

2nd edition

Got it!

3A

Student Book
& Workbook



Includes:
Online Workbook
enhanced with
extra activities

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OXFORD

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Vocabulary

Places around town

- 1 Match the words in the box with the pictures.
There is one word you do not need.

bank bus stop library parking lot
pharmacy police station post office



bank



1



2



3



4



5

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

Housework

- 2 Choose the correct answers.

After dinner, I load the dishes / dishwasher.

- When I get up, I always **make** / **do** my bed.
- My mom never does the **cook** / **cooking**.
- Every evening, my brother **gives** / **takes** out the trash.
- After lunch, my little sister **clears** / **sets** the table.
- My grandpa always **cleans** / **feeds** the dog in the morning.
- "What's Grandma doing?" "She's **doing** / **making** the ironing."

And you? Who does what types of housework in your house?

Personality adjectives

- 3 Complete the descriptions with the adjectives in the box.

creative lazy organized
outgoing patient shy

- Ellie hates doing any work. She's so lazy.
- Ren is good at painting. He's very _____.
 - Lola always tries to help people when they don't understand. She's so _____.
 - Bella loves meeting new people. She's very _____.
 - Maria always does her homework on time. She's so _____!
 - Ne Siang doesn't like talking to people he doesn't know. He's quite _____.

And you? Describe your best friend's personality.

Life events

- 4 Write sentences about Rosa's life. Use the simple past form of a verb from list A and a word from list B.

A be get get have start

B a job born children married school



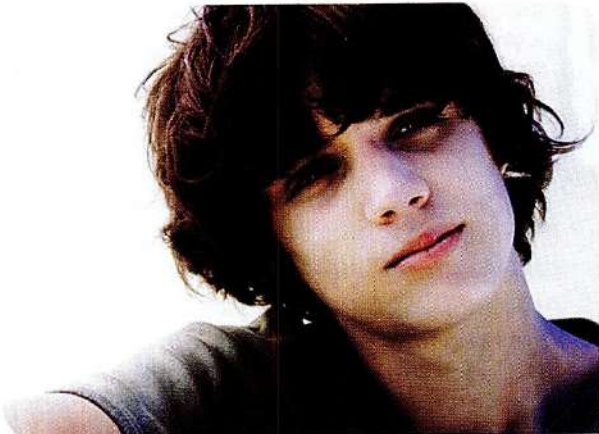
- Rosa was born in 1970.
- She _____ in 1975.
 - She _____ in 1986.
 - She _____ in 1995.
 - She _____ in 1997.

And you? Think of a relative you know well. Describe the main events in his / her life.
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Experiences

5 Complete Tom's dreams with the verbs in the box.

be climb do fly go meet
ride sleep visit win



One day I'd like to ...

visit a foreign country by myself.

- 1 _____ whitewater rafting.
- 2 _____ in a tent.
- 3 _____ a horse.
- 4 _____ a famous person.
- 5 _____ a parachute jump.
- 6 _____ in an airplane across the ocean.
- 7 _____ a high mountain.
- 8 _____ a competition.
- 9 _____ in the newspaper.

And you? Which of the experiences would you like to do? Which ones have you already done? When did you do them?

Internet activities

6 Match the verbs (1–9) with the phrases (a–i).

- | | |
|------------|------------------------|
| 1 watch | a on a post |
| 2 I | b pictures online |
| 3 comment | c videos |
| 4 post | d an e-mail to someone |
| 5 download | e a search engine |
| 6 use | f music |
| 7 send | g M someone |
| 8 update | h online games |
| 9 play | i antivirus software |

And you? Which of these activities have you done today? What else do you use the Internet for?

Crime

7 Complete the story. Use the correct noun or verb form of the words in parentheses.

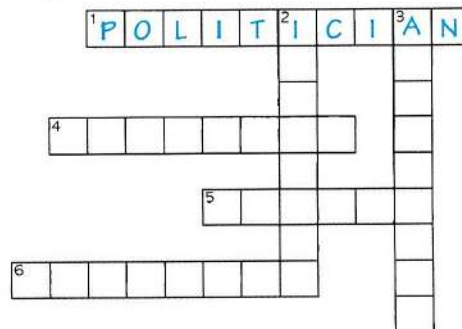
A life of crime

When she was 10, Peggy Sue became a pickpocket (pick pockets) and stole money from people's pockets for candy. On her 14th birthday, she tried ¹ _____ (shoplift) for the first time. She hid some paint under her coat and left without paying. She then ² _____ (vandal) her school with the paint. At 16, she stole jewelry from her neighbor's house. After spending three years in jail for this ³ _____ (burglarize), she ⁴ _____ (rob) a bank with her partner, Bugsy. Later Bugsy "disappeared." Everyone thinks Peggy Sue was his ⁵ _____ (murder)!

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

Human achievement

8 Complete the crossword. Use the clues to help you.



Across

- 1 A ... works in the government.
- 4 A ... writes music.
- 5 An ... paints or draws.
- 6 An ... discovers new places.

Down

- 2 An ... makes or thinks of new things.
- 3 An ... designs buildings.

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

Grammar

must

1 Complete the class rules with **must** or **mustn't** and the verbs in the box.

ask bring listen put run use

CLASS RULES

You **must ask** _____ for permission to leave. (✓)

1 You _____ your notebook to every class. (✓)

2 You _____ in the school building. (X)

3 You _____ to music in class. (X)

4 You _____ your trash in the trash can. (✓)

5 You _____ your cell phone in class. (X)

Compounds: some- / any- / no- / every-

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

I don't want to go to the mall again. Let's go **some** where different.

1 I hate this town! There's _____ thing to do.

2 I can't find my cell phone _____ where.

3 Listen. There's _____ one at the door.

4 Does _____ one know the answer?

5 _____ one left their bag here.

6 Your coat is _____ where in that room.

7 Does _____ one mind if I open the window? It's hot in here!

8 Sara is very popular. _____ one likes her.

have to

3 Write what housework Dan **has to do** (✓) and **doesn't have to do** (X).

clean his bedroom (✓)

He has to clean his bedroom.

cook (X)

He doesn't have to cook.

1 make his bed (✓)

4 take out the trash (X)

2 feed the rabbit (✓)

5 set and clear the

3 do the ironing (X)

table (✓)

mustn't / don't have to

4 Choose the correct answers.

Bella

I'm so excited! I have a part-time job as a server at a Mexican restaurant. It's near my house, so I **don't have to / mustn't** take the bus. Luckily, I **don't have to / mustn't** wear a uniform, but I dress quite neatly because my boss says I **don't have to / mustn't** wear jeans or sneakers.

Carlos

That's great news! What days do you work? Maybe I could come for a meal! :-)

Bella

I work on most Saturdays and some vacations, but I **don't have to / mustn't** work on Sundays. Come over! The tacos are very good. I have to go now. It's time for work, and I **don't have to / mustn't** be late!

Gerunds / Verb + -ing form

5 Write sentences. Use the gerund when necessary.

Learn / English / be / important.

Learning English is important.

1 Madison / love / dance.

2 Skateboard / be / fun.

3 I / not like / play / volleyball.

4 Steal / money / be / wrong.

5 Josh / hate / do / housework.

6 My favorite / hobby / be / read.

be going to (1)

6 Write the activities Zoey is and isn't going to do at the Go Wild! Summer Camp.

Go Wild! Summer Camp activities

Check the activities you would like to do.

go climbing



explore the countryside



take art and craft classes



play outdoor sports



do a yoga class



learn a foreign language



She's going to go climbing.

be going to (2)

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

eat a burger make a cake ~~play basketball~~
rain win the race



- 1 They 're going to play basketball.
- 2 He _____
- 3 It _____
- 4 She _____
- 5 I _____

Verb + infinitive / -ing form

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

discover find get go meet
spend travel visit

After high school, I want to go to college.
I want ¹ _____ a degree in Spanish. I love
² _____ and I hope ³ _____ South
America this summer. I'd like ⁴ _____ some
time in Peru and Colombia. I love ⁵ _____
new people and I enjoy ⁶ _____ new
cultures. I don't have any money at the moment,
but I hope ⁷ _____ a part-time job!

will: future

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

Brody Dad, I'm going to Gabe's house to play video games.

Dad Where does Gabe live?

Brody He lives on Fifth Street.

Dad How will you get (you / get) there?

Brody I ¹ _____ (take) the bus.
It ² _____ (not take) long.

Dad What time ³ _____ (you / be) back?

Brody I'm not sure, but I ⁴ _____ (not be) late.

Dad ⁵ _____ (you / eat) dinner here?

Brody No, I ⁶ _____ (have) something to eat with Gabe.

will / be going to

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

When I'm older, I 'll _____ probably travel abroad.

- 1 There are no clouds in the sky.
It _____ be a beautiful day.
- 2 Scientists think that future technology
_____ change the world.
- 3 What do you think this year's exams
_____ be like?
- 4 The traffic is terrible! We _____ be late for school!
- 5 I think Brazil _____ win the next World Cup.
- 6 I don't feel well. I _____ be sick.

First conditional

11 Complete the sentences with the correct form of the verbs in parentheses.

We 'll miss (miss) the train if we
don't run (not run).

- 1 If it _____ (be) sunny tomorrow,
we _____ (go) swimming.
- 2 If you _____ (not give) her a birthday
card, Beth _____ (be) disappointed.
- 3 I _____ (buy) you a coffee if you
_____ (help) me with my math
homework!
- 4 He _____ (not pass) his tests if he
_____ (not study).

Present perfect

12 Complete the sentences and questions with the present perfect form of verbs in the box.

do eat move not clean not win see

- Have you done your homework?
 1 They _____ to Japan.
 2 _____ you _____ the movie?
 3 We _____ any games.
 4 She _____ her bedroom.
 5 The dog _____ our sandwiches!

ever / never

13 Complete the sentences with the present perfect form of the verbs in parentheses.

- Have you ever met anyone famous? (you / ever / meet)
 1 _____ during a test? (you / ever / copy)
 2 _____ the sea. (they / never / see)
 3 My grandma _____ a motorcycle. (never / ride)
 4 _____ a parachute jump? (he / ever / do)
 5 I _____ coffee. (never / like)
 6 _____ to you? (I / ever / lie)

Present perfect / Simple past

14 Choose the correct answers.

Zak

Yesterday I **'ve taken / took** a helicopter ride over the Grand Canyon! I **'ve never been / was never** so scared. But the views **'have been / were** amazing. What's the scariest thing you **'ve ever done / you ever did**?

REPLIES

JoAnn

Last year, I **'ate / 've eaten** fried insects in Thailand. They were delicious. 😊

Prash

I **'ve done / did** a lot of scary things in my life. Last month, I **'ve been / went** swimming with sharks in Australia! @JoAnn: Ew, yuck! What **'did the insects taste / have the insects tasted** like?

Ling

I **'didn't do / haven't done** much traveling, so I don't have many travel stories. But I **'took / 've taken** a lot of math exams before. *Nothing* is scarier than a math test. 😞

Present perfect + yet / already

15 Tom is planning a vacation in Brazil. Write sentences with **yet** and **already**.

buy his airplane ticket (✓)
He's already bought his airplane ticket.
 pack his suitcase (X)
He hasn't packed his suitcase yet.

- 1 check the weather forecast (✓)
 2 reserve a bed at a hostel (✓)
 3 buy a new camera (X)
 4 learn any Portuguese (X)
 5 read a guidebook about Brazil (✓)
 6 decide what to see first (X)

Present perfect + just

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

-  It's 7 a.m. in Boston. Dan / wake up.
Dan has just woken up.
 1  José and Ana / finish breakfast.

 2  Isa / answer a question at school.

 3  Mei / have dinner.

 4  Kaito and Rin / do their homework.

 5  Jessie / go to bed.

Present perfect + for / since

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

know live not rain not say not win play

- I 've lived in New York for nine years.
 1 She _____ soccer _____ she was small.
 2 He _____ a word _____ two hours.
 3 I _____ Rory _____ I was 8 years old.
 4 The Chicago White Sox _____ a game _____ May.
 5 The weather has been great. It _____ two weeks.

Past progressive

18 Complete the dialogue with the correct past progressive form of the verbs in parentheses.

Ela What were you doing (you / do) last night?
I ¹ _____ (text) you all night
while I ² _____ (watch) TV,
but you didn't reply! ³ _____
(you / practice) the guitar again?

Ben No, I ⁴ _____ (X). I
⁵ _____ (not play)
a video game, either! Sam and I
⁶ _____ (listen) to music
while we ⁷ _____ (do) our
homework.

Past progressive / Simple past

19 Choose the correct answers.

Yesterday, I had / **was having** an accident while
I ¹ **biked** / **was biking** to school. I ² **rode** / **was riding**
down Main Street when a boy suddenly ³ **walked** /
was walking into the road. He ⁴ **was listening** /
listened to music when he ⁵ **was stepping** /
stepped off the sidewalk, so he ⁶ **wasn't noticing** /
didn't notice me. I fell off my bike. While I ⁷ **lay** /
was lying on the sidewalk, the boy ⁸ **was leaving** /
left! Luckily, I wasn't hurt. My neighbor ⁹ **was seeing** /
saw me while she ¹⁰ **was driving** / **drove** past. She
stopped and helped me.

Relative pronouns: who / which / that

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

That's the girl. She lives next door to me.

That's the girl who / that lives next door to me.

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

- 2 I know a restaurant. It makes great pizza.

- 3 There's the server. He took our food order.

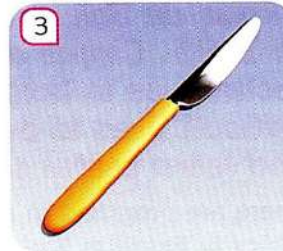
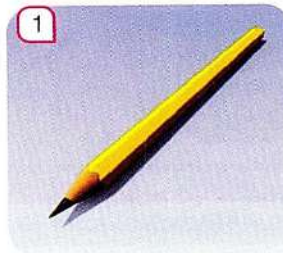
- 4 Miami is a city. It is popular with tourists.

- 5 I know the people. They live above the store.

- 6 Can you pass me the book? The book is on the desk.

The infinitive of purpose

21 Complete the definitions of these objects.



- 1 You use a pencil to write.
- 2 You visit a pool _____.
- 3 You use a knife _____ food.
- 4 You use headphones _____ to music.
- 5 You visit a supermarket _____ groceries.
- 6 You go to bed _____.

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

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

- 1 **Jamie** I'll get you a soda. Would you like a small one, or a large ¹ _____?
- Lily** A small ² _____, please.
- 2 **Fabio** Which ³ _____ were your favorites? The chocolate cookies, or the nut ⁴ _____?
- Emily** The chocolate ⁵ _____, definitely!
- 3 **Dee** Which hat do you prefer – the red ⁶ _____ or the blue ⁷ _____?
- Xavier** Neither. I prefer the green ⁸ _____!
- 4 **Saira** There are a lot of pictures here. Which ⁹ _____ are of you?
- Jack** These ¹⁰ _____. Look – here's me as a baby!

1

Things used to be different!

THE
**CIRQUE DU
MONDE**

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HOME FIND A PROJECT ABOUT US CONTACT US

HOME > FIND A PROJECT > EDUCATION > SOCIAL CIRCUS AND CITIZENSHIP

Cirque de Soleil started Cirque du Monde in 1995. Cirque du Monde uses circus techniques to help young people with difficult lives to develop self-confidence and learn useful skills.

There are programs in more than 80 communities, from South Africa to Brazil to Singapore.



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Marco's story (Brazil)

What did your life use to be like?

Five years ago, things used to be very different. I didn't use to go to elementary school, and I didn't use to have a home. I lived in an empty factory for a while, until the owner said I couldn't stay any more. I wasn't even allowed to get my things! After that, I slept on the street.

How did you join the Cirque?

The Cirque performed a special local show which everyone could watch for free. I loved it, especially the clowns! I laughed so much. I knew I didn't want to be an invisible "street kid" any more. I joined the Cirque because I wanted to make people laugh and smile, too.

Who can join?

Anyone aged 8 to 25 can join. You don't have to pass tests or answer difficult questions. Cirque teachers believe *everyone* has special talents.

What's circus class like?

Fun, but there are rules. No one is allowed to be late for class, and you can't miss too many lessons, or you won't be allowed to come back. Rude or mean students aren't allowed to stay, either. Good teamwork is important for circus skills – especially acrobatics! At first, I used to make a lot of mistakes. I fell off the unicycle a lot. Riding a one-wheeled bike isn't easy! But the Cirque encourages you to "try, try, and try again." I was allowed to take extra lessons, and I'm much better now. Next year, I'll be allowed to go on an American tour. I'm so excited!

What's life like now?

I share a room with a friend, and I go to high school. I'm getting good grades, so maybe I'll go to college one day. I used to think I didn't have a future. Now, I believe anything is possible.

Check it out!

Find these words and check their meaning.

community	teamwork
clown	unicycle

1 1.02 Read and listen Are the sentences true or false?

- 1 The Cirque exists in several different countries. _____
- 2 You can join it at any age. _____
- 3 Students can learn some unusual skills. _____

2 Comprehension Answer the questions.

When did *Cirque du Monde* begin? *Cirque du Monde began in 1995.*

- 1 How many communities offer *Cirque du Monde* programs?
- 2 Where did Marco live before he joined the circus?
- 3 Why did Marco join the Cirque?
- 4 What does Marco say is important for acrobatics?
- 5 Is Marco a good student? Why? / Why not?

Language focus

3 Rewrite the sentences with true information. Use words and phrases from the web page.

Marco slept on the street because he couldn't sleep in the hotel.

Marco slept on the street because he *couldn't sleep in the empty factory*.

- 1 At the special local show, the audience could watch if they bought tickets.
At the special local show, the audience _____.
- 2 People of all ages can join the Cirque.
People _____.
- 3 Cirque students are sometimes allowed to be late for class.
Cirque students _____.
- 4 To help him improve his unicycling skills, Marco was allowed to have a new bike.
To help him improve his unicycling skills, Marco _____.
- 5 Marco will be allowed to go on an Australian tour.
Marco _____.

4 Compare Marco's life in the past with his life today. Complete the chart with information from the web page.

In the past	Today
Marco <i>didn't use to go</i> to elementary school.	Today, he ¹ _____ to high school.
Marco ² _____ a home.	Now, he shares a ³ _____ with a ⁴ _____.
Marco ⁵ _____ a lot of mistakes in circus class.	He's ⁶ _____ now at unicycling.
Marco ⁷ _____ he had no future.	Today, he believes ⁸ _____.

5 Focus on you Write three true and two false sentences about your life five years ago. Use *used to* and *didn't use to*. Don't tell your partner!

do drink go have like live play wear

I didn't use to drink coffee. I used to have very long hair.

6 Pairwork Take turns to read out your sentences from exercise 5. Can you guess if your partner's sentences are true or false?

A I think that's true / false.

B Correct / Incorrect!





Education

1  1.03 Choose the correct option to complete the expressions in the questionnaire. Then listen to the expressions and check.

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ARE YOU A GOOD STUDENT? BE HONEST!

Your name: Isabel Cruz

	ALWAYS	USUALLY	SOMETIMES	RARELY
I ¹ come on time for class. I don't like to be late.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ² study / learn for tests early. I don't wait to start the night before! 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If I ³ fail / lose a test, I do more practice so I will ⁴ win / pass next time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I ⁵ ask / say questions when I don't understand something in class. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm one of the first to ⁶ reply / answer the teacher's questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I practice before I ⁷ say / give a presentation because I want to ⁸ do / get a good grade. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I use the Internet for research when I ⁹ do / make a project for school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I write an essay or ¹⁰ do / make homework, I review it afterwards and correct it (we all ¹¹ make / do mistakes sometimes!). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2 **Pairwork** Complete the questionnaire with information about you. Then compare your answers with your partner. Give details. 

A I'm always on time for class. I'm never late.

B Really? I'm usually on time for class. But once I was late because I missed the bus. My teacher wasn't happy!

3 **Pairwork** Discuss the questions with your partner. 

- Do you think you're a "good student"? Why? / Why not?
- How do you think you could improve?

Permission: *can, could*

can / can't + base form

Anyone **can join** the Cirque.

Students **can't miss** lessons.

could / couldn't + base form

Everyone **could watch** for free.

I **couldn't stay** there any more.

Think!

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

- We use ¹ _____ + base form to talk about permission in the present.
- We use ² _____ + base form to talk about permission in the past.

Rules p. W2

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

leave make meet stay up
take walk watch

In most U.S. states, you can't leave school until you are 17 or 18. (X)

- Good news! Dad says I _____ driving lessons. (✓)
- I _____ friends until I finish my project. (X)
- She _____ to school with friends when she was 10. (✓)
- I _____ TV last night. Mom wanted me to study. (X)
- We _____ late this weekend. (✓)
- My last teacher was very strict. I _____ any mistakes! (X)

2 Rosa is 15 years old. Compare the things she *can* and *can't* do with the things her mom *could* and *couldn't* do at the same age.

	Rosa's mom (at 15)	Rosa
wear jeans to school	X	✓
ride a bike to school	✓	X
have guitar lessons	✓	✓
work part-time	✓	X
go to parties	✓	✓

Rosa's mom couldn't wear jeans to school, but Rosa can.

Permission: *be allowed to*

Present

No one **is allowed to** be late.

Rude students **aren't allowed to** stay.

Past

I **was allowed to** take extra lessons.

I **wasn't allowed to** get my things.

Future

Next year, I'll **be allowed to** join the Cirque on tour.

You **won't be allowed to** come back.

Rules pp. W2–W3

3 Choose the correct answers.

I'm / **wasn't** allowed to go on the school trip to the museum later today.

- We **aren't / weren't** allowed to use calculators in the math test yesterday.
- In most countries today, young children **aren't / weren't** allowed to work.
- I **won't be / wasn't** allowed to go to the movie theater next Monday.
- Maria **is / was** allowed to leave school early yesterday afternoon.
- Do you think we **'ll be / are** allowed to study art next semester?

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

Hi, I'm Todd. I'm a 15-year-old high school student from California. In my school, we are allowed to (✓) choose some of our classes. For example, this year I ¹ _____ (✓) study computer science, art, or music on Tuesday afternoons. Next year, I ² _____ (✓) take a driver's education course, too. However, I ³ _____ (X) have a full driver's license until I'm 17. We can't choose all our subjects. We ⁴ _____ (X) skip math, English, or science. Last year, I got bad grades on my science test. I ⁵ _____ (X) finish the year, so I had to take it again. Next time, I passed! My parents were very happy and proud. I ⁶ _____ (✓) have a party!

Finished?

Write five sentences about your school rules for a classroom poster. Use the correct form of *can* and *be allowed to*.

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

Puzzle p.C7

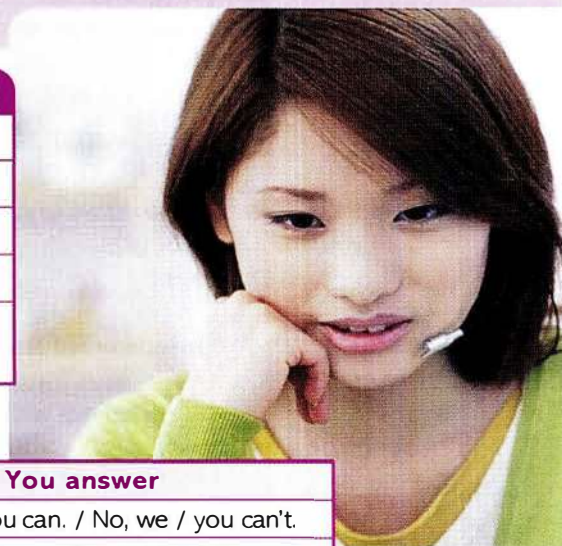
Discussing rules

1 1.04 Listen to the dialogue. Listen again and complete the chart with a check (✓) or a cross (X). Then listen and repeat.

- Rita** Are you allowed to wear your own clothes to school in Japan?
Miku No, we aren't. We wear uniforms. What about you?
Rita We have a uniform, too. It's a T-shirt with the school logo.
Miku Can you go home for lunch, or do you have to stay at school?
Rita Well, we only go to school for four hours a day, and I don't start until 12:40 p.m., so I can have my lunch at home before school. What about you?
Miku We go to school from 8:30 a.m. to 3:30 p.m., so we always have lunch at school.
Rita What do you do after school?
Miku I usually stay there for an after-school club.
Rita Wow! We can't stay at school at the end of the day.
Miku When can you leave school in Brazil?
Rita Well, we start when we're 6 years old, and we can leave when we're 14.
Miku We start school when we're 6 in Japan, too. We're allowed to leave when we're 15, but almost everybody continues studying until college.
Rita Could you choose the subjects you wanted to study at your elementary school?
Miku No, I couldn't. Could you?
Rita No, I couldn't either.



