

# Units 3&4

## B1 | KEY OBJECTIVES

**GRAMMAR** past continuous v past simple; modal verbs: present and past possibility; multi-word verbs; object pronouns

**FUNCTIONS** talking about the past; telling stories; expressing possibility; describing a picture

**VOCABULARY** transport and roads; feelings; paintings

### 1 **P** PAIRWORK Look at the people in each photo. Guess these things about them.

- Who are they?
- What are their names?
- Where are they from?
- What sort of place do they live in?
- What is their favourite food / place / music, etc.?
- What do they like doing in their free time?
- What is their greatest achievement?
- What makes them sad?
- What makes them happy?
- What did they do yesterday?
- What are they doing tomorrow?
- What are they thinking?
- What is their dream?



### 2 **P** PAIRWORK Choose two people from the photos.

- Think of a place where the two people could meet.
- Think of a conversation they might have together.
- Write a short dialogue between them.
- Practise the dialogue together. Be actors! Try to be like the people you imagined.
- Perform the dialogue to the class.

### 3 **T** Choose one person and write a short paragraph about their personality and lifestyle.

# Unit 3

## Stories

### Unit objectives

**Grammar** past continuous v past simple; *when / while*

**Functions** talking about the past; telling stories

**Vocabulary** transport and roads

### Warm up

- 1 **PAIRWORK** Look at the blog on page 29 and discuss the questions.

Whose blog is it? Where is she?  
Who is the boy in picture 3?

### Comprehension



- 2 **19 Listen and read On the road. Answer the questions.**

- Did Emma enjoy the flight to New York?
- What did she do after dinner with Nathan's parents?
- Why did she wake up early on Saturday?
- How was Ben driving her mad?
- Where did they eat on Saturday evening?
- What was Emma doing when Nathan came into the bedroom?

### WORD EXPANDER

#### Strong adjectives

Strong adjectives have an extreme meaning.

*Were you angry when you saw the mess? I wasn't angry, I was **furiously!***  
(strong adjective)

**Match the pairs of adjectives. Which one is strong (S)?**

angry	hysterical
pleased	furiously (S)
gorgeous	hungry
funny	pretty
tired	delighted
starving	exhausted

Use the adverb *very* with base adjectives and adverbs like *absolutely* with strong adjectives.

*I was **very** angry.*  
*I was **absolutely** furious.*  
**NOT** *I was very furious.*

### Talking about the past

- 3 **Study the examples and complete the rules with -ing form, when or were.**

#### Past continuous v past simple

*The sun **was shining** all day.*

*I **was texting** Poppy.*

*The kids **were crying**.*

- Use *was / <sup>1</sup>\_\_\_\_\_ + the <sup>2</sup>\_\_\_\_\_* to talk about past actions in progress.
- Use the past simple and the past continuous together to contrast two actions.  
*Ben **was filming** the waitress when she **came** to the table.*
- Use the past continuous for the action that was in progress. Use the past simple for the action that happened at a particular point in time.  
*He **was waiting** for us when we **got** to the arrivals hall.*

*Nathan **was waiting** for us .....*



*we **got** to the arrivals hall.*

- Normally, use <sup>3</sup>\_\_\_\_\_ with the past simple and *while / as* with the past continuous.  
*When he **phoned**, I **was eating** dinner.*  
*While we **were talking**, it started to rain.*

#### said / asked + direct speech

- Use *said* + direct speech to report the exact words a person used. Note the punctuation.  
*She **said**, 'Hey, quit that! Do you wanna make a movie?'*
- For a question, use *asked*.  
*'What were you doing?' he **asked**.*

- 4 **Complete the sentences with the past simple or past continuous form of the verbs in brackets.**

- We \_\_\_\_\_ for Jade when we heard the news. (wait)
- While we were talking about you, you suddenly \_\_\_\_\_ (call).
- I \_\_\_\_\_ a magazine when the bus arrived. (read)
- As we \_\_\_\_\_ down Third Street, a taxi crashed into a mailbox. (walk)
- My mum \_\_\_\_\_ a shower when the phone rang. (have)
- I \_\_\_\_\_ my bike when I saw the accident. (ride)
- While I \_\_\_\_\_ at the sky, I saw a strange object. (look up)
- When I saw her yesterday, she \_\_\_\_\_ a newspaper. (buy)

- 5 **PAIRWORK** Ask and answer questions.

*What were you doing last night at seven o'clock/ nine o'clock?*



HOME BLOG CONTACTS

# MY AMERICAN BLOG

*"Give me liberty, or give me peanut butter."*

## Getting there

BY EMMA, FRIDAY @18.02



So here we are in New York! The flight was OK but a bit boring. ☹️ The seats were uncomfortable and the in-flight films were terrible. The kids in the seats behind me were crying the whole time! But finally we landed at JFK airport. Nathan was waiting for us when we got to the arrivals hall. He is so cute! In the evening we had dinner with Nathan's parents. I was SO tired. While they were chatting after dinner, I crashed out on the sofa. I slept for a couple of hours!

## A beautiful day

BY EMMA, SATURDAY @ 23.14



I woke up really early – that's the jet lag! The sun was shining all day! And what a day! We went to Central Park, to the top of the Empire State Building and on an amazing boat trip. I ♥ America! But Ben had his camcorder with him, of course. It drove me mad! In the evening we went to an Italian restaurant. While we were looking at the menu, Ben was filming us. (It's like being on Big Brother!) And he was filming the waitress when she came to our table. She said, 'Hey, quit that! Do you wanna make a movie? Then go to Hollywood!' It was hysterical! But at least we could eat our pizzas in peace! 😊

## An embarrassing moment

BY EMMA, SUNDAY @ 23.01



I had an embarrassing moment today. Nathan came into the room while I was texting Poppy in London. I stupidly hid my mobile from him. 'What were you doing?' he asked. 'Was that a secret message?' 'No, it wasn't. No way. It was nothing,' I said. Then I went really red. Why? Because I was texting Poppy about Nathan! I must stop. It's time for bed. We're leaving tomorrow morning!

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crashed out What a day! It drove me mad! hysterical

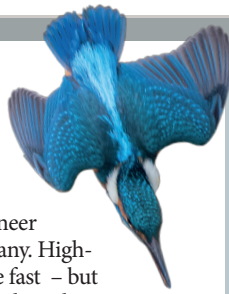
6 **Quickly read the article and find words related to:**  
plants and birds | vehicles and transport | microscopic organisms

# 1% INSPIRATION, 99% PERSPIRATION!

It was the great inventor Thomas Edison who said, 'Genius is 1% inspiration, 99% perspiration.' Scientific discoveries are the result of years of hard work – but moments of inspiration are important, too. And inspiration comes in surprising ways.

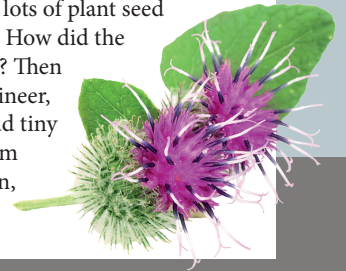
## FROM ANIMALS

Eiji Nakatsu, a bird-watcher, also took inspiration from nature. He was an engineer at a Japanese rail company. High-speed bullet trains were fast – but very noisy. They made a huge bang every time they came out of tunnels. One day Eiji was watching a kingfisher when it dived into a pond. The bird didn't disturb the surface of the water! So Eiji redesigned the front of the train to be like a kingfisher's beak. And the result? The bullet trains became quieter – and faster!



