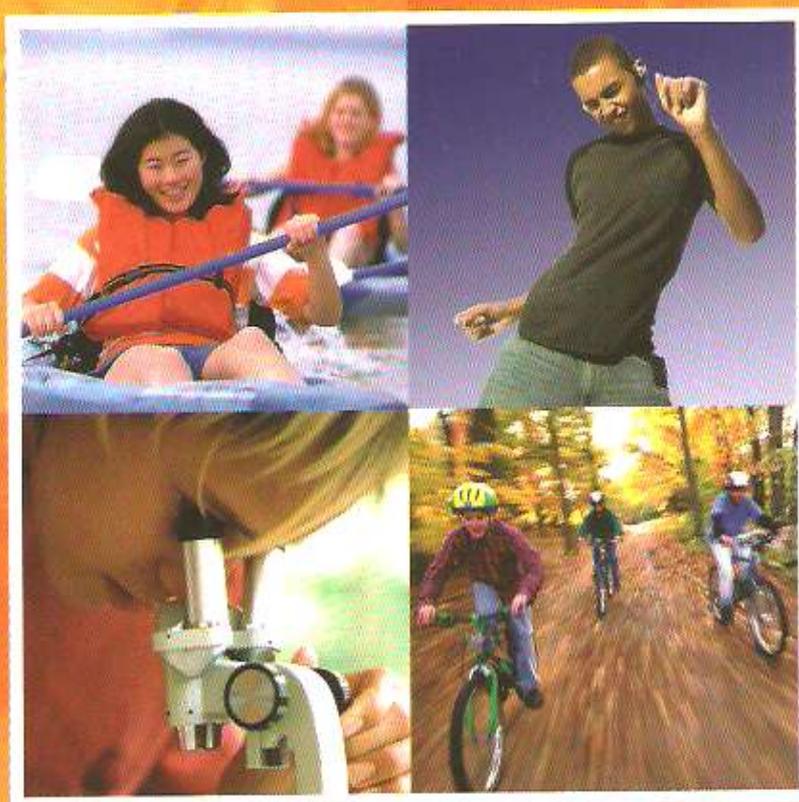


# Challenges



Students' Book

2

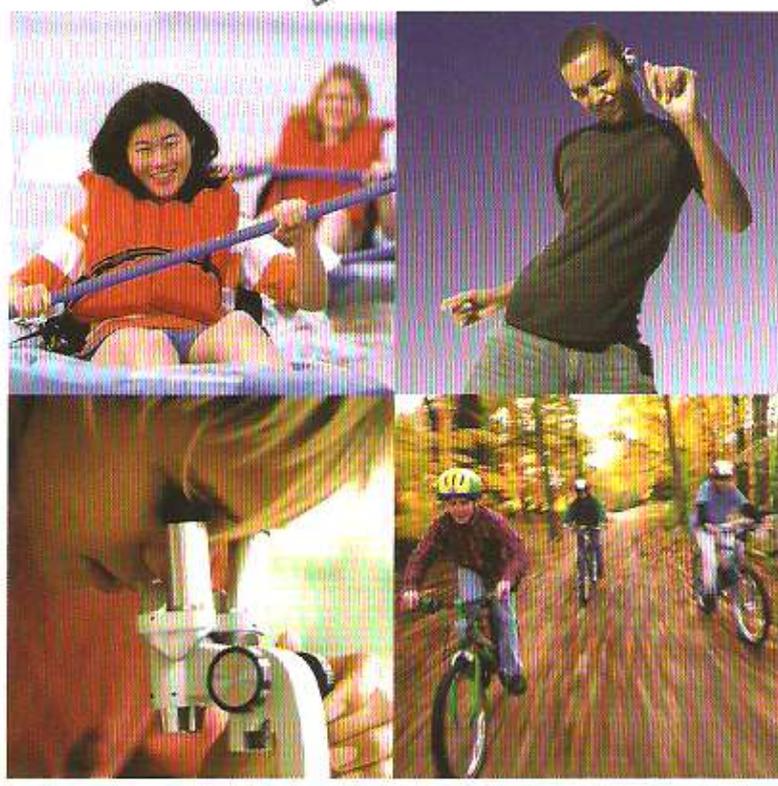


PEARSON  
Longman

Michael Harris • David Mower  
Anna Sikorzyńska

# Challenges

PEARSON EDUCATION  
ΤΙΜΗ ΕΝΕΚΕΝ



## Students' Book

# 2



Michael Harris • David Mower  
Anna Sikorzyńska

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 = For your portfolio

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	Student A Activities (p. 107), Student B Activities (p. 108)		Time Out! (pp. 110)
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- 1 Look at the Key Words and the picture. What four things can you not see in the picture?

**Key Words: The Classroom**

bag, blackboard, CD-Rom, chair, computer, desk, dictionary, DVD player, glue, notebook, paper, pen, pencil, pencil case, poster, rubber, ruler, scissors, Students' Book, timetable, Workbook



- 2 Work in pairs. Put your things into your school bag. Use the Key Words above and ask your partner questions about his/her bag.

**Example**

A: *Have you got a dictionary?*

B: *Yes, I have.*

A: *Have you got a Workbook?*

B: *No, I haven't.*

- 3 Is your partner ready for English classes? Tell the class.

**Example**

*Viktor has got a dictionary but he hasn't got a Workbook.*

- 4 Work in pairs. Look at the Key Words below. Test your partner about your timetable.

**Example**

A: *What have we got on Tuesday morning?*

B: *We've got maths, science, English and history.*

A: *Wrong. We've got maths, science, English and French.*

**Key Words: Subjects and Days**

Subjects: art, English, geography, history, maths, music, P.E., science, your language

Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- 5 Work in pairs. Answer these questions. You have got five minutes!

## CHALLENGES 2 -

# Quiz

- 1 Are there photos of dancers on page 74?
- 2 Is there a photo of a television on page 77?
- 3 Who is the film star on page 28?
- 4 Is there a bicycle in the photo on page 70?
- 5 What animals are there on page 38?
- 6 Where are the people in the photos on page 100?

- 6 What can you do in English? Tick (✓) the boxes in the questionnaire.

Example

- 1 I can answer questions about my family.

## What can you do in English?

- 1  I can say hello and answer questions about my name, age, nationality and family.
  - 2  I can talk about my hobbies and interests.
  - 3  I can talk about my likes and dislikes (e.g. music, film stars, sport).
  - 4  I can ask people simple questions about their lives (e.g. weekends, holidays).
  - 5  I can ask for things in a shop and ask about prices.
  - 6  I can understand my English teacher.
  - 7  I can read and understand the instructions in this lesson.
  - 8  I can write about my family and my life.
- 7 Then tell the class three things you can do.

- 8 Read the descriptions. Whose are the bags (a-d) – Anna's, Charles's, Isabel's or Tom's? Who are the speakers (1-4)?

## Friends Puzzle

1 Charles's favourite subject is history. English is ours. Our bags are black and green. Isabel is a Real Madrid fan. I'm not into football. My bag is black and has got names of rap stars on it. Rap is my favourite music. What is yours?



2 I am interested in maths and computers. I'm a Chelsea fan. This green bag is my girlfriend, Isabel's. That black bag is my sister Anna's. Anna isn't into football – she's into rap.

3 Anna and Isabel's favourite subject is English. These books are theirs. This is Isabel's. She is really into horses. My favourite books are about history. They are great!



4 My boyfriend Tom's favourite subject is maths. Mine is English – it's very interesting. Whose is that black bag? It's not mine. I'm not into rap. I'm into football and I'm a Real Madrid fan. And the black bag is not Charles's. He's a Liverpool fan and his bag is red.

- 9 Work in pairs. Ask and answer these questions about your recent holidays.

## Your Holidays

- 1 Where were you on holiday this summer?  
I was ... a) in the country. b) at home. c) at the coast. d) abroad.
- 2 What place were you in?  
I was ... a) at my house. b) at my grandparents' house. c) in a hotel. d) in a campsite.
- 3 Who were you with?  
I was with ... a) my family. b) friends. c) my friend's family.
- 4 What was the weather like?  
It was ... a) sunny. b) hot. c) cold. d) rainy. e) cloudy.

- 1 Talk about your friends and things you like.
- 2 Read about friends and Ireland.
- 3 Listen to a dialogue in a shop.
- 4 Write about your country.
- 5 Learn about the Present Simple.

# Our World

## Get Ready

- 1 Work in pairs. Do the quiz about London.

## LONDON QUIZ

- 1 The Roman name for London was ...  
a Anglium. b Capitalum. c Londinium.
- 2 The river in London is called the ...  
a Danube. b Thames. c Rhine.
- 3 In the photo, you can see ...  
a Big Ben. b Hyde Park. c Tower Bridge.
- 4 Londoners call the London underground railway ...  
a the metro. b the snake. c the tube.
- 5 The Queen lives in ...  
a Buckingham Palace.  
b Downing Street.  
c Trafalgar Square.
- 6 ... is not a London football team.  
a Arsenal b Chelsea  
c Everton
- 7 The London Olympics are in ...  
a 2008. b 2010.  
c 2012.

- 2 Listen and check your answers.

- 3 Look at the photo. Listen to four Londoners and complete the information with these words.

Ireland, Jamaica, Poland, Turkey, computers, dancing, model aeroplanes, music, reading, sport



Tania  
Her grandparents are from 1 Jamaica.  
She's interested in 2 \_\_\_\_\_.



Rachel  
Her parents are from 3 \_\_\_\_\_.  
She's interested in 4 \_\_\_\_\_.



Adam  
His mum is from 5 \_\_\_\_\_.  
He's interested in 6 \_\_\_\_\_.



Zeki  
His parents are from 7 \_\_\_\_\_.  
He's interested in 8 \_\_\_\_\_.

- 4 → Picture Dictionary, pages 122 and 123. Look at the Key Words. Write information about you on a piece of paper. Don't write your name.

*I am fourteen. I can play chess. I'm into rap. Eminem is my favourite rapper. I'm interested in football. My favourite team is Manchester United.*

### Key Words: Hobbies and Interests

art, chess, collecting things, computers, dancing, fashion, model aeroplanes, music, photography, reading, science, skateboarding, sport

- 5 **Game** Put the pieces of paper from Exercise 4 into a bag. Read out the information. Guess the person.



[www.challenges-elt.com](http://www.challenges-elt.com)

# 1 In Touch

## Warm-up

1 Look at the Key Words. What can you see on the page?

### Key Words: Communication

send cards, e-greetings, e-mails, instant messages, letters, text messages

use chatrooms, the Internet, a mobile (phone), your home phone, a pay phone

## Reading

2 Read the letters. Match the people (1–3) with the kinds of communication (a–c).

- |           |   |
|-----------|---|
| 1 Sandra  | a) e-mail and instant messages          |
| 2 Natasha | b) phone, text messages and e-greetings |
| 3 Robert  | c) texts, meetings at weekends          |

## Grammar: Present Simple

3 Read the letters again and choose the correct forms of the Present Simple below.

### Affirmative

I/You/We/They <sup>1</sup> *live/lives* in New York.

He/She <sup>2</sup> *love/loves* getting cards.

### Negative

I/You/We/They <sup>3</sup> *don't/doesn't* phone my friends.

He/She <sup>4</sup> *don't/doesn't* like it.

### Questions

5 *Do/Does* I/you/we/they use the Internet?

6 *Do/Does* he/she get angry?

How often <sup>7</sup> *do/does* you use your mobile?

### Short Answers

Yes, I/you/we/they do.

No, he/she doesn't.

4 Read the rule and the examples of the Present Simple. Find more examples of the Present Simple in the text.

We use the Present Simple to talk about things that:

- are true in general (*She loves getting cards.*)
- happen regularly (*I see my friends at the weekends.*)

5 Look at the table on the right. Put the sentences (a, b) in the correct place.

- a) We **usually** meet at the shopping centre.  
b) I **hardly ever** send real cards.

## How do you keep in touch with friends and family?

Do you use the Internet?

How often do you use your mobile?

Does your mum get angry about your mobile phone bills?

Here are your replies to this week's Readers' Survey.

I don't phone my friends, I always text them. My boyfriend texts me every night! I usually buy phone cards but my dad sometimes buys them for me. I also see my friends at weekends. We usually meet at the shopping centre.

Sandra (15), Leicester, England



### Adverbs of Frequency

100% I **always** text them.

80% 1 \_\_\_\_\_

60% I **often** write e-mails.

40% We **sometimes** send instant messages.

20% 2 \_\_\_\_\_

0% I **never** use chatrooms.



I live in New York but my parents are from Russia. I often write e-mails to my cousins in Russia. And we sometimes send instant messages – that's fun! I never use chatrooms because they're dangerous.

Natasha (13), New York, USA

I'm from Manchester but now I live in Leeds. I sometimes phone my old friends in Manchester on our home phone but my dad doesn't like it! We don't send instant messages – we send text messages and e-greetings on our birthdays. I hardly ever send real cards – well, maybe to my grandma! She loves getting cards!

Robert (14), Leeds, England



6 Where do we put an adverb of frequency in a sentence? Tick (✓) the correct place.

I write e-mails to my cousins in Russia .

## Practice

7 Put the verbs in the correct form of the Present Simple.

- I \_\_\_\_\_ (not talk) on my mobile at school.
- My sister hardly ever \_\_\_\_\_ (talk) on the phone.
- My grandma \_\_\_\_\_ (not send) me e-mails.
- We \_\_\_\_\_ (go) to parties at weekends.
- My mother always \_\_\_\_\_ (phone) me after school.
- We \_\_\_\_\_ (not use) computers at school.

8 Use the words and write questions. Then answer the questions.

- when you / use the Internet?
- your parents / speak English?
- your best friend / send you holiday postcards?
- your teachers / send you e-mails?
- where / you / meet your friends?
- your grandma / use a computer?

## Your Turn

9 Write true sentences about you, your family and friends. Use adverbs and the expressions in the box.

Example

*My sister never chats on the Net.*

*She often goes out with her friends.*

chat on the Net, go out with friends, read newspapers, send postcards, spend weekends at home, text friends, use (my/his/her) mobile, write e-mails, write letters, watch the news on TV

10 Prepare a questionnaire for your friends. Use the ideas above and your own ideas.

	A	B	C
Do you use a mobile?	<i>often</i>		

11 Interview three people. Copy the table and complete it with their answers.

Example

A: *Do you use a mobile?*

B: *Yes, I often use it.*

A: *And do you chat on the Net?*

B: *No, I don't.*

12 Report the results of your questionnaire to the class.

Example

*Mike sometimes uses a mobile but he doesn't chat on the Net.*

**Fact or Fiction?**

Teenagers in the USA spend over \$1 billion a year on the Internet.

Answer on page 109

\$\$\$\$\$

## 2 Friends

### Warm-up

- 1 Work in pairs. What are your interests? What are your friends' interests? Tell your partner.

Example

*I'm into music and painting.  
Anna's into music and dancing.  
Monika's interests are different.  
She's into fashion and tennis.*

### Reading

- 2 Look at the Reading Help.

#### Reading Help: Predicting

- Before you read, look at the pictures and the title.
- Guess what the text is about.

- 3 What do you think the texts in Exercise 4 are about?

- boyfriends and girlfriends
- good friends
- new friends
- pen friends

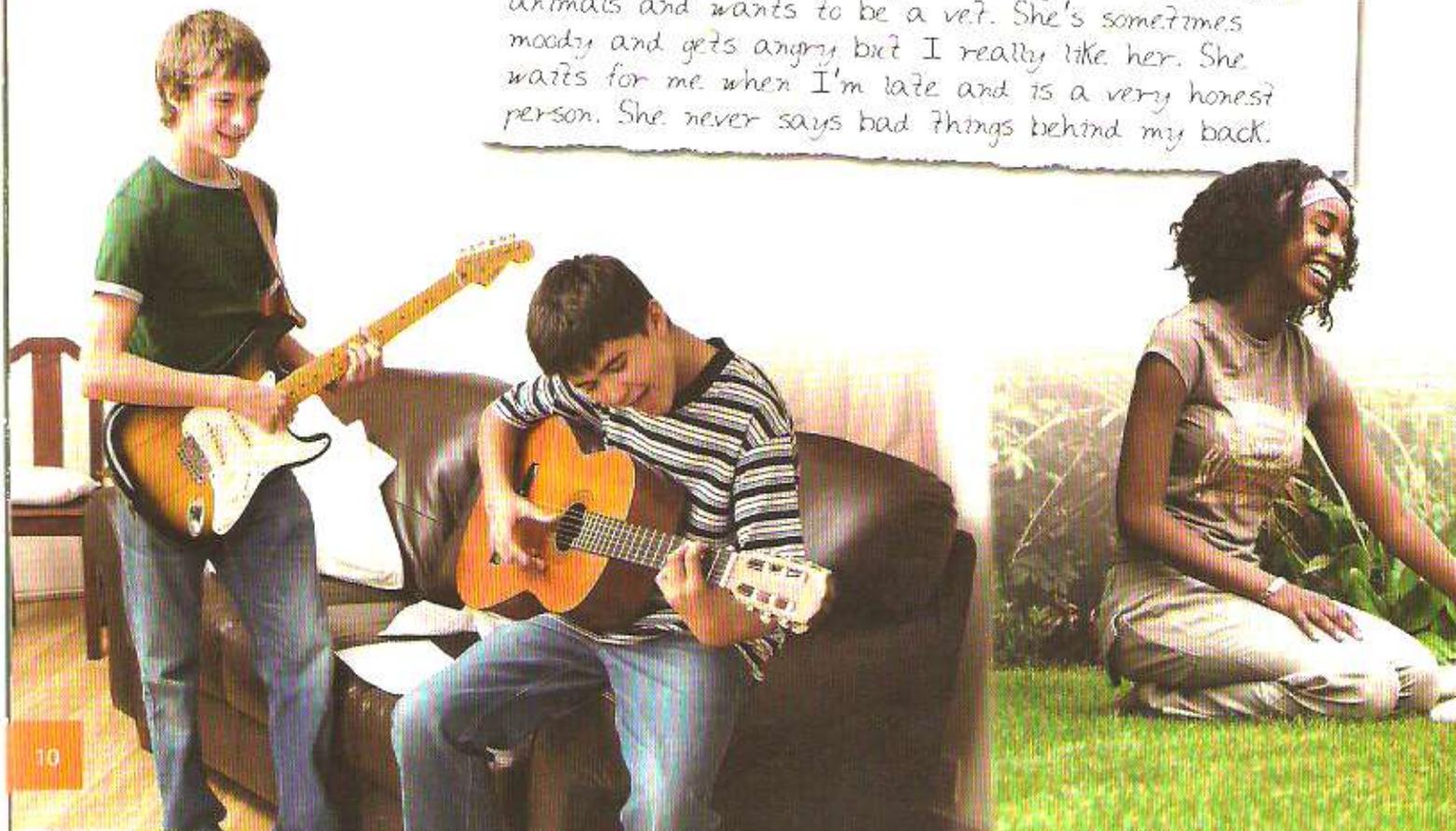
- 4 Read the texts and check your predictions.

*Zeki is my best friend. We often play guitars and write songs together. I'm not very good at the guitar but Zeki is patient and doesn't get angry with me. He sometimes teases me but he's good fun and he's always friendly. I like him a lot.*

*My best friend is Adam. He's shy and he's a bit untidy. His room is always in a mess! He's not a very good guitarist but he's good at writing song lyrics. I get on with him really well and we always have a good laugh together. He can be very funny!*

*Tania is my best friend but we're very different. I'm shy and she's outgoing. She's a bit lazy and she often gets up late. But she's helpful and looks after my dog in the holidays. Tania is a good listener, too. I can always talk to her when I've got a problem. She goes out with a boy called Bart but I don't like him very much.*

*My best friend is Rachel. We're in the same class at school. She's a good student and is very hard-working. She's interested in science. I'm bad at it - my favourite subject is English. Rachel loves animals and wants to be a vet. She's sometimes moody and gets angry but I really like her. She waits for me when I'm late and is a very honest person. She never says bad things behind my back.*



5 Are the sentences true (T) or false (F)? Correct the false sentences.

- 1  Adam is a good guitarist.
- 2  Adam and Zeki have good fun together.
- 3  Tania helps Rachel with her problems.
- 4  Rachel is into English.
- 5  Rachel loves animals.

6 Look at the Key Words and read the texts again. Complete the table below.



**Key Words: Personality adjectives**

friendly, funny, hard-working, helpful, honest, lazy, moody, outgoing, patient, shy, untidy

Zeki	Adam	Tania	Rachel
<i>patient</i>			

7 Choose three adjectives. Describe your best friend.

Example

*My best friend is funny but he's very untidy!*

8 Complete the Word Builder with these words from the texts.

after, for, on with, out with, up

**Word Builder**

- get \_\_\_\_\_
- get \_\_\_\_\_ a person
- go \_\_\_\_\_ a person
- look \_\_\_\_\_ a child/an animal
- wait \_\_\_\_\_ a person/a bus

9 Correct the verbs in the sentences.

- 1 I sometimes ~~go out with~~ my friend's cat.  
*look after*
- 2 She always ~~gets on with~~ me when I'm late.
- 3 What time do you usually ~~wait for~~ on Sundays?
- 4 We don't ~~look after~~ our neighbours – they're not very nice.
- 5 I never ~~get up~~ my friends on Friday night – I've got my piano class.

10 Look at the Sentence Builder.

**Sentence Builder**

I'm	not very good	at	the guitar.
	good		writing.
	bad		reading.
	interested	in	science.
			it.

11 Now use the cues below and write six sentences about you and your family.

Example

*I'm not very interested in tennis.  
My sister, Susan, is good at it.*

- sport • cooking • English • computer games
- maths • singing • science • dancing

**Speaking**

12 Work in pairs. Ask and answer questions from the questionnaire.

**What are you like?**

Are you interested in ... ?

- science
- history
- languages
- sport
- computers
- reading
- music
- fashion

Are you good at ... ?

- swimming
- chess
- drawing
- maths
- dancing
- tennis
- playing an instrument
- singing

13 What things are you both interested in/good at?

Example

*We're both interested in computers and music.*

→ **TIMEOUT!** Page 110, Exercise 2





# The Competition

## Warm-up

- 1 Read the school notice and complete it with these words.

friends, gadget, prizes, stories, town



## COMPETITION

Are you **CREATIVE?**

Do you want to meet **NEW** - 1 \_\_\_\_\_ from around the world? Yes! Then **OUR WORLD** competition is for you.

### YOUR WORLD

Tell us about your life, your 2 \_\_\_\_\_ and your country. Send information to our website.

### YOUR CULTURE

Send us paintings, 3 \_\_\_\_\_, poems or songs. You can send us videos and photos, too.

### YOUR SKILLS

Design and make something (e.g. clothes, a machine or a 4 \_\_\_\_\_.)

There are **FANTASTIC** 5 \_\_\_\_\_ for you and your group!

Are you interested? Come to the science lab on Thursday after school.

*MS SIMPSON*



## Reading and Listening

- 2 Read and listen to the dialogue.  
What activities do Adam, Zeki, Rachel and Tania want to do for the competition?

Example

Adam – play guitar/make a model aeroplane

Adam, Zeki, Rachel and Tania go to the meeting about the competition. Later, they meet and talk.

**Rachel:** We can record a song for the competition. I love singing.

**Adam:** Yeah, and we can play guitars.

**Zeki:** Yeah, that's a good idea.

**Rachel:** What about the story? I hate writing.

**Zeki:** Me, too! I can't stand it.

**Tania:** I can do that. I don't mind writing.

**Adam:** We can write hundreds of things about London.

**Rachel:** It's not just about London, you know. Anyway, the problem is the skills part of the competition.

**Tania:** Yeah, I don't like making things very much.

**Adam:** Well, I like making things. We can make an aeroplane. It's easy!

**Tania:** Er, I'm not really into model aeroplanes.

**Rachel:** Well, we can think about that later.

**Zeki:** So, where's your boyfriend, Tania?

**Tania:** What boyfriend?

**Zeki:** Bart Darcy – your brother's friend.

**Tania:** That's none of your business, Zeki.

**Zeki:** Ooohh!

**Rachel:** Leave it out, Zeki.

**Zeki:** All right. Sorry.

## Speaking

- 3 Complete the Key Expressions with these words from the dialogue.

like, love, mind, hate, stand

### Key Expressions: Preferences

- 1 \_\_\_\_\_ singing.  
like \_\_\_\_\_ making things.  
don't 2 \_\_\_\_\_ writing.  
don't 3 \_\_\_\_\_ making things.  
can't 4 \_\_\_\_\_ it.  
5 \_\_\_\_\_ writing.

- 4 Work in pairs. Use the Key Expressions to talk about these things.

Example

A: Do you like rap?

B: I can't stand it. And you?

A: I love it!

- rap • football • getting up early • exams
- going to the cinema • playing computer games
- science • shopping • classical music • jazz

- 5 Look at the Sentence Builder.

### Sentence Builder

I like science a lot.

I don't like science very much.

- 6 Now write five sentences about you.

Example

I like rap a lot. I don't like jazz very much.

## Everyday Listening

- 1 Listen to the conversation in the mobile phone shop. Complete the information.

### Customer Service Department

Mobile phone model: TX909

Number: 1 \_ \_ \_ 0 6

PIN: 2 3 3 \_ \_

Customer's name: 3 \_\_\_\_\_

Address: 4 \_\_\_\_\_

Elfindale Road, London 5 \_\_\_\_\_

Home phone: 6 \_\_\_\_\_

Date of birth: 7 \_\_\_\_\_

- 2 Listen closely Complete each gap with one word.

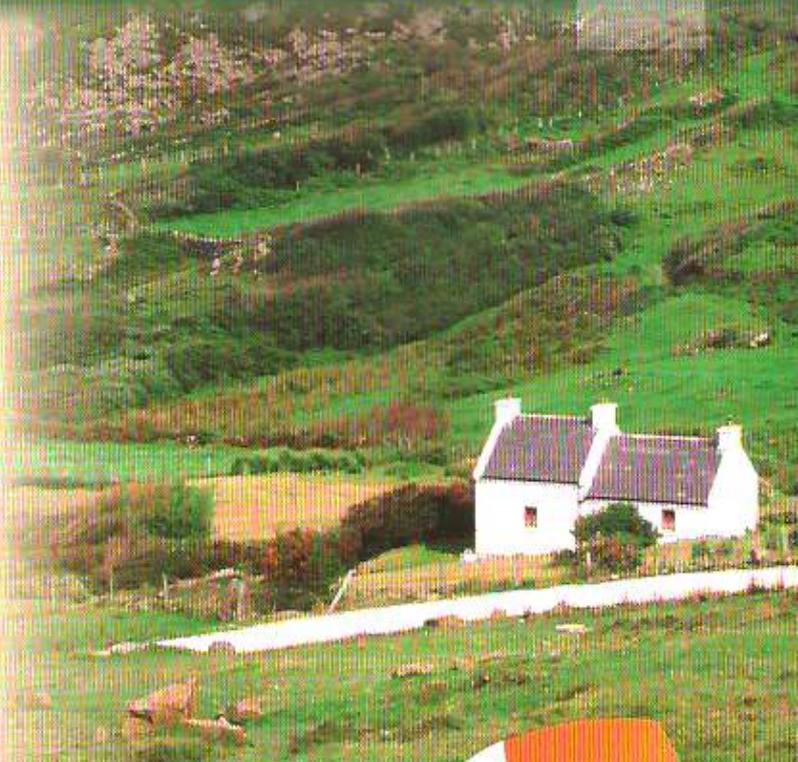
- 1 \_\_\_\_\_ want \_\_\_\_\_ old number?  
2 This \_\_\_\_\_ new PIN number.  
3 \_\_\_\_\_ your personal details.  
4 Okay, \_\_\_\_\_ name and \_\_\_\_\_ address?  
5 What's \_\_\_\_\_ date \_\_\_\_\_ birth?

# Across Cultures 1

1

## Warm-up

- 1 Look at the photo. What do you know about the Republic of Ireland? Work in pairs and try to choose the right answers.
  - 1 What is the population?  
a) 3.5 million b) 13.5 million c) 35 million
  - 2 What language do people usually speak?  
a) Irish b) English c) French
  - 3 What is the climate like?  
a) hot and dry b) cold and snowy c) rainy and wet
  - 4 What is the capital?  
a) Belfast b) London c) Dublin



## Reading

- 2 Read the brochure about Ireland and find the answers for Exercise 1.

# Ireland



**T**he Republic of Ireland (Eire) has a population of about three and a half million people. The official language is Irish but people usually speak English. People call Ireland the 'EMERALD ISLE' because it is a very green island. It often rains in Ireland. The countryside is beautiful and Irish people are very friendly.

### DUBLIN - A GREAT CAPITAL

Have a great time in Dublin! There are wonderful shops, restaurants, music and night life. Walk around the busy streets, visit the museums or relax in one of the parks. Go to Trinity College Library. In the library, you can see the amazing *Book of Kells* from the 8th century.

### GREAT WRITERS

Some of the best writers in the English language are from Ireland, for example, Jonathan Swift, Oscar Wilde and James Joyce. See their portraits and letters in Dublin's Writers' Museum.

### LEGENDS

Go to Blarney Castle and see the famous Blarney Stone. People say this stone has got magic powers and you become a brilliant speaker when you kiss it!

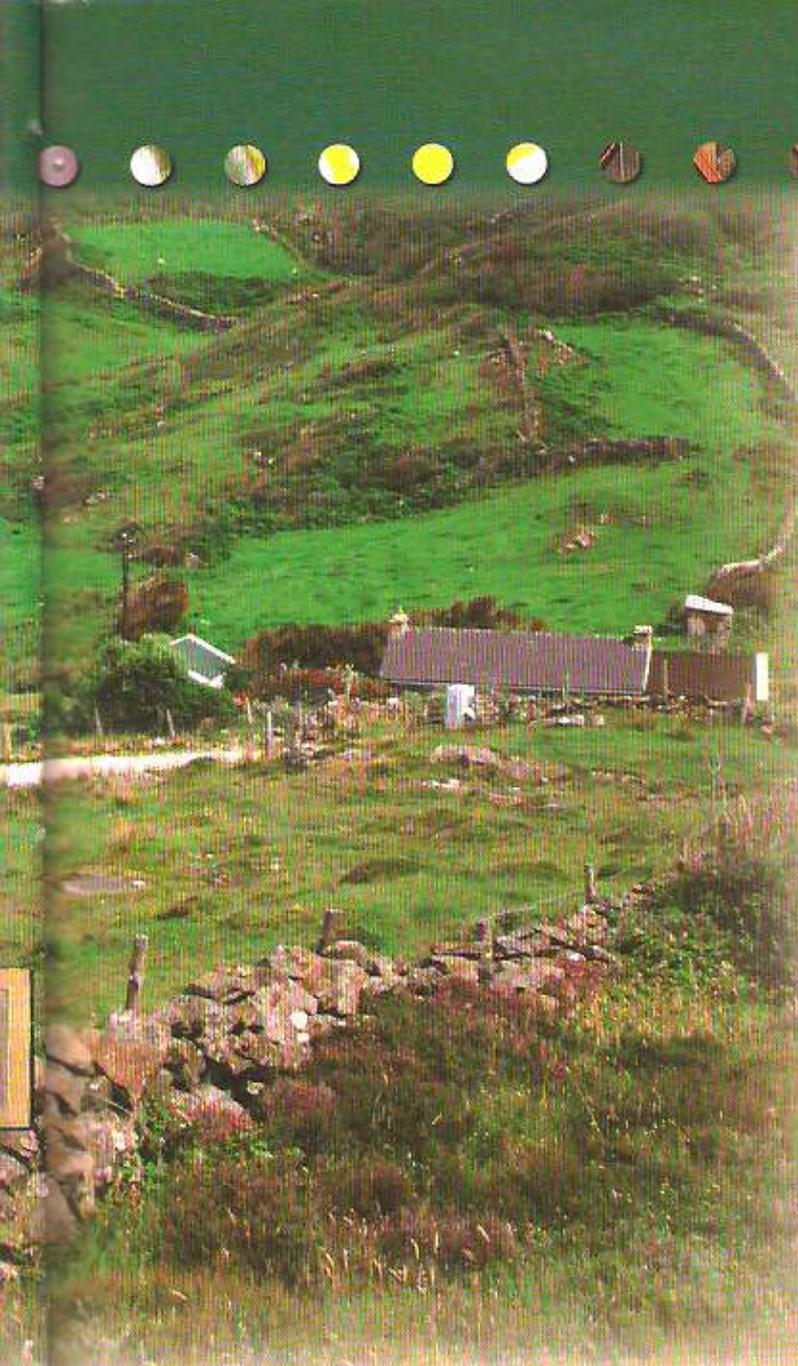
### AROUND IRELAND

Explore Ireland: drive, walk or cycle around the beautiful coast and the green countryside. Stop in wonderful old towns and villages and visit historic castles and churches.

### FUN ACTIVITIES

Horse riding, fishing, cycling and walking are popular activities. There are fantastic beaches, too. Try surfing or scuba diving – or just have a swim!





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

- 1  Ireland is very green.
- 2  Irish people are not very friendly.
- 3  There are good shops in Dublin.
- 4  The stories of Swift, Wilde and Joyce are in English.
- 5  When you kiss the Blarney Stone, you become happy.
- 6  There are many historic buildings in Ireland.
- 7  Skiing is a popular activity.
- 8  The beaches are very good.

4 What would you like to do or see in Ireland? Tell the class.

Example  
*I'd like to go surfing.*

5 **Prepositions** Complete the sentences about Scotland with these words. There are similar sentences in the brochure.

from, in (x2), of, to

- 1 Scotland has a population \_\_\_\_\_ about five million people.
  - 2 Have a great time \_\_\_\_\_ Edinburgh.
  - 3 Go \_\_\_\_\_ the new Museum of Scotland.
  - 4 There are fantastic exhibits \_\_\_\_\_ the museum.
  - 5 Some of the best inventors are \_\_\_\_\_ Scotland.
- 6 Look at the Key Words. Find more positive adjectives in the text.

 **Key Words: Opinion adjectives**

amazing, beautiful, fantastic, friendly, great

7 Write true and false sentences about your country with adjectives from Exercise 6.

Example

*Birmingham has got great beaches. (false)*

*The shops in London are fantastic. (true)*

## Speaking

8 Work in pairs. Read out your sentences.

Example

A: *Birmingham has got great beaches.*

B: *False!*

### FOR YOUR PORTFOLIO

## Project

Look at the brochure about Ireland. Write a brochure about your country.

1 Write notes about these things:

- population • language(s) • climate
- the capital • famous people • legends
- fun activities

2 Use your notes and write about your country.

3 Find photos and illustrate your brochure.

4 Show your brochure to the class.

# Study Corner 1

## Language Check

- 1 Complete the student's report with personality adjectives.

REPORT BOOK

Paul is a very happy and <sup>1</sup> f \_\_\_\_\_ y pupil. He is very <sup>2</sup> h \_\_\_\_\_ - w \_\_\_\_\_ and has got some excellent marks but his work is a bit <sup>3</sup> u \_\_\_\_\_ d \_\_\_\_\_. He is quite <sup>4</sup> s \_\_\_\_\_ and doesn't talk a lot. But Paul is a very <sup>5</sup> h \_\_\_\_\_ f \_\_\_\_\_ member of the class and is good at working in groups. Well done!

CLASS TEACHER: *Ms Jones*

- 2 Complete the sentences with these words.

after, for, on with, out with, up

- 6 I get \_\_\_\_\_ late on Sundays.  
 7 She goes \_\_\_\_\_ a boy from our class.  
 8 Can you wait \_\_\_\_\_ me after school?  
 9 I sometimes look \_\_\_\_\_ my little brother.  
 10 I don't get \_\_\_\_\_ my cousin.

- 3 Complete the description with these words.

from, in (x2), of, to

I come <sup>11</sup> \_\_\_\_\_ Ireland and I live <sup>12</sup> \_\_\_\_\_ a small town <sup>13</sup> \_\_\_\_\_ about 5,000 people. My favourite subject is art. I often go <sup>14</sup> \_\_\_\_\_ art galleries <sup>15</sup> \_\_\_\_\_ Dublin.

Vocabulary  / 15

- 4 Complete the sentences with the verbs in the Present Simple.

- 16 Zeki \_\_\_\_\_ the guitar very well. (play)  
 17 His parents \_\_\_\_\_ him pocket money every weekend. (give)  
 18 Where \_\_\_\_\_ Adam and Zeki \_\_\_\_\_? (live)  
 19 Where \_\_\_\_\_ Adam's mother \_\_\_\_\_ from? (come)  
 20 Rachel and Tania \_\_\_\_\_ the guitar. (not play)

- 5 Order the words in the sentences.

- 21 he / me / often / e-mails / sends  
 22 never / letters / I / write  
 23 me / phones / always / after school / she  
 24 the Internet / use / hardly ever / I  
 25 at the station / usually / we / meet

Grammar  / 10

- 6 Complete the sentences with these words in the correct form.

can't stand **XX**, like **✓**, love **✓✓**, not like **X**, not mind **—**

- 26 Rachel \_\_\_\_\_ basketball. **X**  
 27 She \_\_\_\_\_ computers. **✓✓**  
 28 She \_\_\_\_\_ dancing. **XX**  
 29 She \_\_\_\_\_ chess. **—**  
 30 She \_\_\_\_\_ swimming. **✓**

Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 14 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Unit 2 – Key Words
Numbers 6–10	Unit 2 – Word Builder
Numbers 11–15	Across Cultures 1 – Prepositions
Numbers 16–25	Unit 1 – Grammar
Numbers 26–30	Unit 3 – Key Expressions

## Study Help: Classroom language (1)

- Always ask questions in English.

What does 'helpful' mean?  
 How do you spell 'helpful'?  
 How do you say this word?

- Write down these words from Module 1.

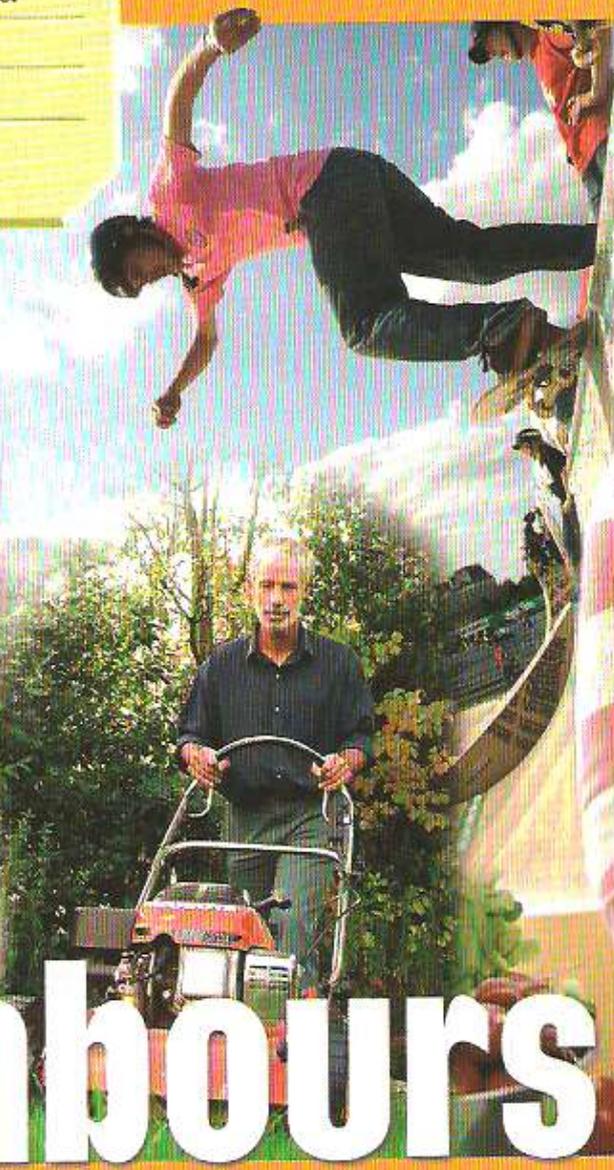
- three new words or expressions with translations in your language
- three words with difficult spellings
- three words with difficult pronunciation

- Work in pairs. Ask and answer questions about the words.

Example

What does 'shy' mean?

- 1 Talk about neighbours, computer games, food.
- 2 Read about *The Sims 2* computer game.
- 3 Listen to phone calls to a takeaway.
- 4 Write an e-mail about your class.
- 5 Learn about the Present Simple and the Present Continuous.



# Neighbours

## Get Ready

- 1 Listen to the descriptions of the people in the photos and complete the table.

	Job	Interest	Personality
Mrs Adani			<i>friendly</i>
Mr Taylor		<i>gardening</i>	
Ellie			
Danny			

- 2 → Picture Dictionary, page 126. Look at the Key Words. Add more jobs to the list.

### Key Words: Jobs

dentist, electrician, hairdresser, lorry driver, mechanic, office worker, plumber, secretary, shop assistant, taxi driver, vet

- 3 Read the questionnaire and think about your answers.

### Do You Know Your Neighbours?

- 1 What are your next-door neighbours called?
- 2 What are they like?  quiet  noisy  
 friendly  helpful  unfriendly
- 3 What are their jobs?
- 4 Have they got a pet?
- 5 Have they got children your age?
- 6 What are their children's interests?

- 4 Work in pairs. Ask and answer the questions about your neighbours.

Example

- A: What are your next-door neighbours called?  
B: Mr and Mrs Jackson.



# 4 Londoners

## Warm-up

- 1 Look at the photos (a–c) and match them with the sentences (1–3).
  - 1 London has got the biggest Chinatown in Europe.
  - 2 There are restaurants from over seventy different countries in London.
  - 3 Nearly a quarter of the people in London are from outside the UK.
- 2 Do people from other countries live in your area? Where are they from?



## Reading and Listening

3 Read and listen to a radio interview. Answer these questions.

- 1 How many people are in the Bannerjee family?
- 2 Where are the grandparents originally from?
- 3 What is the father's job?
- 4 What languages do the parents and children speak?

**Man:** I'm in the kitchen in a house in East London. Mrs Bannerjee is preparing the dinner; her parents are sitting in the living room with two of her children. What are you cooking, Mrs Bannerjee?

**Mrs B:** I'm making fish curry and rice. It's a typical meal from Bangladesh.

**Man:** Mm, it smells great. Do you always do the cooking?

**Mrs B:** Yes, I usually prepare the meals. My husband sometimes helps. He's a good cook.

**Man:** Where is he now? Is he working?

**Mrs B:** Yes, he's a taxi driver. He usually finishes about ten o'clock.

**Man:** Your children speak English with a London accent but they aren't speaking English now. They're talking to their grandparents in a different language.

**Mrs B:** Yes, they're speaking Bengali. All our kids are bilingual, like me and my husband but my parents don't speak English well.

**Man:** Where are your other children? Are they doing their homework?

**Mrs B:** Well, Durga is studying for her exams but Apu isn't doing any schoolwork – he's at basketball practice.

**Man:** I see, can you tell me about ...

## Grammar: Present Continuous

- 4 Complete the sentences from the interview with the correct form of the verb *to be*.

## Affirmative

I <sup>1</sup> \_\_\_\_\_ making fish curry.  
Mrs Bannerjee <sup>2</sup> \_\_\_\_\_ preparing dinner.  
Her parents <sup>3</sup> \_\_\_\_\_ sitting in the living room.

## Negative

Apu **isn't** doing any schoolwork.  
They <sup>4</sup> \_\_\_\_\_ speaking English now.

## Questions

Is he working?  
<sup>5</sup> \_\_\_\_\_ they doing their homework?  
What <sup>6</sup> \_\_\_\_\_ you cooking?

## Short Answers

Yes, he **is**.  
No, they **aren't**.

## Practice

- 5 What are these people doing at the moment? Use these verbs.

cook, play, study, talk, work

Mrs Bannerjee / Mr Bannerjee / The grandparents / Durga / Apu

## Example

*Mrs Bannerjee is cooking.*

- 6 **Pair work** Find five differences between the pictures at the back of the book.

▶ Student A, page 107 ▶ Student B, page 108.

## Example

*Is the boy sitting in your picture?*

## Grammar: Present Simple and Present Continuous

- 7 Look at the sentences below.

## Present Simple

I usually prepare the meals.  
They don't speak English.

## Present Continuous

I'm making fish curry.  
They aren't speaking English now.

- 8 Complete the rule with *Present Simple* or *Present Continuous*

- a) For activities now: \_\_\_\_\_.  
b) For regular activities or things true in general: \_\_\_\_\_.

## Practice

- 9 Write sentences in the Present Simple or Present Continuous.

## Example

1 *My neighbours are having a party.*

- 1 The music next door is very loud. My neighbours / have a party  
2 I am a vegetarian. I / not eat meat  
3 My friend is a football fan. He / watch all the Arsenal games  
4 My brother has a headache. He / not do his homework  
5 Our teachers are busy now. They / check our tests  
6 My sister isn't interested in music. She / not buy CDs

- 10 Complete the description with the correct forms of the verbs in brackets.

My next door neighbours are the Lipskis. They <sup>1</sup> \_\_\_\_\_ (live) at number 5. They <sup>2</sup> \_\_\_\_\_ (work) in a bank in the City. They've got a daughter, Anna. Look, she <sup>3</sup> \_\_\_\_\_ (play) with their dog in the garden. She <sup>4</sup> \_\_\_\_\_ (not go) to school – she's only four. The woman in the garden opposite is Mrs Chang. She's about seventy and she <sup>5</sup> \_\_\_\_\_ (not work). She <sup>6</sup> \_\_\_\_\_ (love) gardening. She <sup>7</sup> \_\_\_\_\_ (cut) her roses now.

## Your Turn

- 11 **Game** Think of a person in your class. Make sentences about him or her in the Present Simple and Present Continuous. The class guess the person.

## Example

A: *She is wearing black shoes. She likes sport.*

B: *Is it Sue?*

A: *Yes, it is.*



## The Sims 2

### Warm-up

- 1 Look at the pictures from a computer game. What are the people doing?

Example

*Three people are swimming.*

### Reading

- 2 Read the computer game review. In what ways are the 'Sims' like real people? List five things.

Example *They go to work.*

### My Favourite Computer Game: *The Sims 2*



What's happening in my neighbourhood today? Well, Jack and Jennie are having lunch. Mike, their neighbour, is working – he's a teacher at the local school. Sue, Mike's wife, is having a shower at home. This sounds normal. But I'm talking about the neighbourhood in my *Sims 2* game so these people aren't real!

In *The Sims 2*, you can build houses, streets and neighbourhoods. You can also create imaginary people and families. You can choose their faces and bodies and give them names and personalities.

Your virtual people go to work. They have a swim at the local pool or relax at home. They have parties and go out at night. Babies grow up; adults get old and die. You control their lives but this can be difficult. Characters get unhappy when you make a bad decision.

The world of *The Sims* is great fun because it is very realistic. The clocks in the houses show the real time and characters watch real programmes on television. When two people play chess, they move the pieces in a real game. And when you click on their heads, you can see what they are thinking and feeling!

In *The Sims 2*, you can't 'win' or 'lose' but you can certainly have fun!

3 Read the review again. Choose the correct answer, a), b) or c).

1 Who are Jack, Jennie, Mike and Sue?

- a) the writer's neighbours
- b) characters from a film
- c) people in a computer game

2 What can you create in *The Sims 2*?

- a) new countries
- b) people and places
- c) television programmes

3 What do the characters always do?

- a) play chess
- b) go out at night
- c) grow old

4 Why is the game fun?

- a) You can win money.
- b) It's like real life.
- c) It's very easy.

4 Look at the Word Builder. Find four more expressions with *have* in the text.

#### Word Builder

She is **having a shower**.

They **have dinner** at 7 o'clock.

5 Read the sentences. Add sentences with *have*.

Example

1 *They're in a restaurant. They're having dinner.*

- 1 They're in a restaurant.
- 2 He's in the bathroom.
- 3 They're at the pool.
- 4 It's her birthday.
- 5 They're at the amusement park.
- 6 She's in the kitchen at 7.00 am.

6 Look at the Sentence Builder.

#### Sentence Builder

*The Sims* is great fun

**because**

it's realistic.

*The Sims* is realistic

**so**

it's great fun.

7 Now join the halves of the sentences with *so* or *because*.

- 1 She is worried a) she walks there.
- 2 It's her birthday b) he's very unhappy.
- 3 She lives near the school c) she's very happy.
- 4 They can't go out tonight d) her dog is ill.
- 5 His girlfriend doesn't love him e) they've got an exam tomorrow.

## Speaking

8 Work in pairs. Ask and answer questions about computer games.

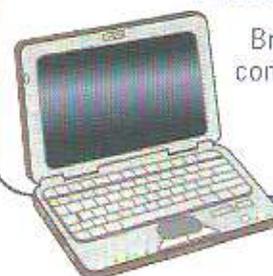
- 1 What kind of computer games do you like? (e.g. fantasy, war, simulation)
- 2 What computer games are you good at?
- 3 How many hours a week do you play computer games?
- 4 Do your parents get angry because you play a lot?
- 5 How many computer games have you got?
- 6 Do you ever play computer games with other people? Who?
- 7 Do you ever play computer games on the Internet?
- 8 What system have you got? (e.g. Play Station 2, Xbox 360)

9 Tell the class two things about your partner.

Example

*She loves The Sims 2 and she's very good at it!*

#### Fact or Fiction?



British teenagers play computer games for two hours a day.

