

1



HAPPY FAMILIES

Vocabulary in context

Ages and stages of life

The family

Words connected with the family

1 **SPEAKING** Put the stages of life in order and decide approximately what ages go with each stage of life.

01 **Ages and stages of life**

baby • child • middle-aged (man/woman) • senior citizen • teenager • toddler • young adult

1 baby, 0 to 1 year old approximately

2 Complete the table with these words. Use a dictionary if necessary.

02 **The family**

aunt • brother/sister-in-law • cousin • daughter • father/mother-in-law • grandchild • grandfather/mother • grandparent • grandson/daughter • great-grandfather/mother • husband • nephew • niece • son • son/daughter-in-law • stepfather/mother • uncle • wife

Male	Female	Male or female

3a Complete the text with the correct form of some of the words in 2.



A LEGENDARY FAMILY!

Chrissy Teigen is a famous model and food writer who is married to another celebrity. Her (a) is the Oscar-winning singer John Legend. They have two children, a (b) called Luna, and a (c) called Miles. In the photo, John has got Luna in his arms. Chrissy has got one sister, Tina. She is Luna and Miles' (d) John's brothers, Vaughn and Ronald, are Luna and Miles' (e) Tina is John's (f), and Vaughn and Ronald are Chrissy's (g) They aren't in the photo. They're a very happy family!

3b **03** Listen and check your answers.

3c **SPEAKING** Take it in turns to give definitions for the words in 2 that you didn't use in 3a.

4 Complete the sentences with these words.

04 **Words connected with the family**

divorced (adj.) • extended (adj.) • immediate (adj.) • one-parent (adj.) • only child (n.) • partner (n.) • relative (n.) • single (adj.) • twin (n.)

- If you're, you aren't married. If you're married and then you end the marriage, you're
- An doesn't have any brothers or sisters.
- You can use the word to describe either a husband or wife, or the person that someone lives with.
- families are families in which only the father or the mother lives at home and looks after the children.
- Your family is you, your parents and your brothers and sisters. Your family includes grandparents, cousins, etc.
- A is one of two children born at the same time to the same mother.
- A is a member of your family, especially one who doesn't live with you.

Use it ... don't lose it!

5 **SPEAKING** Ask and answer the questions.

- Who is in your immediate family? For example, are you an only child?
- How big is your extended family? Talk about your different relatives.
- How often do you see your grandparents or other relatives?
- Which member(s) of your family do you spend a lot of time with?

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Reading

Right now a toddler is shouting because he doesn't want to eat his lunch. What are the parents doing? They're filming the scene on a smartphone. Soon after, they're posting the video on social media. A teenage boy is playing a new song on his guitar. His mother is filming him. Two days later, the boy discovers that other people are watching the video online.

Parents in the UK post approximately 1,000 photos of their children online from when they are born until their fifth birthday, a phenomenon called 'sharenting'. Babies and toddlers don't care about this at the time. But a study by the University of Michigan suggests that there is a difference with 10- to 17-year-olds. Teenagers don't always like parents posting some photos. All babies cry, but adolescents don't want people to see old photos of themselves doing this.

Some parents share all sorts of photos of their children, maybe even when they are doing something silly or naughty. They do it with good intentions, for example to share special moments

with grandparents or extended family who live far away. But some middle-aged users of social media don't check their privacy settings and share posts with others by accident.

In some countries, it's illegal to post photos of your own children without their permission. In Italy, a 16-year-old boy is legally forcing his mother either to stop sharing images of him on social media or pay a €10,000 fine! In France, parents pay fines of up to €45,000 and can spend a year in prison when they post photos of their children without their permission.

Parents are usually very sensible about photos of their children. The report from the University of Michigan suggests this is an area where it's important for parents to listen to children over ten. Let them say what they are happy to share, and who with. That way the whole family can enjoy looking back at all those special moments!

1 SPEAKING Discuss the questions.

- 1 What can you see in the photos on this page?
- 2 Imagine that these are old photos of you. Would you like your parents to post these photos on social media and share them online? Why/Why not?

2 Read the article and choose the best title. Explain your choice.

- 1 Parents! Never put photos or videos of your kids online
- 2 Parents! Talk to your kids before you share their images on social media
- 3 Be careful, Mums and Dads! It's now illegal to post photos of your kids on social media

Exam tip

In multiple-choice reading activities, you have three or four options. You choose the best option according to the information in the text. If you aren't 100% sure of the correct answer, what is a good strategy?

3 05 Read the article again and choose the best answers.

- 1 The examples of the toddler and teenager are similar because they ...
 - a are angry at the moment when their parents are filming them.
 - b have no control over what their parents are doing.
 - c are doing something that people consider is wrong.
- 2 The problem with some parents is that they ...
 - a only share photos of their children doing bad things.
 - b want everybody to see photos of their children.
 - c make an important mistake when they post photos of their children.
- 3 In France ...
 - a parents need to ask their children before they post images of them.
 - b it's impossible for parents to put photos of their children on social media.
 - c the minimum fine for posting any photos of your children is €45,000.
- 4 The last paragraph suggests that posting photos of children as they grow up ...
 - a is a very problematic area.
 - b isn't a problem if parents talk to their children.
 - c is only for parents to decide and control.

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 Critical thinkers

In your opinion, is 'sharenting' a good or bad thing?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.



Present simple and present continuous

1a Look at these sentences. Which are in the present simple and which are in the present continuous?

- a His mother **is filming** him.
- b Some users **don't check** their privacy settings.
- c All babies **cry**.

1b Match the sentences in 1a to the explanations of their uses 1–3.

- 1 For regular or routine actions.
- 2 For things that are always or generally true.
- 3 For actions that are happening now or temporary actions.

1c Complete the sentences with the correct form of the verb to study.

Present simple

Affirmative: He studies history.
 Negative: He physics.
 Question form: he English?

Present continuous

Affirmative: She English now.
 Negative: She maths now.
 Question form: she French?

✓ Check it page 16

2b Write questions in the present simple or present continuous for the answers in 2a. Use the underlined information to help you.

2c **SPEAKING** Use the questions in 2a to interview your partner.

State and action verbs

3a Look at these sentences.

- 1 10- to 17-year-olds **don't like** parents posting photos.
- 2 Parents **need** to listen to their children.
- 3 Experts **think** that this is a problem.
- 4 They're **thinking** about making it illegal.

3b Answer the questions.

- 1 Does each verb in bold describe a state/situation or an action?
- 2 Can the same verb sometimes describe a state/situation and sometimes an action?
- 3 Are the verbs describing states/situations in the present simple or the present continuous?

3c Look at these verbs. Do you think they usually describe states/situations or actions?

love, hate, believe, know, understand, want, care

✓ Check it page 16

2a Look at the words in bold in answers 1–7. Which go with the present simple and which go with the present continuous?

on Saturday mornings = present simple

- 1 What do you do on Saturday mornings ?
I **get up late** on Saturday mornings.
- 2 ?
My grandparents **are probably shopping at the moment**.
- 3 ?
My cousins live **near my house**.
- 4 ?
My family **usually** goes to the mountains in the summer holidays.
- 5 ?
No, my best friend isn't studying English **right now**.
- 6 ?
My dad speaks **three languages** – Spanish, English and French.
- 7 ?
No, I **don't normally** study on Friday evenings.

4 Choose the correct alternative.

CELEBRITY KIDS

Some kids (a) hate/are hating it when their parents (b) post/are posting photos of them on social media. But what (c) do you think/are you thinking life is like as the son or daughter of a celebrity? Paparazzi (d) want/are wanting to take your photo all the time. Imagine that you (e) play/are playing with your friends in a park but you (f) know/are knowing that professional photographers (g) watch/are watching you. Most of us (h) understand/are understanding that these kids (i) need/are needing special protection. But sometimes celebrity parents (j) sell/are selling photos of their children to magazines for millions of dollars. Lots of people (k) believe/are believing that this is wrong. Is it possible that some famous parents (l) care/are caring about money but not about their children's privacy?