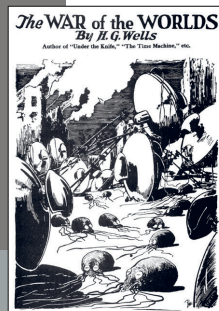
## FROM PLANTS

We can thank George de Mestral's dog for Velcro. In the summer of 1941, George took his dog for a walk in the Swiss Alps. While he was walking, the dog was exploring lots of plants and bushes. Back home, George was brushing his dog when he found lots of plant seed heads in its fur. How did the seeds stick to it? Then George, an engineer, noticed they had tiny hooks. And from that observation, he developed Velcro!



## FROM SCIENCE FICTION

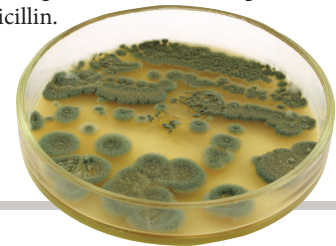
In the 1890s, an American boy called Robert Goddard got an idea for a spaceship while he was reading H.G. Wells' *War of the Worlds*. Robert grew up to be a scientist.



And in 1926, his dream became a reality. He built the world's first rocket! In the 1970s another inventor got his inspiration from science fiction, this time on TV. Martin Cooper got the idea for the Motorola cell phone while he was watching *Star Trek*!

## BY ACCIDENT

The brilliant young scientist Alexander Fleming was studying bacteria. He was very enthusiastic, but he wasn't always tidy. In 1928, after a two-week holiday, he was tidying the lab when he found a dirty glass dish. A strange fungus was growing on it which killed many of the bacteria. This fungus was the life-saving antibiotic penicillin.



7 **Read the article again and answer the questions.**

- 1 What did George de Mestral find in his dog's fur?
- 2 How did Eiji Nakatsu's new design improve bullet trains?
- 3 Which writer inspired Robert Goddard?
- 4 How did Martin Cooper get the idea for the Motorola cell phone?
- 5 What did Alexander discover in the dirty glass dish?

8 **PAIRWORK Discuss the questions. Which invention...**

- has improved our lives the most?
- was the most surprising?
- was the most imaginative?

9 **Read the rules (1 & 2) and match them with the examples (a, b & c).**

### when / while

Use *when* / *while* to link two past events. This shows the relationship between long (past continuous) and short (past simple) events.

- 1 Use *when* before the past simple.
- 2 Use *while* before the past continuous.

### Simultaneous long events

- a) While he was walking, the dog was exploring plants.

### Long event interrupted by short action

- b) One day Eiji was watching a kingfisher when it dived into a pond.  
c) Robert Goddard got an idea while he was reading *War of the Worlds*.

10 **Complete the sentences using *when* or *while*.**

- a George's dog was exploring plants...
- b A kingfisher dived into a pond...
- c Robert Goddard was reading a book...



## Past continuous v past simple

### 1 Study the examples and complete the table.

I looked out of the window. A young man was playing the guitar in front of our house. Other people were listening to him.

A What were you doing at eight o'clock yesterday?

B I was watching TV.

Positive	Negative	Questions
I/He/She/It was waiting.	I/He/She/It wasn't waiting	<sup>1</sup> _____ I/he/she/it waiting?
You/We/They were waiting.	You/We/They <sup>3</sup> _____ waiting.	<sup>2</sup> _____ you/we/they waiting?
Short answers		
POSITIVE	NEGATIVE	
Yes, I/he/she/it was.	No, I/he/she/it wasn't.	
Yes, you/we/they <sup>4</sup> _____.	No, you/we/they <sup>5</sup> _____.	

### 2 Complete the rules with *past continuous* or *past simple*.

We were sitting in the garden **when** we suddenly heard a terrible noise.

BACKGROUND

CERTAIN POINT

- Use *was / were* + the *-ing* form to talk about actions in progress at a certain point of time in the past.
- Use the <sup>1</sup> \_\_\_\_\_ and the <sup>2</sup> \_\_\_\_\_ together to contrast two actions.
- Use the <sup>3</sup> \_\_\_\_\_ for an action in progress.
- Use the <sup>4</sup> \_\_\_\_\_ for an action that happened at a particular point in time.

### 3 What were these people doing at the café at five o'clock yesterday? Complete the sentences.



- Two women \_\_\_\_\_ coffee. (drink)
- A young man \_\_\_\_\_ for a bus. (wait)
- A girl \_\_\_\_\_ on her phone. (talk)
- Two boys \_\_\_\_\_ a bike. (ride)

- A police officer \_\_\_\_\_ outside the café. (stand)
- A tourist \_\_\_\_\_ a photo. (take)
- A woman \_\_\_\_\_ down the road. (walk)
- A man \_\_\_\_\_ into the café. (go)

### 4 Circle the correct words.

- She was talking to her brother when the phone *rang / was ringing*.
- Cal and I *played / were playing* football when Cal fell over.
- Marie *had / was having* a bath when she saw a spider.
- I *did / was doing* my homework when I fell asleep.
- Jane and her sister were eating spaghetti when Jane *dropped / was dropping* her fork.
- Joseph was crossing the road when he *met / was meeting* his friend Jack.

### 5 Complete the sentences with the past simple or continuous form of the verbs in brackets.

- Erica \_\_\_\_\_ a cake when Ben \_\_\_\_\_ . (make, call)
- Who \_\_\_\_\_ you \_\_\_\_\_ to when I \_\_\_\_\_ you in the park? (talk, see)
- I \_\_\_\_\_ a sandwich when I suddenly \_\_\_\_\_ off my chair. (eat, fall)
- What \_\_\_\_\_ you \_\_\_\_\_ when your dad \_\_\_\_\_ home? (do, come)
- Joel and Beth \_\_\_\_\_ when we \_\_\_\_\_ to the pool. (swim, get)
- We \_\_\_\_\_ TV when we \_\_\_\_\_ a loud bang from the road. (watch, hear)

## when / while

### 6 Study the examples and circle the correct word to complete the rules.

*While they were sitting in the garden, it started to rain.*

*He was emailing me when his computer crashed.*

*While you were reading, I was watching TV.*

- Use <sup>1</sup>when / while before the past simple to describe an event that interrupts another event.
- Use <sup>2</sup>when / while before the past continuous to describe a background event to another event.

### 7 Complete the sentences with *when* or *while*.

- Judy was doing her homework \_\_\_\_\_ her cat jumped onto the table.
- I played football in the park \_\_\_\_\_ my brother was riding his bike.
- I was sleeping \_\_\_\_\_ the alarm went off.
- \_\_\_\_\_ my parents were reading the newspaper, I was listening to music on my mp3 player.
- What was she doing \_\_\_\_\_ you called?
- He ate an ice cream \_\_\_\_\_ we were swimming in the sea.

# Real communication

## Telling stories

FILE

### Starting

- The worst journey I've ever had...
- One day...

### Moving the story on

- First of all,...
- Then... / When...
- Eventually / Finally...
- So... / But...
- Next thing,...
- I / We decided to...
- ... and we ended up...
- ... and by then I / we...
- And guess what?
- Suddenly / Luckily / Unbelievably...

