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Part A

STARTING A NEW LIFE

1 Going West, 1838

ex. 1

a) Read Mary's diary and do the tasks below.

For some people, treasure means a new land and new life. There was a time in America when people moved west to find new homes. Six weeks after their marriage, Mary and her husband travelled 2,000 miles to a new home in Oregon.

APRIL 23 Left about midday. Baggage was put on wagons, we were on horses. The prairie is in front of us as far as we can see.

APRIL 24 I went to bed early. The bed was on the ground. It was uncomfortable and cold, but I am thinking about my future in Oregon, and the thought makes me warm.

APRIL 25 Cold but not rainy. Rode 21 miles without a break. Argued with Mr W. He spoke so angrily, but became friendly when he saw how bad I felt.

APRIL 27 Some horses were lost. I feel anxious. Every day could be our last. The other travellers do nothing but argue.

MAY 6 Travelled 24 miles: on a Sunday! Very cold. Had no idea we would have so much wind and cold.

MAY 7 13 miles before lunch, 10 after. Mr W. very sick. He should go to hospital. But where? My health good. I hope no else gets sick.

MAY 16 Got up early, made a fire, washed clothes

all morning. Rode in the wagon.

JUNE 10 Miss my mother. Will I survive?

JUNE 11 Water comes into the tent. I thought of my father's farm and cried. We crossed the Platte River. The boats were made of buffalo skins.

JUNE 24 We wore Sunday dresses like at home. But we couldn't go to church. I think I am quite happy.

JULY 13 Feeling weak, but still trying to keep up.

JULY 16 Came to the foot of the mountains. The natural world is wonderful here. I feel that it cures me and makes me strong.

AUGUST 25 At last crossed the top of the mountains and went down the longest hill I had ever seen. Mrs Connor had a baby in the evening. All these babies will need to go to school!

AUGUST 29 Arrived at Waiilatpu /,waɪˈlæpu:/ about 2 pm. Just as we were resting, the house became full of Indians. In the evening we ate a fine dinner. Our long journey is over.

nothing but ... (= only)

They did *nothing but* argue.

I've eaten *nothing but* an apple today.

b) Mary writes a lot about her feelings. What are her feelings about these things? Do they change? How?

her husband (Mr W.) • her old home • the journey • her health • the weather

c) Give full answers to the questions.

- 1 What were the other travellers like?
- 2 How did they cross the river?
- 3 Why was the last part of the journey difficult?

GRAMMAR
FILE
5

2 LOOKING AT LANGUAGE

ex. 2

Study the sentences. When do you use the *definite article*?

I went to *bed* early. *The bed* was on the ground.

Find sentences in the text with these words. Are they with or without the *definite article*?

church • hospital • Platte River • school

3 Going West, 2014 — an email story

exs. 3, 4

a) Scan the text. How do Gary's feelings change?

June 3

Hi Marcia,

I know we just said goodbye yesterday, but it seems like such a long time. We spent 12 hours on the road today, and now we're in this awful little place in Ohio called Mittiwanga /,mɪtɪˈwɒŋɡə/ (can you believe it?). Also the motel doesn't even have cable! I used to enjoy long journeys, but now I miss Boston — and you!!! I'm feeling sad.
All my love, Gary

June 5

Hey Marcia,

We go from stupid little town to stupid little town. Cornfields everywhere. I can't get used to sitting in the car for hours every day. Sometimes we stop at a drugstore and eat at the counter! My dad says it's the only way to meet people. But who wants to meet anybody in Iowa??!! I think I'm going to die.
Your Romeo

June 7

Hello Marcia,

Today we saw lots of neat things from the days of the Old West. We even got out of the car and walked along a mile of the old Oregon Trail. It was real hot, so we couldn't go farther than that. We were all happy to get back in the air-conditioned car! But there's a lot of interesting history here.

Much love, Gary

June 15

Hey Marcia,

Sorry I haven't written for a few days — we were kind of busy. Everything has been moved into the new house. The place is huge. I've been given a room from where I can see the Pacific! In Boston I used to see railway lines. I met some other kids from the neighbourhood — we're going to have a beach party near here tonight. I'm looking forward to it. Maybe this place won't be so bad. Of course, it would be better if you were here ...
Gary

June 28

Hi Marcia,

I'm getting used to living like Californians! I get up late, eat an orange off the tree for breakfast, go for a quick swim in our pool, meet friends and cruise up and down Rodeo Drive in our cars. Of course, it won't be like this when school starts, but we can still go surfing after school, Chloe says. Chloe is teaching me how to surf. She's real nice and — but that's the doorbell. I'll have to get back to you another time!

Your friend, Gary

b) Right or wrong? Correct the wrong statements.

- 1 The first state Gary mentions is Iowa.
- 2 They eat in drugstores at small tables.
- 3 Gary doesn't want to talk to people in Iowa.
- 4 They don't walk far on the Oregon Trail.
- 5 Gary only feels better when he has his own room.
- 6 Chloe is the surfing teacher.
- 7 Gary is beginning to forget Marcia.

c) Ask your partner.

- 1 Have you ever been on a long journey for several days? What was it like?
- 2 Would you like to move to another part of Russia? Would you be sad or would you find it exciting?

