

UNIT 1

1. Read the text. Then answer the questions.

GIVE ME A HUG

For American teenagers, hugging has become a popular way of greeting their friends. Teachers joke that students hug each other in between classes in the hallways as if they haven't met for months. They claim that all this hugging makes it impossible to maintain a serious atmosphere in school and students are often late for lessons. As a result, some schools have prohibited hugging. One school has even put a three-second time limit on hugs.

So, why has hugging become so popular amongst teenagers? Some sociologists believe that it might be connected to social changes in American society. Social greetings in the United States have become less formal over the years and American attitudes towards touch have changed a lot. Today it is much more acceptable for Americans to touch one another while they are talking.

It is also possible that teenagers hug one another because they spend so much of their time communicating virtually. Texting and chatting on Facebook may not give teens the human contact they need. That is why they like hugging their friends when they actually meet them face to face.

However, not all teenagers are comfortable with hugging. Some teenagers will hug someone because they don't want to be different from their friends, even if they don't really feel like it. Others complain that hugs today have got no meaning. People don't just hug people they care about or really know well.

Before you know it, everyone will be hugging each other online, too. For those teens who are uncomfortable with real hugs, this could be a solution. Tens of thousands of young people already send their friends virtual hugs on Facebook. There is even a new machine which will allow people to physically experience the virtual hug they receive. Soon, people will send hugs online by triggering a robot to touch their friends. By wearing a special jacket, the friend will experience a feeling similar to that of a real hug.

Today's hugs are sometimes just another way of saying "Hello". It seems that hugging, whether real or virtual, still makes a lot of people feel good.

1. Why are some schools trying to prevent students from hugging?
2. What social changes have occurred in American society?
3. Why do some teenagers hug other people even though they're uncomfortable?

.....
2. Complete the sentences using future tenses. Then put the sentences in the correct order to describe online hugging.

- a. They a robot to give an online hug.
- b. The person who receives the hug a special jacket to feel it.
- c. In the future, everybody each other online hugs.

3. Write a message to your friends on a social networking site. Make arrangements to get together.

Vocabulary

1. Complete the statements with the expressions below.

come round • keep in touch • can't make it • make plans
sounds good • stay in • go out • take a rain check

- 1. Let's I hope to hear from you soon.
- 2. Tomorrow isn't good for me. Can I ?
- 3. His idea Let's do it.
- 4. Let's to meet next week.
- 5. I to the party tonight. I have to study.
- 6. I'm too tired to do anything. Let's
- 7. Let's to eat. How about that new Chinese restaurant?
- 8. Do you want to to my house tonight and study?

Grammar

2. Write questions with the words below. Use the Future Continuous. Then match the questions to the answers.

- 1. you / use / your bike / tomorrow
 - 2. what time / you / leave / for the station
 - 3. where / Vera / stay / in London
 - 4. how many people / come / to the party
 - 5. what / you / do / at six this evening
 - 6. when / Larry / paint / his room
-
- a. 15
 - b. at 7 o'clock
 - c. all day tomorrow
 - d. at a small hotel
 - e. judo
 - f. No, you can borrow it.

3. Choose the correct answer.

1. We **are going to meet** / **will meet** at the library at 4.00 this afternoon.
2. This time tomorrow, our team **will be playing** / **is playing** in France.
3. It's cold. I think I **will wear** / **am going to wear** my new boots today.
4. According to the weather forecast, it **is raining** / **will be raining** from Tuesday to Thursday.
5. When **are you going** / **will you go** to the supermarket? We need milk.
6. **Will people go** / **Are people going to go** to cinemas in 20 years?

4. Complete the text with the verbs in brackets. Use the future tenses. There may be more than one possible answer.

Hiro from Tokyo ¹..... (meet) Pierre from Paris next week. They
²..... (work) on a project together over the next few months. Hiro
³..... (not move) to Paris but he ⁴..... (spend) a lot of time
there. So, how ⁵..... they (speak) to each other? Hiro
speaks Japanese and Pierre speaks French. They ⁶..... (probably
communicate) in Globish, a simplified English for communication. It is predicted that English
⁷..... (become) the language of the world, but in the future, most people
⁸..... (not learn) English properly because Globish is much easier. What
language do you use to chat on the Internet and to send text messages today? What languages
⁹..... you (speak) 20 years from now? And, how do you
think people around the world ¹⁰..... (communicate) in the future?

UNIT 2**1. Read the text. Then complete the sentences below with the correct relative pronouns.
There may be more than one correct answer. Then tick the sentences T (true) or F (false).****THE MOUNT ST HELENS DISASTER**

Mount St Helens is a volcano in the north-west of the USA. Until 1980, the countryside around the mountain had magnificent forests and lakes, which were home to many animals and fish. Thousands of visitors came to Mount St Helens to enjoy its natural beauty. All that changed on 18th May, 1980, when the side of the mountain collapsed. Mount St Helens, which had been quiet for over 100 years, erupted with the energy of a nuclear explosion.

The eruption did not come as a surprise to the experts. Earlier that year, there were many events which indicated something terrible was going to happen. On 15th March, there was an earthquake under the mountain. A week later, an eruption occurred, and a gigantic crater opened on the top of the mountain. From then until May, there were more earthquakes and more eruptions. The situation was so dangerous that the authorities

warned people to stay away from the region near the volcano.