School rules	Brazil	Japan
wear own clothes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
have lunch at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>
stay after school	3 <input type="checkbox"/>	4 <input type="checkbox"/>
leave school at 14	5 <input type="checkbox"/>	6 <input type="checkbox"/>
choose subjects at elementary school	7 <input type="checkbox"/>	8 <input type="checkbox"/>



Learn it, use it!

You ask	You answer
Can you / we ...?	Yes, we / you can. / No, we / you can't.
Could you ...?	Yes, I could. / No, I couldn't.
Are you / we allowed to ...?	Yes, we / you are. / No, we / you aren't.
Were you / we allowed to ...?	Yes, we / you were. / No, we / you weren't.

2 1.05 Pronunciation Listen and repeat.

1 your own 2 four hours 3 start until 4 for an 5 end of

3 **Pairwork** Discuss your family rules for now, and for when you were 10. Use the expressions in the box below to help you. Who has the strictest family?

Now check your cell phone during meals eat in front of the TV
go out on school nights

Aged 10 go shopping on your own stay home on your own stay up after midnight

A Are you allowed to check your cell phone during meals?

B No, I'm not. Mom hates it when we do that! What about you? Can you check your cell phone?

used to

Affirmative

I / you / he / she / it / **used to** live
we / you / they in Santiago.

Negative

I / you / he / she / it / **didn't use to** live
we / you / they in Santiago.

yes / no questions and short answers

Did I / you / he / she / it / **use to** live in
we / you / they Santiago?

Yes, I / you / he / she / it / **did.**
we / you / they

No, I / you / he / she / it / **didn't.**
we / you / they

Think!

Read the sentences. Then choose the correct word.

Marco **used to live** on the street, but he doesn't now.
He **didn't use to go** to school, but now he does.

- We use *used to* for **past / present** habits.

Rules p. W3

My study skills

Verb tables

It is easier to learn and memorize new verb patterns if you record them in tables. Write a table for *used to* in your notebook. Use your own examples, if you can. They will make the rules more memorable.

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

have not go not play
not sell not use study write

What did American schools use to be like in 1900?

Students **didn't use to use** computers.

- Teachers _____ on blackboards.
- Students _____ basketball.
- School cafeterias _____ pizza!
- Some schools _____ just one small classroom.
- Girls and boys always _____ different subjects.
- Poorer children _____ to school.

- 2 Write questions with *you* and the correct form of *used to*. Then give true answers.

Before you started school ...

like stories?

"Did you use to like stories?"

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

- play video games?
- have a favorite toy?
- ride a bike?
- watch cartoons?
- eat a lot of candy?

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

be feel help not buy not know
not study not walk play want

Kajol, 14, lives near the River Ganges in India. Today, he's a very successful student who gets the best grades in his class. But things **used to be** different.

When he was 8, Kajol ¹ _____ at school. He ² _____

his father to catch fish, or sometimes he

³ _____ games. He

⁴ _____ to school because it

was too far away, and he ⁵ _____

books because they were too expensive. But now

he studies for free on a special "school boat." It

⁶ _____ strange, but now Kajol

and his friends love studying on the water.

The school has changed Kajol's life. He

⁷ _____ any foreign languages.

Now, his best subjects are English and French. He

⁸ _____ to be a fisherman. Now,

he wants to be a boat tour guide – with his own boat!



Finished?

Write five questions with *used to* to ask your partner about his / her life when he / she was at elementary school.

Where did you use to go to school?

Ask and answer questions with your partner giving extra details. What is the most interesting thing you learn?

I used to go to school in Nigeria! My family moved here when I was 10.

Puzzle p.C7

TV News

Pioneer School

For the children of the pioneers who traveled to the American West in the 19th century, school life used to be very different. How? On *Pioneer School*, some brave American teenagers travel back in time to find out.

Check it out!

Find these words and check their meaning.

pioneer
reality show
handwriting
stove

You might also like:

Frontier House
(PBS, 2002)

Summary: Three families spend six months living like American pioneers in Montana. Their lives change in ways they'd never expected.

My reading skills

Reading for the main ideas

Read the whole text quickly first. Don't stop if you see difficult words. Keep reading! Try to work out the three or four main ideas. Then read the text again more slowly to answer the main questions.

Pioneer School is a brand-new reality TV show which will broadcast next year. It features a group of typical high-school students who attend an 1890s-style American pioneer school for a month. On the show, the students can't wear modern clothes, and they aren't allowed to use modern technology. Many find it a challenge!

Exclusive preview: We interviewed Sophia (14), and Mason (15), two of the participants. They told us about their experiences.

Sophia Some students hated the clothes, but not having my cell phone was the hardest thing for me. On the show, we weren't allowed to use phones and we couldn't use computers, even for doing homework. I got bad grades for my English and history essays because my handwriting is terrible!

I liked some of the other lessons, though. Sometimes girls and boys studied different things. While the boys did woodwork, we learned how to cook. That was kind of fun. I didn't use to cook at home, but now I'm allowed to make dinner sometimes, which is cool.

Mason Students today are lucky. The pioneer schools used to have just one classroom, with a stove at the front. The students at the back probably used to feel cold in winter. On the show, we were allowed to travel to the school by bus or car, but pioneer students often used to walk for many kilometers. Some students rode horses to school. I'd like to do that, but I don't think it's allowed now!

I learned a lot from the show, and history is now my favorite subject. Afterwards, I did a class project about pioneer life and gave a presentation, dressed in my clothes from the show. I got my best grade ever!

Reading

1 1.06 Read and listen to the TV guide. Then complete the summary.

Pioneer School is a reality TV show (what kind of TV show?) about pioneer life in the American ¹ (where?) in the ² (when?). ³ and ⁴ (who?) are two teenagers who go to pioneer school for ⁵ (how long?). They report their experiences for the article. In 2002, there was a similar show about frontier life called ⁶ (name?).


2 Read the TV guide again. Answer the questions.

What kind of people participated in *Pioneer School*?

American teenagers participated in Pioneer School.

- When can we see the show?
- What was the most difficult thing for Sophia?
- What subjects didn't Sophia do well in?
- What did Sophia learn to do on the show?
- According to Mason, where was the warmest place to sit at the pioneer school?
- What can't Mason do at his school that he'd like to try?
- What did Mason wear for his history presentation?

Listening


- 3  1.07 Elaine Greene is a historian. Listen to her talking about what life was like for pioneers in the American West. Then choose the correct answers.

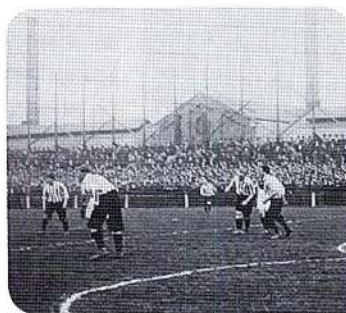
A lot of people traveled to the American West at the end of the 19th century to find gold / because the U.S. government offered them free land.

- 1 Most of them traveled there **by boat and train / with wagons and horses.**
- 2 Their frontier houses usually had only **one room / five rooms.**
- 3 They used to travel to a store to buy food **once a month / about twice a year.**
- 4 They **used to have a lot of / didn't use to have much** entertainment.
- 5 According to Elaine, they used to love **singing / reading.**



Speaking

- 4 **Pairwork** Discuss what you think life used to be like in your country at the end of the 19th century. Use the ideas below and your own ideas. 



- Transportation – cars, trains, airplanes, ...
- Education – age, subjects, rules, ...
- Home life – houses, food and meals, daily life and chores, ...
- Leisure – indoor hobbies, outdoor hobbies and sports, ...
- Society – population size, environment, rights for children, rights for women, ...

A I don't think people used to drive cars. Cars didn't exist then!

B I think that's true. I think many people used to ride horses instead, or walk.

Writing

- 5 Read the ad below. Then write a short article for the magazine. Use the phrases below to help you.

Voices from History

Voices from History magazine wants *your* articles! Tell us what life was like in your country in the 19th century. There's a prize for the best article.

- Life was very different in (...) 100 years ago.
- People didn't use to ...
- They used to ...
- Today we ... , but we don't ...
- I think life was better in the past / is better today.



GLOBAL STUDENT ADVENTURES

THE GALAPAGOS > CONSERVATION VOLUNTEERING

The famous scientist Charles Darwin wrote *On the Origin of Species* after he'd visited the Galapagos. What will these amazing islands inspire you to do?

Terrible



Excellent

Program details

Booking information

Reviews ▼

Most popular review By Alex Maynor, 16



ANY OTHER COMMENTS?

The vacation was too short. I cried while I was saying goodbye. I didn't want to leave!

Check it out!

Find these words and check their meaning.

seafood
iguana

population
species

extinct

YOUR EXPERIENCE

I'd never traveled outside the States before I went to Ecuador. When I got on the airplane, I was feeling so scared. I wondered if I'd made a mistake. But the tour guides and other GSA volunteers were all so friendly that I soon relaxed. And all the volunteers stayed with kind, welcoming local families. By the time my vacation ended, I'd made friends for life.

We ate out nearly every day, mostly seafood. It was probably the second-best food I'd ever eaten (hey, I'm a New Yorker, and *nothing* beats a New York-style pizza!).

We spent five days working, and three days going hiking, swimming, and sunbathing.

On work days, we counted iguanas for a population survey, cleaned pools at the Giant Tortoise Centre, and collected trash from the beaches.

It wasn't all fun. One day we saw a dead penguin while we were working on the beach, which was very sad. The tragedy happened because the bird had eaten some plastic. Please, everyone, think about what you do with your trash – it kills! Try not to use plastic bags, and volunteer to clean up your nearest beach. Galapagos penguins are the only penguins that live north of the equator. Sadly, they're endangered (there aren't many left). Our guide, Carlos, told us that thousands of animal species become extinct every year. That shocked me. As soon as I'd returned from my trip, I joined a wildlife charity that helps save animals.

FAVORITE PART OF THE TRIP

I loved working with the giant tortoises. I took a lot of pictures. Carlos took this one of me when I wasn't looking! I hadn't realized that tortoises could be so big. Some weighed 250 kilograms! Before the government introduced a ban, people had hunted giant tortoises for their meat.



1 1.08 Read and listen What rating do you think Alex gave her trip? Choose between one and five stars.

2 Comprehension Answer the questions.

How many foreign countries had Alex visited before Ecuador? *She hadn't visited any.*

- 1 What's the best food Alex has ever eaten?
- 2 How many days did Alex spend on the Galapagos?
- 3 What does Alex ask her readers to do?
- 4 How many animal species disappeared last year?
- 5 What negative comment does Alex make about her trip?

Language focus

3 Read the sentences from the travel site review. Which action came first?

1 = first 2 = second

Charles Darwin wrote *On the Origin of Species* after he'd visited the Galapagos.

Charles Darwin wrote *On the Origin of Species*. 2

Charles Darwin visited the Galapagos. 1

- 1 By the time my vacation ended, I'd made friends for life.
 - a Alex's vacation ended. _____
 - b Alex made friends for life. _____
- 2 The tragedy happened because the bird had eaten some plastic.
 - a The bird ate some plastic. _____
 - b The tragedy happened. _____
- 3 As soon as I'd returned from my trip, I joined a wildlife charity.
 - a Alex returned from her trip. _____
 - b Alex joined a wildlife charity. _____
- 4 Before the government introduced a ban, people had hunted giant tortoises.
 - a The government introduced a ban. _____
 - b People hunted giant tortoises. _____

4 Complete the sentences with the correct verbs from the travel site review.

Before she went to Ecuador, Alex had never traveled outside the States.

- 1 Alex _____ scared when she _____ the airplane.
- 2 As a GSA volunteer, Alex _____ trash, _____ pools, and _____ iguanas.
- 3 While they _____ on the beach one day, the volunteers _____ a dead penguin.
- 4 When Alex _____, Carlos _____ a picture of her with a giant tortoise.
- 5 Before she went to the Galapagos Islands, Alex _____ how big giant tortoises were.
- 6 When she _____ goodbye at the end of the trip, Alex _____.

5 Focus on you Look at the things Alex did. Then think about *your* last vacation. Write what you *had* or *hadn't* done by the time school started. Give extra details when possible.

done some / any volunteering gone to the beach learned something / anything new
made new friends seen some / any interesting wildlife stayed with another family
swum in the sea traveled abroad visited a great restaurant

I hadn't done any volunteering. I'd gone to the beach at least ten times!

6 Pairwork Tell your partner about what you had done before the vacation ended. Use your ideas from exercise 5. Who had done the most by the time school started? 😊

Things to do on vacation

- 1 1.09 What does Darius do on vacation? Match the expressions in the box with the pictures. Then listen and check.

buy souvenirs eat out go hiking go sightseeing meet new people
rent a bike sunbathe take a tour take pictures visit a museum



meet new people



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

- 2 1.10 Listen to the conversations. Then write what the people are doing.

- | | |
|-------------------------------------|----------------------|
| 1 Gabriel is <u>taking a tour</u> . | 4 Paul is _____. |
| 2 Lin and Jirsa are _____. | 5 Mercedes is _____. |
| 3 Dan and Ava are _____. | |

- 3 **Pairwork** Tell your partner what you like and do not like doing when you are on vacation.

A I love taking tours and visiting museums.

B Really? I don't like visiting museums, they're boring. I like meeting new people.

A So do I!

Past perfect

Affirmative and negative

Affirmative

I / you / he / she / it / **had been** to Ecuador
we / you / they before.

Negative

I / you / he / she / it / **hadn't been** to Ecuador
we / you / they before.

See the inside back cover for a list of irregular verbs.

Think!

Read the sentences. Then complete the rules.

It was the best food I'd **eaten**.

I **hadn't realized** that tortoises could be so big.

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

Rules p. W8

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

Travelers' Tales

Tell us about your nightmare vacations!
We'll publish the best ones.

Nico's nightmare We **'d booked** (book) a week's vacation to Hawaii a long time ago. I ¹ _____ (see) a lot of TV shows about Hawaii, but I ² _____ (not visit) there before, so I was very excited. But as soon as we ³ _____ (arrive), a disaster happened. The airplane food ⁴ _____ (not be) very nice, so we decided to eat out. But after we ⁵ _____ (eat), we felt sick. The chef ⁶ _____ (not cook) the chicken properly! By the end of the week, we ⁷ _____ (not do) any sightseeing. We ⁸ _____ (spend) every day at the hotel. ☹

Past perfect / Simple past

Think!

Read the sentence. Then choose the correct alternative.

The penguin **died** because it **had eaten** some plastic.

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

Rules pp. W8–9

2 Choose the correct answers.

I **didn't watch** / **hadn't watched** the movie because I **saw** / **had seen** it before.

- By the time I **had gotten** / **got** home, everyone **had gone** / **went** to bed.
- Paul **had known** / **knew** Buenos Aires well because he **had been** / **was** there before.
- I was too late! The train **left** / **had left** when I **arrived** / **had arrived** at the station.

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

Soo's nightmare I **was** (be) on vacation and I was traveling by bus to Detroit. I ¹ _____ (not be) on the bus long when I ² _____ (realize) my cell phone was missing. I was sure that I ³ _____ (put) it into my jeans pocket. Then I ⁴ _____ (remember) something that ⁵ _____ (happen) at the bus station. Before I ⁶ _____ (get) on the bus, a girl ⁷ _____ (push) me. Perhaps she ⁸ _____ (steal) my cell phone!

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

We finished dinner. We paid.

When we **had finished dinner, we paid**.

- They spent all their money. They went home.
When they _____,

- I didn't take a picture. I forgot my camera.

I _____ because
I _____ my camera.

- She didn't make a reservation. She couldn't take the tour.

She _____, so she _____.

Finished?

Imagine you spent last week on your "dream" vacation! Write about things you **had** and **hadn't** done by the end of your vacation.

done any homework / housework
done a lot of sightseeing
met some great people practiced my English

By the end of my vacation in New York, I'd **done** a lot of sightseeing. I loved Times Square!

Puzzle p.C7

Expressing an opinion

- 1  1.11 Listen and complete the dialogue with the expressions in the box. Listen again and check. Then listen and repeat.

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


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

Learn it, use it!

You ask	You answer
What was it like?	It was very boring / exciting / relaxing.
	The people were very friendly / unwelcoming.
	It was too crowded / expensive / far / small.
	It was so cold / cool / rainy.
	It wasn't big / hot / lively / warm enough.

- 2  1.12 **Pronunciation** Listen and repeat.

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

- 3  1.13 Listen to Lara talking about the hotel she stayed in during her vacation. Match the nouns with the adjectives.

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

- 4 Imagine you have just come back from a "nightmare" vacation! Write a conversation including expressions with **very**, **so**, **too**, and **not ... enough**. Use the dialogue in exercise 1 as a model. Use the ideas in the *Learn it, use it!* box and your own ideas.

- 5 **Pairwork** Practice your conversations from exercise 4. Who had the worst experience? 

Past narrative tenses

Think!

Read the sentences. Then complete the rules with **past perfect**, **past progressive**, or **simple past**.

Simple past	Past progressive
When I got on the airplane, I was feeling scared.
Past perfect	
I'd never traveled outside the States before.	

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

Rules p. W9

1 Match the sentence halves.

- | | |
|--------------------------------|------------------------------|
| 1 I didn't hear the doorbell | a we saw a deer by the road. |
| 2 I was doing my homework | b I visited Australia. |
| 3 While we were driving home, | c when my cell phone rang. |
| 4 We ran to the station, | d but the train had left. |
| 5 I had studied English before | e because I was sleeping. |

2 Choose the correct answers.

Josie: "This is my favorite vacation picture! It **happened** / **was happening** while we ¹ **were walking** / **had walked** along the beach. We ² **had bought** / **were buying** some fries, and we ³ **had eaten** / **were eating** them on our walk when a seagull ⁴ **started** / **was starting** following us. It looked hungry. Perhaps it ⁵ **didn't catch** / **hadn't caught** any fish that day! Mom ⁶ **was taking** / **took** this picture while Dad ⁷ **was feeding** / **had fed** the bird her fries! When the seagull ⁸ **had finished** / **was finishing**, it ⁹ **was flying** / **flew** away. Maybe it wanted some ice cream for dessert!"



3 Complete the story with the correct past narrative form of the verbs in parentheses.

Max: "This picture of our family vacation makes me laugh now! But it **didn't seem** (not seem) funny at the time. When I was 9, we ¹ _____ (go) to Patagonia on vacation. When we arrived, it ² _____ (rain). It didn't stop! It was July, so we ³ _____ (pack) summer clothes and sunglasses. We ⁴ _____ (not bring) any raincoats! My sister took this picture on our fifth day, while we ⁵ _____ (go) hiking. We ⁶ _____ (buy) some new raincoats by then. My little brother ⁷ _____ (wear) a horrible orange one, because it was the only color left in the store! After we ⁸ _____ (finish) our walk, we all felt wet, tired, and kind of miserable. So Dad ⁹ _____ (reserve) us four nights at a hotel in Buenos Aires! We went sightseeing – and we ¹⁰ _____ (wear) our sunglasses! In the end, it was a great vacation."



4 Game! Read the first lines of different vacation stories. Choose **one** story and write the next line. Use suitable narrative tenses. Then swap your ideas with another student. Write the next line of your new story. Repeat until your teacher says "stop"!

- It was the morning of my vacation, and I hadn't slept at all! **I was feeling really excited because ...**
- Last year, I decided to visit a friend who lived on the other side of the world.
- While we were exploring the jungle, something amazing happened.
- As soon as we'd arrived, things started to go wrong.

Finished?

What is your favorite vacation picture? Describe it and write the story of what happened.

Puzzle p.C7

LEXINGTON HIGH

E-NEWSLETTER ISSUE 56

School News

Marching Band Goes to L.A.!

Last month, 30 members of the school band went on a school trip to Los Angeles. Music teachers Ms. Richardson and Mr. Shah and three parents went with the students. The group traveled by airplane and spent three days in Beverly Hills. They gave three fantastic performances in L.A. – one at Universal Studios, one outside Grauman's Chinese Theater, and, finally, an unforgettable performance at the Walt Disney Concert Hall. This is what the students said about the experience.

Comments

"We had just arrived at Universal Studios, and we were practicing a few songs when we heard a loud noise. We were terrified! My friend Aisha even dropped her flute! But it wasn't a *real* explosion. They were filming a new movie at the studios! We didn't find out its name, but I guess it was an action movie! My favorite part of the trip? I loved visiting the Santa Monica Amusement Park. The view from the top of the roller coaster is incredible!"

Zeke, 12th Grade

"I had never been to Hollywood before. It was amazing! For me, the best part of the trip was the performance outside the Chinese Theater. There were a lot of people shopping and taking pictures of the theater and the Hollywood Walk of Fame, but they all stopped and listened when we started playing. They even sang along when we played the Beatles' *All You Need Is Love*. We met some great people on this vacation. Everyone was so friendly!"

Julia, 12th Grade

"Before we left for L.A., we had spent weeks fund-raising. We organized a Car Wash Day (I washed 27 cars!), and we had a Bake Sale (I made strawberry cupcakes and, of course, my favorites – chocolate brownies!). It was a lot of hard work, but it was also fun. The coolest part of the trip for me was spending time with my friends, and the performance at the Walt Disney Concert Hall. Awesome!"

Xavier, 11th Grade

Check it out!

Find these words and check their meaning.

flute
amusement park
roller coaster
fund-raising
cupcake

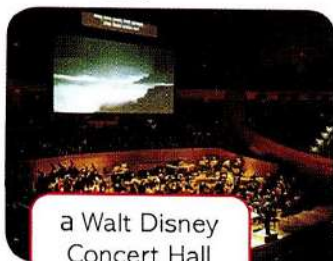
Reading

1  1.14 **Read and listen** to the e-newsletter. Then match the students (1–3) with the places they discuss (a–c).

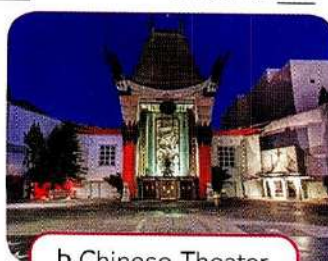
1 Zeke ____

2 Julia ____

3 Xavier ____



a Walt Disney Concert Hall



b Chinese Theater



c Universal Studios

2 Read the e-newsletter again. Answer the questions.

How many people went to L.A.? **35 people went to L.A.**

- 1 How did the band travel to L.A.?
- 2 Where did the students perform last on their trip?
- 3 Why did Zeke's friend drop her instrument?
- 4 According to Zeke, where can you see a great view?
- 5 How many times has Julia been to Hollywood?
- 6 What happened when the band played a Beatles song?
- 7 What did Xavier do to raise money for the trip?



Listening

3 1.15 Ryan and Hayley went to L.A. with the Lexington High School marching band. Listen to an interview with a local journalist. Then write R for Ryan and H for Hayley for their answers 1–6.

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

I play the trumpet. **R**

- 1 I had been to L.A. twice before. ____
- 2 The journey was so long and boring. ____
- 3 I slept for the entire journey. ____
- 4 The performance at Universal Studios was cool. ____
- 5 The best part of the trip for me was the VIP Bus Tour. ____
- 6 I liked looking at the stars on the Hollywood Walk of Fame. ____



Speaking

4 You are going to talk to your partner about your last vacation. Before you speak, read the questions and make short notes.

- Where did you go?
- Who did you go with?
- When did you go?
- What was the journey like?
- Did anything interesting happen while you were traveling?
- What did you do after you'd arrived?
- What were your favorite moments of the trip?
- Did you have any "nightmares" on your vacation?
- How did you feel at the end? Why?

My speaking skills

Preparing to speak

If you have time, prepare ideas before you speak. Read through the task carefully and make short notes. Write one or two words, not full sentences!

5 Pairwork Ask and answer the questions in exercise 4. Use your notes to help you. Then ask your partner *one* more question about his / her vacation.

Writing

6 Imagine you see the notice below in your school e-newsletter. Write a story. Use your ideas from exercise 4.



How was your vacation? Amazing – or a nightmare?! Send us your vacation stories for next month's e-newsletter!

