

with WORD STORE

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FOCUS

Bring real-life English INTO FOCUS

Per imparare l'inglese, sviluppare le competenze e diventare cittadini del 21° secolo



AUTHENTIC LANGUAGE INTO FOCUS

Life expectancy is incr

The 2030 Agen

health

La lingua prende vita con:

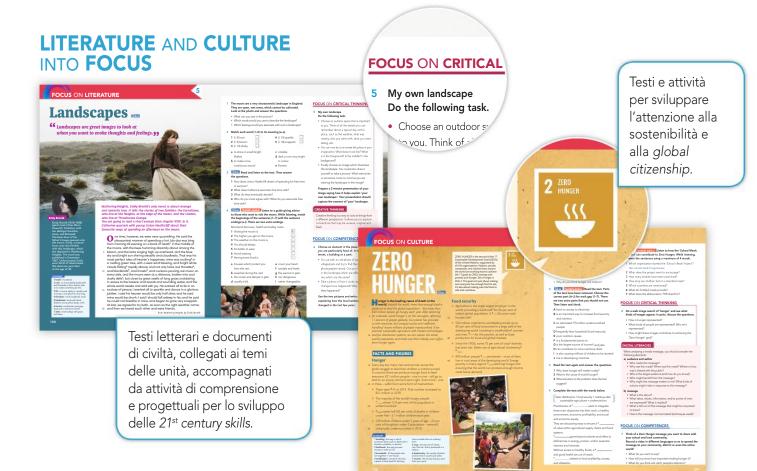
- BBC VIDEO: video-documentari per introdurre, approfondire e far riflettere sull'argomento di ogni unità;
- FOCUS VLOG con interviste autentiche per le strade di Londra per confrontarsi con la lingua reale;
- SPEAKING VIDEODIALOGUES
 per introdurre le funzioni comunicative
 in contesto.

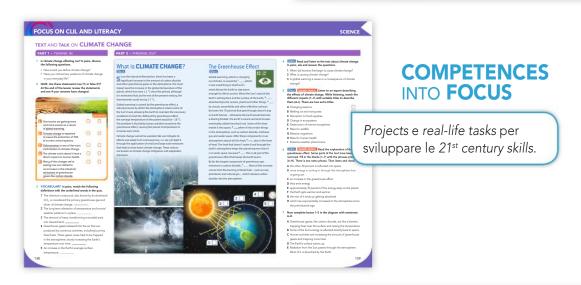




EXAM INTO **FOCUS**

Strategie ed esercitazioni per sviluppare le abilità necessarie a superare gli esami (Cambridge English, Pearson Test of English e INVALSI).





GRAMMAR INTO FOCUS

Una sezione interamente dedicata a rinforzare e ampliare le conoscenze grammaticali grazie a mappe, spiegazioni esaustive, **videolezioni** e numerose attività anche sommative e multistrutturali.





Vocabulary

Grammar

Dynamic and state verbs

GRAMMAR IN FOCUS VIDEO 1.1

Listening

p. 13

Friendship

EXAM FOCUS Multiple choice

PRONUNCIATION FOCUS

Numbers

Vocabulary: Relationship phrases



Quiz: style trial

pp. 10-11

VOCABULARY EXTRA PRACTICE

Clothes, fashion and personality;

Clothes and accessories;

REVISION pp. 20–21 TOWARDS INVALSI

CERTIFICATION AND VOCABULARY PRACTICE



pp. 22-23

Sport – compound nouns; Sport collocations; People in sport

Reading and listening:

A blog post about sport

♥ VOCABULARY EXTRA PRACTICE

Narrative tenses: Past Simple, Past Continuous and Past Perfect

GRAMMAR IN FOCUS VIDEO 2.1



p. 25 Role models

EXAM FOCUS

Sentence completion

PRONUNCIATION FOCUS

Long vowel sounds

Vocabulary:

Phrasal verbs; Personal qualities – word families

REVISION pp. 32–33 TOWARDS INVALSI

CERTIFICATION AND VOCABULARY PRACTICE



p. 34 Have you bought any new clothes recently?

21st century skills: Creativity; Communication; Teamwork

Creating a commercial



On the go



pp. 36-37

Means of transport and travel; Getting around; Travel - collocations; Synonyms for trip

Listening:

A report on the most difficult journeys to school around the world

VOCABULARY EXTRA PRACTICE

Present and past speculation: must; may/might/could; can't/couldn't

GRAMMAR IN FOCUS VIDEO 3.1



Different holiday experiences

EXAM FOCUS

Multiple choice

PRONUNCIATION FOCUS

Word stress

Vocabulary:

Holidays - compound nouns; Air travel



REVISION pp. 46–47 TOWARDS INVALSI

CERTIFICATION AND VOCABULARY PRACTICE

Eat, drink and be healthy

pp. 48-49

BBC

Fruit and vegetables; Describing food; Describing food - word families

Reading and listening:

A blog post on celebrity diets

VOCABULARY EXTRA PRACTICE

Future forms and future time clauses

GRAMMAR IN FOCUS VIDEO 4.1



FOCUS ON REAL-LIFE ENGLISH 4 About food

p. 51 Diets

EXAM FOCUS

Multiple matching

PRONUNCIATION FOCUS

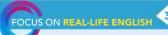
Vowel sounds

Vocabulary:

Food – collocations

REVISION pp. 58-59

CERTIFICATION AND VOCABULARY PRACTICE



Where did you use to go on holiday as a child?

21st century skills: Creativity; Communication; Digital skills Creating a holiday video



Reading pp. 14–15 Timeless clothes **EXAM FOCUS**

Multiple choice

Clothing; Compound

Vocabulary:

adjectives

p. 16 Present Perfect Continuous

Grammar

GRAMMAR IN FOCUS VIDEO 1.2

FOCUS ON REAL-LIFE ENGLISH 1 About clothes

Watching and Speaking

Describing a photo

Writing

pp. 18-19

EXAM FOCUS

An email

A description of a person

Language Focus:

Tentative language: making language less negative or extreme



Vai a

MYAPP

PEARSON



pp. 26-27 A tennis champion

EXAM FOCUS

Gapped text

Vocabulary:

Rituals and routines; Word families

Verb patterns

GRAMMAR IN FOCUS VIDEO 2.2

FOCUS ON REAL-LIFE ENGLISH 2 About sport

Asking for and giving an opinion

VIDEODIALOGUE 1



pp. 30-31

A description of a past event

Language Focus:

Linkers to describe events in a sequence

EXAM FOCUS

An article



FOCUS ON REAL-LIFE ENGLISH 2

p. 35 Are you interested in sports?

21st century skills: Creativity; Communication

Preparing a timeline with the most important events of an athlete's life



pp. 40-41

Digital travellers

EXAM FOCUS

Multiple choice

Vocabulary:

Negative adjectives; Travel – verb phrases

p. 42

used to and would

GRAMMAR IN FOCUS VIDEO 3.2

FOCUS ON REAL-LIFE ENGLISH 3 About holidays

Asking for and giving advice

VIDEODIALOGUE 2



pp. 44-45

A personal email

Language Focus: Ellipsis

EXAM FOCUS An email



pp. 52–53 Food waste and leftovers

EXAM FOCUS

Multiple matching

Vocabulary:

Collocations; Cooking verbs

Future Continuous and Future Perfect

GRAMMAR IN FOCUS VIDEO 4.2

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In a restaurant

VIDEODIALOGUE 3



pp. 56-57

A formal/informal email

Language Focus:

Indirect questions

EXAM FOCUS

An email





Where are you going to have dinner this evening?

21st century skills: Creativity; Communication; Teamwork

Preparing a shopping list for a birthday dinner





Vocabulary

A geography quiz

Grammar

Listening

pp. 62-63

p. 64 Geographical features; Geography -Articles: no article, a/an or the p. 65

An eco-school

collocations; Measurements – word Reading and listening:

GRAMMAR IN FOCUS VIDEO 5.1

FOCUS ON REAL-LIFE ENGLISH 5

EXAM FOCUS

Multiple choice; Diagram label completion

PRONUNCIATION FOCUS

Word stress

Vocabulary: Environmental issues

VOCABULARY EXTRA PRACTICE

About the environment

REVISION pp. 72-73 TOWARDS INVALSE

CERTIFICATION AND VOCABULARY PRACTICE



pp. 74-75

Parts of the body; Injuries – word families; Body idioms

Athletes fighting through the pain

p. 76

Second Conditional – wish/if only

GRAMMAR IN FOCUS VIDEO 6.1

p. 77 Charity events

EXAM FOCUS Comprehension questions;

Multiple choice TOWARDS INVALSI

PRONUNCIATION FOCUS

Vowel sounds

Vocabulary:

VOCABULARY EXTRA PRACTICE

Charity fundraising; Compound nouns

REVISION pp. 84–85 TOWARDS INVALSE

Reading and listening:

to compete for a title

CERTIFICATION AND VOCABULARY PRACTICE



p. 86 Do you think London is an eco-friendly city?

21st century skills: Critical thinking; Communication; Teamwork

Writing a skit





pp. 88-89

Entertainment; People in entertainment; Phrasal verbs

Reading and listening:

An interview with a teen talent agency manager

VOCABULARY EXTRA PRACTICE

Reported Speech – statements

p. 91

. Viral videos **EXAM FOCUS**

Multiple matching

TOWARDS INVALSI

PRONUNCIATION FOCUS Word families and word stress

Vocabulary:

Words with two meanings

REVISION pp. 98–99 TOWARDS INVALSE

CERTIFICATION AND VOCABULARY PRACTICE



pp. 100-101

Crime and criminals; People involved in crime; The justice system

Reading and listening:

TV crime dramas

♥ VOCABULARY EXTRA PRACTICE

p. 102

The Passive

GRAMMAR IN FOCUS VIDEO 8.1

A young ex-offender

EXAM FOCUS

Multiple choice

C3PRONUNCIATION FOCUS

Word stress

Vocabulary:

Prison

REVISION pp. 110–111 TOWARDS INVALSE

CERTIFICATION AND VOCABULARY PRACTICE



p. 112 What is your favourite TV series?

21st century skills: Communication; Teamwork Writing the plot for an episode of a TV series

Quoting





FOCUS ON LITERATURE

p. 114 1 Distressing jeans p. 115 2 The Brujas

p. 117 4 Umami

Focus on Literature 3

pp. 126-127 On the Road

by Jack Kerouac **Focus on Communicating:** Debating

p. 116 3 A hotel in the clouds

Focus on Culture 4 pp. 128-129 Zero Hunger **Focus on Critical Thinking: Digital literacies**

FOCUS ON CULTURE

Focus on Literature 1 pp. 122-123 True Love by William Shakespeare Focus on Communicating: Focus on Culture 2 pp. 124-125 **Sport and Disabilities Focus on Critical Thinking:** Oral communication skills -Word choice

FOCUS ON CLIL AND LITERACY

pp. 138-141 Text and talk on Climate Change

Reading

pp. 66-67

Climate action

EXAM FOCUS

Gapped text

Vocabulary:

Climate change; Climate change collocations

Grammar

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Non-defining relative clauses

GRAMMAR IN FOCUS VIDEO 5.2



Expressing and justifying an opinion

and Speaking

VIDEODIALOGUE 4

Watching



Writing

pp. 70-71

A 'for and against' essay Language Focus:

Linkers

EXAM FOCUS An essay



Vai a

MYAPP

PEARSON

pp. 78-79

Medical practitioners

EXAM FOCUS

Multiple matching

Vocabulary:

Medical problems and places; Health issues – compound nouns

p. 80

. Third Conditional

GRAMMAR IN FOCUS VIDEO 6.2

p. 81

At the doctor's surgery

pp. 82-83

Describing visual information

Language Focus:

Interpreting graphs

EXAM FOCUS

Describing a graph

FOCUS ON REAL-LIFE ENGLISH 6

About health and sleep



FOCUS ON REAL-LIFE ENGLISH

p. 87 What do you do in order to stay fit and healthy?

21st century skills: Critical thinking; Communication; Teamwork

Preparing a 'Health and Fitness' questionnaire



Books with a soundtrack

EXAM FOCUS

Gapped text

Vocabulary:

Prepositional phrases; Word building

p. 94

Reported Speech – questions and imperatives

GRAMMAR IN FOCUS VIDEO 7

p. 95

Asking for permission; Making polite requests

VIDEODIALOGUES 5, 6 AND 7



pp. 96-97

A review of a TV series

EXAM FOCUS

A review

FOCUS ON REAL-LIFE ENGLISH 7

About television



pp. 104-105

Living in a kind society

EXAM FOCUS

Multiple choice

Vocabulary:

Verb phrases; Suffixes – forming nouns

have/get something done

GRAMMAR IN FOCUS VIDEO 8.2

. Talking about advantages and disadvantages

VIDEODIALOGUE 8



pp. 108-109

An opinion essay

Language Focus:

Giving your opinion and emphasising a point

EXAM FOCUS

An essay

FOCUS ON REAL-LIFE ENGLISH 8 About social media





p. 113 How do you and your friends stay in touch with one another online?

21st century skills: Creativity; Critical thinking; Digital skills

Preparing a social media campaign

p. 118 5 Chameleons

p. 119 6 Caffeine alternatives

Focus on Culture 6

Nursing - The Lady with the Lamp **Focus on Critical Thinking:** Finding and organising

p. 120 7 Shakespeare's avatars

p. 121 8 Coffee stalls

Focus on Literature 7

Nineteen Eighty-Four by George Orwell

Analysing the situation

Focus on Culture 8

Speaking effectively

pp. 136-137

Great Citizens of the World -The Sacred Warrior Focus on Communicating:





Creative thinking

Focus on Literature 5

pp. 132-133

information

pp. 134-135 **Focus on Critical Thinking:**

GRAMMAR INTO FOCUS p. 241





BBC VIDEO 5 Watch the video and answer the questions.

- What abilities do the Parson's chameleon, the nasutum chameleon and the praying mantis use to catch their prey in the jungle?
- What evidence does the documentary give that hunting is a never-ending game of hide and seek?

FOCUS ON BBC VIDEO ➤ p. 118



SHOW WHAT YOU KNOW

- 1 Choose the odd one out in each group and explain why.
 - 1 Cyprus, Munich, Naples
 - 2 the Himalayas, the Nile, the Pyrenees
 - 3 Africa, China, Europe
 - 4 the Atlantic, the Pacific, the Sahara
 - 5 the Mediterranean, Niagara, the Baltic
 - 1 Cyprus is the odd one out because it is an island. Munich and Naples are cities.
- 2 List the ten geographical categories you used in Exercise 1. Choose five of the categories and add one more example to each one.

íslands, cíties ...

- 4 Compare how many answers you guessed correctly. Which fact were you most surprised by?

Mysteries of the ocean QUIZ

Around 70 percent of the earth's surface is covered by oceans. But how much do you know about the mysteries hidden under the surface?

TRUE or FALSE?

- 1 The sea is blue because it reflects the colour of the sky.
- **2** Winding rivers with strong currents exist deep under the ocean.
- **3** The blue whale is the largest animal known to man its tail alone is 8 metres wide.
- 4 Most active volcanoes are underwater.
- 5 The Pacific Ocean was named after the person who discovered it.
- **6** Humpback whales live all year round in the calm seas around Hawaii.
- **7** The ocean is also home to 350 species of seabird that spend their lives close to the coast.
- **8** The longest mountain range in the world is found underwater.
- **9** The Great Barrier Reef is composed of 900 **tropical islands** and can be seen from the moon.
- 10 The difference in the depth of water between low tide and high tide can be up to sixteen metres.
- 11 Icebergs are pieces of glaciers that break and fall into the ocean the one that sunk the Titanic was the largest recorded.
- **12** In 1958, a tsunami in Lituya Bay, Alaska, created **giant waves** taller than the Eiffel Tower.

- 1 When the seabed is disturbed by stormy weather, what happens to the colour of the sea?
- 2 What caused the blue whale to almost become extinct?
- **3** What sometimes increases the temperature of seawater to 400 degrees Celsius?
- **4** What did Ferdinand Magellan find by chance and then name in 1520?
- **5** How long does it take the humpback whale to reach Hawaii from Alaska?
- **6** How many individual reefs and islands make up the Great Barrier Reef?
- 7 What is the difference between low and high tide in the Caribbean Sea?
- 8 How long was the world's biggest iceberg?



GO TO WORD STORE 5 [PAGE 11]

WORD STORE 5A Geographical features

- 7 Choose the correct options.
 - 1 Is your home town located in a valley/ coast?
 - 2 Have you ever walked on a glacier / bay?
 - **3** Is the capital city of your country on the coast / glacier?
 - **4** Can you walk along the *peninsula / banks* of a big river near you?
- 8 FOCUS ON YOU In pairs, ask and answer the questions in Exercise 7.

WORD STORE 5B Geography - collocations

- 9 Complete WORD STORE 5B with the nouns in red in the quiz. Then listen, check and repeat.
- 10 Choose the correct options.
 - 1 When you swim in the sea you must watch out for dangerous / winding currents.
 - **2** Pitcairn Island, 5,000 km off the coast of New Zealand, is the most *tropical* / *remote* island in the world.
 - 3 Last time I went on a cruise the sea was really high / rough never again!
 - **4** The Mendola mountain *ridge / range* forms a border between Trentino and South Tyrol.
 - 5 When the tide is *low / calm*, you can walk across to St Michael's Mount.

WORD STORE 5C Measurements – word families

- 11 Complete WORD STORE 5C with some of the words used in the quiz. Use your dictionary if necessary. Then listen, check and repeat.
- 12 Complete the sentences with an appropriate form of the words in brackets.
 - 1 I can't swim very well so I stay out of the deep (depth) end of the swimming pool.
 - 2 I could never do kite surfing. I don't have enough _____ (strong) in my arms.
 - 3 I'm shorter than my dad but about the same _____(high) as my mum.
 - **4** I completely agree with the saying: 'Travel _____ (breadth) the mind'.
 - **5** I think the ______(long) of your education is less important than the ______(broad).
 - **6** I believe the gap between generations has _____ (width) recently.
- 13 FOCUS ON YOU Ask questions and find out whether these sentences are true or false for your partner. How similar or different are you?

CLIMATE CHANGE

limate change (or global warming) is the process of our planet heating up. Thousands of studies around the world have documented increases in temperature at the Earth's surface, as well as in the atmosphere and oceans. Climate change is caused in large part by human activity. Greenhouse gas emissions from cars, power plants and other man-made sources are the most significant cause.

Impact on society

The impact of climate change is global and affects many aspects of society, such as human health, agriculture, food and water supplies, transportation, energy, ecosystems and many others. **The consequences** are expected to become increasingly disruptive in the coming decades.

Is public opinion changing?

People are starting to feel climate change – it's beginning to be part of their life. **An example** is the student strikes

and marches organised all over Europe and Australia that began in 2018 inspired by a student from Sweden named Greta Thunberg. Students and teenagers believe the older generation should acknowledge that they have failed to protect the environment.



- 1 LEAD IN Discuss questions 1–3. Then read the text and check your ideas.
 - 1 Are the temperatures in the world getting higher or lower?
 - 2 How do you know?
 - 3 Are you worried about it?
- 2 Read the GRAMMAR FOCUS. Complete the examples in the table using phrases in green in the text.

GRAMMAR FOCUS

Articles

No article

•	You don't use	articles to	talk about	things in	n general

O Climate change is the process ...

1 _____ and 2 _____ believe ...

•	You don't use articles with continents, countries or cities
	Ø Europe, 3

Exceptions: The United States, The United Kingdom

Indefinite article a/an

- You use **a**/**an** to talk about something for the first time when it means 'one of many'.
 - 4_____ is the student strikes
- You use **a/an** with jobs.
 - ⁵_____ from Sweden

Definite article the

- You use the when the thing you are talking about has already been mentioned.
 - the consequences (refers to the impact of climate change)
- You use **the** when the thing you are talking about is known or is 'the only one'.

the Earth's surface, 6_____

- You use **the** with historical periods, superlative adjectives and ordinal numbers.
 - '_____ cause

GRAMMAR INTO FOCUS ➤ p. 265

Then ask each other the questions.				
1	Do you live in the countryside?			
2	2 Have you ever been toUK?			
3	Did you havesnack this morning?			

3 Complete the questions with a, an or the.

4 Would you like to be _____ architect?

5 Are you _____ oldest student in ____ class?

4 \overline{\text{OO74}} Read and complete the text with a, the or \tilde{\mathcal{O}} (no article). Then listen and check. What could you do to prevent climate change?

How	can I	help	reverse	climate	change?

Small changes in your own home can make
² difference, too. Try switching to ³
energy-saving lightbulbs, walking instead of using
⁴ car, turning off ⁵ electrical items when
you're not using them, recycling and reducing
6food waste. ⁷ recent study by
Leicester University ranked 148 individual
actions on climate change according to
their impact. Going car-free (like cycling or
using ⁸ public transport) was ⁹ most
affective action 10 individual could take

5 FOCUS ON YOU Complete the sentences to make them true for you.

1	My father	is/isn't	(a job).
_			

2 I've never been to ______(a continent).

3 I'd like to visit ______(a country).

4 _____ (a city) is _____ (a superlative adjective) city in the world.

5 _____ (a problem) is/are a big problem in my country.





- 1 LEAD IN In pairs, read UK TODAY and discuss the questions.
 - 1 What are your top three environmental worries?
 - **2** What do you recycle, turn off and do more or less of to protect the environment?



What are British teenagers' top three environmental worries?

- poor air quality
- global warming
- not enough recycling

What do British teenagers say they can do?

- recycle more
- turn off unnecessary lights
- spend less time in the shower

2	Cook at the photo and listen to an interview
	about a project for an eco-school. Which features are
	mentioned?

Α	car park	F multimedia room
В	low-energy light bulbs	G organic vegetable
c [solar panels	garden
D	recycling bins	H science lab
E[bike racks	I gym

EXAM FOCUS

- - 1 'Friends of the Planet' is an after-school club with members from
 - **A** one school.
- C six schools.
- **B** seven schools.
- 2 What is the project?
 - $\boldsymbol{\mathsf{A}}$ to make environmentally-friendly changes to schools
 - **B** to create a new type of solar panel for schools
 - C to help design a new environmentally-friendly school
- 3 School dinners will include vegetables from
 - A a local farm.
 - **B** the local supermarket.
 - C the school garden.
- 4 The interviewer comments that
 - A Michael is probably not a typical teenager.
 - **B** Michael is like every other student of his age.
 - C Michael likes games and gadgets.



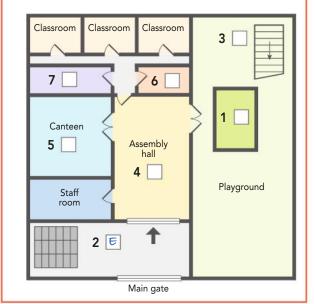
WORD STORE 5D Environmental issues

- 5 Complete the sentences with the correct words from WORD STORE 5D.

1	Solar <u>panels</u> make buildings look ugly.		
2	There aren't enough recyclingin my		
	area.		
3	Climate doesn't affect my country.		
4	More renewable is the only way to		
	stop global		
5	Everybody should use low-energy light		
	to save electricity.		

6 FOCUS ON YOU In pairs, discuss the statements in Exercise 5. Decide whether you agree or disagree and say why.

EXAM FOCUS





1 LEAD IN Do you know what sustainable goals are? Read the info below and list any other goals you remember.

SUSTAINABLE G ALS

The 17 **Sustainable Development Goals** are a call for action by all countries to promote prosperity while protecting the planet. It is important that we achieve each goal and target by 2030.

Sustainable Goal 13 is 'Climate action': it urges people to take immediate action to fight climate change and its impacts.

2 Read the information about climate change and complete the table with the phrases below.

extreme weather phenomena increase in greenhouse gases changes in ecosystems and desertification extinction of species ice melting and rising sea levels human activities

GLOBAL WARMING

Causes	Consequences

EXAM FOCUS

- TOWARDS INVALSI Read the text about how to take climate action. Complete gaps 1–8 with parts A–I. There is one extra part. Then listen and check.
 - A at the factory where your computer or smartphone was made
 - **B** burning fuels such as coal and oil
 - C because of your activities
 - **D** human activity has contributed to global climate change
 - **E** these gases are called greenhouse gases
 - F the amount of fossil fuels we consume
 - **G** light our houses, drive our cars, and manufacture products
 - **H** the actions and investments needed for a low-carbon future
 - I the gas from the car or bus you take to school

4 FOCUS ON YOU Barack Obama, former US president, once said 'There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate'. Could you explain why climate change is the most urgent threat?

WORD STORE 5E Climate change

- 6 Complete the sentences with words from WORD STORE 5E.

1	CO_2 is emitted in the combustion of		such
	as oil, gas, and coal.		
_		,	

- 2 ______ is correlated with many types of pollution.
- **3** Greenhouse _____ are not the primary cause of the recent warming trend.
- **4** Regulations are being introduced to protect the environment from emissions contributing to the

5	The whole	is affected by the over-use of
	chemicals in agricult	ure.

- **6** Unless we do something now, hundreds of plant and _____ will die out.
- 7 More buildings with a low ______ are necessary.

FOCUS ON WORDS Climate change – collocations

- 7 Complete the collocations with the base form of the verbs in blue in the text.
 - 1 release greenhouse gases
 - 2 _____ fossil fuels
 - 3 _____ the problem
 - **4** _____ gas emissions
 - 5 _____energy consumption
 - 6 _____ awareness
- 8 FOCUS ON YOU Make a plan to reduce your carbon footprint. What changes can you make in your life?
 - Things I will turn off
 - How I will get to school
 - How much I will use electronics
 - What I will recycle
 - Where I will buy my food
 - Other things I will do

Try to make some of these changes in the next week!

IT'S NOW TIME TO...

TAKE ACTION TO COMBAT CLIMATE CHANGE

⊋|078





Global warming causes

climate change. As the planet's temperature rises more than it would naturally, the climate varies. Global warming is caused by the

- 5 greenhouse effect, a natural process by which the atmosphere retains some of the Sun's heat, allowing the Earth to maintain the necessary conditions to host life. The problem is that daily human activities maximise the greenhouse
- 10 effect, causing the planet's temperature to increase even more. The worst climate change impacts include the melting of the ice mass at the poles, which in turn causes rising sea level. Climate change also leads to violent weather
- 15 phenomena, fires, the death of <u>animal</u> and plant species, the destruction of the <u>food chain</u> and economic resources.



