

7 THE FUTURE IS NOW



Get TH!NKING

Watch the video and think:
how will the world be different 50 years from now?

OBJECTIVES

- FUNCTIONS:**
checking information; agreeing
- GRAMMAR:**
future forms; question tags; *nor*, *neither*, and *so*
- VOCABULARY:**
future time expressions; organizing a party; phrases with *about*



READING

- 1 Look at the photo. What can you see? Discuss your ideas.
- 2 Look at the pictures in the newspaper on the next page. What do they show?
This one shows a spacecraft traveling to another planet.
- 3 **SPEAKING** Work in pairs. Talk about a news story for each of the following newspaper sections.

communication | food | science | travel

Can you think of a science story?

Yes, machines to automatically clean everything inside your house.

- 4 Read the stories on the next page quickly. What is “different” about this newspaper?

- 5 **7.01** Read and listen to the stories again. Mark the sentences T (true) or F (false).

- 1 It will take SS Marstrek more than one Earth day to get to Mars. _____
- 2 There will only be two passengers on the first SS Marstrek flight. _____
- 3 The meeting about meat production started last Monday. _____
- 4 Two groups of people will celebrate outside the building. _____
- 5 By 2050, people will only need 60 minutes’ rest a day. _____
- 6 A journalist will be the first person to test the new device. _____
- 7 To send a thought message, you need a handheld device. _____
- 8 Dr. Andrea Gomez says it will always be necessary to have a device for thought messaging. _____

- 6 **SPEAKING** Work with a partner. Correct the false sentences in Exercise 5.

TODAY'S WORLD

THE FUTURE IS NOW UNIT 7

July 22nd, 2042

TRAVEL

FASTER TO MARS

Tomorrow will be another great day in the history of space flight when the SS Marstrek makes its first journey to Mars. The spaceship will carry passengers to the red planet in just 28 hours – three days faster than any other passenger flight! The spacecraft takes off at 10 o'clock in the morning and arrives the next day at 3 o'clock in the afternoon (Mars time). Among the passengers on this exciting first flight will be singer Marion Hyde and actor Karl Costly. To begin with, there will only be one flight a week. But with tickets costing \$500,000 each, few of us will be flying on the SS Marstrek just yet!



FOOD

WILL MEAT BE HISTORY SOON?



Government ministers from over 50 countries are meeting on Monday next week to discuss stopping all meat production in their countries. One minister who will be at the meeting said yesterday, “We know how much people like eating meat. But the fact is that more and more people are becoming vegetarian. We also know that meat production is very bad for the environment. And, of course, we should think about the animals themselves.”

There will be a lot of demonstrators outside the building where the meeting is held. Animal rights groups say they are going there to celebrate, while many cattle farmers also plan to be there to ask the ministers to think again about the plans.

SCIENCE

SLEEP TO BECOME “A THING OF THE PAST”

Sleep will become unnecessary by 2050, say scientists. They are working on a device which will make sleep a thing of the past. Instead of going to bed, all a person will have to do is put their hands up against a charger and rest for about half an hour. After that, they will not feel tired any more. Doing this once a day will be enough for most people to stay awake for 24 hours. They are going to start tests next month to make sure that there are no negative side effects. The first human to test the device will be journalist Glenn Martin.



COMMUNICATION

SENDING MESSAGES BY THINKING



Thought messaging! Imagine that you want to send a message to your friend. So, instead of writing a message, all you do is pick up your handheld device, think “message Jim,” and then you think the content of your message (“Hi Jim, how about coffee tomorrow morning?”). The message goes automatically to your handheld device, which writes it, and sends it to Jim!

At a conference yesterday, Dr. Andrea Gomez, Chief Scientist at the Steiger Institute, told the audience that this will be possible in two years’ time, but she stressed that it will never be possible to send thoughts directly from one person to another without a device.

THINK values

Believe in a better future

7 What kind of future do you think these stories show?

- ☒ a positive future
- ☐ not positive or negative
- ☐ a negative future

- | | |
|--------------------------------------|--|
| ☐ Travel to Mars | ☐ No more sleep |
| ☐ No more meat | ☐ Thought messages |

8 **SPEAKING** Work in pairs. Compare your ideas with your partner. Give reasons.