Vocabulary

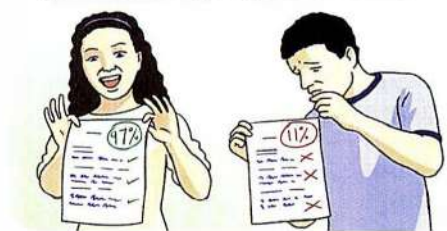
1 Complete the education expressions.



do a project



1 give a presentation



2 girl: pass a test

3 boy: fail a test



4 teacher: ask a question

5 student: ask a question

2 Write six things Renato wants to do in Panama City. Use vacation vocabulary from Unit 2.

Panama City – things to take!

- 1 guidebook
- 2 restaurant guide
- 3 list of local tours
- 4 camera
- 5 driver's license
- 6 backpack and boots

1 He wants to go sightseeing.

Grammar

3 Complete the sentences with the correct form of *be allowed to* and the verbs in the box.

have join use use watch

- We aren't allowed to use cell phones at school. (X)
- 1 Li was allowed to have lunch at home when she was 9. (✓)
 - 2 You are allowed to use the class computer. (✓)
 - 3 We are allowed to watch TV before dinner. (X)
 - 4 He will be allowed to join the tennis club next year. (X)

4 Rewrite sentences 1–3 in exercise 3 with the correct form of *can* or *could*.

We can't use cell phones at school.

5 Compare the pictures of Lan ten years ago and today. Complete the sentences with *used to* / *didn't use to* and the verbs in the box.

be go have live live wear



She used to live in Vietnam.

- 1 She used to go to school.
- 2 She used to wear glasses.
- 3 She used to be a doctor.
- 4 She used to have long hair.
- 5 She used to live in New York.

6 Choose the correct answers.

It **had been** / **was** the last day of our vacation. We ¹**were buying** / **bought** some souvenirs when we ²**saw** / **were seeing** a poster for a rock concert with our favorite band. We tried to buy tickets, but they ³**had sold** / **sold** out. We were really disappointed because we ⁴**had wanted** / **were wanting** to do something special on our last night. We ⁵**were going** / **went** to a restaurant for lunch. While we ⁶**were eating** / **had eaten**, something amazing ⁷**had happened** / **happened**. The singer from the band sat down at the table next to us! While he ⁸**had ordered** / **was ordering**, we said "hi" and told him we were big fans. After he ⁹**was finishing** / **had finished** his meal, he ¹⁰**invited** / **had invited** us to the concert. We had the best night ever!

Communication

7 1.16 Complete the dialogue with the expressions in the box. Then listen and check.

can I could you safe enough so-cool so lucky too dangerous
very friendly we could we weren't

Leon So, how was Adventure Camp?

Ángel Oh, it was so cool! Everyone was ¹ _____. You should go sometime!

Leon What did you do? ² _____ choose your activities?

Ángel Yes, ³ _____. I chose hiking, kayaking, and rock climbing. At night, we could play games, or just talk and listen to music.

Leon Awesome! Were you allowed to walk around the National Park by yourself?

Ángel No, ⁴ _____. The leaders said it wasn't ⁵ _____. They thought the wolves were ⁶ _____!

Leon Wolves?

Ángel Yeah! We saw some while we were hiking. I took pictures with my cell phone.

Leon Wow. You're ⁷ _____! Hey, ⁸ _____ come over? I want to see your pictures.

Ángel Yes, of course you can. Would you like to come tomorrow after school?

Pronunciation

Silent letters

8 1.17 Some common English words have silent letters (letters we do not say). Look at these words from exercise 7. The **red** letters are silent. Listen to the words and repeat them.

should could clim**b** **n**ight
listen walk thou**gh** **w**ould

9 1.18 Listen to the sentences. Cross out the silent letters in the bold words.

"You're an **hour** late." "Sorry! My **watch** is **wrong**."

- 1 The tour **guide** **couldn't** **answer** my questions.
- 2 We **might** visit a **different** **island** tomorrow.
- 3 On **Wednesday**, I **bought** a **guitar** at the mall.
- 4 I don't **know** what that **sign** means. It's in a **foreign** language.

Listening

10 1.19 Jess, aged 16, spent a year traveling with her family. Listen to a radio interview. Then number the places on the map in the order that she visited them (1-4). There is one country she did not visit last year.

Canada _____ Italy _____ Peru _____
South Africa _____ Thailand _____



11 1.19 Listen again. Write the countries from the map in the order that she visited them in exercise 10.

In which country:
did Jess swim in the sea? South Africa

- 1 did Jess's relative use to live? _____
- 2 did Jess ride an unusual animal? _____
- 3 did Jess visit a beautiful, old place? _____
- 4 did Jess study a foreign language? _____
- 5 did Jess study on the beach? _____



THANKSGIVING



Thanksgiving is a national holiday in the U.S. American people celebrate Thanksgiving on the fourth Thursday in November. Families usually spend the day together, and they prepare a traditional meal to say "thank you" for the good things in their lives.



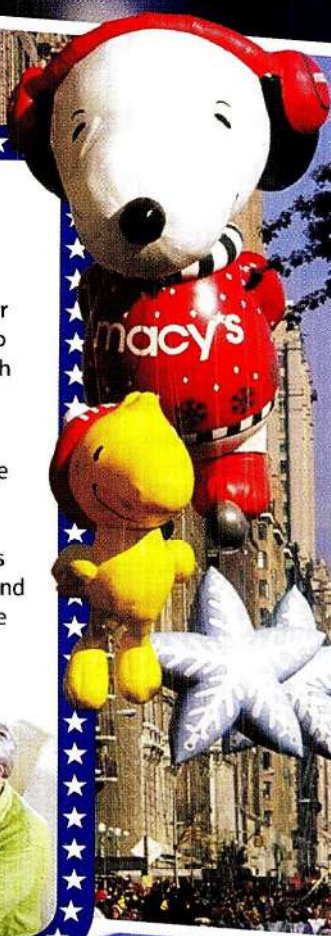
The Thanksgiving tradition began around 400 years ago with a small group of religious people called Puritans. The Puritans used to live in Britain, but they disagreed with the religion of the Church of England. They decided to leave and start a new life in a different place. In September 1620, a group of them sailed to America on a ship called the *Mayflower*, and they settled on the coast of what is now Massachusetts. Their first months in America were very difficult. They didn't have much food, and a lot of people were sick. By the end of the winter, 46 people had died – about half of the small population. In the spring, some friendly Native Americans helped the settlers to plant corn and other vegetables. They also showed them how to hunt wild animals. As a result, they had a lot of food when fall arrived and their leader, William Bradford, decided to have a "thanksgiving" feast. They invited the Native Americans to the feast to thank them for all they had done.



Today, many American people eat a traditional meal of turkey on Thanksgiving. Americans buy about 45 million turkeys for Thanksgiving! They usually eat it with potatoes, corn, beans, peas, and carrots. Then, for dessert, they have pumpkin or apple pie. According to tradition, these are the things that the settlers ate with the Native Americans at the first Thanksgiving meal.



Because Thanksgiving is on a Thursday, it is usually the start of a four-day holiday. A lot of towns and cities organize events to celebrate. There are big football games in Detroit and Dallas, and there's a very famous parade in New York with live music, colorful clothes, and huge balloons. More than 44 million people watch the parade on television every year.



Culture focus

Turkeys are native North American birds. Today, the Thanksgiving turkey is a famous American icon.



The national bird of the U.S. is the bald eagle.



Check it out!

Find these words and check their meaning.

settle	pumpkin
corn	pie
feast	

- 1 1.20 **Read and listen** to the article. Complete the gaps in the article (A–D) with the headings below. There is one heading you do not need.

Celebrations Food History Introduction Special clothes

- 2 **Read the article again. Answer the questions.**

When do American people celebrate Thanksgiving?

They celebrate it on the fourth Thursday in November.

- Where did the Puritans use to live?
- Why were their first months in America very difficult?
- How did Native Americans help the settlers?
- Why did the Puritans invite the Native Americans to a feast?
- What do American people traditionally eat at Thanksgiving today?
- How long is the Thanksgiving holiday today?
- How many people see the New York parade?

- 3 **Presentation** Think of a traditional festival in your country. Imagine you are going to give a short presentation about this festival to a group of American students. Make notes using the headings from the Thanksgiving article.

- 4 **Work in groups or with a partner. Take turns to be Student A and Student B.**

A Give your presentation. Then answer questions at the end.

B Imagine you are an American student! Listen to the presentation. Then ask one question at the end.

Vocabulary and speaking

I can identify and use education expressions. (p.12) **A2**

1 Complete the text with the verbs in the box. There is one verb you do not need.

answers asks does gets gives makes

My brother is a perfect student! He ¹ _____ all the teacher's questions, and he hardly ever ² _____ mistakes. He always ³ _____ good grades when he ⁴ _____ a project or ⁵ _____ a presentation. **___ / 5**

I can ask and answer about rules. (p.14) **B2**

2 Complete the mini dialogues. Write questions, and affirmative (✓) or negative (X) answers.

A Can we go on vacation? (we / can / go)

B ¹ _____, you _____. (✓)

A ² _____ pictures on the school trip? (you / be allowed to / take)

B ³ _____, we _____. (✓)

A ⁴ _____ on the beach? (you / could / study)

B ⁵ _____, I _____. (X) **___ / 5**

I can compare the past and present. (p.17) **B2**

3 Complete the text with the correct form of used to and the verbs in parentheses.

What did your life use to be (your life / be) like when you were 8?

It ¹ _____ (be) very different! I

² _____ (not go) to high school.

I ³ _____ (prefer) cartoons to soccer! I ⁴ _____ (not have) a

cell phone. Wow! What ⁵ _____ (we / do) before cell phones? **___ / 5**

I can talk about vacation activities. (p.20) **A1**

4 Complete the text with the correct verbs.

On vacation, I'm going to ¹ _____ pictures, ² _____ hiking, ³ _____ museums, ⁴ _____ sightseeing, and ⁵ _____ a tour. **___ / 5**

I can express my opinion. (p.22) **B2**

5 Complete the answers with the word in parentheses and an idea from the box.

big crowded difficult friendly warm

Q What was the weather in Rio like?

A It was perfect. It ¹ _____. (very)

Q What were the people like?

A They ² _____. (very)

Q What was your hotel room like?

A Small. It ³ _____. (enough)

Q What was the beach like?

A Busy! It ⁴ _____. (too)

Q What was surfing like?

A It ⁵ _____; I fell over! (so) **___ / 5**

I can ask and answer about vacations. (p.25) **B2**

6 Look at the underlined words. Write the question.

Where did you go on vacation?

I went to Mexico on vacation.

1 _____

I went in August.

2 _____

I went with my mom and dad.

3 _____

We sunbathed and went sightseeing.

4 _____

No, we didn't have any vacation "nightmares"!

5 _____

We felt very relaxed!

Reading, listening, and writing

I can understand a web page about a circus school. (p.10) **B1**

I can understand an interview about the American West. (p.17) **B1**

I can write a short article about life in the past. (p.17) **B1**

I can understand a review of a vacation for volunteers. (p.18) **B1**

I can understand an interview about a school trip. (p.25) **B1**

I can write a story about a vacation. (p.25) **B1**

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

What should I do?

WebDoctor

Topic: stressed about studies

Here at WebDoctor, we get a lot of messages from high-school students asking for advice about stress. Many of you have told us that you find it difficult to study because you feel anxious and tired. You aren't alone! Everyone finds studying stressful from time to time, even doctors. If we had tests this year, we'd be nervous, too! Luckily, there are many things you can do to help with the problem.

"I'm feeling stressed. What should I do?"

- 1 This is my most important tip: look after yourself. Stress can cause headaches and other problems. Please don't ignore any symptoms like these! You should go to the doctor, and ask for advice.
- 2 The average teenager should sleep for eight to ten hours a night. Do you? Perhaps if you rested more, you'd have more energy. Studies show that students who sleep well actually get better grades! To fall asleep more quickly, you should go to bed before midnight, and you shouldn't use your cell phone or read in bed.
- 3 You should make a schedule to manage your time. Take a break of ten minutes every hour, and make time for fun, too. You shouldn't work all day! Your goal should be "study well," not "study lots."
- 4 You shouldn't spend too much time sitting still. Get up and walk around to avoid backache, and exercise for at least 30 minutes, four times a week. Exercise helps your brain to stay fit, too! Try walking to school, or going for a walk during your lunch break.
- 5 You already know you should eat healthily. But an occasional treat can be good for you, too! Dark chocolate contains chemicals which can improve mood and concentration. But you shouldn't have too much chocolate. You wouldn't feel happier if you ate a whole family-sized bar. You'd just have a stomachache!
- 6 What would you do if you didn't have tests? Don't forget what makes you happy. Family, friends, and hobbies are important, too. Do one thing you love every day, and try to relax.

I'm sure you're a great student. Believe in yourself! And good luck.

More on this topic:

Stress and the body

Relaxation techniques

Food and fitness

Check it out!

Find these words and check their meaning.

stress	treat	mood
symptom	chemical	

1 1.21 Read and listen Match tips 1-6 with the topics below.

Exercise	Food	Health	1
Relaxation	Sleep		
Time management			

2 Comprehension Answer the questions.

Why do many high-school students write to WebDoctor?

They want advice about stress.

- 1 What is the most important piece of advice the WebDoctor gives students?
- 2 Why is sleep important for students?
- 3 What should a student do after studying for 50 minutes?
- 4 How much should students exercise?
- 5 How can eating dark chocolate help you?
- 6 What should students do once every day?

Language focus

3 Complete the sentences from the health advice page with the correct form of the verbs in parentheses.

- 1 If we had (have) tests this year, we _____ (be) nervous, too!
- 2 If you _____ (rest) more, you _____ (have) more energy.
- 3 You _____ (not feel) happier if you _____ (eat) a whole family-sized bar.
- 4 What _____ (you / do) if you _____ (not have) tests?

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



The average teenager should sleep for eight to ten hours a night.



1 _____



2 _____



3 _____

5 Focus on you Imagine you're the WebDoctor. Give advice to a student who wants to have a healthier lifestyle. Use *should* and *shouldn't* and the ideas in the box. Then add four of your own ideas.

drink a lot of coffee eat breakfast every morning go for walks
play video games all day spend some time with friends study after midnight

You should go for walks. You shouldn't drink a lot of coffee.

6 Pairwork Discuss what you think students *should* and *shouldn't* do to have a healthy lifestyle. Then choose your eight favorite tips and design a poster. 🗨️

Tip 1: Do some exercise! You should go for a walk every day.

Illnesses

1 1.22 Match the pictures with the illnesses in the box. Then listen and check.

a backache a cold a cough an earache a fever
a headache a rash a sore throat a stomachache a toothache



a toothache



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

My study skills

Writing example sentences

Recording new vocabulary in example sentences, short texts, or dialogues is a great way to learn and remember it! Write two short dialogues like the ones in exercise 2. Use different illness expressions and advice.

2 1.23 Listen and complete the dialogues. Write one word in each gap.

1 A What's the matter?

B I don't feel well. I have an ¹ _____.

A Poor you! You ² _____ go to the doctor.

2 A What's wrong?

B I don't feel ³ _____. I have a bad ⁴ _____.

A Oh, no. You ⁵ _____ use some cream.

3 **Pairwork** Have conversations like the ones in exercise 2. Take turns to be Student A and Student B. Use the illness expressions from exercise 1 and the advice in the box.

drink a lot of water go to bed go to the dentist / doctor
have a throat lozenge rest stay at home take a painkiller
take some (cough / cold) medicine use an icepack use some cream

should / shouldn't

You **should** go to bed before midnight.
You **shouldn't** use your cell phone.

Affirmative	
I / you / he / she / it / we / you / they	should go
Negative	
I / you / he / she / it / we / you / they	shouldn't go
Questions and short answers	
Should I go?	Yes, you should. No, you shouldn't.
Where should I go?	Why should we go?

Think!

Read the sentences. Then choose the correct alternative.

You **should** eat healthily.

You **shouldn't** work all day.

- We use *should* and *shouldn't* + the **base form** / **-ing form** of the main verb to give advice.

Rules p. W14

1 Complete the sentences with *should* or *shouldn't*.

Will's sick. He **should** stay home all day.

- Tom's in the hospital. We _____ visit him later.
- You _____ drink so much soda. You'll get a toothache.
- Bella's leg hurts. She _____ run.
- I'm too sick for soccer practice. I _____ call the coach.
- You _____ swim when you have an earache.

2 Give the people advice. Use *should* or *shouldn't* and a suitable verb.

- I have a terrible toothache.
B You **should go** to the dentist.
- A I'm really tired.
B You _____ to bed early.
- A I have a stomachache.
B You _____ so much candy!
- A I'm cold.
B You _____ a sweater.
- A I have a backache.
B You _____ golf today. Relax!

3 Write questions and short answers. Use *should* or *shouldn't*.

I have a test tomorrow. I / study / all night?

"*Should I study all night?*" "*No, you shouldn't.*"

- He's ill. he / go / to school?
- I want to be healthier. I / exercise / more?
- She's stressed. she / ask / for help?
- We have school tomorrow. we / go / to bed late?

4 Complete the online post and replies with *should* or *shouldn't* and the verbs in the box when necessary.

do drink eat go miss
tell wear worry

Katya It's Liam's party tomorrow. But I have a cold, and I look awful! **Should** I **tell** him I can't come? What _____ I _____ to get better?

Cara You ² _____ some hot, spicy food today. It's good for colds! And you ³ _____ a lot of water.

Felipe You definitely ⁴ _____ the party. Go! But maybe you ⁵ _____ to bed early tonight.

Ziggy You ⁶ _____. You always look great! X

Katya You guys are the best – thanks! OK, I'll go. One last question: ⁷ _____ the green dress? I _____

Cara Yes, you ⁸ _____. It's totally awesome!

Finished?

Imagine you read the post below on a friend's home page. Write a reply. Suggest three things he / she **should** do, and three things he / she **shouldn't** do.

I'm really tired, but I can't sleep. What should I do?

You **should have a warm bath before you go to bed.**

Puzzle p.C8

At the doctor

- 1 1.24 Listen and complete the dialogue. Listen again and check. Then listen and repeat.



Are you allergic to any medication? Can I still play sports? ~~How can I help you?~~
How long have you had it? Where does it hurt?

Doctor Hello, Tom. How can I help you?
Tom I have a terrible backache.
Doctor I see. ¹ _____
Tom I've had it for about a week. I was working in the garden when it started to hurt.
Doctor OK, let me have a look. ² _____
Tom Right here.
Doctor OK. ³ _____
Tom No, I'm not.
Doctor Good. Here's a prescription for some painkillers. You should take two pills twice a day for a week.
Tom OK, thanks. ⁴ _____
Doctor No, you shouldn't play any sports at the moment. You should rest.

Learn it, use it!

You ask	You answer
How can I help you? / What's the matter?	I have a backache / sore throat / cough. My leg / arm hurts. I have a pain in my foot / back / shoulder.
How long have you had it?	I've had it for (about a week). / I've had it since (last Tuesday).
Where does it hurt?	Right here. / About here.

- 2 1.25 **Pronunciation** /ʊ/ and /u/ Listen and repeat.

/ʊ/ good should /u/ you two

- 3 1.26 Complete the chart with the words in the box. Then listen and check.

foot fruit good knew put soon through would

/ʊ/	foot	1	2	3
/u/	fruit	4	5	6

- 4 1.27 Listen to another patient at the doctor. Then complete the doctor's notes.

- 5 **Pairwork** Write two more dialogues at the doctor. Use the dialogue in exercise 1 as a model. Then practice your dialogues. Take turns to be the doctor.

Name:	Kaylee
Problem:	a ¹ _____ and a ² _____
How long:	³ for / since _____
Prescription:	take medicine ⁴ _____ times a day for ⁵ _____ days
Other advice:	drink ⁶ _____

Second conditional

If clause	Main clause
If you rested more,	you wouldn't feel tired.
If you didn't have exams,	what would you do ?
Main clause	If clause
You wouldn't feel tired	if you rested more.
What would you do	if you didn't have exams?

Think!

Read the sentences. Then complete the rules with the **simple past** or **would**.

If I **had** exams this year, I'd **be** nervous.
You **wouldn't feel** happier if you **ate** a family-sized bar of chocolate!

- If clause: use ¹ _____
- Main clause: use ² _____
- We use the second conditional to talk about imaginary or improbable situations.

Rules p. W15

1 Complete the sentences with the second conditional form of the verbs in parentheses.

- If I **had** (have) more time,
I **'d go** (go) to a gym.
- If he _____ (know) the doctor's phone number, he _____ (call) it.
 - Ava _____ (not go) to school if she _____ (feel) sick.
 - If I _____ (not take) painkillers, I _____ (not be) able to stand!
 - If they _____ (not have) bikes, they _____ (walk).
 - Harry _____ (like) hot lemon and honey if he _____ (try) it.
 - Your throat _____ (not hurt) if you _____ (not talk) so much!

2 Complete the questions and answers with the second conditional form of the verbs in the boxes. Do you agree with the answers?

find find take you / do

What **would you do** if you **found** a wallet?

- If I _____ a wallet, I _____ it to the police.

go go visit you / visit

- What countries _____ if you _____ on a round-the-world trip?
- I _____ the U.S., the U.K., and Australia if I _____ on a round-the-world trip.

get get smile you / do

- If you _____ 100% on your tests, what _____?
- If I _____ 100% on my tests, I _____ all day!

3 Game! Do the quiz. Then discuss your answers. Who is the most honest?

HOW HONEST ARE YOU?

- What would you do if you found someone's cell phone?
a return it right away **b** read the messages first
- If you didn't like your friend's new haircut, what would you say?
a "That looks great!" **b** nothing
- What would you do if a store assistant gave you too much change?
a keep it **b** give it back
- If you forgot to do your homework, what would you tell the teacher?
a "I'm sorry. I forgot!" **b** "My dog ate my notebook!"

If I found someone's cell phone, I'd return it right away!

Finished?

Write second conditional sentences about things you think your partner **would** or **wouldn't** do in the situations below. Use your imagination! Then compare your ideas. How well do you know your partner?

go traveling for three months
become a famous celebrity
have his / her favorite meal tonight
rule the country teach this class
win the lottery

If Bianca went traveling for three months, she'd visit Australia.

Puzzle p.C8

Any Answers?

Search Answers

ANY ANSWERS? POPULAR TOPICS



A SCHOOL



B HEALTH



C FAMILY AND HOME



D MONEY



Reese341

My little brother is a pain! He's 8 years old, and he copies everything I do. When I watch TV, he watches it. When I listen to music, so does he. I think that if I spent a whole day cleaning, he'd probably join in! The worst part is when my friends come over. He won't leave us alone for a minute. My friends say they don't mind, but I don't believe them. What should I do? I really need my space.

FAVORITE ANSWER



WiseOwl

Hi, Reese! You shouldn't be angry with your brother. It's cool that he admires you so much! You should tell him that you need your own space, but promise to spend some time with him. Why don't you ask him what he'd like to do? I bet he'd be delighted! If you did a few things together sometimes, he'd probably leave you alone at other times. You should talk with your parents about the problem, too. I'm sure they can help.

★★★★★ 1



HollyG

My mom got a great job in a different town, so I'm starting a new school next week. If it was the start of the school year, it wouldn't be so bad, but I'm changing schools halfway through a semester! I'm going to be "the new girl," and I'm scared. How can I make new friends? Please tell me what I should do. I'm so worried that no one will like me! Every time I think about it, I get a headache.

FAVORITE ANSWER



BlueRose

I understand how you feel. When I started college, I was so nervous I had a stomachache! But I'm sure you'll be fine. On your first day, you shouldn't try too hard to impress people. Just relax, and be yourself. Smile and ask a lot of questions (everyone loves talking about themselves!). You should also join some after-school clubs that interest you. They're a great way to make friends because you already like similar things.

★★★★★ 2

Reading

1 Look at the layout of the web page and the pictures quickly. What kind of website is it?

- a an online newsletter b an official medical website c an advice site

2 1.28 Read and listen to the web page. Then answer the questions.

What is Reese's problem? *His little brother copies everything he does.*

- What is the worst part of Reese's problem?
- According to WiseOwl, what should Reese promise to do?
- Who else can help Reese?
- Why is Holly starting a new school?
- Why is Holly worried?
- According to BlueRose, why should Holly ask questions?
- Why is it a good idea to join an after-school club?

Check it out!

Find these words and check their meaning.

copy (copies)
admire
halfway
semester
impress

Listening

3 1.29 Peter's mom is talking to his math teacher, Miss Green. Listen to the conversation. Then check (✓) the correct summary sentence.

