
.....
.....
.....
.....

LISTENING Understanding a conversation about animals

1/13



- 12 a Listen and write Ryan's pet or Steve's pet under the correct picture. There are two extra pictures.



1 3 4 5

1/13



Listen and answer the questions.

- 1 Which pet does Paul think Ryan has?
.....
- 2 How does Janet describe Ryan's dog?
.....
- 3 What pets does Lucy guess that Helen has?
.....
- 4 How does Ben describe Helen's snake?
.....
- 5 Why wasn't Steve allowed a dog?
.....
- 6 How does Olga describe the spider?
.....

13 Read the text. Complete the facts with the missing numbers.



The Animal Olympics

Imagine animals were allowed to take part in the Olympic Games. How many medals would humans win? The answer is not many, maybe none.



Let's start with running. The fastest humans run at around 43 km/h. The fastest mammal is the cheetah with a speed of more than 112 km/h. We wouldn't stand a chance*. Even our pet cats at 48 km/h or pet rabbits at 56 km/h would beat us. Humans wouldn't even qualify for the finals.

We wouldn't do any better in the jumping. The best human long jump is just under 9 m. The best human high jump is just under 2.5 m. The gold medal in long jump would go to the kangaroo that can do nearly 13 m in a single jump. In the high jump, the top prize goes to the puma with a leap* of more than 7 m.

But when we consider body size, the jack rabbit would win. Its jump of 6 m is ten times the length of its body. The kangaroo jumps 8 times its body length, but humans can only jump 1.5 times their body length.

When insects enter the competition, they beat us all. A grasshopper can jump 75 times its body length. A flea's body length is the same as a human jump over a football field. But the gold medal goes to the flea. It can jump 350 times its body length. A human would need to jump over 800 m to beat that.

In the water, humans would really have a hard time. The top speed of a human in the pool is just 8 km/h. Whales and dolphins can reach speeds of around 50 km/h, which is as fast as a human on land. The fastest swimmer in the sea, however, is the sailfish with a fastest speed of 110 km/h. That's twice as fast as a nuclear submarine.

In weightlifting, the elephant can lift more than 3,000 kg with its trunk. The strongest human can lift above his head is 267 kg. No medals here. But in the Olympic lifting category, no medals here. But in the Olympic lifting category, the champion is the ant. They can carry 50 times their body weight with their mouth!

Luckily for humans there isn't a flying category in the Olympics. We would have no chance because, of course, we can't fly. The gold medal in flying would go to the peregrine falcon with a speed of 386 km/h.

So, when it comes to running, swimming, jumping and lifting, animals really are better than us. Luckily for us, we have sports such as football, tennis and golf, so there would still be some chance of winning a medal.

VOCABULARY:

*stand a chance – eine Chance haben;
leap – Sprung;
nuclear submarine – Atom-U-Boot



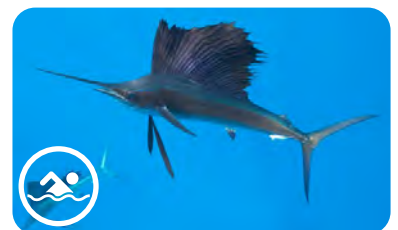
Cheetahs can run at km/h.



Pumas can jump ²..... m.



Grasshoppers can jump ³..... cm.



The sailfish has a top speed of ⁴..... km/h.



Elephants can lift ⁵..... kg.



The peregrine falcon can reach speeds of ⁶..... km/h.

14 How many of these tasks can you do?

- 1 No mammal is faster than a cheetah. T / F
- 2 Humans can jump more than 2.5 m in the air. T / F
- 3 The puma is the animal that can jump the highest. T / F
- 4 Jack rabbits can the length of their body.
- 5 Insects are mammals or humans.
- 6 Dolphins in the sea are mans on earth.
- 7 How fast is a sailfish compared to a nuclear submarine?
- 8 How strong are ants?
- 9 Why are humans 'lucky' to have sports like football?

1/14



15 Listen and check your answers.

DIALOGUE WORK

16 CHOICES

1/15



A Complete the dialogue with the sentence in the box. There are two extra sentences. Then listen and check.

Oscar 1.....

Fatima Yes, I have.

Oscar 2.....

Fatima I don't agree. It bit me. His last dog was much friendlier.

Oscar 3.....

Fatima I tried to pick it up and it barked at me.

Oscar 4.....

Fatima Why?

Oscar 5.....

- a I think it doesn't like people touching it.
- b I think cats are friendlier than dogs.
- c What do you mean, it tried to bite you?
- d Have you seen Liam's new dog?
- e It's the most aggressive dog I know.
- f Well, of course it barked at you.
- g Isn't it cute? It's much cuter than his last dog.

1/16



B Put the dialogue in the correct order. Then listen and check.

Donna When was the last time you were there?

1 Connor Have you seen the baby elephant at the zoo?

Connor It's so cute. It's the cutest animal there.

Connor You should, before the baby elephant is as big as its mum.

Connor The baby monkeys aren't babies any more. They're as big as the adults now.

☐ Donna Even cuter than the baby monkeys?

6 Donna Really? Last time I was there, they were tiny.

☐ Donna No, I haven't. What's it like?

☐ Donna About a year ago. I must go again soon.

17 Read the task and what a student wrote. Why do we need sharks?

Task

Write a fact file about an endangered animal (120–170 words).

In your fact file, say:

- ✓ what the animal is and what it looks like
- ✓ where it can be found
- ✓ why it is endangered
- ✓ what we could do to save it
- ✓ why it is important to you to save it

The endangered animal I want to write about is the mako shark.

Here's what you need to know.

- There are two types, shortfin and longfin.
- They are big (3.2 to 4.5 metres).
- They can weigh up to 800 kgs.
- They hardly ever attack humans.

Mako sharks are found in all warm oceans.

They live in the seas off Asia, Brazil and the Gulf Stream, but there have also been mako shark sightings around France and Italy.

They are endangered because fishing (especially in Asia) hunt them.

- because their meat is good
- ★ because their fins* are used in medicine

Some fishermen only take the fins and throw the fish back to die. This is terrible. That is why we should forbid fishing of mako sharks. And we shouldn't buy their meat.

I think that shark is important because

- they eat older and bigger fish
- ▶ they keep the ocean clean from other dangerous fish

Save the mako shark!!!!!!!!!!!!!!



VOCABULARY: *fin – Flosse

Language tip: Using good punctuation

When writing a text, be consistent*. For example, when you are doing bullet points, use one type of bullet point only and lay them out clearly. But only use them when you have several points to make.

For strong messages use exclamation marks (!) but don't overdo them. And never use more than one exclamation mark in a row!

VOCABULARY: *consistent – einheitlich

18 Look at the text in 17 again and answer the questions.

1 What is wrong with the bullet points?

.....

2 Should you use them in all of the examples above? Why (not)?

.....

3 Where else could you put exclamation marks? Mark them in.

.....

4 Where in the text is the writer using too many exclamation marks?

.....

Writing tip: Writing a fact file

- Carefully check your facts.
- If you use the internet, don't only look at one site. Check the information on several.
- Do not copy the text but rephrase using your own words.
- Do not copy over difficult words you do not understand.
- Lay your page out well. Use one or two pictures to help the reader understand your text.

19 Now write your own answer to the following questions.

Task

Write a fact file about your favourite animal (120–170 words).

In your fact file say:

- ✓ what the animal is and what it looks like
- ✓ what its life is like
- ✓ why it is your favourite animal
- ✓ where it can be found
- ✓ why it is important to you

WORD FILE

Adjectives describing animals

poisonous



deadly

dangerous

aggressive



elegant

stunning

cute



furry

cuddly

MORE Words and Phrases

TT2	cub	A baby bear is called a 'cub'.	(Bären-)Junges
	Good luck!		Viel Glück!
	polar bear	There are 3,000 polar bears on the Svalbard-Islands in Norway.	Eisbär
3	adorable	The baby seal's parents are not as adorable.	bezaubernd, liebenswert
	bite	A bite from a slow loris can be deadly.	Biss
	to cause	One bite can cause a lot of pain and could even kill you.	verursachen
	poison	The slow loris produces a poison to protect its young.	Gift
	rabies	Chipmunks can spread diseases like rabies.	Wutkrankheit
	seal	Everyone loves a baby leopard seal.	Robbe
	swan	Swans are commonly found on lakes and rivers.	Ente, Schwan
5	to bite (off)	His lizard tried to bite my finger off.	(ab)beißen
	lizard	Dave's got a new lizard as a pet.	Eidechse
8	to chase away	He managed to chase the big fish away.	verjagen
	to complain	She smiles a lot and never complains.	sich beschweren
	injury	Charlie saw that his daughter had a terrible injury.	Verletzung
	to lift	He dived into the water, and tried to lift the boat out.	aufheben
	to pull down	There was a big bull shark, and it was pulling Paige down into the water.	hinunterziehen
9	to accept	Paige tries to accept her situation.	akzeptieren
	immediately	Why didn't they go home to the car immediately?	sofort
11	to advise (sb.) against sth.	I would advise against swimming or surfing out too far.	(jdm.) von etw. abraten, (jdn.) vor etw. warnen
	to bleed	The great white shark made me bleed to death.	bluten
	death	Great white sharks watch their victims bleed to death.	Tod
	to defend	Sharks attack to defend their territory.	verteidigen
	to mistake sth. for sth.	The black humans because they mistake them for seals or sharks.	etw. mit etw. verwechseln
	on average	The average lifespan of a person is about 80 years on average.	durchschnittlich, im Durchschnitt
	scuba diver	Sharks are in more danger than a scuba diver.	Sporttaucher/Sporttaucherin
	shape	From above the shape of a swimmer can look like a seal to a shark.	Form
	to suppose	So, I suppose so.	vermuten, annehmen
	to take care	People should take care when they go swimming.	aufpassen, sich hüten
	victim	Sharks watch their victims bleed before returning to the water.	Opfer
OYW2	13 to communicate	Soon they find out that Troodons can communicate.	kommunizieren
	audience	There are different ways to reach an audience.	Publikum
	environment	Foxes are a part of our environment.	Umwelt
	Hands off!		Finger weg!
	to inform	You need to inform the public about changes to the voting system.	informieren
	to lock sb. up	You should lock up the chickens at night.	jdn. einsperren
	politician	They're asking for the local politicians to get the foxes off our streets.	Politiker/Politikerin

UNIT 5 Superstitions

UNDERSTANDING VOCABULARY Luck

1 Put the dialogues in the correct order.

DIALOGUE 1

- ☐ A What other things do you do?
- ☐ A Why not?
- ☒ 1 A Are you superstitious?
- ☐ B Well, for example, I never walk under a ladder.
- ☐ B Because it'll bring me bad luck, of course.
- ☐ B Yes, I am. I'm the kind of person who always makes a wish when I blow out the candles on my birthday cake.

DIALOGUE 2

- ☐ A Why not?
- ☒ 1 A Do you believe if you make a wish, it will come true?
- ☐ B So you don't have a lucky charm, for example?
- ☐ B No, I don't. I think they're silly.
- ☐ B I just don't. I don't believe in superstitions.
- ☐ A No, not at all.

USING VOCABULARY Luck

2 Complete with the words from the box

wished for
unlucky
my wish didn't
come true
bring you
good luck
make a wish
believe in
spooky

I know this is a silly story and if you don't believe in superstitions, you'll laugh at it. Once bought one of those ribbons* that ².....

One day in winter, I climbed a ladder to get a good view of a building. It was a bit spooky because there was nobody else around and there was strong wind. Suddenly I slipped. I held on tight, but I couldn't get my legs back on the ladder. I called out for..... someone to save me, but ⁴..... and I fell. I landed hard in the snow. That was the last thing I remember.

When I woke up again, I was sitting at a table in a dark room. It was a bit ⁵..... A man said, "I found you in the snow and brought you here. I have no idea how long you were there." I think I'm lucky to be alive. I'm sure I had such good luck because I was wearing the ribbon. No broken bones and I didn't even catch a cold. Now, whenever I ⁶....., I always make a wish. I hope my ribbon will last. I'll never be ⁷..... again.

VOCABULARY: *ribbon – Schleife



3 Fill in the correct forms of bring, make, come.

If you break a mirror, it ¹..... bad luck they say.
And if you break a vase, would that be OK?

If you see a rainbow, you a wish? Yes or no?

Will the wish ³..... true, I don't think so; well, do you?

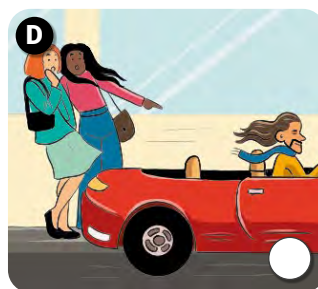
I ⁴..... so many wishes, none ⁵..... ever true.

Maybe ⁶..... many wishes, ⁷..... bad luck to you.

4 Match the sentence halves.

- | | |
|------------------------------------|--|
| 1 If you wear that T-shirt, | <input type="checkbox"/> it'll bite you. |
| 2 If you invite her to the cinema, | <input type="checkbox"/> will you be at home? |
| 3 If you touch that dog, | <input type="checkbox"/> he'll have an accident. |
| 4 If it's hot tomorrow, | <input type="checkbox"/> we'll be home by ten. |
| 5 If I phone you at nine, | <input type="checkbox"/> you'll look really good. |
| 6 If he drives that fast, | <input type="checkbox"/> will you buy some chocolate for me? |
| 7 If we leave now, | <input type="checkbox"/> we'll go to the beach. |
| 8 If I give you some money, | <input type="checkbox"/> I'm sure she'll like it. |

5 Match four of the sentences in 4 with the pictures.



6 Choose the correct forms.

- | | |
|--|--|
| 1 A Come on. Hurry up. | 4 A Jeff eats too many sweets. |
| B Don't worry. If we <u>miss</u> / <u>won't miss</u> the bus, we take / <u>will take</u> a taxi. | B I know. If he <u>doesn't stop</u> / <u>won't stop</u> eating sweets, he <u>has</u> / <u>will have</u> problems with his teeth. |
| 2 A I don't want to eat too much sugar, Mum. | 5 A Oh no! I'm going to be late for school again. |
| B But if you <u>don't eat</u> / <u>won't eat</u> fruit, you <u>get</u> / <u>will get</u> a cold. | B No, you're not. You <u>are</u> / <u>will be</u> OK if you <u>run</u> / <u>will run</u> . |
| 3 A I'm sorry. I'm really busy. | A She <u>goes</u> / <u>will go</u> to the party if you <u>invite</u> / <u>will invite</u> her. |
| B Oh please! If you <u>help</u> / <u>will help</u> me, I <u>give</u> / <u>will give</u> you my best pen. | B Do you think so? I don't think she likes me very much. |

USING GRAMMAR 1st conditional

7 Complete with the correct form of the verbs in brackets.

- (break) your phone, I (buy) you a new one.
- If you (not understand) your homework, I (help) you.
- I (not tell) anyone if you (tell) me.
- If you (practise) more, you (get) better.
- If you (drive) so fast, we (have) an accident.
- My mum (give) us a lift home if we (go) to the party.
- If it (not rain), we (go) to the beach.
- I (send) him a text if he (not call).

8 Use the words to make questions.

- 1 What / you do / rain / at the weekend?
What will you do if it rains at the weekend?
- 2 What programme / you watch / turn on the TV tonight?
.....
- 3 What / you eat / feel hungry / after dinner tonight?
.....
- 4 Where / you go / go away / this weekend?
.....
- 5 What / you play / play sport / this weekend?
.....
- 6 Who / you talk to / phone someone / tonight?
.....

9 Rewrite the sentences using *unless*.

- 1 I won't help him with his work if he doesn't ask me.
I won't help him with his work unless he asks me to.
- 2 If it is not very important, he won't phone.
He won't phone me
- 3 He will be sick if he doesn't stop eating.
.....
- 4 If you don't study for the test, then you can't be a party.
.....
- 5 You won't be here in time if you don't run.
.....
- 6 Mary won't have to go to the party if she doesn't want to.
.....
- 7 He won't speak if you don't speak to him first.
.....

10 Look at the pictures and write down what Lucas says.



- 1 If my dad is angry with me, he won't
speak to me for a week
- 2 If my mother is angry with me,
- 3 If my grandfather is angry with me,
- 4 If my sister is angry with me,
- 5 If my friend is angry with me,
- 6 If my dog is angry with me,

11 Read the story. Why was Carla happy at the end of the story?

(Bad luck?)



Carla was superstitious. In fact, Carla was so superstitious she hated leaving her house. There was lots of danger outside: Black cats and all the bad things they bring. Ladders over the streets blocking her way and all the cracks in the pavement. Everyone knows what bad luck it is to step on a crack.

Carla liked her house. Her house was safe. It was superstition-proof. There were no mirrors, so she was in luck for seven years. Bad luck if she was to break a mirror because it is bad luck to open an umbrella outside a house, she had no umbrellas. There was no salt, so she never worried about what to do if she ever spilled salt. She loved her house and she tried to spend as much time in it as she could.

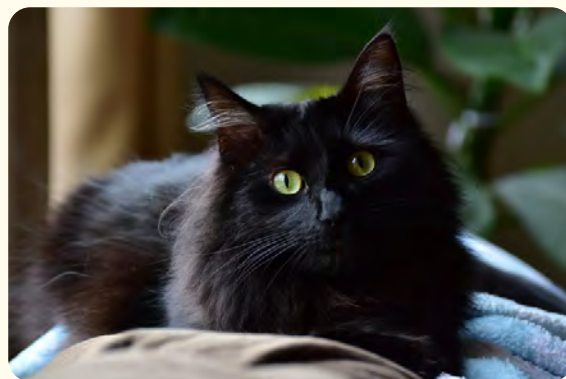
But she couldn't stay in their house forever. Carla had no money to pay for her house, so every week, Carla left her house at exactly 8.30 a.m. She walked the 20 minutes it took her to get to the pet shop where she worked. Then at 5 p.m., she walked the 20 minutes back to her house. On Wednesdays, she stopped for 15 minutes at *One Stop* to do her shopping for the week.

It was a Friday. It was a very Friday. It was Friday the 13th. When Carla woke up and saw that date on her phone, she started to panic. She phoned her boss to ask for the day off, but Mr. M... her boss, needed her. The shop was expecting a delivery of 13 black cats and he needed her to be there.

She opened the front door. The wind was blowing hard. The rain was pouring down. Of course she had no umbrella so she stepped out into the storm and made her way to work. She got to the *One Stop*. They were fixing the roof and there was a ladder on the pavement. She took a deep breath, closed her eyes and ran under the ladder.

Carla made it to work. She was wet, but nothing too bad had happened to her. The cats arrived. Even Carla had to agree they were cute.

At 3 p.m. a police officer entered the shop looking for Carla. She had some bad news. The storm had brought down the big tree opposite her house. It had crashed through the roof into Carla's bedroom. Bad news! Carla hugged the police officer. She was alive! The insurance* would fix the house. Carla picked up one of the black cats and smiled. She would need a pet for her house when it was fixed.



VOCABULARY: *proof – sicher; insurance – Versicherung

12 How many of these tasks can you do?

- 1 Carla didn't like leaving her house because she was superstitious. T / F
- 2 Carla thought stepping on a crack in the pavement brought bad luck. T / F
- 3 Carla's house had a lot of mirrors. T / F
- 4 Carla worked every week.
- 5 The shop she worked at sold
- 6 On Wednesdays, she always did
- 7 How did Carla feel when she saw the date?
.....
- 8 How was her walk to work?
.....
- 9 What happened to her house during the storm?
.....

1/17



13 Listen and check your answers.

LISTENING Understanding an interview about superstitions

1/18



14 Listen to Akira (Japan), Carmita (Mexico) and Luis (Spain) talking about superstitions in their countries. Then circle T (True) or F (False).

Akira



- 1 In Japan, people are quite superstitious. T / F
- 2 Japanese people believe white snakes to be a good omen. T / F
- 3 There are a lot of snakes in Japan. T / F



Carmita



- 4 In Mexico, you have to pray to San Antonio for 30 days if you want him to help you. T / F
- 5 Carmita is going to buy a statue of San Antonio. T / F
- 6 Carmita is sure she'll find a boyfriend without San Antonio. T / F



Luis



- 7 A lot of students live in Salamanca. T / F
- 8 The frog on the wall of the university is made of stone. T / F
- 9 Students touch the frog with both hands for good luck. T / F



15 CHOICES

1/19



A Complete the dialogue with the missing sentences.

There are three extra sentences. Then listen and check.

- a We could go by bus.
- b Brilliant. See you Saturday.
- c What's the weather like on Saturday?
- d Can you surf?
- e ~~Are you free on Saturday?~~
- f Should we take a picnic?
- g Where shall we meet?
- h How about going to the cinema?

Gemma 1 Are you free on Saturday?

Carl Yes, I haven't got any plans.

Gemma 2

Carl I'd love that.

Gemma 3

Carl Good idea. It's too far to walk.

Gemma 4

Carl That would be great. I'll make the sandwiches.

Gemma 5

Carl I'm looking forward to it.

1/20



B Put the dialogue in the correct order. Listen and check.

- | | |
|--|--|
| <input type="checkbox"/> Connor There's a new roller disco opening. Do you want to go? | <input type="checkbox"/> Dawn Neither will I. And after we could go to the pizza restaurant. How about it? |
| <input type="checkbox"/> Connor It's at the sports centre. | <input type="checkbox"/> Dawn I'd love to. Where is it? |
| <input checked="" type="checkbox"/> Connor Are you free on Friday evening? | <input type="checkbox"/> Dawn Eight, that should be OK. Why? |
| <input type="checkbox"/> Connor That'd be great. I won't be late. | <input type="checkbox"/> Dawn Let me see. What time? |
| <input type="checkbox"/> Connor Roller disco and pizza. Sounds like a perfect evening. | <input type="checkbox"/> Dawn OK, why don't we meet outside at about 7.45? |
| <input type="checkbox"/> Connor Around eight, seven, eight o'clock. | |

16 Put the words in the correct order.

1 to / you / are / you / ?

5 would / be / great / that / .

2 cinema / about / how / to / going / the / ?

6 to / love / I'd / .

3 would / we / there / walk / .

4 pizza / do / want / after / to / you / have / a / ?

17 Bob wants to invite Alice to the cinema on Sunday afternoon. Write a short dialogue. Use the expressions in 16 to help you.

18 Read the task and what a student wrote. What should Mum do if there is a problem?

Task

You've just found a note on the refrigerator door. It says:

Had to leave early. What about the arrangement for the evening? Let me know and be back by 6. Mum

You write a note (40–70 words) back in which you say:

- ✓ what your plans are
- ✓ what Mum should do
- ✓ what you suggest

Dear Mum,
Can't be back by 6. I suggest we meet at the train station.
I'll phone Kate to let her know we'll get to the
place around nine. Let's just take a taxi.
And what about bringing her that cake in the
fridge as a surprise?
See you at the station. If there's a problem,
phone me in the afternoon.
Love,
Amy

Useful language:

Making arrangements

- Let's meet / go to / do ...
- Why don't you ... ?
- Why can't you ... ?
- I suggest ...
- What about meeting ... ?

19 Now write your own answer to the task.

Task

You've just found a note on the refrigerator door. It says:

Tim is a big head. What about football training in the afternoon? Leave me a note, phone's dead. Bye, Karim

You write a note (40–70 words) back in which you tell Karim:

- ✓ when the football training is
- ✓ where to meet to go to football training together
- ✓ what he should take your bag with him

WORKSHEET

Luck

to be unlucky

to bring (good/bad) luck

to make a wish

to come true

to have (good/bad) luck

to wish for sth.

spooky

to believe in superstitions



MORE Words and Phrases

1	alarm clock	<i>I really didn't want to get up when my alarm clock rang.</i>	Wecker
	Any luck?		Hattest du Glück?
	beside	<i>Mr Wallis, the teacher, arrives and sits down beside them.</i>	neben
	Do you mind ...?		Macht es dir etwas aus ...?
	evil	<i>Candyman is an evil spirit.</i>	böse
	I'm joking.		Ich scherze mich.
	to ignore	<i>Ignore him – he's just being silly.</i>	ignorieren
	satisfied	<i>I am not really satisfied with your answer.</i>	zufrieden
	scream	<i>I heard your scream in the middle of the night.</i>	Schrei
	sleeping bag	<i>Nick is lying in his sleeping bag.</i>	Schlafsack
5	spirit	<i>There is a spirit by the name of Candyman.</i>	Geist
	superstition	<i>It's only a silly superstition, after all.</i>	Aberglaube
	to attract	<i>If you whistle, you'll attract rain.</i>	anziehen, anlocken
	to enter	<i>When you want to enter your home, you should turn sharply to the left or right.</i>	betreten, eintreten
	haircut	<i>If you get a haircut before an exam, you won't get everything.</i>	Haarschnitt
	obvious	<i>Isn't it obvious that you should watch your wallet carefully?</i>	offensichtlich
	traditional	<i>Traditional homes in China have large spirit screens.</i>	traditionell
	to trick	<i>Some homes in China have spirit screens to trick ghosts.</i>	austricksen
	unlucky	<i>In Italy, the unlucky number is 17.</i>	unglücklich, glücklos
	to whistle	<i>If you whistle when the rain is coming, it will stop for more than two minutes.</i>	pfeifen
6	crack	<i>You'll have bad luck if you walk on the cracks in the pavement.</i>	Riss, Spalt; hier: Fuge
	cuckoo	<i>I can hear a cuckoo in the woods.</i>	Kuckuck
	pavement	<i>I sometimes don't walk on the cracks in the pavement.</i>	Gehsteig
	rich	<i>You can hear a cuckoo and shake your money.</i>	reich
	to shake	<i>I can shake the money in my pocket if I hear a cuckoo.</i>	schütteln
	superstitious	<i>Are you superstitious?</i>	abergläubisch
9	to catch a cold	<i>If you don't wear a jacket, you'll catch a cold.</i>	sich verkühlen
	toothbrush	<i>If you drop your toothbrush, you'll have to wash it.</i>	Zahnbürste
TGND3	to arrange	<i>Have you got something else arranged?</i>	vereinbaren, arrangieren
	I'm sure		Ich bin mir sicher.
	lucky charm	<i>I just found a lucky charm.</i>	Glücksbringer
	salt	<i>Oh no, I spilled the salt on the table.</i>	Salz
	seriously	<i>You seriously believe in all these things?</i>	ernsthaft, im Ernst

UNDERSTANDING VOCABULARY

Places around town

1 Unscramble the words to make places around town.

- | | |
|-------------------------|---------------------|
| 1 usaerq | 7 tar leygrla |
| 2 ponhpsig creetn | 8 n |
| 3 bdigre | 9 rpa |
| 4 cttrisid | 10 rrets |
| 5 eirvr | 11 sp |
| 6 trewo | 12 lalduini |

2 Write the words in 1 under the pictures.



1



2



3



4



5



6



7



8



9



10



11

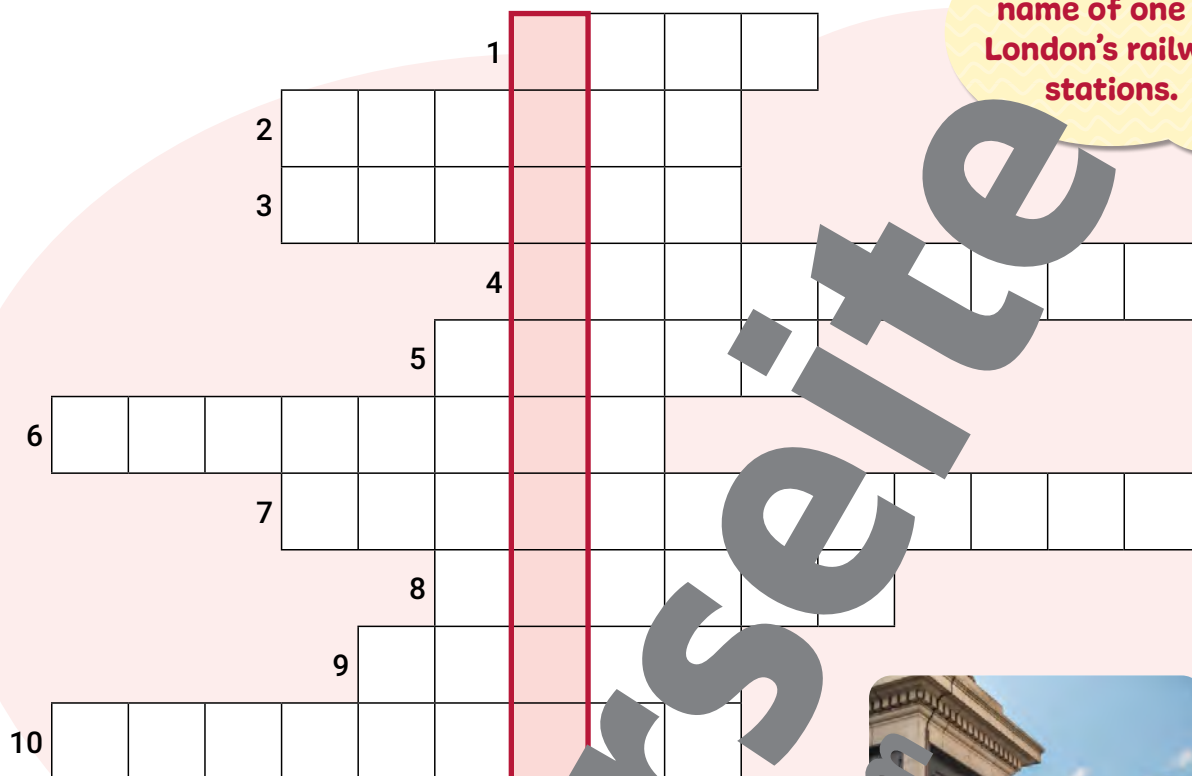


12

USING VOCABULARY Places around town

3 Use the clues to complete the crossword and find the secret word.

Clue: It's the name of one of London's railway stations. 😊



- 1 Relax and watch the world go by in Hyde ...
- 2 Take a photo of Nelson and his lions in Trafalgar ...
- 3 Watch boats sail under Tower ...
- 4 Visit Soho, one of London's most ...
- 5 Take a boat trip on the ...
- 6 Take a train ride from ...
- 7 Visit Tate Modern. One of the best ...
- 8 Walk down Oxford ...
- 9 Covent Garden has ...
- 10 Go and look at some of London's modern ... like City Hall and The Shard.



