



ЗАВОД ЗА УЏБЕНИКЕ  
Београд

# ENJOYING English

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8



**ЕНГЛЕСКИ ЈЕЗИК**  
**ЗА 8. РАЗРЕД ОСНОВНЕ ШКОЛЕ**

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# Learning English WITH Enjoying English

## SOME USEFUL ADVICE ON USING THIS BOOK

### ✎ The Student's Book

- There are 8 units in the book. Each is divided into parts A, B and C. In parts A and B, you will find everything you need to know this year. Part C contains some extra ideas (like jokes, puzzles, poems, and texts) that you can do if you have time.
- Use the list at the beginning of each unit to see what you will revise in the unit, what new things you will learn, what you will read about, and what you will talk about.
- Exercises marked with the symbol  are more difficult than the other exercises so don't worry if you find them hard! Try your best to do them and use the Word Bank and the Grammar Summary to help you. You will often do these exercises with a partner. Two heads are better than one!

### ✎ Skills practice

- In each unit, you will find lots of speaking, reading and listening practice. Writing tasks are usually in the Workbook and there is advice to help you complete them.
- Try to use some of the new grammar and vocabulary you have learnt when completing writing and speaking tasks. This will help you to remember the new things you are learning and to improve your English more quickly.
- For the speaking tasks, don't be shy! Try to say something about yourself, your interests, and the world around you, or to give your opinions.

### ✎ My Progress

- This section is at the end of each unit. It includes a list of the key words and phrases that are useful when you discuss or write about the topics from the unit. Check you know all the words in this list. Answer the other questions in this section honestly and look back at the unit to revise anything you are not sure about.

### ✎ Projects

- These are at the back of the Student's Book and they will help you practise the grammar and vocabulary you have been learning. Your teacher will give you advice on how to do the projects at the end of each unit.

### ✎ The Workbook

- Use this for further practice of things you have done in the lesson.

### ✎ The CD

- Use it to listen to the texts and pronunciation exercises from Enjoying English 8. It will help you improve your listening skills and your pronunciation.

### ✎ The Grammar Summary

- This is a separate booklet and includes all the grammar from the Enjoying English series. You can even use it in the future whenever you have a question about English grammar.

## PLAN OF THE BOOK

	Unit	Reading	Grammar
<b>1</b> 6–21	OUR TEENAGE YEARS A Relationships B Free time C Extra! Extra!	- Friends and family - Pocket money	- Present simple and continuous tenses - Present perfect tense
<b>2</b> 22–37	ROMANCE A Love at first sight B Presents C Extra! Extra!	- Love in the Lakes - A sign of love?	- Past simple and continuous tenses - Past simple and present perfect tenses
<b>3</b> 38–53	PAST AND PRESENT A Towers B Legends C Extra! Extra!	- A tower of tales - Dustanburgh Castle - King Arthur	- Present simple and past simple passive - Relative pronouns - Present perfect passive - Passive infinitive
<b>4</b> 54–71	IMAGINE A WORLD WITHOUT IT! A Inventions – past, present and future B Computers C Extra! Extra!	- Forecast from the past - Computers – the latest 'Big Brother'	- Expressing the future - Future continuous tense - First conditional - Zero conditional
<b>5</b> 72–89	SAVING THE ANIMAL WORLD A Animal Red Cross B Freedom? C Extra! Extra!	- An unusual operation - One giant step for jumbo - My life among wild chimpanzees	- Reported statements - The gerund - Reported commands and requests
<b>6</b> 90–107	CITY LIFE A The world's most famous suburb B London C Extra! Extra!	- Los Angeles - London's best musicians - A brief history of London	- Reported questions - Second conditional
<b>7</b> 108–125	NEW WORLDS A Exploration B Australia C Extra! Extra!	- Icewalk - The First Fleet, but the second settlers - The Great Australia Quiz	- Past perfect tense - The comparison of adverbs - Articles
<b>8</b> 126–160	SUMMER'S COMING A Holidays B Summer sports C Extra! Extra!	- Holiday jobs - Popular summer sports	- Third conditional - Reflexive pronouns

Vocabulary	Speaking	Listening	Writing/Projects
<ul style="list-style-type: none"> <li>- Phrases with <i>keep</i> and <i>do</i></li> <li>- Phrases with <i>eye</i></li> <li>- Words with <i>un-</i> and <i>dis-</i></li> </ul>	<ul style="list-style-type: none"> <li>- Your partner's reading habits</li> <li>- Making excuses</li> </ul>	<ul style="list-style-type: none"> <li>- Reading habits</li> </ul>	<ul style="list-style-type: none"> <li>- A good friend</li> <li>- Project: We need money!</li> </ul>
<ul style="list-style-type: none"> <li>- Expressions with <i>in</i></li> <li>- Phrasal verbs with <i>off</i></li> </ul>	<ul style="list-style-type: none"> <li>- A TV chat show</li> <li>- A love story</li> <li>- Group decision: Buying a present</li> <li>- Apologising and forgiving</li> <li>- Making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>- Love at first bite?</li> <li>- Well, what <u>do</u> you want?</li> </ul>	<ul style="list-style-type: none"> <li>- A 'thank you' letter</li> <li>- Project: For your Valentine</li> </ul>
<ul style="list-style-type: none"> <li>- Word formation: building nouns, adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>- Famous towers</li> <li>- Mini presentation</li> <li>- Find someone who...</li> </ul>	<ul style="list-style-type: none"> <li>- Tower of London escapees</li> <li>- Urban legends</li> </ul>	<ul style="list-style-type: none"> <li>- An email</li> <li>- A legend</li> <li>- Project: Famous people from the past</li> </ul>
<ul style="list-style-type: none"> <li>- Expressions with <i>get</i></li> <li>- Word formation: building nouns and adjectives</li> <li>- Expressions with <i>as ... as</i></li> <li>- Linking words: <i>also</i> and <i>too</i></li> </ul>	<ul style="list-style-type: none"> <li>- Inventions I can't live without</li> <li>- Predicting the future</li> <li>- Computer games</li> <li>- Asking for or offering help</li> </ul>	<ul style="list-style-type: none"> <li>- Describing gadgets</li> </ul>	<ul style="list-style-type: none"> <li>- Can we look forward to the future?</li> <li>- Projects: Our computer game</li> <li>- Our robot</li> </ul>
<ul style="list-style-type: none"> <li>- Expressions with <i>make</i></li> <li>- Phrasal verbs with <i>up</i> and <i>look</i></li> </ul>	<ul style="list-style-type: none"> <li>- Sharing opinions</li> <li>- An interview with Jane Goodall</li> <li>- Life in zoos</li> <li>- Survivor!</li> </ul>	<ul style="list-style-type: none"> <li>- London Zoo</li> </ul>	<ul style="list-style-type: none"> <li>- A book review</li> <li>- Project: Friends of endangered animals</li> </ul>
<ul style="list-style-type: none"> <li>- Verbs with prepositions</li> <li>- Word formation: adjectives ending in -y</li> <li>- negative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- The world's ten top cities</li> <li>- Describing a city</li> <li>- Moral dilemmas</li> <li>- Urban problems</li> <li>- Asking for and giving information</li> </ul>	<ul style="list-style-type: none"> <li>- Five cities</li> </ul>	<ul style="list-style-type: none"> <li>- The place where I live</li> <li>- Project: Our favourite city</li> </ul>
<ul style="list-style-type: none"> <li>- Nationality names</li> <li>- Word formation: noun building</li> <li>- adjective building</li> <li>- British and American English</li> </ul>	<ul style="list-style-type: none"> <li>- Good at Geography?</li> <li>- Cultural tips</li> <li>- Student interviews</li> <li>- Inventing a culture quiz</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring Polar regions</li> <li>- Moving home</li> </ul>	<ul style="list-style-type: none"> <li>- Going on an expedition</li> <li>- Project: For future explorers</li> </ul>
<ul style="list-style-type: none"> <li>- Adjectives ending in -ed or -ing</li> <li>- Adjectives ending in -ful or -less</li> </ul>	<ul style="list-style-type: none"> <li>- Holiday quiz</li> <li>- What would you have done?</li> <li>- Organising a local event</li> </ul>	<ul style="list-style-type: none"> <li>- What would you have done?</li> </ul>	<ul style="list-style-type: none"> <li>- Completing forms</li> <li>- The best holiday ever</li> <li>- Project: Wonderful places to visit</li> </ul>



# Unit 1

## OUR TEENAGE YEARS

- A Relationships
- B Free Time
- C Extra! Extra!

### *In this unit, you will*

- ☐ **READ ABOUT**
  - teenagers' relationships with friends and parents
  - how to earn pocket money
- ☐ **REVIEW**
  - the present simple and continuous tenses
  - the present perfect tense
- ☐ **PRACTISE**
  - expressions with *do* and *keep*
  - expressions with *eye*
- ☐ **HEAR ABOUT**
  - reading habits



## Let's talk

A

1. Who is the most important person in your life? Why?
2. Do you have more than one best friend?
3. Are friends important to you? Why?
4. What sort of relationship do you have with your parents?
5. What makes a good parent? What makes a bad parent?

B

1 What's true for you? Put a tick (✓).

I spend a lot of time...

- reading
- chatting on the phone
- studying
- working on the computer
- relaxing
- playing football
- doing nothing
- riding my bike

2 Compare your list with your partner's. Find out as much as you can about how your partner spends his/her free time.

Consider:

- how long he/she spends doing each activity every day/week.
- where he/she does each activity (e.g. in which room).
- who he/she does each activity with (e.g. with parents, friends).
- when he/she usually does each activity (e.g. at the weekend, in the morning).

Make some notes so you can tell the class about how your partner spends his/her free time.

## Relationships

- 1 You are going to read about four young people.  
Which of these topics do they talk about? Put a ✓ or a X.

- School subjects
- Their relationships with other young people
- Music
- How they communicate with their friends
- Their relationship with their parents
- How they spend their weekends

### FRIENDS AND FAMILY Track 1

#### Cameron, 14

I get on with all my classmates, but Steve is my best friend. We see each other every day at school, but we often chat for ages on the phone in the evening, too. We talk about loads of things, but in particular we make plans for Friday and Saturday night. This weekend he's having a party.

I keep in touch with my old friends from primary school through Facebook. I use it a lot. I sometimes see them around town, too, but our conversations aren't very deep! It's just 'How are you doing? How's school?' We don't talk about anything important.

As for my parents, they trust me and let me go anywhere as long as I stay out of trouble.



#### Harry, 15

I have more female friends than male friends, but with the boys I talk about sport, computer games, cars, anything really, oh, and girls, of course. Nothing too serious. After school, we go to the cinema or a friend's house. There's not much you can do round here. We occasionally go surfing at the weekend, but it's quite far to the coast.

I used to spend a lot of money talking to friends on my mobile, but it was pretty stupid really and a real waste of money. Now we wait until we see each other.



#### Helen, 14

My best friend is Kathy – we're thinking of going on holiday together and she's saving her pocket money for the trip! I'm sure we'll be friends forever. In fact, she's my only friend. I find most people my age boring – they're all into 'virtual friendships' on the computer!

Parents? Don't mention them! They treat me like a baby. I don't see eye to eye with them on anything – school, boys, music, and especially clothes. My mother's usual comment is: 'What are you wearing? You aren't going out in that dress, are you?' It's very hard for parents to admit that their children are growing up.



## Tessa, 15

I have about three or four really close friends. If you have only one really close friend, it's difficult to meet other people. In my opinion, a good friend is someone who is there for you when you're feeling down, someone you can have fun with, and someone you can talk to.

I have a good relationship with my parents and I try not to disappoint them. They let me go out with my friends because they trust me. We only disagree about one thing – the mess in my bedroom! I must admit that I'm rather untidy, which annoys my parents very much.



## WORD BANK

**loads** /ləʊdz/ *adv* – много

**in particular** /pə'tɪkjələ/ – посебно

**serious** /'sɪəriəs/ *adj* – озбиљан

**virtual** /'vɜ:tʃʊəl/ *adj* – виртуелни, преко компјутера

**save** /seɪv/ *v* – штедети

**female** /'fi:meɪl/ *adj* – женски

**male** /meɪl/ *adj* – мушки

**occasionally** /ə'keɪzənli/ *adv* – повремено

**except** /ɪk'sept/ *prep* – осим

**mean** /mi:n/ *v* – значити

**close** /kləʊs/ *adv* – близак, присан

**trust somebody** /trʌst/ *v* – имати поверење

**disappoint somebody** /dɪsə'pɔɪnt/ *v* – разочарати некога

**disagree** /dɪsə'ɡri:/ *v* – не slagati се

**feel down** – бити нерасположен

**annoy somebody** /ə'noɪ/ *v* – наљуити некога

**see eye to eye** (with somebody on something) – добро се slagati (са неким)

**get on** (with somebody) – добро се slagati (са неким)

**keep in touch** (with somebody) – одржавати контакт (са неким)

**round here** – у овом крају, овде

**as for...** – што се тиче...

**as long as** – док год, само ако

## 2 Which two teenagers wouldn't get on?

## 3 Read the texts again and put a letter next to each question:

A Cameron

B Harry

C Helen

D Tessa

Who:

1. has a very bad relationship with their parents?
2. likes watersports?
3. sometimes has problems with their parents?
4. had huge bills in the past?
5. doesn't keep their room tidy?
6. doesn't like making friends on the computer?
7. occasionally chats with their old friends?
8. prefers to have more than one really good friend?
9. has a good relationship with everybody in the class?

## REMEMBER!

fairly

quite

pretty/rather

very

Adverbs like *fairly*, *quite*, *pretty/rather* and *very* can be used before another adjective or adverb to give them stronger meanings.

It was a *pretty good/stupid* idea.

I'm *rather* untidy.

The film was *quite* good.

*Quite* and *rather* can also modify verbs.

I *quite* agree.

I *rather* like this.

4 Use the words from the box to complete the sentences.

1. Playing computer games is \_\_\_\_\_ time.
2. It is better to spend money than to \_\_\_\_\_ it.
3. There is nothing to do \_\_\_\_\_ – no parks, no cinema, nothing!
4. Everyone in my class sees \_\_\_\_\_ – we are all good friends.
5. I listen to music when I \_\_\_\_\_ and then I am happier.

feel down  
round here  
a waste of  
save  
eye to eye

Do you agree with these statements? Discuss them in pairs or groups.

Over to you

1 Discuss the following questions:

1. Do you have more friends who are boys or girls?
2. What do you talk about with your friends?
3. What do you do when you go out together?
4. Are there things that you can only do with your male friends or female friends?

2 What do you think?

Do you agree?

1. Friends are hard to find, but easy to lose.
2. A friend in need is a friend indeed.

Expressions with KEEP

1 Find the expression with KEEP from the text on friends and family.



Cross out the expression with keep which does not exist?

2 Now use some of the expressions with KEEP to complete the sentences below.

1. Can't you see the notice '\_\_\_\_\_ the grass'?
2. You must \_\_\_\_\_ trying! Don't give up!
3. She is so lonely because there is nobody to \_\_\_\_\_ her \_\_\_\_\_.
4. I have to \_\_\_\_\_ my sister's children while she prepares dinner.
5. Can you \_\_\_\_\_ or do you tell everybody?
6. Do you \_\_\_\_\_ ? What do you write about in it?
7. How do you prefer to \_\_\_\_\_ with friends – by phone, email or 'snail mail'?

Talk about the last three questions with a partner.

## Review

Can you remember who used the phrases? Match the phrases to the names and then use them to talk about the four teenagers.

Cameron

Harry

Helen

Tessa

quite far \_\_\_\_\_

loads of things \_\_\_\_\_

stay out of trouble \_\_\_\_\_

see eye to eye \_\_\_\_\_

old friends from primary school \_\_\_\_\_

holiday together \_\_\_\_\_

a real waste of money \_\_\_\_\_

the mess in my bedroom \_\_\_\_\_

close friends \_\_\_\_\_

disappoint \_\_\_\_\_

virtual friendships \_\_\_\_\_

female friends \_\_\_\_\_

## Brush up your grammar

### > THE PRESENT SIMPLE AND CONTINUOUS TENSES

#### 1 Complete these sentences from the text.

1. We \_\_\_\_\_ each other every day.
2. I \_\_\_\_\_ eye to eye with my parents.
3. We \_\_\_\_\_ of going on holiday together.
4. She \_\_\_\_\_ her pocket money.

#### Can you remember when we use each tense?

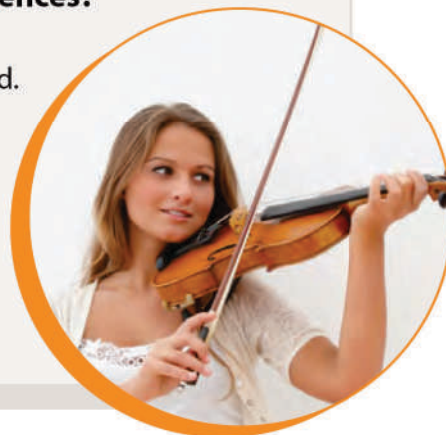
We use the \_\_\_\_\_ to talk about regular habits and routines.

We use the \_\_\_\_\_ to talk about something that is happening now.

#### 2 What is the difference between the following pairs of sentences?

- |   |   |
|---|---|
| 1. a. Jane plays the violin.<br>b. Jane's playing the violin.       | 3. a. Jane's very kind.<br>b. Jane's being very kind. |
| 2. a. She works in a shoe shop.<br>b. She's working in a shoe shop. | 4. a. What does he do?<br>b. What is he doing?        |

Review the use of the present simple and the present continuous tenses. See the *Grammar Summary*.



# ARE YOU A GOOD FRIEND?



1. It is five minutes before the beginning of the lesson and you \_\_\_\_\_ (sit) with a friend who never \_\_\_\_\_ (do) his homework. He \_\_\_\_\_ (want) to copy your homework.

What do you do?

- a. Laugh
- b. Help him do his homework
- c. Tell the teacher

2. At the moment your best friend \_\_\_\_\_ (lie) on a beach in Greece. He/She is on holiday there for 3 weeks. You \_\_\_\_\_ (be) at home. Do you

- a. text each other every day?
- b. find another friend?
- c. forget about your friend?

3. Your friend occasionally \_\_\_\_\_ (call) you when your favourite TV programme is on. How \_\_\_\_\_ (you/ react)?

- a. Chat to her
- b. Ask her to call later
- c. Ignore the call

4. How many friends \_\_\_\_\_ (you/have)?

- a. Hundreds
- b. A big group of friends
- c. A few special friends

5. A girl who you \_\_\_\_\_ (not know) very well is unhappy because she \_\_\_\_\_ (not have) enough money for the bus to school. Do you:

- a. laugh?
- b. buy her a ticket?
- c. ignore her?

6. Your friend \_\_\_\_\_ (have) a new boyfriend/girlfriend who you \_\_\_\_\_ (not like). Do you

- a. tell your friend you dislike their new partner?
- b. lie and say you love their new partner?
- c. try to get to know their new partner?

3 Complete the 'Are you a good friend?' quiz using the correct form of the present simple or continuous tense.

4 Do the quiz in pairs. Then look at page 151 and calculate your points to see if you are a good friend.

## Word formation

1 Look at the following sentences from the quiz.

- 1. A girl who you don't know very well is *unhappy*.
- 2. Do you tell your friend you *dislike* their new partner?
  - a. The prefix *un-* is added to adjectives and adverbs to form other adjectives and adverbs with the opposite meaning.
  - b. The prefix *dis-* is added to verbs and nouns to form other verbs and nouns with the opposite meaning.

**2 Complete the table with words with the opposite meaning.**


adjective/adverb		noun/verb	
friendly (adj)		agree (v)	
usual (adj)		agreement (n)	
important (adj)		belief (n)	
real (adj)		trust (n/v)	
fortunately (adv)		appear (v)	

**3 Complete the sentences using one of the words from the table.**

- Magicians can make things \_\_\_\_\_.
- Helen and her brother often quarrel. They \_\_\_\_\_ about everything.
- He has a very \_\_\_\_\_ hobby – collecting hats!
- Tessa was very \_\_\_\_\_ – she refused to talk to me.
- Lisa and I were really close friends, but \_\_\_\_\_ her parents moved to another town.

**Pair work**

**Read the questions and think about how you can answer them. Make some notes next to each question.**

	You	Your partner
a. Who do you trust most in the world?		
b. Is there someone you usually disagree with?		
c. Which person would you most like to disappear? Why?		
d. Is it important to have the same hobbies as your friends? Why/why not?		
e. What do you do if someone is unfriendly to you?		

**Find a partner and ask and answer the questions. Report back to the class on your partner's answers. Does anyone else have similar answers?**

**Writing**

**Now go to page 8 of the Workbook and write the composition 'A good friend'.**

## Free time

### Let's talk

- How much money do you spend in a week?
- What do you spend money on?
- Do you get money from your parents for doing chores at home? Which jobs do you do?
- Do you work to earn your own money? Why? / Why not?
- Should young people get pocket money from their parents or work to earn money?

### 1 Read the introduction to the text on pocket money.

Are you like a typical British or American teenager?

### 2 Now read the rest of the text and decide who is satisfied and who isn't.

## POCKET MONEY Track 2

*How much money have you spent in the last week? Do you feel poor or are you stinking rich? Do you have kind parents or have you ever had to work to pay for the things you need?*

*Young people are spending more and more money these days. In Britain, fourteen-year-olds receive about £8 a week. Almost fifty percent say they spend their money on clothes. After clothes come magazines, CDs and sweets. Books are last on the list – only 10% of teens buy books.*

*American fifteen-year-olds get about \$15 a week, but many teenagers also have part-time jobs, even while they are at school, and most of the money they save goes on clothes, too.*

*Here three Australian boys talk about pocket money and part-time jobs.*



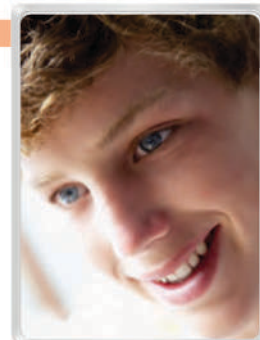
### James

I go to my dad's every second weekend and he gives me some pocket money, but I find it hard to get by on just that. I haven't found a job yet, but I think I should. It'd be nice to have a lot of money and some responsibility. It's difficult though because I usually do stuff after school, I have either music lessons – I play the piano – or French lessons. I'm jealous of my friends because most of them have already found some work. At least I can dream of being a famous pianist in Paris.

### David

I've done a few part-time jobs so far – washing dishes in a restaurant, delivering free newspapers, and handing out flyers. If I'm short of money, I know I can ask my mum, but I try not to. I really only need it for my phone bill and for going out.

I've just found a new job at Hungry Jack's. It's pretty easy – not as bad as everyone says. I work for 4 hours every weekend for \$3 an hour and the best thing? You should see the girls!



**Tom**

My friends are lucky. I don't usually get any pocket money. Until now I've done basic chores for nothing – emptying and loading the dishwasher, clearing away after dinner, doing the washing up, and putting the rubbish out. I've never tried asking my parents for money – I know the answer would be no. They buy me clothes, I don't have a mobile phone and I rarely go out, so I guess I don't need pocket money.

My brother has started a business with two other kids – they knock on people's doors and offer to wash people's cars. It's the first time he's done anything like that. Maybe I'll join him.

**WORD BANK**

**earn** /ɜːn/ *v* – зарадити

**almost** /ˈɔːlməʊst/ *adv* – скоро, замало

**per cent** /pə'sent/ – посто

**part-time** (job) /pɑːt 'taɪm/ *adj* – скраћено радно  
време, хонорарни посао

**jealous** (of someone) /'dʒeləs/ *adj* – љубоморан  
(на некога)

**responsibility** /rɪspɒnsə'bɪləti/ *n* – одговорност

**chores** /tʃɔːz/ *n* – кућни послови

**empty** /'empti/ *v* – испразнити

**load the dishwasher** /ləʊd/ *v* – напунити машину за  
судове

**wipe** /waɪp/ *v* – брисати

**rubbish** /'rʌbɪʃ/ *n* – ђубре

**knock** /nɒk/ *v* – покуцати

**bill** /bɪl/ *n* – рачун

**awful** /'ɔːfl/ *adj* – ужасан

**3 Answer the following questions.**

- What do fourteen-year-olds in Britain spend
  - most of their pocket money on?
  - very little money on?
- How do fifteen-year-olds in the USA earn their money?
- Why would James like a job?
- Who does James get his pocket money from?
- Where does David work?
- Why does he like his job there?
- What does he spend his money on?
- What does Tom do without asking for money?
- What does Tom's brother do?

**4 Decide who:**

- has got more than one part-time job. \_\_\_\_\_
- is too busy to have a job. \_\_\_\_\_
- is thinking of taking up a job to earn some money. \_\_\_\_\_
- has got the least money of the three boys. \_\_\_\_\_

**Write James, David, Tom or no-one.**



## Over to you

### 5 Discuss the following questions.

1. Have you ever done any of the jobs mentioned in the text?
2. Would you like to do any of them?

## Phrases with DO

### 1 Circle the phrases with DO that appear in the article on pocket money.



### 2 Complete the sentences by using the phrases with DO. Change the verb form if necessary.

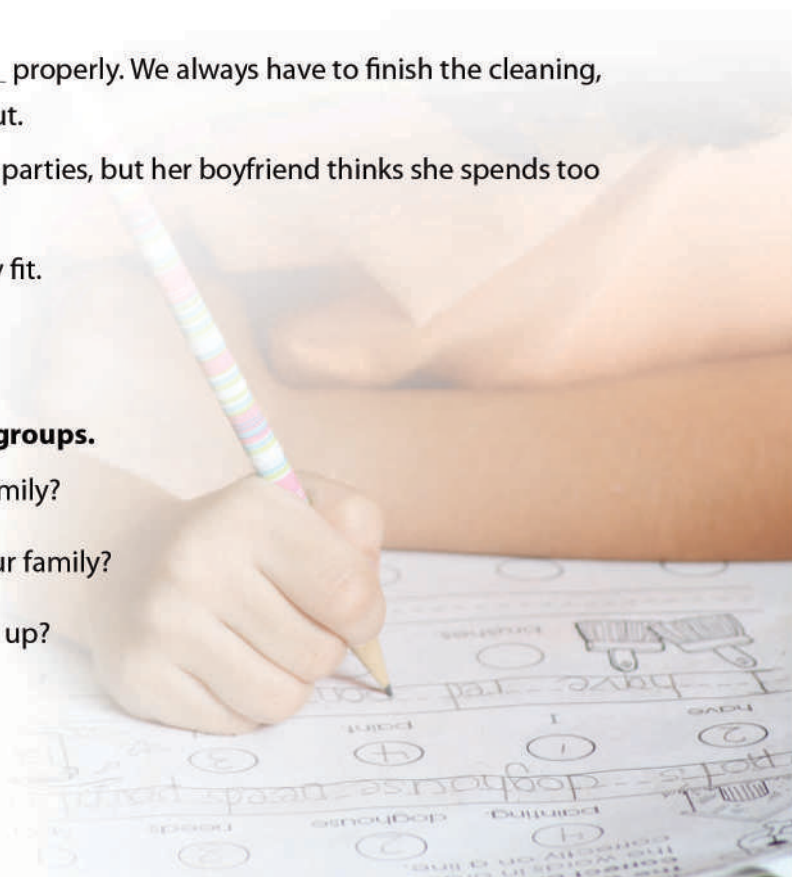
1. Have you \_\_\_\_\_ your \_\_\_\_\_ yet? Your teacher told me you usually forget.
2. My mother gets angry when I don't \_\_\_\_\_, but I think she should buy a dishwasher!
3. He never \_\_\_\_\_ his \_\_\_\_\_ properly. We always have to finish the cleaning, and he always forgets to put the rubbish out.
4. Mary enjoys \_\_\_\_\_ for big parties, but her boyfriend thinks she spends too much.
5. She \_\_\_\_\_ every day to stay fit.

## Pair work

Discuss these questions in pairs or groups.



1. Who does the shopping in your family?
2. Do you like doing homework?
3. Who does the most exercise in your family?  
Do you like doing exercise?
4. How often do you do the washing up?



## Brush up your grammar

### > THE PRESENT PERFECT TENSE

#### 1 Complete these sentences from the 'Pocket Money' text:

1. Until now I \_\_\_\_\_ basic chores for nothing.
2. I \_\_\_\_\_ a job yet.
3. I \_\_\_\_\_ a few part-time jobs so far.
4. I \_\_\_\_\_ never \_\_\_\_\_ asking my parents for money.
5. It's the first time he \_\_\_\_\_ anything like that.

#### 2 In the text find the adverbs of indefinite time which are used with the present perfect.

Review the use of the present perfect tense. See the *Grammar Summary*.

#### 3 Put the verbs in brackets into the present perfect tense.

1. \_\_\_\_\_ you ever \_\_\_\_\_ (earn) any money?
2. I \_\_\_\_\_ to the library several times this month. (be)
3. You are late. The show \_\_\_\_\_ already \_\_\_\_\_. (begin)
4. My pencils aren't on the table. \_\_\_\_\_ them? (you/take)
5. I \_\_\_\_\_ him before. (not/meet)
6. The football match \_\_\_\_\_ yet. (not/finish)
7. He \_\_\_\_\_ from his cousin twice since December. (hear)
8. She is suntanned. \_\_\_\_\_ she just \_\_\_\_\_ (come) back from her holiday?
9. This is the first time my sister \_\_\_\_\_ (buy) me an expensive present.
10. I \_\_\_\_\_ a good film for months. (not/see)

#### 4 Add an adverb to the sentences and then say whether they are true for you.

this is the first time    just    for weeks    this month    yet

1. I have \_\_\_\_\_ had my 14<sup>th</sup> birthday.
2. The weather has been bad \_\_\_\_\_.
3. I haven't fallen in love \_\_\_\_\_.
4. \_\_\_\_\_ I have heard of the present perfect!
5. I have watched a few films at the cinema \_\_\_\_\_.



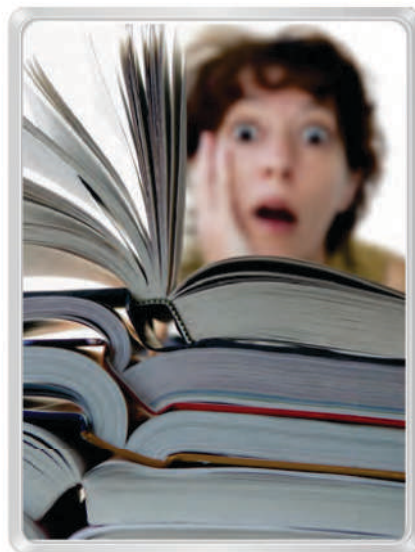
## READING HABITS

## Let's talk

- Can you remember what young people in Britain and America spent the least money on?
- Why do you think this is?

Listening  Track 3

Michael, Nick, Marcia and Sonia are talking about what they read and how much time they spend reading.



- 1 Listen to what they say and complete the chart. Put a tick (✓) or cross (X) in the first three columns and write the type of novels they each read in the last column.

	borrows books from a library	reads magazines	reads newspapers	type of novel he/she reads
Michael				
Nick				
Marcia				
Sonia				

- 2 Read the sentences below. Can you complete the missing information?

1. Michael starts with the \_\_\_\_\_ pages when he reads a newspaper.
2. He hasn't read a good book \_\_\_\_\_.
3. Nick finds it \_\_\_\_\_ to decide which his favourite book is.
4. His favourite part of a newspaper is the \_\_\_\_\_.
5. Marcia loves going to \_\_\_\_\_.
6. The magazines she reads have \_\_\_\_\_, articles about \_\_\_\_\_ and \_\_\_\_\_.
7. Sonia loves \_\_\_\_\_ stories and reads magazines about \_\_\_\_\_ and \_\_\_\_\_.
8. She \_\_\_\_\_ last month's Basketball News yet.

Listen again to check your answers.



## Pair work

Find out about your partner's reading habits. Use the questions below and make some notes.



- Do you like reading? Why/Why not?
- Do you spend much time reading every day?
- Which do you read most: books, magazines or newspapers?
- Are you reading a good book at the moment?
- What kind of books do you read?
- Do you ever borrow books from a library?
- What kind of magazines do you read?
- Which is your favourite part of a magazine?
- Do you think it is important to read a newspaper every day?
- Which parts of a newspaper do you read?

Do you have anything in common with your partner?

Now tell a new partner about your first partner's reading habits.

## Idioms with EYE

1 Can you remember who said 'I run my eye over the Daily Mail every day'? \_\_\_\_\_

**There are many idioms with the word eye in English. For example:**

My eyes are bigger than my stomach. = I've taken more food than I can eat.

His gold watch caught my eye. = I noticed his gold watch.

2 Replace the highlighted expressions with an idiom with eye from the list below.

shut your eyes to

see eye to eye

up to her eyes in ✓

can't take her eyes off

only have eyes for

in my parents' eyes

### Example

My mother is ~~very busy with~~ housework. – up to her eyes in

1. Marcia *can't stop looking at* the dress in the shop window. She loves it!
2. Marcia and Michael *are so in love with* each other.
3. Don't *ignore* your bad marks! You must start studying harder.
4. *In my parents' opinion*, I am still only a child.
5. My father and I never *agree about anything*.



### 3 Discuss

1. Are your eyes ever bigger than your stomach?
2. What is the first thing that catches your eye when you meet someone for the first time?
3. In your eyes, which is more exciting – a historical novel, a magazine about basketball or a daily newspaper?

## Extra! Extra!

### ■ TELL US SOMETHING ABOUT...

#### How to play

Play the game in small groups.  
You need counters, 4 small pieces of paper and a pencil case.

#### Rules

1. Write the numbers 1–4 on four pieces of paper. Fold them up and put them in an empty pencil case.
2. Put all counters on the START circle and decide who will go first.
3. The first player takes a piece of paper from the pencil case and moves their counter the number of spaces shown on the paper. The number is then folded and returned to the pencil case before the next player's turn.
4. Players take it in turns to move round the board.
5. Red circles: the player talks about the topic for at least 20 seconds. If the player can't, he/she must pass and miss a go the next round.
6. Blue circles: the others each ask the player a question starting with the question word.
7. The winner is the first player to get to the FINISH circle.



## With a friend

I can talk with a friend  
and walk with a friend  
and share my umbrella in the rain.  
I can play with a friend  
and stay with a friend  
and learn with a friend  
and explain.

I can eat with a friend  
and compete with a friend  
and even sometimes disagree.  
I can ride with a friend  
and take pride with a friend.  
A friend can mean so much to me!  
*Vivian Gouled*



Using only the letters in **RELATIONSHIP**, write the words.

### RELATIONSHIP

- a wild animal – \_ \_ \_ \_
- the opposite of early – \_ \_ \_ \_
- Please be quiet! Don't make so much \_ \_ \_ \_ \_!
- When you cry, you have \_ \_ \_ \_ \_ in your eyes.
- a type of land transport – \_ \_ \_ \_ \_
- something you can eat, filled with meat or fruit – \_ \_ \_ \_

How many other words can you make with these letters?

## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

- |                                       |   |   |   |
|---------------------------------------|---|---|---|
| <input type="checkbox"/> classmate    | <input type="checkbox"/> friendship           | <input type="checkbox"/> pocket money   | <input type="checkbox"/> see eye to eye             |
| <input type="checkbox"/> close friend | <input type="checkbox"/> get on with somebody | <input type="checkbox"/> relationship   | <input type="checkbox"/> spend time doing something |
| <input type="checkbox"/> do chores    | <input type="checkbox"/> part-time job        | <input type="checkbox"/> responsibility | <input type="checkbox"/> a waste of time/money      |

### How well did you ...?

... do the quiz with the present simple  
and the present continuous tenses  
the exercises with word formation  
the listening comprehension  
... learn the expressions with *keep*

VERY WELL	OK	NOT VERY WELL

Unit 1 was ... INTERESTING ☐ OK ☐ BORING ☐



## Unit 2

### ROMANCE

- A Love at first sight
- B Presents
- C Extra! Extra!

***In this unit, you will***

☐ **READ ABOUT**

- a holiday romance
- how a famous couple met
- gifts as a sign of love

☐ **REVIEW**

- the past simple and continuous tenses
- the past simple and present perfect tenses

☐ **PRACTISE**

- expressions with *in*
- phrasal verbs with *off*

☐ **HEAR ABOUT**

- how difficult it is to buy a present for boys

☐ **INVENT**

- a love story

## Let's talk

**A** Which of these are the most important for you in a boyfriend or girlfriend?

money

sense of humour

dress sense

nationality

age

looks

honesty

intelligence

**B** If you *chat somebody up*, you talk to them in a friendly way to show that you are attracted to them. 'Chat-up lines' are the first sentence somebody uses when he/she wants to chat somebody up. Which of these chat-up lines do you like?

- Do you come here often?
- Are you here on your own?
- Has anyone ever told you that you've got really beautiful eyes?
- I think I've died and gone to heaven!
- I didn't believe in love at first sight... until I saw you!

- C**
1. Is it OK for a girl to ask a boy out?
  2. What's a holiday romance?
  3. Do you know anyone who has fallen in love on holiday?

**D** Match the expressions to a picture.



*chat  
someone up*

*get married*



*have a row*

*split up*



## Love at first sight

### 1 Read the interview. Can you put the questions in the right place?

- How did you meet your wife?
- Did you ask her out?
- Have you ever fallen in love at first sight?
- Was your first date successful?
- Did you see each other again?

\_\_\_\_\_?

Oh, yes. I was 15 and I was on an adventure holiday in the Lake District with three friends. We arrived in Windermere on a Sunday afternoon, put our tents up at the campsite, and then went to the cinema. We weren't enjoying the film and we were thinking about leaving, but there was a beautiful girl in front of us. It was love at first sight!

\_\_\_\_\_?

Of course. At the end of the film, I smiled at her when she turned round to pick up her coat. She smiled back and we started talking. Her name was Simone. She was on holiday with her friend and had one more day in Windermere before she had to go home to

## Love in the Lakes

Howard Hughes became famous overnight with his hit 'Love at first sight', but does the former *Teen Sensation* singer, now happily married, really believe such things can happen?

France. She agreed to meet me at 8 o'clock the next evening on the corner of a street near the cinema.

