

# **PACESETTER**










**ELEMENTARY**







**STUDENT'S BOOK**

**DEREK STRANGE    DIANE HALL**







**OXFORD**



UNIT	TOPIC	GRAMMAR	FUNCTION	VOCABULARY	READING	LISTENING	WRITING	SPEAKING	PRONUNCIATION
Introduction  Pages 6-7	English at school English around you	Grammar review	Classroom language	Vocabulary review		Checking specific information and identifying context		Discussing English	
1  Pages 8-13	Stop thief! Two suspects Changing Lives	Prepositions of movement Imperatives in directions Comparative adjectives <i>as + adjective + as</i>	Asking for and giving directions Asking for repetition Comparing people	Places in town Facial features	Completing a map Matching texts and pictures	Identifying context Listening for specific information Following directions Matching a description with a picture	Writing directions to a place Writing a diary	Directions Discussing places Answering a quiz Retelling a story from memory	/ə/ in <i>than</i> and <i>as ... as</i>
2  Pages 14-19	Trees Litter everywhere Changing Lives	Superlative adjectives Quantifiers: <i>all of</i> , <i>most of</i> , <i>a lot of</i> , <i>half of</i> , etc Comparisons with adverbs	Comparing people and things Agreeing and politely disagreeing Talking about quantities	Trees and forests Litter and recycling Personality adjectives	Finding general and specific information Predicting vocabulary Identifying the origin of a text	Identifying people's opinions Listening for specific information Completing a song	Writing a poster for a campaign Writing a diary	Giving opinions about places to visit Describing people Roleplay: the Changing Lives story	
3  Pages 20-25	Holiday jobs The arts Changing Lives	<i>be going to</i> (for future plans) Articles: <i>a/an</i> or <i>the</i> ? <i>How about ...?</i> , <i>What about ...?</i>	Expressing intentions Suggesting	Holiday jobs and places of work Grouping words The arts Sports and leisure	Scanning for specific information Scanning to check information	Completing information Listening for specific information Identifying key information	Writing a letter to a friend	Discussing future plans Making suggestions	<i>a</i> , <i>an</i> and <i>the</i>
4  Pages 26-31	A famous scientist Famous lives Changing Lives	Revision of the past simple Past simple with <i>before/after</i> and <i>ago</i> <i>could/couldn't</i> and <i>can/can't</i>	Describing a life history Expressing past and present ability	Sciences and science	Making predictions from a picture Scanning for specific information Matching titles with paragraphs	Checking specific information Completing a diagram	Writing a life history	Discussing abilities Discussing famous people Roleplay: the Changing Lives story	/u/ and /ʊ/
5  Pages 32-37	This is your life!: <i>habits and lifestyles</i> Our lives in the future Changing Lives	Frequency adverbs and expressions <i>will/won't</i>	Expressing frequency Making predictions Giving opinions about the future	Everyday activities Types of TV programme Football	Responding to a questionnaire Finding synonyms Skimming to match questions and answers	Checking and identifying information not written in a text Completing a song	Writing a report about a questionnaire	Discussing a questionnaire Discussing the role of robots Discussing the future	
Consolidation  Pages 38-41	Revision	Revision of grammar points	Revision of functions	Revision of vocabulary	Scanning for specific information		Making notes Writing about a hero/heroine and a villain	Discussing heroes/heroines and villains	

UNIT	TOPIC	GRAMMAR	FUNCTION	VOCABULARY	READING	LISTENING	WRITING	SPEAKING	PRONUNCIATION
 <b>6</b> Pages 42–47	Spooky stories UFOs and strange experiences Changing Lives	The past continuous The past continuous and past simple <i>while/when</i> with the past continuous and past simple	Telling stories about past events Expressing belief and disbelief	Words for strange phenomena	Identifying topic Scanning for specific information Choosing correct definitions Sequencing information	Checking predictions Identifying speakers and opinions Dictation	Writing a ghost story	Discussing spooky stories Discussing past events Discussing problems with parents	/ə/ in the past continuous
 <b>7</b> Pages 48–53	Dreams and nightmares Health and illness Changing Lives	<i>should/shouldn't</i> <i>if</i> + present simple, imperative	Giving advice Talking about feelings Talking about illness	Adjectives of feeling Strong/Weak adjectives Parts of the body Illnesses/Problems	Matching questions with answers Identifying topic Identifying main points in a letter	Identifying speakers Completing information Listening for specific information	Writing a letter of advice Writing a diary	Discussing dreams Discussing problems Roleplay: the Changing Lives story	
 <b>8</b> Pages 54–59	Raising money; <i>charities</i> Raleigh International; <i>volunteer work</i> Changing Lives	<i>Can/Could/Will/</i> <i>Would you ...?</i> <i>have to, don't have</i> <i>to and mustn't</i>	Making requests Informal suggesting and responding Talking about rules	Fund-raising activities Personality adjectives	Identifying topic Scanning for specific information Making predictions from pictures and headings	Listening for register Checking predictions from written clues	Writing a poster of school rules	Phone calls: asking for information Making requests and suggestions Discussing sports	/dʒ/ in <i>Could/Would you</i> <i>...?</i> /f/ and /ə/ in <i>have to</i>
 <b>9</b> Pages 60–65	The sea The life and death of George; <i>electronic pets</i> Changing Lives	The first conditional <i>how old/long ...?</i> <i>too and enough</i>	Talking about possibilities in the future Measuring things	Sea animals Weights and measures	Identifying topic Scanning for specific information Making predictions Identifying equivalent words	Identifying key information Completing information Matching a description with a picture	Writing a description of a design	Discussing sea animals Discussing pets Re-telling a story from memory	
 <b>10</b> Pages 66–71	The Olympics Adventure in the air: <i>hot-air</i> <i>ballooning</i> Changing Lives	-ing forms (gerunds) Infinitive of purpose: <i>to ...</i>	Talking about size and capacity Talking about purpose	Sports, venues and equipment Two-part adjectives Adjectives for personal characteristics	Scanning to check information Skimming for key information Sequencing information Identifying equivalent words	Identifying topic Listening for specific information	Writing an information sheet Writing a diary	Discussing sports events Roleplay: the Changing Lives story	
<b>Consolidation</b>  <b>2</b> Pages 72–75	Revision	Revision of grammar points	Revision of functions	Revision of vocabulary	Making predictions from pictures Labelling a diagram/map	Identifying key information Completing a form	Making notes Writing a poster to advertise a school trip	Discussing a school trip Presenting a trip to the class	



 <b>Pages</b> 76–81	Where in the world? Holiday places Changing Lives	The present perfect simple: <i>ever</i> The present perfect simple: <i>just</i>	Talking about personal experiences Talking about recent events Complaining and apologizing	Places in the world Holiday facilities and services Sports and hobbies	Checking predictions from pictures Checking specific information Identifying references in a text	Matching sounds to pictures Identifying key information Dictation Completing a song	Writing a letter about a holiday	Discussing holidays and holiday villages Roleplay: making a complaint Roleplay: the Changing Lives story	Intonation
 <b>Pages</b> 82–87	Youth culture Jeans Changing Lives	The present perfect simple: <i>yet</i> and <i>already</i> The present perfect simple and the past simple	Talking about recent things Giving opinions in an informal way Refusing to do something	Items of youth culture Jeans and fashion Word association	Scanning for specific information	Identifying key information Making notes	Writing about a personal experience	Discussing items of youth culture Talking about general experience Re-telling a story from memory	Consonant clusters: /sk/, /sw/ and /pl/ Intonation in w/h- questions
 <b>Pages</b> 88–93	The Red Planet Sun signs Changing Lives	The future: <i>will</i> and <i>may</i> <i>be able to</i> <i>will</i> and <i>be going to</i> (revision)	Expressing certainty Making predictions Talking about future plans	Planets, space and science fiction Personality adjectives	Answering a questionnaire Skimming to identify the origin and topic of a text Scanning for specific information	Checking specific information Identifying context/situation Listening for specific information	Writing a horoscope	Discussing space and the universe Discussing horoscopes Roleplay: the Changing Lives story	
 <b>Pages</b> 94–99	Making magazines <i>Titanic</i> Changing Lives	The present simple passive The past simple passive and <i>by</i> phrases	Describing a process Talking about a historical event	Sections of magazines Making magazines Ships and sea travel Adjectives to describe films	Skimming for information Scanning for specific information	Listening for specific information Listening to check predictions Completing information	Writing a description of a process Writing a film review Writing a diary	Discussing magazines Discussing films	
 <b>Pages</b> 100–105	They can't make me!: <i>rules at home</i> Personality types Changing Lives	<i>let</i> and <i>make</i> <i>like</i> and <i>would like</i>	Asking for and giving/refusing permission Talking about rules	Types of people Adjectives ending in <i>-ible</i> and <i>-able</i>	Skimming to identify content Matching texts with pictures Filling gaps from contextual clues Responding to a questionnaire	Listening for specific information Identifying characteristics Completing a song	Writing a description of oneself	Giving/Refusing permission Discussing rules at home Discussing types of people Roleplay: the Changing Lives story	Word stress on words ending with <i>-ible</i> and <i>-able</i>
<b>Consolidation</b>   <b>Pages</b> 106–109	Revision	Revision of grammar points	Revision of functions	Revision of vocabulary	Skimming to identify the origin and topic of a text		Writing a page from a magazine	Organizing a magazine Presenting a magazine	



# Are you ready?

## English at school

- 1 Look at the pictures. Complete the dialogues with words or phrases from the box.

are you doing can can't hear Can you hear  
did didn't Did you practise have haven't  
Have you got have you got I'll close  
I'm finishing played practised was won

1



Teacher \_\_\_\_\_ your homework?

Student No, sorry. I \_\_\_\_\_. It's at home.

Teacher Bring it tomorrow. Jim, \_\_\_\_\_  
\_\_\_\_\_ yours?

Student Yes, I \_\_\_\_\_. Here you are.

Teacher Thank you.

2



Student I'm sorry, I \_\_\_\_\_ the cassette.

Teacher \_\_\_\_\_ the window. Is that  
better? \_\_\_\_\_ now?

Student Yes, I \_\_\_\_\_. Thank you.

3



Teacher What \_\_\_\_\_?

Student Nothing, Mr Davis.

Teacher You are doing something. What are you  
doing?

Student Sorry, \_\_\_\_\_ my homework.

4





Teacher What happened? Did you win?

Student Yes, we \_\_\_\_\_! We \_\_\_\_\_ three games  
and \_\_\_\_\_ them all.

Teacher Well done! \_\_\_\_\_ before the  
game?

Student We \_\_\_\_\_ at the weekend but it \_\_\_\_\_  
rainy yesterday so we \_\_\_\_\_ practise last  
night.

- 2  Listen. Check your answers in Exercise 1.

- 3  Listen to one more dialogue. Match it with  
one of the pictures.



# English around you

- 1 Read the text. Put the verbs in the correct form of the present simple or past simple.

## Two thousand years of English

Today, English <sup>1</sup> is (be) an international language, but where did it come from?

Two thousand years ago the people of Britain <sup>2</sup> spoke (speak) their own language but then people <sup>3</sup> arrived (arrive) from other countries and the language slowly <sup>4</sup> changed (change). The first people <sup>5</sup> came (come) from Holland and Germany about one thousand five hundred years ago and <sup>6</sup> gave (give) English words like 'book' and 'house'. People from the north of Europe <sup>7</sup> arrived (arrive) next with useful words like 'leg', 'take' and 'sky'. The French arrived about one thousand years ago and their words <sup>8</sup> changed (change) the language again. Finally, about five hundred years ago, English <sup>9</sup> became (become) like the language we know today.

Millions of people <sup>10</sup> speak (speak) English now. A lot of people <sup>11</sup> learn (learn) it when they <sup>12</sup> were (be) very young but many other people <sup>13</sup> study (study) English at school, like you. Today, English <sup>14</sup> is (be) everywhere, for example, in pop songs, in adverts, on TV and on signs.

- 2 a Find the names of three countries in the text.  
b Write the numbers for 'five hundred', 'one thousand five hundred' and 'two thousand'.  
c Underline five words in the text which came from other languages.
- 3 a Work with a partner. Name three countries where people speak English.  
b Are there any words which are the same in English and your language? Make a short list.

- 4 a Work with a partner. Look at the signs. In what places can you see them?



- b Match the signs above with these places.  
1 on a road    3 at an airport    5 on clothes  
2 in a shop    4 on a letter    6 in a cinema
- c Do you know other English words like these? Make a list with your class.

- 5 a Do the quiz.

## Can you remember in English ...

- 1 the names of five countries?
- 2 the dates of three friends' birthdays?
- 3 the names of three vegetables?
- 4 the names of six months of the year?
- 5 the colours of the British flag?

- b Work with a partner. Check your answers.

- 6 Find sixteen words in the puzzle below. Make a chart like this. Write four words under each heading.

Food/Drink	Sports	Weather	Family

aerobics bread brother cold rafter fish foot ball milk mothers sisters swimming volleyball windy yoghurt



# 1

## Stop thief!

### Directions and prepositions of movement



1 Listen. What's happening: a car accident, a street crime, or a street market?

2 a Listen. Where did the man go? Number the places (1 to 6) in the right order.

- |              |                          |                     |                          |
|--------------|--------------------------|---------------------|--------------------------|
| the bridge   | <input type="checkbox"/> | the park            | <input type="checkbox"/> |
| the bus stop | 1                        | the police station  | <input type="checkbox"/> |
| the car park | <input type="checkbox"/> | the post office     | <input type="checkbox"/> |
| the chemist  | <input type="checkbox"/> | the river           | <input type="checkbox"/> |
| the hospital | <input type="checkbox"/> | the shopping centre | <input type="checkbox"/> |
| the lake     | <input type="checkbox"/> | the supermarket     | <input type="checkbox"/> |

b Work with a partner. Where did the man go? Complete the red line on the map.





## Work it out: prepositions of movement

- 3 Complete the phrases under the pictures. Use the words in the box.

across along into out of past round through



1 through the park



2 \_\_\_\_\_ the corner



3 \_\_\_\_\_ the bus stop



4 \_\_\_\_\_ the park



5 \_\_\_\_\_ the park



6 \_\_\_\_\_ the road



7 \_\_\_\_\_ the street

- 4 a Read this article from the local newspaper. Where did the thief go next? Finish your red line on the map.

The police arrested a 22-year-old man at the scene of a crime in West London yesterday morning. A young American student, Ms Chris Benson, lost her bag with her purse and her passport in it. She was on her way to the Park Street Shopping Centre. The man pulled the bag from her hand and ran into the park. Ms Benson and a local student ran after him, but the man disappeared into the crowds.

Police stopped two men ten minutes later, as they left the car park in front of the sports centre. The police found the missing bag behind a large tree near the sports centre. They questioned the two men and later arrested one of them.

'I'm so happy to have everything back,' said Ms Benson, who only arrived in Britain last week. 'It was a big shock, but the police were very quick and helpful.'

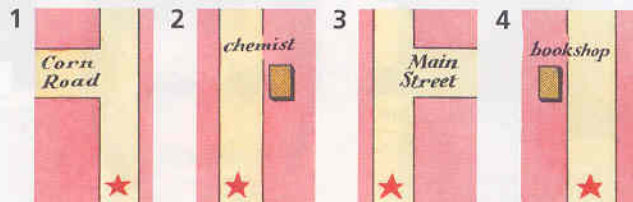
- b Where did the man go after he was near the post office? Write three more sentences. Start like this: *He went along the river.*

## Useful English

### Asking for and giving directions

Excuse me, where's (the) ...? It's on the left/right.  
How do I get to (the) ...? Turn left/right.  
Can you tell me the way to (the) ..., please?

- 5 Listen and answer the questions. Use the 'Useful English' phrases and the pictures below to help you. (You are here ★ in each picture.)



- 6 Listen. Follow the directions to different places on the map on page 8. Start from ★ each time. Write the names of the places you go to.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

- 7 Choose a place on the map. Write directions to it from ★. Do not write the name of the place.

### Example

Go across the street and go to the car park. Go into the shopping centre and turn right. There is a door in front of you. Go through it. What is the name of the place?

- 8 Work with a partner. Take turns.

- A Read out your directions slowly and clearly.  
B Listen to A's directions and find the right place.



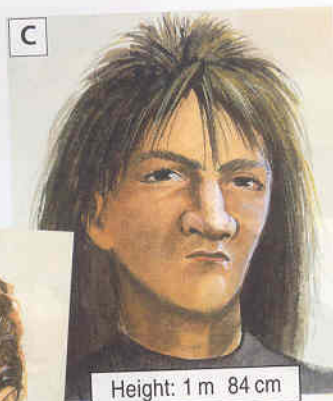
- 9 Work in two teams (A and B). You are all meeting some friends at a place in your town. Take turns to give directions.

- A Tell team B how to get to the meeting place from the centre of your town. Don't say the name of the place.  
B Follow the directions to find out the right place. If necessary, say 'Sorry, could you repeat that, please?' or 'Excuse me, could you say that again?'



# Two suspects

## Comparing people



Suspect \_\_\_\_  
 White male  
 Age: 21-22 years old  
 Height: 1 m 80 cm (?)  
 Face: long and thin, large nose, dark (brown?) eyes, small mouth, possibly a moustache  
 Hair: dark brown, quite long, curly

Suspect \_\_\_\_  
 White male  
 Age: 20-23 years old (?)  
 Height: 1 m 80 cm - 1 m 85 cm  
 Face: very thin, big nose, dark brown or black eyes, small mouth  
 Hair: dark brown, quite long, straight

1 Read the police officers' notes about the men who took Chris's bag. Look at the pictures. Which two men are the main suspects? Label the notes.

2 a The police showed Chris Benson the pictures. Listen. Which man did she say took her bag: A, B, C or D?

b Listen and look carefully at the pictures again. Are these statements true (✓) or false (X)?

- 1 C had longer hair than A. ☐
- 2 C had a thinner face than A. ☐
- 3 C had darker eyes than A. ☐
- 4 C had curlier hair than A. ☐

c Match the sentences below with sentences 1-3 in Exercise 2b. Write 1, 2 and 3.

- a A's eyes were not as dark as C's. ☐
- b A's face was not as thin as C's. ☐
- c A's hair was not as long as C's. ☐

3 Discuss the statements below about the two men. Which one do you agree with, a or b? Why?

- 1 a A has a more cheerful face than C.  
 b C has a more pleasant face than A.
- 2 a A looks more suspicious than C.  
 b C looks more dangerous than A.

## Work it out: comparative adjectives

4 a Look at the adjectives in Exercises 2 and 3. Complete the chart.

	Adjective	Comparative
Short adjectives (1 syllable)	long large thin	longer than larger than thinner than
Adjectives ending in -y	curly	curlier than
Longer adjectives (2, 3 or 4 syllables)	cheerful dangerous	more cheerful than more dangerous than
Irregular adjectives	good bad	better than worse than

b Write complete answers to these questions.

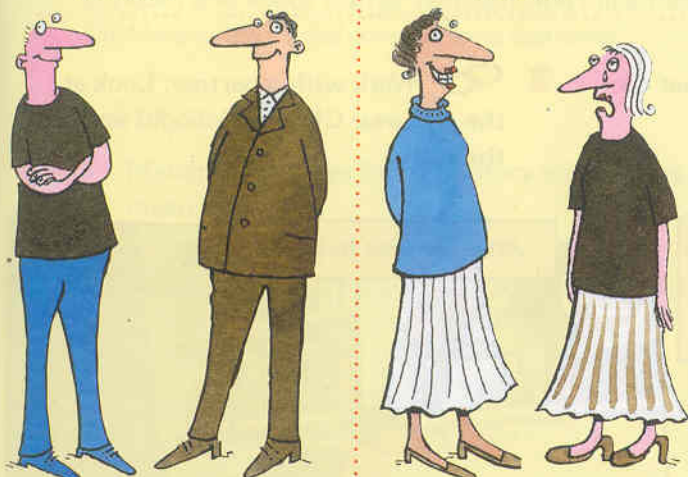
- 1 Which is longer, July or February?
- 2 Which is heavier, a pound (454 grams) or a kilo?
- 3 Which is more exciting, a visit to the doctor or a shopping trip?



## Work it out: *as + adjective + as*

Picture 1

Picture 2



5 a Match these sentences with the correct picture.

1 B is not as happy as A. 2 A is as tall as B.

b Make sentences about the men on page 10. Use comparatives or *as + adjective + as* with the words below.

- |                              |                           |
|------------------------------|---------------------------|
| 1 D's nose/large/B's nose    | 4 A/pleasant/C            |
| 2 C/tall/A                   | 5 A's hair/curly/B's hair |
| 3 B's face/friendly/D's face | 6 C/suspicious/B          |

## Pronunciation: *than, as ... as*

6 a Listen to the words *than* and *as* in this chant.

Seven hundred and seventy-seven  
Is bigger than a hundred and one,  
But it isn't as big as eight hundred and six  
And it's smaller than a thousand and ten.

b Listen again and repeat the chant.

c Listen to the questions and answer them in complete, short sentences.

### Example

Which number is smaller, eighteen or twenty-two?  
Eighteen is smaller than twenty-two.

- |                      |                  |
|----------------------|------------------|
| 1 a plane/a bicycle  | 3 television/car |
| 2 an elephant/an ant | 4 2°C/29°C       |

7 Discuss and compare different places in your town or area.

- Two cafes: which one has better food/drinks/music? Which one is more expensive/more comfortable?
- Your school and another school: which one is larger/nearer to the centre of town? Which one has better buildings?

8 Work with a partner. Do the quiz.

## Quiz

- Which mountains are higher, the Himalayas or the Alps?
- Which city is older, Canberra or Ankara?
- Which river is longer, the Amazon or the Danube?
- Which country is larger, Australia or the United States?
- Which metal is more expensive, gold or silver?



## Writing: a diary

9 a Read the first part of Chris's diary for the day of the crime near Park Street Shopping Centre.

Saturday 4th January


I decided to go shopping for the first time here in London this morning, and I had a real adventure! I got off the bus at a stop near the hospital. I was in front of the police station when a man stopped and asked me the time. When I looked at my watch, he


b What happened next? Finish Chris's diary for that day. Use verbs in the past simple.

c Check your writing. Are the past simple verbs right?



# Bad news

- 1 a Read the text above picture 1. What do you think the 'bad news' is?  
b  Listen and read. Check your guess.

- 2  Work with a partner. Look at the pictures. Close your books and tell the story.

Jane and Dave met at the local teenagers' club in Oxford, the OK Club. In the weeks after that, they went out together and they were really happy. Then, one day, Jane's parents had some bad news.



**Jane's dad** I've got a new job in London, so we're looking for a flat there. There's a good school for you.

**Jane** Moving to London? I'm not leaving all my friends!

**Jane's mum** We're all going to London this weekend, to look at a flat near your new school.

**Jane** Forget it! I'm not coming!



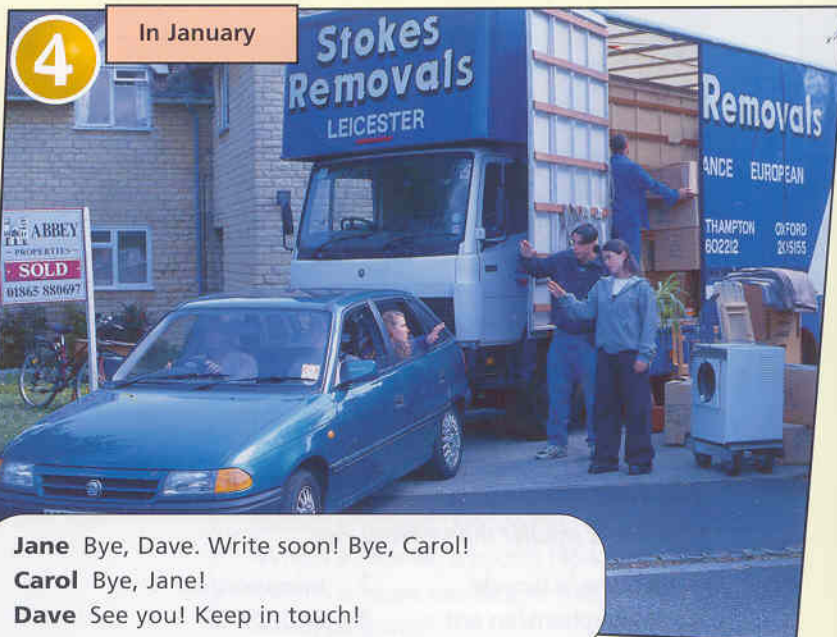
**Jane** We're moving in January, and I'm starting at a new school there immediately. It's a nightmare!

**Carol** London's a great city, Jane! Why are you so miserable? We can still come and see you.



**Carol** What's your new school like?

**Jane** It's called Park School. It's bigger than our school and it's more modern, but I didn't like it or the head teacher. She wasn't as friendly as our head teacher.




In January

**Jane** Bye, Dave. Write soon! Bye, Carol!


**Carol** Bye, Jane!

**Dave** See you! Keep in touch!



- 3  Write a diary for one of the people in the story. What does he/she write about Jane's move to London, and about his/her feelings? Start like this:  
*On Monday, Jane's dad gave her some bad news ...*

## Set the pace

- 4 a Match the phrases from the story with their meanings.
- |                                 |                     |
|---------------------------------|---------------------|
| 1 Forget it! (picture 1)        | a It's terrible!    |
| 2 It's a nightmare! (picture 2) | b Write/Phone soon! |
| 3 Keep in touch! (picture 4)    | c No!               |
- b  Listen and repeat.

## Review

### Directions and prepositions of movement

Asking for directions

Excuse me, where's (the) ...?

How do I get to (the) ...?

Can you tell me the way to (the) ..., please?

Common directions (with prepositions of movement)

Go across/along/into/out of/past/round/through ...

Turn left/right (at the corner).

Describing location

It's on the left/right.

### Comparative adjectives

	Adjective	Comparative
Short adjectives (1 syllable)	old nice fat	older than nicer than fatter than
Adjectives ending in -y	noisy	noisier than
Longer adjectives (2, 3, or 4 syllables)	interesting	more interesting than
Irregular adjectives	good/bad	better/worse than

We use comparatives to compare two people or things.

*Tom is younger than me. Greece is warmer than Britain.*

### as + adjective + as

Things that are the same: *Class B is as noisy as class A.*

- 1 Look at the map on page 8. Write directions from the bridge to:

- |                      |                  |
|----------------------|------------------|
| 1 the school         | 3 the music shop |
| 2 the police station | 4 the lake       |

- 2 Who is sitting next to you? Compare yourself with him/her. Write sentences.

Example

*Chris is younger than me.*

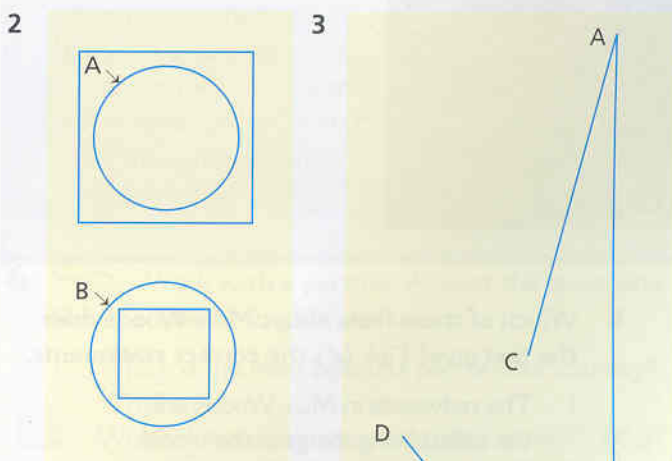
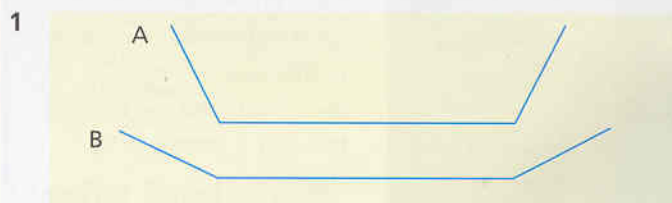
- |                             |                                   |
|-----------------------------|-----------------------------------|
| 1 older/younger/as old as   | 4 more/not as artistic            |
| 2 taller/shorter/as tall as | 5 more/not as interested in music |
| 3 heavier/not as heavy      |                                   |

## Vocabulary

Look at the unit again. Add all the new words for directions, prepositions of movement, places in towns and comparative adjectives to your vocabulary book.

## Freewheeling .....

Look at the puzzle pictures and answer the questions. Don't use a ruler. Discuss your answers.



- Which of the two lines is longer, A or B?
- Which of the two circles is larger?
- Which line is longer, A-C or B-D?





# Trees

## Superlatives

1 Where are the main forests in your country? What do you know about them? Do you visit them?

2 a Read this tourist information. What is Muir Woods? Why is it famous?



### Muir Woods

The oldest trees in the world are only a 40-minute drive from San Francisco, California. They are in one of the most beautiful forests in the United States: Muir Woods.

Muir Woods is a forest of giant redwood trees. Many of the trees are over 70 metres tall and the thickest tree is 4.3 metres in diameter.

Some of these redwoods are more than a thousand years old. They are the oldest living things in the world, and they are certainly the tallest!

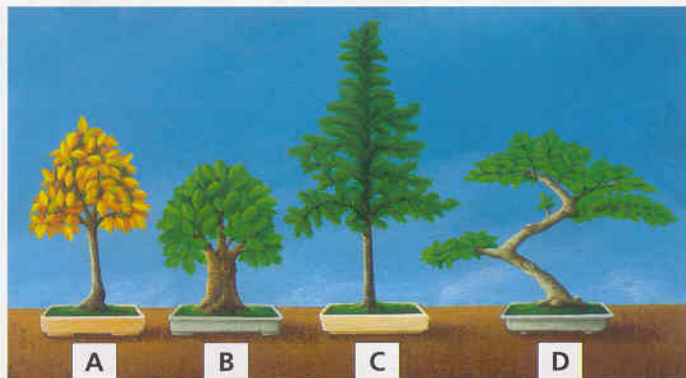
b Which of these facts about Muir Woods does the text give? Tick (✓) the correct statements.

- 1 The redwoods in Muir Woods are the tallest living things in the world. ☐
- 2 The redwoods in Muir Woods are the largest trees in the world. ☐
- 3 The trees in the forest are the oldest living things in the world. ☐
- 4 Muir Woods is the most famous forest in the world. ☐
- 5 Redwood trees are the most colourful trees in the world. ☐

### Work it out: superlative adjectives

3 a Look at these trees. Which one of them is ...

- 1 the tallest? ☐ 3 the smallest? ☐
- 2 the thickest? ☐ 4 the most colourful? ☐



b Complete the chart below. Use the adjectives in Exercise 2b.

	Adjective	Superlative
Short adjectives (1 syllable)	tall large thin	the _____ the _____ the thinnest
Adjectives ending in -y	happy	the happiest
Longer adjectives (2, 3 or 4 syllables)	famous colourful	the _____ the _____
Irregular adjectives	good bad	the best the worst

c Complete these sentences with the right superlative forms.

- 1 Mount Everest is the \_\_\_\_\_ (high) mountain in the world.
- 2 The Pacific is the \_\_\_\_\_ (large) ocean in the world.
- 3 What was the \_\_\_\_\_ (bad) environmental disaster last year?
- 4 *The Beatles* were the \_\_\_\_\_ (famous) pop group of the 1960s.





## Disappearing rainforests

People like trees for a lot of reasons. They give us shade in summer, fruit to eat, different colours to look at and a place for children to play. They also give birds and insects a place to live.

But trees are also one of the most valuable parts of the environment. Why? Because they give us oxygen – clean air. The world's largest rainforests (in Brazil, Africa and South East Asia) supply about 80 per cent of the oxygen for the world's fresh air.

Rainforests also give us thousands of valuable wild plants. One square kilometre of rainforest sometimes contains 250 different types of plants, including 125 different trees! These plants and trees are valuable because scientists use them to make a lot of medicines.



But every year an area of rainforest as big as England and Wales disappears. That's 151,000 km<sup>2</sup>. Large companies cut down the trees for valuable hardwood and for wood for making paper. There are also forest fires. In 1998 an area of the Amazon rainforest

as large as Belgium (30,500 km<sup>2</sup>) disappeared in a fire. Every day about 50 kinds of rainforest plants and animals become extinct. Whole systems of plant and animal life are disappearing forever.

- 4 a Before you read 'Disappearing rainforests', guess which six of these words and phrases are in the text. Use your dictionary, if necessary.

become extinct cars fresh air living things  
medicines oxygen shade smallest  
square kilometre (km<sup>2</sup>) thickest

- b Read the text. Check your guesses.

- 5 Read the text again. Match the two parts of these sentences.

- 1 Rainforests produce about ...
  - 2 One square kilometre contains ...
  - 3 151,000 km<sup>2</sup> is ...
  - 4 An area of rainforest as big as Belgium ...
  - 5 About 50 different sorts of plants or animals ...
- a disappeared in a fire in 1998.
  - b 80% of the oxygen in the air.
  - c disappear from the world's rainforests every day.
  - d hundreds of valuable wild plants.
  - e an area as large as England and Wales.

## Useful English

### Agreeing and politely disagreeing

Yes, I agree.	Mmm, I'm not sure ...
Yes, that's right.	Oh no! I don't really agree.
	I think ...

