

STARTER UNIT. REVISION – LET'S REMEMBER!	7	UNIT 4 – GROWING UP IN DIFFERENT TIMES	51
UNIT 1 – I'M A REFLECTION OF THE COMMUNITY	9	Listening and Reading A blog entry about Millennials / Generation Y	52
Listening and Reading A house-warming party. The ideal home	10	Vocabulary Practice Reaching across the generation gap	54
Vocabulary Practice Homes and living space. Community	12	Grammar Practice Type 1, 2, 3 conditionals. Phrasal Verbs	56
Grammar Practice The Past Perfect Simple. The Past Perfect Continuous	14	Speaking and Listening Generations of athletes. Giving suggestions and invitations. Accepting and refusing	58
Speaking and Listening Radio programme on community projects. Giving and asking for directions. Phrasal Verbs related to community	16	Reading Corner <i>The Adventures of Tom Sawyer</i> by Mark Twain (adapted)	60
Reading Corner <i>A Christmas Carol</i> by Charles Dickens (adapted)	18	Writing Practice Writing an informative text on a given topic	62
Writing Practice Writing a letter of Invitation to a friend	20	Revision Test	64
Revision Test	22	UNIT 5 – WISDOM OUTWEIGHS WEALTH	65
UNIT 2 – WHEN IN DOUBT, TRAVEL!	23	Listening and Reading Technological advances	66
Listening and Reading Three exquisite destinations – tourist brochure	24	Vocabulary Practice Words of wisdom. Tech picks for wise geeks	68
Vocabulary Practice Travelling. Weather phenomena	26	Grammar Practice The passive voice. Relative Pronouns. Phrasal Verbs	70
Grammar Practice Past Perfect Continuous versus Past Continuous. Phrasal Verbs	28	Speaking and Listening Smart inventions. Expressing opinions. Reporting problems	74
Speaking and Listening Travelling. Making a hotel reservation. Buying a ticket	30	Reading Corner <i>Voyage to Laputa</i> by Jonathan Swift, vol. III of <i>Gulliver's Travels</i> (adapted)	76
Reading Corner <i>The Moonlight Palace</i> by Liz Rosenberg (adapted)	32	Writing Practice Writing to ask for assistance	78
Writing Practice Write a text describing a place	34	Revision Test	80
Revision Test	36	MID REVISION	81
UNIT 3 – THINK HAPPY THOUGHTS!	37	UNIT 6 – SO MANY BOOKS, SO LITTLE TIME...	83
Listening and Reading A TV show for teens about emotional health	38	Listening and Reading Reading, my pleasure!	84
Vocabulary Practice Types of entertainment. What's on TV?	40	Vocabulary Practice Book genres. Key elements of a story	86
Grammar Practice Modal Verbs: may, should, need, needn't – expressing possibility, obligation, necessity, advice, recommendation, expectations	42	Grammar Practice Ways of expressing the future. Future in the Past. Phrasal Verbs	88
Speaking and Listening Films and filmmakers	44	Speaking and Listening Broadsheets versus tabloids. Borrowing books from a library. Asking for confirmation / clarification	90
Reading Corner Streaming platforms	46	Reading Corner <i>The adventures of Huckleberry Finn</i> by Mark Twain (adapted)	92
Writing Practice Writing a research report	48	Writing Practice Presenting a book – <i>The Hobbit</i> by J.R.R. Tolkien	94
Revision Test	50	Revision Test	96