Developing vocabulary

Noun suffixes -ment, -ion, -ence

5 Complete the dialogue with the present simple or present continuous form of the verbs given.

6.14 PM
Online

Hi, Ella. What (a) *are* you *doing* (do) now? Are you at home?

No, I (b) (do) homework in the library.

Why (c) you (study) there?

I normally (d) (come) to the library on Tuesday evenings. My uncle and aunt usually (e) (visit) my parents. They always (f) (make) a lot of noise. 😡

I (g) (know)!

My little cousin (h) (be) here at the moment.

She (i) (cry) right now and I can't concentrate. 😞

My parents (j) (think) it's funny. Right now they (k) (take) photos of the little monster!

Poor thing! I (l) (not believe) that she's that bad.

Oh no? Look at this!



Use it ... don't lose it!

6 **SPEAKING** 👤 Look back at the questions in 2a. Write five similar questions to interview your partner, some in the present simple and some in the present continuous. Include at least one state verb. When you are ready, interview your partner.

What are your parents doing at the moment?

They're both working.

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1 Look at these words.

argument • **permission** • **difference**

The parts of the words in **bold** are suffixes. Suffixes change the type of word, e.g. from an adjective to a noun.

2a Look at the words in bold in the text and check that you understand them. Which words are verbs and which are adjectives?



Does social media make us unhappy?

Experts believe that social media is making some young people unhappy. One (a) (explain) for this is that social media sometimes gives an idealised image of life. This can affect your (b) (confident) during (c) (adolescent). And sometimes you can suffer a little (d) (embarrass) because of a silly online comment or photo. There is a simple (e) (solve) – stop spending so much time on social media. Experts remind us that you can get lots of (f) (enjoy) from just chatting to friends face to face. Staying away from social media could make a real (g) (improve) to your life and give you back your (h) (independent). (i) (connect) to social media for long periods isn't a good idea. After all, Mark Zuckerberg, the creator of Messenger Kids, is a low-tech parent and limits the time his kids spend online!

2b Complete the text in 2a by adding the noun suffixes -ment, -ion, or -ence to the words in bold. Sometimes you need to make more changes to the spelling of the word.

3 Complete the words in the sentences. One word is plural.

- How can you *imp*..... your English this year?
- Do you think you are an *ind*..... learner?
- Have you got a lot of *conf*..... when you speak in English, or does it *emb*..... you?
- Are there many *diff*..... between English and your language?

Use it ... don't lose it!

4 **SPEAKING** 👤 Ask and answer the questions in 3.

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GREAT LEARNERS GREAT THINKERS

ATTITUDES TO THE YOUNG AND OLD

Lesson aim: To think about the challenges and opportunities at different stages of life

Video: How does it feel to be old?

SEL Social and emotional learning: Keeping an open mind

1 **SPEAKING** **Ask and answer the questions.**

- 1 What do you think are the positive or negative aspects of being a senior citizen? Make two lists.
- 2 'Ageism' is when people treat other people in an unfair or negative way on the basis of their age (e.g. senior citizens). What examples of ageism can you think of?

2 **VIDEO** **Watch the video and answer the questions.**

- 1 How do people react to Chris as a senior citizen?
- 2 Is Chris generally happy or unhappy about being old?

3 **VIDEO** **Watch the video again. Complete the sentences with one or two words or a number.**

- 1 By profession, Chris is a
- 2 He is years old but uses make-up to appear over
- 3 Chris's doesn't recognise Chris because of the make-up.
- 4 Recent studies say that by being you can add up to years to your life.
- 5 let Chris cross the street.
- 6 As a senior citizen Chris can sit down when using

4 **Read the text and answer the questions.**

- 1 What negative ideas do people have about becoming old?
- 2 In what ways can negative attitudes be a problem for senior citizens?
- 3 What positive discovery did the research make?

ABOUT

STUDIES

LATEST NEWS



Ageism in the UK

A study from the Royal Society for Public Health shows that almost a third of people of different ages think that 'being lonely is just something that happens when you get old'. A quarter of millennials believe it's normal for older people to be unhappy.

These negative ideas stop us from thinking of old age as an opportunity for new experiences. And they can lead to increased memory loss amongst senior citizens, a worse ability to recover from illness and a negative body image. But the study showed one positive attitude: 69% of people agreed that 'fundamentally, older people are no different from people of other ages'.





GREAT THINKERS



Sentence-Phrase-Word

5 **SPEAKING**  Follow the instructions.

- 1 Find **one sentence** in the text that talks about a key concept.
- 2 Choose **one phrase** in the text that moved you, interested you, or provoked you.
- 3 Choose **one word** in the text that you think was central to the idea(s) in the text.
- 4 Share your sentence, phrase and word with other students. Are they similar or different? What ideas or themes come out of your discussion?

6 **SPEAKING**  Ask and answer the questions.

- 1 What negative attitudes do you think exist towards teenagers? Are they justified?
- 2 What do you think are the positive attitudes that society should have towards teenagers?

GREAT LEARNERS **SEL**



Great learners are open-minded and positive towards others.

In this lesson, you are examining stereotypical attitudes towards teenagers and senior citizens. Why is it important to be aware of and question these stereotypical representations?

Learner profile  page 142

- 1 **SPEAKING** Describe the photos. What other things can cause arguments between parents and teenagers?



- 2 Listen to a radio programme about arguments between teenagers and parents. Do they mention any of your ideas in 1?

- 3 Listen again. Write *Oliver, Emma, Harry, Charlotte* or *Poppy* for each question. There is one extra question that you don't need.

Who ...

- A feels that his/her father or mother is never happy with what he/she does after school?
- B accepts that he/she does something wrong but thinks that it isn't very important?
- C has arguments because he/she needs to be able to make independent decisions?
- D has arguments with a parent because he/she never does homework or study?
- E argues with his/her mother or father because they disagree about a free-time activity?
- F has arguments with a family member but not because of a problem with a parent?

- 4 Listen again. Answer the questions.

- 1 What does Oliver like about his family situation?
- 2 Why does Emma's mum protect Emma's sister?
- 3 What does Harry's dad do and where does he work?
- 4 What does Charlotte's mum do?
- 5 What does Poppy say about being a teenager?

5 **Critical thinkers**

Do you think arguments between parents and teenagers are inevitable?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Articles

1a Look at these sentences and then complete rules 1–5 with *a/an, the* or *no article*.

- a I think arguments are normal.
 - b The arguments I have with my parents are about my bedroom.
 - c I'm in an unusual situation.
 - d He's the headmaster at my school.
 - e My mum's a doctor.
- 1 We use *no article* when we talk about things in general.
 - 2 We use to talk about a specific person or thing, or a person or thing mentioned before.
 - 3 We use to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
 - 4 We use to talk about someone or something that is unique.
 - 5 We use to say what somebody's profession is.

1b Look at rules 1–5. Is each rule similar in your language? If not, how is it different?

Check it page 16

2 Complete the sentences with *the* if necessary.

- 1 Today on programme, they're talking about family arguments.
- 2 I think it's normal that teenagers sometimes argue with parents.
- 3 In my case, problems I have are never very serious.
- 4 Her dad works for government.
- 5 I don't really like video games.
- 6 We sometime argue about music that I listen to.
- 7 This is research into family relationships that I told you about yesterday.
- 8 I think one of the big things families disagree about is when to do homework.