Climate change is not just a problem for the future. It is already impacting us every day, everywhere.

HOW DOES IT ALL START?

Many scientists believe that 1_____ and that we can prevent it by

20 limiting our output of greenhouse gases. What human activities create
greenhouse gases? Most of it comes from burning fossil fuels (such as
oil, gas and coal) for energy to 2_____ such as paper, plastics, computers
and packaged foods. Everything that we buy requires some form of energy
to create it. Most of this energy comes from 3_____, which releases

greenhouse gases, such as carbon dioxide. Greenhouse gases are sent into the air every time a new product is manufactured.

WHAT NEEDS TO BE DONE?

No single act will **solve the problem** of climate change. Policies and collaborative actions are needed to **reduce** our global **energy**

- 35 (Earth Day), 175 Member States signed the Paris Agreement, aiming to reduce the pace of climate change and accelerate ⁵_____. Society is playing its part by **raising awareness** on the issues and highlighting the personal and community responsibilities to prevent climate change.
- 40 In order to change our consumption habits, we need to understand, decrease and offset our carbon footprint. Your carbon footprint is the amount of greenhouse gases that are emitted in the air 6_____.
 Many activities contribute to your carbon footprint such as heating your house, how you get to school, and how much trash you throw away. Some activities emit greenhouse gases directly, such as 7_____.
- For other activities the greenhouse gases were emitted elsewhere, such as 8_____.

1 Read Story 1. How did the elephant save the rancher's life?



The elephant and the rancher

A rancher, who was working in the bush, came across a small herd of about twenty elephants. The leader of the herd, which is usually the largest, oldest and most aggressive female elephant,

- 5 attacked him and he fell off his horse. Later, rescuers found the rancher, whose leg was broken. The same elephant was standing over him. The rancher told his rescuers that the elephant had
- 10 a tree, where he was protected from the sun. For the rest of the day she watched over him, brushing him gently with her trunk every so often.

lifted him with her trunk and placed him under

2 Read the GRAMMAR FOCUS. Cross out the four non-defining relative clauses in green in the text. Does the story make sense without them?

GRAMMAR FOCUS

Non-defining relative clauses

You use non-defining relative clauses to give extra information about the person or thing you are talking about. The sentence makes sense without it.

A rancher, who was working in the bush, came across a small herd ...

Note: Start and end a non-defining relative clause with a comma. Use relative pronouns who, which, where and whose but don't use that.

GRAMMAR INTO FOCUS ➤ p. 268

- Then listen and check. How did the gorilla save the boy's life?
 - a whose baby was still in her arms
 - **b** which was called Binti Jua
 - c who is now twenty-one years old
 - **d** where he made a complete recovery
 - e who was unconscious
 - **f** where a female gorilla was feeding her baby

Story 2

The gorilla and the toddler

An American boy, 1___ owes his life to a gorilla at Brookfield Zoo. When he was three years old his family took

5 him to the zoo. He wanted a better view of the gorillas so he climbed a wall and fell six metres into the gorilla cage,

____. The gorilla, ³_____ __, went over to the boy, ⁴_____. Then, the gorilla, 5_

10 lifted the boy up gently and carried him to the door. The boy spent four days in hospital, 6____ ____. Binti lua is still at Brookfield Zoo near Chicago.

- 4 Read the extra information 1–6 from Story 3. What do you think happened? Read the story and check.
 - 1 Todd Endris lived next to the beach.
 - 2 The shark was five metres long.
 - 3 Todd's friend was surfing close by.
 - 4 Todd's right leg was now in the shark's mouth.
 - 5 Dolphins had been playing in the waves nearby.
 - 6 Surgeons from the hospital managed to save his leg.

Story 3

The surfer. the shark and the dolphins

It was a perfect day for surfing off the coast of California, Todd Endris, who lived next to

5 the beach, was out



- on his surfboard. Without warning, something hit him from under the water. Todd knew immediately that it was a shark. He got back on his board but the shark bit him on the back. Todd's friend saw the huge
- 10 shark and at first thought it was a whale. Todd was kicking the shark with his free leg, and didn't see the dolphins. Suddenly, the shark let go of his leg. The dolphins had surrounded the injured surfer and were protecting him from the shark. Three friends helped
- 15 Todd get back on his board and reach the beach. A helicopter transported him to hospital. Six weeks later Todd was back in the water.
- 5 \ \overline{1081} \ \text{In pairs, rewrite the story with suitable} relative clauses. Look at the example. Then listen and check.



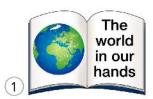
WATCHING AND SPEAKING

Expressing and justifying an opinion _



1 LEAD IN In pairs, look at three suggested logos for a new eco-school. Which one would you choose? Why?

I think logo I is the best logo because it's clever and effective.





2 ECO SCHOOL

- 2 \(\overline{\cappa_082} \) VIDEODIALOGUE 4 \(\overline{\cappa_0} \) Watch or listen to a teacher and two students discussing the three logos. Which logo do they choose and why?
- 3 Old VIDEODIALOGUE 4 Complete the dialogue with one word in each gap.

 Then watch or listen again and check.

T = Teacher B = Boy G = Girl
T: So, what do you think of these three designs?
B: Personally, I think they're all great. The three

logos focus 1 ______ the environment.

Logos 2 and 3 are attractive and amusing. But I think the best option would be logo number 1 2 _____ it has a serious message about learning.

G: I agree, but the 3 _____ with logo number 1 is that it doesn't mention eco-school. Logo number 2 looks attractive, but it doesn't
 4 _____ school or learning. So 5 ____ choose number 3 because it's clever and simple.

B: Personally, I wouldn't 6______ for number 3. I'd definitely 7______ logo number 1 because it's 8_____ effective 9____ the other two, and the message is clear. The

words suggest that we are responsible for the future of the planet.

tuture of the planet.

T:

10 _______ of these three logos, I'd choose logo number 3. I

11 ______ choose the logo showing vegetables because it doesn't look serious. I like logo number 3 for two reasons.

12 ______, because the glasses suggest learning and 13 ______, because I think we need the words eco-school in the logo. So let's go for number 3. I'll call the designer.

SPEAKING FOCUS

Discussing different options

Let's start with this one.

What about this idea?

What do you think?

I think this is a great idea.

I'm not so sure.

You're right.

I completely agree with you.

The problem with that is ...

Choosing an option and justifying the choice

I think the best idea would be ... because ...

I prefer/I'd go for/I'd definitely choose this one because ...

I think those are good ideas, but for me ...

Out of these ideas, I'd go for ...

Personally, I wouldn't go for that idea because ...

The reason I wouldn't choose that idea is because ...

- 4 Imagine that a school wants its students to understand more about environmental problems. Look at the diagram. It shows some things the teachers are thinking about doing. In pairs, follow these steps.
 - Talk to each other about whether you think these are good ways to help students understand about environmental problems.
 - Decide which of the things it would be best for the school to do.







1 LEAD IN Discuss which of these things it would be most difficult to live without.

> electricity • medicine • school shops • running water

- 2 Read the essay on contacting rainforest tribes and answer the questions.
 - 1 How many arguments for and against the topic does the writer give?
 - 2 What is your personal opinion on the topic in the essay?
- 1 Nowadays, many of us live in a world of high technology and instant communication. For most people, it is hard to believe that, in places like the Amazonian rainforest, there are still tribes who have never had contact with the outside world. Some people think that we should make contact with such groups, but others believe they should be left alone.
- 2 On the one hand, there are several arguments for making contact. First of all, the people in these tribes could enjoy a better standard of living. For example, they could get access to electricity and running water. Furthermore, their young people could go to school and benefit from a modern education. They would probably be amazed to learn about modern technology and life in other parts of the world.

3 On the other hand, there are also many arguments against making contact. Firstly, after contact, many tribal people suffer and die from diseases that do not exist in the forests where they live. Next, history shows that they

lowest level. For instance, many become beggars or tourist 'attractions'.

4 To sum up, there are clearly strong arguments for and against making contact with rainforest tribes. Personally, I think they should be left alone to continue their traditional way of life until they choose to make contact with the outside world.

3 Look at the essay again. In which paragraphs does the writer:

а	give a personal opinion?	1
b	present arguments against the topic?	1
С	introduce both sides of the issue?	
d	present arguments for the topic?	
е	make some general, historical or factual	
	comments about the topic?	
f	make a statement summarising the main	
	arguments?	
а	support arguments with examples	

Read the WRITING FOCUS and check your answers in Exercise 3.

WRITING FOCUS

A 'for and against' essay

- Paragraph 1 Introduction Begin with general comments or facts about the topic. End with a statement that mentions both sides of the issue.
- Paragraph 2 Arguments for Present two or three arguments for the topic. Include some examples to support arguments.
- Paragraph 3 Arguments against Write a similar paragraph presenting and supporting arguments against the topic.
- Paragraph 4 Conclusion Make a summarising statement. Add your personal opinion.



5 Read the LANGUAGE FOCUS and complete the examples with the linkers in blue in the essay.

LANGUAGE FOCUS

Linkers

- List arguments: ¹<u>First of all</u>, Firstly, Secondly, ²______, In addition, Finally
- Give examples: For example, 3_____
- Show contrast: However, ⁴_____, On the other hand
- Give a personal opinion: In my opinion, 5_
- Introduce a conclusion: In conclusion, 6______
- 6 Read this short essay discussing tourism. Choose the correct linkers.

Tourist trap

As travel to remote and exotic locations becomes more affordable, there is a growing demand for trips to developing countries that haven't been considered as holiday destinations until now. This can have both positive and negative effects on the countries.

¹For example / First of all), let's look at some positive effects.

Tourism can bring wealth to developing countries. ²In my opinion / For instance, jobs are created and tourists use local shops and businesses. ³However / Secondly, tourism encourages traditional customs, festivals and local handicrafts. ⁴On the other hand / Furthermore, communication between local people and tourists promotes better cultural understanding.

⁵In conclusion / On the other hand, the jobs created by tourism are often seasonal and badly paid. ⁶For instance / Furthermore, tourism drives up the cost of basic products and local people cannot afford to do their shopping in supermarkets and local shops. ⁷In addition / To sum up, it can damage the natural environment and increase pollution.

⁸In conclusion / For instance, tourism must be managed carefully in developing countries. ⁹Personally, I think / Furthermore, tourists need to be more respectful of the local culture and environment.



EXAM FOCUS

In your English class you have been talking about keeping animals in zoos. Now your teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

Is it a good idea to keep animals in zoos?

Notes

- research
- animal suffering
- _____(your own idea)

A Write your essay in 140–190 words. Follow these steps.

- Write four clear paragraphs.
- Put the 'for' and 'against' arguments in separate paragraphs.
- Give examples using for instance or for example.
- Conclude with a summarising statement and a personal opinion.
- B Use the ideas in the WRITING FOCUS and the models to help you.
- C Check.
 - ✓ Have you organised your essay into four paragraphs?
 - ✓ Have you supported your arguments with examples?
 - ✓ Have you used linkers to list arguments and show contrast?
 - ✓ Have you given a personal opinion in the last paragraph?
 - ✓ Have you checked grammar and spelling?

FOCUS EXTRA

- WORD STORE booklet > pages 10-11
- Focus on BBC video > page 118
- Focus on Real-life English > page 86
- Focus on Literature > pages 130-131
- Grammar into Focus > pages 265-270
- Workbook > pages 192-203

FOCUS DIGITAL

- Vocabulary Extra Practice
- Certification and Vocabulary Practice

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words below. There are two extra words.

(calm • fast • heavy • long • low • remote • strong
1	It is dangerous to swim here because of the
	current which could pull you out to sea.
2	Going kayaking on such a
	is exciting but it needs a lot of skill.
3	North Keeling is such aisland that few
	people have ever been there.
4	The beach is so much bigger attide
	that it takes ages to walk down to the water.
5	It was such a sea that our boat hardly
	moved up and down at all.

2 Choose the correct options.

- 1 It is important to develop returnable / renewable / reusable energy instead of depending on oil, gas and coal.
- **2** It is obvious that climate *turn / exchange / change* is happening, but not everyone agrees on the cause.
- **3** Because of global *heating / changing / warming*, storms are becoming more frequent and dangerous.
- **4** The increase in global temperatures is creating disastrous consequences for the Himalayan mountain wave / range / current.

3 Complete the sentences with a, the or \emptyset (no article).

- 1 We were about to start our hike when we saw that ____ tree had fallen across ____ trail.
- 2 In ____ 20th century, almost fifty percent of the global population lived in ____ cities.
- 3 In fact, ____ scientists expect ____ major earthquake to hit ____ Los Angeles soon.
- **4** There was no ____ running water in ____ village where my granddad lived as ____ child.
- **5** ____ Europe isn't ____ largest continent in ____ world.

4 Add the information in brackets to the sentences using non-defining relative clauses.

- 1 Tokyo is the capital of Japan. (It is a megacity.)
- **2** My friend Jenny knows a lot about environmental issues. (Her mother is a scientist.)
- **3** The company builds houses all over the country. (It has been accused of cutting down too many trees.)
- **4** The tribal leader wants to teach his people about the outside world. (He studied in Paris.)
- **5** People in Liverpool are working to improve the environment. (Janet opened her shop there.)

LANGUAGE IN USE

- 5 Use the prompts in brackets to complete the sentences. Make any changes necessary.
 - 1 In 79 AD Mt Vesuvius, _____ (not erupt) since 1944, buried the city of Pompeii in ash.
 - 2 That environmental protester, ______(now/sit) in the biggest tree in the park, says he will come down when they promise not to cut it down.
 - 3 Several members of this group, ______ (purpose/be) to stop the cutting down of trees in the area, have been arrested by the police.
 - **4** The blue whale, _____ (be) the world's largest animal, can weigh up to 150,000 kg.
 - **5** The recused bird was taken to the animal shelter, _____ (it/stay) for the next few weeks.
 - **6** The woman next door, ______(brother/work) as a climate researcher, is installing solar panels.
- 6 Complete the text with the correct form of the words in brackets.

Ecological tour

It may be true that travel can 1_ (broad) the mind, but going on an ecological tour can ²_____(deep) your knowledge in ways that simple tourism can't do. For example, I went on a tour of the Amazon River which taught me a lot about the damage we are doing to the planet. I also realised why some people have such 3_ (strength) arguments for environmental protection. It was an amazing holiday and although we didn't travel the entire 4_____(long) of the Amazon, we saw trees of an amazing 5_____(high) that may one day disappear from our planet. Because of the 6_____(wide) of the river it is sometimes called a sea and it is home to hundreds of plants, animals and fish. I can't imagine one day waking up and finding that all of this life is gone.



LISTENING

- - 1 What is true about monarch butterflies?
 - A Most of them live in the United States.
 - **B** Many of them stay in Mexico after the winter.
 - **C** They migrate from the US to Mexico in winter.
 - **D** The species no longer exists in North America.
 - 2 How are the monarch and the milkweed plant connected?
 - A The monarch butterfly is a threat to the milkweed.
 - **B** The milkweed needs the monarch to survive.
 - **C** The milkweed is necessary for young monarch butterflies.
 - **D** The monarch eats milkweed when there is nothing else.
 - 3 Dr Clarke says that people in Mexico
 - A can't help the monarch in any way.
 - **B** should stop cutting down the forests.
 - **C** shouldn't use chemicals in agriculture.
 - **D** must plant the milkweed in their gardens.
 - 4 Dr Clarke mainly talks about
 - A why monarch butterflies migrate over long distances.
 - **B** the effects of logging on the life of monarch butterflies.
 - **C** why monarch butterflies fly to warmer climates.
 - **D** the problems monarch butterflies are facing.
- 8 O084 DICTATION: Write down what you hear.

SPEAKING

9 Look at the three posters. In pairs, describe them.



- 10 Look at the diagram. It shows different ways to help animals. In pairs, follow these steps.
 - Talk to each other about the advantages and disadvantages of these ways of helping animals.
 - Decide which is the best way to help animals.



- 11 In pairs, ask and answer the questions.
 - 1 What can people do to better protect animal rights in your country?
 - **2** Some people say that animals should have the same rights as humans because they have emotions. Do you agree? Why?/Why not?
 - **3** What are the most popular pets? Why do you think this is?
 - **4** Why do you think some people keep exotic, and often dangerous, animals as pets?

WRITING

12 Read the exam task and write your essay in 140–190 words.

In your English class you have been talking about adopting a pet. Now write your essay. Use all the notes and give reasons for your point of view.

Is it important for animal shelters to ask people to prove they have space and time to look after a new pet?

Notes

- need to be sure
- love is more important
- (your own idea)



Good health

The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.
Mark Twain (1835-1910) – American writer



BBC VIDEO 6 Watch the video and answer the questions.

- What alternatives to caffeine are mentioned in the video?
- Which seems to be the best alternative to caffeine
 a) if you want to be more alert?
 b) if you want to perform better?

FOCUS ON **BBC VIDEO** ➤ p. 119



SHOW WHAT YOU KNOW

1 Look at the words below. In pairs, take turns to point to a part of your body and ask your partner to say the word.

arm • cheek • chest • elbow • finger • fingernail • forehead • heel neck • shoulder • stomach • teeth • toe • tongue • waist • wrist

2 Look at the photos of four athletes. In which photos can you see the parts of the body below?

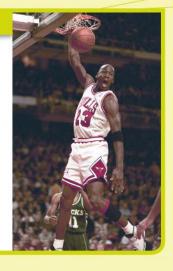
ankle • calf • chin • eyebrows • jaw • knee • lips • thigh • thumb

SUPERSTAR blood, sweat and tears

Some of the most iconic moments in sports history involve athletes fighting through the pain to compete for a title. Here are some examples.

MICHAEL JORDAN

Michael Jordan's career was almost finished before it even began. During the 1985-1986 NBA season, the greatest basketball player of all time broke his left foot. He missed the following 64 games, but he returned stronger than ever. Michael Jordan and the Chicago Bulls won the championship six times from 1991 to 1998. No one was able to stop them – apparently not even the flu. Michael Jordan scored 38 points with the flu in the 1997 finals.





LINDSEY VONN

After a terrible crash during training at the 2006 Turin Olympics, ex-American ski racer Lindsey Vonn had to be helicoptered off the mountain. But she was back on her skis and competing 48 hours later with just a few bruises. During her career Vonn sprained her ankle, broke both arms, tore knee ligaments, dislocated a shoulder and suffered many more injuries. She needed surgery on many of the injuries, but that never stopped her. She is one of six women to win World Cup races in all five disciplines of alpine skiing.

- 3 Read and listen to the stories of these athletes and answer the questions.
 - 1 In your opinion, are some sports more difficult than others? Which ones?
 - **2** What do these stories show you about the athletes' personality?
- 4 Read the text again and underline the injuries or illnesses that are mentioned.

1	get	cuts – bruises – scratches
2	break	vour foot – vour arm – a should

2 break your foot – your arm – a shoulder3 sprain your ankle – your wrist – your knee

4 get a cold – the flu – pneumonia

5 dislocate your shoulder – your thumb – your knee

6 cut your finger – your thumb – your nose7 tear your ligaments – your ear – your muscles

8 suffer from injuries – dizziness – asthma



NIKI LAUDA

In the 1976 German Grand Prix at Nürburgring, the Ferrari pilot Niki Lauda crashed into the embankment. He could not escape the flames, leading to severe burns and the inhalation of toxic gasses, which damaged both his lungs and his blood. He suffered serious scars, but returned to F1 just six weeks later. He had missed only two races. Lauda went on to win two F1 championships after his injury, taking his total to three.

ALAIN ROBERT

'The French Spider-Man' has made a career out of climbing famous skyscrapers and massive cliffs. Robert uses no climbing equipment and no ropes, and he rarely rests during climbs that can last several hours. Robert has climbed the Eiffel Tower, the Sydney Opera House, and the Empire State Building even though he suffers from dizziness!



GO TO WORD STORE 6 [PAGE 13]

WORD STORE 6A Parts of the body

- 5 086 Complete WORD STORE 6A. Label the picture with the words in Exercise 2. Then listen, check and repeat.
- 6 Test your partner's physical abilities. Use words from WORD STORE 6A to find out what he/she can do.

Can you touch your left ankle with your right wrist?

WORD STORE 6B Injuries – word families

- 7 Gios7 Complete WORD STORE 6B. Use the base form of the words in red in Exercise 4. Then listen, check and repeat.
- 8 Read the questions and cross out the injury that is impossible or very unlikely.

Have you ever:

- 1 broken your leg / chest / toe?
- 2 cut your teeth / lip / heel?
- **3** dislocated your shoulder / eyebrows / thumb?
- 4 got a scratch on your knees / neck / hair?
- 5 sprained your lips / ankle / wrist?
- 9 FOCUS ON YOU Ask each other at least six questions about different injuries in Exercise 8. Who has had the most injuries?

A: Have you ever broken a leg?

B: Yes, I have.

A: What happened?

B: I was...

WORD STORE 6C Body idioms

10 10 1088 Listen to six dialogues. Complete the typical English idioms with the correct body part.

1 I'm pulling your <u>leg</u>.

2 She broke his ______.

3 I laughed my _____ off.

4 Can you give me a _____?

5 I couldn't believe my ______.

6 It's on the tip of my _____.

- 12 In pairs, write a short dialogue including an idiom. Act out your dialogue to the class and decide which one is the best.

1 LEAD IN What do you know about first aid? Do the quiz and compare your answers with a partner.

FIRST AID QUIZ

1 If I had a nosebleed, I'd ...

a hold my nose and look up.

b hold my nose and look down.

2 If I burnt my hand, I'd ...

a hold it under the cold water tap.

b put oil on it.

3 If I twisted my ankle, I'd ...

a put it in a bowl of hot water.

b put ice on it.

4 If I got a black eye, I'd ...

a put ice on it.

b put some eye drops in.

5 If a bee stung me, I'd ...

a take some antihistamine tablets. **b** put a

b put a plaster on the sting.

- 6 If I cut my finger and it was bleeding, I'd ...
 - a wash and dry it and then put a plaster on.
 - **b** tie something around my wrist to stop the blood flowing.
- 2 \ \overline{\cappa_{090}} \ \text{Listen to a doctor's podcast and check your answers in Exercise 1.}
- 3 Read GRAMMAR FOCUS 1 and answer the questions.
 - 1 Are the example sentences about real situations?
 - 2 Are they about the present/future or the past?

GRAMMAR FOCUS 1

Second Conditional

You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation

result

if + Past Simple,

would('d)/wouldn't + verb

If I burnt my hand, I'd hold it under the cold water tap. I'd put ice on the sting if I didn't have any tablets.

GRAMMAR INTO **FOCUS** ➤ p. 271

- 4 Complete the Second Conditional sentences with the correct form of the verbs in brackets. Which sentences are true for you?
 - 1 If I <u>didn't feel</u> (not feel) well at school, I ______ (go) home.
 2 I ______ (take) a cold shower if I ______ (have) sunburn.
 3 If I _____ (have) flu, I _____ (not come) to school.
 - 4 I _____ (have) a cat if I ____ (not be) allergic to them.
 - If I _____ (hear) a mosquito in my room, I _____ (not be able) to sleep.

1 I wish the cat wouldn't

2 If only it wasn't

- 3 I wish they wouldn't
- 4 I wish I wasn't
- 5 If only I had

a so hot.

- **b** so clumsy.
- c the doctor's phone number.
- d come into the house.
- e play loud music at night.
- 6 Read GRAMMAR FOCUS 2 and find another example of each use of wish/if only in Exercise 5.

GRAMMAR FOCUS 2

wish/if only

- You can use wish/If only + Past Simple to say that you really want a present situation to be different.
 I wish I wasn't so clumsy.
- You use wish/if only + would + verb to say that you want somebody's present behaviour to change.
 If only the neighbours would be quiet.

Note: If only is stronger than wish.

- 7 Write sentences using I wish or if only to show that you are not happy with these situations.
 - 1 I'm allergic to nuts.
 I wish I wasn't allergic to nuts.
 - 2 I don't live near the beach.
 - **3** Our teacher gives us a test every week.
 - 4 I don't have a motorbike.
 - **5** I can't play the guitar.
 - 6 My friend won't let me copy his homework.
- 8 FOCUS ON YOU Complete the sentences.
 Then write a Second Conditional sentence
 to explain your wishes.
 - 1 I wish my parents/sister/brother would ...
 I wish my sister would get her own laptop.
 If she had her own laptop, she wouldn't use mine.
 - 2 I wish I had/didn't have ...
 - 3 If only I was/wasn't ...
 - 4 I wish I knew ...
 - 5 If only I could ...





- 1 LEAD IN Read the text and answer the questions.
 - 1 How much do UK charities raise every year?
 - 2 How many people donate money?
 - **3** What do people do to raise money?



Did you know that people donate almost £10 billion to UK charities every year?

Who donates money?

- Over half the adult population.
- The average amount is £18.
- Over 25% of people donate online.

What sort of events raise the most money?

London Marathon

- 40,000 participants run a marathon around London.
- Over £890 million has been raised for various charities.



London to Brighton Cycle

- 25,000 participants ride about 87 kilometres.
- The event has raised over £65 million for the British Heart Foundation.



Red Nose Day

- 7.5 million viewers watch a TV 'telethon' organised by British comedians.
- Over £1 billion has been raised so far
- Money goes to help vulnerable people in the UK and Africa.



EXAM FOCUS

- - 1 Which event is Rob taking part in?
 - 2 What did Rob's grandfather die of?
 - **3** How is Rob training for the cycle?
 - 4 What does Rob's mother want to buy him?
 - **5** How old is the London to Brighton Cycle?
 - **6** How old do you have to be to do the London to Brighton Cycle?

EXAM FOCUS

- 3 1092 Listen again to the three recordings. For questions 1–3, choose the correct answer, A, B or C.
 - Anna tells Rob to set up a webpage so that he can
 A remember his grandmother.
 - **B** raise money for the British Heart Foundation.
 - **C** share some memories with his friends and family.
 - 2 Rob thinks that his mum
 - A likes the colour of his old helmet.
 - **B** doesn't want him to look cool.
 - C worries too much about his safety.
 - 3 Most of the cyclists will arrive in Brighton during the
 - A morning.
- **B** afternoon.
- C evening.

