

DOSSIER D'ESTIU

ENGLISH    4th.ESO

Name .....

# Grammar Starter unit

## Present simple and present continuous

1 Complete the text with the present simple or present continuous form of the verbs in the box.

be complain leave not listen  
make prefer not see

It's 7 a.m. on the first day of the new school year. Mum (1) ..... breakfast. Dad has already left for work. He often (2) ..... very early, so we (3) ..... usually ..... him in the mornings. My brothers (4) ..... that they're tired. They (5) ..... the summer holidays to school. Mum (6) ..... to them!

## Question words

2 Order the words to make questions. Omit one question word and use the present simple or present continuous form of the verbs.

you / what time / where / get up / usually / ?

*What time do you usually get up?*

1 why / laugh / when / they / ?

.....

2 where / your cousins / how often / live / ?

.....

3 what / the dog / look at / how / ?

.....

4 she / who / what / talk to / ?

.....

## Verbs + -ing

3 Complete the dialogue with the -ing form of the verbs in the box.

chat look stay travel visit write

Anna Do you like *staying* at home in summer?

George No, I prefer (1) ..... new places.

Anna Me too. I love (2) ..... by train. I like (3) ..... out of the window.

I also enjoy (4) ..... in my diary.

George I like (5) ..... to people on trains.

## Past simple

4 Write the past simple form of the verbs. Then match 1–5 with a–f to make sentences.

The boys *ate* (eat)

1 I ..... (go)

2 Helen ..... (buy)

3 Jack ..... (not finish)

4 We ..... (meet)

5 You ..... (not be)

a his homework last night.

b our friends in the café.

c to the cinema yesterday.

d very friendly to my brother.

e too much ice cream.

f some new trainers.

## Object and subject questions

5 Correct the mistakes. Two questions are correct.

Who did tell you the secret?

*Who told you the secret?*

1 How many people did you invite to the party?

.....

2 What did happen in the film?

.....

3 How many people visited you in hospital?

.....

4 Who did score the winning goal?

.....

5 Which CD you bought?

.....

6 How many students did finish the exam?

.....

.....



# Vocabulary Starter unit

## Summary

### Expressions with *be* and *have*

be: careful early hungry late lucky right scared sixteen years old thirsty wrong

have: a break a good time a lie-in a look a party a shower dinner something to eat

### Irregular verbs

be (was / were) buy (bought) do (did) eat (ate) get (got) give (gave) go (went) have (had)  
hear (heard) make (made) ride (rode) see (saw) speak (spoke) teach (taught)

## Expressions with *be* and *have*

### 1 Match 1–6 with a–g.

It's lunchtime. Let's have  c

- 1 Can I have
- 2 You must hurry or you'll be
- 3 It's a sunny day for our barbecue. We're
- 4 It's only 8 p.m. It's
- 5 Football players always have
- 6 Please be

- a late for school.
- b very early to leave the party.
- c something to eat.
- d a break half way through a match.
- e a look at your holiday photos?
- f careful with that sharp knife.
- g very lucky.

### 2 Complete the exchanges with the phrases in the box and the correct form of *be* or *have*.

a good time dinner really hungry  
a lie-in scared sixteen years old

- A Would you like something to eat?  
B Yes, please. *I'm really hungry.*
- 1 A Is Dad still in bed? It's 10.30!  
B Yes, he wanted to .....
- 2 A What time do you .....?  
B We usually eat at about 7 p.m.
- 3 A I can't believe you .....!  
B I know. I look young for my age.
- 4 A Do enjoy travelling by plane?  
B No. I ..... of flying.
- 5 A Did you ..... at the festival?  
B No, I didn't. I was really bored!

## Irregular verbs

### 3 Complete the sentences. Use the past simple form of verbs from the summary.

- 1 Nobody ..... to me on my first day at school.
- 2 My sister and I ..... very young when we moved to London.
- 3 Tom's parents ..... him a new bike for Christmas.
- 4 Jack's grandfather ..... him how to play tennis.
- 5 I ..... a cake yesterday, but it tasted horrible.
- 6 Max ..... to the zoo with his cousins.
- 7 After the cinema we ..... home on our bikes.
- 8 I ..... a great song on the radio this morning.

### 4 Complete the text with the correct form of the verbs in the box.

be not be eat get give go hear see

On the morning of his sixteenth birthday, Sam didn't have to *get* up early. But he couldn't sleep, so he (1) ..... downstairs to the kitchen. His parents (2) ..... there, so he (3) ..... breakfast alone. Then he (4) ..... something shiny in the cupboard. It (5) ..... a new laptop! Then he (6) ..... his parents – they were laughing behind the kitchen door. Sam's mum (7) ..... him a hug. His birthday was starting to get a lot better!



## used to

- 1 Complete the text with *used to* or *didn't use to* and the verbs in the box.

be contact have play talk watch write

Things were very different in the 1980s. People *used to have* TVs, and the lucky ones (1) ..... videos on them. People (2) ..... very simple games on their computers, but the games (3) ..... colourful or look very exciting – very different from today! My dad (4) ..... to people on his mobile phone, but the phone was really big and looked very silly. The internet didn't exist in the 1980s, so teenagers (5) ..... each other through networking sites. Instead, they (6) ..... letters to their friends in the holidays. It seems hard to believe now!

## Past perfect and past simple

- 2 Complete the sentences with the verbs in the correct place. Use the past perfect and past simple form in each sentence.

When my parents *arrived* home, the party *hadn't ended*. (not end / arrive)

- After Josey ..... her driving test, her dad ..... her a car. (buy / pass)
- We ..... in the café after our exams ..... (celebrate / finish)
- By the time he ..... ten, David ..... that he wanted to be a doctor. (be / decide)
- I ..... the school where my dad ..... a student. (be / see)
- Joe ..... any of my friends before he ..... to the picnic. (come / not meet)
- Jessie ..... scared because she ..... on a plane before. (not be / feel)

## Past simple and past continuous

- 3 Complete each question with a past simple and past continuous form. Then match 1–4 with a–e.

What *was Mozart writing* (Mozart / write) when *he died* (he / die)?  d

- Where ..... (Amelia Earhart / fly) when ..... (her plane / disappear)?
- What ..... (fall) on Sir Isaac Newton's head while ..... (he / sit) under a tree?
- When ..... (Antoni Gaudí / die), what ..... (he / build)?
- Who ..... (start) painting while ..... (she / get better) after an accident?

- an apple
- Frida Kahlo
- the Sagrada Família in Barcelona
- Requiem*, a piece of church music
- over the Pacific Ocean

- 4 Complete the text with the past simple or past continuous form of the verbs.

On the Apollo 11 journey to the moon, some things *went* (go) wrong. While Neil Armstrong and Buzz Aldrin (1) ..... (prepare) to land on the moon, their computer (2) ..... (start) to have problems. They also (3) ..... (notice) that their spacecraft (4) ..... (travel) towards the wrong part of the moon. In the end, they (5) ..... (land) safely, but with only a little fuel left. On the moon, the two astronauts (6) ..... (take) photos while the third astronaut, Michael Collins, (7) ..... (control) the spacecraft above them. They also (8) ..... (put) an American flag on the moon. But while they (9) ..... (leave) the moon, the flag (10) ..... (fall) over!

# Vocabulary unit 1

## Summary

### Nouns: generations

birth boom craze death fashion gadget hairstyle icon invention look peace war

### Uses of get

get a bus get a driving licence get a goal get a job get away get better get a present get dark  
get home get the flu get tired get together get to school get up get upset

## Nouns: generations

- 1 Complete the interview with the words in the box.

births boom fashion hairstyle icon

George Can I interview you for a school project?

Grandad Of course, what do you want to ask?

George When were you born?

Grandad I'm a child of the baby *boom*. I was born in 1946. There were a lot of  
(1) ..... that year!

George Who was your favourite film star?

Grandad Carey Grant. He was a great  
(2) ..... in those days.

George What was your hair like in the 60s?

Grandad It was short. Your grandmother had a beehive. She loved that  
(3) .....

George And what about the 70s?

