Challenges

Students' Book

3

Michael Harris • David Mower
Anna Sikorzyńska

PEARSON Longman

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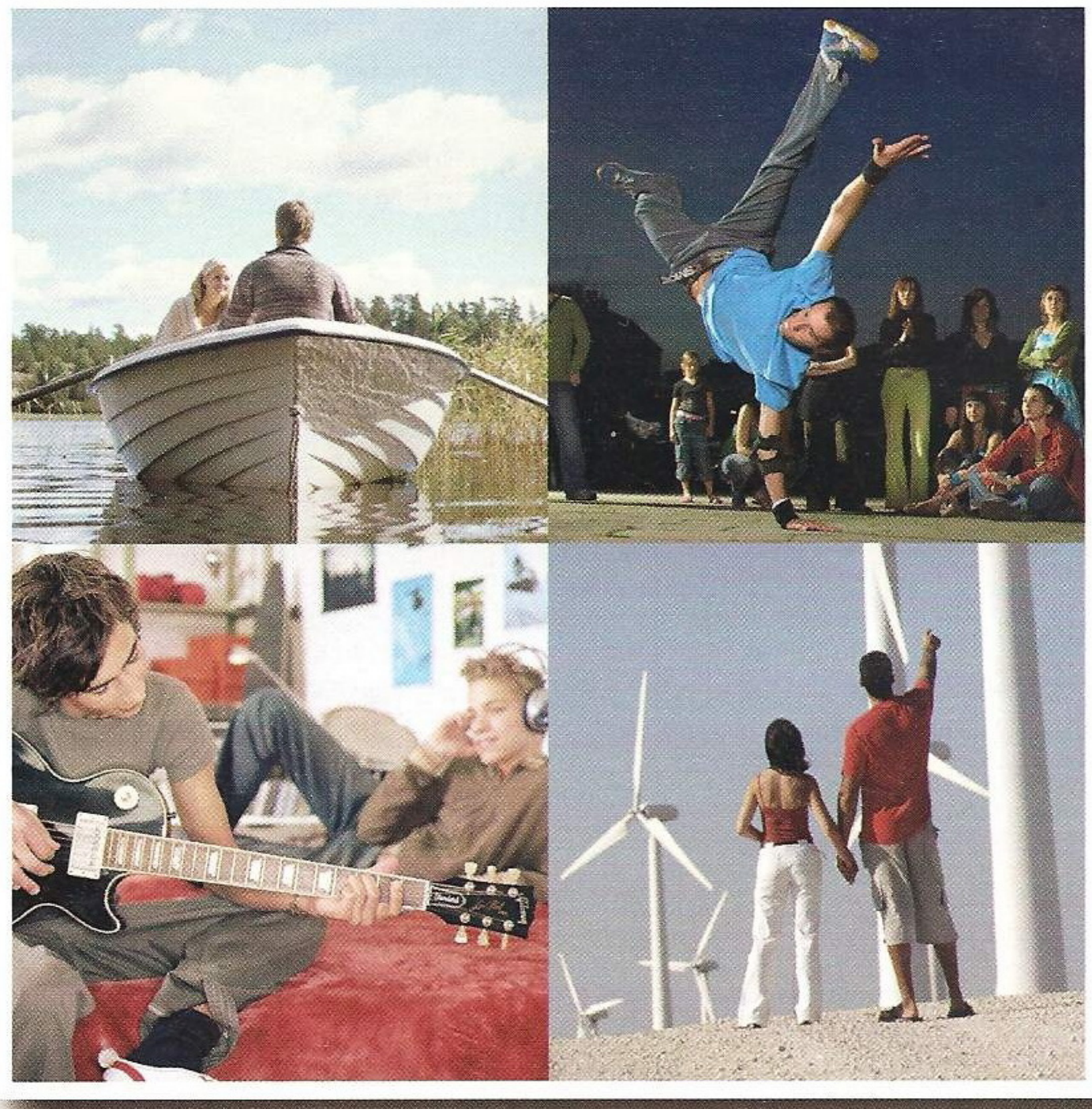
Challenges



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P = For your portfolio

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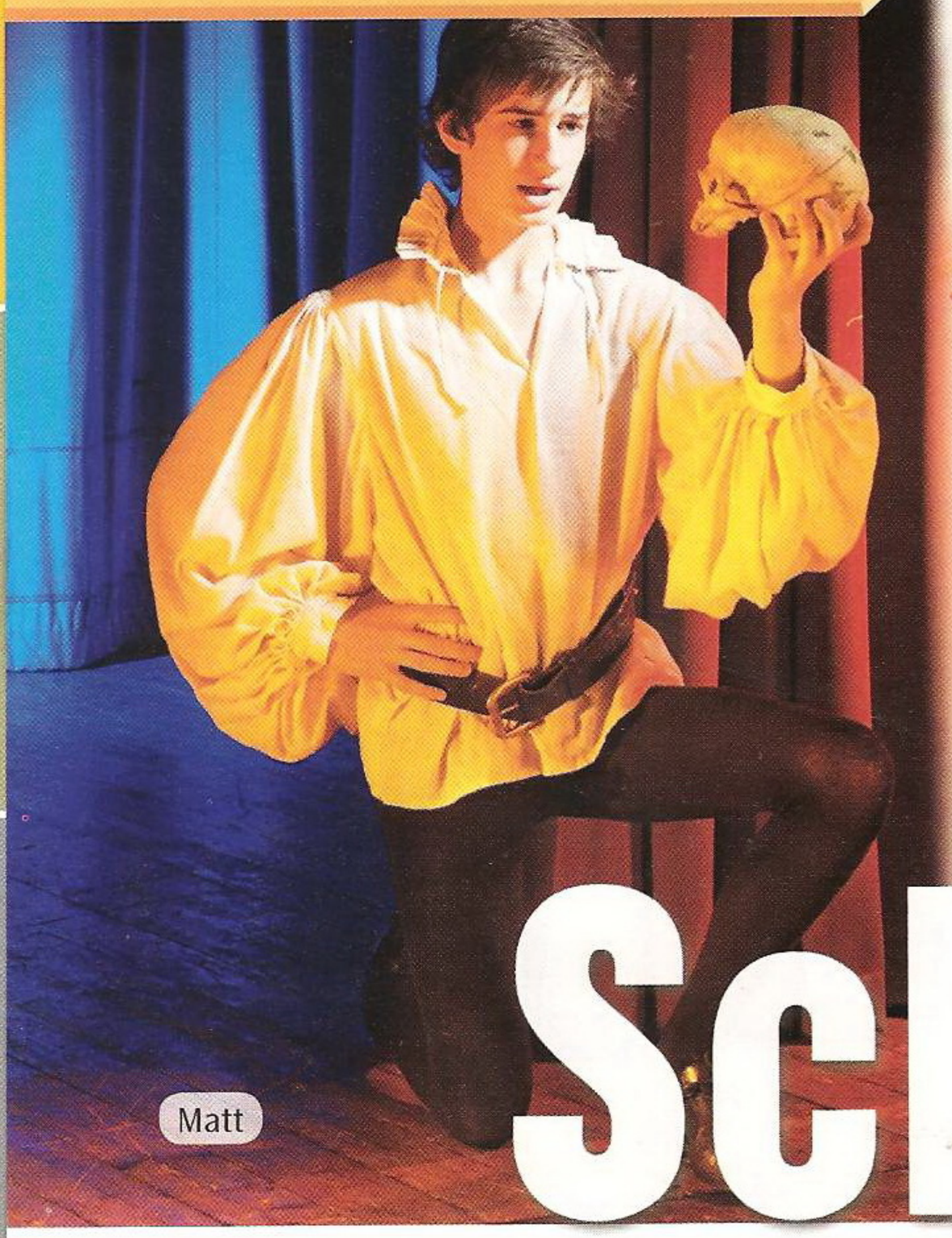
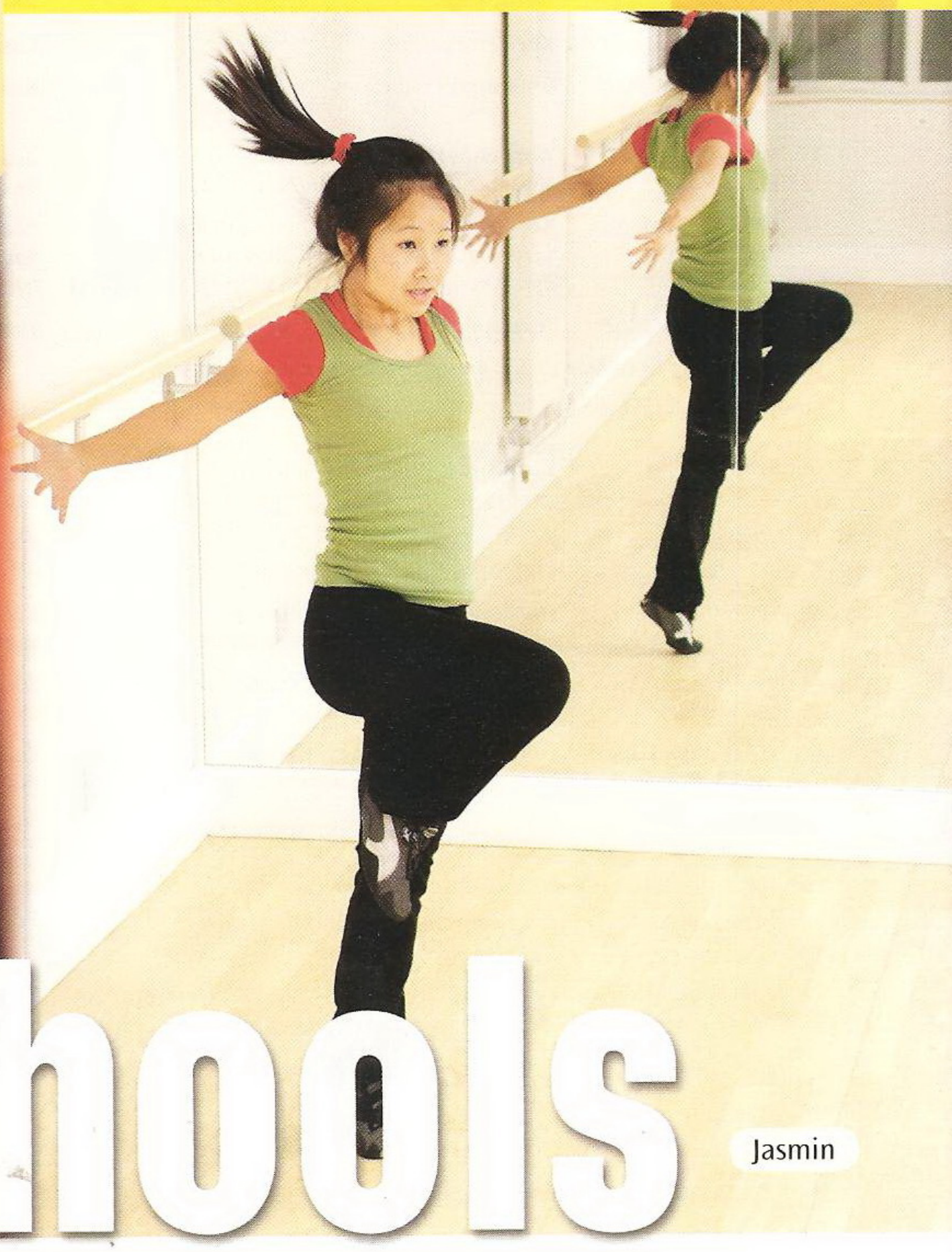
Module 1

- Talk about your school, likes and dislikes.
- Read about schools around the world.
- Listen to school announcements.
- Write about your ideal school.
- Learn more about the Present Simple and Present Continuous.





Schools

Get Ready

1 Listen to the people in the photos. Make notes about:

- where they're from • what they like
- what they're good at • what they want to be

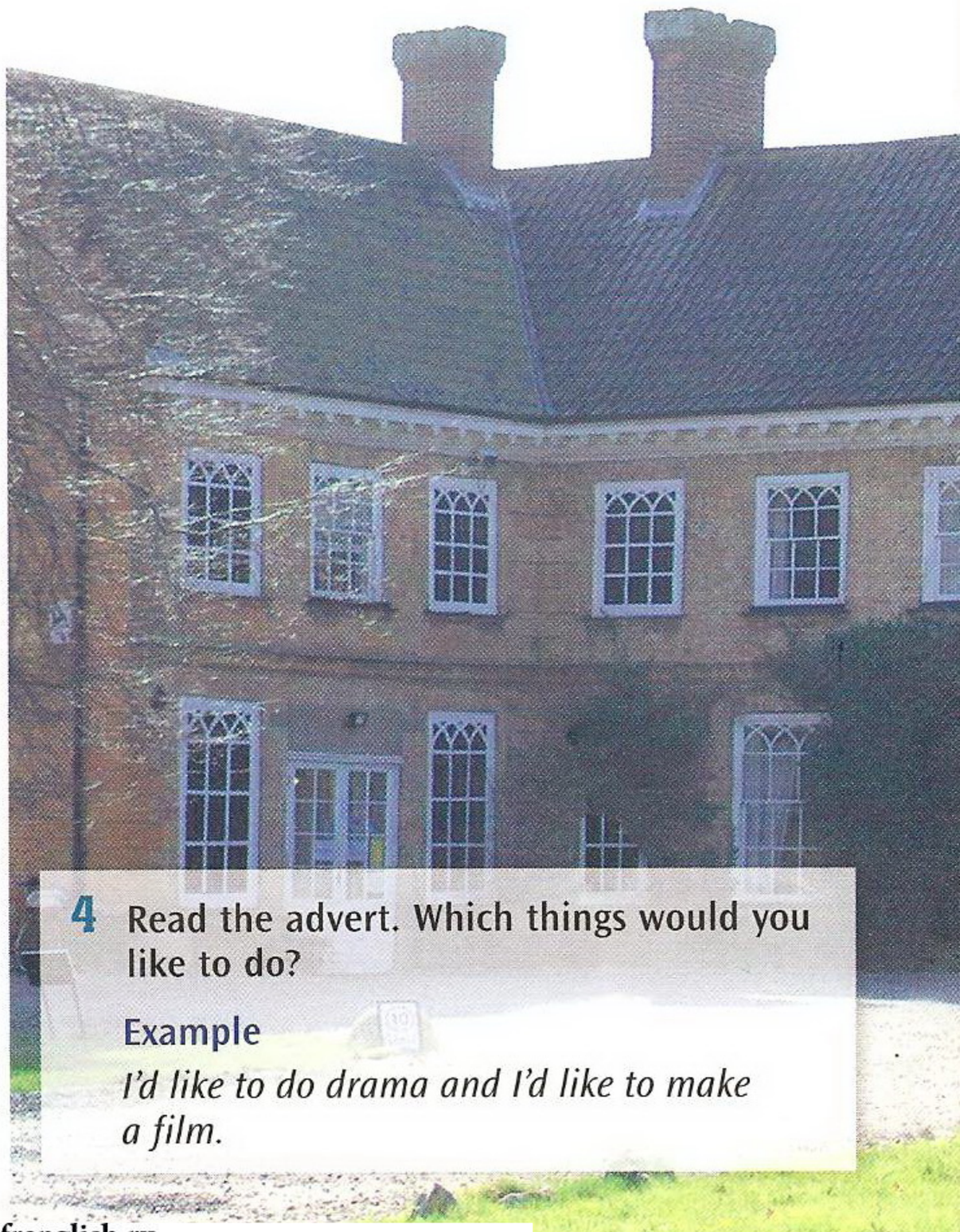
2 Listen again and complete the sentences with *Matt*, *Jasmin*, *Sam* or *Gwen*.

1 _____ goes to a big school.
2 _____ goes to a small private school.
3 _____ has a good dance teacher.
4 _____ has acting classes at school.
5 _____ has dance classes after school.
6 _____ plays the piano.

3 Look at the Key Words. What facilities has your school got? Has it got any others?

Key Words: School Facilities

art room, computer room, dance studio, gymnasium, football/hockey pitch, indoor/outdoor swimming pool, language laboratory, library, music room, recording studio, science laboratory, stage, tennis courts, theatre



4 Read the advert. Which things would you like to do?

Example

I'd like to do drama and I'd like to make a film.

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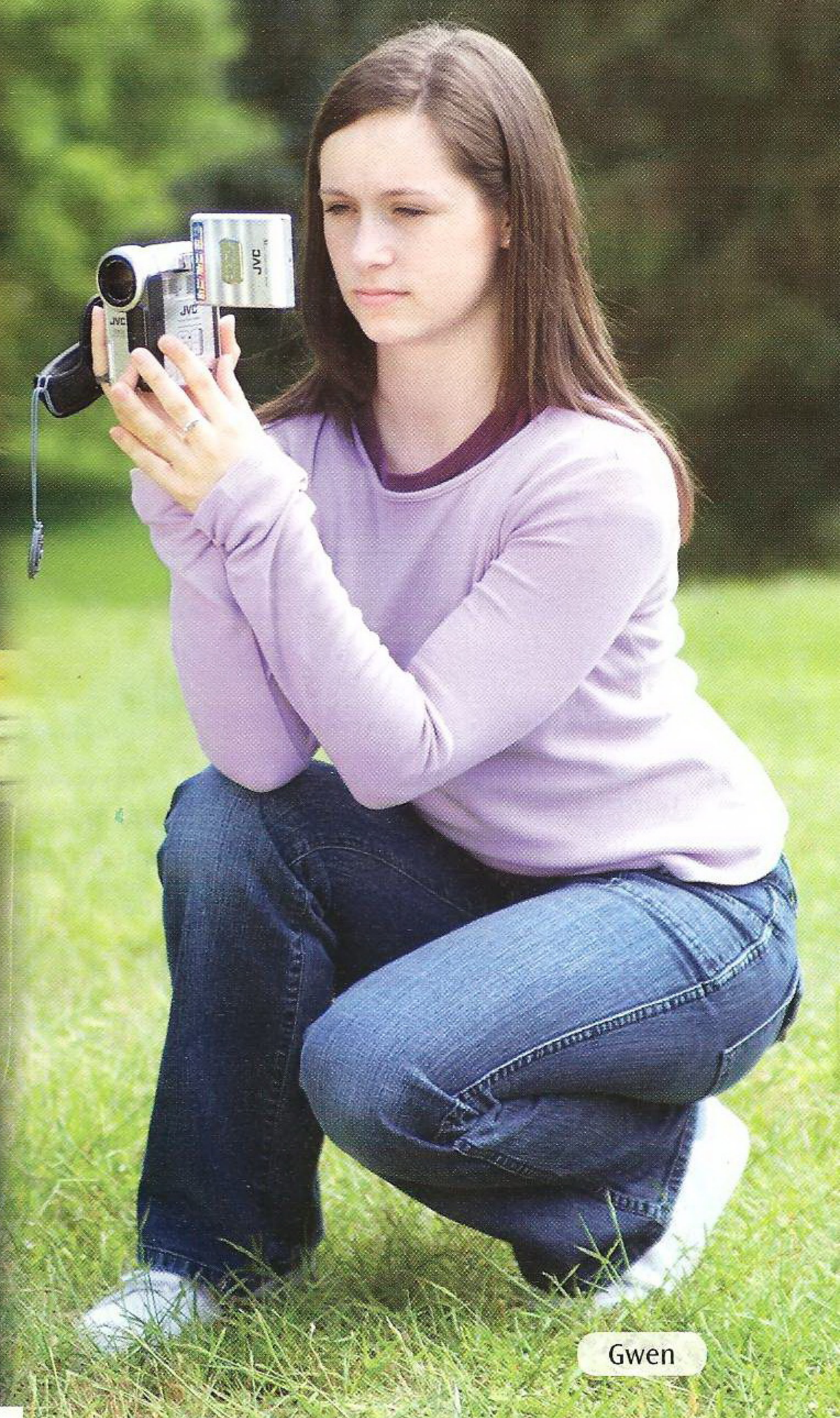
Sam



Gwen

PETERGATE SCHOOL OF PERFORMING ARTS

Would you like to be a professional musician, singer, dancer or actor? With us, you CAN do it!

3-week residential courses in Norwich (150 miles from London).

- **Music:** classes for piano, guitar, violin, flute, saxophone
- **Singing** • **Dance** • **Drama**
- **Performances:** students perform a piece of music and a song. Groups produce a short film or play
- **Excellent facilities:** theatre, dance studio and recording studio.
- **Accommodation:** shared rooms
  Full board (breakfast, lunch and dinner)
- **large gardens** • **tennis court**
- **gymnasium**
- **outdoor swimming pool**

Dates: courses begin 15 July and 15 August

5 Work in pairs. Ask and answer these questions and give reasons for your answers.

Example

1 *My favourite subject is chemistry because I've got a great teacher.*

1 What is your favourite subject at school?
2 What is your favourite activity in your English class?
3 What is your favourite day of the week?
4 What is your favourite place in the school?

6 **Speak Out** Tell the class *your* opinions.

Example

1 *I'd like to have a skatepark near the science laboratories.*

1 What extra facilities would you like to have at your school?
2 What extra classes would you like to have?

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1 A School With A Difference

Warm-up

1 Read the information about Sudbury Valley School and look at the photo below. How is it different from a typical school in your country?

Reading

2 Read and listen to the interview with a teacher and a student of Sudbury Valley School. Write three unusual things that students do at the school.

Example

They don't learn in classrooms.

3 **Speak Out** Do you like the idea of this kind of school? Would you like to go to this school? Why/Why not?

Grammar: Present Simple and Present Continuous

4 Complete a) and b) with the names of the tenses: *Present Simple* and *Present Continuous*.

a) _____

1 I **read** a lot.

2 Most of them **love** sport.

b) _____

3 What's **happening** in the school right now?

4 We're **reading** a lot about the Middle Ages.

SUDBURY VALLEY SCHOOL

STARTED 1968; FOR CHILDREN 4 – 19 YEARS OLD

THE TEACHERS BELIEVE THAT:

- ALL PEOPLE ARE CURIOUS AND CREATIVE,
- LEARNING MAKES SENSE ONLY WHEN LEARNERS DECIDE WHAT, WHEN AND HOW THEY WANT TO LEARN,
- ONLY A FREE PERSON CAN BE RESPONSIBLE FOR HIS OR HER LIFE.

Interviewer: What's happening in the school right now? It's 10 a.m. but most children are not in their classrooms like in traditional schools. What are they doing?

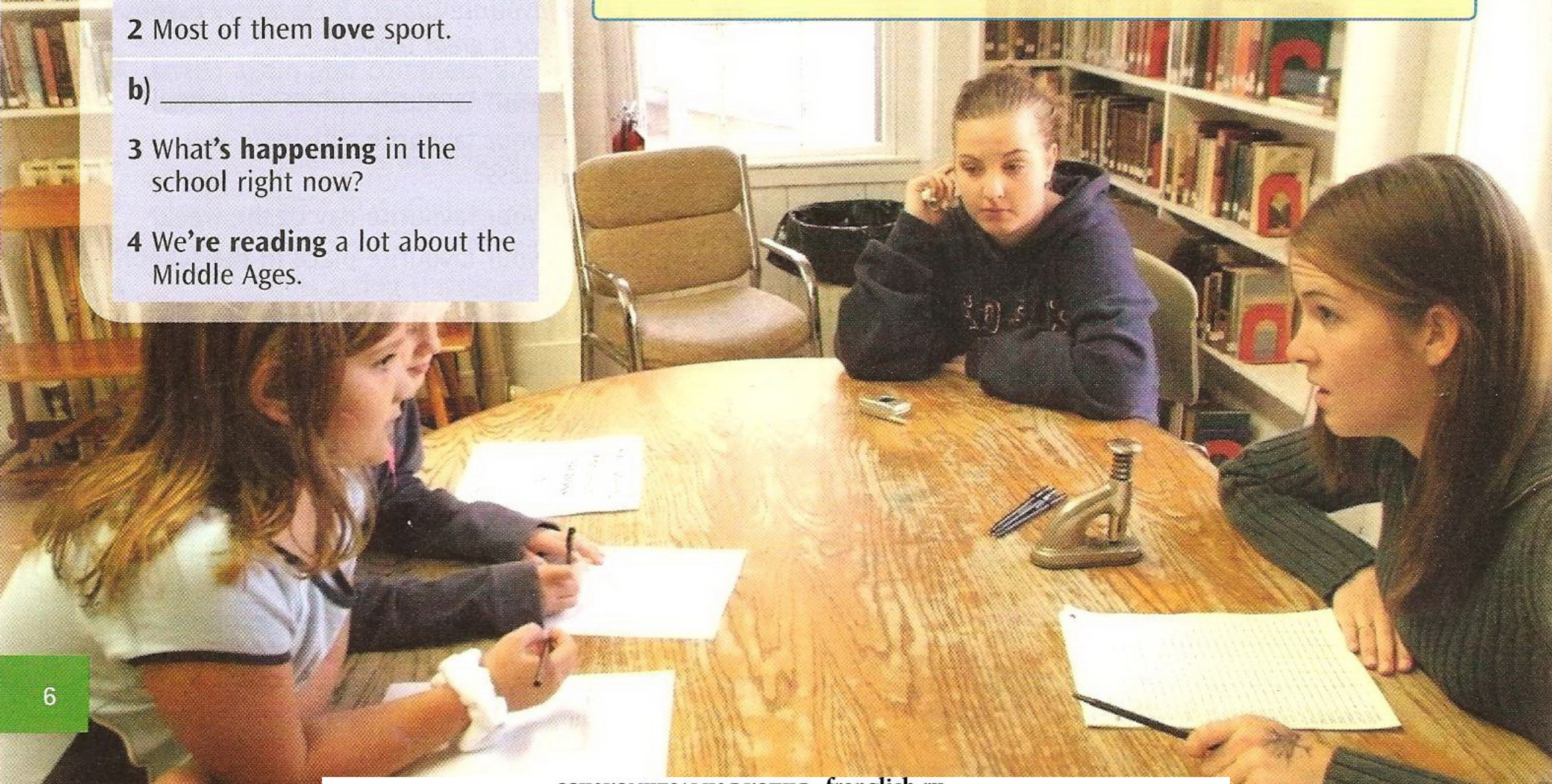
Teacher: Well, some are playing basketball or riding their bikes. Most of them love sport. Some are developing pictures in the photo lab. Others are talking about last weekend or discussing politics. Some of them are studying traditional subjects, like biology or maths. In this way, they are learning how to work with other people and how to organise their learning.

Interviewer: Who runs the school?

Teacher: We all do. We meet once a week at the School Meeting and we make all the important decisions. Each student and each teacher has one vote.

Interviewer: Keira, what is life like at the school?

Student: Well, it's a challenge but I love it because I decide what I learn and who teaches me. Many students don't go to classes and they don't have traditional subjects. I think we learn most from conversations with other people. I read a lot and talk to other kids and the teachers and we do a lot of things together. We learn things when we need them. At the moment, we're reading a lot about the Middle Ages because we're preparing a play about the history, the clothes and the lifestyles of that time.



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5 Find the sentences (1–4) from Exercise 4 in the text and match them with the uses (a–d) below. Find more examples in the text for each use.

We use the Present Simple to talk about:

a) a present state or feeling, 2

b) an activity we do regularly. 1

We use the Present Continuous to talk about:

c) an activity happening right now at the time of speaking, 3

d) an activity happening for some time around the time of speaking but not necessarily now. 4

Practice

6 Match the people (1–6) with the sentences (a–f).

1 a person allergic to chocolate	2 **a)** I'm not eating chocolate.
2 a person on a slimming diet	1 **b)** I don't eat chocolate.
3 a history teacher on holiday	**c)** I only read magazines.
4 a teenage girl	**d)** I'm only reading magazines.
5 a lazy student before an exam	**e)** I study every day.
6 a hard-working student	**f)** I'm studying every day.

7 Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous.

1 Laura is a good student. She _____ (like) school a lot.

2 Jill wants to travel across Siberia next year so she _____(learn) Russian.

3 Chris is very fit. He _____ (swim) a lot and _____ (go) jogging every day.

4 I'm on a diet. I _____ (not eat) sweets this month.

8 Complete the interview with Angela, a student in another alternative school.

Q: Is your school big?

A: It's quite big. I [1]_____ (not know) everybody here. But we often [2]_____ (work) with kids from other classes. This month, I [3]_____ (do) a project with the youngest kids. We [4]_____ (help) old people in our area.

Q: [5]_____ (you/go) to classes?

A: We only [6]_____ (go) to the most interesting ones.

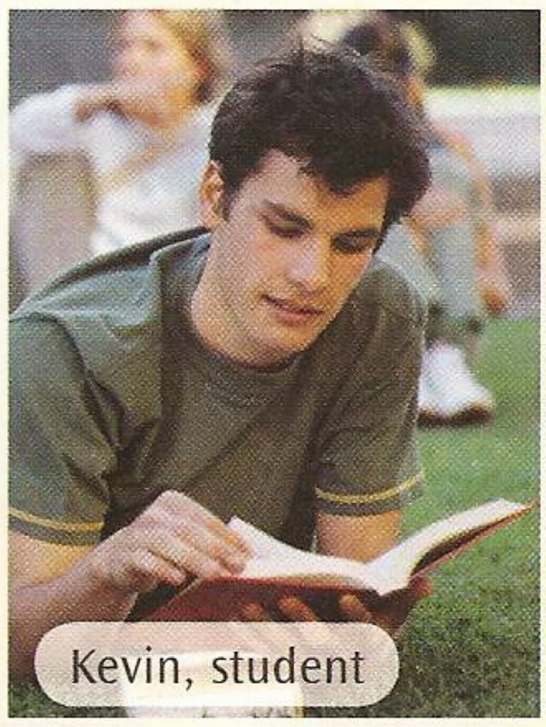
Q: What [7]_____ (you/study) this term?

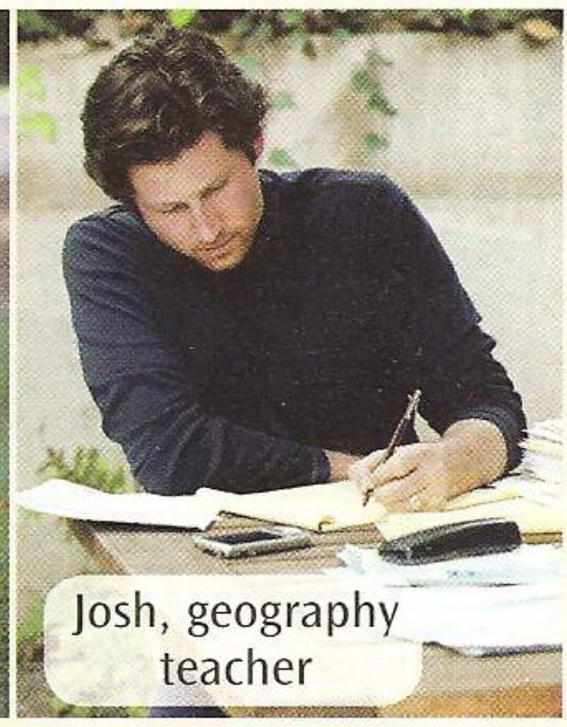
A: I [8]_____ (do) biology and French. My French teacher [9]_____ (prepare) us for a French song contest.

Q: [10]_____ (students/get) grades?

A: No, but the teachers always [11]_____ (tell) us what they [12]_____ (think) about our work.

9 Use the notes below to make sentences about Kevin and Josh. Use the Present Simple and Present Continuous.


Kevin, student


Josh, geography teacher

Kevin: like reading, read a book, not wear a school uniform, play basketball twice a week, work on a cooking project this week

Josh: plan a school trip today, prepare for the next School Meeting, read a lot about climate change, not teach a lesson, like his job, work 10 hours every day

Example

Kevin likes reading. He is reading a book.

Your Turn

10 Work in pairs. Describe your school. Use the ideas below and these time expressions. Add your own ideas.

every day, sometimes, never, often, at the moment, always, this week/month

- get grades • play sport/music
- have lessons • have tests
- train for a match • go on trips
- work with other students
- watch videos • put on a play

Example

We have lessons every day but we don't have tests very often. This week our class team is training for a basketball match.

11 Read your descriptions to the class. Which is the most interesting?

→ TIMEOUT! Page 109, Exercise 1

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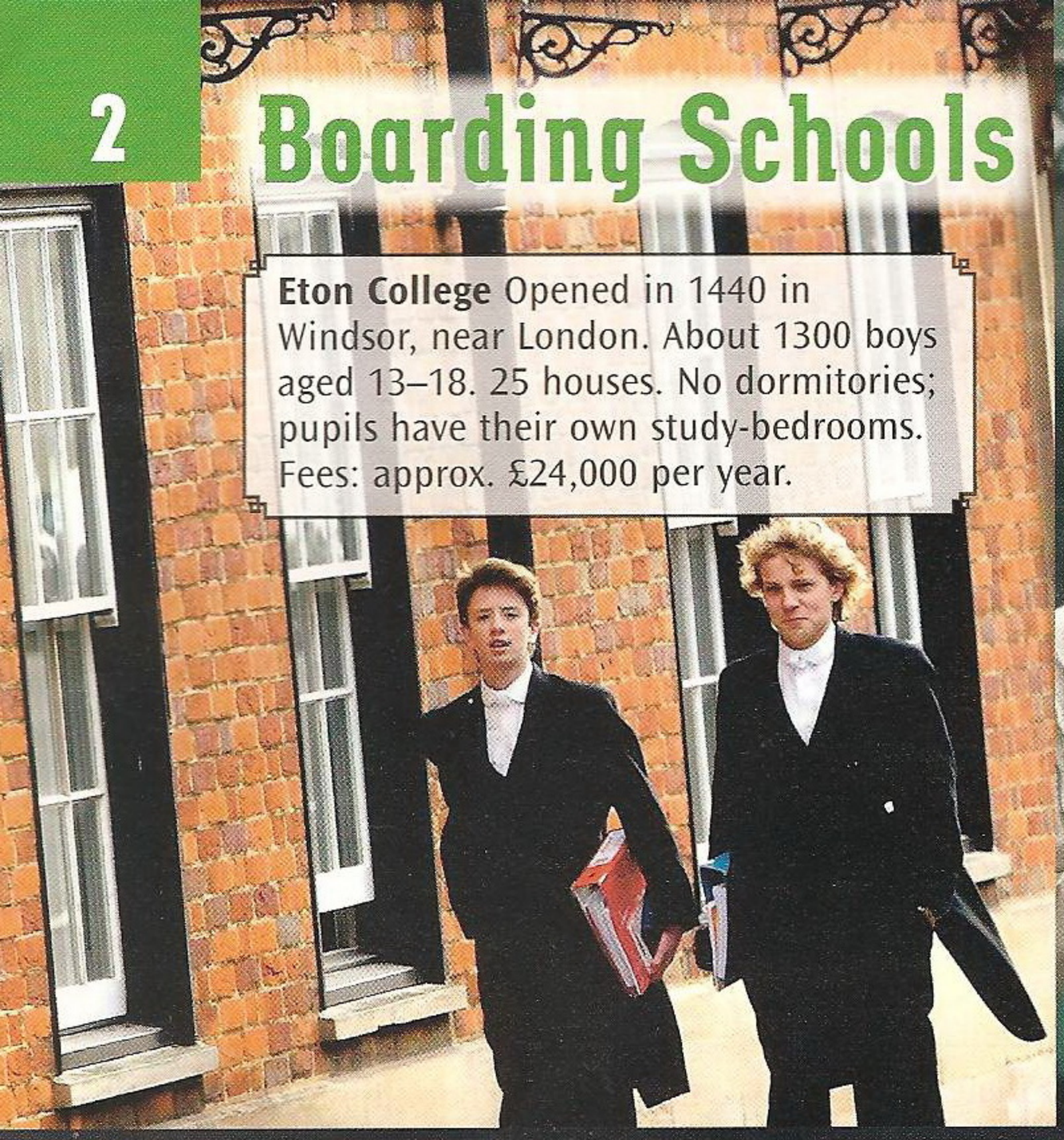
2

Boarding Schools



Eton College Opened in 1440 in Windsor, near London. About 1300 boys aged 13–18. 25 houses. No dormitories; pupils have their own study-bedrooms. Fees: approx. £24,000 per year.

Roedean Opened 1885 in Brighton, near the sea. 400 girls aged 11–18 (about 15% are day girls). 3 houses. Girls share rooms in groups. Fees: approx £24,000 per year.

Warm-up

1 Look at the photos and the information about two British boarding schools. Are there boarding schools in your country? Would you like to go to one? Why/Why not?

Reading

2 Read about Hogwarts School and match these titles (a–e) with the paragraphs (1–5).

a) houses **b)** uniform **c)** general information
d) free time activities **e)** education

1 **Hogwarts** is a boarding school for magicians. It's in a huge castle in the mountains in Scotland with a lake, a big forest and a sports pitch. There are about a thousand boys and girls in the school between the ages of eleven and eighteen. The school is free but pupils have to buy a broomstick and a magic wand.

2 The uniform is as boring as most school uniforms – white shirt, tie, grey jumper and black trousers or skirt. The big difference is that pupils have to wear a black cloak and a pointed hat for lessons! Pupils can only take off their uniforms and put on 'normal' clothes at weekends and in the holidays.

3 Each pupil is in a 'house'. There are four houses – *Gryffindor*, *Hufflepuff*, *Ravenclaw* and *Slytherin*. Teachers give pupils house points for good work and behaviour. At the end of the year, the house with the most points wins the House Cup. Each house has a 'common room'. Pupils can do their homework there or get together with their friends. The pupils sleep in dormitories in groups of five or six.

4 Pupils study subjects like astronomy, flying (on broomsticks, of course), magic and taking care of magical animals. Hogwarts is not as modern as schools today and there aren't any computers in the school. In fact, mobile phones and computers don't work because there is too much magic in the air!

5 Many pupils take part in after-school activities. If you want to take up chess, be careful – the chess pieces are big and they actually kill each other! The traditional sport at Hogwarts, *Quidditch*, takes place outside on the sports pitch. Players take off and fly on broomsticks. The rules are very complicated and the game has three different balls!

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3 Look at the Reading Help.

Reading Help: Scanning for Information

- Read the text quickly to get the general idea.
- Read the questions to see what type of information you need (e.g. names, dates, times).
- Find the paragraph with the information and read it carefully.

4 Copy the table. Then scan the text and find the information to complete it.

	Hogwarts	Eton	Roedean
Location			*Brighton*
Type of school		*Boys boarding school*	
Number of pupils			*400 pupils*
Ages of pupils			
Number of houses			
Accommodation			

5 Answer these questions about Hogwarts.

1 How is the school uniform different from other schools?
2 How can pupils get house points?
3 Why can't the pupils use mobile phones?
4 Why is chess dangerous at Hogwarts?
5 How is *Quidditch* different from most sports?

6 Look at the Sentence Builder. Find two more examples in the text.

Sentence Builder

Eton is **more expensive than** most schools.
Eton is **as expensive as** Roedean.
My school is **not as expensive as** Eton.
The fees at Eton are **the same as** at Roedean.
The fees at my school are **not the same as** those at Eton.
My school has not got **as many pupils as** Eton.

7 Compare your school with Eton, Roedean, Sudbury Valley and Petergate School. Write sentences using the structures in the Sentence Builder and these words:

• big • pupils • expensive • activities • classes • famous • old

Example

My school hasn't got as many pupils as Eton.

8 Look at the Word Builder. Find these verbs in blue in the text and read the sentences.

Word Builder

take care of (something/someone)	take off
take part in (an activity)	take place
take off (clothes)	
take up (a hobby/an activity)	

9 Rewrite the sentences using verbs from the Word Builder.

1 It's really hot. Why don't you remove your jumper?
2 She always does something in the school play.
3 Can you look after my cat when I'm away?
4 Drama classes happen in the school theatre.
5 I get scared when the plane leaves.
6 I'd like to start judo next term.

10 Verb Quiz Find these *get* expressions in the Word Bank. You've got two minutes!

1 To enter a bus. _____
2 You do this every morning. _____
3 To enter a car. _____
4 To meet people. _____
5 To be friendly with someone. _____

→ Word Bank page 123

Speaking

11 Work in pairs. Ask and answer the questions.

1 What do you think about the Harry Potter books and films?
2 Would you like to have 'houses' and house points? Why/Why not?
3 Would you like to have a school uniform? What would it be like? If you have a uniform now, what would you like to change?

12 **Speak Out** What rules at your school do you think are unfair? Tell the class.

Fact or Fiction?

'Public schools' in Britain are, in fact, expensive private schools (often boarding schools).

Answer on page 108

→ TIMEOUT! Page 109, Exercise 2

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3

Arriving

Warm-up

1 Look at the photo. What can you remember about the students?

Reading and Listening

2 **Read and listen to the dialogue. Find these people (and the animal) in the photo.**

- Gwen • Jasmin • Matt • Sam • Mr Bywater
- Mr Grant • Benson • Mrs Tyler-Smith

The four students arrive at Petergate School.

Doug: Right, here we are. This is the school.

Jasmin: It looks great, Mr Grant.

Doug: Call me Doug.

Jasmin: Right … er, Doug.

Doug: That's Mr Bywater over there, one of the music teachers. And that's Mrs Tyler-Smith with her cat, Benson. She's the owner. Come and meet her.

Mrs T-S: Hello! Did you have a good trip?

Jasmin: Yes, thanks.

Mrs T-S: Are you Gwen?

Jasmin: No, I'm Jasmin. This is Gwen.

Gwen: Pleased to meet you.

Mrs T-S: So, you're an actress, Janet.

Jasmin: Jasmin. Well, I prefer dancing to acting. I really love dancing.

Mrs T-S: Oh. And you, Helen, sorry Gwen. You'd like to be a singer. Is that right?

Gwen: Well, I'd rather be a film director. That's my ambition and I like taking photos.

Mrs T-S: Really? Well, come in!

Sam: Hey, it's a big place!

Matt: I can't stand old houses. I'm allergic to dust.

Sam: Allergic to dust?

Matt: Yeah and cats. I hate going near them. And I don't like dogs much, either.

Sam: Don't you like any animals?

Matt: I don't mind goldfish. They're okay.

Sam: Well, there's a cat over there. Look.

Matt: Oh no! And who's that strange guy with the beard?

Sam: I think he's one of the teachers.

Matt: Really? He looks scary.

Sam: Come on. Let's go in.

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3 Read the dialogue again. Are the sentences true (T) or false (F)?

1 ☐ Doug is friendly to Jasmin.
2 ☐ Mrs T-S has a good memory.
3 ☐ Matt doesn't like the place.
4 ☐ Matt is allergic to goldfish.

Speaking

4 Complete the Key Expressions with these words from the dialogue.

hate, like (x2), love, mind, much, prefer, rather, stand

Key Expressions: Preferences

1 I _____ dancing to acting.
2 I really _____ dancing.
3 I _____ taking photos.
4 I can't _____ old houses.
5 I _____ going near them.
6 I don't like dogs _____, either.
7 I don't _____ goldfish.

8 You'd _____ to be a singer.
9 I'd _____ be a film director.

5 Work in groups. What do people like and dislike about school?

- sport • rooms (e.g. the library) • classes
- school lunches • after-school clubs
- school trips • exams • school parties/dances

Example

A: *Do you like doing sport at school?*
B: *I can't stand sport, I prefer dancing.*
C: *I don't mind P.E. classes and I like swimming.*

6 Tell the class about your group.

7 Look at the Sentence Builder. Which sentences are about:

a) general likes/dislikes?
b) something you want to do now or in the future?

Sentence Builder

I **like watching** films.	I'd **like to watch** a film.
I **prefer watching** films to plays.	I'd **rather watch** a play.

8 Work in pairs. Say true sentences about the things below. Use *I like* or *I'd like*.

Example

I'd like to have acting classes at school.

- have acting classes • meet Kirsten Dunst
- eat Turkish food • speak English
- go snowboarding • play the guitar
- visit the UK

9 Work in pairs. Arrange things to do this weekend, e.g. go to the cinema, rent a DVD, go shopping. Use *I prefer* and *I'd rather*.

Example

A: *What would you like to do on Friday night? Would you like to go out or watch TV at home?*
B: *I'd rather go out because I prefer going to the cinema to watching TV.*

Everyday Listening

1 Listen to Mrs Tyler-Smith and complete the information about summer courses at Petergate.

PETERGATE SUMMER COURSES

Meals

Breakfast from [1]_____ to [2]_____
Lunch at [3]_____
Dinner at [4]_____
After-lunch concerts at 1.45 on [5]_____ and [6]_____

Closing times of facilities:

Rehearsal rooms [7]_____
Theatre/dance studio/gym [8]_____
Swimming pool/tennis court [9]_____
NO NOISE after [10]_____ please!

Excursions:

London [11]_____ July
Great Yarmouth (the coast) [12]_____ July

2 **Listen closely** Listen to extracts from Exercise 1. Which of these words can you hear in the sentences: *are* or *a*?

3 Listen to more extracts. Which of these words can you hear: *of* or *have*?

→ TIMEOUT! Page 109 Exercise 3

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Across Cultures 1

Warm-up

1 Look at the photos and the Key Words. Which after-school clubs have you got in your school? Which clubs would you like to have?

Key Words: After-school Clubs

art, baseball, chess, computer, cookery, creative writing, dance, drama, foreign language, hockey, judo, music, photography, swimming, table tennis

Reading

2 Read about schools in Japan. What things are similar to your school and what things are different?

So you think you work hard at school? Well, take a look at …

Schools in Japan

Japanese high school students spend 240 days a year at school – that's forty-five days more than in the UK! Classes are large with about 40–45 students in each class. At the end of the school day, all students take part in *o soji* – they sweep the classrooms and corridors, empty rubbish bins, clean the blackboards and pick up litter outside the school. Then, the after-school clubs begin.

After-school clubs are very important in Japan. Popular sports clubs are baseball, football and volleyball, as well as traditional Japanese sports like karate, judo and kendo. Kendo is the ancient art of sword-fighting in the Samurai tradition. The players wear body protection but nowadays the swords are not real! Students can also take up traditional activities such as calligraphy (decorative handwriting), origami (folding paper to make shapes and figures) and *shogi* (a Japanese version of chess with the squares the same colour).

When the school year begins in April, new students join a club. Clubs meet for two hours after school each day and many continue in the school holidays. The senior students organise the clubs and the juniors have to help them. For example, when the seniors are playing tennis, the juniors have to watch them and collect the tennis balls and they can only play when the seniors finish!

Over 60% of Japanese parents spend a lot of money on evening classes in private schools for their children. These classes prepare students for entrance exams to university. Private schools are often near railway stations to save travelling time for students.

Oh, one more thing. When tired Japanese students finally get home, they can't waste time on TV or computer games. They have an average of two hours of homework a day plus three hours on Sundays!

Calligraphy

Kendo

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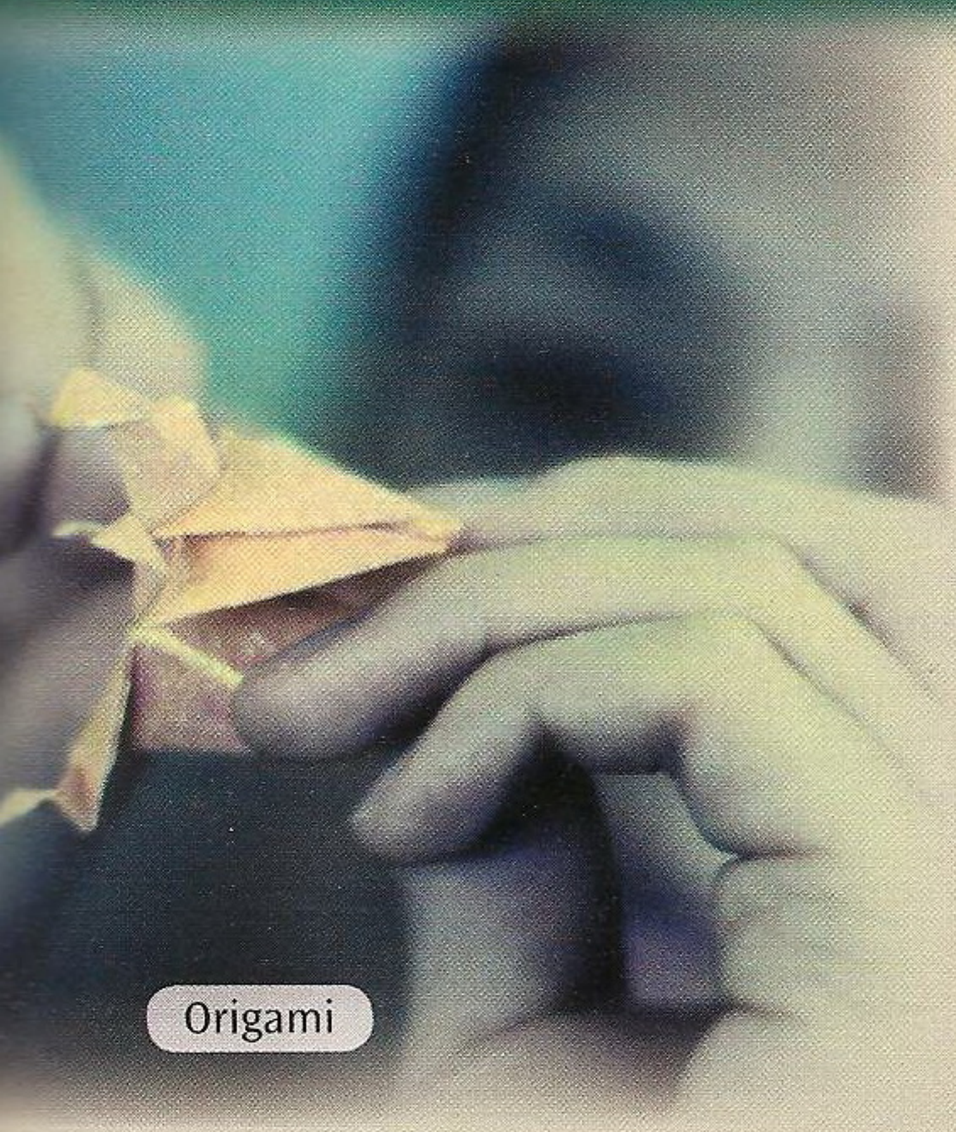
Origami

3 Read the text again. Are these sentences true (T), false (F) or is there no information (NI)?

1 ☐ British students have as many classes as Japanese students.
2 ☐ Students have to tidy the school.
3 ☐ The school year finishes in December.
4 ☐ Teachers organise the after-school clubs.
5 ☐ Traditional activities are more popular than sports.
6 ☐ Private classes are expensive.

4 Find the words in the text with these meanings.

1 secondary school
2 to clean the floor with a brush
3 rubbish on the ground
4 very old
5 start a hobby

5 Look at the Word Builder. Can you use the same verbs in your language to talk about time and money?

Word Builder

1 spend (lines 3,23) 2 save (line 26) 3 waste (line 29)	time/money

6 Complete the questions with the verbs from the Word Builder.

1 Do you ever _____ time in class? (e.g. talking to friends)
2 How much time do you _____ on homework every day?
3 How do you _____ time in the morning before school? (e.g. having a shower the night before)
4 Do you ever _____ any money for the future or do you _____ it all?
5 What things do you _____ your pocket money on?
6 Do you ever _____ money on things you don't need?

Speaking

7 Work in pairs. Ask and answer the questions from Exercise 6.

8 **Memory Game** Work in pairs. How much can you remember about Japanese schools? Test your partner. Student A uses the text to ask questions. Student B closes the book and answers.

Example

A: *What do students do when they finish classes?*
B: *They go to after-school clubs.*
A: *False. They clean the school!*

FOR YOUR PORTFOLIO

Project: Your ideal school

1 Think about these things:

- location • day school or boarding school • school trips
- boys, girls or mixed school • number of students in a class
- facilities • uniform or no uniform • school rules
- after-school clubs

2 Plan your description. Make notes on these points.

1 general description (location, type of school, uniform, rules, facilities)
2 a typical school day (classes, lunch, breaks)
3 after school (clubs, activities, trips, homework)

3 Write your description in three paragraphs.

Example

My ideal school is near the sea. It's a day school for boys and girls. There isn't a uniform and there aren't any rules. The school has got a music studio, an Olympic-size swimming pool and a computer for every student.

4 Work in groups. Read each other's descriptions. Say what you like or dislike about your partners' ideal schools.

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Study Corner 1

Language Check

1 Complete the sentences about school facilities.

1 We have chemistry lessons in a l _ _ _ _ _ _ _ _ _.
2 Our school has got three tennis c _ _ _ _ _.
3 There is a football p _ _ _ _.
4 I get books from the school l _ _ _ _ _ _.

2 Complete the verbs in the sentences.

5 I get scared when aeroplanes take _____.
6 When I'm ill, my mum takes _____ of me.
7 I'd like to take _____ karate or judo.
8 It was cold so I didn't take _____ my coat.
9 He'd like to take _____ in the concert.
10 The school dance takes _____ in the gym.

Vocabulary ☐ / 10

3 Put the verbs in brackets into the Present Simple or the Present Continuous.

A: Hi, Alan. What [11]_____ (you do) here?
B: Shh, Fred, don't speak so loud. I [12]_____ (revise) for my exams. I often [13]_____ (come) to the library. I sometimes [14]_____ (use) the computers here.
A: I [15]_____ (use) my dad's computer at home when my sister isn't on it!
B: Where is she? I want to talk to her.
A: She [16]_____ (play) hockey. They [17]_____ (have) a school competition this week. They always [18]_____ (have) it at this time.
B: Oh yes, I forgot about that. Anyway, why are you here? You hate studying.
A: I [19]_____ (look for) information for the quiz. They [20]_____ (ask) a lot of geography questions and there's a good atlas here.

Grammar ☐ / 10

4 Complete the sentences with the correct word.

A: Would you [21] *love/like* to [22] *go/going* to the school dance this weekend?
B: Thanks, but I'd [23] *rather/prefer* go to the cinema. I love [24] *go/going* out with my friends but I prefer [25] *watch/watching* films to [26] *dance/dancing*. I [27] *can't/don't* stand [28] *be/being* in noisy places.
A: I [29] *don't/can't* mind that – I love [30] *to go/going* to clubs and discos!

Communication ☐ / 10

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 12 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–4	Get Ready – Key Words
Numbers 5–10	Unit 2 and Across Cultures – Word Builders
Numbers 11–20	Unit 1 – Grammar
Numbers 21–30	Unit 3 – Key Expressions

Study Help: Using Your Coursebook

Find these things in *Challenges 3*. Which are the most useful for you?

- Key Words • Key Expressions • Word Builder
- Word Bank • Reading/Listening Help
- Sentence Builder • Language Check
- Time Out Magazine

- **Match the problems (1–10) with the solutions (a–j).**

Example 1 *b*

I want to ...

1 find out what's in a module
2 find some tips for reading and listening
3 do some extra reading
4 find answers to word quizzes (e.g. verb quiz)
5 revise vocabulary
6 revise a grammar area
7 do extra grammar practice
8 find useful expressions for speaking
9 do a revision test
10 find some tips for studying

Look at ...

a) stories in Time Out Magazine
b) the top of the Get Ready page
c) the Workbook Grammar Reference
d) Reading and Listening Help boxes
e) the Workbook, CD-ROM or website
f) the Word Bank
g) the Language Check
h) Key Word boxes, Word Builder and the Word Bank
i) the Study Help boxes
j) Key Expressions boxes

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Module 2

- Talk about your abilities and express opinions.
- Read about magicians and talented women.
- Listen to an interview and complete a form.
- Write an e-mail to a friend.
- Learn about past tenses and auxiliaries.

Talent

Get Ready

1 Look at the Key Words. Make guesses about the young stars in the photos (a–d).

Example

c) *She's a talented singer and I think she's good at communicating with the audience.*

Key Words: Abilities

Adjectives: artistic, athletic, creative, talented, imaginative, logical, musical, practical

Good at/brilliant at: communicating, gymnastics, languages, making things, maths, music, painting, science, singing, sport, writing

2 Listen and complete the table about the stars.

	Born in	From	Famous at the age of
Joss Stone	*1987*		
Catalina Ponor			
Rory Culkin			
Teimour Radjabov		*Azerbaijan*	

3 Who do you think are the most talented film/pop/sports stars in your country and the world?

Example

I think Ronaldinho is the most talented footballer in the world.

4 Do the questionnaire.

Your Talents

Which of these sentences are true about you?

1 I like talking in class discussions.
2 I can read maps well and I have a good sense of direction.
3 I can remember songs very well.
4 I am good at sports.
5 I like maths and science.
6 I like making things with my hands.
7 I like reading and playing word games.
8 I am good at doing logic puzzles.
9 I am good at matching colours.
10 I am a good singer.

5 Find out about your talents on page 107.

6 Work in pairs. Ask and answer questions about your partner's talents.

Example

A: *Are you good at singing?*
B: *No, I'm not very musical.*

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4 Magicians

Warm-up

1 Have you ever seen a magic show? Tell the class about it.

Example

There was a magician at my friend's birthday party. She did lots of card tricks.

2 Do you like magic? Why/Why not?

Reading

3 Read the texts (a and b). Answer the questions.

1 Which magician had a happier childhood? Why?
2 Are the two magicians' tricks similar or different?

Grammar: Past Simple and Past Continuous

4 Name the tenses <u>underlined</u> in the sentences (1–3). Then match the sentences and tenses (1–3) with the uses (a–c).

1 He was only nine when he <u>gave</u> his first public show. (_____)	a) regular activities in the past
2 He <u>escaped</u> from boxes and prisons. (_____)	b) longer background activities in the past
3 One man drowned when he <u>was trying</u> to escape from a milk tank. (_____)	c) single events in the past

5 Match the sentences (1–4) with the meanings (a–d).

1 He had to work to help his family.	a) was necessary
2 He could swim well.	b) wasn't necessary
3 They couldn't do his tricks.	c) had the ability/ was possible
4 He didn't have to work.	d) didn't have the ability/ was impossible

DAVID COPPERFIELD

a

David Copperfield (1956), the best known illusionist of our times, **could** do amazing card tricks in primary school. He **didn't have to** work like Houdini because his family was quite rich. When he was at school, he learnt some magic tricks to impress people. At 16, he started teaching magic at New York University.

In his shows in the 1980s and 1990s, he made the Statue of Liberty disappear, walked through the Great Wall of China and levitated across the Grand Canyon. In one show, he flew above the stage with a lady from the audience in his arms, while thousands of amazed spectators **were watching** him.

Practice

6 Complete the texts about two other magicians with the verbs in brackets in the Past Simple or Past Continuous.

David Blaine [1]_____ (walk) to his car when a poor man [2]_____ (stop) him in the street and [3]_____ (ask) for some money. Blaine [4]_____ (take) a one-dollar note from the man. He [5]_____ (play) with the *banknote when it suddenly* [6]_____ (change) into a hundred-dollar note.

Howard Jay [7]_____ (ask) a young woman from the audience to be his assistant. On stage, she [8]_____ (hold) an empty hat when a large diamond ring [9]_____ (appear) in it. Her boyfriend [10]_____ (stand) up and [11]_____ (ask) her to marry him. The audience [12]_____ (watch) them all the time. Fortunately, she said, 'Yes'.

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b

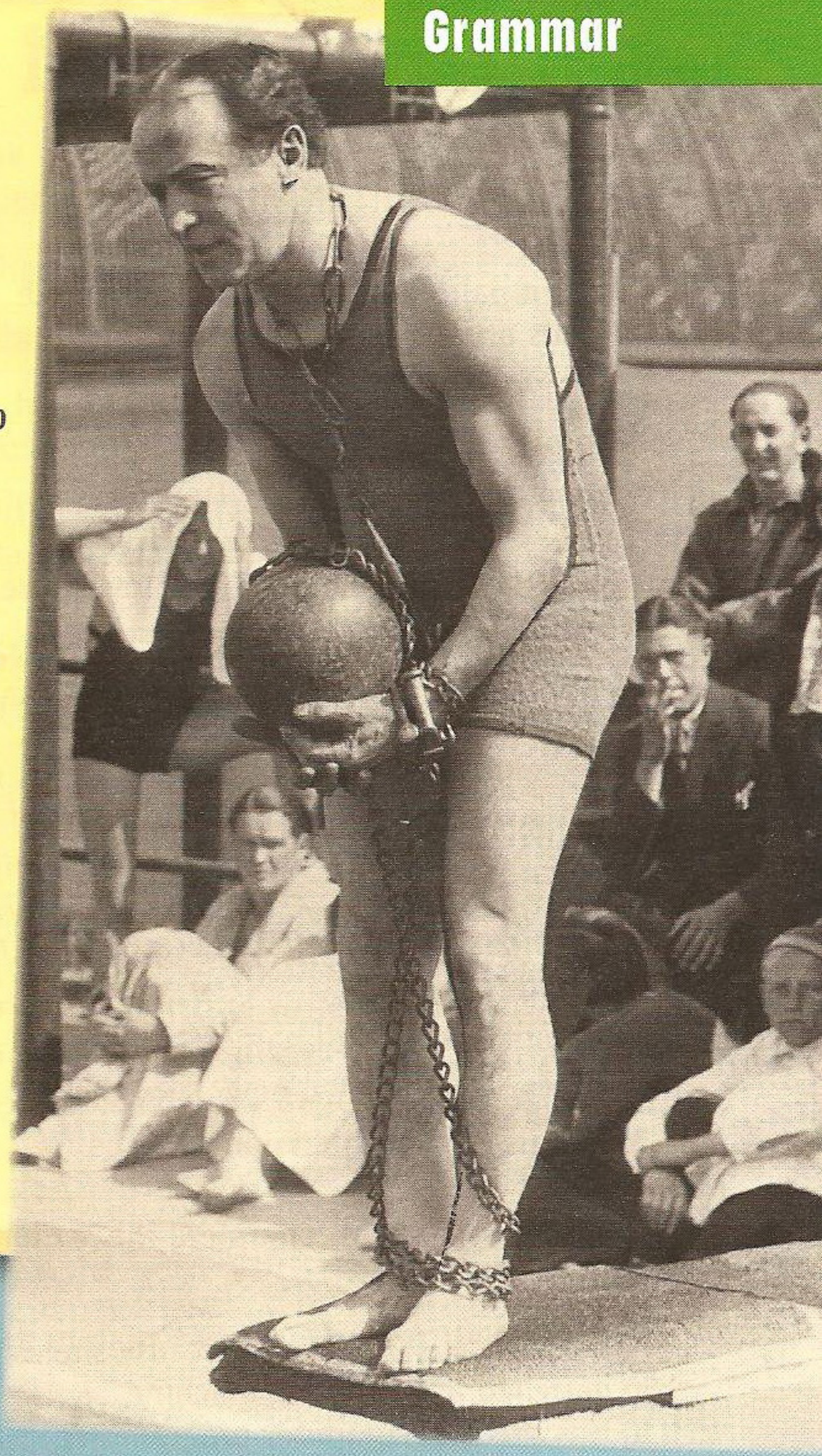
THE GREAT HOUDINI

Harry Houdini (1874–1926) was the most famous escape artist in the world. He was born in Hungary but his family moved to the USA when he was four.

As a child, he **had to** work to help his family – he sold newspapers, cleaned shoes and performed tricks for money. He was only nine when he gave his first public show.

Houdini's most famous acts were escapes. He **could** open locks and handcuffs without a key. (He learnt to open locks when he **couldn't** get an apple pie from his mother's locked cupboard!) He escaped from boxes, underwater tanks and prisons all over the world. Once he escaped from a straitjacket when he **was hanging** on a rope from a high building. Many people tried to copy him but they **couldn't** do his tricks. One man drowned when he **was trying** to escape from a milk tank.

ONE SHILLING ONLY



7 Match the sentences (1–4) with the speakers (a–d).

1 I had to study a lot.
2 I didn't have to study very much.
3 I couldn't study very much.
4 I could study a lot.

a) he/she had a lot of time for learning
b) his/her teachers were very strict
c) he/she was a very clever child and found school very easy
d) his/her family was poor and he/she worked in the afternoons to help

8 Complete the sentences with *had to*, *could*, *couldn't*, or *didn't have to*.

1 I'm very good at card tricks; I _____ already do them when I was five.
2 I _____ do any tricks after I broke my finger.
3 I _____ give a lot of shows to earn enough money.
4 I had two assistants so I _____ do everything myself.
5 I _____ buy all my equipment because magicians only use their own things.

Your Turn

9 Use the cues below to make sentences about what you *could*, *couldn't*, *had to* and *didn't have to* do when you were in primary school.

- come home before 8 p.m. • speak English • tidy your room
- watch TV late • play basketball • do the shopping • go cycling
- use the computer • wash up • do homework • feed your pet
- babysit • read books

10 Work in pairs. Read your sentences to your partner. Who had to help most at home? Who could do more fun things?

11 Make two sentences, one true and one false, about things that happened to you last night. Use the Past Continuous and the Past Simple.

Example

I was walking home when I found some money in the street.

I was watching a match on television when the TV set exploded.

12 Work in pairs. Guess which sentence is false.

TIMEOUT! Page 110, Exercise 4

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5 Hidden Talent

Warm-up

1 Work in pairs. Write the names of three famous artists, composers, scientists and writers from history.

Example

scientists: Einstein, Newton, Darwin

2 How many of the people on your list are women?

Reading

3 Read about the lives of four talented women. Who:

a) was famous in her lifetime because of her husband?
b) could not use her full name?
c) is not very well-known now?
d) had to use an invented name?

4 Read the text again. Complete the sentences with a), b) or c).

1 Ada Lovelace is important because she …
a) designed a calculating machine.
b) was the first computer programmer.
c) was the daughter of Lord Byron.

2 Louise Farrenc stopped composing because …
a) of her teaching work. **b)** of her daughter's death. **c)** she married another musician.