CONTENTS

UNIT 7 – TO PRESERVE CULTURE, CREATE IT!	97	Writing Practice Writing a blog comment to give advice	122
Listening and Reading Cultural assets worldwide: UNESCO World Heritage sites	98	Revision Test	124
Vocabulary Practice Culture and Civilisation	100	UNIT 9 – LOVE NATURE FOR A BETTER FUTURE!	125
Grammar Practice Reported speech	102	Listening and Reading Environmental problems	126
Speaking and Listening Landmarks	104	Vocabulary Practice Global issues	128
Reading Corner The lost civilisation of Atlantis	106	Grammar Practice The sequence of tenses. Phrasal Verbs	130
Writing Practice Writing a story about past events	108	Speaking and Listening An environmentalist talking about global issues	132
Revision Test	110	Reading Corner <i>Animal Farm</i> by George Orwell (adapted)	134
UNIT 8 – MAKE IT HAPPEN!	111	Writing Practice Designing and writing a leaflet	136
Listening and Reading The Earthshot Prize	112	Revision Test	138
Vocabulary Practice Idea incubation	114	Final Revision	139
Grammar Practice Reported speech – reporting verbs	116	Tape scripts	141
Speaking and Listening Innovation in the food industry. Describing an object. Refusing politely	118	Annex	144
Reading Corner <i>Champion</i> by Marie Lu, <i>Legend series</i> (adapted)	120		

Competențe generale și specifice din programa școlară

1. Receptarea de mesaje orale în situații de comunicare uzuală

- 1.1 Selectarea principalelor idei din programe TV / înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
- 1.2. Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte / expresii
- 1.3. Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale

2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Relatarea unei întâmplări / a unor experiențe personale
- 2.2. Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
- 2.3. Exprimarea unei sugestii sau a unei reacții la o propunere în cadrul unui dialog informal
- 2.4. Manifestarea interesului pentru calitatea exprimării / interacțiunii

3. Receptarea de mesaje scrise în situații de comunicare uzuală

- 3.1. Deducerea din context a semnificației cuvintelor necunoscute
- 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
- 3.3. Identificarea sensului global al unor articole sau interviuri
- 3.4. Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte

4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1 Redactarea unei scrisori / unui mesaj digital folosind expresii de adresare, de cerere, de invitare și de mulțumire
- 4.2. Redactarea de texte simple și coerente pe teme de interes
- 4.3. Manifestarea interesului pentru calitatea redactării

6. Fill in the blanks with the correct form of the verbs in brackets: Present Simple or Continuous.

- *Do you see* (you / see) that bird in the sky? I think it is a wild duck.
- We (see) the dentist this evening because little Tommy has a loose tooth.
- Look! Baby Mia (taste) the soup although she usually refuses it.
- Your chocolate cake (taste) fantastic. It's the best I have ever tried.
- (you / think) of planting a fir tree in your garden? My mother (think) I should change my hairstyle and have it cut short.

7. Fill in the correct form of the verbs (Present Simple, Present Continuous or Present Perfect). Place the prompts in brackets correctly.

1. How many times *have you been playing* (you / play) the violin in concerts, so far?
2. (you / play) the violin tonight, or the guitar?
3. I know you love playing music but I can't remember if you (play) the violin or the guitar.
4. Good teachers (always / try) to capture students' interest.
5. What you (try) to improve at the moment? Your speaking or your listening skills?
6. Hurry up! The film (start / already)!
7. Ann says she (never / see) a ghost.

8. Fill in the blanks with the correct form of the verb (Present Perfect Simple or Present Perfect Continuous). Place the prompts in brackets correctly.

1. Daniel *has just broken* (just / break) that window by mistake. Now the shop alarm is going off.
2. People (stare) for minutes, not knowing what to make of the situation.
3. The police officers (already / arrive) there and are trying to solve the problem.
4. John (definitely / suffer) a shock, and is almost unable to explain what happened.
5. She feels much better, now that she (listen) to her favourite piano music for a few minutes.
6. The family (just / listen) to the news and now they know about the blazing fire.
7. John (speak) on the phone for 15 minutes now.

9. Fill in the appropriate form of the verbs.

It *was snowing* (snow) heavily and the sky was painted in shades of light blue and grey. The wind (hardly / blow) and everything was peaceful and silent. The first gondolas (bring) a group of noisy tourists to the top of the slope, who (carry) their skiing equipment. They (be) eager to start skiing, so everyone (put) skis, gloves, helmets and their ski goggles on and off they (go). After some time, the whole group suddenly (stop), holding their breath.