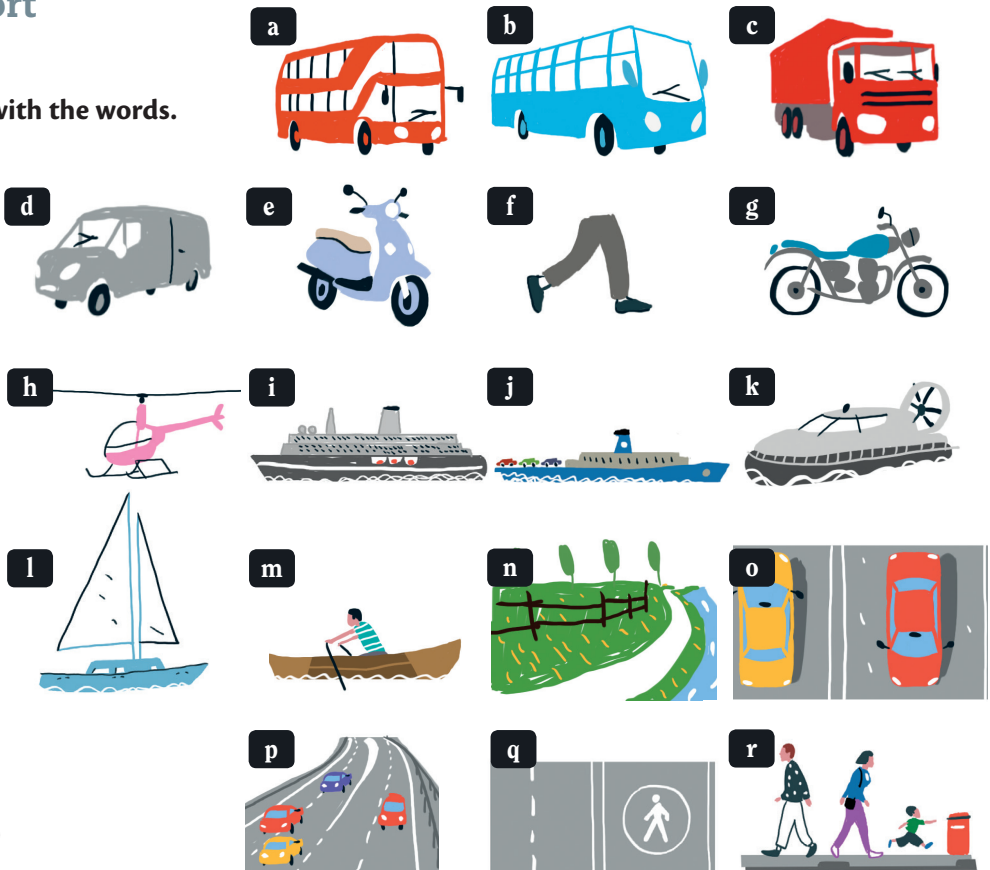
### Expressing opinion

- But the worst thing was...
- It was unbelievable / a nightmare!
- I / We couldn't believe it.
- I was / We were very lucky!

## Vocabulary: transport and roads

1 20 Match the pictures with the words. Then listen and check.

- country lane
- motorway (freeway AmE)
- van
- moped
- footpath
- helicopter
- rowing boat (row boat AmE)
- on foot
- ship
- coach (bus AmE)
- lorry (truck AmE)
- motorbike (motorcycle AmE)
- hovercraft
- yacht
- bus
- dual carriageway (four lane highway AmE)
- pavement (sidewalk AmE)
- ferry



## The worst journey I've ever had

2 21 **P** Complete the story with these words. Then listen and check.  
eventually | thought | although | had | nightmare | worst | when | so | saw | luckily

### THE WORST JOURNEY

I've ever <sup>1</sup> \_\_\_\_\_ was from the UK to Italy at New Year. My friend and I were language students. We had an early flight to Rome from Gatwick. Unbelievably, when we woke up and looked out of the window we <sup>2</sup> \_\_\_\_\_ really thick snow covering everything!  
We couldn't get a taxi because the side roads were blocked. <sup>3</sup> \_\_\_\_\_ we decided to drag our luggage to Kensington High Street. But <sup>4</sup> \_\_\_\_\_ a few cars were passing, there were no taxis. <sup>5</sup> \_\_\_\_\_, a fast food restaurant was open and they called a taxi for us.  
<sup>6</sup> \_\_\_\_\_ we got to Victoria station there were no trains running to Gatwick because of the snow. The train <sup>7</sup> \_\_\_\_\_ set off, but we really <sup>8</sup> \_\_\_\_\_ we were going to miss our plane. What is usually a 40-minute journey took two hours!  
When we finally got to the airport no flights were leaving because of the snow. But the <sup>9</sup> \_\_\_\_\_ thing was waiting at the airport for ten hours until our flight left. It was a <sup>10</sup> \_\_\_\_\_!





3a **PAIRWORK** Read the story below and put the events into the correct order.

## THE NIGHTMARE DRIVE TO THE AIRPORT

We couldn't believe it! We had a puncture because of the holes in the road.

On the last day of our holiday we had to get to Los Angeles airport in our hire car. We had a flight in the early evening.

The sign pointed down a very bumpy road.

We ended up waiting there until about three o'clock for the car hire company mechanic. And we had nothing to eat!

And guess what? When we looked for the spare tyre, there wasn't one.

We had to pay a fine for speeding. And by then we were even later.

We had plenty of time so when we saw a sign for a diner we decided to have lunch.

The worst journey I've ever had was two years ago in the USA.

So my dad drove too fast along the freeway to LA.

Finally we got to the airport just in time for our flight. We were very lucky! And very hungry too!

Suddenly we heard a horrible noise, and my father stopped the car.

Next thing, there was the sound of a siren and the LA traffic police stopped us.

By the time the mechanic changed the wheel it was getting very late.

3b  22 Listen and check.

4a Write notes about the worst journey you've ever had.

4b **GROUPWORK** Take it in turns to tell your stories. Use expressions from the File.

5  Write your story. Write about 200 words. Start:

*The worst journey I've ever had was...*

6 Read *Get into culture* and do the task.

### GET INTO CULTURE Route 66

**Route 66** once stretched 2,400 miles across the United States and has a mythical status in American culture. It was built in the 1920s so truck drivers could drive across the country.

It started at Lake Michigan and went across Illinois, Missouri and the edge of Kansas. From Oklahoma it went across north Texas, New Mexico and Arizona before entering California. It ended in Los Angeles at Santa Monica beaches.

In his 1939 novel about the depression, *The Grapes of Wrath*, John Steinbeck called it the 'Mother Road'. At that time there were gas stations, cafés, bars, motels, grocery stores, souvenir shops, Indian trading posts

and museums along the route. From the 1950s new roads began to replace Route 66 and nowadays much of it no longer exists. But you can still visit parts of it and, in the words of the song, 'Get your kicks on Route 66!'

**Answer the questions.**

- 1 How long was Route 66?
- 2 When was it built?
- 3 How many states did it cross?
- 4 Who called it the 'Mother Road'?
- 5 What happened in the 1950s?



