

Back to SCHOOL



USING THE TEXTBOOK

The Student's Book has two versions:

Student's Book – printed version

+

Student's Book – digital version

(includes, apart from the information from the printed version, over 100 AMII – multimedia interactive learning activities)

The Student's Book contains:


10 Units + Extras

Each unit has the following structure:


Reading 1 + Speaking + Grammar 1 + Vocabulary 1 + Listening + Grammar 2 + Reading 2 + Vocabulary 2 + Photostory (in odd units) + Functions + Culture (in even units) + Writing + Extras (Literature, Grammar reference, Pronunciation, Get it right!, Student A / Student B, Project time, Wordlist and Irregular verbs).

There is a Review and an Evaluation test after every two units and also two Final evaluation tests.

The following icons were used to mark the three types of multimedia interactive learning activities (AMII):

 **STATIC AMII** – listening and studying an image/Activitate statică, de ascultare și observare a unei imagini

 **ANIMATED AMII** – film and animation/Activitate animată (film/animație)

 **INTERACTIVE AMII** – exercise with immediate feedback after solving/Activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

The first reading section sets the scene for the unit ...

Pre-reading activities activate students' prior knowledge.

Opportunities for personalisation, for developing students' spoken fluency and for promoting collaboration between students through pair and group work.



Objectives, focusing on skills and language.

Sequence of exercises that helps students to unlock the text.

Students discover the rule for themselves, via an inductive approach to learning grammar, with the help of scaffolding.



Lexical sets are presented with clear visuals to support immediate understanding of new vocabulary items.



Reading texts are about contemporary topics that teens can relate to.

Train to think invites students to consider their broader opinions through reflection on the reading text.



The listening section follows established procedure: a pre-listening activity, a listen-for-gist task and an activity which tests understanding at a deeper level.

Examples of the target grammar are taken directly from the reading text. Language is introduced in context, making it more meaningful for students.

The second reading section introduces a new language focus.

Students are guided through established reading skills procedure of predicting, reading for gist and reading for detailed understanding.



Values helps students to empathise with the attitudes and opinions of others and consider their values.

In all odd numbered units you'll find the photostory ...

Each episode of the photostory involves British teens but is a complete story in itself.



See how the story concludes in the video.

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.



Students predict the ending of the story before they watch.

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent.

Key phrases for a particular speaking function are explored in the Functions section.

... and in all even numbered units, a culture text.

The focus of the Culture section is on getting students to think and talk about life in other countries and how it compares with their own.



Extended writing section, designed to guide students step-by-step through the writing process.

Students are presented with a model text for analysis of task purpose.



The Culture text is primarily exploited for its informative rather than linguistic content. Students are encouraged to respond to the text and relate it to their own experiences and cultures.

LET'S PRACTISE! and TEST YOURSELF consolidate content from each pair of units.

Exercises on this page provide further practice.



The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.



This text introduces your students to English-Language fiction. Comprehension questions and follow-up discussion questions help students to understand and engage with the text.



Project time section provides five optional projects containing a very clear model to guide students while working on them.

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Unit 2 Hard times p 16 1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	Talking about the past	Narrative tenses: past simple, past continuous, past perfect simple <i>would</i> and <i>used to</i> Future in the past	Descriptive verbs	Initial consonant clusters with /s/
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LET'S THINK	SKILLS	General and specific competences from the curriculum explored in the units
Train to Think: Reading between the lines Self-esteem: Life changes	Reading Article: I miss my bad habits Article: For a better life ... Photostory: What's up with Mia? Writing An email about resolutions Listening A conversation about famous people who started their careers late	1. Receive oral messages in everyday communication situations 1.1. Identify the main ideas from TV shows/audio-video recordings on familiar topics, when the speakers/ interlocutors talk clearly and slowly 1.2. Identify the meaning of a regular daily conversation when the interlocutors reformulate or repeat certain words/expressions on demand
Train to Think: Following an idea through a paragraph Values: Animal rights	Reading Article: Events that shook the world Article: Family life in 17th-century Britain Culture: Where life is really hard Writing A magazine article about a historical event Listening A class presentation about animals being put on trial	1.3. Show interest in knowing personalities and cultural events 2. Speak in everyday communication situations 2.1. Narrate a happening/personal experiences 2.2. Participate in short conversations in common contexts, on general topics 2.3. Express your suggestion or reaction to a proposal in an informal dialogue
Train to Think: Identifying the main topic of a paragraph Self-esteem: The film of my life	Reading Article: Big movies on a small budget TV listings: different types of programmes Photostory: Extras Writing A paragraph about your TV habits Listening A conversation about watching too much TV	2.4. Show interest in the quality of expression/interaction 3. Receive written messages in everyday communication situations 3.1. Deduce the meaning of unknown words from the context 3.2. Identify the main aspects from short articles on familiar and up to date topics
Train to Think: Thinking about fact and fiction Values: How science helps people Train to Think: Using criteria	Reading Blog article: Why aren't people more interested in science? Web forum: What should science do next? Culture: Great scientists Writing A blog entry Listening The things kids believe!	3.3. Identify the global meaning of articles or interviews 3.4. Show interest in understanding different types of texts 4. Write messages in everyday communication situations 4.1. Write a letter/digital message using phrases to address someone, to make a request, to invite and to thank someone
Train to Think: Thinking about what makes you happy and healthy Self-esteem: About health	Reading Article: Article: 8,000 birds to see before you die Article: Miracle operations Photostory: The challenge Listening A presentation on the benefits of exercise	4.2. Write simple and coherent texts on topics of interest 4.3. Show interest in the quality of writing Competențe generale și specifice din programa școlară 1. Receptarea de mesaje orale în situații de comunicare uzuală
Train to Think: Thinking about the importance of rules Values: <i>Play rock, paper, scissors</i>	Reading Article: Hard times to be a kid Website contest: The best 50-word stories Culture: The great escape Writing A story about a rescue Listening The game <i>rock, paper, scissors</i>	1.1. Selectarea principalelor idei din programe TV/ înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate 1.2. Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/ expresii 1.3. Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale
Train to Think: Thinking about different writing styles Self-esteem: A better world	Reading Article: Everybody loves stories – but why? Article: Hollywood fairy tales Photostory: Writer's block Writing A fairy tale Listening A conversation about a short story	2. Exprimarea orală în situații de comunicare uzuală 2.1. Relatarea unei întâmplări/a unor experiențe personale 2.2. Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale 2.3. Exprimarea unei sugestii sau a unei reacții la o propunere în cadrul unui dialog informal 2.4. Manifestarea interesului pentru calitatea exprimării/ interacțiunii
Train to Think: Thinking about empathy Values: Respecting the law; Understanding that punishment will follow crime	Reading News reports: Thief feels sorry, Father angry victim of online con Article: Getting creative with crime Culture: Famous criminals Writing A report of a crime Listening An interview about restorative justice	3. Receptarea de mesaje scrise în situații de comunicare uzuală 3.1. Deducerea din context a semnificației cuvintelor necunoscute 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate 3.3. Identificarea sensului global al unor articole sau interviuri
Train to Think: Scientific truth or legend? Values: Thinking carefully before you act	Reading Article: The truth is out there Article: Lost Photostory: And the hole gets deeper! Listening A short story	3.4. Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte 4. Redactarea de mesaje în situații de comunicare uzuală 4.1. Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare, de cerere, de invitare și de mulțumire
Train to Think: Distinguishing fact from opinion Values: Learning from other cultures	Reading Article: Refugees bring new life to a village Blog: From London to Lyon Culture: Nomadic people Writing An informal email Listening Radio interview about migration in nature	4.2. Redactarea de texte simple și coerente pe teme de interes 4.3. Manifestarea interesului pentru calitatea redactării
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1 LIFE PLANS