\_\_\_\_\_?

Not exactly! I didn't want to be late so I set off early. I was standing at the corner of the street at seven o'clock. I waited and waited. When she wasn't there at quarter past eight, I thought maybe I was waiting at the wrong end of the street. So I ran to the other end, but she wasn't there. So I ran back to the other end. I waited for her until midnight, but she didn't appear.

\_\_\_\_\_?

Yes, by chance. I saw her the following morning as we were walking to the town centre for breakfast. She was sitting on her own on a bench. When she saw me, she started to yell, 'I was waiting on the corner of Park Street for an hour and a half! What were you doing?' 'Park Street!' I said. 'I was waiting on the corner of Town Street!' We were both laughing when her mobile phone rang. It was time for her to leave. And we didn't speak or see each other again.



\_\_\_\_\_?

Well, funnily enough, it was ten years later while I was on holiday in Windermere, but this time I waited on the right corner! And yes, it was love at first sight!

## WORD BANK

**overnight** /əʊnə'taɪt/ *adv* – преко ноћи**former** /'fɔ:mə/ *adj* – бивши**adventure** /əd'ventʃə/ *n* – авантура, доживљај, подухват**put up (tents)** *v* – подићи, поставити шаторе**campsite** /'kæmpsaɪt/ *n* – камп**date** /deɪt/ *n* – љубавни састанак**exactly** /ɪg'zæktli/ *adv* – тачно**set off** *v* – кренути**midnight** /'mɪdnait/ *n* – поноћ**instead** /ɪn'sted/ *prep* – уместо**by chance** /baɪ tʃa:ns/ – случајно**finally** /'fainəli/ *adv* – коначно

## 2 Answer the questions.

1. Did Howard really find love in the Lakes when he was 15?
2. What was the misunderstanding?

## 4 Answer the following questions.

1. Was Howard late for their date?
2. Did he stay in one place all night?
3. When did he finally see Simone?
4. Was she happy to see him?
5. Did they keep in touch?
6. Is Howard married?
7. How did he meet his wife?

## 3 Are these statements true or false? Can you remember without looking back at the text?

1. Three friends went to the seaside for a holiday.
2. They stayed in a hotel.
3. The boys left the cinema because they didn't like the film.
4. They met a French girl at the cinema.
5. Howard fell in love with Simone the moment he saw her.
6. Simone was staying in the Lake District for one more week.
7. They decided to meet the next evening.
8. They arranged to meet at a cafe.

## 5 Use the words below to complete the sentences, making any changes necessary.

on one's own

by chance

overnight

admire

put up

midnight

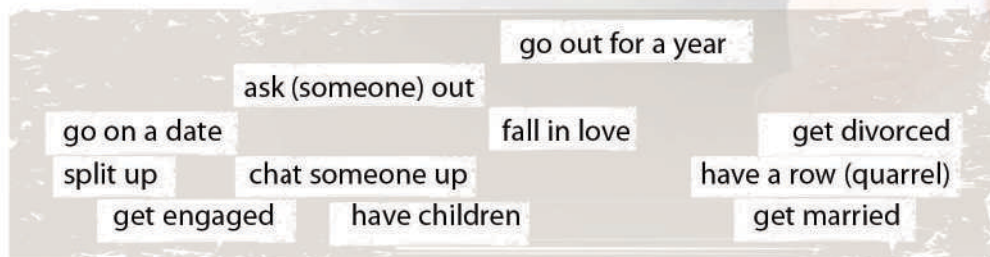
set off

date

1. Do you like going on holiday \_\_\_\_\_ or do you prefer going with other people?
2. Have you ever \_\_\_\_\_ a tent?
3. What time do you have to \_\_\_\_\_ for school in the morning/afternoon?
4. When was the last time you stayed at a friend's house \_\_\_\_\_?
5. Which famous person do you \_\_\_\_\_? Why?
6. How often do you go to bed after \_\_\_\_\_? Do you feel tired in the morning?
7. In your opinion, where is the best place for a first \_\_\_\_\_ with a new boyfriend or girlfriend?
8. Have you ever met a friend \_\_\_\_\_ on holiday?

**Answer the questions in pairs or small groups.**

- 6 Write down a suitable order for the events in the box. Check your order with other pairs.



### Over to you

Do you believe in love at first sight?

## Brush up your grammar

### > THE PAST SIMPLE AND PAST CONTINUOUS TENSES

- 1 Complete these sentences from 'Love in the Lakes'.

1. We \_\_\_\_\_, put our tents up, and \_\_\_\_\_ to the cinema.
2. We \_\_\_\_\_ the film and we \_\_\_\_\_ about leaving.
3. I \_\_\_\_\_ her the following morning as we \_\_\_\_\_ to the town centre.
4. I \_\_\_\_\_ at the corner of the street at seven o'clock.

a. Can you remember when we use the past tense?

b. Can you remember when we use the past continuous tense?

Review the use of the past simple and the past continuous tenses.  
See the *Grammar Summary*.

- 2 Complete the sentences with the past simple or past continuous tense.

1. My sister \_\_\_\_\_ when I \_\_\_\_\_ the room. (sleep/enter)
2. When I \_\_\_\_\_ up this morning, the sun \_\_\_\_\_ brightly. (get/shine)
3. Bob \_\_\_\_\_ the TV when he \_\_\_\_\_ a strange noise. (repair/hear)
4. While they \_\_\_\_\_ abroad, they \_\_\_\_\_ in love. (work/fall)
5. While they \_\_\_\_\_, people \_\_\_\_\_ from the beach. (surf/watch)
6. I \_\_\_\_\_ the street when I \_\_\_\_\_ the accident. (cross/see)

- 3 Read the magazine interview with Victoria, a famous pop star, and explain the meaning of the title.

# LOVE AT FIRST BITE?



David and Victoria are the couple everyone wants to be – rich, healthy, good-looking and happy together. He has represented England at rugby 40 times and she has had five number one hits. Their wedding five years ago was (be) the biggest celebrity event of the year, but how (1) \_\_\_\_\_ (they/meet)?

"David first (2) \_\_\_\_\_ (catch) my eye at school twelve years ago while he (3) \_\_\_\_\_ (play) rugby for the school team. I (4) \_\_\_\_\_ (fall) in love with him the first time I

(5) \_\_\_\_\_ (see) him play. I (6) \_\_\_\_\_ (go) to every game just to watch him, but he (7) \_\_\_\_\_ (not/notice) me!"

"I remember one afternoon clearly. It was freezing cold, but I (8) \_\_\_\_\_ (wear) a mini-skirt and boots to impress him! Anyway, after the game, I (9) \_\_\_\_\_ (run) to KFC, the fast-food place. I was very hungry so I (10) \_\_\_\_\_ (order) two portions of fries. As I (11) \_\_\_\_\_ (look) in my

purse, I (12) \_\_\_\_\_ (realise) that I (13) \_\_\_\_\_ (not have) any money! Then, I (14) \_\_\_\_\_ (hear) a voice behind me saying 'Don't worry, I'll pay. You can pay me back next week.' I (15) \_\_\_\_\_ (turn) around and I (16) \_\_\_\_\_ (see) David. He (17) \_\_\_\_\_ (stand) on his own. I (18) \_\_\_\_\_ (know) immediately that he (19) \_\_\_\_\_ (be) the man for me. He (20) \_\_\_\_\_ (chat) me up for a bit and then we (21) \_\_\_\_\_ (leave). It (22) \_\_\_\_\_ (rain) really hard outside, but I (23) \_\_\_\_\_ (not care). While we (24) \_\_\_\_\_ (walk), he suddenly (25) \_\_\_\_\_ (kiss) me. It was so romantic – I was so in love! Then he (26) \_\_\_\_\_ (invite) me for a drink..."

- 4 Complete the gaps with the past simple or past continuous tense.

- 5 Number the pictures in the order that they are mentioned.





- 6 Listen to a radio interview with David where he talks about how he and his wife met for the first time. Is his story the same as his wife's?
- 7 Underline all the things in the magazine article that were different. Listen again to check.

## Group Work

Work in groups of three. Choose a role:

- the host of a television chat show
- David
- Victoria

Prepare an interview together. You could think about the following ideas:

their home now

children

pets

their wedding

their holidays

their careers

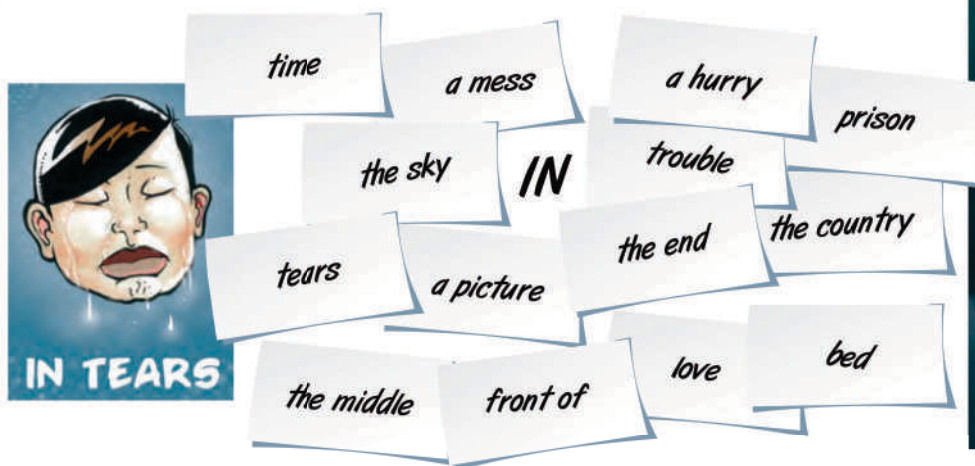
## Phrases with IN

- 1 Look at these sentences from David's and Victoria's interviews:

- I was so in love!
- In the end, we kissed!

Who said each sentence – David or Victoria?

- 2 Complete the sentences using these other phrases with IN.



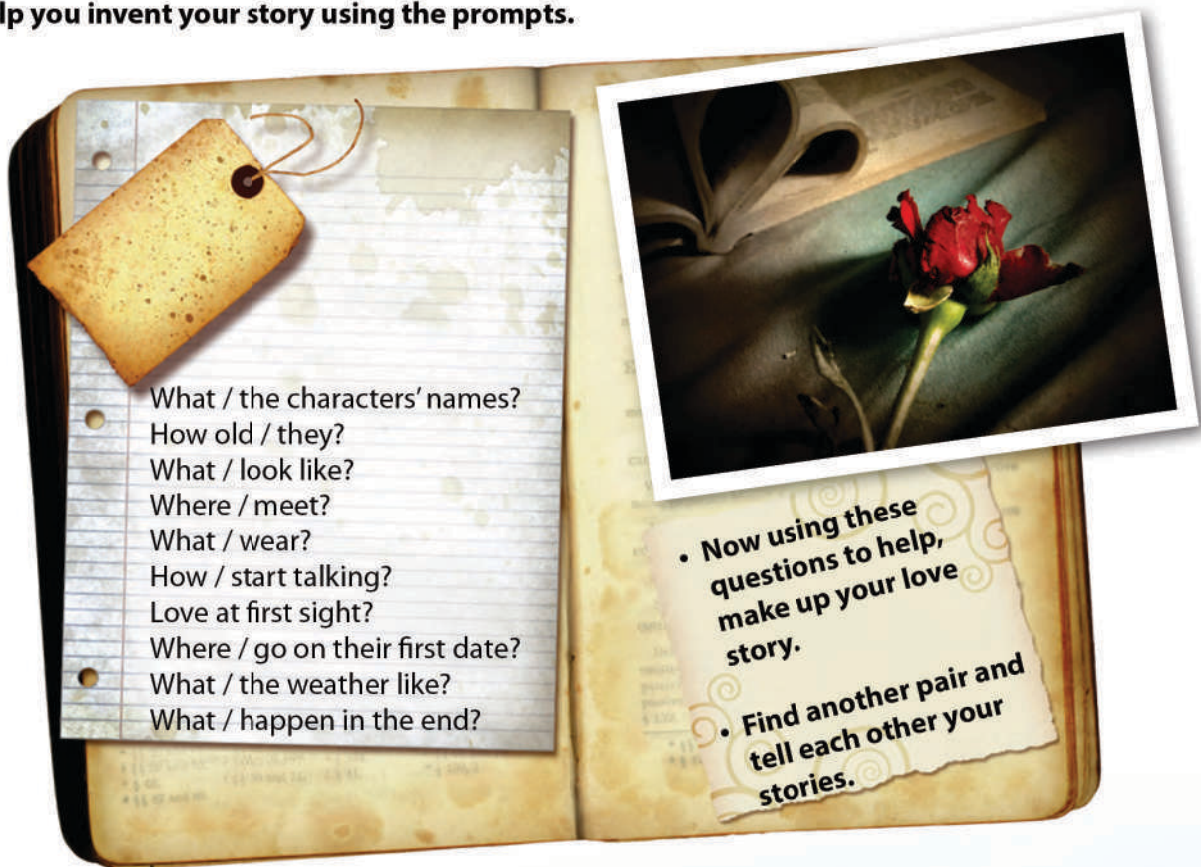
- The thieves left the house \_\_\_\_\_ because they heard the police coming.
- The police caught the thieves and now they are \_\_\_\_\_.
- We arrived at the station \_\_\_\_\_ to catch the three o'clock train.
- Jane was \_\_\_\_\_ because she heard some sad news about her friend.
- Duncan and Jessica fell \_\_\_\_\_ at first sight.

### 3 Discuss these questions with a partner.

1. When was the last time you were in bed with a temperature?
2. Is your room often in a mess?
3. Do you often get in trouble with your parents? And with your teachers?

### Pair work

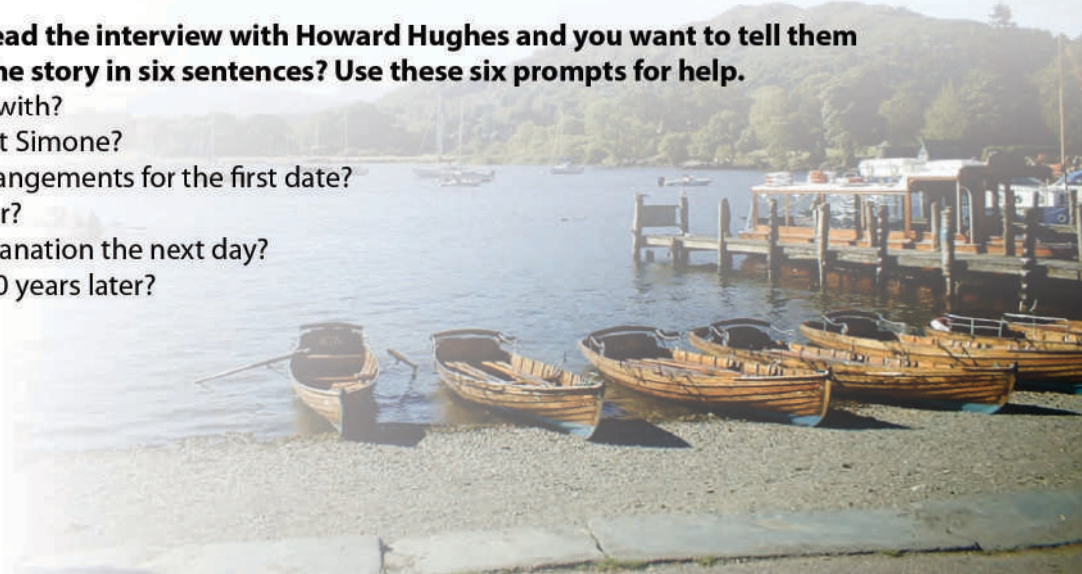
- You are going to make up a short love story in pairs. First, write questions to help you invent your story using the prompts.**



### Review

**Your best friend hasn't read the interview with Howard Hughes and you want to tell them about it. Can you retell the story in six sentences? Use these six prompts for help.**

- Who was Howard with?
- Where did he meet Simone?
- What were the arrangements for the first date?
- Did Simone appear?
- What was the explanation the next day?
- What happened 10 years later?



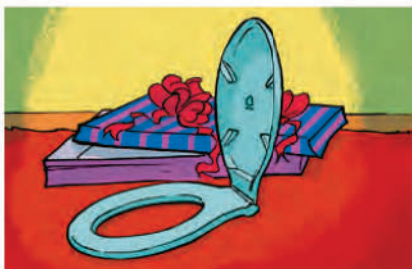
## Presents

### Let's talk

- Do you like giving/receiving presents?
- When do you usually give/receive presents?
- Who gives you presents?
- Who do you give presents to?
- What's the most unusual present you have ever given/received?
- Have you ever received an embarrassing present?
- How do you react when you don't like a present?



1 Work in groups of three. Each student in the group should read a different text and decide which picture goes with it.



### A SIGN OF LOVE?

Everybody likes to get presents. They are a sign of love. They show how much someone cares. Or maybe not. We asked three girls to tell us about the worst romantic gifts they have ever received.



**A Helen**

"The worst gift I have \_\_\_\_\_ received was from a boyfriend I was with for four months. It was Valentine's Day \_\_\_\_\_ and I gave him tickets to see his favourite football team. He smiled and took a beautiful silver ring from his pocket. It was amazing, but when I looked at it more closely, to my surprise, I saw an engraving that said 'To Lucy, love Pete'. Well, my name's Helen! I threw the ring back at him and we split up straightaway."

\_\_\_\_\_ – flowers, chocolates, perfume, and CDs. \_\_\_\_\_ he gave me something very unusual. It was a big box covered with tiny pink hearts and red bows. I was really excited and quickly took the lid off. When I saw what was inside, I was shocked – a toilet seat! I must admit my old one was broken and it has been really useful, but it's not my idea of a romantic gift!"



**B Alice**



C Claire

"I've been with my boyfriend for a year, but he isn't at all romantic. He has only bought me one present during our whole relationship and he has never told me that he loves me. Anyway, \_\_\_\_\_, I said he should be more romantic and then last month he phoned me and told me to look outside my house. So I did. I couldn't believe my eyes. 'Rick loves Claire', 'Rick and Claire 4ever', 'Rick and Claire – a perfect couple' – written all over the neighbour's garden wall. I've never been so embarrassed in my whole life! We had a huge row. The writing hasn't come off \_\_\_\_\_ so I see it every morning. We're still together, but I haven't complained that he's unromantic since that day!"

## WORD BANK

**silver** /'sɪlvə/ *adj* – сребрн

**closely** /'kləʊsli/ *adv* – пажљиво, изблиза

**engraving** /ɪn'ɡreɪvɪŋ/ *n* – гравира

**straightaway** /streɪtə'weɪ/ *adv* – одмах, без колебања

**bow** /bəʊ/ *n* – машина

**lid** /lɪd/ *n* – поклопац

**couple** /kʌpl/ *n* – пар

**embarrassed** /ɪm'bærəst/ *adj* – оскрамоћен

**row** /raʊ/ *n* – свађа

- 2 Read your text again and answer the questions. Tell other students what you read about, using the questions.

## Student A

1. Why was Helen angry with Pete?
2. How long were Helen and Pete together?
3. What did he get from her for Valentine's Day?
4. Did Helen like the ring when she saw it first?
5. Are they still together?

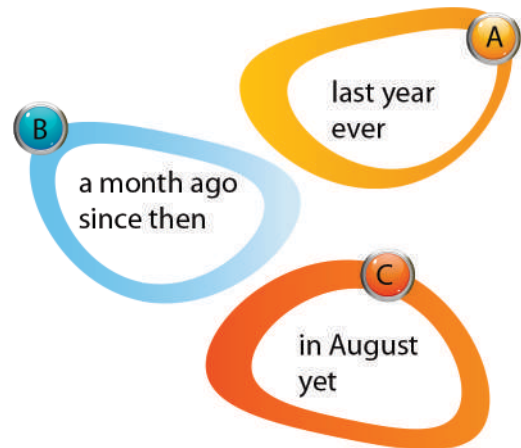
## Student B

1. How long has Alice been with her boyfriend?
2. Does he often buy her unusual presents?
3. Was the toilet seat nicely wrapped up?
4. Did she need the gift?
5. Are they still together?

## Student C

1. What did Claire not like about her boyfriend?
2. Did she tell him about this problem?
3. Did Claire like the graffiti?
4. Has Rick's present disappeared?
5. Are they still together?

- 3 Read the other two texts. Can you put these phrases into the right place?



- 4 What do you think?

1. In your opinion, which was the worst present?
2. Would you be embarrassed to see graffiti with your name?
3. Do you like getting useful presents?

**Brush up your grammar** > **THE PRESENT PERFECT AND THE PAST SIMPLE TENSES**

- 1** The words from exercise 3 are all key words for either the present perfect or past simple tense. Put them in the right column:

Present Perfect	Past Simple

- 2** Complete the sentences with the correct tense of the verbs in brackets.

1. A \_\_\_\_\_ you ever \_\_\_\_\_ on TV? (appear)  
 B Yes, I \_\_\_\_\_. Once.  
 A When \_\_\_\_\_ it? (be)  
 B I \_\_\_\_\_ (make) an advert for popcorn last spring, but I don't think they \_\_\_\_\_ (show) it since July.

- 3** Complete the sentences with the correct tense of the verbs in brackets.

1. How many times \_\_\_\_\_ you \_\_\_\_\_ (be) late for school this week?  
 2. Helen and Tessa \_\_\_\_\_ (know) each other for ages.  
 3. I can't walk. I \_\_\_\_\_ (hurt) my leg playing tennis yesterday.  
 4. I feel sorry for her. She \_\_\_\_\_ (receive) three useless gifts so far this year.  
 5. Jeff \_\_\_\_\_ (fight) with his younger brother three times the other day.  
 6. I \_\_\_\_\_ (read) a lot of her books when I was at school, but I \_\_\_\_\_ (not read) her latest novel.

- 4** **Underline the correct tense.**

1. Shakespeare *wrote* / *has written* Romeo and Julia.  
 2. Columbus *has discovered* / *discovered* America in 1492.  
 3. Human beings *have been* / *were* on the Earth for about 50,000 years.  
 4. Madonna *has been* / *was* famous for less than twenty years.  
 5. Dinosaurs *have lived* / *lived* on this planet for about 20 million years.

**Are the sentences true or false? Make questions to check your answers with your teacher.**

1. Who \_\_\_\_\_ ?  
 2. When \_\_\_\_\_ ?  
 3. How long \_\_\_\_\_ ?  
 4. How long \_\_\_\_\_ ?  
 5. How long \_\_\_\_\_ ?

## Phrasal verbs with OFF

**Look at these sentences from 'A sign of love?':**

- I quickly took the lid off.
- It hasn't come off yet.

**These are phrasal verbs (verb + particle). The same phrasal verb often has more than one meaning.**

### 1 What is the meaning of the underlined phrasal verbs? Use the definitions in the boxes.

#### TAKE OFF

- leave the ground and start flying (for planes)  
*The plane takes off in five minutes.*
- stop doing something for a while  
*He took time off from studying to visit his sick aunt.*
- remove  
*Can you take your shoes off, please? They're dirty.*
- leave suddenly  
*They took off when they heard the police coming.*

#### COME OFF

- become unstuck, fall off, disappear  
*Be careful! The doll's head is coming off.*  
*This tomato juice won't come off your T-shirt!*
- stop taking (drugs)  
*He looks better now he has come off the drugs he was using.*

#### GO OFF

- stop working (for lights, electrical devices)  
*We need a new TV. This one keeps going off.*
- explode (for bombs)  
*The bomb went off at 7.30, but no-one was hurt.*
- ring (for an alarm)  
*Sorry I'm late. My alarm clock didn't go off.*

### 2 Complete the sentences using one of the phrasal verbs from the boxes in the correct form.

1. The fire alarm \_\_\_\_\_ and woke me up.
2. A button \_\_\_\_\_ my coat so my mum put it back on.
3. The plane \_\_\_\_\_ yet. They're waiting for the last passenger.
4. I was so tired I decided to \_\_\_\_\_ a week \_\_\_\_\_ work.
5. Can you \_\_\_\_\_ the lid \_\_\_\_\_ this bottle, please?
6. The lights \_\_\_\_\_ and I couldn't see anything.
7. Peter \_\_\_\_\_ when Jane walked into the room. I've never seen anyone leave so quickly!



## Listening

### 'WELL, WHAT DO YOU WANT?' Track 9

#### 1 Discuss.

1. Make a list of suitable presents for boys and for girls.
2. Is it easier to buy presents for girls or for boys?

#### 2 Listen to Rebecca's experience of buying presents for her boyfriend.

Which present did she once give him – A, B or C?



#### 3 Listen again and answer.

1. In Rebecca's opinion, who is it easier to buy presents for – boys or girls?
2. Who did Rebecca ask for advice on what to buy for her boyfriend?
3. Did he open the present in private?
4. What does he want for an anniversary present?

## Writing

Write the thank you letter on page 16 of the Workbook.

## Brush up your grammar

### > MODAL VERBS

#### Obligation

Look at these sentences:

1. I have to buy him something.
2. I had to ask my dad for a suggestion.
3. Did you have to give me a teddy bear?
4. They didn't have to go home early.

They all contain a form of the verb *have to* which we use to show obligation.

For more information, see the *Grammar Summary*.

#### 1 Complete the sentences using a form of *have to*.

1. We \_\_\_\_\_ go to the cinema if you don't want to.
2. Yesterday was a holiday so Richard \_\_\_\_\_ go to work.
3. \_\_\_\_\_ you \_\_\_\_\_ play football yesterday? I thought you were ill.
4. Helen \_\_\_\_\_ come with us tomorrow. She can stay at home.
5. \_\_\_\_\_ your sister \_\_\_\_\_ sing when she has a shower?! It's awful!

**2 Complete the sentences using a form of *have to* and then say whether the sentences are true for you.**

1. I can't go out tonight because I \_\_\_\_\_ finish my homework.
2. I \_\_\_\_\_ stay in bed yesterday because I had a temperature.
3. Last Saturday I \_\_\_\_\_ to do anything so I could relax!

**Remember**

**Look at this sentence:**

You *needn't* spend a lot of money!

**We can also say:**

You *don't have to* spend a lot of money.

**We can use *needn't* instead of *don't/doesn't have to*.**

- In which sentences from exercise 1 and 2 can we use *needn't*?



**3 Can you make a list of 'Relationship rules' using the modals *have to* and *needn't*?**

Examples:

You *needn't* buy expensive presents for each other.

You *have to* be kind to each other.



**Over to you**

**Choose a topic to talk about. Use the questions to help you.**

- a. The best present you have received.
- b. The worst present you have received.
- c. The last present you received.

Who gave you the present?

How was it wrapped up?

What was the present for?

Did it cost a lot?

Was the present a surprise or were you expecting it?

How did you feel when you opened the present?

How did you react?

**Speaking**

**In groups, decide what kind of present you will buy for the following occasions:**

- a. One of your teachers is going to retire.
- b. One of your classmates is moving to another town.
- c. One of your classmates from another group is celebrating his/her birthday. You want to buy one present from all of you.

**USEFUL LANGUAGE**

**Making suggestions**

*We should buy ...*

*How about buying ...?*

*Do you agree?*

*Why don't we ...?*

*Let's ...*

*We could ...*

## Extra! Extra!

### THE STORY OF VALENTINE'S DAY

No one really knows the true origin of St Valentine's Day, but one legend goes like this. Valentine was a priest in Rome in the third century. The Roman Emperor Claudius made a law against people getting married because he thought that soldiers who were single were better fighters than married ones. However, St Valentine continued to help young couples get married so he was put in prison. While he was in prison, Valentine fell in love with the guard's blind daughter. Amazingly, he managed to help her see again before he was executed and he left her a message which simply said: 'From your Valentine', an expression that is still used today.

#### About you

- What does Valentine's Day mean to you?
- Do you get Valentine cards?
- Have you ever sent one?

#### Add a letter to the words below to make new words:

PRESENT – a gift

LOVE – something you wear on your hand in winter

HEAR – you break this when you end a relationship

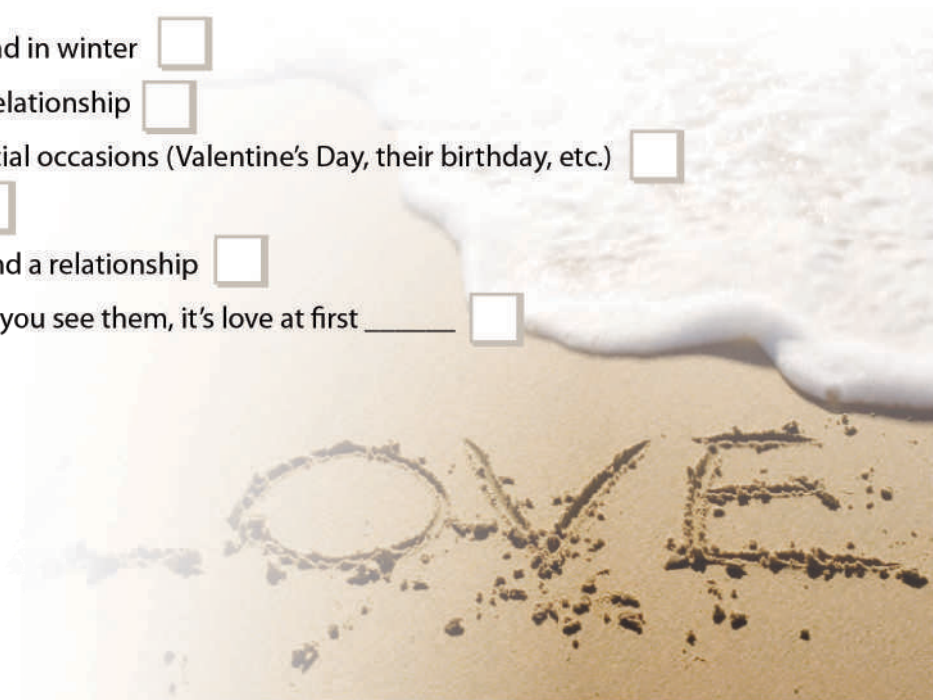
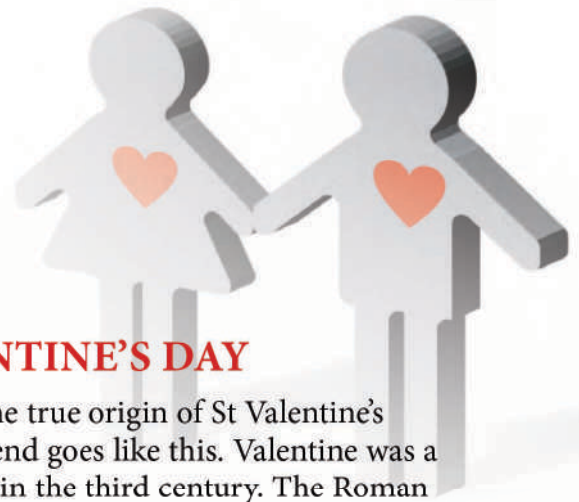
CAR – you send this to someone on special occasions (Valentine's Day, their birthday, etc.)

LOWER – a rose is an example of this

SPIT – when used with *up*, it means to end a relationship

SIGH – if you like someone the first time you see them, it's love at first \_\_\_\_\_

BAR – a furry toy is a teddy \_\_\_\_\_



# LOVE IS ...

Love is  
walking hand in hand and  
listening to your favourite band.  
Love is  
touching wet cheeks in the rain  
and waving from the leaving train.

Love is  
the rustling of the breeze  
which is humming in the trees.  
Love is  
.....

Can you continue writing in the same way?

## WORDSEARCH

Can you find the 15 'relationship' words (↔ / ↑↓ / ↗)?

e	w	f	d	e	s	e	o	a	k
w	u	c	e	s	e	e	t	h	i
t	o	t	h	c	t	o	n	e	s
m	a	r	r	i	a	g	e	a	s
d	p	u	t	i	l	p	s	r	l
a	s	r	r	c	o	d	e	t	o
p	u	t	a	h	c	w	r	m	v
e	c	n	a	m	o	r	p	e	e
w	e	a	a	l	h	s	o	l	n
t	w	i	f	e	c	r	i	n	g

chat up  
children  
chocolates  
date  
flowers  
heart  
kiss  
love

marriage  
present  
ring  
romance  
row  
split up  
wife

## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

- |  |   |                                 |                                      |                                      |
|--|---|---------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> admire              | <input type="checkbox"/> by chance            | <input type="checkbox"/> couple | <input type="checkbox"/> embarrassed | <input type="checkbox"/> get married |
| <input type="checkbox"/> adventure           | <input type="checkbox"/> How about buying...? | <input type="checkbox"/> date   | <input type="checkbox"/> gift        | <input type="checkbox"/> split up    |
| <input type="checkbox"/> love at first sight | <input type="checkbox"/> complain             |                                 |                                      |                                      |

### How well did you ...?

- ... do the exercises with the past simple and the past continuous tenses  
the exercises with the present perfect and the past simple tenses  
the exercise with phrases with IN  
the exercises with modal verbs  
the listening comprehension on page 34  
the TV interview
- ... learn the expressions about relationships  
the phrasal verbs with OFF

VERY WELL	OK	NOT VERY WELL

Unit 2 was ... INTERESTING ☐ OK ☐ BORING ☐



## Unit 3

### PAST AND PRESENT

- A** Towers
- B** Legends
- C** Extra! Extra!

#### *In this unit, you will*

##### READ ABOUT

- one of the oldest historical buildings in London, the Tower of London
- two modern towers
- wrong decisions
- a modern legend

##### REVIEW

- the present and past simple passive
- relative pronouns

##### STUDY AND PRACTISE

- the present perfect passive and the passive infinitive

##### LISTEN TO

- two stories of famous escapes from the Tower of London



## Let's talk

### A Where does the word 'history' come from?

History comes from the Greek word meaning 'what is known by asking.' The Greeks were among the first people to write about history.

1. How well do you know the history of your country?
2. Who are the most famous rulers in the history of your country?
3. What do you know about the history of your town?
4. Are there any old buildings in your town?
5. Have you ever heard any stories about these buildings?
6. Do you know anything about the history of England?

### B 1 Find all the historical events in the letter snake and then match them to a date.

second world war first man on the moon battle of kosovo the telephone was invented nikolai was born atomic bomb was dropped on hiroshima julius caesar died great fire of london first world war

44BC

1389

1666AD

1856

1876

1914-1918

1939-1945

1945

1969

### 2 How much do you know about these events?

### 3 What does BC and AD mean?

44BC

1666AD

## Towers

### 1 Read the text once and complete the sentences.

- \_\_\_\_\_ invaded the British Isles in 1066.
- \_\_\_\_\_ became king and started building the Tower of London.
- The Tower is \_\_\_\_\_ centuries old.
- \_\_\_\_\_ was the most famous king connected with the Tower.

### 2 Which of these is NOT mentioned in the text?

- Yeoman Warders
- Henry's wives
- The Crown Jewels
- Westminster Abbey
- The Tower Ravens
- King Harold
- Henry's son

## A TOWER OF TALES Track 13

In 1066 the Normans from the north of France invaded the British Isles. Their leader William, known as the Conqueror, defeated the Anglo-Saxon King Harold in a battle near Hastings. He became king and started building one of London's greatest tourist attractions: The Tower of London. It is the oldest building still standing in London and during its nine-century history it has been a fortress, a prison, and a palace. It's a shame it can't speak. It would have many tales to tell...



Throughout its history, many kings and queens have sat on the English throne. However, maybe the most well-known is King Henry VIII and for him, the Tower was a very special place. He was a king famous for all the wrong reasons. Ask any Englishman to tell you something about Henry VIII and the first thing he will say is that Henry had SIX wives! His reign was long and successful, but one important thing was missing – a son. Poor Henry was so desperate for a baby boy that if his wife didn't give him a son, he replaced her with a new one!

Henry got married to his first wife, Catherine of Aragon, in the Tower in 1509. They were married for 24 years, but only one of their children survived – Princess Mary, so Henry eventually decided to divorce his queen. His second



Yeoman Warders

wife, Anne Boleyn, was also crowned in the Tower, but she was then executed there three years later. She gave birth to a girl, the future Queen Elizabeth I. His fifth wife, Catherine Howard, was also executed at the Tower six years later and, all in all, Henry VIII had so many prisoners in the Tower that it became very crowded!

Today, instead of a place of misery and cruelty, the Tower is a popular tourist attraction and the scene for daily ceremonies and traditions. The Crown Jewels are also kept there. They are guarded by Yeomen Warders, who no longer have

any prisoners to keep an eye on. These guards also look after the many visitors to the Tower and the famous Tower Ravens. There is a story which says that if the ravens leave the Tower, both the Tower and the kingdom will fall. So nowadays the ravens are fed and if they fly away, replacements are quickly found!



Crown Jewels

## WORD BANK

**tower** /taʊə/ *n* – кула  
**invade** /ɪn'veɪd/ *v* – напасти  
**conqueror** /'kɒŋkərə/ *n* – освајач  
**defeat** /dɪ'fi:t/ *v* – поразити  
**battle** /bætl/ *n* – битка  
**fortress** /'fɔ:trəs/ *n* – тврђава  
**prison** /'prɪzn/ *n* – затвор  
**prisoner** /'prɪzənə/ *n* – затвореник  
**palace** /'pæləs/ *n* – палата  
**throughout** /θru: 'aʊt/ *prep* – кроз  
**throne** /θrəʊn/ *n* – престо

**reason** /ri:zn/ *n* – разлог  
**reign** /rem/ *n* – владавина  
**desperate** /'despəɾət/ *adj* – очајан  
**misery** /'mɪzəri/ *n* – беда  
**cruelty** /'kru:əlti/ *n* – свирепост  
**replace** /rɪ'pleɪs/ *v* – заменити  
**replacement** /rɪ'pleɪsmənt/ *n* – замена  
**to be crowned** /kraʊnd/ – бити крунисан  
**divorce** (someone) /dɪ'vɔ:s/ *v* – развести се (од некога)  
**prince** /prɪns/ *n* – принц

**princess** /prɪn'ses/ *n* – принцеза  
**kingdom** /'kɪŋdəm/ *n* – краљевство  
**execute** /'eksɪkjʊ:t/ *v* – погубити  
**ceremony** /'serəməni/ *n* – церемонија  
**raven** /reɪvn/ *n* – гавран  
**all in all** – све у свему  
**Crown Jewels** /'kraʊn 'dʒu:əlz/ – накит краљевске породице  
**Yeoman Warder** /'jəʊmən 'wɔ:də/ – чувар у Тауеру

### 3 Answer the following questions.

- Who did the Normans defeat in 1066 and where?
- What did people use the Tower for in the past?
- What is its main use today?
- Why did Henry have so many wives?
- What happened at the Tower during Henry VIII's time as king?
- Name three things that the Yeoman Warders look after nowadays.
- Why are birds so important at the Tower?