Answer on page 109.



## Warm-up

- 1 → Picture Dictionary, page 125. Look at the Key Words. What food and drink do you like? What things are good for you?

### Key Words: Food and Drink

burger, cheese, chips, cola, fish, fruit, hot dog, ice cream, kebab, meat, milk, orange juice, pizza, salad, sandwich, vegetables, water, yoghurt

- 2 What do you have when you go out with your friends or parents?

## Reading and Listening

- 3 Read and listen to the dialogues. Are these sentences true (T) or false (F)?

- 1  Zeki's uncle gives them a free meal.
- 2  The girls have cheese salads.
- 3  The boys have kebabs.
- 4  There are groups in the competition from around the world.
- 5  Tania is happy to see Bart.

*On Saturday afternoon the group go to a café in the park.*

**Rachel:** So, your uncle works here, Zeki.

**Tania:** Does that mean it's free?

**Zeki:** You're joking!

**Tania:** Well, you never know.

**Rachel:** Is that him?

**Zeki:** No, he isn't here today.

**Assistant:** Hello. Can I help you?

**Rachel:** Yes, please. Can I have a cheese salad?

**Tania:** And I'd like a vegetable kebab, please.

**Assistant:** What would you like to drink?

**Rachel:** A bottle of water, please.

**Tania:** Orange juice for me, please.

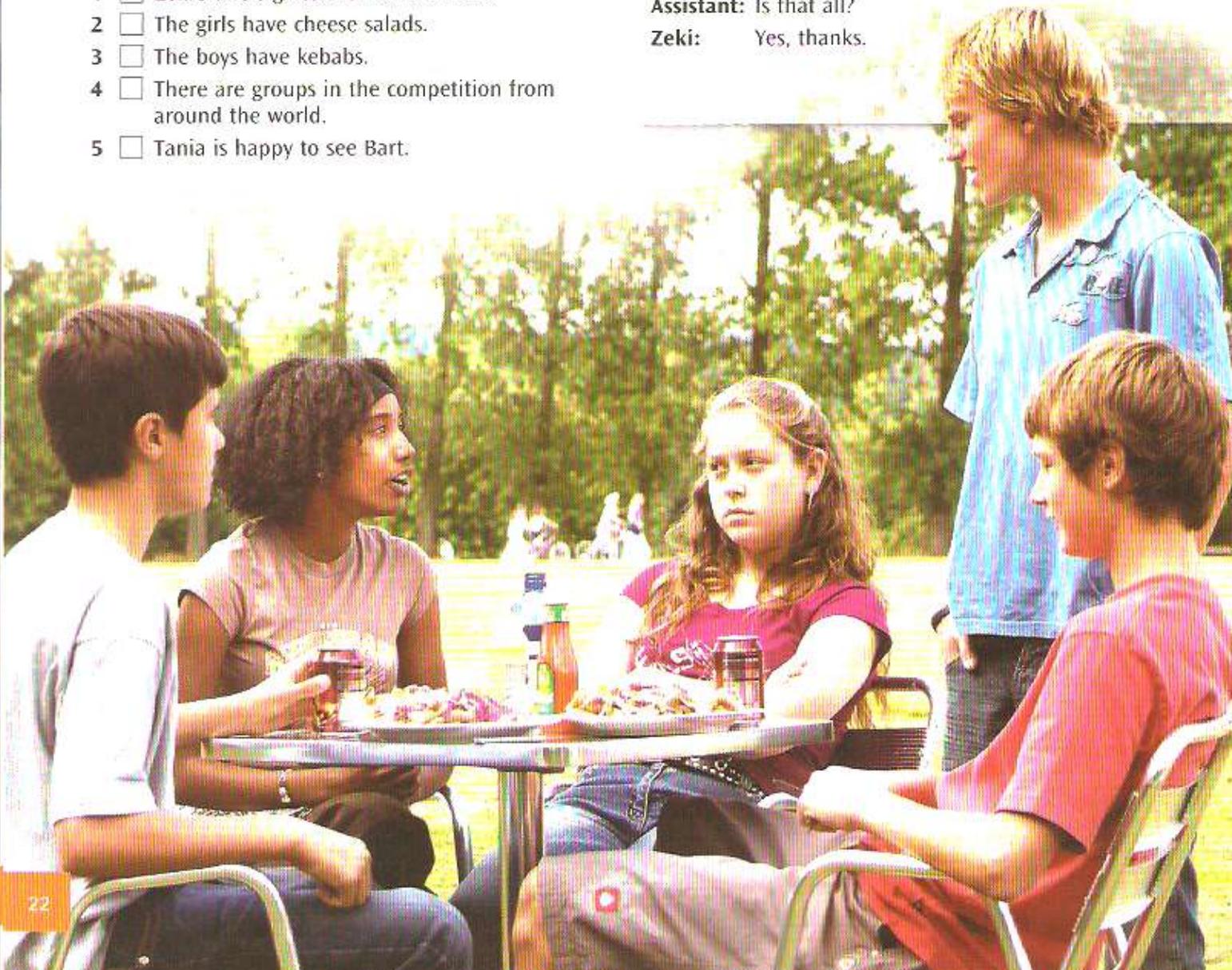
**Assistant:** And what would you like?

**Adam:** A kebab and a cola, please.

**Zeki:** Yeah, the same for me ... and a yoghurt, please.

**Assistant:** Is that all?

**Zeki:** Yes, thanks.



Everyday Listening 

Later, at their table outside ...

**Rachel:** Our letter's on the website, you know. And there's an e-mail from Argentina.

**Tania:** And one from Perth in Australia.

**Rachel:** Oh, look who's here.

**Tania:** Hi, Bart.

**Bart:** Are you talking about that competition again? Boring!

**Tania:** You're early.

**Bart:** Yeah, are you ready, Tan?

**Tania:** Ten minutes, Bart. We're busy.

**Bart:** Okay. See you at the cinema. And don't be late.

*Bart leaves.*

**Tania:** Sorry about that.

**Rachel:** That's all right, Tania.



1 Read the Listening Help.

**Listening Help: Doing tasks**

- Before you listen, check you know what to do, e.g. complete a table, fill in gaps, etc.
- When you listen, use abbreviations to write answers quickly, e.g. ch (chicken), oj (orange juice), sal (salad).

Speaking

4 Look at the Key Expressions.

**Key Expressions: At a café**

Can I help you?	Yes, please. Can I have a salad?
What would you like to eat?	I'd like a kebab, please. The same for me, please.
What would you like to drink?	A bottle of water, please. Orange juice for me, please.

5 Now work in groups. Act out a dialogue in a café. One of you is the assistant. Use the Key Words and the Key Expressions.

Example

A: Hello. Can I help you?

B: Can I have a ...

2 Look at the menu above. Listen to two boys ordering takeaway food by phone. Copy and complete the table.

	Boy 1	Boy 2
Food and drinks		
Phone number		

3 How much does each boy spend?

4 Listen closely Complete each gap with one word.

- 1 Hello, Happy Snacks, \_\_\_\_\_ help you?
- 2 What \_\_\_\_\_ like?
- 3 \_\_\_\_\_ small?
- 4 And one \_\_\_\_\_ water.
- 5 Can I \_\_\_\_\_ phone number, please?
- 6 And \_\_\_\_\_?

5 Listen again and repeat the sentences.

## Writing: A personal e-mail

1 Read the e-mail from Tania to the 'Our World' competition website. Answer these questions.

- 1 What is she writing about?
- 2 Why does she like London?
- 3 What is their neighbourhood like?

1 From...

To...

Subject:



- 2 Hi there!
- 3 We're in the 'Our World' competition. Here's a photo of our group. There are four of us in the group – Zeki, Rachel, Adam and me (Tania).
- 4 Adam is into electronic planes. He plays the guitar **and** writes songs with Zeki. Zeki loves football **but** Adam isn't into sport. Rachel is my best friend. She likes singing. At school, she's good at science but I'm not. I like reading **and** I LOVE dancing, too!
- 5 London is a great place because there are millions of things to do. We live in north London and our area is really multicultural – like our group. Adam speaks Polish **because** his mum is from Poland. Zeki's parents are Turkish so he's bilingual, too. Rachel's parents are from Ireland and my grandparents are from Jamaica.
- 6 Best wishes and good luck from London!  
Tania Dawson

## Text Builder

2 Match the parts of the e-mail (1–6) with these topics (a–f).

- a) the group   b) goodbye   c) our interests  
d) London   e) hello   f) e-mail information

3 Look at the linking words in blue in the e-mail. Re-write the sentences with the words in brackets.

Example

*Anna loves football but she hates basketball.*

- 1 Anna loves football. She hates basketball. (but)
- 2 I'm into films. My brother likes films. (too)
- 3 Perth is a great place. It's got fantastic beaches. (because)
- 4 Jack likes Liverpool. Jack likes Manchester United. (and)
- 5 We live on the coast. We can go surfing at the weekends. (so)
- 6 That computer game is fun. It's difficult. (but)

## FOR YOUR PORTFOLIO

4 Imagine you are in a group in the 'Our World' competition. Write an e-mail to the website. Follow the steps.

STEP 1 Make notes. Copy and complete the table.

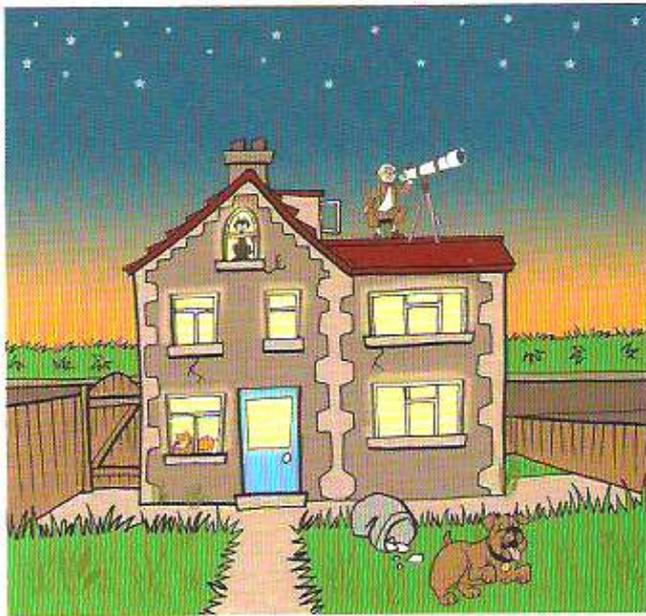
the people in your group	
their interests	
your town and area	

STEP 2 Use your notes to write an e-mail like Tania's. Use this order.

- 1 addresses/subject/date
- 2 hello
- 3 your group
- 4 their interests
- 5 your town and area
- 6 goodbye

5 Work in groups. Read your e-mails.

## Understanding Grammar: a, an or the



### 1 Read the text. Have you got any strange neighbours?

I live in a very quiet area. Everybody is nice and friendly but we have one very strange neighbour. He's an astronomer. He lives alone in a big house with a telescope on **the roof**. The house is very old. **The man** has a small ugly dog and two cats. **The dog** plays in **the garden** all the time.

The man is always **at home**. When I go **to school**, I see him in front of his computer. He doesn't go **to work**, he doesn't travel **by bus**, he never goes **to church**, and he never talks to people. But **at night**, he is usually on the roof and he studies the stars.

### 2 Look at the blue words in the text. Choose the correct words to complete the rule.

We use **1 a/the** when we talk about a person or thing for the first time, and we use **2 a/the** when we talk about this thing or person again.

### 3 Look at the green words in the text. What roof, what garden and what man is the author writing about?

Example

*The roof of the astronomer's house.*

### 4 Choose the correct word below to complete the rule.

We use *the* when it *is/isn't* clear what person or thing we are talking about.

### 5 Complete the sentences with *a, an* or *the*.

- This is \_\_\_ nice house – \_\_\_ garden is big and \_\_\_ rooms are light.
- My room is small but \_\_\_ window is very big.
- We have \_\_\_ dog and two hamsters but \_\_\_ hamsters are afraid of \_\_\_ dog.
- Our town has \_\_\_ old theatre, \_\_\_ concert hall and \_\_\_ stadium. \_\_\_ theatre is very old but \_\_\_ concert hall and \_\_\_ stadium are new.
- I go to school with \_\_\_ friend from primary school.
- On Sunday, we often eat lunch in \_\_\_ restaurant.

### 6 Look at the words in red. They don't have *a, an* or *the*. Complete the sentences with similar expressions from the box.

have breakfast, in hospital, at school, in bed, go home, by taxi, by plane, after lunch

- My grandfather always goes for a walk \_\_\_\_\_.
- I don't like travelling \_\_\_\_\_, I'm always scared.
- Don't call them now! It's midnight, they're \_\_\_\_\_.
- My sister is only 15, she's still \_\_\_\_\_.
- You're tired. \_\_\_\_\_ and have a rest, I can finish the work.
- I get up very late and I rarely \_\_\_\_\_ before school.
- It's late, let's go home \_\_\_\_\_.
- The head teacher has a heart problem, he is \_\_\_\_\_.

### 7 Complete the text with *a, an, the* or nothing (-).

We normally eat at **1** \_\_\_ home but sometimes we go out and have **2** \_\_\_ dinner in **3** \_\_\_ Italian restaurant in **4** \_\_\_ town centre. **5** \_\_\_ restaurant is very nice and not very expensive. We usually sit by **6** \_\_\_ fireplace. **7** \_\_\_ food is always very good. **8** \_\_\_ waiters are students from **9** \_\_\_ university and they are very nice. **10** \_\_\_ restaurant is also open at **11** \_\_\_ night so they work very hard. We come **12** \_\_\_ home by **13** \_\_\_ taxi and I usually go to **14** \_\_\_ bed straightaway.

# Study Corner 2

## Language Check



### 1 Write the jobs.

- 1 I work in an office. s \_ \_ \_ \_ \_
- 2 I repair cars. m \_ \_ \_ \_ \_
- 3 I work in a shop. s \_ \_ \_ a \_ \_ \_ \_ \_
- 4 I give people medicine. d \_ \_ \_ \_ \_
- 5 I cut and style hair. h \_ \_ \_ \_ \_

### 2 Complete the sentences.

- 6 I always have a p \_ \_ \_ \_ with my friends on my birthday.
- 7 We often have l \_ \_ \_ \_ at my uncle's restaurant on Sundays.
- 8 I sometimes go to the amusement park with my friends. We have great f \_ \_ \_.
- 9 My dad has a big b \_ \_ \_ \_ \_ \_ \_ in the morning. He likes bacon and eggs.
- 10 When I'm on holiday in Spain, I have a s \_ \_ \_ in the pool every day.

Vocabulary  / 10

### 3 Complete the text with a, the or (-).

Our neighbours are <sup>11</sup> \_\_\_\_\_ nice family. <sup>12</sup> \_\_\_\_\_ father works at <sup>13</sup> \_\_\_\_\_ home and <sup>14</sup> \_\_\_\_\_ mother is <sup>15</sup> \_\_\_\_\_ maths teacher, she helps me with my maths homework!

### 4 Choose the correct verb in each sentence.

- 16 My father *drives/is driving* to work every day.
- 17 I *am tidying/tidy* my room at weekends.
- 18 My sister often *is playing/plays* computer games.
- 19 But at the moment she *does/is doing* her homework.
- 20 I *am not liking/don't like* Chinese food.
- 21 We usually *are watching/watch* TV at night.
- 22 At the moment, my mum *is preparing/prepares* the dinner.
- 23 Where is Paul? Ah, he *is sitting/sits* in the corner.
- 24 A: What *are you doing/do you do*?  
B: I am looking for my pen.
- 25 A: What *are you doing/do you do*?  
B: I am a secretary.

Grammar  / 15

### 5 Complete the dialogue with the correct words.

- Assistant:** What <sup>26</sup> \_\_\_\_\_ you like to eat?  
**Kim:** <sup>27</sup> \_\_\_\_\_ I have a tuna salad, please?  
**Assistant:** Yeah, sure.  
**Sonia:** And I'd <sup>28</sup> \_\_\_\_\_ a burger, please.  
**Assistant:** And you?  
**Jim:** A hot dog and a cola, <sup>29</sup> \_\_\_\_\_.  
**Larry:** Yeah, the <sup>30</sup> \_\_\_\_\_ for me.

Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 24 of the Workbook.

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

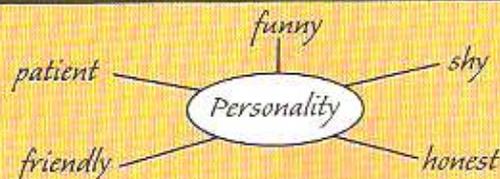
## Study Help: Storing vocabulary

Look at these ways of storing vocabulary.

### Interests/Hobbies

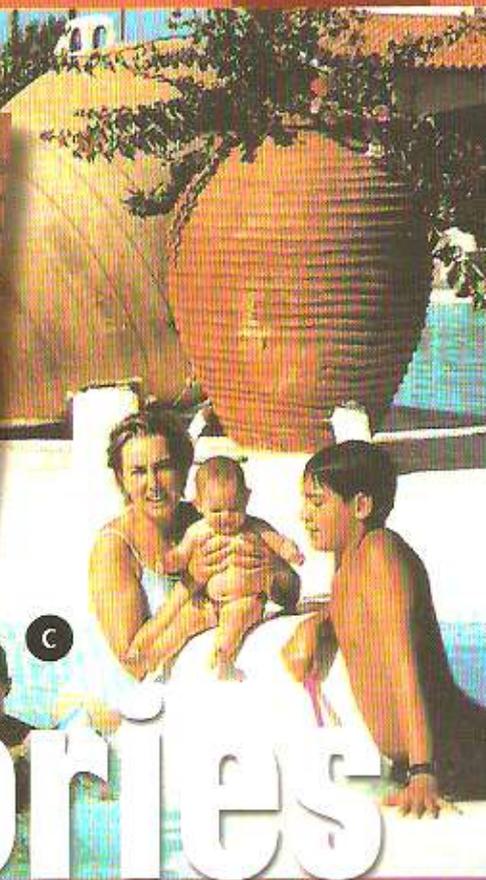
inside – computers, music

outside – horse riding, surfing



- Draw a table for food. Divide it into three columns: meat/vegetables/fruit.
- Draw a diagram for jobs. How many can you add to the diagram in two minutes?

- 1 Talk about the past and describe photos.
- 2 Read about Nicole Kidman and Papillon.
- 3 Listen to an audio guide.
- 4 Write about a person you know.
- 5 Learn about the Past Simple.



# Life Stories

## Get Ready

1 Read and listen to the Key Words. Repeat the dates.

### Key Words: Dates

23 February 1988, 5 August 2002,  
10 June 1964, 28 September 2005,  
15 May 1955, 17 January 2006, 1 July 1998,  
21 March 1991, 7 October 2012,  
2 April 1989, 27 November 1982,  
25 December 2009

2 Choose the correct words and complete the rule.

- a) We *write/say* '5 April 2005'.  
b) We *write/say* 'the fifth of April two thousand and five'.

3 Look at the boy in photo a). Find him in photos b) and c).

4 Listen to the boy and check your answers for Exercise 3.

5 Listen again and complete the information.

- 1 His birthday is on 25 February.
- 2 His present was a toy car.
- 3 The holiday was in Spain.
- 4 His mum's birthday is on 10 June.
- 5 The final was on 5 August.
- 6 The score in the final was 80-75.

6 Work in pairs. Ask and answer about the past. Think about these things.

- age
- school
- class teacher
- friends
- holidays

### Example

A: What do you remember about 1999?

B: I was eight. My teacher was Ms Robinson.



# 7 Early Days

## Warm-up

- 1 What do you know about Nicole Kidman? Guess the answers to these questions.
- Where was Nicole Kidman born?
    - the United States
    - Australia
    - the United Kingdom
  - What was she like at school?
    - tall and shy
    - short and outgoing
    - plump and very popular
  - When was her first Hollywood film?
    - 1979
    - 1989
    - 1999

## Reading

- 2 Read the magazine article from 2006. Check your guesses from Exercise 1.

## 2006 STAR PROFILE

This month ...  
**NICOLE KIDMAN**



Nicole as a young girl

We answer your questions about her early life.

### Is Nicole Australian or American?

Sam Rowe, Bristol

She has dual nationality. She was born in the United States but her parents were Australian. She lived in Sydney, Australia, from the age of four.

## Grammar: Past Simple

- 3 Look at the text and complete the table with the correct forms of the verbs *like* and *go*.

	Regular verbs	Irregular verbs
Affirmative	She <sup>1</sup> <u>liked</u> dancing and acting.	She <sup>2</sup> <u>went</u> to the theatre.
Negative	Some girls <b>didn't</b> <sup>3</sup> _____ her.	She <b>didn't</b> <sup>4</sup> _____ to the beach.
Questions	<b>Did</b> she <sup>5</sup> _____ school? What <b>did</b> she <sup>7</sup> _____ doing?	<b>Did</b> she <sup>6</sup> _____ to acting classes? When <b>did</b> she first <sup>8</sup> _____ to Hollywood?

### Short Answers

Yes, she **did**.  
No, she **didn't**.

- 4 Underline all the past verb forms in the text. Make a list of the regular and irregular verbs. → Irregular Verbs, page 109.

- 5 **Pronunciation** Listen to the *-ed* endings of the verbs (1–3). Then listen to the verbs in the box and put them into the correct group (1, 2 or 3).

1 /t/: liked    2 /d/: played    3 /ɪd/: hated

called, finished, lived, moved, started, studied, talked, wanted, worked

- 6 Complete the gaps with similar time expressions from the text.

- last night / last \_\_\_\_\_ / last month / last year
- two days ago / three weeks ago / five months ago / \_\_\_\_\_ ago
- in 2004 / in 1999 / in \_\_\_\_\_
- when she went to school / when she \_\_\_\_\_

**I saw an interview with Nicole last week but she didn't talk about her childhood. Did she like school?**

*Tim Steer, London.*

No, she didn't. Nicole was very tall, pale and shy. Some girls didn't like her and they called her names. She didn't go to the beach with them – she went to the theatre!

**What did she like doing when she was young?**

*Colette Bridges, Manchester*

She liked dancing and acting. Her first part was a sheep in a Christmas play when she was six!

**Did Nicole go to acting classes when she was young?**

*Tania Jones, Cardiff*

Yes, she did. She took her first acting class when she was ten.

**When did she first go to Hollywood?**

*Kelly Firth, Glasgow*

She made her first Hollywood film in 1989. She won an Oscar for 'Best Actress' three years ago for *The Hours*.

## ... BIODATA ...

Born: 1967, Hawaii

Moved to Australia: 1971

First film: 1981

Married: Tom Cruise 1990

Oscar: 2003

Best film: *The Others*, 2001

- 9** Study Nicole Kidman's biodata and finish each sentence in three different ways.

Example

*Nicole moved to Australia in 1971.*

*She moved thirty-five years ago.*

*She moved when she was four.*

- 1 She played in her first film ...
- 2 She married Tom Cruise ...
- 3 Nicole got her first Oscar ...
- 4 She made her best film ...

## Practice

- 7** Complete the sentences with the correct form of the verbs in brackets.

- 1 John Lennon and Paul McCartney \_\_\_\_\_ (meet) when they \_\_\_\_\_ (be) at school.
- 2 Bill Gates, head of Microsoft, \_\_\_\_\_ (start) his first computer company when he \_\_\_\_\_ (be) fourteen.
- 3 Michael Jordan, the world's best basketball player, \_\_\_\_\_ (not like) basketball as a child – he \_\_\_\_\_ (prefer) baseball.
- 4 Beethoven \_\_\_\_\_ (write) his first composition when he was ten.
- 5 Pelé \_\_\_\_\_ (score) two goals for Brazil in the 1958 World Cup final when he \_\_\_\_\_ (be) seventeen.
- 6 Albert Einstein \_\_\_\_\_ (not pass) his physics exam at school.

- 8** Make questions about Nicole Kidman's life. Then answer the questions.

Example

1 *Did Nicole's parents live in Canada?*

*No, they didn't. They lived in the US and Australia.*

- 1 Nicole's parents / live in Canada?
- 2 go to school in the United States?
- 3 when / get her first theatre part?
- 4 go to music classes?
- 5 when / make her first Hollywood film?
- 6 when / win an Oscar?

## Your Turn

- 10** Make questions about your partner's life when he/she was 6–9 years old. Work in pairs. Ask and answer the questions.

Example

A: *Did you have many friends?*

B: *Yes, I had a lot of friends. There were a lot of nice people in my first class.*

- 1 have / many friends?
- 2 have / a pet?
- 3 where / spend holidays?
- 4 what / do in your free time?
- 5 play / musical instruments?
- 6 what sports / play?
- 7 what hobbies / have?
- 8 when / start school?
- 9 what subjects / like?
- 10 like / school?

# 8 The Butterfly Man

## Warm-up

- 1 The photos (a-c) are from a film about a famous thief. Guess the order of the pictures.



a



b

## Reading

- 2 Read the story of Papillon and check your guesses from Exercise 1.

### Papillon

Henri Charriere lived in Paris in the 1920s. He was a thief and he robbed banks. People called him 'Papillon' because he had a tattoo of a butterfly on his chest. In 1931, the police arrested Papillon for a murder. He wasn't guilty but they sent him to a prison for dangerous criminals in South America.

Papillon tried to escape nine times and he had many adventures. Once, he escaped in a small boat and lived in an Indian village in the jungle for a few months before the police found him. Every time Papillon escaped, the police caught him and brought him back.

Finally, the police sent him to the prison on Devil's Island. This was a horrible place and prisoners never escaped from it. But this did not stop Papillon. He wanted to get away and he started to plan another escape. One day, he jumped off a cliff into the sea. After thirteen years in prison, he finally escaped!



c

Papillon got to Venezuela and there he met a beautiful woman called Rita. They fell in love and got married. Papillon started a nightclub and soon became a successful businessman. One day, an earthquake destroyed the area and his club. Papillon decided to return to France and write a book about his life. The book was a bestseller and Henri Charriere became rich and famous. Henri died in 1973. The same year, a Hollywood film, based on his book, appeared in cinemas.

- 3 Find the Key Words in the story. Then complete the summary with the words in the correct form.

**Key Words: Crime**

to arrest, a criminal, to escape, guilty, a murder, a prison, to rob, a thief

Papillon was a 1 thief in Paris and he 2 \_\_\_\_\_ banks. One day, there was a 3 \_\_\_\_\_ and the police 4 \_\_\_\_\_ Papillon. He wasn't 5 \_\_\_\_\_ but they sent him to a 6 \_\_\_\_\_ for dangerous 7 \_\_\_\_\_. Finally, he 8 \_\_\_\_\_ to Venezuela.

- 4 Read the story again and answer these questions.

- Why did people call Henri Charriere 'Papillon'?  
a) he liked butterflies b) he had a butterfly tattoo c) he collected butterflies
- Why did the police arrest him?  
a) for a bank robbery b) because he was a thief c) for a murder
- Where did he find help in the jungle?  
a) in an Indian village b) at a friend's house c) at a church
- How did he escape from Devil's Island?  
a) he sailed a boat b) he swam c) he walked
- Why did Papillon stay in Venezuela?  
a) he fell in love b) he had a successful restaurant c) he liked the climate
- How did he become rich and famous?  
a) he made a film of his life b) he wrote a book c) he had a nightclub

- 5 Look at the Word Builder. The underlined words often go together.

**Word Builder**

Papillon robbed banks.  
He escaped from prison.

- 6 Find the underlined words in the story. Match the two halves of these sentences.

- That singer became a) a book about music.
- In Africa he had many b) in love.
- I want to write c) married last year.
- They got d) adventures.
- Last year, I met a handsome boy and fell e) rich and famous.

- 7 Look at the Sentence Builder.

**Sentence Builder**

He	decided	to	return to France.
	started		plan an escape.
	tried		escape nine times.
	wanted		get away.

- 8 Now answer questions about your life.

Example

1 *I wanted to be a firefighter when I was young.*

- What did you want to be when you were young?
- What job do you want to do now?
- What did you try to do last week? Were you successful?
- What did you decide to do at the weekend?
- When did you start to use a computer?
- When did you start to learn English?

**Speaking**

- 9 Look at the timeline. Make a timeline about your life. Include one false thing.

- 10 Work in pairs. Use your timeline and tell your partner about your life. Guess the false information.

Example

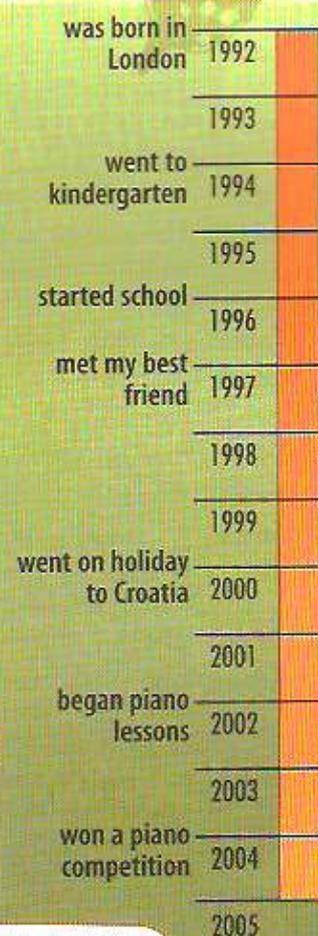
A: *I started school when I was four.*

B: *True.*

A: *I went to Croatia when I was eight.*

B: *False.*

A: *True! I went on holiday with my grandparents.*



**Fact or Fiction?**

Alcatraz was a prison on an island near San Francisco. No prisoners ever escaped.

Answer on page 109.



## Warm-up

- 1 Look at Adam's family photo. Who are the people?
- mum and dad • grandmother • grandfather
  - son • aunt • great uncle

## Reading and Listening

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

*The group decide to write about their families for the competition. They meet at Adam's house.*

**Zeki:** Did you see the Arsenal game? We won with ten men!

**Adam:** Ten plus the referee!

**Rachel:** Come on, you guys, let's start. Tell us about your family, Adam.

**Adam:** Okay. This is a photo of me when I was three months old. I'm in the middle with my mum and dad. And that's my old dog, Homer, at the front. He died two years ago.

**Zeki:** Who's the woman on the right?

**Adam:** The woman in the red dress is my aunt. And the people on the left are my Polish grandparents. They came to visit that year.

**Tania:** Oh, yeah, I forgot – your mum's Polish.

**Adam:** Yeah, she came here to learn English and met my dad.

**Zeki:** How romantic!

**Rachel:** Who's the man with the flower?

**Adam:** Ah, the man at the back is my great uncle, Toby, my dad's uncle. He was an interesting guy.

**Tania:** Why?

**Adam:** Well, in the war, he fell in love with a girl but a bomb killed her in London. After that, Toby lived alone in a big old house near here. People say his ghost still visits the house.

**Rachel:** Do you believe that?

**Adam:** Well ...

### 3 Now answer the questions.

- 1 Where are Adam's grandparents from?
- 2 Where did Adam's parents meet?
- 3 Why was Uncle Toby's story sad?



### 4 Look at the Sentence Builder.

#### Sentence Builder

The woman	in the red dress is my aunt.
Who's the man	with the flower?

### 5 Now use the cues (1–6) to ask and answer questions about Adam's family photo.

#### Example

A: *Who is the baby with white socks?*

B: *That's Adam.*

- 1 baby / white socks?
- 2 man / glasses?
- 3 man / blue shirt?
- 4 man / white hair?
- 5 woman / green T-shirt?
- 6 woman / green jacket?



## Speaking

- 6 Complete the Key Expressions with these words from the dialogue.

back, front, left, middle, right, this

### Key Expressions: Describing photos

- 1 \_\_\_\_\_ is a photo of me.
- 2 I'm **in the** \_\_\_\_\_ with my mum and dad.
- 3 That's my dog **at the** \_\_\_\_\_.
- 4 Who's the woman **on the** \_\_\_\_\_?
- 5 The people **on the** \_\_\_\_\_ are my grandparents.
- 6 That man **at the** \_\_\_\_\_ is my Uncle Toby.

- 7 Work in pairs. Look at the photo below. Describe it. Use the Key Expressions.

- 8 Look at the Speaking Help.

### Speaking Help: Talking about a photo

- Write notes (e.g. dates, names, places) but don't write sentences.
- Use the Picture Dictionary, Key Expressions and Sentence Builders to help you prepare.
- Practise your talk at home.

- 9 Choose a family photo at home. Prepare to talk about it and bring it to your class.

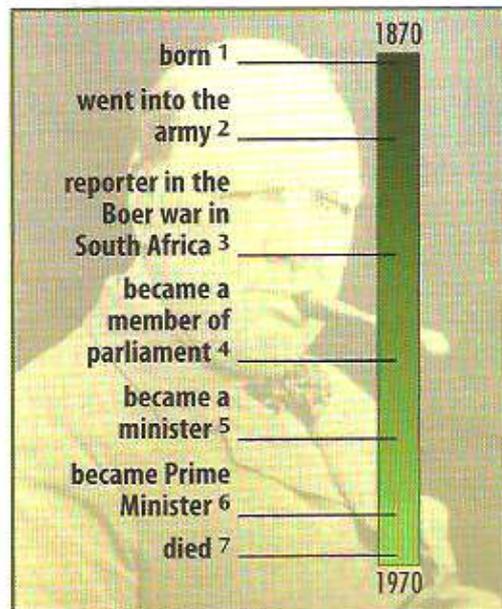
- 10 Work in groups. Describe your family photo to the group. Answer the group's questions.

#### Example

*This is a photo of my family. We were on holiday at the beach. The boy with the big hat is my cousin, John.*

## Everyday Listening

- 1 Listen to a museum audio guide about Winston Churchill. Complete the dates in the timeline.



- 2 Listen again and write down an interesting fact about Churchill. Tell the class.

Example

*His mum was American.*

- 3 **Pronunciation** Listen to the three sounds.

1 /aɪ/ 2 /i:/ 3 /ɪ/

- 4 What are the sounds of the underlined letters in these words? Write the words in the correct column.

right, teacher, visit, like, women, team, T-shirt, history, interesting, English, she, shy, middle, die, try, decide, people, Christmas,

/aɪ/	/i:/	/ɪ/
right		

- 5 Now listen and check your answers.

### Try this tongue-twister

In July, three shy Irish history teachers decided to visit a team of five singing women with green eyes.

# Across Cultures 2

## Warm-up

- 1 → Picture Dictionary, page 128. Look at the Key Words. Which machines can you see in the photos?

### Key Words: Machines in the home

air conditioning, central heating, cooker, dishwasher, fridge, radio, record player, telephone, television, vacuum cleaner, washing machine

## Reading

- 2 Read the two texts (a–b). Write UK, USA or both for each sentence below.
- 1 They had a garden. *both*    4 They had a TV.  
2 They had a big garden.    5 They had a colour TV.  
3 They didn't have a fridge.    6 They went to the cinema.



## Life in the



### a) Born in the UK

My name is Sheila Galloway and I was born in Liverpool on 15 May 1945. My dad worked in a factory but my mum stayed at home to look after me and my sister. We lived in a small house with a small garden. My sister and I shared a room. We didn't have central heating and our bedroom was freezing in the winter. We wore socks in bed to keep warm! We didn't have a fridge, a washing machine or a telephone in those days. I remember we listened to the radio in the evenings but then, in 1959, we got a TV! The programmes were in black and white and finished at eleven o'clock at night. My sister and I went to the cinema at weekends but we always came home at nine o'clock. The films and music in those days were mainly from the US. We had a record player and Elvis Presley was our favourite singer. I learnt to dance rock & roll with my first boyfriend!

### b) Born in the USA

My name is Tom Harmer and I was born in St Louis, Missouri in 1946. We lived in a house with a big garden. One summer, my dad built a tree house and my friends came round to play in it. I remember that very well. We sat in the tree house and drank ice-cold lemonade from the fridge and ate candy or mom's home-made cookies. When I was sixteen, I had lessons to pass my driving test. My dad gave me a second-hand car to go to school. I did a Saturday job at our local store to get money for gas. On Saturdays, I drove around with my friends and we went to a drive-in movie or a drive-in restaurant to have a burger. I was a baseball fan. When there was a big game on, my friends came to my house to watch it on TV. We were the first family with a colour TV!



3 Read text b) again. Complete the Word Builder with these American words.

candy, cookies, gas, mom, movie, store

#### Word Builder

British English	American English
1 biscuits	<i>cookies</i>
2 film	_____
3 mum	_____
4 petrol	_____
5 shop	_____
6 sweets	_____

4 Look at the Sentence Builder.

#### Sentence Builder

I did a Saturday job **to** get money for gas.

5 Answer the questions (1–6) about the texts.

Example

1 *She stayed at home to look after the children.*

- 1 Why did her mum stay at home? (text a)
- 2 Why did they wear socks in bed? (text a)
- 3 Why did his friends come to his house? (text b)
- 4 Why did he have lessons when he was 16? (text b)
- 5 Why did he get a car? (text b)
- 6 Why did they go to drive-in restaurants? (text b)

6 **Prepositions** Look at the texts again. Copy and complete the table with the words and expressions in the box.

the winter, 1959, eleven o'clock, night, Saturdays, weekends, nine o'clock, 15 May (the fifteenth of May), the evenings

at	_____
in	<i>the winter</i>
on	_____

## Speaking

7 Work in pairs. Discuss these questions about your life six years ago.

- 1 What time did you get up and go to bed?
- 2 What did you usually do at the weekend?
- 3 What TV programmes did you like watching?
- 4 What computer games did you play?
- 5 What music did you listen to?
- 6 Who were your favourite film and sports stars?

#### FOR YOUR PORTFOLIO

### Project

Write a description of an old person's childhood.

1 Choose a person, e.g. your grandmother or a neighbour. Write questions to ask about his/her childhood.

- when he/she was born
- where he/she lived
- family
- television
- school
- weekends
- films
- music

2 Interview the person. Make notes.

Example

*lived in small flat – no central heating  
– small TV – didn't have a computer*

3 Look at the texts again. Write a similar description. Add a photo.

Example

*His name is Martin and he was born in London in 1939. They lived in ...*

4 Read your description to the class.

# Study Corner 3

## Language Check

### 1 Complete the words in the sentences.

- 1 My sister f \_\_\_ in love with my best friend.
- 2 When did she b \_\_\_\_\_ famous?
- 3 My brother g \_\_\_ married last week.
- 4 Three men r \_\_\_\_\_ a bank in London yesterday.
- 5 On our holiday, we h \_\_\_ some real adventures.

### 2 Complete the sentences with the prepositions in the box.

at (x2), in, on (x2)

- 6 I went to bed \_\_\_\_\_ eleven o'clock.
- 7 She went to the cinema \_\_\_\_\_ Saturday.
- 8 We have barbecues \_\_\_\_\_ the summer.
- 9 I go out with my friends \_\_\_\_\_ weekends.
- 10 I was born \_\_\_\_\_ the twenty-second of April.

Vocabulary  / 10

### 4 Complete the dialogue with the Past Simple.

- A: Did you like primary school?  
B: Yes, I <sup>11</sup> \_\_\_\_\_ but I <sup>12</sup> \_\_\_\_\_ like school lunches – they were horrible!  
A: When <sup>13</sup> \_\_\_\_\_ you start playing the guitar?  
B: When I was about eight.  
A: <sup>14</sup> \_\_\_\_\_ you enjoy doing sport at school?  
B: No, I <sup>15</sup> \_\_\_\_\_. I hated it!

### 4 Complete the biography. Put the verbs in brackets in the Past Simple.

Alexander was born in 356 BC and <sup>16</sup> \_\_\_\_\_ (come) from Macedonia. He <sup>17</sup> \_\_\_\_\_ (learn) philosophy from Aristotle. Alexander <sup>18</sup> \_\_\_\_\_ (become) king when he was twenty. He <sup>19</sup> \_\_\_\_\_ (ride) a horse called Bucephalus. He always <sup>20</sup> \_\_\_\_\_ (fight) at the front of his army. He <sup>21</sup> \_\_\_\_\_ (win) an important battle against the Persians in 331. He <sup>22</sup> \_\_\_\_\_ (have) 40,000 men against the Persian army of 200,000. The Persian king <sup>23</sup> \_\_\_\_\_ (run) away. Alexander <sup>24</sup> \_\_\_\_\_ (go) to Afghanistan and India. He never <sup>25</sup> \_\_\_\_\_ (lose) a battle.

Grammar  / 15

### 5 Look at the painting and complete the description.

<sup>26</sup> *In the middle!*  
*At the back* of the picture by Velázquez, you can see the young princess. She is looking at her parents, the king and queen of Spain. You can see their faces in a mirror at the <sup>27</sup> *front/back* of the room. The artist is on the <sup>28</sup> *left/right* and on the <sup>29</sup> *left/right* you can see some of the princess's servants. There is a dog sitting <sup>30</sup> *at the front/in the middle*.



Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 34 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Unit 8 – Key Words Word Builder
Numbers 6–10	Across Cultures 2
Numbers 11–25	Unit 7 – Grammar
Numbers 26–30	Unit 9 – Key Expressions

## Study Help: Classroom language (2)

When you can't hear, ask your teacher or friends to repeat.

- a) Can you repeat that, please? / I'm sorry, I didn't hear you.

When you don't understand, ask them to explain things.

- b) I'm sorry, I don't understand. / What do you mean?

- Listen to four sentences. What expressions do you use, those from a) or b)?

- 1 Talk about mysteries.
- 2 Read about special powers and strange creatures.
- 3 Listen to a conversation.
- 4 Write a ghost story.
- 5 Learn about the Past Continuous.

a The Ghost of a girl?

b Fairies in the garden?

c A mermaid?

# Mysteries

## Get Ready

- 1 Look at the photos (a–c) and read the captions. Do you think the photos are real?
- 2 Listen to the information about the photos (a–c) and complete the table.

Photo	Place	Year
a)		
b) <i>fairies</i>		
c)		

- 3 → Picture Dictionary, page 125. Look at the Key Words. Work in pairs. Ask and answer the questions.

### Key Words: Creatures

alien, fairy, ghost, hobbit, mermaid, sea monster, vampire, werewolf, witch, yeti, zombie

- 1 Which creatures do you think are real?
- 2 Which creatures are you scared of?
- 3 Which are your favourite creatures in films or books?
- 4 What is your favourite fantasy book or film?



# 10 Special Powers

## Warm-up

1 Look at the Key Words. Then say sentences about these things.

Example *You can see, smell, taste and touch cheese but you can't hear it!*

- cheese • music • perfume
- sun • sea water

Key Words: Senses

hear, see, smell, taste, touch

2 Do you think people or animals have other 'senses'? Are these things possible?

- to communicate by thought (telepathy)
- to find a place with no maps or directions
- to see the future

## Reading

3 Read the two interviews. Which things in Exercise 2 are they about?

## AMAZING ANIMALS!

Two readers tell us their stories.

1 Last summer, Tom was coming back from Scotland when his dog disappeared.

*What were you doing when it happened?*

We were having a break at a motorway café. My mum and dad weren't feeling very well and they were having coffee. I was taking Paddy for a walk when he saw a rabbit. He ran after it and disappeared.

*What did you do?*

We looked for him for hours. Finally, we went home to Birmingham, 350 kilometres away. Five weeks later, we were having lunch when we heard a dog outside. We looked out of the window and there was Paddy!



2 On 26 December 2004, Pam's aunt was on holiday in Thailand.

*What was your aunt doing on the morning of the tsunami?*

My aunt was with a group of tourists. They were having an elephant ride on the beach. Ten minutes later, the tsunami destroyed the town.

*How did she escape?*

She was riding the elephant when it started to trumpet loudly. She was worried because the elephant wasn't acting normally. The guides tried to calm it but it started to run. When the big wave came, the elephant was carrying her up the hill. The elephant saved her from the tsunami!



4 Read the interviews again. Answer these questions.

- Why did Paddy run away?
- How far did Paddy travel?
- Where was Pam's aunt on holiday?
- How did the elephant save Pam's aunt?

## Grammar: Past Continuous

- 5 Complete the sentences from the texts with *was*, *wasn't*, *were* or *weren't*.

## Affirmative

I/He/She/It 1 was **riding** the elephant.

We/You/They 2 \_\_\_\_\_ **having** coffee.

## Negative

I/He/She/It 3 \_\_\_\_\_ **acting** normally.

We/You/They 4 \_\_\_\_\_ **feeling** very well.

## Yes/No Questions

Was she **riding** the elephant? Yes, she **was**.

Were they **having** tea? No, they **weren't**.

## Short Answers

## Wh - Questions

What 5 \_\_\_\_\_ I/he/she/it **doing**?

What 6 \_\_\_\_\_ we/you/they **doing**?

- 6 Read the sentences and match the tenses (1–2) with their uses (a–b).

*We were having lunch when we heard a dog outside.*  
*When Paddy came back, we were having lunch.*

- |                   |                                     |
|-------------------|-------------------------------------|
| 1 Past Continuous | a) short action or event            |
| 2 Past Simple     | b) longer activity at the same time |

- 7 Now write the tenses on the timeline.

a longer activity: \_\_\_\_\_ tense



a past event: \_\_\_\_\_ tense

## Practice

- 8 Complete the sentences with the verbs in the Past Simple or the Past Continuous.

- I was thinking (think) about my sister when my mobile \_\_\_\_\_ (ring). It was her!
- When the flood \_\_\_\_\_ (come), our cats \_\_\_\_\_ (sit) on the roof.
- A boat \_\_\_\_\_ (sink) in the ocean, when a dolphin \_\_\_\_\_ (see) it and \_\_\_\_\_ (bring) help.
- He \_\_\_\_\_ (watch) the news when his dog \_\_\_\_\_ (bring) him today's newspaper.

- 9 Complete the text with the verbs in the Past Simple or the Past Continuous.

Last summer, we 1 \_\_\_\_\_ (sail) off the coast of New Zealand when we 2 \_\_\_\_\_ (see) a group of dolphins. They 3 \_\_\_\_\_ (jump) in the water. We 4 \_\_\_\_\_ (stop) and I 5 \_\_\_\_\_ (dive) into the water to take some photos of the dolphins. I 6 \_\_\_\_\_ (take) photos when one of the dolphins 7 \_\_\_\_\_ (swim) towards me and 8 \_\_\_\_\_ (push) me towards the boat. The other dolphins 9 \_\_\_\_\_ (watch) us all the time. They 10 \_\_\_\_\_ (not play) any more. I 11 \_\_\_\_\_ (look) around and 12 \_\_\_\_\_ (see) a huge shark. I 13 \_\_\_\_\_ (get) out of the water very quickly. When I 14 \_\_\_\_\_ (get) onto the boat, the dolphins 15 \_\_\_\_\_ (disappear) at once. They saved my life.

## Your Turn

- 10 Game Write three true and three false sentences about what happened to you yesterday.

## Example

*When I was coming to school, I saw Brad Pitt. (true)*

*My friend phoned when I was doing my homework. (false)*

- 11 Work in pairs. Read your sentences to your partner. Guess which sentences are true.

## Example

A: *When I was coming to school, I saw Brad Pitt.*

B: *False!*

A: *No, it's true. His photo is in the cinema!*



# 11 True Stories?

## Warm-up

- 1 Look at the Key Words. Three words mean 'very big'. Find them.

**Key Words: Adjectives**

dangerous, dark, dirty, enormous, giant, hairy, horrible, huge, large, long, scary, tall

- 2 Use the Key Words to describe the creatures in the pictures.

Example

*The giant squid is enormous. It's got huge eyes.*

## Reading

- 3 Read the stories (1–3). Match them with the explanations (a–c).
- a) When people abandon young children, animals sometimes look after them.
  - b) This was probably a giant squid. Giant squids can be 20 metres long!
  - c) Yetis are possibly Neanderthals but scientists say they became extinct 35,000 years ago.

1 Peng Gensheng lived in China. One day, in 1977, he was working in a wood when he saw a strange man. 'He was tall and hairy,' said Peng. 'He was two metres tall with long arms, dark eyes and big teeth. He was standing there for five minutes. When I threw some stones at him, he got scared and ran away.'

2 Joseph Singh was a teacher in India. One day after work in 1920, Joseph went for a walk in the jungle. During the walk, he saw two strange creatures with a wolf. Joseph returned to the place with some hunters the next day. They killed the wolf and found two human children. They were girls of about three and five years old with long, dirty hair. Joseph looked after them and tried to educate them. Before their deaths, the girls learnt to walk but they only spoke a few words.

