

# 5

# Into the future

In this unit you can

- \* make predictions
- \* talk about your future life

- \* describe homes of the future

## 1 Read

- a** Look at the picture. Which words do you think will be in the story?  
Scan the story and check your ideas.

crash food galaxy joke money moon planet robot  
rocket sleep space spaceship star translate universe year

- b** Read the story again and answer.

- 1 Where are the man and the woman?
- 2 Where are they going?
- 3 Who are they talking to?
- 4 Why are they frightened?



## Looking for Planet Vulcan

**Samantha:** Jake, we went into space nearly two years ago and we're still looking for Planet Vulcan. What do you think? Will we find it?

**Jake:** Oh yeah. I'm sure we will. Relax, Sam. The universe is a big place, but we've got the computer to help us. We're in a new galaxy now. Perhaps we'll find it here.

**Samantha:** OK, but I'm not sure about the computer. I know it's the most powerful computer in the world, but it tells terrible jokes.

**Computer:** Good morning, you lucky space travellers! This is your friendly computer speaking. Did you sleep well?

**Samantha:** Oh hi, Bob. Yeah, fine, thanks. How about you?

**Computer:** Excellent! My last night of sleep was excellent.

**Jake:** Last night of sleep? What do you mean?

**Computer:** Oh sorry, guys. Didn't I tell you? That red and blue planet out there – can you see it? Our spaceship will crash into it in exactly ... um ...

**Jake:** What? We can't! You have to do something!

**Computer:** Sorry! I'd like to help, but the spaceship is out of control and there's nothing – I repeat, nothing – I can do. So in 45 seconds, we'll all be dead.

**Samantha:** Help! Do something!

**Computer:** I can't. But don't worry. When we die, in exactly ... um ... 30 seconds from now, it'll be very quick and it won't hurt! So I just want to say that I really enjoyed being with you on this spaceship. Thank you for being such good friends! 'We'll meet again, don't know where, don't know when ...'

## 2 Focus on language

### \* Predictions

- a** Read the examples and answer the question.  
Find other examples in the story on page 34.  
Will we find it? We'll all be dead. It won't hurt.

\* Pronunciation: 'll

- b** ▶ **CD2 T2** Listen and say which sentence you hear.
- |                               |                                |
|-------------------------------|--------------------------------|
| 1 A I ask the computer.       | B I'll ask the computer.       |
| 2 A They find Planet Vulcan.  | B They'll find Planet Vulcan.  |
| 3 A You have to sleep well.   | B You'll have to sleep well.   |
| 4 A We crash into the planet. | B We'll crash into the planet. |

- c** ▶ **CD2 T3** Listen and repeat the B sentences.  
Then say A or B sentences and test your partner.

**LB** pages 46–47

**WB** pages 40–41

## 3 Speak and listen

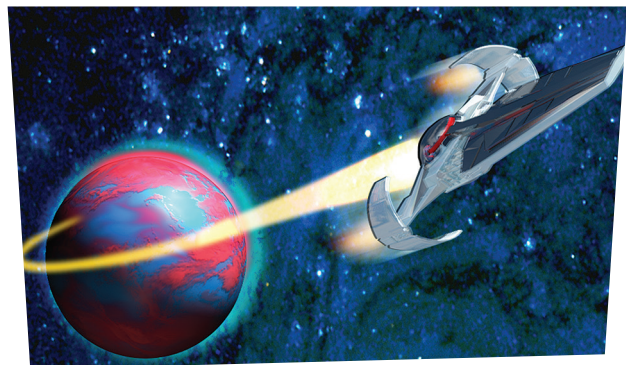
- a** Choose one of the pictures and invent an ending for the story.

catch fire crash die fight land meet miss turn

I think they'll ...

The spaceship won't ...

I don't think they'll ...



- b** ▶ **CD2 T4** Listen to the whole story and compare your ideas.



## 4 Speak and listen

**a** Do the survey.

# Your Future

**1** What will you do when you leave school?  
**a** I'll go to high school.  
**b** I'll get a job.  
**c** I'll do an apprenticeship.

**2** What will happen when you're 18?  
**a** I'll learn to drive.  
**b** I'll fall in love for the first time.  
**c** I'll leave home.

**3** When will you get married?  
**a** In your 20s.  
**b** In your 30s.  
**c** Never.

**4** How many children will you have?  
**a** None.  
**b** One or two.  
**c** Three or more.

**6** What else will happen?  
**a** I'll be famous.  
**b** I'll be happy.  
**c** I'll be rich.

**5** Where will you live?  
**a** In a big city.  
**b** In the country.  
**c** Abroad.

- b** ▶ **CD2 T5** Listen. What do you hear?
- two friends talking about their future plans
  - a radio interview with two teenagers about the future
  - an interview with two teenagers looking for jobs

## 5 Focus on language

### ★ Talking about future life events

**a** ▶ **CD2 T5** Listen again. Who says what? Chloe or Jordan?

- |   |  |
|---|--|
| 1 <b>I'll probably</b> work with computers. | 5 <b>I'm sure I won't</b> be famous.       |
| 2 <b>I'm not sure I'll</b> do A levels.     | 6 <b>Maybe I'll</b> live abroad.           |
| 3 <b>I hope I'll</b> go to university.      | 7 <b>I'm sure I'll</b> learn to drive.     |
| 4 <b>I think I'll</b> get married.          | 8 <b>I don't think I'll</b> have children. |

**b** Use a word or phrase from each box to talk about your future.

be do fall get  
go have live

a good job abroad an apprenticeship children  
famous in love married rich to university

I don't think I'll be famous.

I'll probably do an apprenticeship in watch-making.

**c** **Communication in mind** Work with a partner. Tell your fortunes.

**Student A** Turn to page 65.

**Student B** Turn to page 67.

**LB** pages 42 and 48

**WB** pages 42–43

## 6

## Read

## \* Home technology

- a Scan the article about smart homes. Has your home got any of these things? Which of the smart features would you like in your house?