4 Use the definitions to find the expressions in the text.

1. become king or queen = to be c \_\_\_\_\_
2. to take care of = to k \_\_\_\_\_ and to l \_\_\_\_\_
3. an interesting or enjoyable place that you can visit =  
a t \_\_\_\_\_
4. to become someone's husband/wife = to g \_\_\_\_\_
5. to become a mother/have a baby = to g \_\_\_\_\_

5 Complete the sentences using the expressions from exercise 4, making any changes necessary.

1. Do you think Kalemegdan is Serbia's best \_\_\_\_\_?
2. Do you know anyone who has \_\_\_\_\_ recently? Was it a boy or a girl?
3. Where would you like to \_\_\_\_\_? In a church? In this country or abroad?  
Somewhere unusual?
4. When you were younger and your parents weren't at home, did someone \_\_\_\_\_ an  
\_\_\_\_\_ you or did you stay at home alone?
5. When \_\_\_\_\_ Petar I \_\_\_\_\_?

Discuss the questions with a partner.

6 How do we say the following dates in English?

1935      2006      1267      932      32BC      1800      1703

Brush up your grammar

> THE PASSIVE VOICE

1 Complete these sentences using information from 'A tower of tales'.

1. The Crown Jewels \_\_\_\_\_ by Yeomen Warders.
2. \_\_\_\_\_ replacements quickly \_\_\_\_\_ if the ravens fly away?
3. Catherine Howard \_\_\_\_\_ at the Tower.

They are examples of **the passive voice**.

- Which tense did you use in sentences 1 and 2?
- Which tense did you use in sentence 3?
- Can you find any more examples of the passive in 'A tower of tales'?

**Review the use of the present simple and past simple passive. See the Grammar Summary.**

## &gt; PRESENT SIMPLE PASSIVE

**2 Use the prompts to form sentences with the present simple passive.**

1. English / speak / in many countries. \_\_\_\_\_
2. the post / not / deliver / on Sundays. \_\_\_\_\_
3. CDs / sell / here? \_\_\_\_\_
4. children / give / presents at Christmas. \_\_\_\_\_
5. the cake / make / with fruit? \_\_\_\_\_
6. these cars / not produce / here. \_\_\_\_\_

## &gt; PAST SIMPLE PASSIVE

**3 Use the verb in brackets to form sentences with the past simple passive.**

1. Peter and Henry \_\_\_\_\_ five days ago. (see)
2. Elizabeth II \_\_\_\_\_ at the Tower. (not crown)
3. \_\_\_\_\_ his camera \_\_\_\_\_ last week? (steal)
4. These pictures \_\_\_\_\_ by van Gogh. (not paint)
5. \_\_\_\_\_ they \_\_\_\_\_ by the police yesterday? (stop)
6. His arm \_\_\_\_\_ during the game. (not break)

## &gt; PRESENT SIMPLE AND PAST SIMPLE PASSIVE

**4 Complete the sentences by using the correct passive form of the verbs.**

1. Now the classroom \_\_\_\_\_ every day. (clean)
2. The house \_\_\_\_\_ last year. (build)
3. Television \_\_\_\_\_ last century. (invent)
4. \_\_\_\_\_ the children \_\_\_\_\_ homework yesterday? (give)
5. The first computer \_\_\_\_\_ in France. (not produce)
6. The police \_\_\_\_\_ about the crime until last night. (not tell)
7. \_\_\_\_\_ chocolate eggs \_\_\_\_\_ at Easter in your country? (eat)
8. The letters \_\_\_\_\_ at 10 o'clock. (usually / deliver)
9. His email messages \_\_\_\_\_ every day. (not read)
10. When \_\_\_\_\_ this book \_\_\_\_\_ ? (publish)



Pair work

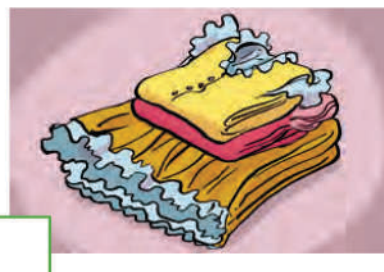


**You are going to read about a special tower. Student A look at page 150 and Student B look at page 152.**

## Listening Track 14

There were a great number of prisoners in the Tower, but only a few of them managed to escape. Many prisoners were of high rank; there were even princes, kings or future queens among them. They were often sent to the Tower without being guilty.

### 1 Listen to the first story about the Bishop of Durham's escape and tick the things mentioned in the story.



### 2 Listen again and answer the questions.

1. Why was the Bishop of Durham important in the Tower's history?
2. Do you think his life was hard in the Tower?
3. How did he get the rope?
4. Why did he have to jump?

### 3 The other pictures tell the story of Lord Nithsdale's escape. How do you think he left the Tower? Listen and check.

### 4 Mark the statements true or false. Listen again to check your answers.

1. The event took place two days before his execution. ☐
2. His wife had permission to visit the Lord in his cell. ☐
3. The Lord was caught as he was leaving the Tower. ☐
4. Lady Nithsdale never saw her husband again. ☐

## Over to you

Do you know which river runs near the Tower?

## Writing

Complete and write the emails on pages 23 and 24 of the Workbook.

## Word formation

### 1 Complete the table below.

noun	verb	adjective	adverb
1. success	succeed		
2.	attract		attractively
3.	■ ■ ■	traditional	
4.	replace	replaceable	■ ■ ■
5. day	■ ■ ■		daily
6. crowd			■ ■ ■
7.	■ ■ ■	historical	
8.	execute	■ ■ ■	■ ■ ■
9.		married	■ ■ ■
10. care			carefully
11. ceremony	■ ■ ■		ceremonially

### 2 Complete the sentences using one of the words from the table.

- My favourite tourist \_\_\_\_\_ is the London Eye.
- Peter's mum teaches \_\_\_\_\_.
- The \_\_\_\_\_ meal in England at Christmas is roast turkey.
- The train was so \_\_\_\_\_ – I couldn't find a seat anywhere.
- I lost my English book so I had to buy a \_\_\_\_\_.
- The Times is a \_\_\_\_\_ newspaper, but I only read it on Mondays and Wednesdays.
- Henry's sixth \_\_\_\_\_ was successful.
- 'Be \_\_\_\_\_! It looks dangerous.'

## Speaking

**Choose a topic to speak about from the list. Think about what you are going to say and make some notes. Find other people who chose the same topic and tell them your ideas.**

- A traditional celebration in my country
- A successful person I know
- A Serbian wedding ceremony
- My favourite tourist attraction
- My favourite historical event
- A possession I can never replace



**For more information on the history of Britain see the website:**  
<http://www.woodlands-junior.kent.sch.uk/Homework/history.html>

## Legends

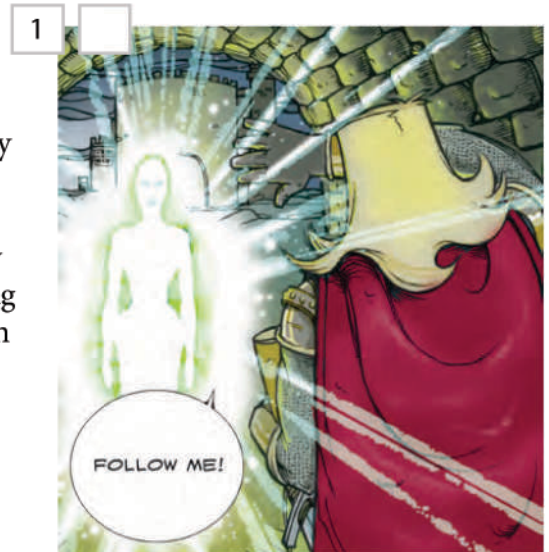
### Let's talk

- Do you find it easy to make decisions?
- Have you ever had to make a big decision?
- When was the last time you regretted making a decision?
- Choose between these things and give some reasons for your choice:
  - a. Biology or History
  - b. male friends or female friends
  - c. a day in London or a day in Paris
  - d. watching TV or playing on the computer
  - e. walking to school or getting the bus
  - f. a holiday in the mountains or a holiday on the coast
  - g. playing basketball or playing tennis
  - h. school or bed

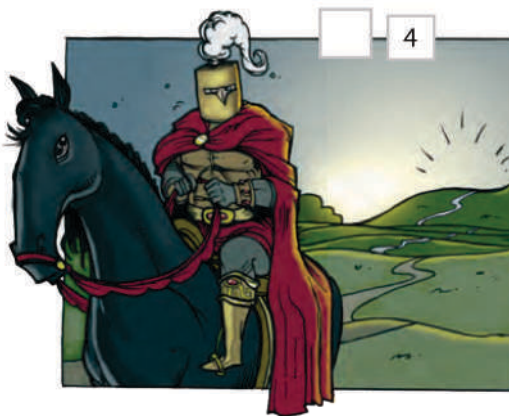
### 1 Read the text once and match the pictures (1 – 6) with the passages (a – f)

#### DUNSTANBURGH CASTLE

Have you ever been forced to make a choice that could change your life forever? Have you ever been sorry about making the wrong decision? Maybe no one has regretted a decision more than Sir Guy – the knight in the legend of Dunstanburgh Castle. The twelfth-century castle has been deserted since the sixteenth century, lying in ruins high above the wild coast of Northumberland in north-east England, but the legend about it hasn't been forgotten even today.



- a) One afternoon, a knight, Sir Guy, was riding along the coast when it began to rain. He could see that a storm was coming and he knew Dunstanburgh Castle was not far away, so he decided to hurry to the ruin, which might provide some shelter.
- b) He soon reached the castle and he led his horse to an archway. He planned to wait there for the storm to pass. Suddenly, a glowing figure appeared before Sir Guy, and said, 'Follow me if you wish to find a brilliant beauty.' Sir Guy followed the figure, which led him through the passages under the castle until they finally arrived at a large wooden door.
- c) The door opened automatically. Sir Guy found himself in a huge room lit by a hundred candles. A hundred soldiers lay asleep,



while at the far end of the room a glass coffin could be seen. Inside it, there was a beautiful woman, who was also sleeping.

- d) A soldier by the coffin held a horn in his left hand and a sword in his right hand. Sir Guy's guide explained that he must choose one of these two objects. The fate of the sleeping beauty depended on his choice.
- e) Sir Guy decided that the horn would wake the sleeping woman, so he took the horn from the soldier's hand and blew. Immediately, the scene began to disappear before his eyes and he heard these words:  
'Shame on the coward who blows the horn instead of taking the sword.'
- f) The next thing Sir Guy knew, he was outside again at dawn. The knight searched the castle for years afterwards, looking for the entrance to the passages below it. However, he never found the entrance or the beautiful sleeping woman again.

### WORD BANK

**archway** /'ɑ:tʃweɪ/ *n* –

засвођени улаз

**castle** /kɑ:sl/ *n* – замак

**coffin** /'kɒfɪn/ *n* – ковчег

**coward** /'kaʊəd/ *n* –

кукавица

**dawn** /dɔ:n/ *n* – зора

**decision** /dɪ'sɪʒn/ *n* – одлука

**entrance** /'entrəns/ *n* – улаз

**fate** /feɪt/ *n* – судбина

**figure** /'fɪgə/ *n* – фигура

**glow** /gləʊ/ *n* – сијати

**horn** /hɔ:n/ *n* – рог (музички

инструмент)

**knight** /naɪt/ *n* – витез

**legend** /'ledʒənd/ *n* –

легенда

**passage** /'pæsɪdʒ/ *n* – пролаз

**regret** /rɪ'gret/ *v* – жалити

**ruin** /ruːn/ *n* – рушевина

**in ruins** – руиниран

**search** /sɜ:tʃ/ *v* – претражити

**shame** /ʃeɪm/ *n* – срамота

**shelter** /'ʃeltə/ *n* – заклон

**soldier** /'səʊldɪə/ *n* – војник

**storm** /stɔ:m/ *n* – олуја

**sword** /sɔ:d/ *n* – мач

### 2 Find evidence in the text which says:

1. that the weather was going to be bad.
2. when the castle was built.
3. that the castle was damaged.
4. that somebody talked to Sir Guy.
5. that the room was bright.
6. where a sleeping lady was lying.
7. that he had to decide about what was going to happen to the sleeping beauty.
8. that Sir Guy made the wrong choice.
9. that it was morning when he was outside again.

### 3 Match the words from the text with a definition.

- |              |  |
|--------------|--|
| a. the coast | 1. a story from the past that may or may not be true _____     |
| b. in ruins  | 2. made of wood _____  |
| c. wooden    | 3. look carefully in order to find somebody or something _____ |
| d. a legend  | 4. a box in which a dead body is buried _____                  |
| e. a coffin  | 5. the land beside or near the sea _____                       |
| f. search    | 6. severely damaged or destroyed _____                         |

### REMEMBER!

#### arrive

- **arrive in** Marko arrived in London.  
We arrive **in** a country, city or town.
- **arrive at** Marko arrived at the airport.  
We arrive **at** all other places.

### Over to you

#### Discuss.

- Do you think that Sir Guy
  - saw a real scene,  
or
  - fell asleep and saw it in his dreams?
- Which would you choose: the horn or the sword? Why?
- Do you know any famous legends from your country? Can you retell them?

### Speaking

Walk around the classroom. Write a different classmate's name in each box.  
Find out as many extra details as you can.

### Find someone who...

- |   |   |
|---|---|
| 1. was forced to do something they didn't want to last week.<br>_____ | 5. blew out the candles on a birthday cake last month.<br>_____ |
| 2. has been in a deserted house.<br>_____                             | 6. went to the coast last summer.<br>_____                      |
| 3. knows a soldier.<br>_____  | 7. knows someone with a wooden leg.<br>_____                    |
| 4. has woken up at dawn recently. _____                               | 8. has visited a castle.<br>_____                               |

## Grammar

## &gt; THE PASSIVE VOICE

## 1 Look at these sentences:

1. The castle has been deserted since the sixteenth century.
2. Have you ever been forced to make a decision?
3. The legend hasn't been forgotten.

These sentences are in the present perfect passive.

## Complete the following rules:

We form the present perfect passive with the verb **to be** in the \_\_\_\_\_ tense and the \_\_\_\_\_ of the main verb.

## 2 Look at these sentences:

1. A glass coffin could be seen.
2. Can this problem be solved quickly?
3. The cake shouldn't be eaten until Christmas.

We use the infinitive passive (BE + PAST PARTICIPLE) after the modal verbs (can, could, must, may, might, will, would, should, ought to, need).

## 3 Complete the following sentences with the given verb in the correct passive form.

1. One of these objects must \_\_\_\_\_. (choose)
2. Look! Jane's window \_\_\_\_\_. (break)
3. The rubbish should \_\_\_\_\_ every day. (collect)
4. The light \_\_\_\_\_ off yet. (not turn)
5. The rooms \_\_\_\_\_ already \_\_\_\_\_. (clean)
6. All the letters will \_\_\_\_\_ by the manager. (sign)
7. His apology may not \_\_\_\_\_. (accept)

## 4 Which sentences are active (A) and which passive (P)?

1. The knight searched the castle for years. ☐
2. Sir Guy was led through the passage. ☐
3. They had to make a choice. ☐
4. Have you ever been sad? ☐
5. The decision hasn't been made yet. ☐
6. Wonderful music was heard in the distance. ☐

## Pairwork

Interview a partner and then report back to the class.



1. When was your house/flat built?
2. Where were your shoes made?
3. Is a lot of coffee drunk at your house?
4. Were you invited to any parties last week?
5. Are you usually driven to school?
6. When was your photograph last taken?

## URBAN LEGENDS

When we hear the word 'legend', we usually think of stories that have been told for hundreds of years. Today though we have new stories, 'urban legends'. They are usually funny, strange or scary things that happened to a 'friend of a friend' – and like more traditional legends, no-one is certain if the story is true or not.

### 1 Read part of an urban legend. What is the best title for it?

- A wet night in the country
- The girl who disappeared
- Don't pick up hitchhikers!



Well, this happened to my best friend's boyfriend. It was a rainy night and he was driving along a road on his way home when he saw a girl hitchhiking. He stopped and picked her up. The girl, whose hair and clothes were wet, said, 'I live in a house that is about five miles along this road.' The boyfriend gave her his coat to keep her warm and she sat in the back of the car, just looking out of the window. When they arrived at the house, the boyfriend turned round, but the girl wasn't there! He was confused and decided to knock on the old door to see if someone could help him.

### 2 Add these adjectives and adverbs to the urban legend.



### 3 What do you think happened to the girl? How do you think the legend ends? Listen and check.

Over to you

- Do you think this legend is true?
- Do you know any urban legends?

## Brush up your grammar

### > RELATIVE PRONOUNS

#### 1 Complete the sentences from the urban legend.

The girl, \_\_\_\_\_ hair and clothes were wet, said...

I live in a house \_\_\_\_\_ is about five miles along this road.

These are relative pronouns. Can you remember the other relative pronouns?

Review the use of relative pronouns. See the *Grammar Summary*.

**2 Complete the sentences below using information from the boxes and a relative pronoun.**

The Battle of Hastings,  
tea,  
America,  
the television,  
Playstation,  
the Tower of London,  
Anne Boleyn,  
'Umbrella',

was discovered  
ravens are fed  
was fought  
has been made  
is sung  
was invented  
has been drunk  
life was ended

last century.  
by Sony since 1984.  
by Yeomen Warders.  
in 1066.  
in 1536.  
by Rihanna.  
by the English for centuries.  
by Columbus in 1492.

1. We listened to *'Umbrella', which is sung by Rihanna.*
2. Next year Peter's going to \_\_\_\_\_
3. We spent all day playing on my new \_\_\_\_\_
4. On her trip to London, Helen saw \_\_\_\_\_
5. The Chinese produce a lot of black \_\_\_\_\_
6. Our history teacher told us about \_\_\_\_\_
7. Henry VIII was married to \_\_\_\_\_
8. I think the best invention is \_\_\_\_\_

## Writing

**Write the legend on page 25 of the Workbook.**

## Review

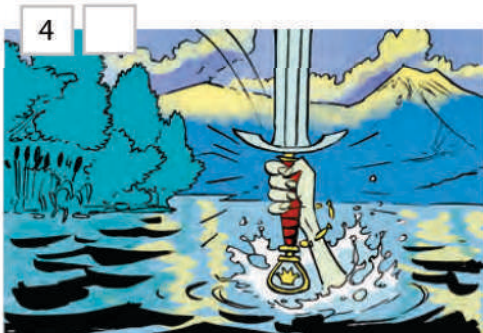
**Can you remember the legend of Dunstanburgh Castle? Connect the ideas to make sentences and talk about the legend. Remember to use the past tenses.**

Sir Guy	ride a horse	along the coast
rain	hurry to the castle	in ruins
take shelter	under an archway	wait for storm to pass
figure appears	follow me	find a beauty
follow the figure	through passages	arrive at a wooden door
open automatically	huge room	candles
soldiers sleeping	a glass coffin	a beautiful woman
soldier	next to the coffin	a horn and a sword
must decide	take the sword or the horn	fate depends on choice
choose the horn	blow	the scene disappears
next	outside again	dawn
search for years	look for entrance	never finds it



## Extra! Extra!

### THE LEGEND OF KING ARTHUR AND THE KNIGHTS OF THE ROUND TABLE



**Pictures 1–4 are in the right order. Match a paragraph to each picture.**

King Arthur was one of Britain's most famous leaders. It is said he lived in the sixth century, but no-one really knows if Arthur's story is true or just that – a story.

**A** There was a sword, called the Excalibur, in a stone outside a church in London. Only the real king of England could remove it. Many knights tried, but failed. However, when Arthur tried, he succeeded in taking the sword out. He was crowned king and married Lady Guinevere.

**B** King Arthur's last battle was at Camlann. He was badly injured and asked a knight to throw his sword into a lake. Before the sword hit the water, it was caught and pulled under water by the hand of the 'Lady of the Lake'. Arthur died on his way to the island of Avalon, but legend says that he is asleep in a cave in Wales and one day will rise up to save Britain from danger.

**C** While Arthur was king, he built a round table to stop his knights arguing about who was the most important. Everybody who sat at the table was equal. There are many stories about the courageous and skilful Knights of the Round Table, who promised to protect the king and his kingdom.

**D** Arthur's mother died soon after he was born. His father, King Uther, gave him to Merlin the magician, who looked after him. Merlin didn't tell anyone who Arthur's parents were, but some years later, after his father's death, the boy proved he was the king's son.

- **Have you heard this legend before?**

You can find out more about the Knights of the Round Table by looking at [www.earlybritishkingdoms.com/kids/arthur\\_life.html](http://www.earlybritishkingdoms.com/kids/arthur_life.html)

## Tongue twisters

Can you say these English tongue twisters?

1.

Red lorry, yellow lorry,  
red lorry, yellow lorry...  
(repeat)

2.

She sells seashells on the seashore. The shells she sells are seashells, I'm sure.

3.

Rich Roberta rarely ran round the Roman ruins.

4.

How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as many cookies as a good cook who could cook cookies.

## Did you know...?

Fill in the gaps using *one, three or six*.

- The French King Charles VIII was born with \_\_\_\_\_ toes on his left foot.
- Mary, Queen of Scots, became Queen of Scotland at the age of \_\_\_\_\_ week.
- Louis XIV of France hated having a wash and only had \_\_\_\_\_ baths in his whole life!



## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

☐ battle

☐ decision

☐ invade

☐ knight

☐ be crowned

☐ defeat

☐ keep an eye on

☐ throne

☐ castle

☐ fortress

☐ kingdom

☐ tower

### How well did you ...?

... do

the exercises with the passive voice

the listening comprehension on page 44

... retell

the legend of Dunstanburgh Castle

VERY WELL

OK

NOT VERY WELL

Unit 3 was ... INTERESTING

☐

OK

☐

BORING

☐



## Unit 4

# IMAGINE A WORLD WITHOUT IT!

- A Inventions – past, present and future
- B Computers
- C Extra! Extra!

### *In this unit, you will*

- ☐ **READ ABOUT**
  - predictions for the future
  - computers
- ☐ **PRACTISE**
  - different ways of expressing the future
  - the first conditional
- ☐ **LEARN**
  - the future continuous tense
  - the zero conditional
- ☐ **EXPRESS YOUR OPINION ON**
  - certain inventions
  - computer games



Let's talk

**A** What do you think? Ask your teacher questions to check your answers.

1. The first books were printed in
  - a. Germany
  - b. England
  - c. France
2. Paper was first made in
  - a. Egypt
  - b. China
  - c. France
3. The television was invented
  - a. in the 19<sup>th</sup> century
  - b. in the first half of the 20<sup>th</sup> century
  - c. in the second half of the 20<sup>th</sup> century
4. The vacuum cleaner was invented by
  - a. a man
  - b. a woman

**B** Do you ever read horoscopes or experts' predictions and forecasts about the future? Do you believe them?

**C** Is it possible to predict the future?



- 1 You are going to read about predictions people made in the past about life today. Match the predictions to the topics by writing a number in each box.

- Household equipment
- Transport
- Health and the human body
- Food

## Forecast from the past Track 19

Are you enjoying your 'smellivision'? Does your personal microchip change the temperature of a building when you enter? Or are you going to buy the latest 'skycar'? These are just a few of the craziest predictions for life in 2010 made at the start of the new millennium. Read these ideas from 2000 to find out more:

- Televisions will have microchips containing chemicals so viewers can enjoy the smells during different programmes. (1)
- We will all have a microchip in our arm which will control the lighting and heating in the building we are in. (2)
- People will also own cars that can take off and land like helicopters so the time spent in traffic jams will be much less. (3)
- Children will be able to press a button on their bicycles to activate a microwave at home to heat a snack so it is ready when they get home from school. (4)
- In 2010 robots will be working in people's houses, helping with the cooking and cleaning, and in factories. (5)

If people ten years ago couldn't get it right, what chance did they have in the 1950s?! Here are just a few of their ideas for life in 2000:

- People will live to be 115 years old and will own a Personal Tiredness Alarm which will go off when they need a holiday. (6)
- At the beginning of the next millennium, people will be living in houses where robots will do all the housework. (7)
- The cans that food comes in will be edible. (8)
- People will watch television on a flat screen that hangs on the wall. (9)
- They will be driving atomic-powered cars that can travel 5,000,000 miles on one tank of fuel and everyone will have a helicopter in their garage. (10)





Of course, crazy predictions have been made throughout history. In 1903 one banker told someone not to invest in the Ford Motor Company, saying 'The horse is here forever – people will soon get bored of cars.' And who believed that the cinema had no future because audiences wanted to see 'flesh and blood on the stage'? The great Charlie Chaplin in 1916!

So predicting the future is nearly impossible. Think about this. What will you be doing

this time next year? No idea? So what chance is there of predicting what people will be doing in 2050?!



### WORD BANK

**forecast** /'fɔ:kə:st/ *n* – прогноза

**prediction** /prɪ'dɪkʃən/ *n* –

предвиђање

**viewer** /'vju:ə/ *n* – гледалац

**millennium** /mɪ'leniəm/ *n* –

миленијум

**activate** /'æktɪveɪt/ *v* –

покренути

**button** /'bʌtən/ *n* – дугме

**edible** /'edɪbl/ *adj* – јестив

**tank** /tæŋk/ *n* – резервоар (за гориво)

**fuel** /fju:əl/ *n* – гориво

**audience** /'ɔ:diəns/ *n* – публика

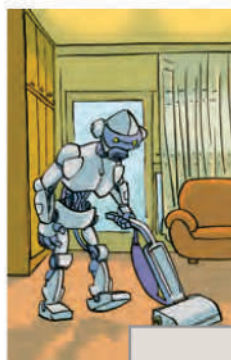
**flesh** /fleʃ/ *n* – месо, тело

**blood** /blʌd/ *n* – крв

**flesh and blood** – жива бића

**believe** /brɪ'li:v/ *v* – веровати

- 2 Match the pictures to the year when they were predicted. Write 1950 or 2000 in each box. Sometimes you may need to write both years.**

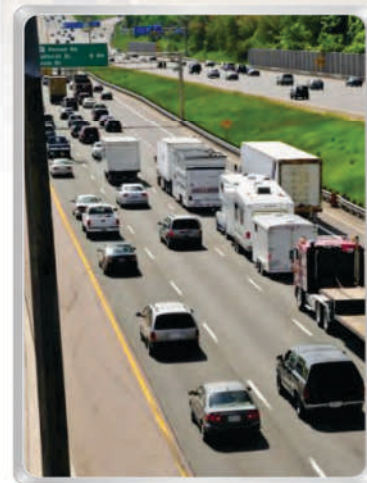


## 3 Answer the questions.

1. Have any of predictions 1-10 come true?
2. What did the banker think would always be popular?
3. Which place was Charlie Chaplin talking about when he said that people wanted to see 'flesh and blood on the stage'?

## 4 Which word from the text means:

1. a period of a thousand years? m \_ \_ \_ \_ \_ (n)
2. something can be eaten? e \_ \_ \_ \_ (adj.)
3. to leave the ground? t \_ \_ \_ \_ (v)
4. a long queue of cars? t \_ \_ \_ \_ \_ (n)
5. to make something warm? h \_ \_ \_ (v)
6. a small amount of food eaten between meals? s \_ \_ \_ \_ (n)
7. to possess? o \_ \_ (v)
8. to put money into a business? i \_ \_ \_ \_ (v)
9. always? f \_ \_ \_ \_ \_ (adv.)



## 5 Complete the sentences with the words from exercise 4 and say whether you think the sentences are true or false.

1. Drivers usually hate waiting in a \_ \_ \_ \_ \_.
2. Snails are \_ \_ \_ \_ \_ . They are delicious for dinner!
3. It is good to have a \_ \_ \_ \_ \_ between breakfast and lunch.
4. Students want their classes at school to last \_ \_ \_ \_ \_.
5. A family doesn't need to \_ \_ \_ \_ \_ more than one car.

## REMEMBER!

Some words have the same form when they are used as nouns or verbs:

snack      change      start

Do exercise 2 on page 26 of the Workbook.

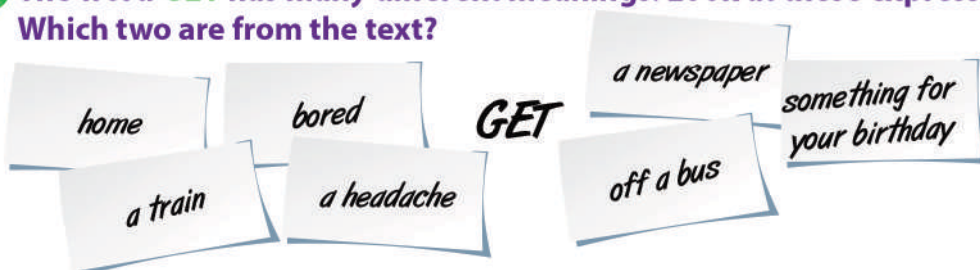
## Over to you

## What do you think?

1. Which of the predictions are:
  - a. the funniest?
  - b. the most unlikely to happen?
2. Which of the predictions would you like to come true?

## Expressions with GET

- 1 The word **GET** has many different meanings. Look at these expressions with **GET**. Which two are from the text?



## 2 Match the expressions to a definition:

1. buy \_\_\_\_\_
2. become \_\_\_\_\_
3. leave \_\_\_\_\_
4. become ill with \_\_\_\_\_
5. receive \_\_\_\_\_
6. arrive \_\_\_\_\_
7. catch \_\_\_\_\_

## 3 Ask and answer in pairs.

1. How often do you get a bus?
2. What do you do when you get a cold?
3. How do you get to school?
4. What do you get at the shops every day?
5. How often do you get sad?
6. What did you get for your last birthday?

## Pair work

## 1 Tell your partner which three of these inventions you can't imagine your life without. Explain why.



## 2 Find out how important the inventions you have chosen are to your classmates.

## Brush up your grammar

## &gt; EXPRESSING THE FUTURE

## A FUTURE SIMPLE

## 1 Look at this sentence from 'Forecast from the past':

We will all have a microchip in our arm.

In this example, the future simple tense is used for predictions.

- How do we make the future simple tense?

## B GOING TO

## 2 Complete this sentence from the reading text:

Are you \_\_\_\_\_ the latest 'skycar'?

In this example, 'going to' is used for future plans and intentions.

- How do we make a sentence with going to?

For more information, see the *Grammar Summary*.



### 3 Complete the sentences with the correct future form.

1. She's running towards the water. She \_\_\_\_\_ (jump) into it.
2. I promise I \_\_\_\_\_ (do) all the housework in the afternoon.
3. \_\_\_\_\_ (watch) the football tonight?
4. Stop! I \_\_\_\_\_ (help) you.
5. They \_\_\_\_\_ (spend) two weeks climbing. They bought the equipment last week.
6. He is sure he \_\_\_\_\_ (pass) the test.

### 4 What are you going to do at the weekend?

Can you find someone else in the class with the same plans as yours?

## Grammar

### FUTURE CONTINUOUS TENSE

Look at the examples.

1. In 2030 robots *will be working* in people's houses.
2. What *will you be doing* this time next year?

The future continuous tense is used to express an action which will be in progress at some time in the future.

For more information, see the *Grammar Summary*.

### 1 Put the verbs in brackets in the future continuous tense.

1. She \_\_\_\_\_ (visit) Coventry this time next week.
2. This time tomorrow we \_\_\_\_\_ to the coast. (travel)
3. I \_\_\_\_\_ on the computer the whole evening. (work)
4. What \_\_\_\_\_ from 8 until 11? (you/do)
5. Come at 9. She \_\_\_\_\_ then. (not sleep)



### 2 Are these sentences true or false for you? Correct the false ones.

1. I will be sleeping at 9pm tomorrow evening.
2. I will be dancing at a party with my friends at 10pm on Sunday.
3. My family will be living in the same place this time next year.
4. I will be doing a test this time tomorrow.
5. I will be having breakfast at 9 o'clock tomorrow morning.

Compare your answers with a partner.

## Writing

Write the essay on page 32 of the Workbook.

## Pair work

- 1 Say whether you agree or disagree with the following predictions:

### Life in 2035

- Most of our shopping will be ordered on the Internet.
- Cars will be guided by computers so people will not have to drive.
- People will be healthier.
- People will work less and have more free time.
- People will fly into space as tourists.
- Pupils will sit at home at their computers to learn instead of going to school.
- Solar energy will be heating most houses.
- Recycling will be very popular so we keep the environment clean.
- Everybody will be speaking English as an international language.
- People will be living on Mars.



- 2 Add two more predictions of your own for the following areas:

Education

Sport

The environment

Compare your answers with a partner. Do you agree with each other?

## Listening Track 20

Listen to two people talking about different inventions and decide which of the items in the pictures they are talking about. Complete the table below with the information you hear.

what the object is	why the object is important
1.	
2.	

- Do you have either of these devices?
- Which is the most useful?



## Over to you

- What do you use your mobile phone for?
- Are you interested in photography?
- What do you think will be invented in the 21st century?



# Computers

## Let's talk

- Do you have a mouse in your house? A mouse is a little animal that cats like to catch. What else can a mouse be?
- Do you have a computer at home?
- Do you use a computer at school?
- Do you use the Internet? What do you use it for?
- Do you use e-mail? How often?
- Do you have a Facebook page? What do you use it for?
- What else do you use your computer for?



## 1 Read the article on computers and explain the title.

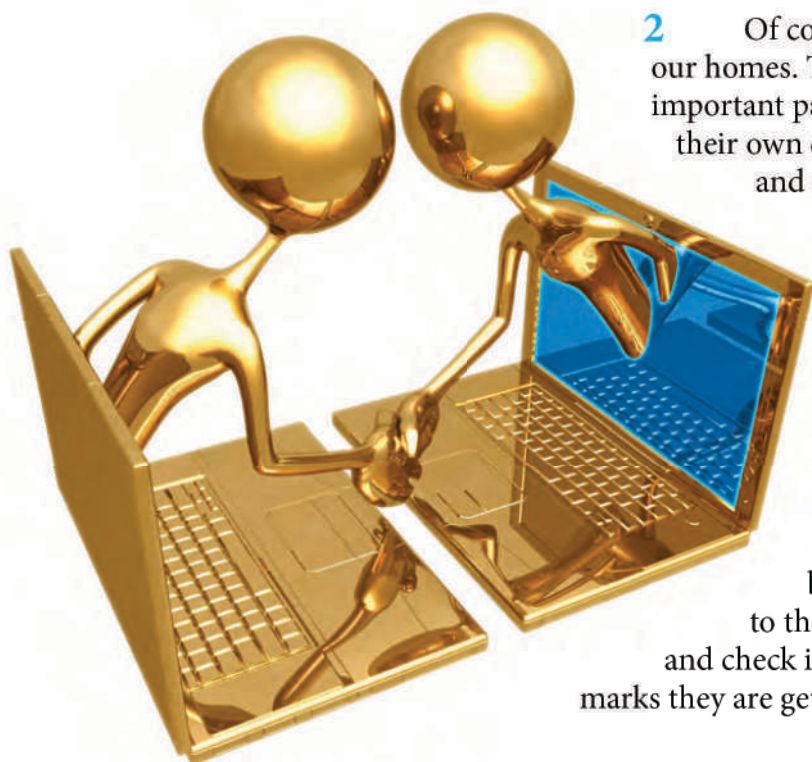
### COMPUTERS – THE LATEST ‘BIG BROTHER’?



1 Many people cannot imagine life without it: the personal computer or PC. Games, music, films, shopping, learning, research, keeping in touch with friends and family – the young and the old spend hours every week sitting at home using their computers. Things used to be very different, though. In the 1960s, the first computers were slow, expensive and as big as a bedroom. They weren't used in offices or at home because of their size and cost. Nowadays, they are much smaller and are a lot cheaper so many people can afford to buy one. In fact, today computers are not a luxury, but a necessity. If you want to succeed in life, you have to have a computer and know how to use it.

2 Of course, computers are not only found in our homes. They have also started to play a more important part in education and most schools have their own computers, too. With educational software and a huge amount of information on the Internet, computers are an important part of learning. However, they also have another role to play in the world of education.

3 Do you sometimes hide bad marks from your parents? Well, not for much longer. Thousands of schools in the USA and Great Britain have started an online service where students' progress can be checked daily. Parents are able to log on to the school website from their home computers and check if their children have missed classes or what marks they are getting on their tests.



4 Most parents think this system is quite good because they can check their child's progress frequently without going to school. On the other hand, very few students like it, especially teenagers who complain that they have no more privacy and freedom. They have the feeling that their parents are watching them all the time. "It's like we're on Big Brother," they complain. As for the teachers, they think that the online program has had a positive effect on students' progress and at the same time, parents are more involved in their child's development. As one headmaster says, "The difference is that there is now nowhere for students to hide. They can't lie to their parents any more or hide their reports. If they do badly, their parents will find out."

So while life without a computer is unimaginable for many of us, some young people may soon try to get rid of theirs!

