

Martyn Hobbs and Julia Starr Keddle

Your Space

Student's Book

3



Your Space

Student's Book

3

Martyn Hobbs and Julia Starr Keddle



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9780521729338

© Cambridge University Press 2012

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2012

6th printing 2015

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-72933-8 Student's Book, Level 3

ISBN 978-0-521-72934-5 Workbook with Audio CD, Level 3

ISBN 978-0-521-72935-2 Teacher's Book with Tests CD, Level 3

ISBN 978-0-521-72937-6 Class Audio CDs (3), Level 3

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.



Contents

Celebrations

Unit

Grammar

Vocabulary

1A

p8

Past simple **R**
Past continuous **R**
when / while

Festivals and special days

1B

p12

must **R**
have to **R**
had to

Websites

Your words Verbs and prepositions

1C

2A

p18

will for prediction **R**
definitely / probably
might / might not **R**

Education

2B

p22

will for offers, promises and decisions
Present continuous for future **R**
going to **R**

Green lifestyle

Your words Collocations

2C

3A

p28

Present perfect: **R**
ever / never

Physical activities

3B

p32

Present perfect with *for / since*
Present perfect and past simple

Out and about

Your words Use of *have*

3C

4A

p38

Present perfect with *just / already / yet*

Shopping

4B

p42

Indefinite pronouns
too / too much / too many / (not)
enough **R**

People

Your words Multi-word verbs

4C

5A

p48

Zero conditional
First conditional **R**

Illness and injuries

5B

p52

Relative pronouns

Behaviour

Your words Word chunks

5C

Teen life

Well-being

Functions

Skills

Talking about the past

Reading: Understanding an article about New Year's Eve.

Pronunciation

/əʊ/ /aʊ/

Listening: Understanding information about New Year's resolutions.

Study skills

Chatting

Talking about duties and rules

Speaking: Describing New Year's celebrations.

Writing: Writing your New Year's resolutions.

Asking about rules

Talking about the future

Reading: Understanding an article about city life in the future.

Pronunciation

Syllables

Listening: Understanding students talking about life in the future.

Study skills

Guessing meaning

Talking about plans

Speaking: Discussing your opinions of life in the future.

Writing: Writing about your view of the future.

Describing a picture

Talking about experiences

Reading: Understanding a factfile about an activity award.

Pronunciation

/h/

Talking about duration

Listening: Understanding a radio programme about an activity award.

Study skills

True/False questions

Negotiating

Speaking: Planning an adventure journey.

Writing: Writing a description of your planned expedition.

Talking about recent events

Reading: Understanding an article about Buy Nothing Day.

Pronunciation

/θ/ /ð/

Giving opinions

Listening: Understanding a questionnaire about shopping.

Study skills

wh- questions

Buying clothes

Speaking: Talking about your shopping habits.

Writing: Writing about your opinions on Buy Nothing Day.

Talking about facts, results and conditions

Reading: Understanding an article about children's rights.

Pronunciation

/w/ /v/

Defining and explaining

Listening: Understanding information about the lives of three children.

Study skills

Be prepared

Joining information

Speaking: Talking about human rights.

Going to the doctor's

Writing: Writing about things you like about your life.



Contents

Movie mad

Unit

Grammar

Vocabulary

6A
p58

Reported speech: statements
say / tell

Talent show

6B
p62

Reported speech: modals,
yes/no questions

Making a film
Your words *take*

6C

Values

7A
p68

Second conditional: statements,
questions and short answers

Crime

7B
p72

Second conditional: *wh-* questions
If ... were ...
a little / a few

Society
Your words Suffixes

7C

Communicating

8A
p78

Present passive

Irregular past participles

8B
p82

Past passive

Punctuation
Your words Sequencing

8C

Cities

9A
p88

Question tags: present simple positive

Countries and cities

9B
p92

Question words **R**
Subject and object questions

Places in a town
Your words Use of *like*

9C

In my life

10A
p98

used to / didn't use to

Technology

10B
p102

General language review **R**

Review
Your words Multi-word verbs

10C

Extras

p108–117

Communication pages

p119–127

Story – On the Dark Side of the Moon

p128–132

Language check



Contents

Movie mad

Values

Communicating

Cities

In my life

Extras

Unit	Grammar	Vocabulary
6A p58	Reported speech: statements <i>say / tell</i>	Talent show
6B p62	Reported speech: modals, <i>yes/no</i> questions	Making a film Your words <i>take</i>
6C		
7A p68	Second conditional: statements, questions and short answers	Crime
7B p72	Second conditional: <i>wh-</i> questions <i>If ... were ...</i> <i>a little / a few</i>	Society Your words Suffixes
7C		
8A p78	Present passive	Irregular past participles
8B p82	Past passive	Punctuation Your words Sequencing
8C		
9A p88	Question tags: present simple positive	Countries and cities
9B p92	Question words R Subject and object questions	Places in a town Your words <i>Use of like</i>
9C		
10A p98	<i>used to / didn't use to</i>	Technology
10B p102	General language review R	Review Your words Multi-word verbs
10C		
p108–117	Communication pages	
p119–127	Story – On the Dark Side of the Moon	
p128–132	Language check	

I was talking on my mobile

Grammar

past simple **R** • past continuous **R** •
when / while

Functions

talking about the past

Vocabulary • Festivals and special days

- 1 Work in pairs. Think about a festival or special day. Say what happens. Use the photos and words to help you.

On birthdays we give presents. We have a party and eat a special cake.

wear watch give go to eat
listen to dance to take part in



church / mosque /
temple / synagogue



traditional costumes



special food



presents



traditional music



fireworks



parades

Presentation

- 2 **Warm up** Look at the photos and captions on page 9. What jobs do the friends have on the webzine?
3 Read the webzine on page 9. Write *N* (Nathan), *H* (Holly), *J* (Josh), or *S* (Samira).

Who...

- 1 celebrated a festival in Bangladesh?
- 2 went to a music festival?
- 3 went to New York?
- 4 crashed a bike?
- 5 played in the school football team?
- 6 went to school in a pair of slippers?
- 7 saw fireworks in London?
- 8 threw away a mobile phone?

S

- 4 Read *Language focus*. Find two more sentences with *when* in the webzine on page 9.
5 Complete the sentences with these verbs. Use the past simple or the past continuous.

burn hear read see watch happen ~~walk~~ steal

- 1 He was walking down the road while he was sending a text message.
- 2 They were eating ice cream when they their old teacher.
- 3 When the accident, I was chatting with my friends.
- 4 While we TV, our dinner in the oven.
- 5 The dog my sandwich while I a magazine.
- 6 I the news while I was listening to the radio.

Language focus

I noticed an interesting advert **while** I was riding my bike.

We were putting up our tent **when** it started to rain.

I was talking on my mobile **while** I was taking the rubbish out.

webzine

LATEST ISSUE

Meet the WEB CREW!
What's a webzine? It's a web magazine!
And we create it. So read about us here.



NATHAN writer

WORST EVER MOMENT

I was playing in an inter-school football match when I took a penalty kick ... and I missed! We lost the match.

BEST EVER FESTIVAL

On New Year's Eve we were in London. We were standing near the London Eye at midnight when Big Ben struck twelve. Then we watched an awesome firework display.

HOLLY photographer and video operator

WORST EVER MOMENT

I noticed an interesting advert while I was riding my bike. I turned to look at it and I crashed into a tree! All my friends were watching.

BEST EVER FESTIVAL

We were in New York on St Patrick's Day. We watched an incredible parade. Thousands of people were wearing green costumes, playing Irish music and dancing traditional dances.



JOSH webzine designer and illustrator

WORST EVER MOMENT

One morning I was late and I forgot to put my shoes on. I went to school in my slippers!

BEST EVER FESTIVAL

My dad took me and my cousins to Glastonbury music festival. We were putting up our tent when it started to rain. So we watched the bands and danced in the rain!

SAMIRA technical expert (and occasional writer!)

WORST EVER MOMENT

I was talking on my mobile while I was taking the rubbish out. Then I threw my mobile in the rubbish bin by mistake!

BEST EVER FESTIVAL

In my family we celebrate a festival called Eid. One year we went to Bangladesh and visited our relatives. We ate special food, wore new clothes and my family gave me presents! It was fun.



Your Space

6 Work in pairs. Talk about what you were doing yesterday.

What were you doing at ...

3 pm? • 5 pm? • 7 pm? • 9 pm? • 11 pm?

A I was doing my homework at 3 pm. What were you doing?

B I was playing the violin.

(R) Past simple and past continuous

- 1 Look at the rules. Then complete the cartoon with these words.

had doing playing called

What were you yesterday afternoon?
I you but there was no answer.



I was rugby. I an accident.

- Use the past simple to talk about finished events in the past.

We **were** in town yesterday evening.

I **watched** a film last night.

- Many common verbs are irregular in the past.

I **saw** my best friend yesterday.

We **went** to a museum on Saturday.

Go to page 118 for a list of irregular verbs.

- Use the past continuous to talk about an action in progress in the past.

I **was playing** football in the afternoon.

We **were watching** TV all evening.

They **weren't swimming**.

Was he studying yesterday evening?

- 2 Work in pairs. Talk about what you did yesterday. Think of at least five things.

A I played computer games.

B Me too!

- 3 Write sentences about what you did yesterday.

Yesterday I sent five text messages.

- 4 Work in pairs. Look at the picture. Ask and answer questions about the accident.

1 Ann / ride

2 Lara and Nathan / eat

3 Marissa / paint / a picture

4 Rachel / buy / fruit

5 Vicky / walk / a dog

6 Chris / use his laptop

7 Lara and Nathan / drink / cola

8 Rachel / wait for a bus

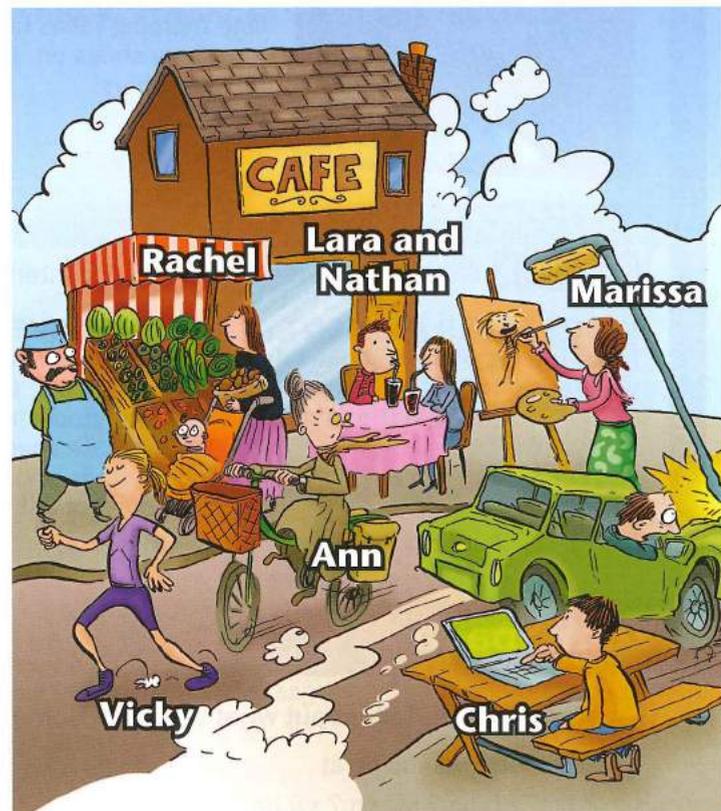
A Was Ann riding her bike?

B Yes, she was.

- 5 Write a description of the picture.

Yesterday there was an accident outside Jake's café. When the accident happened, Ann was riding her bike ...

Yesterday at one o'clock, there was an accident outside Jake's café. When the accident happened ...



when / while



LONG ACTION

SHORT ACTION

I **was sleeping** **when** my dad **came** in the room.

- Use *when* + past simple to introduce the short action.

*We were playing chess **when** I got a text message.*

When I got a text message, we were playing chess.

- Use *while* or *when* + past continuous to introduce the long action.

While we were playing chess, I got a text message.

When we were playing chess, I got a text message.

6 Circle the best answer. Sometimes both are possible.

- We were eating lunch when / while my uncle arrived.
- I was having a shower *when* / while the phone rang.
- Were they sitting on the train *when* / while they received the text message?
- Ethan broke his leg *when* / while he was skateboarding in the park.
- Where were you going *when* / while I saw you this morning?
- Enrico met Ruby *when* / while he was living in London.
- Isabel was listening to Shakira *when* / while she was having her lunch.
- The teacher wasn't smiling *when* / while we walked into the classroom late.

7 Complete the text with the correct form of the words in brackets.



Yesterday afternoon I ¹ was walking (walk) through the park when I ² (see) something very funny. Some boys ³ (play) football. One boy ⁴ (run) with the ball towards the goal when a small dog ⁵ (run) on to the pitch. The boy ⁶ (stop) to look at the dog, and it ⁷ (steal) the ball from him and ⁸ (score) a goal with its nose! The boy ⁹ (be) so shocked, he ¹⁰ (not know) what to do. It ¹¹ (be) hilarious!

8 Work in pairs. Talk about your morning. Think of other ideas.

This morning I ...

spoke to ... put ... in my school bag got up at ...

left the house at ... saw ... had ... for breakfast

While I was travelling to school today I ...

ate an apple saw my neighbour talked to ...

texted my best friend finished my homework

Soundbite

/aʊ/ /əʊ/

A 1.02 Listen and circle the words you hear.

- | | |
|---------|--------|
| 1 town | tone |
| 2 now | no |
| 3 loud | load |
| 4 found | phoned |

B 1.03 Listen and circle the /aʊ/ and underline the /əʊ/ sounds. Then say the words.

- | | | |
|----------|---------|--------|
| 1 snow | 3 house | 5 own |
| 2 ground | 4 boat | 6 down |

Vocabulary • Websites

- 1 **1.04** Complete the sentences with these words. Then listen and check.

downloaded uploaded bookmarked commented ~~logged onto~~ posts

Jacob's day on the internet!

- 1 Jacob logged onto his blogsite.
- 2 He some photos of his dog, Buddy, for his blog.
- 3 Then he read the new on the blogsite.
- 4 He liked a blog, so he on it. He wrote: 'I like your blog. It's interesting.'
- 5 He some new games from the internet onto his games console.
- 6 He found some websites about science so he them for later.

Presentation

- 2 **Warm up** Look at the photos on page 13 and answer the questions.

Who can you see? Where are they? What do you think they are talking about?

- 3 **1.05** Listen and read the conversation on page 13. Then answer the questions.

- 1 Why are they looking after a dog?
- 2 Why couldn't Nathan sleep?
- 3 What are Nathan's excuses about the article?
- 4 When do they have to finish the webzine?
- 5 When do they go online?
- 6 What is Holly's idea for the article?

- 4 Read the *Language focus* sentences. Then answer the questions for each sentence.

sentence	Who is speaking?	Who are they speaking to?	What are they speaking about?
1			
2			
3			
4			
5			

Language focus

- I **had to spend** loads of time with them.
- You **have to write** another article.
- You **don't have to write** a novel.
- You **must make** it interesting.
- You **mustn't stay** out here.



1.05

A It's Monday morning and Nathan isn't happy.

- Holly** Hey, Nathan, are you OK? You look terrible!
- Nathan** I'm really tired.
- Josh** Why?
- Nathan** My cousins were staying with us at the weekend and I had to spend loads of time with them. Then I had to go to my gran's birthday party and I forgot to buy her a present. It was so embarrassing! And we had to look after our neighbours' dog because they're on holiday. It bit a hole in my football, and last night I couldn't sleep because it was making a noise the whole time!
- Samira** Well, don't forget the webzine.
- Nathan** Why? What do I have to do?
- Samira** You have to write another article.
- Nathan** I haven't got time! I have to do loads of homework and I'm already in trouble. And I'm not allowed to use my computer after ten o'clock ...
- Josh** You don't have to write a novel, Nathan!
- Holly** But you must make it interesting.
- Samira** And we must finish the webzine today. We go online in the morning and I have to upload it.



B Nathan is worried.

- Nathan** But I don't know what to write about!
- Holly** OK, OK, I have an idea.
- Nathan** What is it?
- Holly** Just write about your awful weekend. It's hilarious!
- Mr Clark** You mustn't stay out here! It's time for your first lesson!

Your Space Talking about duties and rules

5 Write two answers for you for each question.

- 1 What do you have to do this week? *I have to study for an exam.*
- 2 What did you have to do at the weekend? *I had to help my parents.*
- 3 What are your school rules? *You mustn't take a mobile to school.*

6 Work in pairs. Ask and answer the questions.

- A** What do you have to do this week?
B I have to go to the library.

Chat zone

It was so embarrassing!
 the whole time
 I'm not allowed to ...
 It's hilarious!

(R) *must / have to*



1 Look at the rules. Then complete the cartoons with these words.

must don't have to

- You can use *must* or *have to* for rules and obligations.
I **must** study hard for my exams.
We **have to** study two languages at my school.
- We usually use *have to*, not *must*, in questions.
Do we have to write the answers down?
- Use *not have to* when an action isn't necessary.
I **don't have to** tidy my room today.
- The past of *must* and *have to* is *had to*.
We **had to** tidy our classroom yesterday.



Get it right!

After *must/mustn't* don't use *to*.
You **must** come to my house.
NOT You ~~must to~~ come to my house.
You **must** bring paper and a pencil.
NOT You ~~must to~~ bring paper and a pencil.

2 Complete the school bus rules with *must* or *mustn't* and the verbs below.

eat stand throw obey
keep chew stay shout



School bus rules

- You must stand back from the road.
- You in your seat.
- You gum.
- You things out of the windows.
- You or drink on the bus.
- You
- You the bus clean.
- You the driver.

3 **1.06** Listen to the bus driver and check your answers.

4 **1.07** Listen to Sophie's interview with Anna and Robbie. Tick (✓) the things they have to do, and cross (X) the things they don't have to do.



Anna



Robbie

tidy his/her bedroom

go to school on Saturday morning

go to bed before ten o'clock

text his/her parents if he/she is late

practise a musical instrument

study every evening

5 Write two more questions. Then ask and answer all the questions with your partner.

A Do you have to tidy your bedroom?
B Yes, I do. What about you?

6 Complete the conversation with the correct form of *have to* / *not have to* and the verbs in brackets. Then act it out.



Leon Hi there! How was your weekend?

Mia It was terrible.

Leon Oh no. Why?

Mia Well, I ¹ had to (✓ study) for an exam all day on Saturday, and then on Sunday I ² (✓ help) my family in the garden.

Leon ³ your brother (help) too?

Mia No, he didn't. He ⁴ (✓ go) to football practice at school. He ⁵ (✓ train) for a big match.

Leon Were your parents busy?

Mia Yeah! They ⁶ (✓ visit) my gran on Saturday. They ⁷ (✓ drive) all the way to Scotland. So how was your weekend?

Leon Well, I ⁸ (✗ study). And I ⁹ (✗ help) in the house.

Mia Why not?

Leon I was at the beach.

Mia That's so unfair!

7 Write six things you and your family had to do last week.

*I had to go to the dentist.
My mum had to take the car to the garage.*

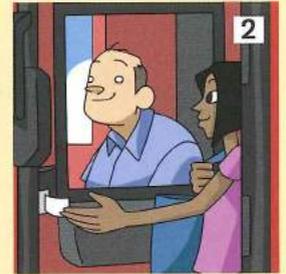
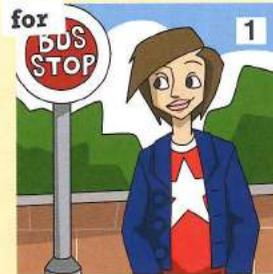
8 Work in pairs. Talk about what you had to do last week.

A I had to do lots of science homework.
B Was it difficult?

Verbs and prepositions

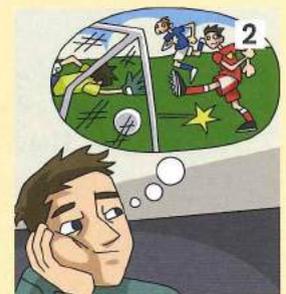
We use past continuous to talk about a fixed hour in the past.

9 What were these people doing at three o'clock on Saturday? Match the pictures with the sentences.



Isabel was paying for her ticket.

Alice was waiting for the bus.



Max was talking about his dog.

Alexei was thinking about sport.



Maria was talking to her friend.

Amber was listening to music.

10 Complete the sentences with the correct prepositions.

- 1 What time did you talk to Liam?
- 2 My gran always talks the past.
- 3 Do you enjoy listening music?
- 4 Please pay your drinks before leaving the café area.
- 5 We waited you until 7 pm.
- 6 I don't like thinking sad things.

Reading and speaking

1 **Warm up** Look at the heading and the photos. What do you think the article is about?

2 **Read the article.** Then match the photos with the places.

Tokyo New York Sydney Rio de Janeiro London

3 **Read the article again and make notes about these places.**

~~Scotland~~ Kiritimati New York Sydney Rio de Janeiro London Tokyo

Scotland: New Year called Hogmanay, four or five day celebrations, traditional music

4 **Work in pairs.** Discuss what you and your family do at New Year.

Do you eat special food? Do you have any special traditions? Do you go outside?

Listening

5 **1.09** Listen and put the New Year's resolutions in order.

My resolutions

Join a gym	<input type="checkbox"/>
Eat less chocolate	<input type="checkbox"/>
Learn the guitar	<input type="checkbox"/>
Be more polite to my mum	<input type="checkbox"/>
Do more homework	<input type="checkbox"/>
Save some money	<input checked="" type="checkbox"/> 1
Go to bed earlier	<input type="checkbox"/>

Writing

6 Write three New Year's resolutions. Choose from these categories.

Health and fitness

Hobbies and interests

Friends and family

Studies

Money

Lifestyle

I'm not going to eat any junk food this year.

7 **Work in groups.** Tell each other your New Year's resolutions.

A What are your New Year's resolutions?

B Well, I'm going to save lots of money for my holidays.

Study skills

Chatting

In a conversation, ask questions to get more information. Show interest in the answers. You can say *I see. OK. Right. or That's interesting.*

HAPPY NEW YEAR!

New Year's Eve is probably the oldest celebration in the world – it started in Babylonia 4,000 years ago. Most people celebrate it on 31st December.

New Year is a time for making resolutions but it is also about parties, fun and fireworks! There is also special food – in the USA people eat black-eyed peas, and in Europe they make cakes and sweets. In some English-speaking countries people wear paper hats, join hands and sing 'Auld Lang Syne' at midnight. Scotland is famous for its Hogmanay (New Year) celebrations which last four or five days and have traditional Scottish music!

Countries around the world have fireworks and street parties at New Year. Each year, the first place to experience the New Year is Kiritimati (Christmas Island) in the Pacific Ocean. After that, Auckland, New Zealand, is the first large city to celebrate and Alaska is one of the last places. On 31st December it is summer in Australasia. In Europe it is winter, but people still gather outside to celebrate!

2010 was a special New Year because it was the end of the first decade of the 21st century. In New York, hundreds of thousands of people watched a giant crystal ball come down into Times Square. Millions of pieces of confetti floated down with 10,000 handwritten New Year wishes. In Sydney, 1.5 million people watched fireworks over the Opera House, and in Rio de Janeiro about 2 million people gathered on Copacabana beach. In London, 200,000 people listened to Big Ben and watched fireworks over the river Thames. In Tokyo, temple bells rang out at midnight and illuminated balloons floated in the sky.

The New Year is a new beginning and an opportunity to start again, so on 31st December remember to make your New Year's resolutions!



Grammar

will for prediction **R** • definitely / probably • might / might not **R**

Functions

talking about the future

Vocabulary • Education

1 Think of a typical day at school. Tick (✓) the things you or your teachers use.

text books interactive white board pens and pencils DVDs CDs
headphones notebooks white board computers desks

2 Work in pairs. Discuss the things you and your teachers do on a typical day at school.

A I always sit at the same desk.

B We often listen to CDs in our language lessons.



Presentation

3 **Warm up** Read the introduction to the article on page 19. How do you think school will be different in 2030?

I think students will study new subjects.

4 **1.12** Listen and read the article. Did you see any of your ideas?

5 Read the article and answer the questions.

- 1 Why won't students carry bags full of books?
- 2 How will students study science?
- 3 What will students study with wireless headphones?
- 4 What will students see on a big screen?
- 5 What other things will students study?
- 6 What will eco schools be like?

6 Read *Language focus*. Then underline more predictions with *definitely*, *probably*, *might*, *might not* and *won't* in the article on page 19.

7 Complete the predictions with *will definitely*, *will probably*, *won't* or *might*. Then compare your ideas.

- 1 Students have lessons in schools in the year 2030.
- 2 There be human teachers.
- 3 Students do all their work on computers.
- 4 Exams be easier in the future.
- 5 Students use paper and pens.
- 6 There be lots of trips to museums and exhibitions.

Language focus

- School buildings **will definitely** be a lot nicer.
- Schools **will probably** be like theme parks.
- Lunches **might** be different.
- The teachers **won't** be in the classrooms.

FUTURE SCHOOL

1.12

What will school be like in the year 2030? How will things change? What will stay the same? Well, we decided to ask the experts for their ideas. That's right. Students just like you ... and some teachers. And this is what they said.

"Students will definitely have e-books. They'll carry one e-book reader and that will be all they need for every subject. They won't have bags full of lots of different coursebooks. It will be great!" *LOLA, STUDENT*

"I think schools will probably be fun places, like theme parks. There won't be any desks! And students will learn through games and by doing things. Maybe they'll study science by building a car or a fridge." *JACOB, STUDENT*

"All students will wear special wireless headphones in language lessons. They'll hear the new language in one ear and a translation in the other ear. It will be really cool!" *HANNAH, STUDENT*

"I think there might not be any teachers – at least, the real teachers won't be in the classrooms. There might be robot teachers in the schools. Students will see their human teachers on their computers. And that will be terrible!" *ISOBEL, TEACHER*

"Students will probably wear virtual reality helmets. Their lessons will be like computer games. When they study the Ancient Romans, they'll 'see' them in virtual reality. The students will think they are in Ancient Rome!" *LOUIS, STUDENT*

"I think students will definitely interact with other schools around the world. There will be a big screen at the front of each classroom. And the class will see students in another classroom in a different country!" *SOPHIE, STUDENT*

"Lunches might be different. The school will have medical and dietary information about all the students. So every individual student will get exactly the food he needs."

MICHAEL, TEACHER

"Students won't study only subjects like Maths and History. They will definitely learn about being a good citizen. They'll help older people and do work in the community."

TOMASZ, STUDENT

"School buildings will definitely be a lot nicer. There will be eco schools with lovely gardens and there will be plants in every classroom. And all the energy will come from the sun."

MUHAMMED, STUDENT



Your Space Talking about the future

- 8** Think about next year. Tick (✓) the things you will do and cross (✗) the things you won't do. How certain are you?

learn to play a musical instrument change my school
 go on a school trip read a book in English act in a play
 pass all my exams study a new language

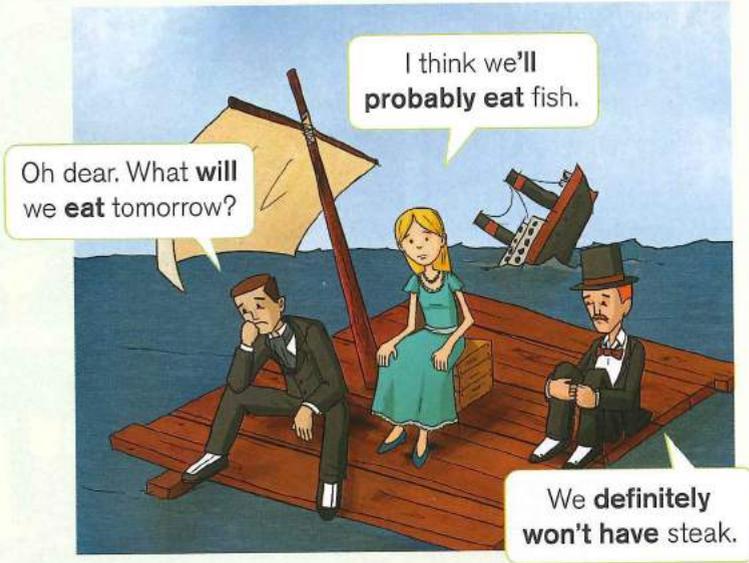
- 9** Work in groups. Talk about your ideas.

A I might act in a play.

B Really? I won't act in a play.

C I'll probably read a book in English.

will / won't • definitely / probably



- Use *will* to make predictions about the future.
People will use electric cars in 2020.
- Weather forecasters often use *will*.
It will be cloudy this afternoon.
- We often use *think/definitely/probably* to make predictions.
I think I'll go to university. (not sure)
He'll definitely come to the party. (sure)
It will probably snow tomorrow. (not really sure)

- 1 1.13 Listen and circle the correct weather for each city. Then listen again and write the temperatures.

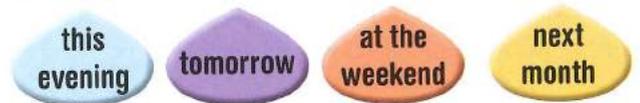
WORLD WEATHER

Beijing <input type="text"/> 7°C	Cairo <input type="text"/>	Mumbai <input type="text"/>	New York <input type="text"/>
Lima <input type="text"/>	Sydney <input type="text"/>	Tokyo <input type="text"/>	Berlin <input type="text"/>

- 2 Look at the weather chart again and complete the sentences with *will* or *won't*.

- 1 It will be cloudy with some sun in Beijing.
- 2 It rain in Cairo.
- 3 There be storms in Mumbai but it be hot.
- 4 It snow in New York.
- 5 It be cloudy in Lima.
- 6 It rain in Sydney.
- 7 It be quite cold in Tokyo.
- 8 It be hot in Berlin.

- 3 Work in pairs. Talk about the weather.



- A What will the weather be like tomorrow?
B I think it will rain. It won't be cold.
A It will probably be hot.

- 4 Work in groups. Make predictions for next year. Use your own ideas or the ideas below.

- get a new pet
- go on holiday
- move home
- go to a new school
- get better at English
- visit another country
- study more
- watch less TV
- make new friends
- learn a musical instrument

- A I will definitely get a new pet.
B We'll go on holiday to Canada.
C We won't move home.



Get it right!

Use *will/won't* when you are sure and *might/might not* when you are not sure.
 I **will** go to the park with you. (sure)
 I **won't** see you tomorrow. (sure)
 I **might** go to the disco. (not sure)
 I **might not** buy that DVD. (not sure)

5 Write sentences with *will/won't, might / might not*.

- the film / be great (✓ sure)
The film will be great.
- we / go the theme park on Saturday (✗ not sure)
We might not go to the theme park on Saturday.
- Nathan / get into trouble with his parents (✓ not sure)
- The weather / be nice tomorrow (✗ sure)
- Freya / arrive late at the party (✓ sure)
- We / go on holiday this year (✗ not sure)
- Our teacher / give us a lot of homework (✗ sure)
- I / get a lot of birthday cards this year (✓ not sure)
- Rosa and Alessa / go to Canada next year (✗ not sure)
- My sister / learn to drive when she's seventeen (✓ sure)

Soundbite

syllables

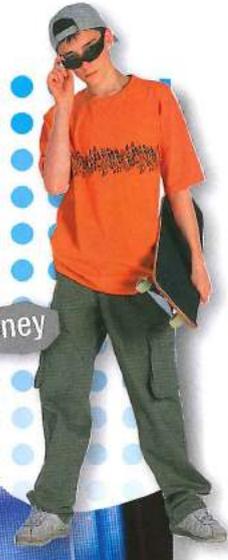
A 1.14 Listen and count the syllables. Are there two, three or four?

- probably information
- maybe important
- interests fortunately
- education decisions
- definitely environment
- science ecology

B 1.14 Listen again and repeat.

6 Work in groups. Talk about what you will do next week.

- A I'll definitely watch a DVD.
- B Which film?
- A *Tintin*. I really like it. What about you?
- C I might download some music.



see my friends

watch a DVD

earn some money

text message

buy some clothes

buy a present for a friend

message:

play a computer game

go to the cinema

go shopping

tidy my room

finish a book

go on the internet

download some music

argue with my friend

Send

go for a walk

go to a museum



Grammar

will for offers, promises and decisions • present continuous for future and *going to* **R**

Functions

talking about plans

Vocabulary • Green lifestyle

- 1 **1.15** Match the words with the items in the picture. Then listen and repeat.

wind turbine solar panels energy-saving light bulb rainwater tank
 compost bin recycling bins green roof vegetable garden tree house



- 2 Work in pairs. Ask and answer questions. How eco-friendly are you?

Do you ...?

recycle your rubbish • turn off the lights when you leave a room • use energy-saving light bulbs
 • walk or cycle to school • turn off the taps in the bathroom • buy recycled paper and notebooks

Presentation

- 3 **Warm up** Look at the photo and article on page 23 and answer the questions.

What do you think Holly's problem is? What are Holly and Nathan going to do?

- 4 **1.16** Listen and read the dialogue and article. Are the sentences true (T) or false (F)?

- 1 Holly and Nathan are going to visit a special kind of house.
- 2 Holly can't find any memory cards for her camcorder.
- 3 Nathan is going to help Holly.
- 4 Isabelle's house has got solar panels and wind turbines.
- 5 A computer helps her family save energy.
- 6 Isabelle is planning to have a tree house.

Language focus

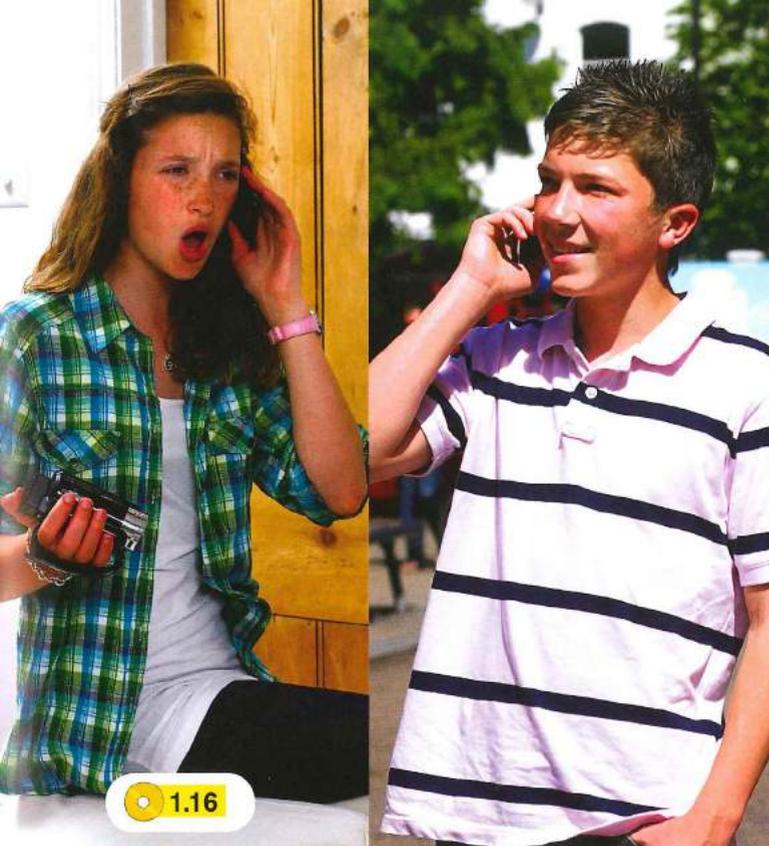
- What **are we doing** this afternoon?
- You're **interviewing** a girl called Isabelle.
- We're **going to have** wind turbines.

- 5 Read *Language focus*. Underline more examples of the present continuous for future and **circle** examples of *going to* in the article on page 23.

- 6 Look at the diary and write about the Web Crew's plans.

Monday 4.00 pm	Nathan interview school football team
Tuesday 7.00 pm	Holly film firework display
Wednesday 3.00 pm	Josh design new web page
Thursday 2.00 pm	Samira and Nathan interview at the animal refuge
Friday 3.00 pm	Samira upload films

1 On Monday at 4.00 pm Nathan is interviewing the school football team.



1.16

A Holly and Nathan are checking their plans.

Holly Hi Nathan.

Nathan Hi there. Holly, what are we doing this afternoon?

Holly Well, we're leaving at two o'clock and we're visiting an eco house. You're interviewing a girl called Isabelle. And she's got lots of ideas!

Nathan Cool. And don't worry. I'll write my article tomorrow. That's a promise!

Holly Great ... Oh no, what a pain! My memory card's full. I'll go to the shops and buy a new one.

Nathan That isn't very eco! Why don't you copy your films onto your computer?

Holly I know, I know, but I'm always so busy and there isn't time ...

Nathan It's OK, I'll get a memory card for you.

Holly Really? Are you sure?

Nathan No worries. See you later.

webzine

B



The WEB CREW visit an eco house

This week we meet **ISABELLE COX**

What is the point of an eco house, Isabelle?

Well, I want to help the environment, and my parents want to save money!

So what's different about your house?

Well, we produce a lot of our own energy and we collect and recycle all our rain water in big tanks. And we have a brilliant computer! It turns off the lights and the TV when we leave a room. And it controls the temperature.

What are those things on your roof?

