

**NEW**

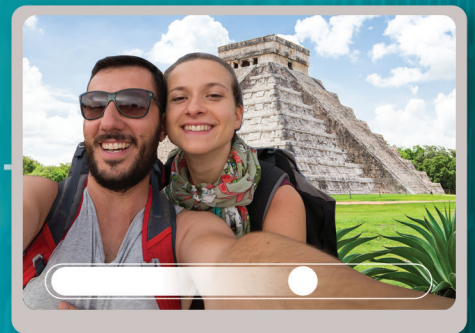
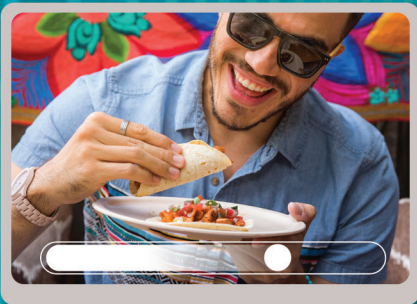
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Student Book & Workbook

Jenny Dooley

US

4



Express Publishing

# Contents

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| <b>Module 1 Conditions &amp; Results</b> (pp. 5-21) |                                 |                                                                                                    |                                                                                                                                                        |                                                                |
| <b>1</b> Precious water                             | verbs related to water          | conditional type 0                                                                                 | <ul style="list-style-type: none"> <li>present the water cycle</li> <li>compare grammar structures</li> <li>Reading: <i>Cool Cool Water</i></li> </ul> | facts about water using conditional type 0                     |
| <b>2</b> Space                                      | space                           | <ul style="list-style-type: none"> <li>simple present</li> <li>pronunciation: -s ending</li> </ul> | <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>Reading: <i>Saturn</i></li> </ul>                                                   | a poster of our solar system                                   |
| <b>3</b> Bad habits                                 | bad habits/ annoying situations | conditional type 0                                                                                 | <ul style="list-style-type: none"> <li>express annoyance/agree-disagree</li> <li>Reading: a dialogue</li> </ul>                                        | sentences about things that annoy members of our family        |
| <b>4</b> Our planet                                 | environmental problems          | conditional type 1                                                                                 | <ul style="list-style-type: none"> <li>give/react to news</li> <li>cause &amp; effect</li> <li>Reading: <i>Earth SOS</i></li> </ul>                    | a presentation on how to help the environment                  |
| <b>5</b> Great animals                              | animals/habitats                | simple present – present progressive                                                               | <ul style="list-style-type: none"> <li>complete chart with information from text</li> <li>Reading: <i>Animal Blog</i></li> </ul>                       | a blog entry about an endangered animal in your country        |
| <b>6</b> Tech-time                                  | hi-tech; augmented reality      | conditional type 1                                                                                 | <ul style="list-style-type: none"> <li>predict content of script</li> <li>Reading: <i>Augmented Reality is the New Reality</i></li> </ul>              | a paragraph about the future of AR                             |
| <b>7</b> Weather patterns                           | the weather                     | <ul style="list-style-type: none"> <li>present progressive</li> <li>going to</li> </ul>            | <ul style="list-style-type: none"> <li>talk about the weather</li> <li>Reading: <i>Weather proverbs</i></li> </ul>                                     | a table about the weather in different seasons in your country |
| <b>8</b> Health                                     | aches & pains                   | the imperative                                                                                     | <ul style="list-style-type: none"> <li>ask about health – complain/ express sympathy</li> <li>Reading: <i>An apple a day ...</i> (quiz)</li> </ul>     | a dialogue giving advice                                       |

Self-Check 1 (p. 22)

|                                               |                       |                                            |                                                                                                                                        |                                                                    |
|-----------------------------------------------|-----------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Module 2 Unreal Situations</b> (pp. 23-39) |                       |                                            |                                                                                                                                        |                                                                    |
| <b>1</b> What would you do to ...?            | neighborhood problems | would                                      | <ul style="list-style-type: none"> <li>state problems &amp; suggest solutions</li> <li>Reading: <i>Better Neighborhoods</i></li> </ul> | a short paragraph suggesting ways to make your neighborhood better |
| <b>2</b> Global problems                      | global problems       | conditional type 2                         | <ul style="list-style-type: none"> <li>talk about imaginary situations</li> <li>Reading: <i>Helping Hands</i></li> </ul>               | write about imaginary situations                                   |
| <b>3</b> You think you've got problems?       | family problems       | conditional type 2                         | <ul style="list-style-type: none"> <li>give advice</li> <li>Reading: emails</li> </ul>                                                 | a letter giving advice                                             |
| <b>4</b> Hard times                           | teenage problems      | conditional types 1/2 will, simple present | <ul style="list-style-type: none"> <li>multiple matching listening</li> <li>Reading: <i>Ask Advice</i></li> </ul>                      | complete sentences                                                 |
| <b>5</b> What would you do if ...?            | situations            |                                            | <ul style="list-style-type: none"> <li>narrate an incident</li> <li>Reading: <i>Can you believe it?</i></li> </ul>                     | compare a person's action to what you would do                     |
| <b>6</b> Illegal actions                      | crime                 | simple past – past progressive             | <ul style="list-style-type: none"> <li>narrate events</li> <li>Reading: a dialogue</li> </ul>                                          | an article about an illegal activity                               |
| <b>7</b> Moral dilemmas                       | everyday ethics       | conditional types 1/2 (revision)           | <ul style="list-style-type: none"> <li>Reading: <i>Finders Keepers, Losers Weepers?</i></li> </ul>                                     | a paragraph about what you would do in an imaginary situation      |
| <b>8</b> Worst nightmares                     | difficult situations  | adjectives/adverbs                         | <ul style="list-style-type: none"> <li>writing stories</li> <li>Reading: <i>All's well that ends well</i></li> </ul>                   | a story                                                            |

Self-Check 2 (p. 40)

| Vocabulary | Grammar | Skills/Functions | Writing/Learning Evidence |
|------------|---------|------------------|---------------------------|
|------------|---------|------------------|---------------------------|

## Module 3 Life Experiences (pp. 41-57)

|                                |                            |                                                  |                                                                                                                                              |                                               |
|--------------------------------|----------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>1</b> Live the life         | activities & extreme sport | present perfect simple (affirmative – negative)  | <ul style="list-style-type: none"> <li>talk about experiences</li> <li>Reading: <i>Mark's blog: Experiences</i></li> </ul>                   | a blog entry about an experience of yours     |
| <b>2</b> Go wild               | wildlife                   | present perfect (questions & short answers)      | <ul style="list-style-type: none"> <li>using technology to improve English</li> <li>Reading: <i>Live your dream</i></li> </ul>               | describe a person's experience                |
| <b>3</b> Get set, go           | vacation preparation       | present perfect: <i>already, yet, since, for</i> | <ul style="list-style-type: none"> <li>remind and reassure</li> <li>Reading: a dialogue</li> </ul>                                           | a vacation preparation list                   |
| <b>4</b> Embarrassing moments  | embarrassing situations    | present perfect vs simple past                   | <ul style="list-style-type: none"> <li>express embarrassment &amp; respond</li> <li>Reading: <i>Blogger: embarrassing moments</i></li> </ul> | a blog entry about an embarrassing experience |
| <b>5</b> Personal achievements | personal achievements      | <i>like, as</i>                                  | <ul style="list-style-type: none"> <li>complete tables</li> <li>Reading: <i>Lighting up lives!</i></li> </ul>                                | a short autobiography                         |
| <b>6</b> Changing looks        | personal changes           | collocations                                     | <ul style="list-style-type: none"> <li>comments on sb's appearance</li> <li>Reading: <i>Record-breaking looks</i></li> </ul>                 | describe how family members have changed      |
| <b>7</b> Superstitions         | superstitions              | exclamations                                     | <ul style="list-style-type: none"> <li>expand vocabulary</li> <li>Reading: <i>Are you a believer?</i></li> </ul>                             | superstitions in your country                 |
| <b>8</b> Vacation snapshots    | vacation activities        |                                                  | <ul style="list-style-type: none"> <li>brainstorming, edit other's piece of writing</li> <li>Reading: an email</li> </ul>                    | an email (informal style)                     |