### WORD BANK

**imagine** /ɪ'mædʒɪn/ *v* – замислити

**research** /rɪ'sɜ:tʃ/ (U) *n* – истраживање

**personal** /pɜ:sənəl/ *adj* – лични

**education** /edʒʊ'keɪʃn (edʒu'keɪʃn)/ *n* – образовање

**afford** /ə'fɔ:d/ – имати новца, приуштити

**necessity** /nə'sesəti/ *n* – потреба

**amount** /ə'maʊnt/ *n* – количина

**advantage** /əd'vɑ:ntɪdʒ/ *n* – предност

**nowadays** /'naʊədeɪz/ *adv* – у данашње време

**luxury** /'lʌkʃəri/ *n* – луксуз

**hide** /haɪd/ *v* – сакрити

**report** /rɪ'pɔ:t/ *n* – извештај

**effect** /ɪ'fekt/ *n* – утицај, дејство

**privacy** /'prɪvəsi/ *n* – приватност

**freedom** /'fri:dəm/ *n* – слобода

**involve** /ɪn'vɒlv/ *v* – обухватити, укључити

**headmaster** /hed'mɑ:stə/ *n* – директор школе

### 2 Which paragraph talks about:

- a new educational service? ☐
- the increasing use of computers in schools? ☐
- opinions on the online service? ☐
- computers – past and present? ☐

### REMEMBER!

**Linking words:** *also* and *too*

Find examples in the text and then do the exercise on page 31 of the Workbook.

### 3 Answer the following questions.

- According to the article, what do people use computers for nowadays?
- Name three differences between PCs today and the first computers.
- Does the writer think that computers are:
  - not very important
  - quite important
  - very important?
- According to the article, apart from homes, where else are computers used?
- In which countries is the new computer service used?
- Who is the service for?
- Why do parents like being able to check their child's progress on-line?
- Why are students unhappy about the service?
- Do teachers think the service is good for:
  - students only
  - parents only
  - both students and parents?
- What can students not do anymore?

#### 4 Complete the sentences with a word from the box.

1. Look at the \_\_\_\_\_ of sugar he has in his coffee! It's too much!
2. You don't need to be beautiful to succeed, but it is an \_\_\_\_\_.
3. Cigarettes have a bad \_\_\_\_\_ on your health.
4. We have a new \_\_\_\_\_ at school – he teaches Chemistry.
5. NASA has spent a lot of money on \_\_\_\_\_ into space travel.

research  
effect  
advantage  
headmaster  
amount

#### Over to you

- Is the computer service a good idea?

#### Word formation

##### 1 Complete the table with the missing parts of speech, which you will find in 'Computers – the latest Big Brother?'.

verb	noun	adjective
	imagination	
free		free
differ		
personalise	person	
develop		developed/developing
educate		
	success	successful

#### Pair work

**Discuss these questions together and then share your ideas with another pair.**  
**Do they agree with you?**

1. How do you think secondary school will differ from primary school?
2. If people want to be successful in life, which is more important – money, good looks, or talent?
3. Should young people spend more time playing educational games on their computers?
4. Do young people have too much freedom nowadays or not enough?

## Brush up your grammar

### > CONDITIONAL SENTENCES

#### THE FIRST CONDITIONAL

##### 1 Look at these sentences:

If they do badly, their parents will find out.

I'll have a party in the park if the weather is good this year.

- What tense do we use after **if** (the 'if' clause)? \_\_\_\_\_
- What tense do we use in the other half of the sentence (the main clause)? \_\_\_\_\_

This structure is often called the 'first conditional'.

**For more information, see the Grammar Summary.**

##### 2 Complete these sentences with the present simple or the future simple by using the words in brackets.

1. If you \_\_\_\_\_ a taxi to the party tonight, you \_\_\_\_\_ late. (take/not be)
2. If you \_\_\_\_\_ the letter now, they \_\_\_\_\_ it in three days. (post/get)
3. If you \_\_\_\_\_ more, you \_\_\_\_\_. (train/win)
4. \_\_\_\_\_ you \_\_\_\_\_ with us if we \_\_\_\_\_ to the cinema tomorrow? (come/go)
5. If you \_\_\_\_\_ hard, you \_\_\_\_\_ the exam. (work/pass)
6. I \_\_\_\_\_ to the concert if I \_\_\_\_\_ a ticket. (go/get)
7. If the weather \_\_\_\_\_ nice tomorrow, we \_\_\_\_\_ for a swim. (be/go)
8. \_\_\_\_\_ I \_\_\_\_\_ the bus if I \_\_\_\_\_ fast? (catch/run)
9. I \_\_\_\_\_ out tonight if I \_\_\_\_\_ my homework. (not go/not finish)

##### 3 Make first conditional sentences following the examples below:

**A** be good → get a computer for my birthday → have the Internet → use email → find a penfriend → practise my English → not get bad marks → be happy

*If I am good, I will get a computer for my birthday.*

*If I get a computer for my birthday, I will have the Internet.*

**B** Peter not study → not do the test well → get bad marks → have problems with his parents → have to stay at home → not see his friends → have more time → study more → get better marks

 Pair work

Which phrases in the two boxes go together? Student A should read a phrase from box A. Student B has five seconds to complete the sentence with a phrase from box B. More than one answer may be possible.

**A**

1. If it rains tomorrow,
2. I'll be late for the film
3. If I don't study more,
4. I'll have dinner at my aunt's house
5. I won't tell him
6. If my parents shout at me,
7. I won't buy new trainers
8. I'll arrive in Novi Sad at seven thirty
9. I'll climb Mount Everest
10. If we have electricity,

**B**

1. ...if I go to Asia.
2. ...if the bus is on time.
3. ...if he doesn't ask me.
4. ...I'll leave home.
5. ...if I don't leave now.
6. ...I won't play tennis.
7. ...I won't pass the test.
8. ...if I don't get my pocket money today.
9. ...I'll watch TV.
10. ...if she gets home soon.

**USEFUL LANGUAGE****Computer language**

Match the words in column A with their explanations in column B.

**A**

1. online
2. a website
3. software
4. the Internet
5. log on
6. a laptop
7. delete
8. icon
9. cursor

**B**

- a. a small symbol on a computer screen representing a program
- b. a marker to show the position on the screen
- c. connected to the Internet
- d. a small computer that uses a battery and is easily carried
- e. remove
- f. a place on the Internet that gives you information about a particular subject
- g. a global network of linked computers
- h. get access to the system
- i. the programs that control a computer

## SPEAKING

### 1 What can you do on a computer?

Here is a list of activities that can be done on a computer. Which do you think is the most useful and least useful thing? Put a number beside each activity (1= MOST USEFUL, 10 = LEAST USEFUL).

- |  |  |
|--|--|
| A. play games <input type="text"/>                                       | F. send e-mails <input type="text"/>                             |
| B. find a job <input type="text"/>                                       | G. get to know new people using Facebook <input type="text"/>    |
| C. listen to music <input type="text"/>                                  | H. read newspapers <input type="text"/>                          |
| D. do the shopping <input type="text"/>                                  | I. find out information for school projects <input type="text"/> |
| E. book tickets for the theatre/concerts/the cinema <input type="text"/> | J. surf the Internet <input type="text"/>                        |

Compare your answers with a partner. Have you ranked the activities in the same order?

## READING

### 1 Do your parents think you spend too much time playing computer games?

### 2 Read the opinions on computer games. Who thinks computer games are good? Who thinks they are bad?

## COMPUTER GAMES – GOOD OR BAD?

I think that computer games are awful. Young people spend hours on their own in their bedrooms sitting playing games when they should be outside doing sport with their friends. They have pale, unhealthy faces and they are becoming overweight. For my children, it's different. If the sun shines, they go outside and play! **Joshua**

Computer games have a very bad effect on young people. The fighting, killing, driving like maniacs, guns – we will have a whole generation of violent men and women! **Peter**

I go to an Internet café every week. They've got a wide range of games. You can play against the people on the other computers. Everyone in my class likes going there after school – the kids who work hard, as well as those who don't do any work! **Harry**

Many teenagers are addicted to computer games. If they don't spend time playing them, they get depressed. As soon as they get home from school, they run to their bedrooms and start playing. Most games last for hours and some even last for days. It takes over their whole life! **Helen**



Computer games are great! You learn a lot about team work and you can also develop your imagination! You can improve your computer skills and compete with others without getting hurt, too. One of my friends broke his leg while he was playing football – is that what our parents want for us? *Sally*

Why do people complain? Isn't it better for us to play computer games in our bedrooms than be on the streets smoking, drinking, taking drugs, and writing graffiti on walls? The streets are dangerous! If you're in your bedroom, no-one bothers you! *Rachel*

### 3 Who thinks young people:

1. ...are safer playing computer games inside?
2. ...will become aggressive?
3. ...can't live without computer games?
4. ...who enjoy computer games are not always bad students?
5. ...can become better people by playing computer games?
6. ...need to get more fresh air?



### 4 Discuss.

1. Do you often play computer games?
2. How do you feel about computer games?
3. Whose opinion from exercise 2 is closest to yours?

## Grammar

### A THE ZERO CONDITIONAL

#### 1 Look at these sentences:

If they don't spend time playing them, they get depressed.

If you're in your bedroom, no-one bothers you.

What tense do we use after **if** (the 'if' clause)? \_\_\_\_\_

What tense do we use in the other half of the sentence (the main clause)? \_\_\_\_\_

This structure is often called the 'zero conditional'.

- The zero conditional is used to talk about facts that are generally true.
- In this conditional 'if' means 'when'.

**For more information, see the Grammar Summary.**

#### 2 Match the two halves to make zero conditionals.

- |  |                            |
|--|----------------------------|
| 1. If I am sick,                             | a. I don't walk to school. |
| 2. If it snows,                              | b. I can stay out later.   |
| 3. If I don't come home on time,             | c. I make a snowman.       |
| 4. If it's the weekend,                      | d. I drink tea.            |
| 5. If I have a test,                         | e. I feel lonely.          |
| 6. If my best friend doesn't come to school, | f. I get nervous.          |
| 7. If it rains,                              | g. my parents get angry.   |

- Which sentences are true for you?

## B EXPRESSIONS WITH AS ... AS

### 1 Study the following sentence.

As soon as they get home from school, they run to their bedrooms and start playing.

Here are some more expressions using **as ... as**:

*as fast as*

He finished the exercise as fast as he could.

*as far as*

I'll walk as far as I can.

*as well as*

She did the test as well as she could.

*as soon as*

I'll tell her as soon as possible.

### 2 Use the above expressions to complete these sentences:

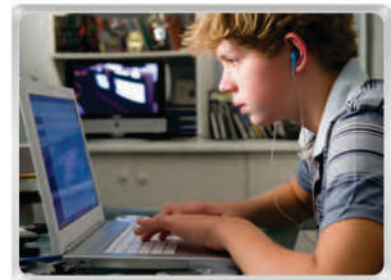
1. She did it \_\_\_\_\_ she could, but it wasn't good enough.
2. I'll call you \_\_\_\_\_ I have finished.
3. He ran \_\_\_\_\_ he could because he was late.
4. We are going \_\_\_\_\_ we can on foot and then we'll take a bus.

## Over to you

### What do you think?

What are the good / bad things about very young children using computers? Do you agree with these ideas?

- They can find a lot of useful information on the Internet.
- Sitting for many hours at the computer can cause health problems.
- Computers can be used in a creative way for doing projects.
- Children get lonely because they don't socialise with other children.



## Group work

**Talk to each other about your favourite computer games.**

**Here are some questions to help you:**

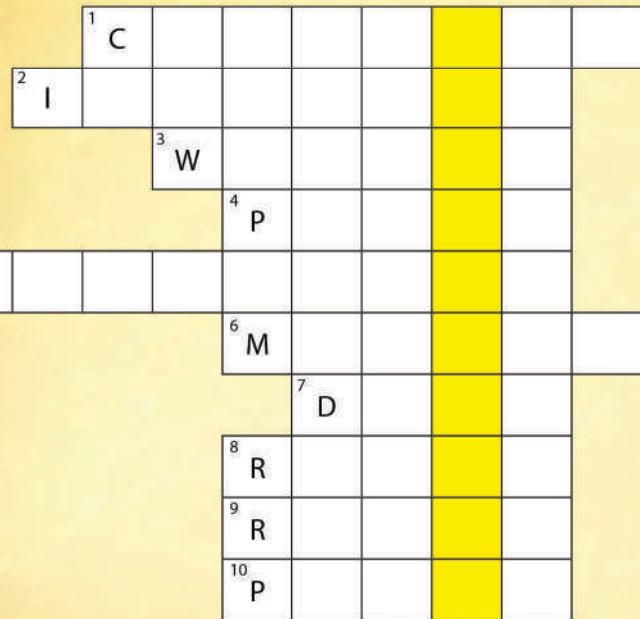
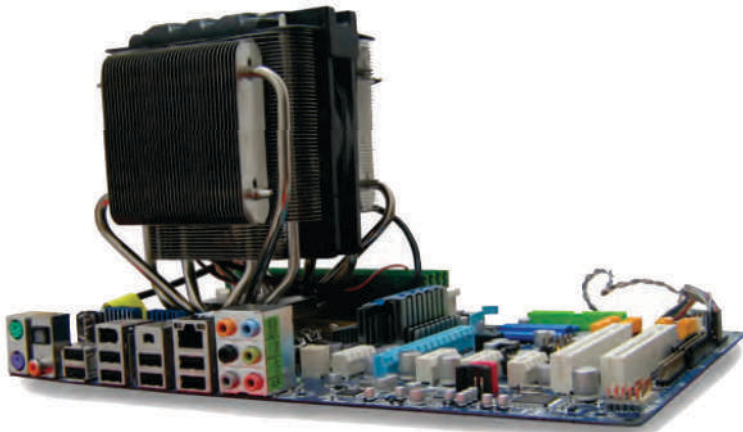
1. What do you have to do in the game?
2. How did you start playing the game?
3. Is it popular?
4. Do you play it on your own or with friends?
5. How long do you play it for every day?

## Extra! Extra!

### Hidden word

Complete the crossword with different inventions. The letters in the shaded column spell out an invention most people use every day.

1. You can play games, check emails and type documents on this invention.
2. You can surf this to find out information.
3. A car has four of these.
4. You can write on this and books are made of it.
5. This is used to heat food up quickly.
6. This is used to contact people even when they aren't at home.
7. If you want to buy an album, you go to a music shop and buy a compact \_\_\_\_\_.
8. People often listen to programmes on this when they are driving.
9. This invention may be used to help us with housework in the future.
10. This form of transport carries us through the air.



### Joke time

1

One day a scientist came home from work. He looked very tired, so his daughter asked him, 'Did you have a hard day at work, Dad?' Her father answered, 'Yes, I did. The computer broke down and I had to think!'

2

'I've invented a computer that is almost human.'

'How's that?'

'When it makes a mistake, it blames it on another computer.'

Did you know...?

Match a fact to a picture.

- 1 The first telephone in Serbia rang in Belgrade on March 14<sup>th</sup> 1883, only seven years after Alexander Graham Bell invented the phone in 1876.



- 2 What do chocolate chip cookies, vacuum cleaners and solar heating have in common? They were all invented by women. For years women were not allowed to do much more than housework. As a result, women have invented many things to make housework easier and better.

- What do you think about the idea of househusbands?

- 3 Moving pictures were invented in 1895 by the Lumiere brothers, Augustus and Louis.



- 4 In June 2000, millions of people found the same message in their e-mail. Its title was 'I love you.' But it wasn't really a love letter – it was a virus. When you opened it, your computer crashed. Then the virus was sent to the top fifty e-mail addresses in your personal address book. The virus was written by a student in the Philippines and cost people and businesses around the world millions of dollars.
- Have you ever had a virus on your computer?

## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> activate  | <input type="checkbox"/> invention  |
| <input type="checkbox"/> advantage | <input type="checkbox"/> necessity  |
| <input type="checkbox"/> effect    | <input type="checkbox"/> prediction |
| <input type="checkbox"/> forecast  | <input type="checkbox"/> research   |
| <input type="checkbox"/> robot     | <input type="checkbox"/> screen     |
| <input type="checkbox"/> imagine   | <input type="checkbox"/> believe    |

### How well did you ...?

- ... do the exercises with 'will' and 'going to' the first conditional pair work game the listening on page 61
- ... learn the future continuous the zero conditional the phrases with get

VERY WELL	OK	NOT VERY WELL

Unit 4 was ... INTERESTING ☐ OK ☐ BORING ☐



## Unit 5

# SAVING THE ANIMAL WORLD

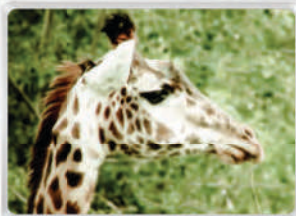
- A Animal Red Cross
- B Freedom?
- C Extra! Extra!

### ***In this unit, you will***

- ☐ **READ ABOUT**
  - an injured elephant
  - a woman who has lived with chimpanzees
- ☐ **LEARN ABOUT**
  - reported statements
- ☐ **REVIEW**
  - the gerund
  - reported commands and requests
- ☐ **PRACTISE**
  - phrasal verbs with *up*
  - phrasal verbs with *look*
  - phrases with *make*
- ☐ **HEAR ABOUT**
  - London Zoo
- ☐ **TALK ABOUT**
  - surviving in a jungle for two months
  - zoos

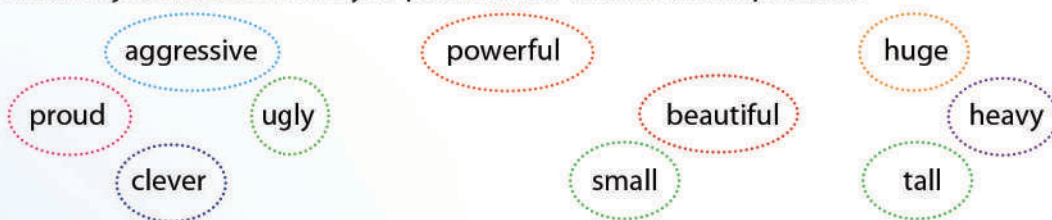
## Let's talk

A 1. Look at the pictures.



2. Write the names of the animals under each picture.

3. Which adjectives below can you put with the animals in the pictures?



## B Group decision

Imagine that all the animals in the pictures are in danger and will soon disappear forever. Which one would you choose to save? Explain why.

C 1. Why do people keep animals? What uses do animals have?

2. Would you like to be a vet or a zoologist?

3. Are people usually kind to animals in your country?



## Animal Red Cross

### 1 Read the text quickly and circle the correct words.

1. Motola lives in *Thailand* / *India*.
2. She hurt her *back* / *front* leg.
3. After the operation, she woke up in the *afternoon* / *evening*.
4. Millions of people have *watched TV* / *read newspapers* to find out about Motola's recovery.
5. Doctors are *happy* / *unhappy* with her recovery.
6. Motola is being a *very bad* / *very good* patient.
7. They hope she will *walk* / *work* again soon.

# WEEKLY NEWS



Track 26

23<sup>rd</sup> June 1999

## An unusual operation

Motola the elephant doesn't live in a zoo, but she still lives in captivity. This 38-year-old has to work in forests in Thailand. At the moment, though, she is spending time in hospital instead of among the trees.

Two weeks ago, while she was looking for food during a break from work, she stepped on a land mine by accident and injured her front leg. Luckily, there is an elephant hospital in Thailand where doctors treat elephants for snake bites, broken legs and other injuries. However, her injuries were awful and five doctors had to operate on Motola to save her leg. She was given enough

anaesthetic for 70 people and the operation lasted for three hours. Unfortunately, the doctors had to amputate her left foot. Motola woke up late in the afternoon, several hours after the operation, and the next morning she was fed by hospital staff because she was too weak to use her trunk to eat a breakfast of bananas. The hardest thing afterwards was finding a way to make sure she didn't fall over.



Millions have watched programmes on national television to hear about her condition. Many ordinary people have also donated money for her treatment so doctors can help make her better. Doctors say that they are pleased with her recovery. "She's improving slowly," says Doctor Rojana. "I'm going to make sure that she eats well and that the wound is cleaned frequently." He adds that Motola is being an excellent patient and he hopes she might walk again in three months' time when her injuries have healed.

## WORD BANK

**captivity** /'kæp'tivəti/ *adj* – заточеништво**step** (on) /step/ *v* – нагазити**land mine** /lənd maɪn/ *n* – нагазна мина**luckily** /'lʌkɪli/ *adv* – срећом**treat** (for) /tri:t/ *v* – лечити, поступати**treatment** /'tri:tmənt/ *n* – лечење**snake** /sneɪk/ *n* – змија**patient** /'peɪʃənt/ *n* – пацијент**human** /'hju:mən/ *adj* – људски**injury** /'ɪndʒəri/ *n* – повреда**anaesthetic** /ænəs'tetɪk/ *n* – анестетик**amputate** /'æmpjətet/ *v* – ампутирати**staff** /sta:f/ *n* – особље**trunk** /trʌŋk/ *n* – сурла**condition** /kən'dɪʃn/ *n* – стање**ordinary** (people) /'ɔ:dnəri/ *adj* – обични (људи)**donate** /dəʊ'neɪt/ *v* – поклонити**recovery** /rɪ'kʌvəri/ *n* – опоравак**make sure** /ʃʊə/ – постарати се, проверити**heal** /hi:l/ *v* – излечити**2 Read the text again and answer the following questions.**

1. How did Motola get her injury?
2. Why did the doctors operate on Motola?
3. How do we know Motola's operation was very big?
4. What two problems were there after the operation?
5. What have ordinary people done to help Motola?
6. What will Dr Rojana do to help Motola's condition?

**3 Can you remember why these numbers were used in the text?**

2 ✓

3

5

38

70

1999

millions

several

Example: Motola stepped on a landmine two weeks ago.

## REMEMBER!

**Saying and writing numbers in English can be tricky!**

one hundred – two hundred

456 – four hundred and fifty six

2,533 – two thousand five hundred and thirty-three

4.56 – four point five six

Do exercise 2 on page 39 of the Workbook.

**4 Say and write these numbers.**

300 \_\_\_\_\_

7.6 \_\_\_\_\_

842 \_\_\_\_\_

5000 \_\_\_\_\_

17,692 \_\_\_\_\_

33 \_\_\_\_\_

1,905 \_\_\_\_\_

## Phrases with MAKE

### 1 Look at these sentences from the text:

1. ...so doctors can help **make her better**.
2. I'm going to **make sure** that she eats well.

There are many expressions with *make* in English. Look at the phrases below.



Which word can't be used with *make*? Which verb does it go with?

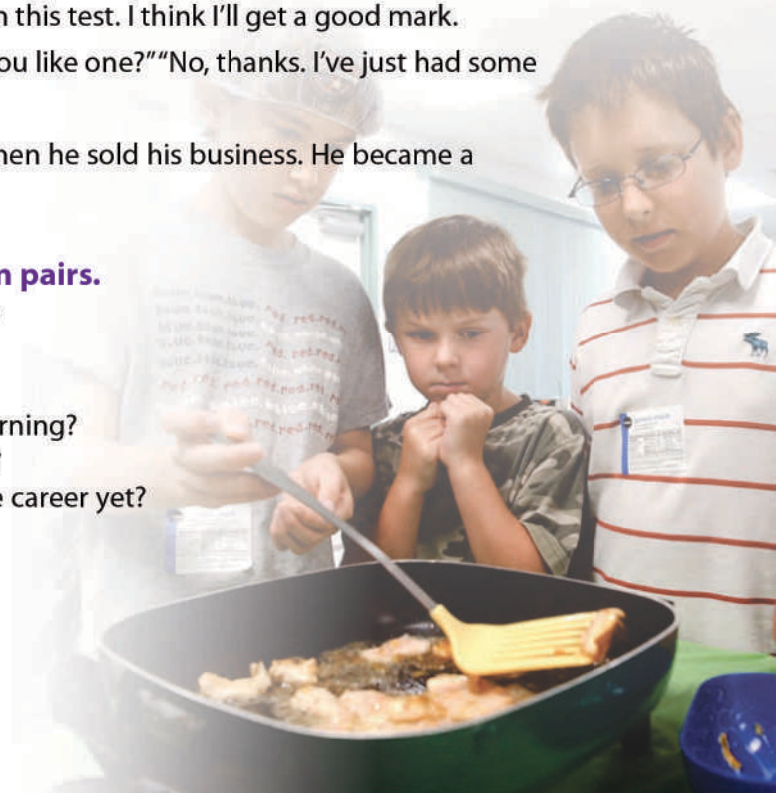
Do you know all these phrases?

### 2 Complete the sentences by using the phrases with **MAKE**. Make sure you use the right form of the verb.

1. "We're \_\_\_\_\_ for our next holiday. We're going to fly to Paris."
2. My mother doesn't \_\_\_\_\_ in the kitchen when she cooks. It's always very tidy.
3. I haven't \_\_\_\_\_ many \_\_\_\_\_ on this test. I think I'll get a good mark.
4. "I'm going to \_\_\_\_\_. Would you like one?" "No, thanks. I've just had some coffee."
5. He \_\_\_\_\_ a lot of \_\_\_\_\_ when he sold his business. He became a millionaire.

### 3 Ask and answer the following questions in pairs.

1. Do you ever make lunch for your family?  
If not, who usually makes it?
2. What's the best way to make money?
3. Do you always make your bed in the morning?
4. Do you find it easy to make new friends?
5. Have you made any plans for your future career yet?
6. Do you ever make lists? If so, what for?



## Grammar

## &gt; REPORTED SPEECH

## &gt; STATEMENTS

Look at these sentences from the text:

1. The doctors say that they are pleased with her recovery.
2. Dr Rojana adds that Motola is being an excellent patient.

They are **reported statements**. This is when somebody tells us something that somebody else has said.

**1** Look at the statements below. Fill in the names of the people who say them.

Motola's owner (x2)  
 Kiad (an ordinary person)  
 Dr Rojana (x2)  
 Hospital staff



1. "My patient is improving."  
 \_\_\_\_\_ says that **his patient** is improving.
2. "We fed our patient because she was weak."  
 \_\_\_\_\_ say that **they** fed **their patient** because she was weak.
3. "I find out about Motola's condition on the TV every evening."  
 \_\_\_\_\_ says that **she finds** out about Motola's condition on the TV every evening.
4. "My elephant stepped on a land mine."  
 \_\_\_\_\_ says that **his** elephant stepped on a land mine.
5. "I'm going to make sure she eats well."  
 \_\_\_\_\_ says **he is going** to make sure she eats well.
6. "I don't have any other animals."  
 \_\_\_\_\_ says **he doesn't have** any other animals.

- How do we report statements? What do we sometimes have to change?
- Is Motola's owner male or female? How do you know?
- What do you notice about the word *that*?

For more information, see the *Grammar Summary*.

- 2 Marcia is visiting Thailand with her parents. She has sent Michael a postcard. Nick wants to know what Marcia has written.

*Dear Michael,  
How are you? I'm having a great time in Thailand. The weather is beautiful and I go swimming every day. Last Saturday I went surfing and then sunbathed all day. My dad goes for long walks by himself because my mum just wants to watch the TV news - she's obsessed with an elephant called Motola! In the evenings, we eat in the restaurant in our hotel - but I don't like the food. It's too spicy! Anyway, that's all for now. We'll be home next week.  
Love,  
Marcia*



*Michael Nicholas  
13, Bridge Road  
York  
Yorkshire  
UNITED KINGDOM*

Nick: How's Marcia?

Michael: She's fine. She says that she's having a great time in Thailand. The weather's beautiful.

N: What does she do every day?

M: Let me see! Ah, yes. She says that

N: What else has she done?

M: Well, she says that last Saturday \_\_\_\_\_ all day.

N: What about her parents?

M: Well, she says that \_\_\_\_\_ by himself because \_\_\_\_\_ to watch the TV. Something to do with elephants!

N: They are such a strange family!!! Does she say anything about the food?

M: Yeah, here we are. She says \_\_\_\_\_ hotel, but \_\_\_\_\_ the food.

N: Why not?

M: She says \_\_\_\_\_. I guess it's all those chilli peppers!

N: When's she getting back?

M: Well, here she says \_\_\_\_\_ next week, but maybe she'll decide to stay!!!



## Over to you

1. Would you like to visit Thailand?
2. Do you ever go to the beach? How do you spend your time there?
3. Do you like spicy food?
4. How often do you watch the news on TV?

Reading

# WEEKLY NEWS



Track 27

18<sup>th</sup> July 2009

## One giant step for jumbo

First she hopped on three feet and then two years later she walked with the help of a temporary 'shoe'. But now 48-year-old Motola the elephant has been given a permanent artificial leg, ten years after her foot was amputated after she stepped on a land mine.

The elephant's team of keepers began caring for her a decade ago and have looked after her well, but now they

have one extra responsibility – taking care of her false leg. They say that they have to remove Motola's false leg each evening and put it on again in the morning when the elephant wakes up. With Motola weighing 3 tons, it is a difficult task, but they don't mind. They are just happy that the animal is still alive.

Soraida Salwala, director of the Friends of the Asian Elephant, the group which set up the Elephant Hospital in 1993, says that Motola has enjoyed a happy life over the years. However, she is delighted that Motola's life has

been greatly improved by the new leg. They must continue helping her, probably for the rest of her life, but it's a fantastic end to a story which had such a sad beginning.



## WORD BANK

**hop** /hɒp/ v – скакувати

**temporary** /'tempərəri/ adj – привремен

**permanent** /'pɜːmənənt/ adj – сталан

**artificial** /aːti'fiʃl/ adj – вештачки

**keeper** /'kiːpə/ n – чувар

**false** /fɔːls/ adj – лажан

**remove** /rɪ'muːv/ v – уклонити

**weigh** /wei/ v – бити тежак

**weight** /weɪt/ n – тежина

**set up** (a business) /set ʌp/ v – основати

### 1 Answer the questions.

- How long did Motola have to walk on three feet for?
- Did the doctors plan for Motola to wear 'the shoe' forever?
- When did she get her permanent artificial leg?
- What do the keepers now do for Motola every day?
- Do they hate doing this?
- How heavy is Motola?
- Does Soraida Salwala think Motola's life will now be better or worse?
- Will Motola be able to live on her own one day?

### Did you know?

You can follow Motola's progress on the website:  
<http://animom.tripod.com/motola.html>

**2 Use a word/phrase from the Word Bank to complete these sentences.**

1. "How much do you \_\_\_\_\_?" "About 70kg."
2. She lost her job last week, but she has found \_\_\_\_\_ work until she finds something she likes.
3. Can you \_\_\_\_\_ your shoes before you come in, please?
4. How long can you \_\_\_\_\_ for before your leg starts hurting?
5. Peter has \_\_\_\_\_ a new business – a pet shop!

**3 Look at the underlined parts in the text. What are the actual words that Motola's keepers and Soraida used?**

1. What do Motola's keepers say about their duties?
  - a. They say: "\_\_\_\_\_."
  - b. They also say: "\_\_\_\_\_."
2. What does Soraida say about Motola's life over the years?  
She says: "\_\_\_\_\_."

 **Over to you**

1. Do you think Motola is happier now than she was 10 years ago?
2. Would you like to be one of the elephant keepers?

 **Phrasal verbs with UP**

**1 Look at these phrasal verbs that appear in 'One giant step for jumbo':**

1. They put it on again in the morning when the elephant wakes up.
2. The Friends of the Asian Elephant set up the Elephant Hospital in 1993.

**What is the meaning of the underlined phrasal verbs?**

**Here are some phrasal verbs with up and their meanings.**

**wake up** – stop sleeping

**bring up** (children) – to raise

**get up** – get out of bed, get dressed

**set up** (a business) – start

**put up** (prices) – increase

**look up** (a word/name/address) – find something (in a dictionary/book)

**stand up** – to rise to your feet

 **2 Use the phrasal verbs in the correct form to complete the sentences.**

1. I was \_\_\_\_\_ by my parents to know the difference between right and wrong.
2. "Are you still sleeping? \_\_\_\_\_!"
3. They \_\_\_\_\_ the price of clothes last week so they have no customers.
4. If you are not sure how to use a phrasal verb, \_\_\_\_\_ it \_\_\_\_\_ in a dictionary.
5. I \_\_\_\_\_ early yesterday morning and went fishing.
6. When the headmaster entered the room, everybody \_\_\_\_\_.
7. He \_\_\_\_\_ the first school in his village.

## Brush up your grammar

### > THE GERUND

**1** Find these sentences in 'One giant step for jumbo' and fill in the missing word:

1. They must continue \_\_\_\_\_ her.
2. The elephant's team of keepers began \_\_\_\_\_ for her a decade ago.

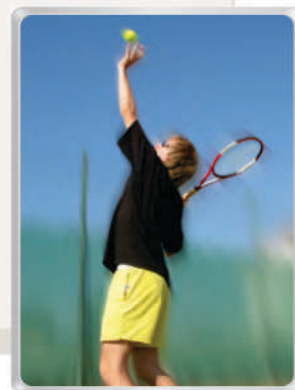
- What form of the verb do we use after *continue* and *begin*?
- Can you remember any other verbs that are followed by the gerund?

See the table in the *Grammar Summary*.

**2** Use the verbs in the box in the gerund form to complete the sentences. Two verbs are not needed.

make watch play look listen study write run

1. I enjoyed \_\_\_\_\_ the children as they played football.
2. We tried \_\_\_\_\_ a cake, but it was horrible.
3. Helen likes \_\_\_\_\_ in the park every morning.
4. I'm looking forward to \_\_\_\_\_ tennis with him.
5. Peter hates \_\_\_\_\_ Physics.
6. I will finish \_\_\_\_\_ the letter tomorrow.



### Pair work

**Talk about:**

- food you love eating
- TV programmes you hate watching
- subjects you enjoy studying
- hobbies you have stopped doing
- sports you have tried doing
- things you are looking forward to doing



Talk to other pairs. Are any of your ideas the same?

Geography  
Physics Art  
Chemistry  
History

### Review

Can you retell Motola's story using the words/phrases below?



## Freedom?

### Let's talk

- Do you like animals?
- In Britain 20% of homes own a cat and 27% of homes own a dog. Do a lot of people have a pet cat or dog in this country? Which animal do you prefer?
- Do you have a pet?
- Do you know anyone with an unusual pet?
- What pets would you like to have?
- Do you think it's OK to keep a pet in a flat?
- Which wild animals can be found in this country?

**1** Read quickly through the article and add the title you think is the best.

1. My career

2. My friendship with David Greybeard

3. My life among wild chimpanzees



Jane Goodall, the writer of this article, is a scientific zoologist who was not content to study chimpanzees in cages. Instead, she lived alone with these powerful animals in African forests for many months and discovered a lot about wild chimpanzees that was unknown.

I heard a rustling of leaves and I told myself to keep calm. Slowly and quietly I moved towards the great apes until I was only ten metres away. As I sat down, they watched me. After a moment or two, the group stopped looking my way because they recognised me. The six adults rested on the ground while four youngsters played quietly.

I thought then of the difference between the wild apes and those in captivity. The chimpanzee behind bars is bad-tempered, but when he experiences freedom, he is good-natured.



I sat next to the group for about an hour. Then one male stood up and moved off down the valley. One by one the others followed. The females stared at me as they passed, but the males just glanced in my direction. Over time I was able to move nearer the chimpanzees, until at last I sat among them.

After six months I could name some individuals. I became friends with one I called David Greybeard. I remember the day he made his first visit to the camp. He liked the fruit on one of the palms outside my tent. He continued visiting the camp almost every day. After three days he took a banana from my hand. With his smile, he told me not to be afraid. It was a wonderful moment. After that I began carrying a couple of bananas with me in the mountains, and when I met David, he came up to me, took them and sat close beside me. Other chimpanzees were surprised. Even when I had no bananas, David came to sit beside me, with a soft 'hoo!' to greet me.



### WORD BANK

**scientific** /saɪən'tɪfɪk/ *adj* – научни  
**zoologist** /zəʊ'blədʒɪst/ *n* – зоолог  
**be content** /kən'tent/ – бити задовољан  
**chimpanzee** /tʃɪmpæn'zi:/ *n* – шимпанза  
**rustle** /rʌsl/ *v* – шушкати  
**towards** /tə'wɔːdz/ *prep* – према  
**ape** /eɪp/ *n* – мајмун  
**recognise** /'rekəɡnaɪz/ *v* – препознати  
**rest** /rest/ *v* – одмарати се  
**youngster** /'jʌŋstə/ *n* – младунац

**bar** /bɑː/ *n* – решетка  
**bad-tempered** /'tempəd/ *adj* – лоше расположен  
**good-natured** /'neɪtʃəd/ *adj* – добре нарави  
**stare** /steə/ *v* – буљити  
**glance** /ɡlɑːns/ *v* – погледати  
**valley** /'væli/ *n* – долина  
**gradually** /'ɡrædʒuəli/ *adv* – постепено  
**palm** /pɑːm/ *n* – палма  
**surprise** /sə'praɪz/ *v* – изненадити  
**greet** /ɡriːt/ *v* – поздравити

### 2 Read the article again and answer the questions.

- Why did Jane Goodall go to the African forests?
- How did Jane feel when she first saw the chimpanzees?  
a. very happy      b. a little frightened      c. tired
- How close could Jane sit to the group of animals at the beginning?
- In your own words, what's the difference between chimpanzees in zoos and those in the forest?
- Which apes paid more attention to Jane – the males or the females?
- How long did it take Jane to become friends with one of them?
- Why did David like visiting the camp?
- Was David afraid of Jane?
- How did the other apes react when they saw David and Jane together?



### 3 Complete the sentences by using the underlined words and phrases in the text.

1. Mary is always smiling. She's such a \_\_\_\_\_ girl.
2. Liz met Harry at a party and they soon \_\_\_\_\_.
3. Everyone \_\_\_\_\_ at my pink hat and green trousers last night.
4. Chimpanzees are strong animals, but tigers are even more \_\_\_\_\_.
5. Tom met my sister \_\_\_\_\_ years ago.

### Over to you

1. What makes you bad-tempered?
2. When did someone last surprise you?
3. How do you feel when someone stares at you?
4. Would you like to live with chimpanzees in a forest?

### Brush up your grammar

#### > REPORTED SPEECH

#### > COMMANDS

Look at these sentences from the text:

1. I told myself to keep calm.
2. He told me not to be afraid.

These are **indirect commands**. This is when somebody tells us an order that was given by someone else.



#### 1 Look at the bottom two cartoons. What did Jane say to David?

1. Jane told David \_\_\_\_\_.
2. Jane told David \_\_\_\_\_.

#### 2 How do we report positive commands?

What about negative commands?

What do we sometimes have to change apart from the verb?

For more information, see the *Grammar Summary*.

