

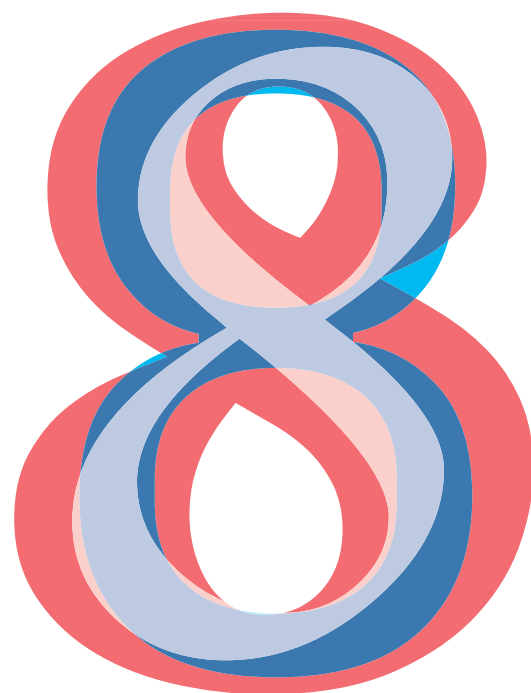


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Limba modernă 1

# Limba engleză

Clasa a VIII-a



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LET'S THINK	SKILLS	General and specific competences from the curriculum explored in the units
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# 1 LIFE PLANS

## OBJECTIVES

**FUNCTIONS:** talking about the future; complaining; expressing possibility, advice / recommendation

**GRAMMAR:** present tenses (review); future tenses (review); modal verbs: *should / shouldn't, may (not), might (not)*

**VOCABULARY:** making changes; life plans; phrases with *up*

## READING


**1** Look at the photos. What are the people doing? Do you think these are good or bad habits? Why?

**2** Tick (✓) the bad habits that you have. Then add two more of your own. Write in your notebook.

- not doing enough exercise
- leaving your homework until the last minute
- forgetting important dates
- texting when you shouldn't
- playing computer games when you should be studying
- getting up late for school

**3** **SPEAKING** Work in pairs. What can you do to change some of these habits?

**4** Read the article quickly. What two things is the writer trying to change about her life?

**5**  Read the article again and listen. Mark the sentences T (true) or F (false). Write in your notebook.

- 0 The writer has to finish the article by the following day.
- 1 The writer is finding it easy to have a healthier life.
- 2 We use different parts of our brain to think about different people.
- 3 Our brains don't always let us make good choices for our future selves.
- 4 It takes around two weeks for our brains to form a good habit.
- 5 The writer thinks that she'll never be able to change her habits.



# I miss my **bad** habits

I don't believe it! It's 11 p.m. and I'm still sitting here writing this article for the school magazine! I've had two weeks to write it and my teacher wants it tomorrow. She's always complaining that I leave things to the last minute. Maybe she's right. A month ago, I made a resolution to use my time better. Well, **I've failed**. At the moment, I guess kids all over the country are thinking back to the resolutions they made at the beginning of the school year. Some of them have already given up for this year. Others are still doing well. Many, I suspect, like me, are struggling with them. I've also been trying to **get fitter** for four weeks now. I've started going to the gym, I've taken up karate lessons and I've changed my diet. I've even been going to bed earlier. But I'm not feeling any fitter, just a little unhappier. I miss my bad habits. Why is changing your life for the better so hard?

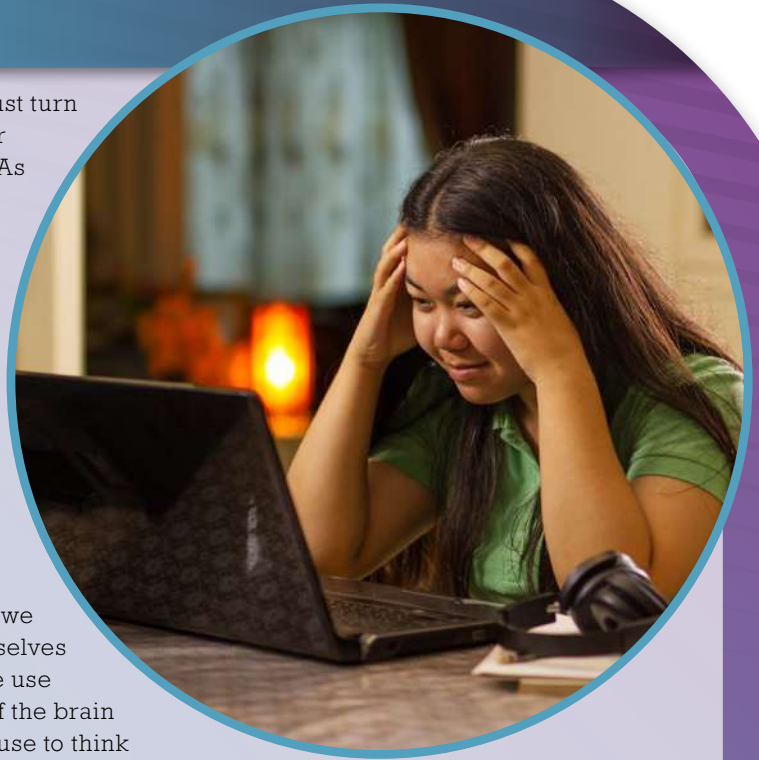
I've just read an article on a website. It's our brains. They're **programmed to** make it difficult to break bad habits. For example, you're sitting up late playing Dragon's Dogma 2. You know you've got an important test tomorrow, so

why don't you just turn off the computer and go to bed? As I said, it's your brain's fault. Scientists have discovered that we use one part of our brain when we think about ourselves and another when we think about other people. However, when we think about ourselves in the future, we use the same part of the brain that we usually use to think about other people. In other words, the brain sees the 'future you' as a different person to your 'present you'.

But that's not all. Scientists have also discovered that it takes around ten weeks to form a good habit. For example, it will be another six weeks before I start going to the gym regularly and without problems. The good news is that once you **make it to** ten weeks,

everything becomes a lot easier. The bad news is that ten weeks is a really long time, so it's easy to give up on your good intentions sooner.

So there you are. Maybe we want to change and become better people, but our brains won't let us. Or is this just an excuse? Look – I've finished my article on time! Anything is possible!



- 6 WORDS IN CONTEXT** In small groups, think of the meaning of the words in bold from the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

## TRAIN TO THINK

### Reading between the lines

Sometimes a writer doesn't tell us everything directly; we have to draw conclusions from the information he / she gives. We call this 'reading between the lines'.

Answer the questions and give reasons for your answers.

- 0 Who is the writer? (paragraph 1)  
*She's a schoolgirl – she's writing for the school magazine and mentions her teacher.*

- 1 Does the writer feel guilty that she hasn't finished the article? (paragraph 1)  
 2 Does she enjoy exercise? (paragraph 1)

## SPEAKING

Work in pairs. Discuss these questions.

- 1 What resolutions are you going to make for this school year?  
 2 What do you think is the secret of changing your life for the better?

*Do work first, play later.*

*Listen to your parents.*

## GRAMMAR

### Present tenses (review)

1 Match the sentences 1–5 with the tenses a–d. Then complete the rule with the names of the tenses. Write in your notebook.

- 1 I'm still **sitting** here writing this article.
  - 2 I've also **been trying** to get fitter for four weeks now.
  - 3 I've **started** going to the gym.
  - 4 I'm **not feeling** any fitter, just a little unhappier.
  - 5 The brain **sees** the 'future you' as a different person to your 'present you'.
- a present perfect continuous
  - b present simple
  - c present continuous (x2)
  - d present perfect

#### RULE:

- 1 We use the \_\_\_\_\_ to talk about facts and give opinions.
- 2 We use the \_\_\_\_\_ to talk about what's happening at or around the time of speaking.
- 3 We use the \_\_\_\_\_ to refer to the completion of an action in the recent past, with a focus on the present result.
- 4 We use the \_\_\_\_\_ to talk about ongoing actions or activities that started in the past and are still happening.