- a Miss Green isn't happy with Peter's work. He doesn't pay attention in class, and he never does his homework.
- b Miss Green isn't happy with Peter's work. He asks silly questions in class, and he copies his homework from his friends.

☐
☐

4 1.29 Listen again and check (✓) the advice that Miss Green gives.

Peter should ...

- 1 stop worrying about his grades.
- 2 listen in class.
- 3 do extra classes.
- 4 ask questions when he doesn't understand.
- 5 concentrate more.
- 6 do an hour of homework every day.

☐
☐
☐
☐
☐
☐

My listening skills

Staying focused

Don't try to understand every word when you listen. Focus on the information you need to answer the questions. If you can't answer a question, don't panic! Keep listening, and try to answer the next one.

Speaking

5 Pairwork Read the problems in the posts below. Then discuss them with your partner. What advice would you give each person? Use the expressions in the box.

... is / are a great way (+ infinitive) ... I'm sure ... You should ...
 You shouldn't ... Why don't you (+ base form) ... ?



Mia

Alysha is my best friend, but we have a problem. I'm quite a good student and I get excellent grades, but Alysha isn't very interested in school. Every day, she copies my homework. I want Alysha to do well, but I don't want to get into trouble if the teachers find out! What should I do?



Prash A

I'd like to stop going to piano lessons, but my mom won't let me! I have piano lessons twice a week after school while most of my friends are at basketball practice. I hate playing the piano, but I love playing basketball. My dream is to become the captain of the school team! But Mom says I'm a very good musician, and she has spent a lot of money on my lessons. What should I do?

Writing

6 Choose one of the message posts in exercise 5. Write a reply giving advice.

- Say what you think the person should or shouldn't do. (Give at least three ideas.)
- Explain why you think these are good ideas.
- Don't forget to sound sympathetic!

4

They should have prepared!

Meet an **AUSTRALIAN** **PARK Ranger**

More than 400,000 tourists visit the Uluru-Kata Tjuta National Park and famous Uluru Rock in Australia every year. Rob Dinkins is a park ranger. He tells us about his work.


ROB

It's like the movies ... sometimes!

Rangers have to do many boring things, like repairing fences, or writing reports. But sometimes, life feels like an action movie! Yesterday, for example, a hiker's camp stove set fire to some dry grass. I burned my hands when I was helping the firefighters, but if we hadn't acted quickly, the fire would have killed many plants and animals. The accident wouldn't have happened if the hiker had followed the rules. He shouldn't have lit a stove in the park, but he wanted some hot coffee!

We save people's lives, too.

In 2009, a walker got lost in the desert. He shouldn't have gone hiking alone, and he should have packed more water. After three days, he ran out. On day six, he managed to use his cell phone and we were able to find him. If we hadn't found him then, he would have died. That was a very happy day for everyone.

But sometimes I feel annoyed!

Visitors do crazy things. One group needed help because they'd climbed Uluru in flip-flops! Of course I helped them, but I felt annoyed. They shouldn't have worn flip-flops! They should have prepared better. They wouldn't have gotten blisters if they'd worn boots. Another girl dropped her camera down a canyon. She should have left her camera at the bottom, but she tried to climb down and get it. She fell and broke her leg. We took her to the hospital in a helicopter. And no, we didn't rescue the camera!

Here's a secret ...

I studied law in college! My dad was upset when I decided to become a ranger. Lawyers earn much more money! But if I'd followed his advice, would I have been happy? Every time I see Uluru turning pink in the sunset, or a wallaby hopping past, I smile. Don't tell Dad, but I think I'd do this job for free.


ULURU

www.irLanguage.com

Check it out!

Find these words and check their meaning.

ranger	canyon
flip-flop	wallaby

1 Read and listen

events that happened in the park.

- a A fire killed a lot of animals. ☐
- b A man got lost for nearly a week. ☐
- c A helicopter rescued an injured tourist. ☐

2 Comprehension Answer the questions.

Who is Rob? **He's a park ranger (at the Uluru-Kata Tjuta National Park).**

- 1 What accident did Rob have?
- 2 Why did the man light the stove?
- 3 How many days did the lost walker spend without water?
- 4 Why did the girl climb down the canyon?
- 5 What is Rob's "secret"?

Language focus

3 Match the sentence halves. Then complete the sentences with the correct verbs from the article.

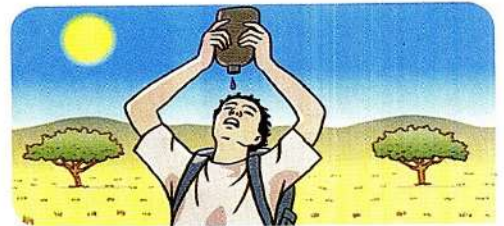
- 1 The accident **wouldn't have happened**
- 2 If we _____ him then,
- 3 They _____ blisters
- 4 If I _____ his advice,

- a he _____.
- b if they _____ boots.
- c _____ I _____ happy?
- d if the hiker **had followed** the rules.

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



He shouldn't have lit a stove.



1 _____



2 _____



3 _____

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

argued with been bought done forgotten gone helped listened to

I shouldn't have argued with my friend. I should have gone to bed earlier last night.

6 Pairwork Tell your partner what you *should* and *shouldn't have* done last week. Listen to your partner and give advice. 🗣️

A I shouldn't have argued with my friend.

B Don't worry. Why don't you apologize?

A I should have gone to bed earlier last night.

B You should go to bed early tonight!

Injuries

1 1.31 Match the expressions with the pictures. Then listen and check.

break your arm bruise your knee burn your hand cut your finger get a blister
get an insect bite get a sunburn graze your leg hit your head sprain your ankle



cut your finger



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

2 1.32 Listen to the conversations. Then complete the chart.

What happened?	How did it happen?
1 <u>She cut her finger.</u>	<u>She was cutting cheese when her cell phone rang.</u>
2 _____	_____
3 _____	_____
4 _____	_____

3 **Pairwork** Ask your partner which injuries he / she has had, and how they happened. Who has had the most / the worst injuries?

A Have you ever cut your finger?

B Yes, I have.

A How did it happen?

B I was making a poster for a school project. I was chatting with a friend, and I wasn't looking at the paper. I cut my finger with the scissors!

should have**Affirmative and negative**

He **should have** packed more water.
He **shouldn't have** lit a stove in the park.

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

Think!

Read the sentences. Then choose the correct alternatives.

They **should have** prepared.

They **shouldn't have** worn flip-flops!

- We use *should have* and *shouldn't have* +
'past participle' / base form to criticize
actions in the ²past / present.

Rules p. W20

- 1** Look at the pictures. Complete the sentences with *should have* or *shouldn't have* and the correct form of the verbs in parentheses.



I **should have used**
sunscreen! (use)



1 He _____
a helmet. (wear)



2 She _____
so much pizza! (not eat)



3 They _____
on the ice. (not walk)



4 He _____
where he was going! (look)

- 2** Tessa's parents were gone for the weekend. Write what they think Tessa *should* and *shouldn't* have done before they returned!



"You didn't wash the dishes!"

Tessa **should have washed** the dishes.

- "You didn't take out the trash!"
- "You had a party!"
- "You didn't clean up!"
- "You wore dirty shoes inside the house!"
- "You ate junk food every day!"
- "You didn't call us!"

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

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

Today, I woke up late. I **should have asked** my mom to drive me to school but, instead, I ran. I ¹ _____ because I fell and cut my knee!
When I got to school, I had a history test. I ² _____ for the test, but I had totally forgotten about it. I went for a walk at lunch to try to cheer up. I ³ _____ by the river because I got insect bites!
This evening, I went to the movies with my sister. I ⁴ _____ the time of the movie because we arrived late. The movie was terrible. We ⁵ _____ after the first twenty minutes!
What a terrible day! I ⁶ _____ this morning! I ⁷ _____ in bed!

Finished?

Imagine you had a terrible day! Write about your day, and include six things that you *should have* and *shouldn't have* done differently. Then compare your ideas with a partner. Whose day was the worst?

I've had a terrible day! I **should have got up** early, but my alarm didn't work. ...

Puzzle p.C8

Making an emergency call

- 1 1.33 Listen and complete the dialogue with the questions in the box. Listen again and check. Then listen and repeat.

Can you tell me what's happened? What's your name?
Where are you? Which emergency service do you need?

Operator 911. Which emergency service do you need?

Aiden We need an ambulance right away.

Operator 1

Aiden Aiden. Aiden Williams.

Operator 2

Aiden One of my friends has fallen. I think he's broken his leg.

Operator OK. Try to stay calm. 3

Aiden We're at Epic Skate Park on West Sunset Boulevard.

Operator I'm sending an ambulance right now. I need you to stay on the line. OK?

Aiden OK. But please hurry!

Learn it, use it!

You ask	You answer
Which emergency service do you need?	ambulance / fire / police
Can you tell me what's happened?	My uncle has fallen, and he isn't moving. The house across the road is on fire. I've just seen a man breaking into a house.

- 2 1.34 Pronunciation /l/ and /r/ Listen and repeat.

/l/ fallen leg line /r/ friends broken right

- 3 1.35 Listen and choose the correct answers.

1 a wrong b long

3 a right b light

5 a fire b file

2 a crime b climb

4 a arrive b alive

6 a correct b collect

- 4 1.36 Listen to three emergency calls. Then complete the operator's notes.

	1	2	3
Emergency service:	ambulance	3	8
Details of emergency:	a car accident near the park	a 4 in a 5	a 9 on 10 outside Mike's 11
Location:	on 1 near 2	at Just Jeans, 6 7 Avenue	at 12 13 Road

- 5 Choose one of the situations below. Imagine you saw it happening! Make notes about the event. Use the table headings in exercise 4.

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

- 6 Pairwork Take turns to make and take emergency calls. Use the dialogue in exercise 1 as a model.

Third conditional

If clause	Main clause
If they had worn boots,	they wouldn't have gotten blisters.
If I had followed his advice,	would I have been happy?
Main clause	If clause
They wouldn't have gotten blisters	if they had worn boots.
Would I have been happy	if I had followed his advice?

Think!

Read the sentences. Then complete the rules.

The fire **would have killed** many animals if we **hadn't acted** quickly.

If we **hadn't found** him then, he **would have died**.

- If clause: use the ¹present / past perfect.
- Main clause: use ²would have / would + past participle.
- We use the third conditional to talk about things that ³happened / didn't happen.
- We can use contractions: 'd (had), ⁴ (had not), 'd (would), wouldn't (would not).

Rules p. W21

1 Choose the correct answers.

We **wouldn't have survived** / **wouldn't had survived** if she hadn't saved us.

- 1 I **would have finished** / **would finish** the race if I hadn't sprained my ankle.
- 2 If Nellie **called** / **had called** us, we would have helped her.
- 3 If we hadn't turned back, we **wouldn't have seen** / **wouldn't have saw** the enormous fire.
- 4 If he **have driven** / **had driven** more slowly, he wouldn't have crashed.
- 5 What would have happened if we **hadn't called** / **wouldn't have called** the emergency services?

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

If I **'d turned** (turn) off the stove, I **wouldn't have burned** (not burn) myself.

- 1 If he _____ (break) his back, we _____ (call) an ambulance.
- 2 They _____ (not crash) if they _____ (ride) more slowly.

- 3 If you _____ (be) more careful, you _____ (not cut) your finger.
- 4 We _____ (not get) lost if we _____ (stay) on the path.

3 Complete the story chain with the correct form of the verbs in parentheses.



If Scarlett **hadn't been late**

(not be late),

she wouldn't have missed the bus

(not miss the bus).

- 1 **If she hadn't missed the bus**

(not miss the bus),

(not decide to walk home).

- 2

(not decide to walk home),

(not find a five-dollar bill).

- 3

(not find a five-dollar bill),

(not buy a lottery ticket).

- 4

(not buy a lottery ticket),

(not win one million dollars).

4 Game! Write a story chain like the one in exercise 3. Use third conditional sentences.

A If I **hadn't come to school today**, I **would have gone to the beach**.

B If I **had gone to the beach**, I **would have ...**

Finished?

Imagine the situations below had happened to you! Write third conditional sentences.

you were born in the U.S.
you left school last year
you met your favorite singer yesterday

If I **had left school last year**, I ...

Puzzle p.C8

Vote now for the

ANIMAL HERO

AWARDS

1 Rocco to the rescue

Pet cat Rocco saved owner Mara Basso from a fire that started in her apartment while she was sleeping. Rocco woke Mara by jumping on her bed. "If Rocco hadn't woken me, I would have died," said 24-year-old Mara, who went to the hospital with some cuts, bruises, and burns. "Rocco never comes into my room at night. The window was open, but he didn't try to escape. If he hadn't been so brave, I wouldn't have survived. He's the best cat in the world. I feel bad because I used to feed him cheap cat food. I should have fed him chicken and fish every day. I do now!"

Click here
to vote for
Rocco

A

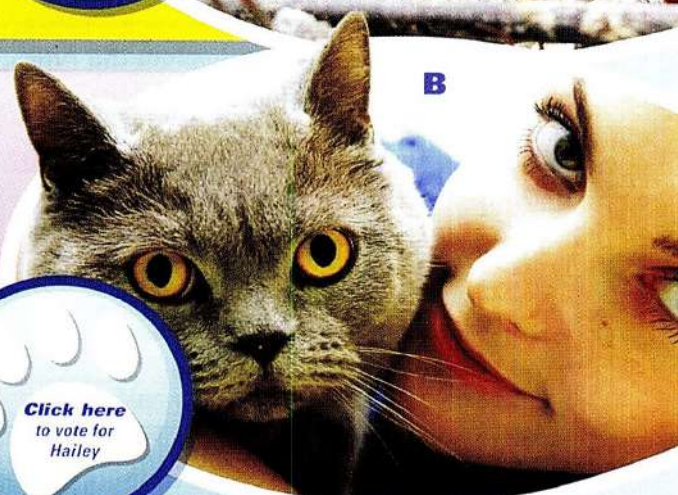


2 Hailey the hero

Hailey is a "search and rescue" dog from Virginia, U.S. When there was a big earthquake in Japan in 2011, Hailey and owner Seth Warner went to help search for survivors. "My work would have been impossible if I hadn't had Hailey," said Seth. "It's hard to see people in the rubble, and if someone is unconscious because of a head injury, they can't make a noise, so human rescuers can't hear them. But a dog might be able to hear, or smell them. A dog's sense of smell is between 1,000 and 10,000 times better than a human's. Hailey's amazing nose helped us to find nine people!"

Click here
to vote for
Hailey

B



3 Magic Monty

Gabrielle, 16, has used a wheelchair since she broke her back in a car accident last year. "I was devastated. I couldn't see a future. If a friend hadn't introduced me to Monty, I would have gotten really depressed." Monty was a horse at a school for disabled riders. Gabrielle says lessons there changed her life. "I'd always wanted to ride, but after the accident, I thought it was impossible. And to be honest, at first I was terrible! But Monty was very patient. He helped me to forget the wheelchair, and have fun. He's helped a lot of people with disabilities like me to learn new skills and build confidence. I think he's pretty magical!"

Click here
to vote for
Monty

C



Reading

1 1.37 Read and listen to the web article. Then match pictures A–C with paragraphs 1–3.

1 _____ 2 _____ 3 _____

2 Read the web article again. Answer the questions.

How did Mara's cat help her in the fire? *He woke her up by jumping on her bed.*

- 1 How has Rocco's life changed?
- 2 Where did Hailey travel to, and why?
- 3 What can Hailey do better than humans?
- 4 What skill does Gabrielle have now?
- 5 What does Gabrielle say about Monty's personality?

Check it out!

Find these words and check their meaning.

rubble
unconscious
wheelchair
devastated
disabled

3 Think about the questions below. Then discuss your ideas with your partner.

- 1 "Rocco is the best cat in the world." Do you agree? Why? / Why not?
- 2 "My work would have been impossible if I hadn't had Hailey." How do you think Seth's job would have been different?
- 3 How do Gabrielle's feelings change? How do you think you would have felt?
- 4 Think about Rocco, Hailey, and Monty. Which animal do you think should win the award? Why?

My reading skills**Responding to a text**

Try to think about *why* someone is speaking or writing. What do they think and feel? What do you think?

Listening**4**  1.38 **Listen to the radio program. Are the sentences true or false? Correct the false sentences.**

Sarah Gonzales is 3 years old. True

- 1 Her mom fell while she was walking down the stairs. _____
- 2 Sarah's mom hit her head. _____
- 3 Sarah learned how to call 911 from a book. _____
- 4 Sarah's mom is in the hospital. _____
- 5 Sarah's mom broke her arm. _____

Speaking**5 Pairwork** Read the dilemma cards. For each dilemma, discuss questions 1–3 below. **1 Liam's choice**

Liam's science teacher made a mistake when she graded his final paper. Instead of giving him 51% (a fail), she gave him 91% (a pass). Liam wanted to study science at college. He decided not to tell the teacher about the mistake.

2 Mercedes' choice

Mercedes saw her best friend Pria stealing some money from a bag at school. When the owner of the bag noticed the theft, Mercedes didn't say anything.

3 Nathan's choice

Ash was the captain of Nathan's soccer team. One day, Nathan saw him bullying a younger student. Nathan told the soccer coach. The coach asked Ash to leave the team, and the team lost some important games. Nathan became unpopular with the other players.

4 Elliot's choice

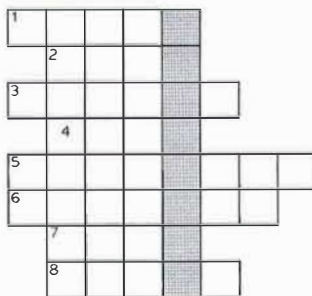
Jenna bought her friend Elliot a lottery ticket for his birthday. Elliot won \$10,000 with the ticket. Jenna asked Elliot for half the money. Elliot refused and kept all the money.

- 1 What do you think this person *should* or *shouldn't* have done? Why?
I think that ... should / shouldn't have ... because ...
It was a good / bad idea to ... because ...
- 2 What would you have done if you had been in this situation?
If I had been in this situation, I ...
- 3 What do you think would have happened differently as a result?
If he / she had(n't) ..., then ...

Writing**6 Choose one of the dilemmas from exercise 5. Write an essay giving your opinions. Answer questions 1–3 in exercise 5. Use the blue expressions to help you.**

Vocabulary

- 1 Look at the pictures. Complete the puzzle with eight illnesses. Then use the highlighted letters to complete the sentence below.



"This person has a / an _____."



- 2 Choose the correct answers.

- break** / sprain your leg
1 get a **sunburn** / burn
2 get an insect **bite** / cut

- 3 sprain your **arm** / ankle
4 **break** / hit your head
5 **burn** / get a blister

- 6 **bruise** / sprain your knee
7 **cut** / graze your finger with scissors

Grammar

- 3 Complete the sentences with *should* or *shouldn't* and the correct form of the verbs in parentheses.

- "Bea has a high fever!"
"You **should call** the doctor." (call)
1 "It's Keira's birthday tomorrow."
"We _____ her a present." (buy)
2 "I have a stomachache."
"You _____ so much food!" (eat)
3 "Dan's in the hospital! He's broken his leg."
"We _____ him." (visit)
4 "I have three blisters on my feet!"
"You _____ those shoes!" (wear)

- 4 Complete the second conditional sentences with the correct form of the verbs in parentheses.

- If I **had** (have) enough money,
I **'d buy** (buy) a new bike.
1 I _____ (not go) to school if
I _____ (have) a fever.
2 If Lorna _____ (play) more sports,
she _____ (be) healthier.
3 Dylan _____ (not be) tired if
he _____ (not go) to bed late every
night.
4 What _____ you _____ (do)
if you _____ (lose) your uniform?

- 5 Complete the sentences with the affirmative (✓) or negative (X) form of *should have* and the correct form of the verbs in parentheses.

- He **shouldn't have gone** swimming. (go / X)
1 She _____ her room. (clean / ✓)
2 You _____ the boxes. (carry / X)
3 They _____ umbrellas. (take / ✓)
4 She _____ the cake on the table.
(leave / X)

- 6 Complete the third conditional sentences.

- Luis played video games all day and he had a headache.
If Luis **hadn't played** video games all day, he **wouldn't have had** a headache.
1 We didn't have time to go to the sports center.
If we _____ time, we
_____ to the sports center.
2 I forgot my cell phone because I left the house quickly.
I _____ my cell phone if
I _____ the house quickly.
3 Nick was late because he didn't check the time.
Nick _____ late if
he _____ the time.
4 I didn't invite Leah to the party because I didn't see her yesterday.
I _____ Leah to the party if
I _____ her yesterday.

Communication

7 1.39 Complete the dialogues with the questions in the box. Then listen and check.

Can you tell me what happened? How long have you had it?
~~What's the matter, Grace?~~ What's your name? Where are you?
 Where does it hurt? Which emergency service do you need?

- 1 A **What's the matter, Grace?**
 B I have a pain in my left shoulder.
 A Your right shoulder. I see.
 B No, not my right shoulder. My left shoulder.
 A A pain in your left shoulder. Sorry!
 1 _____
 B For nearly two weeks. It's gotten worse!
 A I see. 2 _____
 B About here.
 A OK. Let me see ...

- 2 A This is 911. 3 _____
 B Jay. Jay Lee.
 A 4 _____
 B I need an ambulance, and the police.
 A 5 _____
 B A car hit my friend. The driver didn't stop!
 A 6 _____
 B I'm at 48, Brewer Street.

Pronunciation

Intonation in corrections

We use a rising intonation () for mistakes, and a falling intonation () for corrections.

8 1.40 Read the rule above. Then listen to the intonation in the dialogues. Repeat the dialogues, copying the intonation.

- 1 A I have a pain in my left shoulder.
 B Your right shoulder. I see.
 A No, not my right shoulder. My left shoulder.
 2 A Is your name John Lee?
 B No, it's Jay Lee. My friend's name is John.

9 1.41 Choose the correct intonation for the words in bold. Then listen and check.

- A Let me check. Your name is Logan Fish. You live at 17, Wood Road. You think your friend has grazed her ankle.
 B No! My name is Logan **Bird** (/), not Logan **Fish** (/). I don't live on Wood **Street** (/). I live on Wood **Road** (/). And I live at number **70** (/), not **17** (/)! I think my friend has **sprained** (/) her ankle!

Listening

10 1.42 Listen to two phone conversations. Then complete the chart.

	1	2
Problem:	Eric's brother fell when they were <u>climbing down the mountain</u> . Eric thinks his brother has 1 _____.	Kate got insect bites, Will got 4 _____, and Fran got 5 _____ while they were walking.
What they should do now:	They shouldn't 2 _____. Eric should 3 _____.	They should 6 _____. They should buy Fran's mom some 7 _____.

Bullying: Let's Stop it Now!

In Anti-Bullying Week, we're asking teenagers to help create a future without bullying. Please get involved! Visit our website for more information and ideas, and don't forget to check out our cool poster competition!

What is bullying?

Bullying happens when someone hurts someone else physically, or emotionally, often over a long period of time. Some bullies hit their victims, or steal from them. Others call their victims names, or make fun of them.

What is cyberbullying?

Cyberbullying is bullying on cell phones or online, for example, through instant messaging, or on social network sites. Sadly, it's very common, and more than half of teenagers experience some form of cyberbullying.

What are the effects of bullying?

These can range from insecurity and worry, to physical problems like headaches and stomachaches. In extreme cases, victims may want to hurt themselves. Bullying is a very serious problem.

What kind of people experience bullying?

Every kind! Bullies may attack you for your race, religion, or background, or they may focus on your appearance or interests. In other words, a bully may attack you for any reason at all! A lot of people have experienced bullying, including many celebrities.

Why do people become bullies?

If you looked inside a typical bully's head, you'd be surprised. It probably isn't a very happy place! It might sound strange, but many bullies were once victims themselves. If people had been nicer to them in the past, perhaps they would have developed more confidence. Now, they bully other people to "prove" that they are strong and powerful. They're actually frightened! Bullies need help to change, too.

What should you do if someone bullies you?

- You shouldn't keep silent. Talk with your parents, or a teacher.
- You should keep a record of the bullying. It will help your parents or teacher to understand the situation.
- You should try to act confidently if you can. Remember, the bully wants you to feel scared!
- You shouldn't fight back. It will make things worse.
- Never blame yourself. The bullying should never have started, and you don't deserve it.