Mud from the landslide, and lava and ash from the volcano, devastated the region. Fifty-seven people died on 18th May and tragically, many of them were in areas that were considered safe! Houses, bridges and roads were destroyed and hundreds of people became homeless.

Forests burned to the ground within minutes, and more than 7,000 bears, deer and other animals were killed. Millions of fish also died, but many frogs survived! This mountainous region, which was known for its beauty, now resembled the moon – it was all grey stone.

More than 30 years have passed since that terrible day, and nature is slowly returning to Mount St Helens. Visitors can see some trees, other plants and deer. And what will happen in the future? By the year 2200, the region will again have beautiful forests filled with all kinds of animals, unless there is another terrible eruption.

	T	F
1. Mount St Helens, is in the USA, had been a popular place to visit.
2. The year 1980 was the year there was a nuclear explosion on Mount St Helens.
3. All the people died were in dangerous areas.
4. There were hundreds of people homes were destroyed.
5. Today, Mount St Helens is a place there aren't any animals.

2. Describe an event that happened for each date below.

1. 15th March, 1980	
2. March-May, 1980	
3. 18th May, 1980	

3. Complete the sentences.

- Before the volcano eruption, the region of Mount St Helens
- From March to May, people couldn't
- Almost all the animals and fish in the region were killed, but

4. It's the year 2200. Write a travel advert about Mount St Helens. Describe its past and what you can see and do there today.

Vocabulary**1. Match the beginnings in A to a logical continuation in B. Pay attention to the words in bold.**

- | A | B |
|---|--------------------------------------|
| 1. The boy has been missing for three days and | a. to the earthquake victims. |
| 2. There are many homeless people | b. get out of the rain. |
| 3. We need to find shelter and | c. in the swimming pool. |
| 4. Many countries are sending aid | d. I couldn't breathe. |
| 5. It took over two hours to put out | e. his parents are very worried. |
| 6. The little girl almost drowned | f. I couldn't find my keys. |
| 7. There was a lot of smoke in the room so | g. after a natural disaster happens. |
| 8. I searched for hours but | h. the fire. |

Grammar**2. Complete the sentences with words beginning with *some / any / no* compounds.**

- I can't find my keys, which I left in the house.
- I've never met who has been to Japan.
- There's in the world that she hasn't visited!
- Is there that you want me to buy at the supermarket?
- Can you show me that you've written?
- I'm sorry. There's who can help you today.

3. Complete the text with *who, which, when* or *where*.

Pompeii was a big and busy city in the year 79 AD, ¹..... a volcano erupted and destroyed it. Pompeii was completely covered in ash and was only discovered in the 1700s by archeologists ²..... wanted to find out more about the volcano. Before it was destroyed, Pompeii, ³..... was located on the Bay of Naples, was a port city. Ships brought items from all over the world, so it was a place ⁴..... people could buy almost anything they wanted. For this reason, archeologists have found many interesting objects at Pompeii. Today, Pompeii is a very popular place for tourists. People ⁵..... are interested in history and Roman culture take tours to see the city ⁶..... was covered by a volcano so many years ago.

4. Join the sentences using defining or non-defining relative clauses. Make any necessary changes.

1. There is a new girl in our class. Her father is a firefighter.

.....

2. Hiromitsu Shinkawa stayed on the roof of his house for two days after the tsunami. He was found out at sea.

.....

3. There was a fire last night. It caused a lot of damage.

.....

4. Dr Morton writes for *National Geographic*. He studies volcanoes.

.....

5. I was in Thailand in 2006. There was a tsunami then.

.....

6. This is the man. I met him in Japan.

.....

UNIT 3

1. Read the text. Then underline six conditional sentences.

THE FIRST MODERN TIME CAPSULE

What would you expect to see if you found a time capsule from thousands of years ago? Well, at Ogelthorpe University in Georgia, USA, there is a room that was locked more than 70 years ago and it is intended to stay locked for the next 6,000 years. The room is filled with objects that were collected between 1937 and 1940. These objects are meant to portray modern civilisation.

This project was the idea of Dr Thornwell Jacobs. He was a teacher of ancient history and it disturbed him that there was not a lot of information about how people lived in ancient times. He decided to preserve modern civilisation because he wanted to make it easy for the historians of the future to understand life in the early 20th century. So, he decided to store items which represent modern civilisation. These items were preserved in a secret room which became the world's first modern time capsule.

Jacobs and his students included famous books, such as the Bible and the Koran, in the time capsule. They also collected photographs, films and voice recordings of world political leaders. In addition, they collected items from daily life, including a sewing machine, an early television and a telephone.

If people put things into a time capsule, they expect someone to open it one day. Jacobs was very worried that someone would open the room too soon. So, he put a sign over the locked door that said it shouldn't be opened until the year 8113. Of course, it is possible that someone will open the room sooner if they find it.

If the time capsule remains locked for the next 6,000 years, how useful will it be when it's finally opened? Dr Jacobs died in 1956. If he had lived longer, he would have seen the beginnings of the computer and the mobile phone. The things that he put into his time capsule are already old-fashioned today. It's possible that the items in the room won't survive for such a long time. What's more, we won't know if people in the future will be able to identify the objects and understand what they were used for. However, if people do make sense of them, they will get a better understanding of life in the 20th century.

2. Answer the questions.

1. Why did Dr Jacobs create the time capsule?
2. Why are the Bible and the Koran mentioned?
3. How did Dr Jacobs try to make sure that the room would remain locked for 6,000 years?
4. What are some problems of the time capsule?

