Challenges

Students' Book

4

Michael Harris • David Mower
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- Talk about communication and give opinions.
- Read about animal communication, blogs and unusual languages.
- Listen to short conversations.
- Write blogs and a project about communication.
- Learn more about present tenses.

Module 1

Communication

Get Ready

1 Look at the Key Words. What forms of communication do you use?

Key Words: Communication

blog, body language, computer network, e-mail, face to face conversation, instant messaging, mobile phone (US = cellphone), postal service, sign language, telephone (landline), telegraph, texting (SMS messages)

2 Work in pairs. Complete the information with the Key Words. Check your answers on page 106.

900 BC Early [1]_____ in China. Messages are carried on horseback.

1844 The first [2]_____ message is sent in the USA using the Morse Code.

1874 A.G. Bell has the first successful [3]_____ conversation.

1969 The first computer [4]_____ links universities in the USA.

1972 The first [5]_____ is sent. The message explains how to use the @ symbol.

1983 Motorola make their first [6]_____ . It measures 25 cm x 8 cm!

1991 The World Wide Web is developed and surfing the Net becomes possible.

1996 [7]_____ is invented. You can now chat to your friends on your computer!

3 Listen to the people in the photo. Match their names with the information (A = Abi, E = Ellie, etc).

1 ☐ and ☐ had the idea for an online radio station.
2 ☐ seems quite artistic.
3 ☐ is interested in 'green' issues.
4 ☐ and ☐ were not born in Bristol.
5 ☐ and ☐ like football.
6 ☐ is very keen on music.

4 Read the advert for 'radiochill.org'. What programme would you like to listen to?

The best music in town with Bristol's hottest new bands.

Daily news about what's really happening in Bristol.

Special weekend programmes: *What's On, Where To Go, Sports Round-up* and *Cool Clothes*.

www.radiochill.org

5 Work in pairs. Read these questions and then tell your partner about yourself.

1 What do you use your mobile phone for most?
a) phoning b) texting c) taking photos
d) downloading music e) playing games

2 How do you prefer to chat to your friends?
a) face to face b) on the phone c) by texting
d) by instant messaging e) by e-mail

3 What do you use the Internet for?
a) e-mail b) instant messaging c) buying things
d) homework e) sending e-greetings

4 Which of these things do you send by post?
a) postcards b) birthday cards c) personal letters
d) Valentine cards e) formal letters

Abi Ellie Steve Tanya

cool summer with Radiochill.org

6 **Speak Out** Do you agree or disagree with the statement below? Give your reasons.

Teenagers use computers and mobiles too much and they don't talk face to face enough.

1 Animal Talk

Warm-up

1 Look at the animals on this page. What do you know about them? Think about:

- where they live
- what they eat
- their size and weight
- characteristic features

2 Read the text about animal communication. How do these animals communicate?

- ants
- rats
- bees
- elephants
- whales
- frogs

3 Have you got a pet? How does it communicate?

Grammar: Present tenses

4 Identify the tenses in the examples (1–6): Present Simple, Present Continuous or Present Perfect. Then match them with the uses (a–f).

Examples

1. Ants **spread** pheromones.
2. We **know** little about how whales hear.
3. Scientists **are doing** a lot of research in this area.
4. What **is he trying** to tell me?
5. Scientists **have discovered** that a rat can identify another rat.
6. Everyone **has heard** birds singing.

Uses

a) an activity that happens regularly

b) a past event with consequences in the present

c) a present state

d) an activity happening now

e) an event that happened in the past but it doesn't matter when

f) an activity happening around now

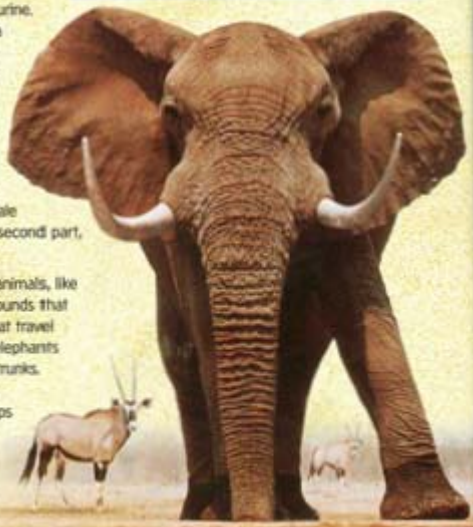
'My dog is sitting in front of my desk, wagging his tail and looking at me intensely. What is he trying to tell me?' Jane Roberts investigates.

People have always been interested in how animals communicate and scientists are doing a lot of research in this area.

Most animals communicate by smell; they produce chemical substances called 'pheromones'. Scientists have discovered that a rat can identify another rat: its age, sex and social status, just by smelling its urine. Ants spread pheromones to guide other ants to a food source. Bees not only use pheromones but also 'dance' to tell other bees where to find food. For example, if a bee flies straight upwards, it means they should fly directly towards the sun.

Everyone has heard birds singing. Research has shown that many other animals use sound to communicate. Some male frogs make two-part calls: the first part can only be heard by other male frogs, and it is a warning. Females only hear the second part, which is a mating call!

Scientists have known for some time that many animals, like bats, whales and elephants, communicate with sounds that people cannot hear. Their calls produce waves that travel through the ground, water or air. We know that elephants probably receive these signals with their feet or trunks. However, we know little about how whales hear. Ecologists say that nowadays loud noise from ships is interfering with whales' communication.



5 Read the sentence. Choose the meaning (a or b) for the verb in bold.

Scientists **have known** for some time that many animals communicate with sounds that people cannot hear.

a) situation that started in the past and continues up till now

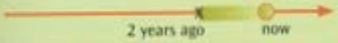
b) situation that happened in the past

6 Read the sentences and match them with the timelines.

1 I've had a cat **for two years**.

2 I had a cat **for two years**.

a)



b)

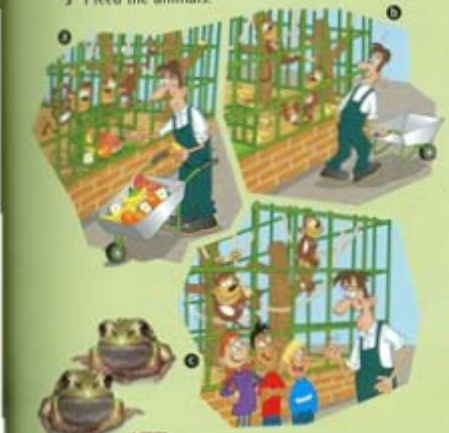
Practice

7 Match the sentences with the pictures.

1 I have fed the animals.

2 I'm feeding the animals.

3 I feed the animals.



8 Complete the text with the verbs in brackets in the Present Simple, Present Continuous or Present Perfect.

I 1_____ (have) two dogs, Choc and Ginger. Ginger 2_____ (be) in our family for seven years and Choc 3_____ (be) just two years old. They 4_____ (not like) each other very much. Choc 5_____ (sleep) in my bedroom and I 6_____ (think) Ginger 7_____ (be) jealous. Ginger 8_____ (bite) Choc a few times and she often 9_____ (bark) at her. At the moment, we 10_____ (try) to train them. I 11_____ (find) a good dog trainer and I 12_____ (take) the dogs to her three times a week. She's really great!

9 Use the cues to write about Catherine, who studies elephant behaviour.

Example

1 *She has lived in Africa for ten years.*

1 live in Africa / for ten years

2 love animals / always

3 have a pet / never

4 investigate elephants' family life / this summer

5 take photos of elephant calves / now

6 write her observations / every day

7 observe the animals at night / often

8 not published many articles / yet

Your Turn

10 Use the cues to write a questionnaire about how people feel about animals. Use the correct tenses.

Example

1 *Are you afraid of any animals?*

1 you / be afraid of any animals?

2 you / get on well with animals?

3 you / ever / be bitten by an animal?

4 you / ever / have a pet?

5 How often / you / watch programmes about animals?

6 you / look after an animal / now?

7 you / be allergic to any animals?

8 you / enjoy this lesson about animals?

11 Work in pairs. Ask and answer the questions.

12 Report your partner's answers to the class.

→ TIMEOUT! Page 108, Exercise 1

2 The Blog Generation

Warm-up

1 Look at the things you can find in blogs. Which would you like to read or write?

- personal diaries • diaries about pets/babies
- messages between friends
- chats to meet new friends
- chats about interests (music, sport, cooking, etc)
- discussions about politics • news
- novels and stories • jokes
- homework questions and answers

Reading

2 Read the article. Which types of blog from Exercise 1 are mentioned?

Blogs have been around since 1994 when Justin Hall, a bored student in the USA, began writing his diary on the Internet. Today, there are millions of blogs.

The 'blogosphere' is a virtual world where people chat, argue and even **fall in love with** someone. It's also a young world. Over half the blogs are written by teenagers.

There are blogs about everything from computers to cooking, from politics to pets. Families use them to **keep in touch with** each other. Most teenagers write diaries about their everyday lives.

You don't need special computer skills. If you want to start blogging, you just register with a company like *MySpace*, *MSN* or *Xanga*, log on and start writing or uploading photos. It's easy and it's free! But remember – never **give away** your real name, address or phone number, because you don't know who might read your blog.

3 Are these statements true (T), false (F) or is there no information (NI)?

1 ☐ Justin Hall still writes a blog.
2 ☐ Most bloggers are adults.
3 ☐ You can read someone's blog and write to them.
4 ☐ Teenagers usually write about their pets.
5 ☐ Blog companies get their money from advertising.
6 ☐ It's easy to write blogs and add photos.

4 Read the blogs (1–3) and match them with the photos (a–c).

❶

My name's Maggie. I'm a fast runner and I'm very cute. My first owner abandoned me but I've been with a new owner for two weeks. Now I'm happy. I **get on with** her really well. Do you want to see some photos of me with her?

Links: www.adoptapet.com

❷

Hopper	I saw The Kaiser Chiefs last night. Thanks for the ticket, Pat – you're a real pal.
Sim	I went, too. The first band were terrible but KC were AWESOME.
▶ Baz	Who was the first band?

❸

May

Sunday Nothing's happening here. It's raining (as usual). I must **get down to** my history homework – we have to **hand** it **in** tomorrow.

« Back Forward »

May 10

Saturday I got up late and played tennis with Mel. I won. We **met up with** Tom at the sports centre and chatted a bit. I haven't seen him for ages – not since Mel's party in March. He's soooo nice – but he's got a girlfriend !!!

5 Find the verbs in the article and the blogs. Complete them with *somebody* or *something*.

Word Builder

two words	three words
1 hand _____ in	3 get down to _____
2 give _____ away	4 get on with _____
	5 meet up with _____

four words

6 fall in love with _____
7 keep in touch with _____

6 Complete the sentences using the verbs from Exercise 5 in the correct form.

1 Tomorrow, I've got to _____ that project.
2 This evening, I'm going to _____ a friend.
3 Come on. Let's stop talking and _____ some work.
4 On Saturday, I _____ the secret of my mum's surprise fortieth birthday party.
5 I have _____ a lot of my friends from primary school.

7 Verb Game How many sentences can you make with the verbs below?

get in, get off, get on, get to, get on with, take off, take up

→ Word Bank, page 122

8 Look at the Sentence Builder. When do we use *for* and *since* – with a period of time or a point in time?

Sentence Builder

I've been with her **for** two weeks.
I haven't seen him **for** ages.
Blogs have been around **since** 1994.
I haven't seen him **since** March.

9 Write true sentences with *for* or *since* and these time expressions.

two hours, eight o'clock, Tuesday, a few days, three years, 2005, Christmas, ages

Example
I haven't eaten for two hours.

Writing and Speaking

10 Work in groups and write some blog entries.

- Think of a topic for a blog (see Exercise 1). Write your name, the time, and the first entry on a sheet of paper.
- Pass your paper to the next student.
- Write your name, the time, and the next entry on the 'blog' you receive.
- Continue until your blog returns to you.

11 Read your blog to the class.

Fact or Fiction?
There are over seventy million blogs on the Internet.
Check your answer on page 98.

TIMESOUT! Page 108, Exercise 2

www.radiochill.org

Warm-up

1 Look at the body language of Ellie, Steve, Tanya and Abi in the photo. Who do you think ...

1 ☐ likes looking cool?
2 ☐ doesn't say much?
3 ☐ is very enthusiastic?
4 ☐ has a good sense of humour?

Reading and Listening

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

The group meet at the radiochill.org studio in Ellie's house.

Ellie: Okay, we're ready to start next week. We'll do an hour a day at first.
Abi: I don't think an hour's very much.
Steve: It's a long time on the radio.
Ellie: That's true. We could start the first programme with an introduction about ourselves.
Abi: What about music? If you ask me, music's much cooler than chatting.
Tanya: I don't think so. I agree with Ellie. An intro would be good. What do you think, Steve?
Steve: Fine.
Ellie: What about news? Didn't we agree on that before?
Abi: We haven't got any news yet! We've got to find some.
Tanya: 'Radio reporter, 16, pushes girl into fountain in Millenium Square.'
Abi: Yeah, that was funny, wasn't it?
Tanya: Yeah, it was for you but not for me!
Ellie: Come on you two, let's get back to the subject.
Tanya: Well, there's an athletics competition in Bristol next week. I think it'll be interesting. Don't you think so?
Steve: Yeah, definitely.
Ellie: I think so, too. We can have that later with the news. So we have the intro and then some music. Then the news, then more music.
Tanya: Yeah. We can add more programmes later. You've got plenty of music, haven't you Abi?
Abi: Lots of cool stuff!
Ellie: Okay, let's get down to some work!

3 Look at the Sentence Builder. We use negative questions when we want the listener to agree with us or to show surprise.

Sentence Builder

Didn't we agree on that?
Don't you think so?

4 Complete the dialogue with negative questions. Use the cues in brackets.

A: I think that CD's great. (you / like / it?)
B: Yeah, but I prefer Green Day's new album.
A: I've heard it's good but I think Foo Fighters are better. (you / think / so?)
B: Yeah, I do. They're great. They were on TV last week. (you / see / them?)
A: No, I didn't. I was on holiday.
B: Really?
A: Yeah. (you / know / that?)

Speaking

5 Look at the Key Expressions. Classify them.

a) agreeing b) disagreeing c) giving opinions
d) asking for opinions

Key Expressions: Opinions	
What do you think? Don't you think so?	I think (that) ... I don't think (that) ... If you ask me, ...
I think so, too. / Yes, definitely. That's true. / I agree with ...	I don't think so.

6 Look at the Speaking Help.

Speaking Help: Class Discussions

- Always use English except for names in your language (e.g. TV programmes, films, groups).
- Listen to your partners' opinions and wait for them to stop before you speak.
- Ask the others their opinions, too.