I think the story about stopping meat production shows a positive future because animals won't be killed any more.

9 **SPEAKING** Think of a positive future. What will it be like? Think about these things.

medicine | poverty | sports
technology | weather | world peace

No one is hungry.

GRAMMAR
Future forms

1 Complete the example sentences with the verbs in the list. Check your answers with the stories on page 67. Then match the sentences with the rules. Write a–d.

meeting | start | takes | will

- a The spacecraft _____ off at 10 o'clock in the morning.
- b Government ministers from over 50 countries are _____ on Monday next week.
- c Sleep _____ become unnecessary by 2050.
- d They are going to _____ tests next month.

RULE: We often use

- the simple present tense to talk about fixed future events. ¹ _____
- be going to to talk about future plans and intentions. ² _____
- will/won't to make predictions about the future. ³ _____
- the present continuous to talk about future arrangements. ⁴ _____

2 Complete the sentences. Use the simple present form of the verbs in the list.

arrive | finish | leave | open | start



ARRIVALS	
FLIGHT NO.	TIME
EH1234	2:00
DS654	2:55
FL098	3:30
AR1905	4:00



TRAIN TIMES	
DEPARTURES	
9:45 a.m.	
10:00 a.m.	
11:15 a.m.	
11:30 a.m.	

- 0 The sale finishes on Friday .
- 1 The store _____ .
- 2 Flight FL098 _____ .
- 3 The concert _____ .
- 4 The train _____ .

- 3 Read the sentences. Mark them P (prediction), I (intention), A (arrangement), or F (fixed event).
- 1 She won't do very well on her exams. _____
 - 2 They're going to buy a new car soon. _____
 - 3 The game starts at 3 p.m. _____
 - 4 He's meeting his mother for lunch on Friday. _____
 - 5 The new zoo opens on Friday. _____
 - 6 One day, we'll all live under the sea. _____
 - 7 I'm going to write a novel one day. _____
 - 8 They're having a party on Tuesday. _____

- 4 Choose the best future form to complete the dialogue.
- A ⁰*Are you doing* / Do you do anything on Friday evening?
B Yes, I ¹*'m working* / 'I'll work at the restaurant.
A Oh, what time ²*are you finishing* / do you finish?
B The restaurant usually closes at 9 p.m. and I work until then, but there's a party this Friday so I ³*won't* / don't finish until at least 10 p.m. Why?
A Well, I ⁴*'m having* / 'I'll have a party. Lots of people ⁵*come* / are coming and I wanted to invite you, too.
B I'd love to come.
A You ⁶*won't be* / aren't being too tired?
B No way. It ⁷*is being* / will be the perfect way to start the weekend.

→ workbook page 64

VOCABULARY
Future time expressions

5 Complete the time expressions with the words in the list.

after | from | later | long | near | next (x2) | time

- 1 the week after _____
- 2 before too _____
- 3 in two weeks' _____
- 4 _____ weekend
- 5 the day _____ tomorrow
- 6 _____ today
- 7 four years _____ now
- 8 in the _____ future

- 6 Complete these sentences with your own ideas. Think about your family, friends, school, town, and country.
- Predictions**
- 1 I think _____ in the near future.
 - 2 I think _____ 40 years from now.
 - 3 I think _____ in 20 years' time.
- Intentions**
- 4 I _____ the week after next.
 - 5 I _____ next Friday.
 - 6 I _____ before too long.
- Arrangements**
- 7 I _____ this weekend.
 - 8 I _____ later today.
 - 9 I _____ tomorrow morning.

→ workbook page 66

 LISTENING

7 You are going to listen to two interviews with people from the news stories on page 67: singer Marion Hyde and journalist Glenn Martin. Work in pairs. Write three questions to ask Marion or Glenn.

- Student A: Write three questions to ask Marion.
- Student B: Write three questions to ask Glenn.

8 **SPEAKING** Compare your questions with your partner.