3 Mary Ann Evans wrote novels about …
a) women's rights. **b)** everyday life.
c) London society.

4 Frida Kahlo was … **a)** very unlucky in her life.
b) very successful in her lifetime.
c) a successful doctor.

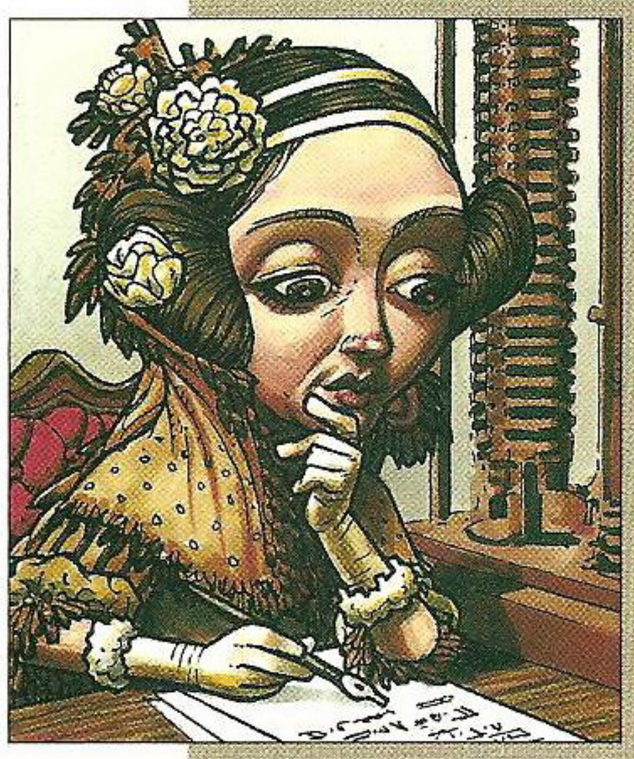
5 Find the verbs (1–8) in blue in the texts and match them with the prepositions (a–h).

Word Builder

1	talk (text 1, 4)	**a)**	at
2	work (text 1)	**b)**	in
3	think (text 1)	**c)**	to
4	come (text 2)	**d)**	after
5	take (text 2)	**e)**	from
6	look (text 3)	**f)**	with
7	believe (text 3)	**g)**	of
8	look (text 3)	**h)**	up

1 Computer Countess

Ada, Countess of Lovelace (1815–1852) was the beautiful daughter of the English poet, Lord Byron. When she was eighteen, she saw a 'calculating machine' – a primitive computer – and talked to its inventor, Charles Babbage. Ada was fascinated and began to work with him. She thought of mathematical calculations for his new machine and these were the world's first computer programs. Ada published her work but only used her initials because in those days women couldn't be scientists.



2 A Forgotten Composer

Louise Farrenc (1804–1875) came from a family of artists but decided to take up music. At seventeen, she married another musician and they had a daughter. In her twenties, Louise started to compose music and her works were popular around Europe. In 1842, she became the first woman teacher at the Paris Conservatory. Louise's daughter was a brilliant pianist and often performed her mother's works. When her daughter died young, Louise stopped composing music for ever.

6 Complete the description with the correct form of the words from Exercise 5.

Frida Kahlo [1]_____ Mexico City. She first [2]_____ painting professionally when she was in hospital. Two years later, she went to [3]_____ Diego Rivera about painting. She was twenty-one and he was forty-two but they fell in love. They both [4]_____ communism and Frida later became a friend of Leon Trotsky. Many of Frida's paintings were self-portraits and she [5]_____ very bright colours. When you [6]_____ Frida's paintings, you can also see the influence of Mexican culture and popular art.

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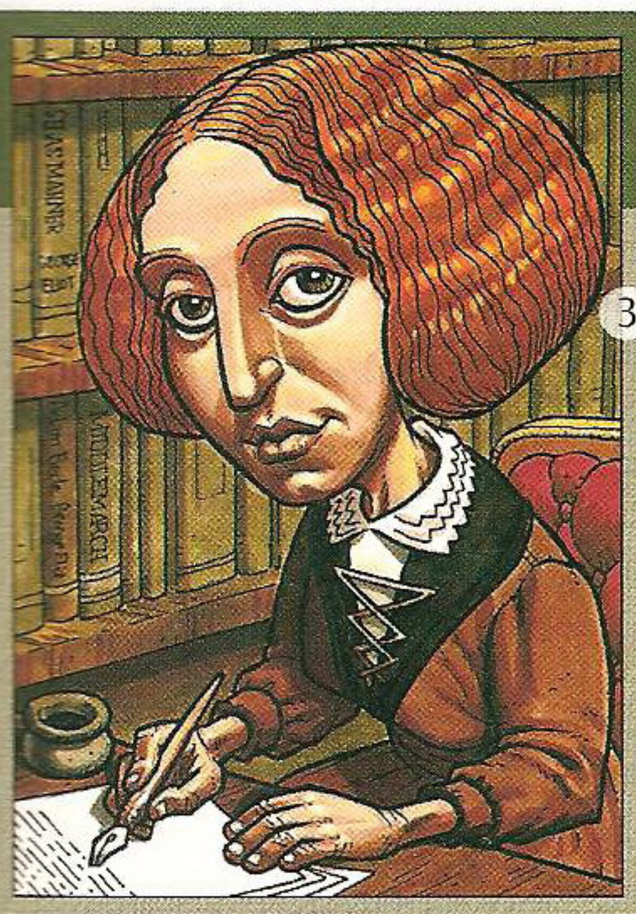
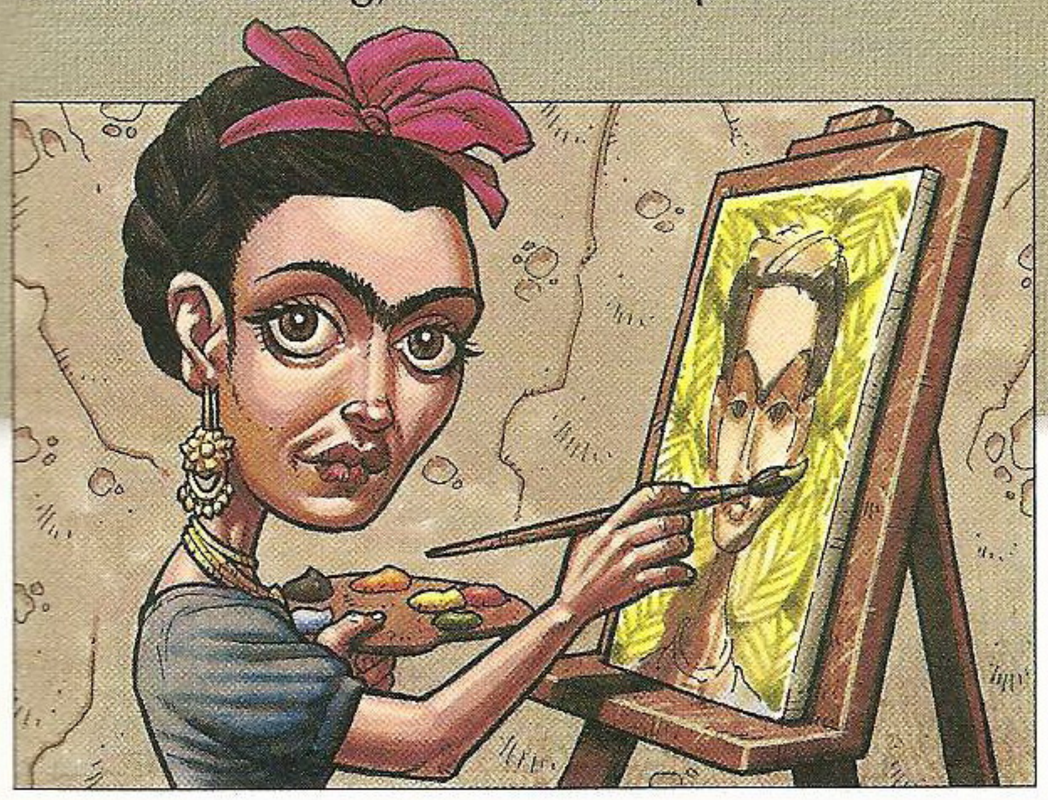


3 George or Mary Ann?

George Eliot was a great nineteenth-century novelist but George's real name was Mary Ann Evans (1819–1880). Mary Ann couldn't leave home until she was thirty because she had to look after her father. After his death, she went to London and became a writer. Mary Ann used a man's name because people did not take women writers seriously. Mary Ann believed in women's rights and her novels about life in small English towns look at women's place in society.

4 Mexican Magic

Frida Kahlo (1907–1954) was born in Mexico City. She had polio when she was young but studied to be a doctor. Then one day, while she was travelling on a bus, there was a terrible accident. When Frida was recovering in hospital, she started painting and worked with bright colours. In 1927, she married the painter, Diego Rivera. Frida was famous as his wife but her paintings only became very well-known after her death. After the accident, Frida was often in pain and you can see this in her strong, colourful self-portraits.



7 Preposition Quiz Choose the correct preposition in the sentences.

1 I like listening *at/to* music.
2 I sometimes have to wait *for/on* buses.
3 I never worry *on/about* exams.
4 I don't know a lot *about/in* astronomy.
5 I haven't got enough money to pay *by/for* a new computer.
6 I sometimes think *about/in* my old boyfriend.

→ Word Bank, page 124.

Skills

8 Look at the Sentence Builder. Which of the <u>underlined</u> words mean:

a) at the same time as? **b)** after?

Sentence Builder

<u>When</u> her daughter **died** young, Louise stopped composing.

<u>When/While</u> Frida **was recovering** in hospital, she started painting.

9 Look at the sentences. In which of them can you only use *when*?

1 Ada Lovelace became interested in maths *when/while* she met the mathematician Mary Somerville.
2 Mary Ann Evans became interested in politics *when/while* she was living at home.
3 Mary Ann started to write books *when/while* she was working for a magazine.
4 *When/While* Ada saw the calculating machine, she wanted to work with it.

Speaking

10 Work in pairs. Ask and answer these questions.

1 Which of the women in the texts do you think is the most interesting? Why?
2 What world-famous women do you know from history?
3 What women do you know about from your country's history?
4 What famous contemporary women do you most admire?

11 **Speak Out** Why are there still more famous male scientists, composers, artists and leaders nowadays? Which of these reasons do you think are most important?

- women have to look after their families
- it's more difficult for women to be successful
- women are not as interested in fame as men

Fact or Fiction?

The first woman to win a Nobel Prize was Marie Skłodowska Curie.

Answer on page 108.

→ TIMEOUT! Page 110, Exercise 5

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6 Auditions

Warm-up

1 Listen to Jasmin, Matt, Sam and Gwen's auditions for a concert. How well do you think they played? Give them a score out of five.

2 Tell the class your opinions.

Example

I think … played very well. I gave him/her a 4.

Reading and Listening

3 Read and listen to the dialogue. Who:

1 snores?
2 sings in the shower?
3 thinks his performance was very bad?
4 is superstitious?
5 is lucky?

The group goes to a bowling alley in Norwich after school.

Sam: So, what's your room like, Gwen? Our room's quite nice.

Matt: I don't think so. It's too small and you snore!

Sam: No, I don't!

Matt: Yes, you do. I need earplugs!

Sam: Well, at least I don't sing in the shower like you!

Gwen: Well, our room is really nice. By the way, what did you think about the audition this morning?

Sam: I didn't think it was very easy.

Gwen: Neither did I.

Matt: It was a disaster! Auditions are horrible.

Sam: That's true. But honestly, Matt, you were fine.

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Matt: No, I wasn't. I knew before I started because I didn't have my lucky ring.

Gwen: What?

Matt: My lucky ring. I sometimes wear it for luck. But I left it in my room.

Sam: Well, I think superstitions are silly.

Gwen: So do I. I don't believe in all that stuff.

Matt: Well, I do.

Jasmin: Hey, what are you lot talking about?

Gwen: Matt's 'lucky ring'. Are you superstitious, Jas?

Jasmin: Well, I never wear yellow on stage. It's unlucky for me. And I've got a lucky bracelet. Look!

Gwen: Mm it's really nice.

Jasmin: Well, it's my turn. Watch. Yes! A strike!

Sam: I don't believe it!

Speaking

4 Look at the Key Expressions.

Key Expressions: Opinions

Opinion	Agreeing	Disagreeing
Our room's quite nice.	That's true.	I don't think so.
I didn't think it was very easy.	Neither did I.	I did.
I think superstitions are silly.	So do I.	I don't.
I don't believe in all that stuff.	Neither do I.	I do.

5 Complete the dialogue.

A: I [1] *thought* the film was great.

B: So [2]_____ I. Katie Holmes was brilliant!

A: That's [3]_____. But Nichole Kidman was better.

B: I [4]_____ think so. I think she's too old.

A: I [5]_____! She's really good-looking. And I think she's a great actress.

B: So [6]_____ but this wasn't her best film.

6 Look at the list of celebrities. Add four more.

- Ronaldinho • Kirsten Dunst • Britney Spears
- Orlando Bloom • Maria Sharapova
- Jude Law • Tobey Maguire • Keira Knightley

7 Work in pairs. Give your opinions. Agree and disagree about the celebrities in Exercise 6. Use these words:

- attractive • brilliant • excellent • good-looking
- great • intelligent • nice • talented

Example

A: *Ronaldinho is a great player but I don't think he's very good-looking.*

B: *Neither do I.*

Everyday Listening

1 Listen to the interview for a holiday job. Which of the things below can the girl do?

• speak a foreign language • use computer programs • get on with people • repair things • do crosswords • type fast • use the Internet

2 Listen again and complete the form.

YOUR DETAILS

Name: [1]_____ Bayliss

Address: [2]_____, Orchard Rise, Norwich

Date of birth: [3]_____ 89

Education: Exams: [4]_____, English, history, geography, [5]_____ and [6]_____

Work experience: At weekends, works in aunt's [7]_____ shop

Interests: horse riding, hockey and [8]_____

3 **Pronunciation** Listen to the four sounds and repeat the words.

1 /t/ ha**t** **2** /d/ ha**d** **3** /θ/ **th**ink **4** /ð/ **th**en

What sounds are the underlined letters in these sentences?

1 And your date of birth is fifteen, three, eighty-nine.
2 I can read and write and understand everything when they don't talk too fast.
3 They're not hard and I can use both of them.
4 I sometimes work in my aunt's clothes shop at the weekends.

4 Listen and repeat the sentences.

→ TIMEOUT! Page 110 Exercise 6

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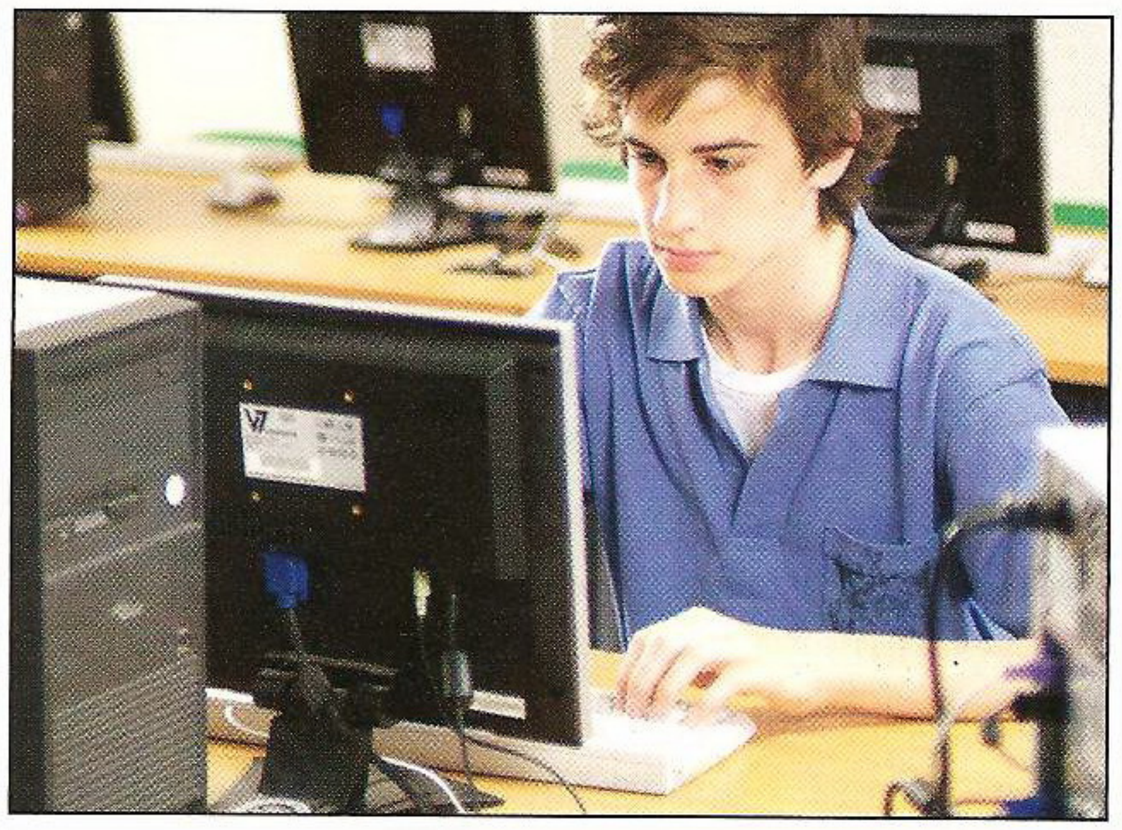
Your Challenge

Writing: An E-mail

1 **Read Matt's e-mail. Answer these questions.**

1 What did Matt do before the course started?
2 What is he worried about?
3 What doesn't he like about Petergate?
4 Which students does he think are talented?



Subject: Norwich

Hi Finn,

1 Here I am in England! I got here last Thursday. The flight was really long and boring. I stayed with my Uncle Ted in London for four days. I saw the sights and went to a concert as well. Then I got a train up here to Norwich on Friday.

2 Petergate school is okay but the level's a bit too high for me! I played my guitar in the first music class yesterday – I was really bad! And we have to record a song next week! My drama teacher is a weird guy called Bywater. He says he was in TV years ago. Also the director, Mrs Tyler-Smith, has a cat, 'Benson' ... and you know I just hate cats!

3 I'm sharing a room with a guy from London called Sam. He's a good singer and plays the piano well, too. There are also a couple of girls. Gwen's from Wales and Jasmin's from Manchester, I think. She's a fantastic dancer – and isn't bad-looking, either.

4 Well, I'm going to bed now. I'm feeling really tired tonight.
See ya!

Matt

Text Builder

2 **Match the topics (a–d) with the paragraphs (1–4).**

a) reason for finishing **b)** new friends
c) the trip to the UK **d)** the school and teachers

3 **Look at the linkers in blue in the text. Which words:**

- usually go at the end of a sentence?
- can go at the start or in the middle of a sentence?
- comes after a negative verb?

4 Look at the Writing Help.

Writing Help: Getting Ideas for E-mails, Letters and Postcards

- First, think about the situation you are in: Where are you? What are you doing? What is the place like?
- Think about the letter: Why are you writing? Who are you writing to? What is that person interested in?
- Think of news: What did you do yesterday/last week? Did you enjoy it? What was it like?

FOR YOUR PORTFOLIO

5 **Imagine you are studying at a language school in the UK, USA or Australia. Write an e-mail to an English-speaking friend.**

STEP 1 **Use the questions in the Writing Help to think of ideas.**

STEP 2 **Write your e-mail. Write about:**

- your trip to the UK, USA or Australia
- the school, classes and teachers
- new friends
- a reason to finish the letter

Remember to include linking words.

STEP 3 **Check your e-mail for spelling, grammar and linking words.**

6 **Work in groups. Read each other's e-mails. Which trip sounds the most interesting?**

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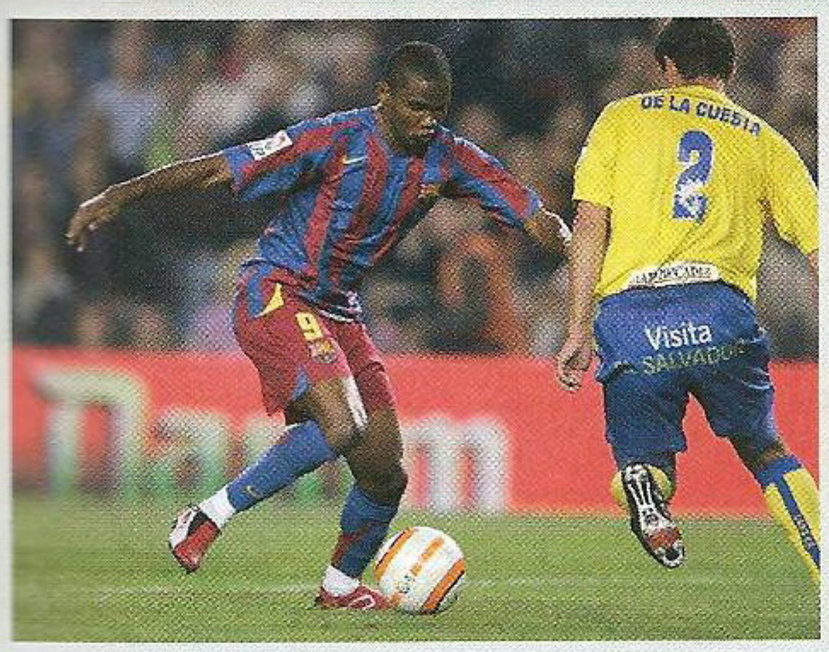
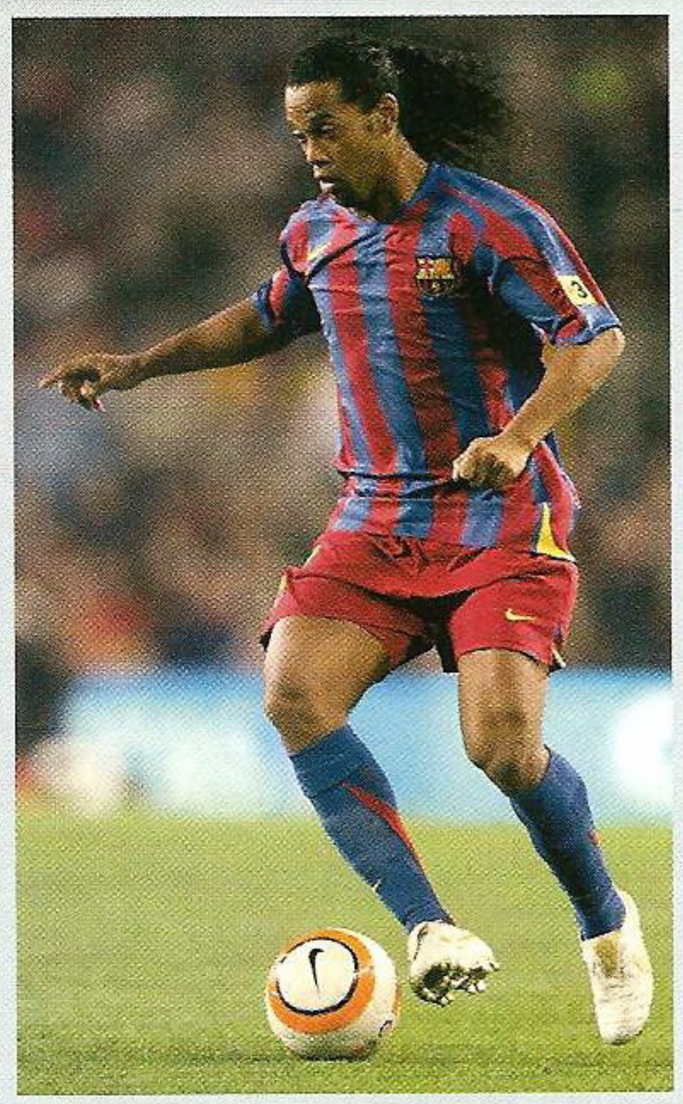
Understanding Grammar: Question tags





1 Read and listen to the dialogue. What team they are talking about?

Bill: Did you watch the match last night?

Tom: Yeah, I did.

Bill: It was fantastic, wasn't it?

Tom: Yes – better than their last game. That wasn't great, was it?

Bill: No, but this time Ronaldinho scored four goals. I love that guy!

Tom: Do you? I prefer Eto'o. He's scored more goals this season, hasn't he?

Bill: That's true, he has. But Ronaldinho is the best footballer in the world. All the newspapers say that, don't they?

Tom: But Ronaldinho can't run as fast as Eto'o.

Bill: Can't he?

Tom: No, and Eto'o is younger, isn't he?

Bill: Well, one year isn't much, is it? They're both brilliant!

2 Read the two questions (1–2) and match them with Bill's intentions (a–b).

1 Did you watch the match last night?	a) Bill thinks he knows the answer and that Tom agrees with him.
2 It was fantastic, wasn't it?	b) Bill doesn't know the answer.

3 Complete the questions with the correct question tags. Use the dialogue to help you.

Sentence	Question tag
Eto'o **is** younger,	_____?
All the newspapers **say** that,	_____?
They **are** practising before the next match,	**aren't they**?
He's **scored** more goals this season,	_____?
It **was** fantastic,	_____?
The goal keeper **played** very well,	**didn't he**?
Eto'o **can** run really fast,	**can't he**?
Barcelona **will** win the Champions' League,	**won't they**?
Their last game **wasn't** great,	_____?
One year **isn't** much,	_____?
They **didn't score** a goal,	**did they**?
Ronaldinho **won't play** in the next match,	**will he**?

4 Complete the rule with the correct words.

We use a *positive/negative* tag after a positive statement and a *positive/negative* tag after a negative statement.

Practice

5 Complete the sentences with question tags.

1 You can do some card tricks, _____?
2 Magicians don't work in the morning, _____?
3 Fabien Barthez is a very good goal keeper, _____?
4 Footballers earn a lot of money, _____?
5 Your parents will come to our matches, _____?
6 Our players haven't won any matches this year, _____?
7 Pelé played in the World Cup when he was 17, _____?
8 Your sister is taking singing lessons, _____?

6 Work in pairs. Make questions.

► Student A, page 105
► Student B, page 106

7 Read the questions in blue in Exercise 1. Does the speaker:

a) agree?
b) disagree?
c) show interest/surprise?

8 Respond to these statements with questions to show interest.

1 I'm interested in magic. *Are you?*
2 David Beckham earns more than any other footballer.
3 My dad can't ski.
4 I spent my summer holidays in Greece.
5 I don't like hot climates.
6 Football is my favourite sport.
7 My mum has just learnt to swim.
8 I'd like to do a bungee jump.

9 Listen to the people. Respond to each sentence. Show interest.

10 Listen and repeat the responses.

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Study Corner 2

Language Check

1 **Complete the gaps with the correct form of the word in brackets.**

1 She's very _____ and can play the flute beautifully. (music)
2 I'm not a very _____ actor – I always forget my words! (talent)
3 He's very _____ and writes really good ghost stories. (imagination)
4 I'm not a very _____ person and I hate making things with my hands. (practice)
5 My brother's very _____ and is good at all sports. (athletics)

2 **Complete the verbs in the sentences with the correct prepositions.**

6 Can I talk _____ you for a moment?
7 Personally, I don't believe _____ magic.
8 She smiled when I looked _____ her.
9 I couldn't think _____ the answer to that question.
10 She worked _____ her partner.

Vocabulary ☐ / 10

3 **Complete the questions.**

11 They're good at tennis, _____?
12 He can't play the piano, _____?
13 We didn't do very well in the exam, _____?
14 You're good at chess, _____?
15 Your parents were living in Germany when you were born, _____?

4 **Complete the text with the correct form of the verbs in brackets.**

William Shakespeare was born in 1564 in Stratford-upon-Avon. Shakespeare's father, John, was a glove maker and his mother 16_____ *(have) quite a lot of land. When William was born, his father* 17_____ *(do) very well in business but a few years later things* 18_____ *(go) wrong. William probably went to Stratford Grammar School and he* 19_____ *(can) read and write Latin. When he was eighteen, he* 20_____ *(marry) Anne Hathaway. William probably* 21_____ *(leave) Stratford to go to London in 1588. Maybe he* 22_____ *(have to) leave because of money problems. Anyway, we know that in 1594, he* 23_____ *(work) for the most successful theatre company in London. He* 24_____ *(write) 37 plays and 154 poems. He retired to Stratford in 1611 and* 25_____ *(live) there until he died at the age of 52.*

Grammar ☐ / 15

5 **Complete the dialogue.**

A: What did you think about the game? I thought it was great.
B: So 26_____ I. 4–3 with the final goal in the last minute! Games like that are brilliant!
A: That's 27_____. I thought Gerrard was the best player.
B: Oh, I 28_____. I thought Morientes was better. And he scored two goals. Gerrard was lucky with his goal.
A: I 29_____ think so. Anyway, Barcelona played well, too but I didn't think the referee was very good.
B: Neither 30_____ I. He made some terrible decisions.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 22 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 5 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 4 – Grammar
Numbers 26–30	Unit 6 – Key Expressions

Study Help: Similar Words

Many words in English are similar to words in other languages. You can usually guess the meaning.

- 'International' words, e.g. *taxi*, *hotel*.
- Words from Latin and Greek or a mixture, e.g. television (*telewizor* in Polish, *televisor* in Spanish).
- Be careful with 'false friends' – similar words with a different meaning, e.g. – *a hazard* in English means a danger (*hazard* in Polish means *gambling*).

- **Write five words similar in English and your language and two 'false friends'.**

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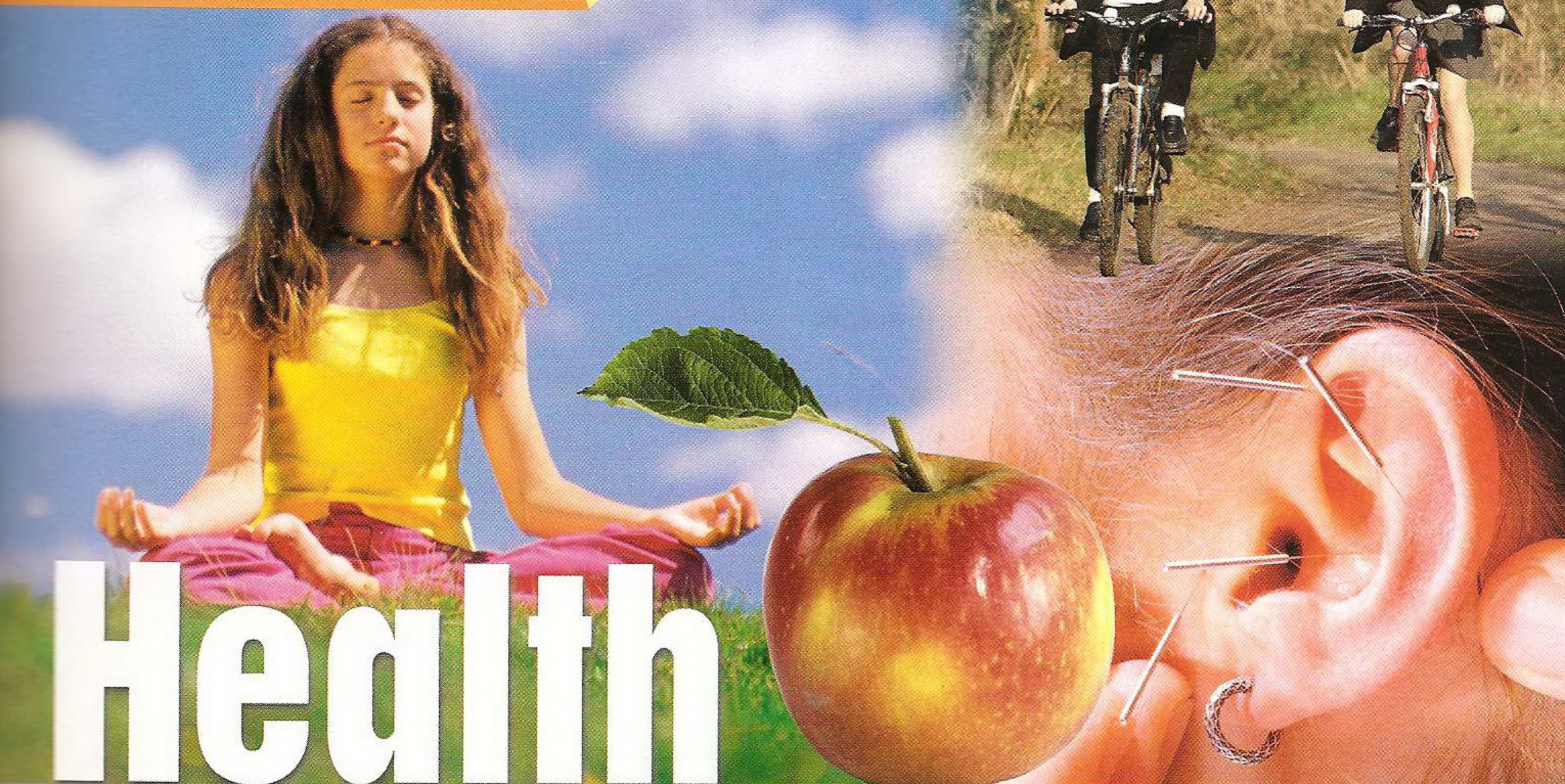
- Talk about health; do a roleplay at the doctor's; do a survey.
- Read about health myths and unusual food.
- Listen to doctors and patients.
- Write a short report.
- Learn about the passive.

Module 3



Health

Get Ready

1 Look at the Key Words. Which are a) common health problems, b) treatments?

Key Words: Health (1)

acupuncture, an allergy, antibiotics, a cold, flu, a headache, a herbal remedy, insomnia, being overweight, a painkiller, a sports injury, stress, tiredness, a vaccination

2 Listen to three people. Write B (Brian), Z (Zara) or D (Dan) next to the decriptions (1–9).

1 ☐ played computer games all the time
2 ☐ eats healthy snacks
3 ☐ felt tired all the time
4 ☐ is more relaxed
5 ☐ had a lot of stress
6 ☐ does rowing
7 ☐ lost weight
8 ☐ does yoga
9 ☐ was overweight

3 Work in pairs. Do the questionnaire with your partner.

How Healthy is Your Lifestyle?

1 What kind of drink do you usually have?

a) sweet fizzy drinks **b)** tea or coffee **c)** fruit juice or water

2 How many portions of fruit and vegetables do you eat every day?

a) fewer than three **b)** three or four **c)** five or more

3 Which of these things do you do?

a) smoke cigarettes **b)** spend time in smoky rooms
c) don't go near cigarette smoke

4 How many times a week do you do physical exercise?

a) never **b)** once or twice **c)** three times or more

5 How many hours do you sleep at night?

a) under 5 hours **b)** 5 to 7 hours **c)** 8 or more hours

4 Check your answers on page 107. How healthy is your lifestyle?

5 **Speak Out** Work in pairs. How can teenagers in your country get healthier? Tell the class.

Example

There should be more sports centres and they should be free.

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7 Disease

Warm-up

1 Look at the Key Words. Which of these diseases are common in your country? Which are dangerous?

Key Words: Diseases

AIDS, chicken pox, cholera, malaria, measles, mumps, the plague, polio, rabies, smallpox, tuberculosis (TB), whooping cough

Reading

2 Look at the pictures and read the factfile and the text. Choose the best title.

a) NEW DISEASES
b) FIGHTING DISEASE
c) AVOIDING INFECTIONS

3 In what ways do diseases spread? How can we avoid them? Make two lists.

Grammar: The passive

4 Find the sentences in the text and complete them with the correct verb forms.

Present Simple passive

Nowadays, people [1]_____ against many common diseases.

How **is** an infection **passed** on?

AIDS **isn't spread** by coughing or kissing.

Past Simple passive

Sick people [2]_____ from healthy ones.

When **was** penicillin **discovered**?

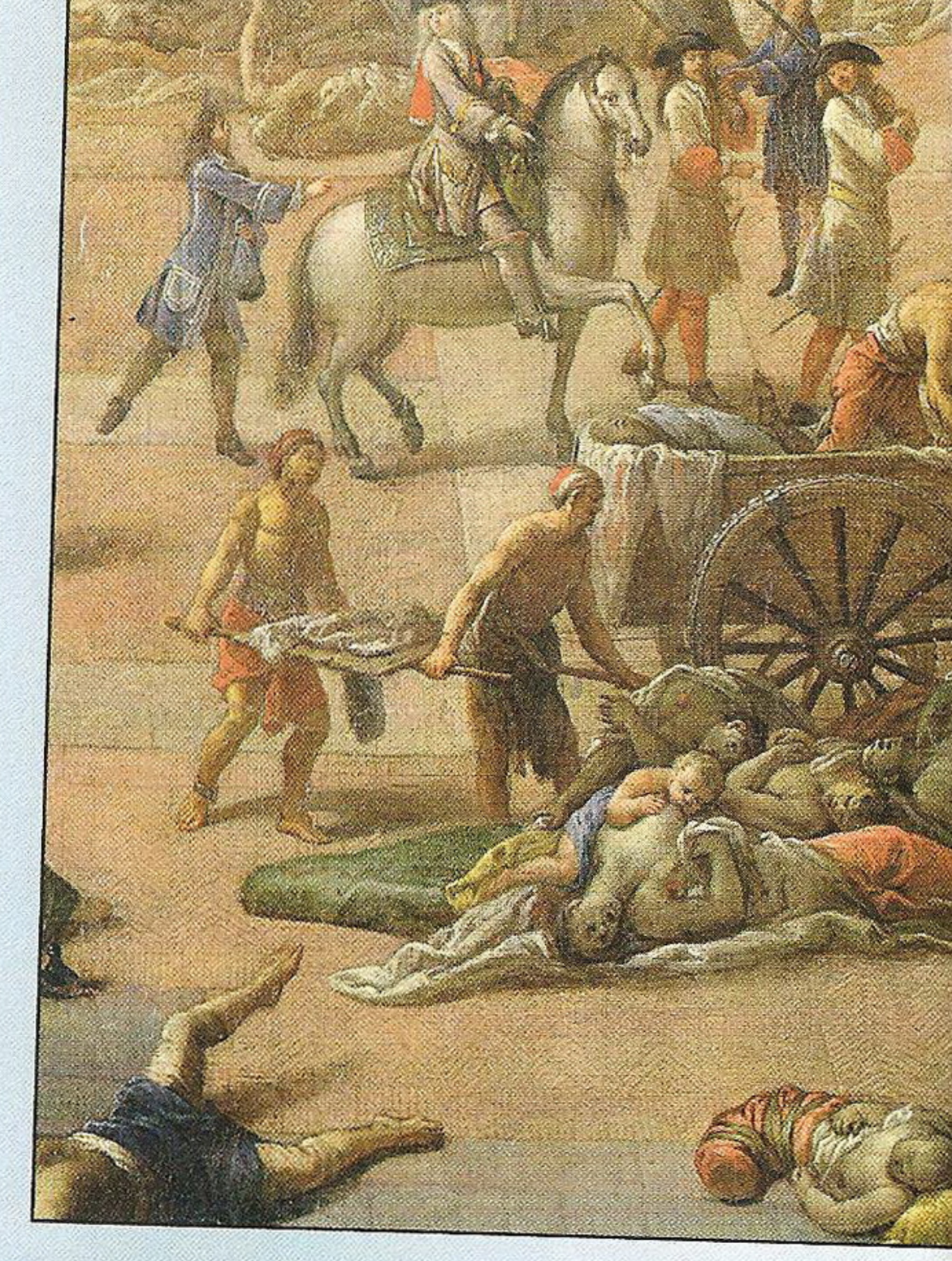
Vaccines **weren't known** until the fifteenth century.

5 Find more examples in the text. Complete the rule.

To form the passive, we use the verb _____ + the 3rd form of the main verb.

6 Match the sentences (1–2) with the meanings (a–b).

1 Bacteria kill many people.
2 Bacteria are killed by antibiotics.
a) bacteria are passive (they don't do anything)
b) bacteria are active (they do something)



For thousands of years, there were no epidemic diseases. However, when people started living in towns, infections could spread more easily. When traders and armies travelled from city to city, they brought bacteria and viruses with them and spread infections to new populations. Children were in the greatest danger: in the nineteenth century, 50% of children died before the age of five.

Most infections are spread in the same way: bacteria or viruses are passed on by coughing, sneezing or by touching food with infected hands. People began to understand this as early as the 1300s. During the plague in Milan, the streets were regularly cleaned and the clothes of plague victims were burned.

In the nineteenth century, Ignaz Semmelweiss observed that infection was spread by doctors' dirty hands and recommended washing hands before touching patients.

7 Read the sentences (1–2) and match them with the uses of the passive (a–b).

1 Infection was spread **by doctors' dirty hands**.
2 The clothes of plague victims **were burned**.

We use the passive:
a) when we don't know or we don't want/need to say who did something,
b) when we want to stress who or what did something.

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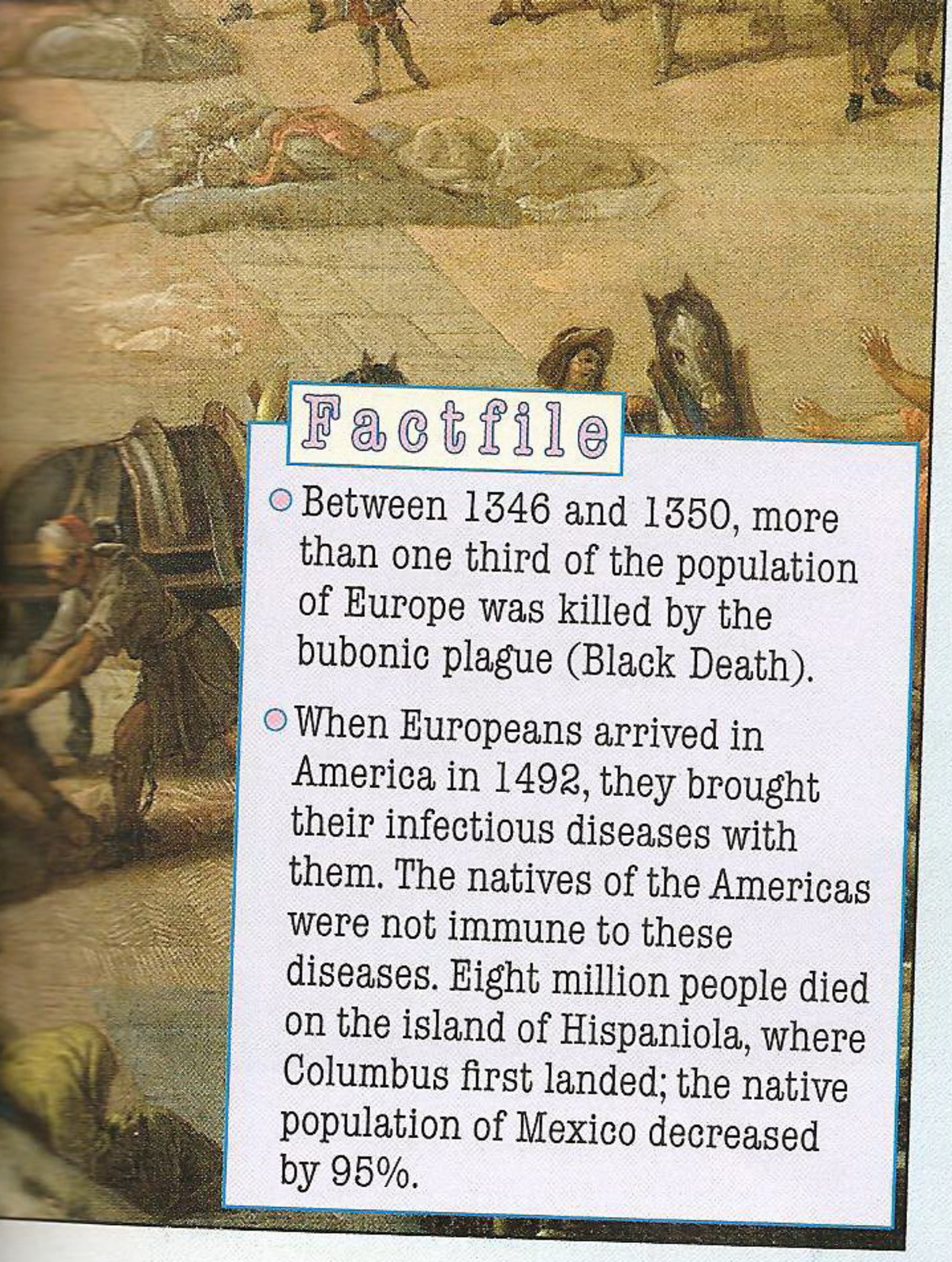

Factfile

- Between 1346 and 1350, more than one third of the population of Europe was killed by the bubonic plague (Black Death).
- When Europeans arrived in America in 1492, they brought their infectious diseases with them. The natives of the Americas were not immune to these diseases. Eight million people died on the island of Hispaniola, where Columbus first landed; the native population of Mexico decreased by 95%.

Another early way of avoiding disease was quarantine – sick people **were isolated** from healthy ones. 25

Vaccines were first used in the eighteenth century. In 1796, Edward Jenner vaccinated people against smallpox. Nowadays, in many countries, people **are vaccinated** against many common diseases, such as measles or TB. 30

Practice

8 Use the verbs in brackets to complete the sentences in the Present Simple or Past Simple passive.

1 More people _____ by infectious diseases than by anything else. (kill)
2 When _____ antibiotics _____? (discover)
3 About 40 million people in the world _____ with HIV. (infect)
4 Malaria _____ by male mosquitoes. (not transmit)
5 How _____ flu _____ on from person to person? (pass)
6 The plague in Florence _____ by Boccaccio in *Decameron*. (describe)
7 Many infectious diseases _____ by mice and rats. (spread)
8 HIV _____ on by sneezing, coughing or touching. (not pass)

9 Complete the text with the passive forms of the Present Simple or Past Simple.

Infections caused by bacteria and viruses [1]_____ (treat) differently. People with bacterial infections [2]_____ (give) antibiotics. The first antibiotic, penicillin, [3]_____ (discover) by Alexander Fleming in 1929 but it [4]_____ (not use) until the early 1940s. During the Second World War, penicillin [5]_____ (produce) on an enormous scale to treat wounded soldiers.

Infections caused by viruses [6]_____ (not treat) with antibiotics. The patient [7]_____ (tell) to drink a lot, stay at home and take painkillers to bring down the temperature. The cure [8]_____ (leave) to the patient's own immune system. We can avoid some viral diseases, such as measles or mumps, if we [9]_____ (vaccinate). Before we travel to foreign countries we [10]_____ (give) vaccinations to protect us from diseases, such as cholera.

Your Turn

10 Work in pairs. Make questions in the passive.

► Student A, page 105 ► Student B, page 106

→ TIMEOUT! Page 111, Exercise 7

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8 Health Myths

Warm-up

1 Read the sentences (1–3). Which one is false? Check your answer on page 107.

1 It is safe to look at an eclipse with sunglasses.
2 An apple a day keeps the doctor away.
3 Teenagers need more sleep than adults.

Reading

2 Work in pairs. Read the questions to a magazine (1–7). Which ideas do you think:

a) are complete myths? **b)** have some truth in them?
c) are true?

1 My dad says if you eat fish, you'll be cleverer. I say it's impossible. Who is right? *Tom Watson, Cardiff*

2 ***Can you catch a cold if you go out in cold weather with wet hair?*** ***Ella Simpson, Leeds***

3 Is watching TV bad for your eyes? Courtney Smith, Aberdeen

4 **Does eating carrots improve your eyesight? (Anne Davies, Bristol)**

5 My mum says my spots are caused by too much chocolate. Is that possible? Kelly Martin, Newcastle

6 Is it bad for your eyes to look at a computer screen for a long time? Karen Cookson, Edinburgh

7 I listen to music on my MP3 player. Can this damage my ears? Winston Carter, London

3 Look at the Reading Help. Do you 'skim' texts when you read in your language?

Reading Help: Skimming

- The first time you read a text, it is a good idea to look through it very quickly to find out what it is about.
- Don't worry about new words or difficult structures. Just focus on the words you know to identify the topic.

4 Use the Reading Help. Read the replies (a–f). Match them with the letters (1–7). There is one extra letter.

5 How many of your guesses in Exercise 2 were right? Did anything surprise you? Tell the class.

a Well, have you ever seen a rabbit with glasses? But seriously, no. Carrots are good for healthy eyes because they are high in vitamin A. However, eating lots of carrots won't improve your eyesight. 1 5

b Yes, it can. Just fifteen minutes of loud noise can cause hearing problems. If you are wearing headphones and people around you can hear the music, then the volume is too high. It's also unfair to other people! 10

c No, that's incorrect. Getting very cold and wet can affect your immune system but cold weather doesn't directly cause colds: they are caused by viruses. These are easily spread in unhealthy places such as centrally-heated offices, homes – and crowded classrooms! 15

d Many young people are embarrassed to talk about this but it's quite normal to get spots. Stop eating chocolate for a while and see if it makes a difference. It's important to eat fruit and vegetables every day. They give you vitamin C and that's good for your skin. 20

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6 Read the replies again and answer the questions.

1 Why are carrots good for your eyes?
2 When is music too loud?
3 Why can classrooms be unhealthy places?
4 How often should you eat fish?
5 What food contains vitamin C?
6 How can watching a lot of TV affect your health?

7 Look at the adjectives in the Word Builder. Find the opposites in red in the texts.

Word Builder

Adjective	Opposite
possible	*im*possible
patient	1 _____
correct	2 _____
fair	3 _____
healthy	4 _____
likely	5 _____
comfortable	6 _____
fit	7 _____

e Fish contains a fat called omega-3 and this is good for your brain. Eating fish is unlikely to improve your intelligence but it's good to eat fish at least twice a week.

f Actually, no it isn't. Good news for all you tele-addicts! But don't sit in an uncomfortable position or close to the screen – this can cause headaches. And don't watch TV for more than ten hours a week. You'll be unfit and more likely to get impatient easily or be TIRED at school!

8 Complete these sentences with opposites from Exercise 7.

1 Fast food is *unhealthy*.
2 He hates waiting for people. He's very ...
3 I can't sleep in this bed. It's really ...
4 Nobody can run 100m in seven seconds. It's ...
5 I don't think she'll phone tonight. It's ...

9 **Adjectives Quiz** Write the opposites of these adjectives. Use *im-*, *in-* or *un-*. Then check your answers in the Word Bank.

happy, kind, known, lucky, necessary, polite, tidy, usual, visible

→ Word Bank, page 126

10 Look at the Sentence Builder. Find four more examples of the structure in texts d), e) and f).

Sentence Builder

It's **good to** eat fish twice a week.
It's **important to** eat fruit.

11 Use the cues to write sentences. Are they true (T) or false (F)? Check your answers on page 107.

1 ☐ unhealthy / drink a lot of coffee
2 ☐ bad / read in a room without much light
3 ☐ dangerous / sunbathe without suncream
4 ☐ good / drink milk before you go to bed

Speaking

12 Work in pairs. Write your own health advice (sensible or silly!). Think about these things:

- food and drink • sleep • exercise
- eyesight • hearing

Examples

It's unhealthy to have a big meal before you go to bed. (sensible)

It's good to listen to loud rap music before breakfast. (silly)

13 Work in groups. Take turns to read out your advice. Is it sensible or silly?

Fact or Fiction?

Chewing gum takes seven weeks to pass through the human digestive system.

Answer on page 108.

→ TIMEOUT! Page 111, Exercise 8

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Under the Weather

Warm-up

1 What treatment do you recommend for each symptom? Use the Key Words or your own ideas.

Key Words: Health (2)

Symptoms: a cough, an earache, a headache, a high temperature, a pain (in your foot/arm/back), a runny nose, sneezing, a sore throat, a toothache

Treatment: drink plenty of fruit juice and water, have an x-ray, stay in bed for a day or two, take cough mixture/medicine/tablets

Reading and Listening

2 Look at the photos. How do you think Matt feels? Choose symptoms from the Key Words.

Example

I think he's got a cough.

3 Read and listen to the dialogue and check your guesses from Exercise 2. What treatment does the doctor recommend?

Matt and Jasmin are working out in the gym.

Jasmin: What's the matter, Matt? You look a bit down.

Matt: I'm fed up. I'm not good enough to be in the dance class.

Jasmin: You weren't that bad. You shouldn't worry so much. Cheer up! There's a trip to the coast this weekend!

Matt: Big deal.

Jasmin: Hey, that's a nasty cough.

Matt: Yeah, I'm allergic to cats! But seriously, I'm a bit under the weather.

Jasmin: Well, why don't you go to the doctor?

Matt: I'm too busy to go.

Jasmin: Don't be silly. Doug can easily arrange it.

Matt: Okay, I'll ask him.

Matt goes to the doctor's that evening.

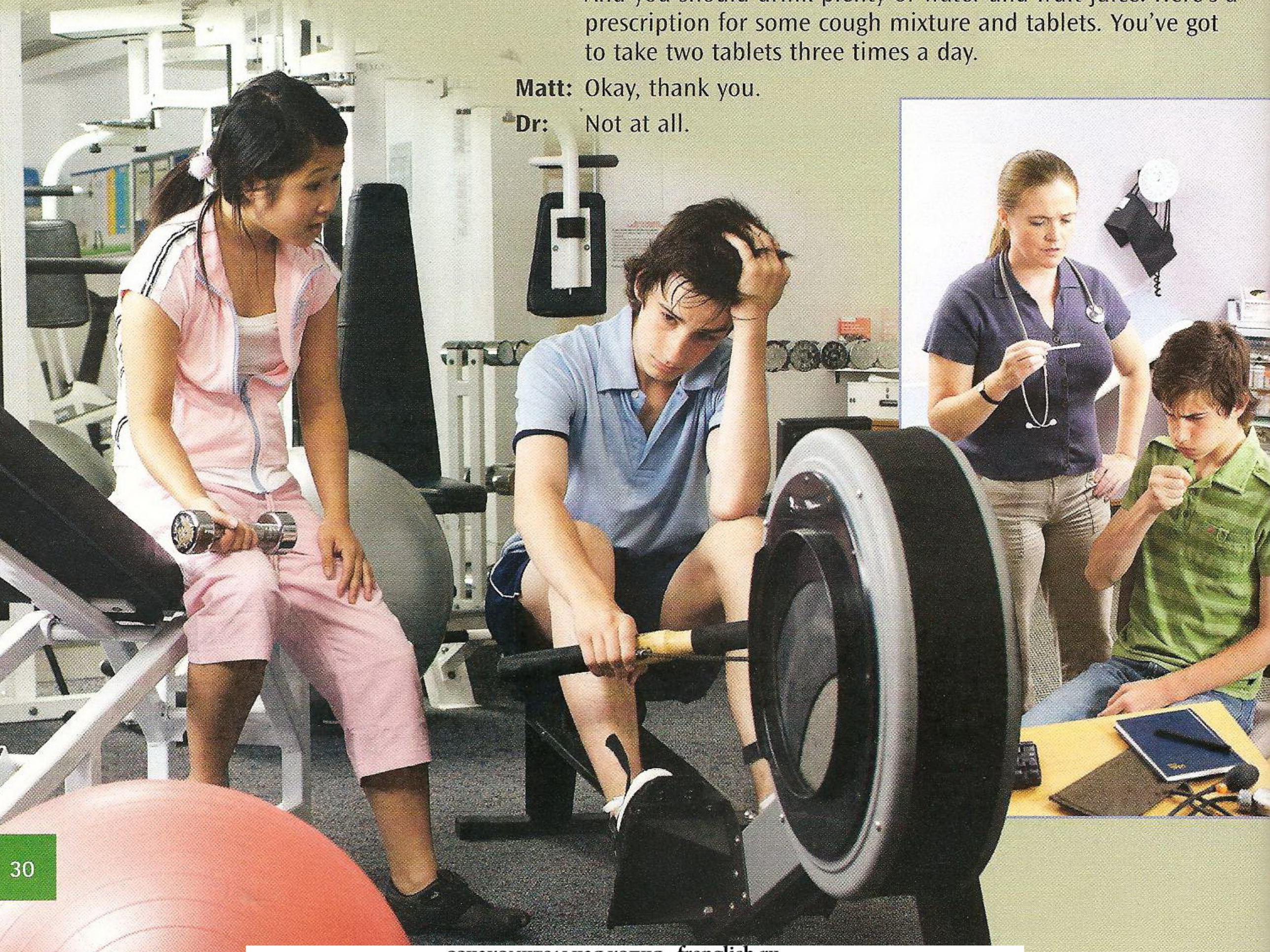
Dr: So, what can I do for you?

Matt: Well, I've got a bit of a cough. And I've got a sore throat and a terrible headache.

Dr: Okay, I'll take your temperature … mm that's quite high. You've got a bad cold. You shouldn't go out for a day or two. And you should drink plenty of water and fruit juice. Here's a prescription for some cough mixture and tablets. You've got to take two tablets three times a day.

Matt: Okay, thank you.

Dr: Not at all.



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4 Look at the Sentence Builder.

Sentence Builder

I'm He's We're	**(not) good enough to** be in the dance class. **too busy to** go.

5 Now make similar sentences. Use these cues.

Example

1 *I'm too tired to go out.*

1 I / tired / go out
2 he / ill / do the exam
3 I / old / drive a car
4 this maths problem / hard / do
5 I / tall / play basketball
6 the bag / heavy / carry
7 he / fit / run a marathon

Speaking

6 Look at the Key Expressions. Who says them – the doctor (D) or the patient (P)?

Key Expressions: At the Doctor's

What can I do for you? D
I've got a bit of a cough.
I've got a terrible headache.
You've got a cold.
You should drink plenty of water.
You shouldn't go out for a day or two.
You've got to take two tablets three times a day.

7 Which expression means *have to*?

8 Look at the Speaking Help.

Speaking Help: Preparation for Roleplays

- First, think about what to say. Look through Key Expressions and Key Words.
- Write notes (e.g. *have a cold/cough*). Don't write a complete dialogue!
- Practise saying expressions to yourself (e.g. *What can I do for you?*).

9 Look at the diagram below. Use the Speaking Help to prepare for the roleplay.

Doctor
Say hello. Ask what the problem is.
Good morning. What can I do for you?

→

Patient
Describe how you feel.
Well, doctor, I've got a sore throat.

Doctor
Ask another question.
And have you got a temperature?

→

Patient
Give more information.
Yes, I think so. And …

Doctor
Recommend some treatment.
Okay. You've got a cold. You should take these tablets three times a day. And you've got to drink lots of fruit juice.

→

Patient
Say thank you.
Thank you very much, doctor.

10 Work in pairs. Take turns to be a doctor and a patient. Use the Key Expressions from Exercise 6.

Everyday Listening

1 Listen to two people at the doctor's. Choose the correct answer, a), b) or c).

Speaker 1

1 What is the man's problem?
a) an allergy **b)** a cold **c)** a headache
2 What is the problem caused by?
a) cats **b)** trees **c)** the weather
3 What does the doctor recommend?
a) exercise **b)** fruit juice **c)** tablets

Speaker 2

4 What has the boy got?
a) a broken arm **b)** a broken leg **c)** a broken rib
5 How did he break it?
a) playing basketball **b)** playing football **c)** running
6 What does the doctor recommend?
a) running **b)** staying in bed **c)** an x-ray

2 **Listen closely** Listen and repeat these expressions. The main stresses are underlined.

1 What's the matter? **2** I'm fed up. **3** You weren't that bad.
4 I'm allergic to cats. **5** I'm a bit under the weather.
6 I've got a bit of a cough. **7** I've got a terrible headache.
8 You've got a temperature.

→ TIMEOUT! Page 111 Exercise 9

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Across Cultures 2

Warm-up

1 Look at the Key Words. Put them into the categories below. Then add more words to the list.

• fish • fruit • meat • vegetables

Key Words: Food

beef, cabbage, chicken, garlic, kiwi, lamb, mango, onion, peach, peas, salmon, sardines, strawberries, trout, tuna

2 What food do you love? What food do you hate?

Example

I love pizza. I can't stand cabbage!

Reading

3 Look at the photos and read about some unusual meals around the world. Which food would you like or not like to try?

Exotic Food

So, you don't like your school lunches? Take a look at some tasty alternative meals from around the world.

Bats are a good source of protein and are popular in Papua New Guinea.

Fish is high in protein – good for muscles. The Japanese love fish. They sometimes prepare a poisonous fish called **fugu**. But if it isn't prepared correctly, it can kill you!

The Inuit people eat **blubber**, the fat from whales. It is very high in calories and so gives you energy and keeps you warm in the freezing temperatures of the Arctic.

Australians love barbecues but did you know they barbecue **kangaroo** and **crocodile** steaks? Both of them are healthy. They are low in fats and cholesterol, so they are suitable for people with heart problems, unlike most other meat.

The French collect juicy **snails** and cook them with garlic. You can also find **frogs' legs** for dinner in many French restaurants. They are low in fat but a bit high in cholesterol.

Mopani worms are a traditional source of protein in Africa. The worms are actually caterpillars and they are becoming popular with tourists as a tasty 'ethnic' snack.

When the Masai people of Kenya are hungry and thirsty, they cut a cow's neck and collect the **blood**. The blood is often mixed with fresh **milk**, a good source of carbohydrates and vitamins. They say it's a refreshing and healthy drink!

Ants are eaten in many countries. In Colombia, they're fried or roasted and eaten as a crunchy snack in cinemas. Insects are, in fact, an excellent source of protein, vitamins and minerals.

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4 Read the article again. Match food from the article with these descriptions.

1 You can find them in your garden.
2 Arctic energy food.
3 Dangerous fish.
4 Better than popcorn at the cinema!
5 A milkshake with a difference.

5 Look at the Word Builder. Complete it with these words from the text. Can you add more words?

~~barbecued~~, boiled, dinner, fried, ~~lunch~~, roasted, snack

Word Builder

lunch _____

meal

_____

barbecued _____

cooked

_____ _____

→ Word Bank, page 124

6 Look at these Key Words from the text. Use them to complete the sentences below.

Key Words: Nutrition

calories, carbohydrates, cholesterol, minerals, proteins, vitamins

1 _____ measure the amount of energy in food.
2 _____ are important for your body. For example, calcium is important for bones.
3 _____ in fruit and vegetables help your immune system.
4 Bread, milk, pasta and potatoes are high in _____.
5 We need _____ for strong muscles.
6 Foods high in _____ are bad for people with heart problems.

Speaking

7 Work in pairs. Do this health quiz together. Check your answers on page 107.

HEALTH quiz

1 Which activity burns the most calories?
a) running b) playing computer games
c) swimming

2 Which is the best source of calcium?
a) cakes b) milk c) salt

3 Which has the most protein?
a) burgers b) egg whites c) green vegetables

4 What are green vegetables high in?
a) carbohydrates b) sugar c) vitamins

5 Which of these is a healthy snack?
a) biscuits b) crisps c) peanuts

FOR YOUR PORTFOLIO

Project: A survey

1 Write three questions.

What do you eat for snacks?
How much fresh fruit and vegetables do you eat every day?
How often do you eat sweets?

2 Ask other students your questions and write down their answers.

3 Write a report of your results, like this:

For my survey, I asked thirty-two students in my school questions about their eating habits. These are the results:

First, most students do not eat healthy snacks. Over 90% eat things like cakes, crisps or sweets. Less than 10% eat healthy snacks, such as peanuts or fruit.

Secondly, only 10% of students eat two or more pieces of fruit per day. About 50% of students only have two or three portions of fruit and vegetables per day ...

4 Read each other's reports. Do any results surprise you? How well do the students eat?

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Study Corner 3

Language Check

1 Complete the words in these sentences.

1 He doesn't sleep well; he suffers from i _ _ _ _ _ _ _.
2 I have to take these t _ _ _ _ _ _ twice a day.
3 I've got a terrible h _ _ _ _ _ _ _.
4 A _ _ _ _ _ _ _ _ _ _ _ is a traditional Chinese treatment.
5 I've got a p _ _ _ in my arm.

2 Complete the sentences with these words.

uncomfortable, unhealthy, incorrect, unfit, impossible

6 Six of my answers in the exam were _____ and I failed.
7 Too much fast food is very _____.
8 She's very _____ because she never does any exercise.
9 I can't do this exercise; it's _____!
10 My feet hurt! My new shoes are so _____!

Vocabulary ☐ / 10

3 Rewrite these sentences in the passive.

11 The doctor gave me an injection for my allergy. *I …*
12 Chocolate doesn't cause spots. *Spots …*
13 The disease killed over two million people. *Over …*
14 Some people in the Far East eat dogs. *Dogs …*
15 They took him to hospital after the dog bit him. *He …*

4 Put the verbs in brackets in the passive.

Millions of aspirins [16]_____ (take) every year by people all around the world. The drug [17]_____ (find) in the leaves of the willow tree. They [18]_____ (discover) to be good for pain by the Greek doctor Hippocrates in about 400 BC. The pill, aspirin, [19]_____ (develop) by the German chemist, Felix Hoffman, in 1899. Nowadays, it [20]_____ (use) for everything from headaches and flu to stopping heart attacks.

Glass [21]_____ (produce) for the first time in Egypt in 2,500 BC and the first glasses [22]_____ (made) in Italy in the thirteenth century. The idea for contact lenses [23]_____ (think) of by Leonardo da Vinci in 1508, but the first lenses [24]_____ (not invent) until 1887. Now, lenses or glasses [25]_____ (wear) by over 60% of Americans.

Grammar ☐ / 15

5 Complete the dialogue at the doctor's.

Doctor: What can I do for you?
Patient: I've got a [26]_____ of a sore throat.
Doctor: Let me take your [27]_____. It's 38° – that's high.
Patient: Mm, I feel quite hot.
Doctor: You've got a cold. You [28]_____ drink plenty of fruit juice.
Patient: Right.
Doctor: And you've [29]_____ to take these tablets three times a day before meals.
Patient: Okay. What about school?
Doctor: Well, you [30]_____ go to school for a couple of days.
Patient: Can you give me a note for my teacher?
Doctor: Yes, sure.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 32 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words Unit 9 – Key Words
Numbers 6–10	Unit 8 – Word Builder
Numbers 11–25	Unit 7 – Grammar
Numbers 26–30	Unit 9 – Key Expressions

Study Help: Storing Words/Expressions

- Write new and important words and expressions in your notebook.
- Mark the main stress in words: <u>head</u>ache
- Mark the stressed word(s) in expressions: <u>What</u> can I <u>do</u> for you?
- Write important words and expressions in an example sentence.

Do you do much <u>physical exercise</u> like walking or sport?