Grandad Ah, it was different then – long hair, big jeans and platform boots.  
(4) ..... has changed a lot, you know!

- 2 Complete the sentences. Use words from the summary.

- When you create something new, it's an .....
- ..... is when countries aren't fighting each other.
- When a lot of people become very interested about something new, this is a .....
- A ..... is a small electrical object that does something useful.
- When someone's life ends, this is called their .....

- 3 Complete the dialogue with *get* and the words in the box.

ill a bus scared tired together up

Anna Hi, Joe. You look terrible! Did you

(1) ..... late this morning?

Joe No, but I was studying until 1 a.m. and I

(2) ..... when I go to bed late.

Anna I'm not surprised! I think 1 a.m. is too late.

Joe You sound just like my mum. She thinks I'm going to (3) ..... because I work too hard. Anyway, are you cycling to school?

Anna No, I think I'll (4) .....

Joe I'll come with you. Hey, do you want to (5) ..... this weekend? There's a good film on at the cinema.

Anna OK, but I hope you don't mean the horror one. I always (6) .....!

- 4 Replace the bold words with the correct form of *get* and phrases from the summary.

Jack's team won the match because he **scored**.  
*got a goal*

- If you want to drive, you must **have the correct documents**.
- On Jessica's birthday Lucy **bought something** for her.
- Isabel **feels sad** when she argues with her friends.
- I don't walk to school. I **use public transport**.
- When I leave school, I'll **work**.
- Mark has been ill but he's starting to **feel well again**.



## Present perfect + *ever* and *never*; *just*, *still*, *already* and *yet*

1 Complete the dialogue with the present perfect form of the verbs and *ever*, *never*, *just*, *still*, *already* or *yet*.

Louise What's the matter, Amina?

Amina My mum *has just told* (tell) me that she and Dad want an arranged marriage for me.

Louise I (1) ..... (meet) anyone in an arranged marriage! I thought they didn't exist anymore.

Amina Well, it's normal in my culture. I guess (2) your parents ..... (try) to find a boyfriend for you, have they?

Louise No, never! What will you do?

Amina I'll do what my parents want, but it seems strange. I'm only fifteen years old – I (3) ..... (not do) my school exams ....., but my mum (4) ..... (plan) my marriage!

Louise Is he nice? Good-looking?

Amina I've got no idea! I (5) ..... (not meet) him!

## Present perfect + *for* and *since*

2 Read the information about Matt and Ella. Imagine it's the year 2012. Then complete the sentences. Use the present perfect form of the phrases in the box and *for* or *since*.

Matt and Ella met as children in 1982.  
They got married in 2003.  
They bought their first house in 2004.  
Matt got a job in New York in April.

be / married know / Ella  
own / our home work / in New York

- 'I ..... years,' says Matt.
- They ..... nine years.
- 'We ..... 2004.'
- Matt ..... April.

## Present perfect and past simple

3 Complete the text with the present perfect or past simple form of the verbs in the box.

appear be become cost get  
not change not forget spend

When David and Victoria Beckham *got* married in 1999, the couple (1) ..... £500,000 for their special day. At the time this (2) ..... a lot of money, but since 1999, incredibly expensive weddings (3) ..... fashionable in the world of football. In 2009, one footballer's wedding (4) ..... £3 million!

But we (5) ..... David and Victoria's wedding. And since then, the couple and their children (6) ..... regularly in magazines all over the world. Unlike footballers' weddings, that's something that (7) .....!

## Present perfect simple and continuous

4 Write sentences and questions. Use the present perfect simple or continuous form.

I / wait / for the bus / for half an hour

*I've been waiting for the bus for half an hour.*

1 you / introduce / Emma to Joe / ?

2 we / talk / about music / for ages

3 Tom and Sally / split / up

4 Maria / study / for a long time / ?

5 I / not finish / the book / yet

# Vocabulary unit 2

## Summary

### Verbs: relationships

ask (someone) out fancy finish with flirt with get married get on well with go out with  
have an argument with have got a lot in common introduce to meet split up

### Extreme adjectives

Adjectives: angry bad frightening funny good good-looking interesting memorable  
tiring unpleasant

Extreme adjectives: awful brilliant disgusting exhausting fascinating furious gorgeous  
hilarious terrifying unforgettable

## Verbs: relationships

- 1 Complete the sentences. Use the correct form of phrases from the summary.

Jane and her brother aren't speaking to each other. I think they *ve had an argument*.

- 1 Diego and Martha both like cycling, going to the cinema and reading Japanese comics. They .....
- 2 Tom said he ..... one of my friends at a party yesterday. He says she's got long dark hair and green eyes. That's you!
- 3 Jake is chatting and joking with Lydia. I'm sure he ..... her.
- 4 Sarah has told Mark their relationship is over. I can't believe they .....
- 5 Carl wants to ..... Amy ....., but he's too shy to talk to her.

- 2 Complete the sentences. Use the correct form of phrases from the summary. Then number the sentences in order.

- a I asked my best friend who he was and she ..... me to him.
- b I saw this tall, good-looking man and I really ..... him!
- c I ..... David at a party three years ago.
- d David phoned the next day to ..... me .....
- e We ..... last year! I wore a beautiful, white dress.
- f We ..... with each other immediately.

## Extreme adjectives

- 3 Complete the table.

| Adjective       | Extreme adjective |
|-----------------|-------------------|
| (1) .....       | gorgeous          |
| (2) .....       | terrifying        |
| (3) unpleasant  | .....             |
| (4) good        | .....             |
| (5) .....       | awful             |
| (6) interesting | .....             |
| (7) .....       | furious           |
| (8) .....       | exhausting        |
| (9) funny       | .....             |
| (10) memorable  | .....             |

- 4 Complete the sentences with some of the pairs of adjectives in exercise 3.

When Alice failed her maths exam, her parents were *angry*, but when she failed English, too, they were *furious*!

- 1 Last night I felt ..... and this morning I feel .....! I have to stay in bed today.
- 2 This book isn't ..... - I haven't laughed once. The last one was better. In fact, it was .....!
- 3 Daniel is ....., but Laura really fancies Ben. She thinks he's .....!
- 4 The fifteen-kilometre walk was ....., but the forty-kilometre walk was .....
- 5 I like reading about English history. It's very ....., especially Henry VIII and all his wives. I find them .....



## Ability: *could, can, will be able to*

- 1 Complete the sentences with the affirmative or negative form of *could, can* or *will be able to*.
- One day nanobots *will be able to* treat diseases.
- After the discovery of antibiotics in 1928, doctors ..... cure more illnesses.
  - Even in the future, people ..... live forever.
  - Before X-rays, doctors ..... treat people with broken bones.
  - These days, surgeons ..... transplant human faces.
  - Even today in the 21st century, doctors ..... find a cure for the common cold.
- 2 Complete the questions with the phrases in the box and *can, could* or *will be able to*.

animals / help    doctors / operate  
doctors / transplant    nanobots / fight  
scientists / clone    smoking / damage

*Could doctors operate* before the development of anaesthetic?

Yes, but the patients suffered terrible pain!

- ..... diseases from inside our bodies?  
Hopefully – scientists are working on their development now.
- ..... people with diseases?  
Maybe – a lot of people believe that ill people feel better around them.
- ..... human brains one day?  
I hope not. It seems very dangerous to give a person a new personality!
- ..... your health?  
Of course! It's really bad for you!
- ..... humans in the 20th century?  
No, not humans, but they made animals from other animals.

## Possibility and certainty: *may, might, could, must, can't*

- 3 Correct the mistakes. Two sentences are correct.

It might to rain tomorrow.

*It might rain tomorrow.*

- 1 James coulds be an athlete when he's older.

- 2 You must be tired after your journey.

- 3 You can be serious. I don't believe you!

- 4 The doctor may tries a new treatment.

- 5 Nanobots might cure diseases in the future.

- 6 The answer might be right. I'm sure of it!