7 Work in groups. Use the advice in the Speaking Help and Key Expressions from Exercise 5 and talk about these things.

- the best football teams • the best films
- the best radio/TV programmes at the moment
- the best websites/blogs • the best tennis stars
- the best pop groups/singers

Example

Tom: *I think Chelsea are the best team.*
Ann: *Yeah, definitely. Don't you agree, Tim?*
Tim: *No, I don't think so. I think Liverpool are better.*

Everyday Listening

1 Listen to six short conversations. Choose the correct answer (a, b or c).

1 Where is Tim on holiday?
a) on the coast b) in the mountains c) on a boat

2 What are Roxy's favourite blogs about?
a) films b) pop music c) football

3 What homework has Kelly not done?
a) maths b) chemistry c) geography

4 How does Tom usually get to school?
a) by bus b) on foot c) by car

5 What instrument can Susan play?
a) piano b) flute c) guitar

6 How did Cath wish her cousin 'Happy Birthday'?
a) by mobile phone b) with a card c) by e-mail

2 **Listen Closely** Listen to the sentences below and underline the stressed word or words.

1 It's not fair.
2 How's it going?
3 It's a nightmare!
4 Do you want me to help?
5 You're late again.
6 I couldn't help it.
7 I can't play any, actually.
8 He's a really nice guy.

TIMEOUT! Page 108, Exercise 3

Across Cultures 1

Keeping In Touch

In the dark days before mobile phones, people had different ways of communicating over long distances. Lucy Marr looks at some of these methods.

Smoke signals are well-known from Hollywood wild west films. They started in North America and China hundreds of years ago. By passing a blanket over a fire, you can make a puff of smoke. If you are careful, you can control the size and shape of the puffs to create signals. However, you can only send simple, short messages such as 'everything is okay', 'danger' or 'help!'. Smoke signals can be seen from a long way off but they are useless if you want to keep something secret. Everybody in the area knows what you're saying – it's a bit like listening to people on their mobile phones on the bus!

Talking drums can send quite complicated information. And they're loud – you can hear them up to eight kilometres away. They were first used in West Africa. When Europeans were first exploring the forests there, they were surprised to find the natives knew they were coming. The use of drums spread to South America and the Caribbean during the slave trade. In fact, talking drums were banned because slaves were using them to communicate in a secret code.

Whistling languages are very rare. People whistle messages to each other on the Canary Island of La Gomera. The origins of the language are unknown but it probably came from the Berber people of Morocco. Until recently, it was dying out but now children on the island have to learn it at school. Silbo sounds a bit like a bird song and has a vocabulary of over 4,000 words! People originally used it to communicate over the steep hills and valleys of the island but now it has other uses. Juan Cabello, a resident of the island, says: "I use it for everything – to call my wife, to tell my kids something, or to find a friend in a crowd. It's useful for just about everything but not very good for romance – everyone on the island would hear what you were saying!"

Warm-up

1 **Look at the photos and guess if these sentences are true (T) or false (F).**

1 ☐ Smoke signals started in North America and China.
2 ☐ You can send detailed information with smoke signals.
3 ☐ You can hear 'talking drums' twenty kilometres away.
4 ☐ Communicating with drums began in South America.
5 ☐ Some children learn how to whistle messages at school.

Reading

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

3 What are the advantages and disadvantages of each type of communication?

4 Look at the Word Builder. Complete it with the words in yellow from the text with the opposite meaning.

Word Builder

well-known	1 _____
long	2 _____
simple	3 _____
careless	4 _____
useful	5 _____
quiet	6 _____
common	7 _____

5 Write sentences about four of these things using words from the Word Builder.

- an animal
- heavy music
- a street
- a singer
- a maths problem
- a calculator
- a carpenter

Example

Giraffes have got long necks. They are common in Africa.

6 **Adjective Quiz** Work in pairs. Test your partner on the opposites of the words in the box.

→ Word Bank, page 125

Example

A: *What's the opposite of 'correct'?*

B: *'Incorrect'. What's the opposite of ...*

correct, hard-working, patient, happy, kind, outgoing, dangerous, tidy, tall, pleasant, strong, experienced, comfortable, lucky, healthy, fair, rich

Speaking

7 Work in pairs. Ask and answer these questions.

1 How many foreign languages can you understand a bit of?
2 How many languages can you say 'hello' in?
3 What other foreign language would you like to learn? Why?
4 Have you ever made up a secret code? If so, how did it work?
5 Are there any words that only you and your friends use?
6 If you spoke a secret language, when would you use it?

FOR YOUR PORTFOLIO

Project: An article

1 Work in groups. Choose an important type of communication for each student (see the Key Words on page 4).

2 Find out more details about your type of communication and make notes.

- say when and where it started
- show an example of it
- explain the advantages and disadvantages

3 Write your article and ask your group to check it.

4 Give your article to other students to read.

The ancient Egyptians had a system of picture writing called hieroglyphs. Each hieroglyph represented a thing or an idea. For example, this hieroglyph *represented ...*

Study Corner 1

Language Check

1 Match the words with the definitions (a–d).

• blog 1_____ • e-mail 2_____ • texting 3_____
• instant messaging 4_____

a) sending written messages by mobile phone
b) an online diary or chatroom
c) a message sent by computer
d) chatting to friends online

2 Complete each gap with one word.

5 I get on _____ most people in my class.
6 I've got to hand _____ my homework tomorrow.
7 My brother recently took _____ judo.
8 She says she fell in love _____ a boy on holiday.
9 You must get down _____ some work.
10 I met up _____ an old friend on Saturday.
11 Do you keep in touch _____ your old boyfriend?

3 Complete each sentence with the opposite of the underlined word.

12 I'm very careful with my clothes but I'm a bit _____ with my CDs.
13 She was unknown before she won the competition; now she's a _____ singer.
14 I thought this homework would be simple but it's quite _____ .
15 I had nine correct answers and only one _____ answer in the maths test.

Vocabulary ☐ / 15

4 Complete the text with the verbs in brackets in the correct tense: Present Simple, Present Continuous or Present Perfect.

Blind people [16]_____ (use) the Braille system for reading since the 19th century. Braille [17]_____ (consist) of a series of raised dots which [18]_____ (represent) letters of the Latin alphabet. There are about two million people in the UK with sight problems but only twenty thousand [19]_____ (read) with Braille. In the last few years, many young people [20]_____ (start) to use electronic text instead of Braille. At the moment, experts [21]_____ (discuss) how to make Braille more attractive for young people.

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

22 He hasn't phoned me _____ two weeks.
23 We've lived here _____ 2004.
24 I haven't seen her _____ Friday.
25 She's taught in our school _____ six years.

Grammar ☐ / 10

6 Underline the correct alternative.

Sue: I [26]*think*/*believe* their new CD is great.
Mel: I don't think [27]*so*/*that*. I prefer the first one.
Pat: I agree [28]*with*/*in* Sue. It's better for dancing. Don't you think [29]*that*/*so*?
Sue: Yes, that's [30]*so*/*true*.

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 12 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–4	Get Ready – Key Words
Numbers 5–11	Unit 2 – Word Builder
Numbers 12–15	Across Cultures 1 – Word Builder
Numbers 16–21	Unit 1 – Grammar
Numbers 22–25	Unit 2 – Sentence Builder
Numbers 26–30	Unit 3 – Key Expressions

Study Help: Using the Internet

- First, write key words in a search engine like Google (e.g. *ancient Egypt + language*).
- If you can't find any good sites, change the key words (e.g. *ancient Egypt + hieroglyphics*).
- When you find a good site, don't try to understand everything. Bookmark the site (Favourites) so you can return to it.
- Copy useful parts of a website onto your computer or print them out. Then you can read them more slowly and take notes.
- Always put a list of the websites where you got the information from at the end of your work.

- Use the study help to find out information about one of these people or things.

• sign language • Bristol • Liverpool F.C.
• Avril Lavigne • Fernando Alonso

Module 2

- Talk about news and give personal news.
- Read newspaper and website stories.
- Listen to news programmes.
- Write a personal e-mail or letter.
- Learn about the Past Perfect, gerunds and infinitives.

Get Ready

1 Where do you read or hear the things in the Key Words: in newspapers / magazines or on TV / radio?

Key Words: Media

advice on fashion / health, articles, cartoons, chat shows, crosswords, documentaries, game shows, gossip about celebrities, letters, headlines, horoscopes, international news, interviews, problem page, puzzles, questionnaires, book / CD / film reviews, sports reports, quizzes, weather forecasts

2 Listen to the radio news and take notes about the items (1–5). Compare answers with a partner.

1 Hurricane: Where? When?
2 Bank robbery: Where? Police phone number?
3 Actress: Why in hospital? Husband's job?
4 New goalkeeper: Where from? Begins training?
5 Weather: Today? Tomorrow?

3 Work in pairs. Ask and answer the questions below.

1 Look at the magazine cover. What would you like to read about?
2 What other things in the Key Words do you enjoy reading?
3 What things in magazines (e.g. puzzles) do you like doing?

4 **Speak Out** What do you think about the statements below? Tell the class.

1 Teenage magazines should have more serious topics.
2 There are too many adverts on TV.
3 Reality TV shows like *Big Brother* should be banned.

4 Wacky News

Warm-up

1 Look at the photos (a–c) and the headlines (1–3) in the text. What do you think the stories are about?

2 Read the news items and check your guesses for Exercise 1. Which story is the strangest?

Home | TV | Radio | Index | Contact Us

NEWS
SPORT
POLITICS
HEALTH
Reports

1 Couple celebrate with 50-year-old chicken

A Manchester couple celebrated 50 years of marriage by eating a tin of chicken they were given on their wedding day. They **had kept** it as a memory of their big day in 1956. They **had promised** each other to eat it on their golden wedding anniversary. When the big day came, they opened the tin – and found the chicken was still good. A food expert said, 'Tinned food can last forever and this tin **had** obviously **been** closed properly.'

2 Cat party

A village in China organised a fish party for more than 200 cats. The villagers **had bought** the cats to control the rats on their land. The move was a great success and the villagers decided to reward the cats for their good work.

3 Dog on runway

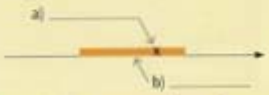
Two passengers stopped a packed Boeing 767 just before take-off. Terry and Susan Smith were sitting on the plane when they saw their spaniel, Poppy, chased by airport security staff. They shouted for the pilot to stop the plane and rushed out to help catch their pet. They **had put** Poppy in a cage on the cargo deck but she somehow escaped as the plane was going to the runway. Even with the help of the owners, it took more than ten minutes to catch the terrified dog.

3 What strange news have you heard or read about lately? Tell the class.

Grammar: Past tenses

4 Read the sentence and put the names of the tenses on the timeline: Past Simple, Past Continuous.

Terry and Susan Smith **were sitting** on the plane when they **saw** their spaniel, Poppy.



5 Complete the sentences from the text with the correct forms of the Past Perfect. Then look at the text again and complete the rule.

1 The villagers _____ the cats to control the rats.

2 They _____ Poppy in a cage on the cargo deck.

We use the Past Perfect to talk about an event that happened *before* / *after* other events in the past.

6 Look at the two events in each sentence (a–b). Underline the event that happened first.

a) When the big day **came**, they **opened** the tin.

b) When the big day **came**, they **had opened** the tin.

Practice

7 Match the sentences with the pictures.

1 When they started singing, everybody left the room.
2 When they started singing, everybody had left the room.

3 We saw that someone had been in the kitchen.
4 We saw that someone was in the kitchen.

8 Match events (1–3) with reasons (a–f). There are two possible reasons for each event. Use the Past Perfect for the reasons.

Example

1 *Terry failed his maths test because he hadn't studied enough.*

What happened?	Why?
1 Terry failed his maths test.	a) didn't study enough
	b) caused a tragic accident
2 Josh was taken to hospital.	c) went to a party the night before
	d) stole clothes from a shop
3 A pop star was put into prison.	e) a dog bit him
	f) fell off a horse

9 Complete the texts with the verbs in the Past Simple, Past Continuous or Past Perfect.

People in the Sea Garden park in Varna, Bulgaria [1]_____ (enjoy) their afternoon when an escaped tiger [2]_____ (come) through the gates. Everybody [3]_____ (run away) in panic. The tiger [4]_____ (escape) from its cage at the zoo. The police [5]_____ (catch) the animal and [6]_____ (take) it back to the zoo.

A cow [7]_____ (jump) into a neighbours' swimming pool during a heatwave in Brazil. The owner of the house said: 'I [8]_____ (cook) lunch when I [9]_____ (hear) a noise. I [10]_____ (go) out to check what [11]_____ (happen) and I [12]_____ (see) a cow in the swimming pool! It [13]_____ (get) over the fence and [14]_____ (go) straight to the pool.' Fire fighters [15]_____ (get) the animal out of the pool and [16]_____ (take) it back to the farmer.

Your Turn

10 Work in pairs. Look at the pictures. Student A go to page 105, Student B go to page 107.

A

B

→ TIMEOUT! Page 109, Exercise 4

5 Breaking News

Warm-up

1 Match each person in the pictures with two pieces of information (1–6).

1 ruled Egypt in the first century BC.
2 sailed from Spain to America in 1492.
3 tried to blow up the British Parliament and King in 1605.
4 was born in Genoa (modern Italy).
5 was executed in 1606.
6 was killed by a snake.

Check your answers on page 106.

Reading

2 Look at the Reading Help.

Reading Help: Headlines

- Headlines in English-speaking newspapers are difficult because they miss out words and use difficult vocabulary.
- Try to make a full sentence from the headline (e.g. *Ten Die in M5 Horror Crash = Ten people died in a horrible car crash on the M5 motorway*).

3 Turn to page 106. Use the Reading Help to guess the meaning of the headlines.

4 Look at the headlines on this page. Guess what they mean. Then read the articles and check your guesses.

5 Read the three articles again. Answer these questions.

1 How did Cleopatra kill herself?
2 Why did she do it?
3 Why does the headline refer to 'paradise island'?
4 What surprised Columbus about the natives?
5 What did Fawkes want to do?
6 Why did he want to do it?

TERROR PLOT FOILED

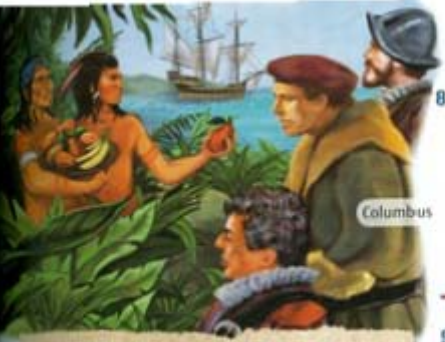
5th November, 1605. Our home affairs correspondent.

After receiving an anonymous phone call last night, police searched the cellars underneath the parliament building and discovered a four-ton bomb. A suspected terrorist, Guy Fawkes (35) from Yorkshire, is helping police with their enquiries. Experts believe that Fawkes is part of a group of extremists who plotted to blow up Parliament. Fawkes is a well-known critic of the King's ...

CLEO IN SNAKE SUICIDE

August 12, 30 BC Alexandria, Egypt

A palace spokeswoman announced today that Queen Cleopatra of Egypt died this morning. The queen was found next to a basket of figs and a poisonous snake. The police believe that thirty-nine-year-old Cleopatra used the snake to take her own life. The queen had been depressed since the death of her lover, Mark Antony. There were two famous Romans in the good-looking queen's life: Julius Caesar and the rebel general, Mark Antony. Cleopatra was ...