4 LOOKING AT LANGUAGE

exs. 5, 6

Find the missing verbs from the text. How are they different?

I *used to* ... long journeys.I can't *get used to* ... in the car.Find another sentence with *used to* and *get used to* in the text.

neat (*AmE*) = cool (informal)
real (*AmE*) = very

GRAMMAR
FILE
6

Part A PRACTICE

1 GRAMMAR Active and passive

A reporter spoke to the police about a robbery. Read his notes and give his report. Be careful: some sentences will be in the *passive*.

- | | |
|--|--|
| - thieves entered shop through back window | - nothing very expensive kept there |
| - window opened with large knife | - shop assistant's iPod stolen |
| - glass not broken | - left through front door |
| - thieves went to safe first, couldn't open it | - neighbours interviewed |
| - then went to front of shop | - two men and a woman seen when leaving shop |
| - broke open cupboards | |

The thieves entered the shop through the back window.
The window was opened with a large knife.

...

MORE HELP
P. 144

2 GRAMMAR Definite article *the*

Complete the sentences with the nouns below with or without *the*. Note: we don't use *the* when we are thinking of the general idea.

church • hospital • school • university • work

- 1 What do you want to do when you leave ____? I want to go to ____ in Moscow and study languages. ____ there is very good.
- 2 How is your new job? What time do you start ____? Is ____ interesting?
- 3 My Mum goes to ____ every Sunday. ____ is near our house.
- 4 After the accident he was taken to _____. He's still in _____. _____ is in the centre of town.

3 GRAMMAR Passive: present perfect

Look at the pictures and write down what has changed. Use the verbs below in the *present perfect passive* form.

beat • eat • paint • pick • plant • present



1 The strawberries have been planted.

4 VOCABULARY Synonyms

a) Find words or phrases in the boxes below that mean the same.

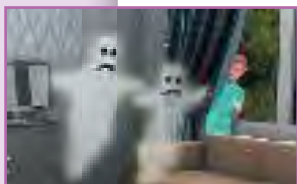
afraid • also • awful • close • correct •
difficult • uninteresting • film • great •
huge • kid • leave • loud • now • sad •
start

at the moment • begin • boring • child •
enormous • fantastic • go away • hard •
movie • near • noisy • right • scared •
terrible • too • unhappy

●● b) Make sentences with five of the words from a). Read the sentences to your partner and he/she says them again with the synonym.

5 GRAMMAR *Used to and get used to*

●● a) Think of ...



- 1 ... something you used to be scared of but aren't scared of now.
- 2 ... a song you used to like but don't like now.
- 3 ... a sport you used to play but don't play now.
- 4 ... a TV programme you used to watch but don't watch now.
- 5 ... two more things you used to do but don't do now.

Tell your partner: *I used to be scared of ghosts when I was small.*

b) Complete the sentences with the correct form of the verbs below.

be • do • live • get up • *travel* • swim

- 1 Mary got used to *travelling* in a wagon.
- 2 Day by day Mary and her new husband got used to ____ together.
- 3 Gary quickly got used to ____ in California.
- 4 He got used to ____ in the pool every day.
- 5 Frank has a new job. He can't get used to ____ so early.
- 6 In some countries people sleep on the floor. I couldn't get used to ____ that.

6 LISTENING Enquiring about surfing lessons

1 a) Some students are planning a school trip to California. One student rings up a surfing school to find out about lessons. Listen to the phone call and choose the correct answer.

- | | |
|---|---|
| <p>1 The school trip is for</p> <p>a) one day.</p> <p>b) two days.</p> <p>c) three days.</p> | <p>4 Lessons</p> <p>a) are only in the morning.</p> <p>b) are only at 1 pm.</p> <p>c) last three hours.</p> |
| <p>2 The surf camp is open from</p> <p>a) 9 in the morning.</p> <p>b) 6 in the morning.</p> <p>c) 9 to 5.</p> | <p>5 The student</p> <p>a) books the lessons.</p> <p>b) needs to talk to the group.</p> <p>c) will call tomorrow.</p> |
| <p>3 In the group there are</p> <p>a) 17 teenagers.</p> <p>b) 15 teenagers.</p> <p>c) no adults.</p> | |

●● b) You are planning a school trip to the zoo with your partner. One of you phones the zoo and asks for information. The other partner answers the questions.

Part B

RICHES FROM THE EARTH



“Panning” for gold



i
49ers: the people who went to California to look for gold in 1849.

GRAMMAR
FILE
7

1 Where the California Gold Rush began

ex. 1

a) Scan the text. Who was James Marshall? What did he find? When?

One day in 1848 a man was walking beside a stream in Coloma, California, when he saw a bright, shiny stone. At first he didn't think it was special, so he walked on. Then he saw more shiny stones. He picked one up and looked at it — James Marshall had discovered GOLD! He was a rich man. If he hadn't stopped and looked, he would never have become rich.



James Marshall

That was the start of the Gold Rush. Between 1849 and 1855, 300,000 people rushed to California to look for gold. Coloma became a busy town. If Marshall hadn't discovered gold, it would have been a quiet village. But then, after a few years people began to move away. Of course, if they had found more gold, they would have stayed.