- **Do the above for five new words or expressions in this module.**

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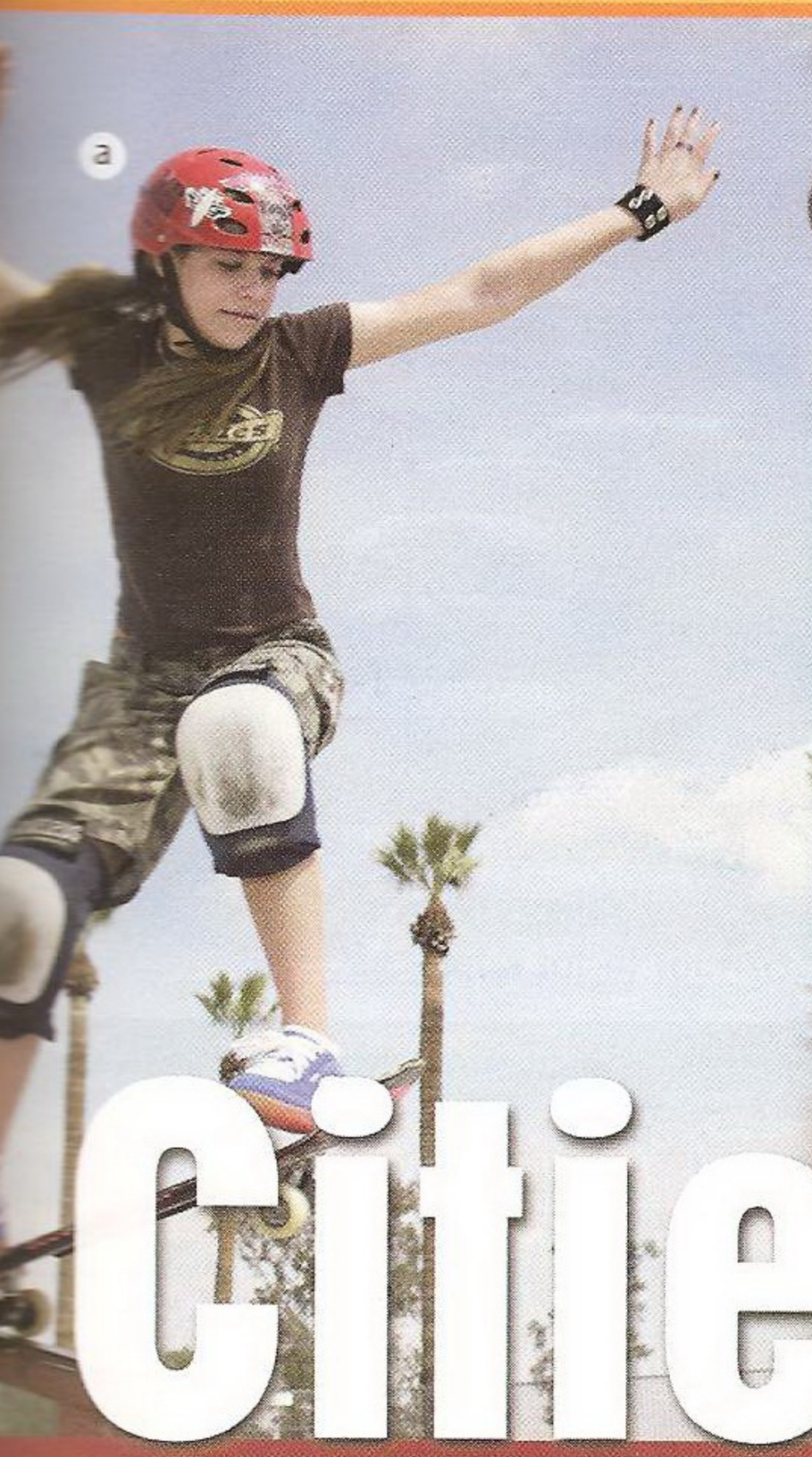
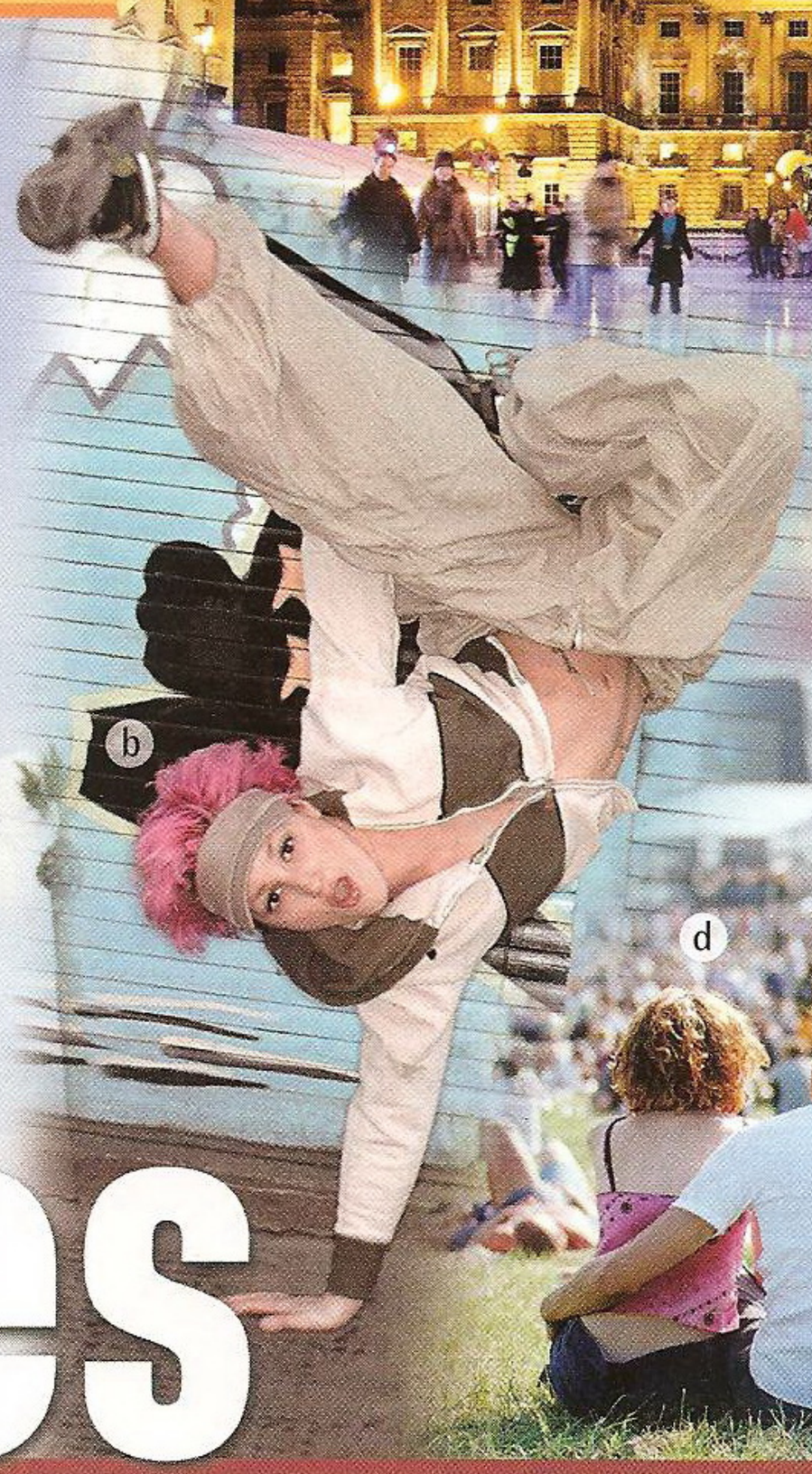
Module 4

- Talk about cities and roleplay phone calls.
- Read a tourist's diary and a city brochure.
- Listen to a street survey and phone calls.
- Write short e-mails to friends.
- Learn more about modal verbs and pronouns.





Cities

Get Ready

1 Look at the Key Words. Are they good or bad things about living in a city? Add more good and bad things.

Key Words: Cities

bike lanes, crime, exhibitions, graffiti, Internet cafés, litter, multi-screen cinemas, nightlife, pedestrian areas, rock concerts, shopping malls, skateboard and bike parks, sporting and cultural events, street theatres, traffic pollution, vandalism, youth clubs

2 Look at the photos (a–d). Describe where the people are and what they're doing.

3 Listen to a girl talking about London. In what order does she mention these things?

traffic pollution	☐	free buses	☐	competitions	1
crime	☐	bike lanes	☐	youth clubs	☐
school holidays	☐	free museums	☐	nightlife	☐

4 Listen again and complete these sentences.

1 The buses are free for people under _____.
2 When she cycles she has to wear a _____.
3 She doesn't like going out at night because _____.
4 Last summer, she went _____.
5 She isn't old enough to go to _____.

5 Speak Out Work in pairs. How 'youth-friendly' is your city (or nearest city)? Make five suggestions for improving it. Think about these things:

- transport • crime • pollution
- things to do in the holidays/at weekends/at night

6 Tell the class your suggestions.

Example

We think there should be free buses and trains for under-sixteens.

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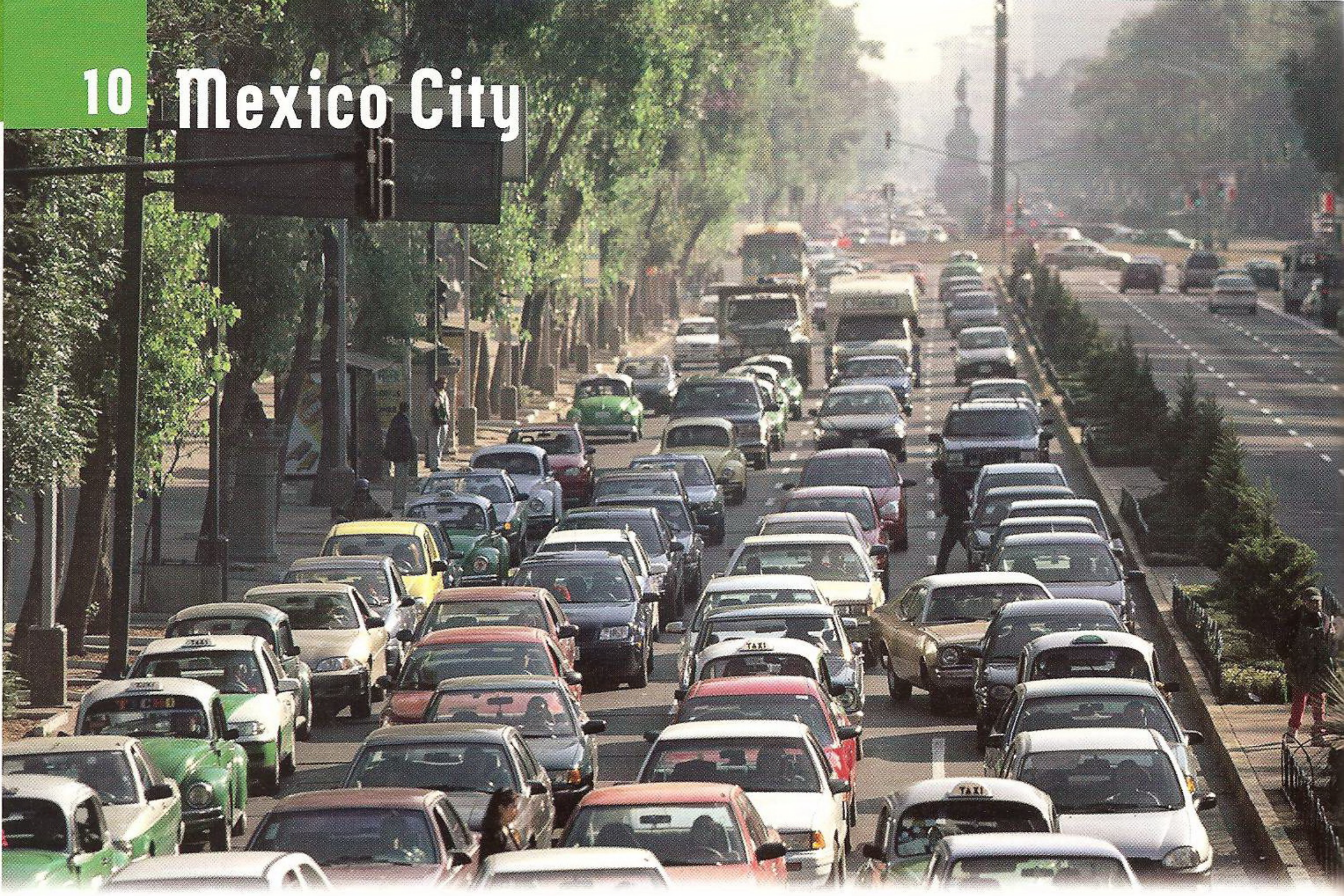
10 Mexico City



Warm-up

1 Look at the photos of Mexico City. What can you say about the city?

Example

There is a lot of traffic in Mexico City.

2 Read the diary of a tourist in Mexico City. What does she say about these things?

a) weather **b)** traffic in Mexico City
c) Mexican food **d)** culture **e)** buildings

3 In what ways is the capital of your country similar to Mexico City? In what ways is it different?

Example

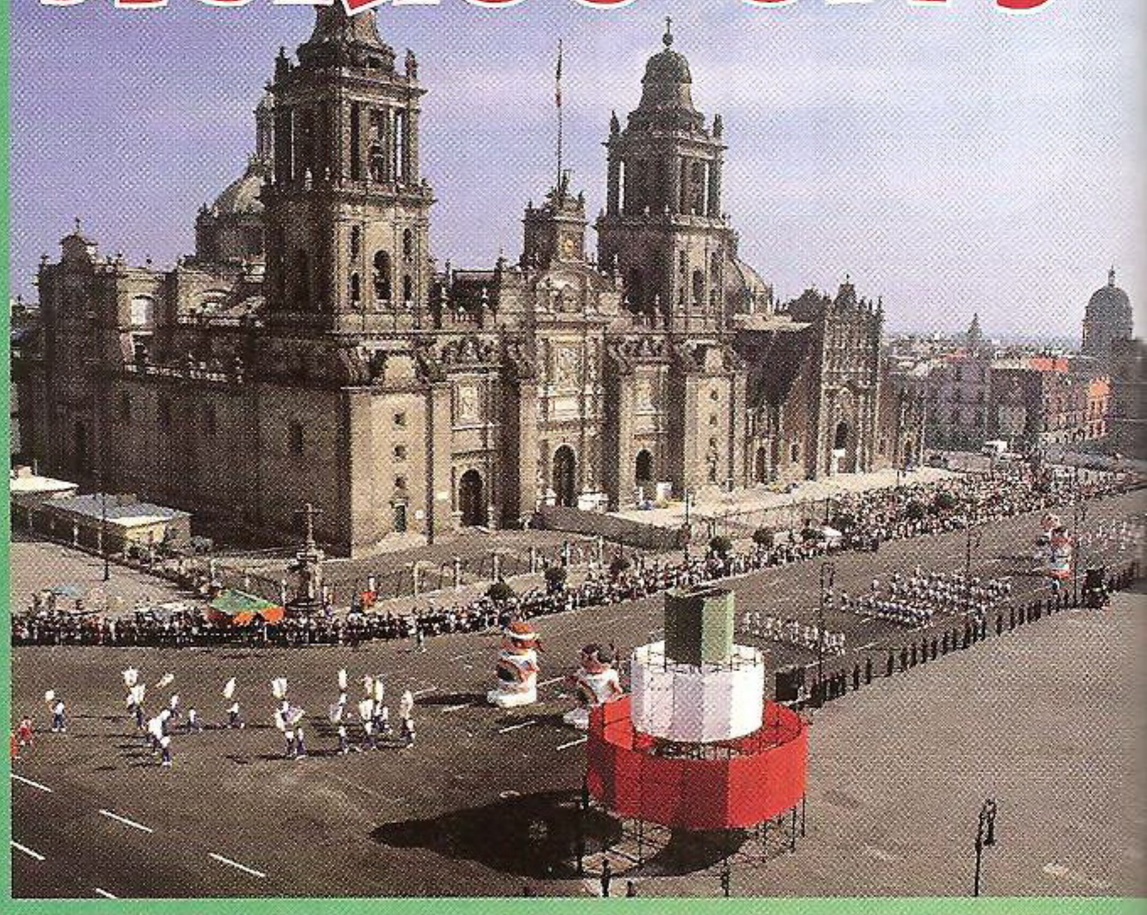
The traffic is terrible in Mexico City and it's really bad in Podgorica, too.

Grammar: Speculating

4 Complete the sentences from the text with modal verbs for speculating: *must*, *could* and *can't*.

1 Driving here _____ be fun.
2 Mexicans _____ be interested in their history.
3 The performers in front of the museum _____ be students.

MEXICO CITY



7th March So here I am in Mexico City! It's not as hot as I expected – it must be only about 25°C. It could be because the city is over 2,000 metres above sea-level.

Mexico City is huge! They say the population is over 20 million. The streets are really wide – they could be as much as 100 metres. But even with six lanes in each direction, it's still one big traffic jam. Driving here can't be fun! Why don't people use the excellent metro system?

Everywhere you look there are green Volkswagen Beetles! These are the city taxis. There must be thousands of them around.

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5 Match the verbs (1–3) with the meanings (a–c).

1 *must*	**a)** I'm sure it's not true. (strong evidence)
2 *could*	**b)** I'm sure it's true. (strong evidence)
3 *can't*	**c)** Perhaps it's true. (weak evidence)

Practice

6 Read the comments about a town and complete the speculations with *must* or *can't*.

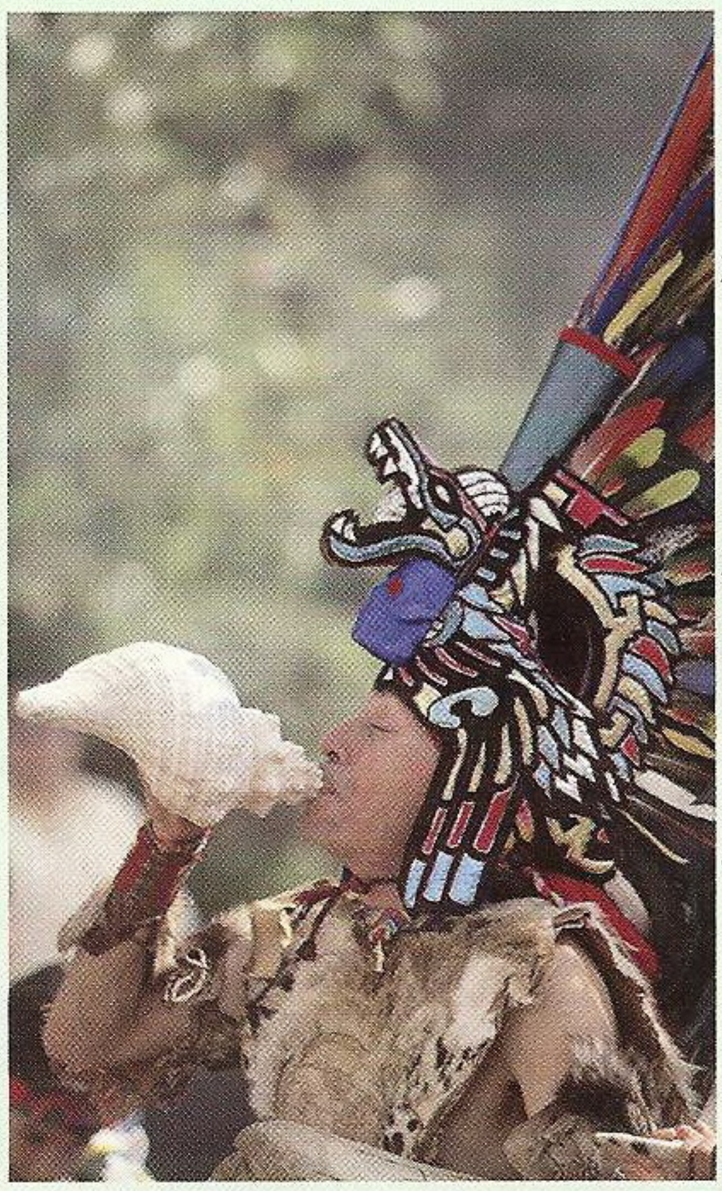
1 Most public buildings are nice and new. The local government _____ be poor.
2 The streets are very clean. Someone _____ clean them regularly.
3 A lot of people use bikes so the pollution _____ be high.
4 Restaurants are full. They _____ have good food.
5 People leave their homes and cars open. The town _____ be very safe.
6 There aren't many things to see or do so they _____ get a lot of tourists.

8th March I am at the Museum of Anthropology to learn about the history and culture of the Mayas and Aztecs. The museum is packed with people. They can't all be tourists – I think there are many local families with kids. Mexicans must be interested in their history.

The museum is in Chapultepec, the biggest park in Mexico City. There are a lot of street vendors selling fruit, tacos, enchiladas. The food here is delicious and very spicy – they must use a lot of chillies in their cooking. The performers in front of the museum are playing really good music. They could be students – they look quite young.

9th March I'm on the Zocalo, the third biggest square in the world (after Red Square in Moscow and Tiananmen Square in Beijing). The two churches here, the cathedral and a smaller church, aren't straight because Mexico City was built on the site of an ancient lake and it is slowly sinking. The cathedral is beautiful and crowded with tourists. There must be thousands of visitors here every year.

I'm not sure what to do tomorrow. The Frida Khalo museum could be interesting – I really like her paintings.



7 Match the speculations with the evidence. Make sentences about towns. Use *could*, *must* and *can't* to express the speculations.

Example

1 d) *There must be a lot of poor people because many people beg in the streets.*

Speculation	Evidence
1 a lot of poor people	a) All the buildings have central heating.
2 local people friendly	b) You can hear music in all the bars and shops.
3 climate not warm	c) There are no people with cameras in the streets.
4 air pollution high	d) Many people beg in the streets.
5 not a lot of tourists	e) Some people are wearing masks.
6 local people like music	f) Everybody is smiling.

8 Complete the sentences with *must*, *could*, *can't*.

1 It's summer in Australia so it _____ be hot in Sydney.
2 There are 11 million cars in Bombay. The air there _____ be clean.
3 There are a lot of people in the main square. There _____ be a demonstration.
4 In Tokyo, millions of people use the underground. It _____ be very crowded.
5 La Paz is over 3,500 metres above sea-level so it _____ be easy to breathe there.

Your Turn

9 Game Describe a town to your partner. Give one clue at a time. Your partner must guess the town.

Example

A: *It's in France.*
B: *It could be Paris.*
A: *It's in the south of France.*
B: *Then it can't be Paris, it could be Nice.*
A: *No, there's a film festival there every year.*
B: *It must be Cannes then.*
A: *Right.*

→TIMEOUT! Page 112, Exercise 10

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11 Norwich

Warm-up

1 Look at the Key Words. What does your town or city have? Add more places to the list.

Key Words: Places

airport, aquapark, art gallery, boating lake, castle, cathedral, ice rink, medieval streets, museum, open-air market, river

Reading

2 Read the brochure. Match these headings (a–g) with the sections (1–6). There is one extra heading.

a) ACCOMMODATION
b) HISTORY
c) LEISURE ACTIVITIES
d) LOCAL HEROES
e) LOCATION
f) NIGHTLIFE
g) SIGHTSEEING

3 Where would these people like to go in Norwich?

Example

1 *Joanna – the Norfolk Broads*

1 Joanna (18) is really into outdoor activities.
2 Thomas (43) is interested in old churches.
3 Patrick (14) is doing a history project about life in the nineteenth century.
4 Nikola (8) loves swimming.
5 Diane (16) wants to buy presents for her friends.

4 Where would you like to go in Norwich?

5 Try to answer these questions in your own words.

1 Why is it a good idea to book early for the summer months?
2 What was England's first city?
3 What was the bubonic plague?
4 What do you think hailstones are?
5 What kind of job is an admiral?

WELCOME TO NORWICH!

1 *Sightseeing*

There's so much to see in Norwich! You must visit the Castle museum with its marvellous animal exhibition. While you're there, go on an underground tour of the old prison – it's really scary when they turn the lights out! Don't miss our magnificent cathedral, one of thirty medieval churches in the city. And walk back in time through Stranger's Hall. This old house has rooms decorated from different periods of history to show how people lived in the past.

2 _____

Here are a few important events in the history of the city.

1066–1075. The Normans built a castle to defend the area and then built the cathedral. Norwich became England's 'second city'.

1349. The bubonic plague killed half the population.

1381. An army of peasants attacked the city and demanded more money for their work.

1843. A huge storm hit Norwich. It flooded the streets with 12cm of hailstones!

1939–1945. Three hundred and forty people from Norwich died in the Second World War and bombs damaged over 30,000 of the 35,000 houses.

3 _____

There are statues of two people from Norwich outside the cathedral: Horatio Nelson and Edith Cavell. Nelson was a British navy admiral. He defeated the French and Spanish at Trafalgar in 1805 and died in battle. There's a really famous statue of him in Trafalgar Square in London, too. Cavell was a nurse in Brussels when the German army invaded Belgium in 1914. She looked after soldiers from both sides and helped British soldiers to escape. She was caught by the Germans and shot on 12th October 1915.

4 _____

If you're feeling a bit tired of sightseeing, you can take a boat trip on the river, go skating at the ice rink or have fun at the indoor aquapark. Maybe you fancy shopping in the old medieval streets or the big open-air market – it's one of Britain's largest. And don't forget, the beautiful Norfolk Broads are not very far – go boating, or just have a walk and picnic.

5 _____

Norwich is in the east of England and it is very easy to get to. There are regular trains and buses from London and other major cities and there is also an international airport.

6 _____

There are many hotels in the Norwich area but it is a good idea to book early for the summer months.

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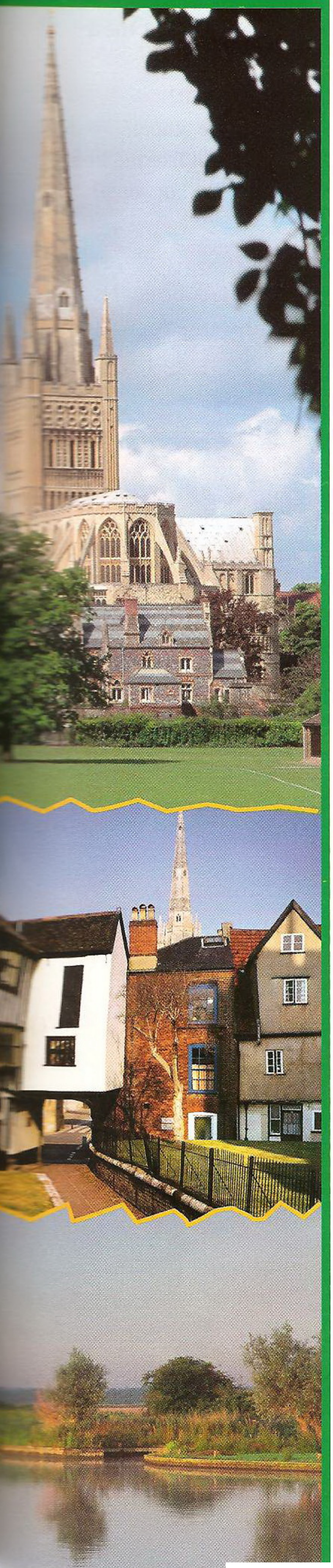


6 Look at the Word Builder. Do the words in **bold** make the adjectives stronger or weaker?

Word Builder

It's **very** easy to get to.

There is a **really** famous statue.

If you're feeling **a bit** tired of sightseeing …

The Norfolk Broads are **quite** near/**not very** far.

7 Use words from Exercise 6 to write four sentences about your town.

Example

The nightlife is not very good. The buses are quite cheap. The cathedral is really beautiful. The streets are sometimes a bit dirty.

8 Look at the Sentence Builder. How do you say the sentences in your language?

Sentence Builder

1 **It's** one of Britain's biggest markets.

2 **It is** very easy to get there.

3 **There is** also an international airport.

- In sentence 1, *It* is the subject; it refers to 'the open-air market'.
- In sentences 2 and 3, *It* and *There* are not real subjects; they don't refer to a noun.

9 Find more examples of sentences with *It is* (or *It's*) and *There is* (or *There's*) in the brochure. Are they like sentences 1, 2 or 3?

10 Complete the sentences with *there's* or *it's*.

1 _____ too cold to go out. Let's stay in and watch TV.

2 _____ a maths test tomorrow and _____ important to study for it.

3 You can bring a camera but _____ not essential.

4 _____ a lovely church near here. _____ in the main square.

5 _____ very noisy now because _____ a party next door.

6 _____ a boating lake in the park. _____ not very big.

Speaking

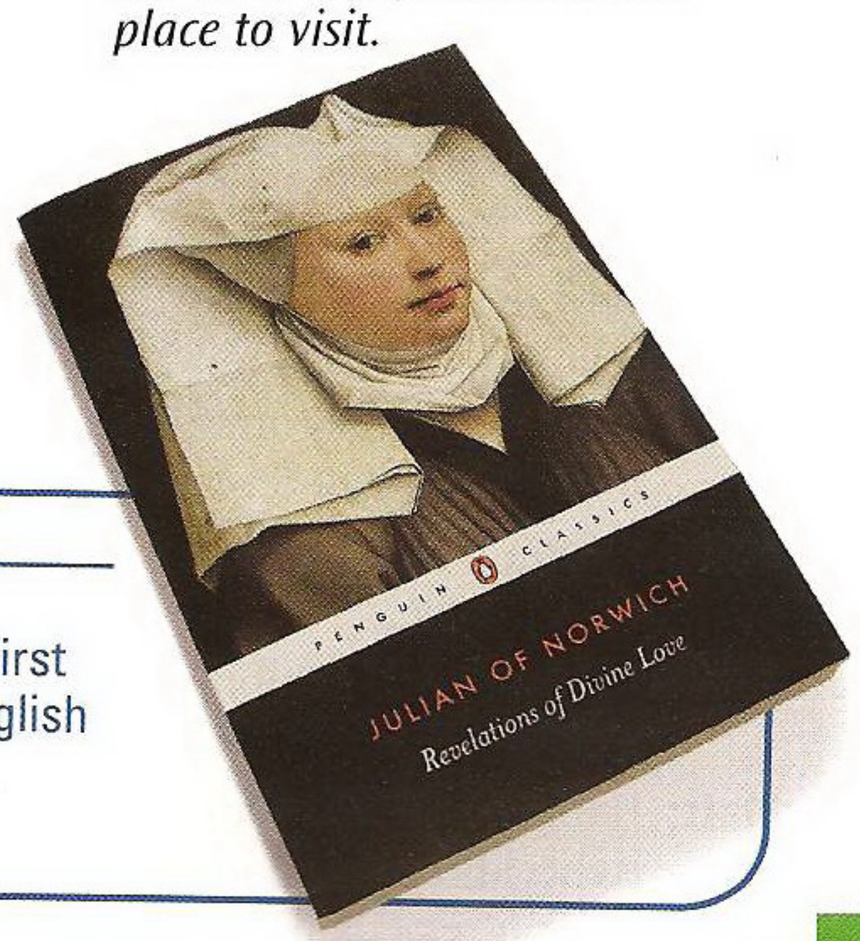
11 Work in pairs. Make a list of these things for your town/area:

- two historical places to visit
- two leisure activities
- two important historical events
- a local hero

12 Now work with another pair and compare your lists. Explain why your choices are important or interesting. What things do you agree on? Tell the class.

Example

We all think the church in the old town is a good historical place to visit.



Fact or Fiction?

Julian of Norwich was the first woman to write a book in English in 1395.

Answer on page 108.

→ TIMEOUT! Page 112, Exercise 11

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In Town

Warm-up

1 Work in pairs. What is happening in the photo?

Reading and Listening

2 Read and listen to the dialogue. Check your guesses from Exercise 1.

Gwen, Sam and Jasmin go into town on their free afternoon.

Gwen: Hey, there's a good film on at six o'clock with Kirsten Dunst.

Sam: Let's phone Matt.

Gwen: Hasn't he got a headache? Anyway, his mobile's not working.

Jasmin: No problem. I'll ring the school.

Sam: That's a good idea.

Mr Bywater: Petergate School.

Jasmin: Hello. Mr Bywater? It's Jasmin. Can I speak to Matt, please?

Mr B: Hello, Jasmin. Hold on a moment. I'll see if he's here. Sorry, he's not in his room. Can I take a message?

Jasmin: Yes, please. Can you ask him to phone me?

Mr B: What's your number?

Jasmin: It's 07381776098.

Mr B: Just a moment. So that's 07381776098.

Jasmin: Okay, thanks Mr Bywater.

Mr B: Not at all, Jasmin. Bye.

Twenty minutes later, Matt calls Jasmin.

Jasmin: Hi, Matt!

Matt: Hi, my cellphone is okay now. I got your message.

Jasmin: Right. Do you want to go to the Riverside Cinema with us tonight?

Matt: Sorry, I can't. I'd like to but I'm still not feeling great.

Jasmin: Come on, we're not going without you. You need to get out a bit. Kirsten Dunst is in the film. You love her!

Matt: I don't know. Anyway, The Riverside's miles away.

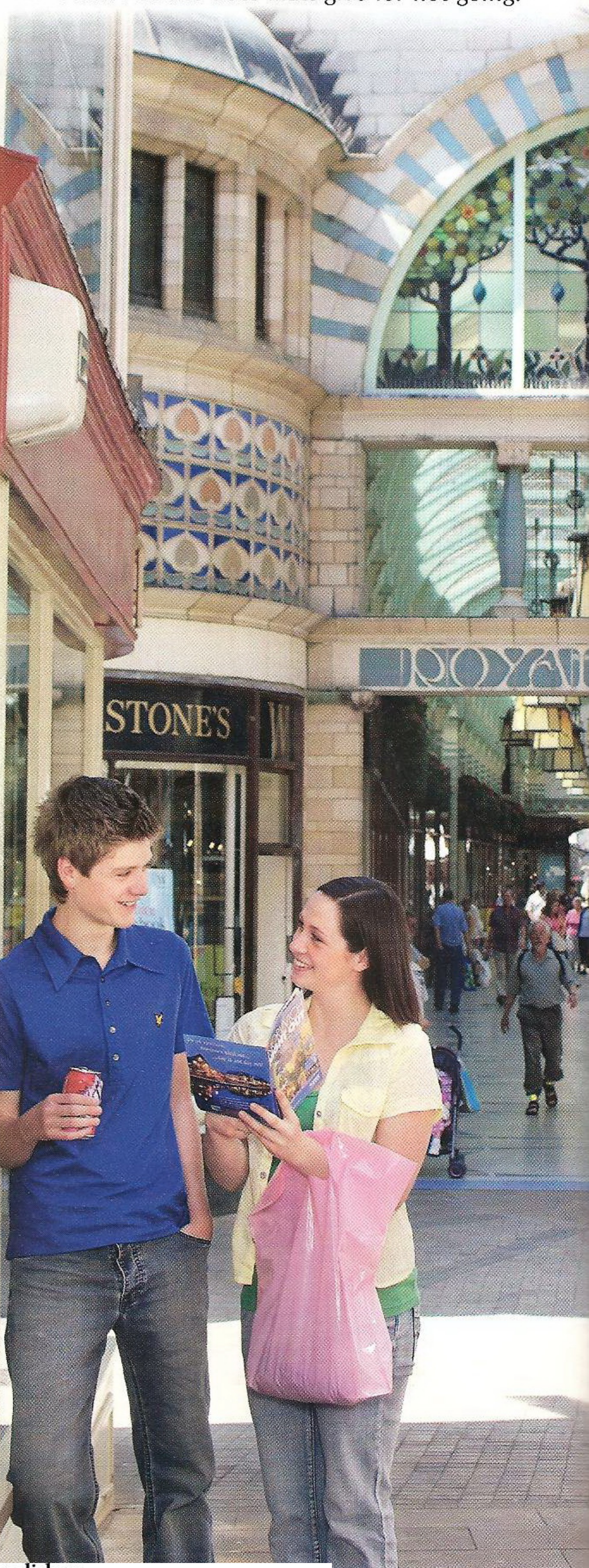
Jasmin: No, it's not. It's only ten minutes from school.

Matt: Hang on, let me look at the map. Oh, all right. I'll be there in about twenty minutes.

Jasmin: Great. See you!

3 Read the dialogue again and answer these questions.

1 Who doesn't want to ring up Matt?
2 Why do they have to phone the school?
3 Why does Jasmin think Matt will like the film?
4 What reasons does Matt give for not going?



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Speaking

4 Look at the Key Expressions. Answer the questions (1–3).

1 Which phone call (1 or 2) is more formal?
2 What three expressions mean 'wait'?
3 In call (1), why does Jasmin say *It's Jasmin* but in call (2) Matt doesn't say *It's Matt*?

Key Expressions: Phone Calls

1

A: Hello. Mr Bywater? It's Jasmin. Can I speak to Matt, please?
B: Hold on a moment. I'll see if he's here. Sorry, he's not in his room. Can I take a message?
A: Yes, please. Can you ask him to phone me?
B: What's your number?
A: It's 07381776098.
B: Just a moment. 07381776098.
A: Okay, thanks Mr Bywater.
B: Not at all, Jasmin. Bye.

2

A: Hi Matt!
B: Hi, my cellphone is okay now. I got your message.
A: Right. Do you want to go to the Riverside Cinema?
B: Sorry, I can't. I'd like to but I'm still not feeling great.
A: Come on.
B: Hang on … Oh, all right. I'll be there …
A: Great. See you!

5 Work in pairs. Act out phone call 1. Take turns to phone a friend's house and leave a message with the friend's mother or father.

6 Write notes about one of these things to do in town this weekend. Think about where to meet and what time.

- watch a film • go to a party
- go bowling • go shopping
- go to a concert • have a meal

Example

watch a film / Odeon Cinema / 6 p.m. Saturday

7 Work in pairs. Act out phone call 2. Student A wants to do something at the weekend but Student B doesn't. Use these ideas for Student B.

• you don't feel well • you've got a lot of homework • it's cold • you haven't got any money • you have to babysit

Everyday Listening

1 Look at the Listening Help.

Listening Help: Specific Information

- Before you listen, look at the questions and read any texts you have to complete (e.g. messages, notices, leaflets).
- Guess what kind of information you need (e.g. times, prices, names, dates).
- When the CD/tape is playing, listen for this kind of information.
- Remember, you can say the same thing in different ways (e.g. *movie/film, half-past three/three thirty*).

2 Listen to the phone conversations. Use the Listening Help to complete the messages.

Chris

Tom called. He wants to go to the 1_____ on 2_____ afternoon. Phone him at his 3_____ house. Her number is 4_____.

Mum x

Kirsty

Cathy phoned. Meet her outside the 5_____ at 6_____ this afternoon. Take the new Coldplay 7_____. She wants to go to Gino's for an 8_____.

Dad

3 Listen closely Listen and underline the sentence you hear (a or b).

1 a) He's not here at the moment.
   b) He isn't here at the moment.
2 a) And my mobile's not working.
   b) And my mobile isn't working.
3 a) Sorry Cathy, she's not in.
   b) Sorry Cathy, she isn't in.
4 a) We're not sure.
   b) We aren't sure.
5 a) No, they're not going out now.
   b) No, they aren't going out now.

4 Listen again and repeat the sentences.

→ TIMEOUT! Page 112 Exercise 12

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Your Challenge

Writing: E-mails

1 Read the e-mails (a–e) and put them in order.

<< Previous | Next >> | Edit | Print | Delete

date Tue, 27 Feb 2007
to Vicky
subject Saturday

Great! See you then!
Jamie

a

<< Previous | Next >> | Edit | Print | Delete

date Tue, 27 Feb 2007
to Jamie
subject Saturday

Jamie,
Thanks for the e-mail. I'd love to come but I can't. Unfortunately, I've got a dentist's appointment at eleven. Some other time maybe.
Vicky

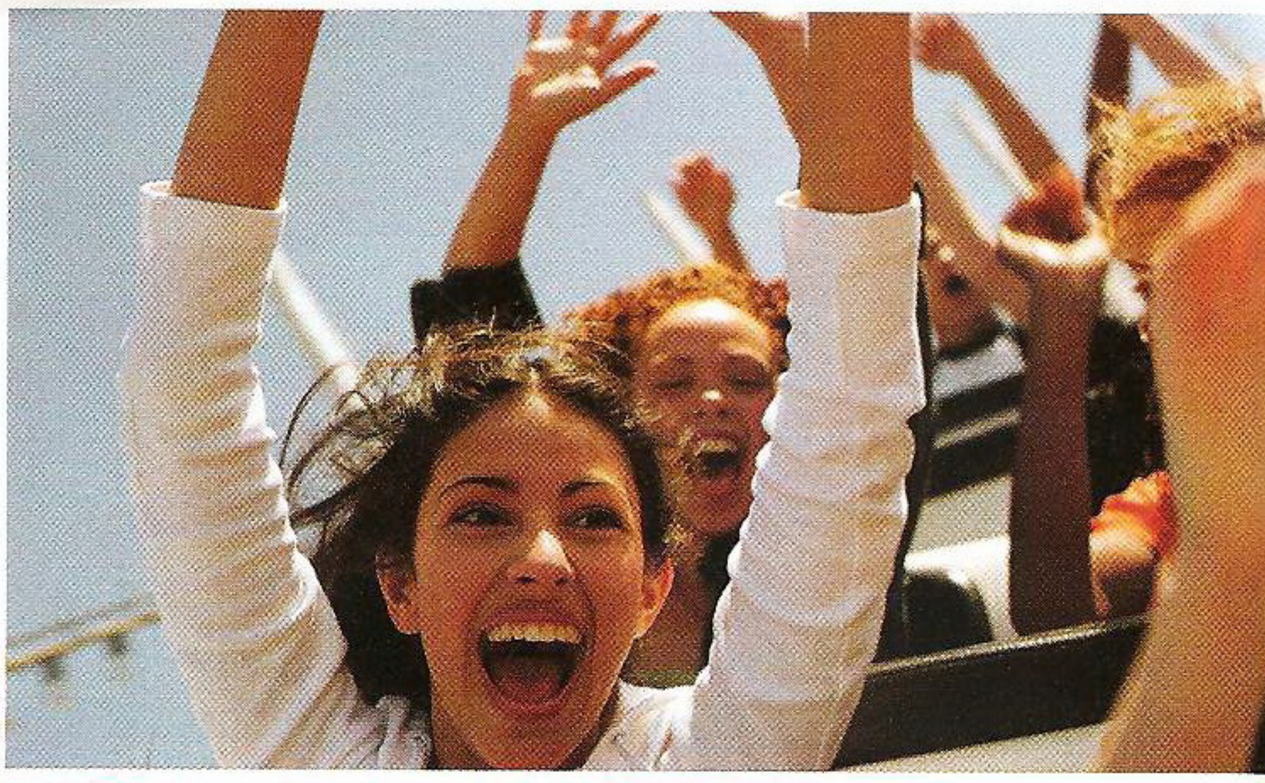
b

<< Previous | Next >> | Edit | Print | Delete

date Tue, 27 Feb 2007
to Jamie
subject Saturday

Hi J,
That's a good idea. I can meet you all outside the dentist's then. By the way, Laura can come! Luckily, she hasn't got her tennis class this Saturday. She lives near the dentist's so she can meet us there.
See you on Saturday!
V

c



<< Previous | Next >> | Edit | Print | Delete

date Tue, 27 Feb 2007
to Vicky
subject Saturday

Vicky,
We don't have to go there at eleven. We can go a bit later. Half eleven? Actually, we could wait for you outside the dentist's, if you like. By the way, can you tell Laura? Maybe she wants to come, too.

d

<< Previous | Next >> | Edit | Print | Delete

date Tue, 27 Feb 2007
to Vicky
subject Saturday

Hi there Vicky,
Paul and I are going to the new amusement park on Saturday. My older sister's got the car and she can take us there at about eleven. How about coming with us? It's not too expensive because there's a special offer for the first month. Anyway, send me reply or phone me.
Jamie

e

Text Builder

2 Look at the words in red. What do they refer to?

Example

1 *then – eleven thirty*

1 then (c)
2 there (c)
3 there (d)
4 she (e)
5 us (e)
6 it (e)

3 Look at the words in blue. Which of the words mean:

1 It's a pity but …
2 Oh, another thing …
3 In fact, …
4 It's lucky because …
5 I want to change the subject.

FOR YOUR PORTFOLIO

4 Write notes to make arrangements for this weekend. Use the blue linking words from the e-mails.

STEP 1 Work in pairs. Each person writes a short note to their partner to suggest going out this weekend.

STEP 2 Look at the Writing Help before you give your note.

Writing Help: Checking

- Read the instructions again. Have you completed the task?
- Have you used the correct tenses and linking words?
- Have you checked spelling and punctuation?

STEP 3 Reply to the notes. You would love to come but can't because you have got something on.

STEP STEP 4 Reply and suggest another time or day.

STEP 5 Reply and agree to go out with your partner.

5 Tell the class about your arrangement.

Example

Steve and I agreed to go to the cinema at 6 o'clock on Saturday.

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Understanding Grammar: Personal pronouns

1 Complete the table with missing words.

Subject pronouns *I like John.*	Object pronouns *Jim likes me.*	Possessive adjectives *This is my pen.*	Possessive pronouns *It's mine.*	Reflexive pronouns *I cut myself.*
I	me	my	_____	myself
you	you	_____	yours	yourself
he	_____	his	his	himself
she	her	_____	hers	herself
it	it	its	–	itself
we	_____	our	ours	ourselves
you	you	your	_____	yourselves
they	them	_____	theirs	themselves

2 Complete the text with pronouns and possessive adjectives from the table.

Jovana and I are best friends. [1]_____ went to primary school together. [2]_____ parents are friends, too – [3]_____ mother and [4]_____ mother were at university together. Jovana is living in New York now – [5]_____ went there with [6]_____ parents six months ago. [7]_____ are diplomats and [8]_____ often work abroad. Usually, [9]_____ take [10]_____ children with [11]_____. Jovana loves New York, [12]_____ parks, cafés and busy life. [13]_____ father is interested in art so [14]_____ often takes [15]_____ to museums and galleries. [16]_____ has a new boyfriend, Jerry. Last week Jovana sent [17]_____ a letter with a photo of [18]_____. [19]_____ is very good-looking. Jovana is coming home for Christmas. [20]_____'ll definitely meet up!

Reflexive pronouns

3 Read the sentences and match the words (1–2) with the people (a–b).

a) Anna **b)** Jovana

Jovana has a Christmas present for Anna. She bought [1] **her** a nice scarf. She bought [2] **herself** new gloves.

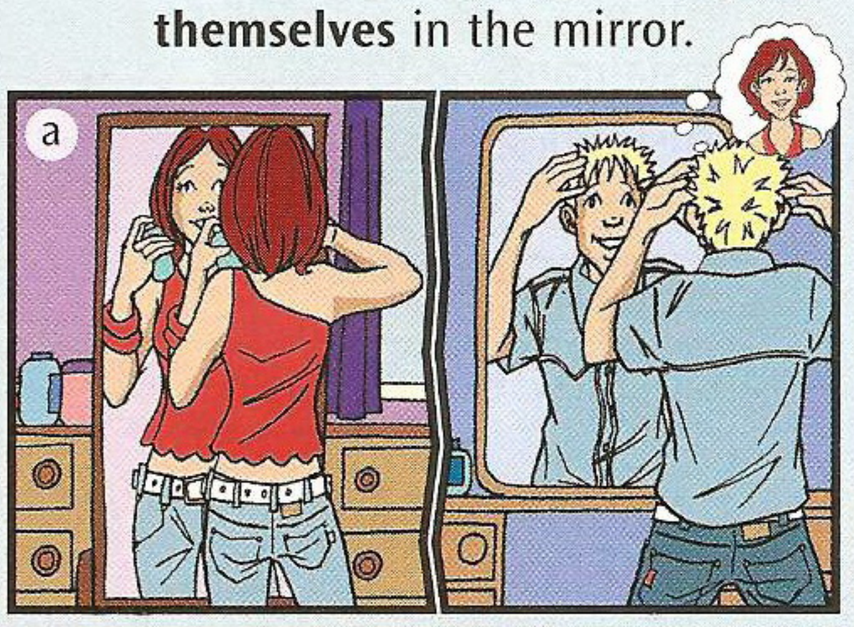
4 Complete the sentences with the correct object pronoun or reflexive pronoun. Use the table in Exercise 1 to help you.

1 We didn't know Claire so she introduced _____.
2 They are so selfish, they always think only about _____.
3 My sister was hungry so I made _____ a sandwich.
4 You're all dirty. Just look at _____ in the mirror.
5 My home town is beautiful, I love _____.
6 My father cut _____ when he was building a bookshelf.
7 When Mike arrived, we introduced _____ to the other guests.
8 Last night, we saw Jill on TV. They filmed _____ in a supermarket.

Reflexive and reciprocal pronouns

5 Look at the sentences (1–2) and match them with the pictures (a–b).

1 Jerry and Jovana are looking at **each other**. They are in love.
2 Jerry and Jovana are preparing for a date. They are looking at **themselves** in the mirror.



6 Complete the sentences with the correct words.

1 Anna and Jovana often phone *each other/themselves*.
2 Anna and Jovana describe *each other/themselves* as 'best friends'.

7 Complete the sentences with *each other, ourselves, yourselves* or *themselves*.

1 We don't know _____ very well but we like _____ a lot.
2 If you two are hungry, go and get _____ some lunch.
3 Jovana and Anna write e-mails to _____ once a week.
4 The film was good – we really enjoyed _____.
5 We kissed _____ for the first time at a party.
6 Film stars can read about _____ in magazines.

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Study Corner 4

Language Check

1 Complete each sentence with one word.

1 There should be more bike l _ _ _ _ for cyclists.
2 I don't understand why people write g _ _ _ _ _ _ _ on walls.
3 There isn't a problem with c _ _ _ _ in my area.
4 We go to a y _ _ _ _ club every Friday night.
5 The n _ _ _ _ _ _ _ _ here is great – lots of restaurants and clubs.
6 Please don't drop l _ _ _ _ _ in the street!

2 Complete the sentences with these adjectives.

old, dirty, expensive, cheap

7 Their metro isn't as good as ours but it's quite _____.
8 The cathedral is amazing and really _____.
9 This restaurant is not very _____ and the food is great!
10 The streets are sometimes a bit _____.

Vocabulary ☐ / 10

3 Complete the story with pronouns.

She looked at [11]_____ in the mirror, touched her hair and then turned to Tom. They smiled at [12]_____ and laughed. 'Do you remember when we met [13]_____ outside the bus station?' she asked. 'Of course I do,' said Tom. 'I thought you were talking to [14]_____ but you were on your mobile phone! Then, when we looked at [15]_____, we knew it was love at first sight!'

4 Choose the best alternative in each sentence.

16 Ottawa *could/can't* be one of the coldest places on earth. It's freezing in winter!
17 That tourist *must/can't* be Spanish. She's speaking Spanish with her daughter.
18 The pollution from cars is terrible. It *can't/could* be nice to cycle there.
19 I can hear a lot of noise in the square. There *can't/could* be a demonstration.
20 The houses are huge in this area. They *must/could* be expensive.
21 It's not very green. They *can't/could* get a lot of rain here.
22 With a population of over 20 million, Shanghai *must/can't* be one of the biggest cities in the world.
23 Don't walk in that area at night; it *can't/could* be dangerous.
24 There are so many cars here. It *must/can't* be difficult to park.
25 It *must/can't* be the capital; the parliament is not there.

Grammar ☐ / 15

5 Complete the phone call.

A: Hello.
B: Hi, Mrs Smith. [26]_____ Joanna Johnson. [27]_____ I speak to Sue, please?
A: [28]_____ on, I'll get her. [29]_____, she's not in at the moment. Can I [30]_____ a message?
B: B: Thanks. Can you ask her to …

Communication ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 42 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–6	Get Ready – Key Words
Numbers 7–10	Unit 11 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 10 – Grammar
Numbers 26–30	Unit 12 – Key Expressions

Study Help: Memorising Vocabulary

How do you remember words? What kind of learner are you?

- **Visual**. You look at new words. You cover the page and try to 'see' the words in your mind. Sometimes you draw pictures next to words in your vocabulary book.
- **Oral**. You repeat words to yourself (silently or aloud) again and again.
- **Analytical**. You break words into different parts and think how they fit together (e.g. skate + board). You think about differences and similarities between English words and words in your language (e.g. *tourist*, *turista* (Spanish)).

- **Look at Key Words boxes in Modules 1–4. Learn five new words. Ask your partner to test you.**

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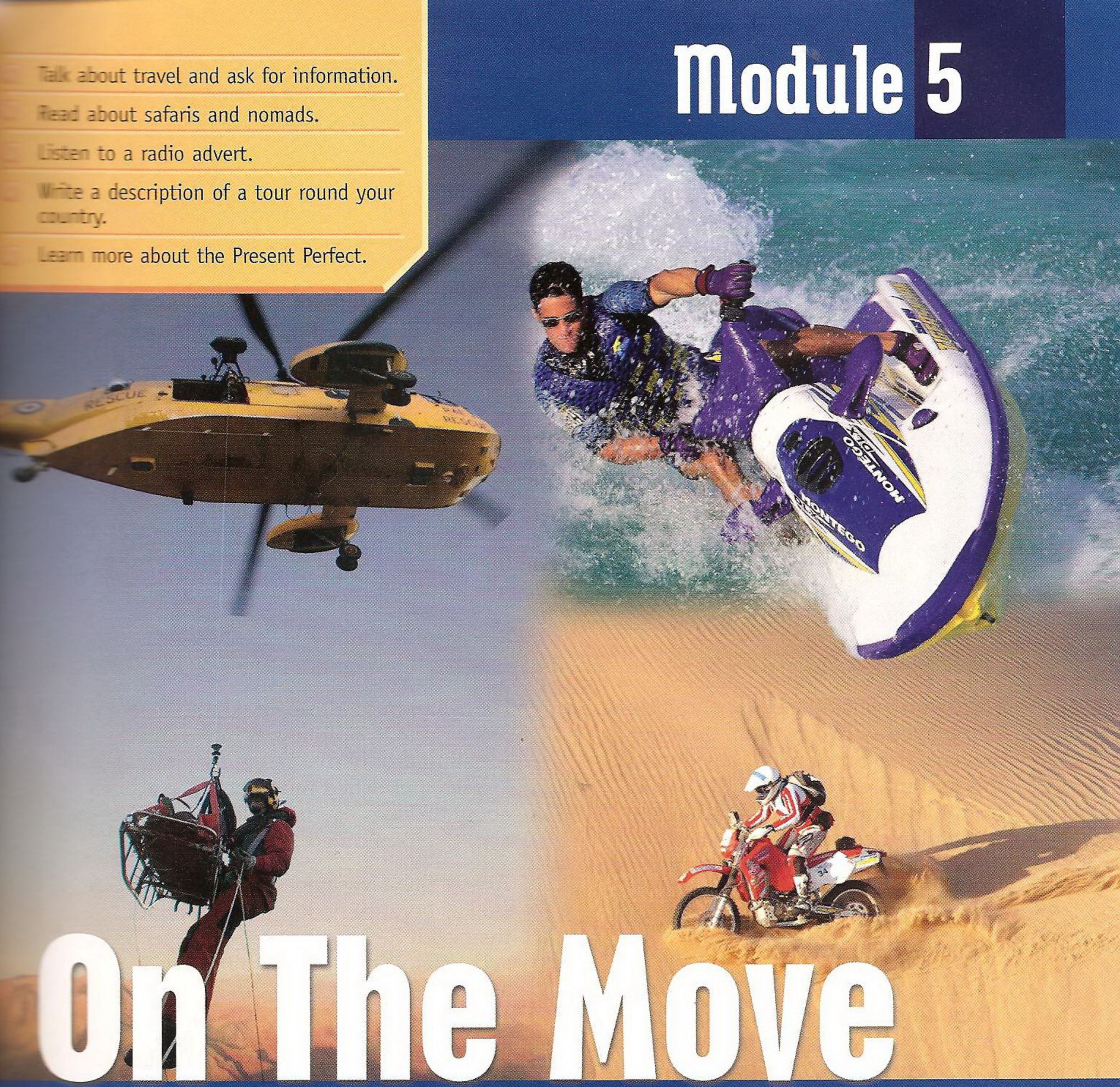
Module 5

- Talk about travel and ask for information.
- Read about safaris and nomads.
- Listen to a radio advert.
- Write a description of a tour round your country.
- Learn more about the Present Perfect.



On The Move

Get Ready

1 Look at the Key Words. Add five more types of transport.

Key Words: Transport

Go by: canoe, coach, helicopter, jet ski, lorry, motorbike, mountain bike, plane, snowmobile, tram, underground (metro), van, yacht

Go on: foot, horseback

2 Which types of transport do we use for fun?

3 Work in pairs. Ask and answer the questions.

1 Which types of transport do you use?
2 Which do you use every day?
3 Which would you like to try?
4 Which would you never use?

4 Listen to four people. Who:

1 had an accident? ☐ and ☐
2 takes part in competitions? ☐ and ☐
3 shares their interest with their boyfriend/girlfriend? ☐ and ☐
4 does their hobby at weekends? ☐ and ☐
5 started it two years ago? ☐ and ☐

5 Speak Out Do you agree with these statements? Say why or why not.

- People in my town drive too fast.
- Young people on motorbikes are dangerous.
- Extreme sports fans are crazy!

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13 Snakeman

Warm-up

1 Look at the Key Words and decide which people have to travel a lot.

Key Words: Jobs

farmer, fashion model, film maker, photographer, police officer, politician, scientist, secretary, writer, zoologist

Example

Writers don't have to travel a lot; they can work at home.

2 Look at the photo of Austin Stevens. What does he do?

Reading

3 Read the text. Were you right about Austin Stevens's job?

4 Read the text again. Are these statements true (T) or false (F)?

1 ☐ He works in a zoo.
2 ☐ He travels a lot.
3 ☐ He writes about animals.
4 ☐ He lives with snakes.
5 ☐ He makes films about gorillas.

Have you ever touched a cobra? Have you played with a python? Austin Stevens, the 'Snakeman', has done all this and more. He travels the world, from the rainforests in Costa Rica to Australian deserts, to find snakes and film them. Have you seen his fascinating programme yet? *Austin Stevens: Snakemaster* is on Animal Planet at 8 p.m. every Saturday.

The programme is about the most dangerous snakes in the world. Austin walks through the jungle in Ecuador and goes into caves in Indonesia to teach us about the life of snakes.

He has been to all seven continents and has won many photographic awards. He started only five years ago and has already published more than 150 articles about animals. He has also written a book about snakes called *Snakes in My Bed*.

Austin Stevens says he's not afraid of snakes because he knows a lot about them. But he has had some serious accidents. When he was bitten by an adder, he spent six days in a coma.

In 1986, Austin spent 107 days and nights in a glass cage with 36 of Africa's deadliest snakes. He did this to raise money for the protection of the African gorilla.

There is only one snake he has never seen. It's a harmless snake called the elephant trunk snake. It lives in water and looks like a piece of wood.

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Grammar: Present Perfect

5 Complete the sentences from the text with the verbs in the Present Perfect.

Past event	Present consequence
He _____ many photographic awards. →	He is a well-known photographer.
He _____ some serious accidents. →	His job is dangerous.

6 Do we know when exactly the past events in Exercise 5 happened?

7 Read the sentences. Translate the words in **bold** into your language.

1 Have you **ever** been to China?
2 He has **never** seen an elephant trunk snake.
3 He has **already** published more than 150 articles.
4 He hasn't photographed it **yet**.
5 Have you seen it **yet**?

8 Match the words (1–4) with the types of sentences (a–d). One of the words goes with two types.

Example 4 – *d*

1 already	**a)** questions
2 yet	**b)** affirmative sentences
3 ever	**c)** negative sentences with *not*
4 never	**d)** negative sentences without *not*

Practice

9 Use the correct verbs in the Present Perfect to make affirmative and negative sentences about Austin Stevens's achievements.

study, be, ~~travel~~, have, touch, make, observe, visit

Example

He has travelled all over the world.

- all over the world (✓)
- zoology (✗)
- some accidents (✓)
- many films about animals (✓)
- to Antarctica (✗)
- many poisonous snakes (✓)
- Scandinavia (✗)
- elephants and lions (✓)

10 Read the interview with another traveller. Choose the right words to complete the sentences and put them in the correct places.

A: Have you been to Antarctica? (*yet/already*)
B: Yes, I've been there three times. (*ever/already*)
A: Have you done any trekking in the Himalayas? (*ever/already*)
B: I've climbed any mountains. (*ever/never*) I'm scared of heights. And I haven't tried diving. (*never/yet*) But I will this summer.

11 Read a traveller's plans before his trip to the Andes. Make sentences with *already* and *yet*.

Example

He has <u>already</u> bought a camera.
He hasn't read about condors <u>yet</u>.

- buy a camera (✓)
- read about condors (✗)
- study the maps of the Andes (✗)
- learn some Spanish (✓)
- book a flight to Chile (✓)
- buy a guidebook (✗)
- do a course in rock climbing (✓)
- check the equipment (✗)

Your Turn

12 Pair work. Ask and answer questions.

► Student A, page 105
► Student B, page 106

13 Tell the class two things about your partner.

Example

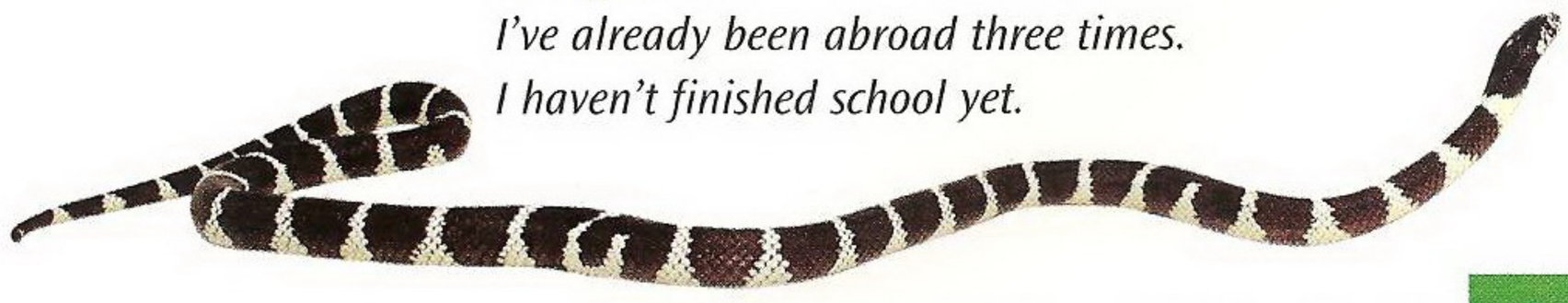
Marta has been abroad. She has never travelled by ship.

14 Use the cues below and *already*, *yet* and *never* to make sentences about what you have and haven't done in your life. Add your own ideas.

- try bungee jumping • swim in the sea
- take part in a sports competition • go abroad
- climb the highest mountain in my country
- go on holidays on my own • learn to drive
- finish school

Example

I've already been abroad three times.
I haven't finished school yet.



→ TIMEOUT! Page 113, Exercise 13

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14 On Safari

Warm-up

1 Look at the Key Words. Which five animals are not from Africa? What other African animals can you add to the list?

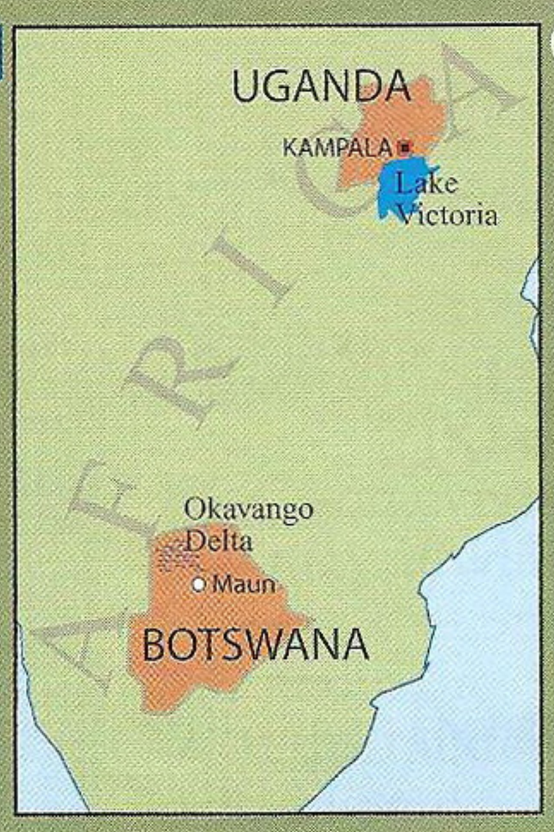
Key Words: Animals (1)

antelope, baboon, buffalo, cheetah, giraffe, hippo, hyena, kangaroo, koala, leopard, panda, polar bear, python, rhino, tiger, wildebeest (or 'gnu'), zebra

Reading

2 Work in pairs. Student A reads text (1). Student B reads text (2). Write notes about these topics:

- Place • Number of days • Animals
- Transport to the place • Transport on the safari
- Accommodation • Price • Dates



1 OKAVANGO DELTA, BOTSWANA

***Total Safari** offers this trip for adventurous backpackers.*

The Okavango river doesn't go into the sea but flows into the Kalahari desert and forms an area of lakes and small islands. This is a nature lover's paradise with elephants, hippos, lions, cheetahs and leopards, 450 species of birds and 1,000 plant species.

Day 1: Fly from London to Maun via Johannesburg.