Self-Check 3 (p. 58)

## Module 4 Likes & Dislikes (pp. 59-75)

|                                      |                    |                                                                                                                                                   |                                                                                                                      |                                                |
|--------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>1</b> Zapping                     | TV shows           | <ul style="list-style-type: none"> <li>-ing form (<i>love, like, etc</i>)</li> <li>to-infinitive (<i>would, love, would like, etc</i>)</li> </ul> | <ul style="list-style-type: none"> <li>express specific preference</li> <li>Reading: a dialogue</li> </ul>           | a dialogue deciding on what to watch on TV     |
| <b>2</b> Sports                      | sports equipment   | (to)-infinitive                                                                                                                                   | <ul style="list-style-type: none"> <li>improve understanding</li> <li>Reading: <i>Sports with a Twist</i></li> </ul> | a presentation about a sport                   |
| <b>3</b> Larger-than-life characters | types of books     | -ing form                                                                                                                                         | <ul style="list-style-type: none"> <li>express opinions</li> <li>Reading: <i>Welcome to Lundinor ...</i></li> </ul>  | a short description of your favorite book      |
| <b>4</b> Food Art                    | food/drinks        | <ul style="list-style-type: none"> <li>C/U nouns</li> <li>a/an – some/any (revision)</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Reading: <i>From edible to incredible</i></li> </ul>                          | design & present a piece of artwork using food |
| <b>5</b> Buildings                   | types of buildings | comparisons                                                                                                                                       | <ul style="list-style-type: none"> <li>use mind maps</li> <li>Reading: <i>The Bizarre Blog</i></li> </ul>            | an article about an unusual building           |
| <b>6</b> Music forever               | types of music     | adverbs of degree                                                                                                                                 | <ul style="list-style-type: none"> <li>expand information</li> <li>Reading: <i>Social streaming</i></li> </ul>       | an article about your favorite singer/band     |
| <b>7</b> Wish you were here!         | types of vacations | verbs taking to-infinitive/-ing form with difference in meaning                                                                                   | Reading: messages                                                                                                    | a postcard                                     |
| <b>8</b> Movies                      | movies             |                                                                                                                                                   | <ul style="list-style-type: none"> <li>recommend &amp; comment on movies</li> <li>Reading: an email</li> </ul>       | an email reviewing a movie you watched         |

Self-Check 4 (p. 76)

|                                         | Vocabulary            | Grammar                                                | Skills/Functions                                                                                                                                                                  | Writing/Learning Evidence                               |
|-----------------------------------------|-----------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Optional Units</b> (pp. 77-93)       |                       |                                                        |                                                                                                                                                                                   |                                                         |
| <b>1.9</b> Be active                    | activities            | will                                                   | <ul style="list-style-type: none"> <li>give advice/express results</li> <li>Reading: <i>The Expert advises</i></li> </ul>                                                         | an email giving advice                                  |
| <b>1.10</b> What does your future hold? | future plans          | join ideas ( <i>too, both, and, as well, whereas</i> ) | <ul style="list-style-type: none"> <li>Reading: <i>My Life in the Future</i></li> <li>ask about future plans/make predictions</li> <li>complete chart with information</li> </ul> | a blog entry about your life in the future              |
| <b>2.9</b> Coral reefs                  | environmental dangers |                                                        | <ul style="list-style-type: none"> <li>predict missing information</li> <li>Reading: <i>Coral Reefs</i></li> </ul>                                                                | collect & present information about coral reefs         |
| <b>2.10</b> Vacation trouble            | vacation problems     | so – such a(n)                                         | Reading: <i>Roger's blog</i>                                                                                                                                                      | a blog entry about a bad vacation experience            |
| <b>3.9</b> Rise to the challenge        | nasty accidents       |                                                        | <ul style="list-style-type: none"> <li>summarize a text</li> <li>Reading: <i>The Invictus Games</i></li> </ul>                                                                    | a short summary                                         |
| <b>3.10</b> Extreme hobbies             | hobbies               | present perfect vs simple past (revision)              | <ul style="list-style-type: none"> <li>improve reading skills</li> <li>Reading: Readers' Letters</li> </ul>                                                                       | a letter to a magazine about an activity you have tried |
| <b>4.9</b> Free time                    | free-time activities  | plural/group nouns                                     | <ul style="list-style-type: none"> <li>report statistics</li> <li>Reading: <i>A purrfect hobby!</i></li> </ul>                                                                    | a questionnaire & bar graph presenting findings         |
| <b>4.10</b> Fiery festivals             | festive activities    | will – be going to – present progressive               | <ul style="list-style-type: none"> <li>learn synonyms</li> <li>Reading: <i>Amazing blazes</i></li> </ul>                                                                          | an article about a festival in your country             |

Cultural & Cross-Curricular Section (pp. 94-101), Workbook: Vocabulary & Grammar Practice (pp. 102-117), Grammar Reference (GR1-GR6), Rules of Punctuation (GR6), Word List (WL1-WL4), American English – British English Guide (AE-BEG), Irregular Verbs



## Before you start ...

- What's a typical Monday like for you?
- What do you like doing in your free time?

## What's in the module?



## Vocabulary

- verbs related to water
- space
- environment
- bad habits & annoying situations
- environmental problems
- animals/habitats
- the weather
- aches & pains

## Grammar

- Conditional Type 0, *when/if*
- Conditional Type 1, *unless*
- simple present – present progressive
- intentions & arrangements
- the imperative

## Skills

- express annoyance
- give/react to news
- give advice
- talk about the weather
- ask about health
- talk about possible situations in the present or future
- identify main ideas in a text
- identify the author's purpose
- pronunciation of third person singular present tense
- predict contents

## Writing

- a presentation of our solar system
- a presentation about how to help protect the environment
- a comment to a blog entry

## Find the page numbers for ...

- a blog entry
- a quiz

# 1.1 Precious water

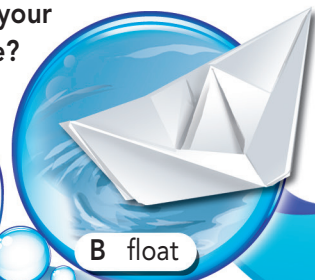
## Vocabulary

### Verbs related to water

- 1 a)  Listen and say. What are these verbs in your language?



A freeze



B float



C evaporate



D drip



E shower



F sink

- b)  Listen to the sounds. Which pictures do they match?

## Reading

- 2 a) Can we live without water? Why is it important to our lives?

 Listen and read to find out.

- b) Read the article. What do these numbers refer to?