**LOOK!** We can use the present continuous with *always* to complain about behaviour that we don't like and find annoying.

*My dad's always telling me what to do.*

2 Complete the text with the correct present tense forms of the verbs. Sometimes more than one tense is possible. Write in your notebook.

It's 2 a.m. and I <sup>0</sup> *'m lying* (lie) in bed. I <sup>1</sup> \_\_\_\_\_ (try) to get to sleep, but I can't. I <sup>2</sup> \_\_\_\_\_ (have) trouble sleeping for about a month now. I <sup>3</sup> \_\_\_\_\_ (try) different things to help me sleep, but nothing <sup>4</sup> \_\_\_\_\_ (work). My mind <sup>5</sup> \_\_\_\_\_ (not want) to stop. A lot <sup>6</sup> \_\_\_\_\_ (happen) in my life right now. It's exam time, so I <sup>7</sup> \_\_\_\_\_ (study) a lot. There's also the question of next year. I <sup>8</sup> \_\_\_\_\_ (think) about it for ages. Mum and Dad <sup>9</sup> \_\_\_\_\_ (want) me to go to the best high school in town, but I'm not sure I'll succeed.

3 **SPEAKING** Work in pairs. Think about a problem you've been having and tell your partner.

*I've been fighting a lot with my little brother recently. I've tried to ignore him, but it's impossible.*

## VOCABULARY

### Making changes

1 Match the phrases with the definitions. Write in your notebook.

- |                           |                          |
|---------------------------|--------------------------|
| 0 make a resolution       | <input type="checkbox"/> |
| 1 give something up       | <input type="checkbox"/> |
| 2 do well                 | <input type="checkbox"/> |
| 3 struggle with something | <input type="checkbox"/> |
| 4 take something up       | <input type="checkbox"/> |
| 5 break a bad habit       | <input type="checkbox"/> |
| 6 form a good habit       | <input type="checkbox"/> |
- a stop doing something
  - b find something difficult
  - c start a new hobby or interest
  - d stop doing something that isn't good for you
  - e start doing something that is good for you
  - f decide to make a positive change
  - g be successful

2 **Complete the text with the verbs from Exercise 1. Write in your notebook.**

Last year I <sup>0</sup> *made* \_\_\_\_\_ loads of resolutions and decided to change my life. I tried to <sup>1</sup> \_\_\_\_\_ the habit of getting up late at weekends. For two months, I got up at 8 a.m. But by 2 p.m., I felt sleepy, so I <sup>2</sup> \_\_\_\_\_ up sleeping in the afternoon. I also <sup>3</sup> \_\_\_\_\_ up wasting time online, but my parents bought me a laptop and that was it. Then I stopped eating meat. I was <sup>4</sup> \_\_\_\_\_ well until Mum made roast beef. I just had to eat it. I tried to <sup>5</sup> \_\_\_\_\_ good habits as well. For example, I started piano lessons. But I <sup>6</sup> \_\_\_\_\_ with finding time to practise, so I stopped. This year, I've only made one resolution: not to make any resolutions.

3 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What subjects are you doing well in at school?
- 2 What subjects do you struggle with?
- 3 What was the last thing you gave up doing? Why?

## LISTENING



J.K. Rowling



Sylvester Stallone



Martha Argerich

1 **SPEAKING** Work in pairs. Discuss these questions.

- What do you know about these people?
- Can you match the information with each person?
  - \_\_\_\_\_ is a famous Argentinian pianist.
  - \_\_\_\_\_ played the character Rocky Balboa in *Rocky*.
  - \_\_\_\_\_ wrote the *Harry Potter* series.

2 **LISTENING** Listen and check.

## GRAMMAR

**LISTENING** Future tenses (review)

1 Complete the sentences from the listening with the correct future forms of the verbs. Then complete the rule with *present continuous*, *going to* and *will*. Write in your notebook.

- I \_\_\_\_\_ (meet) my English tutor later this afternoon.
- I \_\_\_\_\_ (study) medicine at university.
- I'm sure you \_\_\_\_\_ (do) well whatever you do.

**RULE:**

- To talk about future arrangements, we often use the 1 \_\_\_\_\_.
- To make predictions, we often use 2 \_\_\_\_\_.
- To talk about intentions, we often use 3 \_\_\_\_\_.

3 **LISTENING** Read the questions carefully. Listen again and make notes.

- What's Annie's problem?
- What does Ben want to do with his life?
- How was J.K. Rowling earning a living before she wrote her famous books?
- How are the examples of Argerich, Stallone and Rowling different from Annie's situation?
- Why does Ben tell Annie not to worry?

4 **SPEAKING** Work in pairs. Compare your answers to Exercise 3.

2 Choose the correct tense. Write in your notebook.

- We'll go* / *We're going* to the beach this Friday. Do you want to come?
- I don't think *I'll finish* / *I'm finishing* this homework.
- I won't go* / *I'm not going* to the seaside this year. I want to save some money for my trip to Venice.
- I've got an appointment with the dentist tomorrow. *I'm seeing* / *I'll see* her at 10 a.m.
- Daisy's learning to fly. *She'll be* / *She's going to be* a pilot.
- I'm not *eating* / *going to eat* chocolate. That's my resolution for next year.
- Argentina *will win* / *are winning* the next World Cup. That's what I think.
- We're flying* / *We will fly* on Friday. I'm so excited.

3 Write in your notebook:

- two arrangements you've got for this week.
- two intentions you've got for this year.
- two predictions for your life.

## READING

1 **SPEAKING** Tick (✓) the statements you agree with. Then discuss them in pairs.

A good friend ...

- always tells you what they're thinking.
- never criticises you.
- agrees with everything you say.
- always listens when you have a problem.

2 Read the article and match the titles with the paragraphs.

- No one is happy all the time
- Stop expecting everybody to like you
- 1 Don't expect people always to agree with you
- Stop expecting people to know what you're thinking
- Don't expect people to change

3 Read the article again. Which paragraphs should these people read and think about? There may be more than one possible answer.

- 1 'Billy's so unfriendly to me. I don't know what I've done wrong.'
- 2 'Can't they see I don't really feel like talking? I just want them to leave me alone.'
- 3 'Katie's always got a smile on her face. Her life is perfect. Why can't I have a life like hers?'
- 4 'I think Jenny would be a brilliant drummer for our band. I don't know what your problem is.'
- 5 'Why are you being so untidy? You always make such a mess!'

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Which piece of advice do you think is the best? Why?
- 2 What other advice would you add?

## For a better life ...

Life can be hard, and when our plans don't work out, it's often easy to blame others. Sometimes we expect too much from friends and family: when they don't act as we think they should, we feel disappointed. Maybe we should stop expecting so much from other people.

No one is perfect, and that includes you.

1 \_\_\_\_\_

So you want to travel the world before you do a degree, but your parents don't think it's a good idea. Of course, it's great if other people support you in your decisions, but you can't keep everyone happy all of the time. It's your life and you need to make the decisions to make you happy.

2 \_\_\_\_\_

Don't worry if there are people who aren't very nice to you, because there are plenty of people who are. They're called your friends. Spend time with them and avoid the others. And when it comes to finding that special person and settling down, remember: there's somebody for everyone.

3 \_\_\_\_\_

You've been practising football all summer. You think you're good enough to be in the school team, but the teacher doesn't seem to agree. Maybe he just hasn't thought about it at all. He isn't a mind reader, so tell him. Then at least he knows what you're thinking. He might even choose you.