They're solar panels. We get our energy from the sun. Next year we're going to put wind turbines in the garden.

Are you planning to make any other changes?

My dad is going to build me a tree house this summer! I love the idea of reading a book in a tree! We grow our own vegetables already, but we're going to have compost bins with worms in them.

Yuk!

Come on, Nathan, with global warming, we all have to change the way we live.

Your Space Talking about plans

7 Work in pairs. Ask and answer questions about your plans. Invent times.

this evening • tomorrow • Sunday

A What are you doing at seven o'clock this evening?

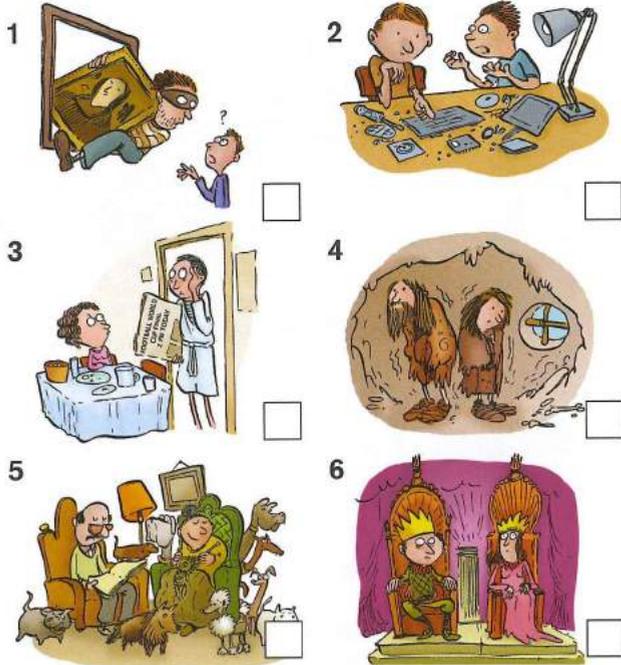
B I'm having dinner.

Chat zone

What a pain!
Really?
No worries.

will for offers, promises and decisions

1 **1.17** Match the conversations with the pictures. Then complete the conversations with the verbs. Listen and check.



stay open carry take borrow make

- a **Eva** You haven't taken the dogs for a walk.
Albert Don't worry. I'll them for a walk soon.
- b **King** What do you want to do today?
Queen I think I'll a new museum.
- c **Dan** I'm not very happy about this.
George Sorry! I won't your computer again.
- d **Thief** This picture is really heavy.
Tom I'll it for you.
- e **Mum** What's wrong?
Dad I don't feel well. I think I'll at home today.
- f **Man** I feel very cold.
Woman I'll a fire, darling.

2 Look at the conversations in Exercise 1 again. Are they decisions (D), offers (O) or promises (P)?

- 1 3 5
2 4 6

3 Read the situations and complete the speech bubbles.

1 Liam wants to talk to you. Promise to call him.

I'll call soon.

2 Your friend, Mike, is going away for the weekend. Promise to look after his dog.

.....

3 A friend is having problems with his computer. Offer to help.

.....

4 There are a lot of dishes to wash. Offer to do it.

.....

5 Your friend, Jess, is coming to visit you. Offer to meet her at the station.

.....

6 Your sister is bored. Promise to play tennis with her later.

.....

4 Work in pairs. Act out the conversations in Exercise 3.

Present continuous and going to

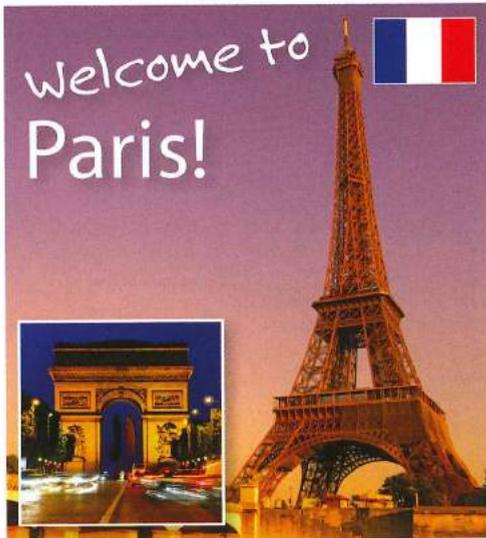
5 Match the sentences with the descriptions.

- a talking about fixed arrangements with people
- b talking about future plans and intentions

- 1 I'm going to the gym tomorrow afternoon.
- 2 I'm playing football with Millie at five o'clock tomorrow.
- 3 I'm meeting Sam and Ella tonight.
- 4 I'm going to be a vet when I grow up.

6 Work in pairs. Read the instructions.

- Decide if you are A or B.
- Read the instructions and decide what you are going to say.
- Have the conversation. Then swap roles.



A What are you doing at the weekend?
B I'm going away.
A Where are you going?
B I'm going to Paris in France.

Ask what your partner is doing at the weekend.

Say you are going away.

Ask where your partner is going.

Say where you are going. Choose an interesting place!

Ask who he/she is going with.

Say who you are going with.

Ask how he/she is travelling.

Say how you are travelling.

Ask what time he/she is leaving.

Say when you are leaving.

Tell your partner to have a great weekend!

7 Write about your plans for next weekend. Use the present continuous for arrangements and *going to* for intentions.

Next weekend my uncle and my cousins are coming to our house. We're going to have a picnic and ...

Collocations

Some words go together in pairs or groups. You can often predict what words will come next. This helps you understand more easily.

8 Complete the phrases with the words in the box.

a new stadium money a surprise a talk
a new song a computer
~~a traditional costume~~ a torch



1 wear a traditional costume



2 carry



3 get



4 save



5 build



6 use



7 learn



8 give

9 Use verbs 1–8 in Exercise 8 to make more collocations with the words below.

a bag

a present

a new language

a paper hat

a reason

a tree house

the internet

get a present

Reading

1 Read the article. Match the headings with the paragraphs.

- 1 A new look 2 A better future 3 Pick up a car! 4 Changing energy 5 Extreme weather



CITY LIFE – 50 YEARS FROM TODAY

Climate change is affecting the way we live now, but how will it change our lives in the future? And how will we adapt? I believe in 50 years' time, our cities will be better places to live in.

by Dr Evan Wilde

We will stop using oil and coal. These fossil fuels cause pollution and global warming. Instead, we will use solar energy, wind and water power. However, I believe the answer to our energy needs will be bio fuels such as corn. Bio fuels have many advantages. They are renewable (we can grow them again and again), clean, and take carbon dioxide out of the air. This is important because CO₂ causes global warming!

Global warming will make temperatures go up and so there will be more extreme weather such as hurricanes and floods. Sea levels will get higher. Cities near the sea, such as London and Rio de Janeiro, will need to build very high sea walls to stop floods. Also, there won't be enough water for all our needs. But we will purify sea water so we can drink it. And we will build cleaner, energy-saving homes.

People travel too much – and travelling uses energy and causes pollution. So in the future, people will share cars. How will it work? Well, people will go to a car park, pick up a car, drive it across the city, then leave it in a car park near their destination. When they drive home, they will use a different car. This saves energy. Cars, buses and lorries will use electricity so they will be cleaner, quieter and safer.

I think cities will look different too. In every neighbourhood, homes, shops, restaurants, schools and businesses will be close together. So it will be easy to get to the office or the factory. And don't forget, we will all have computers. Lots of people will work, study and shop at home. When they travel, they will walk or cycle. That's cheap – and good for you, too!

I believe we will be healthier and happier in 50 years' time. Am I crazy? I don't think so. Am I an optimist? Yes, I am! But what do you think?

2 Read the article again and give reasons for these opinions.

1 Bio fuels are better than fossil fuels.

Bio fuels are renewable and clean. They take CO₂ out of the air.

2 There will be more extreme weather.

3 Cars will be cleaner and quieter.

4 People will travel less.

5 People will be healthier.

3 Match the words with the definitions.

1 pollution

a increase in world temperatures caused by pollution

2 hurricane

b a large amount of water that suddenly covers land

3 global warming

c a powerful storm with very strong winds

4 to purify

d to remove bad substances or chemicals

5 flood

e damage to water, land or air caused by chemicals and waste

Listening and speaking

4 1.19 Listen to students talking about life in the future. Circle the optimistic students and underline the pessimistic students.

Joel Katie Charlie Matilda Rosie Elliott

5 1.19 Listen again and match the opinions with the students. Write J (Joel), K (Katie), C (Charlie), M (Matilda), R (Rosie), or E (Elliott).

There won't be enough water and countries will fight to get it.

People will be really unhealthy.

Robots will work as shop assistants.

Kids will definitely go to better schools.

Air pollution will get a lot worse.

People will cycle a lot more.

6 Work in groups. Do you agree with the students' opinions? Discuss your own ideas.

A I think robots won't work as shop assistants.

B I don't agree. I think robots will do lots of different jobs.

C I think ...

Writing

7 Write your opinions about Dr Evan Wilde's article. Think about:

- Are you optimistic or pessimistic about life in the future?
- How do you think life will change? Give reasons.

Study skills

Guessing meaning

You don't always need a dictionary. You can guess. For example, 'We will **purify** sea water so we can drink it'. What does *purify* mean?

Grammar
present perfect **R**
ever / never

Functions
talking about experiences

Vocabulary • Physical activities

1 **1.22** Match the activities with the pictures. Then listen and check.

- go surfing 3 go go-karting do rock climbing do trampolining
 go ice-skating go skiing go canoeing go scuba diving
 go skateboarding go mountain biking



2 Work in pairs. Look at the activities in Exercise 1 and discuss these questions.

- Which ones do you do with other people? Which ones make you the fittest?
 Which ones are the most difficult? Which ones are the most fun?

Presentation

3 **Warm up** Work in pairs. Ask and answer the questions in the webzine introduction on page 29.

4 **1.23** Listen and read the conversation. Then answer the questions. Write *R* (Reuben), *B* (Brooke) or *F* (Finlay).

Who ...

- | | |
|------------------------------------|---------------------------------|
| 1 has dived from a board? B | 4 has done rock climbing? |
| 2 has slept under the stars? | 5 has been surfing? |
| 3 hasn't climbed a tree? | 6 has raised money for charity? |

5 Read *Language focus*. Then complete the interview with these words.

played been haven't (x2) slept have (x3) ~~done~~

- Samira** Have you ever ¹ done trampolining?
Martha Yes, I ² I love it!
Samira Have you ever ³ canoeing?
Martha No, I ⁴ I don't like water!
Samira ⁵ you ever played baseball?
Martha No, I ⁶ But I've ⁷ basketball.
Samira Have you ever ⁸ in a tent?
Martha Yes, I ⁹

Language focus

- I've **dived** from a board.
- I **haven't climbed** a tree.
- He's **helped** old people.
- **Have you ever swum** in a lake?
- **Have you ever been** skiing?
- **Yes, I have.** / **No, I haven't.**

A Are you adventurous?

Do you like a challenge?

Do you enjoy learning new skills or taking risks?

Do you like helping people?

Well, let's see what your classmates have done!

Nathan didn't ask the questions this week. He's at home in bed – with flu! So Samira has done the interviews for him!

**B** Samira is asking the questions.

Samira Hi Reuben.

Reuben Hi there.

Samira Reuben, do you like a challenge?

Reuben Er ... yes, I think so. I mean, I love trying new things.

Samira So what sort of things have you done?

Reuben I've done some extreme sports. You know, I've done rock climbing, and I've been mountain biking. Oh, and I've slept under the stars!

Samira How romantic! Where?

Reuben In my garden!

Samira Very funny. OK, Brooke. What about you? Do you like a challenge?

Brooke Yes, I do. I've dived from a board. I've been surfing, too. I love all water sports.

Samira Have you ever swum in a lake?

Brooke Yes, I have. Oh, and I've been scuba diving! That's the most exciting activity ever!

Samira Wow. All right, let's talk to your brother, Finlay. Have you ever been skiing? Or rock climbing?

Finlay No, I haven't. I haven't climbed a tree. And I've never flown in a plane. Believe it or not, I can't stand heights! It's funny, my sister has done lots of amazing things – but I've never wanted to do them.

Brooke Yes, but Finlay has raised money for charity. And he's helped old people in the neighbourhood. So he likes a challenge, too. We're very different, that's all. And that's cool.

Your Space Talking about experiences**6** Work in pairs. Ask and answer questions about these experiences.

- been mountain biking? • dived from a board? • slept in a tent?
- been on a rollercoaster? • done trampolining? • swum in a lake?
- done rock climbing? • been surfing? • been canoeing or kayaking?
- been skiing? • climbed a tree? • been sailing?

A Have you ever been mountain biking?

B Yes, I have. / No, I haven't.

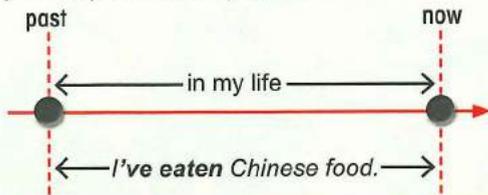
Chat-zone

Very funny.
Believe it or not
I can't stand ...
That's all.



Present perfect

- Use the present perfect to talk generally about your experiences up to now.



How many films **have you been** in?

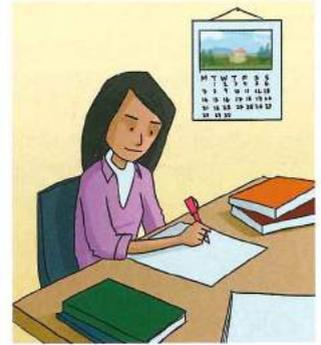
I've **acted** in more than fifty films. But no one **has seen** my face!

- Don't use the present perfect to talk about an exact moment in the past. Use the past simple. *Last year I **went** to India.*

- Use the present perfect when there is a result in the present.



She **has eaten** all the biscuits.



I've **studied** a lot this term.

1 Do the quiz. What is your score?

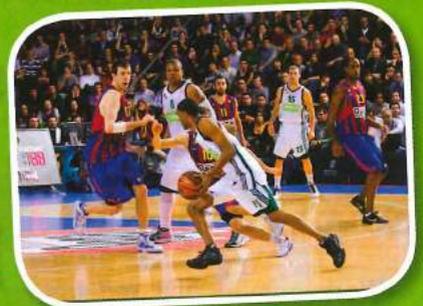
How busy is your life?

Do you like doing new things?
Do you like doing nothing at all?

Tick (✓) the things you've done.

In the last two months I've...

- read more than two books
- played a musical instrument
- danced at a party
- done a lot of homework
- spoken in English
- been to a sporting event
- seen a fantastic film
- sent more than 100 text messages
- started a new hobby
- done some drawing or painting



Score one point for each tick.

7-10 Wow! You have a really busy life. Remember to relax.

4-6 That's cool! You have an interesting life.

0-3 Hey, you! Wake up! You have to do more new things.

2 Work in pairs. Compare your answers.

A I've read more than two books.

B I haven't read any books!

3 Ask round the class. Find a 'yes' answer for each activity and write the name.

A Have you played a musical instrument in the last two months?

B Yes, I have.

4 Unscramble the verbs and match them with the past participles.

keta	tewir	plees	krind
vegi	yub	khint	naler
tea	pakes	ese	miws

- | | | |
|---------|-------------|---------|
| written | drunk | eaten |
| seen | learnt | given |
| swum | slept | thought |
| taken | take | bought |
| | | spoken |



Get it right!

Go has two past participles: *been* and *gone*. Be careful to use the right one. Use *been* to say that a person has recently come back from a place.
 What a lot of bags!
Yes, I've been to the supermarket.
 NOT **I've gone** to the supermarket.
 Use *gone* to say that a person is at a place but they haven't come back.
 Where's Mum?
She's gone to her tennis class.
 NOT **She's been** to her tennis class.

5 **Circle** the correct past participle.

- Where's Dad? He's *been* / **gone** to work.
- You look tired. Yes, I've *been* / *gone* for a walk.
- Can I talk to Sara, please? Sorry, she's *been* / *gone* to school.
- You've got cold hands. Yes, I've *been* / *gone* outside in the snow.
- Where's the car? Paul has *been* / *gone* to the sports club.
- Why isn't the teacher here? He's *been* / *gone* to a teachers' meeting.

6 Write about what you have done / haven't done in the last seven days. Use the verbs below.

send	eat	watch	talk to
visit	play	write	listen to

ever / never

7 1.24 Listen and tick (✓) the things Jamal has done.

Hi! I'm Jamal.

This is my list of cool things to do before I'm 18. I've done some of them! What about you?

▶ go to the USA <input type="checkbox"/>	▶ go to a car race <input type="checkbox"/>
▶ climb a mountain <input type="checkbox"/>	▶ eat Japanese food <input type="checkbox"/>
▶ see a play at the theatre <input type="checkbox"/>	▶ try surfing <input type="checkbox"/>
▶ play football for my school <input type="checkbox"/>	▶ ride a horse <input type="checkbox"/>
▶ fly in a plane <input type="checkbox"/>	▶ go on a rollercoaster <input type="checkbox"/>

8 Work in pairs and talk about Jamal.

Jamal has been to the USA but he hasn't climbed a mountain.

9 Ask and answer questions with a partner. Make notes about their answers.

- A Have you ever been to the USA?
 B Yes, I have.

10 Tell another student about what your partner has or hasn't done.

Sophie has been to the USA. She hasn't ...

Soundbite

/h/

A 1.25 Listen and repeat the tongue-twisters.

- Harry hiked in the hills of Hawaii.
- Holly hired a helicopter for her holidays.
- Herbert hides his hat when his horse is hungry.
- Hello, how are you, and who are you here to meet?
- Hannah's husband hurt his head and had to go to hospital.

B Write your own tongue-twister. Then take turns to read them.

Grammar

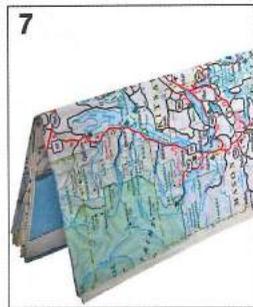
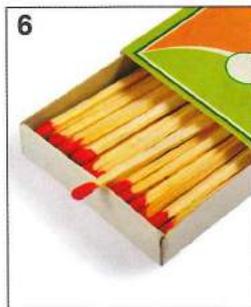
present perfect with *for* / *since* •
present perfect and past simple
Functions

talking about duration

Vocabulary • Out and about

1 **1.26** Match the words with the pictures. Then listen and check.

torch matches sleeping bag map compass
first aid kit insect repellent sun cream cooking stove pillow



Presentation

2 **Warm up** Read the leaflet on page 33 and answer the questions.

Which items from Exercise 1 does it mention? Do you think the survival course is different from a normal camping holiday? How?

3 **1.27** Listen and read the article on page 33. Then answer the questions.

- 1 How long is the survival course?
- 2 When did Skye last have something to eat?
- 3 What did she do last night?
- 4 Why has Archie made two shelters?
- 5 What two things has Georgia achieved?
- 6 What was the best thing about her meal?

4 Read *Language focus*. Then underline more sentences with *for* and *since* and the present perfect in the article on page 33.

5 Complete the sentences with *for* or *since*.

- 1 Abi has made three new friends Saturday.
- 2 We've looked for food three hours, and we haven't found any!
- 3 Marek and Ben are still asleep. They have been asleep ten hours!
- 4 I haven't sent any text messages last weekend.

Language focus

- I've been here **since** Saturday.
- I've been here **for** 62 hours!

The Bushcraft School

We teach you how to live with nature and respect the environment. You will learn essential survival skills – and have great fun, too!

Survival course info

Minimum age: 12 years

Maximum age: 16 years

All you need is a sleeping bag, a first aid kit, sun cream and insect repellent, a torch and a wash kit.

On the five-day junior survival course, you will learn how to:

- ▶ build a shelter
- ▶ light a fire (without matches!)
- ▶ navigate by the sun and the stars
- ▶ follow animal tracks
- ▶ collect and purify water
- ▶ cook the food you find



In the wild...

1.27

You've watched lots of survival programmes on TV. The presenters have built shelters, they've lit fires, and they've cooked food – and it all looks quite easy. But what is surviving in the wild really like? I've joined three young adventurers on a five-day survival course. It's now Day Three, and things are getting difficult!

“I haven't eaten anything since seven o'clock this morning. I'm feeling very hungry. But I'm also having a fantastic time! I've learned lots of new skills. The best thing I've learned is how to navigate by the stars. Last night we went for a long walk in the dark. I was very happy when we got back to our tent safely!” *Skye*

“I've been here since Saturday. To be precise, I've been here for 62 hours! And it feels like 62 days! I've made two shelters. Why two? Well, the first one I made fell down on Saturday night! It was very windy. I hope my mum isn't reading this, because I haven't washed for two days! It's too cold!” *Archie*

“I've done two amazing things today. I've lit a fire and I've cooked a meal! This morning we looked for wild food, and we found some edible leaves and mushrooms (our course tutor said they were OK to eat!). The meal was horrible, but it was hot, and that was the most important thing!” *Georgia*



Your Space Talking about duration

6 Complete the sentences for you. Use *for* or *since*.

- I have lived in my home ...
- I have known my best friend ...
- I have been a student at this school ...
- I haven't used my mobile phone ...

7 Work in pairs. Compare your answers.

A How long have you lived in your home?

B For six years.

Present perfect and past simple

- We often start a conversation in the present perfect. This is to talk about past experiences in general.
I've been to Egypt.
- But we often continue with the past simple. This is to give more information.
I've been to Egypt. I went last year. I visited the Pyramids and went on a trip down the Nile.
- When we use the past simple, we often use time expressions, e.g. *yesterday, last week, a year ago. I rode on a camel last year.*

4 1.28 Listen and write Max's answers.

The best ever!

- 1 the best film / see
.....
- 2 the best food / eat
.....
- 3 the best place / visit
.....
- 4 the most interesting person / meet
.....
- 5 the most exciting thing / do
.....

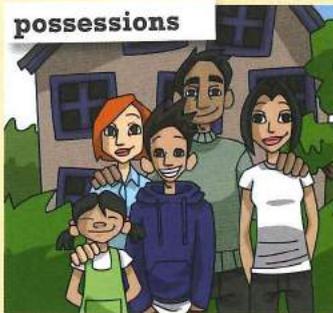
- 5** Work in pairs. Ask and answer the questions from Exercise 4. Give your partner extra information.
A What's the best film you've ever seen?
B The best film I've ever seen is *War Horse*.
I saw it a year ago. It's really exciting.

- 6** Choose two topics from Exercise 4 and write a paragraph about each one.
The best food I've ever eaten is Mexican. I went to a Mexican restaurant on my birthday last year with my friends. We ate tortillas with chicken and vegetables. There were really delicious sauces with tomato and avocado, too. Some of the food was quite spicy but I liked it a lot.

Use of have

Have is a very useful verb. Here are the most common ways to use it.

7 Complete the sentences.



- 1 I've got two sisters. We got a big house.



- 2 My sister visited Moscow.



- 3 We to go to school on Monday.



- 4 In the morning I a shower. We all cereal for breakfast. I lunch at school. My sister usually sandwiches.



- 5 Last month my sister a party for her 18th birthday. She and her friends a good time!

Reading and listening

- 1 Warm up** Organise the words and phrases into the word pools. Then look at the factfile below and add other examples.

playing the guitar *lifesaving* archery cookery helping older people photography
horse riding collecting rubbish rock climbing baseball being a DJ for a hospital

physical activities
and sports

hobbies and interests

lifesaving
volunteering

TAKE THE CHALLENGE & HAVE FUN!

Have you ever felt bored? Would you like to go on an adventure? Well, the International Award for Young People could be just the thing for you!

Over 6 million 14 to 25 year-olds in one hundred countries have done some amazing things! They have been on expeditions, sailed boats, ridden camels, performed in the circus, made films, worked with animals and helped in hospitals. They did this on a scheme called 'The International Award for Young People'. It started over 50 years ago when the Duke of Edinburgh created an adventure programme for UK teenagers. Now 14 to 25 year-olds in more than one hundred countries can do the award.

It isn't a race, it's a journey

The Award has three levels – Bronze, Silver and Gold. You have to do activities in four different sections. You help other people, learn a new skill, do a sport and go on an adventure trip. And the programme takes at least six months. Sounds difficult? Don't worry, your trainer meets you, gives advice and follows your progress.

I've made lots of friends and learnt a lot

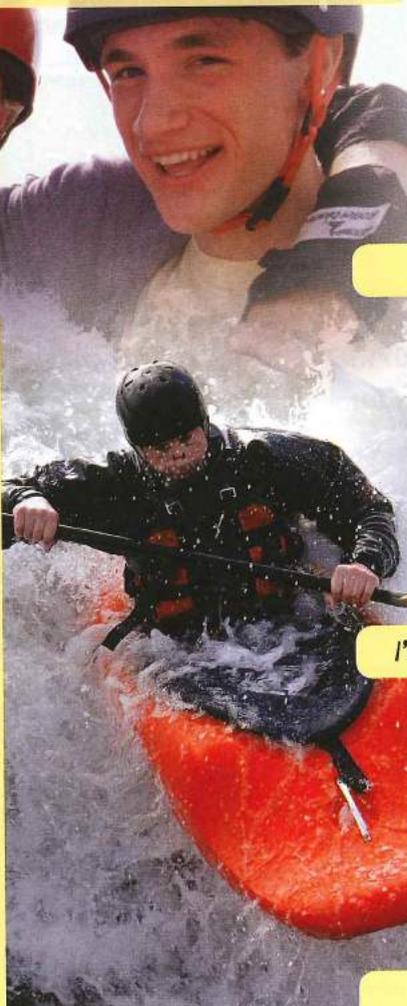
The Award is all about personal challenge, not competition against other people. You don't have to be talented, but you have to make an effort. Doing the award helps you get fit, develop personal skills, learn new things and take responsibility. It gives you skills for life.

It's such fun!

FACTFILE

BRONZE AWARD

- 1 Service** *15 hours*
Volunteer and make a difference. You can help children or adults, animals or the environment, a charity or an emergency service.
- 2 Skills** *six months*
Develop personal interests and learn new skills – for example, in theatre or music, gardening, chess, or even in car repairs.
- 3 Physical recreation**
30 hours over 15 weeks
Improve your skills in a sport – for example, a team game, athletics, water sports or martial arts.
- 4 Adventurous journey** *two days*
Find your spirit of adventure. Go with a group on a trip or expedition.



Study skills

True/False questions

Be careful when you answer these questions! They can look true but actually be false. For example, question 1 contains the number 'six million', but that is how many 14 to 25 year-olds have been on the scheme, not how many have been on an expedition.

2 Read the article. Are the sentences true (T) or false (F)?

- 1 Six million 14 to 25 year-olds have been on expeditions. **F**
- 2 The International Award for Young People started in the UK.
- 3 The Award has four levels.
- 4 You can help people, learn a new skill, do a sport or go on an adventurous journey.
- 5 You can't take longer than six months to do the programme.
- 6 You get help while you do the Award.

3 1.30 Listen to the radio programme and complete the table.

	Esha	Matt	Li
			
Where from?	Delhi <i>India</i>	Perth	Ontario
Service	teach to street children	work with disabled children	collect from parks for a charity
Skills <i>made blogs</i>	learn to be a referee	learn to write some
Physical recreation	traditional Indian <i>dances</i>	improve my	learn
Adventurous journey	trek in the and go river canoeing	trek into the outback and in difficult conditions in a nature reserve a mountain

Speaking and writing

4 Work in groups. Imagine you are planning an adventure journey. Use the notes to help you.

- How do you want to travel? (on foot, by canoe, by bicycle, by boat, on horseback)
- Where will you go? What will you do? Who will you go with?
- What will you take?
- Where will you sleep? (tent, build a shelter, youth hostel)
- Who is going to help you? (parents, teachers, relatives)
- What would you like to learn?
- How will you record your experiences? (blog, film, diary, photos)

5 Write a paragraph describing your planned expedition.

I'm going trekking in Nepal with my friends, Cameron and Layla, ...

Grammar

present perfect with *just* /
already / *yet*

Functions

talking about recent events

Vocabulary • Shopping

1 Tick (✓) the things you buy.

magazines clothes shoes make-up, shampoo, hair gel DVDs
 music jewellery soft drinks, crisps, sweets, chocolate computer games



2 Work in pairs. Discuss what you spend your money on.

A I buy lots of clothes and shoes.

B I don't. I spend my money on music and DVDs.

Presentation

3 Warm up Look at the photos on page 39 and answer the questions.

Who can you see? What do you think is happening?

4 1.33 Listen and read the conversations on page 39. Then answer the questions.

- 1 What is happening in half an hour?
- 2 Is Josh's mum at home?
- 3 What has Keira done?
- 4 Why hasn't Josh chosen the music?
- 5 What has he made on his computer?
- 6 Why was his text message a mistake?

5 Read *Language focus*. Then underline examples of *just* and *already*, and circle examples of *yet* in the conversations.

6 Look at Josh's dad's list and complete the sentences.

- 1 Dad has already lit the barbecue.
- 2 Keira already the living room.
- 3 Keira just the decorations.
- 4 Josh the music yet.
- 5 Dad already the food.
- 6 Josh his mum's present yet.

Language focus

- I've **just** sent her a text.
- I've **already** lit the barbecue.
- I **haven't** done that yet.
- Have you tidied up the living room yet?

light the barbecue ✓
 tidy up the living room ✓
 put up decorations ✓
 choose the music ✗
 prepare the food ✓
 bought Mum's present ✗



1.33

A Josh's family are organising a surprise 40th birthday party for his mum. And things are getting stressful!

- Dad** OK, all the guests are arriving in ... half an hour, and your mum gets back from the hairdresser's in one hour exactly. I've prepared most of the food. And I've already lit the barbecue. Keira, have you tidied up the living room yet?
- Keira** Yeah, I've already done that. And I've washed up the glasses, too.
- Dad** Great. What about the decorations?
- Keira** I've just put them up. They look really nice.
- Dad** Hang on. Have we chosen the music? Josh, that was your responsibility.
- Josh** Er, I haven't done that yet.
- Dad** Why not?
- Josh** I've been so busy. I had to work on the webzine, you know?
- Dad** Josh, we've got less than half an hour now! Get a move on!
- Josh** It's OK, I can sort out the music in time.
- Dad** And where's your birthday card for your mum? I haven't seen a card from you yet.
- Josh** Chill out, Dad. I've just made one on my computer.
- Keira** What about Mum's present? Have you wrapped it yet?
- Josh** Er, no, I haven't.
- Dad** Josh? Have you bought your mum a present?
- Josh** I haven't bought her a present yet. But I've just sent her a text!
- Keira** What did you say in your text?



B Has Josh made a big mistake?

- Josh** I said, 'Don't be late for your party.'
- Dad** You said what?
- Keira** This is a surprise party, Josh!
- Josh** Oops!

Your Space Talking about recent events

- 7** Tick the items from Exercise 1 you have bought this month.
- 8** Work in pairs. Tell your partner about the things you have/haven't bought this month.
- A** I've bought some magazines.
- B** Me too. I've bought a DVD. I bought *The Smurfs* last weekend!

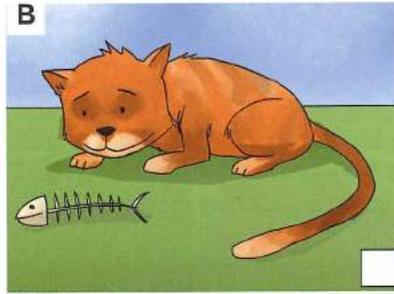
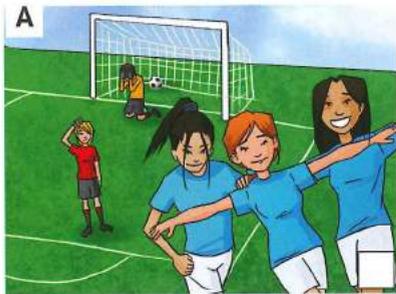
Chat zone

... you know?
Get a move on.
Hang on.

Present perfect with *just*

1 Match the sentences with the pictures.

- 1 The cat has just eaten a fish.
- 2 Toby has just found the TV remote control.
- 3 Mia has just scored a goal.

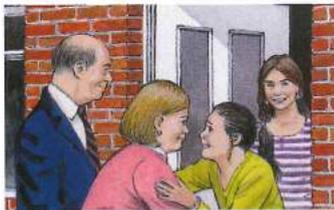


2 Complete the sentences with *just* and the present perfect of the verbs in the box.

finish fall ~~buy~~ play arrive



1 She 's just bought a new computer game.



2 Leah's grandparents



3 The film

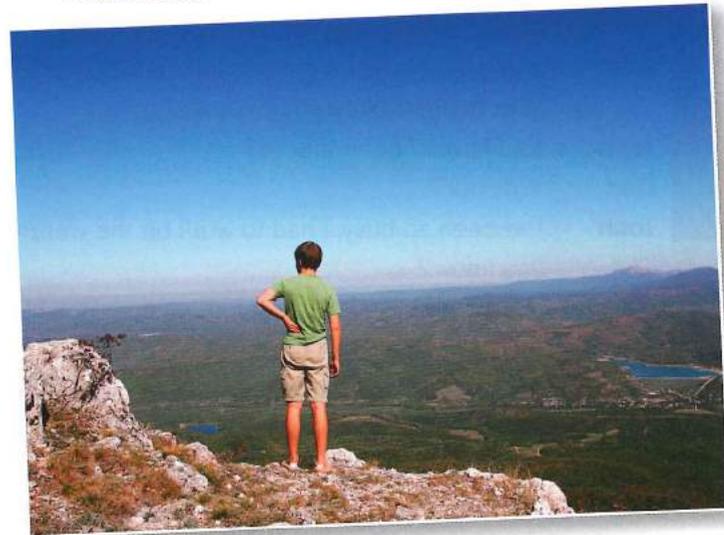


4 Andrei a football game.



5 Mr Reeves off his bike.

3 Work in groups. Invent as many explanations as you can for these situations.



You're at the top of a mountain.

You're very tired.

Your mum is surprised.

Your friend has got muddy shoes.

Your teacher is annoyed.

You're very happy.

You and your friend are leaving a building.

You're at the top of a mountain

A I've just climbed up

B I've just arrived in a helicopter

Present perfect with *already* / *yet*

- Use *not yet* to say a situation is continuing but we expect it to change.



- Use *yet* in questions to ask about a situation we expect to change.



- Use *already* to say that an activity happened sooner than we expect.



- 4 **1.34** Listen to an interview with Billy Dove. Tick (✓) the things he has already done, cross (X) the things he hasn't done yet.

Teen Spirit

Meet Billy Dove:
The Winner of this year's Top Talent Show



- 1 go on a chat show
- 2 record a hit single
- 3 travel to the USA
- 4 buy a big house
- 5 make a music video
- 6 meet any famous people
- 7 do a concert in London

- 5 Write sentences about the things Billy has and hasn't done.

He's *already* been on a chat show.



Get it right!

Be careful to use *already* and *yet* in the right places.

I have **already** finished my drink.

NOT I ~~already~~ have finished my drink.

Have you cleaned your teeth **yet**?

NOT Have you ~~yet~~ cleaned your teeth?

- 6 Work in pairs. Take it in turns to interview another Top Talent Show winner. Talk about the activities in Exercise 4.

A Hi Corey.

B Hi.

A Have you been on a chat show yet?

B Yes, I have. In fact, I've already been on three chat shows. It was fun.

- 7 Work in pairs. Talk about what you have or haven't done today.

have breakfast

have lunch

send a text message to a friend

speak to my best friend

use a computer

A I haven't sent a text message yet.

B I have. I've already sent texts to 15 friends.

A Amazing!

Soundbite

/θ/ /ð/

- A **1.35** Listen and circle the /θ/ sounds and underline the /ð/ sounds.

- I bought three new things on Thursday.
- I think that's a silly idea, Ruth.
- This is my brother, Theo.
- Friday the thirteenth is the worst day ever!
- Thanks for helping with my Maths homework.
- There are thirty-three students in our class.

- B **1.35** Listen again and repeat.

4B A typical teen

Grammar

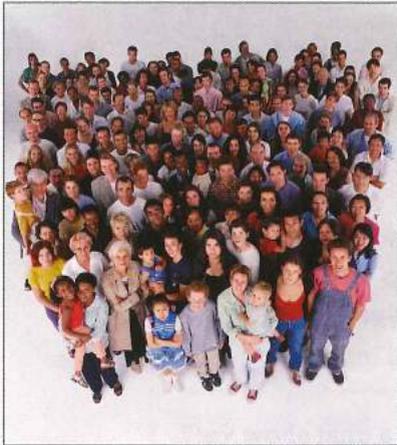
indefinite pronouns
too / too much / too many /
(not) enough **R**

Functions

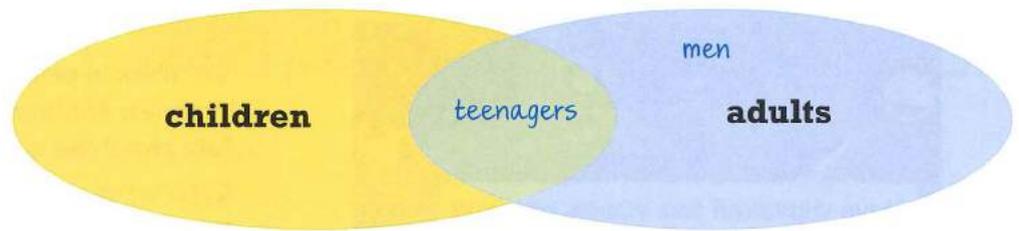
giving opinions

Vocabulary • People

- 1 We often need to talk about people in general. Add these words and expressions to the word maps.



teenagers men middle-aged people boys young people kids
old people students girls babies toddlers women



Presentation

- 2 **Warm up** Look at the photo on page 43 and try to answer the questions.