• 70% • 20 gallons • 1 gallon  
• 38 liters • 75,000 gallons • 95%

### Check these words

essential, survive, make up, coincidence, colorless, taste, smell, gallon, gasoline, poison, faucet, drip, waste, remove, shrink, human brain, ice cube, sink, float



G rain

## Cool cool water

Water is essential for people, plants and animals – they can't survive without it. It makes up 70% of our planet and 70% of our bodies, too – what a coincidence! Water is colorless and has no taste or smell, but it is necessary for life. And that's not all ... Did you know ...

... if a person has no food for a MONTH, they live, but if they have no water for a WEEK, they don't?

... if you put 1 gallon of gasoline in a lake, it poisons 75,000 gallons of water?

... if you let the faucet drip, you waste 38 liters per day?

... if you shower for ten minutes, you use about 20 gallons of water?

... if you remove all the water from a human brain, it shrinks by 95%?

... if you put an ice cube in a glass of water, it doesn't sink, it floats?

1 U.S. gallon = 8 pints = 3.785 liters (U.S.) = 3.785 liters (U.S.)

- c) **THINK** Say three things that impressed you from the text. Which of these facts did you know?



d) Fill in: dripping, waste, taste, poison, float.

- 1 The faucet is \_\_\_\_\_. Call the plumber.
- 2 Don't \_\_\_\_\_ water. Take a shower instead of a bath.
- 3 Chemicals from the factory \_\_\_\_\_ the water in the lake.
- 4 I can't drink this water. It has a strange \_\_\_\_\_.
- 5 How can boats \_\_\_\_\_ on water and not sink?

## Grammar

### Conditional Type 0

- 3 a) Study the theory. Find examples in the text on p. 6. Is there a similar structure in your language?

#### IF-CLAUSE

If/When + simple present

*If/When you heat water, it boils.*

**Use:** to express a general truth or a scientific fact. In this type of conditional, we can use **when** instead of **if**. When the **if**-clause precedes the main clause, we use a comma to separate the two clauses. Compare:

*If you heat water, it boils. Water boils if you heat it.*

#### MAIN CLAUSE

simple present

## STUDY SKILLS

### Learning grammar structures

When you learn an English grammar structure, compare it to the equivalent structure in your own language. This helps you learn it easily.

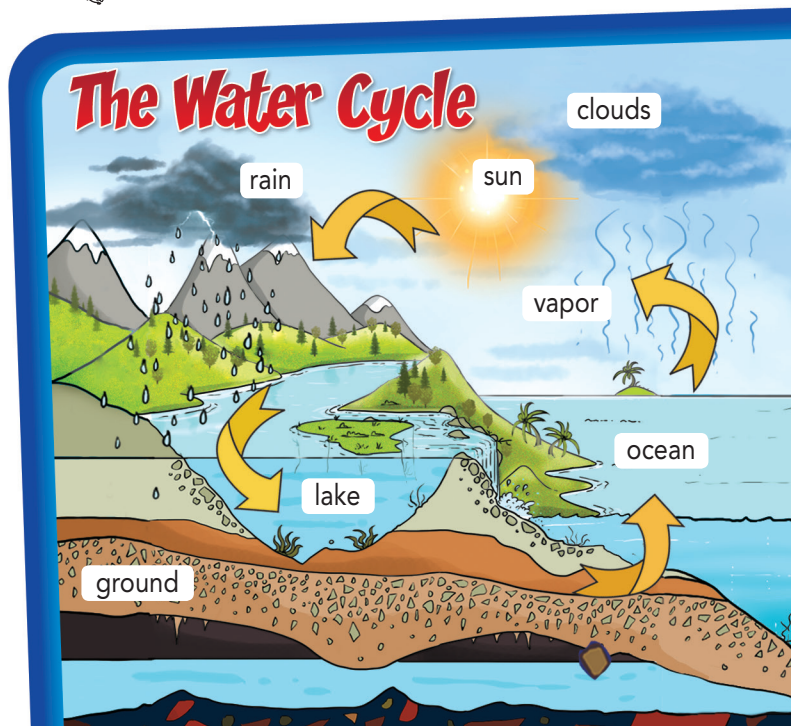
b) Complete the sentences.

- 1 If you \_\_\_\_\_ (heat) water to above 21° Fahrenheit, it \_\_\_\_\_ (evaporate).
- 2 If river water \_\_\_\_\_ (move) in the same direction for long enough, it \_\_\_\_\_ (make) valleys in the earth.
- 3 If you \_\_\_\_\_ (not/water) a plant, it \_\_\_\_\_ (die) within days.
- 4 If we \_\_\_\_\_ (cool) water to below 32° Fahrenheit, it \_\_\_\_\_ (freeze).

## Listening & Speaking

- 4 a) Put the verbs in parentheses into the correct tense.

Listen and check.



- 1 When the sun \_\_\_\_\_ (be) out, it \_\_\_\_\_ (heat) the water in the oceans.
- 2 When the sun \_\_\_\_\_ (heat) the water in the oceans, there \_\_\_\_\_ (be) vapor.
- 3 When vapor \_\_\_\_\_ (rise) into the air, it \_\_\_\_\_ (form) clouds.
- 4 When water droplets in clouds \_\_\_\_\_ (get) too heavy, it \_\_\_\_\_ (rain).
- 5 When it \_\_\_\_\_ (rain), the water \_\_\_\_\_ (run) off the ground or into lakes and rivers.

b) Use the picture to present the water cycle to the class.

## Writing

- 5 IT Use the Internet and/or other available resources to find out more information about water. You can use this key word: water. Then write three sentences using conditional type 0. You can use the text in Ex. 2 as a model.

## Check these words

solar system, clear night, naked eye, incredible, gas giant, lack, solid, surface, hydrogen, rocky core, beneath, liquid, atmosphere, reach, active planet, produce, heat, feature, ring, consist of, thick, spread

## Reading

- 1 a) Listen and say. How many planets are there in our solar system? Which planet is closest to/furthest from the Sun?
- b) Close your books and say the planets.
- c) What is special about Saturn?  
Listen, read and check.



## Saturn

## Gas Giant

Saturn is the sixth planet from the Sun and the second largest planet in the solar system after Jupiter. It is 766 times the size of Earth. This means that, on a clear night, you can see it with the naked eye – incredible when you discover that it is 746 million miles away!

Saturn is a gas giant so it lacks a solid surface. The planet is mostly hydrogen, although it may have a small rocky core. Beneath the surface layer, the hydrogen is liquid and it is extremely hot. The atmosphere of Saturn is also mostly hydrogen and winds sometimes reach 1,100 mph.

Saturn is a very active planet and it produces 2.5 times the heat it receives from the sun. This heat is probably the reason why the planet looks yellow-brown to us.

## The Lord of Rings

A well-known feature of Saturn is its rings. These rings, which consist of pieces of ice, are less than 325 feet thick, but they spread many thousands of miles into space.

- 2 Which of the following are true about Saturn? Decide in pairs. Read and mark.

- 1 Saturn is the largest planet in our solar system.
- 2 It is 746 million miles away from Earth.
- 3 It consists mostly of hydrogen.
- 4 It doesn't have an atmosphere.
- 5 Its winds are very strong.
- 6 Its rings are very thin.

☐  
☐  
☐  
☐  
☐  
☐


## Did you know?

- Planets are large, round objects in space that move around a star.
- Saturn has over 60 moons and 7 rings.



