

UNIT 1

1. Read the text. Then imagine you are interviewing Jill. Write questions with the words below. Use the Past Simple, Present Simple, Present Perfect Simple or Present Perfect Continuous. Then answer the questions according to Jill.

The Clown of the Party

Jill Blackstead is a professional party clown. She uses the name "Tiddlywink" and performs at children's parties. Jill has been working as a party clown for more than ten years. Her career began when she was still at school. She wanted to make a little extra money to buy CDs and clothes, so she began organising children's parties. Her parties became very popular and soon she was doing more than eight parties a month. Today, Jill works as a party clown almost every day. She makes a lot of money and really enjoys her work.

Jill wears the usual clown costume – a red nose, a big hat and funny shoes. She doesn't wear any make-up because this often frightens young children. Over the years, she has improved her programme. Her parties include face painting, magic, silly games and balloon animals.

Jill has just won an award for being the best party clown in New York. So what is her secret? Jill believes that a party clown must try to make children feel happy. While she is painting faces or making balloons, she makes sure to talk to the children and to ask them questions. She has also noticed that every year there are two or three words that kids think are funny. When things are not going well at the party, she just shouts one of these words and the kids immediately start laughing.

1. Interviewer: how long / you / work / as a party clown

Jill:

2. Interviewer: when / your career / begin

Jill:

3. Interviewer: you / enjoy / your work

Jill:

4. Interviewer: what / costume / you / wear

Jill:

5. Interviewer: you / ever / win / any / awards

Jill:

6. Interviewer: how / you / make / kids / laugh

Jill:

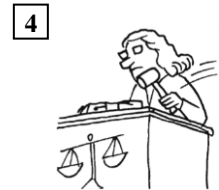
2. Tick the sentences T (true) or F (false) according to the text in Exercise 1. Copy the sentences that helped you decide.

- | | T | F |
|---|-------|-------|
| 1. Jill became a party clown because she needed some money. | | |
| 2. Today, Jill does eight parties every month. | | |
| 3. Jill paints her face white. | | |
| 4. Jill sometimes shouts at the children. | | |

3. Imagine that you are a clown at a children's birthday party. Write an e-mail to a friend describing a successful or unsuccessful birthday party.

Vocabulary

1. Complete the puzzle and find out what Angela wants to be.



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

Angela wants to be a

2. Match the jobs in A to the places of work in B.

- | A | B |
|--------------|------------------|
| 1. cook | a. swimming pool |
| 2. lifeguard | b. hospital |
| 3. pilot | c. theatre |
| 4. surgeon | d. aeroplane |
| 5. actor | e. restaurant |

Grammar

3. Complete the text with verbs below. Use the Present Perfect Simple, affirmative or negative.

be • draw • last • see •
take

Julian Beever is a famous pavement artist. He ¹..... a pavement artist for more than 20 years and people ²..... his drawings all over Europe. His drawings seem real because they are three-dimensional. When people see his "holes" in the middle of the street, they walk around them. In reality, there is nothing there because Beever ³..... only them. Most of his drawings ⁴..... because they can't survive rain or snow. Luckily, many people ⁵..... photographs of them.

4. Write the words in the correct order to make questions. Use the Present Perfect Simple.

- 1 books / she / write / how many / ?
- 2 Rick / a / yet / decision / make / ?
- 3 ever / you / on / be / a ride / ?
- 4 see / her / Lucy / Christmas / grandmother / since / ?
- 5 they / how long / be / the bowling alley / at / ?

5. Complete the sentences with the verbs in brackets. Use the Present Perfect Simple or Past Simple affirmative, negative or interrogative.

- 1 I (see) Tony for more than a month. I miss him a lot.
- 2 you ever (be) to a hairdresser?
- 3 I was at the shopping centre, but I (buy) anything.
- 4 We already (hear) this story.
- 5 What he (say) to you last night?

UNIT 2

1. Read the article. Then complete the sentences with the verbs in brackets. Use the Past Simple or Past Perfect Simple. Tick the sentences T (true) or F (false).

Anger Management

"I was in hospital. Earlier that morning, I'd got angry and hit a window with my hand. I'd broken the glass and hurt my hand and wrist. Luckily, they weren't broken." *Amanda, 13*

"I kicked a classmate after he'd insulted me. I was furious, and acted without thinking." *Steve, 15*

"I didn't want to speak to my parents because they hadn't let me go to a music festival with my friends." *Sally, 16*

Probably everyone occasionally feels like Amanda, Steve or Sally – furious enough to hurt themselves or someone else, or angry about something for days. However, not everyone acts in a harmful way because of these feelings. That's a big difference. It's normal to feel angry, but it's important to control it. This control is called "anger management".