10. Look at the picture and continue the story, imagining the tourists' and the animals' reaction.

11. Fill in the Simple or the Continuous Future form of the verbs in brackets.

1. Maria *will be flying* (fly) to Brussels at this time tomorrow.
2. Next year we (take) the University Clinical Aptitude Test to get into Medical School.
3. The doctor (operate) on the patient next Monday at 7 a.m.
4. Scientists hope we (work out) ways to save our planet from destruction.
5. Next year's Paris Fashion Week (gather) together the most famous designers.
6. I (watch) a film tonight at 8pm, so please call me before that.

12. Fill in the correct form of the verbs in brackets (past, present, future tenses).

OK, I admit it! I *have always been* (always / be) a 'wannabe holidaymaker', whether we are talking about winter or summer holidays. I (be) eager to choose new locations, to gather together groups of fine people and to make reservations. I (once / talk) to a travel agent who (promise) rustic but cosy accommodation, authentic local food and breathtaking places to visit. Unfortunately, it (turn out) to be a disappointment or maybe my expectations (be) much too high. This (change) my passion for travelling, however. I hope that by the end of this summer we (visit) China. If everything (go) as planned, on the 11th of July we (fly) to our destination!

I'm a Reflection of the Community



A. Answer the questions:

- Are you a typical member of your community?

E.g. I think yes; I have similar tastes and habits with most of the kids my age from my neighbourhood.

- Do you consider yourself a reflection of the community you live in?
- What aspects do you have in common with the other members of your community?

B. Read the quote from an American politician of the 19th century and discuss in class the topics below.

We rise by lifting others. (Robert Ingersoll)

- Do we need community leaders who think like Ingersoll?
- What do you think are the human values of a good leader?

- | | |
|---|--|
| <input checked="" type="checkbox"/> respect | <input type="checkbox"/> understanding |
| <input type="checkbox"/> empathy | <input type="checkbox"/> fairness |
| <input type="checkbox"/> openness | <input type="checkbox"/> rigour |
| <input type="checkbox"/> perseverance | <input type="checkbox"/> |
| <input type="checkbox"/> love for humanity | <input type="checkbox"/> |

1 Match labels 1-3 to pictures A-C.

1. cottage
2. terraced house
3. penthouse



2 Use the appropriate prompts to describe each picture.

- | | |
|-------------------------------|------------------|
| in the countryside | front garden |
| two-storey | garden fence |
| chimney | residential area |
| luxurious neighbourhood | veranda |
| at the top of a tall building | |

3 Listen to dialogues A and B (exercise 4) and match them to the correct situation.

1. dealing with a discipline problem
2. describing a type of house
3. choosing one's dream house
4. a real estate agent's presentation

4 Read dialogues A and B, then mark the sentences as **T** (true) or **F** (false).

- T** Three teenagers went to a party to celebrate their friend's new home.
- A penthouse is a small flat that has a front garden.
- Sonya loves houses in the countryside.
- Tara notices Julia's roof garden.
- Ryan prefers a house in the city centre.
- The Maths teacher suggested a project to the students.

SONYA: Julia's house-warming party last night was wonderful, wasn't it? **A**

TARA: Oh, my God! We knew we were invited to a fancy place, but let's face it, no one expected anything that luxurious. **B**

RYAN: Julia mentioned moving into a penthouse in town, but have you ever been to one before? I haven't.

SONYA: I must admit, I wasn't sure I knew what a penthouse was. I thought it was just a flat in a block... I wasn't expecting such fabulous views from the top, or that huge balcony.

TARA: To have a roof garden when you live in the centre of the city... I loved Julia's room, but that huge shiny kitchen was my favourite. And her mum was so generous! So many goodies... It was nice of her to let us wander around.

