



NAME:

YEAR:

UNIT 1

EXTRA PRACTICE 1

Grammar

1 Complete the text with the verbs in brackets. Use the Past Simple.

Today, I ^{1.}..... (spend) the day in London. First of all, I
^{2.}..... (take) a bus tour of the city. Then, I
^{3.}..... (go) on a tour of Buckingham Palace. I
^{4.}..... (love) the palace. After that, I ^{5.}.....
(meet) my cousins at Hyde Park. It was raining, so we ^{6.}.....
(not have) a picnic. Instead, we ^{7.}..... (order) fish and chips at
a really nice restaurant in the park. The rain ^{8.}..... (not stop),
so we ^{9.}..... (visit) Madame Tussauds Wax Museum after
lunch. We ^{10.}..... (see) statues of the Queen, David Beckham,
Lady Gaga and many other famous people.

2 Complete the questions. Use the Past Simple. Then answer the questions to make them true for you.

1. you tea yesterday?
.....
2. your parents to the cinema at the weekend?
.....
3. What your best friend you for your last birthday?
.....
4. How you to school this morning?
.....

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

like ♦ walk ♦ play ♦ cook ♦ climb

1. When I lived near school, I to school every day.
2. I avocado, but now I love it!
3. He mountains before his accident.
4. your father professional football?



EXTRA PRACTICE 2

Grammar

4 Write sentences with the words below. Use the Past Continuous.

1. we / play / in the snow / yesterday / at noon / .
.....
2. your friends / wait / for you / at the cinema / ?
.....
3. I / not talk / about you / !
.....
4. snow / fall / all night / .
.....
5. Sharon / not cook / fish / at 3 o'clock in the morning / .
.....
6. why / Charlie / wear / strange sunglasses / ?
.....

5 Choose the correct answer.

1. Yesterday I **were riding** / **was riding** / **rode** my bike home when I saw my best friend.
2. **Were they winning** / **They won** / **Did they win** the game yesterday?
3. Jill was sailing to New Zealand while her friends **were cycling** / **was cycling** / **cycled** across Australia.
4. What happened when you **arrived** / **were arriving** / **was arriving** at the airport?
5. While Joshua **travelled** / **was travelling** / **were travelling** to Alaska, he met some interesting explorers.
6. What **was she doing** / **she was doing** / **she did** while her parents were flying around the world?

6 Complete the dialogue with the verbs in brackets. Use the Past Simple or Past Continuous.

- Lily:** Dad, who ¹..... (be) Mark Twain?
- Dad:** A famous American writer. He ²..... (live) over 100 years ago.
- Lily:** What ³..... he (write)?
- Dad:** He ⁴..... (write) a lot of books, including *The Adventures of Tom Sawyer*.



Lily: Oh, yes! We ⁵..... (read) it at school two or three years ago, but I ⁶..... (not remember) the author's name.

Dad: You see, Mark Twain ⁷..... (live) an exciting life – the life of an explorer. While he ⁸..... (travel) around the USA, he ⁹..... (have) a lot of adventures in some very exciting places. He ¹⁰..... (meet) interesting people and later, he ¹¹..... (describe) them in his books.

Lily: Thanks for helping me complete my school project, Dad. While you ¹²..... (talk), I ¹³..... (type) everything on the computer!

Reading & Writing Unit 1

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

1. routine 2. lose weight 3. waterhole

2 Read the text and complete the sentences with the verbs below. Use the Past Simple or Past Continuous.

Crossing the Sahara

The Sahara Desert in Africa is more than 9,400,000 square kilometres. In summer, temperatures reach 45° and in winter, they often fall to 0°. On windy days, the air fills with sand, so it's hard to see more than a metre ahead. Does that sound like a good place to go running?

In 2007, marathon runners Charlie Engle, Ray Zahab and Kevin Lin ran 6,920 kilometres across the Sahara in 111 days. Their routine was always the same: they woke up at 4.00 am, ran until lunch, stopped to eat and then ran again until 9.30 pm. The men overcame many obstacles along the way. In some places, there were no roads so they ran in deep, dry sand. The high desert temperatures often made them tired, and doing so much exercise made them lose a lot of weight.

So why did they decide to set out on such a difficult journey? All three men loved extreme sports. Kevin Lin, a famous athlete in his home country, Taiwan, ran 241 kilometres across the Atacama Desert in Chile in 2004. For him, running across the Sahara was a dream come true. Americans Charlie Engle and Ray Zahab used to have problems as young men. Running gave them a goal and helped them improve their lives.

But there was another reason why the men came to the Sahara. They wanted to help Africa. Hollywood director James Moll made a film about their journey and the money from it went to an organisation called H2O Africa. H2O Africa brings clean drinking water to people all over the continent. For many Africans, clean water is hard to find. Ray Zahab learned this in the African country of Mali when he ran past a group of women and some camels. They were all drinking from the same waterhole. Experiences like that gave the men a reason to run. Their journey was making a difference to people's lives.

help ♦ not have ♦ get ♦ make ♦ use ♦ be



1. The men tired easily because of the hot weather.
2. Kevin Lin excited about running across the Sahara.
3. While the men their way across the Sahara, they met many African people.
4. The film about the journey African people.
5. When Ray saw the women and the camels, they the same waterhole.
6. The women in Mali clean drinking water.

UNIT 2

EXTRA PRACTICE 1

Grammar

1 Choose the correct answer.

1. The team hasn't won an award **yet** / **just** / **already**.
2. Have your friends **yet** / **already** / **since** flown in a hot-air balloon?
3. We have **ever** / **just** / **never** been to an open-air concert before.
4. My cousin has been a singer **for** / **since** / **already** he was eight years old.
5. I haven't watched that DVD **for** / **since** / **already** a long time.
6. The band has **ever** / **just** / **yet** played their new song.