## Advice and obligation: *should, must, have to*

- 4 Complete the text with the words in the box.

don't have to    have to    mustn't  
should    shouldn't

When I was twelve, I broke my leg quite badly. The doctors said, 'You need to stay in hospital because we (1) ..... treat your leg.' At first I was too ill to get up, but then I started to feel better and tried to walk. When the nurse saw me, she said, 'Don't do that! You (2) ..... walk yet.'

After a week, my doctor told me, 'You can go home now. You (3) ..... stay here anymore.' But before I left, he had some advice. 'Your leg is getting better,' he said, 'so you can walk a little bit. But you (4) ..... try to walk too much at first. When you sit down, you (5) ..... rest your leg on a chair. And don't do anything silly!'





# Vocabulary unit 3

## Summary

### Nouns and verbs: medical science

Nouns: cause clone cure development discovery experiment operation prevention research suffering transplant treatment

Verbs: cause clone cure develop discover experiment operate prevent research suffer transplant treat

### Phrasal verbs: health and lifestyle

call on cut down on get over give up go without take up turn off work out

## Nouns and verbs: medical science

- 1 Complete the sentences with the noun or verb form of the words.

Last year I had an *operation* (operate) on my leg.

- Eating healthy food can ..... (prevent) some diseases.
- My grandmother ..... (suffer) from pains in her back.
- Scientists are ..... (develop) new medicines all the time.
- How successful was this ..... (treat)?
- How many scientists ..... (discover) a new cure for illnesses every year?

- 2 Complete the text with the words in the box.

cause cloned cure cures developing discoveries research suffer transplant

In the last hundred years of medical *research*, scientists have made many (1) ..... in medicine. Thanks to antibiotics, there are now (2) ..... for serious infections. Doctors can also (3) ..... organs like hearts from one person to another. We have also learnt that bad eating and environmental problems can (4) ..... some illnesses. Scientists are (5) ..... nanobots: robots that fight disease from inside the human body. They have also (6) ..... animals. However, doctors still don't know some very simple things, for example, how to (7) ..... the common cold. Although it isn't a serious illness, millions of people (8) ..... from it every year!

## Phrasal verbs: health and lifestyle

- 3 Complete the dialogue. Use phrasal verbs from the summary.

Ella How are you? I heard that you were ill.

Tom Yes, I was, for six months. I had to *give up* work.

Ella Did you (1) ..... your illness?

Tom Yes, I did, thanks. I'm feeling much better now. But look at me. I'm so unfit I need to (2) ..... at the gym. I want to lose weight too. I must (3) ..... junk food and chocolate.

Ella I think you look fine. And you shouldn't

(4) ..... food. Don't forget that you've been ill! Maybe you should

(5) ..... a new hobby.

Tom Yes, I'd like to do that. I've only watched TV for months. I need to (6) ..... the TV and do something different!

Ella I've started judo lessons. Next time I go, I could (7) ..... you before the lesson. If you want, you can come, too.

Tom That would be great. Thanks!

- 4 Complete the sentences. Use the correct form of phrasal verbs from the summary.

1 I ..... on my aunt last Sunday. She was really happy to see me.

2 It took Jason a week to ..... his cold.

3 My dad ..... smoking six months ago.

4 Why don't we ..... the television and do something more interesting?

## be going to

1 Look at the information about a trip to London. Then complete the sentences with the correct form of *be going to* and the verbs in the box.

|                 |               |                 |               |
|-----------------|---------------|-----------------|---------------|
| Mark            | the museums ✓ | 2 in a hotel X  | 4 a picnic    |
| Emma and Louise | 1 souvenirs ✓ | 3 to the cinema | 5 the Queen X |

buy go have meet stay visit

Mark *is going to visit the museums.*

- Emma and Louise .....
- 'I ....., says Mark.
- ..... Emma and Louise ..?
- ..... Mark ..?
- 'We ....., say Emma and Louise.

## will and be going to

2 Match 1–5 with a–f. Then use the words in a–f to complete the sentences. Use *will* or *be going to*.

This film is really boring. e

- I think you
- Maybe Alice
- Tim and Lucy have decided that
- Turn your music down.
- It's five o'clock.

a enjoy / this book

b the shops / close / soon / ?

c call / you later

d they / not book / a holiday

e I / not watch / the end

*I'm not going to watch the end.*

f you / annoy / the neighbours

## Present simple and present continuous for future

3 Complete the text with the present simple or present continuous form of the verbs.

It's a busy day for our family today. My brother, Max, *is going* (go) on a school trip, and the bus (1) ..... (leave) at 7.00 a.m. Then school (2) ..... (start) at 8.40 a.m. so I mustn't be late for that. I've got a meeting with some other students and teachers at 10.00 a.m. We (3) ..... (discuss) what to do about problems in the school.

Tonight, my dad (4) ..... (come) home from a work trip abroad. His plane (5) ..... (arrive) at 6.30 p.m. Mum (6) ..... (collect) him from the airport but I (7) ..... (not go) with her because I've got too much homework. My sister Emma (8) ..... (go) to a school disco tonight. She's really excited about it. It (9) ..... (not finish) until 10.00 p.m., but luckily for Mum, a friend (10) ..... (bring) Emma home.

## will for spontaneous decisions

4 Write responses with *will* for the situations. Use the words in the boxes.

carry have make watch wash

a DVD a ham sandwich you a hot drink  
his clothes your bags

What would you like to eat?

*I'll have a ham sandwich.*

1 I'm cold, but I'm also thirsty!

2 My shopping is very heavy.

3 The baby has got food on his shorts and T-shirt.

4 There's nothing on TV tonight.



# Vocabulary unit 4

## Summary

### Compound nouns: travel

beach holiday city break day trip five-star accommodation luxury hotel return flight skiing gear  
train ticket travel companion winter sports

### Phrasal verbs: travel

come across come back get off get on put on put up set off stop off take off turn back

## Compound nouns: travel

- 1 Complete the sentences with words from the summary.

I know this is a *luxury hotel*, but the food is terrible!

- My brother is a terrible .....  
He never wants to go to the places that I do!
- On our last ....., we spent three days in Rome.
- The ..... to London starts at 8.30 a.m. and finishes at 9 p.m.
- Jason forgot to buy a ..... before he began his journey.
- On the plane to Lisbon, we went through a storm, but the ..... back to Manchester was much better.
- I can't wait for my ..... I'm going to lie in the sun for two weeks!
- Jessica has bought the most expensive ..... for her winter holiday.
- I don't need a ..... I'm happy in a tent!

- 2 Replace the bold words with words from the summary.

All passengers must now show their **travel document**. *train ticket*

- Skiing and snowboarding** are great fun.  
.....
- I'm not a good **person to take on holiday**.  
.....
- Our **plane journey back** to Ireland took three hours. ....
- My perfect break would be a **week or two by the sea**. ....

## Phrasal verbs: travel

- 3 Write the phrasal verb for each picture. Use the phrasal verbs in the box.

get off get on set off turn back



1 .....



3 .....



2 .....



4 .....

- 4 Complete the text with the phrasal verbs in the box.

came across come back ~~put on~~ put up  
stopped off took off turn back

After a holiday in Buenos Aires, I was on a plane, waiting to return home. I *put on* my seat belt and soon after, the plane (1) ..... We (2) ..... in Montevideo and São Paulo to pick up more passengers. In Rio de Janeiro, I changed planes. But a few minutes after take-off, there was smoke in the plane! People were frightened! I thought I wasn't going to (3) .....! The plane wasn't safe to fly so we had to (4) ..... In Rio, I had nowhere to stay, but one of the passengers (5) ..... me ..... in her apartment. I spend a wonderful day in Rio and (6) ..... some wonderful places. The following morning, I returned safely to England.

## so, such, too, enough, not enough

- 1 Order the words to make sentences. Omit one word from each sentence.

a / is / so / such / talented musician / your brother  
*Your brother is such a talented musician.*

- 1 enough / isn't / such / this bag / big

.....  
 I have a lot of books.

- 2 are / enough / for school / impractical / those shoes / too

..... They're too high.

- 3 a model / Emma / enough / is / so / tall / to be

..... She's 1 metre 80!

- 4 are / cool / enough / so / these sunglasses

.....  
 I think I'll buy them.