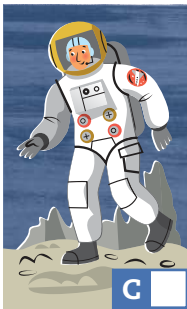
9  7.02 Listen to the interviews. Do they ask your questions? What questions do they ask?

10  7.02 Listen again. Choose the correct answer A, B, or C.

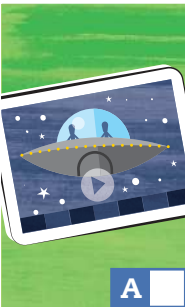
1 What is one of Marion’s plans for her time on Mars?



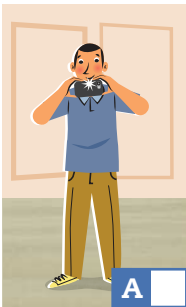
2 What else might she do?



3 What is Glenn going to take with him when he does the tests?



4 What kind of work is he going to do?



WordWise: Phrases with about

11 Complete the sentences from the unit so far with a phrase from the list.

sorry about | about half an hour
how about | think about | about to

- 1 We should _____ the animals themselves.
- 2 All a person will have to do is put their hands up against a charger and rest for _____.
- 3 Hi Jim, _____ coffee tomorrow morning?
- 4 We’re talking to Marion Hyde as she’s _____ board the SS Marstrek.
- 5 Oops! _____ that!
You won’t get bored?

12 Match the questions and answers.

- 1 How tall is Jack?
 - 2 You haven’t cleaned up!
 - 3 I’m tired. How about a break?
 - 4 Has your sister left school yet?
 - 5 John had an accident yesterday.
- a Yes. She’s about to go to college.
b About 1 meter 65, I think.
c Yes, I heard about it. Is he OK?
d Yes, OK.
e Oh, sorry about that.

☐

☐

☐

☐

☐

13 **SPEAKING** Complete these sentences so they are true for you. Then compare with a partner.

- 1 I usually get up at about ...
- 2 When I think about the future, I ...
- 3 I have a friend who is about to ...

 READING

1 Imagine you are organizing a party. Put these things in order of importance.

- ☐ food
- ☐ music
- ☐ venue (where you are going to have the party)
- ☐ decorations
- ☐ invitations

2 **SPEAKING** Work in pairs. Compare your answers to Exercise 1.

A special venue is not very important. I'll just use my house.

Music is very important. You can't have a party without good music.



- 3 Read the messages quickly. What kind of party are they organizing? Do you think Becky is a good organizer?
- 4  7.03 Read and listen to the messages again. Who is responsible for each of the things in Exercise 1?



Messages



Hi everyone. Just want to check some things for the big surprise party next week.

Hey everyone! I'm looking forward to the party!!



So am I. Anyone heard from Simon? He's never around, is he?

He'll reply later, I'm sure. But good news – he's rented a room for the party.



Well, that is good news, isn't it? By the way, you haven't said anything to Paula, have you?

No, I haven't said anything.



Neither have I. I'm careful, Becky.

Sorry. I'm just a bit anxious, that's all. It's not easy to keep something a secret when you have to talk to about 30 people about it! By the way, I've sent out the invitations.



Hi guys, just reading messages now! No signal on the train – sorry about that. I didn't miss anything important, did I?

No, not really.



Now, is the food organized? Simon?

Yes, my parents are going to make pizzas. We have permission to be there after 4 p.m. That should be OK, shouldn't it?



Yes! My mom and I are making desserts. It's all taken care of.

Perfect. What about decorations, Mark?



That's not me, that's you, Becky.

Are you sure? How could I have forgotten?



Didn't you write it down?

Yes. I always write things down. But I forgot to look at my notes!



Don't worry, I can help decorate the party room.

So can I. Quick question, how are we going to get Paula to go there on the day? We need a plan, don't we?



Argh! I haven't thought about that yet.

Neither have we. Don't worry, Becky, you can't do everything.



Here's an idea. I'll say I'm taking her to the movies and we'll stop there on the way.

She isn't going to believe that, is she? We need a better idea than that.



Just thought of something else – what about the music? Has anyone booked a DJ?