2 Complete the sentences with the verbs below. Use the Present Perfect Simple.

do ♦ be ♦ not see ♦ hear ♦ come ♦ not reach ♦ compose

1. Bob is upset because he his best friend for more than a week.
2. Jane and Jill circus performers since 2010.
3. Ricky ever any charity work for this organisation?
4. I never of that band before. Are they famous in your country?
5. the kids already home from the show?
6. How many songs Elton John ?
7. They their destination yet.

3 Complete the text with the verbs below. Use the Present Perfect Simple.

hear ♦ perform ♦ write ♦ create ♦ change ♦ listen ♦ become ♦ begin



Have you ever listened to a song that you think you ¹..... before? If the answer is yes, you ²..... probably to a "mashup". A mashup is a new song made from two or more old ones. It's not new, but technology ³..... things. Recently, DJs ⁴..... to make mashups by mixing recorded songs on computers. Artist DJ Reset ⁵..... several hit songs by doing this. He ⁶..... very successful. He ⁷..... on stages around the world, and magazines and newspapers ⁸..... about him. He does not compose songs by himself but his creations are interesting. They're both old and new. That's mashup.

EXTRA PRACTICE 2

- 5. Joshua has been
- 6. Ella has

Grammar

1 Complete the sentences with the verbs in brackets. Use the Present Perfect Simple or Past Simple.

- 1. I (see) Rachel two days ago.
- 2. How many awards he (win) so far?
- 3. you (have) a lot of friends when you were my age?
- 4. The train (just come) into the station.
- 5. Mark (always want) to be an actor.
- 6. We (not hear) that song before.

2 Read the sentences. Write two questions for each sentence with the words below. Use the Present Perfect Simple or Past Simple.

- 1. Jack lives in London.
 - a. How long / live b. When / move
- 2. Diana and I are friends.
 - a. How long / know b. When / meet
- 3. Tracy is in Africa.
 - a. How long / be b. When / go



4. Jane has got a new job.

a. How long / have

b. When / start

.....

.....

5. Bill and Pam are married.

a. How long / be married

b. When / get married

.....

.....

3 Complete the dialogue with the verbs in brackets. Use the Present Perfect Simple or Past Simple.

Aunt Sue: Hi, Beth. You ¹..... (not call) me for a week.
What's the matter?

Beth: I'm sorry I ²..... (not phone) you. I
³..... (break) my leg last Friday.

Aunt Sue: That's terrible! How ⁴..... it
(happen)?

Beth: I ⁵..... (fall) while I was rock climbing.

Aunt Sue: ⁶..... your friends (visit) you
yet?

Beth: No, they ⁷..... (not come) to see me yet, but they
⁸..... (send) some magazines and chocolate
yesterday. And guess what! My teacher ⁹.....
(already give) me a lot of homework to do!



Reading & Writing Unit 2

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

- 1. cancelling
- 2. benefits
- 3. study (n)
- 4. progress

2 Read the text and answer the questions.

Are Summer Holidays Good for Teens?

Have you always wanted to go windsurfing or learn archery? Or maybe you've dreamed about visiting Paris or Rome? Summer is the perfect time to try new things. It's also a chance to forget about school. But according to some people, that's just the problem – the summer holidays are all about forgetting. They hurt school achievements, they say, because students can't remember what they've learned. What do you think? **Are the summer holidays good for teens?** Read the opinions below to help you decide.

YES!

Teens need summer holidays. Several schools in the US have tried cancelling them and the idea has failed. The teens are miserable and even parents are unhappy. Besides, teens can learn things outside the classroom too. Psychologists have studied the benefits of summer activities. They say teens learn important social skills by taking part in team sports and other group activities. Summer is also a time when teens learn about themselves. Going to the library is one example. By choosing books independently, teens get to know what they like reading. So do summer holidays hurt students' achievements? If an achievement is a mark in a maths test, then yes, they do. But if an achievement is making pottery or performing in a band, then summer holidays are just what teens need.

NO!

Some teens can learn a lot during the summer holidays, but most don't. Instead, they spend hours each day watching television or playing on the computer. Not all neighbourhoods have got activities for teens. In some, a shopping centre is the only attraction. In addition, teens forget a lot of what they've learned at school during the summer. According to one study, by the end of August many children have lost almost three months of progress in maths and reading. By secondary school, the achievements of these students are often low. To help teens, the summer holidays should be shorter. The Japanese understand this. They've made the summer holidays five weeks long and have started giving students a lot of homework during their break. Students also come to school during the holidays for special activities.

- 1. What are windsurfing and archery examples of?
.....
- 2. What can students learn from team sports?
.....



3. How can teens learn about themselves by going to the library?

.....

4. What do some teens spend too much time doing in the summer?

.....

5. How much material do students forget during the summer, according to one study?

.....

6. What is unusual about the summer holidays in Japan?

.....

3 Write questions about the text with the words below. Use the Present Perfect Simple. Then answer the questions according to the text.

1. What / several schools in the US / try / to do

.....

.....

2. this idea / be / successful

.....

.....

3. Why / the Japanese / make / summer holidays shorter

.....

.....

4 Imagine your school has decided to make students take summer courses in July. Write a letter to your school newspaper, expressing your opinion on this topic.



UNIT 3

EXTRA PRACTICE 1

Grammar

1 Write about the people's plans with the words below. Use *be going to*.

1. I / hike / by myself

.....

2. She / take / a painting course

.....

3. He / not eat / any sweets

.....

4. They / take / a tour

.....

2 Complete the sentences about the people in Exercise 4 with the phrases below and *will*.

lose weight ♦ do something else instead ♦ ask Kate to join me ♦ take a yoga course instead

1. Actually, I think I

2. Perhaps she

3. He probably

4. There are too many people. Perhaps they

3 Complete the mini-dialogues with the verbs in brackets. Use *be going to*, *will* or the Present Simple with future meaning.

1. **A:** Are there any good restaurants in Glasgow?

B: I don't know. I (look) in my guidebook.

2. **A:** you (spend) the day at the beach tomorrow?

B: I don't think so. It looks like it (rain).

3. **A:** you (go) shopping in Sydney?

B: We probably (not have) time to go shopping on this trip.

4. **A:** you (see) Kathy in London?

