

SUMMER HOMEWORK

EXTENSION

3 ESO

NAME: _____

COURSE: _____

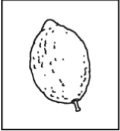


DATE: _____

UNIT 1



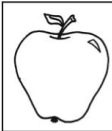
Vocabulary

1 Match the adjectives to the correct pictures.

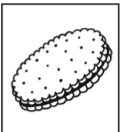


... 1. sweet

a		b		c	
---	---	---	---	---	---

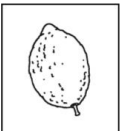

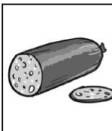
... 2. salty

a		b		c	
---	---	---	---	---	---




... 3. fried

a		b		c	
---	---	---	---	---	---




... 4. sour

a		b		c	
---	---	---	---	---	---




... 5. frozen

a		b		c	
---	--	---	--	---	--

... 6. cooked

a		b		c	
---	---	---	---	---	---

... 7. raw

a		b		c	
---	---	---	---	---	---

2 Choose TWO suitable adjectives to complete the sentences.

1. Most cakes are **sweet** / **fattening** / **raw**.
2. I drink water with **spicy** / **frozen** / **salty** food.
3. **Fried** / **Oily** / **Cooked** food is not very healthy.

Grammar

3 Write sentences with the words below. Use the Present Simple or Present Continuous.

1. Maria / not have / lunch / with her father / today / .

.....

2. my cousin / often / send / photos of his family / to me / .

.....

3. he / not like / driving / in rainy weather / .

.....

4. they / fly / to England / now / ?

.....

5. she / cook / breakfast / every day / ?

.....

6. Bill and Ben / always / walk / to football practice / together / .

.....

4 Complete the sentences with the words below.

a • an • any • how many • how much • some

1. Is there apple in the bag?

2. days are there in a year?

3. Darren hasn't got friends.

4. sugar is there in the tea?

5. Jon wants to buy mobile phone.

6. Peter is bringing fizzy drinks.

5 Choose the correct answers.

Ellen: Hi, Sue. What ¹ **are you eating / do you eat / you are eating?**

Sue: A doughnut. It's delicious!

Ellen: But it's not very healthy. Doughnuts are fried and they have got ² **a lot of / some / much** calories.

Sue: Well, I ³ **don't eat / am not eating / doesn't eat** them every day and there are ⁴ **any / some / much** vitamins in my doughnut.

Ellen: Vitamins! Are you sure?

Sue: Yes! I ⁵ **eat / eats / am eating** a strawberry doughnut. There are vitamins in fruit and strawberries are fruit.

READING AND WRITING UNIT 1

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.

- | | |
|--------------------|--------------------|
| 1. spaceship | 3. rocket |
| 2. screen | 4. spacesuit |

2 Read the text. Then complete the sentences below.

EATING AT MARS 2112

Are you looking for a different type of restaurant? Then Mars 2112 is the place for you. Mars 2112 is a popular restaurant in New York City. But it's not an ordinary restaurant. People don't come to Mars 2112 for the food. They come for an interesting and fun experience.

The name Mars 2112 comes from the red planet – Mars. Going to the restaurant is like visiting a different world. You sit in a “spaceship” – a room with some chairs in front of a screen. There are a lot of lights and the room begins to move. On the screen, you see pictures of a rocket, stars and a planet. Five minutes later, you “land” on Mars – well, actually the dining room. It's a big room with rocky walls and red lights. Around 500 people can eat in it. Waiters in spacesuits bring your food, and everything has got a Martian name like Full Moon Pizza, Martian Soup or Red Star Fried Chicken. There are video games and music videos to entertain you, too. The restaurant is very popular and there is usually a long queue of people in front of it. A meal at Mars 2112 is a lot of fun.

1. People go to Mars 2112 for
2. The dining room is similar to the planet Mars because
3. The waiters wear
4. At the restaurant, you can play
5. Many people usually wait to

3 Write questions with the words below. Then answer the questions according to the text in Exercise 2.

1. how much time / it / take / to “land” on Mars
.....
2. what / you / see / in the “spaceship”
.....
3. how many people / the restaurant / serve
.....
4. what / people / eat / at the restaurant
.....

4 Complete the chart below about an unusual restaurant that you have visited or heard about. Then write an e-mail to a friend describing it.

Name of restaurant:
Address:
Type of restaurant:
Types of food:
Reason why you like it:
.....

UNIT 2

Vocabulary

1 Choose the correct answers.

1. Firefighters **rescue** / **damage** / **pollute** people from fires.
2. It's important to **recycle** / **plant** / **clean up** newspapers and bottles.
3. We **destroy** / **clean up** / **throw out** our rubbish twice a week.
4. I want to **plant** / **collect** / **rescue** all the cans in this room.
5. On Clean Up Day, people **damage** / **pick up** / **pollute** rubbish.

Grammar

2 Write questions with the words below. Use the Past Continuous.

1. what / the boys / collect / at the beach

.....