## Smart homes

What will your home be like in the future? How will technology change your daily life? Have a look around this smart home to get some ideas about what a central home computer will be able to do. But remember, many of the things here aren't just about the future. Smart homes are becoming more and more common around the world.

### Kitchen

The kitchen **recycling bin** will monitor the things you throw away and order food online. Your fridge will check what's in it and tell your home robot what to cook. Your washing machine will send you a text message when the wash is ready.

### Intercom

No more shouting or running **downstairs**. From **upstairs**, you'll use the **intercom** to ask what's for supper.

### Speakers

**Speakers** in the ceiling will fill your life with music. The house will play your favourite music when you walk into a room. Sensors will check your mood and choose the songs.

### Camera

When you're inside the house, you'll always know who's outside before you open the door. When you come home, your camera will see you and turn on the lights, switch on your favourite programme on the TV and start cooking supper.

### Front door

You won't need **keys** any more. You'll lock and unlock the front door with your fingerprints.

### Walls

Smart wallpaper will change the colour and pattern on each **wall** depending on who is in the room and on their mood.

### Home robot

Robots will do all the housework. They'll do the shopping on the internet too using the home **wifi**.

### Light switch

When you want to switch the lights on or off, you won't have to get up and cross the room. Just talk to the voice activated **light switch**.

### Remote control

You'll program your entire house with a **remote control**.

- b Write the **highlighted** words on page 43 of the Language Builder.

LB page 43 WB page 43

Vocabulary bank page 91

## 7

## Speak and write

- a Think of three new ideas for smart homes.
- b Draw pictures and write descriptions of your ideas. Present your ideas to the class.



# Culture in mind

## 8 Read and speak

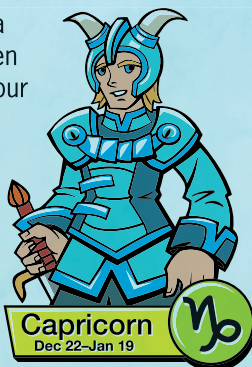
**a** Scan the article. Talk about the methods people use to predict the future.

### FORTUNE TELLING

Everyone wants to know the answer to questions like: Will I have a lot of money? Will I be happy and healthy? That's why fortune telling is so popular. There are hundreds of different ways of telling the future. Here are just a few.

#### Astrology

Astrology is centuries old. The idea is that the position of the stars when you are born has an influence on your personality, and is also important for predicting your future. These predictions are called horoscopes. Most newspapers and magazines have horoscope sections. Many people read them, but not everyone believes that the predictions will come true.



#### Fortune cookies

Fortune cookies are popular in Chinese restaurants around the world – but not in mainland China! The cookies have a piece of paper inside. The paper usually has a wise saying and some lucky numbers on it – and this is the 'fortune'. They are a modern invention. Most people know that fortune cookies cannot really tell their future, but lots of people like reading them.



#### Palmistry

In palmistry, the idea is that the lines on the palm of your hand can tell you things about your future. Palmistry is thousands of years old. A lot of people think that it is nonsense. However, some doctors say that the lines on your palm really can tell you something about your health, but they don't think that they can tell you about your future!



#### Reading tea leaves

Some people say that you can predict the future by reading tea leaves from your teacup. To do this, make a pot of tea. Then pour the tea into a cup. Make sure some tea leaves fall into the cup too. Empty the cup so that the tea leaves are still at the bottom. The position and shape of the leaves in the cup will tell you your future!



**These are only four ways of predicting the future. Are any of them reliable? Well, probably not. However, we can make one sure prediction: people will always want to know their future.**

**b** Read the article again and answer.

Which method of fortune telling:

- |                                |   |
|--------------------------------|---|
| 1 uses part of your hand?      | 5 can give information about your health? |
| 2 looks at when you were born? | 6 is the newest?                          |
| 3 includes numbers?            | 7 is often in newspapers and magazines?   |
| 4 uses a drink?                | 8 is the oldest?                          |

**c** What do you think of the different methods of fortune telling? What other methods do you know?



# Physics and astronomy

## The solar system

### 9 Speak and read

- a** What do you know about these things?
- b** Read and match the definitions with the words.

a galaxy

the Milky Way

the moon

the sun

a meteor

a planet

**1** It's the Earth's only natural satellite.

**4** Our sun is one of the stars in this galaxy.

**2** It's a bit of material that floats through the Earth's atmosphere. It's also called a shooting star.

**5** This is at the centre of our solar system.

**3** It's a group of billions of stars. The universe contains more than 100 billion of them.

**6** There are eight of these in our solar system. They orbit the sun.

### 10 Speak and listen

- a** Choose the correct answer or answers for each quiz question.

**1** Which planets are smaller than Earth?  
a Mercury    b Venus    c Mars

**5** Which is the largest planet?  
a Saturn    b Jupiter    c Neptune

**2** Which is the third planet from the sun?  
a Earth    b Mars    c Venus

**6** Which planet has the most moons?  
a Earth    b Mars    c Jupiter

**3** Which is the brightest planet in the sky?  
a the sun    b Venus    c Jupiter

**7** What are the rings around Saturn made of?  
a dust and rocks    b gas    c water

**4** Which planet has two moons?  
a Mercury    b Venus    c Mars

**8** Which two planets are furthest away from the sun?  
a Neptune    b Saturn    c Uranus

- b** ▶ **CD2 T6** Listen and check your answers.



## In this unit you can

- \* narrate past events
- \* describe places and events
- \* talk about the weather
- \* describe actions

## 1 Read and speak

**a** Why is it difficult to survive in the jungle?

**b** Scan the article and answer.

- 1 When did the events take place?
- 2 Why was Juliane in the jungle?

## When she fell from the sky

ON CHRISTMAS EVE 1971, 17-year-old Juliane Köpcke boarded a plane in Peru to spend Christmas with her father, who worked in a different city. She was with her mother.