B: I don't think so. She (be) too busy studying for her exams.



5. **A:** What time the tour (begin)?
B: It (start) early – at 8.00.

EXTRA PRACTICE 2

Grammar

1 Complete the sentences with the verbs in brackets. Use the Future Continuous.

- Don't come at 10.00. I (sleep).
- They (not travel) for long. Toronto is only one hour away.
- Alice (wait) at the bus stop for you when you arrive?
- This time next year, we (live) in Paris!
- At what time you (serve) dinner this evening?

2 Write the words in the correct order to form sentences. Use the Future Continuous.

- do / what / this time next year / you / ?
.....
- yoga / this time next summer / study / in India / I / .
.....
- my bicycle / not use / tomorrow morning / I / .
.....
- lunch / you / at exactly 1 pm / have / ?
.....
- sit / at this time tomorrow / we / on the plane / .
.....
- in New York / how long / stay / you / ?
.....

3 Complete the texts with the verbs in brackets. Use future tenses. There may be more than one correct answer.

- I'm thinking about what I ¹ (do) this time next month. This July, my family ² (hire) a boat and we ³ (sail) along the canals in Britain for two weeks. It's called "slow travel". We've never done anything like this before and I'm sure it ⁴ (be) great! ⁵ you (travel) anywhere this Christmas?
- You probably ¹ (not believe) this, but this time next week, I ² (fly) to Alaska with my family. We



3. (spend) eight days there. We ⁴ (land) in Anchorage, Alaska's largest city, and we
5. (do) many adventure activities in the area, such as ice climbing, rafting and snowmobiling. We ⁶ even
- (take part) in a dog-sled race! I hope it ⁷ (not be) too cold, but I'm sure we ⁸ (have) an amazing time!

Reading & Writing Unit 3

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

1. participants 2. raise money 3. most importantly

2 Read the text and write questions. Use *will*, *be going to* or the Future Continuous. There may be more than one correct answer. Then answer the questions according to the text.

A Holiday on Mars

The Dutch are planning a new reality TV programme. A group of people will live together while cameras film them 24 hours a day. Sounds familiar, doesn't it? The new show is similar to the popular show *Big Brother*. But there's one important difference – some of the participants will travel to Mars. Yes, that's right. A Dutch company, Mars One, wants to create a colony on Mars. To raise money, they are going to make a reality TV programme about it.

Travelling to Mars is not as strange as it sounds. In many ways, the planet is similar to Earth. A day on Mars is 24 hours and 39 minutes, less than an hour longer than a day on Earth. The temperature on Mars is around -55°C. That's cold, but consider this: scientists in Antarctica live and work in similar weather. A summer day on Mars can be a pleasant 27°C. But most importantly, there is water on Mars. It's frozen, but it's there. And with water, people can survive.

There is still a lot we don't know about Mars. There is no guidebook for the planet. For this reason, Mars One is going to do a lot of preparation before sending astronauts there. Their reality TV programme will show both the preparations and the journey to Mars.

Here are their plans:

- In 2022, the company will send exploration vehicles to Mars to select a suitable place to live.
- In 2024, they will send 2,500 kilograms of food to Mars.
- In 2025, they will send homes for astronauts to live in.
- In 2026, the first astronauts will leave on their flight. They will be travelling for many months and will reach Mars in 2027.

According to scientists, space travel like this will be possible one day. A hundred years from now, lots of people will be going to Mars. They will book a flight, make hotel reservations and go for long weekends to the Red Planet.



1. all the participants in the programme / travel / to Mars

2. the Dutch company / create a colony / on the moon

3. the reality TV programme / raise money / for the mission

4. astronauts / build / their own homes / on Mars

5. people / travel / to Mars / one day

3 Complete the sentences.

1. The new reality programme is similar to *Big Brother* because
2. Scientists believe people can live on Mars because
3. The temperature on Mars is as cold as
4. Before the astronauts go to Mars, the company will send and
 to Mars.
5. The first astronauts will arrive on Mars in

4 Imagine you are a participant on the new reality TV programme and you have just arrived on Mars. Write a blog entry describing your experience.



UNIT 4

EXTRA PRACTICE 1

Grammar

1 Complete the sentences with the verbs in brackets. Use the First Conditional.

1. If it (be) cold this weekend, we (not go) to the swimming pool.
2. He (climb) up the Eiffel Tower if he (visit) Paris.
3. I (take) a taxi if the bus (not come).
4. Unless we (leave) now, we (not reach) the airport on time.
5. The bus (arrive) soon unless there (be) a lot of traffic.

2 Complete the second sentence so it means the same as the first. Use the Second Conditional.

1. I want to take a picture of the fountain, but I haven't got my camera.
I a picture of the fountain if I my camera.
2. I think you should stay on the zebra crossing.
If I you, I on the zebra crossing.
3. I can't take the course because it's during school hours.
If the course during school hours, I it.
4. The guide speaks so softly that we can't hear him.
We the guide if he so softly.
5. Daniel is too shy to ask you out.
Daniel you out if he too shy.

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

1. If you (go) to the swimming pool every day, you will improve your swimming.
2. Tim (take) a course if he had the money.
3. If they saw this playground, they (love) it.
4. She (not enjoy) visiting this art gallery unless she likes modern art.
5. If I (not have) my guidebook, I would ask for directions.
6. We (meet) you at the nightclub if you want.
7. I (wait) for the traffic light to change if I were you.



EXTRA PRACTICE 2

Grammar

1 Complete the sentences with the correct form of the verbs in brackets. Use the Third Conditional.

1. Jack (go) to the nightclub if it (not cost) so much.
2. If we (leave) the hotel earlier, we (see) more.
3. We (not stay) at home if the weather (be) sunny.
4. Lily (enjoy) her holiday more if she (not travel) with a group.
5. If the guide (speak) better English, we (understand) him.