Culture focus

In most American states, bullying and cyberbullying in schools are crimes. In extreme cases, punishments for bullies can include compulsory transfers (changing schools), fines (paying money), or even jail.

Check it out!

Find these words and check their meaning.

victim	background
insecurity	record
race	

1  1.43 Check (✓) the activities below that you consider to be bullying. Then read and listen to the poster. Which ideas appear in the poster?

- 1 calling someone names ☒
- 2 hitting someone ☐
- 3 arguing with someone ☐

4 sending nasty messages ☐

5 not inviting someone to a party ☐

2 Read the article again. Answer the questions.

Why should teenagers visit the anti-bullying campaign website?

They can find information and ideas, including a poster competition.

- 1 How is cyberbullying different from other forms of bullying?
- 2 What experience do most teenagers share?
- 3 What are the negative effects of bullying?
- 4 What kind of person becomes a victim of bullying?
- 5 Why should we feel sorry for bullies?
- 6 Why do bullies want to hurt their victims?
- 7 What three things shouldn't a victim do?

3 Presentation Read the ad. Choose one of the topics and design a poster with your partner. Include at least five things you think students or schools *should* and *shouldn't* do. Present your poster to the class.

Poster competition!

Design a poster on one of the anti-bullying topics below. We'll print the winning poster and send it out to schools around the country for Anti-Bullying Week!

- How to deal with cyberbullying
- How to help a friend if you think he / she is a victim of bullying
- How to make schools "bully free" zones

Vocabulary and speaking

I can talk about illnesses. (p.32)

B1

1 Match the illnesses in the box with the advice.

a backache a cold a rash
a sore throat a toothache

- 1 Don't drink so much soda! _____
- 2 Use some cream. _____
- 3 Eat some honey lozenges. _____
- 4 Don't lift heavy objects. _____
- 5 Use a tissue when you blow your nose! _____

___/5

I can explain a health problem to a doctor. (p.34)

B1

2 Complete the dialogue with one word in each gap.

A How ¹ _____ I help you, Josie?

B I ² _____ a pain in my foot.

A Where ³ _____ it hurt?

B Right here.

A How long ⁴ _____ you had it?

B I've had it ⁵ _____ last Friday.

___/5

I can give advice. (p.37)

B1

3 Choose the correct answers.

- 1 "He's hungry." "He should **eats / eat**."
- 2 "I'm scared." "I **'m / think** sure you'll be OK."
- 3 "I'm sick!" "You **should / shouldn't** go out."
- 4 "I'm bored! What should I do?" "**Why / How** don't you read a book?"
- 5 "How can I improve my English?"
"Watching English movies is a great way **improving / to improve**."

___/5

I can talk about injuries. (p.40)

B2

4 Complete the words.

Daria had a terrible time when she went trekking! She fell over, h ¹ it her head, and ¹ b _____ her knee (it turned blue!). She got painful insect ² b _____ on her face and arms, and she got huge ³ b _____ on her feet because her boots were too tight. When she was making dinner, she ⁴ c _____ her finger with a knife, and she ⁵ b _____ her hand on a hot pan. _____ / 5
She was very unlucky!

I can make an emergency call. (p.42)

B2

5 Complete the dialogue with the correct form of the verbs in the box.

hurry not move send
you / can ~~you~~ need

A 911. Which emergency service ¹ do you need?

B An ambulance. Please ² _____!

A ³ _____ tell me what's happened?

B My sister has fallen and she ⁴ _____.
We live at 31, Green Street.

A OK. I ⁵ _____ an ambulance right now.

___/5

I can express opinions about a past event. (p.45)

B2

6 Choose the correct answers.

Situation: Rowan's mom is worried about Rowan, so she checks his text messages when he's in his room. Rowan finds out. He is very angry and refuses to talk with his mom.

"Oh, dear! Rowan's mom shouldn't ¹ **check / have checked** his phone when he was in his room. It was a good ² **advice / idea** to ³ **try / trying** to find out more about Rowan's situation, but she should have ⁴ **ask / asked** Rowan first. If I'd been in Rowan's situation, I ⁵ **had / would have** been angry, too."

___/5

Reading, listening, and writing

I can understand a health advice page giving advice about stress. (p.30)

B1

I can understand a conversation between a teacher and a parent. (p.37)

B1

I can write a reply to an online post, giving advice. (p.37)

B1

I can understand an article about an Australian park ranger. (p.38)

B2

I can understand a radio program about a heroic rescue. (p.45)

B2

I can write an essay about a dilemma. (p.45)

B2

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

An article

1 Read the rules.

Thinking of ideas

- Identify the main topics in the task, then quickly write as many ideas for each topic as you can. Just write key words, not "perfect" sentences.
- Some people find it helpful to draw diagrams. Here's one example:



- When you've finished, circle or check (✓) the best ideas to use.

2 Read the task below and the student's notes.

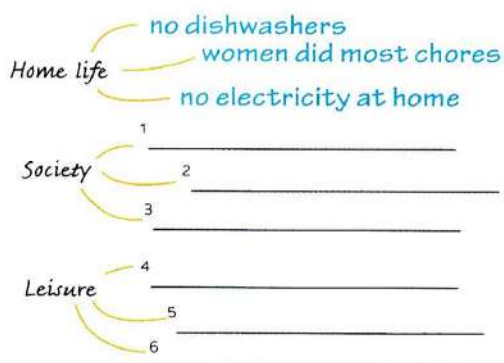
What are the main topics that the student has identified? Can you think of any more? (Hint – look at exercise 1!)

Task: Write an article about what life was like in ancient Roman times.



Ideas

cities smaller
less pollution
no dishwashers
no electricity at home
no TV
some children worked
sports very popular
theater very popular
women did most chores



3 Complete the diagrams in exercise 2 with the student's notes. Then add your own ideas.

4 Now do exercise 5 on page 17.

2

A story

1 Read the rules.

Organizing your ideas

Before you write

Organize your ideas into a paragraph plan. Use a new paragraph for each main topic.

Paragraph	Main topic	Ideas
1	Introduction and essential details (where? when? who with? why is this story interesting?)	last June vacation to Florida with my family worst vacation ever!
2	Main events	
3	Conclusion (how did it end? how did you / everyone feel afterwards?)	

When you write

Use linking words to connect ideas together, like *also*, *too*, *but*, *so*, *then*, *because*, *in the end*.

2 Copy the paragraph plan in exercise 1. Then match the ideas below to paragraphs 2 and 3.

- hotel rooms were tiny and noisy 2
- someone stole Dad's money
- we went home early
- we argued about what to do
- everyone was happy to leave!

3 Complete the extract from the story with linking words from exercise 1. Use each word once.

Our vacation started badly. Our hotel was dirty, and the rooms were tiny! They were also noisy, ¹ we didn't sleep well! Someone stole Dad's money while we were eating. They stole his cell phone, ² ! ³ the next day, we had an argument ⁴ no one could agree about what to do. ⁵ , we decided to go home. Florida was beautiful, ⁶ everyone was happy to leave!

4 Look at exercise 6 on page 25. Write a paragraph plan. Then do the task.

3

A reply to a post

1 Read the rules.

Sounding sympathetic

When someone asks for advice or help, you can sound sympathetic by:

- **showing you understand.**
I understand how you feel.
That must be difficult.
- **giving similar examples of your own.**
For example, when I started college, I was so nervous I had a stomachache!
- **saying positive things.**
I'm sure you'll be fine.
You did the right thing.
I hope you feel / things get better soon.
You shouldn't worry.
I wish you lots of luck.

2 Complete the reply with one word in each gap.

Lucy I'm so worried about my test tomorrow!



Aron I understand how you ¹ _____.
Tests make me nervous, too!
² _____ example, when I had exams last year, I was so nervous I couldn't sleep! But in the end, the exams went well. You ³ _____.
worry. I'm ⁴ _____ you'll be fine, too! I ⁵ _____ you lots of luck.

3 Complete the replies with the expressions from exercise 1. Include the word in parentheses. Sometimes more than one correct answer is possible.

"I feel so alone."

"We all feel like that sometimes!

For example, when I moved to a new town last year, I felt very lonely." (when)

1 "I don't feel well."

"_____."

(hope)

2 "My best friend is leaving town."

"_____." (that)

3 "I've got my first moped lesson tomorrow."

"_____." (wish)

4 "I told my teacher I'd cheated in the exam."

"I know it's hard, but I think _____." (thing)

4 Now do exercise 6 on page 37.

4

An opinion essay

1 Read the rules.

Reflexive pronouns

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

He cut me. (I am hurt. I didn't do it.) but
I cut myself. (I am hurt. I did it.)

We can also use reflexive pronouns for emphasis. We use them to mean "this person / thing and no one / nothing else."

I think you should tell her yourself. (= you and not anyone else!)

Look!

Notice the difference between *-selves* and *each other*.



They are looking at **themselves**.



They are looking at **each other**.

2 Complete the sentences with reflexive pronouns.

It's good to help others, but we also have to help ourselves.

1 You shouldn't try to deal with problems by _____.

2 Liam only cares about _____.

3 Jen shouldn't keep the secret to _____.

4 I would have reported the bullying _____ if I'd seen it happen.

5 Jenna and Elliot should share the money between _____.

6 The problem won't solve _____.

3 Complete the sentences with *ourselves*, *yourselves*, *themselves*, or *each other*.

1 We shouldn't just think about ourselves.
We should support _____, too.

2 You should all do your own homework _____.
Don't copy!

3 Do you and your best friend tell _____ everything?

4 Selfish people only want to help _____ and no one else.

4 Now do exercise 6 on page 45.

ENDANGERED LANGUAGES

HOW MANY LANGUAGES ARE THERE?

There are around 6,000–7,000 languages in the world today. More than 800 million people speak Mandarin as a **native language**, the first language they learn. Other languages have fewer speakers. For instance, only around 1,000 people speak Boe Wadáru, which used to be the main language of the Bororo tribe in the Amazon (visitors who take the long bus journey to go sightseeing there may learn the word *juruidiwabokwa*, which means “stupid!”). Around 25 languages disappear every year, and we may lose nearly half of all languages in the next century.

WHY ARE SOME LANGUAGES SO POPULAR?

Today, many of us want to travel, and to communicate with people from around the world. This is much easier if we speak a big, **global language** like Mandarin, Spanish, Hindi, or English. For example, around 375 million people speak English as a native language, and millions more speak it as an additional, **second language**. Around 25 percent of the world understands some English. As it's the most popular language on the Internet, many people also learn it to access information and knowledge.

WHY ARE OTHER LANGUAGES DISAPPEARING?

As more and more young people choose to study global languages, other languages become less popular. If no young people learn a language, it eventually dies out. In 2010, the ancient Indian language of Aka-Bo died when the last speaker died, aged 85. Boa Sr said she'd felt lonely at times because she'd had no one to speak with. She learned Hindi to make friends.

WHY ARE ENDANGERED LANGUAGES IMPORTANT?

Few students would want to study a tiny language like Bo as a **foreign language** at school! So why is it sad when languages disappear? Well, linguists believe that languages are more than just words. When we learn a language, we also learn about a different culture. When we lose a language, the world loses part of its history.

CAN WE SAVE ENDANGERED LANGUAGES?

It's difficult to save languages, but not impossible! For example, in Chile there has been a big social media campaign to promote **regional languages** like Mapudungun, the language of the Mapuche people, which had around 250,000 speakers in 2007. Campaigners want young Mapuche people to learn Mapudungun to show that they are proud of their heritage. A few years ago, Mapuche schoolchildren were only allowed to use Spanish (which is the main language of Chile and has over 400 million native speakers worldwide). Now the Chilean government supports young people who want to learn Mapudungun. Thanks to poetry events and language courses advertised on Facebook, Twitter, and YouTube, the language is becoming fashionable again. You can pass tests, get qualifications, and even buy “I love Mapudungun” souvenir T-shirts!

Check it out!

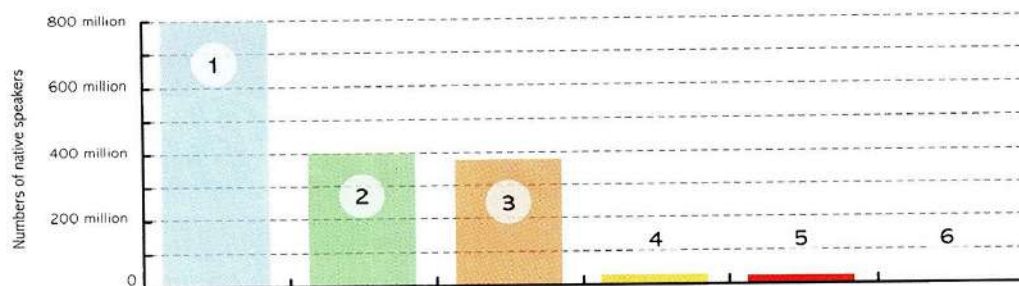
Find these words and check their meaning.

access
linguist
campaign
heritage
qualification

students from many different countries speaking in English

1 Read the article. Then complete the graph with the languages in the box.

Aka-Bo Boe Wadáru English Mapudungun Spanish Mandarin



1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

2 Read the article again. Answer the questions.

How many languages are there in the world today? 6,000-7,000

- How many languages disappear every year? _____
- How many people in the world know some English? _____ %
- Who was the last person to speak Aka-Bo? _____
- Who believe that languages are "more than just words"? _____
- Which country organized a big social media campaign to promote a local language? _____
- What kind of things did the social media sites advertise? _____ and _____

3 Which of the reasons below for learning a language appear in the article?

Check (✓) the correct answers.

- | | |
|---|--|
| 1 to communicate with people from around the world. <input checked="" type="checkbox"/> | 4 to help you to get a good job. <input type="checkbox"/> |
| 2 to access information, for example on the Internet. <input type="checkbox"/> | 5 to learn about a different culture. <input type="checkbox"/> |
| 3 to make friends. <input type="checkbox"/> | 6 to show that you are proud of your history. <input type="checkbox"/> |
| | 7 to enjoy books in another language. <input type="checkbox"/> |

4 Look at the bold words in the article and check the meaning. Then complete the sentences with information about you.

- My **native language** is _____.
- In my country a lot of people also speak _____ as a **second language**.
- Another **foreign language** I would like to learn one day is _____.
- _____ is a **regional language** which some people speak in _____ (which part?) of my country.
- I think that _____ is the most important **global language** because _____.

Project

Write a personal statement for yourself, called "Why I'm studying English!" Include the following information:

- What languages do you know, and how well do you know them?
- Why do you want to learn English? How do you think it will help you in the future?
- What do you want to achieve by the end of this year?

Go Out, Get Fit, Be Happy!

Sick, tired, stressed? Maybe you should go out! Spending time in the countryside, or green areas like parks, has many health benefits.

1 Exercise

Even small amounts of exercise can build muscles and help your heart – the most important muscle of all. Research suggests that doing *no* exercise can shorten your life by three to five years. It can be as bad for you as obesity or smoking!

One 2011 study found that people who exercised outdoors moved faster and felt less tired than those who exercised indoors – perhaps because they enjoyed it more. What can you do outdoors in your area? For instance, if you were lucky enough to live in Sao Bernardo, Brazil, you'd be able to skate, bike, climb, or simply walk in a 5,000-square meter "extreme sport" park!

2

Our body makes vitamin D when the sun shines on our skin. Studies suggest that we need vitamin D for strong bones. It can also help us to get better more quickly when we get a bruise or sprain a muscle. However, too much sun can cause skin cancer, so you shouldn't stay outside for more than a few minutes without sun protection, and you should try to avoid getting a sunburn.

3

Some people think we should stay indoors in winter to avoid getting colds and other illnesses. That isn't true! We don't get colds because we *feel* cold. We get colds from tiny viruses. These often spread more quickly in winter because we spend more time close to other people indoors. Perhaps if you'd spent more time *outdoors* last winter, you'd have felt healthier!

4

When you breathe in fresh air, more oxygen enters your lungs. This travels around your body in your blood until it reaches your brain. When your brain has extra oxygen, it makes a chemical called serotonin. This is sometimes called the "feel-good chemical," because it makes us feel good!

Going outdoors may also help you to relax. In one South Korean study, researchers studied people's brains while they were looking at different pictures. They found that looking at pictures of cities produced more stress and worry, while trees or mountains inspired positive emotions and happy memories.

5

Did you spend a lot of time studying indoors before your last exams? Perhaps you should have gone out more! One study by the University of Michigan found that people's memory and concentration improved by 20 percent after they'd spent just an hour outdoors. Could going out help you to get better grades? Why not test the idea yourself!

Check it out!

Find these words and check their meaning.

obesity
vitamin D
cancer
fresh air
oxygen



- 1** Read the article quickly. Then complete gaps 1–5 in the article with the headings below. There is one heading you do not need.

Better concentration Exercise
Fewer colds? Happiness
Recommended sports Vitamin D

- 2** Read the article again. Find the body words in the article and label the picture.

- 3** Complete the summary with one word from the article in each gap.

You should spend time outdoors because ...
exercising outdoors is more effective than exercising indoors.

- 1 the _____ on your skin creates healthy vitamin D.
- 2 you may get fewer illnesses like _____.
- 3 extra serotonin can help you to feel _____.
- 4 looking at nature can inspire positive emotions and happy _____.
- 5 it can improve your memory and concentration by _____ percent.

- 4** Rewrite the sentences with true information.

Doing no exercise isn't as bad for you as smoking.

Doing no exercise can be as bad for you as smoking.

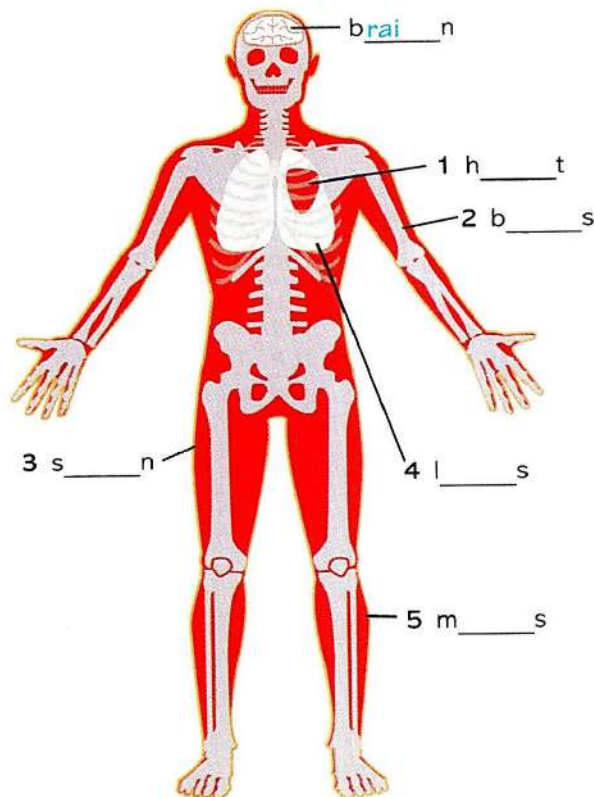
- 1 You can stay outside for an hour without sun protection.

- 2 When we feel cold, we are more likely to get colds.

- 3 More oxygen leaves your body when you breathe in fresh air.

- 4 South Korean researchers found that pictures of cities produced feelings of relaxation in the brain.

- 5 People's concentration improved after they'd spent a whole day outdoors.



Project

Your local authority wants to encourage young people to spend more time outdoors. Write a report about the outdoor activities young people can already do in your area, and recommend ways the local authority could encourage them to go out more. Include three to four ideas for each of the following headings:

- Popular outdoor sports for young people in my area
- Other activities young people enjoy doing outdoors
- Recommendations

(How can the local authority encourage young people to spend more time outdoors?

For example: *They should build a skate park, etc.*)

1A What did Katy do at school yesterday? Find four more words in the puzzle and complete the education expressions.

P	R	E	S	E	N	T	T	A	I	O
R	A	G	O	M	I	S	E	T	K	E
O	T	R	Q	E	M	I	S	D	E	J
J	E	A	Q	U	E	S	T	I	O	N
E	S	D	O	G	R	A	D	D	S	
C	S	E	P	R	O	J	E	A	T	S
T	M	I	S	T	A	K	E	P	T	O

Katy ...
passed her geography test.

- 1 answered a difficult _____ in English.
- 2 did a _____ on engineering in science.
- 3 only made one _____ on her math test.
- 4 got a good _____ for her French homework.

1B Complete the sentences. Use the letters in the gray boxes to complete the last sentence.

Peter u s e d to get up at 7 to go to school. Now, he gets up at 6:30. He 1 be late! When he was a student, he 2 to talk with friends at lunch. Now he works. When he was a student, he 3 wear what he liked. Now he dresses well. He 4 use to do much homework in the evenings. Now he works weekends, too. But he won't have to take any tests this year. The students won't be to miss those! Peter is a h r.

2A What did Harry do on vacation? Write his itinerary. Use between two and five words with the same color.

On Monday, Harry ate out.

Mon Tues Wed Thurs Fri Sat

some	a	went	made	spoke
made	ate	took	hiking	got
took	a	out	rented	with
was	new	took	some	tour
up	pictures	tour	people	sightseeing
modern	souvenirs	some	bike	met

2B Someone's torn the hotel guest book! What did the visitors say? Use the verbs on the pieces of paper.

drop finish get laugh pick read

The Cheap and Cheerful Hotel

The Thompsons, Maine, U.S.

"The restaurant was awful. The waiter dropped my pizza while he was carrying it! He then served me the pizza which he 1 _____ up from the floor!"

Fernando Gómez, Uruguay

"The room was incredibly dirty. While I 2 _____ dressed one morning, I saw a mouse! When I complained, the manager just 3 _____ at me!"

Nguyen Thi Phuong, Vietnam

"The staff were so rude! The hotel clerk 4 _____ a magazine when I arrived. She didn't stop. I had to wait until she 5 _____!"

Got it!

Puzzles 3-4

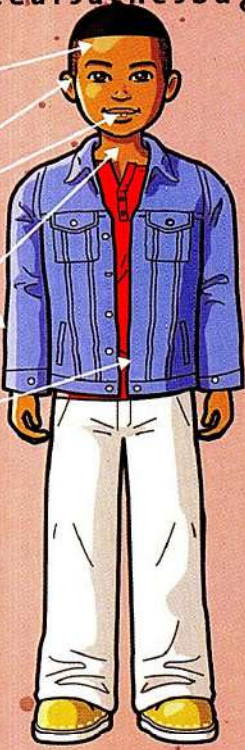
3A

Alex is sick! Find five more illnesses. Then label the picture.

cgkoldearacheearsachesba
akestomachachesoarthroattoothachefever
a fever headache back toothache cold
backache headache sore throat

Alex has a(n):
headache

1 _____
2 _____
3 _____
4 _____
5 _____



3B

Match a blue shape with a yellow shape to make sentences.

so much TV, I'd get more done!

I shouldn't drink more time on my homework.

I would feel

so much soda.

late for school if I rode my bike.

I should spend

If I didn't watch

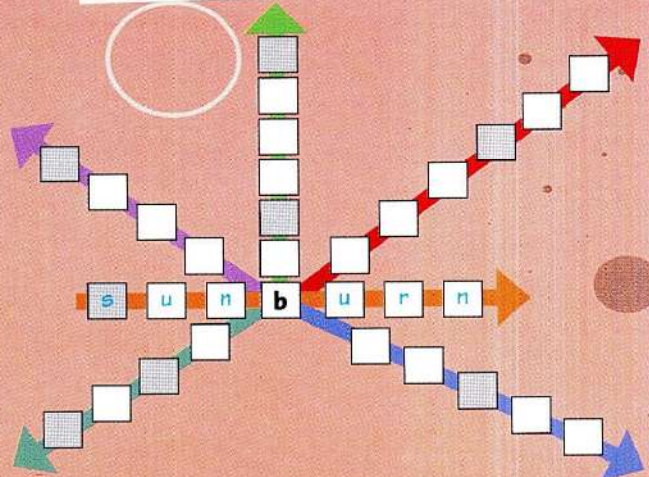
less tired if I went to bed earlier.

I wouldn't be

I shouldn't drink so much soda.

4A

Read the sentences. Write the correct injury words in the word star. Then use the letters in the gray boxes to find out what all six of the injured people are.



1 Elle didn't use sunscreen, so she got a sunburn.

2 Lee _____ his leg! Now he can't walk.

3 Ria _____ her arm and it went blue and green!

4 Jorge got a big _____ because his shoes hurt.

5 Scott _____ his hand on the camp fire.

6 Kiki got a lot of nasty mosquito _____.

Elle, Lee, Ria, Jorge, Kiki, and Scott are all _____.