Today Coloma is a state park. A statue of James Marshall can be seen, and houses from the old days can be visited there. You can see how the 49ers really lived in the 1850s. And you can look for gold too. You might be lucky!

b) Read and listen to the text. Right or wrong? Correct the wrong statements.

- 1 Marshall discovered gold near water.
- 2 The Gold Rush lasted for eight years.
- 3 People left Coloma because they had no luck.
- 4 You can't look for gold in Coloma now.

2 LOOKING AT LANGUAGE

exs. 2, 3, 4

a) Find the verbs in the *if*-sentences in the text.

<i>if</i> -clause	main clause
<i>If he hadn't stopped and looked</i>	...
...	

b) What tense is used in the *if*-clause? What verb form is used in the main clause?

c) Explain the difference in meaning:

- If the weather was nice, I would go out.
- If the weather had been nice, I would have gone out.

3 Black gold in Alaska

a) Read the text and do the task below.

Everybody knows that Alaska is really cool, right? Well, not just cool, it's freezing! Russian Siberia, Alaska's neighbour in the west, is only 51 miles (82 km) away — much nearer than any US state. The Russians were the first Europeans in Alaska. St Michael's Cathedral is in Sitka, the old Russian capital of Alaska.

But Alaska has oil, and today it's one of the richest states in the USA. The oil and gas have brought a lot of money into the state. Oil is carried through the Trans-Alaska pipeline from the oilfields in Prudhoe Bay to the harbour at Valdez. Over half of the 800 miles (1,300 km) of pipeline was built above ground so that the heat from the pipeline doesn't hurt the environment.

But there are bad sides. After an accident in 1989, over 40 million litres of oil from the supertanker Exxon Valdez covered hundreds of kilometers of the Alaskan coast. It was a tragedy for the wildlife of Prince William Sound. "There are few clean beaches here, even today. But there were good results too. Schools got a lot of money for educating young people," said Thomas, who was 12 when the accident happened.

b) Complete the sentences.

- 1 Alaska is closer to ...
- 2 The first Europeans ...
- 3 Because Alaska has a lot of oil ...
- 4 Oil from Prudhoe Bay is ...
- 5 The Exxon Valdez was the supertanker which ...



St Michael's Cathedral

Trans-Alaska pipeline



4 LOOKING AT LANGUAGE

exs. 5, 6

Put these nouns from the text in the chart:

accident • beach • heat • money • oil • pipeline • state • wildlife

Countable	Uncountable
accident/accidents	heat
...	...

GRAMMAR FILE 8



Bird covered in oil from the Exxon Valdez

5 SPEAKING Your area

Talk about your area. The questions below can help you.

- What is your town/area famous for?
- Who is remembered in your area and why?
- What is grown/produced/made there?
- When were the oldest buildings built?

for + gerund

... money for educating young people.

The pipeline is for carrying oil. Oil is for heating houses.

Part B PRACTICE

1 GRAMMAR Passive: modals and the will-future

a) Complete this sentence from the text in ex. 1 on p. 58.

A statue of James Marshall ..., and houses from the old days ... there.

b) Complete the sentences with the correct form of the verbs in brackets.

- 1 Strawberries *can be grown* (can/grow) in California nearly all year round.
- 2 They ____ (must/eat) soon because they go bad quite quickly.
- 3 Strawberries ____ (have to/pick) when they're ripe.
- 4 If you want them to taste good, they ____ (shouldn't/pick) when they're still green.
- 5 Strawberries ____ (may/eat) with ice cream.
- 6 This year's Strawberry Festival ____ (will/open) tomorrow.
- 7 This wonderful red fruit ____ (will/celebrate) by thousands of visitors.

2 GRAMMAR Conditional 1 and 2

a) In which sentence does Sergey have a better chance to see his friends?

- If Sergey studies hard, he'll see his friends later.
- If Sergey studied hard, he'd see his friends later.

b) Complete the sentences with the correct form of the verbs in brackets.

- 1 If Viktor catches a lot of fish, his family *will have* (have) a big meal tonight.
- 2 He'd win the game, if he ____ (practise) more.
- 3 If Sarah learns to read and write, she ____ (be able to) read her mum's emails.
- 4 If students are rude in her class, Ms Tripp ____ (get) angry.
- 5 If I lived in California, I ____ (go) to see the Gold Rush towns.
- 6 If I ever go to the USA, I ____ (visit) New York.
- 7 I ____ (be) very excited if I saw where James Marshall found gold.
- 8 If I met Thomas, I ____ (ask) him all about the Exxon Valdez accident.

3 GRAMMAR Conditional 3

Complete the sentences with the phrases below. Put the verbs in the correct tense.

catch the bus • hear her alarm clock • see the cat • not be out of order • not be broken • be open • cross the street • go to bed early

- 1 If Mr Truman *had caught the bus*, he would have got to work on time.
- 2 If the cat ____, it would have got into an accident.
- 3 If her phone ____, she could have phoned her parents.
- 4 If the lift ____, Mr Hawkins would have gone up to the 57th floor.
- 5 If the internet café ____, Tom would have sent his girlfriend an email.
- 6 If the mouse ____, it would have run away.
- 7 If Sally ____, she would have got up.
- 8 If I ____, I wouldn't feel so tired today.