2 Write sentences with the words below. Use the Third Conditional.

1. you / not have / an accident / if / you / stop / at the traffic light
.....
2. if / we / see / the sign, / we / not get lost
.....
3. I / go / to the nightclub / if / I / not be / so busy
.....
4. if / they / have / time, / they / stop / at the fountain
.....
5. she / not ride / on the pavement / if there / be / a bicycle lane
.....

3 Match A to B. Then complete the sentences with the verb in brackets. Use the Third Conditional.

A

- 1. If the newsagent (not close),
- 2. They (not go) to the open-air market
- 3. I (not sell) the painting
- 4. If we (have) more time,
- 5. I (give) you directions

B

- a. if it (rain).
- b. we (visit) the art gallery.
- c. if I (not get) a good price.
- d. if you (ask) for them.
- e. we (buy) a newspaper.



Reading & Writing Unit 4

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

- 1. mad about
- 2. symbol
- 3. point

2 Read the text and tick (✓) the sentences T (true) or F (false). Then correct the false sentences.

See Amsterdam on Two Wheels

The Dutch are mad about bicycles. Today, if you visited Amsterdam, you would see bicycles everywhere. Amsterdam has got a population of about 780,000, but there are more than 880,000 bikes! It's a way of getting from place to place. People of all ages have got bikes and they don't wait for sunny weather to use them. On even the rainiest day, you can see teens, young children, grandparents and even mothers with babies riding their bikes. If I hadn't seen it with my own eyes, I wouldn't have believed it!

As a tourist, why not be Dutch for a day and ride a bike in the city? Amsterdam is small, so you can reach most places in 15 minutes. But first, there are a few things you need to know.

- You can hire bikes at shops all over the city for about €9 to €20 a day. There are several large shops near the railway station.
- Amsterdam has got many bicycle lanes. Since the 1970s, the city has invested a lot of money in making cycling safe. These lanes are usually part of the pavement. Look for the white line and the bike symbols on the ground to make sure you're in the right place.
- Cars and bikes have got different traffic lights and they don't always work together. The light for cars might be red when the light for bikes is green. So always look at the correct light at junctions.
- Use your hands to indicate to drivers where you're going. When turning left, point left; when turning right, point right.
- Use a map. As a tourist, it's a good idea to plan your itinerary for the day before you begin riding. You can get a bike map at the Amsterdam Tourist Centre for about €4 or you can find one online.
- Amsterdam has got a lot of bicycle thieves, so don't take an expensive bike into the city. There's an old Amsterdam joke – if you hear someone scream, "Hey ... that's my bike!", you will see at least five people get off "their" bikes and start running away.

	T	F
1. There are more people than bicycles in Amsterdam.
2. The Dutch ride bicycles only in good weather.
3. It doesn't take long to reach places by bike in Amsterdam.
4. In Amsterdam, bicycle lanes are usually in the street.
5. Cyclists have got their own traffic lights.



.....
 6. People often steal bikes in Amsterdam.

3 Complete the questions with the verbs in brackets. Use suitable conditionals. Then write answers according to the text.

1. If tourists want to hire a bicycle in Amsterdam, how much
they (pay)?

2. If you had cycled in Amsterdam before 1970, what
 (be) different?

3. Whereyou (get) a map
 if you didn't want to go to the tourist centre?

4 Write a letter to a friend, describing a holiday in a city. Make sure you answer these questions.

- Where are you?
- Who is with you?
- What are you doing?
- Where are you staying?



UNIT 5

EXTRA PRACTICE 1

Grammar

1 Complete the sentences with relative pronouns.

1. The girl sits next to me always has salad for lunch.
2. Can you recommend a restaurant they serve vegetarian food?
3. Yesterday, I met someone father is a famous chef.
4. Evening is the time our family eats its main meal.
5. I liked the pizza we had in that restaurant.
6. The cake you baked was delicious.
7. My father is the person prepares most of our meals.
8. We live in a neighbourhood there are many restaurants.

2 Complete the text with relative pronouns.

Unless you are one of those lucky people ¹..... family still lives on a farm, you have probably never eaten fruit and vegetables straight from the tree or the ground ²..... they grow. Most of us can only buy products ³..... farmers grow on farms hundreds of kilometres away. Metro Supermarket in Berlin is trying to change this. Metro has installed a greenhouse ⁴..... grows vegetables inside the supermarket. The greenhouse, called Infarm, uses vertical farming techniques ⁵..... allow people to grow food in small spaces. Vegetables remain in the greenhouse from the time ⁶..... they are planted until they are ripe. There are no transport costs and the supermarket doesn't need a special place to keep the produce. Many of Metro's customers are Berlin chefs ⁷..... are looking for fresh vegetables for their menu. The chefs like the greenhouse because they can see the place ⁸..... their vegetables come from. Many of them have never seen a vegetable ⁹..... is in its first 15 days, and this new experience has helped them see food in a different way. Thanks to Infarm, Metro is no longer just a supermarket, it's a place ¹⁰..... ideas are born.



EXTRA PRACTICE 2

Grammar

3 Match A to B. Then add relative pronouns to create sentences with defining relative clauses.

A

- 1. Mexico is a country
- 2. He's the food blogger
- 3. Saturday is a day
- 4. I know the woman
- 5. The school cafeteria has got a menu

B

- a. many people eat out.
- b. spicy food is popular.
- c. isn't very healthy.
- d. owns that restaurant.
- e. post you've just read.

4 Join the sentences using defining relative clauses.

- 1. He often makes pizza. It's got four different vegetables on it.
.....
- 2. I met the baker. Her cake won an award.
.....
- 3. Do you remember the day? We ate at that expensive restaurant then.
.....
- 4. I'd like you to meet the woman. She cooks for the president's family.
.....
- 5. There is a huge variety of fruit and vegetables in the market. I shop there.
.....
- 6. I ate a hamburger and chips. They were very salty.
.....

5 Complete the sentences using defining relative clauses.

- 1. A chef is a person
- 2. A restaurant is a place
- 3. Pizza is a type of food
- 4. Sundays are days
- 5. Juice is a drink



Reading & Writing Unit 5

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

- | | |
|-------------------------|----------------|
| 1. crumbs | 3. space |
| 2. learn a lesson | 4. spoil |

2 Read the text and answer the questions.

Beef Sandwiches in Space?