OBJECTIVES


FUNCTIONS: talking about the future; complaining; expressing possibility, advice/recommendation

GRAMMAR: present tenses (review); future tenses (review); *should / shouldn't*, *may (not)*, *might (not)* (review)

VOCABULARY: making changes; life plans; phrases with *up*

READING

- 1 What are the people doing in the photos? Do you think these are good or bad habits? Why?
- 2 Tick (✓) the bad habits that you have. Then add two more of your own.
 - not doing enough exercise
 - leaving your homework until the last minute
 - forgetting important dates
 - texting when you shouldn't
 - playing computer games when you should be studying
 - getting up late for school
- 3 **SPEAKING** Work in pairs. What can you do to change some of these habits?

- 4 Read the article quickly. What two things is the writer trying to change about her life?
- 5  Read the article again and listen. Mark the sentences T (true) or F (false).
 - 1 The writer has to finish the article by the following day.
 - 2 The writer is finding it easy to lead a healthier life.
 - 3 We use different parts of our brain depending on who we're thinking about.
 - 4 Our brains don't always let us make good choices for our future selves.
 - 5 It takes just under two months for our brains to feel happy with changes to our lifestyles.
 - 6 The writer has decided that she'll never be able to change her habits.



I miss my bad habits

I don't believe it! It's 11 pm and I'm still sitting here writing this article for the school magazine! I've had two weeks to write it and my teacher wants it tomorrow. She's always complaining that I leave things to the last minute. Maybe she's right. A month ago, I made a resolution to be more efficient this year and to never leave things to the last minute. Well, I've failed. At the moment, I guess kids all over the country are thinking back to the resolutions they made at the beginning of the school year. Some of them have already given up for this year. Others are still doing well. Many, I suspect, like me, are struggling with them. I've also been trying to get fitter for four weeks now. I've started going to the gym, I've taken up karate lessons and I've changed my diet. I've even been going to bed earlier. But I'm not feeling any fitter, just a little unhappier. I miss my bad habits. Why is leading a better life so hard?

I've just read an article on a website and I've discovered that it isn't my fault! In fact, it isn't anyone's fault. It's our brains. They're programmed to make it difficult to break bad habits. There's nothing we can do. For example, you're sitting up late playing

Minecraft. You know you've got an important test tomorrow, so why don't you just turn off the computer and go to bed? As I said, it's your brain's fault. Scientists have done experiments that show we use one part of our brain when we think about ourselves and another when we think about other people. However, when we think about ourselves in the future, we use the same part of the brain that we usually use to think about other people. In other words, the brain sees the 'future you' as a different person to your 'present you'. And that's why we don't always find it easy to make sensible decisions for ourselves in the future.

But that's not all. Scientists have also discovered that it takes around ten weeks to form a good habit. For example, it's going to take another six weeks before going to the gym stops being so difficult and becomes an automatic part of my life. That's because ten weeks is the amount of time the brain needs to



change and accept new behavioural patterns as part of everyday life. The good news is that once you make it to ten weeks, everything becomes a lot easier. The bad news is that ten weeks is a really long time, so it's easy to give up on your good intentions sooner.

So there you are. Maybe we want to change our ways and become better people but our brains won't let us. Or is this just an excuse? Look – I've finished my article on time! Anything is possible!

TRAIN TO THINK

Reading between the lines

Sometimes a writer doesn't tell us everything directly: we need to draw conclusions from the information the writer gives. We call this 'reading between the lines'.

Answer the questions and give reasons for your answers.

- Who is the writer? (paragraph 1)
She's a schoolgirl – she's writing for the school magazine and mentions her teacher.
- Does the writer feel guilty that she hasn't finished the article? (paragraph 1)
- Does she enjoy exercise? (paragraph 1)

SPEAKING

Work in pairs. Discuss these questions.

- What resolutions are you going to make for this school year?
- What do you think is the secret of changing your life for the better?

Careful planning.

Do work first, play later.

Listen to your parents.