ADMIRAL'S PARADISE ISLAND

October 12, 1492. Our special correspondent on the *Santa Maria*.

After being at sea for three months, Christopher Columbus (41) has finally reached an unknown island, somewhere near the coast of China. After landing on the island, Columbus claimed it for Spain and named it 'San Salvador'. It is a beautiful place with a lot of plants and brightly-coloured fruit. The locals are dark-skinned and completely naked. Before leaving the island, Columbus and the natives exchanged presents. In a ten-minute press conference on the *Santa Maria* this afternoon, the Admiral said: 'These people are very easy-going and peaceful – in fact, they don't have any weapons.' This well-organised expedition is the first to cross the ocean. 'The voyage seemed never-ending but we've made it,' said Columbus to reporters ...

6 Look at the Word Builder. Complete the compound adjectives (1–10) from the texts. Then classify the adjectives: a) numbers b) third forms c) *-ing* forms.

Word Builder

1 thirty-nine-	5 dark-	9 well-
2 easy-	6 ten-	10 never-
3 good-	7 four-	
4 brightly-	8 well-	

7 Use six of the adjectives from Exercise 6 in sentences about your own life.

Example

Sometimes, maths lessons seem never-ending.

Fact or Fiction?

The world's best-selling newspaper is the Japanese *Yomiuri Shimbun*. It sells ten million copies a day!

Check your answer on page 106.

8 Game How quickly can you make the seven compound adjectives?

Example *world-famous*

world-, after-, air-, English-, five-, long-, hard-	conditioned, haired, famous, school, speaking, working, star

→ Word Bank, page 126

9 Look at the Sentence Builder.

Sentence Builder

After Columbus **landed** on the island,	he claimed it for Spain.
After landing on the island,	Columbus claimed it for Spain.
Before Columbus **left** the island,	he gave the natives presents.
Before leaving the island,	Columbus gave the natives presents.

10 Rewrite these sentences. Use the structures from the Sentence Builder.

Example

Before getting up, Fred listened to the radio ...

1 Before he got up, Fred listened to the radio for ten minutes.
2 After arriving at school, Susan did her homework in the library.
3 Before we had lunch on Saturday, we did some shopping.
4 After I got home, I had a shower.
5 Before going to bed, Sam watched a film.
6 After he finished the exam, Simon went for a run.

Speaking

11 Work in groups. Talk about these things.

- the main international news yesterday
- the main news in your country
- a celebrity in the news
- the most important sporting event this week

Example

The main news in our country was about the floods in the north.

→ TIMEOUT! Page 109, Exercise 5

Finding News

Warm-up

1 Have you ever been on local TV or radio? Do you know anyone who has?

Reading and Listening

2 Read and listen to the dialogues. Answer the questions.

1 Who do Ellie and Steve interview?
2 What do they find out about the river?
3 How does Tanya feel after the first programme? Why?

Steve and Ellie go out to find a story.

Ellie: Hi. We're reporters from radiochill.org. Can we ask you a couple of questions?

Boy: Okay. Go ahead.

Ellie: We've heard there was a mugging near here yesterday. Do you know anything about it?

Boy: Sorry, I don't.

Steve: So how's it going? The fishing, I mean.

Boy: Not very well, I'm afraid.

Steve: That's a pity – I like fishing, too, you know.

Boy: Well, the river's useless these days. I saw a couple of dead fish. They should do something about it.

Ellie: Did you say 'dead fish'? That sounds interesting. Where exactly did you see these fish?

Afterwards, Ellie comes back to the studio.

Tanya: Oh, hi there, Ellie. How are things?

Ellie: Not bad. Pretty good really. I think we've got a story.

Tanya: Great! What did you find out?

Ellie: We talked to this boy who was fishing. He found some dead fish in a river. We're going down there tomorrow. What about you? How did everything go?

Tanya: Oh, the programme was a nightmare.

Ellie: I'm sure it wasn't that bad.

Tanya: It was. Honestly. I was so nervous, I dropped my bits of paper on the floor.

Ellie: Oh, no! I'm sorry about that, Tanya. Don't worry about it.

Tanya: I feel awful.

Ellie: Never mind. It'll be better next time.

Tanya: I hope so!

Speaking

3 Look at the Key Expressions. Which of the reactions is to good news?

Key Expressions: Personal News

Asking for news	Replying
How's it going?	Not very well, I'm afraid.
How are things?	Not bad.
How did everything go?	Pretty good really.
	It was a nightmare.
Reacting to news	
That's a pity.	Don't worry about it.
Great!	Oh, no!
I'm sure it wasn't that bad.	Never mind.
I'm sorry about that.	It will be better next time.

4 Think about your life last week. You can make things up if necessary!

- good things that happened
- things that went wrong
- interesting people you met

5 Exchange news with your partner. Use the Key Expressions from Exercise 3.

Example

A: *How's it going?*
B: *Pretty good. Guess what! I met Ali yesterday.*
A: *Great! Did you get his phone number?*
B: *Yeah, and I gave him mine. What about you? How did everything go at the weekend?*
A: *It was a nightmare. We lost 8–2 in the hockey. I was awful.*
B: *I'm sure it wasn't that bad.*

Everyday Listening

1 Listen to four conversations and answer these questions.

1 Does Gary feel okay? Why or why not?
2 Do the women like the new neighbours? Why or why not?
3 Did the exam go well? Why or why not?
4 Did Teri's date with Colin go well? Where did they go?

2 **Listen Closely** Listen and choose the correct option in *italics*.

1 Have you met the *new neighbours / two neighbours*?
2 I was *fifteen minutes / fifty minutes* late.
3 *I looked and / Luckily* they let me in.
4 You *want to / won't* believe it.
5 And what about the *actual / factual* exam?

→ TIMEOUT! Page 109, Exercise 6

Writing: An E-mail

1 Read Steve's e-mail. Choose the correct options in italics.

1 GCSEs and A-levels are *exams / projects*.
2 Steve *likes / doesn't like* his sister's boyfriend.
3 Steve fancies *Ellie / Tanya*.

From... stevejbjones@hotmail.com
To... damgreenwood@tophat.com
Subject: BIG NEWS!

Hi Damian,

(1) How's it going? Did your GCSEs go all right? Mine were okay but I think I failed Physics! I just hope I pass enough to do Art, English and French for my A-levels next year. What do you want to do?

Everything's cool here. Annie is still going out with Charlie. (What a nerd he is!)

(2) I did quite well in athletics at school – came second in the 400 metres. Anyway, the BIG NEWS is that last week we started an online radio station! There are four of us – Ellie, Tanya, Abi and me. Tanya's really nice but I think she's got a boyfriend. Typical! You can listen to us at www.radiochill.org – check it out! We do three hours a day of music and local news. Hope people get into it. I'm a reporter (imagine that!) and I also take photos for our website (that's more 'me'). 🙂

(3) Well, must go now. Got to take some photos for our website. Write back soon! Love to everybody!

Steve

Text Builder

2 Match the paragraphs (1–3) with what they do (a–c).

a) finish off
b) ask about the other person
c) give the main news

3 Find colloquial words or expressions in the e-mail that mean:

• good • silly person • as usual
• try it • get interested in

4 Find sentences in the e-mail with words missing. This only happens in postcards and informal letters.

Example

(I) came second in the 400 m.
(That's) typical!

FOR YOUR PORTFOLIO

5 **Write an e-mail to a friend or someone in your family who lives in another town. Tell them your news (real or imaginary!).**

STEP 1 Look at the Writing Help and plan your e-mail.

Writing Help: Planning E-mails and Letters

- Think about the person you are writing to. How well do you know him/her?
- What would he/she be interested to hear about? Family news? School news? Your social life?
- What do you want to know about him/her? Think of some questions to ask.

STEP 2 Write notes for three paragraphs (see Exercise 2).

STEP 3 Write your e-mail. Try to write in an informal style (see Exercises 3 and 4).

STEP 4 Check for spelling, grammar and punctuation.

6 Work in groups. Read each other's e-mails. Who has the most interesting news?

Understanding Grammar: Verb patterns

1 Read the text. What is the author's opinion about magazines for teenagers?

A lot of us **like** buying magazines, don't we? We **enjoy** reading about films, fashion and sport. And for us girls, magazines are also a good place to find out about important things like health, relationships and birth control.

From magazines, you can **learn** to put on make-up and how to **stop** biting your nails. They **suggest** having a healthy lifestyle and give practical tips: how to **give up** eating sweets, how to **avoid** smoking and **start** doing exercise at home.

They **advise** us to do these things but the advice comes with adverts which **tell us** to buy various things: body lotions that will **help** us lose weight, shoes that will **make** us look more attractive and energy drinks that **promise** to keep us active all night.

One jeans ad says, 'In a world where you can be anything, be yourself.' The problem is that companies only **want us** to 'be ourselves' with the help of their product. They never **offer** to show us how to be more creative or more involved in community life. They **ask** us to wear their brand names and **try** to convince us that this will **let** us express 'who we really are'. In fact, they just **want** to sell us as much as possible. And we shouldn't **agree** to buy it any more!

Of course, advertisers know that we are important customers. We **love** going shopping and, on average, we spend $38.55 each time we go. But I think we should **stop** to think about what we are buying. We should **refuse** to let companies manipulate us. We should **decide** to really be ourselves!

2 Complete the table with the verbs in bold.

verb + *to* infinitive	*want to do something*
verb + object + *to* infinitive	*want somebody to do something*
verb + object + infinitive	*let somebody do something*
verb + *-ing*	*enjoy doing something*

3 Read these sentences from the text and match them with the meanings of the verb *stop*.

1 We should **stop to think** about what we are buying.
2 You can learn how to **stop biting your** nails.

a) interrupt an activity in order to do something else
b) give up the thing you are doing

4 Circle two correct verbs that can be used to complete the sentences.

1 Mike _____ to bring some CDs to the party.
a) offered b) suggested c) promised

2 Children should _____ watching horror films.
a) refuse b) avoid c) stop

3 My mother _____ me to wash up.
a) asked b) made c) helped

4 The teacher _____ me to join a sports club.
a) advised b) enjoyed c) wanted

5 I've _____ reading the newspaper.
a) started b) agreed c) given up

5 Complete the sentences with the correct forms of the verbs in brackets.

Teenage magazines are a load of rubbish so I stopped 1_____ (read) them a long time ago. My history teacher advised me 2_____ (start) 3_____ (read) newspapers, which can help me 4_____ (understand) the world better. He suggested 5_____ (try) *The Guardian* and offered 6_____ (lend) me his copy every day. I loved 7_____ (read) the sports pages but tried 8_____ (go) through political and economic news as well. I had promised my teacher 9_____ (read) everything. After some time, I learnt 10_____ (find) interesting news quickly. Now I want 11_____ (buy) some magazines, like *Newsweek* or *Time*, and see if I will enjoy 12_____ (read) them as well.

Study Corner 2

Language Check

1 Complete the compound adjectives in the news stories with these words.

looking, known, year, kilometre, going, coloured, hundred, minute, third, organised

Professor Hu, a [1]well-_____ scientist at Essex University, recently developed the world's first robotic fish. He gave a [2]thirty-_____ demonstration which was very [3]well-_____ and interesting to watch. The [4]brightly-_____ robot moved just like a real fish.

A [5]_____-year-old driver from Belgium was given a discount by his insurance company yesterday after an [6]eighty-_____ period without an accident. Mr Delacauw still makes the [7]two-_____ trip to the shops every day. He plans to keep driving until he is 110.

Orlando Fonseca, 29, is an [8]easy-_____ man but he got angry about the noise from the flat upstairs. He leaned out of his window and caught his [9]good-_____ neighbour, Kim Koen. She had fallen through her broken [10]_____-floor window and was hanging on to the window with her fingers.

Vocabulary ☐ / 10

2 Complete the news story with the verbs in the correct tense – Past Simple, Past Continuous or Past Perfect.

Last week, police in Germany [11]_____ (go) to a man's house to arrest him. They [12]_____ (receive) an anonymous phone call the night before. Apparently, the man [13]_____ (steal) several cars in the city. However, while the police [14]_____ (go) in through the front door of the suspect's house, he [15]_____ (escape) out of the back door and [16]_____ (run) into a neighbour's garden. Unfortunately for him, he [17]_____ (leave) his dog, Lumpi, in his house. One of the police officers [18]_____ (tell) the dog to find its owner. When Lumpi [19]_____ (find) the man, he [20]_____ (hide) behind some bushes!

3 Choose the correct word.

21 You should avoid *sitting / sit / to sit* at the computer for too long.

22 Heather offered *helping / help / to help* me with my homework.

23 My parents make me *tidying / tidy / to tidy* my room every weekend.

24 She stopped *buying / buy / to buy* a magazine on the way home.

25 I enjoy *reading / read / to read* music magazines.

Grammar ☐ / 15

4 Complete the dialogue.

A: Hi there, how are [26]_____ ?

B: Not very well, I'm [27]_____ . My maths exam was a nightmare.

A: Never [28]_____ . I'm sure you'll pass.

B: I hope [29]_____ . And how about you? How did the match [30]_____ ?

A: We won, 3–1. I scored a goal.

B: Great!

Key Expressions ☐ / 5

Feedback

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

Wrong answers:	Look again at:
Numbers 1–10	Unit 5 – Word Builder
Numbers 11–20	Unit 4 – Grammar
Numbers 21–25	Understanding Grammar
Numbers 26–30	Unit 6 – Key Expressions

Study Help: Informal/Formal Language

When you look up words in good dictionaries, you can see if they are informal.

Example

guy /gaɪ/ *noun informal a MAN* (from Longman Wordwise Dictionary)

When you write down new words and expressions, note if they are informal or formal.

Example

Hi, Chris. How's it going? informal

Good morning. How are you, Mr Tallen? formal

- Make a list of informal words and expressions from this module.

Module 3

- Talk about your community: make arrangements.
- Read about the scouts and family reunions.
- Listen to a 'what's on' radio programme.
- Write a description of a celebration.
- Learn about the Present Perfect and the Present Perfect Continuous.

Communities

Get Ready

1 Use the Key Words to describe the photos (a–c).

Key Words: Communities

Homes: block of flats (US = apartment building), bungalow, cottage, detached house, mobile home (US = trailer), semi-detached house, terraced house

Areas: the city centre (US = downtown), a rural area, an inner city area, the suburbs

Local facilities: corner shop, park, sports centre, village shop, youth club

2 Work in pairs. Ask and answer the questions.

1 What kind of area do you live in? Is it a friendly area?
2 What kind of home do you and your family live in?
3 What local facilities are there in your area?
4 How many of your relations live near you?
5 Where do you know your friends from?