What is the relationship between the people? How old are they?

- 3 **1.36** Listen and read the web page. Do the teens think these things are positive (P) or negative (N)?

having a laugh P not enough money family tells me off freedom
arguments with parents pressure chilling out nowhere to go
not paying bills being treated like a child stress

- 4 **Underline** the opinions in the web page on page 43 and make a note of them.

Tigerboy ...
He likes having a laugh.
He doesn't have enough money.
Everybody tells him off.

- 5 **Work in pairs.** Which teenagers do you agree/disagree with?

A I agree with tigerboy. My parents always tell me off.
B I don't agree with chikita. There are lots of things for teenagers to do in our town.

- 6 **Read Language focus.** Find and underline other examples in the web page.

Language focus

- **Nothing** is easy.
- **Everybody** tells me off.
- I can't do **anything** right.
- Do **something!**
- There's **nowhere** to go.
- Not **everything** is bad.

Indefinite pronouns

1 Look at the table and complete the cartoons with an appropriate indefinite pronoun.

somewhere anything everything anywhere



Where does a gorilla sit?
..... it wants!



What time is it if you find an elephant in your bed? Time to sleep else!



What do you get if you cross a parrot with an elephant?
An animal that tells you it remembers.



Why did Robin Hood only rob the rich?
Because the poor didn't have to steal!

	people	things	places
some	somebody someone	something	somewhere
any	anybody anyone	anything	anywhere
every	everybody everyone	everything	everywhere
no	nobody no one	nothing	nowhere

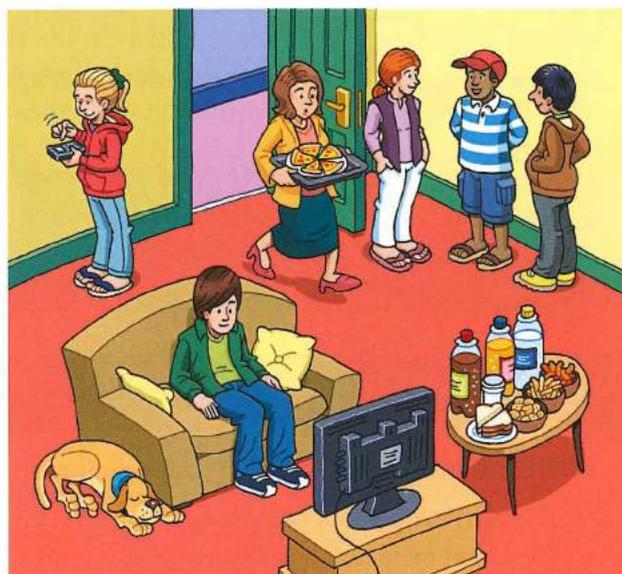
We usually use *anybody* etc. in questions. But you can use *something* in questions to offer or request things.

Is **anybody** going to the party?

Would you like **something** to drink?

2 Look at the picture. Are the sentences true (T) or false (F)?

- Everybody is wearing trainers. **F**
- There isn't anything to eat.
- Nobody is eating.
- Somebody is wearing a hat.
- There is nowhere to put the tray of pizzas.
- There is nothing to drink.
- Everybody is dancing.
- Somebody is watching TV.
- There is a dog somewhere in the room.
- Nobody is texting.



3  Complete the sentences for you.

Something I like wearing is ...

Somewhere I like hanging out is ...

Somewhere beautiful in my country is ...

Somebody I admire is ...

4  Work in pairs. Talk about your answers.

A Something I like wearing is this watch.

B Why do you like wearing it?

A It was a birthday present from my parents, and I think it's cool.



too / too much / too many / (not) enough

5 Complete the comments page with *too*, *too much*, *too many*, or *(not) enough*.



Have you got anything to complain about? Tell us now.



There isn't ¹ enough for teenagers to do in my town. *Panos*



There's ² _____ homework to do in my year. *Maxine*



I've never got ³ _____ money. *Luka*



The cafés in my town are ⁴ _____ expensive. *Lilly*



I haven't got ⁵ _____ free time. *Matt*



My parents are ⁶ _____ strict. *Amy*



We have to study ⁷ _____ subjects. *Ellis*

6  Work in groups. What do you want to complain about? Talk about ideas from Exercise 5. Or think of other ideas.

A There's too much traffic on the streets.

B I agree. It's dangerous on my bike.

 Language check page 129

Multi-word verbs

Multi-word verbs combine prepositions with common verbs. These are all verb + up:

wake up, get up, stand up, tidy up, hurry up

Here are some more:



She's put up a poster.



My little brother has really grown up!



We have given up chocolate for charity.



We've dressed up for the parade.

7 Work in pairs. Take turns to ask and answer the questions.

- 1 What posters have you put up in your bedroom?
- 2 How often do you tidy up your bedroom?
- 3 Have you ever given something up?
- 4 Who washes up in your family?
- 5 What do you want to do when you grow up?
- 6 Have you ever dressed up in a fancy-dress costume?

Reading

1 Match the words with the definitions.

- | | |
|-------------|--|
| 1 advert | a to increase to cover a larger area |
| 2 display | b a collection of objects in a shop window for people to look at |
| 3 resources | c materials that we use to make things |
| 4 to spread | d to stop yourself from doing something that you want to do |
| 5 to resist | e picture, film, song or word that helps sell a product |

**BUY
NOTHING
DAY**



**SHOP
LESS**

**LIVE
MORE**

www.BUYNOTHINGDAY.co.uk

Have you ever bought something that you didn't really need? It looked nice in the shop. There was an advert. You wanted it. All your friends had one. There are lots of excuses!

We throw away millions of mobile phones and computers every year. They aren't broken, we just want the latest model. But buying too much is bad for the environment because it creates pollution and uses up the world's resources. It is also expensive. It is better to buy less, and recycle or repair the things that we already have.

Could you survive a whole day without buying anything? Well, on the last Friday in November people around the world celebrate 'International Buy Nothing Day'. They buy absolutely nothing for 24 hours!

A Canadian artist called Ted Dave created the day in 1992. And the idea has spread around the world since

then, and gets bigger every year. Nowadays, people in over 60 countries hold 'BND' protests including the UK, Austria, Germany, New Zealand and Japan.

You can celebrate Buy Nothing Day in different ways. You can organise fun activities such as silly protests in shopping centres with balloons, dancing, singing and music. Some protesters dress up in zombie costumes, or set up a market stall where they swap the things they don't want.

Not everyone likes Buy Nothing Day. Some TV channels refuse to advertise it and some people say that the protesters just buy more things the next day. Other people say that factories and shops give people jobs, or that BND is just a protest for people with too much money, because poor people only buy a few things. What do you think? Does Buy Nothing Day encourage us to produce less waste and think about what we buy?

2 Read the article on page 46 and answer the questions. Then compare your answers with a partner.

- 1 What is wrong with buying things you don't need?
- 2 When is 'Buy Nothing Day'?
- 3 Who started it and when did they start it?
- 4 What do people do on BND?
- 5 What are some of the criticisms of BND?
- 6 What do you think about BND?

Listening and speaking

3 **1.38** Read the questionnaire. Copy the questions into your exercise book. Then listen to the three people and make notes of their answers.

Study skills

wh- questions

Questions starting *When ...?*
Who ...? What ...?
Where ...? ask for specific information. Read the article carefully and underline the information before you write your answer.

	Person 1	Person 2	Person 3
What have you just bought?			
Do you need it/them?			
How many do you already have?			
How long will you use it/them?			
What will you do when you don't want it/them any more?			
Is it / are they made of recyclable materials?			



Were you born to shop? Or do you think twice before you spend your money?

Think about something you bought last week (e.g. clothes, jewellery, games, gadgets) and answer the questions.

4 Work in groups. Ask and answer the questions from Exercise 3.

Writing

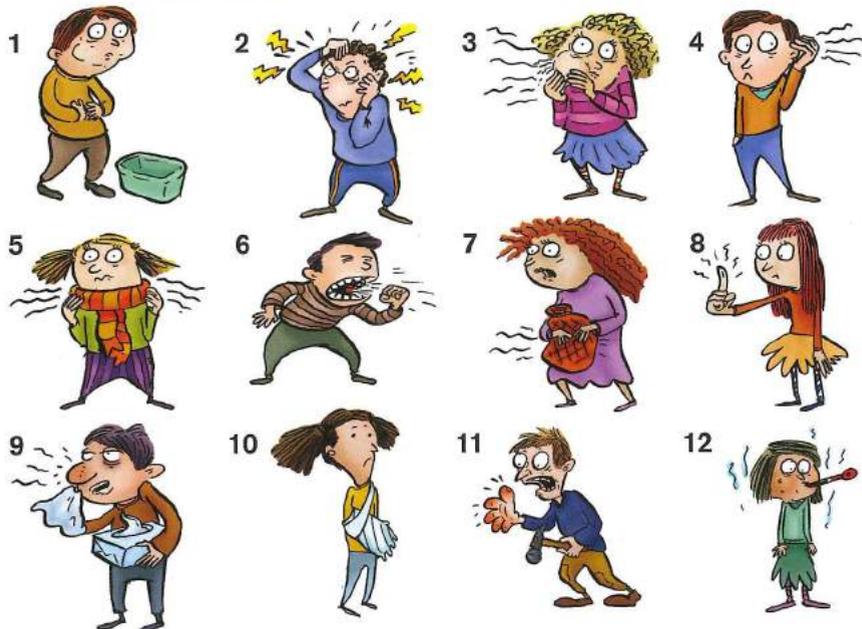
5 Write two paragraphs: one for and one against Buy Nothing Day.

Useful expressions

I think ... In my opinion ... I don't believe ... I'm not sure ...
because/or/so/too a good/bad idea

Vocabulary • Illness and injuries

1 **2.02** Match the people with the pictures. Then listen and check.



Kira has got stomach ache.
 Chloe has broken her arm.
 Ajay has got a cold.
 Lucy has cut her finger.
 Anna has got a sore throat.
 Ivan has got a cough.
 Liam has got a headache.
 Joel has got earache.
 Alina has got toothache.
 Dave feels sick.
 Hugo has hurt his hand.
 Mia has got a temperature.

7

2 Work in pairs. Choose five people from Exercise 1. Write what they should/shouldn't do. Use the words in the box to help you.

go to the doctor's go to the dentist's go to the hospital take a tablet
 lie down drink lots of water not eat anything not go to school

Kira shouldn't eat anything. She should go to the doctor's.

Presentation

3 **2.03** Read and listen to the webzine on page 49. Match the names (diamondlife, PinkPink, neon) with the advice.

- | | |
|---|------------------------------------|
| 1 You should still go to school. neon | 4 You should talk to your parents. |
| 2 You shouldn't spend so long texting your friends. | 5 You should take breaks. |
| 3 You should do some exercise. | 6 You should ignore him. |

4 Read *Language focus*. Underline other examples of *if* sentences in the webzine.

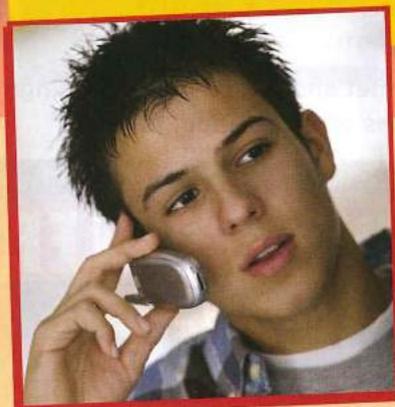
Language focus

- If you **break** a leg, you **go** to a hospital.
- If you **want** the answer to a question, **write** to us today.
- If you **talk** to your friends on the phone, you'll **get** better soon!

2.03

Don't worry, be happy!

If you break a leg, you go to a hospital. If you have a toothache, you go to the dentist. It's obvious. But where do you go if you just want some friendly advice? If you want the answer to a question, write to us today! Get advice from the Web Doctor.



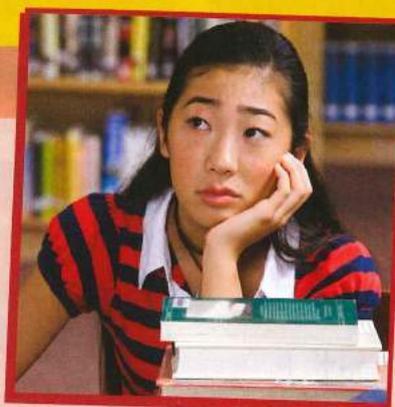
Dear Web Doctor

I'm getting a pain in my right thumb. It really hurts! But I don't do weightlifting or anything like that. I just send hundreds of texts! *diamondlife*

Dear diamondlife

You've got texting thumb! First, you should try to use both thumbs. Secondly, you shouldn't write very long messages. And if you talk to your friends on the phone, you'll get better soon!

The Web Doctor



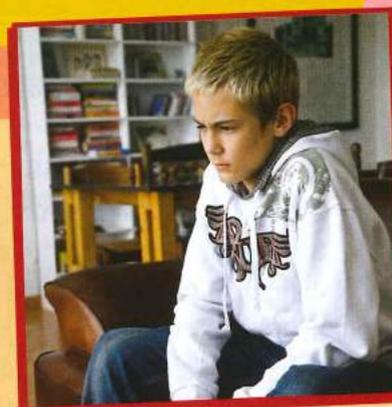
Dear Web Doctor

I have some important exams next month and I'm really worried. I can't sleep at night and then I feel tired and I can't concentrate. I'm so stressed out. What should I do? *PinkPink*

Dear PinkPink

Nobody likes exams, but we all have to take them! You should plan your work and only revise at fixed times. If you do some exercise, you'll think more clearly. And if you listen to some relaxing music, you'll sleep better.

The Web Doctor



Dear Web Doctor

There's a new boy in my class and he calls me horrible names. I'm feeling down and I don't want to go to school. I haven't talked to anyone about this. *neon*

Dear neon

Firstly – it's not your fault! And please don't stop going to school. I think the new boy is a bully. If you talk to your parents and teachers, they will take action. Remember – if you ignore him, he'll get bored. Maybe then he will leave you alone.

The Web Doctor

Your Space Giving advice

5 Work in pairs. Give advice to these people.

- 1 **Alexis** My parents don't let me go out with my friends.
- 2 **Miguel** I can't get up in the morning.
- 3 **Zoe** My six-year-old sister takes my things and never asks my permission.
- 4 **Ana** My best friend and I have had an argument. We aren't talking.
- 5 **William** My parents won't let me play computer games.

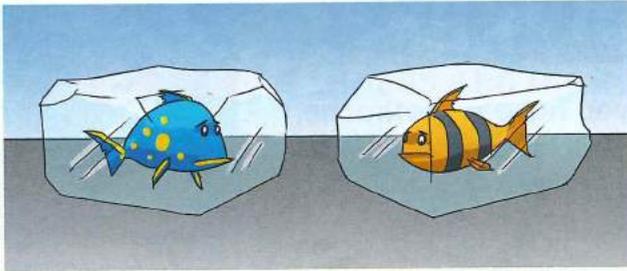
Useful phrases:

If you ..., you will... Why don't you ...? You should ...

Chat zone

I'm so stressed out
I'm feeling down
It's not your fault!

Zero conditional



1 Match the beginnings of the sentences with the endings.

- 1 If you heat water to 100°C, f
- 2 If you go out in the sun,
- 3 If a plane flies faster than sound,
- 4 If astronauts spend time in the Skylab,
- 5 If there's no oxygen,
- 6 If you multiply any number by zero,

- a the answer is zero.
- b things can't burn.
- c there is a loud noise.
- d your body produces vitamin D.
- e they get taller.
- f it boils.

2 Work in pairs. Discuss the questions.

Science Mysteries!

What do you think?

- 1 What do you get if you mix red and blue?
- 2 If you travel away from the Sun, what is the next planet you get to?
- 3 On the moon, if you drop a kilo of feathers and a kilo of chocolate, which one lands first?
- 4 If you don't breathe while you're eating, how does food taste?
- 5 If you make a noise under water, does it travel slower than through the air?

A If you mix red and blue, you get black.
B I don't agree. If you mix red and blue, you get purple.

- Use the zero conditional to talk about results of facts.
if + present simple + present simple
If the temperature goes down to 0°C, water freezes.
- Use the zero conditional for imperatives.
If you want to print a document, press 'P'!

3 Look at the leaflet and match the beginnings of the sentences with the endings.

EARTHQUAKE ALERT

If there is an earthquake ...

- 1 If you are indoors,
- 2 If you are outdoors,
- 3 If there is a lift,
- 4 If you are in a car,
- 5 If you smell gas after the quake,
- 6 If it's dark after the quake,
- 7 If the quake stops,

- a leave the building because there might be an explosion.
- b don't use it, use the stairs.
- c stay where you are because the car protects you.
- d stay there and hide under a table.
- e don't move for a few minutes because there can be aftershocks.
- f don't turn on light switches.
- g move away from buildings to an open area.

4 Write advice for these situations.

- 1 If you visit my capital city, ...
- 2 If you have an important test tomorrow, ...
- 3 If you want to get fit, ...

5 Work in groups. Compare your advice. Decide on the best ideas.

(R) First conditional



If it's sunny tomorrow, we'll have a picnic.

- Use the first conditional to talk about possible future events.

If + present simple + will

If you **study** hard, you **will pass** the test.

6 Write first conditional sentences.

- If / Julia invite me / I go to her party
If Julia invites me, I'll go to her party.
- If / it not rain / we play tennis
- If / you read this book / you love it
- If / I save enough money / I buy some new speakers
- If / you not leave now / you miss the bus
- If / Jake buy a new mp3 player / he give me his old one



Get it right!

Use **will** in the result, NOT in the condition part.

If I have time, I **will watch** that DVD.

NOT If I ~~will have~~ time, I ~~will watch~~ that DVD.

7 Complete the sentences for you.

- I will feel sad if ...
- If I go away on holiday this summer, ...
- If I stay up very late tonight, ...
- I will feel very happy if ...
- Our teacher won't be happy if ...
- If I don't get up tomorrow morning, ...

8 Work in pairs. Compare your sentences.

9 2.04 Match the problems with the advice. Then listen and check.

- I can't get up in the morning. c
- I haven't got enough money.
- My brother eats all my chocolate.
- My best friend isn't talking to me.
- I want to be a vet.
- I don't understand science.

- Why don't you read some books about animals?
- You should offer him some but tell him it's yours.
- If you go to bed early, you'll have more energy.
- Why don't you save your pocket money?
- If you talk to your friend, you'll find out the problem.
- You should ask your teacher more questions.

10 Write a piece of advice for each problem.

11 Work in groups. Choose a problem from Exercise 9 and ask for advice. Decide on the best advice.

A I can't get up in the morning.

B If you go to bed early, you won't be so tired.

C Why don't you do more exercise?

Soundbite

/w/ /v/

A 2.05 Complete the words with w or v. Then listen and check.

A ...here ...ill you go if it's nice at the ...eekend?

B ...e'll go for a ...alk along the ri...er. Then ...e'll dri...e to some pretty ...illages.

A ...hat if the ...eather's ...et and ...indy?

B ...e'll ...isit some relati...es who li...e by the sea. Or ...e'll stay at home and ...atch T...!

B Work in pairs. Act out the conversation.

5B People who bully ...

Grammar

relative pronouns

Functions

defining and explaining •
joining information

Vocabulary • Behaviour

1 Work in pairs. Do the expressions describe positive (P) or negative (N) behaviour?

- | | |
|--|--|
| 1 a tell lies <input type="checkbox"/> N | b tell jokes <input type="checkbox"/> P |
| 2 a get on with someone <input type="checkbox"/> | b fight someone <input type="checkbox"/> |
| 3 a laugh at someone <input type="checkbox"/> | b have a laugh together <input type="checkbox"/> |
| 4 a hurt someone <input type="checkbox"/> | b help someone <input type="checkbox"/> |
| 5 a look after things <input type="checkbox"/> | b damage things <input type="checkbox"/> |
| 6 a be kind to someone <input type="checkbox"/> | b be nasty to someone <input type="checkbox"/> |

Presentation

2 **Warm up** Read the introduction to the article on page 53. What are some examples of bullying?

3 Read the article and answer the questions.

- 1 Where does a lot of bullying happen?
- 2 Which footballer was bullied at school?
- 3 What did bullies do to Taylor Swift?
- 4 Why do people bully?
- 5 What advice does the writer give to victims of bullying?

4 Read *Language focus*. Underline sentences with *where*, *which*, *who* and *that* in the article.

5 Study the examples in *Language focus* and complete the rules with *where*, *who* or *which*.

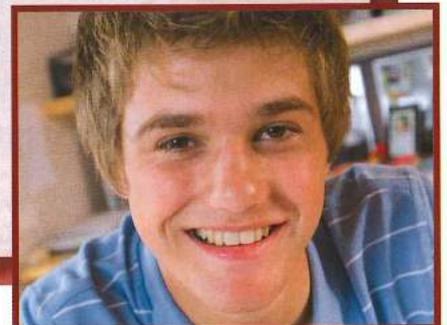
- Use or *that* with people.
- Use or *that* with things.
- Use with places.

6  2.06 Circle the correct words. Then listen and check.

Language focus

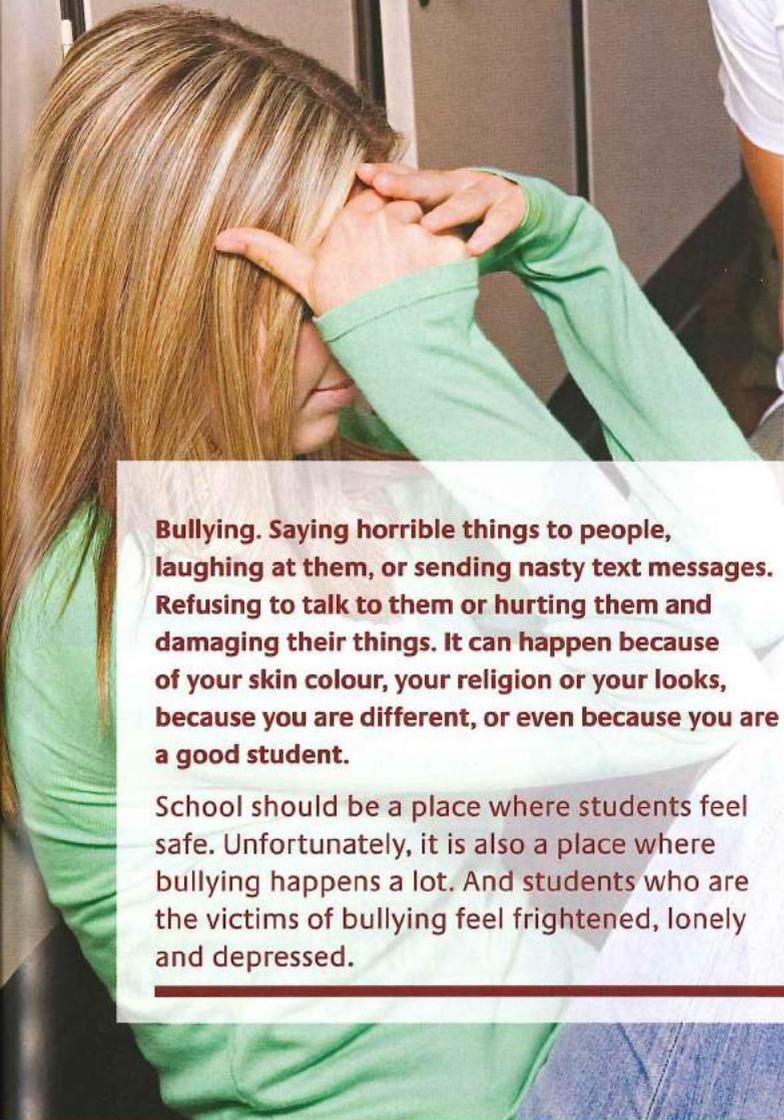
- School should be a place **where** students feel safe.
- People **who** bully do it for different reasons.
- Most schools have lessons **which** help students talk about bullying.
- There are also internet sites and helplines **that** give advice.

We moved to a new town last year and I had to go to a new school, ¹ **where** / **which** I liked. I made new friends ² **who** / **which** were really nice. But there was a boy ³ **who** / **which** didn't like me. He waited for me in the park ⁴ **which** / **where** we hung out together. He said horrible things ⁵ **who** / **which** weren't true. It was an experience ⁶ **where** / **which** made me very unhappy. But I told my teachers, ⁷ **where** / **who** stopped the bullying. Now the boy has apologised to me.



Bullying

-it's NOT OK



Bullying. Saying horrible things to people, laughing at them, or sending nasty text messages. Refusing to talk to them or hurting them and damaging their things. It can happen because of your skin colour, your religion or your looks, because you are different, or even because you are a good student.

School should be a place where students feel safe. Unfortunately, it is also a place where bullying happens a lot. And students who are the victims of bullying feel frightened, lonely and depressed.

There are many famous people that were victims of bullying at school. Would you believe that bullying was a problem for David Beckham? The American singer Taylor Swift was also a victim of bullying and wrote a song about it. In the school canteen the bullies refused to eat with her. But when she became famous the girls who bullied her wanted her autograph!

People who bully do it for different reasons. They might want to look big or impress their friends, they might have personal problems, they might not know it is wrong. But that doesn't make bullying right, of course.

If you are the victim of bullying, or a friend of a victim, don't try to fight back on your own. You can talk to a teacher who you know, or tell your parents. And don't answer nasty text messages. You can report rude comments on social networking sites to internet providers and phone companies can block callers, and most schools have lessons which help students talk about bullying. There are also internet sites and helplines that give advice. So you are not alone!

Your Space Talking about life

7 Complete the sentences for you.

- A place where I feel happy is ...
- A person who I admire is ...
- A singer who I like is ...
- A thing which I carry with me is ...
- A gadget which I want to buy is ...

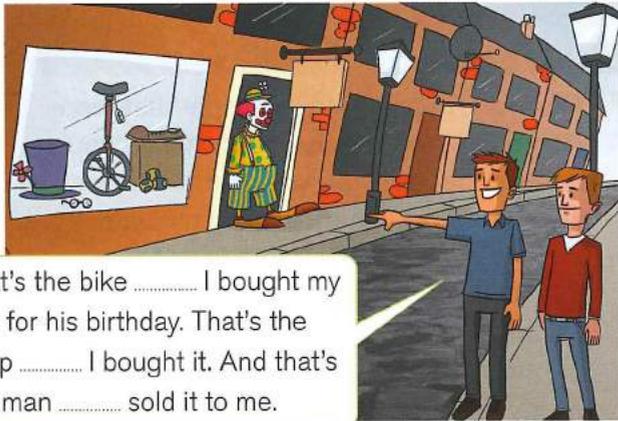
8 Work in pairs. Compare your answers. Explain your reasons.

A place where I feel happy is my bedroom. All my things are there, and I listen to music. And I sleep, of course!

Relative pronouns

1 Read the rules and complete the cartoon with the words in the box.

where who which



That's the bike I bought my son for his birthday. That's the shop I bought it. And that's the man sold it to me.

Use a defining relative clause to say exactly which person, place or thing you mean.

		Pronoun	
People	Ben is the boy	who / that	made the school website.
Things	This is the photo	which / that	I took yesterday.
Places	The city	where	I was born is beautiful.

2 Circle the correct relative pronoun.

- Where are the CDs *who* / *which* were on the bookcase?
- I think it's going to rain. Do you have an umbrella *that* / *where* I can take with me?
- I don't like the painting *which* / *who* my parents bought last week.
- I've already met the boy *who* / *where* is sitting next to Jason.
- James found the book *who* / *that* you left here.
- I've seen a spaceship *where* / *which* has flown to the moon.
- I got a text message from the girl *where* / *that* I met in Rome.
- This is the only bag *that* / *where* I want to take on the plane.

3 2.07 Complete the problems with *which*, *who* or *where*. Then listen and check.

- I've got a kid brother who always hangs out with me and my friends. He's so annoying.
- I wanted an electric guitar for my birthday. But my parents bought me one isn't very good.
- I hate going shopping with my mum. She takes me to shops she buys her clothes.
- The town I live in is so boring. There's nowhere to hang out.
- My friend is a person just wants to have fun. How do I tell her I think studying is important?
- I failed an exam was really important for my future. My parents are angry.

4 ✍️ Work in pairs. Write a piece of advice to each person in Exercise 3.

1 Perhaps your brother wants to spend some time with you. Do something that he likes. Why not go to the park with him and play football?

5  Write ten sentences about you, your friends and family using these words.

I my dad my best friend
my mum my uncle my aunt
my brother my sister

people houses food films books
computer games sports music
paintings cars holidays school trips

funny unfriendly exciting boring
relaxing serious easy difficult
noisy quiet traditional modern
old new hot cold spicy
frightening friendly dangerous

I like people who are funny.
My dad likes food which is spicy.
My best friend loves sports which are
frightening.

6  Work in groups. Play the Definitions Game. Follow the instructions.

THE DEFINITIONS GAME

- Choose a person, a thing, or a place.
- Write a definition of the word (but don't say the word).
- Take it in turns to read your definitions.
- The first student to guess the word wins a point.

- A It's a person who works in a garage.
B It's a mechanic.
- B It's a place where you can see lots of animals.
C Is it a zoo?
- C It's a book which has lots of definitions.
D A dictionary.

Word chunks

Some groups of words are used every day in conversation. They are called *chunks*.

7 **Underline these chunks in the conversation.**

I don't know I think it's you have to
do you want a lot of and it was
I don't think do you know

Jacob What do you want to do this evening?

Carla I don't know.

Jacob Well, there are a lot of good films on at the cinema.

Carla Do you know which ones?

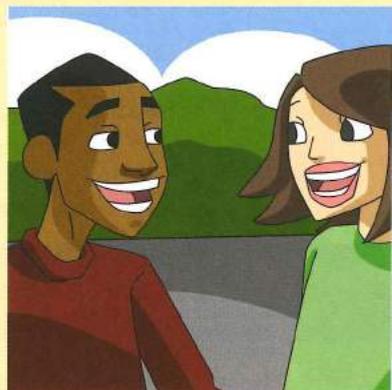
Jacob Um, there's the new James Bond film. I think it's on at the Odeon.

Carla I don't think I've ever seen a James Bond film!

Jacob You're joking! I love them. I saw the last one three times and it was really good. But we can choose a different film if you prefer.

Carla No, that's fine. When shall we meet?

Jacob The film starts at six, so you have to be at the cinema at quarter to six.



8 **Complete the sentences with these words.**

have lot ~~think~~ know want was you don't

- 1 **Sara** What's the time?
Eren I think it's five o'clock.
- 2 We're late. I think we're going to get there on time.
- 3 There are a of problems on this website.
- 4 Listen class, you to study hard this year.
- 5 **Dad** Where are my trainers?
Mum I'm sorry, I don't
- 6 I had a tuna sandwich for lunch and it delicious.
- 7 **Chris** Do know why the bus has stopped?
Tony No idea!
- 8 Who do you to invite to your party?

Reading and speaking

1 Warm up Work in groups. Discuss the things that we need to live. Are these things essential (E) or non-essential (NE)?

- water newspapers shoes a home paper and pens TV
 food family jewellery radio books toys electricity
 music mobile phones love make-up medicine respect
 vaccinations clothes education dance games computers

2 Read the article and complete the headings with these words.

water education health a home food

DIFFERENT LIVES – SAME RIGHTS!

There are millions of children and teenagers in the world. And each one has rights – it doesn't matter who they are, what sex they are, where they live or what they believe in. There is a special agreement between almost every country in the world called the United Nations Convention on the Rights of the Child, which promises these rights to the world's young people.

The right to ...

Water

Millions of people don't have clean water or they have to walk a long way to get it. Water is essential to life and everyone should have safe water near their home.

There are all sorts of homes – houses, flats, tents. Having a home is a right, and it should be a place where every young person feels safe, protected and comfortable.

Without food we would die. But unfortunately many people are starving. Everyone should have enough to eat so they can develop properly.



PROTECTION

Everyone needs a person who loves and cares for them and gives them a family life. Young people need someone to give them food, buy them clothes and love them.

AN IDENTITY

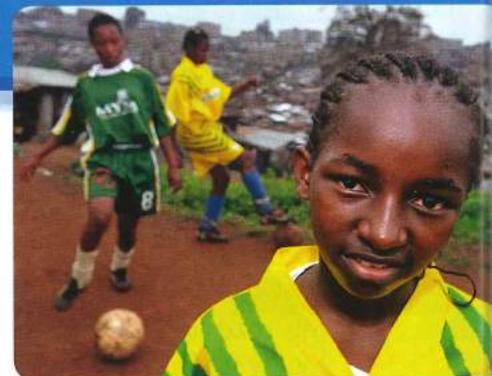
We all have the right to a name and nationality. We should also be free to say what we believe, get information freely and learn about our culture.

People around the world die because they haven't got medicine or vaccinations. Everybody should have access to doctors and hospitals. And if a child is disabled, adults should help them to achieve as much as possible.

A basic right for young people is the chance to go to school. It's not fair that some young people don't get an education and have a good future life.

A CHILDHOOD

Millions of 5 to 14 year-olds work long hours. It is wrong that they don't have a childhood and can't play. This is an important part of growing up.



3 Work in pairs. Read the article again and discuss the questions.

- Why is water important? What do we use it for?
- What happens if we don't get enough to eat?
- Who gave you your name? Why is it important to have a name?
- How does school help you to prepare for the future?
- What sort of work is it OK for a teenager to do in your country?

Listening and writing

4  **2.09** Listen and choose the best sentence (A or B) about each person.



- 1** **A** Nadine stopped going to school when she was 11. She has to work at home but her brothers go to school.
B Nadine goes to school and she is learning to read and write. She plays outside a lot with her friends.



- 2** **A** Paulo doesn't go to school. He lives on the street and sells ice cream. He would like to go to school and have a family.
B Paulo doesn't go to school. He works on a rubbish dump. He has a family and a nice home.



- 3** **A** Anita can't walk or play outside. She wants to be a teacher but she doesn't like studying.
B Anita had polio. She couldn't walk. She had an operation. Now she can walk and she goes to school. She wants to be a doctor.

5 Work in pairs. What do you think should change in these young people's lives?

Nadine should go to school. She shouldn't have different opportunities from her brothers. She shouldn't have to work so hard at home.

6 Write about four things you like about your life. Explain your reasons. Choose from:

family home free-time activities school friends home town possessions

I love my family. My mum and dad are great fun. My dad's jokes are terrible and my mum makes me tidy my room but I don't mind! I've got an older brother and we play football.

Study skills

Be prepared

Before you listen, read the questions because they give you information. For example, you know Nadine will talk about school, her family and work or play.

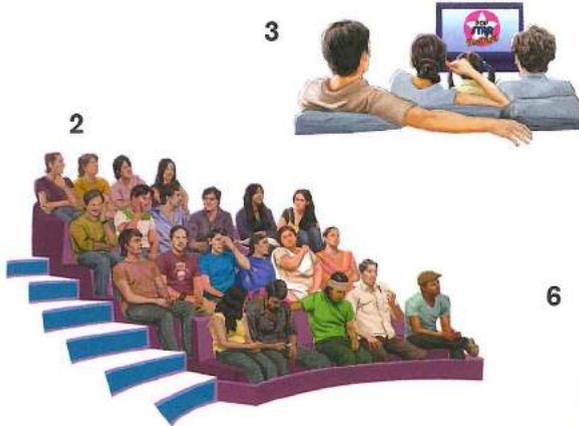
Grammar

reported speech – statements • say / tell

Functions

giving opinions • reporting

Vocabulary • Talent show

1 **2.13** Match the words with the pictures. Then listen and check.viewers judges finalists presenter
winner audience contestants 

Presentation

2 **Warm up** Work in pairs. Discuss the questions.Do you ever watch talent shows on TV? Why? / Why not?
Which performers have become famous from these programmes?3 **2.14** Listen and read the interview on page 59. Then answer the questions.

- 1 Where did Sophie interview the finalists?
- 2 What does Jasmine like about the competition?
- 3 Who does Theo get a lot of support from?
- 4 Why do you think this is Reuben's last chance to become famous?
- 5 Why does Lisa like Jasmine?
- 6 Who decides the result of the final?

4 Read *Language focus*. Find the sentences in the text on page 59.

5 Match the statements with the people.

Jasmine Theo Lisa Max Reuben

- 1 I'm having a fantastic time. *Jasmine*
- 2 The result doesn't depend on me.
- 3 I talk to my parents every day and they give me a lot of support.
- 4 I'm a great fan of Jasmine because she always gives 110 per cent.
- 5 I'm not going to waste it.

Language focus

- Theo **said** he **was** very nervous.
- She **told me** she **loved** everything about the show.
- He **said that** he **was working** very hard.
- Max Callow **told me that** he **was** really looking forward to Saturday.