2. the girls / plant / flowers / in the forest

.....

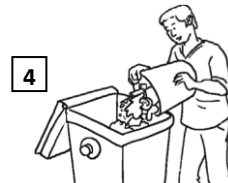
3. who / the people / talk to / outside the building

.....

4. what / Dylan / do / last night / at 7 o'clock

.....

3 Look at the pictures and answer the questions in Exercise 2.



1.

2.

3.

4.

4 Complete the sentences with the words below. Use the Past Simple or Past Continuous and *when* or *while*.

1. It started to rain
the children / swim / in the sea
2. We stopped talking
the teacher / come / into the room
3. The students were cleaning up the park
their parents / plant / flowers
4. I was walking to school
I / fall / in the snow

5 Complete the passage with the verbs in brackets. Use the Past Simple or Past Continuous.

The *Exxon Valdez* was a large ship and it ¹ (transport) oil to many countries. On 24th March 1989, while the ship ² (travel) from Alaska to Los Angeles, it ³ (hit) Bligh Reef. This damaged the ship and a lot of the oil ⁴ (go) into the sea. Many birds ⁵ (hunt) for food in the sea when the accident ⁶ (happen). About 250,000 birds ⁷ (die) and the oil killed thousands of fish, whales and other sea animals, too. It ⁸ (take) more than \$4 billion, three years and thousands of workers to clean up the area.

READING AND WRITING UNIT 2

1 Read the text. What do the numbers below refer to?

RUBBISH ISLAND ON THE MALDIVES

The Maldives are a group of beautiful tropical islands in the Indian Ocean. But the Maldives have got a dirty secret: Thilafushi, the world's biggest rubbish island. Ships bring more than 330 tonnes of rubbish to Thilafushi every day.

The Maldivians built Thilafushi in 1992. At the time, they were looking for a place to throw out their rubbish. Nearly 100,000 people lived in Malé, the capital city, and they were producing a lot of rubbish every day. Malé is only two square kilometres, and there wasn't a good place for all of the rubbish. The government decided to build Thilafushi to solve the problem.

Today, more than 10,000 tourists come to the Maldives every week. Each tourist produces 3.5 kilos of rubbish, and Thilafushi is growing by one square metre every day. The Maldivians are trying to find new places for their rubbish, and they now send some of it to India. Indian ships bring vegetables to the Maldives and they return with empty cans, metals and cardboard for recycling.

It's a rubbish crisis, but the tourists don't know that. They continue to swim in the blue sea and enjoy the sun on the sandy beaches. They have got no idea about the rubbish island only a short distance away.

- | | |
|------------------|-----------------|
| 1. 330 | 3. 10,000 |
| 2. 100,000 | 4. 3.5 |

2 David is interviewing Tom, a volunteer in an environmental project. Tom has just returned from Thilafushi. Write David's questions using the Past Simple or Past Continuous. Then write Tom's answers based on the information in the text.

1. what / people / see / when / they / arrive / there

.....

2. when / the Maldivians / build / Thilafushi

.....

3. what / Indian ships / bring / to the Maldives

.....

4. what / the ships / carry / when / they / return / to India

.....

5. what / the tourists / do / while / they / visit / the Maldives

.....

3 Write a letter to a friend describing an interesting place you've been to. Make sure you answer the following questions.

1. Where did you go?
2. Who did you go with?
3. What did you do there?
4. What did you like most about the place?

UNIT 3

Vocabulary

1 Choose the correct answers.

- John won't ... because he's got a map.
a. win an unusual race b. get lost
- Ann ... last July. She visited Brazil.
a. went abroad b. had an accident
- We're ... at the new Indian restaurant.
a. being hurt b. having an exotic meal
- Jake's eaten 54 hamburgers! He's ... !
a. gone diving b. broken the record
- I wanted to ... so I climbed Mount Everest.
a. do an extreme sport b. win an award
- Jane ... at camp. She was horse-riding and fell.
a. was hurt b. was getting lost
- They saw a lot of sharks when they ... in Greece.
a. got lost b. went diving
- You look terrible! Have you ... ?
a. broken the record b. had an accident

Grammar

2 Write sentences with the words below. Use the Present Perfect Simple.

- I / never / eat / raw / fish / .
.....

- we / not see / this film / for many years / .
.....

- Jill / be / a pilot / for three years / ?
.....

- the cook / not leave / the kitchen / yet / .
.....

- the judge / already / make / a decision / .
.....

- they / throw out / the rubbish / yet / ?
.....

3 Choose the correct answers.

1. Dr Griffin **was / has been** a surgeon since 1997.
2. I **went / have gone** to the hairdresser's last week.
3. The bus driver **didn't take / hasn't taken** the children to school in the morning.
4. **Did you see / Have you seen** *Cowboys and Aliens* yet?
5. We **didn't have / haven't had** crisps for two months.

4 Complete the sentences with the verbs in brackets. Use the Present Perfect Simple or Past Simple affirmative, negative or interrogative.