There are good reasons to learn anger management. Most importantly, it stops us from saying or doing something we'll be sorry about. Second, if you don't control your anger, you won't make friends easily. Finally, proper anger management can prevent health problems such as heart disease and back pain later in life.

Anger management experts have developed practical techniques for controlling anger. One suggestion is simple: when you feel you're about to lose control of your words or actions, walk away from the situation. If that's impossible, try a quick relaxation exercise. This helps because anger causes the heart to beat faster and the muscles to become tense. Count slowly to ten or imagine a peaceful place and relax your muscles. This will help you become calmer, so you can respond properly to the situation.

In situations such as Sally's, experts advise finding a solution to the situation. If that doesn't work and you're still angry, the relaxation technique will help. In addition, exercise regularly. This will release endorphins and these brain chemicals are known to make you feel good. Other helpful activities are writing in a journal, drawing, painting, dancing, playing an instrument and listening to music. Try practising these anger management techniques when you feel angry. Maybe they'll help you.

	T	F
1. After Amanda (hurt) her hand, she went to the hospital.
2. Amanda broke her wrist after she (hit) the window with her hand
3. Steve (be) furious because a classmate had acted without thinking
4. Sally (not speak) to her friends because they had told her. not to go to a music festival

2. Correct the false sentences from Exercise 1.

3. Answer the questions according to the text.

1. What is anger management and why is it important?
2. What is the connection between anger management and health?
3. What are some techniques to control anger?
4. What is the connection between exercise and feeling good?

4. Think about a time you were angry about something or with someone. Write a journal entry or an e-mail about the situation. Describe what made you angry and how you reacted.

Vocabulary

1. Match each sentence in A to an emotion in B. There may be more than one possible answer.

- | A | B |
|---|-----------------|
| 1. I've tried again and again, but I can't do it. | a. delighted |
| 2. I'm so happy you're safe. | b. ashamed |
| 3. It's dirty and it smells in here. | c. frustrated |
| 4. We didn't win. | d. disappointed |
| 5. My parents are buying me a mobile phone. | e. relieved |
| 6. I don't want anyone to know I failed the test. | f. furious |
| 7. It's not fair. My sister always gets everything she wants. | g. disgusted |
| 8. My best friend told everyone my secret. I'll never speak to her. | h. jealous |

Grammar

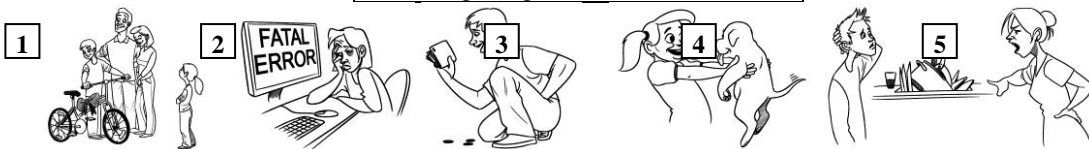
2. Complete the sentences with the Past Perfect Simple form of the verbs below.

eat • take • learn • win • go • return

1. Edward was furious because his brother his bicycle without asking.
2. By the time the film began, Richard all his popcorn.
3. she already to sleep when you called?
4. Dana was delighted because she the race.
5. By 7.00 o'clock, we home from our trip.
6. Jane saw the film about World War II after she about the war in history lessons.

3. Look at the pictures. Match the sentences in A to B and complete the sentences in B with the verbs below. Use the Past Perfect Simple.

break • get • give • not wash • find



A

1. Denise was jealous of her brother.
2. Mary was frustrated.
3. Jack was relieved.
4. Debbie was delighted.
5. Dan's mother was angry.

B

- a. He his wallet.
- b. He the dishes.
- c. Their parents him a new bicycle for his birthday.
- d. Her computer for the third time.
- e. She a puppy for her birthday.

4. Read the situations below and write sentences with the words in brackets. Use the Past Perfect Simple.

1. Ken was ashamed. (steal / chocolate / from a shop)
2. We were delighted to see Cecile. (not see her / for three years)
3. Amy was depressed. (argue / with her boyfriend / the night before)
4. Mrs Tate was nervous when she got on the plane. (never fly / before)
5. Bob couldn't find his keys. (leave / them / in the car)