2.14

Pop Star

the final



Lisa



Max

On Saturday, 20 million viewers will watch the final of this year's Pop Star competition. Sixteen contestants took part in the first round of Pop Star but now there are only three left! And soon we will know the name of the winner. Sophie Devine met the three finalists at a secret location outside London. They told her about their hopes – and their fears.

First of all, I spoke to 22-year-old Jasmine. She told me she loved everything about the show. She said she liked being with the other contestants and she enjoyed learning new dances. She said she was living her dream. Jasmine told me that she was having a fantastic time.

Then I chatted with Theo. This shy and polite 16-year-old student is the favourite to win. Theo said he was very nervous. He told me he talked



Reuben



Jasmine



Theo

to his parents every day and they gave him a lot of support. Theo said that he was going to give the best performance of his life.

Finally, I spoke to 28-year-old Reuben. He said that he was working very hard. He said he got up at five o'clock every morning and then rehearsed all day. He told me that this was his last opportunity to become famous. He wasn't going to waste it!

I also met two of the judges. What were their thoughts about this year's finalists?

Lisa Lux said they had three great singers this year. Lisa said she was a great fan of Jasmine because she always gave 110 per cent. She told me that Jasmine had a lot of talent and ambition.

Max Callow told me that he was really looking forward to Saturday. He told me that he wasn't being rude but he didn't think Theo had a chance. But he said the result didn't depend on him. The viewers had the final vote!

Watch the Pop Star final on Saturday, and don't forget to call and vote!

Your Space Giving opinions

- 6 **2.15** Listen to Reuben, Jasmine and Theo and decide who should win the Pop Star final.
- 7 Work in groups. Discuss the performances and decide on a winner.
- A I think Reuben should win. He's got the best voice.
 B I don't agree. I think Jasmine should win because ...
 C No, I think ...

Reported speech – statements

1 Look at the rules and the table. Then complete the sentences.

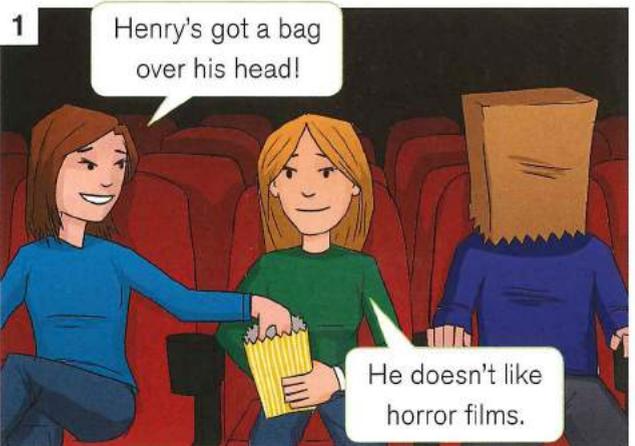
- We often use *that* in reported speech. But you can omit it.

I've got a headache → *He said (that) he had a headache.*

Direct speech	Reported speech
Present simple	Past simple
Molly said, 'I drink coffee.'	Molly said that she drank coffee.
am/are/is	was/were
Dan said, 'I m cheerful.'	Dan said that he was cheerful.
has/have got	had
Sarah said, 'I ve got a sore throat.'	Sarah said that she had a sore throat.
Present continuous	Past continuous
Harry said, 'Dad is working.'	Harry said that Dad was working.
am/are/is going to	was/were going to
Chris said, 'I m going to watch a film.'	Chris said that he was going to watch a film.

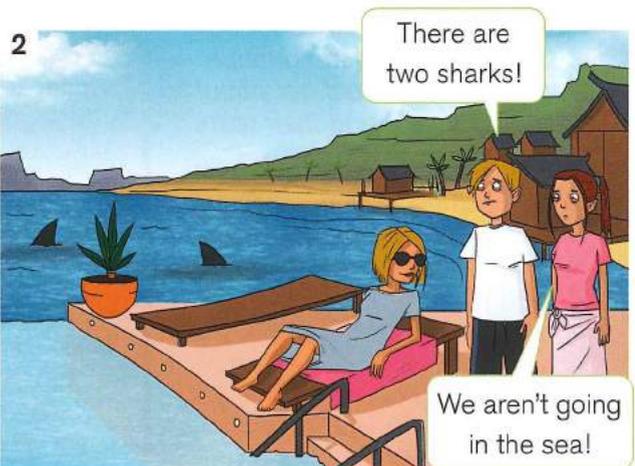
- These are common pronoun and possessive adjective changes.

I	→	he/she	we	→	they
my	→	his/her	our	→	their
me	→	him/her	us	→	them



Lisa said that Henry a bag over his head.

Melanie said that he horror films.



Leo said there two sharks in the sea!

Rosie said they in the sea.

2 Report what the friends said.

- | | | | | | |
|---|----------------------------------|-------------------------------|---|---------------------------------------|--------------------------|
| 1 | Lukas has a new mobile phone. | Elizabeth said that Lukas ... | 4 | I've got three guitars! | Matthew said that he ... |
| 2 | We're going to the cinema. | Stephen said that they ... | 5 | I'm going to visit my gran on Sunday. | Simon said that he ... |
| 3 | Olivia sits next to me in class. | Jade said that Olivia ... | 6 | I'm very hungry. | Nicola said that she ... |

3 2.16 Listen and report what Ben and Maria say.

Ben said that he felt tired.

- 4 Work in pairs. Tell your partner four things about you. Then report your partner's sentences to the class.

I play ... I don't play ...

I listen to ... I like ...

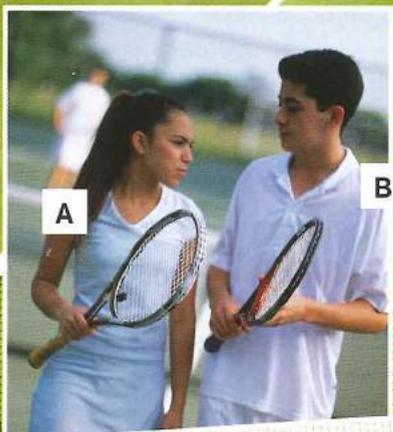
I don't listen to ... I don't like ...

Juan said that he liked chocolate ice cream.

- 5 2.17 Listen and match the statements with the people.

THE BRIGHTEST STARS IN TENNIS

This week I meet the new tennis sensation, brother and sister Jonas and Justine!



- "We train every day for seven hours." A
- "Playing tennis isn't always exciting!"
- "I also go running and work out in the gym."
- "We have got lots of titles and prizes."
- "We are brother and sister and best friends, too."
- "We argue sometimes!"
- "We get on very well."
- "We don't go out very much because we don't have time."
- "We are both studying for our school exams."

- 6 Report the quotes in Exercise 5.
Justine said they trained every day for seven hours.
- 7 Imagine you are a famous person, for example a pop star, film star or sportsperson. Answer these questions.
- What do you do?
 - Where are you from?
 - How old are you?
 - What's your daily routine?
 - What are your future plans?
 - What do you like about your job?
 - What don't you like?
- 8 Work in pairs. Use the questions and answers from Exercise 7. Take turns to interview each other. Take notes from the interview.



Get it right!

Reporting verbs: say/tell

- When you want to mention who the listener is, use *tell* + name/pronoun.

Pete **told me** that he liked Robert Pattinson.
NOT ~~Pete said me that he liked Robert Pattinson.~~

- Use *say* when you don't mention the listener.
She **said** she was going home.

- 9 Write a news report about the interview in Exercise 8.

Ricardo is a famous football player. He's from Barcelona. He told me that he played for Real Madrid ...

Soundbite

/u:/ /ʊ/

- A 2.18 Listen and repeat.

- do food blue crew movie
- put good look hood should

- B 2.19 Listen and decide if each word sounds like group 1 or 2 in Exercise A.

- cook 2 choose pull book
hood drew sugar pool

Grammar

reported speech – modals,
yes/no questions

Functions

talking about films • reporting

Vocabulary • Making a film

- 1 **2.20** Match the beginnings of the sentences with the endings. Then listen and check.

1 The director	writes the script (the dialogue and action).
2 The camera operator	creates the clothes the actors wear.
3 The props	performs actions that are dangerous or difficult.
4 The costume designer	changes the physical appearance of the actors.
5 The extras	films the action on a camera.
6 The sound recordist	raises the money for the film.
7 The scriptwriter	appear in the film, but they don't speak.
8 The stunt artist	records the dialogue and other sounds.
9 The make-up artist	are things that actors use and you see in the film.
10 The producer	interprets the script and directs the actors.

Presentation

- 2 **Warm up** Work in pairs. Read and answer the questions in the webzine introduction on page 63.

- 3 **2.21** Listen and read the interview and article. Then answer the questions.

- 1 What is Lauren doing in the film?
- 2 Where has she got the film equipment from?
- 3 Why doesn't she want to be a professional director?
- 4 What does Lauren want to do in the future?
- 5 What kind of film is she making?
- 6 Why did she call her film *What am I doing here?*

- 4 Read *Language focus*. Then underline the other reported questions in the webzine.

- 5 **2.21** Listen to the interview again and underline Nathan's direct questions.

- 6 Write Nathan's questions. Put the words in the correct order.

- 1 she filmed / I asked if / at the weekend
I asked if she filmed at the weekend.
- 2 it was easy / to make a film / I asked if
- 3 I asked if / after school / Lauren worked
- 4 her main actor was / I asked if / in her class at school
- 5 very stressed / she was feeling / I asked if
- 6 she wanted / I asked if / to go to Hollywood

Language focus

- I asked if it was expensive to make a film.
- I asked Lauren if she acted in the film.

- A** Have you ever wanted to make a film?
 Have you ever dreamed of going to Hollywood?
 Do you want to be an actor?
 Would you like to make a film?
 Then check out student Lauren Chapman.
 She and her friends are making their dreams come true!

B

- Nathan** It's great to meet you, Lauren. Are you the director of the film?
- Lauren** Yes, I am. I'm the scriptwriter, too.
- Nathan** Wow, I'm impressed! Do you act as well?
- Lauren** No way! I can't act! But I'm working with some great actors.
- Nathan** Is it expensive to make a film?
- Lauren** Yes, it is. But this is a school project and we're using the school camcorder and computer.
- Nathan** Do you want to become a professional director?
- Lauren** No, not really. There's too much stress. A director has to think about too many things. But I love writing. I want to be a scriptwriter!
- Nathan** Are you planning to make other films?
- Lauren** Yes, I am. But we have to finish this film first! We'll finish it before the end of term. That's the important thing!



C Lauren Chapman is still only 14, but she's the writer and director of a film comedy called *What am I doing here?* Let's find out more.

I asked Lauren if she acted in the film. She told me that she couldn't act but she was working with some fantastic actors. I asked if it was expensive to make a film and she said it was. However, she said it was a school project and they were using school equipment. Then I asked if she wanted to become a professional director. She said that she didn't, but she wanted to be a scriptwriter.

I asked her if she was planning to make other films. She said she was, but she had to finish this film first! Then she told me about the plot of her film. The main character is a girl with a big problem. She wakes up one morning and doesn't know where she is. She doesn't recognise anybody around her. She doesn't even remember her own name!

Your Space Talking about films

- 7** Think about the last film you saw at the cinema or on TV.
 Note any details you can remember.
 Film: *The Karate Kid*, Actors: Jackie Chan, Jaden Smith
- 8** Work in groups. Talk about your films.
- A** The last film I saw was *The Karate Kid*.
- B** Who was in it?
- A** Jaden Smith was the Karate Kid, Jackie Chan was the teacher.
- C** Was it exciting?

Chatzone

check out
 I'm impressed!
 not really

Reported speech – modals

1 Look at the table. Then complete the sentences.

Direct speech	Reported speech
can	could
Jack said, 'I can play the piano.'	Jack said he could play the piano.
will	would
Ross said, 'I will go to university when I am older.'	Ross said he would go to university when he was older.
must / have to	must / had to
Megan said, 'We must eat fruit.'	Megan said that they must eat / had to eat fruit.
Harry said, 'I have to go to the dentist.'	Harry said he had to go to the dentist.
mustn't	mustn't
The steward said, 'You mustn't use your mobile phones.'	The steward said that we mustn't use our mobile phones.

2  Read the interview and complete the article.

- Abi** So, are you going to win an Oscar, Scott?
- Scott** I won't win the Oscar, but I'm sure that the film will win!
- Abi** What have you learnt from your time in the Amazon?
- Scott** My limitations! I can do white-water rafting, but I can't climb mountains.
- Abi** Do you do your own stunts then?
- Scott** No, I don't do my own stunts! There's a brilliant stunt artist.
- Abi** What about your private life?
- Scott** I'm going to marry Zoe Foster. She's the love of my life.
- Abi** What will you do next, Scott?
- Scott** It'll be a film about the Antarctic! But I have to get the money first.

1 I can't swim.

Ross said he couldn't swim.

2 You must do all these exercises.

Mr Mitchell said we

3 I have to go to the shop on the way home.

Mum said she

4 Temperatures will go up in the next 20 years.

Scientists said temperatures

5 I won't pass the exam.

Alina said she

6 Leon can't ride a bike!

Leon's brother said Leon

7 You mustn't walk on the grass.

The man said we

8 Alex won't get to the party on time.

Ruth said Alex

Scott Gibson, the star of the new film *Lost in the Amazon*, was in Hollywood for the Oscars.

He said he ¹ wouldn't win an Oscar but that he ² that the film ³ He told us about his experience in the Amazon. He said that he ⁴ white-water rafting but that he ⁵ mountains. He told us that he ⁶ his own stunts because there ⁷ a brilliant stunt artist. We have hot news! He told us that he ⁸ marry Zoe Foster. He said that she ⁹ the love of his life! How romantic! And what are Scott's plans for his next film? He said that it ¹⁰ a film about the Antarctic. He said that he ¹¹ the money first. Good luck, Scott!

Reported speech – yes/no questions

To report yes/no questions, follow these rules.

- Use *asked + if*.
Are you hungry? → He **asked if** I was hungry.

- Use the positive verb order.

	<i>is</i>	<i>it</i>	Monday?
	<i>it</i>	<i>was</i>	Monday.

 She asked if *it was* Monday.

3 Complete the reported questions with the correct verbs.

- 'Are they English?'
She asked if they were English.
- 'Do you speak Spanish?'
He asked if I Spanish.
- 'Does your dog bite?'
The postman asked if my dog
- 'Do you feel ill?'
Amber asked if I ill.
- 'Do they often cycle to school?'
He asked if they often to school.
- 'Are you leaving?'
My friend asked if I

4 **2.22** Listen to the questions and quickly write your answers.

5 Work in pairs. Take turns to report the questions you heard. Then compare your sentences with your partner.

The woman asked if I spoke Spanish.

6 Work in pairs. Write four questions, starting with *Is, Are, Do* or *Does*.

*Is your brother 12 years old?
Do you have a garden?*

7 Work in groups. Ask and answer the questions. Make notes of all the questions and answers. You only have three minutes!

8 Now report the questions and answers to the class.

Arun asked Tim if his brother was 12. He said that his brother wasn't 12, he was seven.

take



Paul **took part** in a talent show in New York.



He **took** a very big rucksack and his guitar.



He **took** a train to the airport.



At security he **took off** his hat.



The plane **took off** five hours late.



The journey **took** four hours.



The show **took place** in a TV studio.



After the show they **took** photos of him.

9 Complete the sentences with the correct form of *take*.

- We waited for 30 minutes on the runway. Finally the plane took off.
- Where does this evening's concert ?
- The best way to get to London from here is to a train.
- My house is close to school. It only ten minutes on foot.
- You look hot. Why don't you your coat?
- I think it's going to rain. Don't forget to an umbrella!
- Would you like to in an art competition?
- I've just some brilliant photos on my holiday.

Reading and listening

1 Read the article quickly. Then match the jobs with the paragraphs.

- a Runner b Prop maker c Make-up artist d Driver e Editor
 f Creature maker g ~~Costume maker~~ h Visual effects artist i Caterer



» You're at the cinema. At the end of the film, do you leave while the credits are on? Next time, why don't you stay and read the names? They tell you about the hundreds of people who worked on the film. Here are just a few!

1 Costume maker

Costume makers make or find all the clothes, shoes, hats and jewellery that actors wear – from historical to modern day or futuristic! They can take months to make.

2

These people can make a young actor look older, or make a human into an alien! Sometimes they use extra body parts which can take many hours to complete!

3

There are hundreds of objects in films. Tables, beds, phones, even trees! Prop makers are very artistic and have to have lots of practical skills.

4

These designers make models of monsters, dinosaurs, aliens and body parts which are incredibly realistic and can move.

5

Film crews work long hours and they eat a lot of food too. Catering staff cook and serve delicious breakfasts, lunches, dinners and snacks from inside trucks!

6

Most filming is on location, and drivers transport equipment, props, mobile offices, caravans on big trucks! Everything and everyone must arrive at exactly the right time.

7

To make a film, someone has to do the photocopying and take messages! Being a runner is the first job for many people in the film industry!

8

Teams of computer graphics artists take many months to make the animations. It can take ten hours to make just ten seconds of effects!

9

After filming is finished there is still lots to do! In the studio, editors choose what film to use and add special effects, graphics, sound and music. This stage creates the final film.



2 Read the article again and put the jobs in these groups.



3 Write the names of the jobs. Sometimes more than one is possible.

Who ...

- 1 makes things? 3 works with computers? 5 works in a studio?
 2 makes food? 4 drives? 6 runs around?

4 **2.24** Listen and match the speakers with the jobs. There are two extra jobs.

Write 1, 2 or 3.



Prop maker



Creature maker



Make-up artist



Editor



Runner

5 **2.24** Listen again. Are the sentences true (T) or false (F)?

- 1 Jordan said she was 20 years old. F
 2 She did the make-up for the *Twilight* movies.
 3 Gabriel studied very hard to learn to do his job.
 4 He thinks the best thing he has made is a mechanical crocodile.
 5 Rosie works long hours and doesn't get a lot of money.
 6 She does the same things every day.

Speaking and writing

6 Read the questions and make a note of your answers.

My future career

- 1 What are you good at? What are you interested in?
 2 What subjects would you like to study when you have to specialise? Do you need those subjects for your future career?
 3 What job would you like to do when you finish your education? Do you need to get qualifications to do that job?

7 Work in groups. Discuss the questions from Exercise 6.

A My favourite subject is English. What's yours?

B Mine is PE. I'm good at sport.

8 Write three paragraphs about your future.

Study skills

Getting the gist

You don't have to understand everything – key words are enough. To identify the creature maker, listen for words like *make*, *move*, *monsters*, *creatures* and *animals*.

Grammar

second conditional – statements, questions and short answers

Functions

talking about imaginary situations

Vocabulary • Crime

- 1 **2.28** Complete the sentences with the type of criminal. Then listen and check.

burglar pickpocket shoplifter vandal thief mugger

- 1 A thief is a person who steals things.
- 2 A is a person who attacks you in the street and takes your money, mobile phone, etc.
- 3 A is a person who steals things from shops.
- 4 A is a person who breaks into houses and steals things.
- 5 A is a person who steals things from pockets and bags.
- 6 A is a person who damages public property.



- 2 **Work in pairs. Discuss the questions.**

Which crimes are the most serious / least serious?
Which criminals are the most dangerous?

Presentation

- 3 **Warm up** Quickly read the questions on page 69. Which activities are crimes from Exercise 1?
- 4 **2.29** Listen to Megan and Henry doing the questionnaire. Make a note of Megan's answers. Then add up the *a*'s and *b*'s and read her score. Is she a good citizen?
- 5 **Work in pairs.** Do the questionnaire on page 69 together. What's your score?
- 6 Read *Language focus*. Then underline other examples of *if* sentences on page 69.

Language focus

- If your friend **dropped** litter in the street, **would you say** something?
- **Yes, I would.**
- **No, I wouldn't.**
- If a shop assistant **gave** me too much change, **I would give** it back.

- 7 **Match the beginnings of the sentences with the endings.**

- | | |
|-------------------------------|----------------------------------|
| 1 If I had a camera, | a it wouldn't run away. |
| 2 If your mum saw your room, | b we would have a bigger garden. |
| 3 If Alex went to the gym, | c he wouldn't feel so unfit. |
| 4 If I went to Egypt, | d she would be very angry. |
| 5 If we lived in the country, | e I would visit the Pyramids. |
| 6 If you trained your dog, | f I would take your photo. |

Are you a good citizen?

1 If a group of new friends bullied someone at school, I would ...

- a** keep quiet.
- b** tell them to stop.

6 If your friend dropped litter in the street, would you say something?

- a** No, I wouldn't.
- b** Yes, I would.

2 If I wanted to get into a pop concert I would ...

- a** climb over the fence.
- b** pay at the ticket office.

7 If someone had an accident in the street, would you stop to help?

- a** No, I wouldn't.
- b** Yes, I would.

3 If a shop assistant gave me too much change, I would ...

- a** keep it.
- b** give it back.

8 If one of your friends wanted to steal from a shop, would you help them?

- a** Yes, I would.
- b** No, I wouldn't.

4 If a friend stole money from his parents, I would ...

- a** not say anything.
- b** talk to him about it.

9 If you saw an old person with heavy bags, would you offer to help?

- a** No, I wouldn't.
- b** Yes, I would.

5 If a boy or girl said nasty things to me, I would ...

- a** fight them.
- b** walk away.

SCORE

Add up the number of **a**'s and the number of **b**'s.

Mostly a's Your actions sometimes have a bad effect on other people or are crimes! You should think before you act.

Mostly b's You are a good citizen. You think about the impact your actions have on other people.

Your Space Talking about imaginary situations

8 Complete the sentences for you.

- 1 If I won a lot of money, I'd ...
- 2 If I lived in New York, I'd ...
- 3 If I saw a UFO, I'd ...
- 4 If I had more time, I'd ...
- 5 If I were famous, I'd ...

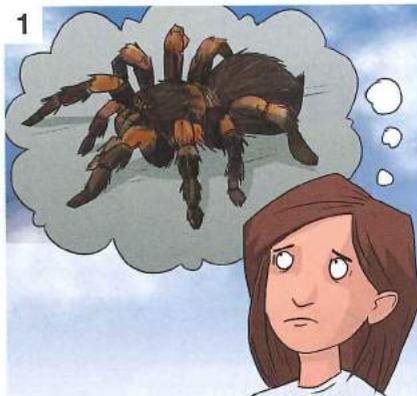
1 If I won a lot of money, I'd build a sports club.

9 Work in groups. Compare your sentences.

Second conditional – statements

1 Look at the pictures and write the correct results.

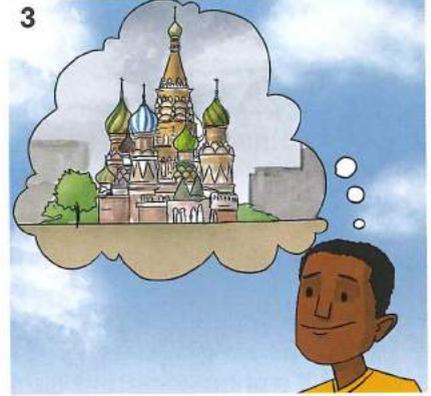
I would visit the Kremlin she would be very scared he would have more time



Condition	Result
If she saw a tarantula,



Condition	Result
If he didn't play computer games,



Condition	Result
If I went to Moscow,

- Use the second conditional to talk about imaginary events.
- You can put the condition before or after the result.
If I missed the bus, I would walk home.
I would walk home if I missed the bus.



Get it right!

Only use *would* once in conditional sentences.
 If we lived in a bigger house, **I would** have a bigger bedroom.
 NOT ~~If we would live in a bigger house,~~
~~I would have a bigger bedroom.~~

2 Write sentences with the second conditional. Use the ideas below.

- 1 I (live) in the UK
- 2 I (meet) my favourite pop star
- 3 I (hear) a strange noise at night
- 4 I (fly) in a helicopter
- 5 I (break) my leg
- 6 I (get) a part-time job

not go outside to check ~~speak really good English~~
 ask for an autograph earn money for my holiday
 not play football for months feel really excited

If I lived in the UK, I would speak really good English.

3 **2.30** Listen and **circle** the correct answers.

Thinking about Me

- 1 I'd be happy if my football team won / I didn't have any homework.
- 2 I'd be nervous if I had an exam / I was an actor in a play.
- 3 I'd have fun if we went to the zoo / we went bowling.
- 4 I'd feel sad if my hamster died / it rained for a month.
- 5 I'd be angry if my friend told stories about me / a person hurt an animal.
- 6 I'd have a party if I won some money / it was my birthday.

- 4 ✍ Write sentences about you.
I'd be happy if I met Beyoncé.
- 5 🗨 Work in groups. Compare your ideas.

Second conditional – questions and short answers



Remember! You can put the condition before or after the result.

*Would you cycle to school if you had a bike?
If you had a bike, would you cycle to school?*

6 Write the questions. Then match them with the answers.

- 1 you visit me / you come to my town?
Would you visit me if you came to my town?
- 2 Jack get better marks / he study more?
- 3 I be healthier / eat less chocolate?
- 4 Holly lose things / she tidy her room?
- 5 the room look better / I paint it blue?

- a No, he wouldn't.
- b Yes, you would.
- c No, it wouldn't.
- d Yes, she would.
- e Yes, I would.

7 Work in pairs. Ask and answer the questions.

- A Would you visit me if you came to my town?
- B Yes, I would.

8 2.31 Complete the questions in the questionnaire. Then listen and check.

How honest are you?

- 1 *Would you tell* (you / tell) the truth if *your friend sang* (your friend / sing) badly in a talent show? Y | N
- 2 If (you / find) your best friend's diary, (you / read) it? Y | N
- 3 If (you / not want) to go to school, (you / pretend) to be ill? Y | N
- 4 (you / tell) your dad if (you / break) his camera? Y | N
- 5 If (you / not like) your friend's new hair style, (you / say) it was great? Y | N
- 6 (you / look) if (your teacher / leave) the English test on her desk? Y | N



9 2.31 Listen again and circle Lara's answers.

10 Do the questionnaire. Then discuss your answers with a partner. Give reasons.

- A Would you tell the truth if your friend sang badly in a talent show?
- B No, I wouldn't. I wouldn't want to upset her.

Soundbite

/tə/ /eə/

2.32 Listen and say the chant.

We're *here*, we're *there*,
You can find us anywhere.
Act now, feel no *fear*,
Come and be a *volunteer*.
We *care*, we *share*,
Let's make things better everywhere.
Hear our voice, our message is *clear*,
Let's make this *year* a time to *cheer*. Hurray!

Grammar

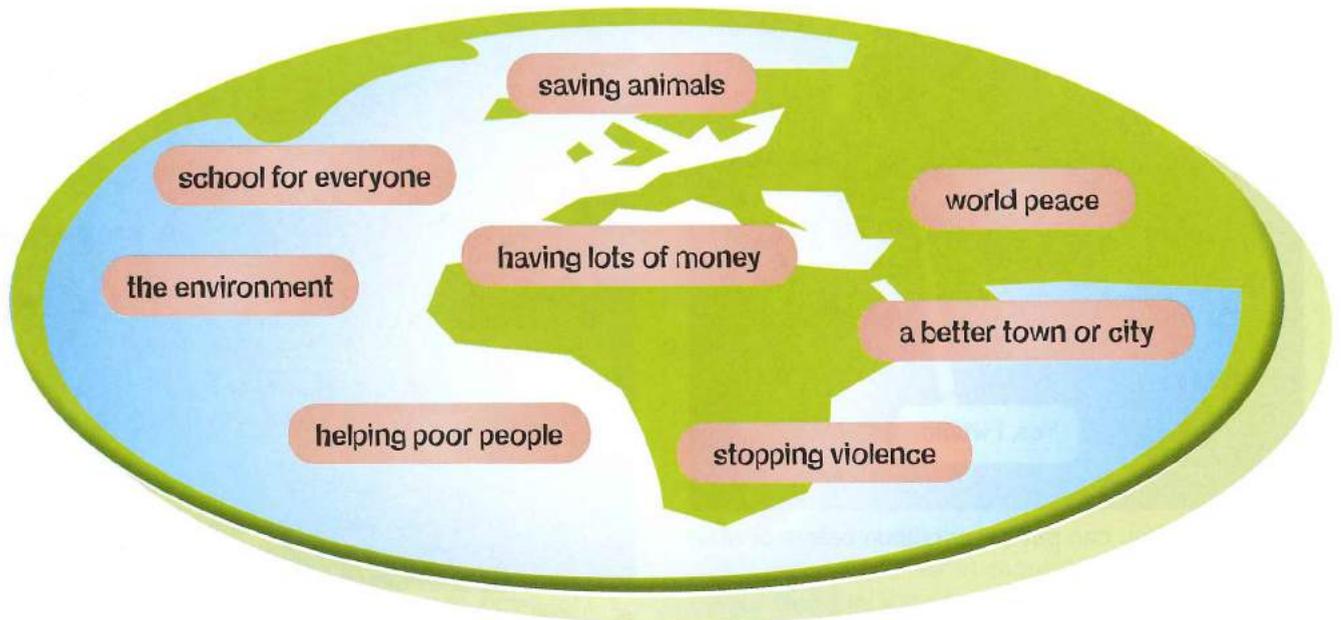
second conditional – *wh*-questions *If ... were ...*, *a little / a few*

Functions

talking about politics

Vocabulary • Society

- 1 What's important to you? Choose three of the following things. Tell your class.

**Presentation**

- 2 **Warm up** Read the webzine introduction on page 73. What questions are the Web Crew going to ask?
- 3 **2.33** Read and listen to the webzine on page 73. Then answer the questions.
- 1 Who is more concerned about the environment?
 - 2 Who does Aidan think earns too much money?
 - 3 Why does Maria think the voting age should change?
 - 4 What doesn't Aidan like about TV?
 - 5 Why does Maria think education is important?
 - 6 How does Aidan help a local charity?

- 4 Read *Language focus*. Then complete these sentences from the webzine.

- 1 If I were a world leader, I pollution.
- 2 If I were a world leader, I a law to cut advertising.
- 3 If I were a rich pop star, I endangered species all around the world.
- 4 If I were a rich pop star, I some fast cars!

- 5 Complete the sentences for you. Write two ideas for each sentence.

If I were a world leader, I would ...

If I were a rich pop star, I would ...

Language focus

- **If I were** a world leader, I **would lower** the voting age to 16.
- **If I were** a rich pop star, I'd **spend** money on education.

2.33 We all want to make the world a better place. What would you do if you were a world leader? Would you make new laws? And if you were a millionaire, would you spend your money on good causes? Well, we asked you the questions, and here are some of the best answers!



What would you do if you were a world leader?

MARIA If I were a world leader, I would cut pollution. I'd encourage people to cycle and travel by bus. I'd also have a few car-free days every week.

AIDAN I'd pay nurses and doctors more money. Famous footballers and actors earn loads of money and people who do important jobs don't earn enough. And I'd phone all the world leaders and ask them to help me get rid of poverty.

If you were a world leader, what new laws would you introduce?

MARIA That's easy. If I were a world leader, I would lower the voting age to 16. I think young people should have a vote. Our opinions are important!

AIDAN Do you watch much TV? I only watch a few programmes because I think it's rubbish. There are too many advertisements. So if I were a world leader, I'd make a law to cut advertising. And I'd tell young people to stop watching TV all day. Do some sport, meet up with your friends. Get a life!

How would you spend your money if you were a rich pop star?

MARIA If I were a rich pop star, I'd spend money on education. The only way we're going to save the planet is by teaching people to change their habits. It's really important to help the environment. And if I were a rich pop star, I would protect endangered species all around the world.

AIDAN If I were a rich pop star, I'd buy some fast cars! But seriously, I'd give money to scientists so they can find a cure for terrible diseases. I sometimes give a little money to a local health charity, so I'd love to do more.

What would YOU do?

Add your comments and let us know!

Your Space Talking about imaginary situations

6 Work in groups. If you started a new eco club at school, what would you do? Follow the instructions below.

Choose a name for your club and note three things that you would do, e.g.:
 clean up the school • grow vegetables • collect money for charity •
 recycle paper • put up bird boxes • plant trees • make art from rubbish

The Go-for-Green club

We would plant more trees.

7 Tell the class about your group's ideas.

Chatzone

loads of ...
 I think it's rubbish!
 Get a life!
 But seriously, ...

Second conditional – *wh*- questions



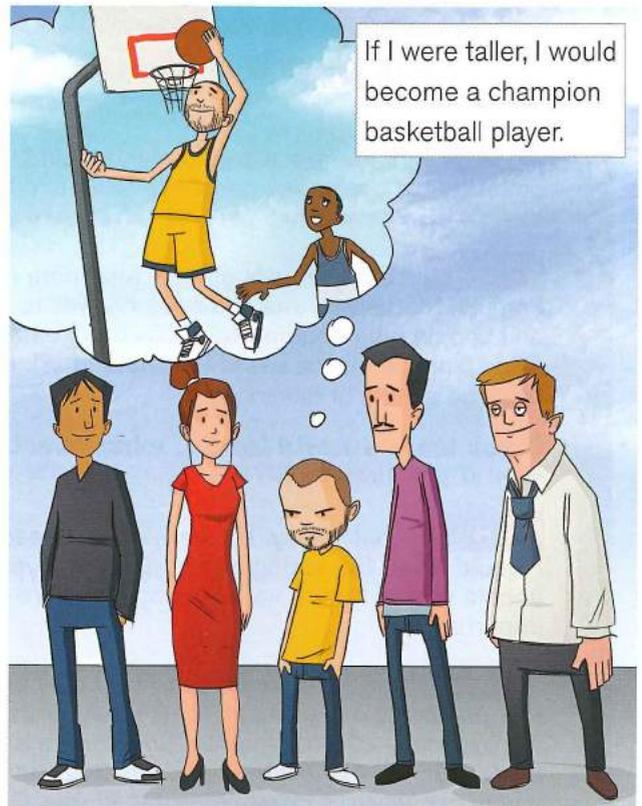
Result	Condition
Where would you go	→ if you had a lot of money?
What would you do	→ if you found a burglar in your house?
Who would you go with	→ if you could take a friend on holiday?

- 1 Complete the questions with the verbs in brackets.

What would you do if ...

- What would you do if you *had* (have) a time machine?
- Where would you go if you (be) an explorer?
- What book would you buy if your grandad (give) you €20 to spend?
- What would you eat if you (go) to a restaurant tonight?
- What would you do if you (live) by the sea?
- What would you do if you (argue) with your best friend?
- What would you do if you (find) a burglar in your house?
- What would you do if you (meet) your favourite actor?

If ... were ...



- 3 Write answers to these questions. Give reasons.

- If you were an animal, what would you be?
If I were an animal, I'd be a tiger because it is strong.
- If you were a colour, what would it be?
- If you were a car, what would you be?
- If you were a vegetable, which one would you be?
- If you were a famous person, who would you be?

- 2 Work in pairs. Ask and answer the questions.

A What would you do if you had a time machine?

B I'd travel into the future!

a little / a few

4 Look at the rules and complete the sentences with *a little* or *a few*.

• Use *a little* with uncountable nouns to say a small amount.

a little water

• Use *a few* with countable nouns to say a small number or not many.

a few flowers

1



Thief Give me your wallet!

Man I've only got money.

2



Waiter Anything else?

Amber Just milk, please.

3



Keira Did you enjoy the party on Saturday?

Tom Not really. I only knew people.

4



Detective What did you take from the shop?

Shoplifter I only took DVDs.

5 Work in groups. Talk about the classroom. Use *a few*, *a little*, *a lot* and *not much*.

light space posters pens computers

water students noise windows paper

Suffixes

We often make a noun for the job someone does by adding *-er/-or* to the end of the verb.

6 Match the words with the pictures.

designer cleaner farmer

builder director sailor

author conductor

Jobs



7 Match the words with the pictures.

cooker toaster printer

stapler lawn mower can opener

coffee maker dishwasher

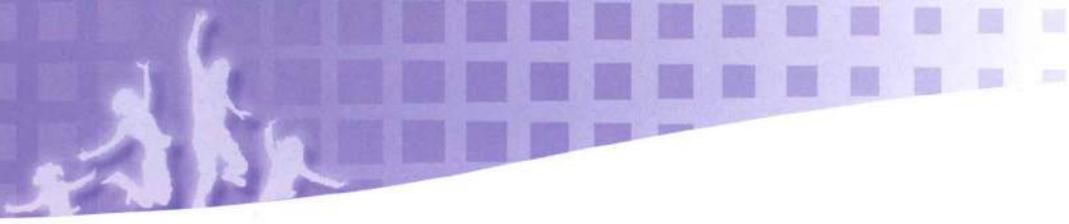
Machines and gadgets



8 Write definitions for eight jobs, machines or gadgets.

1 A designer designs things such as clothes or books.

2 You cook food on a cooker.



Make a difference

Maybe you can't change the world. But you can make your school a nicer place.

What is a school council?

A school council is a group of students. Only students, no teachers or parents! Their aim is to make their school a nicer place for all the students in the school.



Are school councils new?

There have been school councils in the UK for over 40 years. In Ireland, Spain and Sweden, all state secondary schools have to have them.

Who is on a school council?

Students! Each year, every class elects two students to be members of the school council. In larger schools, each age group can have a separate school council, so a school in the UK may have up to seven different councils! The councils then have regular meetings where they discuss school life and make decisions.