3 Find and correct one mistake with articles in each sentence.

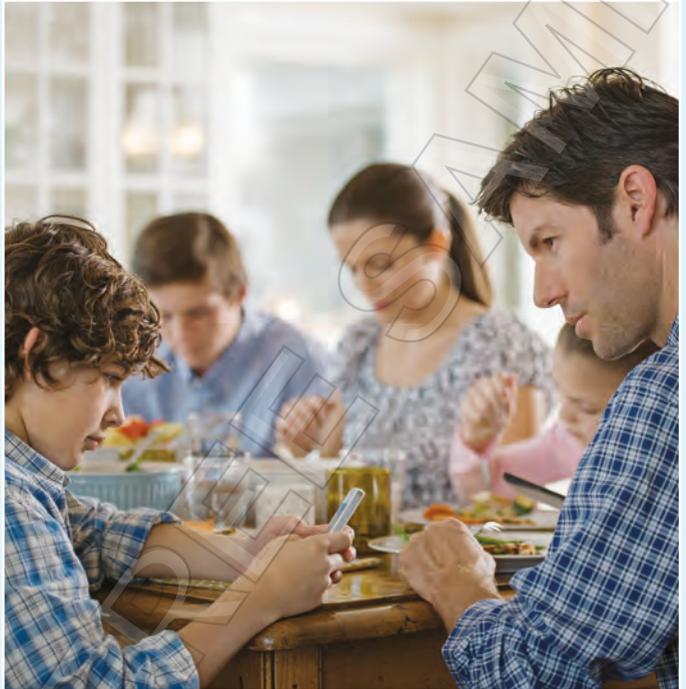
- 1 I have the sister and two brothers.
- 2 My dad is the doctor in a big hospital.
- 3 Can you send me photos you took yesterday?
- 4 We had an argument yesterday but an argument wasn't serious.
- 5 That man is teacher at my cousin's school.
- 6 I'm reading a report from University of Michigan.
- 7 Let me help you if you have the problem.
- 8 The concentration is really important when you study.

4 Choose the correct alternative.

Culture exchange

Family dinners

Dolmio® is **(a)** *a/an* Australian-British company that makes **(b)** *the/-* Italian food. The company discovered some interesting information about **(c)** *the/-* family dinners. They found that at dinner time in the UK, 67% of **(d)** *the/-* family arguments are because of **(e)** *a/-* technology. Fifty-four percent of parents think that it has **(f)** *a/the* negative impact on family time at dinner. Children use **(g)** *the/-* phones or tablets to play or watch **(h)** *the/-* videos, for example. This can be **(i)** *a/-* problem because all communication stops. In a filmed experiment, **(j)** *a/the* child is at home playing with **(k)** *a/the* tablet at **(l)** *a/the* dinner table. He is concentrating so much on playing that he doesn't notice what's happening around him. His family disappears one by one and complete strangers come and sit at **(m)** *a/the* table! **(n)** *A/The* message is clear: switch your tablet off and talk to your family when you eat together!



Collaborative project 1

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5 Complete the questions with *a, an, the* or *-* (for no article).

- Do you think family dinners are a good idea?
- Do you talk about important things when you have dinner?
- Are family dinners important part of life in your country?
- Do you think it's important to do activities together with your family?
- Is there video game that your family enjoys playing together?
- Do you think it is important to like same things as your parents?
- Do you ever have arguments with your family about using technology?

6 **SPEAKING** Work with a partner. Read the text. Using rules 1 to 5 in 1a, explain why we use each article in bold, or no article (-).

Use it ... don't lose it!

7 **SPEAKING** Interview your partner using the questions in 5.

Do you think family dinners are a good idea?

Yes, I do. You can talk and find out how everybody is.

Reach higher

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Understanding your parents

Dean Burnett is **(a)** *a* doctor of neuroscience. He is also **(b)** *the* author of **(c)** *a* new book called 'Why your parents are driving you up the wall and what to do about it' (Penguin, 2019). He wrote **(d)** *the* book to help **(e)** *(-)* teenagers to understand their parents. There are lots of books for **(f)** *(-)* parents about this question, but not many written for **(g)** *(-)* young people. He says that **(h)** *(-)* problems in **(i)** *the* relationship between **(j)** *(-)* youngsters and **(k)** *(-)* adults are nothing new. **(l)** *The* ancient Greek philosopher Socrates talked about them 2500 years ago! Dean thinks that **(m)** *the* key to understanding your parents is to simply realise that your brain works differently when you are **(n)** *a* teenager and when you are **(o)** *an* adult.



Developing speaking

Asking for personal information

- 1 **SPEAKING** Look at this information about two teenagers, Holly and Dylan. Talk about similarities and differences between you and them.

*I've got one sister, like Holly.
But my sister is at university.*



HOLLY

- ▶ one brother (20) at university, one sister (12) at school
- ▶ plays basketball at the weekend
- ▶ likes video games
- ▶ favourite school subject – biology



DYLAN

- ▶ one sister (14) at school
- ▶ plays football at the weekend
- ▶ likes sport
- ▶ favourite school subject – biology

- 2 07 Holly and Dylan meet for the first time. Listen to their conversation. Find four differences between what they say and the information in 1.
- 3 07 Listen again. Complete the questions in the Speaking bank.

Speaking bank

Useful questions to ask for personal information

- Have you got brothers or sisters?
- What you?
- What do you do the weekend/in the evenings/on Wednesdays?
- How do you play?
- you like basketball?
- What's your school subject?

- 4a **PRONUNCIATION** 08 Listen to the questions in the Speaking bank. Which go with diagram a? Which go with diagram b?



- 4b 08 Listen and repeat the questions.

- 5 **SPEAKING** Complete the questions and practise saying them with the correct intonation.

- 1 Have you got brothers or sisters?
- 2 old are they?
- 3 Where they study?
- 4 What do you do the weekend?
- 5 you like playing video games?
- 6 you like sport?
- 7 What's your school subject?
- 8 How do you see your grandparents and extended family?

- 6a **SPEAKING** Student A, you are Dylan. Ask Holly the completed questions in 5. Student B, answer your partner using the information written about Holly in 1.

- 6b **SPEAKING** Change roles. Student B, ask the questions in 5. Student A, answer your partner using the information written about Dylan in 1.

- 7 Individually, use the example of Holly in 1 to invent information about your brothers and sisters, your weekend activities, and the things you like.

Practice makes perfect

- 8a **SPEAKING** Use the information in 7 and the questions in the Speaking bank to do this role-play.

You meet an English boy/girl at a summer camp. Find out:

- if they have brothers or sisters (How many? How old? What do they do?)
- what they do at the weekend
- what they like doing in their free time
- what they like studying
- another thing that you would like to know

Exam tip

In speaking exams, when the examiner asks you for personal information, is it a good idea to answer just Yes or No or to give a little more information? Why?

- 8b Change partners and do the task in 8a again. Then reflect on what you did better or differently from the first time you did the task.

Developing writing

An informal email 1

1 Maya is a teenager from Brighton in the UK. She is going to be part of a school exchange with your school. Read her first email introducing herself. Do you have anything in common with her? If so, what? Don't read the notes at the sides of the email at the moment.

From: Maya

Subject: 1 attachment

Hi,

1 I'm Maya. I'm from Brighton in the UK. Let me tell you about myself.

2 I've got one brother and one sister. My sister and I are almost the same age and we go everywhere together. My father's a teacher and my mother works in an office. What about you? Have you got a big or a small family?

3 I love listening to music. My favourite group is Wolf Alice. Right now, I'm listening to one of their new songs. I also enjoy doing all types of sports, but especially team sports like football and basketball. What about you? What do you like doing in your free time?

4 What are your favourite subjects at school? Mine are art and English. This year I have special art classes on Saturdays. I have a lot of homework during the week but I love reading when I can. At the moment I'm reading a great book about the Mexican artist Frida Kahlo.