FOCUS ON WORDS Charity fundraising

4 Complete the questions with the words below. Then ask and answer the question in pairs.

for • friend • in • money • to • webpage

Have you ever ...

1 taken part in a fundraising event?

2 raised ______ for your school?

3 sponsored a _____ or a family member?

4 set up a _____ ?

5 donated money _____ a local charity?

6 trained _____ an important sporting event?

5 Towards invalsi Listen to someone talking about a charity and complete the sentences with a maximum of 4 words.

1 The speaker mentions an illness which people are dying from in ______.

2 This illness isn't passed to other people through the

 ${f 3}$ The school previously organised a charity event for a

4 The school hopes to get at least ______from the event.

5 The event should be finished by _____.

6 FOCUS ON YOU Think of a charity event. How do they raise money and what do they use it for?

WORD STORE 6D Compound nouns

7 © 094 Complete WORD STORE 6D with the words given. Then listen, check and repeat.





- 1 LEAD IN Discuss the questions.
 - 1 How many different jobs in the medical profession can you think of?
 - 2 What kind of daily tasks do you think each job involves?
 - **3** Do you know someone who works in medicine? Tell your partner about them.

EXAM FOCUS

3 Read the text again and answer the questions.

Which person (A–C)

- 1 talks about his/her working hours?
- **2** spent a period of time working with a charity?
- **3** gives specific examples of when he/she gave first aid?
- 4 mentions an irritating element of his/her job?
- **5** explains his/her reasons for choosing a particular job?
- **6** understands it's his/her duty to deal with a variety of different situations?
- 7 is happy to provide medical assistance when not at work?

FOCUS ON WORDS Medical problems

1 a food/a nut allergy

2 a stable/a ____condition

3 a deep/a _____ **cut**

4 a flu/a _____epidemic

5 a muscle/a ____pain

6 a local/a ____surgery

7 a rescue/an _____team

8 a maternity/a ____ward

5 Use appropriate collocations in Exercise 4 to answer the comprehension questions. Then check your answers in the text.

- 1 Where does Dr Young usually treat patients?
- 2 What did he once treat a teenager for?
- **3** Why did Sonia Costa decide to work in Yemen?
- 4 Which ward did she work on in the hospital?
- **5** What kind of calls does Sally James get annoyed with?
- **6** What sort of situations is she trained to deal with?

Life in Medicine - Three Snapshots

If you like surprises, and can face dealing with accidents, injuries, births and deaths, medicine is for you. For those of you considering a career in medicine, three people give a snapshot of their medical life.

Dr Richard Young told us about the more unusual and unexpected locations where he's used his medical skills.

'I'm a doctor, and I work in a **doctors' surgery** where I treat patients, write
prescriptions, and generally help people
recover from illnesses and injuries. But
5 that's only part of the story!

I've given people first aid in public places several times – once I helped a man who collapsed in a park. Another time, a teenager was suffering from a **nut** 10 **allergy**.

On flights, nervous passengers often have panic attacks and doctors are asked to calm them down. When I hear "Is there

a doctor on board?" I always offer my
15 help. Once, on a flight from London to
Los Angeles I helped a woman who was
seriously ill. I spent the twelve-hour
flight caring for her. I stayed with her
after we landed until the ambulance

20 arrived, which meant that I missed my connecting flight, but I was happy to help. In my job, saving lives must come first, even when I'm off duty 1.



WORD STORE 6E Health issues

- 6 1097 Complete WORD STORE 6E using the underlined phrases in the text. Then listen, check and repeat.
- 7 Read the text and chose the correct options. Then listen and check.

I'm Doctor Roberts and I'm proud to say I've ¹saved lives / given first aid and helped many people. I've ²given first aid / written prescriptions in many unusual situations and I've even ³caught a disease / delivered a baby on a flight to New York – I'll never forget that flight and neither will the mother! But I've also had some less stressful experiences. Once, I was ⁴gaining weight / treating a patient for earache. The next time I saw him he told me he felt much better, but the medicine tasted awful. I'd ⁵written a prescription / treated a patient for eardrops – he wasn't supposed to drink it! Another time, an elderly lady came into my surgery after she had ⁵given first aid / had a panic attack. She told me I looked like her third husband. I asked her how many husbands she'd had. 'Two' she replied!

Some nurses choose to work in extreme conditions, like war zones. Senior nurse Sonia Costa spent two months in Yemen as part of a Doctors without Borders² emergency team.

'I decided to work in Yemen because, as a result of war, there was a **cholera epidemic** and over 620,000 people were suffering from the disease. In places where there's no clean food or water, people catch diseases easily.

5 I worked on the **children's ward** and one of my patients was a sixmonth-old baby boy who was so ill that he looked like a two-week-old. Each morning, I arrived at the hospital, afraid that I may not see the child in his bed. But finally, he started gaining weight and when he was well enough to go home, I was the happiest nurse in the hospital.'



- 8 Discuss the pros and cons of working as one of the medical professionals described in the text. What would be the best or worst thing? Think about the following:
 - qualifications
 - hours
 - job satisfaction
 - training
 - salary
- 9 FOCUS ON YOU Would you consider a career in medicine? Why?/Why not?

Unpredictability is a daily reality for paramedics. Sally James says there is no such thing as a typical day.

'I work a twelve-hour shift. I never know when I might have to try and save someone's life, but I stay calm, because if I panic, everybody else gets anxious too.

- 5 Some days, nothing dramatic happens. The most common call is **stomach pain**, and we get a lot of non-emergency calls like toothaches or **shaving cuts** or people who say they've burned themselves on their
- 10 hair straighteners, which is annoying, but we have to take them seriously. While we're dealing with these time wasters, we may get a call from someone who really needs us, but there's nothing we can do about it.
- 15 We're not doctors, but we're highly trained to deal with **serious conditions** like heart attacks. But my favourite thing is delivering a baby. If I can start my day by getting someone's heart beating again, and end it 20 with childbirth, I'm happy.'



GLOSSARY / NOTES

1 be off duty: be outside of working hours.

2 Doctors without Borders: also known as Médecins Sans Frontières, is an international organisation helping people in war zones and developing countries.



- 1 LEAD IN Read the text and answer the questions.
 - 1 How long had Matt been missing when he was rescued?
 - 2 According to the coastguard, what helped Matt to survive?



Matt Craig, 22, was reported missing by his family when he failed to return from a surfing trip one Sunday afternoon. He was rescued after more than 30 hours stranded at sea.

Years later, Matt still remembers that day very well. Shortly after he had begun surfing, strong winds took him out to sea. There was nothing he could do except paddle. 'I kept paddling. I knew that if I had stopped, I would have started to feel colder. I did it just to keep myself warm.' When he realised he could see some ships at a distance, he had an idea. 'If I could get into a shipping lane, someone might see me' he thought, and continued to paddle. But nothing happened. 'Then a helicopter flew over me. I jumped off my board and just held it above me waving. They would have probably missed me unless I had done that.' The coastquard believes that if it hadn't been for his wetsuit, he would have died. 'He was wearing the right equipment, had a very thick wetsuit on and did the right thing by staying with his surfboard. That helped him to survive for so long.' Matt also believes his positive attitude saved him. All that time I was sure someone would find me. I wouldn't have survived if I had given up hope.'

2 Read the GRAMMAR FOCUS and underline the four Third Conditional sentences in the story. Do you always begin a Third Conditional sentence with if?

GRAMMAR FOCUS

Third Conditional

You use the **Third Conditional** to talk about the imaginary past result of an imaginary past event.

imaginary past event

imaginary past result

if + Past Perfect.

would/wouldn't have + Past Participle

If it hadn't been for his wetsuit, he would have died.

real past event he had a thick wetsuit real past result he didn't die

GRAMMAR INTO FOCUS ➤ p. 274

3	Complete Third Conditional sentences about	ut
	Matt's story.	

1	If Matt	(not have) the right
	equipment, he_	(die).
2	He	(be) safe if a ship
	(see) him.	
3	He	_ (not survive) if he
	(stop) paddling.	
4	If he	(not wave) at the helicopter,
	they	(not see) him.
5	If Matt's wetsuit	(not be) thick
	enough, he	(not resist) long.

4 Read about two more survival stories. Write Third Conditional sentences to describe alternative outcomes for each story.

Ricky Megee was stranded in the Australian outback for 70 days. When a hunter found him, Ricky said the last thing he remembered was his car breaking down. For two months, Megee survived on only insects, snakes and lizards. He had lost over half his body weight when he was found.

On January 15, 2009, US Airways flight 1549 took off from LaGuardia airport in New York. After just a few minutes, the plane struck a flock of geese, causing both engines to fail. In an act of courage, the pilot, 'Sully' Sullenberger, alerted air traffic control: he was going to land the plane on the Hudson River. And he did just that, saving the lives of his entire crew and all 150 passengers on board the plane.

If Ricky's car hadn't broken down, he wouldn't have had to eat insects, snakes and lizards.

- 5 Which story in Exercise 4 is more interesting in your opinion?
- 6 FOCUS ON YOU Use your imagination and write three Third Conditional sentences using three of the endings provided.
 - 1 ... I would've been much happier.
 - 2 ... I would've had a great weekend.
 - 3 ... I wouldn't have felt so tired this morning.
 - 4 ... I wouldn't have enjoyed it.
 - 5 ... I wouldn't have bought one.

If I had got a bike for my last birthday, I would've been much happier.





- 1 Look at the pictures and discuss the ways in which you might get these injuries.
 - A sprained ankle
 - A burn on your hand
 - A cut on your chin
 - A pain in your forehead

Dialogue 1

- **A:** Do you 1 have / feel a temperature?
- **B:** Yes, it's thirty-nine degrees.
- **A:** Well, I'm afraid your hand is infected. I'm going to give you a prescription. You need to **take** ²stitches / antibiotics. You also need to **put** a fresh ³ice / bandage on it every day.

Dialogue 2

- **A:** OK, let me see. Hmm it's a nasty cut. I think you need a few ⁴bruises / stitches.
- **B:** Stitches?! Oh no, I think I'm going to ⁵faint / bleed.
- **A:** OK, calm down. Take some deep breaths. It's not going to ⁶hurt / twist.

Dialogue 3

- **A:** OK, I need to **check** your pulse and your *7blood pressure / injection. Can you roll up your sleeve, please?
- **B:** Do you think I'm going to be OK? Do I need an ⁸ infection / X-ray?
- **A:** I don't think you need an X-ray for now. Your blood pressure is fine and your *pulse / pain is normal.

Dialogue 4

- A: Now, are you allergic to anything?
- **B:** Yes, I'm allergic to needles. Please get that needle away from me!
- A: I'm not going to give you an ¹⁰injection / operation.

 But we do need to bring the ¹¹bleeding / swelling down. You need to take ¹²painkillers / antibiotics to ease the pain and then you'll need to put some ¹³ice / plaster on your ankle when you get home.
- 4 Complete the SPEAKING FOCUS with the verbs in red in Exercise 3.



SPEAKING FOCUS

Symptoms

I've got a pain in my chest/back/forehead.
I've got a headache/a stomach ache/a temperature/
a sore throat/a cough/a runny nose/a rash.
I feel ill/dizzy/sick/very weak.
My stomach/arm/neck hurts.
My ankle/thumb/toe is swollen.

Treatment

You need to 1take antibiotics.

We need to 2______ the swelling down.

You need a few stitches.

I don't think you need an X-ray/operation, etc.

You need to 3______ a fresh bandage/a plaster on it.

You need to 4_____ painkillers to ease the pain.

I'm not going to 5_____ you an injection.

You need to 6_____ ice/ointment, etc. on your ankle.

I need to 7_____ your blood pressure/pulse, etc.

5 In pairs, do a roleplay. Use the SPEAKING FOCUS to help you.

Student A: You're a student. You're doing a language course in the UK. You had a minor accident and hurt yourself, and have to go and see a doctor. Tell the doctor what happened, what your symptoms are and answer any questions.

Student B: You're a doctor. Your patient is a foreign student. Find out about their injury and ask questions. Give advice.



1 LEAD IN What do you think life expectancy means? Choose the best definition.

- **A** The number of live births per thousand of population per year
- **B** The length of time that a living thing, especially a human being, is likely to live
- **C** The number of deaths during a particular period of time among a particular type or group of people

2 Match graphs and tables A-D to sentences 1-6.

- The population has increased.
 The number of people older than sixty is growing faster than the number of people in all younger age groups.
- **3** The number of women living to an advanced age has **grown** extraordinarily.
- **4** Life expectancy in Europe has on average increased **steadily** since 2002, with the exception of a slight **decline** between 2014 and 2015.
- **5** The global population aged 80 years or over is expected to **double** between 2017 and 2050.
- **6** All over the world human life expectancy has grown at a remarkable rate.

69.1 71.1 2007 Life expectancy at birth Global population 6.7 billion 2007 Deaths - 0.6 billion Births + 1.4 billion 7.5 billion 2017 2017 2030 2050 60+ 80+ 10-24 25-59 Life expectancy at birth, by sex, EU-28, 2002-2016 D 78 2010 2011 2012 2013 2014 2015 2016 Source: World Health Organization, 2017

3 Complete the WRITING FOCUS with the phrases in blue in Exercise 2.

WRITING FOCUS Describing data Adjectives Nouns increase in / rise in / 1 growth in slight, steady, gradual vs decrease in / 2_ A sharp, steep, rapid / fall in marked, significant upward trend vs downward trend Adverbs **Verbs** slightly / gradually $_{-}/$ rise / sharply / greatly vs fall / decline / significantly / 6_ decrease _____/ drastically _/ triple quickly / rapidly be at / reach a peak remain steady vary / exceed

LANGUAGE FOCUS

Interpreting graphs

When asked to describe visual information, your text should be divided into three main parts: description, analysis and evaluation.

Description

The graph from (source) ... presents data on (title) ... or shows/illustrates (title) ...

If we look at this graph on (title) ... from (source) ... you can see ...

(Graph) These lines represent ...

(Bar) These columns are ...

(Pie) These segments are ...

(Table) These rows are ...

Analysis

Overall / Generally speaking, there is / has been ...

What you can see is ... / From the graph we can see ...

If you look at this ..., you'll see/notice/understand ...

A key significant area is ...

An important point I'd like to illustrate is ...

What is interesting here is / An interesting observation is ... An analysis of the graph illustrates ...

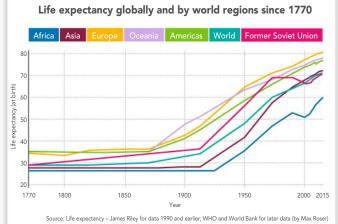
Evaluation

This seems to suggest that ...

This is possibly because of \dots / This is (clearly) due to \dots / One reason for this could be \dots

This data suggests/provides evidence for ... / highlights ...





LIFE EXPECTANCY HAS IMPROVED GLOBALLY

The graph shows the average life expectancy at birth by continent. Life expectancy has ¹remained steady / changed drastically over time, especially during the past 200 years. In the early 20th century the average life expectancy at birth in the developed world stood at 31 years. It has ²grown to / dropped at an average of 70 years, and is expected to keep ³falling / rising with advances in medical treatment and living standard continuing. Life expectancy still ⁴increases significantly / varies greatly between different regions and countries of the world. Countries with the lowest life expectancy are mostly ⁵South American / African countries.

5 Complete the Writing Frame. Use the phrases in the LANGUAGE FOCUS.

Writing Frame

The graph from ... 1_______ the recent trends in ... 2______ speaking, ... has remained ... between ... I'd like to focus your attention on two 3_____ areas.

(Analysis) The first one is ... (explain data)

(Evaluation) This is/was possibly 4_____ of ...

(Analysis) The second one is ... (explain data)

(Evaluation) This is/was clearly 5_____ to ...

Overall, this graph 6______ the importance of ...

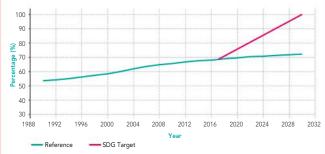
EXAM FOCUS

Read the text and study the graph about one of the targets of Sustainable Development Goal #3.

Life expectancy is increasing as more money is spent on health

The 2030 Agenda states that 'to promote physical and mental health and well-being, and to extend life expectancy for all, we must achieve universal health coverage and access to quality health care'. Health and well-being for all at all ages are at the centre of sustainable development. Sustainable Development Goal #3 has among its indicators 'achieving Universal Health Coverage (UHC)'.

Universal Health Coverage Rate



At least 400 million people have no access to basic health services, and 40% of the world's people lack social protection.

- A Describe and comment on the information given by the graph comparing it with the data about life expectancy which you have been studying so far.
- B Use the WRITING FOCUS, the LANGUAGE FOCUS and the model to help you.
- C Check.
 - ✓ Have you picked the most important trends while commenting on the data?
 - ✓ Have you included the three parts, i.e. description, analysis and evaluation, in the task?
 - ✓ Have you used academic language?

FOCUS EXTRA

- WORD STORE booklet ➤ pages 12-13
- Focus on BBC video > page 119
- Focus on Real-life English > page 87
- Focus on Culture > pages 132-133
- Grammar into Focus > pages 271-276
- Workbook > pages 204-215

"FOCUS DIGITAL

- Vocabulary Extra Practice
- Certification and Vocabulary Practice

VOCABULARY AND GRAMMAR

1	fits in the gap.
	1 Tom has to be very careful what he eats because
	he'sto nuts. ALLERGY
	2 The doctors wrote a for the rash
	on my wrist. PRESCRIBE
	3 It's not uncommon for a tennis player to
	his or her shoulder during a game. LOCATE
	4 Kate had to leave in the middle of the exam because
	she had a nose BLOOD
2	Complete the sentences with words from the unit.
	The first letter of each word is given.
	1 The first time Julie went on the underground she had
	a p abecause she is so
	afraid of closed spaces.
	2 The rteam arrived three minutes after
	the accident.
	3 I've been feeling really tired, so I've made an
	appointment for a check-up at the local s
	4 Would you like to take p in our effort to
	save the I of giant pandas?
3	Complete the sentences with the correct form of the verbs below.
	(have • not call • sponsor • not let)
	1 If I tried to text during the lesson, I'm sure my teacher
	me keep my phone with me.
	2 My mum always wants to know what I'm doing. If only
	she me so often.
	3 I want to go to New York to run the marathon. I wish
	someoneme.
	4 My school is very small and old. I wish it
	a sports centre with a swimming pool.
4	Match the sentence halves. Then complete the Third Conditional sentences with the correct form of the verbs in brackets.
	1 Sally (win) the singing competition
	2 If you (not go) on such a strict diet,
	3 You (help) the person with a cut
	4 If Andy(put) some ice on his head,
	a if you(do) a first-aid course.
	b he(stop) the bleeding.
	c if she (not lose) her voice last week.
	d you (not feel) dizzy yesterday.

LANGUAGE IN USE

C or D.

	omplete the second sentence so that it has similar meaning to the first.
1	It's a pity you can't take part in the first-aid training. If only part in the first-aid training.
2	Mark reached the hospital on time only because he had left home very early. If Mark hadn't left home very early, he
3	the hospital on time. You should shorten your run so as not to get so tired. You should shorten your run so that
4	tired. My brother never tells me when he's angry with me. I wish when he's angry with me.
R	ead the text and choose the correct answer. A. B.

Vegetables AND Vitamins

I don't think I was a particularly fussy eater as a child. Like many children, I simply didn't like vegetables. After eating my meat and potatoes quickly, I would stare bitterly at the vegetables left on my plate. If they had simply disappeared, I 1 ____ very happy. Instead, I had to sit at the table until my plate was clean. At that time I didn't know that my mum wanted me to eat vegetables to make sure that I was getting all the vitamins I needed. She was so afraid that I would develop a serious ²____that, every now and then, she made an appointment at the doctor's and asked him to do a blood test on me. Blood tests were even worse than broccoli, as I've been afraid of needles all my life. Even today I wish my mum 3_ so concerned about me. After all, I'm a perfectly healthy adult. A few days ago, I found a book about the history of science. I couldn't 4____ when I found a chapter explaining that some 100 years ago people didn't know anything about vitamins! It was a Polish-born scientist, Kazimerz Funk, who formulated the concept of vitamins in 1912. It was a great discovery, but I keep thinking that if Funk 5 ____ vitamins, my mum wouldn't have made me eat all those vegetables.

1	A will be B would be	C had been D would have been
2	A condition B situation	C injury D epidemic
3	A couldn't be B hasn't been	C hadn't been D wouldn't be
4	A pull my leg B believe my eyes	C give me a hand D laugh my head off
5	A didn't discover B would discover	C hadn't discovered D haven't discovered

READING

7 TOWARDS INVALSI Read the article and choose from the sentences (A–F) the one which fits each gap. There is one extra sentence.

All Aboard The Smile Train!



Smile Train is a charity that is dedicated to helping the millions of children around the world, including India, who suffer from a specific facial defect. The defect occurs when a baby's top lip or mouth doesn't

form properly before birth. 1______ The charity provides free surgery, which gives these children a new smile and, with it, new hope and a new beginning.

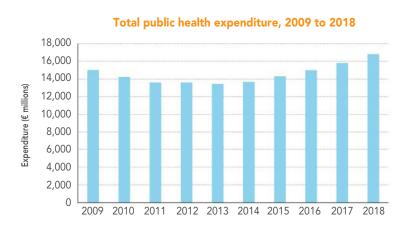
Children with the defect certainly need all the help they can get. Although many sufferers are accepted by their families, sadly, others are not. In India children with this defect are often abandoned at birth because their parents feel ashamed of them or cannot afford the surgery that will improve their lives. The good news is that the surgery which can change a child's life forever is not complicated. 2_____ The charity raises money to buy medical supplies and finds the right medical volunteers to perform the surgery.

- A Smile Train doctor from the UK said, 'Each child who has surgery is given a second chance at life. After years of living their lives in isolation, the children can finally go to school and be happy. Every year I go to India, where I have performed hundreds of surgeries free of cost through Smile Train. Some of the stories I have heard are quite shocking. _ Luckily for her, she was found hungry and crying by a passenger who took her home and adopted her. This lady then heard about Smile Train and brought the baby to our hospital. I felt honoured to perform the surgery. 4_ __ I know that I am making a real difference in the world and that is more important than making money all the time.' The doctor continued, 'There are many benefits, and not just for the child. The family no longer feels shame and it's good for the medical community too. Experienced doctors like me share our skills with local doctors. 5_
- **A** I cannot describe the satisfaction and joy I feel when I help a child.
- **B** One newborn baby girl was found abandoned on a train
- **C** It takes only forty-five minutes and costs the family nothing, thanks to Smile Train.
- **D** This doctor has changed many lives for the better.
- **E** In this way we make sure that this surgery will always be available.
- **F** Eating and drinking is very difficult for these babies, and their families are often unable to cope with the problem.

LISTENING

WRITING

The graph shows how much money European countries spend on health every year. Summarise the information by selecting and reporting the main trends. Write at least 150 words.



FOCUS ON REAL-LIFE ENGLISH

Do you think London is an eco-friendly city?



1 LEAD IN List all the ways a city can be eco-friendly. Then discuss with a partner.

FOCUS ON REAL ENGLISH

Jason's ¹friend / brother has just come back from ²Copenhagen / Canada and found that place eco-friendly and green. According to his friend it is ³the ideal place to move to / much less polluted than London. And Jason ⁴agrees / disagrees with him.

- - 1 Cycling is getting easier and people are getting used to it.
 - 2 There's a lot of pollution around.
 - 3 London offers access to green spaces.
 - **4** The use of diesel engines makes pollution still very
 - **5** The Green Zone has cut down a lot of emissions.
 - 6 He's impressed by the access to recycling facilities.
 - 7 There are a lot of eco-buses around.

1 Durham	a Alex
2 A small island in Scotland	b Deves
3 Rural areas	c Kes
4 A place in Wales	d Noah

FOCUS ON REAL LIFE

21st century skills

Critical thinking - Communication - Teamwork

- 5 In groups of four, write a six-minute skit that dramatises how things might improve in the area where you live if environmental initiatives are taken.
 - **Step 1:** Develop your main idea. You should decide what you want from your skit and what you want the audience to learn from the skit.
 - **Step 2:** Decide the mood and the setting of your skit. You should determine whether it will be humorous or sincere. Create the characters: determine how many characters there will be, their names and their roles.
 - **Step 3:** Start writing your skit by developing an outline, i.e. break down your skit into sections. Outline a beginning, middle, and end.
 - **Step 4:** Go through the outline and check to see if everything you wanted to include is covered.
 - **Step 5:** Write a first draft of your skit with dialogues and actions. Then read it out loud to your group, assigning each person a character.

 Discuss what everyone thought did, and did not work.

TIP: On average, one page of a script equals one minute of performance time.

Final steps: When you've rehearsed your skit a few times, it's time to perform it live or shoot it.

SKIT

What is a skit?

A skit is a small play or performance. Skits are quick little scenes which are sometimes referred to as sketches.

Every successful skit has a solid point of view that can be easily identified. A point of view is your opinion expressed as a fact.

What do you do in order to stay fit and healthy?



1 LEAD IN Order the activities below from favourite to least favourite. Compare with a partner.

cycling • going to the gym • lifting weights mountain-climbing • running • swimming walking up stairs

FOCUS ON REAL ENGLISH

- - **1** Do you think Jason has a healthy lifestyle? Give reasons.
 - **2** What alternatives does he consider in order to keep fit and healthy?
 - **3** What does he say about sleep?
- 3 PICUS VLOG 6 Watch the first part of the video (What do you do in order to stay fit and healthy?) and complete the sentences with the names of the speakers. Some names can be used more than once.

	(Amber • Holly • Justin • Noah • Peter • Ruslan)
1	goes to and from work by bike.
2	Both go to the gym
3	would like to swim.
4	cycles a lot around the New Forest.
5	often goes walking.
6	takes the stairs during the day.
7	goes running and uses the bike.