UNIT 3

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

City Life

In the 1940s, it became fashionable for families in the United States to go and live outside the cities and buy houses in the quiet suburbs. Living in the suburbs was especially popular for people who had young children. They often chose to leave the city so that the children could have more green areas to play in. But recently, things have begun to change. More and more people are now choosing to remain in the cities and not move to the suburbs. They feel that city life has got many advantages. People are often able to get to work on foot. They can also walk to restaurants and cinemas. Not only is this very convenient, but it is also better for the environment, because people use much less petrol. Some of the people in the suburbs are also moving back to the city. Many parents

living in the suburbs have found that when their children become teenagers, they have nowhere to go in their free time. They often have to drive their children into the city so that they can meet their friends at trendy places. Because more and more people want to live in the city, house prices are rising. If prices continue to rise, many people will leave the city because they will no longer be able to afford to live there. If this happens and poorer people begin to move to the suburbs, the big family houses of today will become the apartment buildings of the future. Several families will live together in each of the houses. Life in the suburbs, as we know it, will soon be a thing of the past ...

1. In the 1940s, Americans preferred to live in cities.
2. People in cities often don't have to drive to work.
3. People in the cities use a lot of petrol.
4. It's becoming expensive to live in the city.
5. Life in the suburbs may change.

T	F
.....
.....
.....
.....
.....

2. Write predictions about what the following people will do according to the information in the text. Use will.

1. Liam lives on a farm. He wants to live in a place which offers a lot of entertainment.
He .
2. John and Susan live in a big noisy city. They want their children to have green areas to play in.
They .
3. The Smith family has been living in a quiet suburb for ten years. Their children are now teenagers and they are bored there.
They .
4. Tom and Ann want to buy a flat, but flats in the city are too expensive.
They .


3. Complete the chart about your town or another town that you know.

Name of town	
Advantages to living there	
Disadvantages to living there	







4. Write an e-mail to a friend. He / She is about to move to your town or another town that you know. Point out what he / she will experience. Use the text in Exercise 1 and the chart in Exercise 3 to help you.

Vocabulary

1. Where can you find these things? Look at the pictures, then complete the words.

1.  ... r ... g l ... r ...

2.  ... a

3.  o ... f ... c ...
4.  r ... s ... de ... tia ... n g h b ... ur ... o o ...
5.  ... r ... i t ... ti ... n
6.  ... n ... v ... r s ... t ...
7.  t ... n s c r ...
8.  p ... a r n ...

2. Match the places in A to what people do there in B.

- | | |
|---------------------|--------------------------|
| A | B |
| 1. power station | a. watch plays |
| 2. theatre | b. wait for transport |
| 3. basketball court | c. provide electricity |
| 4. concert hall | d. play ball games |
| 5. bus stop | e. work in their offices |
| 6. skyscraper | f. listen to music |

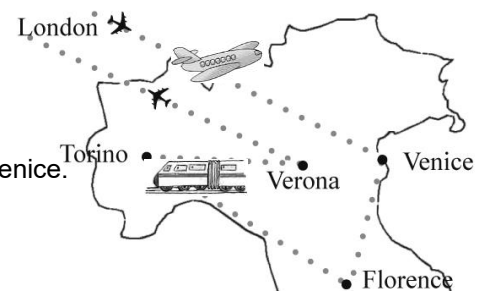
Grammar

3. Write the words in the correct order to make predictions for the year 2500. Use *will* or *won't*.

- play • wear • do • send • study • have
- to school / students / not go
 - be / planet / hot / too / the / live / to / on
 - in space / there / residential neighbourhoods / be
 - in their ears / communicate / people / with / phones
 - doctors / solutions / medical problems / discover / to

4. Complete the sentences about a trip from London to Italy with the verbs in brackets. Use *be going to*. Then look at the map and tick the sentences that are true.

- First, we (fly) to Rome
- We (not visit) Florence.
- Aunt Clara (meet) us in Sicily.
- We (take) the train to Torino.
- We (see) Verona.
- The plane back to London (leave) from Venice.



5. Complete the sentences with the verbs below. Use the correct form of the Present Continuous.

go • move • meet • have • perform

1. We at the library after school.
2. Sharon to her new flat in the spring?
3. A clown at her party next week.
4. Father dinner with us tonight. He is working late.
5. Sandy on the school trip tomorrow. She is ill.

UNIT 4**1. Read the article. Then match A and B and complete the sentences with the conditional form of the verbs in brackets.****Running a Marathon**

The marathon is a long-distance running race. Its official distance is 42.195 kilometres and it is usually run as a road race. The name "marathon" comes from an Ancient Greek legend. According to the legend, in 490 BC, a Greek messenger by the name of Pheidippides was sent from Marathon to Athens to inform the government that the Greek army won their battle against the Persians. He ran the whole distance without stopping. When he arrived, he delivered his message and then fell down and died.