- 3 a) Read the text again and match the sentences (1-5) with the sentences (a-e) .

- 1 ☐ If there are no clouds in the sky after dark,  
 2 ☐ If you take away the rock,  
 3 ☐ If you look deep inside the planet,  
 4 ☐ If a spacecraft travels to Saturn,  
 5 ☐ If we compare Saturn to other planets,

- a ... you see hot hydrogen.  
 b ... it takes many years to get there.  
 c ... only Jupiter is bigger.  
 d ... the main body of Saturn is just hydrogen.  
 e ... you don't need a telescope to see Saturn.

b) Say three facts about Saturn.

c) **THINK** Imagine you are a scientist at NASA. You are looking at pictures of Saturn. In three minutes, write what you can see. Tell your partner.

## Grammar

### Simple present

- 4 a) Read the theory. List all simple present forms in the text. Which uses of the simple present can you find?

We use the **simple present** for:

- **facts:** *The sun rises in the east. It doesn't rise in the west.*
- **habits/routines:** *Astronauts usually sleep 8 hours a day after a 16-hour work day. They take sponge baths daily. Do they exercise regularly? Yes, they do.*
- **timetables:** *The space museum opens at 9 pm every weekday.*

#### Spelling rules

- most verbs + **-s** *I sleep – he sleeps*
- verbs in **-ss, -sh, -ch, -x, -o, + -es**  
*I miss – he misses*
- consonant + **-y** + **-ies** *I study – he studies*
- vowel + **-y** + **-s** *I play – he plays*

b) Put the verbs in parentheses into the **simple present tense**.

#### Check these words

zero gravity, affect, rinseless shampoo, crew, take a bath, mid-deck

## LIVING ON A SPACE STATION

- 1 The astronauts \_\_\_\_\_ (**live**) without daily luxuries such as hot showers.  
 2 They \_\_\_\_\_ (**not/have**) much free time.  
 3 Zero gravity \_\_\_\_\_ (**affect**) their health.  
 4 If an astronaut \_\_\_\_\_ (**not/exercise**) daily, he won't be able to walk when he \_\_\_\_\_ (**come**) back to Earth.  
 5 Astronauts \_\_\_\_\_ (**wash**) their hair with a rinseless shampoo.  
 6 The crew \_\_\_\_\_ (**eat**), \_\_\_\_\_ (**play**), \_\_\_\_\_ (**sleep**) and \_\_\_\_\_ (**take**) a bath in the mid-deck.



## Spelling & Pronunciation

### 3rd person singular

- c) Write the 3rd person singular.  
 Listen and check (✓). Listen and repeat.  
 What are the rules?

|   |         | 3rd person singular | /s/ | /z/ | /ɪz/ |
|---|---------|---------------------|-----|-----|------|
| 1 | play    |                     |     |     |      |
| 2 | look    |                     |     |     |      |
| 3 | travel  |                     |     |     |      |
| 4 | compare |                     |     |     |      |
| 5 | exist   |                     |     |     |      |
| 6 | study   |                     |     |     |      |
| 7 | get     |                     |     |     |      |
| 8 | pass    |                     |     |     |      |

## Writing

- 5 **IT** In groups, prepare a presentation of our solar system. Collect information and write a few sentences about each planet. Use the key words: **solar system**. Present it to the class.

# 1.3 Bad habits



## Vocabulary

### Annoying situations

- 1 Listen and repeat. Which of the habits in the pictures do you find most annoying? Use the adjectives: *angry, upset, frustrated, disgusted.*

*I get really angry when somebody is late for an appointment.*

## Check these words

typical of, gets to you, go for it, I'm starving, gross, splash, puts me off, bother, habit, gets on my nerves, disgusting, hard to break, poke, stomach is grumbling

Kylie: Hi, Frank! Sorry I'm late.  
Frank: Typical of you, Kylie. You're never on time. I'm always the one waiting for you.  
Kylie: Sorry, I know how much it gets to you. Anyway, I'm starving!  
Frank: Me too! Hey, that fried chicken looks good.  
Kylie: It sure does! Let's go for it.  
Frank: Great. Oh, gross! Look at that boy eating spaghetti. He's getting it all over his face and splashing sauce on his clothes.  
Kylie: Yuck! I won't look. If I see someone eat like that, it really puts me off my food.  
Frank: Some people just have no table manners! You know, what really bothers me is people biting their nails, like that girl in the corner.  
Kylie: Oh come on. It's a common habit. People usually do it when they are bored or anxious about something. I don't mind it, actually. What gets on my nerves is people chewing gum with their mouths open. It's really disgusting. Like what you're doing now, Frank!  
Frank: Oops! Sorry. I guess we all have bad habits, and they're hard to break. If I do that again, just poke me. OK?  
Kylie: Oh, don't worry, I will! Now, how about ordering some food? My stomach is grumbling.  
Frank: Mine too.

## Listening & Reading

2

a) You are going to read a dialogue between two friends. Read the first and the last exchanges. What is the dialogue about?  
Listen, read, and check.

b) Read the dialogue and answer the questions.

- 1 Who seems to be a patient person?
- 2 Who gets easily put off?
- 3 What things annoy each person?

c) Find sentences in the dialogue which mean the following.

- You do that all the time.
- I know it really annoys you.
- Disgusting!
- I get disgusted.
- It doesn't bother me.
- What annoys me ...
- You bet I will.

## Everyday English

### Expressing annoyance

- 3 a) Listen and read the dialogue. What annoys Jack?

Mike: It really annoys me when somebody is late for an appointment.

Jack: Me too. I can't stand people throwing garbage in the streets.

- b) Act out similar dialogues. Use the phrases in the box. You can use ideas from Ex. 1 as well as your own ideas.

| Expressing annoyance                                                                                                                                                       | Agreeing/Disagreeing                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• It (really) annoys me when ...</li> <li>• It frustrates me when ...</li> <li>• I hate ...</li> <li>• I can't stand ...</li> </ul> | <ul style="list-style-type: none"> <li>• I know how you feel.</li> <li>• Me, too.</li> <li>• You can't be serious!</li> <li>• Really? I don't mind it at all.</li> </ul> |

## Listening & Speaking

- 4 Listen to Alex and Sara talking about things that annoy them and their friends. Which thing annoys each person? Listen and match, then say.

### People

- |   |  |         |
|---|--|---------|
| 1 |  | Sara    |
| 2 |  | Alex    |
| 3 |  | Brad    |
| 4 |  | Michael |
| 5 |  | Lincoln |

Sara gets angry with bossy people.

### Annoying habits

- a messy people
- b noisy neighbors
- c people who bite their nails
- d screaming babies
- e people with bad table manners
- f bossy people
- g people who are always late
- h people talking during movies

## Grammar

### Conditional Type 0

- 5 a) Match the items in column A with those in column B in order to make correct conditional Type 0 sentences, as in the example.