5 Anyway, that's all for now. Is there anything special you'd like to know about me?

Write back soon.

Best wishes,

Maya 😊



Explain

Say two things you really like

I like...

Ask about...

2 Match the paragraphs in Maya's email to their content.

- | | |
|-------------|------------------------------|
| Paragraph 1 | favourite subjects at school |
| Paragraph 2 | hobbies |
| Paragraph 3 | basic personal information |
| Paragraph 4 | asking for a reply |
| Paragraph 5 | family |

3 Look again at the email in 1 and complete the information in the Writing bank.

Writing bank

Useful words and expressions in informal emails (1)

- To begin an informal email, we usually use *Dear (Maya)* or just *Hi*.
- We use contractions like *I'm* or
- We can use emoticons like or 😞.
- We can use the word to change the subject.
- To reply to an informal email we can use:
Thanks for your email, It was great to hear from you, How are things?, I hope you're well.
- To finish an informal email letter we can use:
That's for now, Bye for now!, Write soon, All the best or Best

4 Read the email from Maya again, and the notes next to it. Think about what you are going to say.

Practice makes perfect

5a Look at the task and write your reply to Maya. Use the notes, your ideas in 4 and the words and expressions in the Writing bank to help you. Follow the paragraph plan in 2.

Your school is going to be part of this school exchange. Write an email introducing yourself to Maya. Include:

- basic personal information
- information about your family
- information about your main hobby
- information about your favourite subjects at school

5b When you finish your email, use the Writing checklist on page 141 to check it.

Present simple

Affirmative	I/You/We/They understand . He/She/It understands .
Negative	I/You/We/They don't (do not) understand . He/She/It doesn't (does not) understand .
Question form	Do I/you/we/they understand ? Does he/she/it understand ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

We use the present simple to talk about:

- regular habits and routines.
We walk to school every day.
- permanent situations.
They live in France.
- general and scientific facts.
Most birds fly.

Time expressions we often use with the present simple: *always, usually, often, sometimes, rarely, never, once/twice/three times a day/week/month/year, on Mondays/Tuesdays*

Present continuous

Affirmative	subject + am/are/is + verb+ ing <i>We're working.</i>
Negative	subject + am not/aren't/isn't + verb+ ing <i>She isn't working.</i>
Question form	Am/Are/Is + subject + verb+ ing ? <i>Are they working?</i>
Short answers	Yes, subject + am/are/is . No, subject + am not/aren't/isn't . <i>Yes, I am. No, they aren't.</i>

We use the present continuous to talk about:

- actions that are happening now.
She can't go out. She's studying for an exam.
- temporary actions and situations.
Jim is studying in the UK.

State and action verbs

Some verbs are not usually used in the present continuous because they describe states/situations, not actions. For example:

believe, care, hate, know, like, love, need, think, understand, want

Be careful! Some verbs can describe a state/situation and an action.

I think family dinners are important.

(state/situation – my general opinion)

I'm thinking about the holidays.

(action – what I'm doing right now)

Articles

A/An

We use a/an with singular, countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of people or things.

I've got a bike. It's a mountain bike.

We use a/an to say what somebody's profession is.

He's a teacher.

We use a before a consonant and we use an before a vowel sound.

She's an engineer.

The

We use the with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.

I've got a problem. The problem isn't serious.

We also use the to talk about specific things or people.

The film I saw was good.

We also use the to talk about something unique, something that there is only one of.

the sun, the president, the world

No article

We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.

Education is important.

I love oranges.

Vocabulary

1 Ages and stages of life

baby • child • middle-aged (man/woman) • senior citizen • teenager • toddler • young adult

2 The family

aunt • brother/sister-in-law • cousin • daughter • father/mother-in-law • grandchild • grandfather/mother • grandparent • grandson/daughter • great-grandfather/mother • husband • nephew • niece • son • son/daughter-in-law • stepfather/mother • uncle • wife

3 Words connected with the family

divorced (adj.) • extended (adj.) • immediate (adj.) • one-parent (adj.) • only child (n.) • partner (n.) • relative (n.) • single (adj.) • twin (n.)

4 Noun suffixes -ment, -ion, -ence

adolescence • argument • confidence • connection • difference • embarrassment • enjoyment • explanation • improvement • independence • permission • solution

Present simple and present continuous

1 Complete the table.

Verb	Third person singular	-ing form
1 watch		
2 lie		
3 write		
4 cry		
5 get		

2 Choose the correct alternative.

- He's a new pair of jeans today.
 a wears c wearing
 b carries d carrying
- When your sister have English lessons?
 a is c does
 b do d has
- I'm not sure if he French or German right now.
 a studies c study
 b are studying d 's studying
- Where's your cousin? He normally on time.
 a come c arrives
 b is arriving d is coming
- Stop talking to her because she to you.
 a don't listen c 's listening
 b listens d never listens
- Why she doing anything?
 a hasn't c doesn't
 b isn't d don't

/ 11 points

State and action verbs

3 Put the verb in the correct form of the present simple or present continuous.

- you

 (understand) state and action verbs?
- I (hate) it when I make a simple mistake.
- Don't disturb me! I (think) about how to answer this question.
- To do this, you (need) to concentrate.
- Who (know) how to translate this?

/ 5 points

Articles

4 Choose the correct alternative.

- It's a/the/- beautiful day and a/the/- sun is shining.
- A/The/- young girl walks into a restaurant. A/The/- girl sits down and orders a pizza.
- My cousin loves a/the/- books. He's a/the/- writer.
- Pete's uncle is a/the/- doctor. He says a/the/- exercise is good for you.

/ 8 points

Vocabulary test

Ages and stages of life; The family; Words connected with the family

1 Read the definitions and write the words.

- a young child who is starting to walk
- the father of your husband
- your mother's new husband in a second or later marriage
- to describe someone who is not married
- to describe a family in which there is only a father or a mother
- when you have no brothers or sisters
- someone who is over 65
- your close family
- the daughter of your uncle

/ 9 points

Noun suffixes -ment, -ion, -ence

2 Complete the table with the noun form of these words.

adolescent • argue • confident • enjoy • explain • permit • solve

-ment	-ion	-ence

/ 7 points

Total: / 40 points

2



LAW AND ORDER

Vocabulary in context

Crimes

Detective work

1 Read the clues and check that you understand the words in bold. Use a dictionary if necessary.

Clues and crimes!

It's when somebody ...

- 1 **steals** something from a bank or a person.
- 2 **breaks into** a house and takes things from it.
- 3 **damages** public property.
- 4 **kills** another person.
- 5 takes things from a shop without paying.
- 6 does something **illegal** on the Internet or using a computer.
- 7 takes a person's money or possessions using **violence**.
- 8 takes somebody away illegally, usually asking for money before returning them.
- 9 takes something or somebody secretly or illegally into or out of a place.
- 10 **burns** a building or place deliberately.

2 Match these words to the clues in 1.

09 Crimes

arson • burglary • cybercrime • kidnapping • mugging • murder • robbery/theft • shoplifting • smuggling • vandalism

3a Complete the words for the criminals who commit the crimes in 2 by adding two letters. Seven words end in -er.

- | | |
|--------------------------------|------------------------|
| 1 arsoni..... | 6 murder..... |
| 2 burgl..... | 7 robb..... / thi..... |
| 3 cybercrimin..... / hack..... | 8 shoplift..... |
| 4 kidnapp..... | 9 smuggl..... |
| 5 mugg..... | 10 vand..... |

3b 10 Listen, check and repeat.

4 Look at these phrases. Which do you think come at the beginning of a police investigation and which at the end? There is more than one possible answer.

11 Detective work

accuse a suspect • analyse evidence • arrest a suspect • charge a suspect • investigate a case • prove something • question a witness • search for evidence

5a Read the text and complete it with words from 4. Use just one word for each gap.