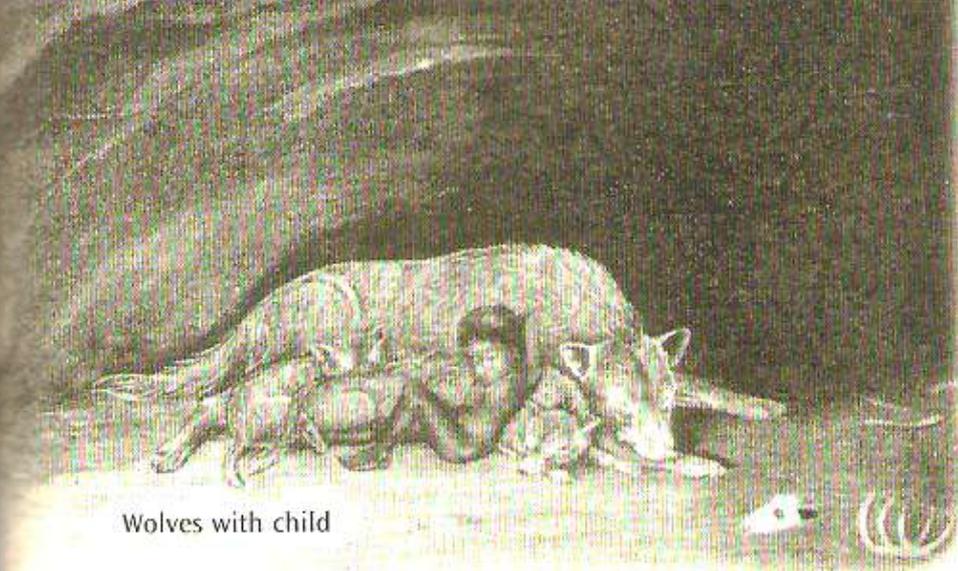
3 In 1966, two British men were crossing the Atlantic in a small boat. One evening, it was getting dark and the men were relaxing in the boat when they saw an enormous creature in the sea. It had huge, scary eyes. One of the men got his camera but the horrible monster disappeared.



A giant squid



A Yeti



Wolves with child

4 Read the stories again. Are these sentences true (T) or false (F)?

- 1  Peng Gensheng saw a huge man in the wood.
- 2  The strange man attacked Peng.
- 3  Joseph Singh saw three wolves in the jungle.
- 4  The girls did not learn to speak well.
- 5  The sea creature had small eyes.
- 6  One of the men wanted to take a photo of the monster.

5 Look at the Word Builder. Find two more examples in the stories.

**Word Builder**

get	hungry
	tired
	angry

6 Work in pairs. Ask and answer these questions.

Example

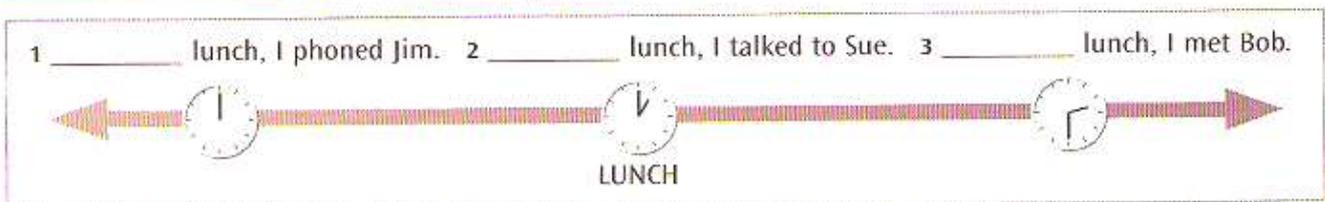
1 *I get nervous when I've got an exam.*

- 1 When do you get nervous?
- 2 When do you get scared?
- 3 When do you get angry?
- 4 At what time does it get dark now?
- 5 When does it get cold in your country?
- 6 When does it get hot in your country?

7 Look at the Sentence Builder. Complete the sentences in the timeline with the words in bold.

**Sentence Builder**

**Before** their deaths, the girls learnt to walk.  
**During** the walk, he saw two strange creatures.  
**After** work, Joseph went for a walk.



8 Complete the sentences with real or imaginary things.

Example

1 *After our maths lesson, a yeti walked into the classroom.*

- 1 After our maths lesson, I ...
- 2 Before the holiday, my mum ...
- 3 During the journey to school, my friend ...
- 4 Before the weekend, I ...
- 5 During the lesson, my teacher ...
- 6 After lunch, we ...

**Speaking**

9 **Pair work** Find out about the Loch Ness Monster. Do you believe 'Nessie' exists? Have a class vote!

- ▶ Student A, page 107.
- ▶ Student B, page 108.

**Fact or Fiction?**

'Nessie' is in fact a plesiosaurus – a reptile from prehistoric times.

Answer on page 109.





# The Haunted House

## Warm-up

1 Do you know any stories about ghosts or haunted houses? Tell the class.

### Example

*There's a story about a ghost in the castle.*

## Reading and Listening

2 Read and listen to the dialogue on page 43. Answer the questions.

- 1 Why did they go to the house?
- 2 Why did they get frightened?
- 3 What was Bart doing there?
- 4 Why were they all scared in the end?



Tania tells a friend their ghost story.

**Tania:** Well, it started like this. One day, Adam showed us a family photo.

**Friend:** Right.

**Tania:** He told us about his great uncle, Toby. His girlfriend died when he was young and he never married. But now his ghost appears in his old house.

**Friend:** Really?

**Tania:** Yeah, with a candle and some flowers for his girlfriend. So, we decided to look for the ghost. We went to the house and it was very scary. We were inside when we heard a strange noise.

**Friend:** Oh no!

**Tania:** We ran into the street and then Rachel had an idea. We decided to wait outside and after five minutes a person came out of the house.

**Friend:** Who?

**Tania:** It was Bart! When he saw us, he laughed. We were so angry. But suddenly a light came on in the upstairs window!

**Friend:** Oh no!

**Tania:** It was the ghost! He was carrying a candle and flowers!

**Friend:** No!

**Tania:** Honestly! We were really scared – especially Bart! We ran away really fast. Now I believe in ghosts.

**Friend:** Mm, I'm not sure.

## Speaking

- 3 Complete the Key Expressions with these words from the dialogue.

after, honestly, like this, one day, so, suddenly, then, when

### Key Expressions: Telling stories

- Well, it started \_\_\_\_\_.
- \_\_\_\_\_, Adam showed us a family photo.
- \_\_\_\_\_, we decided to look for the ghost.
- We were inside \_\_\_\_\_ we heard a strange noise.
- We ran into the street and \_\_\_\_\_ Rachel had an idea.
- \_\_\_\_\_ five minutes a person came out of the house.
- But \_\_\_\_\_ a light came on in the upstairs window.
- \_\_\_\_\_! We were really scared.

- 4 Look at the Speaking Help.

### Speaking Help: Showing interest

When you listen to your partner:

- Show interest.
- Look at your partner.
- Make comments to show you are listening.
- Ask questions.

- 5 **Pronunciation** Listen and repeat the reactions.

- Right • Really? • Oh no! • Who? • No!

- 6 **Pair work** Use the pictures and words to tell the two parts of the story. Make the story fun. When you listen, show interest.

► Student A, page 107 ► Student B, page 108

## Everyday Listening

- 1 Listen to the conversation. Choose the correct answer.
- Adam thought the *Dracula* film was ...  
a) terrible. b) okay. c) fantastic.
  - Rachel watched a documentary about ...  
a) yetis. b) aliens. c) vampires.
  - Tania went out with ...  
a) a girlfriend. b) her brother.  
c) her boyfriend.
  - The film at the cinema was about ...  
a) a murder. b) a ghost. c) a monster.
  - Rachel didn't watch the video with her mother because ...  
a) it's a bad film. b) she knows the story.  
c) she was tired.

- 2 **Pronunciation** Listen to these two sounds.

1 /æ/: bat 2 /ʌ/: but

- 3 Now listen to the words and put them in the correct column.

/æ/	/ʌ/
bat	

- 4 Listen and repeat the words.

**Writing:** A ghost story

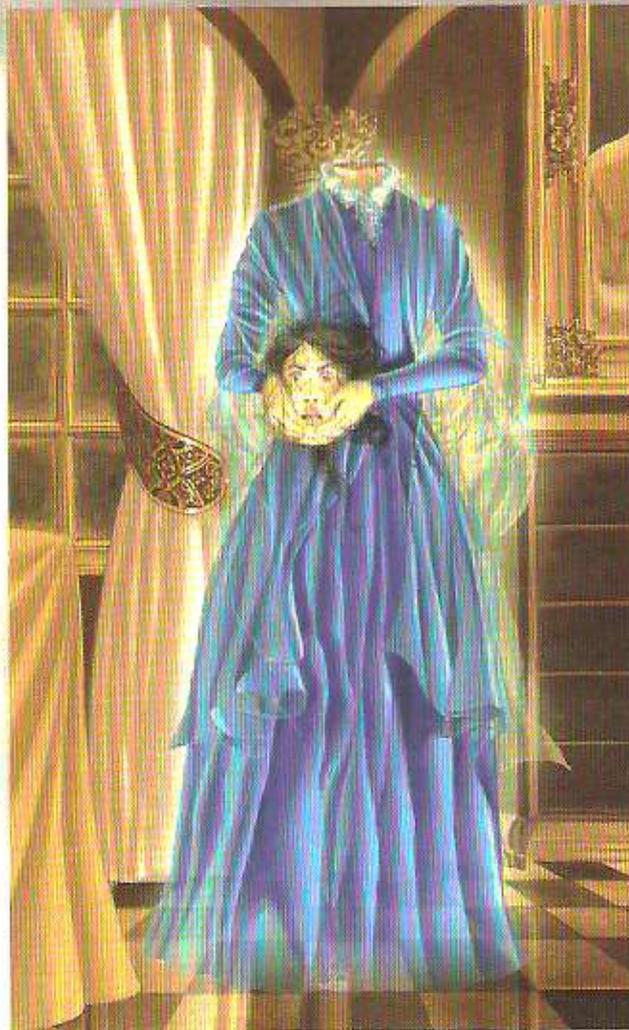
- 1 Read the story. Find two differences between the ghost in the picture and the ghost in the text.

# The Lady in Red

Last summer, we went to Glenloven in Scotland for a holiday. One day, it was raining, so my parents went shopping and my sister, Alice, and I visited the old castle.

We were looking at the main bedroom when, suddenly, we heard a horrible noise. It came from a small room next to the bedroom. We were scared but we decided to go in. We saw a horrible figure! It was a woman. She was wearing a red dress and carrying her head in her hands! Her hair was red, her eyes were angry and she was looking at us!

Suddenly, there was a second scream and the ghost disappeared. We ran out of the castle and down to the town. We met our parents outside a shop. When we told them the story, they didn't believe us. Then, after dinner, we talked to the old receptionist at the hotel. She smiled and said, 'Ah! The Red Lady of Glenloven!' and told us the story of the ghost. In the end, our parents believed us!



## Text Builder

- 2 Look at the words in blue. Match the words with their functions.

- a) to start a story
- b) to make a story interesting
- c) to finish a story

- 3 Read the Writing Help.

### Writing Help: Writing in groups

- Share your ideas. Listen to all the members of the group.
- Make decisions about the story together.
- One student is the secretary and writes the story.
- Check your story together for mistakes.

## FOR YOUR PORTFOLIO

- 4 Write a ghost story. Follow the steps.

**STEP 1** Work in groups of three. Use the words in brackets to think of ideas.

One day 1 (when?), I was in 2 (where?). I was with 3 (who?). It was 4 (weather?). We were 5 (doing what?).

We were 6 (doing what?) when, suddenly, we heard 7 (what noise?). We went 8 (where?) and we saw a 9 (what ghost?) in 10 (what clothes?). It/He/She was 11 (doing what?).

We felt 12 (how?) and we 13 (did what?). Then we 14 (did what?). In the end, we told 15 (who?) about the ghost. They 16 (did/didn't) believe us!

**STEP 2** Use the ideas to write your story in your notebook.

- 5 Read your story to the class.

## Understanding Grammar: one, ones, another, another one

### 1 Read Anne's story. What did she find?

One day, I went into a second-hand bookshop. There were books everywhere. Cheap books were in boxes on the floor, and **the more expensive ones** were on the bookshelves. I found a crime story by Agatha Christie and **another one** by Raymond Chandler. I was paying for them when I saw a big box of old photos. **The very old ones** were black and white. I saw a photo of three schoolgirls. **The one in the middle** looked just like my mum when she was young. Then I found **another photo** of the same girl. **In this one**, she was wearing a party dress and looked very pretty. I decided to buy the two photos.

Later, when I showed the photos to my mum, she couldn't believe her eyes – the girl was my great-grandmother in her schooldays!



### 2 What does one/ones refer to? Match the expressions (1–4) from the text with the nouns (a–d).

- |                           |           |
|---------------------------|-----------|
| 1 the more expensive ones | a) girl   |
| 2 the very old ones       | b) books  |
| 3 the one in the middle   | c) photo  |
| 4 this one                | d) photos |

### 3 Look at the expressions in red and choose the correct words to complete the rule.

We use *another* in front of *singular/plural countable nouns* or *one/ones*.

### 4 Work in pairs. Choose one of the aliens (a–e). Ask questions to guess your partner's alien.

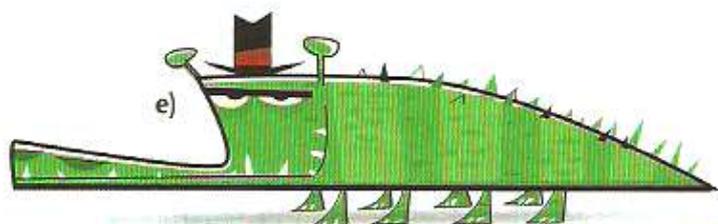
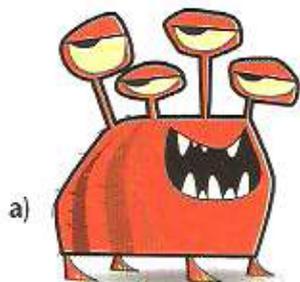
Example

A: Is it the red one with four eyes?

B: No, it isn't.

A: Is it the one with glasses?

B: Yes, it is.



### 5 Complete the sentences with one, ones, another or another one.

- I love Sherlock Holmes stories. I read \_\_\_\_\_ last summer and I really enjoyed it.
- I watched a scary movie last night, I don't want to watch \_\_\_\_\_ horror film today.
- This ghost story was fantastic, I'd like to read \_\_\_\_\_ by the same author.
- We are in the 'Monsters' Museum' – the \_\_\_\_\_ on the left are monsters from films and the big \_\_\_\_\_ in the middle is Frankenstein.
- He wrote his books in English and Spanish. The \_\_\_\_\_ in Spanish weren't so popular.
- I loved those mystery stories. Have you got any new \_\_\_\_\_?

# Study Corner 4

## Language Check

1 Which answer is *not possible* – a), b) or c)?

- 1 They saw a \_\_\_\_\_ in the mountains.  
a) ghost b) mermaid c) yeti
- 2 I can \_\_\_\_\_ the flowers.  
a) hear b) smell c) see
- 3 We \_\_\_\_\_ a lovely guitar.  
a) heard b) saw c) smelled
- 4 Giant squids are \_\_\_\_\_.  
a) enormous b) hairy c) huge
- 5 Hobbits are \_\_\_\_\_.  
a) dangerous b) friendly c) small

2 Complete the words in the sentences.

- 6 When I looked out of the window at 8 pm, it was getting d \_\_\_\_\_.
- 7 My sister got very n \_\_\_\_\_ before her final exams at university.
- 8 My dad got a \_\_\_\_\_ when I used his mobile.
- 9 There was no heating in the room so I got very c \_\_\_\_\_.
- 10 I got s \_\_\_\_\_ when I saw a rat on my bed.

Vocabulary  / 10

3 Complete the story below with the correct expressions.

Well, it started 11 *by this/like this*. 12 *An afternoon/One afternoon*, we were having a picnic near the river. We were having a great time when 13 *quickly/suddenly*, we heard a splash. A young girl was in the river 14 *so/then* I jumped in and swam to her. I carried her to the side and my mum put a blanket over her. 15 *After/After that*, her parents arrived. They thanked us again and again.

Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 44 in the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready and Unit 10 – Key Words
Numbers 6–10	Unit 11 – Word Builder
Numbers 11–15	Unit 12 – Key Expressions
Numbers 16–20	Understanding Grammar
Numbers 21–30	Unit 10 – Grammar

4 Complete the dialogue with *another, one* or *ones*.

- A: Can I have a melon, please?  
B: Which 16 \_\_\_\_\_ would you like?  
A: I'd like this 17 \_\_\_\_\_, please. And a kilo of apples, please.  
B: Here you are.  
A: They look great. Can I have 18 \_\_\_\_\_ kilo of apples, please?  
B: Anything else?  
A: Two pineapples, please.  
B: Which 19 \_\_\_\_\_?  
A: These 20 \_\_\_\_\_ look nice.

5 Put the verbs in the dialogue in the Past Simple or the Past Continuous.

- A: 21 \_\_\_\_\_ (you go out) yesterday?  
B: Yes, I 22 \_\_\_\_\_ (go) for a picnic with my family in the woods. It was a lovely day and the sun 23 \_\_\_\_\_ (shine). We 24 \_\_\_\_\_ (have) our picnic when we 25 \_\_\_\_\_ (see) a big animal in the trees.  
A: What 26 \_\_\_\_\_ (you do)?  
B: My dad 27 \_\_\_\_\_ (walk) towards the trees. A bear 28 \_\_\_\_\_ (come) out of the trees and my dad started to run! He was scared but the bear didn't follow him. A few minutes later, we 29 \_\_\_\_\_ (eat) ice cream, when we 30 \_\_\_\_\_ (hear) a noise behind us. But it wasn't the bear, it was my younger brother!

Grammar  / 15

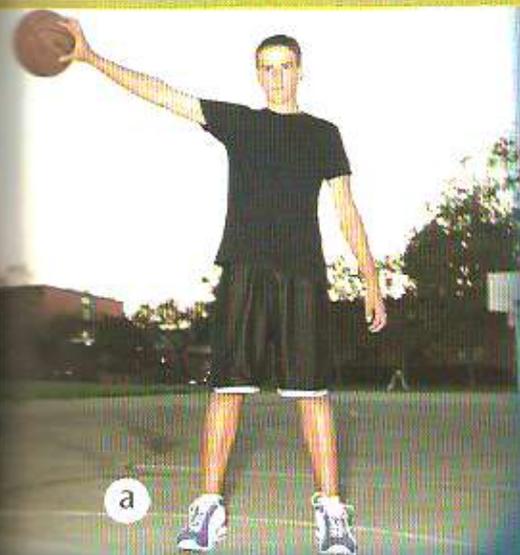
## Study Help: Mistakes

Match the situations (1–3) with the advice (a–c).

- 1 You know you made a simple mistake.
  - 2 You are not sure if you made a mistake.
  - 3 People don't understand you.
- a) Say it again with different words.  
b) Correct the mistake.  
c) Continue speaking.

- Always check your writing for mistakes! Correct the mistakes in these sentences.
- There is two ghosts in the photo.
- In 1998, he take a photo of a mermaid.
- We get to school by the bus.

- 1 Talk about appearance, fashion and clothes.
- 2 Read about special effects in films and traditional costumes.
- 3 Listen to dialogues in shops.
- 4 Write questions for a survey.
- 5 Learn about comparatives and superlatives.



a



b



c



e



f



d

# LOOKS

## Get Ready

- 1 Picture Dictionary, page 124. Look at the Key Words. Find examples of them in the photos.

### Example

Photo e): *She's got long blond hair and blue eyes.*

### Key Words: Appearance (1)

general: fat, good-looking, handsome, plump, pretty, short, slim, tall, thin

age: old, middle-aged, a teenager, young

hair colour: black, blond, brown, dark, fair, grey, red, white

hair style: curly, long, short, straight

eyes: blue, brown, green, grey

face: long, round, square

- 2 Listen and match the descriptions (1–6) with the photos (a–f).

- 3 Work in pairs. Ask and answer questions about your friends and family.

### Example

A: *What does your best friend look like?*

B: *He's tall and ...*

- 4 **Game** Work in pairs. Choose a famous person. Your partner asks questions and guesses who it is.

### Example

A: *Is it a man?*

B: *No, it isn't.*

A: *Is she young?*

B: *Yes, she is.*

A: *Has she got blond hair?*

B: *No, she hasn't.*



# 13 Changing Faces

## Warm-up

- 1 → Picture Dictionary, page 124.  
Look at the Key Words. What can you see in the photos?

Example

*beard – John Lennon*

### Key Words: Appearance (2)

hair: beard, moustache, dyed hair, ponytail, shaved head, spiky hair, wig

face: earrings, pierced eyebrow/nose/lip, make-up, pale/dark skin, red cheeks

- 2 Which of the things in Exercise 1 do you: • like? • not mind? • hate?

Example

*I like men with long hair but I hate beards!*

## Reading

- 3 Read the text. Are these sentences true (T) or false (F)?

- Dark hair was popular in the fifteenth century.
- Men wore make-up in the eighteenth century.
- Men had beards in the nineteenth century.
- Large, strange wigs were popular in the 1960s.

## Faces Through The Ages

**D**ID HELEN OF TROY HAVE THE MOST BEAUTIFUL FACE EVER? Who was the prettiest woman? Who was the most handsome man? We can't answer these questions because our idea of beauty changes with time.

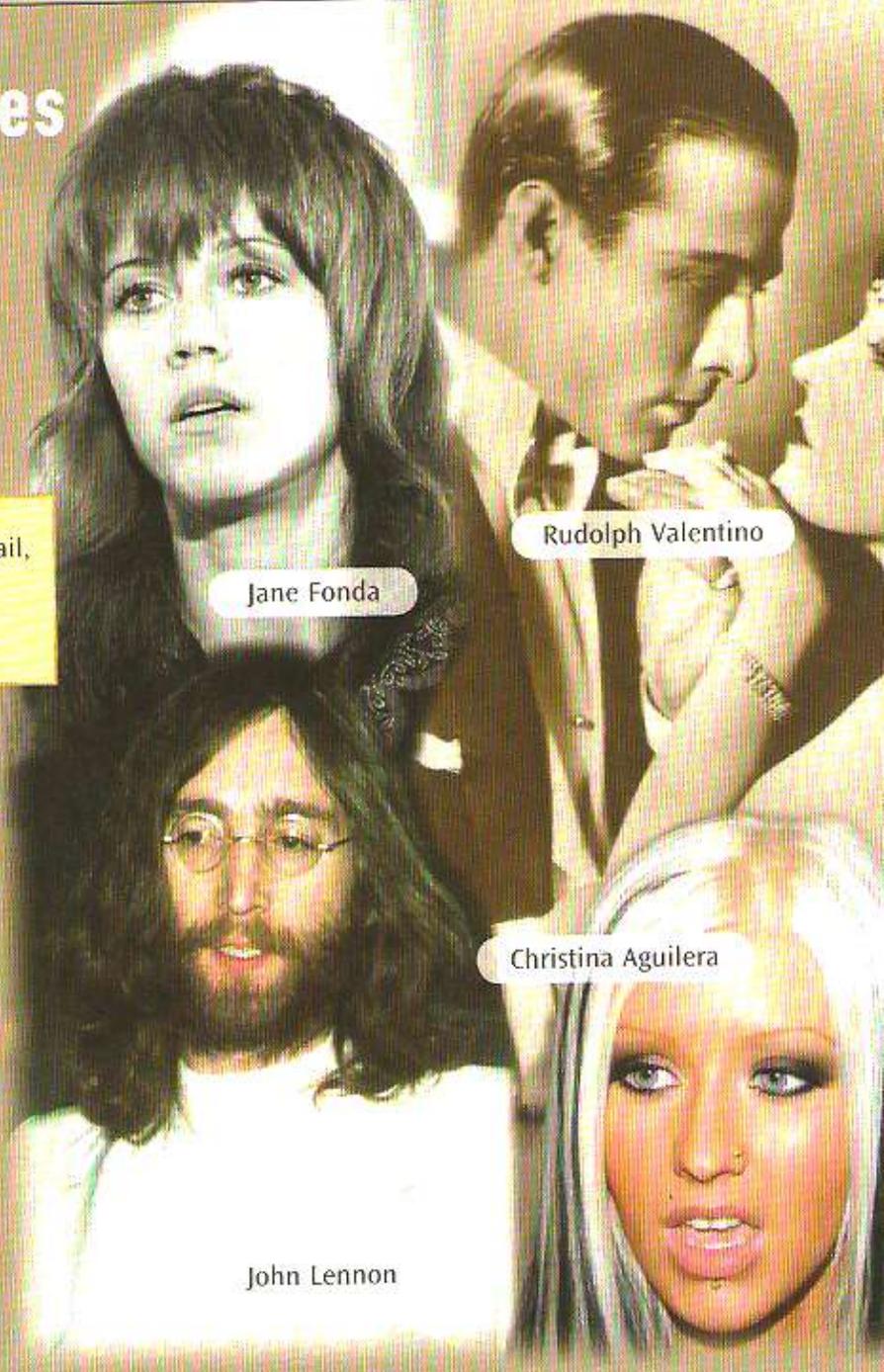
In fifteenth-century Europe, blond hair was fashionable and some women sat in the sun for hours to get their hair blonder. In the next century, women started to wear curly wigs. They also used make-up to make their faces paler and their cheeks redder.

By the eighteenth century, men had wigs and pale faces, too! Women's hairstyles became bigger and stranger; the strangest ones were a metre tall with feathers and fruit!

In the nineteenth century, hairstyles became less spectacular. Men's hair got shorter and beards and moustaches became popular.

In the twentieth century, fashion became more important for ordinary people. From the 1920s, women's make-up was more colourful and clothes became brighter and less formal. After the 1950s, people's skin got darker because sunbathing became popular. During the century, men's hairstyles got shorter, then longer, then shorter again! In the 1960s, men's hair was often longer than women's hair.

Nowadays, there are different fashions. You see people with dyed hair, spiky hair and shaved heads. Earrings are popular with both sexes and you can see pierced eyebrows, noses, lips and tongues!

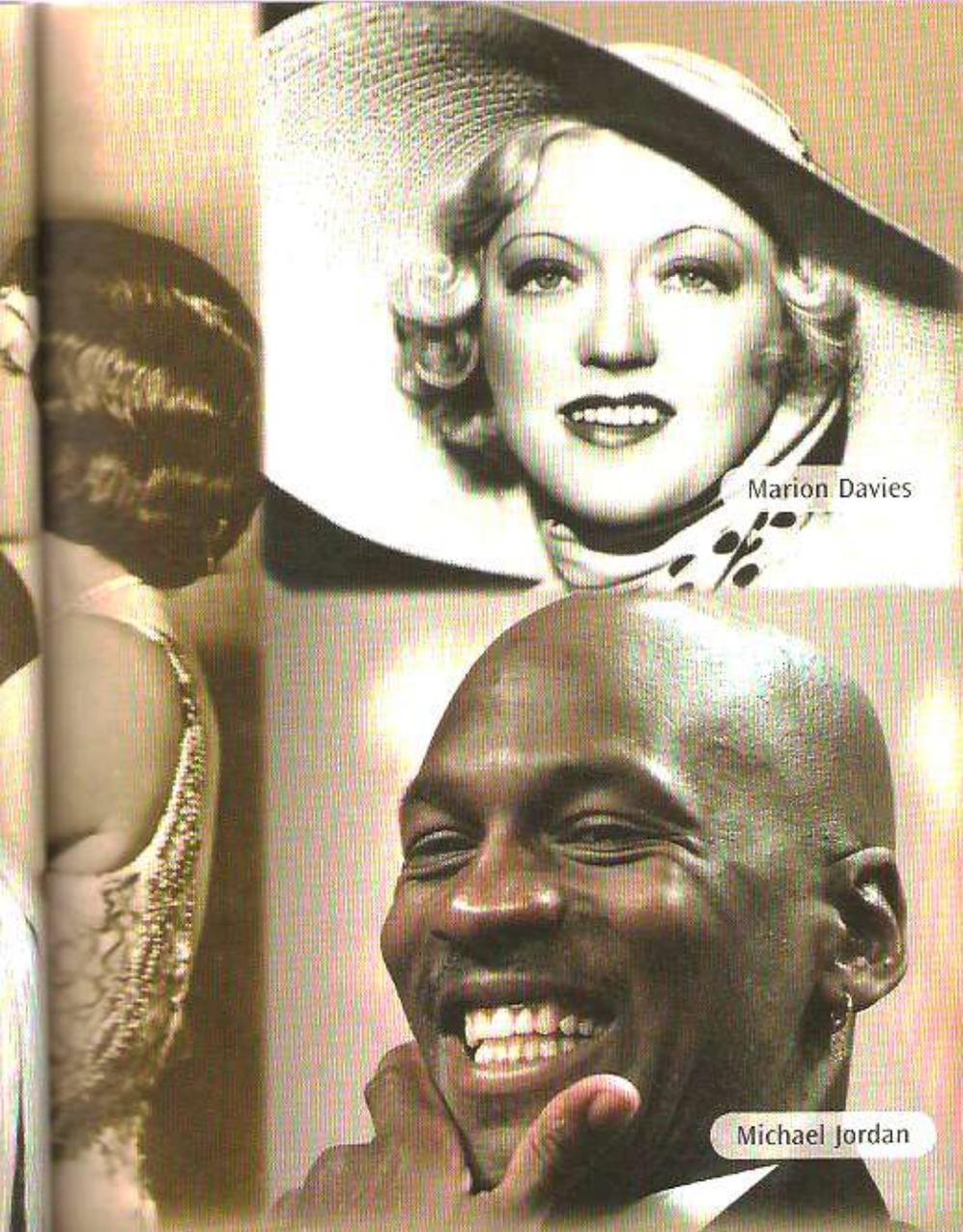


Jane Fonda

Rudolph Valentino

John Lennon

Christina Aguilera



Marion Davies

Michael Jordan

## Grammar: Comparative and superlative adjectives

- 4 Read the text again and find the correct forms of adjectives to complete the table.

	Adjective	Comparative	Superlative
one syllable adjectives	short strange	1 _____	<b>the shortest</b>
		2 _____	3 _____
one syllable adjectives with a short vowel and a consonant	big red	4 _____	<b>the biggest</b>
		5 _____	<b>the reddest</b>
adjectives ending in -y	pretty	prettier	6 _____
two or more syllables	beautiful spectacular	<b>more beautiful</b>	7 _____
		8 _____	<b>the least spectacular</b>
irregular adjectives	good bad	<b>better</b> <b>worse</b>	<b>the best</b> <b>the worst</b>

- 5 Complete the sentence from the text with the correct word. Translate the word into your language.

In the 60s, men's hair was often longer \_\_\_\_\_ women's hair.

## Practice

- 6 Complete the sentences with comparative forms of the adjectives in brackets.
- Men's hair is usually \_\_\_\_\_ than women's. (short)
  - Men usually have \_\_\_\_\_ noses than women. (big)
  - Short hair is \_\_\_\_\_ than long hair. (practical)
  - Women's clothes are usually \_\_\_\_\_ than men's clothes. (colourful)
  - People in the north have \_\_\_\_\_ faces than people in the south. (pale)
- 7 Look at the photos of women on this page and compare them. Use the adjectives below and your own ideas.

### Example

*Jane Fonda's hair is darker than Christina Aguilera's.*

- beautiful • big • blond • curly
- dark • long • pale • pretty
- short • small

- 8 Now look at all the photos and make sentences. Use superlative adjectives.

### Example

*Michael Jordan's hairstyle is the cheapest.*

## Your Turn

- 9 Bring a photo of your family to the class. Compare yourself to other people in your family.

### Example

*I'm taller than my mother but shorter than my father and grandfather. I have the longest hair and the darkest eyes.*

# 14 Movie Magic

## Warm-up

- 1 Look at the photos and answer these questions.
- 1 Do you know the films and TV series in the pictures? Did you like them?
- 2 Which of them have the best special effects?



## Reading

- 2 Look at the Reading Help.

### Reading Help: Getting the general idea

- The first time you read a text, find out what it is about.
- Don't try to understand all the words and don't use a dictionary.
- Read quickly and underline the important words.

- 3 Read the text and match the paragraphs (1–4) with the titles (a–d).

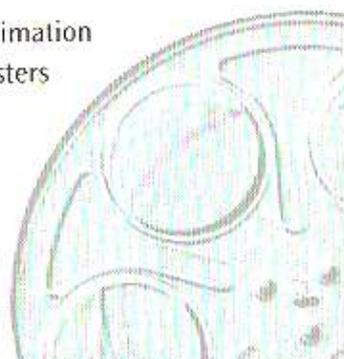
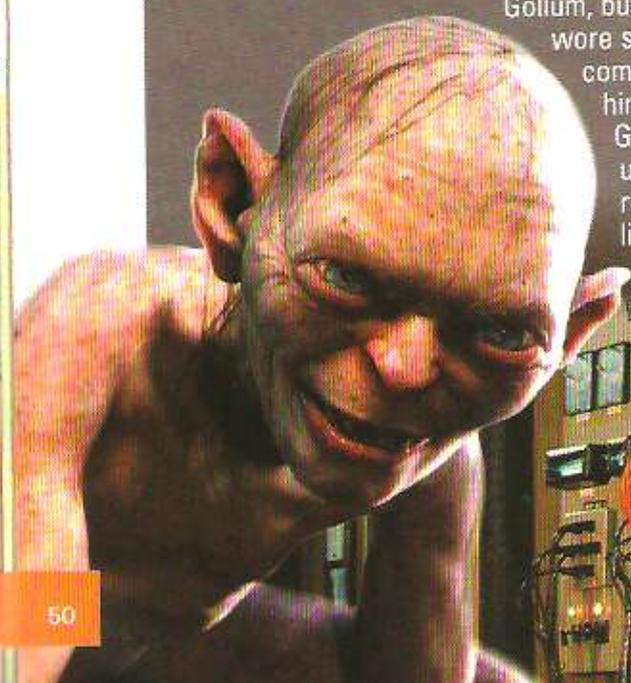
- |                      |                       |
|----------------------|-----------------------|
| a) Directors' Tricks | c) Computer Animation |
| b) Action Scenes     | d) Making Monsters    |

1 Spiderman climbs up the side of a high building; Buffy kills an ugly vampire; Gollum jumps into a volcano. Amazing scenes like these are not real; they are the work of special effects teams.

2 Make-up artists can make actors look ill or tired and create new characters. In the old days, they used artificial teeth, ears and hair to create frightening monsters. Now they build completely new faces so the vampires in *Buffy, the Vampire Slayer* are very different from those in old horror films. And getting ready is often tiring. For some of the actors in *Buffy*, it took four or five hours to put on their make-up!

3 There are other special effects, for example, trick photography. How big was the famous spaceship in the first *Star Wars* film (1977)? It was really only a sixty centimetre model! Directors still use trick photography today. Peter Jackson, director of *The Lord of the Rings* (2001), used children dressed as hobbits in some scenes to make the characters smaller than the others.

4 The most interesting change recently is the use of computers. In *Spider-Man 2* (2004), the buildings look great but they are only 'virtual' buildings. And in *The Lord of the Rings*, one of the best characters is Gollum, but again, he is not real. The actor wore special clothes connected to a computer. The computer recorded him and produced images of Gollum's body. After that, they used the actor's real eyes and real voice to create a totally lifelike character!



4 Read the text again and answer these questions.

- 1 What did make-up artists use to create monsters in the old days?
- 2 How long did it take to do the make-up of some of the actors in *Buffy*?
- 3 How big was the spaceship in *Star Wars 1*?
- 4 For what characters did Peter Jackson use children in *The Lord of the Rings*?
- 5 What were not real in *Spider-Man 2*?
- 6 What was real about Gollum?

5 Look at the Word Builder.

### Word Builder

Getting ready is often **tiring**.  
After a long day, the actors were **tired**.

6 Choose the correct words in this dialogue.

- A: I didn't like that film. I was <sup>1</sup> *bored/boring*.  
B: Oh, it wasn't a <sup>2</sup> *bored/boring* film. It was really <sup>3</sup> *interested/interesting*.  
A: I wasn't <sup>4</sup> *interested/interesting*.  
B: Come on, the special effects were <sup>5</sup> *amazed/amazing*. And some scenes were <sup>6</sup> *frightened/frightening*.  
A: Well, I wasn't <sup>7</sup> *frightened/frightening*. I was <sup>8</sup> *bored/boring*. And I was <sup>9</sup> *tired/tiring* so I went to sleep!

7 Look at the Sentence Builder.

### Sentence Builder

How	<b>big</b> was the famous spaceship in <i>Star Wars 1</i> ?
	<b>long</b> did it take to put on the make-up?

8 Match the question words (1–7) with the answers (a–g).

- |                    |                 |
|--------------------|-----------------|
| 1 how tall?        | a) 189          |
| 2 how old?         | b) 10 euros     |
| 3 how much?        | c) 1.82 metres  |
| 4 how big?         | d) 2 hours      |
| 5 how fast?        | e) enormous     |
| 6 how long (time)? | f) 100 kmh      |
| 7 how many?        | g) 10 years old |



9 Work in pairs. Ask and answer the questions in the Film Quiz. Then check your answers on page 109.

## FILM QUIZ

- 1 How tall are the hobbits in *The Lord of the Rings*?  
a) 1.05 metres b) 1.55 metres c) 1.85 metres
- 2 How old is Gandalf in *The Lord of the Rings*?  
a) 100 years b) 150 years c) we don't know
- 3 How long is *The Lord of the Rings* trilogy of films?  
a) 3 hours b) over 6 hours c) over 12 hours
- 4 How big are the alien spaceships in *Independence Day*?  
a) 100 metres wide b) 24 km wide c) 134 km wide
- 5 How fast can the spaceship in *Star Trek* travel?  
a) 300 km/hour b) 3,000 km/hour c) 300,000 km/second
- 6 How much did the film *Titanic* cost to make?  
a) \$5 million b) \$16 million c) \$250 million

## Speaking

10 Work in pairs. Use the cues below to ask and answer questions about films.

Example

A: *What is the most exciting film ever?*

B: *For me, it is Star Wars 4.*

A: *Which film has the best special effects?*

B: *The Lord of the Rings.*

- *the most exciting/romantic/frightening/boring film*
- *the best special effects/story/ending/film music/actor/actress*

### Fact or Fiction?

In *Star Wars 3*, 90% of the actors are not real; they are computer generated.

Answer on page 109.



## Warm-up

- 1 → Picture Dictionary, page 127. Look at the Key Words. What are your favourite clothes?

Example  
jeans and T-shirts

### Key Words: Clothes

**Clothes:** blouse, boots, coat, dress, jacket, jeans, jumper, skirt, shirt, shoes, shorts, socks, T-shirt, top, trainers, trousers  
**Adjectives:** long/short, baggy/tight, dark/light, bright

- 2 Look at the photo. What do you think Adam, Zeki, Rachel and Tania bought?

## Reading and Listening

- 3 Read and listen to the dialogues A and B. Check your answers from Exercise 2.

A Adam, Zeki, Rachel and Tania go shopping in Camden Market.

**Assistant:** Can I help you?

**Rachel:** Yes, I'm looking for tops.

**Assistant:** What size are you?

**Rachel:** Medium.

**Assistant:** What colour do you want?  
Here are some nice ones.

**Rachel:** Thanks.

**Tania:** What about this one?

**Rachel:** No, it's too short.

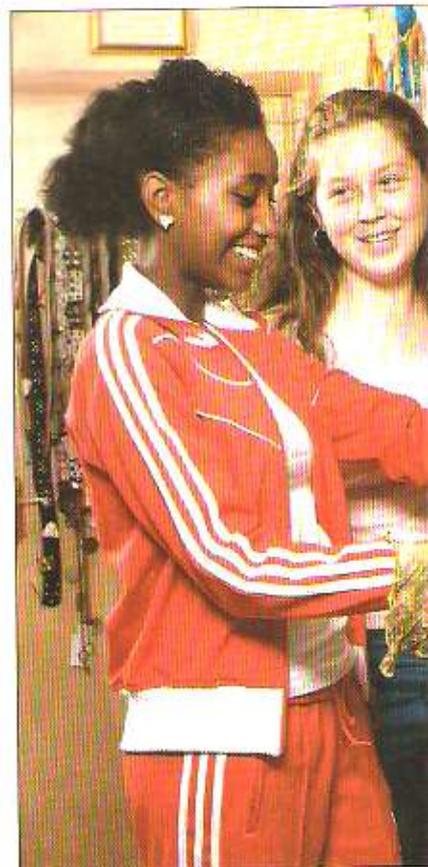
**Tania:** Oh, come on! Try it on.

**Rachel:** I'm not sure. How much is it?

**Tania:** Eight pounds.

**Rachel:** Oh, all right. Can I try this one on, please?

**Assistant:** Sure. The changing room is over there.





**B** Rachel tries the top on.

**Rachel:** Is it okay? What do you think? Is it long enough?

**Tania:** It's fine, Rachel. It really suits you. Honestly.

**Rachel:** All right. I'd like this one, please.

*The girls meet the boys later.*

**Rachel:** Hi there. We got a couple of tops. What did you get?

**Adam:** Zeki got a computer game and I bought the new Dido album.

**Tania:** Dido!?

**Zeki:** Yeah, Adam's in love with Dido.

**Adam:** No, I'm not!

**Zeki:** She's old enough to be your granny.

**Adam:** Very funny!

**Rachel:** Oh, stop it you two! Let's go home.

**4** Look at the Sentence Builder.

**Sentence Builder**

It is	<b>too</b>	short.
It is not	long	<b>enough.</b>

**5** Now answer these questions. Use *too* or *enough* and the adjectives in brackets.

- Are the shoes comfortable? No, they're too small (small).
- Do you like those trousers? No, they're \_\_\_\_\_ (baggy).
- Does the jacket look nice? No, it's not \_\_\_\_\_ (dark).
- Did you buy the dress? No, it was \_\_\_\_\_ (expensive).
- How about that T-shirt? No, it's not \_\_\_\_\_ (big).

**Speaking**

**6** Complete the Key Expressions with words from the dialogue.

**Key Expressions: Shopping**

Shop Assistant/Friend		Customer
Can I help you?	→	Yes, I'm looking for <b>1</b> _____.
What size are you?	→	<b>2</b> _____.
What about this one?	→	No, it's too <b>3</b> _____.
<b>4</b> _____ pounds.	←	How much is it?
Sure. The changing room is over there.	←	Can I <b>5</b> _____ this one on, please?
It's fine, it really <b>7</b> _____ you.	←	Is it okay? Is it <b>6</b> _____ enough? All right. I'd like this one, please.

**7** Work in pairs. Act out a dialogue in a clothes shop.

- Decide what you want to buy.
- Take turns to be the customer and the shop assistant.
- Use the Key Expressions.

**Everyday Listening**

**1** Listen to four dialogues in shops. Write T (Tania), A (Adam), Z (Zeki) or R (Rachel).

- goes to a newsagent's.
- buys a pair of sunglasses.
- goes to a music shop.
- looks for a computer game.
- spends three pounds seventy-five.
- doesn't spend any money.
- spends twenty pounds.
- spends twelve pounds.

**2** **Pronunciation** Look at the words and underline the stressed syllables.

amazing, attractive, beautiful, century, character, computer, popular, enormous, holiday, expensive, relaxing, trilogy, newsagent, teenager, ponytail, colourful

**3** Classify the words, a) or b).

a	b
 amazing	 colourful

**4** Listen and check your answers. Then listen and repeat the words.

→ **TIMEOUT!**

# Across Cultures 3

## Warm-up

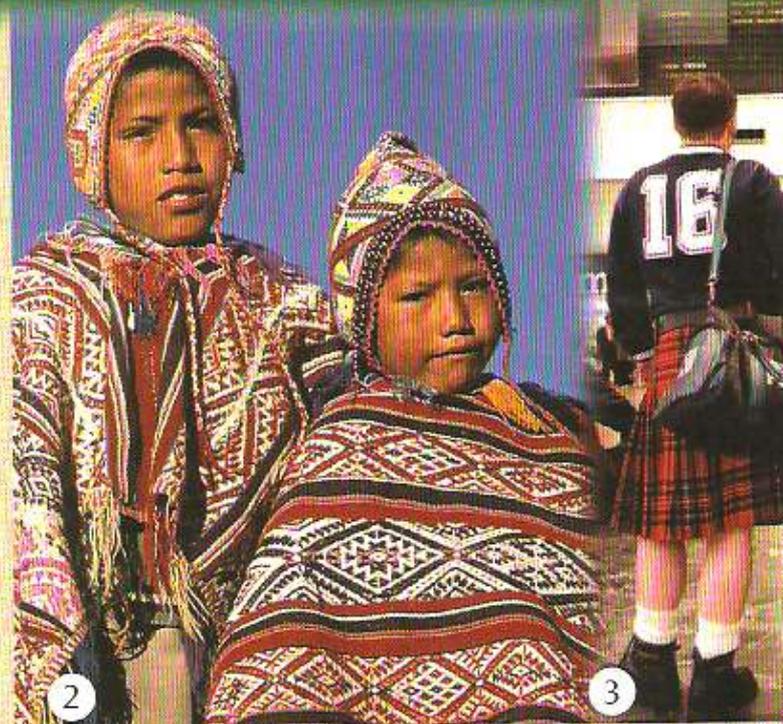
1 Match the clothes in the photos (1–4) with the places (a–d). Which of the clothes would you like to wear?

- a) Scotland      c) Bolivia, Ecuador, Peru  
b) Japan        d) Nigeria

## Reading

2 Read about traditional clothes. Which clothes are:

- a) heavy?            c) very colourful?  
b) comfortable?    d) difficult to wear?



## Traditional Costumes



Nowadays, you can see people with suits and ties or jeans and T-shirts from Los Angeles to Lagos and from Shanghai to São Paulo. In most countries, people only dress up in traditional clothes at weddings, festivals or other special occasions.

The most important part of traditional Japanese dress is the kimono. Women wear different kimonos for different seasons of the year. Married women wear kimonos with short sleeves and unmarried women wear them with long sleeves.

The Scottish kilt is very famous. There are different patterns and colours for different old family groups or clans. A kilt is like a skirt but it is heavier than a skirt. And remember, women do not wear kilts!

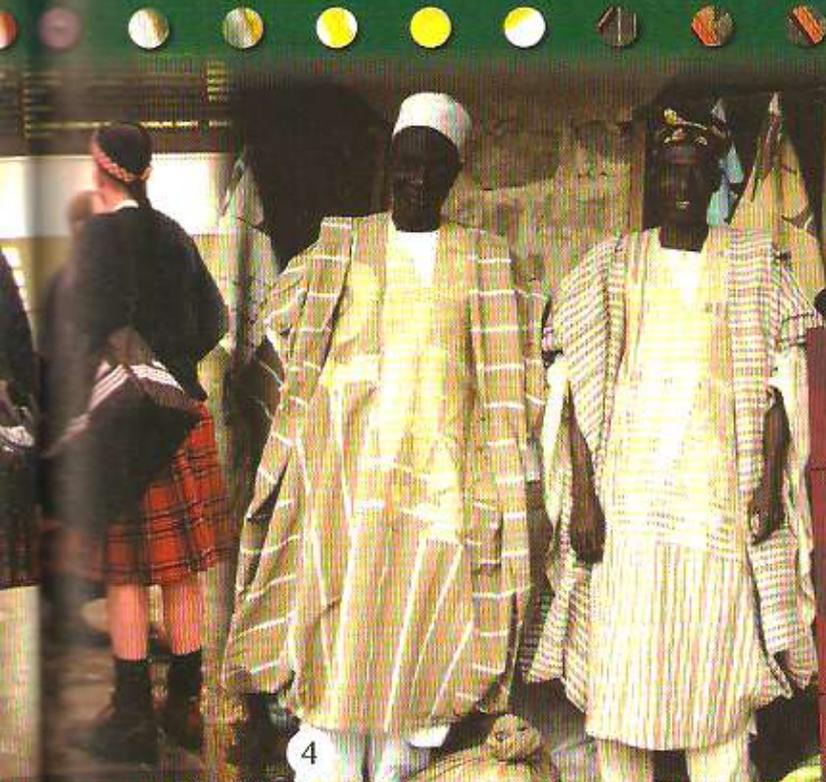
The Yoruba people in Nigeria wear traditional clothes with beautiful patterns. Men put on long robes called agbadas over their other clothes. They sometimes wear small round hats with agbadas. Women wear long blouses and colourful skirts or dresses.

Some native people of the Andes region of South America (e.g. Bolivia, Ecuador and Peru) wear traditional clothes. Ponchos are like coats but haven't got sleeves. Ponchos are comfortable and are now popular around the world, especially for women. In many shops, you can try on casual ponchos, formal ponchos, winter ponchos, summer ponchos and rain ponchos!

In some countries, traditional clothes are coming back into fashion. In Japan, for example, schools now teach students how to do up kimonos and take them off. Young women sometimes wear them and some taxi drivers in Tokyo give a 10% discount to people in kimonos!

3 Read the text again and answer the questions.

- 1 When do people usually wear traditional clothes?
- 2 What is the difference between a married and unmarried woman's kimono?
- 3 How are kilts from old family groups different?
- 4 What do men wear with agbadas?
- 5 How are ponchos different from coats?
- 6 Where are traditional clothes becoming fashionable?



4

- 4 Describe the traditional dress for men and women in your country or region.

Example

*Women wear long colourful dresses and white blouses at weddings.*

- 5 **Prepositions** Look at the examples from the text.

*A kilt is **like** a skirt.*

*Ponchos are **like** coats but they haven't got sleeves.*

- 6 Work in pairs or groups. Compare people and things in your class.

Example

*Sandra's hairstyle is **like** mine but her hair is darker.*

- 7 Look at the Word Builder. Complete the verbs from the text with the words in the box.

off, on (x2), up (x2)

#### Word Builder

- 1 We **dress** \_\_\_\_\_ at weddings.
- 2 I can't **do** \_\_\_\_\_ my dress. Can you help me, please?
- 3 They **put** \_\_\_\_\_ their agbadas over their other clothes.
- 4 It's hot. Why don't you **take** your jacket \_\_\_\_\_?
- 5 Why don't you **try** \_\_\_\_\_ that T-shirt?