1. I (see) Tony for a month.
2. you ever (be) to a hairdresser?
3. I was at the shopping centre yesterday, but I (not buy) anything.
4. We already (hear) this story.
5. What he (say) to you last night?

5 Complete the interview with a film producer. Use the Present Perfect Simple or Past Simple.

Q: When ¹ you (become) a film producer?

A: I ² (get) my first job in 1996. I ³ (be) a film producer for more than 15 years.

Q: Why ⁴ you (decide) to become a film producer?

A: Well, I ⁵ (always love) films. I'm good with money and schedules.
So one day, I ⁶ (decide) to try producing.

Q: How many films ⁷ you (produce)?

A: I ⁸ (just complete) my eighth film.

Q: ⁹ you (meet) a lot of famous film stars?

A: Yes, I ¹⁰ I ¹¹ (work) with some very famous people.

READING AND WRITING UNIT 3

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.

- 1. clown
- 2. make-up
- 3. balloon
- 4. shout

2 Read the text. Then imagine you are interviewing Jill. Write questions with the words on the next page. Use the Past Simple, Present Simple or Present Perfect Simple. Then write Jill's answers to the questions.

THE CLOWN OF THE PARTY

Jill Blackstead is a professional party clown. She uses the name "Tiddlywink" and people pay her money to perform at children's parties. Jill has been a party clown for more than ten years. Her career began when she was still at school. She wanted to make some money to buy CDs and clothes, so she began organising children's parties. Her parties became very popular and soon she was doing more than eight parties a month. Today, Jill works as a party clown almost every day. She has a good salary and really enjoys her work.

Jill wears the usual clown costume – a red nose, a big hat and funny shoes. She doesn't wear face make-up because this often frightens young children. Over the years, she has improved her programme. Her parties include face painting, magic, silly games and balloon animals.

Jill has won an award for being the best party clown in New York. So what is her secret? Jill believes that a party clown must make children feel happy. While she is painting faces or making balloons, she always talks to the children and asks them questions. She has also noticed that every year there are two or three words that children think are funny. When things are not going well at the party, she just shouts one of these words and the children immediately start laughing.

1. Interviewer: how long / you / be / a party clown

.....

Jill:

2. Interviewer: when / your career / begin

.....

Jill:

3. Interviewer: you / enjoy / your work

.....

Jill:

4. Interviewer: what / costume / you / wear

.....

Jill:

5. Interviewer: you / ever / win / any / awards

.....

Jill:

6. Interviewer: how / you / make / children / laugh

.....

Jill:

3 Tick (✓)the sentences T (true) or F (false) according to the text in Exercise 2.
Copy the sentences that helped you decide.

	T	F
1. Jill became a party clown because she wanted to be popular.
2. Jill gets a lot of money for her work.
3. Jill paints her face white.
4. Jill sometimes shouts at the parties.

4 Imagine you are a clown at a children's birthday party. Write an e-mail to a friend describing a successful or unsuccessful birthday party.

UNIT 4

Vocabulary

1 Choose the word with a similar meaning to the word in bold.

1. **fashionable**: practical • outdated • trendy
2. **old-fashioned**: "out" • formal • sensible
3. **sensible**: practical • formal • "in"
4. **trendy**: "out" • "in" • casual
5. **modern**: old-fashioned • outdated • fashionable

Grammar

2 Write sentences with the words below and (*not*) as ... as.

1. blouses / warm / sweaters

.....

2. a sports cap / casual / trainers

.....

3. shorts / long / trousers

.....

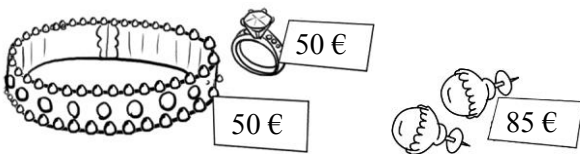
4. trainers / noisy / high heels

.....

5. plastic earrings / expensive / gold earrings

.....

3 Look at the picture and tick (✓) the sentences T (true) or F (false).



1. The ring is cheaper than the earrings.
2. The earrings are the biggest item.
3. The ring is as wide as the bracelet.
4. The earrings aren't as elaborate as the bracelet.
5. The ring is the most expensive item.

T	F
.....
.....
.....
.....
.....

4 Read the sentences. Then choose the next logical sentence.

1. The homework is too difficult.
 - a. I've already finished it.
 - b. I don't understand it.
2. My shoes aren't big enough.
 - a. I need new shoes.
 - b. I need smaller shoes.
3. The food is too hot.
 - a. Let's eat!
 - b. Wait a minute or two.
4. My trousers aren't long enough.
 - a. I'm standing on them.
 - b. You can see my socks.

5 Complete the sentences with the adjectives in brackets. Use *too ... or (not) ... enough*.

1. John isn't going out tonight. He's (tired).
2. Phil can't be a basketball player because he's (tall).
3. I like these jeans but they're (expensive) for me.
4. It's (hot) to wear flip-flops today. Your feet will be cold.
5. This outfit is (casual) to wear for the wedding.