Oh, no!





GRAMMAR
Question tags

- 5 Complete the sentences. Look at the messages on page 70 and check your answers.
- 1 He's never around, _____ he?
 - 2 You haven't said anything to Paula, _____ you?
 - 3 I didn't miss anything important, _____ I?
 - 4 That should be OK, _____ it?
 - 5 We need a plan, _____ we?
 - 6 She isn't going to believe that, _____ she?
- 6 Use the sentences in Exercise 5 to complete the rules.

RULE: Question tags are short questions which we use to check facts or make conversation.

- With positive statements, use a ⁰**negative** question tag.
- With negative statements, use a ¹_____ question tag. (sentence 2)
- When *be* is used in the statement, repeat it in the question tag. (sentences 1, 6)
- With simple present or past verbs, use ²_____, *don't*, *does*, ³_____ (simple present) or ⁴_____, *didn't* (simple past). (sentences 3, 5)
- With modal verbs (*can*, *might*, etc.) and most other verb forms, repeat the modal or the auxiliary verb in the question tag. (sentence 4)

- 7 Complete the questions with tags.
- 0 She sings beautifully, doesn't she ?
 - 1 You won't say anything, _____ ?
 - 2 Claudia didn't call, _____ ?
 - 3 You can come to my party, _____ ?
 - 4 He's Jamie's brother, _____ ?
 - 5 That meal was delicious, _____ ?
 - 6 They don't live with you, _____ ?
 - 7 You've met Leon, _____ ?
 - 8 You aren't going to college, _____ ?

nor, neither, and so

- 8 Complete the sentences. Then complete the rules.
- Mark I'm looking forward to the party.
Joanna So ¹_____ I.
Simon I can help with the decorations.
Joanna So ²_____ I.
Joanna No, I haven't said anything.
Mark Nor ³_____ I.
Becky I haven't thought about that yet.
Simon Neither ⁴_____ we.

RULE: We can use *so* and *nor/neither* to agree with statements.

- We use ⁵_____ to agree with positive statements.
- We use ⁶_____ to agree with negative statements.

After *so* and *nor/neither* we repeat the verb used in the statement. If the statement is in the simple present or past, we use *do/did* to agree with it. (See rules on question tags.)

- 9 Write replies to agree with the statements.
- 0 I love school. So do I.
 - 1 I didn't watch any TV last night. _____
 - 2 I can't go to the party. _____
 - 3 I should do my homework. _____
 - 4 I'm going to bed early tonight. _____
 - 5 I don't eat meat. _____
 - 6 I won't be late. _____
 - 7 I was very upset with Tim. _____

→ workbook page 65

PRONUNCIATION

Intonation of question tags Go to page 121.

VOCABULARY
Organizing a party

- 10 Match the verbs with the nouns to create a "to-do" list. Use the posts on page 70 to help you. Use one of the nouns twice.

Verbs	Nouns
book decorate get organize rent send out	DJ food and drinks invitations permission room

Get permission for the party.

- 11 **SPEAKING** Work in pairs. In what order should you do the things on your to do list?

You should get permission first, shouldn't you?

→ workbook page 66

WRITING
An invitation to a party

- 12 You are having a party. Write the invitations. Be sure to mention the date, time, and place of the party and also what your guests should bring (or not bring).

DEVELOPING

SPEAKING

1  7.06 Look at the photos. It's Friday evening. What do you think they are talking about? Listen and read to check.



Hannah: So, Friday evening, it's finally the weekend. Thank goodness! I've had a really hard week.

Tracey: So have I. There's nothing wrong with Mr. Gordon, but he gives so much homework! I've never had so much work to do in my life! But next week, we have two days off at my school!

Hannah: Lucky you! But listen, let's do something together over the weekend.

Tracey: Yes, let's. Have any ideas about what we could do?

Hannah: How about a picnic? I haven't had a picnic ... well, in a long time!

Tracey: Neither have I. That's a great idea. But the weather forecast isn't good for Saturday, and I'm busy on Sunday morning ...

Hannah: Oh, that's a shame. Well, what about Sunday afternoon? What do you think?