3 Listen to a boy talking about his community. Answer the questions in Exercise 2 for him.

4 Listen again. Identify the people (1–10) in the relationship network.

football friends / history teacher / football coach / cousins / best friend / sister / neighbour / close school friends / friends from Devon / brother

5 Now draw your own relationship network.

7 Scouts

Warm-up

1 **Look at the photos. What do you know about the Scout Movement? Read the introduction to the text to check your knowledge.**

The Scout Movement was founded in 1907 in the United Kingdom by Sir Robert Baden-Powell. The mission of the movement is to help young people develop as individuals, citizens and members of their local, national and international communities. There are 28 million scouts worldwide. Famous former scouts include Paul McCartney, Stephen Spielberg and David Beckham.

2 **Read the text. Which scouts do something for their local community?**

Francisco, The Philippines

I've been a scout for two years and it's been a lot of fun. This year we've been learning to survive in the forest. I've learnt to find my way using a map and the sun. We've been studying forest plants but I haven't learnt to recognise edible ones yet. I've also learnt some first aid.

Zoltán, Hungary

In my scout group, we focus on our environment. We collect litter, clear our local river, monitor water pollution and feed wild birds in winter. This year we've been planting new trees in our area. I've planted more than a hundred myself!

Joan, Australia

My scout group works with old and handicapped people. This year we've been checking how easy life is for people in wheelchairs in our town. We've been taking photos of street signs, entrances to shops and public buildings and the pavements. We've been talking to bus drivers and police officers. When we finish, we'll prepare a report for the local council.

Aldona, Poland

My scout group is interested in history. We are looking after memorials from World War II in our town. For two years now, we've been collecting money for their restoration. We've collected £300 so far.

3 **Are you a scout? Would you like to join? What activities would you like to be involved in?**

Grammar: Present Perfect and Present Perfect Continuous

4 **Complete the sentences from the text with the correct verb forms.**

Present Perfect Continuous

We [1]_____ been studying forest plants.

We've [2]_____ collecting money for their restoration.

We've been [3]_____ photos of street signs.

5 **Read the sentences from the text and match the columns (1–2) with the uses of the tenses (a–b).**

1 Present Perfect Continuous	2 Present Perfect Simple
We've **been collecting** money for their restoration.	We**'ve collected** £300 so far.
We've **been planting** new trees in our area.	I**'ve planted** more than a hundred trees myself!
We've **been learning** to survive in the forest.	I**'ve learnt** to find my way using a map.

a) the focus is on the activity

b) the focus is on the achievement / the result of the activity

Practice

6 **Complete the sentences with the verbs in the Present Perfect Continuous.**

1 I haven't slept for two nights. I _____ (think about) the girl I met at the summer camp.
2 Mike is exhausted. _____ (he / cut) wood for the fire?
3 What's the latest news? We _____ (not watch) TV all week.
4 Our group is going to win the best team competition. We _____ (collect) all the litter in the area.
5 Why do you want to join the Scouts? _____ (you / read) about them?

7 **Choose the correct sentence for the people (a and b) in the pictures.**

1 I've cooked a meal for my scout troop.
2 I've been cooking a meal for my scout troop.

3 I've washed up.
4 I've been washing up.

8 **Read the situations and use the cues to write one sentence in the Present Perfect Simple and one in the Present Perfect Continuous.**

Example
1 *She's been watching TV for four hours.*
She's watched three films.

1 Mary is watching TV. (watch TV for four hours, watch three films)
2 We are in the garden. (work very hard, plant ten new plants)
3 My parents are tired. (jog, run five miles)
4 Pete's hands are dirty. (collect litter, not wash his hands)

9 **Put the verbs in brackets in the Present Perfect or Present Perfect Continuous.**

Parent: Hi Jim. How is camp? What [1]_____ (you / do)?
Scout: I [2]_____ (learn) some useful things: map reading, cooking ...
Parent: Is the food good?
Scout: Well, we [3]_____ (eat) mainly bread and tinned meat. I don't like it so I [4]_____ (lose) some weight.
Parent: [5]_____ (you / eat) all the apples I gave you?
Scout: Sure. And I [6]_____ (give) some to my friends.
Parent: [7]_____ (you / wash) properly?
Scout: Not really. The water in the lake is very cold.
Parent: [8]_____ (you / wash) the dishes in the lake, too?
Scout: No, we don't want to pollute it. There [9]_____ (be) a lot of rain this week so we [10]_____ (clean) them with sand and rainwater.

Your Turn

10 **Write about the things you have been doing and have done recently.**

Example
I've been learning first aid.
I've learnt how to treat a bee sting.

→ TIMEOUT! Page 110, Exercise 7

8 Getting Involved

a Teenagers are lazy and out of control these days.

b The girls are even ruder than the boys.

c We should ban teenage 'hoodies' from our shopping centres.

Warm-up

1 **Speak Out** Read the opinions above (a–c). Which of them have you heard before? What's your opinion?

Reading

2 Read the letter to a newspaper. Match the paragraphs (1–5) with the headings (a–f). There is one extra heading.

a) improving our community
b) raising money
c) teenagers behaving badly
d) unfair article
e) local youth club
f) don't judge us

❶ I am writing to reply to the article about teenagers in last week's *Bristol Evening Post*. I am a teenager and I thought it was very unfair. The article gave the impression that all teenagers are lazy and just hang around the streets looking for trouble. But according to a recent survey, young people between the ages of 16 and 24 are more likely to be victims of street crime than older people. Surveys like that are soon forgotten and newspapers just write about inconsiderate teenagers who behave badly and don't care about other people. The truth is, not all teenagers are like that. Me and my friends are not angels but we don't go looking for trouble.

❷ I've been going to a youth club for two years with some of my friends. We chill out, listen to music and play pool, but we do things to help the local community as well. Last summer, we put on a concert for young kids in our area and about thirty of them came along. We had a really good laugh with them.

❸ This year, a group of us have been volunteers on a community project. We talked to young people about local problems, like crime and drugs and asked for suggestions. Last month, we met up with some local councillors and they're going to carry out some of our ideas for improvements. For example, they're going to start up a website for young people and put up a bus shelter outside the school.

❹ We do things at school, too. Last term, we raised £800 for Comic Relief, a charity which was set up by comedians. On 11 March, 'Red Nose Day', everybody turned up at school with red plastic noses and wore funny wigs. We sold food and organised fun activities.

❺ To finish, I'd just like to say: Please don't judge all teenagers by the bad behaviour of a few yobs. And by the way – I wear a hoodie, too!

Yours sincerely,
Harry Parfitt (16)

3 Read the letter again. Choose the best answer (a, b or c).

1 The newspaper article about teenagers was ...
a) negative. b) positive. c) both.
2 The boy thinks all teenagers are ...
a) friendly. b) lazy. c) different.
3 The youth club organises ...
a) sports. b) voluntary work. c) concerts.
4 This year, the boy has worked ...
a) with young people. b) on a website.
c) for local town councillors.
5 The boy sometimes ...
a) acts like a 'hoodie.' b) looks like a 'hoodie.'
c) doesn't like 'hoodies.'

4 Look at the Word Builder. Find the verbs (1–11) in red in the text and match them with the definitions (a–i).

Word Builder

1 hang around	a) have feelings for
2 care about something/someone	b) begin a project
3 chill out	c) relax
4 put something on	d) stay in one place doing nothing
5 come along	e) put into practice
6 meet up with someone	f) organise (x2)
7 carry something out	g) have a meeting with
8 start something up	h) arrive (x2)
9 put something up	i) build
10 set something up	
11 turn up	

5 Look at the verb patterns (1–3) in the Sentence Builder.

Sentence Builder

1	put a concert on, put it on put on a concert, ~~put on it~~
2	meet up with some friends, meet up with them ~~meet some friends up with~~, ~~meet them up with~~
3	chill out

Fact or Fiction?

Over 20% of young people in Britain feel unsafe going out at night.

Answer on page 116

6 Match the examples from the Word Bank (a–c) with the verb patterns (1–3) from Exercise 5.

a) take something off *He* ***took*** *his jacket* ***off.***
verb pattern 1
b) take care of someone/something *She* ***took care of*** *my cat.*
c) take off *The plane* ***took off.***

7 Rewrite each sentence in two ways, if possible.

Example
1 *The school set a website up last term. The school set it up last term.*

1 The school *set up* a website last term.
2 We *put on* funny wigs for Red Nose Day.
3 I *get on with* my cousins.
4 We *put up* some shelves in the youth club.
5 They *looked up* the word in the dictionary.
6 They *took part in* the school concert.

→ Word Bank, page 122

8 **Verb Quiz** Use multi-part verbs you know and the Word Bank to test your partner. Read out a verb and your partner has to make a sentence with it.

Example
A: *take something off*
B: *I took off my hat.*

→ Word Bank, page 122

Speaking

9 Work in pairs. Which of these things would you do to raise money for charity?

1 Put on a funny wig and a red nose.
2 Run a marathon. (42 km)
3 Do a bungee jump.
4 Dye your hair red or purple.
5 Shave your head.

10 Work in groups. Think of fun activities to raise money.

→ TIMEOUT! Page 110, Exercise 8

The River

Warm-up

1 What happened in the last story episode?

Reading and Listening

2 Read and listen to the dialogues. Answer the questions.

1 Why does Steve want Ellie to move the fish?
2 Why does Tanya feel better when Ellie phones?
3 Why does Ellie want to talk?
4 Where do Ellie and Tanya arrange to meet?

Steve and Ellie check out the river.

Ellie: Look ... over there!
Steve: What is it?
Ellie: A dead fish! Something's killing the fish.
Steve: Can you move it a bit so I can take a good picture?
Ellie: I'd rather not do that, Steve.
Steve: Come on, use that stick. Remember, you're a reporter. You'll do anything to get a story.
Ellie: Oh, all right. Yuk.

Abi and Tanya put on the Friday edition of radiochill.org. Afterwards ...

Tanya: Hi, Ellie.
Ellie: Hi. I heard the show. You sounded great!
Tanya: Thanks. I feel a lot better now. I was so nervous before the programme.
Ellie: Listen. We've got a lot to talk about. Steve and I got photos of dead fish at the river.
Tanya: Well done! Let's meet up.
Ellie: Sure. What about the usual coffee bar?
Tanya: Well, I'd rather go somewhere else. Why don't we try that new place near the market?
Ellie: Good idea. We could have something to eat there, too.
Tanya: Sounds great! What time?
Ellie: Er, I can be there in half an hour.
Tanya: All right, shall we meet at about five?
Ellie: Brilliant.
Tanya: Maybe we could go out later. Do you fancy going dancing?
Ellie: Sorry. I can't make it tonight. Maybe tomorrow. We can talk about it later.
Tanya: Okay. See you at five. Bye.
Ellie: Right. Bye.

Speaking

3 Complete the Key Expressions from the dialogues.

Key Expressions: Making Arrangements

Suggestions	*Replies*
1 _____ meet up.	Sure.
2 _____ _____ the usual coffee bar?	3 _____ , I'd _____ go somewhere else.
4 Why _____ we try that new place?	5 Good _____ .
6 We _____ have something to eat there.	7 Sounds _____ !
8 _____ we meet at about five?	Brilliant.
9 Do you _____ going dancing?	10 _____ . I can't _____ it tonight.
11 We _____ talk about it later.	Okay.
12 _____ you at five.	Right.

4 Look at the Sentence Builder. Do we use *'d rather* for preferences or requests?

Sentence Builder

I'd rather	**go** somewhere else.
I'd rather	**not** do that.

5 Work in pairs. Act out these situations.

Example

1 A: *I'll help you with your homework.*
B: *Thanks, but I'd rather do it myself.*

1 A: Offer to help with your partner's homework.
B: You don't want any help.

2 B: Invite your partner to go to the cinema.
A: You'd prefer to go dancing.

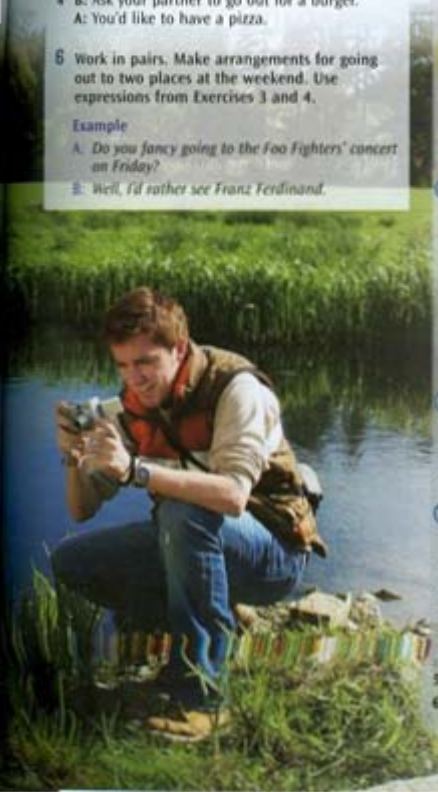
3 A: Ask your partner to hold your pet hamster.
B: You hate them!

4 B: Ask your partner to go out for a burger.
A: You'd like to have a pizza.

6 Work in pairs. Make arrangements for going out to two places at the weekend. Use expressions from Exercises 3 and 4.

Example

A: *Do you fancy going to the Foo Fighters' concert on Friday?*
B: *Well, I'd rather see Franz Ferdinand.*



Everyday Listening

1 Listen to Abi and Tanya. Complete the gaps in the adverts.

ART GALLERY FREE
Exhibition 1_____ December – 18th 2_____
'Fashion Through The Ages, 3_____ – 2000'
Open 4_____ – 5.30. Closed 5_____

APOLLO
FRI: FOO FIGHTERS
SAT: FRANZ FERDINAND
SUN: PINK FAIRIES
6_____ – 11.30 (APPROX)
ALL TICKETS 7_____

2 Read the Listening Help.

Listening Help: Working Out Meaning

- You won't know some words when you listen. Don't panic and continue to listen.
- Guess the meaning of important new words and expressions. Use the context to help you (e.g. check out the river = look at/investigate – you know that Steve and Ellie are journalists looking for a story).

3 Listen to the programme again. Work out the meaning of the words and expressions.

1 *stuff* from the sixties
a) shirts **b)** fashions **c)** ties

2 *bellbottom trousers*
a) tight trousers **b)** baggy trousers
c) flared trousers

3 *weird, freaky* shirts
a) strange **b)** valuable **c)** fashionable

4 **Pronunciation** Listen and repeat the words.

1 no /nəʊ/ 2 now /naʊ/ 3 near /nɪə/
4 night /naɪt/

5 Check you can say the words with the underlined sounds. Then listen and repeat.

1 We aren't going bowling tomorrow night.
2 I won't fly because I don't like heights.
3 Wow! He won about five thousand pounds!
4 You could hear the loud cheers from the crowd.
5 My house is quite near the theatre.
6 She's small now but she'll grow into those clothes.