**3 John's father, Derek, got a cold and went to see his doctor. This is what the doctor said to him:**

1. "Drink a lot of warm drinks!"
2. "Don't drink any alcohol!"
3. "Don't go back to work for two or three days!"
4. "Stay in bed for a couple of days!"
5. "Take one spoonful of medicine three times a day!"
6. "Don't smoke!"
7. "Wear your warmest clothes!"

**Now complete the text below:**

This is what Derek told John:

"The doctor told me to drink a lot of warm drinks.

He also told me \_\_\_\_\_

\_\_\_\_\_ "

**Pair work**



**AN INTERVIEW WITH JANE GOODALL**

1. Find a partner. One of you will be Jane Goodall and the other is a TV interviewer.
2. Together think of the questions the interviewer could ask and then practise the interview. Use the information from the text to help you.

Think about the following topics:

- Jane's job
- Her opinion on zoos
- Her visit to Africa
- The chimpanzees' relationship with Jane at different times during her adventure
- David Greybeard

**LIFE IN A ZOO OR FREEDOM?**

**Listening** **Track 29**

**1 Answer the following questions.**

1. Have you ever been to a zoo?
2. Did you enjoy your experience?
3. Is there a zoo near to where you live?



**2 Listen to Michael's father talking about zoos and answer this question:**

Does Michael's father think zoos are good places?

**3 Listen again and answer the following questions.**

1. What is London Zoo famous for?
2. When was it opened?
3. How many animals does it have?
4. How many visitors come to the Zoo every year?
5. In what 3 ways do visitors help the Zoo?
6. When does the Zoo celebrate?
7. Was Michael's father's recent visit to London Zoo a positive experience? Why?

 Over to you

1. Do you think that animals can be happy in zoos/circuses?
2. How are animals treated in zoos?
3. Do you think they are unhappy in their cages?
4. Do you think zoos are cruel places?

## REMEMBER!

TOO / ENOUGH

Do exercise 6 on page 38 of the Workbook.

 Writing

Write the review on page 40 of the Workbook.

 Phrasal verbs with LOOK 1 Read this sentence from the listening:They have people to look after them.**What is the meaning of the underlined phrasal verb?****Here are some more phrasal verbs with LOOK and their meanings.****look for** – try to find*Can you help me look for my glasses? I've lost them.***look forward to** – be happy that something is going to happen*It's nearly the holiday. I'm looking forward to going skiing.***look out** – be careful*Look out! The water is very deep.***look like** – resemble*Lucky you! Your boyfriend looks like Brad Pitt!***look over** – examine*I'll look over your test at the weekend.***look up** (a name, a word, a phone number) – find (in a book, dictionary, etc.)*Look up 'peanuts' if you don't know what it means.* 2 Complete the gaps with a word to make phrasal verbs.

1. She was looking \_\_\_\_\_ some old toys when she saw a snake.
2. Look \_\_\_\_\_ when you are crossing the street. It can be dangerous.
3. I'm looking \_\_\_\_\_ going on the school trip. It'll be great!
4. John looks \_\_\_\_\_ his father when he was his age. They have the same eyes and nose.
5. The teacher quickly looked \_\_\_\_\_ our tests and returned them to us.

## Over to you

1. Who do you look like?
2. What are you looking forward to?
3. Do you find it easy to look up words in an English dictionary?

## Group work

Survivor!

- 1 **The TV programme, Survivor, is sending people to the Manheni jungle. You must survive for two months without help from anyone else. Read about conditions in the jungle.**

### The Manheni Jungle

- No humans live in the Manheni jungle and you can only get there by helicopter.
- The temperature during the day is about 38°C, but at night it can get quite cold.
- There is a lot of rain in the evening and at night.
- There are many trees in the jungle with edible fruit.
- There are streams and rivers in the jungle with fish and crocodiles.
- There are lots of insects and snakes in the jungle – they usually appear after dark.

- 2 **You want to take part in the programme, but you can only take a bag with 10 things from this list. On your own decide what you are going to take and why.**

blanket	matches	tent
book	mirror	toilet paper
bottle of water	mobile phone	toothbrush
chocolate	pen and paper	torch
digital camera	rope	umbrella
fishing rod	sunglasses	washing powder (for clothes)
knife	sun cream	

- 3 **Work in groups. Explain to the group which items you have chosen and why. Then, as a group, agree on just one list of ten items.**



### USEFUL LANGUAGE

I think we should take ... because ...  
 We'll need a ... because ...  
 If it rains/is very hot, we'll need a ...  
 How about taking a ...?  
 We won't need a ... because ...  
 I don't think that's a good idea because ...

- 4 **Explain your choices to the rest of the class.**

## Extra! Extra!

### AMAZING ANIMAL FACTS

**Can you complete this list of the fastest, largest and tallest animals?**

**Use the information from the box to help.**

1. Fastest Marine Animal \_\_\_\_\_
2. Fastest Land Animal \_\_\_\_\_
3. Fastest Bird \_\_\_\_\_
4. Fastest Insect \_\_\_\_\_
5. Largest Animal \_\_\_\_\_
6. Largest Land Animal \_\_\_\_\_
7. Tallest Animal \_\_\_\_\_
8. Largest Reptile \_\_\_\_\_
9. Largest Bird \_\_\_\_\_

**ostrich** /'ɒstrɪtʃ/ (2.7 metres tall, 157 kg)

**peregrine falcon** /'perɪgrɪn 'fɔːlkən/, a bird (100-200 miles per hour)

**cheetah** /'tʃiːtə/ (70 miles per hour)

**saltwater crocodile** /sɔːltwɔːtə krɒkədɪl/ (4.9 metres long, 523 kg)

**giraffe** /dʒə'raːf/ (5.8 metres tall)

**blue whale** /weɪl/ (30 miles per hour)

**blue whale** (30.5 metres long, 189,000 kg)

**African elephant** /'elɪfənt/ (4 metres high, 7248 kg)

**dragonfly** /'dræɡənflaɪ/ (36 miles per hour)

**Look up the words you don't know in the Word List.**

**Read about how animals got their names.**

A man was fishing in a river in prehistoric times. Suddenly, on the other side of the river, he saw for the first time ever a huge grey animal with a long nose and big ears. He ran all the way through the forest to the village and called all the men and women of the village to his cave.

"I've just seen a terrible thing near the river," he said. "It's a huge grey animal with a long nose and big ears."

One of the women said, "Oh, you saw an elephant. You didn't have to be afraid. It's a very friendly animal."

"What did you call it? An elephant? Why did you call it an elephant?" said the man.

The woman said, "Well, I invented a name for it. The huge-grey-animal-with-the-long-nose-and-big-ears is too long to say!" Everybody thought that the idea was clever. Soon everybody was inventing names for animals and other objects.

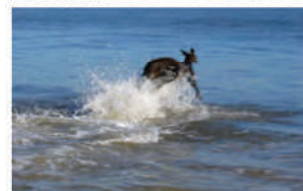
**What names did they give to these animals?**

- The big-cat-with-orange-and-black-stripes became a \_\_\_\_\_.
- The strange-animal-with-the-long-neck-and-the-little-head became a \_\_\_\_\_.
- The little-animal-with-the-funny-face-and-the-long-tail became a \_\_\_\_\_.

But in other villages people gave the same animal a different name. People from one place could rarely understand the language in another place. Today there are about 3,000 languages in use in the world!

### That's Amazing!

- In the East, *elephants* pick up their riders with their trunks and put them on their heads. An elephant can carry as many as six people.
- *White elephants* exist, but there are not many of them in the world. They are huge and eat lots and lots of grass and fruit.
- *Gorillas* are vegetarians. They don't eat meat. They never kill to eat.
- *Kangaroos* can swim. They even swim in the sea sometimes. They can also hop at up to 48 kph (kilometres per hour).
- *Giraffes* can usually run faster than their enemies.
- **Can you find out any other amazing facts about animals?**



### Joke time

Why did the elephant decide to give up his job in the circus?  
It was tired of working for peanuts.

**peanut** /'pi:nʌt/ n – кикирики (**peanuts** – веома мало новца)

## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> cage       | <input type="checkbox"/> look for   |
| <input type="checkbox"/> freedom    | <input type="checkbox"/> powerful   |
| <input type="checkbox"/> captivity  | <input type="checkbox"/> scientific |
| <input type="checkbox"/> improve    | <input type="checkbox"/> recovery   |
| <input type="checkbox"/> injury     | <input type="checkbox"/> treatment  |
| <input type="checkbox"/> look after | <input type="checkbox"/> wild       |

### How well did you ...?

- |            |                                |
|------------|--------------------------------|
| ... learn  | reported statements            |
|            | the phrasal verbs              |
| ... review | reported commands              |
|            | the gerund                     |
| ... do     | the listening about London Zoo |
|            | the 'Survivor' task            |

VERY WELL	OK	NOT VERY WELL

Unit 5 was ... INTERESTING

☐

OK

☐

BORING

☐



## Unit 6

### CITY LIFE

- A The World's Most Famous Suburb
- B London
- C Extra! Extra!

***In this unit, you will***

- ☐ READ ABOUT
  - Los Angeles
  - musicians
  - London
- ☐ LEARN ABOUT
  - reported questions
- ☐ REVIEW
  - the second conditional
- ☐ PRACTISE
  - verbs with prepositions
  - adjectives ending in -y
  - negative adjectives
- ☐ HEAR ABOUT
  - different cities in the world
- ☐ TALK ABOUT
  - cities
  - improving where you live

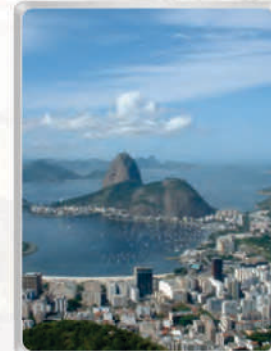
Let's talk

## THE WORLD'S TEN TOP CITIES

**A** Take a look at ten cities which have the largest populations in the world.

- |                |                    |
|----------------|--------------------|
| 1. Tokyo       | 6. Shanghai        |
| 2. Sao Paulo   | 7. Cairo           |
| 3. New York    | 8. Bombay          |
| 4. Mexico City | 9. Buenos Aires    |
| 5. Los Angeles | 10. Rio de Janeiro |

1. Name the country and the continent where each city is situated.
2. Do you know anything else about any of the cities?
3. Which city would you most like to visit?



**B** Is it better to live in the centre of a city or a suburb? What about in a village? Why?

## The world's most famous suburb

**1** How much do you know about Los Angeles? Tick (✓) the sentences which you think are true.

1. The weather in Los Angeles is usually very nice.
2. LA is a clean, healthy city.
3. LA doesn't have an underground railway.
4. Hollywood is one of LA's many suburbs.
5. Hollywood became popular at the beginning of the twentieth century.
6. Many film stars still live in Hollywood.
7. The names of many film stars are written on Hollywood's pavements.

**2** Read the text once and check your answers.

### LOS ANGELES Track 33



Los Angeles, the City of Angels and the second largest city in the USA, is in California and has a warm, sunny climate. Every year millions of tourists visit LA, but it's not the best place to live. The city suffers from many environmental problems and is often covered with smog. The residents often wonder why the situation is so bad. In an effort to reduce pollution, an underground railway was opened in 1993 so people would stop using their cars. However, the people of Los Angeles also face the constant threat of earthquakes. So you might ask why people choose to live there.

Well, like all cities, Los Angeles has many suburbs, but LA probably has the most famous suburb in the world – Hollywood. And Hollywood brings glamour, wealth, excitement and status.

### HOLLYWOOD

In 1910, Hollywood was a small, peaceful village in California, but today it is famous for one of the most glamorous industries in the world – the American film industry.

In 1911, a film director from New York was sent to the west coast with his acting troupe, which consisted of the best actors of that time, to make a movie. He was looking for more suitable conditions, and there he found the perfect weather and a wide range of natural scenery for his movie. The next year his company built a movie studio in Hollywood. After hearing about this wonderful place, many movie-makers headed west. Many other studios were built and before long the suburb of Hollywood became the film capital of the world. In the past, many famous, glamorous movie stars lived in Hollywood although today's stars have their homes in nearby Beverly Hills.

Hollywood is a place where films are made and dreams come true. Every year, thousands of hopeful young actors and writers go to 'the Dream Factory' in search of fame. However, more often than not, they don't succeed in becoming the next Brad Pitt or Julia Roberts and they can only ask themselves what they did wrong.

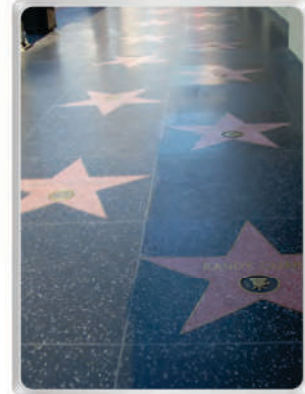
### Three well-known symbols of Hollywood:



The famous Hollywood sign standing on the Hollywood Hills above the town.



The Academy Awards are held in March every year. The Oscars have been held at their new home at the Kodak Theatre on Hollywood Boulevard since 2002.



The Hollywood Walk of Fame is a pavement along Hollywood Boulevard. It has more than 2,000 stars with the names of celebrities who have contributed to the entertainment industry.

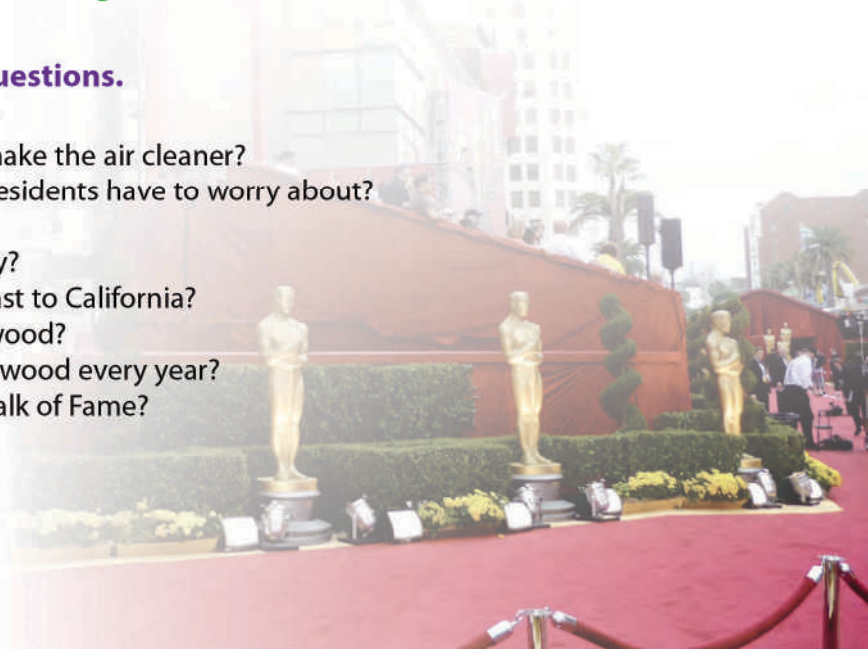
### WORD BANK

**suburb** /'sʌbɜːb/ *n* – предграђе  
**climate** /'klaɪmət/ *n* – клима  
**constant** /kən'stənt/ *adj* – сталан  
**railway** /'reɪlweɪ/ *n* – железница  
**inhabitant** /ɪn'hæbɪtənt/ *n* – становник  
**effort** /'efət/ *n* – напор  
**reduce** /rɪ'djuːs/ *v* – смањити  
**pollution** /pə'ljuːʃn/ *n* – загађење  
**face** (something) /feɪs/ *v* – суочити се  
**threat** (to something) /θret/ *n* – претња  
**glamorous** /'glæməərəs/ *adj* – гламурозан

**therefore** /'ðeəfɔː/ *conj* – стога, према томе  
**earthquake** /'ɜːθkweɪk/ *n* – земљотрес  
**scenery** /'siːnəri/ *n* – пејзаж  
**wonder** /'wʌndə/ *v* – питати се  
**celebrity** /sə'lebrəti/ *n* – позната личност  
**contribute** (to something) /kən'trɪbjʊːt/ *v* – допринети  
**sidewalk** /saɪd'wɔːk/ *n* – тротоар  
**academy** /ə'kædəmi/ *n* – академија  
**award** /ə'wɔːd/ *n* – награда  
**sign** /saɪn/ *n* – знак

### 3 Read the text again and answer the questions.

1. Which American state is Los Angeles in?
2. What did the government do to try to make the air cleaner?
3. Apart from pollution, what else do the residents have to worry about?
4. What was Hollywood like in 1910?
5. What is Hollywood best known for today?
6. Why did film directors move from the east to California?
7. When was the first studio built in Hollywood?
8. Why do a lot of young people visit Hollywood every year?
9. Who can get a star on the Hollywood Walk of Fame?
10. What is the Kodak Theatre known for?



4 Use the words from the Word Bank to complete the sentences.



1. Many people were injured in a powerful \_\_\_\_\_.
2. He won an \_\_\_\_\_ for his book.
3. \_\_\_\_\_ is a problem in many cities. The dirty air is a \_\_\_\_\_ to our health.
4. Running will help you \_\_\_\_\_ your weight.

USEFUL LANGUAGE

We can use the question 'What is/are ... like?' when we want someone to describe something.

*What are the Serbian people like? They are friendly.*

*What was last winter like? It was very cold.*

5 Make questions about Los Angeles. Then ask and answer them.

1. What / the weather / like? \_\_\_\_\_
2. What / the air / like? \_\_\_\_\_
3. What / Hollywood / like in 1910? \_\_\_\_\_
4. What / the American film industry / like? \_\_\_\_\_
5. What / the movies stars who lived in Hollywood / like? \_\_\_\_\_

Verbs with prepositions

1 Study the first three verbs and the prepositions they go with. Then complete the prepositions that go with the other verbs, using the text on Los Angeles.

laugh at

escape from

depend on

consist \_\_\_\_\_

hear \_\_\_\_\_

succeed \_\_\_\_\_

suffer \_\_\_\_\_

cover \_\_\_\_\_

contribute \_\_\_\_\_

2 Complete the sentences by using the correct form of the verbs from exercise 1 and the correct prepositions.

1. Cars \_\_\_\_\_ greatly \_\_\_\_\_ pollution in towns.
2. The criminal climbed over a wall and \_\_\_\_\_ prison yesterday.
3. Have you \_\_\_\_\_ Elizabeth's latest success?
4. Nick's band \_\_\_\_\_ very good musicians.

3 Complete the following questions using the remaining words from exercise 1.

1. Is your bedroom wall \_\_\_\_\_ posters?
2. Do you often \_\_\_\_\_ headaches? And toothache?
3. Have you \_\_\_\_\_ doing well at school this year? If not, which subjects are giving you trouble?
4. What was the last joke you \_\_\_\_\_?
5. Do you think success in life always \_\_\_\_\_ talent?

Ask and answer the questions in pairs.

### Grammar

#### > REPORTED SPEECH

#### > QUESTIONS I



Look at these sentences from the text:

The residents often wonder **why the situation is so bad**.  
They are left asking themselves **what they did wrong**.

These are called **reported questions**. This is when somebody tells us what someone else is asking.

## 1 How do we report questions?

**Look at some more examples:**

1. Tourists in LA: "Why **is the air** so dirty?"  
Tourists always ask why **the air is** so dirty.
2. Jack to Paul: "Why **do you play** football every day?"  
Jack wants to know why **Paul plays** football every day.
3. Teacher to pupils: "Where **did the director build** a studio?"  
The teacher asks the pupils where **the director built** a studio.
4. Peter to Helen: "What **have you seen** so far, Helen?"  
Peter wants to know what **Helen has seen** so far.
5. Jane to James: "When **will you** visit **your** brother, James?"  
Jane is asking when **James will** visit **his** brother.

**What do we change when we report questions?**

**We can use these reporting verbs**

- He/She is asking...
  - He/ She asks...
  - He/She is wondering...
  - They want to know...
- + reported question

**For more information, see the Grammar Summary.**

## 2 Work together to complete the missing parts of the telephone conversation.

Marcia: Where have you been all day?

Nick: What is she saying?

Michael: She is asking

\_\_\_\_\_. Here.

Working on the project.

Marcia: When will you finish it?

Nick: What is she saying?

Michael: She wants to know

\_\_\_\_\_. Soon, we hope!

Marcia: At last! What are you doing tonight?

Nick: What is she saying?

Michael: She is asking

\_\_\_\_\_. Nothing

much. We could come to see you.

Marcia: Great! What time will you get to my place?

Nick: What is she saying?

Michael: She wants to know

\_\_\_\_\_. About 7.30.

Is that OK?

Marcia: Fine. Do you want me to order a pizza?

Nick: What is she saying?

Michael: Oh, Nick! Here. You speak to her yourself!!!

**Listen to the conversation to check your answers.**



Track 34

**Now practise it together in groups of three.**



## British and American English

### REMEMBER!

The British say, 'There are stars' names on the pavement.'

The Americans say, 'There are stars' names on the sidewalk.'

### 1 Sort these words out into British English and American English.

British English

American English

Words to sort: *sidewalk, sneakers, holiday, taxi, cab, flat, rubbish bin, trash can, apartment, pavement, lift, vacation*

### 2 Now use the words to complete the following sentences.

Example: Peter missed the bus so he went by cab. (American)

- Don't walk on the road! Use the \_\_\_\_\_. (British)
- Did you go on \_\_\_\_\_ last summer or did you stay at home? (American)
- I bought some new \_\_\_\_\_ yesterday. (British)
- I prefer living in a house to a \_\_\_\_\_. (British)
- The \_\_\_\_\_ isn't working. We'll have to use the steps. (American)
- Can you throw your apple in the \_\_\_\_\_, please? (British)

## Listening

## Five cities



## 1 Discuss.

1. How many enormous cities can you think of?
2. Would you like to live in a skyscraper?
3. Do towns in your country have nicknames?

 2 Which city does each person describe?  
 Listen and tick (✓) the answer.

- |           |  |
|-----------|--|
| 1. Peter: | <input type="checkbox"/> a. Tokyo      |
|           | <input type="checkbox"/> b. Sydney     |
| 2. Dave:  | <input type="checkbox"/> a. Alexandria |
|           | <input type="checkbox"/> b. Cairo      |
| 3. Tim:   | <input type="checkbox"/> a. Tokyo      |
|           | <input type="checkbox"/> b. Toronto    |
| 4. Helen: | <input type="checkbox"/> a. Bombay     |
|           | <input type="checkbox"/> b. Paris      |
| 5. Sarah: | <input type="checkbox"/> a. New York   |
|           | <input type="checkbox"/> b. Washington |

## 3 Who doesn't like the city they are talking about?

## 4 Listen again. Who:

1. mentions another name for the town?
2. talks about a town which is important in the clothes industry?
3. mentions busy roads?
4. talks about a town that was begun in the eighteenth century?
5. mentions different businesses in the town?



## Grammar

## &gt; REPORTED SPEECH

## &gt; QUESTIONS II

## 1 Can you find two reported questions in the tapescript on page 155?

## 2 Look at some more examples:

1. Peter to Jane: "Are you happy?"  
Peter is asking Jane **if she is** happy.
2. Helen to a tourist: "Do you like my city?"  
Helen wants to know **if the tourist likes her** city.
3. A teacher to his pupils: "Have you done your homework?"  
Every day the teacher asks the pupils **if they have done their** homework.
4. Paul to an old lady: "Can I help?"  
Paul is wondering **if he can** help.
5. Mother to Sophie: "Did you clean your room yesterday?"  
Mother is asking **if Sophie cleaned her** room yesterday.

What happens when we report a yes/no question?

**3 Work together to complete the missing parts of the rest of the conversation from page 96.**

Nick: That's a good idea.

Marcia: Do you both like spicy pizzas?

Michael: What is she saying?

Nick: She wants to know if \_\_\_\_\_. Yes, we do, Marcia.

Marcia: Will you stay late?

Michael: What is she saying?

Nick: She is wondering \_\_\_\_\_. No, we've all got school tomorrow.

Marcia: Oh, of course. Can I invite Peter, too?

Michael: What is she saying?

Nick: She is asking \_\_\_\_\_. No! Please don't!

Marcia: Why? Did you argue with him?

Michael: What is she saying?

Nick: She wants to know \_\_\_\_\_. Yes, I did. Last week.

Marcia: Not again! Have you got any friends left, Nick?!

Michael: What is she saying?

Nick: She is asking \_\_\_\_\_. Only you and Michael, Marcia!

**Listen to the conversation to check your answers.**



Track 36

**Now practise it together in groups of three.**

## Speaking

**Which is the largest city you have ever visited? Answer the questions below using the *Useful language box* for help.**

- Describe its location.
- What things does the city have?
- Which adjective(s) would you choose to describe the city?

**USEFUL LANGUAGE**

a	b	c
<ul style="list-style-type: none"> <li>It's in the south / north / west / east...</li> <li>It's about ... km away from...</li> <li>It's near the border with...</li> <li>It's on the coast / a lake / a river.</li> <li>It's near the mountains.</li> <li>It's on the way to ...</li> <li>It takes about ... hours to get to ... from ...</li> </ul>	<ul style="list-style-type: none"> <li>It's famous for ...</li> <li>It has...</li> <li>an underground / trams / trolleybuses / a train station / a port</li> <li>a swimming pool / a sports centre / a football team</li> <li>a river / a lake</li> <li>a lot of cinemas / theatres / museums / cafes / shops</li> <li>skyscrapers / old buildings / parks / bridges</li> </ul>	<p>It's...</p> <ul style="list-style-type: none"> <li>polluted</li> <li>clean</li> <li>noisy</li> <li>peaceful</li> <li>old</li> <li>modern</li> <li>historical</li> <li>crowded</li> <li>exciting</li> <li>industrial</li> </ul>

## Writing

**Read and write about a town on page 47 of the Workbook.**

# London

## Let's talk

- Have you ever been to London?
- What do you think of when London is mentioned?
- How many places do you know in London?
- Can you play a musical instrument?
- Do you give money to buskers?

### 1 Read the article quickly and say which paragraph talks about:

- |   |                                     |
|---|-------------------------------------|
| 1. one busker's past _____                | 4. problems with the law _____      |
| 2. different types of entertainment _____ | 5. a timetable for performing _____ |
| 3. job satisfaction _____                 |                                     |

## LONDON'S BEST MUSICIANS Track 37

If you had enough money to visit every city in the world, you would find they all have one thing in common – street musicians or buskers who entertain people. London is no different.

**A** Performing on the streets is a risky but often profitable occupation in London. Although it is illegal almost everywhere in the city, hundreds of people make their living by entertaining crowds and passers-by on the Underground and on the streets. People play guitars, flutes, saxophones, drums and clarinets, they sing and dance, wear funny costumes, or they perform magic tricks.

**B** The Underground is the best place to find entertainers. Many play at the bottom of the escalators, so travellers can listen to the music during their ride down and drop coins in a hat or box as they pass. It's hard to get a desirable spot in a Tube station; entertainers have to sign a list to reserve a time to play. Most performers play for an hour and then pack up so the next 'busker' can have a chance.



**C** The only people who can really spoil the fun are the local policemen. 'The best thing is not to argue with them,' says Karl Mellor, a legend in London's West End who often plays his saxophone in front of large crowds in the area. 'It's funny though. If I were Britney Spears, they'd probably pay to listen to me. Instead, they take money from me!'

**D** Mellor, 38, is a very talented musician. He grew up in Manchester and, like many other teenagers, wanted to be a rock star. He sang in a band for a while, but they weren't very successful. One day someone lent him a saxophone and he decided to travel to London to play on the streets.



E

Mellor is happy with his career and has never done anything else. 'I'm doing very well,' he says. 'If I was cleverer or cared more about money, maybe I'd work in an office or something like that. But I've always loved music and I don't have the patience to work from 9 till 5. This way I can work when I want! I'm also making people happy. The hardest thing in life is to get people to give you money. So, when they give me money, I know I've made them happy, and that's great.'



## WORD BANK

**busker** /'bʌskə/ *n* – улични музичари

**coin** /kɔɪn/ *n* – метални новчић

**flute** /flu:t/ *n* – флаута

**drum** /drʌm/ *n* – бубањ

**crowd** /kraʊd/ *n* – гомила

**passer-by** /pɑ:sə'baɪ/ *n* – пролазник

**risky** /rɪski/ *adj* – ризикантан

**illegal** /ɪ'li:ɡəl/ *adj* – незаконит

**desirable** /dɪ'zaɪərəbl/ *adj* – пожељан

**drop** /drɒp/ *v* – испустити

**entertain** /entə'teɪn/ *v* – забављати

**escalator** /'eskəleɪtə/ *n* – покретне ступнице

**lend** /lend/ *v* – позајмити некоме нешто

**performer** /pə'fɔ:mə/ *n* – извођач

**profitable** /'prɒfɪtəbl/ *adj* – уносан

**ride** /raɪd/ *n* – возња

**spoil** /spɔɪl/ *v* – покварити

**spot** /spɒt/ *n* – место, тачка

**patience** /'peɪʃəns/ *n* – стрпљење

**the Tube** /tju:b/ *n* – лондонска подземна железница

2

## According to the text,

- performing on the streets brings good money.
- buskers are allowed to play everywhere in London.
- buskers only play guitars.
- buskers prefer playing at the top of escalators.
- it is difficult to find a good place to play at a Tube station.
- it is a good idea not to have rows with the police.
- Mellor has been a musician for many years.
- he bought his first saxophone.
- he would like to have a more regular job.
- he enjoys helping people to be in a good mood.

True

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

False

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐


## Word formation

1

## Find the missing words using the text.

verb	noun (people)	verb	noun
perform			reservation
travel		occupy	
	player		signature
	singer	live	
entertain			argument

**2 Discuss together.**

1. Would you prefer to be a famous tennis player or a singer?
2. When did you last have an argument with a friend?
3. What dreams do you have for your life?

**Negative prefixes**

The prefixes in-, il-, im-, ir-, un-, dis- and mis- are added to adjectives, adverbs, nouns and verbs to form other adjectives, adverbs, nouns and verbs with the opposite meaning.

legal – illegal

happy – unhappy

patient – impatient

spell – misspell

**1 Choose the correct prefix from the following list to make the opposite of the words below.**

un- dis- ir- im- in- mis- il-

approve (v)		regular (adj)	
pack (v)		correct (adj)	
logical (adj)		probable (adj)	
understand (v)		satisfied (adj)	
expected (adj)		polite (adj)	

**2 Use the words you have made in their correct forms to complete the sentences.**

1. My mother usually \_\_\_\_\_ of me watching TV. She says it is bad for my eyes.
2. I'm afraid you have used an \_\_\_\_\_ word. Try to use the right one.
3. His arrival was completely \_\_\_\_\_. No-one could believe he was back.
4. There are a lot of \_\_\_\_\_ verbs in English. It is hard to learn all of them.
5. The teacher was very \_\_\_\_\_ with our homework. She told us to do it again.
6. It's very \_\_\_\_\_ to make rude gestures at people!

**Over to you**

1. How do you react when someone is impolite to you?
2. Do your parents ever disapprove of things you do?
3. When did you last feel dissatisfied?
4. Are you embarrassed when you give an incorrect answer in class?



## Brush up your grammar

### > THE SECOND CONDITIONAL

#### 1 Complete these sentences from the text.

- If I \_\_\_\_\_ Britney Spears, they \_\_\_\_\_ probably \_\_\_\_\_ to listen to me.
- If I \_\_\_\_\_ more about money, maybe I \_\_\_\_\_ in an office.

What tense do we use after **if** (the 'if' clause)? \_\_\_\_\_

What tense do we use in the other half of the sentence (the main clause)? \_\_\_\_\_

This structure is often called the '**second conditional**'.

**For more information, see the Grammar Summary.**

#### 2 Complete the sentences using the verbs in brackets.

- I am happy in the city. If I \_\_\_\_\_ in the country, I \_\_\_\_\_ unhappy.  
(live / be)
- I am sure you \_\_\_\_\_ better if you \_\_\_\_\_ to bed earlier.  
(feel / go)
- Sorry, if I \_\_\_\_\_ a driving licence, I \_\_\_\_\_ you home in Dad's car.  
(have / take)
- I \_\_\_\_\_ longer if I \_\_\_\_\_ an exam tomorrow.  
(stay / not have)

#### 3 Complete the sentences the way you think best.

- If I met Angelina Jolie in the street, I \_\_\_\_\_.
- My parents wouldn't be pleased if I \_\_\_\_\_.
- If I could run faster, I \_\_\_\_\_.
- If I had more money, I \_\_\_\_\_.

#### 4 Give some advice to your friend. Use the construction: If I were you, I'd ...

Your friend	You
1. I'm very unhappy about my school marks.	
2. I think I've got a temperature.	
3. I failed at the casting for a commercial.	
4. I haven't passed my test.	
5. I've broken up with Janet.	
6. I lied to my parents about my marks.	

## Pair work

Look at these moral dilemmas. Complete them with the correct verb forms and then discuss your answers.



1. If you \_\_\_\_\_ (find) a wallet in the street with £100, would you keep it?
2. If you \_\_\_\_\_ (notice) some children stealing some sweets from a shop, would you tell the shop owner?
3. If a friend \_\_\_\_\_ (leave) their diary at your house by mistake, \_\_\_\_\_ (you / look) through it?
4. If a shop assistant \_\_\_\_\_ (give) you too much change, would you keep the money?
5. If you \_\_\_\_\_ (see) your friend's boyfriend/girlfriend kissing someone else, \_\_\_\_\_ (you / tell) your friend?

## Reading

### A brief history of London

Choose the right heading for each paragraph and then put the paragraphs in the correct order.

A wall around the town

The modern town

Leaving the city

The great destroyer

**A** In 1666, the Great Fire of London ended the plague, but it also destroyed much of the city. To end the fire hundreds of buildings were pulled down so there was nothing left to burn. After the fire many new buildings and churches were built, but many Londoners continued living in the suburbs.

**B** When the Romans came to Britain in AD 43 they built a town on the banks of the River Thames with a wall around it for defence. However, over the years, people built houses outside the walls. This was the beginning of London.

**C** Nowadays, London has spread further into the country. It's a city of 8 million inhabitants. It has more than one centre: the City – the financial and business centre; the West End – the shopping and entertainment centre; and Westminster – the government centre. Unfortunately, it has the same problems as many cities today including crime and pollution.

**D** Much later, in 1665 there was a terrible plague in London. Life in the town was too risky so many people left the city and went to live in villages.

Paragraph order 1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_

### WORD BANK

**destroy** /di'strɔɪ/ v – унищити  
**plague** /'pleɪg/ n – куга  
**pull down** v – порушити  
**burn** /bɜːn/ v – горети

**defence** /drɪ'fens/ n – одбрана  
**spread** /spred/ v – ширити се  
**financial** /faɪ'nænsɪəl/ adj – финансијски  
**government** /'gʌvənmənt/ n – влада

For more information on British life and culture see the website: <http://projectbritain.com/>

## Word formation

### 1 Look at this sentence from the text:

Life in the town was too **risky**.

**In English, there are many adjectives that can be formed by adding -y to the noun. Can you think of any more?**

noun + y = adjective      risk + y = risky

### 2 Make adjectives from the nouns in the box and use them to complete the sentences.

wind	thirst	cloud	dirt	fun
ice	dust	sleep	luck	

- I feel rather \_\_\_\_\_ – I'm going to bed.
- It was so \_\_\_\_\_ yesterday that my grandma's umbrella blew away.
- He was very \_\_\_\_\_ with his test. He didn't know anything, but he got a good mark!
- His shoes are really \_\_\_\_\_. Why are they never clean?
- You didn't clean the bookcase. It's \_\_\_\_\_.
- I wanted to go sunbathing, but it's \_\_\_\_\_.
- Be careful! The road is very \_\_\_\_\_.
- Can I have a drink, please? I'm \_\_\_\_\_.
- That joke was so \_\_\_\_\_ that I couldn't stop laughing!

## Over to you

What are the advantages of living in a city rather than a village?

## Group work

### 1 Cities face many problems nowadays. Look at the list and order the problems from 1 (least serious) to 6 (most serious).

- traffic** – too many cars, lots of traffic jams, inefficient public transport
- pollution** – dirty air from traffic and factories
- crime** – unsafe streets, burglaries
- litter** – people drop paper, empty Coke cans, etc.
- crowded** – too many people, not enough schools, hospitals
- cost** – life is expensive

### 2 Imagine you were responsible for improving the place where you live. What changes would you make? Consider the following areas:

- environment
- entertainment
- shops
- schools
- sport
- transport



## A TALE OF TWO CITIES

## SIGHTS

1. If you could go to London and New York, what landmarks would you see? Fill in the gaps with some of the famous sights of the two cities. If you don't know all of them, find their names in the box.

	London	New York
Museums	The _____ Museum	The _____ Museum
Parks	_____ Park	_____ Park
Squares	_____	_____
Streets	_____	_____
Tourist attractions	The _____	The _____



BRITISH  
STATUE OF LIBERTY  
TRAFALGAR SQUARE  
CENTRAL  
METROPOLITAN  
LONDON EYE  
HYDE  
OXFORD STREET  
TIMES SQUARE  
BROADWAY

2. Write four sentences following the example:

If I could go to \_\_\_\_\_, I would \_\_\_\_\_.

## NEW YORK

1. What do you know about New York? Can you answer the following questions?

- How did New York get the nickname 'the Big Apple'?
- Which two rivers is New York located on?
- What is the population of the city?
- Where is the real centre of the city?
- Which is the tallest building in New York?
- Is it easy to find your way around Manhattan?
- Who were the first settlers in New York?

## 2. Here are the answers. Match them to the questions.

- The Hudson and the East River
- It is really easy. All 11 avenues run from south to north and are crossed by streets at right angles (90°). Most of the streets have numbers instead of names.
- The Empire State Building has been the tallest since the Twin Towers were destroyed in 2001.
- The nickname was given by jazz musicians to describe something big in size and excitement.
- The Dutch. In 1626 they bought Manhattan from the Indians for \$26. In 1664 the Dutch surrendered to the British, who named it New York.
- Manhattan, the smallest island.
- About 7 million people live in the city and another 2 million live outside the city and go there to work on week days.

## 3. Which would be your perfect city: London or New York?

### WORDSEARCH

London is one of Europe's largest tourist attractions, but what can people see there? If you go to London, you can visit the ten tourist attractions which you will find in this word search.