3. Complete the sentences according to the text. Use conditionals in your answers.

1. If someone opens the time capsule,
2. Dr Jacobs wouldn't have been disturbed if
3. Dr Jacobs wouldn't have put a sign over the room if
4. If Dr Jacobs were alive today,
5. Unless people make sense of the items,

4. Imagine that it's the year 8113 and the time capsule is opened. Write a news article describing this event. Use information from the text to help you.

Vocabulary

1. Find eight verbs in the puzzle. Then write the verbs that match the definitions below.

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

1. recognise somebody or something
2. keep something in good condition
3. describe something or somebody in a certain way
4. write your name on a letter or document
5. want to know something

2. Complete the sentences with the verbs in Exercise 1.

1. I can't life in 100 years' time.
2. I where he is. He hasn't called all day.
3. She could not the man who had attacked her.
4. His new novel will a young girl's life in India.
5. I don't understand what all these numbers
6. Please your name here.
7. Does the price the flight?
8. The time capsule will the objects that are inside.

Grammar

3. Complete the second sentence so that it means the same as the first. Use no more than three words.

1. George didn't go on holiday because he hadn't been well.

- George on holiday if he had been well.
2. Cathy won't get to the concert on time if she doesn't hurry.
If Cathy hurries, she the concert on time.
3. If Jim had had better marks, he would have gone to university.
Jim would have gone to university if his marks
4. If it rains today, we won't go to the beach.
We'll go to the beach today if it
5. As soon as dinner is ready, I'll come to the table.
I'll come to the table ready.

4. Read Emily's e-mail and complete the correct form of the verb in brackets. Use the Zero, First, Second or Third Conditional or time clauses.

Hi, Jack! It's a pity you couldn't come to the Inventors' Fair with me. If you ¹..... (be) there, you ²..... (have) a great time. My favourite invention was the MI3 robot. If I ³..... (not see) this robot, I ⁴..... (not believe) this machine existed. The MI3 does everything. When you ⁵..... (tell) it to wash the dishes, it ⁶..... (do) it in five minutes. If your mother ⁷..... (ask) you to take out the rubbish, the MI3 ⁸..... (take) it out for you. That isn't all – the MI3 can also do your homework for you! If I ⁹..... (own) an MI3, I ¹⁰..... (receive) excellent marks at school. In addition, when you ¹¹..... (use) the MI3, you ¹²..... (not waste) electricity. The MI3 gets its energy from the sun. As soon as you ¹³..... (put) it in the sun, it ¹⁴..... (start) to work.

UNIT 4

1. The words below appear in the text in Exercise 2. Find the words and guess their meanings in your own language. Use a dictionary to check your guesses.

- | | | | |
|-------------|-------|-----------|-------|
| 1. sunset | | 3. dust | |
| 2. evidence | | 4. bright | |

2. Read the text. Then answer the questions.**BEAUTIFUL LANDSCAPES – MORE THAN JUST A PAINTING**

When most people look at a painting of a sunset, they see a beautiful work of art. When Professor Christos Zerefos looks at a painting of a sunset, he sees valuable scientific evidence. He believes that these paintings contain important information about the effect of volcanoes on the climate.

Scientists know that after a volcanic eruption, sunsets are very red. This is caused by the dust and ash that are sent into the sky. Volcanoes also lower the temperature of the Earth.

Professor Zerefos and his team decided to study paintings of sunsets before and after volcanic eruptions. Red sunsets are a sign of polluted skies, so the scientists believed that landscapes that were painted after major volcanic eruptions would have bright red sunsets. They wanted to use the paintings to measure how the volcanoes had affected the climate in the past.

More than 500 watercolours and oils of sunsets that were painted between the years 1500 and 1900 have been studied by a team of experts. Professor Zerefos had the results analysed by a computer. The computer calculated the amount of red in each picture. They found that the sunsets that were painted after a volcanic eruption were bright red.

Many scientists are not convinced by this theory. According to them, it is impossible to make scientific conclusions based on art that was painted so long ago, because it is possible that the colours have changed since they were originally painted. What is more, artists often try to make something look very impressive when they paint. As a result, they may not always paint an accurate picture of nature.

Professor Zerefos disagrees. He is certain that artists accurately copy the actual colours of the sunsets they see. Paintings that were painted in the 20th century are now being studied by Professor Zerefos and his team.

So the next time you look at a painting of a beautiful sunset, examine the colours more carefully.

1. Why did Professor Zerefos study paintings of sunsets?
2. Why are sunsets very red after a volcanic eruption?
3. Explain the meaning of the title.

3. Complete the first part of the sentences with the correct passive form of the verb in brackets. Then complete the second part of the sentences according to the information found in the text.

1. The Earth's temperature (lower) by
2. In the past, bright red sunsets (paint)
3. More than 500 paintings of sunsets (examine)
4. In the study, a computer (use) to
5. According to some scientists, nature (not copy)

4. Describe a painting that you have seen. Explain why you like it and how it makes you feel.

Vocabulary

1. Choose the correct adjective.

1. I don't like modern furniture. I prefer **cheerful** / **rough** / **traditional** furniture.
2. This painting is hard to understand because it's **lovely** / **complex** / **simple**.
3. This painting has got pieces of metal in it, so it's **three-dimensional** / **cheerful** / **curved**.
4. This material is comfortable to wear because it's **smooth** / **shiny** / **traditional**.
5. I can't write on this table. It's not **rough** / **flat** / **complex**.