- A**
- |   |   |                                                        |
|---|---|--------------------------------------------------------|
| 1 | d | If Laura goes (go) to bed late,                        |
| 2 |   | If my baby niece _____ (not/eat) every three hours,    |
| 3 |   | If Sarah _____ (take) a bath in the evening,           |
| 4 |   | If people _____ (laugh) at me,                         |
| 5 |   | If people _____ (cough) without covering their mouths, |
| 6 |   | If Lisa _____ (meet) new people,                       |
| 7 |   | If I _____ (stand) in a long line,                     |
| 8 |   | If I _____ (work) out,                                 |

- B**
- a I \_\_\_\_\_ (sleep) well.
  - b she \_\_\_\_\_ (feel) relaxed afterwards.
  - c it \_\_\_\_\_ (disgust) me.
  - d she wakes (wake) up in a bad mood.
  - e she \_\_\_\_\_ (cry).
  - f I \_\_\_\_\_ (get) bothered very quickly.
  - g I \_\_\_\_\_ (feel) embarrassed
  - h she \_\_\_\_\_ (be) usually quiet and shy.

Which of these sentences are true about you? Tell the class.

## Writing

- b) Think of a member of your family. Write five things that annoy them. Tell the class.

*If my brother is outside and it starts raining, he gets frustrated.*  
*If my brother goes to bed late, he's in a bad mood the next day.*



## Vocabulary

## Environmental problems

- 1  Listen and repeat. Which of these environmental problems is/are the most serious in your country?

*Garbage is the most serious problem in my country.*

## Reading &amp; Listening

- 2 a) Read the first sentence in each paragraph. Which environmental problem is each about?

 Listen, read and check.

## Check these words

destroy, area, provide, species, lose, pollute, smoke, acid rain, under threat, throw away, recycle, landfill site, dump, global population, feed, production, increase, go hungry, act

# Earth SOS

- Every year, we destroy an area of forest the size of New York State.

Trees provide oxygen and homes to many different species. If we continue cutting down forests, we'll also lose plants that we can use to make medicine.

- Factories pollute the air with smoke and the sea with chemicals. Acid rain falls from the skies and sea life is under threat. If factories don't stop polluting the environment, fresh air and clean water will be things of the past.
- The average family throws away 2 tons of garbage every year. That's about the weight of an elephant! If we don't recycle more, all the landfill sites will be full and we'll soon have nowhere to dump all that garbage.
- Four babies are born every second. The global population will be 9 billion by 2042. If we want to feed everyone, we'll have to produce 70% more food. Unless food production increases, many more people will go hungry.

**We need to act now!**

## STUDY SKILLS

## Identifying author's purpose

Authors write to entertain, persuade, or inform people. When we read, it is important for us to understand the author's purpose so that we understand the text better.

- c) What is the author's purpose?

- 3 Choose the correct word.

- 1 Rainforests **provide/produce** us with timber.
- 2 A lot of animals are under **danger/threat** of extinction.
- 3 Sorting our trash helps local landfill **sights/sites**.
- 4 We should help to **feed/supply** the world's hungry children.
- 5 Food production needs to **advance/increase** to meet the needs of the world's growing population.

6 population growth

5 erosion

1 smog

2 deforestation

3 garbage

4 animal extinction

- b) Read the text and complete the sentences.

- 1 Trees are important because \_\_\_\_\_.
- 2 We need plants to \_\_\_\_\_.
- 3 Smoke from factories \_\_\_\_\_.
- 4 We need to recycle or else \_\_\_\_\_.
- 5 We need to produce more food because \_\_\_\_\_.

## Everyday English

### Giving/Reacting to news

- 4 😊😊 Read the example. Use the language in the box and the facts below to act out similar exchanges.

| Giving news                                                                                                                        | Reacting to news                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>You won't believe this!</li> <li>Listen to this.</li> <li>Did you know that ...?</li> </ul> | <ul style="list-style-type: none"> <li>Oh, how awful ...</li> <li>Oh, no!</li> <li>Is that true?</li> <li>Are you serious?</li> <li>That's unbelievable.</li> <li>That's terrible.</li> <li>That's a pity!</li> <li>That's a shame.</li> </ul> |

A leaky toilet can waste 90,000 gallons of water every year.

At least 50 million acres of rainforest are lost a year.

Less than 1% of Chinese cities have clean air.

People cut down more than 850 million trees a year.

It takes 450 years for a plastic bottle to degrade.

A: You won't believe this. A leaky toilet can waste 90,000 gallons of water a year.

B: Are you serious?

## Grammar

### Conditional Type 1

- 5 a) Read the theory. Find examples in the text on p. 12. When do we use **conditional Type 1**?

**If + simple present → will + base form of main verb**  
*If we **keep** cutting down trees, animals **will lose** their habitat.*

**Use:** to talk about a possible situation in the present or future.

*Animals **will lose** their habitat if we **keep** cutting down trees.*

**Note:** *Unless = If not*

Compare the examples.

***Unless** we **stop** cutting down trees, animals **will lose** their habitats.*

***If** we **don't stop** cutting down trees, ...*

- b) Explain the words in the **Check these words** box. Then, complete the sentences with the correct form of the verbs in parentheses.

### Check these words

current rate, become extinct, rise, rapidly, melt, habitat, lose

- If deforestation \_\_\_\_\_ (**continue**) at the current rate, the rainforests \_\_\_\_\_ (**disappear**).
- If we \_\_\_\_\_ (**recycle**) one aluminum can, we \_\_\_\_\_ (**have**) enough energy to run a TV for three hours.
- Unless we \_\_\_\_\_ (**do**) more to help the environment, many endangered species \_\_\_\_\_ (**become**) extinct.
- Sea levels \_\_\_\_\_ (**rise**) rapidly if the polar ice caps \_\_\_\_\_ (**melt**).
- Unless we \_\_\_\_\_ (**act**) now, we \_\_\_\_\_ (**not have**) fresh air in the future.
- Many birds \_\_\_\_\_ (**lose**) their habitats unless we \_\_\_\_\_ (**stop**) cutting down trees.

## Speaking & Writing

- 6 a) In three minutes, write three things you remember from the text. Then tell your partner.

- b) **THINK** In your opinion, which environmental issue is the most serious? Why? In three minutes, write a few sentences on the topic. Read them to the class.

- c) **IT** Use the Internet and/or other available resources to prepare a presentation on ways to help protect the environment. Use these key words: *help the environment*.





# 1.5 Great animals

## Vocabulary

### Animals/Habitats

1 a)  Listen and say.

b) Where does each animal in the list live? Make sentences.

- sea turtle • goat • panda • camel
- frog • polar bear • salmon

*Sea turtles live in oceans.*

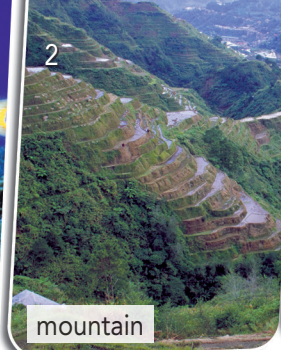
## Reading

2 a) Look at the animals in the pictures. Which habitat do they live in? What dangers do they face: *deforestation?* *hunting?* *overfarming?* *loss of habitat?*

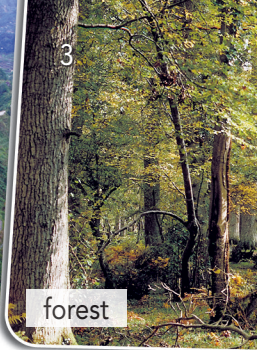
 Listen and read to find out.



ocean



mountain



forest



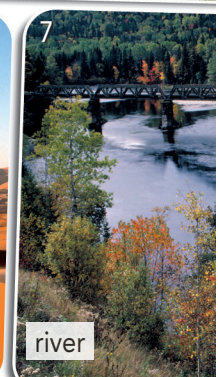
arctic area



pond



desert



river

### Check these words

protect, adopt, hunting, deforestation, survive, wildlife, cranberry, root, overfarming, jellyfish, squid, control

## Josh's Animal Blog

Tags: Giant panda

Posted by Josh

Hi, my name's Josh and I love animals. If you love them too and want to protect them, adopt one! That's what I am doing. I am adopting a giant panda, Peipei, that lives in the bamboo forests of southwest China. If we don't stop hunting and deforestation, the 1,600 pandas left in the wild will be the last of their kind. Pandas eat bamboo and need these bamboo forests to survive. If we protect these natural habitats, we will also protect the homes of thousands of other plants and animals that live there.