4 \_\_\_\_\_

People can change, but they don't usually do it because someone else wants them to. You have a choice: accept them or walk away.

5 \_\_\_\_\_

From their Facebook updates, you think that all your friends are happy all the time and have exciting lives. Of course, this isn't always true. We all go through hard times and we often try to hide it. Be kind to people. Maybe they are having a bad day and your smile could make a big difference.

## VOCABULARY

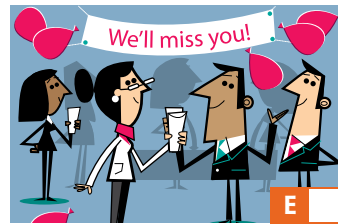
### Life plans

1 Match the phrases (1–8) with the pictures (A–H). Write in your notebook.

- |                    |                  |
|--------------------|------------------|
| 1 retire           | 5 start a family |
| 2 travel the world | 6 settle down    |
| 3 start a career   | 7 get promoted   |
| 4 get a degree     | 8 leave school   |

2 Complete the text with phrases from Exercise 1. Use the correct forms of the verbs. Write in your notebook.

My uncle has always done things differently. He <sup>0</sup> *left school* when he was 16 because he wanted to see other places. He spent the next twenty years <sup>1</sup> \_\_\_\_\_, working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to university and <sup>2</sup> \_\_\_\_\_. He did really well, and when he finished, he <sup>3</sup> \_\_\_\_\_ as a translator. Because he was good at his job, he <sup>4</sup> \_\_\_\_\_ quite quickly and he was soon Head Translator. When he was 48, he met the love of his life and they decided to <sup>5</sup> \_\_\_\_\_ and <sup>6</sup> \_\_\_\_\_. Now he's 55, married, with three young children. He says he wants <sup>7</sup> \_\_\_\_\_ soon. He wants to stop working and take the whole family around the world with him. I wouldn't be surprised if he does.



## GRAMMAR

Modal verbs: *should / shouldn't, may (not) / might (not)*

1 Complete the sentences using *should / shouldn't* or *may / might*. Then complete the rule with the correct modal verbs. Write in your notebook.

- 0 You can speak several foreign languages, so you *should* definitely work as a translator.
- 1 He's a very good football player. He trains a lot, but he \_\_\_\_\_ give up because of his health issues.
- 2 Kate had no sleep last night. She \_\_\_\_\_ be tired.

- 3 You \_\_\_\_\_ walk away from people you can trust.
- 4 He \_\_\_\_\_ want to start a family if he likes travelling so much.
- 5 I'm travelling the world, so I \_\_\_\_\_ join you on New Year's Eve.
- 6 You look terrible! You \_\_\_\_\_ see a doctor as soon as possible.

### RULE:

- To express possibility, we often use <sup>1</sup> \_\_\_\_\_ and <sup>2</sup> \_\_\_\_\_.
- We use <sup>3</sup> \_\_\_\_\_ to give advice.

## WRITING

### An email about resolutions

Write an email to an English-speaking friend in another country. Describe your resolutions for the coming school year. Write about:


- bad habits you're changing;
- new classes you're taking;
- activities you plan to take up;
- why you're doing all of this.

**PROJECT** – go to pages 122–123.

# What's up with Mia?

1 Look at the photos and answer the questions.

What do you think the problem is?  
What does Mia want to give up?

2  Now read and listen to the photostory.  
Check your answers.



**FLORA** Hi, Leo. Hi, Jeff.  
**LEO** Hi, Flora.  
**FLORA** Hey, has either of you seen Mia lately?  
**JEFF** No. I haven't seen her for ages, actually.  
**LEO** Now you mention it, neither have I.  
**FLORA** It's strange, isn't it? She hasn't been to the café for a long time. I wonder what she's up to.  
**LEO** Hey, look who it is. Hi, Mia! We were just talking about you. Where have you been hiding?

1



**MIA** Don't even joke about it. I never have time to do anything any more.

**FLORA** Come and sit down. I'll get you something to drink.

**MIA** You're a star. That's just what I need.

**JEFF** So what's up, Mia? Why are you so busy?

**MIA** Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework.

**LEO** It's Thursday today.

**MIA** I know. I'm only here because orchestra was cancelled this week. Thank goodness.

**LEO** Don't you like playing the violin?

**MIA** Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?

**FLORA** So why do you do it?

**MIA** To keep my mum happy, I suppose.

**JEFF** You should talk to her, tell her you want to give it up.

**MIA** Yeah, maybe. But it's not always so easy to talk to her.

**FLORA** Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.

**MIA** Yeah, I guess you're right. It's up to me to do something about it.

2

THE FOLLOWING WEEK ...




**CHLOE** Hi, Mia.  
**MIA** Hi, Chloë.  
**CHLOE** What's up with you? You don't sound very happy.  
**MIA** It's nothing.  
**CHLOE** Really?  
**MIA** Well, to be honest, I don't really feel like orchestra today.  
**CHLOE** Why not?  
**MIA** I haven't had any time to practise. And I'm tired. I don't know if I'm up to it.  
**CHLOE** Don't be silly. I'm sure it'll be fine. Look, Mr Wales wants to start. Come on, Mia.  
**MIA** Here we go. I am *not* looking forward to this.

3

## DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what you think Mia decides to do. Write down your ideas.

*We think that Mia decides to carry on with the violin and continues playing in the orchestra.*

- 4  Watch and find out how the story continues.

- 5 Answer the questions.

- 1 What happens at orchestra practice?
- 2 What reasons does Mia give to her mum for giving up the violin?
- 3 Why does Mia think her mum changed her mind?
- 4 How is Mia learning the guitar?
- 5 Why does Mia enjoy playing the guitar?

## PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in Romanian?

- 1 Now you mention it, ...
- 2 Where have you been hiding?
- 3 You're a star.
- 4 Where shall I start?
- 5 Don't be silly.
- 6 Here we go.

- 2 Use the expressions in Exercise 1 to complete the conversations. Write in your notebook.

- 1 A You look tired. Has it been a busy day?  
B Busy? \_\_\_\_\_ First, I had a Maths test. Then I had Drama club at lunchtime. Then it was a five-kilometre run in PE ...  
A Well, you just sit down and I'll get you something to eat.  
B Thanks, Mum. \_\_\_\_\_
- 2 A \_\_\_\_\_, Annie? I haven't seen you for days.  
B I haven't been anywhere. You're the one who disappeared.  
A \_\_\_\_\_, I have been quite busy.
- 3 A It's ten o'clock. Time for the test.  
B \_\_\_\_\_ I'm really not ready for this.  
A Me neither. I've got a feeling I'm not going to pass.  
B \_\_\_\_\_ You always pass.

## WordWise

### Phrases with up

- 1 Look at the phrases in bold in these sentences from the photostory. Match them with the definitions. Write in your notebook.

- 1 So **what's up**, Mia?
- 2 Do you know I spend **up to** an hour every day practising?
- 3 I wonder what she's **up to**.
- 4 Then every night I'm **up** late doing my homework.
- 5 It's **up to me** to do something about it.
- 6 I don't know if I'm **up to it**.  
a not in bed  
b doing  
c what's the matter?  
d capable of  
e as long as / to a maximum of  
f my responsibility

- 2 Use words and phrases from Exercise 1 to complete the sentences. Write in your notebook.

- 1 What have you been \_\_\_\_\_ recently?
- 2 I was \_\_\_\_\_ late watching TV last night.
- 3 Oh, no! You look really unhappy. \_\_\_\_\_?
- 4 It isn't my decision. It's \_\_\_\_\_ you to decide.
- 5 He's 75 now, so he isn't \_\_\_\_\_ long walks.
- 6 This car can carry \_\_\_\_\_ six people.