4 Choose eight of the words from 1 and write a sentence about each place in your town.

There is a ... building in our town that looks like a UFO. I think it's a ...
 great building.
 I like to ... with my friends in the Northgate shopping centre.

- 3
- 4
- 5
- 6
- 7
- 8

5 Do the quiz.

HOW WELL DO YOU KNOW

LONDON

1 What's the name of the river which flows through London?

- a) ☐ the Severn
- b) ☐ the Dee
- c) ☐ the Thames

2 Many tourists who go to London want to see Big Ben. But what is Big Ben?

- a) ☐ a clock
- b) ☐ a tower
- c) ☐ a bell

3 What is the name of the giant wheel which you can find on the south bank of the river?

- a) ☐ the London Eye
- b) ☐ the London Wheel
- c) ☐ the London Ferris Wheel

4 What is the art gallery called that was once an old power station?

- a) ☐ the National Theatre
- b) ☐ Tate Modern
- c) ☐ the Globe

5 What do we call the guards who protect the Crown Jewels?

- a) ☐ the Yeomen
- b) ☐ the Portcullis
- c) ☐ the Beefeaters

6 What is the name of the famous writer who kept a diary of London life in the 1600s?

- a) ☐ Samuel Pepys
- b) ☐ Christopher Wren
- c) ☐ William Shakespeare

7 What is the name of the area of London which was a flower market until about 40 years ago?

- a) ☐ Covent Garden
- b) ☐ Waterloo
- c) ☐ Hyde Park

8 What is the name of the famous fictional detective whose address is 221B Baker Street?

- a) ☐ James Bond
- b) ☐ Sherlock Holmes
- c) ☐ Alex Rider

9 What is the name of the London football team whose stadium is called Stamford Bridge?

- a) ☐ Arsenal
- b) ☐ West Ham
- c) ☐ Chelsea

VOCABULARY: *flow – fließen

6 Look at the questions in **5** again. Circle the relative pronoun in each question.

7 Choose the correct word to complete the sentences.

- La Trattoria is the restaurant *who / whose / which* makes the best pizza in town.
- Jude Bellingham is the footballer *who / whose / which* Real Madrid paid a lot of money for.
- Janet is the girl *who / whose / which* sits next to me in French.
- He's the man *who / whose / which* dog wakes me up every morning at 6 a.m.
- Manchester is the city *who / whose / which* has the best football team in the UK.
- They're the people *who / whose / which* daughter is an opera singer.
- Miriam is the girl *who / whose / which* birthday is on the same day as ours.
- Euston is the station *who / whose / which* is the busiest in London.
- Mr Thomas is the teacher *who / whose / which* teaches English.

8 In which of the sentences in 7 is *that* also possible? Tick the boxes.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐

USING GRAMMAR Relative pronouns

9 Put the words in order to make sentences.

- man / made the film / *Jurassic Park*. / the / who / Spielberg
Spielberg is the man who made the film Jurassic Park.
- the girl / know / lives upstairs? / Do / you / who
.....
- to / this / goes / which / Piccadilly Circus / the bus
.....
- I've got / London. / lives / who / my friend
.....
- you / you / much? / I / shirt / which / Did / the / so / buy
.....
- the / Where's / this door? / who / the / has / to / woman
.....

10 Complete the sentences with your own ideas. Write them in your exercise book.

- | | |
|--|--|
| 1 Mum is the person in my house who ... | 4 My best friend is the person who ... |
| 2 My bedroom is the place that ... | 5 Reading is a hobby that ... |
| 3 The headmaster is the person whose ... | 6 Parents are the people whose ... |

11 Write a sentence like the example in your exercise book. Use your own ideas.

Example: William Shakespeare is the man who wrote Romeo and Juliet.



William Shakespeare



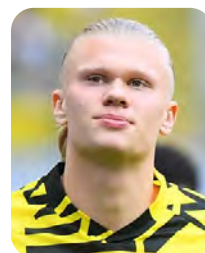
Christopher Columbus



Daniel Radcliffe



Taylor Swift



Erling Haarland



Princess Diana

READING Understanding a text about London

12 Read the school trip report. Put the places in the order that Sam visited them.



Our school trip to London

Last week, Mr Mills and Miss Turnham took 15 students on a school trip to London for three days. We had a great time and as I happily agreed to do a trip report here it is.



We got around London by tube and bus. Of course, we also did a lot of walking too, but that was OK as there were so many things to see. I think we managed to see most of the famous places, so I feel like I 'know' London a bit now. Of course, I know there's plenty more to see. I think my favourite place was the London Eye. We went there on the first morning. It was a bright sunny day and we had fabulous views over the city. After that, we went to St Paul's



Cathedral. There were about 500 steps to the top and I was exhausted when we finally got there. From the top, we had more great views across the city. The London Eye, where we were just half an hour before in the evening of the first day, we went to the theatre to see a play. It was *The Mousetrap*, a thriller that has been on stage in London since 1952 – it's a world record for the longest running play. I really enjoyed it even though I guessed who the murderer was. I won't tell you just in case you want to see it one day. I liked the theatre very much but very elegant.

We spent our second day doing the classic sightseeing stuff. In the morning, we went on a red bus tour which took us all over the city and showed us all the famous buildings while a man told us all about their history. I really enjoyed the tour, but then history is my favourite subject.



In the afternoon, we went to Buckingham Palace to see the King – he wasn't in, so we had to have tea in a café instead. We also went to the Houses of Parliament where the government meets. We saw 10 Downing Street, but the Prime Minister wasn't in. He was probably having tea with the King somewhere. In the evening, we just relaxed in the hotel which was fine as I was tired.



On the final morning, we went shopping. The teachers gave us three hours to do what we wanted, so we went to Covent Garden. I didn't buy anything because everything was so expensive, but it was great to have a look around and watching the street artists. In the afternoon, we went to the Natural History Museum, but we didn't see much apart from some dinosaur skeletons because we didn't have a lot of time. The museum is huge. I think you could easily spend three days there. Then we went to Euston station to get the train back home. Our parents were all waiting for us at the other end. I slept really well that night.



A big thank you to Mr Mills and Miss Turnham. We had a brilliant time and I hope we weren't too much trouble for you.

Sam, 8B



13 How many of these tasks can you do?

- 1 Sam didn't really want to write the trip report. T / F
- 2 Sam feels he didn't really see much of London. T / F
- 3 Sam had good views of London from two different places on the first day. T / F
- 4 *The Mousetrap* has a for how long it has been running.
- 5 On the second day, Sam saw London from
- 6 Sam hearing the history of London.
- 7 What political institutions did Sam visit?
.....
- 8 What did Sam do on the second evening?
.....
- 9 Why wasn't an afternoon enough for the Natural History Museum?
.....

1/21



14 Listen and check your answers.

LISTENING Understanding historical fact

1/22



15 First, read about Dick Whittington. Then listen to the conversation about him. Are the sentences (1–8) fact or fiction? Circle the correct option.



We heard the story of Dick Whittington, the poor man who became extremely rich and then became the mayor of London. And most of us probably think the story is a legend – a bit like Robin Hood. But in fact, he was a real person. However, the story we heard when we were children is not completely true.

- 1 He came from a poor family.
fact / fiction
- 2 He was mayor of London four times.
fact / fiction
- 3 He had a cat.
fact / fiction
- 4 He made a lot of money selling his cat.
fact / fiction
- 5 After hearing some bells, he decided to return to London.
fact / fiction
- 6 He made money from the Royal Family.
fact / fiction
- 7 He knew kings.
fact / fiction
- 8 He gave a lot of money to the poor.
fact / fiction

16 CHOICES

1/23



A Put the dialogue in the correct order. Then listen and check.

- ☐ Ian And what would you like to do in Paris?
- ☐ Ian Yes, I'd love to do that too. Imagine the view from the top.
- ☐ Ian And what would be the last thing you'd do?
- ☒ Ian If you could visit any city in the world, where would you go?
- ☐ Ian The art gallery?
- ☐ Poppy To end the day, I'd like to walk along the banks of the river Seine as it gets dark.
- ☐ Poppy Paris – definitely.
- ☐ Poppy Well, for a start, it would be great to see the Eiffel Tower.
- ☐ Poppy Yes, I'd love to see the Mona Lisa.
- ☐ Poppy Yes. You can see all of Paris from there. I'd like to go to the Louvre.



1/24



B Complete the dialogue with the missing sentences. There are two extra sentences. Then listen and check.

- a And what would you do after Sugarloaf Mountain?
- b Really? When do we go?
- c I don't really like travelling.
- d I'd recommend going to a restaurant.
- e Really? Walk up a mountain? That sounds like hard work.
- f Yes, I guess I'd like to see a football match. You go to Brazil.
- g I don't know where's that. That's a good idea. I'd love to do that too.
- h I'd like to see the Christ the Redeemer statue. What would you do there?



Ben I'd love to visit Rio de Janeiro one day.

Martha 1.....

Ben In fact, it's one of the most beautiful cities in the world.

Martha 2.....

Ben I'd love to go up Sugarloaf Mountain.

3.....

4..... there's a cable car that takes you to the top.

Martha 5.....

I'd like to go and see a football match in the Maracana Stadium.

Martha 6.....

Absolutely. And the last thing I'd do is spend a day lying on the famous Copacabana beach.

Martha 7.....

Ben OK, you can come with me.

Martha 8.....

17 Read the task and what a student wrote. What is Hanna really interested in?

Task

Imagine you are on a holiday in Oxford. Write an email or letter to your uncle (120–180 words).

Write about:

- ✓ where you're staying
- ✓ some of the sights
- ✓ the things you like best
- ✓ what you've bought
- ✓ your plans for tomorrow

Dear Uncle Lawrence,

Finally! We've made it to Oxford for the weekend, and Mum and Dad are visiting old friends, so I've got some time for myself.

We're staying at a bed & breakfast in Abingdon Road.

It's only a 20-minute walk to the city centre, so that's OK. This morning Mum and Dad suggested we go to the Ashmolean Museum, but after that,

I went to Christ Church College to see the Harry Potter dining hall there. Awesome! I took some really great photos. There are some great places in Oxford, but Christ Church's hall is the best.

I also went to the large bookshop you told me about. I didn't buy a book, but they had a magic book that Harry uses so I bought that. Thank you for the money you gave me, it was a big help.

Tomorrow it's supposed to rain so I can't go punting on the river. I hope the day won't be boring.

Maybe I'll go to the cinema. There's an afternoon showing of "Fantastic Beasts 2".

I wish

Love



punting

Language tip: Apostrophes

Apostrophes can be difficult to get right. Sometimes students add them when they are not needed (No Dog's Allowed), other times they miss them out altogether (Carolines letter).

- 18 Look at the text in 17 again. Look at the highlighted words and correct the ones that are wrong.

Writing tip: Writing an email / a letter to a friend, a relative* ...

Consider the following for your writing:

- Who are you writing to?
- Are there any questions from their letter you have to answer?
- Do you want to say thank you for anything?
- Do you have questions yourself?
- What do you want to tell them? What is your news?
- Don't forget to ask how the other person is.
- End your letter with Best, Love, Yours, etc.

*relative – Verwandte/r

- 19 Now write your own answer to the following task.

Task

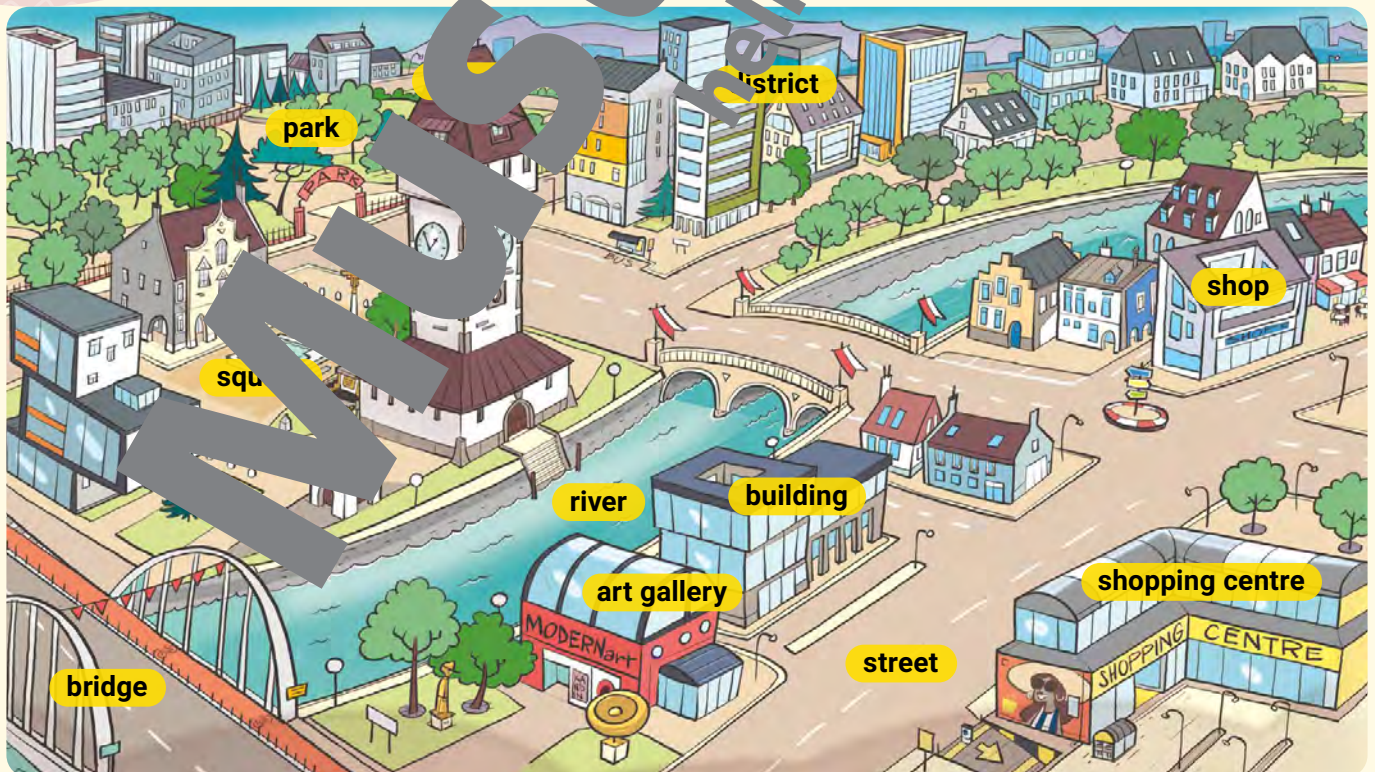
Imagine you are on holiday somewhere in Austria. Write an email or letter to a relative (120–180 words).

Write about:

- ✓ where you're staying
- ✓ what the weather is like
- ✓ what you're doing
- ✓ the things you like best
- ✓ people you have met
- ✓ your plans for tomorrow

WORD FILE

Places around town



MORE Words and Phrases

TT3	stadium	<i>This stadium is home to the England national football team.</i>	Stadion
3	to burn down	<i>The old Globe Theatre burnt down, but there's a new one.</i>	niederbrennen
	collection	<i>This is an art gallery whose collection of modern art is one of the best in the world.</i>	Sammlung
	government	<i>It is where the British government meets.</i>	Regierung
	the Houses of Parliament	<i>The government meets at the Houses of Parliament.</i>	das Parlament (in Großbritannien)
	in advance	<i>If you want to avoid the long queues – book in advance.</i>	im Voraus
	to photograph	<i>A lot of people photograph these places in London.</i>	photografieren
	play	<i>You can watch a Shakespeare's play at the Globe.</i>	Theaterstück
	prison	<i>It was built in 1078 as a castle, later it was a prison.</i>	Gefängnis
	to raise	<i>They can raise the bridge for big ships.</i>	heben, erhöhen
	raven	<i>The ravens should never leave the Tower of London.</i>	Rabe
	to take a walk	<i>Take a walk along the banks of the river.</i>	einen Spaziergang machen
	theatre	<i>There was a round theatre here, where Shakespeare acted.</i>	Theater
	view	<i>The 25-minute ride on the wheel gives you one of the best views of London.</i>	Ausblick, Aussicht
	visitor	<i>More than 3.5 million visitors take a ride on the wheel each year.</i>	Besucher/Besucherin
9	thrilling	<i>Let's throw a thrilling party on Thursday.</i>	aufregend
10	approximately	<i>The Great Plague killed approximately 100,000 people in London.</i>	ungefähr
	to cough (up)	<i>Usual symptoms were fever and coughing up blood.</i>	(aus-)husten
	cruel	<i>The Great Plague was a cruel time.</i>	grausam
	empty	<i>The streets were empty because there were no people.</i>	leer
	fever	<i>If you had the plague, you also had fever.</i>	Fieber
	to report	<i>Many people died and reported their symptoms.</i>	berichten, melden
11	path	<i>There was a long path, a lake and lots of trees.</i>	Weg
	spectacular	<i>What was the spectacular light show.</i>	spektakulär
	tourist attraction	<i>Madame Tussauds has been a popular tourist attraction for many years.</i>	Sehenswürdigkeit
	to experience	<i>You can experience one of the many interactive attractions.</i>	erleben, erfahren
	traffic	<i>There's a lot of traffic on the street. It's very noisy.</i>	Verkehr
13	multicultural	<i>London is very multicultural.</i>	multikulturell
OYW3	contract	<i>We signed a contract.</i>	Vertrag
	to lead	<i>I should be helping Dad to lead a healthier lifestyle.</i>	führen
	sugar	<i>I want to eat less sugar.</i>	Zucker
	to earn (money)	<i>My other job earns me £10 a week.</i>	(Geld) verdienen
	to save up money	<i>I need to save up money for our new project.</i>	ansparen
	to sign	<i>He agreed and signed the contract.</i>	unterschreiben

UNIT 7 Friends forever

UNDERSTANDING VOCABULARY Relationships

1 Match the sentences.

- | | |
|---|--|
| 1 Tom has broken up with Dawn again. | <input type="checkbox"/> We're best friends again. |
| 2 I fell out with my mum last night. | <input type="checkbox"/> I love playing football games with him. |
| 3 I've made up with Lucy. | <input type="checkbox"/> It's the first time they've done it this month! |
| 4 I get on really well with my dad. | <input type="checkbox"/> He told me to start my own business. |
| 5 I asked Mehmet what had happened. | <input type="checkbox"/> She stormed out of my house. |
| 6 I told Barbara I didn't like what she said. | <input type="checkbox"/> She wanted to stay in the kitchen, but I was |

USING VOCABULARY Relationships

2 Complete the text. Choose the correct option to complete each space.

- | | | | | | |
|------------|---------|---------|-----------|------------|---------|
| 1 a) up | 2 a) up | 3 a) up | 4 a) take | 5 a) blew | 6 a) in |
| b) out | b) out | b) down | b) do | b) rained | b) on |
| c) through | c) on | c) over | c) mind | c) stormed | c) over |

Have you heard the news? James has ¹ with Brenda. No, he hasn't *broken* ² with her because they weren't girlfriend and boyfriend. I think she quite likes him. I say that because she really ³ to *make* ³ with him. She even tried to say sorry. He wasn't interested. He ⁴ angry with her. The problem started when she said that she didn't like his new stud. He told her to ⁵ *her own business*. I think that was a bit rude. But she told him to take the stud out. Well, that made him really angry and he ⁶ *out of the room*. He hasn't spoken to her for a week now. I'm a bit ashamed because they were really good friends and they ⁷ *got* ⁷ really well with each other.



3 Match the phrases in 2 with their meanings. Write the numbers next to the letters.

- | | |
|---|--|
| A <input type="checkbox"/> to finish a romantic relationship | D <input type="checkbox"/> have a good relationship with someone |
| B <input type="checkbox"/> don't give advice* to people if they | E <input type="checkbox"/> stop talking to a friend |
| C <input type="checkbox"/> to go somewhere angrily | F <input type="checkbox"/> become friends again |

VOCABULARY: *advice – Ratschlag

4 Answer the questions about you.

- What sort of things do you fall out with your best friend about?
- What's the best way to make up with a friend?
- What kind of people do you get on really well with?
- Have you ever stormed out of a room? What was the reason?

5 Match the sentences and the pictures.

- 1 They've been married for 25 years.
- 2 I've known her since we were born.

- 3 They've had that TV since the 1970s!
- 4 You've only had it for a day!



6 Write the words in the correct columns. Then add three examples of your own.

a few weeks many years this morning a lifetime she was a child
three days 10 p.m. 1999 a few seconds last Friday a couple of hours

for
.....
.....
.....
.....
.....
.....
.....
.....
.....

since
.....
.....
.....
.....
.....
.....
.....
.....
.....

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

- 1 I have had my laptop half a year.
- 2 I have known her cat December.
- 3 John has had his piano he was six years old.
- 4 Mohan has had his skateboard three months.
- 5 Amber has had her roller skates yesterday.
- 6 We have had our dog six years.
- 7 We have known Mr Thomas 2015.
- 8 I have liked Ed Sheeran ages.

8 Use the table to write five sentences that are true for you.

I've had my sunglasses for four months.

I've had my	watch	for	... months.
	laptop		... years.
	bike		yesterday.
	snowboard		the end of the school.
	earrings		Christmas.
	sunglasses	since	my birthday.
	necklace		last summer.
	ear pods		Easter.
	dog		last year.
	friendship band		2010.
	roller skates		... weeks.
			... day.

9 Write sentences with *for* or *since*.

1 I / have / smartphone / Christmas
I've had my smartphone since Christmas.

2 I / have / laptop / six months.

3 My father / work / in that office / two years.

4 My sister / have / tattoo / long.

5 They / live / in that flat / 2004.

6 You / have / this pen / two weeks.

7 I / not play / football / last year.

8 We / be / students at this school / a very long time!

10 Complete the sentences with the present perfect form of the verbs in the box.

play
wear
be
know
live
be
have
like

1 My father a doctor for twenty years.

2 He always black clothes since he was a teenager.

3 They next door to us for six months.

4 You my family for a long time.

5 She a dog since March.

6 My brother mushrooms since he was a baby.

7 Dave tennis since he was ten.

8 We best friends for years.

11 Complete the sentences about you. Use the present perfect and *for* and *since*.

- 1 I (know my best friend)
- 2 My family (live in our house/flat)
- 3 I (be at this school)
- 4 My best friend (live in this town)
- 5 I (have a mobile phone)
- 6 Mr/Ms (be an English teacher)

12 Complete the dialogues with the correct form of the verbs in brackets.

DIALOGUE 1

Interviewer Hi, Jenny. Tell me, which of the things that you own do you like the most?

Jenny Oh, that's easy. My tablet.

Interviewer Your tablet? OK. How long ¹ you it? (have)

Jenny I ² it since last Christmas. (have)

Interviewer And how often ³ you it? (use)

Jenny I ⁴ it every day. In fact, I ⁵ it right now. (use)

DIALOGUE 2

Interviewer Hi, Roland. Tell me, which of the things that you own do you like the most?

Roland Hmmm, my mobile phone I suppose.

Interviewer How long ¹ you it? (have)

Roland I ² it for about a month. (have)

Interviewer So, ³ it a lot? (use)

Roland Sure, I can play games on it, and take pictures and even videos.

I ⁴ a video of my English lesson. (take) ⁵ you to see it? (want)

13 Write a short similar dialogue of your own.

Handwriting practice area with blue lines.

14 Read the story. Which of the writer's friends went to his wedding?

Friends reunited

When I was younger, my family lived in a small village in the Welsh countryside. The population was only about 1,000 so everybody knew everybody.

I went to the village school. There were about 20 children in my class and we were all friends. I had two best friends, Nigel and Miriam, who I got on really well with. We went everywhere and did everything together. Nigel and I were born on the same day, so each year we had a big birthday party together.

I was very happy there, so you can imagine how upset I was one day when my father told us that we were moving. I was nine. My parents promised we'd come back to visit, but I didn't believe them. My brother and I begged my parents not to go, but it was no use.



A month later we were living in a new town. I had a new school to go to and I had new friends to be friends with. Even though I was not back and apart from a birthday card each year from Nigel, I never heard from my friends again. After a few years, even the birthday cards stopped coming.

At first, I thought I would never be happy again. However, after a few weeks, I had new friends, and after a few months, I didn't want to be anywhere else.

When I was 18, I left home and went to university to study engineering. I made many new friends there. After university I found a job working for a railway company and again I had new friends. Then, one day when I was 25, someone offered me a job to work in Nigeria in Africa. I was still young and I had the idea of adventure, so I accepted.

At first, I was a bit lonely. I was living by myself in a small flat in a big city. For the first time in my life I was surrounded by friends. One day, someone I worked for told me about a club in the city where people from different countries hung out. I decided to go and try and make some new friends. I was a bit nervous but the people there were really welcoming. There was one girl who seemed very interesting and soon we started talking. She was British, like me, but when I asked her where she was from, I couldn't believe what I heard. She was born in London, but when she was nine, her family moved to the very same village I left when I was the same age. In fact, her family arrived a month after mine left. Her best friend was Miriam. She also knew Nigel.

To cut a long story short. We started dating and a year later we got married. There were lots of people at the wedding; my family, my friends from university, my friends from work, my friends from school and our first best friends, Miriam and Nigel!



15 How many of these tasks can you do?

- 1 The writer shared a birthday with
☐ Miriam. ☐ his dad. ☐ Nigel.
- 2 The writer was when he moved to a new home.
☐ eight ☐ nine ☐ ten
- 3 They moved home weeks after their dad first told them the news.
☐ four ☐ six ☐ eight
- 4 Nigel sent him birthday cards until he was 18. T / F
- 5 The writer studied economics at university. T / F
- 6 The writer's company sent him to Africa to work. T / F
- 7 Where was the writer living in Africa?

- 8 Why did he go to the club?

- 9 What did he have in common with the girl he met at the club?

1/25



16 Listen and check your answers.

LISTENING

1/26



17 Listen to Jack's parents talking about friendship. Then complete the sentences.

- 1 The most important thing for young people is

- 2 Most young people have a few

- 3 Tim and have been best friends since they

- 4 friends have known each other

- 5 You hang out with other friends at

- 6 Best friends tell each other

- 7 With best friends you can talk about



18 CHOICES

1/27



A Complete the dialogues with the sentences in the box. Then listen and check.