Day 2: Fly to our campsite in the delta. Put up your tent under a palm tree and relax.*

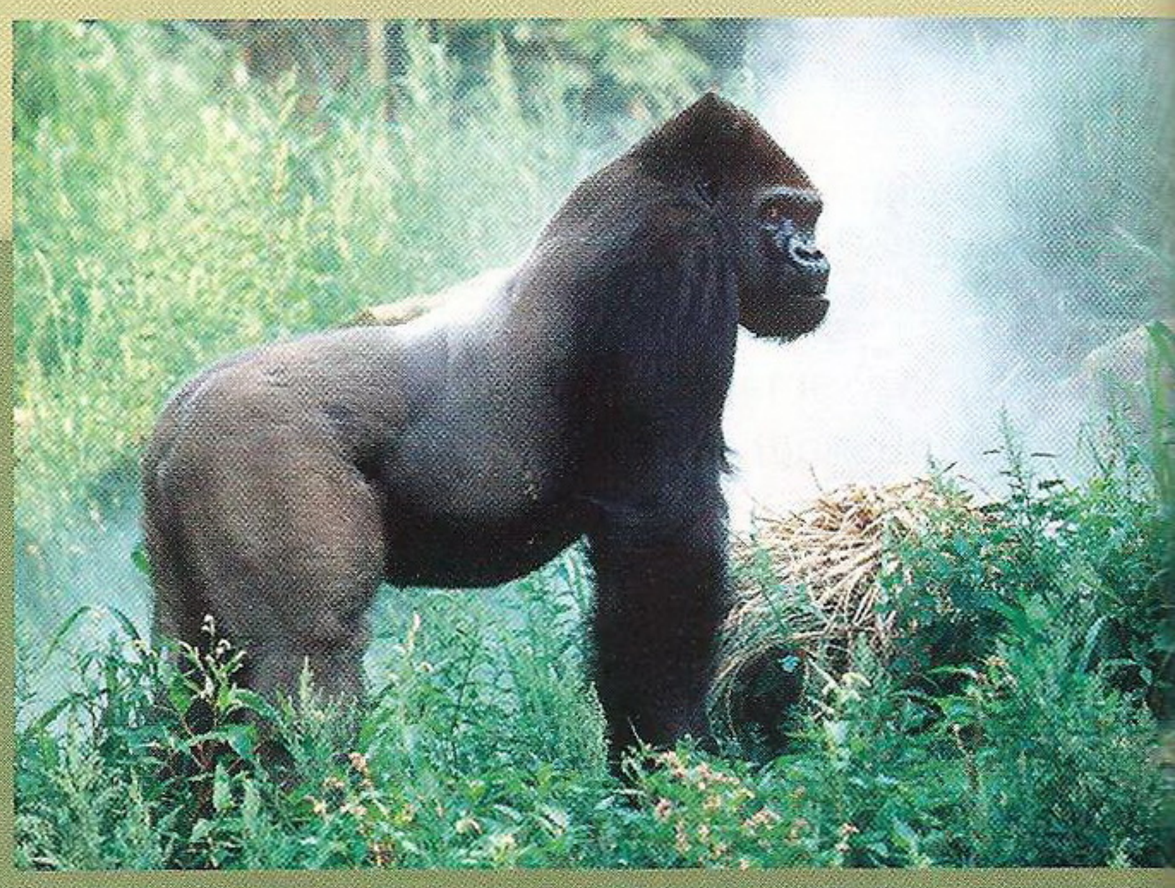
Days 3–9: Go out with your English-speaking guide in his mokoro (wooden canoe). At night, you camp on the islands. Your hard-working guide takes you birdwatching and on walks to see wild animals.

Day 10: Back to Maun. Return flight to London.

* You can bring camping equipment or rent it from us. There are hot showers, a restaurant and a shop at the campsite.

Price: £1,215 Dates: 16 April, 5 May.

E-mail: totalsafari@zmail.com



2 CHIMP AND GORILLA SAFARI, UGANDA

Do you like watching chimps and gorillas on TV? Come and see them in the wild!

Uganda's national parks are in spectacular rainforests with an incredible variety of wildlife including TEN species of primates. The stars of the show are, of course, the rare mountain gorillas.

Day 1: Fly from London to Kampala.

Days 2–5: Track chimpanzees in Kibale National Park.

Days 6–9: Trekking to find gorillas in Bwindi National Park. Watching them is an incredible experience!

Days 10–12: Go to a well-known chimp sanctuary on Lake Victoria. Forty-six chimps from zoos and circuses live here. Remember, they're not wild so they love playing!

Day 13: Day in Kampala. Five-star hotel. Do some sightseeing and relaxing.

Day 14: Return flight to London.

All accommodation is in luxury hotels, lodges or campsites. Food is included. Transport by air-conditioned 4x4 vehicles.

Price: £3,100
Dates: 12 February, 18 June

E-mail: safari@totem.com

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3 Work in pairs. Ask and answer questions about the safaris. Use these question words.

• where • how long • what • how
• how much • when

Examples

Where is your safari? What animals can you see?

4 Work in pairs. Answer the questions.

1 Which safari would you like to go on?
2 What animals would you like to see?
3 What other places would you like to go to?
4 What would you like to see and do there?

5 Look at the Word Builder. Copy and complete it with compound words in blue from the texts. Are they nouns (n) or adjectives (adj.)?

Word Builder

one word	*backpacker (n)*
two words	*nature lover (n)*
two words with hyphen	*hard-working (adj.)*

6 Complete the compound words.

Last summer, me and my friends got student rail tickets and travelled round Europe. We went 1 sight_____ in big cities. We stayed in 2 camp_____ or youth hostels – they were not exactly 3 luxury _____ and were full of other 4 back_____ with all their 5 camping _____. The rooms weren't 6 air-_____, so sometimes it wasn't very comfortable. We made a lot of new friends as most of the foreign students were 7 English-_____.

7 Word Quiz Find compound words in the word chains.

1 nightlifestyle
2 snowmobilephonebookshelf
3 weekdayschoolholidayresort
4 skateboardingschoollunchtimetabletenniscourt

→ Word Bank, page 127.

8 Look at the Sentence Builder. In which sentence is *watching* the subject and in which is it the object of the sentence?

Sentence Builder

1 Do you like **watching** chimps and gorillas?
2 **Watching** them is an incredible experience.

9 Write two sentences about each activity in the box below. Use these words:

• I love / like / can't stand …
• … is good fun / great / cool / horrible / boring / relaxing.

Examples

I love travelling. Travelling is good fun!

travelling, camping, cycling, swimming, playing football, studying English, dancing, going to school, doing my homework, getting up early

Speaking

10 Work in pairs. Ask and answer the questions. Check your scores on page 107.

How Adventurous Are You?

1 When you go to an amusement park, what do you do?
a) only go on the easy rides
b) go on rides but avoid the most scary ones
c) go on everything!

2 What do you do when you go to the beach?
a) sunbathe **b)** walk along the beach
c) swim in the sea on your own

3 How would you like to travel round Europe?
a) with your family **b)** on a school trip
c) backpacking with a friend

4 Which of these places would you prefer to spend the night in?
a) a luxury hotel **b)** a youth hostel **c)** a tent

5 Which of these things would you like to do?
a) go sightseeing in a big city **b)** try paragliding
c) go to a summer adventure camp

Fact or Fiction?

There are only 660 mountain gorillas in the world.

Answer on page 108.

→ TIMEOUT! Page 113, Exercise 14

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15

At the Seaside

Warm-up

1 Look at the photos. Do you ever go to the seaside? What do you like doing there?

Reading and Listening

2 Read and listen to the dialogue. What places does the group go to?

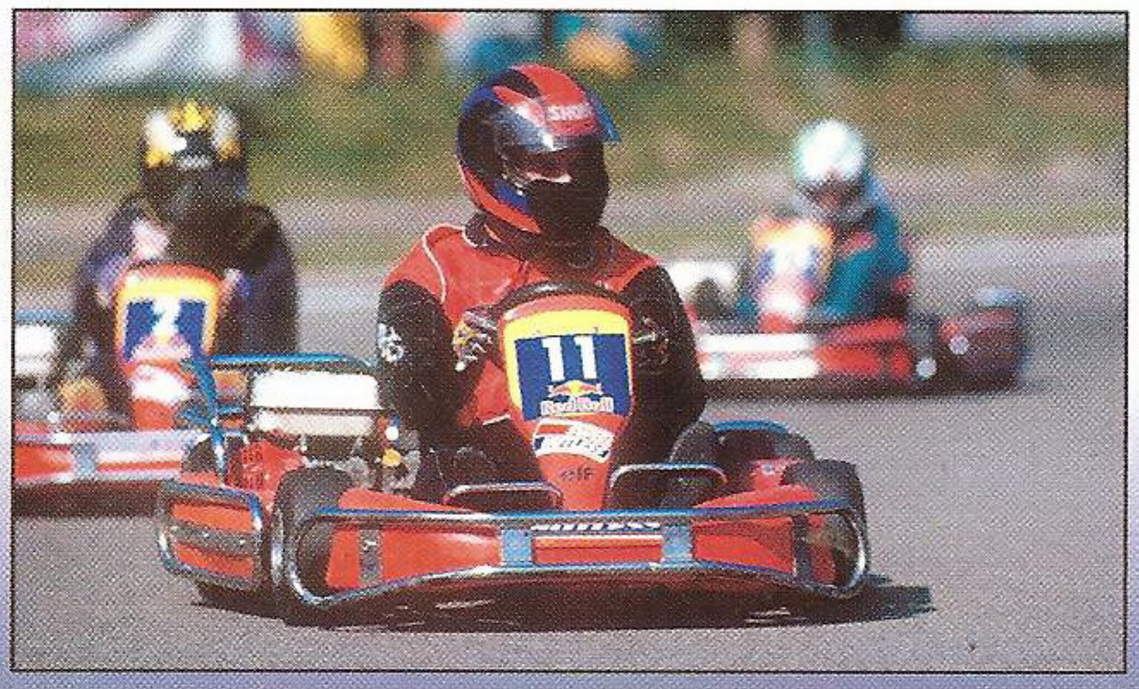
Matt, Jasmin, Sam and Gwen go on a day trip to Great Yarmouth on the coast.

Jasmin: What do you lot want to do now?

Gwen: Why don't we go for a swim?

Matt: Are you crazy, Gwen? The water looks *freezing*!

Jasmin: Why don't we ask at the tourist information office?



Five minutes later

Jasmin: Excuse me? Could you give us some information, please?

Guide: Of course.

Jasmin: What is there to do in Great Yarmouth?

Guide: Well, there's the famous aquarium.

Matt: Mm, we've been there. What else is there?

Guide: You could go go-karting.

Gwen: What's go-karting like? I've never done it.

Jasmin: It's brilliant. How much does it cost?

Guide: Twelve pounds a drive.

Jasmin: That sounds reasonable. Let's have a go, eh? How do you get there?

Guide: Get a number three bus outside here.

Sam: Where do you get off the bus?

Guide: Get off at the hospital. It's near there.

Jasmin: Thanks a lot for your help.

Guide: Not at all.

At the go-kart track

Gwen: Well done, Jas! You won!

Matt: I'm exhausted. It was worse than driving in New York!

Jasmin: Okay, let's go and chill out in a café.

Matt: Great idea! I'm good at that.

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3 Look at the Sentence Builder. Are the words after the verbs *adjectives* or *adverbs*?

Sentence Builder

The water	**looks**	freezing.
That	**sounds**	reasonable.

4 Work in pairs. React to the situations with *looks* or *sounds* and these adjectives:

• amazing • boring • dangerous • exciting
• expensive • great • scary

Example

A: *That sounds boring.*

B: *Oh, I think it sounds great.*

1 You see an advert for a new James Bond film.
2 A friend tells you about a new club in town.
3 You hear about a new shopping centre.
4 Your friend tells you about a trip to the USA.
5 You watch a TV documentary about rock climbing.

Speaking

5 Complete the Key Expressions with words from the dialogue.

Key Expressions: Asking for Information

1 Excuse me? _____ you give us some information, please?
2 What _____ _____ to do in Great Yarmouth?
3 What _____ is there?
4 How much does it _____?
5 How do you _____ there?
6 Where do you _____ _____ the bus?

6 Work in pairs. Take turns to be a tourist and a tourist guide.

► Student A, page 105
► Student B, page 106

Example

A: *Excuse me, could you give me some information, please?*

B: *Of course.*

A: *What is there to see in ...*

Everyday Listening

1 Look at the Listening Help.

Listening Help: Important Words

- Stressed words give important information.
- If you only hear the stressed words, you can usually understand the main point, e.g. I *went* to the *cinema* last night.
- Listen for the stressed words.

2 Use the advice above to listen to the radio advert. Complete the brochure.

Experienced instructors and small groups – only [1]_____ in each class.

Summer Courses: 1 July – [2]_____ August.

Windsurfing: [3] £_____ for a two-week summer course. Ages: 14–18.

Scuba diving: £80 for [4]_____ lessons. Minimum age: [5]_____.

Waterskiing: [6] £_____ per session. Minimum age: [7]_____.

***Contact:* Jim Smith.**

Phone: [8]_____.

Write: [9]_____ Marine Drive, Sandmouth

E-mail: eastcoastadventure@horston.co.uk

3 **Pronunciation** Listen to the underlined sounds and repeat these words.

1 /ɔ:/ your **2** /u:/ you **3** /aʊ/ about
4 /ə/ dangerous

4 **Pronunciation** Listen to the words. Put them in the correct group according to the 'ou' sound.

Example *about – 3*

about, around, bought, colour, course, famous, fought, group, house, mountain, mouth, nervous, poisonous, sound, soup, source, thought, through, youth

5 Listen and check your answers.

→ TIMEOUT! Page 113 Exercise 15

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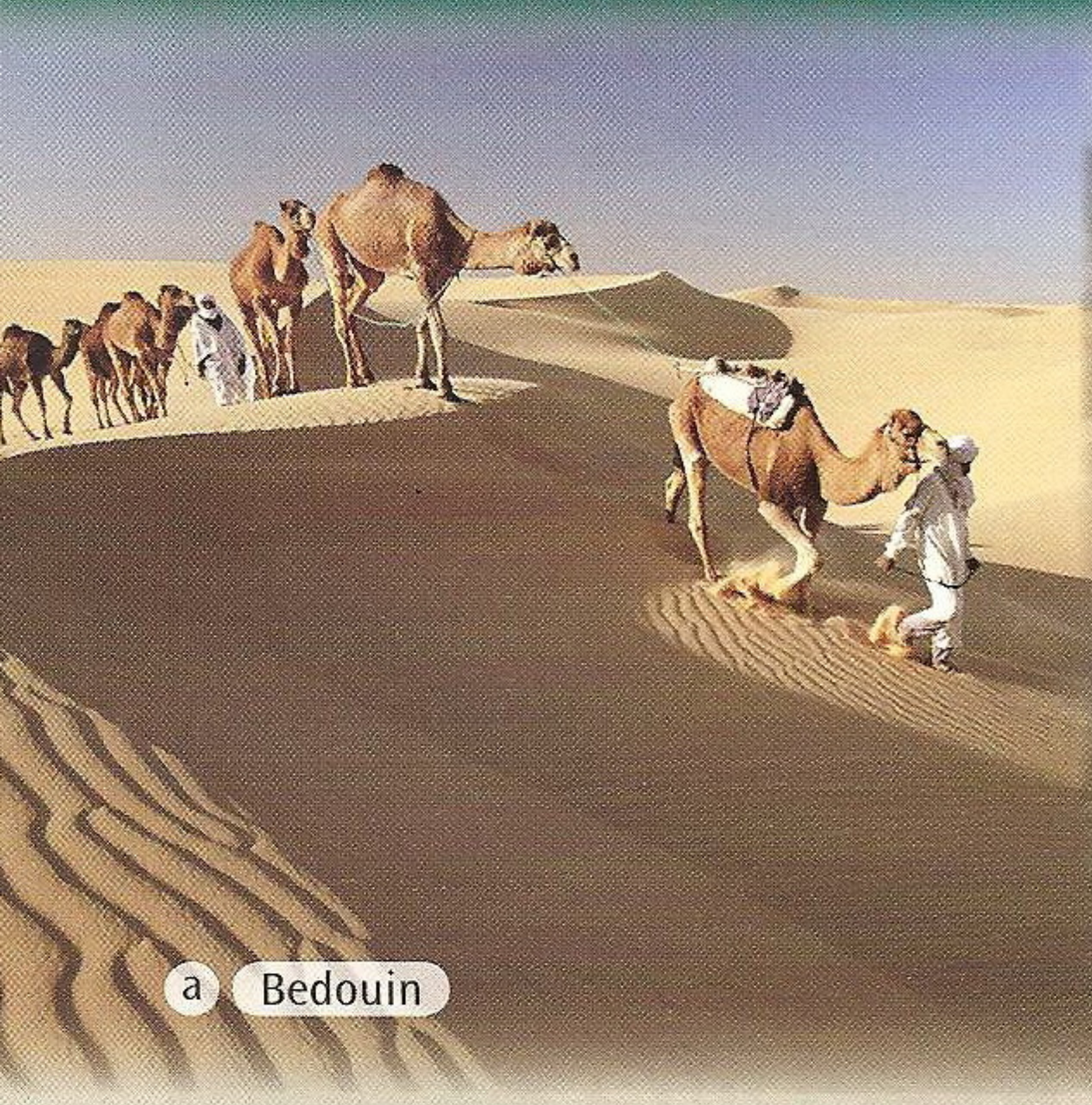
Across Cultures 3



a Bedouin

b Sami

c Moken

Warm-up

1 Listen to three pieces of music. Match them with the photos (a–c).

2 Look at the photos. Do you think these sentences about nomads are true (T) or false (F)?

1 ☐ Nomads travel for fun.
2 ☐ Nomads often live in places with extreme climates.
3 ☐ The Sami are from Siberia.
4 ☐ The Bedouin live in Arabia and North Africa.
5 ☐ The Moken live on the coasts of Thailand and Burma (Myanmar).

Reading

3 Read about nomads. Check your guesses from Exercise 2.

4 Read the texts again. Which nomads:

1 welcome strangers?
2 travel in the summer?
3 are good at finding water?
4 live on land for only part of the year?
5 use modern technology?
6 don't look after animals?

Nomads

For nomads, being on the move is part of everyday life. Some move to look for food for their animals or themselves, others travel to buy and sell things. Actually, there are not many nomads left in the world nowadays but some nomadic people still survive.

The Reindeer People

The Sami live in northern Scandinavia. Most of them now have 'normal' jobs in towns and cities but some carry on their traditional way of life. In early summer, they go on a long journey north with their reindeers. The Sami take them far into the Arctic Circle to find grass and plants to eat. When autumn begins, they take the reindeers south again. Nowadays, the Sami use snowmobiles and mobile phones when they are looking after their animals. However, they still wear their colourful costumes and sing their traditional songs.

Desert Survivors

The word 'Bedouin' means 'desert inhabitant'. Many Bedouins live in towns in Arabia and North Africa but some still make trips into the desert to get food for their camels. The camels, or 'ships of the desert', carry everything and provide food (milk and meat) and shelter (wool for tents). Bedouin hospitality is famous: they give strangers food and water. Bedouins know many tricks to find water. For example, when they see insects or birds, they know water is usually near.

Sea Gypsies

The Moken are often called 'sea gypsies'. Some follow their traditional lifestyle in the coastal areas of Thailand and Myanmar. During the rainy season, when the sea is rough, they live in huts on the beach but for the rest of the year they live on their boats. They catch seafood and sell it in fishing villages. Moken children learn to swim before they can walk. They can see underwater twice as clearly as the rest of us and can stay underwater twice as long! The Moken people know the sea very well – before the tsunami in 2005, they left the sea and looked for high ground.

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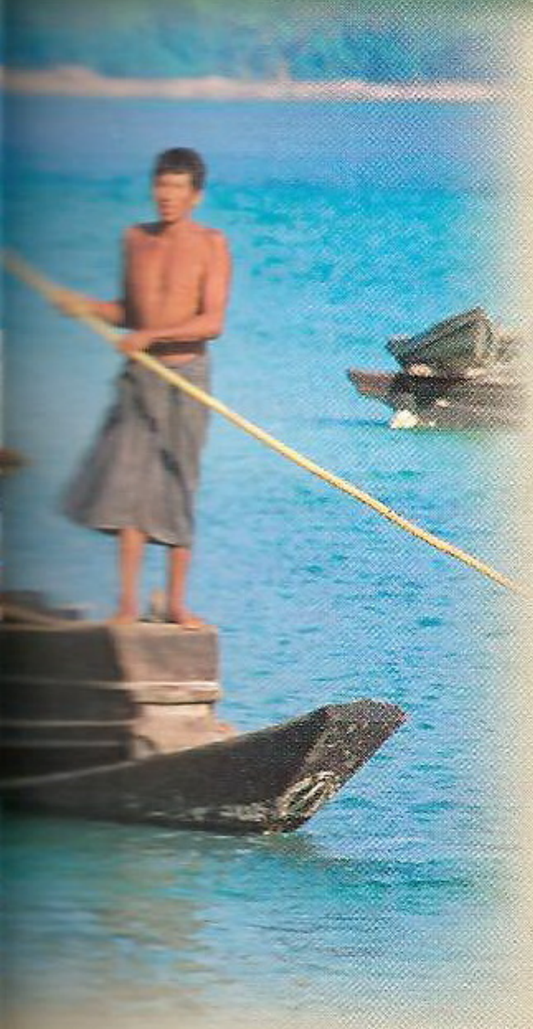


5 What do the blue words in the text refer to?

Example

1 some – *nomads*

1 some (line 1)
2 others (line 2)
3 some (line 7)
4 they (line 8)
5 them (line 9)
6 some (line 16)
7 it (line 27)
8 they (line 28)

6 Look at the Word Builder. The words in **bold** are often confusing. What are they in your language?

Word Builder

Actually, there are not many nomads left in the world **nowadays**.

Some still go on **journeys** across the desert.
They still make **trips** into the desert.

They **carry** their things.
They still **wear** their colourful costumes.

7 Choose the correct word to complete the sentences.

1 Are you from England? No, I'm from Scotland, *actually/nowadays*.
2 Traffic pollution wasn't a problem a hundred years ago but it is *actually/nowadays*.
3 The train *journey/trip* took four hours.
4 My dad went on a business *journey/trip* to London.
5 She's *carrying/wearing* a lovely dress.
6 The camels *carry/wear* huge baskets.

8 **Word Quiz** Complete these sentences with the words in brackets.

1 They wanted to _____ a bank and _____ a million pounds. (*steal/rob*)
2 I _____ a lot of money but I still try to _____ the lottery. (*earn/win*)
3 _____ this cup to the kitchen, please. And can you _____ me a biscuit? (*bring/take*)

→ Word Bank, page 126

Speaking

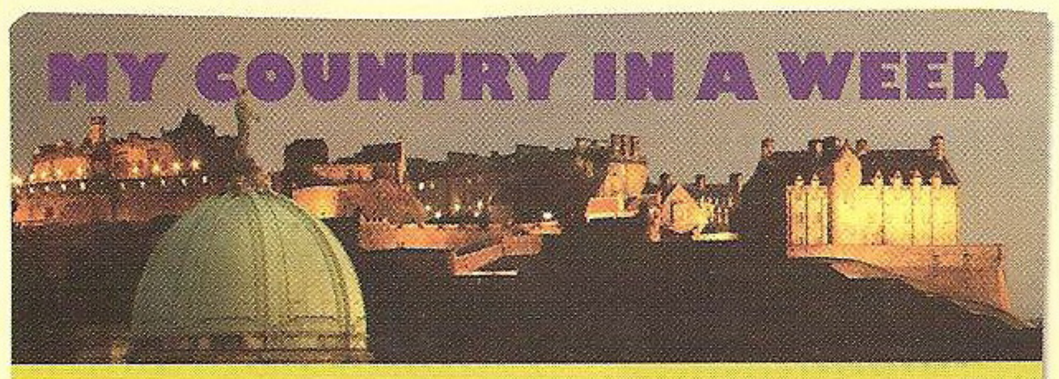
9 Work in pairs. Ask and answer the questions.

1 Have you ever moved house? How old were you? How did you feel?
2 Would you like to move to another place? Where would you like to live?
3 Would you like to live like a nomad? Why/Why not?

FOR YOUR PORTFOLIO

Project: Touring your country

1 Choose interesting places. Write notes about the places to visit and things to do.
2 Use your notes to write a description of the tour.
3 Copy a map and draw the route on it.
4 Find pictures to add to your description.
5 Make a wall poster with your description, maps and pictures, like the one below.



Days 1 and 2: Arrive in Edinburgh. There are many things to see, like Edinburgh Castle and Holyrood Palace. Visit the National Gallery to see some great paintings or go shopping for souvenirs on the Royal Mile.

Day 3: Visit the beautiful university city of St Andrews, the home of golf. St Andrews has got a good beach but the water is freezing!

Day 4: Travel north to Inverness to see the monster in Loch Ness. Then …

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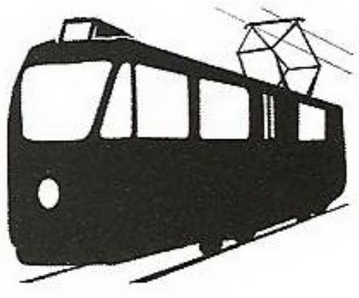
Study Corner 5

Language Check

1 What are these types of transport?

1 _____



2 _____

3 _____

4 _____

5 _____

2 Complete the definitions with the names of the jobs.

6 A _____ grows food or looks after animals.

7 A _____ takes photos.

8 A _____ catches criminals or directs traffic.

9 A _____ usually does paperwork and answers the phone in an office.

10 A _____ studies animal behaviour.

3 Complete the compound words in these sentences.

11 Rare mountain gorillas live in the rain_____ in Uganda.

12 Australia and New Zealand are English-_____ countries.

13 My dad's hobby is bird_____.

14 We stayed in a five-_____ hotel.

15 There are fifteen national _____ in Britain.

Vocabulary ☐ / 15

4 Put the verbs in brackets into the Past Simple or Present Perfect.

16_____ you _____ the teacher your homework yet? (give)

England 17_____ the World Cup only once. They 18_____ it in London in 1966. (win)

I 19_____ in Paris last year on holiday.
I 20_____ there twice. (be)

5 Complete the sentences with suitable words.

A: Have you 21_____ been to Italy?

B: Yes, but I've 22_____ visited Rome.

A: Has your sister finished her maths homework 23_____?

B: Yes, she's 24_____ done it but she hasn't finished her science 25_____.

Grammar ☐ / 10

6 Choose the correct words to complete the questions.

26 *Excuse/Help* me?

27 *Could/would* you give me some information, please?

28 Could you *tell/say* me about train times?

29 When do you *get/go* off the train?

30 Thanks a lot *for/by* your help.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 52 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 13 – Key Words
Numbers 11–15	Unit 14 – Word Builder
Numbers 16–25	Unit 13 – Grammar
Numbers 26–30	Unit 15 – Key Expressions

Study Help: Explaining Words (1)

- When you don't know a word, try to describe it.

  Example

  We stayed in a sort of hotel for young people. (youth hostel)

  It's a kind of black and white bear and it lives in China. (panda)

- What are these words?

1 It is a kind of small boat for one or two people.
2 It looks like a kind of bear. It lives in Australia.
3 He is a sort of scientist. He studies animals.
4 It's a kind of zoo for sea animals.

- Work in pairs. Each choose three words from this module. Describe them to your partner using *sort of* or *kind of*. Your partner guesses the word.

A: It's a sort of expensive hotel.

B: A five-star hotel?

A: Yes!

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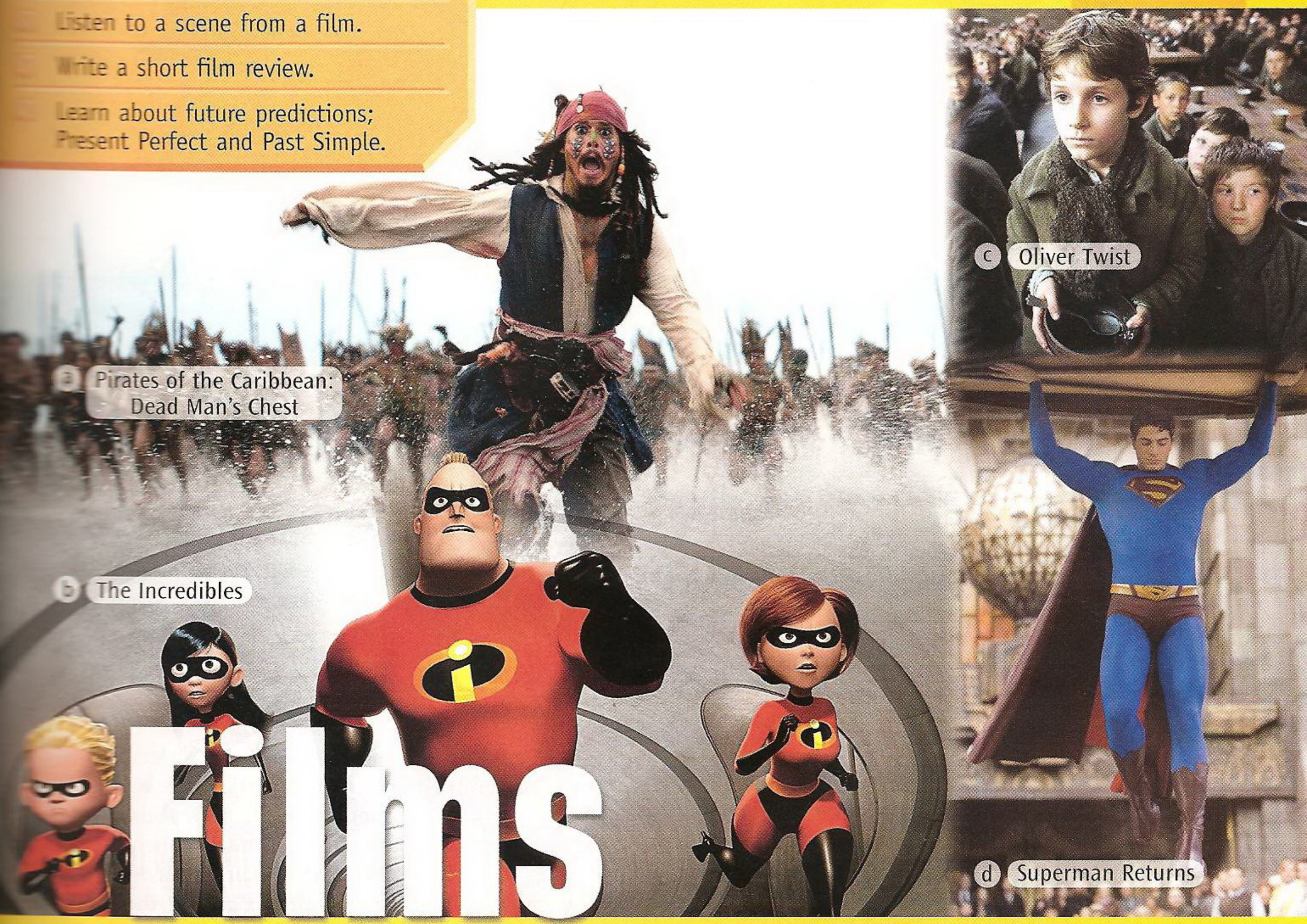
Module 6

- Talk about films; give instructions.
- Read about films.
- Listen to a scene from a film.
- Write a short film review.
- Learn about future predictions; Present Perfect and Past Simple.



Films

Get Ready

1 Look at the Key Words and the photos (a–d). What kinds of films are they?

Example a) *adventure*

Key Words: Films

Adjectives: action, adventure, children's, crime, fantasy, historical, horror, romantic, science fiction, spy, war

Nouns: animation, comedy, costume drama, musical, thriller, western

2 Listen to the descriptions of the films in the photos. Check your guesses from Exercise 1.

3 Listen again. Answer the questions.

1 Which film is a sequel to an earlier film? ☐
2 Which films have funny main characters? ☐ and ☐
3 Which films have good photography or special effects? ☐ and ☐
4 Which film is very long? ☐
5 Which films have a good story? ☐, ☐ and ☐

4 Speak Out Work in pairs. Ask and answer the questions below.

1 What kinds of films do you like?
2 What is your favourite film ever? Why?
3 What film have you seen recently? Did you like it? Why/Why not?

5 Game Work in pairs.

- You have three minutes! Think of a film for each category in the Key Words.
- Compare your list with another pair and calculate your score.

Score: 10 points for a film title in English;
5 points for a film in your language;
2 points if both pairs have the same film.

Example

Team A: *Historical film* – Troy.
Team B: *For us,* Gladiator. *That's ten points each. Now our turn.*

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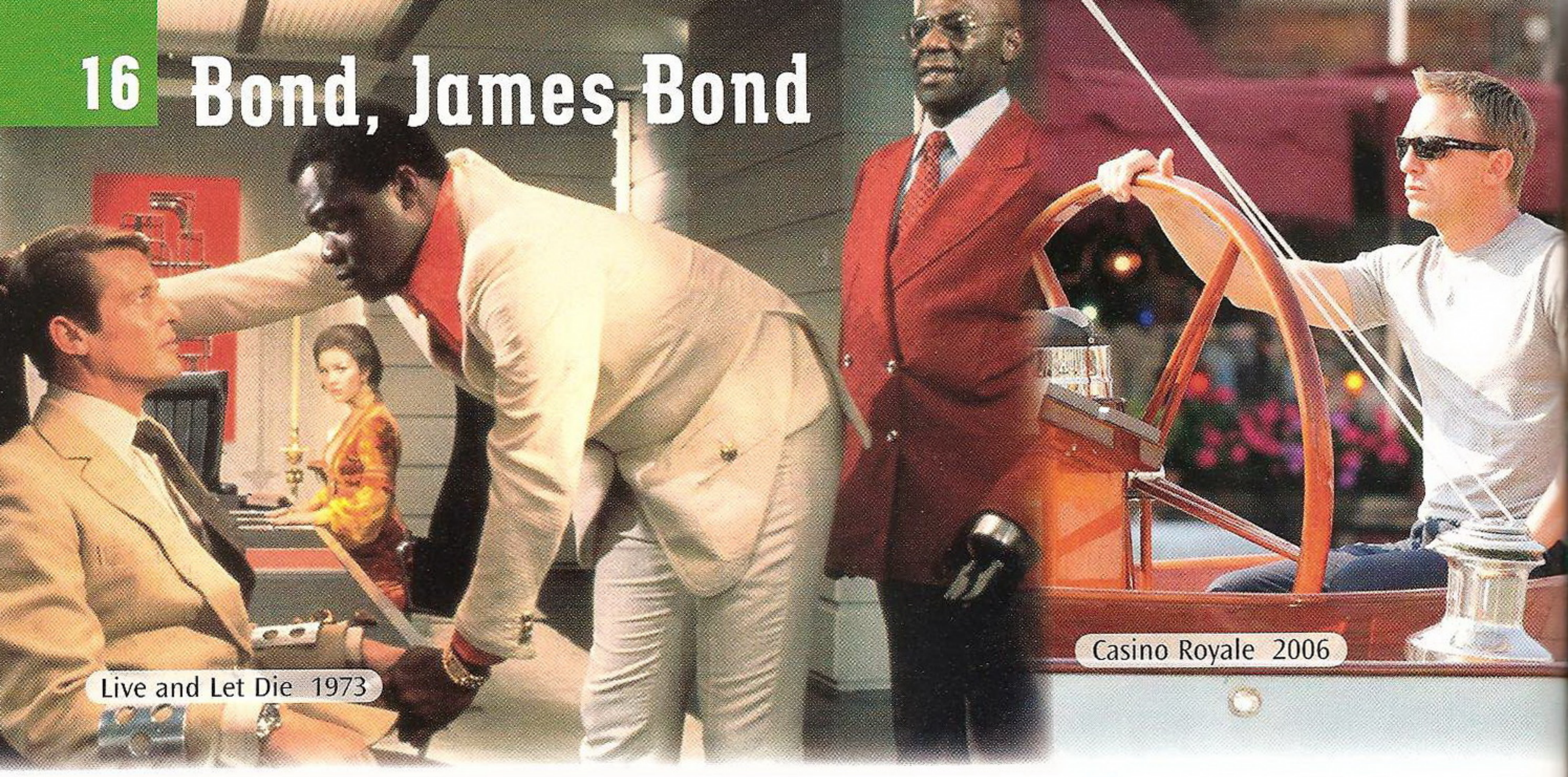
16 Bond, James Bond



Warm-up

1 Have you seen any Bond films? Did you like them? Why/Why not?

2 Read the *007 Factfile* and look at the photos. Answer the questions.

1 Where is Bond from?
2 Who created the character of Bond?
3 What shows that Bond is a popular character?

007 FACTFILE

James Bond, or 007, a British secret agent, was created by the writer, Ian Fleming.

Twenty-one films have been made about James Bond so far. The first, *Dr No*, with Sean Connery, was made in 1962; the last one, *Casino Royale*, with Daniel Craig, was made in 2006. Six actors have played Bond so far. The most famous are Sean Connery, Roger Moore and Pierce Brosnan.

Over two billion people around the world have seen at least one Bond film.

3 Two people are talking about a photo from a film. Listen and read the dialogue. Who knows more about James Bond, Tom or Ann?

Ann: Would you like to see this Bond film? It looks really exciting!

Tom: Yeah, look at this photo – there's fire everywhere, the military base **is going to explode**. And Bond is fighting with the driver – **they're going to crash**!

Ann: There are enemy soldiers everywhere and he's alone. **They're going to kill him**!

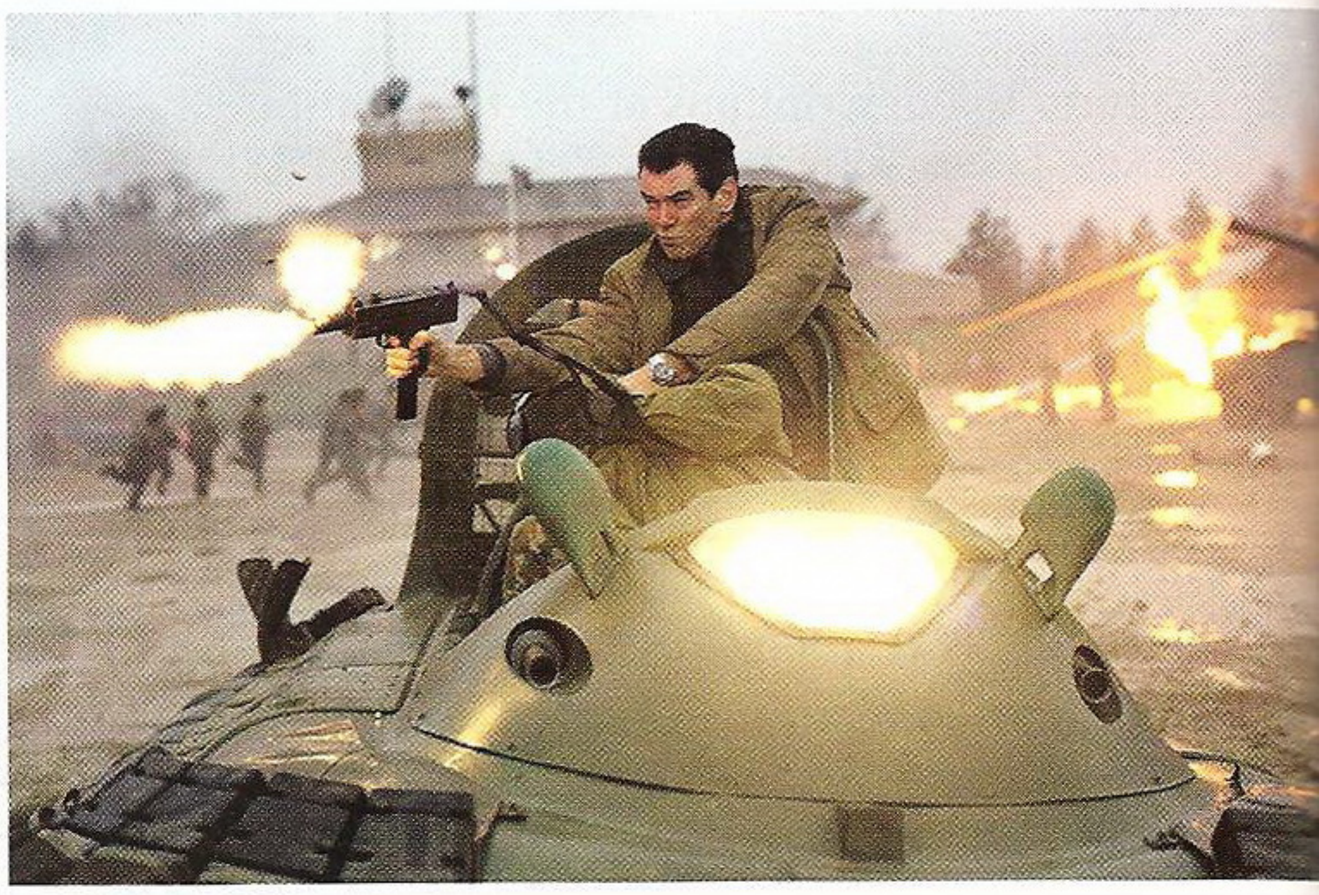
Tom: Kill Bond?! That'll never happen!

4 Read the article about Bond films. Do you agree? Why/Why not?

Joanna Grant
film critic

Will 007 ever disappear? That's unlikely. People will always like watching action films so new Bond films will always be made and they will make money. They may be less popular among younger people because they prefer films like *The Matrix*, packed with computer-generated special effects.

Actually, future Bond films might have less technology in them. Viewers may be more interested in the plot and the characters than the special effects. The films will probably win some awards but they won't get Oscars for special effects – these will certainly go to science fiction or fantasy films, like *The Lord of the Rings*.



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Goldfinger 1964

Grammar: Predictions

5 Look at these predictions from Exercises 3 and 4. Underline the verb forms referring to the future.

1 The military base is going to explode.
2 They won't get Oscars for special effects.
3 The films will probably win some awards.
4 Future Bond films might have less technology in them.
5 They may be less popular among younger people.

6 Complete the rules (1–3) with verb forms (a–c).

a) *be going to* + infinitive
b) *will/won't* + infinitive
c) *may/might* + infinitive

1 We use _____ to express our opinions and beliefs about the future (often with *I think, I hope, certainly/maybe/probably/perhaps*).

2 We use _____ to express predictions based on evidence in the present situation.

3 We use _____ to express an uncertain prediction or guess about the future.

Practice

7 Complete these predictions with *will*, *won't*, *may/might*.

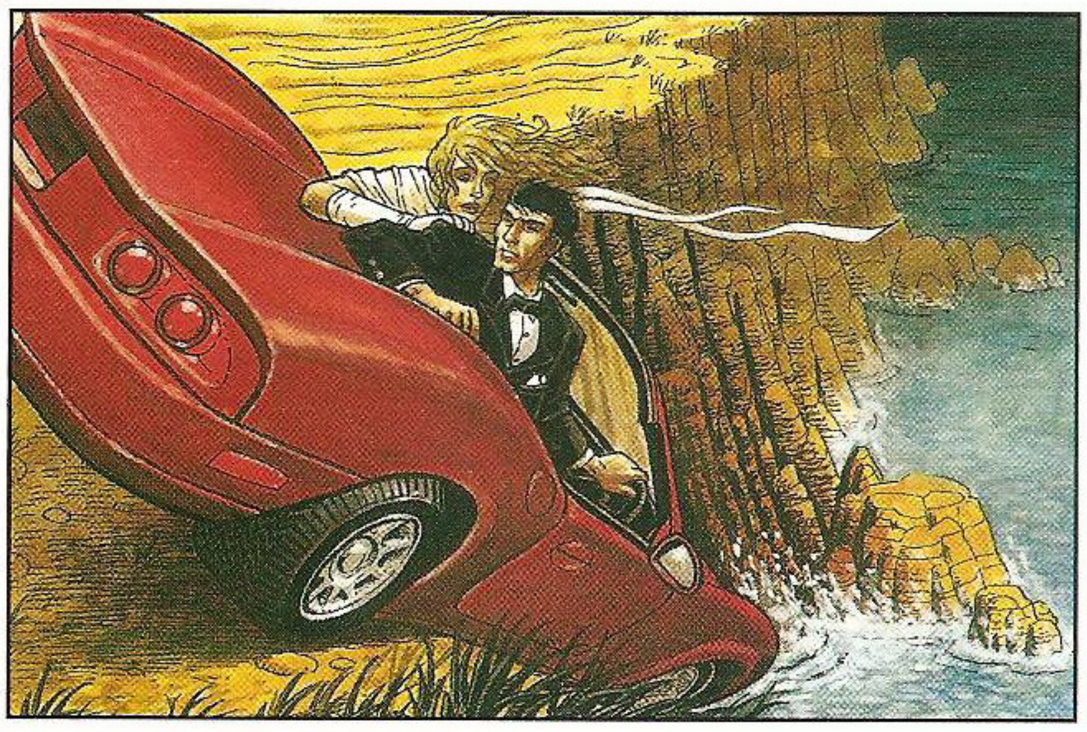
1 Daniel Craig _____ probably play Bond in the next film.
2 Bond _____ certainly never marry.
3 I'm sure Bond _____ die.
4 Madonna _____ sing the next Bond theme song.
5 Bond's next enemy _____ be an alien.

8 Use the cues to complete the predictions with *be going to*.

1 The sky is dark and the wind is getting stronger. There _____ a storm. (be)
2 The engines have stopped, the plane _____! (crash)
3 Can you see the shark? It _____ the swimmer! (attack)
4 There are crowds of people queuing for tickets. The cinema _____ (be) full.

9 Look at the picture and the cues. Make predictions using *be going to, will/won't* and *may/might*.

fall into the sea, die, use a parachute, kiss, save the girl, escape



Your Turn

10 Work in pairs. Think of a TV series you both watch and predict what will happen in the next episode.

Example

A: *I think Sheila will fall in love with Derek.*
B: *That's impossible. She's in love with Tom.*

11 Tell the class your predictions. Don't say the title of the series. The class guess the title.

→ TIMEOUT! Page 114, Exercise 16

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17 Movie Mistakes

Warm-up

1 What is wrong with the information in these sentences?

1 A llama is in a market in ancient Greece.
2 A farmer is driving a tractor in ancient Rome.
3 A man is looking at his digital watch in 1912.
4 A male mosquito is sucking someone's blood.

Reading

2 Read about mistakes in famous films. Check your answers from Exercise 1.

3 Which mistakes are factual and which ones are mistakes of continuity?

4 Look at the Reading Help.

Reading Help: Difficult Words and Phrases

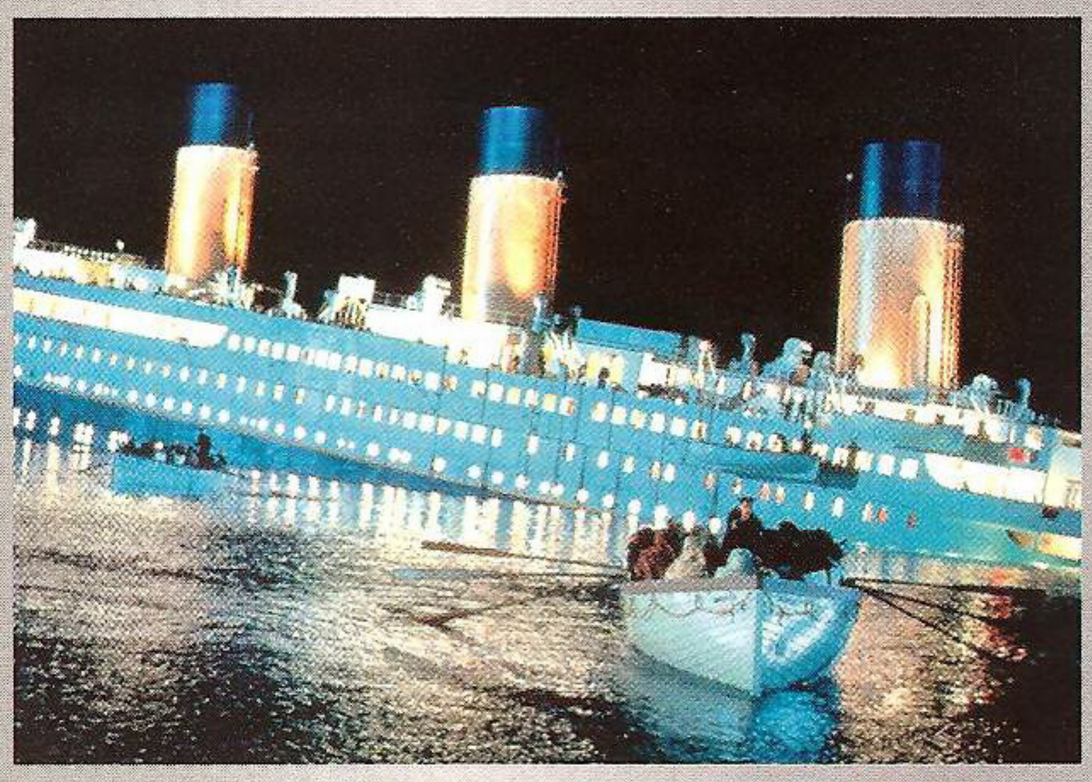
- Underline words or groups of words you don't know.
- Read the sentences before and after and try to guess the meaning of the underlined words from the context.
- Write new words and expressions in your vocabulary book.

FILM GOOFS

Although they check films, many 'goofs' or silly mistakes get past the editors. Sometimes, they are 'factual', like an aeroplane on screen before it was invented; sometimes, they are 'continuity' mistakes, like an empty glass is suddenly full in the same scene. Here are our top film goofs …

Gladiator (2000) is set in ancient times. Fast forward your DVD to the part when Russell Crowe is walking home – you can see a modern tractor's tracks in the field!

Titanic (1997) is about the famous ship that hit an iceberg and sank in 1912. However, you can see a passenger getting into a lifeboat and he's wearing a digital watch – not on the market until the 1970s!

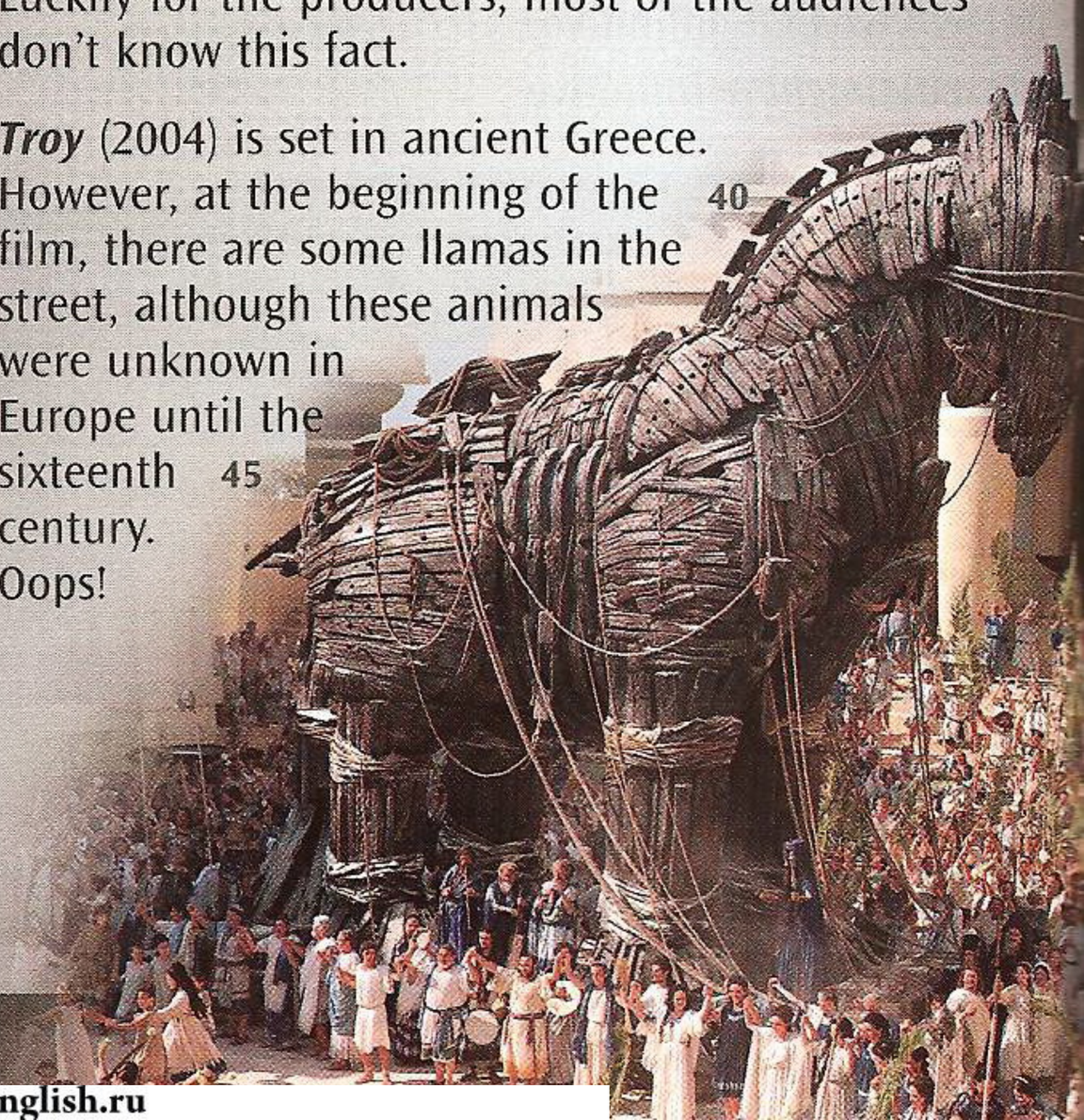


Although Peter Jackson, director of *The Lord of the Rings*, paid incredible attention to detail when he adapted the book for the cinema, you still come across mistakes. For example, in ***The Two Towers*** (2002), although Gimli is a dwarf, he sometimes appears as tall as Aragorn's shoulders!

Strange things happen in ***King Kong*** (2005). During the fight between the giant gorilla and the dinosaurs, Ann Darrow is thrown into some water but when she gets out, her hair is dry! And when the character, Herb, goes to the island, he is unshaven. However, when he gets back to the ship, his face is smooth – did he have a shave on Skull Island?

In Spielberg's ***Jurassic Park*** (1993), a scientist finds a dead mosquito. This insect apparently sucked the blood of a dinosaur millions of years ago, so the scientist can find out the dinosaur's DNA. There's just one thing wrong – the mosquito has got big antennae and so it is clearly a male. However, only female mosquitoes suck blood! Luckily for the producers, most of the audiences don't know this fact.

Troy (2004) is set in ancient Greece. However, at the beginning of the film, there are some llamas in the street, although these animals were unknown in Europe until the sixteenth century. Oops!



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5 Find the underlined words and expressions in the text and match them with the meanings (1–7). Use the advice in the Reading Help.

1 small, fantasy creature
2 thought very carefully about
3 available to buy
4 marks left by a vehicle
5 not shaved
6 went down under water
7 drank

6 The verbs in the Word Builder are in red in the text. Find them and guess their meaning.

Word Builder

come across a person or thing
find out some information
get back (to a place)
get into a vehicle
get out (of a place)
get past somebody or something

7 Complete the sentences with verbs from the Word Builder in the correct form.

1 We had to _____ some dates for our history homework.
2 You should never _____ a car with a stranger.
3 While I was tidying my room, I _____ an old class photo.
4 The water is cold. I think I'll _____ now.
5 We leave at ten o'clock and _____ about nine at night.
6 The violent scenes in the film didn't _____ the censors.

8 Verb Quiz Complete the verbs with *in*, *of*, *off*, or *up*.

1 Batman never takes _____ his mask in public.
2 Are you bored? Why don't you take _____ a hobby?
3 You can see the planes taking _____ from our house!
4 *Gladiator* takes place _____ ancient Rome.
5 Are you taking part _____ the school concert this year?
6 We took care _____ our grandmother when she was ill.

→ Word Bank, page 123

9 Look at the Sentence Builder. Find more examples of the linking words in the text.

Sentence Builder

Although they check films, many silly mistakes get past the editors.

Many silly mistakes get past the editors, **although** they check films.

They check films. **However**, many silly mistakes get past the editors.

10 Rewrite the sentences using the words in brackets.

1 Orlando Bloom is good-looking. I don't think he's a good actor. (although)
2 The special effects in *Narnia* were great. I didn't like the characters much. (however)
3 *Shrek* is a children's film. I really like it! (although)
4 They nominated Johnny Depp for an Oscar. He didn't win. (however)

Speaking

11 Work in pairs and do the film quiz. Then think of a film question to ask the class.

FILM QUIZ

1 Which film made the most money in ticket sales?
a) *E.T.* **b)** *Star Wars* **c)** *Titanic*
d) *The Lord of the Rings: Return of the King*

2 Which of these films is a science fiction film?
a) *Narnia* **b)** *The Matrix* **c)** *Troy* **d)** *Shrek*

3 Which actor has not played James Bond?
a) Brad Pitt **b)** Sean Connery **c)** Pierce Brosnan
d) Daniel Craig

4 Which actress was Spiderman's girlfriend in *Spider-Man 2*?
a) Katie Holmes **b)** Keira Knightley
c) Kirsten Dunst **d)** Kate Winslett

5 Who was the director of *The Lord of the Rings*?
a) Steven Spielberg **b)** Peter Jackson
c) Martin Scorcese **d)** Ridley Scott

Check your answers on page 107.

Fact or Fiction?

The film director, Steven Spielberg, appears somewhere in all of his films.

Answer on page 108.

→ TIMEOUT! Page 114, Exercise 17

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18

The Long Goodbye

Warm-up

1 Look at the photo. What is happening in it? What kind of scene are they filming?

Reading and Listening

2 Read and listen to the dialogue. Check your guesses from Exercise 1.

The group film a 'romantic' scene from the 1890s.

Gwen: Action.

Matt: So, goodbye my love.

Jasmin: Darling, will you write to me every day? I'm going to be so lonely.

Matt: But I'll be in the jungle, Arabella.

Jasmin: You just don't love me, Hector!

Gwen: Cut! We need more feeling. Jasmin, move closer to the train so Matt can take your hand.

Matt: I can't reach her from the window.

Gwen: Okay, Matt, go and stand on the platform. Stand near the door so you can jump on the train when it's leaving.

Matt: Hey, I'm not a stuntman!

Gwen: Don't worry, Matt. Jas, don't stand there because your back's to the camera.

Jasmin: Sorry! I don't know where to stand.

Gwen: Move over there and face Matt. That's right. Now Sam, move the camera over here to get a better shot.

Sam: Okay.

Gwen: Jas, stand a bit closer to Matt so that you can kiss him when he leaves. Remember, you're in love!

Matt: I'm not sure when to get on the train.

Gwen: When the train moves, jump on it and wave to Jas.

Sam: That's going to be hard to film.

Matt: And dangerous.

Gwen: Look, it'll be fine. Let's have a break.

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3 Are these sentences true (T), false (F) or is there no information (NI)?

1 ☐ Jasmin's character gets angry.
2 ☐ Matt's character is going to India.
3 ☐ Matt doesn't want to jump on the train.
4 ☐ Gwen is very confident.
5 ☐ Sam has never used the camera before.

4 Look at the Sentence Builder.

Sentence Builder

I don't know **where to** stand.
I'm not sure **when to** get on the train.

5 Complete the sentences with these words.

how, what, when, where, who

1 I don't know _____ to wear for the party.
2 We don't know _____ to ask about the homework.
3 They don't know _____ to sit.
4 Do you know _____ to do this maths homework?
5 I'm not sure _____ to leave the house. Is six o'clock too early?

Speaking

6 Complete the Key Expressions from the text.

Key Expressions: Instructions and Reasons

1 Jasmin, move closer to the train _____ Matt can take your hand.
2 Don't stand there _____ your back's to the camera.
3 Move the camera over here _____ get a better shot.
4 Stand a bit closer to Matt _____ _____ you can kiss him.

7 Imagine you are a film director. Think of reasons for these instructions.

1 Stand behind the door so …
2 Go outside to …
3 Don't open the box because …
4 Get in the car so that …
5 Turn on the radio to …

8 Work in pairs. Take turns to give your partner instructions.

Example

Director: Stand behind the door.
Actor: Why?

Everyday Listening

1 Guess the answers to these questions about the final version of the film scene.

1 What is Hector going to look for in Africa?
a) a lost city
b) an explorer
c) his father

2 What is Arabella going to have?
a) a problem
b) an illness
c) a baby

3 What is Hector's reaction to the news?
a) he is angry **b)** he is happy **c)** he is sad

4 Who can go instead?
a) Hector's friend **b)** Hector's brother
c) Hector's boss

5 What does Hector decide to do?
a) leave for Africa **b)** stay with Arabella
c) get a later train

2 Listen and check your guesses from Exercise 1.

3 Listen again. Evaluate these things (1 – very bad, 5 – fantastic).

- Matt's acting ☐ • Jasmin's acting ☐
- the story ☐ • the sound effects ☐

4 **Listen closely** Listen and complete the expressions.

1 _____ _____ fair.
2 _____ life.
3 _____ _____ sorry.
4 _____ _____ all right.
5 _____ _____ it?
6 _____ _____ sure.
7 _____ _____ _____ it!
8 _____ wonderful!

TIMEOUT! Page 115 Exercise 18

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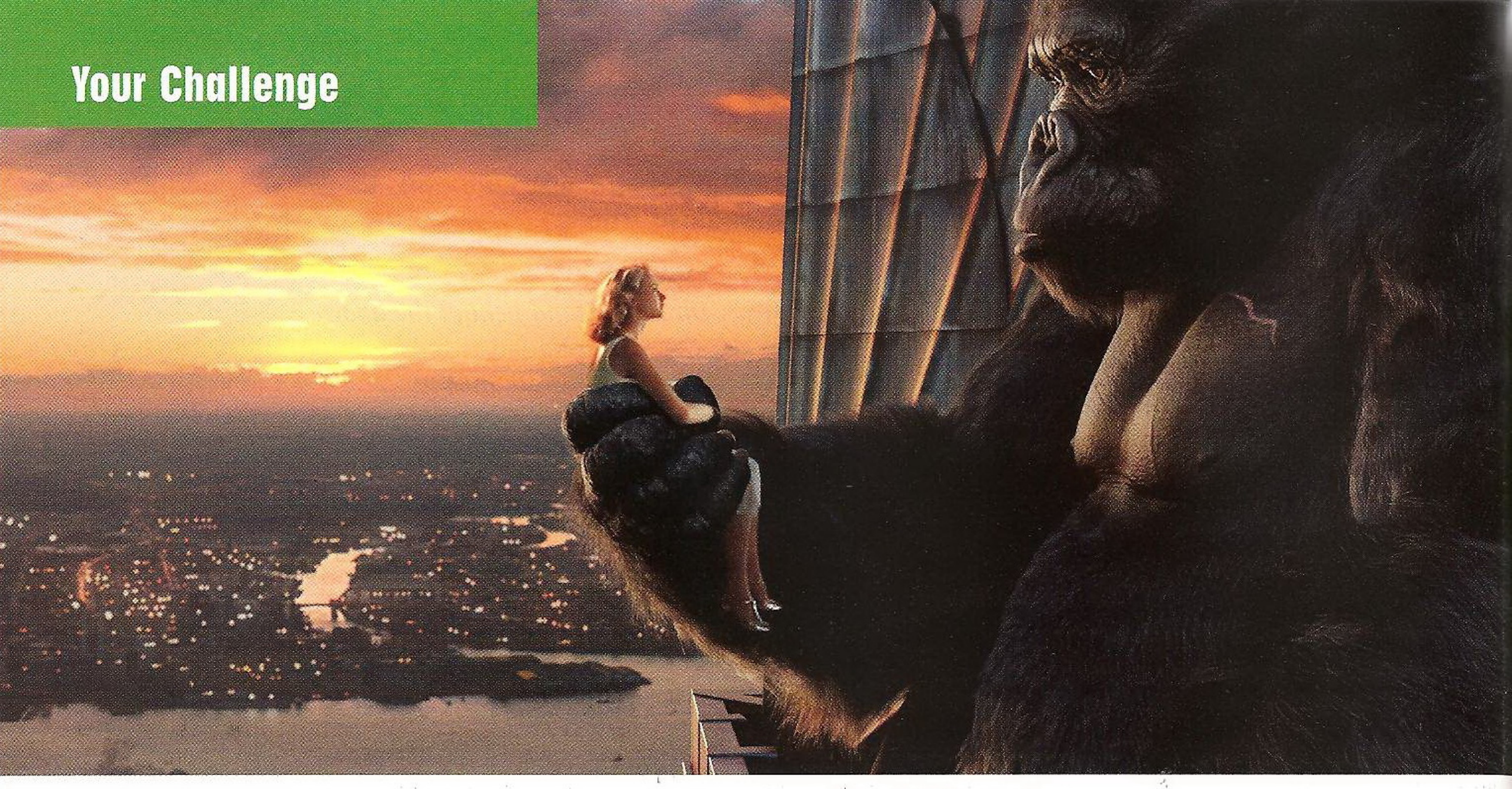

Writing: Film review

1 Look at the photo. Have you seen the film? What did you think of it?

2 Read the review of *King Kong*. Is it generally positive or negative?

Film **Review**

1 ***King Kong* (2005)**, directed by Peter Jackson, is an action-packed fantasy film. The main stars are Naomi Watts and Adrien Brody. Andy Serkis (Gollum in *The Lord of the Rings*) plays King Kong.

2 In the 1930s, a group of explorers and film makers go to an unexplored island because they have heard strange stories about it. They find a giant gorilla, King Kong, plus a lot of strange animals like dinosaurs and giant spiders and worms. They capture King Kong with the help of the actress Ann Darrow (Naomi Watts) and take him back to New York. However, they don't know the strength of the eight-metre-tall gorilla.

3 Although some parts are really exciting, I think the film is too long (187 minutes). Also some scenes, such as running with the dinosaurs, are not very convincing. However, most of the special effects are excellent and the acting is good as well. Naomi Watts is great, although King Kong is the real star of the show! The scene with him on top of the Empire State building is amazing!

4 I really enjoyed *King Kong*. It's definitely worth seeing. Don't miss it!

Text Builder

3 Match the paragraphs (1–4) with the topics (a–d).

a) recommendations **b)** background to the story
c) opinions **d)** basic information

4 Look at the linking words in blue in the text. Which do we use for:

• addition? • contrast? • examples?

FOR YOUR PORTFOLIO

5 Write a review of a film you have seen recently.

STEP 1 Write notes about the film.

- basic information: *title, date, kind of film, director, stars*
- background to the story: *where? / when? / what happens?*
- opinions: *acting / story / special effects & photography, music*
- recommendations: *it's (not) worth seeing, I (don't) recommend it*

STEP 2 Use your notes to write the review. Write four short paragraphs.

STEP 3 Check spelling, vocabulary and grammar.

STEP 4 Work in groups. Read each other's reviews. Do you agree with them?

Example

I don't agree with Anna's review. I thought the film was brilliant.