6 Choose the correct answers.

In the 1960s, Mary Quant was a popular fashion designer in London, but her clothes were ¹ **too cheap / not cheap enough / cheaper than** for many teenagers. Then in 1964, clothing designer Barbara Hulanicki opened the shop *Biba*. Biba's clothes were ² **as trendy as / the trendiest / trendy enough** Mary Quant's clothes, but they were ³ **not as expensive as / the most expensive / too expensive** Mary Quant's fashion.

Biba became one of ⁴ **the biggest / bigger than / big enough** tourist attractions in London.

It was ⁵ **the most popular / more popular than / less popular than** Harrods. Then in 1970, Biba became a department store, but for Barbara the business was ⁶ **too big / big enough / the biggest**. In 1975, she closed the department store.

READING AND WRITING UNIT 4

1 Read the text. Then answer the questions.

A FASHIONABLE WEDDING

Have you ever been to a wedding? The bride's dress is one of the most important parts of the event, and most women spend a long time choosing the right one. But what is the right dress? Wedding dresses, like other types of clothing, reflect the fashion of the time.

In Ancient Rome, people believed white was the favourite colour of the god of marriage, so women wore white wedding dresses. But in the medieval period, colourful material was more expensive than plain material. Rich women wore colourful wedding dresses with a lot of cloth to show their status. Ordinary people wore practical dresses from plain cloth. After their wedding, they wore their wedding dress at church and for celebrations.

The long white wedding dress of today became fashionable after Queen Victoria got married in 1840. Many brides saw her wedding photograph and decided to wear similar dresses. People began using machines to make cloth in the 19th century, so cloth wasn't as expensive as before and more people had the money to pay for long dresses. During World War II, people needed cloth to make uniforms, so brides wore short dresses. But when the war was over, long dresses were "in" again. Since then, the style and length of wedding dresses has changed as different fashions have become trendy or outdated. So what do you think wedding dresses will look like a hundred years from now?

1. Why did some medieval women wear colourful dresses?

.....

2. What did other medieval women do with their dresses after their wedding?

.....

3. What type of wedding dress did Queen Victoria wear?

.....

4. What happened as a result of Queen Victoria's wedding dress?

.....

5. How did machines change fashion?

.....

6. Why was cloth important during World War II?

.....

2 Complete the sentences with the comparative form of the adjectives in brackets. Then tick (✓) the sentences T (true) or F (false) according to the text. Copy the sentences that helped you decide.

	T	F
1. In Ancient Rome, white wedding dresses were (popular) colourful wedding dresses.
2. Plain cloth was (expensive) colourful cloth in the medieval period.
3. Cloth was (cheap) in the 19th century than it was in the 18th century.
4. Long wedding dresses were (fashionable) short wedding dresses during World War II.

3 Write a letter to a friend about a wedding or other celebration that you have been to. Include a description of some of the people's clothes.

UNIT 5

Vocabulary

1 Complete the sentences with a suitable collocation. Use the words below.

a business • a degree • a difference • effort • a discovery • best • friends • money
research • to university

1. People use the Internet to do
2. Try and do your in the exam.
3. She joined a club because she wanted to make
4. Chris needs to make because he wants to buy a car.
5. It's important to go and get
6. One day, someone will make and there will be a cure for AIDS.
7. Dana wants to make in people's lives so she is going to be a teacher.
8. She wants to start and sell her cakes to restaurants.
9. If you don't make an, you won't succeed.

Grammar

2 Complete the sentences with the verbs in brackets. Use the First Conditional.

1. I (go) to Disneyland if I visit California.
2. If they (build) a shopping centre, people will shop there.
3. Adam will be successful if he (start) a business.
4. If Janet (not have) breakfast, she'll be hungry.
5. If Anita (be) late, we'll meet her inside the concert hall.
6. We (not wear) high heels if the party isn't formal.

3 Write questions with the words below. Use the First Conditional. Then answer the questions.

1. what / you / do / if / it / rain / tomorrow

.....

2. if / you / not go / to university / your parents / be / disappointed

.....

3. how / you / feel / if / I / forget / your birthday

.....

4. if / it / be / hot / tomorrow / what / you / wear

.....

4 Clark and Lana are planning a park for a class project. Complete their conversation with the verbs in brackets. Use the First Conditional.

Clark: Let's build our park on Maple Street.

Lana: But if we put our park on Maple Street, people ¹..... (not come). It's too close to the power plant.

Clark: How about near the town square? ²..... parents (bring) their children if the park is near the town square?

Lana: They'll bring their children if we ³..... (have) a playground.

Clark: That's a great idea. And let's plant a lot of trees so there will be shade.

Lana: Trees take a long time to grow. If you plant trees now, you ⁴..... (not have) a shady place for years.

Clark: Well, if you ⁵..... (not plant) them now, you won't ever have a shady place.

Lana: I guess you're right. Have you got a computer? It ⁶..... (be) easier if we work on a computer.