- 5 Half an hour after take-off from Lima airport, their plane flew into a thunderstorm over the Amazon jungle. It was raining heavily and there was a strong wind. And then, suddenly, lightning hit the plane and it exploded.
- 10 One moment Juliane was sitting next to the window and then she was in the air. She fell head first 3,000 metres in her seat and hit the trees hard. She was unconscious for a few hours. When she woke up the next morning, she
- 15 was on the forest floor and she couldn't find her glasses. She was alive, but she was alone and the only food she had was some sweets that she found at the crash. While she was in the jungle, she saw some fruit on the trees, but she didn't
- 20 eat it – she knew it was too dangerous.

Luckily, Juliane's father was a biologist and he taught her how to survive in the jungle when she

was young. Juliane looked for other survivors, but she couldn't find anyone. Then she saw a small river, so she started to walk slowly along it. 25 'If I follow the river, I'll find people,' she thought. Her right shoulder hurt badly and it was very hot, but the river kept her cool, and it also gave her water to drink. Sometimes she had to swim because the river was too deep to walk in. 30 There were crocodiles in the water and jaguars, scorpions and poisonous snakes in the trees, but they didn't attack her.

At night Juliane stopped to sleep because it was too dark to walk. She walked for ten days 35 before she saw a small boat on the river. She found a hut and went in, but it was empty. Later that day, three men found her there. They cleaned her cuts carefully, and the next day, they took her down the river and put her on a plane, 40 which took her safely to her father.

Juliane was the only person who survived the plane crash. Her story travelled around the world. The film director, Werner Herzog, had a ticket to travel on the same plane, but he missed it. Thirty 45 years later, he made a film, *Wings of Hope*, about Juliane's incredible adventure. In 2013, Juliane wrote a book, *When I Fell From The Sky*.

**Juliane Köpcke before the crash ▶**



**c** Read the article again and find the words in the box. Then complete the sentences with them.

after before later then when while

- 1 The plane exploded ... lightning hit it.
- 2 Juliane fell 3,000 metres and ... she landed in some trees.
- 3 Juliane looked for other survivors ... she walked along the river.
- 4 Juliane didn't eat any fruit ... she was in the jungle.
- 5 She found the hut ... ten days in the jungle.
- 6 Forty-two years ..., she wrote a book about her adventure.



**d** Put the pictures in order and use them to tell Juliane's story.



## 2 Focus on language

### \* Describing places and events

**a** Read the article again and answer.

- 1 Why didn't Juliane eat the fruit on the trees?
- 2 What was the weather like in the jungle?
- 3 Why did she have to swim in the river sometimes?
- 4 Why did she stop walking at night?

**b** **Communication in mind** Work with a partner. Read and match the crazy statements and responses.

**Student A** Turn to page 68.

**Student B** Turn to page 70.

### \* Pronunciation: /əʊ/ and /ɔ:/

**c** ▶ **CD2 T7** Listen and repeat.

/əʊ/ boat clothes hope no slow wrote

/ɔ:/ fall floor storm taught walk warm

**d** ▶ **CD2 T8** Listen and repeat the sentences.

When she woke up the next morning, she was on the forest floor.

Then she saw a small river, so she started to walk slowly along it.

She walked for ten days before she saw a small boat.

## FOCUS

\* too + adjective

We use *too* + adjective to describe a problem.

**Grammar reference page 84**

**LB** page 58

**WB** pages 47–48



### 3 Listen and speak

#### \* The weather

- a** ▶ **CD2 T9** Match two words with each city. Then ask and answer. Listen and check.

boiling cloudy cold foggy freezing hot rain snow sunny windy



What's the weather like in ... today?

It's ... and ...

**LB** page 52

**WB** pages 48–49

- b** ▶ **CD2 T10** Listen. Which city are they talking about?

**Vocabulary bank** page 91

- c** Ask and answer questions about the weather in places you know.

What's the weather like in Lisbon in winter?

It rains a lot and it's cold.

### 4 Focus on language

#### \* Describing actions

- a** Read the rules then find the adverbs in the examples.

Please drive carefully if you go out late.

The weather here changes fast.

The wind is blowing too hard.

You always ride too quickly.

It isn't raining very heavily.

- b** Make sentences with one word from each cloud.

If it rains heavily, I don't walk to school.

rain ride sing ski  
snow snowboard  
speak swim windsurf

badly fast hard  
heavily late loudly  
quietly slowly well

#### FOCUS

##### \* Adverbs of manner

We use adverbs to describe verbs:  
*Please go slowly.*

We usually form adverbs with  
adjective + *-ly*.

Some adverbs are irregular:  
*She can swim very well.*

**Grammar reference** page 84

**LB** page 59

**WB** pages 49–50

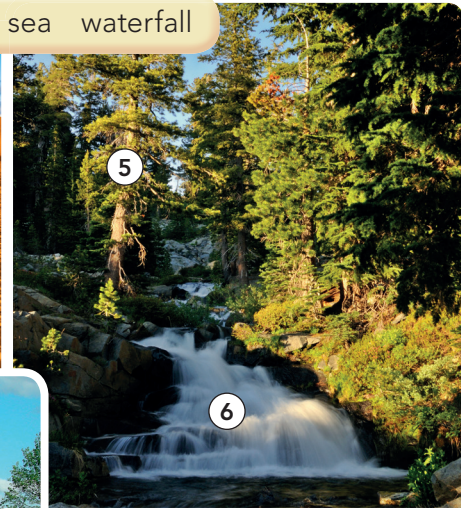
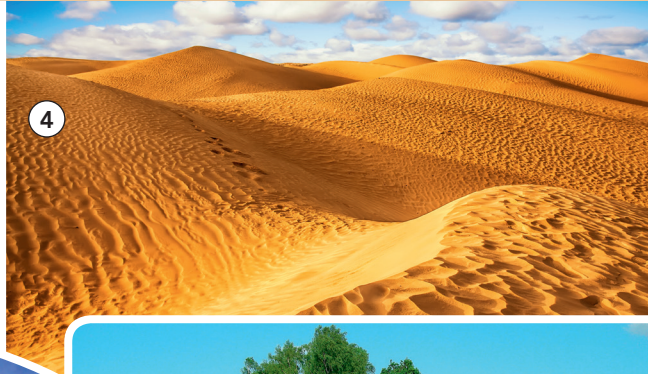


## 5 Focus on language

### \* The natural world

- a** ▶ **CD2 T11** Match the places with the pictures. Then listen, check and repeat.

desert field forest hill island jungle lake mountain river sea waterfall



- b** Imagine that you visited the places in the pictures. Invent dialogues with **too** and the adjectives in the box or your own ideas.

deep high low narrow shallow wide

I couldn't jump across the river.