4	FOCUS VLOG 6 Watch the second part of
	the video (What do you do in order to sleep well?
	and complete the sentences.

1	Justin reads
2	Amber has a
3	Noah has a regular
4	Holly drinks
5	Ruslan just
6	Peter doesn't look at his

FOCUS ON REAL LIFE

21st century skills

Critical thinking – Communication – Teamwork

- 5 In pairs, prepare a 'Health and Fitness' questionnaire to find out the habits of the students in your school.
 - **Step 1:** Write down a list of questions for the survey. Here are some sample questions:
 - **1.** How often do you play sport or do exercise?
 - a) more than twice a week
 - b) once or twice a week
 - c) hardly ever
 - 2. How much sleep do you usually get a night?
 - a) four to six hours
 - **b)** more than eight hours
 - c) six to eight hours
 - **Step 2:** Edit the questionnaire.
 - **Step 3:** Visit as many classes as possible to conduct the survey. The more data you have, the more accurate your results will be.
 - **Step 4:** When the survey is complete, discuss the results in class.
 - **Step 5:** Inform other classes about the results of your survey. For instance you could write an article for the school magazine or a post on the school blog or you could make an infographic.





BEFORE YOU WATCH

1 What do you know about chameleons? List one fact you already know and one question you would ask an expert.

WHILE YOU WATCH

2 BBC VIDEO 5 Watch the video and complete the table. Some information can refer to more than one animal.

	Parson's chameleon	Nasutum chameleon	Praying mantis
Its arms can strike 10 times faster than a blink of the eye			
It is a tiny predator			
Its eyes do all the work			
It is as small as a matchstick			
It is the only insect known to see in 3D			
Its tongue is longer than its body			
When hunting it moves very slowly			

3	BBC VIDEO 5 Watch the video again. Are stateme 1–5 true (T) or false (F)? Correct the false ones.	nts
	1 In the jungle it pays to move quickly or blend in.2 When you are a small predator it's difficult to find	
	the right size prey.	
	3 Spotting any kind of prey in the jungle can be	
	hard for any kind of predators.	
	4 When you find a prey, you want to make sure it is suitable for your size.	
	5 In the jungle there is often someone else with	_
	a more powerful weapon.	
A F	TER VOLUMATOR	
4	List the key words you would use to conduct	
	List the key words you would use to conduct an Internet search on 'jungle predators'.	
	List the key words you would use to conduct	
4	List the key words you would use to conduct an Internet search on 'jungle predators'. MEDIATION Look for information about the habitat and the habits of one of the animals in the documentary. Then write a descriptive text about	
4	List the key words you would use to conduct an Internet search on 'jungle predators'. MEDIATION Look for information about the habitat and the habits of one of the animals in the documentary. Then write a descriptive text about	



BEFORE YOU WATCH

- 1 Discuss the questions.
 - 1 Which caffeine-based drinks (coffee, tea, cola, energy drinks etc.) do you drink regularly?
 - **2** What effect does too much caffeine or not enough caffeine have on you, if any?
 - **3** What do you eat or drink if you need to stay awake or stay alert for something?

WHILE YOU WATCH

2 BBC VIDEO 6 Watch the first part of the video (up to 0:58) and choose the correct options.

Gabrielle Weston is a ¹surgeon / dentist / scientist and a regular coffee drinker. If she ²rarely drinks / doesn't drink / drinks little coffee, she is going to underperform. And if she has too much coffee, it makes her jittery and ³dizzy / alert / anxious. She is taking part in an experiment to find alternatives which may help her to ⁴stay awake and alert / function at her normal level / give up coffee.

3 BBC VIDEO 6 Watch the second part of the video (0:59–1:32) and match the descriptions with the right alternative to coffee.

1	contains a chemical that enhances connections
	between the brain cells.
2	could make us more alert.

3 _____ may be an alternative as our brain cells run on glucose.

4 BBC VIDEO 6 Watch the last part of the video (1:33–4:04) and answer the questions.

Which alternative to caffeine

- a makes the volunteers feel more alert?
- **b** makes the volunteers feel less alert?
- **c** helps the volunteers to perform better?

AFTER YOU WATCH

- 5 Caffeine occurs naturally in many of the foods and drinks that we consume every day. Surf the Internet and find out which foods contain it and how much. Then for one week write down how much caffeine you consume every day (record every caffeinecontaining product you consume and the time of day you consumed it). Discuss in pairs or small groups your results and how you could decrease or eliminate caffeine from your diet.
- 6 MEDIATION Use all the information given by the video to write a report on the experiment.

Landscapes nus

Landscapes are great images to look at when you want to evoke thoughts and feelings. ","

Emily Brontë

Emily Brontë (1818-1848) spent most of her life in Haworth, Yorkshire, with her siblings Charlotte, Anne, and Branwell. The back door of her father's house opened onto the moors. Emily, a naturelover, was very familiar with this landscape, which she depicted in Wuthering Heights. The novel was published in December 1847. Unfortunately Emily soon fell ill of tuberculosis. She died one year later at the age of 30.

GLOSSARY

1 heath: moorland.

2 rock: to move gently backwards and forwards or from side to side, or to make something do this.

3 flit: to move lightly or quickly and not stay in one place for very long.

4 throstles: small songbirds; tordi.

5 blackbirds: birds with black feathers and a yellow beak; *merli*.

6 linnets: small brown and grey birds with a red front; *fanelli*.

7 dells: small valleys with grass and trees

Wuthering Heights, Emily Brontë's only novel, is about revenge and romantic love. It tells the stories of two families: the Earnshaws, who live at the Heights, at the edge of the moors, and the Lintons, who live at Thrushcross Grange.

You are going to read a short excerpt from chapter XXIV. In it, Catherine quarrels with young Linton Heathcliff about their favourite ways of spending an afternoon on the moors.

ne time, however, we were near quarrelling. He said the pleasantest manner of spending a hot July day was lying from morning till evening on a bank of heath¹ in the middle of the moors, with the bees humming dreamily about among the

- bloom, and the larks singing high up overhead, and the blue sky and bright sun shining steadily and cloudlessly. That was his most perfect idea of heaven's happiness: mine was rocking² in a rustling green tree, with a west wind blowing, and bright white clouds flitting³ rapidly above; and not only larks, but throstles⁴,
- and blackbirds⁵, and linnets⁶, and cuckoos pouring out music on every side, and the moors seen at a distance, broken into cool dusky dells⁷; but close by great swells of long grass undulating in waves to the breeze; and woods and sounding water, and the whole world awake and wild with joy. He wanted all to lie in an
- ecstasy of peace; I wanted all to sparkle and dance in a glorious jubilee. I said his heaven would be only half alive; and he said mine would be drunk: I said I should fall asleep in his; and he said he could not breathe in mine, and began to grow very snappish. At last, we agreed to try both, as soon as the right weather came;
- and then we kissed each other and were friends.

from Wuthering Heights by Emily Brontë

- 1 The moors are a very characteristic landscape in England. They are open, wet areas, which cannot be cultivated. Look at the photo and answer the questions.
 - What can you see in the picture?
 - Which words would you use to describe the landscape?
 - Which feelings would you associate with such a landscape?
- 2 Match each word (1–5) to its meaning (a–e).
 - 1 (l. 4) hum
 4 (l. 15) sparkle

 2 (l. 5) bloom
 5 (l. 18) snappish

 3 (l. 12) dusky
 - a to shine in small bright flashesb to make a low
 - continuous sound
- **c** irritable
- **d** dark or not very bright in colour
- **e** flowers
- 3 Read and listen to the text. Then answer the questions.
 - 1 How does Linton Heathcliff dream of spending his free time in summer?
 - 2 What does Catherine associate free time with?
 - 3 What do they eventually decide?
 - **4** Who do you most agree with? What do you associate free time with?
- 4 1145 TOWARDS INVALSI Listen to a guide giving advice to those who want to visit the moors. While listening, match the beginnings of the sentences (1–7) with the sentence endings (a–i). There are two extra endings.

Moorland discovery: health and safety notes

- 1 Visiting the moors is
 2 The higher you get on the moors
 3 The weather on the moors is
 4 You should always
 5 It's better to wear
 6 Avoid wearing
 7 Having some food is
- **a** trousers which protect you from the rain.
- **b** essential during the visit.
- c the cooler and damper it gets.
- **d** usually mild.

- **e** cover your head.
- **f** sandals and heels.
- **q** the warmer it gets.
- **h** not dangerous.
- i rather changeable.



FOCUS ON CRITICAL THINKING

- 5 My own landscape Do the following task.
 - Choose an outdoor space that is important to you. Think of all the details you can remember about a typical day at this place, such as the weather, what was nearby, who you were with, what you were doing, etc.
 - You can now try to re-create this place in your imagination. What does it look like? What is in the foreground? In the middle? In the background?
 - Finally choose an image which illustrates the landscape. You could also draw it yourself or take a picture. What memories or emotions come to mind as you are viewing the landscape in the image?

Prepare a 2-minute presentation of your image saying how it helps explain 'your own landscape'. Your presentation should capture the essence of 'your' landscape.

CREATIVE THINKING

Creative thinking is a way to look at things from a different perspective. It allows you to explore connections that may be unusual, original and fresh.

FOCUS ON COMPETENCES

- 6 Choose an element in the place where you live you are particularly fond of. It might be a street, a building or a park.
 - Go out with an old photo of your local street/ village/park and try to find the exact spot the photographer stood. Can you find two things in the landscape which are different now and two which are the same?
 - Take a photo of how it looks now. What changes have happened? Why do you think they happened?

Use the two pictures and write an essay explaining how the local landscape has changed in the last few years.

FOCUS ON CULTURE



ew people realise the debt the world owes to Florence Nightingale. This courageous reformer transformed hospitals and pioneered the modern nursing profession. Moreover, in doing so, she started a revolution that has changed health care worldwide. Florence Nightingale was born in Florence, Italy, on May 12, 1820. She became known as the 'Lady with the Lamp' during the Crimean War¹, when she and a team of nurses improved the sanitary conditions at a British base hospital, reducing the death-count by two-thirds. In 1860, she established St Thomas' Hospital and the Nightingale Training School for Nurses.

When Nightingale was born, there were no anaesthetics and no antiseptics, hardly a thermometer, and no oxygen or antibiotics. The best surgeon was whoever could

amputate a leg in less than 90 seconds; and appendicitis often meant death.

By the time she died, there was germ theory², laboratories and vaccines against cholera, typhoid and plague. She lived through a revolution in health care. Nightingale was born into a wealthy family. When she turned 17, it was time to get a husband. She

rebelled; she didn't want to marry; she wanted to work in hospitals as nurse, taking care of the sick. In 1837 this was unheard of. Nursing wasn't considered an employment that required intelligence or study. It was not for an upper-class lady. For the next 15 years, she fought her parents' refusal to allow her to study pursing

fought her parents' refusal to allow her to study nursing, and eventually won. She took over a hospital and put her ideas into practice.

Then came the Crimean War. It was the first war with

correspondents on the front line, and they reported on the thousands of soldiers dying from typhoid fever, cholera

- and dysentery. Nightingale, whose work was known by then, was asked to go to the Crimean Peninsula. What she saw there the filth, lack of food, bandages, even latrines stunned³ her for the rest of her life. There were no towels, basins or soap and only 14 baths for approximately 2,000 soldiers. One of Nightingale's first
- purchases was 200 Turkish towels; she later provided an enormous supply of clean shirts, plenty of soap, plates, knives and forks, cups and glasses. Nightingale believed the main problems were diet and dirt.

She brought food from England, cleaned up kitchens,

- and set her nurses to clean the hospital wards. She fought with military officers that she considered incompetent. They, in turn, considered her unfeminine and a nuisance. Nevertheless, she won her battle with her intelligence, determination and hard work.
- 50 In this uncaring chaos, she had a vision of its opposite, of how things could be shining hospitals with professional nurses and medical care for everyone, especially the poor.
- She spent her life making that vision a reality. She reorganised Britain's army hospitals and reformed nursing in workhouses⁴.

GLOSSARY / NOTES

- **1 Crimean War:** in March 1854, Britain and France declared war on Russia after the latter invaded autonomous areas of the Turkish Ottoman Empire. Much of the fighting occurred in Crimea, on the Black Sea.
- **2 germ theory:** germ theory states that many diseases are caused by the presence and action of specific microorganisms within the body. The theory radically changed the practice of medicine.
- 3 stunned: shocked.
- 4 workhouses: in the 19th century, workhouses were institutions in which the poor were housed, fed and set to work.

- 1 LEAD IN In pairs, answer the questions.
 - What do you know about nursing?
 - When and where did the profession start?
 - What do nurses do?
 - Besides hospitals, where else do they work?
- Read and listen to the text. Match the words 1-6 with the corresponding meaning a-f

•	• *******	 ponumy mouning a m
1	wards	a a doctor who performs operations
2	antiseptic	b a disease that causes death
3	surgeon	and spreads quickly
4	plague	c large rooms in a hospital where
5	dysentery	people who need medical
6	filth	treatment stay
		d a serious disease caused by dirty
		water and dirty food

- e a medicine that prevents infection **f** dirt
- Read the text again and choose the correct answer,
 - 1 During Nightingale's lifetime
 - A there were many changes in health care.
 - **B** there weren't any changes in health care.
 - 2 When Nightingale was seventeen, nursing
 - A was considered a proper profession.
 - **B** was not considered suitable for an upper-class lady.
 - 3 In Nightingale's time, girls from wealthy families were supposed to
 - A marry.

- B work.
- 4 Nightingale
 - A chose to marry and work.
 - **B** chose to work and not to marry.
- 5 People learned about the conditions of soldiers in the Crimean War because of
 - A war correspondents.
 - **B** soldiers' letters from the front.
- 6 During the Crimean War soldiers died because of
 - A their wounds.
 - **B** their wounds and the appalling hygienic conditions.
- 7 Nightingale's vision included
 - A the formation of professional nurses.
 - **B** the formation of professional nurses and health care for all.

148 TOWARDS INVALSI Listen to an expert compare the health care system in the UK and the USA and complete the sentences using a maximum of 4 words.

1	The UK health service system was founded shortly
	after
2	It is led by
3	In the UK health care is
4	The UK government spends money on
5	In the US health care is led by
6	In the US health care is notfor all
	citizens.
7	Americans must payto get
	health care.
8	President Barack Obama signed the Affordable Care
	Act in

FOCUS ON CRITICAL THINKING

In pairs, discuss the following quotation. Do you agree? Do you know of countries where universal health care is not guaranteed?

Health care must be universal, guaranteed for all on equitable basis. It must be affordable and comprehensive for everyone. Adequate health care infrastructures (e.g. hospitals), goods (e.g. drugs, equipment) and services (e.g. primary assistance, mental health) must be available in all geographical areas and to all communities.

- 6 Now gather the following information and discuss health care in your country.
 - What is health care like in your country?
 - Is the health care infrastructure adequate?

FINDING AND ORGANISING INFORMATION

When discussing an issue, it is often important to find and organise new information beforehand. Discussing your country's or other country's health care systems requires you to do some research. You can often find new information through the Internet, but be sure to draw on reliable Internet sites.

FOCUS ON COMPETENCES

- 7 Write an article about a scientist who dedicated his/her life to improve our health. Include:
 - short biography
 - main field of achievement
 - impact of his/her achievement
 - why you admire him/her.

Planet Earth



Geographical features and measurements

SHOW WHAT YOU KNOW

1 Complete the gaps with single words.

SURVIVING SCHOOL

ocation. location. location

Do you go to school in an unusual place or make an unusual journey to get there? If so, tell us about it below:

Julia_D\$ I go to an international school on the other side of Tokyo. Tokyo is a huge of a train then the underground, then a bus to get to school. It takes nearly two hours and I hate it.

Sonia_16 My family lives on a very small 1______, so I get a boat every day to get to school. I can't be late because there's only one boat in the morning.

pinky

I go to school near Cape Town, in South Africa and about 20 kilometres from my school is the point where two 2_____ meet. The Atlantic and the Indian. I think our school has the most beautiful location in the world.

8ball_16
I go to school in Istanbul, which is famous for being the only city in the world where two 3_____ meet. My school is in Asia, but when I look out of the window, I can see Europe.

Yoda_347 My parents own a restaurant high in the 4_____ and I have to get a cable car down to the town to get to school every day. Sometimes, if it's really windy, I just have to stay at home.

Output

Description:

Kid_16 My family lives in Dubai very close to the ⁵______ It hardly ever rains, but we regularly have storms – sand storms! When that happens, we have to stay indoors, so it's impossible to get to school.

hellokaty_14 Everyone has heard of the famous 6_____ in our city, but most people don't know that the city is also called Niagara Falls. In fact, my school is called Niagara Falls High School!



FOCUS ON WORDS Geographical features

- 2 Choose the correct options.
 - 1 Fishing fans can find a quiet spot to enjoy their hobby on the beautiful banks / bay of the River Mure.
 - **2** The Isle of Harris off Scotland's west *cliffs / coast* has wonderful sandy beaches.
 - **3** For walkers who don't wish to climb to the highest peaks of the Himalayas, the lower *foothills* / peninsulas are an ideal destination.
 - **4** Down in the *river / valley* between the hills, is the beautiful village of Grindleford.
 - **5** A walk along the *peninsula / volcano* provides wonderful views of the ocean on three sides.

FOCUS ON WORDS Geography - collocations

3 Complete the extracts with the correct form of the words below. There are two extra words.

coast • dangerous • range • tide tropical • volcano • wave

You can see thousands of interesting marine plants in the Sargasso Sea. Because of the ¹_____ currents, they get trapped and cannot escape back into the open waters. It's an incredible sight to see!

A visit to Camber Sands is recommended for lovers of sandy beaches – and during low ²______ it's possible to walk for miles across the golden flat earth before the sea comes back in.

The ³______ island of Bali is the ideal destination for lovers of sandy beaches and surfing – or, in fact, anyone who wants to relax under clear blue skies.

The Carpathians are the second largest mountain 4_____ in Europe and are home to brown bears, wolves and the lynx.

The town of Nazare in Portugal has been a popular location for surfers since November 2017. This is when Rodrigo Koxa broke the world record after riding a huge ⁵_____ with a height of over 24 metres.

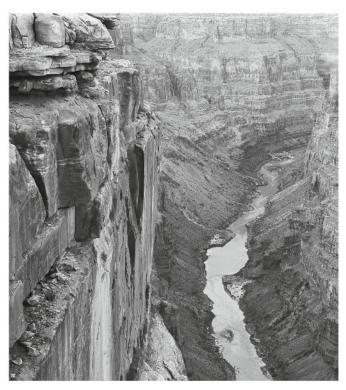
4 Delete the word which does <u>not</u> collocate.

- 1 mountain range / ridge / middle
- 2 high / growing / low tide
- 3 dangerous / strong / high current
- 4 fast-flowing / winding / easy-going river
- 5 furious / calm / rough sea
- 6 huge / giant / spacious wave

FOCUS ON WORDS Measurements

5 Choose the correct answer, A, B or C.

- 1 Mont Blanc is 4,808 metres ___, which makes it the tallest mountain in Europe.
 - A high
- **B** height
- C heighten
- **2** How __ is the Grand Canyon? Does anyone here know?
 - A deep
- **B** depth
- ${\bf C}$ deepen
- **3** Travelling abroad definitely helps you to ___ your understanding of other countries and cultures.
 - A broad
- **B** breadth
- C broaden
- **4** If we don't <u>the support for our tent, I think it will fall down during the night.</u>
 - A strong
- **B** strength
- **C** strengthen
- **5** Is it possible to __ our stay in Scotland? We haven't seen the highlands yet.
 - A long
- **B** length
- C lengthen
- **6** What's the __ of this river? Do you think we can swim across it?
 - A wide
- B width
- **C** widen



6 Complete each pair of sentences with words from Exercise 5. Change the verb forms if necessary.

- **0 a** My legs aren't strong enough to climb this big hill.
 - **b** I had no idea of the river's <u>strength</u>. I think we should turn back.
- 1 a What's the _____ of this hill? Can we climb to the top?
 - **b** If we can _____ the middle of the tent, I'll be able to stand up.
- **2 a** The total ______ of this desert is impressive. It must take weeks to cross it.
 - **b** This lake is very _____, so please don't take the boats too far.
- **3 a** How _____ do you think the gap is? Can I jump it safely?
 - **b** Oh, look. They've ______ the cycle paths in this park. Now we can ride side-by-side.
- **4 a** Mum, how _____ will it take to get back to the car? I'm tired of walking now.
 - **b** Nobody knows the exact ______ of the Amazon River but experts believe it's about 6,990 metres.
- **5 a** I think they've ______ this swimming pool. My feet don't touch the bottom.
 - **b** Hranicka Propast in the Czech Republic is the deepest underwater cave in the world with a ______ of 473 metres.

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answer, A, B or C.

- 1 I love just lying on my back and floating on the ___ sea close to my beach home.
 - **A** calm
- **B** heavy
- **C** rough
- **2** We aren't staying up on the mountain. We're in a hostel down in the bottom of the ___.
 - A bank
- **B** vallev
- **C** bay
- **3** I won't go into that pool. The water's too <u>and you know I can't swim well.</u>
 - A deep
- R
 - B wide C broad
- **4** It's dangerous to swim in ___ rivers because the water can carry you away.
 - A fast-flowing B slow-moving C winding
- **5** Jamaica is one of the most famous __ islands. It's very popular with tourists from Europe.
 - A remote
- **B** desert
- **C** tropical
- **6** Jenny goes to the gym every day to __her legs because next year she's going hiking in Spain.
 - **A** broaden
- **B** widen
- **C** strengthen

GRAMMAR Articles: no article, a/an or the

SHOW WHAT YOU KNOW

1 Read the text and choose the correct options.

Greener than you think

People who have never been to $^1the / \emptyset$ London usually think that it's full of dirt, noise and endless concrete. And while this is partly true, it is also $^2a/\emptyset$ city where you can feel the presence of $^3the/\emptyset$ nature almost everywhere you go. The parks in $^4a/the$ centre, including St. James' Park, Hyde Park and Kensington Gardens, create $^5a/an$ huge green area that feels almost like $^6the/\emptyset$ countryside. There are also $^7a/\emptyset$ green squares that offer $^8a/\emptyset$ break from $^9a/the$ noise and pollution. To me, this modern metropolis still seems connected to $^{10}the/\emptyset$ ancient land it was built on.

- 2 ★ Cross out the where it's not necessary.
 One sentence is correct.
 - **0** The government should spend more on the education.
 - 1 Has Emilia visited the Netherlands and the Germany?
 - **2** In January 2013, only around 39% of people in the United States owned the passports.
 - **3** The population of the Poland is over 38 million.
 - **4** The citizens of Germany chose a female Prime Minister, and naturally she has promised to do more for the women of her country.
 - **5** The pollution is generally a problem in big cities, but the pollution in this city is worse than in most others.
- 3 $\star\star$ Complete the protest signs with a/an, the or \varnothing .

Say NO to

Might need on nurses!

There is an answer to war.

answer is peace.

Amazon rainforest belongs to everyone.

- 4 ★★ Complete the telephone conversation with a/an, the or Ø.
 - **K:** Hey, Sally. Have you heard of this new trend called plogging?
 - **S:** No, I haven't. What is it? It sounds like some sort of name for ⁰/₄ music group or something.
 - K: Not at all! Actually, it's 1____form of exercise that combines jogging with cleaning up 2____rubbish that you see in the places where you go running. According to the media, it's 3____ most popular new trend of the year, and 4____ people are taking it up all over 5___ world.
 - **S:** So is it something you're interested in trying?
 - K: Well, I think it would be 6___ great idea for our running group. You know, people are always dropping litter in 7___ park where we run, and it would be great if we could get our exercise and improve 8___ environment at the same time. All you need to do is carry 9___ bag with you and wear 10___ gloves to protect your hands, and suddenly you're doing 11___ good and keeping fit at the same time!
 - **S:** Well, we can certainly give it a try. It drives me crazy to see litter everywhere, so let's do something about it!

SHOW WHAT YOU'VE LEARNT

- 5 Find and correct the mistakes in the sentences.
 - **0** We try to provide a food and water for the poorest families. <u>of food and water</u>
 - 1 For me, Paris is a very special city. It's a city where I was born.
 - 2 I'd like to become the journalist and report on our country's problems.
 - **3** An economic development is a good thing, but not if it destroys the environment.
 - **4** Pencils will not be allowed in the exam. Please bring the pen. _____
 - **5** Hill that overlooks Barcelona is the best place to view the city. _____
 - 6 Is this an only place to eat around here?_

/6

Keep our city clean.

crime

Graffití is 5

6_ TOKYO WANTS
THE OLYMPIC GAMES!

Save 4

planet.

LISTENING LANGUAGE PRACTICE

An eco-school

Read the extract from an interview with a student about a project for an eco-school. Choose the correct options to complete the collocations in bold. Then listen and check.



- A: First of all, we have solar panels on the roof of the school. [...]
- **B:** And will they ¹use / provide / have **power** for the whole school?
- A: Yes, that's the idea. It will 2pay / cost / save a lot of money on electricity. [...]

- A: Our eco-school will ³eat / grow / cook vegetables [...] and we'll also have chickens, rabbits and ducks.
- **B:** And will they go into the school dinners too?
- A: Ha ha, no. That would be terrible. They'll be pets and they'll be useful. They'll 4throw away / use / eat the leftovers from the kitchen and the chickens will ⁵provide / eat / collect **eggs.**
- B: Very good. So what other plans do you have to make the school more environmentally friendly?
- A: We'll 6use / buy / make low-energy light bulbs in all the classrooms. We'll also ⁷clean / have / empty recycling bins in every classroom and in the school grounds.
- B: And what about your lessons will they be different from non eco-schools?
- A: Most of our lessons will be similar to lessons in any secondary school. But in our Science lessons we'll *focus / think / learn more on environmental issues like climate change and global warming. Then, in our Technology lessons we'll 'consider / learn / study about things like renewable energy and even how to make solar panels.
- B: I see. Well, we've almost run out of time. Thank you for talking to us about your project. It's very nice to meet a teenager who is so 10 confused / concerned / nervous about the environment.