- 6 Work with a partner. Answer the questions. Use the 'Useful English' phrases.

- 1 Which is the most beautiful part of your country? Why?
- 2 Which is the most interesting place to visit? Why?



# Litter everywhere

## Quantities



### Vocabulary: litter

- 1 Look at the two classrooms at the end of a day. Can you see the things below? Use your dictionary, if necessary. Tick (✓) the boxes in column 1.

	1	2		1	2
old pencils	<input type="checkbox"/>	<input type="checkbox"/>	ice cream sticks	<input type="checkbox"/>	<input type="checkbox"/>
old paper bags	<input type="checkbox"/>	<input type="checkbox"/>	old bus tickets	<input type="checkbox"/>	<input type="checkbox"/>
old clothes	<input type="checkbox"/>	<input type="checkbox"/>	plastic bottles	<input type="checkbox"/>	<input type="checkbox"/>
apple cores	<input type="checkbox"/>	<input type="checkbox"/>	cola cans	<input type="checkbox"/>	<input type="checkbox"/>
old magazines	<input type="checkbox"/>	<input type="checkbox"/>	sweet wrappers	<input type="checkbox"/>	<input type="checkbox"/>

- 2 a Work with a partner. Compare the students in 3H and 3R. Use some of the words in the box.

careful/careless kind/unkind  
pleasant/unpleasant responsible/irresponsible  
selfish/unselfish tidy/untidy

#### Example

3H isn't as careful as 3R. 3R is more careful than 3H.

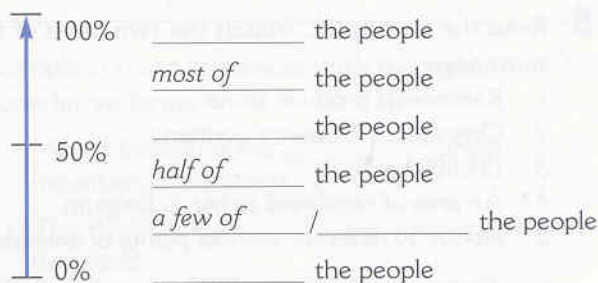
- b Are you more like 3H or 3R? Agree on a true description of yourselves. Does your teacher agree with your description?

- 3 a Listen to part of a debate. The debate is 'Dropping litter is anti-social'. There are four students. How many agree? How many disagree?
- b Listen again. Which things from Exercise 1 do the students mention? Tick (✓) column 2.

### Work it out: quantity phrases

- 4 a Look at the sentences from the debate. Add the words in **bold** to the list below. Put them in the right places.

- A lot of** people drop their sweet wrappers ...  
**Not many of** the people in this class do that.
- None of** those people think about all the other people in the centre of town at all. They're selfish – **all of** them!





- b Write five sentences about your class.

#### Example

Most of the class put their litter in the bin.



## Comparisons with adverbs

- 1  Read the text below. It is about an anti-litter campaign. Who wrote it: some students, a business or an environmental organization?
- 2 Answer these questions.
  - 1 Who do the litter collectors work for?
  - 2 What do the litter collectors do?
- 3  Work with a partner. Look at the first two questions in the text. Do you agree with the answers? Why, or why not?



### Clean Streets Campaign



#### Cleaning up your community

What worries most people about the world?	→	The environment.
What worries people about their own area?	→	Litter.
What can we do about it?	→	Everyone can help and together we can make a real difference.

#### Take responsibility

We are members of the Clean Streets Campaign. This anti-litter campaign asks you to ...

- ▶ think more carefully than you do now about your litter habits in public places. Use public bins or take litter home.
- ▶ recycle things as often as possible. Don't throw things away. If you can, use them in another way.
- ▶ use recycling centres more regularly than you do now. Go once a week.
- ▶ help us to improve our local environment as quickly as possible. Join us today.

**Work it out:** *more* + adverb + *than*  
and *as* + adverb + *as*

- 4 a Look at the text again. Find and underline two phrases with *more* + adverb + *than*, and two phrases with *as* + adverb + *as*.
- b Make four true sentences about you and your family. Use the verbs in the box with the phrases you underlined in the text.

do the washing-up   do your homework   drive   eat  
go swimming   learn English   run   watch TV

#### Examples

*I do my homework more carefully than my sister.*  
*I don't watch TV as often as my brother.*

### Writing: an anti-litter poster

- 5 a Make a poster for an anti-litter campaign in your school or town. Before you start, make a list of things you can tell people to do.

*Example*  
*Don't drop litter! Use bins.*
- b Write numbers to show the best order for the things in your list: 1 = most important.
- c Use your list to make the poster.
- d Check the spelling of all new words.




#### Litter collectors

Every **Snack Snack** restaurant supports local environmental projects and looks after its local environment. This is because every restaurant is part of the town it is in. Watch out for our litter collectors – people from our restaurants picking up all the litter they find near their restaurant.

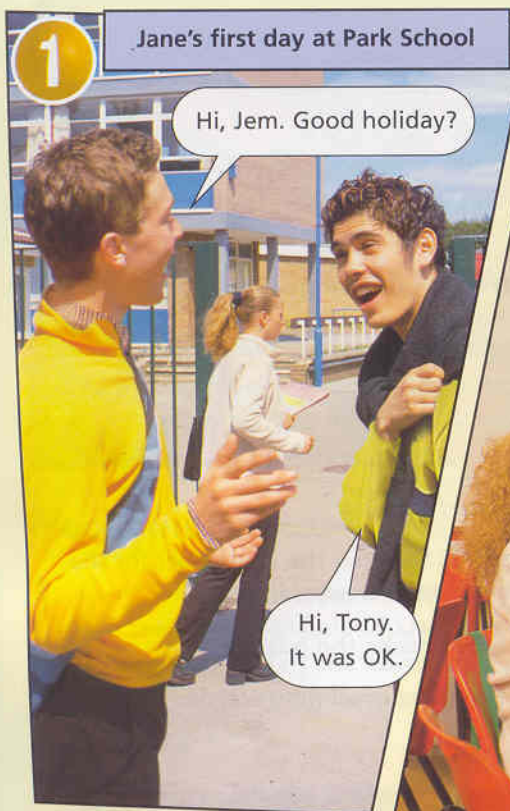


# New school

- 1 a Look at the title. Which five words in the box do you think are in the story? Use a dictionary, if necessary.

- b  Listen and read. Check your guesses.

class club disappear football holiday  
interesting marks subjects tallest team



Ten minutes later

**Jane** I'm studying German and Spanish, too.  
**Chris** Oh, I hope we're in the same class. You can help me. I always get bad marks. My parents think it's because I spend too much time on my music.  
**Jane** You play the guitar! Do you sing, too?  
**Chris** Yes, I sing jazz.  
**Jane** What do you think of London, then?  
**Chris** It's the most exciting city I know.  
**Jane** Mmm. London's OK but I don't like this school as much as my last one.  
**Chris** It's better than my school in the States!





- 2 Work with a partner. Ten minutes of the conversation in picture 2 between Chris and Jane is missing. Make up some of their conversation. Use these ideas.

Jane: Oxford Dave the OK Club  
Chris: new life in London America family

- 3 Write a diary for one of the people in the story. Write about the meeting in the canteen.

Example

Today Tony and I met two very nice girls. They ...

- 1 Work in groups of four. Who is ...

- |                 |                      |
|-----------------|----------------------|
| 1 the tallest?  | 5 the healthiest?    |
| 2 the shortest? | 6 the most athletic? |
| 3 the oldest?   | 7 the most helpful?  |
| 4 the youngest? | 8 the funniest?      |

- 2 Match the sentences and the test results.

- |   |         |
|---|---------|
| 1 I got all of the right answers.         | 0/100   |
| 2 They got none of the right answers.     | 96/100  |
| 3 She got half of the right answers.      | 100/100 |
| 4 We only got a few of the right answers. | 50/100  |
| 5 He got most of the right answers.       | 8/100   |

## Review

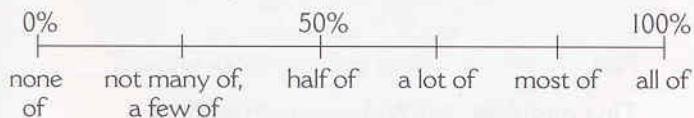
### Superlative adjectives

	Adjective	Superlative
Short adjectives (1 syllable)	short wide big	the shortest the widest the biggest
Adjectives ending in -y	heavy	the heaviest
Longer adjectives (2,3 or 4 syllables)	modern	the most modern
Irregular adjectives	good/bad	the best/the worst

We use the superlative forms of adjectives when we compare one thing with two or more others.

### Quantity phrases

These phrases tell us how many there are.



None of my friends are here. All of my friends are here.

### more + adverb + than

We use *more + adverb + than* to compare the way people do things: *I laugh more loudly than my sister.*

### as + adverb + as

We use *as + adverb + as* to say that people do things in the same way: *She plays football as regularly as I do.*

## Vocabulary

Look at the unit again. Add all the new words for trees and forests, litter, waste and recycling, and personality adjectives to your vocabulary book.

## Freewheeling .....

- Listen to the first part of *The best* by Tina Turner. Complete the missing words.

I \_\_\_\_\_ you, when I need \_\_\_\_\_  
heart's on fire.  
You \_\_\_\_\_ to me, come to me wild and wired.  
You come to me, give me everything I need,  
You give me a lifetime of promises and  
a \_\_\_\_\_ of dreams,  
You speak the language of \_\_\_\_\_ like you  
\_\_\_\_\_ what it means  
And it can't be \_\_\_\_\_.  
Take my heart and make it strong, baby.  
You're simply the \_\_\_\_\_,  
\_\_\_\_\_ than all the rest,  
\_\_\_\_\_ than anyone,  
Anyone I ever met.  
I'm stuck on your heart,  
I hang on every word you say,  
Tear us apart  
Baby, I would rather be dead.

Listen again. Sing the song.



# 3

## Holiday jobs

### Future plans



- 1 a Read 'Summer work'. How many of the places in the photos are in the text? Tick (✓) the boxes.

a farm	<input type="checkbox"/>	a hotel	<input type="checkbox"/>
a fast food restaurant	<input type="checkbox"/>	a summer camp	<input type="checkbox"/>
		a swimming pool	<input type="checkbox"/>

### Summer work

In Britain, the United States, Australia and Canada it is quite normal for students (16 years old, and older) to take jobs during their summer holidays.

Young people work part-time (four or five hours a day) or full-time (eight hours a day) in supermarkets, fast food restaurants, hotels, at local swimming pools, and so on. They help with the work in many of these places when adult workers want to take their family holidays with younger children. They can also earn some money for their own social life during the holidays.

- b How does the information in the text compare with your country?

- 2 What jobs do students do in the places in Exercise 1a and in the text? Match the descriptions with the places.

1 pick fruit	a at a hotel
2 organize activities	b at a swimming pool
3 carry shopping	c on a farm
4 sell tickets	d at a supermarket
5 clean bedrooms	e at a summer camp
6 clean tables	f in a fast food restaurant

- 3 Listen to some students talking about their plans for the next holiday. Complete their sentences.

Niveeta	I'm going to _____ as a _____.
Phil	I'm going to work with _____.
Tina and Jess	We're going to work at _____ _____.
Richard	I'm _____ _____.

- 4 Listen again. Answer the questions.

- Who is going to work near a big city?
- Who is going to start work after his holiday?
- Who is going to work in another country?
- Who is going to start work the next day?
- Which students are going to work at the same place?



## Work it out: *be going to* (1)

- 5 a Complete the chart with parts of the verb *be*.  
Use Exercises 3 and 4 on page 20 to help you.

I	_____	
He/She/It	_____	(not) going to come.
You/We/They	_____	

- b Circle a, b or c to complete the rule.


*Be going to* is one of the ways you can ...

- a talk about the past/tell a story.
- b talk about what is happening now.
- c talk about future plans.

- c Make sentences with these words and phrases.

- 1 Phil/not/work/in London
- 2 Niveeta/start work/at Snack Snack tomorrow
- 3 Tina and Jess/work/at a hotel
- 4 Richard/not/start his job before his holiday
- 5 Tina and Jess/not/work at a supermarket

- 6 a Look quickly through the adverts for holiday jobs. Which one is possibly for Snack Snack?

- b  Listen to a phone conversation. Which job are the two people talking about?

A

### ADVENTURE CAMP HELPERS

Do you enjoy working with children?  
Do you like sports: football, tennis,  
climbing, swimming?

Adventure Camp has summer jobs for students,  
late June to end August

Mondays-Fridays, 9 a.m.-5 p.m.  
£3.80/hour, free lunch every day

Call Peter or Sue on 0180 946 879

B

### YOUNG PERSON ♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦

to work as assistant at local swimming pool  
selling tickets, cleaning the changing rooms  
and the pool

8.30 a.m. to 5.30 p.m. 1 hour for lunch break  
£5.20/hour Telephone: 0180 085 867

## Work it out: *be going to* (2)

- 7 a Listen to the conversation again. Complete the sentences below.

Are you \_\_\_\_\_ get the bus?

Yes, I \_\_\_\_\_.

So are you \_\_\_\_\_ wear  
the hat?


What hat? No, I' \_\_\_\_\_ !

- b Make the statements into questions.

*Example*


He's going to work. → *Is he going to work?*

- 1 You are going to stay.
- 2 They're going to leave soon.
- 3 She's going to play her guitar.

- 8 a  Work with a partner. You want to go on a two-day trip together next month, but you haven't got any money. Discuss these things.

- 1 How are you going to make the money for the trip? Where and for how long are you going to work for it?
- 2 How are you going to prepare for the trip?  
What are you going to take with you?
- 3 What are your other plans for the trip?

- b Change partners. Ask and answer about each other's plans.

- 9  What are your real plans for next weekend or your next holiday? What are you going to do?

C

### CLEANER WANTED

Fast food restaurant, town centre  
5 days/week, 8 hours/day, £5.50/hr.


Tel: 0180 550 579



# The arts

## Articles

1 a Look at the photos. Where are these people? What are they doing?

b  Read this letter quickly. What are 'the arts'? Find five examples.



2 Read the letter again. Which of these things are in the plans for the leisure complex and arts centre? Tick (✓) the boxes.

- |                |                          |                       |                          |
|----------------|--------------------------|-----------------------|--------------------------|
| a cinema       | <input type="checkbox"/> | an outdoor pool       | <input type="checkbox"/> |
| an indoor pool | <input type="checkbox"/> | a theatre             | <input type="checkbox"/> |
| a river        | <input type="checkbox"/> | dance studios         | <input type="checkbox"/> |
| a lake         | <input type="checkbox"/> | an exhibition gallery | <input type="checkbox"/> |
| music rooms    | <input type="checkbox"/> | a computer room       | <input type="checkbox"/> |
| a library      | <input type="checkbox"/> | changing rooms        | <input type="checkbox"/> |



## TRIANGLE LEISURE COMPANY

27 Bridge End Street • Reading RG2 9DZ • Telephone: 0118 654 302

The Head Teacher  
Park School  
London W14 9SG

9th September

Dear Head Teacher,

I am writing to ask you and your students for help.

We are going to build a new leisure complex and arts centre for young people. The leisure complex is going to have indoor basketball and tennis courts, an indoor swimming pool, two outdoor playing fields and a lake for water sports. The arts centre is going to be in a different building with four main sections: music (music rooms), theatre and dance (a theatre and dance studios), film (a cinema) and art (an exhibition gallery).

We need your help because we want to ask your students what they would like to have in the arts centre. For example, are they going to want to hear/play mainly pop, classical, folk music or jazz? Would they like lessons in modern dance – Latin American, for example? And what sort of films would they like to have at the cinema?

We are going to be in your area next week. Could we come and interview some of your students then? If you can help us, could you telephone me this week?

Yours faithfully,

*M. Dawson*

M. Dawson  
Director

## Learn to learn: vocabulary groups

3 Putting words into groups can help you remember vocabulary. Make a chart like this in your vocabulary book. Add all the leisure and arts words that you know into the different groups.

Type of activity	Example	Place/ Building	Equipment
music	jazz pop	clubs	piano drums guitars



## Work it out: a/an or the?

- 4 a Read the text below. Circle the articles (a, an and the) with their nouns.

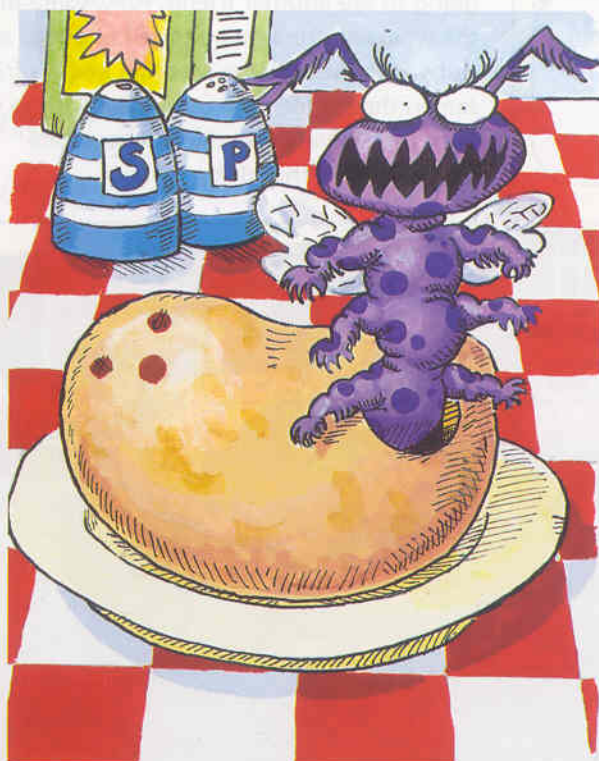
We are going to build a leisure complex and an arts centre. The leisure complex is going to be for sport. The arts centre is going to be for music, theatre, dance, film and art.

- b Complete the rules. Use a/an and the.

- We use \_\_\_\_\_ + noun the first time we talk about something.
- We use \_\_\_\_\_ + noun when it's clear what we are talking about.

- c Fill in the gaps in the story. Use a, an or the.

There was <sup>1</sup> \_\_\_\_\_ huge, ugly insect. <sup>2</sup> \_\_\_\_\_ insect lived inside <sup>3</sup> \_\_\_\_\_ potato. <sup>4</sup> \_\_\_\_\_ potato was on <sup>5</sup> \_\_\_\_\_ plate. <sup>6</sup> \_\_\_\_\_ plate was on <sup>7</sup> \_\_\_\_\_ table. <sup>8</sup> \_\_\_\_\_ table was in <sup>9</sup> \_\_\_\_\_ house. <sup>10</sup> \_\_\_\_\_ house was in <sup>11</sup> \_\_\_\_\_ enormous, dark forest. <sup>12</sup> \_\_\_\_\_ forest was in ...



- 6 a Listen. Which eight of the things in Exercise 2 on page 22 do the people from Triangle and the students talk about in the interview? Complete the list.

- |            |         |
|------------|---------|
| 1 a cinema | 5 _____ |
| 2 _____    | 6 _____ |
| 3 _____    | 7 _____ |
| 4 _____    | 8 _____ |

- b Listen again. Answer the questions.

- What three new suggestions for the leisure complex and arts centre do the students make?
- Which suggestion don't the Triangle people like?

## Useful English

### Suggesting

How about + a/-ing ...?	That's a good idea!
What about + a/-ing ...?	I don't think that's a good idea.

- 7 a Your school is going to build a new sports centre. The head teacher wants your ideas. Make suggestions. Use the 'Useful English' phrases.
- b Compare your suggestions. Vote for the five best ideas in the class.

## Writing: a letter

- 8 a Write a letter to an English friend about your school's plans for the new sports centre.

10 Main Street  
Oxford

10th February

Dear Peter,

Great news! We are going to have a new sports centre at my school. The head teacher asked us for our suggestions for the new building and these are our plans for it.

There is going to be

Best wishes,

Suzanne

- b Check all the sentences with *be going to* in them.


## Pronunciation: a/an and the

- 5 Listen to the story. Repeat it and copy the pronunciation of a, an and the carefully.



# A letter from Jane

- 1 a Dave gets a letter from Jane in picture 1. Is Jane's letter good or bad news for Dave? What is the main news in the letter? Guess.

b  Listen and read. Check your guesses.



**Carol** There's one for you here, Dave. It's from London. I bet it's from Jane. Here you are.

**Dave** Thanks. It *is* from Jane.

**Carol** What does she say? Read it to me.



**Dave** OK. Listen ... 'I see a lot of my new friend here, an American girl called Chris. We're going to see a film together next Saturday. We're also going to see another friend, Tony, some time at the weekend. He's going to tell us about all the clubs at the school. We met him and his friend Jem in the canteen the other day. They're very friendly ...'. 'Very friendly', she says. She obviously likes this bloke, Tony.



**Carol** Oh, Dave. Don't be so boring! Jane wrote to you, so she still likes you. Now drop it! OK?

**Dave** Big deal! One letter!



**Dave** This bloke Tony is going to be a problem. I know it. Jane likes him.

**Carol** Dave, you're *impossible*! Jane likes you. She isn't going to forget you so soon!



## Set the pace

- 2 a Match the phrases from the story with their meanings.

- |                         |                                       |
|-------------------------|---------------------------------------|
| 1 bloke (picture 2)     | a stop talking about it all the time! |
| 2 drop it! (picture 3)  | b That doesn't mean much!             |
| 3 Big deal! (picture 3) | c boy/man                             |


- b  Listen and repeat.


- 3 Look back at the pictures. What are the people going to do?

### Example

Carol (picture 1) *She's going to give Dave a letter.*

- 1 Carol's mother (picture 1) \_\_\_\_\_
- 2 Dave (picture 2) \_\_\_\_\_
- 3 Dave (picture 3) \_\_\_\_\_
- 4 Carol and Dave (picture 4) \_\_\_\_\_


- 4  What do you think about Jane's news? Is Dave right to worry about it, or is Carol right? Will Jane forget Dave?

- 1  Work with a partner. What are your plans for next weekend? Ask and answer about:

- |                      |                    |
|----------------------|--------------------|
| 1 Saturday morning   | 4 Sunday morning   |
| 2 Saturday afternoon | 5 Sunday afternoon |
| 3 Saturday evening   | 6 Sunday evening   |

- 2 Make sentences with these words. The sentences make a story. Finish the story.

- 1 car for outside house A days. my was
- 2 Then man and a took car. the tall came
- 3 a pair of man shoes. The had green
- 4 saw I man's the face.
- 5 a He very nose. had large

- 3  Write about yourself. What are you going to do when you leave school? Are you going to travel to other countries, study at university, get married and have children or become famous?

## Vocabulary

Look at the unit again. Add all the new words for jobs, the arts, sports and leisure to your vocabulary book. Put them into groups or word-maps. Look back at Exercise 3 on page 22.

## Review

### be going to

Statements	
I am	
He/She/It is	(not) going to leave.
You/We/They are	
Questions	Short answers
Are you going to come to the party on Friday?	Yes, I am.
Is she going to come?	No, she isn't.

We use *be going to* to talk about future plans.  
*They're going to build a new gym at my school next year.*

### a/an and the

We use *a/an* + noun the first time we talk about something.  
 We use *the* + noun when it's clear what we are talking about.  
*There's a man and a woman outside. The man is short and the woman is tall.*

## Freewheeling .....

Look at the picture for one minute and close your book. What are the two people going to do on holiday?

### Example

*They're going to play the guitar and sing some songs.*



Who has the longest list in the class?



# 4

## A famous scientist

### before and after with the past simple

#### Vocabulary: sciences

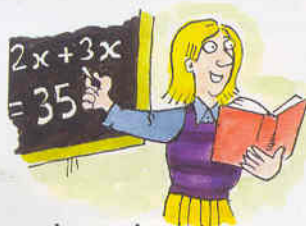
1 Complete the definitions. Use three of these words.



chemistry



physics



mathematics



biology

- 1 \_\_\_\_\_ = the science or study of numbers
- 2 \_\_\_\_\_ = the scientific study of living things
- 3 \_\_\_\_\_ = the scientific study of natural forces such as light, sound, heat, and electricity

2 a Write the names of two scientists.

b Work in groups. Discuss these questions.

- 1 How many scientists' names have you got?
- 2 What nationality are they?
- 3 What science do/did they study?
- 4 Why are they famous?

3 a Look at the photo in the text. What do you think the text is about?

b Read the text to check your answers.

4 Read the text again and fill in the gaps.

1867	Maria was born.	1895	_____
1878	_____	1897	_____
1891	_____	1898	_____
1893	_____	1903	_____
1894	_____	1906	_____



Maria Skłodowska was born in Warsaw, Poland, on 7th November 1867. Her childhood was not happy. Her older sister died when she was nine and her mother died when she was eleven. Four years after the death of her mother, she left school. That was a difficult time, too. She couldn't go to university because universities in Poland were not open to women, so she taught herself.

In 1891 Maria went to Paris to study physics. She did very well and got her degree in 1893. A year after she got her physics degree she got a maths degree, too. This was only a few weeks before she met a clever young man called Pierre Curie. They got married in 1895 and Maria became Marie Curie. The Curies had two daughters: Irène, born in 1897, and Eve, born in 1904. Before the birth of Irène, Marie started working with Pierre. Together they discovered radium in 1898.

In 1903 Marie and Pierre won the Nobel Prize for Physics and they became very famous. Then, three years later, Pierre died and Marie's world changed forever.



## Work it out: before and after

- 5 a Read the sentences below. Which action/event comes first in each sentence? Write 1 or 2 above the words in **bold**.

- After Marie **got her physics degree**, she **got a maths degree**.
- Before **the birth of Irène**, Marie **started working** with Pierre.

- b Complete the sentences. Use the text on page 26.

- 1 Marie's mother died two years after ...
- 2 Marie got her physics degree before ...
- 3 Marie and Pierre started working together before ...
- 4 Marie and Pierre became famous after ...

- 6 Work with a partner. What would you like to know about Marie's life after Pierre Curie died? Write two or three questions.

- 7 a Listen to a class discussing the Curies. If you can, find answers to your questions.
- b Listen again. Complete the diagram below with information from the cassette.

- c Work with a partner to check your answers. Ask and answer these questions.

- 1 How did Pierre Curie die?
- 2 What was Marie Curie's second Nobel Prize?
- 3 When did she start the Radium Institute?
- 4 What did she do in the First World War?
- 5 When did she die?
- 6 What did she die of?

- 8 a Use your notes from Exercises 4 and 7 to find three pairs of events from Marie Curie's life. Join each pair with *before* or *after*.

### Example

1 Pierre died in an accident. 2 Marie took his job.  
After Pierre died in an accident, Marie took his job.

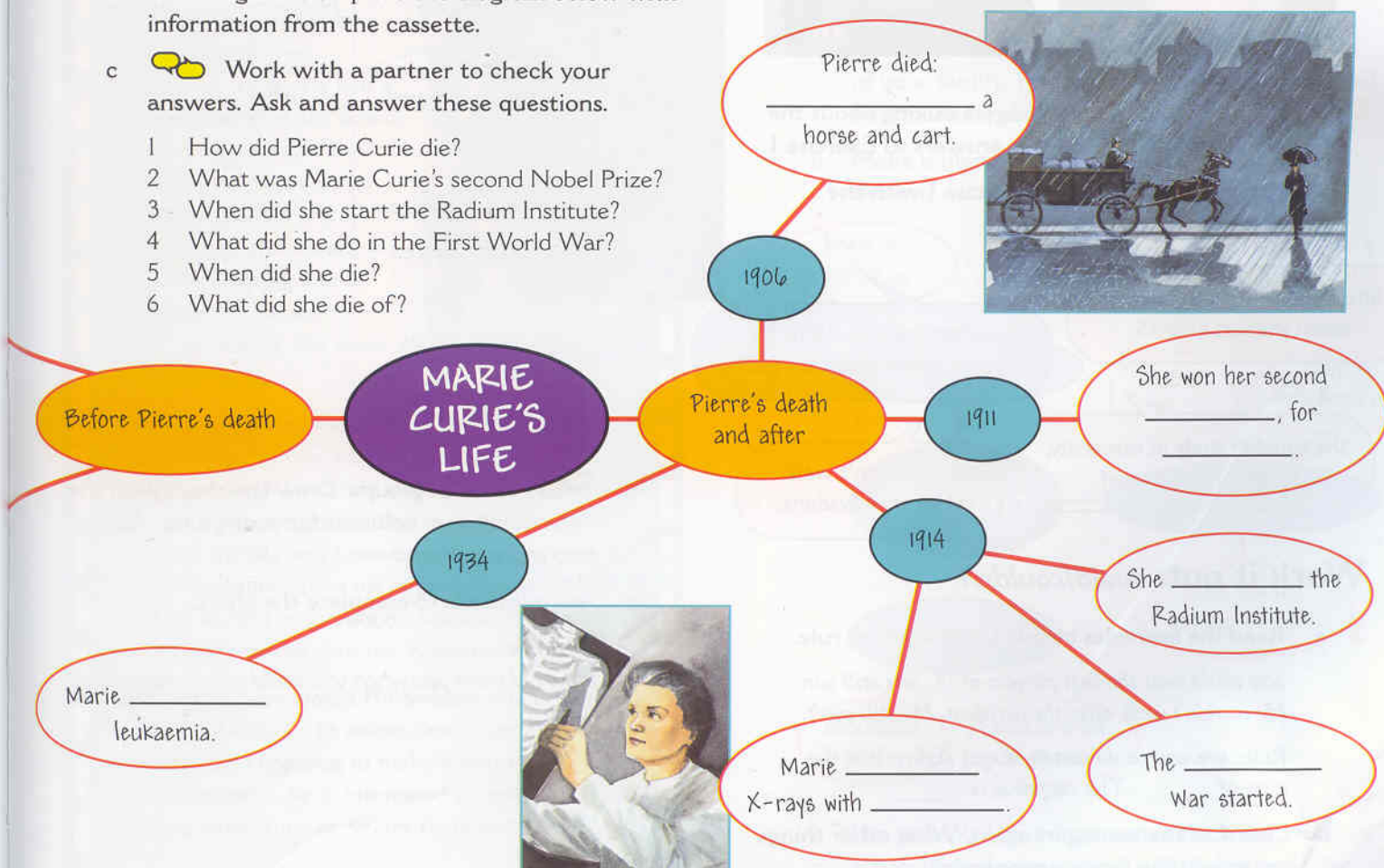
- b Write your three sentences in the correct order of Marie's life.

- 9 a Work with a partner. Write six events from your life on six different pieces of paper.

My younger sister  
was born

We moved to a  
bigger house.

- b Swap sentences with your partner and read them. Decide on the correct order for them. Join them with *before* or *after*.
- c Read your partner's 'life story' to him/her. Your partner will tell you if the order is correct.





# Famous lives

## could/couldn't

- 1 Do you know the people in these photographs?  
What do/did they do?



- 2 a Listen to some teenagers talking about the people above. Check your answers to Exercise 1.  
b Match the people from Exercise 1 with the sentences below.

1 She could beat all the others when she was only 15.

2 When he was a boy, he couldn't afford to buy boots.

3 She couldn't study at university, so she taught herself.

4 He couldn't walk after the accident.

## Work it out: could/couldn't

- 3 a Read the examples below. Complete the rule.  
*She could beat the best players at 15. She still can.*  
*He couldn't walk after the accident. He still can't.*  
Rule: we use *could* to talk about ability. It is the past of \_\_\_\_\_. The negative is \_\_\_\_\_.  
b Listen to the teenagers again. What other things can/could the famous people do?

## Pronunciation: /ʊ/ and /u:/

- 4 a Listen to these words. Tick (✓) the words with the same sound as *could*.

book	<input type="checkbox"/>	good	<input type="checkbox"/>	would	<input type="checkbox"/>
do	<input type="checkbox"/>	look	<input type="checkbox"/>	you	<input type="checkbox"/>
food	<input type="checkbox"/>	new	<input type="checkbox"/>	zoo	<input type="checkbox"/>

- b Listen to the words again, and repeat them.  
Write the words in the correct column.

/ʊ/	/u:/
could	do

- 5 a How old were you when you could first do the things in the chart below? Write the ages under your name. There's an example in the chart.

Name	Haluk		
Action			
write your name	about 5		
count from 1 to 10 in a foreign language			
swim 50 metres			
ride a bicycle			
go to the shops alone			
make a cup of tea			

- b Work in groups. Draw the chart with the right number of columns for your group. Add two more actions.  
c Ask questions to complete the chart.

*Example*

*How old were you when you could write your name?*



## ago with the past simple

1 What do you know about Brad Pitt?

2 a Read 'Brad Pitt – the man' quickly. Write the paragraph numbers in the boxes below.

Famous at last ☐

A happy childhood ☐

Getting started ☐

b Read the text carefully. Check your answers to Exercise 1 and Exercise 2a.

c Underline the sentences that answer the questions below. Answer them.

- 1 When and where was he born?
- 2 What did he do at university?
- 3 What was his first important role?
- 4 What is he interested in doing now?

### Brad Pitt – the man

1 William Bradley Pitt was born on 18th December, 1963, in Shawnee, Oklahoma (USA). He had a happy childhood and school life, and he went to the University of Missouri to study journalism and advertising. At university he started acting and in 1987 he left before he took his degree. He went to Hollywood...