[Add a comment](#)



Kim, Beijing says:

March 24th, 4:30 p.m.

Tags: Siberian Crane (East Asia)

I think what you are doing is great! I also love wildlife and I am adopting a Siberian crane. These beautiful birds live in Siberia but spend the cold winter months near the Yangtze River in China where it is warmer. In the spring, they eat cranberries, fish and insects, and when they move south they eat roots from rivers and ponds. At present, these birds are slowly disappearing because of hunting and overfarming. There are about 3,200 Siberian cranes left. Unless we protect their natural habitat around lakes and ponds, these birds will not have a place to make nests and feed their young. The money we give to adopt a crane helps protect its environment.



Sayuri, Japan says:

March 25th, 10:00 p.m.

Tags: Sea Turtle

I adopted a leatherback turtle. They live in oceans all over the world but there are very few left. These large sea animals eat creatures like jellyfish and squid, but pollution is destroying their habitat. Some die in fishing nets and others get hit by passing ships. It is important to protect these sea animals because they control the number of jellyfish in the waters.



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b) Read the text and complete the sentences.

- Giant pandas live in \_\_\_\_\_.  
They feed on \_\_\_\_\_.
- In the winter, Siberian cranes go \_\_\_\_\_.  
At present, there are only \_\_\_\_\_.
- Leatherbacks live in \_\_\_\_\_.  
We need them because they \_\_\_\_\_.

c) **THINK** What can we do to protect endangered species? In three minutes, write a few sentences on the topic. Read them to the class.

## Speaking

3 Copy and complete the table with information from the text. Present the animals to the class.

|          |  |  |  |
|----------|--|--|--|
| Name     |  |  |  |
| Habitat  |  |  |  |
| Feeds on |  |  |  |
| Dangers  |  |  |  |

## Grammar

### Simple present – Present progressive

4 a) Read the theory. Find examples in the text. Then, give examples of your own.

#### Simple present

- for habits/routines: *He works in a zoo.*  
*He gets up at 6 and feeds the animals.*
- for timetables: *The zoo opens at 9 pm.*
- for permanent states & facts:  
*James has blue eyes. Cows eat grass.*

Time expressions: every day, on Tuesdays, often, etc.

#### Present progressive

- for actions happening now/around the time of speaking *Tina is feeding the animals now. She is working hard these days.*
- temporary situations.  
*Tina is working in a zoo for the summer.*

Time expressions: now, at the moment, at present, etc.

**Note:** Some verbs don't have progressive forms because they describe a state rather than an action (*appear, believe, want, like, hate, know, seem*, etc.)  
*I want to adopt an animal.* (NOT: ~~I'm wanting~~ ...)

b) Put the verb in parentheses in the simple present or the present progressive. Give reasons.

- A: How long \_\_\_\_\_ (giant pandas/live?)  
B: They \_\_\_\_\_ (usually/live) for about 20 years in the wild.
- A: What \_\_\_\_\_ (you/do) up so late?  
B: I \_\_\_\_\_ (try) to finish my project.
- A: Many people \_\_\_\_\_ (fight) to stop illegal fishing these days.  
B: If we \_\_\_\_\_ (not/act) now, many sea animals will die.
- A: Hurry! The documentary \_\_\_\_\_ (start) in five minutes.  
B: I \_\_\_\_\_ (come).
- A: John \_\_\_\_\_ (seem) very busy these days.  
B: Oh yes. He \_\_\_\_\_ (work) on a project about endangered species.

## Writing

### A blog comment

5 **IT** Write a comment on Josh's blog about an endangered animal in your country. Use the outline below to plan your paragraph. Use the texts in Ex. 2 as models. You can do some Internet research to collect information.

- name • habitat • food
- why in danger
- how we can help

### Did you know?

In 1963, there were only 487 nesting pairs of bald eagle in the contiguous USA. Today there are about 10,000. We can make a difference.



# 1.6 Tech-time



virtual fitting room



AR windshield



hologram



interactive map



instant translation

## Vocabulary

### AR uses

- 1 a) What is Augmented Reality? Read the dictionary entry to find out.

*AR stands for Augmented Reality. AR combines digital information with the real world around us.*

- b) Look at pictures 1-5. Listen and say. What other uses of AR do you know?

## Reading

- 2 a) Read the title and introduction to the text. What is the text about? Listen, read and check.

### Check these words

present, daily lives, digital character, video calling, virtual, instead of, life-size, be out and about, pedestrian, receive, interactive, point, translate, society, high-tech, develop, at a fast pace



## AUGMENTED REALITY IS THE NEW REALITY

AR technology is already present in our daily lives. Remember Pokémon Go? This game showed us digital characters in our neighborhood streets as we walked around with our smartphones. But AR has many more uses than just taking gaming to the next level.

- More and more companies are already using video calling for their business meetings, but with AR, virtual meetings will look completely different! Instead of chatting to your colleagues on the screen, their life-size 3D holograms will appear right next to you!
- AR will help us when we're out and about, too. If you point your phone at any building, it will give you information about what's inside. If it's a restaurant, you'll be able to see what's on the menu and read reviews from other customers. AR won't just be for pedestrians, either. Drivers will receive information through their interactive windshields!
- Want to go shopping? With AR, you can try on clothes and accessories without entering a real fitting room. Are the washing instructions on the label in another language? No problem! If you point your phone at the text, an AR app will immediately translate it into your own language.

AR is just one way our society is becoming more high-tech. It is appearing everywhere from hospitals to Main Street, and to the phone in your hand. If it keeps developing at the same fast pace, AR will soon be everywhere!



b) Read the text and mark the sentences *T* (true), *F* (false), or *DS* (doesn't say). Correct the false sentences.

- 1 *Pokémon Go* was the most popular smartphone game of all time. \_\_\_\_\_
- 2 Video calling is becoming more popular with companies. \_\_\_\_\_
- 3 AR will make holograms appear on your screen. \_\_\_\_\_
- 4 AR apps will allow you to book a table at a restaurant. \_\_\_\_\_
- 5 AR apps won't be available for pedestrians. \_\_\_\_\_
- 6 Interactive windshields will use AR technology. \_\_\_\_\_
- 7 In shops, AR will only be available in the fitting rooms. \_\_\_\_\_
- 8 There are AR apps that can translate languages. \_\_\_\_\_

c) Say three things you learned from the text.

3 Fill in: *fast, virtual, digital, next, video*.

- 1 Professor Willow is one of the \_\_\_\_\_ characters in *Pokémon Go*.
- 2 We use \_\_\_\_\_ calling to talk to our cousins in the USA.
- 3 When my mom works from home, she attends \_\_\_\_\_ meetings with her colleagues.
- 4 Technology is developing at a very \_\_\_\_\_ pace.
- 5 This invention will take our high-tech society to the \_\_\_\_\_ level!