Why not?

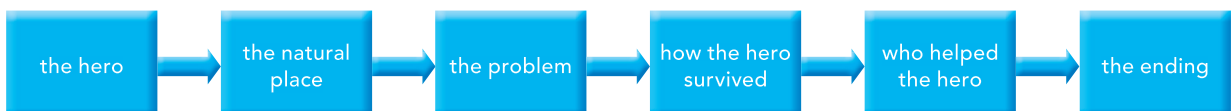
It was too wide.

**LB** page 54

**WB** page 50

## 6 Write and speak

- a** Invent a survival story. Make notes.



- b** Tell your stories to the class.



# Team Spirit

## 7 Speak and listen

**a** Look at the pictures and answer.

- 1 Where are the four friends?
- 2 How do they feel in the first picture? Why?
- 3 Who does Debbie talk to? What does she say?
- 4 How do they feel in the last picture? Why?

**b** ▶ **CD2 T12** Listen and check your ideas.

Having fun?



**c** Complete the sentences to summarise the story.

- 1 Joel, Jess, Pete and Debbie aren't ...
- 2 Debbie's dad ...
- 3 Debbie tells her dad that they ...
- 4 Joel, Pete and Jess ...
- 5 Debbie doesn't want to ...
- 6 In the end, they ...

**d** ▶ **CD2 T12** Read and match the phrases with the pictures. Then listen again and check.

**a** ... it's our fault, isn't it?

**b** Anyway ...

**c** Hang on.

**d** Let's play a game, then.

**e** Look, there's no way I'm ...

**f** No, don't worry.

**g** This is no fun at all.

**h** And I'm not going to tell people at school, either.



## 8 Everyday English

**a** Complete the dialogue with the underlined expressions from Exercise 7d.

**Ryan:** Let's go shopping. There's a great new games shop in town.

**Jamie:** I can't. I haven't got any money <sup>1</sup>...

**Ryan:** Well, ask your parents to lend you some, then.

**Jamie:** No, <sup>2</sup>... I can ask them. They gave me some money yesterday and I spent it all at the fair.

**Ryan:** I see! So <sup>3</sup>... your ... that you haven't got any money.

**Jamie:** Yeah, it is. <sup>4</sup>... – perhaps I can ask my grandparents ...

**Ryan:** Good idea. Why don't you phone them?

**Jamie:** Oh no. I can't ask them, <sup>5</sup>... They're in London today. <sup>6</sup>... – they gave me some money last week, so I don't want to ask them again.

**Ryan:** Oh well – <sup>7</sup>... I'll go shopping on my own, <sup>8</sup>... No problem!

**b** ▶ **CD2 T13** Listen and check. Then practise the dialogue.

**WB** page 50

## 9 Improvisation

Prepare and act out a role play.

**Roles:** Jess and Joel

**Situation:** At Joel's place – a week later

**Basic idea:** Jess and Joel want to go skateboarding, but it's raining heavily. Joel is angry about the weather. Jess suggests lots of things to do, but Joel doesn't want to do any of them. In the end, Joel agrees with one of Jess's suggestions and they call Pete and Debbie to arrange to meet.

## 10 DVD Episode 3

**a** Watch the first part of Episode 3 and answer.

- 1 The teacher is talking about the Community Award scheme. What is their next task?
- 2 What different lists does Jess make?
- 3 How do the others feel about the lists?

**b** What are the most important things to take on a camping trip? Make a list and tell the class.

**c** What do you think will happen on the camping trip? Watch the rest of Episode 3 and check your ideas.



**DVD-ROM** Exercises Units 5–6 Video



# Units 5–6 Round up

## 1 Song

**a** ▶ **CD2 T14** Read and listen to the song. Who says which part (A–H): the astronaut or Ground Control?

**b** ▶ **CD2 T14** Listen again and answer.

- 1 What is the *tin can* in the song?
- 2 What are the *papers*? Why do they want to know about his shirts?
- 3 Where's he going when he's *stepping through the door*?
- 4 Why is he *floating*?
- 5 How do you think he feels?
- 6 What do you think will happen to him?



## Space Oddity

**A** Ground Control to Major Tom  
Ground Control to Major Tom  
Take your protein pills  
and put your helmet on

**B** Ground Control to Major Tom  
Commencing countdown  
engines on  
Check ignition and  
may God's love be with you



**C** This is Ground Control to  
Major Tom  
You've really made the grade  
And the papers want to know  
whose shirts you wear  
Now it's time to leave  
the capsule, if you dare

**D** This is Major Tom to Ground  
Control  
I'm stepping through the door  
And I'm floating in a most  
peculiar way  
And the stars look very  
different today

**E** For here am I sitting in a tin  
can, far above the world  
Planet Earth is blue  
and there's nothing I can do

**F** Though I'm past one hundred  
thousand miles  
I'm feeling very still  
And I think my spaceship knows  
which way to go  
Tell my wife I love her very much  
She knows

**G** Ground Control to Major Tom  
Your circuit's dead  
There's something wrong  
Can you hear me Major Tom?  
Can you hear me Major Tom?  
Can you hear me Major Tom?

**H** Can you ... Here am I floating in  
my tin can, far above the moon  
Planet Earth is blue  
and there's nothing I can do

## 2 Speak

**a** Work with a partner.

**Student A:** You are an astronaut. Think about these questions and make notes.

- How far from the Earth are you?
- When did your spaceship take off?
- Are you alone?
- What is your mission?
- You've got a problem. What is it?
- When did the problem start?

**Student B:** You've got a new job at Ground Control. It's your first day.

Find out about the astronaut and his/her mission. There's a problem. Find out what it is and suggest solutions.