- a I think I'll put some cream on it.
- b I'm just a bit tired.
- c I've just got a bit of stomach ache.
- d You're right. I think I might go to bed.
- e It's just a bit of a rash.
- f I don't think so.



1 **Alfie** What's the matter with you?

Ray 1.....

Alfie Oh dear. Did you eat something bad?

Ray 2.....

2 **Cole** What's that on your leg?

Sonia 3.....

Cole Yes, it doesn't look very good.

Sonia 4.....

3 **Freddy** Are you alright?

Sara 5.....

Freddy You don't look well.

Sara 6.....

B Complete the mini-dialogues with the missing words. Then listen and check.

1 **Sue** What's 1m.....? Are you 2a.....?

Glen I've got a 3p..... of a headache.

4f..... you. You should lie down for a bit.

2 **Mike** I don't look 5w..... at all.

Alise I'm 6j..... a bit tired. I didn't sleep at all last night.

Mike Now 7t..... . Why don't you go and lie down for a while?

3 **Andy** What's that on your skin? Your leg looks a bit red.

Gaby It's just a bit of a 8r..... . Actually, it's all over my body.

Andy How 9a..... . You need to see a doctor.

1/28



19 Read the task and what a student wrote. What should George let Jessie know?

Task

Your friend just texted you to say he/she won't be at school today because he/she is feeling bad. You send him/her a message (60–80 words).

In your message:

- ✓ ask why he/she is feeling bad
- ✓ say what he/she looked like when you saw him/her
- ✓ wish him/her well

FROM: j.foster@mailconnect.com

SUBJECT: How are you?

Hi George,

Sorry to hear you are not well. Is it your head? Or do you think it's the flu? You looked a bit tired after the movie. I hope you'll feel better in the afternoon. Let me know how you are, maybe I can drop by. Take care and have a good rest.

Hugs,
Jessie

Useful language:

Asking about health

- How are you?
- Is there anything wrong?
- Are you alright?
- Can I bring you ...?
- You don't look What's the matter?
- Could it be the flu / something you ate ... ?

20 Now write your own answer to the writing task.

Task

You wanted to meet your friend in the evening but you don't feel well. Send him/her a message (60–80 words).

In your message, you tell him/her:

- ✓ that you can't meet
- ✓ why you don't feel well
- ✓ that you hope he/she's OK

.....

.....

.....

.....

.....

WORD FILE

Relationships

to fall out with sb.

to storm out of

to break up with sb.

to mind your own business

to make up with sb.

to get on well with sb.



MORE Words and Phrases

1	It's none of my business.		Das geht mich nichts an.
	to laugh at sb.	Some of the kids laughed at me at school.	jdn. auslachen
	to make up one's mind	Once she has made up her mind about something, she doesn't let go.	einen Entschluss fassen
	to make fun of sb.	Then one day, a kid was making fun of me at school.	sich über jdn. lustig machen
	to move	My parents want to move to California.	umziehen, übersiedeln
	soft toy	I've had these soft toys since I was a baby.	Stofftier
	to step in	If a kid makes fun of your friend, you should step in.	hier: eingreifen, dazwischen gehen
2	relationship	George's relationship with a girl changes over time.	Beziehung
4	to own	Which of the things do you own do you like a lot?	besitzen
6	childhood (no pl)	I have lived in this house since my childhood.	Kindheit
	earring	I lost my earring in the sea.	Ohrring
7	jealous	Your best friend is jealous of you and you are feeling a bit jealous.	eifersüchtig
	to keep (a) secret	My best friend can keep a secret.	ein Geheimnis für sich behalten
	questionnaire	Do the questionnaire to find out if you're a good friend.	Fragebogen
	to tell sb. off	Your teacher tells me off in front of the class for not doing my homework.	mit jdm. schimpfen
8	to solve	This solves all our problems.	lösen
9	beloved	With a broken heart Stallone sold his beloved dog.	geliebt
	nowhere	She has no money left and nowhere to sleep.	nirgends
	script	Stallone was trying to sell his script.	Drehbuch
	to struggle	As an actor he struggled a lot.	kämpfen, sich abmühen
12	to lie	A good friend never lies to you.	jdn. anlügen
TGND4	to confess	I would Tom to admit what happened.	zugeben
	to blackmail	Ollie saw me and then he tried to blackmail me.	erpressen
	clumsy	He knocked the books into the sink because he is so clumsy.	ungeschickt
	honest	She lies a lot and is never honest.	ehrlich
	a pile of	I put my homework on the pile of books.	ein Stapel an
	rash	My skin's a bit red – I think it's a rash.	Hautausschlag
	unwell	She looks a bit unwell.	unwohl, krank

UNDERSTANDING VOCABULARY Inventions

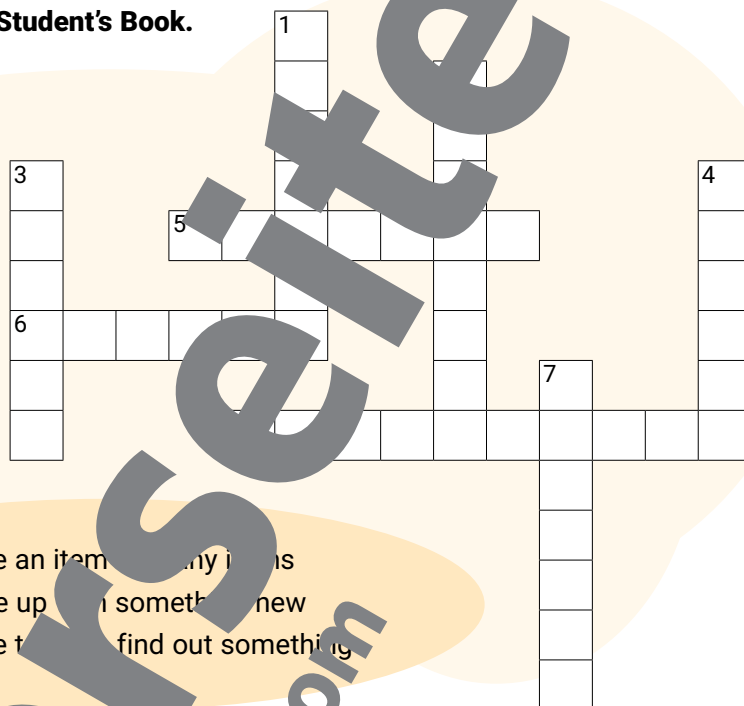
- 1 Look at the text on page 67 of your Student's Book.
Do the crossword puzzle.

Down ↓

- 1 to find a way for something to work
2 to find something new
3 to make a plan of something
4 to see if something works
7 to make something better

Across →

- 5 to make an item any longer
6 to come up with something new
8 to make something find out something

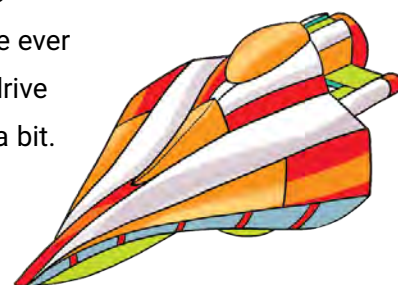


USING VOCABULARY Inventions

- 2 Fill in the correct form of the words in the box.

invent
work out
try it out
experiment
discover
improve
design
find
produce

I ¹ the plans for the spaceship by accident. Somebody called Helen R. ² a hyper-hyper drive. I don't know how she ³ the science but she did. And she ⁴ the most beautiful spaceship I've ever seen. She ⁵ with the hyper-hyper drive for years. And every year she ⁶ it a bit. If she ever ⁷ it, I really want to ⁸ with her. That is, if I ever ⁹ her.



- 3 Complete the mini-dialogues with the correct form of the words from the word box in 2.

A Who the neon lamp?
B I did.

- 2 A Tesla also antibiotics.
B I think you're wrong there. That was Fleming.

- 3 A In 2022, Tesla nearly 1.4 million cars.
B Really? And do you know the figures* for this year?
A No, you have to check online.

VOCABULARY:
*figure – hier: Zahl

4 Match the questions and the answers.

- | | |
|-----------------------------------|--|
| 1 Have you ever been to Spain? | <input type="checkbox"/> Yes, she finished ten minutes ago. |
| 2 Has June finished her homework? | <input type="checkbox"/> No, but he phoned me. |
| 3 Have they found their cat? | <input type="checkbox"/> Yes, and it's a very nice cat. |
| 4 Has he written you an email? | <input type="checkbox"/> Yes, we went to Madrid last year. |
| 5 Have they found a new house? | <input type="checkbox"/> Yes, it started about 10 minutes ago. |
| 6 Has the film started yet? | <input type="checkbox"/> Yes, it was in the garden. |

5 Choose the correct verb forms.

- My sister *got* / *has got* married last Sunday.
- She *has met* / *met* her husband three years ago.
- I've never *met* / *meet* a famous person.
- Jacqueline isn't very happy because she *has just* / *met* up with her boyfriend.
- My team *has lost* / *lost* the cup final two nights last night.
- The flight from Belfast *has already arrived* / *arrived*.

USING GRAMMAR

Past simple and present perfect

6 Complete the dialogues with the correct form of the verbs in brackets.

- A ¹..... you (be) to Italy?

B Yes, I ²..... there last year.

A Which cities ³..... you (visit)?

B We ⁴..... Rome and Naples. We ⁵..... (have) a great time.
- A ⁶..... (meet) a famous person?

B Yes, I ⁷..... (meet) Mark Zuckerberg when I was 12.

A Wow! What ⁸..... you (say) to him?

B I ⁹..... (ask) him for some money.

7 Write dialogues using these first lines.

- A Have you ever found a lot of money?

.....

.....

B

.....
- A Have you ever had a bad accident?

B

.....

A

B

8 Complete with the past simple or the present perfect forms.

Chris Could I borrow some money from you?

Tom You still ¹..... (not pay) back the money you ²..... (borrow) from me last week.

Chris What? I ³..... (not borrow) any money from you last week.

Tom Yes, you did. Remember? When you ⁴..... (buy) that new game in which inventors fight each other.

Chris Oh, yes. You're right. I ⁵..... (need) a present for

Tom What? You ⁶..... (give) it to her? I ⁷..... (want) to play it too. It's all Jenny this, Jenny that. What about me?

9 Complete with the past simple or present perfect form of the verb in brackets.

I ¹..... (always be) interested in inventing something. Two years ago, I ²..... (invent) the automatic no-video-parents gadget. You could sit in the living room with my little gadget and press a button and the machine would say things in your voice like "uhu, hmmm, aha, yeah fine, ts-t ". It really worked! ³..... (try) it a million times, believe me. I ⁴..... (have) a good idea for some time, but yesterday I ⁵..... (have) a brilliant one. I ⁶..... (come up) with the new home work writer that is far better than ChatGPT. All you do is feed it some paper, then dial Article or Story or Letter or Email. Put a few clever keywords from my keyword collector – and hey presto there's your text. I ⁷..... (already) used it with my English teacher. He ⁸..... "What a brilliant story, Jasmin! And so different." I know why. I ⁹..... (put) in a lot of difficult words and I probably ¹⁰..... (think) I was so clever. I ¹¹..... (just send) an email to my best friend Jessica using my machine, but she ¹²..... (not reply) yet. It looks like she really needs my new invention.



10 Complete with words from the box in the correct tense.

invent
see
take
see
think
say
transport
not watch
answer

I ¹..... have just seen such a silly movie. It was about a guy who ²..... time machines for different times in the past. So, for example, with the blue one you could travel 200 years in the past, the red one ³..... you back 100 years, the yellow one ⁴..... you back only a day. It was complete rubbish. "Why ⁵..... anybody ever about the script?" I asked my friend Tony. "And ⁶..... the director ever the movie?" Tony ⁷....., "It's all about running to the wrong machines and going back to the wrong time, because people can't remember the colour codes." "See?" I ⁸..... "Why ⁹..... you your movie before you showed it to us?" I asked him.

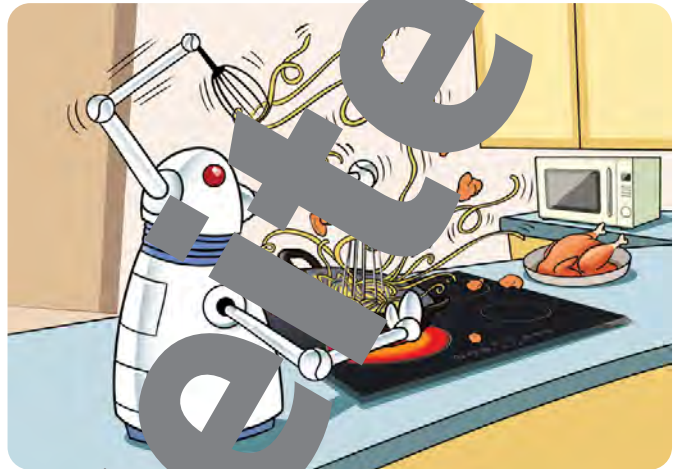
11 CHOICES

2/1



A Complete the dialogue with the sentences from the box. Then listen and check.

- a My favourite!
- b Anything? And does it really work?
- c Really? What kind of machine is it?
- d What? Cook it?
- e OK, when it's fixed, I want you to cook something for me.



Alissa I've just invented a new machine.

Benny 1.....

Alissa It's a cooking machine. I call it CookEat.

Benny 2.....

Alissa No, CookEat. Cool, eh? And it can cook anything.

Benny 3.....

Alissa Well, there are a few problems, but I'm working on them.

Benny 4.....

Alissa OK, I'll do pasta and chicken.

Benny 5.....

2/2



B Put the dialogue in the correct order. Then listen and check.

- ☒ 1 **Albert** Have you ever heard of Albert Sadacca?
- ☐ **Albert** ... and his brothers went into business.
- ☐ **Albert** Well, the new candles on Christmas trees often caught fire and burnt down houses.
- ☐ ... Exactly, his lights were safe, looked good and weren't expensive.
- ☐ ... he was an inventor. He invented Christmas tree lights.
- ☐ ... One that produced Christmas tree lights, of course.
- Caroline** No, I haven't. Who was he?
- ☒ 8 ... And what did he do then?
- ☐ **Caroline** Christmas tree lights. How did he come up with that idea?
- ☐ **Caroline** What kind of business?
- ☐ **Caroline** So he was looking for something safer.

12 Read the story.



HEDY LAMARR

A FAMOUS INVENTOR

Hedy Lamarr was one of the most beautiful actresses in Hollywood in the 1940s and 1950s. She starred in over 20 films, including *Samson and Delilah*, which was the most successful film of 1949. But what many people do not know is that she was also an inventor. In fact, some people say that she came up with the technology that made today's smartphones and GPS possible.

Hedy was born in Vienna in 1914 and as a child she always wanted to know how things worked. When she was 18, she married Fritz Mandl, an extremely rich man who ran a company that made weapons. Although she was unhappy in her marriage, she learnt a lot about technology from her husband's business. One day, she decided to run away from her husband. She arrived in Paris where she met the famous film producer Louis Mayer. He invited her to Hollywood where she started on her career as a Hollywood actress.

Her films were successful, but Hedy found acting boring. She only played the part of beautiful women and never had any lines to say. She hated the Hollywood lifestyle and found it uninteresting. She didn't want to drink or go to the parties of the rich and famous. She needed to invent. Then, when she decided to become an inventor, she turned one of the rooms in her house into a laboratory.

One of her first inventions was a tablet that when added to a glass of water turned it into a fizzy drink. However, this wasn't very successful and even Hedy said it didn't taste very good. Other inventions included a special collar for dogs to wear at night so you could see them, and a new kind of traffic light.



One evening, she met a Hollywood composer called George Antheil, who was also interested in technology. The world was at war. Hedy was sad because the German submarines were firing torpedoes and destroying ships with children on them. Together they decided to find a way of stopping the torpedoes. They came up with a system to block the signals that guided the torpedoes. Unfortunately, the US military were not interested, probably because they did not believe that such a beautiful actress could be so intelligent. Hedy had to wait another twenty years to see her idea finally used by the American navy. Today many scientists say that Hedy and George's ideas were an early version of today's wireless technology, the technology we all use in our mobile phones.

In 1997, she got the Electronic Frontier Foundation Pioneer Award for her work. In 2014, fourteen years after her death, the National Inventors Hall of Fame added her name to the list of America's most important inventors.

13 How many of these tasks can you do?

- 1 Hedy Lamarr starred in 20 films. T / F
- 2 Hedy worked for a technology company. T / F
- 3 Hedy was born in Austria. T / F
- 4 Hedy married a man who
 - ☐ was in the film business.
 - ☐ had a company that made weapons.
 - ☐ tried to become rich.
- 5 Hedy's films were successful,
 - ☐ but she found acting boring.
 - ☐ and she liked her life in Hollywood.
 - ☐ but she wanted her husband with her.
- 6 Hedy's first invention was
 - ☐ a huge success right away. ☐ not really successful. ☐ well-liked in Hollywood.
- 7 How did Hedy's inventions stop torpedoes from hitting ships?
.....
- 8 Why didn't the army take Hedy seriously?
.....
- 9 How do people remember Hedy today?
.....

2/3



14 Listen and check your answers.

LISTENING & SPEAKING

2/4



15 Listen to Monica's presentation on Joy Mangano and circle T (True) or F (False).

- 1 Jennifer Lawrence plays the part of Joy Mangano in a movie. T / F
- 2 Joy started inventing things when she was 25. T / F
- 3 Joy wanted to invent things that made life easier. T / F
- 4 The miracle mop was her first hit. T / F
- 5 You can get the mop without getting your hair wet. T / F
- 6 The mop sold extremely well from the first day. T / F
- 7 When Joy went on shopping TV, she immediately sold lots of miracle mops. T / F
- 8 Joy encourages girls to become inventors too. T / F



VOCABULARY: *wring – auswringen, auspressen



16 Think of a useful/funny/weird invention. What could it be? How would it work? How would you sell it? Who would you sell it to? Then present your ideas to the class.

17 Read the task and what a student wrote. How many objects are there on how many floors?

Task

Imagine you have been to a museum and have to write a description (120–180 words) of that museum.

Write about:

- ✓ where the museum is and what history it has
- ✓ how big it is and what you can see there
- ✓ your favourite object
- ✓ how much time you spent there

Last week, our school went to the Science Museum in London.

It is in South Kensington and it is a massive old building.

Originally, the science collection was in a museum across the road but in 1862 it moved into the building that is now the Science Museum.

It is one of London's top attractions and more than 3 million people visit it every year. There are more than 300,000 items on 6 floors. Some items are very famous, such as the early steam locomotives or the first engine of the Clock of the Long Now that keeps time for 10,000 years. There are also good displays on medical history, and in 2014 a gallery on the Information Age opened. There are many more galleries, and they are all very interesting. One of my favourite objects is Eric, England's first robot. He was built in 1921 and has been recreated for the Science Museum. Eric can talk and move in a mechanical way. We spent half a day at the Science Museum, but it took us 3 days to see everything.



Language tip: Making paragraphs

Use paragraphs to help structure your text. Each one should focus on one idea (or maybe two connected ideas). When you want to focus on a new idea, start a new paragraph. This is important because it makes it easier for the reader to understand the text.

It's a good idea to use bullet points in the task to help you organise your paragraphs. Think which of the points can be combined into a single paragraph.

- 18 Look at the text and the bullet points in 17 again. Use the bullet points to help you divide the text into four paragraphs. Put a **¶** to show the start of a new paragraph.

Writing tip: Writing a description

When writing a description, think carefully about:

- how many facts you include – remember the word limit
- how much detail you want to include
- the technical or special vocabulary you want to use
- who your readers are

- 19 Now write your own answer to the following task.

Task

Write a description of a house. Choose your house or the house of a person you know (120–140 words)

Write about:

- ✓ where the house is and what it looks like
- ✓ how big it is and what there is in it
- ✓ how the rooms are furnished
- ✓ your favourite room

WORD FILE

Inventions

to invent

to experiment

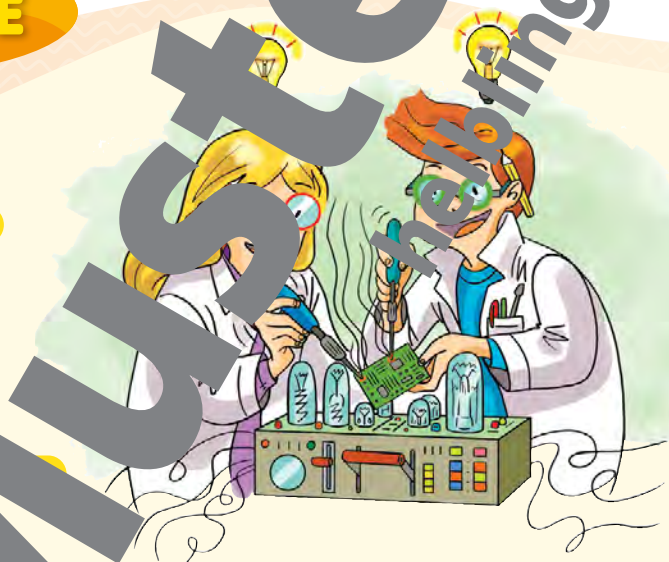
to improve

to work out

to design

to try out

to produce



More Words and Phrases

TT4	bacon	Lots of people love bacon and egg for breakfast.	Speck
	to decorate	Then someone invented electric lights to decorate houses.	dekoriieren
	dish	I invented a new dish with the cook of the restaurant.	Gericht
	fat	I like bacon with less fat.	Fett
	invention	He worked on his invention for a number of years.	Erfindung

2	crowd	<i>He can make a huge crowd laugh.</i>	Publikum, Menschenmenge
	current	<i>He passed current through his body.</i>	(elektrischer) Strom
	to develop	<i>In the late 1880s Tesla developed a new kind of electricity.</i>	entwickeln
	electric (motor)	<i>Tesla invented the electric motor.</i>	elektrisch (Elektromotor)
	energy	<i>He said he could send energy waves through water.</i>	Energie; Strom
	influence	<i>Edison used his influence to tell people that AC was too dangerous.</i>	Einfluss
	inventor	<i>Thomas Edison was perhaps the most famous inventor of his time.</i>	Erfinder/Erfinderin
	to invest	<i>Edison invested all his money in DC.</i>	investieren
	perhaps	<i>Perhaps it was his most important invention.</i>	vielleicht, eventuell
	to be responsible for	<i>The invention was also responsible for his bad luck.</i>	verantwortlich sein
	to shoot	<i>He used the Tesla coil to shoot large electric lightning bolts into the crowd.</i>	schießen
5	confident	<i>I'm quite confident it will work.</i>	(selbst-)sicher; zuversichtlich
	to impress	<i>I've invented something that I think might impress my teacher.</i>	beeindrucken
6	soap	<i>Use soap to wash your hands.</i>	Seife
9	device	<i>This device allows people to walk under water.</i>	Gerät
	product	<i>He started a company to produce his product.</i>	Produkt
	remarkable	<i>Kids can sometimes produce something quite remarkable.</i>	bemerkenswert
	to research	<i>He decided to research underwater acoustics.</i>	erforschen, recherchieren
	wrist	<i>Her wrist was hurt when she fell.</i>	Handgelenk
11	crutches	<i>She used crutches to move about.</i>	Krücken
	illness	<i>Her illness stopped Sadie from entering the competition.</i>	Krankheit
	ramp	<i>She needs to look for ramps to get up and down steps.</i>	Rampe
	wheelchair	<i>A wheelchair helped her get around.</i>	Rollstuhl
13	to adapt	<i>She is able to adapt easily to different situations.</i>	anpassen
21	to attach	<i>I'll attach a picture to my email.</i>	anfügen, anhängen
	glove	<i>Wear warm gloves to keep your hands warm in winter.</i>	Handschuh
22	housework	<i>Students don't have enough time for housework.</i>	Hausarbeit
OYW4	automatically	<i>When the cat wants to go inside, the flap opens automatically.</i>	automatisch
	collar	<i>I've created a collar for our cat.</i>	Kragen
	computer science	<i>His best subject at school is computer science.</i>	Informatik
	engineer	<i>What subjects do you need to study to be an engineer?</i>	Techniker/Technikerin
	inspiration	<i>This is not the kind of inspiration I'm looking for right now.</i>	Inspiration
	to repair	<i>I love repairing things and playing around with new ideas.</i>	reparieren
	to support	<i>I want to do things that will support my dream for the future.</i>	unterstützen

UNDERSTANDING VOCABULARY

Teen activities

- 1 Find 13 activities in the word snake.

dyeyourhairgetatatattoogoroller skatethroughyourphonegotothediscocomehomeafter schoolatnewweekendturnyou
 watchTVafter10o'clockeattoomany sweets
 buyyourclotheshaveapartyat home scroll through your phone

USING VOCABULARY

Teen activities

- 2 Look at the picture. Which of the activities in 1 are these people doing?



They're having a party at home.

- 3 Complete the text with words from the box.

earrings
tattoo
bike
stud
video games
died
computer
hang out
music

Arguments with parents

Last week, I had a lot of arguments with my parents. After getting a small
 a month ago, I now wanted a nose ² "No way,"
 Dad said. "You've already got these weird ³ and you've already
 your hair. That's enough!" So I decided to talk to Mum.
 Later, when Mum came into my room, she asked me to turn off the ⁵
 "You play ⁶ all day, or you play loud ⁷ all day. Why
 don't you get out of the house for a while?"
 "OK," I said and rode my ⁸ to the shopping centre. There I could
⁹ with my friends in peace.

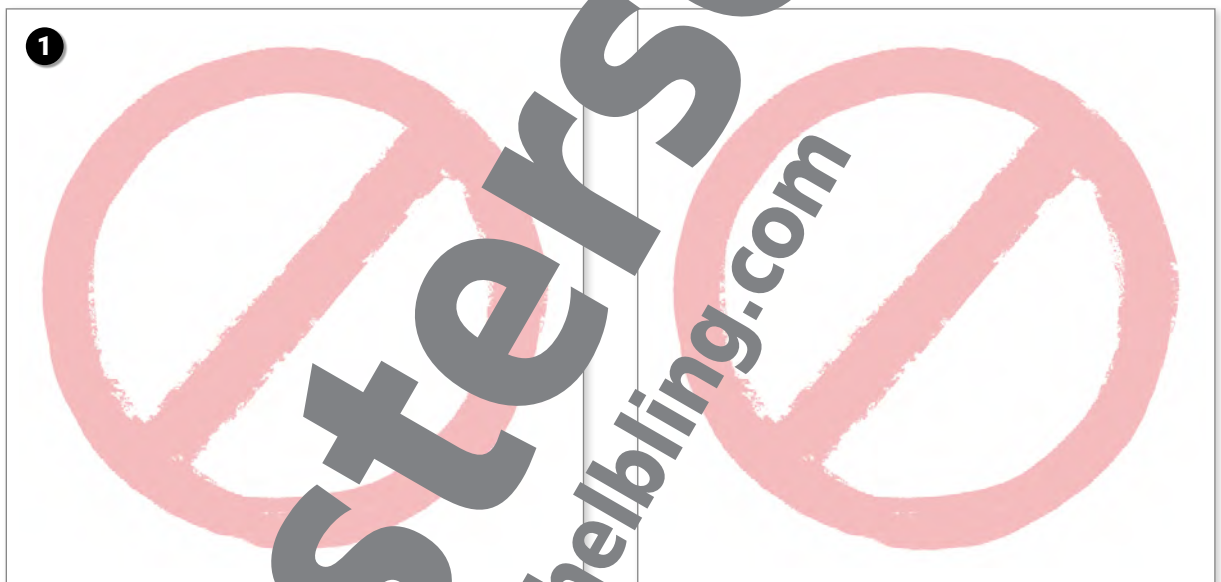
UNDERSTANDING GRAMMAR *be allowed to / let*

4 Match the signs and the sentences.



- A You aren't allowed to park here.
 B You aren't allowed to touch anything here.
 C You aren't allowed to walk on the grass.
 D You aren't allowed to go in here.
 E You aren't allowed to eat food in here.
 F You aren't allowed to take photographs.