REMEMBER THIS

When completing collocations in exam tasks, look out for prepositions that can give you clues to the correct answers. Ask yourself which verbs go with which prepositions.

study about things X

learn about things <

2	Complete the sentences with collocations from
	Exercise 1. Change the verb forms if necessary

U	If you turn down the heating at home, you'll use less
	energy and save a lot of money on electricity.
1	If Peter can't finish all the food on his plate, his dad
	always

2 The wind farm currently	for
local houses and businesses.	

3 The school now	outside
the main building, so please separate yo	ur rubbish.

4	If you are really	, why don'	t
	you sell that big car and buy something gr	reener?	

5	Jeremy and Pat	, herbs,
	and fruit in their garden.	

6	Vote for the	Green Party. We	e promise	to	
		not or	defence	and	industry

7	At the moment in Physics, we	
	electricity and magnetism.	

8 A local farm _____ all the eggs used in this restaurant.

FOCUS ON WORDS Environmental issues

3 Choose the correct answer, A, B or C.

1 Despite all the evidence, there are still people who don't believe that climate __ is real.

1	warming	B recycling

C change

2 This backpack has small solar _ on it and you can actually use it to charge your phone.

A panels

B climates

C light bulbs

3 Global <u>is causing the ice caps in both the Arctic</u> and the Antarctic to melt.

A environment

B warming

C change

4 Renewable __ is the future. We can't continue burning fossil fuels forever.

A energy

B recycling

C low-energy

5 Low-energy __ last ten to fifteen times longer than ordinary ones.

A bins

B light bulbs

C panels



1 Read the article quickly and choose the newspaper section that it should <u>not</u> appear in.

1	Environment news	
2	Technology news	

	37	
3	Tourism news	

	\ A /* .		
4	Winter	sports	news

5 Scandinavian news



A Very Bright Idea

The Sun makes life on Earth possible. Almost all plants and animals rely on its warmth and heat to stay alive. For us humans, it also provides many simple pleasures such as long summer evenings, bright winter days and the feeling of warm sunlight on our faces. Imagine the frustration of living somewhere where, even when the sun is shining, people can't feel its heat or appreciate its light. The town of Rjukan, in Norway, is such a place.

For six months of the year, Rjukan, a town of 3,500 people located 100 miles west of Oslo, is cut off from direct sunlight by the steep forested hills that surround it. 1_____ Of course, many Scandinavian towns and cities suffer from freezing cold temperatures in the winter months, but Rjukan's residents* have had to cope with a complete lack of sunlight as well. In an early attempt* to find a solution to this problem, a cable car was built in

1928, which allowed the town's citizens to ride to the top of the hill and top up* their vitamin D.

These days, however, the people of Rjukan can stand in their central square and enjoy the warmth and the light of the winter sun. How is this possible? What has changed? Well, the answer might seem like something from a science-fiction story, but in fact it is reality. Authorities have placed three giant mirrors on top of the hills surrounding the town to reflect light down into the valley. 2____ As a result of this investment the town now benefits from a 600-squaremetre area of light which brightens the central square. 'We think it will mean more activities in town, especially in autumn and wintertime,' said Karin Roe, head of the town's tourist office. 'People will be out more.'

The mirrors are controlled by a computer to follow the Sun and

adjust to the best angle* to catch the rays* and reflect them onto the centre of the town. ³_____ However, it was only made possible with modern technology. Solar panels power equipment to automatically wash the mirrors and move them into position.

Steinar Bergsland, the town's mayor said, 'It is really special to stand in the light down on the square and feel the heat. This is for the pale little children of Rjukan.' A message on the Rjukan tourist website states, 'The square will become a sunny meeting place in a town which is otherwise in the shade*.'

⁴_____ A similar project was completed in Italy in 2006, when the residents of Viganella installed mirrors on the hills above their village to take advantage of the sunlight that shone there.



GLOSSARY

residents (n): the people who live in a particular place or building.

attempt (n, v): try.

top up (v): to increase the level of something and make it full again, e.g. your mobile phone credit.

angle (n, v): the space between two straight lines that join each other; you measure it in degrees, e.g. 30, 45, 90.

ray (n): a straight, narrow line of light, e.g. from the sun, the moon or a laser.

shade (n): slight darkness or protection from the sun made by something blocking it, e.g. an umbrella.

2	Read the article again. Complete gaps 1-4 with
	sentences A–E. There is one extra sentence.
	A T

- **A** The huge mirrors were carried there by helicopters, as part of a project which cost 5 million kroner (£500,000).
- **B** This happens because between September and March the sun is so low in the sky that its light and warmth don't reach the small town in the bottom of the valley.
- **C** Environmentalists disapprove of the project, however.
- **D** However, Rjukan is not the only place to benefit from this kind of scheme.
- **E** The idea was first suggested 100 years ago by Sam Eyde, who was responsible for building the town.

3 Read the article again. Are the statements true (T) or false (F)?

- **1** Many Scandinavian towns suffer from a complete lack of sunlight.
- **2** The mirrors project is not the first attempt to solve the problem in Rjukan.
- **3** Mirrors have been placed in the town square to reflect the sun's light.
- **4** The movement of the mirrors is powered by the sun.
- **5** This is the only time anyone has successfully completed such a project.

4 Match 1-5 with a-f to make extracts from the article.

- 1 The mirrors (...) adjust
 2 They installed mirrors (...) to take advantage
 3 ... the town now benefits
 4 Sam Eyde (...) was responsible
 5 ... residents had to cope
- a of the sunlight that shone there.

0 ... many Scandinavian towns suffer

- **b from** a 600-square-metre area of light ...
- **c** with a complete lack of sunlight ...
- **d** for building the town of Rjukan.
- e to the best angle to catch the rays ...
- **f from** freezing cold temperatures in the winter ...

5 Complete the sentences with the words in bold in Exercise 4. Change the verb forms if necessary.

- **0** The air pollution in this city means that many residents <u>suffer from</u> serious allergies.
- 1 People in this region have learned to ______ the destructive effects of tropical storms.

2	Every person on the planet isreducing
	global warming. We all need to change our
	behaviour.
3	It may take some time tolife in the
	countryside after living in the city for so many years.
4	We invite hotel guests toour free
	airport bus service.
5	The only people whoillegal logging
	are the loggers themselves.

REMEMBER BETTER

After some verbs and adjectives, we put a particular preposition before the object. Make two-sided memory cards to help you remember the correct combinations. Start by making cards like the one below for the combinations in Exercise 4.

My sister always **suffers**_____ colds in winter.

from

FOCUS ON WORDS Climate change

6 Choose the correct options.

- **1** A big influence on global warming is the burning of fossil *gas / fuels / petrol*.
- **2** Our generation is leaving a very big carbon handprint / eye / footprint.
- **3** We need to try to reduce our energy using / consumption / lights.
- **4** Big companies are attempting to decrease gas *smells* / liquids / emissions.
- **5** Global warming is caused by the greenhouse *effect / idea / concept.*
- **6** The natural food *chain / key / door* that exists in our world supports our environment.

FOCUS ON WORDS Collocations

7 Complete the text with the correct words.

¹ fossil fuels such as coal and oil ²			
greenhouse gases that are damaging our environment.			
Governments are asking big industries to help ³			
awareness of this problem and try to ⁴ their			
gas emissions. We need to ⁵ the problem of			
global warming before it's too late.			



SHOW WHAT YOU KNOW

1 Complete the sentences with the words below and relative pronouns. There are two extra words.

bangle • coast • court • embassy opponent • ostrich • pitch • tour leader

0 The <u>coast</u> is a place <u>where</u> the sea meets the land.

1 A(n) _____ is a large flightless bird _____ lives in Africa.

2 A(n) _____ is a person _____ travels with and looks after a group of tourists.

3 A(n) _____ is a place ____ cricket, football, rugby and hockey are played.

4 A(n) _____ is jewellery ____ is worn round the wrist.

5 A(n) _____ is a place ____ an ambassador works.

2 * Read the text and choose the correct options.



sparebrain – your online encyclopedia

Tōhoku earthquake and tsunami

The 2011 tsunami in Japan, ¹which / that hit the Tōhoku region on the Pacific coast, was caused by a huge undersea earthquake. The earthquake, ²what / which was the most powerful ever to hit Japan, created waves of up to 40.5 metres high and killed over 15,000 people. In Sendai, ³which / where is the largest city in the region, the waves travelled up to 10 km inland. In Fukushima, ⁴where / whose the Fukushima Daiichi Nuclear Power Plant is located, there was a major nuclear disaster. Naoto Kan, ⁵who / whose was the Prime Minister at the time, said, 'In the sixty-five years after World War II, this is the toughest crisis for Japan.'

- 3 ** Write sentences with non-defining relative clauses. Use the correct form of be.
 - O Australia / sixth largest country in the world / home to a relatively small population

Australía, whích is the sixth largest country in the world, is home to a relatively small population.

- 1 Sydney / the famous opera house can be found / not actually the capital of Australia
- 2 Australian actress Nicole Kidman / films include Moulin Rouge and The Others / actually born in Hawaii
- **3** Hugh Jackman / known for playing Wolverine in the *X-Men* films / from Sydney
- **4** in South Australia, Anna Creek Cattle Station / over 34,000 km² / larger than Belgium

4 *** Complete the text with relative pronouns. Add commas where necessary.

Charles Darwin Charles Darwin, owho was born in 1809, was an English naturalist. He was the first person to suggest that all species evolved from a single form of life. He also suggested the theory of natural selection 1_ attempts to explain why there are now so many different forms of life on Earth. In the Galapagos Islands 2_ Darwin studied local birds he found strong evidence to support his theories. Natural selection 3_____ is sometimes called 'survival of the fittest' is still the most popular scientific explanation for the variety of life found on our planet. Darwin 4_____ideas were questioned at first is now famous as one of the most important thinkers in human history.

SHOW WHAT YOU'VE LEARNT

- 5 Rewrite the sentences. Use relative clauses for the information in brackets.
 - O Mount Vesuvius, (it last erupted in 1944), is a popular tourist attraction today.
 Mount Vesuvius, which last erupted in 1944, is a popular tourist attraction today.
 - **1** My cousin, (he lives in Manhattan), has an apartment overlooking the city.

My cousin, ______has an apartment overlooking the city.

2 Our new car, (we bought it this year), is environmentally friendly.

Our new car, ______is environmentally friendly.

3 Poland, (Luke's dad was born there), is in central Europe.

Poland, _____is in central Europe.

4 My neighbour, (we met his son in the forest yesterday), moved here only last year.

My neighbour, _____ moved here only last year.

5 These low-energy light bulbs, (they are supposed to save money), are actually quite expensive.

These low-energy light bulbs, ______, are actually quite expensive.

SPEAKING LANGUAGE PRACTICE

Expressing and justifying an opinion

1	Label the phrases D for discussing different options
	or C for choosing one of the options and justifying
	the choice.

0	What about this idea?	D
1	I wouldn't choose the picture showing	
	because	
2	I'm not so sure.	
3	I'd go for picture X because	
4	Let's start with this one.	
5	I completely agree with you.	
6	Out of these three pictures, I'd choose picture \boldsymbol{X}	
	pocarico	

2 Read the discussion task and then complete the dialogue two students had about it. The first letter of each word is given.

Here are some things we can do to help the environment.

- 1 Talk to each other about how useful these things are for helping the environment.
- 2 Decide which of these things can help most.

recycling our rubbish		cycling instead of using cars
	How useful are these things for helping the environment? Which of these things can help most?	
not using plastic bags	collecting rainwater to water the garden	switching off lights and gadgets

A:	OK. 1 L	S	_ with t	o – recycli	ng
	our rubbis	sh. I think	this is really	useful because th	nen
	we don't	throw so i	much onto la	ndfill sites. ²W	
	d vo) II †	?		

	J = 1
B:	Yes, ${}^3\mathbf{y}$ It helps the countryside and
	we can also make new products from the rubbish
	that we recycle. ⁴ W a this i –
	cycling instead of using cars?

- **A:** | 5t_____ t____ i____ a g____ i____ . It's also very healthy for people to do.
- **B:** I **c** with you. It makes the air much better and we don't use so much petrol.
- **A:** Switching off lights and gadgets. Do you think that's useful?

B:	⁷ l not s _	s	$_{-}$. I don't think it saves
	much energy,	do you?	

- **A:** No, but not using plastic bags is good. They can cause a lot of damage to animals, especially birds.
- **B:** And they last for hundreds of years! We don't collect rainwater; do you?

A:	⁸ Tp	_with t	is you need a big thing
	to collect it and	some peop	le don't have anywhere
	to put it!		

B: True!

A:	So, v	which of these	things can help most? P, I
	w	go f	switching off lights.

- **B:** You're right. ¹⁰O___o_t_i_, I___ g___for the recycling. Everyone can do it and it's really useful.
- **A:** I completely agree with you.



3 Rewrite the sentences. Use the words in brackets.

0	The three photographs show different environments
	The three photographs focus on different
	environments (focus)

1	۱w	νοι	ıld	n't	cho	ose	р	oste	er 2	2 k	ec	au	se	it's	tc	00 9	sh	ock	ing	J.
							_ k	oec	aus	se	it's	tc	00	sho	ock	ing	g.	(rea	so	n
_	ь.			o .	7.	r							2							

2	Picture	2 isn	't as	funny	as	picture	3.
				(fu	nni	er)	

3	I think the best option would be picture 2 because it?
	clear and simple.

(6	because it's clear and simple
(choose)	

4	Poster	3 is	more	intere	esting	than	the	other	poste	ſS
				(n	nt as	26)				

5	The message in poster 2 is not clear.
	the massage is not clear (problem



1 Read the sentences of the essay below. Put them in the correct order. Use the linkers in bold	3 Complete the table as below.	oout linkers with the words
to help you.	finally • for instanc	e • give a personal opinion
Countries often take pride in their cultural		introduce a conclusion
heritage and spend billions protecting	list arguments • pers	onally, I think • show contrast
and promoting it.	Use	Examples
	olist arguments	First of all/Firstly/Secondly/
Personally, I hope that there will always be		1
individuals who can give their time and energy to	2	For example/3
preserving culture until circumstances allow the	4	However/On the one
government to take over.	ā .	hand/On the other hand
	5	In my opinion/6
On the one hand, it seems obvious that all	7	In conclusion/In summary
cultures are worth protecting, since every country has	전 -	III Conclusion/III summary
something unique to contribute to the world.		a 'for and against' essay n Can money buy you happiness?
On the other hand, the physical well-being		'for' (F) or 'against' (A).
of a country may have to be the main focus of its	1 People get pleasure	_
government. A country whose population lacks jobs,	2 Friendship and love of	
shelter, medical care or education may not be able to	3 In many places educa	· ·
afford to preserve or promote their cultural heritage	is not free.	
because the population has more urgent needs.		
	4 If you have money, yo	
For instance, there are a number of unique	5 Life is full of simple p	(
languages in Europe which are spoken by few people.	• Happiness comes iro	om achieving your goals.
These languages are important to their regions, and they		
should be protected and promoted, along with the art,	SHOW WHAT YOU'VE	LEARNT
music and traditions of these areas.	E. In En altabalana .	b b talldan abt
Furthermore, countries which are engaged in		ou have been talking about . Now your teacher has asked
conflicts may not be able to focus on cultural matters.		Write your essay in 140–190
conflicts may not be able to focus on cultural matters.		nd 'against' arguments and
However, is it really a good idea when they could	give reasons for your	point of view.
use the money to improve the lives of their citizens?		
use the money to improve an arms		
In conclusion, the current circumstances in	SHOW THAT YOU'VE O	CHECKED
a country may decide if they can protect their	In my 'for and against' es	ssay:
cultural heritage.	• I have started the first p	•
	or factual comments ab	* '
2 Look at the essay and the linkers in bold in Exercise 1.		aragraph with a statement
Which of the linkers in the text can be replaced	mentioning both sides	* '
with the linkers below?	-	
First of all • For example • In addition	• I have presented argum	
First of all • For example • In addition In my opinion • Secondly • To sum up		em with examples in the
O Personally, I think = In my opinion	other paragraphs.	
•		arising statement and my
1 On the one hand =	personal opinion in the	final paragraph.
2 In conclusion =	 I have checked my spell 	ling and punctuation.
3 For instance =	• I have written at least 14	10 words.
4 Furthermore =		

WORDLIST

Animals

cage /keɪdʒ/
cattle /'kætl/
dolphin /'dolfən/
feed /fiːd/
female elephant/gorilla /ˌfiːmeɪl
'eləfənt/gə'rɪlə/
herd /hɜːd/
in the bushes /ɪn ðə 'bʊʃɪz/
monarch butterfly /'mɒnək 'bʌtəflʌɪ/
prey /preɪ/
shark /ʃɑːk/

Communities

trunk /trank/

whale /weil/

beggar /'begə/ benefit from /'benəfit frəm/ capital city / kæpətl 'sɪti/ country /'kʌntri/ developing countries /dɪˌveləpɪŋ 'kʌntriz/ die from /'dar frem/ electricity /I,lek'trIsəti/ get access to / get 'ækses tə/ leader /ˈliːdə/ local handicrafts / ləukəl 'hændikra:fts/ local people / loukal 'pirpal/ make contact with / merk 'kontækt wið/ megacity /'megəsiti/ outside world /autsaid 'waild/ population / popjə'leɪʃən/ provide /prə'vaid/ raise awareness of sth / reiz ə'weənəs əv samθin/ running water /rʌnɪŋ ˈwɔːtə/ standard of living / stændad av 'lıvın/ tourism /'tuərizəm/

Environmental issues

animal species /'ænəməl 'spi:ʃi:z/

way of life /wei av 'laif/

air quality /'eə ˌkwɒləti/

tribal leader / traibal lixda/

tribe /traib/

tribal people / traibal 'pirpal/

carbon footprint / karbən 'futprint/ climate change /'klaimət tseindz/ die out / dar 'aut/ Earth /ˈɜːθ/ endangered species /m,demd3ad 'spirfirz/ energy consumption / enədʒɪ kən's∧mp∫n/ environment /in'vairənmənt/ food chain /'fud tfein/ fossil fuel /'fosl fjurəl/ gas emission /gas ɪˈmɪʃn/ global warming / glaubal 'warmin/ greenhouse effect /'grinhaus I'fekt/ heat up / hirt 'Ap/ logging /'logɪŋ/

low-energy light bulb /ləʊ ˌenədʒi 'laɪt bʌlb/
melt /melt/
organic /ɔː'gænɪk/
pollution /pəˌluːʃən/
public transport /ˌpʌblɪk 'trænspɔːt/
recycle /ˌriː'saɪkəl/
recycling bin /riː'saɪklıŋ bɪn/
reduce /rɪ'djuːs/
renewable energy /rɪˌnjuːəbəl 'enədʒi/
rising sea level /ˌraɪzɪŋ 'siː ˌlevəl/
save electricity /ˌseɪv ɪˌlek'trɪsəti/
solar panel /ˌsəʊlə 'pænl/
(student) strike /('stjuːdnt) straɪk/

Geographical features bank /bænk/ bay /bei/ cliff /klɪf/ coast /kəust/ continent /'kontənənt/ desert /'dezət/ desert/remote/tropical island /,dezət'/ rı,məut/,tropikəl 'ailənd/ flow /flou/ foothills /'futhrlz/ glacier /'glæsiə/ island /'arlənd/ locate /ləʊˈkeɪt/ location /ləʊˈkeɪʃən/ mountain / mauntan/ mountain range / mauntan reind3/ mountain ridge / mauntan rid3/ peninsula /pəˈnɪnsjələ/ rainforest /'reinforist/ river bank /'rɪvə bænk/ sea /siː/ seabed /'sixbed/ vallev /'væli/ volcano /vpl'kemau/ winding river / windin 'rivə/

Weather and natural disasters

(active) volcano /(,æktɪv) vɒl'keɪnəu/ calm sea / karm 'sir/ climate /'klarmət/ dangerous current / deindzərəs 'karənt/ destroy /di'stroi/ destruction /dɪˈstrʌkʃən/ erupt /I'rApt/ extreme weather /ɪkˌstriːm ˈweðə/ fast-flowing river / farst | flouin 'rivo/ giant/huge wave /,d3arənt/,hju:d3 'werv/ ground /graund/ heavy/rough sea / hevi/,rAf 'si:/ high/low tide /ˌhaɪ/ˌləʊ 'taɪd/ hurricane /'hʌrəkən/ (major) earthquake /(,meɪdʒər) '3:θkweik/ ocean current /'əʊʃən ˌkʌrənt/ rescuer /'reskju:ə/ strong current / stron 'karənt/

tornado /tɔːˈneɪdəʊ/

tsunami /tsu'nɑːmi/ wave /weɪv/ wind /'wɪnd/

Other

affect /əˈfekt/ affordable /əˈfɔːdəbəl/ agree with /əˈgriː wɪð/ bike rack /'bark ræk/ breadth /bredθ/ broad /broid/ broaden /'broidn/ come across / knm ə'krps/ deep /disp/ deepen /'dirpan/ depth /depθ/ effective /1'fekt1v/ focus on /'faukas on/ gadget /'gædʒət/ happen to /hæpən tə/ height /hart/ heighten /'hartn/ high/,hai/ instant communication / Instant kə,mju:nə'ker[ən/ length /leηθ/ lengthen /ˈleŋθən/ long /lon/ make a complete recovery / meik ə kəm,pli:t rı'kavəri/ owe /əʊ/ reject /rɪˈdʒekt/ strength /strenθ/ strengthen /'strenθən/ strong /stron/ surgeon /'saidaən/ surround /səˈraund/ trail /treil/ unconscious /An'konfəs/

virtual /'vartfuəl/

wide /ward/

width /widθ/

widen /'wardn/

VOCABULARY AND GRAMMAR

N	OCABULARY AND GRAMMAR	4 Complete the sentences with the appropriate are $(\emptyset = \text{no article})$.	ticle
2	Match the sentence halves 1–5 with a–f. Then complete the missing words. The last two letters are given. 0 Some scientists say renewable 1 Since we started using low-energy 2 Here on the top there are solar 3 This is a winding 4 The family spent four weeks on the remote 5 The boat was carried out to sea by the strong als which provide power for the lights. b daway from the stress of modern life. c tcreated by the storm. d bs, we've saved a lot of money. e er which joins the Thames close to Oxford. f ewergy is the best alternative to nuclear power. /5 Complete the sentences with the words below. There are two extra words. broaden • change • deepen • heighten length • sleep • strength • widen 0 We don't know the exact Length of the River Nile. 1 Travelling abroad can help to your knowledge of other countries and cultures. 2 I need to build up my before I run the	 Last night I had strange dream. The dream was about my teacher. When Clara leaves school, she wants to be architect. Did you know that Moon is the fifth-largest nas satellite in the Solar System? swimming pool at our school is very old and a scary. unemployment in Europe has fallen recently. Add who, which, where or whose and commaster form sentences with non-defining relative clause Katie, lives next door, looks after lost and injured animals. Stratford-upon-Avon I was brought up is famous the birthplace of William Shakespeare. Singapore is an island country in south-eastern A an extremely clean and tidy place. Prince George of Cambridge great grandmother the Queen of England was born in 2013. Ganesha is a Hindu god has an elephant's head. Penang is an island off the coast of Malaysia is sometimes called the 'Pearl of the Orient'. 	atural a bit /5 o s. d as sia is
3	marathon. 3 We need to the hole if we are going to plant this tree properly. 4 Let's the garden so there is more room for the kids to play. 5 If they that building in front of ours, we will lose our view of the sea. /5 Complete the sentences with the correct words. The first and last letters are given.	BRAZIL'S DIVERSITY Brazil, ⁰ △ is the largest country by both land m and population in ¹ South America, has ² m diverse animal and plant life on our planet. It has modifferent types of mammals and fish, more than 40,0 plant species, and ³ unknown number of insects fact, ⁴ experts estimate that one acre of the Brazil rainforest alone is home to as many as 70,000 kinds insects. Some scientists actually found 700 different typof beetles living on a single tree. Sadly, large areas of rainforest are being cut down every day. This means the many species might disappear before they are identification.	nass nost any 000 s. In lian s of pes the
	 I can't go on boats when there is rh sea. I get sick. I love to watch the ocean when there is a low te. It's so relaxing. Look at that huge we! I can't believe people are surfing it! What a big mountain re. Let's start climbing! Don't forget to put out the rg bins tonight. They get collected tomorrow. 	will be a great loss. O (A) which B where C who 1 A a B Ø C the 2 A Ø B the C a 3 A a B an C the 4 A a B the C Ø 5 A which B that C whose	/5

/5

Total ____/30

LANGUAGE IN USE

- 7 Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words, including the word in capitals.
 - O The consumption of excess fossil fuels is a big contributor to climate change. BURNING
 One of the causes of climate change is the burning of fossil fuels.
 - 1 Let's find a solution, together we can do it! **PROBLEM**Together we can ______.

 - 3 To avoid the increase of gas emissions, some countries ask drivers to pay an extra tax on cars with powerful engines. DECREASE In order to _______, some countries ask drivers to pay an extra tax on cars with powerful engines.
 - **4** Our global energy consumption is really too high.

REDUCE

We really need to try to ______.

5 The atmosphere is filled with greenhouse gases when products are manufactured. RELEASED
Greenhouse gases are ______ when products are manufactured.

/5

/5

- 8 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.
 - O This is the tree I fell out of (tree / I / fall out) when I was seven.
 - 1 Excuse me, ______ (park / near) here?
 2 That's _____ (man / shoot / a bird) in
 - my garden last week.

 3 Which ______ (more / pollute / city) in Italy? Turin, Milan or Rome?
 - **4** Apparently, there is ______ (tree / trunk) of over 2 metres in diameter near here. Can you see it?
 - 5 Which is _____ (trail / we / follow) yesterday to get to the lake?

9 Complete the text with the correct form of the words below. There are two extra words.

Sometimes it is hard to know what we can do as individuals to help protect the environment. We carefully sort our trash for **recycling*, we consume as little water as we can and use low-1______ light bulbs. We even campaign for the use of 2______ energy and try to make others aware

of the problems we face. But then we read about the 3______ tides in our oceans and many types of animal 4_____ dying out, and it all begins to look a bit hopeless. The truth



is, however, that every small action we do makes a difference, and that if we make it clear to our governments and the businesses we buy things from that we are greatly concerned about ⁵_______ issues, the necessary changes might happen at an increasing rate.

/5

10 Choose the correct options.

Angela: Which picture do you prefer for the

Environmental Club Poster, Peter?