No-one knows if the legend of Pheidippides is actually true. But even if it isn't, it is very well known in Greece. When the first modern Olympic Games were held in 1896 in Athens, Pierre de Coubertin, the organiser of the games, decided to include a marathon race in honour of this legend. He wanted to remind the world of the power Greece once had.

Since the modern Olympic Games were started, it has become a tradition for the Olympic marathon to be the last event of the games. But ordinary marathons are open to everyone. More than 800 major marathons are run around the world every year. Many of the participants in these races aren't athletes. It takes some participants a long time to complete the race, but they receive a finisher's medal just like every other participant.

The more "serious" marathon runners are not happy that so many slow runners participate in marathons. They feel that marathons have become community events and that they are no longer the competitive races they once were. But what's wrong with that? Pheidippides wasn't a professional runner. If he had walked to Athens or had stopped along the way, marathon running would probably never have become a sport. In any case, it doesn't seem probable that the organisers of these events will prevent slower runners from participating since they pay like everyone else. Marathons inspire people to get off their couches and exercise, and that's always a positive thing.

A

1. Pheidippides wouldn't have delivered the message about the Greeks' victory
2. If Pheidippides hadn't run to Athens,
3. If you finish a marathon,
4. Serious runners would be happier

B

- a. if slow runners (not participate) in marathons.
- b. if he (not reach) Athens.
- c. you (receive) a finisher's medal.
- d. he probably (not die) that day.

2. Answer the questions.

1. Where does the name "marathon" come from?
2. Why did Pierre de Coubertin include a marathon race in the Olympic Games?
3. Why are serious marathon runners unhappy about slow runners taking part in marathons?

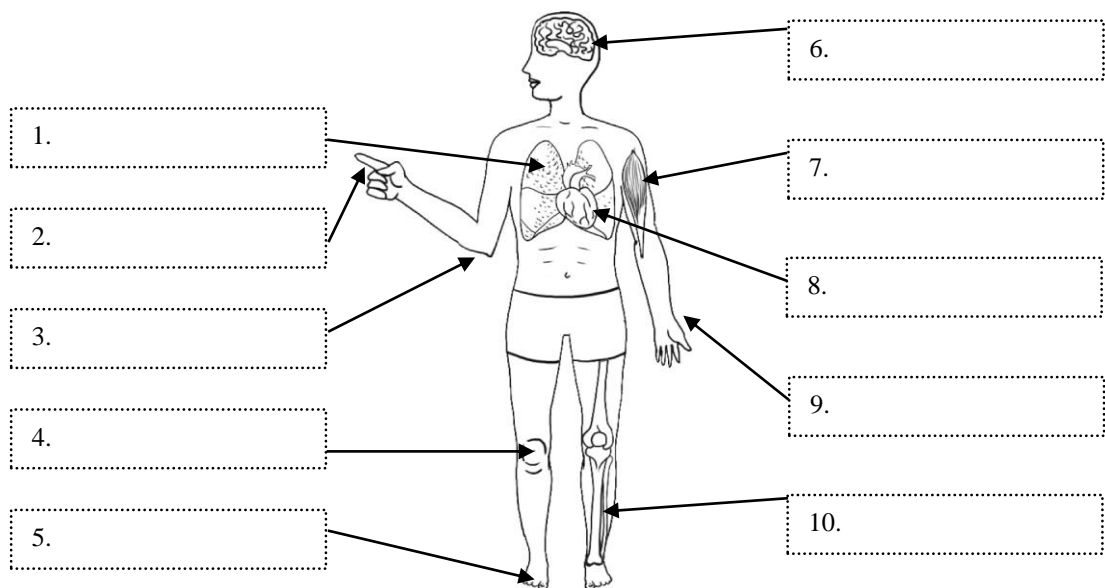
4. Why are marathon organisers interested in many people taking part in marathons?

3. You are a newspaper reporter. You are interviewing a professional marathon runner who has just won the New York marathon. Write the questions that you would like to ask him / her. Then write his / her answers.

Vocabulary

1. Label the diagram using the words below.

bone • brain • elbow • finger • heart • knee • lung • toe • muscle • wrist



2. Complete the sentences with the words below.

balance • barefoot • blood • speed • coordination • strength

1. She is driving very fast. She is driving at a high
2. When he was hurt in the accident, he lost a lot of
3. He has lost his He is going to fall.
4. This table is very heavy. You will need a lot of to lift it.
5. He isn't wearing shoes. He is
6. You need excellent to do gymnastics.