- 5 a / brilliant / enough / it / party / such / was

.....  
 I had a great time.

## Active or passive: introduction

- 2 Complete the sentences. Use the present or past active or passive form and the words.

Our designs *are bought by a lot of shops*  
 (by a lot of shops / buy) every year.

- 1 The restaurant is open every day.  
 ..... (serve / we) food from  
 12 noon to 11.30 p.m.
- 2 Last night a protestor .....  
 (arrest / by the police)
- 3 The book *Jane Eyre* .....  
 (by Charlotte Brontë / write) in the 1840s.
- 4 ..... (we / not speak)  
 English at home when I was young. Spanish was  
 our language.
- 5 Are you surprised to see me here?  
 I ..... (invite / by your  
 sister) last week.

## Passive: past, present and future

- 3 Complete the text with the past, present or future passive form of the verbs.

When the first episode of *America's Next Top Model* *was broadcast* (broadcast) on TV in 2003, it was the beginning of a craze which spread all over the world. In the first series, ten girls (1) ..... (invite) to appear on the show and the winner (2) ..... (give) a contract with a modelling agency. Today the programme (3) ..... (show) in many different countries around the world. The girls (4) ..... (ask) to do different modelling tasks each week – sometimes with dangerous animals! In the next series, the girls (5) ..... (tell) to do even crazier things for their photo shoots!

## Passive: questions

- 4 Complete the interview. Make past, present or future passive questions with the words in the box.

Serena / impress / by your drawings  
 what jobs / you / give  
 you / offer / a job / by Serena  
 your clothes / make / by designers  
 your style / influence / by Serena

Schoolboy Matt wants to be a fashion designer when he's older. Last year he did work experience with designer, Serena Miller.

- Q (1) ..... ?  
 A I cut material for Serena and did drawings.
- Q (2) ..... ?  
 A I think so. She said she really liked them.
- Q (3) ..... ?  
 A Definitely. Her designs give me great ideas.
- Q (4) ..... ?  
 A No! These jeans come from a supermarket!
- Q (5) ..... ?  
 A I hope so! I'd love to work for her one day.



# Vocabulary unit 5 ☆☆

## Summary

### Adjectives: fashion

baggy casual colourful comfortable cool fashionable impractical old-fashioned plain practical simple smart sophisticated tight uncomfortable uncool

### Verbs and nouns: commerce

Verbs: design export grow import manufacture produce shop supply work

Nouns: designer exporter grower importer manufacturer producer shopper supplier worker

## Adjectives: fashion

### 1 Write the opposites of the adjectives.

- sophisticated *simple*
- 1 colourful .....
- 2 uncomfortable .....
- 3 casual .....
- 4 cool .....
- 5 impractical .....
- 6 tight .....

### 2 Complete the sentences with the correct words.

At Dad's company, they don't have to wear *smart* clothes. They can wear *casual* clothes, like jeans. (casual / simple / smart / colourful)

- 1 I hate wearing ..... clothes. I always feel ..... in them. (colourful / comfortable / tight / uncomfortable)
- 2 Ben's jeans are so ..... they're falling down! But a lot of teenagers think that's ..... (baggy / cool / impractical / tight)
- 3 You can't lose Maya in a crowd because her clothes are so ..... She doesn't like ..... things. (colourful / baggy / plain / sophisticated)
- 4 I walk a long way every day, so I need ..... shoes. They look ....., but I don't mind! (colourful / comfortable / smart / uncool)
- 5 I bought these shoes three years ago. They look really ..... now! But I'm not interested in being ..... (casual / fashionable / old-fashioned / practical)

## Verbs and nouns: commerce

### 3 Order the words and choose the correct word from the summary to complete the sentences.

(factories / chemicals / produce / these)

*These factories produce chemicals* to make denim soft.

- 1 (hasn't / the / s ..... / sent) ..... enough T-shirts.
- 2 (by / g ..... / a local) Our cotton is supplied .....
- 3 (w ..... / my uncle / on) ..... a cotton farm.
- 4 (clothes / d ..... / we) ..... for a fashion company.
- 5 (e ..... / send / clothes) ..... all over the world.
- 6 (to buy / s ..... / want) ..... cheaper clothes.

### 4 Complete the text with the correct verb or noun form of the words in the box.

export grow import manufacture  
 produce shop supply

Millions of T-shirts are *produced* every year, but how are they made and how do they arrive in shops? A T-shirt begins its life in farms across the world, where farmers (1) ..... cotton. The cotton is then used to (2) ..... the T-shirts. The factories then (3) ..... the T-shirts all over the world to (4) ..... They (5) ..... the T-shirts to different shops and the (6) ..... buy them.

# Grammar unit 6

## Reflexive pronouns; *each other*

Write sentences with the same meaning. Use the correct form of the verbs in the box and a reflexive pronoun or *each other*.

enjoy hurt help not like  
look at teach write to

I saw my reflection in the mirror.

*I looked at myself in the mirror.*

1 Jane sent a letter to Zoe and Zoe replied.

The girls .....

2 You are studying French without a teacher.

You ..... French.

3 I help Tom with his homework and he teaches me how to play tennis.

We .....

4 The boys had a great time.

They .....

5 I've hurt my knee and Karen has cut her arm.

We .....

6 Emma and Neil don't get on. In fact, they never talk.

They .....

## Indefinite pronouns: *some-, any-, no-, every-*

2 Complete the text with the words in the box.

anyone anything everybody  
everywhere nobody nothing nowhere

In my town, there's *nowhere* in the centre for young people. Last year, we could meet on the grass. It was great, especially in summer, and it didn't cost (1) ..... (2) ..... had arguments - (3) ..... got on well: emos, Goths, skateboarders. It was brilliant. We did (4) ..... to annoy or upset people. We just enjoyed ourselves. But people started to complain because there were kids on skateboards (5) ..... So the police told us that we couldn't meet there any more. Now I don't see (6) ..... I know sitting on the grass any more. Is that good for young people?

## Relative pronouns

3 Make sentences. Use words from each column and *who, where* or *which*.

|               |             |                   |
|---------------|-------------|-------------------|
| football      | the boy     | people relax      |
| (1) a park    | the teacher | taught me art     |
| (2) London    | a sport     | I'd like to visit |
| (3) a church  | a place     | Kate fancies      |
| (4) Mrs Jones | a city      | keeps you fit     |
| (5) Ben       | a building  | people pray       |

*Football is a sport which keeps you fit.*

- .....
- .....
- .....
- .....
- .....

4 Complete the dialogue with *who, whose* or *who's*.

Ruby Tell me about your friends in the photo.  
 Carl OK. Well, this is Ben, he's the one *who* I'm always talking about. He's the guy (1) ..... parents live in France.  
 Ruby Oh, yes. And (2) ..... the girl (3) ..... goes travelling a lot?  
 Carl That's Becky. She's in Japan right now.  
 Ruby (4) ..... legs are these? I can't see his head anywhere!  
 Carl They belong to Zac! He's the one (5) ..... very tall.  
 Ruby And (6) ..... the one (7) ..... you want to marry?  
 Carl Oh, that's Elizabeth. That's her on the left.  
 Ruby Is she the one (8) ..... parents are very rich?  
 Carl Yes, that's right!



Grammar + Vocabulary  
Communication: Pairwork  
Drama  
Cross-curricular extension  
Answer key

# Vocabulary unit 6

## Summary

### Nouns: body decoration

beard chain dreadlocks hair dye lipstick moustache nail varnish necklace piercing ring sideburns tattoo

### Verbs and adjectives: feelings

annoy bore embarrass excite frighten interest relax shock surprise worry

## Nouns: body decoration

- 1 Complete the sentences about the people in the picture. Use words from the summary.



The woman has got *piercings* in her nose and above her eye.

- 1 She's got a ..... on her arm.
- 2 She's got a lot of ..... on her fingers.
- 3 She's wearing a ..... around her neck.
- 4 The man has got ..... in his hair.
- 5 He's got a ..... and a .....
- 6 He's wearing two .....

- 2 Complete the sentences with words from the summary.

You use *hair dye* when you want to change the colour of your hair.