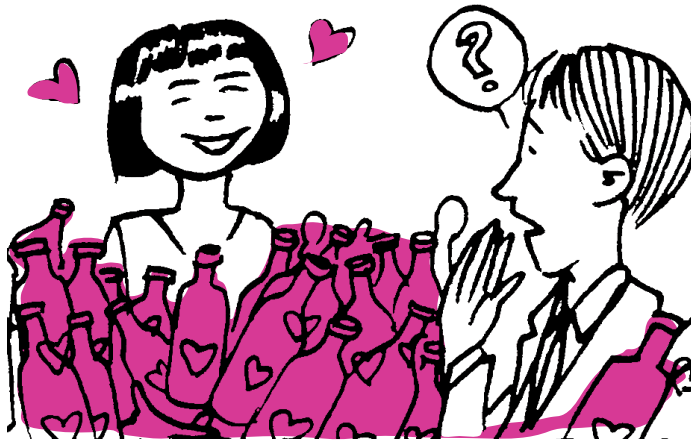
#### RANDOM FACT

Route 66 crosses three time zones.

# BIZARRE TRUE STORIES

## A WONG NUMBERS

Did you know that the number 9 is associated with enduring love in Chinese folklore? Well, a 24-year-old from Singapore, **Nicole Wong**, gave her husband a very special gift on their wedding day... 99,999 paper hearts! It took her three years to make them all, mainly from used bus tickets. She asked her friends to help her and they put the paper hearts into 1,000 bottles. Finally, she gave them to her husband on their special day. We don't know what her husband thought!



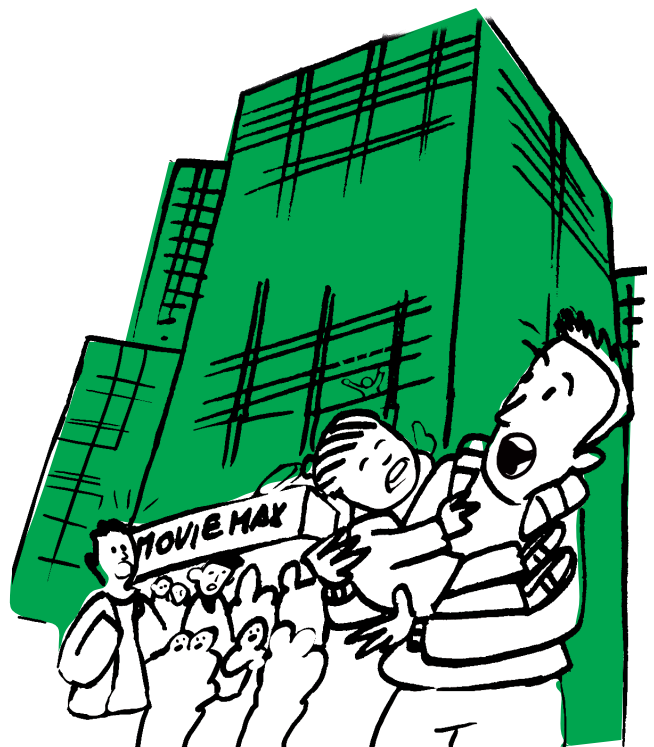
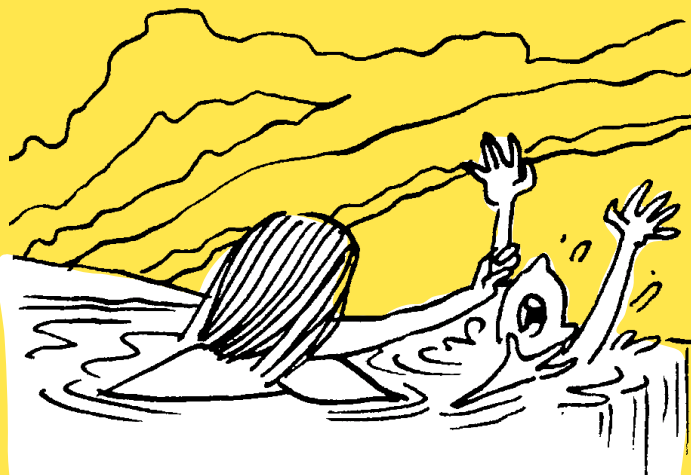
## C IN HINDSIGHT

A 72-year-old Chinese man had a peculiar daily routine – he walked round his local lake every morning, backwards! He was convinced that this was the best way to take exercise. Unfortunately, one day while he was walking in the wrong direction, he fell into the lake. Some senior citizens were walking at the same time. However, they were being quite sensible and walking forwards. They helped the man to get out of the water. An ambulance took the wet pensioner to hospital where he received stitches in his head.



## B LIFESAVING LESSON

In the fall of 1991, when **Tony Archer** was a small boy, he went with his parents on a vacation to the beach. The weather was fine, so one day Tony went swimming. Unfortunately, he got into trouble. A woman called **Harriet Caine** saw him and saved him from drowning. Then she gave him a cookie to make him feel better. Ten years later, when Tony was sitting on the same beach, he saw a man drowning. He dived in and pulled him out of the water. This man was Harriet Caine's husband!



## D JUST DROP BY

**Lenny Gold** was walking along the sidewalk in the city center when something unexpected happened. A man jumped from his apartment on the second floor of a building... and landed on Lenny! Both men survived. A year later, a three-year-old girl fell off the balcony of a second-floor apartment. Lenny was waiting for his girlfriend outside a movie theater when he heard a scream. He looked up... and caught the girl!



## Reading

1a Look at the pictures on page 34 and guess what happened in each story.

### SKILLS FOR LIFE Understanding visuals

Before you read a text, look at all the visual information on the page such as photographs, illustrations, maps, charts, etc. These will help you understand the text.

1b Now read the stories. Did you guess correctly? Which story is the weirdest / the best / the funniest / the most surprising? Why?

2a Answer the questions.

- 1 What was unusual about the Chinese man's daily routine?
- 2 What happened when Lenny was walking along the sidewalk?
- 3 What did Nicole do to show her love for her husband?
- 4 Who did Tony Archer save? Why was this strange?
- 5 What were the coincidences in Lenny's and Tony's stories?

2b **PAIRWORK** One of the stories isn't true. Discuss which one you think it is.

3a Circle American English words in two of the stories.

3b **23 Find the American equivalent of these British words. Then listen and check.**

- |            |           |
|------------|-----------|
| 1 pavement | 5 cinema  |
| 2 centre   | 6 holiday |
| 3 biscuit  | 7 autumn  |
| 4 flat     |           |

## Listening



4a **24 Listen and make notes.**

- 1 Who are Kevin Nguyen and TK Khayatan?
- 2 Where were they?
- 3 What did the boys do?
- 4 What happened next?

4b **PAIRWORK** Compare answers. Then listen again and check.

## Pronunciation /ɔɪ/ /eɪ/

5a **25 Listen and repeat.**

/ɔɪ/ boy | coin | noise | point | annoy  
/eɪ/ lake | bay | daily | today | station

5b **26 Listen and write these words in the table.**

toy | wait | paper | eighth | boil | paint | oil | voice |  
made | enjoy

/ɔɪ/	/eɪ/

## Speaking



6a **P T PAIRWORK** Student B: go to page 141. Student A: imagine you were in a power cut. Think about:

- when and where (*This happened...*)
- who you were with (*I was with my best friend...*)
- what you were doing (*I was walking along...*)
- what you did (*I had a torch...*)
- what happened next (*It was really quiet...*)
- what happened in the end (*I ran home...*)

6b Tell each other your stories. Ask questions to get more information.

## Writing

7 **P T** Write the story you have just told or invent a new one. Remember to include the information from exercise 6a. Add interesting details to your story.

### RANDOM FACT

The biggest power cut in Turkey affected about 70 million people in 2015.