Brad Pitt in *Seven Years in Tibet*

2 Life in Hollywood wasn't easy. At first he couldn't find any acting jobs, but by 1989 he started getting small TV and film roles. Then nine years ago, in 1991, he got his first main role as JD in the film *Thelma and Louise*. He was on screen for only 14 minutes but a lot of people noticed him and he started to get bigger roles in films, such as Louis in *Interview with the Vampire*.

3 Brad Pitt is now one of Hollywood's most successful actors. His name almost certainly means a film is going to make a lot of money, but at the moment, he is interested in making more serious films, such as *Seven Years in Tibet*.

## Work it out: ago

3 a Read the example from the text. Answer the questions.

*Then nine years ago, in 1991, he got his first main role.*

- 1 In what year was the text written?
- 2 How do you know?

b Imagine it's now 2005. Use the text to match the parts of the sentences.

- |  |                 |
|--|-----------------|
| 1 He was born ...                      | a 14 years ago. |
| 2 He left university ...               | b 42 years ago. |
| 3 He acted in his first major film ... | c 18 years ago. |

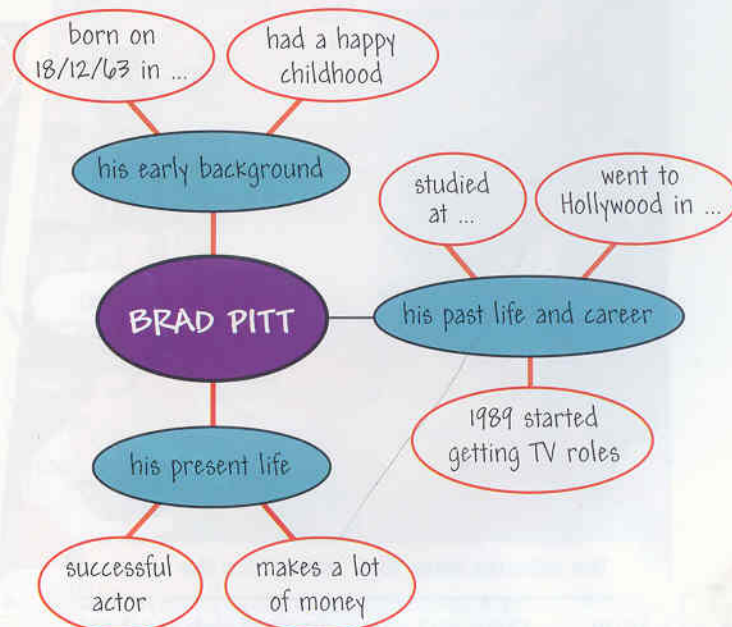
c Work with a partner. Ask and answer questions. How many years ago did you ...

- 1 buy your first CD?
- 2 first go to a fast food restaurant?
- 3 start learning English?
- 4 first go to the cinema?

## Writing: a life history

4 a Choose a person you know a lot about, for example, a film star, a politician, a member of your family. He/She can be alive or dead. Tell your partner about him/her.


b Make a plan like the one below about your person.



c Use your plan to write a text. Check the past simple verbs and sentences with *before* and *after*.



# Let's start a club!

- 1 a Look at the title and read the conversation at the end of the story on page 18. Who is going to start a club? What sort of club? Guess.  
b  Listen and read. Check your guess.



**Chris** Hi, Tony. Can we ask you about the school clubs some time? How about this weekend?  
**Tony** Yes, of course. Why don't you come round to my place on Sunday? Here's my address.



**Tony's dad** Tony isn't here. He went to football practice two hours ago ...  
**Tony** Hi! Sorry I'm late! Dad, I'm just going to clean up. Can you look after Chris and Jane?  
**Tony's dad** Of course. Come and sit down.



Twenty minutes later

At last!

Ten minutes after Tony comes into the room

**Tony** No, there isn't a girls' football club at school.  
**Jane** Let's start one, then! Can you come and see the sports teacher with us tomorrow?




Mmm. I wonder.  
Does she like me?

**Tony** The boys' team has training on Wednesday afternoon. Why don't you come?  
**Chris** Good idea. We can get fit before we play any games. I'm going to put up a notice about it after we see the teacher.



2 In the last picture, who is Tony thinking about? Do you think 'she' likes him?

3 a  Work with a partner. You are Jane and Chris or Tony and Jem. Make one of the dialogues below.

Jane and Chris What do you say to each other after you leave Tony's?

Tony and Jem What do you say to each other on the phone on Sunday afternoon?

b Work with another pair. Act out your dialogues for each other.

## Review

### before and after

We use *before* and *after* to join sentences and show the order of events.

② ————— ①  
Before Eleni went out, she closed the windows.

① ————— ②  
After her husband's death, Marie won a second Nobel Prize.

### could/couldn't

We use *could* to talk about ability in the past. It is the past of *can*. *Couldn't* is the negative.

*She could play the piano when she was three.*

*I couldn't remember her name.*

### ago

We use *ago* to say when something happened. It means 'before now'. We use it with a period of time.

*He started acting five years ago.*

1 a Read about the violinist, Vanessa Mae.

#### Vanessa Mae

- 1978 Vanessa Mae was born in Singapore.
- 1981 She had her first piano lesson.
- 1982 She moved to London.
- 1983 She had her first violin lesson.
- 1986 She won the British Young Pianist of the Year competition.
- 1987 She decided to study only the violin.
- 1988 She first performed with an orchestra.
- 1991 She went on her first world tour.

b Answer these questions with *ago*.

- 1 When was Vanessa Mae born?
- 2 When did she have her first piano lesson?
- 3 When did she win an important competition?
- 4 When did she go on her first world tour?

c Make sentences with *before* or *after* about Vanessa Mae's life.

- 1 piano/violin  
*She started to play the piano before (she started to play) the violin.*
- 2 first piano lesson/move to London
- 3 first violin lesson/move to London
- 4 Young Pianist of the Year competition/decide to study only the violin
- 5 first world tour/perform with an orchestra

2 Make sentences about the cartoons with *could* or *couldn't*.

*She couldn't walk when she was a year old.*



1 a year



2 18 months



3 20 months




4 5 years

## Vocabulary

Look at the unit again. Add the new words for science to your vocabulary book. Can you add any other school subjects?

## Freewheeling .....

- a  Listen to some people playing a game. What are the rules? (What type of questions can you ask? How do you answer them?)
- b Play the game in groups.





# This is your life!

## Expressing frequency



### Vocabulary: everyday activities

- 1 a What are the people above doing? The verbs for these actions are in the questionnaire below.
- b Do the questionnaire.
- c Check your scores on page 110.

### Are you nice to live with?

Or are you a pain in the neck? Find out with our fun questionnaire.

- 1 How do you feel when you get up in the morning?  
a fantastic! b good, usually c OK d awful!
- 2 What do you do first in the morning?  
a brush my teeth c turn on the TV  
b have a shower d go back to sleep
- 3 How often do you help in the house?  
a every day  
b often – two or three times a week  
c occasionally – when Mum and Dad ask me  
d They don't want my help – I break things!
- 4 What housework do you do most? (Circle one only.)  
a I wash up. c I tidy my room.  
b I make the beds. d I don't do any!
- 5 How often do you have arguments with your family?  
a never c once or twice a week  
b occasionally – once d every day  
or twice a month
- 6 Which bad habits do you have at home? (Circle more than one if you need to.)  
a I play loud music. c I shout at my brother/sister.  
b I'm very messy. d I eat all of the biscuits.  
(I don't tidy up.)

- 2 Listen to a boy doing the questionnaire. What are his answers? What kind of person is he?

### Work it out: how often ...?

- 3 a Find the questions with *how often ...?* in the questionnaire. Make a list of the words you can use to answer this question.
- b Read the examples in the chart. Circle the right words in the rules below.

Frequency adverbs	Frequency expressions
I <i>occasionally</i> help. I'm <i>always</i> messy. He can <i>often</i> come.	I have arguments <i>every day</i> . They're here <i>three times a week</i> . We can go out <i>once a week</i> .

- 1 Frequency adverbs usually go *before/after* most verbs, but *before/after* the verbs *be* and *can*.
- 2 Frequency expressions usually go at the *beginning/end* of the sentence.
- c Write two sentences for each of the examples below. Use the words in brackets.
  - 1 He gets up early. (always/every day)
  - 2 She can stay out late. (often/twice a week)
  - 3 We tidy our room. (once a week/often)
  - 4 They wash up. (never/once a year)
- 4 Work with a partner. Compare your questionnaire answers. Tell the class about him/her.

#### Example


*Susan helps in the house more often than me.*



## Vocabulary: TV programmes

- 5 These are all types of TV programme. Check any new words and think of an example of each type from your country.

chat show comedy documentary drama  
game/quiz show news soap opera  
sports programme

- 6 a How often do you watch TV? How many hours do you watch every week?
- b  Read this magazine article about young people in Britain. Do British teenagers spend more or less time in front of the TV than you?



- 7 Find words in the text with the same meaning as these words.

- |                  |                     |
|------------------|---------------------|
| 1 sure           | 3 mother and father |
| 2 the television | 4 agreement         |

- 8 Are these statements about British teenagers true (✓) or false (X)? Correct the false ones.

- |   |                          |
|---|--------------------------|
| 1 Nearly all British teenagers watch TV every week.     | <input type="checkbox"/> |
| 2 Most of them watch TV for more than two hours a week. | <input type="checkbox"/> |
| 3 Half of them watch TV for more than 21 hours a week.  | <input type="checkbox"/> |
| 4 A few British teenagers watch children's programmes.  | <input type="checkbox"/> |
| 5 Most British teenagers watch programmes after 9 p.m.  | <input type="checkbox"/> |



### TV mad

One thing's certain – you all love TV! Every week 99% of our readers watch it. Most of you spend between two and 14 hours in front of the box each week, but 12% of you manage at least 21 hours! Most (96%) of you watch children's programmes too.

More than 90% of you watch programmes after 9 p.m. – usually with your parents' permission. The sorts of programmes you watch in the evenings are soap operas, dramas, documentaries (often about animals), American and British comedies and sports shows.




## Writing: a report

- 9 a Make a questionnaire about watching TV. Write at least five questions.

### Examples

- 1 How often do you watch TV?
- 2 When do you usually watch it?
- 3 Which programmes do you love?

- b Put your questions in a logical order.
- c  Ask and answer your questions.
- d Use your answers to write a report.

### Example

Twenty-eight of us watch TV every day.  
That's 80%.




# Our lives in the future


## Making predictions

- 1 Read the definition of 'robot'. Which machines in the photos are robots?

**robot** /'rəʊbɒt/ *noun* [C] a machine that can move and do some of the work that a person does.

- 2  Work with a partner. Which jobs do you think robots can do now or will do in the future? Tick (✓) the boxes in column 1.

	1	2		1	2
clean the house	<input type="checkbox"/>	<input type="checkbox"/>	serve food in cafes	<input type="checkbox"/>	<input type="checkbox"/>
design buildings	<input type="checkbox"/>	<input type="checkbox"/>	teach languages	<input type="checkbox"/>	<input type="checkbox"/>
fly planes	<input type="checkbox"/>	<input type="checkbox"/>	wash the dishes	<input type="checkbox"/>	<input type="checkbox"/>
produce cars	<input type="checkbox"/>	<input type="checkbox"/>	write books	<input type="checkbox"/>	<input type="checkbox"/>

- 3 a  Read 'Work in the future'. What does the scientist say robots can do now or will do in the future? Tick (✓) the boxes in column 2 in Exercise 2.
- b Were your predictions in Exercise 2 the same as Dr Dutton's or different? Did anything in the article surprise you?

- 4 Read the article again. Put these questions on lines 1–5.

What do robots already do for us?

What is a robot?

Will robots take over more of the boring jobs in the future?

What about jobs like journalism, or teaching? What will be the future for those jobs?

What will happen to jobs in the food industry? Will robots take over those jobs?



### Work in the future

Scientists predict that there will be more robots than humans in the world by the year 2050. There are already millions of robots that do a lot of different jobs for us.

Doctor Elizabeth Dutton is a robot designer. We asked her some questions about her work.

Interviewer

1 \_\_\_\_\_?

Dr Dutton

A robot is just a computer with mechanical arms and hands, and sometimes wheels or legs.

Interviewer

2 \_\_\_\_\_?

Dr Dutton

A lot. They already do dirty or boring jobs in factories. They put together cars for example, and they carry out some of the messier jobs in food factories, too.

Interviewer

3 \_\_\_\_\_?

Dr Dutton

Yes, I think they will. They'll take over boring jobs in the home, such as washing-up and cleaning. But they won't do only the boring jobs. I'm working on robots to help design buildings.

Interviewer

4 \_\_\_\_\_?

Dr Dutton

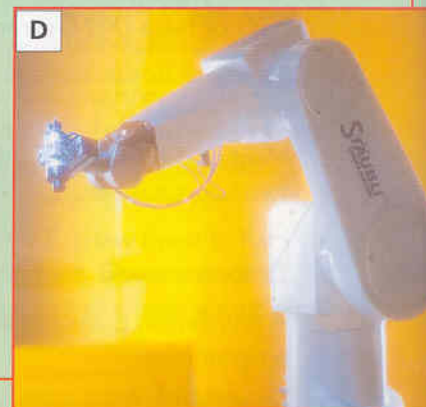
Oh yes, that will certainly happen. Robots will take your order and serve your food.

Interviewer


5 \_\_\_\_\_?

Dr Dutton

I don't think we'll see robots in creative jobs such as writing or teaching.






- 5 a  Listen to the full interview and check your answers.
- b Listen again. Find two more pieces of information that are not in the article.
- 1 a piece of information about Dr Dutton's work with robots
  - 2 a piece of information about the kind of work robots won't do


## Useful English

### Giving opinions about the future

I think  
I don't think  
I expect  
I hope

} robots will do a lot of the boring jobs.

- 6  Would you like a robot to take your order in a restaurant? Would you like to have a robot at home to do the housework? Discuss your ideas.
- 7 Find these phrasal verbs from the text and questions. Match them with their meanings.
- |                |                           |
|----------------|---------------------------|
| 1 put together | a start doing something   |
| 2 carry out    | instead of another person |
| 3 take over    | b build from parts        |
|                | c do (a job)              |

- 9 a  Work with a partner. Look at the pictures below and discuss this question: will the world get better or worse by 2050? Use the 'Useful English' phrases.

## Work it out: will/won't

- 8 a Read the examples below. Choose the right ending for the rule.

*Robots will take over boring jobs in the home.*  
*They won't do only the boring jobs.*

Rule: we use *will* for a ...

- a prediction for the future.  
b personal plan for the future.

- b Complete the chart.

	Short form/Long form	Main verb
I/You/He/ She/It/We/ They	'll/ _____ won't/ _____	help. work.

- c Look at the example below. Complete the rule.

*Will robots take over jobs in the food industry?*

Rule: we make questions with *will* like this:

*will + subject + \_\_\_\_\_*

- d How will computers affect your life in the next ten years? Make predictions about these things.
- |                           |                  |
|---------------------------|------------------|
| 1 your home               | 3 your free time |
| 2 your school/school work | 4 your holidays  |



pollution



our jobs



food and water in the world



international problems

- b Make some notes of your ideas.  
c Explain your ideas to the class.  
d Will the world get better or worse? Take a vote.



# A new football team

- 1 a What do you know about football? How many people are in each team? What are the names of the positions on the field in English?
- b Listen and read. Find one fact about football in the story.

1 On Monday morning, Jane and Chris put up a notice.

**GIRLS**

Do you want to play football?  
We need eleven people for the team.  
Join our club and come to our  
first training session. Next  
Wednesday 2pm. In the fitness room.

Name	Class
Jane Smith	10M
Chris Benson	10K

**GREENPEACE**

Charity Concert  
8 p.m.

2 On Wednesday morning, in Oxford, Dave gets another letter.

**Dave** Listen. 'We've got a lot of names for the new football club, so Tony says we can train with the boys' team. We're going to train with them twice a week.' I was right. It's all Tony, Tony, Tony.

**Carol** Stop going on about it, Dave! Why do you think Jane wrote and told you?

3 On Wednesday afternoon, in the fitness room

**Tony** Mmm. That's not bad ... for girls!

**Chris** Hey! Cut it out, Tony! What do you mean, 'for girls'?

**Jane** Girls can get just as fit as boys, and we can be better than boys at some sports, you know.

**Tony** OK, OK. Sorry! I didn't mean it!

4

**Jane** Tony's a nice guy, really.


**Chris** I think Jem's OK, too. He's quieter than Tony, but he is better-looking.




## Set the pace

- 2 a Think of another word or phrase in English with the same meaning as the underlined words. Use a dictionary, if necessary.

- 1 Stop going on about it. (picture 2)
- 2 That's not bad. (picture 3)
- 3 Cut it out, Tony! (picture 3)
- 4 Tony's a nice guy. (picture 4)

b  Listen and repeat.

- 3  Can girls get as fit as boys? Can they be better than boys in some sports?

## Review

### how often ...?

We use *how often ...?* to ask about frequency.

*How often do you wash your hair?*

We usually answer the question with a frequency adverb or a frequency expression.

*I sometimes go swimming on Saturdays.*

*I wash my hair every day/twice a week.*

These are frequency adverbs: *always, usually, frequently, often, sometimes, occasionally, never.*

These are frequency expressions: *every day/week/month, once/twice/three times a day/week/month.*

### will/won't

We use *will/won't* to predict the future. We use a main verb after it.

*Robots will do a lot of our jobs in the future.*

*We won't do boring things in the house.*

- 1 Write the sentences. Put the words in the correct order.

- 1 brush three times I teeth a day. my
- 2 do get up How often late? you
- 3 occasionally our grandparents. visit We
- 4 makes every My the day. sister beds
- 5 holiday I a year. go on twice

- 2 Give your opinions about these predictions. Use *think/don't think, expect* or *hope* with *will/won't*.

- 1 The next Olympic Games will be in your country.
- 2 Your country will win the next football World Cup.
- 3 People will work only three days a week.
- 4 Robots will do housework in the near future.

## Vocabulary

Look at the unit again. Add all the new words for everyday tasks and activities and types of TV programme to your vocabulary book.

## Freewheeling .....

Complete the song with these verbs.

'll be (x2) 'll go will grab will try (x2)

### Fields of grey

#### Verse 1

When the night lies so still

Before I go to sleep

I come by, I come by

Just to look at you

In the dim light I say

That in my own small way

I \_\_\_\_\_, I \_\_\_\_\_

To help you through

#### Chorus

There \_\_\_\_\_ blue skies falling

There \_\_\_\_\_ sad scenes and bad dreams

In a world so uncertain

Through the clouds it's hard to see

I \_\_\_\_\_ you and lift you

As you hold on tight and sway

We \_\_\_\_\_ walking

Across the fields of grey

#### Verse 2

There's a place I can go

When the world gets me down

When nothing, when nothing

Goes quite right it seems


As I look there I know

Fortune smiles on me so

But who knows, no one knows

About tomorrow

#### Repeat chorus.

 Listen to the the song and check your answers.  
Who is 'you' in the song, do you think?



# 1

## Consolidation

### Grammar

This is Annie Marshall.



1 Work with a partner. Look at the pictures of Annie. She's from New Zealand and she's fifteen. What other things can you find out about her from the pictures?

2 Annie is talking to a friend. Circle the right words.

I hate school! I arrived today <sup>1</sup>after/before the start of the physics class and the teacher was really angry. I was only two minutes late! I sat down and she asked me a question <sup>2</sup>after/before I even had my books on the desk. I <sup>3</sup>couldn't/can't answer it and <sup>4</sup>none/all of the other girls laughed at me. It was awful! The teachers think I'm <sup>5</sup>laziest/lazier than the other students but it's not true. Anyway, things <sup>6</sup>will get/get better. I'm <sup>7</sup>studying/going to study hard and pass all my exams, and one day I <sup>8</sup>am/will be famous!

3 Annie is nervous about going on a summer course at Fontana Stage School. Her friend wants her to go. Use the adjectives and adverbs below to make dialogues.

Examples

Annie I'm not as strong as you.

Friend You are! You're stronger than me!

Annie I'm not as good at singing as you.

Friend You are! You sing better than me!

- |                   |                     |
|-------------------|---------------------|
| 1 fit             | 4 good at acting    |
| 2 good at dancing | 5 clever            |
| 3 learn/quick     | 6 make friends/easy |

4 Annie is having an interview at Fontana Stage School. She's asking about the timetable.

A You are the interviewer. Look at page 110.

B You are Annie. Ask questions with *how often ...?* about these classes.

- |                  |                      |
|------------------|----------------------|
| 1 modern acting  | 4 study of movement  |
| 2 song and dance | 5 voice training     |
| 3 stage make-up  | 6 give a performance |

Example

Annie How often are the modern acting classes?

Interviewer They are three times a week.



## Vocabulary

- 1 a Make nouns from the parts of words below.

Start of word	End of word
abil- exhibit-	-ion (x3)
bio- move-	-ity (x3)
commun- national-	-logy (x1)
competit- predict-	-ment (x1)

- b Write the opposites of the adjectives in the box. Which different ways of making the opposites of adjectives in English do you know?

careful kind pleasant possible responsible  
selfish tidy

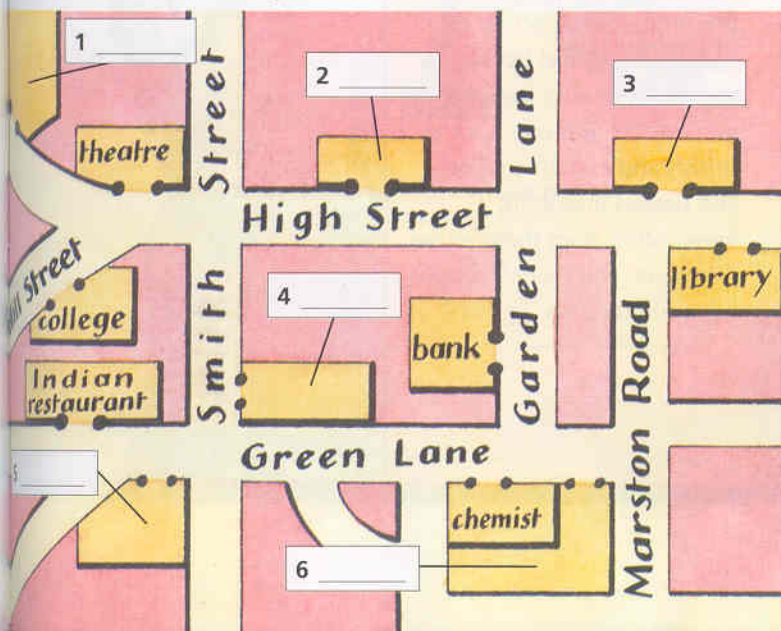
- 2 Write the words and phrases in the box below under the correct heading in the chart.

classical head teacher jazz orchestra  
police station post office soldier  
supermarket violin waitress

Jobs	Music	Places in a town

- 3 Write the names of the places on the map below.

- You come here when you are ill.
- You can take a bus here.
- You come here to tell the police about a crime.
- You can buy all your food in this shop.
- You can send letters from here.
- You can leave your car here.



## Communication

- 1 Complete this conversation. Look at the map and make guesses. A and B are at the bus station.

- A Excuse me.  
B Yes.  
A Do you <sup>1</sup> \_\_\_\_\_ this town well?  
B Yes, I <sup>2</sup> \_\_\_\_\_ here.  
A Ah, good. I'm <sup>3</sup> \_\_\_\_\_ for a ...  
B Oh, yes. OK. Turn left and go <sup>4</sup> \_\_\_\_\_ the High Street. Then <sup>5</sup> \_\_\_\_\_ right into Garden Lane. Go <sup>6</sup> \_\_\_\_\_ the bank. Then <sup>7</sup> \_\_\_\_\_ across Green Lane and turn right. It's the first building <sup>8</sup> \_\_\_\_\_ the left, <sup>9</sup> \_\_\_\_\_ the car park.  
A I'm sorry. Could you <sup>10</sup> \_\_\_\_\_ that, please?  
B Certainly. <sup>11</sup> \_\_\_\_\_ past the bank, then across Green Lane and <sup>12</sup> \_\_\_\_\_ on your left.  
A Thanks very much.  
B You're welcome.

- 2 a Listen to the conversation. Check your answers.

- b Use the map to follow the directions. Where does the man want to go?

- 3 Work with a partner. Look at the map. You are at the hospital

- A Think of a place on the map. Don't say the place to B. Give B directions to it. Then follow B's directions. Where do you go?  
B Follow A's directions. Where do you go to? Then give A directions to another place on the map. Don't say the place to A.

- 4 What do you say in these situations?

- A teacher asks you a question but you don't hear.
- Predict the weather for your country for tomorrow.
- Tell a friend how often you play sport.
- A friend says it's OK to drop litter in the street. Disagree with him/her.



## Project: making a poster

### Reading

- 1 Look at the names and pictures of the people on the poster. Which ones are heroes/heroines and which ones are villains, do you think?
- 2 Read the texts quickly and check your guesses from Exercise 1.

# Heroes, heroines and villains

A

**Al Capone**

1899–1947



Alphonse (Al) Capone was born in New York in 1899. His parents were Italian. He became one of the most famous gangsters in American history. In the 1920s he and his gang killed a lot of people. The police wanted to arrest him for many years, but they couldn't. He was never at the scene of a crime. Finally, in 1931, he went to prison for tax crimes. He was very ill when he came out in 1939 and he died in 1947.

B

**Oskar Schindler**

1908–1974



Oskar Schindler was born in Czechoslovakia in 1908. He worked in Poland in World War II. In 1939 he opened a factory in Krakow, and when the German army moved into Poland, he became friendly with the German officers. They agreed that he could have Jewish workers in his factory, and in this way he saved the lives of thousands of Jews. In 1993 Steven Spielberg made a film about him: *Schindler's List*.

C

**Florence Nightingale**

1820–1910



Florence Nightingale was born in Italy in 1820. She was the first real nurse. She went with a team of other women to Üsküdar in Turkey in 1854 to the Crimean War. Before she went there, 42% of the soldiers in the hospital died, but after she arrived the number dropped to only 2%. In 1856 she started the first school for nurses in London.

D

**Mata Hari**

1876–1917



Mata Hari's real name was Gertrud Zelle and she was born in the Netherlands in 1876. She is possibly the most famous spy of World War I. She went to live in Paris in 1907 and became a spy for Germany. She worked as a dancer and met a lot of British and French soldiers. She passed important information from them to the Germans. The French caught her and killed her in 1917.



3 Read the texts more carefully. Answer the questions with one or more names.

- 1 Who is famous because ...
  - a they saved a lot of lives?
  - b they killed a lot of people?
  - c they did something in a war?
  - d they worked for the Germans in World War I?
- 2 Which person only worked in the country where they were born?
- 3 Which person ...
  - a lived the longest?
  - b was born the earliest?
  - c died the youngest?

## Speaking

- 4 Work with a partner. Discuss the people in the texts. Who is the most interesting? Why?
- 5 a Think of some more heroes/heroines and villains. Make a list of five famous people.



- b Discuss each person and make notes.

Born in ...

Died in ...

In his/her life he/she ...

Famous because ...

## Before you write

6 Look at the texts again. Put these questions in order of the information in the texts. (Not all the texts have all the information.)

- a Why is the person famous? ☐
- b When were they born? ☐
- c Where were they born? ☒
- d When and how did they die? ☐
- e What happened to them during their lives? ☐

- 7 a Work with your partner. Choose one hero/heroine and one villain from your list in Exercise 5. Try to answer all the questions in Exercise 6. Make a chart for your notes, like the one below.

Name	Oskar Schindler	Mata Hari
1 Where were they born?	Czechoslovakia	The Netherlands
2 When ...?		
3		

- b Find pictures of the two people you chose or pictures of important places or events in their lives.

## Writing

- 8 a Work with the same partner. Take one person each. Write a paragraph about him/her.
- b Swap your paragraphs and check your partner's writing.
  - 1 Is it correct?
  - 2 Is it interesting?
  - 3 Can you add anything?
- c When you are sure that your texts are correct, write them out again. Together, stick your texts and pictures on a large sheet of paper to make a poster. Display your poster.

## Check your vocabulary book

Before you start Unit 6, check that all the new words in Units 1-5 are in your vocabulary book.



# 6

## Spooky stories

### The past continuous

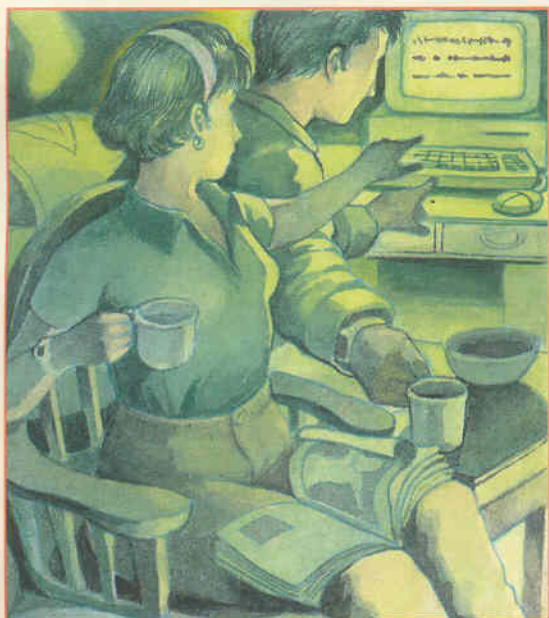
- 1 a Look at the pictures. Match them with the titles of the two stories.

- 1 My daughter came back from the dead!
- 2 A computer ghost

- b Check the meaning of the words below. Which story do you think they come from?

alive computer screen funeral message

- 2  Read the stories (A and B) and check your answers.



**A** In December 1984 Ken Webster and Debbie Oakes were living in an old cottage in Cheshire, England. One evening a message appeared on their computer screen from nowhere. They weren't using the computer. They weren't even sitting near it at the time.

The message was in a very strange sort of English. They wrote it down. A historian said it was a perfect example of 16th-century English! This was the first of more than 300 messages from someone called Thomas Harden, who lived in the cottage 450 years before. When Ken and Debbie asked questions on the computer, another message answered them. It was incredible.



**B** On the morning of 19th July 1985 a family in India were waiting for the funeral of their seventeen-year-old daughter, Sumitra. Her body was lying in the family home. Suddenly she opened her eyes!

Her parents couldn't believe it. Their daughter was alive! They were delighted, but when Sumitra spoke, she couldn't remember anyone and she said her name was Shiva.

Sumitra's parents found the family of a girl called Shiva. She died two months before Sumitra 'died'. When Sumitra went to Shiva's home, she recognized the family and all the things in the house. She even wrote in the same handwriting and style as Shiva. This was very strange because Sumitra couldn't write at all!

- 3 Who said these things in the stories, do you think?

- 1 I didn't leave the computer on. Did you?
- 2 The language is from 450 years ago!
- 3 Who are you? Where am I?
- 4 Our daughter didn't know how to write.

- 4 Find these words in the stories and choose the correct definition. Circle the right words.

- 1 cottage (story A) = a sort of house/town
- 2 perfect (story A) = really bad/good
- 3 incredible (story A) = easy/difficult to believe
- 4 delighted (story B) = very happy/upset



## Useful English



### Expressing belief and disbelief

I don't believe it. / I don't believe in ghosts.

I think it's possible. / That's impossible!

That's creepy/spooky/strange/amazing/fascinating!

- 5 Which story do you think is spookier/more interesting? Discuss the stories. Use the 'Useful English' phrases.

## Work it out: the past continuous

- 6 a Read the example and complete the rule.

*In December 1984 Ken Webster and Debbie Oakes were living in an old cottage.*

Rule: we use the past continuous to talk about ...

- a an action happening now.  
b an action happening at a time in the past.

- b Underline other examples of the past continuous in the stories on page 42. Complete the chart below.

	Positive	Negative
I/He/She/It	<u>was</u> working	<u>wasn't</u> working
You/We/They	<u>were</u> working	<u>weren't</u> working
Question	Was he working? Were you working?	

- c Write and answer the questions.

- 1 Where were Ken and Debbie living in December 1984?  
2 What was Sumitra's family doing on 19th July 1985?  
3 What were you doing this time last year?  
4 What were your best friend doing at 5 p.m. yesterday?

## Pronunciation: past continuous /ə/

- 7 a Listen to these questions. Which words have the /ə/ sound?  
What was she doing? Where were they living?  
b Listen. Repeat the questions and answers.  
c Work with a partner. Ask and answer questions about last Saturday. Find two things that you were both doing.  
A What were you doing at two o'clock last Saturday afternoon?  
B I was watching football. What were you doing?

- 8 a The story below is in the wrong order. Read it and put it in the right order. Write 1-5 in the boxes.

- b Fill in the gaps in the story. Use the verbs in the box in the past continuous.

bring not hold rain ride

- 9 a Work with a partner. Think of an ending to the story.  
b Swap your endings with another pair. Are your endings the same? Which ending is best?

4 They were nearly at her home when he stopped at a corner. Suddenly, he felt something was very wrong. She wasn't holding him any more. He turned round. She wasn't there! He went back to the bus stop but he couldn't find her anywhere.

2 She got on the bike and told him her address. It was quite near our house.

1 My brother was riding his motorbike home one evening after work. He saw a girl at a bus stop. It was very cold and it was raining, so he offered to take her home.