4 GRAMMAR Conditional 3

America has changed a lot since the Europeans came. Imagine what would have happened if they hadn't come. Make sentences. Use *conditional type 3*.

- 1 Christopher Columbus / not sail west — not find / new continent
If Christopher Columbus hadn't sailed west, he wouldn't have found a new continent.
- 2 Columbus / not sail to the Caribbean — arrive / in North America
- 3 Native people / not be / so friendly — they / kill / Columbus and his crew
- 4 Europeans / not go to America — native people / not die / of new illnesses
- 5 We / not know / corn and potatoes — Europeans / not find them / in America
- 6 People / not started / to smoke tobacco — Europeans / not bring back / from America
- 7 Columbus / not discover America — somebody else / find / it!

5 GRAMMAR Countable and uncountable nouns

a) Which of the words below are *countable* and which are *uncountable*? Put them in two lists.

band • club • experience • homework • hour • information • lesson • money • music • student • team

b) Complete the sentences with *much* or *many*.

- 1 Have you got ____ homework tonight?
- 2 How ____ lessons do you have each day?
- 3 Not ____ students came to the meeting.
- 4 I didn't find ____ information about this on the Internet.
- 5 How ____ teams do you play in?
- 6 I'd like a new mobile phone, but I haven't got ____ money.

6 GRAMMAR Countable and uncountable nouns

a) Some students are talking about their "perfect sandwich" at lunchtime. Complete the sentences with *a few* + countable nouns, *a little* + uncountable nouns.

- 1 My perfect sandwich has a lot of cheese in it and ____ ketchup.
- 2 Mine has ____ cheese and a lot of ketchup!
- 3 I like to put ____ pieces of lettuce in mine.
- 4 Here's my perfect sandwich: ____ pieces of meat, ____ mustard, ____ pieces of tomato, and a lot of butter.
- 5 Too much butter isn't good. I'd only put ____ butter on my sandwich.

b) Complete the sentences with the words below.

apples • bread • marmalade • milk • potatoes • sausages

- 1 How much ____ do we need?
- 2 How many ____ do we need?
- 3 We need ten ____.
- 4 We need some ____.
- 5 We need lots of ____.
- 6 We need a kilo of ____.



Part C

BIKE LOVE

1 Bike love, an online pinboard for cyclists

exs. 1, 2

a) Scan these four "pins" and do the tasks on the next page.



Cycle race in frozen, snowy Alaska

The Susitna 100 is a hard race for cyclists, skiers and runners. Amy took part in it for the first time: "The night before, I lay sleepless in my bed and imagined what it would be like to pedal all day and all night in sub-zero temperatures for 100 miles. After the start, it started to snow, and I fell down on my face more than once. Sometimes I lost feeling in my fingers, and as a result I had to stop to warm them. Once my eye froze shut. That was really frightening! I wasn't doing more than three miles an hour. The night was terrible,

and I almost gave up. But in the daylight I couldn't believe the beauty around me, and I found new energy for the last 10 miles. I finished in 34 hours, which is pretty good. Next year I'm going to do it in 24 hours!"



Bikes for Africa

Just 16 — and Clarity has already cycled across Europe and the USA. Now — as reported recently in the Durham-Middlefield Patch — she is hoping to interest other children in cycling. She is organising a five-week summer camp to introduce them to the joys of cycling and teach them about traffic safety, exercise and diet.

The money she makes will go to "World Bicycle Relief", an organisation which sends thousands of bicycles to Africa and trains hundreds of mechanics. The bicycles help in many ways: children can get to school, small businesses can take goods to market, and healthcare workers can visit the sick.



Bicycles in history

Walking Machine (1817): Made of wood. There were no pedals. You pushed your feet against the ground and moved forward.

High Wheel Bike (1870): The first all-metal machine. It had solid rubber tyres. But it was dangerous if you fell!

Tyres filled with air (1890): Bicycles became cheaper and popular with the working men. Women, too, began to ride them.



Eight reasons why you should prefer riding a bike to going by car:

- 1 You don't need a driving licence.
- 2 It's faster than walking.
- 3 You don't have to worry about traffic.
- 4 You burn calories.
- 5 You feel good afterwards.
- 6 You never have to pay for petrol.
- 7 They are better for the environment.
- 8 The police will never stop you for speeding.



b) Scan the texts and find out ...

- 1 ... how many hours the race took Amy.
- 2 ... what Clarity is planning to do this summer.
- 3 ... when cycling began to become popular.
- 4 ... one reason why cycling is good for you.

c) Are these statements true, false or is the information not stated in the text?

- 1 Amy takes part in the Susitna 100 race every year.
- 2 Sometimes the temperatures were above zero.
- 3 Next year Amy is going to do better.
- 4 This summer Clarity is not going on a long bike ride.
- 5 It's difficult to buy bikes in Africa.
- 6 The Walking Machine was made of wood and metal.
- 7 The High Wheel Bike had tyres with air inside.
- 8 If you cycle very fast, the police won't stop you.

d) Find the words in the texts.

- 1 ____ is the opposite of *easy*.
- 2 A ____ temperate is below 0 °C.
- 3 The past simple form of *freeze* is ____.
- 4 The noun from *beautiful* is ____.
- 5 To interest somebody ____ doing something.
- 6 To introduce somebody ____ something.
- 7 The opposite of *backward* is ____.
- 8 A thing with no air inside is s____.
- 9 You need this if you want to drive a car.
- 10 When you buy something, you need to ____ it.

e) Answer the questions.