## Speaking

- 8 Work in pairs. Ask and answer the questions below. Check your scores on page 109.

### HOW FASHION CONSCIOUS ARE YOU?

- 1 Are you worried about other people's reactions?
  - a) No, but I want to look good.
  - b) No, I don't care.
  - c) Yes, I want people to look at me.
- 2 When do you dress up?
  - a) For special occasions.
  - b) When I go out with my friends.
  - c) Never!
- 3 Do you like shopping for clothes?
  - a) Yes, it's great fun.
  - b) No, I hate it.
  - c) It's okay.
- 4 When you buy clothes, what do you think about first?
  - a) The colour and patterns.
  - b) The label on them.
  - c) How comfortable they are.
- 5 Do you know what clothes are 'in' now for girls and boys?
  - a) Of course I do.
  - b) Yes, I've got some idea.
  - c) No, don't ask me!

#### FOR YOUR PORTFOLIO

### Project

Do a fashion survey.

- 1 Work in pairs. Think of three questions to ask. Use these ideas:

- colours • designer names
- style of jeans/trainers • body jewellery
- parties • money • second-hand clothes

Examples

*Do you like baggy jeans or tight jeans?*

*How much money do you spend on clothes?*

- 2 Interview other students.

- 3 Present your results in a pie chart.



# Study Corner 5

## Language Check

- 1 Look at the picture. Choose the correct words to complete the description of the boy.



Albert is <sup>1</sup> tall/short and he is quite <sup>2</sup> plump/slim. He has got a <sup>3</sup> round/square face and <sup>4</sup> curly/straight <sup>5</sup> blond/dark hair.

- 2 Choose the correct adjectives to complete the film review.

I'm <sup>6</sup> interested/interesting in science fiction. I think the old *Star Wars* films were <sup>7</sup> amazed/amazing! So last week I went to see *Star Wars 3*. The special effects were great and the fight scenes were <sup>8</sup> excited/exciting. But I liked the old films more. In *Star Wars 3*, Darth Vader wasn't <sup>9</sup> frightened/frightening and I got <sup>10</sup> bored/boring in parts of the film.

Vocabulary  / 10

- 3 Complete the shopping dialogue with the correct words.

**Shop assistant:** Hello. Can I <sup>11</sup> \_\_\_\_\_ you?

**Customer:** Yes, please. I'm looking <sup>12</sup> \_\_\_\_\_ some jeans.

**Shop assistant:** What <sup>13</sup> \_\_\_\_\_ are you?

**Customer:** Medium. Thanks. Where can I <sup>14</sup> \_\_\_\_\_ them on?

**Shop assistant:** The <sup>15</sup> \_\_\_\_\_ rooms are over there.

**Customer:** Thanks.

Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 54 of the Workbook.

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

- 4 Put the adjectives in brackets in the correct form – comparative or superlative.

16 The red shoes are \_\_\_\_\_ (cheap) than the brown ones ...

17 ... but the black ones are \_\_\_\_\_ (comfortable).

18 My hair is \_\_\_\_\_ (curly) than my sister's.

19 Have you got a \_\_\_\_\_ (small) size, please?

20 I'm sorry, this is the \_\_\_\_\_ (small) size we've got.

21 I think the \_\_\_\_\_ (frightening) film ever was Hitchcock's *Psycho*.

22 We think the \_\_\_\_\_ (good) actor at the moment is Brad Pitt.

23 Nicolas Cage is a \_\_\_\_\_ (good) actor than Orlando Bloom. Nicholas is a brilliant actor.

24 But Nicholas is \_\_\_\_\_ (attractive) than Orlando Bloom. Orlando's very handsome!

25 The \_\_\_\_\_ (popular) film in the 1990s was *Titanic*.

26 I think Kirsten Dunst is \_\_\_\_\_ (pretty) than Keira Knightley.

27 I think the \_\_\_\_\_ (funny) actor of all time was Charlie Chaplin.

28 *Planet of the Apes* wasn't successful. It was \_\_\_\_\_ (popular) than *The Lord of the Rings*.

29 Special effects in modern films are \_\_\_\_\_ (realistic) than in old films.

30 The 1940s film, *Gone with the Wind*, was the \_\_\_\_\_ (big) success ever.

Grammar  / 15

## Study Help: Grammar

- Keep a list of difficult grammar areas and a list of your common mistakes.
- Do revision activities in the Workbook. Also use the *Challenges* CD ROM and the *Challenges* website for more grammar practice.  
[www.challenges-ell.com](http://www.challenges-ell.com)
- Play grammar games with a friend.

Example

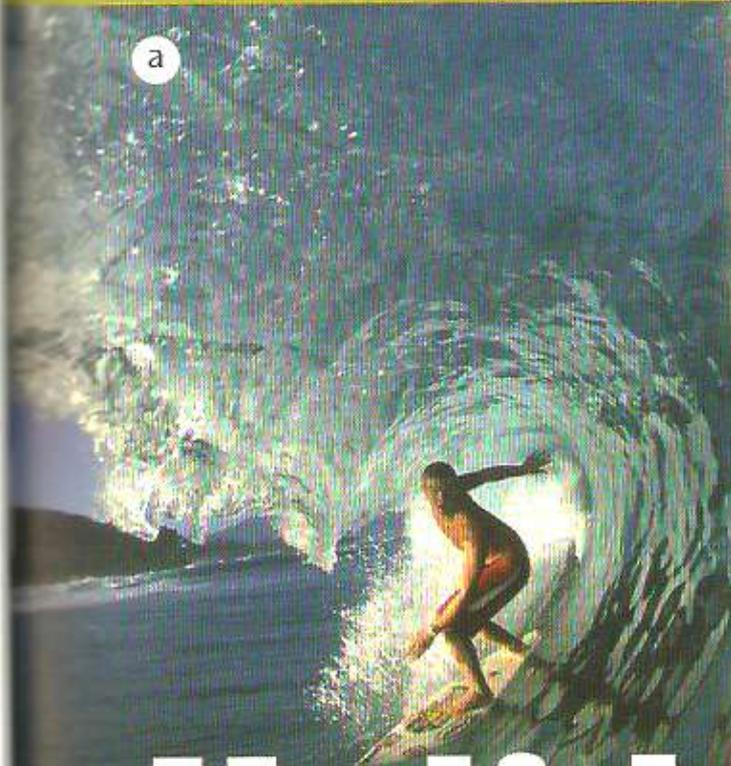
A: *Present Simple*

B: *I watch TV in the evenings. Past Simple.*

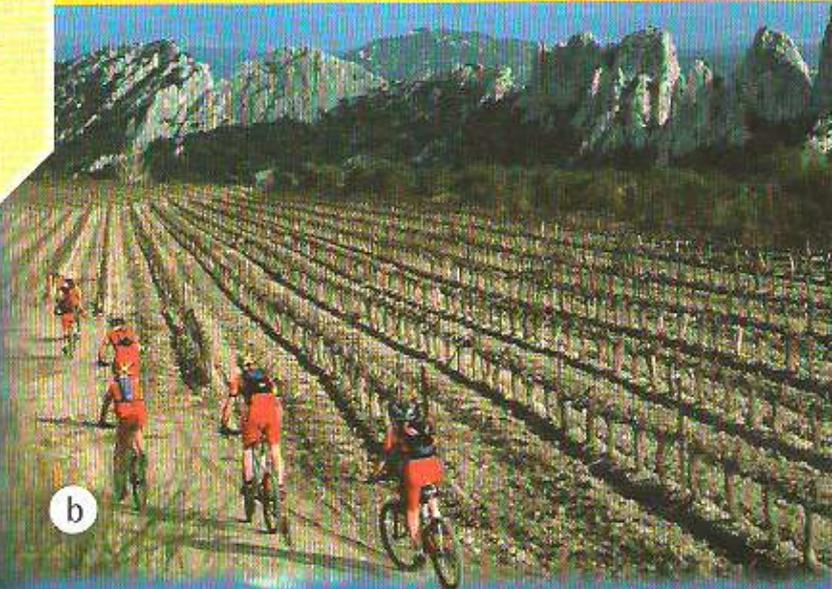
A: *I watched a film last night.*

- Look at Study Corners 1–5 and your written work this year. Make a list of problem areas and common mistakes.

- 1 Talk about holidays and travel.
- 2 Read about a sea adventure and winter holidays.
- 3 Listen to train announcements.
- 4 Write a postcard.
- 5 Learn about countable and uncountable nouns, *some, any, no, a lot of* and pronouns.



a



b



c

# Holidays

## Get Ready

1 → Picture Dictionary, page 123. Look at the photos and the Key Words. What kind of holidays do you like? What do you like doing on holiday? Tell the class.

Example

*I like beach holidays. I like playing beach volleyball.*

### Key Words: Holiday activities

go camping, cycling, fishing, sailing, sightseeing, skiing, snorkelling, surfing, swimming

go to an amusement park, the beach, the mountains, a swimming pool, a water park

play football, tennis, volleyball

stay at a campsite, a hotel, a youth hostel

2 Listen to three people. Complete the table about their holidays.

	place	accommodation	activities
1	<i>Cornwall, England</i>		
2			
3			

3 Which holiday in Exercise 2 is the most interesting for you?

4 Work in pairs. Talk to your partner about your ideal holiday.

- I'd like to go to China (where?)
- I'd like to go for ... (how long?) with ... (who?)
- I'd like to ... (what activities?) and I'd like to see ... (what places?)





## Warm-up

1 Look at the photo and newspaper headline. What problems do you think the man had? Tick three problems in the list.

- dangerous sharks
- an accident with another boat
- a fire on his boat
- a bad storm
- not enough food and water
- engine problems

## Reading

2 Read the text and check your guesses from Exercise 1.

### Fishing holiday goes wrong

When Richard Van Pham sailed out of Long Beach in California, there were no clouds in the sky. Richard was a single man with no relatives and he didn't tell any friends about his day's fishing trip.

In the afternoon, the weather changed. There was a lot of wind and rain and some big waves hit his small boat. After the storm, his radio and engine didn't work. In the boat, Richard had some mineral water, some biscuits, some peanuts and some chocolate. After three days, he had no food and no water!

Richard collected rainwater and caught fish. He used the fish to catch birds. Then he made

a fire from parts of the boat to cook the birds. His television had solar power and he watched a lot of his favourite videos! He had twenty videos on his boat.

Finally, after four months, a US Navy boat rescued him near the coast of Costa Rica. 'When we

arrived, he was cooking a seagull,' said the captain. Richard lost a lot of weight but he was okay. Were there any problems? 'Well,' said the captain, 'his boat was a wreck and he didn't have any money! We collected \$800 to fly him home. I think he's very lucky!'



3 Read the text again. Answer these questions.

- 1 How long did Richard plan to go away for?
- 2 How did the storm affect his boat?
- 3 How did he get drinking water?
- 4 How did he cook his food?
- 5 How long was he at sea?
- 6 How did he get home?

### Grammar: Countable and uncountable nouns with *some, any, no, a lot of*

4 Look at the table and complete the rules (a-d) with *countable* or *uncountable*.

Countable nouns	Uncountable nouns
a boat – boats	food
a video – twenty videos	water

- a) \_\_\_\_\_ nouns are always singular.
- b) \_\_\_\_\_ nouns don't take *a* or *an*.
- c) \_\_\_\_\_ nouns never go with numbers (*one, two, ...*).
- d) \_\_\_\_\_ nouns can be singular or plural.

- 5 Find more examples of countable and uncountable nouns in the text.
- 6 Complete the sentences from the text with *some*, *any*, or *no*.

	Plural countable nouns	Uncountable nouns
Affirmative	1 _____ big waves hit his small boat.	Richard had 2 _____ mineral water.
Negative	He didn't tell 3 _____ friends. There were 5 _____ clouds in the sky.	He didn't have 4 _____ money. He had 6 _____ food.
Questions	Were there 7 _____ problems?	Did he have any money?

- 7 Read the sentences and choose a), b) or c) to complete the rule.  
He watched **a lot of** videos. He lost **a lot of** weight.

We use *a lot of* with:

- a) uncountable nouns only.  
b) plural countable nouns only.  
c) uncountable nouns and plural countable nouns.

## Practice

- 8 Complete the interview with *some*, *any*, *no* or *a lot of*.

**Interviewer:** Did you enjoy your life on the boat?

**Richard:** There were 1 \_\_\_\_\_ good moments. I had 2 \_\_\_\_\_ free time so I watched my favourite films on video. I had 3 \_\_\_\_\_ sweets so I lost 4 \_\_\_\_\_ weight.

**I:** Did you see 5 \_\_\_\_\_ ships at sea?

**R:** I saw 6 \_\_\_\_\_ fishing boats at night but I didn't have 7 \_\_\_\_\_ lights so they didn't see me.

**I:** But the navy rescued you in the end. You had 8 \_\_\_\_\_ luck.

**R:** That's true. At the end, I had 9 \_\_\_\_\_ wood to make a fire and I was really bored because I didn't have 10 \_\_\_\_\_ more videos.

- 9 Work in groups. Describe the photo on the right. Use *some*, *any*, *no*, *a lot of* and the nouns below.

Example

*There is a lot of water. There are no cafés.*

- balls • beach huts • boats • cafés • chairs
- children • mountains • people • rain • rocks
- sand • sunshine • tables • umbrellas

## Your Turn

- 10 Work in pairs. Find out about your partner's worst holidays. Make questions with *any* and *a lot of* and the nouns below. Add your own ideas.

- beaches • beautiful views
- books • food • friends
- historic building
- interesting people • money
- parents • problems • rain
- restaurants • sunshine
- swimming pools • teachers
- time

Example

*Did you have a lot of money?  
Were there any nice girls?*

- 11 Tell your partner where you spent your worst holidays. Then answer his/her questions.

Example

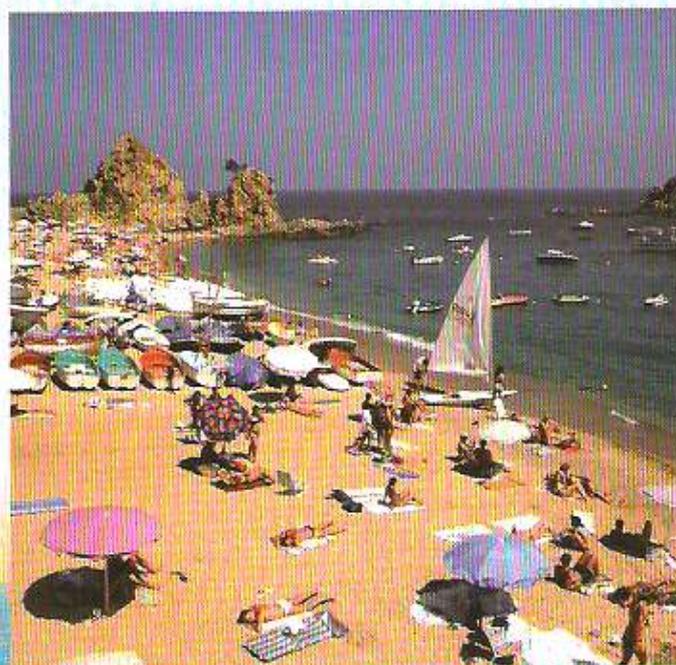
*A: I went to the seaside with my older sister.*

*B: Did you have a lot of money?*

*A: No, we had some but not a lot.*

*B: Were there any nice girls?*

*A: There were no girls. Only my boring sister!*



# 17 Winter Breaks

## Warm-up

- 1 Look at the Key Words. Are the adjectives positive or negative?

**Key Words: Opinion adjectives**

adventurous, amazing, beautiful, boring, brave, crazy, dangerous, enjoyable, exciting, great, horrible, lovely, scary, wonderful

- 2 Look at the photos (1–3) and talk about them. Use the Key Words.

Example

A: *The man in photo 1 is brave.*

B: *No, he's not. He's crazy!*

## Reading

- 3 Read about five winter adventures. Give each holiday an 'adventure' rating.

quite adventurous ★

a real adventure ★★★

really crazy! ★★★★★

- 4 Read the text again. Find holidays for these people.

- 1 Suzie loves art and made fantastic snowmen when she was younger.
- 2 Carlos is a good skier and he loves flying.
- 3 Liz is a health fanatic and likes doing crazy things!
- 4 Philip is interested in all kinds of animals.
- 5 Teresa loves walking in the mountains.



## Winter Adventures

*Winter is here and there are some great places to go. But how adventurous are you? Here are five unusual winter holidays.*

### Igloo Camping in British Columbia

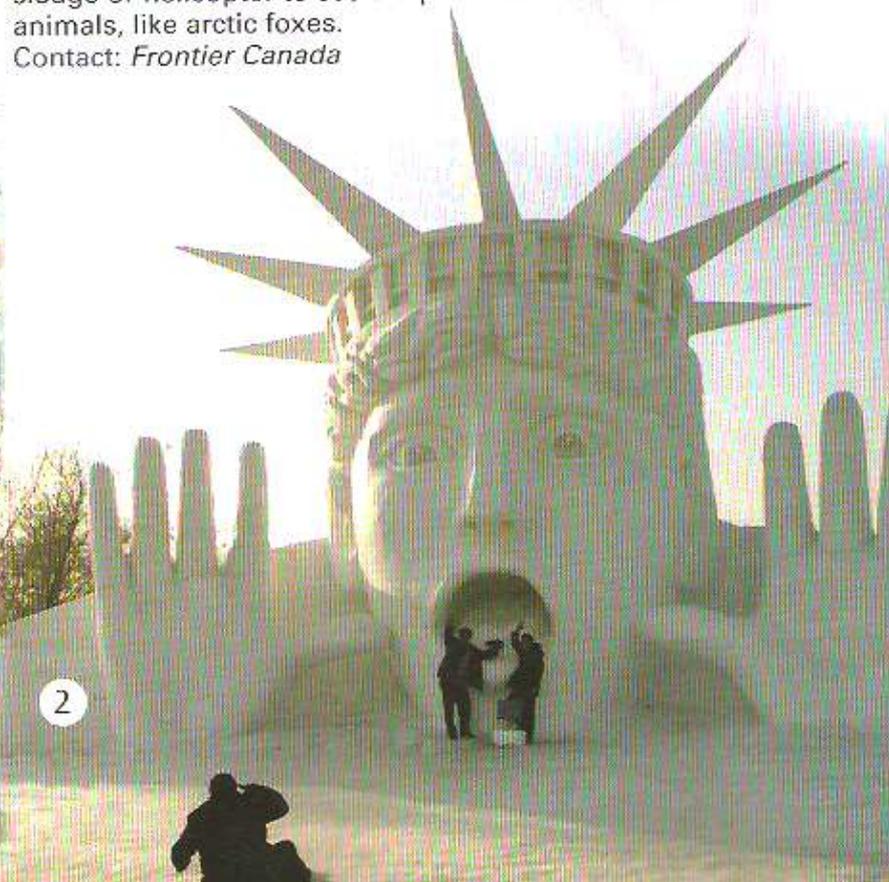
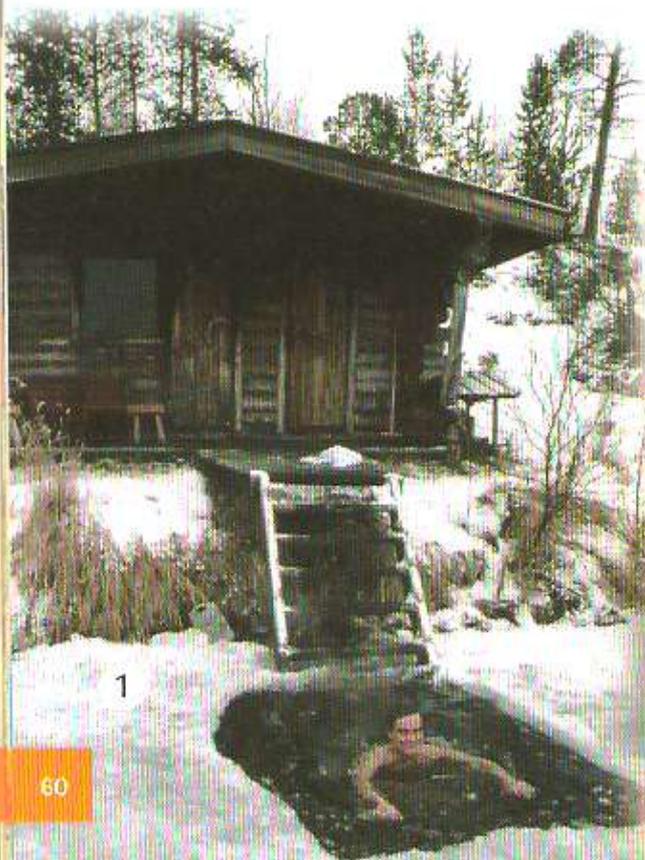
Are you ready for a *really* active holiday? Go camping in the beautiful mountains of western Canada. You walk for miles in snowshoes, learn to build a real igloo and then spend the night in it. Igloos are quite warm and comfortable!

Contact: *Tourism British Columbia*

### Polar Bear Watching in Manitoba

This is the place for nature lovers. Every November, hundreds of bears come to Churchill in Canada to hunt seals. You can go on excursions by snowmobile, dog sledge or helicopter to see the polar bears and other animals, like arctic foxes.

Contact: *Frontier Canada*



- 5 Look at the Word Builder. Complete it with words from the text.

Word Builder	
noun/verb	adjective
danger	dangerous
adventure	1 _____
fame	2 _____
wonder	wonderful
beauty	3 _____
ice	icy
health	4 _____
north	northern
west	5 _____
comfort	comfortable
enjoy	6 _____
expense	expensive
act	7 _____

### Ice Swimming in Finland

Have a hot sauna and then jump into an icy lake! The swimming is not very enjoyable at first but after it you feel fantastic and it's very healthy! Over 30,000 Finns did it last year. Contact: *ScanTours*

### Ice Sculptures in China

Harbin in northern China has temperatures of -30°C and the city is famous for its ice sculpture festival. For a month, the main park has over 200 wonderful sculptures of animals and plants. On the last day, festival visitors destroy the beautiful sculptures. Contact: *Travel China Guide*

### Heli-skiing in Sweden

Riksgransen is the most northern ski resort in the world and there is always a lot of good snow. A helicopter takes you to the top of a mountain and you ski back. It's not dangerous but it is quite expensive. Contact: *Original Travel*

- 6 Write six sentences about these things. Use the adjectives from Exercise 5.

Example

*Northern Spain has got wonderful beaches.*

- your country
- the weather
- your last holiday

- 7 Look at the Sentence Builder.

Sentence Builder	
How many polar bears are there?	There <b>are</b> hundreds of polar bears.
How much snow is there?	There <b>is</b> always a lot of good snow.

- 8 Write questions with *how many* and *how much*. Use the cues (1–6).

Example

*How many polar bears are there in Churchill?*

- polar bears / in Churchill?
- snow / in Riksgransen in May?
- daylight / in northern Sweden in June?
- dogs / in a sledge team?
- ice statues / in Harbin?
- ice / in an ice statue?

- 9 Now match the questions (1–6) in Exercise 8 with the answers (a–f).

Example 1f)

- a) up to ten tons   b) over 200   c) nearly 24 hours  
d) eight   e) usually over 50 cm   f) hundreds

## Speaking

- 10 Game Work in pairs. Choose one of the winter holidays. Ask your partner questions and guess the holiday.

Example

- A: *Are there any statues?*   B: *No.*  
A: *Do you go swimming?*   B: *Yes.*

### Fact or Fiction?

The Alta Igloo Hotel in northern Norway is made of ice!

Answers on page 116





## Warm-up

- 1 What school holidays do you have? Do you have half-term?

Example

*We don't have half-terms. Our first holiday is at Christmas.*

## Reading and Listening

- 2 Read and listen to the dialogue. Answer these questions.
- 1 Why do Zeki and Adam go to the tourist office?
  - 2 What is the best way to buy metro tickets?
  - 3 Why are boats a good form of transport?
  - 4 How much is a two-day boat ticket for students?
  - 5 How do you get to Parc Asterix?

*It's the half-term school break. Adam and Zeki go to Paris for three days with Zeki's family. On the first day, they go to the tourist information office.*

**Adam:** You go first.

**Zeki:** No, your French is better than mine.

**Adam:** Okay. *Er, bonjour, avez-vous information ...*

**Man:** Yes, how can I help you?

**Adam:** Ah, well, we'd like some information about transport in Paris, please.

**Man:** Well, the metro is very good. But don't buy single tickets. Get a packet of ten tickets – they're cheaper.

**Zeki:** Can you tell us about river boats, please?

**Man:** Well, they're good. You get great views of the city and some stop at different places: The Louvre, the Eiffel Tower, Notre Dame.

**Adam:** Great. How much are the tickets?

**Man:** Ten euros for one day and twelve euros fifty cents for two days.

**Zeki:** Okay. Are there any discounts for students?

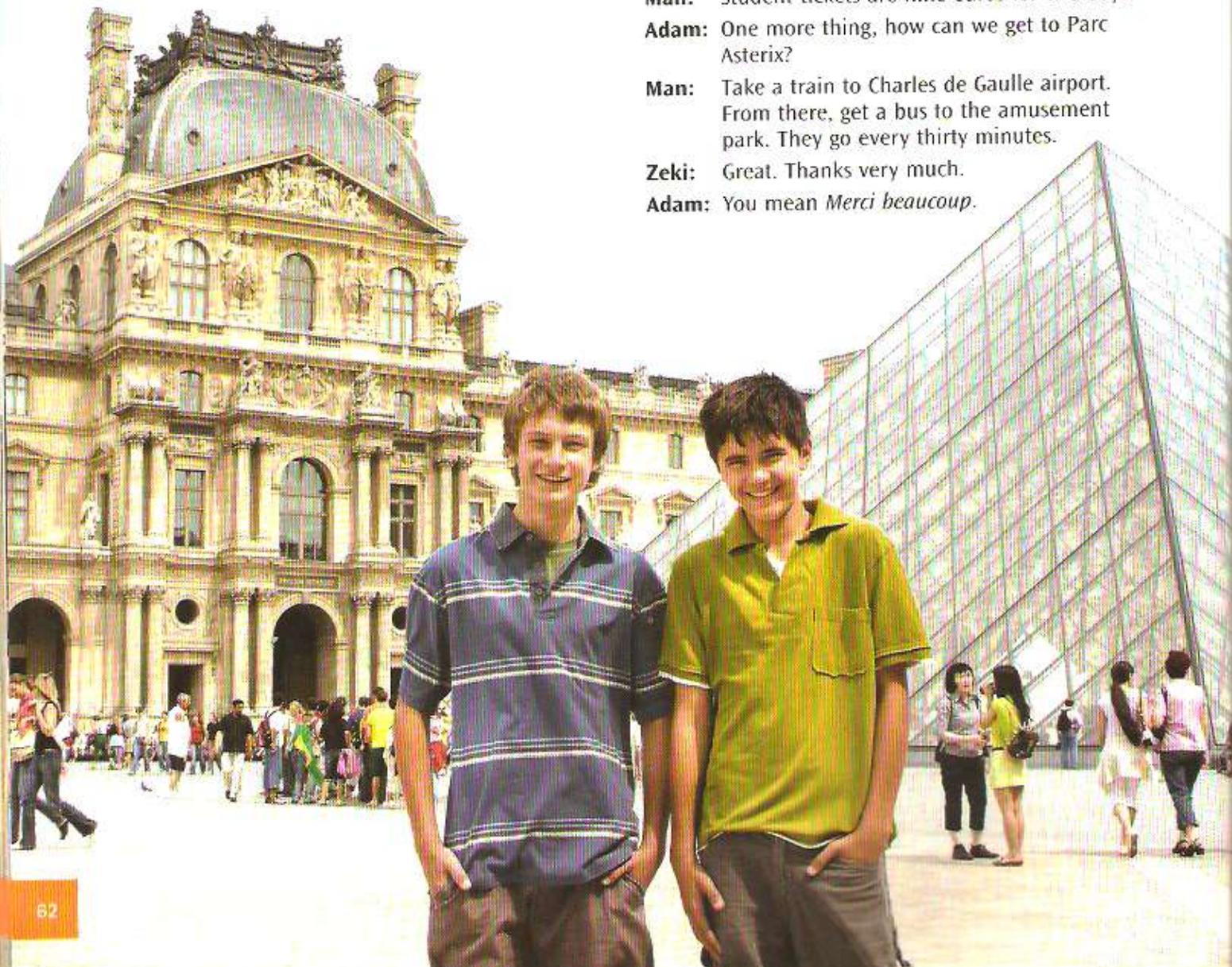
**Man:** Student tickets are nine euros for two days.

**Adam:** One more thing, how can we get to Parc Asterix?

**Man:** Take a train to Charles de Gaulle airport. From there, get a bus to the amusement park. They go every thirty minutes.

**Zeki:** Great. Thanks very much.

**Adam:** You mean *Merci beaucoup*.



## INFORMATION INFORMATION



## Speaking

- 3 Complete the Key Expressions with these words from the dialogue.

'd like, discounts, for, get to, much, single, take, tell us, views

## Key Expressions: Asking for tourist information

Tourist	Guide
We 1 _____ some information about transport in Paris, please.	The metro's very good. But don't buy 2 _____ tickets. Get a packet of ten.
Can you 3 _____ about the river boats, please?	You get great 4 _____ of the city.
How 5 _____ are the tickets?	10€. 6 _____ one day.
Are there any 7 _____ for students?	Yes, student tickets are 9C for two days.
How can we 8 _____ Parc Asterix?	9 _____ a train to the airport. From there, get a bus.

- 4 **Pair work** Use the Key Expressions to ask and answer questions about transport in London and Madrid.

► Student A, page 107 ► Student B, page 108

Everyday Listening 

- 1 Look at the Listening Help.

## Listening Help: Listening for specific information

- Make sure you know what type of information you are listening for, e.g. numbers, times, names.
- Don't try to understand every word.

- 2 Now listen to the train announcements and complete the information board.

## WATERLOO INTERNATIONAL STATION

DEPARTURES	PLATFORM	TIME
BRUSSELS (DIRECT)	2	1
PARIS (DIRECT)	1	3
BRUSSELS (ASHFORD/ LILLE)	5	08.39

ARRIVALS	PLATFORM	TIME
PARIS (DIRECT)	2	07.58
PARIS (CALAIS/ ASHFORD)	3	4
BRUSSELS (LILLE/ ASHFORD)	4	6

- 3 **Pronunciation** Listen to the sounds in these words.

1 /s/: bus 2 /tʃ/: much 3 /f/: fish

- 4 Now listen and repeat these sentences.

- 1 We saw some scary Chinese ice sculptures.
- 2 She asked for information about a French adventure holiday.
- 3 Charles was fishing on the beach.
- 4 How much are six special cheap tickets?
- 5 They showed seventy British children the chocolate shop.
- 6 Sharon bought a poncho, six T-shirts and some fashionable shoes.

## Writing: A postcard

- 1 Read Adam's postcard. List three good and two bad things about the Paris trip.

Eiffel Tower, Paris  
FRANCE

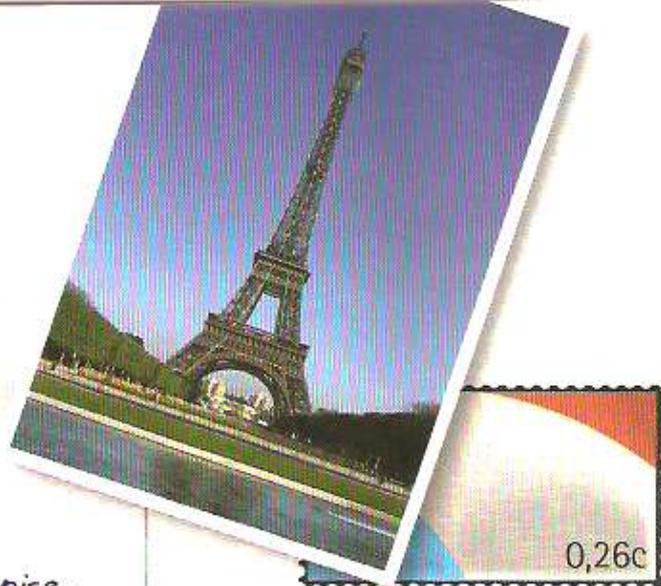
Hi Rachel,

I'm having a fantastic time in Paris. Zeki's family are really nice. Yesterday, we saw Notre Dame Cathedral - an amazing building! We went on a fantastic boat trip, too. The Louvre was a bit boring - I'm not into art. I didn't like the Eiffel Tower - I can't stand heights! We went to Parc Asterix today and the rides were great. The weather's good. How are you? This morning, Zeki got a text message from Tania. Did you know she and Bart split up? See you next week!

Adam

Design: PerlaDini

15/05/2013/987



Rachel Murphy  
21 Ormsley Road,  
Kentish Town,  
London  
NW3 BR8  
Grande Bretagne

## Text Builder

- 2 Look at the postcard again. Order these parts of the postcard.

a) news about Tania   b) the holiday in Paris  
c) hello   d) goodbye   e) how are you?

- 3 **Punctuation** Find examples of these punctuation marks in the postcard. Are they the same in your language?

1 full stop	.
2 comma	,
3 question mark	?
4 exclamation mark	!
5 apostrophe	'
6 dash	-

- 4 Add punctuation marks when you see .

Hi Tania  How are you  We re having a great time in Paris  Yesterday  we went to the Eiffel Tower and Adam got scared  he hates heights  Today  we went to Parc Asterix  It was exciting but we got lost  Now I m really tired  it's all that walking  I hope Rachel s okay  Zeki

## FOR YOUR PORTFOLIO

- 5 Write a postcard. Follow the steps.

STEP 1 Imagine you are on holiday in a different city. Answer these questions.

- Where are you?
- Who are you with?
- What is the food and weather like?
- What did you see yesterday?
- What did you like and dislike?

STEP 2 Use your notes to write a postcard. Be careful with punctuation.

- 6 Work in groups. Read the other postcards. Who is having the best time?

## Understanding Grammar: Indefinite pronouns

### 1 Read Mike's story. What was in the garden?

Last summer, we were staying in a small cottage in the countryside. One evening, I heard a strange noise – **somebody** or **something** was outside! At first, I did **nothing** because I was very scared.

**Everybody** was out and there was **nobody** around! But then I thought, 'Maybe I just imagined it, maybe I didn't hear **anything**?' I decided to check. I looked for a torch but I couldn't find one **anywhere**, so I got a candle and lit it.

I went outside but there wasn't **anybody** there. I stood and listened and after a while, I heard the noise again – **somewhere** in the garden. I walked down the garden path. **Everything** was dark and there were shadows **everywhere**. It was really scary. Suddenly, I saw **something**. It moved towards me! There was **nowhere** to hide, so I just ran and ran. When I got to the house, I turned round again – a huge black cat was looking at me with its big green eyes!



### 2 Complete the table with the bold words from the text.

These words:

refer to people	<i>somebody</i> , _____, _____
refer to things	<i>something</i> , _____, _____
refer to places	<i>somewhere</i> , _____, _____
have negative meaning	<i>nobody</i> , _____, _____
mean 'all'	<i>everybody</i> , _____, _____

### 3 Complete the rules with *affirmative* or *negative*.

- We use *somebody*, *everybody*, *something*, *everything* in \_\_\_\_\_ sentences.
- We use *anybody*, *anything*, *anywhere* in questions and \_\_\_\_\_ sentences.

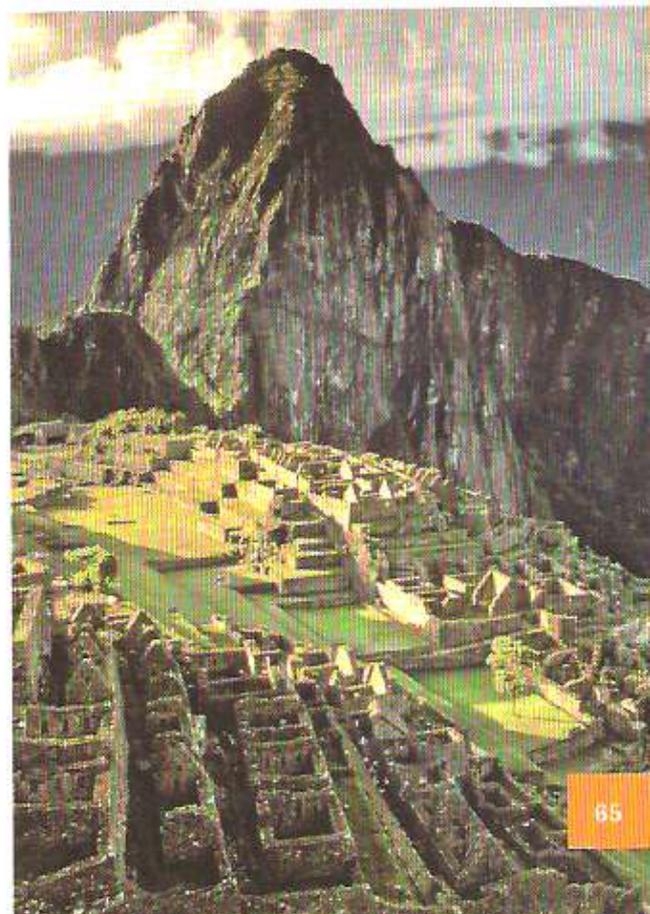
### 4 Complete the sentences with the words from Exercise 2.

- The water in the sea was very cold – \_\_\_\_\_ went swimming.
- I'm very hungry. Do you have \_\_\_\_\_ to eat?
- Did you borrow my skis? I can't find them \_\_\_\_\_.
- The trip was horrible! There was \_\_\_\_\_ interesting to see.
- I don't know where he is. \_\_\_\_\_ in Africa, I think.
- Look, the tent is open. \_\_\_\_\_ is inside.
- Did you see that? \_\_\_\_\_ small and brown ran across the room!
- Let's go skating – \_\_\_\_\_ likes it.

### 5 Complete the story with the words from Exercise 2.

Last year, I visited Machu Picchu in Peru. There was only one tourist train in the morning and one train back in the afternoon.

1 Everybody took the same morning train and we spent a lovely day at the ruins. They were amazing! There was some time left in the afternoon and I had 2 \_\_\_\_\_ to do so I went to the local market to buy 3 \_\_\_\_\_, 4 \_\_\_\_\_ was nice and quite cheap. I didn't find 5 \_\_\_\_\_ for my friends but I bought a few things for my family. Then, I went to the station to catch my train. But I didn't see it 6 \_\_\_\_\_. Also, I didn't see 7 \_\_\_\_\_ from the morning train. I waited and waited. I looked 8 \_\_\_\_\_ and got a bit nervous but 9 \_\_\_\_\_ around me was calm and relaxed. Finally, I asked 10 \_\_\_\_\_ at a restaurant nearby about the tourist train and found out that it stopped 11 \_\_\_\_\_ down the river, 300 metres from where we were. I didn't walk, I ran very fast! I caught it just before it left the station!



# Study Corner 6

## Language Check

1 Use the correct form of the words in brackets to complete the sentences.

Last year, I went on a 1 \_\_\_\_\_ (wonder) holiday to Spain with my family. We went to the 2 \_\_\_\_\_ (south) part of Ibiza. The flight was 3 \_\_\_\_\_ (enjoy) and there was a 4 \_\_\_\_\_ (love) view of the island from the window. The taxi ride from the airport to the hotel was 5 \_\_\_\_\_ (expense) and a bit 6 \_\_\_\_\_ (danger) because the driver went really fast. Our rooms were very 7 \_\_\_\_\_ (comfort) and there was a 8 \_\_\_\_\_ (beauty) beach in front of the hotel. When we arrived, it was 9 \_\_\_\_\_ (sun). We went for a 10 \_\_\_\_\_ (health) swim before lunch!

Vocabulary  / 10

2 Choose the correct words to complete the sentences.

- A: I'd 11 *want/like* some information about Edinburgh, please.  
B: Yes, what would you like to know?  
A: Can you 12 *tell/say* me about transport from London?  
B: You can take the train or bus. Or you can go by plane.  
A: How 13 *many/much* are tickets?  
B: They're expensive but there are some offers.  
A: Are there any 14 *prices/discounts* for students?  
B: Yes, there are at some times of the day.  
A: And 15 *how/where* can you get to the city centre from the airport?  
B: A bus goes every twenty minutes.

Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 64 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–10	Unit 17 – Word Builder
Numbers 11–15	Unit 18 – Key Expressions
Numbers 16–20	Understanding Grammar
Numbers 21–30	Unit 16 – Grammar

3 Complete the sentences with *nobody*, *somebody*, etc.

Our holiday was a disaster. When we arrived, there was 16 *nobody* at the airport to meet us. We waited an hour, and finally 17 \_\_\_\_\_ came and took us to the hotel. But the hotel was full and there was 18 \_\_\_\_\_ to stay! We talked to the manager but he didn't do 19 \_\_\_\_\_. In the end, we found 20 \_\_\_\_\_ miles from the beach.

4 Choose the correct words to complete the sentences.

- 21 It was very early in the morning and there weren't *any/no* people on the beach.  
22 I'm sorry, but there's *some/no* time to visit the museum.  
23 There are *a lot of/no* good restaurants in the town. There are about thirty.  
24 I didn't enjoy Disneyworld because there were *any/a lot of* people.  
25 There are *any/no* trains to the airport – you have to get a bus or taxi.  
26 There are *no/a lot of* great places to see in Paris. It's brilliant!  
27 Did you send *any/no* postcards to your friends?  
28 There weren't *no/any* shops open when we arrived – it was Sunday.  
29 I want to buy *some/a lot of* souvenirs before I go – just a couple of things for my family.  
30 Are there *no/any* good beaches on the island?

Grammar  / 15

## Study Help: Dictionary skills (1)

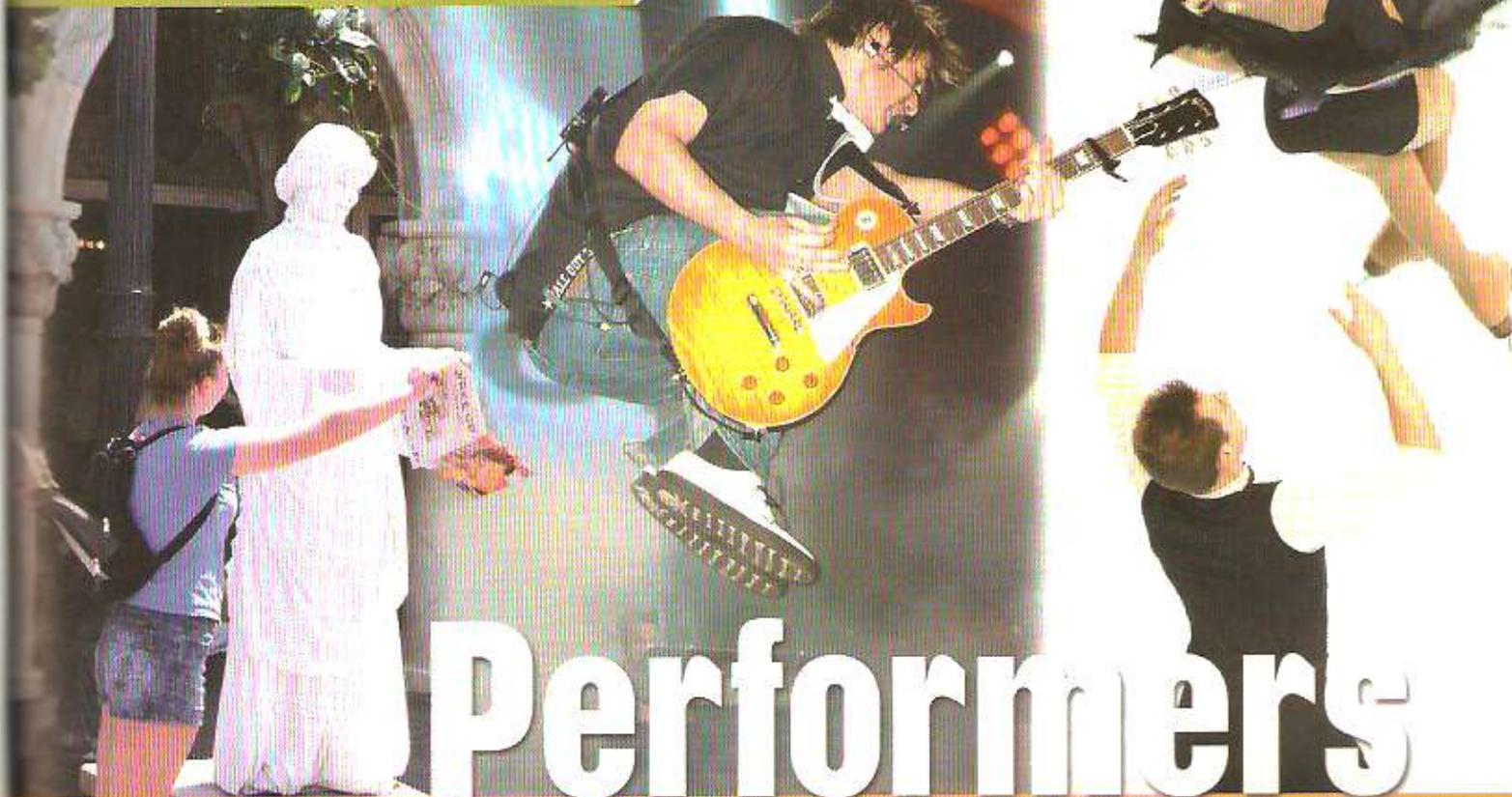
Be careful – sometimes a word has more than one meaning.

- Use the part of speech (noun/adjective/verb, etc.) to help you find the correct meaning.
- Finally, check the meaning makes sense in the context.

• Now use a dictionary to find the meaning of the underlined words.

- It's very hot in the summer.
- That curry is very hot – don't eat it.
- There are some great rides at Disneyland.
- My friend rides her bike every day.
- That hotel's a bit expensive.
- The dog bit the man.

- 1 Talk about performers, make suggestions.
- 2 Read about a circus and traditional dances.
- 3 Listen to recorded cinema messages.
- 4 Write about a national dance.
- 5 Learn about *can*, *can't*, *have to* and *not have to*.



# Performers

## Get Ready

1 → Picture Dictionary, page 128. Look at the Key Words. What performers can you see in the photos?