A POLICE DETECTIVE'S JOB – the basics

After a crime, the first thing detectives need to do is (a) the case. Firstly, they (b) for evidence, i.e. anything that can help to show that somebody in particular did the crime. When they find the evidence, they need to (c) it, studying it in detail. Of course, it's not so difficult to solve a crime when somebody actually saw what happened. In that case, the police need to question the (d) When the police have specific evidence, they can (e) that the suspect committed the crime. When that happens, they can (f) the suspect and say they did it. They then (g) the suspect, taking them to a police station and keeping them there because they think they committed the crime. They need to (h) the suspect, making an official statement that says the suspect actually committed the crime.

5b 12 Listen and check your answers.

6 What is the noun form of each verb in 4? Remember that some noun forms are identical to the verb form.

Use it ... don't lose it!

7 SPEAKING Ask and answer the questions.

- 1 Would you like to do detective work? Why/Why not?
- 2 What parts of detective work do you think you would be good at? Why?

Reach higher page 136



Reading

1a Look at the photos above about three true crime stories. Match the titles of the stories to the photos.

- 1 Eating the evidence
- 2 A criminal pastime
- 3 Where did the criminals go?!

1b **SPEAKING** What do you think happens in each story?

2 Read the stories. Which title goes with each paragraph? Were your predictions in 1b correct?

3 **13** Read the stories again and answer the questions.

- 1 Where and when did a woman steal a police officer's chips?
- 2 What happened each time the woman took one of the officer's chips?
- 3 Why did a group of children and adults form a human arrow?
- 4 How did the story of the human arrow end for the criminals, the police and the children and adults?
- 5 What do we know about the work of art that the old lady destroyed?
- 6 Why did the elderly woman say she wrote on the work of art?
- 7 Why do the police think the elderly woman wrote on the crossword?

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, are the people in the stories criminals?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

THE NEWS

Local World Top stories



A **On Wednesday night a police officer arrested a woman for stealing three chips – his chips!**

The scene of the crime was a pizza restaurant in Washington DC. The suspect turned up at the restaurant and sat down next to the police officer. She began talking to him and then took one of his chips. What did he do? He asked her to stop, but she took another chip. The officer explained to the woman that this was theft but she didn't pay any attention and took a third chip. The officer arrested her, took her to the police station, and charged her with the theft of 'French-fried potato ... quantity: three'. After eating the chips, there wasn't any evidence. But the witness report was probably sufficient!

B **A human arrow helped the police to arrest two suspects in Surrey last Friday.**

Two men broke into an old building, and a witness called the police. The police immediately sent a helicopter to investigate and look for the men. A group of children and adults saw the police helicopter overhead and also two suspicious men running across a field. They realised the helicopter was in search of the two men, so they came up with an idea. They quickly got on the ground and formed an arrow to guide the helicopter to the suspects. The police caught the two men and charged them with suspected burglary. Surrey police are still looking into the crime but they thanked the children and adults for their fast reactions.

C **A 91-year-old woman destroyed a work of art in a museum in Nuremberg, Germany, last week.**

The work of art cost almost \$90,000. So, how did this happen? The woman came across a piece of paper at the museum with an old crossword on it. She decided to try to do the crossword, using a pen (but without looking up the answers in a dictionary!). Later she found out that the crossword was in fact a work of art called *Reading Work Piece* by the artist Arthur Koepcke. Next to the work of art, the artist wrote a sign that said 'Insert words'. When the police questioned the old lady, she said she simply followed the artist's instructions. They worked out that it was probably just a misunderstanding and that the interactive art in the museum possibly confused her!





Past simple

1a Look at these sentences.

- a The officer **arrested** her.
- b How **did** this **happen**?
- c It **was** just a misunderstanding.
- d He **took** her to the police station.
- e She **didn't pay** any attention.
- f There **wasn't** any evidence.

Find an example in a–f of ...

- 1 a form of *be* in the past simple affirmative. *c*
- 2 a form of *be* in the past simple negative.
- 3 a regular verb in the past simple affirmative.
- 4 an irregular verb in the past simple affirmative.
- 5 a past simple question.
- 6 a verb in the past simple negative.

1b Complete the sentences with the correct past simple forms of *be*, *walk* and *go*.

Affirmative: He (a) *was/walked/went* there yesterday.

Negative: He (b) there yesterday.

Question form: (c) he (d) there yesterday?

Check it page 28

2a PRONUNCIATION All of these verbs have a regular past simple form ending in *-ed*. Complete the table with the correct pronunciation of the endings.

arrived • discovered • finished • liked • needed • painted • passed • planned • started • stayed • wanted • watched

/t/	/d/	/ɪd/
	<i>arrived</i>	

2b Listen, check and repeat.

2c Look at the words in the /ɪd/ column in the table. Which letters come just before *-ed* in the words?

3 Complete the text with the past simple form of the verbs.



PLAYING BASKETBALL IS NOT A CRIME!

In 2016, in a small town in Florida, somebody (a) (call) the police. The person (b) (not be) happy because of the noise coming from some kids playing basketball in the street. A police officer (c) (go) to investigate. He (d) (find) some teenagers playing basketball. He (e) (not stop) them. In fact, he (f) (start) to play with them! Other teenagers (g) (come) out of their houses. At first, they (h) (not believe) it. In the end, eight kids happily (i) (play) with the officer. After ten minutes, he (j) (leave). He (k) (tell) them to continue, but not to make excessive noise. Lots of people (l) (see) a video of the incident and the kids all (m) (become) famous! Shaquille O'Neal (n) (meet) them personally! Now they don't play in the street. The police officer (o) (help) them to build a basketball court. And he still plays with them sometimes.

4 Complete the questions about the text in 3 with the past simple form of the verbs.

- 1 Why a police officer (investigate) an incident in Florida in 2016?
- 2 Who the police officer (find) in the street?
- 3 he (stop) them?
- 4 What he (do)?
- 5 (be) the kids happy to play with the police officer?
- 6 How the kids (become) famous?

5 SPEAKING Take it in turns to ask and answer the questions in 4.

Developing vocabulary

- 6 **SPEAKING** Student A, look at the text about crime fiction below. Student B, turn to page 149. Prepare questions to ask your partner to find the missing information.

(a) How much did British people spend on crime fiction in 2017?

STUDENT A

CRIME FICTION

British people love reading about crime. According to Nielsen BookScan, in 2017 they bought 18.7 million crime and thriller books. They spent (a) pounds on crime fiction.

Sir Arthur Conan Doyle created the first superstar detective, Sherlock Holmes, in 1886. But the first real detective story was probably *The Murders in the Rue Morgue*. Edgar Allan Poe, who came from (b), wrote this story in 1841. In the story, the murderer was (c)

Conan Doyle worked as a (d) and Poe was a soldier. Another famous crime writer called Colin Dexter taught Latin at school. And a popular Chinese crime writer called Liu Yongbiao was possibly a murderer! According to the police, he (e) during a robbery in 1995.

UK readers and writers like variety. For example, Lindsey Davis wrote about a clever detective in Ancient Rome. She wrote her first Roman crime novel in (f), In 2003, Alexander McCall Smith wrote a story about (g)

The BBC® created a TV series in 2008.

Use it ... don't lose it!

- 7 **SPEAKING** Interview your partner with your questions from 6 to complete your text.

Reach higher → page 136

Phrasal verbs connected with investigating and finding

- 1 Match the phrasal verbs from the stories on page 19 to the definitions 1–8.

come across • come up with • find out • look for • look into • look up • turn up • work out

- 1 investigate
- 2 find by accident
- 3 solve a problem by considering the facts
- 4 try to find
- 5 discover
- 6 arrive or appear unexpectedly
- 7 try to find information in a book or list or by using a computer
- 8 think of an idea or a plan

- 2 **SPEAKING** You have three minutes. How many logical sentences can you make with the words in the table? Your sentences must include the phrasal verbs in 1.