- 1 Do you have a bike?
- 2 How often do you use it? Do you enjoy cycling?

2 SPEAKING Cycling: good or bad?

exs. 3, 4, 5

Work in small groups. Half the group (A) is against cycling, the others (B) are for it. Use the arguments below and discuss your points of view.

Group A: Against

- cycling in the rain is wet, dirty and cold; not a good way to arrive!
- easy to steal; you can't always buy a new bike
- dangerous: drivers don't think about cyclists
- not many cities have cycle paths
- cyclists breathe pollution from cars and lorries – is that fun?

Group B: For

- no petrol; so no CO₂, no climate change
- it's a great exercise; you live longer
- it's very enjoyable; you feel great
- cars cause pollution, traffic jams change them for bikes in cities
- much quicker: no traffic jams



*I'm quite sure that ...
Another reason why ...
Have you ever thought ...*

*I see what you mean, but ...
I really don't agree with ...
That's simply not true.*

Part C PRACTICE

1 VOCABULARY Linking words: cause and effect

Complete the sentences with the words or phrases below.

as a consequence/as a result • because of • caused • led to • the reason why

- Cheaper bikes ____ sales of bikes to working men and women.
- The race was hard ____ the sub-zero temperatures.
- The bike had a very high front wheel. That's ____ it was dangerous.
- The extreme cold ____ Amy to lose feeling in her fingers.
- ____ she had to stop and warm them.
- They collected money, and ____ thousands of bikes were sent to Africa.

2 GRAMMAR I prefer + gerund

a) Look at the pairs of activities. Which do you prefer?

- ride a bike / go by car

I prefer riding a bike to going by car.

- give a presentation / have a class discussion
- celebrate my birthday with the family / meet friends on my birthday
- watch a DVD / go to the cinema
- write an email / send a text message
- go to school by public transport / walk

b) Compare your ideas with a partner and give reasons.

3 LISTENING A radio programme from the US

Read the questions below. Listen, then choose the correct answer.

- You can hear the programme once a
 - day.
 - week.
 - month.
- Later in the show Annie will talk about
 - school grades.
 - sport.
 - fashion.
- Katie went on an interesting vacation last
 - summer.
 - winter.
 - autumn.
- She was a ... for a week.
 - pop singer
 - circus clown
 - cowgirl
- She went with her
 - uncle and aunt.
 - parents.
 - sisters.
- On the vacation, Katie ... every day.
 - cooked
 - ran 20 miles
 - rode horses
- One day she helped Ben and Ted with a
 - baby cow.
 - baby horse.
 - baby lion.
- Once they had a ... in the mountains.
 - camp fire
 - concert
 - picnic
- During the vacation Katie slept in a
 - hostel.
 - tent.
 - cabin.
- Katie says the vacation is great if you can
 - swim.
 - ride horses.
 - ride a bike.

4 EVERYDAY ENGLISH Talking about what to do today

a) Read the conversation.

Matt: Let's go to the park. We could skate there.

Jon: No, I don't really want to do that again. We went to the park yesterday. What about going to the cinema today?

Matt: Sorry, I can't. I haven't got any money. We could go back to my house. I've got a new computer game.

Jon: That's a good idea. Let's do that.

Matt: Cool. Come on then. Let's go.



Making suggestions

Let's go/watch/...

We could go/watch/...

What about going/watching/...?

Maybe you don't like the idea:

I don't really want to do that.

Sorry, I can't.

Try and give a reason:

We went there yesterday.

I haven't got so much money.

Maybe you like the idea:

That's a good/great/... idea.

Yes, let's do that.

b) Make a conversation like the one above. Here are some ideas:

go shopping/swimming/... • go on a trip to ... • make a pizza • watch a film • play football/... • go to a basketball/... match • ...

5 WRITING Asking for information

You have a new pen friend in England. Kevin goes to King's School. Write a letter to find out more about Kevin's school. You can put your letter in your PORTFOLIO.

MORE HELP
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SKILLS FILE
23

57, 18 Glavnaya St.
627910 Krasnoyarsk
Russia
May 27

Dear Kevin,
My name is Anna Fedotova and I'm writing to you because I'd like to know more about King's School.

...

Best wishes,
Anna

In your letter you should say:

- who you are and why you're writing
- You can say something about yourself:**
- where you go to school
 - what grade/year you're in / how old you are
 - why you are writing

In your letter you should ask questions.

You could ask about:

- the school day
- how students get to school
- school subjects
- holidays
- activities after school
- ...

- Write a beginning and ending to your letter.
- Read it carefully again.
- Check spelling and grammar.
- Sign your letter.

Extended reading

The box of gold

a) Scan the story and find out in what way Richard and George are different.

Cornwall, October 1780



The night was wet and windy. Two boys walked along the cliffs. “Where are you taking me so late at night?” George asked. “Look down at the beach there,” Richard answered. From the top of the cliff George looked down and saw a group of men with lamps. “Smugglers!” George said.

Some minutes later they saw the boats arrive. They were loaded with boxes and barrels.