GRAMMAR

Present tenses (review)

1 Match sentences 1–5 with the tenses a–d and then complete the rule with the names of the tenses.

- 1 I'm still **sitting** here writing this article.
 - 2 I've also **been trying** to get fitter for four weeks now.
 - 3 I've **started** going to the gym.
 - 4 I'm **not feeling** any fitter, just a little unhappier.
 - 5 The brain **sees** the 'future you' as a different person to your 'present you'.
- a present perfect continuous
 - b present simple
 - c present continuous (x2)
 - d present perfect

RULE:

- 1 We use the _____ to talk about facts and give opinions.
- 2 We use the _____ to talk about what's happening at or around the time of speaking.
- 3 We use the _____ to talk about past actions without saying when they happened.
- 4 We use the _____ to talk about actions that started in the past and are still happening.

LOOK! We can use the present continuous with *always* to complain about behaviour that we don't like and find annoying.

My dad's always telling me what to do.

2 Complete the text with the correct present tense forms of the verbs. Sometimes more than one tense is possible.

It's 2 am and I ¹ _____ (lie) in bed. I ² _____ (try) to get to sleep, but I can't. I ³ _____ (have) trouble sleeping for about a month now. I ⁴ _____ (try) different things to help me sleep, but nothing ⁵ _____ (work). My mind ⁶ _____ (not want) to stop. A lot ⁷ _____ (happen) in my life right now. It's exam time, so I ⁸ _____ (study) a lot. There's also the question of next year. I ⁹ _____ (think) about it for ages. Mum and Dad ¹⁰ _____ (want) me to go to university, but I'm just not sure what to do.

3 **SPEAKING** Work in pairs. Think about a problem you've been having and tell your partner.

I've been fighting a lot with my little brother recently. I've tried to ignore him, but it's impossible.

VOCABULARY

Making changes

1 Match the phrases with the definitions.

- | | |
|---------------------------|--------------------------|
| 0 make a resolution | <input type="checkbox"/> |
| 1 give something up | <input type="checkbox"/> |
| 2 do well | <input type="checkbox"/> |
| 3 struggle with something | <input type="checkbox"/> |
| 4 take something up | <input type="checkbox"/> |
| 5 break a bad habit | <input type="checkbox"/> |
| 6 form a good habit | <input type="checkbox"/> |
| 7 change your ways | <input type="checkbox"/> |
- a stop doing something
 - b find something difficult
 - c start a new hobby or interest
 - d stop doing something that isn't good for you
 - e start doing something that is good for you
 - f decide to make a positive change
 - g do things differently (usually for the better)
 - h be successful

2 **Complete the text with the missing verbs.**

Last year I ¹ _____ loads of resolutions and decided to ² _____ my ways. I tried to ³ _____ the habit of getting up late at weekends. For two months I got up at 8 am. But by 2 pm I felt sleepy, so I ⁴ _____ up sleeping in the afternoon. I also ⁵ _____ up wasting time online, but my parents bought me a laptop and that was the end of that. Then I stopped eating meat. I was ⁶ _____ well until Mum made roast beef. I just had to eat it. I tried to ⁷ _____ good habits as well: for example, I started piano lessons. But I ⁸ _____ with finding time to practise, so I stopped. This year I've only made one resolution: not to make any resolutions.

3 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What subjects are you doing well in at school?
- 2 What subjects do you struggle with?
- 3 What was the last thing you gave up doing? Why?

LISTENING



J.K. Rowling



Sylvester Stallone



James Joyce

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you know about these people?
- 2 Can you match the information with each person?
 - A _____ was a famous Irish writer.
 - B _____ played the character Rocky Balboa in *Rocky*.
 - C _____ wrote the Harry Potter series.

2 **▶▶** Listen and check.

3 **▶▶** Read the questions carefully. Listen again and make notes.

- 1 What's Annie's problem?
- 2 What does Ben want to do with his life?
- 3 How was James Joyce earning a living when he was 30?
- 4 How are the examples of Joyce, Stallone and Rowling different from Annie's situation?
- 5 Why does Ben tell Annie not to worry?

4 **SPEAKING** Work in pairs. Compare your answers to Exercise 3.

GRAMMAR

▶▶ Future tenses (review)

1 Look at the sentences from the listening. Complete them with the correct future forms of the verbs. Then complete the rule with *present continuous, going to and will*.

- 1 I _____ (meet) the careers advisor this afternoon.
- 2 I _____ (study) medicine at university.
- 3 I'm sure you _____ (do) well whatever you do.

RULE:

- To talk about future arrangements, we often use the ¹_____.
- To make predictions, we often use ²_____.
- To talk about intentions, we often use ³_____.

2 **○** Circle the best tense.

- 1 *We'll go / We're going* to the beach this Friday. Do you want to come?
- 2 I don't think *I'll finish / I'm finishing* this homework.
- 3 *I won't go / I'm not going* to university this year. I want to take a year off.
- 4 I've got an appointment with the dentist tomorrow. *I'm seeing / I'll see* her at 10 am.
- 5 Daisy's learning to fly. *She'll be / She's going to be* a pilot.
- 6 I'm not *eating / going to eat* chocolate. That's my resolution for next year.
- 7 Argentina *will win / are winning* the next World Cup. That's what I think.
- 8 *We're flying / We will fly* on Friday. I'm so excited.

3 **Write down:**

- 1 two arrangements you've got for this week.
- 2 two intentions you've got for this year.
- 3 two predictions for your life.

READING

1 **SPEAKING** Tick (✓) the statements you agree with. Then discuss them in pairs.

A good friend ...

- always tells you what they're thinking.
- never criticises you.
- agrees with everything you say.
- always listens when you have a problem.

2 Read the article and match the titles with the paragraphs.

- No one is happy all the time
- Stop expecting everybody to like you
- 1 Don't expect people always to agree with you
- Stop expecting people to know what you're thinking
- Don't expect people to change

3 Read the article again. Which paragraphs should these people read and think about? There may be more than one possible answer.