# Unit 4

## News

### Unit objectives

**Grammar** modal verbs: present and past possibility; multi-word verbs; object pronouns

**Functions** expressing possibility; describing a picture

**Vocabulary** feelings; paintings

### Vocabulary: feelings

1a Match the adjectives with the verbs in the questionnaire below.

boring | depressing | interesting | worrying |  
sad | funny | scary



1b Make a note of your answers to the questions. Then ask and answer in groups.

- A What scares you?
- B Spiders scare me!

### Warm up

2 **PAIRWORK** Look at the photos on page 37. Discuss the questions.

- Who is wearing a mask?
- Who is laughing?
- Who is filming with a camcorder?
- Who is scared?

### Comprehension

3 27 Listen and read *On the road*. Circle T (True) or F (False).

- 1 Ben thinks that they are at the wrong motel. T / F
- 2 The motel in the film *Psycho* is called The Gates Motel. T / F
- 3 Emma thinks that a murderer might have stayed in their room. T / F
- 4 Jodie doesn't hear any noise in their room. T / F
- 5 Jodie thinks that Ben and Nathan's joke is very funny. T / F
- 6 The joke was Ben's idea. T / F

### Expressing possibility

4 Study the rules and find examples in the dialogue.

#### Modal verbs: present and past possibility

- Use *may* / *might* + base form of the verb in order to speculate about the future.  
*I may not sleep very well in this room.*  
*She might call us later tonight.*
- Use *may be*, *might be* and *could be* to speculate about facts.  
*There may be someone outside our door.*  
*This might be a present from your cousin.*  
*He could be on holiday.*
- Use *can't be* to say you think a thing is impossible.  
*This can't be the place.*
- Use *must be* to say you are sure about a fact.  
*This must be your bag. It's got your name on it.*
- Use *may* / *might* / *can't* / *must have* + past participle to speculate about the past.  
*We may have left our camera at the motel.*  
*He might have taken your watch by mistake.*  
*She can't have called him. She didn't have her phone.*  
*He must have left – his coat isn't here.*

5 Complete the sentences with *must*, *may not* or *can't*.

- 1 This \_\_\_\_\_ be Mr Allen's house. His car is parked outside.
- 2 She \_\_\_\_\_ be David's sister. He hasn't got any sisters.
- 3 I \_\_\_\_\_ play football this afternoon. I don't feel very well.
- 4 My parents \_\_\_\_\_ go on holiday this year. They haven't decided yet.
- 5 We \_\_\_\_\_ expect help from him. He's far too busy.
- 6 He \_\_\_\_\_ be very rich. He lives in a huge house with a swimming pool.

6 Write possible explanations with *may* or *might*.

- 1 Eva isn't answering my text messages.  
*She might be on holiday.*
- 2 My computer is making strange noises.
- 3 My cat has disappeared.
- 4 Your brother is reading a magazine and laughing.
- 5 Your best friend isn't talking to you.





### 1 The friends are on their way from New York to San Francisco. They stop for the night.

**BEN** This must be the place.

**EMMA** Are you absolutely sure?

**BEN** Yeah, yeah. There can't be a mistake. Look. The Gates Motel.

**EMMA** I don't like it one bit. Do we have to stay here?

**JODIE** What's wrong with it?

**EMMA** Come on, Jodie. It's creepy. It looks like a haunted house.

**NATHAN** The Gates Motel? It might be the motel in that Hitchcock movie.

**BEN** Yeah... *Psycho*. But it can't be. That was called the Bates Motel.

**EMMA** The name's too similar. The owner could be a nutter. We should leave before it's too late!

**BEN** Oh come on, Emma. Don't be a drama queen. Let's go in.



### 2 The girls are in their room and Emma isn't happy.

**EMMA** Did you hear that strange noise?

**JODIE** I didn't hear a thing. It must have been the wind or something.

**EMMA** It can't have been the wind. It's totally still outside.

**JODIE** Shut up, Emma. You're scaring me.

**EMMA** I think something horrible must have happened in this room. A madman might have stayed here or a mass murderer.

**JODIE** What was that?

**EMMA** It's that noise again. I'm not staying in here another minute!



### 3 Outside their room ...

**EMMA** Hey, what's going on?

**BEN** Smile! You're on camera!

**EMMA** Very funny. Not!

**BEN** Take it easy! It was Nathan's idea!



I don't like it one bit. creepy a nutter drama queen  
Very funny. Not! Take it easy!

## Using multi-word verbs

### 7 Read and match the news reports with the headlines.

**a**  Railway workers in Carlisle came across a strange passenger on their train. They found a runaway cat, hidden on a small ledge underneath the train. The train workers think that the cat travelled 150 km from Teeside to Carlisle.

The Animal Refuge in Carlisle is now looking after the cat. 'We want to give her back to her owners,' said Nicky Diebel, from the Refuge, 'but we don't know where they are.'



**b**  When Malcolm Murray went for a walk on the Scottish island of Lewes, he got lost in thick fog. He called the emergency services and they sent a helicopter to look for him.

However, they couldn't see Malcolm because the fog was so thick. Then he used the flash on his phone's camera to send a signal to them. He turned the flash on and off again until the helicopter saw the signal and rescued Malcolm.



**c**  A plane crashed into the Hudson River in New York just six minutes after take-off. Flight 1549 took off from La Guardia airport in New York at 15.25 and got into trouble almost immediately when a flock of birds flew into its engines.

The pilot landed the plane safely in the Hudson River and the passengers quickly got off. Nearby boats picked up the passengers and took them to safety.

Amazingly, all 150 passengers and 5 crew members survived the crash. The Mayor of New York called it 'A Miracle on the Hudson'.



### BREAKING NEWS

- 1** EVERYONE SURVIVES PLANE CRASH    **2** SAVED BY HIS CAMERA    **3** AN UNUSUAL PASSENGER

**FRP**

### 8 Read the reports again and answer these questions.

- How far did the cat travel?
- Where is the cat now?
- Why did Malcolm Murray get lost?
- How did he send a signal to the helicopter?
- Why did Flight 1549 get into trouble?
- Where did the plane land?

### 9 Study the rules and the examples.

#### Multi-word verbs

- Some verbs combine with a particle to make a multi-word verb. The particle often changes the meaning of the verb.  
*They sent a helicopter to **look for** him.*  
*Flight 1549 **took off** from La Guardia airport.*  
*Railway workers **came across** a strange passenger.*

#### Object pronouns

- Use object pronouns when the person or thing is the object of the sentence.  
*We want to give **her** back to her owners.*  
*Nearby boats picked up the passengers and **took them** to safety.*
- Direct and indirect object pronouns are the same in English.

**Subject pronouns**    I    you    he    she    it    we    they

**Object pronouns**    me    you    him    her    it    us    them

### 10 Match these multi-word verbs from the reports with the definitions.

take off | look after | look for | come across | get off | give back | turn on | turn off | pick up

- take care of
- return a thing to its owner
- try to find a thing or a person
- press a switch to produce light
- press a switch to stop light
- leave a plane, bus or train
- lift something up from a surface
- find by chance
- leave the ground (plane)

### 11 Circle the correct word to complete the sentences.

- I came *across* / *after* this interesting letter while I was tidying your desk.
- Could you look *up* / *after* my goldfish while I'm on holiday, please?
- The plane is due to take *up* / *off* in fifteen minutes.
- We picked *up* / *for* my cousin from the station.
- I can't see anything. Can you turn *on* / *over* the light?
- Petra got *off* / *from* her bike and walked towards me.