Peter: Hmmm, well, this one of the Earth

Nooks interesting is interested. The Earth is

1the focus of / the goal of our club!

Angela: Yes, but this one with the animals is more colourful. Maybe it will get more attention.

Peter: Maybe, but ²I can choose / I'd choose the Earth picture because it focusses more on the problem.

Angela: That's true, but personally ³ I don't go to I I wouldn't go for the Earth picture because it looks a bit boring really.

Peter: Boring? Look, 4 would definitely choose / the reason I don't like the picture showing animals is because there are too many animals in it.

Angela: OK, well if the problem with the picture showing animals is that there are too many animals, let's take some out.

Peter: OK, ⁵let's do that / I'm not so sure.

Angela: Great idea.

/5

Total /20

Good health



Parts of the body and injuries

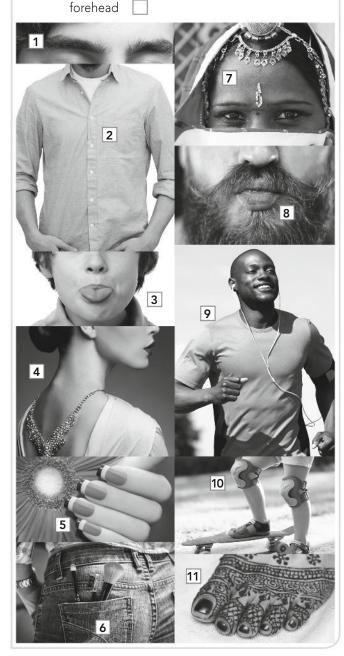
SHOW WHAT YOU KNOW

1	Label the body parts in the photos with the
	correct words.

toes	11
bottom	
chest	
eyebrow	
fingernail	

knee	
lips	

	TICCK	L
W	shoulder	
ail	tongue	
اہ		



FOCUS ON WORDS Parts of the body

2 Choose the correct options.

Aching muscles in your ¹thumbs / thighs?
Relaxing leg massages only €10 for 30 minutes.

Add some more colour to your ²cheeks / chin with our new Fresh-Rose face powder. It's guaranteed to make you look younger and healthier.

Want a thinner ³ wrist / waist?
Try our new diet today!

A soft mattress can be bad for your 4 ankle / neck. Try HardMat for a good sleep.

- 3 Complete the sentences with the correct form of the unused words from Exercise 2.
 - 1 Please, don't make me run. I hurt my ______ playing basketball and running causes me pain.
 - **2** How can you write text messages so quickly? You must have super-powered ______.
 - **3** This watch is too big for my skinny ______. Maybe I can replace the strap with a shorter one?
 - **4** I fell asleep on the tram and hit my _____ on the seat in front of me. Stupid me, eh?

FOCUS ON WORDS Injuries – word families

4 Complete the sentences with the correct forms of the verbs below. There are two extra verbs.

- 1 Ouch! I've _____ my finger with this knife.
- **2 A:** Troy's had a skiing accident. But it's quite funny actually.
 - **B:** Yes, so I've heard. He fell off the ski lift and his shoulder.
- **3 A:** Have you ever _____ an arm or a leg?
 - **B:** I have actually. I _____ my arm when I fell out of a tree. I was seven at the time.
- **4 A:** Are you playing football with us tomorrow?
 - **B:** No, I can't. I've _____ my knee and can hardly walk.

REMEMBER BETTER

To help you remember the vocabulary in this section, make a list of injuries you or people you know have had.

Joe dislocated his toe when he was playing football. I've never broken a bone.

I've got a scratch on my hand now (from our cat).

5 Match the verbs and nouns from A and B to complete the sentences. Use the verbs in the correct form. One verb is used more than once.

- **0** Adam <u>dislocated</u> his <u>thumb</u> while he was playing basketball. Now he has to do everything with his left hand.
- 1 I ______ the _____ while I was travelling on a flight to the USA. I was so sick I had to take an aspirin.

2		from		in the	e sprin	g time.
	I can't smell	anything	and it's	hard for	me to	breathe

- 3 I ______ the _____ in my legs while I was running in the half marathon last year. It was very painful, I couldn't stand up.
- **4** I fell off my bike and ______ lots of _____ on my knees yesterday. My mum covered them with plasters.
- 5 Ian ______ his _____ when he kicked a basketball while wearing sandals. Apparently he had no idea those balls are so heavy!
- **6** When I fell off my bike, I put my hand down to protect myself. Unfortunately, my hand bent backwards and I ______ my _____.

FOCUS ON WORDS Body idioms

- 6 Choose the correct options to complete the idioms.
 - 1 I've sprained my wrist and I can't lift anything heavy. Could you give me a hand / heart / head with my luggage?
 - **2** When she showed us the bruise we couldn't believe our hearts / legs / eyes. It covers her whole thigh!

- **3** When Frieda's cat died, it broke her *leg / heart / head*. I told her it was just a cat and she slammed the door in my face. She was very upset.
- **4** What's it called again? You know ... er ... thingy. Oh ... come on! It's on the tip of my bottom / tongue / thumb.
- **5** It's your birthday? Really? But I didn't get you anything ... or did I? Ha, ha, ha ... I'm only pulling your *arm I* tongue / leg. Here's your gift. Happy Birthday.
- **6** When I saw Jason dressed as nurse Florence Nightingale, I laughed my bottom / tongue / head off.

REMEMBER THIS

Take care not to overuse idioms. Most idioms are only used occasionally by native speakers. Consider how often you use them in your own language and use this as a guide.

SHOW WHAT YOU'VE LEARNT

- 7 Choose the correct answer, A, B or C.
 - 1 I hope I never __ my arm. It must be so painful.
 - A rest B pull C break
 - 2 I dislocated my __playing rugby.
 - A knee B stomach C teeth
 - **3** I've been playing sports for a long time and I have suffered __ many injuries.
 - A for B from C to
 - **4** I've never seen anything so funny! I couldn't believe my ___.
 - A eyes B mouth C ears
 - **5** I __pneumonia last year, it was terrible!
 - A took B went C got
 - **6** Don't worry, John is just pulling your __!
 - A arm B ear C |
 - 7 Ouch, it really hurts. I think I've __ a ligament.
 - A suffered B chopped C torn
 - **8** What is the actress in *The Hunger Games* called? It's on the tip of my ___. Jennifer something.
 - A teeth B tongue C lips
 - **9** Did you hear how Jim broke Tammy's __?
 - A cheek B heart C thigh
 - 10 Sam laughed his __ off at that show, it was so funny!
 - A calf B jaw C head

/10



SHOW WHAT YOU KNOW

- 1 Choose the correct meaning, A or B.
 - 1 If I had a pair of winter boots, my feet wouldn't be cold.
 - A The speaker's feet are cold.
 - **B** The speaker's feet aren't cold.
 - 2 She'd need glasses if she were short-sighted.
 - A She needs glasses.
 - **B** She doesn't need glasses.
 - **3** Peter, you'd find using these scissors more difficult if you were left-handed.
 - A Peter is right-handed.
 - **B** Peter is left-handed.
 - **4** Polly wouldn't hang out with Ella if they didn't have so much in common.
 - **A** Polly and Ella are very different.
 - **B** Polly and Ella are very similar.
- 2 * Choose the correct options.

RANDOMQUESTIONS.COM



Today's online guest is British teenage rap-sensation

Mikey Silence

Latest questions (there are 171 people logged in)

20:08 Clairewiththehair

What would you do if you weren't a rapper?

Hi, Claire. If I 'wasn't / wouldn't be a rapper, I 'wouldn't be / 'd be a doctor or a teacher because I'd like to do something to help other people.

20:07 Sk8r_132

If you ³would have / had a superpower, what would it he?

Interesting question Sk8r. I'd love to be able to fly. If I *would want / wanted to get away from people for a while and be on my own or write some new lyrics, I *5'd fly / will fly up to the clouds and just hang out there for a while. That would be pretty awesome.

20:05 Lily422

Which part of your body would you most like to change?

Woah! Lily that's a bit of a personal question, I'm pretty happy as I am to be honest. Nobody's perfect, but I don't really care what anybody else thinks. But I suppose I would change my height. If I 6'd be / were taller, I 7'd be / were better at basketball. I love playing basketball, but I am kind of short .

waiting for next question ...

- 3 ** Write Second Conditional sentences using the sentences in bold and the words in brackets. Use commas where necessary.
 - **0 I wish I didn't have this virus** (I / go out and meet my friends)

I'd go out and meet my friends if I didn't have this virus.

1	If only the exam was next week (we / have a bit
	longer for revision)
	If
2	I wish my legs were stronger (I / run much further)
	1
3	If only we lived on the coast (I / walk on the beach

4	I wish you liked fish (we / have a healthier diet)	
	\Mo	

- 4 ★★★ Write a second sentence to show that you would like the situation or behaviour to be different.
 - **0** My brother borrows my clothes without asking. I wish <u>my brother wouldn't borrow</u> my clothes without asking.

1	I have a dislocated finger.
	If only
	a dislocated finger.

every day)

2	My daughter never calls me.	
	l wish	call me
	sometimes	

3	3 Our school doesn't have recycling bins.		
	I wishrecycling bin		
4	My friend isn't talking to me.		

•	My mena ism't talking to me.	
	If only	to me.
	Fast-food is bad for you.	
	If only	_bad for you.

SHOW WHAT YOU'VE LEARNT

- 5 Find and correct the mistakes in the sentences.
 - 0 If only driving lessons would be cheaper. were
 - 1 If Lucas would have a suit, he'd wear it to the wedding.
 - **2** We save a lot of money if we stayed over at Karen's house. _____
 - 3 I wish I wouldn't be so pale-skinned.
 - 4 I'd ate it if it wasn't so greasy.
 - 5 If only broccoli tastes like chocolate. __

6 I wish my shoes wouldn't smell so bad.

16

- 1 Put the words in questions A-E in the correct order. Then listen and check.
- A: Hi Rob!
- R: Oh. Hi Anna. Listen, I need some advice.
- A: Sure. you / know / what / need / to / do what do you need to know?
- R: Well, I'm taking part in the London to Brighton cycle ride and I want to raise some money for charity. A do / that / know / do / I / can / you / how ______
- A: Sure I did the London Marathon last year. You have to ask your friends to sponsor you. In other words, they support you by giving you money. You have to set up a webpage first.
- R: OK, B do / I / sort / of / webpage / information / put / what / the / on _____
- **A:** You explain what event you're doing so you're going to do the London to Brighton Cycle. Then you put some information about the charity you want to support. **C** are / you / in / charity / which / interested
- R: I want to do it for the British Heart Foundation.
- A: OK, great. D have / any / do / you / reason / particular
- **R:** Yes, it was my grandmother's idea my grandfather died from heart disease.
- **A:** OK, so you can say on the webpage that you're doing it in memory of your grandfather. Then you share the page with all your friends and family. It's a good idea to send it to all the adults you know because people our age don't have any money!
- **R:** OK, that's good advice. **E** by / pay / credit / they / card / do _____
- A: Yes. Most people give between £5 and £20.

REMEMBER THIS

It is not easy to know which prepositions come after which verbs. Remember that different combinations are possible, depending on the context. For example, many verbs can be followed by either *for* + noun or a *to* infinitive.

I want to **raise** money **for charity**.

I want to **raise** money **to help** heart attack victims.

- 2 Read REMEMBER THIS. Choose the correct options.
 - **1 a** I'm afraid you'll have to pay to / for see a private doctor.
 - **b** Please pay to / for your popcorn before you start eating it!
 - 2 a Visitors: queue here to / for the aquarium.
 - **b** Do we queue here to / for buy a ticket for the match?
 - **3 a** Matthew is very serious about basketball. He always plays *to / for* win.
 - **b** In my opinion it's not right that foreign players play to / for the national team.
 - 4 a Darling, I promise I'll always be there to / for you.
 - **b** Don't worry about your sprained ankle. We'll be there to / for help you get up the stairs.

FOCUS ON WORDS Charity fundraising

3 Complete the advert with the correct form of the words below. There are two extra words.

> donate • share • sponsor • raise take part • train

> > This year's

Mortgate Charity Marathon

will take place soon. If you would like to ¹_____ in the run, you should **start** ²____ **for it now!**You'll need to be fit to run the whole 23 miles. If you want to ³____ someone who is running in the race, you can do that here. To help us collect as much money as we can this year, please ⁴____ this webpage with friends and family.

FOCUS ON WORDS Compound nouns

4 Complete the words in the notice. The last letter of each word is given.

First-Aid and Home-Health Course for young people – starting next month

Would you know what to do if someone was having a **neart* attack? Do you know how to stop a **1__e* bleed? If the answer is no, then maybe you should enrol on our First-Aid and Home-Health Course. We'll be learning practical things such as how to treat a **2__k* eye or deal with a **3__e* sting, as well as offering advice on things like preventing **4__n* burn and coping with **5__y* fever.

The course begins next Tuesday at 4 p.m. in room 3O3. All students are welcome!



GLOSSARY

anaesthetist (n): a medical professional who specialises in stopping patients from feeling pain during surgery. pancreatic (adj): connected with the pancreas, an organ near the stomach that produces insulin. device (n): a machine or tool that does a special job; a synonym for gadget.

1 Read about Jack Andraka's invention. Why is the article called A Lot of Light Bulbs?

1	Because Jack Andraka invented several
	new types of light bulb.

- 2 Because light is an important element in Jack Andraka's invention.
- 3 Because Jack is like Thomas Edison. the inventor of the light bulb.

A Lot of Light Bulbs

A On first impressions, Jack Thomas Andraka is a pretty normal young American. A former student of North County High School, near Baltimore, he was born in 1997, and raised in Maryland on the east coast of the US. His father is a civil engineer and his mother an anaesthetist*. He enjoys Maths, reading on his Kindle and watching the TV series' Glee and Bones in his free time.

Sounds pretty average, right? Well, in fact Jack is anything but average. He is the winner of several major science awards, the subject of a number of documentary films and a regular speaker at scientific and educational conferences around the world. Why? Because, despite his young age, he is also a worldfamous inventor, pioneering cancer researcher, and proof that you don't necessarily need to have a

lifetime of experience or to work among other professionals to be able to invent something truly lifechanging.

B After the sad death of a family friend from pancreatic* cancer, the same very serious illness that killed Apple-founder Steve Jobs in 2011, teenage Jack began doing research into the life-threatening condition. He discovered that one of the reasons so many people died from

this particular type of cancer was because there was no cheap and reliable test that allowed doctors to diagnose the illness early enough to save the patient. Amazingly, Jack thought of a way to develop a simple test using things he had learned in his Biology class at school and through scientific journals and articles, some of which he found by chance online. But Jack needed money, the assistance of experienced scientists and a laboratory to continue the development of his idea, so he contacted around 200 research professionals to ask for help. Unfortunately, 199 of the replies were negative, but the 200th from Dr Anirban Maitra, a Professor at Johns Hopkins School of Medicine, was the one that Jack was waiting for. So, with the help of Professor Maitra and the use of his lab, Jack successfully developed a test for

pancreatic cancer that is 168 times faster, 400 times more sensitive and 26,000 times less expensive than the current diagnostic tests. The test is even effective for two other types of cancer as well.

C In 2012, Jack received the grand prize of the Intel International Science and Engineering Fair for his invention. He returned to school to finish his education and in 2015 became a student at Standford University, but since his success his life has changed. He has met Bill Clinton and Barrack Obama, and been interviewed by the BBC and CNN. Jack hasn't stopped inventing, and is currently working with a group of other prize-winning students on a device* the size of a mobile phone that can diagnose a wide range of illnesses instantly and without a blood sample. Sounds like

> something from Star Trek? Well, yes. That's where the inspiration came from.

> Professor Maitra enthusiastic about Jack's ideas and his future. He spoke to a newspaper reporter and compared Jack to Thomas Edison, the inventor of the light bulb. The professor called him the Edison of our times and promised there were going to be a lot of light bulbs coming from Jack in the future.



2	Read the text again. In which part of the text A-C do we learn that:	5	Complete the sentences with the correct form of the phrasal verbs in Exercise 4.
	 1 Jack believed he had found the cause for so many deaths from a particular disease? 2 some of Jack's ideas come from the field of popular culture? 3 few people were initially interested in Jack's ideas? 4 Jack's story shows that being a successful inventor does not depend on your experience or profession? 		 O They carried on walking until they reached the fence that surrounded the mysterious building. 1 I wasn't planning to buy you a gift but then I this in the market and I just had to get it. 2 Uncle Steve has smoking many times. 3 One day, if I become a parent, I hope to my kids in a fair world. 4 Lindsay the idea of a surprise party for Damien. He absolutely loved it. 5 David, your teacher me today to say that
3	Read the text again. For questions 1–5, choose the correct answer, A, B, C or D.		you haven't been to school all week.
	1 In the first paragraph, the writer wants toA explain how unusual Jack is.B explain Jack's interest in science.	6	Complete the sentences with the words below.
	 C describe Jack's personality and looks. D explain how normal Jack is. 2 Jack began the research into his invention because of A the death of someone famous. B an interesting Biology class at school. C the loss of a family friend. D something he read in a scientific journal. 3 Which organisation helped Jack develop his invention? 		allergy • condition • cut • epidemic pain • surgery • ward 0 I've got stomach pain. I think I ate too many sweets. 1 Ellen's got a nut, so she can't eat a lot of products I enjoy. 2 The local is closing down, so we'll need to find another doctor. 3 Is that a shaving on your face? Why not use
	 A North County High School B John Hopkins School of Medicine D Intel The text says that Jack's test for pancreatic cancer A doesn't require a blood sample. B was inspired by Star Trek. C is not as fast as current tests. D can also help patients with other kinds of cancer. What is the main message of this article? 		 an electric razor instead? 4 In case of a cholera, drink only bottled water and keep your hands clean. 5 Your wife is in the maternity, Mr Jones. And congratulations on a beautiful baby girl! 6 Simon is in a stable, so all we can do now is wait.
	A Young people can achieve amazing things.	FC	OCUS ON WORDS Health issues
4	 B You don't have to be rich to be a successful inventor. C Even the most serious types of cancer are treatable. D Very few organisations are willing to help young inventors. Match these phrasal verbs to the underlined synonyms in the text. 	7	Match the sentences halves 1–6 with a–f. 1 I would have 2 It's nothing serious, Ms Smith. I'll just write 3 What do you call a woman that delivers 4 Luckily, I've never caught 5 Somebody who works to save 6 Last week I had to give
	0 carry on continue 1 brought up		 a first aid to an old man who fell down in the street. b a disease that was very serious. c a prescription for some tablets d lives deserves a lot more respect in society. e babies? Oh, yes. A midwife. f a panic attack if I had to speak in front of a crowd.



SHOW WHAT YOU KNOW

1 Complete the beginnings of the sentences with the Pa Then match them with the endings a-d.	ast Perfect form of the verbs in brackets.
O Jack and I hadn't met (not meet), 1 Beata (break) her arm once, 2 Ken (lose) touch with Amy, 3 Emma (not study) meteorology,	 a so she didn't know a lot about the weather. b so she knew how much it hurt. c so I didn't recognise him. d so he was surprised when she called.
2 ★ Read the sentences and choose the correct options.	4 ★★★ Write Third Conditional sentences. Use the prompts in brackets.
 If Jack and I had met, I would've recognised him. real past event: We met / didn't meet. real past result: I recognised / didn't recognise him. Beata wouldn't have known how much it hurts when you break your arm if she hadn't done it once. real past event: Beata broke / didn't break her arm once. real past result: She knew / didn't know how much it hurt. Ken wouldn't have been surprised when Amy called if he hadn't lost touch with her. real past event: Ken lost touch / didn't lose touch with Amy. real past result: He was / wasn't surprised when she called. 	 O A: I was in a bad mood last night. I shouted at Sally and we had an argument. B: Oh dear! If (stay calm / not fall out) you'd stayed calm, you wouldn't have fallen out. 1 A: I was late home last night. Mum was so mad. B: Oh Karen! If (phone your mum / she probably no be so angry) 2 A: I really thought I'd left my passport at home. B: We (miss the flight / you forget it) 3 A: Chris fell off his bike yesterday. The bruise on his forehead was huge. B: It's his own fault. He (not hurt himself / wear his helmet) 4 A: That food was so spicy.
3 ★★ Complete the dialogue with the correct form of the verbs in brackets. Use short forms.	B: It (not be so bad / not used so much chilli sauce)
 Anne and Dan are at the summer house. A: What a long journey. Open the door, Dan. I need a cup of tea. D: You've got the keys. A: What? I texted you this morning to say bring the spare ones. D: What? If I o'd received (receive) a text message, my phone 1 (go) beep. A: Well, I definitely texted you. You 2 (see) the message if you 3 (look) at your phone. I've lost my keys. D: But why didn't you say something before we left? We'll have to break a window now. Later in the hospital: D: Ouch! That really hurt, Nurse! N: Sorry, Mr Finch, but I have to clean the cut. A: I'm sorry, Dan. If I 4 (not lose) the keys, you 5 (not cut) your hand and we wouldn't be here in the hospital now. 	5 Complete the Third Conditional sentences. Use the prompts in brackets. 0 We wouldn't have won if (you / not score / a goal) you hadw't scored a goal. 1 (you / not be / cold) if you had worn long trousers that night. 2 If the clothes hadn't been so cheap, (I / not buy / three jackets) 3 My boyfriend would have left me if (I / forget / about his birthday again) 4 (our electricity bill / be / lower) last year if we'd bought low-energy light bulbs. 5 Daisy wouldn't have burnt herself if (she / be / more careful in the kitchen)

SPEAKING LANGUAGE PRACTICE

At the doctor's surgery

- Cross out the option that is not possible in each sentence. Then write D for something a doctor would say or P for something a patient would say.
 - 1 I'm going to give you a prescription / give you indigestion / make an appointment for you.
 - 2 I feel ill / weak / temperature.
 - 3 I've got a sick / sore throat / runny nose.
 - 4 I'm going to examine you / take your temperature / lie down please.
 - **5** I think you've got a virus / a blood test / indigestion.
 - 6 You should open wide / eat more slowly / go on a diet.
 - 7 Breathe in / out / down.

REMEMBER THIS

Ouch is a word for the sound that you make when you feel sudden pain. Such sounds are called interjections. Other examples include achoo, the sound of a sneeze, oops, a sound you make when you make a mistake or break or drop something, phew, a sound to express relief, and wow, a sound to express amazement. Look in a dictionary or online for more interjections like these.

2 Read REMEMBER THIS. Complete the dialogues with the words below.

achoo • phew • oops • ouch • wow

- **0** A: Look! I fell over and didn't scratch or cut myself.
 - B: Wow ! That was lucky.
- 1 A: _____!
 - B: Bless you. Here's a tissue.
- 2 A: Did you just put my ointment on your arms instead of sun cream?
- **3 A:** _____! I nearly dropped this bottle of medicine.
 - B: You should be more careful.
- 4 A: This won't hurt.
 - **B:** ! What did you just say?



- 3 Choose the correct options.
 - 1 You're bleeding again. We need to take / put / bring a fresh bandage on your arm.
 - **2** I'm afraid this cut is going to need / put / take a few stitches.
 - 3 The doctor checked / brought / put my blood pressure and listened to my lungs.
 - **4** Did you take / put / bring that ointment on your elbow?
 - 5 Fortunately, I don't think you bring / take / need an operation. You're a very lucky boy!
 - 6 I need to take / put / give you a little injection. It won't hurt, I promise.
 - 7 The ice will put / check / bring the swelling down on your wrist.
 - **8** You need to take / bring / put painkillers for the pain.
 - **9** The doctor told me to stay home and give / put / take antibiotics for a week.
- Complete the gaps in the dialogues with the correct words.

Timmy: Ouch, it's r	، معاليا دماطا	
rilling. Outli, it's i	eally cold:	

We need to put some ice on this bruise.

0 Doc:

How long do I have to take the _____? 1 Amy: For ten days – it's a very serious infection. Doc:

2 Greg: Is the cut on my arm very deep, doctor?

Doc: I'm afraid so. You'll need a few ___ to stop it bleeding. Now, where's my needle?

3 Doc: Please sit down and I'll check your _____. Put this on your arm, please.

Jon: OK, doctor but I should tell you that

I ran all the way here.

4 Doc: You might have a broken ankle. We'll need

Oliver: That's the last time I ever play basketball with my sister, doctor!

5 Fiona: Is it dangerous to travel to a tropical country?

Yes, and that's why I'm going to give you Doc:

some _____so you don't catch a disease.

_ to see the bone and be 100% sure.

6 Doc: This cream should help bring the

_ down.

Emily: Thank you, doctor. I can't even put my foot in my shoe at the moment.

7 Doc: If you've got a bad headache just take these _____ with some warm water.

Thank you, doctor. How many tablets can I Olga: take per day?

8 Rob: Doctor, I've cut my finger on a piece of paper.

Oh, that's nothing serious! Let's wash it and Doc: then put a(n) _____ on it.

WRITING Describing visual information

1 Complete the phrases with the opposite word. Use the words below.

downward • fall • gradual • increased • sharp

1 A slight / ______ increase

2 A rise / ______ in numbers

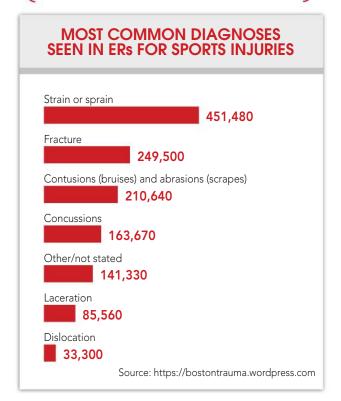
3 An upward / ______ trend

4 A rapid / ______ decline

5 Declined / ______ steadily

2 Look at the graph, then complete the sentences with the words below.

data • graph • illustrate • low • point • reason



1 The _____ is from the Trauma Service and the Emergency Department at the Boston Medical Centre.

2 Two important points I'd like to ____ are the high number of sprains and strains, and the ____ number of dislocations.

3 One ____ for this could be how easy it is to sprain an ankle in many sports compared to how difficult it may be to dislocate a joint in most sports that are not contact sports.