John Young didn't like the food that he ate at work. It wasn't appetising. In fact, it looked and tasted a lot like cereal for babies. So the next morning, he brought a beef sandwich with him. He enjoyed it, but there was one problem. Crumbs started flying around the room. Young learned an important lesson that day – astronauts can't eat everything.

This famous incident happened in 1965 on a US mission into space. Young didn't like the food that the astronauts got and wanted something tastier for the trip. It's not surprising. At the time, all astronaut foods were wet, to prevent them from breaking into pieces. The astronauts had to drink everything from plastic tubes, even meat and vegetables. Most of the food looked and tasted the same. Many everyday foods were too dangerous for space. Salt, for example, could fly into an astronaut's nose or into important instruments. Crumbs were a problem for the same reason, as Young learned. That's why sandwiches weren't on the menu.

In the 1970s, however, astronaut food improved. Scientists learned that they could cook food and dry it so it didn't spoil. Before eating, the astronauts just added water to make it fresh again. For the first time, they could eat foods which looked real, such as chicken or rice. But there was still one problem. Since they were eating from plastic tubes, the food had no smell. Smell and taste go together. When there's less of one, there's less of the other.

To solve the problem, scientists started to make astronaut food spicy. Today, foods from South America and Asia are popular in space. Astronauts who work together in space stations come from different countries, so their food is more international. There are still no beef sandwiches in space, but no one cares. Some astronauts even say the food is tasty.

- Where was John Young when he ate his beef sandwich?
.....
- How did astronauts eat in the 1960s?
.....
- Why were crumbs a problem in space?
.....
- How did astronauts prepare their meals in the 1970s?
.....
- Why is a lot of astronaut food spicy today?
.....
- Why do astronauts today eat food from all over the world?
.....



3 Complete the sentences with the relative clauses below.

- ◆ *who brought a beef sandwich to work*
- ◆ *that could break into pieces*
- ◆ *when astronaut food improved*
- ◆ *which looked like cereal for babies*

1. In the past, astronauts ate food
2. John Young was the astronaut
3. Food was dangerous in space.
4. The decade was the 1970s.

4 You are on holiday and you have just eaten an unusual meal in a restaurant. Write an e-mail to a friend describing the experience.

UNIT 6

EXTRA PRACTICE 1

Grammar

1 Helen is having a party. Complete what she says to her friends with the verbs below. Use the affirmative or negative form of *must*, *have to* or *need to*. There may be more than one correct answer.

call ◆ take ◆ bring ◆ clean ◆ tell

1. I some photos. I want to remember this party.
2. You really a gift. It's not a birthday party.
3. We Jane right away. We forgot to tell her about the party.
4. You Tom about the party. It's a surprise.
5. We the house after the party.



2 Learn how to make friends at a new school. Choose the correct modals to complete the tips.

1. You **should / mustn't / shouldn't** talk to everyone you meet at first.
You never know who will become a good friend.
2. You **must / mustn't / need to** try to be someone you're not. It's important for people to get to know the real you.
3. You **mustn't / should / don't have to** ask for help when you need it.
It's a good way to make a new friend.
4. You **mustn't / shouldn't / have to** try to remember people's names.
They sometimes get annoyed when you don't.
5. Remember, you **don't need to / mustn't / should** have 100 friends.
It's enough to have two or three good friends.
6. You **shouldn't / mustn't / have to** be patient. It's OK not to make 10 friends on the first day at your new school.

3 Write questions with the words in brackets and suitable modals.

1. **A:** (go home now)
B: Yes. I promised my mum to be home by 9.00.
2. **A:** (study for a test today)
B: Yes, I've got a maths test tomorrow.
3. **A:** (forgive Max)
B: I think so. He didn't mean to hurt your feelings.

EXTRA PRACTICE 2

3 Complete the sentences with the correct form of *be able to*.

1. Alex go swimming tomorrow because he's broken his arm.
2. you do it on your own or will you need help?
3. She run a marathon in under three hours. She's had lots of experience.
4. We watch the film because we had to finish our project.

4 Complete the text with *can, can't, could or couldn't*.

Susan B Anthony and Elizabeth Cady Stanton were friends. They also changed the lives of women in the United States. In the 19th century, women

¹..... vote in elections. They were considered too "emotional" to make important decisions. Anthony and Stanton didn't accept this idea. According to them, women ²..... do anything as well as men. They decided to start an organisation to improve women's lives. Together, they were an excellent team. Stanton ³..... speak and write well, so she wrote articles and spoke to women all over the country. Anthony ⁴..... organise activities



because she was very practical. Today, women in the US ⁵..... vote.
But in some traditional countries, they still ⁶..... They also
⁷..... do many everyday activities like driving or working outside the
home.

5 Complete the sentences with the correct form of *may* or *might* and the verbs below.

like ♦ go ♦ be ♦ make ♦ have

1. We to the cinema tonight. There's a film that I want to see.
2. You should join the Scouts. You new friends.
3. It's late. I time to finish this today.
4. I don't know if I can do this. It too difficult.
5. She rarely wears black clothes, so she this black shirt.

Reading & Writing Unit 6

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

- | | |
|------------------|----------------|
| 1. begging | 3. rules |
| 2. survey | 4. turn |

2 Read the text and complete the chart.

Can I Have a Dog?

Mum ... Dad ... can I have a dog? How many times have you said that? Most kids have asked their parents for a dog at least once. When parents say no, the kids often start begging – “I’ll take care of it – you won’t have to do a thing”. The begging can continue for weeks. Tired of fighting, some parents agree in the end. “We’ll get a dog”, they say, “and we won’t have any more arguments, right?” Wrong. According to a new survey, an average dog causes about 2,000 family arguments in its life.

Most frequently, families argue about where to put the dog during a holiday or where it should sleep. Sometimes they fight about who should walk it or clean up its mess. And when the dog eats a shoe, a pair of sunglasses or a child’s favourite ball, they fight about who let it happen.