**b** Act out a conversation between the astronaut and Ground Control.



### 3 Project

**a** Work in groups. Choose a year between 2050 and 3000. How old will you be?

**b** Choose a topic for a presentation about life in the future.

- towns and cities
- transport
- school and studies
- holidays
- houses and home life
- free time activities
- the natural world
- food
- communication

**c** Write questions about the topic that you chose.

- Will people eat healthy food?
- Will the food taste good?
- Where will the food come from?
- Will there be enough food for everyone in the world?
- Will people cook?

**d** Brainstorm your ideas.

**e** Prepare a presentation about your topic.

- Find images to match your ideas on the topic.
- Prepare a title slide.
- Write short texts for each image you use.
- Arrange the slides in order to make a presentation.

**f** Present your work to the class. Ask and answer questions.

## Self assessment

Check your progress pages 54–57



# 7

# Good intentions

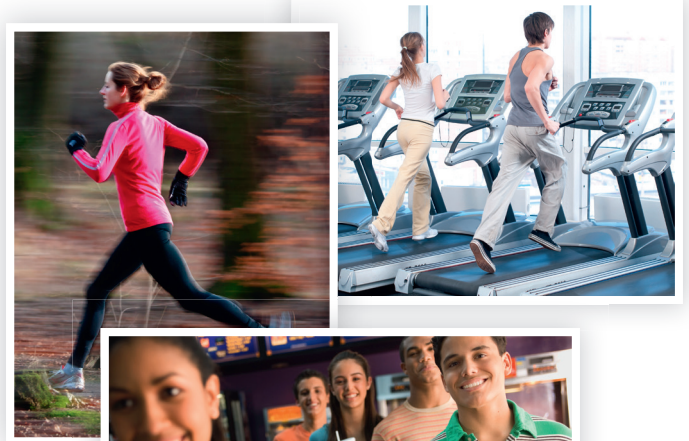
In this unit you can

- \* talk about intentions
- \* express obligations

- \* talk about school rules and duties

## 1 Speak and listen

- a** Look at the pictures. How often do you do these things? Would you like to do them more or less often?
- b** ▶ **CD2 T15** Listen and answer.
- 1 What special day is it?
  - 2 What are the people talking about? Why?
- c** ▶ **CD2 T15** Who wants to do what? Read and guess who. Then listen again and check.
- 1 ... be tidier.
  - 2 ... go to the gym.
  - 3 ... earn more money.
  - 4 ... stop eating fatty food.
  - 5 ... start running.



## 2 Focus on language

### \* Intentions

- a** Read the examples and answer the questions.
- I'm going to do more exercise.  
He isn't going to eat fatty food any more.  
Are you going to take Molly for a walk?
- b** Talk about Amy and her dad.

She isn't going to watch so much TV.

He's going to sleep eight hours a night.

### FOCUS

#### \* going to future

- 1 When do we use *going to* to talk about the future?
- 2 How do we form sentences with *going to*?

**Grammar reference page 76**



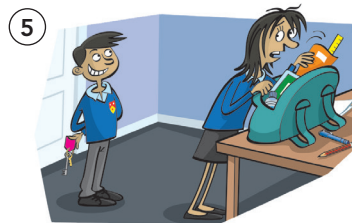
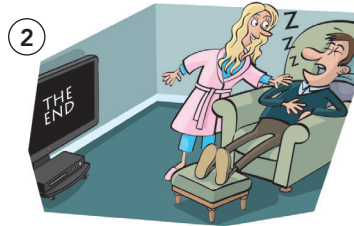
### 3 Focus on language

#### \* Phrasal verbs

**a** Find the phrasal verbs in the sentences then match them with the definitions.

- |  |                               |
|--|-------------------------------|
| 1 He's going to look after himself.          | a to become older or an adult |
| 2 I want to find out how much the gym costs. | b to take care of             |
| 3 Amy is growing up fast.                    | c to get information about    |

**b** Match the phrases with the pictures. Find the phrasal verbs and complete page 62 of the Language Builder.



Can I look something up on the internet?  
Excuse me. I'm getting off at the next stop.  
How do I turn this off?

I'm looking for my keys. Have you seen them?  
Put that away right now!  
Wake up, the film has finished!

**c** Work with a partner. Invent and act out dialogues using the phrasal verbs.

LB page 62 WB page 59

Vocabulary bank page 92

### 4 Speak and write

**a** What changes do you want to make in your life? Make notes.

free time healthy eating home and family sports and fitness studies

**b** Work with a partner. Talk about your good intentions.

I'm going to start playing tennis.

I'm not going to play so many video games.

**c** Make a 'Good intentions' poster.

**d** **Communication in mind** Turn to page 69. Read and do the quiz.





## 5

## Read and listen

**a** Read the story and correct the statements.

- 1 Kate and Adam go to a Christmas party with some school friends.
- 2 They can stay out until midnight.
- 3 Adam doesn't want to take his mobile phone with him.
- 4 The twins leave the party nearly two hours late.

**THE PARTY**

**1** Kate and Adam are going to a friend's birthday party.

**2** Tonight the twins can stay out later than usual, but they mustn't get back too late.

**3**

**4** All their school friends are at the party and it's great fun. They are enjoying it so much that they forget about the time.

**5** Something happened after Kate and Adam left the party. Will their parents believe their excuse?

**b** Discuss your ideas.

- 1 When did the twins leave the party?
- 2 What happened on the way home?
- 3 What did they do?
- 4 Why are they with the police?

**c** ▶ **CD2 T16** Listen and check your ideas.

## 6 Focus on language

### \* Obligations and rules

- a** Find these examples in the story on page 50 and answer the questions.

You must be home by 12.30.

They mustn't get back too late.

You don't have to go home.

- b** Talk about the things you must, mustn't and don't have to do this evening.

I must tidy up my room.

I mustn't go to bed late.

I don't have to do any homework.

\* **Pronunciation:** *must/mustn't*

- c** ▶ **CD2 T17** Listen and join in with the chant.