Tracey: Sunday afternoon sounds fine. Let's hope the weather's nice. Picnics are always better on sunny days. Oh! Hang on! On Sunday afternoon, I'm taking my grandma out. Mom and Dad usually take her somewhere, but it's my turn this Sunday.

Hannah: Can't you take her out in the morning?

Tracey: Not really. We always take her out in the afternoon. It's important for her to have a routine – I don't want to change that.

Hannah: OK, ask your brother to take her.

Tracey: Well, he has soccer and, anyway, he took her out last week. Sorry.

Hannah: In other words, we can't have our picnic. I was looking forward to it!

Tracey: So was I, Hannah. I'd love to have a picnic, but, you know. I hope we can do it next weekend.

Hannah: So do I. I'll call you. And I'll try to be a bit more flexible than you. Bye, Tracey!

Tracey: Oh, Hannah, don't be ...

2 Read the dialogue again and answer the questions.

- 1 Why was last week hard for Tracey?
- 2 What does Hannah suggest they do this weekend?
- 3 Why can't they do it on Saturday?
- 4 What is Tracey doing on Sunday afternoon?

3  **SPEAKING** Discuss the statements in pairs. What do you think?

- 1 Tracey could talk to her grandmother and change her plans.
- 2 Tracey isn't very flexible.
- 3 Hannah could be more understanding.

Phrases for fluency

4 Find the underlined expressions in the dialogue and use them to complete the conversations.

- 1 A My parents just won a vacation in a competition.
B Wow! ¹ _____!
A The vacation is for two people, so I can't go.
B Oh, ² _____.
- 2 A How's Ben? Any news?
B Yes. He's OK. His arm's not broken. ³ _____.
A ⁴ _____, it's not as serious as we thought.
- 3 A Look at that guy's clothes. They're horrible! ⁵ _____?
B Well, I don't like them much. But I don't think you should be so critical.
A Hey! ⁶ _____ saying what you think!



FUNCTIONS
Agreeing

KEY LANGUAGE

- a So do I.
- b So have I.
- c Neither have I.
- d So was I.

5 Match the sentences to the replies in the Key Language box.

- 1 I've had a really hard week. ☐
- 2 I haven't had a picnic for a long time. ☐
- 3 I was looking forward to it. ☐
- 4 I hope we can do it next weekend. ☐

6  **SPEAKING** Complete these sentences with true information about you. Then find people who agree with you and write their names.

Tonight, I'm going to _____
and so is _____.
I'm not going to _____
nor is _____.
Yesterday, I _____
and so did _____.
Yesterday, I didn't _____
nor did _____.



LIFE COMPETENCIES

Being flexible means being willing to change your plans or ideas if a situation changes. We can't always do what we want, often because friends or family have different ideas or plans. But sometimes, being flexible helps to create a positive result.



- 1 **▶ 21** Watch the video. What did Kieran want to talk about and why couldn't he?
- 2 **▶ 21** Watch again and answer the questions.
 - 1 Why do buildings need to be flexible?
 - 2 Why did Kieran want to eat earlier one Saturday?
 - 3 Why did his mother say no to his request one day?
 - 4 What did Kieran think about her decision?

3 Read the phone conversation. What does Jade want to do?

Jade I just bought Urban Quest!
Nicole Wow! I've heard it's amazing.
Jade Me, too. So I thought that maybe ...
Nicole Sorry, I can't. I'm going to see Steve.
Jade Come on! This is Urban Quest!
Nicole No, he's been really bored since he broke his leg playing basketball. I promised I'd go and see him.
Jade Nicole, listen. I've been excited about this for weeks and weeks. You, me, the big TV in the living room, and the best computer game of the year.
Nicole Really sorry, Jade. I promised.
Jade Mom said we can order pizzas if you come.
Nicole I'd like to, but I can't. Why don't you come to Steve's, too? I'm sure we can play it there.
Jade But Steve's a terrible player! It'll be boring. And he doesn't have a big TV. Please! I'm going crazy! Playing alone isn't as much fun.
Nicole I know, but why don't you come anyway? We can play at your house next weekend.
Jade I don't know ...