For some owners, dogs are more important than friends. Friends are often unreliable, they say, and can disappoint. These people often treat their dogs like members of the family, feeding them at the dinner table and letting them sleep in their bed. For others, very often on farms, a dog is no more than a guard. These people put their dogs outside to protect the house from thieves. But even in the same family, people have got different relationships with their pets and this is the main reason they argue about them.

The best way to prevent arguments is to make decisions about what the dog can and can’t do before getting one. The rules need to be clear from the beginning. But whatever your family decides, there’s one thing you’ll have to accept – teens are old enough to take care of their dogs. So when it’s your turn, don’t argue. Just do it.



Reason	Result
1.	Some parents let their children have dogs.
The dog eats something it shouldn't.	2.
Some people think dogs are part of the family	3.
4.	Some people keep their dogs outside.

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

1. Parents **shouldn't / should / are able to** buy a dog to end family arguments.
2. Many families don't know what they **must / should / could** do with their dog when they're on holiday.
3. Families don't always agree on who **can't / may / has to** walk the dog.
4. Some people believe friends **should / could / can** be unreliable.
5. According to many farmers, dogs **must / mustn't / can't** protect homes. They **should / shouldn't / couldn't** eat with the family.
6. Families **can / need to / can't** make decisions about a new dog before it arrives.
7. Teens **are able to / can't / could** take care of their dogs.

4 Your parents brought home a dog last week and you've just had your first dog-related argument. Post a message on a pet care forum, describing what happened. Ask for tips on how to prevent arguments in the future.



UNIT 7

EXTRA PRACTICE 1

Grammar

1 Complete the sentences with the verbs in brackets. Use the Present Simple Passive.

1. Decisions (make) by judges.
2. Evidence (collect) by the police.
3. blood samples (examine) by forensic scientists?
4. Questions (ask) by lawyers.
5. Sentences (not pass) by juries.
6. Information (give) by witnesses.

2 Write what happens when a crime is committed. Use the Present Simple Passive and the words below.

punish ♦ arrest ♦ bring ♦ investigate ♦ interview

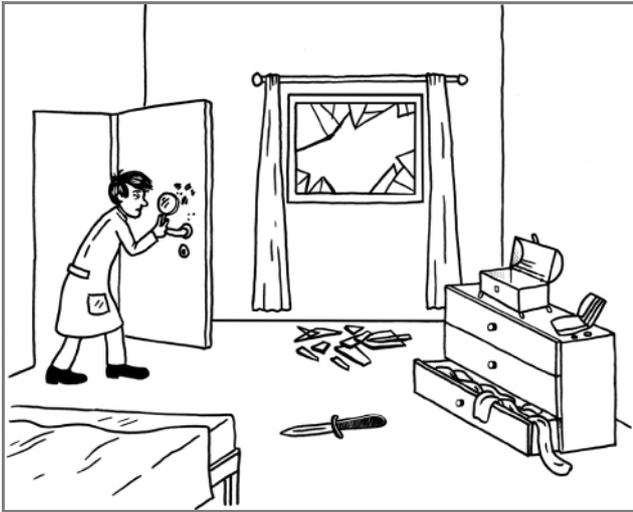
1. The crime by detectives.
2. Witnesses and suspects
3. When the police have enough evidence, suspects
4. They to trial.
5. If they are found guilty, they

3 Use the words below and the Past Simple Passive to write questions about a robbery.

1. evidence / find / at the scene of the crime
.....
2. weapons / use / in the robbery
.....
3. the evidence / see / by a detective
.....
4. any damage / cause / to the house
.....
5. what things / steal / from the house
.....



4 Look at the picture and answer the questions in Exercise 5. Use the Past Simple Passive.



1.
2.
3.
4.
5.

EXTRA PRACTICE 2

5 Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

1. Suspects usually (interview) by police detectives.
2. At the trial yesterday, the witnesses (asked) questions by the lawyers.
3. Laws about drinking alcohol always (not obey).
4. Luckily, they (not hurt) in the accident yesterday.
5. The jewellery shop (rob) last night. More than 100 rings, earrings and necklaces (steal).



6 Complete the text with the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

Alcatraz Island ¹..... (locate) in the San Francisco Bay. This small island ²..... often (call) "The Rock". In the past, there was a prison on the island. From 1933 to 1963, more than 1,500 prisoners ³..... (send) there. Alcatraz ⁴..... (know) for its security. Thirty-six prisoners tried to escape and all of them ⁵..... (caught). Six prisoners ⁶..... (kill) while they were escaping. But in 1962, everything changed. Three prisoners escaped and they ⁷..... never (find). Their story ⁸..... (tell) in the 1979 film *Escape from Alcatraz*. Alcatraz ⁹..... (close) in 1963 and today it ¹⁰..... (visit) by thousands of tourists each year.

7 Rewrite the sentences. Use the Present Simple Passive or Past Simple Passive.

1. The security guard caught the thief.
The thief
2. They found enough evidence to arrest him.
Enough evidence
3. Do judges or juries give prison sentences?
Are prison sentences
4. They allow the prisoners to see their families once a week.
The prisoners

Reading & Writing Unit 7

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

- | | |
|--------------------|--------------------------|
| 1. regularly | 3. leaders |
| 2. poor | 4. self-confidence |

2 Read the text and answer the questions.

Criminals Read Books

Mitchell Rouse was arrested for taking drugs. A judge found him guilty of the crime, but surprisingly, Rouse didn't receive a prison sentence. The judge sent him to read instead. Rouse participated in a special programme called Changing Lives Through Literature. This programme helps criminals change their lives through reading books.



Participants in the programme read books and meet regularly in groups to talk about them. For criminals, the reading is not just a fun hobby. It's a kind of therapy. It teaches them important skills and helps them learn about themselves and others. "It changed the way I look at life," says Rouse.