## Grammar

4 Make sentences using the first conditional.

### Living in a "High-tech" house

- 1 be dark / it close the drapes  
*If it's dark, it will close the drapes.*
- 2 a person enter a room / lights switch on automatically
- 3 temperature drop to 59°F / it turn up heating
- 4 TV too loud / AR help you turn it down
- 5 fridge run out of food / it order supplies from supermarket
- 6 someone break in / it inform you on your cellphone

## STUDY SKILLS

### Predict content

Read the rubric and the questions and possible answers. They will help you predict what the recording will be about.

## Listening & Writing

5 a) You'll listen to a person talking about augmented reality. For questions 1-5, circle the best answer (A, B or C).

- 1 *Pokémon Go* was  
A the first game that used AR.  
B a very popular game.  
C older than *Ingress*.
- 2 Doctors currently use AR  
A to speak to patients.  
B to do operations for them.  
C to plan operations.
- 3 AR smartphone apps are  
A a popular way to use AR.  
B not as popular as smart glasses.  
C becoming more popular in business.
- 4 Smart glasses will help people  
A learn how to do a new job.  
B find work in an office.  
C design computer programs.
- 5 In the future, AR will  
A replace workers.  
B help people work better.  
C create more jobs.

## Writing

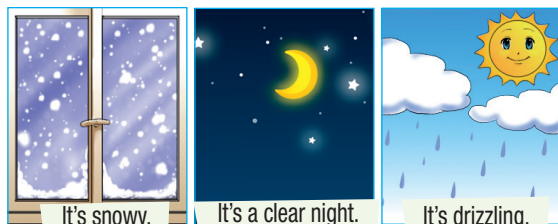
b) **THINK** Will AR become popular outside of the gaming industry? Write a few sentences on the topic. Read them to the class. Who shares your opinion?

# 1.7 Weather patterns

## Vocabulary

### The weather

1 a) Listen and say.



It's snowy.

It's a clear night.

It's drizzling.



It's cloudy.

It's windy.

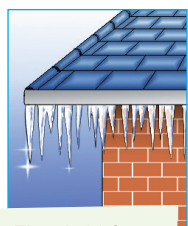
There's sleet.



It's raining.

It's foggy.

It's sunny.



There's (a) frost.



There are thunderstorms/storms/lightning.

b) Match the opposites.

Listen and check.

boiling hot dry warm

wet freezing cold chilly

What's the weather like today?

It's \_\_\_\_\_

## Reading

2 a) Read the dictionary entry. Do you know any weather proverbs? Do you believe in them?

**proverb (n)** = a short sentence that people often use; a saying. It gives advice or tells you about life.



### Check these words

scales, rainbow, seagull, shine, bright, chimney

- If the sky is red at night, it will be sunny the following day.
- If clouds look like the scales of a fish, it will be windy or stormy.
- If the sky is clear at night and you can see the moon, there will be a frost in the morning.
- If there is a rainbow in the morning, it will be rainy.
- If seagulls come back to land, it will be stormy.
- If the stars shine bright, it will be a cold night.
- If chimney smoke goes down, there will be bad weather.
- If crows fly low, it will be rainy.
- If fall trees hold their leaves, it will be a cold winter.
- If the first three days of April are foggy, there will be a flood in June.

b) Listen and read the proverbs. Which of these signs suggest good weather? bad weather? Write sentences.

- |                           |                            |
|---------------------------|----------------------------|
| 1 red sky at night        | 5 rainbow in the morning   |
| 2 clouds like fish scales | 6 clear sky at night       |
| 3 stars shine bright      | 7 chimney smoke going down |
| 4 crows fly low           |                            |



## Grammar

### Intentions & Arrangements

- 3 a) Read the sentences below. Which one expresses an intention? a future arrangement? What tenses are used?

He's playing tennis later.  
He's going to buy a new racket.

- b) Look at Steve's agenda and put the verbs in parentheses into the *present progressive* or the correct form of *be going to*.

|                     |                          |                                                                                                                                                   |
|---------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mon</b><br>18:00 | play soccer with friends | <b>Don't Forget to:</b><br>✓ buy new pair of athletic shoes<br>✓ book a table at Dino's<br>✓ ask Carlos to come with me<br>✓ buy flowers for aunt |
| <b>Tue</b><br>20:00 | celebrate Mom's birthday |                                                                                                                                                   |
| <b>Fri</b><br>20:00 | go to the movie theater  |                                                                                                                                                   |
| <b>Sat</b><br>19:00 | visit aunt               |                                                                                                                                                   |

- Steve *is playing* (play) soccer with his friends on Monday. He \_\_\_\_\_ (buy) a new pair of athletic shoes.
- They \_\_\_\_\_ (celebrate) his mom's birthday on Tuesday. He \_\_\_\_\_ (book) a table at Dino's.
- He \_\_\_\_\_ (go) to the movie theater on Friday. He \_\_\_\_\_ (ask) Carlos to go with him.
- They \_\_\_\_\_ (visit) his aunt on Saturday. He \_\_\_\_\_ (buy) flowers for her.

- c) What are you going to do during your summer vacation?

\_\_\_\_\_

\_\_\_\_\_

What are you doing tonight?

\_\_\_\_\_

\_\_\_\_\_

## Everyday English

### Talking about the weather

- 4 a) Put the verbs in parentheses into the *present progressive* or the *simple present*.

Harry: What's the weather going to be like tomorrow, Jane?  
 Jane: The forecast says it is going to be hot and sunny. 1) \_\_\_\_\_ (you/do) anything?  
 Harry: Yeah! I 2) \_\_\_\_\_ (go) hiking with Fred and Paul. I just 3) \_\_\_\_\_ (hate) hiking in the rain.  
 Jane: You should be OK tomorrow, then.  
 Harry: Yeah. How about you? What 4) \_\_\_\_\_ (you do)?  
 Jane: I 5) \_\_\_\_\_ (meet) Debra in the afternoon. We 6) \_\_\_\_\_ (want) to buy some CDs.  
 Harry: Have fun, then.

- b) Use the language in the table and the words in Ex. 1 to talk about the weather. You can also use your own ideas.

| Asking                                                                                                                                                                                                                     | Replying                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>What's the weather like?</li> <li>It's a lovely day today!</li> <li>It's really cold, isn't it?</li> <li>It's so hot, isn't it?</li> <li>It's too windy today, isn't it?</li> </ul> | <ul style="list-style-type: none"> <li>It's warm and sunny.</li> <li>It certainly/sure is.</li> <li>I don't think so.</li> <li>Definitely.</li> </ul> |

A: What's the weather like today?

B: It's warm and sunny.

## Listening

- 5 a) Listen to Sandy describing the weather in her town. What is it like in each season? Copy and complete the table.

| winter | spring | summer | fall |
|--------|--------|--------|------|
|        |        |        |      |

## Writing & Speaking

- b) What is the weather like in your town/city/village? Complete a table similar to the one in Ex. 5a. Tell the class.

Winters are ... in my town. There's a lot of ... etc.

## Vocabulary

## Aches &amp; Pains

1 a) 🔄 Listen and say.

b) 😞😞 What's wrong with each person?  
In pairs, ask and answer.

A: What's wrong with Tony?

B: He has a headache.



# AN apple a day ...

... keeps the doctor away. But some everyday aches and pains need very special treatment. Do the quiz to see if you know what to do when you get ill or hurt yourself.