## Modal verbs: present possibility

### 1 Study the examples and complete the rules with **can't**, **must** and **may / might / could**.

Philip *may / might / could* leave his job soon.

You *must* be Zara's daughter!

This *can't* be Finn's car. He's got a Kia, not a Toyota.

We *may / might / could* go to London this weekend or we *may / might / could* stay at home.

- Use <sup>1</sup> \_\_\_\_\_, <sup>2</sup> \_\_\_\_\_ or <sup>3</sup> \_\_\_\_\_ to say that something is possible.
- Use <sup>4</sup> \_\_\_\_\_ to say you are sure about something.
- Use <sup>5</sup> \_\_\_\_\_ to say you think something is impossible.
- Use *may / might* to say that something is less certain.

### 2 Circle the correct modal verbs.

- 1 Malia *may / can't* take a year out before college. She hasn't decided yet.
- 2 This computer is \$2000! I *may / can't* afford that!
- 3 **A** Who's that girl in the pink jeans and pink jacket?  
**B** It *can't / must* be Hattie. She loves pink!
- 4 There *might / must* be some drinks in the fridge. I bought four cans yesterday.
- 5 I've stayed in for almost a week. So I *can't / might* go to the cinema tonight.
- 6 It *can't / could* snow tonight. It's been very cold all day.

## Modal verbs: past possibility

### 3 Study the examples. Complete the rules with **must have**, **can't have** and **could have**.

Leo *could have* sent us a message.

The plane *must have* landed already.

Lisa *can't have* left yet.

- Use <sup>1</sup> \_\_\_\_\_ + past participle to express unrealised past ability.
- Use <sup>2</sup> \_\_\_\_\_ + past participle to express probability in the past.
- Use <sup>3</sup> \_\_\_\_\_ + past participle to express impossibility in the past.

### 4 Complete the sentences with **must have** or **can't have** and the correct form of the verb in brackets.

- 1 Look at the broken window. The thief must have got in here. (get)
- 2 Steven got 100% in his maths test. He \_\_\_\_\_ hard. (study)
- 3 It's impossible! I \_\_\_\_\_ all my money! (spend)
- 4 I can't find those steaks I left on the table. The dog \_\_\_\_\_ them! (eat)
- 5 Kim's got a cut on her leg! She \_\_\_\_\_ an accident. (have)
- 6 I don't believe it! You \_\_\_\_\_ your homework yet! (finish)

## Multi-word verbs

### 5 Study the rules and the examples.

- Multi-word verbs (verb + particle) function like a single verb. The particle is a preposition or adverb. They are sometimes called phrasal or prepositional verbs.  
*I got up late this morning.*
  - The meaning is often not related to the original verb.  
*come across, look for, look after*
  - Here are other common multi-word verbs:  
*get away* (escape) *give up* (stop a habit e.g. smoking)  
*keep on* (continue) *make up* (invent information)  
*take off* (remove item of clothing) *grow up* (become more mature).
  - Intransitive multi-word verbs don't need an object.  
*Come on! Shut up! You came back.*
  - Transitive multi-word verbs need an object. You can often split the verb.  
*He turned off the flash. He turned the flash off.*
  - But you cannot split all transitive multi-word verbs. (See Workbook for more details.)  
*He came across a cat. NOT He came a cat across.*
- TIP** Don't panic! You will gradually learn these verbs.

### 6 Complete the sentences with the correct form of these verbs.

take off | give up | get off | turn off | look after | come across

- 1 While I was reading the newspaper, I \_\_\_\_\_ a fascinating article about cheese.
- 2 She climbed into bed, \_\_\_\_\_ her light and went to sleep.
- 3 Our neighbours \_\_\_\_\_ our cat while we were on holiday.
- 4 The plane \_\_\_\_\_ at 11 o'clock last night.
- 5 The old man \_\_\_\_\_ the bus and walked slowly towards the post office.
- 6 Last year I \_\_\_\_\_ chocolate and I lost five kilos!

## Object pronouns

### 7 Complete the sentences using object pronouns.

- 1 I want the book. Please give \_\_\_\_\_ to \_\_\_\_\_.
- 2 **A** Are these flowers for Grandma?  
**B** Yes. We bought \_\_\_\_\_ for \_\_\_\_\_.
- 3 Lily has the suitcase now. I took \_\_\_\_\_ to \_\_\_\_\_ yesterday.
- 4 Ruth doesn't like those girls. She didn't invite \_\_\_\_\_ to her house.
- 5 I love this film! My friend lent \_\_\_\_\_ to \_\_\_\_\_.
- 6 Faris is going to the library. Please ask \_\_\_\_\_ to return this book for \_\_\_\_\_.



# Real communication

## Describing a picture

FILE

### Introduction

- My favourite picture is...
- It is in the... style.

### The artist

- It was painted by... (artist)
- He / She was born...

### Description

- The painting is of / shows...
- There are people sitting / walking, etc.
- They / It may / could / must be...
- In the foreground / background / distance...
- In the top right-hand corner you can see...

### Interpretation

- The artist's method was...
- I like this painting because...
- I think it represents...
- I particularly like...



## My favourite painting

**A** I would like to talk about my favourite painting. It's called 'Sunday afternoon on the island of the Grand Jatte' and it's by Georges Seurat, an <sup>1</sup>\_\_\_\_\_ artist. Seurat visited the Grand Jatte every day for six months to sketch the <sup>2</sup>\_\_\_\_\_ and the figures. He completed the painting in 1886.

**B** Seurat was born in France and studied at art school in <sup>3</sup>\_\_\_\_\_ until 1878. Sadly, he died very young when he was only 32.

**C** The painting is of a typical Sunday <sup>4</sup>\_\_\_\_\_ on an island in the River Seine, Paris. In the distance you can see boats on the <sup>5</sup>\_\_\_\_\_. There are lots of people – it must be a hot summer day. In the foreground, on the right, you can see a fashionable woman and a man <sup>6</sup>\_\_\_\_\_. The woman is carrying a parasol and has a monkey on a lead. And there, on the left, a man is smoking a pipe, and a man and a woman are <sup>7</sup>\_\_\_\_\_ behind him. There are two dogs. I think the little one might be angry with the big black dog. In the background there are a lot of people sitting and walking. Some of them could be interested in the boats or they may be there for a picnic. They are all enjoying the afternoon.

**D** The people are like sculptures. Seurat used a new <sup>8</sup>\_\_\_\_\_ called pointillism to create this effect. He painted the surface with hundreds of dots of pure colour.

**E** I like this painting because it is very calming and <sup>9</sup>\_\_\_\_\_. I also admire the technique and the colours the artist chose. The <sup>10</sup>\_\_\_\_\_ seems perfect, and the light is beautiful.



## Vocabulary: paintings

### 1 Check the meaning of these words in a dictionary.

**Styles** abstract | realism | cubism | expressionism | surrealism | impressionism

**Medium** oil painting | watercolour | print | sketch | canvas

**Useful words** space | form | technique | composition | brushstroke | perspective

**Genres** historical | landscape | portrait | still life

6 **T PAIRWORK** Take it in turns to give your talk about L. S. Lowry. Give each other feedback on your performance.

7 **T** Choose a painting that you like. Prepare and give a talk about it.