4B

Copy the words with the same color. Reorder the words to make sentences.

movie	¹ I	healthier	have	⁵ If	shouldn't
gotten	done	for	better	exercise	that
shouldn't	my	³ I'd	argument	should	have
have	have	the	watched	if	had
have	studied	grocery	with	tests,	more
last	terrible	done	² I	¹ I	friend
math	felt	grades	an	I'd	I'd
action	I'd	best	shopping	year	the

¹ I shouldn't have watched that terrible action movie!

2nd edition

Got it!

3A Workbook

Philippa Bowen
Denis Delaney
Bess Bradfield

OXFORD
UNIVERSITY PRESS

1

Grammar rules

irLanguage.com

Permission: **can, could**

Present		
Affirmative		
I / you / he / she / it / we / you / they	can	come
Negative		
I / you / he / she / it / we / you / they	can't	come
yes / no questions		
Can	I / you / he / she / it / we / you / they	come?
Past		
Affirmative		
I / you / he / she / it / we / you / they	could	come
Negative		
I / you / he / she / it / we / you / they	couldn't	come
yes / no questions		
Could	I / you / he / she / it / we / you / they	come?

1 **Can** and **could** are modal verbs. All modal verbs follow the same rules:

- We only use one form for all persons.
I **can** ask questions. She **can** ask questions.
I **could** ask questions. She **could** ask questions.
- We do not add an **-s** to **can** / **could** with **he**, **she**, or **it**.
He **can** wear sneakers.
NOT He ~~can's~~ wear sneakers.
- We always follow **can** / **could** with another verb in the base form.
We **could use** calculators in math.
NOT We ~~could to use~~ calculators in math.
- We make the negative of modal verbs with **-n't** (full form **not**).
We **can't** (**cannot**) send texts.
NOT We ~~don't can~~ send texts.
We **couldn't** (**could not**) be late.
NOT We ~~didn't could~~ be late.
- We form questions by putting the modal verb before the subject.
Can you drink water in class?
NOT Do you ~~can~~ drink water in class?
Could you go on the school trip?
NOT Did you ~~could~~ go on the school trip?

2 We use **can** / **can't** to talk about permission in the present.

I **can** stay up late during vacations.

(My parents give me permission to stay up late during vacations.)

I **can't** stay up late on school nights.

(My parents don't give me permission – I **mustn't** go to bed late on school nights.)

3 We use **could** / **couldn't** to talk about permission in the past.

My mom **could** ride her bike to school.

(Her parents gave her permission.)

My mom **couldn't** wear jeans to school.

(Her teachers didn't give her permission.)

Permission: **be allowed to**

Present	
Affirmative	Negative
I am allowed to go	I'm not allowed to go
you are allowed to go	you aren't allowed to go
he / she / it is allowed to go	he / she / it isn't allowed to go
we / you / they are allowed to go	we / you / they aren't allowed to go
Past	
Affirmative	Negative
I was allowed to go	I wasn't allowed to go
you were allowed to go	you weren't allowed to go
he / she / it was allowed to go	he / she / it wasn't allowed to go
we / you / they were allowed to go	we / you / they weren't allowed to go
Future	
Affirmative	Negative
I will be allowed to go	I won't be allowed to go
you will be allowed to go	you won't be allowed to go
he / she / it will be allowed to go	he / she / it won't be allowed to go
we / you / they will be allowed to go	we / you / they won't be allowed to go

Subject + **be + allowed to** + base form of the verb

- 1 We use **am / is / are allowed to** to talk about permission in the present.
I'm **allowed to** study with friends.
- 2 We use **was / were allowed to** to talk about permission in the past.
When we were little, we **weren't allowed to** play video games every day.
- 3 We use **will / won't be allowed to** to talk about permission in the future.
When I'm older, I'll **be allowed to** have a moped.
He **won't be allowed to** have a party this summer.

(Student Book p.13)

- 4 We use **used to** to talk about things that were true or happened regularly in the past.
I **used to play** games every day when I was younger (*but I don't do this now*).
My uncle **used to live** in San Francisco (*but he doesn't live there now*).
- 5 We use **used to** for things that happened regularly in the past, but not for single actions.
I **used to** practice the guitar every night.
(*This happened regularly.*)
NOT I ~~used to~~ practice the guitar yesterday.

(Student Book p.15)

used to

Affirmative		
I / you / he / she / it / we / you / they	used to	study art.
Negative		
I / you / he / she / it / we / you / they	didn't use to	study art.

Subject + **used to**
didn't + use to + base form of the verb

yes / no questions		
Did	I / you / he / she / it / we / you / they	use to study art?
Short answers		
Affirmative		
Yes,	I / you / he / she / it / we / you / they	did.
Negative		
No,	I / you / he / she / it / we / you / they	didn't.

Did + subject + **use to** + base form of the verb?

Yes, + subject + **did.**
No, + subject + **didn't.**

- 1 In affirmative sentences, we use **used to** + the base form of the verb.
I / She / We **used to watch** cartoons.
- 2 In negative sentences, we use **didn't use to** + the base form of the verb.
I / She / We **didn't use to like** science class.
- 3 In questions, we use **Did** + subject + **use to** + the base form of the verb.
Did you / she / we **use to study** in the library?

Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

Education

answer questions _____
ask questions _____
be late _____
be on time _____
do a project _____
do homework _____
fail a test _____
get a good grade _____
give a presentation _____
make mistakes _____
pass a test _____
study for tests _____

Check it out!

clown _____
community _____
handwriting _____
pioneer _____
reality show _____
stove _____
teamwork _____
unicycle _____

Learn it, use it!

Can you / we ...? _____
Yes, we / you can. / No, we / you can't. _____
Could you ...? _____
Yes, I could. / No, I couldn't. _____
Are you / we allowed to ...? _____
Yes, we / you are. / No, we / you aren't. _____
Were you / we allowed to ...? _____
Yes, we / you were. / No, we / you weren't. _____

(Student Book pp.12, 10, 16, 14)

Vocabulary

Education

- 1 Circle the word or expression which does not belong.

- get a good / bad / well grade
 1 be late / on time / o'clock
 2 a homework / test / presentation
 3 ask / say / answer a question
 4 do mistakes / homework / projects
 5 pass / make / fail a test

- 2 Complete the sentences with the verbs in the box. Use each verb only once.

ask be do get give make pass study

Study tips from students



Ricardo

If you find it difficult to ³ _____ on time for class, use an alarm on your cell phone.

Tara

Don't feel too bad when you ⁴ _____ a mistake. It's normal. Everyone makes them sometimes!

Nathaniel

Study _____ for tests in a quiet place. Not in front of the TV!

Valerie

When you ¹ _____ a long project, plan your ideas before you start writing.

Bella

When you ² _____ a presentation to the class, don't read from your notes. Look up. Smile, if you can!

Zeke

⁵ _____ your teacher a question if you don't understand something. It's not "stupid." It's the smart way to learn.

Mercedes

Think about the "bigger picture." Sure, it's important to ⁶ _____ good grades and ⁷ _____ tests. But it's also important to be happy. 😊

Grammar

Permission: can, could

- 3 Complete the sentences with *can*, *can't*, *could*, or *couldn't* and the verbs in parentheses.

- I'm sorry, this is a school sports field. You can't walk your dog here. (walk)
 1 The museum is open now, so we _____ in. (go)
 2 He _____ this movie – he's too young. (watch)
 3 I _____ out until nine o'clock when I was young, but I couldn't be late! (stay)
 4 No, I'm sorry, you _____ your dictionaries on the test. (use)
 5 A few years ago, students _____ sneakers to school, but now they aren't allowed. (wear)
 6 When I was 6, I _____ my mom's laptop – she was worried I might break it. (use)

- 4 Read the information about White Woods School in the 1930s and now. Then complete the sentences with *can* / *can't* or *could* / *couldn't* and a verb if necessary.

White Woods School Rules

	1930s	Now
Leave school at lunchtime	x	✓
Boys and girls sit together	x	✓
Ask questions in class	✓	✓
Girls wear pants to school	x	✓
Eat during classes	x	x

In the 1930s, students couldn't leave the school at lunchtime, but now they can.

- 1 Now boys and girls _____ together, but they _____ in the 1930s.
 2 Students in the 1930s _____ questions in class, and they still _____ now.
 3 Girls _____ pants to school today, but they _____ in the 1930s.
 4 Students in the 1930s _____ during classes, and they still _____ now.

Permission: *be allowed to*

5 Correct the mistakes in bold in the sentences below.

Teresa is only 5, so she **doesn't allowed to go out** on her own. isn't allowed to go out

- 1 You **won't allowed to go** on vacation next year. _____
- 2 My little brother **isn't allowed ride** to the park alone. _____
- 3 When Ed was younger, he **didn't allowed to make** his own breakfast. _____
- 4 I hope I **be allowed to come** to your party next week. _____
- 5 Students **not allowed to wear** sunglasses in class. _____
- 6 When we were young, we **wasn't allowed to stay up** late. _____

6 Read about David Chan. Then complete the article with the correct form of *be allowed to* and the verbs in parentheses.

David Chan moved to New York City five years ago from a small town in China. "When I lived in China, I was allowed to do (do) a lot of things on my own because my town was pretty safe. When I first came to New York, it was difficult because I ¹ _____ (not walk) to school without an adult. And my friends ² _____ (not play) in the streets because their parents thought it was dangerous." Things are easier now. "Now that I'm older, I ³ _____ (meet) my friends after school and go to their houses. We ⁴ _____ (not go) out at night yet, which is a bit annoying!" David will be 15 next month, so he thinks his parents will relax. "I hope I ⁵ _____ (go) to the movies with my friends. But I think I probably ⁶ _____ (not have) parties until I'm older!"



used to

7 Complete the dialogue with the correct form of *used to* and the verbs in parentheses, or short answers.

- Caleb** Did you use to walk (walk) to school?
Grandma Yes, I did. I ¹ _____ (live) about 3 km away from the school, and my brother and I ² _____ (walk) there and back every day.
Caleb Wow! ³ _____ (feel) tired?
Grandma Yes, sometimes we ⁴ _____. It wasn't much fun when it rained.
Caleb What ⁵ _____ (do) after school?
Grandma Well, we ⁶ _____ (not go) online! We ⁷ _____ (read) comics or play games.
Caleb Really? ⁸ _____ (get) bored?
Grandma No, we ⁹ _____. Well, not very often, anyway! We ¹⁰ _____ (have) a lot of fun.

Round-up

8 Complete the blog post with the verbs in the box.

are allowed to use can't fly could choose couldn't go
 didn't use to like used to be use to dream used to have
 will be allowed to fly won't be allowed to become

Day Four at Space Camp, by Keira Marsh

I used to be fascinated by space when I was little. I ¹ _____ dolls or toy animals like the other kids. I ² _____ a lot of space stuff in my room, from posters to plastic spaceships! I ³ _____ to space camp last year because I was too young, but now I'm here - and it's amazing!

Obviously, students at space camp ⁴ _____ a spaceship, but we ⁵ _____ a machine called a "space simulator," which feels like the real thing. Last night, we ⁶ _____ whether to watch the stars with a telescope, or see a 4D space movie. All the activities here are so cool.

Sadly, I probably ⁷ _____ a NASA astronaut because I'm terrible at science (most NASA astronauts have a math, science, or engineering degree). But who knows? Maybe in 50 years, "ordinary people" like you and me ⁸ _____ into space as tourists!

What did you ⁹ _____ of doing when you were little?

Discussing rules

- 1 Phoebe and James are talking about how strict their parents are. Choose the correct answers.



- Phoebe** How strict are your parents? ¹Are / Were you allowed to go to bed when you want?
- James** No way! I have to go to bed at 10 p.m. What about you?
- Phoebe** ¹I / I'm allowed to decide when I go to bed – it's my choice.
- James** You're lucky. And ²can / could you have friends over when you want?
- Phoebe** Yes, I ³can / could. What about you?
- James** I'm allowed ⁴have / to have friends round, but I have to ask permission first.
- Phoebe** What about when you were younger? When ⁵was / were you allowed to go to stores on your own for the first time?
- James** I think I was about 9. But I ⁶can / could only go to the store just down the road then. What about you? When ⁷can / could you first go to stores without your parents?
- Phoebe** I think I ⁸am / was first allowed to go out alone when I was 10.

2 Write the questions in the correct order.

- 1 you / at 16 / can / leave / in Canada / school ?
Can you leave school at 16 in Canada?
- 2 go home / are / to / for lunch / allowed / you ?

- 3 stay up / could / late / when / you were 10 / you ?

- 4 choose / can / to / what subjects / you / study / at your school ?

- 5 allowed / you / go out / to / when / alone / were / you were 8 ?

3 Match questions 1–5 in exercise 2 with answers a–e.

- a No, I wasn't. ____ d No, we can't. ____
b No, we couldn't. ____ e Yes, I am. ____
c Yes, you can. 1

4 Ben became a famous actor when he was 10! He doesn't go to school, but he studies while he's filming. Write questions to complete the dialogue with Carla, a reporter.



- Carla** choose when to start lessons each day?
Can you choose when to start lessons each day?
- Ben** Yes, I can. Sometimes I study at night!
- Carla** study what you like?
1
- Ben** No, I'm not. I study the same subjects as other high school students.
- Carla** miss exams?
2
- Ben** No, I can't. I still need to pass tests and get good grades. I don't know if I'll be a famous actor forever!
- Carla** when younger – go to Hollywood parties?
3
- Ben** No, I wasn't. I was too young!
- Carla** have your own parties?
4
- Ben** Yes, I could, but only if I'd worked hard!

5 Write two more questions for Ben, and write his answers. Use the ideas below or your own ideas.

- take a day off if you're sick?
- eat and drink in class?
- choose your own teacher?

<http://www.familyhistories-familystories.org>

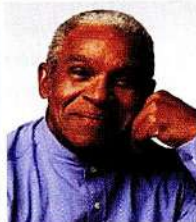
What was life like for your grandparents?



Grandma Rhea was born into a very poor family in India. Only boys in her family could go to school

because books were expensive. Girls weren't allowed to go, so Rhea helped her mother at home instead. But Rhea was ambitious, and she wanted to be a teacher! She used to study with her brothers in her free time. Eventually, Rhea moved to the U.S. and she got a job in a factory there. She sent money to her parents every month, and saved for college, too. She passed her college exams when she was 29, and later taught math in high school. She's very inspiring to me, because she never gave up on her dreams!

Vijay



My grandpa Bill got good grades at school, but he preferred playing sports to studying, and he left

school as soon as he could. He helped in his parents' store for a few years, but he didn't use to enjoy it very much! When he was 18, he joined the Navy. He went around the world on ships. Sailors were often allowed to stay in each new city for a few days, which was great for my grandpa. He often used to travel during this time, to see as much of each country as he could. He told me that traveling was his "college"! Grandpa has inspired me to travel, too, one day, but my parents won't allow me to travel alone yet!

Ada



My grandma Carmen lived with her aunt and uncle on a farm in Mexico because her mom and dad died

when she was young. She used to be a lazy student! She was often late for class, and she didn't use to do her homework. She loved helping with the farm animals instead. She wanted to leave school early, but she wasn't allowed to. Her aunt and uncle said that if she studied hard and got college qualifications, she could be a vet and help sick animals. They inspired Carmen, who later got excellent test scores in college. She loves her job as a vet, and she often tells me it's important to choose a job I love, too!

Rafael

Reading

1 Read the article. Then write *Rhea*, *Bill*, or *Carmen*.

Who ...
couldn't leave school when they wanted to?

Carmen

- 1 couldn't go to school? _____
- 2 enjoyed discovering new places? _____
- 3 studied with relatives? _____
- 4 didn't live with their parents? _____
- 5 never went to college? _____
- 6 didn't use to be a good student? _____

2 Read the article again. Answer the questions.

Why didn't Rhea use to go to school?

Girls in her family weren't allowed to go to school.

- 1 How did Rhea pay for college?

- 2 Why didn't Bill want to carry on working in the store?

- 3 How is Ada similar to her grandfather?

- 4 What did Carmen use to enjoy doing when she was young?

- 5 What wouldn't her aunt and uncle allow her to do?

Writing

3 Write a short article about one of your grandparents or older relatives for the Family Histories website. Write about what their life used to be like when they were young, and what they were and weren't allowed to do. If you aren't sure, you can invent the information! You can use the questions below to give you ideas.

- Where did he / she use to live and who did he / she live with?
- What did she used to enjoy / hate doing?
- Did he / she use to like school? Why? / Why not?
- At what age did he / she leave school? What did he / she do next?
- What is interesting or inspiring about this person?

2

Grammar rules

Past perfect

Affirmative and negative

Affirmative	
Full forms	Short forms
I had arrived	I'd arrived
you had arrived	you'd arrived
he had arrived	he'd arrived
she had arrived	she'd arrived
it had arrived	it'd arrived
we had arrived	we'd arrived
you had arrived	you'd arrived
they had arrived	they'd arrived

Subject + **had ('d)** + past participle of the verb

Negative	
Full forms	Short forms
I had not arrived	I hadn't arrived
you had not arrived	you hadn't arrived
he had not arrived	he hadn't arrived
she had not arrived	she hadn't arrived
it had not arrived	it hadn't arrived
we had not arrived	we hadn't arrived
you had not arrived	you hadn't arrived
they had not arrived	they hadn't arrived

Subject + **had not (hadn't)** + past participle of the verb

- We make the affirmative with **had ('d)** + the past participle of the verb.
I **had visited** the museum before.
They'd **eaten** out every night.
- We make the negative with **had not (hadn't)** + the past participle of the verb.
We **had not taken** any photos.
NOT We did not taken any photos:
The train **hadn't left**.
NOT The train didn't left.
- We usually use the short forms **'d** and **hadn't** in spoken and informal written English. In formal written English, the full forms are **had** and **had not**.

- We use the past perfect for an action or situation that happened before another action or situation in the past.

He arrived late because he **had missed** the bus.
(He missed the bus, so he arrived late.)

When I got to the movie theater, the movie **had started**.

(The movie started before I got to the movie theater.)

- We also use the past perfect for an action or situation that happened before a specific moment in the past.

By the end of the week, I **had seen** everything.
We **had finished** the tour **by two o'clock**.

Watch out!

Remember that many common verbs have irregular past participle forms.

She **had spent** the summer in Cancun.

We'd **met** in New York.

She **had not seen** the sea before.

They **hadn't bought** any souvenirs.

See the inside back cover for a list of irregular verbs.

Watch out!

Note the difference between *had gone* and *had been*.

He didn't come to the party because he **had gone** to the U.S. on vacation.

(He was still in the U.S.)

He bought all his friends American flag souvenirs because he **had been** to the U.S. on vacation.

(He wasn't in the U.S. any more.)

Past perfect / Simple past

After we **had arrived** at the hotel, we **had** dinner.

Past perfect

After we **had arrived** at the hotel, ...

Simple past

... we **had** dinner.

- We can use the past perfect and simple past together to talk about events in the past.
- We use the simple past to talk about an event or situation in the past.
We **had** dinner.

- 3 We use the past perfect to talk about an event or situation that happened before that event or situation.

After we **had arrived at the hotel**, we **had** dinner.
(We arrived at the hotel. Then we had dinner.)

By the time we **found** the campsite, we **had walked** all day.
(We walked all day. Then we found the campsite.)

- 4 We often use time words such as **when**, **after**, and **by the time** in sentences with the past perfect and simple past.

When we **arrived** at the party, our friends **had left**.
(Our friends left. Then we arrived at the party.)

After she **had explored** the city, she **took** a rest.
(She explored the city. Then she took a rest.)

By the time it **got** dark, we **had finished** our bike ride.
(We finished our bike ride. Then it got dark.)

Watch out!

Compare these sentences with **when**.

When we **went** into town, it **started** raining.

(First we went into town. Then it started raining.)

When we **went** into town, it **had started** raining.

(First it started raining. Then we went into town.)

(Student Book p.21)

Past narrative tenses

We **saw** Jessica. She **was sunbathing**.
She **had fallen** asleep!

Simple past

We **saw** Jessica.

Past progressive

She **was sunbathing**.

Past perfect

She **had fallen** asleep!

- We use different tenses (simple past, past progressive, and past perfect) to show when different past events and situations happened.
- We use the simple past for the main events of the story.
We **saw** Jessica.
- We use the past progressive for events or situations that continued while the main events happened.
She **was sunbathing**.
(She'd started sunbathing before we saw her, and she continued sunbathing after we'd seen her.)

- 4 We use the past perfect for an event or situation that that happened before an earlier event or situation.

She **had fallen** asleep.

(Jessica started sunbathing. Then she fell asleep.)

- 5 We often use time words such as **when**, **while**, **after**, and **by the time** in sentences with past narrative tenses.

I was walking home **when** I saw them.

Desi called **while** I was listening to music.

By the time we arrived, the concert had started.

(Student Book p.23)

Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

Things to do on vacation

buy souvenirs _____
eat out _____
go hiking _____
go sightseeing _____
meet new people _____
rent a bike _____
sunbathe _____
take a tour _____
take pictures _____
visit a museum _____

Check it out!

amusement park _____
cupcake _____
extinct _____
flute _____
fundraising _____
iguana _____
population _____
roller coaster _____
seafood _____
species _____

Learn it, use it!

What was it like? _____

It was very boring / exciting / relaxing. _____

The people were very friendly / unwelcoming. _____

It was too crowded / expensive / far / small. _____

It was so cold / cool / rainy. _____

It wasn't big / hot / lively / warm enough. _____

(Student Book pp.20, 18, 24, 22)

Vocabulary

Things to do on vacation

1 Complete the vacation expressions.

My favorite vacation activities, by Leroy Warner



- I always visit one or two museums because I love learning!
- I like to 'g _____ s _____ and look at all the interesting local buildings and other attractions.
- When it's hot, I like to lie on the beach and ²s _____ – but not for too long!
- In the evening, I like to ³e _____ o _____ and try the local food.
- I ⁴t _____ a lot of p _____ with my cell phone. Who needs a camera?!
- I like to ⁵b _____ s _____, so that I can take a few things home to remember my vacation.
- I often ⁶t _____ a t _____ around a city with a guide. It's a great way to get to know a place! It's a good way to ⁷m _____ new p _____ too – and even make friends!
- Sometimes I want to get some exercise! If I've brought my walking boots, I like to ⁸g _____ h _____ in the countryside. Or sometimes I ⁹r _____ a b _____ and explore the area on two wheels!

Grammar

Past perfect

2 Complete the sentences with the past perfect form of the verbs in parentheses.

I wasn't tired because I had slept on the plane. (sleep)

- 1 We couldn't eat out because we _____ all our money. (spend)
- 2 I was nervous because I _____ surfing before. (not try)
- 3 I opened my bag to get my passport, but I _____ to bring it! (forget)
- 4 Ali didn't come out with us because he _____ the movie before. (see)
- 5 I couldn't go on the boat tour because I _____ a ticket. (not buy)

3 Complete the text with the past perfect form of the verbs in the box.

forget have learn not come not think
not unpack swim win write

Izzy arrived home after a vacation in Rio de Janeiro. She 'd had a great time. She ¹ _____ in the ocean, and she ² _____ how to fly a paraglider. She ³ _____ about her job at the bank at all! When she opened the door, there was no one home. Her roommates ⁴ _____ home from work yet. She started to feel sad, but then she saw a letter with the word "Competition" on it. She ⁵ _____ a travel story for a competition a few months earlier, but she ⁶ _____ all about it! Izzy read the letter and smiled. She ⁷ _____ first prize – a two-week vacation in Hawaii! By the time her friends came home, she still ⁸ _____ her rucksack, but she HAD booked her next vacation!



Past perfect / Simple past

4 Write the actions in the sentences in the correct order. Use the simple past for both actions.

By the time I arrived, the tour bus had left.

1 The tour bus left.

2 Then I arrived.

A When we had packed our rucksacks, we made our sandwiches.

1 _____

2 Then _____

B I felt better after I had moved out of the sun.

1 _____

2 Then _____

C I didn't buy souvenirs because I had left my wallet at home.

1 _____

2 So _____

D I went to bed as soon as I'd gotten back to my hotel room.