5 The next day he was very worried about her, so he went to her home. An old woman opened the door. He said 'Is your daughter OK? I was bringing her home last night when she disappeared.' The old woman went white and said 'Young man, my daughter ...'

3 At first he tried to ask her a few questions, but she didn't say anything. He wasn't surprised because it was windy and noisy on the motorbike.





Unknown Flying Object

# UFOs and strange experiences

## The past simple and continuous



The sun was rising but it was still quite ...



Sarah was looking out of the window when Mike woke up. She said ...



While they were standing at the window, some more lights appeared. They were flashing on and off. They weren't lights on a ...



They were watching the lights when Sarah said, 'Quick, ...'



They were recording the lights on video when the lights suddenly disappeared.

1 Look at the photographs above. What do they show? Which one is real? Which one is a joke?

2 a Look at the picture story on the right. Fill in the gaps in the sentences with the verbs in the box. Put the verbs in the past continuous.

flash look record rise stand watch

b Work with a partner. Complete the end of each sentence. Tell the story.

3 a Listen to the story. Are there any differences between your story and the one on the cassette? How does the story end?


b Listen again. There are three people in the conversation. Match the names with the opinions.

- |         |  |
|---------|--|
| 1 Mike  | a doesn't believe in UFOs at all.                                      |
| 2 Laura | b isn't sure what to think about UFOs.                                 |
| 3 Steve | c believes that there are a lot of strange things we can't understand. |

c Which person do you agree with most?

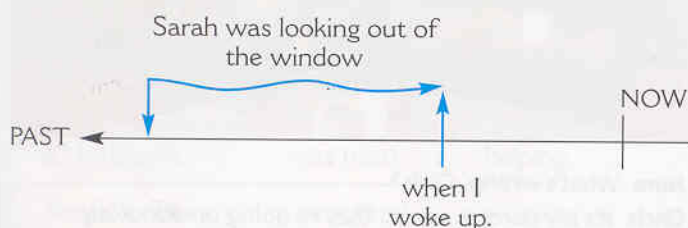


## Work it out: past simple or continuous?

- 4 a  Listen to these sentences from the conversation. Fill in the gaps.

- 1 Sarah was looking out of the window when I was woke up.
- 2 While we were standing at the window, three or four more lights appeared.
- 3 While we were watching all this, our children came into the room and watched it with us.

- b Look at the diagram and complete the rules. Use the words *simple* and *continuous*.



- 1 The past continuous action starts first and happens over a period of time.
- 2 The past simple action is shorter and happens in the middle of the first action.

- c Read the examples and complete the rules.

*While they were standing at the window, some lights appeared.*  
*They were standing at the window when some lights appeared.*

- 1 *While* usually introduces the past continuous action.
- 2 *When* usually introduces the past simple action.

- d Make sentences with these words. Put the verbs in the past simple or past continuous.

- 1 I/wash my hair when the phone/ring
- 2 I/drink a cup of coffee when he/run into the cafe
- 3 We/have dinner when my dad/come home
- 4 While I/walk to the shops, I/meet my sister
- 5 While we/watch the film, the video/stop
- 6 While he/read his book, he/fall asleep

## Writing: a story

- 5 a This is a competition in an English magazine. Look at each picture. Make notes of words you will need to write the story.

**Win a visit to a haunted house.**  
**Write a story about these pictures.**




- b Write notes of the main events in the story. Use the questions to help you.

- 1 When did it happen?
- 2 What was the weather like?
- 3 Who were the people? Where were they?
- 4 What were the people doing?
- 5 What happened? What was the ghost doing?
- 6 How did the boy feel? What happened afterwards?

- c Join your notes to make sentences. Use words like *and*, *but*, *then*, *suddenly* and *finally*. Check the order of the events and the past tenses.



# Chris's problem

- 1 a Look at picture 1. Who or what do you think 'Chris's problem' is?  
b  Listen and read. Check your guesses.

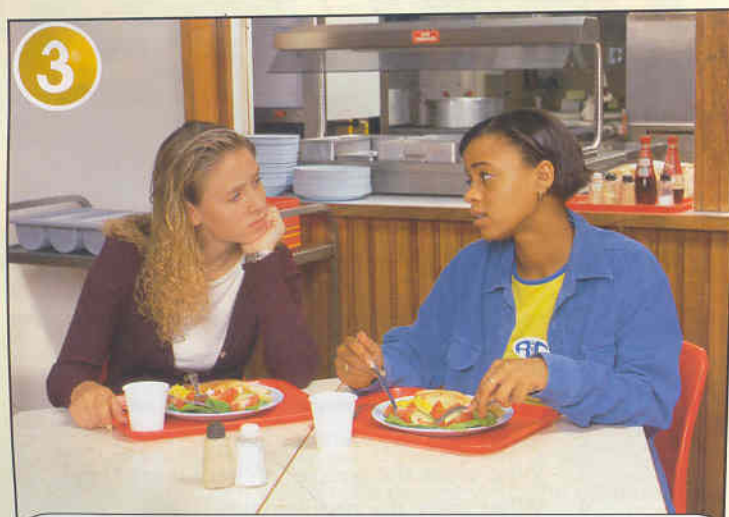


**Chris's dad** You spend too much time on your music and not enough time on your studies.

**Chris** I know I did badly in my German test, but that's only one test!

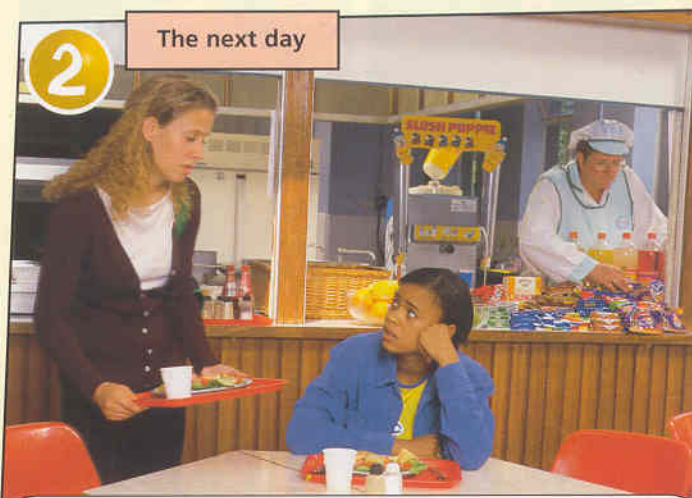
**Chris's mum** We're not happy to pay for your music lessons, Christine.

**Chris** Mum! I love music! You *can't* stop my lessons. I'm not a *child*!



**Jane** I know what you mean. What happened?

**Chris** Oh, I was shouting and we were all saying stupid things. In the end I promised to spend more time on my school work.



**Jane** What's wrong, Chris?


**Chris** It's my parents again. They're going on about my music. They're annoyed because I went to a concert on Saturday evening, so I didn't finish all my homework. They don't understand me! They just don't want me to grow up.



**Jane** You can't give up music, Chris. You must find a way to get better marks in German and carry on with your music.

**Chris** Look! I'm late for my extra German lesson now. See you!

**Jane** Work hard now, Christine!

- 2  Which of these is Chris's most serious problem? Why?

- a She got bad marks in her German test.
- b Her parents want to stop her music lessons.
- c Her parents don't understand her.



3 Find phrasal verbs that mean the same as the phrases below.

- 1 complain about (picture 2) *go on about*
- 2 become an adult (picture 2) *grow up*
- 3 stop (doing something) (picture 4) *give up*
- 4 continue (doing something) (picture 4) *carry on with*

4 In picture 2, Chris says 'They just don't want me to grow up.' Answer the questions.

- 1 Why did Chris say that? Do you understand her?
- 2 Can you understand her parents' point of view? Who do you agree with?
- 3 Do you usually agree with your parents? What do you sometimes disagree about?

## Review

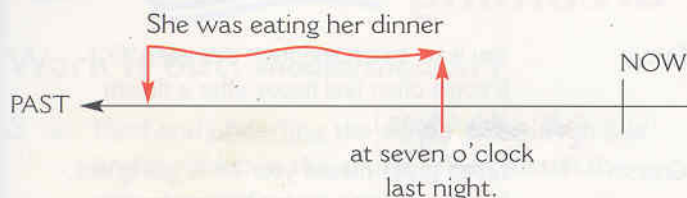
### The past continuous and the past simple

I/He/She/It	was (not)	helping.
You/We/They	were (not)	working.

We use the past continuous to talk about an action happening at a time in the past.

*We were living in London in January.*

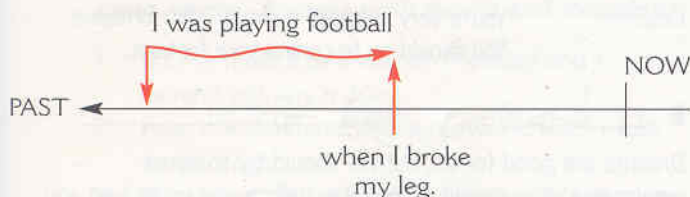
*She was eating her dinner at seven o'clock last night.*



When one action starts in the middle of another action, we use the past continuous (for the first action) and the past simple (for the second action).

*I was playing football when I broke my leg.*

*While I was playing football, I broke my leg.*



We usually use *when* to introduce the past simple action and *while* to introduce the past continuous action.

1 Complete the sentences with your ideas. Then compare your story with a partner.

It was a beautiful day. The sun <sup>1</sup> *was shining* when we <sup>2</sup> *woke up*. Mum and Dad wanted to take us all to <sup>3</sup> *trav* for the day. My sister and I couldn't decide where to go, so we started to argue. While we <sup>4</sup> \_\_\_\_\_, the telephone rang. It was some of Mum and Dad's friends. They wanted to <sup>5</sup> \_\_\_\_\_ for lunch so we couldn't <sup>6</sup> \_\_\_\_\_. We were really annoyed. We went into our rooms to <sup>7</sup> \_\_\_\_\_ and while we <sup>8</sup> *wer going*, the telephone <sup>9</sup> *rang* again. It was Mum and Dad's friends. They were <sup>10</sup> *driving* to our house in the car when the car <sup>11</sup> \_\_\_\_\_. So we <sup>12</sup> *were*, after all!

## Vocabulary

Look at the unit again. Add all the new words for strange phenomena to your vocabulary book.

## Freewheeling .....

Read the newspaper article and play a game of *Alibi*.

### Matt Jeffries killed

Police found Matt Jeffries, the politician, in the park yesterday evening. He was dead. Police officer Lister said, 'Mr Jeffries didn't die in the park. Someone killed him and brought him to the park. We're going to talk to everyone in the area of the park last night.'



### Students A and B

The police think you killed Matt Jeffries. Before they interview you separately, work out what you were doing yesterday afternoon and evening. Your stories must be the same.

### Class

You are all police officers. You think A and B killed Matt Jeffries. Before you interview them separately, decide what questions you want to ask them. Do they have the same story?





# Dreams and nightmares

## Giving advice: *should/shouldn't*

- 1 How often do you dream? What was the last dream that you had? What do you think it meant?



- 2 Read 'Dreams and dreaming' quickly. Put these headings on lines A-E.

- 1 Who dreams?
- 2 Is dreaming good for us?
- 3 What do our dreams mean?
- 4 What are dreams?
- 5 Why do we dream?

### Dreams and dreaming

A *What are dreams?*

Dreams are images or thoughts that pass through our mind during sleep. Nightmares are dreams that frighten us.

B *Who dreams?*

We all dream. Adults probably dream about four times each night, but they do not usually remember their dreams. Almost all children have nightmares and they often wake up feeling very frightened or upset. Adults don't have nightmares as often as children.

C *Why do we dream?*

No one knows! Some people say that our dreams organize the events of the day. Others say that we use our dreams to help us solve problems. Some people believe that dreams predict the future.

D *What do our dreams mean?*

Everyone wants to understand their dreams, but do dreams have meaning? Here are some common dreams, and their meanings:

Flying:

You want to escape from everyday life. (People often feel happy after a dream about flying.)

Grass:

Green grass means your life is going well, but brown grass means that you're not happy: are you depressed or worried about something?

Losing teeth:

You're scared of losing someone close to you. (Or perhaps you should go to the dentist!)

Long hair:

You want more freedom!

Fire:

You're very annoyed or angry with someone. You should try to control your feelings.


E *Is dreaming good for us?*

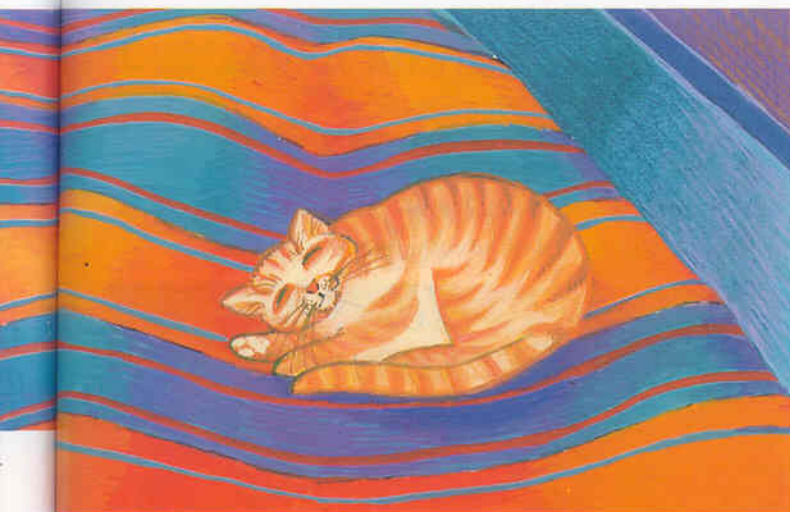
Dreams are good for us, but we should try to avoid nightmares. You should try to relax before you go to bed and you shouldn't eat cheese or spicy food. You certainly shouldn't watch any horror films!



- 3 Read the article again. Which four paragraphs answer the questions? Write the correct letter (A–E) in the boxes. Then answer the questions.

- 1 Is a dream about brown grass positive or negative? Why? D
- 2 Who has more nightmares, adults or children? B
- 3 What sort of dreams are not good for us? E
- 4 What are nightmares? A
- 5 What should you do to stop nightmares? C

- 4  Do you ever have any of the dreams in paragraph D? Do you agree with the meanings? If not, what do you think your dreams mean?



### Work it out: *should/shouldn't*

- 5 a Find and underline the sentences with *should* and *shouldn't* in the article. Then match the sentences below.

- 1 You should do this. a It's a bad thing to do.
- 2 You shouldn't do this. b It's a good thing to do.

- b Circle the correct words to make the rule.

Rule: *should(n't)* + main verb with 'to'/'without 'to'

- c Your friend says the things below. He/She wants some advice. Answer with *should* and *shouldn't*.

- 1 It's my mum's birthday on Monday and I haven't got any money.
- 2 I can't understand this homework, but I must do it tonight.
- 3 My older brother is horrible to me. He shouts at me all the time. *You should talk to him.*
- 4 My best friend isn't talking to me. I don't know why. *You should talk to her.*

## Talking about feelings

### Vocabulary: adjectives of feeling


- 1 a Find eight adjectives of feeling in the article.

Example

*frightened*

- b How do you feel when ...

- |                         |                     |
|-------------------------|---------------------|
| 1 you have a nightmare? | 3 you have a test?  |
| 2 you lose some money?  | 4 it's a sunny day? |

- 2 a  Listen to three teenagers talking about their dreams. Match the names with the dreams.

- |           |                 |
|-----------|-----------------|
| 1 Carla   | a school        |
| 2 Melissa | b football      |
| 3 Alex    | c a plane crash |

- b Listen again and complete the sentences with adjectives of feeling.

- 1 I was very \_\_\_\_\_.
- 2 Well, I am a bit \_\_\_\_\_ of flying, yes.
- 3 I feel extremely \_\_\_\_\_.
- 4 I bet you're really \_\_\_\_\_ when you wake up!
- 5 I guess I was just \_\_\_\_\_ about the exams.

### Learn to learn: strong/weak adjectives

- 3 a In English, two adjectives often have similar meanings, but one is stronger than the other. Read the examples.

Examples

*angry* = very *annoyed*    *freezing* = very *cold*

- b Match the strong adjectives with their meanings.

- |               |                    |
|---------------|--------------------|
| 1 fascinating | a very frightened  |
| 2 delighted   | b very good        |
| 3 fantastic   | c very interesting |
| 4 terrified   | d very pleased     |

- c Is the underlined adjective the best one? Why or why not?

- 1 After two hours in the sea, he was cold.
- 2 I really love the new *Oasis* song. It's good.
- 3 The new TV programme about foxes is fascinating. I knew nothing about them before.



# Health and illness

## Giving advice: if ...

### Vocabulary: parts of the body

- 1 Label the picture with the names of parts of the body below. Use your dictionary.

arm back chest ear eye finger foot hand head  
leg mouth neck nose shoulder stomach throat



- 2 a Listen to three conversations from a doctor's surgery. Which parts of the body do you hear?

- b Listen again. Match the people and the problems. There are two problems for each person.

- |            |                        |
|------------|------------------------|
| 1 Shannon  | a stomach problems     |
| 2 Mr Larch | b headaches            |
| 3 Tim      | c a bad cold and cough |
|            | d chest hurts          |
|            | e depressed            |
|            | f an eye problem       |

- c Make a sentence about each person.

### Work it out: if ...

- 3 a The doctor says the sentence below to Tim. Tick (✓) the right description of the sentence.

*If your head starts to hurt, stop for a few minutes.*

- Tim should stop using the computer and never use it again.
- Tim should stop using the computer only if his headache starts.

- b Make sentences with these words.

- If your back/start to hurt, /not do/any sport
- If it/not stop hurting, /go to bed
- If you/feel better, /not stay in bed
- If you/not feel better, /not get up

- 4 Match the pieces of advice with the illnesses.

go to the dentist   have a warm, milky drink  
put a bandage on it   stay in bed   take some aspirin



toothache



a headache



a bad cold



stomach-ache



a sore foot

put a bandage on it



## Useful English


### Talking about illness

What's the matter? I feel awful.  
 What's wrong? My head/foot/back hurts.  
 You look pale! I've got a cold/headache.  
 You don't look well! I've got toothache/stomach-ache.

### 5 Work with a partner. Make dialogues.

- A Ask what's wrong. Say how B looks.  
 B Say how you feel. Describe an illness.  
 A Offer some advice.  
 B Thank A.

## Letters of advice

- 1 a  Look quickly at the three letters to a magazine problem page. Match them with these subjects. Who has a problem with ...

1 parents? 2 loneliness? 3 weight?

Dear Sue

A few weeks ago we moved to a new town. I'm extremely shy and it's difficult for me to talk to new people, so I haven't got any friends here. I can't make friends with the other girls in my class, because they know each other very well. I'm really lonely - please help me.

Yours, Helen

Dear Sue

My grandmother died a year ago and I was very unhappy. I ate a lot of cakes and chocolate, and I became quite fat. I'm thinner now and I don't want to be fat again, so I don't eat very much. Mum and Dad are worried about me and they think I should see the doctor. What do you think?

Yours, Alison



Dear Sue

My parents don't understand me! We argue all the time about everything: my clothes, the music I listen to, and my friends. I've got some problems at school at the moment and I want to talk to my parents. They just say they've got problems too and they don't listen to me. What can I do?

Yours, John

- b Read the letters again. Complete the chart.

Writer	Problem
Helen	She feels <u>lonely</u> . She can't <u>make friends</u> .
Alison	Her parents think <u>she should see a doctor</u> . She doesn't want <u>to be fat again</u> .
John	His parents <u>don't understand</u> and he's got <u>problems at school</u> .

- 2  Discuss the problems. Is each problem serious? Which one is the most serious? What advice can you give to each writer?
- 3 a  This is the magazine answer to one of the letters. Which letter does it answer?

Dear \_\_\_\_\_

I think your parents are right. This is a serious problem and you should visit your doctor. You should try to eat properly. If you feel that you can't eat much food, try to drink lots of fruit juice and milk.

If you don't want to go to the doctor, please write to me again. You must talk to someone soon about this problem before it becomes more serious.



- b Do you agree with the advice? Why or why not?

### Writing: a letter of advice

- 4 a Write a reply to Helen or John's letter in Exercise 1. Choose one and draw a chart like this one.

Problems	Advice
became fat doesn't eat much	try to eat properly

- b Read the letter. Use the chart to write notes about the problems the person has.  
 c Use the chart. Write notes of advice to solve each problem.  
 d Use your notes to write a reply.




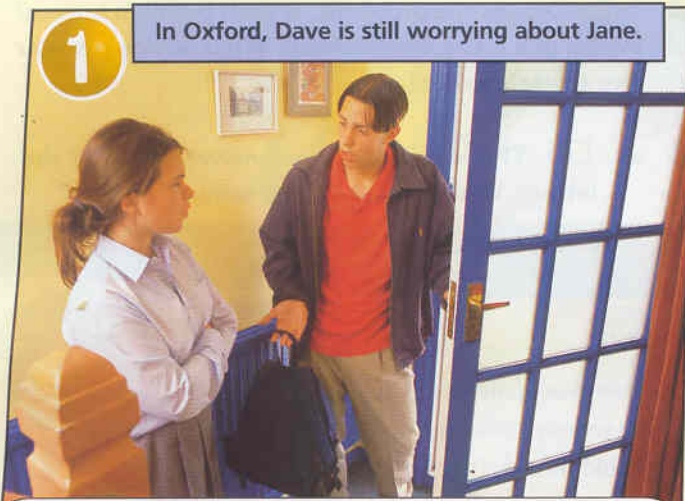
# Planning a trip

- 1 a Look at Dave's face in the different pictures. Choose adjectives from the box to describe how he feels.

annoyed bored cheerful depressed happy  
pleased suspicious unhappy upset worried

Example  
Picture 1 He's unhappy.

- b  Listen and read. Does Dave's voice match the feeling adjectives you chose?



1 In Oxford, Dave is still worrying about Jane.

**Dave** No letters or phone messages from Jane? Perhaps it's this bloke, Tony ...

**Carol** Of course Jane's making friends at her new school. You should be pleased!

**Dave** I'm thinking of going to London to see her.

**Carol** Yes, you should. If you're worried about it, go and talk to her.



2 Later

**Dave** Jane, it's Dave. I'm coming to London on Saturday. Can we meet somewhere? I'd like to see you.

**Jane** This Saturday? Oh, Dave, I'm playing football on Saturday and I *must* play. It's our first match. You can come and watch if you want.



3


And afterwards you can meet some of my friends. Chris is playing in the match, and Jem and Tony will be there.

Jem and Tony? Great. I'm looking forward to meeting them. I'll be on the 9.15 train. It arrives at 10.15. See you then.

- 2 a What do you think Dave should do? Should he stop trying to see Jane, or continue?
- b Write two pieces of your own advice to Dave. Complete these sentences.


- 1 You should/shouldn't ...  
2 If ...,



3 a  Work with a partner. Read Dave's phone conversation with Jane (pictures 2 and 3). Make a different phone conversation.

- A You are Dave. Tell Jane you are coming to London and you want to see her. Tell her the times of trains and ask her to meet you.  
B You are Jane. You would really like to see Dave but you are going to be very busy on the day he suggests. Explain the problems to him. Suggest a different day for his visit.

b Practise the new dialogue together. Then act out your dialogue for another pair of students.

4  Write Jane or Dave's diary that evening after their phone call. What does he/she really think? What does he/she really want?

## Review

### Giving advice

#### should/shouldn't


We use *should* to say that something is a good idea.  
*You should go to the doctor.*

We use *shouldn't* to say that something is a bad idea.  
*You shouldn't go out when you're not well.*

#### if + present simple, imperative

We can use this type of conditional sentence (*if* sentence) to give advice.

*If the problem doesn't get better, come back and see me.*

1 a  Work with a partner. How do the people in these cartoons feel?

Example

*I think she probably feels frightened!*



b What advice can you give to the people above?

Example

*You shouldn't look down.*


2 Make sentences with these words.

- 1 If your eyes/start to hurt,/wash them
- 2 If your head/start to hurt,/have a rest
- 3 If you/can't go to sleep,/have a hot drink
- 4 If your friends/want you to go out,/not go

## Vocabulary

Look at the unit again. Add the new words for feeling, parts of the body and illness to your vocabulary book. Make a word-map of parts of the body and illness.

## Freewheeling

 Listen to *Don't talk* by the Beach Boys. Underline the parts of the body. There is one new word for a part of the body. What is it?

### Don't talk

I can hear so much in your sighs  
And I can see so much in your eyes  
There are words we both could say  
But don't talk, put your head on my shoulder.  
Come close, close your eyes and be still  
Don't talk, take my hand and let me hear your heart beat  
Being here with you feels so right  
We could live forever tonight  
Let's not think about tomorrow  
And don't talk, put your head on my shoulder.  
Come close, close your eyes and be still  
Don't talk, take my hand and listen to my heart beat  
Listen, listen, listen.

Listen again. Who is 'you' in the song, do you think?

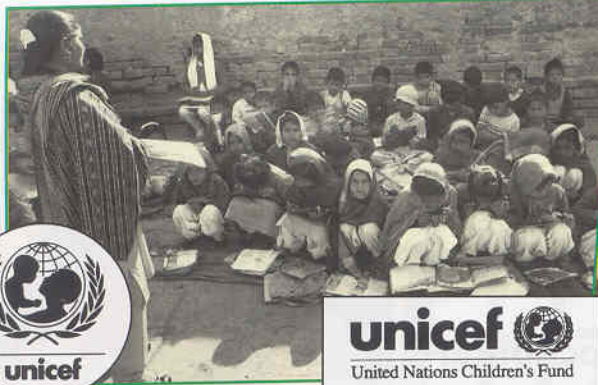


# 8

## Raising money

### Requests

- 1 a These are photos from famous charities. What kind of work does each charity do?



- b Which charities are famous in your country?

- 2 a Read the advert below quickly. What kind of charity is it advertising?

### BT Swimathon

Marie Curie Cancer Care

16th-22nd March

Freefone 0800 731 7316



Why not join 50,000 people in over 500 swimming pools throughout the UK and raise money for Marie Curie Cancer Care and other national charities?

BT Swimathon is Europe's largest sports fund-raising event. From 16th to 22nd March people of all abilities will swim, have fun and raise money for charity. You can choose to swim 5,000 m, 2,500 m or 1,500 m, on your own or as part of a team of up to five of your friends or family.

- b Read the advert again and find the following information.

- 1 When is the Swimathon?
- 2 How many metres can you choose to swim?
- 3 Where can you do it?
- 4 Where does the money go?
- 5 How many people can be in a team?

- 3 a Listen to the start and end of a telephone conversation about the Swimathon. Complete the sentences.

- 1 BT Swimathon. Good morning.
- 2 Hello. could you give me some details about the Swimathon, please?
- 3 I think that's everything. Thank for your help.
- 4 You're welcome. would you send your forms back to us as soon as possible, please?

- b Work with a partner. Use the questions and answers in Exercise 2b to make a phone dialogue about the Swimathon.

- A You work for BT Swimathon.  
B You want to find out about the Swimathon.



## Pronunciation: could/would you

- 4 a Look at the two requests below. Listen to the sound of the underlined letters.

Could you give me some details, please?  
Would you send your forms back to us, please?

b Listen again and repeat.

c Ask your teacher to do these things.

- 1 could you repeat the question
- 2 would you say the page number
- 3 could you write the word on the board
- 4 could you explain the grammar
- 5 could you check your homework

- 5 Charity events, like the Swimathon, aren't always national or international. Read this notice and answer the questions.

- 1 What's the problem with Maria? *she was ill with cancer*
- 2 What do Class 9F want to do? *ask to raise some money for Maria*
- 3 When do they want to meet? *Friday at four o'clock*

### HELP MARIA HOLLIS

Maria, from Class 9F, was very ill with cancer last year and was in hospital for several weeks. She's now at home and is getting better, but she needs a holiday in the sun to help her recover. Class 9F would like to raise some money for Maria to have a holiday. Can you help us? We're having a meeting in the school hall on Friday at four o'clock. Please come and give us your ideas and your help.

- 6 a Listen. What ways of making money do the students suggest? Tick (✓) them.

- |                       |                                     |                                 |                                     |
|-----------------------|-------------------------------------|---------------------------------|-------------------------------------|
| a football match      | <input type="checkbox"/>            | a 'plain clothes' day           | <input checked="" type="checkbox"/> |
| a jumble sale         | <input checked="" type="checkbox"/> | a coin trail                    | <input checked="" type="checkbox"/> |
| a bring-and-buy sale  | <input checked="" type="checkbox"/> | a quiz evening                  | <input type="checkbox"/>            |
| a sponsored concert   | <input checked="" type="checkbox"/> | a swimathon                     | <input checked="" type="checkbox"/> |
| a sponsored bike ride | <input type="checkbox"/>            | a 'teachers in fancy dress' day | <input type="checkbox"/>            |

b Listen again. Answer the questions.

- 1 What is Rob's first idea? What do the other students shout at him? *girls school next*
- 2 Who is going to organize the events? *caroly*
- 3 What's the problem with doing a swimathon? *all girls in school*
- 4 Who is Mr Thomas? *the teachers*

## Work it out: making requests

- 7 a Listen and complete the requests.

- 1 would you help us to organize that, Rob?
- 2 Liz, will you come to the organizers' group and tell us more?
- 3 would you talk to the local council for us, Mr Thomas?
- 4 could you help us with some of the other things, too, sir?

b Look at the requests in Exercise 7a. Answer the questions below.

- 1 How do we make requests?
- 2 In what situation do we use *can* and *will*?
- 3 In what situation do we use *could* and *would*?
- 4 Which requests are informal and which ones are formal?

c Work with a partner. What are the people saying? Make formal or informal requests.



1 bring/bigger jacket



2 pass/salt



3 look at/homework



4 buy/some chocolate

## Useful English

### Informal suggesting and responding

We could all bring books. Brilliant/Lovely!  
That's a terrible/great idea!  
That's fantastic!

- 8 What do you think of the ways of raising money in Exercise 6a? Do you use them in your country? Suggest some other ways of raising money. Use the 'Useful English' phrases.



# Raleigh International

## Describing personality

### Raleigh International

We send young people of different nationalities on expeditions around the world. Our volunteers get the chance to work with local people, to learn about different cultures, and to live in an exciting environment. This often helps them to become more confident and responsible people.



#### The expeditions

There are ten expeditions every year. Each expedition lasts for ten weeks and takes 150 volunteers. They go to countries such as Chile, Namibia, Belize, Mongolia, and Oman.

Some of our volunteers work with local people to provide important facilities, for example, building schools. Others work in national-parks or help scientists to do environmental research.

#### The volunteers

These adventurous, young people come from all over the world. To become a volunteer you have to be between 17 and 25; you have to speak some English and you also have to be enthusiastic, flexible and hard-working members of a team.



- 1 a Look at the advert quickly. Don't read it. What is the advert about? Tick (✓) one or more boxes.

- 1 a company that organizes holidays ☐  
2 an international bank ☐  
3 a company that organizes work overseas ☐

- b Listen to a radio programme about Raleigh International. Check your answer in Exercise 1a.

- 2 Read the advert carefully. Answer the questions.

- 1 Who goes on Raleigh International expeditions?  
2 Where do they go?  
3 How long do they work with Raleigh International?  
4 What do they do?  
5 What kind of people should they be?

### Vocabulary: personality adjectives

- 3 a The adjectives below are in the text. Check their meanings in a dictionary, if necessary.

adventurous confident enthusiastic  
flexible hard-working responsible  
responsible

- b Read about these six volunteers. Find one adjective to describe each person.

- 1 Lauren is happy to do a lot of work. *hard-working*  
2 Joe is very interested in everything he does. *enthusiastic*  
3 Melanie likes doing new and unusual things. *adventurous*  
4 Patrick always behaves well and acts sensibly. *confident*  
5 Katie accepts new situations easily. *flexible*  
6 Lucy knows she can do things well. *enthusiastic*

- c Work with a student you know well. Write three sentences about him/her using the new personality adjectives. Then read each other's sentences. Do you agree with him/her?



# Talking about rules

## Work it out: (don't) have to/mustn't

- 1 a Listen. What does the person from Raleigh International say to the volunteers about working with local people? Write *have to*, *don't have to* or *mustn't* in the gaps.

- 1 You mustn't speak their language.
- 2 You mustn't be negative about their lives.
- 3 You have to work closely with them.
- 4 You don't have to ask them to do your work.

- b Match the verb forms with their meanings.

- |                      |   |                     |
|----------------------|---|---------------------|
| 1 You have to.       | a | It isn't necessary. |
| 2 You don't have to. | b | It is necessary.    |
| 3 You mustn't.       | c | Don't!              |

- c Write about school rules. Use *have to*, *don't have to* and *mustn't*.

- 1 We have to come to school on time.
- 2 We don't have to come to school on Sunday.
- 3 We mustn't be rude to the teachers.
- 4 We have to listen carefully to our teachers.

- 2 a What do you think you have to do when you apply to go on a Raleigh International expedition? Tick (✓) the boxes.