**LB** page 67 **WB** page 60

## 7 Read and write

### \* School and studies

- a** Read and match the words with the gaps.

answer answers do fail learn marks pass revise work work

#### Homework

- 1 ? the poem on page 26 **by heart**.
- 2 ? **the questions** about the poem.
- 3 ? **for the exam** on Monday.
- 4 ? **Exercise 3**, page 64.
- Write the <sup>5</sup> ? on a piece of paper.

#### Class Contract

We're going to <sup>6</sup> ? really **hard** this year.

If we <sup>7</sup> ? all our **exams**, we can go on a class trip in June. 😊

If we **get bad** <sup>8</sup> ?, we must **do some** extra <sup>9</sup> ?.

We mustn't <sup>10</sup> ? any **exams**. 😞

- b** Use the school and study phrases to talk about next year at school.

I'm going to work hard at Maths.

I must pass all my exams at the end of the year.

- c** Write a class contract for your English classes.

**LB** page 64 **WB** page 61



# Culture in mind

## 8 Read and speak

**a** Scan the website. What is it about?

Teenagers ...

- and their part-time jobs
- who help in their communities
- who want to change the world
- who fight for the environment



## VOLUNTEER TO HELP SOMEONE

Home About FAQ CONTRACT

Helping people in need is part of the American way of life and many high schools require students to do volunteering in order to graduate. When you volunteer you can choose who (or what) you want to help most.

**Read our volunteers' stories to help you choose the right cause for you.**



## VOLUNTEER STORIES

**My name is Amy Wilson and I'm 14. I'm a volunteer with the Marine Conservation Society in Freeport, Maine.**

My volunteer work involves doing beach clean-ups in my local area. I decided to get involved with MCS a year ago when I did a Science project about rubbish in the sea and how it kills fish and other marine life.

I love being outside and I do lots of water sports, so it was the right choice for me. I really feel that I can make a difference. It's good too because you don't have to do a beach clean-up at a certain time. You can work when it suits you.

**I'm Ethan Taylor and I'm 15. I volunteer at the Urban Sports Club in Detroit.**

My volunteering involves helping in a skate and bike park on the weekends. I open the park and make sure that everything is safe. Then, when new kids come to the park, I tell them the things they must and mustn't do when they use it. I decided to volunteer at the skate and bike park two years ago because I'm passionate about BMX. It keeps me busy on the weekends and I love teaching the kids new tricks and moves.

**My name's Jaden Carter and I'm from Rock Springs, Wyoming. I'm 14 and I'm a volunteer at the Discovery Preschool in Rock Springs.**

I started volunteering at my old preschool when I was 11. My friends thought I was crazy, but I've always wanted to be a teacher and I love being with kids. I volunteer there every summer. Some of my classmates want to do volunteer work abroad after high school, but I think helping your own community is more important. This summer I'm going to organise a music club for the kids. I'm real excited about it.

**b** Read the website again and answer.

- 1 Where do they volunteer and why?
- 2 What do they do?
- 3 When did they start volunteering?
- 4 When do they work?

**c** Do you know anyone who does volunteer work? What kind of volunteer work would you like to do? Plan a project in your area.

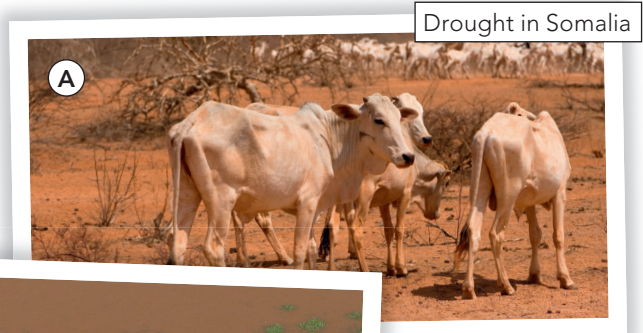


# Science Climate change and the environment

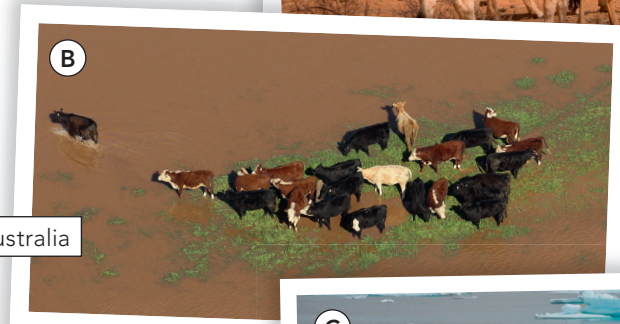
## 9 Speak and listen

**a** Look at the pictures and answer.

- 1 What can you see?
- 2 Why did it happen?
- 3 What is the connection with climate change?



Drought in Somalia



Floods in Australia



Melting sea ice in the Arctic

**b** ▶ **CD2 T18** Listen to some students discussing the pictures and compare your ideas.

## 10 Read and speak

**a** Brainstorm answers to the questions. Then read and choose the correct question as the best title for texts A and B.

1 What causes climate change?

2 Why is human life possible on Earth?

3 What must we do to stop climate change?

4 How are humans changing the climate?

**A** Greenhouse gases are a layer of gases around Earth. This layer means that the temperature is not too hot and not too cold. It's why there's life on Earth. This layer is getting thicker and the gases take more heat from the sun, so Earth is getting warmer. This is called global warming. To stop climate change, we mustn't send so many greenhouse gases into the atmosphere.

**B** Why is the layer of greenhouse gases getting thicker? Several gases are causing this, but the biggest problem is carbon dioxide (CO<sub>2</sub>). Everything that humans have at home, school or work needs energy to work. This energy comes from burning fossil fuels and other natural sources. When we burn these fuels, we send CO<sub>2</sub> into the atmosphere. This means that each time your parents drive a car, or you turn on an electric appliance, you are adding to the greenhouse gases in the atmosphere.

**b** Make two lists. Then compare with your classmates.

- things that you use every day that cause greenhouse gases
- things that you can do to save energy

**c** Make three green resolutions and tell the class.

I'm not going to come to school by car. I'm going to cycle to school every day.