RYAN: I didn't think the kitchen was anything to write home about, but I really liked the study. How wonderful to have all those books in built-in cupboards and shelves. I wanted to move in and read for a year!

RYAN: Hey, girls! Have you thought about the art project Mrs Parker suggested? What kind of house would you choose to live in? **B**

TARA: I'm a Town Mouse. I would design a beautiful house in a residential area of the city, where my sister and I could live forever, even when we were old.

SONYA: I see myself as a Country Mouse. My ideal home is a cottage at the foot of a mountain where I could have lots of animals and grow vegetables - just like the place we stayed in during the last summer holidays.

RYAN: The truth is that it's not about holidays or about mouse fables. You know... people still have to work and study. For me it's all about balance, so I want something between city and forest. I dream about a chic new place, eco-friendly and super-modern, with a huge garden; in the suburbs or maybe a small town. I want easy access to the benefits of a city, too. But, girls, it's time for some home truths: are we ever going to be able to afford our dream houses?

5 Match the phrases from the text (1-6) to their explanations (a-f).

1. house-warming party
 2. study
 3. nothing to write home about
 4. built-in cupboards
 5. home truths
 6. residential area
- a. a room used for reading and learning
 - b. ordinary, not especially impressive
 - c. furniture with doors and shelves integrated in or attached to a wall
 - d. an area of a town suitable for living, consisting of houses rather than factories or offices
 - e. a party given by somebody who has just moved into a new home
 - f. a true but unpleasant fact (about yourself) that another person tells you

6 In pairs, study the speech bubbles below and fill in the blanks, including details about when, where and how you can plan the celebration. Act out the dialogues with your partner.



Hey, sis, our parents' 15-year wedding anniversary is coming up!

They moved into this flat right after their wedding, didn't they? I know the coolest way to celebrate! We should

HOMES AND LIVING SPACE

1 Label pictures A-E with the right type of home.

- block of flats hut mansion
skyscraper town house



2 Use the vocabulary in the table below, as well as your own ideas, to describe the pictures in exercise 1.

E.g. *These simple huts are small wooden houses by the seaside.*

Style:	modern, traditional, luxurious, simple
Size:	spacious, small, family-sized, average, two / three / ...-storey
Location:	central, in the suburbs, in a residential area, in the countryside, by / at the seaside, in the mountains

3 Form phrases joining a word from column A with one from column B.

- | | |
|-------------|-----------------|
| 1. air | a. conditioning |
| 2. fitted | b. system |
| 3. heating | c. kitchen |
| 4. built-in | d. water |
| 5. swimming | e. pool |
| 6. back | f. garden |
| 7. running | g. cupboards |

PORTFOLIO

Write an advertisement for one of the houses in exercise 1, using the model below. Check out more details on the steps you need to follow when working on your portfolio on page 144.



Two-storey house located in the suburbs, perfect for families with one-two kids. Large living room on the ground floor with fitted kitchen, two bathrooms and a pantry. Three bedrooms with a bathroom on the first floor and a study in the attic. Its special features include central heating, a cherry wood staircase, a back garden and a one-car garage. **Contact number: + 046 902 4557**

COMMUNITY

1 Replace the emphasised words with the idioms that have a similar meaning. Make the necessary changes.

E.g. 1 - d

- a. to be nothing to write home about
b. to be time for home truths
c. to be in the same boat
d. 'Rome wasn't built in a day'

- It will take some time to build the community daycare, but remember: **nothing worthwhile is ever achieved without effort and patience!**
- We are together in this** and if one fails, we all fail.
- Tom, your grades are getting poorer! I think it's **time we discussed the matter seriously.**
- The book we had to read for our Literature course this week **was quite boring.**