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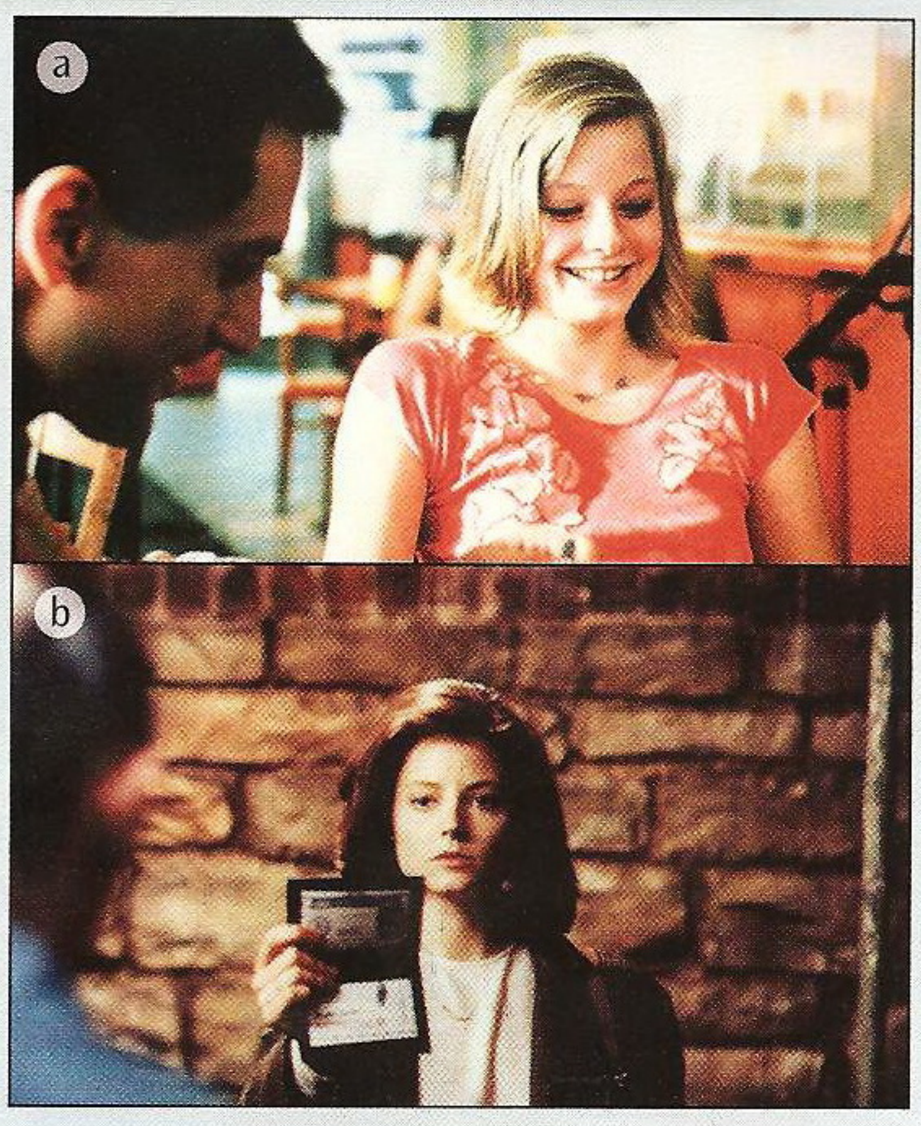
Understanding Grammar: Present Perfect and Past Simple

1 Read the text about Jodie Foster and look at the photos. Have you seen the films (a–b)? What did you think of them?

BIOGRAFIA

Jodie Foster, an American actress and film director, was born in 1962. She has appeared in over 100 films. She started her film career as a child. In 1976, she appeared in *Taxi Driver* with Robert De Niro and was nominated for an Oscar. In 1985, she graduated from Yale University with a degree in literature. So far, she has won two Oscars for Best Actress. She won her first Oscar in 1988 and her second in 1991 for *The Silence of the Lambs*. Recently, she has directed and produced a number of films, too.



2 Read the text again and underline the verbs in the Past Simple and the Present Perfect.

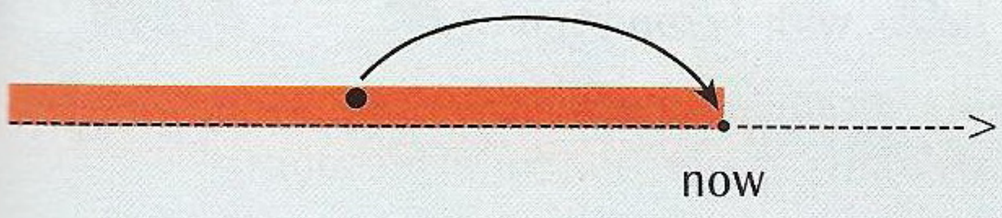
3 Look at the verbs you underlined in Exercise 1. Match the tenses (1–2) with the uses and timelines (a–b).

1 Present Perfect **2** Past Simple

a) we know exactly when the event happened and we don't want to link it with the present

----------●----------•----------> now

b) the event happened in the period of time before now and has influence on the present situation



4 Read the sentences and translate the verbs in **bold** into your language. Is the translation the same or different?

1 She **has appeared** in over 100 films.
2 In 1976, she **appeared** in *Taxi Driver*.

5 Match the sentences (1–2) with the people (a–b).

1 He's got two Oscars. 2 He got two Oscars.	a) a dead actor b) a living actor
1 She's become famous. 2 She became famous.	a) a new star b) an old star

6 Put the verbs in brackets in the Present Perfect or Past Simple.

1 Hollywood _____ (produce) many superstars.
2 _____ (you, watch) the Oscar awards ceremony on TV last night?
3 Tom Cruise _____ (receive) three Oscar nominations but he _____ (not win) an Oscar.
4 Leonardo DiCaprio _____ (act) in over twenty films.
5 Alfred Hitchcock _____ (not like) dark-haired actresses.

7 Read the dialogue. What tense is used to start the conversation? What tense is used to ask about details?

Tom: Have you seen any good films lately?
Mike: Yes, I have. I watched *Jaws* last night.
Tom: Where did you watch it?
Mike: At home. My dad's got it on DVD.
Tom: Did you like it?
Mike: Yes. It's old and the special effects are a bit funny but I was scared anyway.

8 Work in pairs. Use the cues to talk about your experiences.

Example
A: *Have you ever been to the States?*
B: *Yes, I have.*
A: *Did you go to Hollywood?*
B: *No, I didn't.*

1 be to the States / go to Hollywood
2 talk to an actor / who
3 act in a play / what role
4 write a film review / what film
5 see a *Star Wars* film / like the special effects
6 watch a horror film / be scared

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Study Corner 6

Language Check

1 **Complete the words in these sentences.**

1 The original *Star Wars* films were great s_____ f_____ films.
2 *Shrek* and *The Incredibles* were great children's a_____n films.
3 I love old h_____ films like *Frankenstein* and *Dracula*.
4 The three *Lord of the Rings* films were the best f_____ films I've ever seen.
5 In the old w_____, cowboys were always 'goodies' and Indians 'baddies'.

2 **Complete the gaps with these words.**

across, back, out, past, up

6 Did you ever find _____ the name of that actor?
7 I came _____ an old friend in the shopping centre.
8 He got _____ the defender and scored a goal.
9 She picked _____ her bag and walked out.
10 What time do you get _____ from school?

Vocabulary ☐ / 10

3 **Put the verbs in brackets into the Past Simple or Present Perfect.**

Nearly all of Steven Spielberg's films [11]_____ (be) very popular. He [12]_____ (direct) many box-office hits like *Jaws* and *Jurassic Park*. He [13]_____ (make) his biggest commercial hit, *E.T. the Extra-Terestrial*, in 1982. So far in his career, he [14]_____ (win) two Oscars for Best Director. He [15]_____ (win) his first in 1993 (*Schindler's List*) and his second in 1998 (*Saving Private Ryan*).

4 **Choose the correct verb to complete the sentences.**

16 Nextyear, my brother *may/will* be eighteen.
17 We *may/will* see *Superman Returns* tonight, or maybe that new George Clooney film.
18 He *might/will* win an Oscar but I don't think so.
19 Special effects *will/may* certainly get better.
20 I don't think she *might/will* win an Oscar for best actress.
21 I'm sure home cinemas *may/will* never replace going to the cinema.
22 They *might/won't* make another *Lord of the Rings* film because there are only three books.
23 The producers haven't decided yet but he *may/will* be the new James Bond.
24 He *may/won't* get the part – he's not tall enough.
25 They *will/won't* probably invent something better than DVDs.

Grammar ☐ / 15

5 **Complete the instructions about vocabulary books with *because*, *so* or *to*.**

Keep a vocabulary book [26]_____ put new words in. Have a section for expressions [27]_____ they are very important to learn. Write an example sentence and a translation in your own language [28]_____ that you can use your vocabulary book for revision. Use different colours [29]_____ help you organise your book (e.g. different colours for nouns, verbs and adjectives). Mark the main stress [30]_____ you don't forget it.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 62 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 17 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 16 – Grammar
Numbers 26–30	Unit 18 – Key Expressions

Study Help: Multi-part Verbs

- Write new multi-part verbs (e.g. *take part in*, *pick up*) in your vocabulary notebook.
- Write a translation in your language.
- Write a sentence with an example of the verb.

Example *come round*
Two friends came round to my house last night.

- **Put the multi-part verbs from this module in your book. Follow the above advice.**

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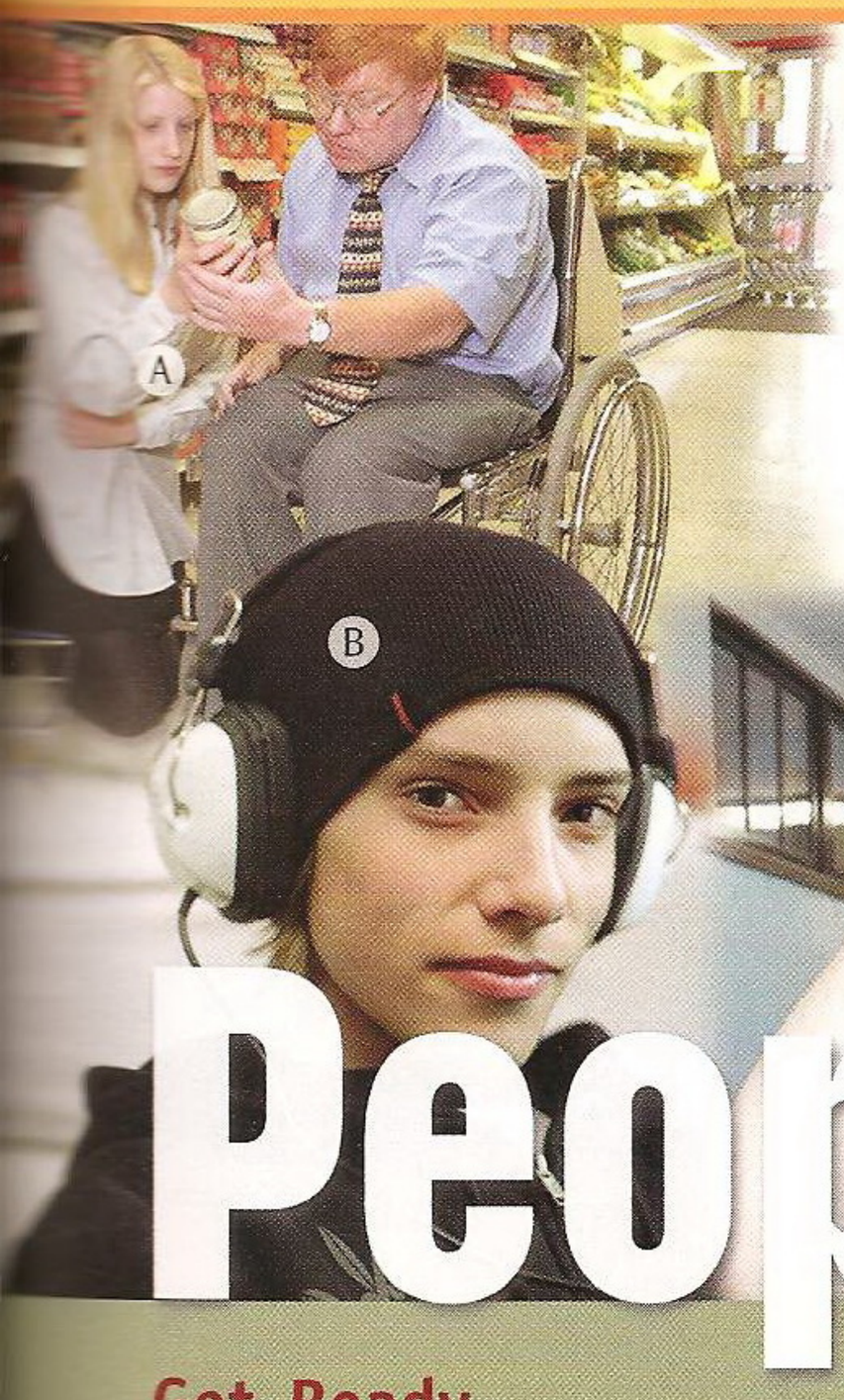
Module 7

- Talk about personality, relationships and being a teenager; make suggestions.
- Read about teenage problems, families and ceremonies.
- Listen to travel information.
- Write about a celebration or party.
- Learn about the future conditional.



People

Get Ready

1 Look at the Key Words and the photos. What do you think the people are like?

Key Words: Personality Adjectives

easy-going, energetic, extrovert, friendly, hard-working, helpful, honest, independent, introvert, kind, lazy, organised, outgoing, practical, quiet, reliable, sensitive, shy, sociable, talkative, thoughtful, tidy, untidy

Example

The girl in photo a) looks friendly, kind and helpful.

2 Listen to the people in the photos and check your guesses from Exercise 1.

3 Listen again and answer the questions.

1 Why does A help her neighbour go shopping?
2 What are B's interests?
3 What after-school activities does C do?
4 What is D's hobby?
5 What does E put in alphabetical order?

4 Work in pairs. Ask your partner the questions and then look at the results on page 107. Is the personality description accurate for you?

How EXtrovert Are You?

Do these statements describe you? Mark each one on a scale of **1–4**.

1 – no, not at all **2** – sometimes **3** – often **4** – yes, definitely.

1	When I'm out with my friends, I talk less than the others.	1	2	3	4
2	I listen to other people before I give my opinions.	1	2	3	4
3	When I go to a party, I only talk to people I know.	1	2	3	4
4	I am a thoughtful, careful and loyal person.	1	2	3	4
5	When I'm busy and the phone rings, I ignore it.	1	2	3	4

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19 Problem Page

Warm-up

1 Look at the Key Words. Which words are positive and which are negative? Use them to describe the people in the photos.

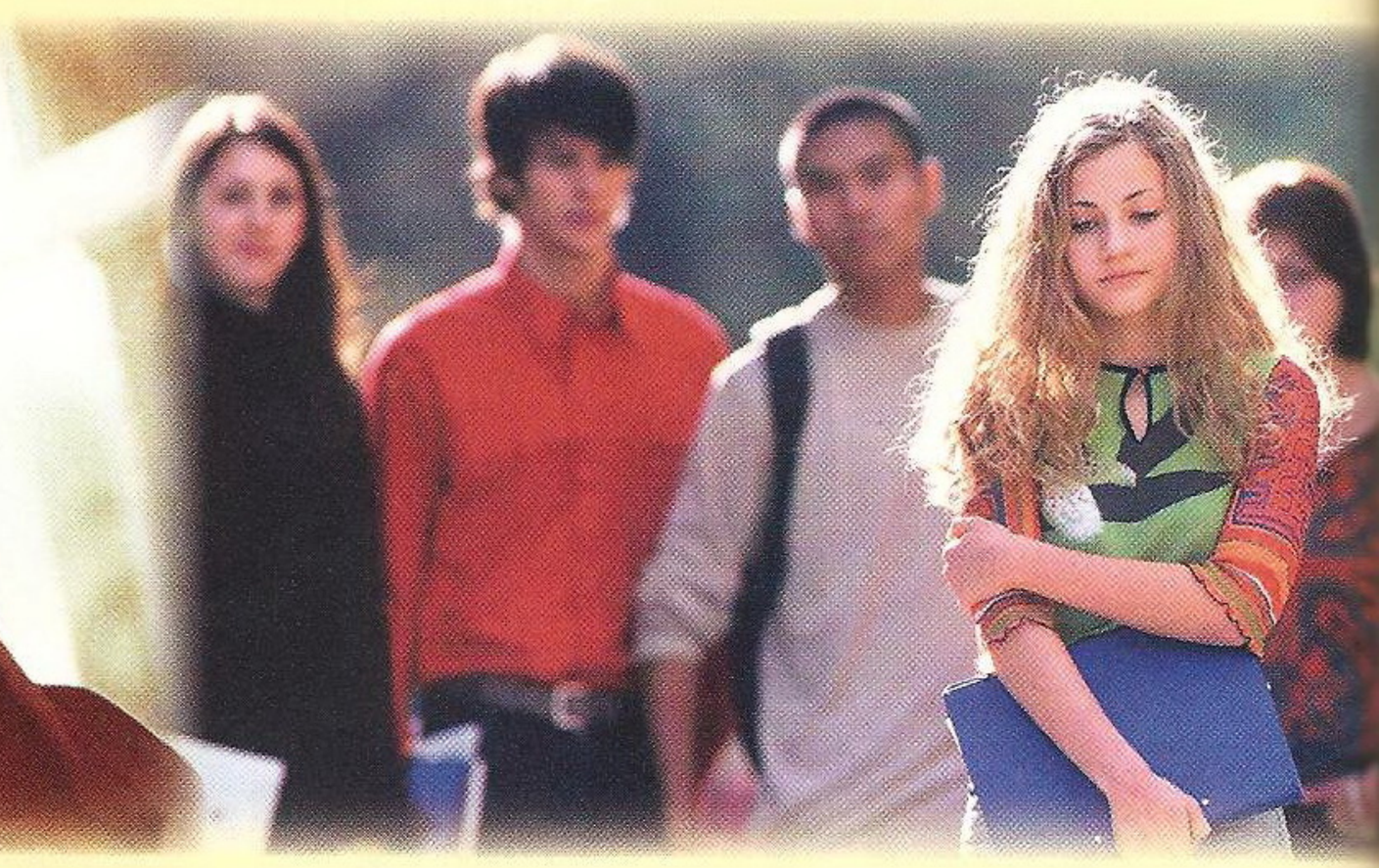
Key Words: Feelings

angry, annoyed, anxious, bored, delighted, depressed, excited, furious, nervous, relaxed, sad, scared, upset, worried

2 Do you read advice columns in magazines? What problems do people often describe in their letters?

3 Read the letters (1–4) and match them with the replies (a–d).

4 Which problem is the most serious? Why?



Problem Busters

Problems? We'll sort you out!

1 I have a crush on this girl but I'm scared to ask her out. I know that when I ask her, she'll turn me down. What should I do?

2 My friends think I'm happy but I'm not. I'm often depressed but I just don't show it. Should I tell people about my feelings?

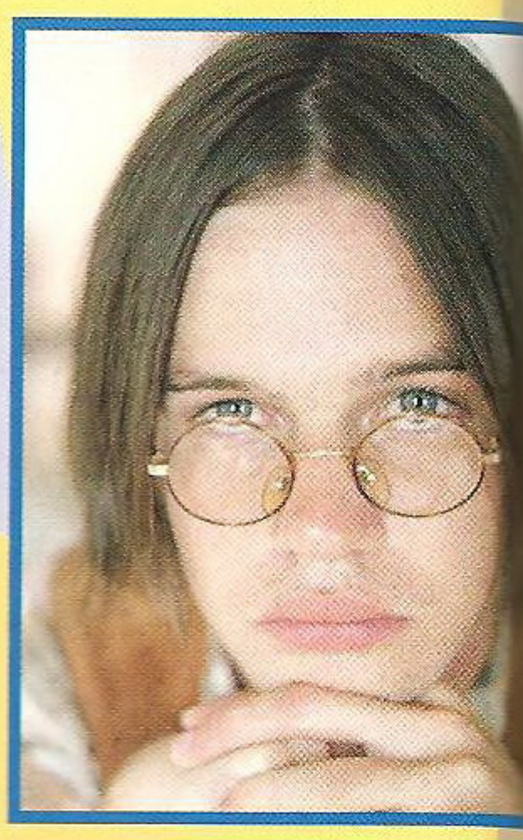
3 I look very young. I'm going to college soon and I'm worried that people will laugh at me. What can I do?

4 I'm so upset! I need glasses but I'll look stupid if I wear them. What should I do?

a You should learn to express your feelings. When you feel sad, talk to someone. You won't feel better unless you share your feelings with a friend. And your friendships will also grow stronger when you open up to your friends.

b Just be yourself – if people tease you, don't react and don't be annoyed. There will always be people who love you just as you are. Remember, looking young isn't so bad – you'll look 30 when you're 50.

c If you don't take care of your eyes now, you'll regret it later. Glasses make your life easier. You'll see the difference when you start wearing them. And don't worry! A lot of people look much better with their glasses than without.



d Just ask her out. She won't know you're interested unless you talk to her. If she turns you down, just move on. There are lots of other girls out there!

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Grammar: Future conditional

5 Complete the sentences from the text with the correct verb forms.

Advice

1 **When** you _____ sad, talk to someone.

2 **If** she _____ you down, just move on.

Consequence

3 I'll look stupid **if** I _____ them.

4 She won't know you're interested **unless** you _____ to her.

6 What time do the sentences (1–4) talk about: past, present or future?

7 Read the sentences (1–4) in Exercise 5 and complete the table.

when if + _____	imperative (advice)
unless	_____ + infinitive (consequence)

8 Read the sentences and complete the rule.

I'll look stupid if I wear them. = If I wear them, I'll look stupid.

We always use a comma when the condition comes *first/second* in the sentence.

9 Choose the best paraphrase of this sentence. Translate *unless* into your language.

She won't know you're interested ***unless*** *you show it.*

a) She won't know you're interested if you talk to her.

b) She won't know you're interested if you don't talk to her.

Practice

10 Complete the sentences with the correct forms of the verbs in brackets.

1 I don't know what I _____ (do) if she _____ (not want) to go out with me.

2 I got a fine because I didn't have a bus ticket. My mum _____ (kill) me when she _____ (find) out about it.

3 If I _____ (give) a girl red roses, _____ (she / think) I'm in love with her?

4 _____ (I / have) problems with my eyes if I _____ (use) the computer for six hours a day?

5 I _____ (not get into) this school unless I _____ (pass) the exam.

11 Read this note and complete the sentences (1–5). Give advice, using the ideas from the box. Add your own ideas.

I split up with my boyfriend and I'm feeling really down. I miss him all the time. What shall I do?

start going out more, find another boyfriend, not look at him, forget about him, have no choice

Example

1 *You will feel much better when you start going out more.*

1 You will feel much better when …

2 Don't talk to your ex boyfriend unless …

3 When you see him …

4 If you go out with other boys, …

5 You won't think about him so much if …

Your Turn

12 Work in pairs. Think about the future. Use the cues below or your own ideas to ask and answer questions with *if* or *when*.

Example

A: *What will you do when you finish school?*

B: *I'll go to university.*

A: *Will you celebrate when you finish this school?*

B: *Sure, I'll have a big party.*

- what do / you finish school
- where go on holiday / the school year is over
- leave home / you're 18
- what study / go to university

→ TIMEOUT! Page 116, Exercise 19

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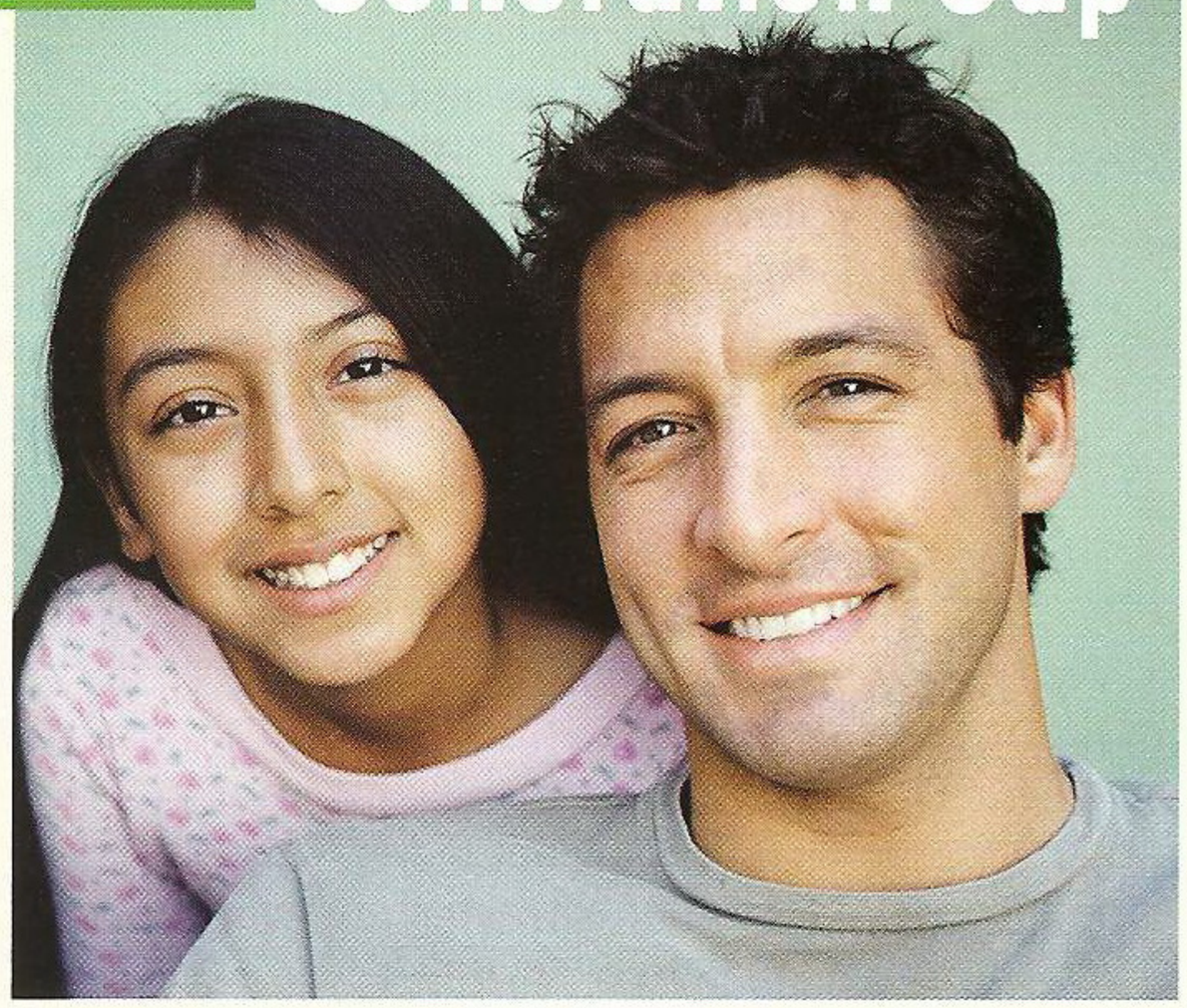
20 Generation Gap



Warm-up

1 Which of these things do you argue about with your parents?

- homework • your clothes • your room
- playing computer games • watching TV
- your hair • your friends • your mobile phone
- making phone calls at home • getting home late
- doing household chores • playing music too loud
- having a tattoo or body piercing

Reading

2 Read the magazine article. Which of the things in Exercise 1 do the people argue about?

What do you argue about at home?

We asked three teenagers (and their parents!).

Andy: My mum's a bit irritating. I mean, I'm nearly sixteen and she won't let me have an earring. We argue about homework and she makes me go to extra classes after school. When she goes out, I can't use the computer because she won't tell me the password for it!

Susan: I'm very proud of him. He's very creative and he does well at school but he's a bit lazy about doing his homework – he prefers playing computer games! He can be stubborn, too and hates it when people tell him what to do. He wants an earring but I think I'll make him wait until he's eighteen!

Jessica: I love my mum but we argue a lot these days. She says I'm always late home but I'm not. And she says it's my fault our phone bills are so big! She gets angry when I fail school exams. She says I don't make an effort in some subjects but I do my best – most of the time!

Karen: She makes friends easily. She's very outgoing, like me and loves to chat with her friends – she spends hours on the phone! I let her go out at weekends but she sometimes forgets to ring me up when she's late. She's a bit moody, too, especially in the morning. I was exactly the same at her age!

Edward: My dad can be so embarrassing. When my friends come round, he tries to be 'funny'. We don't argue much but he makes a fuss about my room. I know where to find everything but he says it's untidy. He makes me tidy it at weekends.

George: We like a lot of the same music and films. I think there's less of a generation gap these days. Of course, he's annoying sometimes, that's only natural. His room is a disaster zone. He won't make his bed and he makes a mess in the living room, too. He never offers to do the washing-up – I have to make him do it!

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3 Which person from the article could say these things?

1 If you don't get off that phone, you'll have to pay the bill yourself! *Karen*
2 It's not fair! All my friends have got earrings.
3 I won't let you go out unless you make your bed.
4 They don't think you're funny, you know.
5 I know I failed but I worked hard. Honestly! It was just a difficult exam.
6 Turn the computer off! It's time to do your homework.

4 Look at the Word Builder. Find these words in blue in the text and Exercise 1. Copy and complete the table.

household chores, ~~a fuss~~, an effort, my best, homework, well, friends, phone calls, your bed, a mess, the washing-up

Word Builder

make	*a fuss*
do	

5 Verb Quiz Complete the expressions with *make* or *do*.

1 _____ the shopping
2 _____ a cup of tea
3 _____ a suggestion
4 _____ money
5 _____ a mistake
6 _____ athletics
7 _____ puzzles
8 _____ calculations

→ Word Bank, page 128

6 Complete the description with *make* or *do* in the correct form.

When I get home from school, my mum [1]_____ me a cup of tea. Then, I go to my room and [2]_____ my bed (I don't have time in the morning!). After that, I [3]_____ my homework – my mum [4]_____ a fuss when I don't. We get tons of homework at our school and you really have to [5]_____ an effort to [6]_____ well.

7 Look at the Sentence Builder and complete the sentences from the text.

Sentence Builder

I	**let**	her	go out at weekends.
He	**makes**	me	tidy it at weekends.
I	**will make**	him	wait until he's eighteen.

8 Look at this example.

She won't let me have an earring.

Find two more examples in the text of *won't* with the meaning 'refuse to do something'.

9 Rewrite the sentences using *make* or *let*.

1 In sports lessons, we have to warm-up first.
Our games teacher ... *makes us warm-up first.*
2 My parents say I can't go to rock concerts.
My parents won't ...
3 I have to tidy my room at weekends.
My parents ...
4 They had to stay in at break.
Their teacher ...
5 I can use the Internet on my dad's computer.
My dad ...

Speaking

10 Look at the expressions from two arguments. Who says them? A teenager (T) or a parent (P)?

1 ☐ Where have you been?
2 ☐ Can I have a ...? Why not?
3 ☐ Oh, please. I just want a small one on my shoulder.
4 ☐ Why are you late?
5 ☐ Why didn't you phone home?
6 ☐ It's not fair. All my friends have got them.
7 ☐ You never listen to me.
8 ☐ Everyone else stays out late.
9 ☐ I'll pay for it with my own money.
10 ☐ You're too young to have a ...

11 Work in pairs. Roleplay two situations.

→ Student A, page 105
→ Student B, page 106

Fact or Fiction?

66% of American parents say they have the same values as their children. Only 46% of teenagers say they have the same values as their parents!

Answer on page 108.

→ TIMEOUT! Page 116, Exercise 20

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The Boat Trip

Warm-up

1 Look at the photo. Have you ever been boating or canoeing? Where?

Reading and Listening

2 Read and listen to the dialogue. Answer the questions.

Which of the characters:

1 have an argument?
2 nearly loses his jacket?
3 suggests getting in the water?
4 suggests calling somebody?
5 gets the jacket?

The next weekend, the group rent a boat on the Norfolk Broads, an area of lakes and rivers near Norwich.

Matt: O sole mio, la la la laaa …

Gwen: Matt, sit down. Don't be so silly. You're going to sink the boat!

Matt: Oh, don't be so scared, Gwen. Don't you like my singing?

Gwen: No, I don't. I'm sick of you being stupid all the time!

Sam: Come on you two. Just stop arguing.

Matt: Whoa! I nearly fell in!

Gwen: Serves you right!

Sam: Watch out, Matt. Your jacket's in the water!

Matt: Oh, no! It's got my wallet and passport in it! It's all *your* fault, Gwen.

Gwen: My fault?

Jasmin: Look, just calm down, you two. What about using your oar, Sam? Get it before it sinks!

Sam: I'm trying. But I can't get it.

Gwen: Why don't *you* get in the water, Matt? It was your fault.

Matt: No way!

Jasmin: We could call the boat centre.

Matt: Yeah, shall we do that?

Sam: No, it's okay. Hold me, Jas, so I don't fall in.

Jasmin: Right.

Sam: Got it! Here it is! And your wallet and passport are fine. You're lucky, Matt.

Matt: Thanks, Sam. Sorry about that, everyone.

Gwen: Oh all right. Come on, let's get back.

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Speaking

3 Look at the Key Expressions.

Key Expressions: Making Suggestions

What about using your oar, Sam?
Why don't you get in the water?
We could call the boat centre.
Shall we do that?
Let's get back.

4 Work in pairs. Use the Key Expressions and make suggestions for these situations.

Example

A: *Let's have a surprise party for him.*
B: *No, why don't we all go go-karting?*

1 It's your friend's birthday on Saturday and you're discussing what to do for him.
2 You are with your friend. You can hear shouts of 'Help' from next door.
3 It's late and you've both missed the last bus home.

5 Work in pairs. Imagine you are lost in a forest. Use the information, make suggestions and decide what to do.

- it is cold • it's starting to rain • it's getting dark
- you are hungry • you have a mobile phone
- there is a river • you have a tent
- you have matches • you have a compass

Example

A: *Why don't we make a fire to keep warm?*
B: *No, it's raining. Everything is wet. Shall we …?*

6 Compare your suggestions with another pair of students.

Everyday Listening

1 Listen to the conversation in the travel agent's. How do the couple decide to travel? How long is their journey going to be?

2 Listen again. Complete the travel information.

PLANE:

TIMES: 1_____ AND 19.40
PRICE: 2£_____ RETURN

TRAIN:

TIMES: 3_____, 17.15, 18.40
PRICE: 4£_____ RETURN

BUS:

TIMES: 12.00 AND 5_____
PRICE: 6£_____ RETURN

3 **Pronunciation** Listen to the sound of the letter 'g' in these words. Repeat the words.

1 /g/ group **2** /dʒ/ generation **3** /ŋ/ everything

4 Look at the words below from modules 6 and 7. How do you say them? Put them in the correct group, 1, 2 or 3.

angry, argue, original, game, ring, teenager, graffiti, washing-up, forget, age, gymnastics, living room, digital, energetic, organised, annoying, logical, shopping, allergy

5 Listen and check your answers. Repeat the words.

→ TIMEOUT! Page 117 Exercise 21

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Across Cultures 4

Warm-up

1 Read the information below about teenagers' rights in Britain. Are they the same in your country?

In Britain, you can ...

- get a part-time job when you are thirteen.
- leave school, join the army and get married (with your parents' agreement) when you are sixteen.
- drive a car when you are seventeen.
- leave home, vote, get a tattoo and get married (without your parents' agreement) when you are eighteen.

Reading

2 Read about three celebrations. Which one would you like to go to? Why?

Coming of Age

Many societies have events to celebrate becoming an adult.

a Quinceañera

In most Central and South American countries, every girl looks forward to her fifteenth birthday, one of the most important days in her life. The girl chooses a beautiful dress and invites all her friends and family. The 'quinceañera' is like a princess for a day and chooses her 'court' of maids of honour (girls) and escorts (boys). The celebration starts with a service at the local church. When everybody is inside, the girl comes into the church with her parents and her 'court'. At the reception, there is a big meal and the girl cuts an enormous birthday cake the same colour as her dress. A group plays music and the girl's first dance is always with her father. Then the party starts!

b The Sunrise Ceremony

Young teenage Apache girls have to go through a difficult but important four-day ceremony. The girl's godmother deals with all the arrangements and gets in touch with all of the girl's family. The godmother also gives the girl lessons about Apache culture. In the ceremony itself, the girl's hair and face are covered in white clay like the 'first woman' in Apache mythology. For hours and hours, she has to pray, dance, run and sing. After four days, she is exhausted but she has become a young woman. The young woman and her family then celebrate with a fantastic meal.

c Citizenship Ceremony

For years there have been 'citizenship ceremonies' in Australia for new immigrants. Now, young Australians do the same when they get to the age of eighteen. The ceremonies are usually on 26th January (Australia Day) or 17th September (Citizenship Day) and are usually held in schools or town halls. There was once a ceremony in a sports stadium when 30,000 people turned up. Native Australians in traditional dress often perform traditional dances to welcome the new citizens. After the ceremony, the proud new citizens have a meal with their family and friends.

3 Read the descriptions again. In which of the events, a), b) or c), do these things happen?

1 There is dancing during the ceremony. ☐ and ☐
2 The ceremony is very tiring for the young person. ☐
3 The ceremony takes place in a church. ☐
4 There are sometimes thousands of people at the ceremony. ☐
5 The ceremony is often on special days. ☐
6 The ceremony takes a very long time. ☐

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4 **Look at the Word Builder. Find the verbs (1–6) in the text and match them with the meanings (a–f).**

Word Builder

1 look forward to	**a)** organise
2 go through	**b)** wait for with excitement
3 deal with	**c)** arrive
4 get in touch with	**d)** contact
5 get to	**e)** experience
6 turn up	**f)** reach/arrive at

5 **Complete the sentences with verbs (1–6) from the Word Builder in the correct tense.**

I really [1]_____ my birthday because I always have a big party and it's great fun. First, I [2]_____ all my friends a couple of weeks before and invite them. My mum and I [3]_____ all the arrangements – we decorate the living room and buy the food. I always get a bit nervous just before the people [4]_____ and think nobody is coming! Then, when it [5]_____ about 9 o'clock, I cut my cake and everybody sings 'Happy Birthday'.

6 **Verb Quiz** **Complete the verbs in the sentences.**

1 Some of my friends got _____ and organised a party last week.
2 At the party, I came _____ some old photos of my parents' wedding.
3 We found _____ all about Bar Mitzvahs last week in class. They're coming of age ceremonies for Jewish boys when they get _____ the age of thirteen.

→ Word Bank, page 123

Speaking

7 **Work in pairs. Ask and answer the questions.**

1 What do people in your country do to celebrate 'coming of age'?
2 How do you think you will celebrate becoming an adult, e.g. on your eighteenth birthday?
3 How did you celebrate your last birthday?
4 What is your favourite kind of celebration?

8 **Speak Out!** **Work in pairs. Discuss these questions.**

1 At what age do you think young people are no longer children?
2 At what age should people be able to do these things?

a) vote **b)** leave school **c)** ride a motorbike **d)** drive a car **e)** join the army **f)** marry

FOR YOUR PORTFOLIO

Project: A celebration

1 **Look at the description. Replace the word *nice* with these adjectives:**

- pretty
- cool
- lovely
- beautiful
- warm and sunny
- fantastic

My sister had a really nice wedding. The weather was nice and it was a nice church. She had a nice dress and looked really nice. The music at the reception was nice and we all danced.

2 **Decide on the event, e.g. a wedding, a birthday party, a school dance, etc.**

3 **Plan and write your description. Remember to use interesting adjectives.**

- Describe the scene when you arrived. What was the place like? What were people doing?
- What happened at the celebration? What did you do? Were there any funny incidents?
- When did it finish? How did you feel afterwards?

Example

It was raining when I arrived at the school dance. I could hear loud music from the school hall. When I went in …

4 **Read each others' descriptions. Which one sounds the best?**

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Study Corner 7

Language Check

1 **Complete the adjectives in these sentences.**

Sue is a [1] s _ _ _ _ _ _ _ girl and makes friends easily.

Pat is very [2] e _ _ _ - _ _ _ _ _. She never gets [3] w _ _ _ _ _ _ about exams.

Carl is quite [4] s _ _ _ _ _ _ _ _ and gets [5] u _ _ _ _ when people tease him.

2 **Choose the correct verb to complete the sentences.**

6 My parents never *do/make* a fuss if I get a bad report.

7 I don't *do/make* many phone calls; I prefer to send text messages.

8 My sister always *does/makes* well at maths and sciences.

9 My mum got angry because I *did/made* a mess in the kitchen.

10 My teacher says I should *do/make* more effort in sport.

Vocabulary ☐ / 10

3 **Complete the sentences in Jo's letter. Use the future conditional.**

I've got a problem with computer games and I can't stop playing them. Tonight, when I [11] _____ (get) home, I [12] _____ (switch on) the computer and play games. I haven't done my physics or maths homework for two weeks. My teacher [13] _____ (send) a letter to my mum unless I [14] _____ (do) the work before Friday. There's no way I can do it and my mum [15] _____ (get) angry when she [16] _____ (find out). What can I do?

Jo

4 **Complete the sentences with suitable words.**

17 I / go to the party / I have a lot of homework (unless)

18 she / do her homework / she get home from school this afternoon (when)

19 you / see Mr Brown / ask him about the exam (when)

20 not talk / to him / he apologises about last night (unless)

21 you / not wear your glasses / your eyes get worse (if)

22 the teacher / come in / I / give it to him (when)

23 you / not ask questions / never learn (if)

24 you / go to a doctor now / you / be very ill (unless)

25 you / feel / sad / speak to a friend (if)

26 not tell her the news / you / see her (when)

Grammar ☐ / 16

5 **Complete each gap in the dialogue with one word.**

A: It's Alan's birthday on Saturday.

B: Oh, yeah. [27] _____ we get him a present?

A: I suppose so. [28] _____ about that new Oasis CD?

B: No, he doesn't like them anymore.

A: [29] _____ don't we buy him that new football game?

B: For his Play Station? I think he's already got it.

A: Mm, probably. I know! [30] _____ take him bowling.

B: Yeah, that's a great idea.

Key Expressions ☐ / 4

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 72 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words, Unit 19 – Key Words
Numbers 6–10	Unit 20 – Word Builder
Numbers 11–26	Unit 19 – Grammar
Numbers 27–30	Unit 21 – Key Expressions

Study Help: Dictionary Skills

- Dictionaries tell you what each word is, e.g. *noun*, *pronoun*, *verb*, *adjective*, *adverb*, *preposition*.

- What are the underlined words in these sentences? Use a dictionary to help you.

1 She asked me a question about science.

2 I walked to school slowly.

3 Tony is a hard-working student.

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Module 8

- Talk about music and give a presentation.
- Read about music and musical instruments.
- Listen to a song.
- Write a short biography.
- Learn about relative clauses, nouns and adjectives.

MUSIC

Get Ready

1 Look at the Key Words. Can you add any styles of music?

Key Words: Music

Styles: classical, dance, grunge, heavy metal, hip hop, jazz, pop, punk, rap, rock

Adjectives: aggressive, catchy, fast, happy, heavy, jazzy, lively, loud, monotonous, relaxing, repetitive, romantic, sad, slow

2 Listen to six extracts. Identify the style of music and choose adjectives to describe it.

Example

1 *pop music – catchy and repetitive*

3 Listen to three people (a–c). Complete the table with styles from the Key Words and these musicians and singers:

1 Beethoven **2** Beyoncé **3** Coldplay **4** Eminem **5** Arctic Monkeys **6** Green Day **7** Robbie Williams **8** Sugababes **9** Snoop Dogg **10** Kaiser Chiefs

	Favourite styles	Doesn't like	Favourite singers/musicians
a			1/4/9
b			
c			

4 Work in groups and prepare questions for a music survey about:

- styles • singers • groups.

5 Ask and answer your questions and complete a table like the one in Exercise 3.

Example

A: *What style of music do you like?*

B: *I like hip hop and rap and some kinds of rock.*

6 Tell the class the results of your survey.

Example

Three of us like rap and one doesn't. All of us like …

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22 The History of Pop

Warm-up

1 Which singers and musicians in photos (a–d) do you recognise? When did they become famous?

2 Read the text about the history of pop music. Which people in the photos are <u>not</u> mentioned in the text?

3 What important people and events do you think are missing from the text?

Grammar: Defining relative clauses

4 Look at the sentences (1–2) from the text. What information (a, b or c) do the <u>underlined</u> relative clauses add to the sentences?

a) tell us when or where something happened
b) describe a thing/person/place
c) say what happened

1 Nirvana recorded a single.
Nirvana recorded a single <u>that made the group world-famous</u>.

2 Musicians appeared at Woodstock.
Musicians <u>who were symbols of the hippie movement</u> appeared at Woodstock.

5 Read the phrases (1–7) from the text and complete the rules (a–e) with the relative pronouns *who*, *which*, *that*, *whose*, *when* and *where*. Find more examples of relative clauses in the text.

1 musicians **who** <u>were symbols of the hippie movement</u>
2 lyrics **which** <u>celebrated violence</u>
3 a single **that** <u>made the group world-famous</u>
4 a pop group **that** <u>was already popular all over Europe</u>
5 a band **whose** <u>four long-haired members sang loud songs about death</u>
6 a place **where** <u>nearly 500,000 people came together</u>
7 the moment **when** <u>pop videos became as important as pop singles</u>

In relative clauses we use:
a) _____ and _____ when we talk about people.
b) _____ and _____ when we talk about things.
c) _____ when we talk about possession.
d) _____ when we talk about places.
e) _____ when we talk about time.

THE FIRST FIFTY YEARS OF POP

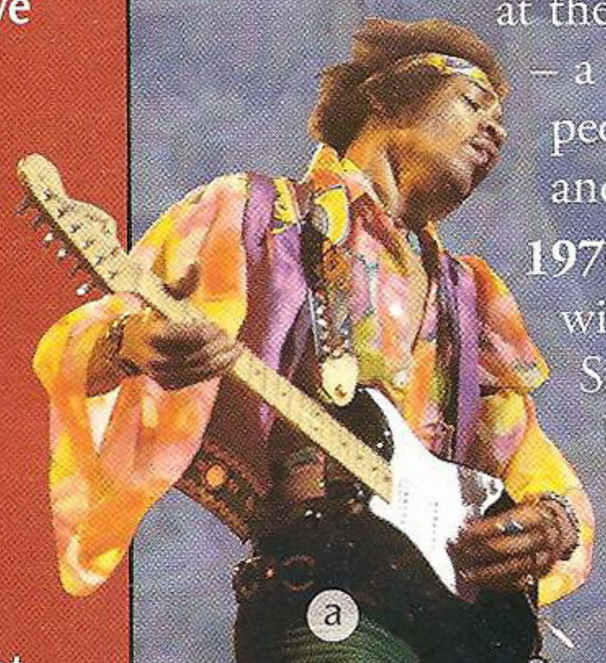
POP MUSIC IS OVER 50 YEARS OLD. READ ABOUT SOME MOMENTS FROM THE FIRST 50 YEARS.

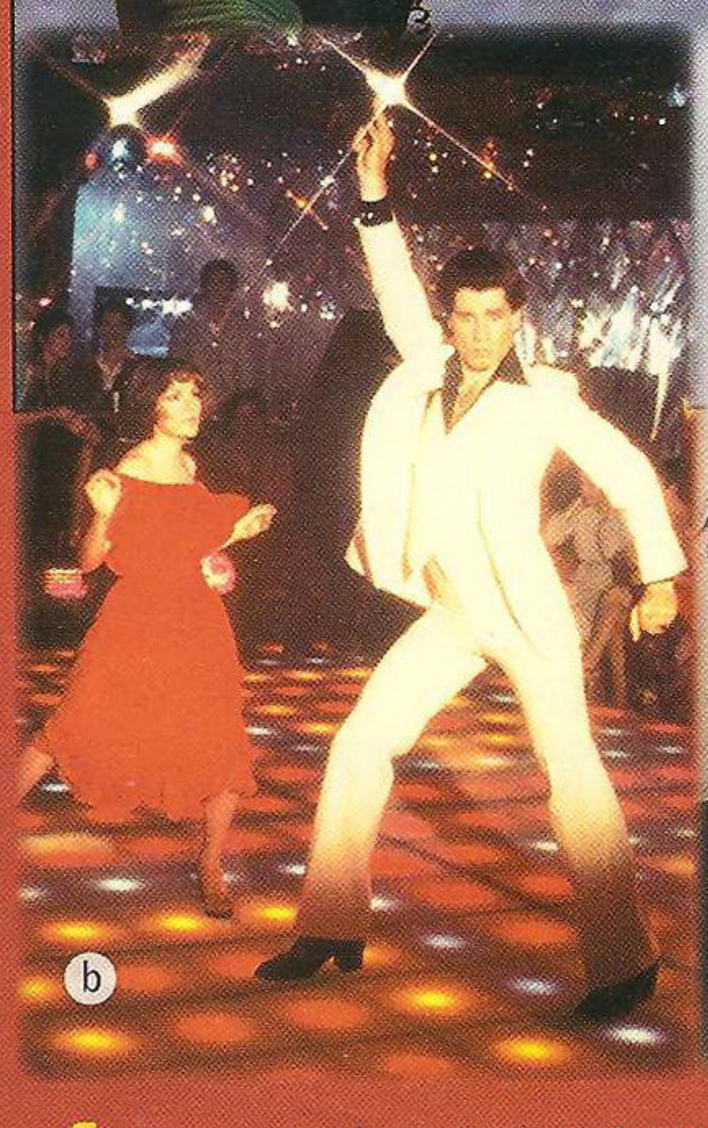
1954 19-year-old Elvis Presley recorded *That's All Right Mama.*

1964 The Beatles, a pop group that was already popular all over Europe, appeared on an American TV show. 'Beatlemania' was born.

1969 Jimi Hendrix and other musicians who were symbols of the hippie movement appeared at the free festival at Woodstock – a place where nearly 500,000 people came to celebrate peace and love.

1970 Heavy metal began with the first album of Black Sabbath, a band whose four long-haired members sang loud songs about death and the end of the world.


a


b

c

6 Compare the relative clauses (1–3). Complete the rule.

1 a band **which/that** young people listen to
2 a band young people listen to
3 a musician **who/that** played at Woodstock

We can omit the relative pronoun *who*, *which* or *that* when it comes before:
a) *a verb*
b) *a noun or a pronoun.*

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1977 *Saturday Night Fever* was released, the film whose soundtrack made disco a global dance phenomenon.

1981 The launch of MTV: the moment when pop videos became as important as pop singles.

1982 Michael Jackson released *Thriller*, the biggest-selling pop record of all time.

1985 Bob Geldof organised the first Live Aid concert in Wembley Stadium to raise money for the poor and starving people in Ethiopia.

1988 The rap group NWA brought gangsta rap to the world with lyrics which celebrated violence and criminal life.

1992 Nirvana recorded a single that made the group world-famous. *Smells Like Teen Spirit* was the beginning of grunge.

2000 19-year-old Shawn Fanning launched Napster from his uncle's garage. It is a service 100 million people have used to download free music.

Practice

7 Underline the relative clauses and circle the relative pronouns in these sentences. Cross out unnecessary relative pronouns.

Example

Bob Geldof is the person who organised Live Aid concerts.

1 Bob Geldof is the person who organised Live Aid concerts.
2 I love the songs that Michael Jackson recorded in the 1980s.
3 What are the instruments which are used by every rock band?
4 The 1950s was the time when pop was born.
5 Liverpool was the town where The Beatles were born.
6 The music that Bob Marley made popular is reggae.

8 Write relative pronouns in the gaps. Put – when the pronoun is not necessary.

A boy band is a pop group 1_____ members are young male singers and dancers. Boy bands are often put together by managers or producers 2_____ select good-looking boys with dancing and singing skills. The 1990s was the period 3_____ most boy bands were created. An important thing is the group's image 4_____ is created and controlled by their managers. They decide about the clothes 5_____ the group wears and promotional materials 6_____ are published in teen magazines. Each member of the group is given a role 7_____ they have to perform, such as 'the bad boy', or 'the nice boy'.

9 Use the cues (1–5) to write questions for a pop quiz. Answer the questions.

Example

1 *What is the name of the female pop star who has sold more records than any other woman?*

1 name / female pop star / sold more records than any other woman?
2 band / first Number One in the USA was *I Wanna Hold Your Hand*?
3 name / country / Bob Marley was born?
4 city / Nirvana and Pearl Jam formed?
5 title / the most famous song / The Rolling Stones played?

10 Work in pairs. Ask and answer the questions. Check your answers on page 107.

Your Turn

11 Work in pairs. Use the relative pronouns in the box to make more questions.

Example

What is the name of the group that sang Let It Be?

that, which, who, where, when, whose

12 Work with another pair. Ask and answer your questions.

TIMEOUT! Page 118, Exercise 22

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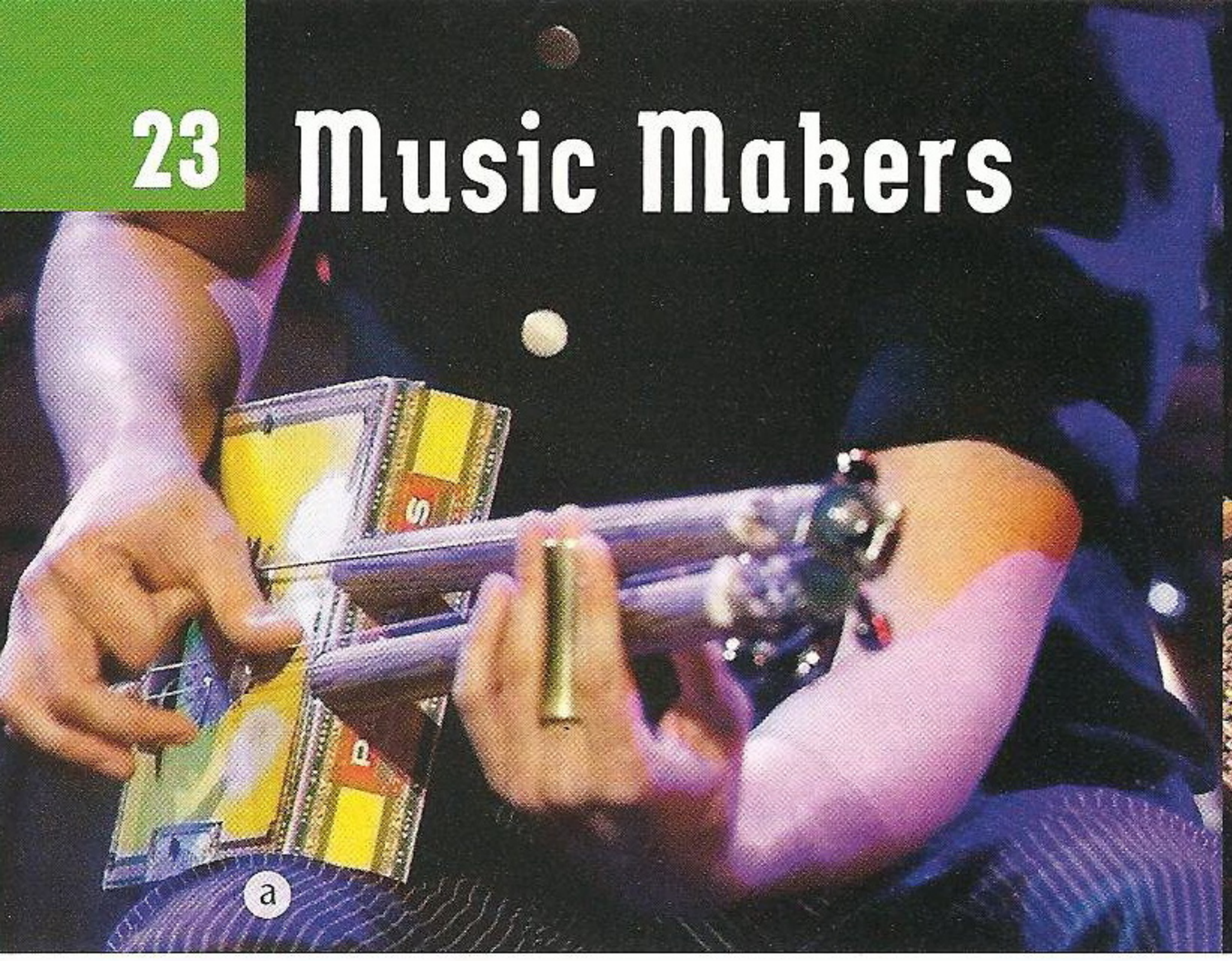
23 Music Makers


a

b

Warm-up

1 Look at the Key Words. Which instruments can you play?

Key Words: Instruments

Wind: clarinet, flute, saxophone, trumpet

Percussion: drums

String: guitar, cello, double bass, violin

Keyboard: organ, piano

Electronic: synthesizer

2 Look at the Key Words. Listen and identify the instruments (a–d).

Reading

3 Read about the instruments (1–4) and match them with the photos (a–d).

4 Read the text again. Are these sentences true (T), false (F) or is there no information (NI)?

1 ☐ The didgeridoo is usually three metres long.
2 ☐ The didgeridoo produces a variety of sounds.
3 ☐ Cigar box guitars are not difficult to make.
4 ☐ People started making cigar box guitars in the 1840s.
5 ☐ You can change the sounds of the bikelophone by changing the objects on it.
6 ☐ The contrabass is taller than most people.

(1) One of the oldest wind instruments comes from the desert of Northern Australia. It's called a **didgeridoo**. Native Australians make them for important celebrations. First, they cut a hollow branch from a eucalyptus tree. Then, they clean it, make a mouthpiece and paint patterns on it. The sound of the didgeridoo is not only strange and beautiful but also great for dancing and singing. It only produces one note but a skilful player can use it to create an exciting rhythm.

(2) In the nineteenth century in the USA, musical instruments were expensive. Homemade instruments were cheaper and the most fashionable was the **cigar box guitar**. It is both simple and easy to make: you just need an empty cigar box, a piece of wood and some strings. Even in the twentieth century, some famous electric guitarists, like Jimi Hendrix, first used a cigar box guitar when they began playing. Recently, some American musicians have started to use them again in both jazz and country music.

(3) The **bikelophone** is a funny musical instrument because it is made from a bicycle! It was first made in 1995 and is sometimes used in experimental music. Objects are placed on the bicycle to make different sounds: bells, strings, tins, bits of wood, metal and plastic. The bicycle is then connected to electronic equipment which amplifies all the sounds from the objects. The results are interesting – you can produce either calm, relaxing music or loud, angry sounds.

(4) One of the largest wind instruments in the world is the **contrabass saxophone**. It was created in 1814 by the Belgian musician, Adolfe Sax, who also invented fourteen other kinds of saxophone. It is the giant of the sax family. It is two metres tall and is very heavy. The contrabass is rare and there are fewer than thirty of these instruments in the world. That is probably not surprising because the contrabass is neither cheap nor easy to carry around. It's a pity it is not more common, because it produces a powerful, deep sound.

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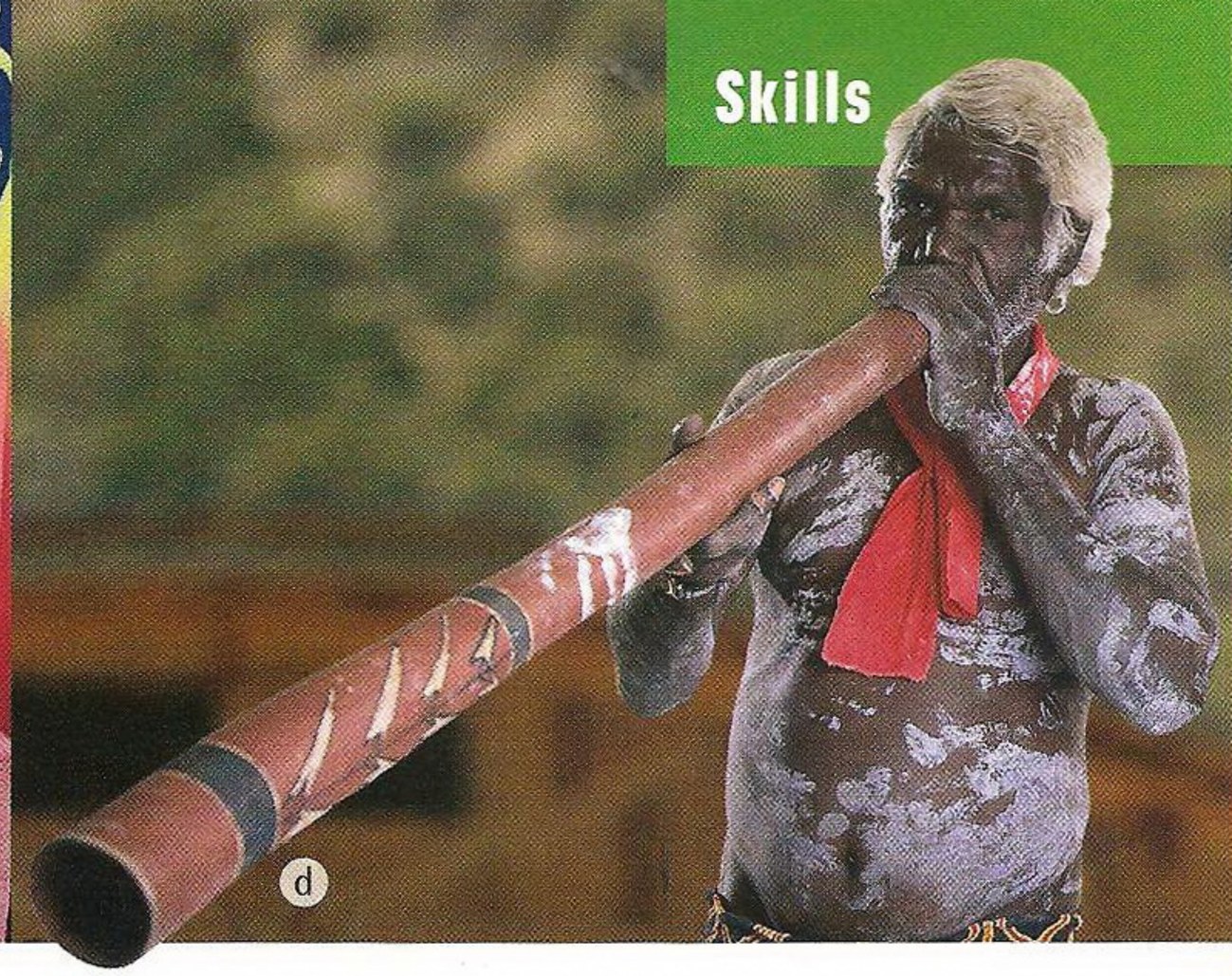
c


d

5 Listen and match the sounds with the instruments above. Which do you like most?

6 Look at the Word Builder. Complete the table with the adjectives in orange from the text.

Word Builder

skill	1 *skilful*
expense	2 _____
fashion	3 _____
fame	4 _____
fun	5 _____
electron	6 _____
interest	7 _____

7 **Adjective Quiz** Work in pairs and test your partner. Make adjectives from the words below and use them in sentences.

Example

A: *classic*

B: *classical. Beethoven is a classical composer.*

classic, electricity, excite, experiment, music, aggression, power, relax, monotone, attract, logic, energy, mood, thought, enjoy, nerve, wonder, adventure, talent, artist, skill

→ Word Bank, pages 125–126

8 Look at the Sentence Builder. Which pair of linking words has a negative meaning?

Sentence Builder

It can produce calm music. Or it can produce loud sounds.
It can produce **either** calm music **or** loud sounds.

It is not cheap. It is not easy to carry around.
It is **neither** cheap **nor** easy to carry around.

It is simple. It is easy to make.
It is **both** simple **and** easy to make.
It is **not only** simple **but also** easy to make.

9 Use the linking words from the Sentence Builder to join the sentences. There is more than one correct answer.

1 That music is beautiful. It is very romantic, too.
2 The concert was not interesting. It was not successful.
3 I like classical music. I like jazz, too.
4 Tonight we could go to the concert by Keane. We could also go to the one by Ms Dynamite.
5 He can't sing very well. He can't play the guitar very well.
6 Avril Lavigne is a good singer. She is an excellent songwriter, too.

Speaking

10 Work in pairs. Ask and answer the questions. Is your partner musical?

1 Do you have music classes at school? Do you like them?
2 Can you play a musical instrument? How well?
3 Can you read music? How well?
4 Have you got a good singing voice? What sort of songs do you like singing?
5 Can you recognise music from any classical composers? Which ones?
6 How many different instruments from an orchestra can you recognise? Which ones?

–Fact or Fiction?–

The world's largest instrument is an organ in a cave in the USA. The 'stalacpipe organ' uses stalactites of different sizes to make different sounds.

Answer on page 108.

→ TIMEOUT! Page 118, Exercise 23

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The Song

Warm-up

1 **Speak Out** What is your favourite song at the moment? Which song do you really hate? Tell the class.

2 What do you know about punk music? Guess the answers to the questions.

1 When did punk music start?
a) the 1960s b) the 1970s
c) the 1980s

2 Which of these is not a punk group?
a) The Ramones b) The Beatles
c) The Sex Pistols

3 Which were the most important punk cities?
a) Paris and London
b) New York and London
c) Paris and New York

4 What did 'classical' punk fashion not have?
a) spiky hair b) baggy trousers
c) body piercing

Reading and Listening

3 Read and listen to the dialogue. Check your answers from Exercise 2.

The characters have to work in pairs to give a presentation about a style of music. Then the whole group performs a song in the two different styles.

Matt: I'm a bit nervous.

Sam: It'll be okay when we start. Try to relax.

Doug: Morning, everyone. Right, before the first version of the song, let's hear your presentation.

Matt: Okay, right, you start Jas.