## Pronunciation

### Linking words with up


Go to page 116.

## FUNCTIONS

### Complaining

- 1 Match the parts of the sentences.

- |                          |                             |
|--------------------------|-----------------------------|
| 1 I'm not happy with     | a it takes up so much time. |
| 2 The problem is that    | b picking on me.            |
| 3 He's always            | c really like the violin.   |
| 4 If I'm honest, I don't | d the way he talks to me.   |

- 2  Work in pairs. Student A and student B turn to page 142.

# 2 HARD TIMES

## OBJECTIVES


**FUNCTIONS:** talking about the past  
**GRAMMAR:** past tenses: past simple, past continuous, past perfect simple (1); *would* and *used to* (review); future in the past  
**VOCABULARY:** descriptive verbs



## READING

- 1 Look at the pictures. What do they show? How do you think life was harder in the past than it is today?
- 2 Read the article quickly. Make notes on these questions about the Great Fire of London.

- 1 *In what year did it happen?*
- 2 *How did it start?*
- 3 *How long did it last?*
- 4 *How did people get away?*
- 5 *How was the fire stopped?*
- 6 *What damage did it do?*

- 3  Read the article again and listen. Add details to your notes from Exercise 2.
- 4 **WORDS IN CONTEXT** In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

## TRAIN TO THINK

### Following an idea through a paragraph

*It can be difficult to follow what a writer is trying to say in a longer paragraph. We need to read carefully to understand fully what the writer is saying.*

#### Answer the questions.

The end of Paragraph 2 says: 'The whole situation created the perfect conditions for flames to spread quickly.'

- 1 Look back at the paragraph. How many things are needed to start a big fire? List them.
- 2 What were those things in London, in 1666?

The beginning of Paragraph 3 says: 'The fire spread quickly, but it was also extremely difficult to fight.'

- 3 Look back at the paragraph. Why was the fire difficult to fight?

# The Great Fire of London

The event that changed the face of 17th-century London forever

**I**t was 1 a.m. on Sunday 2 September, 1666. London was sleeping. In a small bakery in Pudding Lane, Thomas Farriner and his workers were busily making bread for the coming day when, suddenly, a fire broke out. Just four days later, the fire had destroyed thousands of houses and countless people were homeless. How did this happen, and why was the damage so serious?

For a fire to start, three things are needed: a spark, fuel and oxygen. In the bakery in Pudding Lane, a maid didn't tend to the ovens properly. They got too hot and sparks began to fly. The weather that year had been extremely hot. It hadn't rained for months. But people knew winter was coming, so they'd stocked their cupboards with food and oil. Warehouses were full of wood, coal and other winter supplies. A strong wind was blowing from the east. The whole situation created the perfect conditions for flames to spread quickly. What followed was one of the biggest disasters of the 17th-century world.

The fire spread quickly, but it was also extremely difficult to fight. It started in a poor area of the city, where houses were built very close to one another. Tens of thousands of people were living in very small spaces. A simple house was often home to many families as well as lodgers. As the catastrophe struck, people panicked. Some had to smash their doors to get out of their homes. The streets were blocked with people and with material that had fallen from houses. Many people had grabbed their most important possessions and were trying to escape from the flames with them. They screamed in terror and suffered from the heat and the smoke. Some fled the city on boats. Others simply dived into the river to save themselves.

The fire was so strong that the Duke of York put a plan into action. His soldiers demolished a large warehouse full of paper. This created a 'fire break' that the flames could not jump over. At about this time, the wind also changed direction, driving the fire back into itself. At last, the flames became less strong. The fire was finished.

Although surprisingly few people lost their lives, at least 13,000 houses – 80 per cent of the city's buildings – had burned to the ground. Thousands of people had become homeless and had lost everything they owned. Gradually, people rebuilt the houses in ruins, but this took several years. Many Londoners moved away from their city and never returned.



## SPEAKING

Work in pairs. Discuss these questions.

- 1 What other events would you suggest for the *Events that shook the world* series? Why?
- 2 Imagine you have to leave your home in a hurry and you only have time to save three things. What would you choose?

## GRAMMAR

### Past tenses: past simple, past continuous, past perfect simple (1)

1 Match the sentences from the article on page 23 with the tenses. Then complete the rule. Write in your notebook.

- 1 London **was sleeping**.
  - 2 Thomas Farriner and his workers **were** busily **making** bread [...] when, suddenly, a fire broke out.
  - 3 His soldiers **demolished** a large warehouse.
- a past simple  
b past continuous (two sentences)

#### RULE:

We use ...

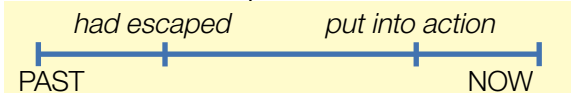
- 1 \_\_\_\_\_ to talk about finished actions in the past.
- 2 \_\_\_\_\_ to talk about longer actions in the past interrupted by shorter actions.
- 3 \_\_\_\_\_ to set the scene.

2 Complete the sentences with the past simple or past continuous form of the verbs. Write in your notebook.


- 0 While people were running towards the river, a warehouse exploded. (run / explode)
- 1 When they \_\_\_\_\_ how serious the situation was, they \_\_\_\_\_ their possessions and \_\_\_\_\_ to get away. (notice / take / try)
- 2 A man \_\_\_\_\_ for his family when he \_\_\_\_\_ a baby in the street. (look / find)
- 3 While they \_\_\_\_\_ how to stop the fire, it \_\_\_\_\_ clear that little could be done. (wonder / become)
- 4 While the people in the bakery \_\_\_\_\_ bread, a small fire \_\_\_\_\_. (make / start)

3 Read the example sentence and complete the rule. Some people **had** already **escaped** from the city on boats when the Duke of York put a plan into action.

**RULE:** We use past perfect to talk about actions that took place before a certain time in the past or before another action in the past.



Form the past perfect with *had* (or 'd) + the \_\_\_\_\_ of the verb.

4  Complete the sentences with the past simple or past perfect form of the verbs. Then write down the action that happened first.

- 0 That autumn we had no house because the fire had destroyed it. (have / destroy)

- 1 A helicopter \_\_\_\_\_ the people before the boat \_\_\_\_\_. (rescue / explode)
- 2 The firefighters \_\_\_\_\_ the building until they \_\_\_\_\_ the fire \_\_\_\_\_. (not enter / put out)
- 3 The fire alarm \_\_\_\_\_ them \_\_\_\_\_ when the firefighters \_\_\_\_\_. (wake up / arrive)

5 Complete the conversation with the correct form of the verbs. Use the tenses from Exercise 1. Write in your notebook.

burn | try | see | have | run | sit  
walk | go | open

IAN I <sup>0</sup> had a real scare yesterday. As I <sup>1</sup> \_\_\_\_\_ up to our house, I <sup>2</sup> \_\_\_\_\_ smoke coming from the window.

OLI <sup>3</sup> \_\_\_\_\_ something \_\_\_\_\_ ?

IAN Fortunately not. I <sup>4</sup> \_\_\_\_\_ into the house, <sup>5</sup> \_\_\_\_\_ the kitchen door and there was my brother. He <sup>6</sup> \_\_\_\_\_ on the floor, in shock. He <sup>7</sup> \_\_\_\_\_ to do science experiments! One of them <sup>8</sup> \_\_\_\_\_ wrong and exploded.