→ TIMEOUT! Page 110, Exercise 9

Across Cultures 2

Warm-up

1 Look at the photos and the title of the article. Which of these things do you think will be mentioned?

• holidays • dancing • meetings
• clothes • music • voluntary work
• history • teenagers

Reading

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

3 Read the article again. Which of these statements are true (T), false (F) or there is no information in the text (NI)?

1 ☐ You can identify a man's clan from his kilt.
2 ☐ Gathering stones are very large rocks.
3 ☐ The Macraes are proud of their history.
4 ☐ Clan gatherings can be noisy occasions.
5 ☐ Under 10% of New Zealanders are Maoris.
6 ☐ Maori community centres are for all local people.
7 ☐ Maori community centres are called 'Marae'.
8 ☐ Hakas can be a bit frightening.

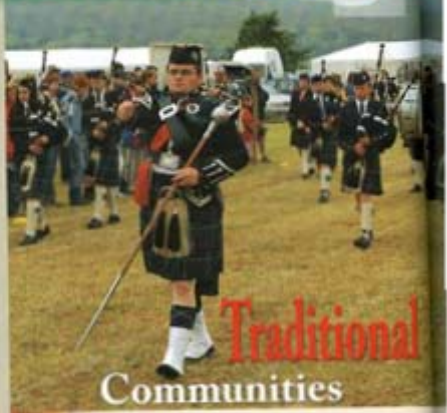
4 List two similarities and two differences between Maoris and Scottish clan members.

Example
Both of them have a strong identity.

5 Look at the Word Builder. Match the verbs (1–6) from the text with the nouns (a–f).

Word Builder

1 belong to	a) a performance / a speech
2 attend	b) a dance / a song / a play
3 pass on	c) a family / a team / a club / a group
4 hold	d) a meeting / a wedding / a funeral
5 give	e) traditions / a message / information
6 perform	f) an event (e.g. a competition, a meeting, a wedding)



Traditional Communities

Scottish 'clans' are groups of people with the same surname as their clan chief, for example, Macdonald or Campbell. Each clan has its own 'tartan' – a coloured pattern used for kilts. Clans began in the Scottish Highlands in the Middle Ages when people accepted the protection and authority of their local chief.

The Maoris came from Polynesia and colonised the uninhabited islands of New Zealand over a thousand years ago. There are now 526,000 Maoris in New Zealand which has a total population of just over four million.

Every Maori **belongs to** a large family group and each group has its own community centre with various buildings. The main building is the meeting house and is decorated in traditional Maori style. On the roof, there is a large carved figure of an important ancestor. Community centres are the focus of Maori culture and older Maoris **pass on** Maori traditions to young people here: songs, stories, dances, carving and traditional Polynesian cooking. People of European origin can only visit them with permission.

Weddings, christenings and funerals are held in the meeting house as well as formal ceremonies. At these events, local elders **give** speeches and younger Maoris **perform** songs and dances.

Nowadays, clan members live all over the world but annual gatherings are still **held** in Scotland. For example, every year Macraes from different countries go back to Scotland. They first visit the 'gathering stone' where the clan met up in the past before going into battle. After that, they tour famous places where the clan fought the English.

The next day, they **attend** the local highland games. All the men wear Macrae kilts and carry banners while the Macrae band plays bagpipe music. In the evening, a banquet is **held** in the magnificent castle at Eilean Donan. Finally, there is traditional Scottish dancing and singing until late in the night.

Maori war dances, or 'hakas', are world famous; the New Zealand rugby team performs one before every game. Hakas can look and sound aggressive. They were used in the past when one tribe met another to find out if the other tribe was peaceful or was looking for a fight!

6 Write six sentences about yourself with the verbs from the Word Builder.

Example

I belong to the chess club at school.

7 **Verb Quiz** Draw networks with these verbs and nouns. Some nouns can be used more than once.

do have make play	+	games a favour an accident money a mistake an illness the piano your homework a good laugh chess sport dinner a noise something to eat the washing up

Example

→ Word Bank, page 127

Speaking

8 Work in groups. Ask and answer the questions.

1 How often do you have family celebrations (e.g. birthdays)? Do you enjoy them?

2 How often do you see your grandparents and other family (aunts, uncles, cousins)?

3 Do any of your family live in another town or country? How do you keep in touch with them? Do you ever visit them or do they visit you? When?

FOR YOUR PORTFOLIO

Project: A celebration

1 Choose a celebration or event. Draw a diagram with important words about it. Check with your teacher which words can't be translated into English.

Example

Polish Easter: cakes – mazurki, plants – bazie

2 Make notes about these things. Use words from your diagram.

- the place and date / the reason for the celebration
- the preparations
- what happens / your feelings

3 Use your notes to write three paragraphs. Check them for prepositions, spelling and punctuation.

4 Work in groups. Read the other descriptions. Which one is the most interesting?

Study Corner 3

Language Check

1 Write the names of the homes.

1 _____

2 _____

3 _____

4 _____

2 Complete the sentences with the verbs in the correct form.

pass on / hold / attend / belong / give / perform

5 My sister _____ to a local youth club.
6 They _____ their new song on TV last night.
7 My dad _____ a speech at the wedding.
8 Two hundred people _____ my sister's wedding last Saturday.
9 A meeting was _____ in the school hall.
10 In traditional societies, older people _____ their traditions to young people.

Vocabulary ☐ / 10

3 Complete the e-mail with the verbs in brackets in the Present Perfect Simple or Continuous.

Hi Brian,

I 11_____ (be) very busy recently. At school, we 12_____ (do) exams for a week now – so far, I 13_____ (have) Maths, French and English. In my free time, I 14_____ (play) that computer game you lent me. It's really difficult and I 15_____ (not get) past the basic level yet! Mum and Dad 16_____ (work) very hard in the house recently and they 17_____ (paint) the kitchen and the living room. The new rooms look great. How are things with you?

Jack

4 Rewrite the sentences. Replace the underlined words with pronouns. Be careful with word order.

18 Can you help me put up the tent?
19 I don't get on with my maths teacher, Mr Jackson, very well.
20 It's warm today, so you don't need to put on your coat.
21 Tomorrow, I am going to meet up with some friends and go to the cinema.
22 Could you turn up the central heating, please? I'm freezing!

Grammar ☐ / 12

5 Complete each gap with one word.

A: 23_____ do something this weekend.
B: Great! What do you want to do?
A: Do you 24_____ going dancing tonight?
B: Sorry, I can't 25_____ it tonight.
A: What 26_____ Saturday?
B: Right. Why 27_____ we go to that coffee bar first? We 28_____ have something to eat before we go.
A: Yeah, good 29_____ . What time?
B: 30_____ we meet there at six o'clock?
A: Okay. See you then.

Key Expressions ☐ / 8

Feedback

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

Wrong answers:	Look again at:
Numbers 1–10	Get Ready – Key Words Across Cultures 2 – Word Builder
Numbers 11–17	Unit 7 – Grammar
Numbers 18–22	Unit 8 – Sentence Builder
Numbers 23–30	Unit 9 – Key Expressions

Study Help: Unknown Words

When you are speaking and you don't know a word, don't stop speaking.

- Try to explain with words you know.

  Examples

  It means you feel really sad and miserable. (depressed)

  It's a house that you can move around. (mobile home)

- If you think a word in your language has a Latin origin or might be similar in English, make a guess. Check if it is right.

  Example

  Beethoven was a famous … compositor? Is that right?

- Work in pairs. Choose five difficult words from Modules 1–3. Take turns to describe the words to your partner. Your partner guesses what they are.
- Think of five words in your language which could be similar in English. Check with your teacher.

- Talk about money and make a complaint.
- Read about an eBay auction and the history of money.
- Listen to dialogues in shops.
- Write a formal letter of complaint.
- Learn more about passives and articles.

Module 4

Cash

Get Ready

1 Look at the Key Words. What is the difference between:
• win and earn? • borrow and lend?

Key Words: Money

to get: pocket money, a salary, a wage

to have: a bank account, cash (coins, bank notes), a cheque book, a credit card, a debit card (or cash card), savings

to borrow / earn / lend / make / raise / save / spend / win *money*

→ Word Bank, page 125

2 Listen to the programme about teenagers and money in the UK. Complete the information.

Teenagers & Money

Average pocket money in the UK: 1£_____ .

Highest pocket money in the UK (London): 2£_____ .

Lowest pocket money in the UK (Wales): 3£_____ .

Chores: % of teenagers who do jobs around the house: 4_____ .

Part-time jobs: % of teenagers with jobs: 5_____ .

Average wage: 6£_____ .

Most popular jobs: delivering 7_____ and working in a shop.

Spending: sweets/crisps/chocolates 8_____ %; going out 9_____ %; mobile phones: 10_____ %.

Saving: % of teenagers who save: 11_____ ; average savings: 12£_____ per year.

3 Work in pairs. Ask and answer the questions.

1. Do you get pocket money? Do you have to do jobs at home to get your pocket money? What kind of jobs?
2. Have you got a part-time job? If so, what kind of job?
3. List the three main things you spend your money on.
4. Do you save money? If so, where do you keep it? What are you saving for?

4 **Speak Out** Discuss this statement with your teacher.

Once the last tree is cut and the last river poisoned, you'll find you can't eat your money. (Canadian proverb)

10 Auction

Warm-up

1 What do you or your family buy on the Internet?

2 Read the text below about a charity auction on eBay. What is the money needed for?

Buy | Sell | My ebay | Community | Help

Hello, timstorey35 (Not you? Sign in.)

Home > Community > ebay for Charity

eBay for Charity

Wayne Rooney's football boots go on sale on Internet site eBay this week. It is part of a charity auction of celebrity shoes, called *Give Landmines The Boot*. The auction is **organised** by the Mines Advisory Group (www.mag.org.uk), an organisation that helps clear unexploded mines in areas that **have been affected** by war.

A MAG representative said: 'Thousands of people in former war zones have lost their legs after stepping on landmines and unexploded bombs. It's brilliant that so many well-known people are helping raise money to stop this.'

The auction **will be held** for eleven days and **can be seen** on eBay at www.ebay.co.uk.

3 Read about the shoes you can buy at the auction. Match the photos (a–e) with the descriptions (1–5).

Clothes, Shoes & Accessories

Clothes, Shoes & Accessories > Celebrity footwear

1. BLACK, LEATHER THIGH-HIGH BOOTS WORN BY ALICE COOPER on some of his tours. They have been signed by Alice himself and will be sent with a special certificate. BUY ITEM!
2. BROWN BIKER BOOTS WITH A ZIP AND TWO BUCKLES. They were designed by Prada and donated by Ringo Starr. They have never been worn and are in excellent condition. BUY ITEM!
3. RED FOOTBALL BOOTS DONATED BY ENGLAND AND MANCHESTER UNITED STAR, WAYNE ROONEY. They are made by Nike specially for professional players. The boots are unworn and have been personalised with Wayne's shirt number, 8. BUY ITEM!
4. PINK DR MARTENS DONATED BY SUGABABES. They are signed by all three members of the band, Keisha, Heidi and Amelle. BUY ITEM!
5. CLAUDIA SCHIFFER'S BLACK VELVET ANKLE BOOTS. They were bought in Milan when she started out as a model. BUY ITEM!

4 Would you like to have something that once belonged to a celebrity? What would you like to buy? What would you do with it?

Grammar: The Passive

5 Complete the sentences (1–5) from the texts with the correct forms of the passive. Then complete the rest of the table (6–8).

Example	Tense	Form
They [1]_____ _____ by Nike specially for professional players.	[6]_____	*is / are* + 3rd form of the verb
They [2]_____ _____ in Milan.	Past Simple	[8]_____ + 3rd form of the verb
They [3]_____ never _____ _____ and are in excellent condition.	[7]_____	*has / have* + *been* + 3rd form of the verb
They will [4]_____ _____ with a special certificate. They can [5]_____ _____ on eBay.	modal verb + infinitive	*can / will / must* + *be* + 3rd form of the verb

6 Look at the sentences in the table. The passive sentences sound better than the active ones. Match the sentences (1–3) with the reasons for using the passive (a–c).

Passive	Active
1 The auction **will be held** for eleven days.	??? will hold the auction for eleven days.
2 Brown biker boots with a zip and two buckles. They **were designed** by Prada.	Brown biker boots with a zip and 2 buckles. Prada designed them.
3 They **are signed** by all three members of the band, Keisha, Heidi and Amelle.	All three members of the band, Keisha, Heidi and Amelle, signed them.

We use the passive because:

a) We don't start sentences with new information.

b) The subject is very long.

c) We don't know or care who does it.

Sometimes all the reasons are true for one sentence.

Practice

7 Look at uses b) and c) in Exercise 6 and decide which sentences below would sound better in the passive. Rewrite them.

1 A retired bank manager who collects old cars has bought the Rolls Royce.

2 A person can buy autographed photos of David Beckham in an auction.

3 Someone caught the bank robbers.

4 Peter gave me ten red roses.

5 A pop star whose name is still unknown donated the money.

8 Look at use a) in Exercise 6. Choose the better way (a or b) to continue the sentences (1–2).

1 Picasso painted a lot of paintings.

a) One of them was bought for £58 million.

b) Someone bought one of them for £58 million.

2 Elton John put the whole contents of his London house on sale.

a) Almost everything was bought by collectors and fans.

b) Collectors and fans bought almost everything.

9 Find nine places where the passive is better in the text and rewrite it.

They have removed a Vincent Van Gogh painting from an auction after someone questioned its authenticity.

Someone had found the small oil painting at a market in Paris in 1991 and sold it for less than €1,500. Experts from the Van Gogh museum in Amsterdam said it was a fake. Other experts have disagreed with this opinion.

They put off the sale when the museum agreed to re-examine the work. After museum experts examine the painting, auctioneers will put it on sale again. Auctioneers hope that they will sell it for at least €2 million.

10 Put the verbs in brackets into active or passive.

1 Edgar Degas [1]_____ (attend) an auction where someone [2]_____ (sell) one of his paintings for $100,000. The artist [3]_____ (ask) what he felt. 'I feel as a horse must feel,' he replied, 'when the beautiful cup [4]_____ (give) to the jockey.'

2 John Lennon [5]_____ (sign) his last album, *Double Fantasy*, for his murderer, Mark Chapman, just before he [6]_____ (shoot). Recently it [7]_____ (buy) for $1.8 million.

Your Turn

11 **Game** Work in groups. In one minute, write as many true sentences as you can about your life. Use the verbs below and the passive.

Example

My bike was stolen last week. My computer has been repaired. I will be invited to my cousin's wedding.

asked	stolen	made	injured	found
bought	invited	used	stopped	broken
written	lost	cleaned	sold	repaired

→ TIMEOUT! Page 112, Exercise 10

11 Funny Money

Warm-up

1 Look at the Key Words and the photos. Guess what the objects are made of.

Example

I think a) is made of iron.

Key Words: Materials

bronze, cloth, copper, glass, gold, iron, leather, metal, paper, plastic, silver, stone, tin, wood

Reading

2 Read the article. Check your guesses from Exercise 1.

It is 15,000 BC and two cavemen are chatting. 'Hey,' says one, 'I've got these apples. Do you fancy swapping a bag of apples for that rabbit you've killed?' 'I'll take three bags for my rabbit,' the other replies. 'Three! You must be joking! I'll give you two.'