What can school councils achieve?

'We've changed the design of our school canteen. We now sit at smaller tables. It's easier to chat with our friends so it's a lot quieter now.' *Ava, Broadway School, England*

'We now have recycling bins in the school for bottles and cans. That's good for the environment but it's good for our school, too. If we collect enough, our local government gives our school extra money!'

Harvey, Golden Hill School, New Zealand

'We didn't like our old school uniform. We wore jackets and ties. But our school council had a better idea and now we wear sweatshirts. Cool!' *Sienna, International School, Spain*

'Our school council voted to start a steel band. So we raised money, bought the drums and had lessons. Last month we performed at a charity concert.' *Aidan, Willowbrook School, Ireland*

'People think teens are only interested in burgers and chips. But we introduced more healthy food to the lunchtime menu.' *Rebecca, Westland Academy, Scotland*

So do you want to make a difference? Well, why not set up a school council?

Reading and speaking

- 1 **Warm up** Look at the pictures on page 76 and read the heading. What do you think this article is going to be about?
- 2 **Read the article. Are the sentences true (T) or false (F)?**
 - 1 A school council is a group of teachers, parents and students. **F**
 - 2 School councils started in the UK in the 1990s.
 - 3 In Spain and Sweden state schools don't have to have school councils.
 - 4 Each class votes for two students to be on the school council.
 - 5 There can only be one council in a school.
- 3 **Read the article again and note what the school councils changed.**
Ava's school council changed the school canteen.
- 4 **Work in groups. Imagine you are going to set up a school council. Follow the instructions.**
 - Think of improvements you would like to make to your school.
We believe our school should have better sports facilities.
 - Choose one of your ideas and write a statement.
 - Prepare a short talk about your idea.
 - Give your talk to the class. Take a class vote on each idea.

Listening

- 5 **2.35 Listen and match the people with their concerns.**

1 Alex	a getting a job
2 Alice	b cultural tolerance
3 Mohammed	c the environment and endangered species
4 Yasmin	d cycling and not driving
- 6 **2.35 Listen again and complete the sentences.**
 - 1 There are about endangered species in Arizona.
 - 2 I know lots of people who are looking for
 - 3 Cycle to school on the first in for the *International Walk and Bike to School Day*.
 - 4 Over per cent of people in New Mexico are Hispanic, per cent are American Indians and per cent are from a German background.

Writing

- 7 **Write three paragraphs about one of these issues.**
 - a We should recycle more.
 - b We should cycle and walk more.
 - c We should ban plastic bags.
 - Paragraph 1: write reasons why it is a good idea
 - Paragraph 2: write reasons why it isn't a good idea or is difficult
 - Paragraph 3: write your own opinions

Study skills

Paragraphs

Paragraphs are groups of sentences related to one idea. They make a text easier to read. They also help you to organise your ideas more clearly.

8A Blogs are written ...

Grammar

present passive

Functions

talking about processes

Vocabulary • Irregular past participles

1 **2.38** Work in pairs. Write the past participles of the verbs. Then listen and check.

write *written* read drink eat sing win lose make
wear speak take give find sell put do

Presentation

2 **Warm up** Read the webzine introduction on page 79. Then discuss these questions. Make notes.

What have you read this month? What have you written this month?

Read - a birthday card, a comic, school books

Written - an article for a sports website, a shopping list

3 **2.39** Listen and read the interview on page 79 and answer the questions.

- 1 What's the difference between a blog and a diary?
- 2 Why does Holly like getting comments on her blog?
- 3 Who reads Holly's blog?
- 4 Why does Holly like reading other people's blogs?
- 5 What can upset bloggers?

4 Read *Language focus*. Then underline other examples of the passive in the interview on page 79.

5 Complete the sentences with past participles from Exercise 1.

- 1 English is spoken in Australia.
- 2 The *Twilight* novels are by millions of people.
- 3 *Happy Birthday* is on birthdays.
- 4 Uniforms are at many schools.
- 5 Plastic is from petroleum.
- 6 Tea is usually with milk in Britain.

Language focus

- Blogs **are written** by all sorts of people.
- My blog **isn't read** by my 'real' friends.
- **Is your blog read** by a lot of people?

Your Space Talking about writing

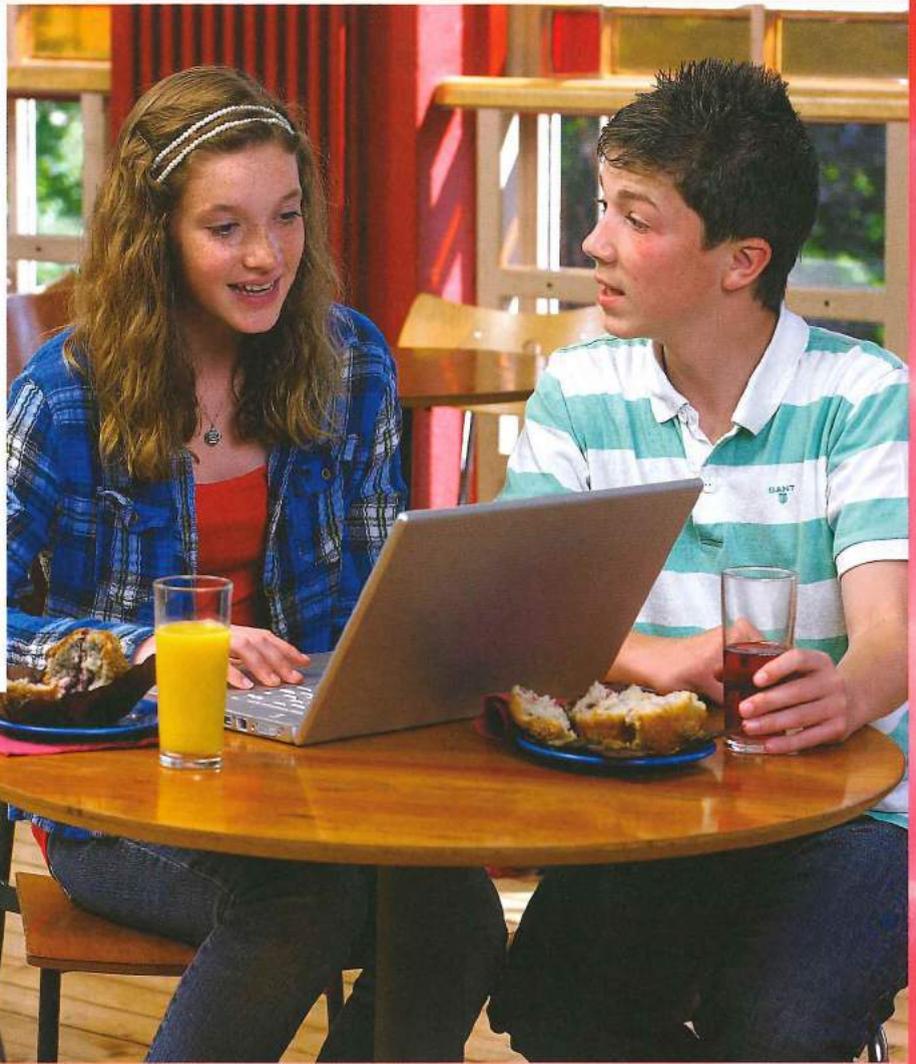
6 **Work in groups. Discuss the questions.**

- Do you keep a diary or write a blog?
- How many text messages do you send in a week?
- Do you chat with your friends on a social networking site?
- Do you write poetry or stories?
- Do you send postcards when you are on holiday?

A Our parents and teachers are always complaining that young people don't read and write enough. But are they being fair?

We think we're reading and writing a lot – we're just doing it in different ways from our parents.

For example, lots of young people don't write about their lives in diaries. They write blogs online. So this week Nathan talks to a very enthusiastic blogger. You know her already. It's Holly!



B How is a blog different from a diary?

Well, a diary is usually private. But with a blog, you can interact with other people – they read your blog and you read theirs.

Is your blog read by a lot of people?

Yes, it is. The number of visitors is recorded by a counter. But the best thing is when comments are posted. This means people find your blog interesting. And lots of photos are uploaded on our blogs, too. It's cool when a new blog is posted by one of your friends. You can see what they've done and what they're thinking about.

But who reads your blog, Holly? I've never seen it!

I know! That's why it's so great! My blog isn't read by my 'real' friends like you. It's read by my online friends. And when I write my blog I have a special name. This makes my blog sort of private and public at the same time!

Who are blogs written by?

Blogs are written by all sorts of people. Their age and interests are listed, so you can choose whose blogs to read. But, actually, I like going

from blog to blog like a butterfly going to flowers, and reading about all sorts of lives. It helps me to understand more about people.

Have you ever had any problems on your blogsite?

Sometimes a nasty comment is posted. These are often anonymous. Bloggers are very upset by this – sometimes they are forced to close their blog. It's a sort of cyberbullying and I don't like it. But everyone is usually very friendly. I have a lot of online friends, and lots of advice, ideas and stories are shared on our blogs. It's fun!

Why don't YOU start a blog? Post your questions [here](#) and Holly will answer them!

Chat zone

sort of
actually
It's a bit like ...

Present passive – positive and negative

I	am	
he / she / it	is	taught
you / we / they	are	

I	am	not	
he / she / it	is	not	taught
you / we / they	are	not	

- Use the passive when the action is more important than the person doing it.
*Mini Cooper cars **are made** in Oxford.*
- You can say who does the action if it is important with *by*.
*Some vegetables at our school **are grown by** the students.*



Get it right!

Remember to use the past participle when you form the passive, *not* the past simple.

New books are written every year.

NOT ~~New books are wrote every year.~~

Many different languages are spoken in our school.

NOT ~~Many languages are spoke in our school.~~

- 1 Complete the sentences. Write the correct form of the verbs in brackets.

WORLD FACT FILE

- Mandarin Chinese is spoken (speak) by nearly a billion people.
- 1.7 million tonnes of seafood _____ (cook) every year in Spain.
- More movies _____ (produce) in India than in any other country.
- 24.5 kilos of cheese _____ (eat) by every French person each year.
- 70 per cent of the world's toys _____ (make) in China.
- France _____ (visit) by more tourists than any other country.
- The game of cricket _____ (play) in the UK, Australia, South Africa and Asia.
- More tea _____ (drink) in the UK than in any other country.

- 2 Complete the signs. Use the verbs in the box in the correct form.

print give serve repair use collect

1



ALL TYPES OF COMPUTER

.....
IN THIS STORE

2



Plastic rubbish

.....
on Wednesday

3



While you wait!

Your photos

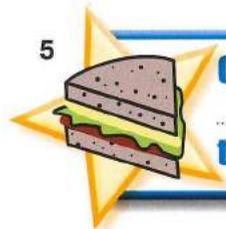
.....
here in five minutes.

4

Change not

by this drinks machine.

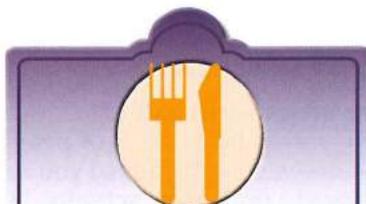
5



Only fresh ingredients

.....
to make our sandwiches

6



Breakfast
between 7 am and 10 am

3 Change these active sentences into passive ones.

- A teacher opens the school gates at eight o'clock.
The school gates are opened at eight o'clock
- Some students play football before classes.
Football games
- Our school recycles paper for charity.
Paper
- Each class writes articles for the school web magazine.
Articles
- My class uses the language lab a lot.
The language lab
- Many parents meet their children outside after school.
Children
- Students do exams in the main hall.
Exams
- Students and teachers eat lunch at 1.00 pm.
Lunch

4  **Work in pairs. Write passive sentences about your school.**

Present passive – questions and short answers

Am	I		Yes, I am. No, I'm not.
Is	he / she / it	paid?	Yes, he / she / it is. No, he / she / it isn't.
Are	you / we / they		Yes, you / we / they are. No, you / we / they aren't.
Where	is	gold	found?
When	is	dinner	served?
How	are	these books	organised?
How often	is	this room	cleaned?
What	are	your shoes	made of?
Who	is	this film	directed by?

5 Put the words in the correct order to make questions. Then choose the best answers.

- played / game / at Wembley / is / what / ?
a) football b) tennis
What game is played at Wembley?
- penguins / at the South Pole / found / are / ?
a) yes b) no
- are / tigers / where / found / ?
a) Asia b) Africa
- born / Dalmatian dogs / are / with spots / ?
a) yes b) no
- made / is / how / ice?
a) by freezing water b) by heating water
- is / made of / what / ice cream / ?
a) milk, cream and sugar b) milk, cheese and sugar
- the Olympic Games / held / are / how often / ?
a) every two years b) every four years
- coffee / where / grown / is / ?
a) in about 50 countries b) in about ten countries
- is / which food / found in / vitamin C / ?
a) meat b) fruit and vegetables



6  **Work in pairs. Take turns to ask and answer the questions from Exercise 5.**

- A What game is played at Wembley?
B Football.
A That's right!

Soundbite

/e/ /ei/

A  **2.40 Listen and repeat.**

- She **waved** goodbye when she **left**.
- Every **day** energy is **wasted** in our homes.
- I **read** a **letter** while I was on the **train**.
- The **pain** in my **leg** was **terrible**!
- I **made** a **mistake** about the **date**.
- I haven't got **any** money, I **spent** it.

B  **2.41 Listen and circle the words you hear.**

- | | | | |
|-------|------|-------|------|
| 1 get | gate | 3 met | mate |
| 2 wet | wait | 4 let | late |

8B Messages were sent ...

Grammar

past passive

Functions

speaking and listening accurately

Vocabulary • Punctuation

- 1 **2.42** Match the words with the punctuation marks. Then listen and check.

hyphen full stop / dot (in an email address) dash exclamation mark
 question mark colon capital letter apostrophe comma speech marks

a b c d e f g h i j

- 2 Look at the article on page 83 and **circle** an example of each type of punctuation mark from Exercise 1. Is there one you can't find?

Presentation

- 3 **Warm up** Quickly read the article on page 83 and match the paragraphs with the pictures.

- 4 **2.43** Listen and read the article again. Then match the years and the events.

- | | |
|-------------------------|---|
| 1 In 1876 | a letters were delivered by postmen. |
| 2 In the 1830s | b the Persians used horses to carry messages. |
| 3 About 3,000 years ago | c people could phone and walk at the same time! |
| 4 In the 1970s | d flags were used to send messages. |
| 5 In 20th c | e people spoke on a telephone for the first time. |
| 6 In the 1800s | f a special code was invented by Samuel Morse. |
| 7 About 2,200 years ago | g birds carried the latest news. |

- 5 Read *Language focus*. Then **underline** other examples of the past passive in the article.

- 6 Complete the text with these words.

was seen
 were introduced
~~were n't recorded~~
 was played
 were recorded
 were transmitted
 was invented

Language focus

- Letters **were delivered** to people's homes.
- News **wasn't spread** quickly.
- Where **was** the postal service **invented**?

Do you remember videos?



These days, we can watch TV programmes when and where we want. But things were once very different ... Until the 1950s, TV programmes¹ were n't recorded in advance. They² _____ 'live'! This caused problems in the US because of different time zones. If a baseball match³ _____ at 9 pm in

Los Angeles, it was midnight when it⁴ _____ in New York! But in 1956, the video tape⁵ _____. After that, TV programmes⁶ _____ and shown later. 20 years later, home video recorders⁷ _____ and people could control what they watched and when they watched it.

Have you heard the news?

8B

Communicating is easy – chatting, texting, surfing the web, exchanging news, photos, videos and music. But imagine a world without mobile phones and computers!

2.43

How did people communicate?



1. Pigeon post

About 3,000 years ago, birds were used by the ancient Greeks. If you wanted the latest news from the Olympic Games, carrier pigeons were the quickest way to get it!



2. Horse power

Eight hundred years later, messages were carried across Persia and Egypt by men on horses. News wasn't spread quickly – but it only took ten days for a message to travel 3,000 kilometres.



3. Roman postmen

Where was the postal service invented? In ancient Rome in about 200BC! Just like today, letters were delivered to people's homes by postmen.



4. Flag waving

The ancient Greeks and Romans used flags to communicate. And in the early 1800s, flags were used again by the French navy. They could send 1,000 different messages!



5. Electrical revolution

Morse code – a system of dots and dashes – was invented by Samuel Morse in the 1830s. Morse used his code in the first telegraph message in 1837 – it only travelled three kilometres. But by 1886 a telegraph message was sent across the Atlantic Ocean.

6. On the phone

The first words were spoken on the phone by Alexander Graham Bell in 1876. He said, 'Mr Watson, come here. I want you!' But the telephone wasn't invented by just one person. The most important inventors were Antonio Meucci, an Italian, and Alexander Graham Bell, a Scottish-American.

7. The digital age

With computers the modern age of communication was born. The first emails were sent in the 1960s, but they weren't used much until the late 1980s. The first mobile phones in the 1970s weighed nearly a kilo and didn't work very well! Imagine that!

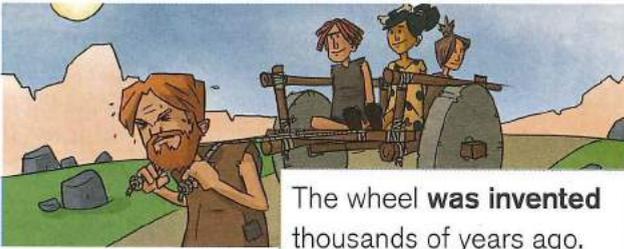


Your Space Reading aloud

- Look back through your Student's Book and choose a short paragraph from a reading text.
- Work in pairs. Take it in turns to dictate your paragraph. Remember to give all the punctuation. Then compare your results.

Past passive

My computer **was repaired** by my brother.



The wheel **was invented** thousands of years ago.

I / he / she / it was paid.
you / we / they were

I / he / she / it was not called.
you / we / they were not

Was I / he / she / it told?
Were you / we / they

Yes, he / she / it was. No, he / she / it wasn't.

Yes, you / we / they were. No, you / we / they weren't.

Where was the car left?
When were X-rays invented?

1 Complete the news stories with the correct form of the verbs in the box.

find hit arrest **rescue** steal remove

1 **Whale saves man**
Diver Tamiki Ashida was rescued by a tame whale in a diving contest.

2 **CAKE THIEF**
A lorry full of \$40,000 worth of cheesecake by a thief who liked cakes.

3 **Space boy**
A boy by a meteorite from outer space.

4 **Live salad!**

Two green frogs in a salad. They were alive!

5 **Wrong call**
Two car thieves because they called the police when the car broke down.

6 **BUZZING PLANE**
10,000 bees from the wings of a plane!

2 **2.44** Listen to the radio news. Are the sentences true (T) or false (F)?

- The diver, Tamiki Ashida, is a 63-year-old doctor.
- The thief said that he wasn't ever going to eat cakes again.
- Kyle Morris was walking home from school when the tiny meteorite hit him.
- The frogs came from the Amazon and were taken to a zoo.
- The police found \$100,000 in a bag in the back of the car.
- The plane was forced to land at Denver airport.

- 3 Complete the questions in the quiz with the correct form of the verbs in brackets.

WORDS WORDS WORDS

- 1 Where the first paper? (make)
a Ancient Rome b Ancient Egypt
c South America
- 2 When the first alphabet? (create)
a 1000BC b 3000BC c 200AD
- 3 Who it by? (invent)
a The Ancient Egyptians b The Phoenicians
c The Aztecs
- 4 Where the first European printing
press? (develop)
a Germany b Italy c Denmark
- 5 When the internet? (create)
a the 1970s b the 1950s c the 1980s
- 6 When the first text message?
(send)
a 1997 b 1996 c 1993
- 7 What in the first text message?
(write)
a Happy Birthday b Merry Christmas
c Happy New Year

- 4  Work in pairs. Ask and answer the questions. You must try to agree!
- A Where was the first paper made?
B I'm not sure. I think it was made in Ancient Rome.
A I don't agree. I think the first paper was made in Ancient Egypt.
- 5  2.45 Listen and check your answers.
- 6  Work in groups. Ask and answer questions.
- A Were you born in October?
B Yes, I was! I was born on the 16th of October.

born in October

taken to a museum last year

sent more than ten texts yesterday

given a bike last year

driven to school this morning

Sequencing

When we write, it is useful to show the stages in a process or the presentation of an argument. We use these words:

Firstly • Secondly • Thirdly Then • After that • Finally

- 7 Complete the article with the words above.

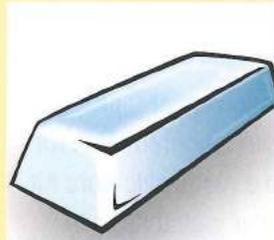


Aluminium cans are 100 per cent recyclable so don't forget to recycle them! But how is your empty can recycled?



Firstly, your drinks can and other rubbish is collected and taken to a recycling centre.

Then the rubbish is sorted and all the aluminium is separated.



So, the cans are sent to a special factory. They are cut up into small pieces and cleaned.

After that, they are melted down and turned into bars of aluminium.

Then, they are rolled into sheets of aluminium.



Finally, the aluminium sheets are used to make new products. The good news is that your old can becomes a new product in only six weeks!



- 8 Write a description of a process. You can use some of these ideas.

making a cup of coffee

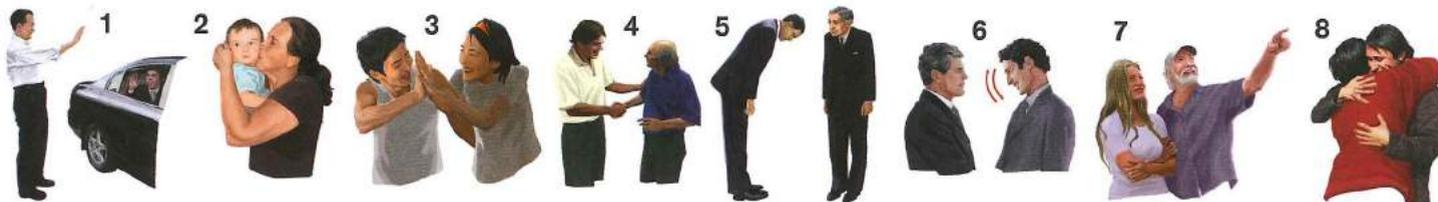
sending an email

making a sandwich

Reading and speaking

1 **Warm up** Work in pairs. Match the words with the pictures.

bow 5 wave shake hands kiss hug point touch nod



2 Find and underline verbs from Exercise 1 in the article.

You don't need words!

Chatting, joking, texting, studying. We use language all the time. But we don't only communicate with words!



Animal language

Animals can't speak but they can communicate! Bees dance to tell other bees where flowers are, peacocks use their coloured feathers to find a mate, alligators hit the water with their tails,

and whales sing across long distances.

You don't need words

Have you noticed how you can understand if your friends or family are happy or sad just by watching them? Our hands, our eyes, our faces, how we move, stand or sit all say a lot. We call this non-verbal communication.

Hundreds of gestures

Humans use hundreds of different gestures, including waving and pointing, to communicate. Some gestures, such as smiling, are universal, but others are cultural – we learn them from the people around us.

Don't be rude!

In many Asian countries it is rude to show the soles of your feet or touch someone on the head. And in countries such as England and Germany people don't touch very much if they aren't family or friends. It all depends where you are born.

Keep your distance!

Your personal space is the distance around you when you are with other people. Scientists have discovered that the distance varies a lot from country to country. For example, Americans usually like a larger personal space than many Europeans when they talk. This sort of cultural difference can cause problems!

Saying hello

There are many ways of saying hello. You can shake hands, wave, hug, bow, rub noses or kiss. In Japan people bow, and in Canada, the Inuit people rub noses. In many countries, people kiss to say hello, but there are rules about how many kisses and who you kiss. But some greetings are now international – like the hand shake, or the 'high five' hand greeting.



Study skills

Using the internet
Use the internet to find out more about a new topic. You can get extra information and check facts. This will help you understand what you have read and improve your English.

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

- 1 Animals are able to communicate with each other without words. **T**
- 2 Whales sing to communicate.
- 3 Non-verbal communication is when people speak different languages.
- 4 Smiling is a universal human gesture.
- 5 It is rude to show the soles of your feet in Europe.
- 6 It is usually polite to touch people's heads in Asian countries.
- 7 An American usually needs more personal space than a European.
- 8 A 'high five' is a way of saying hello.

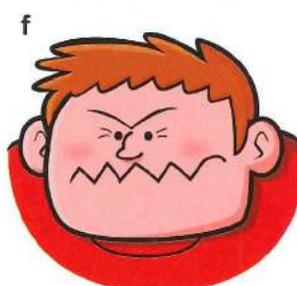
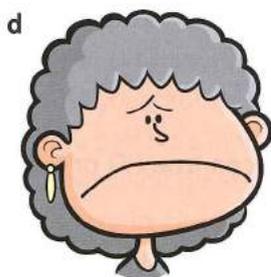
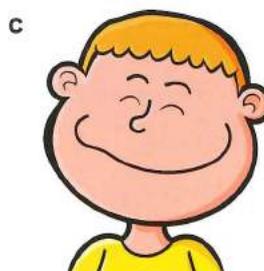
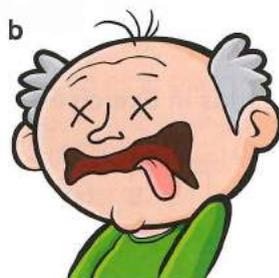
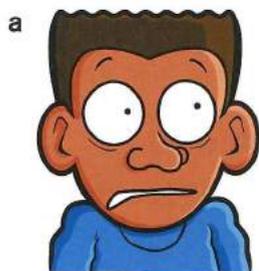
4 Work in groups. Discuss the questions. Tell the class about your group's answers.

When you meet people for the first time, how do you greet them?
How do you greet your friends? How do you greet members of your family?

Listening

5 Look at the faces and match them with the emotions.

disgust b fear surprise anger happiness sadness



6 3.03 Listen to the conversations and write the emotions.

1 anger

Writing

7 Write a short text about a time when you experienced one of the six emotions in Exercise 5.

Include:

- a title
- when and where it happened
- who you were with
- what happened
- how you felt

Grammar

question tags – present simple positive

Functions

talking about a city

Vocabulary • Countries and cities

1 **3.06** Match the flags with the countries. Then listen and check.

- a South Africa b Brazil c Mexico d Japan e India
 f Turkey g Australia h China i USA j Russia

1



2



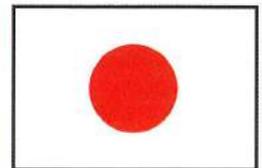
3



4



5



6



7



8



9



10



2 Work in pairs. Match the cities with the countries in Exercise 1.

- 1 Moscow 2 Brasília 3 Johannesburg 4 Tokyo 5 Washington
 6 New Delhi 7 Mexico City 8 Canberra 9 Istanbul 10 Beijing

Presentation

3 Warm up Look at the photos on page 89 and answer the questions.

Who can you see in the photos? What do you think they are doing?

4 **3.07** Listen and read the conversations on page 89. Are the sentences true (T) or false (F)?

- Samira wants to write an article about life in South Africa.
- Johannesburg is on the coast.
- Mel doesn't live in the suburbs.
- She often goes to the skate park.
- Her brother likes indoor go-karting.
- It's time for Mel to have her breakfast.

5 Read *Language focus*. Then complete the sentences with the tag questions. They all come from the conversations.

- You live in the suburbs,?
- You can do some amazing tricks,?
- And your brother likes indoor go-karting,?
- It's time for your breakfast,?

Language focus

- Mel lives in Cape Town, **doesn't she?**
- It's on the coast, **isn't it?**

3.07



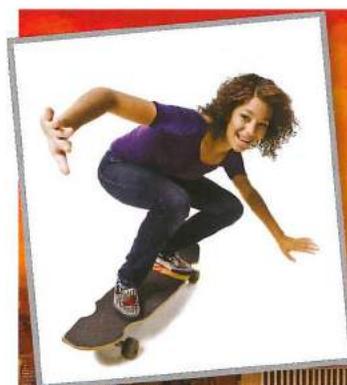
A It's Saturday – and Josh calls round to see Samira.

- Josh** Hey, what are you doing?
Samira I'm going to talk to my friend Mel. I want to write about life in South Africa for the webzine.
Josh Mel lives in Cape Town, doesn't she?
Samira No, in Johannesburg.
Josh Jo'burg? Oh right. It's on the coast, isn't it?
Samira No way! It isn't by the sea. It's in the middle of the country!
Josh Are you sure?
Samira Of course I'm sure!
Josh Hey, can I chat with Mel, too?
Samira No problem.



B Five minutes later ...

- Samira** You live in the suburbs, don't you?
Mel That's right. In Greenside. It's a lot nicer than the city centre! There are lots of trees and open spaces. And there's a big golf course – but I don't like golf!
Josh Where do you hang out, Mel?
Mel Well, I sometimes go to the shopping centres with my friends ... but I go to the skate park a lot, too.
Samira You can do some amazing tricks, can't you?
Mel Yeah, well, they're quite good!
Samira And your brother likes indoor go-karting, doesn't he?
Mel You bet! He's the school champion!
Josh It would be great to meet sometime, Mel.
Mel I'd love to. But ... sorry, guys, I have to go now.
Josh It's time for your breakfast, isn't it?
Mel You've got the time difference wrong, Josh. It's an hour later here! And I'm starving and I'm going to have my lunch!



Your Space Talking about a city

- 6** Complete the sentences about the capital city of your country.
- The population is about ...
 - The most popular place for tourists is ...
 - The most beautiful building is ...
 - The ugliest building is ...
 - The tallest building is ...
 - The oldest part of the city is ...

7 Compare your ideas in groups. Do you agree?

A The population is about five million, isn't it?

B I don't agree. I think it's only about three million.

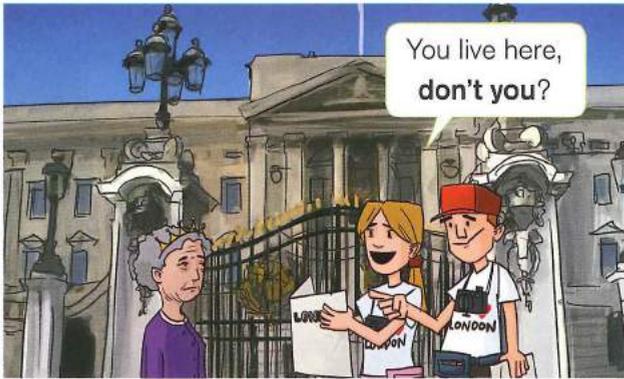
Chat-zone

No problem.
 You bet!
 I'm starving!

Question tags

- We use question tags when we think we know the answer.

statement	question tag
You're English,	aren't you?
He's got a goldfish,	hasn't he?
They're eating dinner,	aren't they?
We buy that coffee,	don't we?
Matt can sail,	can't he?



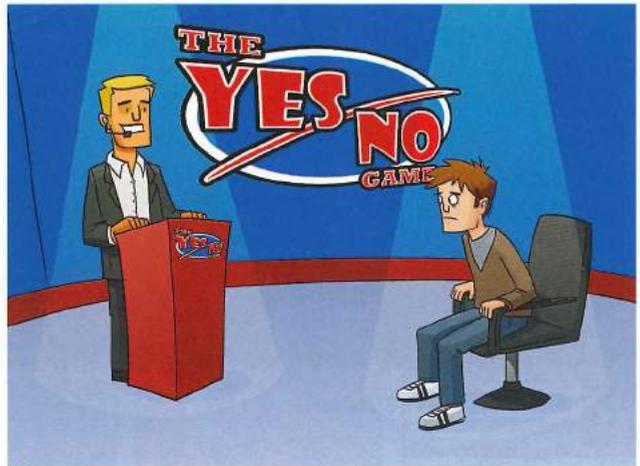
1 Match the question tags with the statements.

- Mercury is the closest planet to the Sun, c
 - You read a lot,
 - Ania has got a new guitar,
 - Penguins can swim,
 - There are eleven players in a football team,
 - Eric and Lucia are staying with their cousins,
 - Your mum's French,
 - They cycle home from school,
 - You've got two sisters,
 - You can do this exercise,
- a aren't there?
 b aren't they?
 c isn't it?
 d haven't you?
 e don't you?
 f isn't she?
 g can't you?
 h don't they?
 i can't they?
 j hasn't she?

2 Read the game rules and complete the conversation.

How to play the Yes/No Game

- Each contestant has to answer ten questions.
- The contestant mustn't say yes or no!



- Larry** Hello, and welcome to the Yes/No Game. And our first contestant is ... Ricky.
- Ricky** Hello, Larry.
- Larry** OK, the game starts ... now! Your name is Ricky,?
- Ricky** That's right.
- Larry** You live in Los Angeles,?
- Ricky** That isn't correct. I live in Seattle.
- Larry** Seattle? That's very cold in the winter,?
- Ricky** That is correct.
- Larry** You can swim,?
- Ricky** That's right. I like swimming.
- Larry** You've got a new sports car,?
- Ricky** Er, that's correct.
- Larry** You work with animals,?
- Ricky** That's right. I'm a vet.
- Larry** Your parents are sitting in the audience,?
- Ricky** Yes, they are.
- Larry** Oh, I'm so sorry, Ricky. You said yes!

3 3.08 Listen and check. Then act out the conversation.

- 4 Work in pairs. Play the game. Use the ideas below or invent your own.
 A You like swimming, don't you?
 B That's right.

The Yes/No Game

- like swimming
- hate playing video games
- can play a musical instrument
- are fourteen
- play football
- read more than ten books a year
- have lots of homework
- watch TV every day
- are enjoying this game
- have got a pet
- have got a bike
- want to go home
- can speak English
- live in a house

- 5 Work in pairs. Write five things you think you know about your partner. Only use *have got*, the present simple or *can*. Use the phrases below or think of your own. Note if you are sure (S) or unsure (U).

doesn't play computer games has a pet

can't swim can play the piano

can play football speaks Chinese

likes oranges speaks French likes music

likes chocolate doesn't like fish

	sure/unsure
1	
2	
3	
4	
5	

Soundbite

Rising and falling intonation

- A 3.09 Listen. Is the speaker sure (S) or unsure (U)?

- 1 Elena plays chess, doesn't she?
- 2 Joe goes to my school, doesn't he?
- 3 You play the guitar, don't you?
- 4 You can swim, can't you?
- 5 They've got a new car, haven't they?
- 6 We have Maths tomorrow, don't we?

- B 3.09 Listen again and repeat with the same intonation.

- 6 Work in pairs. Ask and answer questions to check your ideas. Try to use the correct intonation.

A You live in a flat, don't you? (S)
 B That's right.
 B You can swim, can't you? (U)
 A No, I can't!

- 7 Work in groups. Write six things you think you know about your teacher. Only use *have got*, the present simple or *can*. Note if you are sure (S) or unsure (U).

Mr Lopez is Mexican. U
 He drives a red car. S

- 8 Ask your teacher the questions. Try to use the correct intonation.

A Can we ask you a question?
 T Yes, of course. But I only answer polite questions!
 A You're Mexican, aren't you?
 T No, I'm not. I'm Canadian. But my parents are Mexican.

Grammar

question words **R** • subject and object questions

Functions

talking about shopping centres and shopping

Vocabulary • Places in a town

1 Match the places with the reasons for visiting them.

- | | | | |
|----|-----------------|---|---------------------------------|
| 1 | restaurant | a | to study and learn |
| 2 | shopping centre | b | to have something to drink |
| 3 | stadium | c | to do some sightseeing |
| 4 | theatre | d | to have medical treatment |
| 5 | café | e | to look at paintings or objects |
| 6 | castle | f | to do some exercise |
| 7 | hospital | g | to have a meal |
| 8 | university | h | to visit different shops |
| 9 | art gallery | i | to see a play |
| 10 | sports centre | j | to watch sport |

2 Work in pairs. Make sentences about the places in Exercise 1.

You go to a restaurant to have a meal.

3 Work in pairs. Discuss the questions.

Are all of these places in your town? Are they in the town centre? Which ones do you often/never go to?

Presentation

4 Warm up Look at the article and photos on page 93. What do you think the article is about?

5 **3.10** Read and listen to the article. Then answer the questions.

- When do the teens go to the shopping centre?
- What do they do there?
- What places and activities do they talk about?
- Why do they think the shopping centre looks nice?
- What would they change about the shopping centre?
- Does Laura like going to the shopping centre all year?

6 Read *Language focus*. Then complete the questions with the verbs in the box.

go sent see made

- Who did you last weekend?
- Who your breakfast this morning?
- Where did you on your last holiday?
- Who you text messages last week?

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

Language focus

- Who do you meet here?
- Who likes shopping centres?
- What do you do here?

3.10

The best place to hang out

Teenagers just love shopping centres. In fact, research in the UK shows that teens make 40 per cent more trips to shopping centres than other age groups. Do they go there just for the shops? Are there other reasons? Our reporter Charlie Sandler finds out.

I visited the Northbourne Shopping Centre last weekend and interviewed some young teens.



Q When do you usually come here?

Laura I mainly come on Saturdays.

Archie I sometimes come on Sundays, too. But not during the week.

Q Who do you come here with?

Maria I come with my best friend, Laura!

Josh I come here on my own or with my parents. But we don't stay together the whole time.

Q What do you do when you're here?