8 Read *Get into culture* and do the task.

## Describing a painting CLIL

2  28 Listen and complete Hannah's talk about her favourite painting.

### 3 Match the parts of the talk with these headings.

- 1  Style and techniques used
- 2  Biographical information
- 3  Why I like the painting
- 4  Description of the painting
- 5  Introduction to my favourite painting

### 4 Underline the expressions from the *File* that Hannah used in her talk.

### WORD EXPANDER Adverbs of degree

These adverbs exaggerate or decrease the strength of the message:

*The colours are **absolutely** beautiful.*

*The perspective is **slightly** distorted.*

### 5 Prepare a short talk about this painting, *Coming Home from the Mill*. Use the same headings as in exercise 3.

### GET INTO CULTURE

There are hundreds of big houses, castles and palaces all over the world. They often contain beautiful paintings, ornaments and furniture.

#### The top palaces to visit are:

- 1 Forbidden City, Beijing, China
- 2 Grand Palace, Bangkok, Thailand
- 3 Versailles, France
- 4 Topkapi Palace, Istanbul, Turkey
- 5 Winter Palace, St Petersburg, Russia

#### Answer the questions.

- 1 What can you visit in your country?
- 2 Which are the most famous?

### L. S. Lowry

#### Biographical information

- born in 1887 in the north of England
- worked as a clerk
- went to art school in the evenings
- painted the industrial north of England
- discovered by critics when he was 52
- died in 1976

#### Description of painting

- people coming out of factory in north of England

#### Style and techniques

- figures were often called 'matchstick figures'
- painted directly onto a canvas without doing sketches
- style is not influenced by contemporary modern art movements





### Reading, listening and speaking

1 Read the article and match the photos with Rafi's answers.

# 12 GET TO KNOW ME QUESTIONS

Rafi, 17, from Amsterdam, answers our questions today.



**1 What's your most treasured possession?**

Oh, my phone! Without a doubt!

**2 What's your favourite picture or photo?**

It's a photo of me and my friends at a birthday party.

**3 What's your favourite item of clothing?**

Well, at the moment, it's an Imagine Dragons T-shirt. I got it at a gig.

**4 What's the best present you've ever received?**

That must be tickets for a concert to see Imagine Dragons. I'm really into them!

**5 What do you like doing in your free time?**

Listening to music, reading people's blogs, chatting with my friends, daydreaming!

**6 Who's the most important person in your life?**

I guess that's my mum! She's always there for me... and she understands my moods.

**7 What's your favourite animal?**

I think – an orangutan. They're really clever and curious.

**8 What do you most dislike in your life?**

I don't like the colour of my room. My parents are giving me the money to redecorate it!

**9 What's the most exciting thing you've ever done?**

I've been on lots of great active holidays. Camping, canoeing, climbing.

**10 Do you have any hidden talents or hobbies?**

I can sew! Not many guys can say that!

**11 What do you spend your money on?**

Music downloads, films... and hair products!

**12 What are your ambitions?**

I want to be a lawyer.

Send us your answers to these questions!



2 **Read the article again. Circle T (True) or F (False).**

- 1 Rafi likes Imagine Dragons. T / F
- 2 He doesn't get on with his mum. T / F
- 3 He spends some time on the computer. T / F
- 4 He doesn't seem to like music very much. T / F
- 5 He isn't going to decorate his bedroom. T / F
- 6 He wants to be a teacher. T / F

3  29 Listen to an interview with Monica and make notes of her answers.

# What about you?

1. most treasured possession? \_\_\_\_\_
2. favourite picture or photo? \_\_\_\_\_
3. favourite item of clothing? \_\_\_\_\_
4. best present? \_\_\_\_\_
5. free time? \_\_\_\_\_
6. most important person? \_\_\_\_\_
7. favourite animal? \_\_\_\_\_
8. dislike? \_\_\_\_\_
9. most exciting thing? \_\_\_\_\_
10. hidden talents or hobbies? \_\_\_\_\_
11. spend your money on? \_\_\_\_\_
12. ambitions? \_\_\_\_\_

## Speaking

4a **Answer the questions for yourself. Make a note of your answers.**

4b **PAIRWORK** Ask and answer the questions.

### Pronunciation linking words

5  30 Listen and repeat the phrases from Rafi and Monica's interviews. Notice how the words link together.

- 1 a photo of me
- 2 tickets for a concert
- 3 the colour of my room
- 4 she gave it to me
- 5 It's of my dog
- 6 I save a bit for uni
- 7 thanks for talking to me

## Writing

6 **Write an interview with yourself. Follow these steps.**

- Use the questions from exercise 3.
- Write out your answers from exercise 4.
- Swap your interview with another student and suggest any corrections or improvements.
- Make a class webpage of interviews or post all the interviews online.

### GET TO KNOW ME!

What's your most treasured possession?

It's a painting of our old house. My father did it.

### SKILLS FOR LIFE Learning new words

Choose two or three words or expressions from each text you read. Association and emotional links help you remember! For example, you might like the sound of the word *gig*. Or you may notice that the word *camping* is similar in your language. Or maybe you like *treasured possession* because owning 'treasure' is a strange idea! Your choices will be different but personal and that helps you remember.

FUNCTION	EXAMPLE	GRAMMAR
1 Talking about continuous actions in the past	We may visit you tomorrow.	Multi-word verbs
2 Linking / contrasting long and short actions in the past	Please look after my dog.	Modal verbs: past possibility
3 Expressing present possibility	It was raining all day.	Modal verbs: present possibility ( <i>can't, must, may, might, could</i> )
4 Expressing past possibility	Carla can't have passed the test.	Using <i>when / while</i>
5 Using multi-word verbs	We were studying when she arrived. He was texting while we were eating. While I was sleeping, the fire started.	Past continuous

1 Match the function with the example and the grammar.

## Grammar review

# THE EXTRAORDINARY LIFE OF MALALA



"All I want is an education. And I am afraid of no one."  
"Let us make our dreams tomorrow's reality."

She has achieved more in her short life than most do in a lifetime. Born in 1997, Malala Yousafzai <sup>1</sup> *won / has won* the Nobel Peace prize when she was only 17 years old – the youngest person ever to win. And she <sup>2</sup> *has already received / received* many other awards, including many honorary degrees and an honorary citizenship of Canada. Who is this incredible young woman?

Malala Yousafzai grew up in the beautiful Swat Valley in Pakistan. Her family managed a chain of schools, and in her childhood she <sup>3</sup> *learnt / has learnt* the importance of education. She was thirsty for knowledge. While her brothers <sup>4</sup> *slept / were sleeping* in bed, she often discussed politics with her father.

In 2008 life became difficult because Taliban militants controlled the north-west. They <sup>5</sup> *banned / were banning* girls' education and closed and bombed schools. Bravely, Malala <sup>6</sup> *gave / was giving* a speech about her right to an education, and Pakistani journalists reported her words. That winter, the website BBC Urdu <sup>7</sup> *looked / was looking* for a schoolgirl to write a blog about life under the Taliban. The 11-year-old Malala <sup>8</sup> *became / was becoming* their anonymous blogger, Cornflower. She handwrote her blogs, then secretly met a

reporter. While she <sup>9</sup> *passed / was passing* her notes over, she could have been seen. She <sup>10</sup> *must be / must have been* terrified.