“There’s tea in the boxes,” Richard said. “And in the barrels there’s certainly wine or brandy.”

Suddenly somebody shouted. The men on the beach dropped everything and started to run. A few minutes later another group of men arrived on the beach.

“Customs officers. They’re too late. Maybe somebody warned the smugglers,” Richard said.

“How did the customs officers know about the smugglers?” George asked. But Richard didn’t answer.

The next day the two boys went back to the beach. The customs officers had taken everything away. But then George saw a small box in the sand. He picked it up – it was full of gold coins! “Look,” he said. “We’re rich!”

But Richard disagreed, “It isn’t ours, George. We can’t keep it. If you keep it, it’ll bring you bad luck.”

They had a big argument and finally Richard walked away. George stayed alone on the beach.

For two hours he sat thinking about what to do. So he didn’t see that the sea had come in until it was too late and the beach was completely cut off. He looked around in panic. Then he saw an opening in the face of the cliff and some steps. He ran up the steps and at the top he came to a tunnel. He went down on his knees and crawled in. It was cold, dark and wet. George crawled and crawled. After half an hour the tunnel started to get wider. At the end he came to a ladder. He climbed up and pushed open a big flat stone at the top. On the other side there was light. Where was he? He looked around and then he realised: he was in the kitchen of his own house and his shocked parents were sitting in the room!

“How did you find the tunnel?” his father asked. George had to tell his father everything. “Well, my boy,” his father said. “You’re 15 now – almost a young man.” And his father told him how he earned extra money as a smuggler. “Keep the gold coins, my boy. Maybe they’ll bring you good luck some day.”

Ten years later, September 1790

George and his men were waiting on the beach as the boats with the smuggled goods came in. Suddenly a voice shouted, "Customs officers! Run!" The smugglers dropped everything and ran to the tunnel. But when one man fell, George went back to help. And then it was too late: they were surrounded by the customs officers.

The chief officer walked over. "George," Richard said. "Gold coins, you know, they bring bad luck. You're under arrest."

"Wait!" shouted George. He took out a gold coin and showed it to all the officers. The officers stopped. "Gold!" they said.

"Yes, it's gold!" George threw the coin onto the sand. The officers ran after it. "I've got it," shouted one. "No, I've got it," another called.

"Men!" Richard shouted, "Stop, men! Stop!" He took out his pistol. The officers stopped, saw the pistol – and then remembered their job. They rushed at George and took him prisoner.



"Good night, George," said Richard. "It was good to see you. Take him away, officers!"

b) Read the text. Give full answers to the questions.

- 1 What goods did the men smuggle?
- 2 Why do you think Richard didn't answer George's question?
- 3 Why did Richard and George argue?
- 4 Why didn't George notice that the sea was coming in?
- 5 Where did the tunnel lead to?
- 6 Why did George's father tell him that he was a smuggler?
- 7 Why didn't George go to the tunnel when the officers came?
- 8 How did George try to escape? What happened?

c) What do you think? Did the gold bring George good or bad luck?

d) Practising idioms. Complete the sentences with the idioms below which best fit the situation. There is one extra idiom.

at the end of the day • had the last laugh • leave well alone • not sorry to see the back of him • set the alarm bells ringing • there and then • thrilled to bits • were caught red-handed

- 1 Richard didn't answer when George asked how the officers knew about the smugglers. That ____.
- 2 When George found the gold, he was ____.
- 3 George wanted to keep the gold, but Richard told him to ____.
- 4 When Richard left after they had argued, George was ____.
- 5 George explained to his father what had happened. His father told him ____ that he was a smuggler.
- 6 George and his men ____ by the customs officers.
- 7 George tried to make a clever escape, but Richard ____.

Window on the world

Follow your dream!



a pile = a lot
You bet! (AmE) = of course

a) Scan the text. Why is Ryan famous?

Ryan used to be a TV star. But this star was different: he was only 17, and he wasn't an actor. In the reality TV show "Life of Ryan", Ryan Sheckler played himself, skateboarding star Ryan Sheckler from California. The cameras followed him everywhere.

Ryan first got on a skateboard when he was 18 months old. By the time he was four, he was already doing tricks on the board. He became a professional skateboarder at the age of 13.

Ryan won lots of competitions, but he earns more money from his sponsors. Lots of companies are happy to pay him money if he wears their clothes or uses their sports gear.

Ryan's talent takes him all over the world: he has skated in Europe, China and Australia.

What about school? Like other young celebrities, Ryan went to a private school in California, Futures High School. There he met alone with a teacher twice a week. He went away "with a pile of homework" after every meeting. But did he do the work? You bet! Ryan was really good at Maths, his favorite subject was Science, and he took English very seriously: he was planning to have his own business, and communication skills are important for that.

Ryan's advice for young skaters? "Don't ever give up. You've got to keep trying and never give up."

b) Complete the text about Ryan.

Ryan Sheckler comes from **1** _____. Ryan is a professional **2** _____ and became the star of his own TV **3** _____ when he was only **4** _____ years old. He started skateboarding when **5** _____. Ryan became a professional skateboarder **6** _____. He was a student at **7** _____. His favourite subject was **8** _____ and he was good at **9** _____. **10** _____ was important for him because later he wanted to have his own **11** _____.

c) What is surprising about Ryan's life?