Grammar

3. Complete the sentences with the verbs in brackets. Use the First or Second Conditional.

1. If I had good coordination, I (study) dance.
2. he (stop) working if he won the lottery?
3. If she (have) more time, she will join the basketball team.
4. If he studied medicine, he (want) to become a surgeon?
5. The team will win more games if they (practise) more often.
6. If I (be) you, I would go to university.
7. If you walk barefoot, you (hurt) your feet.
8. Carl (ride) a bike if we buy one for him?

4. Complete the sentences below with the correct form of the verbs below. Use the First or Second Conditional.

come • stop • call • run • ride • exercise

1. If he knew her telephone number, he her.
2. Unless you making noise, I will ask you to leave the library.
3. they more frequently if they enjoyed sport?
4. If she this fast tomorrow, she will win the race.
5. She her bicycle to school if the weather were better.
6. you with us if we go to the beach tomorrow?

UNIT 5**1. The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.**

- | | | |
|-------------------|---------------|----------------|
| 1. common | 3. bees | 5. crops |
| 2. shortage | 4. role | 6. hives |

2. Read the text. Then answer the questions.**Mobile Phones, Food and Bees**

Mobile phones have become very common in our lives and many people cannot imagine life without one. Mobile phones make life easier in many ways and they can be a lot of fun too. But some scientists are worried about this "love" of the mobile phone. According to these scientists, mobile phones may cause a food shortage in the world one day. And this all has to do with bees.

In recent years, the number of bees in the USA, Europe and Britain has significantly decreased. It seems bees are mysteriously disappearing. Bees have got an important role in food production. Most of the world's crops depend on bees for pollination. A shortage of bees will affect the amount of food we can produce. So, what is causing the bees to disappear? According to some theories, it's the use of pesticides and chemicals on crops and the changing weather conditions. More recently, scientists have suggested that radiation from mobile phones is confusing the bees and preventing them from finding their way back to their hives. This confusion is resulting in the deaths of many bees.

There is still not enough evidence to prove that there is a direct connection between the use of mobile phones and the disappearance of bees, but scientists are continuing to investigate this strange connection. They understand that they have to try to discover why so many bees are disappearing. If they don't, there won't be enough food for people around the world one day.

1. What is the connection between bees and food production?
2. Why are the bees disappearing? Give three possible reasons.
3. It is possible that mobile phones affect bees. In what way?

3. Choose the correct modal according to the information in the text.

1. Many people feel that they **must** / **don't have to** / **might** have a mobile phone.
2. Bees play an important role in food production, so they **have to** / **mustn't** / **don't have to** disappear.
3. It is possible that bees **should** / **can't** / **mustn't** cope with changes in the weather.
4. Bees **have to** / **don't have to** / **mustn't** return to their hives.
5. There **must** / **may** / **should** be a connection between mobile phones and bees, but scientists haven't proved it yet.

4. Write a paragraph about how mobile phones are an important part of your life. Explain what you need them for the most / the least. Use as many modals as possible.

Vocabulary

1. Find seven words in the puzzle. Then use the correct words to complete the sentences.

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

- Please leave me a message on my
- I can't see you because my phone is old and I haven't got
- If you've got a, you can do other things while you talk on the phone.
- You can have a different for each person who calls you.
- I've got all my friends' birthdays on the on my phone.
- You can see the date and the time on your mobile phone
- My mother has to wear her glasses to see the numbers on her

2. Match the words in A to the definitions in B.

- | A | B |
|-------------------------|---|
| 1. alarm clock | a. It tells you who has phoned you. |
| 2. mobile phone charger | b. You use this to take photos. |
| 3. digital camera | c. You don't need a keypad if you have this. |
| 4. touch screen | d. It helps you wake up in the morning |
| 5. caller ID | e. Your phone won't work if you don't use this. |

Grammar

3. Look at the signs and circle the correct answer.



1. You **can** / **must** / **should** park here.



2. You **must** / **should** / **could** stop.



3. You **should** / **can't** / **couldn't** cross here.



4. You **can** / **have to** / **mustn't** use a mobile phone here.



5. You **don't have to** / **mustn't** / **can't** take an umbrella today.

4. Complete the sentences with the correct form of *must*, *should*, *have to*, *may* or *might*. There may be more than one correct answer.

1. You pay. The tickets are free.
2. I go abroad this year. I'm not sure yet.
3. That's really pretty! You buy it.
4. Hurry! We go now!
5. You talk while you're eating. It's not polite.
6. I use your pen?

5. Complete the mini-dialogues. Use suitable modals. There may be more than one possible answer.

1. Ann: I borrow the car, Mum?
Mum: Yes, but you add petrol. There's not much left.
2. Ryan: Help! I do this maths problem!
Sandra: Why not? You do all the others correctly. I think you try to do this one again.
3. Lori: All my friends are going out on Saturday night. I go to the family dinner?
Dad: Yes, you do. It's your grandmother's birthday. You miss it.