Grammar

2. Complete the sentences with the verbs in brackets. Use the correct form of the Present Perfect Simple Passive.

1. The trip (just cancel).
2. the invitations for the party already (sent)?
3. Many paintings (sell) since the death of the artist.
4. Some masterpieces (steal) from this museum since it opened in 2003.
5. We are still discussing the problem. Nothing (decide).
6. Pete's questions (answer) yet.
7. her work ever (exhibit) here?
8. The painting (hang) in the right place. You will have to move it.

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

1. Pete his house (clean) once a month.
2. The mayor a new museum (design) for the city next year.
3. We the whole house (paint) last month.
4. Alan has to his photograph (take) for his passport.
5. We the sculpture (repair) in a few days.
6. My mother the broken window (fix) yesterday.
7. The hotel must the lifts (check) by safety experts every year.
8. Marina her wedding dress (make) three months ago.

4. Complete the text with the verbs in brackets. Use the Present Simple, Past Simple, Future Simple, Present Continuous or Present Perfect Simple, active or passive.

The Taj Mahal ¹..... (build) in 1631 by Shah Jahan. He ²..... (dedicate) it to his wife, who had died. A thousand elephants ³..... (use) to carry the materials that ⁴..... (need) to complete the building. To this day, the Taj Mahal ⁵..... (consider) to be one of the most beautiful buildings in the world. The white walls of the monument ⁶..... (cover) with precious stones. Since its completion, it ⁷..... (visit) by millions of people every year. Today, people are afraid that the Taj Mahal ⁸..... (damage) by air pollution. The dust in the air ⁹..... (change) the colour of the building. They are looking for ways to protect the famous monument, so that it ¹⁰..... (not destroy) in the future.

UNIT 5

1. Read the text and tick the statements T (true) or F (false). Then find evidence in the text to support your answer.

A TOUGH DOG

In November 2009, Jan and Dave Griffith decided to take their dog, Sophie, on a sailing trip off the coast of Queensland, Australia. They were having a wonderful time at sea until a storm struck. The Griffiths were working hard to control their boat. They weren't watching Sophie, and suddenly she was gone. She had fallen into the water. They began to search the area but there was no sign of the dog. "We didn't find her because it was such a grey day," said Mrs Griffith.

The Griffiths were sure that Sophie had drowned. They were very upset and decided to return home without their dog. But four months later, they received some good news. Sophie had not drowned. She was alive.

After she had fallen off the ship, Sophie continued to swim. She swam about 10 kilometres through a rough sea. She arrived at a small island where she survived by killing baby goats and other animals.

The people who were living on the island saw a dog running around, but they never imagined that it was a house dog. They thought that it must be a wild dog. When they saw that there were many dead goats on the island, they called animal rescue workers to come and investigate.

When the Griffiths heard that the animal rescue workers had caught a dog on an island, they wondered if it could be Sophie. They didn't really believe that she had survived, but they decided to go and have a look anyway. As soon as Sophie saw the Griffiths, she immediately recognised them:

"We called her name and she got really excited. She began to bark and banged on the cage. They opened the cage and she ran over to us. It was wonderful!" Mrs Griffith said.

Sophie's story really is extraordinary and she is very lucky to be alive.

"There are a lot of dangerous animals in the sea," said a local fisherman. "It's amazing that they didn't attack Sophie."

	T	F
1. The Griffiths didn't see Sophie fall off the boat.
2. The Griffiths always believed that Sophie was alive.
3. People on the island gave Sophie food.
4. Sophie remembered the Griffiths.

.....

2. Choose the correct answer. Then complete the sentence according to the information found in the text. Use reported speech.

1. The **rescue workers** / **weather conditions** made it difficult for the Griffiths to find Sophie. We know this because Mrs Griffith said that
2. The fisherman **was** / **wasn't** surprised that the sharks didn't attack Sophie. We know this because the fisherman said that

3. You are a reporter who is interviewing one of the local people who found Sophie. Write your questions to him and his answers in direct speech. Then write the complete interview using reported speech.

Vocabulary

1. Read the sentences and choose a suitable verb that describes each one.

admit • complain • explain • announce • warn • promise • shout • mention • agree

1. "The exhibition ended last night."
2. "Can you hear me now?"
3. "Yes, I think that's a good idea."
4. "I forgot to feed the dog today."
5. "I'll help you find a home for these puppies."
6. "Rescue Ink is an organisation that helps animals."
7. "Don't touch the dog."
8. "I saw Pam at the shopping centre."
9. "The food isn't hot enough."