The books help the criminals because they are connected to their lives. For example, some groups read *Of Mice and Men*, about two poor young men looking for jobs. Many of the criminals come from poor families too, so they can understand the characters. In the group meetings, these criminals share their feelings about being poor. They also look at the characters' mistakes and talk about how they can do things differently in their lives. The group leaders, mostly teachers, make sure the criminals feel comfortable talking about their ideas. This gives the criminals self-confidence. "In the group ... your opinion is just as valid as anyone else's," says Rouse.

Robert Waxler, an English teacher, started Changing Lives Through Literature in 1991 with his friend, Judge Robert Kane. Their first reading group was for eight criminals. Since then, the programme has grown and become very successful. In the US state of Texas, for example, about 600 participants have completed the programme and only 6% of them have returned to crime. When criminals leave prison, about 60% of them continue to commit crime.

Today, Rouse doesn't take drugs and he has got a good job. He is even thinking about studying philosophy at university. For him, the reading group was a "miracle". Literature, it seems, can change lives.

1. Why did the police arrest Mitchell Rouse?
.....
2. What do the participants in reading groups do? Name two things.
.....
.....
3. What do the participants learn from the reading group? Name two things.
.....
.....
4. How are the criminals and the characters in *Of Mice and Men* similar?
.....
5. How do we know Changing Lives Through Literature works?
.....

3 Complete the sentences about the text with the verbs below. Use the Present Simple Passive or Past Simple Passive affirmative. Then tick (✓) the sentences T (true) or F (false) according to the text.

help ♦ find ♦ give ♦ start ♦ choose

	T	F
1. Rouse guilty of a crime.
2. Rouse a prison sentence.
3. Books connected to the criminals' lives for the groups.
4. Changing Lives Through Literature by two literature teachers.
5. Rouse by Changing Lives Through Literature.



4 Write a blog entry by Mitchell Rouse, describing his experience in Changing Lives Through Literature.

UNIT 8

EXTRA PRACTICE 1

Grammar

1 Look at the tips below. Write sentences about what you had and hadn't done by the time you went to bed last night.

How to Have a Healthy Relationship with your Mobile Phone:

- update your apps
- turn the Wi-Fi off to save the battery
- charge the phone before you go to bed and not while you are sleeping
- put the phone on the table and not near your bed
- turn the ringer off when you go to bed

1.
2.
3.



- 4.
- 5.

2 Complete the questions with the words in brackets. Then use the fact file to answer the questions. Use the Past Perfect Simple.

- 1. Susan (graduate) from university before she got married?
.....
- 2. What Susan (do) by the time she created her first invention?
.....
- 3. How many inventions Susan (sell) by the time she became a millionaire?
.....
- 4. Susan (get married) before he sold her first invention?
.....
- 5. How many children Susan (have) by the time she sold her second invention?
.....

<p>Susan Hill 1991 graduated from university 1993 created her first invention 1995 sold her invention 1997 got married 1999 had a child 2002 sold her second invention 2005 became a millionaire</p>
--

EXTRA PRACTICE 2

3 Complete the sentences with the verbs in brackets. Use the Past Perfect Simple or Past Simple.

- 1. After he (reprogram) the computer, it (work) better.
- 2. By the time we (get) to the shop, the technician (repair) my phone.
- 3. He (find) the site after he (search) online for hours.



4. The cinema (sell) all of the tickets by the time we (arrive) at the ticket office.

4 Write questions with the words below. Use the Past Perfect Simple or Past Simple. Then answer the questions.

1. how much time / you / spend / on the Internet / before / you / get / to school / today

.....
.....

2. how many / text messages / you / receive / by the time / the lesson / begin

.....
.....

3. what / you / do / after / you / finish / your homework / yesterday

.....
.....

5 Complete the text with the verbs in brackets. Use the Past Perfect Simple or Past Simple.

Did you know that there are vampires in your house? Don't worry, they're not after your blood. These vampires are electrical appliances, and by the time you ¹..... (wake up) this morning, they ²..... (use) a lot of energy and ³..... (cost) you a lot of money. ⁴..... you (turn off) your game console and your TV last night before you ⁵..... (go) to bed? Unfortunately, after you ⁶..... (do) this, these and other appliances ⁷..... (continue) using electricity. In fact, around 10% of a family's electricity bill is for "vampire appliances" – items that use electricity even when you aren't using them. Your grandparents ⁸..... (not have) as many electrical gadgets to make their life easy. But at least they ⁹..... (not worry) about vampires hiding in their home!

Reading & Writing Unit 8

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

- | | | |
|---------------------|--------------------|----------------|
| 1. accidental | 3. flavoured | 5. wheat |
| 2. treat | 4. dough | |



2 Read the text and complete the sentences with the verbs below. Use the Past Simple or Past Perfect Simple.

Delicious Accidental Inventions

Some inventions are the result of creating a solution to a specific problem. And some are accidental – including these very popular foods.

Crisps

These were meant to be a flop! Crisps were invented in a New York restaurant in 1853 when a customer wanted thinner, crispier fried potatoes than he was served. Although he was annoyed by the request, George Crum, the chef, prepared what the customer wanted. He cut the potatoes extremely thin, fried them until they were crisp enough to break, and put too much salt on them. He wanted the customer to hate them, but the man loved them. Crum’s new potatoes soon caught on!

The Ice-Lolly

This simple, sweet treat of flavoured frozen water was invented in 1905 in California by 11-year-old Frank Epperson. After he had made a drink of fruit flavouring and water, he took it outside and forgot to bring it in. When Epperson went out the next morning, he saw that the drink had frozen during the night. He tasted it – and it was delicious! Over the years, Epperson made his frozen treats for special events, but he didn’t start to produce it for the public until the 1920s.

Chocolate-Chip Cookies

These were invented in 1930 by Ruth Wakefield in her Massachusetts restaurant. Wakefield had planned to make chocolate cookies, but she didn’t have any of her usual chocolate. She came up with an ingenious solution: she added little pieces of a Nestlé chocolate bar to the cookie dough. Her customers loved the new dessert. Wakefield became famous after Nestlé had begun selling chocolate chips – with her recipe printed on the packet.