### Key Words: Performers

acrobat, actor, actress, clown, comedian, dancer, gymnast, human statue, ice skater, juggler, magician, musician, singer, storyteller, trapeze artist

2 Listen and identify four performers.

3 Work in pairs. Ask and answer questions.

Example

A: *Are you good at dancing?*

B: *I love dancing but I'm not very good!*

- acting • dancing • gymnastics • ice skating
- juggling • playing a musical instrument
- singing • telling jokes • telling stories

4 Work in groups. Answer the questionnaire. Then tell the class about your group.

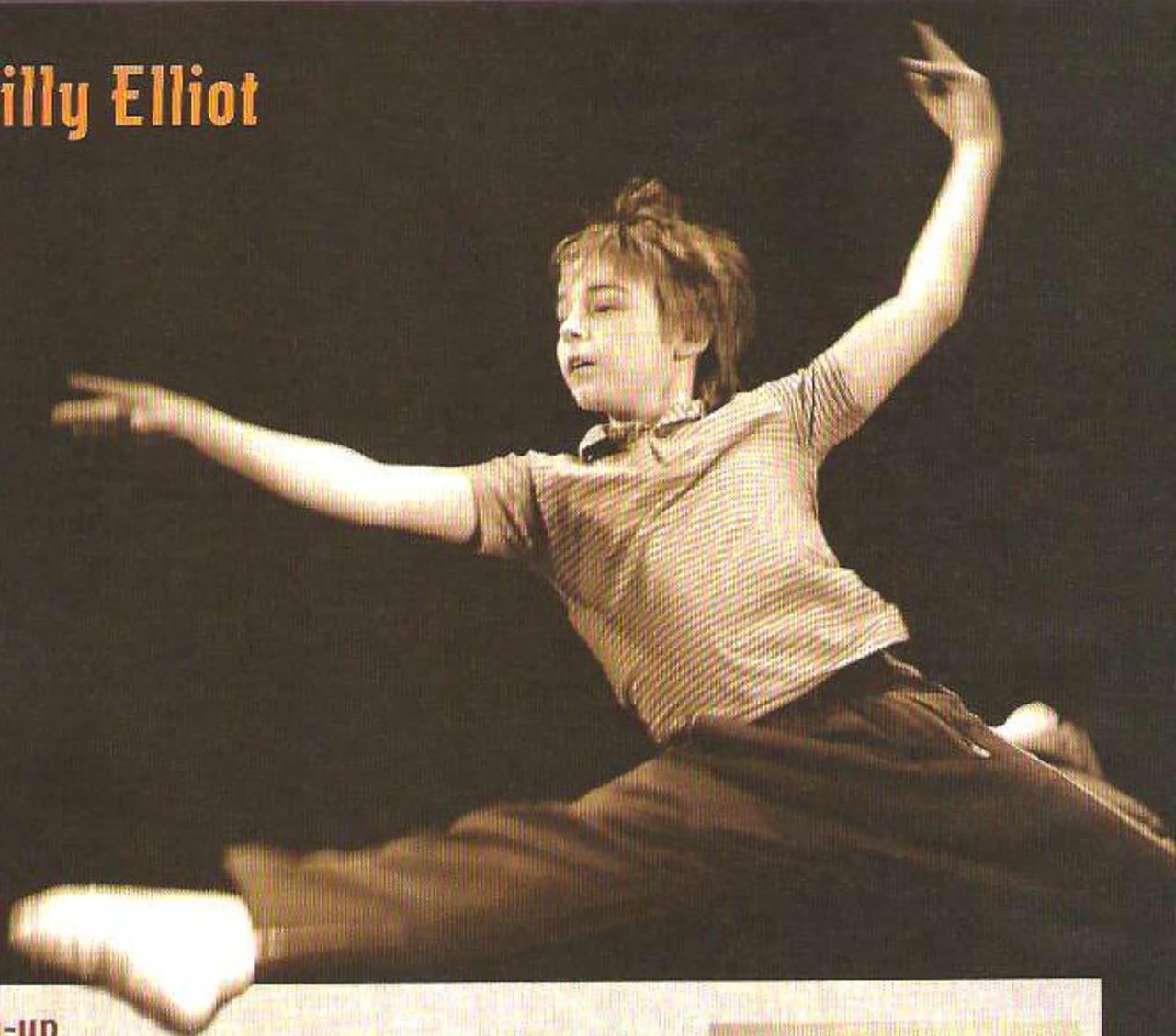
Example

*Two of us like watching gymnastics on TV. Four of us like going to the cinema.*

## DO YOU LIKE ...

	Yes	No
1 watching gymnastics?	<input type="checkbox"/>	<input type="checkbox"/>
2 going to concerts?	<input type="checkbox"/>	<input type="checkbox"/>
3 watching ice skating?	<input type="checkbox"/>	<input type="checkbox"/>
4 going to the cinema?	<input type="checkbox"/>	<input type="checkbox"/>
5 watching human statues?	<input type="checkbox"/>	<input type="checkbox"/>
6 going to a circus?	<input type="checkbox"/>	<input type="checkbox"/>
7 watching ballet or dancing?	<input type="checkbox"/>	<input type="checkbox"/>
8 going to the theatre?	<input type="checkbox"/>	<input type="checkbox"/>





### Warm-up

1 Which activities do you do at school? Which activities do you like?

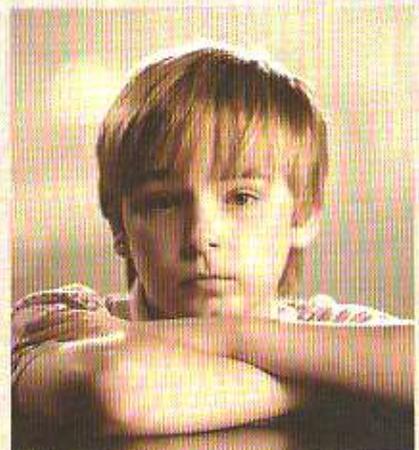
Example

*We do acting, gymnastics, music and running. I really like music. I play in the school orchestra.*

- acting • dancing • gymnastics • music • swimming
- running • singing

### Reading

2 Read the text. Match the questions (1–6) with the answers (a–f) in the interview.



*When the musical version of the film Billy Elliot opened in 2005, Liam Mower (12) was one of the actors. Like Billy in the film, he comes from a working class family and he also won a place at the Royal Ballet School. The Royal Ballet School is a boarding school – pupils have to leave home and live in the school. It costs £28,000 a year but Liam's family doesn't have to pay! We asked Liam about his new life.*

- |   |   |
|---|---|
| 1 How many hours a day do you have to practise? | a) Yes, we do exercises on Saturday mornings.                           |
| 2 Do you have to practise at weekends?          | b) We don't have to go to classes but we have to do homework.           |
| 3 Do you do sport at school?                    | c) I practise ballet four hours a day after school.                     |
| 4 Can you go out of school on your own?         | d) No! We have to go out with a teacher.                                |
| 5 Do you have to keep to a special diet?        | e) Yes. We can't eat chocolate and crisps. We can eat sweets sometimes. |
| 6 Do you have to study at weekends?             | f) Yes, we do swimming, running and gymnastics.                         |

**Grammar:** *can, can't, have to, not have to*

**3** Complete the sentences (a–d) from the text with *can, can't, have to, not have to*. Then match them with sentences (1–4).

- a) We \_\_\_\_\_ eat sweets sometimes.  
 b) We \_\_\_\_\_ eat chocolate.  
 c) Pupils \_\_\_\_\_ live at school.  
 d) We \_\_\_\_\_ go to class at weekends.

- 1 It's okay to do it. = It's possible.  
 2 It's okay not to do it! = It's not necessary.  
 3 Do it! = It's necessary.  
 4 Don't do it! = It's not possible.

## Practice

**4** Look at the pictures of two schools (a–b). Make sentences with *can, can't, have to or not have to*. Use the cues and your own ideas.

### Example

*In picture a), students have to wear uniforms.*

- bring animals to class
- eat and drink
- listen to the teacher
- sit on their desks
- use mobiles
- wear fashionable clothes
- wear uniforms



**5** Complete the text about magicians with *can, can't, have to or not have to*.

Magicians **1** \_\_\_\_\_ practise every day because they **2** \_\_\_\_\_ make mistakes. During the show, they **3** \_\_\_\_\_ work with an assistant; they **4** \_\_\_\_\_ work alone. Their clothes **5** \_\_\_\_\_ be loose so they can hide things in them. They **6** \_\_\_\_\_ talk to the audience during the performance but they **7** \_\_\_\_\_ tell them the secret of their tricks! Sometimes, they **8** \_\_\_\_\_ show one trick a few times so people **9** \_\_\_\_\_ try to guess how they do it.

**6** Describe these jobs. Use the cues and *can, can't, have to or not have to*.

### Example

*Magicians have to practise a lot. They don't have to talk very much. They can't make mistakes. They can have an assistant.*

- magicians – practise a lot, talk very much, make mistakes, have an assistant
- theatre actors – get up late, work in the morning, learn texts by heart, forget their lines
- pop stars – have good voices, work every day, wear strange clothes, sing out of tune
- comedians – be boring, tell jokes, be good-looking, make funny faces

**7** **Game** Think of a job and write what you *can, can't, have to or not have to* do in this job. Work in pairs. Guess your partner's job.

### Example

- A: *I have to wear a uniform. I can drive a car. I have to help people.*  
 B: *Are you a police officer?*  
 A: *No, I'm a firefighter.*

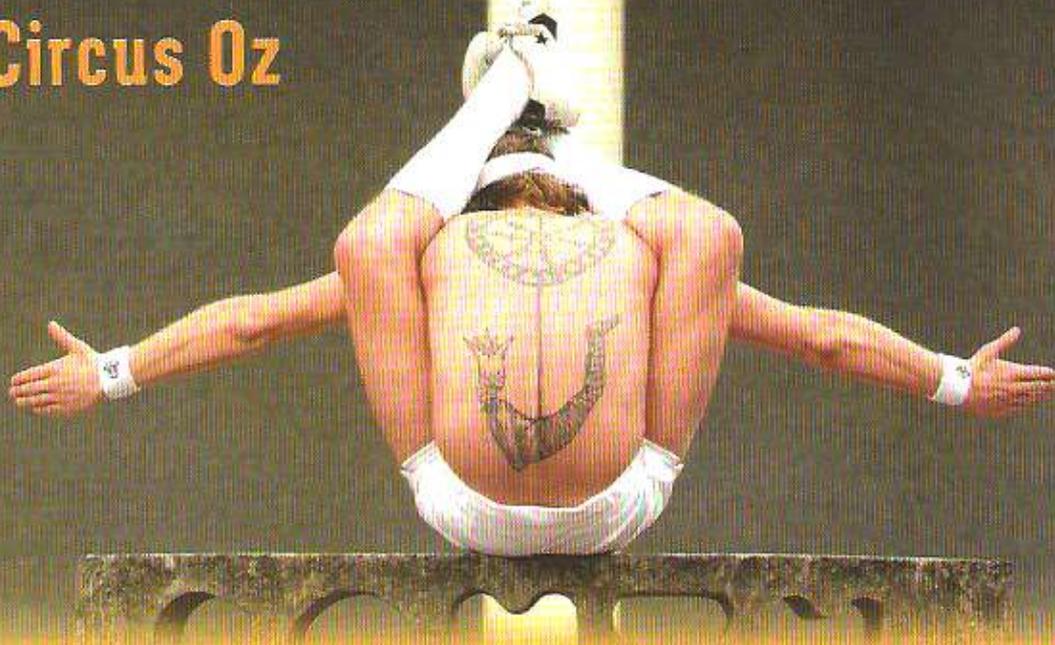
## Your Turn

**8** Work in groups. Talk about the rules in your home. Use the cues and your own ideas. Whose home is the most relaxed?

### Example

*I have to buy bread every morning. I can invite my friends but we can't listen to loud music. I don't have to cook.*

- clean the bathroom
- cook
- do the shopping
- Hoover
- listen to loud music
- make the bed in the morning
- play computer games
- tidy my room
- wash up



### Warm-up

1 Work in pairs. Ask and answer the questions.

- 1 Do you like circuses? Why/why not?
- 2 When you were young, which of these circus acts did you like?

• acrobats • animals • clowns  
• contortionists • trapeze artists

2 Look at the photos. Guess which sentences are true (T) or false (F).

- 1  Circus Oz is not a traditional circus.
- 2  It is only for children.
- 3  There aren't any animals.
- 4  It is exciting and funny.

### Reading

3 Read the review and check your guesses from Exercise 2.

**Circus Oz** started in 1977 in Australia. A group of performers got together and went on tour. The circus was a big success. They went to twenty-six countries and performed in a refugee camp in Palestine, aborigine villages in the Australian desert and a glass opera house in the Brazilian rainforest!

Their new show starts in an exciting way. The performers appear inside wheels of fire and they do tricks with burning hula hoops.

During the show, there are trapeze artists, flying jugglers and acrobats. They play their own music, too, from pop to punk and rap to reggae. At the end, everybody gets on

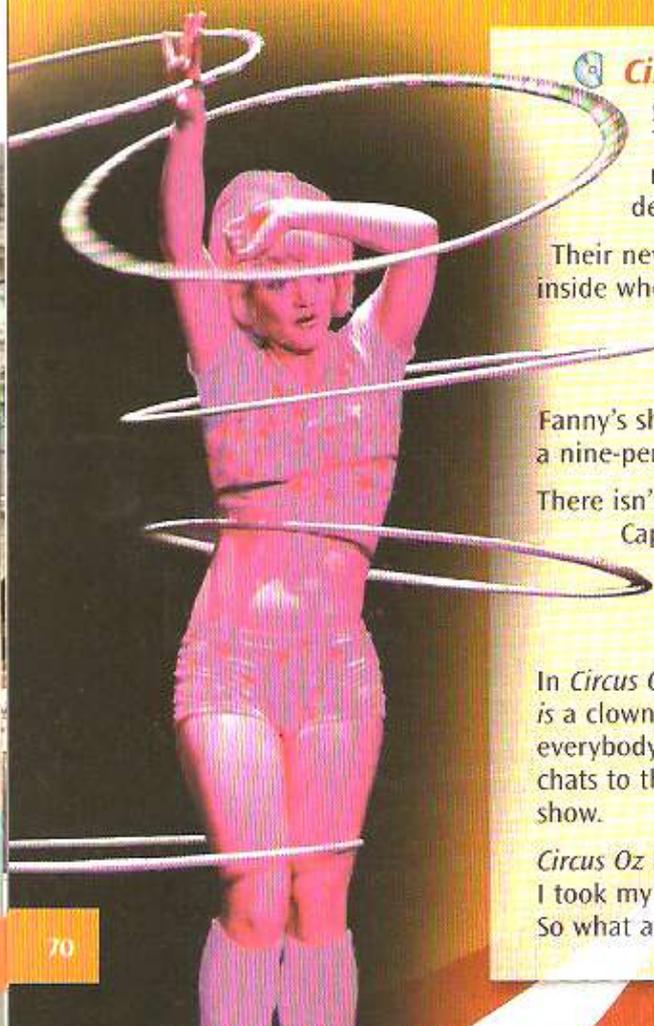
Fanny's shoulders – she's the strongwoman and she can hold a nine-person pyramid!

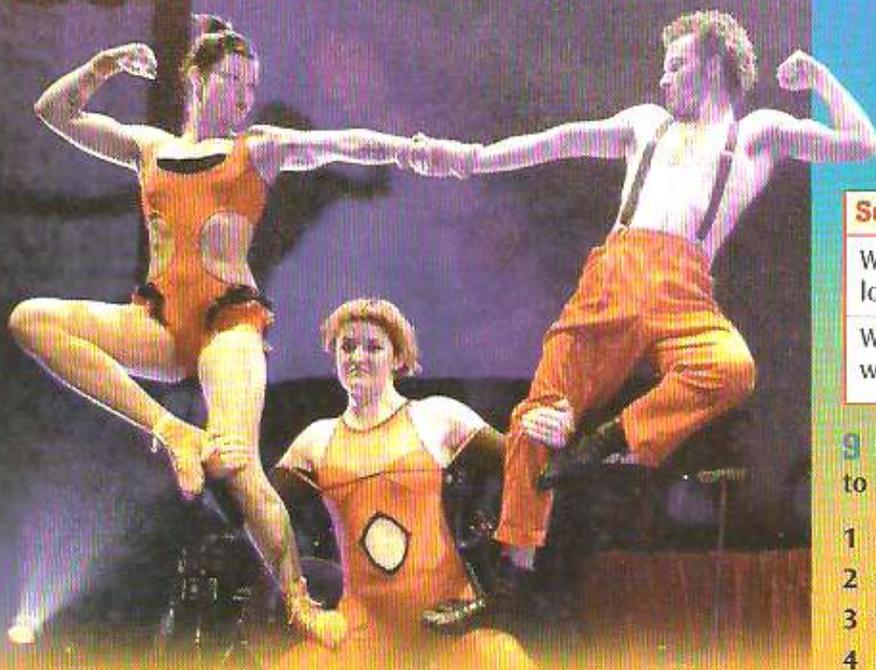
There isn't a 'star of the show', just an amazing group of characters.

Captain Frodo, or 'rubber man', can climb through a tennis racket. And Sosina, a contortionist, gets into a popcorn machine and later juggles and dances to disco music! She can also juggle upside-down!

In *Circus Oz*, the performers do funny things all the time. There is a clown, Tim, but he is very unusual. At first you think, 'Why is everybody looking up?' And then you see – he is on the ceiling! He chats to the audience below and doesn't get down during the whole show.

*Circus Oz* has everything – physical danger, humour and amazing skills. I took my kids, Oliver (15) and Josh (13), and we all really enjoyed it. So what are you waiting for? Buy a ticket and enjoy the show!





## 8 Look at the Sentence Builder.

## Sentence Builder

Why is everybody looking up?	They are looking up at the clown.
What are you waiting for?	We are waiting for a ticket.

## 9 Now put these words in the correct order to make questions.

- she / is / who / for? / waiting
- to? / listening / you / are / what
- they / laughing / at? / what / are
- does / she / where / from? / come
- what / you / are / about? / talking
- together? / they / when / get / did

## 4 Read the text again. Match the names (1–5) and the descriptions (a–e).

- |                 |                        |
|-----------------|------------------------|
| 1 Fanny         | a) one of the audience |
| 2 Captain Frodo | b) rubber man          |
| 3 Sosina        | c) clown               |
| 4 Tim           | d) strongwoman         |
| 5 Josh          | e) contortionist       |

## 5 Answer these questions.

- Would you like to see *Circus Oz*? Why/why not?
- Which parts of the show would you like to see?
- How is *Circus Oz* different from traditional circuses?

## 6 Look at the Word Builder. Find the verbs in the text.

## Word Builder

get together  
get on  
get into  
get down

## 7 Complete the sentences with words from the Word Builder.

- The cat can't get \_\_\_\_\_ from the tree.
- We usually get \_\_\_\_\_ at weekends.
- She got \_\_\_\_\_ her bike and went to the shops.
- Never get \_\_\_\_\_ a stranger's car.

## Speaking

## 10 Look at the questions and think about a performer you saw.

- Who did you see?
- When/Where did you see him/her/them?
- What did he/she/they do?
- What did you like best?
- What didn't you like?

## 11 Work in pairs. Ask and answer the questions in Exercise 10.

## Example

A: Who did you see? B: I saw U2.

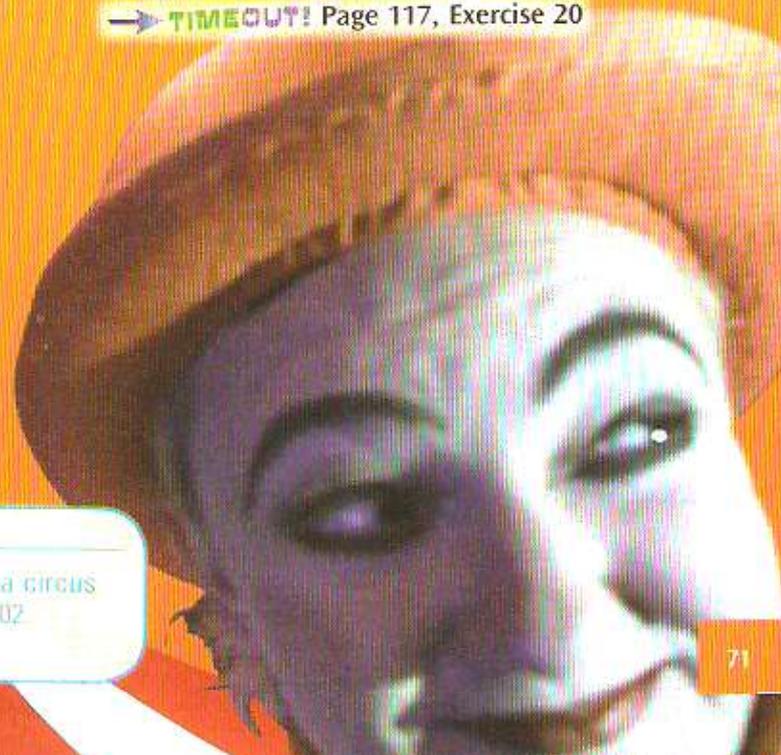
A: When? B: Last summer.

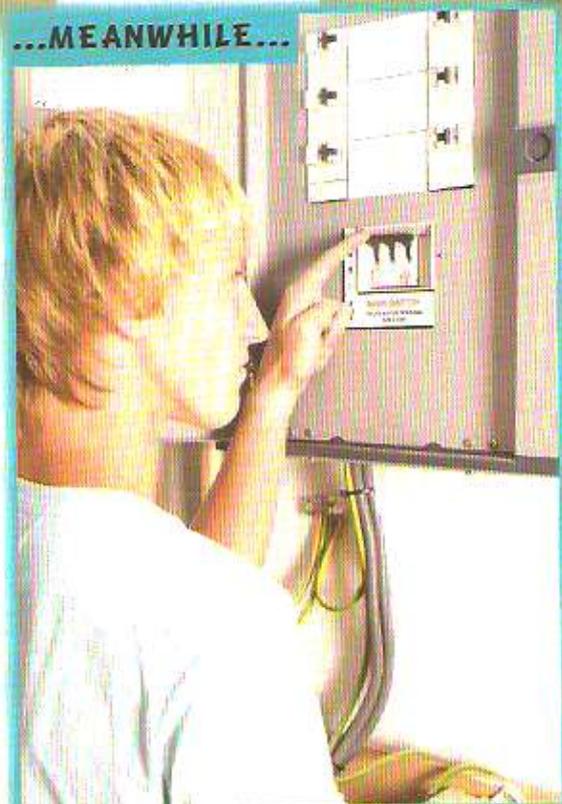
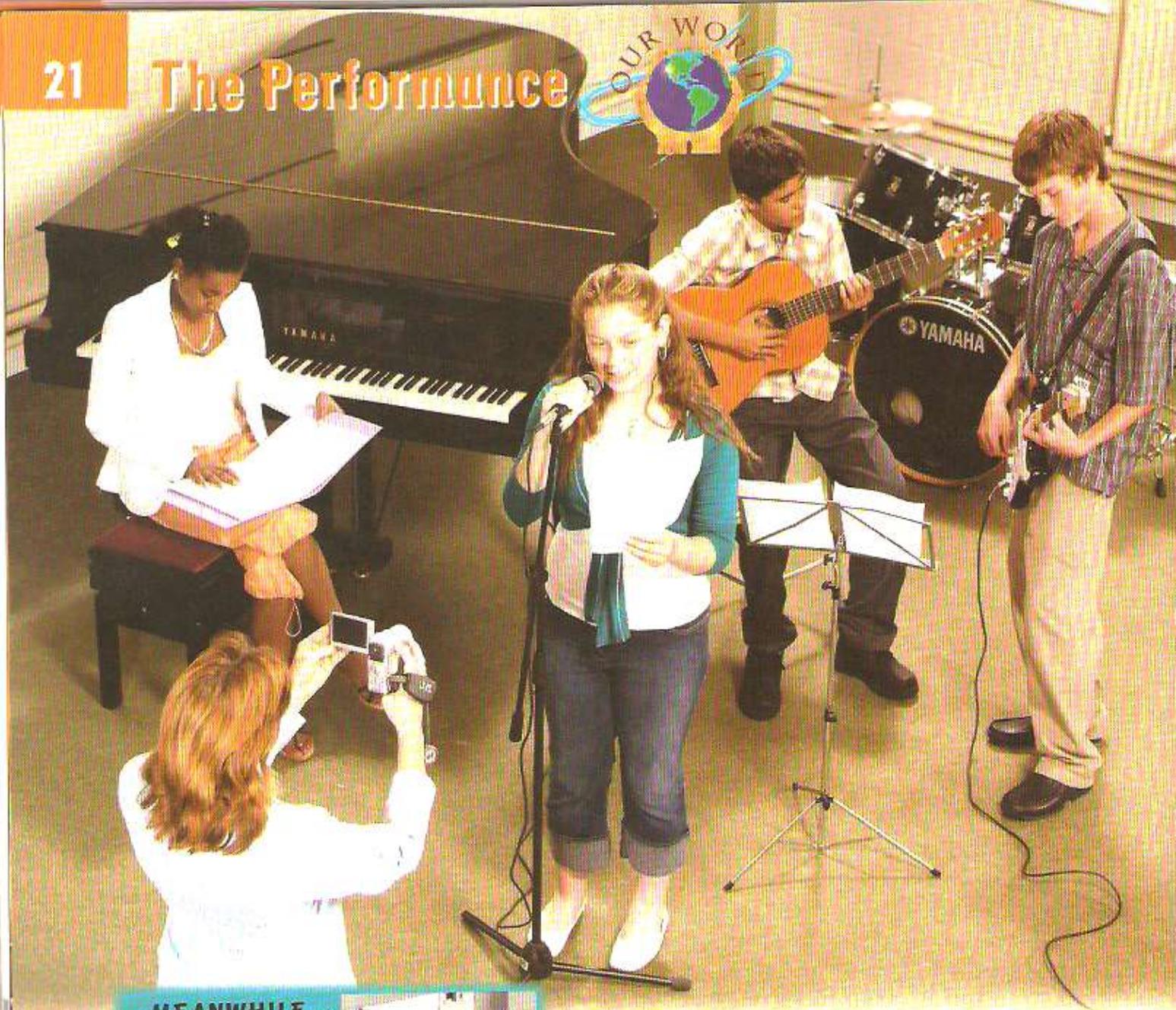
→ **TIMEOUT!** Page 117, Exercise 20

## Fact or Fiction?

The largest audience ever for a circus show in a tent was 160,702.

Answer on page 129





### Warm-up

- 1 Look at the photo. What part of the competition is the performance for?  
 a) Your World b) Your Culture c) Your Skills

### Reading and Listening

- 2 Read and listen to the dialogue on page 73. Then choose the correct answer (a, b or c).
- After the power cut, Adam is ...  
 a) bored. b) excited. c) unhappy.
  - Tania is ... with Bart.  
 a) angry b) bored c) happy
  - At the end, Zeki is ...  
 a) excited. b) scared. c) tired.

Rachel, Adam and Zeki are recording their song for the competition. Ms Simpson is videoing them. Tania is preparing to read her story. Suddenly ...

- Rachel:** Oh, no! What's that?  
**Adam:** A power cut.  
**Tania:** Hey! I can't see a thing!  
**Zeki:** Ah, that's better.  
**Adam:** Yeah, but what a shame. Rachel was singing really well.  
**Zeki:** I think somebody was outside.  
**Tania:** Yes ... Bart.  
**Ms Simpson:** Bart Darcy? I know him.  
**Zeki:** Are you sure it was him?  
**Tania:** Yes, I'm sure.  
**Rachel:** Now we have to do the song again!  
**Ms Simpson:** Let's do it tomorrow. It's quite late.  
**Zeki:** Er ... Tania.  
**Tania:** Yeah?  
**Zeki:** Would you like to go out on Saturday evening?  
**Tania:** All right. Where?  
**Zeki:** Why don't we go to the cinema? That new Will Smith film is on.  
**Tania:** Well ... I don't like him.  
**Zeki:** What about the youth club? There's a dance on Saturday.  
**Tania:** Great. Why don't we ask Rachel and Adam?  
**Zeki:** Er, they're not really into dancing.  
**Tania:** Okay, what time?  
**Zeki:** Let's meet outside the club at about half past five?  
**Tania:** Okay. Cool!

## Speaking

- 3 Look at the Key Expressions from the dialogue.

### Key Expressions: Suggestions

Would you like to go out tonight?	All right.
Why don't we go to the cinema?	Well ...
What about the youth club?	Great.
Let's meet outside the club.	Okay. Cool!

- 4 **Pair work** Roleplay a phone call and make suggestions.

Example

A: *Would you like to go to the cinema?*

B: *Well ... I don't like going to the cinema.*

- Student A, page 107 ► Student B, page 108.

## Everyday Listening

- 1 Look at the Listening Help.

### Listening Help: Numbers

When you listen for numbers (times, ages, prices, etc.), be careful with 'teens' (13, 14, 15, etc.) and 'tens' (30, 40, 50, etc.).

- 2 Now listen to the recorded messages and complete the information.

### ABC Cinema

Screen 1: *Wallace and Gromit*  
4.00, 1 \_\_\_\_\_, 9.00.

Screen 2: *The Collector*  
2 \_\_\_\_\_, 7.30, 10.00.

Screen 3: *Star Wars 3*  
6.20, 3 \_\_\_\_\_.

Adults 4 £ \_\_\_\_\_,  
children (under 5 \_\_\_\_\_) (£4.50).

### Newtown Theatre

19 March: 20.00. Northern  
Symphony Orchestra perform  
Beethoven's 6 \_\_\_\_\_ Symphony.  
Tickets: 7 £ \_\_\_\_\_, £12 & £8.

8 \_\_\_\_\_ March: 21.00. Billy Parker  
& the High Numbers. All tickets  
9 £ \_\_\_\_\_.

22 March: 14.00-17.00. North-West  
Cartoon Festival winners. Adults £4,  
children (under twelve) 10 £ \_\_\_\_\_.

- 3 Listen closely Complete each gap with one word.

- This \_\_\_\_\_ ABC Cinema.
- Here \_\_\_\_\_ films  
\_\_\_\_\_ this week.
- Here \_\_\_\_\_ list \_\_\_\_\_ events  
\_\_\_\_\_ next week.
- Wednesday, \_\_\_\_\_ nineteenth  
\_\_\_\_\_ March.
- Tickets \_\_\_\_\_ four pounds \_\_\_\_\_  
adults \_\_\_\_\_ two pounds fifty  
\_\_\_\_\_ children under twelve.

# Across Cultures 4



a

## Warm-up

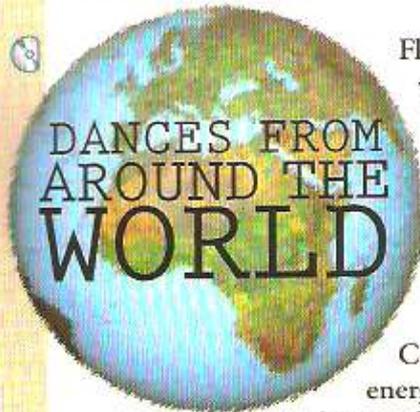
- 1 Listen and match the music (1–4) with the dances in the photos (a–d).
- 2 Guess where the dances are from.

## Reading

- 3 Read the text and check your guesses from Exercise 2.



b

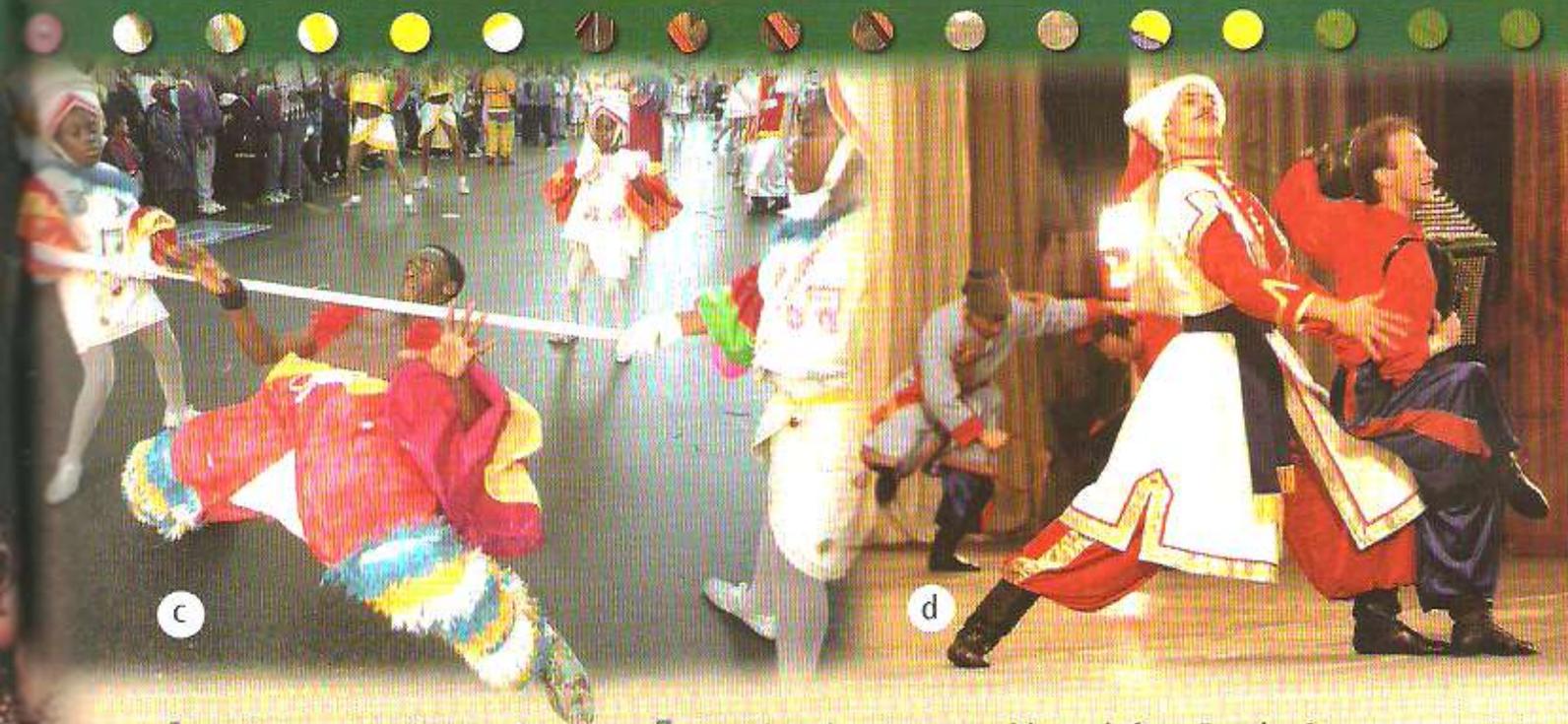


Flamenco is very popular in southern Spain. It begins with guitar music and clapping and then dancers join the performance. Sometimes a woman dances alone and sometimes she dances with a man. The woman usually wears a long, colourful dress. She moves her arms and hands slowly but her feet move in fast, complicated steps. The man often wears black. Both dancers click their shoes on the floor when they dance around each other.

Cossack dances are from Russia and Ukraine. They are very energetic – some are more like gymnastics than dancing! Dancers have to be very fit because they jump very high and kick their legs up and down. They often jump over swords. The movements are similar to traditional Cossack activities, for example, swordfighting and getting on and off horses.

Limbo dancing is originally from West Africa but today it is an important part of celebrations in the Caribbean. Young people have to dance under a horizontal pole. The pole is often on fire and the dancer mustn't touch it! After a successful 'limbo', they put the pole lower and do it again. Some dancers can dance under a pole just twenty centimetres off the ground!

Mask dances are important for the Dogon people in Mali. Each village makes different masks. They are often huge and colourful. There are masks of people, monsters or local animals like crocodiles, hyenas and monkeys. Mask dancers are always men and they dance to the sound of drums for hours after the death of a person in the village. Nowadays, Dogon villagers also perform the dances for tourists.



c

d

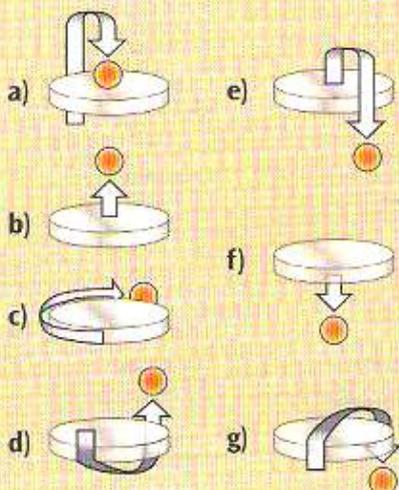
4 Read the text again. Are these sentences true (T) or false (F)?

- 1  Flamenco dancers begin after the music starts.
- 2  Cossacks dance slowly.
- 3  Old people dance the limbo during carnivals.
- 4  Dogon masks are colourful.
- 5  The Dogon people perform mask dances at weddings.

5 Which of the four dances would you like to learn or see?

6 **Prepositions and adverbs**  
Match these words with the drawings (a-g).

around, down, off, on, over, under, up



7 Complete the sentences with words from Exercise 6.

- 1 Don't stand \_\_\_\_\_. Sit \_\_\_\_\_ and relax.
- 2 The thief hid \_\_\_\_\_ the bed.
- 3 Get \_\_\_\_\_ the bus at the station and get \_\_\_\_\_ outside the library.
- 4 We walked \_\_\_\_\_ the lake.
- 5 I didn't have my key and had to climb \_\_\_\_\_ our garden fence.

## Speaking

8 Work in pairs. Think of some ideas for a school dance and make suggestions.

Example

A: *Why don't we have it in the gymnasium?*

B: *Okay, that's a good idea. When?*

A: *What about Friday night?*

- place • day and time • food and drink • music

### FOR YOUR PORTFOLIO

## Project

Write about a dance from another country.

1 Answer these questions.

- Where is it from?
- What do the dancers wear?
- What movements do they make?
- What kind of music do they dance to?

2 Use your ideas to write a description. Include a drawing or photo.

3 Display the projects in the class.

# Study Corner 7

## Language Check

### 1 Complete the definitions with performers.

- 1 A \_\_\_\_\_ does magic tricks.
- 2 A \_\_\_\_\_ tells jokes and funny stories.
- 3 An \_\_\_\_\_ performs in films or the theatre.
- 4 A \_\_\_\_\_ stands in one place for hours.
- 5 A \_\_\_\_\_ plays a musical instrument.

### 2 Complete the sentences with the words in the box.

into, off, on, through, together, around, down, up, over, under

- 6 She got \_\_\_\_\_ her bike and rode to school.
- 7 Why don't we get \_\_\_\_\_ at the weekend?
- 8 He came out of the hotel and got \_\_\_\_\_ a taxi.
- 9 Get \_\_\_\_\_ the train at Ludlow.
- 10 That street is very narrow and buses can't get \_\_\_\_\_ it.
- 11 I walked \_\_\_\_\_ that mountain at the weekend.
- 12 The cat climbed up the tree but it couldn't get \_\_\_\_\_!
- 13 I found my pen on the carpet \_\_\_\_\_ the sofa.
- 14 They sat \_\_\_\_\_ the fire to get warm.
- 15 There's a bridge \_\_\_\_\_ the river.

Vocabulary  / 15

### 3 Complete the sentences with *can*, *can't*, *have to* or *not have to*.

- 16 You \_\_\_\_\_ use a mobile phone in class.
- 17 You \_\_\_\_\_ pay cash – you can pay by cheque.
- 18 There isn't a bus, so we \_\_\_\_\_ get a taxi.
- 19 In Britain, you \_\_\_\_\_ drive a car when you're seventeen. In the US, it's sixteen.
- 20 I \_\_\_\_\_ eat chocolate. I'm on a diet.
- 21 We \_\_\_\_\_ go to school today – it's a holiday.
- 22 You \_\_\_\_\_ use the library after 5 o'clock because it's closed.
- 23 Soldiers \_\_\_\_\_ wear a uniform.
- 24 Only the goalkeeper \_\_\_\_\_ touch the football with his hands.
- 25 You \_\_\_\_\_ drive on the left in the UK. That's different from most other countries.
- 26 We \_\_\_\_\_ wear a uniform at our school – we can wear jeans.

Grammar  / 11

### 4 Complete the phone call with these words.

let's, what, why, would

- Pat: 27 \_\_\_\_\_ you like to go out tonight?  
Sue: Yeah, sure. Where?  
Pat: 28 \_\_\_\_\_ about the new sports centre?  
Sue: No, I'm quite tired.  
Pat: 29 \_\_\_\_\_ don't we go to the cinema, then?  
Sue: That's a better idea. 30 \_\_\_\_\_ see that new Nicole Kidman film.  
Pat: Okay.

Key Expressions  / 4

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 74 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–15	Unit 20 – Word Builder Across Cultures
Numbers 16–26	Unit 19 – Grammar
Numbers 27–30	Unit 21 – Key Expressions

## Study Help: Learning words

Look through the Key Words boxes. Mark words you can't remember and check the meaning.

### Key Words: Performers

acrobat, actor, actress, clown, comedian, dancer, gymnast, human statue, ice skater, juggler, magician, musician

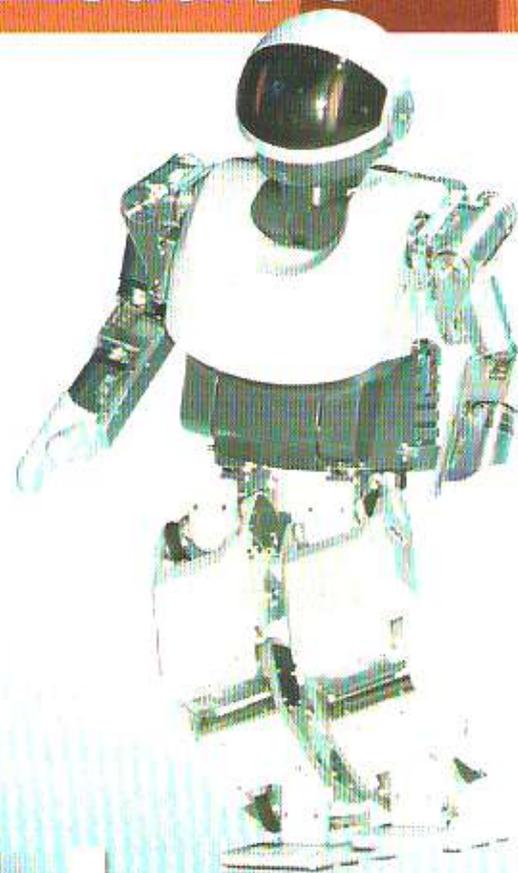
Look at the Word Builders. Write your own example sentences.

*We got together on my friend's birthday.*

Use the Picture Dictionary. Ask a friend or parent to look at the picture dictionary and test you.

- Use some of the ideas here to revise vocabulary from modules 5–7.

- 1 Talk about the future; make offers.
- 2 Read a science fiction story.
- 3 Listen to phone messages.
- 4 Write a short weblog or diary.
- 5 Learn about *will* and the Future Conditional.



# Technology

## Get Ready

1 → Picture Dictionary, page 128. Look at the Key Words. What things can you see in the photos?

### Key Words: Technology (1)

digital camera, domestic robot, DVD player, flat screen TV, handheld computer, headphones, laptop, pen drive, mobile phone with camera, MP3 player, video camera, walkie-talkie watch

2 Listen to a shop assistant in an electrical shop. What three things does she describe?

3 Which three things in Exercise 1 would you like to have?

4 Work in pairs. Ask and answer questions about the questionnaire. Then check your scores on page 109.

## Are you a 'techy'?

1 Which of these things can you use?

digital camera  mobile phone  MP3 player   
video camera  walkie-talkie watch

2 What things can you do on a computer?

write and save a document  scan pictures   
insert a picture into a document   
insert a table  change the size, style and colour of the text

3 What can you do on the Internet?

find information  send an e-mail   
download music  download programs   
upload information / photos onto the Internet

4 What things can you use on a mobile phone?

games  calculator  alarm clock   
camera  texting



## Warm-up

- 1 What gadgets and machines *didn't* your grandparents have when they were your age?

Example

*Our grandparents didn't have CD players.*

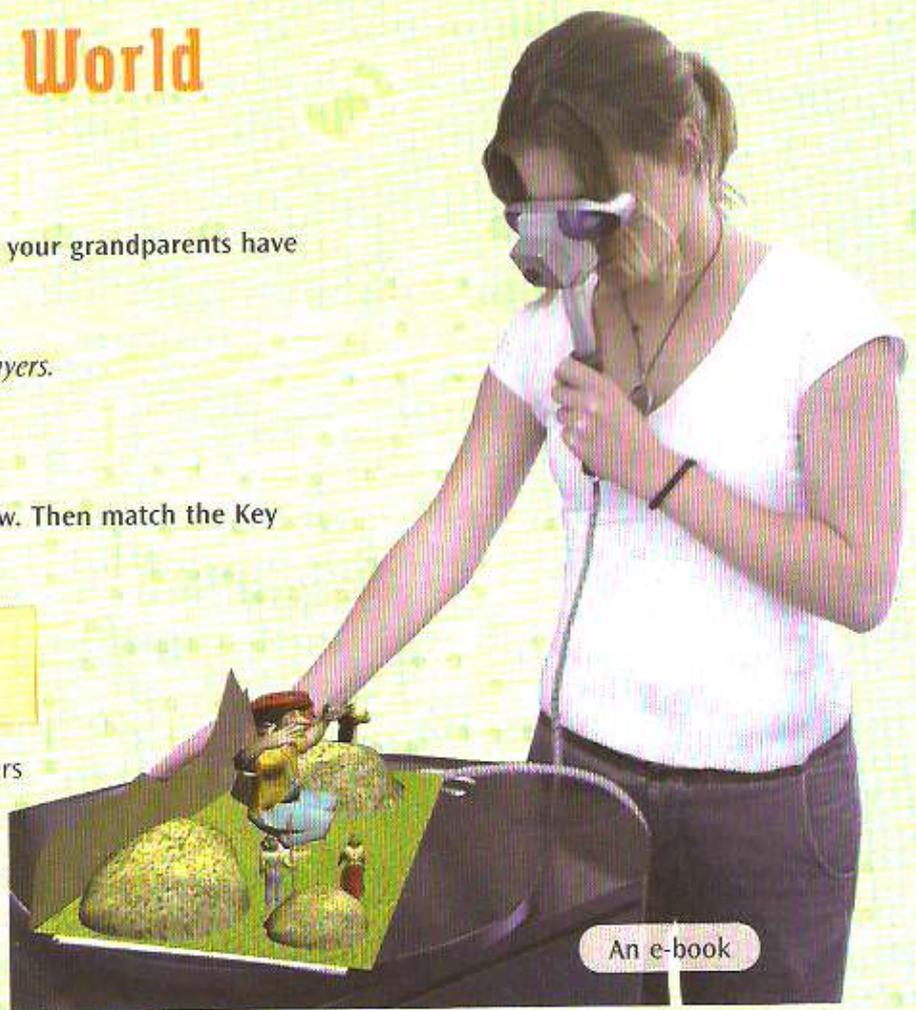
## Reading and Listening

- 2 Read and listen to the TV interview. Then match the Key Words with the definitions (1–8).

**Key Words: Technology (2)**

animation, chip, e-books, GPS, smart clothes, to track, satellite, 3D

- 1 a small piece of silicon in computers
- 2 global positioning system
- 3 to find people / things electronically
- 4 electronic books
- 5 three-dimensional
- 6 moving pictures
- 7 clothes with electronic gadgets inside
- 8 it goes around the Earth



**Presenter:** Hi, welcome back. We were looking at new gadgets. But what about the future, Ben? Will mobiles get smaller?

**Expert:** No, they won't. They're too small now! But we'll use them more. People will use computers less. They'll download everything onto their mobiles.

**Presenter:** And will parents use mobiles to track their kids?

**Expert:** Yes, they will. Some schools now track pupils; they have to wear badges with microchips inside. The chips use a satellite system (GPS) to locate students in the school.

**Presenter:** That sounds terrible!

**Expert:** Yes, it does. But e-books will be interesting.

**Presenter:** You mean books on a computer?

**Expert:** No, I mean ordinary books with moving pictures.

**Presenter:** How?

**Expert:** You'll have to read the book with special glasses and you'll see 3D animation.

**Presenter:** That sounds brilliant! What will clothes be like? Will they be electronic, too?

**Expert:** Sure, there'll be smart clothes. You won't carry your MP3 player, you'll wear it.

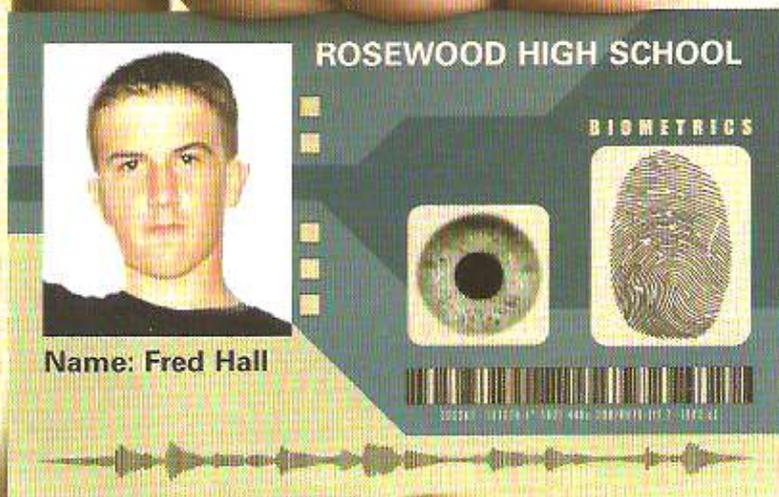
**Presenter:** Wear it?

**Expert:** Yes, it will be part of your jacket. Smart clothes will also react to your body temperature to make you warmer or colder. They'll have a computer, too.

**Presenter:** Really?

**Expert:** Yes, the keyboard will be in your tie, for example.

**Presenter:** Now I think you're joking!



An ID card with a microchip

### Grammar: *will* for predictions

3 Complete the sentences from the interview with *will* or *won't*.

#### Affirmative

People 1 \_\_\_\_\_ use computers less.

There 2 \_\_\_\_\_ be smart clothes.

#### Negative

You 3 \_\_\_\_\_ carry your MP3 player.

#### Questions

4 \_\_\_\_\_ mobile phones get smaller?

#### Short Answers

Yes, they **will**.

No, they **won't**.

#### Wh- Questions

What 5 \_\_\_\_\_ clothes be like?

4 Choose the correct word to complete the rule.

We use *will* and *won't* to talk about the *present/future*.

5 **Pronunciation** Listen and repeat four sentences from the dialogue. Notice how *will* often becomes 'll.

### Practice

6 Complete the sentences with *will* or *won't*. Use the interview to help you.

- Mobile phones \_\_\_\_\_ get smaller.
- We \_\_\_\_\_ use mobile phones more.
- People \_\_\_\_\_ download all their files on their computers.
- Books \_\_\_\_\_ have moving pictures.
- We \_\_\_\_\_ carry MP3 players.
- Clothes \_\_\_\_\_ react to our body temperature.

7 Work in pairs. Use the cues to make questions about the future. Add your own questions.

#### Example

A: *Will people do more shopping on the Net?*

B: *I think they will.*

- shop on the Net?
- use traditional telephones?
- write letters?
- read newspapers?
- go to school?
- use traditional shops?

8 Work in groups. Make predictions about young people's lives in five years' time. Think about:

- fashion • sport • fitness
- music • clubs • clothes
- schools • social life.

#### Example

*Teenagers will do more sport.*

*Clubs won't be very popular.*

9 Read your predictions to the class.

### Your Turn

10 Make predictions about your life in five years' time. Use the cues and your own ideas.

#### Example

*I'll be a student. I won't be married. I'll live with my parents.*

- education • family life • home
- money • love life • interests
- holidays • free time

11 Work in pairs. Ask each other about your predictions.

#### Example

A: *Will you go to school?*

B: *No, I won't. I'll be a student.*

A: *Where will you live?*

B: *I'll live with my parents.*

# 23 The Spaceship

## Warm-up

- 1 Read the questions and think about your answers. Then have a class vote.

Do you think ...