5 Draw two signs for your bedroom door and write a sentence under each one to explain what they mean.



6 Match the questions with the answers.

- Are you allowed to invite your friends over?
- Do your parents let you come home late?
- Are you allowed to get your hair dyed?
- Are you allowed to get a tattoo?
- Do your parents let you surf the internet?
- Are you allowed to have a pet at home?
- Do your parents let you have parties at home?
- Does your mum let you drive her car?

- ☐ Maybe if I choose a nice colour.
☐ Yes, but I'm not allowed to go into chat rooms.
☐ No, because my dad hates animals.
☐ Yes, but I have to be back by 9 p.m. on weeknights.
☐ Yes, but we aren't allowed to make too much noise.
☐ No. My dad would kill me.
☐ Of course she doesn't. I'm only 12.
☐ Yes, they do if I promise to tidy up after.

USING GRAMMAR *be allowed to / let*

7 Look at the sentences in **6** again. Write your own answers to the questions.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

8 Fill in the correct forms of *be allowed to*.

"On the school trip, you ¹..... (not allow) to stay up later than 10 o'clock," our teacher said. "And you ²..... (not allow) to get together in one room and make a lot of noise." That was before the trip, but on the trip it was even worse. We ³..... (not allow) to use our mobile phones for games and we ⁴..... (not allow) to talk during meals. "Is there anything we ⁵..... (allow) to do?" I asked the teacher. "I'll think about it," he said. "Ask me again next week." I think teachers like him shouldn't..... (allow) to go on school trips.

9 Write sentences using the correct form of *(not) be allowed to*.

- 1 James ✓ watch TV / ✗ not watch TV after 10 o'clock.
James is allowed to watch TV, but he isn't allowed to watch TV after 10 o'clock.
- 2 Sarah ✓ go to bed late / ✗ get up late.
.....
- 3 We ✓ wear jeans at school / ✗ not wear shorts.
.....
- 4 They ✓ listen to music / ✗ not listen without headphones.
.....
- 5 I ✓ go to my friend's house / ✗ not stay for the night.
.....
- 6 She ✓ have parties at home / ✗ not play loud music.
.....

10 Write sentences in **9** using *let*.

- 1 James's parents *let him watch TV, but they don't let him watch it after 10 o'clock.*
- 2 Sarah's dad
- 3 The headmaster
- 4 Mum
- 5 Dad
- 6 Her parents

11 CHOICES

2/5



A Complete the dialogue with the sentences from the box. There are two extra sentences. Then listen and check.

- a Like what?
- b And are you allowed to spend as much money as you want to?
- c I never go shopping at the weekend.
- d So do you often spend your own money on clothes?
- e Unless what?
- f ~~Are you allowed to buy your own clothes?~~
- g Me? I spend all my money on clothes.
- h I don't have enough money.



Amy 1. Are you allowed to buy your own clothes?

Fred Yes, of course.

Amy 2.

Fred Of course not. Dad gives me the money, and I can't spend more. Unless ...

Amy 3.

Fred Unless I pay for it myself.

Amy 4.

Fred Never. I've got better things to spend my own money on.

Amy 5.

Fred Video games, like music. What about you?

Amy 6.

Fred That's why you always look so good.

2/6



B Put the dialogue in the correct order. Then listen and check.

- ☒ 1 **Sandra** Are you allowed to stay out late during the week?
- ☐ **Sandra** Yeah, I'm allowed to go out till 10 during the week.
- ☐ **Sandra** ... 10 p.m.
- ☐ **Sandra** So what time do you have to be back at the weekends?
- ☐ **Sandra** ... it sounds like your parents are pretty strict.
- ☐ **Sandra** On Saturdays and Sundays I'm allowed out until midnight. What about you?
- ☐ **Alison** No, I'm not allowed out that late. Are you?
- ☐ **Alison** What do you mean by late?
- ☐ **Alison** 11. And Dad always picks me up.
- ☒ 6 **Alison** And at the weekend?
- ☐ **Alison** I'm allowed out at the weekend, but not until midnight.

MY BLOG

ABOUT

CONTACT

FOLLOW



Welcome to JACKSON



Hi, I'm Lisa and I live in Jackson, Wyoming. Jackson is in a valley that is called Jackson Hole. The valley is 188 km long, and there are a lot of beautiful mountains which are good for skiing.

Anyway, I live in Jackson with my parents and my brother Will. Dad is a park ranger like my dad, and they both work in Yellowstone National Park. The entrance to the park is a 45-minute-drive away, and Dad and Will often stay there for two or three days because they don't want to drive too far. They have a cabin, and sometimes I'm allowed to go with them.

I really enjoy Yellowstone. There is so much to do and so much to see. For example, there is the Yellowstone River, which is very impressive. Unfortunately, we don't often go there because it's a three-hour drive to a good spot on the river.

When Dad and Will take me to the park, I spend my time watching animals. There's a large number of birds, and I have become quite an expert on them.

But there are also a lot of dangerous animals, like mountain lions, wolves, black bears, grizzly bears and bison. Many people believe it's dangerous to meet bears, but they are usually too shy to make contact with people. Actually, bison are more dangerous. If they want to protect themselves, they attack you. And they can run pretty fast!

Dad and Will go around the park and check on the wildlife. But they also check on the campers. They find campers who leave food outside. Bears learn that they can find food outside the tent and then they come looking for food. This can be quite dangerous. If people follow the rules, there's no problem.

What else can I tell you about my life here? Well, I still go to school and much of my time I help Mum who runs* a small chicken farm. In my free time, I go skateboarding with my friends, or we go to the movies. In winter, we go skiing and snowboarding. Jackson is a great place to do that. I wouldn't want to live anywhere else.

VOCABULARY: *run – hier: leiten

13 How many of these tasks can you do?

- 1 Lisa lives in a valley. T / F
- 2 Both her parents work as park rangers. T / F
- 3 Her dad and her brother drive to Yellowstone Park every day. T / F

Complete with no more than 4 words.

- 4 They don't often go to the Yellowstone River because it's
- 5 Bears are usually too
- 6 Bison can run

Answer the questions in one sentence.

- 7 What is the problem with some tourists?
.....
- 8 What does Lisa help her mum with?
.....
- 9 What does she do in her free time?
.....

2/7



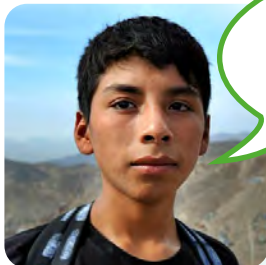
14 Listen and check your answers.

LISTENING

2/8



15 a Listen and write the countries under the photos.



Hi, I'm José and I'm from



Hey. My name's Reni and I'm from



My name's Agripina and I'm from



My name's Raukani and I'm from

b Write under the photo, Agripina or José.

- 1 Who doesn't go to school?
- 2 Who lives at a high altitude?
- 3 Who helps his father grow things to eat?
- 4 Who likes water sports?
- 5 Who travels by water?
- 6 Who gets angry about pollution*?
- 7 Who doesn't live with his/her sister?
- 8 Who looks after animals?

VOCABULARY:

*pollution – Umweltverschmutzung

WRITING

16 CHOICES

2/8



A Listen again. Write a short report about one of the kids in 15.

.....

.....

B Work in pairs. Ask your partner questions about his/her life using the interviews as a model. Then write a short report about your partner.

.....

.....

DIALOGUE WORK Making offers / Accepting offers

THE
GIRL
NEXT
DOOR

17 Put the words in order to make offers.

1 some / I / lend / could / you / .

.....

2 I / brother / his / ask / my / Why / to / if / you / lend / .

.....

3 you / like / Would / you / me / if / I / come / ?

.....

4 want / you / here / my / have / you / to / ask / my / Do / mum / if / it / ?

.....

18 Write the offers from 17 into the correct mind dialogues.

1 **Fred** I want to go to the park, but I'm a bit afraid.

Donna

Fred Would you? I'd feel much braver.

2 **Jack** I want to go ice-skating, but I can't find my pads.

Lara

Jack Really? That's so kind of you.

3 **May** Mum, let me have a birthday party at home.

.....

May ... would be really nice. Thank you.

4 **Liz** Mum said I can buy my own clothes for the party, but she didn't give me any money.

Andy

Liz Really? What would I do without you?

2/9



19 Listen and check.

20 Read the task and what a student wrote. When can Martin meet?

Task

Your friend David asked you to get together with a few others for a maths study group. You send him an email (60–80 words) about the idea.

In your email:

- ✓ say when you have time
- ✓ say where you could meet
- ✓ offer to organise a few things

FROM: martin_h@mailconnect.com

SUBJECT: Maths study group

Hi David,

About that study group for maths: I could meet with you in the afternoon with you all. Why don't we use one of the empty classrooms? Would you like me to bring the books or ... to you? And do you want me to check out ... to use a classroom? Looking forward to our first meeting.

See you,
Martin

Useful language:

Making offers

- I could ...
- Why don't I ... ?
- Let me ...
- If you want me to ... , I can ...
- It's no problem for me to ...
- Can I get you ... ?

21 Now write your own answer to the writing task.

Task

Your friend Carla asked you to help her with moving her things to her new flat. Write her an email (60–80 words).

In your email:

- ✓ say when you have time
- ✓ say who else you/she could ask for help
- ✓ offer to organise a few things

.....

.....

.....

.....

.....

WORD FILE

Teen activities



to **dye** your hair

to **get** a tattoo

to **hang out** in shopping centres

to **go** roller-skating without pads

to **get** a nose stud

to **scroll** through your phone

to **have** a party at home

to **eat** too many sweets

to **wear** earrings

to **buy** your own clothes

to **ride** your bike without a helmet

to **come** home after ten

to **turn** your music **up** loud

to **go** to the disco

to **play** video games all day

to **watch** TV after 10 o'clock

MORE Words and Phrases

1	to be allowed to do sth.	They are allowed to hold and feed their cats.	etw. tun dürfen
	It's a pity.		Das ist schade.
	strict	Mum's very strict about the rules.	streng
5	to adopt	The Amish are known for being so strict and adopting modern technology.	hier: annehmen
	community	There are many different groups, but the strongest community is the Old Order Amish.	Gemeinschaft, Gemeinde
	conservative	The most conservative Amish groups don't allow the use of machinery.	konservativ
	modern technology	Most Amish don't use modern technology.	moderne Technologie
7	plenty	We're a church group with many families, and we've got plenty to share.	reichlich
	to pray	We often get together and pray.	beten
	to punish	You can't punish your children and your parents don't punish you for it.	bestrafen
9	It depends.		Es kommt darauf an.
	to stay up	Well, I can't sleep, but only on Saturdays.	aufbleiben
10	to invite sb. over	Are you allowed to invite friends over?	jdn. zu sich einladen
13	for a change	I'll try something positive about young people for a change.	zur Abwechslung
	journalist	My friend works as a journalist at the local paper.	Journalist/Journalistin
	litter	How about we organise a litter-picking day?	Müllsammeln
	rude	When some people asked them to stop, they were rude.	unhöflich, unverschämt
	unbelievable	They left their rubbish all over the place. It's unbelievable.	unglaublich
TGND5	to freeze	She's from a hot country. She'll freeze over here.	(er-)frieren
	to lend	I could lend her some of my clothes if you like.	(ver-)leihen
	Never mind!		Egal!, Schon gut!
	to remind sb.	Kate reminds him that Laura is from Portugal.	jdn. erinnern
	to sort out	I'm going to sort out my clothes for Bianca.	aussortieren

UNIT 10 Know your rights!

UNDERSTANDING VOCABULARY

Getting the message across

1 Match the sentence halves.

- | | |
|----------------------------------|---|
| 1 Would you like to sign | <input type="checkbox"/> a meeting to see how people feel about this. |
| 2 We're going | <input type="checkbox"/> out leaflets in H... on Friday? |
| 3 Can you help us hand | <input type="checkbox"/> out emails telling ... about the problem? |
| 4 Have you thought about sending | <input type="checkbox"/> on a protest march against ... war tomorrow. |
| 5 We need to organise | <input type="checkbox"/> this petition against animal cruelty? |

USING VOCABULARY

Getting the message across

2 Look at 1 again. Fill in the missing verbs in the correct form.

Yesterday, my sister and I had a lot of work to do. First, we
 a meeting to discuss the new shopping centre behind the town. We talked about
 2 email and later 3
 leaflets. And we also talked about asking people to 4 a
 petition against the shopping centre. Next, we want to 5
 a protest march. Quite a lot of things to do!

UNDERSTANDING VOCABULARY

How green are you?

3 Match the sentence halves.

- | | |
|---------------|---|
| 1 Don't drop | <input type="checkbox"/> bottles, cans and paper. |
| 2 Don't drive | <input type="checkbox"/> produced food. |
| 3 Recycle | <input type="checkbox"/> energy and water. |
| 4 Buy locally | <input type="checkbox"/> litter in the street. |
| 5 Don't buy | <input type="checkbox"/> a new bag at your supermarket. |
| 6 Save | <input type="checkbox"/> short distances. |

USING VOCABULARY

How green are you?

4 Complete the sentences with the words in the box.

distances
bring
recycle
locally produced
bottles
save

- 1 It's very important to water.
- 2 should really buy food.
- 3 I never buy a new bag at my food store. I always my own.
- 4 We always glass bottles and take them to the
bottle bank.
- 5 Only litterbugs leave and cans on the beach.
- 6 People shouldn't drive short , they should use
their bikes or walk.

5 Look at the pictures. Write sentences about what these people *should/shouldn't* do.



1 He should buy locally produced apples.
 2
 3
 4
 5
 6

UNDERSTANDING GRAMMAR

was/were able to / *was/were allowed to*

6 Look at what happened yesterday. Write the names under the pictures.

Yesterday, ...

- Jill couldn't go to school.
- Joanna wasn't able to buy the dress.
- James couldn't phone his friend.
- Sue wasn't able to get into the garden.
- Lucy and Andy couldn't ride their bikes.
- Mark and Ron weren't able to ...



7 Underline the correct form of *be able to*.

- 1 I wasn't able to do my homework tonight. I haven't got time.
- 2 He spoke so fast. I wasn't able to understand anything he said.
- 3 They got the visa. They were able to visit us next month.
- 4 She was able to stop the man and the police arrested him last night.
- 5 We won't be able to come to your party next Friday. I'm sorry.
- 6 We weren't able to go to the cinema because we didn't have enough money.
- 7 I'm sorry I wasn't able to write to you for such a long time.

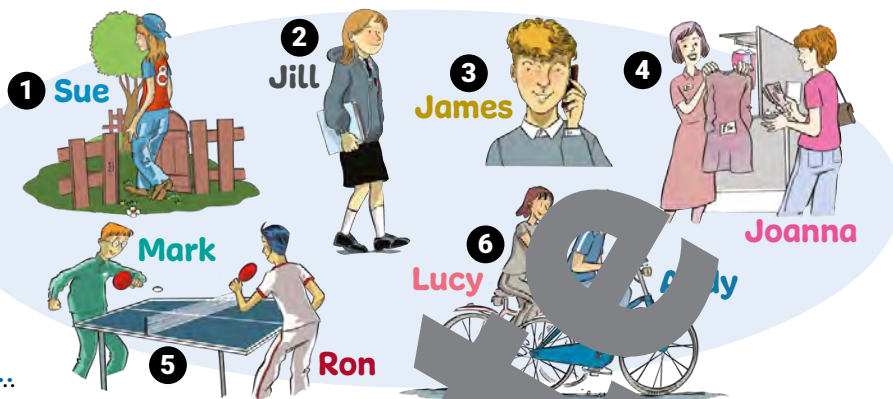
USING GRAMMAR

was/were able to / was/were allowed to

- 8 What do they want for tomorrow? Write six sentences in your exercise book using **be able to**.

Tomorrow ...

Sue: I'll be able to ...



- 9 Complete with the correct forms of **be able to** / **be allowed to**.

- 1 A Did you go and see the new cottages?
B I wanted to, but I get into the field. A sign there said 'Private'.
- 2 A Did you print 1,000 leaflets?
B Not quite. We print 800 because we ran out of paper.
- 3 A Why did you get sent home from school?
B Because I had green hair and we dye our hair.
- 4 I'd like to talk to the headmaster about the
B Sorry, no. I talk to him since Monday. He's away.

- 10 Fill in the correct forms of **(not) be allowed to**.

- 1 Rosa Parks sit down on the bus.
- 2 The company build 40 houses next year.
- 3 So far, we vote, but in the next election we will.
- 4 Sorry, I can't come. I take part in the protest march.
- 5 All of us attend the meeting.
- 6 We print leaflets next Monday.

- 11 Complete the sentences if they are true for you. Write them in your exercise book.

- 1 So far this year, I have to ...
- 2 Last night, I was able to ...
- 3 One day, I hope I will be able to ...
- 4 My best friend isn't allowed to ...
- 5 I'm very lucky because I'm able to ...
- 6 Today I haven't been able to ...
- 7 This weekend, I won't be able to ...
- 8 When I was five, I wasn't able to ...

- 12 Put the dialogue in correct order.

- | | |
|--|--|
| <input type="checkbox"/> A I'm going to start next month. This is why I need you to help me. We want to start a petition and hand out leaflets to all the people in the village. Will you help us? | <input type="checkbox"/> B That's a brilliant idea. |
| <input type="checkbox"/> A I'm planning to build a motorway through our village. | <input type="checkbox"/> B Through the village? That's stupid! |
| | <input type="checkbox"/> B Help you with what? |
| | <input type="checkbox"/> B Of course. |

- 13 Choose one of the situations and write a short dialogue. Use the dialogue in 12 to help you.

- There are plans to build a supermarket where the tennis courts* are.
- The school library is not open any more in the afternoon.

VOCABULARY: *court – Platz

The computer lab protest

We've got this brilliant new computer lab. New computers, high-speed internet, good printers – anything you could wish for. And sometimes we even go there.

A teacher takes our group (far too large), and we do a bit of writing or maths or project work. The problem is, however, this doesn't happen very often. The lab is totally booked out until lunchtime, and after lunch, only a handful of older pupils use it, probably to play some online games because they can do what they want in there. But the thing is: the younger ones are not allowed in without a teacher. And this is really unfair!

Of course, we talked to the headmaster about it. All he said was, "Sorry, guys. You know the rules." Yes, we know them, but we want different rules. "Talk to the computer education teachers about it," the headmaster said. "Then come back to me."



So we went and talked to the teachers. "You know the rules," they said. "Talk to the headmaster about it. By the way, we think the rules are fair." Funny, isn't it?

So I organised a meeting of all the year-olds in our school. Only 100 people came, but that was OK.

"What would we use the computer lab in the afternoons for? We could work on projects, we could do some writing, we could do some research." "But we can only use it when a teacher is there," someone said. "Exactly," I said, "and that's totally unfair. Who says we play around and break things? Who says that the older pupils behave better than we do? They don't need a teacher to work there."



In the end, we had a plan: One of us is a 'labbie' who checks that everything is in order and nobody fools around. One of us finds one of the older kids to be a labbie. We went to the headmaster and he said, "I'll think about it and talk to the teachers about it." After two weeks, we went to see him again, and again he said, "I'll think about it."

So we had another meeting. "We must show everybody that we are serious about this," I said. "Let's have a little protest meeting in front of the computer lab." About 30 people went there, standing in front of the lab, holding up signs saying: 'Let us into the lab!' and 'Computer time is not a crime.'

Ten minutes later, the head* was there. "I must ask you to leave," he said. "This is not helping." We didn't leave. "Oh," he said, "I promise a meeting for next Friday. Then we can sort it out."

"Hooray!" everybody shouted, and the head shouted, "Quiet, please!" And then we all left.

Next Friday, there was a meeting with the head. There were five of us and there were two computer education teachers. "No young labbies," the head said. "But we'll give it a try. Some of the older kids will be computer labbies for three hours every afternoon. And Mr Pringle and Miss Johnson will check on them. And I will, too, of course."

We agreed. And next week we'll start using the computer lab in the afternoons. I'm really looking forward to it.



VOCABULARY: *head – short for headmaster

15 How many of these tasks can you do?

- 1 The writer never gets to use the computer lab. T / F
- 2 Students can only use the computer room for learning. T / F
- 3 The writer spoke to the headmaster first about the problem. T / F

4 At the first meeting, the students

- ☐ organised a protest.
- ☐ discussed reasons why the situation was unfair.
- ☐ played about and broke things.

5 A labbie is someone who

- ☐ uses a lab a lot.
- ☐ works in a lab.
- ☐ looks after a lab.

6 At the second meeting, the students

- ☐ organised a protest.
- ☐ invited the headmaster along to discuss things.
- ☐ made protest signs.

7 Why did the headmaster promise the kids a meeting on Friday?

.....

8 How many people went to the final meeting?

.....

9 What's one thing you would like most to change in your school and why?

.....

2/10



16 Listen and check your answers.

LISTENING

Discussing a protest

2/11



17 Read the letter to the headmaster and then listen to the conversation. Find four differences in the letter and underline them.

Dear Mr Owens,

We are writing to ask you to think again about the end-of-year party. As you know, this is a very popular event. All the school leavers* love it. We understand that last year there was some trouble and some of the boys did not behave very well. We know that three windows were broken and we understand that you don't want this to happen again. But you don't have to stop our party. That was last year's school leavers, not us. We are asking you to change your mind, because if you say that we can't have our party, then we will have to organise a protest march. We are sure that all the students in all the years will join. Please remember that two years ago my brother organised a protest about the school library and it worked. We are sure that you don't want something like that to happen again.

Thank you for your attention.

Julian Harvey

VOCABULARY: *school leaver – Schulabgänger/in

18 CHOICES

2/12



A Complete the dialogue with the sentences from the box. There are two extra sentences. Then listen and check.

- | | |
|-------------------------------------|--|
| a But you can walk on the pavement. | d Why don't you go away? |
| b Why aren't you at school? | e And I want the right to work in peace and quiet here, too. |
| c Why do you want that? | f So what's the protest march about? |

Man 1.

Stephanie We want to keep this street a traffic-free zone.

Man 2.

Stephanie We want to be able to walk

Man 3.

Stephanie There isn't much room on the pavement. We want space for people, not cars.

Man 4.

Stephanie Well, maybe you need to organise your own protest march.

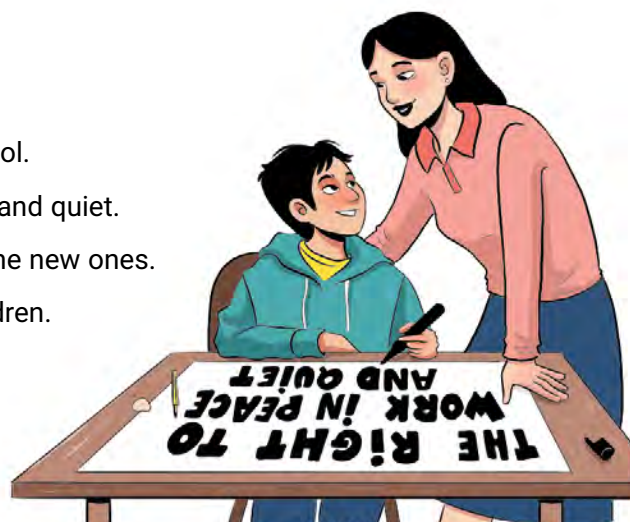


2/13



B Put the dialogue in the correct order. Then listen and check.

- ☒ 1 **Mum** What are you doing on?
- ☐ **Mum** Very funny, Harry.
- ☐ **Mum** Very good. Did you learn about your rights in school?
- ☐ **Mum** Like what?
- ☐ **Mum** What about?
- ☐ **Harry** Making a poster for school.
- ☐ **Mum** The right to work in peace and quiet.
- ☐ **Mum** You did. But I'm adding some new ones.
- ☐ **Harry** It's about the rights of children.



19 Read the task and what a student wrote. How much is it to go to the party?

Task

Someone asked you to design a leaflet for a school party.

On your leaflet say:

- ✓ where and when the party is
- ✓ who is invited
- ✓ what the entertainment is
- ✓ what food and drink there is
- ✓ how much it is to go

Trentdale Comprehensive School End of Year Party

Where: schoolyard

When: 6 p.m. to 8 p.m.

Parents, teachers, school children are all invited.

There will be games!

There will be a band!

There will be singing and dancing!

Sandwiches, cakes and beverages are free.

Free entry – but we are happy for donations!

See you at our party!

Tip: Layout

For a leaflet a good layout is important because it needs to attract the attention of the reader.

- Use a full page. Think how to best spread your text/pictures over it.
- Try not to leave large blank spaces at the bottom or the top of the page.
- Think how you can use different fonts and font sizes to highlight important information and to draw attention to your leaflet.

- 20 Look at the leaflet in 19 and write on it where and how you would improve it. (For example: Make "See you at our party" larger and bold it.)

Writing tip: Writing a leaflet

- Write your leaflet by hand first.
- Use short sentences.
- Use good slogans (e.g. SOS – Save Our Seals).
- Use words and phrases that are easy to remember (e.g. words starting with the same letter – Help with Homework).
- If possible, design your leaflet on a computer.

- 21 Now write your own answer to the following task.

Task

Someone asked you to design a leaflet for a school play.

On your leaflet say:

- ✓ what the title of the play is
- ✓ where and when the play takes place
- ✓ who is invited
- ✓ how to get tickets
- ✓ how much it is to go

WORD FILE

Getting the message across

to hand out leaflets
to sign a petition
to go on a protest march
to organise a meeting
to send out emails

How green are you?

to recycle paper, glass, plastic and cans
to save water and energy
to buy locally produced food
Don't drop litter.
Don't drive short distances.
Don't leave bottles or cans on the beach.
Don't buy a new bag. Bring your own.

MORE words and phrases

	ability	You have the ability to make a lot of people happy.	Fähigkeit
TT5	to exist	In fact, the Convention on the Rights of the Child didn't exist until 1990.	existieren
	right(s)	The UN lists the rights that all people around the world must have.	Recht(e)
	in general	In general, kids these days are lucky.	im Allgemeinen
	quality	You have the right to a good quality education.	Qualität
4	to be able to do	I haven't been able to talk to him for a few days.	fähig sein, etw. zu tun
	cottage	40 cottages here in the fields?	kleines Landhaus; Ferienhaus
6	compromise	I've heard they're working on some kind of compromise.	Kompromiss

	Good point.		Da ist was dran., Gutes Argument.
	to take action	<i>They take action straightaway to protest against the building plans.</i>	etw. unternehmen, aktiv werden
	town hall	<i>There's going to be a public meeting in the town hall next week.</i>	Rathaus, Gemeindeamt
	way out	<i>The politicians are trying to find a way out of the dilemma.</i>	Ausweg
7	majority	<i>Well, 40% is not a majority.</i>	Mehrheit
8	argument	<i>Which side of the argument do you agree with?</i>	Argument
	to protest	<i>We have to protest against the building plans.</i>	protestieren
10	city council	<i>We could write an email to the city council.</i>	Stadtrat
14	cloth bag	<i>I always take a basket or a cloth bag when shopping.</i>	Stofftasche
	hardly ever	<i>I hardly ever waste water.</i>	kaum
	lazy	<i>You probably know what you should do but you are too lazy.</i>	faul
	wrapping	<i>Don't throw paper, wrappings or bottles on the street.</i>	Verpackung
15	to stand up for	<i>You have to stand up for your rights.</i>	für etw. eintreten
	suffrage	<i>It's about suffrage, which is the right to vote.</i>	Wahlrecht
	suffragette	<i>The suffragettes fought for their right to vote.</i>	Frauenrechtlerin
	to vote	<i>In the early 20th century women wanted the right to vote.</i>	abstimmen
16	to attend	<i>However, girls were still not allowed to attend university.</i>	besuchen (Universität, Veranstaltung)
	to be equal	<i>Men and women should be equal.</i>	gleichberechtigt sein
	law	<i>In 1993, a law was passed that said men and women should be treated as equals.</i>	Gesetz
	nowadays	<i>The situation is much better nowadays.</i>	heutzutage
	to treat	<i>Men and women should be treated as equals.</i>	behandeln
18	arrest	<i>After Rosa Parks' arrest, there was a 381-day bus boycott.</i>	Verhaftung, Festnahme
	education	<i>The struggle was for education for women all over the world.</i>	(Aus-)Bildung
	to speak out	<i>Rosa Parks speaks out for girls' right to go to school.</i>	sich für etw./jdn. aussprechen, seine Meinung sagen
	to refuse	<i>Rosa Parks refused to give up her seat on the bus.</i>	(ver-)weigern
19	to close down	<i>The company got their jobs back, because the company closed down.</i>	schließen
	non-violent	<i>Chandi taught his people how to protest in a non-violent way.</i>	gewaltfrei
OYW5	businessman (pl)	<i>A rich local businessman gave the school some money.</i>	Geschäftsmann
	concern	<i>Each group plans its argument in support of their concerns.</i>	Anliegen, Sorge
	debate	<i>All social groups should be part of the debate.</i>	Debatte
	headteacher	<i>The headteacher could make the decision.</i>	Schulleiter/Schulleiterin
	to involve	<i>We want to involve children, teachers and parents in the decision.</i>	involvieren, einbeziehen
	organisation	<i>The school council is an organisation for the students.</i>	Organisation

UNIT 11 The Golden State

UNDERSTANDING VOCABULARY Places and sights in Death Valley

- 1 Fill in the missing letters to make vocabulary items from the story *Holiday in Death Valley* in your Student's Book on page 95.