In the spring of 2009 the government <sup>11</sup> *signed / was signing* a peace deal with the Taliban and schools began to re-open. But Malala continued to campaign. She criticised the Taliban on a national TV show and was in a documentary for the *New York Times*. She was becoming well known around the world, but fame <sup>12</sup> *meant / was meaning* she started to receive death threats, too.

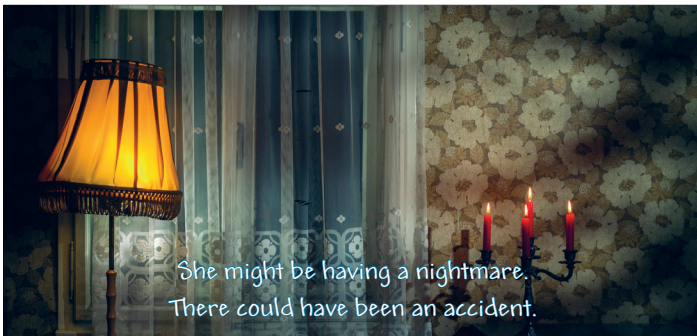
Malala's life changed forever on October 9, 2012. She <sup>13</sup> *travelled / was travelling* on the school bus <sup>14</sup> *when / while* a terrorist shot her in the face. She could have died, but surgeons removed the bullet. A few days later, the government sent her to the UK for specialist treatment. Her family <sup>15</sup> *could have been / must have been* terrified as the plane <sup>16</sup> *took off / took up* with Malala still in a coma. But just nine months later, she made a speech at the United Nations in New York while she <sup>17</sup> *celebrated / was celebrating* her 16<sup>th</sup> birthday.

The family settled in Birmingham and Malala went back to a school. She <sup>18</sup> *passed / was passing* her exams and went to Oxford University in 2017. But she hasn't <sup>19</sup> *given up / given away* campaigning. Since the shooting, she <sup>20</sup> *met / has met* President Barack Obama, set up the Malala Fund, opened a refugee school in Syria and has written her memoir. Now she <sup>21</sup> *is collaborating / was collaborating* with the CEO of Apple. They hope that together they might help 130 million girls around the world get an education. She says, 'Invest in books not bullets.'

- 2a Read the article and circle the correct words and phrases.
- 2b Find and underline examples of the grammar from exercise 1 in the article.
- 3 **PAIRWORK** Discuss the questions.
- What do you find special about Malala's life?
  - What do you think Malala will do in the future?
  - Why do you think education is important?
  - Would you speak out to defend your rights?

## Modal verbs focus – possibility

- 4a Read about the situations. What do you think is going on? What might have happened? Note as many ideas as you can for each one.



### THE MYSTERY FILES

#### CAN YOU EXPLAIN THESE SITUATIONS?

- 1 A woman wakes up during the night. She can hear people shouting and alarms. She turns on her bedside light. Nothing happens.
  - 2 Police have found an unconscious man lying on the beach. He is wearing a smart suit. His clothes were wet. But when he wakes up in hospital, he can't remember any personal information, including his name.
  - 3 A student arrives at college on a very quiet morning. The gates to the college are locked. Nobody else is there.
  - 4 A crowd of people is waiting at a bus stop. Buses normally pass every five minutes. A bus hasn't come for over forty minutes.
  - 5 A man is walking through the countryside when he sees a car on the side of a field. One of the side windows is broken. The doors are unlocked. He can't see anybody. There is a phone on the back seat. It doesn't work.
  - 6 The bell to the front door rings. A woman opens the door and sees a smiling young man. He is holding a huge bunch of flowers.
- 4b **GROUPWORK** Discuss your ideas. Then choose the most probable / most imaginative explanations for each situation.
- 4c Share your ideas with the class.

## Talking about past events

- 5a **PAIRWORK** Look at the picture from a graphic story. Discuss the questions. What do you think?
- Where is this taking place?
  - Who are the people?
  - What are they doing?
  - How do they feel? Why?
  - How did the man get into the house?
  - What do you think happened just before this picture?
  - What do you think will happen next?



- 5b **PAIRWORK** Look at another picture from later in the story. Discuss the questions.
- What is happening?
  - How do the people feel?
  - Why are the police taking away the man?
  - What do you think has happened?
  - What do you think will happen next?



- 5c Go to page 141 and follow the instructions.
- 6 At class level, discuss your performance in exercise 5c. How can you improve problem areas?  
*We sometimes forget key vocabulary. We could follow the tips in the Skills Plus book.*





## LANGUAGE I can now talk about the past / present and past possibility

### 1 Circle the correct words.

- I *did* / *was doing* the washing-up when I *broke* / *was breaking* a glass.
- While the boys *played* / *were playing* in the garden, their sister *read* / *was reading* a book.
- Judy *listened* / *was listening* to the radio when she *heard* / *was hearing* the news.
- What *did you watch* / *were you watching* on TV when I *called* / *was calling* you?
- They *walked* / *were walking* to school when they *saw* / *were seeing* the accident.

### 2 Choose the correct words.

- She \_\_\_ be Mary's sister. Mary's sister is blonde, but this girl has dark hair.  
a) might    b) can    c) must    d) can't
- 'Is your phone ringing?' 'No, my phone's broken. It \_\_\_ be your phone.'  
a) can    b) can't    c) must    d) couldn't
- Ana hasn't replied to my email. She must \_\_\_ gone on holiday.  
a) to    b) can    c) of    d) have
- Emil can't have \_\_\_ to work. His car's still in the garage.  
a) driven    b) drive    c) drove    d) driving
- I can't find my coat. I \_\_\_ have left it at the cinema or at Cindy's house.  
a) can't    b) could    c) can    d) didn't

TOTAL: \_\_\_/10

## VOCABULARY I can now talk about transport and roads / feelings / paintings

### 3 Find the words to complete the table.

ngrobi	occha
yrefr	ynunf
rptchoeile	demop
das	cryas
tyahc	ipdsenserg

transport	feelings
f_____	b_____
h_____	s__
y_____	f_____
c_____	s_____
m_____	d_____

TOTAL: \_\_\_/10

## COMMUNICATION I can now tell stories in the past / describe a picture

### 4 Complete the dialogue with these words.

stopped | worst | Finally | believe | First | lucky | really | But | Then | decided

The <sup>1</sup>\_\_\_\_\_ journey I've ever had was from Albufeira to Faro in Portugal. I was on a cycling holiday with my boyfriend. <sup>2</sup>\_\_\_\_\_ of all I fell off my bike just outside Albufeira and I <sup>3</sup>\_\_\_\_\_ hurt my leg. We <sup>4</sup>\_\_\_\_\_ to carry on with the journey, but I was in a lot of pain. After three hours, we <sup>5</sup>\_\_\_\_\_ at a café for a drink and a sandwich. <sup>6</sup>\_\_\_\_\_ while we were in the café, someone stole my boyfriend's bike. We couldn't <sup>7</sup>\_\_\_\_\_ it! <sup>8</sup>\_\_\_\_\_ we tried to find a taxi to Faro, but we didn't have enough money for the fare. <sup>9</sup>\_\_\_\_\_, a kind family gave us a lift in their car. We were very <sup>10</sup>\_\_\_\_\_!

TOTAL: \_\_\_/10

### 5 Write a paragraph about your favourite painting. Include information about:

- the artist
- what the picture shows
- the medium used
- the style of painting used
- why you like the picture

TOTAL: \_\_\_/10

TOTAL: \_\_\_/40