UNIT 6

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

1. spaceship 2. screen 3. rocket

2. Read the text. Then complete the sentences.

Eating at Mars 2112

Are you interested in trying a different kind of restaurant? Then Mars 2112 is the place for you. Mars 2112 is a popular restaurant in New York City. But it's not an ordinary restaurant. People don't come to Mars 2112 for the food. They come for an interesting and fun experience.

The name "Mars 2112" comes from the red planet – Mars. From the moment you enter the restaurant, you feel you are in a different world. When you arrive, you sit in a "spaceship" – a round room with some chairs in front of a screen. There are a lot of lights and the room begins to move. On the screen, you see pictures of a rocket, stars and planets. You feel you are really flying in a spaceship. A few minutes later, you "land" on Mars – well, actually the dining room. It has got a very high ceiling and rocky walls and the light in the room is red. The dining room is very big and has got room for 500 people. It's easy to identify the waiters because they are all wearing spacesuits.

Mars 2112 is a fun place to go, but eating there is expensive. It costs a few dollars just to enter the restaurant. And what about the food? Everything on the menu has got a Martian name – like Full Moon Pizza, Martian Soup or Red Star Fried Chicken. The food is not very good according to some restaurant reviews, so if you feel like having a gourmet meal, this is not the restaurant for you. But most of the customers at Mars 2112 are happy. They enjoy being in a restaurant with an unusual atmosphere. They're so busy having fun that they probably don't stop to

think about the food.

1. People choose to go to Mars 2112 for
2. The dining room is similar to the planet Mars because
3. The dining room is big enough for
4. The customers don't complain about the food because

3. Complete the sentences with the gerund or infinitive form of the verbs in brackets. Then tick the sentences T (true) or F (false).

- | | T | F |
|---|-------|-------|
| 1. If you enjoy (fly), you'll love Mars 2112. | | |
| 2. (find) a waiter at the restaurant is very hard. | | |
| 3. Visitors need (pay) money to enter the restaurant. | | |
| 4. Mars 2012 is a good choice if you want (eat) delicious food. | | |

4. Write an e-mail to a friend describing an unusual restaurant that you visited or heard about.

Vocabulary

1. Tick the sentences T (true) or F (false). Pay attention to the words in bold.

- | | T | F |
|---|-------|-------|
| 1. Carbohydrates give you energy. | | |
| 2. Water is a fizzy drink . | | |
| 3. Vegetarians eat a lot of beef . | | |
| 4. People eat crisps with a fork. | | |
| 5. Fruit and vegetables have got a lot of vitamins . | | |
| 6. It isn't healthy to eat food with a lot of fat . | | |
| 7. There is a lot of protein in red meat. | | |
| 8. A healthy diet has got all the nutrients. | | |
| 9. It's good to eat a lot of junk food . | | |
| 10. There are many calories in vegetables. | | |

Grammar

2. Complete the sentences with the verbs below. Use gerunds.

drink • wash • fry • bake • sit

1. chips makes such a mess in the kitchen.
2. Fred dislikes near the kitchen in restaurants.
3. You can lose weight by fewer fizzy drinks.
4. If you practise biscuits, you'll get better at it.
5. Go and rest. I don't mind the floor.

3. Write sentences with the words below. Use the correct tenses and gerunds where needed.

1. try / William / exotic foods / not mind / .
2. Cathy / for breakfast / cereal / eat / dislike / ?
3. nutrition experts / read / food labels / recommend / .

4. look forward to / we / you / see / at the restaurant / .
5. vegetables / before / eat / wash / be / important / them / .

4. Complete these mini-dialogues with the infinitive form of the verbs below.

travel • press • like • wash • order

1. A: Why isn't the toaster working?
B: You need this button.
2. A: Would you like now?
B: Not yet. I'm still looking at the menu.
3. A: I'll take the dog for a walk before dinner.
B: OK. But don't forget your hands before you eat.
4. A: Where are you going on holiday?
B: We've decided to France.
5. A: Have you ever eaten frogs' legs?
B: Yes. I didn't expect them, but they were very tasty.

5. Complete these sentences with a suitable infinitive.

1. Carol has decided history at university.
2. I know I promised my room, Mum. But I haven't got time now.
3. The recipes in that cookbook are hard You have to be an experienced cook.
4. You're lucky such a big kitchen. It makes cooking easier.
5. I went to the library some books.