1 d _ _ y 3 s _ _ o _ _ 5 b _ _ c _ _ p _ _ 7 h _ _ _ q _ _ a _ _ t _ _ r _ _
2 s _ _ g _ _ a _ _ 4 c _ _ n _ _ o _ _ 6 r _ _ d _ _ e _ _

USING VOCABULARY Places and sights in Death Valley

- 2 Complete the dialogues with the words from 1.

- 1 A We're in trouble! Call your parents on your mobile phone.
B I can't! There's no
2 A Look at this photo. Do you know what the building is?
B Yes, it's the United Nations in New York.
3 A How do you carry things when you're cycling?
B I put everything in my
4 A Do you like cycling?
B Yes, but not in the city — I like to the mountains and cycle on roads.
5 A I was at the match yesterday.
B I know — but there were so many people there, I couldn't you in the crowd.
6 A Why don't you wear your jeans?
B Because I washed them this morning and they aren't yet.
7 A We're going hiking to the Grand this summer.
B Don't get too close to the edge of any I don't want you falling off!

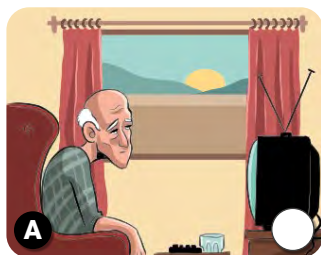
- 3 Complete the text with the correct form of the words in the box.

spot backpack quarters dirt road ridge canyon have no signal

Our plan was OK. We wanted to take a walk through a ¹ in a national park and then climb up to the top for the great views. Each of us had a ²
backpack with water and all the stuff you need for a one-day walk. First, we followed a
..... and after an hour we ⁴ a small path up the
canyon. We were sure that it was a good path up to the ⁵ After three
hours of climbing we were lost. We really couldn't go on, because the path was getting too
difficult, and we couldn't find the way down. We tried to phone our parents, but we
⁶ After another three hours, we heard voices. Two rangers from the
park's ⁷ were there on a training session. We were really lucky. They
helped us down and we got back safely.

UNDERSTANDING GRAMMAR Present perfect continuous

4 Match the sentences and the pictures.



- 1 They look tired. They've been running for three hours.
- 2 He's been watching TV all night.
- 3 He's only been playing for a month.
- 4 He's been talking on his mobile for an hour.
- 5 They've been practising this song for a long time.
- 6 She's been dreaming of a new mountain bike for months.
- 7 You've been chasing cats again!
- 8 She's been waiting for twenty minutes.

USING GRAMMAR Present perfect continuous

5 Put the words in the correct order and write the sentences.

- 1 raining / all day / has been / It / ☐
- 2 have been / I / presents / for / long / ☐
- 3 He / two months / when / as a waiter / working / ☐
- 4 April / has been / Since / two children / since / looking after / ☐
- 5 have / They / the doctor's waiting room / sitting / for an hour / ☐
- 6 have been / three days / I / for the test / for / studying / ☐

6 Each sentence here comes after a sentence from 5. Write A-F after the sentences in 5 to match them.

- | | |
|--|---|
| A That's why you haven't seen him for a while. | E That's why you haven't seen me online recently. |
| B That's why she's so tired. | F That's why I haven't got any money to buy you a coffee. |
| C That's why they're so bored. | |
| D That's why we haven't been outside today. | |

7 Complete the dialogues with the present perfect continuous form of the verbs in brackets.

- | | |
|---|---|
| 1 A Why are you so tired? | 4 A You play the piano very well. |
| B I very hard. (work) | B Thank you. I lessons for three years. (take) |
| 2 A Please get off the phone! You for almost an hour! (talk) | 5 A How long you English? (learn) |
| B Sorry! Here you are. | B For about years. |
| 3 A Are you angry with me? | 6 A in house for a long time? (live) |
| B Yes, I am! I for you for an hour! (wait) | B Yes, I |

8 Right or wrong? Put in a ☒ or ☐.

- | | |
|--|--------------------------|
| 1 I have known Henry for three years. | <input type="checkbox"/> |
| 2 We having been walking for hours and I'm tired. | <input type="checkbox"/> |
| 3 My sister's been annoying me all morning. | <input type="checkbox"/> |
| 4 We have been having our dog since last year. | <input type="checkbox"/> |
| 5 It's been snowing all day. It looks beautiful outside. | <input type="checkbox"/> |
| 6 They aren't at home because they have been going on holiday. | <input type="checkbox"/> |
| 7 James has been playing the guitar since he was six. | <input type="checkbox"/> |
| 8 You have been getting the answer to question 3 wrong. | <input type="checkbox"/> |

9 Correct the wrong sentences in 8

.....

.....

.....

.....


10 Complete with the present perfect simple or continuous form of the verbs in brackets.

- | | |
|--|---|
| Lisa Hi, Anna, it's my birthday! | Lisa Well, we ⁴ (see) |
| Anna What? From California? | some great places down south, and we're |
| Lisa Yeah, so let's keep it short. Tell everybody I'm fine. | planning to go north to a national park |
| Anna Oh, when are you? | tomorrow. We ⁵ (have) a really good time. |
| Lisa San Francisco. | Anna Good. Love to everybody. And Lisa? |
| Anna Oh, (ride) the cable cars? | Lisa Yeah? |
| Sure. John and I ² (walk) | Anna ⁶ (buy) |
| around a lot too. The others are just hanging out. | the California T-shirts I asked you about? |
| Anna Right. ³ (be) to any other places around San Francisco yet? | Lisa Not yet. I ⁷ (look), but I ⁸ (not find) them yet. But I will. |
| | Anna OK, thanks. Love you, big sis. |
| | Lisa Love you too, little sis. Bye. |
| | Anna Bye. |

11 Read Carol's tips for California.



Millions of visitors go to California every year, and most of them have a great time. However, if you're a first-time visitor, check out my tips. You might enjoy your trip even more!

ABOUT ME DESTINATIONS FOLLOW  CALIFORNIA

6 tips for your first trip to California

1 Remember that California is a big state!

Driving from north to south with a roadster will take you up to 14 hours. So don't try to visit all in one day. Only, you should spend at least two weeks in California, one week in the north, one in the south. And if you have a lot of time, you can spend another full week in the interior.

2 Think about renting a car

It's OK to get around in cities without a car, but if you want to go to places outside the cities, some wild parts of the coast or to the national parks, then it's better to have a car. If you plan to have a car in California, you'll need lots of time for your journeys. The traffic is very bad.



Yosemite



Death Valley



Redwood National Park

3 Go and see the national parks.

California has nine national parks. The most famous is Yosemite. Take at least a day to explore there. If possible, go to Death Valley and to Redwood National Park, where you can see trees that are more than 2,000 years old. If you want to visit more than two parks, buy a year pass – it's cheaper.

4 Book in advance online.

You can be more relaxed if you book your hotels and camping grounds in advance. Looking for a room can take up a lot of your time – time which you want to spend sightseeing or having a good time.

5 Use weekdays for visiting popular spots.

Plan visits to Disneyland and Hollywood on weekdays. These places will be full of people at weekends. Check out crowd calendars online where you can see the best times to visit.

6 Take your time

Once again, take your time to enjoy California. Relax, enjoy the food, spend some time on deserted beaches. For the perfect two-week holiday, take a trip to Northern California, see San Francisco, the Napa Valley and Yosemite in one week. Then take another week to see Los Angeles, Disneyland and San Diego. And then come back next year!



VOCABULARY:

*interior – hier: Landesinnere

12 How many of these tasks can you do?

- 1 California is very popular with tourists. T / F
- 2 To drive through California from north to south will take you more than a day. T / F
- 3 You should take at least two weeks to visit California. T / F

Complete the sentences with no more than 4 words.

- 4 A car is a big help if you want
- 5 Spend at least a day
- 6 Some redwood trees are more
- 7 Why should you book places to stay in advance?
- 8 What is a crowd calendar good for?
- 9 How does the writer suggest you spend your time in California?

2/14



13 Listen and check your answers.

DIALOGUE WORK Talking about your holiday

14 CHOICES

2/15



A Complete the dialogue with the sentences from the box. Then listen and check.

- a Yes, it had 26 rooms. Jack London died there. Because it burnt down in 1913, weeks before he actually wanted to rebuild it.
- b Like Jack London's "Wolf House" it was great. We saw lots of interesting places.
- c He died a few years after he wrote it. g That's right. He wrote *White Fang*. Remember, we had to read it last year.
- d Well, you can only see the ruins of it.

Martin How was your California trip?

Carina 1

Martin Like what?

Carina 2

Martin Jack London? The author?

Carina 3

Martin Yes. I remember. So what about "Wolf House"?

Carina 4

Martin Why only ruins?

Carina 5



Martin That sounds like very bad luck. Was it a big house?

Carina 6

Martin Why didn't he?

Carina 7



8 Put the dialogue in the correct order. Then listen and check.

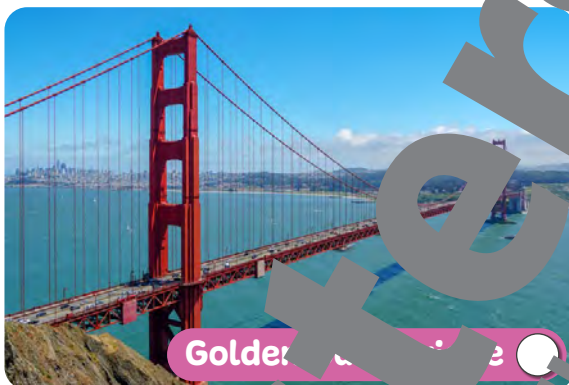
- ☒ 1 **Sharon** Did you know that lots of famous people come from California?
- ☐ **Sharon** He has the same name as you.
- ☐ **Sharon** Hmm, difficult to choose just one. Dwayne Johnson, maybe?
- ☐ **Sharon** No, his mother was. He was born in California.
- ☐ **Clint** My parents named me after him. Who is your favourite actor from California?
- ☐ **Clint** Yes, I know. Like the film star Clint Eastwood.
- ☐ **Clint** What? The Rock? I've seen him in many films. But I thought he was from Samoa.
- ☐ **Clint** So he's only half Californian then.



LISTENING



15 a Listen. Which of these bridges does Billy cross to work?



b Listen again and choose the correct answer.

- Billy is in the UK to
 - ☐ spend time with his family.
 - ☐ do some work for his company.
 - ☐ to organise his move to San Francisco.
- How many times does Billy cross the Bay Bridge for work every week?
 - ☐ 2 ☐ 4 ☐ 6
- What does Anne want to go to San Francisco to?
 - ☐ to see the Golden Gate Bridge
 - ☐ because she's got friends living there
 - ☐ because it always looks good in the films
- What does Billy like about his journey to work?
 - ☐ the roads have little traffic
 - ☐ the view
 - ☐ the weather
- Why does Billy never get tired of living in San Francisco?
 - ☐ because loads of good bands play there
 - ☐ because there's lots of things to do there
 - ☐ because it's cheap
- What does Anne want Billy to do?
 - ☐ invite her to his house in San Francisco
 - ☐ find her work at his company
 - ☐ show her some photos of California

16 Complete the dialogue with the questions in the box.

- a How much is a return with a young person's railcard?
- b And one last thing. Can we get food on the train?
- c Sorry, just one more thing. What platform does the train leave from?
- d And what's the next one after that?
- e How long does it take to get there?
- f Excuse me, what time is the next train to Manchester?
- g Can we have two returns, please?

Pauline 1

.....

.....

Assistant Let me see. It's at 10.56.

Pauline 2

.....

.....

Assistant 12.42.

Pauline 3

.....

.....

Assistant About an hour. If it's 12.42 is a bit quicker because you don't need to change.

Pauline 4

Assistant It's £15.

Pauline 5

Assistant Certainly. It's £26.

Pauline 6

Assistant Yes, there is a buffet car.

Pauline 7

Assistant Right, it's on the other side of the station.



2/18



17 Listen and check your answers.

18 Read the task and what a student wrote. What does Caroline want to know about the ticket?

Task

You've been invited to a friend's holiday cottage. You're sending her an email (60–80 words) to ask for some information.

In your email, ask:

- ✓ about bus connections
- ✓ about getting a ticket
- ✓ if you have to bring something along

FROM: caro13@mailconnect.com

SUBJECT: Details please :)

Hi Sarah,

Thank you for inviting me. I've already got the train ticket but not the bus ticket to your village. Could you let me know how often there are buses and how long it takes? Also, do I need a ticket on the bus?

Should I bring my sleeping bag? Is there anything else I can bring with me?

Looking forward to seeing you.

Love,
Caroline

Useful language:

Asking for information

- How long does it take ... ?
- How do I get to ... ?
- How far is it ... ?
- Is the walk ... ?
- When does ... leave?
- How much is a ticket?
- Can I book it online?
- Should I bring ... ?
- Do you want me to ... ?
- Do I have to change ... at ... ?

19 Now write your own answer to the writing task.

Task

You've been invited to your aunt's new house in the mountains. You're sending her an email (40–70 words) to ask for some information.

In your email, ask:

- ✓ where exactly her house is
- ✓ what kind of clothes/shoes you should bring
- ✓ how you can get there

.....

.....

.....

.....

.....

WORD FILE

Places and sights in Death Valley



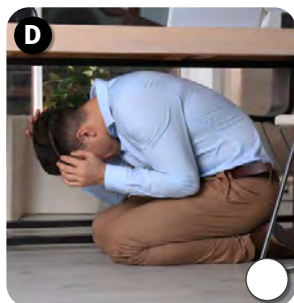
MORE Words and Phrases

1	fabulous	Don't forget our fabulous national parks.	fabulhaft
	height	The giant redwood trees can reach heights of more than 100 m.	Höhe
3	capital	Which city is the state capital of California?	Hauptstadt
	independent	California was an independent country for one month in 1846.	unabhängig
	innovation	California is famous for its innovations.	Erfindung, Innovation
	state	There are about 40 million people living in the state of California.	Staat
4	to commute	My mum commuted to the Valley every day.	pendeln
	connection	His internet connection was slow.	Verbindung
	programmer	Your mum works as a programmer.	Programmierer/Programmiererin
7	steep	A canyon is deep with steep sides of rock.	steil
8	to crack	My mouth was dry and my lips began to crack.	aufbrechen; zerbrechen
	four-wheel drive	We need a jeep with four-wheel drive in the desert.	Allradantrieb
	gold digger	Gold diggers were looking for gold.	Goldgräber/Goldgräberin
	gold rush	The California gold rush began in 1849.	Goldrausch
	lip	Her lips were so dry she started to cry.	Lippe
	mountain range	The valley is situated between two mountain ranges.	Bergkette
	shade (no pl)	I sought the shade of a giant rock.	Schatten
	to be situated	Where is Death Valley situated?	liegen, sich befinden
	thirst	A group of gold diggers got lost in the valley and died of thirst.	Durst
9	criminal	Alcatraz was home to some famous criminals.	Krimineller/Kriminelle
	cyclist	On Sundays, the road is only open to cyclists and roller skaters.	Radfahrer/Radfahrerin
	familiar	The Golden Gate Bridge is one of the most familiar sights of San Francisco.	vertraut, bekannt
	ferry	You can take a ferry to Alcatraz Island.	Fähre
	guided	These days you can go on a guided tour to Alcatraz Island.	geführt, geleitet
	to take over	On Sundays, the cyclists and roller skaters take over the street.	übernehmen
TGND6	to catch (the train)	They have to go to the platform to catch the train.	(den Zug) erwischen
	information office	If you need help, you can ask someone in the information office.	Informationsbüro, Auskunftsbüro
	railway	The railway service to Manchester is leaving from platform 3.	Zug, Eisenbahn
	totally	You are totally right about this.	total

UNIT 12 Natural disasters

UNDERSTANDING VOCABULARY Natural disasters

1 Match the pictures and the sentences.



- 1 In a forest fire, people often have to leave their homes.
- 2 There was a mudslide and it covered half of the village.
- 3 If there's an earthquake, it's a good idea to lie under a desk or table.
- 4 In an avalanche, an airbag might save your life.
- 5 Keep away from a volcano if you know it's going to erupt.
- 6 During a tsunami, buildings near the coast are in great danger.

USING VOCABULARY Natural disasters

2 Complete the sentences with words for natural disasters.

- 1 There was a terrible last night in Japan. It measured 7.2 on the Richter scale.
- 2 Last year was the worst ever. Many animals died because they didn't have any water.
- 3 We aren't going skiing next weekend. There's a that there might be
- 4 After the , many houses were under water.
- 5 It was difficult to put out the because of the strong winds. The helicopters weren't allowed to take off.
- 6 After the , everything was covered in water and it took weeks for the water level to go down.

USING VOCABULARY Fire safety

3 Use the words to complete the missing words.

- 1 (kosme) detectors
- 2 escape (turoe)
- 3 fire (lsrlid)
- 4 (etigenm) place
- 5 (ccekx) doors
- 6 (wrlac) low
- 7 Stop, (prod) & (lolr)

USING VOCABULARY Fire safety

4 Use expressions from 3 to complete the mini-dialogues.

- 1 A How do I escape a fire?
B One important thing is:
It's easier to breathe when you're on the floor.
- 2 A Check out this corridor.
B Why?
A In case of fire we have to walk down here. It's our
.....
- 3 A Sir, when we hear the fire alarm, where do we go?
B You should know that the
is behind the sports field.
- 4 A Did you hear? Jenny's house caught fire last night.
B Yes, luckily the
.....
.....
.....
What happens if my clothes?
B The best thing you can do
.....
..... and shout for help.

UNDERSTANDING GRAMMAR Passive (present and past)

5 Decide if the sentences are active or passive.

- 1 The hurricane destroyed thousands of homes.
2 The hotel was hit by a mudslide.
3 He was paid a lot of money for the rescue operation.
4 We aren't very happy with our room.
5 Fights over water have led to lots of conflicts.
6 The people were evacuated by helicopter.

Active Passive

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

USING GRAMMAR Passive (present and past)

6 Complete the text with the correct form of the verbs in the present simple passive.

How a new MEGASTAR
1 is found (find)!

Read this leaflet carefully. You could become a MEGASTAR in our reality show.

3 AGAINST THE JUNGLE!

2 Complete the entry card on the back and send it to us.

Tell us why you think you could be a SUPERSTAR

3 25 young people 4 (choose).
They 5 (invite) to our studio. They 6 (ask) to show how fit they are in front of a camera. Their performance 7 (film).
Then the films 8 (watch) by the members of our jury. It's that easy. Send in this card — and you could become a new MEGASTAR!

A week later, each of the final 10 young people 9 (ask) to do some difficult tasks in front of a lot of people. Then the 3 winners 10 (choose) by these people — and the winner could be YOU!

7 Read the report by Mariangela Melata. Complete with past passive forms.

At three o'clock, the people of Chiuso ¹..... (wake) by an earthquake. I ²..... (throw) out of my bed and in a few minutes most of my apartment ³..... (destroy). I ran out into the streets. Many of the buildings around me ⁴..... (damage) and most of the windows ⁵..... (break). The main street ⁶..... (block) by two fallen trees. During the day all the shops ⁷..... (close).

8 Write sentences for the pictures. Use the past simple past tense.



1 worm* / eat / bird

The worm was eaten by the bird.

2 football / hit / girl

The girl was hit by the football.

3 race / win / boy

The boy won the race.

4 dinner / make / Dad

Dad made dinner for us.

5 house / destroy / earthquake

The house was destroyed by the earthquake.

6 boys / chase / dog

The boys were chased by the dog.

7 plane / delay* / fog

The plane was delayed by the fog.

8 glass / break / cat

The cat broke the glass.

VOCABULARY: *worm – Wurm; delay – aufhalten, verzögern

9 Complete the text with the past passive form of the verbs in the box.

close take treat ~~kill~~ destroy

In yesterday's avalanche, two people ¹..... were killed..... and eight ²..... were taken..... and ³..... were treated..... to hospital. They ⁴..... were treated..... for shock and some cuts. One ski lift ⁵..... was destroyed..... and a small hut* ⁶..... was completely destroyed..... The ski lifts ⁷..... were closed..... for the rest of the day.

VOCABULARY: *hut – Hütte



...e having breakfast when suddenly the wind grew stronger and stronger. After one or two minutes, the windows broke and we could see sea water that covered the house of our neighbour below. We later learnt that the wave was more than four metres high. Luckily for the neighbours below us, they were away visiting their parents. Then we heard a loud bang. The roof of our house just flew off. And suddenly we were knee-deep in water. "Quick!" Dad shouted, "We have to get uphill to our friend's house. The water's rising and the wind is getting stronger." We ran outside and up the hill. I fell and Dad came back and helped me up, but it

Our neighbour's house was new, so we were well protected by its walls, but the roof was gone too. We were all cold and wet, but we were safe. In the afternoon, the winds were not so strong any more, but we could see the effects of the disaster all around us. There was no electricity, and there was also the danger of gangs breaking into homes. We were all lucky, and nothing happened to us. But we knew that not everybody was so lucky.

11 How many of these tasks can you do?

- 1 Yolanda had winds of more than 380 km/h. T / F
- 2 Reyna lived near the city of Tacloban. T / F
- 3 The family weren't worried, because every year only one typhoon hits the country. T / F
- 4 First, Dad suggested they
 - ☐ stayed inside. ☐ climbed onto the roof. ☐ got the car run away.
- 5 The windows broke,
 - ☐ and the doors broke too.
 - ☐ but the water didn't get in.
 - ☐ and a huge wave covered the neighbour's house below.
- 6 Dad told them
 - ☐ to go up the hill to the neighbour's house.
 - ☐ to climb onto the roof.
 - ☐ to shout for help.
- 7 How did they go up the hill?
.....
- 8 What was good about the neighbour's house?
.....
- 9 What were two of the effects of the typhoon?
.....

2/19



12 Listen and check your answers.

LISTENING

2/20



13 Listen to Sharon's story about an earthquake. Put the events into the correct order.



- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> They were relaxing at the hotel. <input type="checkbox"/> Sharon fell into her dad and her nose started bleeding. <input type="checkbox"/> Sharon was glad she didn't live in San Francisco. <input type="checkbox"/> Suddenly the room began to shake. <input checked="" type="checkbox"/> 1 An English girl, Sharon, and her family were staying in a hotel in San Francisco. <input type="checkbox"/> Then the room shook again and they all rushed to the doorway. | <ul style="list-style-type: none"> <input type="checkbox"/> She also said they should stand in a doorway if there was another earthquake. <input type="checkbox"/> Later she checked the internet and read that there were around 387 earthquakes a year. <input type="checkbox"/> Then a painting fell on her ankle. <input type="checkbox"/> The receptionist told them it was an earthquake. |
|--|---|

DIALOGUE WORK

14 CHOICES

2/21



A Complete the dialogue with the sentences from the box. There are two extra sentences. Then listen and check.

- a We're going there to learn some survival skills.
- b We've never been to Rio.
- c Well, for example, how to build a hut, how to make a fire, how to fish with a bamboo spear*, how to find water and so on.
- d Sure, what's the question?
- e That's right. Dad and I are going to a jungle camp in the Amazon.
- f I'd like that too.
- g I don't need them here, obviously. But they're good skills for life.

Fatima Hi, Joel. I hear you're going to Brazil?

Joel 1.....

Fatima Really? To do what?

Joel 2.....

Fatima What kind of survival skills?

Joel 3.....

Fatima That's quite a lot you have to learn. But I've got one question.

Joel 4.....

Fatima Why do you need these survival skills here in Oxford?

Joel 5.....

VOCABULARY: *bamboo spear – Bambusspeer

2/22



B Put the dialogue in the correct order. Then listen and check.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Dad Come on, Rose. We have to leave right away. | <input checked="" type="checkbox"/> Rose So we're in real danger. OK, let's leave now. |
| <input type="checkbox"/> Dad They say the fire is very close. We must evacuate. | <input type="checkbox"/> Rose So they want us to leave our lovely holiday cottage? |
| <input type="checkbox"/> Dad That's right. It's not going to burn down. | <input type="checkbox"/> Rose What, now? Why? |
| <input type="checkbox"/> Dad Because I just got a phone call from the police. | <input type="checkbox"/> Rose What did they say? |

DEVELOPING WRITING SKILLS Stories (2)

15 Read the task card that a student wrote. What was the climber's mistake?

Imagine you got caught in an avalanche. Write the story of what happened (120–150 words).

In your story, say:

- ✓ where you were and who was with you
- ✓ how you were rescued
- ✓ why the avalanche happened
- ✓ what happened afterwards
- ✓ how it affected you

There were four of us, and we climbed the Matterhorn up the 'normal route', past the 'Hörnligrat'. We were all good climbers and the sun shone, so we thought it would be no problem. When we were up at around 4,000 metres, we took a brief rest. I put my rucksack down, but I made the mistake of putting it too far away from me and it started sliding down. I tried to grab it and suddenly I slid down too. I only stopped after about a hundred metres, but everything seemed OK.



As I tried to climb back up, the snow broke away under me and it started to avalanche. It was not a big one, but it carried me away and soon I was under the snow – not deep, I didn't know. There was a small pocket of air next to my face, and I was shouting, but nobody heard me. I breathed hard and I felt very dizzy.

After what seemed an eternity*, a hand reached down to my shoulder and a few minutes later, my friends dug me out of the snow. It turned out my right arm was broken – that was the end of my Matterhorn dream.

VOCABULARY: *eternity – Ewigkeit

Language tip: Narrative tenses

We usually use past forms to tell stories. We use past simple to describe most of the action, but don't forget to use the past continuous too:

- set the scene
- describe an action happening at a certain time
- describe a longer action that is interrupted by a short action

- 16** There are six cases in the text where the past continuous would be better. Place the past simple forms with the past continuous ones.
- | | | |
|---------------|---------------|--------------|
| was breathing | was shining | was sliding |
| was trying | were climbing | were digging |

Writing tip: Writing a story (2) – Adding drama

- Try and use dramatic vocabulary, e.g. *grab* (not *hold*), *huge* or *enormous* (not *very big*).
- Use repetition (He hoped that And he hoped that And he also hoped that ...).
- Check your story develops in a logical way.
- If possible, put in something unexpected/surprising/dramatic
- Use good linking words to your sentences. Do not only use *and*, *but*, *also*.

- 17** Now write your answer to the following task.

Imagine you were in a boating accident. Write a story about it (120–150 words).