- |                                      |                                     |                       |                                     |
|--------------------------------------|-------------------------------------|-----------------------|-------------------------------------|
| take an exam                         | <input type="checkbox"/>            | pay some money        | <input checked="" type="checkbox"/> |
| complete a form                      | <input checked="" type="checkbox"/> | have an eye test      | <input checked="" type="checkbox"/> |
| buy a uniform                        | <input type="checkbox"/>            | have an interview     | <input checked="" type="checkbox"/> |
| go to your doctor for an examination | <input checked="" type="checkbox"/> | choose the expedition | <input checked="" type="checkbox"/> |

- b Listen to the person from Raleigh International. Check your answers in Exercise 2a.



- 3 Listen again. Complete the instructions on the form.

### Before you go on an expedition ...

- 1 Complete an APPLICATION FORM and return it with 25 POUNDS.
- 2 Come to an introduction weekend. You'll do lots of fun group ACTIVITIES.
- 3 Then there's the fund-raising. You have to raise MONEY for food, TRAVEL costs.
- 4 Finally, two months before your expedition, you'll come to a TRAINING WEEKEND. You'll learn some special SKILLS and meet other people going on the same expedition.

- 4 Would you like to go on a Raleigh International project? Why or why not? Are you the right kind of person, do you think?

### Pronunciation: have to

- 5 a Listen to the sentences from Exercise 2. Tick (✓) the sounds in the verb *have to*.

You have to raise money for food.  
You don't have to do it on your own.

have: /v/ (van) ☒ /f/ (fox) ☐

to: /ə/ (the) ☐ /u:/ (you) ☒

- b Listen again and repeat the sentences.

### Writing: a poster of rules


- 6 a What are the rules of your class? Discuss them and make a list.
- b Work with a partner. Write your rules under the headings below. Which rules are the most important? Discuss the best order for them.

We have to ...	We mustn't ...	We don't have to ...

- c Check your sentences with *mustn't* and (*don't*) *have to*. Are they right? Write a poster of rules.



# Good shot!

- 1 a Look at the title and the pictures for this story.  
Which six words in the box will you find in it?
- b  Listen and read. Check your guesses.

annoyed college half-time  
losing match music shoot  
shot (noun) shout striker



**Tony** That was a good shot, Jane. You shouldn't stop before you shoot. You should shoot hard! Well done!  
**Jane** Thanks, Tony. But we're still losing. We must do better than this in the match on Saturday.



**Jem** Hi, Tony. Sorry I'm late. How's it going?  
**Tony** They didn't play very well in the first half, but they're all playing much better now. Jane's a good striker.



**Jem** They're both quite good ... and they're really nice, too.  
**Tony** Yes, they are. The problem is I think they both like me!  
**Jem** Don't be too sure about that, Tony! I don't think Jane's very interested in you or me.  
**Tony** So who does she like?



- 2 Underline the football vocabulary in the story.
- 3 Do you think Tony is right? Do both Chris and Jane like him?
- 4 Which sports do both boys and girls play in your country? Are there any sports that only boys or only girls play? Discuss your ideas.

## Review

### Making requests

We use *could*, *would*, *can* and *will* for making requests.  
*Could* and *would* are more formal than *can* and *will*.  
*Could/Would you look at my homework now, please?*  
*Can/Will you turn the TV off? I'm trying to work!*

### have to, don't have to and mustn't

We use *have to* and *don't have to* to say when it is or isn't necessary to do something.  
*I have to be polite to my teachers.* = It is necessary.  
*I don't have to wear uniform on Sundays.* = It isn't necessary.

The verb *have to* changes form after *he*, *she* and *it*, to *has to*.  
*I have to make breakfast and my sister has to wash up.*

We use *mustn't* to say when something isn't allowed.  
*You mustn't eat or drink in class.*

### 1 Write two requests for each of these situations.

- Ask your brother/your teacher to help you with your homework.
- Ask your teacher/your best friend to explain some instructions.
- Ask a waiter/your sister to bring you a cola.

### 2 a Choose one of the places in the box below. Write three rules for the place with *have to*, *don't have to* and *mustn't*.

at home   at your school   in a cinema  
 in the mountains   on a bus/train   on the beach

#### Examples

in a cinema

*You have to buy a ticket. You mustn't talk loudly.*

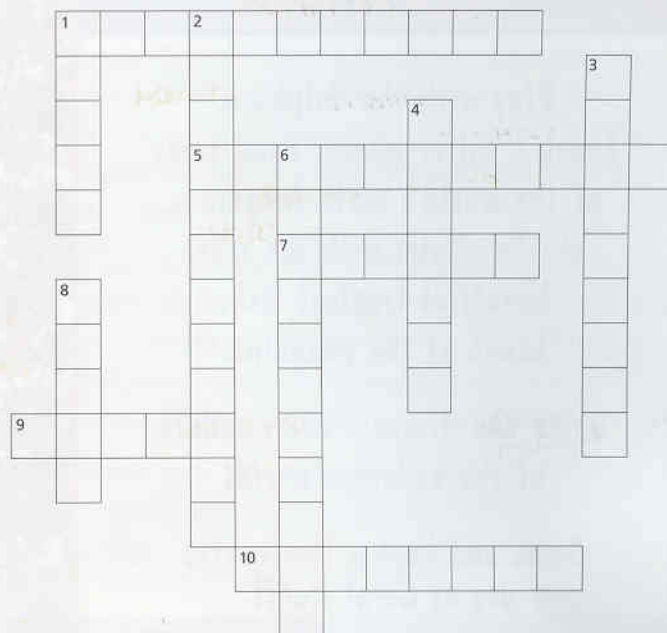
- b Read out your rules to the class. Can the class guess the situation?

## Vocabulary

Look at the unit again. Add all the new personality adjectives and words for fund-raising activities to your vocabulary book.

## Freewheeling

Do the crossword. All the answers are adjectives.



### Across

- This kind of person wants to try new experiences.
- This kind of person isn't lazy at all.
- This is another word for frightened.
- You feel this if something bad happens.
- This kind of person is happy to accept new situations.

### Down

- This is another word for annoyed.
- This kind of person enjoys everything he/she does.
- This kind of person knows he/she can do things well.
- You feel this if you are nervous about something that you think will happen.
- This kind of person is usually sensible and not silly.
- You feel this if something good happens.





# The sea

## The first conditional

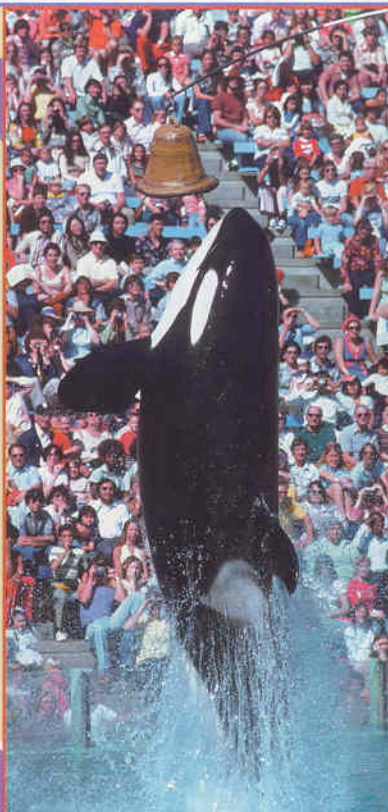


### Coral Reef

Play with the dolphins.  
Touch a killer whale. Feed some  
of the world's most dangerous  
sharks. Swim with the most  
beautiful tropical fish.  
Laugh at the penguins.

Come and discover the wonders  
of the undersea world!

Come and have a **fun-tastic**  
day at Coral Reef!



#### PROGRAMME

<b>Penguin party</b>	<b>Dances with dolphins</b>	<b>Shark show</b>	<b>Orca the killer whale</b>	<b>Water-ski world</b>
12.15 p.m.	1.00 p.m.	12.15 p.m.	11.30 a.m.	2.00 p.m.
2.00 p.m.	3.30 p.m.	2.30 p.m.	3.00 p.m.	4.00 p.m.

- 1 a Look at the brochure for *Coral Reef*. What sort of place is it?
  - a a zoo with wild animals
  - ☒ b a park with large aquariums
  - c a public swimming pool
  - d a travelling circus
- b Read the brochure. Find the names of five different sorts of sea animal.
- c Work with a partner. What can you see and do at *Coral Reef*? What would you most like to do there?

- 2 a Listen to one of the people who work at *Coral Reef*. Look at the programme. Which event is she talking about?
- b Listen to the whole interview. What tricks will the animal do? Complete the sentences with the words in the box.

he will swim in a circle   he won't move   he will dive  
he will come up   he will jump out of the water

- 1 If she holds up one hand, ...
- 2 If she holds up both hands, ...
- 3 If she blows her whistle once, ...
- 4 If she blows her whistle again, ...
- 5 If she touches his head, ...



## Work it out: the first conditional

### 3 a Read the sentences and complete the rule.

*If she holds up one hand, he will jump.*

*If she touches his head, he won't move.*

*If you arrive at the shark pool before 12.15 p.m.,*

*you'll see the start of the show.*

*If you arrive late, you won't get a place near the front*

Rule: *if* + present simple, + will or *won't*

### b Choose the right ending for the rule.

We use first conditional sentences to talk about things or situations ...

a that always happen, every day.

b that happened in the past.

☒ c that will probably happen in the future.

### c Make sentences with the words below.

Example

*If I forget my homework, my teacher will be angry.*

1 If/forget my homework, my teacher/be angry

2 If/miss breakfast,/be hungry later

3 If/eat a lot now,/not be hungry later

4 If/not take any exercise,/not be fit and healthy

5 If/go on holiday to England,/learn a lot of English

### 4 a Before you read 'Fascinating facts about sharks', guess which five of these words you will find in it.

attack blood clever dangerous smell tail

### b Read the text and check your guesses.

### c Answer the questions.

1 What will sharks do if they smell blood?

2 What will happen if you splash a lot?

3 What will sharks do if you stay quiet and still?

### d Complete the last sentence of the text.

### 5 Work with a partner. Answer the questions.

1 Why are sharks so frightening for most people?

2 Are you frightened of any animals (for example fish or insects)? Which ones? Why? No

## Fascinating facts about sharks


- ◆ There are more than 250 different types of shark in the sea. Only 27 of them ever attack people, and then only in certain situations. The Great White Shark is probably the most dangerous. With its powerful tail, it is a very fast swimmer, too! The shark in the film *Jaws* was a Great White.
- ◆ Sharks have weak eyes, but they have very good noses. They use their noses, and not their eyes, to find food. If you cut yourself when you are in the sea, for example, sharks will swim towards you from hundreds of metres away. They smell your blood in the water.
- ◆ If you splash and make a lot of noise when you swim, sharks will swim towards you, too. But if you stay completely still when you see a shark, it will usually just swim away. So next time you meet a shark at the beach, don't panic. Keep still!
- ◆ Sharks have very strong, sharp teeth. They usually catch and eat





# The life and death of George

## Measuring things


- 1 a  Have you got any animals at home? What are the good things and bad things about keeping pets? Make two lists.

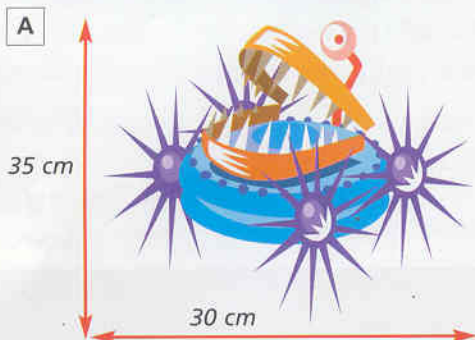
Example

Good You can learn about animals.

Bad You have to clean their cages.

- b Some people have electronic pets (*tamagotchis*) or computer pets (*cyberpets*). Do you think they are better than real pets? Why or why not?

- 2 a  Listen. George was the name of one person's cyberpet. Which one of the cyberpets below was he?




- b Listen again. Answer the questions.

- 1 How long was George? \_\_\_\_\_ long.
- 2 How tall was he? \_\_\_\_\_ tall.
- 3 How old was he when he died?  
\_\_\_\_\_ days old.

- c Why did George die? Complete the sentences.

- 1 George was too \_\_\_\_\_. Most of the other animals were much bigger than him.
- 2 He wasn't \_\_\_\_\_ enough. Most of the other animals were more intelligent, so they survived better.
- 3 He moved too \_\_\_\_\_ on his wheels. Most of the other animals could move much faster.

## Work it out: how old/long ...?

- 3 a Look at the questions in Exercise 2b again. What type of word follows *how* in these questions?
- a a noun    b a verb    c an adjective
- b Look at the answers to the *how* questions in Exercise 2b. Where does the adjective go?
- c Write full answers to these questions.
- 1 How old are you?
  - 2 How tall are you?
- d  Work with a partner. Take turns to ask and answer questions about the other two cyberpets on the left.

A How tall is B?

B It's ... tall.

## Vocabulary: weights and measures

- 4 Match the full forms with the right short forms.

grams	cm	tonnes	m	kilograms	g
centimetres	km	kg	kilometres	t	metres



## Work it out: *too* and *enough*

- 5 a We use *too* and (*not*) *enough* with adjectives and adverbs to tell us 'how much'. Match the sentences below.

- |                       |                        |
|-----------------------|------------------------|
| 1 He's too small.     | a He's big enough.     |
| 2 He's not too small. | b He's not big enough. |


- b Complete the rules with *before* or *after*.

- Too* comes \_\_\_\_\_ the adjective/adverb.
- Enough* comes \_\_\_\_\_ the adjective/adverb.

- c Read the examples. Answer the questions.

Jane is 15 years old and Mark is 20.  
She's 1 m 20 cm and he's 1 m 80 cm.

- Is Jane old enough to drive?
- Is Mark old enough to go to university?
- Is Jane tall enough to play basketball?

- 6 a  Read the text below quickly. Choose a title for it.

- A short history of cyberpets
- The world your cyberpet will live in
- Making your own cyberpet


- b Read the text again. Answer the questions.

- What do you have to do first when you make a cyberpet?
- What do you do after you finish designing your cyberpet?
- If you want information about your cyberpet, how can you get it?

- c Match the verbs from the text with verbs of the same meaning. Use them to write short sentences in your vocabulary book.

- |                  |          |
|------------------|----------|
| 1 get away       | a tell   |
| 2 come across    | b escape |
| 3 let (you) know | c meet   |

## Writing: a description

- 7 a  Work with a partner. Design a cyberpet. Choose a head, a body, some wheels and some eyes for it. Use the cyberpets in Exercise 2 on page 62 to help you.

- b Compare your cyberpet with other students' animals. Explain your design to them.

### Example



*If it is in danger, it'll move fast enough to escape.*

- 8 a Write about your cyberpet for a competition. Use the headings below to make notes.

- |               |                      |
|---------------|----------------------|
| 1 Name        | 5 Colours            |
| 2 Size        | 6 Things it can do   |
| 3 Shape       | 7 Things it can't do |
| 4 Made of ... | 8 Reasons for design |



- Use your notes to write about your cyberpet.
- Check your text. Can you add any information?
- Read everybody's texts and choose the best cyberpet.

Kiwi

-  First, choose the parts for your pet – its body, its head and mouth, its legs or wheels and its eyes.
-  Then decide how you want your pet to behave out in cyberspace.
  - What will it do if another animal attacks it?
  - When will it sleep – during the day or at night?
  - How will it hunt and what will it eat? How often will it want to eat?

### Remember

If your pet is too heavy or slow, it will be easy for other animals to kill it. It won't get away fast enough. If it doesn't move quietly enough, or isn't clever enough, it won't survive either. So design it well!

-  Give it a name and your own electronic address. We will put your pet into cyberspace for you. There, it will come across other people's cyberpets, and it will have to survive. From time to time it will send you e-mail messages to let you know what it's doing. You can also send it e-mail messages when you want information.
-  Now put together your own pet, on screen.




[>> Next page]



# Chris and ... who?

1 a Read the title and look quickly at the pictures. What happens in this story? Choose one of these predictions, or make your own.

- 1 Chris will start to be more interested in Jem.
- 2 Chris and Tony will help Jem with a problem.
- 3 Jem will be disappointed.

b  Listen and read. Check your predictions.



**Tony** Hi, Chris. Good game yesterday.  
**Chris** Yes. Not bad for girls, Tony.  
**Tony** Hold it! I know. Girls can be just as good as boys.

Maybe Tony's right. She fancies him. That's a shame. I was hoping she liked me.



**Jem** If you want, we'll come along to your match on Saturday. What do you think?

**Chris** That's a great idea, Jem. Thanks. We're playing at 11.30. And if you come, you'll meet Dave. He's coming down from Oxford.

**Tony** Who's Dave? Is he your boyfriend?



**Chris** My boyfriend? Oh, no. He isn't *mine*! Dave is *Jane's* boyfriend, from Oxford.

**Tony** Jane's? Oh, right. I see.



At the end of school that day

**Jem** Hi, Chris. I'll walk home with you, if you like. Here, let me take your guitar.

**Chris** Thanks, Jem. I'd like that.



## Set the pace

- 2 a Match the phrases from the story with their meanings.
- |                               |                 |
|-------------------------------|-----------------|
| 1 Hold it! (picture 1)        | a I understand. |
| 2 fancies (picture 1)         | b Stop!         |
| 3 That's a shame. (picture 1) | c That's        |
| 4 I see. (picture 3)          | d likes         |
|                               | disappointing.  |

b Listen and repeat.

3 Look at picture 4. How did each character feel, do you think?

4 Work with a partner. Look at the pictures. Close your books and tell the story.

## Review

### The first conditional

if + present simple	will/won't + main verb
If you get wet,	you'll be ill.
If you're late,	I won't wait for you.

### how old/long ...?

How old are you? I'm fifteen years old.  
How long is it? It's 20 centimetres long.

### too and enough

Too comes before adjectives/adverbs. It tells us 'how much'.  
The tea is too hot. I can't drink it.  
We're going too slowly. They're catching us!

Enough comes after adjectives/adverbs. It also tells us 'how much'.  
We can't swim today. The water isn't warm enough.

You're not working quickly enough. Hurry up, please.

1 What will probably happen in these situations at Coral Reef? Complete the sentences.

- If the dolphins do their tricks well, ...
- But if the dolphins forget one of their tricks, ...
- If the trainer throws meat into the shark pool, ...
- If the trainer falls into the shark pool, ...

2 Work with a partner. Ask him/her questions about his/her family. Use questions with how?

How old is your brother? How big is your flat?  
How tall is your dad?

3 What are the people saying? Make full sentences with too or enough and the words below.



1 jacket/not/big



2 shopping bags/heavy



3 not/work/quickly



4 dinner/hot

## Vocabulary

Look at the unit again. Add all the new words for sea animals and electronic pets to your vocabulary book.

## Freewheeling .....

Play a guessing game.

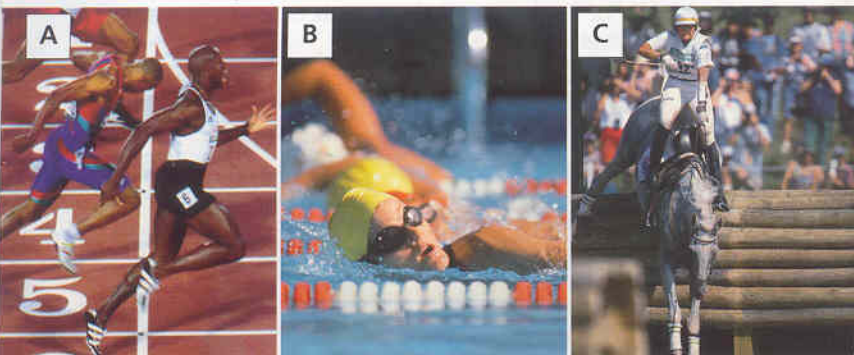
A	Think of an object in the classroom or outside. Don't say its name.
B, C, D	Ask questions about the size and shape of A's object: <i>How long is it? How ...?</i> Find the object in no more than six questions.





# The Olympics

## -ing forms



### Vocabulary: sports

1 Match the pictures with these sports.

- |                    |                |              |
|--------------------|----------------|--------------|
| 1 beach volleyball | 4 sailing      | 7 ballooning |
| 2 sprinting        | 5 canoeing     | 8 climbing   |
| 3 swimming         | 6 horse-riding | 9 gymnastics |

2 Which seven of the sports in the photos take place at the Olympic Games?

3 a Work with a partner. Where do the seven sports in Exercise 2 take place? Choose one or more of the places below for each sport. Make a list.

in a field in a pool in a stadium in an arena/a ring  
in the air in the mountains on a beach on a court  
on a lake on a river on a track on the sea

*Example*

*Event*

*Place*

beach volleyball on a beach

b Add the Olympic events and sports in the box below to your list in Exercise 3a. Where do they usually take place?

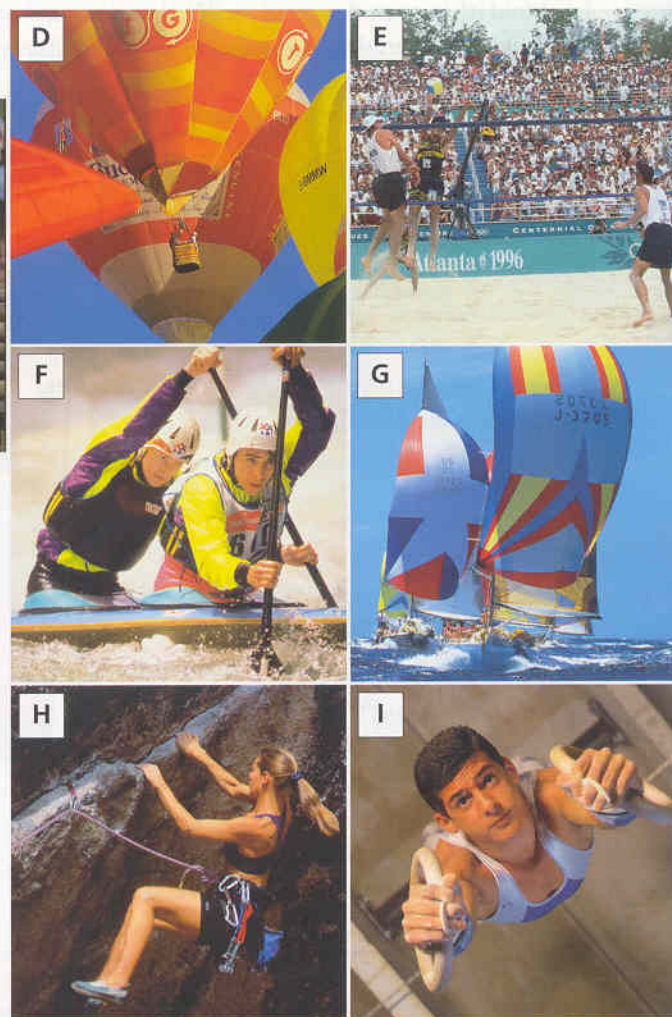
basketball matches boxing and wrestling  
cycling races rowing races  
the end of the marathon track and field events

*Example*

*Event*

*Place*

track and field events in the main Olympic stadium



### Work it out: -ing forms (gerunds)

4 a We can use the words *swimming* and *cycling* as verbs or nouns (gerunds). Are the underlined words verbs or nouns in these sentences? Write V or N.

- |   |                          |
|---|--------------------------|
| 1 <u>Swimming</u> is a good form of exercise.   | <input type="checkbox"/> |
| 2 She's <u>swimming</u> in the 100 metres.      | <input type="checkbox"/> |
| 3 I'm <u>reading</u> a good book at the moment. | <input type="checkbox"/> |
| 4 My favourite hobby is <u>reading</u> .        | <input type="checkbox"/> |
| 5 <u>Smoking</u> is bad for your health.        | <input type="checkbox"/> |

b Write the names of eight Olympic sports that are gerunds.

*Examples*

swimming, cycling, ...





## THE SYDNEY OLYMPICS

**Stadium Australia, Homebush Bay.** On 15th September 2000, 4.5 billion people watched the Opening Ceremony of the Sydney Games on television. It took place in this 110,000-seat stadium – the main stadium for the Games. Here, all the track and field events of the athletics competitions took place, as well as the finish of the marathon. Now, the stadium is an 80,000-seat arena for football matches and rock concerts.

**The Multi-use Arena, Homebush Bay.** The Multi-use Arena is Australia's largest indoor sports and entertainment centre. It has seats for up to 20,000 spectators, and a 3,500-space car park. This was where the gymnastics, basketball and boxing took place during the Games.

**The Equestrian Centre, Horsley Park.** The Equestrian Centre is in a 1,000-hectare park, 21 kilometres west of Homebush Bay. It has a 20,000-seat main arena for horse-riding competitions, an indoor training hall and outdoor training arenas. It can hold 50,000 spectators altogether.

**Sydney International Aquatic Centre, Homebush Bay.** The Aquatic Centre was the site for all the swimming and diving competitions during the Games. It has a 50-metre competition pool, an 8-lane training pool, a diving pool and a leisure pool.

- 5 a Read 'The Sydney Olympics' quickly. Check that your list of events and places from Exercise 3 on page 66 is right.
- b Read the text again. Answer the questions.
- 1 Where was the main group of sites for the Sydney Games?
  - 2 What other site is mentioned?
  - 3 Where are both places on the map?
  - 4 How far is the other site from the main Olympic site?
- c Work with a partner. On the map, find the best sites for beach volleyball and sailing.

### Vocabulary: two-part adjectives

- 6 a We sometimes use adjectives with two parts to describe the size or capacity of something. For example, a *50-metre pool* is a pool that is 50 metres long. Find phrases like this in the text for the things below.
- 1 a pool with eight lanes for swimmers
  - 2 an arena with 80,000 seats for spectators
  - 3 a car park with spaces for 3,500 cars
  - 4 a park that has an area of 1,000 hectares
- b Make adjectives with two parts to describe the things below.
- 1 a mountain that is 8,000 metres high
  - 2 a race that is 5,000 metres long
  - 3 a racing track that is two kilometres long





- 7 Have a discussion about sport. Answer the questions.
- 1 In which sports does your country usually send teams to the Olympic Games?
  - 2 What are your most successful national teams?
  - 3 What sports do you enjoy watching most? Where and where? Why?



# Adventure in the air

## Infinitive of purpose (to ...)

1  Look at the picture. Do you have hot-air ballooning in your country? Where do people do it? Would you like to try it? Why or why not?

2  Read the newspaper article. Why were Richard Branson and his team in a hot-air balloon?

- a To test the design of their balloon.
- b To fly round the world.
- c To learn how hot-air balloons work at night.

3 Make a summary of the newspaper story. Put the sentences in the right order. Write 1-6 in the boxes.

- a The balloon started to fall. It was falling at about 50 km per hour. ☐
- b He cut away one of the fuel tanks and the balloon became lighter. ☐
- c It fell more slowly and landed safely. ☐
- d The *Virgin Global Challenger* balloon was flying above North Africa. ☐
- e A member of the crew climbed onto the roof of the balloon's cabin. ☐
- f When the sun went down in the evening, the gas inside the balloon quickly started to become cold. ☐

4 a Match the words from the text with their meanings.

- |               |                    |
|---------------|--------------------|
| 1 a team      | a go down          |
| 2 non-stop    | b not as heavy     |
| 3 fascinating | c a crew           |
| 4 fall        | d a very light gas |
| 5 lighter     | e without stopping |
| 6 helium      | f very interesting |

b Complete the sentences with the phrases a-f from Exercise 4a.

- 1 Helium is ...
- 2 A fascinating book is ...
- 3 If you fall, you ...
- 4 When one thing is lighter than another, it is ...
- 5 A team of workers on a ship or plane is ...
- 6 When a train travels non-stop, it travels ...



## Branson survives

Richard Branson and his balloon team hoped to fly non-stop round the world. Today they are back in Britain, lucky to be alive and happy to be home after a fascinating adventure.

On Wednesday morning their balloon, the *Virgin Global Challenger*, was above North Africa when it started to fall at almost 50 kilometres per hour. Alex Ritchie, one of the three-man crew, saved the team when he climbed onto the roof of the balloon's cabin to cut away one of the heavy tanks of fuel. His aim was to make the balloon lighter, to stop its fall.

Mr Branson explained to reporters what happened: as it got dark, the balloon started to go down. Without the sun on it, the gas inside it was getting too cold, too quickly. The crew turned the gas burners up, to try to heat the helium inside the balloon. That didn't work. They then started to throw out heavy things, but they were still falling more than 600 metres a minute.

The team are going to study the design of the balloon to find out what was wrong with it.



## Work it out: infinitive of purpose (to ...)

- 5 a Look at the question and answer below. Circle the right question word.

Question: *Why/How/When* did the team make the journey?

Answer: To fly non-stop round the world.

- b Answer these questions with an infinitive of purpose. Start your sentences with the word *to*.

- Why did Alex Ritchie climb onto the roof of the balloon's cabin?
- Why did they want to make the balloon lighter?
- Why did they turn the gas burners up?
- Why are they going to study the design of the balloon?

- b Listen again. Which four pieces of equipment do the people mention? Tick (✓) the boxes.



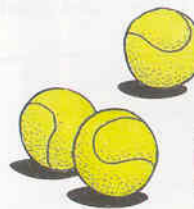
a paintbrush ☐



a knife ☐



a camera ☐



balls ☐



a bicycle ☐



a racket ☐



films ☐

- 3 Start a chart of words for hobbies and sports on page 75 of your Workbook. Add all the words of sports and places from this unit. Also add words for equipment (Exercise 2b).

Hobby/Sport	Place	Equipment
drawing and painting	a studio or outside	pencils, brushes and paints
playing basketball	a basketball court	trainers, a basketball

## Writing: an information sheet

- 4 a Work with a partner. Choose a sport or hobby that you both like. Imagine you are going to organize a club for it in your area. What do you need for your sport or hobby?
- b Make an information sheet to tell people about your club. Use the questions below to make notes.
- Why is the sport or hobby interesting?
  - What sort of people are usually good at it?
  - What equipment do you need for it?
  - Where can you play it in your area?
- c Use your notes to write the information sheet.
- d Check your writing. Is the spelling of all the gerunds right?

## Sports and hobbies

### Vocabulary: personality adjectives

- 1 a Look at the personality adjectives below. Think of good hobbies or sports for these types of person.

Example

creative, artistic drawing

- |                      |               |
|----------------------|---------------|
| 1 creative, artistic | 5 musical     |
| 2 friendly, sociable | 6 active, fit |
| 3 adventurous, brave | 7 patient     |
| 4 intelligent        | 8 quiet, shy  |

- b What hobbies do you do? Explain why you think you have the right personality for them.

Example


*I like drawing because I'm artistic, and also because I'm quiet and shy.*

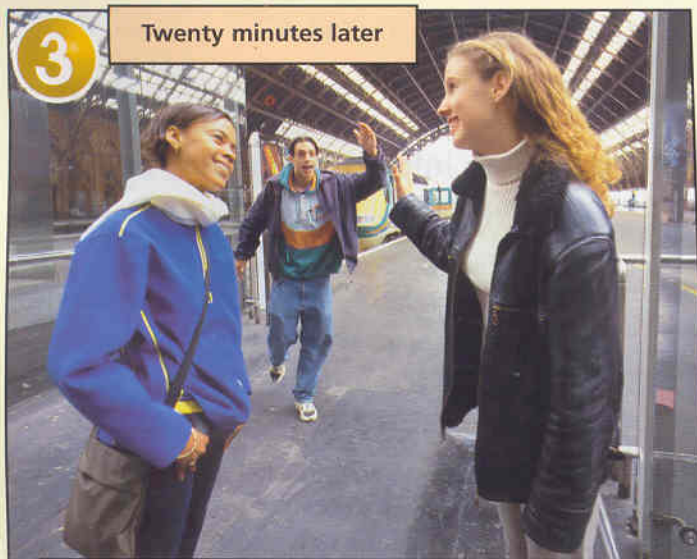
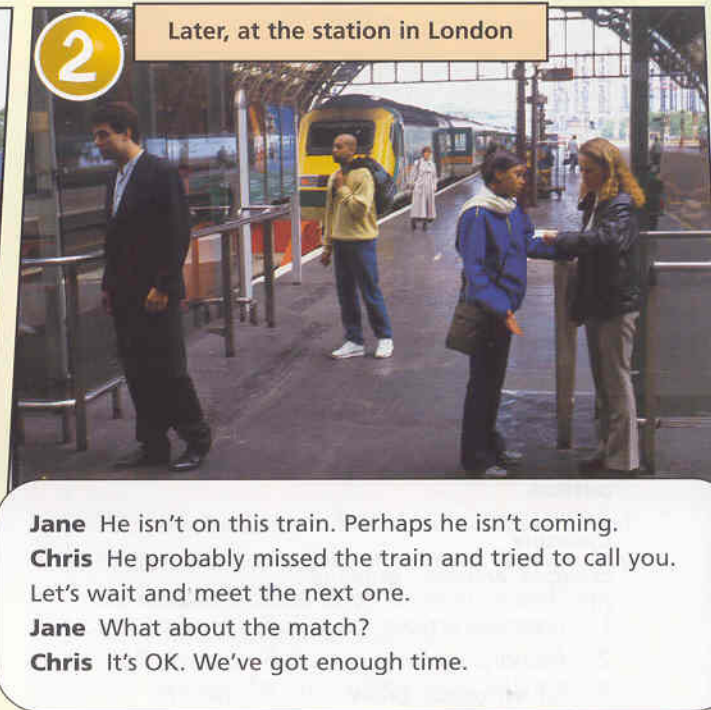
- 2 a Listen. Write the number of the conversation (1, 2 or 3) in the correct box.