- 1 ..... makes your mouth look more colourful.
- 2 You mustn't move your fingers while your ..... is drying.
- 3 A ..... is a permanent picture on the skin.
- 4 A ..... is made from metal and is worn on a person's finger.
- 5 Men grow ..... in front of their ears.
- 6 A ..... covers a man's chin.

## Verbs and adjectives: feelings

- 3 Complete the pairs of sentences with the correct verb or adjective form of the word.

(annoy) Little brothers can be *annoying*.

I was *annoyed* when he broke my calculator.

- 1 (relax) I like to ..... with a book.

Listening to music is .....

- 2 (embarrass) Please don't ..... me.

When I fell over, I was really .....

- 3 (excite) We're ..... about our ski trip.

The journey up the mountain was .....

- 4 (shock) The price of that jacket is .....!

I was ..... when my brother finished with his girlfriend.

- 5 (interest) Science doesn't ..... me.

That documentary was quite .....

- 4 Complete the text with the correct verb or adjective form of words from the summary.

Recently my brother has made friends with a group of Goths. He's really *excited* about spending time with them and has started listening to Goth music and wearing black clothes and make-up. Mum and Dad don't understand it and are really (1) w ..... about him. He looks a bit (2) f ....., especially at night, but Goths are nice, (3) r ..... people who don't like violence. This fact (4) s ..... a lot of people. Goths like to look (5) s ....., but they never cause any trouble. When Mum and Dad introduce my brother to someone, his clothes (6) e ..... them, but he doesn't care. Looking different is (7) i ....., It's (8) b ..... to look like everybody else. Perhaps I'll become a Goth, too!

# Grammar unit 7

## make and let

- 1 Complete the sentences with the affirmative or negative form of *make* or *let* and the words in the box.

us / have me / do me / tidy  
us / go you / feel you / use

Dad *made me do* my homework before I went out with my friends.

- The school ..... your mobile during lessons. It's against the rules.
- We like eating at Grandma's because she ..... our dinner in front of the TV.
- Too much ice cream ..... sick.
- It was the last day of term, so the teachers ..... home early.
- Please ..... my bedroom now, Mum. I have to go out!

## First conditional + *if* or *unless*

- 2 Complete the first conditional sentences. Use the correct form of two phrases in the box in each sentence.

they / miss / their plane  
we / change / the laws  
they / not leave she / get / angry  
the streets / not be / safe he / call / the police  
they / hurry they / stop / talking

Crime is a problem in our country.

Unless *we change the laws, the streets won't be safe.*

- Daniel and Anna are late for their flight to Paris.  
Unless .....
- There are people fighting outside Tom's house.  
If .....
- The students in Mrs Brown's class are being too noisy.  
Unless .....

## Second conditional

- 3 Correct the mistakes. One sentence is correct.

- We'll be rich if you didn't spend so much money.  
.....
- You walked more often if you didn't have a car.  
.....
- He'd have more friends if he was honest.  
.....
- If I was a politician, I made life better.  
.....
- If we did have our own boat, we'd live on it.  
.....

## First and second conditionals

- 4 Write first or second conditional sentences for these people.

- the millionaire: I / get / bored / of this house / I / buy / another one  
If .....
- the old lady: I / be / fifty years younger / I travel / the world  
If .....
- the super model: I / marry / a footballer / I / be / richer  
If .....
- the teenager: I / become / an astronaut / I / walk / on the moon  
If .....





# Vocabulary unit 7

## Summary

### Nouns: nations and government

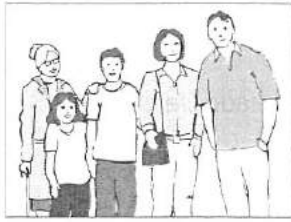
borders citizens currency elections flag government head of state laws minister nations politicians society

### Verbs: policies

ban build cut elect introduce lower raise spend tax vote

## Nouns: nations and government

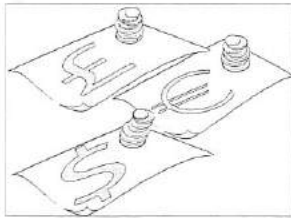
- 1 Label the pictures. Use words from the summary.



1 .....



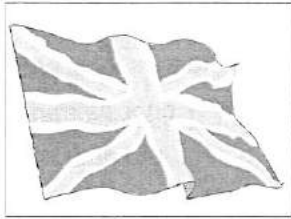
4 .....



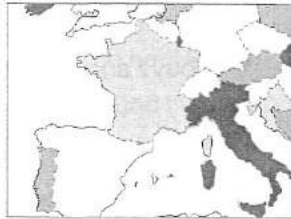
2 .....



5 .....



3 .....



6 .....

- 2 Complete the sentences with the correct words.

- 1 (flags / laws / nations / society)

A country needs ..... Its ..... doesn't work without them.

- 2 (border / government / head of state / minister)

A ..... is a person who works in the .....

- 3 (society / flag / nation / politician)

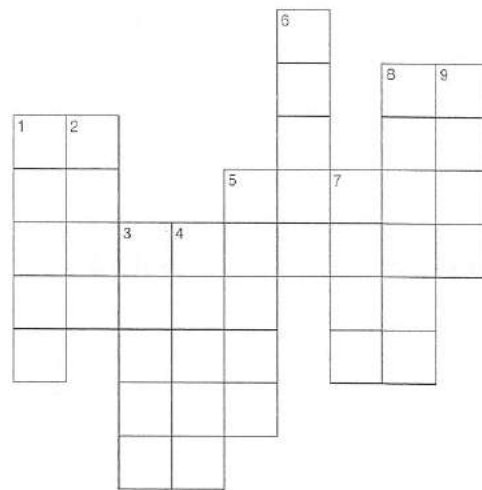
Each ..... has got its own ..... of different colours.

- 4 (citizen / election / flag / head of state)

In Britain, the ..... isn't chosen in an .....

## Verbs: policies

- 3 Read the clues and complete the word puzzle with the correct form of verbs from the summary. What's the mystery word in the grey squares?



- The council plans to ..... a new library.
- When a government ..... something, it makes it illegal.
- The government ..... people on money they earn and products they buy.
- If they ..... the price of petrol, it'll be too expensive to drive my car.
- We promise to ..... taxes for everyone. You'll have more money!
- You ..... money when you exchange it for a product or service.
- If the government ..... spending on schools, our children's education will suffer.
- The citizens of a country ..... its government.
- Who did you ..... for in the election?

The mystery word is .....



# Grammar unit 8

## Comparing adjectives and adverbs

- 1 Complete the text with the adjective or adverb form of the words.

Two years ago I had a well-paid job. I worked

*hard* (hard) every day and it was a really

(1) ..... (stressful) job. Then one day my

boss told me I didn't have a job anymore. I didn't

react to the news very (2) ..... (good)

but my family were great.

'You'll have another job soon,' they said,

(3) ..... (optimistic). But I didn't believe

them. 'How do you know?' I replied,

(4) ..... (moody).

Then one day, I planted a few plants in the garden

and for the first time in weeks, I felt

(5) ..... (happy). It was then that I

decided to become a gardener. I love my new job.

I haven't got as much money as before, but I don't

miss the long hours in the office!

- 2 Order the words to make sentences. Omit one word from each sentence.

1 your / should / carefully / most / homework / do / you / more

.....

2 moody / the / Tim / student / least / is / less / in his class

.....

3 child / most / Emily / polite / is / more / the / in the school

.....

4 easily / the marathon / Mark / finished / easy

.....

5 children / happily / the / youngest / the / more / played / most

.....

## Third conditional

- 3 Make third conditional sentences with the words. Use the correct form of the verbs and *if*.

A You weren't at the party last night. Why not?

B (I / come / I know / about it)

*I would have come if I had known about it.*

1 A Mum, Dad. I only got 28% in my French exam.

B We're not surprised. (you / pass / you / revise / for it)

.....

2 A Where's my pizza? I wanted to have it for dinner!

B Oh ... sorry. (I / not be / so hungry / I / not eat / it)

.....