In your story, say:

- ✓ where you were and who was with you
- ✓ how you were rescued
- ✓ why the accident happened
- ✓ what happened afterwards
- ✓ what happened to you / the others

WORD FILE

Natural disasters

drought	volcanic eruption	forest fire
earthquake	mudslide	tsunami
hurricane	avalanche	flood

Fire safety

fire drill	to check doors
escape route	to crawl low
smoke detector	stop, drop & roll
meeting place	

MORE Words and Phrases

TT6	research	A lot of money is spent on the research of volcanoes.	Untersuchung, Recherche
	to be trapped	If you are trapped in an avalanche, no one can help you.	gefangen sein, festsitzen
4	pressure	The gas inside a volcano creates a lot of pressure.	Druck
	surface	There's a pool of magma under the surface of the volcano.	Oberfläche
	undersea	There are also undersea volcanoes that can erupt.	unter Wasser
6	border	There were fights at the Mexican border with the USA.	Grenze
	damage	The damage caused by the earthquake was bad.	Schaden
	to evacuate	Hundreds of people were evacuated from the area.	evakuieren
	to measure	The earthquake measured 7.0 on the Richter scale.	messen
	region	The region was hit by long periods without rain.	Region, Gebiet
	violent	Droughts have led to violent conflicts between the regions.	gewalttätig
8	to keep away from	Keep away from heavy furniture that might fall over.	fernbleiben von
9	to fall down	A few trees fell down because of the earthquake.	hinunterfallen
	to realise	I realised it was serious when I saw people running away.	realisieren, erkennen
	survival	We are looking for people who are amazing survival stories.	Überleben
	underneath	I just got under the kitchen table.	unter
10	ash	He used ash from the volcano to draw a face on the wall.	Asche
	castaway	How would you spend your time if you were a castaway?	Schiffsbrüchiger/Schiffsbrüchige
	to deliver	He still has to deliver the parcel, unopened one day.	zustellen, liefern
	delivery company	Chuck worked for a worldwide delivery company.	Zustelldienst
	flame	He was trying to make fire and finally he saw a flame.	Flamme
	to get used to	As the years went by, Chuck got used to the island.	sich an etw. gewöhnen
	hometown	Chuck knew the island as well as his hometown.	Heimatstadt
	joy	He lived with joy.	Freude
	parcel	He put the unopened parcel next to him.	Paket
	raft	Chuck built a raft to escape the island.	Floß
	shelter	He built himself a shelter from the rain.	Unterschlupf, Unterkunft
	to turn	The rainfall quickly turned into heavy snowfall.	verwandeln, hier: zu etw. werden
13	miracle	It's a miracle that we survived the earthquake.	Wunder
14	desert island	What would you take on a desert island?	einsame Insel
	pleasure (no pl)	It's a pleasure to be here.	Freude, Vergnügen
18	in case of	In case of fire go outside!	im Falle von
	lighter	Don't play with lighters.	Feuerzeug
21	to collapse	The house could collapse during an earthquake.	zusammenbrechen

UNIT 13 Difficult decisions

UNDERSTANDING VOCABULARY Making decisions

1 Match the sentences to make dialogues.

- | | |
|--|---|
| 1 Do you want cake or ice cream or both? | <input type="checkbox"/> Why don't you sleep on it and tell me if you want it in the morning? |
| 2 Tomorrow I might watch the match or I might go for a walk. | <input type="checkbox"/> I'm really at a loss. I can't get her another bottle of perfume. |
| 3 I'm not sure I want to do this job. | <input type="checkbox"/> Hmm. Both sound good. I can't make up my mind. Maybe both. |
| 4 Have you decided what you're getting your mother for her birthday? | <input type="checkbox"/> We're actually having second thoughts and thinking about something instead. |
| 5 This is a difficult decision. | <input type="checkbox"/> It is. But we are sure we'll find a way out. And you don't have to decide now. |
| 6 Are you still planning to go to Spain for your holidays? | <input type="checkbox"/> Am I still in two minds about it? I'd say let's check the weather first. |

USING VOCABULARY Making decisions

2 Complete with the missing words.

- It's a difficult situation, but I'm sure we can find a out of it.
- I'm really at a I'm sure I should invite Ben to the party next Saturday.
- I really can't make up my which one I should buy – the blue or the black T-shirt. I like them both.
- I don't know if I can join the team – let me on it.
- I'm not sure if I'm going to the cinema tonight. I'm in minds about it.
- I'm having thoughts about camping this weekend. The weather is going to be terrible.

3 Use phrases from exercise 2 to complete the mini-dialogues. Sometimes more are possible.

- Mona** Should we go to John's party on Friday or to the show at the Galaxy?

Silvia Hmm. It's a difficult decision. What would you like to do?

Mona I don't really know. That's why I'm asking.

Silvia Hmm. I don't know either. I'll tell you tomorrow.
- Ferid** Shall we go on with the project about cats?

John I don't know.

Ferid Why?

John On the one hand, it's really interesting. On the other hand, I've got enough of cats.
- Amy** The headmaster said no to our party.

Luke Did he? But why?

Amy Too many kids, not enough space, no teachers to supervise*.

Luke I don't believe it. There must be a solution. We've always had that party.

VOCABULARY: *supervise – beaufsichtigen, betreuen

4 Match the beginnings and endings of the sentences.

- | | |
|--|---|
| 1 If I had enough money, | <input type="checkbox"/> you'd get better marks. |
| 2 If my brother had a problem, | <input type="checkbox"/> I'd buy a new computer. |
| 3 If I found some money in the street, | <input type="checkbox"/> would you tell me? |
| 4 If you worked harder, | <input type="checkbox"/> I'd take it to the police station. |
| 5 If I was president of Austria, | <input type="checkbox"/> I'd change lots of things. |
| 6 If you knew the answer, | <input type="checkbox"/> I'd help him. |

5 Circle the correct word.

- | | |
|--|---|
| 1 If I <i>have</i> / <i>had</i> more money, I'd buy the hat for you. | 5 If he <i>could have</i> / <i>had</i> a girlfriend, he'd be very happy. |
| 2 If you <i>go</i> / <i>went</i> to London, you'd learn a lot of English. | 6 If it <i>was</i> / <i>is</i> a test tomorrow, I <i>wouldn't</i> / <i>didn't</i> pass. |
| 3 If it was my birthday today, I'd get / I got a lot of presents. | 7 If I <i>did</i> / <i>do</i> find money in the street? |
| 4 I would help you if I <i>didn't</i> / <i>wouldn't</i> have homework to do. | 8 If he <i>didn't</i> / <i>wouldn't</i> like New York if he lived there. |

6 Put the dialogue in the correct order.

- ☒ 1 A I'd like to get better marks at school.
☐ A That's right. And then I'd love to go to university for being late.
☐ A Well, if I got tired, I'd need to sleep more.
☐ A Yeah, but if I studied more, I'd be tired in the evening.
☐ B What's the problem? Being tired?
☐ B Well, if you studied more, you'd get better marks.
☒ 8 B Oh dear. My head hurts!
☐ B And if you slept more, you wouldn't wake up in time for school.



USING GRAMMAR 2nd conditional

7 Put the verbs in bracket in the correct form.

- If I see her (be) here, I *would be* (be) very happy.
- If she (not live) in London, I (see) her more often.
- If I (have) a dictionary, I (look) this word up.
- If my car (not be) broken, I (write) some emails.
- If you were here, she (not let) you do that!
- If my mother (be) angry if she (know).
- If I (not be) so tired, I (play) football with you.
- We (not see) them very often if they (not live) next door.
- My parents (buy) a bigger car if they (have) the money.

8 Write the sentences using If

1 I don't like Sally. I don't talk to her.

If I liked Sally, I'd talk to her.

2 He doesn't have a laptop. I don't send him emails.

If

3 She's ill. She isn't at school.

If

4 I like you. I help you with your homework.

If

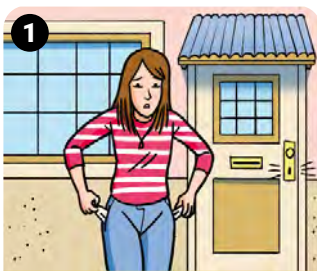
5 They're on holiday. They aren't here today.

If

6 Her phone is out of battery. She doesn't call you.

If

9 Look at the pictures. Write three more dialogues.



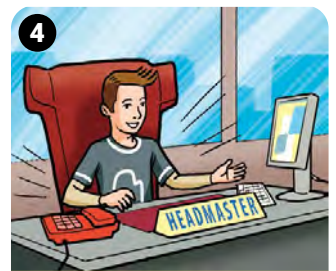
lose your key



see a famous person



see your teacher
at the school disco



be headmaster
of your school

1 A What would you do if you lost your key?

B I'd go to my friend's house.

2 A

B

3 A

B

4 A

B

10 Write your own answers to the questions.

1 What would you do if your best friend stopped talking to you?

2 What would you do if you lost your wallet?

3 What would you do if you won a lot of money?

4 What would you do if you were the president of your country?

5 What would you do if you could travel in time?

6 What would you do if you forgot who you were?

11 Read the text. What is Carl's dilemma?

A difficult decision



Hi, I'm Carl. I work on the school paper. Elvira is the boss and I'm her assistant. We're doing well. Every month, we print 300 copies, we get lots of ads for our paper, and we have an online version where you can leave comments. Carl forgot to tell you the name of the paper. It's called *The Light*, because we shine a light on* what is happening at school.

Here's an example of how we work. A few weeks ago, Elvira asked me to look into a case at school. Things were disappearing from the lockers all over school. "There must be a thief," Elvira said. "Talk to the kids whose things are missing and see if you can find anything."

"Great," I thought. Now I have a way of being a detective! But I didn't find anything. I talked to 20 kids and found out that their books were stolen, that books and pens were missing, that an expensive jacket and a camera were missing. But there were no clues at all. What could I write about? Nothing would interest anyone. But if I could find out who was behind it, that would make a great story.

It was Saturday, and on Monday I had to tell Elvira that I couldn't come up with* a story. On Saturday I always go to the market to see if there are interesting old magazines.

Like ground as usual and I spotted two kids from school: a boy I didn't really know and a girl I knew well because she lived next door. The boy was wearing a cool jacket just like the one that was missing.

In the afternoon, I went to see Astrid, the girl next door. She invited me in and we had a chat about school. And then I told her about my visit to the market. Astrid looked frightened and then she started to cry. "My boyfriend Ben and I have been opening lockers and stealing things," she said.

"You have to stop that right away," I said. "Or I will have to take it to the headmaster. And you have to return the things you stole."

"Please, don't tell anyone," she said. "We will stop it right away. And we'll return the things. I promise."

No more things were stolen the next week. And I didn't tell Elvira about Astrid and her boyfriend. I told her that I couldn't come up with a story.

But then, a week later, another bag was stolen. I talked to Astrid right away, and she said, "Ben and I didn't do anything. Honestly."

Now I'm not sure what to do. Should I believe Astrid? Should I talk to Elvira or the headmaster? I have no idea.

VOCABULARY: *shine a light on sth. – etw. beleuchten, deutlich machen; come up with sth. – sich etw. einfallen lassen

12 How many of these tasks can you do?

- 1 300 copies of *The Light* are printed every week. T / F
- 2 Carl was trying to find out who stole things and money from the lockers. T / F
- 3 He talked to kids and teachers. T / F

Complete the sentences with no more than 4 words.

- 4 On Monday, Carl wanted to tell Elvira that
- 5 At the market, he spotted two
- 6 Carl went to see

Answer the questions in one sentence.

- 7 What did Carl ask Astrid to do?
.....
- 8 What happened a week after the talk between Carl and Astrid?
.....
- 9 What would you do in Carl's position?
.....

2/23



13 Listen and check your answers.

LISTENING Talking about dilemmas

2/24



14 a Listen to Eve and Ken playing the dilemma game. Put the situations in the order that you hear them.



2/24



b Listen again and answer the questions with Eve or Ken.

Who would ...

- 1 ... know their brother spent the night?
- 2 ... know their brother wanted them to do?
- 3 ... tell their teacher all they knew?
- 4 ... say anything about the window if they were the guilty person?
- 5 ... leave the wallet on the ground?
- 6 ... find out who the wallet belonged to?

15 Now write your answer to each dilemma from 14.

- Dilemma A
- Dilemma B
- Dilemma C

DIALOGUE WORK

16 CHOICES

2/25



A Complete the dialogue with the sentences from the box. There is one extra sentence. Then listen and check.

- a I failed the last test.
- b I'm not sure. Maybe we should speak to Andrea first and ask why she does it.
- c And we work hard, but always do worse.
- d It's not fair on us really.
- e Did you see Andrea cheating in her biology test?
- f She always cheats, and she gets away with it.



Derek 1
Mo Yes, I did.
Derek 2
Mo She does. The teacher never catches her.
Derek 3
Mo I agree, because she always gets the best grade.
Derek 4
Mo Do you think we should tell the teacher?
Derek 5
Mo That's a good idea.

2/26



B Put the dialogue into the correct order. Then listen and check.

- ☒ 1 **Alissa** Can I keep a secret, Susan?
- ☐ **Alissa** Yeah. I saw him holding hands with her.
- ☐ **Alissa** I saw him at the cinema yesterday.
- ☐ **Alissa** I know. My problem is, should I tell Sandra?
- ☐ **Susan** Tell him with another girl, not with his girlfriend Sandra.
- ☐ **Susan** So? What's the problem? Why can't he be at the cinema?
- ☐ **Alissa** Of course, I can. What is it?
- ☐ **Susan** Definitely. I'd tell her if I were you.
- ☐ **Susan** Oh dear, now I get it. Sandra will be furious.
- ☒ 6 **Susan** I still don't understand. So there was another girl there.



17 Read the task and what a student wrote. What is the Butterfly Lady's wish for herself?

Task

You were asked to contribute an IF-poem to a poetry website. Write a poem.

Think about:

- ✓ a situation / a person / an incident for your poem
- ✓ a way to repeat the *if*-construction
- ✓ a punchline
- ✓ a title

The Butterfly Lady

If I could have three wishes,
I'd wish for another three.
But I know that in all fairy tales
This is something that cannot be.
So if I had three wishes,
I'd wish for a peaceful world
In which nobody has to go hungry
In which nobody is without a home.
But for me I would wish to have butterflies
That fly around on my skin.
So wherever I go
People would be happy to see me.
Here comes the Butterfly Lady
Who makes them smile
At least for a while.



Tip: Writing poetry

When writing a poem always think carefully about the language.

- Which word is the best?
- Which words or phrases should I repeat?
- Should I use rhyming words or not?
- How long are the lines of the poem?
- Think of a strong opening line to attract the reader's attention.

18 Read the text in **17** again and find out:

- how many *if*-sentences there are
- how many repetitions there are
- how many rhymes there are

Writing tip: Writing a poem

There are many ways to write a poem. Here are some things to consider:

- Think of what you want to write about (e.g. the seasons, a person, an animal).
- Think of how long your poem should be (e.g. is it a one-stanza poem?).
- Think about rhyming words – a poem doesn't have to rhyme.
- If you want to rhyme, there are some good rhyming dictionaries online.

The most important thing is:

Just write. And write. And write.

And then rewrite and rewrite.

Ask a friend for feedback. And then rewrite and rewrite.

19 Now write your own answer to the following task.

Task

You were asked to contribute a poem about summer to a poetry website. Write the poem.

Think about:

- ✓ what aspects of summer you want to write about
- ✓ if it's a nature poem or a people poem
- ✓ whether you want to rhyme
- ✓ a title for your poem

Handwriting practice area with lined paper.

Making decisions

to **make up your mind**
to **sleep on it**
to **find a way out of** a dilemma

to **be in two minds about** sth.
to **have second thoughts about** sth.
to **be at a loss**

MORE Words and Phrases

1	dilemma	<i>I'm sure we'll find a way out of this dilemma.</i>	Dilemma, Zwangslage
	to reach a decision	<i>I'm happy we could reach a decision.</i>	eine Entscheidung treffen
2	to cancel	<i>You can't just cancel because you want to play football.</i>	abkasseln
	disappointment	<i>It's a big disappointment that you can't play on Saturday.</i>	Enttäuschung
	granddad	<i>We are going to visit granddad in the autumn.</i>	Opa
	to kick sb. off	<i>My coach is going to kick me off the team.</i>	rausschmeißen
	to move	<i>They have asked to move the goalposts.</i>	(sich) bewegen; umziehen; hier: verschieben
	to rethink	<i>I'll have to rethink my decision.</i>	überdenken
5	to deserve	<i>You deserve to feel special on your birthday.</i>	verdienen
	except	<i>Everyone knew – except you.</i>	außer
	It's a shame.		Das ist schade.
6	lift	<i>Can you give me a lift home?</i>	hier: Mitfahrgelegenheit
7	alibi	<i>Your brother asked me to give him an alibi for last night.</i>	Alibi
8	ID (=identification)	<i>Can I see your ID?</i>	Personalausweis
	to keep quiet	<i>I'd keep quiet if I hadn't asked you what happened.</i>	still sein, schweigen
	to tell on sb.	<i>I'm not going to tell on my friend.</i>	jdn. verpetzen
9	detention	<i>If you say anything, you'll probably get detention.</i>	Nachtsitzen
10	to put up	<i>Put up a note on the fridge.</i>	aufhängen
11	to ask sb. out	<i>Jim asked me out, but I don't want to go out with him.</i>	jdn. nach einem Date fragen
12	accidentally	<i>Coming down the stairs, you accidentally dropped the vase.</i>	versehentlich
	to argue	<i>I don't like to argue with my parents.</i>	streiten, diskutieren
	to look the other way	<i>Someone needs help, don't look the other way.</i>	wegschauen
	to pretend	<i>Would you pretend you weren't my friend?</i>	vortäuschen, so tun, als ob
13	to reject	<i>Tania just rejected my advice.</i>	ablehnen, zurückweisen
OYW6	homemade	<i>I could give him some homemade vouchers.</i>	hausgemacht
	neither of	<i>Neither of us has any money.</i>	keiner von
	voucher	<i>I make a voucher that says: maths homework.</i>	Gutschein
	to wrap	<i>I'll wrap the present and give it to him.</i>	verpacken

UNIT 14 Into the wild

UNDERSTANDING VOCABULARY Holiday plans

1 Match the sentence halves.

- | | |
|--|--|
| 1 Can I make | <input type="checkbox"/> out when we'll be there. |
| 2 Sorry, you can't book a direct | <input type="checkbox"/> a flight to get there. |
| 3 I'm not sure what time it finishes. We'll find | <input type="checkbox"/> out the route to the hotel. |
| 4 There's no station. We'll need to hire | <input type="checkbox"/> a reservation for two nights, please? |
| 5 Look, here's the map. Let's plan our | <input type="checkbox"/> some places to eat online. |
| 6 Let's check | <input type="checkbox"/> flight times to the Town. |

USING VOCABULARY Holiday plans

2 Choose the correct answers.

- | | | | | | | |
|-------------|-------------|----------|-----------|----------|---------|---------|
| 1 a planned | 2 a checked | 3 a done | 4 a found | 5 a book | 6 a buy | 7 a buy |
| b found | b hired | b made | b looked | b surf | b watch | b hire |
| c looked | c made | c had | c checked | c check | c look | c make |

- A Have you ¹..... your trip?
- B Most of it. My dad's ²..... a car to drive us to the airport and we'll ³..... the hotel.
- A What are you going to do there?
- B I'm not sure. We haven't..... out about all the things there are to do.
- A Why don't you ⁵..... out the area on the internet?
- B That's not a bad idea. Maybe I can ⁶..... at a map of the area online.
- A What about the language? Are you taking lessons?
- B No. I think I'll ⁷..... a dictionary to use there.
- A Well good luck, and don't forget to send me a postcard.
- B I won't!

3 Tick the verbs and phrases that go together.

	pay	a trip	a hotel reservation	a car	a dictionary	a map of the area	the area out online	out about good restaurants	information about the best beaches
book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
look at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNDERSTANDING GRAMMAR *be going to*

4 Write what they are going to do in 10 years.

1 Jonathan work in a restaurant

2 George write successful books

3 Maria be a French teacher

4 Miriam open a shop

5 Sid marry Maria

6 Mike run in the London Marathon

7 Hannah win a lot of money

8 Anna design furniture

1 Jonathan is going to work in a restaurant.

2

3

4

5

6

7

8

USING GRAMMAR *be going to*

5 Complete the questions.

- 1 A What do at the weekend?
B I'm going to do nothing!
- 2 A What do in the do when you leave school?
B I'm going to stay home for three weeks.
- 3 A Who organise the party?
B My friends are going to come.
- 4 A Why play football today?
B Because my leg hurts.
- 5 A What do when you leave school?
B I'm going to work in a bank.

6 Complete with the correct form of *be going to* and the verbs in brackets.

FROM: val14@...
SUBJECT: ...

Hi Marleen,

We're planning our holiday - I think. We ¹ (drive) around
..... never been there. We ² (see) as many
places as possible. We ³ (not go) camping this year.
We ⁴ (stay) in small hotels. Dad ⁵
..... (rent) a car, unless he forgets. Don't worry - I ⁶
..... (remind) him right away.

Best,
Valerie

7 Read the poem and complete with the *be going to* forms.

What am I going to do?



I ¹ (get) on a plane
And fly away
I ² (go) to a country
Where I want to stay.
I ³ (find) a job there
And buy a welcome mat
I ⁴ (earn) a lot of money
And buy a flat
I ⁵ (put) the mat
In front of the door.
I ⁶ (wait) and wait
And sit on the sofa.
One day, I ⁷ (hear) a knock
And there's a lovely girl outside.
We ⁸ (fall) in love and then
A year after, she'll be my bride.
And I ⁹ (wake)
From my dreams.
I ¹⁰ (make) some tea ...
Yeah, and a good idea it seems.

8 Complete the email with the correct form of *be going to* and the verbs in the box.

fly meet take stay because go



FROM: alex.s@connect.com
SUBJECT: Botswana plans.

Hi Tim,
Good news! We ¹ to Botswana in July because that is when you can see
a lot of animals. We ² to Gaborone. Dad ³
some pictures there and then we ⁴ in the Okavango Delta for a few days.
Of course, I ⁵ a lot of pictures, and I ⁶ them for
a slide show at school. I'm sure it ⁷ awfully interesting.
See you,
Alex

READING

- 9 Read the text about a tour to the Okavango Delta in Botswana.

Classic Botswana

What is the Okavango Delta?

It is one of the world's most famous wilderness areas. The delta is formed by thousands of channels* of the Okavango River with clear water. There are a lot of small islands and larger dry open areas with bush and a lot of trees. The Okavango is home to more than 400 different kinds of birds and large herds of buffalo, antelopes and elephants. You will also find crocodiles, cheetahs, leopards, lions and different kinds of monkeys. In June and August, during Botswana's winter months, the river swells to three times its size. This makes the area one with Africa's highest concentration of wildlife.



What are the camps like?

There are camps with bungalows or very nice tents, each with a private shower and toilet. In each camp there is also a large dining room. All meals are taken by the guide, and a shop where you can buy souvenirs. Of course, there are also luxury camps with private balconies and very large rooms. Many camps offer great views of the countryside. You can enjoy waking to the sounds of wildlife. Normally, people go to at least one water camp and one bush camp.

What can you do at the camp?

You get up at six o'clock and have a wonderful breakfast. Then at half past six, the first drive of the day starts, and it ends at ten or eleven. When you stay in a camp in one of the large dry areas you will go for a drive in a Land Rover.

When you stay in a water camp you will either go by boat or by a pole which is called a 'mokoro'. There are only seats for two people in a mokoro. The guide uses a long stick to push the canoe along.

When you come back to the camp, lunch will be waiting for you. Then you can rest or relax until five.

At five, there is the second drive of the day and part of it will be in the dark. The guides will use a spotlight* to look for animals.

When you come back at about nine, dinner will be waiting for you. After that, you may have a chat round the camp fire.

When you go to bed, a guide will go with you to your bungalow or tent as there may be wild animals like elephants or lions around.



VOCABULARY: *channel – Kanal; herd – Herde; spotlight – Suchscheinwerfer

10 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 Thousands of channels from the Okavango River
- 2 More than 400 birds
- 3 The delta is three times bigger in
- 4 Bungalows and tents
 - ☐ all have private showers and toilets.
 - ☐ all have a kitchen.
 - ☐ are often very uncomfortable.
- 5 In each camp,
 - ☐ you can cook your meal yourself.
 - ☐ there is a large dining room where you can take your meals.
 - ☐ there is a dining room for dinner only.
- 6 Most people
 - ☐ wake up early in the camps.
 - ☐ stay in two different types of camp.
 - ☐ stay in luxury camps.
- 7 What do guests do in the morning?
.....
- 8 What do guests do in the afternoon?
.....
- 9 What do guests do in the early evening?
.....

2/27



11 Listen and check your answers.

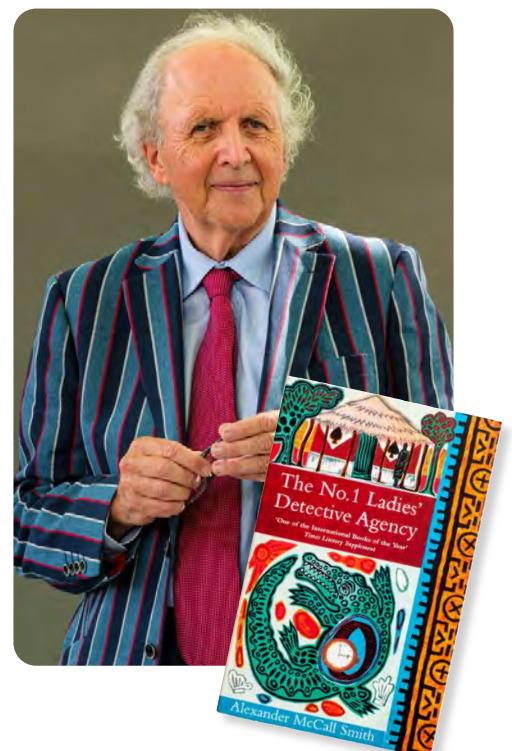
LISTENING

2/28



12 Listen to Larissa talk about Alexander McCall Smith. Then answer the questions.

- 1 What are the two favourite hobbies of Larissa's family?
.....
- 2 What is Mma Ramotswe's favourite food?
.....
- 3 How many books has Alexander McCall Smith written so far about Mma Ramotswe?
.....
- 4 What kind of character is she?
.....
- 5 What does Mma Ramotswe teach us about Africa?
.....
- 6 Why does Larissa think that McCall Smith is good at writing about Africa?
.....



DIALOGUE WORK

13 CHOICES

2/29



A Complete the dialogue with the sentences from the box. Then listen and check.

- a Then we're renting a car and touring the country.
- b No, I don't think so. Just a few famous places, like the Cliffs of Moher or Galway.
- c We're going to Ireland.
- d I'm sure you will.
- e First, we're going to stay in Dublin for three days.
- f My sister and my parents. And me, of course.



Sharon Linus, where are you going for your next holiday?

Linus 1 Sharon All of Ireland?

Sharon Who's we?

Linus 2 **Sharon** Sounds great. I've never seen the Cliffs of Moher, but one day, I want to go there.

Sharon And what are your plans?

Linus 3 **Linus** 6

Sharon ... and then?

B Put the dialogue in the correct order. Then listen and check.

☒ **Zen** How was the day in Cape Town?

☐ **Zen** MOCAA, that's that?

☐ **Zen** I see. And you also go to Table Mountain?

☐ Really? How long did that take? Walking down, I mean.

☐ What did you do there?

☐ **Lily** Something like four hours.

☐ **Lily** We walked around and we went to some great museums like the MOCAA.

☐ **Lily** That's the Museum of Contemporary Art Africa. It was very impressive.

☐ **Lily** Yes, we did. We took the cable car up the mountain, and then we walked down.

☐ **Lily** It was really great.



2/30



14 Read the task and what a student wrote. Why are Alessia and George worried?

Task

Your teacher asked you to write a summary of the story *Alessia* (SB p. 58; 140–170 words).

Write about:

- ✓ who Alessia is
- ✓ what George thinks about her
- ✓ what his mum wants him to do
- ✓ how he reacts
- ✓ how George and Alessia slowly become friends
- ✓ what their problem is

Alessia is about a girl who comes to England from another country and who can't speak English. The boy next door is a bit disappointed because he was hoping for a boy he could play football with.

Soon after Alessia and her parents move in, George's mother asks him to take things to her like old books and games. George doesn't like this, and suddenly thinks he must do all the things himself.

But George's mother insists, and George actually likes the way Alessia smiles at him when George comes here.

George goes to see Alessia more and more often, and after a while, George quite likes her. Alessia's English improves and George often talks to Alessia. George even steps in when someone is bullying Alessia at school.

Two years later, George and Alessia are good friends. Unfortunately, Alessia's parents are talking about moving, and George and Alessia are rather unhappy about this.

VOCABULARY: *insist – auf etw. bestehen

Language tip: Using pronouns

Pronouns are useful because they help you avoid repetition of nouns in your writing. However, it is important to use the correct ones and make sure it's clear what they refer to. Otherwise you can easily confuse your reader.