Grammar

2. Rewrite the questions in reported speech.

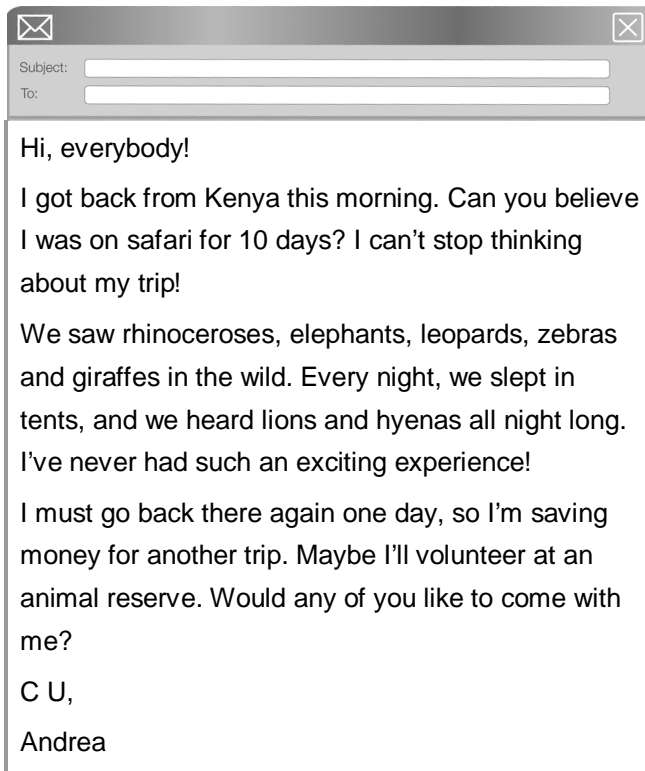
1. "When does the zoo close?" we asked the zookeeper.
.....
2. "Where are you taking your dog?" he asked.
.....
3. "Have you ever seen animals in the wild?" the ranger asked the tourists.

.....
4. "Can you help me hold the dog?" the vet asked.

.....
5. "Do the children want to see *The Lion King* again?" asked Mum.

.....
6. "Did you know that Susan is allergic to cats?" Ann asked Lisa.
.....

3. Read Andrea's e-mail. Then complete the phone conversation below in reported speech.



Subject: _____
To: _____

Hi, everybody!
I got back from Kenya this morning. Can you believe I was on safari for 10 days? I can't stop thinking about my trip!
We saw rhinoceroses, elephants, leopards, zebras and giraffes in the wild. Every night, we slept in tents, and we heard lions and hyenas all night long. I've never had such an exciting experience!
I must go back there again one day, so I'm saving money for another trip. Maybe I'll volunteer at an animal reserve. Would any of you like to come with me?
C U,
Andrea

Andrea said that she ¹..... back from Kenya ².....
She asked ³..... on safari for 10 days. She said that she ⁴.....
stop thinking about ⁵..... trip. She told us that they ⁶.....
rhinoceroses, elephants, leopards, zebras and giraffes in the wild. She said that every night,
they ⁷..... in tents, and that they ⁸..... lions and hyenas all night long.
She said that she ⁹..... such an exciting experience. She told us that she
¹⁰..... back there again one day, so she ¹¹..... money
for another trip. She said that maybe she ¹²..... at an animal reserve. She asked
¹³..... like to come with ¹⁴.....

UNIT 6

1. The words below appear in the text in Exercise 2. Find the words and guess their meanings in your own language. Use a dictionary to check your guesses.

- | | | | |
|---------------------|-------|--------------------|-------|
| 1. lifts | | 4. safety features | |
| 2. air conditioning | | 5. fireproof | |
| 3. spread | | | |

2. Read the text. Then answer the questions.

CLIMB THOSE STAIRS!

Everybody knows that climbing stairs is a great way to keep fit. According to fitness experts, climbing stairs is a good way to work out, because you needn't climb for a long time to see positive results. At the gym, step machines are very popular, but in many buildings where people work and live, the stairs are not used. Instead, people use lifts to move from one floor to the next.

According to researchers, people don't use the stairs in buildings because they are often not convenient. First of all, stairs are often in areas that are hard to find. In addition, the lighting is not bright and there is no air conditioning there. Most importantly, people generally think of stairs as a way to leave a building when there is a fire, because that is what people are supposed to do. Not surprisingly, the stairs are designed for this possibility. Stairs are usually found behind very heavy doors, which people must shut behind them during a fire. Furthermore, the stairs are not covered with carpets, so that a fire won't be able to spread quickly.

These safety features of stairs may be useful in the case of a fire. However, they stop people from using them on a regular basis. A person will probably not choose to use the stairs instead of the lifts if he has to open a heavy door and walk up or down without any air conditioning.

Researchers believe that designers ought to design stairs in a way that will motivate people to use them but still be safe during emergencies. They also recommend that employers begin to make improvements to stairs in older buildings. They can add fireproof carpets to the stairs, paint walls in lovely colours, put up artwork and even play music in and around the stairs. This way, people might use the stairs more willingly.

Most buildings where people live and work haven't got a gym, but using the stairs is a cheap and simple way that could help people to get in shape in the place where they spend a lot of their time.

1. Why is stair climbing a good choice to keep fit?
-
2. Why is it often not convenient to use stairs in a building?

.....
3. How can employers make improvements in older office buildings?

3. Complete the sentences according to the text with a suitable modal.

1. In most buildings, people reach the stairs very easily.
2. People use the stairs when there is a fire, but they use the lift.
3. Researchers believe that designers just focus on the safety features of the stairs in new buildings.
4. Researchers believe that employers improve the stairs in old buildings.

4. Write a letter to your headmaster and suggest ways that he / she could help raise the fitness levels of the students at the school.

Vocabulary

1. Choose the correct answer. Pay attention to the words in italics.

1. I'm going to hire a *personal trainer* to help me **study for the exam / train for the marathon**.
2. You will *put on weight* if you **eat too much / exercise every day**.
3. *Stretching* is good for your **muscles / weight**.
4. John should *relax*. He **sleeps / works** all the time.
5. I hope to *get in shape* before the **exam / race**.
6. I *work out* at the new **supermarket / sports club** in my neighbourhood.