I think the most surprising thing is that ...

I thought it was more surprising that ...

PROJECT

d) What's your dream or treasure? Prepare a presentation and tell the class. Talk about:

- what you do;
- why it is special for you;
- when you do it;
- where you do it;
- your future plans.

Russian corner

A man of many talents

Russia has many men and women who loved ideas and inventions. They had a great positive impact on their country. One of them was Vladimir Shukhov (1853–1939), an engineer, scientist and architect.

a) Scan the text. Name the different places where Shukhov worked.

Projects

Shukhov was the designer and chief engineer on the construction of Russia's first oil pipeline in 1878. The pipeline was 12 km long, between Balkhany and Cherny Gorod, near Baku.

Buildings

The Shukhov radio tower is a well-known landmark in Moscow. But Shukhov also designed radically new roof designs. Two famous examples are the glass roof of the GUM department store and Kievsky railway station in Moscow.

Shukhov's last building project was to save the minaret of the Ulugh Bek Madrassah in Samarkand. The minaret was built in the 15th century. After an earthquake in 1897, it was in danger of falling down. Under his personal direction, the minaret was saved.

Bridges

In 1892, Shukhov built his first railway bridge. Following his original plans, a total of more than 400 bridges on different lines were later built.

Inventions

Shukhov was also an inventor. His new water supply systems for Moscow and other towns saved thousands of lives because they stopped diseases which were carried by water.

He invented an oil pump which made it possible for Baku's oil industry to increase their oil output.

b) Find the things in the text.

- 1 An invention which helped the oil industry.
- 2 A design which was so successful that it was used hundreds of times.
- 3 A project which saved a building.
- 4 An invention which saved lives.
- 5 Shukhov designed a part of these two buildings.

c) Ask your family members what other famous Russian inventors they know. Tell the class.



Vladimir Shukhov



GUM department store



Bridge over the Yenisei River, Krasnoyarsk



Minaret of the Ulugh Bek Madrassah, Samarkand



Shukhov radio tower, Moscow



Cross-curricular studies: art

Leonardo da Vinci



a) Read the text and match descriptions A–E with headings 1–5 and the pictures on the left.

- 1 Parachute 3 Robot 5 Diving suit
2 Aeroplane 4 Helicopter

Leonardo da Vinci is known as a great artist and the painter of the world-famous Mona Lisa. But he was also one of the greatest inventors the world has ever seen. He filled his notebooks with hundreds of ideas and inventions — notebooks in which he always wrote backwards, so that you need a mirror to read them. Some of his inventions were not built until centuries later. Here are a few of them.

A This invention was pyramid in shape and covered with cloth. “A man could throw himself down from a great height, without injury,” wrote da Vinci.

B Da Vinci was fascinated by birds. His plane looked more like a bird than a modern aeroplane. It would have flown — if it had been able to take off.

C This was an idea for attacking enemy ships underwater. Divers had air pipes connected to a bell full of air. They wore masks to help them see underwater.

D This machine had a giant wheel. When it turned fast, it lifted up into the sky. If it had really flown, it would have looked amazing!

E Da Vinci was fascinated by the human anatomy. He used his knowledge to build a robot which was shown at his wealthy employer’s parties. The robot hasn’t survived, but experts have built a model from da Vinci’s notes.

b) Complete the sentences.

- 1 Da Vinci’s notebooks were difficult to read because ...
- 2 If da Vinci’s aeroplane had been able to take off, it ...
- 3 The diving suit was designed for ...
- 4 Da Vinci’s knowledge of the human anatomy helped him ...

c) Complete the word families with the missing words from the text.

invent	... (two nouns)	high	... (noun)
fascination	... (verb)	connection	... (verb)
know	... (noun)	wealth	... (adjective)
survival	... (verb)	employ	... (noun)

PROJECT

d) Which invention do you find the most interesting? Present it to the class.

Checkpoint

1 VOCABULARY Complete the *phrasal verbs* with the correct word(s) below.

back to • down • forward to • in • out of • part in • up

- 1 She took ____ a 100 km race.
- 2 I get ____ at 6 o'clock every morning.
- 3 He got ____ the car and shut the door.
- 4 I can't talk now. I'll get ____ you later.
- 5 I'm really looking ____ the party.
- 6 Pick ____ that paper from the floor!
- 7 She was so weak she couldn't walk. She often fell ____.

2 GRAMMAR Complete the sentences with *the* where necessary.

- 1 I finish ____ work at ____ hospital at 5 o'clock. Then I go to ____ school to learn English.
- 2 ____ university where he studies is near here.
- 3 Dr Williams lived here all his life. He went to ____ school, ____ university and ____ church. ____ school he went to is next to ____ hospital where he worked.

3 GRAMMAR Complete the sentences with the correct form of the verbs in brackets.

- 1 If Gary ____ (not leave) Boston, he wouldn't have met Chloe.
- 2 If oil hadn't been found in Alaska, it ____ (not become) a rich state.
- 3 There ____ (not be) a Gold Rush if James Marshall hadn't picked up some shiny stones.
- 4 "World Bicycle Relief" ____ (not be able) to send so many bikes to Africa if Clarity hadn't given them the money.