- we will go to another planet?
- we will ever meet alien life?
- you will go into space?

- 2 Look at the pictures (a-d). Guess the order of the science fiction story.

## Reading

- 3 Read the story and check your guesses from Exercise 2.

- 4 Look at the Reading Help.

### Reading Help: Difficult words

- Read the sentence with the difficult word. Is the word a noun, adjective, verb or adverb?
- Read the sentences before and after and try to guess the meaning from the context.

- 5 Now read the text again and choose the correct meaning of these words, a) or b).

- |         |                  |                            |
|---------|------------------|----------------------------|
| 1 land  | a) go away       | b) go down                 |
| 2 wag   | a) move its tail | b) make a noise            |
| 3 pure  | a) clean         | b) dirty                   |
| 4 stare | a) look quickly  | b) look at for a long time |
| 5 knock | a) pull          | b) push                    |

A BOY AND A DOG WERE IN A FIELD. IT WAS GETTING DARK.

A SPACESHIP WAS TRYING TO LAND ON AN UNKNOWN PLANET.

THE BOY'S NAME WAS BILLY AND HIS DOG WAS CALLED SCAMP.

IN THE SPACESHIP, THE CAPTAIN WAS UNHAPPY. SOMETHING WAS WRONG. HE SENT A MESSAGE TO HIS OWN PLANET AND GOT READY TO LAND.

'COME ON!' CALLED THE BOY. THE DOG WAS HAPPY; HE WAS WAGGING HIS TAIL. BILLY GAVE THE DOG A BISCUIT. SUDDENLY, BILLY AND SCAMP HEARD AN UNUSUAL NOISE. THEN, THEY SAW A LIGHT NEAR SOME TREES.

ONLY THE CAPTAIN WAS ALIVE IN THE SPACESHIP. 'I AM ALONE, BUT I WILL FIND THE STRONGEST CREATURE AND CONTROL IT. THEN I WILL CONTROL THE PLANET.'

BILLY CALLED SCAMP AGAIN BUT HE DIDN'T COME. SCAMP RAN TO THE TREES.

THE CAPTAIN GOT OUT OF HIS SPACESHIP. HIS SPACESUIT WAS UNCOMFORTABLE. THE AIR WAS PURE ON THIS PLANET BUT HE DIDN'T TAKE OFF HIS HELMET. HE SAW HUGE GREEN LEAVES EVERYWHERE. HE CLIMBED TO THE TOP OF ONE OF THEM AND LOOKED AT THE SKY. IT WAS DARK BLUE.

SCAMP SMELLED SOMETHING. MAYBE IT WAS GOOD TO EAT. HE PICKED UP A METAL OBJECT WITH HIS TEETH.

THE CAPTAIN SAW A HUGE MONSTER. HE JUMPED ONTO ITS LEG. HE CLIMBED UP AND WENT INTO A TUNNEL IN THE MONSTER'S HEAD. 'NOW I CAN CONTROL YOU,' HE SAID.



6 Answer questions about the text.

- 1 What did the Captain want to do?
- 2 What 'metal object' did Scamp pick up?
- 3 Where did the Captain go?
- 4 Why was Scamp moving his head strangely?
- 5 Why did Scamp stop attacking Billy?
- 6 What did the boy, the dog and the Captain do in the end?

7 Look at the Word Builder and find opposites of the words.

Word Builder	
known	1 <u>unknown</u>
happy	2 _____
usual	3 _____
comfortable	4 _____
lucky	5 _____

8 Now choose adjectives from the Word Builder to describe these people.

Example

1 Cath and Tim – happy and lucky

- 1 Cath and Tim have got good jobs and a lovely house.
- 2 Curtis lives in a very small flat and he's 2.5 metres tall!
- 3 Jack played really well but he lost the important match.
- 4 Mike is a singer. Nobody knows him but he loves his job.
- 5 Sam is Italian but he doesn't like pizza or pasta!

**BILLY FOUND SCAMP. HE WAS MOVING HIS HEAD STRANGELY. BILLY SHOUTED 'COME HERE!' BUT SCAMP DIDN'T MOVE, HE JUST STARED AT BILLY.**

*THE CAPTAIN WAS STARING AT THE BOY, TOO. 'ATTACK AND KILL THAT CREATURE,' HE SAID.*

**SCAMP JUMPED AT BILLY AND KNOCKED HIM TO THE GROUND. 'SCAMP!' SCREAMED BILLY. HE WAS SCARED AND HIT SCAMP ON HIS HEAD. THEN SOMETHING SMALL FELL OUT OF SCAMP'S EAR AND SCAMP WAGGED HIS TAIL AGAIN.**

*THE SMALL 'THING' WAS ON THE GROUND. IT BREATHED FOR THE LAST TIME. THE UNLUCKY CAPTAIN WAS DEAD.*

**THE BOY AND THE DOG RAN ACROSS THE FIELD AND WENT HOME.**



9 Look at the Sentence Builder.

Sentence Builder	
He sent <b>a message to his own planet.</b>	He sent <b>his own planet a message.</b>
Billy gave <b>a biscuit to the dog.</b>	Billy gave <b>the dog a biscuit.</b>

10 Now put the words in the correct order to make sentences.

- 1 me / some pocket money / gave / my dad
- 2 a text message / I / to him / sent
- 3 she / an e-mail / us / sent
- 4 my mother / my little brother / a bedtime story / told
- 5 a cake / for them / made / she
- 6 for me / bought / a lovely birthday present / my friend

## Speaking

11 Game Work in pairs. Imagine you are an alien and you're visiting Earth. Describe something you can see. Your partner guesses what it is. Use the cues and your own ideas.

Example

A: It's square. It has got bright, moving pictures on it. It's very noisy.

B: A television?

A: Yes.

- a tree • a television • fire
- a car • a pizza • a cat
- a cooker • the sky

### Fact or Fiction?

Our sun is the only star with a solar system.

Answer on page 109.



→ **TIMEOUT!**

Page 118, Exercise 23



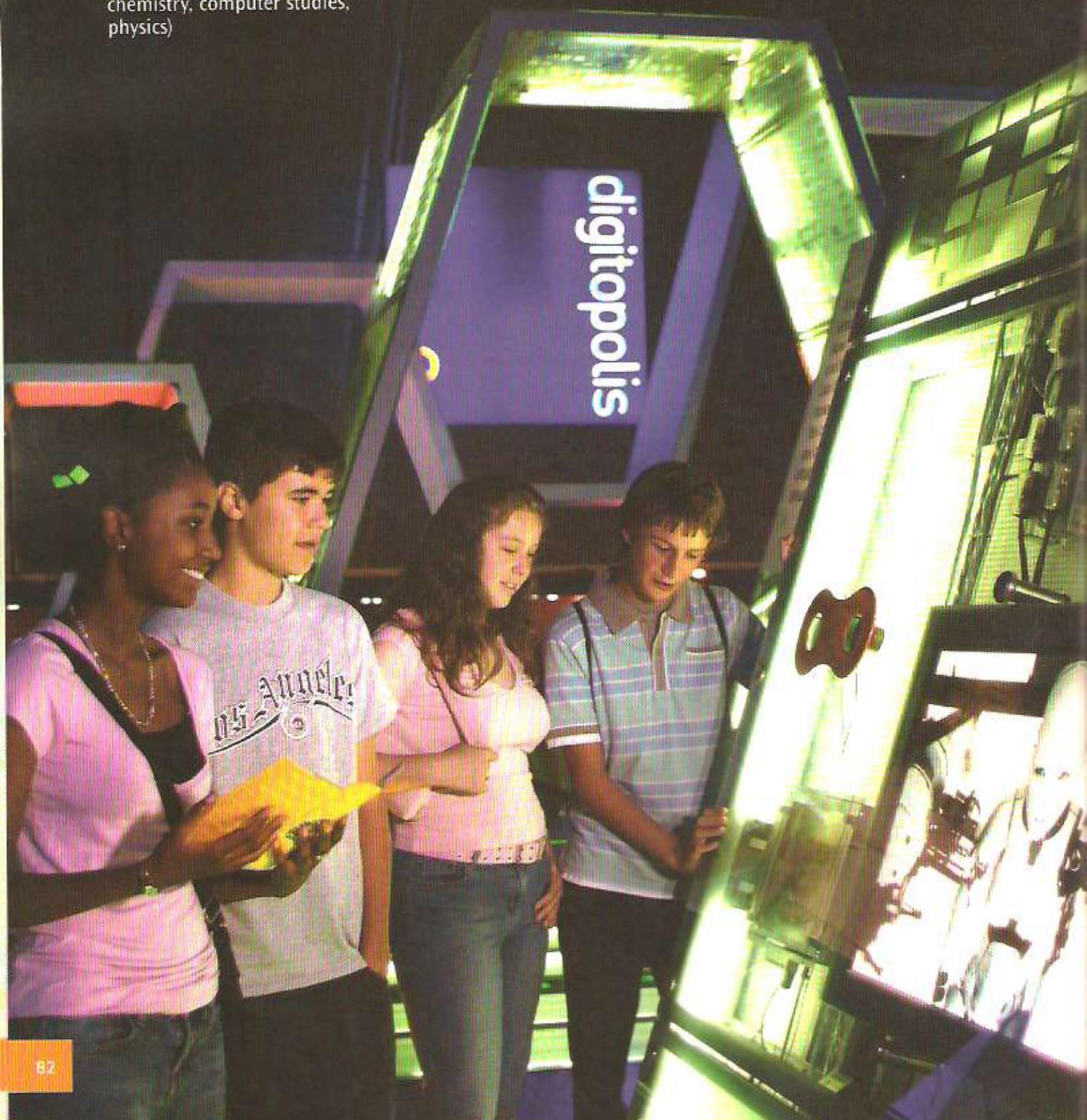
## Warm-up

- 1 Look at the photo and answer these questions.
- 1 What kind of museums do you like? Is there a science museum near you?
- 2 What areas of science are you interested in? (e.g. biology, chemistry, computer studies, physics)

## Reading and Listening

- 2 Read and listen to the dialogue on page 35. Complete the sentences with names.

- 1 \_\_\_\_\_ uploaded the video.
- 2 \_\_\_\_\_ suggests a child tracker.
- 3 \_\_\_\_\_ suggests a mobile phone tracker.
- 4 \_\_\_\_\_ and \_\_\_\_\_ understand trackers.



The group go on a school trip to the Science Museum.

**Rachel:** Did you get my text message? I put our video on the website and we got an e-mail from another group.

**Tania:** Yeah, they loved the song. I'll write back to them.

**Rachel:** Now we have to design something. What about an electronic toy?

**Zeki:** That's easy! Adam plays with electronic planes.

**Adam:** Very funny, but they're not toys.

**Tania:** Well, what about something useful for kids?

**Zeki:** My little brother, Ergun, got lost in the shopping centre last week.

**Adam:** So?

**Zeki:** So, how about a child tracker?

**Rachel:** You can already buy those. You put them on a kid's coat or somewhere.

**Tania:** How do they work?

**Rachel:** It's a chip with a GPS to show its location. It sends signals to the parents' mobiles.

**Adam:** Mm. Well, what about a tracker for mobiles? I always lose mine!

**Tania:** Isn't that complicated?

**Rachel:** No, we can adapt a child tracker. Adam, we'll do that.

**Adam:** Okay.

**Tania:** But where can we get a tracker?

**Zeki:** I'll ask my uncle – he's an electrical engineer.

**Tania:** How many uncles have you got, Zeki?

## Speaking

3 Look at the Key Expressions.

### Key Expressions: Offers

I'll write back to them. We'll do that.

I'll ask my uncle.

4 Now match the sentences (1–5) with the offers (a–e).

- 1 I think the phone is ringing.
- 2 I haven't got enough money.
- 3 The dog wants to go out.
- 4 I don't know how to do this.
- 5 It's very cold in here.

- a) I'll take it for a walk.
- b) I'll close the window.
- c) I'll show you.
- d) I'll give you some.
- e) I'll get it.

5 Work in pairs. Take turns to say the sentences. Use the cues in brackets to make offers.

### Example

A: *It's very hot in here.*

B: *I'll open a window.*

- 1 It's very hot in here. (open)
- 2 This homework is really difficult. (help)
- 3 This CD is dirty. (clean)
- 4 Your friend wants to talk to you. (phone)
- 5 I don't know the answer. (tell)
- 6 The cat is hungry. (feed)
- 7 I don't want this sandwich. (eat)
- 8 Where's the dictionary? (get)
- 9 How much were the drinks? (pay)
- 10 I have to go to the dentist. (go with)

## Everyday Listening

1 Listen to five phone messages. Complete the information in the table.

Caller	MESSAGE
Adam	LIVERPOOL WON 1 _____. THEY ARE IN THE 2 _____.
Karen	SEE YOU OUTSIDE THE 3 _____ AT 4 _____.
Tony	GOT THE NEW 5 _____ – BE AT YOUR HOUSE ABOUT 6 _____.
Pat	A PROBLEM WITH THE 7 _____ HOMEWORK – CAN'T DO NUMBER 8 _____.
Mark	GOT OUR 9 _____ TEST RESULTS – YOU GOT EIGHTY PER CENT.

2 Listen closely Listen to this sentence. Notice that the final *-d* of *scored* disappears.

Liverpool scored two late goals.

3 Now listen to these extracts from the messages. What letters in the underlined words do they not pronounce? Repeat the sentences.

- 1 I'll see you outside the cinema at half-past six.
- 2 It's Tony. Just to say I've got the new CD.
- 3 I talked to Sarah and she can't do it.
- 4 We got our history test results today.
- 5 See you next week!

**Writing:** A diary or blog

- 1 Tania writes a diary or blog for the competition website. Read her diary. What did each member of the group do for the video?

**Text Builder**

- 2 Complete the blog with these words.

after, before, during, later, suddenly, when

# Tania's Blog

about

picture (1)



recent posts

- >> Thursday, 10th March
- >> Wednesday, 9th March
- >> Tuesday, 8th March

archived articles

- >> Our World Competition
- >> Our song
- >> Our families
- >> Our group

## >> Thursday, 10th March

Our teacher helped us with our project. Everybody told a joke in front of the class. Adam and Zeki made a list of the best jokes. <sup>1</sup> \_\_\_\_\_ school, we went to the music room and recorded the first part of the video. Adam told some jokes. We thought he was really funny!

| Comments (0)

## >> Wednesday, 9th March

We tried to finish the video but we didn't. Everything went fine at first. Rachel was singing and Zeki and Adam were playing guitars. <sup>2</sup> \_\_\_\_\_, there was a power cut. Then the electricity came back and we saw my ex-boyfriend, Bart, outside. He was smiling. We think he did it! <sup>3</sup> \_\_\_\_\_, I met Zeki and we went dancing at the youth club. He's not a bad dancer!

| Comments (1)

## >> Tuesday, 8th March

Today it was my turn to be a star! <sup>4</sup> \_\_\_\_\_ I started, I was mega nervous but <sup>5</sup> \_\_\_\_\_ the recording, I was more relaxed. I told an old folk story from Jamaica. Rachel will put the video on the website tomorrow. Don't laugh <sup>6</sup> \_\_\_\_\_ you hear my voice – I sound terrible!

| Comments (3)

**FOR YOUR PORTFOLIO**

- 3 Write your own diary or blog for three days of last week. Follow the steps

STEP 1 Make notes about three days last week.

- What did you do with your family?
- What did you do at school?
- What did you do with your friends?

STEP 2 Use your notes to write your blog. Include some linking words from Exercise 2.

4 Work in groups. Read your partners' diaries. Choose the most interesting one and read it out to the class.

## Understanding Grammar: Future Conditional

**1** Read what parents say. Do your parents say any of these things?

- 'He watches TV or plays computer games all the time. If he doesn't do any sport, he'll get fat and unhealthy.'
- 'I'm worried about some sites on the Net. What will happen if she gets on one of those adult sites?'
- 'He texts all the time. We won't pay his bills if he doesn't stop!'
- 'He asks for a new gadget every day – a virtual pet, a digital camera, a personal video player. I don't know what to do. If we buy him everything he wants, he'll be spoilt!'

**2** Complete these sentences from the text with the correct form of the verbs.

**If Present Simple      will + infinitive**

If he **1** \_\_\_\_\_ he **2** \_\_\_\_\_  
any sport, fat.

If we **3** \_\_\_\_\_ he **4** \_\_\_\_\_  
him everything spoilt!  
he wants,

**will + infinitive      if Present Simple**

What **5** \_\_\_\_\_ if she **6** \_\_\_\_\_  
on one of  
those adult  
sites?

We **7** \_\_\_\_\_ if he **8** \_\_\_\_\_!  
his bills

**3** Complete the sentences with the correct form of the verbs in brackets.

- If they \_\_\_\_\_ (take) my computer out of my room, I \_\_\_\_\_ (go and stay) with Granny.
- If they \_\_\_\_\_ (not let) me use the Net at home, I \_\_\_\_\_ (go) to an Internet café.
- We \_\_\_\_\_ (refuse) to eat if our parents \_\_\_\_\_ (take) away our mobile phones.
- If my dad \_\_\_\_\_ (not buy) me a new MP3 player, I \_\_\_\_\_ (ask) my grandad.
- If my sister \_\_\_\_\_ (play) on my computer again, I \_\_\_\_\_ (not lend) her my mobile.
- I \_\_\_\_\_ (not be) happy if my mum \_\_\_\_\_ (read) my e-mails.

**4** You're playing a game on a computer. Write the clues to find the treasure.

Example

*1 If you go into the ballroom, you'll find the stairs.*

- go into the ballroom – find the stairs
- climb the stairs – find a princess
- kiss the princess – dragon attack you
- not run away – get a sword
- win the fight with the dragon – find a map
- follow the map – meet a friendly wizard
- listen to him – find the treasure

**5** You won some money in a lottery. You can buy one of the things below. Write what you will do with it/them.

Example

*If I buy some new CDs, we'll listen to them at the party on Saturday.*

- a new computer • new CDs • a new bike • a dog
- a DVD player • a new mobile • a digital camera
- some books • fashionable clothes

# Study Corner 8

## Language Check

1 Complete the sentences with names of gadgets or machines.

- 1 Larry's got a new d\_\_\_\_\_ camera.
- 2 Can I copy that CD onto my MP3 p\_\_\_\_\_?
- 3 Don't listen to music too loud on your h\_\_\_\_\_.
- 4 Has your m\_\_\_\_\_ phone got a camera?
- 5 Sue's parents have bought a flat s\_\_\_\_\_ TV – it's brilliant.

2 Complete each sentence with an adjective.

- 6 I can't relax in this chair. It's really un\_\_\_\_\_.
- 7 He ran well but didn't win. He was very un\_\_\_\_\_.
- 8 I was very un\_\_\_\_\_ when my cat died.
- 9 Her first film was in 1996 when she was an un\_\_\_\_\_ actress.
- 10 Keanu is an un\_\_\_\_\_ name.

Vocabulary  / 10

3 Put the verbs in brackets in the correct form.

- 11 If I see your mum, I \_\_\_\_\_ (give) her the message.
- 12 I \_\_\_\_\_ (not go out) if I'm tired.
- 13 If we \_\_\_\_\_ (have) enough money, we'll buy a new car.
- 14 They \_\_\_\_\_ (win) if they try hard.
- 15 If it \_\_\_\_\_ (be) late, I won't phone you.

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 84 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 23 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 22 – Grammar
Numbers 26–30	Unit 24 – Key Expressions

4 Use the cues to write affirmatives (✓), negatives (X) or questions (?) about the next fifty years. Use *will* or *won't*.

- 16 books / disappear (X)
- 17 there / be / a black president of the USA (?)
- 18 scientists / find / a cure for AIDS (✓)
- 19 most people in the world / speak English (X)
- 20 there / be / enough fresh water (?)
- 21 domestic robots / do the housework (✓)
- 22 the police / track everybody (?)
- 23 there / be / a colony on the Moon (✓)
- 24 we / meet / aliens from another planet (X)
- 25 smart clothes / become popular (✓)

Grammar  / 15

5 For each situation, write an offer. Use the verbs in brackets.

- 26 Your friend can't do his/her homework. (help)
- 27 The phone is ringing. (answer)
- 28 It's very hot in the room. (open)
- 29 Your friend hasn't got his/her bus fare. (give)
- 30 Your neighbour is ill and can't go out. (do the shopping)

Key Expressions  / 5

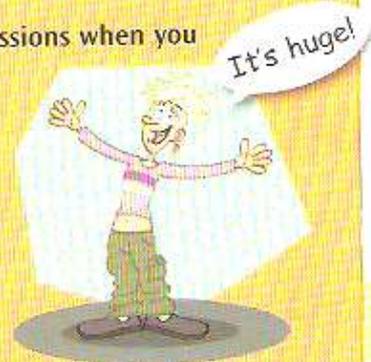
## Study Help: Communicating

Use gestures and expressions when you communicate.

Use words to give you time to think.

Examples

- Well ...
- You know ...
- I'm not sure, but ...



What words do you use in your language to hesitate?

- Work in pairs. Take turns to mime these words. Your partner guesses the word.
  - knife • tired • computer • camera • sad
  - violin • triangle • snake
- Work in pairs. Take turns to ask a question. Reply using hesitation words.

Example

- A: What's the capital of Canada?
- B: I'm not sure, but I think it's Ottawa.

- 1 Talk about style; give advice.
- 2 Read about youth culture and traditional houses.
- 3 Listen to directions.
- 4 Write a short leaflet about your town.
- 5 Learn about the Present Perfect Simple.



# Style

## Get Ready

1 Look at the Key Words. Use them to describe the objects (a–f).

### Example

*The watch is bright red and square with a plastic strap.*

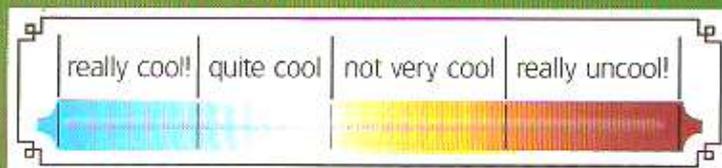
Key Words: Colours, Shapes and Materials

colours: bright green, dark green, light green  
 shapes: rectangular, round, triangular, square  
 materials: cotton, gold, leather, metal, plastic, silver, woollen

2 Listen to descriptions of five of the objects. What are they?

3 Work in pairs. Use the 'coolometer' below to talk about the objects (a–f). Give reasons. Use these adjectives.

- beautiful • boring • bright • colourful • crazy
- fashionable • great • horrible • lovely
- unusual • young

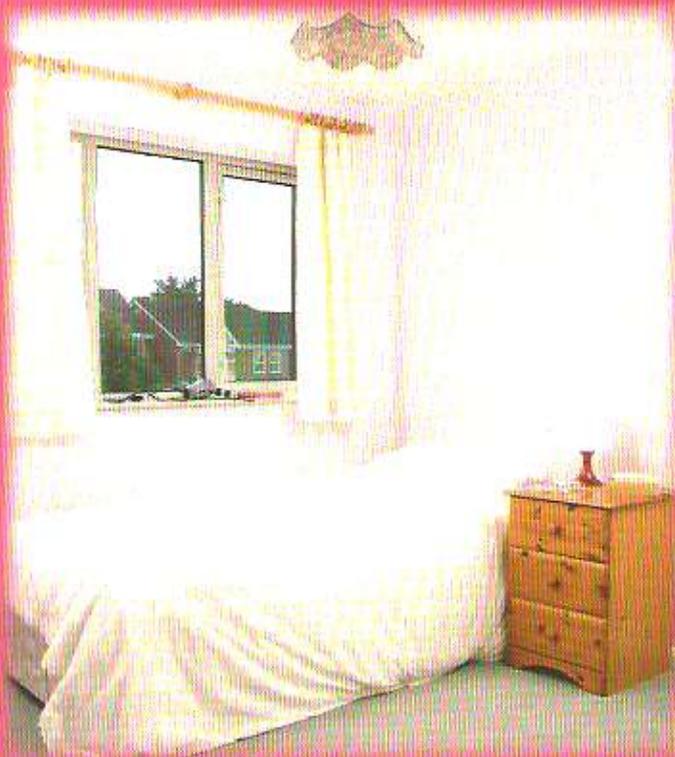


### Example

*I think the hat's really cool because I like black. It's really fashionable at the moment.*



# 25 A Room of My Own



## Warm-up

1 → Picture Dictionary, 128. Find examples of the Key Words in the photos. Add more words to the list.

Example *computer*

### Key Words: Rooms and Furniture

bedside table, bedspread, CD player, curtains, cushions, lampshade, posters, rug, wardrobe

## Reading and Listening

2 Read and listen to the dialogue. Tick (✓) or cross (X) the things on Miriam's 'to do' list.

### Things to do:

- |                               |     |
|-------------------------------|-----|
| <i>unpack clothes</i>         | (X) |
| <i>organise wardrobe</i>      | ( ) |
| <i>put up my posters</i>      | ( ) |
| <i>buy a new rug</i>          | ( ) |
| <i>put up new curtains</i>    | ( ) |
| <i>change the lampshades</i>  | ( ) |
| <i>move the bed</i>           | ( ) |
| <i>move the desk</i>          | ( ) |
| <i>build some bookshelves</i> | ( ) |

*Miriam's family moved to a new house and she sent a photo of her new room to a friend, Helen. Two days later, Helen rings up.*

M: Hello.

H: Hi, it's Helen. Thanks for the photo. Have you decorated your fantastic new bedroom?

M: Well, I haven't finished. It's a mess! I haven't unpacked all my clothes and I haven't organised my wardrobe. And I haven't put up all my favourite music posters.

H: Have you painted the walls?

M: No, I haven't – they're okay. But Mum and I have done lots of things. The room looks a lot brighter now. We've bought a new bedspread and a new rug. They're red and pink! We've put up new curtains and we've changed the lampshades, too. They look really cool!

H: Have you changed the layout?

M: Yes, I have. I've moved the bed but not the desk. I asked Dad for some bookshelves but he hasn't built them because he's so busy.

H: I can hear music. Is that yours?

M: No, that's my sister Lydia's.

H: Has she done her room?

M: Yes, she has. And she's played the same CD ten times. I'm sick of it!

## Grammar: Present Perfect

- 3 Look at the dialogue and complete the table with *has*, *have*, *hasn't* or *haven't*.

Affirmative	Negative
I/You/We/They 1 _____ <b>bought</b> a new bedspread.	I/You/We/They 3 _____ <b>unpacked</b> all my clothes.
He/She/It 2 _____ <b>played</b> the same CD ten times.	He/She/It 4 _____ <b>built</b> the bookshelves.
Yes/No Questions	Short Answers
5 _____ I/you/we/they <b>Painted</b> the walls?	Yes, I/you/we/they 7 _____.
6 _____ he/she/it <b>done</b> her room?	No, I/you/we/they 8 _____.
	Yes, he/she/it 9 _____.
	No, he/she/it <b>hasn't</b> .

- 4 Which verbs in the table above are regular and which are irregular? Find more regular and irregular verbs in the dialogue and add them to the list.

Regular	<i>play – played,</i>
Irregular	<i>buy – bought,</i>

- 5 Find sentences in the text to explain these situations. Then complete the rule.

Situation now	Because:
1 The room is a mess.	<i>I haven't unpacked all my clothes.</i>
2 The rug is new.	
3 The bed is in a different place.	
4 There are no bookshelves.	

We use the Present Perfect to talk about *present/past* events when we can see their results in the present.

## Practice

- 6 Complete the dialogue. Use the words in brackets in the Present Perfect.

M: My mum and I 1 \_\_\_\_\_ (buy) a new rug. Look!

H: Mm, it's great. I love the colour. And where is your CD player?

M: In those boxes! I 2 \_\_\_\_\_ (not set it up) because I haven't had the time.

H: You've got so many CDs. 3 \_\_\_\_\_ (you listen) to them all?

M: Sure. They're all my favourite bands.

H: The garden is a bit messy.

M: Yes, Dad 4 \_\_\_\_\_ (not cut) the grass because he's busy.

H: Is this a new computer?

M: Not really, my mum 5 \_\_\_\_\_ (give) me her old one.

H: What's that noise downstairs? Is it your dog?

M: Oh, no! I 6 \_\_\_\_\_ (not give) him his food.

- 7 Explain these situations at home. Use the cues and the Present Perfect. Add your own ideas.

## Example

1 *Because I have lost my pen. I've left my pen at home.*

- Why are you writing with a pencil? (lose my pen)
- Why is the floor in the kitchen wet? (wash the floor)
- Why are there bags in the hall? (school friends come round)
- Why can't you go out? (not finish homework)
- Why is it so cold? (weather change)
- Why is your bedroom a mess? (not tidy it)

## Your Turn

- 8 Work in pairs. What has your partner changed in his or her room lately? Use the words in the table to write questions.

## Example

*Have you moved your desk?  
Have you changed the carpet?*

buy, change, paint, move, put up, cover, make, throw away

furniture, plants, colours, floor, bedspread, electronic equipment, curtains, posters, lamps

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

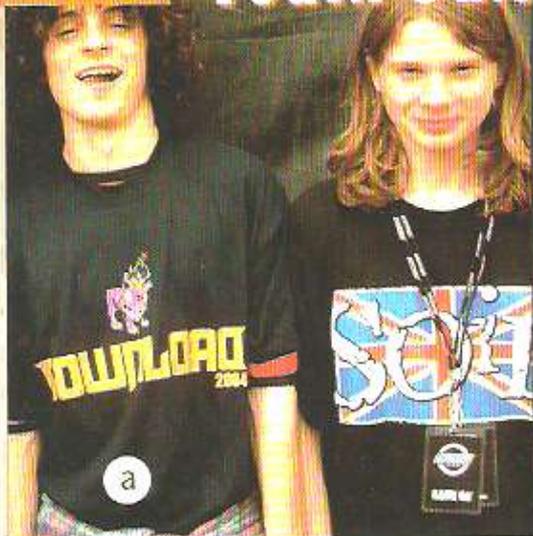
## Example

A: *Have you moved your desk?*

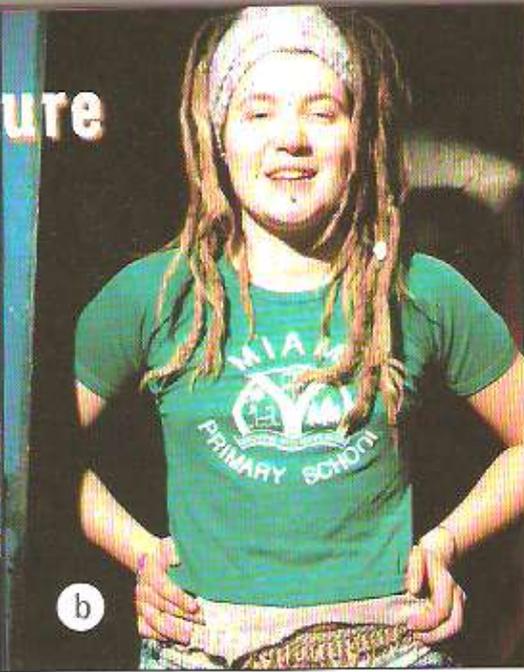
B: *Yes, I have. I've put it closer to the window.*



## 26 Youth Culture



a



b



c

### Warm-up

- 1 Look at the Key Words and then listen to six extracts of music. Which styles can you hear?

Example 1 reggae

- Key Words: Styles of music

blues, classical, folk, metal, hip hop, house, jazz, R and B, rap, pop, punk, reggae, rock, soul

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

- 1 What style of music do you like?
- 2 Who is your favourite singer or group?
- 3 What is your favourite CD?
- 4 Do you download music or buy CDs?

### Reading

- 3 Read the text and match the people (1–6) with the photos (a–f).

## Teenagers in Belfast

### Do you know the difference between a smick and a goth?

A group of teenagers tell us about the different groups of young people in Belfast on a Saturday night.

- 1 **Smick boys** wear baseball caps, big rings and tracksuits. They like rap and house music.  
**Smick girls** usually dye their hair blond and wear lots of jewellery.
- 2 **New Hippies** usually have long hair or dreadlocks and flared jeans. They are into groups like Nirvana and The Smashing Pumpkins but also listen to famous 60s groups like Pink Floyd and the Beatles.
- 3 **Goths** wear black clothes and use lots of black eye make-up and black hair dye. They have really white faces. They don't wear fashionable designer clothes. Goths are fanatical about groups like Pagans and Marilyn Manson.

- 4 **Skaters** always carry a skateboard with them and wear expensive designer clothes. They wear baggy jeans and sweatshirts with hoods. They listen to Green Day. They sometimes wear baseball caps back to front. They never tie their shoelaces and show their underwear above their jeans.
- 5 **Punks** wear tight leather trousers and a lot of metal like chains. They wear leather jackets and big boots. They listen to bands like The Sex Pistols and The Ramones. Most punks have a lot of body piercing. They often make their hair spiky and dye it different colours.
- 6 **Rockers** are a small group. They usually have long hair. They often wear T-shirts with band names on them. They like music by Blink 182 and Metallica.

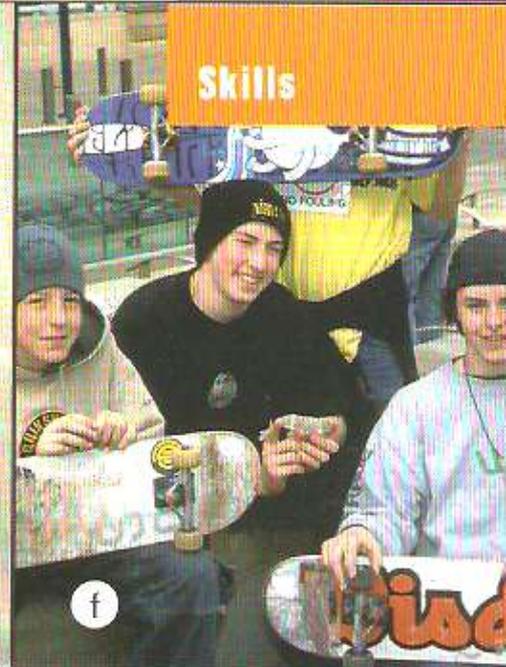
Many adults are scared when they see groups of young people in the street. They think that young people don't care about anything. But this isn't fair. These teenagers are just trying to find out who they are – the same as their parents did!



d



e



f

4 Are these sentences true (T) or false (F)?

- 1  Smick girls usually have black hair.
- 2  Hippies wear tight jeans.
- 3  Goths don't like designer clothes.
- 4  Skaters usually dye their hair blond.
- 5  Punks often have pierced ears or eyebrows.
- 6  Rockers don't usually have long hair.

5 Which of the groups in the text do you like most? Tell the class and give your reasons.

Example

*I like Goths because I like their kind of music and clothes.*

6 Look at the Word Builder. Find the underlined words in the text and add them to the table.

Word Builder	
one word	<u>underwear</u>
hyphen	<u>make-up</u>
two words	<u>flared jeans</u>

7 Look at the Sentence Builder. Then use the cues and write sentences about your opinions.

#### Sentence Builder

I **think (that)** black leather jackets are cool.

I don't **think (that)** black leather jackets are cool.

- 1 baggy trousers (great/horrible)
- 2 flared jeans (cool/unfashionable)
- 3 body piercing (dangerous/cool)
- 4 hair dye (attractive/horrible)
- 5 sweatshirts with hoods (cool/scary)
- 6 leather trousers (uncool/attractive)

## Speaking

8 Work in pairs. Ask and answer the questions below. Then check your answers on page 109.

### What's your Style?

- 1 What are your favourite colours for clothes?
  - a) dark colours
  - b) very bright colours
  - c) black
- 2 What do you like on T-shirts?
  - a) designer labels
  - b) band names
  - c) anti-war slogans
- 3 What sort of trousers do you prefer?
  - a) designer blue jeans
  - b) colourful, flared trousers
  - c) baggy jeans
- 4 What have you got on your bedroom walls?
  - a) posters of fashion models and film stars
  - b) posters from your favourite comedies or cartoons
  - c) pictures of rappers and heavy metal rock stars

9 Do you ever argue with your parents about your appearance? Why? Tell the class.

Example

*My dad gets angry when I have spiky hair.*

### Fact or Fiction?

Some shopping centres in the UK have banned people with hoods.

Answer on page 109.



## Warm-up

- 1 Where were the group in the last episode? What did they decide to make?

## Reading and Listening

- 2 Read and listen to the dialogue. Answer these questions.

- 1 How did they find the mobile phone?
- 2 Why did Bart take the phone?
- 3 Why didn't they take a taxi?
- 4 How did they finally get to the office?



*The group finish the tracker and put the chip in Tania's phone. When they come back after a break, her phone has gone! They use the tracker and it takes them to a house near the school.*

**Tania:** Hey, this is Bart's house! Did he take my phone?

**Bart:** Hi there. Look, I'm sorry. It looked like mine. Honestly ...

**Tania:** That's not true. You wanted to ruin the competition. You were jealous of us. Tell us the truth, Bart!

**Bart:** Okay, Tan. I'm sorry.

**Tania:** And now we won't get the tracker to the office in time!

**Rachel:** Let's think. The Our World office is in the youth centre in Camden. It's quite close. We've got half an hour. We can get a taxi.

**Adam:** But we haven't got any money! And the traffic's terrible.

**Rachel:** I've got an idea. Bart, you should lend Adam your bike. He's a good cyclist.

**Adam:** But I don't know Camden!

**Bart:** I know it well. You shouldn't go through the centre. You should go along the canal. Then go over the main road and past the MTV studios.

**Adam:** Go past what?

**Bart:** Okay, I'll come with you. You can take my brother's bike.

*Twenty minutes later*

**Adam:** Hurry up! The office closes in ten minutes!

**Bart:** Okay, okay ... I can't go any faster.

**Adam:** Where do we go now?

**Bart:** Turn left.

**Adam:** There's the office!

**Bart:** We've made it!

## Speaking

- 5 Complete the Key Expressions from the dialogue with *should* or *shouldn't*.

## Key Expressions: Advice/Suggestions

- You 1 \_\_\_\_\_ lend Adam your bike.  
 You 2 \_\_\_\_\_ go through the centre.  
 You 3 \_\_\_\_\_ go along the canal.

- 6 Work in pairs. Look at the cues. Give advice to a visitor to your city.

## Example

*You should take the buses. You shouldn't get taxis. They're expensive.*

- transport in your area
- places to visit
- places to do exercise
- places to have fun
- shops to buy clothes at
- other shops to go to
- clubs/discos to go to
- cafés/snack bars to go to

Everyday Listening 

- 1 Listen to the boy asking for directions. Mark the route to the youth club on the map on page 109. Where is the club (a, b, c, d, or e)?

- 2 Pronunciation Listen to the sounds.

1 /ɒ/: so 2 /aʊ/: now 3 /ɔ:/: or

What are the sounds in these words?

motor, wall, round, gold, flower, your, sound, poster, organise, daughter, brown, clothes, south, sport, mobile, downstairs, bought, eyebrows, trousers, boring, phone

- 3 Now listen and check your answers. Then listen and repeat the words.

## Say the sentence quickly

'A tall Portuguese tourist walked down to town and bought an old record, brown trousers, and a round gold mobile phone.'

- 3 Look at the Sentence Builder.

## Sentence Builder

Go	through the centre. along the canal. over the main road. past the MTV studios.
Turn	left/right.

- 4 Use the words in the Sentence Builder to complete the directions.

Go out of the school and turn 1 . Then go 2  the main road. Go 3  the cinema and turn 4 . Go 5  the park and then go 6  the bridge.

## Warm-up

1 Look at photos (a–d). Use the words below to describe the houses.

Example *The room is simple and attractive but it's not comfortable.*

- attractive • colourful • comfortable • portable • practical
- romantic • simple

## Reading

2 Read the text. Match the descriptions with the pictures. Which house would you like to stay in?

## Traditional Houses



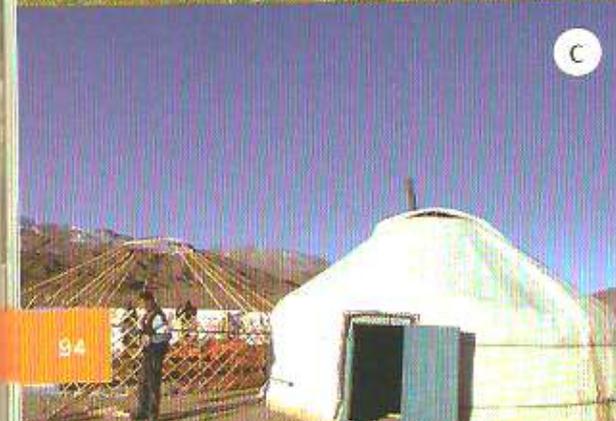
**Traditional Irish cottages** are made of stone and have straw roofs. They are usually white and have only one storey. There are not many windows because glass was expensive in the past and there was a tax on windows in the eighteenth and nineteenth centuries. In the old days, cows lived inside the houses with the people! Nowadays, a lot of these old cottages are romantic holiday homes.

**Traditional Japanese houses** have one storey and are made of wood. There are movable paper walls between the rooms and there are no chairs or beds. There are cushions or straw mats called *tatami* around low tables. At night, these rooms become bedrooms. Most Japanese people now live in concrete blocks of flats and modern brick houses. But in Japanese homes, there is usually one traditional *tatami* room.



**Wigwams or teepees** were portable because a lot of Native Americans were hunters and followed the herds of buffalo. A wigwam is simple to put up and take down – there are ten wooden poles with animal skins over them. There are beautiful paintings on the skins. Nowadays, people only use them at festivals and for special ceremonies.

**Mongolian gers (or yurts)** are round tents made of cloth and wooden poles. Inside a ger, there are different living areas. In the middle of the tent, there is a stove and a chimney. There is a kitchen and a sitting area next to the stove. Mongolians needed gers because they moved with their herds of cows. Nowadays, most people still live in gers because they are warm, portable, comfortable and cheap. Around the capital, Ulan Bataar, there are large suburbs of gers.



3 Read the text again. Answer these questions.

- 1 Why are windows small in Irish cottages?
  - 2 How are Japanese houses different from western ones?
  - 3 Why did the Native Americans need wigwams?
  - 4 What are the advantages of gers?
- 4 Look at the Key Words. Use the text to complete the table below.



**Key Words: Materials**

animal skins, brick, cloth, concrete, glass, paper, stone, straw, wood

House	materials
Irish cottage	stone, straw
Japanese house	
wigwam	
ger (yurt)	
new house	

5 Look at the Sentence Builder.

**Sentence Builder**

Irish cottages	are made of	stone.
Japanese houses		wood.

6 Now write sentences about the things below.

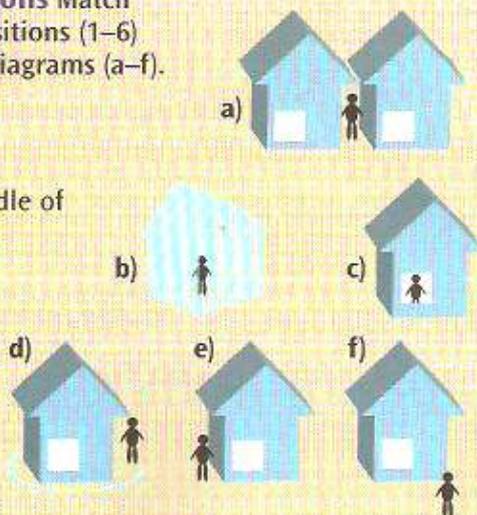
**Example**

*Shoes are usually made of leather.*

- shoes • igloos • windows • books
- jeans • office blocks • old buildings
- school desks • scarves

7 **Prepositions** Match the prepositions (1–6) with the diagrams (a–f).

- 1 between
- 2 inside
- 3 in the middle of
- 4 next to
- 5 outside
- 6 around



**Speaking**

8 Draw a simple layout of your home with furniture on a piece of paper.



9 Work in pairs. Describe your house to your partner. He/She draws a layout of your house. Then compare the two drawings.

**Example**

*There are five rooms in my flat. There is a small hall and next to that, on the left, there is the living room. In the centre of the living room ...*

**FOR YOUR PORTFOLIO**

**Project**

Describe an interesting building in your town or city.

1 Work in groups. Find out information about the building:

- date of construction • style • materials
- rooms • opening times • prices

2 Use your notes to write a leaflet about the place.

**LUDLOW CASTLE**

**THE CASTLE** The original castle was from the 12th century. Then in the 13th and 14th centuries, the Mortimer family built one of the biggest castles in Britain here. It is made of stone and was the residence of Prince Arthur and Catherine of Aragon. You can go up the tower and see the big hall and the bedrooms around it.

**Opening times:** 9.00–17.00, Mondays to Saturdays.

**Tickets:** Adults £5 Children £2.50

3 Work in pairs. Check your leaflets. Then re-write them and put them on a piece of paper. Add photos of the places.

4 Pass your leaflets around the class. Choose the best leaflet.

# Study Corner 9

## Language Check

### 1 Complete the words in the sentences.

- My sister wears a lot of m\_\_\_\_\_ when she goes out on Saturdays.
- My grandmother thinks people with s\_\_\_\_\_ and hoods are scary.
- I can't stand f\_\_\_\_\_ jeans. They're horrible!
- I've got a blue t\_\_\_\_\_ for jogging.
- I think b\_\_\_\_\_ is okay but I don't like nose rings.
- My hair is very untidy so I often use h\_\_\_\_\_.
- I bought a new l\_\_\_\_\_ made of paper for the lamp in my room.
- My b\_\_\_\_\_ table is a bit small and there are lots of books on it.
- My w\_\_\_\_\_ isn't big enough for my clothes.
- I've got a colourful b\_\_\_\_\_ on my bed.

Vocabulary  / 10

### 2 Complete the dialogue with these words.

past, shouldn't, should (x2), along

- A: What places <sup>11</sup> \_\_\_\_\_ I visit in your city?  
 B: Well, you <sup>12</sup> \_\_\_\_\_ visit the castle. But you <sup>13</sup> \_\_\_\_\_ visit the museum – it's boring and very expensive.  
 A: How do I get to the castle?  
 B: Well, go <sup>14</sup> \_\_\_\_\_ this street and take the first left. Go <sup>15</sup> \_\_\_\_\_ the church and you will see the castle opposite.  
 A: Thanks.

Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 94 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–10	Unit 26 – Word Builder Unit 25 – Key Words
Numbers 11–15	Unit 27 – Key Expressions
Numbers 16–30	Unit 25 – Grammar

### 3 Complete the dialogues. Put the verbs in brackets in the Present Perfect.

- A: Your room's a real mess. You <sup>16</sup> \_\_\_\_\_ (not make) your bed and you <sup>17</sup> \_\_\_\_\_ (not put) your clothes in the wardrobe. I can see <sup>18</sup> \_\_\_\_\_ (you not do) your homework – there are no books on your desk.  
 B: No, Mum, I haven't. I'm tired. I <sup>19</sup> \_\_\_\_\_ (have) three exams this week and I <sup>20</sup> \_\_\_\_\_ (be) in two big basketball games!

A: I'm really happy!

B: Why? <sup>21</sup> \_\_\_\_\_ (you pass) your exams? Or <sup>22</sup> \_\_\_\_\_ (you win) the lottery?

A: No, I <sup>23</sup> \_\_\_\_\_. I <sup>24</sup> \_\_\_\_\_ (met) this amazing girl. I think I <sup>25</sup> \_\_\_\_\_ (fall) in love!

A: Where's Alan? <sup>26</sup> \_\_\_\_\_ (you see) him anywhere?

B: Yes, he's in the living room. He's really angry. He <sup>27</sup> \_\_\_\_\_ (lose) his mobile phone. And he <sup>28</sup> \_\_\_\_\_ (not finish) his English project.

A: And where's my dictionary? <sup>29</sup> \_\_\_\_\_ (you take) it?

B: No, I <sup>30</sup> \_\_\_\_\_!

Grammar  / 15



## Study Help: Dictionary skills (2)

Good dictionaries show you how to pronounce a word. They use phonemic symbols to do this.

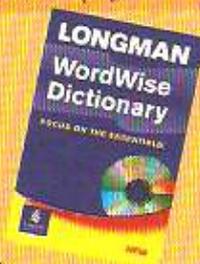
Example *traditional*  
/trə'dɪʃənəl/

- Dictionaries provide tables with a list of sounds in English.