People have always practised bartering but it's not an easy way of doing business. You don't always have the right thing to exchange and most things are so big that you can't carry them around. Because of that, in ancient times people used shells, feathers, eggs and salt as simple money.

The ancient Chinese used small bits of metal in the shape of knives or spades but the first real coins were produced in Lydia (modern Turkey) in the 7th century BC. They were a mixture of gold and silver. Early European coins were usually silver, while some Pacific islanders preferred stone coins – the biggest were 3.5 metres high and weighed nine tons!

Pieces of paper were first used as money in China over a thousand years ago but it was not until the 17th century that bank notes appeared in Europe.

In 1989, a US bank refused to lend money to Frank Tortorielli, a delicatessen owner, who wanted to move to a new location. So Frank made his own personal money. He sold paper notes for $8 and people could buy $10 worth of food in his new shop at a later date. His idea was such a success that he was able to move!

'Time Banks' are a new idea. A group of people make a list saying what each person wants and can offer. Then, people get in touch with each other. For example, Fred does an hour's gardening for Sue and ten 'time dollars' go from her account to his. Joe then sells a pile of firewood to Fred who pays for it with some of his time-dollar credit.

'Noney' is purely decorative money with zero value. A Russian student once gave his favourite teacher some attractive Noney notes on Teachers' Day and she loved them. Noney doesn't always work though. One New Yorker tried to pay for a cup of coffee and a slice of toast with it in a café. 'You can keep that for yourself,' came the reply.

3 What types of money in the text:

1 would look nice in the garden but wouldn't fit in your pocket?
2 looks nice but is worth nothing?
3 does not exist physically?
4 increased in value after a few months?

4 Read the text again. Answer these questions.

1 Why does one of the cavemen say 'you must be joking'?
2 Why did people begin using shells or feathers as money?
3 What happens when you pay someone ten 'time dollars'?
4 What is Noney useful for? What is it not useful for?

5 Look at the Word Builder. Find the words in red in the text and match (1–7) with (a–g).

Word Builder

1 a bag of	a) paper
2 a piece of	b) firewood
3 a bit of	c) coffee
4 a group of	d) people
5 a pile of	e) toast
6 a cup of	f) metal
7 a slice of	g) apples

6 Which of these words can you *not* use together?

Example 1 d) *hot chocolate*

1 a bag of
a) crisps b) sugar c) sweets d) hot chocolate
2 a piece of
a) chocolate b) chalk c) milk d) paper
3 a bit of
a) bread b) coffee c) chocolate d) cake
4 a group of
a) friends b) apples c) students d) animals
5 a pile of
a) CDs b) clothes c) orange juice d) rubbish
6 a cup of
a) wine b) tea c) hot milk d) coffee
7 a slice of
a) rice b) bread c) cake d) meat

→ Word Bank, page 127

7 **Memory Game** Work in groups and play the game. Use these words:

bag, bar, bit, bottle, box, can, carton, cup, glass, packet, piece, pile, slice, tube

Example

A: *I went shopping and bought a bag of crisps ...*
B: *I went shopping and bought a bag of crisps and a carton of milk ...*
C: *I went shopping and bought ...*

→ Word Bank, page 127

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

a) *such* (+ adjective) + noun + *that*
b) *so* + adjective + *that*

Sentence Builder

1 His idea was **such** a (great) success **that** he was able to move.
2 Most things are **so** big **that** you can't carry them around.

9 Join each pair of sentences in two ways using *so* and *such*.

Example

1 *It was* ***such an easy exam that*** *everybody got 100%!*
The exam was ***so easy that*** *everybody got 100%!*

1 It was an easy exam. Everybody got 100%!
2 The party was noisy. The neighbours complained.
3 It was a good hotel. We decided to stay there next year.
4 The film was sad. I cried!
5 It was a cold day. We didn't go out.

Speaking

10 Imagine you belong to a 'Time Bank'. Write a list of your 'offers' and 'wants'.

Example

offers: *take dogs for walk, help with maths homework*
wants: *copy of the new Robbie Williams CD*

11 Work in groups. Show the others your lists. Then negotiate. Did you agree to do business?

Example

A: *If you lend me your bike, I'll take your dog for a walk.*
B: *No thanks. But I'll lend you my bike if you buy me a cola.*

Fact or Fiction?

Some Celtic coins, made in Britain between 150 BC and 50 AD, are in the shape of hedgehogs.

Check your answer on page 128.

→ TIMEOUT! Page 112, Exercise 11

Value for Money

Warm-up

1 Look at the photo. Where are Ellie, Tanya and Abi? What do you think they are talking about?

Reading and Listening

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

Abi goes to the market and meets Ellie and Tanya there.

Abi: Excuse me?

Woman: Yes, can I help you?

Abi: Well, I bought this shampoo last week. I'm afraid there's a problem with it.

Woman: Really, what's that?

Abi: Well, the first time I used it, my head hurt a bit. Then, my hair started to fall out!

Woman: I'm terribly sorry about that. Let me have a look at it.

Abi: It's made by Natural Cosmetics.

Woman: Have you got a receipt, please?

Abi: Yes, here you are.

Woman: Thanks a lot. Well, I really apologise about this. Would you like a refund or would you like to choose another kind of shampoo?

Abi: I'd like another shampoo, please. One for dry hair.

Woman: What about this one? It's slightly more expensive but it's a really good one.

Abi: Okay, I'll have that one, please.

Woman: Right, here you are. And I'm sorry about that other shampoo.

Abi: That's okay. And thanks very much.

Woman: Not at all.

Abi: Hi, you two! What are you doing here?

Ellie: We've just been having lunch over there. What about you, Abi?

Abi: Well, I've just taken back some shampoo. It was weird. It hurt my head and later some of my hair started falling out!

Tanya: Oh no! Poor you.

Abi: It's not funny, Tanya!

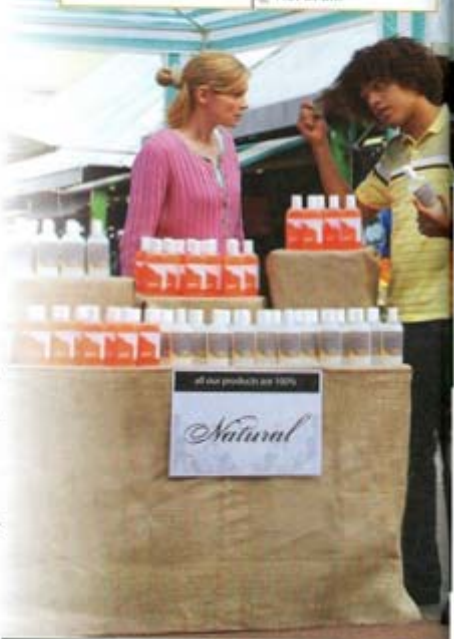
Ellie: No, it isn't funny. I bet other people have had the same problem. We might have another story here!

Speaking

3 Look at the Key Expressions. Use the dialogue to complete the gaps (1–8).

Key Expressions: Complaining

Customer	Shop assistant
1 _____ me?	Yes, can I help you?
Well, I bought … last week. I'm 2 _____ there's a problem with it.	What's that?
Well, the first time I used it …	I'm terribly 3 _____ about that. Have you got a receipt, 4 _____?
Yes, here you are.	Thanks 5 _____. Well, I really 6 _____ about this. Would you like a 7 _____ or would you like to choose another kind of … ?
I'd like another … , please.	Right, here you are. And I'm sorry again about …
Thanks 8 _____.	Not at all.



4 Read the Speaking Help.

Speaking Help: Being Polite

- In English, it is important to use 'please' and 'thank you' a lot.
- To make something sound less aggressive, we use expressions like: *'I'm afraid ...', 'I'm sorry but ...'.*

5 Work in pairs. Take turns to be a shop assistant and a customer. Use the Key Expressions to complain about something you bought. Remember to be polite! Think about these things:

1 What did you buy?
- a beauty product • clothes
- a gadget • a computer game

2 What was wrong with it?
- it had bad side effects
- it didn't work
- it was damaged
- something was missing
- it was too tight or baggy

3 What do you want?
- a refund • a replacement

Everyday Listening

1 Listen to three shop dialogues and complete the table.

	Customer 1	Customer 2	Customer 3
1 What did the customer buy?			
2 Why did the customer complain?			
3 What does the customer get in the end?	*a replacement of the same model*		

2 Listen again. Match the adjectives with the people.

rude, tired and sleepy, aggressive, polite, cheerful, nervous

Dialogue 1: customer _____, shop assistant _____
Dialogue 2: customer _____, shop assistant _____
Dialogue 3: customer _____, shop assistant _____

3 **Pronunciation** Practise saying the words below. Underline the consonant sounds (sp, th) that are difficult for you.

twelfth, receipt, gathering, environment, marathon, crisps, weekly wage, pounds, weird, product, baggy, third, tests, sweets, hedgehog, birthday, exhibition, maths, district, battlefield, origin, detached, another, Wednesday, auction, challenge, spending, especially

4 Listen and repeat the words.

5 Look back through the first four modules. Make a list of the difficult words to pronounce.

→ TIMEOUT! Page 112, Exercise 12

Writing: A Letter of Complaint

1 Read the mixed-up parts of the e-mail (a–g) quickly and answer these questions.

1 Who wrote the letter?
2 What did he buy?
3 Where did he buy it?

a I look forward to hearing from you.

b Dear Sir/Madam,

c Yours sincerely,

d I have bought many things in the past from your online shop and the service and quality has always been excellent. However, I recently ordered an MP3 player and I am writing to inform you of a problem.

e Since I am a regular customer, could you please send me some new headphones or suggest an alternative solution?

f Peter Milner

g I have downloaded music from my computer successfully but I am unable to listen to it because the headphones are faulty. The problem might be because of a bad connection as sometimes the sound comes through one side.

Text Builder

2 Put the parts of the e-mail (a–g) in the correct order.

3 Look at the linking words in blue. Which of these do they express?

a) time b) addition c) reason d) contrast

4 Read the Writing Help.

Writing Help: Formal E-mails or Letters

- Always be polite.
- Learn some common phrases like *I am looking forward to hearing from you* and *Yours sincerely.*
- Don't use contractions like *I've, I'm* and *don't.* Use *I have, I am* and *do not.*
- Never use slang words or expressions.

5 Find formal words or expressions in the e-mail that mean:

• hello • to tell • can't • don't work
• write back soon • goodbye

FOR YOUR PORTFOLIO

6 Write an e-mail to a company complaining about something you bought recently.

STEP 1 Think of a product you bought and imagine what was wrong with it.

Examples
a computer game (damaged) / a pair of jeans (too tight)

STEP 2 Write your e-mail.

- give your reason for writing
- describe the problem
- say what action you want them to take

Remember
- be polite – always say 'please' and 'thank you'
- use formal words and expressions

STEP 3 Check your e-mail for contractions and linking words.

7 Work in groups. Read each other's e-mails. Whose complaint is the most serious? Whose letter is most convincing?

Understanding Grammar: Articles: *the*

1 Read the text. Which holiday offers the best value for money?

LAST MINUTE BARGAINS

City Tour

During this one-week tour, you explore **Prague**, the picturesque capital of **the Czech Republic**, take a cruise on the **Danube** while visiting **Budapest** and walk the narrow streets of the old town of **Tallinn**. Enjoy 5* hotels and top restaurants in the fastest developing part of Europe.

£600

Ocean Paradise

Hire an island on **the Seychelles** and stay in a luxury villa to enjoy the comforts of the rich and the amazing wildlife of **the Indian Ocean**. All services provided.

£1500 per day for 2 people

Explore South America

£4000

Exciting three-week holiday. Fly from **the United States** to **Chile** to watch the penguins and admire the snow-capped peaks of **the Andes**. In **Peru**, go to **Lake Titicaca** and climb **Machu Picchu** to see the famous Inca ruins. Cruise **the Galapagos** Islands to see the giant tortoise. Flights, travel and accommodation in good quality tourist hotels included.

Kayaking in Croatia

£300

A five-day active break on **the Adriatic**, kayaking from one unspoiled island to another. Visit historical villages on **Korcula** island and try delicious local food at amazing prices on **Krk**. Accommodation in guesthouses. Flights and travel not included.

2 Complete the table with examples of geographical names from the text and your own examples. Which names take *the* and which do not?

	examples from the text	your examples
continent	*South America*	
country		
the + country	*the United States*	
city		
river	*the Danube*	
lake		
sea / ocean		
mountain top	*Machu Picchu*	
mountain range		
island	*Krk*	
group of islands		

3 Complete the sentences with *the* where necessary.

1 ____ Nile is the longest river in the world and ____ Lake Baikal is the deepest lake.

2 ____ Rio Grande separates ____ Mexico from ____ United States.

3 I spent my last holidays in ____ Netherlands. I worked in a bar in ____ Amsterdam.

4 ____ Crete is the biggest Greek island in ____ Mediterranean Sea.

5 ____ Czech Republic and ____ Slovakia used to be one country with the capital, ____ Prague.

6 ____ Yangtze, the longest river of Asia, starts in ____ Dangla Mountains in ____ Tibet.

7 ____ Amazon starts in ____ Andes, flows through ____ Peru, ____ Colombia and ____ Brazil and enters ____ Atlantic Ocean at the equator.

8 ____ Thames, which flows through ____ Oxford and ____ London, is one of the longest rivers in ____ United Kingdom.

4 Write six sentences about your country. Include information about:

- interesting cities
- rivers and lakes
- mountains and the sea

Study Corner 4

Language Check

1 Complete the text with money words.

I am 1_____ money to buy a motorbike. I've already got £359 in my 2_____ _____. I get £5 3_____ _____ every week from my mum and dad and I do a part-time job on Saturday mornings to 4_____ extra money. My 5_____ is only £15 for four hours work but it helps a lot. I don't 6_____ much money on sweets or chocolates.

2 Complete the text with suitable words.

I sometimes buy a 7_____ of crisps and a 8_____ of cola on my way back from school. Then, when I get home, I usually have a 9_____ of tea and a 10_____ of my granny's fruitcake.

Vocabulary ☐ / 10

3 Put the verbs in brackets in the correct form of the passive. Which sentence is false?

11 Years ago, shells _____ (use) as money by a lot of North American Indians.

12 Since 1999, the euro _____ (introduce) in twelve European countries.

13 Every year, a lot of old coins _____ (buy and sell) on the Internet.

14 Next year, euro notes with a picture of the Queen on them _____ (make) in Britain.

15 If you belong to a local 'time bank', you must remember that every transaction you make _____ (record).

4 Put the verbs into the active or the passive.

Last week, a bank in central Bristol 16_____ (rob) and £1 million 17_____ (steal). This morning, the police 18_____ (arrest) a man. He 19_____ (hold) for questioning by the police. Tomorrow, he 20_____ (take) to Bristol Prison.

5 Complete the text with *the* when necessary.

The most expensive house in the world is in 21_____ Britain. It has 103 bedrooms and five swimming pools. It is near 22_____ River Thames.