Clark: I'll ask Mum. If she ⁷..... (not need) her computer right now, she'll let us use it.

Lana: Great!

READING AND WRITING UNIT 5

1 Read the text. Then choose the correct answers.

CITY LIFE

In the 1940s, it became fashionable for families in the United States to buy homes in residential neighbourhoods outside the cities. These areas, called suburbs, were quiet and peaceful. Life in the suburbs was especially popular for people with young children. They preferred homes with gardens and friendly, safe neighbourhoods.

But recently, things have begun to change. More and more people are choosing to live in cities. They like the convenience of city life – for example, being close to work and not spending hours on trains or buses every day. In addition, they enjoy being near concert halls, cinemas and restaurants.

Because suburbs haven't got as many people as cities, there isn't much variety of places to go and things to do. It can be boring, especially for teenagers. This worries some parents and they have decided to make a change. If they move to a city, their teens will have more to do.

What will happen if a lot of people want to move to cities? First of all, cities will become more crowded. Also, if city homes are in great demand, they will become more expensive. Will rich people move to cities and poor people to suburbs? How will these changes affect us in the future? At the moment, there are more questions than answers.

1. Suburbs **are** / **aren't** residential neighbourhoods outside cities.
2. People in cities **spend** / **don't spend** too much time on trains and buses.
3. People with teenage children **prefer** / **don't prefer** quiet neighbourhoods.
4. If teens have got a lot of things to do, their parents **will** / **won't** worry.
5. Most of the poor people from cities **have** / **haven't** moved to the suburbs.

2 Answer the questions.

1. What are three advantages of living in the suburbs?

.....
.....
.....

2. What are three advantages of living in a city?

.....
.....
.....

3. Why do parents of teenagers sometimes move to a city?

.....

4. What are two possible results of a lot of people moving to cities?

.....
.....

3 Complete the chart about a city and a suburb you have lived in or have visited.

	City	Suburb
Name:		
Advantages:		
Disadvantages:		

4 Your friend is moving to the city from the suburbs. Write an e-mail to him / her. Tell him / her about some of the differences between life in the city and life in the suburbs and what he / she can expect. Use the text in Exercise 1 and the chart in Exercise 3 to help you.

UNIT 6

Vocabulary

1 Choose the correct answers.

1. I haven't got time to **take a call** / **hang up** now.
2. Harry's driving at the moment. He'll **call back** / **interrupt** in an hour.
3. Don't forget to **turn on** / **turn off** your phone at the cinema.
4. Did you **leave a message** / **receive a message** yesterday from the dentist?
5. I want to **call back** / **reply** to David's text message, but I don't know what to say.
6. Marcia, can you **hold on** / **repeat** for a minute? Mum, Marcia's on the phone.

2 Complete the sentences with the verbs and phrases below.

interrupt • hang up • leave a message • turn on • get back to • repeat

1. Mrs Johnson is busy right now. Would you like to for her?
2. I didn't hear you. Please that.
3. I know you're angry, but please don't the telephone.
4. I have to think about your suggestion, but I will you soon.
5. Is Mr Porter busy? Please don't him.
6. How do you the digital camera on this mobile phone?

Grammar

3 Choose the correct answers.

1. Last year, Oliver **can** / **can't** / **couldn't** play the piano.
2. Rob's mobile phone hasn't got voicemail. You **could** / **can't** / **can** leave a message.
3. Angela doesn't understand her homework. You **shouldn't** / **should** / **couldn't** help her.
4. You **must** / **couldn't** / **shouldn't** use a mobile phone in a swimming pool.
5. You **can't** / **mustn't** / **should** feed dogs chocolate. It makes them ill.

4 Complete the sentences with the correct form of *must* or *have to*. There may be more than one possible answer.

1. Lisa has lost her mobile phone. She buy a new one.
2. You use your mobile phone. We're on an aeroplane.
3. I walk the dog. It's my sister's job.
4. We get up before 7.00 or we'll be late for school.
5. George walk to school because he's just bought a scooter.

5 Look at the signs and choose the correct answers.



1. You **can** / **must** / **should** park here.



2. You **have to** / **should** / **could** stop.



3. You **should** / **can't** / **couldn't** cross here.



4. You **can** / **have to** / **mustn't** use a mobile phone here.



5. You **don't have to** / **mustn't** / **can't** take an umbrella today.

6 Complete the sentences with the correct form of *can, could, should, must* or *have to*. There may be more than one possible answer.

1. You play football in the living room. Mum doesn't allow it!
2. Bonnie ride a bicycle a year ago, but now she rides all the time.
3. Don't spend all your money in the shops. You pay for the taxi home.
4. I haven't got video calling so I see you.
5. It's Mum and Dad's anniversary. We make breakfast for them.
6. The students at Buttonwood School wear uniforms. They wear their favourite clothes at school.

READING AND WRITING UNIT 6

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.