4 An important ____ is that fractures are more common than lacerations (cuts).

5 This graph presents _____ on the Most Common Diagnoses seen in ERs for Sports Injuries.

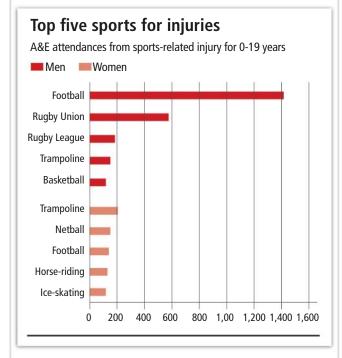
3 Now, match each sentence 1–5 in Exercise 2 to its function A–C. You can use the functions more than once.

A Description B Analysis C Evaluation

SHOW WHAT YOU'VE LEARNT

4 Read the data. Then describe and comment on the information given, comparing it with your own knowledge of the topic.

Write your comment in about 120-150 words.



Source: data from 2012 & 2014 in the Oxford University Hospitals NHS Foundation – Data gathered from two hospitals

SHOW THAT YOU'VE CHECKED	
In my comment:	
I've described visual information.	
• I've analysed visual information.	
I've picked up the most important trends in the data.	
• I've supported my opinions with data.	
• I've evaluated visual information.	
• I've used academic language.	
I've checked my spelling and grammar.	
• I've written about 120–150 words.	

Charity events

cycle /'sarkəl/

donate money to /dəʊˈneɪt ˌmʌni tə/

foundation /faun'der[ən/

marathon /ˈmærəθən/

participant /par'tisəpənt/

raise money for sth / reiz 'mʌni fə

samθin/

set up a webpage / set Ap a 'webpeid3/

sponsor /'sponsə/

take part in / teik 'part in/

train for /'trein fə/

vulnerable people / vʌlnərəbəl 'piːpəl/

Common idioms

break sb's heart /,breik ,sambodiz 'ho:t/ give sb a hand /,giv ,sambodi ə 'hænd/ I couldn't believe my eyes /ai ,kodənt

bə.lizv mar 'arz/

laugh your head off / laɪf jə 'hed of/
on the tip of your tongue / on ðə ,tɪp əv

iə 'tʌn/

pull sb's leg / pul sambodiz 'leg/

Illnesses and symptoms

asthma /ˈæsmə/

bee sting /biz stɪn/

catch (a disease) / $kæt \int (a dr'ziz)$ /

cholera epidemic /ˈkɒlərə epɪˌdemɪk/

condition /kənˈdɪ∫ən/

cough /kpf/

die /daɪ/

die of (a disease) / dar əv (ə dı'zi:z)/

earache /'ıəreık/

feel dizzy/sick / fi:1 'dızi/'sık/

feel well/weak / fixl 'wel/'wixk/

flu /flu:/

food/nut allergy /'fuːd/'nʌt ˌælədʒi/

have a pain in your back/chest /hæv ə

pein in je 'bæk/'tsest/

have a pain in your forehead /hæv ə

pein in jə 'forəd/

have a panic attack / hæv ə 'pænik ə'tæk/

have a temperature / hæv ə 'temprətʃə/

hay fever /'her firvə/

headache /'hederk/

heart attack /'hort əˌtæk/

hurt /hs:t/

infection /ɪnˈfek∫ən/

lose your voice /ˌluːz jə 'vɔɪs/

muscle/stomach pain /ˈmʌsəl/ˈstʌmək

pein/

nosebleed /'nəuzbli:d/

rash /ræ∫/

runny nose /ˌrʌni ˈnəʊz/

seriously ill /sıəriəsli 'ıl/

sore throat /ˌsɔː 'θrəut/

stable/serious condition / sterbal/srarias

kən'dı[ən/

stomach ache /'stʌmək eɪk/

tootache /ˈtuːθeɪk/

Injuries

bleed /blird/

break /breik/

break your arm/leg/thumb/toe / breik

jə 'aːm/'leg/'θʌm/'təʊ/

broken arm / browken 'a:m/

bruise /bruːz/

bruised elbow /,bru:zd 'elbəu/

burn /bs:n/

burnt hand / barnt 'hænd/

cut /kʌt/

cut finger/chin/lip /,kʌt 'fɪŋgə/t∫ɪn/'lɪp/

deep cut / disp 'knt/

dislocate your shoulder/thumb/knee

/dislakeit ja 'saulda/'θνω/'niz/

dislocated shoulder / dislakeitid 'ʃaulda/

dislocation / disləˈkeiʃən/

get a few cuts/bruises/scratches /,get ə

fjuː 'kʌts/'bruːzɪz/'skræt∫ɪz/

have a black eye /ˌhæv ə ˌblæk 'aɪ/

scratch /,skrætʃ/

scratch your knees/neck /ˌskræt∫ jə

'niz/'nek/

scratches on your legs /skrætsiz on jə

'legz/

shaving cut /'servin kat/

sprain /sprein/

sprain your ankle/wrist/knee / sprein ja

'æŋkəl/'rɪst/'niː/

sprained ankle /spreind 'ænkəl/

sunburn /'sanbarn/

swollen /'swəulən/

Parts of the body

ankle /'æŋkəl/

arm /aːm/

back /bæk/

/metad'/ mottod

calf /kg:f/

cheek /tʃiːk/

chest /t∫est/

chin /t∫ɪn/

elbow /'elbəu/

eyebrows /'aɪbrauz/

finger /ˈfɪŋgə/

fingernail /'fɪŋgəneɪl/
foot/feet /fʊt/fiːt/

forehead /'fored/

heel /hiːl/

jaw /dʒɔː/

knee /ni:/

lips /lips/

neck /nek/

shoulder /'ʃəʊldə/

stomach /ˈstʌmək/

thigh /θaɪ/

thumb /θʌm/
toe /təʊ/

tongue /tʌŋ/

tooth/teeth /tu:θ/ti:θ/

waist /weist/

wrist /rist/

Treatment

bandage /ˈbændɪdʒ/

deliver a baby /dɪˌlɪvə əˈbeɪbi/

do a blood test / dur ə 'blad test/

doctor's surgery /ˌdɒktəz ˈsɜːdʒəri/

emergency team /ɪˈmɜːdʒənsi tiːm/

eye drops /'ai drops/

first aid / fasst 'end/

gain weight / gein 'weit/

give sb an injection / giv sambodi ən

ın'dzek [ən/

give sb first aid /giv sambadi faist 'eid/

go on a diet / gao on a 'darat/

hospital /'hospitl/

local surgery / ləʊkəl 'sɜːdʒəri/

look up/down /luk Δp/daun/

make an appointment /merk ən

ə'pəintmənt/

maternity/children's ward /,məˈtɜːnəti/

'tʃıldrənz wɔːd/

medicine /'medsən/

operation / ppəˈreɪʃən/

paramedic / pærəˈmedɪk/

patient /'perfant/

prescribe /prɪˈskraɪb/

prescription /prr'skrrpfən/
put a plaster on sth /,pot ə 'plastə on

samθin/

put ice on sth /put 'ais pn sAmθiŋ/

recover from /rɪˈkʌvə frəm/

rescue team /'reskju: ti:m/

save lives / serv 'larvz/

see a doctor /,six ə 'dɒktə/
stitch /stɪtʃ/

stop the blood flowing /stop ðə 'blad

.fləvin/

take (antihistamine) tablets /teɪk

take (antinistamine) table /anti'histəmi:n) |tæbləts:

treat /trixt/

treat patients / trixt 'personts/

write a prescription / rait a pri'skripfan/

Other

Other

alert /əˈlɜːt/

caffeine /ˈkæfiːn/

clearly /'klɪəli/
consider /kən'sɪdə/

consider

get /get/

give a snapshot of /,giv ə'snæpʃɒt əv/ hair straightener /'heə ˌstreitnə/

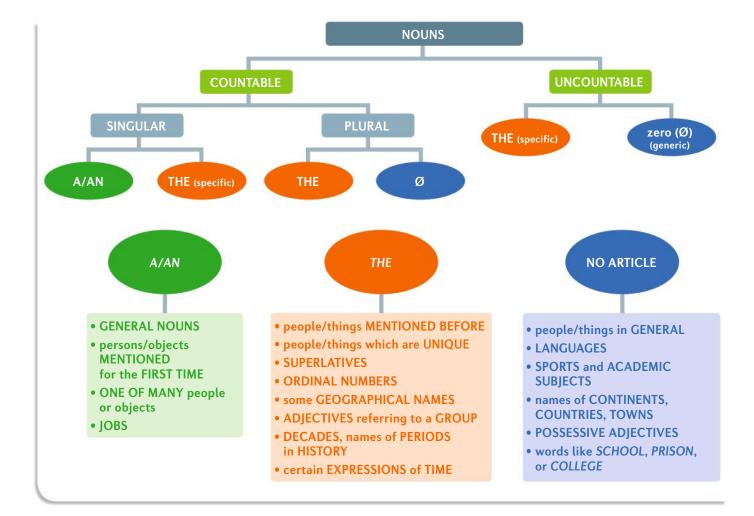
lack /ˈlæk/

off-duty / pf 'dju:ti/

rope /rəup/ sadly /'sædli/

safety /'seɪfti/

ARTICLES: NO ARTICLE, A/AN OR THE



No article

Articles are not used:

 when we talk about things in general with a plural noun or an uncountable noun.

Primary education is compulsory in this country. Farmers in poor countries earn very little money.

- before languages.
 - I studied German at high school.
- before sports and academic subjects.
 - Volleyball is a very popular sport among girls. Maths is a difficult subject.
- before the names of continents and most countries and towns.
 - in Europe, in Spain, in Berlin
- with possessive adjectives.
 - My teacher is from Cardiff.
- before words like *school*, *prison*, or *college* when we are talking about them in a general way.
 - She hopes to go to college.

a/an

We use a/an with singular countable nouns when we:

- refer to a general, non specific noun.
 - I saw **a** good film last night. (You don't refer to a specific film.)
- mention a person or an object for the first time. We then use the when it is clear what we are talking about.
 - Zoe was talking to **a** woman. <u>The</u> woman was wearing **a** yellow coat.
- talk about one of many people or objects.
 London is a big city.
- when talking about jobs that people do.
 Lucy is a doctor.

We use an if the noun starts with:

- a vowel: an animal
- a silent h: an hour

We use *a* if the noun starts with:

- a consonant: a school
- the /ju/ sound: a university

GRAMMAR INTO FOCUS

ARTICLES: NO ARTICLE, A/AN OR THE

the

We use the:

- to talk about something very specific.
 - The plane was late. (You are talking about a specific plane.)
- before singular and plural countable nouns and uncountable nouns when mentioning the same person/people or object(s) again.
 - He lived in a big city. The city was polluted.
- when the interlocutor knows which person or object we have in mind.
 - Have you seen **the** cat?
- before the names of people or things which are unique.
 - **The** sun's hot today.
- before the superlative forms of adjectives.
 - the worst
- before ordinal numbers.
 - the third
- with some geographical names.
 - **the** Thames, **the** Alps, **the** Sahara, **the** Mediterranean, **the** Channel Islands
- with names of countries which are collective or plural.
 - **the** United Kingdom (UK), **the** United States of America (USA)
- with adjectives, to refer to a whole group of people.
 - **The** Italians love coffee.
 - She gives a lot of money to **the** poor.
- with decades, names of periods in history and certain expressions of time.
 - **the** fifties, **the** Renaissance, in **the** morning/afternoon/ evening

AT SCHOOL vs AT THE SCHOOL

When we say:

Harry is at school.

we are not specifying which school.

When we say:

Harry is **at the** school.

we have a particular school in mind, which the listener knows from something said earlier in the conversation or from some other information.

GRAMMAR IN FOCUS VIDEO 5.1



Watch the *Grammar in Focus* video and choose the correct option, A or B, to complete the rules.



- 1 In the sentence I don't like vegetables
 - A you are talking about vegetables in general.
 - **B** you are talking about one vegetable dish in particular.
- 2 In the sentence The chicken was excellent but the vegetables were awful, you are talking about
 A vegetables in general.
 - **B** one vegetable dish in particular.
- **3** You use *the* when you are talking about **A** things in general.
 - B a particular thing.
- 4 With continents, countries or cities you
 - A don't use the.
 - B use the.
- **5** With historical periods, superlatives and ordinal numbers you
 - A use the.
 - B don't use the.
- **6** When there's only one, e.g. Sun, Government, Earth, Moon
 - A you use the.
 - **B** you don't use the.
- **7** Which of the following sentences mentions the word *noise* for the first time?
 - A I heard a noise.
 - **B** The noise came from upstairs.
- 8 You use a/an to talk about something
 - A for the first time.
 - **B** when you already know what you are talking about.
- 9 You use a/an
 - A with jobs.
 - B with uncountable nouns.

1 Article or no article? Choose the correct options.

- 1 The / Ø Missouri is the / Ø longest river in the / Ø United States.
- **2** The $/ \emptyset$ equator is the $/ \emptyset$ hottest zone in the $/ \emptyset$ world.
- 3 The / Ø Isle of Wight is the / Ø largest island in the / Ø England.
- **4** Have you ever seen the / Ø 'Mona Lisa' in the / Ø Louvre?
- **5** Passing by the / Ø Statue of Liberty and the / Ø Governor Island, the 25-minute trip to the / Ø Staten Island provides perfect views of the / Ø New York City.

2 A/an or the? Choose the correct options.

- 1 There's a / the man at the door. I think it's the / a man from the supermarket.
- **2** Can you play a / the guitar?
- 3 I have just bought a / the guitar.
- 4 That's the / a fourth time she's phoned!
- **5** There's a / the school in the / a town. The / A school is close to the hospital.

3 Complete the sentences with a/an or the.

- 1 My mum's _____ secondary school teacher.
- **2** I was born on _____ 16th January.
- **3** What do you want for lunch: ____ chicken sandwich or ____ piece of pizza?
- 4 Is Sydney _____ biggest city in Australia?
- 5 It's _____ first time I've been to _____ USA.
- **6** Leonardo da Vinci lived during _____ Renaissance.

4 Cross out the if it is incorrect in these general statements.

- **1** When shopping, buy the local and seasonal food produce to reduce energy use in transport and storage.
- **2** Unplugging the computers, TVs and other electronics when you're not using them is a good way to help the environment.
- **3** Apart from recycling everything you can, buy the reusable grocery bags.
- **4** To reduce the water consumption you should take shorter showers and wash the full loads of laundry.
- **5** A big way to be a part of the solution is to join a non-profit organisation that focuses on helping the environment.

5 Complete the sentences with a/an, the or Ø (no article).

- 1 Wendy is _____ famous artist. You can see her paintings in _____ best museums in _____ world.
- **2** I think that _____ private health care is going to become more popular soon.
- 3 ____ capital of ____ Netherlands isn't ____ Hague. It's ____ Amsterdam.
- 4 _____ scientist has said recently that _____ cities haven't changed much since _____ 19th century.
- **5** Yesterday my brother asked me _____ question about natural disasters. I didn't know _____ answer.

6 Complete the sentences with the, a or \emptyset (no article).

- 1 You can take _____ bus or _____ train to Croydon. _____ bus costs less. _____ train is faster.
- **2** Linda comes from _____ South America. Tom comes from _____ United States.
- **3** _____ Government is taking measures to prevent _____ natural disasters.
- 4 _____solar panels capture energy from _____Sun.
- 5 ____ most visited town in ____ Lake District National Park is Windermere.
- **6** _____ Lake Balanan is in _____ Philippines.

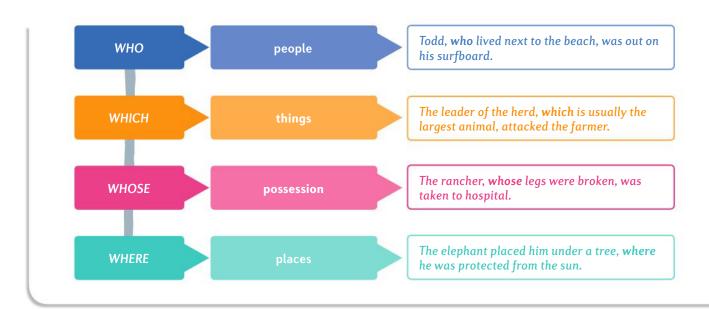
7 Complete the telephone conversation with a/an, the or Ø.

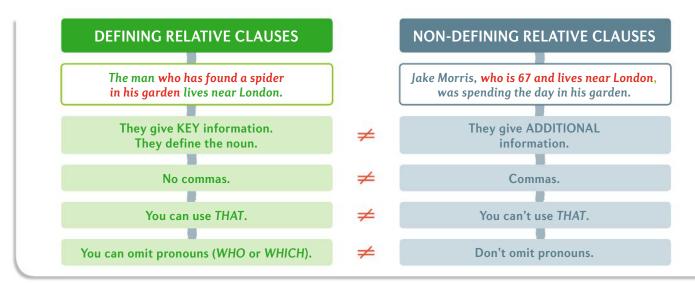
- A: Hi, Kevin.
- **B:** Anna! It's you ... I mean, hi. It's good to hear from you.
- **A:** Yeah? Are you sure?
- **B:** Of course, sorry. I was busy with something ...
- **A:** I see. Well, how's life in ⁰ London?
- **B:** Oh pretty good, thanks. It's great studying in ¹______ capital city.
- **A:** Are you enjoying the course?
- **B:** Yes. There's a long way to go, but I'm still hoping to be ²_____big, successful lawyer one day.
- **A:** Ha! Well, I'm sure you'll be ³______best. You're very dedicated, after all.
- **B:** Well, er ... thanks. I've moved into ⁴_____ new flat, actually.
- A: Oh cool. What's it like?
- B: Well, 5_____flat is quite small, but I've got my own.
- A: Great! Does that mean I can come and visit?
- **B:** Er ... well ... there's a bit of 6_____ problem, actually. I've kind of met someone and I'm not sure she'd understand if you ...
- **A:** But Kevin, we broke up. We're not boyfriend and girlfriend anymore, right?
- B: Right, right. I know, but ...
- A: So we can't even be ⁷_____friends now?
- **B:** Well, we can, but I ... well, it's difficult, Anna. I don't know what to say.
- A: Well, thanks very much, Kevin.
- **B:** Anna, I'm sorry ... Anna? Anna, are you there?



GRAMMAR INTO FOCUS

NON-DEFINING RELATIVE CLAUSES





Non-defining relative clauses give **additional information** about the person, thing, place, etc. we are talking about. The sentence still makes sense without this information, but we have less detail.

Giant pandas, **which** are an endangered species, live in the mountains in central China. → Giant pandas live in the mountains in central China.

• We use who, which, where and whose (but not that) in non-defining relative clauses.

My grandfather, **who** is 78, goes cycling every day. I live in Naples, **which** is Italy's third largest city. The Millennium Hotel, **where** we stayed last summer, is one of the top hotels in the city. Claire, **whose** mother comes from Tokyo, can speak Japanese fluently.

• Some non-defining relative clauses can relate to **the whole of the main clause** of the sentence.

He arrived late for the meeting, which was very unusual.

• We use commas to separate a non-defining relative clause from the rest of the sentence.

A rancher, **who** was working in the bush, came across a herd of elephants.

The leader of the herd, **which** is usually the oldest female elephant, attacked him.

THAT

We can't use that with a non-defining clause.

The smartphone, which I bought yesterday, has a really big screen.

NOT The smartphone, that I bought yesterday, has a really big screen.

 We can't leave out the relative pronouns in non-defining relative clauses.

Lisa, who sits next to me in class, bought a new smartphone yesterday.

NOT Lisa, sits next to me in class, bought a new smartphone yesterday.

GRAMMAR IN FOCUS VIDEO 5.2



Watch the *Grammar in Focus* video and choose the correct option, A or B, to complete the rules.



- 1 Non-defining relative clauses
 - A give additional information.
 - **B** make it clear which person or thing you are talking about.
- 2 In the sentence The man who's standing next to the window is my brother, the relative clause
 A makes it clear which man you are talking about.
 B adds extra information.
- 3 In the sentence My brother, who lives in Brazil, teaches Marine Biodiversity, the relative clause A adds extra information about 'my brother'.
 - **B** makes it clear which brother you are talking about.
- **4** With non-defining relative clauses you can use **A** who/which/where/whose/that.
 - B who/which/where/whose.
- Non-defining relative clauses areA always separated by commas.
 - **B** never separated by commas.
- **6** With non-defining relative clauses
 - **A** you can omit the relative pronoun.
 - **B** you can't omit the relative pronoun.
- **7** In the sentence *The man who you saw at the party is my brother,*
- A who can be omitted. B who can't be omitted.
- 8 In sentence 7, who you saw at the party is
 - **A** a defining relative clause.
 - **B** a non-defining relative clause.
- 1 Complete the sentences with the correct relative pronoun.

1	Tom,	works for	Deloitte,	is	going	abro	ad
	on a business co	nference.					

- **2** Paul, _____ daughter works for us, is a well known film maker.
- **3** The church, _____ most of the town's weddings take place, is famous for its Gothic architecture.
- **4** The city of Florence, _____ attracts many tourists, is in central Italy.

- 2 Use the information in brackets to add a non-defining relative clause to each sentence.
 - **1** The company plans to build a skyscraper here. (The company's owner is Tania Hillman.)
 - **2** This T-shirt is a prize in the competition. (This T-shirt is made of organic cotton.)
 - **3** Sandra saw giant pandas last year in China. (Sandra studies Zoology.)
 - 4 I'm moving to Belfast. (I'll work at a travel agency there.)
 - **5** Padua attracts many tourists in the summer. (Padua is very close to Venice.)
 - **6** Frank studies Science. (His brother is a biologist.)
- Decide whether the following are defining (D) or non-defining (N) relative clauses. Add commas to the non-defining relative clauses. Omit the relative pronouns in the defining relative clauses.

1	Paul who is very good at foreign languages will
	study Japanese next year.

- 2 Here's the email that I received from Sarah.
- **3** My sister who is now studying in France is going to teach French when she comes back.
- 4 Here's the book which I bought in London.
- **5** My brother who lives in London is a doctor.
- **6** There's the singer who you like so much.
- 7 In the summer I'm going to visit Spain where my sister lives.
- 8 Do you know the man who he is talking to?

4 Find the mistakes and correct the sentences.

- 1 The bus, that was already half an hour late, broke down again.
- 2 This is the flat, where I live.
- 3 Call me at six when I have more time.
- **4** John, which surname I can't remember, is from Scotland.
- **5** I went to Santa Monica, when my sister owns a hotel.
- 5 Rewrite the text with the additional information. Use who and whose.
 - 1 William Clark's family owned a plantation there.
 - **2** Thomas Jefferson was one of America's founding fathers.
 - 3 Meriwether Lewis was one of Clark's army comrades.
 - **4** Lewis's aim was to explore the new land.
 - **5** Clark readily agreed.

William Clark was born in Virginia on August 1, 1770. When Thomas Jefferson purchased Louisiana, America acquired thousands of miles of land west of the Mississippi River. Meriwether Lewis invited Clark to collaborate on an expedition across the new land. Lewis also aimed at establishing friendly relations with Indians, and at discovering new plants and animals. Clark was made responsible for the expedition's records and map making.

Summative practice Unit 5

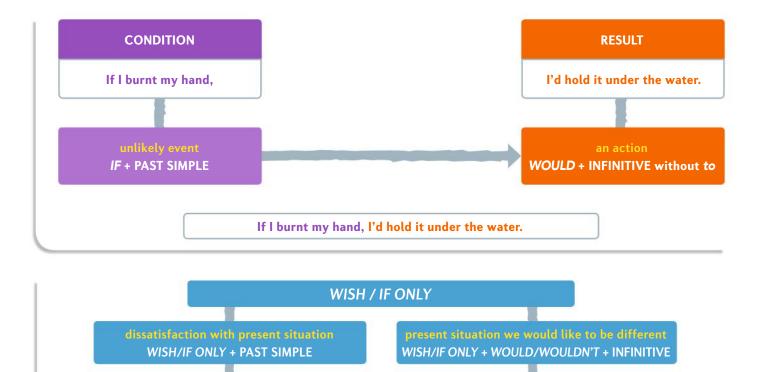
	What would men do without women?
2	woman is sitting at the table is my sister.
3	Earth, is planet, orbits
·	Sun, is star.
4	There's student at the door. I think he's
	student works for my uncle.
5	best film I've ever seen is Modern Times.
	film, describes the adventures of
	factory worker, is satire of
	modern industrialisation.
6	Both Government and people must
	come to agreement.
Fi	nd the mistakes and correct the sentences.
1	Barrie, that lives next door, is having a party tonight.
2	That's third time she's said it.
3	'What does she do?'
Ŭ	'She's teacher.'
4	Atlantic Ocean, who is second largest ocean in world
	extends between the Europe and the America.
5	Lewis Carroll, which wrote Alice's Adventures in
	Wonderland, was professor at Oxford University.
6	Lots of people visit British Museum, which fragments
6	
V\ se	Lots of people visit British Museum, which fragments
V\ se	Lots of people visit British Museum, which fragments of Parthenon are displayed. Vrite D (defining) or N (non-defining) next to each entence; insert the proper punctuation where
VV se no	Lots of people visit British Museum, which fragments of Parthenon are displayed. Write D (defining) or N (non-defining) next to each entence; insert the proper punctuation where eccessary and add an article when missing.
VV se no	Lots of people visit British Museum, which fragments of Parthenon are displayed. Vrite D (defining) or N (non-defining) next to each entence; insert the proper punctuation where ecessary and add an article when missing. A person who steals things is thief.
W se no 1	Lots of people visit British Museum, which fragments of Parthenon are displayed. Write D (defining) or N (non-defining) next to each entence; insert the proper punctuation where eccessary and add an article when missing. A person who steals things is thief.
W se no 1	Lots of people visit British Museum, which fragments of Parthenon are displayed. Vrite D (defining) or N (non-defining) next to each entence; insert the proper punctuation where ecessary and add an article when missing. A person who steals things is thief. The film which was well-reviewed by critics was great success.
W se no 1	Lots of people visit British Museum, which fragments of Parthenon are displayed. Vrite D (defining) or N (non-defining) next to each entence; insert the proper punctuation where eccessary and add an article when missing. A person who steals things is thief. The film which was well-reviewed by critics was great success.
W see no 1 2 3	Lots of people visit British Museum, which fragments of Parthenon are displayed. Vrite D (defining) or N (non-defining) next to each entence; insert the proper punctuation where ecessary and add an article when missing. A person who steals things is thief. The film which was well-reviewed by critics was great success. BBC which had begun sound broadcasting in 1922 launched world's first public television service in 1936.
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W se no 1 2 3 4	Lots of people visit British Museum, which fragments of Parthenon are displayed. Irite D (defining) or N (non-defining) next to each entence; insert the proper punctuation where eccessary and add an article when missing. A person who steals things is thief. The film which was well-reviewed by critics was great success. BBC which had begun sound broadcasting in 1922 launched world's first public television service in 1936. I need person who can speak English fluently.
W se no 1 2 3 4	Lots of people visit British Museum, which fragments of Parthenon are displayed. Trite D (defining) or N (non-defining) next to each entence; insert the proper punctuation where eccessary and add an article when missing. A person who steals things is thief. The film which was well-reviewed by critics was great success. BBC which had begun sound broadcasting in 1922 launched world's first public television service in 1936.