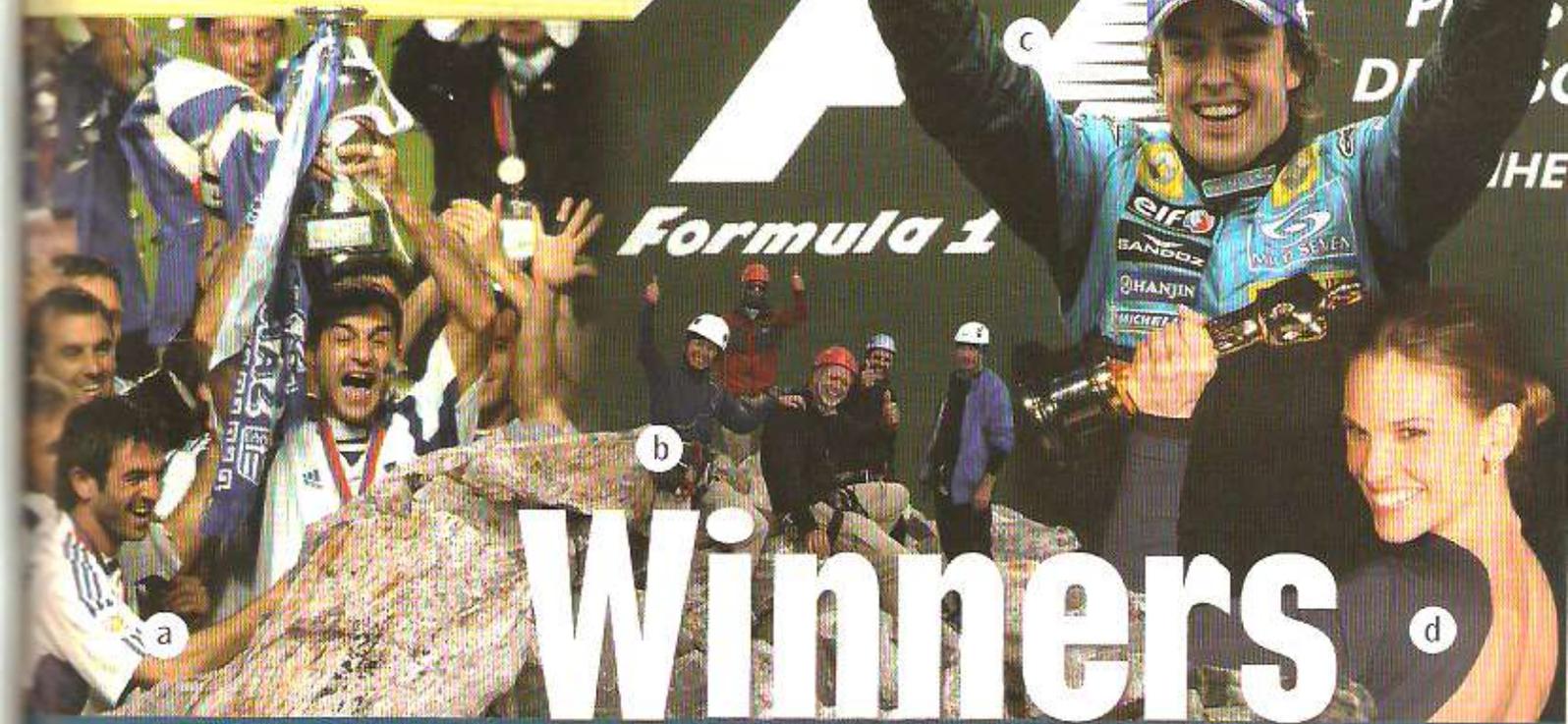
- Use a dictionary to work out the words.

- \_\_\_\_\_ /skweə/
- \_\_\_\_\_ /'dɔ:tə/
- \_\_\_\_\_ /spɔ:t/
- \_\_\_\_\_ /'pəʊstə/
- \_\_\_\_\_ /wɔ:l/
- \_\_\_\_\_ /'məʊbəl/

Listen and check your answers.



- 1 Talk about sports and games; thank people and say sorry.
- 2 Read about a young explorer.
- 3 Listen to a phone call.
- 4 Write e-mails to a friend.
- 5 Learn about future tenses for intentions and arrangements.



# Winners

## Get Ready

1 Match the photos (a–d) with the captions (1–4).

- |                        |                |
|------------------------|----------------|
| 1 On Top of the World! | 3 Best Actress |
| 2 Grand Prix Winner    | 4 Cup Winners! |

2 → Picture Dictionary, page 122 and 123.  
Look at the Key Words. Add more words.

### Key Words: Sports and Games

**Sports:** athletics, climbing, football, ice hockey, motor racing, rugby, skiing

**Games:** cards, chess, computer games, dominoes, draughts, pool

3 Work in pairs and answer these questions.

- 1 What sports are popular in your country?
- 2 What sports do you play?
- 3 What games do you like?
- 4 Who are your favourite sports stars?

4 Listen to three people. What activities are they talking about?

5 Work in pairs. Guess the answers to the quiz.  
Go to page 109 to check your answers.

## WINNERS' QUIZ

- 1 What country has won the football World Cup five times?  
a) Brazil b) Argentina c) Germany
- 2 What actress has won the most Oscars for best actress?  
a) Sandra Bullock b) Meg Ryan  
c) Katharine Hepburn
- 3 What driver has won the Grand Prix championship the most times?  
a) Alain Prost b) Emerson Fittipaldi  
c) Michael Schumacher
- 4 What university has had the most Nobel prize winners?  
a) Cambridge (UK) b) Harvard (USA)  
c) Max Planck Institute (Germany)



## Warm-up

- 1 Look at the photos. Ask and answer the questions.
- 1 Do you like tennis?
- 2 What sports do you like doing/watching?
- 3 What teams or stars do you like?
- 4 What big sporting event would you like to go to?
- 5 Would you like to be a professional sports person? Why/why not?

## Reading

- 2 Read the article. Put V (Viktoria) or D (Donald) in the boxes .
- 1  is American.
- 2  is from Belarus.
- 3  is left-handed.
- 4  was a champion at fifteen.
- 5  is the youngest ever junior champion.

## ON THE LINE

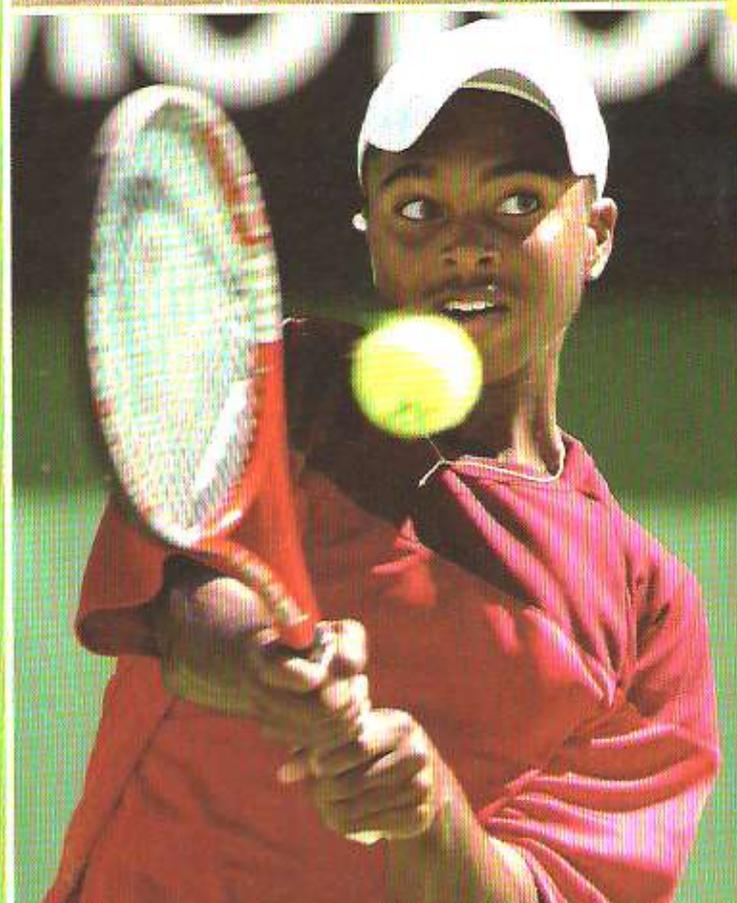
### WHERE ARE THEY NOW?

A few years ago, we wrote about two possible new tennis stars. Here's the original article – were we right?

*Are you going to watch Wimbledon this year? What new players are you going to follow? Here are two young people to watch.*

This year, I'm going to follow two young players. The first is **Viktoria Azarenka** from Belarus. Viktoria got to the semi-finals of the Junior Wimbledon competition and the US Junior Open when she was fifteen. A year later, she won the Junior Australian Open. Viktoria has a lot of plans for this year. She is going to work hard to improve her game and she is going to become a professional soon.

The other player with a bright future is **Donald Young** from the USA. At fifteen, Donald was the youngest male junior champion in history. Left-handed Donald is ambitious. 'I'm going to defend my number one position,' he says. 'I'm also going to play some professional games and try and win a match or two.' In fact, Donald is playing his first professional match this weekend at the San Jose tournament in California. Then, at the end of the month, he's playing in the Tennis Channel Open.



## Grammar: Intentions and arrangements

- 3 Read the sentences from the text. Which of Donald's plans is more certain?

*He is **playing** his first professional match this weekend.*

*I'm **going to play** some professional games.*

- 4 Complete the rules with *the Present Continuous* or *be going to*.

- a) We use \_\_\_\_\_ for intentions – the person wants or plans to do it.  
 b) We use \_\_\_\_\_ for arrangements – the person knows when and where it will happen.

- 5 Find more examples of arrangements and intentions in the text.

## Practice

- 6 Write a basketballer's list of intentions for the new season. Use the cues below and make sentences with *be going to*.

Example

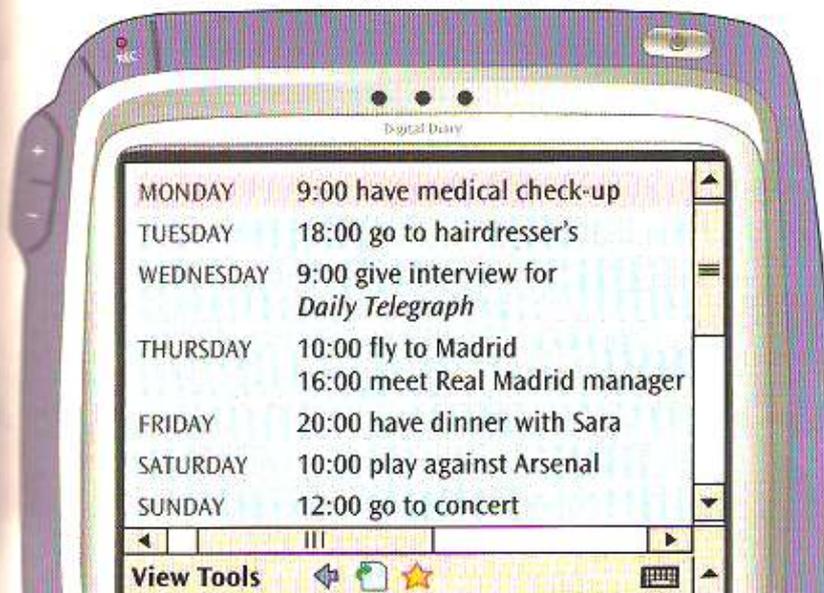
1 *I'm going to train more.*

- 1 train more  
 2 (not) go out every night  
 3 listen to the coach  
 4 stop smoking  
 5 (not) argue with the club manager  
 6 be nice to journalists

- 7 Look at a footballer's diary and write about his arrangements for next week.

Example

*He's having a medical check-up on Monday.*



- 8 Look at Cathy's plans and arrangements for next weekend. Write sentences with *be going to* or the Present Continuous.

Example

1 *She's having a driving lesson on Friday afternoon.*

6 *She's going to buy a new tennis racket.*

### September

Friday 29

- 1 Fri 16.00 - have a driving lesson  
 2 Fri 19.00 - play golf with Sue

Saturday 30

- 3 Sat 11.00 - visit Granny  
 4 Sat 19.00 - go to a disco with Joe

Sunday 31

- 5 Sun 13.00 - meet friends

Notes:

- 6 buy new tennis racket  
 7 practise backhand  
 8 buy new clothes  
 9 phone Venus  
 10 go swimming

- 9 **Pair work** Imagine you are two celebrities. Look at your diaries for tomorrow and arrange to meet.

► Student A, page 107 ► Student B, page 108

## Your Turn

- 10 Write two sentences about your intentions and two sentences about your arrangements for the weekend.

Example

*I'm going to see the new sci-fi film.*

*We're celebrating Dad's 40th birthday on Sunday.*

- 11 **Work in pairs.** Ask about your partner's intentions and arrangements.

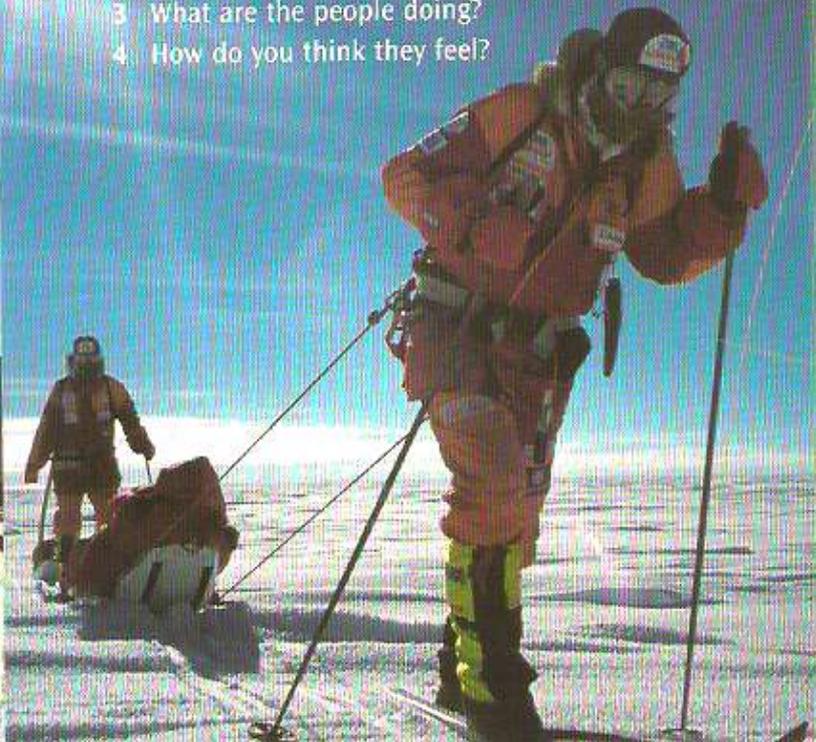
Example

A: *What are you going to do at the weekend?*

B: *I'm going to see the new sci-fi film.*

## Warm-up

- 1 Look at the photos and describe them.
- 1 Where are the people?
- 2 What's the weather like?
- 3 What are the people doing?
- 4 How do you think they feel?



## Reading

- 2 Look at the Reading Help.

### Reading Help: Answering questions

- Read the text quickly to get the general idea.
- Read the questions. What kind of information do you need to answer them? For example, a date, a place, an action, a reason, etc.
- Read the text. Underline the information you need to answer the questions.
- Write notes to answer the questions. (e.g. 1 an electric shock.)
- Read the text again and check your answers.

- 3 Read the text and use the Reading Help to answer these questions.
  - 1 How did Janek lose his arm and leg?
  - 2 Where did he meet Marek Kamiński?
  - 3 What did Janek do before the expeditions?
  - 4 Who did they want to raise money for?
  - 5 Why was the expedition to the North Pole difficult?
  - 6 When did they get to the North Pole?
  - 7 What was the weather like on the second expedition?
  - 8 What food did they have at Christmas?

# Together to the Poles

*Janek Mela is the youngest explorer to go to the North and South Poles.*

27th July, 2002, was the worst day of Janek Mela's life. The Polish teenager had a terrible accident. He got an electric shock of 15,000 volts. His parents rushed him to hospital for an emergency operation. Doctors saved his life but they couldn't save his leg and his arm. Janek was very unhappy. He spent a long time in hospital. Then one day the Polish explorer, Marek Kamiński, visited him and talked about an expedition to the North and South Poles. Janek accepted the challenge.

Months of treatment and preparation began. First, Janek learned to use his artificial arm and leg. Then he trained for the journeys. They called the expeditions 'Together to the Poles' and they wanted to raise money for disabled people.

Finally, his recovery was complete. The first expedition was to the North Pole. The 112-kilometre journey took twenty-one days. There were many problems, for example, cracks in the ice, polar bears and very bad weather. 'It was really difficult,' says Janek, 'but things got better.' They reached the Pole on 24th April, 2004.

In December, the team started the expedition to the South Pole. The main difficulty was the weather. There were storms, 200 kph winds and temperatures of minus 30°C. On some days, they only walked four kilometres. For the Christmas celebration, they had traditional Polish dishes like 'borsch' (beetroot soup), and they made a Christmas tree of snow! They reached the Pole on 1st January, 2005.

Janek didn't just break a record. He showed incredible bravery and his achievement is truly great.

4 Work in pairs. Discuss these questions about Janek.

- 1 Why is he famous?
- 2 What personal quality does he have?
- 3 How do you think he felt after the accident?
- 4 How do you think he felt after he reached the South Pole?

5 Look at the Word Builder. Use the words on the left to make nouns.

#### Word Builder

operate, explore, prepare, celebrate, inform	-ation	<i>operation</i>
recover, difficult, discover, brave	-y / -ry	
treat, achieve, equip, govern	-ment	

6 Complete the sentences with the correct form of the words in brackets.

- 1 Are you interested in \_\_\_\_\_ (explore) and \_\_\_\_\_ (discover)?
- 2 You can find more \_\_\_\_\_ (inform) about the expedition on the website.
- 3 Janek and Marek pulled their own \_\_\_\_\_ (equip) on sledges.
- 4 I think the \_\_\_\_\_ (govern) should give Janek a medal.

7 Look at the Sentence Builder. How do you give examples in your language?

#### Sentence Builder

There were many problems, **for example**, cracks in the ice ...

For the celebration, they had traditional Polish dishes **like** 'borsch' soup.

8 Work in pairs. Imagine you are going camping. Complete these plans and tell the class.

- 1 We're going to take equipment like ...
- 2 We're going to take clothes like ...
- 3 We are going to take some food and drink, for example, ...
- 4 I'm going to take some personal things like ...
- 5 We hope to see animals and birds, for example, ...

### Speaking

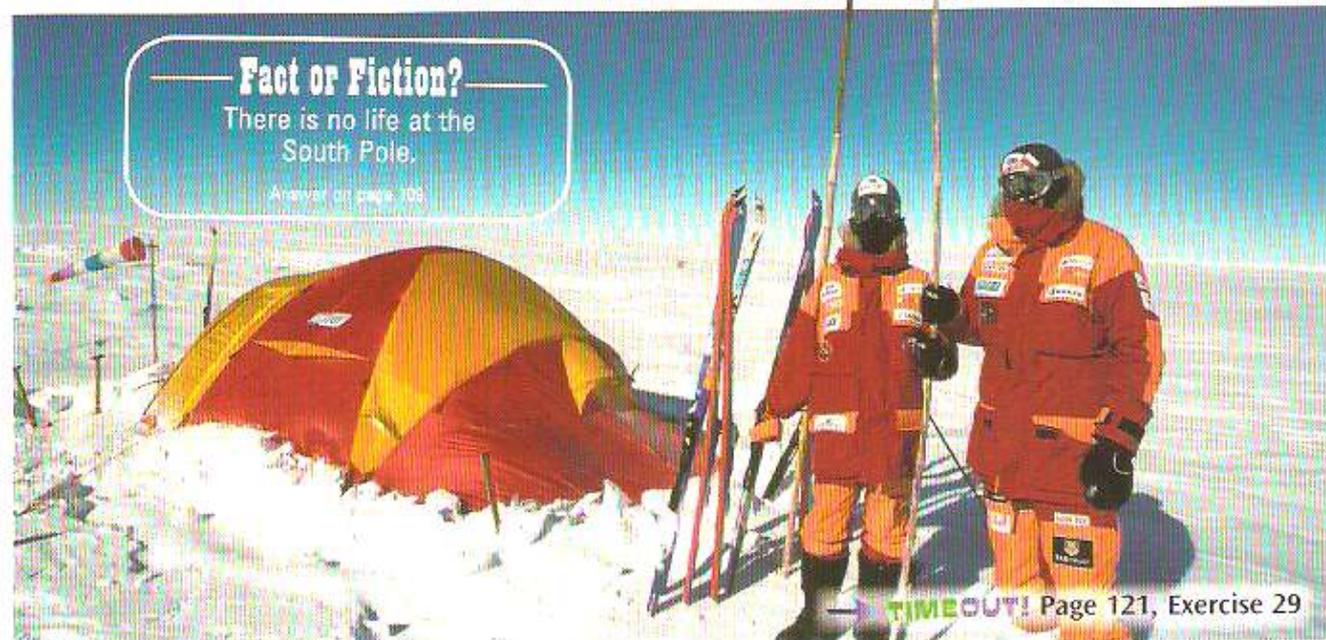
9 Think about your ambitions.

- 1 Where would you like to go in the world?
- 2 What animals would you like to see?
- 3 What would you like to learn to do well?
- 4 What famous person would you like to meet?
- 5 What competition would you like to win?

10 Now work in pairs. Ask and answer the questions. Tell one or two answers to the rest of the class.

Example

*Elana would like to climb Kilimanjaro in Africa.*





## Warm-up

- 1 Look at the photo. Would you like to go on the London Eye? Where can you get the best views of your area?

## Reading and Listening

- 2 Read and listen to the dialogues. Complete these sentences with names.

- 1 \_\_\_\_\_ forgets to bring Adam's camera.
- 2 \_\_\_\_\_ and \_\_\_\_\_ thank Ms Simpson.
- 3 \_\_\_\_\_ makes a joke about Rachel.
- 4 \_\_\_\_\_ invites Tania out.

*The London group comes third in the competition. They use some of their prize money to celebrate and go on the London Eye.*

**Zeki:** Wow, this is an amazing view!

**Adam:** Yeah, you can see all of London! Did you bring my camera? You had it for the competition. Remember?

**Zeki:** Oh, no! I'm sorry, Adam. I left it at home.

**Adam:** It doesn't matter. I think Rachel's got one.

**Tania:** So, thanks for everything, Ms Simpson.

**Ms Simpson:** Not at all. It was fun.

**Adam:** Yeah, thanks for helping us.

**Ms Simpson:** It was nothing. You did the work. You were a good team.

**Rachel:** Sometimes. When Zeki and Adam were serious.

**Zeki:** And when you weren't bossy!

**Tania:** Zeki!

**Zeki:** I'm sorry, Rachel, I was only joking.

**Rachel:** That's okay.

**Adam:** But we had good fun with the competition. Our video was great and Rachel's song was brilliant.

**Zeki:** Tania's story was amazing, too. You should be an actress, Tan!

**Tania:** You don't mean that, Zeki. What do you want?

**Zeki:** Nothing. Well, do you want to go dancing again? It was great last time.

**Tania:** Okay, Zek. I'll ring you at the weekend.

**Zeki:** Great! And next week we've got the holidays!

## Speaking

- 3 Look at the Key Expressions.

### Key Expressions: Thanking and apologising

Thanks for everything.	Not at all.
Thanks for helping.	It was nothing.
I'm sorry.	That's okay.
	It doesn't matter.

- 4 Now work in pairs. Thank your partner for these things.

Example

A: *Thanks for helping me with my science project.*

B: *Not at all.*

- 1 help with your science project
- 2 lend his/her English dictionary
- 3 buy you a drink
- 4 repair your bike
- 5 explain the maths homework
- 6 look after your pet

- 5 Work in pairs. Use the cues to apologise and give explanations.

Example

A: *I'm sorry I'm late. The traffic was terrible.*

B: *It doesn't matter. I got here five minutes ago.*

- 1 am late/traffic
- 2 didn't call last night/forgot
- 3 didn't come to your party/missed the bus
- 4 haven't got your CD/left it at home
- 5 didn't text you/was busy
- 6 didn't finish my part of the project/had a maths exam

## Everyday Listening

- 1** Listen to the phone conversation and complete the information about the London Eye.

Adults: 1 £ \_\_\_\_\_  
 Children: 2 £ \_\_\_\_\_  
 Under-fives: 3 \_\_\_\_\_  
 Groups: 4 \_\_\_\_\_ % discount  
 Opening time: 5 \_\_\_\_\_  
 Buses: 6 \_\_\_\_\_, 7 \_\_\_\_\_  
 and 8 \_\_\_\_\_

- 2 Pronunciation** Underline the silent letter in each word.

answer, build, climb, comfortable, design, different, February, guess, half, honest, island, knife, know, lamb, listen, match, science, talk, temperature, two, vegetable, when, write

- 3** Now listen and repeat the words.



## Writing: Personal e-mails

1 After the competition, Zeki received an e-mail from Greg, a boy in the Australian group. Order their e-mails (1–4).

a) Hi Zeki,

Thanks for the music. My favourite groups are U2 and Green Day. What's the weather like in London? It's not too bad here. Tomorrow, I'm going surfing with some friends from school and later we're having a party **because** it's my best friend's birthday. I've got loads of homework as well. Yuk! Keep in touch. Greg.

b) Hi Greg,

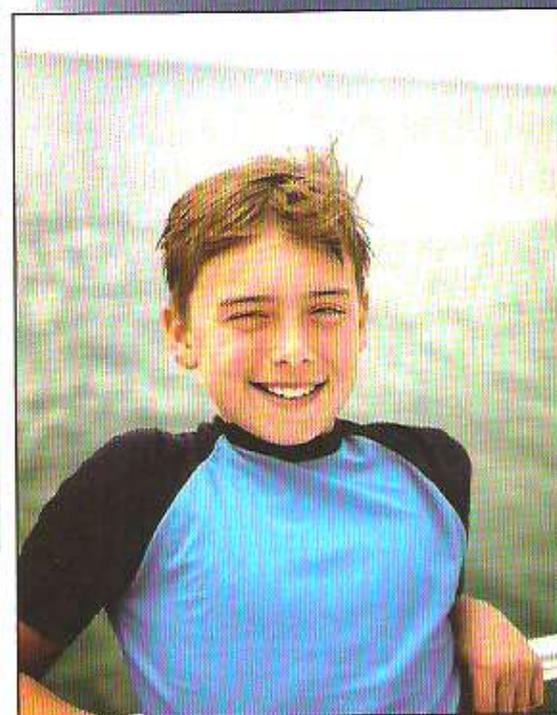
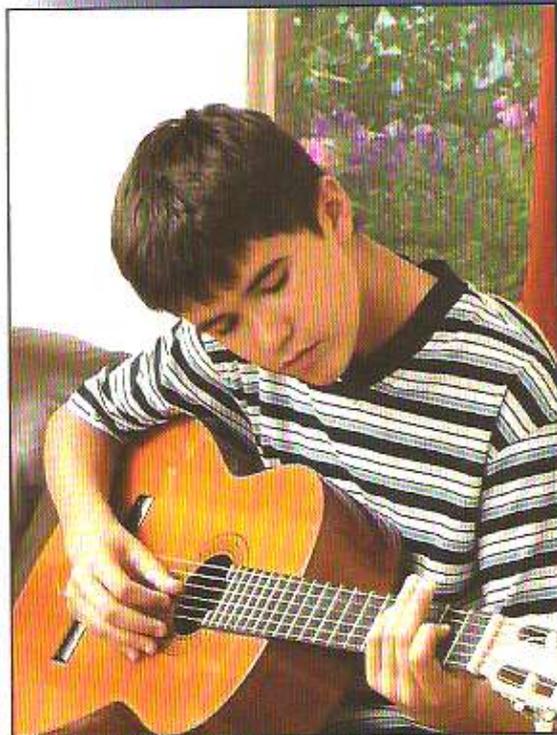
Thanks for the e-mail. Here's the music – it isn't difficult. We had a power cut **during** the performance, **so** we had to do it again. What groups do you like? I'm into Franz Ferdinand at the moment. Zeki.

c) Hi,

I watched your guitar performance on the web last night. The song was really cool. Can you send me the music for it? I'm really into the guitar, **too**. Oh, and congratulations on third place! Greg.

d) Hi Greg,

How was your weekend? Surfing!! Wow. It's summer here but it's wet and rainy, as usual! I went to my friend's house to play guitar and **after** that we went to see a film. We want to start a group. Do you play in a group? Bye. Zeki.



## Text Builder

2 Look at the linking words in blue in the e-mails. Then complete the table with the words.

addition	<i>as well</i>
reason	<i>because</i>
time	<i>later</i>

3 Match the words and expressions from the e-mails (1–8) with the meanings (a–h).

- |                   |                |
|-------------------|----------------|
| 1 hi              | a) lots        |
| 2 thanks          | b) write to me |
| 3 loads           | c) hello       |
| 4 yuk!            | d) I love      |
| 5 keep in touch   | e) thank you   |
| 6 bye             | f) brilliant   |
| 7 cool            | g) horrible!   |
| 8 I'm really into | h) goodbye     |

## FOR YOUR PORTFOLIO

4 Write a short e-mail. Follow the steps.

**STEP 1** Write a short e-mail to the student on your left and pass it to him/her. Here are some ideas:

- ask to borrow something, e.g. a CD
- ask what they are doing at the weekend
- ask about your partner's favourite music, sport or hobby
- ask about his/her plans for the holidays

**STEP 2** Write a reply to the e-mail you receive from the student on your right.

# Understanding Grammar: Questions

1 Complete the questions with the correct question words in the box. Then answer the questions.

When	Where	What	Why	How
Whose	Who			

1 \_\_\_\_\_ were the first Olympic Games?

- a) Italy      b) Greece      c) Spain

2 \_\_\_\_\_ did World War II end?

- a) 1918      b) 1945      c) 1989

3 \_\_\_\_\_ was the first person to get to the South Pole?

- a) Marek Kamiński      b) Roald Amundsen  
c) Edmund Hillary

4 \_\_\_\_\_ army won the battle of Waterloo in 1815?

- a) Napoleon's      b) Wellington's      c) Nelson's

5 \_\_\_\_\_ long did the first astronaut, Neil Armstrong, stay on the Moon?

- a) 3 hours      b) 3 days      c) 3 weeks

6 \_\_\_\_\_ is Mary Shelley famous?

- a) she broke the 100 m record  
b) she wrote the story of Frankenstein  
c) she got an Oscar

7 \_\_\_\_\_ is the tallest building in the world?

- a) Sears Tower in Chicago, USA  
b) Taipei 101 in Taipei, Taiwan  
c) Petronas tower in Kuala Lumpur, Malaysia

2 Read the interview with a Russian player (R) and journalist (J). Complete the questions in the table.



J: So, how did you do in the tournament this year?

R: Unfortunately, we didn't win. We only came second.

J: Bad luck! **Who beat you?**

R: Only Brazil beat us. They were the better team this year!

J: And **who did you beat?**

R: Well, we beat some excellent teams. We beat Italy – a brilliant team! So we're very happy really.

Question about the **subject**      Who <sup>1</sup> \_\_\_\_\_ Russia?  
→ Brazil beat Russia.

Question about the **object**      Who <sup>2</sup> \_\_\_\_\_ Russia?  
<sup>3</sup> \_\_\_\_\_?  
→ Russia beat Italy.

3 Write questions about the missing information in the sentences.

Example

1 *Who did you meet yesterday?*

1 I met \_\_\_\_\_ yesterday. *Who ... ?*

2 \_\_\_\_\_ happened two days ago. *What ... ?*

3 \_\_\_\_\_ kissed Jack at the party. *Who ... ?*

4 \_\_\_\_\_ is looking at you. *Who ... ?*

5 Mike is looking at \_\_\_\_\_. *What ... ?*

6 I phoned \_\_\_\_\_ last night. *Who ... ?*

7 \_\_\_\_\_ phoned me at the weekend. *Who ... ?*

8 I like \_\_\_\_\_ very much. *What ... ?*

9 Martha kissed \_\_\_\_\_ during the break. *Who ... ?*

10 \_\_\_\_\_ makes my parents angry. *What ... ?*

4 Read the text and answer the questions.

Many people came to the final of the tournament. Julia had three tickets so she invited Gabriella and Tom. Gabriella brought two girls, Kate and Natasha, with her. Tom invited his brother Vadim. Their friend Yuri came alone.

1 Who did Gabriella bring?

2 Who invited Gabriella?

3 Who invited Vadim?

4 Who did Tom invite?

5 Who invited Tom?

6 Who invited Kate?

7 Who did Yuri invite?

5 Read the text and write questions about the people (1–7).

Example

1 *Who did Vadim kiss? Who kissed Vadim?*

During the medal ceremony people kissed a lot. Vadim kissed Julia and Kate. Yuri kissed Natasha. Julia and Gabriella kissed Tom.

1 Vadim    2 Yuri    3 Tom    4 Julia

5 Kate    6 Natasha    7 Gabriella

6 Work in pairs. Ask and answer the questions.

A: *Who did Vadim kiss?*

B: *He kissed Julia and Kate.*

A: *Who kissed Vadim?*

B: *Nobody kissed him.*

# Study Corner 10

## Language Check

### 1 What are these sports and games?

- 1 You have to defend the king in this game.
- 2 The ball in this game is not round – it is oval.
- 3 You hit the balls with a stick on a green table.
- 4 The long jump, discus and 100 m are part of this sport.

### 2 Complete the sentences with the correct form of the words in brackets.

- 5 He went into hospital for an \_\_\_\_\_ (operate)
- 6 He was a champion at the age of 17; it was a great \_\_\_\_\_ (achieve)
- 7 She was very ill but she made a very quick \_\_\_\_\_ (recover)
- 8 You can get \_\_\_\_\_ (inform) quickly on the Internet.
- 9 They had fireworks at the New Year \_\_\_\_\_ (celebrate)
- 10 She showed great \_\_\_\_\_ (brave) when she rescued the boy from the river.

Vocabulary  / 10

### 3 Use the cues to write questions.

- 11 who / win / the World Cup / last year?
- 12 what / happen / in the final?
- 13 how many goals / your team / score in the final?
- 14 how many people / watch / the game?
- 15 you see / the game?

### 4 Complete the sentences with the verbs in the correct form – *be going to* or the Present Continuous.

- 16 I've decided. I \_\_\_\_\_ (get) good results in my maths exam.
- 17 My sister is a bit overweight. She \_\_\_\_\_ (start) doing aerobics.
- 18 What \_\_\_\_\_ (you do) on August the 15th? Would you like to come to a party?
- 19 I've decided that I \_\_\_\_\_ (learn) how to play the guitar in the holidays.
- 20 \_\_\_\_\_ (you go) away at half-term?
- 21 My sister is bored with her job. She \_\_\_\_\_ (look for) a new one soon.
- 22 Let's go to the cinema on Friday. What are \_\_\_\_\_ (you do) in the evening?
- 23 I \_\_\_\_\_ (play) in the school basketball team on Saturday. The match starts at 11 o'clock.
- 24 My brother \_\_\_\_\_ (work) with computers when he leaves school.
- 25 I \_\_\_\_\_ (not start) smoking. It's really bad for you.

Grammar  / 15

### 5 Complete the dialogues. Use these words.

all, nothing, for, worry, sorry

- A: I'm <sup>26</sup> \_\_\_\_\_ I'm late. The traffic was terrible.  
B: Don't <sup>27</sup> \_\_\_\_\_ about it.  
A: Thanks <sup>28</sup> \_\_\_\_\_ the lovely meal.  
B: Not at <sup>29</sup> \_\_\_\_\_.  
A: And thanks for the present.  
B: It was <sup>30</sup> \_\_\_\_\_.

Key Expressions  / 5

## Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 104 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–4	Get Ready – Key Words
Numbers 5–10	Unit 29 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 28 – Grammar
Numbers 26–30	Unit 30 – Key Expressions

## Study Help: Revising for tests

- Ask your teacher what is going to be in the test.
- Look at your scores from Language Checks and list your problem grammar areas.
- Look at grammar units again and write more examples of the structures.
- Look at your vocabulary notebook and test yourself.
- Work with a partner. Practise saying and responding to Key Expressions.
- Re-read your writing for projects and 'Your Challenges'. Make a list of your common mistakes.
- Do the things above to revise for your end-of-year test!

# Student A

## Unit 4, Exercise 6, page 19

What is happening in the pictures? Ask questions and find five differences.



## Unit 11, Exercise 9, page 41

Read the information. Then ask and answer questions. You start.

The world's favourite monster, Nessie, lives  
1 \_\_\_\_\_ (where?) called Loch Ness. Nessie has got a small head, a long neck and  
2 \_\_\_\_\_ (what?). Nessie became famous in  
3 \_\_\_\_\_ (when?) because they built a road around the lake. In 1934, a London doctor  
4 \_\_\_\_\_ (did what?). In the same year, a medical student was riding on his motorbike near the lake when the monster crossed the road. The monster appeared again in 1965. Two fishermen were fishing in the lake when they saw a strange thing in the water. Finally, in 2003, a group of tourists were sailing on the lake when they saw a large animal.

## Unit 12, Exercise 6, page 43

Look at the pictures and the words. Use them to tell the first part of the story. You start.



- grandparents' house
- Christmas
- playing cards
- noise



- torch
- went outside
- snow

## Unit 18, Exercise 4, page 63

1 Read the information below. Then answer your partner's questions.

**Transport in London:** It is expensive. Buses are good because you can see places.

**Buses:** There are double-decker buses (with two floors). You can get special tourist buses.

**Tickets:** Tickets are expensive. A travelcard for central London costs £15 for 3 days.

**Student discounts:** Student discounts are 30%.

**How to get to Windsor Castle:** Get a train from Waterloo Station to Windsor Station. They go every half hour. From there, get a bus into town.

2 Now ask questions about transport in Madrid.

Example

A: *I'd like some information about transport in Madrid.*

- transport in the city • the metro
- price of tickets • student discounts
- how to get to the Monastery of The Escorial

## Unit 21, Exercise 4, page 73

You like doing these things:

- going to the cinema • playing computer games
- going to football matches • playing tennis

You don't like:

- going to fast food bars • going to parties
- dancing

Phone your friend (Student B). Take turns to suggest things to do. You start.

A: *Hi, it's me. Would you like to go to ...*

## Unit 28, Exercise 9, page 99

Example

A: *Are you doing anything tomorrow evening?*

B: *Yes, I'm meeting my manager for dinner. What about lunch?*

A: *Well, I'm having lunch with a journalist.*

### September

Friday 29

9.30-11.00 - photo session

13.00-14.00 - lunch with CNN  
journalist

16.00-17.00 - dentist

17.30-19.00 - Spanish lesson

# Student B

## Unit 4, Exercise 6, page 19

What is happening in the pictures? Ask questions and find five differences.



## Unit 11, Exercise 9, page 41

Read the information. Then ask and answer questions. Your partner starts.

The world's favourite monster, Nessie, lives in a lake in Scotland called Loch Ness. Nessie has got a small head, a long neck and a huge body. Nessie became famous in 1933 because they built a road around the lake. In 1934, a London doctor took a photo of Nessie. In the same year, a medical student was <sup>1</sup> \_\_\_\_\_ (doing what?) near the lake when the monster <sup>2</sup> \_\_\_\_\_ (did what?). The monster appeared again in 1965. Two fishermen were fishing in the lake when they saw <sup>3</sup> \_\_\_\_\_ (what?). Finally, in 2003, a group of tourists were <sup>4</sup> \_\_\_\_\_ (what?) when they saw a large animal.

## Unit 12, Exercise 6, page 43

Look at the pictures and the words. Use them to tell the second part of the story. Your partner starts.



- huge man
- hat
- axe
- run away

- frightened
- recognise
- uncle



## Unit 18, Exercise 4, page 63

1 Ask questions about transport in London.

Example

B: *I'd like some information about transport in London.*

- transport in the city
- the buses
- price of tickets
- student discounts
- how to get to Windsor Castle

2 Now read the information below. Then answer your partner's questions.

**Transport in Madrid:** It is good and cheap but the traffic is very bad. The centre is small and you can walk.

**Metro:** It is clean and very cheap.

**Tickets:** Metro tickets cost 1€ (5.80€ for ten tickets). A travel card for one day costs 3.5€.

**Student discounts:** Student discounts are 30%.

**How to get to the Monastery of The Escorial:** Get a train from Atocha Station. They go every hour to Escorial Station. From there, get a bus to the monastery.

## Unit 21, Exercise 4, page 73

You like doing these things:

- going to fast food bars
- going to parties
- dancing
- playing tennis

You don't like:

- going to the cinema
- playing computer games
- watching football

Your friend (Student A) phones you. Take turns to suggest things to do. Your friend starts.

## Unit 28, Exercise 9, page 99

Example

A: *Are you doing anything tomorrow evening?*

B: *Yes, I'm meeting my manager for dinner. What about lunch?*

A: *Well, I'm having lunch with a journalist.*

### September

Friday 29

11.00-12.30 - yoga

14.00-15.00 - interview for  
Cosmo

15.00-17.00 - tennis with Anna

19.30 - dinner with manager

## Questionnaire scores and answers

### Film Quiz. Exercise 9. Page 51.

1 a) 2 c) 3 b) 4 b) 5 c) 6 c)

### How fashion conscious are you? Exercise 8. Page 55.

1 a = 2 points b = 0 points c = 3 points

2 a = 1 point b = 3 points c = 0 points

3 a = 3 points b = 0 points c = 1 point

4 a = 2 points b = 3 points c = 0 points

5 a = 3 points b = 1 point c = 0 points

11–15: You are very 'fashion conscious'! Do you want to be a model?

6–10: You like clothes but you're not worried about them.

0–5: You are not worried about your appearance!

### Are you a 'techy'? Exercise 4. Page 77.

Score one point for each thing you can do.

0–5: You are not very good with gadgets!

6–12: You are very good with gadgets.

13–20: You're a real expert!

### What's your style? Exercise 8. Page 91.

Most answers are a): You are quite traditional and conventional.

Most answers are b): You are wacky! You love bright colours and fun.

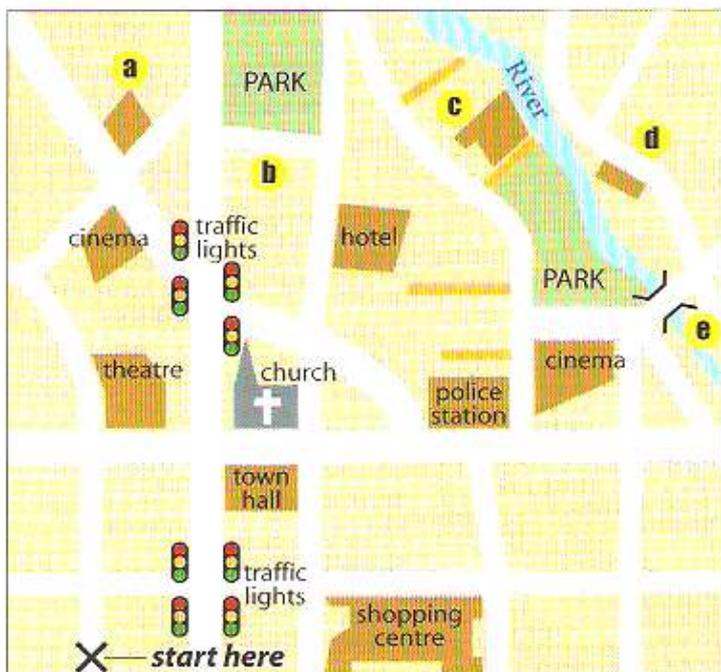
Most answers are c): You are alternative! You don't like conventional things.

### Winners' quiz. Exercise 4. page 97.

1 a) 2 c) 3 c) 4 b)

## Unit 27 Everyday Listening

### Exercise 1. Page 93.



## Fact or Fiction?

Unit 1, page 9, **fact**

Unit 5, page 21, **fiction** (British teenagers spend 44 minutes a day playing games.)

Unit 8, page 31, **fiction** (Only five people ever escaped.)

Unit 11, page 41, **fiction** (Some people say that Nessie is a plesiosaurus – but there is no proof!)

Unit 14, page 51, **fiction** (40% of the actors are computer generated, e.g. Yoda.)

Unit 17, page 61, **fact** (The walls of the rooms and the building are made of ice.)

Unit 20, page 71, **fiction** (The record is 16,702. It happened in the USA in 1924.)

Unit 23, page 81, **fiction** (Astronomers know of several stars with planets around them.)

Unit 26, page 91, **fact** (Some shopping centres say that young people with hoods steal things and frighten the customers.)

Unit 29, page 101, **fiction** (Scientists have discovered bacteria living at the South Pole.)

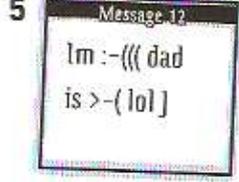
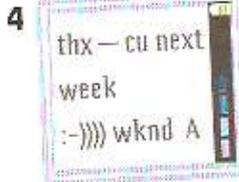
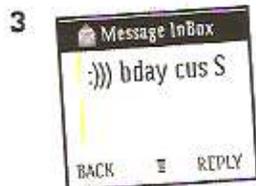
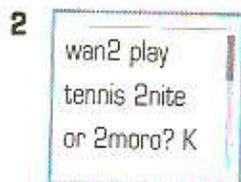
## Irregular verbs

Present Simple	Past Simple	Past Participle
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
get	got	got
go	went	gone
grow (up)	grew (up)	grown (up)
hang	hung	hung
have	had	had
hear	heard	heard
learn	learnt	learnt
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
put (on)	put (on)	put (on)
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
win	won	won
write	wrote	written

# TIMEOUT!

## 1 Text Messages

Match the text messages (1-6) with their 'translations' (a-f). Then match the messages (a-c) with the replies (d-f).



- a) Happy Birthday! See you soon. Sue
- b) Do you want to play tennis tonight or tomorrow? Karen
- c) Are you okay? Text me back before tomorrow. I love you. Tim
- d) I am very unhappy! My dad is very angry. Lots of love. Joanna
- e) Thanks. See you next week. Have a good weekend! Anna
- f) I'm not sure. Talk to you later. Got to go. Freddie

## 2 Best Friend Puzzle

Read the descriptions. Complete the texts with the names of the best friends.

My best friend is ..... She's always very happy and outgoing. She hates maths and sciences and often asks me to help her with her maths homework. She is very good at sport, especially tennis and basketball.

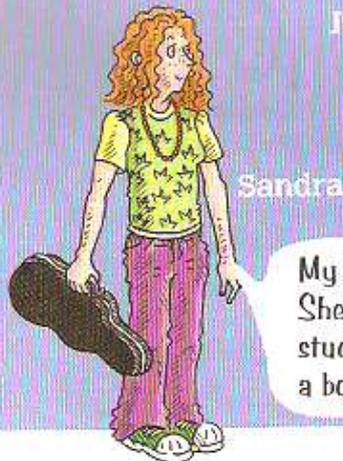


..... is my best friend. She's not very outgoing but she's very patient. She hates sport but loves books and computers. Her boyfriend is very nice but he's not very good-looking. She's brilliant at maths and sometimes helps me with my homework.

My best friend is called ..... She's patient and never gets angry. She's a good student and she sometimes helps me with my homework. She doesn't like sport - she's a very musical person. She hasn't got a boyfriend at the moment.



My best friend is ..... We're very different but she's a very good friend. She's outgoing but not very good at school. I'm quite shy but I'm a good student. I'm not a very sporty person but she really loves sport. I haven't got a boyfriend at the moment but she is going out with a very handsome boy.



## 3 Likes and Dislikes

What do your friends like/dislike? Write their names in the white boxes, then compare with a partner.

I like maths a lot.

I don't like sport very much.

I hate science lessons.

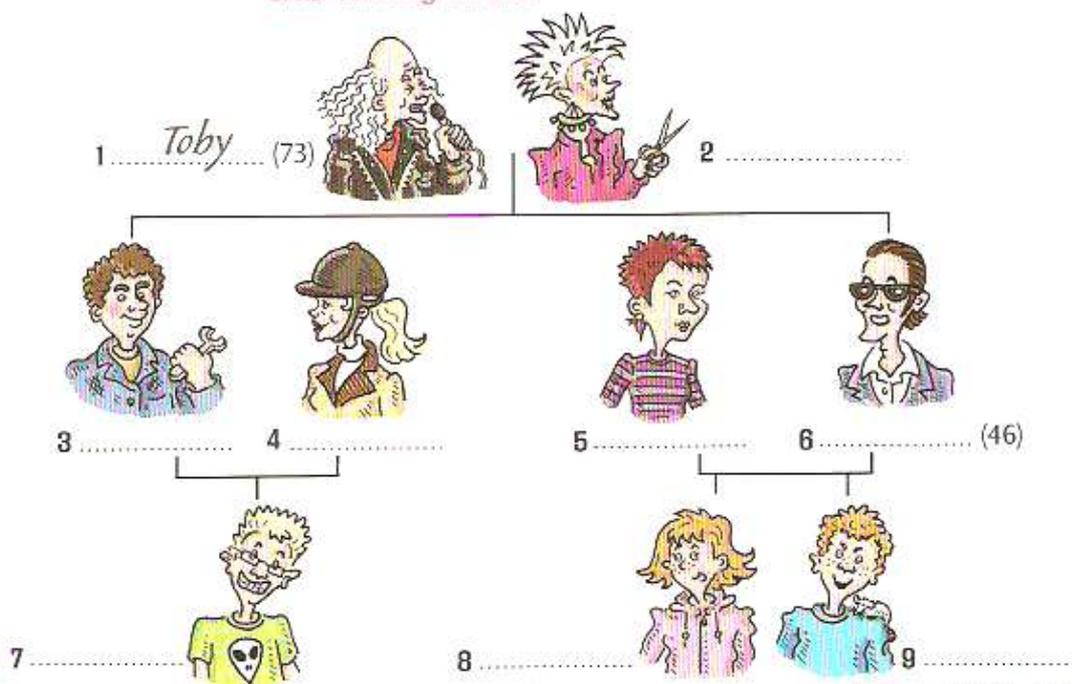
I love collecting things.

I like singing a lot.

# 4 Family Tree

Read the descriptions and complete the family tree.