- 1 'Billy's so unfriendly to me. I don't know what I've done wrong.'
- 2 'Can't they see I don't really feel like talking? I just want them to leave me alone.'
- 3 'Katie's always got a smile on her face. I wish my life was as perfect as hers.'
- 4 'I think Jenny would be a brilliant drummer for our band. I don't know what your problem is.'
- 5 'I wish Dylan wasn't so untidy. He always makes such a mess.'

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Which piece of advice do you think is the best? Why?
- 2 What other advice would you add?

For a better life ...

Life can be hard, and when our plans don't work out, it's often easy to blame others. Sometimes we expect too much from friends and family, and when they don't act as we think they should, we feel disappointed. Maybe it would be easier if we stopped expecting so much from other people. No one is perfect, and that includes you.

1 _____

So you want to travel the world before you do a degree, but your parents don't think it's a good idea. Of course, it's great if other people can support you in your decisions, but you can't keep everyone happy all of the time. It's your life and you need to make the decisions to make you happy.

2 _____

Don't worry if there are people who aren't very nice to you, because there are plenty of people who are. They're called your friends. Spend time with them and avoid the others. And when it comes to finding that special person and settling down, remember: there's somebody for everyone.

3 _____

You've been practising football all summer. You think you're good enough to be in the school team, but the teacher doesn't seem to agree. Maybe he just hasn't thought about it at all. He isn't a mind reader, so tell him. Then at least he knows what you're thinking. He might even choose you.

4 _____

People can change, but they don't usually do it because someone else wants them to. You can try and tell them what you're not so happy about, so at least they know, but don't be too disappointed if they carry on doing exactly the same things. You have a choice: accept them or walk away.

5 _____

From their Facebook updates, you'd believe that all your friends are happy all the time and leading exciting lives. Of course, they aren't, just like you know that your life isn't always perfect. We all go through hard times and we often try to hide it. Be kind to people. Maybe they are having a bad day and your smile could make a big difference.

VOCABULARY

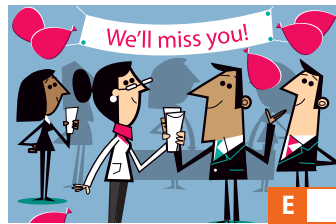
Life plans

1 Match the phrases with the pictures. Write 1–8 in the boxes.

- | | |
|--------------------|------------------|
| 1 retire | 5 start a family |
| 2 travel the world | 6 settle down |
| 3 start a career | 7 get promoted |
| 4 get a degree | 8 leave school |

2 Complete the text with phrases from Exercise 1. Use the correct forms of the verbs.

My uncle has always done things differently. He 1 left school when he was 16 because he wanted to see other places. He spent the next twenty years 2 _____, working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to university and 3 _____. He did really well, and when he finished, he 4 _____ as a translator. Because he was good at his job, he 5 _____ quite quickly and he was soon Head Translator. When he was 48, he met the love of his life and they decided to 6 _____ and 7 _____. Now he's 55, with three young children. He says he wants 8 _____ soon. He wants to stop working and take the whole family around the world with him. I wouldn't be surprised if he does.



GRAMMAR

should / shouldn't, may (not) / might (not) (review)

Complete the sentences using *should / shouldn't* or *may / might*. Then complete the rule with the correct modal verbs.

- You can speak several foreign languages, so you should definitely work as a translator.
- He's a very good football player and he trains a lot but he _____ give up because of his health issues.
- Kate had no sleep last night. She _____ be tired.

- You _____ walk away from people you can trust.
- He _____ want to start a family if he likes travelling so much.
- I'm travelling the world, so I _____ join you on New Year's Eve.
- You look terrible! You _____ see a doctor as soon as possible.

RULE:

- To express possibility, we often use 1 _____ and 2 _____.
- We use 3 _____ to give advice.

WRITING

An email about resolutions


Write an email to an English-speaking friend in another country. Describe your resolutions for the coming school year. Write about:

- bad habits you're changing
- new classes you're taking
- activities you plan to take up
- why you're doing all of this

What's up with Mia?

1 Look at the photos and answer the questions.

What do you think the problem is?
What does Mia want to give up?

2  Now read and listen to the photostory.
Check your answers.



1

FLORA Hi, Leo. Hi, Jeff.
LEO Hi, Flora.
FLORA Hey, has either of you seen Mia lately?
JEFF No. I haven't seen her for ages, actually.
LEO Now you mention it, neither have I.
FLORA It's strange, isn't it? She hasn't been to the café for a long time. I wonder what she's up to.
LEO Hey, look who it is. Hi, Mia! We were just talking about you. Where have you been hiding?



2

MIA Don't even joke about it. I never have time to do anything any more.
FLORA Come and sit down. I'll get you something to drink.
MIA You're a star. That's just what I need.
JEFF So what's up, Mia? Why are you so busy?
MIA Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework.
LEO It's Thursday today.
MIA I know. I'm only here because orchestra was cancelled this week. Thank goodness.

THE FOLLOWING WEEK ...



3

CHLOE Hi, Mia.
MIA Hi, Chloë.
CHLOE What's up with you? You don't sound very happy.
MIA It's nothing.
CHLOE Really?
MIA Well, to be honest, I don't really feel like orchestra today.
CHLOE Why not?
MIA I haven't had any time to practise. And I'm tired. I don't know if I'm up to it.
CHLOE Don't be silly. I'm sure it'll be fine. Look, Mr Wales wants to start. Come on, Mia.
MIA Here we go. I am *not* looking forward to this.

LEO Don't you like playing the violin?
MIA Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?
FLORA So why do you do it?
MIA To keep my mum happy, I suppose.
JEFF You should talk to her, tell her you want to give it up.
MIA Yeah, maybe. But it's not always so easy to talk to her.
FLORA Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.
MIA Yeah, I guess you're right. It's up to me to do something about it.

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what you think Mia decides to do. Write down your ideas.

We think that Mia decides to carry on with the violin and continues playing in the orchestra.