- |   |   |
|---|---|
| cooking <input type="checkbox"/>        | stamp collecting <input type="checkbox"/> |
| go-kart racing <input type="checkbox"/> | tennis <input type="checkbox"/>           |
| photography <input type="checkbox"/>    | walking <input type="checkbox"/>          |
| sailing <input type="checkbox"/>        | windsurfing <input type="checkbox"/>      |



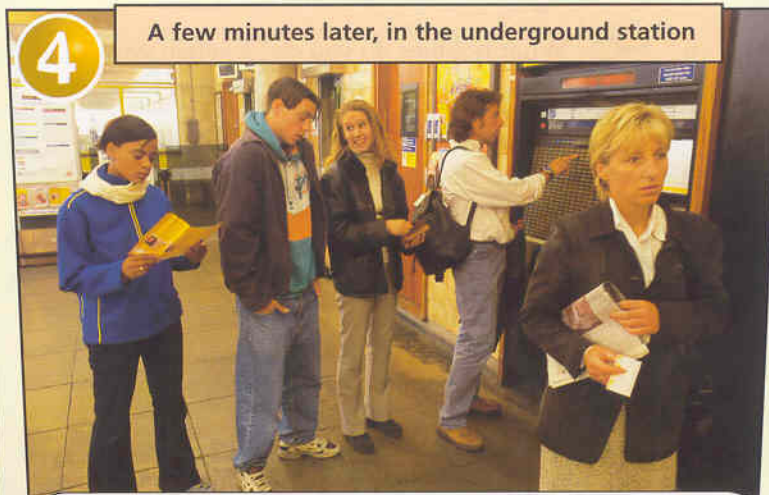
# Dave's day in London

- 1 a Look quickly at the pictures. Was Dave right about Jane? Was she becoming less interested in him?
- b Think of adjectives to describe the expressions on Dave's face (pictures 3-4) and Jane's face (pictures 2-4).
- c  Listen and read. Check your ideas in Exercise 1a.



**Dave** Hi, Jane! I'm really sorry. I missed the 9.15 train. I tried to call you but ...

**Jane** Dave! You're here! ... This is my friend Chris.





**Jane** We're going to meet Tony and Jem at the football match. Dave, you're not jealous, are you?

**Dave** Well, you didn't answer my last letter, so ...

**Jane** Oh, don't be silly, Dave! I was really busy, that's all. It's good to see you. I'm really glad you're here.



2  Work with a partner. Imagine that Jane was at home when Dave tried to phone her. Make a dialogue and practise it.

3  Write Jane's or Dave's diary for their day together. Think about these things.

- 1 Did Jane and Chris's team win or lose?
- 2 Did Jane or Chris play well?
- 3 What did they do in the afternoon?

## Review

### -ing forms (gerunds)

Gerunds are the -ing form of verbs, used as nouns. The names of many activities (e.g. sports and hobbies) are gerunds.

*I love skiing. Swimming is great fun.*

### Infinitive of purpose (to ...)

We can use the infinitive of verbs to express purpose.

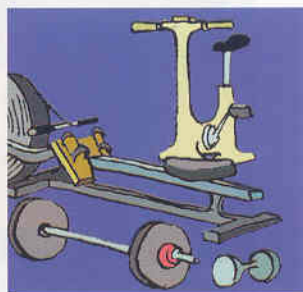
*Why did you go to London? To study English.*

*What is this money for? To buy a mountain bike.*

1 a Look at the pictures. Write a gerund for each picture. Use a dictionary, if necessary.



1 \_\_\_\_\_




2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

b  Work with a partner. Talk about the activities in the pictures. Where do you usually do them? Do you need special clothes or equipment?

2 Complete the story with an infinitive of purpose. Use these verbs.

to buy an electric kettle   to get some matches  
to light the gas   to make a cup of tea



### The Explosion

I went to the kitchen <sup>1</sup> \_\_\_\_\_. I turned on the gas but I didn't have any matches. So I went to the living room <sup>2</sup> \_\_\_\_\_. I came back and used one of the matches <sup>3</sup> \_\_\_\_\_. ... BOOM! There was a terrible explosion. So I went out to the shops <sup>4</sup> \_\_\_\_\_.

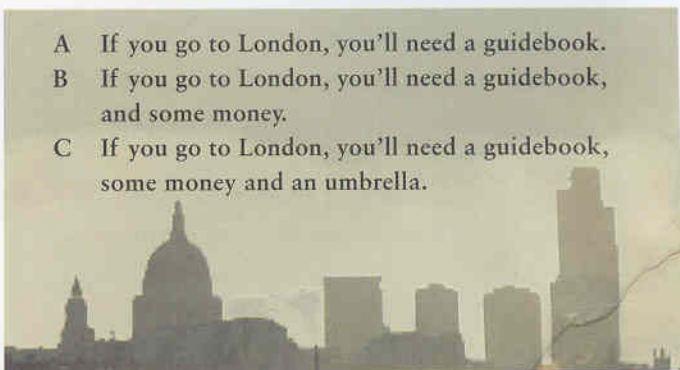
## Vocabulary

Look at the unit again. Add all the new words for sports and hobbies, places for doing different sports, adjectives with two parts, and personality adjectives to your vocabulary book.

### Freewheeling .....

Play the 'chain' game *Plus one*. If you break the 'chain', you are out of the game.

- A If you go to London, you'll need a guidebook.
- B If you go to London, you'll need a guidebook, and some money.
- C If you go to London, you'll need a guidebook, some money and an umbrella.





# 2

## Consolidation

### Grammar

- 1 a Annie is now on the Fontana summer course. Read part of her letter to her friend, Penny. Fill in the gaps with the phrases in the box.

acting enough get have to phoned  
to find out too difficult offered was looking  
~~was waiting~~ will offer Will you

I'm having a great summer! I'm on the Fontana Stage School summer course. I had an interview in May and I <sup>1</sup> was waiting to hear from them all June, and then they finally <sup>2</sup> \_\_\_\_\_ me a place in early July. I <sup>3</sup> \_\_\_\_\_ for something else to do in the summer when they <sup>4</sup> \_\_\_\_\_.

It's an interesting course. We do acting, voice training and some singing and dancing, too. We have an examination at the end and if I <sup>5</sup> \_\_\_\_\_ good marks, the school <sup>6</sup> \_\_\_\_\_ me a place on the full-time course.

I'd love to do the course, but I don't think I'm good <sup>7</sup> \_\_\_\_\_. The singing classes are <sup>8</sup> \_\_\_\_\_ for me. Still, the reason for doing this course is <sup>9</sup> \_\_\_\_\_ if I can become an actor one day. I think I'm quite good at <sup>10</sup> \_\_\_\_\_ and I really enjoy it.

I <sup>11</sup> \_\_\_\_\_ go now, but before I do, I need to ask you to give me some advice about my singing. <sup>12</sup> \_\_\_\_\_ write to me soon with some ideas, please? Thanks.

Love

Annie

- b You are Penny. Give Annie some advice about her singing. Use *should* or *shouldn't*.

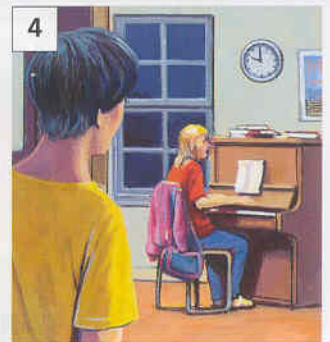
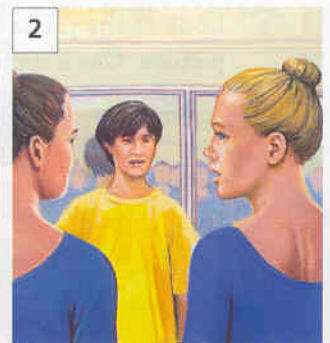
- 1 breathe deeply before you start
- 2 sit when you sing (It's the wrong position.)
- 3 practise very simple songs first
- 4 practise in front of the mirror
- 5 try too hard (You can hurt your throat.)

- 2 Answer the questions. Use the past continuous and the past simple: *I was ...ing when ...*

What were you doing when ...


- 1 you last had some very good news?
- 2 you last had an accident of any sort?
- 3 you last made a new friend?
- 4 somebody last shouted at you?

- 3 What does the teacher say to Annie in each picture? Use the chart below to make sentences.



Annie, you	have to mustn't have to don't have to	stay at the school so late. come to the class on time. talk when I'm talking. breathe when you're singing.
------------	--	---



- 4 a  Work with a partner. Write four rules for one of the places/things below. Use *have to*, *mustn't* and *don't have to*.

a club you go to   a game/sport   an exam

- b Find another pair with the same place/thing. Compare your rules. Are they the same? Choose the best rules.

- 5 Annie is worried about her singing. What does she think will happen? Make sentences with the words below.

**Example**

*If I don't get better, I won't get a place on the full-time course.*

- 1 If/not get better,/not get a place on the full-time course
- 2 If/not get a place,/try to find a job
- 3 If/find a job,/earn some money
- 4 If/earn some money,/have private drama lessons
- 5 If/have private drama lessons,/come back to the school
- 6 If/come back to the school,/become an actor

- 6 Think of three things you will do in the future. What will happen if you do them?

**Example**

*If I study hard, I'll pass my exams.*

## Vocabulary

- 1 In English we often use two words together to make phrases. Make nine two-word phrases from A and B.

**A**

horse-  
fancy  
close  
killer  
computer  
bad  
eye  
basketball  
wild

**B**

court  
screen  
riding  
test  
whale  
animal  
cold  
dress  
friend

- 2 a Find eleven parts of the body, three health problems and one medical word below (→ or ↓).



S	T	H	M	O	U	T	H
T	B	A	C	K	W	M	G
O	H	N	H	E	A	D	N
M	E	D	I	C	I	N	E
A	A	X	C	O	L	D	C
C	D	B	R	U	H	N	K
H	A	R	M	G	J	O	Z
Y	C	E	C	H	E	S	T
T	H	R	O	A	T	E	K
J	E	B	C	F	O	O	T

- b Make the purple letters in the puzzle into a word (an illness). You go to the dentist if you have this illness.

## Communication

- 1 Complete this conversation between a doctor (D) and her patient (P). Make guesses.

P Good morning, Doctor Kingsland.  
D Good morning. Now, what's the <sup>1</sup> \_\_\_\_\_?  
P Well, it's my <sup>2</sup> \_\_\_\_\_, doctor, my right <sup>3</sup> \_\_\_\_\_. It really hurts.  
D Mmm. What happened? Did you fall?  
P Yes. It happened when I <sup>4</sup> \_\_\_\_\_ basketball.  
D When did you do this?  
P Two days ago.  
D And can you walk easily?  
P No, and I can't stand on my foot. It's <sup>5</sup> \_\_\_\_\_ sore.  
D OK. Let me have a look at it. <sup>6</sup> \_\_\_\_\_ take off your shoe and sock?  
P Of course.  
D Mmm, I see. Yes, it's very red, but it's not serious. Now, you <sup>7</sup> \_\_\_\_\_ rest it. You <sup>8</sup> \_\_\_\_\_ walk on it. If it hurts, <sup>9</sup> \_\_\_\_\_ some aspirin.  
P OK. When can I play sport again?  
D Oh, you <sup>10</sup> \_\_\_\_\_ do any sport for about a week. <sup>11</sup> \_\_\_\_\_ better next week, <sup>12</sup> \_\_\_\_\_ and see me again.


- 2  Listen and check your answers. Are they the same as the answers on the tape?
- 3  Work with a partner. Make a new dialogue. Change the words in **bold**. Then act out your dialogue.



# Project: a class trip

- 1 Look at the map and the pictures. What is this man famous for, do you think?

## Reading

- 2  Michael Palin is a British actor and TV personality. He is famous for his round-the-world journeys. Read about part of his first journey round the world and answer the questions.

- 1 How did he travel?
- 2 Which form of transport couldn't he take?



### Expedition: Around the world in 80 days

**Date: 1st October**

**Day 7: Egypt**

When I woke up, there was a lovely smell of fresh bread from the ship's kitchen. On the deck, the passengers were all standing quietly and waiting for the ship to arrive in Alexandria. We left the ship and a charming lady in white met us. She checked my passport and for the first time I heard that polite Egyptian greeting to foreigners: 'Welcome'.

**Midday:** We took a taxi to Misr Station and took the train to Cairo. The noise was incredible! While I was waiting for the train, I watched the people in their fascinating mixture of traditional Egyptian and modern Western clothes.

**Four o'clock:** We arrived in Cairo. It was hot: 33°C. We went to the Hotel Windsor and we checked in.



**Date: 3rd October**

**Day 9: Egypt**

We left the hotel at about two. There isn't a train between Cairo and Suez, so we took a taxi. It was a mistake. The temperature was now almost 38°C and we couldn't open the windows because it was too dirty and noisy outside. It was an extremely uncomfortable journey through the desert.

**Quarter past five:** We arrived in Suez when it was already getting dark and went to the port. No ship. Sometimes we would really like to take a plane, but we can't, so we went back into Suez to find a hotel.

**Date: 4th October**

**Day 10: Egypt**

**Mid-morning:** We went back to the port, and after three hours with the passport officials, we went on the ship. We were now half a day late on our schedule, but we were on our way to Jeddah at last!

- 3
  - a Read the diary more carefully now. On the map, draw the route of the expedition through Egypt to Jeddah.
  - b Write dates and times next to the places on the map.
  - c What kind of transport did the travellers take for each part of their journey? Write it on the map next to the correct part of the route.



## Listening

4 Listen. Ryan and Charlie did a completely different kind of trip. Where did they go? Who did they go with? What was their main form of transport?

5 Listen again. Complete the form below with the details of Ryan and Charlie's trip.

### Rowan High School Class 9A trip

Destination: \_\_\_\_\_  
 Number of students: \_\_\_\_\_ Departure date: 3rd March  
 Teachers: Miss Green/Mr Ewen Accommodation: hotel  
 Transport: \_\_\_\_\_ Purpose of trip: sport/study  
 Number of days: \_\_\_\_\_  
 Main activity: \_\_\_\_\_

6 Listen to the rest of the conversation. Complete Ryan's diary for one day of his trip. (You need more than one word in some of the gaps.)

Monday 5th March: in the mountains

What an <sup>1</sup> **awful** day! We woke up this morning and the weather <sup>2</sup> \_\_\_\_\_ for the first day of our skiing trip. We <sup>3</sup> \_\_\_\_\_ quite nervous but <sup>4</sup> \_\_\_\_\_, too! We went to the <sup>5</sup> \_\_\_\_\_ and they put us in groups: I was in Group A (beginners) but Charlie was in Group C because he <sup>6</sup> \_\_\_\_\_ with his parents. Our group had lessons in the morning, but we were <sup>7</sup> \_\_\_\_\_ to continue in the afternoon so our teacher took us for a walk. We <sup>8</sup> \_\_\_\_\_ up the mountain when we <sup>9</sup> \_\_\_\_\_ someone on the ground, in the snow. It was Charlie! He <sup>10</sup> \_\_\_\_\_ move! I called the teacher and she called a doctor. Charlie had <sup>11</sup> \_\_\_\_\_. The doctor took him to hospital and now he has to stay there for four days. Then he can come home with us. No more skiing for poor Charlie!

## Speaking and writing

7 Would you like to go on a school skiing holiday? What kind of school trip would you like to go on?

8 a Decide on your perfect class trip. Complete this form with details about it.

\_\_\_\_\_ School

Class \_\_\_\_\_ trip

Destination: \_\_\_\_\_  
 Number of students: \_\_\_\_\_  
 Teachers: \_\_\_\_\_  
 Transport: \_\_\_\_\_  
 Number of days: \_\_\_\_\_  
 Main activity: \_\_\_\_\_  
 Departure date: \_\_\_\_\_  
 Accommodation: \_\_\_\_\_  
 Purpose of trip: \_\_\_\_\_

b Discuss more details of your trip. Think about the things below.

Equipment/Clothes: *We have to take ...*

Money: *We should take ...*

Important points: *We have to be fit, ...*

9 In your groups, prepare a poster to advertise your trip. Include the details on the form and any extra details from Exercise 8b.

10 a Present your trip to the rest of the class. Use your poster to help you. Remember to give details of the dates, the length of the trip, the cost of the trip, any special equipment, clothes or abilities.

b As a class, choose the best class trip.

## Check your vocabulary book

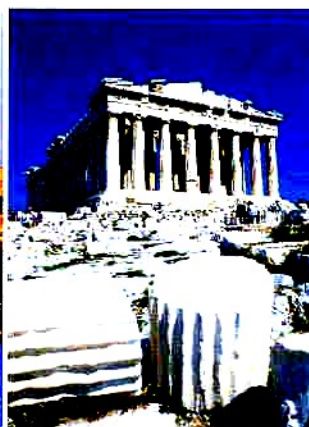
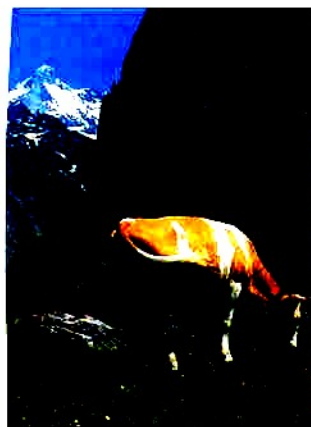
Before you start Unit 11, check that all the new words in Units 6–10 are in your vocabulary book.





# Where in the world?

## The present perfect simple: *ever*



A ☐

B ☐

C ☐

D ☐

E ☐

1 Do you recognize any of the places above?  
Where are they?

2 Listen to five sounds. What are they?  
Write the numbers under the photos.

3 a Listen to part of a television quiz show.  
Check your answers to Exercise 1. What is the  
title of the show?

b Listen again. Have Simon and Jodie been to the  
places? Put a tick (✓) for Yes, a cross (X) for No  
and a question mark (?) if you don't know.

Picture	A	B	C	D	E
Simon					
Jodie					

b Which of these sentences about Jodie is true?

- a She went to Paris last week.
- b She went to Paris last year.
- c She went to Paris some time in the past. We don't know when.

c How do we form the present perfect? Complete  
the rule with the words *verb* and *has*.

Rule: *have/* \_\_\_\_\_ + past participle of the  
main \_\_\_\_\_

d Complete the text about Simon and Jodie. Use  
*has been* or *hasn't been*.

Simon \_\_\_\_\_ to Greece but he \_\_\_\_\_  
to the Austrian Alps. Jodie \_\_\_\_\_ to Turkey  
but she \_\_\_\_\_ to Hawaii.

5 a Work with a partner. Ask and answer  
questions about these places.

a beach a city a lake  
an international sports event another country  
Paris the mountains

- A Have you ever been to the mountains?
- B Yes, I have. / No, I haven't.

b Write the name of one country, one city, one  
museum, one famous historical place and one  
cafe. Ask and answer questions about them.

### Work it out: present perfect simple (I)

4 a Listen. Complete the sentences from the quiz.

Host It's the Austrian Alps. <sup>1</sup> \_\_\_\_\_ you ever  
been to the Austrian Alps, Simon?

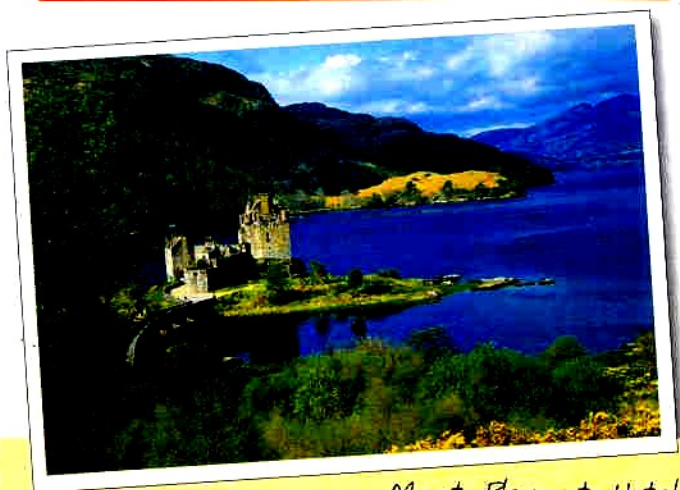
Simon No, I <sup>2</sup> \_\_\_\_\_, but my older sister has  
<sup>3</sup> \_\_\_\_\_ to the Swiss Alps. She skis there.

Host <sup>4</sup> \_\_\_\_\_ you <sup>5</sup> \_\_\_\_\_ been to Paris, Jodie?  
Yes, I <sup>6</sup> \_\_\_\_\_.



- 6 This letter is from Julia. She is on holiday in Scotland. Look at the photo she took and tick (✓) six words that you think are in the letter.

castle city fish lake monster mountain  
photo scenery sea sightseeing travel



Mount Pleasant Hotel  
Oban, Scotland  
5th September

Dear Louisa

We're staying at a hotel in Scotland. The weather has been great - really hot and sunny. In fact it's too hot for me. I'm already burning and we've got another five days here! We've been very lucky so far. Everyone here says that it usually rains in September.

We've done a lot of fascinating things. We've climbed mountains, we've sailed across one of the lakes and we've visited some old castles. I'm really tired from all the walking. I've taken some great photos with my new camera. The scenery here is beautiful. My brother has done a lot of walking and hill climbing, too. Tomorrow he wants to do a twenty-kilometre walk around a lake!

We've had a good time in the evenings, too. We've eaten in the hotel and had some delicious fish. We've also met some great people here. There are a few other teenagers in the hotel and I've spent the evenings playing table tennis and watching videos with them. Well, I have to go now. See you at school next week.

Love  
Julia

- 7 a Read the letter and check your guesses from Exercise 6. Who is Louisa, do you think?
- b Read the letter again. Are the sentences true (✓) or false (X)?
- 1 Julia is staying in a hotel. ☐
  - 2 The weather has been awful. ☐
  - 3 She has done some interesting things. ☐
  - 4 Her brother has done a 20-km walk. ☐
  - 5 She hasn't met any nice people. ☐

## Learn to learn: past participles

- 8 a Find the present perfect forms of these verbs in the letter. They are all irregular.

be do eat have meet spend take

- b Start a chart of irregular past participles on page 76 of your Workbook.

Verb	Irregular past participle
be	been
do	

- 9 Work with a partner. Make a dialogue.
- A Imagine you are on holiday and B telephones you. Answer B's questions about your holiday.
- B Telephone A. Ask A questions about his/her holiday: *Where have you been? What have you done?*

## Writing: a letter home

- 10 a Imagine you are on holiday in an interesting place that you know. Make notes to answer these questions.
- 1 Where are you? Who are you with?
  - 2 Where are you staying?
  - 3 What has the weather been like?
  - 4 What have you done?
- b Look at the letter in Exercise 6. Underline these words and phrases.
- 5th September Dear ... We're staying ...  
The weather has been ... We've done ...  
Love ...
- c Write a letter to a friend at home. Use your notes and the phrases in Exercise 10b to help you.



# Holiday places

## The present perfect simple: *just*

### CenterParcs

Now there's even more choice of CenterParcs. We have just opened the best park yet in Britain. We have also just started work on some new parks in Europe. Book your next holiday now!



#### Everything in the heart of the forest

At CenterParcs we have created a peaceful environment for a relaxing holiday. Choose from a huge number of activities and your holiday can be anything you want it to be.



#### Peace and quiet

Leave your car in the car park when you arrive. Bring your bikes or hire bikes from us. Then cycle slowly along the charming forest paths.

#### Swimming paradise

Each CenterParc has a large, covered swimming pool, so you can swim at any time of the year. After your swim, why not relax with a Turkish bath or a sauna?

#### Sports for all

If you like sports, you'll love CenterParcs. We offer indoor sports such as badminton and basketball, and outdoor sports such as horse-riding. There's a wide range of water sports, too: windsurfing, sailing and fishing. You can do them all here.

#### Home from home

Our villas give you everything you have at home: modern kitchens, central heating and satellite TV. Some of them have microwaves and telephones.

(This has not been taken directly from a CenterParcs brochure.)

### 1 Work in a group. Find people who have ...

- 1 been horse-riding/windsurfing/sailing/fishing.
- 2 been to a holiday village/a Turkish bath/a sauna.
- 3 used a bike/a computer/a microwave.

### 2 a Look at the advert for a holiday village. What do you think you can do there?

- b Read the advert quickly and check your answers to Exercise 2a.

### 3 a Read the advert carefully. Make notes to answer the questions about the village.

- 1 Which sports can you do at CenterParcs?
- 2 What other activities can you do?
- 3 What can you find in the villas?

- b Find the underlined words in the advert. Answer the questions.

- 1 What is it?    3 What is them? (paragraph 4)
- 2 Who is us?    4 What is them? (paragraph 5)

### 4 Have you ever been to a holiday village? Would you like to go to one? Why or why not?

## Work it out: present perfect simple (2)

### 5 a Look at the note on the advert. When did CenterParcs last open a park in Britain? Which word with the present perfect tells you this?

- a a year ago                      c a short time ago  
b ten years ago

- b Underline the past participles in the note. They are regular. How do they end?

- c Work with a partner. Take turns.

- A Think of a place. Describe something that has just happened: *I've just had a milkshake.*  
B Guess the place: *You're in a cafe.*



# Complaining

- 1 Not all holiday villages are as good as CenterParcs. Look at these pictures from Horrorhomes Holiday Village. What's wrong? Use the clues.

Example

Her hair's green, the cut's uneven and it's too curly!



- 1 hair/green; cut/uneven; curly  
2 hamburger/cold; cola/hot; expensive



- 3 tyre/flat; wheel/broken; seat/high

- 2 a Listen to the people in Exercise 1. They are complaining.

- What does the hairdresser offer to do?
- Did the boy pay too much (for his meal)?
- Does the girl get another bike?

- b Listen again. Tick (✓) the phrases in the 'Useful English' box that you hear on the cassette.

## Useful English

### Complaining

Excuse me, there's a problem.  
I'd like to make a complaint.  
It's not good enough.  
Look! It's terrible/awful/  
a mess!

### Apologizing

I'm terribly sorry.  
It won't happen again.  
I can't apologize enough.

## Pronunciation: intonation

- 3 a Listen to the lists of complaints from Exercise 1. Write ↗ or ↘ over each phrase.

Example

It's green, the cut's uneven and it's too curly.

- It's green, the cut's uneven and it's too curly!
- The hamburger's cold, the cola's hot and it's too expensive!
- The tyre's flat, the wheel's broken and the seat's too high!

- b Listen again and repeat.

- 4 a Work with a partner. Look at the pictures below. Choose one of the situations to make a dialogue. Prepare your roles and act out the dialogue. Remember to use some of the phrases in the 'Useful English' box.

- Look below. Read about the situation you and your partner chose.
- Look at page 110. Read about the situation you and your partner chose.

### Situation 1: a water-skiing lesson

You've booked a water-skiing lesson for 11.00 a.m. and you've hired some water skis and a wetsuit. It's now 11.10 a.m. and you're not very happy because the driver of the boat hasn't arrived, one of the skis is cracked and there's a hole in your wetsuit. Go back to the kiosk and complain. Ask for your money back.



### Situation 2: a scratched CD


You're an assistant in a music shop. A young customer has come to complain because the CD he/she has just bought is scratched, it's in the wrong case and he/she has paid too much for it. Apologize and offer him/her a new CD for the correct price.



- b Were you happy with the result of your complaint? Find another pair with the same dialogue. Did they have the same result?



# Plans for a concert

- 1 a Look at the title of this story. Which six words in the box are in the story? Guess.
- b  Listen and read. Check your guesses.

charity group postcard singer  
songs star tourists visitor voice

1 Park School has decided to have a concert.

**GREENPEACE**  
Charity Concert  
Saturday 8 p.m.  
Park School  
Your summer songs and dances  
from all the local schools will be there.  
For tickets phone 0171 866 592 or come  
to the Clubs and Societies Office  
12.30-2.00 p.m. Ask for  
Tony or Jane.

2 Five days before the concert, in the Clubs and Societies office

**Jane** Hello? ... Yes. ...  
Amanda? She's ill? ...  
She's got flu? ... Oh, no.  
That's awful! I'm very  
sorry to hear that. ...  
Thanks for phoning. Bye.

3

**Jane** Oh, no! Our star singer is ill. She won't be here on Saturday! She's lost her voice. What are we going to do?  
**Tony** I know. I'll go and ask Vicki Logan. She can sing instead of Amanda. She was practising with the group last week.  
**Jane** Good idea. Maybe she'll know some of the songs.

4 Tony returns five minutes later.

**Tony** Vicki can't do it. She's singing with *The Cool Bunch* on Saturday night.  
**Jane** Kate, the girl in Year 9, is also a singer.  
**Jem** I'll go and ask her.

5

Jem returns twenty minutes later.

**Jem** No luck. Kate's going on a school trip to France at the weekend, so she won't be here.  
**Jane** Listen. I think I've got an idea, a really good idea!  
**Tony** What is it?



## 2 Read the story again. Answer the questions.

- 1 Jane is being polite to the person on the other end of the phone in picture 2. Who is it? Guess.
- 2 Who or what is *The Cool Bunch*? Guess.
- 3 Where has Jem been in picture 5?

## 3 Work with a partner. In picture 2, you only have Jane's part of the conversation. What does the other person say? Make the whole conversation. Practise it together.

## 4 What do you think Jane's good idea is in picture 5? Discuss it and agree.

## Review

### The present perfect simple

I/You	have	been	to the United States.
He/She	has	taken	some great photos.
We/They	have	done	some interesting things.
Negative	I haven't been to the United States.		
Question	Has she been to the United States?		
Short answer	Yes, she has. / No, she hasn't.		

Regular past participles end in *-ed*: *arrived, called, walked*.  
Irregular past participles: *had, met, taken* and so on.

We use the present perfect when we don't say exactly when something happened in the past.

*I've met several famous film stars!*

*Has he ever been to Rhodes? No, but he's been to Crete.*

We also use the present perfect when we say something happened a short time ago.

*We've just arrived.*

*She's just left.*

## 1 a Work in a group. Ask and answer questions. Use the present perfect.

*Example*

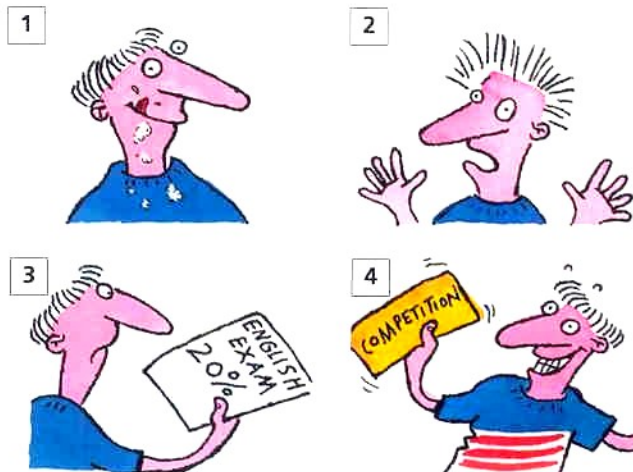
*Have you ever seen a wild animal?*

- 1 see/a wild animal?
- 2 take/a boat trip?
- 3 meet/people from another country?
- 4 eat/food from another country?
- 5 play/table tennis?

## b Make more questions with the verbs in Exercise 1a. Ask your group your questions.

## 2 Look at Kevin's face in these pictures. What has just happened, do you think? Use these verbs.

eat fail see win



## Vocabulary

Look at the unit again. Add all the new words for places in the world, holiday activities and services, and sports and hobbies to your vocabulary book.

## Freewheeling .....

Complete the verses with the verbs in the box.

Verse 1: care find give up let him know know  
Verse 2: had know said think was

### Verse 1

I don't \_\_\_\_\_ where my baby is  
but I'll \_\_\_\_\_ him, somewhere, somehow  
I've got to \_\_\_\_\_ how much I \_\_\_\_\_  
I'll never \_\_\_\_\_ looking for my baby.

### Chorus

Been around the world and I, I, I  
I can't find my baby  
I don't know when, I don't know why  
Why he's gone away  
And I don't know where he can be, my baby  
But I'm gonna find him

### Verse 2

We \_\_\_\_\_ a quarrel and I let myself go  
I \_\_\_\_\_ so many things, things he didn't \_\_\_\_\_  
And I \_\_\_\_\_ oh, oh so bad  
And I don't \_\_\_\_\_ he's coming back.



Listen to the song and check your answers.



## Youth culture

### The present perfect simple: yet and already



- 1 a How many of the objects in the photo can you name? The words in the box will help you. Use your dictionary, if necessary.

a designer watch a mobile phone perfume  
platform shoes rollerblades rollerskates sunglasses

- b What do these objects say about young people? Think about the way young people think and the way they live their lives.

### Learn to learn: using a dictionary

- 2 The objects in the photo are all examples of 'youth culture'. Read the dictionary entries for 'culture'. Which definition helps you understand what 'youth culture' means?

**culture** /'kʌltʃə(r)/ noun 1 [C,U] the customs and ideas of a group of people: *The international conference aims to bring together people from many different cultures.* 2 [U] understanding of art, literature, ideas, etc: *a man/woman of culture* 3 [U] the growing of plants or the keeping of certain types of animal

- 3 Work with a partner. Think of two more objects that are examples of youth culture. Discuss your objects with other students. Do you agree?