3 A Don't worry about the match. You played well.

B It's our fault. (we / win / we / try / harder)

.....

4 A The bus left without the boys this morning.

B I know. (they / not be / so slow / they / not miss / it)

.....

## Gerunds and infinitives

- 4 Complete the sentences with the gerund or infinitive form of the verbs in the box.

be not get up meet  
play understand worry

*Meeting* friends is always good fun.

1 I never get bored of ..... chess.

2 It isn't easy ..... your problems sometimes.

3 John doesn't waste time ..... about things.

4 It's great ..... early at the weekend.

5 Suzy tends ..... moody in the mornings.



# Vocabulary unit 8

## Summary

### Nouns and adjectives: attributes and personality

Nouns: anxiety generosity honesty moodiness optimism passion pessimism politeness respect responsibility success wealth

Adjectives: anxious generous honest moody optimistic passionate pessimistic polite respectful responsible successful wealthy

### Verbs: managing your time

aim concentrate on forget intend look forward to miss put off regret remember spend time take part in waste time

## Nouns and adjectives: attributes and personality

### 1 Complete the sentences with nouns and adjectives from the summary.

- 1 Please be ..... It's important to tell the truth.
- 2 Things will get better. You shouldn't be so .....
- 3 Jack is so ..... He's always miserable.
- 4 My greatest ..... was winning the 100 metre race.
- 5 Joe's ..... about the future gives us all hope.
- 6 Thank you for your ....., Your money has really helped our charity.
- 7 My ..... is art. I'm really into it.
- 8 My mother is an ..... person. She worries a lot.

### 2 Complete the text with nouns and adjectives from the summary.

I love my course at university – it's my *passion*! Sometimes I stay in and study when my friends go out. They think I'm crazy, but I'm just (1) ..... and say, 'No, thanks, not tonight!' I work hard, because (2) ..... is important to me: I want a good job when I'm older. Maybe one day, I'll be a (3) ..... man! It's great at university but there's also a lot of (4) ..... too: studying, cooking, cleaning, bills. So it isn't always easy.

## Verbs: managing your time

### 3 Match 1–5 with a–e to make sentences.

- 1 I regret
  - 2 I'm looking forward to
  - 3 This year I'm going to concentrate on
  - 4 I aim to
  - 5 Don't waste time
- a the summer holidays. I can't wait!  
b improving my football skills.  
c not revising enough for my exams.  
d watching TV. Do something active.  
e get fit this autumn.

### 4 Jessica is asking her aunt about her university days. Complete the dialogue with verbs from the summary.

- Jessica Why did you decide to  
(1) ..... going to  
university?
- Aunt Julia I decided to travel for a year first.
- Jessica Did you (2) ..... any  
clubs?
- Aunt Julia Yes. I was in the drama society.
- Jessica Who did you (3) ..... with  
in the holidays?
- Aunt Julia I visited my aunt in Spain.
- Jessica What do you (4) ..... the  
most about university?
- Aunt Julia The freedom! And all my friends.
- Jessica How do you (5) ..... to  
spend this summer?
- Aunt Julia I'm going to visit some old friends!



# Cross-curricular extension unit 2

## Language and literature: Charles Dickens

1 Complete the text about Charles Dickens with the words in the box.

characters happy endings poverty protagonists slums wealthy workhouses

Charles Dickens was an author of realist novels who lived during the Industrial Revolution in Britain in the nineteenth century. This was a time of great change, when some people became very (1) ..... and built country mansions, while others had very little money. For these people, (2) ..... was normal. Many people moved to cities and for the poorest, home was in the worst, dirtiest parts of the cities, called (3) ..... or in terrible buildings where they lived and worked, called (4) ..... Charles Dickens's novels show both sides of life. The people in his novels represent the different parts of society and his (5) ..... have a wide variety of occupations. The most important people in his novels, the (6) ....., have often had a hard life. However, although realist novels presented the problems of everyday life, these problems usually corrected themselves at the end. This was true of Dickens's novels, many of which had (7) .....

2 Write the people or occupations. Use the words in the box.

apprentice blacksmith convict labourer lawyer merchant pickpocket seamstress



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....

3 Match 1–7 with definitions a–g.

- |                   |   |
|-------------------|---|
| 1 orphan          | a This person loves having money but never enjoys spending it.                |
| 2 spinster        | b This person's parents have died.  |
| 3 abandoned child | c This person is legally responsible for a child, but isn't his / her parent. |
| 4 guardian        | d This woman's husband has died.  |
| 5 miser           | e This person is dead but is sometimes visible to the living.                 |
| 6 ghost           | f This is a woman who has never married.                                      |
| 7 widow           | g This person's parents have left him / her, but they might still be alive.   |



1 Read the text. Then choose the correct sentence from 1–3.

- 1 Charles Dickens was an orphan who became very wealthy.
- 2 Charles Dickens had a difficult childhood.
- 3 Charles Dickens lived in a mansion when he was young.

## A man and his work

Charles Dickens is one of the most famous British writers of realist novels. His books are a form of social criticism of the hard reality of life in Victorian England. The books were published in parts, or instalments, every month. This made Dickens's novels available to everyone, even those who couldn't afford books.

Charles Dickens's own life was far from perfect. His father was sent to prison and Charles was taken out of school and made to work in a factory, living alone in rented rooms. Although the family recovered and Charles returned to school, he never forgot this terrible period. As a result, many sections in his novels are autobiographical: they show aspects of his own life.

Many of Dickens's novels feature orphans or abandoned children as their protagonists. The other characters are usually unpleasant or unfortunate: greedy merchants and factory owners, pickpockets and convicts, poor labourers and lonely spinsters. The stories are full of cliff hangers – exciting moments in the novel – to keep the readers interested. The settings move between wealthy homes and slums where poverty is everywhere.

In one of Dickens's most famous novels, *Oliver Twist*, a young orphan meets a group of pickpockets when he runs away to London. Although he meets other people who try to help him, the pickpockets are always waiting to pull him back to their world of crime. But as Dickens's novels often have happy endings, at the end of the story Oliver has a new guardian and a happy life in the country. Perhaps Dickens hoped to end his life in a similar way.

Read the text again. Then answer the questions.

1 What was the advantage of publishing novels in monthly instalments?

.....  
.....

2 How was Charles Dickens's family split up when he was a child?

.....  
.....

3 Are Dickens's characters usually happy people? Explain your answer.

.....  
.....

4 Where do we see the contrast between rich Victorian life and poverty?

.....  
.....

5 Why is the ending in *Oliver Twist* typical of Dickens's novels?

.....  
.....

6 Read the summary of Dickens's novel, *Oliver Twist*. There are four mistakes. Find information about the novel on the internet. Then underline and correct the mistakes.

At the beginning of the novel, Oliver Twist is an orphan who has an easy life. In London, he meets a gang of pickpockets and becomes their leader. When he tries to steal from an old man, the man gives him a home. Oliver discovers that he has a brother who wants to give him some money. At the end of the novel, his brother lives happily with the old man.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

7 Imagine you are going to write a realist novel about modern society. Think about questions 1–4. Then write a summary of your novel.