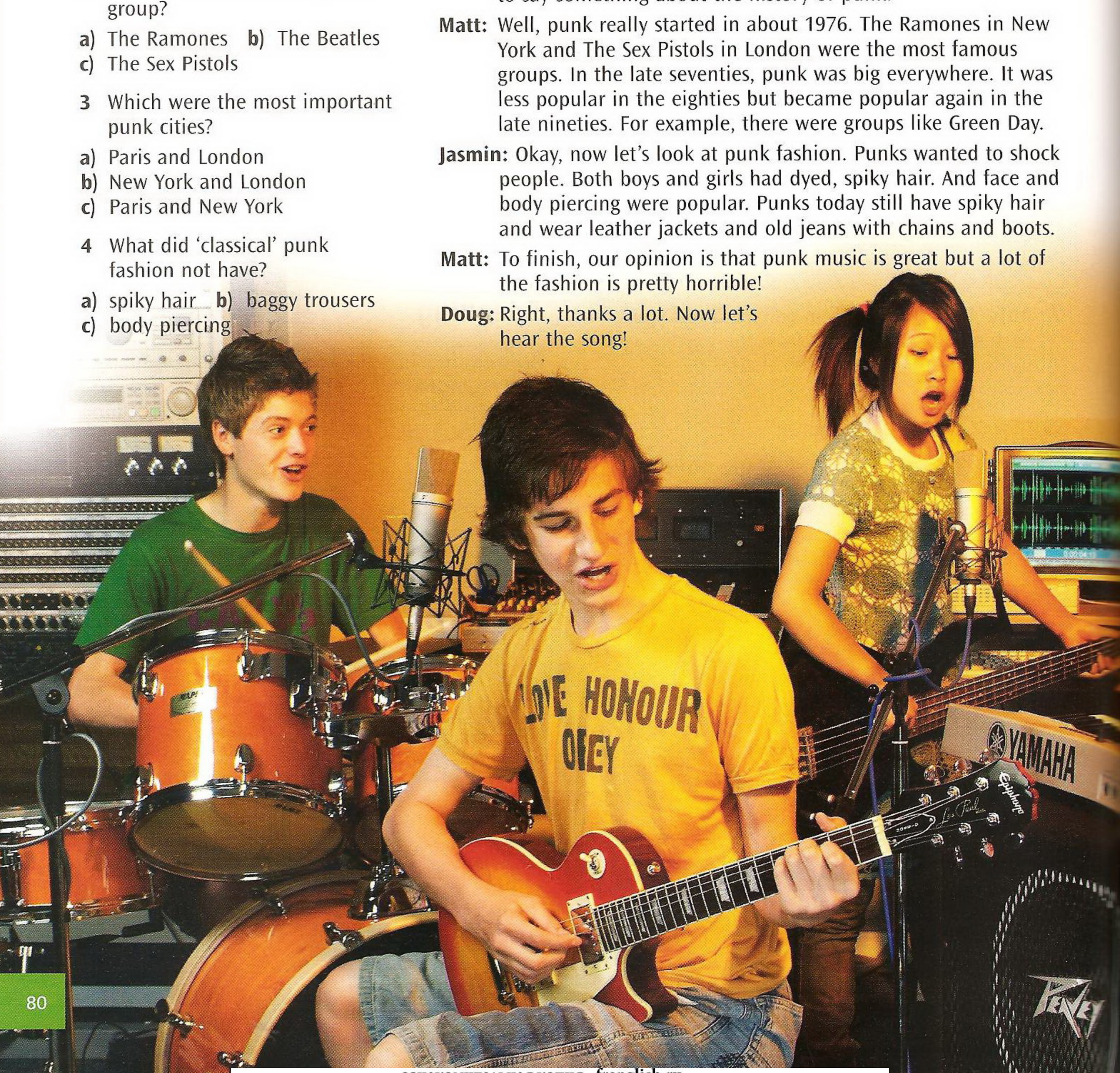
Jasmin: Well, our presentation is about punk. We like punk rock because the music is very fast and energetic. First, we're going to say something about the history of punk.

Matt: Well, punk really started in about 1976. The Ramones in New York and The Sex Pistols in London were the most famous groups. In the late seventies, punk was big everywhere. It was less popular in the eighties but became popular again in the late nineties. For example, there were groups like Green Day.

Jasmin: Okay, now let's look at punk fashion. Punks wanted to shock people. Both boys and girls had dyed, spiky hair. And face and body piercing were popular. Punks today still have spiky hair and wear leather jackets and old jeans with chains and boots.

Matt: To finish, our opinion is that punk music is great but a lot of the fashion is pretty horrible!

Doug: Right, thanks a lot. Now let's hear the song!



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Speaking

4 Look at the Key Expressions. Which expression(s) …

a) gives a reason? **b)** introduces the presentation?
c) gives examples? **d)** ends the presentation?
e) introduce a topic?

Key Expressions: A Short Presentation

1 Well, our presentation is about …
2 We like … because …
3 First, we're going to say something about …
4 For example, there were … like …
5 Okay, now let's look at …
6 To finish, our opinion is that … but …

5 Read the Speaking Help.

Speaking Help: Short Presentations

- Choose a topic you both like and know something about.
- Write notes for:
  the introduction (general information).
  first topic (e.g. the history of a style of music).
  second topic (e.g. fashion related to the music).
  the end (personal opinion).
- Decide which part of the talk each of you is going to give.
- Practise giving the talk. Use the Key Expressions.

6 Work in pairs. Use the Speaking Help to prepare a talk about your favourite style of music. You can play a song from a CD or cassette.

7 Give your talk to the rest of the class. Use these adjectives to evaluate the talks.

- interesting/boring
- clear/confusing
- easy/difficult to understand

Everyday Listening

1 Listen to the two versions of the group's song. Which version do you like best? Why?

2 Listen again and complete the gaps (1–9).

I'm a Believer

I thought love was only true in fairy tales,
Meant for someone else but not for [1]_____,
Love was out to get to me,
That's the way it [2]_____,
Disappointment haunted all my [3]_____.

And then I saw her [4]_____,
Now I'm a believer,
Not a trace, of doubt in my [5]_____.
I'm in love, I'm a believer,
I couldn't [6]_____ her if I tried.

I thought love was more or less a given thing.
Seems the more I [7]_____, the less I got.
What's the use in trying?
All you get is [8]_____,
When I wanted sunshine, I got [9]_____.

And then I saw her …

3 **Listen closely** Listen to the introduction to a presentation. Identify the separate words and sentences.

1 todayidliketotalkaboutthekindofmusicireally-likeatthemoment
2 iloveallsortsofmusicbutithinkthebestishiphop
3 areallycoolgroupistheblackeyedpeasfromla
4 theirlyricsarefantasticandilovedancingtotheir-songs
5 ivegotalltheiralbumsandiwatchtheirvideoson-mtvwhenivegottime

→ TIMEOUT! Page 119 Exercise 24

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Your Challenge

Writing: A Biography

1 Listen to three pieces of music by Beethoven. Which do you like most?

Text Builder

2 Read about Beethoven and put the paragraphs (a–d) in the correct order.

Ludwig van Beethoven

a In his later years, Ludwig became more and more eccentric and unhappy. He had arguments with his friends and he had strange habits – for example, he washed himself several times a day but wore dirty clothes. Ludwig went completely deaf but amazingly, he finished his last symphony. His health got worse and he [1]_____ died in March 1827.

b Ludwig van Beethoven was born in Bonn, Germany, in 1770. He could play the violin and piano at the age of five. [2]_____ he was seventeen, his mother died. His father was an alcoholic so Ludwig had to look after his two younger brothers. He gave music lessons to earn money.

c Beethoven was an important link between the classical and romantic periods of music and was one of the greatest composers [3]_____. Nearly two hundred years [4]_____ his death, his music is still played and listened to every day.

d In 1792, Ludwig moved to Vienna and became a famous pianist. [5]_____ he was living there, he began to compose his first symphonies and piano sonatas. [6]_____, when he was in his mid-twenties, he started to go deaf. He was very depressed but continued composing symphonies and he wrote six more [7]_____ the age of forty. [8]_____ his life, Ludwig fell in love several times with aristocratic women but they all turned him down. He never married.

3 Complete the gaps in the text with these linking words.

after, before, during, ever, finally, then, when, while

FOR YOUR PORTFOLIO

4 Write the biography of a famous musician (classical or modern).

STEP 1 Find out information from encyclopaedias, reference books and the Internet.

STEP 2 Use the information to write notes in English about these things:

- family and early life
- early career as a musician
- the later or more recent years
- why he/she was/is important

STEP 3 Use your notes to write a biography in four short paragraphs. Remember to include linking words.

5 Work in groups. Read each other's biographies. Which is the most interesting?

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Understanding Grammar: Nouns and adjectives

1 Read the text. What does it say about hip hop:

• music? • lyrics and language? • fashion?

hip hop culture

Hip hop started in the 1970s in New York City and is now very popular all over the world. The music is rhythmical and usually has rapping, so hip hop is often called 'rap music'. A rapper's role is to say rhythmic rhymes. The lyrics of rap songs often talk about important social problems and express the feelings of young people from poor backgrounds.

Hip hop culture includes break dancing, graffiti art, slang and fashion, e.g. baggy jeans, dark glasses, expensive gold jewellery, heavy boots, bandanas and baseball caps.

The most violent form of rap is gangsta rap. Because the songs often have aggressive lyrics and bad language, TV and radio stations often ban them or play them with the swear words blanked out. Violence is not only a popular subject for rap lyrics: some rappers, like Tupac Shakur, have died in gang fights.

5 Match the columns (1–3) with the information (a–c). Notice the order of adjectives before a noun.

a) adjectives saying what kind of thing this is
b) adjectives expressing the speaker's opinion
c) nouns used as adjectives

1	2	3	Noun
important	social		problems
expensive		gold	jewellery

6 Look at the words in blue in the text and put them in the correct column in Exercise 5.

7 Make as many phrases as possible.

Example *a terrible opera singer, loud rock music*

	nice	professional	opera	
	fantastic	electronic	piano	
a	annoying	live	jazz	singer
an	terrible	classical	rock	music
–	loud	electric	pop	guitar
	expensive			CD
	new			

2 Put the nouns in red from the text in the table.

Always singular	Always plural
violence	*people*

3 Add these nouns to the table above.

police, information, aerobics, clothes, money, news, sheep, trousers, rap, love, scissors, pyjamas, tights, food, peace

4 Correct the sentences.

Example

1 *Her clothes ~~is~~ are always very stylish.*

1 Her clothes is always very stylish.
2 The police is looking for the robbers.
3 My trousers is too small, I need a new pair.
4 Money aren't everything.
5 Today's news are full of violence.
6 There are a lot of information on the Internet.

8 Complete the sentences with the adjectives in brackets in the correct order.

1 _____ (pop/famous) musicians often live in _____ (nice/country) houses.
2 Many _____ (old/rock) stars are still popular.
3 Hip hop stars often wear _____ (baggy/trendy) clothes.
4 Our _____ (school/fantastic) band played at the _____ (traditional/summer) ball.
5 The band consists of six _____ (amateur/talented) musicians.
6 _____ (background/soft) music is often played in shops and restaurants.

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Study Corner 8

Language Check

1 What are these musical instruments?

1 _____ 2 _____ 3 _____ 4 _____

2 Complete the sentences with the correct form of the words in brackets.

My sister is a 5_____ (skill) pianist and I think she'll be 6_____ (fame) one day.

I like most classical music because it's very 7_____ (relax) but I don't like modern, 8_____ (experiment) music.

I love 9_____ (electron) music.
That new song is really 10_____ (catch).

Vocabulary ☐ / 10

3 Choose the correct word.

11 My boyfriend has got lovely *hair/hairs*.
12 A lot of people *live/lives* in Mexico City.
13 I think *love/loves* is very, very important.
14 I was given some *T-shirt/T-shirts* on my birthday.
15 I went to the shop and bought *a trainer/some trainers*.

4 Complete the sentences with *who*, *which*, *that*, *whose* or *where*.

16 What is the name of the city _____ The Ramones became famous?
17 Who is the composer _____ went deaf?
18 What is the wind instrument _____ is played by Native Australians?
19 Who is the singer _____ hit songs include *Material Girl* and *Like a Prayer*?
20 What is the city _____ The Beatles started?
21 Who was the man _____ invented the saxophone?
22 What is the style of music _____ is played by Green Day?
23 What was the name of the song _____ made the Arctic Monkeys famous?
24 What is the name of the singer_____ is called the 'Princess of Pop'?
25 What is the group _____ lead singer is called Bono?

Grammar ☐ / 15

5 Complete the extracts from a presentation with the words in the box.

something, like, let's, about, because

Our presentation is 26_____ reggae. We like it 27_____ it's great dance music. First, we're going to say 28_____ about how it started. In the 1970s, it became popular around the world with singers 29_____ Bob Marley. Okay, now 30_____ look at some modern reggae singers.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 82 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–4	Key Words – Unit 23
Numbers 5–10	Unit 23 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Grammar – Unit 22
Numbers 26–30	Key Expressions – Unit 24

Study Help: English Through Songs

- A good way of learning English is to listen to songs in English outside school.
- You can find lyrics in pop magazines, on CD covers and on the Internet.
- If you really like a song, read the lyrics and listen to the song several times. Work with a friend and translate any difficult words.
- Remember, the grammar of songs is not always correct!

- Choose one of your favourite songs in English and follow the advice above.

1 Was the song easy or difficult to understand?
2 What new words or expressions did you learn?

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Module 9

- Talk about books and tell stories.
- Read book reviews and stories.
- Listen to a personal anecdote.
- Write a folk tale.
- Learn about reported orders, requests and advice.

Books

Get Ready

1 Look at the Key Words. What can you see in the photos?

Example a) *dictionary*

Key Words: Reading

Literature: fiction e.g. novel, play, short stories; non-fiction e.g. biography, history, poetry

Reference: address book, atlas, dictionary, encyclopaedia, instruction manual, phone book

Format: CD-ROM, comic, e-book, hardback, online e.g. blog, paperback

2 Listen to two people. Mark the answers A and B. There is one extra answer each time.

1 When and where do you read for fun?

☐ on my laptop after dinner ☐ in bed at night
☐ on the train to school

2 What sort of books do you read for pleasure?

☐ historical novels and books for teenagers
☐ science fiction and detective stories
☐ history books and comics

3 What books do you dislike reading?

☐ classics ☐ comics
☐ science fiction and fantasy

4 What reference books do you use?

☐ CD-ROM encyclopaedias and dictionaries
☐ hardback dictionaries and encyclopaedias
☐ online encyclopaedias

5 Where do you get books?

☐ download from the Net ☐ from bookshops
☐ from the library

3 Work in pairs. Ask and answer the questions in Exercise 2.

4 **Speak Out** Tell the class.

1 Which of the reading texts in *Challenges 3* is the most/least interesting?

2 What else would you like to read in English class or for homework?

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25 Classics

Warm-up

1 Match the names of the authors (1–8) with the book titles (a–h). Which books have you read? What are they about?

1 J.K. Rowling	**a)** The Lord of the Flies
2 George Orwell	**b)** The Adventures of Tom Sawyer
3 Mark Twain	**c)** The Hobbit
4 J.R.R. Tolkien	**d)** Gone with the Wind
5 Lewis Carroll	**e)** Harry Potter and the Prisoner of Azkaban
6 William Golding	**f)** Animal Farm
7 J.D. Salinger	**g)** Alice's Adventures in Wonderland
8 Margaret Mitchell	**h)** The Catcher in the Rye

2 Read the text. Which books (1–3) do the pictures (a–c) illustrate?

3 Read the text again and answer these questions.

1 Which book was published first?
2 Which books were banned in some places?
3 Which author took a long time to write the book?

4 **Speak Out** What are your favourite books? Tell the class.

AMERICAN CLASSICS

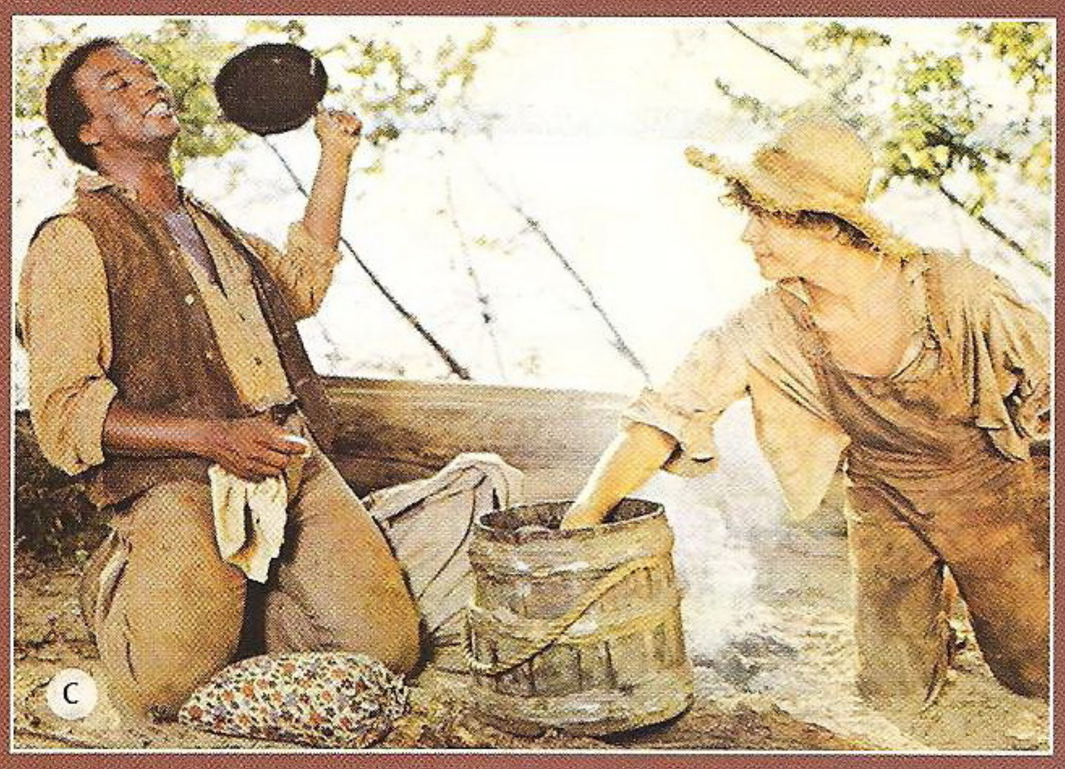
1 J.D. Salinger's only published novel, *The Catcher in the Rye*, tells the story of sixteen-year old Holden, who runs away from school after failing his exams and spends three days in New York, before returning home to his parents. The book received mixed reactions: it was banned in some places while in others, educational authorities **advised** schools to put it on required reading lists.

Salinger has not published anything since 1965. He does not give interviews or make public appearances. Many film studios **have asked** him to let them make the book into a film but he has always refused.

2 Mark Twain's *Huckleberry Finn* is the story of a white boy, Huck and a black slave, Jim, who try to escape down the Mississippi River to freedom.

When the book was published in 1885, some libraries **were ordered** not to buy it because it criticised American society.

Even now in the United States, some schools **warn** teachers not to put the book on school reading lists because 'Huck sets a bad example for young people'.



3 Margaret Mitchell spent years writing *Gone with the Wind*, the story of the beautiful and rebellious Scarlett O'Hara and never thought of publishing it. When a publisher finally **persuaded** her to give him the manuscript in 1935, he needed a suitcase to carry it away. Mitchell later changed her mind and **wanted** him to send the manuscript back but he already knew he had a blockbuster. He sent Mitchell a cheque and **told** her to write the first chapter of the book, which she had never done. The novel was finally published in 1936 and has sold almost 30 million copies so far.

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Grammar: Reported orders, requests and advice

5 Complete the table with sentences from the text that match the people's actual words.

Reported order/request	What exactly did the person say?
1 Many film studios *have asked* him to let them make the book into a film.	'*Could you* let us make the book into a film?'
2	'*You should* put the book on your required reading list.'
3	'Libraries *can't* buy this book.'
4	'*You shouldn't* put the book on your reading lists.'
5	'*I'd like you to* send the manuscript back!'
6	'*Could you* write the first chapter?'

6 Complete the rule with the missing verbs.

When we report people's requests/orders/advice, we use this pattern:

advise warn order _____ _____ _____ _____	somebody	to do not to do	something

7 Look at three different reports of one request. Complete them with the missing pronouns.

Film Studio: 'Please, let us film the book!'

Film Studio: We asked **him** to let **us** film the book.

Salinger: They asked _____ to let _____ film the book.

Agent: _____ asked _____ to let _____ film the book.

Practice

8 Report the teacher's orders and requests.

Example 1 *She ordered us not to close our books.*

1 'Don't close your books, please!' *She ordered …*
2 'Don't make notes when you read!' *She didn't want …*
3 'You should read the text twice.' *She advised …*
4 'Don't use a dictionary!' *She warned …*
5 'Can you compare your answers to your friend's?' *She asked …*

9 Rewrite the sentences (1–4) in two different ways.

Example 1 He advised me to read this book.
'Read this book.' / 'I think you should read this book.'

1 He advised me to read this book.
2 My mum wanted me to go to the library.
3 The teacher told us not to be late.
4 Susan asked me to lend her my dictionary.

10 Here are some tips for young writers. Report the advice in *italics* to a friend. Use *tell*, *advise*, *warn*, *want*.

Example
1 *He advised us to read as much as we can.*

First, [1]*read as much as you can*: books, magazines, weblogs. [2]*It's good to write a journal or a blog* – it'll help you put down ideas and describe feelings. [3]*You must learn to type* and use a computer.

[4]*Write stories for the school magazine*. [5]*You can also take part in writing contests for teenagers*. But [6]*don't expect success immediately*. And [7]*don't be afraid of criticism*, use it to improve your writing.

Remember to [8]*write regularly* and [9]*don't wait for inspiration*, it may never come. [10]*Don't worry about the ending when you start writing*. [11]*Don't steal ideas and style from famous authors* – it's bad practice and can be a crime.

Your Turn

11 **Game** Work in groups. On separate slips of paper, write anonymous requests addressed to everyone in the group.

Example
Peter! Can you help me with my physics?
Monica! Please don't phone me after 10 p.m. because my mum gets angry.

12 Report what someone wants you to do and guess who the person is.

Example
Peter: Someone asked me to help them with their physics. I think it's Carol.

→ TIMEOUT! Page 120, Exercise 25

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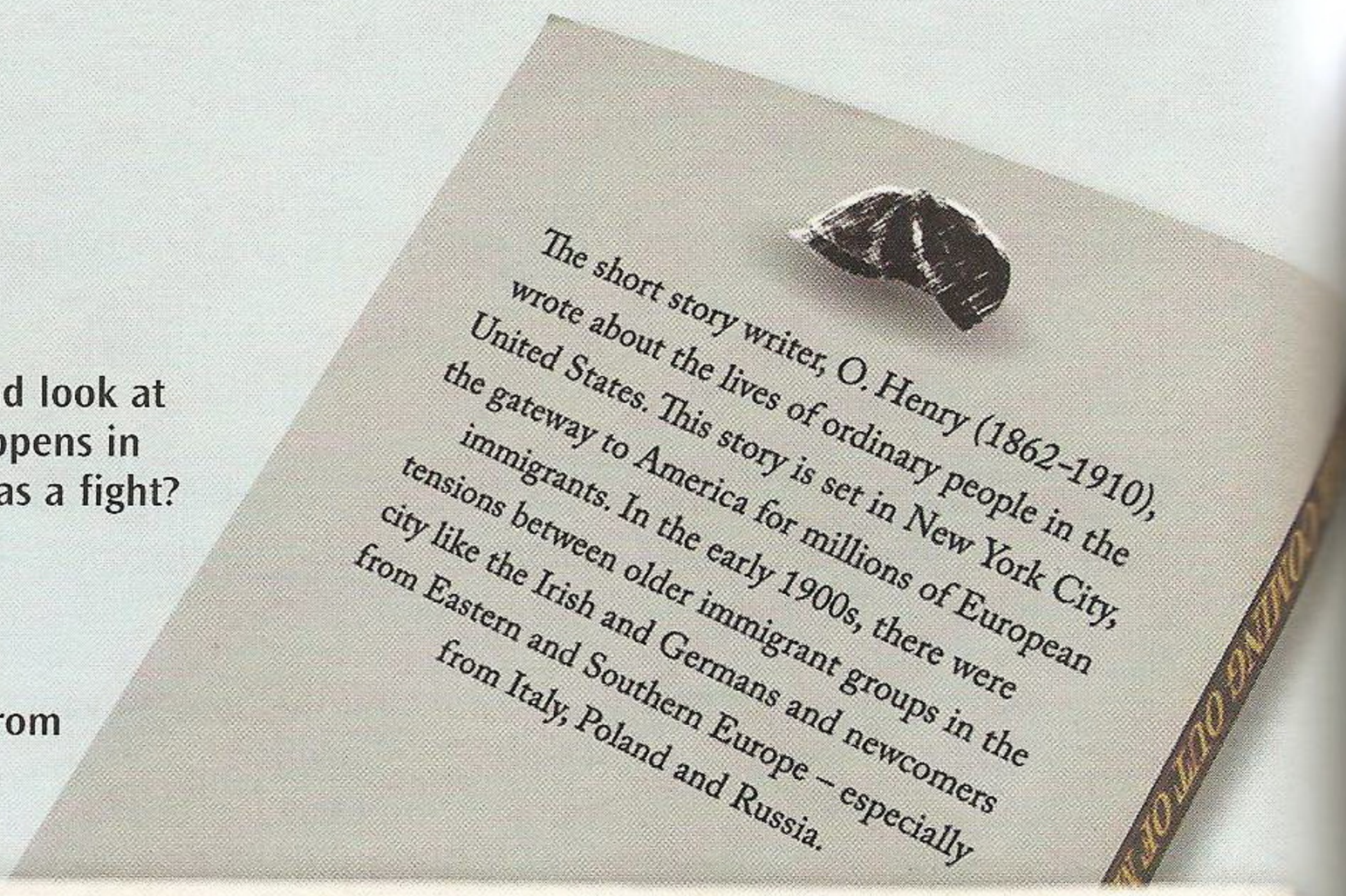
26 The Dance

Warm-up

1 Read the background to the story and look at the drawings. What do you think happens in the story? Why do you think there was a fight?

Reading

2 Read the story. Check your guesses from Exercise 1.



Every Saturday night, the factory social club organised a dance at the local sports club. Maggie Toole always went with her best friend Anna and Anna's boyfriend. Maggie never had a date and didn't get many dances, either.

One Saturday after work, Anna said as usual, 'Be ready at seven, Mag.'

'Thanks but a friend is taking me tonight,' she replied.

Anna, the best-looking girl in the factory, was curious about her best friend's date. Most of the boys thought Maggie was plain.

'You'll meet him tonight!' said Maggie.

At 8.30 p.m., Maggie came into the hall with her date.

'Look at him! Isn't he handsome? I'm so pleased for Maggie,' Anna said to her boyfriend.

'Meet Terry O'Sullivan.' Maggie introduced her tall, dark-haired friend.

All the girls wanted to dance with Terry and the boys suddenly became interested in Maggie. Terry danced with Maggie and then had a dance with Dempsey Donovan's date. Dempsey was the leader of the sports club and the best boxer. Dempsey went up to Terry.

'So, where are you from?' asked Dempsey aggressively. 'We've never seen you around here before.'

'Mind your own business,' replied Terry.

Dempsey nodded to two men standing nearby. They took Terry to the back room of the club.

Meanwhile, Maggie was talking with a friend and she didn't see this. Then she started to look for Terry.

'He's gone to fight with Dempsey,' a girl told her.

'Oh no!' Maggie ran to the back room. She was worried about the fight.

She saw Dempsey and Terry facing each other. Maggie ran between them and caught Terry's arm. A knife fell to the floor.

'Knives are banned in the sports club and so are people carrying them,' said Dempsey. 'Get out!'

Two men took him out. Maggie walked up to Dempsey. She was crying.

'He's Italian and his real name's Tony Spinelli. I knew that before. I told him to call himself O'Sullivan. I was tired of coming on my own and Tony was really nice. But I came here as soon as I heard about the fight. I was frightened of problems 'cos I know the Italians carry knives. I guess I'll have to leave the club now.'

'No, Mag. I'll take you home. And how about next Saturday night? Will you come to the dance with me?'

Maggie's eyes sparkled.

'With you, Dempsey? You bet I will!'

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3 Read the Reading Help.

Reading Help: Multiple Choice Questions

- Read the questions and alternative answers.
- Find the relevant part of the text for each question.
- Choose the best answer. The answer may not be obvious. Look for synonyms of words in the questions (e.g. *handsome/good-looking*) and use your knowledge of the context to help you choose.
- Make sure the other answers are not possible.

4 Use the advice in the Reading Help to answer the questions.

1 Maggie didn't get many dances or have a boyfriend because she …
a) was not very good-looking.
b) was a bad dancer.
c) didn't like dancing.

2 When Anna saw Maggie's friend, she was …
a) happy. b) worried. c) curious.

3 Girls liked Terry because he was …
a) a brilliant dancer. b) a good boxer. c) good-looking.

4 They threw Terry out of the club because …
a) Terry was not his real name.
b) he had a knife.
c) he was a bad fighter.

5 Maggie told Tony to change his name because …
a) he was good-looking.
b) he was not Irish-American.
c) she didn't like his real name.

6 She accepted Dempsey's offer because …
a) She was too frightened to refuse.
b) She wanted a date and he was the leader.
c) Terry was rude to her.

5 Look at the Word Builder. Find the adjectives in blue in the story and complete the table with the prepositions.

Word Builder

She was	**curious**	*about*	Maggie's date.
I'm so	**pleased**	_____	Maggie.
They became	**interested**	_____	Maggie.
She was	**worried**	_____	the fight.
I was	**tired**	_____	coming on my own.
I was	**frightened**	_____	problems.

6 Prepositions Quiz Complete the sentences with prepositions.

1 I'm not afraid _____ rats.
2 She's happy _____ her new computer.
3 We're sorry _____ being late.
4 I'm a bit nervous _____ that exam.
5 The book is a bit different _____ the film.
6 I'm very fond _____ my younger sister.

→ Word Bank, page 124.

7 Look at the Sentence Builder. Look at the examples in red in the text.

Sentence Builder

Dempsey nodded to two men. They were standing nearby.

Dempsey nodded to two men **standing nearby**.

8 Join these sentences.

1 There was a man in the street. He was selling flowers.
2 I saw a blue car. It was coming towards me.
3 Sarah met her maths teacher. He was carrying lots of books.
4 I saw two friends in town. They were crossing the road.

Speaking

9 Work in pairs. Tell your partner about a story you have read recently.

• Who was it by? • What was it about? • What happened in it? • Is it worth reading? • Why was it good (or bad)?

10 Speak Out Work in pairs. Discuss these questions.

1 Have you ever seen discrimination against people because they were different? How did you feel?
2 Have people from your country emigrated to other countries? Where did they go? Why did they leave? Have they suffered from discrimination?
3 Are there any foreign immigrants in your country? What problems do they have?

Fact or Fiction?

The four biggest groups of European immigrants to the USA came from Germany, Holland, Ireland and Poland.

Answer on page 108.

→ TIMEOUT! Page 120, Exercise 26

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27

The Fire

Warm-up

1 Who are your favourite heroes and heroines from books and films? Tell the class.

Example

I like Frodo Baggins from The Lord of the Rings.

Reading and Listening

2 Read and listen to the dialogue. Who is the hero or heroine of this episode? Who did he/she help and rescue?

Two days before the end of the course, there is a fire at the school. Afterwards, Jasmin talks to Matt and Sam.

Matt: How are you feeling now, Jas? Are you okay?

Jasmin: Yes, I'm fine. Honestly.

Sam: Come on, tell us about the fire.

Jasmin: Well, when it started, I was in our room listening to my MP3 player. I didn't hear the alarm at first because my music was a bit loud. To begin with, I wasn't worried because the fire alarm sometimes goes off.

Sam: That's true.

Jasmin: Suddenly, I smelt smoke. Just then, Gwen came in. She didn't panic but said calmly, 'There's a fire. Let's get out of here!' She told me to put a wet T-shirt round my face and crawl along the floor. Luckily, the smoke wasn't too bad. The sprinklers were going but I couldn't see any flames. So, then we crawled to the fire escape and got out. While we were going down the fire escape, we saw Benson in a window on the first floor. Straightaway, Gwen took off her shoe and broke the window to get him out.

Matt: Really? I didn't know she was a good burglar!

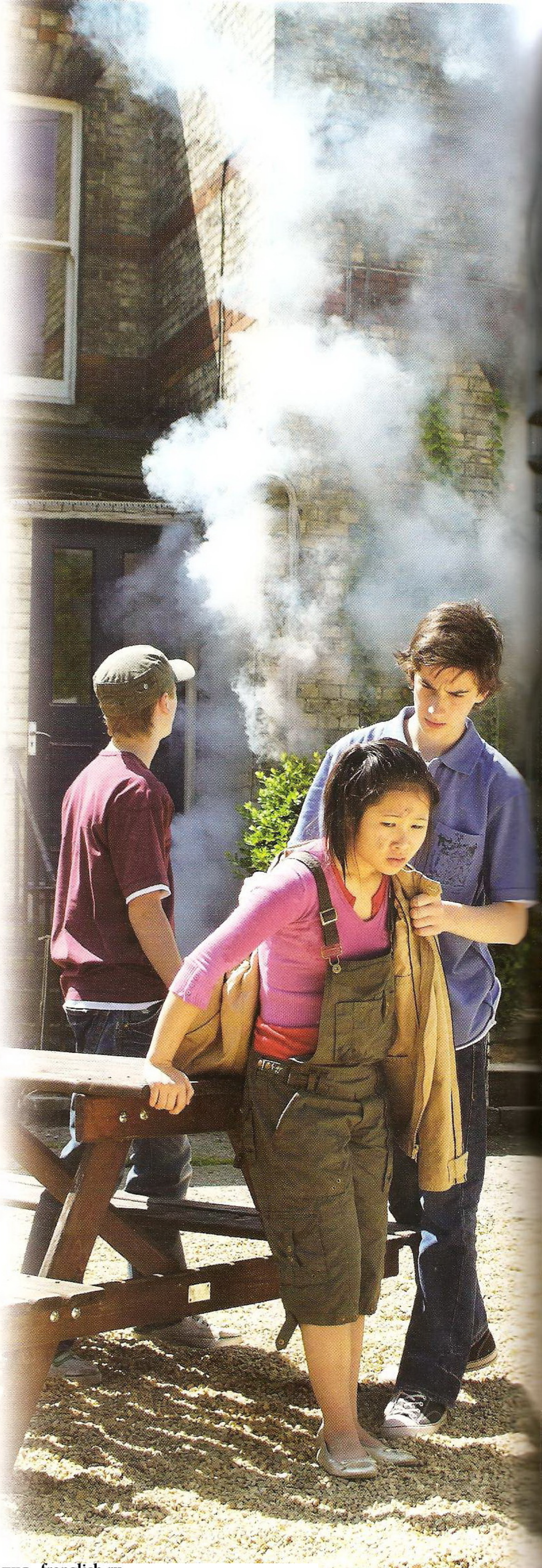
Jasmin: Anyway, by the time we got into the garden, we could hear the fire engine and ambulance coming. They gave us a check-up and in the end we were okay.

Matt: Wow! Gwen was amazing, wasn't she?

Jasmin: I told you, Matt.

3 Answer these questions about the story.

1 Why did Jasmin not hear the fire alarm?
2 Why was she not very worried at first?
3 How did they get to the fire escape?
4 Why did Gwen break a window?
5 Why did Matt change his mind about Gwen?



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Speaking

4 Look at the Key Expressions. Complete the sentences with these words from the dialogue.

> suddenly, in the end, straightaway, luckily, anyway, at first, to begin with, by the time, so, when, just then, while

Key Expressions: Telling Stories

1 _____ it started, I was in our room.
I didn't hear the alarm 2 _____.
3 _____, I wasn't worried …
4 _____, I smelt smoke.
5 _____, Gwen came in.
6 _____, the smoke wasn't too bad.
7 _____, then we crawled to the fire escape.
8 _____ we were going down the fire escape, we saw Benson.
9 _____, Gwen took off her shoe.
10 _____, 11 _____ we got into the garden, we could hear …
They gave us a check-up but 12 _____ we were okay.

5 Think of something that happened to you (e.g. a small accident). It can be true or made up. Write notes for questions (1–8).

Example
1 *in a friend's garden* 2 *climbing a tree*

1 Where were you?
2 What were you doing?
3 What happened?
4 What was your reaction?
5 What happened next?
6 Where did you go/Where were you taken?
7 What happened in the end?
8 How did you feel afterwards?

6 Work in groups of three. Do they think it was true or not? React to your partners' stories.

Example
A: *The branch broke and I fell 20 metres.*
B: *Wow!*

Everyday Listening

1 Look at the Listening Help.

Listening Help: Time Expressions

- When you listen to stories, pay attention to linking words and expressions. They help you understand the story better.
- Make a list of common time expressions in your notebook.

2 Listen to the story and order the sentences.

a) _____, I met up with my friend.
b) _____, they took me to hospital.
c) _____, we got to the top of the hill.
d) _____, I was given a new bike.
e) _____, a van came up the road.
f) _____ I fell off the bike.
g) _____, a dog ran out barking.

3 Listen again. Complete the sentences in Exercise 2 with time expressions.

Example a) *The next day*

4 **Pronunciation** Listen to the sounds of the letter 'a'.

1 /æ/ hat
2 /ɑ:/ hard
3 /eɪ/ hate
4 /ə/ arrive

5 Say the words from the story.

> around, fantastic, okay, farm, change, van, fast, birthday, mark, accident, ago, actually, scary, ahead, barking, place, came, hospital, bad, anyway, finally, about, rang, after

6 Listen and check your pronunciation. Listen again and repeat the words.

→ TIMEOUT! Page 121 Exercise 27

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Across Cultures 5

Warm-up

1 Look at the drawings (a–c). Guess which two of these things (1–3) happened in the story.

1 A prince and princess met in a forest, fell in love and got married.

2 A princess decided never to get married but changed her mind and married a prince.

3 A prince fell in love with a princess from her picture and married her.

Reading

2 Read the story and check your guesses from Exercise 1.

AN INDIAN FOLK TALE

One day, a beautiful princess was in the woods when there was a forest fire. She saw a family of wild geese on their nest. As the fire got closer, the father flew away. The mother tried to cover her chicks but the fire killed them all.

The princess was angry. 'All males are really selfish!' she thought. She decided never to marry but her parents were unhappy because they wanted her to marry a prince.

One day, an artist painted the princess's picture. Then, he went away to another country and sold it to a prince. The prince fell in love with the princess but after some time he became lovesick and angry because he could never meet her. He was so angry that one day, when a minister woke him up by mistake, he ordered his execution!

The minister's daughter, Aziza, visited the prince and begged him not to execute her father. She promised to find the princess and the prince agreed to let her try.

Aziza was a good artist so she copied the picture before she set off. After a year, she arrived in a distant country where the people recognised the princess in the painting.

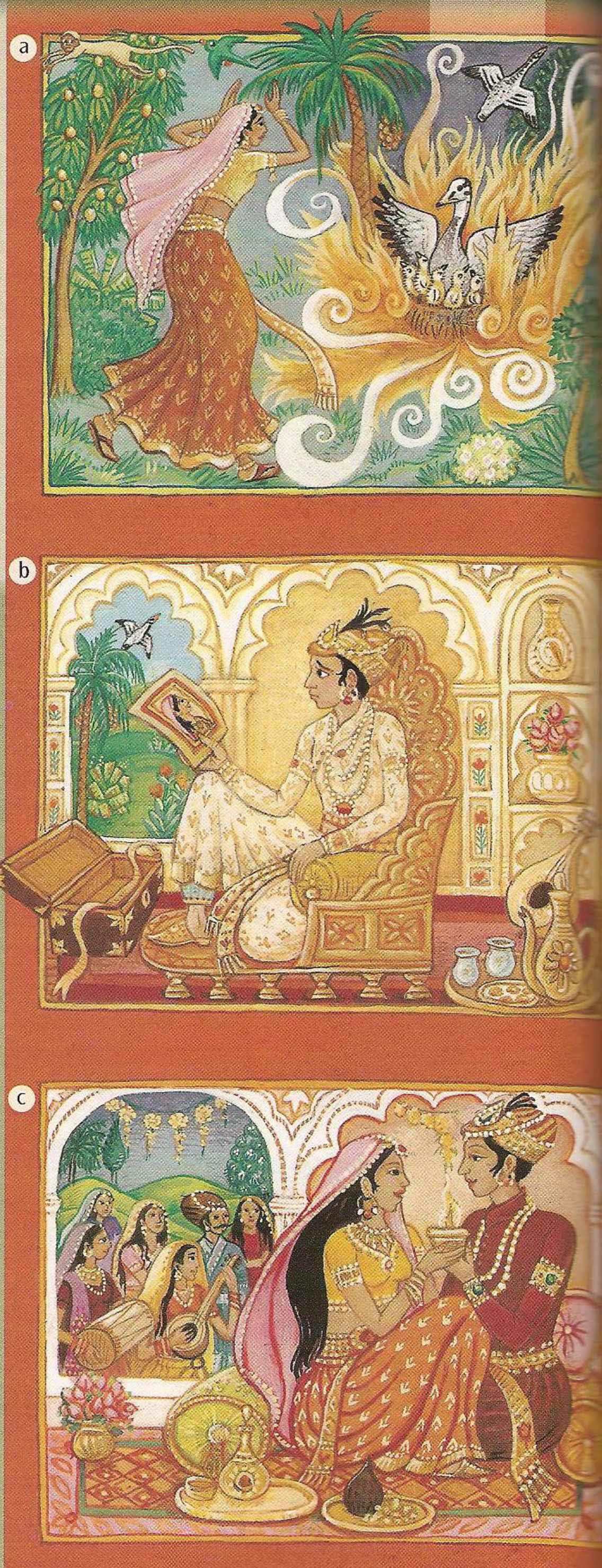
Aziza began to sell her paintings near the royal palace. One day, the princess invited her to come to the palace because she liked her paintings. She told Aziza to paint murals in one of her rooms. Aziza soon heard about the story of the princess in the forest.

Aziza came up with an idea. She painted a picture of her prince watching antelopes in a forest fire. The male stayed with the young while the female ran away. The princess asked her about the painting and Aziza made up the story.

'Since then he has refused to marry,' she said.

'I see there are two ways of looking at it,' replied the princess. 'Maybe I was wrong.'

After that, the princess often came to look at the painting and started to fall for the prince. She wanted to see him so Aziza offered to go back home and tell him. Everybody was pleased to see Aziza and the prince cancelled her father's execution. The prince travelled to see the princess and asked her to marry him. The princess accepted and they had a magnificent wedding.



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3 Read the story again. Which of the characters did these things?

a) ☐ _____ invented a story.
b) ☐ _____ saw a forest fire.
c) ☐ _____ looked for the princess.
d) ☐ _____ refused to get married.
e) ☐ _____ stopped her father's execution.
f) ☐ _____ got married.
g) ☐ _____ wanted to execute a minister.

4 Now order the events in Exercise 3.

5 Work in pairs. Answer the questions about the story.

1 Did you like the story? Why/Why not?
2 Which character in the story did you like most?
3 Choose the best 'moral' of the story:
- You should never generalise about people.
- Art can sometimes change people's lives.
- Love solves all problems.

6 Look at the Word Builder. Which verbs (1–3) have you seen before? Which of them are about a) romance, b) thought, c) movement?

Word Builder

1 to fly away, to go away, to go back (to), to run away, to set off
2 to come up with something, to make up something
3 to fall in love with someone, to fall for someone

7 Complete the sentences with the correct form of the verbs from Exercise 6.

1 When the dogs came into the garden, the birds _____ and two rabbits _____.
2 I _____ her the first time I met her.
3 She didn't do her homework and _____ a story about her dog eating it.
4 We _____ at five o'clock in the morning to go to the coast.
5 We couldn't solve the puzzle but my brother _____ the solution.

8 Look at the Sentence Builder. Find more verbs in red in the text for each group.

Sentence Builder

Verbs with *to* + infinitive, e.g. *learn*, *plan*, *wait*
*I **learnt to swim** when I was six.*

Verbs with object + *to* + infinitive, e.g. *order*, *teach*
*He **ordered the soldier to do** it.*

Verbs with or without objects + *to* + infinitive, e.g. *would like*, *ask*, *help*, *prefer*
*I'd **like to go** to the cinema.*
*I'd **like you to go** to the cinema with me.*

9 Write as many sentences as possible using one part from each box.

I'd like	to help (me)
They agreed	to go to the amusement park
She asked	you to come on Sunday
He offered	me to phone her
My brother refused	to do her homework
They helped	me to paint my room
She tried	to give me a lift

Speaking

10 Work in pairs. Close your books and retell the story.

1 What fairy tales and legends did you like when you were young?
2 Do you prefer listening to or telling stories? Why?

FOR YOUR PORTFOLIO

Project: A folk tale

1 Work in pairs. Think of stories you know.

2 Choose your favourite and write notes.

Example

young girl called Cinderella / two ugly sisters / had to work hard / one day working in kitchen / fairy godmother came / gave her three wishes

3 Use your notes to write the story. Use some of these linking words.

one day …, after that, later, before, after, when, during, while, just then, suddenly, immediately, luckily, finally, in the end

4 Check your story. Read other stories and choose your favourite.

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Study Corner 9

Language Check

1 Write the words.

1 A book with telephone numbers.
_ _ _ _ _ _ _ _ _ _
2 A story with pictures. _ _ _ _ _
3 A book with maps. _ _ _ _ _
4 Cheaper than a hardback book.
_ _ _ _ _ _ _ _ _
5 A digital book you can download. _ - _ _ _ _

2 Complete the text with prepositions.

Usually, I am not interested [6]_____ comics but I am curious [7]_____ what happens in the next episode of the comic I am reading. The heroine, Kelly, is a private detective who is worried [8]_____ the disappearance of people in her city. People are frightened [9]_____ going out after dark and Kelly gets tired [10]_____ this and decides to do something. She is walking alone in a park when she is attacked by two enormous dogs.

3 Complete the text with prepositions.

I set [11]_____ at eight o'clock in the morning and started to walk to school. Suddenly, a large dog started barking at me. I didn't know what to do but I came up [12]_____ a plan. I threw my lunch box in one direction and ran [13]_____ in the other direction very fast. I didn't have time to go [14]_____ home to get more sandwiches so I went to school with no food. When I arrived, I was ten minutes late and the teacher did not believe my story. 'You made it [15]_____!' she said.

Vocabulary ☐ / 15

4 Change each sentence to reported speech. Use these verbs.

want, order, advise, tell, ask

16 'You should read that new Harry Potter book,' said my sister.
My sister _____
17 'Get out of the car!' said the policeman to the two men.
The policeman _____
18 Two tourists said to the tour guide: 'Can you help us?'
Two tourists _____
19 'Susan, close the window, please,' said the teacher.
The teacher _____
20 'I want you to take me home,' the little girl said to her father.
The little girl _____

Grammar ☐ / 10

5 Complete the story with these words.

at first, just then, while, in the end, suddenly

Last Saturday, I was walking in the centre of town with a friend. [21]_____, there was a terrible noise! I looked round and saw a man running along with a gun in his hand. [22]_____, two police cars came round the corner. My friend and I ran into a shop doorway to get out of the way. [23]_____ we were there, we saw everything happen. [24]_____ the man tried to get onto a motorbike but the police cars blocked the street. [25]_____, the man put down his gun and the police arrested him.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 92 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 26 – Word Builder
Numbers 11–15	Across Cultures – Word Builder
Numbers 16–20	Unit 25 – Grammar
Numbers 21–25	Unit 27 – Key Expressions

Study Help: Explaining Words (2)

- If you can't remember the right word, try to explain what you mean.

Examples

1 *A kind of diary you read on the Internet.*
2 *A computer you can take anywhere.*
3 *A story for young children.*

What are the words above?

- **Work in pairs. Choose three more words from the module. Try to explain them to your partner. Your partner guesses the word.**

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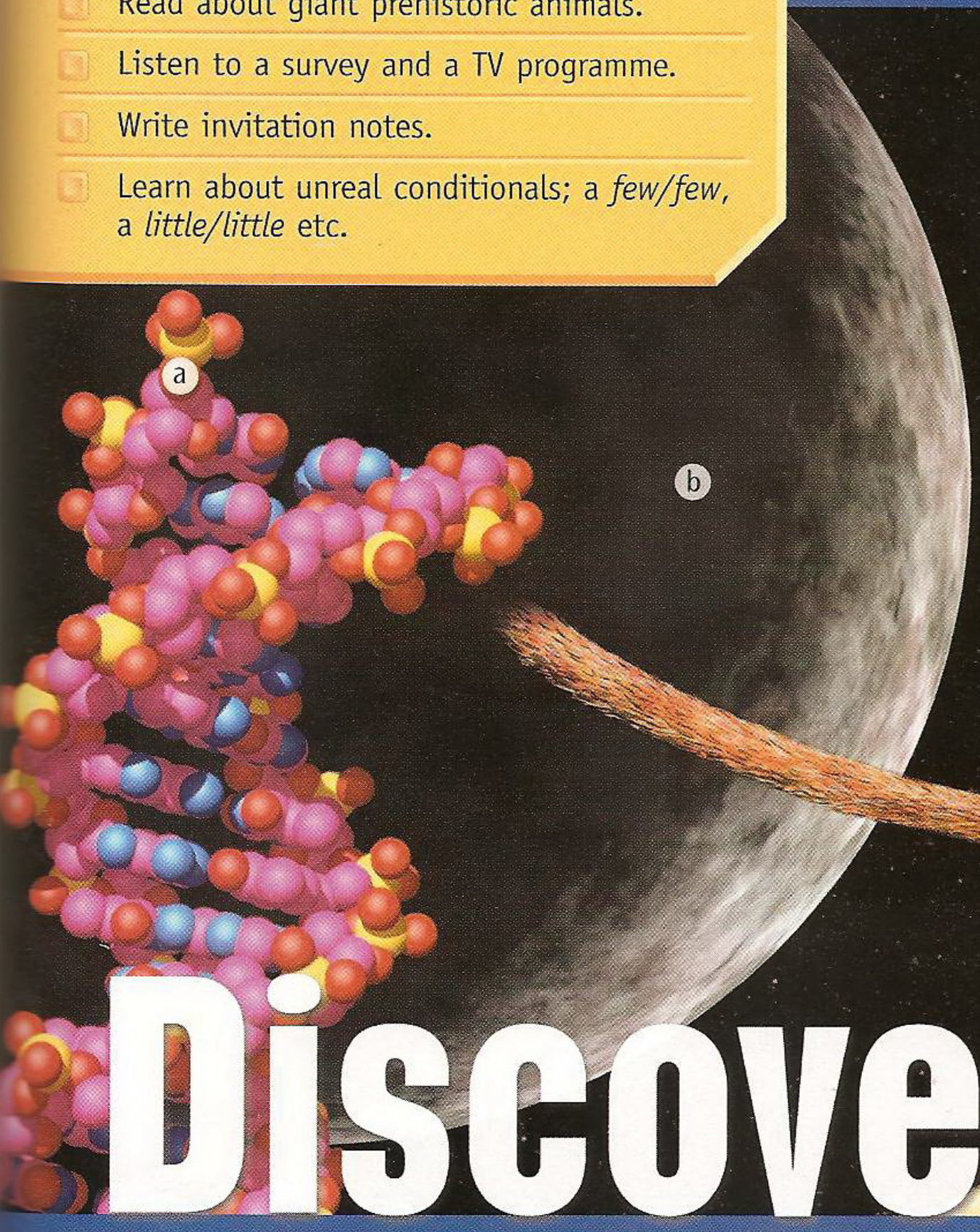
Module 10

- Talk about discoveries and inventions; make requests and offers.
- Read about giant prehistoric animals.
- Listen to a survey and a TV programme.
- Write invitation notes.
- Learn about unreal conditionals; a *few/few*, a *little/little* etc.



Discoveries

Get Ready

1 *Look at the Key Words. Which is the most interesting science? Which do you do at school?*

Key Words: Science

archaeology, astronomy, biology, botany, chemistry, geology, medicine, physics, zoology

2 Complete the sentences with these words.

archaeologists, astronomers, biologists, zoologists

1 _____ discovered a new species of mammal in Borneo in 2005.
2 The discovery of the human genome by _____ has helped medical research.
3 In 1992, _____ used satellite technology to find the lost city of Ubar in Arabia.
4 In 2005, _____ discovered Xena, a new small planet in our solar system.

3 Match the pictures (a–d) with the sentences (1–4) in Exercise 2.

4 Look at the list of important discoveries. Listen to three people talking about them. *Which do they think were the most important?* Why? Copy and complete the table.

- electricity • metals • new continents
- nuclear power • penicillin
- new planets and galaxies • radio waves
- vaccines • the human genome
- new species of plants and animals

	Which discovery?	Why?
1		
2		
3		

5 Work in pairs. Decide what you think are the two most important discoveries in history and say why. Choose from the list or add your own ideas. Then tell the class.

Example

We think the discovery of the human genome was really important. It will change medicine in the future.

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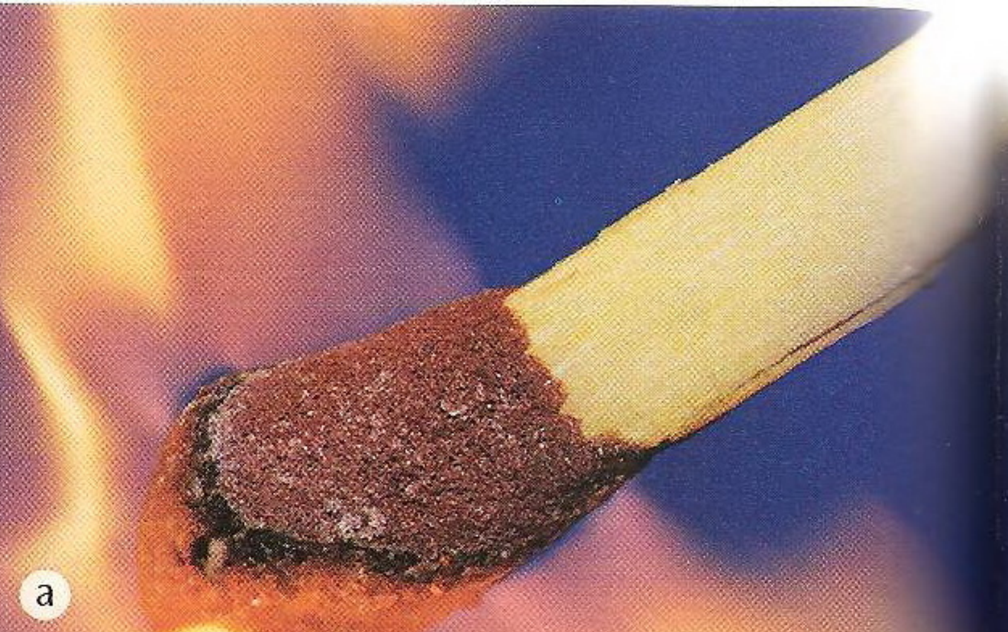
28 Great Inventions


a

Warm-up

1 Look at the photos (a–f). When were these things first used? Check your answers on page 108. How did they change people's lives?

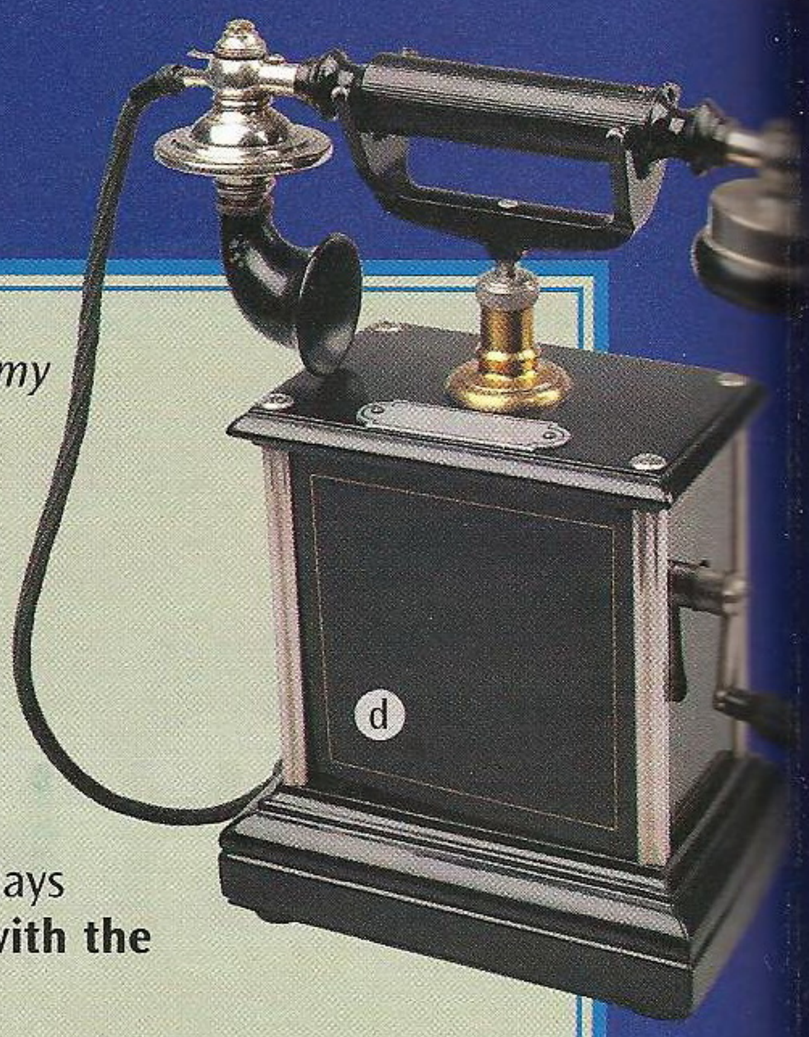
Example

Credit cards were first used in the 1950s. We don't have to pay for everything in cash.

2 Read the text. Do you agree with the author's choice of inventions (1–3)? Which inventions (4–6) are most likely to happen?

3 What inventions would you like to see in the future? Why?

b


d

What inventions have influenced our lives most? Here are my top three choices.

1 Antibiotics

Most of us would not be alive if doctors didn't use vaccines and antibiotics. Three centuries ago, people only lived until they were thirty-five years old and most of them died of infectious diseases.

2 The Computer

Frankly, my best friend – it plays games with me, plays music to me, helps me learn. **I would lose contact with the world if my computer wasn't there on my desk**.

3 The Toilet

Go ahead. Laugh. Then try to imagine New York City without toilets. **If we didn't know how to remove sewage and bring clean water into buildings, modern cities wouldn't be possible**. We would probably have cities but they would look and smell completely different.

c

*And what about the future? When Leonardo da Vinci did a drawing of a plane, fifteenth-century scholars probably said: 'Forget it, Leon. **If machines could fly, we'd know about it.**' Perhaps some inventions that look impossible today will become reality one day.*

4 Teleportation

Life would be much easier if we could just disappear in one place and reappear in another. Imagine **how much time, money and energy we would save if we discovered how to get to foreign lands in a split second**.

5 A Universal Cure

We can already cure most diseases but new ones are still appearing. **If we found a universal cure, we could get rid of cancer and AIDS and face any future flu epidemic**. Perhaps DNA research can help?

6 Time Machine

If we could travel in time, I'd definitely go and meet a few people from the past. Maybe it will be possible one day.

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Grammar: Unreal conditionals

4 Match the sentences (a–b) with their meanings (1–2).

a) *Most of us would not be alive if doctors didn't use vaccines and antibiotics.*

b) *If we found a universal cure, we could get rid of cancer and AIDS.*

1 unreal, imagined present situation

2 unlikely future situation

5 Complete the pattern with the correct tense and verb forms.

Condition	Result
if + _____	_____ / *could (not)*

Practice

6 Complete the sentences with the correct verb forms.

1 If scientists _____ (have) more money, they _____ (find) a cure for AIDS.

2 Water and air _____ (not be) so dirty if factories _____ (not produce) so much pollution.

3 If mobile phones _____ (not exist), we _____ (not be able) to talk to friends so easily.

4 We _____ (go) to the Moon if space travel _____ (be) cheaper.

5 If we _____ (can) write without pens or computers, we _____ (work) faster.

6 We _____ (have) more free time if robots _____ (do) our work.

e

7 Match the situations with the results. Write conditional sentences.

Example

1 e) *If we didn't have e-mail, we would write letters.*

Condition	Result
1 we have e-mail	a) it is difficult to communicate
2 we use the Internet to find information	b) cloning is possible
3 we can't prevent natural disasters	c) we don't go to libraries very often
4 we have electricity	d) we use vacuum cleaners and dishwashers
5 scientists know the genetic code	e) we don't write letters
6 people don't speak one language	f) many people die

Your Turn

8 Write sentences about what our life would be like without these things.

Example

If I didn't have the telephone, I couldn't talk to my friends so often.

bottles, CDs, planes, television, running water, cameras, remote control, guns, plastic bags, lifts, telephone

9 Work in groups. Imagine how our lives would change if these things became true in the future. Make sentences about the consequences of each situation.

Example

If someone discovered a fountain of youth,

… they wouldn't tell anyone about it.

… they would sell it for a fortune.

… everybody would like to drink from it.

1 Someone discovers a fountain of youth.

2 People invent a time machine.

3 People construct a spaceship that can travel as fast as light.

4 Aliens land on Earth.

5 The Sun is used as the only source of power.

f

TIMEOUT! Page 122, Exercise 28

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29 Land of Giants

Warm-up

1 Look at the Key Words and answer the questions (1–5). Check your answers on page 108.

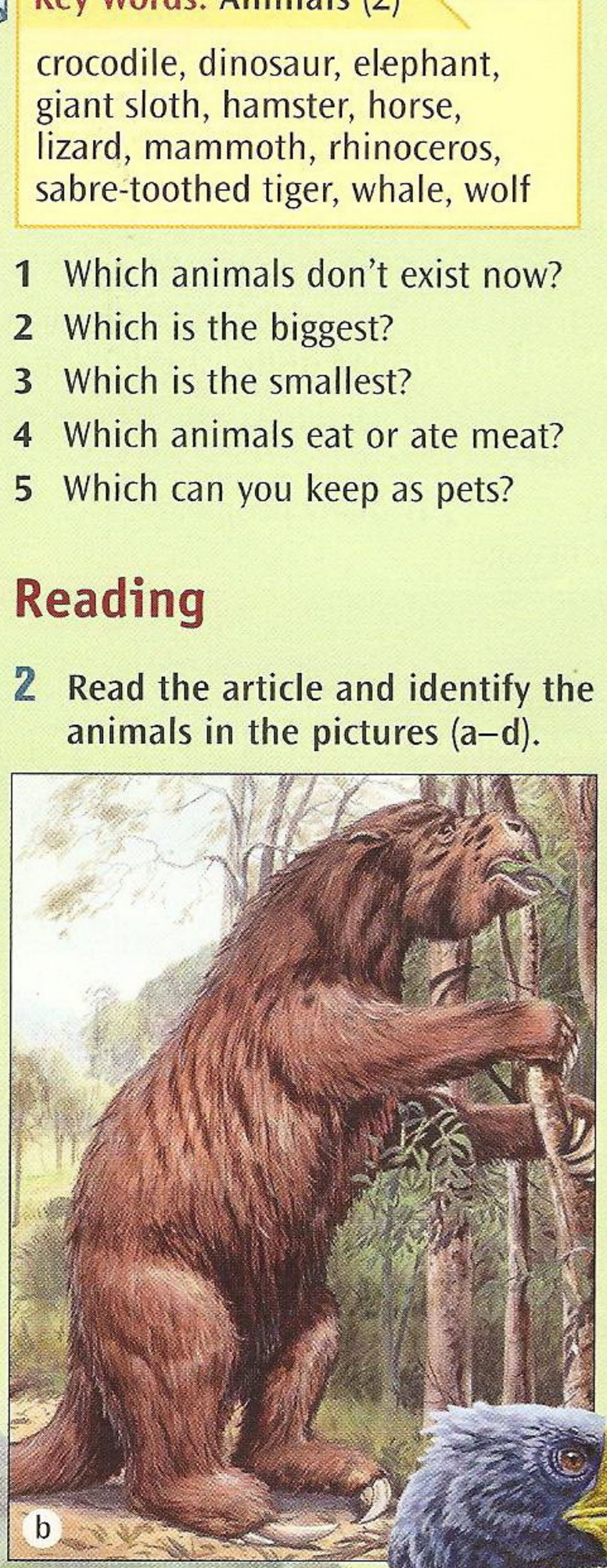
Key Words: Animals (2)

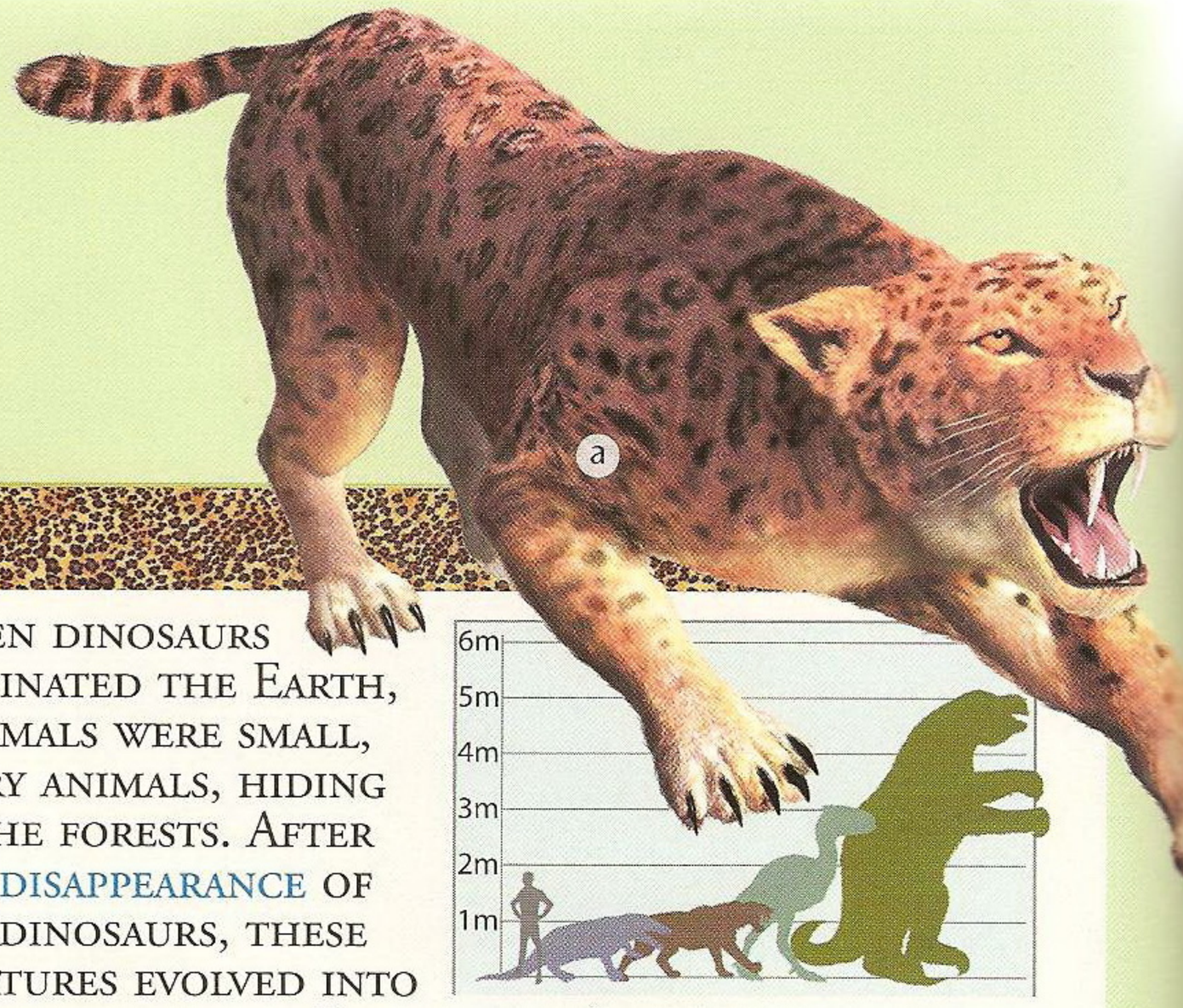
crocodile, dinosaur, elephant, giant sloth, hamster, horse, lizard, mammoth, rhinoceros, sabre-toothed tiger, whale, wolf

1 Which animals don't exist now?
2 Which is the biggest?
3 Which is the smallest?
4 Which animals eat or ate meat?
5 Which can you keep as pets?