2. Complete the sentences to show that you have understood the meaning of the words in bold.

1. People go to the **gym** to
2. You should to **lose weight**.
3. You will **get fit** if you
4. People change their **lifestyle** when they
5. If you **achieve your goals**, you will feel

Grammar

3. Choose the correct answers.

Dear Mary,

I'm so sorry, but I ¹ **must / won't be able to** meet you tomorrow. I have got a runny nose and I ² **can't / don't have to** breathe so I ³ **have to / can** go to the doctor. He ⁴ **must / may** tell me

that I ⁵ **should / mustn't** take some medicine and stay in bed. He ⁶ **has to / might** also tell me that I ⁷ **ought to / can** stay away from other people because they ⁸ **have to / might** catch my illness. You ⁹ **needn't / couldn't** worry about me. I'm sure I'll be fine.

Anyway, I'll call you next week when I'm feeling better. I have so much to tell you.

Speak soon,

Amy

4. Complete the sentences so they are true for you.

1. When I'm older, I might
2. At our school, the students have to
3. People my age can't
4. I'm lucky because I am able to
5. This year at school, I don't have to
6. There was a time when I couldn't
7. Tomorrow, I needn't
8. I think my best friend ought to

5. What would you say in the following situations? Use a suitable modal in each sentence.

1. You ask your teacher permission to leave the room.
.....
2. You tell your friend that you need to leave the party or you will miss the bus home.
.....
3. Your sister asks permission to use your camera and you agree.
.....
4. Your sister is playing her music very loudly and it is bothering you.
.....
5. You think your best friend is too thin.
.....
6. You are invited to a swimming party, but you don't know how to swim.
.....

UNIT 7

1. The words below appear in the text in Exercise 2. Find the words and guess their meanings in your own language. Use a dictionary to check your guesses.

- | | |
|-----------------------|---------------------|
| 1. ransom money | 4. suspicious |
| 2. parachuted | 5. jets |
| 3. boarded | 6. trace |

2. Read the text. Then answer the questions.**THE PERFECT CRIME?**

DB Cooper hijacked an aeroplane in the United States on 24th November, 1971. He received \$200,000 in ransom money and parachuted from the plane. He was never arrested. In fact, he was never found, and neither was most of the money. The FBI continued to investigate the incident for many years. They investigated more than a thousand suspects. In the end, they decided that Cooper must not have survived the jump, but many people believe that Cooper may have escaped. They would like to know what happened to him.

Cooper boarded the aeroplane in Seattle. He was wearing a black raincoat, a dark suit, a white shirt, a black tie and black sunglasses. Witnesses said that he hadn't looked suspicious in any way. They couldn't have known what he was planning. Cooper sat at the back of the plane. After the plane had taken off, he handed a note to a flight attendant. The note said: "I have a bomb." It also demanded \$200,000 in cash and some parachutes.

The pilot didn't take any chances. He quickly landed at Seattle International Airport, where Cooper was given \$200,000 and the parachutes that he had asked for. Cooper then ordered the flight crew to take the plane back into the air. Once the plane was back in the air, Cooper tied something to his waist. He ran to the door of the plane, opened it and jumped out. He was never seen again.

At the time Cooper jumped, the plane was flying through a heavy rainstorm and it was very difficult to see anything. That is why the jets that were instructed to follow the plane didn't notice him when he jumped. Although the FBI carefully searched the area, no trace of Cooper or his parachute was ever found. Did he die or did he escape and commit the perfect crime? It seems we will never know.

1. What does the FBI think happened to Cooper?
2. Why did the pilot quickly land the aeroplane?
3. How did the weather help Cooper?

Vocabulary**1. Tick the sentences T (true) or F (false). Then correct the false sentences.**

- | | T | F |
|--|-------|-------|
| 1. There is often violence in crime dramas . | | |
| 2. A current affairs programme tells you what's happening in the world. | | |
| 3. Documentaries are true stories. | | |
| 4. Today, there are many channels on television. | | |
| 5. Cartoons are usually watched by teenagers. | | |
| 6. There is a lot of romance in soap operas . | | |
| 7. Adverts try to get people to sell things. | | |
| 8. A sit-com is a serious TV programme. | | |

.....
.....
.....

Grammar**2. Complete the sentences using the modal perfects below. Use each modal perfect only once.**

may have • should have • must have • shouldn't have •
couldn't have

1. Ben and Alex aren't talking to each other now. They had an argument.
2. The police arrested the wrong person. They saw him stealing the necklace.
3. Rob left mud all over the house. He left his shoes outside.
4. Andy's not here. He taken the dog for a walk.
5. Owen has got a stomach ache. He eaten so much.

3. Complete the text with the correct form of the verbs in brackets. Use modals and modal perfects. There may be more than one possible answer.

Last Saturday, my friends and I had made plans to go for a ride on our bikes. I went outside to get my bike but it wasn't there. I ¹..... (believe) it! It was a brand-new bike. ²..... I (forget) to lock it? "Maybe you left it in the garage," said Tom. "You ³..... (look) there." I looked everywhere – even in

the neighbour's garden. "I won't ⁴..... (come) with you," I told my friends. I was very upset. I knew that I ⁵..... (tell) my parents.

Dad was in the kitchen. I ⁶..... (look) terrible, because he said, "Jamie! What's wrong?" "Dad, I don't know how to say this but ..." Before I ⁷..... (finish) my sentence, my brother came into the room. "Hey," he said. "I've just taken your new bike for a ride." He ⁸..... (see) the expression on my face because he immediately said that he was sorry. Then he said, "Well, if you don't want anyone to take your bike, you ⁹..... (lock) it," he said. "Believe me – I will!" I shouted at him. Dad didn't understand why I was angry. He said, "You ¹⁰..... shout at your brother."