### Set the pace

- 4 a Listen to these phrases and repeat them. They are informal ways of giving your opinion.

#### Positive

They're cool!  
It's great/brilliant!  
Wicked!

#### Negative

It's dreadful!  
It's a pain!  
They're naff!

- b Work with a partner. Ask and answer about the things in the photo. Take turns.

A Have you ever used a mobile phone?  
B Yes, I have. / No, I haven't.  
A What do you think of them?  
B They're a pain!

- 5 a Listen. What new product is the market researcher talking about?

- b Listen again. Complete the chart.

	Person 1	Person 2	Person 3
Has he/she seen it before?			
Has he/she bought one?			
What does he/she think of it?			



## Work it out: present perfect simple (3)

- 6 a Read these sentences from the interviews. Complete the rules with the words *positive sentences*, *negative sentences* or *questions*.

*Have you seen them yet?*

*I've already bought one.*

*No, I haven't seen one yet.*

1 We usually use *yet* in \_\_\_\_\_ and \_\_\_\_\_.

2 We usually use *already* in \_\_\_\_\_.

- b Look at the cartoons. Write *yet* or *already* in the descriptions below.



- We use \_\_\_\_\_ when something has happened earlier than we expected.
- We use \_\_\_\_\_ to ask if something has happened. (We expect it to happen.)
- We use *not* \_\_\_\_\_ when something hasn't happened (but we expected it to happen).

- c Write questions with the present perfect and *yet*. Use the words below.

*Example*

*Have you done your homework yet?*

- you/do homework?
- we/learn the past continuous?
- you/finish the last project?
- you/revise for the next test?
- you/buy an English-English dictionary?

- d Work with a partner. Ask and answer the questions. Answer with *yet* or *already*.

- A Have you done your homework yet?  
B Yes, I've already done it. /  
No, I haven't done it yet.

- 7 Work with a partner.

- A Your friend, B, is having a birthday party next week. Has he/she done the jobs on the list yet? Ask him/her: *Have you ... yet?*  
B Look at page III.

ask your parents about using the living room  
decide on the food

ask your brother about using his CD player  
organize the CDs

think about the party games

send invitations to your friends

## Pronunciation: consonant clusters

- 8 a Look at the underlined letters in these words. Listen and repeat.

trainers skates sweatshirt platform shoes

- b Say these sentences. Then listen to the cassette and repeat them.

- I tried to train in my new trainers.
- Take your skates to school.
- Let's swap your skates for my sweatshirt!
- Don't play tennis in your platform shoes!

- c Work in groups. Turn to page III.

- 9 a Work with a partner. Choose three of the topics in the box. Make a question about the newest/most fashionable thing or person in each topic.

actors books CDs/cassettes films groups  
magazines singers TV programmes

- A Have you seen/read/heard ... yet?  
B Yes, I have. / No, I haven't.

- b Ask some other students your questions. Note the answers. Discuss them with the class.



# Jeans

## The present perfect simple and the past simple



- 1 Look at the things in the photo above. Do you wear jeans? When? How often? Do you like the other things in the photo?
- 2 Read the text quickly. What are jeans made of? Which country is the material from?

### The story of jeans

Everybody wears jeans. They're universal. But how have these simple work clothes become the fashion item they are today? Where did they come from?

The story probably started during the gold rush, when a lot of people moved to California in the USA to look for gold. In 1850 a German businessman called Levi Strauss went there. He wanted to sell tents to the gold miners. The miners weren't interested in buying them, so he decided to use the hard-wearing material to make trousers. Later he brought denim from Nîmes in France to make these trousers.

For years jeans were just work trousers, but in the 1950s film stars began to wear them. Young people copied the stars and jeans became a fashion item and a part of youth culture. In the 1970s and 1980s well-known clothes designers began to produce jeans under their own labels. These designer jeans were expensive and only older people could afford them.

Some people think that jeans have 'grown old' in recent years. They think they are too respectable. This isn't true. Young people find new ways of wearing denim all the time. Jeans will always be a part of youth culture.

- 3 Read the text again. Complete the sentences with the phrases in the box.

liked Levi's new trousers.  
a popular image among young people.  
you can find almost everywhere.  
because they're too expensive.

- 1 Jeans are a fashion item that ...
- 2 The workers in California ...
- 3 Film stars gave jeans ...
- 4 Young people don't wear designer jeans ...

### Learn to learn: word association

- 4 Look at the headings. Write one or two words from the text under each heading.

Denim	Jeans	Gold	Designers
hard-wearing			

### Work it out: present perfect simple or past simple?

- 5 a Circle the present perfect phrases. Underline the past simple verbs.
  - 1 Many film stars have worn jeans in public.
  - 2 A designer has just produced her own jeans.
  - 3 Jeans have 'grown old' in recent years.
  - 3 In 1850 Levi Strauss went to California.
  - 4 In the 1950s film stars began to wear jeans.



b Write *present perfect* or *past simple* below.

- 1 We use the \_\_\_\_\_ if we know when the past action happened.
- 2 We use the \_\_\_\_\_ if we don't know when the past action happened. We also use it for an action that has just finished.

c Put the verbs in brackets into the correct form.

- A Let's go to the cinema this evening.
- B Yes, good idea. <sup>1</sup> \_\_\_\_\_ (you/hear) about the new Spielberg film yet?
- A Yes. I <sup>2</sup> \_\_\_\_\_ (already/see) it.
- B Oh really? When <sup>3</sup> \_\_\_\_\_ (you/see) it?
- A Last week. I <sup>4</sup> \_\_\_\_\_ (go) to the cinema with Mark. I <sup>5</sup> \_\_\_\_\_ (not/see) *Titanic* yet. Have you?
- A No, I <sup>6</sup> \_\_\_\_\_ (not/have). Let's see that. Shall we invite Sara?
- B Yes, but I <sup>7</sup> \_\_\_\_\_ (not/speak) to her yet this week. Is she at home?
- A Yes, she is. She <sup>8</sup> \_\_\_\_\_ (just/come back) from her holiday.



- 6 a Work with a partner. Find out four things about him/her that you didn't know before. Ask him/her questions about these topics.

clothes food and drink holidays  
places in your town sports and hobbies

- A Have you read the new magazine *Hot Hits*?
- B No, I haven't.
- A Have you been to the new swimming pool?
- B Yes, I have.
- A When did you go?

b Tell the class about your partner.

## Experiences

- 1 a Listen to two teenagers talking after the summer holiday. What do they talk about? Tick (✓) the topics below.

- 1 a fantastic book or film ☐
- 2 an exciting holiday ☐
- 3 an interesting day out ☐
- 4 a really embarrassing experience ☐

- b Work with a partner. Listen again. A, take notes about the girl's experience. B, take notes about the boy's experience. Answer the questions.

- 1 Where was he/she?
- 2 Who was he/she with?
- 3 What happened?

## Pronunciation: *wh-* questions

- 2 a Listen to part of the conversation from Exercise 1 again. Three questions are missing. What are they? Write them down.
- b Listen to the questions. Check your answers.
- c Listen to the questions again. Does the voice go up or down at the end of the question? Write ↗ or ↘ after each one. Repeat the questions.
- d Work with your partner from Exercise 1b. Talk about the teenagers' experiences. Use the questions you answered in Exercise 1b.

## Writing: a personal experience


- 3 Work with a partner. Ask and answer questions about your own experiences.
- 1 What is the most exciting, interesting or frightening thing that has ever happened to you?
  - 2 Where did it happen?
  - 3 When did it happen?
  - 4 Who were you with?
  - 5 What happened?
  - 6 What was the result?
- 4 a Write a letter to a friend to tell him/her about the experience you discussed in Exercise 3. Before you start, make notes to answer the questions in Exercise 3.
- b Use your answers to write your letter.



# Running out of time

1 a Look at the title of this story. What does *to run out of time* mean? Guess.

a to move very fast    b to need a lot of time    c to have no more time

b  Listen and read. Check your guess about the title and your guess about Jane's good idea at the end of the last episode. Were you right?



1 The same evening, at Chris's house

**Chris** No, Jane! Don't even think about it! I can't learn all that new music before Saturday.

**Jane** Oh, go on, Chris! Please!

**Chris** No way! Anyway, my parents will never agree. No, it's out of the question!



2 The next morning, during break at school

**Tony** This is terrible. We've asked everyone and tried everything! We still haven't got a singer.

**Girl** Perhaps we should cancel the concert.



**Jane** I've talked to Chris. She said no, but she's mainly worried about her parents, I think. I'll phone them and explain our problem. I'm sure they'll agree.

**Jem** Good idea.



4 On the phone to Chris's mum

She isn't getting good marks this year.

It's only for a few days, Mrs Benson. Then she'll catch up with her work, I promise. I'll help her after school.



**Jane** She hasn't agreed yet, but I think she will if Chris promises to work really hard after the concert.

**Tony** So now Chris is our only real problem!


**Jane** You could persuade her to sing, Jem.

**Jem** Really? I'll talk to her at lunchtime if you want.



## Set the pace


- 2 a In picture 1 Chris refuses to sing at the concert. She says, 'No, Jane!' Find three more phrases in the story to refuse to do something.

b  Listen and repeat. Check your answers.

- 3 Work with a partner. Why does Jane need Chris to sing at the concert? Make a list of two or three reasons.

Example

Amanda is ill. She's got flu.

- 4  Work with a partner. Look at the pictures. Close your books and tell the story again.

## Review

### Present perfect simple with yet and already

We use *already* when something has happened earlier than we expected. We use it in positive sentences.

*I've already seen that film.*

*We've already done the washing-up.*

We use *yet* to ask if something has happened. We use *not yet* when something hasn't happened.

*Have you tidied your room yet?*

*I haven't finished my homework yet.*

### Present perfect simple and past simple

We use the past simple for a completed action at a definite time in the past.

*I started at this school last year. I played tennis yesterday.*

We use the present perfect for actions that don't have a definite time in the past. We also use it for actions that happened a short time ago.

*I've been to Mexico. We've just seen a great film.*

- 1 Complete the dialogue with the words in brackets. Use the present perfect or the past simple.

A What <sup>1</sup> \_\_\_\_\_ (you/do) last night?

B I <sup>2</sup> \_\_\_\_\_ (go) to the new disco.

<sup>3</sup> \_\_\_\_\_ (you/be) there yet?

A No, I haven't. <sup>4</sup> \_\_\_\_\_ (you/enjoy) it last night?

B No, I <sup>5</sup> \_\_\_\_\_ (never/be) to a worse disco!

- 2 Write sentences from these words. Use the present perfect or the past simple. The words *just*, *yet* and *already* will help you.

1 you/see/the new James Bond film yet?  
yes/I/already/see/it. I/see/it last week

2 my brother/just/buy/a new bike

3 what is the best song/you/ever/hear?

4 you/finish/your project yet?

no/I/not finish/it yet

- 3 These sentences are all in the present perfect. Four of them should be past simple. Find them and correct them.

1 Have you seen your grandparents last week?

2 We've been to London two years ago.

3 Have you seen the new Schwarzenegger film yet?

4 I've finished my project yesterday.


5 I've never been to an art gallery.

6 My sister has started her new school last month.

## Vocabulary

Look at the unit again. Add all the new words for items of youth culture and the words connected with the story of jeans to your vocabulary book. Make a word-map for words connected with jeans.

## Freewheeling .....

- a  Listen to three advertising slogans. What are they advertising?
- b In groups, write slogans for two or three new products that you all like.





## The Red Planet

The future: *will* and *may*

### A universe questionnaire

1 Which star is nearest the Earth?

- a Mercury
- b The Milky Way
- c The Sun

2 How many planets are there in the solar system?

- a Nine
- b Seven
- c Eleven

(Can you name them all in your language?)

3 Which is the largest planet in the solar system?

- a Neptune
- b Mars
- c Jupiter

4 Which planet takes 365 days to go once round the Sun?

- a The Moon
- b The Earth
- c Venus



5 What is the other name for Mars?

- a The Red Planet
- b The Milky Way
- c The Secret Planet

6 Which planet is nearest the Sun?

- a Mercury
- c Mars
- b The Earth

7 Who was the first person in space?

- a John Glenn (USA)
- b Neil Armstrong (USA)
- c Yuri Gagarin (Russia)

8 Which of these films is about space?

- a Antz
- b Mission Impossible
- c The War of the Worlds



1 What do you know about the universe? Do the questionnaire.

2 a Compare and discuss your answers. Try to agree on them.

b Listen and check your answers.

3 a Listen to these people waiting outside a cinema. What happens?

- a The girl and boy can't agree which film to see.
- b They think they're going to see different films.
- c The girl is looking forward to seeing the trailer for a new science fiction film.

b Which of the films on the right do they decide to see?



c Listen again. Which three of these words do you hear? Tick (✓) them.

- |                                  |  |                                   |
|----------------------------------|--|-----------------------------------|
| trailer <input type="checkbox"/> | science fiction <input type="checkbox"/> | planets <input type="checkbox"/>  |
| insects <input type="checkbox"/> | space ship <input type="checkbox"/>      | universe <input type="checkbox"/> |
| aliens <input type="checkbox"/>  |  |                                   |



## Work it out: will and may

- 4 a We use *will* and *may* to talk about the future. What's the difference? Read the sentences and complete the rules with *will* or *may*.

It'll be really boring, I bet.

You don't know it'll be boring.  
It may be really exciting.

- 1 We use \_\_\_\_\_ when we're sure about something in the future.
- 2 We use \_\_\_\_\_ when we're not sure about something in the future.

- b Complete these sentences with *will/won't*, *may/may not*.


- 1 The trailer was OK, so the film \_\_\_\_\_ be quite good, too. I don't really know.
- 2 Carol wasn't well yesterday. She \_\_\_\_\_ come to the concert tomorrow. I'm not sure.
- 3 There isn't any oxygen on the Moon, so we definitely \_\_\_\_\_ find any living creatures there.
- 4 I don't think people \_\_\_\_\_ live on the Moon in the future. It's too dangerous.

- 5 a  Read the poster below. Answer the questions.

- 1 Who put the poster up?
- 2 What does it advertise?
- 3 Exactly where will this event take place?

- b Read the text again. Find the names of:

- 1 one planet
- 2 one film about fighting in space
- 3 a friendly alien

- 6  What do you think about space and aliens? Answer the questions.

- 1 Are there 'friendly aliens like E.T.'? Are there creatures on Mars or the other planets in the solar system?
- 2 Will they 'come and get us' (invade or attack us) one day?
- 3 Will we be able to communicate with them? Why or why not? If so, how?

The Riverside Arts Centre Cinema is screening a series of films about

# SPACE AND SPACE ALIENS

*Will they come to get you?*

*Dangerous creatures from outer space ...  
Friendly aliens like E.T. ... Green people from Mars?*

*Come and see ...*

**Mars Attacks Alien 2001: A Space Odyssey  
E.T. The War of the Worlds Star Wars  
StarGate Men in Black Close Encounters  
Invasion of the Body Snatchers**

**Monday to Friday evenings on Screens 1, 2 and 3 next week.  
Check the times of the films and get your tickets at the ticket office.**





# Sun signs

## Ability

### YOUR SUN SIGN

Learn about yourself. Read our guide to sun signs.



#### Aries (21 March–20 April)

You are funny, flexible and caring. Your friends think you're always OK, so you're never able to talk to them about your problems. One day you will find a partner who listens.



#### Taurus (21 April–21 May)

You're quiet, careful, serious and responsible. You will go a long way in your career and will be able to help other people through your work.



#### Gemini (22 May–21 June)

You're cheerful and optimistic but you lose your temper easily. You enjoy food so you'll always have to be careful not to put on weight!



#### Cancer (22 June–23 July)

You're sociable and funny. You're also adventurous and confident, so you will be successful.



#### Leo (24 July–23 August)

You're imaginative, clever and hard-working. Choose your future career carefully. You'll find there's never enough time in life.



#### Virgo (24 August–23 September)

Your family and friends are very important to you. You're a kind and responsible friend but people will hurt you in life.



#### Libra (24 September–23 October)

Your romantic imagination and your friendly personality will help you through difficult times.



#### Scorpio (24 October–22 November)

You're slow to trust people and slow to fall in love. When you do, you'll find true love forever!



#### Sagittarius (23 November–21 December)

You have a warm personality and a good sense of humour. You'll be able to make friends easily in life.



#### Capricorn (22 December–20 January)

You're sociable and you don't like being on your own. You're also a bit lazy. If you work hard, good things will come to you.



#### Aquarius (21 January–19 February)

You like having time on your own, but don't have too much! You will find true love late in life.



#### Pisces (20 February–20 March)

You're happiest when everyone around you is happy. You will probably become well-known, and you will travel a lot.

### Work it out: *be able to*

- 3 a Read the sentence from the text. Circle the right verb in the rule.

*You will go a long way in your career and will be able to help people through your work.*

Rule: *be able to* has the same meaning as *must/can/should* in the present and future tenses.

- b Complete the sentences. Use *will* and the correct form of *be able to* (positive or negative).
- They've sold all the tickets. We \_\_\_\_\_ get in.
  - 'I've missed that film!'  
'Never mind, you \_\_\_\_\_ see it when it comes out on video.'
  - People \_\_\_\_\_ visit the Moon in the next 50 years.

- 1 a Look at the text. Where can you find texts like this? What is the special name for them?

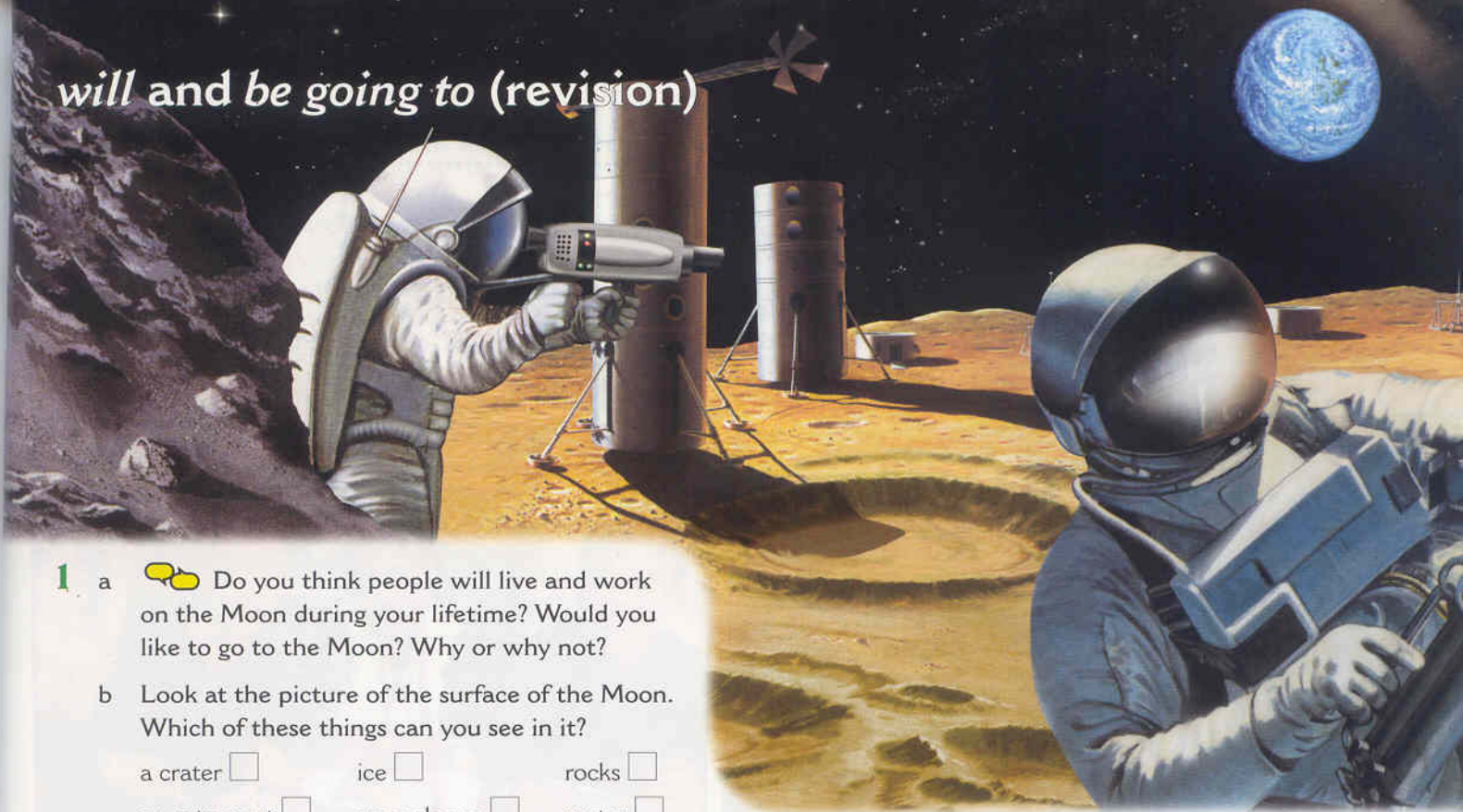
- b Read about your own sun sign. Is it a good description of you?

- 2 a Find people with different sun signs. Read about their signs. Do you agree with the descriptions of them?

- b Do you think the predictions about you are probably true or not? Why?



## will and be going to (revision)



1 a Do you think people will live and work on the Moon during your lifetime? Would you like to go to the Moon? Why or why not?

b Look at the picture of the surface of the Moon. Which of these things can you see in it?

- a crater ☐ ice ☐ rocks ☐  
an astronaut ☐ moon bases ☐ water ☐

2 a Listen to an interview with a scientist. Underline four words from Exercise 1b that are in the interview.

b Which sentence in each pair does the scientist say? Listen again to check your answers.

- 1 a There won't be any expeditions to the Moon for many years.  
b More scientists will visit the Moon in the next few years.
- 2 a We'll be able to get fresh water from the ice in some of the craters on the Moon.  
b We won't be able to get enough fresh water from the ice on the Moon.
- 3 a We're going to build bases on the Moon very soon. That's our aim.  
b Scientists are not going to start building moon bases for many years.

### Work it out: will and be going to

3 Read the examples. Complete the sentences that describe them. Use the words *prediction* or *future plan*.

*More scientists will visit the Moon in the next few years.*  
*We're going to build bases on the Moon very soon.*

- 1 The sentence with *will* is a \_\_\_\_\_.
- 2 The sentence with *be going to* is a \_\_\_\_\_.

4 a Make predictions about the subjects below. Write sentences with *will/won't*.

*Example*

*I think it'll be extremely cold tomorrow.*

- 1 tomorrow's weather
- 2 your own life ten years from now
- 3 the future of the world's environment
- 4 the result of a future sports match

b What job or jobs are you planning to do in your life, and why? Write sentences with *be going to*.

*Example*

*I'm going to study languages because I want to become a translator. I'm going to live in different countries and meet a lot of people.*


### Writing: about a friend

5 a Work with a friend. Choose five positive adjectives from the article about sun signs on page 90 to describe your partner.


- b Make a prediction about something your partner will be able to do in the future. Use *will (probably)*, *may* and *will be able to*.
- c Write a sun sign text about your partner.
- d Check your writing. Are all the verbs right?



# A star is born

1 a  Work with a partner. Look only at the pictures. Try to answer the questions.

- 1 Does Chris agree to Tony, Jem and Jane's request?
- 2 What is Chris worried or nervous about at the end?

b  Listen and read. Check your predictions.



**Chris** Oh, hi. How's it going?

**Jem** Hi, Chris. Not so well. We've got real problems with our plans for the concert.



**Chris** Yes, Jane was telling me all about that last night.

**Jem** And I'm going to try to change your mind about singing on Saturday. Have you got a few minutes?

**Chris** For you, Jem? Of course.

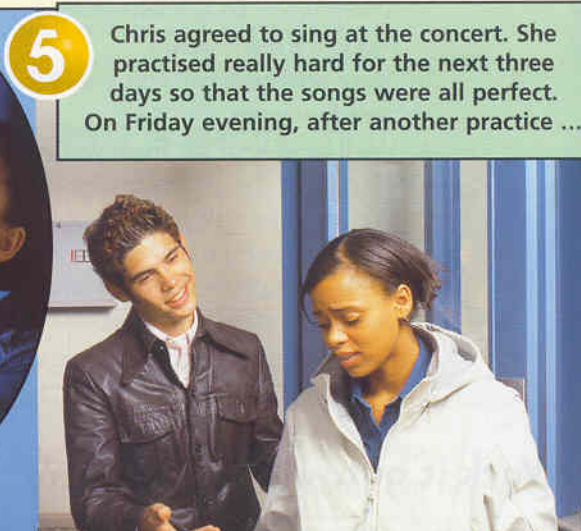


A few minutes later



After school

Never, never know, mmm, mmm. Now's the time!



Chris agreed to sing at the concert. She practised really hard for the next three days so that the songs were all perfect. On Friday evening, after another practice ...

**Jem** Just give it a go. Come along after school and meet the musicians. Please, Chris.

**Jane** Yes. Just look at the songs and sing one or two.

**Tony** Go on, Chris!




**Chris** OK, OK, I give in. I'll come.

**Jem** You'll be great.

**Chris** I hope so, but I'm still really nervous. I've never sung in front of hundreds of people before.



## Set the pace

- 2** a Match the phrases from the story with their meanings.
- 1 How's it going? (picture 1) a OK. I agree.
  - 2 Give it a go. (picture 3) b How are you?
  - 3 I give in. (picture 3) c Try it.
- b  Listen and repeat.
- 3**  Work with a partner. Part of the conversation between Chris and Jem (between pictures 2 and 3) is missing. What did Jem say to make Chris change her mind? Make a dialogue and practise it together.
- 4**  Do you think Chris is right to help by singing in the concert? Are Jem and the others right to try to persuade her? Why or why not?

## Review

### will and be going to

We use *will/won't* to make predictions about the future.  
*I believe we will meet creatures from other worlds one day.*

We use *be going to* to talk about future plans.  
*I'm going to do the shopping for my family tomorrow.*

### may

We use *may* to talk about future possibilities – things that we are not sure will really happen.  
*It may rain later (but it may not).*

### be able to

We use *will/won't be able to* to talk about future ability or possibility that exists now and in the future.  
*I think I'll be able to come to your party.*  
*She'll be able to walk when she's about 18 months old.*

### 1 Fill in the gaps with *be going to*, *will* or *won't*.

- 1 I'm sure he \_\_\_\_\_ be at the party. He said he wanted to come.
- 2 I \_\_\_\_\_ buy a new CD tomorrow. I've got enough money.
- 3 I'm sure they \_\_\_\_\_ arrive here before twelve o'clock. They want to be here for lunch.
- 4 She says she can't come. She \_\_\_\_\_ see her boyfriend.

### 2 Rewrite these sentences. Use *may/may not* instead of the underlined words.

- 1 Perhaps it will arrive tomorrow.
- 2 I probably won't be at home this evening.
- 3 Maybe he'll come with us. Let's ask him.
- 4 Perhaps it will snow later. Look at the clouds.

### 3 Write five sentences about things you will be able to do if you become very rich.

*Example*

*If I win the lottery, I'll be able to build a big house.*

## Vocabulary

Look at the unit again. Add all the new words for planets, space, science fiction, the cinema, sun signs and personality adjectives to your vocabulary book.

## Freewheeling .....

Find 12 words about space or space travel (→ or ↓).

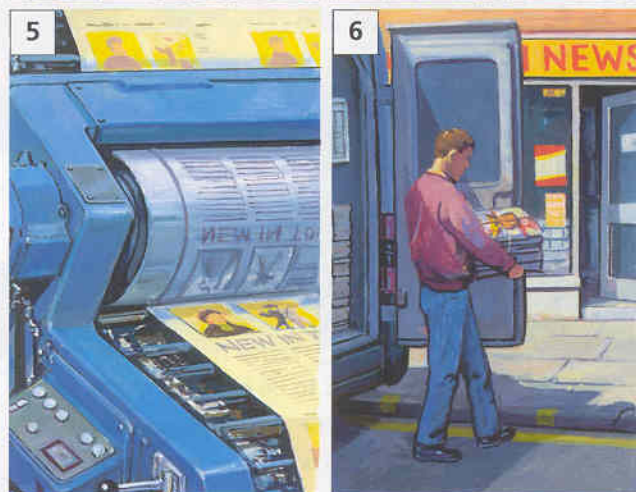
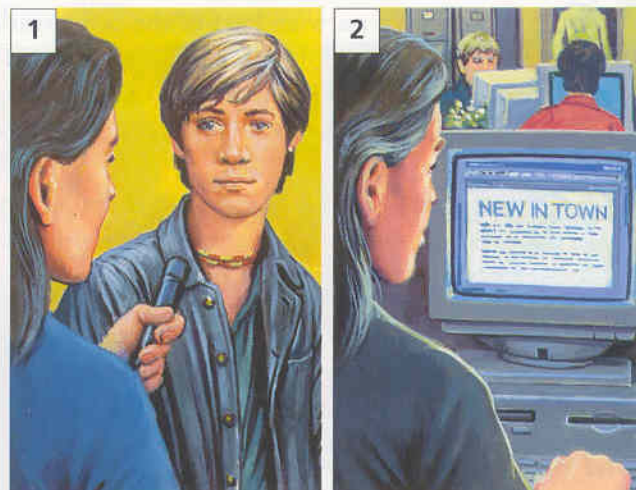
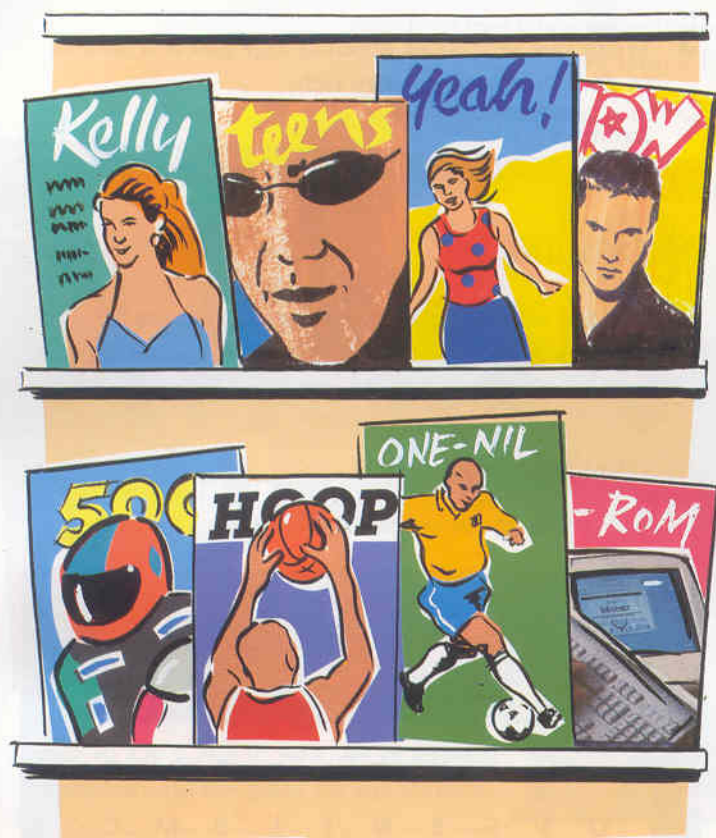




## Making magazines

### The present simple passive

- 2 a How are magazines produced? Look at the pictures below and try to guess.



- 1 Talk about your favourite magazines.

- How often do you buy a magazine? Which magazines do you enjoy most, and why?
- Which of these things do you usually find in your favourite magazines? Discuss and tick (✓) them.

- a horoscope page ☐
- articles about fashion ☐
- articles about health and fitness ☐
- articles about pop stars and TV personalities ☐
- articles about sport and sports stars ☐
- competitions and puzzles ☐
- information about new films, videos, CDs, books and computer games ☐
- letters from readers about their problems ☐
- photo stories ☐
- recipes and articles about food ☐
- reviews of films and TV programmes ☐



- b Complete the sentences. Use the past participles in the box.

delivered designed interviewed printed  
sold taken written

- 1 Famous people are \_\_\_\_\_ for articles in next month's magazine.
- 2 Then, the texts of all the articles and adverts for the magazine are \_\_\_\_\_.
- 3 The photos are \_\_\_\_\_ during photo-shoots.
- 4 Complete pages are \_\_\_\_\_, with text and photos together.
- 5 When the magazine is completely designed and ready, it is \_\_\_\_\_ on a huge machine.
- 6 The magazines are then loaded onto vans and are \_\_\_\_\_ to the shops, where they are \_\_\_\_\_ to people like you!

- c  Listen and check the answers.

## Work it out: present simple passive

- 3 a How do we make the present passive? Read the examples and complete the rule.

*A famous person is interviewed for the magazine.  
Magazines are printed in factories.*

Rule: present simple of the verb \_\_\_\_\_ +  
the past participle of the main verb

- b Find and underline all the present passive forms in Exercise 2b.

### Example

*Famous people are interviewed for articles in next month's magazine.*

- c Is it possible to answer any of these questions about the sentences in Exercise 2b?


- 1 Who writes the texts for the magazine?
- 2 Who takes the photos for the magazine?
- 3 Who designs the pages of the magazine?
- 4 Who delivers the magazines to the shops?

- d Complete the rule with *is* or *isn't*.

Rule: we usually use the passive when it \_\_\_\_\_ necessary to say who does something.

- e Answer these questions with full sentences in the present passive.