## VOCABULARY

### Descriptive verbs

1 Use a dictionary to find out what these verbs mean. Then write down their past simple and past participle forms.

smash | dive | flee | strike  
demolish | grab | scream

2 Replace the underlined words with words from Exercise 1. Change the form if necessary. Write in your notebook.

- 0 He picked up a stone and broke the windscreen of the car. smashed
- 1 The thief stole a motorbike and ran away. \_\_\_\_\_
- 2 When I got there, I heard somebody shouting with fear. \_\_\_\_\_
- 3 They knocked down the houses to make space for new shops. \_\_\_\_\_
- 4 The man took my wallet from me quickly and ran away. \_\_\_\_\_
- 5 The car lost control and hit another vehicle. \_\_\_\_\_
- 6 He took off his clothes and jumped into the water. \_\_\_\_\_

## Pronunciation

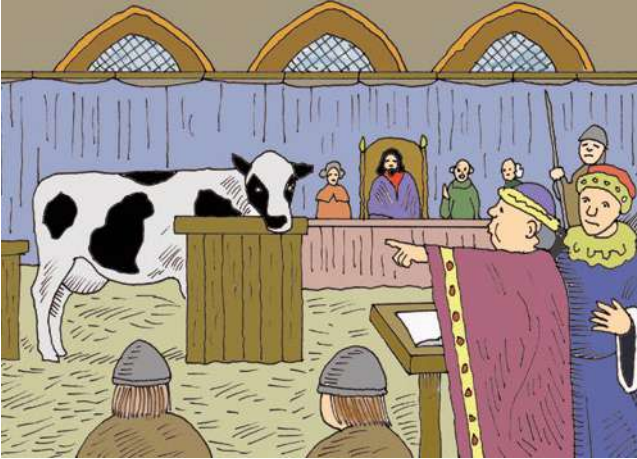
Initial consonant clusters with / s /

Go to page 116.

## LISTENING

1 Look at the picture. Why do you think the cow was in court? Choose the best option.

- A It was accused of injuring a human.
- B It was interrupting a court meeting.
- C A man was accused of hurting the cow.



2 Listen to Ryan's talk. Then answer the questions in your notebook.

- 1 When were animals taken to court?
- 2 In which parts of the world did this happen?

3 Listen again. For questions 1–5, choose A, B or C. Write in your notebook.

- 1 What were the French rats accused of?
  - A entering restaurants
  - B taking people's food**
  - C hunting cats
- 2 According to the man, why didn't the rats accept their order to appear in court?
  - A They hadn't received it.
  - B They couldn't read it.
  - C They'd never accept an invitation from humans.
- 3 Why did he say the rats would never go to court?
  - A No one would understand them.
  - B They might not be safe.
  - C They couldn't be friends with humans.
- 4 How did the other people react to the man?
  - A They thought he was crazy.
  - B They laughed at him.
  - C They couldn't argue against him.
- 5 What happened to the rats?
  - A They disappeared.
  - B They were found 'not guilty'.
  - C They were ordered to leave the village.

## VALUES

## Animal rights

1 Read the scenarios. Match them with statements 1–6. There are two statements for each scenario. Write in your notebook.

Scenario A:  /

Work on a huge multi-million-pound shopping centre has been stopped because nests of an extremely rare frog have been found in the area. It is one of only five places where this frog breeds. The property developers are putting pressure on the local government, saying it will be a disaster for the economy if they aren't allowed to finish the job.

Scenario B:  /

An elderly lady lives on her own. She has family, but they all live far away. A relative has suggested buying her a parrot for her 80th birthday. Other family members are against the idea of keeping an animal in a cage.

Scenario C:  /

There is a hotel that's very popular with tourists because it's close to a beautiful forest. The forest is home to a species of large spider. Although it's harmless, the manager of the hotel has given strict orders to his employees to kill any spiders that get into the guest rooms.

- 1 A bird in a cage can be a great companion for a person who lives alone, so it's the right present.
- 2 Creating places where people can relax is more important than worrying about a few animals.
- 3 We can't afford to lose any species of animal.
- 4 Places where endangered animals have their natural habitat belong to the animals, and not to people.
- 5 Spiders are ugly and disgusting, and many people are scared of them. Of course they should be killed.
- 6 Birds need to fly and they need space to be able to do that. Cages should be forbidden.

2 **SPEAKING** Which of the statements 1–6 do you agree and disagree with? Why? Make notes of your answers. Then compare your ideas in pairs or small groups.

## READING

- 1 Work in pairs. Look at the pictures, the main title and the paragraph titles. What information do you think each paragraph might contain?
- 2 Read the article and check your answers.

# Family life in 17th-century Britain

By the 17th century, life in Europe had started to become more comfortable for those who had money. Trade had become more important, and the number of people who could read and write was starting to grow. But while the rich were enjoying good food, poetry and the theatre, life for the poor hadn't changed much at all. Here are a few examples of what ordinary family life was like in the olden days.

### A typical household

Women used to have seven or eight children, but one in every three children died before reaching one

year of age. Many children had to leave home when they were as young as seven years old to work as shepherds or helpers on farms. There weren't many elderly people in the families because people died much younger than they usually do today. Few people thought they would live beyond 40. In fact, children frequently grew up without parents at all.

### A crowded life

Ordinary people used to live in one-room houses, together with chickens, goats or even cows. Only richer families had mattresses. On cold nights, everyone in the family would come together to sleep, to warm each other up. Unfortunately, this had a bad effect on people's health. Lice infestations were very common.



Taking a bath was such a rare event that everybody smelled bad.

### Childcare

Life didn't allow people to spend a lot of time with their children. Parents used to leave even very young children on their own for most of the day. Records from that time report many stories of children who got too close to the fire and burned to death. But even when parents were with their children, they didn't care for them in the ways parents do today. Children were often simply considered workers. Parents didn't use to sing songs to their children or play with them. It used to be normal to call a child 'it' rather than 'he' or 'she'.

It's often easy to fantasise about the past and think how simple life was compared to all the pressure we face in our day-to-day lives. But was it really so great? For most people, it probably wasn't.



- 3 Read the article again. Mark the sentences T (true) or F (false). Correct the false sentences. Write in your notebook.

- 0 Life in the 17th century was comfortable for the poor.  
*It was comfortable for people who had money.*
- 1 Grandparents often used to live with the families and look after the young children.
- 2 There wasn't a lot of space in most people's homes and they often shared it with their animals.
- 3 Children sometimes died because their parents weren't very concerned about their safety.
- 4 Parents these days spend more time with their children than they did in the olden days.

F

- 4 **WORDS IN CONTEXT** In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.

- 5 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Compare family life in the 17th century with family life now. What are the biggest differences?
- 2 What do you think life will be like 100 years from now? Will it be easier? If so, how?

## GRAMMAR

## would and used to (review)

1 Complete these sentences from the article on page 26. Then complete the rule with *used to / didn't use to* and *would(n't)*. Write in your notebook.

- Women \_\_\_\_\_ have seven or eight children.
- On cold nights, everyone in the family \_\_\_\_\_ crowd together to sleep, to warm each other up.
- Parents \_\_\_\_\_ sing songs to their children or play with them.
- It \_\_\_\_\_ be normal to call a child 'it' rather than 'he' or 'she'.

**RULE:** To talk about habits and repeated actions in the past, we can use *used to / didn't use to* or *would(n't)* + infinitive. However, we can't use the latter to talk about past states.

- We use <sup>1</sup>\_\_\_\_\_ with both action and stative verbs like: *be, have, like, love, know*.
- We only use <sup>2</sup>\_\_\_\_\_ with action verbs.

2 Choose the correct words. Write in your notebook. Sometimes both options are possible.

- You don't come and see me like you *would / used to*.
- When I was a child, I *would / used to* play a lot with my sister.
- We *would / used to* have a cat, Tubby.
- We *would / used to* play with her all the time.
- It's funny, but I *would / used to* think I'd never learn to read.
- We *would / used to* share a bedroom.
- They *used to* be such good friends!
- Did you use to / Would you* have a garden?
- My dad *would / used to* read me amazing stories every night at bedtime.