Reading

2 Read the article and identify the animals in the pictures (a–d).





When dinosaurs dominated the Earth, mammals were small, furry animals, hiding in the forests. After the disappearance of the dinosaurs, these creatures evolved into modern mammals. But that isn't the whole story. Between the time of the dinosaurs and our own history, there was another time …

A TIME THE WORLD FORGOT

1 Fossils found in Germany show the existence of mammals about 45 million years ago. One animal was an early relation of the horse but only 50cm tall. **Ambulocetus** was even more amazing; it was a kind of small whale with legs, which probably walked and swam like a crocodile.

2 In this period, birds were much bigger and more dominant than mammals. They probably developed from dinosaurs. Archaeologists have found evidence of huge birds like the **gastornis**. They were up to 3 metres tall and couldn't fly. They were meat-eaters – and there were lots of small mammals on the menu!

3 When the Earth's climate got a lot colder, these giant birds died out and mammals took control but there's a big difference between these mammals and the ones we know today. The Earth 30 million years ago, was a land of giant mammals such as a 9-metre-long rhinoceros and a 5-metre-long wolf.

4 The reason for the extinction of these giant mammals is a mystery, but some were alive until quite recently. For example, we know early humans hunted mammoths and **sabre-toothed tigers**. And in the 1830s, Charles Darwin found the bones of a **giant sloth** in Chile which lived 10,000 years ago. It was the size of an elephant and looked like a huge hamster!

Is this the complete story of the evolution of life on Earth?

5 Probably not. We are discovering new information all the time. In 2005, Chinese scientists reported the discovery of a fossil of great importance. This unknown mammal lived about 130 million years ago and was a bit bigger than a cat. Interestingly, it had the bones of a small dinosaur in its stomach. A dinosaur-eating mammal? What will we discover next?!

3 Look at the Reading Help.

Reading Help: Identifying the Main Point

- Look for one or two sentences in each paragraph with the main meaning. They are often (but not always) at the beginning of the paragraph.
- The main point is usually general and is supported with specific information and examples.

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4 Use the advice in the Reading Help to identify the main point in paragraphs 1–5.

1 **a)** Some fossils were found in Germany.
b) Small mammals lived 45 million years ago.
c) Some mammals could swim.

2 **a)** Huge meat-eating birds dominated at this time. **b)** Birds evolved from dinosaurs.
c) There were a lot of birds that couldn't fly.

3 **a)** The world got colder. **b)** Giant birds died out. **c)** Giant mammals became dominant.

4 **a)** Some giant mammals lived recently.
b) Darwin made important discoveries.
c) A giant sloth was the size of an elephant.

5 **a)** One mammal ate dinosaurs. **b)** Chinese scientists found a fossil. **c)** Scientists are discovering new species all the time.

5 Are these statements true (T), false (F) or is there no information (NI)?

1 ☐ Archaeologists found fossils near Frankfurt in the 1990s.

2 ☐ Early horses were smaller than modern horses.

3 ☐ The ambulocetus was a type of crocodile.

4 ☐ Mammals dominated the animal kingdom 45 million years ago.

5 ☐ Archaeologists have found the teeth of the giant wolf.

6 ☐ Humans lived at the same time as mammoths.

6 Look at the Word Builder. Complete it with more examples of nouns in blue from the text.

Word Builder

-ry	discov**ery** 1 _____	*-ance*	disappear**ance** 5 _____
-tion	rela**tion** 2 _____ 3 _____ 4 _____	*-ence*	exist**ence** 6 _____ 7 _____
		-ist	archaeolog**ist** 8 _____

7 Complete the sentences with words from Exercise 6.

1 The origins of life on Earth are still a _____.

2 Charles Darwin published his theory of _____ in 1859.

3 We think a change in climate caused the _____ of the giant birds.

4 _____ and _____ are finding new _____ all the time.

5 The recent _____ in China surprised scientists.

6 The dog is a _____ of the wolf.

8 Noun Game Make nouns from these words. Which is the odd-one-out?

celebrate, explore, inform, prepare, present, recover

→ Word Bank, page 125

9 Look at the Sentence Builder.

Sentence Builder

Birds were **much** bigger than mammals.
The Earth's climate got **a lot** colder.
Ambulocetus was **even** more amazing.
It was **a bit** bigger than a cat.

10 Compare the creatures in pictures (a–d). Use these adjectives.

• strange • colourful • dangerous • big
• small • interesting

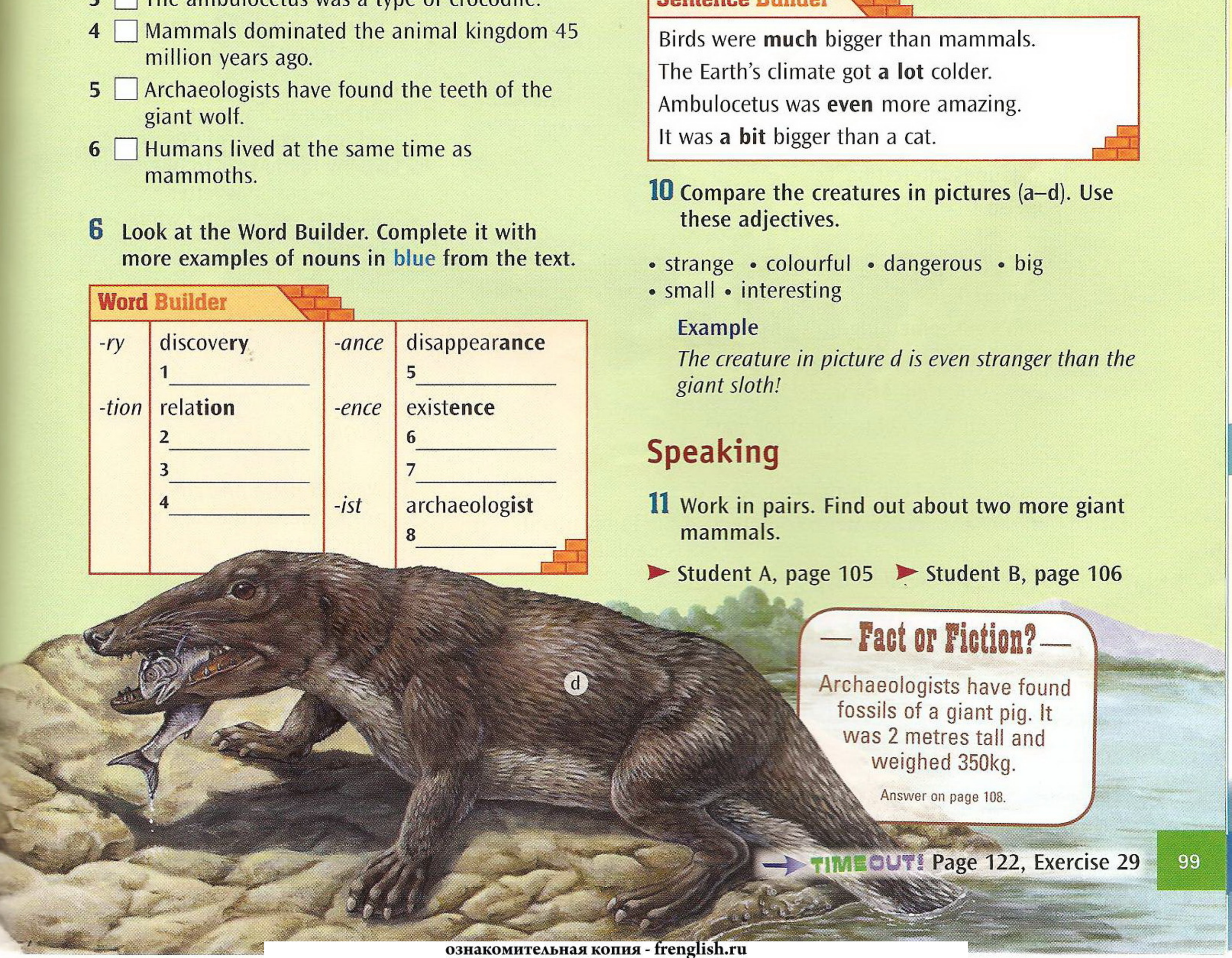
Example

The creature in picture d is even stranger than the giant sloth!

Speaking

11 Work in pairs. Find out about two more giant mammals.

→ Student A, page 105 → Student B, page 106



Fact or Fiction?

Archaeologists have found fossils of a giant pig. It was 2 metres tall and weighed 350kg.

Answer on page 108.

→ TIMEOUT! Page 122, Exercise 29

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30

A Surprise

Warm-up

1 Look at the photo. What do you think they are happy about?

- finishing the course • Jasmin's birthday
- passing an exam • Matt getting an audition

Reading and Listening

2 Listen and read the dialogue. Check your guesses from Exercise 1.

The course has finished. Gwen and Jasmin are going out when they meet Mrs Tyler-Smith.

Mrs T-S: Oh, hello girls.

Gwen: Hello. Is everything okay after the fire now, Mrs Tyler-Smith?

Mrs T-S: Yes, Benson's fine, thanks to you, my little heroine. And they finished decorating the kitchen yesterday. Would you like me to show you?

Jasmin: Well, we're in a bit of a hurry, actually.

Gwen: Oh, here's Mr Bywater.

Mr Bywater: It's lucky I saw you. Are you seeing Matt tonight?

Jasmin: Yes.

Mr B: Can you do me a favour?

Jasmin: Sure.

Mr B: I'd like you to give him this letter.

Jasmin: Ok, I'll do that.

Gwen: Mm, sounds interesting.

Mr B: I hope so.

The girls meet the boys in town to celebrate the end of the course.

Matt: Hey, you're late!

Gwen: Jasmin's got something for you.

Jasmin: Yeah, Bywater gave me this letter.

Matt: Bywater? What does he want?

Jasmin: I don't know. Shall I open it for you?

Matt: No, I'll do it.

Sam: Come on, don't keep us in suspense.

Matt: I don't believe it! Bywater recommended me to his friend. He's a film director in the States. I've got an audition next month for a small part in a film!

Jasmin: That's brilliant!

Gwen: Wow!

Sam: And you never liked him!

Matt: Well, I was wrong about him.

Gwen: Okay. Come on everybody, let's celebrate!

3 Answer these questions.

1 Why does Mrs T-S call Gwen 'my little heroine'?
2 Why are the girls in a hurry?
3 How did Mr Bywater help Matt?

Speaking

4 Look at the Key Expressions. Which are requests (R) and which are offers (O)?

Key Expressions: Offers and Requests

1 **Would you like me to** show you? *O*
2 **Can you** do me a favour?
3 **I'd like you to** give this letter to him.
4 Ok, **I'll** do that.
5 **Shall I** open it for you?

5 Work in pairs. Take turns to ask favours.

- record the match tonight
- help organise my party
- lend me a couple of CDs
- give my homework to our teacher • post this letter
- look after my hamster while I'm on holiday

Example

A: *Can you do me a favour?*
B: *Sure.*
A: *I'd like you to record the match tonight.*
B: *Ok, I'll do that.*

6 Work in pairs. Imagine you are in these situations. Take turns to make offers.

- your friend has got two heavy bags • it's warm in the room
- your friend is hungry • the TV is very loud • your friend can't do his/her homework

Example

Would you like me to help you?
Shall I help you with your bags?

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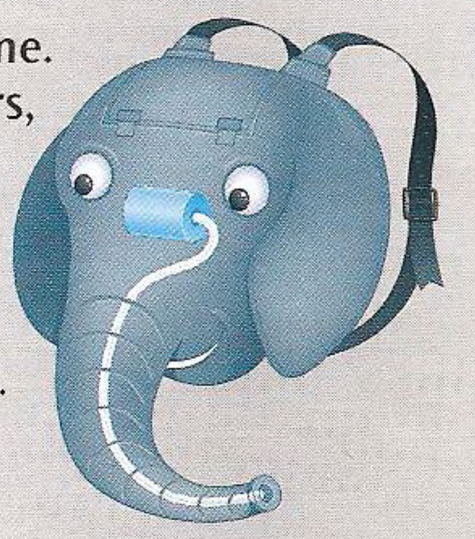
Everyday Listening

1 Listen to the TV programme. Choose the correct answers, a), b) or c).



1 Colin is … **a)** sixteen. **b)** seventeen. **c)** eighteen.

2 Colin is from … **a)** England. **b)** Ireland. **c)** Scotland.

3 Colin's invention is for children with … **a)** breathing problems. **b)** hearing problems. **c)** learning problems.

4 The child breathes the spray through the elephant's … **a)** mouth. **b)** tail. **c)** trunk.

5 Who suffers from asthma? **a)** Colin's mother. **b)** Colin's cousin. **c)** Colin's brother.

2 **Listen closely** Listen and complete the gaps with contractions.

1 And now _____ time for *Invention of the Week*.

2 Let us know and _____ try to help you.

3 Now, _____ Colin's invention.

4 _____ made a bag.

5 _____ connected to the elephant's trunk.

6 _____ got a little cousin.

7 And _____ been really successful.

8 _____ buy one if my son had asthma.

3 Now listen again and repeat the sentences.

TIMEOUT! Page 122 Exercise 30

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Your Challenge

Writing: Notes

1 Read the three e-mails (a–c) and match them with the replies (1–4). There is one extra reply.

<< Previous | Next >> | Edit | Print | Delete

date Wed, 7 March 2007
to Sam
subject Galactic Wars

Hi Sam,
Can I borrow your copy of *Galactic Wars*? I've heard it's a really good game and I'm bored with all of mine. Could you bring it to school tomorrow [1]_____ I can play it at the weekend?

Thanks, Damian

a

<< Previous | Next >> | Edit | Print | Delete

date Wed, 7 March 2007
to Liz
subject Electricity equations

Hi Liz,
Can you do me a favour? I don't understand those equations on electricity [2]_____ I can't do my physics homework. Can I come round to your house later this evening [3]_____ you can explain them?

Tim

b

<< Previous | Next >> | Edit | Print | Delete

date Wed, 7 March 2007
to Andy
subject Jacket shopping

Hi Sue,
I've got to go shopping this weekend [4]_____ get a new jacket. I need it [5]_____ there's a family wedding next month and my mum has let me choose one myself. Can you come with me [6]_____ help? We could go to that new shopping centre. My mum can take us – she could pick you up outside your house at ten.

Emma

c

<< Previous | Next >> | Edit | Print | Delete

Okay, I'll come with you. I'd like to go there as well [7]_____ get a new mobile phone. I'll see you then.

1

<< Previous | Next >> | Edit | Print | Delete

Sorry, I can't bring it in tomorrow [8]_____ I lent it to my cousin. Would you like me to bring in some others? I've got a really cool one about aliens.

2

<< Previous | Next >> | Edit | Print | Delete

I'm really sorry but I can't come. I have to help my mum with the shopping on Thursday.

3

<< Previous | Next >> | Edit | Print | Delete

Sure, no problem. Come round at nine and we'll look at them together.

4

Text Builder

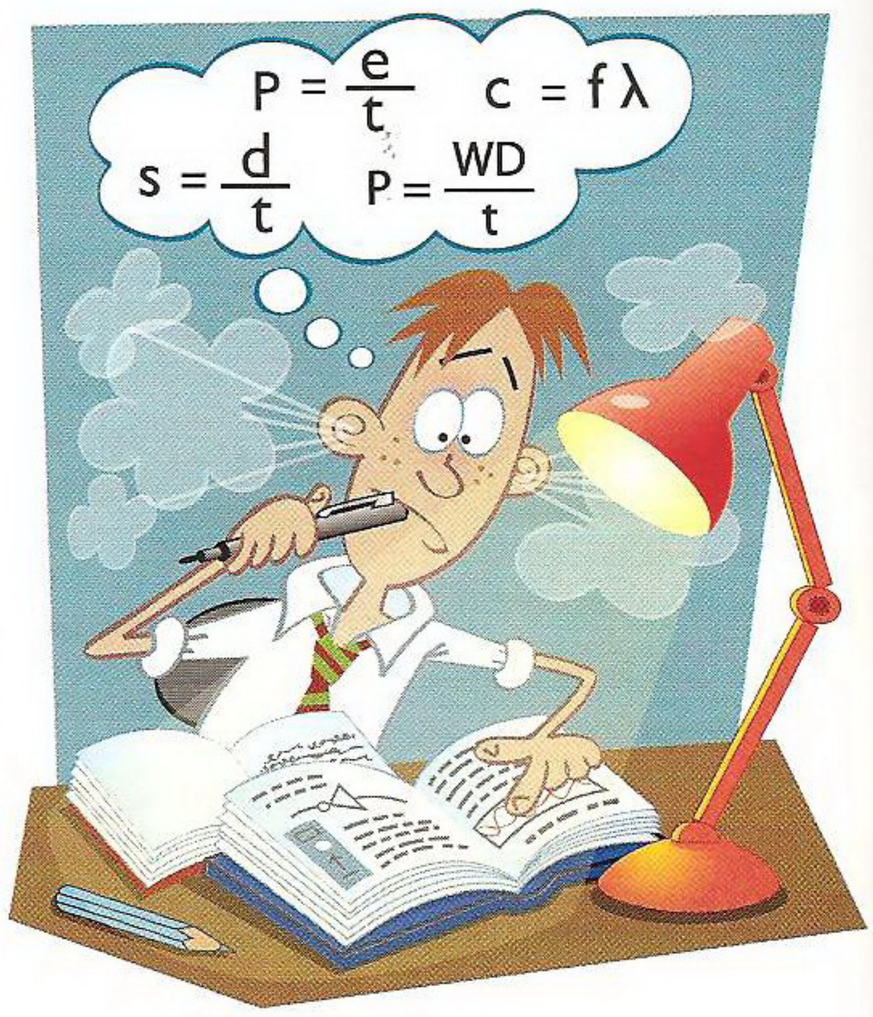
2 Complete the gaps in Exercise 1 with these linking words: *to, so, so that, because.*

Example 1 *so* or *so that*

3 Find the words in blue in the e-mails. What do they refer to?

Example

'it' (a) – the computer game (Galactic Wars)



FOR YOUR PORTFOLIO

4 Write an e-mail to a friend.

STEP 1 Write an e-mail to a friend, asking for something.

- ask him/her a favour (e.g. to help you/to lend you something)
- give reasons

STEP 2 Work in pairs. Read your partner's note and write a reply.

- say you can/can't do the favour
- if you can't, give reasons
- if you can, arrange when/how to do it

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Understanding Grammar: *a lot of/lots of, much/many, a little/little, a few/few*

1 **Read the text about Pompeii. Why do you think the volcano killed so many people?**

The Roman city of Pompeii was buried under volcanic ash when Vesuvius erupted in A.D. 79.

Before the explosion, Pompeii was a rich town, with 20,000 residents. The houses had running water and central heating. People who had **a lot of** money collected works of art. Pompeii had pavements, **a few** public baths and **lots of** shops. People lived happily, with **few** worries and **a lot of** hopes for the future.

There were **a lot of** signs of volcanic activity but because they caused **little** damage, people didn't pay **much** attention to them. They felt safe and didn't expect any danger. On 24 August, they saw **lots of** smoke coming from Vesuvius but **very few** people understood what was happening. In fact, they had **very little** time to escape.

A cloud of gas and ash fell down on the town and killed many people in **a few** seconds (the temperature of the cloud was almost 500°C). **A lot of** people suffocated – even **a little** volcanic ash and gas can kill immediately.

Pompeii was buried under the ash for centuries until it was accidentally rediscovered in the eighteenth century.

2 **Compare the two columns below. Which of the words in bold are used:**

a) only with plural countable nouns?
b) only with uncountable nouns?
c) with both uncountable and plural countable nouns?

Countable nouns	Uncountable nouns
many people	**much** attention
a few seconds	**a little** volcanic ash
very few people	**very little** time
few worries	**little** damage
a lot of signs	**a lot of** money
lots of shops	**lots of** smoke

3 **Translate the pairs of sentences (a, b and c, d) into your language. Do the expressions in bold mean the same?**

a) The earthquake caused **little** damage.
b) The earthquake caused **a little** damage.
c) The people had **few** worries.
d) The people had **a few** worries.

4 **Read the sentences and complete the rule with *many/much* or *a lot of*.**

1 There were **a lot of** signs of volcanic activity.
2 People who had **a lot of** money collected art.
3 Were there **many** people who escaped?
4 Did the volcano produce **much** lava?
5 People didn't pay **much** attention to the signs.
6 Vesuvius didn't erupt **many** times.

We usually use _____ in statements and use _____ and _____ in questions and negative sentences.

5 **Which response is more appropriate?**

'There are 30 seconds left to the end of the match.'

a) There's little time to score another goal.
b) There's a little time to score another goal.

'I feel depressed and lonely.'

a) It's because you have few friends.
b) It's because you have a few friends.

6 **Choose the correct words.**

1 There are *a few/a little* active volcanoes in the world.
2 We have *little/few* knowledge about other galaxies.
3 There are *a lot of/much* old Indian ruins in Latin America.
4 We don't like watching TV. We watch very *little/few* programmes.
5 Archaeologists don't find *a lot of/many* new historic places nowadays.
6 Europeans had *a little/little* gold in the sixteenth century so it was very expensive.
7 There are *very few/a few* archaeological sites in Antarctica.

7 **Look at your classroom and use these phrases to describe it.**

There are a lot of …
There aren't many …
There isn't much …
There are very few …
There is very little …
There are a few …
There is a little …

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Study Corner 10

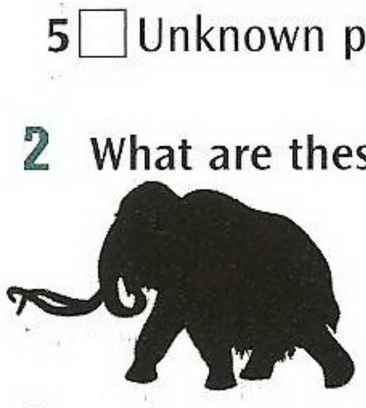
Language Check

1 Match the discoveries (1–5) with the sciences (a–e).

a) archaeology **b)** astronomy **c)** botany
d) medicine **e)** zoology

1 ☐ A vaccine for polio – 1952.
2 ☐ New type of kangaroo in Australia – 1967.
3 ☐ Evidence of water on the planet Mars – 2000.
4 ☐ An ancient 'city of the dead' in Egypt – 2005.
5 ☐ Unknown plants in New Guinea – 2006.

2 What are these animals?


6 _____

7 _____

8 _____

9 _____

10 _____

3 Make nouns from the words in brackets.

Mars has always been a [11]_____ (mysterious) to scientists. In 2000, a *Mars Surveyor* spacecraft found possible [12]_____ (evident) of water on the planet. In 2004, after the [13]_____ (disappear) of *Beagle 2*, NASA sent two robots called *Spirit* and *Opportunity* to the planet. They sent a lot of important [14]_____ (inform) about the 'red planet' back to Earth, including an amazing [15]_____ (discover) – rocks from an ancient sea!

Vocabulary ☐ / 15

4 Put the verbs in brackets in the correct tense.

If spaceships [16]_____ (go) faster, we [17]_____ (can) travel to other planets easily.

What period of history [18]_____ (you choose) if time travel [19]_____ (be) possible?

If we [20]_____ (not use) so much energy we [21]_____ (stop) climate change.

5 Complete the sentences with these words.

few, little, many, much

22 There are only a _____ mountain gorillas left in the wild.

23 Because of climate change, some areas of the world haven't got _____ water.

24 Pluto and Xena only receive a _____ light from the Sun.

25 Once there were _____ dinosaurs on Earth.

Grammar ☐ / 10

6 Complete the gaps with suitable words.

A: I can't do this.
B: [26]_____ you like me to show you?

C: Can you [27]_____ me a favour?
D: Maybe.
C: I'd [28]_____ you to give this to Gary.
D: Sure, [29]_____ do that.

E: I can't open this packet.
F: [30]_____ I open it for you?

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 102 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 29 – Key Words
Numbers 11–15	Unit 29 – Word Builder
Numbers 16–21	Unit 28 – Grammar
Numbers 22–25	Understanding Grammar
Numbers 26–30	Unit 30 – Key Expressions

Study Help: Self-assessment

- Which were the easiest and most difficult reading and listening exercises in this module?
- Look at your scores in all the Language Checks. What do you need to revise?
- Look at your portfolio. What are your weak areas in writing – spelling, punctuation, linking words?
- Look at the objectives boxes in the Get Ready sections. How well can you do the activities now? List the activities and give yourself a score.

Example *make requests and offers: 7/10; write an invitation: 6/10*

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Student A

Understanding Grammar, Exercise 6, page 23

Change the statements into questions by adding question tags. Add three questions of your own.

1 Your friends aren't fit, _____?
2 You like jogging, _____?
3 You learnt to ski in primary school, _____?
4 You can't swim, _____?
5 You've watched some sports competitions lately, _____?
6 _____
7 _____
8 _____

Unit 7, Exercise 10, page 27

Use the cues to make passive questions. Then test your partner (the answers are in brackets).

What animal / used / as a symbol of medicine. (a snake)

When / plasters / invented? (1921)

What food / our teeth / most damaged by? (sweets)

Where and when / first glasses / invented? (Italy, 1285)

How many people / killed / by Spanish flu in 1918? (20–40 million)

Now try to answer your partner's questions. Choose answers from the box.

South Africa 1967, coughing and sneezing, 1895, a virus, plants

Unit 13, Exercise 12, page 47

Use the cues to make questions. Add two questions of your own. Ask and answer the questions.

Example

A: *Have you ever been abroad?*

B: *Yes, I have.*

• be abroad • travel by ship • meet a dangerous animal in the wild • spend holidays on an island • touch a snake

Unit 15, Exercise 6, page 51

You are a tourist guide. Answer your partner's questions about Cancun.

Cancun	popular holiday resort in Mexico
places to see	• ruins of Mayan civilisation • islands • ecological parks
fun activities	• excursions in mini-submarines • aquapark • swimming with dolphins
adventure sports	• scuba diving • horse riding • jet skiing • windsurfing • mountain biking
going out	• shopping centres • restaurants • night clubs • clubs with Mexican music

Now you are a tourist. You are going to Dubrovnik. Ask about:

• places to see • fun activities
• adventure sports • places to go out

Unit 20, Exercise 11, page 69

Roleplay 1
It is eleven o'clock on a Saturday night. You are a parent. Your fifteen-year-old son/daughter is out with friends. You think he/she went to a youth club but you are not sure. He/she has got a mobile phone. He/she usually comes home about ten o'clock. You are worried. Then he/she comes through the door.

You start, e.g. *Where have you been?*

Roleplay 2
You are fifteen years old. You want to get a tattoo. (what part of your body?) Your parents won't let you. It is breakfast time and you are at the table with your mother or father. You raise the subject again.

You start, e.g. *Er, can I ask you something?*

Unit 29, Exercise 11, page 99

Read about these giant mammals. Ask and answer questions to complete the information.

Basilosaurus means 'King Lizard'. It lived _____ (*when?*) and looked like a whale. It was _____ long (*how long?*) and weighed 60 tons. They have found fossils in _____ (*where?*). Its head was as big as a sofa and it could eat _____ (*what?*)!

Smilodon means _____ (*what?*). Scientists have found bones and fossils of it in Brazil, Argentina and Bolivia. It lived over 100,000 years ago and looked like _____ (*what?*). It was two and a half metres long and weighed _____ (*how much?*). It killed horses and bison and ate the same as 120 burgers every day!

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Student B

Understanding Grammar, Exercise 6, page 23

Change the statements into questions by adding question tags. Add three questions of your own.

1 You are quite fit, _____?
2 Your P.E. teacher doesn't play basketball, _____?
3 You can ski, _____?
4 Your parents taught you to swim, _____?
5 Our national football team hasn't won any matches lately, _____?
6 _____
7 _____
8 _____

Unit 7, Exercise 10, page 27

Use the cues to make passive questions. Then test your partner (the answers are in brackets).

How / a cold / spread? (coughing and sneezing)

What medicines / used / in ancient times? (plants)

When / x-rays / discovered? (1895)

What / flu / caused by? (a virus)

Where and when / first heart transplant / do? (South Africa, 1967)

Now try to answer your partner's questions. Choose answers from the box.

a snake, Italy 1285, 1921, sweets, 20–40 million,

Unit 13, Exercise 12, page 47

Use the cues to make questions. Add two questions of your own. Ask and answer the questions.

Example

B: *Have you ever travelled on your own?*
A: *No, I haven't.*

- travel on your own
- read a travel book
- take a photo of a wild animal
- see a polar bear
- be to Africa

Unit 15, Exercise 6, page 51

You are a tourist. You are going to Cancun. Ask about:

- places to see
- fun activities
- adventure sports
- places to go out

Now you are a tourist guide. Answer your partner's questions about Dubrovnik.

Dubrovnik	historic city on Croatia's beautiful Adriatic coast
places to see	• the old town with narrow streets and squares • old churches and cathedral • the Duke's Palace • the maritime museum
fun activities	• trips to the islands near the coast • flights in small aeroplanes • amusement park
adventure sports	• scuba diving • sailing and windsurfing • hiking and climbing in the mountains
going out	• fish restaurants • night clubs • festivals with music and dancing

Unit 20, Exercise 11, page 69

Roleplay 1
You are 15 years old. It is eleven o'clock on a Saturday night and you are going into your house. You went out at seven o'clock with your friends to a youth club. You usually go home about ten o'clock but tonight you are late. Why? Why didn't you phone your parents on your mobile?

Your mother/father speaks as you go in the door.

Roleplay 2
You are a parent. Your son/daughter wants to get a tattoo. You and your husband/wife don't want him/her to get a tattoo. It is breakfast time.

Your son/daughter raises the subject again.

Unit 29, Exercise 11, page 99

Read about these giant mammals. Ask and answer questions to complete the information.

Basilosaurus means _____ (*what?*). It lived about 38 million years ago and looked like _____ (*what?*). It was 20 metres long and weighed _____ (*how much?*). They have found fossils in Egypt and the USA. Its head was as big as a sofa and it could eat sharks!

Smilodon means 'Knife Tooth'. Scientists have found bones and fossils of it _____ (*where?*). It lived _____ (*when?*) and looked like a big cat. It was _____ long (*how long?*) and weighed over 200kg. It killed _____ (*what?*) and ate the same as 120 burgers every day!

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Questionnaire scores and answers

Your talents. Exercise 4. Page 15.

True answers:

1 and **7**: You are good at using words.

2 and **9**: You are a 'visual' person.

3 and **10**: You are very musical.

4 and **6**: You are a sporty and practical person.

5 and **8**: You are very logical and good at maths.

How healthy is your lifestyle? Exercise 3. Page 25.

1	a = 0 points	b = 0 points	c = 5 points
2	a = 1 point	b = 3 points	c = 5 points
3	a = −20 points	b = −5 points	c = 5 points
4	a = −5 points	b = 2 points	c = 5 points
5	a = −5 points	b = 2 points	c = 5 points

Under 0 = you really need to think about your lifestyle!

0–10 = not bad but you must change some things!

11–20 = your lifestyle is healthy but think about how you can improve it!

21–25 = well done!

Reasons

1 Soft drinks have a lot of sugar in them and tea and coffee have caffeine in them.

2 To get the vitamins you need, you must eat five portions of fruit and vegetables a day.

3 Smoking greatly increases the risk of cancer and heart disease.

4 Physical exercise is good for the heart, muscles and circulation.

5 Teenagers should sleep about eight hours a night. Adults need less sleep.

Health myths. Exercise 1. Page 28.

1 **False**. It is very dangerous to do this. You can go blind!

2 **True**. Apples are very good for you but they are no better than other fruit like oranges.

3 **True**. Teenagers need more sleep than adults (8.5–9.25 hours). Most teenagers' biological clocks mean that they are sleepy in the mornings but not sleepy late at night.

True or false? Exercise 11. Page 29.

1 It's unhealthy to drink a lot of coffee. **True**. Caffeine is bad for you.

2 It's bad to read in a room without much light. **False**. It can't damage your eyes but it can give you a headache.

3 It's dangerous to sunbathe without suncream. **True**. You can get skin cancer!

4 It's good to drink milk before you go to bed. **True**. Milk has a chemical, tryptophan. When you drink it, you feel sleepy.

Health quiz. Exercise 7. Page 33.

1 a) **2** b) **3** b) **4** c) **5** c)

How adventurous are you? Exercise 10. Page 49.

Most answers are **a**): you are quite a careful person.

Most answers are **b**): you are reasonably adventurous.

Most answers are **c**): you are a real adventurer!

Film quiz. Exercise 11. Page 59.

1 b) **2** b) **3** a) **4** c) **5** b)

How extrovert are you? Exercise 4. Page 65.

Most answers are **1**: You are a very open and outgoing person – a real extrovert! You love being with people and meeting new people. Sometimes you 'speak before you think'!

Most answers are **2**: You are a very sociable and friendly person. You enjoy the company of friends.

Most answers are **3**: You are a quiet person and possibly a bit shy. You enjoy being with your friends but don't consider yourself a 'leader'. You are hard-working.

Most answers are **4**: You are a very quiet and thoughtful person and possibly shy but you are not afraid to say what you think! You are hard-working and independent.

Music quiz. Exercise 10. Page 77.

1 ***Madonna***

2 What is the name of the band whose first Number One in the USA was *I Wanna Hold Your Hand*? ***The Beatles***

3 What is the name of the country where Bob Marley was born? ***Jamaica***

4 What is the name of the city where Nirvana and Pearl Jam were formed? ***Seattle***

5 What is the title of the most famous song The Rolling Stones played? ***I Can't Get No Satisfaction***

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Great inventions. Exercise 1. Page 96.

matches: 1830s
telephone: 1876
zip: 1920s and 1930s
credit cards: 1920s (in America)
microphone: 1870s
light bulb: 1880s

Animal quiz. Exercise 1. Page 98.

1 the dinosaur, giant sloth, mammoth, sabre-toothed tiger
2 the whale
3 the hamster
4 the crocodile, dinosaur, lizard, sabre-toothed tiger, wolf. Some whales also eat meat.
5 hamster, lizard

Fact or Fiction?

Unit 2, page 9, **fact**

Unit 5, page 19, **fact** (She won the Nobel Prize for physics in 1903 and later the Nobel Prize for chemistry in 1911.)

Unit 8, page 29, **fiction** (It takes the same time as other food.)

Unit 11, page 39, **fact**

Unit 14, page 49, **fact** (There are still about 50,000 lowland gorillas in central and west Africa. However, mountain gorillas are very rare and the population is declining.)

Unit 17, page 59, **fiction** (Steven Spielberg has only appeared once: as a tourist in *The Lost World: Jurassic Park*. Other directors have appeared in their films. The most famous is Alfred Hitchcock; he appeared in 37 of his films. Peter Jackson had very small parts in each of *The Lord of the Rings* trilogy. Martin Scorcese also appears in many of his films.)

Unit 20, page 69, **fact**

Unit 23, page 79, **fact**

Unit 26, page 89, **fiction** [The four biggest European immigrant groups to the USA came from Germany, Britain, Ireland and Italy (in that order). It is difficult to know exact figures for the country of origin of immigrants from countries in Eastern Europe, (e.g. Poland), which did not become independent until 1919 or later. In the US census in 2000, people were asked about their ancestry. The most common places of origin mentioned were: Germany (15%); Ireland (11%); Africa (9%); England (8.7%); Mexico (7%); Italy (6%); Poland (3.2%).]

Unit 29, page 99, **fact** (The enterodont lived 25–40 million years ago. It was omnivorous and looked like a pig. Fossils were found in Mongolia and North America.)

Irregular verbs

Present Simple	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bite	bit	bitten
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
buy	bought	bought
can	could	could
catch	caught	caught
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
must	had to	had to
put	put	put
read (/ri:d/)	read (/red/)	read (/red/)
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
speak	spoke	spoken
stand	stood	stood
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
win	won	won
write	wrote	written

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TIMEOUT!

1 SCHOOL

Where do you do these things at school? Write the rooms or places.

1. go on the Internet
   c_____ r___
2. play hockey
   h_____ p____
3. do gymnastics
   g_____
4. find things in an encyclopaedia
   l_____
5. do experiments
   s_____ l_____
6. act or play music
   s____

2 Test Your Memory

What can you remember about the British boarding schools below? Draw arrows from the schools to the information.

It's for girls.

Pupils share rooms.

ETON

It's near the sea.

It's for boys.

Roedean

Pupils have their own rooms.

It's near London.

It's over 500 years old.

3 REPORTS

Read about these girls and write their names on the reports.

I love reading, especially fantasy books. I don't like maths much but I get quite good marks in exams. I hate physics and get terrible marks!

Louise

I don't like reading much. I quite like science. I'm not very good at physics. I prefer chemistry and biology. I love biology and I want to be a vet.

Nikki

Ellie

I'm quite good at English and I enjoy reading. But maths is my best subject and I get good marks in all the sciences. I want to be an engineer.

1

NAME:

SUBJECT	%	COMMENT
English	62	Quite good but should read more!
Mathematics	65	Always works hard.
Physics	53	She could do better.
Biology	72	Shows a great interest in the subject. Well done!

2

NAME:

SUBJECT	%	COMMENT
English	79	Her writing is always interesting with very good vocabulary.
Mathematics	77	A very good exam but could work harder in class.
Physics	48	She isn't very interested in the subject.
Biology	60	Good work this term.

3

NAME:

SUBJECT	%	COMMENT
English	72	She always works with interest.
Mathematics	89	A very good student! A very high standard of work.
Physics	76	She shows a good understanding of all the work.
Biology	81	An excellent exam result and a very good project!

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4 WORD SEARCH

Find these adjectives in the word square. Look ↑ ↓ → ←

artistic
athletic
creative
imaginative
logical
musical
practical
talented

I	M	A	J	A	T	V	E	P	E	T
V	A	L	O	R	P	I	V	R	T	A
E	G	O	R	T	A	T	I	A	I	R
I	M	A	G	I	N	A	T	I	V	E
C	U	L	O	S	A	V	A	R	E	R
A	S	T	A	T	H	L	E	T	I	C
T	I	V	H	I	L	E	R	L	G	O
O	C	L	A	C	I	T	C	A	R	P
T	A	L	E	N	T	E	D	E	A	R
A	L	O	G	I	C	A	L	D	C	A

5 Talented Women

Here are the life stories of two talented women. The parts of each life story are in the correct order – but the stories are mixed up! Can you separate them?

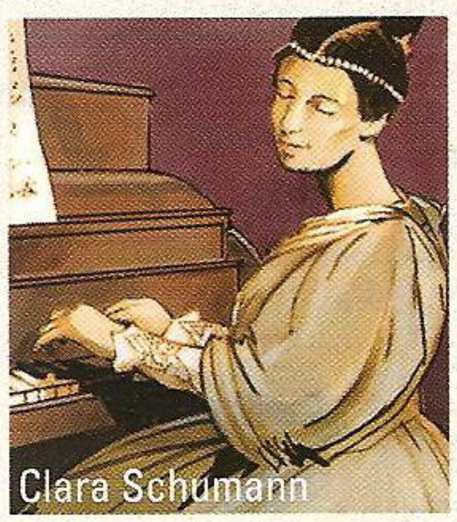
Clara Wieck	A					
Anna Pavlova						

A She was born into a musical family in Germany in 1819.

B She gave piano concerts when she was nine.

C She was born in Russia in 1881.

D She married the composer Robert Schumann in 1840.

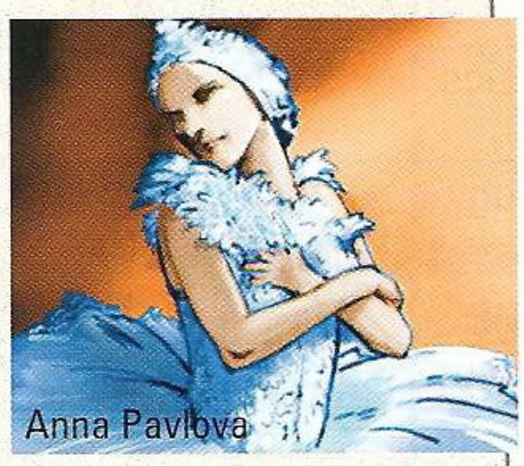

Clara Schumann

E She went to a top ballet school in St Petersburg when she was ten.

F After he died in 1856, she became a music teacher.

G By the age of twenty-five, she had become the best ballerina in Russia.

H She danced all over the world and gave over 3000 performances.


Anna Pavlova

I She gave lessons to many young musicians, including Johannes Brahms.

J Her most famous dance was called The Dying Swan.

She died of pneumonia at the age of forty-nine.

L

She died while she was listening to one of

M her husband's pieces of piano music.

6 Tenpin Bowling

Make words from the skittles and the balls.

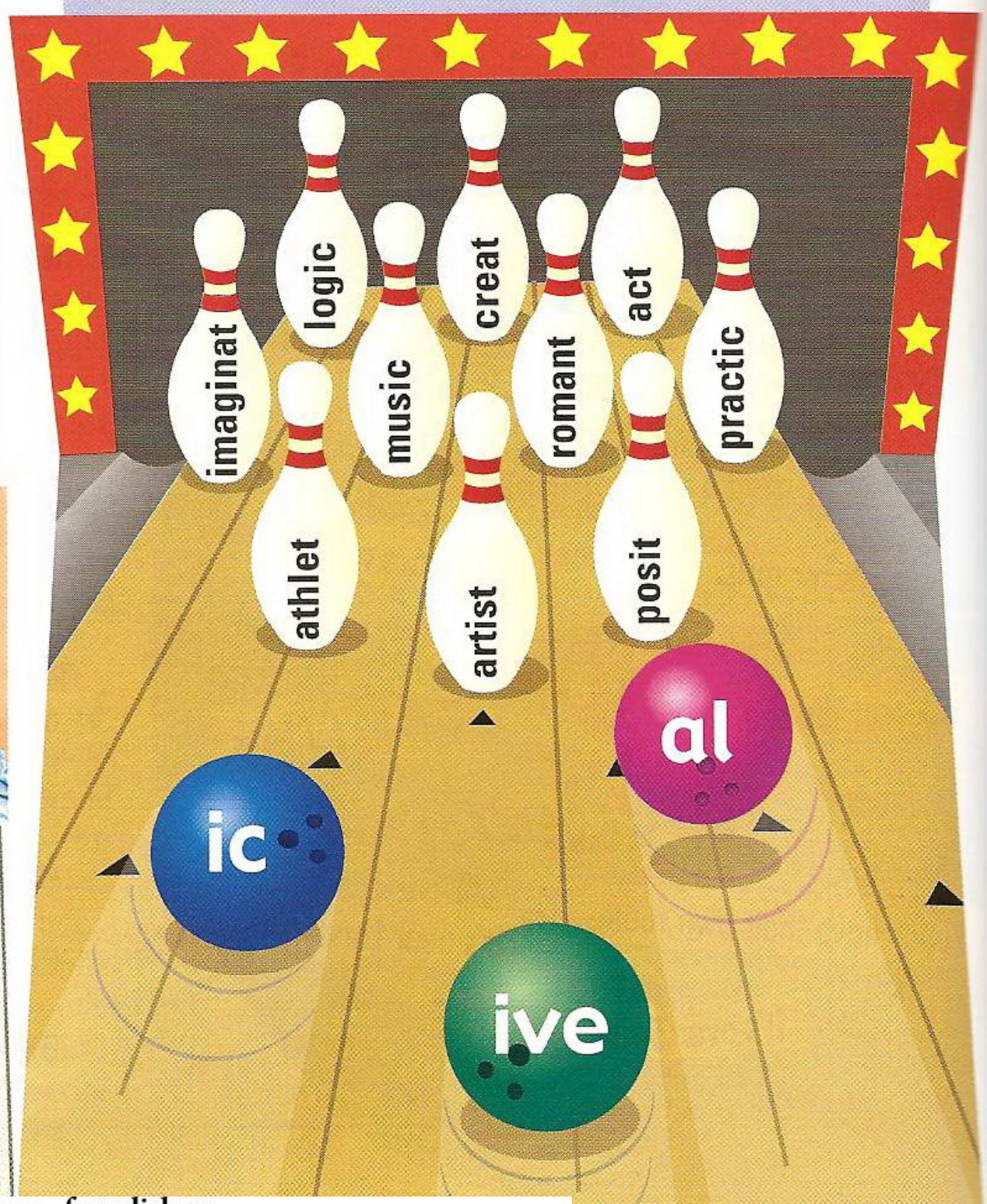
Example logic + al = *logical*

How many words can you make? Write the words.

ic .....

ive .....

al .....



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7 MEDICAL QUIZ

Choose the correct answers to the questions.

1 Who is known as the 'father of medicine'?
a) Hesyre of Egypt (2650 BC)
b) Hippocrates of Cos (400 BC)
c) Archimedes of Syracuse (287–212 BC)

2 When were false teeth first used?
a) in Ancient Egypt in 2000 BC
b) in Scotland in AD 1000
c) in the USA in 1976

3 How were people infected with the bubonic plague (the Black Death)?
a) by spiders
b) by mosquitoes
c) by fleas

4 When were bacteria first seen under a microscope?
a) by Hippocrates in 402 BC
b) by Anton van Leeunwenhoek in 1675
c) by Einstein in 1928

5 Who discovered tuberculosis bacteria?
a) the British scientist Charles Darwin in 1855
b) the German scientist Robert Koch in 1882
c) the Scottish scientist Fleming in 1929

6 When was an artificial heart first transplanted successfully? a) in 1982 b) in 2001 c) never

1b) 2a) 3c) 4b) 5b) 6c)

8 Odd one out

Find the odd one out.

1
a) bacteria
b) a virus
c) painkillers
d) an infection

2
a) an allergy
b) a sports injury
c) a cold
d) flu

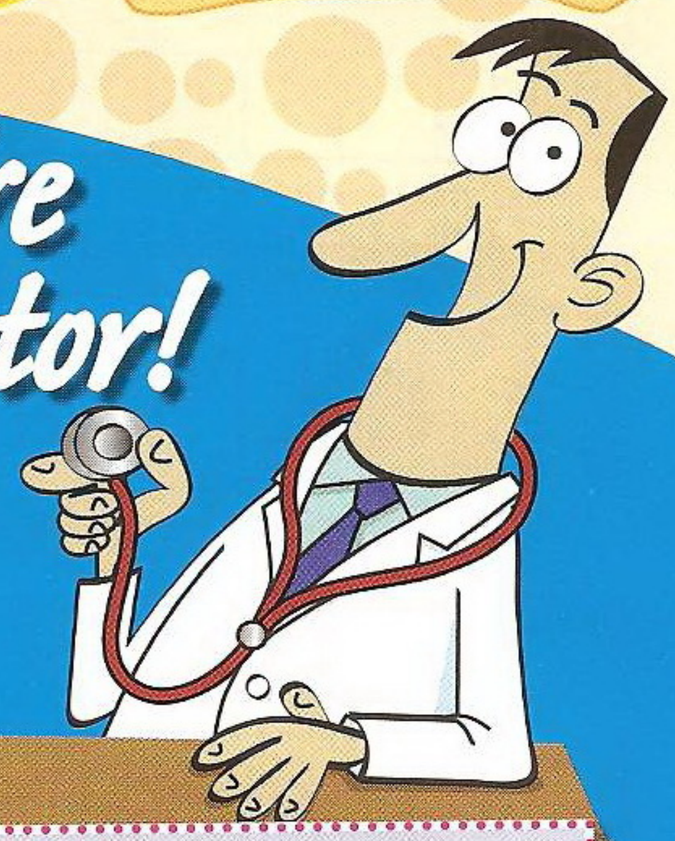
3
a) vitamins
b) antibiotics
c) protein
d) minerals

4
a) an injection
b) a vaccination
c) yoga
d) antibiotics

5
a) AIDS
b) tuberculosis
c) mumps
d) vaccine

6
a) an x-ray
b) acupuncture
c) a herbal remedy
d) yoga

9 You're the Doctor!



Match the diagnosis and treatment with the symptoms.

SYMPTOMS	DIAGNOSIS	TREATMENT
1 'I've got red spots all over my body and a temperature. I don't feel hungry either.'	A 'You've got a cold.'	a) 'First, go and have an x-ray. Then come back and see me.'
2 'I sneeze a lot when I'm near a cat. Sometimes it is difficult to breathe.'	B 'You've got flu.'	b) 'Take this cough mixture and three aspirins a day.'
3 'I've got a really bad headache and a sore throat. I think I've got a temperature, too. I feel terrible!'	C 'I think you've got a broken toe.'	c) 'Don't go out because it's very infectious. Stay in a dark room and drink plenty of liquid.'
4 'I fell over in the street and I've got a terrible pain just here.'	D 'I'm sorry but you've got measles.'	d) 'Don't go near cats and take some of these pills.'
5 'I sneeze and cough a lot. I've got a bit of a headache, too.'	E 'You've got an allergy.'	e) 'Go to bed for a day or two. Take aspirins and drink a lot of liquid.'

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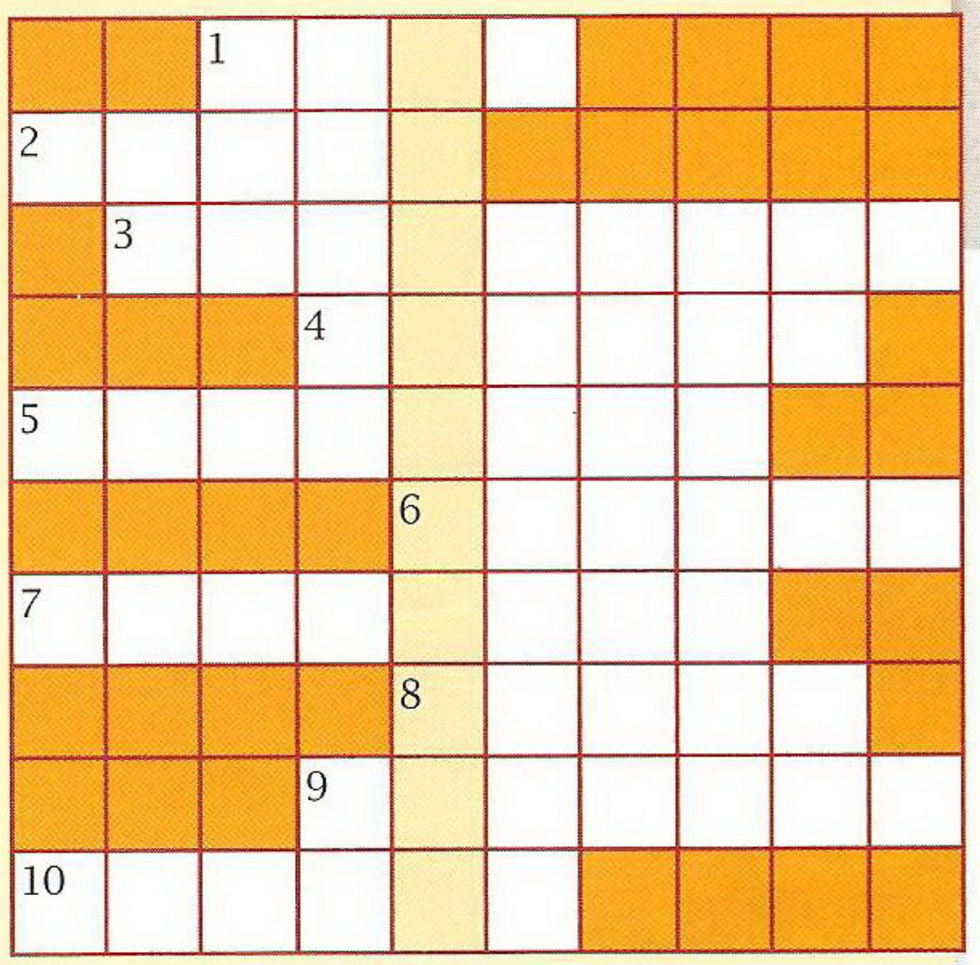
10 City Word Square

Complete the word square and find another city. What is it the capital of? What is the capital of:

1 Italy?
2 Egypt?
3 Scotland?
4 Canada?
5 Australia?
6 Austria?
7 Brazil?
8 India?
9 China?
10 Portugal?



11 MEMORY TEST

Find eight factual mistakes in this description of Norwich.

Norwich is a beautiful old city with a lot of medieval churches. You must visit the amusement park in the castle and don't miss the historic cathedral built in 1876. Inside the cathedral, you can see two statues of famous Britons: Edith Cavell and Horace Nelson. Edith Cavell was a brave nurse in the Vietnam War and Nelson was a famous general. He is a national hero and defeated the French at the battle of Waterloo. There are lots of things to do in Norwich. You can go shopping in the open-air market, visit the aquapark or take a boat trip on the sea.

12 A New York Song

Listen to the song by the British singer, P.J. Harvey. Use the glossary to help you understand it.

You Said Something

On a rooftop in Brooklyn[1]
One in the morning
Watching the lights flash[2]
In Manhattan[3]
I see five bridges
The Empire State Building[4]
And you said something
That I've never forgotten

We lean[5] against railings[6]
Describing the colours
And the smells of our homelands
Acting like lovers
How did we get here?
To this point of living?
I held my breath[7]
And you said something

And I am doing nothing wrong
Riding[8] in your car
Your radio playing
We sing up to the eighth floor
A rooftop, in Manhattan
One in the morning
When you said something
That I've never forgotten
When you said something
That was really important

Glossary
1 an area of New York
2 to go on and off
3 the central area of New York
4 skyscraper built in 1931
5 put your body against something
6 security barrier
7 deliberately stop breathing
8 driving (American English)

Answer these questions about the song.

1 What time was it?
a) afternoon
b) night
c) breakfast time

2 What could they see from the roof?
a) Manhattan
b) Brooklyn
c) New Jersey

3 Who do you think the woman was with?
a) her boyfriend
b) her sister
c) a male friend

4 What did they talk about?
a) their interests
b) where they come from
c) painting

5 What were they doing in the car?
a) listening to music
b) listening to the news
c) kissing

6 What do you think the person with the singer said to her?
a) 'You're wonderful.'
b) 'It's a lovely view.'
c) 'I love New York.'

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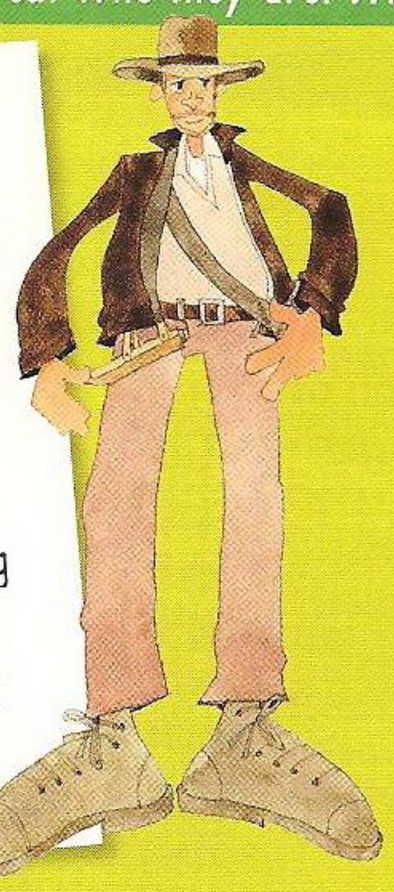
13 EXPLORER PUZZLE

Read the explorers' descriptions. Work out who they are. Write their names: Tim, Tom or Toby, under the drawings.



A Well, I've had a lot of adventures. I've seen lions in Africa, tigers in India and pumas in South America. I've crossed the Sahara desert on a camel and been on two expeditions in a sea kayak. I've done kayaking and whitewater rafting in Canada, too. That was great fun! I've already written three travel books and I'm writing another one now. I haven't been to Antarctica yet.

_____

B I've done lots of different things in my life. I've seen giant pandas in China and emperor penguins in Antarctica. I've done whitewater rafting in New Zealand and paragliding in the Himalayas. Once I went round Britain in a sea kayak with my good friend Tom. I've crossed the Sahara and Australian deserts in the middle of the summer. I haven't been to North America yet but I'm going this summer!

_____

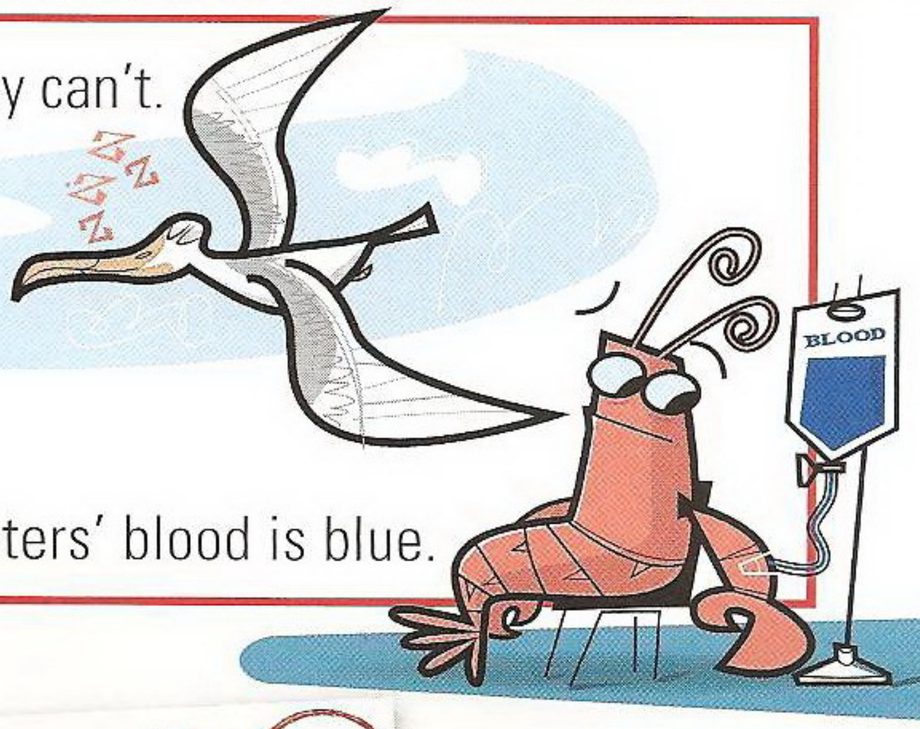
C *I've had an interesting and dangerous life. I've had serious accidents and was bitten by a hyena in Tanzania. I've been kayaking and whitewater rafting on Canadian rivers. I've crossed the Sahara on a motorbike and once Tim and I rode across the Australian desert on a camel. I've seen gorillas in Uganda and chimps in the Congo. I haven't been to South America yet.*

_____

14 Amazing but True

Which one of these statements about animals is not true?

1 A chimpanzee can recognise itself in a mirror but a monkey can't.
2 An iguana can spend 28 minutes under water.
3 An albatross can sleep while it is flying.
4 Koalas are the noisiest animals in the world. You can hear them 3.5 kilometres away.
5 Mammals' blood is red, insects' blood is yellow and lobsters' blood is blue.

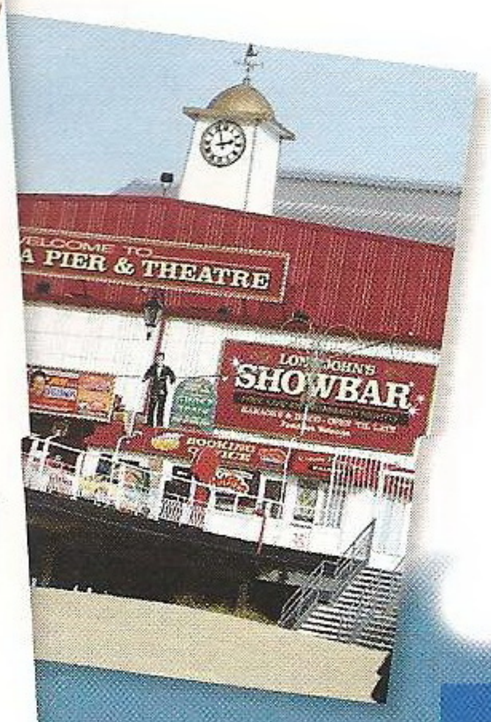


false = 4 The koala is not the loudest animal. The loudest animal is the howler monkey.

15 Anagram Postcard

What are the activities and places in the postcard?

Hi Pete,
I'm in Great Yarmouth with my family. Yesterday, I played **caehb lafotbol** and had a **nurifdwisng** lesson - it's really difficult! I want to go **tej kigsin** but it's very expensive. In the evening, we played **flog** on the adventure course - it was good fun. Today, we've been to the **uuimpaar** - it was really interesting. Then we went **toabnig** in the park and to the **msaumeent apkr** but it wasn't very good. Tomorrow, we're going on an excursion to a **eactsl** but I would like to go **cubsa iidhvg**!!
See you soon.
Daniel



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ROMEO ✠ JULIET

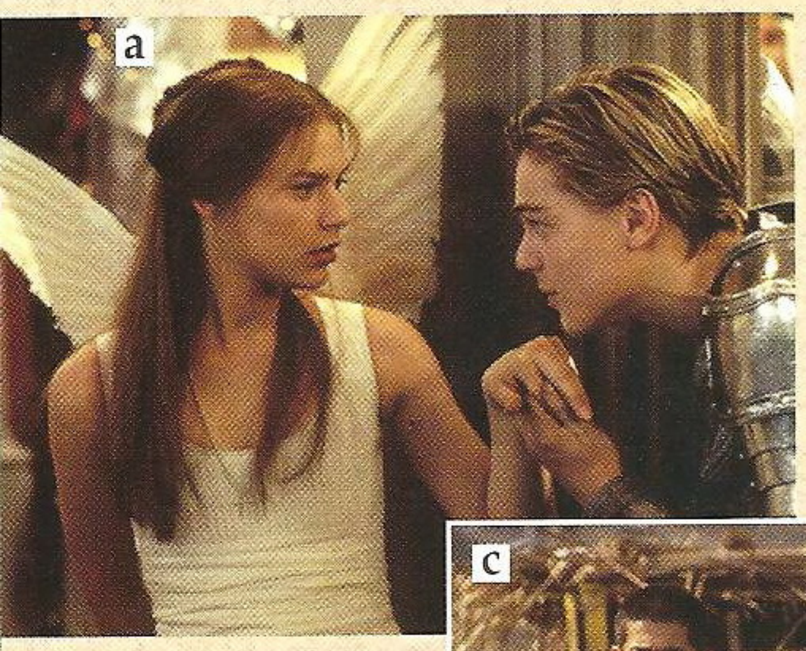
16 Capulets and Montagues

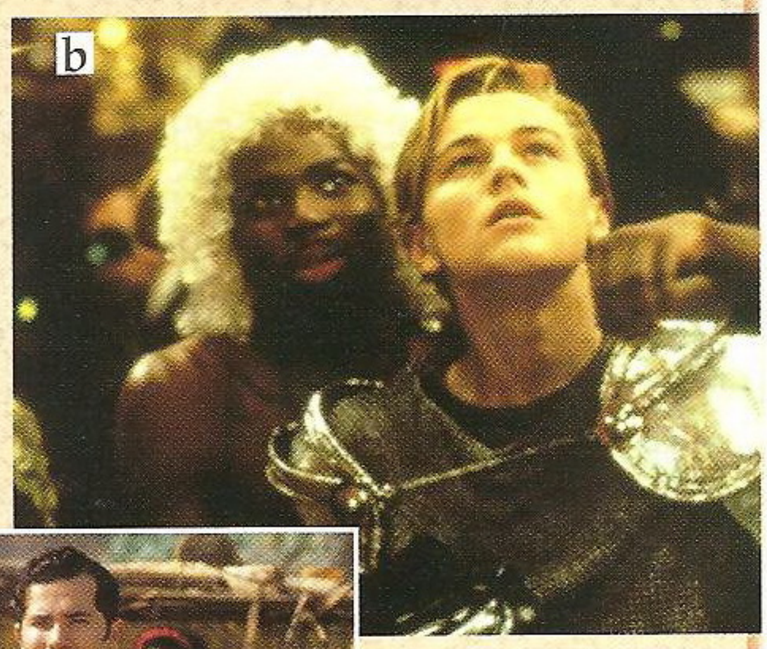
This story is based on Baz Luhrmann's modern film version of Shakespeare's play. Read the first part of the story and order the photos (a–c).