15 Read the text in 14 again. In the first paragraph, six pronouns have been highlighted.

a What do they refer to?

In the rest of the text, no pronouns have been used for George and Alessia.

b How could you replace the names with pronouns? Be careful not to replace them all.

Writing tip: Writing a summary

- Read the text carefully and underline the most important information.
- Make sure you don't mention too many details.
- Use the present tense for your summary.
- Use time expressions (*soon after, after a while, two years later* ...).
- Connect ideas (*and, but, because, actually* ...).
- Avoid direct speech in your summary.
- Think carefully how to use paragraphs.
- Stick to the number of words for your summary.

16 Now write your own answer to the following task.

Task

Your teacher asked you to write a summary of the story *An Argentinian adventure* (WB p. 24; 140–170 words).

Write about:

- ✓ who Will is
- ✓ what his plans are
- ✓ how he passes his days
- ✓ what the most difficult thing for him is
- ✓ what happens with Will and the farmer in the field
- ✓ what happens after the shooting

WORD FILE

Holiday plans

to **plan** a trip

to **book** a holiday

to **make** a hotel reservation

to **hire** a car

to **check** the area **out** online

to **find** out about the area

to **buy** a dictionary

to **find** out about good restaurants

to **find** out about the best beaches

to **find** a map of the area



MORE Words and Phrases

TT7	bug	We built a hotel for all kinds of bugs.	Insekt
	to prefer	I like bananas, but I prefer apples.	bevorzugen
4	official language	The official language in Botswana is English.	Amtssprache
6	balcony	I saw a man on the balcony of our room.	Balkon
	crime	Killing leopards is a crime.	Verbrechen
	to dig	I'm going to dig for diamonds tomorrow.	graben
	shocked	I was really shocked when I saw the car crash.	schockiert
	wild animal	There are lots of wild animals in Botswana.	Wildtier
	wetland	The Okavango is a large wetland.	Sumpfbereich
8	otherwise	We need to protect the leopards. Otherwise, they'll die out.	andernfalls, sonst
	stuffed	Stuffed baby crocodiles are illegal wildlife souvenirs.	ausgestopft
	wildlife	Tourists take about 50,000 illegal wildlife souvenirs back to Britain.	wilde Tierwelt
9	at once	If you see a leopard, tell me at once!	sofort
	branch	Leopards like to climb trees and sleep on the branches.	Ast
	by the way	Oh, by the way, I was really glad to see you again.	übrigens
	impolite	I didn't say anything because I didn't want to be impolite.	unhöflich
11	round a bend	We saw the car and drove round a bend.	um eine Ecke, um eine Kurve
	bush	There's a black car in the bushes over there.	Busch
	cut	He had a cut on his head.	Schnitt(-wunde)
	to drive off	Suddenly, the black car drove off very fast.	wegfahren
	engine	He stopped the car and switched the engine off.	Motor
	front seat	I was sitting in the front seat of the big Land Rover.	Vordersitz
	park ranger	Alex took out his walkie-talkie and called the park rangers.	Parkwächter/Parkwächterin
	sunburn	Hippos stay under water because they're afraid of getting a sunburn.	Sonnenbrand
	to turn over	The Land Rover turned over and landed on its roof.	(sich) überschlagen
	to whisper	He whispered the secret in my ear.	flüstern
13	crash	There was a car crash on May Street.	Unfall, Zusammenstoß

ANSWER KEY – Workbook

UNIT 1

- 1 3, 5, 6, 1, 4, 2
- 2 1 audition, 2 give up, 3 takes, 4 try, 5 make, 6 training, 7 way, 8 get back
- 3 hip-hop, classical, reggae, heavy metal, rock, dance, blues, jazz, pop, indie, folk, opera
- 5 1 play, 2 sings, 3 plays, 4 sing, 5 does, 6 do, 7 writes, 8 write, 9 don't, 10 doesn't
- 6 1 dreamt/dreamed, 2 got, 3 didn't / did not know, 4 took, 5 didn't / did not want, 6 were, 7 didn't / did not think, 8 got, 9 could, 10 couldn't / could not, 11 went, 12 talked, 13 asked, 14 loved
- 7 1 What's your favourite band, Nigel? 2 What did you like about *Imagine Dragons*? 3 And what do you like about *Coldplay*? 4 Do you like dancing, Janice? 5 When did you start dancing? 6 Do you have a favourite band to dance to? 7 Do you listen to a lot of music, Henry? 8 And where do you get your music from? 9 Did you ever buy vinyl records?
- 9 1 T, 2 F, 3 F, 4 do a charity concert to raise money for computers. 5 discuss it with the band. 6 did not all agree with Josh. 7 That raising money for computers is not charity. / Charity should be all about people. 8 They will be computers with the money they raise and give half of them to the children's home (down the road). 9 They sold so many tickets that not everybody could get in the first time. / Because not everyone could get in the first time.
- 11 1 also in the pool. 2 pop. 3 guitar. 4 music by Bob Dylan and The Beatles. 5 listening to classical music. 6 vinyl.
- 12 A 3, 4, 1, 2
B 1 d, 2 c, 3 g, a, 4 f, b
- 14 He didn't like the way it had so much piano in it.

UNIT 2

- 1 1 pay the bill, 2 try on (a pair of) sunglasses / a T-shirt, 3 listen to music, 4 talk on the (mobile) phone, 5 buy a T-shirt / a newspaper / a (mobile) phone / (a pair of) sunglasses / a sandwich / a cup of tea, 6 drink a cup of tea, 7 eat a sandwich, 8 look at the (mobile) phone / the bill / a pair of sunglasses / a T-shirt / a newspaper / a sandwich / a cup of tea
- 2 1 pay the bill, 2 tried on the a pair of sunglasses, 3 listening to music, 4 talking on the (mobile) phone, 5 buy/read newspaper, 6 drank a cup of tea, 7 ate a sandwich, 8 looked at some T-shirts / a newspaper / sunglasses
- 3 1 at, 2 pay, 3 on, 5 buy, 6 to
- 4 8, 4, 11, 9, 10, 6, 5, 1, 3
- 5 1 watching, 2 started, 3 leaving, 4 working, 5 rang, 6 rang, 7 reading
- 7 1 Dan broke her while she was playing. 2 Henry was drinking coffee when he dropped his cup. / Henry dropped his cup while drinking coffee. 3 June was walking her dog when it started raining. 4 Pip was looking at the computer when his chair broke. / Pip broke his chair while he was working at the computer. 5 Miriam was reading a book when her headache started. 6 Billy was looking at his phone when he crashed into a lamp post. / Billy crashed into a lamp post while he was looking at his phone. 6 Sue fell asleep while the teacher was talking. 7 Richard was eating an apple when his tooth fell out.
- 8 1 was walking, 2 saw, 3 opened, 4 found, 5 was thinking, 6 saw, 7 was shopping, 8 didn't / did not look, 9 asked, 10 knew
- 9 A 1 Really? What was it about? 2 Of course, he went to our school. 3 Was it that long ago? But what happened in your

- dream? 4 Well, you aren't going to believe this. 5 I saw Brian Vickery yesterday! 6 He was here visiting his parents. They still live here. 7 3, 11, 5, 1, 7 8, 4, 6, 2, 10, 12
- What were you doing at 6 p.m. (last night)? 2 What did you have for dinner? / What did you eat? 3 What kind of pizza was it? 4 Was it good? / Did you like it? 5 What did you do after dinner / after you finished eating (the pizza)? 6 When did you go to bed?
- 11 John F. Kennedy
 - 12 1 T, 2 T, 3 T, 4 a man with the last name Johnson, 5 gunshot (to the head), 6 three names (and each had 15 letters in those names), 7 John Wilkes Booth was arrested in a warehouse and Lee Harvey Oswald was arrested in a theatre. 8 Because they both died mysteriously (before their trials). 9 Lincoln visited a town called Monroe in Maryland and Kennedy visited Marilyn Monroe.
 - 15 Sarah: 1, 2, 3, 5, 6, 7, 8, 9
John: 3, 6, 7, 10
Sarah is most like Dan.
 - 16 There were three coincidences.

UNIT 3

- 1 4, 6, 2, 7, 9, 8, 1, 10, 5, 3
- 2 A 4, B 6, C 8, D 3
- 3 1 work, 2 met, 3 rented, 4 slept, 5 went, 6 got, 7 got, 8 meet
- 4 3, 6, 1, 7, 4, 8, 2, 5
- 5 1 30/thirty minutes / half an hour, 2 50/fifty minutes, 3 10/ten minutes
- 6 1 sets off, 2 gets on / rides, 3 gets to, 4 takes / gets on, 5 takes, 6 gets off, 7 takes, 8 gets to
- 8 erste Reihe: 4, 1, 6
zweite Reihe: 3, 2, 5
- 9 1 While, 2 During, 3 during, 4 While, 5 during, 6 during, 7 while, 8 While

- 10 1 When, before, until, By the time / When, 2 After, During, While, 3 before/after/during, While, When/By the time, 4 During, until, Before, When
- 11 1 8.20 p.m., 2 10.10 p.m., 3 Sunday, 4 6 p.m., 5 May, 6 4 p.m.
- 13 1 has taken, 2 took, 3 takes, 4 will/'ll take
- 14 for a few days
- 15 1 T, 2 F, 3 F, 4 cars, 5 had to find a local shop, 6 the most difficult thing, 7 a loud sound, 8 He got out of the tent slowly with his arms in the air (and shouted "Amigo, amigo"). 8 Because Will was on his land and the man thought Will wanted to take his sheep.
- 17 1 Jeremy → William, 2 book → film/movie, 3 sofa → carpet, 4 roof → ceiling, 5 quick → lovely long, 6 angry → happy
- 18 **A** 1 going, 2 should, 3 got, 4 say, 5 forget, 6 correct, 7 recommend, 8 that's
B 5, 7, 3, 1, 9, 11, 6, 8, 4, 10, 2
- 20 Because Amy tells her friend to book the hotel soon. / Because the hotel is very popular and Tony should book it soon.

UNIT 4

- 1 1 elegant, 2 aggressive, 3 dangerous, 4 poisonous, 5 cuddly, 6 furry, 7 stunning, 8 deadly, 9 cute
- 2 1 cute, 2 stunning, 3 dangerous, 4 poisonous, 5 deadly, 6 aggressive, 7 furry, 8 cuddly
- 3 1 deadly, 2 cuddly, 3 furry, 4 stunning, 5 poisonous, 6 dangerous, 7 aggressive, 8 elegant
- 5 1 F, 2 F, 3 T, 4 F, 5 T, 6 T, 7 F, 8 F, 9 F, 10 F
- 6 1 C, 2 S, 3 F, 4 C, 5 S, 6 C, 7 C, 8 C
- 7 1 the best, 2 worst, 3 biggest, 4 the loudest, 5 earlier, 6 more interesting, 7 interesting
- 8 1 the best, 2 the cutest, 3 the prettiest, 4 the coolest, 5 the most intelligent, 6 the most expensive
- 9 1 Tennis is not as exciting as squash. 2 Naples is not as big as

Rome. / Naples is smaller than Rome. 3 Greece is hotter than Finland. / Finland is colder than Greece. 4 Spanish is easier than Hungarian. / Hungarian is more difficult than Spanish. 5 Victoria is not nearly as friendly as Natasha. 6 The hotel in Glasgow was much better than the hotel in Edinburgh. / The hotel in Edinburgh was not nearly as good as the hotel in Glasgow. 7 Fantasy films are much more exciting than romantic films. 8 Cartoons are much funnier than detective films.

- 10 1 good, 2 awesome, 3 the worst, 4 the most exciting, 5 the most boring, 6 better, 7 funnier/fun, 8 (more) interesting, 9 greater, 10 more intelligent, 11 fun, 12 the greatest
- 12 **a** 1 -, 2 -, 3 Helen, 4 on, 5 Ste
b 1 a snake, a spider or a scorpion, 2 It's quite small, 3 a long fur, 3 a cat and a dog, 4 friendly, 5 his mother's, 6 they were, 7 much work and Steve hasn't, 8 enough time for a dog, 9 I couldn't, 10 I look after, 11 a, 12 hairy, poisonous, 13 a, 14 aggressively
- 13 1 112, 2 75, 3 10, 4 300, 5 300, 6 300, 7 10, 8 75, 9 112, 10 300, 11 10, 12 75, 13 112, 14 300, 15 10, 16 75, 17 112, 18 300, 19 10, 20 75, 21 112, 22 300, 23 10, 24 75, 25 112, 26 300, 27 10, 28 75, 29 112, 30 300, 31 10, 32 75, 33 112, 34 300, 35 10, 36 75, 37 112, 38 300, 39 10, 40 75, 41 112, 42 300, 43 10, 44 75, 45 112, 46 300, 47 10, 48 75, 49 112, 50 300, 51 10, 52 75, 53 112, 54 300, 55 10, 56 75, 57 112, 58 300, 59 10, 60 75, 61 112, 62 300, 63 10, 64 75, 65 112, 66 300, 67 10, 68 75, 69 112, 70 300, 71 10, 72 75, 73 112, 74 300, 75 10, 76 75, 77 112, 78 300, 79 10, 80 75, 81 112, 82 300, 83 10, 84 75, 85 112, 86 300, 87 10, 88 75, 89 112, 90 300, 91 10, 92 75, 93 112, 94 300, 95 10, 96 75, 97 112, 98 300, 99 10, 100 75, 101 112, 102 300, 103 10, 104 75, 105 112, 106 300, 107 10, 108 75, 109 112, 110 300, 111 10, 112 75, 113 112, 114 300, 115 10, 116 75, 117 112, 118 300, 119 10, 120 75, 121 112, 122 300, 123 10, 124 75, 125 112, 126 300, 127 10, 128 75, 129 112, 130 300, 131 10, 132 75, 133 112, 134 300, 135 10, 136 75, 137 112, 138 300, 139 10, 140 75, 141 112, 142 300, 143 10, 144 75, 145 112, 146 300, 147 10, 148 75, 149 112, 150 300, 151 10, 152 75, 153 112, 154 300, 155 10, 156 75, 157 112, 158 300, 159 10, 160 75, 161 112, 162 300, 163 10, 164 75, 165 112, 166 300, 167 10, 168 75, 169 112, 170 300, 171 10, 172 75, 173 112, 174 300, 175 10, 176 75, 177 112, 178 300, 179 10, 180 75, 181 112, 182 300, 183 10, 184 75, 185 112, 186 300, 187 10, 188 75, 189 112, 190 300, 191 10, 192 75, 193 112, 194 300, 195 10, 196 75, 197 112, 198 300, 199 10, 200 75, 201 112, 202 300, 203 10, 204 75, 205 112, 206 300, 207 10, 208 75, 209 112, 210 300, 211 10, 212 75, 213 112, 214 300, 215 10, 216 75, 217 112, 218 300, 219 10, 220 75, 221 112, 222 300, 223 10, 224 75, 225 112, 226 300, 227 10, 228 75, 229 112, 230 300, 231 10, 232 75, 233 112, 234 300, 235 10, 236 75, 237 112, 238 300, 239 10, 240 75, 241 112, 242 300, 243 10, 244 75, 245 112, 246 300, 247 10, 248 75, 249 112, 250 300, 251 10, 252 75, 253 112, 254 300, 255 10, 256 75, 257 112, 258 300, 259 10, 260 75, 261 112, 262 300, 263 10, 264 75, 265 112, 266 300, 267 10, 268 75, 269 112, 270 300, 271 10, 272 75, 273 112, 274 300, 275 10, 276 75, 277 112, 278 300, 279 10, 280 75, 281 112, 282 300, 283 10, 284 75, 285 112, 286 300, 287 10, 288 75, 289 112, 290 300, 291 10, 292 75, 293 112, 294 300, 295 10, 296 75, 297 112, 298 300, 299 10, 300 75, 301 112, 302 300, 303 10, 304 75, 305 112, 306 300, 307 10, 308 75, 309 112, 310 300, 311 10, 312 75, 313 112, 314 300, 315 10, 316 75, 317 112, 318 300, 319 10, 320 75, 321 112, 322 300, 323 10, 324 75, 325 112, 326 300, 327 10, 328 75, 329 112, 330 300, 331 10, 332 75, 333 112, 334 300, 335 10, 336 75, 337 112, 338 300, 339 10, 340 75, 341 112, 342 300, 343 10, 344 75, 345 112, 346 300, 347 10, 348 75, 349 112, 350 300, 351 10, 352 75, 353 112, 354 300, 355 10, 356 75, 357 112, 358 300, 359 10, 360 75, 361 112, 362 300, 363 10, 364 75, 365 112, 366 300, 367 10, 368 75, 369 112, 370 300, 371 10, 372 75, 373 112, 374 300, 375 10, 376 75, 377 112, 378 300, 379 10, 380 75, 381 112, 382 300, 383 10, 384 75, 385 112, 386 300, 387 10, 388 75, 389 112, 390 300, 391 10, 392 75, 393 112, 394 300, 395 10, 396 75, 397 112, 398 300, 399 10, 400 75, 401 112, 402 300, 403 10, 404 75, 405 112, 406 300, 407 10, 408 75, 409 112, 410 300, 411 10, 412 75, 413 112, 414 300, 415 10, 416 75, 417 112, 418 300, 419 10, 420 75, 421 112, 422 300, 423 10, 424 75, 425 112, 426 300, 427 10, 428 75, 429 112, 430 300, 431 10, 432 75, 433 112, 434 300, 435 10, 436 75, 437 112, 438 300, 439 10, 440 75, 441 112, 442 300, 443 10, 444 75, 445 112, 446 300, 447 10, 448 75, 449 112, 450 300, 451 10, 452 75, 453 112, 454 300, 455 10, 456 75, 457 112, 458 300, 459 10, 460 75, 461 112, 462 300, 463 10, 464 75, 465 112, 466 300, 467 10, 468 75, 469 112, 470 300, 471 10, 472 75, 473 112, 474 300, 475 10, 476 75, 477 112, 478 300, 479 10, 480 75, 481 112, 482 300, 483 10, 484 75, 485 112, 486 300, 487 10, 488 75, 489 112, 490 300, 491 10, 492 75, 493 112, 494 300, 495 10, 496 75, 497 112, 498 300, 499 10, 500 75, 501 112, 502 300, 503 10, 504 75, 505 112, 506 300, 507 10, 508 75, 509 112, 510 300, 511 10, 512 75, 513 112, 514 300, 515 10, 516 75, 517 112, 518 300, 519 10, 520 75, 521 112, 522 300, 523 10, 524 75, 525 112, 526 300, 527 10, 528 75, 529 112, 530 300, 531 10, 532 75, 533 112, 534 300, 535 10, 536 75, 537 112, 538 300, 539 10, 540 75, 541 112, 542 300, 543 10, 544 75, 545 112, 546 300, 547 10, 548 75, 549 112, 550 300, 551 10, 552 75, 553 112, 554 300, 555 10, 556 75, 557 112, 558 300, 559 10, 560 75, 561 112, 562 300, 563 10, 564 75, 565 112, 566 300, 567 10, 568 75, 569 112, 570 300, 571 10, 572 75, 573 112, 574 300, 575 10, 576 75, 577 112, 578 300, 579 10, 580 75, 581 112, 582 300, 583 10, 584 75, 585 112, 586 300, 587 10, 588 75, 589 112, 590 300, 591 10, 592 75, 593 112, 594 300, 595 10, 596 75, 597 112, 598 300, 599 10, 600 75, 601 112, 602 300, 603 10, 604 75, 605 112, 606 300, 607 10, 608 75, 609 112, 610 300, 611 10, 612 75, 613 112, 614 300, 615 10, 616 75, 617 112, 618 300, 619 10, 620 75, 621 112, 622 300, 623 10, 624 75, 625 112, 626 300, 627 10, 628 75, 629 112, 630 300, 631 10, 632 75, 633 112, 634 300, 635 10, 636 75, 637 112, 638 300, 639 10, 640 75, 641 112, 642 300, 643 10, 644 75, 645 112, 646 300, 647 10, 648 75, 649 112, 650 300, 651 10, 652 75, 653 112, 654 300, 655 10, 656 75, 657 112, 658 300, 659 10, 660 75, 661 112, 662 300, 663 10, 664 75, 665 112, 666 300, 667 10, 668 75, 669 112, 670 300, 671 10, 672 75, 673 112, 674 300, 675 10, 676 75, 677 112, 678 300, 679 10, 680 75, 681 112, 682 300, 683 10, 684 75, 685 112, 686 300, 687 10, 688 75, 689 112, 690 300, 691 10, 692 75, 693 112, 694 300, 695 10, 696 75, 697 112, 698 300, 699 10, 700 75, 701 112, 702 300, 703 10, 704 75, 705 112, 706 300, 707 10, 708 75, 709 112, 710 300, 711 10, 712 75, 713 112, 714 300, 715 10, 716 75, 717 112, 718 300, 719 10, 720 75, 721 112, 722 300, 723 10, 724 75, 725 112, 726 300, 727 10, 728 75, 729 112, 730 300, 731 10, 732 75, 733 112, 734 300, 735 10, 736 75, 737 112, 738 300, 739 10, 740 75, 741 112, 742 300, 743 10, 744 75, 745 112, 746 300, 747 10, 748 75, 749 112, 750 300, 751 10, 752 75, 753 112, 754 300, 755 10, 756 75, 757 112, 758 300, 759 10, 760 75, 761 112, 762 300, 763 10, 764 75, 765 112, 766 300, 767 10, 768 75, 769 112, 770 300, 771 10, 772 75, 773 112, 774 300, 775 10, 776 75, 777 112, 778 300, 779 10, 780 75, 781 112, 782 300, 783 10, 784 75, 785 112, 786 300, 787 10, 788 75, 789 112, 790 300, 791 10, 792 75, 793 112, 794 300, 795 10, 796 75, 797 112, 798 300, 799 10, 800 75, 801 112, 802 300, 803 10, 804 75, 805 112, 806 300, 807 10, 808 75, 809 112, 810 300, 811 10, 812 75, 813 112, 814 300, 815 10, 816 75, 817 112, 818 300, 819 10, 820 75, 821 112, 822 300, 823 10, 824 75, 825 112, 826 300, 827 10, 828 75, 829 112, 830 300, 831 10, 832 75, 833 112, 834 300, 835 10, 836 75, 837 112, 838 300, 839 10, 840 75, 841 112, 842 300, 843 10, 844 75, 845 112, 846 300, 847 10, 848 75, 849 112, 850 300, 851 10, 852 75, 853 112, 854 300, 855 10, 856 75, 857 112, 858 300, 859 10, 860 75, 861 112, 862 300, 863 10, 864 75, 865 112, 866 300, 867 10, 868 75, 869 112, 870 300, 871 10, 872 75, 873 112, 874 300, 875 10, 876 75, 877 112, 878 300, 879 10, 880 75, 881 112, 882 300, 883 10, 884 75, 885 112, 886 300, 887 10, 888 75, 889 112, 890 300, 891 10, 892 75, 893 112, 894 300, 895 10, 896 75, 897 112, 898 300, 899 10, 900 75, 901 112, 902 300, 903 10, 904 75, 905 112, 906 300, 907 10, 908 75, 909 112, 910 300, 911 10, 912 75, 913 112, 914 300, 915 10, 916 75, 917 112, 918 300, 919 10, 920 75, 921 112, 922 300, 923 10, 924 75, 925 112, 926 300, 927 10, 928 75, 929 112, 930 300, 931 10, 932 75, 933 112, 934 300, 935 10, 936 75, 937 112, 938 300, 939 10, 940 75, 941 112, 942 300, 943 10, 944 75, 945 112, 946 300, 947 10, 948 75, 949 112, 950 300, 951 10, 952 75, 953 112, 954 300, 955 10, 956 75, 957 112, 958 300, 959 10, 960 75, 961 112, 962 300, 963 10, 964 75, 965 112, 966 300, 967 10, 968 75, 969 112, 970 300, 971 10, 972 75, 973 112, 974 300, 975 10, 976 75, 977 112, 978 300, 979 10, 980 75, 981 112, 982 300, 983 10, 984 75, 985 112, 986 300, 987 10, 988 75, 989 112, 990 300, 991 10, 992 75, 993 112, 994 300, 995 10, 996 75, 997 112, 998 300, 999 10, 1000 75, 1001 112, 1002 300, 1003 10, 1004 75, 1005 112, 1006 300, 1007 10, 1008 75, 1009 112, 1010 300, 1011 10, 1012 75, 1013 112, 1014 300, 1015 10, 1016 75, 1017 112, 1018 300, 1019 10, 1020 75, 1021 112, 1022 300, 1023 10, 1024 75, 1025 112, 1026 300, 1027 10, 1028 75, 1029 112, 1030 300, 1031 10, 1032 75, 1033 112, 1034 300, 1035 10, 1036 75, 1037 112, 1038 300, 1039 10, 1040 75, 1041 112, 1042 300, 1043 10, 1044 75, 1045 112, 1046 300, 1047 10, 1048 75, 1049 112, 1050 300, 1051 10, 1052 75, 1053 112, 1054 300, 1055 10, 1056 75, 1057 112, 1058 300, 1059 10, 1060 75, 1061 112, 1062 300, 1063 10, 1064 75, 1065 112, 1066 300, 1067 10, 1068 75, 1069 112, 1070 300, 1071 10, 1072 75, 1073 112, 1074 300, 1075 10, 1076 75, 1077 112, 1078 300, 1079 10, 1080 75, 1081 112, 1082 300, 1083 10, 1084 75, 1085 112, 1086 300, 1087 10, 1088 75, 1089 112, 1090 300, 1091 10, 1092 75, 1093 112, 1094 300, 1095 10, 1096 75, 1097 112, 1098 300, 1099 10, 1100 75, 1101 112, 1102 300, 1103 10, 1104 75, 1105 112, 1106 300, 1107 10, 1108 75, 1109 112, 1110 300, 1111 10, 1112 75, 1113 112, 1114 300, 1115 10, 1116 75, 1117 112, 1118 300, 1119 10, 1120 75, 1121 112, 1122 300, 1123 10, 1124 75, 1125 112, 1126 300, 1127 10, 1128 75, 1129 112, 1130 300, 1131 10, 1132 75, 1133 112, 1134 300, 1135 10, 1136 75, 1137 112, 1138 300, 1139 10, 1140 75, 1141 112, 1142 300, 1143 10, 1144 75, 1145 112, 1146 300, 1147 10, 1148 75, 1149 112, 1150 300, 1151 10, 1152 75, 1153 112, 1154 300, 1155 10, 1156 75, 1157 112, 1158 300, 1159 10, 1160 75, 1161 112, 1162 300, 1163 10, 1164 75, 1165 112, 1166 300, 1167 10, 1168 75, 1169 112, 1170 300, 1171 10, 1172 75, 1173 112, 1174 300, 1175 10, 1176 75, 1177 112, 1178 300, 1179 10, 1180 75, 1181 112, 1182 300, 1183 10, 1184 75, 1185 112, 1186 300, 1187 10, 1188 75, 1189 112, 1190 300, 1191 10, 1192 75, 1193 112, 1194 300, 1195 10, 1196 75, 1197 112, 1198 300, 1199 10, 1200 75, 1201 112, 1202 300, 1203 10, 1204 75, 1205 112, 1206 300, 1207 10, 1208 75, 1209 112, 1210 300, 1211 10, 1212 75, 1213 112, 1214 300, 1215 10, 1216 75, 1217 112, 1218 300, 1219 10, 1220 75, 1221 112, 1222 300, 1223 10, 1224 75, 1225 112, 1226 300, 1227 10, 1228 75, 1229 112, 1230 300, 1231 10, 1232 75, 1233 112, 1234 300, 1235 10, 1236 75, 1237 112, 1238 300, 1239 10, 1240 75, 1241 112, 1242 300, 1243 10, 1244 75, 1245 112, 1246 300, 1247 10, 1248 75, 1249 112, 1250 300, 1251 10, 1252 75, 1253 112, 1254 300, 1255 10, 1256 75, 1257 112, 1258 300, 1259 10, 1260 75, 1261 112, 1262 300, 1263 10, 1264 75, 1265 112, 1266 300, 1267 10, 1268 75, 1269 112, 1270 300, 1271 10, 1272 75, 1273 112, 1274 300, 1275 10, 1276 75, 1277 112, 1278 300, 1279 10, 1280 75, 1281 112, 1282 300, 1283 10, 1284 75, 1285 112, 1286 300, 1287 10, 1288 75, 1289 112, 1290 300, 1291 10, 1292 75, 1293 112, 1294 300, 12

8 She got wet and had to run under a ladder, but nothing too bad happened to her. 9 A tree crashed through the roof into her bedroom.