## Future in the past

3 Read the example sentences and complete the rule. Write in your notebook.

Few people thought they **would live** beyond 40.  
She said she **was going to take** a bath tonight so we couldn't go out.

**RULE:** We use future in the past to talk about future events, seen from a moment in the past. In order to do this, we use the past tenses of verbs we would normally use to talk about the future:

- am / is / are going to become* <sup>1</sup>\_\_\_\_\_ / \_\_\_\_\_;
- will become* <sup>2</sup>\_\_\_\_\_ / 'd.

4 Complete the sentences. Use the future in the past form of the verbs in brackets. Write in your notebook.

- I hoped my father *would understand* (understand) why I made that choice.
- The forecast said that it \_\_\_\_\_ (be) a lovely sunny day.
- I thought the children \_\_\_\_\_ (organise) a secret birthday party for Jim, but they didn't.
- I knew you \_\_\_\_\_ (fail) the exam. You didn't make any effort!
- I realised the city \_\_\_\_\_ never \_\_\_\_\_ (look) the same after the hurricane.
- I expected he \_\_\_\_\_ (apologise) for lying to his sister.
- She promised she \_\_\_\_\_ (put) an end to the situation, but failed to do so.
- Sorry, I \_\_\_\_\_ (call) you today, but I forgot.
- The people in the city were sure the Duke's plan \_\_\_\_\_ (work).
- They hadn't imagined the storm \_\_\_\_\_ (destroy) the bridge.
- I \_\_\_\_\_ (go) for a run today, but I feel a bit tired now!

## FUNCTIONS

## Talking about the past

1 Look at time periods 1–6 and match them with categories a–c. Write in your notebook.

- |   |                                  |
|---|----------------------------------|
| a | the present                      |
| b | the recent past                  |
| c | a long, long time ago in history |
- from 1995 until 2004
  - in the Middle Ages
  - these days
  - not so long ago
  - a decade ago
  - nowadays

2 Work in pairs. Choose a topic for your partner and a period in the past. Your partner makes a comparison between the present and that time period. Take turns.

school | food | technology  
games | home | travel

games in the 1930s

Well, children would play with teddy bears or dolls. These days, many children have electronic games.



# Culture

## 1 Look at the photos and answer the questions.

- 1 In what part of the world were these photos taken?
- 2 Why might life be difficult there? How many reasons can you think of?

## 2 Watch the video to check your answers.



## Where life is really hard

It's the end of the winter. Most people have been inside for weeks. They haven't seen the sun for a long time. But some men are outside. It's bitterly cold and the freezing wind makes the situation difficult for them to **bear**. These men are hunters, and the survival of the people they've **left behind** in the villages depends on how successful their hunt is.

Akycha is one of these men. He's been out hunting for more than a week now. While he's away from home, he stays **overnight** in a little igloo that he's made himself from ice and snow. The igloo protects him from the freezing wind. Inside, there's a little stove for cooking, and a small stone lamp which provides light. Together, they help to create a temperature of around 12° Celsius. Outside, however, temperatures can easily reach -45° Celsius.

Right now, Akycha is several kilometres away from his igloo. He's riding his sledge along the coast, far out on the frozen sea. Suddenly, he can see something in the distance. He stops his snowmobile and checks through his binoculars. It's a seal. If he's lucky and his hunt goes well, the meat he brings home should **last** his family for several weeks. Akycha and his people are part of the Inuit community. Most of them still live a very traditional life, a life that makes them dependent on fishing and hunting seals and whales. Some of them also live off the reindeer they keep.

The Inuit are indigenous people of the Arctic Circle. The Arctic Circle is a huge land area that belongs

to a number of northern countries: Russia, the USA, Canada, Greenland, Norway, Sweden, Finland and Iceland. The northern environment is an exceptional habitat. Temperatures are low during most of the year and summers are short, which means that plants can only grow for a few weeks every year. If the reindeer eat the **moss** that grows in a certain area, it can take up to 30 years for the plants to grow back. This is why Inuits who make a living from keeping and **breeding** reindeer have to be constantly **on the move** with their **herds**.

For most of us, life is less hard than it is for the Inuit people. But maybe we can learn something from them. Their traditional way of life is a model of living in partnership with nature, rather than exploiting and destroying it.



## 3 Read the article again. Answer the questions.

- 1 What are winters like inside the Arctic Circle?
- 2 How does Akycha survive when he's out hunting?
- 3 What does he hunt and how does he do this?
- 4 Why can't the Inuit who keep reindeer stay in one place for a long time?

## 4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 In what other areas of the world do people live under extreme conditions?
- 2 What is the coldest or hottest place you've ever been in? What was the experience like for you?
- 3 Would you find it easier to live in an area where it's very cold or very hot?



- 5 VOCABULARY** There are eight highlighted words or phrases in the article. Match them with these definitions. Then write your own sentences in your notebook using these words or phrases.

- 1 continue to be enough
- 2 not taken with them
- 3 from one evening, through to the next morning
- 4 not staying in one place for very long
- 5 tolerate, put up with
- 6 large groups of animals
- 7 a type of plant
- 8 raising (animals)

## PORTFOLIO

### A magazine article about a historical event

- 1 Read the article. What happened in Berlin in these years?**
  - 1 1961    2 1989    3 1990
- 2 Find examples in the article of:**
  - 1 a sentence containing the past simple and the past continuous.
  - 2 the past perfect.
  - 3 descriptive verbs.
  - 4 expressions referring back to the past.
- 3 The article has three paragraphs. Which of them:**
  - 1 sets the scene for the main events?
  - 2 describes the main action?
  - 3 describes the historical background?
- 4 Think of an event that shook the world.**
  - Carry out some research on the internet to find out more about it.
  - Choose the most important and interesting details.
  - Organise the information into paragraphs.
  - Think about the language you'll need to describe the event.
- 5 Write an article for a school magazine about an event that shook the world (100–120 words).**

## The fall of the Berlin Wall

**F**or 28 years, Berlin was a divided city. A huge wall constructed in 1961 had stopped citizens from East Germany visiting their neighbours in the west. Many people had tried. Some were successful, but many more died as they attempted to get to the other side.

In 1989, there were a number of radical political demonstrations across Eastern Europe, as the people of countries such as Poland and Hungary protested against their governments and managed to change them. On 9 November, the East German government announced that their people were free to visit the western side of the city.

That evening, thousands of East Berliners rushed to the wall and asked the guards to open the gates. The border guards didn't know what to do. While the crowds were singing, the guards phoned their bosses for orders. In the end, they had no choice but to let the people pass. On the other side, West Berliners greeted the crowds with flowers and champagne. People climbed up onto the top of the wall and began dancing on it to celebrate their new freedom. People started smashing down the wall. Many grabbed bricks as souvenirs. A little later, the government sent in bulldozers to demolish the wall. The wall was soon gone and, 339 days later, the two nations of East and West Germany also became one.



# LET'S PRACTISE!

## READING AND USE OF ENGLISH

### Multiple-choice cloze

- 1 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Write in your notebook.

Do you ever stop and think about how easy the internet has made our lives? I know there are times when it's slow or has (0) \_\_\_ working altogether, times when maybe you feel like (1) \_\_\_ your computer screen into tiny pieces. But just think of all those things you use it for. You want to buy the new BTS album – you can (2) \_\_\_ online and buy it. You need to (3) \_\_\_ some research for your homework – you can find it all there on the web. You feel like a (4) \_\_\_ with your best friend, so you video call them. You just want a (5) \_\_\_ from your homework, so you start up your favourite game. These (6) \_\_\_ everything we need is just a click of a button away.