4. Write a relevant sentence using a modal or a modal perfect and the verbs in brackets.

1. Peter came to school late today. (might / miss)

.....

2. The suspect was near the jewellery shop at the time of the robbery. (could / steal)

.....

3. Jackie doesn't look good in orange. (shouldn't / wear)

.....

4. Brian didn't go to school last week. (might / be)

.....

5. The Simpson family had a wonderful holiday. (must / plan)

.....

3. Complete the sentences according to the information in the text. Use modal perfects and the verbs below.

reach • plan • survive • take • tie

1. Cooper the hijack well.

2. Do you think the pilot a chance?

3. Before Cooper jumped, he a bomb to his waist.

4. The FBI decided that Cooper the ground safely.

5. Other people think that Cooper

4. Imagine you were one of the passengers on the plane that Cooper hijacked. Describe what happened on that day.

UNIT 8

1. Read the text and complete the sentences with the correct form of the verbs in brackets. Then tick the sentences T (true), F (false) or DK (don't know).

THE LONELY PLANET TRAVELLER

In 1972, Maureen and Tony Wheeler travelled across Asia. It wasn't easy. They didn't have a lot of money and they drove an old car, but they had a sense of adventure. It was an amazing experience and they wanted to tell other people about it. When they returned home to Australia, they wrote a book about their travel experiences. The book was completed in 1973 and it was a huge success. The Wheelers realised that many other people with only a small amount of money wanted to travel around the world, and they needed guidebooks to make it easier for them to do it. This is how the Lonely Planet guidebook series began.

Since those early days, Lonely Planet guidebooks have become the most popular travel guides in the world. Today, there are over 500 different Lonely Planet travel guides in eight different languages. Maureen and Tony have worked together on many of the guidebooks, but they have also got hundreds of travel writers.

Lonely Planet guidebooks used to be for young travellers without money, but things have changed in the last 30 years. Today, travellers of all ages are used to carrying Lonely Planet guidebooks in their luggage. As a result of their popularity, the Lonely Planet company expanded and now they produce photography books, food guides, a monthly magazine, a TV programme and a popular website for travellers.

Some people are critical of the guidebooks. They feel that Lonely Planet guides are destroying many exotic places in the world. They say that if a place is written about in a Lonely Planet guidebook, many travellers will probably go there. As a result, quiet and beautiful places do not stay quiet and beautiful. They are suddenly filled with tourists. Some countries disagree – they need the money that tourism brings them. The local populations have got used to seeing backpackers everywhere and they welcome them.

It is true that the Lonely Planet guidebooks have caused certain places to change, yet the company is also trying to make a positive difference to the world. It donates 5% of its profits to organisations in poor countries. No one can be critical of that!

	T	F	DK
1. In the past, the Wheelers used to (spend) a lot of money on their trips.
2. Before the Wheelers wrote their first book, people weren't used to (travel) with guidebooks.
3. At first, the Wheelers used to (write) the book themselves.
4. In the last 30 years, more and more people have got used to (buy) Lonely Planet guidebooks before they go abroad.
5. Thanks to the Lonely Planet guidebooks, travellers have got used to (visit) exotic destinations.

2. Answer the questions.

1. How did the Wheelers' first guidebook help travellers?
2. Why do hundreds of travel writers work for the Wheelers?
3. Why do some people criticise the Lonely Planet books?
4. How does the Lonely Planet company help the world?

3. Imagine you are a Lonely Planet travel guide writer. Write a web page describing how to travel in your area without a lot of money. Think of where to go to eat and sleep.**1. The words in bold are in the wrong sentences. Write them next to the correct sentences.**

1. A **return ticket** is more expensive than a standard class ticket.
2. I'm very late. I hope I don't **book a ticket**.
3. I want to see what time the train is leaving. I will check the **route**.
4. The train is leaving from **timetable** three.
5. You can **catch a train** by phone.
6. I'm sorry I can't talk now. I'm running to **miss the train**.
7. I'd like to buy a **platform** to London. I'm only travelling in one direction.
8. I'll check my map and decide which is the best **single ticket** to take.
9. A **first class ticket** allows you to travel in both directions.

Grammar**2. Choose the correct answers.**

Sally and Mike have moved to the south of Italy for two years. It is very different from what they

1. **got used to / were used to** in Scotland, but they are enjoying themselves. They 2. **were used to /**

are getting used to the Italian people and they love the weather. Mike 3. **has got used to / is used to** wearing sandals and shorts. In Scotland, he 4. **didn't get used to / wasn't used to** wearing summer clothes because most of the time it's too cold. It didn't take long for them to 5. **get used to / be used to** Italian food. "It's delicious!" Sally writes in her e-mails to her family in Scotland. "And we 6. **were used to / have got used to** eating outside in the sun." Sally and Mike are worried about going home next year.

7. **Will they get used to / Will they be used to** living in Scotland again?

3. Complete the sentences with the correct form of the verbs below.

eat • wait • live • take • ski • heat

1. Did you use to when you lived in the mountains?
2. Most passengers aren't used to for hours at an airport.
3. Could you get used to all your food without salt?
4. I don't think I will get used to so far away from my parents.
5. We didn't use to the house every day in winter.
6. My sister is used to the bus to work.