- 4  Watch and find out how the story continues.

- 5 Answer the questions.

- 1 What happens at orchestra practice?
- 2 What reasons does Mia give to her mum for giving up the violin?
- 3 Why does Mia think her mum changed her mind?
- 4 How is Mia learning the guitar?
- 5 Why does Mia enjoy playing the guitar?

PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?

- 1 Now you mention it, ...
- 2 Where have you been hiding?
- 3 You're a star.
- 4 Where shall I start?
- 5 Don't be silly.
- 6 Here we go.

- 2 Use the expressions in Exercise 1 to complete the conversations.

- 1 A You look tired. Has it been a busy day?
B Busy? _____ First, I had a Maths test. Then I had Drama club at lunchtime. Then it was a five-kilometre run in PE ...
A Well, you just sit down and I'll get you something to eat.
B Thanks, Mum. _____
- 2 A _____, Annie? I haven't seen you for days.
B I haven't been anywhere. You're the one who disappeared.
A _____, I have been quite busy.
- 3 A It's ten o'clock. Time for the test.
B _____ I'm really not ready for this.
A Me neither. I've got a feeling I'm not going to pass.
B _____ You always pass.

WordWise

Phrases with up

- 1 Match the phrases in bold with the definitions.

- 1 So **what's up**, Mia?
 - 2 Do you know I spend **up to** an hour every day practising?
 - 3 I wonder what she's **up to**.
 - 4 Then every night I'm **up** late doing my homework.
 - 5 It's **up to me** to do something about it.
 - 6 I don't know if I'm **up to** it.
- a not in bed
b doing
c what's the matter?
d capable of
e as long as / to a maximum of
f my responsibility

- 2 Use words and phrases from Exercise 1 to complete the sentences.

- 1 What have you been _____ recently?
- 2 I was _____ late watching TV last night.
- 3 Oh, no! You look really unhappy. _____?
- 4 It isn't my decision. It's _____ you to decide.
- 5 He's 75 now, so he isn't _____ long walks.
- 6 This car can carry _____ six people.

Pronunciation

Linking words with up

Go to page 122.

FUNCTIONS

Complaining

- 1 Match the parts of the sentences.

- | | |
|--------------------------|-----------------------------|
| 1 I'm not happy with | a it takes up so much time. |
| 2 The problem is that | b picking on me. |
| 3 He's always | c really like the violin. |
| 4 If I'm honest, I don't | d the way he talks to me. |

- 2 **ROLE PLAY** Work in pairs. Student A: turn to page 150. Student B: turn to page 151.

2 HARD TIMES

OBJECTIVES

FUNCTIONS: talking about the past
GRAMMAR: narrative tenses: past simple, past continuous, past perfect simple; *would* and *used to*; future in the past
VOCABULARY: descriptive verbs




READING

1 Look at the pictures and answer the questions.

- 1 What do the pictures illustrate?
- 2 How was life in the past harder than it is today?

2 Read the article quickly. Make notes on these questions about the Great Fire of London.

- 1 In what year did it happen?
- 2 How did it start?
- 3 How long did it last?
- 4 How did people get away?
- 5 How was the fire stopped?
- 6 What damage did it do?

3  Read the article again and listen. Add details to your notes from Exercise 2.

TRAIN TO THINK

Following an idea through a paragraph

It can be difficult to follow what a writer is trying to say in a longer paragraph. We need to read carefully to understand fully what the writer is saying.

Answer the questions.

The end of Paragraph 2 says: 'The situation provided the perfect conditions for flames to spread quickly.'

- 1 Look back at the paragraph. How many things are needed to start a big fire? List them.
- 2 What were those things in London in 1666?

The beginning of Paragraph 3 says: 'The fire spread quickly but it was also extremely difficult to fight.'

- 3 Look back at the paragraph. Why was the fire difficult to fight?

The Great Fire of London

The event that changed the face of 17th-century London forever

It was 1 am on Sunday 2 September, 1666. London was sleeping. In a small bakery in Pudding Lane, Thomas Farriner and his workers were busily making bread for the coming day when, suddenly, a fire broke out. Just four days later, thousands of houses had been destroyed and countless people were homeless. How did this happen, and why was the damage so serious?

For a fire to start, three things are needed: a spark, fuel and oxygen. In the bakery in Pudding Lane, a maid didn't tend to the ovens properly. They got too hot and sparks began to fly. The weather that year had been extremely hot. It hadn't rained for months. But people knew winter was coming, so they'd stocked their cupboards with food and oil. *Warehouses were full of wood, coal and other winter *supplies. A strong wind was blowing from the east. The situation provided the perfect conditions for flames to spread quickly. What followed was one of the biggest disasters of the 17th-century world.

The fire spread quickly, but it was also extremely difficult to fight. It started in a poor area of the city, where houses were built very close to one another. Tens of thousands of people were living in very small spaces. A simple house was often home to many families as well as *lodgers. As the catastrophe struck, people panicked. Some had to smash their doors to get out of their homes. The streets were blocked with people and with material that had fallen from houses. Many people had grabbed their most important possessions and were trying to escape from the flames with them. They screamed in terror and suffered from the heat and the smoke. Some ran away from the city on boats. Others simply dived into the river to save themselves.