I came across the key.

looked	out	the key.
found	for	the answer.
came	across	the identity of the criminal.
worked	up	

- 3a Complete the sentences with the correct prepositions.

Think about a time when ...

- 1 you came a friend or relative in a surprising or unusual place.
- 2 you found something interesting about a famous person.
- 3 a friend or relative suddenly turned at your house.
- 4 you worked a difficult problem in a school subject.
- 5 you needed to look an object that you lost.
- 6 you looked something in detail to do a project or assignment at school.
- 7 you came with a great new idea.
- 8 you looked an English word in a dictionary.

- 3b Think about something to say for each situation in 3a.

Use it ... don't lose it!

- 4 **SPEAKING** Tell your partner about the situations in 3.

Reach higher → page 136



GREAT LEARNERS GREAT THINKERS

RIGHT AND WRONG ACTIONS

Lesson aim: To think about right and wrong actions and how they affect us and others

Video: Hacked!

SEL Social and emotional learning: Being considerate

1 **SPEAKING** Ask and answer the questions.

- 1 How many passwords do you have and what do you use them for?
- 2 How safe do you think your passwords are?
- 3 How safe do you think you are on the Internet?

2 **VIDEO** Watch the video about a cybercrime which affected Mat Honan a few years ago. What did the hackers do to him?

3 **VIDEO** Watch the video again and put the events in order.

1 2 3 4 5 6 7 8 9

- | | |
|--|---|
| a Mat tried to switch on his tablet. | f Mat saw an unusual icon. |
| b Mat's password didn't work. | g Mat wrote about the hack. |
| c Mat connected his phone to his computer. | h The screen asked for a PIN. |
| d The hackers contacted Mat personally. | i Mat realised it was an attack by hackers. |
| e Mat tried to charge his phone. | |

4 **SEL** Read the text and answer the questions.

- 1 What reason did Mat's hackers give for their crime?
- 2 What do you think about the reason?
- 3 Why was Mat particularly unhappy about this crime?
- 4 What are the two basic values the text talks about?

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The consequences of our decisions

It was two teenagers who hacked Mat Honan's accounts a few years ago. One of them said he did it to help companies to learn how to really protect people's digital lives (today the same hack is impossible). But the hackers deleted Mat's only photos of his daughter when she was young and that really hurt him.

Respecting people's property is a basic human value. We can't just take what we want or destroy what isn't ours. Mat's hackers forgot another basic human value – thinking about others. We need to think about the consequences of our decisions and actions, both for ourselves and others.





RANSOMWARE ATTACK

Your personal files are encrypted

You have 5 days to submit the payment!!!
To retrieve the Private key you need to pay

Your files will be lost



GREAT THINKERS



Circle of viewpoints

5 **SPEAKING**  Work in groups of three and do this role-play activity.

- 1 One of you is Mat, one of you is Mat's child (now a teenager), and one of you is one of the hackers. Think about how you feel about what happened and why. Prepare what you want to say, and any questions you want to ask, from the point of view of your character.
- 2 Discuss the crime using your ideas in 1.
- 3 When you finish, discuss if or why you think it can be useful to see things from other people's point of view.

6 **SPEAKING**  Decide what to do in these three situations and why.

- 1 You need to buy somebody a present but you don't have any money. You see €20 on a desk at the back of the classroom. What do you do?
- 2 A friend wants to copy a history assignment you did this weekend. Your friend couldn't do it because their grandfather was very ill. What do you do?
- 3 A friend wants you to tell their mum that you were together yesterday evening, but it isn't true. What do you do?

GREAT LEARNERS



Great learners act with integrity and honesty.

In the situations in 6, you can take the easy option and solve a problem quickly. But why is that not always such a good idea?

Learner profile

page 142

- 1 **SPEAKING**  Look at the photo of the actor Benedict Cumberbatch. What do you know about the actor or the series or films he appears in?



Exam tip

You are going to do a True/False listening activity. What do you think is the first thing to do in this type of activity?

- 2 **LISTENING**  Listen to two students discussing Benedict Cumberbatch and something that happened to him. Decide if each statement is True (T) or False (F).

- 1 Ava watched *Sherlock* last night because she loves watching detective stories. T / F
- 2 Benedict Cumberbatch saw a crime when he was riding his bike in London. T / F
- 3 The muggers attacked the man on the bike with a bottle. T / F
- 4 Cumberbatch didn't touch the muggers. T / F
- 5 Ava and Tom think Cumberbatch probably knows how to protect himself in a fight. T / F
- 6 The muggers left because they recognised Cumberbatch. T / F
- 7 People heard about this story because the cyclist and police wanted to thank the actor for his help. T / F
- 8 A taxi driver and Cumberbatch's wife both helped to stop the mugging. T / F

- 3 **LISTENING**  Correct the false statements in 2. Listen again if necessary.

- 4 Why do these words, people, things or places appear in Tom and Ava's conversation?

- 1 superhero
- 2 hospital
- 3 Baker Street
- 4 publicity for a new TV series
- 5 Sophie Hunter
- 6 police station

5 **Critical thinkers**

In your opinion, do you think it's normal or surprising that a famous actor tried to stop a real-life crime?

What makes you say that?

Use ideas in the listening and other information to justify your opinion. Then share your ideas.

Past continuous

- 1a Look at sentences 1–4 and match them to the explanations of their use a–d.

- 1 The poor man on the bike was shouting at them.
 - 2 While he was travelling in a taxi, he saw a crime.
 - 3 He ran out of the taxi.
 - 4 He saw the muggers and told the driver to stop.
- a a completed action in the past
 - b two completed actions in the past that happened one after the other
 - c an activity in progress in the past
 - d an activity in progress in the past interrupted by a sudden action

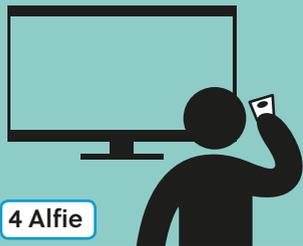
- 1b Complete this rule.

We make the past continuous with the past simple of + verb+ing.

 Check it page 28

- 2 What were these people doing yesterday at 6.30 pm? Look at the pictures and write complete sentences. If there is a cross, make the sentence negative.

1 Mia was running.

 1 Mia	 2 Logan <input checked="" type="checkbox"/>
 3 Evelyn and Ivy	 4 Alfie
 5 Becky and Adam <input checked="" type="checkbox"/>	 6 Jamie and Steph

- 3 Write the questions and short answers.

- 1 What / Mia / do?
- 2 Logan / swim?
- 3 Evelyn and Ivy / study?
- 4 Alfie / watch TV?
- 5 Becky and Adam / cook?
- 6 What / Jamie and Steph / do?

- 4 Look at this picture of the story in the listening text on page 24. Find 6 differences and write sentences in the past simple and past continuous.

In the listening, four people were mugging the victim, not two.



- 5 **SPEAKING** Look at the picture in 4 for two minutes, then close your book. Describe what you remember. Which pair can write the most correct sentences?

- 6 **SPEAKING** One of you closes the book and the other asks questions about the scene.

What was the lady in the hat doing?

She was carrying two bags.

used to

- 7 Read the sentences and then choose the correct alternative in the rules below.

- I **used to** watch detective series when I was small but then I stopped.
- Did Sherlock Holmes **use to** live in Baker Street?
- Things like that **didn't use to** happen.
- He **ran out of** the taxi and **tried to** stop them.
 - We use/don't use **used to** to talk about past habits that do not happen now.
 - We use/don't use **used to** to talk about single actions in the past.
 - After **used to** we use the -ing/the infinitive form of the verb.
 - In questions and negative sentences we use use to/used to.