## In this unit you can

- \* ask about the past
- \* talk about future possibility
- \* describe personality
- \* describe and classify animals

## 1 Read and speak

## a Scan the article. What is it about?

- the new school year in Britain
- a brave girl from Pakistan and her story
- the school system in Pakistan
- some brave girls in a British school



## Back to school

On Tuesday 9th October 2012, three 14-year-old schoolgirls, Malala, Shazia and Kainat, were on the way home from school. Suddenly, two men stopped their school bus. One of them got on the bus. 'Which of you is Malala?' he shouted, before he shot his gun three times. One shot hit Malala in the head, but missed her brain. The other two hit Shazia and Kainat in the arms. What did they do wrong? They went to school.

Malala, Shazia and Kainat come from Mingora in the Swat region of Pakistan. In Swat in 2009, the Taliban banned education for girls. Taliban militants destroyed many schools in the Swat region, but some girls continued to go to school.

Why Malala? Her story started when the Taliban passed the law against education for girls in her region. At first she was afraid to go to school, but her father taught her to be strong. Malala started writing a blog for the BBC when she was only 11 years old. She wrote about the rights of girls. 'I have the right to education. I have the right to play.

I have the right to sing. I have the right to speak up.' The Taliban wanted to stop girls doing all these things. 'If they come to kill me, I'll tell them that education is our basic right,' Malala said. 'Why do you risk your life to raise your voice?' a reporter asked her in 2011. 'If I don't do it, who will?' she replied.

On 9th October 2012, the Taliban tried to silence Malala forever. Instead, they made her voice famous all over the world. Malala nearly died. She spent some time in hospital in Pakistan and then flew to the UK for a number of operations. She was very ill, but her dream was always to go back to school. On

19th March 2013, that dream came true. Malala started classes at an all-girls school in Birmingham, England. Her family moved to England to be with her. They know that if they go back to Pakistan, Malala's life will be in danger.

Shazia's family are also moving so that she can continue going to school. Kainat still lives in Mingora. Buses and taxis refuse to take her to school, so she studies from home. For this brave 15-year-old girl, there are no visits to friends' homes and no shopping trips. She tells us that she won't give up her right to education even if the Taliban attack her again.

## b Read the article and answer.

- 1 Why did the Taliban shoot Malala and her friends?
- 2 What did the Taliban do in Swat in 2009?
- 3 What did Malala write about in her blog?
- 4 What was the unexpected result when the Taliban shot Malala?
- 5 When and where did Malala go back to school after the shooting?
- 6 Why didn't Kainat go back to school?

## c What do you think of Malala and her friends? Ask and answer questions about a time when you were brave.

Where were you?

What did you do?

LB page 76

WB page 65



## 2 Focus on language

### \* Future possibility

**a** Match the clauses to make sentences. Then answer the questions.

- 1 If they come to kill me,
  - 2 If she doesn't speak up,
  - 3 If they go back to Pakistan,
- a Malala's life will be in danger.
  - b I'll tell them that education is our basic right.
  - c no one will say anything.

### FOCUS

#### \* First conditional

We use the first conditional to talk about things that are possible in the future.

- 1 What tense is the verb in the *If* clause?
- 2 What structure do we use in the main clause?

Grammar reference page 83

**b** Imagine you are in the pictures. Make first conditional sentences.

If you climb that tree, you'll hurt yourself.

The cat won't get down if I don't help it.



### \* Pronunciation: sentence stress

**c** ▶ **CD2 T19** Listen. Which words are stressed? Listen again and count the words. Then repeat the sentences.

You hear If she climbs that tree, she'll fall down.

You write 9 words (she'll = she will)

LB pages 77–78

WB pages 65–67

## 3 Speak

Communication in mind Work with a partner. Play the game.

Student A Turn to page 68.

Student B Turn to page 70.

## 4 Focus on language

### \* Personality

**a** ▶ **CD2 T20** Match the adjectives with the adverts. Then listen and check.

cheerful friendly hard-working honest  
kind organised polite relaxed

1 Do you tell people what you really think?

This job is for you!

2 Do you like helping people?  
Do you think about how other people feel?

3 Are you always happy? Do you smile a lot?

4 Are you easy to talk to? Do you make friends easily?

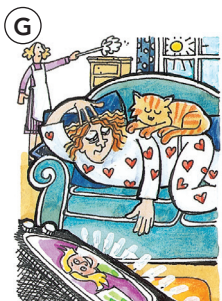
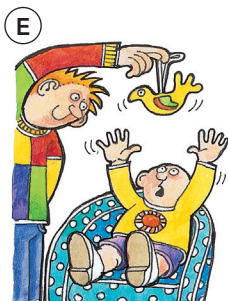
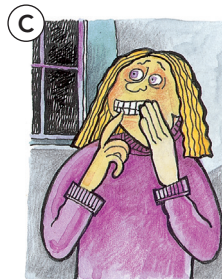
5 Do you take life easy? Are you never worried about a thing?

6 Do you work a lot? Do you take your studies seriously?

7 Do you love tidying up and keeping things in order?

8 Do you always say *please* and *thank you*?  
Do you say *sorry* when you bump into someone in a street?

**b** ▶ **CD2 T21** Listen and write the adjectives. Then match them with the pictures.



**c** Ask and answer about the pictures. Then write the opposites on page 72 of the Language Builder.

Is he cheerful?

No, he isn't. He's miserable.

**d** Ask and answer questions.

What are you like?

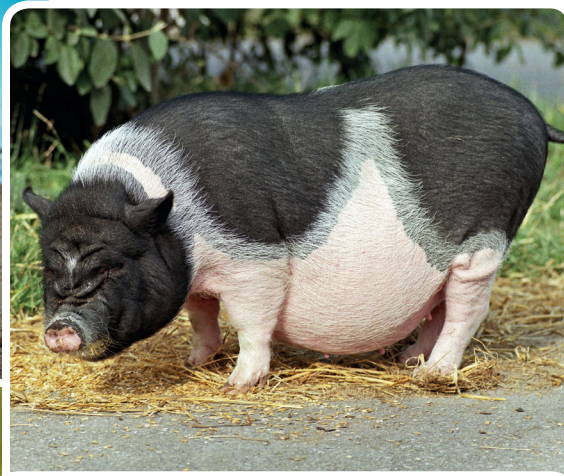
What's your best friend like?