Archie We sit around and chat and look for our mates.

Laura We often have a smoothie and a muffin. It's a great place to chat.

Maria I love looking in all the different shops. But I don't buy much!

Q Why do you like this shopping centre?

Maria There are loads of shops and cafés. There are Chinese, Japanese and Mexican restaurants. And there's a multi-screen cinema, too.

Josh It's warm and dry so it's a great place to hang out in the winter.

Q Who thinks the shopping centre is attractive?

Laura I do! I love the trees and all the bright lights.

Archie I love all the space. Lots of people come here but it never feels crowded.

Q Who likes the atmosphere?

Maria I think we all like it. It's friendly and relaxed.

Q How would you improve this shopping centre?

Josh I'd change the music. It's a bit boring!

Laura I'd like to see more bright colours. There's too much white.

Q Which do you prefer - the shopping centre or the park?

Laura It depends on the weather. I think the shopping centre is my favourite place. But I prefer hanging out in the park in the summer.

Your Space Talking about shopping

8 Work in groups. Discuss the questions.

- Is there a shopping centre where you live? What can you find there?
- Do you like shopping centres? Why? / Why not? How often do you go to them?
- Do you like shopping? Do you enjoy window shopping (you don't buy anything, you just look)?

(R) Question words



Get it right!

When using *did* in past simple questions, don't forget to keep the main verb in the present form.

What did you **watch** at the cinema?

NOT What did you ~~watched~~ at the cinema?

- 1** Complete the past simple questions with a question word from the box and the correct form of the verb.

what who where why when how

QUESTIONNAIRE

- 1 How did you travel to school this morning?
- 2 you watch on TV last night?
- 3 you go on your last holiday?
- 4 your best friend when you were ten?
- 5 you choose to sit in this seat?
- 6 you eat last night?
- 7 you text last week?
- 8 you put your mobile phone this morning?
- 9 you study yesterday?

- 2** Work in pairs. Ask and answer the questions. Make up new questions.

Subject and object questions

- In this question, *who* refers to the object.

OBJECT SUBJECT
Who does this book belong to?

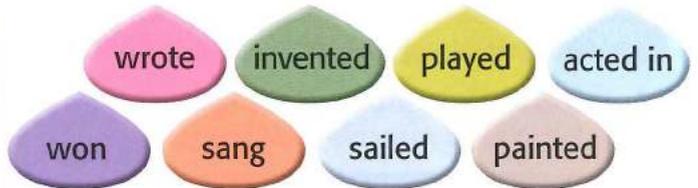
SUBJECT OBJECT
This book belongs to Paul.

- In this question *who* refers to the subject.

SUBJECT OBJECT
Who made this cake?

SUBJECT OBJECT
Paul made this cake.

- 3** Write questions with the verbs below. You must know the answers to your questions.



- 1 Who ?
- 2 Who ?
- 3 Who ?
- 4 Who ?
- 5 Who ?
- 6 Who ?
- 7 Who ?
- 8 Who ?

Who wrote *The Lord of the Rings*?

- 4** Work in groups. Ask and answer your questions. Who can get the most correct answers?

- A Who wrote *The Lord of the Rings*?
 B I'm not sure. Did Shakespeare write it?
 C No, he didn't. I think ...

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

THE BIG QUIZ

1 this picture / who / painted / ?
.....



2 fly / did / how / the Montgolfier brothers / ?
.....

3 did / what / Levi Strauss / invent / ?
.....

4 Christopher Columbus / was / where / born / ?
.....

5 which / won / the 2010 basketball World Championship / team / ?
.....

6 walk / did / Neil Armstrong / on the Moon / when / ?
.....

7 this building / who / built / ?
.....



8 this character / created by / who / was / ?
.....



6 Work in pairs. Answer the questions.

7 3.11 Listen and check your answers.

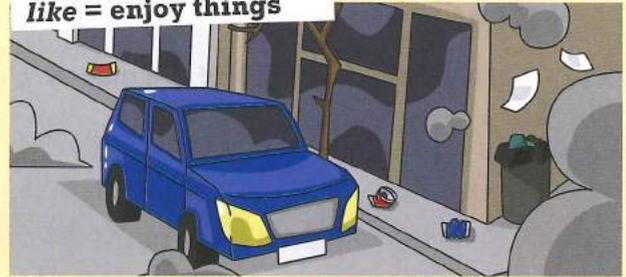
8 Work in groups. Write five more questions. You must know the answers.

9 Ask and answer your questions with another group. Who gets the most correct answers?

Language check page 132

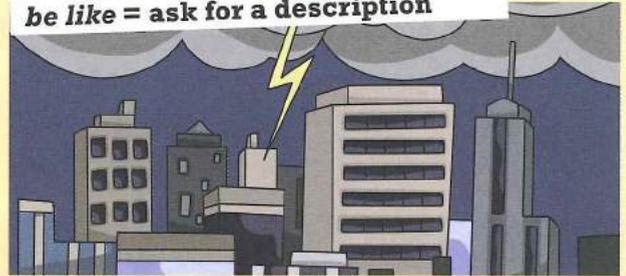
Use of like

like = enjoy things



I don't like cities.

be like = ask for a description



What's the weather like? It's stormy.

look like = say things are similar



Jake looks like his father!

would like = want something



Would you like a cake? Yes, I would.

10 Answer these questions.

- 1 What type of films do you like?
- 2 Would you like to visit New York?
- 3 Do you look like your father or your mother?
- 4 What type of music do you like?
- 5 What's your best friend like?
- 6 Do you like baseball?
- 7 What is your bedroom like?
- 8 What would you like to eat for dinner tonight?

Reading

1 Warm up What do you find in a modern city? Work in pairs. Brainstorm ideas. Think about:

tall buildings

buildings

transport

shopping

entertainment

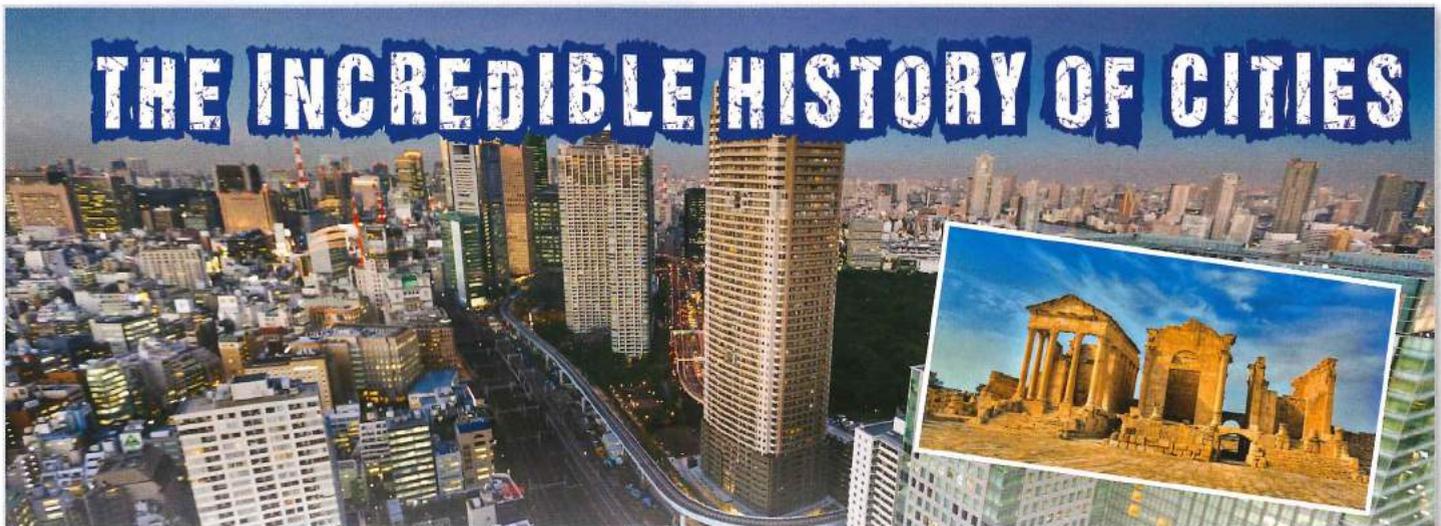
museums

2 Work in groups and compare your ideas. Then discuss these questions

How many of these things were found in ancient cities? What was different about ancient cities?

3 Read the article. Match the headings with the paragraphs.

A Back to the past **B** Ancient cities **C** Megacities **D** Changing cities **E** Why cities developed



- 1 The world is changing very fast. 200 years ago, almost all the people in the world lived in the country. Today, over 50 per cent of people live in cities. In 1950, there weren't very many big cities. Only 83 cities in the world had a population of over one million. Now there are nearly 500!
- 2 The twenty-first century is the age of the 'megacity'. Megacities have a population of over ten million people. There are now 21 of them from Moscow and Beijing to Cairo, São Paulo and Mexico City. Tokyo's population of 35 million is larger than the population of Canada!
- 3 The first cities developed when farmers in villages produced more food than they needed. This gave some people free time. They started making things, selling things and building better houses and public buildings. Groups of people lived and worked together, often in safe places such as on a hill. Other cities, such as London and Paris, were built around the narrowest part of a river where it was easy to cross.

- 4 So cities aren't a modern invention. In fact, Jericho is possibly the oldest city in the world. It was first built 11,000 years ago! The earliest cities developed in what is now Iraq (Babylon and Ur), China, Pakistan, Egypt (Thebes) and Greece. Rome was the first great city in the world. In the third century AD, its population was more than one million!
- 5 Now let's travel back in time to visit one of the great cities of the past. The year is 1600 and this is Shakespeare's London. It was very different from a modern city. First, you entered it through gates in high city walls. When you were inside, you experienced four things: the narrow roads, the smell, the noise and the number of animals. It was a dangerous place, too, because rats and insects caused diseases. Today's cities are much bigger, faster and safer to live in. However, they still suffer from similar problems such as pollution, noise, traffic and dirt. But perhaps the biggest difference between old and modern cities is light. Modern cities are never dark. At night, you can even see them from space!

4 Read the article again and answer the questions.

- 1 How many cities have a population of over one million?
- 2 How many people live in a megacity?
- 3 Where were the first cities built?
- 4 In which modern countries were the earliest cities?
- 5 How was Shakespeare's London different from a modern city?
- 6 How are old and modern cities similar?

5 Write three more questions about the article. Then ask and answer with your partner.

Listening and speaking

6 3.13 Listen to Zoe and Daniel talk about their cities. Make notes in the table.

	Zoe 	Daniel 
city		
where it is		
population		
interesting to visit		
famous for		
problems		
best thing		

7 3.13 Listen again. Who says these things Zoe (Z) or Daniel (D)?

- 1 Sometimes I don't like the weather.
- 2 You can cycle everywhere and it's really safe.
- 3 It's really great for kids and young people!
- 4 At the weekend we go for walks on the waterfront.
- 5 There are musicians, jugglers, magicians and clowns.
- 6 It's got a lot of hills and we've got cable cars as well as buses.
- 7 There are amazing parades and parties in the street.
- 8 There are monkeys living up there!

8 Work in pairs. Talk about a city in your country. Use the table in Exercise 6 to help you.

Writing

9 Write about a city in your country. Use your ideas from Exercise 8.

Study skills

Writing about a city
Copy and complete the table in Exercise 6. Make extra notes about the most important sights. Think of descriptive adjectives: *busy, beautiful, old, exciting*, etc. When you write your text, use linking words: *and, but, so, because*, etc. Start the last sentence: *But the best thing about/in my city is ... because ...*

Grammar

used to / didn't use to

Functions

talking about your family

Vocabulary • Technology

- 1 **3.16** Match the words with the pictures. Then listen and check.

a phone box a record a video a fountain pen
 a typewriter a cassette a black and white TV a camera



- 2 Work in pairs. Ask and answer questions about the items in Exercise 1.

A Have you ever listened to a record?

B No, I haven't. But I know my grandparents have. And they still have an old record player.

What about you?

A I listened to some records last summer!

Presentation

- 3 **Warm up** Quickly read the article on page 99. What objects from Exercise 1 does John mention?

- 4 **3.17** Listen and read the article again. Answer the questions.

- 1 What type of music did John like?
- 2 How were his clothes different in the past?
- 3 Why was using a phone box boring?
- 4 What type of books did he read?
- 5 Why did he use his typewriter?
- 6 What did he want to become in the future?

- 5 Read *Language focus*. Then underline more examples of *used to* in the article.

- 6 Discuss the questions.

- 1 How did John listen to music in the past? How does he listen to music today?
- 2 How did he contact his friends in the past? What does he do today?

Language focus

- I **used to** buy all their records.
- We **didn't use to** have mobile phones.
- What **did you use to** do in your free time?



Then ... and now!

This week we're looking at the present and the past. And Holly has interviewed somebody very special ... her grandfather, John! How has his life changed since he was a teen? Read on and find out!

What kind of music did you listen to?

Well, I was a teenager in the 1960s so I used to listen to rock 'n' roll! I loved The Beatles and the Rolling Stones. I didn't use to have much money – but I bought all their records. And then in the 1970s I got into Pink Floyd and some rock bands like Led Zeppelin.

How did you use to listen to music?

I used to have a record player. We listened to albums and singles. I still have a lot of my old records but I never listen to them. But in the 1970s I used to buy cassettes. These days I listen to music on my mp3 player.

Were clothes important to you?

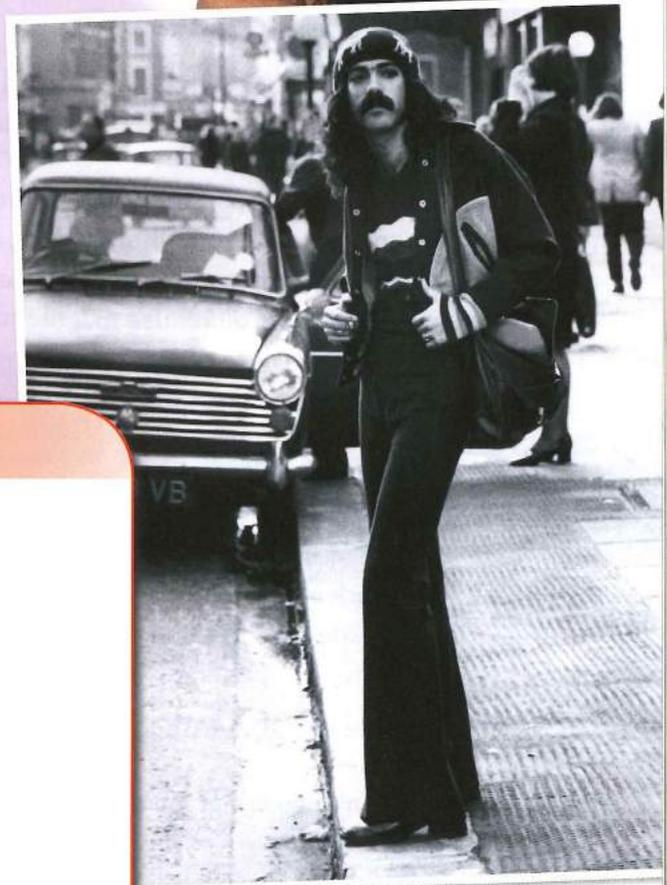
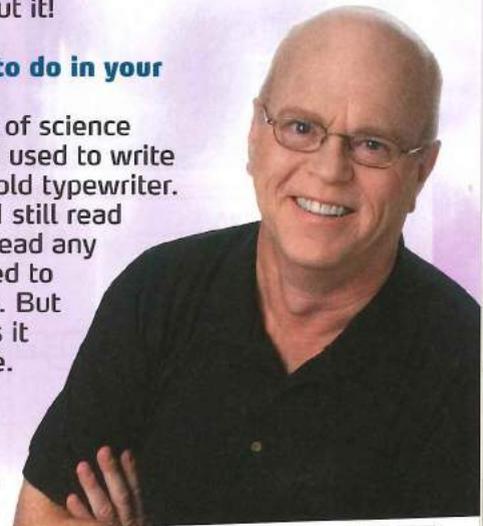
They still are important to me! But I used to wear very different clothes when I was a teen! I wore very colourful shirts and some of them had flowers on them! My trousers were a different size, too. But I still wear jeans, of course.

How did you use to contact your friends?

We didn't use to have mobile phones or computers then. We didn't even have a telephone in my house! I used to go to a phone box – with lots of coins! You had to wait if there were already people in the phone box. That was really boring, too. These days I never go anywhere without my mobile phone. I couldn't live without it!

What did you use to do in your free time?

I used to read loads of science fiction novels. And I used to write sci-fi stories on my old typewriter. They were terrible! I still read a lot, but I haven't read any sci-fi for years. I used to watch TV every day. But of course in the '60s it was black and white. And I used to listen to music with my friends and dream of being a rock star!



Your Space Talking about your family

7 Choose one of your grandparents and make notes.

- Name
- Date of birth
- Place of birth
- Jobs
- Important events

8 Work in pairs. Talk about your grandparents.

A My grandmother was born in Athens in Greece.

B Really? When was she born?

used to / didn't use to

- We use *used to* to talk about our life in the past.

1 Write sentences about Jason. Use the verbs and the information below.

be have wear like

Jason used to be a rock star. Now he's a bank clerk.



1990



Today

1990	Today
Career rock star	bank clerk
Appearance dark hair	bald
Clothes jeans and T-shirts	jacket, shirt and tie
Likes skiing rock and heavy metal	golf country and western

2 Think of when you started your first school. How are you different now, and how are you the same? Write six sentences using *used to / didn't use to*.

watch play wear have be
eat drink live listen to go

I used to watch cartoons on TV.
I didn't use to eat much fruit.

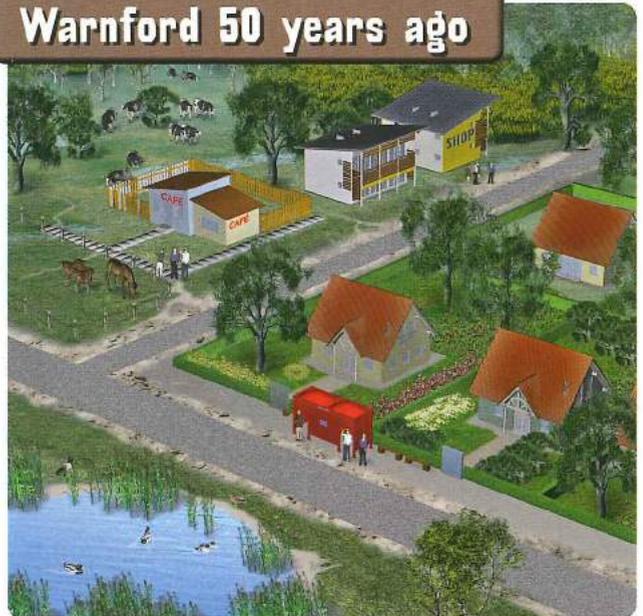
3 Work in pairs. Talk about the changes in your life, and the things that have stayed the same.

A I used to watch cartoons on TV, and I still do!

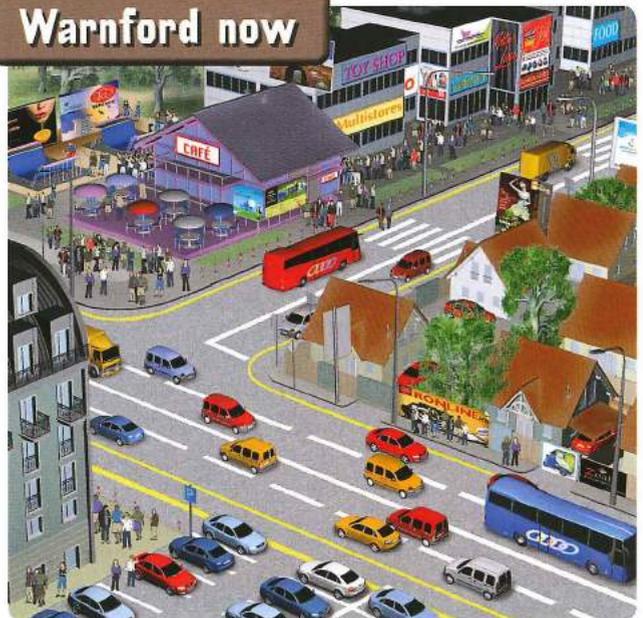
B I didn't use to eat much fruit, but now I do.

4 Work in pairs. Look at the two pictures. How has Warnford changed in 50 years? Write as many sentences as possible.

Warnford 50 years ago



Warnford now



There used to be a bus stop.
There didn't use to be a car park.
There were lots of trees but now ...



Get it right!

When you talk about routine in the present don't use *used to*.

I usually have coffee for breakfast.

NOT I used to have coffee for breakfast.

used to – questions

- 5  Work in pairs. Read the role cards and act out the interview.

**Student A**

You are a journalist. Your partner is an astronaut. Ten years ago he/she spent a year on a space station. Ask questions.

What / do in your free time	What / eat
What / wear outside	What / wear inside
How / keep fit	Where / sleep

Student B

You are an astronaut. Ten years ago you spent a year on a space station. Think about:

your routine your free time your clothes
your food your likes and dislikes

Answer the journalist's questions.

- A** What did you use to do in your free time?
B I used to read and write a diary.

- 6  Read the role cards and act out the interview.

**Student A**

You are a scientist. Five years ago you spent a year on an Antarctic Research Station. Think about:

your routine your free time your clothes
your food your likes and dislikes

Answer the journalist's questions.

Student B

You are a journalist. Your partner is a scientist. Five years ago he/she spent a year on an Antarctic Research Station. Ask questions.

What / do every day	What / wear outside
What / wear inside	How / keep fit
Where / sleep	What / listen to

- 7  Compare your life with the lives of your grandparents. Think about the following topics.

technology

contacting friends

food and drink

music

transport

free time

My grandparents used to buy records and cassettes. I download my music.

- 8  Work in groups. Compare your ideas from Exercise 7.

Soundbite

/p/ /b/

- A**  **3.18** Listen and circle the words you hear.

	A	B
1	pear	bear
2	pin	bin
3	pen	Ben
4	Paul	ball
5	pie	buy
6	cap	cab
7	peach	beach
8	pig	big

- B** Work in pairs. Take turns to say a word from Exercise A. Your partner says if it is an 'A' or 'B' word.

- C**  **3.19** Listen and repeat the tongue-twisters.

- I put my book in my bag and my passport in my pocket.
- The pool wasn't big so we played ball on the beach.

10B Talk about it!

Grammar

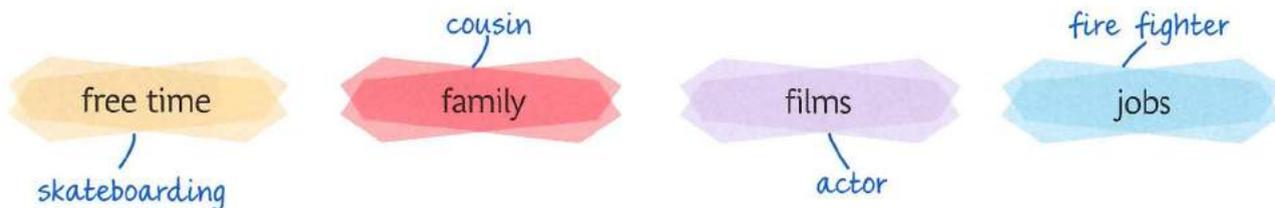
general language review **R**

Functions

fluency practice

Vocabulary • Review

- 1 Work in pairs. Copy the spidergrams and add your ideas.



- 2 Work in pairs. Choose one of the topics from Exercise 1 and try to keep a conversation going for two minutes. Ask and answer questions.

A I'd like to be a vet.

B Why do you want to do that?

A You can work with lots of different animals.

B What are your favourite animals?

A Horses. I love them! What about you?

- 3 Choose another topic and try it again.

Presentation

- 4 Work in groups. Read the rules for the board game. Then start talking!



Talk about it!

Play the game in groups of three: A, B and C

- You need a coin and counters.
- If you throw heads, move one square.
- If you throw tails, move two squares.
- The first player tosses the coin and answers the question. The group can ask more questions. Try to talk for one minute!
- The winner is the first person to reach the end.

END
You're the winner!

What will you do if it's sunny on Saturday?

Talk about somebody you admire.

Where would you go if you could travel in time?

MISS A TURN!

Do you download anything?

What have you already done today?

What would you do if you won a lot of money?

Do you ever visit websites in English?



Have you ever been to another country?

What are you going to do later today?



MISS A TURN!

Look at your clothes. Where were they made?

FREE QUESTION!
Another player asks you a question.

What are your school rules?

Talk about the last book you read.

What chores do you have to do at home?

FREE QUESTION!
Another player asks you a question.

What did you use to do when you were five?

What were you doing at 6 pm on Sunday?

↑ A
← B **START** ↓ C

Talk about somewhere you like.

END
You're the winner!



Which websites help you do your homework?

Who have you already texted today?

What do you have too much / not enough of?

END
You're the winner!



Talk about something you always carry with you.

Have you ever written a diary or a blog?

MISS A TURN!

You can't sleep at night. Ask for advice!

What would you do if you had more free time?

What are you going to do at the weekend?

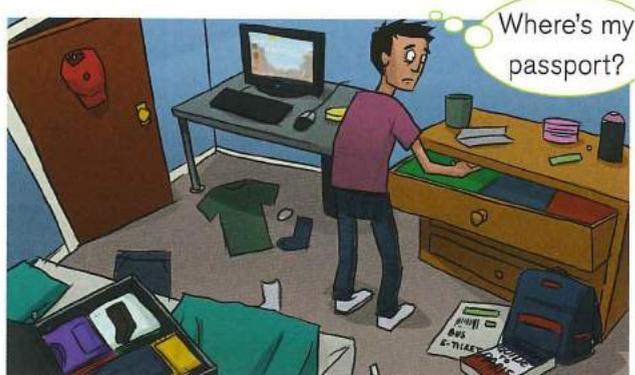
FREE QUESTION!
Another player asks you a question.

Present perfect

- 1 Harry is getting ready for his holiday. Write sentences with *already* and *yet*.

He hasn't packed his cap yet.

pack cap	turn off computer
buy a guide book	tidy room
make bed	find passport
print out bus ticket	



Present perfect and past simple

- 2 Work in pairs. Change roles after three minutes.

Student A

Ask questions with *How long* and the ideas below. Then ask more questions using the past simple.

Student B

Use *for* and *since* in your first answer. Then answer all of your partner's questions.

use a computer know your best friend

live in your home study English

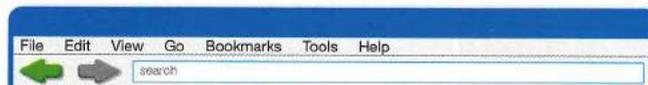
live in this town be at this school

know me have your favourite T-shirt

- A How long have you known your best friend?
 B I've known my best friend for three years.
 A When did you meet?
 B We met in the school holidays.
 A Where did you meet?

First conditional

- 3 Complete the sentences for you.



What if ...?

Hi! Today's blog asks you to think about the next few days.

- If I go to bed very late tonight,

 If it's cold and wet tomorrow,

 If I don't do my homework,

 If I don't eat my dinner this evening,

 If I spend my pocket money,

 If I talk in class,

 If I don't remember my school bag,

- 4 Work in pairs. Ask and answer questions about the sentences in Exercise 3.

A What will happen if you go to bed very late tonight?

B I won't wake up in the morning!

Second conditional

- 5 Work in groups. Take turns to continue the stories. Use the ideas below.

If I went to Australia, ... If I were a film star, ...

If I had a time travel machine, ... If I were 65, ...

A If I went to Australia, I'd visit the Great Barrier Reef.

B If I visited the Great Barrier Reef, I'd go swimming.

C If I went swimming, ...



Reported speech

6 Work in pairs. Read the rules. Then play the game.

Take turns to report what the people said.

You get two points for each correct answer.

If your partner thinks you are wrong, check with your teacher.

A David is learning the guitar.

B He said (that) David was learning the guitar.

Student A

Student B

David is learning the guitar.

I hate getting up early in the morning.

Lisa can't speak Russian.

Is there anything to eat?

You have to walk the dog.

My parents don't like heavy metal.

You mustn't play your music too loud.

Nick won't reply to my phone calls.

I can't find my mobile phone.

Is Harry coming to my party?

Are you thinking about your holiday?

I send 50 text messages every day.

Multi-word verbs

Multi-word verbs combine prepositions with common verbs. Here are some useful ones.

find out



I've found out all about volcanoes on the internet.

go back



I had to go back to school because I forgot my bag.

look for



Where's my mobile phone? I've looked for it everywhere!

look after



My friend looks after my cat when I'm on holiday.

put away



Put away all your things! It's time for dinner.

make up



My little sister makes up incredible stories!

7 Match the verbs with the prepositions to make more multi-word verbs. Then write a sentence for each one.

hang take sit put turn give

up out down away on off

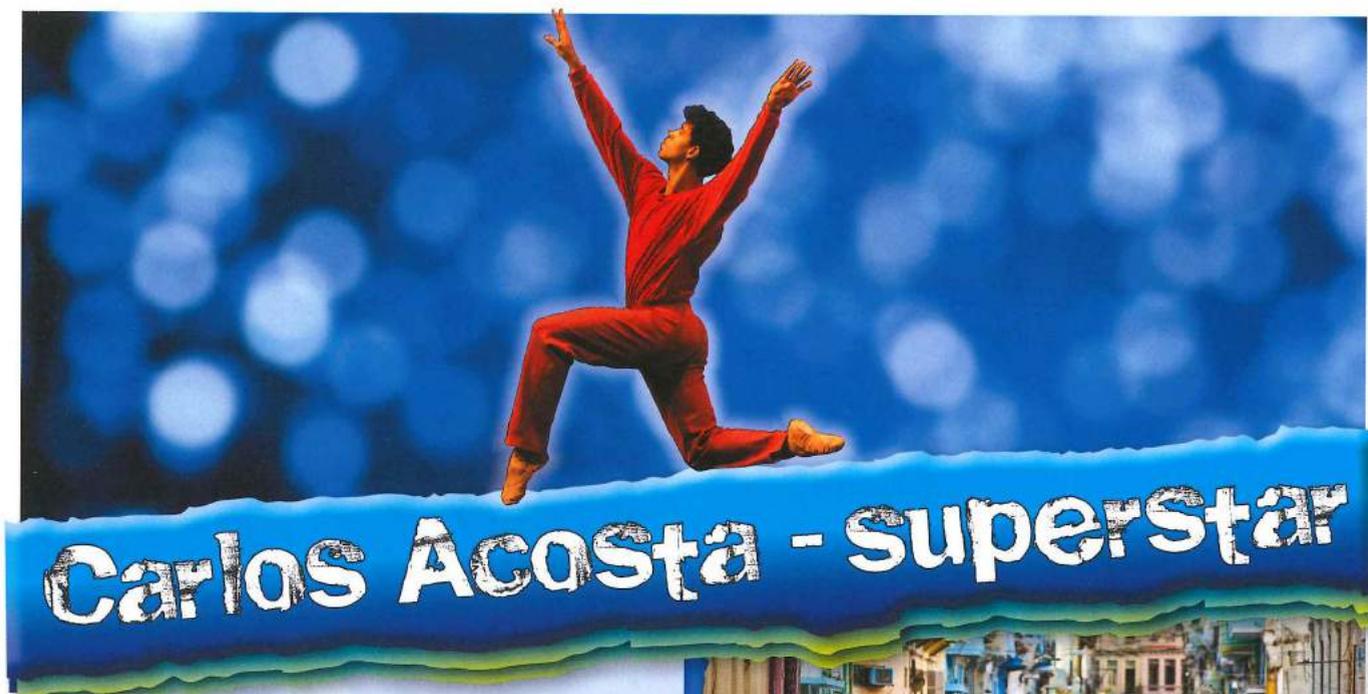
hang out: I like hanging out with my friends.

Reading

1 Warm up Imagine you are a world-famous sports star and discuss the questions.

What are the good things about your life? What are the bad things? How has your life changed?

2 Read the article about Carlos Acosta quickly. Does it mention any of your ideas?



Life wasn't easy for the young Carlos Acosta. He was born on 2nd June, 1973 in Havana, Cuba. He had ten older brothers and sisters and the whole family used to sleep in the same room. The family were poor and Carlos had no toys. Sometimes he didn't have any shoes. But Carlos was full of energy! He wasn't interested in school. He spent his time on the streets. He won a break-dancing competition when he was only nine! His dream was to be a professional footballer. However, his father had a different idea. In 1980, he sent Carlos to a dance school. He had two reasons for this – dance schools offered a free lunch every day, and they taught discipline.

So Carlos started going to the National Ballet School of Cuba ... and he hated it. He found the physical exercises boring and he wanted to hang out with his friends. But when he was 13, he saw his first real ballet – and he knew that he wanted to become a great dancer. 'I found that ballet was my best friend,' he said. 'I was determined to be the best I could.' He won his first important dance prize in 1990 when he was only 16.



Carlos became the principal (lead) dancer with the English National Ballet (1992–1994) and the Houston Ballet (1993–1998). He has danced with all the world's great dance companies including the Bolshoi and the Royal Ballet. In 2003 he wrote, choreographed and danced in *Tocororo (A Cuban Tale)*. This show is about a young boy who leaves his home in the countryside for a new life in the city. It was similar to his own experiences.

Carlos Acosta is a successful and brilliant artist. He is loved by audiences all over the world. Yet in his autobiography *No Way Home* (published in 2007), he talked about the tough, lonely and painful world of ballet. He also wrote about his sadness at living away from Cuba. But he loves dancing. And every time he dances, he is happy.

3 Read the article again and number the events in the correct order.

- He performed in his own ballet, *Tocororo*, in 2003.
- 10 His autobiography, *No Way Home*, was published.
- He won an important dance competition when he was 16.
- He disliked the National Ballet School.
- He wanted to become a footballer.
- He joined the English National Ballet.
- He was sent to dance school in 1980.
- He won a break-dancing competition when he was nine.
- 1 Carlos was born to a poor family in Havana.
- He danced with the Houston Ballet.

4 Work in groups. Discuss the questions.

What do you think Carlos learned at dance school? How did it change his life?
Why does he sometimes feel lonely and sad?

Study skills

Putting events in order

Read the article two or three times. Draw a timeline and write the main events on it. Use dates, ages and words like *Then*. Use a pencil to order the events. Read the article again to check your facts.

Listening and speaking

5 **3.21** Listen and match the people and the information. Write *T* (Theresa) or *D* (David).

Montreal

a tree house

San Diego

a bunch of flowers

an apartment

wet hair

a teddy bear

a water pistol

6 **3.21** Work in pairs. Try to remember the questions. Then listen again and check.

7 Write four true facts and invent one false piece of information about your life.

I was born in ...

The first house I lived in was ...

When I was little I used to ...

8 Tell the class your facts. Answer any questions. The class has to discover the false information.

Writing

9 Think about a grown-up that you know. Make notes:

• **Appearance and personality**

What do they look like? What are they like? What do they do?

• **Birth and childhood**

Where and when were they born? Who were their parents? Where was their first home?

• **Education and teen years**

Where did they study? What subjects were they good at? What were their interests? What did they do in their free time?

10 Write the beginning of a short biography. Use your notes to write three paragraphs.

1 Communication

Asking about rules

1 Look at the Meadow Sports Centre rules. Then match the questions with the answers.



Alice asks ...

- 1 Is it OK to chew gum?
- 2 Are you allowed to take photos?
- 3 Do I have to shower before swimming?
- 4 Can I use the weights room?
- 5 Is it OK to drink water in the gym area?
- 6 Are you allowed to come here with friends?

d

Adam answers ...

- a Sure. No problem.
- b Yes, you are. You can bring one guest with you.
- c No, it's not allowed. And you must leave your mobile in your locker, too.
- d No, I'm sorry, you can't.
- e Yes, you do.
- f No, I'm sorry. You have to be over 16.

Meadow Sports Centre

RULES

- Wear appropriate sports clothes and shoes.
- No chewing gum.
- No food or drink in the gym area except water.
- No under-16s in the weights room.
- Look after your belongings.
- No mobile phones or cameras.
- Shower before you go in the swimming pool.
- You can bring a guest once a week.

2 **1.10** Listen and check. Then act out the conversations.

3 **1.11** Look at *Phrasebook*. Listen and repeat.

4 Work in pairs. Role play a conversation.

Student A You are at a sports club. Ask the receptionist about the rules.

Student B You are the receptionist at the gym. Answer Student A's questions.

Begin:

A Can I ask you about some of the rules?

B Yes, of course ...

Finish:

A OK, thanks very much for your help.

Phrasebook

Asking about rules

Can I ... ?

Are you allowed to ... ?

Is it OK to ... ?

Do I have to ... ?

Replying

Sure. No problem.

Of course you can.

No, I'm sorry, you can't.

No, it's not allowed.

2 Communication

Describing a picture

1 **Warm up** Work in pairs. Look at the photos and answer the questions.

What can you see in the photos? Where are the people? What are they doing?
Can you identify the city? Would you like to visit it?



2 **1.20** Listen to the conversation and decide which photo the people are talking about.



3 **1.21** Look at *Phrasebook*. Listen and repeat.

4 Work in pairs. Choose one of the other photos from Exercise 1 and describe it to your partner. Remember to ask questions.