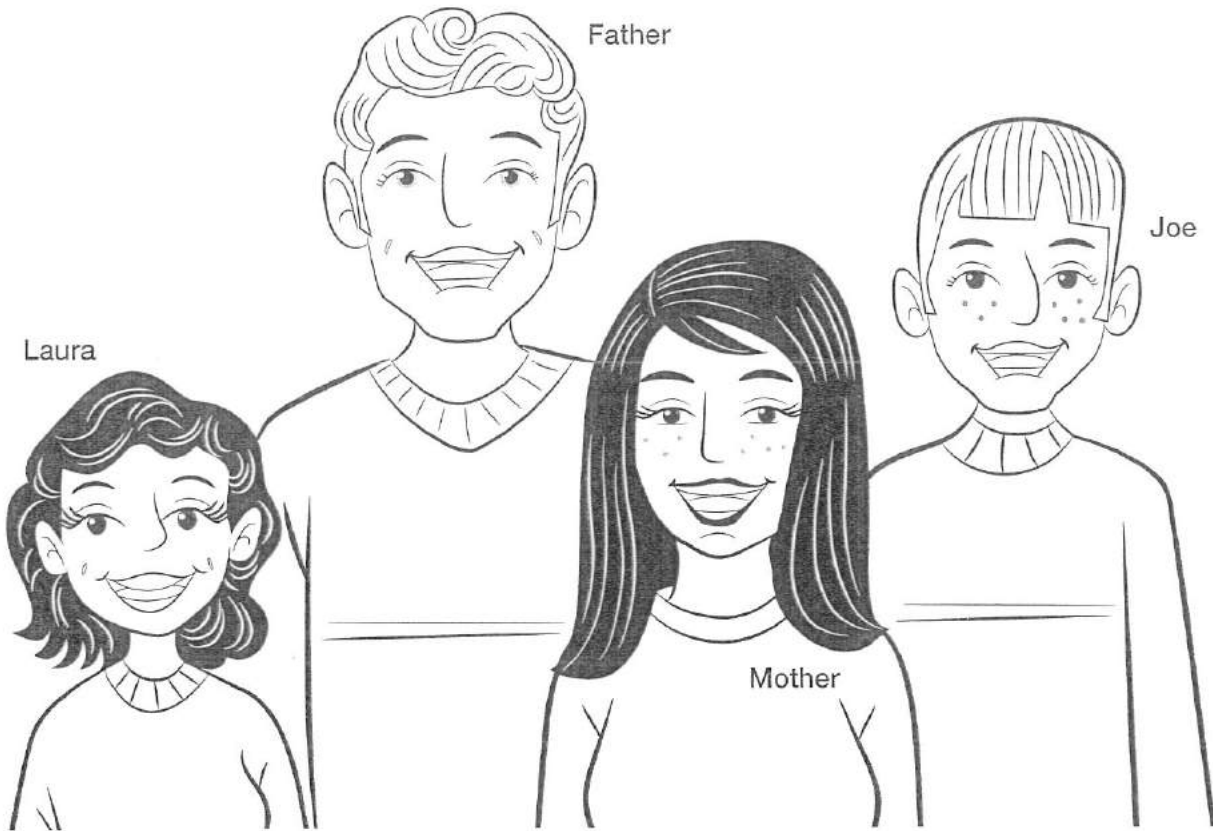
- 1 Which aspects of everyday life would you include in your story?
- 2 Where would it take place?
- 3 What occupations would the characters have?
- 4 Would it have a happy or sad ending?



# Cross-curricular extension unit 3

## Biology: Heredity

1 Look at the family portrait. Joe and Laura look similar to their parents because they have received features of their appearance from them. These features are called traits. Complete the table with *M* (mother) or *F* (father) to show which traits Joe and Laura have received from each parent.



| Joe                 |          |
|---------------------|----------|
| (1) tall            | <i>F</i> |
| (2) blonde hair     |          |
| (3) straight hair   |          |
| (4) brown eyes      |          |
| (5) short eyelashes |          |
| (6) freckles        |          |
| (7) no dimples      |          |

| Laura               |  |
|---------------------|--|
| (8) short           |  |
| (9) dark hair       |  |
| (10) curly hair     |  |
| (11) brown eyes     |  |
| (12) long eyelashes |  |
| (13) no freckles    |  |
| (14) dimples        |  |

2 Complete the text with the words in the box.

appearance   behave   inherited   passed on   personality

You know that the way you look is a combination of physical traits. But maybe traits don't only concern your (1) ..... What about your (2) .....? Have you (3) ..... that from your parents, too? Think about your parents and how they react in different situations. Do you (4) ..... in the same way as one of them? Do you sometimes have similar thoughts and feelings? If the answer is yes, maybe that parent has (5) ..... those traits to you.

**3** Read the text. Why do people around the world look so different?

## How heredity works

Each human has two sets of twenty-three chromosomes. Each chromosome contains genes which affect how we look and behave. They also determine which health problems we'll inherit from our parents. The characteristics of our appearance and behaviour and our chances of developing health problems are called traits.

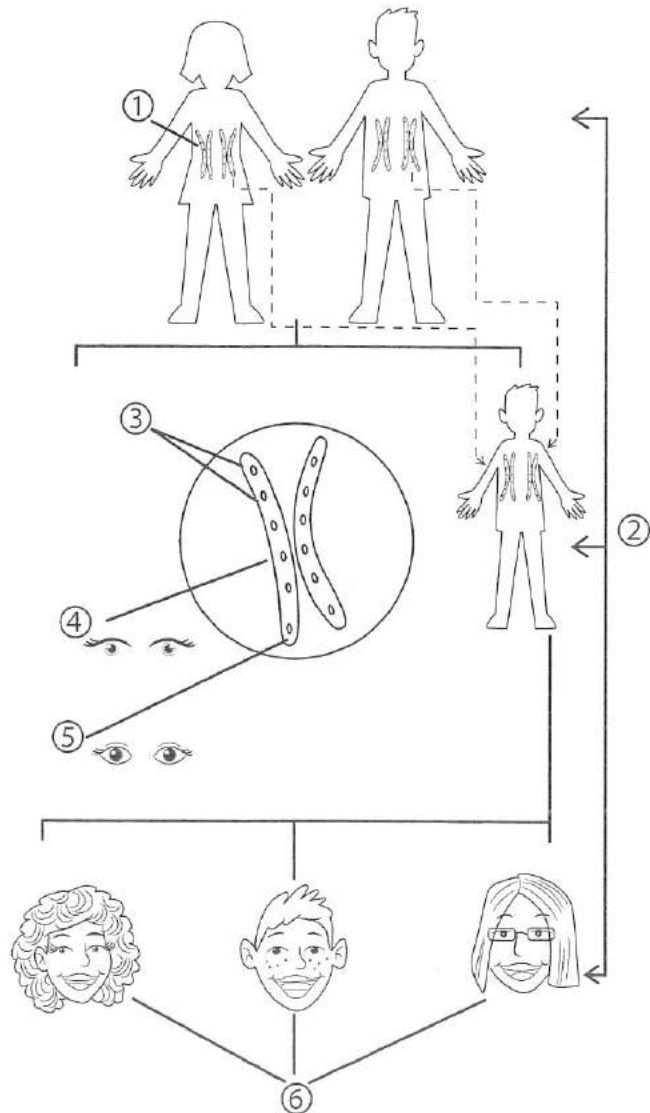
But why do we look different from our parents, brothers and sisters? At conception, the father passes on only twenty-three chromosomes. They can be any chromosomes from the father's two sets. The same is true of the mother. Every time a child is conceived, the selection of chromosomes will change.

In chromosomes, there are two kinds of gene: dominant and recessive. Dominant genes are stronger than recessive genes and have a stronger effect on how each person looks. A brown eye gene is dominant and a blue eye gene is recessive. If both parents pass on a blue eye gene to their child, then the child will have blue eyes. But if one parent passes on a brown eye gene and the other parent passes on a blue eye gene, the child will have brown eyes. Other dominant genes are those for tall people, freckles, dimples, double-jointed thumbs and long eyelashes, while recessive genes produce shorter people, skin without freckles, no dimples, straight thumbs and short eyelashes.

Heredity allows us to pass on traits to future generations. This explains why family members often look similar. But the number of human genes is large, which explains why humans around the world look so varied.

**4** Label the diagram with the words in the box.

chromosomes    dominant gene    generations  
genes    recessive gene    traits



**5** Read the text again. Then answer the questions.

1 How many chromosomes do children get from each parent?

.....  
.....

2 When are chromosomes passed on to a child?

.....  
.....

3 Why might the first and second children of parents look different?

.....  
.....

4 Why do blue-eyed people have blue eyes?

.....  
.....

5 Why do people have long eyelashes or brown eyes?

.....  
.....