1 _____

2 Then _____

5 Complete the e-mail with the correct simple past or past perfect form of the verbs in parentheses.

From: Max _____

Hi there! I arrived (arrive) home last night after a vacation in San Francisco. I ¹ _____ (not be) there before, so I ² _____ (feel) excited to be there! We ³ _____ (stay) in a great hotel, and it wasn't too expensive because my parents ⁴ _____ (book) it online before we left home. Pretty much as soon as we ⁵ _____ (arrive), we ⁶ _____ (go) sightseeing – there's so much to see! And after we ⁷ _____ (take) a tour on one of the famous streetcars, we ⁸ _____ (walk) across the beautiful Golden Gate Bridge – you know, the one you see in all the pictures, like this one! Unfortunately this isn't my photo. I ⁹ _____ (not take) any pictures because I ¹⁰ _____ (leave) my phone on the plane. I know, I know – I lose everything ... 😊



Past narrative tenses

6 Choose the correct answers.

	Max I <u>went</u> / was going to San Francisco last week and I LOVED it! What about you guys? Where ¹ had you gone / did you go on your last vacation?
	Lottie I ² met / had met some nice people while I ³ stayed / was staying in a youth hostel in Vancouver. Canadians are SO friendly!
	Paulo I went snowboarding in Chile. I ⁴ didn't try / hadn't tried snowboarding before. It was terrifying! I ⁵ screamed / had screamed while I ⁶ had gone / was going down the mountain at 30 kilometers an hour!
	Kiki I stayed in Japan and went on a hiking vacation with some friends. While we ⁷ walked / were walking in a forest one day, we suddenly ⁸ had realized / realized that we were lost. We ⁹ forgot / had forgotten to bring a map! It took us ten hours to get home ...

7 Complete the mini narratives. Use the verb in parentheses three times. Use the simple past, past progressive, and past perfect forms in each story.

I walked home. While I was walking, I saw a famous soccer star! As soon as he 'd walked past, I messaged all my friends. (walk x 3)

- While I _____ in the sea, I saw a shark! I _____ as fast I could. After I _____ to the beach, I screamed and called the coast guard. (swim x 3)
- I felt sick because I _____ snacks all day! That night, my family _____ out at a world-famous restaurant. While my parents _____ the most amazing food I'd ever seen, I could only manage a salad! (eat x 3)

Round-up

8 Complete the story with the correct simple past, past progressive, or past perfect form of the verbs in parentheses.



Nadia arrived (arrive) home at five o'clock. It ¹ _____ (rain) and she was wet – and very upset. She'd had a terrible day. It was her birthday, but her friends ² _____ (not remember)! Nadia just wanted to eat ice cream, watch TV, and try to forget everything. She ³ _____ (put) her key in the door, but it was already open. She was sure she ⁴ _____ (lock) it that morning. She ⁵ _____ (go) in, then stopped. Just after she ⁶ _____ (walk) into the hall, she heard a noise coming from the living room. Maybe somebody ⁷ _____ (hide) there in the dark right now! While she ⁸ _____ (open) the living room door – slowly and carefully! – the light ⁹ _____ (come) on, and there was a big shout. Her friends ¹⁰ _____ (organize) a surprise party!

Expressing an opinion

1 Complete the dialogue with the phrases in the box.

big enough so cool too crowded too hot
very friendly very lively what was it like



- Will** Hi, Zara. How was your vacation in Australia? What was it like?
- Zara** Oh, camping was fun! Our campsite was huge and ¹ _____ – there was always something happening!
- Will** What about the weather?
- Zara** It was perfect – beautiful and warm. In fact, it was ² _____ sometimes!
- Will** Was the food OK?
- Zara** Yes, but I did complain once because the breakfasts weren't ³ _____, and I was hungry!
- Will** And what did you do?
- Zara** We went to the beach a lot. Sometimes it was difficult to find a place to sunbathe because it was ⁴ _____ – but we could always swim in the sea!
- Will** Did you meet any nice people?
- Zara** Oh, yes, everyone was ⁵ _____ and nice. I made friends with a boy from Thailand who could speak five languages, play the guitar, AND ride a motorcycle! Oh, he was ⁶ _____ ...

2 Choose the correct answers.

Swimming in the sea was amazing – the water was too / very warm.

- There was a shower in our room, but the water wasn't so hot / hot enough.
- The location was great because our hotel was very / too close to the beach.
- It was very / too far to walk downtown, so we took a taxi.
- Our room was tiny – it was too small / small enough for two people.
- The view of the mountains was so / too beautiful!
- Let's play volleyball. It's too cool / cool enough to play now the sun's going down!

3 Read the rating card. Then complete the dialogue with the words in parentheses and an adjective from the card.

Rate your SummerSun vacation

accommodation	comfortable (5 *!), but noisy
staff	friendly
facilities	cold pool – not warm!
restaurant	boring selection of food
entertainment	not much! not a lively place

- Nadia** So, Seth, what was your vacation like?
- Seth** Well, the hotel was OK, I guess. The rooms were very comfortable (very) which was great, but the walls were thin and it was ¹ _____ (too) to sleep!
- Nadia** Were the staff nice?
- Seth** Yes, everyone was ² _____ (very), but they didn't fix the problems.
- Nadia** What did you do while you were there?
- Seth** Well, the pool was cold. It wasn't ³ _____ (enough) to swim! The restaurant was OK, but the food was ⁴ _____ (so). Fries every day! And there wasn't much entertainment. It wasn't ⁵ _____ (enough) for me.
- Nadia** Oh, no. It sounds awful!

4 Make notes about your last vacation. Use *very*, *too*, *so*, and *enough*, and the adjectives in the box or your own ideas. Then complete the dialogue.

bad beautiful boring cold crowded
expensive good hot lively warm

place	so ..., but the ... was too ...!
accommodation	very ..., but the ... wasn't / weren't ... enough!
weather	
food	
activities	

- Laura** So, what was your vacation in ¹ _____ (where?) like?
- You** It was ² _____ (your opinion)!
- Laura** Really? Why? What was the place like?
- You** ³ _____
- Laura** What about the accommodation?
- You** ⁴ _____
- Laura** Was the weather nice?
- You** ⁵ _____
- Laura** What about the food?
- You** ⁶ _____
- Laura** What did you do? Was it fun?
- You** ⁷ _____

Reading

1 Read the review. Then check (✓) the best description of May's attitude to the trip.

- A ☹ at first, then 😊! ☐ B 😊 at first, then ☹! ☐ C 😊 all the way! ☐

Grand Canyon Can-Do! Tour

Review by May Chung

Last year, my family decided to do something different for our vacation. In the past, we had always gone to the beach, and spent our time sunbathing and relaxing. But this time, we chose a walking vacation around the Grand Canyon. I'd never done anything like it before, so I felt very nervous before we left!

We started in Las Vegas, and a truck left us at the starting point for our first day of hiking. That first day was terrible! I was so tired, but there weren't nearly enough



rest breaks. My bag was too heavy, and by lunch I was beginning to think that I never wanted to go hiking again! The first night was awful, too. I didn't sleep, and I was so cold. And in the morning we had to wash in cold water, and eat cold food! I got very bored of sandwiches.

We walked about 15 kilometers a day. That seemed like a lot at the beginning, because I'd never done any walking before, but I slowly got fitter and found it easier. The landscape was amazing – the desert was huge and the skies were so blue! The best day of all was when we took a helicopter flight over the Grand Canyon! I took a lot of pictures while we were flying because the views were incredible. Our very knowledgeable tour guide told us some cool facts, too. Did you know the Canyon is 2,377 m deep and 446 km long? That is SO huge! Wow! But

apparently the Yarlung Tsangpo Grand Canyon in the Himalayas is even deeper and longer!

Did I enjoy the trip? By the end, yes! It's a great way to get out and get healthy, and to see the Canyon without renting a car. But I missed comfort! My second favorite day was probably our last day back in Las Vegas, when we went sightseeing and shopping, and – best of all – ate out. My hot burger tasted great!



2 Read the review again. Are the sentences true (T) or false (F)?

May's family always go on active vacations. False

- 1 She felt excited before the trip. _____
- 2 She didn't enjoy the first day. _____
- 3 For May, the walking got easier during the vacation. _____
- 4 The Grand Canyon is the biggest canyon in the world. _____
- 5 May was happy to return to city life. _____

3 Answer the questions.

Why did May's family decide to go to see the Grand Canyon?

They wanted to do something different.

What problem did May have on the first night?

- 2 How far did May travel every day?

- 3 What part of the vacation did she enjoy the most?

- 4 What three things did May do when she was back in Las Vegas?

Writing

4 Look at the advertisement for May's trip. Then imagine you went on this trip. Write the story of your vacation.

- ★ Seven nights camping and walking ★**
★ Explore beautiful national parks, see the desert – maybe even meet an eagle or a mountain lion! ★

EXTRA ACTIVITIES

Choose one, or all four!

Helicopter flight over the Grand Canyon

Day trip to Hollywood

Whitewater rafting on the Colorado River

Ride a horse to the bottom of the Canyon!



should / shouldn't**Affirmative and negative**

Affirmative		
I / you / he / she / it / we / you / they	should	go
Negative		
Full form		
I / you / he / she / it / we / you / they	should not	go
Short form		
I / you / he / she / it / we / you / they	shouldn't	go

Subject +	should should not (shouldn't)	+ base form of the verb
-----------	--	----------------------------

1 **Should** is a modal verb. All modal verbs follow the same rules:

- We only use one form for all persons.
I **should** sleep. He **should** sleep.
You **should** sleep. They **should** sleep.
- We do not add an **-s** to **should** with **he, she, or it**.
He **should** sleep. NOT He ~~shoulds~~ sleep.
- We always follow **should** with another verb in the base form.
You **should walk** to school.
NOT You ~~should to walk to school~~.
You **shouldn't drink** so much coffee.
NOT You ~~shouldn't drinking so much coffee~~.
- We don't use **don't / doesn't** with the negative form of modal verbs.
You **shouldn't** stay up too late.
NOT You ~~don't should stay up too late~~.

2 The negative form of **should** is **should not**. In spoken and informal written English, we usually use the contracted form **shouldn't**.

You **should not** play video games all day.
= You **shouldn't** play video games all day.

3 We use **should / shouldn't** to give advice.

You **should** go to the dentist's regularly.
(It's a good idea.)
You **shouldn't** study after midnight.
(It's a bad idea.)

irLanguage.com

Questions and short answers

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

Should +	subject	+ base form of the verb
-----------------	---------	----------------------------

Yes, +	subject	+ should .
No, +	subject	+ shouldn't .

Question words	
What should I / you / he / she / it / we / you / they do?	

(Question word +)	should +	subject	+ base form of the verb
-------------------	-----------------	---------	----------------------------

1 **Should** is a modal verb. All modal verbs follow the same rules:

- We use **should** before the subject in the question form.
Should I take a painkiller?
NOT I ~~should~~ take a painkiller?
- We do not use auxiliary verbs with **should**.
Should they stay in bed?
NOT ~~Do they should stay in bed?~~
Should he go to school?
NOT ~~Does he should go to school?~~

2 We make the question form with **Should** + subject + base form of the verb.

Should I take these pills twice a day?

3 We make short answers with **Yes, / No, + subject + should / shouldn't**.

Should I take these pills twice a day?

Yes, you should.

No, you shouldn't.

Second conditional

If clause	Main clause
If I had a fever,	I would see a doctor.
If he didn't exercise,	he wouldn't feel healthy.
If you were sick,	would you go to school?

Main clause	If clause
I wouldn't get any colds	if I never went out.
I'd eat candies every day	if they weren't so unhealthy.
What would you do	if you saw an accident?

If + | subject | + simple past,

subject + | **would** ('d) | + base form of the verb

- There are two clauses in second conditional sentences: the **if** clause and the main clause. A second conditional sentence can begin with either the **if** clause or the main clause.
If they **were** rich, they'd build a new hospital.
They'd build a new hospital if they were rich.
- In the **if** clause, we use **if** + **simple past**.
If I **had** a terrible rash like that ...
If he **passed** all his exams ...
- In the main clause, we use **would** ('d) / **wouldn't** + the base form of a verb.

If I had a terrible rash like that, I **wouldn't leave** the house!
If he passed all his exams, he **would have** a huge party.

- When the **if** clause comes first in a second conditional sentence, we use a comma (,) at the end of the **if** clause. We don't use a comma when the main clause comes first.
If I **won** the lottery, I'd give the money to charity.
I'd give the money to charity **if** I **won** the lottery.
- We use the second conditional to talk about unlikely or imaginary situations.
If no one ever got sick, the world would be a happier place.
(It's very unlikely that no one will ever get sick.)
If I lived in the U.S., I would know all the English words for illnesses already.
(I don't live in the U.S., so this is imaginary.)
- Although we use the simple past in second conditional sentences, we use the second conditional to talk about unlikely or imaginary situations in the present or future (not the past).
If I had my own pool, I'd swim there every day.
(I don't have a pool, so this is an imaginary situation in the present.)
If I discovered a cure for colds, I'd be famous.
(I probably won't discover a cure for colds, so this is an imaginary situation in the future.)

Watch out!

We use the simple past, not **would**, in the **if** clause of second conditional sentences.

If I **ate** a whole cake, I **would feel** quite sick.

NOT If I ~~would~~ ate a whole cake, I would feel quite sick.

(Student Book p.35)

Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

Illnesses

a backache _____
a cold _____
a cough _____
an earache _____
a fever _____
a headache _____
a rash _____
a sore throat _____
a stomachache _____
a toothache _____

Check it out!

admire _____
chemical _____
copy (copies) _____

halfway _____
impress _____
mood _____
semester _____
stress _____
symptom _____
treat _____

Learn it, use it!

How can I help you? / What's the matter? _____

I have a backache / sore throat / cough. _____

My leg / arm hurts. _____

I have a pain in my foot / back / shoulder. _____

How long have you had it? _____

I've had it for (about a week). /
I've had it since (last Tuesday). _____

Where does it hurt? _____

Right here. / About here. _____

(Student Book pp.32, 30, 36, 34)

Vocabulary

Illnesses

- 1 Complete the sentences with the words in the box.

backache cold cough earache
fever headache rash sore throat
stomachache toothache

I can't breathe well and I have a horrible red nose. I have a bad cold.

- Try to avoid getting water in your ears when you have an _____.
- I ate too much. Now I have a _____.
- I carried some heavy boxes yesterday, and now I have a _____.
- My head hurts! I need to lie down somewhere quiet until my _____ disappears.
- Sometimes we couldn't hear the movie. Someone behind us had an annoying _____!
- 39 degrees! You have a high _____.
- I shouted too much at the concert. Now I have a _____.
- Casey is going to go to the dentist because she has a _____.
- Ugh! I have an ugly red _____ on my arm.

Grammar

should / shouldn't

- 2 Complete the sentences with *should* or *shouldn't*.

Six health tips for game addicts!

- You shouldn't sit still for too long. You _____ stand up and walk around at least once every 50 minutes.
- You _____ eat too many sugary snacks while you're playing.
- You _____ play the audio too loud. Protect your ears!
- You _____ look away from the screen every 20 minutes to rest your eyes.
- You _____ go to the doctor if you start getting headaches.
- You _____ forget other hobbies. Try to have variety!

- 3 Look at the pictures. Write sentences with *should* or *shouldn't*.

Six Tips For Marathon Runners!



- drink / too much coffee.
You shouldn't drink too much coffee.
- eat / healthily.

- run / if you don't feel well.

- ask / your family and friends for support.

- choose / your clothes carefully!

- worry / about the other runners.

- 4 Write the questions in the correct order with *should*. Then complete the short answers.

I / join / sports club / a ?

Should I join a sports club?

Yes, you should.

- 1 sportswoman / a / eat / for breakfast / cake ?

No, _____.

- 2 teeth / clean / their / every day / they ?

Yes, _____.

- 3 some / exercise / my dad / do / on the weekend ?

Yes, _____.

- 4 eight / drink / cans / a day / of soda / I ?

No, _____.

Second conditional

5 Choose the correct answers.

If I found \$50 on the street, I wouldn't / didn't keep it.

- If I **know** / **knew** the answer, I'd tell you.
- If our house was bigger, we'd / we'll have a party for all our friends.
- I wouldn't be so worried if I **hadn't** / **didn't** have so many tests.
- Will / Would you go to the doctor's if you had a bad cold?
- He wouldn't be so fit if he **didn't** / **wouldn't** exercise every day.
- If school **start** / **started** later, would you feel less tired?

6 Complete the text with the second conditional form of the verbs in parentheses.

What would YOU change (change) in your life if you had (have) the chance?



I think school takes up too much time.

We ¹ (have) more time to spend with our friends if we ² (not spend) so much time at school.

Lisa, 15



My parents don't have much money. If they ³ (be) richer, we ⁴ (go) on more vacations. That would be cool!

Aaron, 15



I'm an only child and I'd love to have a sister or brother. I ⁵ (not be) lonely if I ⁶ (have) someone else to talk to!

Maria, 16



We get too much homework! I definitely ⁷ (not feel) so tired if teachers ⁸ (not give) us so much homework!

Kai, 17



We live in Yellowknife in Canada, and it's -19 degrees at the moment! If we ⁹ (live) somewhere sunny, like Mexico, we ¹⁰ (not feel) so cold all the time!

Logan and Ashley, 16

Round-up

7 Complete the sentences with the second conditional form of the pairs of verbs in the box.

have / buy like / try move / become not eat / live
not fail / study not lose / clean take / feel

If Jessica took some painkillers, she 'd feel better.

- Renato has never eaten Mexican food, but I'm sure he _____ it if he _____ it.
- _____ you _____ to Hollywood if you _____ rich and famous?
- Tess _____ so many tests if she _____ harder, but she's really lazy.
- If people _____ any fast food, _____ they _____ longer?
- If I _____ a lot of money, I _____ presents for all my friends.
- Your bedroom is awful! You _____ things all the time if you _____ it.

8 Complete the social network posts with *if*, *didn't*, *should*, *shouldn't*, *would*, or *wouldn't*.



Kat101 17.15

Hey, Ziggy, are you any good at advice? I'm worried about my sister, and I don't know what I should do.



Ziggy-B 17.17

Hey there, Kat. You ¹ _____ worry so much, you know – it isn't good for you! What's up?



Kat101 17.23

Lucy is spending all her time playing video games. She says it's because she's lonely. But I know that ² _____ she went out more, she ³ _____ have more friends, and she ⁴ _____ be so lonely! What ⁵ _____ I do?



Ziggy-B 17.17

Hmm, that's a problem! You're right – she ⁶ _____ find it MUCH easier to make friends ⁷ _____ she ⁸ _____ spend all her free time in her room! You ⁹ _____ ask her what else she likes doing. There must be something! But you ¹⁰ _____ get angry with her. She probably ¹¹ _____ play games all day ¹² _____ she ¹³ _____ feel so unhappy. It sounds like she needs your help. x

At the doctor

- 1 Complete the dialogues with the phrases in the box.

a prescription a rash can I help you
does it hurt have a pain in have you had
hurts right here since 's the matter



- 1
Daisy Good morning.
Doctor Good morning. What 's the matter?
Daisy I fell yesterday, and now my
arm ¹ _____ and I
² _____ my shoulder.
Doctor Where ³ _____?
Daisy ⁴ _____ – on the left.
Doctor I see. OK, you should probably rest it for a
few days. But I don't think it's very serious,
so don't worry.

- 2
Doctor Hi there, Marcos. How
⁵ _____?
Marcos I have ⁶ _____ here, and
here, too. It's quite painful.
Doctor I see. How long ⁷ _____ it?
Marcos I've had it ⁸ _____
Wednesday.
Doctor OK, here's ⁹ _____ for some
cream. You should come back if it doesn't
disappear in a week.
Marcos OK. Thank you.

- 2 Complete the doctor's questions. Write one word in each gap. Then match questions 1–4 with answers a–d.

- 1 What 's the matter? a For a week.
2 How _____ I help you? b Right here.
3 _____ long have you
had it? c I have a fever.
4 Where _____ it hurt?
Can you show me? d My back hurts.

- 3 Read Harper's notes about how she feels, and the doctor's advice. Then complete the dialogue.

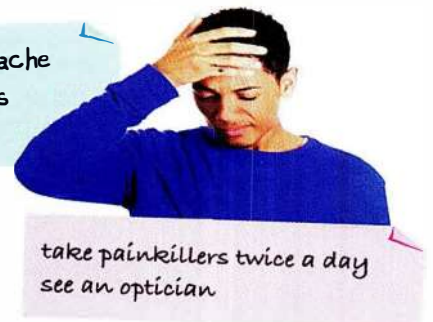
leg hurts
near my right foot
since Saturday
fell over while I was rollerskating



- Doctor** Good morning. How can I help you?
Harper My leg hurts.
Doctor Oh, no. Where ¹ _____ exactly?
Harper Right here, near
² _____.
Doctor How ³ _____ you had
the pain?
Harper ⁴ _____.
Doctor I see. I think you should
⁵ _____. And you
⁶ _____ for a few
weeks.
Harper OK. Thanks!

- 4 Read Daniel's notes about how he feels and the doctor's advice. Then complete the dialogue.

very bad headache
above my eyes
a few days



- Doctor** Hello, Daniel. Oh, no, you don't look well!
What's the matter?
Daniel ¹ _____
Doctor ² _____
Daniel Right here, above my eyes.
Doctor ³ _____
Daniel ⁴ _____
Doctor A few days? I see.
Daniel What should I do?
Doctor ⁵ _____
Daniel OK. Thank you!

Reading

1 Quickly read the headings 1–5 in the article and match them with the photos a–e.

Health myth, or health fact?

1 "Going outside with wet hair will give you a cold."

If you went outside with wet hair on a cold day, you probably wouldn't feel great! However, it wouldn't give you a cold. We get colds from viruses, which we catch from other people. Still, it's generally a good idea to try to stay warm in winter. You should wear warm clothes, including a hat.

2 "Eating carrots will help you to see better at night."

Carrots contain vitamin A, which can help eyes to stay healthy. So the myth is partly true! But if you ate carrots daily, you still wouldn't be able to see in the dark. In the Second World War (1939–1945), the British government said that British pilots could see at night because they ate so many carrots! This wasn't true. In reality, the pilots used special radar technology to "see," but Britain didn't want other countries to know this!

3 "You should feed a cold and starve a fever."

Whether you have a cold OR a fever, you should still eat healthily. You shouldn't stop eating, because you need the energy to get better. Sometimes when we're sick, we don't feel very hungry. At these times you should try to eat something tasty and "easy," like chicken soup, fruit, or even ice cream!

4 "You shouldn't sit too close to a TV because it's dangerous."

In 1967, a company accidentally sold some dangerously radioactive TVs. All the TVs were sent back and no one was hurt, but the story made people worried! Today's TVs are safe. If you sat near a TV for many hours, you'd probably get tired eyes, or a headache, but you wouldn't damage your eyes permanently.

5 "Drinking warm milk will help you to sleep."

Warm drinks can help us to feel sleepy. Many people in the U.S. enjoy drinking warm milk or hot chocolate before bed, perhaps because it reminds them of childhood. However, if you don't like milky drinks, that's OK. If you drank herbal tea or hot water with lemon and honey, it would also help you to relax.



a —



b 1



c —



d —



e —

2 Read the article again. Answer the questions.

According to the article, what should we do in the winter?

We should wear warm clothes,
including a hat.

- How are carrots good for us?

- How did British World War Two pilots *really* see so well in the dark?

- Why should you eat when you have a fever?

- Why shouldn't we sit too close to a modern TV?

- Who likes drinking hot chocolate and why?

Writing

3 Read Jason's post. Then write a reply giving him advice.

Jason

I love eating fast food, like burgers, pizzas, and curries. My favorite drink is cola, and I eat chocolate every day. I know this lifestyle isn't very good for me, and I'd love to be healthier, but healthy food sounds so *boring*! If I had salad and water for lunch every day, I'd feel miserable. What should I do? (PS I also hate sports, so I never exercise!)



4

Grammar rules

should have

Affirmative and negative

Affirmative	
I / you / he / she / it / we / you / they	should have stopped.
Negative	
Full form	
I / you / he / she / it / we / you / they	should not have stopped.
Short form	
I / you / he / she / it / we / you / they	shouldn't have stopped.

Subject + **should have**
should not have
(shouldn't have) + past participle
form of the verb

- The form of **should have** is the same for all persons.
I **should have helped**. He **should have helped**.
They **should have helped**.
- The negative form is **shouldn't have** in spoken and informal written English. In formal written English, the full form is **should not have**.
You **shouldn't have lost** the map.
She **should not have gone** hiking alone.
- We use **should have** / **shouldn't have** to criticize someone's actions in the past, or to express regret about the past.
I **should have** gotten up earlier.
(I got up late, and this was a mistake.)
They **should have** called 911.
(They didn't call 911, and this was a bad idea.)
You **shouldn't have** lied to the police.
(You lied to the police, and this was wrong.)