5 Work in pairs and follow the instructions.

Student A

Choose a picture in the book. Don't show your partner!
Then describe it. Answer any questions.

Student B

Listen to your partner's description of the picture and ask questions. Then try to find the picture in the book.

6 Swap roles and repeat Exercise 5.

Phrasebook

Describing a picture

In the foreground ...

I can see ...

In the centre ...

In the background ...

On the right ...

On the left ...

She looks ...

I think she's ...

Asking for more details

Can you describe it?

What else can you see?

What does she look like?

What's she doing?

Negotiating

1 Read and follow the instructions.

The Survival Game

Imagine you are going on an expedition to the Amazonian Rainforest. You must survive for a week. You will have a backpack and basic clothes (T-shirt, shorts and trainers). Look at the items below. You can only take eight of them. Underline the things you want to take.

a torch • matches • sleeping bags • a compass • a first aid kit • insect repellent • sun cream •
a cooking stove • pillows • a penknife • blankets • a mobile phone • hats • water bottles • nuts and
chocolate • shirts • trousers • boots • a whistle • a map

2 **1.31** Listen and complete the conversation.

let's good going decided don't ~~think~~ should

- Amy** Shall we take blankets? It can be cold at night.
Max Erm ... I'm not sure. What do you ¹ think ?
Ella I ² agree. We ³ take sleeping bags.
 They're lighter than blankets, too.
Max I think Ella's right. Sleeping bags are better.
Amy OK, so we're ⁴ to take sleeping bags. What else?
Max ⁵ take insect repellent.
Amy That's a ⁶ idea.
Ella I agree. Insects will be a big problem.
Amy Great! So we've ⁷ to take insect repellent, too.

3 **1.32** Look at *Phrasebook*. Listen and repeat. Copy the intonation.

4 Work in groups. Decide which eight items you are going to take. Then compare your choices with the rest of the class.

Phrasebook

Suggesting

Let's take ...

We should take ...

Shall we take ... ?

Checking

Why do you want to take ... ?

What do you think?

Being unsure

I'm not sure.

Agreeing and disagreeing

I agree. / I don't agree.

That's a good idea.

Rounding up

So, we're going to take ...

So, we've decided to take ...

4 Communication

Buying clothes

1 **Warm up** Work in pairs. Discuss the questions.

How often do you go shopping for clothes? What clothes have you bought recently?

Where do you normally buy your clothes? Do you enjoy shopping for clothes?

2 **1.39** Read and put the conversation in order. Then listen and check.



- | | | |
|-------------------------------------|--------------------|---|
| <input checked="" type="checkbox"/> | 1 Sales assistant | Can I help you? |
| <input checked="" type="checkbox"/> | 2 Francesco | Yes, please. I'm looking for a sweater. Have you got one in blue? |
| <input type="checkbox"/> | Sales assistant | Yes, no problem. Is that any better? |
| <input type="checkbox"/> | Sales assistant | Here you are. |
| <input checked="" type="checkbox"/> | 3 Sales assistant | What size are you? |
| <input type="checkbox"/> | Sales assistant | Yes, of course. How does it feel? |
| <input type="checkbox"/> | Francesco | Yes, thanks. How much is it? |
| <input type="checkbox"/> | Francesco | I'm a medium, I think. |
| <input type="checkbox"/> | Francesco | Can I try it on? |
| <input type="checkbox"/> | Francesco | It's a bit small. Could I try on a larger one? |
| <input checked="" type="checkbox"/> | 11 Sales assistant | £20. |
| <input checked="" type="checkbox"/> | 12 Francesco | I'll take this one, please. |

3 **1.40** Look at *Phrasebook*. Listen and complete. Then listen and repeat.

4 Work in pairs. Act out the conversation from Exercise 2.

5 **1.41** Listen to some more conversations and complete the table.

	What do they want?	What size do they take?	How much do the items cost?
1 Erin			
2 Lewis			
3 Amelia			

6 Choose from the items below and act out more conversations.



Phrasebook

Can I help you?

I'm just ¹....., thanks.

I'm ²..... some jeans.

Have you got them ³..... black?

What size are you? / What size do you take?

I'm a ⁴..... / I'm a size 38.

⁵..... I ⁶..... them on?

They're a ⁷..... small.

Have you got a ⁸..... pair?

How much are they?

I'll ⁹..... them.

5 Communication

Going to the doctor's

- 1 **Warm up** Work in pairs. Look at the picture and discuss the questions.

What do you think is wrong with the patient?

When did you last go to the doctor's?

- 2 **2.10** Work in pairs. Listen and complete the conversations with the words in the box. Then role play the situations.

temperature prescription cough examine **matter** accident hospital hurt pain



- A Doctor** Hello, please sit down. Now, what's the ¹ *matter* ?
Keira I've got a terrible sore throat and a ²
 I've had it for a week now.
Doctor Have you got a ³ ?
Keira Yes, I have. It's about 38.
Doctor Let me ⁴ you. Mmm, take a deep breath
 in ... and out. Open your mouth. Well, you've got an
 infection. Here's a ⁵ for some antibiotics.
 Take one three times a day after meals. And don't go to
 school this week.
Keira Thanks, doctor. Goodbye.

- B Doctor** Hello. How are you today?
Marek Not great! I've got a terrible ⁶ in my ankle.
Doctor Oh dear. Take off your shoe so I can examine it. Does that ⁷ ?
Marek Ouch! Yes, it does.
Doctor Did you have an ⁸ ?
Marek I hurt it in a football match two days ago.
Doctor Well, I think I'm going to send you to ⁹ for an X-ray.

- 3 **2.11** Listen and complete the notes.

	Harvey	Gracie
Problem	feels bad	gets about times a week
Doctor's advice	go don't but drink lots of water don't go	get some do something

- 4 **2.12** Look at *Phrasebook*. Listen and repeat.
 Copy the intonation.
- 5 Work in pairs. Take turns to role play conversations at the doctor's.

Phrasebook

Doctor

What's the matter?

What seems to be the problem?

Have you got a headache?

Let me examine you.

Here's a prescription.

Patient

I've got a sore throat.

I've got a pain in my ankle.

I feel really ill.

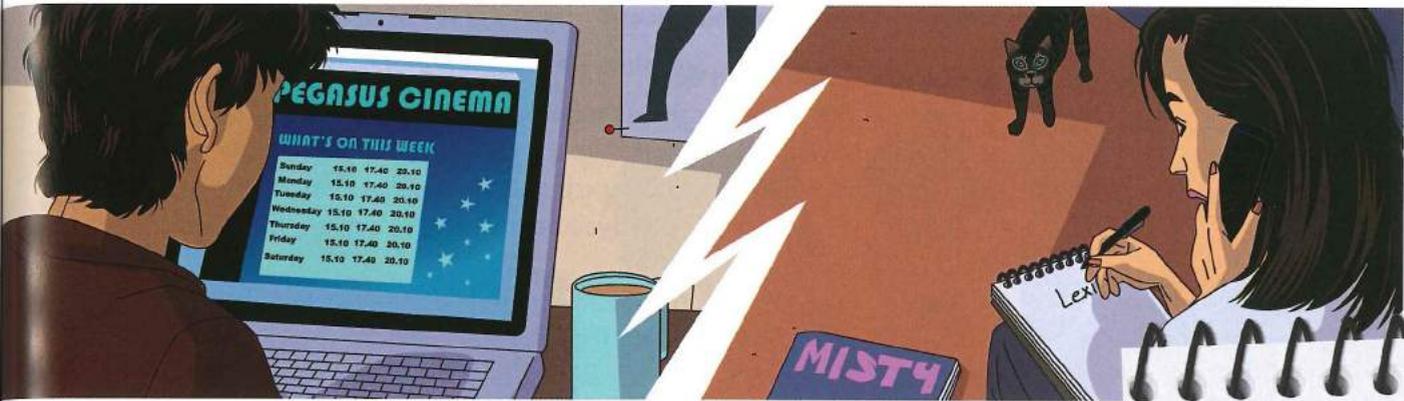
Thank you, doctor.

6 Communication

Taking messages

1 **Warm up** Look at the pictures and answer the questions.

What do you think is happening? What do you think they are talking about?



2 **2.25** Listen to the conversation and correct the message.

3 **2.25** Listen again and complete the conversation.

Can I take I'll give Where did you say ~~Could I speak~~ what did you say

Nicole Hello.
Tyler Hello. Could I speak to Lexi, please?
Nicole I'm sorry, she isn't here. ² a message?
Tyler Yes, please. Could you tell her Tyler called?
Nicole Sorry, ³ ?
Tyler Could you tell her Tyler called? Can she meet me outside the Pegasus cinema?
Nicole ⁴, exactly?
Tyler The Pegasus cinema. At quarter past two. The film starts at half past.
Nicole OK. Has she got your number?
Tyler Yes, I think so. But I'll give it again. It's 0769 57438840.
Nicole OK, ⁵ Lexi the message. Bye.
Tyler Thanks, bye.

Lexi
 Tyler called
 meet at cinema at 3.15
 film starts at 3.30
 please call him
 mobile no.
 0769 57348840

4 **2.26** Listen and complete the messages.

1 called
 call before
 needs help with
 number

2 called
 meet in park
 at
 take

5 **2.27** Look at *Phrasebook*. Listen and repeat.

6 Work in pairs. Role play your own conversations. Take turns to leave and take messages. Before you begin, make notes:

- decide who you are
- decide who the message is for
- invent your message

Phrasebook

Leaving a message

Could I leave a message?
 Can you tell her Amy called?
 called?

Taking a message

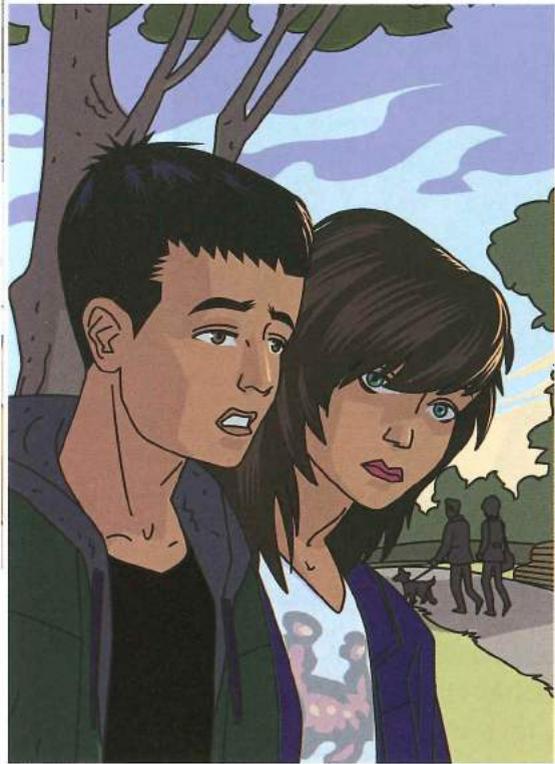
Can I take a message?
 Pardon?
 Sorry, what did you say?
 Where did you say?
 Could you repeat that, please?
 Can you spell that, please?
 OK, I'll give her the message.

7 Communication

Giving advice

- 1 **2.36** Work in pairs. Listen and complete the conversations. Then act them out.

really sure but should ~~problem~~ maybe you why



A Zara Hey, what's up?
 Leo I'm really worried about my exams.
 Zara What's the ¹ problem ?
 Leo I've done a lot of work, but I'm so nervous I can't sleep at night.
 Zara ² don't you read a book or a magazine when you go to bed?
 Leo I'm not ³ that's a good idea. The trouble is I can't stop thinking about the exam!
 Zara If I were ⁴ , I'd do some exercise. That'll help you relax.
 Leo Thanks, I'll try that.

B Billy Are you OK?
 Lauren Not ⁵ I'm bored because I haven't got enough money to do anything.
 Billy ⁶ you could ask your parents for some money.
 Lauren Yes, ⁷ I've asked them too many times.
 Billy I see. I think you ⁸ learn to do inline skating. You can use my old skates. You don't need money for that!
 Lauren That's a good idea! Thanks!

- 2 **2.37** Look at *Phrasebook*. Listen and repeat. Copy the intonation.

- 3 Choose one of the problems below. Think about how you feel, why the situation is difficult, etc. Make notes.

I've borrowed my friend's scarf and now I've lost it.

I can't get up in the morning.

I eat too much junk food.

My six-year-old sister keeps taking my things.

- 4 Work in pairs. Take turns to ask for advice.

Student A

Ask if your friend is OK.

Offer some advice.

Offer different advice.

Student B

Explain your problem.

Express doubt and give a reason.

Accept the advice and say thank you.

Phrasebook

Giving advice

If I were you, ...

Why don't you ... ?

I think you should ...

Maybe you could ...

Expressing doubt

I'm not sure that's a good idea.

The trouble is ...

Yes, but ...

Accepting advice

That's a good idea.

Thanks. I'll try that.

8 Communication

Talking about feelings

1 Warm up Work in pairs. Discuss the questions.

How do you feel today? How did you feel yesterday?
What makes you feel happy / sad / nervous / excited?

2 3.04 Listen and number the pictures.



3 3.04 Listen again and complete the conversations. Choose from the adjectives in the box.

nervous(x2) happy sad depressed bored upset excited scared worried embarrassed

1 Eric Hi there.
Sophie Oh, hello.
Eric What's wrong? You sound a bit
1.....
Sophie Yeah, I feel really 2..... today.
Eric Why?
Sophie Because I've just heard my exam results.
They weren't very good.
Eric Oh dear! I'm really sorry.

2 Paul Are you alright? You look 3.....
Keira I feel really 4.....
Paul Why do you feel 5.....?
Keira Because I have to see the headmaster in
ten minutes.
Paul What did you do?
Keira I was playing football when I kicked the ball
through his window!
Paul Oh no!

3 Tom Hi, Olivia.
Olivia Hi. You look 6.....
Tom I am!
Olivia What's happened?
Tom I've just got a text from my dad.
We're going to the USA in the
summer! I'm so 7.....!
Olivia That's great!

Phrasebook

Asking about feelings

Are you alright?

What's wrong?

What's up?

You look happy.

You don't look very well.

Talking about feelings

I'm so happy.

I feel nervous.

Giving reasons

I have to go to the dentist's.

Because I've just heard my
exam results.

4 3.05 Look at *Phrasebook*. Listen and repeat. Copy the intonation.

5 Act out the conversations. Sound worried, happy, etc.

6 Work in pairs. Choose a feeling from Exercise 3. Then make conversations. Remember to give an explanation.

Giving directions

Weston Shopping Centre



1 3.14 Listen and complete the conversations.

stairs lift exactly can't ~~here~~ tell straight much

- A Jack** Excuse me. Is there a sports shop
1 here ?
- Alice** Yes, there is. Take the 2 to the
second floor. Then turn left and go 3
on. It's on the left, next to the restaurant.
- Jack** So it's on the second floor on the left?
- Alice** That's right.
- Jack** Thanks very 4
- Alice** No problem.

- B Rachel** Excuse me. Can you 5 me where
the toilets are, please?
- Juan** Yes, they're on the ground floor.
- Rachel** Where 6?
- Juan** Go down the 7 and turn right.
There's a corridor between the café and
the newsagent's. Go along the corridor and
the toilets are at the end. You 8
miss them.
- Rachel** Thank you.
- Juan** Not at all.

Phrasebook

Asking for directions

Excuse me. Is there a sports shop
here?

Where is the shoe shop?

Can you tell me where the
pharmacy is, please?

Giving directions

Go up the stairs to the first floor.

Take the lift to the second floor.

Go down to the ground floor.

Turn left. Go straight on.

Go along the corridor. It's next to
the café.

You can't miss it.

2 3.15 Look at *Phrasebook*. Listen and repeat.

3 Work in pairs. Start from different places in the shopping centre. Then choose other places and ask for directions.

10 Communication

Saying goodbye

1 **3.22 Warm up** Listen to the conversations and match them with the situations.

going away for a long time going home going on holiday

2 **3.22** Listen again and complete the conversations. Then act them out in groups.

A **Stefan** It's getting ¹ late. It's time for me to go.
Luke OK. See you, Stefan.
Stefan Yeah, bye. ² you tomorrow.
Mrs Hill Bye, Stefan. See you soon.
Stefan Goodbye, Mrs Hill. ³ seeing you.



B **Chloe** I'm going now. I have to pack!
Sofia Have a ⁴ time.
Chloe I will, don't worry!
Sofia And ⁵ me a postcard.
Chloe OK. I'll see you when I get back.



C **Hailey** We're leaving in the morning, so I've
⁶ to say goodbye.
Mrs Keaton Oh, that's nice of you, Hailey. We're going to miss you.
Hailey I'm going to ⁷ you, too.
Nick Now remember, ⁸ in touch!
Hailey I will. ⁹ me ... or we can chat online.
Nick And send me photos and everything.
Mrs Keaton ¹⁰ care. Have a good journey.
Hailey Thanks. Goodbye!



Phrasebook

Saying goodbye

Leaving

It's time for me to go.
 I'm afraid I have to go.
 I'm going now.
 I've come to say goodbye.

Goodbyes

Bye!/Goodbye.
 See you!
 See you tomorrow/soon.
 Nice seeing you.
 Take care!
 Have a safe journey.
 I'm going to miss you.
 Call me. / Text me.
 Keep in touch!

3 **3.23** Look at *Phrasebook*. Listen and repeat. Copy the intonation.

4 Work in pairs. Write conversations for these situations. Use expressions from *Phrasebook*. Then act them out.

You are at a friend's house. A DVD has just finished. You decide to go home.

You are going to live for a year in New York. You and your parents are leaving at the weekend.

Irregular verbs

<i>Verb</i>	<i>Past simple</i>	<i>Past participle</i>
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known

<i>Verb</i>	<i>Past simple</i>	<i>Past participle</i>
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

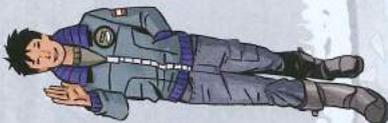
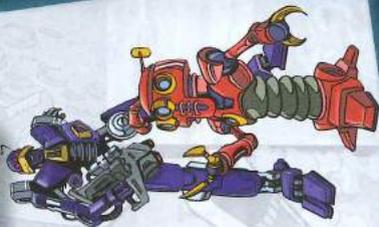
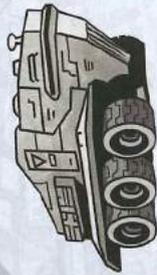
On the Dark Side of the Moon

by Martyn Hobbs

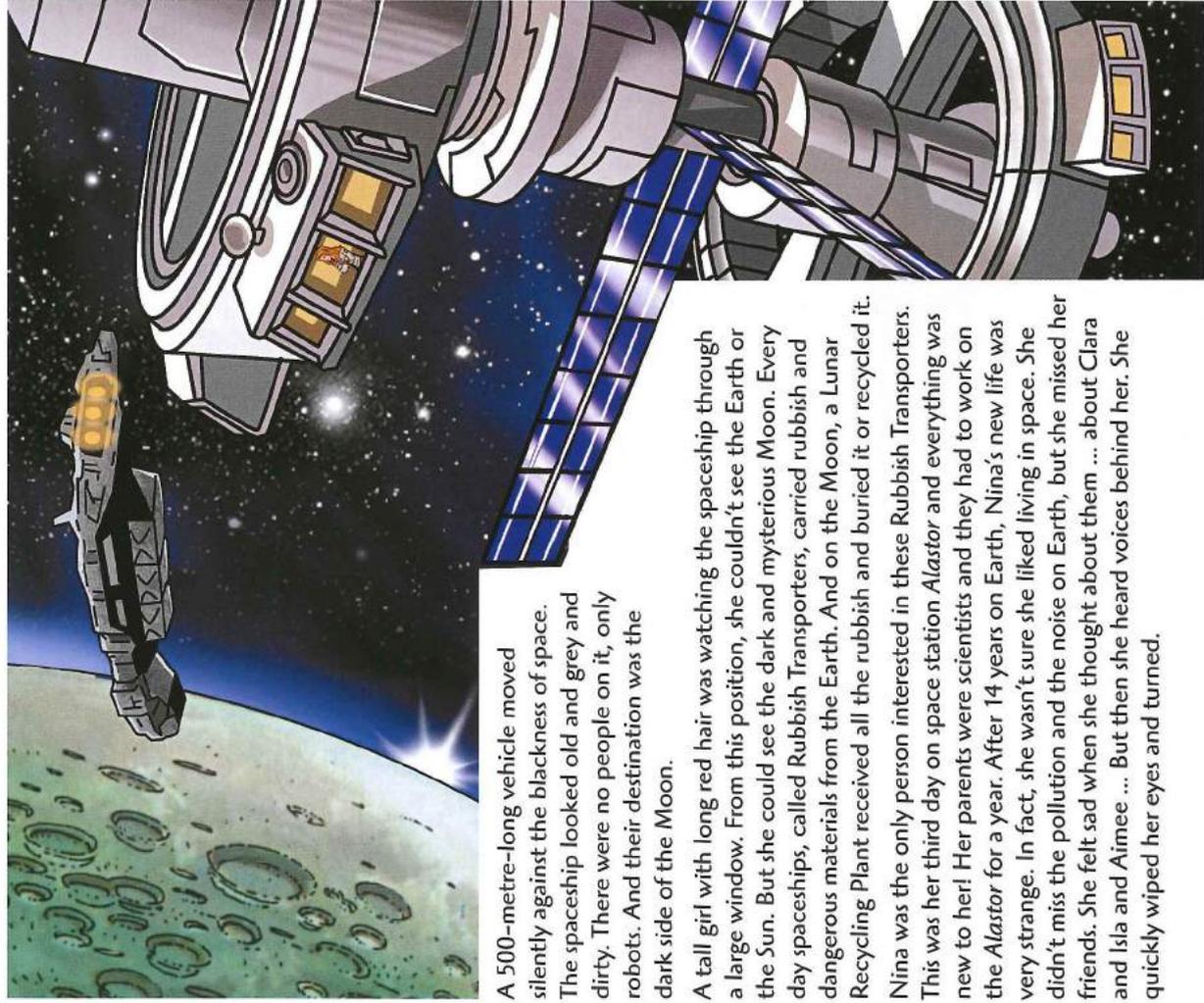
P119

Contents

- 1 The Alastor 120
- 2 Music from the past 121
- 3 Alone 122
- 4 On the moon 123
- 5 Robots 124
- 6 The prisoner 125
- 7 Doctor Leon's plan 126
- 8 Charles to the rescue! 127



The Alastor



A 500-metre-long vehicle moved silently against the blackness of space. The spaceship looked old and grey and dirty. There were no people on it, only robots. And their destination was the dark side of the Moon.

A tall girl with long red hair was watching the spaceship through a large window. From this position, she couldn't see the Earth or the Sun. But she could see the dark and mysterious Moon. Every day spaceships, called Rubbish Transporters, carried rubbish and dangerous materials from the Earth. And on the Moon, a Lunar Recycling Plant received all the rubbish and buried it or recycled it. Nina was the only person interested in these Rubbish Transporters. This was her third day on space station *Alastor* and everything was new to her! Her parents were scientists and they had to work on the *Alastor* for a year. After 14 years on Earth, Nina's new life was very strange. In fact, she wasn't sure she liked living in space. She didn't miss the pollution and the noise on Earth, but she missed her friends. She felt sad when she thought about them ... about Clara and Isla and Aimee ... But then she heard voices behind her. She quickly wiped her eyes and turned.

Two boys and a robot were walking along the corridor. The boys were laughing but the robot was talking seriously. One of the boys called out, 'Hey, Nina!'

It was Kai. He was in her class in the space station school. He was very funny and had a big smile. His best friend, Billy, was with him. Billy's nickname was 'Brains.'

'You have to do your homework,' said the robot.

'Oh come on, Charles. That's not fair,' said Kai. 'You don't do any homework.'

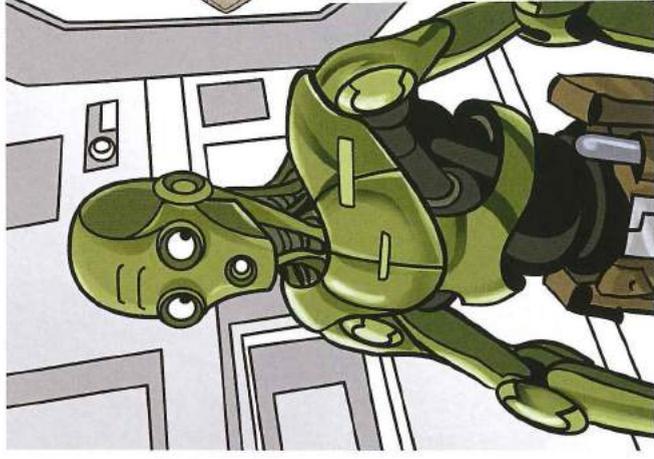
'I don't have time for any other work,' the robot replied. 'I'm always busy. I have to look after you.'

Kai smiled. 'OK, Charles. We're going to do our homework now. I promise. Are you happy?'

'I'm a robot, Kai,' said Charles. 'I'm never happy or unhappy.'

Of course, Kai knew Charles was a robot and robots didn't have emotions. But sometimes ... well, sometimes Kai thought Charles had a sense of humour.

'I must leave you now,' said Charles. 'I have to prepare dinner.'



They watched Charles walk away.

'Are we really going to do our homework?' asked Billy.

'Are you joking?' said Kai. 'I've got a better idea. Hey, Nina, do you want to come with us? We can show you a really cool place.'

Nina didn't have to do any homework. She always did her homework immediately after school. And she was pleased to be with her new friends.

'OK,' she said. 'Let's go!'

Episode 2  3.25

Music from the past



Nina, Kai and Billy were walking along a bright white corridor. Kai wanted to hear about life on Earth. His family came to the *Alastor* over two years ago. He felt a bit homesick. Nina was talking about her old school and friends when Billy said, 'Wait a minute. Take a look in here, Nina.'

They were outside the Control Room. Through the glass window Nina could see about 15 adults and 30 robots. Some of them were studying computer screens.

Some were talking into small microphones. Others were checking the routes of space traffic on a 3D map in the centre of the room. This room controlled the movements of the Rubbish Transporters from Earth.

'Can you see those people over there?' asked Kai. 'They're looking for Space Pirates.'

'Who are they?' asked Nina.

'They're criminal gangs that attack space vehicles,' said Billy.

'I hope they don't attack us!' said Nina, and they laughed.

They walked on for about another 30 metres. Then they turned into an empty corridor. Billy took a small, red screwdriver from his pocket and pointed it at the wall. The screwdriver made a noise ... then Billy removed a plastic panel from the wall. Nina looked through the hole and saw a dark room. Billy turned on the light.

'After you, Nina,' said Billy politely. And Nina went in.



'Do your parents know about this room?' asked Nina.

'No way!' Kai said.

'When did you find it?'

'I didn't find it,' said Kai. 'Billy did.'

'How did you find it?' Nina asked him.

'I was looking at a plan of the *Alastor*, for a school project,' Billy said, 'and I realised there was a space behind this wall.'

'Billy's very clever,' said Kai.



She wasn't bored – she just couldn't stay awake! She looked at Billy and Kai. Billy was sleeping on the floor. Kai looked ill and he was holding his head. What was happening? Nina tried to stand up but she was too tired to move. Then a terrible darkness filled her mind. It was like the blackness of space. And she fell asleep ...



STORY On the Dark Side of the Moon

Episode 3 3.26

Nina woke up in the dark. She felt terrible. Her arms and legs were heavy, her mouth was dry, and her head was aching. She felt scared. Where was she? What was happening? Was she lost in space? Was she dead? Then she heard voices. Boys' voices. And she slowly remembered ...

'Kai?' she whispered.

A voice came to her from out of the darkness.

'I'm over here,' Kai said. Nina looked but she couldn't see him.

'What happened?'

'I don't know. But I think we've been asleep for hours!'

Nina heard some banging noises.

'What's happening?' she asked.

'Don't worry, it's me,' said Billy. 'I'm trying ... to find ... the plastic panel ... Yes!'

Billy pushed the panel into the corridor. Green light entered their secret room.

Alone



'Why are the lights green?' asked Nina.

'They're emergency lights,' said Billy, climbing out into the corridor.

'Then there isn't just a problem in here,' said Nina. 'There's a problem on the *Alastor*!'

She joined Billy and Kai in the corridor.

'Has this ever happened before?' she asked.

'No,' said Billy. Then they stood still and listened. They couldn't hear anything. The space station was silent.

'Come on,' said Kai. 'Let's find out what happened.'



They walked all over the *Alastor*. They explored the Control Room, the school, the restaurants, the cabins, the engine room. They walked along every corridor, they checked every room ... and they didn't find another human being. Or a robot. The spaceship was empty. They were all alone!

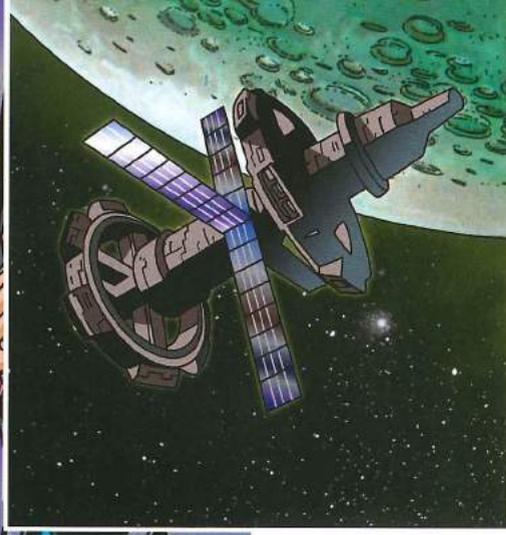
'Why did everybody leave?' asked Kai.

'And why did they forget us?' asked Billy.

Nina thought about her parents. She couldn't understand it!

They decided to go back to the Control Room. Billy pressed lots of buttons and turned lots of dials. But nothing happened.

'We haven't got any power. And there's no contact with the Earth or the Lunar Recycling Plant.'



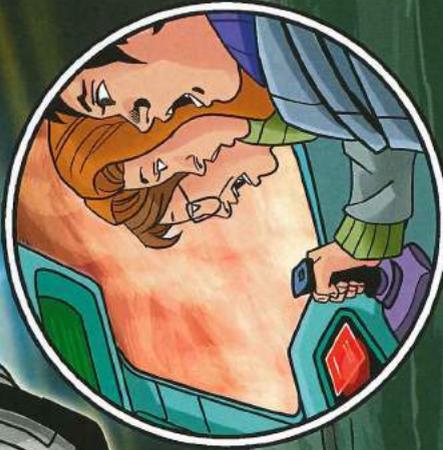
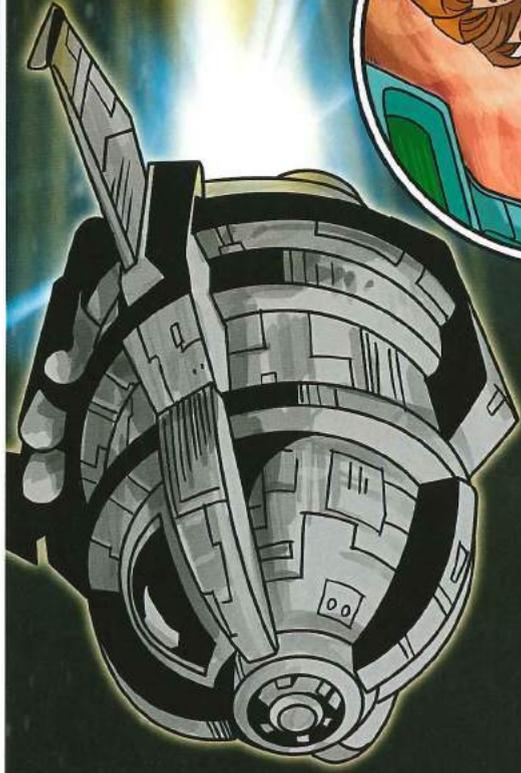
'So where is everybody?' asked Kai.

'I think there's only one answer,' Billy replied.

The friends looked out of a window at the distant Moon.

'What do you think we should do?' asked Nina.

'We don't have any choice,' said Billy. 'We have to get down there to find help. We have to go to the Moon.'



The Moon was a grey desert. It was dark, silent and still. There were only rocks, dust and craters. But a million stars were shining in the black sky.

One of the stars was moving. It was brighter than the other stars and closer to the surface of the Moon. And it was moving faster and faster across the sky ... But no, it wasn't a star. It was a small vehicle, a module from space station *Alastor*.

It was getting nearer to the surface of the Moon. And it was going too fast.

Inside the module, the friends were worried.

'What's happening, Billy?' asked Kai.

'I don't know!' shouted Billy. 'There's something wrong. I can't slow down the module!'

'Have you checked the engines?'

'I've already done that! I've tried everything.'

'So what can we do?'

'I'm going to try and land,' said Billy. 'It's going to be a bit uncomfortable. Get ready!'

They saw the Moon getting closer and closer. They were flying towards a huge rock. They were going to crash! Then Billy turned the controls ... and they flew over the top! But now they were going down into a huge crater.

'Here we go!' Billy shouted.

Nina closed her eyes. The module bounced like a ball! They went up ... and came down again ... and finally stopped.

'Is everybody OK?' Billy asked after a few seconds.

'I think so,' said Kai.

Nina opened her eyes and looked at Billy and Kai. Her body hurt in lots of different places. She tried to smile.

Five minutes later, the three friends stood on the Moon. They were wearing silver space suits.

'We were going towards the Recycling Plant when we crashed,' said Billy. 'It's over there. Let's go.'

After about an hour they reached the other side of the crater. Now they had to climb out. When they finally got to the top, Kai laughed happily. A Lunar Truck was only 100 metres away!

'We're going to be all right!' said Kai.

'Wait!' said Billy. 'Come with me.'

They moved behind a rock. Kai and Nina looked at him, confused.

Billy spoke quietly. 'I think something's wrong.'



Episode 5 3.28

The door of the Lunar Truck opened and two robots jumped out. These weren't normal robots. They were made of strange pieces of plastic and metal. One of them had three eyes, the other one had only one arm. In his one hand he was carrying a gun. And robots never carried guns!

'What are those weird robots?' asked Nina.

Kai shook his head. 'I don't know. I've never seen robots like them before. And I don't like them.'

Then the robots started speaking. But they weren't just speaking. They were arguing. And robots never argued! 'I saw something crash in the crater,' said Three Eyes.

'Don't be silly!' said One Arm. 'You always invent things!'

'I'm telling you, I saw something!'

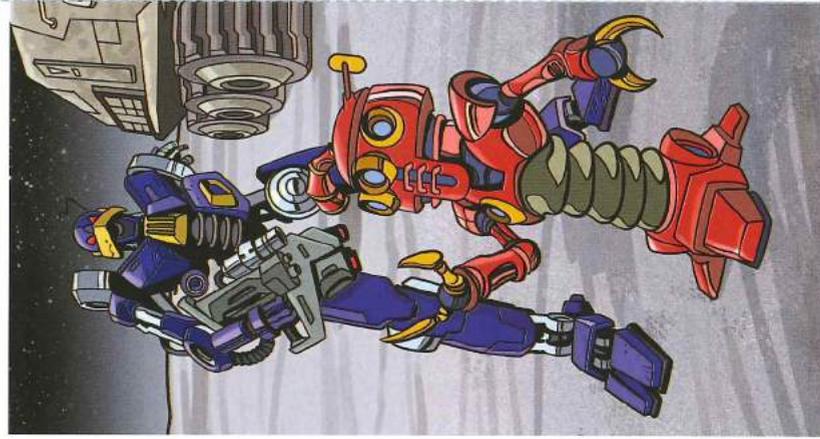
'All right then. I'm going to look for it. And when I find it, I'm going to use this!' One Arm waved his gun in front of him. 'You can wait here.'

'I don't want to wait here on my own,' said Three Eyes. 'You're scared.'

'I'm not scared! I'm stressed out!'

'OK, come with me.'

Robots



The robots started walking towards the crater ... and towards Nina, Billy and Kai.

'If they see us, we'll be in big trouble,' said Kai. Then One Arm pointed to the left.

'It's easier to get down over there,' he said.

'OK. Let's go that way,' replied Three Eyes. And they walked away.

Kai, Nina and Billy waited. When they couldn't see the robots, they climbed out of the crater and ran to the Lunar Truck. They sat down in the seats. Billy studied the controls.

'Do you know how to drive this thing?' asked Nina.

Billy smiled. He started the engine, released the brake ... and the Lunar Truck moved away.

Half an hour later, they saw enormous machines and ugly holes in the landscape. These were the holes where the Recycling Plant buried the rubbish from the Earth.

Then they saw the three blue domes of the Recycling Plant. Another strange robot was standing at the entrance. Fortunately, it didn't look at them. It just pointed at the smallest dome. The friends drove towards it. Then they got out of the truck and entered the dome. They couldn't believe their eyes. There were hundreds of the weird robots standing in rows. Fortunately, they weren't moving.