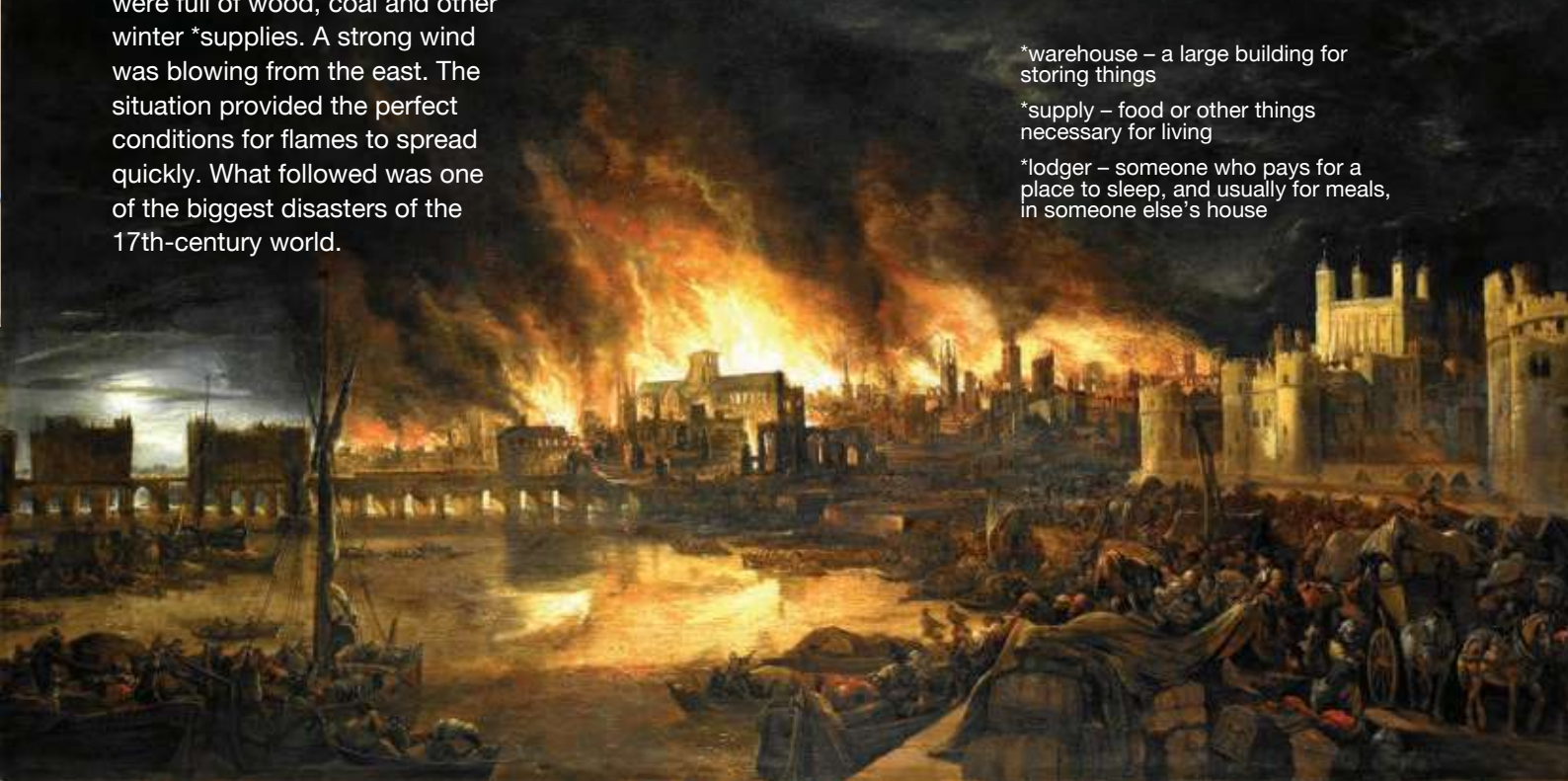
The fire was so strong that the Duke of York put a plan into action. His soldiers demolished a large warehouse full of paper. This robbed the fire of more fuel and created a 'fire break' that the flames could not jump over. At about this time, the wind also changed direction, driving the fire back into itself. At last, the flames became less strong enough to be controlled. The fire was finished.

Although surprisingly few people lost their lives, at least 13,000 houses – 80 per cent of the city's buildings – had burned to the ground. Thousands of people had become homeless and had lost everything they owned. Gradually, people rebuilt the houses in ruins, but this took several years. Many Londoners moved away from their city and never returned.

*warehouse – a large building for storing things

*supply – food or other things necessary for living

*lodger – someone who pays for a place to sleep, and usually for meals, in someone else's house



SPEAKING

Work in pairs. Discuss these questions.

- 1 What other events would you suggest for the *Events that shook the world* series? Why?
- 2 If you had to leave your home in a hurry and had the time to save three things, what would you choose?

GRAMMAR

Narrative tenses: past simple, past continuous, past perfect simple

1 Match the sentences from the article on page 17 with the tenses. Then complete the rule.

- 1 London **was sleeping**.
 - 2 Thomas Farriner and his workers **were** busily **making** bread [...] when, suddenly, a fire broke out.
 - 3 His soldiers **demolished** a large warehouse.
- a past simple
b past continuous (two sentences)

RULE:

We use ...

- 1 _____ to talk about finished actions in the past.
- 2 _____ to talk about longer actions in the past interrupted by shorter actions.
- 3 _____ to set the scene.

2 Complete the sentences with the past simple or past continuous form of the verbs.

- 0 While people were running towards the river, a warehouse exploded. (run / explode)
- 1 When they _____ how serious the situation was, they _____ their possessions and _____ to get away. (notice / take / try)
- 2 A man _____ for his family when he _____ a baby in the street. (look / find)
- 3 While they _____ how to stop the fire, it _____ clear that little could be done. (wonder / become)
- 4 While the people in the bakery _____ bread, a small fire _____. (make / start)


3 Read the example sentence and complete the rule.

Some people **had** already **escaped** from the city on boats when the Duke of York put a plan into action.

RULE: We use past perfect to talk about actions before a certain time in the past or before another action in the past.



Form the past perfect with *had* (or *'d*) + the _____ of the verb.