Watch out!

We use the past participle form after **should have**, not the base form of the verb.

He should have **packed** sun screen.

NOT He should have pack sun screen.

We shouldn't have **walked** so far.

NOT She shouldn't have walk so far.

Watch out!

Remember that many common verbs have irregular past participles.

I should have **been** more careful.

NOT I should have was more careful.

She shouldn't have **run**.

NOT She shouldn't have ran.

Third conditional

If clause	Main clause
If you'd told us,	we would have helped you.
If I hadn't run ,	I wouldn't have fallen .
If you had seen her,	would you have helped her?
Main clause	If clause
I would have called sooner	if I'd known about the accident.
He would have hurt his head	if he hadn't worn a helmet.
What would you have done	if you'd seen the fire?

if +	subject	+ past perfect,
subject +	would have	+ past participle form of the verb

- There are two clauses in third conditional sentences: the *if* clause and the main clause. A third conditional sentence can begin with either the *if* clause or the main clause.
If she had stayed with us, she would have been safe.
She would have been safe if she'd stayed with us.
- In the *if* clause, we use **if + had ('d) + past participle**.
If I'd broken my leg, ...
If he hadn't worn new boots, ...
If it had been rainy, ...
- In the main clause, we use **would + have + past participle**.
If I'd broken my leg, I **would have gone** to the hospital.
If he hadn't worn new boots, he **wouldn't have gotten** blisters.
If it had been rainy, **would** you **have climbed** the mountain?
- When the *if* clause comes first in a third conditional sentence, we use a comma (,) at the end of the *if* clause. We don't use a comma when the main clause comes first.
If I'd seen the burglary, I would have told the police. (*Use a comma after the if clause.*)
I would have told the police **if I'd seen** the burglary. (*No comma.*)
- We use the third conditional to talk about imaginary events in the past that didn't happen.
If I hadn't sprained my ankle, I would have finished the race.
(*I sprained my ankle, so I didn't finish the race.*)

If she had burned her hand, it would have hurt.
(*She didn't burn her hand, so it didn't hurt.*)
He wouldn't have gotten a graze if he hadn't fallen over.
(*He fell over, so he got a graze.*)

Watch out!

In the *if* clause, we use **had + past participle**, not **would have + past participle**.

If I **had worn** a hat, I wouldn't have gotten a sunburn.
NOT ~~If I would have worn a hat, I wouldn't have gotten a sunburn.~~

(Student Book p.43)

Word list

Review the Vocabulary. Write your own study notes (or translation) for each word.

Injuries

break your arm _____
bruise your knee _____
burn your hand _____
cut your finger _____
get a blister _____
get an insect bite _____
get a sunburn _____
graze your leg _____
hit your head _____
sprain your ankle _____

Check it out!

canyon _____
devastated _____
disabled _____
flip-flop _____
ranger _____
rubble _____
unconscious _____
wallaby _____
wheelchair _____

Learn it, use it!

Which emergency service do you need? _____

ambulance / fire / police _____

Can you tell me what's happened? _____

My uncle has fallen, and he isn't moving. / The house across the road is on fire. / I've just seen a man breaking into a house.

(Student Book pp.40, 38, 44, 42)

Vocabulary

Injuries

1 Choose the correct answers.

"How was your hiking trip?"

"Oh, it was awful! On Friday night, I tried to cook dinner for everyone. I **cut** / **hit** my finger on the knife AND I **grazed** / **burned** my hand on the stove!

On Saturday, we went for a walk in the mountains. My boots hurt, and I got **bites** / **blisters**. Then I fell over and I **hit** / **sprained** my head, **broke** / **grazed** my hands on the rocks, and **bruised** / **hit** my knee so badly that it turned blue! I think I **burned** / **sprained** my ankle, too, because it was very hard to walk afterwards. I'm lucky I didn't **break** / **cut** my leg completely and have to call an ambulance!

On Sunday, I tried to sunbathe by the river – but first I got mosquito **cuts** / **bites**, and then I **burned** / **got a sunburn**! I thought vacations were supposed to be relaxing ..."

2 Complete the sentences with the correct form of the injuries words.

I've just cut my finger on those scissors.

- 1 Be careful! Don't b _____ yourself on the fire.
- 2 If you wear shoes that are too small, you might get a b _____.
- 3 It was a very hot day, and I got a s _____ and turned pink!
- 4 Ow! It hurts when I walk. I think I've s _____ my ankle.
- 5 The X-ray showed that I'd b _____ a bone in my leg into two pieces.

Grammar

should have

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

I shouldn't have drunk from the river! Now I feel sick. (drink)

- 1 Why did you lie? You should _____ me the truth! (tell)
- 2 I have no money left. I shouldn't _____ all those souvenirs. (buy)
- 3 "We're lost!" "We shouldn't _____ the path. That was stupid!" (leave)
- 4 I'm tired. I should _____ to bed earlier last night. (go)
- 5 There's nothing to eat. We should _____ more food with us. (bring)

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

He / hold / it more carefully.

He should have held it more carefully.



1 We / leave / the burgers / on the table.



2 She / drop / her cell phone.



3 You / arrive / ten minutes ago!



4 He / burn / the dinner.



5 I / go / to a different hairdresser's.

Third conditional

5 Complete the sentences with the correct third conditional form of the verbs in parentheses.

- You would have enjoyed the walk if you had come with us. (come)
- Jenny _____ if you'd asked her. (help)
 - If I _____ the weather forecast, I wouldn't have gone hiking. (read)
 - I _____ if I'd had my wallet with me. (pay)
 - If Kenji _____, I wouldn't have heard him. (not shout)
 - If he hadn't read the newspaper, he _____ the news. (not see)
 - What would you have done if I _____ there? (not be)

6 Complete the second sentence so that it has the same meaning as the first sentence. Use the third conditional.



We were late because we missed the train.

We wouldn't have been late if we hadn't missed the train.

- Syd played volleyball and sprained her ankle. If Syd _____ volleyball, she _____ her ankle.
- She didn't tell me the truth, so I didn't help her. If she _____ me the truth, I _____ her.
- I didn't make dinner because you didn't ask me to. I _____ dinner if you _____ me to.
- I went to the store because I didn't know that it was closed. I _____ to the store if I _____ that it was closed.
- They didn't lock the door, so a thief got in. If they _____ the door, a thief _____ in.
- Her blisters hurt, so she took her boots off. She _____ her boots off if her blisters _____.

7 Complete the sentences with the correct verbs in the third conditional and if.

Who do you want to thank and why?

My parents paid for guitar lessons when I was a teenager and I became a musician when I left school. I'm so grateful to them. If _____ they hadn't paid for guitar lessons, I wouldn't have become a musician.

Stephany

I wasn't very confident when I was at school. I didn't think I was good at anything! But my aunt told me I was good at helping people, and she encouraged me to study nursing. I've just started my degree in college, and I love it! I ¹ _____ nursing ² _____ my aunt ³ _____ me. So thanks, Auntie! **Alfie**

Last year, I found a wallet with \$300 in it. I really needed the money because I didn't have a job. But I didn't take it. I gave all the money back to its owner, Mr. Wong. Mr. Wong was so impressed by my honesty that he gave me a job in his restaurant. He ⁴ _____ me a job ⁵ _____ I ⁶ _____ the money! **Nina**

Round-up

8 Complete the message with the verbs in the box.

had had hadn't should have
shouldn't have shouldn't have would have
would have wouldn't have

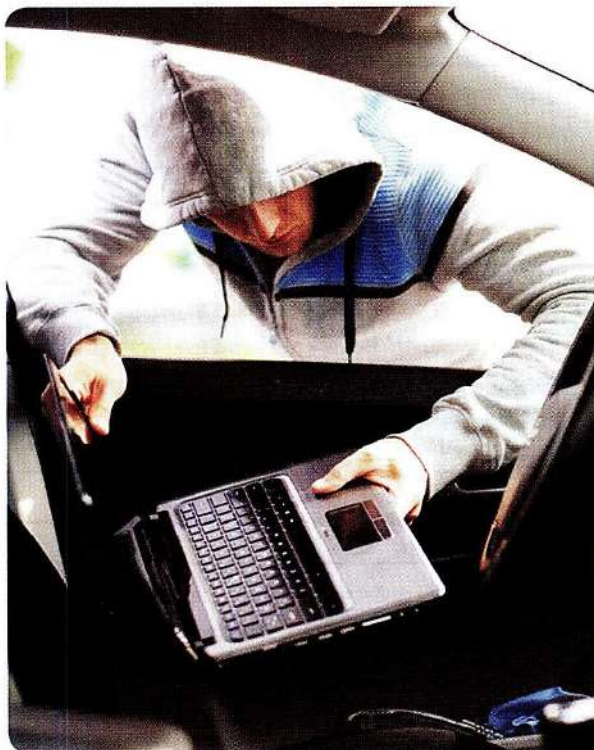
Hey, Lily – sorry for rushing off earlier, but I've had a bad day. I had a math test and it was SO difficult! I was so tired this morning – I shouldn't have stayed up late, but I was hoping that Ryan would call. If he ¹ _____ called, I ² _____ felt more relaxed.

And I didn't do enough work for the test. I definitely ³ _____ done more! I think if I ⁴ _____ spent more time studying, I ⁵ _____ found the questions so difficult.

But I'm angry with my brother, too. You know, I lent him my notebook last week, and he lost it! If he ⁶ _____ lost my book, I probably ⁷ _____ found it easier to study. I ⁸ _____ trusted him! And now I'm going to fail ... ☹️

Making an emergency call

1 Complete the missing words in the dialogue.



- Operator** 911. Which emergency service do you need?
- Brianna** Police.
- Operator** OK. Can you tell me what's happened?
- Brianna** I've just seen a theft. A man stole a laptop from a car outside my house.
- Operator** OK. What's your name?
- Brianna** It's Brianna. Brianna Cane.
- Operator** And where are you?
- Brianna** I'm at 653, East Street.
- Operator** OK, Brianna, the police will be there very soon. Please stay on the line while I take a few more details, OK?
- Brianna** OK.

2 Match the sentence halves.

Help!

- | | |
|---------------------|-----------------------------------|
| 1 My bike has been | a fallen and hit his head. |
| 2 Some boys are | b an accident. |
| 3 There's been | c stolen. |
| 4 One of my friends | d is hurt and has broken her leg. |
| 5 There's a car | e on fire. |
| 6 My grandpa has | f breaking into a house. |

3 Look at the photo. Complete the dialogue with your own ideas.



- Operator** 911. Which emergency service do you need?
- You** Ambulance.
- Operator** OK. Can you tell me what's happened?
- You** _____
- Operator** OK. What's your name?
- You** _____
- Operator** And where are you?
- You** _____
- Operator** OK. An ambulance will be with you soon. Please stay on the line.

4 Look at the photo. Complete the questions and write suitable answers.



- Operator** 911. Which emergency service do you need?
- You** Fire.
- Operator** OK. Can _____?
- You** _____
- Operator** OK. What's _____?
- You** _____
- Operator** And where _____?
- You** _____
- Operator** OK, the fire service are on their way.

LIFESAVERS!

1

A British teenager went jogging in the hot Australian desert, and he got lost for three days! Sam Woodhead only had one bottle of water with him. He should have packed much more! Luckily, his dad had put some packets of eye contact lens solution into Sam's rucksack a few days before. Sam drank these. They didn't taste very nice, but if he hadn't drunk them, he wouldn't have survived! Sam also had some sweaters and shorts in his bag. He used them to spell the international help sign "S.O.S." If helicopter pilots hadn't seen the message, they wouldn't have found



Sam. Sam had a sunburn and he was very thirsty, but he recovered quickly. Contact lens solution and shorts had saved his life!

2

Alex Vogel was walking by a river in Berlin when he heard a young American man shouting for help. The man was trying to swim, but he was sinking. Alex couldn't reach him, and there wasn't time to call the emergency services. Then he had an idea. He took off his scarf and threw it to the man, who used it to climb out. The man was bruised and grazed, and he needed to go to the hospital because he'd become very cold and had hypothermia, but he survived. Alex's mother-in-law had saved the day. If she hadn't made Alex such a long scarf, the rescue would have been much more difficult!



3

Jennifer Thronton in Oregon, U.S., was saved by her 7-year-old daughter, Amira – and a movie! Amira was watching television when she heard noises from the kitchen. She saw her mother, Jennifer, with a very red face. A piece of sausage was stuck in her throat, and she couldn't speak or breathe. Jennifer was panicking, but she shouldn't have worried. Amira put her arms around her mom's stomach, and performed an action called the "Heimlich Maneuver," which she had seen in *Mrs. Doubtfire*. The sausage came out! If Amira hadn't seen the movie, she wouldn't have known what to do. Sometimes TV can be good for you!



Reading

1 Read the article quickly. Then check (✓) the best summary.

- A What you should do in an emergency ☐
 B The world's bravest rescuers ☐
 C Ordinary things which have saved lives ☐

2 Read the article again. Are the sentences true or false? Correct the false sentences.

Sam Woodhead was Australian.

False. Sam Woodhead was British.

- 1 Sam had some water with him. _____
 2 Sam didn't have any health problems when he was rescued. _____
 3 Alex called for an ambulance. _____
 4 Alex hadn't bought his scarf in a shop. _____
 5 Jennifer told her daughter what to do. _____
 6 The "Heimlich Maneuver" had appeared in a movie. _____

Writing

3 Read the short article below. Make notes to answer the questions.

Eighteen-year-old brother and sister Aiden and Tilly Gould went hiking in Yellowstone Park in the U.S. They took a bottle of water each and some chocolate. They didn't take anything else! They didn't stay on the path, and they got lost. Rescue teams spent a week looking for them. By this time, they had a bad sunburn, they were very hungry and thirsty, and Matt had sprained his ankle. A helicopter took them to the hospital. After they'd recovered, they sold their story to a magazine for \$10,000, and they spent the money on a relaxing beach holiday. Some people said they should have given the money to the rescue teams. What would YOU have done?

- 1 What should Aiden and Tilly have done?
 2 What shouldn't Aiden and Tilly have done?
 3 What would YOU have done if you'd been Aiden or Tilly?

4 Write an essay giving your opinions of Aiden and Tilly's story. Answer all of the questions in exercise 3.

Unit 1

Education

answer questions /ænsər 'kwɛstʃənz/
ask questions /æsk 'kwɛstʃənz/
be late /bi 'leɪt/
be on time /bi ɒn 'taɪm/
do a project /du ə 'prɒdʒekt/
do homework /du 'həʊmwɜːk/
fail a test /feɪl ə 'tɛst/
get a good grade /gɛt ə gʊd 'ɡreɪd/
give a presentation /ɡɪv ə prɛzn'teɪʃn/
make mistakes /meɪk mɪ'steɪks/
pass a test /pæs ə 'tɛst/
study for tests /stʌdi fɔː 'tɛsts/

Nouns

acrobatics /ækroʊ'bætɪks/
after-school club /æftər'skʊl klʌb/
blackboard /'blækbɔːd/
circus /'sɜːkəs/
clown /klaʊn/
community /kə'mjuːnəti/
driver's education course /draɪvəz ɛdʒə'keɪʃn kɔːrs/
factory /'fæktəri/
fisherman /'fɪʃərmən/
frontier /frʌn'tɪr/
handwriting /'hændraɪtɪŋ/
logo /'ləʊɡoʊ/
owner /'oʊnər/
participant /pɑːtɪ'sɪpənt/
pioneer /paɪə'nɪr/
program /'prəʊɡræm/
questionnaire /kwɛstʃə'nɛr/
reality show /ri'æləʒi ʃəʊ/
rule /ruːl/
self-confidence /sɛlf 'kɒnfədəns/
semester /sə'mɛstər/
Singapore /'sɪŋəpɔːr/
state /steɪt/
stove /stəʊv/
talent /'tælənt/
teamwork /tiːmwɜːk/
technique /tek'nɪk/
unicycle /'yʊnəsaɪkl/
wagon /'wæɡən/
woodwork /'wʊdwɜːk/

Other verbs

feature /'fiːʃər/
review /rɪ'vjuː/
share /ʃɛr/
skip /skɪp/

Adjectives

brand new /brænd 'nu/
invisible /ɪn'vɪzəbl/
one-wheeled /wʌn 'wiːld/
proud /praʊd/
successful /sək'sɛsfl/

Adverbs

probably /'prɒbəbli/
quite /kwaɪt/

Unit 2

Things to do on vacation

buy souvenirs /baɪ suvə'nɪrz/
eat out /ɪt 'aʊt/
go hiking /ɡoʊ 'haɪkɪŋ/
go sightseeing /ɡoʊ 'saɪtsiːŋ/
meet new people /miːt nu 'piːpl/
rent a bike /rɛnt ə 'baɪk/
sunbathe /'sʌnbəɪð/
take a tour /teɪk ə 'tʊr/
take pictures /teɪk 'pɪktʃərz/
visit a museum /vɪzɪt ə myu'ziəm/

Nouns

amusement park /ə'myuzmənt park/
bake sale /'beɪk seɪl/
bear /bɛr/
brownie /'braʊni/
cupcake /'kʌpkɛɪk/
deer /dɪr/
fame /feɪm/
flute /flʊt/
iguana /ɪ'ɡwʌnə/
jungle /'dʒʌŋɡl/
marching band /'mɑːtʃɪŋ bænd/
miserable /'mɪzərəbl/
nightmare /'naɪtmɛr/
penguin /'pɛŋɡwən/
population /pɒpyə'leɪʃn/
raincoat /'reɪnkəʊt/
reservation /rɛzər'veɪʃn/
roller coaster /'rəʊlər kəʊstər/
seafood /'siːfʊd/
seagull /'siːɡʌl/
species /'spiːʃɪz/
survey /'sɜːveɪ/
tortoise /'tɔːtɔɪs/
tragedy /'trædʒədi/
trash /træʃ/

Other verbs

beat /biːt/
fund-raise /'fʌnd reɪz/
inspire /ɪn'spaɪər/
wonder /'wʌndər/

Adjectives

crowded /'kraʊdəd/
endangered /ɪn'deɪndʒəd/
entire /ɪn'taɪər/
extinct /ɪk'stɪŋkt/
giant /'dʒaɪənt/
lively /'laɪvli/
second-best /'sɛkənd bɛst/
unforgettable /ʌnfər'ɡetəbl/
unwelcoming /ʌn'welkəmiŋ/
welcoming /'welkəmiŋ/

Adverbs

enough /ɪ'nʌf/
nearly /'nɪrli/
properly /'prɒpərli/

Review A

Nouns

relative /'relatɪv/
wolf /wʊlf/

Verbs

come over /kʌm 'oʊvər/
kayak /'kaɪæk/
sell out /sɛl 'aʊt/

Adverbs

around /ə'raʊnd/

Culture club A

Nouns

balloon /bə'lʊn/
corn /kɔrn/
feast /fi:st/
parade /pə'reɪd/
pumpkin /'pʌmpkɪn/
Puritan /'pyʊrɪtən/
settler /'setlər/
Thanksgiving /θæŋks'gɪvɪŋ/

Verbs

disagree /dɪsə'ɡri:/

Adjectives

wild /waɪld/

Unit 3

Illnesses

backache /'bæk'eɪk/
cold /kəʊld/
cough /kɒf/
earache /'ɪreɪk/
fever /'fi:vər/
headache /'hedeɪk/
rash /ræʃ/
relaxation /rɪlæks'eɪʃn/
sore throat /sɔr 'θrəʊt/
stomachache /'stʌməkeɪk/
toothache /'tu:θeɪk/

Other nouns

brain /breɪn/
captain /'kæptən/
chemical /'kemɪkl/
concentration /kənsən'treɪʃn/
copy /kəpi/
cream /kri:m/
fitness /'fɪtnəs/
haircut /'hɜ:kʌt/
honey /'hʌni/
icepack /'aɪspæk/
lozenge /'ləʒəndʒ/
matter /'mætər/
medication /medə'keɪʃn/
medicine /'medəsɪn/
mood /mu:d/
painkiller /'peɪnkɪlər/
pill /pɪl/
schedule /'skedʒəl/
shoulder /'ʃəʊldər/

space /speɪs/
stress /stres/
symptom /'sɪmptəm/
tip /tɪp/
treat /trit/

Verbs

admire /əd'maɪər/
avoid /ə'vɔɪd/
impress /ɪm'pres/
manage /'mænɪdʒ/
stand /stænd/

Adjectives

allergic /ə'lɜ:dʒɪk/
alone /ə'ləʊn/
anxious /'æŋksɪəs/
delighted /dɪ'laɪtəd/
family-sized /'fæməli saɪzd/
round-the-world /raʊnd ðə 'wɜ:ld/
sick /sɪk/
silly /'sɪli/
similar /'sɪmələr/
sympathetic /sɪmpə'θetɪk/

Adverbs

actually /'æktʃuəli/
halfway /'hæf'weɪ/
healthily /'helθəli/
totally /'təʊtəli/

Unit 4

Injuries

break your arm /breɪk jər 'ɑ:rm/
bruise your knee /bru:z jər 'ni/
burn your hand /bɜ:n jər 'hænd/
cut your finger /kʌt jər 'fɪŋɡər/
get a blister /geɪ ə 'blɪstər/
get a sunburn /geɪ ə 'sʌnbɜ:n/
get an insect bite /geɪ ən 'ɪnsɛkt baɪt/
graze your leg /greɪz jər 'leg/
hit your head /hɪt jər 'hed/
sprain your ankle /spreɪn jər 'æŋkl/

Nouns

canyon /'kænyən/
confidence /'kɒnfədəns/
feeling /'fi:lɪŋ/
fence /fens/
firefighter /'faɪəfaɪtər/
flip-flop /'flɪp flɒp/
helicopter /'heləkəptər/
hiker /'haɪkər/
lawyer /'lɔɪər/
owner /'əʊnər/
path /pæθ/
ranger /'reɪndʒər/
rock /rɒk/
rubble /'rʌbl/
sunset /'sʌnsɛt/
wallaby /'wɒləbi/
wheelchair /'wi:lʃɜ:/

Word list

Other verbs

escape /ɪ'skeɪp/
grade /ɡreɪd/
hurry /'hʌri/
manage /'mænɪdʒ/
survive /sər'vaɪv/

Adjectives

calm /kɑm/
depressed /dɪ'prest/
devastated /'devəsteɪtəd/
disabled /dɪs'eɪblɪd/
enormous /ɪ'nɔrməs/
honest /'ɒnəst/
magical /'mædʒɪkl/
unconscious /ʌn'kɒnʃəs/
unpopular /ʌn'pɒpyələ/

Review B

Nouns

lemon /'lemən/
umbrella /ʌm'brelə/

Culture club B

Nouns

background /'bækgraʊnd/
bullying /'bʊlɪŋ/
insecurity /ɪnsɪ'kyʊərəti/
record /'rekɔrd/
victim /'vɪktəm/

Adverbs

confidently /'kɒnfədəntli/
emotionally /ɪ'mouʃənəli/
inside /ɪn'saɪd/
physically /'fɪzɪkli/

Curriculum extra A

Nouns

campaign /kæm'peɪn/
heritage /'herəʒɪdʒ/
Hindi /'hɪndi/
linguist /'lɪŋɡwɪst/
Mandarin /'mændərən/
native language /neɪtɪv 'læŋɡwɪdʒ/
qualification /kwələʃə'keɪʃn/
tribe /traɪb/

Verbs

access /'ækses/
die out /daɪ 'aʊt/

Curriculum extra B

Nouns

blood /blʌd/
cancer /'kænsər/
countryside /'kʌntrisaɪd/
fresh air /fref 'eɪ/
heart /hɑrt/
lung /lʌŋ/
muscle /'mʌsl/
obesity /ou'bisəti/
oxygen /'ɒksɪdʒən/
serotonin /serə'tounən/
virus /'vaɪrəs/
vitamin D /vaɪtəmən 'di/

Verbs

shorten /'ʃɔrtən/
skate /sket/

Irregular verbs

Base form	Simple past	Past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned, learnt	learned, learnt
leave	left	left

Base form	Simple past	Past participle
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /rid/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	showed, shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
spell	spelled, spelt	spelled, spelt
spend	spent	spent
spin	spun	spun
spread	spread	spread
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written