- | | |
|----------------|------------------------|
| 1. thief | 4. block |
| 2. steal | 5. security code |
| 3. lock | |

2 Read the text. Then complete the sentences with suitable modals according to the text.

HOW TO PROTECT YOUR MOBILE PHONE

You've got a new mobile phone. It's got a touch screen, a big display and a great digital camera. You can do amazing things with it. But can you protect it from mobile phone thieves? Here are some tips to help you.

Tip 1: Most thieves steal phones so they can make expensive phone calls on them – and you have to pay for these calls. If you lock your phone with a security code, many thieves won't want to steal it.

Tip 2: Use an ultraviolet pen to write your address and home phone number on your phone. You should write them on the phone and on the battery. You can't see ultraviolet writing under a normal light, so a phone thief won't know it's there. But it will help you identify the phone. If someone wants to return the phone to you, it will help him or her, too.

Tip 3: Press *#06# on your keypad and a special code will appear on your phone's display. If someone steals your mobile, give the code to the phone company. The company can use the code to block the phone permanently. Then the thief can't use it with your SIM card or with any other SIM card.

Tip 4: Download a program like GadgetTrak. This program can find your phone. It can even take a photo of the thief!

1. You put a security code on your mobile phone.
2. You write your name on your mobile phone, but you use a normal pen.
3. A phone company know your special code to block your mobile phone.
4. Thieves use your mobile phone when it is blocked.
5. You download GadgetTrak before you can use it.

3 Write questions with the words below and *can*. Then answer the questions according to the text in Exercise 2.

1. thieves / use / mobile phones with security codes / easily

.....
.....

2. you / read / ultraviolet writing / under every light

.....
.....

3. what / mobile phone companies / do / to help you

.....
.....

4. what two things / GadgetTrak / do

.....
.....

4 What other problems do people have with mobile phones? Write tips for solving these problems.

UNIT 7

Vocabulary

1 Choose the correct answers.

1. Who **discovered** / **invented** / **produced** America?
2. If you study more, your English will **improve** / **create** / **operate**.
3. It's a good idea to **design** / **plan** / **prepare** a holiday before you travel.
4. A lot of coffee is **constructed** / **produced** / **planned** in Brazil.
5. Who is going to **prepare** / **develop** / **invent** dinner tonight?

2 Complete the sentences with the words below.

construct • created • designed • operated • developed

1. Mickey Mouse was by Walt Disney in 1928.
2. I M Pei is an architect. He the Louvre Pyramid in Paris.
3. There were about 270 people at the first Academy Awards Ceremony ("The Oscars"), but it into the biggest event in Hollywood.
4. The Burj Khalifa was built from 2004 to 2010. It took six years to the skyscraper.
5. The London Eye is seven days a week.

Grammar

3 Complete the sentences with the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

1. Many aeroplanes (fly) every day. The first aeroplane (invent) in 1903.
2. Work on the Tower of Pisa (begin) in 1173. The Tower (visit) by many tourists every year.
3. Jeans (wear) all over the world. They (create) by Levi Strauss in 1873.
4. Tea (discover) in China in 2737 BC. It (drink) in many countries around the world.

4 How much do you know about the USA? Write questions with the words below. Use the Present Simple Passive or Past Simple Passive.

1. which / president / elect / in 2008

.....

2. when / Independence Day / celebrate

.....

3. what / take / from France to New York / in 1886

.....

4. what / food / consider / traditional American food

.....

5 Use the information below to write answers for the questions in Exercise 4. Use the Present Simple Passive or Past Simple Passive.

the Statue of Liberty • 4th July • apple pie • Barack Obama

1.

2.

3.

4.

6 Complete the text with the correct form of the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

THE HISTORY OF FOOTBALL

No one can really say when the game of football began. Some people believe football

¹ (play) more than 3,000 years ago in Japan and in Rome.

In England, in the 14th century, people ² (not allow) to play football and

football players ³ (put) in jail. However, people

didn't stop playing the game and it eventually became very popular. Later, football

⁴ (export) to many different countries and today, it

⁵ (enjoy) by millions of people around the world.

READING AND WRITING UNIT 7

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.

- | | |
|---------------------|------------------|
| 1. tube | 3. wrapped |
| 2. pull apart | 4. package |

2 Read the text. Then answer the questions.

A BRITISH TRADITION AT CHRISTMAS

On Christmas Day, families around Britain eat Christmas lunch together. While they are eating, people wear paper hats. Where do the hats come from? Christmas crackers!

A Christmas cracker is a British tradition. It's a paper tube inside colourful paper. Two people hold the ends of the cracker and pull it. When the cracker is pulled apart, it makes a loud *crack* sound. Inside the cracker there's a paper hat, a small present and a joke on a piece of paper. The same jokes have appeared in Christmas crackers for years, so most people know them.

Christmas crackers were invented in the 1850s by Tom Smith. Tom Smith sold sweets and chocolates. They were wrapped in paper and one day he decided to put a short message in the packages. Many of his sweets were bought by men to give to women, so the messages were usually love poems.