Summative practice Units 1–5

- 4 Choose the correct options.
 - 1 Dad has driven / has been driving his new car for one week.
 - **2** We were going / went to school when it started / was starting snowing.
 - **3** We have forgotten / had forgotten our umbrellas so we had to go into a shop until it stopped raining / to rain.
 - **4** During the party they spent most of the time to eat and drink / eating and drinking.
 - 5 'I was walking / walked to my caravan when suddenly I saw / was seeing an elephant crossing the road.' 'It can't have been / can't be an elephant! Elephants don't live in Scotland.'
- 5 Fill in the gaps with:
 - a determinative article where needed,
 - a relative pronoun where needed,
 - used to where possible,
 - the correct form of the verbs in brackets. When no article is needed, write \emptyset (no article) in the gap.

<u> </u>
Notes on Britain's Geography
northwest England are mountainous. 4Ben Nevis, in 5Scotland, is 6UK's highest peak. 7highest peak in England is 8Scafell Pike. It is situated in the famous Lake District, which 9(be) the home of the poets in 1019th century. The area is like a miniature Switzerland. When you visit it, 11(you/soon/find out) it offers an astonishing variety of landscapes. Even if the area is small, it 12(take) you quite a long time to see it all. Most of the time you 13(climb) up and down the peaks, or you 14(walk) along the Lake District's narrow valleys and lakesides. By the end of the day, you 15(see) a lot, but at the same time, very little when compared with what you might 16(still/see). 17Lake Windermere, 18 is England's largest lake, offers hundreds of interesting possibilities. The main agricultural activity in the Lake District is farming, and in particular sheep farming, which 19(be) the major industry in the region since Roman times.

SECOND CONDITIONAL; WISH/IF ONLY



Second Conditional

Form

Affirmative	
would + infinitive (result) He would stay at home	if + Past Simple(condition)if it rained.
Negative	
would/woudn't + infinitive (result) He wouldn't stay at home	if + Past Simple (condition)if it rained.
Interrogative	
would + subject + infinitive Would you stay at home	<pre>if + Past Simple if it rained?</pre>

I wish I wasn't so clumsy.

Use

We use Second Conditional sentences to talk about:

 present situations or states which are impossible or very unlikely.

If we had enough money, we would stay in a hotel.

 something that could happen in the future but is rather improbable.

If I won the lottery, I would buy a new house.

We use the Past Simple in the *if* clause (describing the condition). In the main clause (describing the effect) we use would/wouldn't + the infinitive of the main verb.

I wish she wouldn't play loud music at night.

With the verb to be we use if + I/he/she/it + were.

If I were you, I'd study more.

Either of the two clauses can come first in the sentence.

If you slept eight hours every night, you'd feel better. You'd feel better if you slept eight hours every night.

When the *if* clause comes first, we use a comma after it.

If I had his phone number, I'd call him.

wish/if only

• We use wish/if only + Past Simple to express dissatisfaction with a present situation.

I wish/If only people cared more about their health.

We use wish/if only + would + infinitive to talk about a
present situation that we would like to be different,
usually when we find it annoying. It usually refers to things
we can't change or control.

I wish/If only my sister would hurry up!

GRAMMAR INTO **FOCUS**

SECOND CONDITIONAL; WISH/IF ONLY

GRAMMAR IN FOCUS VIDEO 6.1



Watch the Grammar in Focus video and choose the correct option, A or B, to complete the rules.



- 1 Second Conditional sentences talk about A the present or future result of an imaginary situation. **B** the future result of a real situation.
- 2 The imaginary situation is expressed by **A** the *if* clause. **B** the main clause.
- 3 In the sentence If I were you, I would see a doctor, the main clause is
 - A I would see a doctor. B if I were you.
- 4 In the main clause of the Second Conditional you always use
 - A would + verb. **B** if + Past Simple.
- 5 If you put the if clause at the beginning,
 - A you need a comma.
 - **B** you don't need a comma.
- 6 To say that you want a present situation to be different, you use
 - A wish/if only + Past Simple.
 - **B** wish/if only + subject + would + verb.
- 7 To say that you want somebody's behaviour to be different, you use
 - A wish/if only + Past Simple.
 - **B** wish/if only + subject + would + verb.

Complete the Second Conditional sentences with the correct form of the verbs in brackets. (not take up) is a ging if I

•	(not take up) jogging ii i(nave)
	breathing problems.
2	People in my city (do) sport more often if
	there (be) more sports centres.
3	What (you/do) if your teacher (ask) you
	to play on the school basketball team?
4	If my grandfather (have) a dog, he (go)
	for walks more often.
5	If you (see) an accident, (you/be) able
	to give someone first aid?
6	I (not apply) for this job as a nurse in France if
	I (not know) the language.

/|- -- -- \

2	Change the following sentences to show unlikely
	events.

- **0** If you fall off, you will hurt yourself. If you fell off, you would hurt yourself.
- 1 She will lose weight if she goes on a diet.
- **2** You will feel better if you do more exercise.
- 3 If you have headaches, you will probably need alasses.
- **4** If he has flu, he will go home.
- **5** She will be happy if she meets the president.
- 6 If you don't stay up so late, you won't be tired.

Complete the Second Conditional sentences with the correct form of the verbs in brackets.

1	If I(go)
	to Honolulu.
2	If I(be) you, I(put) ice on it.
3	If she(not feel) well, she(not
	leave) tomorrow.
4	If a bee(sting) me, I(take)
	an antihistamine.
5	If she(have) her way, she(be)
	a nurse.
6	What(you/do) if you(find)
	£100 in the street?
7	I (tell) the truth if I (be) you.

4 Choose the correct options.

- 1 My neighbours are very annoying. If only they stopped / would stop their dog chasing after my cat!
- 2 My sister usually makes wrong decisions. If only she follows / would follow my advice!
- 3 I wish this pain went / would go away.
- **4** I want to go to school today. I wish I didn't have / wouldn't have a temperature.
- **5** If only I can / could go to school by motorcycle!
- 6 I wish my leg didn't / doesn't hurt so much.
- 7 If only it would stop / stopped raining we could have a picnic.

5

Match sentences 1–5 with sentences a–e.	
1 It smells in here because Terry smokes.	
2 You don't look very well these days.	
3 I can't afford to go on holiday.	L
4 I have a lot of problems with my neighbours.	L
5 Sarah knows that I don't like that boy Andrew!	
a If only I earned more money.	
b I wish she would stop seeing him.	
c I wish he wouldn't do it in the house.	

- **d** If only they didn't argue so much.
- e If I were you, I'd see a doctor.

6	Rewrite the sentences using wish + Past Simple or wish + would + infinitive. Then add a Second Conditional sentence. 1 I don't have a car. I can't go to Florence. 1 wish I had a car. If I had a car. I'd go to Florence. 1 Pat doesn't speak French. I can't talk to her.
	2 I don't live in a big flat. I can't ask you to stay.
	Thave flu. I can't go out.
	Stop playing that music. I can't concentrate on my work.
	You never listen to me. You make so many mistakes.
7	Match the sentence halves 1–8 with a–h. 1 If Henry were here, 2 If I had the money, 3 If my hair needed cutting, 4 If the dress suited me, 5 If I made a mistake, 6 If the rain stopped, 7 If I asked her, 8 If John studied hard,
	 a he'd pass the examination. b I'd say I'm sorry. c he'd tell us what happened. d I'd go for a walk. e I'd wear it. f she wouldn't tell me.

Put the verb with if in the Present Simple or Past Simple tense. Put the main verb in the Simple Future or Present Conditional tense. The word in italics tells you which type of sentence to make.

g I would have it cut.

h I'd buy a new car.

1	Possible
	If he (drive) more carefully, he (not
	have) an accident.
2	Unlikely
	If that tree (fall) down, it (hit) the house
3	Possible
	If that branch (fall) down, it (hit) your
	bike.
4	Unlikely
	If you (score) ten goals, Dad (be)
	astonished.
5	Possible
	If you (score) a goal, we (be) happy.
6	Possible
	If a new university (open) here, there
	(be) more places available for students.

9 Rewrite the sentences with if only.

- O I don't have enough time to finish this project.

 If only I had more time!
- 1 Max woke up late and missed the bus.
- **2** I can't understand what she says because I don't speak Chinese.
- 3 I don't live in Australia so I can't surf every day.
- 4 My brother plays rock music all the time and I hate it.
- 5 I want to go out but it's raining.
- 6 Olly doesn't know the truth about what happened.
- 7 No one ever listens to me.

10 Read the text and choose the correct options.

What would happen if animals ¹were / are as intelligent as humans? What if every animal on the planet suddenly ²woke up / wakes up a rational, self-aware being? Would one creature rule, or would they coexist peacefully? Scientists ³wish / if



only it were possible to test such a hypothesis. 'We shouldn't assume that intelligence is a good thing.' says Innes Cuthill, a behavioural ecologist. 'If animals were like us, chaos ⁴will happen / would happen.'
But, if all animals were equally intelligent, who ⁵would become / becomes the dominant species? Many, of course, ⁶wouldn't stand / wouldn't have stood a chance. If the world were full of human-like animals, sharks ⁷wouldn't rule / didn't rule, as they are confined to the occan

What about large predators, like lions? Would they threaten human life? Not according to some experts. 'We have modern weapons that animals don't have. Even if we *fight / fought the biggest, smartest predator, we *g'd still beat / 'll still beat them.'

However, there is one fight we wouldn't win. Bacteria are everywhere – 43% of our body is made of them – and they are invisible. Humans would be in big trouble if they ¹⁰had to fight / having to fight intelligent bacteria. Something to think about the next time you hear someone say 'If only animals ¹¹can / could talk!'

GRAMMAR INTO FOCUS

THIRD CONDITIONAL



Form

Affirmative Would have + past participle if + Past Perfect (condition) (result) He would have passed if he had studied hard. the exam Negative would/woudn't have + past if + Past Perfect participle (condition) (result) if he hadn't studied hard. He wouldn't have passed the exam Interrogative would + subject + have + past if + Past Perfect participle if he had studied hard? Would he have passed the exam

Use

We use Third Conditional sentences to talk about **possible** events in the past that did not happen. Both the condition and the result are impossible now. We often use them to express **regret** or **criticism**.

We use the Past Perfect in the *if* clause (describing the condition). In the main clause (describing the effect) we use would/wouldn't + have + the past participle of the main verb.

Either of the two clauses can come first in the sentence.

If she had run away, the lion would have followed her. The lion would have followed her if she had run away.

When the if clause comes first, we use a comma after it.

If I had worn a helmet, I wouldn't have got hurt so badly.

We can use **could**, **may** and **might** in place of would to talk about hypothetical possibilities in the past.

If I had studied harder, I might have passed the exam.

GRAMMAR IN FOCUS VIDEO 6.2



Watch the *Grammar in Focus* video and choose the correct option, A or B, to complete the rules.



- 1 You use the Third Conditional to talk aboutA imaginary situations in the present.B imaginary situations in the past.
- 2 The main clause refers to a situation thatA might have happened but did not happen.B might have or might not have happened.
- 3 In the sentence If you had played with us, we would have won, the main clause isA if you had played with us.
 - B we would have won.
- 4 In the *if* clause you useA the Past Perfect. B the Past Simple.
- In the main clause you use
 A would/wouldn't have + past participle.
 B would/wouldn't + infinitive.
- 6 If the sentence starts with the main clause,A you put a comma at the end of the clause.B you don't put a comma at the end of the clause.

1	Match the sentence halves 1–5 with a–e. 1 We would have lost our way	4	Rewrite the sentences in the Third Conditional. 1 If I missed the train, I'd go by car.
	2 If you had left earlier, 3 They wouldn't have got into difficulties 4 If she had known his real character, 5 If I had prepared for that trip better,		2 If I followed his advice, I'd be a fool. 3 If you explained the situation to Mary, she'd
	a she wouldn't have married him.b if the rescue team had arrived earlier.		understand.
	c you would have caught the train. d if we hadn't had our GPS with us.		4 If you changed your job, you'd be happier.
	e I would have enjoyed it much more!		5 If he gave me the number, I'd phone him.
2	Complete the Third Conditional sentences with the correct form of the verbs in brackets.		6 If you played for us, we would win.
	1 (the explorers/survive) if they (take) better equipment?	5	Write a Third Conditional sentence for each situation.
	2 If Liu (not warn) me, I (make) a serious mistake.		1 They didn't reach the North Pole because they ran out of food.
	3 If you (leave) an hour earlier, (you/miss) the plane?		2 I was tired yesterday, so I didn't go out with my friends.
	4 If I (not take) a torch with me, I (not find) my way out. 5 What (you/do) if your parents		3 It took us ages to get to the airport because there was a lot of traffic.
	(not let) you take a gap year?6 If Tom (not find) a hospital quickly, he (die) after the snake bite.		4 Ann didn't phone me, so I didn't know about her problems with the equipment.
3	Change the following sentences to express unreal events or situations.		5 He had an accident in the mountains and had to go to hospital.
	O Would you stop to help them if you saw them? Would you have stopped to help them if you had seen them?		6 Gina didn't use a mosquito net, so a mosquito bit her and she became ill with malaria.
	1 What would you do if you won the lottery?		7 1
	They wouldn't go to school if they had flu.		7 Joe didn't wear warm clothes last weekend, so he caught a cold.
	3 I would miss the train if I overslept.		8 We didn't reach our destination because the weather conditions were very bad.
	4 You would have a good time if you went to the concert.		
à		6	The following sentences are First, Second and Third Conditional. Put the verbs in brackets in the correct form.
			1 If I had seen Mary, I (tell) her about the
			hiking program.
			2 If you go hiking with a friend, he (help) you in case of an accident.



3 If Janet hadn't fallen, she _____(not break)

4 If you took your medicine, you _____(not feel)

6 If you burnt your hand, _____ (you/put) oil on it?7 What would you do if he _____ (leave) tomorrow?

8 I ______(not go out) if I had known you were so ill.

5 If you go to the doctor's, he _____(tell) you

what's wrong with you.

Summative practice Unit 6

1 Choose the correct options.

- 1 I wish I lived / would live in London.
- 2 If only you would give up / give up smoking.
- 3 He wouldn't buy a car if he didn't have / hadn't had enough money.
- **4** He wouldn't have bought a new flat if he hadn't had / didn't have enough money.
- 5 I would do the housework if I had / had had time.
- **6** I would have gone to the cinema if I *didn't have / hadn't had* to do the homework.

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

	1	himself.
	3 4 5 6	If he went to Paris, he (visit) the Louvre. If I (be) you, I wouldn't miss the concert. If I (be) you, I wouldn't have told her. If the police (not arrive) in time, the robber wouldn't have been arrested. If she had taken the pills, she (not feel) so ill. I wish you (stop) eating chocolate. If you stopped eating chocolate, you (lose) weight.
3	1 2 3 4 5 6	If I made a promise, I wish you What time would we get there If you hadn't driven so fast, If he hadn't won the lottery, I'd go to the beach What would you have done
	b c d e f	he wouldn't have bought that luxury flat. if it didn't rain. I'd keep it. wouldn't drive so fast. if I hadn't given you the money? we wouldn't have crashed. if we took the 10.45 train?

Summative practice Units 1-6

4 Complete the sentences with the correct conditional tense (First, Second, Third Conditional).

1	(you/stop) Liz if you had seen her?
2	(you/tell) Mike if you saw him?
3	(you/invite) your friends if you see them?
4	I'm sure he would have phoned him if he
	(know) his telephone number.
5	I'm sure he would phone them if he(know)
	their telephone number.

6 I'm sure he will phone Jane if he _____ (know) her

telephone number.

- been underlined for you.

 1. He thinks about the problem. He might have found a
 - 1 He thinks about the problem. He might have found a solution soon.

Correct the following sentences. The mistakes have

- 2 They walked to the station when it was beginning to rain. It was then that they had realised they have forgotten their umbrellas.
- 3 I can't avoid to think about the accident. It could be much worse if the driver drove faster.
- 4 I would love reading comics when I was a child.
- 5 We'll have worked at that time, but by six o'clock we'll finish.

6 Choose the correct options.

- A: Where did you go for the Christmas holidays?
- **B:** I went to ¹the / Ø USA. I wanted to leave London's cold winter behind, so I chose ²the / Ø California, ³where / which the average temperature is never below 21 °C.
- A: Did you have a good time?
- **B:** Not in ⁴the / Ø Los Angeles. Quite unexpectedly, the weather wasn't warm enough. If it ⁵had been / was warmer, I wouldn't have caught a cold.
- A: What a pity! Did you have a fever as well?
- B: Yes, and I also had a sore throat. I had to call ⁶a / the doctor. ⁷The / A doctor told me to stay in bed, so I did as he said. If I hadn't stayed in bed, I ⁸wouldn't have recovered / wouldn't recover in time to go to San Francisco. Luckily, I ⁹had / have already visited ¹⁰the / Ø Los Angeles in the past. So ¹¹as soon as / as long as I got better, I went to San Francisco.
- A: What's San Francisco like?
- B: Oh, I think it's fantastic. I wish I ¹²lived / live there!

 But I ¹³will go / go back as soon as I can. I might

 ¹⁴to go / go during the summer holidays. Surely it

 ¹⁵will be / will have been warmer at that time. I've

 got some friends there ¹⁶who / which like surfing, so

 I ¹⁷will be surfing / will have surfed with them all day
 long during the summer.
- A: I didn't know you could surf.
- **B:** I ¹⁸ have been surfing / surfed all my life. I really enjoy it! I've always enjoyed ¹⁹ to do / doing all kinds of water sports.

7 Translate the sentences.

- 1 Stavo guardando la televisione quando ho visto il suo viso sullo schermo. Non lo vedevo da molti anni.
- 2 Ho la febbre. Potrebbe essere influenza.
- 3 Non può essere stata influenza.
- 4 Non appena finisco, vi raggiungo.
- 5 Avrò finito i compiti per le quattro.
- 6 Alle tre starò facendo i compiti.
- **7** Se mi scottassi la mano, la metterei sotto il rubinetto dell'acqua fredda.
- 8 Se avessi avuto mal di gola, non sarei andata alla festa.

▶ WORD PRACTICE 5 — Planet Earth

Complete the sentences. Choose the correct answer, A, B or C.

	the world's primary energy source.		13	The ferries were A winding	cancelled due t B strong	to thesea. C rough	
I	A Carbon footpr B Fossil fuels C Greenhouse ef			14	They are doing i	roadworks to <u> </u> B width	the road. C wide
2 Amalfi is one of the most famous in the world.		imous	15	We hiked along the mountain and descended down the other side.			
		B coast	C range		A tide	B ridge	C current
3	As a result of clir melting.		· ·	16	You can reduce ginstead of drivin A carbon footpri B greenhouse ga	g. int	ing the bus
4	At low, tou St. Michael's Mo		cross to		C fossil fuels		
	A tide B sea C wave		17	It was a sunny da picnics on the riv	•	vere having	
5	Cornwall is a	_ in south-west	England.		A bank	B bay	C valley
6	A river B wave C peninsula Some of Ireland's	s spectacular		18	Environmental _ political agenda A questions B facts C issues		t the top of the
	600 metres abov A currents	e sea level. B cliffs	C bays	10			. fa af
7 /	Does your schoo A solar B recycling C renewable		•	17	Wind power is the energy. A renewing B renewable C renewed	ne most emcien	. (10)
8	How is the	Mariana Trenchí B depth	C deepen	20	Installing low-enthe environment A light bulbs		easy way to help
	Insects are an es A carbon footpri	•	ne		B solar panels C recycling bins		
	B food chain C animal species			21	Mount Etna in It		
10 /	Last year, my par of our house. A renewable ene B light bulbs C solar panels	rents installed _	on the roof	22	A cliff Pitcairn Islands, are the most A remote B dangerous C tropical		
	Regular exercise A strength	helps you to _	your muscles.	23	Mount Everest is A big	s 8,848 metres _ B tall	C high
I	B strong C strengthen			24	Why on do climate change?	n't politicians de	· ·
12	The river is	ideal for white-v	water rafting.		A ground	B earth	C planet
E	A dangerous B fast-flowing			25	Take care when there is dangerous	JS.	
(C high				A current	B wave	C ridae

▶ WORD STORE 5 — Planet Earth

WORD STORE 5A

Geographical features

bank • bay • cliff • coast • foothill glacier • island • mountain • peninsula river • valley • volcano















6

5_____





7 _____







11 _____

12 _____

WORD STORE 5B

Geography - collocations

- 1 a dangerous/strong current
- 2 a remote/tropical _____3 a ______ range/ridge
- 4 a fast-flowing/winding
- 5 a calm/rough _____
- 6 a high/low _____7 a giant/huge _____

WORD STORE 5C

Measurements – word families

NOUN	VERB	ADJECTIVE
 breadth depth height length strength width 	broaden deepen heighten lengthen strengthen widen	broad

REMEMBER THIS

Wide is used to measure the space between two points, e.g. How wide is it? a wide road, ...

Broad is used more to describe the thing that fills the space – it's more abstract, e.g. broad-minded, broad shoulders ... NOT How broad is it?

WORD STORE 5D

Environmental issues – compound nouns

1 solar par	nels	5	issues
2	bulbs	6	bins
3	_ change	7	warming
4	enerav		

WORD STORE **5E**

Climate change

1 fossil fuels	<u>.</u>
2 animal	
3 greenhous	se
4 gas	<u> </u>
5 food	<u> </u>
6 carbon	
7 energy	

WORD IN FOCUS

EARTH

Earth = planet

The Earth revolves around the Sun.

earth = land, ground

The leaves fell to the earth.

earth in expressions

Why on earth did you do that? Chris is sensible and practical. I'd say he's very down-to-earth.

▶ WORD PRACTICE 6 – Good health

Complete the sentences. Choose the correct answer, A, B or C.

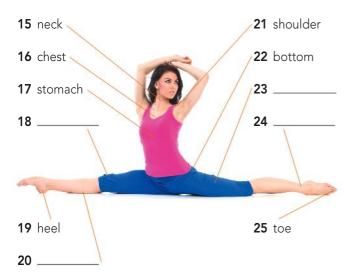
1	Have you ever _ A torn	your arm?		14	Look at the size get that?	e of that purple _	! How did you
	B suffered from				A scratch	B bruise	C cut
	C broken			15	A shoulde	er can be very pa	inful
2	Are you really ge	?			A delocatedB dislocated	r can be very pa	
	A leg	B arm	C finger		C unlocated		
	It's hot today. Ma or you'll get A sunburn Excuse me, can	B stop	C break	16	The doctor wro A prescription B receipt C letter	ote me a for	antibiotics.
•	suitcases? A shoulder B arm C hand	you give me u _	wur urese	17	Tennis players of A cheeks B foreheads C elbows	ften have problei	ms with their
5	I can't remembe Oh, it's on the tip	p of my!	•	18	Kate couldn't be the winning lot	oelieve herv tery numbers.	when she saw
	A tongue	B teeth	C mouth		A nose	B ears	C eyes
6	I broke two A tooths	when I fell dow B teeth	n the stairs. C tooth	19	Children! Stop your on th		
7	My sister loves h	ner job in the ho	spital. She's		A chests	B bottoms	C ankles
	hundreds of babies!			20	• Where did Tom get that eye? Has he been		
	A caught	B sent	C delivered		fighting with Li	•	C Is Is a
8	A doctor pa	atients in a surge	ery.		A purple		C blue
	A has	B gives	C treats	21		eart when her do	g died.
9	Wow, you look reholiday?	eally! Have	e you been on		A broke B damaged C cut		
	A good	B well	C best				
10	Jeff's is blace A waist B tongue C fingernail	sk because he go	t it stuck in a door.	22	'Have you got a 'No, I just suffer A heart attack B hay fever C sunburn		
11	I was feeding the A bruised B scratched C cut	e cat when he _	me!	23	All our tour gui A assistance B aid C help	des are trained i	n first
12	The show was very off the who		I laughed my	24	to look into the	garden.	oding on her
	B shoulders				A fingers	B thumbs	C toes
	C stomach			25	Jessica he for the bus.	er ankle while she	e was running
13	Greta is training good deali	ng with emerge	ncies.		A sprained B sore		
	A in	B with	C at		C pained		

▶ WORD STORE 6 - Good health

WORD STORE 6A

Parts of the body





WORD STORE 6B

Injuries - word families

er
gs

WORD STORE 6C

Body idioms

1 I laughed	my head off. = I laughed very loudly.
2	= I know it, but can't remember it now.
3	= Can you help me?
4	= I'm joking.
5	= She really upset him.
6	= I was extremely surprised.

WORD STORE 6D

Compound nouns

bee • black • first • hay

WORD STORE 6E

Health issues

1	treat patients
2	a baby
3	a disease
4	a panic attack
5	a prescription
6	first aid
7	lives
8	weight

WORD IN FOCUS

GOOD

good in phrases

Good luck! He did a very good deed.

good = high quality or standard

He's a good citizen. Your English is very good.

good = enjoyable or pleasant

And here is the good news! Did you have a good holiday?

good + at = an ability to do something well

You're really good at Maths. Are you any good at singing?

good/better/best

It's the best way to make young offenders into better citizens.

good after feel, look, seem, smell, sound

You look good. I don't feel very good. Project coordinator: Chiara Mensa

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