4. Complete the text with the correct affirmative or negative form of *used to*, *be used to* or *get used to*.

How safe was travel in the past? ¹..... most people travelling far from home hundreds of years ago? In the 1500s, countries like England, Spain and Portugal sent explorers across the world. These brave men ²..... leave their homes to explore distant places. Their ships ³..... use the wind to get them across the ocean. When there wasn't enough wind, the boat didn't move so the crew had to ⁴..... many days of waiting. The sailors had to ⁵..... the terrible conditions on the ship – illness and not enough food or drinking water. Furthermore, there were pirates who ⁶..... attack ships, so sailors on these ships ⁷..... living with fear. One person ruled on the ship – its captain. The sailors ⁸..... taking orders from him. Sometimes they rebelled against the ship's captain. If the captain wasn't killed, the sailors ⁹..... put him into a small boat and leave him in the middle of the ocean.

UNIT 9

1. Read the text and tick the statements T (true) or F (false). Then write the sentences that helped you decide.

DOING HOMEWORK ON FACEBOOK

Have you ever gone onto Facebook to update your status, or to write on your friend's wall in the middle of doing your homework? If you have, you are not alone. Many teachers around the world are asking whether popular networking sites like Facebook and Twitter stop students from studying. Kids today are used to going online constantly to keep in touch with their friends. Although they may have intended to be on the Internet for just a few minutes, they forget the time and in actual fact, a couple of hours might have gone by. This leaves them with less time than they should have had to concentrate on their schoolwork.

However, some teachers are starting to believe that networking sites could actually help students learn better. In England, a group of educators are interested in introducing a new subject called Digital Communications into secondary schools. This new subject, which includes advertisements, podcasts, videos, websites, social networks, wikis and blogs, will teach students to read, discuss and plan different types of texts.

Some teachers are very excited about the new subject and lessons are being planned for the future. Robert Sevitt is a secondary school teacher who believes that any language study in the modern world ought to include digital communication. He said, "If teachers want to excite and interest teenagers, they will need to include digital texts in the school curriculum. They must think about the changing needs and interests of learners when they decide what will be taught in schools."

However, it has been said that once schools start teaching English in this way, students will no longer study the important skills they need. Nick Seaton is an educator that believes this. He thinks that schools needn't spend time on digital texts. He mentioned that most teenagers learned about this sort of thing in their own time.

If schools in England decide to introduce Digital Communication studies, Facebook, Twitter and other social networking websites will become an essential part of the school curriculum. However, the new subject will not be replacing traditional language studies. It will be offered as an additional subject for students who are interested in taking it. Schools will be able to continue teaching the old methods of communication together with the new ones.

	T	F
1. Teenagers often go on networking sites while they are doing schoolwork.
2. Digital Communications is a new networking site.
3. Robert Sevitt is in favour of Digital Communication studies.
4. Nick Seaton does not believe in including digital texts in the English curriculum.
5. All students in England will have to study Digital Communication studies if it is

introduced.
.....

2. Complete the sentences according to the information in the text.

1. Teachers are afraid that when students spend so much time on Facebook, they
.....
2. If students study Digital Communications, they
.....
3. According to Nick Seaton, it is important to
.....
4. Traditional language studies
.....

3. Write a paragraph about how networking sites are a part of your life. Explain what you need them for the most / the least.

Vocabulary

1. Complete the sentences with a suitable collocation.

keep in touch • make a mistake • make friends • break the habit • keep a secret

1. Can you and tell no one about this?
2. Try to of smoking.
3. Try not to It needs to be perfect.
4. I hope I at my new school.
5. Let's and speak to each other every week.

2. The words in bold are in the wrong sentences. Write them next to the correct sentences.

1. My parents will **take after** my phone if I speak too much.
2. Don't stop. **Go by** with your story.
3. Sam will **take away** his father's business one day.
4. I **take over** my mother. We are both musical.
5. I hope the time will **go on** quickly while my boyfriend is away.

Grammar

3. Complete the sentences with the verbs in brackets. Use the conditional or time clauses.

1. I (call) you as soon as the plane lands.
2. If I (not be) so tired, I would go out.
3. He won't succeed unless he (work) harder.
4. When babies are hungry, they (cry).
5. If I (not go) to the park, I would never have met you.

4. Write the sentences below in the Passive or the Causative.

1. Have they given the awards to the winners?
2. They are building a skyscraper.
3. I'll ask an electrician to check the electricity.
4. They will record the song tomorrow.
5. They didn't move the sculpture.

5. Choose the correct answer.

1. You **can't** / **needn't** / **mustn't** take a sleeping bag. The hostel provides sheets and blankets.
2. You've made many mistakes. You **should have worked** / **must have worked** / **may have worked** more carefully.
3. The doctor **wasn't able to** / **will be able to** / **won't be able to** see you tomorrow because he won't be at the clinic.
4. Ellen wasn't at the office yesterday. She **may have taken** / **may take** / **can't have taken** the day off.
5. Jason isn't answering his home phone. He **must leave** / **must have left** / **ought to leave** the house.

6. Rewrite the second sentence in each pair so that it means the same as the first. Use no more than three words.

1. He wasn't able to adapt himself to life in Africa.
He couldn't get living in Africa.
2. This is Lyn. I met her in Italy.
This is Lyn, in Italy.
3. John lived here in the past.
John live here.
4. It's illegal to smoke on aeroplanes.
You on aeroplanes.