After some time, Smith changed his packages so they made a loud sound. The sweet became a small present and in the 1900s, paper hats were added by Smith's sons. Later, the love poems were replaced by jokes, and people began calling the crackers Christmas crackers because many people bought them at Christmas. Today, most homes in Britain have got a box of Christmas crackers.

- What is the connection between Christmas crackers and paper hats?
.....
- What are Christmas crackers wrapped in?
.....
- How have Christmas crackers changed since they were first invented? List three differences.
.....

3 Complete the sentences with the verbs in brackets. Use the Present Simple Passive or Past Passive. Then tick (✓) the sentences T (true) or F (false) according to the text in Exercise 2.

	T	F
1. Paper hats (wear) on Christmas Day.
2. Christmas crackers (invent) in 1900.
3. In the 1850s, love poems (put) inside the crackers.
4. Most of Smith's sweets (buy) by women.
5. Many Christmas crackers (sell) in Britain.

4 Write to a pen pal about a tradition in your town. Complete the chart to help you.

Where / When / Why did the tradition begin?	
How has it changed over the years?	
Who keeps the tradition today?	

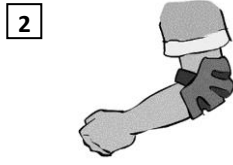
UNIT 8

Vocabulary

1 Complete the labels under the pictures



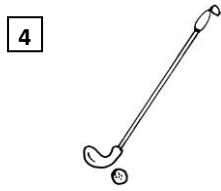
..... -skates



..... guard



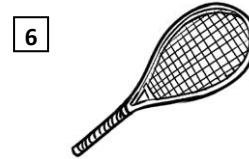
..... bat



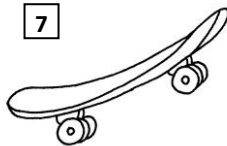
..... club



..... stick



..... racket



..... board



..... mill

2 Complete the sentences with the words below.

boxing gloves • protective gear • wrist guards • baseball glove • helmet • mouth guard

1. You wear a to protect your head.
2. It's easy to catch a ball with a
3. You wear a to protect your teeth.
4. Knee guards and wrist guards are types of
5. protect your hands.
6. You wear and elbow guards to protect your arms.

Grammar

3 Choose the correct answers.

Every morning during the summer holidays, Michelle left her flat ¹ **quiet / quietly** and took the bus ² **sleepy / sleepily** to her summer job at Simon's Bakery. Michelle worked ³ **hard / harder** than any of the teenagers at the bakery. Her job was ⁴ **pleasantly / pleasant**, and she liked the ⁵ **nice / nicely** people at work. She spent her money ⁶ **carefully / more carefully than** any of her friends. She didn't waste any money because she wanted to buy a ticket to visit her cousins in Paris at the end of the holidays. Finally, after two months of ⁷ **hard / harder than** work, Michelle's big day came. At the airport, Michelle said goodbye to her parents. Then, she smiled ⁸ **happy / happily** and got on the aeroplane.

4 Put the words in the correct order to make questions.

1. who / dinner / prepared / last night

.....

2. wear / usually / Ed / what / for school / does

.....

3. who / the funniest stories / tells / in the class

.....

4. books / like to read / teenagers / do / what

.....

5 Complete the questions for each statement.

1. Leonardo da Vinci invented the scissors.

a. Who ?

b. What ?

2. Geologists study rocks and minerals.

a. Who ?

b. What ?

3. Michael Phelps won eight gold medals in 2008.

a. Who ?

b. What ?

READING AND WRITING UNIT 8

1 Read the text. What do the numbers below refer to?

RUNNING A MARATHON

How many kilometres can you run? Maybe you can run two or three kilometres easily. But what about 42.195 kilometres? That's the official distance of a marathon.

The name *marathon* comes from an ancient Greek legend. According to the legend, in 490 BC, a Greek messenger was sent from Marathon to Athens to tell the people about the Greek victory over the Persians. The messenger, Pheidippides, ran to Athens without stopping. It was about 40 kilometres, and after he gave people his message, he fell down and died.

Is the legend of Pheidippides true? People don't know the answer, but the legend is very well known in Greece.

When the first modern Olympic games were held in Athens in 1896, Pierre de Coubertin, the organiser of the games, decided to have a 40-kilometre marathon race like the one in the legend. In 1908, 2.195 kilometres were added to the marathon at the London Olympics so athletes could run from Windsor Castle to the royal box at the Olympic stadium in White City. Later, people decided to make 42.195 kilometres the official distance.

Today, people compete in more than 800 marathons a year. They must train hard for many months to run this distance. Some people run quickly and some run slowly, but everyone receives a medal for finishing a marathon.

- | | |
|-----------------|----------------|
| 1. 42.195 | 5. 1908 |
| 2. 490 | 6. 2.195 |
| 3. 40 | 7. 800 |
| 4. 1896 | |

2 Make questions with the words below. Make any necessary changes. Then answer the questions according to the article.

1. who / tell / the Greek people / about their victory

.....
.....