4  Complete the sentences with the past simple or past perfect form of the verbs.

- 0 We had no house anymore because the fire had destroyed it. (have/destroy)
- 1 A helicopter _____ the people before the boat _____. (rescue/explode)

- 2 The firefighters _____ the building until they _____ the fire _____. (not enter/put out)
- 3 The fire alarm _____ them _____ when the firefighters _____. (wake up/ arrive)

VOCABULARY

Descriptive verbs

1 Certain verbs make narratives sound more dramatic. Find these words in a dictionary and write down:

- 1 what they mean.
 - 2 their past simple and past participle forms.
- smash | rage | dive | flee | strike
demolish | grab | scream

2 Replace the underlined words with words from Exercise 1. Change the form if necessary.

- 0 He picked up a stone and broke the windscreen of the car. smashed



- 1 The thief stole a motorbike and ran away. _____
- 2 When I got there, I heard somebody shouting with fear. _____
- 3 They knocked down the houses to make space for new shops. _____
- 4 The man took my wallet from me quickly and ran away. _____
- 5 The car lost control and hit another vehicle. _____
- 6 He took off his clothes and jumped into the water. _____

Pronunciation

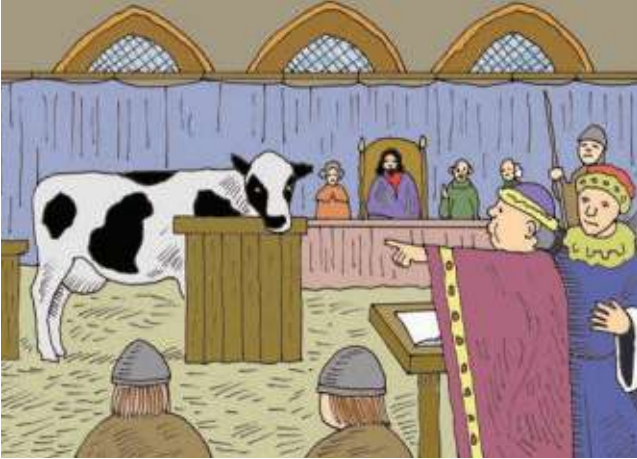
Initial consonant clusters with /s/

Go to page 122.

LISTENING

1 Look at the picture. Why do you think the cow was in court? Choose the best option.

- A It was accused of killing a human.
- B It was interrupting a court meeting.
- C A man was accused of hurting the cow.



2 Listen to Ryan's talk. Then answer the questions.

- 1 When were animals taken to court?
- 2 In which parts of the world did this happen?

3 Listen again. For questions 1–5, choose A, B or C.

- 1 What were the French rats accused of?
 - A entering restaurants
 - B taking people's food
 - C hunting cats
- 2 According to the man, why didn't the rats accept their order to appear in court?
 - A They hadn't received it.
 - B They couldn't read it.
 - C They'd never accept an invitation from humans.
- 3 Why did he say the rats would never go to court?
 - A No one would understand them.
 - B They might not be safe.
 - C They couldn't be friends with humans.
- 4 How did the other people react to the man?
 - A They thought he was crazy.
 - B They laughed at him.
 - C They couldn't argue against him.
- 5 What happened to the rats?
 - A They were hunted and killed.
 - B They were found 'not guilty'.
 - C They were ordered to leave the village.

VALUES

Animal rights

1 Read the scenarios. Match them with statements 1–6. There are two statements for each scenario.

Scenario A: /

Work on a huge multi-million-pound shopping centre has been stopped because nests of an extremely rare frog have been found in the area. It is one of only five places where this frog breeds. The property developers are putting pressure on the local government, saying it will be a disaster for the economy if they aren't allowed to finish the job.

Scenario B: /

An elderly lady lives on her own. She has family, but they all live far away. A relative has suggested buying her a parrot for her 80th birthday. Other family members are against the idea of keeping an animal in a cage.

Scenario C: /

There is a hotel that's very popular with tourists because it's close to a beautiful forest. The forest is home to a species of large spider. Although it's harmless, people working in the hotel have been given strict orders to kill any spiders that get into the guest rooms.

- 1 A bird in a cage can be a great companion for a person who lives alone, so it's the right present.
- 2 Creating places where people can relax is more important than worrying about a few animals.
- 3 We can't afford to lose any species of animal.
- 4 Places where endangered animals have their natural habitat belong to the animals, and not to people.
- 5 Spiders are ugly and disgusting, and many people are scared of them. Of course they should be killed.
- 6 Birds need to fly, and they need space to be able to do that. Cages should be forbidden.

2 **SPEAKING** Which of the statements 1–6 do you agree and disagree with? Why? Make notes of your answers. Then compare your ideas in pairs or small groups.

READING

- 1 Work in pairs. Look at the pictures, the main title and the paragraph titles. What information do you think each paragraph might contain?
- 2 Read the article and check your answers.

Family life in 17th-century Britain

By the 17th century, life in Europe had started to become more comfortable for those who had money. Trade had become more important, and the number of people who could read and write was starting to grow. But while the rich were enjoying good food, poetry and the theatre, life for the poor hadn't changed much at all. Here are a few examples of what ordinary family life was like in the olden days.

A typical household

Women used to have seven or eight children, but one in every three children died before reaching one year of age. Many children had



to leave home when they were as young as seven years old to work as shepherds or helpers on farms. There weren't many elderly people in the families because people died much younger than they usually do today. Few people expected to live beyond 40. In fact, children frequently grew up without parents at all.

A crowded life

Ordinary people used to live in one-room houses, together with chickens, goats or even cows. Only richer families had mattresses. On cold nights, everyone in the family would crowd together to sleep, to warm each other up. Unfortunately, this had a bad effect on people's health. Lice infestations were very common, and if one person suffered from an illness, everybody else would get it



too. Taking a bath was such a rare event that everybody smelled bad.

Childcare

Life didn't allow people to spend a lot of time with their children. Parents used to leave even very young children on their own for most of the day. Records from that time report many stories of children who got too close to the fire and burned to death. But even when parents were with their children, they didn't care for them in the ways we're used to parents doing today. Children were often simply considered workers. Parents didn't use to sing songs to their children or play with them. It used to be normal to call a child 'it' rather than 'he' or 'she'.

It's often easy to fantasise about the past and think how wonderfully simple life was compared to all the pressure we face in our day-to-day lives. But was it really so great? For most people, it probably wasn't.