✓ Check it page 28

- 8 Complete the text with the correct form of *used to* and the verbs given.

The first police force in the world

In the 19th century, London (a) (be) quite a dangerous place. Maybe that's why in 1829 they created the London Metropolitan Police force.

People (b) (call) the first police officers 'Bobbies' because the person who started the police force was Sir Robert (Bobby) Peel.

(c) the first police officers (have) guns? No, they (d) (carry) wooden sticks called truncheons. Of course, they (e) (not have) phones or radios to communicate with other officers if they needed help. They (f) (make) lots of noise with rattles or whistles to call for assistance.

To be a police officer, you (g) (need) to be tall, but now your height isn't important.

- 9 Write answers to the questions. Make three answers true and three answers false.

- What were you doing at ...
 - 8 am last Saturday?
 - 10 pm last Saturday?
 - 9 am on Sunday?
- What did you use to do when ...
 - you were a toddler?
 - you were eight years old?
 - it was summer, when you were small?

Use it ... don't lose it!

- 10 **SPEAKING** Ask and answer your questions in 9. Can your partner guess which of your answers are false?

Reach higher

page 136

Apologising



1 **SPEAKING** Look at the photos above. Describe what you can see. How do you think the people feel?

2 **SPEAKING** Discuss the questions.

- 1 When was the last time you apologised to someone? Who did you apologise to and why?
- 2 When was the last time somebody apologised to you? Who apologised and why?

3a Look at this information about apologising in the UK. Complete the text by guessing the missing words and numbers.

4 Listen to two dialogues. In each dialogue, why does the person apologise? Does the other person accept the apology or not?

5 Listen again and complete the expressions.

- 1 I'm sorry.
- 2 It matter.
- 3 It's (water).
- 4 me (get you a new bottle in the break).
- 5 I'll it up to you.
- 6 That's the time (I lend you anything).
- 7 I terrible.

6 Complete the Speaking bank with the expressions from 5.

Culture exchange

Saying sorry

People in the UK say 'sorry' a lot! A YouGov survey found that they say it around (a) times a day. One in eight British people say 'sorry' up to (b) times a day!

According to the same survey, British people say 'sorry' more than Americans. For example, if they are five minutes late, (c)% of British people say sorry, compared with (d)% of Americans. The survey didn't include Canadians, but Canadians also have a reputation for saying 'sorry' a lot!

People in the UK often say 'sorry' for things they're not responsible for. For example, 36% say sorry when another person (e) them accidentally! Only 24% of Americans do this.

In general, in the UK saying 'sorry' is simply a way of being (f), especially with people we don't know very well.

3b Listen and check your answers. Do you think the information is similar in your country? If not, how is it different?

Speaking bank

Useful expressions for apologies

Making apologies

- I'm sorry.
-
-
-
-

Responding to apologies

- It's OK.
- Don't worry about it.
- Never mind.
-
-
- It's not that important.

7 Look at the photos in 1. Now think of two more situations where somebody needs to make an apology.

You were going to go out with your friend on Saturday, but now you remember that you have to go somewhere with your family.

8 **SPEAKING** Create dialogues for your situations in 7. Use expressions from the Speaking bank.

Practice makes perfect

9a **SPEAKING** Practise your dialogues in 8. Change roles when you finish.

9b **SPEAKING** Act out one of your dialogues for the class without looking at any notes.

A blog post



- 1 SPEAKING** Look at the photos a–d. Invent a story about a group of teenagers that connects the four photos.
- 2** Read the blog post. Was your story similar or different to Mila's story? What were the main similarities or differences?

About Latest posts Archives

KIDS DOING GOOD!

Posted 5th May

What a story I have for you today!
 My American friend Sam told me an amazing true story that he read last week. It all started when somebody called the police about a burglary because a man was breaking into a garage to steal objects, including some gardening equipment. Then, he got on a bike and tried to cycle away. A few minutes later, a police car arrived. The burglar dropped the gardening equipment but didn't stop cycling. One of the officers got out of the car and started running after the criminal.

Meanwhile, some ten- to twelve-year-old children were playing basketball in the park nearby. Suddenly, one of them saw the police officer running after the suspect on the other side of the road. He threw the ball and it hit the burglar! The burglar fell off his bike and, finally, the police officer arrested him. The next day, the police thanked the children for their help on social media!

- 3** Which words and expressions in the box appear in the text?

Writing bank

Useful words and expressions of sequence and time

- It all started when ...
- At first
- Then
- Next
- Meanwhile
- Suddenly
- In the end
- Finally
- A few minutes/hours/ days later
- The next day

- 4** Imagine that you helped somebody in an unusual situation last week. Make notes answering the questions.

- 1 Who did you help?
- 2 How did you help them?
- 3 Where were you?
- 4 Who were you with and what were you doing?
- 5 What did you do exactly?
- 6 Did anybody thank you or give you anything for helping?
- 7 What happened in the end?

Practice makes perfect

- 5a** Look at the task and write your blog post. Use your notes from 4 and the words and expressions in the Writing bank to help you.

Last week you helped somebody in an unusual situation. Write a blog post about what you did. Tell them:

- who you helped, where and how.
- why the situation was unusual.
- what you did next and what happened in the end.

- 5b** When you finish your blog post, use the Writing checklist on page 141 to check it.

Exam tip

What are the criteria for getting a good mark in your English writing exams? Think, make a list and then consult your teacher.

Past simple of to be

Affirmative	I/He/She/It was here yesterday. You/We/They were here yesterday.
Negative	I/He/She/It wasn't (was not) there last week. You/We/They weren't (were not) there last week.
Question form	Was I/he/she/it in this school last year? Were you/we/they in this school last year?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

Past simple of regular and irregular verbs

Affirmative	I/You/He/She/It/We/They worked/went yesterday.
Negative	I/You/He/She/It/We/They didn't (did not) work/go yesterday.
Question form	Did I/you/he/she/it/we/they work/go yesterday?
Short answers	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

We use the past simple to:

- describe finished actions or situations in the past.
I went to Mexico last year.
She didn't go to bed late yesterday.
- to say that one thing happened after another.
When Mum came home, we had dinner.
When I arrived at school, I heard the good news.
- to ask about actions or situations in the past.
Did you get up early today?
Did your father bring you to school?

Past continuous

Affirmative	I/He/She/It was working . You/We/They were working .
Negative	I/He/She/It wasn't (was not) playing . You/We/They weren't (were not) playing .
Question form	Was I/he/she/it listening ? Were you/we/they listening ?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

We use the past continuous to:

- talk about activities in progress at a moment in the past.
At four o'clock this afternoon we were reading.
- describe scenes in a story or description.
The old man was wearing a suit and he was playing the guitar.
- talk about an activity in progress when another, shorter activity happened or interrupted it. It tells us that an action was in progress, but not that the activity was finished.
I was watching the TV when somebody knocked at the door.

We often use *while* and *as* with the past continuous.

While/As I was watching him, he turned and looked at me.

Remember that some verbs are not usually used in the continuous (see page 16 for some examples of state verbs).

I had a green bike. NOT I was having a green bike.

Used to

Affirmative	I used to play all day when I was four.
Negative	She didn't use to read detective novels.
Question form	What did you use to do?

We use *used to* to talk about past habits and things we did regularly in the past but not now.

I used to ride my bike to school when I was small.

We cannot use *used to* for single actions in the past.