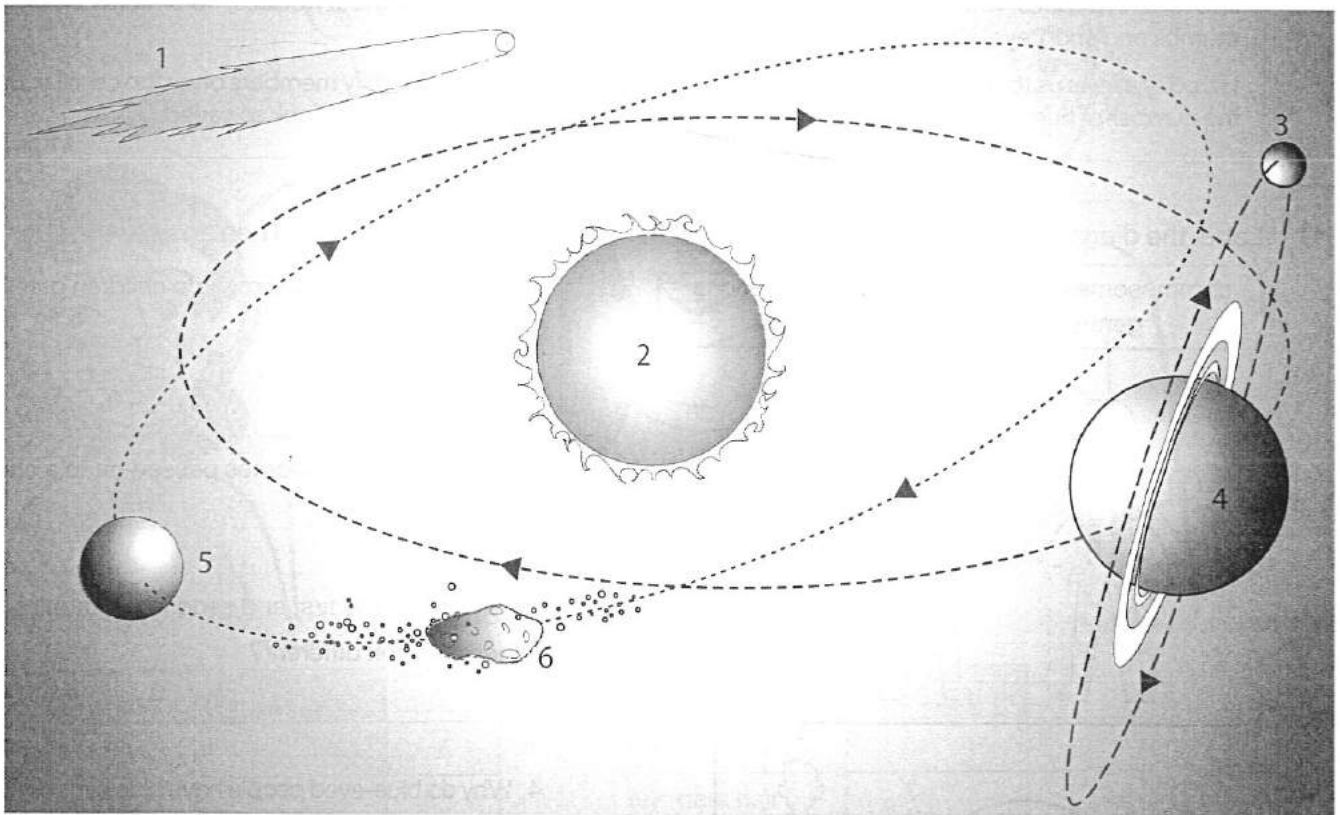
6 Look back at the traits in exercise 1. Which of these have you inherited? Which parent did you inherit them from?

7 Research identical twins on the internet. Why do they look exactly the same? Which of these do they share: chromosomes, genes, traits? Why do identical twins become more different from each other as they get older?

## Technology: Exploring the Solar System

1 Read the text. Then label the parts of the Solar System with the **bold** words.

At the centre of a Solar System is an enormous **star**, the Sun, which is a ball of burning gas. Other objects in the Solar System orbit the star and receive light from it. Among these are **planets**; they are spherical and can have satellites called **moons** which move around them. You will see **dwarf planets**, too. Like planets, they are round and can have moons, but they are smaller and have a lot of smaller objects within their orbit. An **asteroid** is a lump of rock with an irregular shape. There are also **comets**, clumps of ice and dust with tails of gas, which travel around the sun. They are sometimes visible from Earth and look like stars with tails.



1 .....

3 .....

5 .....

2 .....

4 .....

6 .....

2 Complete the text with the words in the box.

manned missions   rockets   space probes   spaceships   unmanned missions   voyages

Humans have explored space in different ways. We usually call journeys into space (1) ....., but there are different types. When astronauts travel into space, their journeys are called (2) ....., The astronauts travel in (3) ....., vehicles designed to carry humans in space which travel from Earth into space and back again. Journeys into space without humans are called (4) ....., The machines used for these journeys are called (5) ..... and they're controlled from Earth. They travel into space to find information and send it back to Earth. Space vehicles cannot leave the Earth's atmosphere without help from (6) ....., or launch vehicles, which push them into space. When the space vehicle enters space, the launch vehicles fall back to Earth. Normally, they cannot be used again.





Read the text. Then match 1–3 with a–c.

- |           |                  |
|-----------|------------------|
| 1 Venus   | a a dwarf planet |
| 2 Neptune | b a rocky planet |
| 3 Pluto   | c a gas giant    |

What do the numbers from the text mean?  
Match them with the explanations a–e.

- |  |                                 |
|--|---------------------------------|
| 1 900 <input type="checkbox"/>         | 4 108 <input type="checkbox"/>  |
| 2 4.6 billion <input type="checkbox"/> | 5 1977 <input type="checkbox"/> |
| 3 12 billion <input type="checkbox"/>  |                                 |

- a the year that Voyager 1 began its journey into space
- b the distance in kilometres travelled by space probe Voyager 1 so far
- c the distance in kilometres that the first space voyage travelled
- d the number of minutes spent in space during the first manned mission
- e the number of years ago that the Solar System started forming, approximately

Read the text again. Then write *True* or *False* for sentences 1–6. Correct the false sentences.

- 1 The Sun and planets were formed by a cloud of gas.  
.....  
.....
- 2 Earth is called a rocky planet because it is closest to the Sun.  
.....  
.....
- 3 Humans travelled on the first mission into space.  
.....  
.....
- 4 In 1961, a Russian astronaut orbited Earth.  
.....  
.....
- 5 A planet's hostile environment can help spacecraft to land.  
.....  
.....
- 6 The space probe Voyager 1 has travelled further than the edge of the Solar System.  
.....  
.....

## Our travels across the Solar System

The Solar System was born approximately 4.6 billion years ago. It began life as a cloud of gas. The central part got so hot that it exploded and became the star that we call the Sun. The rest of the cloud grew cooler and parts of it became planets and dwarf planets. The rest formed moons, comets and asteroids.

There are eight planets and we put them into two groups: rocky planets and gas giants. The rocky planets, Mercury, Venus, Earth and Mars, have a hard surface and are closest to the sun. The four gas giants are Jupiter, Saturn, Uranus and Neptune. Five dwarf planets have been discovered so far: Pluto, Ceres, Eris, Haumea and Makemake.

The first voyage into space took place in 1957. It was an unmanned mission and travelled 900 kilometres into space. The first manned mission took place in 1961 when a Russian astronaut, Yuri Gagarin, travelled in orbit around Earth for 108 minutes. One of the most important moments in space history happened in 1969 when Neil Armstrong became the first astronaut to walk on the moon. Since then space probes have visited all the planets, but they have only landed on Mars and Venus. The other planets' hostile environments or gas surfaces have made it impossible to land on them.

In the meantime, it's hoped that space travel will explore beyond the Solar System. The space probe Voyager 1 has been in space since 1977 and scientists think that it may reach the edge of the Solar System in the next decade. So far, it has travelled about 12 billion kilometres. On board is a message from earth for aliens with greetings in different languages and music. Perhaps one day they will reply!

- 6 Research the Cassini-Huygens mission, which left Earth in 1997, on the internet. Write sentences to explain:
  - 1 the reason for its mission
  - 2 where it travelled to
  - 3 one important thing that we have learned from the mission
  - 4 the length of its time in space