UNIT 7**1. Read the text. What do the numbers below refer to?****rubbish Island on the Maldives**

The Maldives are a group of beautiful tropical islands in the Indian Ocean. But the Maldives have got a dirty secret: Thilafushi, the world's biggest rubbish island. Ships bring more than 330 tonnes of rubbish to Thilafushi every day from all over the Maldives. Workers burn some of the rubbish and put the rest in the ground. The Maldivians built Thilafushi in 1992. At that time, they were looking for a place to throw out their rubbish. Nearly 100,000 people were living in Malé, the capital city, and they were producing a lot of rubbish every day. Malé is only two square kilometres, so there was nowhere for all this rubbish to go. The government decided to build Thilafushi to solve this problem.

Today, the Maldives are a very popular destination. More than 10,000 tourists arrive every week and each tourist produces 3.5 kg of rubbish. Environmentalist Ali Rilwan is worried about the problem. In 2009, he told reporters that waste was polluting the lagoon around Thilafushi. He said that it could cause health problems in the future. The situation has only got worse since then. Another square metre of rubbish is brought to the island every day.

Today, there is not much space on Thilafushi, so the Maldivians are sending some of their rubbish to India. Ships come to the Maldives to bring vegetables from India. In the past, the ships returned to India empty, but today they return with empty cans, metals and cardboard. When they arrive in India, the Indians sell everything for recycling.

The rubbish crisis in the Maldives is getting worse every day, but the tourists know nothing about the problem. The tourists continue to swim in the blue sea and sunbathe on the sandy beaches. They have got no idea about the rubbish island only a short distance away. The president of the Maldives, Mohamed Nasheed, recently told the *Guardian*, a British newspaper, that one day his people would need to use the money from tourists to buy a new country. There has got to be a better solution than this.






- 1.330 3.10,000
2.100,000 4. 3.5

2. Answer the questions.

1. Why did the Maldivians build Thilafushi?
2. Why do the Maldives produce so much rubbish?
3. What does India do with the rubbish it takes from the Maldives?

Vocabulary

1. Match the materials in A to a suitable item in B.

A	B
1. glass	a <input type="text"/>
2. metal	b <input type="text"/>
3. plastic	
4. paper	
5. wood	c <input type="text"/>
	
	d <input type="text"/>
	
	e <input type="text"/>
	

2. Complete the words.

1. You need to put the bad food in the r s h n
2. I'm going to buy some c l for a new dress
3. Don't forget to put the newspapers in the r ... c i n g b Try and recycle.
4. We recycle a lot, so there isn't a lot of w e

Grammar

3. Choose the correct answers.

1. "Lucy has thrown the newspapers out."
Mum said that Lucy **threw** / **has thrown** / **had thrown** the newspapers out.
2. "I'm organising No-Smoking Day at work."
Edward told his children that he **is organising** / **was organising** / **will organise** No-Smoking Day at work.
3. "I'll take the cans to the recycling bin."
He told me that he **will take** / **would take** / **had taken** the cans to the recycling bin.
4. "Waste from the factory goes into the river."
The scientist said that waste from the factory **would go** / **had gone** / **went** into the river.
5. "Thousands of fish have died because of pollution."
He told us that thousands of fish **have died** / **died** / **had died** because of pollution.
6. "You must throw your rubbish in the bin."
She said that we **must** / **will have to** / **had to** throw our rubbish in the bin.

4. Complete the reported statements.

1. "Scientists have come to the river to check for pollution."
Our guide told us that scientists to the river to check for pollution.

2. "I make sculptures from recycled materials."
George said that he sculptures from recycled materials.
3. "You can only recycle the large bottles."
Ruth told us that we only recycle the large bottles.
4. "The factory is polluting the lake."
Dennis said that the factory the lake.
5. "Someone will talk to us about global warming."
Jean said that someone to them about global warming.
6. "She had never worked with us before."
Hank said that she with them before.

5. Complete the reported statements.

1. "The bottle is plastic, not glass."
He said that the bottle
2. "We've brought cloth bags with us."
Two customers told the cashier that they
3. "We are trying to use fewer paper cups."
Rich told me that they
4. "I always write on both sides of the paper."
Jack said that he
5. "You can use the wood to make a table."
Hal told me that I
6. "We didn't leave any rubbish on the ground."
He said that they

UNIT 8

1. **Read the text. Then answer the questions.**

a British Tradition at Christmas

On Christmas Day, families all over Britain sit around their tables and eat Christmas lunch. People at the table wear paper hats. Where do these paper hats come from? The answer is the Christmas cracker. A Christmas cracker is a paper tube. It is covered in colourful paper. The idea is for two people to hold the ends of the cracker and pull it. When the cracker is pulled apart, it makes a loud sound. Inside the cracker there is a paper hat, a little gift and a joke written on a piece of paper. The same jokes have appeared in Christmas crackers for years, so they are very well known.