Of course, it wasn't always like this. Only a few decades (7) \_\_\_, people had to do things like go to the shops if they wanted to buy something and often those shops were closed! They had to look in very large, heavy books called encyclopedias to find information. They had to (8) \_\_\_ up the telephone if they wanted to talk and if their best friend wasn't at home, they simply couldn't talk to them. That's how tough life was. And these poor people were ... our parents! Makes you feel sorry for them, doesn't it?



- 0 A stopped    B finished    C ended    D not
- 1 A demolishing    B striking    C smashing    D grabbing
- 2 A come    B enter    C click    D go
- 3 A do    B make    C find    D ask
- 4 A talking    B chat    C question    D speak
- 5 A break    B stop    C end    D fix
- 6 A times    B ages    C years    D days
- 7 A after    B since    C ago    D past
- 8 A take    B pick    C grab    D hold

## SPEAKING

### Interview

- 2 In pairs, ask and answer the questions.

- 1 Who do you spend the most time with at the weekends, and what do you do with them?
- 2 Where did you go for your last holiday? What was it like?
- 3 What's your favourite sport to play? What do you like about it?
- 4 What things do you enjoy doing the most with your parents?
- 5 What is your favourite room in your home and why do you like it?
- 6 What things do you like to do at home on a rainy day?
- 7 Who is your best friend and what do you like the most about him / her?

## VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words. Write in your notebook.

break | struggle | do | form | give up | grab | make  
scream | retire | settle | smash | strike | demolish | travel

- It would be wonderful to \_\_\_\_\_ around the world one day.
- It's a really bad habit – I need to \_\_\_\_\_ it soon.
- Fish \_\_\_\_\_ to survive when the water level drops in the lake.
- Good luck with the test – I'm sure you'll \_\_\_\_\_ really well.
- Every 31st December, I \_\_\_\_\_ a resolution to do something, but I usually break it!
- I saw a man \_\_\_\_\_ that woman's purse and run away.
- On her 65th birthday, she decided to \_\_\_\_\_ and travel the world.
- I need more time to study for my exams, so I'm going to \_\_\_\_\_ my judo classes for a while.
- I think he's going to break the record – in fact, he's going to \_\_\_\_\_ it!
- They were so excited by the concert that they started to \_\_\_\_\_ really loudly.

/ 10

## GRAMMAR

2 Complete the sentences with the phrases in the list. There are two extra phrases. Write in your notebook.

would look | 'm seeing | are going to | go to | used to love | see | 'd love

- I \_\_\_\_\_ my aunt and uncle once a month.
- Four or five of us \_\_\_\_\_ eat pizza tonight.
- I was sure you \_\_\_\_\_ the concert.
- When I was a kid, I \_\_\_\_\_ going to the river to swim.
- I'm not very well, so I \_\_\_\_\_ the doctor tomorrow.

3 Find and correct the mistake in each sentence. Write in your notebook.

- When he was young, my dad used to reading books about nature.
- I am running in the park every morning before school.
- We're really excited because we will go on holiday next week.
- He was tired because he has run two kilometres.
- While I was cycling in the park, I was falling off my bicycle.

/ 10

## WRITING

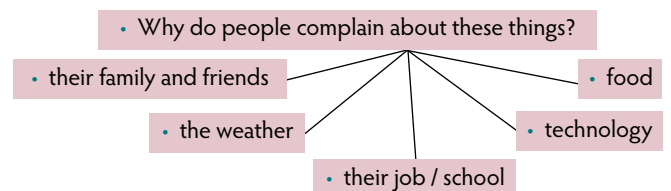
4 Write an article for an international website (120 words) about a habit you used to have. Use the questions below to help you.

- What was the habit?
- What did you use to do?
- Was it a good or a bad habit?
- Did you struggle to change it?
- Why did you make this change?

/ 20

## SPEAKING

5 Work in pairs. Look at the ideas below of things people often complain about. First, talk to each other about why people often complain about these things. Then decide together which thing people complain about the most.



/ 20

### Self-evaluation

- From what I've learned, the most important thing to me is ...
- The activity I most enjoyed was ...
- The most difficult aspect for me was ...

GRANTED POINTS  / 10

MY SCORE  / 70

52–70

32–50

10–31

# 3 THAT'S ENTERTAINMENT

## OBJECTIVES

**FUNCTIONS:** comparing actions; making invitations; expressing obligation and necessity

**GRAMMAR:** expressing possibility, obligation, permission and prohibition; expressing necessity: *didn't need to / needn't have*; adverbs (review)

**VOCABULARY:** types of films; types of TV programmes; expressions with *get*

## READING

**1** Look at the photos A–F and match them with the forms of entertainment in the list. Write in your notebook.

- 1 video game | 2 concert | 3 cinema  
4 play | 5 sports event | 6 TV programme

**2** **SPEAKING** Work in pairs. Discuss the questions.

- Which of these kinds of entertainment do you like? Why?
- Why do you think people like or don't like them? Use the words in the list to help you.  
relaxing | interesting | fun | expensive  
crowds | friends | enjoyable

*I think people enjoy going to the cinema because it is relaxing.*

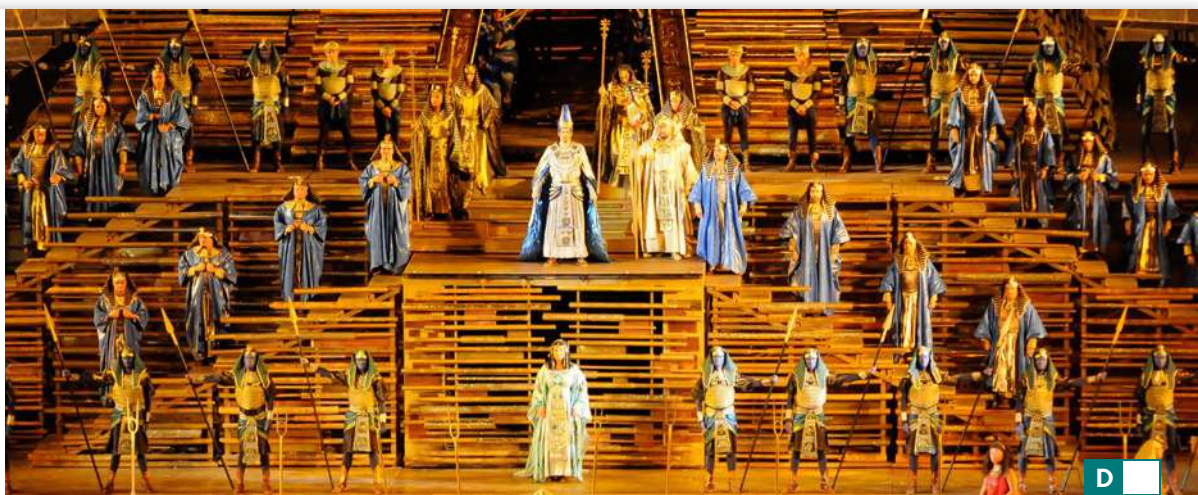
**3** Now look at the pictures and the title of the article on page 33. What do you think the article is about? Then read and check.

- the high price of horror films
- the salaries of famous film actors
- a film that was made very cheaply

**4**  Read again and listen to the article. Find:

- two examples of very expensive films.
- two reasons why it is possible to say that *Monsters* was successful.
- four reasons why *Monsters* wasn't expensive to make.
- the amount of time Gareth Edwards worked on the film after filming.

**5** **WORDS IN CONTEXT** In small groups, think of the meaning of the underlined words in the article. Use a dictionary to check your answers, then write your own sentences with these words in your notebook.





## Big films on a small budget

Do you need millions of dollars to make a film? No. Do you need millions of dollars to make a successful film? Most people would answer 'Yes' to this question. But would they be right?

We're used to hearing about really expensive Hollywood films. The 1997 Oscar-winner *Titanic*, for example, cost \$200 million to make. More recently, *Avatar: The Way of Water* (2022), one of the most expensive films ever made, had a budget of \$350 million.