- 1 In what country are Suzuki and Yamaha motorcycles produced?
- 2 At which stadiums are important football matches played in your country?
- 3 What is usually sold at a chemist's?
- 4 What is often put in tea to make it sweeter?

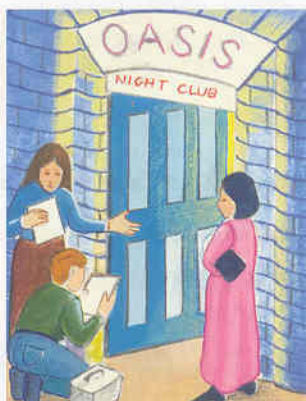
- 4  Write a description of how a photo story is made. Use the pictures to help you.



1 story/planned



2 text/written



3 locations/chosen



4 photos/taken during photo-shoots



5 each page/designed

6 text/added to the photos



# Titanic

## The past simple passive



Southampton, England – Wednesday 10 April, 1912

- 1 a What do you know about the *Titanic*?  
Use the pictures and the information in the box below to work out the story.

built in Belfast (Ireland) 2,207 passengers and crew  
a huge iceberg at 11.14 p.m. 757 people survived  
1,450 people drowned

- b Are these statements true (✓) or false (X)? Guess.

- 1 The *Titanic* was built in England. ☐
- 2 More than 2,000 people were on the ship when it left Southampton. ☐
- 3 The disaster was caused by an iceberg. ☐
- 4 1,450 people were saved from the *Titanic*. ☐

- 2 a Listen to a programme about the *Titanic*.  
Check your answers in Exercise 1b.

- b Complete the sentences with the words below.

children crew lifeboats passengers people  
ships women

- 1 The \_\_\_\_\_ were shown to their cabins by the \_\_\_\_\_.
  - 2 \_\_\_\_\_ and \_\_\_\_\_ were pushed into the \_\_\_\_\_ first by the crew.
  - 3 757 \_\_\_\_\_ were saved by other \_\_\_\_\_.
- c Listen again. Check your answers in Exercise 2b.



The North Atlantic – Sunday 14 April, 1912

## Work it out: past passive and by phrases

- 3 a How do we make the past passive? Read the examples and complete the rule.

*The Titanic was built in Ireland.  
Over 700 people were saved.*

Rule: \_\_\_\_\_ simple of the verb *be* + the past participle of the main verb

- b Find and underline three past passive phrases in Exercise 1b.

- 4 If you want to add information about who or what did something, you can use a *by* phrase. Write these sentences with *by* phrases.

### Example

A famous English writer wrote this book. →  
*This book was written by a famous English writer.*

- 1 William Caxton invented the first printing machine.
- 2 Alexander Fleming discovered penicillin.
- 3 William Shakespeare wrote *Romeo and Juliet*.
- 4 Leonardo da Vinci painted the *Mona Lisa*.





- 5 a Look at the advert for the film about the *Titanic*. Find:
- the names of the main actors in the film
  - the names of three newspapers with reviews of the film in them
  - the name of the man the film was made by
- b What did the newspaper reviews think of this film? Find five different adjectives used by the reviewers. Check the meaning of the adjectives in your dictionary.

- 6 a Read 'How *Titanic* was made'. In which paragraphs can you find the answers to these questions? Write the numbers in the boxes.

- When was the filmscript written? Who by? ☐
- Where was a large model of the ship built? ☐
- Where were the scenes of *Titanic* filmed? ☐
- When was the film first shown? ☐

## How *Titanic* was made

- The script for the film *Titanic* was written by James Cameron in the early 1990s. The film was first screened in late 1997.
- The real *Titanic* now lies on the bottom of the Atlantic. In 1995 James Cameron visited the wreck in a submarine and took photos of it.
- From the photos, a large model of some of the main decks and public rooms of the *Titanic* was built at a film studio in Mexico. The details of the original ship were copied from old photographs.
- Then filming began. Some scenes were filmed in the model in Mexico. Others were filmed in Hollywood on smaller models of the ship.
- The result is a very realistic, dramatic film of one of the worst disasters of the 20th century. The reviewers said it was 'spectacular', 'unforgettable', and 'magnificent' when it came out, and it was.

- b Write full answers to the questions in Exercise 6a.

## Writing: a personal film review

- 7 What is the best film you have seen recently at the cinema or on TV? Why did you like it?
- 8 a You are going to write a film review. Choose one of the films you discussed in Exercise 7.
- b Work with a partner. Find out which film he/she is going to review. Write questions that you want him/her to answer about the film.
- Examples*  
Who starred in it? What was your favourite scene?
- c Add some more questions to your partner's list. Put them in the best order for your review.
- d Write your review. Use some of the adjectives you wrote in Exercise 5b.



# The people from *Platinum*

1 a Do not read this story. Look quickly at the pictures. Guess the answers to the questions.

1 What is *Platinum*? 2 Who are 'the people from *Platinum*'?

b  Listen and read. Check your guesses.



1 On Saturday evening, just before the concert

**Jane** You made it! Just in time. The concert is starting in ten minutes.

**Dave** Sorry we're late. The train was delayed!

**Jane** Hi, Carol! This is Tony. He's organizing the concert. Tony, this is Carol, Dave's sister.

**Tony** Hi, Carol. Thanks for coming.



2

**Tony** Three minutes to go now. Are you OK, Chris?

**Chris** No, I'm not OK. I've never been so nervous in my life!

**Jem** You'll be great. Take it easy! Just sing those songs.



3

**Presenter** And now our star group with their guest singer: Chris Benson, from America! Please give them a big welcome!

**Chris** Thank you. Our first song this evening is 'Never, ever'.



Who's he and what's he writing?

**Woman** She's got a great voice.

**Man** Yes. Let's have a word with her after the show.






5 After the show

**Woman** I'm Marianne Adams and this is Mike Thomas. We're from *Platinum Music* and we really enjoyed your show. Here's my card. We'd like to see you again.

**Chris** Oh, wow!



## Set the pace

- 2 a** Match the phrases from the story with their meanings.
- |                                |                |
|--------------------------------|----------------|
| 1 You made it! (picture 1)     | a talk to      |
| 2 Take it easy! (picture 2)    | b You're here. |
| 3 have a word with (picture 4) | c Relax.       |
- b**  Listen and repeat.
- 3**  After the concert the musicians are going to have a party. What sort of party would you like after a show like that? Discuss and agree.
- 4**  Write either Chris's or Jem's diary about the evening of the concert. What does he/she feel about the evening?

## Review

### The present and past simple passive

	Subject	form of be	past participle	by phrase
Present simple passive	The book	is	published	by Oxford University Press.
	Newspapers	are	written	by journalists.
Past simple passive	The film	was	directed	by James Cameron.
	People	were	rescued	by other ships.

We usually use the passive when we do not know, or when it isn't necessary to say who or what does or did something.

When we want to say, who or what does or did something, we add phrases with *by* to passive sentences.

- 1** Complete the sentences. Use the words in the box in the passive.

damaged   looked after   produced   sold   spoken

- Cars \_\_\_\_\_ in factories.
- Stamps \_\_\_\_\_ at post offices.
- Your health \_\_\_\_\_ by cigarettes.
- People in hospital \_\_\_\_\_ by nurses.
- English and French \_\_\_\_\_ in Canada.

- 2** Use these words to write sentences in the passive with *by* phrases.

- Buildings/design/architects
- Books/write/authors
- London/visit/thousands of tourists every year
- The best pizzas/make/Italians
- Millions of e-mails/send/people every day


- 3** Answer the questions.

- Who was this book written by?
- Which company was this book published by?

## Vocabulary

Look at the unit again. Add all the new words about magazines and films to your vocabulary book.

## Freewheeling .....

 Work in a group. Play a game of *Twenty questions* about films. One student thinks of a film. The other students ask questions to find the name of the film.

- When was it made?
- In 1975.
- Who was it directed by?
- Steven Spielberg.
- Where did the film take place?
- In a town called Amity, on the coast of America.
- It's *Jaws*!
- Right, Anne. Three points. What else can you tell me about it? I'll give you one more point for each correct piece of information.





## They can't make me!

### Permission

- 1 a Look at the cartoons. What do you think the girl is saying in each one? Use the verbs in the box.

leave open turn on



- b Listen to the dialogues. Check your answers to Exercise 1a. Write the people's replies.

- 2 a Listen to three more dialogues. Complete A and B in the chart.

	Dialogue 1	Dialogue 2	Dialogue 3
A Who are the people?			boy/lifeguard
B Where are they?		at home	
C What does the boy/girl want to do?			
D Is the answer yes or no?			

- b Listen again. Complete C and D in the chart.

### Useful English

#### Asking for permission

Can I borrow your CD?  
Could I leave early today?  
Is it OK if I wait here?

#### Giving/Refusing permission

Yes, of course. / Yes, that's fine.  
Yes, go ahead.  
Maybe. We'll see.  
No, sorry. / No, it's not allowed.

- 3 Work with a partner. Read the situations below. Take turns to ask for permission and give/refuse it.

- You want to go to the beach on Sunday afternoon with some friends. Ask your mother/father.
- You want to leave school early to go to the dentist. Ask your teacher for permission.
- You're in a cafe. You need a pen. Ask the person at the next table for his/her pen.
- You're going to a party. You want to borrow a shirt from your older brother/sister. Ask him/her.

- 4 a What rules are there in your house? Complete these sentences.

- At home I have to ...
- I'm not allowed to ...
- I'm allowed to ...

- b Compare answers. Find one thing you all have to do, one thing you are all allowed to do and one thing you are all not allowed to do.



## let and make

- 1 Read this contract between two teenagers and their parents. Does it include the things you talked about in Exercise 4 on page 100?

### GRANT FAMILY CONTRACT

We all agree to follow these rules of the house:

#### Teenagers must ...

- 1 tidy their rooms every week.
- 2 be polite to all adults.
- 3 do their household jobs (take out the rubbish, feed the parrot, dry the dishes).
- 4 let adults watch the news on TV in peace!



#### Teenagers mustn't ...

- 5 argue and shout when the family is eating.
- 6 say no when they are asked to help.
- 7 leave clothes and books in the living room.



Signed: .....

#### Adults must ...

- 8 let teenagers go out with friends once a week.
- 9 knock on teenagers' doors before entering.
- 10 recycle all glass, paper and plastic products.



#### Adults mustn't ...

- 11 threaten a punishment and not do it.
- 12 make teenagers do household jobs just because they are tired.
- 13 make teenagers watch the TV news every day.
- 14 show teenagers' friends boring family photos.

Signed: .....

- 2 a Read the contract again. Which rules do you think are fair? Which are unfair?
- b Do you think a contract like this is a good idea? Why or why not? Would you like a contract like this for your family?

- 3 a Listen to a radio interview with the Grant family. Choose the correct answers.

- 1 The family wrote the contract because ...
  - a the family were always arguing.
  - b Mr Grant was ill.
- 2 Mr Grant thought of the idea of a contract because ...
  - a he used them in his job.
  - b the teenagers suggested one.
- 3 After a month, the family ... the contract.
  - a threw away
  - b changed

- b Listen again. Which changes to the contract do the Grants mention?

### Work it out: let and make

- 4 a Find sentences with *let* and *make* in the contract. Then match the sentences below with the same meaning.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1 They let me watch TV.       | a I'm not allowed to watch TV. |
| 2 They make me watch TV.      | b I'm allowed to watch TV.     |
| 3 They don't let me watch TV. | c I have to watch TV.          |

- b Look at the chart below. Complete the rule.

They	let	me	come home late.
	make	my sister him/her us them	come home early.

Rule: *let* or *make* + noun/object pronoun + \_\_\_\_\_ without 'to'

- c Make sentences with *let* and *make* about your life. Think about your life at home, at school, and at clubs.

- 5 a Work with a partner. Discuss and make notes about these questions.

- 1 What rules should you follow at home?
- 2 What rules should your parents follow?


- b Use the headings in the contract to write a contract for your families.



# Personality types

## Describing personality

### Vocabulary: personality adjectives

- 1 a Look at the pictures on the right. Write adjectives to describe the character and appearance of each teenager.
- b  Work with a partner. Are you one of these 'types'? Discuss and agree.

### Which type are you?

#### Mr Ordinary

He's polite, respectable and sensible.

He's \_\_\_\_\_ – he doesn't like trying anything new.

**Looks:** nice-looking, wears plain, ordinary clothes

**Likes:** watching TV, going to the cinema, reading

**Ambition:** to grow up and have a house like his parents' house

#### Ms Sporty

She's very \_\_\_\_\_ and very healthy – she goes to the gym every day and she never eats junk food!

**Looks:** athletic, healthy. She always wears a tracksuit or running shorts.

**Likes:** doing any kind of sport

**Ambition:** to be a world-class athlete, of course!

#### Ms Trendy

She's good-looking and stylish, and she knows it!

She's \_\_\_\_\_ – she looks in every mirror, but she's fun to be with.

**Looks:** always great! She always wears very fashionable clothes before everyone else does.

**Likes:** shopping, reading fashion magazines, listening to the latest pop music

**Ambition:** to be a fashion model

#### Mr Sensitive

He's caring, lovable, responsible and never unreliable. He's very \_\_\_\_\_ – he always thinks about other people first.

**Looks:** pleasant, wears casual but smart clothes

**Likes:** walking alone on the beach, reading poetry, listening to classical music

**Ambition:** to study at university and he'd love to be a poet

1



2





3




4



- 2 a  Read 'Which type are you?' Match the 'types' in the text with the pictures.
  - b Read the text again. Complete the gaps with the adjectives below.
- fit thoughtful unadventurous vain
- 3 a  Listen. Some young people are describing their friends. Which 'type' from the text is each friend?
  - b Listen again. Check your answers in Exercise 2b.

### Pronunciation: word stress

- 4 a  Listen and underline the stressed syllable in each adjective.
 

1 sensible	3 reliable	5 respectable
2 responsible	4 acceptable	6 lovable
- b Complete the rule for the stress in adjectives with the *-ible/-able* ending.
 

In words that end with *-ible* or *-able* the stress is usually on the syllable \_\_\_\_\_.
- c Listen again. Repeat the words.



## like and would like

### Work it out: like and would like

- 1 a Read the examples. Answer the questions.

*Ms Sporty likes doing any kind of sport.*


*Mr Sensitive would like to study at university.*

- 1 Which verb form usually follows *like*?
- 2 Which verb form usually follows *would like*?
- 3 Which verb phrase describes an ambition?
- 4 Which verb phrase describes something you enjoy?

- b Complete the sentences. Use *like* + *-ing* or *would like* + *to* with the verbs in the box.

be (x2) drive go play ride study (x2)

- 1 Hilary \_\_\_\_\_ to the cinema. She \_\_\_\_\_ a film director when she leaves school.
- 2 Jeff \_\_\_\_\_ English more than other subjects. He's in his last year at school. He \_\_\_\_\_ English at university.
- 3 \_\_\_\_\_ you \_\_\_\_\_ a car when you're older? No, but I \_\_\_\_\_ a motorbike!
- 4 Jade \_\_\_\_\_ all sports, but tennis is her favourite. She \_\_\_\_\_ an international tennis player.

- 2 a  Do the questionnaire on the right.
- b Find out what type of person you are on page 111. Do you agree?

### Writing: about yourself

- 3 a What personality type do you think you are? Make notes about yourself under the headings below. Use the article on page 102 and the questionnaire on the right to help you.

Type	Looks/ Clothes	Likes	Ambition

- b Write about your personality type.


## What type of person are you?

- 1 How do you like spending time with your friends?
  - a talking to my best friend
  - b going out with a group of friends
  - c cooking dinner together
  - d watching comedies on TV
- 2 How would you like to spend a perfect day?
  - a alone, reading
  - b with all my friends
  - c taking my little sister/brother to the zoo
  - d swapping jokes with friends
- 3 How would you most hate to spend a day?
  - a with lots of people
  - b on my own
  - c in a group where I'm not the leader!
  - d watching documentaries on TV
- 4 What kind of books do you like reading?
  - a romantic novels
  - b I don't have time to read
  - c practical books, for example, about health
  - d joke books
- 5 What kind of clothes do you like wearing?
  - a plain, casual clothes
  - b the same clothes as my friends
  - c comfortable clothes and flat shoes
  - d colourful clothes and trainers
- 6 What kind of job would you like to have?
  - a a writer, so I can work on my own
  - b a tour guide, to be with lots of different people
  - c a teacher, because it's a secure job
  - d a comedian





# A fantastic future

- 1 a Look through the pictures quickly. Close your book and write down five words you think you will meet in this story.
- b  Listen and read. Check your guesses.



**Chris's dad** We're extremely proud of you, Chris.

**Chris's mum** We're glad we let you do this. That was a fine performance, Christine.

**Chris's dad** Now we know why you love singing. You're even better than we thought!

**Chris's mum** And you've helped *Greenpeace*. That's great!



The following week

**Chris** Look, Mum. I've got a letter from Marianne Adams – the woman from *Platinum Music*.

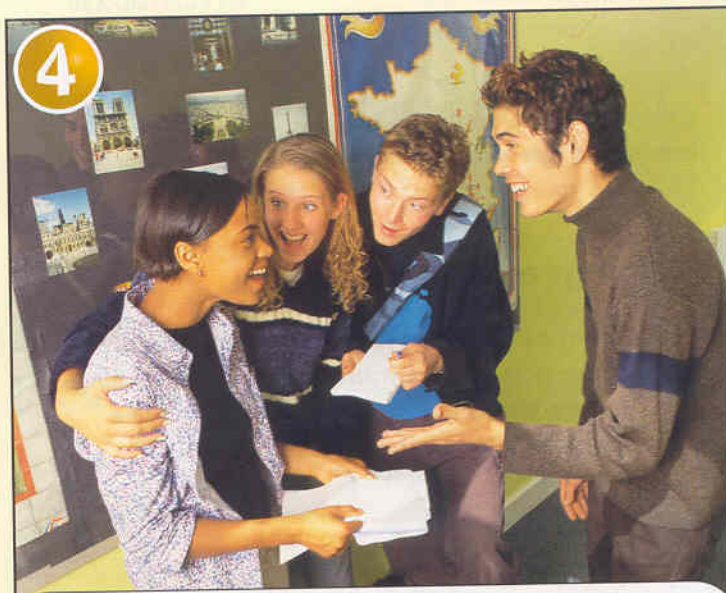
**Chris's mum** What does she say?

**Chris** 'We really enjoyed hearing you sing at the *Greenpeace* concert at Park School last Saturday. We'd like to invite you to come for some voice tests next Tuesday at our studios in North London.'



The same morning, at school

**Chris** She wants me to go for some voice tests!



**Jane** Chris! You're going to be famous!

**Jem** You've got a fantastic future now.

**Tony** Can I be your manager? Sign a contract with me first!



## 2 Answer the questions.

- 1 What did Chris's parents think?
- 2 Who wrote Chris a letter after the concert?
- 3 What did the person want?
- 4 What did Chris's friends think of the letter?

## 3 Would any of you like to be a musician? Why or why not?

## 4 a Work with a partner. Make a dialogue.

- A You're Chris. You cannot go to *Platinum Music* next Tuesday because you have an exam. You can go next Friday. Phone Marianne and arrange a time. Ask for directions to her office.
- B You're Marianne Adams. Arrange a time to see Chris. Answer her questions.

## b Practise your dialogue together.

## Review

### let and make

We use *let* to talk about what we are allowed to do. We use *make* to talk about what we have to do.

*She lets me wear make-up.*

*She makes us do our homework.*

### like and would like

We use *like* + *-ing* to talk about things we enjoy doing.

*She likes singing with her friends.*

We use *would like* + *to* to talk about future ambitions.

*She would like to be a famous singer.*

## 1 Write sentences with *let* and *make* about the pictures. Use the words to help you.



1 wear uniform



2 use dictionaries



3 eat or drink



4 talk during exams

## 2 Write two answers to each question.

- 1 What do you like doing in the evenings? Why?
- 2 What do you like doing on holiday? Why?
- 3 Where would you like to visit in the world? Why?
- 4 What would you like to do when you leave school? Why?

## Vocabulary

Look at the unit again. Add all the new adjectives of character and adjectives ending in *-ible* and *-able* to your vocabulary book.

## Freewheeling .....

- a Listen to the song *You're my best friend*. What is it about?
- a someone in a happy relationship
  - a relationship that is finished
- b Choose the best word for each gap in the first two verses of the song.

Ooo, you make me live		
Whatever this _____ can give to me	job/world	
It's you, you're all I _____	see/want	
Ooo, you make me live now honey		
Ooo, you make me live		
You're the _____ friend	best/worst	
That I ever had		
I've been with you such a _____ time	short/long	
You're my sunshine		
And I want you to know		
That my feelings are _____	true/false	
I really _____ you	like/love	
You're my best friend		

## c Listen and check your answers.



# 3

## Consolidation

### Grammar



1 yesterday ... hit



2 break



3 take



4 examine



5 put



6 visit

- 1 Look at the pictures. Write about Annie's accident. Use the words under the pictures in the past passive.

*Example*

*Yesterday Annie was hit by a falling piece of wall.*

- 2 Have you ever had an accident? Was anything broken? Tell the class about it.

- 3 a You're going to hear part of the conversation between Annie and her teacher. Listen to her teacher's questions. Make Annie's answers with the words below.

*Example*

*I'm fine thanks. My arm hurts a little.*

- 1 I/fine/thanks. My arm/hurt/a little
- 2 I/like/finish it
- 3 No/I/not do/that yet
- 4 I/not think/my singing/good enough
- 5 That/great!/I/do it/this evening

- b Listen again. Give Annie's answers.

- c Listen and check your answers.

- 4 a Work with a partner. This newspaper article was written just after Annie's first year at the school. Fill in the gaps with the words and phrases below.

continue going to has just finished  
have really enjoyed looking forward to  
was offered will be famous youngest star

Annie Marshall, Fontana's <sup>1</sup> \_\_\_\_\_, delighted the crowds with her first public performance in Wellington last night. Annie <sup>2</sup> \_\_\_\_\_ her first year at the school. She started there on a summer course last year and she <sup>3</sup> \_\_\_\_\_ a place after only four weeks on the course. 'I <sup>4</sup> \_\_\_\_\_ my first year,' Annie told us. 'The teachers have all been kind and I'm <sup>5</sup> \_\_\_\_\_ the next two years. I hope I will <sup>6</sup> \_\_\_\_\_ to improve my acting skills. I'm <sup>7</sup> \_\_\_\_\_ try hard!' Fontana is very happy with Annie. Her teacher told us, 'Annie will be able to act in theatres and in films all over the world when she's older. One day she <sup>8</sup> \_\_\_\_\_!'

Good luck, Annie!

- b Listen. Check your answers.



## Vocabulary

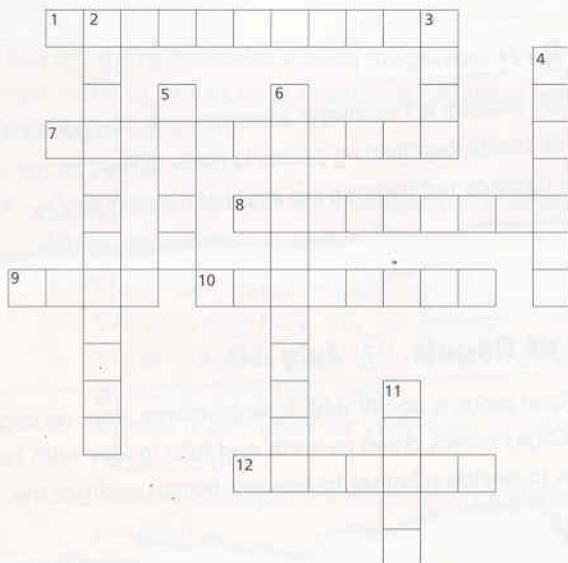
- 1 Add **-ion**, **-ible** or **-able** to make words. Below are the beginnings of some words.

accept- comfort- expedit- imaginat- fashion-  
lov- organizat- reli- respect- respons- sens-

- 2 Put the words in the box into four groups. There are four words in each group.

astronaut bike hire deck hairdresser  
horoscope iceberg journalist lifeboat Mars  
photo story sauna solar system the Moon  
to drown to print villas

- 3 Do the crossword.



### Across

- 1 If people respect you, you are ...  
7 This person cuts your hair for you.  
8 To ... means to say you're sorry.  
9 If we ever live on the Moon, we'll live in a moon ...  
10 This is a list of rules between two or more people.  
12 You wear this if you want to smell nice.

### Down

- 2 It's very ... if you take the wrong jacket by mistake.  
3 Have you ... been to the USA?  
4 One of these hit the *Titanic*.  
5 'Look! That man can't swim. I think he's going to ...!'  
6 He always behaves sensibly. He's a ... person.  
11 A general word for young people.

## Communication

- 1 Complete this conversation at an airport. Some gaps need more than one word.

- A Oh dear. Our bag still hasn't come from the plane. What shall we do?  
B Here's someone. Let's ask him. Excuse me.  
C '\_\_\_\_\_ help you?  
A Yes. I'm afraid our bag <sup>2</sup> \_\_\_\_\_ arrived yet.  
C It will come. Just wait a bit longer.  
B But we've <sup>3</sup> \_\_\_\_\_ more than **half an hour**.  
C Oh, it often takes more than **half an hour**.  
A But all the other bags from our plane have arrived.  
C I'm sorry, but there's nothing I can do.  
B This is <sup>4</sup> \_\_\_\_\_. We've come all the way from **England**, and now **we haven't got any clothes!**  
C You can fill in a form. Then you'll <sup>5</sup> \_\_\_\_\_ to **get some money back** when you get home.  
A What? That's not <sup>6</sup> \_\_\_\_\_! Can't you just ...  
C No, I'm afraid not. That's all that I can do.  
B You're joking! What a **dreadful** start to our **holiday**. <sup>7</sup> \_\_\_\_\_ have your name? I'm going to **make a complaint**.  
C What's that bag over there?  
B What?  
C A bag. It's <sup>8</sup> \_\_\_\_\_ appeared. Over there.  
A Oh, I think it's ours.  
B Oh, I'm <sup>9</sup> \_\_\_\_\_ sorry. Come on, let's get it.  
C Just a minute, sir. <sup>10</sup> \_\_\_\_\_ ask you to bring your bag over here? I'd just like to check it ...



- 2 Listen and check your answers. Are they the same as the answers on the cassette?  
3 Work with a partner. Make a new dialogue. Change the words in **bold**. Act out your dialogue.



# Project: a class magazine

## Speaking

- 1 a Make a list of the jobs in a magazine. Use a dictionary, if necessary.

### Examples

agony aunt, astrologer, editor, photographer, ...

- b Which of the jobs in your list would you like to do most?



### A Your letters

I'm writing this after reading your 'mad fans' feature a couple of months ago

### B

Look out for Sunstate, a new range of T-shirts and shirts with a 60s American feel. Mix and match with Levi's

### C

Ever dreamed about meeting Mickey and Minnie Mouse, and going on the exciting rides at Disney World? Well, this dream could come true!

The lucky person will win:

- A seven-night stay for a family of four at a three-star hotel in Orlando

### D

Which of these activities do you enjoy the most?

Shopping: score 8

Reading: score 2

You're stylish and you love to be noticed.

You're quietly confident.

## Reading

- 2 Look at the list in the box. It is a list of sections in a typical teenage magazine. Which person from your list in Exercise 1a works on each of these sections?

fashion page film and TV health and fitness  
holidays horoscopes photo story  
pop and pop stars problem page  
quizzes, competitions and puzzles  
sports stories your letters

- 3 Look at the eight short texts below. They are from magazines. Read them quickly and do not try to understand every word! Match them with some of the sections in Exercise 2.

### E

My problem is I've always been very shy. I've got a lot of friends, but meeting people is really difficult for me. I rarely go out because I'm afraid of meeting people.

### F

#### City of Angels ⑫ July 10

Meg Ryan plays a doctor with love problems, until an angel (Nick Cage) comes down to earth and falls in love with her. He has to decide whether to become human and get the girl or

### G

#### Taurus 21 April-21 May

You: News at home may make you think. It's not too serious but things may be different from now on. The stars will help you get through

### H

'What advice would you offer the England manager?'

'Play Gascoigne always, every match for the whole match. He'll be fit by then. But even if he isn't 100% fit, he can still come on at the 80th minute, do a bit of the old Gascoigne magic and win the game for England.'



- 4 a Which words helped you to match the texts with the sections? Read the texts again, and write at least one word for each text.

A \_\_\_\_\_  
 B \_\_\_\_\_  
 C \_\_\_\_\_  
 D \_\_\_\_\_  
 E \_\_\_\_\_  
 F \_\_\_\_\_  
 G \_\_\_\_\_  
 H \_\_\_\_\_

- b Was any text more difficult to match, or find 'clues' for than the others? Why, do you think?

### Before you write

- 5 You are going to make a class magazine. What do you want to put in your magazine? Make a list on the board.

- 6 a As a class, organize your magazine. Discuss these questions.
- 1 How many pages should it have?
  - 2 Will each page have only one subject?
  - 3 Which subjects should it cover? Which should go on the front/back page?
  - 4 Who is it for? (Just for your class, or other classes, too?)
  - 5 How will you get the information and the pictures?
- b Work in groups. Decide which subject/page your group is going to prepare.

- 7 In your groups, decide who will do what things.

I'd like to draw/find the pictures.

That's OK. I'd like to write the text.

And I'll type it up.



### Writing

- 8 a Before you prepare your page, decide these things.
- 1 What are you going to include?
  - 2 How long should it be?
  - 3 Do you have enough information?
  - 4 Where can you find more information?
- b Organize your text. Think about these things.
- 1 How can you start it?
  - 2 How many paragraphs should you write?
  - 3 Where can the pictures (if you have any) go?
  - 4 Do you need a headline (title)? What?
- c Write your draft. Then check it together.
- 1 Are the language forms correct?
  - 2 Check your vocabulary and spelling.
  - 3 Is it interesting?
- d Prepare your layout. Put your pictures in position and write the final version of your text.



- 9 Show your page to the class. Describe how it was made. Tell the class:
- 1 What is it about?
  - 2 Who was it written by?
  - 3 Who was it designed by?
  - 4 Who was it illustrated by?

### Check your vocabulary book

Check that all the new words in Units 11–15 are in your vocabulary book.



# Activities for pages 32, 38, 79, 83 and 103

## Page 32 Exercise 1c

### Are you nice to live with?

Add up your scores.

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 1 | a 1 | b 2 | c 3 | d 4 |
| 2 | a 1 | b 1 | c 4 | d 4 |
| 3 | a 1 | b 2 | c 3 | d 4 |
| 4 | a 1 | b 1 | c 2 | d 4 |
| 5 | a 1 | b 2 | c 3 | d 4 |
| 6 | a 2 | b 2 | c 2 | d 2 |

### What do your scores mean?

- 5-7 You're perfect! Do the quiz again but be honest this time!
- 8-12 You're a great person to live with!
- 13-20 You're a normal, nice teenager.
- 21-28 Ugh! You're a real pain in the neck!

## Page 38 Exercise 4

- B You are the interviewer. Use the timetable below to answer Annie's questions.

### Fontana Stage School summer course

	2.30 p.m.	4.30 p.m.	6.30 p.m.	7.30 p.m.
Mon	modern acting	song and dance	study of movement	
Tues	classical acting	voice training	stage make-up	
Wed	modern acting	song and dance	stage make-up	
Thurs	classical acting	voice training	stage make-up	
Fri	modern acting			performance (last week of course only)
Sat				performance (last week of course only)

## Page 79 Exercise 4a

- B Read about the situation you and your partner chose.

### Situation 1: a water-skiing lesson

You hire skis and wetsuits for a water-skiing company. You also book lessons for people. A customer has come to complain because the driver of the boat hasn't arrived, one of his/her skis is cracked and there's a hole in his/her wetsuit. Apologize, and ask him/her to wait for the driver. (He's often late but he will arrive.) Explain that you can find another wetsuit and ski. Explain that you can't give his/her money back. (He/She has to discuss this with the manager. The manager will be back at 3 p.m.)



### Situation 2: a scratched CD

You've just opened a CD that you bought from a music shop. You're not very happy because it is scratched, it's in the wrong case, and you've paid too much for it. Go back to the shop to complain. Tell the assistant that you've just bought the CD and that you think he/she should offer you a new CD at a lower price.





### Page 83 Exercise 7

- B You're having a birthday party next week. A is asking what you have done for the party. Look at your list below and answer with *Yes, I've already ...* or *No, I haven't ... yet*.

ask your parents about using the living room ✓  
decide on the food  
ask your brother about using his CD player ✓  
organize the CDs  
think about the party games  
send invitations to your friends ✓

### Page 83 Exercise 8c

- a Write the names of as many objects from the picture on page 82 as you can remember. You have only one minute.
- b Count the numbers of objects in your lists. The student with the smallest number reads his/her list first. The student with the next smallest number reads his/her list next. Who has remembered the most objects? Check with the picture.

### Page 103 Exercise 2b

Which letter appears most in your answers: the letter a, b, c, or d? This letter is your personality type:

- a Mr/Ms Shy
- b Mr/Ms Sociable
- c Mr/Ms Responsible
- d Mr/Ms Funny

If you have the same number of two or three letters, then you are a mixture of those two or three personality types.



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