14 1 T, 2 T, 3 F, 4 F, 5 F, 6 T, 7 T, 8 T, 9 F

15 A 1 e Are you free on Saturday? 2 h How about going to the beach? 3 a We could go by bus. 4 f Should we take a picnic? 5 b Brilliant. See you Saturday.

B linke Spalte: 5, 7, 1, 9, 11, 3
rechte Spalte: 10, 6, 4, 2, 8

16 1 Are you free tomorrow? 2 How about going to the cinema? 3 We could walk there. 4 Do you want to have a pizza after? 5 That would be great. 6 I'd love to.

18 Mum should phone Amy in the afternoon.

UNIT 6

1 1 square, 2 shopping centre, 3 bridge, 4 district, 5 river, 6 tower, 7 art gallery, 8 museum, 9 park, 10 street, 11 shop, 12 building

2 1 square, 2 street, 3 bridge, 4 tower, 5 building, 6 river, 7 museum, 8 art gallery, 9 shop, 10 shopping centre, 11 park, 12 district

3 1 park, 2 square, 3 bridge, 4 districts, 5 river, 6 stations, 7 art galleries, 8 street, 9 shops, 10 buildings; secret word: Paddington

5 1 c) the Thames, 2 c) a bell, 3 a) the London Eye, 4 b) Tate Modern, 5 c) Beefeaters, 6 a) Samuel Pepys, 7 a) Covent Garden, 8 b) Sherlock Holmes, 9 c) Chelsea

6 1 which, 2 who, 3 which, 4 who, 5 who, 6 who, 7 which, 8 who, 9 whose

7 1 which, 2 who, 3 which, 4 who, 5 which, 6 whose, 7 whose, 8 which, 9 who

8 1, 2, 3,

9 1 Spielberg is a man who made the film *Jurassic Park*. Do you know the girl that lives upstairs? 3 Is this the bus which goes to Piccadilly Circus? 4 I've got a friend who lives in London. 5 Did you buy the T-shirt which you liked so much? 6 Where's the woman who has the key to this door?

12 A 2, B 3, C 1, D 4

13 1 F, 2 F, 3 T, 4 world record, 5 a red bus, 6 really enjoyed, 7 Buckingham Palace, the Houses of Parliament and 10 Downing Street, 8 (just) relax in the hotel, 9 Because the museum is huge (and you could easily spend three days there).

15 1 fiction, 2 fact, 3 fact, 4 fiction, 5 fiction, 6 fact, 7 fact, 8 fact

16 A 3, 5, 9, 1, 7, 10, 2, 4, 8, 6

B 1 g Rio de Janeiro, where that? 2 i And what would you do there? 3 e Really? Walk up a mountain? That sounds like hard work. 4 a And what would you do after Sunday? 5 f Yes, I guess we have to see a football match if you go to Brazil. That's a great idea. I'd love to go too. 7 b Really? How long?

17 Hanna is really interested in seeing the Harry Potter dining hall at Christ Church College.

18 Its → It's that's → the photo's → photo → its hall, cant → can't

UNIT 7

1 1, 5, 6, 2
2 1 b) to help, 3 a) up, 4 c) mind, 5 c) stormed, 6 b) on

3 1, C 5, D 6, F 7, 3

4 A 3, 4, C 1, D 2

5 1 a few weeks, many years, a lifetime, a few seconds, three days, a couple of hours
since: this morning, the weekend, she was a child, 10 p.m., 1999, last Friday

7 1 for, 2 since, 3 since, 4 for, 5 since, 6 for, 7 since, 8 for

9 1 I've had my smartphone since Christmas. 2 I have/'ve had my laptop for six months. 3 My father has/'s worked in that office for two years. 4 My sister has/'s had the tattoo since July. 5 They have/'ve lived in that flat since 2004. 6 You have/'ve had this problem for two weeks. 7 I haven't / have not played football since last year.

8 We have/'ve been students at this school for a very long time!

10 1 's/has been, 2 's/has, worn, 3 've/have lived, 4 've/have known, 5 's/has had, 6 's/has liked, 7 's/has played, 8 've/have been

12 Dial 1: 1 have, had, 2 've/have had, 3 use, 4 use, 5 'm/am using

13 1 have, had, 2 've/have had, 3 do, use, 4 have/'ve taken, 5 Do, want

14 1 and Nigel (and friends from university, work and school)

15 1 Nigel. 2 nine, 3 four, 4 F, 5 F, 6 7 in Nigeria / in a small flat in a big busy city, 8 to try and make some new friends / to meet new people, 9 They both were British and lived in the very same village when they were young and they both know Miriam and Nigel.

17 1 friendship, 2 really good friends, 3 were little kids, 4 for a long time, 5 weekends or only meet them at school, 6 everything, 7 your problems

18 A 1 c I've just got a bit of stomach ache. 2 f I don't think so. 3 e It's just a bit of a rash. 4 a I think I'll put some cream on it. 5 b I'm just a bit tired. 6 d You're right. I think I might go to bed.

B 1 matter, 2 alright, 3 bit, 4 Poor, 5 well, 6 just, 7 terrible, 8 rash, 9 awful

19 George should let Jessie know how he feels/is.

UNIT 8

1 Down: 1 work out, 2 discover, 3 design, 4 try out, 7 improve
Across: 5 produce, 6 invent, 8 experiment

2 1 discovered, 2 invented, 3 worked out, 4 designed, 5 has/'s experimented, 6 improved, 7 produces, 8 try it out, 9 find

3 1 invented, 2 discovered, 3 produced

4 2, 4, 5, 1, 6, 3

5 1 got, 2 met, 3 met, 4 has just broken, 5 lost, 6 has already arrived

- 6 1 Have, been, 2 went, 3 did, visit, 4 visited, 5 had, 6 Have, met, 7 met, 8 did, say, 9 asked
- 8 1 haven't / have not paid, 2 borrowed, 3 didn't / did not borrow, 4 bought, 5 needed, 6 gave, 7 wanted
- 9 1 've/have always been, 2 invented, 3 've/have tried, 4 haven't / have not had, 5 had, 6 came up, 7 've/have already tried, 8 said, 9 put, 10 thought, 11 've/have just sent, 12 hasn't / has not replied
- 10 1 have, seen, 2 invented, 3 took/transported, 4 transported/took, 5 Has, thought, 6 has, seen, 7 answered/said, 8 said/answered, 9 didn't, watch
- 11 A 1 c Really? What kind of machine is it? 2 d What? Cook it? 3 b Anything? And does it really work? 4 e OK, when it's fixed, I want you to cook something for me. 5 a My favourite!

B 1, 9, 5, 7, 3, 11, 2, 8, 4, 10, 6

- 13 1 T, 2 F, 3 T, 4 had a company that made weapons. 5 but she found acting boring. 6 not really successful. 7 She came up with a system to block the signals that guided the torpedoes. 8 Because they did not believe that such a beautiful actress could be so intelligent. 9 Hedy is remembered as one of America's most important inventors. / Today many scientists say that her ideas were an early version of today's wireless technology.

- 15 1 T, 2 F, 3 T, 4 T, 5 T, 6 F, 7 T

- 17 There are more than 10,000 objects/items in the collection.

UNIT 9

- 1 dye your hair, roller-skating without pads, buy your own clothes, have a party at home, scroll through my phone, go to the disco, come home after ten at the weekend, turn your music up really loud, get a nose stud, play video games all day, watch TV after 10 o'clock, eat too many sweets

- 2 Activities: have a party at home, eat too many sweets, roller-skating without pads, scrolling through your phone, watching TV after 10 o'clock, playing video games (all day), turn the music up really loud

- 3 1 tattoo, 2 stud, 3 earrings, 4 dyed, 5 computer, 6 video games, 7 music, 8 bike, 9 hang out

- 4 1 F, 2 A, 3 D, 4 C, 5 E, 6 B

- 6 3, 5, 6, 2, 1, 4, 8, 7

- 8 1 aren't / are not allowed, 2 aren't / are not allowed, 3 weren't / were not allowed, 4 weren't / were not allowed, 5 are allowed, 6 be allowed

- 9 1 James is allowed to watch TV, but he isn't allowed to watch TV after 10 o'clock. 2 Sarah's dad lets her to go to bed late, but he isn't allowed to get up late. 3 Mum is allowed to wear jeans to school, but we aren't allowed to wear shorts. 4 They're allowed to listen to music, but she isn't allowed to listen without headphones. 5 I'm allowed to go to my friend's house, but I'm not allowed to stay for the night. She's allowed to have parties at home, but she isn't allowed to have parties at home.

- James' parents let him watch TV, but they don't let him watch it after 10 o'clock. 2 Sarah's dad lets her to go to bed late, but he doesn't let her get up late. 3 The headmaster lets us wear jeans to school, but he doesn't let us wear shorts. 4 Mum lets them listen to music, but she doesn't let them listen without headphones. 5 Dad lets me go to my friend's house, but he doesn't let me stay for the night. 6 Her parents let her have parties at home, but they don't let her play loud music.

- 11 A 1 f Are you allowed to buy your own clothes? 2 b And are you allowed to spend as much money as you want to? 3 e Unless what? 4 d So do you often spend your own money on clothes? 5 a Like what? 6 g Me? I spend all my money on clothes.

B 1, 5, 3, 9, 11, 7, 4, 2, 10, 6, 8

- 13 1 T, 2 F, 3 F, 4 a three-hour/long drive (away), 5 shy to make contact, 6 pretty fast, 7 Some tourists always leave food outside. 8 Lisa helps her mum with her small chicken farm. 9 She goes skateboarding or she goes to the gym with her friends, and if it's winter they go skiing and snowboarding. 10 a Argentina, 3 Brazil, 4 Venezuela, 5 Italy, 6 Russia, 7 Japan, 8 Saudi Arabia, 9 Iran, 10 Russia, 11 Raulani, 2 Agripina, 3 José, 4 Renato, 5 Raukani, 6 Renato, 7 José, 8 Agripina

- 1 I could lend you some. 2 Why don't I ask my brother to lend you his. 3 Would you like me to come with you? 4 Do you want me to ask my mum if you can have it here?

- 18 1 Would you like me to come with you? 2 Why don't I ask my brother to lend you his. 3 Do you want me to ask my mum if you can have it here? 4 I could lend you some.

tomorrow afternoon

UNIT 10

- 1 5, 3, 4, 2, 1

- 2 1 organised, 2 sending (out), 3 handing out, 4 sign, 5 go on

- 3 3, 4, 6, 1, 5, 2

- 4 1 save, 2 locally produced, 3 bring, 4 recycle, 5 bottles, 6 distances

- 5 1 He should buy locally produced apples. 2 She shouldn't leave litter / glass bottles and paper on the beach. / She should take her litter with her. 3 He shouldn't drop litter in the street(s). 4 She should recycle glass bottles. 5 He shouldn't buy a new bag (at the supermarket). / He should bring his own (bag) / a basket. 6 She should save water.

- 6 1 Sue, 2 Jill, 3 Mark and Ron, 4 Joanna, 5 Lucy and Andy, 6 James

- 7 1 won't be able, 2 wasn't able, 3 will be able, 4 was able, 5 won't be able, 6 weren't able, 7 haven't been able

- 8 1 Sue: I'll be able to get into the garden. 2 Jill: I'll be able to go to school. 3 James: I'll be able to

phone my friend. 4 Joanna: I'll be able to buy the dress. 5 Mark and Ron: We'll be able to play. 6 Lucy and Andy: We'll be able to ride our bikes.

- 9 1 wasn't / was not allowed to, 2 were able to, 3 aren't / are not allowed to, 4 haven't / have not been able to
- 10 1 wasn't / was not allowed to, 2 won't / will not be / isn't / is not allowed to, 3 haven't / have not been allowed to, 4 am/'m not allowed to, 5 are allowed to, 6 will be / are allowed to
- 12 linke Spalte: 3, 5, 7, 1
rechte Spalte: 6, 2, 4, 8
- 15 1 F, 2 F, 3 T, 4 discussed reasons why the situation was unfair. 5 looks after a lab. 6 organised a protest. 7 Because the students didn't leave / stop their protest. 8 eight/8 (people)
- 17 three windows → a couple of doors, to change your mind → for a meeting, two years → four years, school library → sports field
- 18 A 1 f So what's this protest march about? 2 c Why do you want that? 3 a But you can walk on the pavement. 4 e And I want the right to drive my car here, too.
B 1, 9, 5, 7, 3, 2, 8, 6, 4

UNIT 11

- 1 1 dry, 2 signal, 3 spot, 4 canyon, 5 backpack, 6 ridge, 7 headquarters, 8 dirt
- 2 1 signal, 2 headquarters, 3 backpack, 4 dirt, 5 spot, 6 canyon, 7 ridge, 8 headquarters
- 3 1 canyon, 2 backpack, 3 spot, 4 spotted, 5 ridge, 6 dirt, 7 headquarters
- 4 A 2, B 1, C 3, D 4, E 5
- 5 1 It has been raining all day. 2 I have been shopping for presents. 3 He has been working as a waiter for two months. 4 She has been looking after the two children since April. 5 They have been sitting in the doctor's waiting room for an hour. 6 I have been studying for the test for three days.

- 6 1 D, 2 F, 3 A, 4 B, 5 C, 6 E
- 7 1 've/have been working, 2 've/have been talking, 3 've/have been waiting, 4 've/have been taking, 5 have, been learning, 6 Have, been living
- 8 1 ☒, 2 ☒, 3 ☒, 4 ☒, 5 ☒, 6 ☒, 7 ☒, 8 ☒
- 9 2 We have/'ve been walking for hours and I'm tired. 4 We have/'ve had our dog since last year. 6 They aren't at home because they have/'ve gone on holiday. 7 James has played the guitar since he was six. 8 You (have/'ve) got the answer to question 3 wrong.
- 10 1 Have you been riding / have you ridden, 2 've/have been waiting, 3 Have you been, 4 've/have, 5 've/have been having, 6 Have bought, 7 've/have been looking, 8 haven't / have not
- 12 1 T, 2 F, 3 T, 4 to go outside city, 5 to explore Yosemite / in Yosemite National Park, 6 more than 2,000 years old, 7 So you can be more relaxed and spend more time sightseeing. 8 You can see the best times to visit Hollywood on Hollywood. 9 You can spend at least two weeks in Los Angeles, one week in the north and one in the south.
- 13 1 We can eat. We saw lots of interesting places. 2 Like Jack London's "Wolf House". 3 That's right. I wrote White Wolf. Remember, we had to read it last year. 4 d Well, you can only see the ruins of it. 5 e Because it burnt down in 1913, weeks before the Londons wanted to move in. 6 a Yes, it had 26 rooms. Jack London actually wanted to rebuild it. 7 c He died a few years after the fire.
- B 1, 3, 5, 7, 4, 2, 6, 8
- 15 a Bay Bridge
b 1 spend time with his family. 2 3, 3 because it always looks good in the films, 4 the view, 5 because there's lots of things to do there, 6 find her work at his company
- 16 1 f Excuse me, what time is the next train to Manchester?

- 2 d And what's the next one after that? 3 e How long does it take to get there? 4 a How much is a return with a young person's railcard? 5 g Can we have two returns, please? 6 b And one last thing. Can we get food on the train? 7 c Sorry, just one more thing. What platform does the train leave from?
- 18 1 How long does it take to get to the bus.
- 19 1 A, 2 C, 3 D, 4 E, 5 F, 6 G
- 20 1 earthquake, 2 drought, 3 avalanches, 4 tsunami, 5 (forest) fire, 6 flood
- 21 1 smoke, 2 route, 3 drills, 4 meeting, 5 check, 6 crawl, 7 drop, roll
- 22 1 crawl low, 2 escape route, 3 meeting place, 4 smoke detectors, 5 stop, drop and roll
- 23 1 active, 2 passive, 3 passive, 4 active, 5 active, 6 passive
- 24 1 is found, 2 are read, 3 are chosen, 4 are invited, 5 are asked, 6 is filmed, 7 are watched, 8 is asked, 9 are chosen
- 25 1 were woken, 2 was thrown, 3 was destroyed, 4 were damaged, 5 were broken, 6 was blocked, 7 were closed
- 26 1 The worm was eaten by the/a bird. 2 The football was hit by the/a girl. 3 The race was won by the/a boy. 4 Dinner was made by Dad. 5 The house was destroyed by the/an earthquake. 6 The boys were chased by the/a dog. 7 The plane was delayed by the fog. 8 The glass was broken by the/a cat.
- 27 1 were killed, 2 were injured, 3 (were) taken, 4 were treated, 5 was damaged, 6 was, destroyed, 7 were closed
- 28 1 F, 2 T, 3 F, 4 stayed inside. 5 and a huge wave covered the neighbour's house below. 6 to go up the hill to the neighbour's house. 7 They had to crawl up the hill. 8 The house was new, so they were well protected by its walls. 9 There was no electricity, and there was also the danger of gangs breaking into homes.

- 13** linke Spalte: 2, 7, 10, 3, 1, 6
rechte Spalte: 5, 9, 8, 4
- 14** **A** 1 e That's right. Dad and I are going to a jungle camp in the Amazon. 2 a We're going there to learn some survival skills. 3 c Well, for example, how to build a hut, how to make a fire, how to fish with a bamboo spear, how to find water and so on. 4 d Sure, what's the question? 5 g I don't need them here, obviously. But they're good skills for life.
- B** linke Spalte: 1, 5, 7, 3
rechte Spalte: 8, 6, 2, 4
- 15** The climber put the rucksack too far away from him/her and it started sliding down the mountain.

UNIT 13

- 1 3, 4, 1, 6, 5, 2
- 2 1 way, 2 loss, 3 mind, 4 sleep, 5 two, 6 second
- 3 1 Let me sleep on it. 2 I'm in two minds about it. / I can't make up my mind. 3 I'm sure we'll find a way out. / There must be a way out.
- 4 4, 1, 6, 3, 5, 2
- 5 1 had, 2 went, 3 I'd get, 4 didn't, 5 had, 6 wouldn't, 7 would, 8 wouldn't
- 6 1, 7, 5, 3, 4, 2, 8, 6
- 7 1 was, would be, 2 didn't / did not live, 'd/would see, 3 had, 'd/would look, 4 wasn't / was not, 'd/would write, 5 was, wouldn't / would let, 6 'd/would be, knew, 7 wasn't / was not, 'd/would play, 8 wouldn't / would not see, didn't / did not live, 9 'd/would buy, had
- 8 1 If I liked Sally, I would have married her. 2 If he had a laptop, I would have sent him emails. 3 If I had a car, I would have bought it. 4 If I had a better teacher, I would have stayed at school. 5 If I had a better job, I would have left it. 6 If I had a better friend, I would have told you, I would have told you. 7 If I had a better friend, I would have told you, I would have told you. 8 If I had a better friend, I would have told you, I would have told you. 9 If I had a better friend, I would have told you, I would have told you.
- 11 He doesn't know if he should believe Astrid or talk to Elvira or the headmaster.

- 12** 1 F, 2 T, 3 F, 4 he has/had no story, 5 kids (from their school), 6 Astrid, 7 He asked her to stop stealing right away and return the things they stole. 8 Another bag was stolen.
- 14** a A 2, B 3, C 1
b 1 Ken, 2, Eve, 3 Eve, 4 Ken, 5 Ken, 6 Eve
- 16** A 1 e Did you see Andrea cheating in her biology test? 2 f She always cheats, and she gets away with it. 3 d It's not fair on us really. 4 c And we were hard but always do worse. 5 b I'm sure. Maybe we should speak to Andrea first and ask why he does it.
- B** 1, 7, 3, 9, 5, 4, 2, 10, 8, 6

UNIT 14

- 1 3, 4, 5, 1, 6,
2 1 a planned, 2 b made,
4 a found, check, book,
7 a b
3 find: a car, a dictionary, a map
of the area, but good
restaurants, information about the
best beaches
beach, a trip
make: a hotel reservation
plan: a holiday, a trip
find: a car, a dictionary, a map of
the area
book: a car
check: the area out online
look at: a car, a dictionary, a map
of the area, information about the
best beaches
- 4 1 Jonathan is going to work in a
restaurant. 2 George is going to
write successful books. 3 Maria is
going to be a French teacher.
4 Miriam is going to open a shop.
5 Sid is going to marry Maria.
6 Mike is going to run in the
London Marathon. 7 Hannah is
going to win a lot of money.
8 Anna is going to design
furniture.
- 5 1 are you going to, 2 are you going
to, 3 is going to, 4 aren't you going
to, 5 are you going to

- 6 1 're/are going to drive, 2 're/are going to see, 3 aren't / are not going to go, 4 're/are going to stay, 5 is/s going to rent, 6 'm/am going to remind
- 7 1 'm/am going to get, 2 'm/am going to choose, 3 'm/am going to find, 4 'm/am going to earn, 5 'm/am going to put, 6 'm/am going to hear, 7 'm/am going to hear, 8 're/are going to wake, 9 'm/am going to make
- 8 1 're/are going to go, 2 're/are going to see, 3 's/is going to meet, 4 're/are going to stay, 5 'm/am going to take, 6 'm/am going to be
- 9 1 's/is going to be
- 10 1 form the delta, 2 live there / in the delta, 3 July and August / the (dry) winter months, 4 all have private showers and toilets. 5 there is a large dining room where you can take your meals. 6 stay in two different types of camp. 7 They have breakfast and then go on the first drive of the day. 8 They can rest or relax until five. 9 They go on the second drive of the day at five.
- 11 1 reading and travelling, 2 She is a detective. 3 He has written 24 books. 4 She's a big lady and she's proud of herself and Botswana, and she loves Africa. 5 She teaches us about everyday life, wildlife and the do's and don'ts in African society. 6 Because he was born in Zimbabwe.
- 12 A 1 c We're going to Ireland. 2 f My sister and my parents. And me, of course. 3 e First, we're going to stay in Dublin for three days. 4 a Then we're renting a car and touring the country. 5 b No, I don't think so. Just a few famous places, like the Cliffs of Moher or Galway. 6 d I'm sure you will.
- B linke Spalte: 1, 5, 7, 9, 3
rechte Spalte: 10, 4, 6, 8, 2
- 13 They are worried because Alessia's parents are talking about moving.
- 14 a he → George, he → George, her → Alessia's, him → George, her → Alessia, he → George

Acknowledgements

The publishers would like to thank the following for their kind permission to reproduce the following photographs and other copyright material:

p16 IanDagnall Computing (Lincoln being shot) / Pictorial Press Ltd (Kennedy in car, John Wilkes Booth) / Svintage Archive (Lee Harvey Oswald), p31 Maximum Film, p33 Reinhard Dirscherl (sailfish), p46 md shoeb ansari (district), p50 Alan Hall Photo / Stockimo (St Martin's Theatre), p51 The Reading Room (Dick Whittington), p69 Evo Images (Hedy Lamarr), p70 Tsuni / USA (Joy Mangano) / WENN Rights Ltd (miracle mop), p79 imageBROKER.com GmbH & Co. KG (José, Agripina) / Marion Kaplan (Raukani), p97 Zoonar GmbH (Golden Gate Bridge), p101 M2 Photography (mudslide), p104 World History Archive (typhoon over Philippines), p114 Johner Images (girls), p122 Sally Anderson News (Alexander McCall Smith) / sjbooks (book cover) | **Alamy Stock Foto**; p4 Ljupco, p8 Valerii Honcharuk (Joanna) / Xavier Lorenzo (Lenny), p12 Pixelrobot (bill) / Kwangwestrate (sandwich) / Jakub Gojda (cup of tea) / Sereznii (newspaper) / Daniil Peshkov (T-shirt) / Brainstormoff sunglasses / Sombatkapan (phone) / Sandamali Fernando (musical notes), p16 Lionel Hounkanrin (Lincoln statue) / David Pillow (Kennedy graffiti), p17 Lesia Sementsova (Dan) / Yevgen Kravchenko (Sarah) / Heru Anggara (John), p18 Oleksii Afanasiev, p20 Lockstock, p24 Paop (background with cyclist) / Peter Hermes Furian (map), p25 William McKelvie (Wallace monument) / Rafael Angel Irusta Machin (Wallace statue) / Vladimir Velickovic (map), p26 Diego Grandi, p29 Ndp, p30 Dmitry Orlov (Audi) / Raytags (Ford Mustang) / Jiawangkun (Chevrolet Camaro), p32 Giorgio Morara (The Starry Night) / Conny Sjostrom (graffiti) / Wisconsinart (The Kiss) / Brianguest (brown dog) / Daniela Jakob (cat) / Kamonrutm (snake) / Raywoo (white dog) / Martin Schneider (tarantula), p33 Margogl (background) / Nadezhda Shpiiakina (medal) / Kittisaktaramas (icons) / Amin Yusifov (icons) / Stu Porter (cheetah) / Beataaldrige (puma) / Songsak Paname (grasshopper) / Reinhard Dirscherl (sailfish) / Leonmaraisphoto (elephant) / Harry Collins (falcon), p35 Greg Amtman, p41 Mykola Kravchenko (girl) / Malo299 (calendar) / John Pennell (cat), p42 Syaiful Anwar (white snake) / Mineria6 (stone frog) / | M (San Antonio) / Makidotvn (Akira), p44 Wanchai Yoosumran, p46 Antartis (town square) / Mihai Andritoiu (street) / Ian Whitworth (bridge) / Pavle Marjanovic (tower) / Chimpinski (building) / Wirestock (river) / S4svisuals (museum) / Tupungato (art gallery) / Photomall (shop) / Brett Critchley (shopping centre) / Chris Dorney (park), p47 AliTu, p48 Siloto, p49 Vitalii Kliuiev (Erling Haaland) / Starstock (Taylor Swift) / Featureflash (Daniel Radcliff), p50 Palinchak (Downing Street 10) / Stefans42 (St Paul's Cathedral) / Irstone (Covent Garden) / Anait Abramina (background paper) / Emeraldgreen (icons), p51 Tamara Kulikova (background), p52 Razvanjp (Eiffel Tower) / Shawn Eastman (Rio de Janeiro), p53 Alfredo Gracia Saz (dining hall) / Sihasakprachum (punting), p61 Yuri Arcurs, p71 Giancarlo Liguori Da Silva, p69 Razihusin (submarine), p75 Natashin, p78 Jerry S (Jackson) / Paffy1969 (girl) / Cupertino10 (bison) / Ben Graham (bird) / Serge Skiba (snowy mountains), p79 Luzizsouzarj (Renato), p95 Darren Baker (Carol), Alexander Lisyansky (Yosemite) / Mykola Lukash (Death Valley) / Fallsview (Redwood National Park) / Juan Camilo Bernal (Hollywood sign) / Rustamank (background), p96 Volodymyr Lebid, p97 Jaguarps (Dwayne Johnson) / Luciano Mortula (Bay Bridge), p101 Timon Schneider (volcano) / Auddmin (avalanche) / Izanbar (tsunami) / Chernetskaya (person under desk) / Eric Simard (forest fire), p102 Merydolla (background) / Vitezslav Sispera (sillhouettes) / Artellia (shapes), p104 Dtiberio (girl) / Isonphoto (background), p105 Gueret Pascale, p107 Elpis Ioannidis, p112 Pojoslaw (girl) / Prostokstudio (boy), p114 Helder Almeida (boys), p120 Tatyana Gladskikh, p121 Photoblueice (elephant) / Dietmar Rauscher (lodge) / Miles Astray (boat) / Hel080808 (background), p123 Ioana Grecu (Cliffs of Moher) / Wirestock (MOCCA Cape Town) / SI Photography (cable car) | **Dreamstime.com**; p42 Fernanda_Reyes (Carmita) / Kleber Cordeiro (Luis), p50 Pajor Pawel (sightseeing bus), p104 ymphotos (pictures after typhoon) | **Shutterstock.com**; **Cover image** © Sklo Studio | Shutterstock.com

Every effort has been made to trace the owners of any copyright material in this book. If notified, the publishers will be pleased to rectify any errors or omissions.

MORE!

Workbook

3

helbling.com

4380-10-24