To be successful, however, a film doesn't need to be as expensive as the big Hollywood blockbusters. The film crew must make considerable efforts for such a film to meet the quality standards that make it watchable. An example of this is the 2011 film *Monsters*, which cost less than half a million dollars to make – \$100,000, to be more precise.

*Monsters* is set in Mexico and is the story of two people trying to escape from aliens and get back to the USA. The film won several awards and got very good reviews from many film critics – for example, the website MovieFone put *Monsters* at number 3 in its list of the best sci-fi films for 2010.

How did they make the film so cheaply? First of all, it only took three weeks to film, and the film crew was just seven people in a van. Secondly, the man who made the film, Gareth Edwards, decided to film it with digital

video, which is cheaper than the usual 35 mm film. (The film equipment cost only \$15,000 altogether.) There is also the fact that they used real locations, not a studio. They filmed in different places – including places where it was said they were not allowed to photograph or record. The cast of the film were Edwards himself and two friends of his – we mustn't forget to mention that all the extras in the film were normal people, who weren't even paid.

Most importantly, Edwards did most of the production work himself. He spent eight months editing *Monsters* and then five months creating the special

effects. He didn't let other people interfere in the production of special effects. And he did it all at home on his computer, using non-professional software. The amazing thing is that the final film looks nearly as professional as big, fancy Hollywood productions.

Not everybody liked *Monsters*, of course. One person said: 'That's 90 minutes of my life that I'll never get back.' The film may be considered boring by some, but overall, it was very well received. At least it wasn't expensive to make, and everybody should appreciate the effort made by the entire team in this regard.

## TRAIN TO THINK

### Identifying the main topic of a paragraph

Writers start a new paragraph when they want to change the topic. The opening line of a paragraph usually gives you a clue about its topic.

Look at paragraphs 2 and 3. What is the topic of each paragraph? Tick (✓) two options.

- A Hollywood films are expensive to make
- B you can make successful films with little money
- C some special effects are really bad
- D how to make a low-budget film


## SPEAKING

Work in pairs. Discuss these questions.

- 1 Do you know any other Hollywood film that cost a lot of money to make?
- 2 Does a film need expensive special effects to be successful? Give examples.



## GRAMMAR

### Expressing possibility, obligation, permission and prohibition

1 Complete the sentences from the text on page 33. Then complete the rule with *let*, *may*, *must*, *should*, *need to* and *not be allowed to*. Write in your notebook.

- The film \_\_\_\_\_ be considered boring by some, but it was very well received.
- A film \_\_\_\_\_ be as expensive as the big Hollywood blockbusters.
- Everybody \_\_\_\_\_ appreciate the effort made by the entire team.
- He didn't \_\_\_\_\_ other people interfere in the production of special effects.
- The film crew \_\_\_\_\_ make considerable efforts for such a film to meet ...
- ... including places where it was said they \_\_\_\_\_ to photograph or record.

**RULE:** To express possibility, we can use <sup>1</sup> \_\_\_\_\_ (see sentence 1). To express obligation or necessity, we can use *have to* or <sup>2</sup> \_\_\_\_\_ (see sentence 5). To express no obligation or necessity, we can use *don't have to* or *don't* <sup>3</sup> \_\_\_\_\_ (see sentence 2). To say something is / isn't a good idea, we can use <sup>4</sup> \_\_\_\_\_ (see sentence 3). To talk about permission, we can use <sup>5</sup> \_\_\_\_\_ (see sentence 4) or <sup>6</sup> \_\_\_\_\_ (see sentence 6).

#### LOOK!

*had better* = something is a good idea and is often used as a warning. The form is always *had better* + base form of verb.

*be supposed to* = there's an obligation to do something, but in reality, people don't always do it. It is always used in the passive form (like *be allowed to*).

We use *must* when the obligation comes from the speaker. If we are describing a rule or obligation imposed by somebody else, we use *have to*.

2 Complete the second sentence in your notebook, so that it has a similar meaning to the first sentence. Use the words in brackets.

- Children are allowed to look at screens all the time. (let)  
Many parents give in and let their children look at screens all the time.
- Their daughter can't go out after 8 p.m. (allowed)  
Their daughter \_\_\_\_\_ go out after 8 p.m.
- Our teacher expects us to put up our hand if we want to ask a question. (supposed)  
We \_\_\_\_\_ put up our hand if we want to ask a question.
- Their young son isn't allowed to watch TV all day. (let)  
They \_\_\_\_\_ their young son watch TV all day.
- You should really turn off the TV if you don't want to get a headache. (better)  
You \_\_\_\_\_ off the TV if you don't want to get a headache.
- Most experts think that it would be a good idea to limit screen time.  
Most experts are in agreement that screen time \_\_\_\_\_ be limited.

## VOCABULARY

### Types of films

1 Match the types of films in the list with the pictures 1–8. Write in your notebook.

action film | animated film | documentary  
comedy | horror film | romantic comedy (rom com)  
science fiction (sci-fi) | thriller

2 **SPEAKING** Can you think of an example of each type of film? Are there any films which are more than one type?

'Hotel Transylvania' is an animated film and it's a comedy, too.



0 action film



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

## LISTENING

- 1 **SPEAKING** Mark the statements with 1 (agree), 2 (depends) or 3 (disagree). Write in your notebook. Then compare your findings in class.

Watching TV ...

- 1 can damage your brain.
- 2 is bad for your education.
- 3 is addictive.
- 4 is expensive.
- 5 is not as satisfying as spending time with friends.


- 2 **▶▶** Listen to the conversation. Which of the statements in Exercise 1 does Sheena mention?

- 3 **▶▶** Listen again. Complete the sentences.

- 0 Sheena wants to know why Aaron missed the game on Saturday.
- 1 Aaron's been spending a lot of time \_\_\_\_\_ on his tablet recently.
- 2 Aaron asks Sheena if she thinks he's becoming a \_\_\_\_\_.
- 3 Aaron's been staying up until \_\_\_\_\_ recently.
- 4 Sheena warns Aaron about hidden advertising or \_\_\_\_\_ placement in films.
- 5 Aaron wants to invite Sheena to an outdoor \_\_\_\_\_ on Sunday.



## SELF-ESTEEM

## The film of my life

- 1 Write some ideas for a film script based on your life. Think about these things as you write.

- 1 How old are you at the beginning of the film?
- 2 Which other people will be in the film with you?
- 3 What will be the funniest scene in the film?
- 4 How will you end the film?

- 2 **SPEAKING** Work in pairs. Talk about your films.

**PROJECT** – go to pages 126–127.

## GRAMMAR

**📺** Expressing necessity: *didn't need to / needn't have*

- 1 Look at the examples from the listening and answer the questions. Then complete the rule with *didn't need to do / needn't have done*.

I didn't need to go to the cinema because I was able to watch the film at home.

You needn't have [bought two tickets] because I did ...

- 1 Did the speaker go to the cinema stadium?
- 2 Did you buy two tickets?

**RULE:** When we use <sup>1</sup>\_\_\_\_\_, it means that someone did something, but in fact it wasn't necessary.  
When we use <sup>2</sup>\_\_\_\_\_, it often means that someone didn't do something because it wasn't necessary.

- 2 Choose *a* or *b* to follow each of the sentences 1–6. You must use all of the sentences.

- 1 Mum cooked a big meal for us, but we'd already eaten.
  - a She needn't have cooked.
  - b She didn't need to cook.
- 3 I spent ages doing my homework last night and now Mr Peters isn't here to check it.
  - a I didn't need to do it.
  - b I needn't have done it.
- 5 She took her umbrella, but it was a really sunny day.
  - a She didn't need to take it.
  - b She needn't have taken it.