2. what / Pierre de Coubertin / organise

.....
.....

3. where / the 1908 marathon / begin

.....
.....

4. what / all marathon participants / receive

.....
.....

3 You are a newspaper reporter. You are interviewing a professional marathon runner who has just won the New York marathon. Write questions to ask him / her. Then write his / her answers.

UNIT 9

Vocabulary

1 Choose the correct expressions.

1. Someone asks you a question but you don't know the answer. You say: "**Never mind.**" / "**I've got no idea.**"
2. You want your friend to choose a film. You say: "**It's up to you.**" / "**Don't put up with it.**"
3. Your friend tells you he's tired because he hasn't slept for two days. You say: "**No wonder you're tired.**" / "**Help me out.**"
4. Your friend tells you that her classmates insult her all the time. You say: "**I've got no idea.**" / "**It's tough.**"
5. Your friend feels bad for being late. You say: "**Never mind.**" / "**You must draw the line.**"
6. Your friends ask you why you look miserable. You say: "**I can't stand it.**" / "**I'm feeling down.**"

Grammar

2 Correct the mistakes in bold.

1. Maybe Lara **be** famous one day.
.....

2. I **am wanting** to leave now.
.....

3. We **lived** here since we were children.
.....

4. Who **did make** this cake?
.....

5. If David **won't study**, he won't get a good mark.
.....

6. Many trainers **made** in China.
.....

7. While Ben **walked** to the rubbish bin, a dog attacked him.
.....

3 Complete the passage with the correct form of the verbs in brackets.

Chris ¹..... (get) ready for a party when he looked in the mirror and saw something new on his face: an ugly big red spot. Suddenly he ²..... (not want) to go to the party any more. We all know that Chris isn't alone. Acne ³..... (be) a problem for teenagers since people began using mirrors. The reason? Hormones are very active at this age, and hormones ⁴..... (cause) acne. There is some good news: recently, scientists ⁵..... (develop) better ways to prevent acne. Hopefully, this condition ⁶..... (improve) in the future.

4 Read an interview with a teenager and choose the correct answers.

Q: ¹ **How much / How many / Many** time do you spend worrying about your marks?

A: A lot! I ² **mustn't / have to / could** get good marks so I ³ **can't / could / can** go to a good university.

Q: How often have you got tests?

A: This year, there are ⁴ **much / a lot of / any** tests. I've got ⁵ **a / some / much** test every week.

Q: Do you worry a lot about your appearance?

A: Yes, I do. I think I'm ⁶ **taller / too tall / not as tall as**.

Q: ⁷ **Are / Have / Has** you got any problems with your parents?

A: I ⁸ **are not allowed / was not allowed / am not allowed** to stay out late at night. I don't like that!

Q: What are your plans for the summer?

A: In August, we ⁹ **is spending / is going to spend / are going to spend** a week at the seaside. I ¹⁰ **was also given / am also given / were also given** a lot of summer homework by my English teacher!

READING AND WRITING UNIT 9

1 The following words are in the text in Exercise 2. Find the words and guess their meanings. Then use a dictionary to check your guesses.

1. management 3. tense
 2. relaxation

2 Read the article. Then complete the sentences with the correct form of the verbs in brackets. Use a suitable tense. Tick (✓) the sentences true (T) or false (F).

ANGER MANAGEMENT

Amanda was furious, so she hit a window with her hand and broke the glass. Steve kicked a classmate because he was insulted by him. Sally hasn't spoken to her parents for days because they won't allow her to go to a music festival with her friends. Amanda, Steve and Sally have got problems controlling their anger. This control is called "anger management".

There are good reasons to learn anger management. Most importantly, it stops us from saying or doing things we'll be sorry about later. Second, if you don't control your anger, you won't make friends easily. Finally, anger management can even prevent heart problems later in life.

Anger management experts have developed practical techniques for controlling anger. One suggestion is simple: when you're beginning to get frustrated about a situation, leave the room. If that's impossible, try a quick relaxation exercise. This helps because anger causes the heart to work faster and the muscles to become tense. So count slowly to ten or imagine a peaceful place. This will help you become calmer and respond better to the situation.

Exercising also helps because it causes your brain to produce special chemicals. These chemicals are called endorphins and they make you feel good. Other helpful activities are writing in a diary, drawing, painting, dancing, playing an instrument and listening to music.

Try these anger management techniques. Maybe they'll help you.

	T	F
1. Amanda (break) her hand when she hit the window.
2. Steve (insult) someone.
3. Sally (not speak) to her friends for days.
4. When we're angry, our heart (work) faster.
5. If you count to ten slowly, you (feel) calmer.

3 Correct the false sentences from Exercise 2.

.....

4 Answer the questions according to the text.

1. What is anger management?

.....

2. What are two good techniques to control anger?

.....

3. What is the connection between exercise and feeling good?

.....

5 Think about a time you were angry about something or with someone. Write a diary entry or an e-mail about the situation. Describe what made you angry and how you reacted.