Yes, I think my family is a bit strange. My grandfather, Toby, is seventy-three but he's the singer in a heavy metal group. My granny, Tessa, is sixty-eight and she's a hairdresser for film stars. My dad, Fred, is forty-six. He never talks about his job but he's very rich. My mum is Teresa and she's thirty-six. She's a lorry driver. My brother, Ted, is horrible! He's eleven and has got ten rats and hundreds of cockroaches as pets! And me? My name's Tina and I'm thirteen.

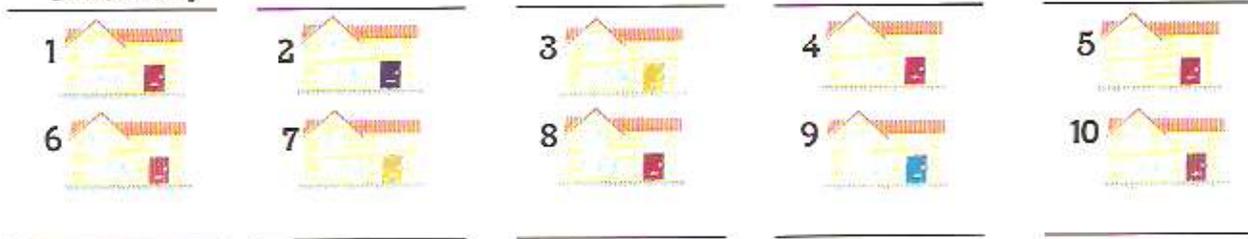


My name is Tom, I'm forty-two. I am a plumber and I collect old toilets in the garden. My wife is called Zara and she's my age. She loves horses. We have got one child, Trevor - he's 14. Trevor's hobby is astronomy. He thinks he's an alien. Maybe, he's right!

# 5 Neighbours' Names

Read the description and write the surnames of the people with the houses.

Smiths



I live in Orchard Street and my name's Simon Jones. Our neighbours are the Smith family on one side and the Browns on the other side. The Browns have got a dog called Sammy. Sammy sometimes runs after the cat of their neighbour, Mrs Baker. My friend, Jason Williams, lives in our street at number 7. His dad's father is a neighbour on one side. His dad's brother lives on the other side. Jason's uncle is great friends with his other neighbour, Tim Harris. Mr Harris is a teacher at our school. He doesn't like his neighbour, Mrs Johnson, because she has late-night parties. Ah, there's one more family in the street - the Jacksons. They're Canadian.

# 6 Odd one out

What are the odd words out? Give your reasons.

Example 1c) kebab - it's Turkish not American

- |   |              |                 |                |                 |
|---|--------------|-----------------|----------------|-----------------|
| 1 | a) hot dog   | b) hamburger    | c) kebab       | d) cheeseburger |
| 2 | a) onions    | b) potatoes     | c) oranges     | d) carrots      |
| 3 | a) ice cream | b) water        | c) fruit juice | d) cola         |
| 4 | a) tuna      | b) beef         | c) lamb        | d) ham          |
| 5 | a) bananas   | b) orange juice | c) oranges     | d) lemons       |
| 6 | a) café      | b) restaurant   | c) cinema      | d) snack bar    |

# 7 STARS

Can you complete the star profiles?

## Names:

Kirsten Dunst  
Mel Gibson  
Keira Knightley

## Nationalities:

British  
American  
Australian

## Films:

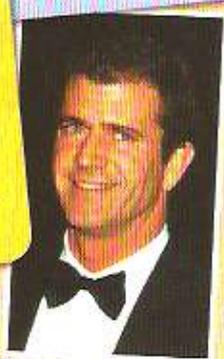
King Arthur  
Braveheart  
Spider-Man



Name: \_\_\_\_\_  
4. \_\_\_\_\_  
Nationality: \_\_\_\_\_  
5. \_\_\_\_\_  
Film: \_\_\_\_\_  
6. \_\_\_\_\_



Name: \_\_\_\_\_  
1. \_\_\_\_\_  
Nationality: \_\_\_\_\_  
2. \_\_\_\_\_  
Film: \_\_\_\_\_  
3. \_\_\_\_\_



Name: \_\_\_\_\_  
7. \_\_\_\_\_  
Nationality: \_\_\_\_\_  
8. \_\_\_\_\_  
Film: \_\_\_\_\_  
9. \_\_\_\_\_

## 8 Break the Code!

In this code, numbers represent letters. Look at this example.

16 1 16 9 12 12 15 14  
= P A P I L L O N

What are these 'crime' words?

- a) 3 18 9 13 9 14 112
- b) 16 18 9 19 15 14
- c) 20 8 9 5 6
- d) 7 21 9 12 20 25
- e) 13 21 18 4 5 18
- f) 5 19 3 1 16 5

## 9



## Who am I?

Complete these sentences with the boys' names.

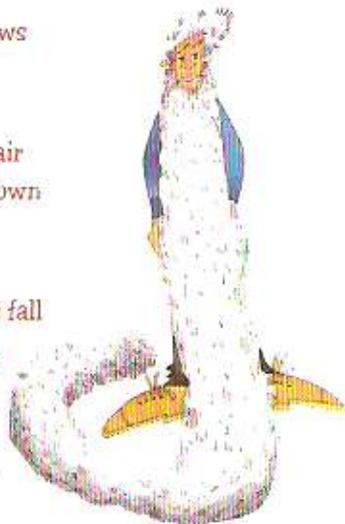
- 1 \_\_\_\_\_ is the boy with red hair.
- 2 \_\_\_\_\_ is on the left at the back.
- 3 \_\_\_\_\_ has got a blue shirt.
- 4 \_\_\_\_\_ is in the middle at the front.
- 5 \_\_\_\_\_ has got straight blond hair.
- 6 \_\_\_\_\_ is the boy with glasses and curly hair.
- 7 \_\_\_\_\_ has got short dark hair.

# 13 Hairy Trivia

Read these sentences about hair.

One sentence is **not** true - which one?

- 1 The hair on your head grows about 15 cm a year.
- 2 Blond people have more hair than people with black, brown or red hair.
- 3 Between 40 and 100 hairs fall out of your head each day.
- 4 The world record for the longest hair is six metres.
- 5 The longest beard was 5.1 metres long.



False hair: 4 (the world record is 4.2 metres). The others are true.

# 14 Quiz

Test your general knowledge.

- 1 How long is a mile?  
a) 609 metres    b) 1,609 metres    c) 2,609 metres
- 2 How many years are in a decade?  
a) ten    b) fifteen    c) twenty
- 3 How much blood is in a human body?  
a) 3.6 litres    b) 5.6 litres    c) 7.6 litres
- 4 How fast can a penguin swim?  
a) about 25 km/h    b) about 37 km/hr    c) about 47 km/h
- 5 How tall is Taipei 101, the world's tallest building?  
a) 309m    b) 508m    c) 709m
- 6 How much is an American dime?  
a) ten cents    b) twenty-five cents    c) fifty cents
- 7 How old is a sexagenarian?  
a) 50-59    b) 60-69    c) 70-79
- 8 How much does a human adult's brain weigh?  
a) 1.3 kg    b) 2 kg    c) 2.3 kg
- 9 How high is Mount Everest?  
a) 7,848m    b) 8,848m    c) 9,848m
- 10 How many bones are there in the human body?  
a) 56    b) 106    c) 206

100 99 98 97 96 95 94 93 92 91

# 15 Song

## The Tracks of my Tears

Read and listen to the song.  
Complete the gaps.

People say I'm the life of the party  
'Cause I tell a joke or 1 \_\_\_\_\_  
Although I might be laughing loud  
and hearty  
Deep inside I'm 2 \_\_\_\_\_.

(CHORUS)

So take a good look at my face,  
You'll see my smile looks out of place,  
If you look closer it's easy to trace  
The tracks of my tears.

I need you, need you.

Since you left me if you see me with  
another girl  
Seeming like I'm having 3 \_\_\_\_\_  
Although she may be cute, she's just  
a substitute  
Because you're the  
permanent 4 \_\_\_\_\_.

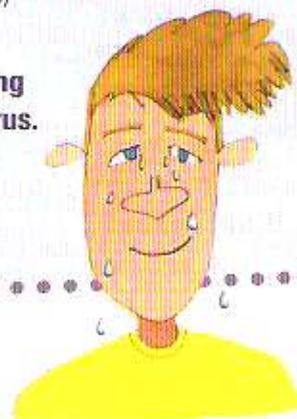
(REPEAT CHORUS)

I need you, need you.

Outside I'm masquerading  
Inside all my hope is fading  
I'm just a clown, oh yeah, since you  
put me down  
My smile is my 5 \_\_\_\_\_  
I wear since my break-up with you.

(REPEAT CHORUS)

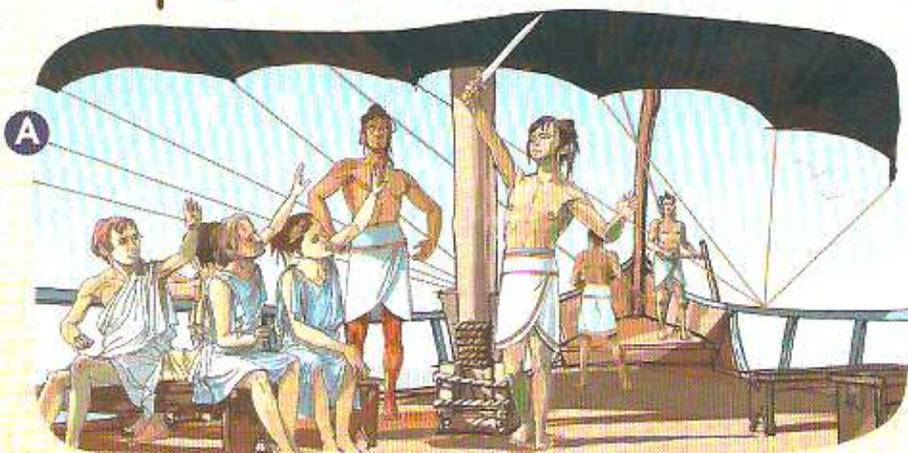
Listen again and sing  
along with the chorus.



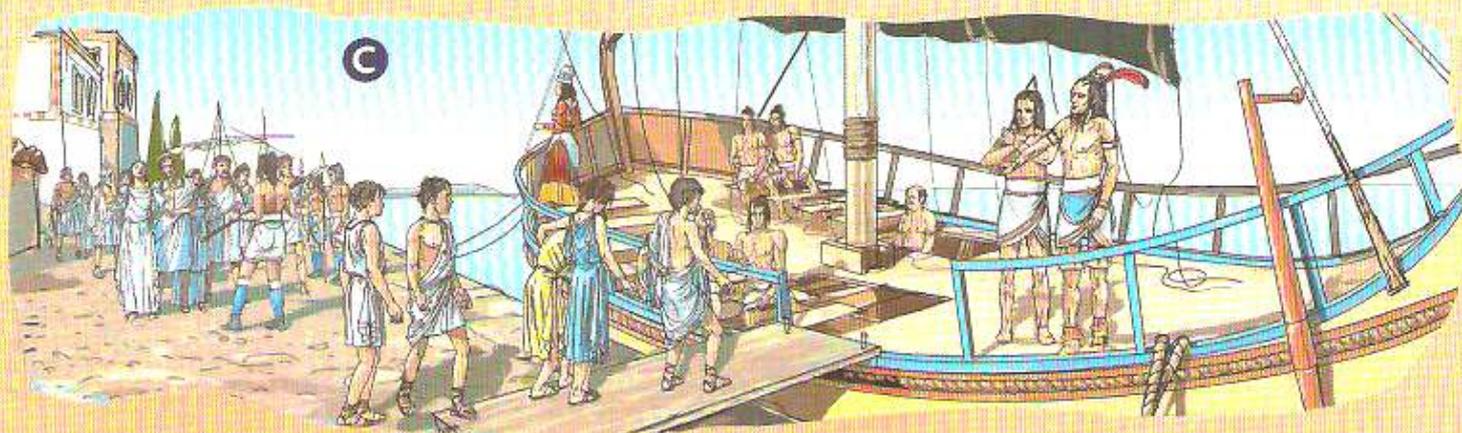
# Theseus and the Minotaur

## 10 Episode 1

Read Episode 1 of the story and match pictures (A–C) with paragraphs (1–3).



- 1** The Minoans lived on the island of Crete. Many years ago, the King and Queen of the Minoans had a baby, but the gods played a trick on them. The baby wasn't human – it was a terrible monster, half-man, half-bull! They called the monster the Minotaur. When it grew up, it was very dangerous and ate people, so they put it in a special place called a 'labyrinth'. It was impossible to get out of the labyrinth.
- 2** The Minoans were very strong and attacked other Mediterranean cities. The King of Athens was scared of the Minoans and wanted to give them a present. He decided to send some Athenian boys and girls to Crete for the Minotaur to eat. When it was time to send the children to Crete, their parents were crying.
- 3** Prince Theseus, the king's son, decided to go with them. He wanted to kill the Minotaur and save the children. His father didn't want him to go, but Theseus got on the ship. The ship had a black sail to show how sad the people were. Theseus promised to change the sail to white when he came home to show he was alive and the Minotaur was dead.



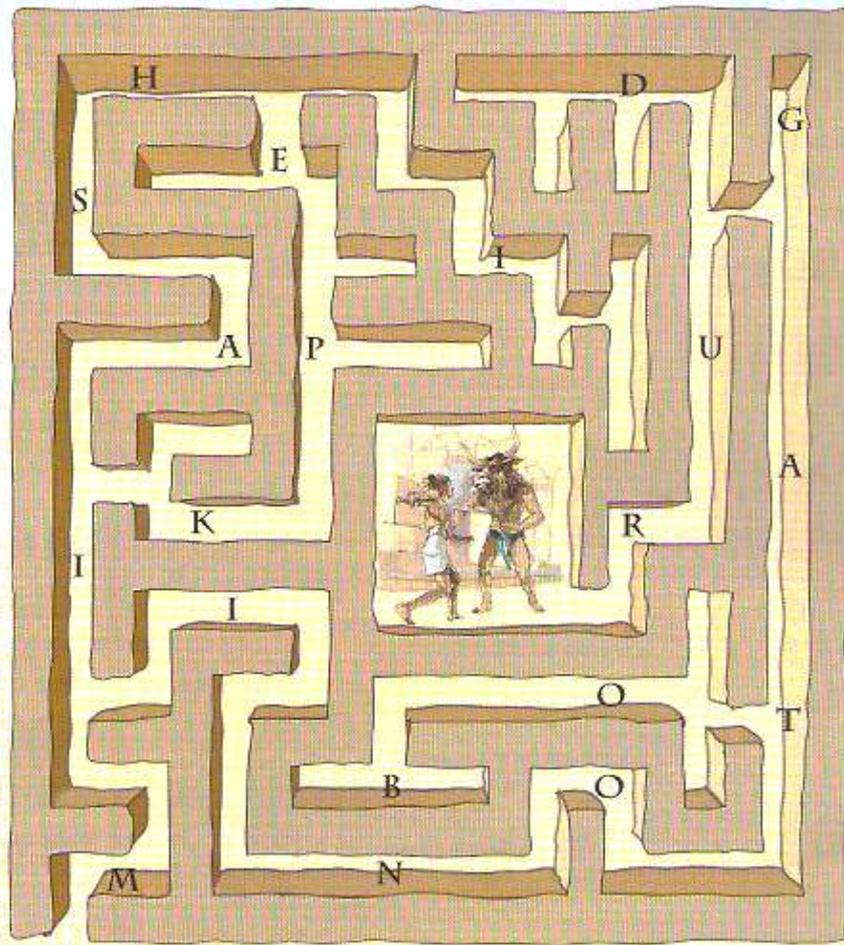
## 11 Episode 2

Read Episode 2 of the story.

When Theseus and the children got to Crete, Theseus met King Minos and his daughter Princess Ariadne. She fell in love with Theseus and she wanted to help him.

Later that night, Ariadne gave Theseus a sword and some string. 'When you go in the labyrinth, tie the string to the door so you can find your way back. Use the sword to kill the Minotaur.' Theseus thanked Ariadne very much and promised to marry her.

The next morning all the children were scared. 'Wait here,' said Theseus. He tied the string to the door of the labyrinth and went to find the Minotaur. When he found the monster there was a big fight. Theseus killed the Minotaur with his sword and then he found his way back to the door. The children were very happy to see him!



Find the Minotaur in the labyrinth. Collect letters on the way. What word do they spell?

## 12 Episode 3

Read Episode 3 of the story. Put the parts (a-f) in the correct order.

- a When he got near home, he forgot to change the sail from black to white!
- b The ship got to the island of Naxos and they stopped to rest. When Ariadne fell asleep, Theseus left her on the island and returned to Athens. Maybe he wasn't in love with her.
- c Theseus and the children ran to their ship. 'I'm coming with you!' cried Princess Ariadne and they all sailed back to Athens.
- d His father saw the black sail. 'My son is dead!' he cried. 'My son is dead!'
- e Theseus was the new king of Athens, but he was not happy. He was the king for many years and he was a good king.
- f His father jumped into the sea and died. When Theseus heard the news, he was very sad because it was his fault.



# Survival Game

Here are two stories. The parts of each story are in the correct order – but the stories are mixed up! Can you separate them?

**Story 1** ○ ○ ○ ○ ○

**Story 2** ○ ○ ○ ○ ○

- a** In April 1994, Mauro Proserpi, a policeman from Sicily, began a 145-mile marathon run across the Sahara desert.
- b** He was in seventh place when a sandstorm started. He put his shirt round his head and sheltered under a bush.
- c** In 1823, Hugh Glass went on a hunting expedition to the Missouri River in the USA.
- d** When the storm stopped, he was lost. The temperature was over forty degrees and he only had half a bottle of water.
- e** One day, a big bear attacked him and he lost a lot of blood. After three days, the other hunters thought he was dead, so they went away and left him.



- f** But he wasn't dead. He woke up, but couldn't walk.
- g** He caught desert bats and drank their blood.
- h** He crawled 100 miles through dangerous Indian country. He ate wild fruit to survive.

**i** After six months, he arrived at Fort Kiowa and started work again – as a hunter!

**j** After eight days, he met a group of Tuareg nomads. They took him by camel to a village. He was fifteen kilos lighter and over 200 kilometres off course!

Can you write the holiday advert?

## Dream Holiday in Canada

You arrive by <sup>1</sup>  and stay two

nights in a <sup>2</sup> ★★★★★ hotel. Then

you go <sup>3</sup>  in the <sup>4</sup> 

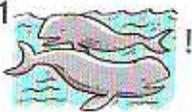
for three days. Next, you travel by

<sup>5</sup>  and build your own

<sup>6</sup>  ! Finally, you spend the last

few days in a <sup>7</sup>  on the coast.

Don't forget your <sup>8</sup>  – you'll see

<sup>9</sup> , <sup>10</sup>  and <sup>11</sup>  !

## 18 SPOT THE MISTAKES!

Read the postcard from a person on holiday in Europe. What three things are wrong?



Tuesday

Hi Patty,

This European tour is great, but tiring! We arrived in Rome on Saturday. We took a boat trip on the river and went up the Eiffel Tower. Today we arrived in Prague, the capital of Poland. The food is great. On Thursday we're going to Madrid - I can't wait to see Big Ben! See you soon! Love, Sandy.

19

# Guess the Performers



Read the descriptions and guess the performer.

a

'I work in a circus but I don't have to do anything dangerous. I have to be fit because I run around and fall over in my performance. I have to be funny and make people laugh. That's more difficult than you think!'

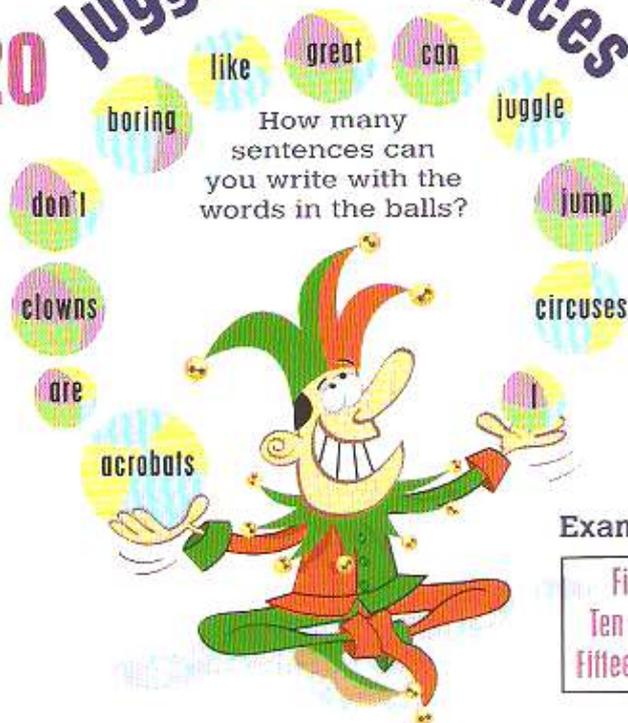
b

'You have to be fit and every day I have to practise for five hours. I also have to be very careful about food. I can't eat fatty foods or chocolate. It's a hard job but when the music starts I forget everything!'

c

'I do this outside so I can't work when it's cold or raining. I usually work in the main square because there are always tourists there. I specialise in people from the past like an Egyptian queen or a Chinese princess. I can't move in my performances.'

# 20 Juggling Sentences



How many sentences can you write with the words in the balls?

Example Clowns are great. I like circuses.

Five sentences = okay  
Ten sentences = very good  
Fifteen sentences = brilliant!

# 21 Song

## I Got You Babe

1 Listen to the first part of the song. Match the underlined words in the song with these meanings (a-f).

- a) because b) get older c) have got  
d) here e) isn't any f) unhappy

They say we're young and we don't know,  
We won't find out until we grow.  
Well I don't know if all that's true  
'Cause you got me and baby I got you

Chorus: Babe, I got you babe,  
I got you babe.

I got flowers in the spring,  
I got you to wear my ring,  
And when I'm sad, you're a clown  
And if I get scared, you're always around.

So let them say your hair's too long  
'Cause I don't care, with you I can't go wrong.  
Then put your little hand in mine,  
There ain't no hill or mountain we can't climb.

Chorus: Babe, I got you babe,  
I got you babe.



2 Listen to the second part of the song and complete the gaps.

I got you to hold my hand,  
I got you to 1 \_\_\_\_\_,  
I got you to walk with me,  
I got you to 2 \_\_\_\_\_ with me,  
I got you to kiss 3 \_\_\_\_\_,  
I got you to hold me tight,  
I got you, I won't let go,  
I got you to 4 \_\_\_\_\_ me so,  
I got you babe



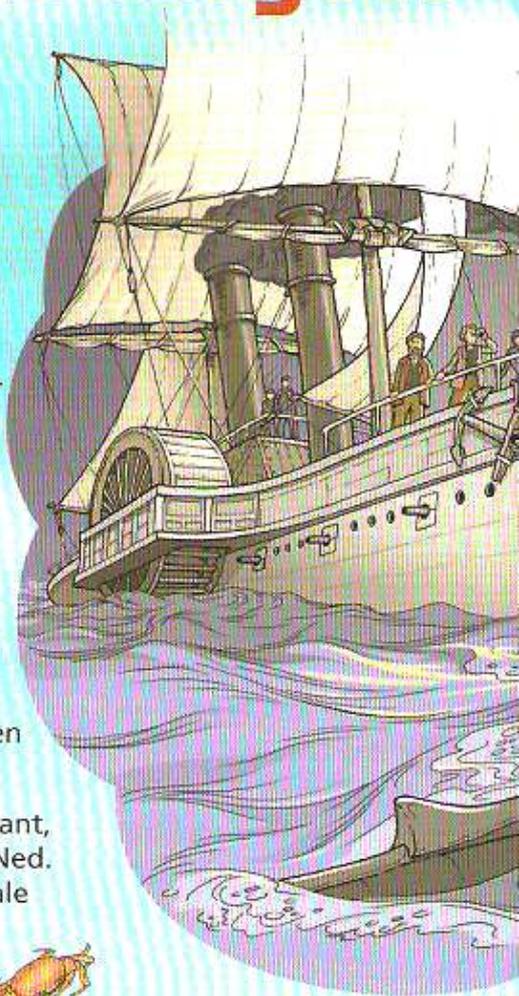
# Twenty Thousand Leagues

22

## The Monster

Look at the picture. Read the first part of the story. Order the paragraphs (a–d).

- a I fell into the sea. Conseil jumped in and helped me but we got lost in the dark. Then, I heard a familiar voice. It was Ned! He was on top of the monster! It was made of metal! Ned knocked on the metal. Suddenly, a door opened and eight men came out.
- b In 1866, a lot of ships around the world saw a strange creature like a whale. It was very fast and it sometimes destroyed ships. I was in America then and people asked me, Professor Aronnax, for help. I am a scientist and know a lot about the sea. I decided to go on an expedition to find the monster.
- c After months at sea, there was no sign of the monster. Then, one night, in the middle of the Pacific Ocean, we saw it! It had a big, black body and was about eighty metres long. There was a strange light around it. Our captain tried to shoot at it and then the monster attacked us.
- d We left New York on the 'Abraham Lincoln'. I went with my servant, Conseil. On the ship, there was a Canadian whale hunter called Ned. He did not believe the stories about the 'whale'. 'How can a whale destroy a metal ship?' Ned asked.



23

## The Nautilus

Read the second part of the story. Which of these things did Jules Verne predict in the story (in 1866)?

- robots
- electric engines
- electric light
- diving suits
- submarines
- nuclear power

The men took us inside the enormous submarine. The commander was a tall, handsome man. 'My name is Nemo, Captain Nemo. You can stay here, on the Nautilus,' he told us. 'But you can never leave and tell the world about it!'

The captain showed me his submarine. There was a dining room and a big library. The engines used minerals from the sea to make electricity. Captain Nemo told me, 'I love the sea. Here, I am free. I can escape from people. I hate people!' Was Captain Nemo mad?

Life on the submarine was interesting and we had a lot of adventures. We sometimes put on diving suits and walked on the sea bottom. We saw colourful fish and beautiful coral.

One day, the Nautilus got stuck on a rock near a small island. Ned and I visited the island in a small boat. It was great to be on land again! Ned was happy and wanted to stay on the island. Suddenly, we saw some natives! We were scared. We ran to the boat and quickly returned to the submarine but the natives followed us in canoes.

When the natives were on top of the submarine, Nemo turned a switch to electrify it. The natives screamed and jumped into the sea. That afternoon, the Nautilus escaped from the reef and we sailed away.



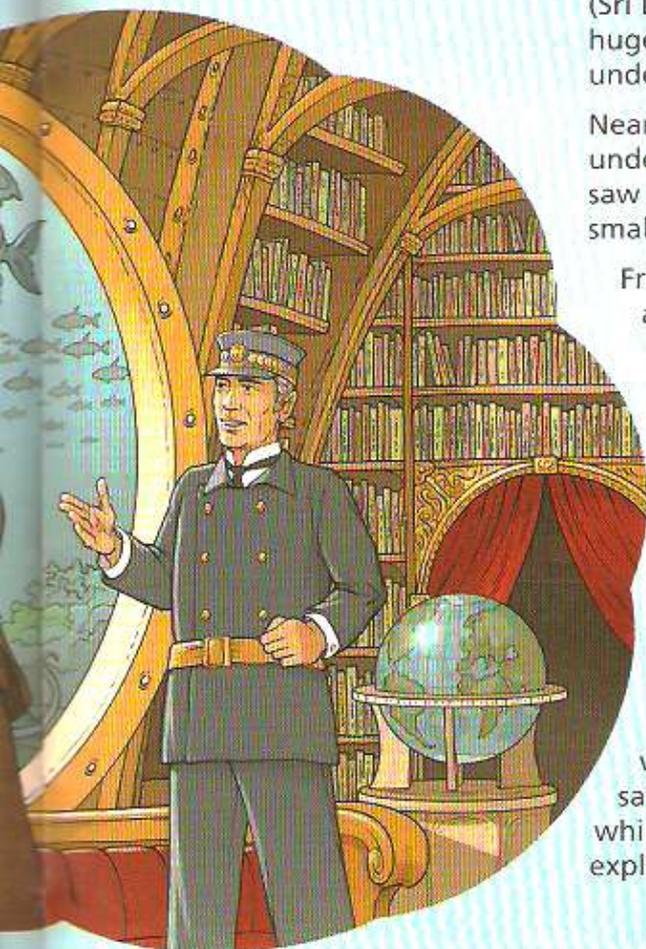
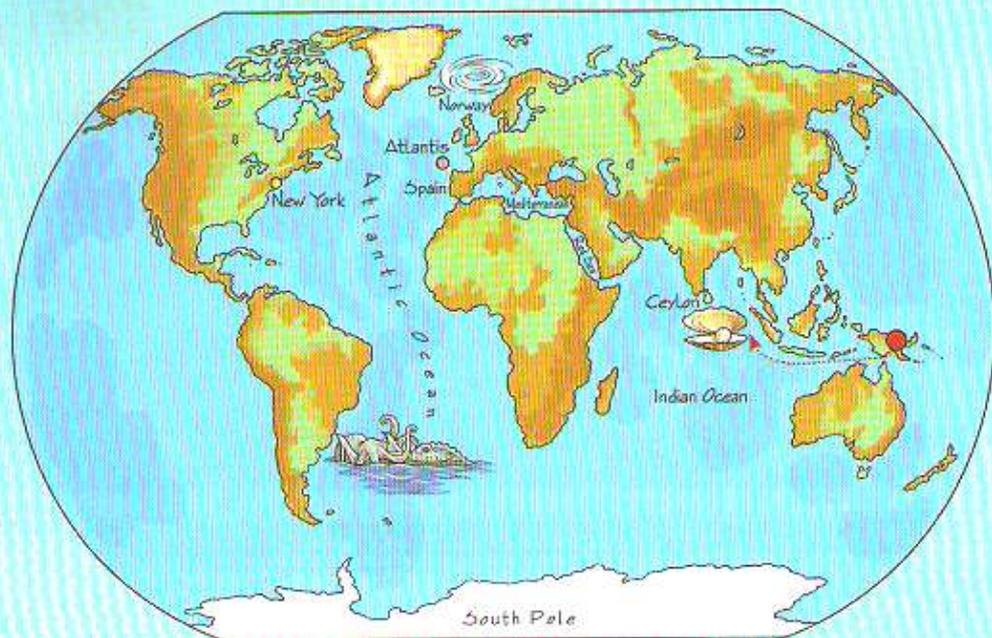
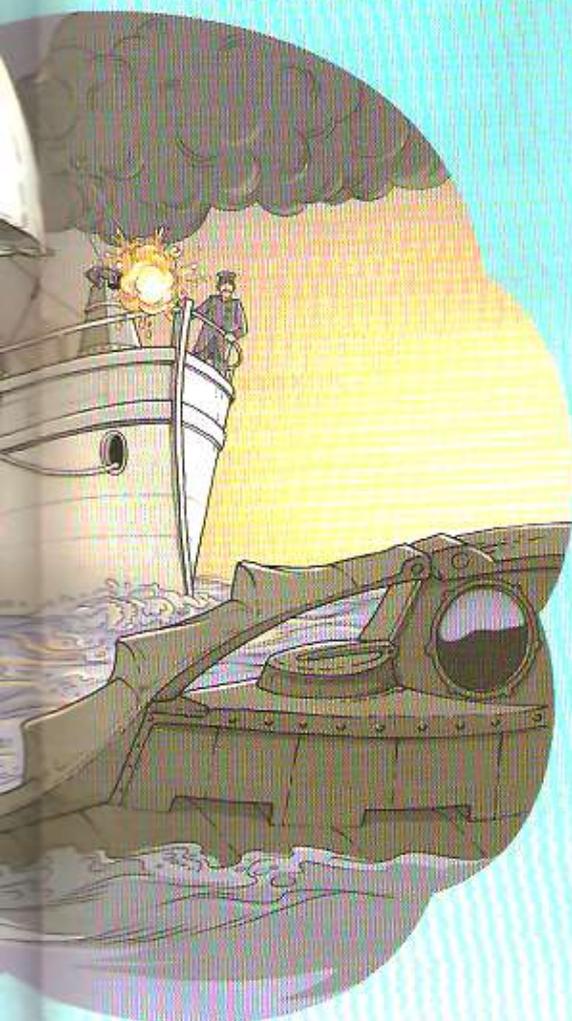
# Under the Sea

by Jules Verne



## 24 Around the World

Read the last part of the story. Mark the route of the Nautilus on the map. What two geographical mistakes are there in the story?



After that, we travelled around the world and saw some amazing things. We crossed the Indian Ocean and near Ceylon (Sri Lanka), Captain Nemo showed us an enormous oyster with a huge pearl. From there, we went to the Red Sea and through an underground tunnel into the Mediterranean.

Near the Spanish coast, Nemo took us to the ruins of an underwater city: Atlantis! Then, we went a long way south and saw icebergs. We went under the ice and came to an island in a small sea. This was the South Pole!

From there we went up the coast of South America. One day, a giant squid attacked the submarine. The monster picked up Ned and another sailor but Captain Nemo killed the squid with his axe and rescued the two men.

We went north to the USA and there was a bad storm near New York. After months in the submarine, Ned was desperate to leave. We asked the captain, but Nemo got angry and said, 'NO!' Later, when we were crossing the Atlantic, a warship started to shoot at us and the captain sank it. Now he was completely mad!

Finally, near the coast of Norway, Ned, Conseil and I escaped in the submarine's boat. When we were in the boat, we heard the terrible sound of a whirlpool. Luckily, we survived it and some fishermen picked us up. We never saw Captain Nemo and the Nautilus again. Maybe, the whirlpool destroyed them. Or maybe Captain Nemo is still exploring the oceans ...



# 25

## Spot the Difference

Read the description in Sam's e-mail and look at the drawing. Find **seven** more mistakes in the description.

**Example** He has painted the walls blue.



From: Sam [samb@mailservice.co.uk]

Hi Paul,  
 Here's a photo of my room. I've changed everything! It's really cool. I've painted the walls green and the door red. I've bought some lovely green curtains and a beautiful red and blue rug. I've put posters of my favourite singers and groups on the wall. On my bedside table I've got a photo of my cat, Eric. I've got a new lamp, too, with a big red lampshade and I've got two red cushions on the bed. I've put my desk between the bed and the door with my computer and books on it. I've changed the position of my stereo system, too. It's between the window and the new wardrobe. I've put all my clothes in the wardrobe and now my room is really tidy!  
 Sam

## 26 Musical Styles

Find twelve musical styles. Look →

O	R	A	H	O	U	S	E	B	S
R	O	Z	E	C	G	G	A	R	O
O	C	L	A	S	S	I	C	A	L
A	K	C	V	U	O	J	A	Z	U
R	C	E	Y	E	U	O	R	J	P
P	O	U	M	B	L	U	E	S	O
U	B	L	E	L	C	L	G	I	P
N	A	P	T	O	R	E	G	E	A
K	O	R	A	P	O	J	A	Z	Z
E	F	O	L	K	G	L	E	M	T

## 27 Style Guide

**What do you think is cool?**

Read the style guide and underline the four worst things in it.

**Example**

Boys should wear pink,  
leather trousers ...

**THIS YEAR ...**

Boys should wear pink, leather trousers, white shirts and big red ties.

Girls should wear black, baggy trousers and black sweatshirts with hoods.

Boys should have long hair with a ponytail and they should dye it blond.

Girls should have short spiky hair and they should dye it red.

Boys should have earrings in their left ear and should have pierced eyebrows.

Girls should have pierced belly buttons, lips and noses.

Boys should show their underwear above the waist of their trousers.

Girls and boys should have tattoos on their arms, legs and back.

Boys and girls should wear big dark sunglasses at all times.

# 28 Song

## In the Ghetto

- Listen to the song and order these events.
- the young man dies
  - a boy plays in the street
  - a teenage boy goes out at night
  - a baby is born to a poor family
  - he starts fighting
  - he steals a car
  - people look at him

As the snow flies  
On a cold and grey Chicago morning  
A poor little baby child is born  
In the ghetto.  
And his mama cries  
'cause if there's one thing that she don't need  
It's another hungry mouth to feed  
In the ghetto.

People, you don't understand,  
The child needs a helping hand  
Or he'll grow to be an angry young man some day.  
Take a look at you and me,  
Are we too blind to see?  
Do we simply turn our heads  
And look the other way?

Well the world turns,  
And a hungry little boy with a runny nose  
Plays in the street as the cold wind blows  
In the ghetto.

And his hunger burns,  
So he starts to roam the streets at night,  
And he learns how to steal  
And he learns how to fight  
In the ghetto.

Then one night in desperation  
A young man breaks away.  
He buys a gun, steals a car,  
Tries to run, but he don't get far.  
And his mama cries

As a crowd gathers round an angry young man  
Face down on the street with a gun in his hand  
In the ghetto.

As a young man dies  
On a cold and grey Chicago morning  
Another little baby child is born  
In the ghetto.

# 29

## Amazing but True

Which **two** of these records are **NOT** true?

- Ken Edwards from Britain ate thirty-six cockroaches in one minute.
- Alice Springs from Australia jumped over twenty-nine adult kangaroos.
- Mathias Aisch from Germany made a tower of 726 dominoes.
- Rene Alvarenga from El Salvador has eaten 35,000 scorpions.
- Gordon Gates from Florida kissed eleven king cobra snakes in one morning.
- Gordon Bennet from Wales walked 135 kilometres on his hands.
- Dr Norman Gray had 109 bees in his mouth for ten seconds.



Numbers 2 and 7 are false.

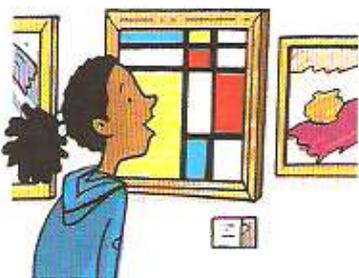
# 30 Book Quiz

Answer these questions about the story.

- Who sang the song for the video?
- Where did Zeki and Adam go in Paris?
- Who is the ghost in the haunted house?
- What two things did Bart do to ruin the competition?
- Where were the group when they got the idea for a phone tracker?
- Whose uncle works in a snack bar?
- What places are two other groups in the competition from?
- Who in the group had a dog called Homer?

# Picture Dictionary

## Interests and Games



art



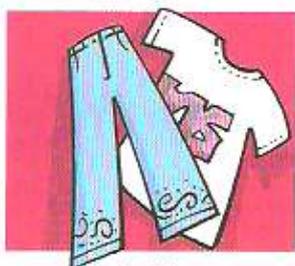
collecting things



computers



dancing



fashion



model aeroplanes



music



photography



reading



science



skateboarding



chess



cards



computer games



dominoes



draughts



pool

# Sport and Holidays



athletics



climbing



cycling



football



ice hockey



motor racing



rugby



sailing



skiing



snorkelling



surfing



swimming



tennis



volleyball



fishing



amusement park



beach (holiday)



campsite



hotel



mountains



sightseeing



swimming pool

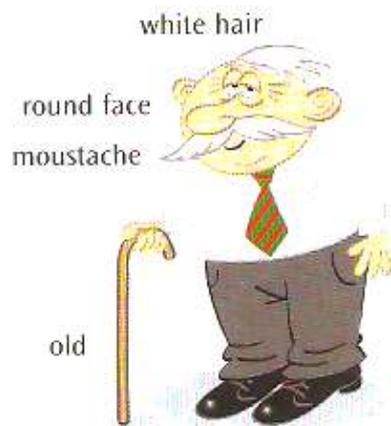
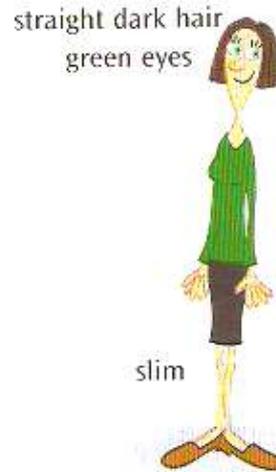
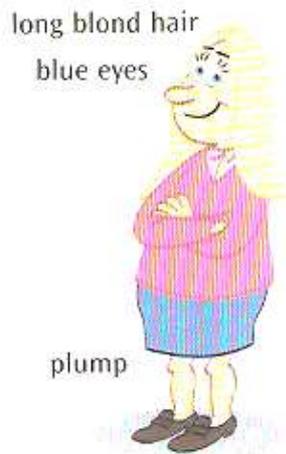
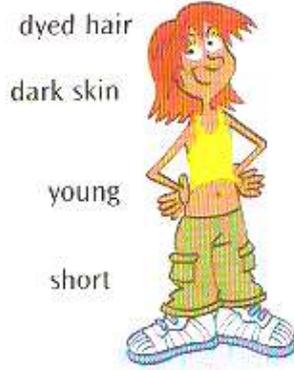


water park



youth hostel

# Appearance



## Food and Drink

fruit



apple



banana



kiwi



lemon

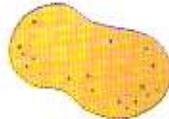


orange

vegetables



carrot



potato



tomato

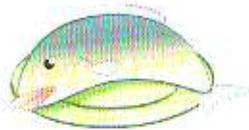
meat



chicken



ham



fish



cheese



ice cream



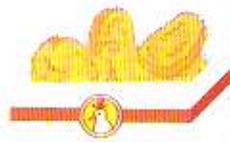
milk



yoghurt



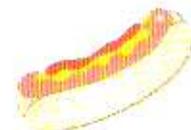
burger



chicken nuggets



chips



hot dog



kebab



pizza



salad



sandwich



cola

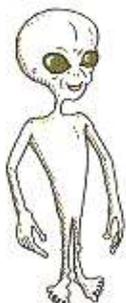


orange juice



bottle of water

## Fantasy Creatures



alien



fairy



ghost



hobbit



mermaid



sea monster



vampire



werewolf



witch



yeti



zombie

# Jobs



bus driver



dentist



doctor



electrician



farmer



hairdresser



journalist



lorry driver



mechanic



nurse



pilot



police officer



plumber



secretary/office worker



shop assistant



taxi driver



teacher



vet



waiter (waitress)

### Performers



acrobat



actor (actress)



clown



comedian



dancer



gymnast



human statue



ice skater



juggler



magician



musician



singer



story teller



trapeze artist

### Clothes



baseball cap



blouse



boots



coat



dress



jacket



jeans



jumper



shirt



shoes

shoelaces



sweatshirt



shorts



skirt



tracksuit



socks



suit



trousers



tie



top

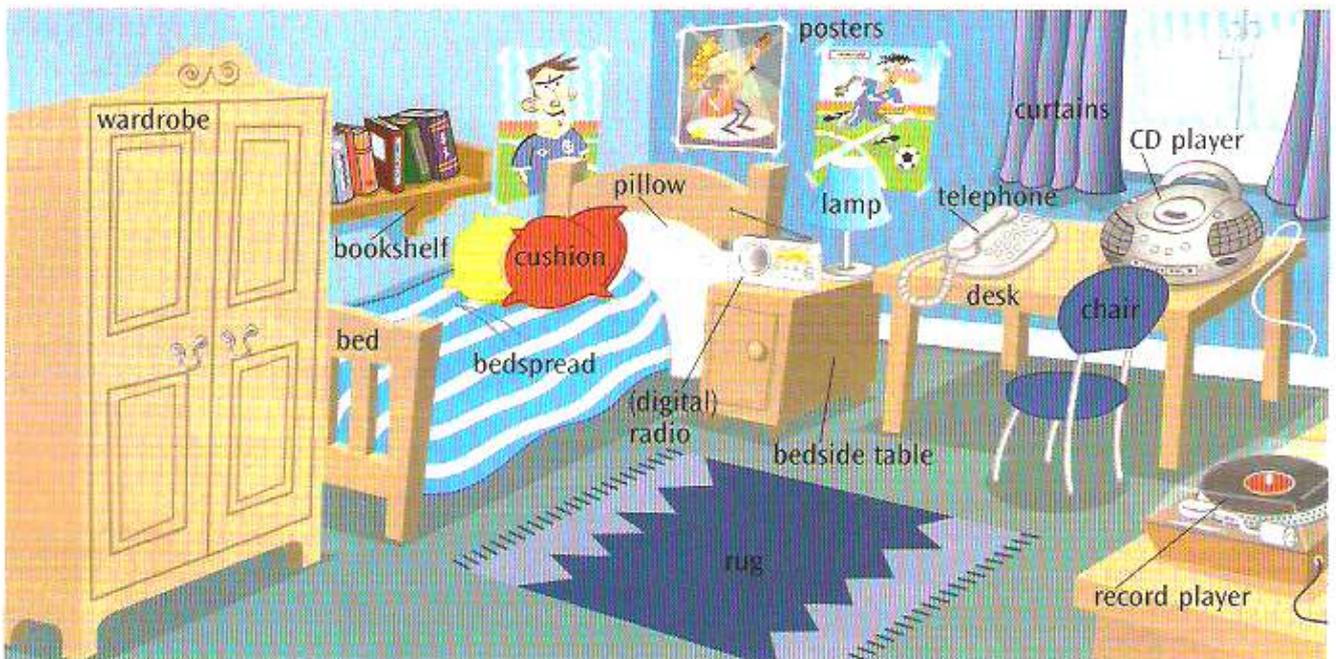
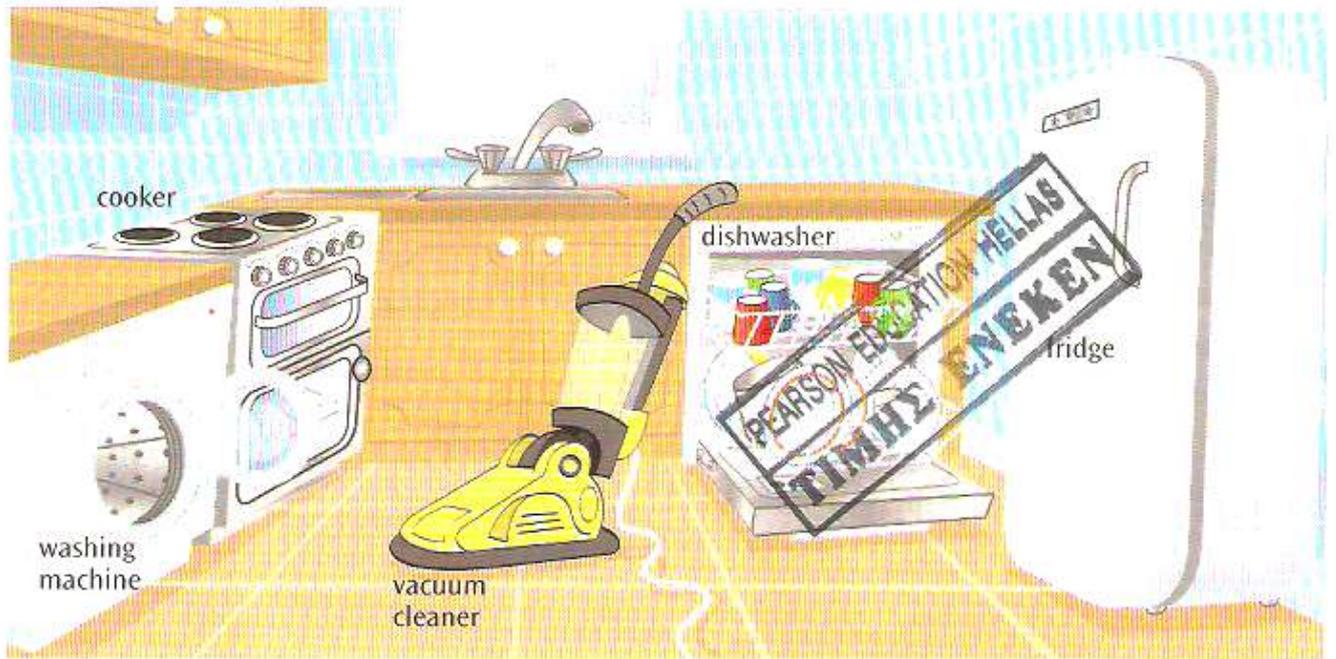


trainers



T-shirt

## House: Machines and Furniture



## Technology



digital camera



domestic robot



DVD player



flat screen TV



handheld computer



headphones



laptop



mobile phone with camera



pen drive



MP3 player



video camera



walkie-talkie watch

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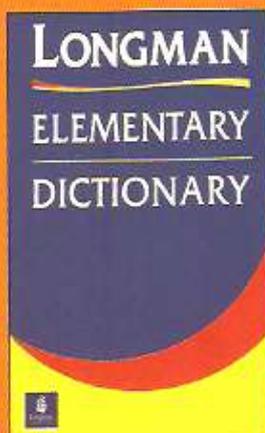
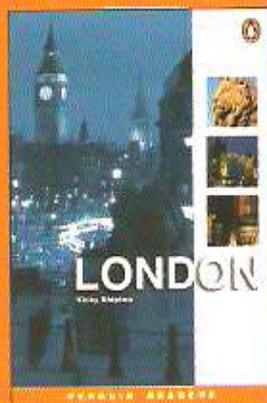
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- Informative and engaging topics that involve teenagers in their learning See page 51
- Unique features on word building and sentence patterns See page 52-3
- Characters that promote positive values and use real spoken language See page 26
- Activities for building learner strategies See page 110
- A magazine at the back of the Students' Book to support mixed ability classes See page 18-19
- Strong grammar and skills sections to give students confidence in using the language See page 122
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- A unique teacher's package that gives total support and maximum flexibility

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- Teacher's Handbook
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