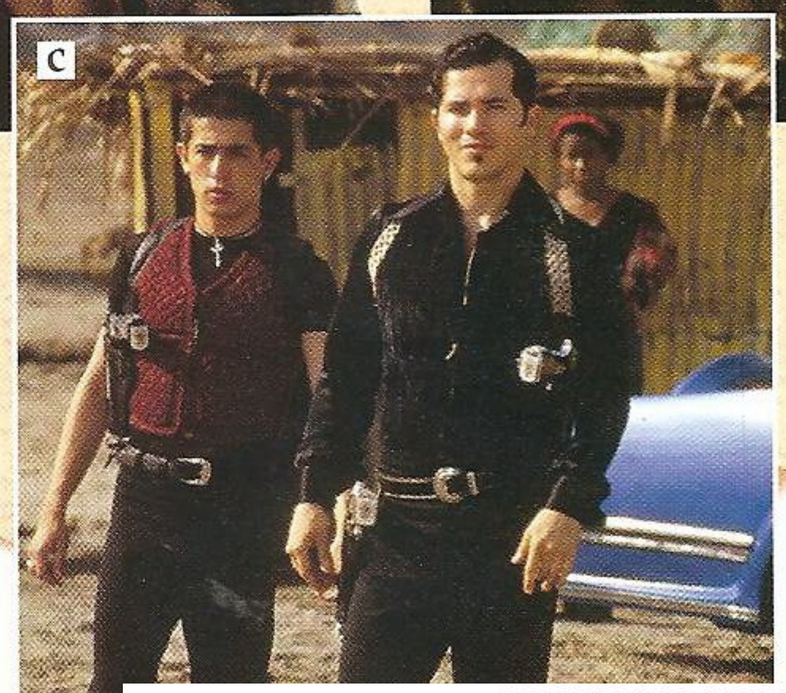
It is the end of the twentieth century in the American city of Verona Beach. The city is dominated by two rich families; the Montagues and the Capulets. They are terrible enemies. One day, three Montagues are at a petrol station when some Capulets arrive and there is a fight. Suddenly, a police helicopter appears and Captain Prince, chief of the city police, stops the fight. He takes the leaders, Mr Montague and Mr Capulet, to the police station and talks to them. If there is another fight, the people involved will get the death sentence!

Afterwards, the three Montagues go to the beach and meet Romeo, Mr Montague's son. He is sad because he is in love with a girl but she doesn't love him. The others laugh at Romeo. Later, they decide to go to a fancy dress party at the Capulet mansion. Romeo agrees to go, too because the girl might be there.

At the Capulet house before the party, Mrs Capulet speaks to her daughter, Juliet. A friend of her father's, Dave Paris, wants to marry Juliet but she doesn't love him. The party is a success and after dinner the guests dance in the ballroom. When Romeo arrives he can't find his love but sees another beautiful girl dressed as an angel. They look at each other for a moment but her mother calls her. Later, they talk and kiss behind a curtain. The girl's old nanny finds them and the girl has to go upstairs – Romeo realises that the girl is Juliet Capulet! The nanny tells Juliet about him, too: 'His name is Romeo and a Montague – the only son of your great enemy!'


a


b


c

17 A Wedding and a Fight

Read the second part of the story. Find these things and places.

a) Romeo and Juliet get married here
b) they fall into it
c) the fight starts here
d) Romeo kills Tybalt here
e) the lovers hide here
f) Juliet arrives for the wedding in this
g) Juliet stands here after the party

After the party, Romeo goes into the garden and sees Juliet on her balcony. She can't see him and comes down to the swimming pool. There, she talks to herself about her love for him. Suddenly, Romeo jumps down from a wall, surprises her and they fall into the pool. At that moment, a security guard comes along and the two lovers hide underwater. After the guard leaves, they talk about their love. Romeo promises to organise a secret marriage.

The next morning, Romeo goes to see a priest, Father Laurence and he agrees to marry the two young lovers that day. In the afternoon, Romeo is waiting in the church when Juliet arrives in a big, black limousine. Father Laurence marries them but they only have five minutes together before Juliet has to leave.

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18 Eternal Love

Read the last episode of *Romeo and Juliet*. Complete the review.

Review	
Favourite character	
Favourite part of the story	
Recommendation	*I recommend/do not recommend reading it.*
Why did you like/dislike it?	

Later on, Romeo is on the beach with his friends when the Capulets arrive. Their leader is Tybalt, Juliet's cousin. Tybalt tries to start a fight with Romeo but Romeo doesn't want to fight his wife's cousin. Romeo's friends think he is afraid and one of them confronts the aggressive Tybalt. They fight and Tybalt kills Romeo's friend. When Romeo sees this, he gets angry and follows Tybalt in his car. There is a spectacular car chase through the city but Romeo finally catches Tybalt near an enormous statue. The police arrive but Romeo shoots and kills his enemy and then a friend helps him escape.

Finally, Captain Prince arrives at the scene and talks to everybody. Romeo must leave the city or face death!

After the fight, Romeo and Juliet meet and spend the night together. Romeo leaves early and goes to Mantua to escape from the police. Juliet's mother then tells her about the plans for her marriage with the horrible Dave Paris. The wedding is on Thursday!

Juliet goes to see Father Laurence. She wants to kill herself but Father Laurence has a plan. He is going to give her a drug. After Juliet takes it, people will think she is dead and will put her in the family mausoleum. Romeo will be there when she wakes up and they will go to live in Mantua. Father Laurence then sends a message to Romeo. Unfortunately, when the messenger goes to Romeo's flat, Romeo is listening to music and can't hear him. Back at the Capulet mansion, on the night before the wedding Juliet takes the drug. Everybody thinks she is dead and she is buried in the family mausoleum. One of Romeo's friends is there and he drives to Mantua to tell Romeo about Juliet's death.

When he hears the news, Romeo goes back to Verona Beach. He buys poison and then goes to the cemetery. He wants to die with Juliet. Father Laurence hasn't heard from Romeo and is worried. He drives to the cemetery, too. Two police officers see Romeo and his friend in their car and follow them. At the cemetery, there are police helicopters overhead but Romeo gets into the Capulet family mausoleum. He sees Juliet and thinks she is dead. He drinks the poison but then Juliet starts to wake up. They kiss and Romeo dies in her arms. Juliet then shoots herself. When the police arrive, they are lying in each other's arms, peacefully.

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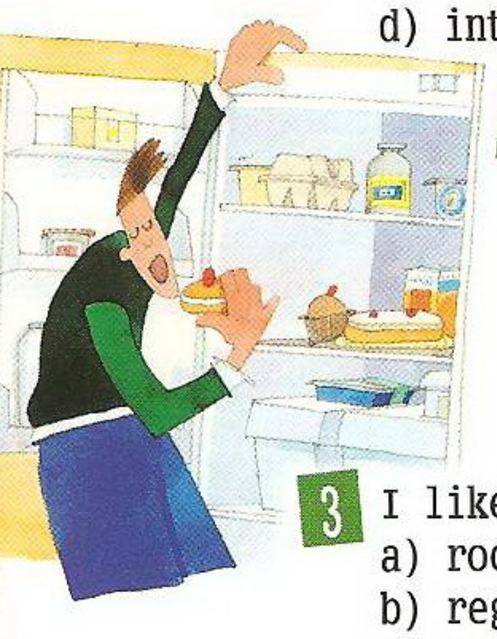
19 Who Are You?

How much do you have in common with your friends? Do this questionnaire. Then compare your answers with some friends' answers.

1 The most important thing in a boyfriend or girlfriend is ...
a) personality
b) looks
c) common interests
d) intelligence



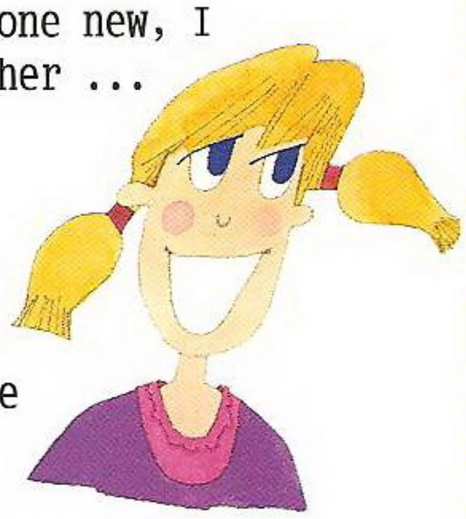
2 When I get home from school, the first thing I do is ...
a) go on my computer
b) do my homework
c) open the fridge
d) talk on the phone

3 I like listening to ...
a) rock
b) reggae
c) rap
d) anything

4 My ambition is to ...
a) be rich
b) find true love
c) be famous
d) get a good job

5 My bedroom is ...
a) perfect
b) quite tidy
c) a bit untidy
d) yuk!

6 When I meet someone new, I first notice his/her ...
a) eyes
b) smile
c) hair
d) clothes

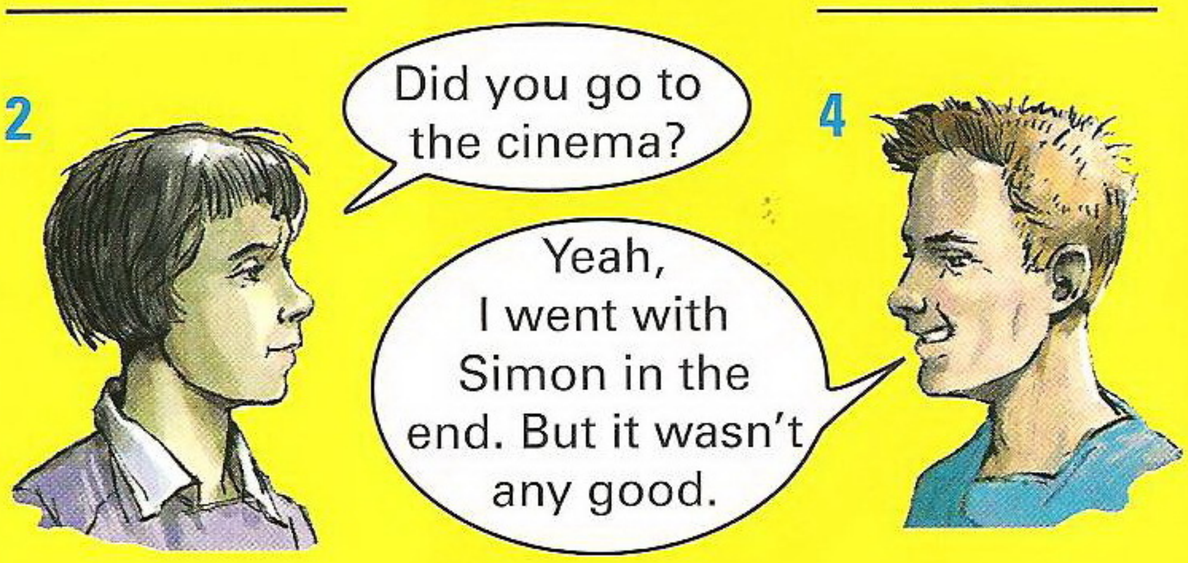


7 My favourite time of day is ...
a) morning
b) afternoon
c) evening
d) night

8 When I do something stupid and people laugh, I ...
a) don't care
b) go red
c) laugh with them
d) get upset

20 Diaries

Read the dialogues and diaries. Can you identify the boys? Write their names next to the pictures.



21 MARCH

I met Simon in town. He bought the new Narnia game. He invited me to his house but I had to go with my dad to visit granddad in hospital. Dad took me for a burger after the hospital.

21 MARCH

I went to the match with Sam. United were rubbish. We lost 2-0. Norton missed a penalty - again! Sam went home after the match. I went to the cinema with Simon. We saw the new Star Wars film. Bit boring.

21 MARCH

I got the new Narnia game with my birthday money. I invited Paul round to have a game but he couldn't come because he had to visit his granddad. I played on my computer for an hour and then Peter phoned. We went to the cinema and saw the new Star Wars film. It wasn't very good.

21 MARCH

United were playing Aston Villa. We lost. Really boring game. Peter wanted to go to the cinema but I didn't have any money. I stayed in and watched a film with my mum and dad.

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21 LET'S WRITE A POEM!

Read the poem. Which lines do you like best?

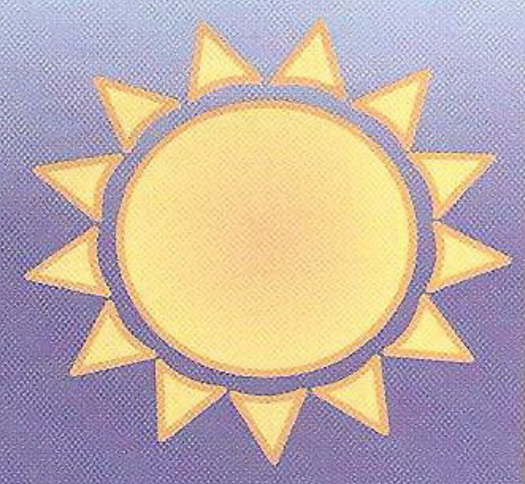
TONIGHT AT NOON

Tonight at noon
Supermarkets will advertise
3p extra on everything

Tonight at noon
Pigeons will hunt cats
through city backyards
White Americans will demonstrate
for equal rights
In front of the Black House
And the monster has just created Dr
Frankenstein.

Girls in bikinis are moonbathing
Poets get their poems in the Top 20
There's jobs for everybody
and nobody wants them,
In back alleys everywhere teenage lovers
are kissing in broad daylight
In forgotten graveyards everywhere
the dead will quietly bury the living
And you will tell me you love me
Tonight at noon.

Extracts from a poem by Adrian Henri



Now try to write a short poem. Think of images, ideas and expressions which are the opposite of what you expect. This can shock, amuse or confuse the reader, like this:

I went into a slow-food bar
and ordered a Small Mac
with a hot cola.

I visited the zoo
and saw thin hippos, a short giraffe,
and a white widow spider.

Have you ever walked
through hot, black snow
on a dark summer's day?

Have you ever dived
into an empty pool
and splashed air onto everyone?

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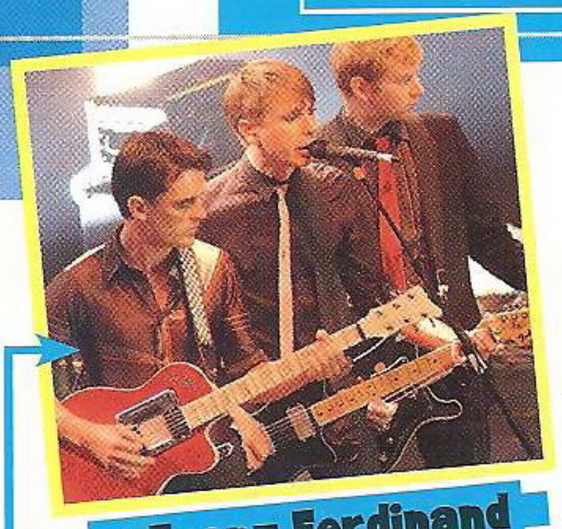
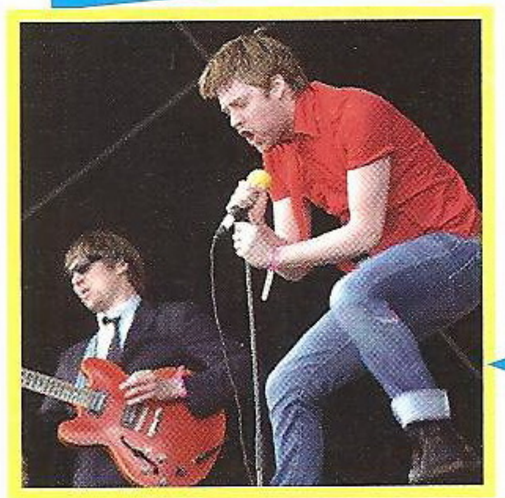
22 Did You Know?

Can you match these singers and groups with the facts?

- [ ] a) He was once in the group Take That.
- [ ] b) They were named after a racehorse.
- [ ] c) His real name is Marshall Mathers.
- [ ] d) She once starred in a hip hop version of the opera *Carmen*.
- [ ] e) They were named after a South African football club.
- [ ] f) His real name is Reginald Dwight.
- [ ] g) She wanted to be a ballet dancer.
- [ ] h) They changed their name from Starfish.

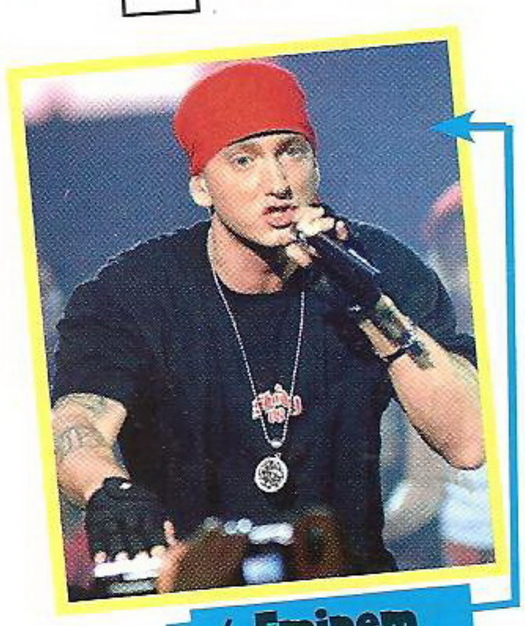


1 Franz Ferdinand



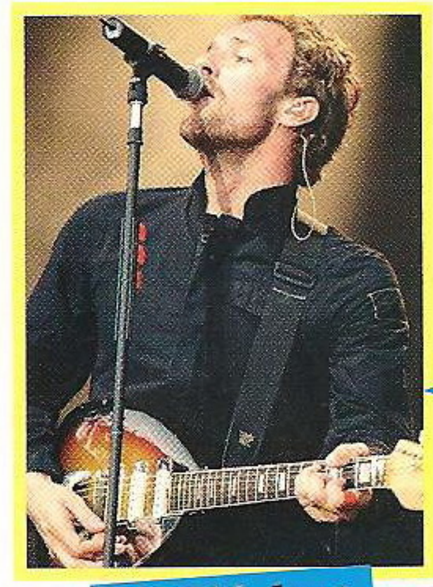
2 Kaiser Chiefs

3 Robbie Williams

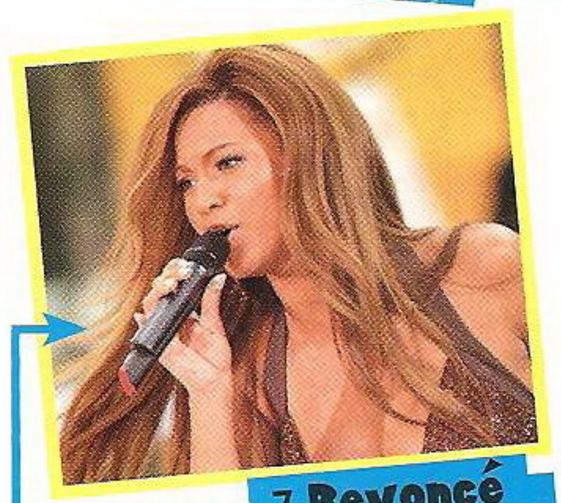


4 Eminem

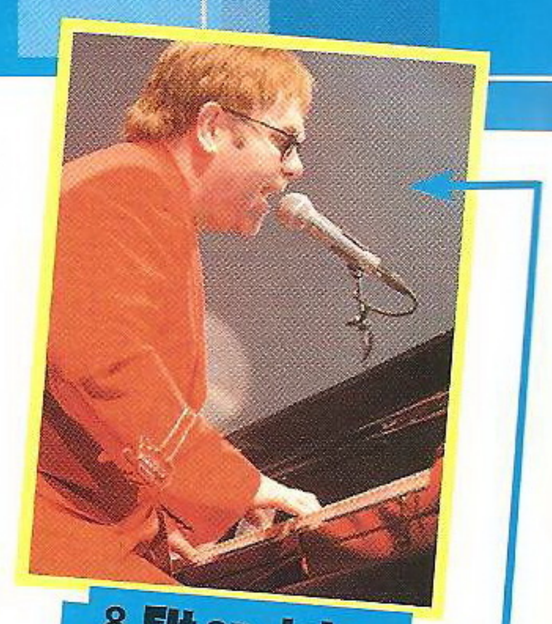
5 Madonna



6 Coldplay



7 Beyoncé



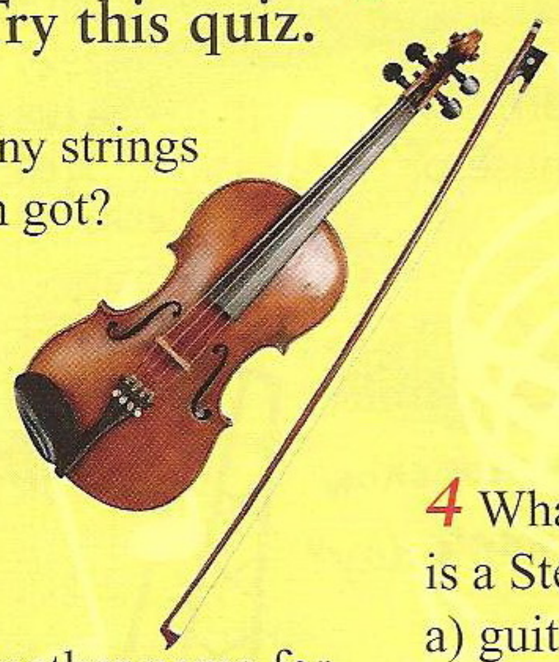
8 Elton John

1b) 2e) 3a) 4c) 5g) 6h) 7d) 8f)

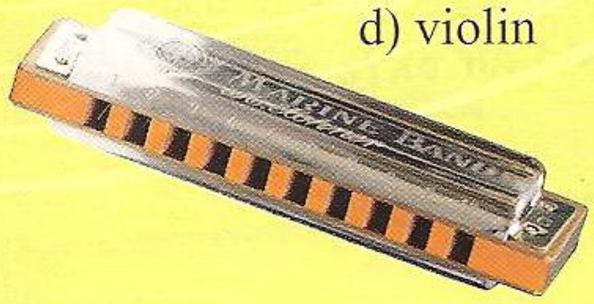
23 know your instruments!

Try this quiz.

1 How many strings has a violin got?
a) three
b) four
c) five
d) six



2 What is another name for the *mouth organ*?
a) harmonica
b) harmonium
c) harp
d) harpsichord



3 Which of these is *not* a percussion instrument?
a) drum
b) oboe
c) tambourine
d) triangle

4 What type of instrument is a Steinway?
a) guitar
b) piano
c) saxophone
d) violin

5 What instrument are Eric Clapton, John McLaughlin and Paco de Lucia famous for playing?
a) drums
b) guitar
c) piano
d) violin

6 Which is the largest string instrument?
a) cello
b) double bass
c) viola
d) violin

7 What country does the balalaika come from?
a) Greece
b) Hungary
c) Ireland
d) Russia

1b) 2a) 3b) 4b) 5b) 6b) 7d)

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24 jem

Read about Jem.

1 What was unusual about her singing career?
2 Why did she go to London?
3 Where did she have her first hit song?

Most British singers and bands dream of becoming popular in the USA. The singer-songwriter Jem, however, did things the other way round – she became a sensation in the States but nobody at home knew about her!

Jemma Griffiths was born in Wales and started singing and writing songs when she was thirteen. She sang in small clubs while she was at university and then recorded her songs on a portable studio. She wanted to make an album, so the next step was London. She worked with a record producer but didn't make an album.

Jem decided to try the States. She recorded some songs in New York and sent 'demo' discs to radio stations. A DJ in Los Angeles started playing one of her songs, *Finally Woken* and it became a big hit. This led to a record deal and an album. In 2004, she appeared in teen American TV drama *The OC* and became famous internationally.

And what about her home country? In 2004, she returned to the UK and played her first show, a sell-out concert in London. Jem has never looked back.

Listen to the song and complete the gaps.

Just A Ride

Life, it's ever so 1_____,
It's so full of change.
Think that you've worked it out
Then BANG! Right out of the 2_____,
Something happens to you
To throw you off course and
then you . . .

Break down,
Yeah, you break down
Well, don't you break down
Listen to me, because . . .

CHORUS
It's just a ride, it's just a ride,
no need to run, no need to 3_____
It'll take you round and round,
Sometimes you're up, sometimes
you're 4_____
It's just a ride, it's just a ride,
don't be scared, don't hide your
5_____
It may feel so real inside,
but don't forget it's just a ride.

Truth, we don't wanna 6_____,
It's too much to take,
Don't like to feel out of control.
So we make our 7_____
Ten times a day,
And when they don't go
our way we . . .

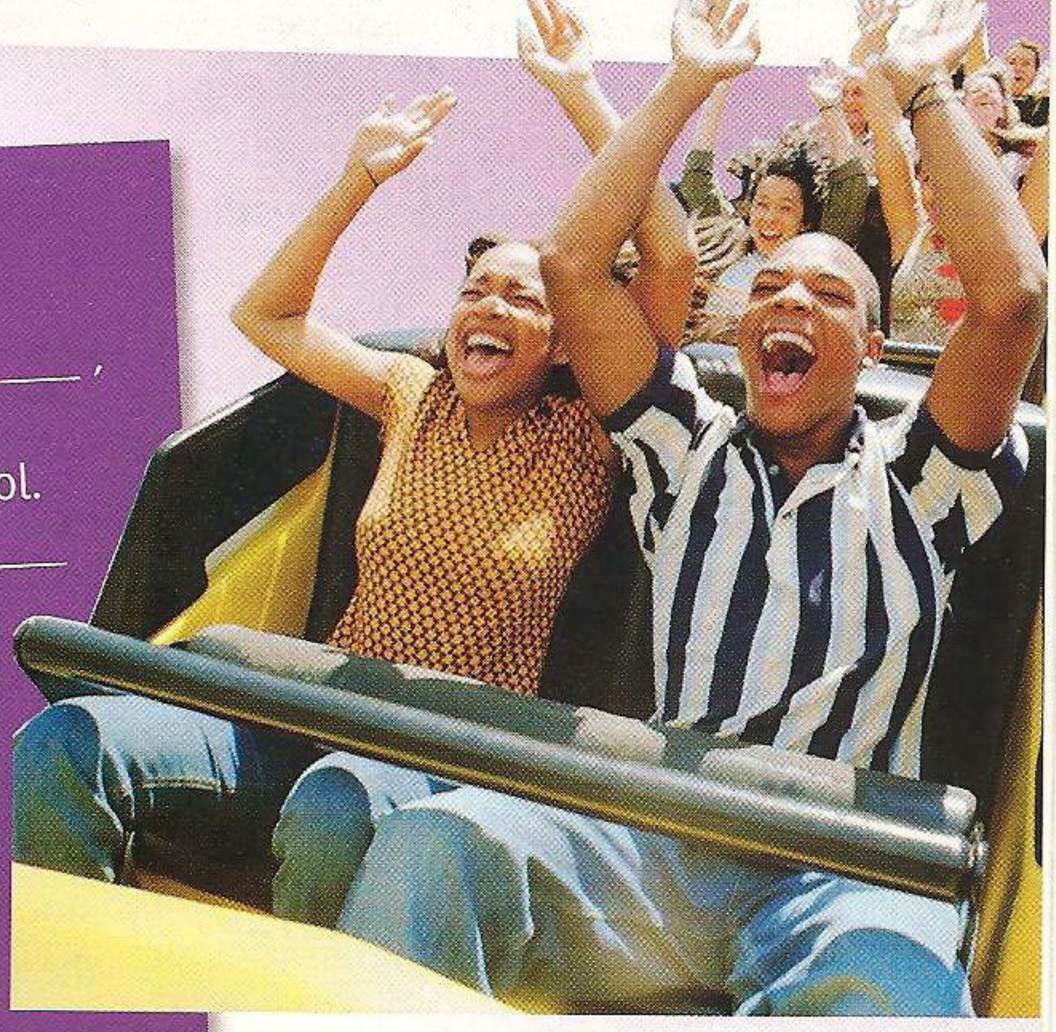
Break down,
Yeah, we break down
Well, don't you break down,
Listen to me, because . . .

REPEAT CHORUS

Slowly, oh so very slowly,
Except that there's no getting off.
So live it, just gotta go with it,
coz this ride's never gonna 8_____

Break down,
Don't you breakdown,
No need to break down,
No need at all, because . . .

REPEAT CHORUS



What do you think the song means? Which of these statements do you think describes the song best?

a) You shouldn't take life too seriously.
b) It's natural for things to go wrong sometimes.
c) You should enjoy life and not make too many plans.

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A Short Story: The Mile*

25 The Report

Read the first episode of the story. Why was the boy's report bad?

My mum was reading my school report for the third time. She put it on the table and stared at me. I didn't say anything. What could I say? My mum looked so disappointed. I really felt sorry for her.

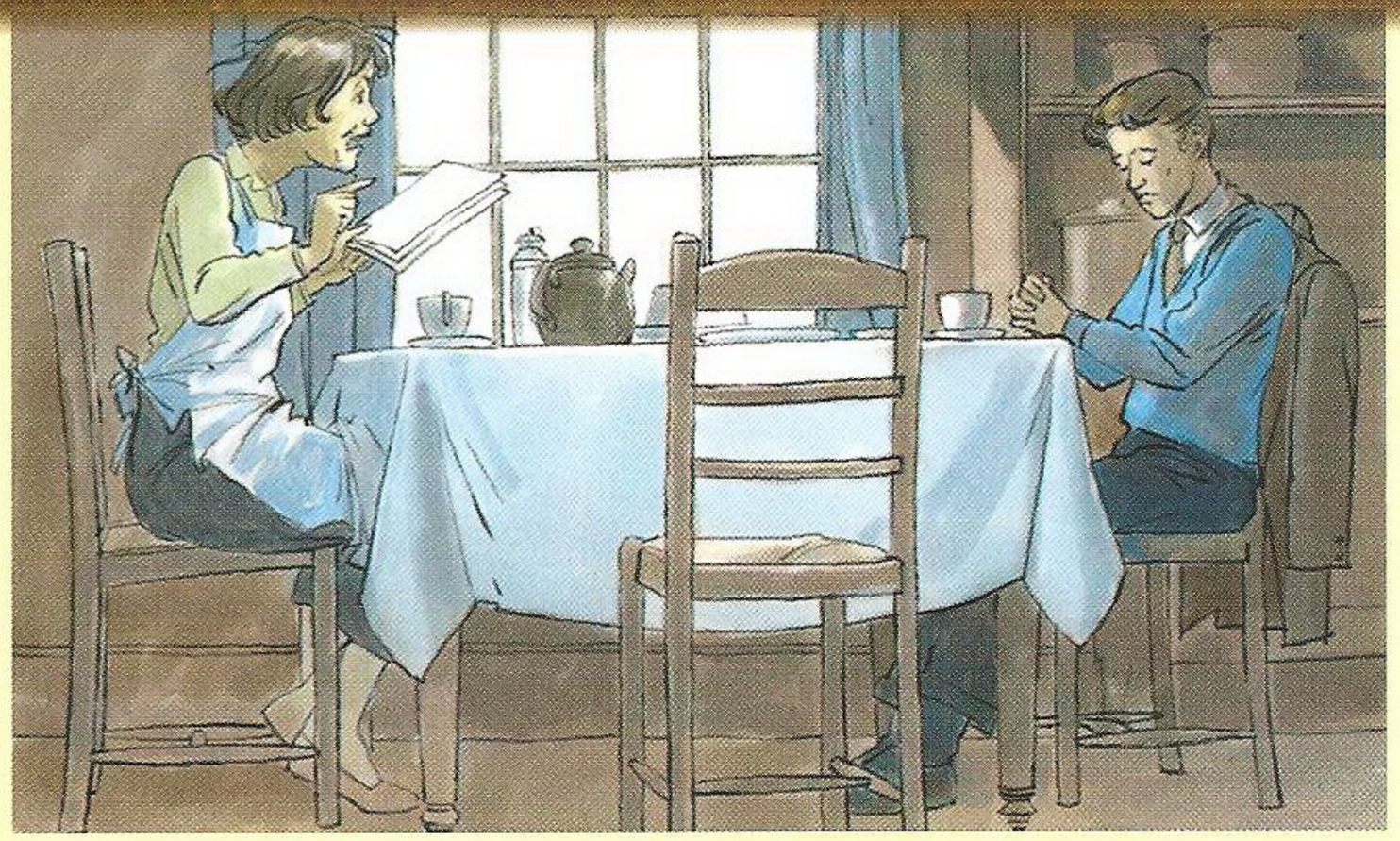
'I'm sorry, Mum ...'

She picked up the report again and started reading it for the fourth time.

'It's no good reading it again, Mum. It's not going to get any better.'

She put the report back on the table.

'You've come bottom in nearly



everything. Listen to this.'

She picked up the report again.

'Maths – Inattentive[1] and lazy.'

'I know what it says, Mum.'

'I mean, you didn't even do well at sport, did you? "Sport – He is not a natural athlete." Didn't you do *anything* right this term?'

I'm not a natural athlete but I did one right thing this term. I stopped Arthur Boocock from bullying me. That's why I was 'lazy and inattentive' at maths. That's why this term was so miserable[2].

Glossary
1 inattentive – not listening/ working in class
2 miserable – unhappy

26 The Bully

Read the second episode of the story. Match the thoughts with the characters.

Example: a) The boy

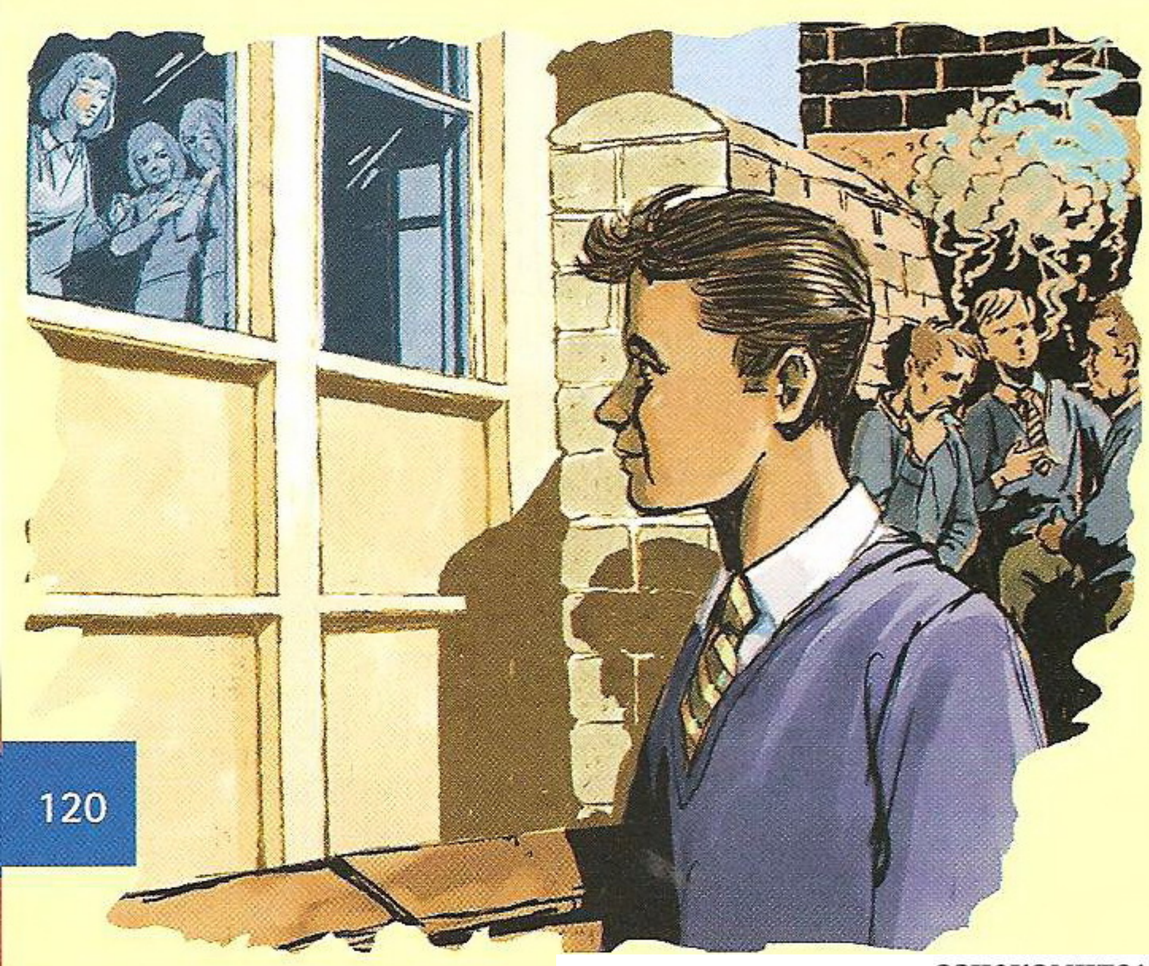
a) 'She's lovely.'
b) 'I'm going to catch them!'
c) 'Let's embarrass him.'
d) 'He's nice. Stop it!'
e) 'He's a bully!'
f) 'We got caned because of him.'
g) 'I'd like to go out with *her*.'

Arthur Boocock came into our class this year and I didn't like him. Because he's a bit older and is good at sport and running, everybody does what he says. That's how Smokers' Corner started.

Arthur stole his father's cigarettes and brought them to school. We smoked them in the break under the woodwork[3] classroom. We called it Smokers' Corner. It was silly really. I didn't even like smoking, it gives me headaches. But I joined in because all the others did. We took it in turns to stand guard[4]. I liked it when it was my turn, it meant I didn't have to join in[5] the smoking.

Smokers' Corner was at the top end of the playground, opposite the girls' school. That's how I first saw Janis. I was on guard and I saw three girls staring at me from a window. Suddenly, I saw Mr Melrose coming across the playground. I ran and told the lads. Melrose never said anything but we knew he was trying to catch the smokers and he knew we knew . . .

On my way home that day, I saw those girls. When they saw me they started laughing. One of them, the tallest, was very pretty though. The other two were laughing and the tall one looked embarrassed. I could see her name on her school bag: Janis Webster. I started walking away. One of them shouted. 'Hey, my friend Glenda thinks you're very nice. Do you want to go out with her?' I saw the pretty one, Janis, pulling her arm.



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* A mile is 1.6 kilometres

She was telling her to stop embarrasing me. *Janis was nice*, much nicer than the other two. I often looked out for her after that. I liked being on guard twice as much now. As well as not having to smoke it gave me a chance to see Janis. She was great. I couldn't get her out of my mind. I was always thinking about her.

That's how the trouble with Arthur Boocock started. I was on guard and thinking about Janis when I heard Melrose shouting. '*Straight to the Headmaster.* Go on, all three of you.' I looked round and I couldn't believe it. Melrose was inside Smokers' Corner. They all got the cane[6] for smoking. After that, Arthur came to see me. 'How come you didn't see him? He's big enough.' Arthur hit me, right on the ear.

Glossary
3 **woodwork** – carpentry
4 **to stand guard/to be on guard** – watch for someone coming
5 **join in** – take part in
6 **get the cane** – be beaten with a stick (this was stopped in the UK in the 1980s)

27 The Race

Read the last episode. Answer these questions.

1 **Why did the boy go into town?**
2 **Why did he start training for the mile?**
3 **Why did Arthur start crying?**
4 **Why did the boy not finish the race?**

After that, Arthur hit me every time he saw me. Then he started to take away my spending money. I was really scared of him and my problems with school work began. Lunchtimes were the worst so I stopped going to school lunches. I went into town to get away from Arthur Boocock.
That's how I met Archie.
There's a running track in the park and one day I watched this man running. That was Archie. I went back the next day and talked to him.
'Hey mister, how fast can you run a mile?'
'How fast can *you* run a mile?'
'I don't know, I've never tried.'
'Well, now's your chance. Come on, get your jacket off.'
He was very fast and I found it difficult to keep up with him but I started to run with Archie every day after that. Then I got the idea. I decided to run in the mile in the school sports day.
In the three weeks before it I ran everywhere. I ran to school. I ran with Archie at lunchtime. I got into trouble for not doing my homework but I didn't care. All I thought about was the mile.
On sports day, everybody was surprised to see me in my shorts and trainers. Arthur thought it was very funny. I surprised a lot of people that day but no-one more than Arthur. In the race, I stayed with him like a shadow. When he went forward, I went forward. When he dropped back, I dropped back. He looked at me, he didn't understand me. Suddenly, he started to run very fast. When he looked round, he got a shock. It was like a dream. The whole school were cheering for Arthur and me on the last bend. I looked at Arthur. He was crying. At that moment, I knew I was the real winner. I don't mean the race. I wasn't interested in that. I knew that Arthur was beaten. Then I walked off the track. I didn't run the last 200 metres. I suppose I'm not a natural athlete.

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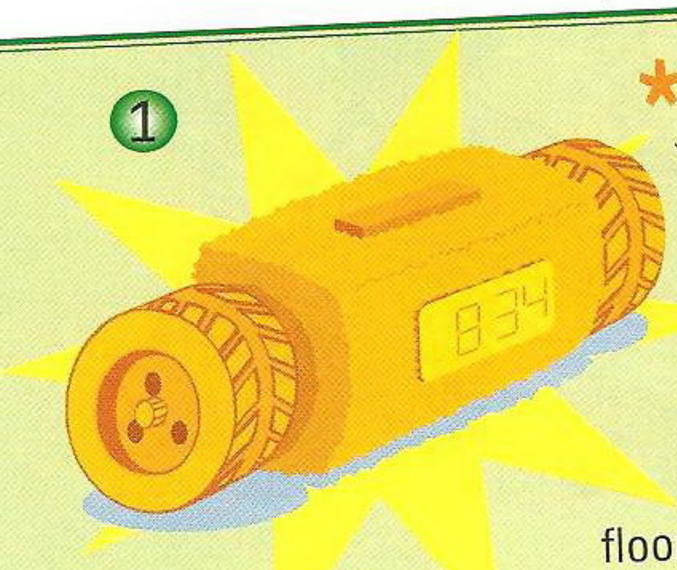
28 Amazing Inventions

Which one of these inventions (1–4) is scientifically impossible? Which one is a real product?

1 *Clocky*

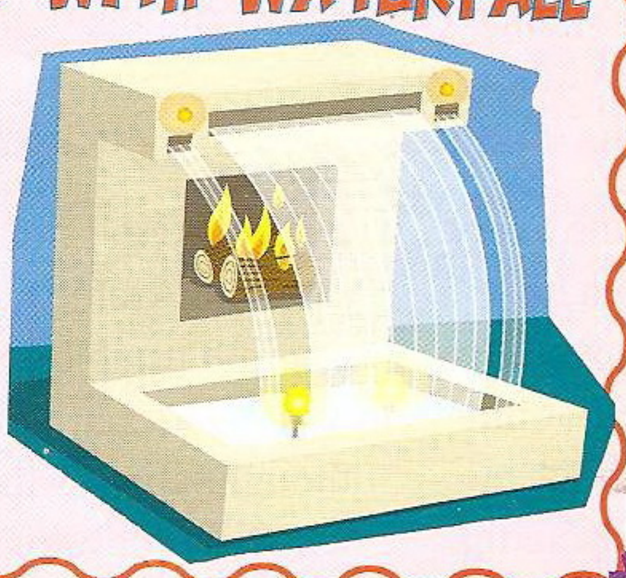


'With 'Clocky', getting up in the morning is fun! When you press the 'off' button, Clocky moves off your bedside table onto the floor and hides somewhere in your bedroom.

To stop the noise, you've got to find him!

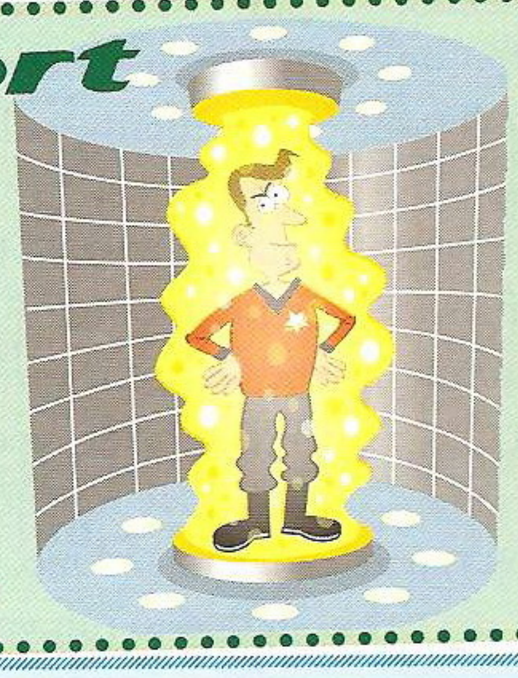
2 Fireplace with waterfall

This fantastic new fireplace doesn't only keep you warm. You can look at a beautiful waterfall in your living room and listen to the relaxing sound of water.

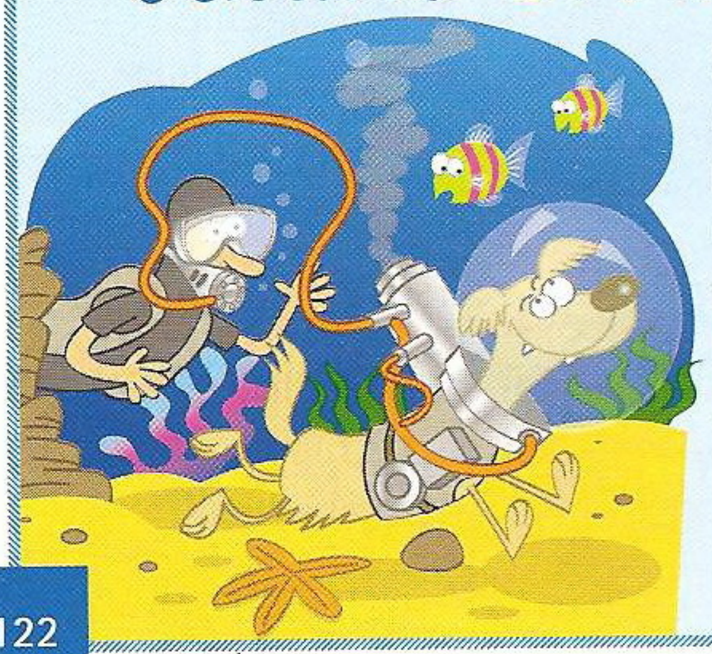


3 Teleport

Do you hate the journey to school every morning? With 'Teleport' you can be there in a few seconds! Maximum range at the moment is 5 kilometres.



4 Canine Diving Suit



Dogs love swimming but never get the chance to explore underwater. The next time you go scuba diving, take your dog with you in this fantastic new diving suit!

Real product: 1

29 Invented Animal

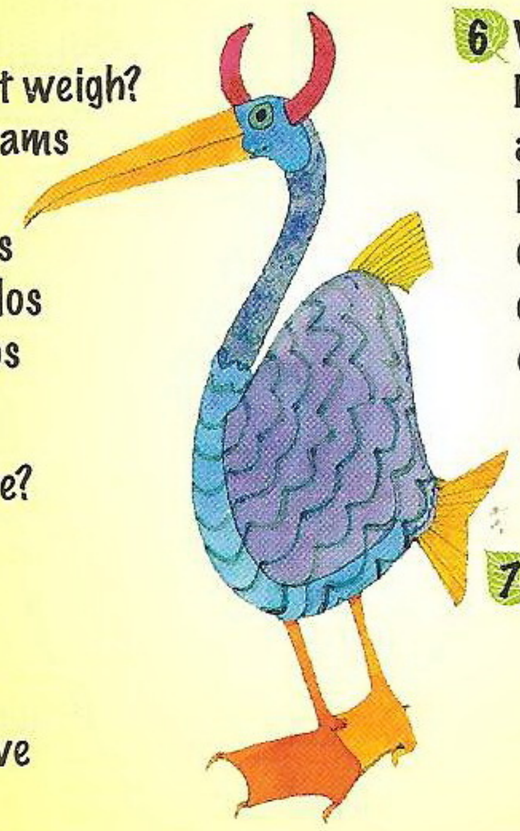
Use the questions to invent your own creature. Compare it with your partner's.

1 Where does the animal live?
- a) tropical rainforests
- b) polar regions
- c) the sea
- d) deserts
- e) big cities

2 How much does it weigh?
- a) under 100 grams
- b) under 5 kilos
- c) under 50 kilos
- d) under 500 kilos
- e) over 500 kilos

3 How does it move?
- a) it walks
- b) it flies
- c) it swims
- d) it jumps
- e) it doesn't move

4 Which of these things has it got on or in its head?
- a) horns (like a reindeer)
- b) sharp teeth
- c) no teeth
- d) a beak (a bird's mouth)
- e) a long nose



5 Which of these has it got?
- a) a long neck
- b) a tail
- c) long back legs
- d) claws (like a cat's fingers)
- e) toes or fingers

6 What has it got on its body?
- a) fur (long or short?)
- b) skin
- c) scales (like a fish)
- d) feathers (like birds)
- e) shell or protective armour (like a turtle)

7 What does it eat?
- a) bacteria
- b) plants and leaves
- c) insects and small animals
- d) big animals
- e) dead animals

8 What sort of animal is it?
- a) a reptile
- b) a mammal
- c) an insect
- d) a bird
- e) a fish

30 Book Quiz

Which of the characters in the story . . .

1 ... lives in London? _____

2 ... wants to be a film director? _____

3 ... is allergic to cats? _____

4 ... are superstitious? _____ and _____

5 ... thought Mr Bywater was strange to start with? _____

6 ... is good at bowling and go-karting? _____

7 ... was the cameraman in the film? _____

8 ... rescued Matt's wallet and passport? _____

9 ... like punk music? _____ and _____

10 ... rescued Benson in the fire? _____

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WORD BANK

- **Multi-part Verbs**

calm down relax: *I was angry at first, but I **calmed down** later.*

come across someone/something meet or find a person or thing by accident or by chance: *I **came across** my old passport in the drawer.*

come in/into something enter: *The students **came into** the classroom.*

come round visit: *My friends are **coming round** for dinner.*

come up with something think of an idea: *My sister **came up with** some ideas for my project.*

deal with someone/something solve a problem or organise something: *He **dealt with** the problem. My mum always **deals with** our holidays.*

die out disappear or become extinct: *Dinosaurs **died out** millions of years ago.*

fall for someone be very attracted to someone: *Romeo **fell for** Juliet at the party.*

fall in love with someone start loving somebody: *Romeo and Juliet **fell in love** at first sight.*

find out (something) learn or discover a fact: *Did you **find out** the train times?*

fly away move away through the air: *The birds **flew away** when I came outside.*

get back return: *What time did you **get back** from work?*

get into something enter a vehicle or place: *They **got into** a taxi. They **got into** the building through the back door.*

get in touch with someone contact someone: *A friend of mine from primary school **got in touch** with me last week.*

get off/on (something) climb off/onto a form of transport: *I **got on** the train in London and **got off** in Birmingham.*

get on with someone be friendly with someone: *I **get on with** my cousin.*

get (something) out (of something) move a vehicle out of a place: *The car park was so full, it was difficult to **get** the car **out**.*

get out of something leave or escape from a place: *We **got out of** the room when we heard the alarm.*

get past (someone/something) move past someone or something: *The lorry was wide and we couldn't **get past** it.*

get to something arrive at or reach (an age, place, time, etc.): *It's easy to **get to** Norwich by train or bus. When you **get to** sixteen, you can stay out until midnight.*

get together (with someone) meet: *We often **get together (with friends)** for a chat.*

get up get out of bed: *I usually **get up** at 8.00.*

go away leave: *A lot of people **went away** from the match early.*

go back return: *I **went back** to my primary school last week.*

go off make a noise (but not a person): *The fire alarm **went off** by mistake.*

go out (with someone) spend time with someone in a romantic relationship: *Rob is **going out with** Sue.*

go through (something) experience something difficult/bad: *We have to **go through** lots of exams before we can go to university.*

look after someone take care of: *Nurses **look after** patients.*

look forward to something feel happy because you are going to do something enjoyable: *I'm **looking forward** to the holidays.*

make up something invent something that is not true: *When I was late, I **made up** an excuse about a traffic jam.*

put something on put clothes on your body: *It was cold so I **put** my coat **on**.*

put up something build or assemble: *We **put up** our tent in the campsite.*

run away leave fast in order to escape: *When the police arrived, the thieves **ran away**.*

set off leave: *We **set off** at six o'clock and arrived at lunchtime.*

take care of someone/something look after: *My sister **took care of** my dog when I was away.*

take off leave the ground: *The helicopter **took off** from the sports pitch.*

take part in something do an activity with other people: *I **take part in** the school sports day every year.*

take place happen: *The party **took place** in a very big house.*

take something off remove clothes: *It was hot so I **took off** my jumper.*

take up something begin a hobby or activity: *Rob and Jan **have taken up** golf.*

turn somebody/something down refuse an offer or invitation: *I asked her to go out with me but she **turned** me **down**. They **turned down** our offer.*

turn up arrive: *We **turned up** at the party at 8 o'clock.*

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WORD BANK

• Prepositions

with adjectives

afraid of *She's **afraid of** spiders.*

allergic to *I am **allergic to** seafood.*

angry about *My dad is **angry about** my results at school.*

bad at *My sister's very **bad at** singing.*

bored of *I'm **bored of** watching adverts on TV – they're really bad!*

bored with *I'm **bored with** this game. Let's play something else.*

curious about *I'm **curious about** other countries and love travelling.*

different from *She is very **different from** her brother.*

fond of *I'm very **fond of** my little sister.*

frightened of *I'm **frightened of** rats – they're really scary.*

good at *My mum is very **good at** painting.*

happy with *I'm very **happy with** my new bike.*

interested in *My brother is **interested in** computers.*

nervous about *I'm **nervous about** speaking English in front of the class.*

pleased for *I was so **pleased for** my sister when she passed her exams.*

sick of *I'm **sick of** being in traffic jams every day.*

sorry for *I'm very **sorry for** arriving late.*

tired of *I'm **tired of** this game; it's boring.*

worried about *I'm **worried about** my maths exam.*

wrong about *I was **wrong about** the time of the train.*

with verbs

argue about *My sister and I **argue about** TV programmes.*

believe in *I don't **believe in** ghosts.*

come from *I **come from** Scotland.*

know about *I **know** a lot **about** aeroplanes because my dad's a pilot.*

learn about *I'd like to **learn about** astronomy – I love the stars.*

listen to *I love **listening to** music.*

look after *Will you **look after** my cat while I'm on holiday?*

look at *When I came into the room, everyone **looked at** me.*

pay for *She **paid for** her coffee and left the restaurant.*

talk to *I **talk to** my friend Susana on the bus every morning.*

think about *I sometimes **think about** my grandmother's old house.*

think of *I **thought of** a great idea for a computer game yesterday.*

wait for *Sometimes, I have to **wait** twenty minutes **for** the school bus.*

work with *Ada Lovelace **worked with** Charles Babbage on his calculating machine.*

worry about *I never **worry about** exams – I'm quite good at them.*

• Word Families

Cooking

bake cook in an oven: *My mum **baked** a cake.*

barbecue cook outside on a charcoal or wood fire: *We **barbecued** kebabs at our garden party.*

boil cook food in boiling water: *Don't **boil** the vegetables for too long.*

fry cook food in a little fat or oil in a pan: *I love **fried** eggs and chips!*

roast cook food in fat or oil in an oven: *Are you going to **roast** the chicken?*

Meals

breakfast the first meal of the day: *I have cereals for **breakfast**.*

dinner the main meal of the day, eaten in the early afternoon or evening: *We have **dinner** at about seven o'clock.*

lunch a midday meal: *I have **lunch** at school.*

snack a small amount of food, often eaten between meals: *I sometimes have a **snack** about 11 o'clock – an apple or a bag of crisps.*

supper the last meal of the day: *We usually have our **supper** quite late in the evening.*

tea a light early evening meal: *I have my **tea** when I get home from work.*

Note: People in Britain refer to meals differently. Here are two possible sequences:

- breakfast – lunch – dinner
- breakfast – dinner – tea (early) or supper (late)

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- **Word Building**

Noun	Adjective	Verb
amazement	amazed/amazing	amaze
annoyance	annoyed/annoying	annoy
attraction	attractive	attract
care	careful	care
celebration	celebratory	celebrate
–	cheerful	cheer
creativity	creative	create
death	dead/deadly	die
depression	depressed/depressing	depress
difference	different	differ
disappearance	–	disappear
discovery	–	discover
enjoyment	enjoyable	enjoy
evolution	evolutionary	evolve
excitement	excited/exciting	excite
existence	–	exist
experiment	experimental	experiment
explanation	–	explain
exploration	–	explore
imagination	imaginative	imagine
information	informative	inform
interest	interested/interesting	interest
irritation	irritated/irritating	irritate
life	lively	live
poison	poisonous	poison
preparation	prepared	prepare
presentation	presentable	present
protection	protected/protective	protect
recovery	–	recover
relation	related	relate
relaxation	relaxed/relaxing	relax
–	reliable	rely
repetition	repetitive	repeat
–	scared/scary	scare
success	successful	succeed
surprise	surprised/surprising	surprise
talk	talkative	talk
thought	thoughtful	think
use	useful	use
worry	worried/worrying	worry

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Word Building Continued

Noun	Adjective
adventure	adventurous
aggression	aggressive
archaeologist	archaeological
art/artist	artistic
athletics	athletic
beauty	beautiful
biology/biologist	biological
botany/botanist	botanical
classic	classical
danger	dangerous
domination	dominant
electricity	electric
electron	electronic
energy	energetic
evidence	evident
expense	expensive
extinction	extinct
fame	famous
fashion	fashionable
friend	friendly
fun	funny
geology/geologist	geological
height	high
history	historical
importance	important
logic	logical
medicine	medical
monotone	monotonous
mood	moody
music	musical
mystery	mysterious
nerve	nervous
physics/physicist	physical
power	powerful
romance	romantic
science/scientist	scientific
skill	skilful
strength	strong
talent	talented
tradition	traditional
wonder	wonderful
zoology/zoologist	zoological

• Opposites

impatient	inconsiderate	uncomfortable
impolite	incorrect	unfair
impossible	incredible	unfit
	inexperienced	unhappy
	invisible	unhealthy
		uninhabited
		unkind
		unknown
		unlikely
		unlucky
		unnecessary
		unpleasant
		untidy
		unusual

• Confusing Words

actually in fact (not now/at the moment): *He is **actually** from Argentina, not Spain.*

nowadays at the moment: *More women go to work **nowadays** than in the past.*

•

journey the movement to or from a place: *It's only a short train **journey** from London to France.*

trip a journey to a place and back: *We went on a two-week **trip** to the Lake District.*

•

carry move something in your hands, arms or on your back: *I'll **carry** your bag for you.*

wear have clothes on: *He's **wearing** a great jacket.*

•

bring carry or move something towards the person speaking: *Can you bring a newspaper from the shops?*

take **1** carry or move something away from the person speaking: *Your dad forgot to **take** his bag to work* **2** help or move somebody/something from one place to another: *Can you **take** me to the station?*

•

rob take (steal) things from a person or place: *They **robbed** the old woman.*

steal to take an object that doesn't belong to you: *They **stole** the old woman's bag.*

•

earn to get money by working: *Top footballers **earn** millions of euros.*

win to be successful in a competition: *Do you think they'll **win** the match?*

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• Compounds

One-word nouns

backpacker a person (usually young) travelling with a backpack or rucksack

birdwatching watching and studying birds for a hobby

bookshelf a piece of furniture where you keep books

campsite a place where you can stay with a tent

hardback (book) a book with a hard cover

laptop (computer) a computer that you can carry around

lifeboat a boat that is sent out to help people in danger at sea

lifestyle the way people live

lunchtime the time in the middle of the day when people eat lunch

nightlife entertainment in a city at night

paragliding flying with a parachute

phonebook a book where you keep your phone numbers (also in mobile phones)

rainforest a tropical forest with tall trees

seaside an area or town by the sea

sightseeing visiting famous or interesting places

skateboarding riding on a small board with wheels

snowmobile a motor vehicle with tracks for travelling on snow

timetable list of times (e.g. for buses/classes)

underground railway that is underground (metro)

weekday Monday to Friday

wildlife animals and plants in natural conditions

Two-word nouns

4x4 vehicle a car with four-wheel drive (rather than the more common two-wheel drive)

boarding school a school which the pupils sleep in

bowling alley a place you can go bowling (you have to knock down wooden pins with a heavy ball)

box office where you buy tickets for the cinema or theatre

boy (girl) band a music group with only boys (girls)

camping equipment things you need for camping

chewing gum a kind of sweet you can chew for a long time

computer program instructions to make a computer do something

day school a school where you go home after classes

day trip a trip somewhere and back in one day

e-book a book in digital form you can download and read on your computer

film director a person who directs a film (e.g. Hitchcock/Spielberg)

fire engine lorries that firefighters use to put out fires

firefighter a person who puts out fires

forest fire a fire that destroys trees

generation gap the difference in ideas and opinions between older and younger people

high school an American secondary school for 14–18-year-olds

holiday resort a town on the coast or mountains where people go on holiday

luxury hotel an expensive and comfortable hotel

mobile phone a telephone that you can carry around

mountain gorilla gorillas living in the mountains of Africa

national park a protected area of natural beauty

nature lover someone who is interested in nature and wildlife

return flight a flight to a place and back

school holidays time when schools are closed

school lunch lunch you have at school

seafood animals from the sea that you can eat – especially shellfish

secret agent a person who finds out secrets about other countries

shopping centre (US: shopping mall) a place with a lot of shops, cafés, cinemas

special effects unusual sound or image in a film that is made artificially

table tennis an indoor game played on a special table by two or four players who hit a plastic ball over a net

tennis court place where you play tennis

tourist information office a place to get information about what to visit and do in a city

youth hostel a place where young people can stay cheaply

Two-word adjectives

after-school happening after the end of the school day (e.g. after-school club)

air-conditioned (room/house/car) kept cool by a machine

centrally-heated (house/office) kept warm by a machine

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WORD BANK

computer-generated made by a computer
English-speaking with the ability to speak English
five-star very good or luxury (hotel or restaurant)
four-day something lasting for four days (also three-day/two-day, etc.)
good-looking attractive (men and women)
hard-working a hard-working person works a lot
long-haired with long hair
lovesick spending all the time thinking about someone you love
non-fiction (books) books about facts or events
open-air not in a building (e.g. open-air concert)
well-known famous
world-famous famous all round the world

Numbers

twenty-one, forty-six, eighty-nine, etc.
*She's **twenty-two** years old.*

Verbs

download move things from the Net to your computer
fast forward to move a DVD, video or cassette forward

• Collocations

Verb	Noun
cross	a bridge, a road
do	athletics, badly, calculations, somebody a favour, homework, household chores (e.g. washing-up), my best, a project, puzzles, the shopping, things together, tricks, the washing up, well
earn	money
get	angry, a cold, fit, a message, a phone call, worried
get into	trouble
go	bowling, deaf, shopping
go by	canoe, helicopter, lorry, motorbike, mountain bike, paraglider, spaceship, tram, underground (metro), van, yacht
go on	foot, horseback
have	an accident, an argument, an illness, a meal
have (got)	an allergy, a cold, a cough, the flu, a headache, a pain in …, a sore throat, a temperature, a toothache
high/low in	calories, carbohydrates, cholesterol, fat, minerals, protein, sugar, vitamins
make	the bed, a cup of tea, a decision, an effort, a film, friends, a fuss, a mess, a mistake, money, a phone call, a suggestion
pay	attention (to something)
play	a musical instrument, a part in a play/film, a sport
put up	decorations, a tent
raise	money
save spend waste	time/money
see	the sights
share	a room
take	decisions, medicine, a message, somebody/something seriously
watch	a DVD, a film, TV, a video
win	an award, the lottery, a medal, points

Adjectives	Noun
common	disease
dangerous	accident, snake
everyday	life
loud	noise
physical	exercise
popular	subject
private/extra	classes
rare	species
tasty	food, meal, snack
terrible	accident
traditional	activities, costume, dances, dress, lifestyle, songs,
wild	animal

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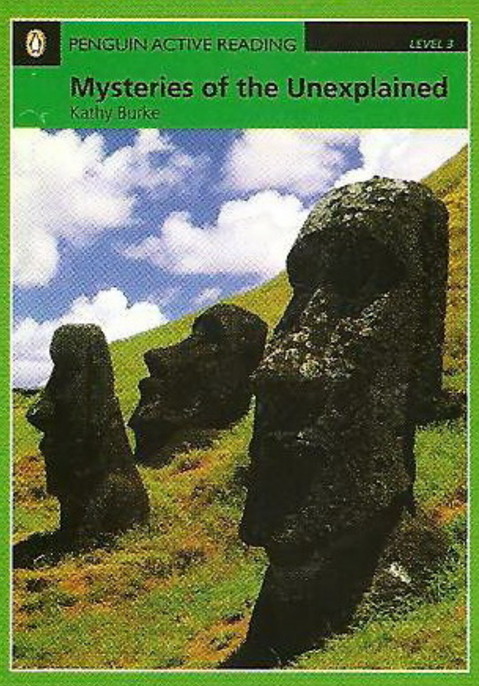
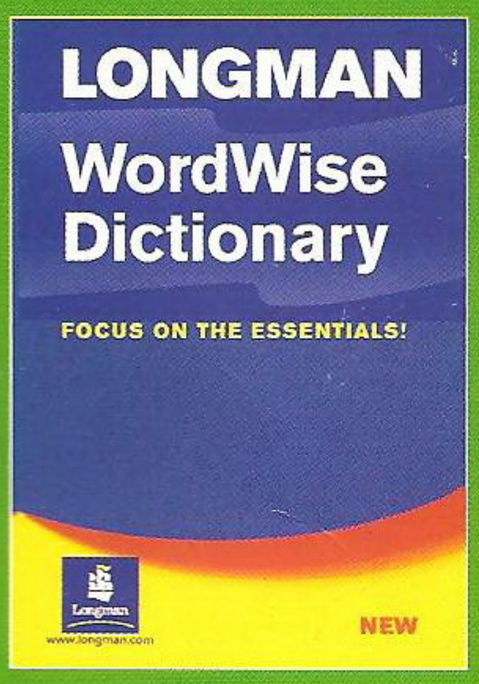
Challenges

You CAN DO it!

For further reading, we recommend:





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