- 4 **SPEAKING** Work in pairs. Discuss these questions with your partner.
 - 1 How does Jade feel?
 - 2 How do you think Jade will feel if she stays at home?
 - 3 How do you think Nicole feels after speaking with Jade?
 - 4 What do you think will happen if Jade goes to Steve's house?
 - 5 What should Jade and Nicole do?

Me and my world

- 5 **SPEAKING** Work in pairs. What would you do in these situations?
 - 1 It's Saturday morning and you want to go shopping for sneakers. Your friend wants to come, too, but he's busy. He's free this afternoon.
 - 2 Your friend wants to start a band. You've always wanted to be a singer, but your friend has already asked somebody else. She asked you to play the drums.
 - 3 You spend a long time writing a story for homework. Your teacher says that it's very good, but then suggests changing the ending.
 - 4 You want to celebrate your birthday at the new pizza place in town. When you call to reserve a table, they tell you that it's full on that day. They offer you a table for the weekend after.
- 6 **SPEAKING** Work in pairs. Talk about a situation in which you had to be flexible.

TIPS FOR BEING FLEXIBLE

- If you're not sure what to do, ask for some time to think before making a decision.
- How will you feel if you aren't flexible? Being inflexible can leave us feeling sad, lonely, and angry.
- Don't start an argument. If you or your family and friends want to do something else, that's OK.

8 SCIENCE AND US



Get THINKING

Watch the video and think:
what scientific discoveries are you grateful for?

OBJECTIVES

FUNCTIONS:

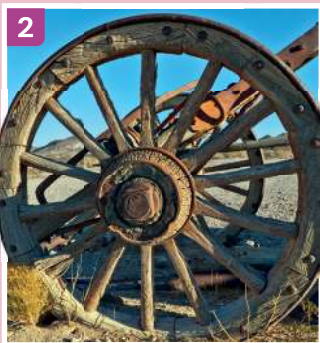
talking about past habits; talking about imaginary situations; talking about scientific discoveries

GRAMMAR:

simple past vs. past continuous (review);
used to; second conditional; *I wish*

VOCABULARY:

direction and movement; science



READING

1 Look at the photos. Say what each one shows.

Picture 3 is electricity.

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

- 1 Why are the things in the photos important?
- 2 What was life like for people before they had these things?

Before people had fire, they couldn't cook meat. And they were cold in the winter.

3 **SPEAKING** Work in pairs or small groups. Discuss the questions.

- 1 Electricity and fire are *discoveries*. The other things are *inventions*. What's the difference?
- 2 Which of the things in the photos do you think is the most important? Why?
- 3 Can you think of other discoveries or inventions that changed how people live?

4 Look at the pictures on the next page. What do you think the connection between them is?

5 **8.01** Read and listen to the article. Check your ideas about the pictures.

6 Read the article again and answer the questions.

- 1 What did Watt notice while he watched the kettle?
- 2 What did he discover?
- 3 How did observing the milkmaids influence Jenner's ideas?
- 4 Why was James Phipps brave?
- 5 How did Jenner's discovery change the world?

Curious minds

What makes a great scientist? Maybe it's hard work or an interest in understanding how the world works? Yes, these things are important. But one thing that many scientists have in common is that they like to observe – watch – the world carefully. Whether it was Newton watching the apple fall from the tree, or Archimedes watching the water spill out from his bath, scientists like to watch things happen and then start thinking “why?” Then they investigate a little bit more and what they discover tells us more about the world we live in. Two of the 18th century's greatest discoveries started in exactly this way.

One day in 1748, 12-year-old **James Watt** was sitting in the kitchen, when his aunt started to heat water in a kettle. He was watching the kettle boil when the lid began to jump up and down. He was curious about it and decided to experiment. He held the lid of the kettle down and noticed that the steam came out of the spout. When he took his hand away, the lid started moving again. James realized that the steam had great power. It was an experiment he never forgot, and years later, he used the ideas to improve the design of the first steam engine.