The most expensive house in 23_____ North America is in 24_____ USA. It is on 25_____ Atlantic coast and has its own golf course.

Grammar ☐ / 15

6 Complete the dialogue in a shop.

B: Can I 26_____ you?

A: Well, I'm 27_____ there's a problem with this shirt. I bought it last week and it's got a mark on it.

B: I'm terribly 28_____ about that. Have you got a 29_____ ?

A: Yes, here you are.

B: Thanks. Would you like a 30_____ or would you like to choose another one?

Key Expressions ☐ / 5

Study Help: Communication Problems

- To check that someone understands you, don't say: *'Do you understand me?'* It sounds rude. Use these expressions:

  Example

  Do you know what I mean? I think ... , don't you?

- If someone doesn't understand what you say, try saying it in a different way.

  Example

  A: *I need to lend a pound for the bus.*

  B: *Sorry?*

  A: *I mean, I haven't got a pound for the bus. Can you give me a pound?*

  B: *Ah, you want to borrow a pound.*

- Work in pairs. Say these sentences in a different way.
- I've got a complaint about this watch. It's no good.
- What's the price of that MP3 player over there?
- Working in a pizzeria is my part-time job.

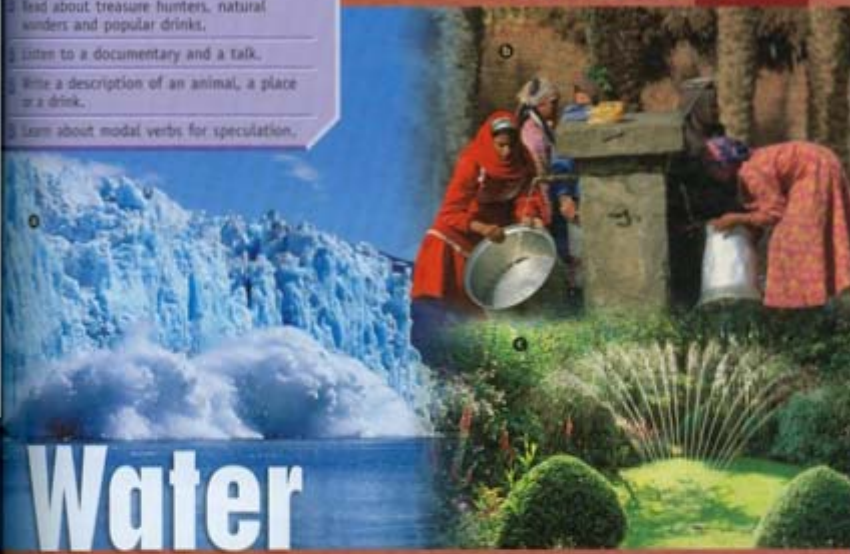
Feedback

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

Wrong answers:	Look again at:
Numbers 1–6	Get Ready – Key Words
Numbers 7–10	Unit 11 – Word Builder
Numbers 11–20	Unit 10 – Grammar
Numbers 21–25	Understanding Grammar
Numbers 26–30	Unit 12 – Key Expressions

Module 5

- Talk about saving water and healthy drinking; give a presentation about an animal.
- Read about treasure hunters, natural wonders and popular drinks.
- Listen to a documentary and a talk.
- Write a description of an animal, a place or a drink.
- Learn about modal verbs for speculation.



Water

Get Ready

1 Use the Key Words to write three questions. Then work in pairs. Ask your partner your questions.

Example

What is nine point six plus three point two, minus one point eight?

Key Words: Figures

Large numbers: three billion (3,000,000,000); one million (1,000,000), three hundred thousand (300,000), six hundred and fifty-three (653)

Decimals: 1.7 (one point seven); 6.2 (six point two)

Fractions: a half (½), a third (⅓), a quarter (¼), a fifth (⅕), a tenth (1/10), two thirds (⅔)

Estimates: about a million, nearly 70%, over a third, between 30 and 40

Comparison: twice, three times as many / as much ...

2 Listen to a documentary about water and complete the statistics.

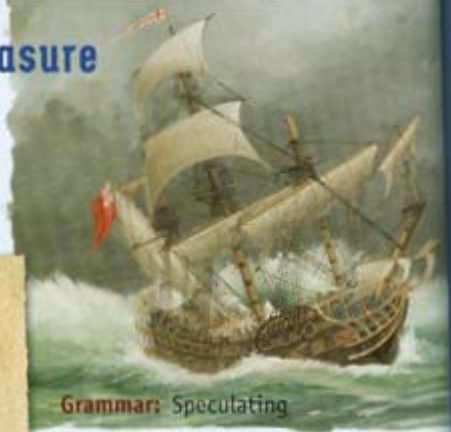
1 Nearly _____ of the world's water is sea water.
2 Water makes up between _____ and _____ of our bodies.
3 An adult human should drink _____ litres of water a day.
4 People in rich countries use _____ times as much water as those in developing countries.
5 Unclean water kills _____ children a day.
6 Over _____ of the world's population will face water shortages in the future.

3 Work in pairs. How much water do you use? Ask and answer questions.

1 How do you wash every day? Do you have
a) a big bath? b) a long shower? c) a quick shower?
2 What do you do when you brush your teeth?
a) leave the tap on all the time
b) leave the tap on some of the time c) use a glass of water
3 How do you get a drink of cold water in the summer?
a) run the tap for a long time b) run it for a few seconds
c) keep a bottle of water in the fridge

4 Read the information on page 106. How much water do you waste?

13 Underwater Treasure



Warm-up

1 Why do people go scuba diving and snorkling? Would you like to do it?

2 Read the text. Why is *HMS Sussex* an interesting find?

On 27 December, 1693, *HMS Sussex*, a warship of the Royal Navy, sailed out of Portsmouth. Then one February morning in 1694, a storm broke out. The *Sussex* sank 800 metres to the ocean floor near Gibraltar. The ship may have been unstable because there were a lot of guns on the upper deck. During the storm, the wind must have blown the *Sussex* over onto her side.

In 1994, a 17th-century document was found which revealed that the *Sussex* had been on a secret mission: the ship was carrying tons of gold and silver to finance the war with France. Today, this gold and silver must be worth a fortune and the *Sussex* could be one of the most valuable shipwrecks in the world. Iron chests full of gold coins, worth £1 million in the 17th century, can't be worth less than £200 million today.

The wreck was located in 2001 by Odyssey Marine Exploration. While searching the area where the *Sussex* had sunk, they found only one wreck with a cannon. They knew immediately it couldn't be any other ship. However, the recovery of the wreck has been delayed. Great Britain claims the ship while Spain says the wreck could have been Spanish.

Archaeologists say that the coins may not be the only valuable thing in the wreck. It might contain lots of objects of historical value. They think these objects might have been well preserved because the temperatures and oxygen levels are very low at that depth.

3 Would you like to explore a shipwreck? Why? Why not?

Grammar: Speculating

4 Complete the sentences from the text with the correct verb forms. Then complete the rule.

Speculations about the present

1 It **couldn't** _____ any other ship.
2 The coins **may not** _____ the only valuable thing in the wreck.
3 It **might** _____ lots of objects of historical value.
4 This gold and silver **must** _____ worth a fortune.
5 The *Sussex* **could** _____ one of the most valuable shipwrecks in the world.
6 Iron chests full of coins **can't** _____ worth less than £200 million today.

Speculations about the past

7 The ship **may** _____ unstable.
8 The wind **must** _____ the *Sussex* over onto her side.
9 The wreck **could** _____ Spanish.
10 These objects **might** _____ well preserved.

When we speculate about the present, we use a modal verb + _____ .

When we speculate about the past, we use a modal verb + _____ + 3rd form of the verb.

5 Match the modals with the speaker's level of certainty.

1 must	a) I'm almost sure it's not true.
2 may / might / could	b) Maybe it's true.
3 may not	c) Maybe it's not true.
4 can't	d) I'm sure it's true.

Practice

6 Complete the dialogue with correct forms of the verbs in brackets.

Jim: This wreck must [1]_____ (be) very old. It may [2]_____ (sink) in the 17th century. It could [3]_____ (belong) to Columbus!

Dan: Come on! It can't [4]_____ (be) Columbus's. His ship didn't sink.

Jim: Right, but the name is the *Santa Clara* so it must [5]_____ (be) Spanish.

Dan: I'm not sure. Did you see the compass? They can't [6]_____ (have) such things in the 17th century.

Jim: A diver might [7]_____ (drop) it here. Let's go down again. There could [8]_____ (be) some interesting things on board.

Dan: I don't think so. Treasure hunters must [9]_____ (explore) it long ago.

Jim: But they may not [10]_____ (find) everything. Come on, let's go!

7 Complete the sentences with modal verbs: *must* or *can't*.

1 Treasure hunters study old maps and documents. They _____ be expert historians.
2 Old ships that carried gold from America _____ have been very heavy.
3 There's no light 1000 metres under the sea. It _____ be very pleasant down there.
4 Warship wrecks _____ be very safe to explore because they sank with ammunition.
5 The sinking of the *Titanic* _____ have been a shock for its builders.
6 The ship is made of metal. It _____ have sunk more than 100 years ago.

8 Rewrite the sentences using the correct modal verbs.

1 Perhaps they haven't found the wreck.
They ... the wreck.
2 I'm sure the coin is pure gold.
The coin ... pure gold.
3 It's possible that the map was drawn in the 15th century.
The map ... in the 15th century.
4 I'm certain that there isn't anything valuable here.
There ... anything valuable here.
5 Maybe the divers didn't drown during the storm.
The divers ... during the storm.
6 It's obvious that these coins aren't older than 50 years.
These coins ... older than 50 years.

Your Turn

9 Look at the photo. Use the cues and modal verbs from this lesson to make guesses about the man's present and past.

work hard all his life, catch a lot of fish, be happy, be healthy, have a house by the sea, get up very early, have his own boat, be a fisherman all his life, start fishing when he was a boy, want to work in an office

Fact or Fiction?

There are about 3 million shipwrecks on the ocean floor all over the world, waiting to be found and explored.

Check your answer on page 106.

TIMEOUT! Page 113, Exercise 13

14 Natural Wonders

Warm-up

1 Look at the Key Words. What can you see in the photos on page 49?

Key Words: Landscape

forest, glacier, gorge (US = canyon), hill, island, lake, marsh, mountain, river, swamp, waterfall

Reading

2 Work in groups of three. Each student reads one of the descriptions of the places (1–3) on page 49 and makes notes about these things.

- name
- location
- landscape and scenery
- activities
- wildlife

3 Now tell your group about your place. Try to convince them that it is a great place to visit.

4 Read the articles and answer the questions.

1 Why do bits of the Moreno Glacier fall into the lake?
2 What is special about condors?
3 When do alligators move quickly?
4 Why is the summer unpleasant in the Everglades?
5 Why are the Victoria Falls called 'the smoke that thunders'?
6 How deep is the Zambesi gorge?

5 Complete the Word Builder with adjectives in red from the text.

Word Builder

1 rocky / *high* / *snow-capped*	mountain
2 ____ / ____	lake
3 beautiful / ____	sight
4 pine / rain / ____ / ____	forest
5 ____ / ____	animals
6 common / ____	species
7 loud / ____	noise
8 bad / cold / good / ____	weather
9 light / ____	rain
10 amazing / small / ____	variety

6 Write about your country.

1 The ____ is an endangered species but ____ are very common.
2 In the summer, we often/sometimes get ____ weather and often/sometimes there is ____ rain.
3 There are a lot of / a few ____ forests with a ____ variety of wildlife.
4 ____ is an area with a beautiful landscape.
5 There are a few/some/a lot of ____ lakes in ____ .

7 Look at the Sentence Builder.

Sentence Builder

Although they look slow, alligators can move at lightning speed.

Despite looking slow, alligators can move at lightning speed.

8 Rewrite the sentences beginning with the word in brackets.

1 It's cold and windy but it's still a great place to visit. (Although)
2 It's expensive but the flight over the waterfall is worth it. (Despite)
3 There are quite a few lions in the area but their numbers are going down. (Although)
4 It's a long way from Buenos Aires but it's easy to get there by plane or coach. (Despite)
5 I had a bad cold while on holiday in Patagonia but I went whitewater rafting. (Despite)
6 There were a lot of mosquitoes at the campsite but I wasn't badly bitten. (Although)

Speaking

9 Think of one of your favourite places near you or in your country. Write notes to describe it.

Example

a waterfall – mountain river – in thick forest – great place for picnics and swimming in the summer – but water v. cold!

10 Work in pairs. Describe your place to your partner. He / She guesses where it is.

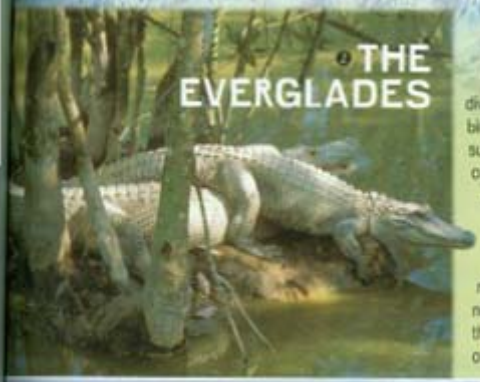
Fact or Fiction?

The highest waterfall in the world is the Salto del Angel (Angel Falls) in Venezuela. At 979 metres, it is nearly ten times higher than the Victoria Falls.

Check your answer on page 106

1 PATAGONIA

In Patagonia, the dramatic Andes mountains stretch along the border between southern Argentina and Chile. The high, snow-capped mountains form a magnificent background to deep, freshwater lakes, thick forests and high waterfalls. Perhaps the most spectacular place to visit is the Moreno Glacier and Lake Argentino. The glacier is one of the few in the world that is not retreating. If you are lucky, you will experience the breathtaking sight of enormous blocks of ice falling into the lake as the glacier moves forward. Amongst Patagonian wildlife are pumas, rheas (American ostriches) and armadillos, plus of course condors, the world's largest birds of prey. The area is ideal for outdoor activities like skiing, riding, trekking and whitewater rafting.



2 THE EVERGLADES

The Everglades National Park in southern Florida has a unique landscape of marshes, dense forests and mangrove swamps. Nowhere in the whole park is higher than two and a half metres above sea level. This diverse ecosystem is home to a wide variety of birds and animals, including endangered species such as the rare Florida panther and the American crocodile. Birdwatching and fishing are popular and the best way to get around is by boat. The Everglades is a great place for kayaking or canoeing but watch out for the alligators! Despite looking slow, these ugly creatures can move at lightning speed when there is a meal nearby. Avoid visiting in the summer because of the hot weather, frequent heavy rain and swarms of aggressive mosquitoes.