Vocabulary

1 Crimes and criminals

arson (n.) • arsonist (n. pers.) • break into (v.) • burglar (n. pers.) • burglary (n.) • burn (v.) • cybercrime (n.) • cybercriminal (n. pers.) • damage (v.) • hacker (n. pers.) • illegal (adj.) • kidnapper (n. pers.) • kidnapping (n.) • kill (v.) • mugger (n. pers.) • mugging (n.) • murder (n.) • murderer (n. pers.) • robber (n. pers.) • robbery (n.) • shoplifter (n. pers.) • shoplifting (n.) • smuggler (n. pers.) • smuggling (n.) • steal (v.) • theft (n.) • thief (n. pers.) • vandal (n. pers.) • vandalism (n.) • violence (n.)

2 Detective work

accusation (n.) • accuse (v.) • analyse (v.) • analysis (n.) • arrest (v., n.) • case (n.) • charge (v., n.) • evidence (n.) • investigate (v.) • investigation (n.) • proof (n.) • prove (v.) • question (v., n.) • search (v., n.) • suspect (n.) • witness (n.)

3 Phrasal verbs connected with investigating and finding

come across • come up with • find out • look for • look into • look up • turn up • work out

Grammar test

Past simple

1 Change these sentences from the present simple to the past simple.

- 1 Richard and I are students at this school.
- 2 We leave school at five o'clock.
- 3 She catches the bus at that stop.
- 4 What time do you finish work?
- 5 She doesn't teach English.
- 6 They have a problem.

/ 6 points

Past continuous

2 Complete the sentences with the past continuous form of these verbs.

listen • read • sit • not wait • not write

- 1 At 9 pm last night I a detective novel.
- 2 Which song you to?
- 3 He a letter; it was an email.
- 4 They for a bus; it was a taxi.
- 5 Which chair you on?

/ 5 points

Past continuous and past simple

3 Choose the correct alternative.

- 1 While I travelled/was travelling to work, my phone suddenly rang/was ringing.
- 2 The boy stole/was stealing the apple while nobody looked/was looking.
- 3 Emily drove/was driving home when she remembered/was remembering it was her mum's birthday.
- 4 Sam broke/was breaking the window and then he ran/was running away.

/ 8 points

Used to

4 Are these sentences correct or not? If not, correct them.

- 1 Did you used to have long hair?
- 2 He used to visits his grandparents every weekend.
- 3 One day last year she used to catch a criminal.
- 4 We didn't use to have a lot of homework.

/ 4 points

Vocabulary test

Crimes and criminals

1 Complete the sentences with these words. There are five extra words that you don't need.

burglary • burgle • kidnapper • kidnapping • kill • mug • mugger • smuggling • steal • theft • thief • vandal

- 1 When you someone, you attack them for their money.
- 2 When you from a person or a place, you take money or objects illegally.
- 3 is a general word for somebody who takes other people's things or money.
- 4 is the crime of entering a house to take things.
- 5 A is someone who takes away another person and wants money before they set the person free.
- 6 is when you bring something into a different country illegally, without permission.
- 7 The police stopped the because he was breaking shop windows.

/ 7 points

Detective work

2 Choose the correct alternative.

- 1 The man made a serious accuse/accusation.
- 2 They searched the house but they couldn't find any proof/prove.
- 3 We need to get this evidence to the laboratory to analyse/analysis it.
- 4 They charged/questioned the people who saw the kidnapping.

/ 4 points

Phrasal verbs connected with investigating and finding

3 Complete the sentences with the correct prepositions.

- 1 I was looking (a) my keys yesterday but I couldn't find them. I hope they turn (b) soon. If you come (c) them, could you tell me?
- 2 A detective is looking (d) the case to work (e) who the criminal is. It's a priority to come up (f) an idea about who did it.

/ 6 points

Total:

/ 40 points

Reading

Reading exam tip

In multiple-choice reading activities, remember ... If you aren't 100% sure of the correct answer, begin by taking away any answers which you know aren't correct.

- 1 **SPEAKING**  Imagine you live in a tent in the countryside in your country. What is your daily life like?

Zeki Basan: life in the wild

1 When Zeki Basan was 16, he lived in a tent for almost a year on the island of Skye in Scotland. It can seem unusual for someone to live like that, especially if you are a teenager, but it wasn't for him. He was on a course at the School of Adventure Studies, and thought it was good to learn how to live away from the city while he was studying. The fact that some of his best memories were of growing up in the mountains in the Highlands with his mother and sister probably helped him make this decision. They used to live far away from any towns and even had to use cross-country skis to take food there every winter.

2 Zeki's mother taught him and his sister how to live close to nature when they were young. So Zeki was comfortable playing and exploring in nature. They also travelled to lots of places abroad, so that his mother, a cookery writer, could learn about traditional ways of making food. He saw how people were able to use the land and natural products, and he also wanted to do that one day.

3 Zeki experienced a few difficult situations while he was learning how to live alone in the tent. Once he was in the mountains when the weather got really bad while he was hiking. It was impossible to see very far in front of him, but he knew to stay calm and not panic. That ability was also really useful when he was on a camping trip with his classmates and the weather was horrible. Some people were extremely tired and anxious and had to leave, but it wasn't a problem for him.

4 Zeki doesn't live in a tent anymore, but would like to see more people living the way that he did, so close to nature, for a short period of time. He says: 'People don't really know their environment ... they don't tend to explore it. But to really know your own environment ... is quite an incredible thing.' He feels that if people connect more with nature, they will understand and enjoy it. Zeki continues to enjoy the outdoors and to use his skills in his life now as a young adult – he works in Iceland as a guide, and in Scotland as a survival skills instructor.

- 2 Read the text about a young man who lived in a tent for a year. Then, for each question, choose the correct answer.

- What is the first paragraph about?
 - the advantages and disadvantages of living in a tent
 - the two locations where Zeki lived
 - why Zeki moved to live away from his family
 - why the way Zeki lived at the time was natural for him
- Why did Zeki decide to live in the tent?
 - He disliked going abroad so often.
 - He wanted to develop particular skills.
 - He didn't like his family home.
 - He couldn't find a place to build a house.
- In the third paragraph, how did Zeki react to the difficult situations he was in?
 - He was relaxed and didn't feel worried.
 - He found it difficult not to feel stressed.
 - He felt impatient and a little angry.
 - He needed to feel more confident about himself.
- According to Zeki, why should people try living in the wild?
 - to test some important abilities
 - to understand what it's like to live in a tent
 - to try living apart from their family
 - to get to know and understand nature better
- Which of the following statements is true?
 - Zeki would certainly like to live in a tent again.
 - Zeki thought living in a tent was too difficult.
 - Zeki's love for nature began when he was young, and he still enjoys it.
 - Zeki doesn't have much contact with nature anymore.





Family life in your country



1 SPEAKING Starting point

Look back at the Culture exchange text about family dinners in the UK on page 13. Do you think the information and statistics are similar in your country?

2 SPEAKING Project task

Search for information on the Internet about family life in your country so that you can explain it to a class of teenagers from another country. Also, use your own knowledge and experience. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas

- family meals
- typical size of immediate and extended families
- activities that families do together
- family holidays and celebrations
- time spent with family versus time spent with friends



3 Think about ...

Digital skills

The information that you find about daily life in your country may be written in your own language. Be careful using online translation tools to translate it. They are not always 100% correct!

Intercultural awareness

The everyday things we do seem obvious to us. But things could be very different in another culture and you may need to explain your everyday activities.

Collaboration

When you work in a team, decide the best way to divide the work equally and fairly. For example, each student could search for different information. Or some students could look for information while others are responsible for preparing artwork or giving the presentation. Make sure that everyone is happy with the distribution of work.

Useful language

Who wants to ...? Are you happy doing ...? Can I ...? I'd like to ... Can I volunteer for ...? Why don't I/you/we ...?

Academic skills

When you search for information online, it's important to look critically at what you find. Look at who wrote the information. What makes them 'experts' in the topic?

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for:

- Content Presentation Design Language