2 Read the word diagram and fill it in with more words related to communities:



3 Read the text and fill in the missing words.

- geographical communities
members common values
background belonging

..... are groups of people who share interests, goals, or characteristics and interact with one another on a regular basis. The glue that holds together a community could be: location, cultural, hobbies, profession, or online platforms. Communities provide a sense of, support, and shared identity among their

4 Read the explanations of the phrases below. Choose three of them to write a few lines about your community.

- close-knit community:** a group of people who are closely interconnected and supportive of one another.
- neighbourhood watch:** a group of residents who work together to monitor and protect their neighbourhood from crime and other safety concerns.
- birds of a feather flock together:** people with similar interests or characteristics tend to stick together.
- home away from home:** describes a place where someone feels comfortable and welcome as if it were their own home.
- get-together:** an informal gathering or social event among members of a community or neighbourhood.
- put down roots:** settle down and become involved in local activities.

THE PAST PERFECT SIMPLE

1 Study the table below and fill in the missing forms of the auxiliary verb *to have*.

We form the **Past Perfect Simple**:

AFFIRMATIVE

• Subject + **had** + Past Participle of the verb

NEGATIVE:

• Subject + **had not (hadn't)** + Past Participle

INTERROGATIVE:

• **had** + subject + Past Participle

We use the **Past Perfect Simple** to refer to:

• a past action that happened **before another stated time in the past** or **another past action**

E.g. They spent three months in the mountains before their cousins came to join them. (affirmative)

I yet finished my dinner when you called. (negative)

(negative)

..... Thomas filled in the form before you offered to help? (interrogative)

• a **finished past action** whose effect is visible later on, in the past

E.g. My cousin couldn't pay for his ice cream; he had lost his wallet. (affirmative)

Time words: when, before, after, until / till, already, just, since, for, never, etc.

2 Fill in either the Past Simple or the Past Perfect form of the verbs in brackets; then underline the action that happened first.

E.g. The children had broken the window long before their neighbour noticed it.

1. My friend already (take) the exam when I (remember) to wish him 'good luck'.
2. The plane (take off) when we (arrive) at the airport.
3. Janet's grandparents never (visit) France when she (book) the trip to Paris.
4. How long your family (live) in the countryside before they (move) to the city?
5. She cannot work as a teacher because she (not graduate) from university yet.
6. The politician (promise) to improve legislation before the people trustfully (vote) for him.

3 Join the sentence halves 1-6 to a-f, using the correct time words: **when, after, before, until**.

- | | |
|---|---|
| 1. Tom's father finished decorating the nursery a week... | a. she went to school. |
| 2. We built a garage next to our cottage last year... | b. they had lived in a terraced house in the city centre. |
| 3. My sister had learned to dance ballet years... | c. the baby's bed had been delivered. |
| 4. John's family bought a flat in a block... | d. her twin brothers were born. |
| 5. Ann had been an only child for 10 years... | e. all their guests had arrived. |
| 6. The couple didn't sit down at the table... | f. dad had bought his first car. |



4 Complete the blanks by rephrasing the sentences. Use a linking word and the Past Perfect form of the verb.

E.g. My parents didn't move into the new house until they had fully decorated.

1. My parents fully decorated the new house; then, they moved in.
My parents didn't move into the new house
2. The students made a PowerPoint presentation; after that, the audience asked questions.
The audience asked questions
3. The surgeon operated on the patient; then, she told us about the necessary medication.
The surgeon told us about the necessary medication
4. We bought five kittens; then, our friends brought five puppies. Our friends brought five puppies

THE PAST PERFECT CONTINUOUS

1 Study the table below and fill in the missing forms of the auxiliary verb.

We form the **Past Perfect Continuous**:

AFFIRMATIVE

• Subject + **had been** + ING form of the verb

NEGATIVE:

• Subject + **had not (hadn't) been** + ING form of the verb

INTERROGATIVE:

• **had** + subject + **been** + ING form of the verb

We use the **Past Perfect Continuous**:

• to **emphasise the duration** of a past action finished before another past action or before a stated time in the past

E.g. They spending some time by the seashore when they decided to go to the mountains. (affirmative)

Jane waiting for a long time before the bus arrived. (negative)

• for a **past action that lasted for a while** and whose result was visible in the past

E.g. Thomas training when we came round yesterday? He looked exhausted. (interrogative)

Time words / phrases: since, for, how long, etc.