- 3 Read the article again. Mark the sentences T (true) or F (false). Correct the false sentences.

- 1 Life in the 17th century was difficult for everybody, no matter how much money they had.
- 2 Grandparents often used to live with the families and look after the young children.
- 3 There wasn't a lot of space in most people's homes and they often shared it with their animals.
- 4 Children sometimes died because their parents weren't very concerned about their safety.
- 5 Parents these days spend more time with their children than they did in the olden days.

- 4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Compare family life in the 17th century with family life now. What are the most striking differences?
- 2 What do you think life will be like 100 years from now? Will it be easier? If so, how?

GRAMMAR

would and used to

1 Complete these sentences from the article on page 20. Then complete the rule with *used to* / *didn't use to* and *would(n't)*.

- Women _____ have seven or eight children.
- On cold nights, everyone in the family _____ crowd together to sleep, to warm each other up.
- Parents _____ sing songs to their children or play with them.
- It _____ be normal to call a child 'it' rather than 'he' or 'she'.

RULE: To talk about habits and repeated actions in the past, we can use *used to* / *didn't use to* or *would(n't)*.

- We use ¹ _____ with both action and stative verbs.
- We only use ² _____ with action verbs.

2 Circle the correct words. Sometimes both options are possible.

- When I was a child, I *would* / *used to* play a lot with my sister.
- We *would* / *used to* have a cat, Tubby.
- We *would* / *used to* like her a lot and play with her all the time.
- It's funny, but I *would* / *used to* think I'd never learn to read.
- We *would* / *used to* share a bedroom.
- My sister and I *would* / *used to* be such good friends!

3 Complete the sentences and conversations with the correct form of *used to*.

- A _____ you _____ have a pet when you were a child?
B Yes, I _____ have a cat.
- We _____ have a car. We used to walk everywhere.
- A _____ you _____ watch a lot of TV when you were younger?
B Yes, I _____ watch it every day when I got home from school.
- I _____ like vegetables, but I love them now.
- A _____ your dad _____ read you stories before you went to bed?
B No, he didn't, but my mum _____.
- I _____ like having birthday parties. I was a really shy child.

Future in the past

1 Read the example sentences and complete the rule. They thought the children **would be** late for school. I knew my parents **would help** me.

RULE: We use future in the past to talk about future events, seen from a moment in the past.

- When we express future events, seen from the past, we use ¹ _____ + the short infinitive form of the ² _____.

2 Complete the sentences. Use the future in the past form of the verbs in brackets.

- I hoped my father *would understand* (understand) why I made that choice.
- I thought the children _____ (organise) a secret birthday party for Jim but they didn't.
- I realised the city _____ never _____ (look) the same after the hurricane.
- I expected he _____ (apologise) for lying to his sister.
- The people in the city were sure the Duke's plan _____ (work).
- They hadn't imagined the storm _____ (destroy) the bridge.

FUNCTIONS

Talking about the past

1 Look at phrases 1–6 and match them with categories a–c.

- a the present
b the recent past
c a long, long time ago in history

- from 1995 until 2004
- in the Middle Ages
- these days
- not so long ago
- a decade ago
- nowadays

2 Work in pairs. Choose a topic for your partner and a period in the past. Your partner makes a comparison between the present and that time period. Take turns.

school | food | technology
games | home | travel

games in the 1930s

Well, children would play with teddy bears or dolls. These days, many children have electronic games.



Culture

1 Look at the photos and answer the questions.

- 1 In what part of the world were these photos taken?
- 2 Why might life be difficult there? How many reasons can you think of?

2 Watch the video to check your answers.



Where life is really hard

It's the end of the winter. Most people have been inside for weeks. They haven't seen the sun for a long time. But some men are outside. It's bitterly cold, with temperatures of around -45° Celsius, and the freezing wind makes the situation difficult for them to **bear**. These men are hunters, and the survival of the people they've **left behind** in the villages depends on how successful their hunt is.

Akycha is one of these men. He's been out hunting for more than a week now. While he's away from home, he stays **overnight** in a little igloo that he's made himself from ice and snow. The igloo protects him from the freezing wind. Inside, there's a little stove for cooking, and a small stone lamp which provides light. Together, they help to create a temperature of around 12° Celsius.

Right now, Akycha is several kilometres away from his igloo. He's riding his snowmobile along the coast, far out on the frozen sea. Suddenly, he can see something in the distance. He stops his snowmobile and checks through his binoculars. It's a seal. If he's lucky and his hunt goes well, the meat he brings home should **last** his family for several weeks.

Akycha and his people are part of the Inuit community. Most of them still live a very traditional life, a life that makes them dependent on hunting seals and whales. Some of them also live off the reindeer they keep.

The Inuit are indigenous people of the Arctic Circle. The Arctic Circle is a huge land area that belongs to a number of northern countries: Russia, the USA, Canada, Greenland, Norway, Sweden, Finland and Iceland. The northern environment is an exceptional habitat. Temperatures are low during most of the year and summers are short, which means that plants can only grow for a few weeks every year. If the reindeer eat the **moss** that grows in a certain area, it can take up to 30 years for the plants to grow back. This is why Inuits who make a living from keeping and **breeding** reindeer have to be constantly **on the move** with their **herds**.

For most of us, life is less hard than it is for the Inuit people. But maybe we can learn something from them. Their traditional way of life is a model of living in partnership with nature, rather than exploiting and destroying it.



3 Read the article again. Answer the questions.

- 1 What are winters like inside the Arctic Circle?
- 2 How does Akycha survive when he's out hunting?
- 3 What does he hunt and how does he do this?
- 4 Why can't the Inuit who keep reindeer stay in one place for a long time?

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 In what other areas of the world do people live under extreme conditions?
- 2 What is the coldest or hottest place you've ever been in? What was the experience like for you?
- 3 Would you find it easier to live in an area where it's very cold or very hot?