Another scientist whose observations changed the world was **Edward Jenner**. Back in the late 1700s, there was a terrible disease called smallpox. It killed many people and left many others with horrible injuries. It was an awful disease and there was no cure. Jenner wanted to do something to help fight the disease. One day, he was watching some women working on a farm. The women were getting milk from the cows. While he was watching the women, Jenner had an idea. He knew that fewer people caught smallpox in the countryside than in the city. He also knew that people who worked with cows often caught a disease called cowpox. Cowpox was a less serious disease than smallpox. It made people sick, but didn't kill anybody. Jenner started to wonder if getting cowpox stopped people from getting smallpox. He decided to test his ideas with the help of a very brave boy called James Phipps. He took some cowpox disease and gave it to James. James caught cowpox and was sick, but got better soon afterwards. Then, Jenner gave James smallpox. Thankfully, James never developed the disease. Jenner's discovery was very important for two reasons. First, because Jenner discovered a way of stopping the spread of smallpox, and second, because he created the world's first vaccine. Since Jenner's discovery, vaccines have been used around the world and have saved millions of lives.



THINK values

How science helps people

- 7 Choose the sentence that you think best summarizes what the article is about.
- Careful observations can lead to great discoveries.
 - You shouldn't believe everything you read about science.
 - Scientists should be more famous than they are.
 - It's important to know something about science.

- 8 **SPEAKING** Compare your ideas with others in the class.

- 9 **SPEAKING** Here are four things that we have, thanks to science. Write down some more. In pairs, discuss how these things help us every day.

the internet the telephone medicine the fridge



GRAMMAR
Simple past vs. past continuous (review)

1 Complete the sentences from the text on page 75 with the verbs in the correct form. Then complete the rules with *simple past*, *past continuous*, *when*, and *while*.

watch x 2 | have | begin

- 1 He _____ the kettle boil, when the lid _____ to jump up and down.
- 2 While he _____ the women, Jenner _____ an idea.

RULE: We use

- the ³ _____ for an action that happened at a particular moment in the past. We often use ⁴ _____ with this tense.
- the ⁵ _____ for a background action or to describe a situation over a period of time in the past. We often use ⁶ _____ with this tense.

Remember that some verbs can't be used in the continuous form.

2 Complete the sentences with the correct past tense form of the verbs.

- 0 While Benjamin Franklin _____ *was watching* a thunderstorm, he _____ *got* some ideas about electricity. (watch / get)
- 1 We _____ an experiment at school when a fire _____ . (do / start)
- 2 They _____ for lunch because they _____ enough time. (not stop / not have)
- 3 The electricity _____ off at home while I _____ my homework. (go / do)
- 4 I _____ a great science site while I _____ the net. (discover / surf)
- 5 Who _____ you _____ to when I _____ you in town yesterday? (talk / see)
- 6 When the scientist _____ the answer to the problem, she _____ very famous. (find / become)

3 Sally saw an incident in her town. Complete her statement to the police with the simple past or past continuous form of the verbs in the list. Sometimes more than one verb is possible.

bike | buy | do | go | hit | knock
not stop | ride | sit | see | stand | walk

Last Saturday morning, I ⁰ *bought* a magazine, and I ¹ *sat* down on a bench in the town to read it. People ² _____ around and ³ _____ their shopping. There was a group of four people near me – they ⁴ _____ together and laughing. Then I ⁵ _____ a boy, about 16 years old. He ⁶ _____ his bike down the street. He ⁷ _____ very fast. Suddenly, he had to change direction because there was an old lady in front of him, and he ⁸ _____ right into the group of people. His bike ⁹ _____ a man and ¹⁰ _____ him over. And the boy ¹¹ _____. He just rode away!