4 GRAMMAR Complete the sentences with the correct form of *used to* or *get used to*.

- 1 We live in Kiev. We ____ live in Moscow.
- 2 In Britain they drive on the left. I can't ____ it!
- 3 My last neighbours were noisy. But I ____ them.
- 4 I ____ like his films, but now I find them boring.

5 GRAMMAR Choose the correct word.

- 1 Boris has only got ____ (a little/a few) homework today, but he needs ____ (a lot of/many) information about the Gold Rush for an essay. His dad told him ____ (a few/a little) important facts.
- 2 She didn't get the job because she has only ____ (little/a few) experience. They gave it to someone with ____ (a few/many) years of experience.



Exam practice



1 LISTENING

Listen to an announcement to students by the head teacher of Herman High School. Choose the correct answer. You will hear the recording twice.

- 1 Caps or hats may
 - a) be worn anywhere in school.
 - b) not be worn anywhere in school.
 - c) be worn outside.
- 2 Last week
 - a) some students stayed at home.
 - b) lots of students were sent home.
 - c) a few students were sent home.
- 3 The FCCLA can help students to
 - a) improve their leadership skills.
 - b) do exciting projects.
 - c) find good careers.
- 4 The FCCLA's first project is
 - a) a competition.
 - b) *Adventures in Leadership*.
 - c) to stop fighting and bullying.
- 5 The King or Queen of the dance
 - a) is chosen by the head teacher.
 - b) opens the dance.
 - c) is elected by the teachers.
- 6 The announcement is made
 - a) before morning break.
 - b) before lunch.
 - c) after lunch.

2 GRAMMAR & VOCABULARY

Complete the text with the correct form of the words on the right.

Death Valley 1 ____ one of the most spectacular national parks in the USA. It 2 ____ as the 3 ____ place in the USA and 4 ____ beautiful landscapes. In 1913, a temperature of 57 °C 5 _____. The valley 6 ____ by high mountains. It 7 ____ Death Valley since 1850 because a group of pioneers 8 ____ there, and others were afraid of 9 ____ there too. Ten years earlier the pioneers 10 ____ their homes to go to California because gold 11 ____ there.

In 1933 Death Valley 12 ____ a national monument by President Herbert Hoover.

Today the mines 13 ____ and in most places it is too 14 ____ to enter them. But some of the mines 15 ____ and now tourists 16 ____ to visit them.

BE
KNOW, HOT
OFFER
RECORD, SURROUND
CALL
DIE
DIE
LEAVE
FIND
MAKE

CLOSE
DANGER, REPAIR
BE ABLE

3 WRITING

Your English pen friend, Ron, knows that you love cycling. Here is a part of his letter to you.

*In my last letter I told you that I cycle to school every day. That's three miles in the morning and three miles in the afternoon, in winter and summer.
... You wrote that you love going on cycle rides. Isn't it cold and wet where you live? And isn't it dangerous if there are no cycle paths? It's easy to steal bikes too, isn't it?*

Write Ron a letter and answer his three questions. Write 100–120 words. Remember the rules of writing letters.

4 READING

Read the text. Are these statements *true*, *false* or is the information *not stated*?

It's the same everywhere you look. Nike and Gap are all trying to sell you something. A lot of students don't want to miss out on the latest fashion and work after school so that they can buy clothing or fancy MP3 players — and they don't have to ask parents for money.

We talked to one hundred students from Watsonville High School in California and found out that 30% of them work. Does their schoolwork suffer because they have a job? "It really depends on the student," Ms Viotti, a counselor at Watsonville High, said. "If students want to work, they have to have certain grades." That doesn't mean you have to be a top student. Average grades are enough to be allowed to have a job.

"Working makes some students more disciplined about doing schoolwork," a chemistry teacher at Watsonville High said. "It teaches them to use their time better. It's a hard lesson to learn, but it's very useful." The problem for some students at the school is that they have to learn this lesson. They have no choice. A lot of parents in Watsonville are poor or don't have jobs. Their kids have to work so that they can help their families.

Learning how to organise your time is certainly one advantage of paid work. Another positive thing is that students get work experience. This can help them a lot in their future jobs. But having a job isn't always as great as it sounds. You have to do what other people tell you all day, and you probably aren't paid very well.

Another thing is that students go to school for seven hours, and then often work another four hours. That's an 11-hour working day — without homework. At Watsonville High the number of students who don't finish their education is very high. And because a good education is so important in today's world, their future can suffer a lot.

Millions of teens in the US work after school, and most of them don't know the price they might pay: their education and their future.

- 1 Lots of students work because they want to buy nice things.
a) True b) False c) Not stated
- 2 Half of the students at Watsonville High have a job.
a) True b) False c) Not stated
- 3 All the students can work if they want to.
a) True b) False c) Not stated
- 4 Students who have to work live near the school.
a) True b) False c) Not stated
- 5 A job can give you work experience — and that's good.
a) True b) False c) Not stated
- 6 Students usually earn good money from their jobs.
a) True b) False c) Not stated
- 7 Students are not allowed to work more than four hours a day.
a) True b) False c) Not stated
- 8 A lot of students at Watsonville High suffer because they don't finish their education.
a) True b) False c) Not stated