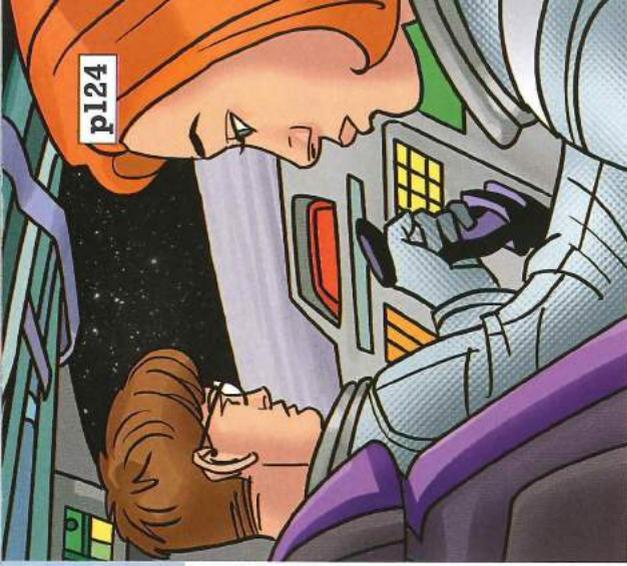
'Let's take a look at them,' said Billy.

They were walking towards the robots when they heard voices.

'Quick, hide!' said Kai.

They ran behind a pile of metal and plastic rubbish. Then they saw a man with one of the weird robots. The man was tall with a short dark beard and a moustache. The robot had a round plastic clock for a face.

'That's Doctor Leon,' said Billy. 'I saw him about three months ago when he visited the Alastor. He's the man who's in charge of the Recycling Plant. And he's working with the robots!'



The prisoner



Doctor Leon walked up and down, examining the rows of robots.

'When can we begin?' asked Doctor Leon.

'In three hours,' said Clock Face.

'Are the humans safe?' he asked.

'Yes, Doctor Leon,' the robot replied. 'They are all sleeping.'

'Excellent. Then in three hours my Plastic Pirates will come alive. And the humans ...'

Doctor Leon looked at Clock Face and laughed.

Nina looked nervously at Billy and Kai.

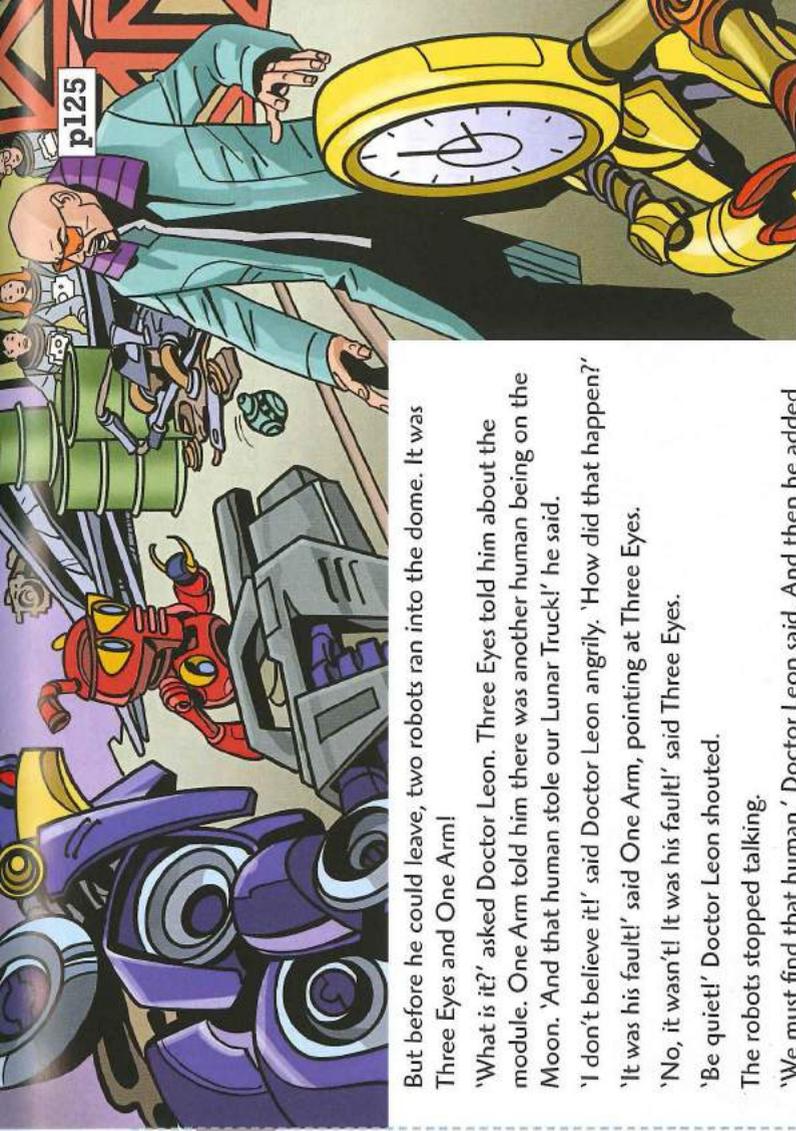
'What does he mean? Who are the humans?' she asked.

'I guess he means all the people from the Alastor,' Kai said slowly. 'My parents, your parents ...'

'But what's he going to do to them?'

'Shhhi!' said Billy. 'He'll hear you.'

'Let's go and check out the humans,' said Doctor Leon. 'I can say goodbye to them.'



But before he could leave, two robots ran into the dome. It was Three Eyes and One Arm!

'What is it?' asked Doctor Leon. Three Eyes told him about the module. One Arm told him there was another human being on the Moon. 'And that human stole our Lunar Truck!' he said.

'I don't believe it!' said Doctor Leon angrily. 'How did that happen?'

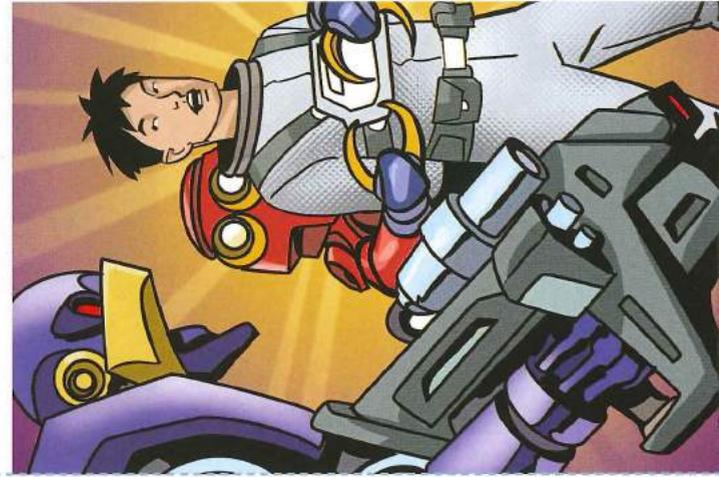
'It was his fault!' said One Arm, pointing at Three Eyes.

'No, it wasn't! It was his fault!' said Three Eyes.

'Be quiet!' Doctor Leon shouted.

The robots stopped talking.

'We must find that human,' Doctor Leon said. And then he added with a smile, 'We can put him with the others.'



Nina was scared. Very scared. She took a step backwards ... and she touched some rubbish. A dirty metal ball fell noisily to the ground. She watched it roll and slowly come to a stop. Billy and Kai looked at her in horror.

'What was that?' asked Doctor Leon. He stared at the pile of rubbish where the friends were hiding. 'Go and look!' he said to his robots.

'They're going to find us,' said Kai.

'I'm so sorry,' said Nina.

They heard the robots getting closer.

'What are we going to do?' she asked.

'Don't worry,' said Kai. 'It will be all right.'

He smiled ... and then he started running. Nina couldn't stop him. Kai ran around the pile shouting and waving his arms. The robots chased him.

'I've caught him!' said Three Eyes.

'No, I've caught him!' said One Arm.

They were both right. Kai was a prisoner!

Episode 7

3:30

Doctor Leon's plan



'He's just a silly little boy!' said Doctor Leon. Three Eyes, One Arm and Clock Face laughed.

Kai didn't laugh. 'What's going on? What happened to everybody on the Alastor?'

'Do you want to see them?' Doctor Leon asked. 'Come this way.'

They walked over to two large doors in the side of the dome. Clock Face opened them and Kai saw a large dark room. In the darkness he saw people. They were lying on the floor. Their eyes were closed. Then Kai saw his mother's face ...

'What have you done to them?' he screamed.

'Oh, don't worry about them,' Doctor Leon said. 'They're only sleeping. I gave them the same drug that I used on your space station.'

Nina and Billy were listening to the conversation when Nina saw something.

'Hey, look over there. That's Charles!' she said quietly.

Charles was standing behind a large machine. He was watching Kai and Doctor Leon.

'He looks worried,' she said.

'Don't be silly,' said Billy. 'Robots don't have feelings.'

Nina didn't answer. She took a decision. She found a plastic ball in the rubbish and rolled it towards Charles.

'Are you mad?' said Billy, watching the ball. 'Can we trust him?'

'Of course we can trust him,' said Nina.

Nina was great at ball games. The plastic ball hit Charles's foot! The robot looked down at the ball, then turned towards her. He paused, then walked quickly towards them.



Charles looked at Nina and Kai. 'Hello,' he said.

'Hello, Charles,' said Nina. 'Are you all right?'

'I'm fine, thank you,' said Charles.

'Where are the other robots from the Alastor?'

'Well, Doctor Leon brought us all here with the humans. But I escaped and hid. Unfortunately, the other robots are ...' He stopped for a moment, then continued. 'Doctor Leon put them in the recycling machines. And that is where he is going to put the people - after he has taken their brains.'

Nina put her hand to her mouth.

'We have to wake them up,' said Charles.

'How can we do that?' asked Billy.

And Charles showed them a shiny metal container.



But I have plans for them.'

Doctor Leon waved a hand at the lines of silent robots.

'Do you like my robots? Normal robots are so boring. They have to obey people. They're so polite! But I can give my robots life. I can make them think and feel!'

'How can you do that?' asked Kai.

'I can't actually create real brains. But I can steal the thoughts of real people and put them in the brains of my robots. And then my Plastic Robots will live! I'll have the biggest and the most powerful gang of Space Pirates. And I'll become rich!'

'But what about the people?' asked Kai.

Doctor Leon looked at Kai and smiled.

Episode 8

3.31

Charles to the rescue!



'I found this cylinder in Doctor Leon's laboratory,' explained Charles. 'It contains a special gas. It will wake up the people. But first I have to get to that room. And it's very difficult.'

But then his voice suddenly sounded stronger.

'I have an idea,' he said.

Charles took some bits of plastic rubbish – knives and plates and toys – and fixed them to his head and body. He whispered some instructions to Billy and Nina. Then he left them.

Charles walked quickly, waving his arms.

'Doctor Leon! Doctor Leon!'

'What is it?' asked Doctor Leon, surprised.

'What's happening?'



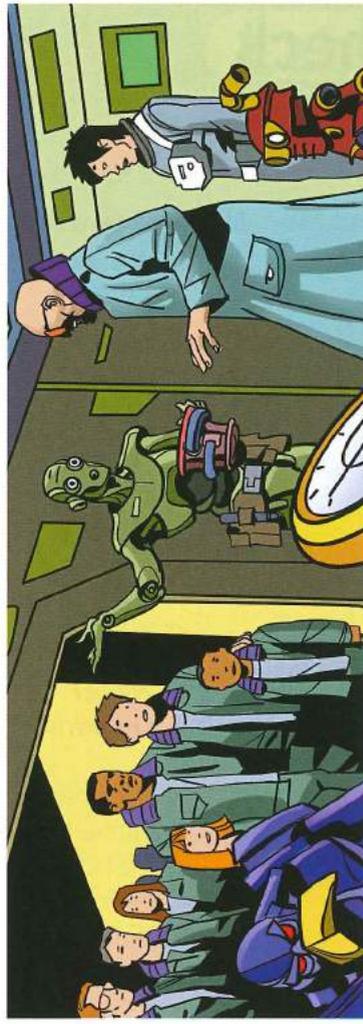
Doctor Leon looked around the dome.

'I don't believe it! Where are the other humans?' he screamed. 'Where are they?'

'Here they are!' shouted Charles. And the people from the room walked into the dome. They were awake again – and safe!

'And don't forget us!' said a girl's voice.

Doctor Leon looked round and saw Nina and Billy.



'I don't believe it,' he said. 'I was beaten by three kids and a silly robot.'

At this moment, Three Eyes tried to escape. He ran through one of the doors. Unfortunately, it was the entrance to the Recycling Plant. And in 30 seconds, he was recycled!

The people from the Alastor made a circle around Doctor Leon.

'Doctor Leon,' said Charles. 'I'm afraid you have lost.'



Twenty-four hours later, Nina, Kai and Billy were hanging out in their secret room. But they weren't alone. Charles was with them. And they were listening to Rihanna. The music was over 100 years old.

'Do you like this music, Charles?' asked Nina.

'It's interesting,' said Charles.

'And are you happy to be back on the Alastor?' asked Kai.

'I really can't answer that question,' said Charles. 'You know, I don't have any feelings. But if I had feelings, I would be happy.'

'Charles,' said Kai, smiling, 'I think your answer means "yes".'

And everybody laughed – except Charles, of course!

'I've just come from outside,' said Charles.

'Other modules have landed. The Recycling Plant is surrounded by humans!'

'Humans? Where have they come from?'

'From the Alastor!'

'That's impossible!' screamed Doctor Leon. 'My robots captured everybody ...'

Kai was staring at the new robot in amazement. He knew who it was!

'Your robots didn't capture me,' Kai said.

'And they didn't catch lots of other people, too!'

'The humans are coming NOW!' shouted Charles.

Nina and Billy started throwing lots of pieces of metal at Doctor Leon and his robots. Kai quickly jumped out of the way.

One Arm was hit on the head and fell to the floor.

Clock Face tried to run away and fell over One Arm.

Three Eyes tried to hide behind Doctor Leon.

And Charles ran towards the door in the wall. He opened the metal cylinder and threw it into the room.

Unit 1

1 Complete the sentences with the past simple.

- 1 My little sister ate too much ice cream at the party. (eat)
- 2 My brother a new car last week. (buy)
- 3 I this really good book in the library. (find)
- 4 Why you the TV? (turn off)
- 5 you to the supermarket yesterday? (go)
- 6 Alfie his new trainers to school. (not wear)

2 Circle the correct answer.

- 1 She eating her breakfast while she was doing her Maths homework.
a was b is c were
- 2 When the accident, was the driver talking on his mobile?
a was happening b happened c happens
- 3 While they they saw an octopus.
a were swimming b swam c was swimming
- 4 You your laptop when a plane is taking off.
a must use b mustn't use c don't have to use
- 5 I my homework before dinner because I watch TV after.
a don't have to b have to do c must to do
- 6 Hurrah! We to school tomorrow – it's a holiday.
a don't have to go b must go c mustn't go

3 1.08 Listen and complete the text.

Last February I ¹ went to the famous Venice carnival. We arrived at the station in the morning and ² a water bus to St Mark's Square. While we ³ on the water bus we ⁴ hundreds of people in fantastic costumes. I ⁵ lots of photos. We ⁶ walk on the left side of the narrow streets because they were so crowded! While we ⁷ a procession we ⁸ an old friend, so we went to a café and ⁹ a hot chocolate together. At six o'clock we ¹⁰ back to the station and got a train home.

Unit 2

1 Put the words in the correct order to make sentences.

- 1 tomorrow / it / will / snow / morning / ?
Will it snow tomorrow morning?
- 2 Maths / my / won't / I / pass / test
- 3 2100 / the / on / live / people / Moon / will / in / ?
- 4 your / come / party / Lucy / to / will / ?
- 5 to / students / go / will / university / many
- 6 of / give / the / will / teacher / us / lots / homework / ?

2 Circle the correct answer.

- 1 Waiter What would you like?
Customer a hamburger and chips, please.
a I'm having b I'll have c I have
- 2 Jamie and I tennis at three o'clock tomorrow.
a are playing b will play c play
- 3 Watch out! That bottle on the floor.
a is going to fall b will fall c falls
- 4 We our homework again. We promise.
a won't forget b aren't forgetting c forget
- 5 I think that next year I to surf.
a am going to learn b am learning c learn
- 6 What are you at the weekend?
a to do b doing c will do

3 1.18 Listen and complete the text.

My city in 2050 by Jodie

I think that my city ¹ will have less traffic in 2050 and it will be quieter. There ² flying cars and they will run on electricity. Buildings will be very tall and they ³ green roofs, and people will grow vegetables on them. We will use rain water in our homes. Electricity ⁴ from the Sun and wind power. All schools will have computers, and there ⁵ many teachers because we will have digital lessons. We ⁶ cars very often because we ⁷ bikes. There will be lots of cycle paths. Lots of people ⁸ at home and have video meetings. Restaurants and shops will have robot waiters and assistants. Some people from my city ⁹ and ¹⁰ in space stations.

Unit 3

1 Complete the sentences with *for* or *since*.

- We've been in this room since nine o'clock this morning.
- They've lived in Los Angeles 2007.
- I've had this watch three months.
- Katie has known Olivia last year.
- You've had my dictionary last Tuesday. Can I have it back?
- He's played for Manchester United two years.

2 Circle the correct answer.

- Have you ever eaten Chinese food?
Yes, I have. / Yes, I have eaten.
- I've been to Disneyland. I **have been** / went there last year.
- Adriana **saw** / has seen that film last week. She doesn't want to see it again.
- I've **ever** / never been to Australia. It's too far.
- I'm hungry! I **didn't eat** / haven't eaten today.
- Did you do** / Have you done your homework last night?
- Have you ever **ridden** / rode a horse? No, I haven't.
- I can't believe it! My best friend **has never seen** / did never see a rainbow.
- Where's your dad? Has he **been** / gone shopping?
- Have you **never** / ever been to Paris?

3 1.29 Listen and complete the text.

Ronaldinho is one of the world's most famous footballers. He ¹ has played football since he was a little boy. He was born in 1980 in Brazil and his family ² crazy about football. Sadly, his father died when Ronaldinho ³ only eight years old. Ronaldinho ⁴ football and joined a football school. When he was 13 he ⁵ all 23 goals against a local team! He ⁶ a professional when he was 17. Ronaldinho ⁷ a very interesting life and ⁸ many countries. He ⁹ for different teams in his life including Paris Saint-Germain and FC Barcelona and, of course, Brazil! He ¹⁰ a Spanish citizen in 2007.

Unit 4

1 Complete the sentences with *already*, *just* or *yet*.

- Naomi** I like your new T-shirt! It's cool.

Dan Thanks, I've just bought it.
- Teacher** Where's your homework?

Luka I haven't done it
- Ella** What about page 30?

Teacher We've done it. We did it last lesson.
- Mum** I've had a phone call from Grace in Canada.

Dad Great. How is she?
- Kate** Oh, no! We haven't got anything for dinner.

Adam Relax! I've bought everything we need.
- Alicia** How are your diving lessons going?

Pablo Not bad. But I haven't learnt to dive off the high board

2 Circle the correct indefinite pronoun.

- I've lost my glasses. I think they are **anywhere** / somewhere in the living room.
- Come here. I want to tell you **something** / somebody.
- Nobody** / **Nothing** comes to the extra Maths class, so the teacher has cancelled it.
- It's good. There is recycling **nowhere** / everywhere in my town.
- Listen! There's **nobody** / somebody at the door. Go and open it.
- I'm so bored. There's **anything** / nothing to do.

3 1.37 Listen and complete the text.

I go to ballet school. I want to be a professional dancer. It's hard work but fun at my school. ¹ Everybody has ballet lessons in the morning and then we do normal classes during the school day. I think we have ² classes, but I enjoy them! I think we have ³ pressure sometimes. When we do shows we often have ⁴ dances to learn. Plus I have homework in the evening. So usually I've just got ⁵ to do! I practise every night and I ⁶ always get ⁷ sleep. And I ⁸ really have ⁹ time to see my friends either. But I wouldn't swap my life with ¹⁰ !

Unit 5

1 Complete the sentences with the correct form of the verbs in brackets.

- We will walk to school if it snows tomorrow. (walk / snow)
- If you America, to New York? (visit / you go)
- If you blue and yellow, you green. (mix / make)
- If they the late night film, they tired tomorrow. (watch / be)
- If your cousins to stay for New Year, them to our party? (come / you invite)
- I these new words if I (not learn / not concentrate)
- If you an accident, the police. (see / call)
- If your mum angry, we tonight. (be / not go out)

2 Circle the correct answer.

- I know a shop which sells iguanas.
a who b which c where
- I like the actor starred in the last James Bond film.
a who b which c where
- I wore those designer jeans I bought on Saturday.
a who b which c where
- We visited the street Scarlett Johansson lives.
a who b which c where
- That's the shop assistant helped me.
a who b which c where

3 2.08 Listen and complete the text.

I live in a city ¹ that is famous for its ancient university – Cambridge. I am going to a football match at the weekend with George and Joe, ² are my best friends. It's in Abbey stadium ³ Cambridge plays home matches. The match ⁴ we are going to watch is Cambridge United against Stevenage. George and I are fans of Cambridge United, but Joe is a Chelsea fan. He prefers footballers ⁵ play for bigger teams. He says they play better football, but we prefer our local team! If our team ⁶ , we ⁷ really happy. But if they ⁸ we ⁹ too upset. It's still fun!

Unit 6

1 Write sentences using reported speech.

- 'I want to go to bed.'
David said he wanted to go to bed.
- 'We're going to the cinema on Tuesday.'
Maria said
- 'It's going to rain.'
Freddie said
- 'I'm writing a script for a film.'
Sofia said
- 'My brother hates getting up early.'
Grace said
- 'I must visit my grandparents.'
Aydin said

2 Circle the correct answer.

- They said / told / asked they were sorry they were late.
- I said / told / asked Luke if he was feeling better today.
- Ryan said / told / asked me he was thirsty.
- Kyle said / told / asked he was going to buy the tickets on Monday.
- Layla said / told / asked Ryan she didn't like football very much.
- Josh said / told / asked his parents he wasn't hungry.

3 2.23 Listen and complete the text.

I love going to the cinema. Last week, I ¹ asked my friend Jake if he ² Johnny Depp films. He told ³ he loved them. So I asked him ⁴ he wanted to see his latest film. Jake said he did. I said we ⁵ meet outside the cinema at six-thirty on Saturday. Three days later, I was ⁶ outside the cinema in the rain. It was quarter to seven and I was waiting for Jake. I called him on my mobile and I asked if he ⁷ feeling OK. Jake ⁸ he was feeling fine. Then I asked if he was coming to the cinema. He ⁹ me he was, just as we agreed, on Sunday. I like Jake a lot but he never listens! In the end I ¹⁰ the film on my own. It was great!

Unit 7

1 Complete the sentences with *a little* or *a few*.

- I speak a little Arabic.
- There are biscuits in the packet. Would you like one?
- I found information on the internet.
- There's only sugar, so we can't make a cake.
- Only students came to the extra lesson yesterday.
- Quick! My bus leaves in minutes.

2 Circle the correct answer.

- If I a scooter, I'd ride it to school.
a had b would have c have
- I Science if I went to university.
a study b would study c have studied
- What life be like if there were no electricity?
a will b is c would
- If we a dog, I wouldn't go to the park so often.
a not have b didn't have c wouldn't have
- What would you do if you a lot of money?
a find b found c would find
- If my sister were older, she so naughty.
a isn't b wasn't c wouldn't be

3 **2.34** Listen and complete the text.

My dream

Hi, my name's Amelia. My dream is to learn to fly and become an airline pilot. If I ¹ were an airline pilot, I would ² around the world and see wonderful places. I ³ train for a long time, and I would ⁴ a lot of responsibility. If I ⁵ a pilot, I would ⁶ a very smart uniform and a hat, and I ⁷ carry a special bag. Pilots talk to their passengers and tell them about the places they are flying over. I ⁸ enjoy that. I would ⁹ the same things every day, but I ¹⁰ get bored. My ambition is to become a captain.

Unit 8

1 Circle the correct answer.

- This chocolate is made in Switzerland.
a made b is made
- Who the aeroplane?
a invented b was invented
- Mozart a lot of music.
a was composed b composed
- Sara all her friends to the party.
a invited b was invited
- Britain by the ancient Romans.
a invaded b was invaded
- We lots of homework by our teacher.
a give b are given

2 Complete the sentences with the passive form of the verbs in brackets.

- Tennis is played at Wimbledon in London. (play)
- The *Mona Lisa* was painted by Leonardo da Vinci. (paint)
- Tea in England. (not grow)
- Hamlet* by Shakespeare. (write)
- The Statue of Liberty in France, not the USA. (build)
- The Lord of the Rings* in New Zealand. (film)

3 **3.02** Listen and complete the text.

The Notting Hill Carnival is Europe's biggest street festival. It takes place in London in the last weekend of August and it ¹ is visited by over a million visitors from all around the world! The roads ² in the area and loud music ³ from lots of big sound systems. ⁴ amazing parades and colourful costumes ⁵ by the dancers and musicians. Typical Caribbean food ⁶ from hundreds of stalls. On Sunday prizes ⁷ to children for their costumes and on Monday the main parade ⁸ The first carnival ⁹ in 1966 – it was very small. Now the carnival ¹⁰ months in advance!

Unit 9

1 Complete the sentences with the correct question tag.

- You like playing chess, don't you ?
- Your sister composes music, ?
- Eric can speak three languages, ?
- We haven't got any lessons tomorrow, ?
- They're travelling by plane, ?
- Science is quite difficult, ?

2 Circle the correct option.

- broke this window?
a Where b Who
- Which film at the cinema?
a saw you b did you see
- did you travel to Argentina?
a Where b How
- did you see this morning?
a Who b Why
- When for the first time?
a did you meet b met you
- Who that text message?
a sent b did send

3 3.12 Listen and complete the text.

My brother James is clever but he isn't very confident. I was drinking some juice in the kitchen when he came in with his homework. 'You've got some time to help me with my homework, ¹ haven't you?' he asked. 'Yes, I ²,' I said. '³ can I help?' 'I just want to check some things with you,' he said. 'Oscar Wilde wrote stories and plays, ⁴ he?' James said. 'Yes, he ⁵,' I said. 'There are 50 American states, ⁶ there?' he said. 'Yes, I think so.' 'And monkeys can swim, ⁷ they?' he said. 'Yes, they ⁸,' I said. 'But ⁹ invented the first computer?' he asked. 'I don't know,' I said. '¹⁰ don't you find out on your computer!'

Unit 10

1 Complete the sentences with the correct form of *used to*.

- My mother used to live in a small village.
- I read novels, but I love them now.
- you have lots of toys?
- Alfie eat too much junk food, but now he eats healthy food.
- My grandparents have a computer, but now they can't live without one!
- Where they live?

2 Circle the correct option.

- I many films this year.
a haven't seen b didn't see
- He asked if there anything to eat.
a is b was
- You won't eat your dinner if you any more biscuits.
a have b will have
- Olivia swimming three times last week.
a went b have been
- Have you done your homework ?
a already b yet
- If I a bear, I'd be really scared!
a I'd see b saw

3 3.20 Listen and complete the text.

My grandmother ¹ told me about her childhood yesterday. When she was a girl, she ² to live in the country. Her parents used to ³ a cottage in a forest. My grandmother ⁴ the cottage was small but it was really beautiful. They didn't ⁵ to have central heating. There was a wood fire in every room. She ⁶ that sometimes in the morning there was ice on the inside of the windows! They ⁷ use to have a car. They ⁸ to have a horse and cart and they went everywhere on that. I ⁹ that a horse and cart was very romantic. She said it ¹⁰ very uncomfortable!

Your Space

Web Zone

<http://yourspace.cambridge.org>



Your Space DVD

Featuring:

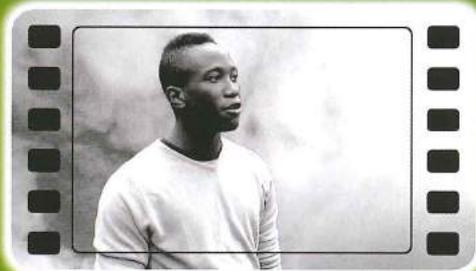
Video diaries

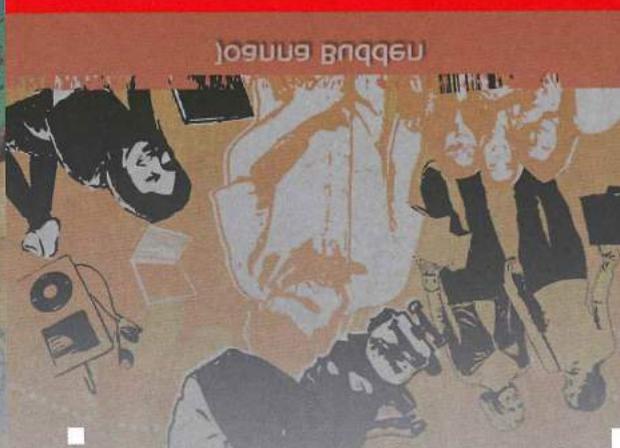
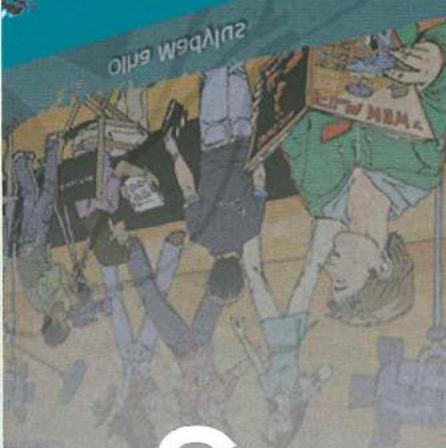
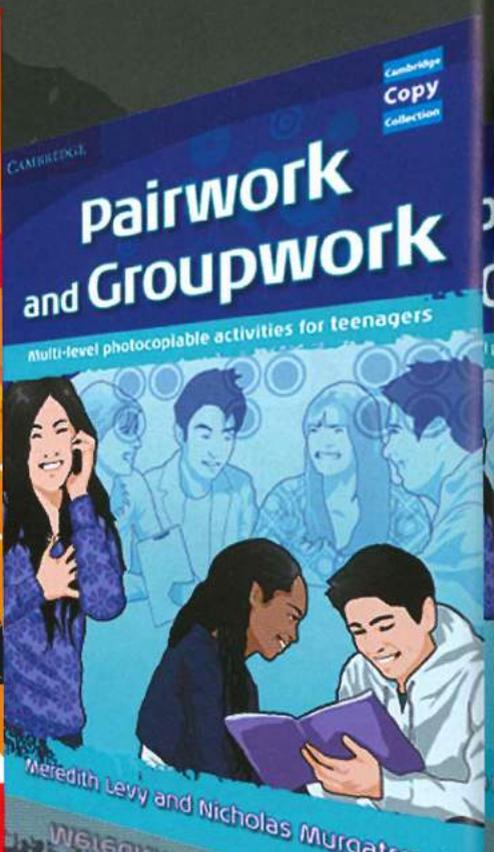
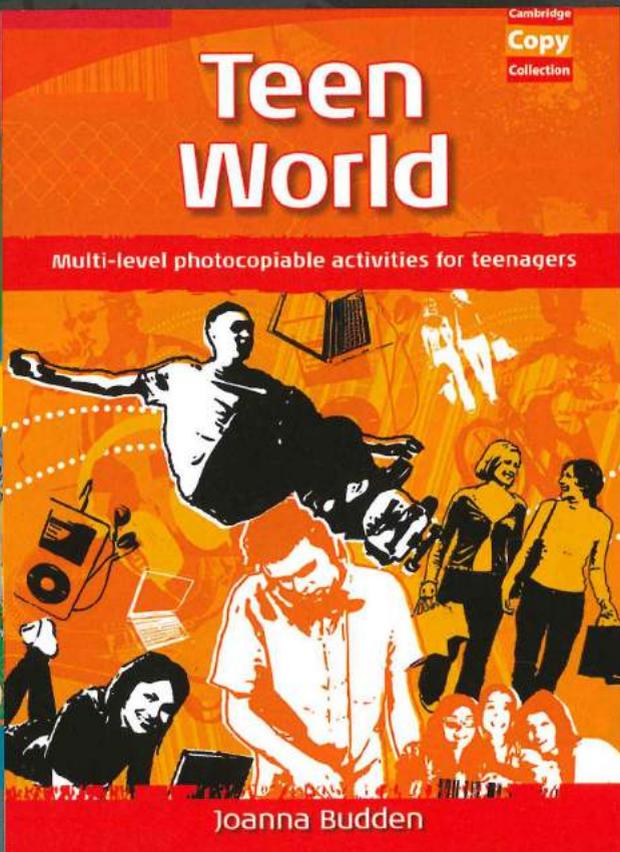
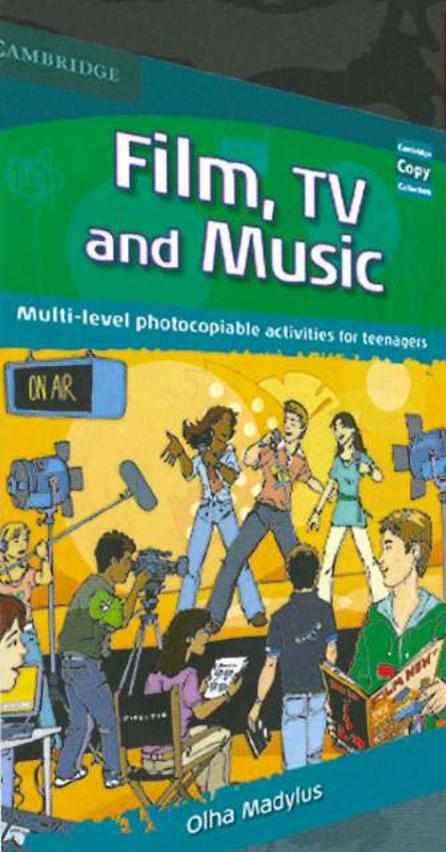
Viewpoints

Communication

Culture

CLIL





Surprise your teens!

These fabulous activities are sure to get them involved. Just photocopy and go!

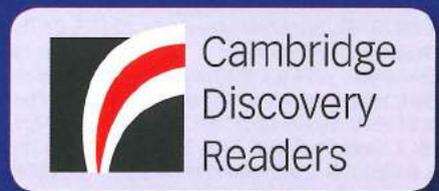
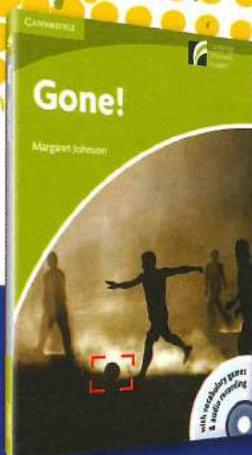
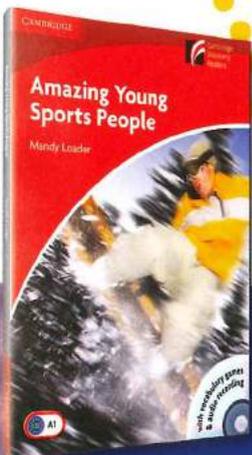
Choose YOUR story

The readers series for teenagers

Engaging

Thrilling
Breathtaking

Exciting



Your Space

Student's Book 3

Martyn Hobbs and Julia Starr Keddle

Your Space is a motivating three-level English course for young students. The course is designed to grow and change with students, helping them to develop the skills they need. Students are supported to explore and personalise new language right from the start, enabling them to communicate clearly and build confidence in using English in everyday situations. A focus on skills development and functional language encourages effective, confident communication.

The Student's Book provides approximately 80-90 hours of core teaching material, which can be extended to 150 hours using the 'real-world' DVD, interactive web resources and extra ideas in the Teacher's Book.

Key Features:

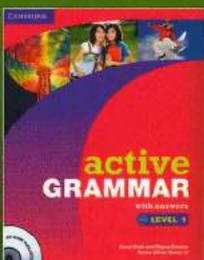
- 10 units, featuring topics of interest to young teens
- Key language from the previous level is reviewed in early units to consolidate learning
- Students are encouraged to notice new language in context, then are given clear guidance to its use
- Illustrated 'Your words' sections, informed by the Cambridge English Corpus, bring vocabulary to life
- 'Get it right' sections informed by the Cambridge Learner Corpus help students tackle problem areas common to learners of their level
- Web resources provide games and practice activities to consolidate learning
- Students are provided with strategies to help them become autonomous learners
- A graphic story at the back of the book provides extra reading practice

The course includes:

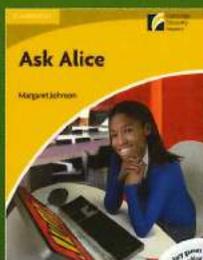
Student's Book
Workbook with Audio CD
Teacher's Book with Tests CD
Class Audio CDs
Classware DVD-ROM
DVD (Levels 1-3)
Web Zone: <http://yourspace.cambridge.org>

CEFR level:	Cambridge ESOL exams:
B1	Preliminary (PET)
A2	Key (KET)
A1	

Your Space 3 is positioned between B1 and A2.
Your Space 2 is positioned between A2 and A1.
Your Space 1 is positioned between A1 and below.



ISBN 978 0 521 73251 2



ISBN 978 8 483 23958 2

CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.



Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

www.cambridge.org/corpus

CAMBRIDGE QUALITY GUARANTEE



CAMBRIDGE
UNIVERSITY PRESS

www.cambridge.org

ISBN 978-0-521-72933-8



9 780521 729338 >