What are your neighbours like?

LB page 72 WB page 67

Vocabulary bank page 92





shark whale dolphin

hippo rhino crocodile

spider butterfly beetle

puppy kitten chick

frog lizard snake

gorilla chimpanzee monkey

cow goat pig

parrot hen owl

### 5 Speak \* Animals

- a What is the usual relationship between humans and the animals in the pictures?
- b What do the animals in each group have in common? What are the differences between them?
- c Play a guessing game.

These animals are ... . They usually ...

LB page 75 WB page 68

### 6 Listen and write

- a ▶ CD2 T22 Listen to stories about three animals. What do they have in common?
- b ▶ CD2 T22 Listen again. Are the sentences true or false?
  - 1 Ella's owner was alone in the garden when she had a problem.
  - 2 Ella saved her by stopping a car.
  - 3 Max and his owners were on a camping holiday in Texas.
  - 4 Max hurt the snake when it tried to bite Tyler.
  - 5 Hannah was on the elephant's back when it heard the tsunami.
  - 6 At first Kris's owner didn't understand why his elephant ran away.
- c Choose one of the stories. Listen again and take notes. Then write a short news article about it.



# Team Spirit

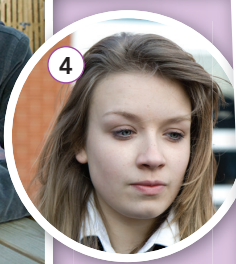
## 7 Speak and listen

**a** Look at the pictures. Read the questions and guess the answers.

- 1 What does Miss Bradley want Debbie to do?
- 2 How does Debbie feel about it?
- 3 What does Jess think about it?
- 4 What are Jess and Pete going to say to Debbie?
- 5 What is Debbie going to do in the end?

**b** ▶ **CD2 T23** Listen and compare your ideas. What does *chicken* mean in the story?

**Chicken!**



**c** ▶ **CD2 T23** Listen again and put the phrases in order. Who says them?

- |                      |                        |                  |
|----------------------|------------------------|------------------|
| a Go on!             | d It's not a big deal. | g Well done!     |
| b I mean ...         | e Good for you!        | h ... after all. |
| c I beg your pardon? | f ... and that's that. |                  |

**d** Match the phrases in Exercise 7c with the explanations.

You say this ...

- 1 when you're shocked by what someone says
- 2 to congratulate someone (2 phrases)
- 3 to introduce an explanation
- 4 to mean that something isn't a big problem
- 5 at the end of a sentence when you don't want anyone to disagree with you
- 6 when you decide to do the opposite of what people expect
- 7 when you want someone to do something



## 8 Everyday English

- a** ▶ **CD2 T24** Look and listen. Use the phrases in Exercise 7c to complete the dialogues.



- b** ▶ **CD2 T25** Listen and check. Then practise the dialogues.

**WB** page 68

## 9 Improvisation

Prepare and act out a role play. Then watch the role plays and guess the adjectives.

Choose one personality adjective each and think of a situation to highlight your adjectives.

cheerful dishonest disorganised friendly hard-working honest kind  
lazy miserable nervous organised polite relaxed rude unfriendly unkind

## 10 DVD Episode 4

- a** Look at the picture. How does Joel feel? Why?
- b** Watch the first part of Episode 4 and find out what happened. Use these words to tell the story.

accident a talk about fashion bulb entrance hall  
IT room lamp memory stick projector

- c** Answer the questions. Then watch the rest of Episode 4 and check your ideas.
- 1 What does Joel decide to do?
  - 2 What does Miss Bradley do?
  - 3 How do the four friends feel at the end?
- d** Now watch the whole of Episode 4. What are the four friends like? What is Miss Bradley like? Why? Make sentences.



Debbie is ... . She forgot to ...

**DVD-ROM** Exercises Units 7–8 Video

# Units 7–8 Round up

## 1 Joke

- a** Look at the picture and answer.
- Where's the gorilla? What does she ask for?
  - What does the bartender think?
  - What does the gorilla do when she has to pay?
  - What does the bartender do?
  - How does the gorilla feel?
- b** ▶ **CD2 T26** Listen and compare your ideas.
- c** ▶ **CD2 T27** Choose the best punchline. Then listen to the complete joke and check.



1

The gorilla replies,  
**'You haven't given me the right change.'**

2

The gorilla replies,  
**'I'm not surprised, at £19 a drink!'**

3

The gorilla looks at the bartender and says,

**'I don't like this banana juice.'**

## 2 Speak

- a** Invent a story about someone who was brave. Think about these questions:
- Where did it take place?
  - Who was involved?
  - What happened? Why was it important for someone to be brave?
  - How did the people involved feel?
  - How did the situation end?
- b** Draw a simple picture of the situation.
- c** Work with a partner. Show your drawing. Your partner can ask ten Yes/No questions to find out what happened.

Is it a story about a boy?

Yes, it is.

Was he in an old building?





## We can make a difference!

Does it make you sad to see what we're doing to our world?

Would you like to help change things?

Have you got one or two free hours a week?

If your answers to these questions are 'YES',  
start an Environment project!

Contact Paula on 0121 4960841



### 3 Project

**a** Work in groups. Organise an environment project. Choose an area that interests you:

- a green classroom
- looking after forests
- cleaning a river
- saving energy at home
- home recycling
- helping endangered animals

**b** Brainstorm ideas for what you can do to help.

**c** Make an advert and a poster about your project.

**d** Present your work to the class. Ask and answer questions.

#### A green classroom

- turn off lights
- use recycled paper
- reuse water bottles
- recycle paper and other rubbish
- start a class library

## Self assessment

Check your progress **WB** pages 72–75