Corn Flakes

William Kellogg and his brother John worked at a Michigan hospital. One day in the 1890s, the brothers were making a special kind of wheat dough for the patients. Something went wrong, and the dough started to break into pieces. The brothers baked these pieces, or “flakes”. The flakes tasted delicious, and became very popular with the patients. William Kellogg went on to create corn flakes and other breakfast cereals.

prepare ♦ break ♦ not plan ♦ complain ♦ bake ♦ find ♦ freeze ♦ start

1. After a customer about his potatoes, Chef Crum
..... very thin crispy potatoes.
2. By the time Epperson his drink, it
3. Ruth Wakefield to make chocolate chip cookies before
she baking.
4. William and John Kellogg the dough after it
into pieces.

3 Answer the questions.

1. What is common to all the foods in the text?
.....
2. Why did Crum made such thin salty potatoes?



.....
3. Why did Epperson's drink freeze?

.....
4. Where did Wakefield's recipe appear?

.....
5. What did William Kellogg do after he saw that the patients liked the flakes?
.....

4 Imagine you are living in the year 2099. Write a brief description of a food or kitchen gadget you have invented.



UNIT 9

EXTRA PRACTICE 1

Grammar

1 Complete the sentences in reported speech.

1. "Lions run faster than tigers."
The teacher said that lions faster than tigers.
2. "Our puppy has adapted to her new home."
My friend told me that their puppy to her new home.
3. "I'm taking the dog out now."
I told my mum that I the dog out
4. "I'll wash the dog tomorrow."
Jill said that she the dog
5. "We must feed these animals."
Jake said that we feed animals.
6. "I took my sister to the zoo yesterday."
I told my friend that I my sister to the zoo

2 Write the questions in reported speech.

1. "Can you come with us to the cinema tonight?"
They asked Dan
2. "Who does this dog belong to?"
She asked
3. "Why didn't you fix your computer yesterday?"
My mother asked
4. "Are you eating now?"
Her friend asked
5. "Will you wait for me here?"
I asked my friends

3 Correct the mistakes.

1. He asked if we would work at the animal shelter tomorrow.



-
2. I told my brother that I lost my phone.
.....
 3. The technician said that he can fix my computer.
.....
 4. Jessica asked when was I leaving for school.
.....
 5. My grandfather said that he doesn't think he could learn to use the Internet.

EXTRA PRACTICE 2

4 Complete the second sentence using reported speech. Use no more than three words.

1. "Don't touch the snake," the teacher said to me.
The teacher told me the snake.
2. "Can you help me?" the old lady asked us.
The old lady asked her.
3. "I can give a talk about tigers."
The student offered a talk about tigers.
4. "Why don't we watch the documentary?"
My friend suggested the documentary.
5. "Don't eat now because dinner is in one hour."
My mother said not because dinner was in one hour.
6. "Let's volunteer at the animal shelter," Amy said.
Amy suggested that at the animal shelter.

5 Correct the mistakes.

1. He suggested his parents to get him a dog.
.....
2. He told us to not worry.
.....
3. She offered that she will take care of our dog.
.....
4. I suggested that we will visit the aquarium.
.....



6 Write the sentences in reported speech.

1. "I'll show you how this fish disguises itself."
The guide offered
2. "Don't buy this bird food here."
My uncle told us
3. "Can you help this cat?"
I asked the vet
4. "Let's discuss our science project today."
Leo suggested
5. "Take the dog to the vet tomorrow."
Dad told me

Reading & Writing Unit 9

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

- | | |
|-----------------|----------------------|
| 1. native | 3. reintroduce |
| 2. rate | 4. increase |

2 Read the text and tick (✓) the sentences T (true) or F (false). Then write the sentences in reported speech, correcting the false sentences.

Calling all Dingoes and Tasmanian Devils!

Australia is famous for its unique native animal species, including kangaroos, koalas and platypuses. The country is less well known for this sad fact: it has got the world's highest rate of extinction of mammals.

One big cause of this is non-native animals. Foxes, cats, rats and other animals were brought to Australia by European explorers and settlers, beginning in the 17th century. Conservation experts explained that those animals threatened many native species by hunting them and by competing with them for food and habitat. This resulted in a dramatic change in the country's natural environment.

In order to change this, some experts have recommended a natural solution. They want to reintroduce the Tasmanian Devil, a carnivorous marsupial, to many parts of Australia, and to try to increase the population of dingoes, a wild Australian dog. These animals are natural enemies of many non-native species. Today, the Tasmanian Devil lives in the wild only in Tasmania, an island in Australia. It has successfully kept down the numbers of foxes there. The dingo lives in many parts of Australia, but its population and habitats have become smaller in recent years.

Reintroducing animals in order to improve the natural environment has succeeded in many places, including in Yellowstone National Park in the United States. Wolves disappeared from Yellowstone before 1940 because so many people hunted them. Without the wolf – the main natural enemy of elk, or large deer – the elk population grew large enough to destroy other animals' habitats. Doug Smith,



a wildlife biologist, said that over time, some of those other animals, including beavers, had nearly disappeared in Yellowstone. Wolves were reintroduced in the late 1990s, and the result has been amazing. The wolves are now controlling the elk population and as a result, the population of beavers and other animals has grown.

If Australia decides to follow the experts' advice and reintroduce dingoes and Tasmanian Devils, it will be good news for other native species!

	T	F
1. "Europeans started to bring non-native animals to Australia in the 1700s." He told us that
2. "The Tasmanian Devil lives in one area of Australia." She said that
3. "Why don't we increase the population of foxes in Australia?" Experts suggested
4. "The elks are controlling the wolf population in Yellowstone Park." Experts said that

3 Complete the sentences.

- The koala is one of
- Non-native animals for food and habitat.
- Experts want to control the number of non-native species in Australia by
- The number of dingoes in Australia is it once was.
- Animals such as beavers almost disappeared from Yellowstone National Park because

4 Imagine you are a reporter about to interview an Australian conservation expert about reintroducing Tasmanian Devils and dingoes. Write five questions to ask the expert.