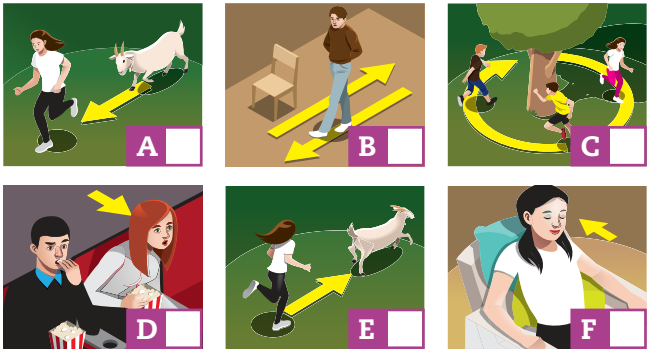
→ workbook page 72

VOCABULARY
Direction and movement

4 Complete the sentence. Then check your answer in the text on page 75.

The lid began to jump _____ and _____ .

5 Match the phrases with the pictures.



- 1 It's coming **towards** her.
- 2 It's running **away from** her.
- 3 They're running **around** the tree.
- 4 She's leaning **backwards**.
- 5 She's leaning **forwards**.
- 6 He's walking **up and down** the room.

Look

Forwards and backwards are the only words here that are never followed by an object. The words *towards* and *away from* always have an object after them.

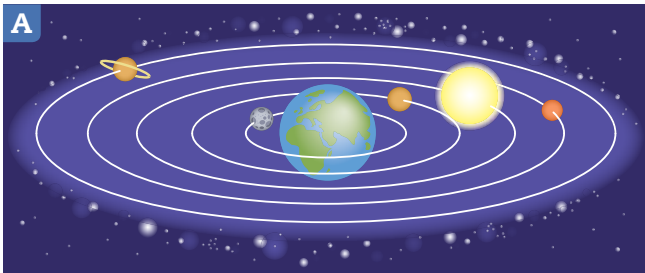
6 Which way(s) can these things move?

- 1 a car
- 2 a plane
- 3 a helicopter
- 4 a lion in a cage

→ workbook page 74

 LISTENING

7 Look at the pictures. What ancient beliefs about the world do they show?



- 8  8.02 Listen to the science lesson and check your ideas. What other idea do they talk about?
- 9  8.02 Listen again. Answer the questions.
- 1 What can science help us understand?
 - 2 What belief did Copernicus, Galileo, and Kepler change?
 - 3 How did Christopher Columbus prove the Earth isn't flat?
 - 4 What did alchemists believe?
 - 5 Why did they think this was possible?
 - 6 What does Mrs. Roberts think about the future?



 GRAMMAR
used to

10 Complete these sentences with the words in the list. Then choose the correct words to complete the rules.

be | believe | have | think

- 1 Many people used to _____ that our planet was the center of the universe.
- 2 Did people use to _____ that the Earth was flat, too?
- 3 Sailors used to _____ afraid of sailing out too far into the sea.
- 4 People didn't use to _____ all the scientific equipment we have these days.

RULE: We can use *used to* + verb to talk about things that happened regularly in the past but not any more. In the positive, we say ⁵*used to* / *use to* + verb. In the negative, we say *didn't* ⁶*used to* / *use to* + verb. For questions, we say *Did* [*you*] ⁷*used to* / *use to* + verb.

11 Complete the sentences. Use the correct form of *used to* and the simple present.

- 0 That store used to be (be) a bookstore, but now it sells (sell) clothes.
- 1 He _____ (be) my friend, but we _____ (not live) near each other any more.
- 2 When we were younger, we _____ (not listen) to country music, but now we _____ (not listen) to anything else.
- 3 I really _____ (not like) pizza now, but it _____ (be) my favorite food.
- 4 We _____ (go) to Greece on vacation, but now we _____ (prefer) Spain.
- 5 My sister _____ (believe) there were monsters under her bed.
- 6 I _____ (not care) about science, but now I _____ (think) it's really interesting.
- 7 When you were young, _____ you _____ (have) an imaginary friend?

→ workbook page 72

PRONUNCIATION

The /ju:/ sound Go to page 121. 

 FUNCTIONS
Talking about past habits

12 Think about life when you were young. Write some things that you or others used to do or believe.

13 **SPEAKING** Work in small groups. Talk about the things you wrote. Who has the funniest story?

When I was young I used to think that there was a person inside the mailbox who took the letters.

My brother and I used to hide in my sister's wardrobe and then jump out and scare her when she opened the door.