Christmas crackers were invented in the 1850s by a man called Tom Smith. He made money by selling sweets and chocolates. They were wrapped in paper and one day he decided to put a short message in the packages. Many of his sweets were bought by men to give to women, so most of the messages were simple love poems. People liked reading the messages in the packages and his sweets became more popular.

Over the years, the crackers have changed. Smith changed his packages so they made the loud sound when they were pulled apart. Later, a small gift was put in the cracker instead of the sweet. In the 1900s, the paper hats were added to the cracker by Smith's sons and in the 1930s, the love poems were replaced by jokes. Many people bought the crackers at Christmas, so they were called Christmas crackers. Today at Christmas, there is at least one box of crackers to pull in nearly every home in Britain. Perhaps even the Queen wears her paper hat at Christmas lunch!

1. What is the connection between Christmas crackers and paper hats?
2. What effect did the messages that Tom Smith put in the packages have?

3. How have Christmas crackers changed since they were first invented? List three differences between the original crackers and the crackers we use today.

2. Complete the sentences with the verbs in brackets. Use the Present Simple Passive or Past Simple Passive. Then tick the sentences T (true) or F (false) according to the text in Exercise 1.

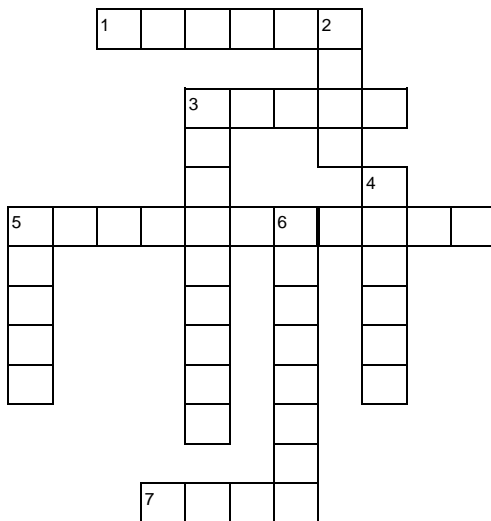
	T	F
1. Paper hats (wear) on Christmas Day.
2. Christmas crackers (invent) in 1900.
3. In the 1850s, love poems (put) inside the crackers.
4. Most of Smith's sweets (buy) by women.
5. When a Christmas cracker (pull) apart, a bell rings.
6. Many Christmas crackers (sell) in Britain at Christmas.

3. Write to a pen pal about a traditional custom in your town. Complete the table to help you.

Where / When / Why did the custom begin?	
How has it changed over the years?	
Who keeps the custom today?	

Vocabulary

1. Complete the puzzle according to the clues below.



Across →

- Cross the ... to go over the river.
- New York City is on the Atlantic ... of the USA.
- Paris is the ... of France.
- You can walk along the ... of the River Thames.

Down ↓

- The sun rises in the
- Europe is a
- Farmers plant vegetables in
- Bears live in
- The Eiffel Tower is a famous

Grammar

2. Write sentences with the words below. Use the Present Simple Passive, affirmative or negative.

- English / speak / in Australia
- trees / use / to make glass

3. landmarks / visited / by tourists

4. cars / make of / metal

3. A friend from another city is interested in hearing about your school. Write his / her questions with the words below. Use the Present Simple Passive. Then answer the questions in full sentences.

1. the school / situate / in the city centre

2. mobile phones / permit / in the school

3. homework / give / every day

4. school uniforms / wear

5. students / allow / to eat in lessons

6. students / expect / to stand up / when the teacher comes in

4. Complete the sentences with the verbs in brackets. Use the Past Simple Passive. Then add the correct person.

Sir Alexander Fleming • Leonardo da Vinci
Stephenie Meyer • Thomas Edison • Levi
Strauss

1. The light bulb (invent) by

2. The *Twilight* books (write) by

3. Penicillin (discover) by

4. Levi jeans (make) by

5. The *Mona Lisa* (paint) by

3. Complete the sentences in reported speech. Write who said them: a tourist, an environmentalist or a Maldivian resident.

1. "Sending my rubbish to another country is not a good solution."
..... said that sending his rubbish to another country a good solution.

2. "Water pollution will affect the health of the Maldivians."
..... said that water pollution the health of the Maldivians.

3. "I didn't see any rubbish during my holiday."
..... told her friends that she any rubbish during her holiday.

4. Write a letter to a friend describing a holiday. Make sure you answer the following questions.

1. Where did you go? 3. What did you do there?

2. Who did you go with? 4. What did you like most about the holiday?