- 1 If you are out in the rain and catch a cold,  
A eat some raw potato.  
B drink lots of lemon juice.  
C get plenty of fresh air.
- 2 If you are in an airplane and get an earache,  
A stand up and walk around.  
B chew some gum.  
C don't move your head.
- 3 If you suffer from hay fever in the summer,  
A eat raw onions.  
B drink tomato juice.  
C wash your face often.
- 4 If you get a headache from too much work,  
A blow your nose.  
B turn off the lights.  
C hold your breath.

## Check these words

aches, pains, treatment, hurt, raw, chew, suffer from, hay fever, blow your nose, turn off, hold your breath, stand, stretch, muscle, put on, steam, rub, slice, dry, toast

## Reading & Speaking

2 a) Look at the title of the quiz and the introduction. What is the quiz about?

b) 😞😞 Do you know how to deal with problems like the ones in Ex. 1? Take the quiz. Read and check.



- 5 If you wake up in the night with a cramp,  
A rub your toes.  
B stand on your head.  
C stretch the muscle.
- 6 If you have a bad cough,  
A put on a warm sweater.  
B drink a glass of warm milk.  
C breathe steam from boiling water.
- 7 If you get a paper cut from a magazine,  
A wash it in warm water.  
B keep it covered.  
C run cold water over the cut.
- 8 If you lift something heavy and get a backache,  
A eat lots of spinach.  
B rub some carrot juice on it.  
C put slices of raw potato on it.
- 9 If you hit your arm on a table and get a bruise,  
A put something cold on it.  
B hold it under hot water.  
C rub olive oil on it.
- 10 If you get a stomach ache from too much spicy food,  
A drink cold water.  
B do some exercises.  
C eat a piece of dry toast.

Answers: 1B, 2B, 3C, 4B, 5C, 6C, 7C, 8C, 9A, 10C

## Grammar

### The imperative

#### 3 a) Read the theory. Find examples in the quiz.

We use the imperative to give advice, instructions, or direct orders. **Open your mouth.**

To sound more polite, we can use **please**.

**Sit down, please.**

**REMEMBER!** We use **don't + base form** of the verb to make a negative imperative.

**Don't touch these wires.**

We can use the imperative in the main clause in conditional type 1 to give advice or instructions.

**If you burn your tongue while drinking tea, put some salt on it.**

#### b) Use the verbs to complete the sentences.

remove      cover  
rub      take  
put      use

If you burn your hand on something hot,

- 1 \_\_\_\_\_ it under cool water for several minutes.
- 2 \_\_\_\_\_ a painkiller.
- 3 \_\_\_\_\_ the burn with bruise cream.
- 4 \_\_\_\_\_ ice to help with the pain.
- 5 \_\_\_\_\_ any clothing or jewelry that is near the burn.
- 6 \_\_\_\_\_ it with a bandage.

## Listening

#### 4 Listen to the dialogue. What's wrong with James? What does the doctor ask him to do?

## Everyday English

### Asking about health

#### 5 a) Your friend has a headache. Act out your dialogue. Use the phrases in the box. You can use the ideas in Ex. 2 and your own ideas.

| Asking about health                                                                                       | Complaining about health                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Are you OK?</li> <li>You don't look well. What's wrong?</li> </ul> | <ul style="list-style-type: none"> <li>I don't feel well.</li> <li>I feel terrible.</li> <li>I have a dreadful ...</li> <li>I can't stand it.</li> </ul> |
| Expressing sympathy & giving advice                                                                       |                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Oh dear!</li> <li>I'm so sorry.</li> </ul>                         | <ul style="list-style-type: none"> <li>Why don't you ...?</li> <li>You should ...</li> </ul>                                                             |

## Writing

#### b) Portfolio: Your friend has a bad cough. Write your dialogue advising him/her to see a doctor. Use phrases from Ex. 5.



# Self-Check

**1** Fill in the verbs in the correct form: *remove, bite, provide, suffer, sink, adopt, translate, develops, increase, drip.*

- 1 Don't let the faucet \_\_\_\_\_; you waste water!
- 2 Smartphones can \_\_\_\_\_ foreign languages.
- 3 If the world population \_\_\_\_\_ too much, there won't be enough food.
- 4 When you throw a stone in the water, it \_\_\_\_\_.
- 5 It isn't polite to \_\_\_\_\_ your nails in public.
- 6 My grandma \_\_\_\_\_ from headaches.
- 7 The organization \_\_\_\_\_ shelter to poor people.
- 8 If you \_\_\_\_\_ the water from an apple, it weighs 80% less.
- 9 \_\_\_\_\_ an animal and help it survive.
- 10 As AI technology \_\_\_\_\_, we will see it more and more in everyday life.

10x2=20 points

**2** Put the verbs in parentheses into the correct tense.

- 1 Astronauts \_\_\_\_\_ (work) very hard.
- 2 My dad \_\_\_\_\_ (help) my sister now.
- 3 Unless we \_\_\_\_\_ (go) now, we'll miss the bus.
- 4 If it snows, we \_\_\_\_\_ (go) skiing.
- 5 What \_\_\_\_\_ (John/do) tonight?
- 6 Ice \_\_\_\_\_ (melt) if it gets warm.
- 7 If you \_\_\_\_\_ (eat) too much fruit, you'll be sick.
- 8 I promise I \_\_\_\_\_ (clean up) later.
- 9 Don't \_\_\_\_\_ (touch) that. It's hot.
- 10 You \_\_\_\_\_ (not/need) a telescope to see Saturn.

10x2=20 points

**3** Listen and circle the correct response.

- |                       |                    |
|-----------------------|--------------------|
| 1 a Not really.       | b What's wrong?    |
| 2 a It certainly is.  | b Oh, dear!        |
| 3 a I can't stand it. | b I feel terrible. |
| 4 a I'm so sorry.     | b Definitely.      |
| 5 a Me neither.       | b Me too!          |

5x4=20 points

**4** Fill in: *You won't believe this., Is that true?, I feel terrible., It sure is.*

- A: It's very hot today, isn't it?  
B: 1) \_\_\_\_\_
- A: 2) \_\_\_\_\_  
B: What's wrong?
- A: 3) \_\_\_\_\_  
This decade is the hottest in 400 years.
- B: 4) \_\_\_\_\_  
A: Yeah. It's in the news today.

4x3=12 points

**5** a) Read and mark the sentences T (true) or F (false).

Dear Liam,  
I hope you are well. I'm going on vacation tomorrow and then I am going to work for the rest of the summer. I'm starting classes at a university in August and I really can't wait. I'm going to study biology and environmental science and I'm sure that one day I'll work as an environmentalist. I hope I'll be able to do something important to help the environment. Of course, I hope I'll travel around the world for my job, too. How about you? What are your plans for the future?

Greg

- 1 Greg is going to work all summer. \_\_\_\_\_
- 2 He is looking forward to going to university. \_\_\_\_\_
- 3 He wants to help the environment. \_\_\_\_\_
- 4 He doesn't like traveling. \_\_\_\_\_

4x2=8 points

b) Write a similar email about your future plans.

20 points

Total: 100 points

## CHECK YOUR PROGRESS

Color in the stars

- talk about habits and routines
- talk about possible situations in the present and future
- talk about future plans
- give and react to news
- write a blog entry about your life in the future

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



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