Look for the names of a park, a bridge, a famous street, a form of transport, a square, a museum, the nickname for a British policeman, a river, a cathedral, a famous clock, and a place where the English like to have a drink.



T	O	W	E	R	B	R	I	D	G	E
H	X	X	W	Q	R	X	X	N	W	Q
I	F	M	Y	Z	I	X	V	U	Y	T
B	O	B	B	Y	T	P	H	O	S	R
E	R	K	W	Q	I	I	Y	R	A	A
S	D	J	S	W	S	Y	D	G	I	F
T	S	E	M	A	H	T	E	R	N	A
P	T	L	K	C	M	N	P	E	T	L
I	R	J	J	C	U	E	A	D	P	G
L	E	P	U	B	S	B	R	N	A	A
I	E	H	J	X	E	G	K	U	U	R
I	T	G	U	Z	U	I	B	X	L	Q
P	S	U	H	A	M	B	Z	W	S	Q

## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

- |                                    |                                      |                                     |                                    |                                    |                                 |
|------------------------------------|--------------------------------------|-------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> celebrity | <input type="checkbox"/> entertainer | <input type="checkbox"/> inhabitant | <input type="checkbox"/> passer-by | <input type="checkbox"/> pollution | <input type="checkbox"/> sights |
| <input type="checkbox"/> crowd     | <input type="checkbox"/> glamorous   | <input type="checkbox"/> make money | <input type="checkbox"/> perform   | <input type="checkbox"/> reduce    | <input type="checkbox"/> suburb |

### How well did you ...?

- |              |   |
|--------------|---|
| ... learn    | reported questions                      |
| ... do       | the exercises on the second conditional |
|              | the exercises on word formation         |
| ... describe | a city you know                         |

VERY WELL	OK	NOT VERY WELL

Unit 6 was ... INTERESTING ☐ OK ☐ BORING ☐



## Unit 7

### NEW WORLDS

A Exploration

B Australia

C Extra! Extra!

#### *In this unit, you will*

- ☐ READ ABOUT
  - famous people and their explorations
  - the discovery of Australia
- ☐ LEARN ABOUT
  - the past perfect tense
- ☐ REVIEW THE USE OF
  - adverbs
  - articles
- ☐ BUILD
  - nouns from verbs
  - adjectives from nouns
- ☐ HEAR ABOUT
  - people exploring the polar regions
- ☐ DO
  - a quiz on Australia

Let's talk

## GOOD AT GEOGRAPHY?

### A Look at the map of the world.

1. How many continents are there?
2. Which is the smallest continent?
3. Find your country on the map. Which continent is your country in?
4. Which ocean lies between North America and Europe?
5. Which ocean lies between North America and Asia?
6. Which places would you like to explore? Why?

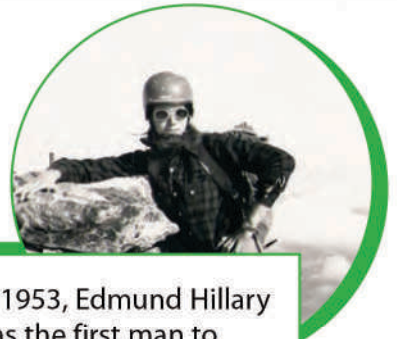
### B 'As long as there are unknown places on Earth, there will be men with the courage and curiosity to explore them.' Find out who:

1. explored space.
2. climbed the highest peak of the Himalayas.
3. was the first to reach the South Pole.
4. discovered the largest waterfall in the world.
5. explored deep parts of the oceans.

Roald Amundsen and his crew reached Antarctica in 1911, one month before Captain Scott and his expedition got there. Scott and all his men died on the way home.



In 1953, Edmund Hillary was the first man to reach the top of Mount Everest, the highest mountain in the world. He climbed to the top with a Nepalese man, Tenzing Norgay.



Dr David Livingstone, the British explorer, discovered a waterfall on the River Zambezi in Africa in 1855 and named it Victoria Falls after the British queen, Victoria. Victoria Falls are one of the wonders of the world.



In 1961, the Russian pilot and cosmonaut Yuri Gagarin became the first person to orbit the Earth.



Jacques Cousteau was the French explorer, inventor, photographer, and filmmaker. He found new ways to explore the world's oceans. His scuba breathing apparatus allows divers to breathe underwater.



## Exploration

- 1 Look at the photograph. What is happening? What problems could the people have?
- 2 Read the text about the Icewalk expedition. What problems did the explorers have? Are they the same as you thought?



### ICEWALK Track 40

*Rain, wind, snow, the cold – the weather is every explorer's worst enemy. In the North Pole, when an icy wind blows, you have to be careful. Already low temperatures become even lower. Your fingers can stick to anything you touch. Your hot drink freezes before you finish it and batteries won't work. And yet Robert Swan decided to spend over two months in such conditions. His plan was to spend 66 days in the Arctic walking 965 kilometres.*

In March 1989, the eight-man team set off on their Icewalk expedition across the frozen Arctic Ocean to reach the North Pole. At the start of their journey, they only managed a few kilometres a day, but later, they walked for up to thirty kilometres each day. As they went, they made a series of educational films because Swan wanted to draw people's attention to the effects of climate change on the Arctic.

The whole expedition was like a military operation and 500 people had spent over a thousand days planning and preparing for the journey. They had had to find money, maps, special equipment and special clothing to protect the Icewalk team from the cold. It was very important to have clothes consisting of several layers and special material to keep the skin dry.



The team was truly international. Two British men, an Australian, a German, a Japanese man, a Canadian and a Russian had to overcome a combination of language and cultural problems that were the result of them all coming from different parts of the world. However, they had one thing in common. All the men on the Icewalk expedition were very experienced explorers and scientists. For example, in 1986, Robert Swan, the leader of the expedition, had walked over 1,400 kilometres to the South Pole in extremely cold temperatures.

The team arrived at their destination on 14<sup>th</sup> May 1989 – their journey a success despite the difficulties they had had during the Icewalk expedition. Most of them had suffered from frostbite during the trip, but fortunately they hadn't had to go home early. They had also nearly drowned because of the melting of the Arctic ice – a result of global climate change. With the completion of the expedition, Swan became the first man to walk to both the North and South Poles. However, he wasn't content to celebrate for long. He was already planning his next adventure.

### WORD BANK

**explore** /ik'splɔː/ *v* – истраживати  
**explorer** /ik'splɔːrə/ *n* – истраживач  
**enemy** /'enəmi/ *n* – непријатељ  
**stick** /stɪk/ *v* – прилепити се  
**layer** /leɪə/ *n* – слој  
**expedition** /ekspi'diʃn/ *n* – експедиција  
**military** /'mɪlətri/ *adj* – војни  
**equipment** /i'kwɪpmənt/ *n* – опрема  
**draw** (someone's attention to) /drɔː/ – привући (пажњу)

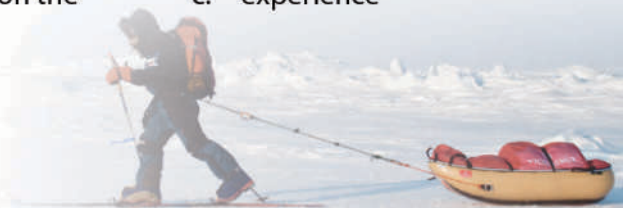
**overcome** /əʊvə'kʌm/ *v* – превазићи  
**in common** /'kɒmən/ – заједнички  
**experience** /ɪk'spiəriəns/ *n* – искуство  
**reach** /ri:tʃ/ *v* – стићи  
**suffer** (from something) /'sʌfə/ *v* – патити  
**frostbite** /'frɒstbaɪt/ *n* – промрзлина  
**destination** /destɪ'neɪʃn/ *n* – циљ  
**journey** /'dʒɜːni/ *n* – путовање  
**drown** /draʊn/ *v* – удавити се  
**melt** /melt/ *v* – топити се

### 3 Can you complete the sentences without looking back at the text?

- The team walked across the \_\_\_\_\_ Ocean.
- Their destination was the \_\_\_\_\_.
- Robert Swan was the \_\_\_\_\_ of the expedition.
- Their team finished the journey on \_\_\_\_\_ 1989.

### 4 Read the text again and choose the best answer.

- When it is very cold, you must:
  - be careful what you touch.
  - drink hot drinks.
  - not use batteries.
- The progress of the team:
  - was slow at first, but then quicker.
  - was quick at first, but then slower.
  - was good all the time.
- Swan's expedition took \_\_\_\_\_ to plan.
  - two months
  - 66 days
  - nearly three years
- The team didn't:
  - wear normal clothes.
  - have maps.
  - need financial help.
- \_\_\_\_\_ were on the Icewalk team.
  - 500 people
  - 6 men
  - 8 men
- The people on the team came from:
  - the same country.
  - European countries.
  - all over the world.
- Which of these was not a problem for the team on their expedition?
  - frostbite
  - language and culture
  - experience



## 5 Match a word from the text with a definition.

A	B
international (adj)	problems
icy (adj)	very, very cold, slippery
freeze (v)	not high
difficulties (n)	succeed
low (adj)	from many countries
manage (v)	to become ice
special (adj)	not usual

## 6 Use the words from column A to complete the sentences below. Make any changes necessary.

- I often fall over when it is \_\_\_\_\_ outside. That's why I hate winter.
- I never have \_\_\_\_\_ with my English homework. It's always easy!
- I always \_\_\_\_\_ to relax at the weekend.
- Today is a \_\_\_\_\_ day – it's my birthday!
- The price of the last pair of shoes I bought was very \_\_\_\_\_.
- There is a lake near my house which often \_\_\_\_\_ in winter.
- I have taken part in an \_\_\_\_\_ competition. It was great to meet people from all over the world.

## USEFUL LANGUAGE

- an eight-man team** – a team consisting of eight men  
Instead of saying *a walk which lasted for two weeks*, we can say '*a two-week walk*'.
- Swan became **the first man to walk** to both the North and South Poles.  
We use the infinitive form to make a sentence shorter. Look:  
Neil Armstrong was the first man *who walked* on the Moon.  
Neil Armstrong was the first man *to walk* on the Moon.

## 7 Complete the second sentence without changing the meaning of the first one.

- We had a holiday which lasted for five days. → We had a \_\_\_\_\_ holiday.
- They went on a run of four kilometres. → They went on a \_\_\_\_\_ run.
- The meeting lasted for ten minutes. → It was a \_\_\_\_\_ meeting.
- This ruler is 45 centimetres long. → This is a \_\_\_\_\_ ruler.
- Peter was the first student who finished the test.  
→ Peter was \_\_\_\_\_.
- Jane was the second girl who saw the ghost.  
→ Jane was \_\_\_\_\_.

## Word Formation

**Look at the examples and then fill in the gaps.**  
Take care of the spelling if the noun or verb ends in an -e.

nouns	adjectives
culture	cultural
education	
globe	
phrase	
form	
verbs	nouns
arrive	arrival
survive	
refuse	
propose	

## Over to you

Do you play educational games on the computer?  
How many phrasal verbs can you say in 1 minute?

### REMEMBER!

#### Linking words

#### BUT and HOWEVER

Do exercise 2 on page 54 of the Workbook.

## Group work

**You have been asked to help write a brochure for foreigners called 'Cultural tips for visitors to Serbia'.**

**What advice would you include in the publication?**  
**Think about the following:**

#### Greeting people

- How do people greet each other?

#### Visiting people's homes

- Do you need an invitation to go to someone's house?
- Do people take a gift when they visit a friend?

#### Going out

- What time do young people go out in Serbia?
- Should you leave tips for the waiters in cafes?

#### Shopping

- What are the working hours of shops?

#### Transport

- What's the best way to travel around a town? And around Serbia?

#### Sightseeing

- Which places should a visitor see?



## &gt; THE PAST PERFECT TENSE

1 Look at these sentences from *Icewalk*.

1. The team arrived at their destination on 14<sup>th</sup> May 1989, their journey a success despite the difficulties they had had during the expedition.

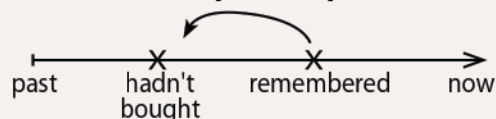
**What happened first: their arrival or their difficulties?**

2. All the men on the Icewalk expedition were very experienced explorers and scientists. For example, in 1986, Robert Swan had walked over 1,400 kilometres to the South Pole.

**What happened first: the Icewalk expedition or Swan's journey to the South Pole?**

- The past perfect tense is formed using HAD + PAST PARTICIPLE
- The past perfect is used:
  - to describe a past action which happened and finished before another event in the past.
- We use the past perfect for the action that happened first and the past simple tense for what happened later.

Peter remembered that he hadn't bought the bread.



**Some time expressions used in past perfect sentences are:** *before, after, already, for, since, till/ until, when, by, by the time.*

**For more information, see the Grammar Summary.**

## 2 Put the verbs in brackets in the past perfect tense.

1. Sue was late because she \_\_\_\_\_ the bus. (miss)
2. Jason \_\_\_\_\_ the party by the time I got there. (leave)
3. The plane \_\_\_\_\_ before we reached the gate. (take off)
4. We had to queue for tickets because I \_\_\_\_\_ them online. (not buy)
5. When the teacher walked in, \_\_\_\_\_ fighting? (the boys/stop)

## 3 Look at the sentences and number the verbs in the order the events happened. Write 1 for the first event and 2 for the second.

1. By the time I found my umbrella, the rain <sup>2</sup> had stopped.
2. Peter remembered he had left his keys at home. <sup>1</sup>
3. She arrived when I had cooked the dinner.
4. I cooked when she had arrived.
5. Peter invited her for a meal, but she had already eaten.

## Pair work

## An unexpected guest

Student A: Go to p. 150

Student B: Go to p. 152

## Word formation

### 1 Find the nouns from these verbs in the Icewalk text.

1. complete – \_\_\_\_\_ 2. operate – \_\_\_\_\_

We can make nouns from some verbs by adding *-ion* or *-ation*.

### 2 Use the correct form of the word in brackets to complete the questions.

- When was the last time you received an \_\_\_\_\_ to a birthday party? (invite)
- How often do you have a \_\_\_\_\_ in your English classes? (dictate)
- How can you improve your English \_\_\_\_\_? (pronounce)
- Have your parents made a \_\_\_\_\_ for the summer holidays yet? (reserve)
- Do you have a \_\_\_\_\_ of anything? (collect)
- When you watch an American film, do you understand the English or do you read the \_\_\_\_\_? (translate)
- What is your favourite \_\_\_\_\_ of colours for clothes? (combine)

- Talk about your answers to the questions in pairs.

## Listening Track 41

### 1 Do you know anything about these famous explorers?



R. Byrd



R. Peary



W. Anderson



E. Hillary



R. Amundsen

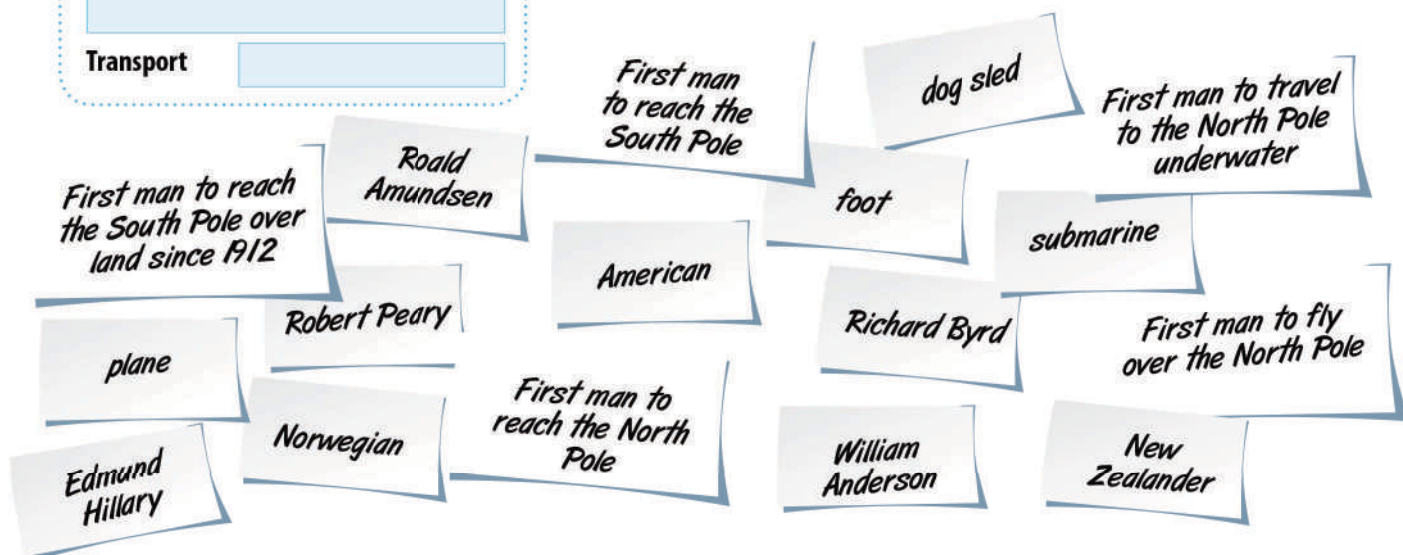
### 2 You are going to listen to part of a radio programme about exploring. Listen once and decide which would be the best title for this section of the show.

- Famous American explorers
- Exploring by plane and submarine
- Exploring the Polar regions
- The mysterious North Pole

- 3 Complete the timeline with the name of the explorer, his nationality, his achievement and how he travelled. Use the information in the boxes to help you.

Explorer	Nationality	Achievement	Transport	Date	Explorer	Nationality	Achievement	Transport
				1958				
				1956				
				1926				
				1911				
				1909				

- Can you remember any other information mentioned in the programme?



### Over to you

Which is the best form of transport to use for exploring?

### Writing

Write the article on page 55 of the Workbook.

# Australia

## Let's talk

1. How much do you know about Australia? Tick (✓) the sentences which you think are true. If you can, correct the false ones.

1. Australia is a continent.
2. Australians speak the Australian language.
3. Australia is an island.
4. The natives of Australia are called the Aborigines.
5. The first people who settled in Australia came from Holland.
6. The capital of Australia is Sydney.
7. There are three time zones in Australia.

Ask your teacher questions to check your answers.

2. Would you like to live in Australia?
3. What problems would you have if you went to live there?



1 You are going to read about the inhabitants of Australia. Which paragraph talks about:

1. Aboriginal life before colonisation?
2. the arrival of the British on the new continent?
3. the way the Australians celebrate the landing of the First Fleet?
4. the living conditions of the Aborigines today?
5. the hard life of the new settlers?
6. the time when the Aborigines' ancestors lived in Australia?

## THE FIRST FLEET, BUT THE SECOND SETTLERS



Track 42

**A** It's 26<sup>th</sup> January and the Australians are celebrating their national holiday, Australia Day. Various festivals, concerts and sporting events are held throughout many states. They are all organised to celebrate the arrival of the First Fleet settlers.

**B** In May 1787, a fleet of 11 ships sailed from England to Australia. Britain wanted to establish a new colony in New South Wales, which Captain James Cook had discovered in 1770. The ships were full of people who had committed crimes in England and the British government had sent them to live in Australia as a punishment. The journey took over 250 days, but eventually the First Fleet arrived at Port Jackson on 26<sup>th</sup> January 1788 and the British flag was raised there.



**C** At first, life was difficult and there wasn't enough food. The settlers had to work harder than they had imagined. However, after 1810, things improved slowly as the land

was good for farming. In 1851, gold was found and life in Australia changed more quickly. Many people who weren't criminals arrived from Britain to make a new life in Australia.

**D** Many thousands of years before the British came, the natives of Australia, the Aborigines, had settled throughout the entire continent. Stone tools discovered in New South Wales showed that humans had lived in Australia at least twelve thousand years before they appeared in Europe. These were the Aborigines' ancestors.

**E** The Aborigines had no permanent home and ate whatever they could catch, kill, or dig out of the ground. They only carried things they really needed: a spear, a boomerang, a wooden shield, a bag, and their cult objects (for example their famous paintings on pieces of bark). It was probably the Aborigines who suffered most from the British colonisation. Life became hard for the tribes – their land was taken from them and many died from diseases the settlers brought with them.



**F** Today, the Aborigines are treated more fairly than in the 19<sup>th</sup> century, but many are still unhappy. Some live in cities in very bad conditions and feel that they are paid less than they deserve for the jobs they do. The Aborigines seem to live most happily in reserves in remote parts of Australia. They can live traditionally, collecting berries and seeds and hunting kangaroos and other animals, proud of their culture and their life.

### WORD BANK

**establish** /ɪ'stæblɪʃ/ *v* – основати

**commit** (a crime) /kə'mɪt/ *v* –  
починити

**entire** /ɪn'taɪə/ *adj* – цео

**native** /'neɪtɪv/ *n* – домородац,  
урођеник

**ancestor** /'ænsəstə/ *n* – предак

**dig** /dɪg/ *v* – копати

**spear** /spɪə/ *n* – копље

**shield** /ʃi:ld/ *n* – штит

**cult** /kʌlt/ *n* – култ

**bark** /bɑ:k/ *n* – кора дрвета

**tribe** /traɪb/ *n* – племе

**colonisation** /kɒlənaɪ'zeɪʃn/ *n* –  
колонизација

**disease** /dɪ'zi:z/ *n* – болест

**reserve** /rɪ'zɜ:v/ *n* – резерват

**remote** /rɪ'məʊt/ *adj* – удаљен

**berry** /'beri/ *n* – бобица

**seed** /si:d/ *n* – семе

### 2 Answer the following questions.

1. How do the Australians spend Australia Day?
2. Who was the first European to discover Australia?
3. Who sent people to Australia and why?
4. What was the settlers' life like for the first twenty years?
5. Were there humans in Europe or Australia first?
6. Did the Aborigines always live in the same place?
7. What two problems did the Aborigines have when the Europeans arrived?
8. What is life like for the Aborigines in the cities nowadays?
9. Do they like living in a modern way?

### 3 Complete the sentences with the underlined words from the text.

1. The first \_\_\_\_\_ on the American continent came from Europe.
2. The American Indians are \_\_\_\_\_ of North America.
3. People who have \_\_\_\_\_ crimes sometimes go to prison.
4. I read the \_\_\_\_\_ book, but I didn't enjoy it.
5. What are the colours of the Serbian \_\_\_\_\_? Blue, white and red.
6. They returned from Africa with serious \_\_\_\_\_, but doctors managed to make them better.
7. His house is so \_\_\_\_\_ – his nearest neighbour is 15km away.

### Over to you

1. Do you know anyone who lives in a remote place?
2. Do you know any other flags which are red, white and blue?
3. Where did your ancestors live?



### Brush up your grammar

#### > ADVERBS

#### 1 Look at this sentence from 'The First Fleet, but the second settlers'.

However, after 1810, things improved slowly.

**How do we usually form adverbs?**

**Can you remember any irregular adverbs?**

#### 2 Now look at these sentences:

1. The settlers had to work harder than they had imagined.
2. Life in Australia changed more quickly.
3. The Aborigines seem to live most happily in reserves.



**How do we form the comparative and superlative forms of adverbs?**

**For more information, see the Grammar Summary.**

#### 3 Can you find some more examples of adverbs of manner in the text?

#### 4 Put the adverbs in brackets in the comparative or superlative form.

1. I like working in groups and as a class, but I work \_\_\_\_\_ by myself. (happily)
2. She paid \_\_\_\_\_ for the dress than for her skirt. (little)
3. Life changes \_\_\_\_\_ in cities than in villages. (quickly)
4. Of all the books I've read, I like Harry Potter \_\_\_\_\_. (much)
5. Kate ran \_\_\_\_\_ in her class. (fast)

## Pair work

- 1 Answer the questions in the column marked 'You'. Then find two different students to answer the questions. Write their answers in the spaces provided.

	You		
How fast can you run 100 metres?			
How long can you hold your breath for?			
How often do you go swimming?			
How well can you sing?			
How quickly can you say the English alphabet?			
How much did you spend last week?			
How early did you get up today?			

- 2 Find a partner who you didn't interview and tell him/her about your findings using adverbs in the comparative or superlative form.

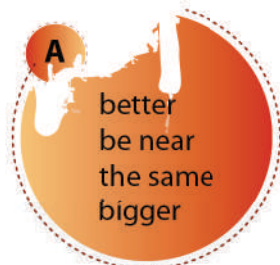
Example

*Milos can run the fastest. / Jelena spent more than me.*

## Listening

### Moving home Track 43

- 1 Would you ever think about living in a different country?
- 2 If you were choosing a new place to live, what sort of place would you like? Use some of the ideas from the boxes.



- 3 Listen to a radio interview with Pete, who has decided to move to Australia. Which of the ideas from box B does he talk about?
- 4 Imagine an English friend is thinking about coming to live in Serbia. Why should he come to live here? What would you tell him? Use the topics from boxes A and B.

How much do you know about Australia?

Try to complete the quiz and then check your answers on page 151.

## Geography

1. Which is the highest mountain in Australia?



- a. Mount Kosciuszko
  - b. Mount Everest
  - c. Mount Kopaonik
  - d. Mont Blanc
2. Where is Australia situated?
- a. In the Indian Ocean
  - b. In the Pacific Ocean
  - c. In the Timor Sea, the Corral Sea, the Arafura Sea and the Tasman Sea
  - d. All of these
3. What is the capital city of Australia?



- a. Melbourne
- b. Sydney
- c. Canberra
- d. Perth

## History

4. When did the first settlers arrive in Australia from Europe?

- a. 1768
- b. 1778
- c. 1788
- d. 1798

## Famous Australians

5. Which of these famous singers comes from Australia?



- a. Jennifer Lopez
- b. Britney Spears
- c. Lily Allen
- d. Kylie Minogue

6. Is Nicole Kidman Australian?



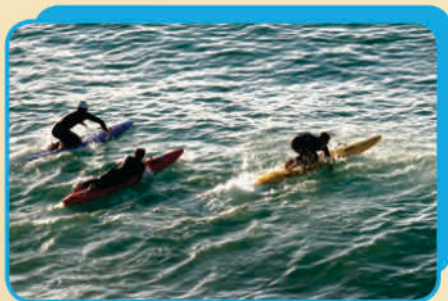
## Language and culture

- 7.** The Australians speak English, but 'Down Under' they use some different words from the British. Can you match the Australian words to their British equivalent?

- |                |                  |
|----------------|------------------|
| a. arvo        | 1. honest        |
| b. fair dinkum | 2. Australia     |
| c. Oz          | 3. an Englishman |
| d. yakker      | 4. an idiot      |
| e. Pom         | 5. barbecue      |
| f. galah       | 6. hard work     |
| g. barbie      | 7. afternoon     |



- 8.** Tick the activities Australians like doing?



- a. having barbecues  
b. surfing  
c. playing rugby and cricket

## Australia is famous for...

- 9.** Match the words to the pictures:

- a. kangaroo  
b. koala  
c. didgeridoo  
d. boomerang



## Food

- 10.** Which of these can often be found in supermarkets in Australia?

- a. kangaroo meat  
b. crocodile meat  
c. witchetty grubs  
d. goanna lizard meat



witchetty grub



goanna lizard

**The Great Quiz**

**Australian**

For more information on Australia, see the website:

<http://www.pocanticohills.org/australia/australia.htm>

## Brush up your grammar

### > ARTICLES

- 1 Use the questions and answers to the quiz to complete the table showing when we use *the* and when we don't. Tick (✓) the right box.

	the	–
Names of towns, countries and continents		
Names of rivers and seas		
Names of single mountains		
Names of groups of mountains		
Names of parks, streets and squares		
Names of theatres, cinemas and museums		
Superlative of adjectives		
Ordinal numbers		
Family names in the plural		

#### Look at these sentences from the text:

She is **an** actress.

A didgeridoo is **a** musical instrument.

Review the use of definite and indefinite articles. See the *Grammar Summary*.

- 2 Complete the sentences with *the*, *a*, *an* or – (if no article is necessary).

- Henry is \_\_\_\_ teacher. He was born in \_\_\_\_ Edinburgh, which is the capital of \_\_\_\_ Scotland. Now, he lives in \_\_\_\_ London next to \_\_\_\_ River Thames, which flows into \_\_\_\_ North Sea. He works near \_\_\_\_ Hyde Park and after work, he often goes shopping in \_\_\_\_ Oxford Street or feeds the birds in \_\_\_\_ Trafalgar Square. At the weekend, he is going to take his daughter to \_\_\_\_ Natural History Museum.
- \_\_\_\_ Johnsons have visited many countries in \_\_\_\_ Europe, but at the moment they are staying in \_\_\_\_ Serbia. This is \_\_\_\_ second time they have been here. Tonight they are going to \_\_\_\_ National Theatre to watch Swan Lake. Then they will travel to \_\_\_\_ Mount Kopaonik, \_\_\_\_ largest mountain in the country.
- There was \_\_\_\_ interesting film on at \_\_\_\_ Odeon last night. It was an adaptation of \_\_\_\_ book about a plane crash in \_\_\_\_ Alps. I think \_\_\_\_ film was \_\_\_\_ best I have ever seen.

### Group work

- ◆ Invent a similar quiz about your country or another country you know well. You can use the same categories as in the Australia quiz or think of your own. Give it to another group to complete.

## Extra! Extra!



 Using only the letters in **EXPLORATION**, write the words.

**EXPLORATION**

1. not on time – \_ \_ \_ \_ \_
2. one more than is needed – \_ \_ \_ \_ \_
3. we put food on a \_ \_ \_ \_ \_ when we eat
4. a type of fruit – \_ \_ \_ \_ \_
5. not rich – \_ \_ \_ \_ \_
6. something used for climbing – \_ \_ \_ \_ \_
7. not rude – \_ \_ \_ \_ \_

How many other words can you make with these letters?

 Lose a letter

Take away a letter from each word on the left to match the definition. Write the letter in the square.

STAND – yellow material which is found on a beach T

LEND – the past tense of lead

HEARD – part of the body

BROUGHT – spent money on something

LAUNCH – a meal

MAN – indefinite article

DESSERT – a large area of sand

SOON – a male child

GATE – the past tense of eat

Now rearrange the letters to find the name of the man in the picture, who, in 1969, walked where no other man had ever walked.



## Which nationality?

Rearrange the letters to find the nationalities.

HIEGLNS E \_ \_ \_ \_ H

HFRCE N F \_ \_ \_ H

MGAREN G \_ \_ \_ N

IMAERCNA A \_ \_ \_ \_ N

TTSOC SHI S \_ \_ \_ \_ H

## Which country?

Rearrange the letters to find the countries.

BES IAR S \_ \_ \_ \_ A

SATAULIRA A \_ \_ \_ \_ A

PAJAN J \_ \_ \_ N

RILENAD I \_ \_ \_ \_ D

DANACA C \_ \_ \_ \_ A

## Read about how the kangaroo got its name.

When Captain Cook, the explorer, met the Aborigines in the eighteenth century, he was surprised to see a large brown animal hopping out of the trees. Forgetting that the Aborigines didn't speak English, he asked: 'What is that strange animal over there?' The Aborigines replied in their language: 'What did you say?' – The Aboriginal for this is 'Kangaroo'.



## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

- |                                    |                                      |                                     |                                  |                                    |                                  |
|------------------------------------|--------------------------------------|-------------------------------------|----------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> celebrate | <input type="checkbox"/> destination | <input type="checkbox"/> equipment  | <input type="checkbox"/> explore | <input type="checkbox"/> in common | <input type="checkbox"/> reach   |
| <input type="checkbox"/> condition | <input type="checkbox"/> discover    | <input type="checkbox"/> expedition | <input type="checkbox"/> flag    | <input type="checkbox"/> native    | <input type="checkbox"/> settler |

### How well did you ...?

... do the exercises with

- the past perfect tense
- adverbs
- word formation
- articles

... do the listening comprehensions on pages 115 and 120  
the Great Australia Quiz

VERY WELL	OK	NOT VERY WELL

Unit 7 was ... INTERESTING ☐ OK ☐ BORING ☐



## Unit 8

### SUMMER'S COMING

- A Holidays
- B Summer Sports
- C Extra! Extra!

#### ***In this unit, you will***

- ☐ **COMPLETE**
  - a questionnaire on holidays
- ☐ **READ ABOUT**
  - summer jobs
  - summer sports
- ☐ **LEARN**
  - the third conditional
  - reflexive pronouns
  - words and phrases related to holidays
- ☐ **PRACTISE**
  - adjectives ending in *-ed* or *-ing*
  - adjectives ending in *-ful* or *-less*
- ☐ **HEAR ABOUT**
  - how people reacted in strange situations



## Let's talk

- A**
1. When you hear the word 'summer', what's the first thing you think of?
  2. Have you already started planning your summer holiday?
  3. What kind of holidays do you like?

**B** Work with a partner. Ask the questions and complete the questionnaire for him/her.

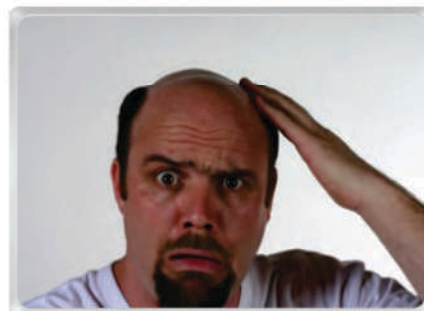
### When you are on holiday...

- 1. Where do you like going on holiday?**
    - a. A big city like London
    - b. The seaside
    - c. The countryside
  - 2. Where do you like staying?**
    - a. In an expensive hotel
    - b. In a tent
    - c. At someone's house
  - 3. Which of these things do you like doing on the beach?**
    - a. Collecting shells
    - b. Playing volleyball
    - c. Lying on a sunbed under a sunshade
  - 4. What do you like doing when you travel by bus/train?**
    - a. Looking through the window at the landscape
    - b. Playing games with friends or parents
    - c. Reading
  - 5. What do you do on the first morning of your holiday?**
    - a. Visit an interesting tourist attraction
    - b. Go shopping
    - c. Stay in bed for hours
  - 6. When you are on holiday, what do you miss about home?**
    - a. Nothing
    - b. Your friends
    - c. Your favourite TV programme
  - 7. If you meet foreign people, what do you do?**
    - a. Practise your English with them
    - b. Try to make friends with them
    - c. Say a few polite words
  - 8. What do you like doing when the weather is bad?**
    - a. Going to a museum
    - b. Playing video games
    - c. Watching TV
  - 9. What do you like doing at night?**
    - a. Walking around the town
    - b. Going to a disco
    - c. Sleeping
- Now look at page 151 and see what sort of person your partner is when it comes to holidays.
  - Do you agree with the results of the questionnaire?
  - Do you think the summer is for relaxing, studying or earning money?

## Holidays

- 1 Work in groups of three. Each student in the group should read a different text and decide which title goes with it.**

- A wild experience
- Paid to sit in a tree!
- W-hair are you?!



**A** When Jane Albert thinks of her summer job last year, she has to laugh. “It was after I had finished my third year at high school and it was awful,” Jane says. Thanks to a family friend, she worked in a lab which promised fresh hair to bald people. She first had to apply strange liquids to their heads and then put a hot cap on their heads for 15 minutes before she put more liquid on. The company found customers through newspaper advertisements, but didn’t give any guarantees on hair growth. She can make fun of her job now, but she has one regret. “If I hadn’t waited so long to start looking for a job, I would have found something better.”

**B** Traditional jobs like selling ice-cream, working at petrol stations, or helping at children’s summer camps can be quickly forgotten, but unusual jobs leave lasting memories. “My last summer job was a strange but unforgettable experience,” says Tim Baker. He was 16 and worked for a police dog training team. He had to hide in an empty building or up a tree and then police dogs tried to find him. “The dogs were hunting me, but I wasn’t scared. If it had been dangerous, the police wouldn’t have let me do it,” Tim says. He got the job through friends and says that the money was good and he only had to work for a few hours each day, but admits that he will try to find holiday work as early as possible this summer.



**C** Ann Britton got her job through her school, where a teacher recommended her because of her outgoing personality. Her job at the Okanagan Lake Provincial Park in British Columbia was to give talks on wildlife, lead nature walks, catch bats and feed a rattlesnake. She had to keep the snake food – dead mice and rats – in her freezer at home! Ann says her job helped her develop new skills and



gave her the chance to work in a place she loved. "My father had already found a job for me at the local cafe, but if I had done that, I would have been bored. Working in the park was a great experience and now I believe that my future career doesn't have to be boring."

### WORD BANK

**lab** (laboratory) /læb/ *n* – лабораторија

**bald** /bɔːld/ *adj* – ћелав

**apply** /əˈplaɪ/ *v* – нанети, применити

**liquid** /ˈlɪkwɪd/ *n* – течност

**guarantee** /gəˈrænti/ *n* – гарантовати

**growth** /grəʊθ/ *n* – раст

**lasting** /ˈlɑːstɪŋ/ *adj* – трајан

**recommend** /rekəˈmend/ *v* – препоручити

**outgoing** /aʊtˈɡəʊɪŋ/ *adj* – отворен, друштвен

**personality** /pɜːsnəˈlæti/ *n* – личност, карактер

**wildlife** /ˈwaɪldlaɪf/ *n* – дивље животиње

**bat** /bæt/ *n* – слепи миш

**rattlesnake** /ˈrætlɪsneɪk/ *n* – змија звечарка

### 2 Read your text again. Which sentences did your character say? Put his/her name next to the appropriate sentences.

1. Dogs chased me, but I wasn't frightened. \_\_\_\_\_
2. My job was terrible. \_\_\_\_\_
3. The police told me to hide. \_\_\_\_\_
4. I fed snakes with dead animals, which I kept at home. \_\_\_\_\_
5. Why didn't I look for a job earlier? \_\_\_\_\_
6. My job was well-paid and I didn't work much each day. \_\_\_\_\_
7. I loved my job and I know I will be able to find an exciting career. \_\_\_\_\_
8. I didn't want to work in a cafe. \_\_\_\_\_
9. I had to help people with no hair. \_\_\_\_\_

### 3 Tell the other members of your group about the job your character did and his/her feelings about it. Use the title you chose and the sentences from exercise 2 to help you.