2 Fill in the Past Perfect Continuous form of the verbs in brackets.

1. Hannah felt very disappointed when the concert was cancelled. She (wait) for months to see it.
2. How long the plumber (work) on those pipes when the power cut occurred?
3. It (rain) since the beginning of spring when it suddenly warmed up.
4. My aunt (dye) her hair red for years before she changed to blonde.

3 Put the verbs in brackets into the correct past form and find out some interesting facts about famous houses.

1. Benjamin Franklin, known as one of the Founding Fathers of the United States, (live and work) in a house in London for 16 years when he (move) to Philadelphia.
2. The wonderful house in the film 'Home Alone' (be) put up for sale for 2 million dollars several years before it (be) finally sold for 1.5 million.
3. After George and Amal Clooney (buy) Villa Oleandra in Italy, they (start) entertaining famous friends in that location.
4. The Beckhams (look for) a house for a year when they (buy) a \$40 million mansion.
5. Freddy Mercury's ex-girlfriend, Mary Austin, (inherit) Garden Lodge Mansion - the house where the singer (live) for years when he died.

BRAIN GAME

Look up a fun fact about famous houses and phrase it using exercise 3 as a model.



1 Listen to a radio programme on community projects and match pictures 1-3 to the speakers' names: Thomas, Ann, Sarah.



2 Listen again and complete the missing information about each project.

- Sarah's project focuses on
- The volunteers in Sarah's group organise
- Thomas participates in on the beaches where tourists spend time.
- Thomas volunteers to
- Being, Ann collects
- The members of Ann's organisation, where animal owners bathe their dogs and donate items for

3 Use the prompts below to write about Arthur's experience as a volunteer in the past five years; use the Past Perfect and other tenses correctly. Then, read it out loud.

- before 2020
- collect and donate clothes to support people in need and protect the environment

- 2020-2023
- gather fallen leaves in elderly people's gardens

- this year
- build wooden book cases in parks, where people can leave books for others



LET'S TALK! Consider the volunteer work mentioned so far and your own ideas and talk to a partner about what you would like to do to help your community.

GIVING AND ASKING FOR DIRECTIONS

1 Study the map and the phrases in the box. Then, listen to a dialogue between two friends and note down the directions to get from the bus stop to Tom's house.



- go straight on
- turn left / right into
- walk past
- opposite
- next to
- on your left / right
- go up / down / along / across

2 Have similar dialogues with a partner to get directions from the bus stop to the museum, gym, pizzeria, and park.

3 Draw a map of your daily route from home to school. Swap it with your deskmate and ask questions to get directions to their home.

PHRASAL VERBS RELATED TO COMMUNITY

4 Match the phrasal verbs to their explanations.

- | | |
|------------------------|--|
| 1. back (somebody) up | a. to continue doing something |
| 2. look (something) up | b. to support or defend |
| 3. keep (something) up | c. to find information by looking in a book / using a computer |



5 Fill in the correct form of the phrasal verbs.

- back up keep up look up

- Our Literature teacher had asked us ... a set of words before we started reading the passage.
- When the angry stranger treated his brother, Jimmy quickly him.
- After a busy week at the office, the boss told us: '... the good work!'

LISTEN AND REPEAT

a. Listen to the **Yes / No questions** and the **WH- questions**. What do you notice?

- Are you a resident of this city?
- Where do you spend your weekends?
- When are you going to rent the flat?
- Is the veranda large enough for that armchair?

b. Listen to the audio again and repeat.