### 4 Read the other two texts. How did the teenagers find their jobs? Choose from the box.

Jane \_\_\_\_\_

Tim \_\_\_\_\_

Ann \_\_\_\_\_

- through his/her father
- through friends
- through an advert
- through a family friend
- through a teacher

### 5 Use a word from the Word Bank to complete the questions.

1. Is your best friend an \_\_\_\_\_ person? Does he/she love going to parties?
  2. Which place would you \_\_\_\_\_ for spending a free Saturday afternoon?
  3. Would you like to be a scientist and work in a \_\_\_\_\_ doing experiments?
  4. Have you ever seen a \_\_\_\_\_ flying in the evening? Were you scared?
  5. Do you have one \_\_\_\_\_ memory from your first year at primary school?
- Discuss your answers to the questions in groups.

## Over to you

- Which teenager has:
  - the most interesting job?
  - the least interesting job?
  - the most dangerous job?
- Have you ever had a summer job?
- Which of these jobs would you like to do? Why?
- What are the advantages and disadvantages of summer jobs?
- Will you get a job this summer?



## Grammar

### > THE THIRD CONDITIONAL

#### 1 Complete these sentences from the texts on summer jobs.

- If I \_\_\_\_\_ so long to start looking for a job, I \_\_\_\_\_ something better.  
(But I waited too long and I didn't find a good job.)
- If it \_\_\_\_\_ dangerous, the police \_\_\_\_\_ me do it.  
(It wasn't dangerous and the police let me do it.)

This structure is often called the 'third conditional'

Form: If clause

Main clause

IF + PAST PERFECT

WOULD/COULD/MIGHT + HAVE + PAST PARTICIPLE

USE

We use the Third Conditional to talk about unreal situations in the past (possible situations that didn't happen).

**For more information, see the Grammar Summary.**

#### 2 Rewrite these sentences following the example.

**Example:** She didn't wear a jacket. That's why she got cold.

If she had worn a jacket, she wouldn't have got cold.

- It snowed. We went skiing.
- They didn't bring enough food. They were very hungry.
- I forgot to buy a map. I got lost.
- She wasn't at home last night. She didn't get your message.
- He ran fast. He managed to escape the dogs.

#### 3 Make third conditional sentences following the examples below:

**A** went to the party last week → tired the next day → failed the test → my parents were angry → didn't give me money for my holiday → didn't go with my friends to the seaside

**Example:** If I hadn't gone to the party last week, I wouldn't have been tired the next day. / If I hadn't been tired, I wouldn't have failed the test.

**B** felt lonely → bought a pet → had to look after it → didn't go out → won a competition on TV → became rich → didn't go to university → didn't get a job → didn't make new friends → felt lonely

**Example:** If Nicole hadn't felt lonely, she would not have bought a pet. If she hadn't bought...

## Group work

### WHAT WOULD YOU HAVE DONE?

#### 1 Read the four stories and discuss what you would have done in each situation.

- Well, three days ago, I was in the schoolyard during the break eating sandwiches my mother had prepared when somebody came up behind me, grabbed the sandwich and ate it. It was a tall strong boy, probably two years older than me. I was so surprised that I just stood with my mouth open and my empty hand still up in the air.
- A friend of mine told me an unbelievable story. Her husband was doing some work in a house they had just bought. Behind some large cupboard he found a hole in the wall and in the hole he found an old bag. He pulled the bag out of the hole and inside there was lots of money. Twenty thousand pounds in cash!
- Some friends were at my place for dinner and I was preparing the food in the kitchen. As I was taking the chicken out of the oven, it fell on the floor. Before I could pick it up, the cat had run over and was licking it! All my guests were sitting impatiently in the dining room, waiting for their food.
- Something happened while I was shopping last week. A handsome man was walking round the supermarket and he was taking things from the shelves and putting them into his bag. When I went to pay, I saw him walk out of the shop without stopping to pay! Can you believe it?

#### 2 Listen to hear how the people in the stories reacted. Match an ending to each story by writing a letter in the space provided. Did the people do the right thing?



### TRAVELLING

#### 1 How do you usually travel when you go on holiday?

- a. Look at the pictures. What are the advantages and disadvantages of using each form of transport?



- b. In English, we don't usually say *enter* or *leave the bus*. Look at the examples in the table and then complete the gaps with the types of transport from the boxes.

get on/off	get into/out of	board/get off
bus	car	plane
train		

## 2 Expanding vocabulary

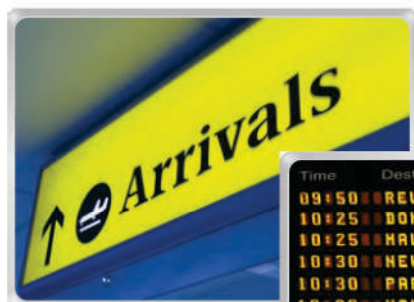
Look at these definitions:

- *To travel* means to go from one place to another.
- *A journey* is the action of travelling from one place to another.
- *A trip* is a journey to a place and back again.

In English, there are different words for 'journey' and 'trip' depending on the length of time, the form of transport, and the reason for travelling.

Can you match the words to their definitions?

- |               |  |
|---------------|--|
| 1. voyage     | a. an organised trip to see the sights of a town or area |
| 2. flight     | b. a trip for a scientific or special purpose            |
| 3. tour       | c. a long journey by sea                                 |
| 4. expedition | d. a short trip for relaxation or sightseeing            |
| 5. excursion  | e. a journey by plane or helicopter                      |



Time	Destination
09:50	REUS SAROU
10:25	DONCASTER
10:25	MALAGA
10:30	NEW YORK
10:30	PARIS CDG
10:30	VALENCIA
10:35	CHICAGO
10:40	CORK
10:45	SHANNON
11:00	COPENHAGEN
11:00	GRENOBLE
11:10	BLACKPOOL
11:10	PHILADELPHIA
11:15	LONDON LHR
11:15	LONDON STN
11:15	LOS ANGELES

## 3 Complete the sentences using the words from exercise 2.

- The Titanic sank on its first \_\_\_\_\_.
- They are preparing an \_\_\_\_\_ to Mount Everest.
- JAT announces the arrival of \_\_\_\_\_ number 167 from London.
- Will you take your guests from England on a sightseeing \_\_\_\_\_?
- When is dad going on a business \_\_\_\_\_?
- My parents \_\_\_\_\_ a lot. They have seen a lot of exotic places.

Over to you

1 Which is your favourite form of transport when you are not on holiday?

2 Have you ever been on a voyage or a flight? How was the experience?

## REMEMBER!

We are on holiday when we are on a trip or have a day off work/school.

## Speaking

### 1 Discuss in groups.

Where do you usually stay when you go on holiday?

What do you take with you?

What should you take with you if you are:

- travelling abroad?
- travelling by plane?
- going camping?
- going to the seaside?

Use some of the words from the Useful language box to help you.

### USEFUL LANGUAGE

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• go on holiday</li> <li>• have a wonderful time</li> <li>• book a flight</li> <li>• pack a bag</li> <li>• set off (on a journey)</li> <li>• travel by train/coach/ plane</li> <li>• stay in a hotel</li> <li>• go camping</li> </ul> | <ul style="list-style-type: none"> <li>• charter flight</li> <li>• package holiday</li> <li>• ticket</li> <li>• passport</li> <li>• camp-site</li> <li>• tent</li> </ul> | <ul style="list-style-type: none"> <li>• camera</li> <li>• sunglasses</li> <li>• sun cream</li> <li>• sleeping bag</li> <li>• luggage</li> <li>• suitcase</li> <li>• rucksack</li> </ul> |
|--|--|--|



### 2 Complete the sentences using the words and phrases from the Useful language box.

1. I prefer a \_\_\_\_\_ because you can carry it on your back.
2. Planes are busy in summer so make sure you \_\_\_\_\_ early.
3. You have to buy a \_\_\_\_\_ when you travel by train.
4. If you're sunbathing, you'll need some \_\_\_\_\_, at least factor 20.
5. Please take lots of photographs! Don't forget to buy batteries for your \_\_\_\_\_.
6. Don't forget your \_\_\_\_\_ if you go to a foreign country. You have to show it at the border.
7. We'll have to stay in a \_\_\_\_\_ on a \_\_\_\_\_ because the hotels are too expensive.
8. We will \_\_\_\_\_ at 7 o'clock and be there by 10.30.

## Writing

Write the magazine article on page 60 of the Workbook.



## Summer sports

### Let's talk

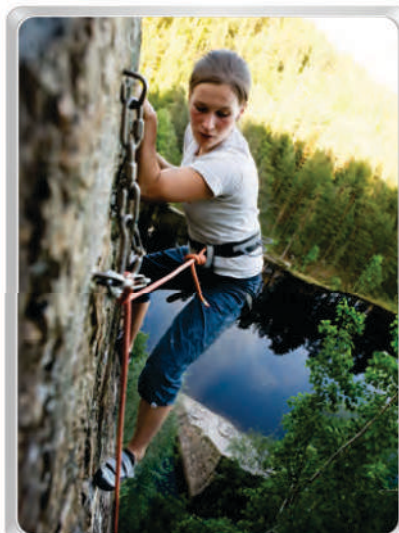
- How many outdoor activities can you think of that people like doing in summer?
- Which are the most popular summer sports in your country?
- How often do you do sport in summer? Who do you play with?

#### 1 Read the text once. Which is the best title?

- Summer holidays
- Traditional sports
- Dangerous sports
- Popular summer sports
- A new fitness product

As summer approaches, people of all ages will spend more and more time in parks and on beaches and mountains in search of endless fun and physical activity. Some think traditional sports such as football and tennis are boring and so many other new forms of fun and fitness are becoming popular.

In 1980, two ice hockey players from Minnesota, Scott and Brennan Olson, adapted a pair of skates they had bought in a shop so they could use them for summer training, and rollerblades were born! The brothers started a company to sell their invention,



but they weren't very successful as the wheels were easily damaged. However, they sold their business to a man who had enough money to improve the design and soon sales increased. If the brothers hadn't sold their company, they certainly wouldn't have had enough money to make rollerblades a success. The skates were marketed as an exciting fitness product and were produced in bright colours. Soon sunny California became the biggest market, but now of course, they are popular all over the world.

Some popular summer sports can also be dangerous. When you go roller skating, you must be careful because you can fall on uneven and wet pavements, so knee and hand guards and helmets are recommended. You mustn't go too quickly either. Rock climbing also has many excited fans, but it is risky, too.





Many sports, like rollerblading and rock-climbing, require special equipment, which can be expensive. Windsurfing and surfing are two more examples and, of course, you need to be near water to do them. Cycling has always been popular and many people now go mountain biking in the summer, which is also good for recreation. Unlike water sports, you can go cycling anywhere – in towns, in mountainous areas, in the countryside

and at the coast – but again you need equipment – a bike, which isn't cheap.

The safest and maybe cheapest sport is beach volleyball. Currently, it is the 'in' sport to play and you don't have to spend a lot of money to play it. All you need is a ball and a few friends... and a beach, of course! Remember, though, sports which are 'in' this summer could be 'out' next year. Who knows what next summer will bring!?



## WORD BANK

**approach** /ə'prəʊtʃ/ *v* – приближавати се

**in search of** /ɪn'sɜːtʃ/ *n* – у потрази за

**such as** – као, на пример

**adapt** /ə'dæpt/ *v* – прилагодити

**marketed** *adj* – рекламиран

**market** /'mɑːkɪt/ *n* – тржиште

**wheel** /wiːl/ *n* – точак

**increase** /ɪn'kriːs/ – повећати се

**uneven** /ʌn'iːvn/ *adj* – нераван

**wet** /wet/ *adj* – мокар

**helmet** /'helmt/ *n* – kaciga

**fan** /fæn/ *n* – љубитељ

**require** /rɪ'kwaɪə/ *v* – захтевати

**recreation** /rekri'eɪʃn/ *n* – рекреација

**unlike** /ʌn'laɪk/ *prep* – за разлику од

**currently** /'kʌrəntli/ *adv* – тренутно, сада

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

1. Where do people usually spend their free time in the summer?
2. Why did the two ice-hockey players adapt a pair of skates?
3. What was the problem with rollerblades at first?
4. Could the brothers afford to make the design better?
5. What equipment should you have for roller skating?
6. According to the text, which sports are dangerous?
7. What are the two disadvantages of windsurfing and surfing?
8. What is the advantage of riding a bicycle?
9. Which is the most popular sport at the moment according to the text?
10. Why is it a good sport to play?



**3 Complete the sentences by using the correct form of the words in brackets. Look back at the text if you need help.**

1. Cycling is a good \_\_\_\_\_ activity. (fit)
2. Basketball \_\_\_\_\_ are paid a lot of money. (play)
3. I think bungee jumping is very \_\_\_\_\_. (danger)
4. They had to drive through a \_\_\_\_\_ region. (mountain)
5. I only like \_\_\_\_\_ sports like football. (tradition)
6. You need a helmet when you go \_\_\_\_\_. (climb)
7. The road is icy so be \_\_\_\_\_ when you drive! (care)
8. We couldn't go skiing because we didn't have the right \_\_\_\_\_. (equip)

- Are the words in brackets adjectives, nouns or verbs?

**Word formation**

**Adjectives ending in -ful or -less**

**1 Look back at *Popular summer sports* and complete the adjectives from the nouns:**

success \_\_\_\_\_

care \_\_\_\_\_

end \_\_\_\_\_

**The suffix -ful means 'having' or 'with' and -less means 'without'.**

**2 Make two adjectives for each of the following nouns:**

care	<i>careful</i>	_____
hope	_____	_____
colour	_____	_____
use	_____	_____
power	_____	_____
help	_____	_____

**3 Use the adjectives from exercise 2 to complete the sentences.**

1. This mobile phone is \_\_\_\_\_. I can't hear anything when someone rings me!
2. I didn't know how to do my homework, but Mary showed me. She was very \_\_\_\_\_.
3. Be \_\_\_\_\_ when you cross the road! It can be very dangerous.
4. I keep losing things – I'm so \_\_\_\_\_.
5. Her garden is full of red, blue, green and yellow flowers. It is so \_\_\_\_\_.
6. We were losing the football match 6-0 – it was a \_\_\_\_\_ situation.

**Over to you**

1. Which of the sports in the text have you tried?
2. Which of them would you like to try?
3. Do you agree that the sports mentioned are dangerous?



## Brush up your grammar

### > ADJECTIVES ENDING IN -ED OR -ING

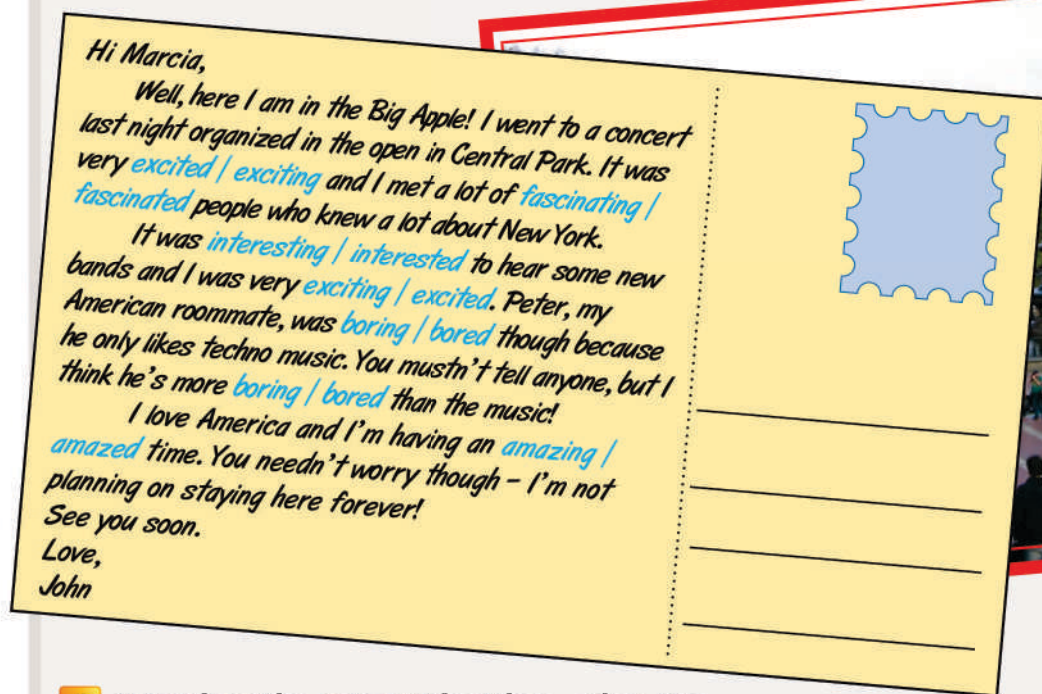
#### 1 Complete these sentences from the text.

- The skates were marketed as an \_\_\_\_\_ fitness product.
- Rock climbing also has many \_\_\_\_\_ fans.

**What's the difference in meaning between an adjective that ends with -ed and one that ends with -ing?**

The book was very **interesting**. (*Interesting* describes what the book is like.)  
I am **interested** in sport. (*Interested* describes how I feel.)

#### 2 John is visiting America and has written a postcard to Marcia. Circle the correct adjectives.



#### 3 Complete the gaps with either -ed or -ing.

- What are you frighten \_\_\_\_\_ of?
- What has been your most frighten \_\_\_\_\_ experience?
- When was the last time you felt disappoint \_\_\_\_\_?
- Are your marks disappoint \_\_\_\_\_ this year?
- When was the last time you were thrill \_\_\_\_\_?
- Have you ever been to a thrill \_\_\_\_\_ sporting event?

**Answer the questions with a partner.**

#### Pair work

Choose a sport and make a list of things you **mustn't** do when playing it. Read out your list to another pair. Can they guess the sport?



## A SPORTING DAY OUT

### 1 Discuss.

1. Have you ever taken part in a sporting event?
2. When and where was it?
3. How many people were there?
4. Did you enjoy it?

### 2 Read the advert. Would you like to take part?

## Spectacular ROLLERBLADING DAY

Every spring, rollerbladers gather in a city in Serbia to enjoy themselves and make new friends! The event is always planned for a Saturday at the end of May, but depends on the weather. Unfortunately, if it rains, the rollerblading is cancelled, but there's still a huge indoor party with lots of food, drink and live music. There are many events for the whole family including:

- Under 10's race
- Under 16's race
- 100m sprint
- 2km race
- 10 km race
- Fancy dress race



**Have you ever wanted to take part in a huge national rollerblading event?**



**Well – now's your chance!**

There are prizes for the winners and all participants get a medal.

The streets are closed to traffic from 11am until 8pm so there is no danger. Just bring your knee and elbow pads and a helmet to protect yourself if you fall.

Come and join us for an unforgettable experience!

## Grammar

### > REFLEXIVE PRONOUNS

Look at these examples of reflexive pronouns from the text:

1. Every spring, rollerbladers gather in a city in Serbia to enjoy *themselves*.
2. Just bring your knee and elbow pads and a helmet to protect *yourself* if you fall.

### 1 Study the table with the reflexive pronouns:

singular		plural	
personal pronouns	reflexive pronouns	personal pronouns	reflexive pronouns
I	myself	we	ourselves
you	yourself	you	yourselves
he	himself	they	themselves
she	herself		
it	itself		

#### Use

We use **reflexive pronouns** when the subject of the sentence is somebody or something that is also the object of the sentence.

### 2 Now complete the sentences with the correct reflexive pronoun.

- Be careful, children! You might hurt \_\_\_\_\_.
- She enjoyed \_\_\_\_\_ at the concert.
- I cut \_\_\_\_\_ while I was preparing lunch.
- The cat hurt \_\_\_\_\_ when it fell off the wall.
- We enjoyed \_\_\_\_\_ on our trip to Scotland.
- John taught \_\_\_\_\_ French.
- They heard \_\_\_\_\_ on the tape.
- Have you ever seen \_\_\_\_\_ on TV, Helen?

### Pair work

Work with a partner. Find out his/her answers to the following questions:

- Which sports do you like doing in the summer?
- Are they expensive or dangerous?
- What equipment do you need?
- Do you do different sports in the winter?
- Which sports would you like to try?
- Which sports would you never try?

Tell someone else about what your partner said.

### Group work

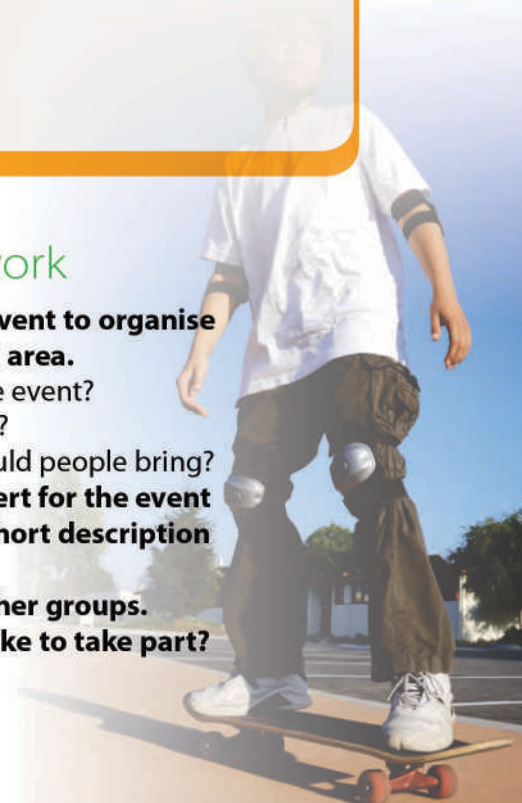
Think of an event to organise for your local area.

- What's the event?
- When is it?
- What should people bring?

Write an advert for the event including a short description of the day.

Show it to other groups.

Would they like to take part?



## Extra! Extra!

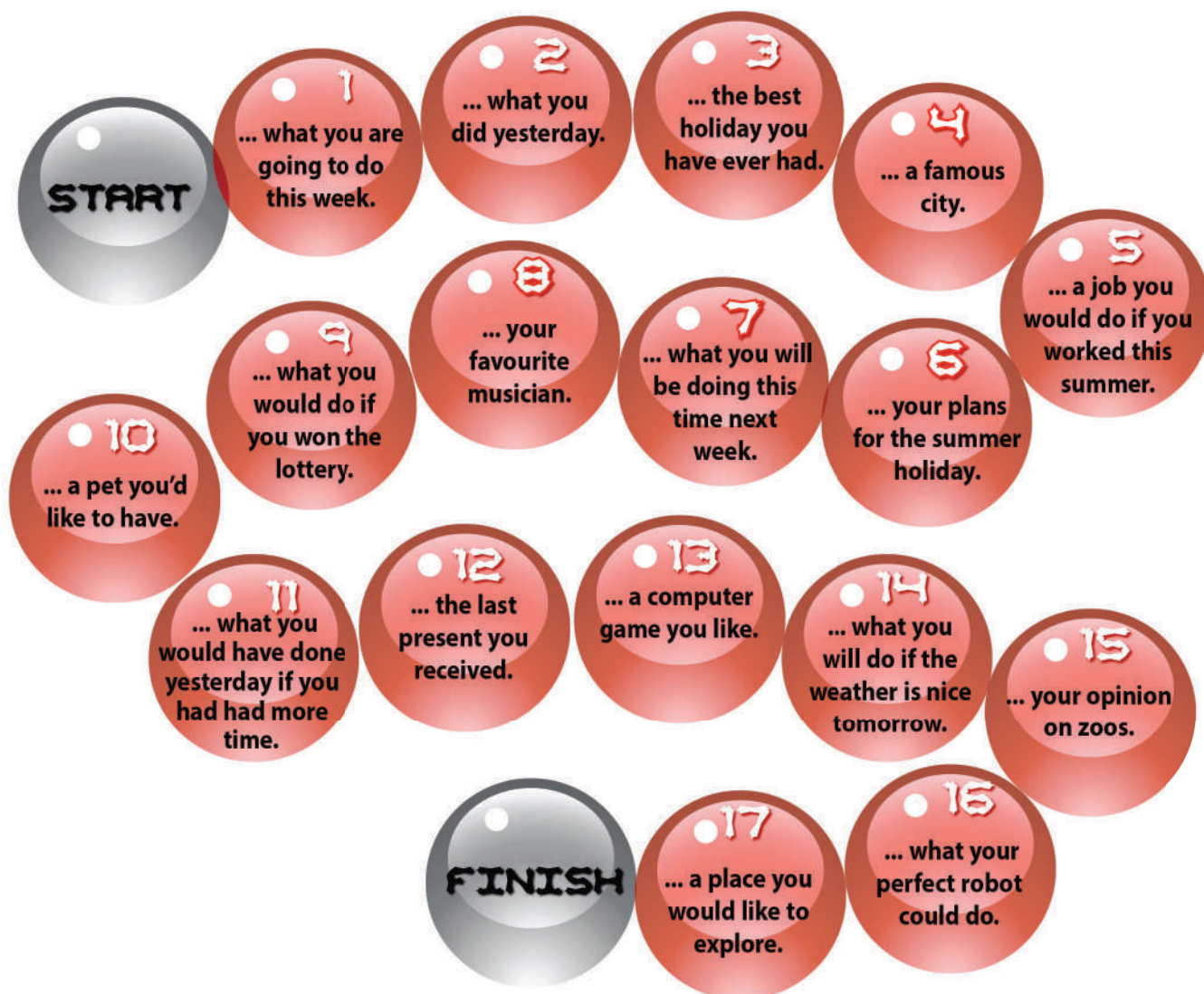
### TELL US SOMETHING ABOUT...

### How to play

Play the game in small groups. You need counters, 4 small pieces of paper and a pencil case.

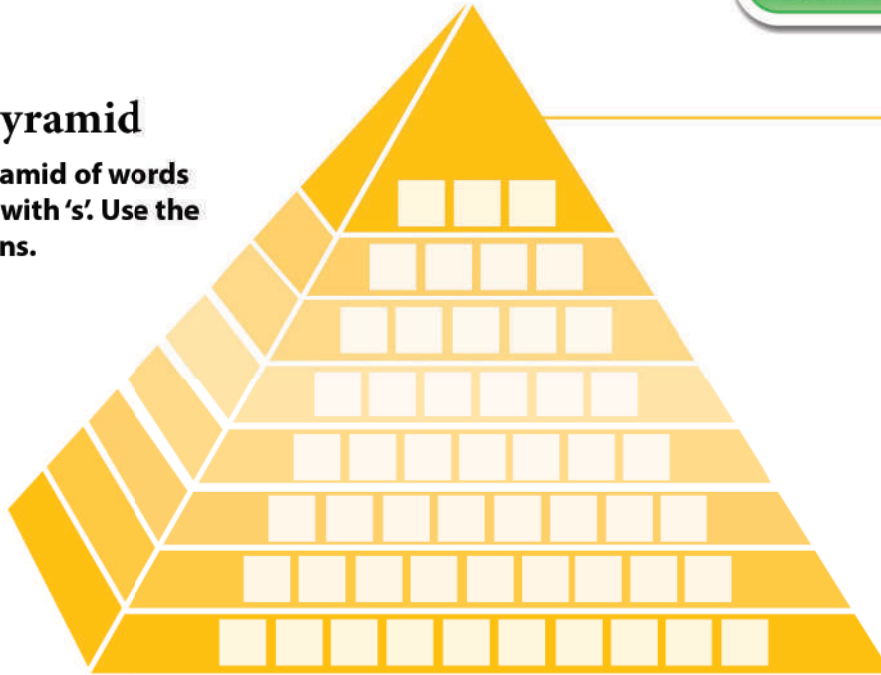
#### Rules

1. Write the numbers 1–4 on four pieces of paper. Fold them up and put them in an empty pencil case.
2. Put all counters on the START circle and decide who will go first.
3. The first player takes a piece of paper from the pencil case and moves their counter the number of spaces shown on the paper. The number is then folded and returned to the pencil case before the next player's turn.
4. Players take it in turns to move round the board and talk about the topic for at least 30 seconds. If the player can't, he/she must pass and miss a go the next round.
5. The winner is the first player to get to the FINISH circle.



## Word pyramid

Build a pyramid of words beginning with 's'. Use the explanations.



Line 1 – a ball of fire that gives us heat and light.

Line 2 – what is found on the beach or in most deserts.

Line 3 – It's a \_\_\_\_\_ day. The sun is shining brightly.

Line 4 – an attractive brown skin colour from the sun

Line 5 – the time in the morning when the sun is first seen in the sky.

Line 6 – the light and heat that reaches us from the sun

Line 7 – a very tall plant with large flowers with yellow petals

Line 8 – they protect your eyes from the sun

## My Progress

### Key words and phrases

Read through the words and phrases and tick the ones you know.

- |  |  |
|--|--|
| <input type="checkbox"/> advertisement     | <input type="checkbox"/> lasting       |
| <input type="checkbox"/> beach             | <input type="checkbox"/> recreation    |
| <input type="checkbox"/> experience        | <input type="checkbox"/> regret        |
| <input type="checkbox"/> flight            | <input type="checkbox"/> get on/off    |
| <input type="checkbox"/> get into / out of | <input type="checkbox"/> summer job    |
| <input type="checkbox"/> journey           | <input type="checkbox"/> unforgettable |

### How well did you ...?

- |            |                                  |
|------------|----------------------------------|
| ... learn  | the third conditional            |
| ... review | reflexive pronouns               |
| ... do     | adjectives ending in -ed or -ing |
|            | the listening comprehension      |
|            | on page 131                      |

VERY WELL	OK	NOT VERY WELL

Unit 8 was ... INTERESTING ☐ OK ☐ BORING ☐

## PROJECT 1

**WE NEED MONEY!!!**

- Can you remember how Tom's brother earned money?
- What did he do with his friends?
- Do you think it is a good idea for a business? Why/Why not?
- What other 'businesses' could you start to earn money?

**In small groups, try and think of a good business to earn you some money. Choose a 'secretary' to write down your ideas.**

Here are some things for you to think about:

- How much money do you want to earn?
- What do you need the money for?
- Do you want to work inside...
  - at your own house?
  - at the customer's house?
  - somewhere else?...or outside?
  - what season is it?
- When will you work – after school, at weekends or during the school holidays?
- Who will your customers be?
- How much will your customers pay you?
- How will you find your customers?
- Do you only want to work for a few weeks or longer?

**Follow up**

- Present your ideas to class. Which group has the best business idea?
- Make a poster showing your business idea.



## PROJECT 2


## FOR YOUR VALENTINE

**As a group decide what you are going to do:**

- Write a love poem
- Write a love story
- Prepare several Valentine's cards with pictures and words for someone special

**Follow up**

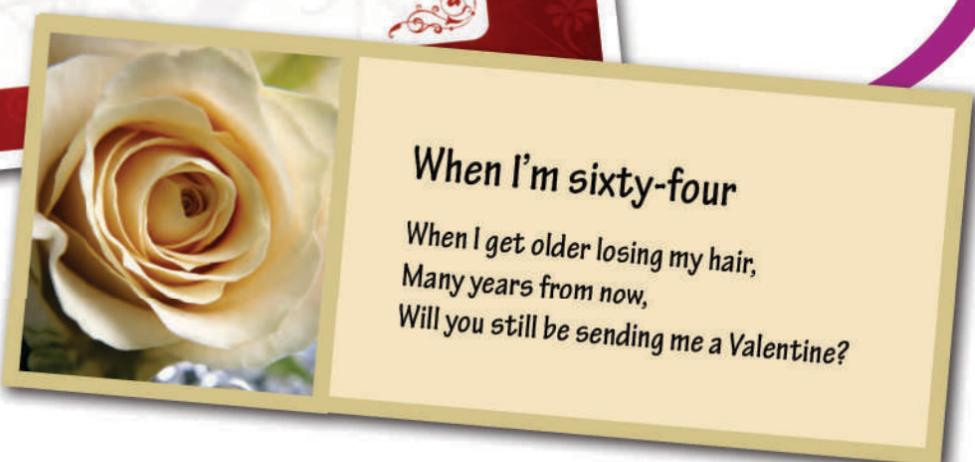
- Put your creative work on the board in your classroom.



Stars shining bright above you,  
Night breezes seem to whisper: I love you;  
Birds singing in the sycamore trees,  
Dream a little dream of me.



Roses are red,  
Violets are blue,  
Sugar is sweet  
And so are you



**When I'm sixty-four**

When I get older losing my hair,  
Many years from now,  
Will you still be sending me a Valentine?

## PROJECT 3

## FAMOUS PEOPLE FROM THE PAST

**Prepare to talk about a famous person from history who you admire. Give reasons for your choice.**

Think about the following ideas:

- What was he/she?

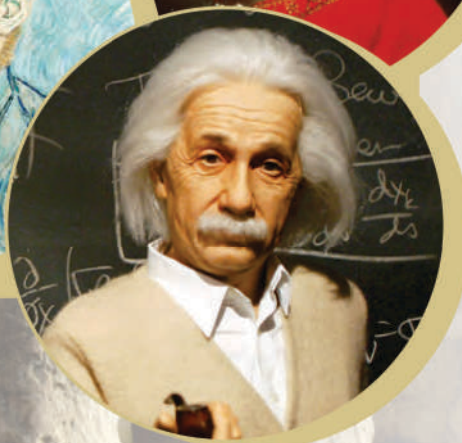
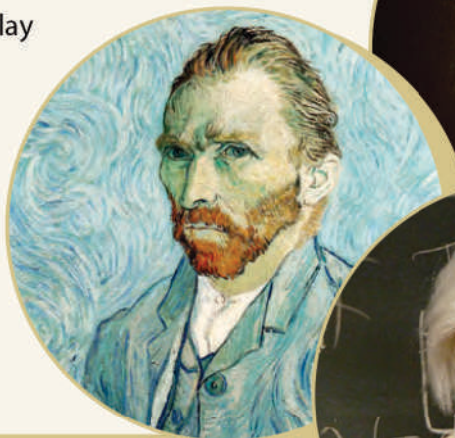
a king	a queen	an artist	a musician
a leader	an inventor	an explorer	a discoverer

- Which period did he/she live in?
- What was his/her nationality?
- What were his/her achievements?
- Why do you think they are still famous today?

Use a library or the Internet to find out more facts, but don't just copy what you find. Try to use your own words.

**Follow up**

- Make a poster display with pictures and add some more information about your chosen person.



## PROJECT 4

# A OUR COMPUTER GAME

**Invent an idea for a computer game. Here are some questions to help you:**

- What's the aim of the game?
- Where does the game take place?
- How many players is the game for?
- Who are the main characters?
- Do you get points for collecting things or achieving things during the game?
- Can it be played online with other people on the Internet?



## Follow up

- Make a poster display with some scenes from your game and a description of how it is played. Design an advert for the game and put it on the poster, too.

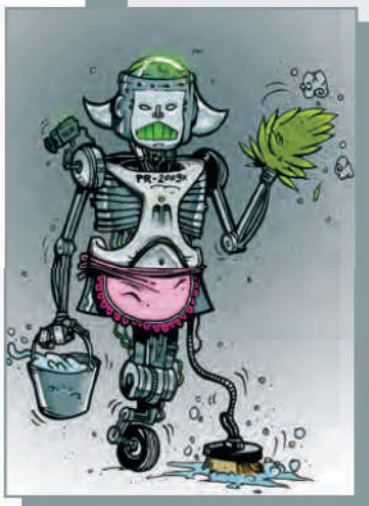
# B OUR ROBOT

**A local company wants to build a new robot which future generations can use. It has asked young people to send them designs and the company will produce the best design. You have decided to take part in the competition. You should draw a picture of your robot and describe it in detail. Consider the following points:**

- |   |                           |
|---|---------------------------|
| • What can your robot do?                                 | • Will it be intelligent? |
| • Who is it for?  | • What will it look like? |
| – children, adults, housewives, sportsmen, teachers, etc. | • How will it move?       |
| • Where will it be used?                                  | • How much will it cost?  |
| – at home, at work, at school, etc.                       |                           |

## Follow up

- Make a poster display with a picture of your robot and details about who it is for and what it does. Design an advert for the robot and put it on the poster, too.





## PROJECT 5

## FRIENDS OF ENDANGERED ANIMALS

**You belong to an organization which protects animals.**

As a group decide on the following:

- the name of your organization
- which animals are in danger of disappearing
- which animal you will try to protect
- what you will do to protect them

**Prepare information on this animal using the questions to help you.**

- What is its natural habitat?
- Are there any in zoos?
- How many of them still exist?
- What do they look like?
- What do they eat?
- Why are they in danger of extinction?

**Follow up**

- You can make a poster of your organization with pictures and details about the animal you are trying to save.



## PROJECT 6

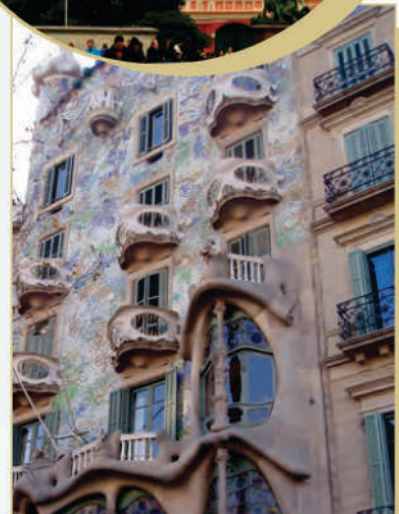
## OUR FAVOURITE CITY

**The International Tourist Organisation wants more young tourists to visit towns and it wants young people to make brochures about their favourite cities as part of the project. Make a brochure on your favourite city. The following questions may help you and use pictures or photos if you want.**

- Which city have you always wanted to see?
- What facts do you know about the city?
  - What is its population?
  - Where is it situated?
  - When was the city founded and by who?
- What does the city look like?
  - Does it have a lot of industry?
  - What is in the city centre?
  - Does it have many suburbs?
- What sights would you like to visit in this city?
- What forms of entertainment are there in the city?
- Why is this city so special to you?

**Follow up**

- You can also make a poster with pictures of famous landmarks in the city, including historical and cultural places.



## PROJECT 7

## FOR FUTURE EXPLORERS

*A time capsule is a type of container which is filled with objects that are typical of the present period in history. The capsule is then buried so the objects can be dug up and studied at some point in the future.*

**You have decided to bury a time capsule for any explorers who will visit your country in the distant future. Choose 8 items to put in your time capsule. There are some ideas in the box to help you.**

Photographs – whose photograph?

Newspapers – which newspaper?

Music – which music is typical of today and might not exist in the future?

Recordings of people's voices – whose voice?

Technology – which gadgets?

Sport – which piece of equipment?

Entertainment – what would show how people are entertained today?

School – what objects are typical of school today? Which might not exist in the future?

**Follow up**

- Show your ideas to the students in other groups and explain your decisions. Have other groups made any better choices than yours?



## PROJECT 8

Wonders of  
the World

## WONDERFUL PLACES TO VISIT

**Look at the pictures of 7 wonders of the world.**

- Read descriptions a–g and match them to pictures 1–7.
- Match a wonder to a location.
- Which wonders were made by men?
- Which of these wonders would you most like to see? Why?

## Location

Southern Africa  
London  
Athens (Greece)  
South America  
Australia China  
Saint Louis (the USA)

**a.** It is a large concert hall with seating for 8,000 people.

**b.** It begins in the Andes, runs through the jungle and into the Atlantic Ocean.

**c.** It is 1,550 m long and was built in the 3<sup>rd</sup> century B.C.

**d.** It was built on the Acropolis in the 5<sup>th</sup> century B.C.

**e.** It is a waterfall on the Zambezi River.

**f.** It is 193 metres high and was built on the bank of the Mississippi River.

**Decide as a group which place you would like to visit and why. Plan:**

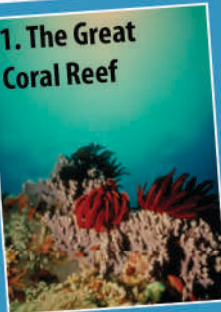
- how you will travel
- when you will go
- how long you will stay in that place

**g.** It is the world's longest group of coral reefs.

## Follow up

- Make a poster of the place you have chosen with photographs and information about the place.

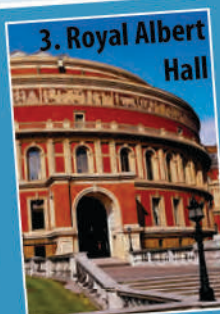
1. The Great Coral Reef



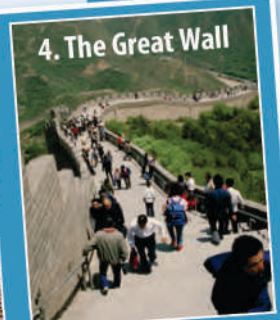
2. Gateway Arch



3. Royal Albert Hall



4. The Great Wall



5. Parthenon



6. Victoria Falls



7. The Amazon

**UNIT 3****Student A**

**Read the text about the Burj Khalifa tower in Dubai so you can answer your partner's questions.**

The Burj Khalifa tower is located in Dubai and it is the tallest building in the world. It was designed by Adrian Smith and was started on 21<sup>st</sup> September 2004. It was finally finished on 1<sup>st</sup> October 2009 and was opened on 4<sup>th</sup> January 2010. It has 160 floors and is 828m high. It is used for many things – there are apartments, offices, a hotel, restaurants, and viewing galleries. It has 160 floors and 2909 stairs. The interior was decorated by Giorgio Armani. Over 12000 people live and work in the tower. At the top, the tower moves 1.5 metres left and right in the wind.

**Now complete the unfinished questions below about the Avala Tower using either the present simple or past simple passive. Ask your partner about the Avala Tower and answer the questions.**

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1. Where / it / locate _____ | 6. What / it / use / for _____      |
| 2. What happened in 1999?    | 7. Who designed the tower?          |
| 3. When / it / start _____   | 8. How high is it?                  |
| 4. When / it / finish _____  | 9. When is it closed to the public? |
| 5. When / it / open _____    | 10. Why is the tower special?       |

**UNIT 7****Student A**

**You are going to read a story with your partner about a boy called James. Read out the first half of each sentence (1–7) and your partner will read out the ending. For sentences 8–14, your partner will read out the first half of the sentence and you should find the endings in the box.**

- James woke up...
- He felt tired because...
- He had had a strange dream...
- He was too lazy to get dressed so...
- He had just sat down...
- He went to the door with a piece of toast in his hand...
- He opened the door and...

- he invited her inside.
- she had had a car accident.
- the singer had gone.
- said, "Another of your dreams, eh, James?"
- and drank coffee for an hour.
- his mother looked at him.
- that he had had a drink with Madonna.

## UNIT 1

### ARE YOU A GOOD FRIEND?

- |         |      |      |
|---------|------|------|
| 1. a. 0 | b. 3 | c. 0 |
| 2. a. 3 | b. 0 | c. 0 |
| 3. a. 3 | b. 1 | c. 0 |
| 4. a. 0 | b. 1 | c. 3 |
| 5. a. 0 | b. 3 | c. 0 |
| 6. a. 1 | b. 0 | c. 3 |

16–18 points = You are a very good friend!

12–15 points = You are quite nice to your friends but could help them more!

6–11 points = You could be a much better friend if you tried!

1–5 points = Have you got any friends?

## UNIT 2

### LOVE AT FIRST BITE?

#### Answers

David first caught my eye at school twelve years ago while he was playing rugby for the school team. I fell in love with him the first time I saw him play. I went to every game just to watch him, but he didn't notice me!

I remember one afternoon clearly. It was freezing cold, but I was wearing a mini-skirt and boots to impress him! Anyway, after the game, I ran to KFC, the fast-food place. I was very hungry so I ordered two portions of fries. As I was looking in my purse, I realised that I didn't have any money! Then, I heard a voice behind me saying 'Don't worry, I'll pay. You can pay me back next week.' I turned around and I saw David. He was standing on his own. I knew immediately that he was the man for me. He chatted me up for a bit and then we left. It was raining really hard outside, but I didn't care. While we were walking, he suddenly kissed me. It was so romantic – I was so in love! Then he invited me to his house for a drink...

## UNIT 7

### THE GREAT AUSTRALIAN QUIZ

#### Answers

- a. Mount Kosciuszko is the highest mountain. It is 2228m high and is part of the Australian Alps. The longest river in Australia is the River Murray.
- d. Australia is famous for its coast and you can swim in six different seas if you go there!
- c. Canberra is the capital of Australia and has a population of about 300,000 people. In the centre, there is a huge lake, Lake Burley Griffin, which has many parks around it, like Commonwealth Park. The National Museum of Australia is also next to the lake and the Canberra Theatre is nearby, too. Commonwealth Avenue is one of Canberra's main streets and goes across the middle of the lake.
- b. They arrived at Botany Bay on 18<sup>th</sup> January 1778, but they didn't think it was a good place to live, so they sailed on to Port Jackson, where they landed on 26<sup>th</sup> January 1778.
- d. Kylie Minogue was born in Melbourne in 1968.
- No. Nicole Kidman was born in America, but later moved to Australia with her parents. The Kidmans emigrated when Nicole was only 4. Now of course she is an actress and has starred in many films.
- a.7, b.1, c.2, d.6, e.3, f.4, g.5
- Australians love all these activities.
- a.3, b.4, c.1 (a didgeridoo is a musical instrument), d.2 (boomerangs are now used for sport, but were used as weapons by the Aborigines)
- All of the items on the list are typical Aboriginal food, but only kangaroo meat can be bought in supermarkets.

## UNIT 8

### KEY TO THE QUESTIONNAIRE

Add up how many a's, b's or c's you have.

- If most of your answers are **a**: Your partner likes interesting holidays.
- If most of your answers are **b**: Your partner likes having fun on holiday.
- If most of your answers are **c**: Your partner likes relaxing on holiday.

**UNIT 3****Student B**

**Read the text about the Avala Tower in Belgrade so you can answer your partner's questions.**

The Avala Tower is located in Belgrade and it is the tallest building in Serbia. The first tower was originally designed by Ugljesa Boginović and Slobodan Janjić, but it was destroyed in 1999. A replacement tower was started on 21<sup>st</sup> December 2006 and was successfully finished on 23<sup>rd</sup> October 2009. It was opened in April 2010. It is 205m high. It is used as a television mast and there is a restaurant for 50 people, a viewing gallery and some shops. When the wind is strong, the tower is closed to the public. The Avala Tower is the only tower in the world with a triangular base.

**Now complete the unfinished questions below about the Burj Khalifa using either the present simple or past simple passive. Ask your partner about the Burj Khalifa tower and answer the questions.**

- |                                |  |
|--------------------------------|--|
| 1. Where / it / locate _____   | 7. Who designed the tower?               |
| 2. Why is it special?          | 8. How high is it?                       |
| 3. When / it / start _____     | 9. How many floors does it have?         |
| 4. When / it / finish _____    | 10. What did Giorgio Armani do?          |
| 5. When / it / open _____      | 11. How many people live and work there? |
| 6. What / it / use / for _____ |  |

**UNIT 7****Student B**

**You are going to read a story with your partner about a boy called James. Your partner will read out the first half of the first seven sentences. Finish each sentence by finding the correct ending in the box. For sentences 8–14, you will read out the first half of each sentence and your partner will read out the ending.**

- he hadn't slept well.
- about having coffee with some famous singer.
- when there was a knock at the door.
- early and decided to get up.
- he went downstairs for breakfast in his pyjamas.
- couldn't believe his eyes.
- that he had just made.

8. Madonna was standing there, wanting help because...
9. James didn't know what to do so...
10. They sat together...
11. By the time James' mother came home...
12. James decided to tell his mother...
13. After he had finished his story,
14. She shook her head and...

## TAPESCRIPTS



## UNIT 1

## Reading habits Track 3

Do you spend much time reading?

Michael: Oh, yes, I read quite a lot. I run my eye over the Daily Mail every day. It's delivered to our home, so I read it when I get back from school. I always start with the sports pages at the back! As for books, well, I read science fiction novels and I like good detective novels by writers like Agatha Christie, but I haven't read a good book for ages.

Nick: My favourites are historical novels. I probably know more history than most people because I read so much about it in my spare time. I have read so many books that it is difficult to choose my favourite, but I guess I like either *I, Claudius* by Robert Graves or *A Tale of Two Cities* by Charles Dickens best. I also like reading the cartoons in newspapers.

Marcia: I buy the books I want to read, particularly classic novels – for example, books by the Bronte sisters. I love the school library and often borrow books from it – I've already been there twice this week! Also, I sometimes buy magazines, you know those ones for teenage girls. There are all sorts of things in them – short stories, articles about fashion and problem pages.

Sonia: I often go to the local library and I usually borrow books which are expensive to buy. I love adventure stories and comedies. However, I do buy newspapers and magazines – I get at least three music magazines every week and I also buy *Basketball News*. In fact, I've just bought the latest edition even though I haven't read last month's yet!



## UNIT 2

## Love at first bite? Track 8

Victoria and I were at the same school. I didn't really notice her, but I knew that she liked rugby

because she watched all our school matches. She didn't look at me during the game though – she was more interested in our captain!

Anyway, one winter's day I went to McDonald's after a match. I was very hungry and I was standing in the queue with some friends when I realised that Victoria was in front of me. She was wearing two jumpers, a hat and a scarf! She ordered two burgers and a portion of fries, but she couldn't find her purse so I offered to pay for her. I didn't expect her to pay me back. She was so grateful that she didn't stop talking to me. I could see that she liked me, but all I wanted was my burger!! When we got outside, the sun was shining and I said goodbye, but she followed me home! In the end, we kissed and I ran inside! I never thought I'd speak to her again – she just seemed so young and silly!!

'Well, what do you want?' Track 9

It isn't easy to buy presents for boys. Girls like clothes, perfume, flowers, chocolates, jewellery – the list is endless. But boys – that's another story.

I had to ask my dad for a suggestion on a birthday present for my boyfriend. But he wasn't much help. 'You needn't spend a lot of money! We men like anything!' So I bought Harry a teddy bear with 'I love you' written on its chest. When he saw it, he went bright red. It didn't help that he opened it in front of his friends. 'Did you have to give me a teddy bear?' he asked me later. 'You don't have to shout!' I replied. We didn't speak after that for a week.

Anyway, it's our anniversary next week and I have to buy him something. I didn't want to make the same mistake so I asked him what he wanted. And his reply? 'Oh, I've no idea. Just get me anything!'



## UNIT 3

## Famous escapes Track 14

The first prisoner within the Tower's walls was at the same time the first person to escape from it. It was the Bishop of Durham who held a party for his guards and made them so drunk that they didn't notice his absence. He climbed down a rope which had been brought into his cell in a wine basket. The rope was too short so he had to jump down and run to the boat waiting by the river.

The escape of Lord Nithsdale was described as one of the most risky escapes ever made from the Tower. On the eve of his execution, his wife and two of her female friends were allowed to visit the prisoner and to bring him supper and help him in the hours before his execution. They brought women's clothes with them and managed to sneak him out. The ladies were coming into the cell and going out to bring more things and the guards didn't suspect anything. Finally they slowly left one by one. When the guards checked on the prisoner much later, the cell was empty. The Lord escaped to Rome in the clothes of a female servant and his wife soon joined him there. They lived in Rome for 33 years.

### Urban legends **Track 15**

#### Listen to the end of the legend.

The man who answered said, 'We had a daughter, but she died in a car accident five years ago today.' He described the girl – it was the girl from the car. The boyfriend didn't believe the man. 'Come with me,' the man said. They went to a graveyard and the man showed him the girl's grave. And the strangest thing – over the gravestone, folded neatly, there was the boyfriend's coat.



## UNIT 4

### The mobile **Track 20**

It is very useful for people who are always on the move. They can be contacted wherever they are. But using it while you are driving can be dangerous. You can take photos, use the Internet, leave messages and do many other things. Some people use it too much and waste time and money. I believe that in the future this device will be used to control all the other devices you have at home, for example to switch them on and off.

### Camera **Track 20**

George Eastman invented it and a special kind of film on a roll to be used with it. He called it Kodak so people in any country could easily spell and pronounce the name. His advertisement for this device was: "You press the button and we do the rest." It is used all over the world and for many

people it has become a popular hobby. Nowadays, digital ones without a film are popular and people use them with their computer printer. They have largely replaced the old fashioned ones and we can store our memories for future generations on a single disk or an even smaller memory card.



## UNIT 5

### Michael's father is talking about animals in captivity. **Track 29**

I don't really know what to think. When I was a child, I used to love going to zoos, but there's been a lot on the news recently about the fact that zoos are cruel places, that they are dirty and the animals live in cages that are too small.

Last week I took my children to London Zoo and we had a great time. It was the first zoo in the world and was opened in 1827. With over 5000 animals, it has one of the largest collections of different kinds of animals in the world. Over 1.3 million visitors visit the Zoo each year and their ticket money feeds the animals and keeps their cages in good condition. The Zoo has over 100 scientists and the money also helps them with their work. There are great celebrations at the Zoo when its animals have babies, especially the rare animals. London Zoo also opened the first animal hospital in the world.

London Zoo certainly has changed over the years. It's obviously a place where they care for the animals and conditions are quite good. They get enough food and are kept clean. There is also the idea that the animals are safe – they can't be attacked and if they are injured, they have people to look after them. However, you have to say that most of the cages aren't big enough. At the end of the day, though, they are really there just for our entertainment and I suppose animals should be allowed to enjoy their freedom.



## UNIT 6

### Five cities **Track 35**

1. In 1788 the first Europeans arrived and started building this city. Today it's the oldest and biggest city in Australia. One of its famous sights is the Opera House, which opened in 1973 and has an enormous,

very unusual roof. The people who live here are the friendliest in the world. I love it here, so I'll be sad to go home.

2. Today, it is Europe's largest city and the capital of France. It is the fashion centre of the world and one of its most famous sights is the Eiffel Tower. It's very expensive, but I'd love to live here. I wonder if I'll ever get the chance.

3. It's a great city and I love it. Its nickname is the 'Big Apple'. The Statue of Liberty stands on Liberty Island welcoming visitors to the largest city in the United States. There's so much to see, like the amazing skyscrapers on Manhattan Island. When people ask me if there's anything I don't like here, the answer's no! There's nowhere else like it.

4. It lies on the banks of the world's longest river, the Nile, in the north-east region of Africa. Many of its narrow streets are crowded with markets, called bazaars, and Egypt's famous pyramids are near this town. This is the third time I've been here – it's great!

5. This place is a combination of different towns that have become one city with a huge population and it is the biggest city in Asia. It's a modern city full of shops and factories, but it is also a city with character and excitement. It is famous for its computer industry and companies like Sony have their offices here. But life here is a bit too quick for me and I can't wait to go home.



## UNIT 7

### Exploring the Polar regions **Track 41**

... but it was very dangerous.

The cold, icy areas of the North and South Poles, on the other hand, remained a mystery to man for many centuries. However, the 20<sup>th</sup> century saw both regions finally conquered.

The first man to reach the North Pole was Robert Peary, an American. On March 1<sup>st</sup> 1909 he and his men set out by dog sled over the ice and snow. On April 6<sup>th</sup> they reached the North Pole, but they stayed there for only thirty hours before returning to their ship. Many men had also tried to reach the South Pole before the Norwegian explorer Amundsen and his men finally succeeded in 1911. Like Peary and his men, they made the dangerous trip across the ice by dog sled.

In 1925 men began to use planes for polar exploration. In the spring of 1926, an American by the name of Richard Byrd flew from an island near Norway to the North Pole and back in fifteen hours. In 1929 he flew over the South Pole. On this and later expeditions, Byrd and his companions collected information and helped to map a new continent, now known as Antarctica.

The next important polar exploration came in 1958. Then, William Anderson of the United States Navy reached the North Pole by submarine. Many ways of travel were now open to polar explorers. Unlike Peary and Amundsen, they no longer had to depend on the dog sled.

One of the world's most famous explorers also made it to the South Pole – Edmund Hillary, the New Zealander, had travelled there in 1956, just three years after his Everest expedition...

Moving home **Track 43**

I: So Pete, when are you moving to Australia?

P: Well, I'm travelling there next week to look for a house. I'll be staying with my sister and her husband. They live near Melbourne.

I: Is that why you have decided to live there – to be near to family?

P: Well, I guess it's one of the reasons. Another big thing is the weather. In England, it's just rain, rain, rain. It's so depressing. They have so many sunny days in Australia.

I: But so do the Spanish and the French!

P: Yes, but I can't speak the language. It's not a problem in Australia – at least I hope it won't be. I also love water sports and there I'll be able to swim in the sea all day every day! I've also read a lot about how the Aussies relax. I love the idea of sitting outside with a beer and cooking food on a barbecue. It sounds great.

I: Is there anything you're going to miss about England?

P: Of course! My family and friends. I won't be able to see them whenever I want. I'll have to travel for hours and hours and plan it months in advance. I think it will be hard at first, but it should get easier with time.

I: OK, well, good luck finding a house and with your new life!

P: Thanks!



## UNIT 8

What would you have done? **Track 47**

A I was in a terrible panic. I had no other food to give them. So, I washed the chicken quickly with hot water and dried it. Then I put it on a plate and took it to my guests. They thought it was delicious.

B I didn't say anything, though. Why should I? Why didn't the shop assistant ask to look in his bag? It's a big supermarket anyway. They won't miss a few things.

C I might be short, but I'm never scared. I ran after the guy and said to him: 'You must be very hungry. Here's another one', and I put my other sandwich full of ketchup all over his face. The expression on his face was amazing!

D They went to the police immediately. They thought that it probably belonged to the old lady who lived in the house before them. She had died, but maybe she had children. The police took the money and my friends haven't heard from them since.

**Aborigine** /æbə'ri:dʒəni/

**Arctic Ocean** /'a:ktɪk 'əʊʃn/

**Arthur** /'ɑ:θə/

**Avalon** /'ævələn/

**Beijing** /bei'ʒi:ŋ/

**Bombay** /bɒm'bei/

**Buenos Aires** /buɪnəs'aɪərɪz/

**Byrd** /bɜ:d/

**Cairo** /'kaɪərəʊ/

**Camelot** /'kæmələt/

**Dunstanburgh** /'dʌnstənbə/

**Excalibur** /ek'skælibə/

**Goodall** /'gʊdɔ:l/

**Guinevere** /'gwiːnəviə/

**Guy** /gaɪ/

**Kylie Minogue** /'kaɪli mɪ'nəʊg/

**Los Angeles** /lɒs 'ændʒiːliːz/

**Merlin** /'mɜ:lɪn/

**Mexico City** /'meksɪkəʊ sɪti/

**Motola** /məʊ'təʊlə/

**Neil Armstrong** //ni:l a:mstrɒŋ/

**New York** /'nju: 'jɔ:k/

**Peary** /'piəri/

**Rio de Janeiro** /'ri:əʊdədʒə'niərəʊ/

**Roald Amundsen** /'rəʊld 'a:məndsen/

**Rojana** /rəʊ'dzænə/

**Sao Paulo** /səʊ paʊləʊ/

**Shanghai** /ʃæŋ'hai/

**Thailand** /'taɪlənd/

**Tokyo** /'təʊkiəʊ/

**academy** /ə'kædəmi/ *n* – академија  
**activate** /'æktɪveɪt/ *v* – покренути  
**adapt** /ə'dæpt/ *v* – прилагодити  
**adventure** /əd'ventʃə/ *n* – авантура, доживљај, подухват  
**all in all** – све у свему  
**almost** /'ɔ:lməʊst/ *adv* – скоро, замало  
**amputate** /'æmpjəteɪt/ *v* – ампутирати  
**anaesthetic** /ænəs'θetɪk/ *n* – анестетик  
**ancestor** /'ænsesə/ *n* – предак  
**annoy somebody** /ə'nɔɪ/ *v* – наљутити некога  
**apply** /ə'plai/ *v* – нанети, применити  
**approach** /ə'prəʊtʃ/ *v* – приближавати се  
**archway** /'ɑ:tʃweɪ/ *n* – засвођени улаз  
**artificial** /ɑ:trɪ'fiʃl/ *adj* – вештачки  
**astronaut** /'æstrənɔ:t/ *n* – астронаут  
**audience** /'ɔ:diəns/ *n* – публика  
**award** /ə'wɔ:d/ *n* – награда  
**awful** /'ɔ:fl/ *adj* – ужасан  
**bad-tempered** /'tempəd/ *adj* – лоше расположен  
**bald** /bɔ:ld/ *adj* – ћелав  
**bar** /bɑ:/ *n* – решетка  
**bark** /bɑ:k/ *n* – кора дрвета  
**bat** /bæt/ *n* – слепи миш  
**battle** /bætl/ *n* – битка  
**be content** /kən'tent/ – бити задовољан  
**believe** /brɪ'li:v/ *v* – веровати  
**berry** /'beri/ *n* – бобица  
**bill** /bɪl/ *n* – рачун  
**blood** /blʌd/ *n* – крв  
**bow** /bəʊ/ *n* – машина  
**busker** /'bʌskə/ *n* – улични музичар  
**button** /'bʌtən/ *n* – дугме  
**by chance** /baɪ tʃɑ:ns/ – случајно  
**campsite** /'kæmpsaɪt/ *n* – камп  
**captive** /'kæptɪv/ *adj* – заточен  
**castle** /kɑ:sl/ *n* – замак  
**celebrity** /sə'lebrəti/ *n* – позната личност

**ceremony** /'serəməni/ *n* – церемонија  
**chimpanzee** /tʃɪmpæn'zi:/ *n* – шимпанза  
**chores** /tʃɔ:z/ *n* – кућни послови  
**climate** /'klaɪmət/ *n* – клима  
**close** /kləʊs/ *adj* – близак, присан  
**closely** /'kləʊsli/ *adv* – пажљиво, изблиза  
**coffin** /'kɒfɪn/ *n* – ковчег  
**coin** /kɔɪn/ *n* – метални новчић  
**colonization** /kɒlənaɪ'zeɪʃn/ *n* – колонизација  
**commit** (a crime) /kə'mɪt/ *v* – починити  
**condition** /kən'dɪʃn/ *n* – стање  
**conqueror** /'kɒŋkərə/ *n* – освајач  
**constant** /kɒnstənt/ *adj* – сталан  
**contribute** (to something) /kən'trɪbjʊ:t/ *v* – допринети  
**couple** /kʌpl/ *n* – пар  
**coward** /'kaʊəd/ *n* – кукавица  
**crowd** /kraʊd/ *n* – гомила  
**Crown Jewels** /'kraʊn 'dʒu:əlz/ – накит краљевске породице  
**cruelty** /'kru:əlti/ *n* – свирепост  
**cult** /kʌlt/ *n* – култ  
**currently** /'kʌrəntli/ *adv* – тренутно, сада  
**customer** /'kʌstəmə/ *n* – купац  
**date** /deɪt/ *n* – љубавни састанак  
**dawn** /dɔ:n/ *n* – зора  
**decision** /drɪ'sɪʒn/ *n* – одлука  
**defeat** /drɪ'fi:t/ *v* – поразили  
**desirable** /drɪ'zaɪərəbl/ *adj* – пожељан  
**desperate** /'despərət/ *adj* – очајан  
**destination** /destɪ'neɪʃn/ *n* – циљ  
**dig** /dɪg/ *v* – копати  
**disagree** /dɪsə'ɡri:/ *v* – не слагати се  
**disappoint somebody** /dɪsə'pɔɪnt/ *v* – разочарати некога  
**disease** /drɪ'zi:z/ *n* – болест  
**divorce** (someone) /drɪ'vɔ:s/ *v* – развести се (од некога)  
**donate** /dəʊ'neɪt/ *v* – поклонити

**dragonfly** /'dræɡənflaɪ/ *n* – вилин коњиц  
**draw** (someone's attention to) /drɔ:/ – привући (пажњу)  
**drop** /drɒp/ *v* – испустити  
**drown** /draʊn/ *v* – удавити се  
**drum** /drʌm/ *n* – бубањ  
**earn** /ɜ:n/ *v* – зарадити  
**earthquake** /'ɜ:θkweɪk/ *n* – земљотрес  
**edible** /'edɪbl/ *adj* – јестив  
**effort** /'efət/ *n* – напор  
**embarrassed** /ɪm'bærəst/ *adj* – орамоћен  
**empty** /'empti/ *v* – испразнити  
**enemy** /'enəmi/ *n* – непријатељ  
**engraving** /ɪn'ɡreɪvɪŋ/ *n* – гравура  
**entire** /ɪn'taɪə/ *adj* – цео  
**entrance** /'entræns/ *n* – улаз  
**equipment** /ɪ'kwɪpmənt/ *n* – опрема  
**escalator** /'eskəleɪtə/ *n* – покретне степенице  
**establish** /ɪ'stæblɪʃ/ *v* – основати  
**exactly** /ɪɡ'zæktli/ *adv* – тачно  
**except** /ɪk'sept/ *prep* – осим  
**execute** /ɪk'sekju:t/ *v* – погубити  
**expedition** /ekspə'dɪʃn/ *n* – експедиција  
**experience** /ek'spɪəriəns/ *n* – искуство  
**experiment** (with) /ɪk'sperɪmənt/ *v* – експериментисати  
**explore** /ɪk'splɔ:/ *v* – истраживати  
**explorer** /ɪk'splɔ:rə/ *n* – истраживач  
**face** (something) /feɪs/ *v* – суочити се  
**false** /fɔ:ls/ *adj* – лажан  
**fan** /fæn/ *n* – љубитељ  
**fate** /feɪt/ *n* – судбина  
**feel down** – бити нерасположен  
**female** /'fi:meɪl/ *adj* – женски  
**figure** /'fɪɡə/ *n* – фигура  
**finally** /'fainəli/ *adv* – коначно  
**flesh** /fleʃ/ *n* – месо, тело  
**flute** /flu:t/ *n* – флаута  
**for ages** – сатима, годинама, јако дуго

**forecast** /'fɔ:kəst/ *n* – прогноза  
**former** /'fɔ:mə/ *adj* – бивши  
**fortress** /'fɔ:trəs/ *n* – тврђава  
**frostbite** /'frɒstbaɪt/ *n* – промрзлина  
**fuel** /fju:əl/ *n* – гориво  
**get on** (with somebody) – добро се слагати (са неким)  
**glamorous** /'glæməərəs/ *adj* – гламурозан  
**glance** /glɑ:ns/ *v* – погледати  
**glow** /gləʊ/ *v* – сјјати  
**good-natured** /'nertʃəd/ *adj* – добре нарави  
**gradually** /'grædʒuəli/ *adv* – постепено  
**greet** /gri:t/ *v* – поздравити  
**growth** /grəʊθ/ *n* – раст  
**guarantee** /gə'ren'ti/ *n* – гарантовати  
**heal** /hi:l/ *v* – излечити  
**helmet** /'helmt/ *n* – kacига  
**hop** /hɒp/ *v* – скакутати  
**horn** /hɔ:n/ *n* – рог (музички инструмент)  
**human** /'hju:mən/ *adj* – људски  
**illegal** /ɪ'li:ɡəl/ *adj* – незаконит  
**in common** /'kɒmən/ – заједнички  
**in flesh and blood** – уживо  
**in particular** /pə'tɪkjələ/ – посебно  
**in ruins** – руиниран  
**in search of** /sɜ:tʃ/ *n* – у потрази за  
**increase** /ɪn'kri:s/ *v* – повећати се  
**injury** /ɪndʒəri/ *n* – повреда  
**instead** /ɪn'sted/ *prep* – уместо  
**invade** /ɪn'veɪd/ *v* – напасти  
**jealous** (of someone) /'dʒeləs/ *adj* – љубоморан (на некога)  
**journey** /'dʒɜ:ni/ *n* – путовање  
**keep in touch** (with somebody) – одржавати контакт (са неким)  
**keeper** /'ki:pə/ *n* – чувар  
**kingdom** /'kɪŋdəm/ *n* – краљевство  
**kite** /kaɪt/ *n* – змај  
**knight** /naɪt/ *n* – витез  
**knock** /nɒk/ *v* – покуцати

**lab** (laboratory) /læb/ *n* – лабораторија  
**land mine** /lənd maɪn/ *n* – нагазна мина  
**lasting** /'la:stɪŋ/ *adj* – трајан  
**layer** /leɪə/ *n* – слој  
**legend** /'ledʒənd/ *n* – легенда  
**lend** /lend/ *v* – позајмити некоме нешто  
**lid** /lɪd/ *n* – поклопац  
**liquid** /'lɪkwɪd/ *n* – течност  
**load** (the dishwasher) /ləʊd/ *v* – напунити машину за судове  
**loads** /ləʊdz/ *adv* – много  
**luckily** /'lʌkɪli/ *adv* – срећом  
**make sure** /ʃuə/ – постарати се, проверити  
**male** /meɪl/ *adj* – мушки  
**market** /'ma:kɪt/ *n* – тржиште  
**marketed** *adj* – рекламиран  
**mean** /mi:n/ *v* – значити  
**melt** /melt/ *v* – топити се  
**midnight** /'mɪdnait/ *n* – поноћ  
**military** /'mɪlətri/ *adj* – војни  
**millennium** /mɪ'leniəm/ *n* – миленијум  
**misery** /'mɪzəri/ *n* – беда  
**native** /'neɪtɪv/ *n* – домородац, урођеник  
**occasionally** /ə'keɪʒənli/ *adv* – повремено  
**ordinary** (people) /'ɔ:dnəri/ *adj* – обични (људи)  
**ostrich** /'ɒstrɪtʃ/ *n* – ној  
**outgoing** /aʊt'ɡəʊɪŋ/ *adj* – отворен, друштвен  
**overcome** /əʊvə'kʌm/ *v* – превазићи  
**overnight** /əʊvə'nait/ *adv* – преконоћ  
**palace** /'pæləs/ *n* – палата  
**palm** /pɑ:m/ *n* – палма  
**part-time** (job) /pɑ:t'taɪm/ *adj* – скраћено радно време, хонорарни посао  
**passage** /'pæsɪdʒ/ *n* – пролаз  
**passer-by** /pɑ:sə'baɪ/ *n* – пролазник  
**patience** /'peɪjəns/ *n* – стрпљење  
**patient** /'peɪʃənt/ *n* – пацијент

**per cent** /pə'sent/ – посто  
**peregrine falcon** /'perɪgrɪn 'fɔ:lkən/ *n* – сиви соко  
**performer** /pə'fɔ:mə/ *n* – извођач  
**permanent** /'pɜ:mənənt/ *adj* – сталан  
**personality** /pɜ:sn'æləti/ *n* – личност, карактер  
**pollution** /pə'lu:ʃn/ *n* – загађење  
**prediction** /pri'dɪkʃən/ *n* – предвиђање  
**prince** /prɪns/ *n* – принц  
**princess** /prɪn'ses/ *n* – принцеза  
**prison** /prɪzn/ *n* – затвор  
**prisoner** /'prɪzənə/ *n* – затвореник  
**profitable** /'prɒfɪtəbl/ *adj* – уносан  
**put up** (tents) *v* – подићи, поставити шаторе  
**railway** /'reɪlweɪ/ *n* – железница  
**inhabitant** /ɪn'hæbɪtənt/ *n* – становник  
**rattlesnake** /'rætləsnək/ *n* – змија звечарка  
**raven** /reɪvn/ *n* – гавран  
**reach** /ri:tʃ/ *v* – стићи  
**realize** /'ri:əlaɪz/ *v* – схватити  
**reason** /ri:zn/ *n* – разлог  
**recommend** /rekə'mend/ *v* – препоручити  
**recovery** /rɪ'kʌvəri/ *n* – опоравак  
**recreation** /rekri'eɪʃn/ *n* – рекреација  
**reduce** /rɪ'dju:s/ *v* – смањити  
**regret** /rɪ'gret/ *v* – жалити  
**reign** /reɪn/ *n* – владавина  
**remote** /rɪ'məʊt/ *adj* – удаљен  
**remove** /rɪ'mu:v/ *v* – уклонити  
**replace** /'ri'pleɪs/ *v* – заменити  
**replacement** /rɪ'pleɪsmənt/ *n* – замена  
**require** /rɪ'kwɪə/ *v* – захтевати  
**reserve** /rɪ'zɜ:v/ *n* – резерват  
**responsibility** /rɪspɒnsə'bɪləti/ *n* – одговорност  
**ride** /raɪd/ *n* – возња  
**risky** /rɪski/ *adj* – ризикантан  
**round here** – у овом крају, овде  
**row** /rəʊ/ *n* – свађа

**rubbish** /'rʌbɪʃ/ *n* – ђубре  
**ruin** /rʊɪn/ *n* – рушевина  
**rustle** /rʌsl/ *v* – шушкати  
**save** /seɪv/ *v* – штедети  
**scenery** /'si:nəri/ *n* – пејзаж  
**scientific** /saɪən'tɪfɪk/ *adj* – научни  
**search** /sɜ:tʃ/ *v* – претражити  
**see eye to eye** (with somebody on something) – добро се слагати (са неким)  
**seed** /si:d/ *n* – семе  
**serious** /'sɪəriəs/ *adj* – озбиљан  
**set off** *v* – кренути  
**set up** (a business) /set ʌp/ *v* – основати  
**shame** /ʃeɪm/ *n* – срамота  
**shelter** /'ʃeltə/ *n* – заклон  
**shield** /ʃi:ld/ *n* – штит  
**sidewalk** /saɪd'wɔ:k/ *n* – тротоар  
**sign** /saɪn/ *n* – знак  
**silver** /'sɪlvə/ *adj* – сребрн  
**similar** /'sɪmɪlə/ *adj* – сличан  
**snake** /sneɪk/ *n* – змија  
**soldier** /'səʊldʒə/ *n* – војник  
**spear** /spɪə/ *n* – копље  
**spoil** /spɔɪl/ *v* – покварити  
**spot** /spɒt/ *n* – место, тачка  
**staff** /sta:f/ *n* – особље  
**stare** /steə/ *v* – буљити  
**step** /step/ (on) *v* – нагазити

**step** /step/ *n* – корак  
**stick** /stɪk/ *v* – прилепити се  
**storm** /stɔ:m/ *n* – олуја  
**straightaway** /streɪtə'weɪ/ *adv* – одмах, без колебања  
**suburb** /'sʌbɜ:b/ *n* – предграђе  
**such as** – као, на пример  
**suffer** (from something) /'sʌfə/ *v* – патити  
**surprise** /sə'praɪz/ *v* – изненадити  
**sweep** /swi:p/ *v* – помести, очистити метлом  
**sword** /sɔ:d/ *n* – мач  
**tank** /tæŋk/ *n* – резервоар (за гориво)  
**temporary** /'tempərəri/ *adj* – привремен  
**the Tube** /tju:b/ *n* – лондонска подземна железница  
**therefore** /'ðeəfɔ:/ *conj* – стога, према томе  
**threat** (to something) /θret/ *n* – претња  
**throne** /θrəʊn/ *n* – престо  
**throughout** /θru:'aʊt/ *prep* – кроз  
**to be crowned** /kraʊnd/ – бити крунисан  
**towards** /tə'wɔ:dz/ *prep* – према  
**tower** /taʊə/ *n* – кула

**treat** /tri:t/(for) *v* – лечити, поступати  
**treatment** /'tri:tmənt/ *n* – лечење  
**tribe** /traɪb/ *n* – племе  
**trunk** /trʌŋk/ *n* – сурла  
**trust somebody** /trʌst/ *v* – имати поверење  
**uneven** /ʌn'i:vən/ *adj* – нераван  
**unlike** /ʌn'laɪk/ *prep* – за разлику од  
**vacuum clean** /'vækjuəm kli:n/ *v* – усисати прашину  
**valley** /'væli/ *n* – долина  
**viewer** /'vju:ə/ *n* – гледалац  
**virtual** /'vɜ:tʃʊəl/ *adj* – виртуелни, преко компјутера  
**weigh** /weɪ/ *v* – бити тежак  
**weight** /weɪt/ *n* – тежина  
**wet** /wet/ *adj* – мокар  
**whale** /weɪl/ *n* – кит  
**wheel** /wi:l/ *n* – точак  
**wildlife** /'waɪldlaɪf/ *n* – дивље животиње  
**wipe** /waɪp/ *v* – брисати  
**wonder** /'wʌndə/ *v* – питати се  
**zoologist** /zəʊ'blɒdʒɪst/ *n* – зоолог

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