3 THE VICTORIA FALLS

The African name for the waterfalls is Mosi-oa-Tunya, which means 'the smoke that thunders', and you can see where the name comes from. When you get near the falls, the noise of water is deafening and there is spray and mist everywhere. Every minute, 550,000 cubic metres of water drop into the gorge of the Zambesi river over 100 metres below. The Victoria Falls, on the border of Zambia and Zimbabwe, is now the adventure capital of southern Africa. You can take a flight over the falls or go rafting on the river below. Visitors can also go on kayak, canoe and walking safaris in the two national parks near the falls. There are lots of exotic animals to see, including elephants, buffaloes, giraffes and hippos.

→ TIMEOUT! Page 113, Exercise 14

Bristol Zoo

Warm-up

1 Look at the photos. Where are Ellie and Tanya? What are they doing? What do you know about the birds?

Reading and Listening

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

Tanya: Welcome to 'Weekend Special' at Bristol Zoo. Ellie's going to tell us about how the zoo helps animals.

Ellie: Right, I'm going to talk about the penguins. First, where are they from? We usually associate penguins with cold places but actually, these guys come from southern Africa. They're 50 cm tall, sorry, 70 cm tall, with typical 'dinner jacket' colours.

Next, how do they live? They're world-class swimmers and brilliant at catching fish. They keep the same partner for life and often return to the same nest every year.

Now, let's look at threats to their environment. The population of penguins has gone down recently. The main reason for this is oil. Oil tankers clean their tanks at sea and penguins sometimes swallow the oil. Another problem is oil spills, when oil in the sea covers the poor penguins.

So, what does the zoo do to help? Well, it studies penguin behaviour in the wild and also helps a South African organisation get oil off the penguins.

Finally, what can you do to help? Okay, you can adopt a penguin at the zoo for £30. You can also travel by car less – that way there will be fewer tankers!

After the programme ...

Abi: Hey, that was great!

Ellie: Thanks. By the way, have you checked out the makers of that shampoo?

Abi: Not yet. I've been really busy with my music.

Steve: And we need samples from the river.

Tanya: My mum's a chemist – she can test them at the university.

Ellie: Okay, we've got a lot to do!

Speaking

3 Which of the underlined words in the Key Expressions are used to a) gain time b) organise the talk?

Example 1 a) 2 b)

Key Expressions: Giving a Presentation

1 Right, I'm going to talk about ...
2 First, where are they from?
3 Next, how do they live?
4 Now, let's look at ...
5 The main reason for this is ...
6 Another problem is ...
7 So, what ...
8 Well, it studies ...
9 Finally, what can you do to help?
10 Okay, you can ...

4 Find out information and write notes about an endangered animal for a presentation.

a) general information (habitat / size / colour) b) how they live
c) threats to their environment
d) what is being done to help them

5 Look at the Speaking Help. How does Ellie correct herself in the presentation?

Speaking Help: Giving Presentations

- Use your notes. Avoid saying things that are too complicated. Use the language you've got.
- Don't try to speak too quickly.
- Use words to gain time and to link parts of your presentation.
- When you know you have made a mistake, correct yourself. If you're not sure, just carry on!

6 Use the ideas in the Speaking Help to give your presentation to the class. When you listen to other presentations, give them a mark for:
a) interest b) performance c) language.

7 Tell the class which presentation you liked most and why.

Example
I really liked Beata's talk. It was interesting because she talked about European bisons. She gave a good performance and her language was quite good.

Everyday Listening

1 What do you know about Eurasian otters? Try to complete the information.

Name of animal: Eurasian otter
Size: .....
Weight: .....
Habitat: .....
Diet: .....
Threats: .....
Areas in Britain now: .....
.....

2 Listen to a talk and complete the notes in Exercise 1.

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

1 sea /iː/ 2 healthy /e/ 3 near /ɪə/
4 bear /eə/ 5 heard /ɜː/ 6 great /eɪ/

4 Say these words.

reveal, search, treasure, cheap, clean, wear, clear, leave, meant, disappear, pleasant, each, heavy, breathtaking, meal, earn, spread, early, creature, weather, learn, reason, fear, threat, tea, ideal, cream, appear, research, year, ready, break, breakfast, leather, idea

5 Listen and check your pronunciation.

→ TIMEOUT! Page 113, Exercise 15

Across Cultures 3

Warm-up

1 Look at the things in the photos (a–e). What countries are they from?

Reading

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

3 Read the article again. Answer these questions.

1 Which countries:
a) produce a lot of tea?
b) drink a lot of tea?
2 How is tea in Russia different from that in Britain?
3 Why did Ethiopian monks like coffee?
4 Where did the words 'coffee' and 'cappuccino' come from?

4 Work in pairs. Ask and answer these questions.

1 Do you believe the legends about tea and coffee? How do you think tea and coffee were discovered?
2 Do you drink tea or coffee? Do you like them?
3 How do people drink tea and coffee in your country?
4 What are the most popular non-alcoholic drinks in your country?

5 Which of the adverbs in the Word Builder:
a) make an adjective stronger?
b) not as strong?

Word Builder

extremely refreshing	**very** strong
terribly popular	**really** good
incredibly angry	**quite** nice
rather long	**absolutely** fantastic*
slightly sweet	
pretty keen	

* With strong adjectives (*fantastic, great, amazing, brilliant*) you can only use 'absolutely' and 'really'.

Two Drinks That Changed The World

TEA

According to legend, 5,000 years ago, the Chinese Emperor, Shen Nung, ordered everyone in China to boil water to avoid disease. One day, he was going to drink some water, when some leaves from a tree fell into it. Shen Nung tried the brown liquid and found it extremely refreshing. That was the start of tea.

By the 9th century AD, tea had spread to Japan, where it became terribly popular with Buddhist monks. In the 17th century, 'tea mania' arrived in Europe and then America. It even provoked a war between America and Britain. In 1773, a group of Americans, incredibly angry about taxes on their tea, threw boxes of tea into Boston harbour!

Nowadays, tea is a common drink in many countries. China, India and Kenya are the largest tea producers and the Japanese still take part in the rather long and complicated tea ceremony. In Russia, people drink slightly sweet tea with lemon and some people still use traditional samovars for the hot water. The British are pretty keen tea drinkers, too. Nowadays, 'afternoon tea' with cakes and sandwiches is much less common but many Brits drink several mugs of milky tea every day.

6 Work in pairs. Use the adverbs from the Word Builder and the adjectives below to talk about the drinks in the box.

great, nice, horrible, tasty, disgusting, fantastic, awful, tasteless, sweet, bitter, refreshing

sweet tea; weak, milky tea; lemon tea; mint tea; iced tea; fruit juice; hot milk; strong, black coffee; white coffee; iced coffee; hot chocolate; water; fizzy drinks

Example

A: *I think sweet tea is really horrible!*

B: *I don't agree. I think it's rather nice.*

COFFEE

Another legend is that around 800 BC, a farmer in the mountains of Ethiopia noticed his goats eating some bright red berries and then running around happily. He tasted them and immediately he felt less tired. Soon, Ethiopian monks were using the berries in a drink to keep themselves awake during nightly prayers.

The drink spread to Arabia and 'qwahwa' was taken to Turkey and later Europe. In the 17th century, coffee was a real craze for Europeans. At one time, there were three thousand coffee houses in London.

Now, four hundred billion cups of coffee are drunk every day. In Turkey and Greece, people drink small cups of very sweet, strong black coffee. In Italy, there is coffee for every occasion. 'Espresso' is very strong, black coffee and it is really good after lunch. 'Cappuccino' is an espresso with steamed milk and is quite nice at any time of the day. It is named after the Capuchin friars because it has the same colour as their robes. 'Granita di caffe' is an absolutely fantastic drink; it is iced coffee with cream, ideal for hot summer afternoons!

Speaking

7 Work in pairs. Ask and answer the questions.

How good is your liquid diet?

1. How many glasses of water do you drink a day?
   a) two b) three c) none
2. How many cups of coffee or tea do you drink every day?
   a) none or one b) two or three c) more than three
3. How many fizzy drinks do you have every week?
   a) up to four b) up to seven c) over seven
4. How often do you have 'diet' or 'light' drinks?
   a) occasionally b) quite often c) every day
5. When you are thirsty at home, what do you drink?
   a) a glass of milk or fresh fruit juice
   b) a manufactured fruit drink c) a fizzy soft drink

Check your answers on page 106.

8 **Speak Out** Do you agree with the statement below? Why or why not?

The government should ban fizzy drinks because they are bad for you.

FOR YOUR PORTFOLIO

Project: A poster

Write about one of these things from your country.

- a beautiful lake, river or waterfall
- an animal in danger of extinction
- popular non-alcholic drinks

1 Find out information. Use the Internet, books and encyclopedias. Ask other people.

2 Write notes for four paragraphs.

Place	Animal	Drinks
1 location / size	appearance / numbers left	the most popular drinks
2 why it is beautiful	habitat / diet and behaviour	descriptions of them
3 activities you can do there	threats to the animal and its environment	how they are made
4 wildlife you can see there	what we should do to protect it	when people drink them

3 Use your notes to write a description. Find photos and make a poster.

4 Display your poster in the classroom.

Study Corner 5

Language Check

1 Write the numbers in words.

1 4/5 2 8.76 3 3¼
4 10,000,000,000 5 7,833,648

2 Complete the words in the description.

The English Lake District in the north-west of England has no glaciers or 6s _ _ _ - _ _ _ _ _ _ mountains but it is very beautiful. It has some 7f _ _ _ _ mountains but the highest is less than 1,000 metres. There are sixteen 8l _ _ _ _ _ _ _ _ _ lakes and you can go canoeing or sailing on some of them. There is not a very 9w _ _ _ variety of wildlife but you can see red deer and foxes and some red squirrels. The red squirrel is now a very 10r _ _ _ species in England.

3 Choose the adverb to complete the sentence.

11 I think that is a) *absolutely* b) *very* c) *rather* fantastic!
12 They drink coffee from a) *terribly* b) *absolutely* c) *rather* small cups.
13 Tea is not my favourite drink although it is a) *extremely* b) *absolutely* c) *quite* nice to have sometimes.
14 I hate milky tea. It is a) *rather* b) *very* c) *really* horrible!
15 He puts five spoons of sugar in his tea – he likes it a) *rather* b) *incredibly* c) *quite* sweet.

Vocabulary ☐ / 15

4 Rewrite the sentences so they mean the same. Use *can, must, can't, might* and *may*.

16 I think Tania went to the cinema yesterday but I'm not at all sure. *Tania ... yesterday.*
17 Chris isn't here so he's definitely at Sue's house. *Chris ... at Sue's house.*
18 Simon's bike is not here so he hasn't come to school today. *Simon ... to school today because ... .*
19 I think Clare played well yesterday. She has got into the school team. *Clare ... because ... .*
20 Tom is lazy so I don't think he's good at football. *Tom ... at football because ... .*
21 I think Sue enjoyed the party. She didn't leave until 2 a.m. *Sue ... the party because ... .*

5 Rewrite the sentences so they mean the same.

22 Coffee tastes nice but it's bad for you. *Despite ...*
23 Green tea is healthy but I hate it. *Although ...*
24 Soft drinks are refreshing but they've got lots of sugar in them. *Despite ...*
25 I love drinking espresso coffee after dinner but I can't sleep afterwards. *Although ...*

Grammar ☐ / 10

6 Complete these sentences from a talk about Bristol.

26 Today, I'm going to _____ about Bristol.
27 _____, something about its history ...
28 The _____ reason for this growth was the importance of the port of Bristol.
29 _____ reason for the growth of Bristol was the development of industry.
30 _____, what things can you see there?

Key Expressions ☐ / 5

Feedback

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

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 14 – Word Builder
Numbers 11–15	Across Cultures 3 – Word Builder
Numbers 16–21	Unit 13 – Grammar
Numbers 22–25	Unit 14 – Sentence Builder
Numbers 26–30	Unit 15 – Key Expressions

Study Help: Writing Tasks

- When you are doing a writing task, get help from your partner(s).
- Discuss your ideas before you start.

Example

A: *I'm going to write a letter complaining about a broken MP3 player. What do you think?*
B: *I think that's a good idea but can you explain what's wrong with it?*

- Show your paragraph notes to him / her and ask for ideas and suggestions.
- When you have finished, ask your partner to read it and check for mistakes.

Module 6

- Talk about the environment; do an interview.
- Read about lifestyles and shopping.
- Listen to a weather forecast.
- Write a 'for and against' essay.
- Learn about the Future Continuous and modal verbs.

Save the Planet

Get Ready

1 Look at the photos and the Key Words. Which of the things are good for our planet?

Key Words: The Environment

climate change, deforestation, drought, energy-saving light bulbs, floods, fossil fuels (e.g. petrol, gas, coal), global warming, greenhouse gases (e.g. carbon dioxide), hybrid cars (using electricity and petrol), organic vegetables, pollution, recycling, renewable energy, solar energy, wind farms

2 Listen to Tom and Keith. How do they answer these questions?

Example

1 Tom – really important. Keith – not important.

1 How important is the environment for you?
2 What do you think is the biggest environmental problem (in the world or your area)?
3 How will global warming affect our lives?
4 What do you do to help the planet?

3 **Speak Out** Work in pairs. Ask and answer the questions in Exercise 2.

4 Work in pairs. Use the questionnaire to interview your partner.

Which of these things do you do?

1 Turn the lights off when you leave a room.
2 Walk or cycle to school every day.
3 Leave the TV or hi-fi on standby.
4 Use a re-usable bag when you go shopping.
5 Use both sides of a piece of paper.
6 Drop litter when you're out with your friends.
7 Collect and recycle cans and plastic bottles.

HOW GREEN ARE YOU?

HOW GREEN ARE YOU?

5 Check your answers on page 106. Tell the class about your partner.

Example

Monica is quite green but she doesn't ...

16 Going Green

Warm-up

1 Look at the photos. Do you think the boy lives in a town or in the country? Why?

2 Read the text. List the things the Barnes family plan to change in their life.

We hear a lot about how we should change our lives to help save our planet. We talked to Jim Barnes, 15, from Oxford, whose family has decided to go green.

'An average UK family produces more than 1 ton of rubbish a year. So we want to recycle everything. We're going to grow our own vegetables and keep hens. Soon, we'll be eating our own eggs for breakfast! And I'll be able to take the eggs to school to compare them with supermarket eggs.

To save electricity, we're going to watch less TV and use low energy light bulbs. We're going to put solar panels on our roof for the heating and hot water. This time next week, I'll be having a free solar shower!

We're going to walk and cycle to cut air pollution, too. So, at 7.30 on Monday morning, my dad will be cycling to work and I'll be going to school on my skateboard – how cool is that?!'

Jim Barnes with two of his hens

3 Which of their plans are the most difficult to achieve? Which actions help protect the environment most? Why?

4 Read the dialogue between Jim and his mother later that year. What is Jim taking to school?

Jim: Mum, **will you be feeding the hens?**

Mum: Yes, why?

Jim: I promised to show our organic eggs in class tomorrow. Could you check if they have laid any new ones?

Mum: Sure. By the way, **I'll be picking some tomatoes**. Do you want me to get you some as well?

Jim: That's a great idea! I'll show the class our home-grown vegetables.

Grammar: Future Continuous

5 Complete the sentences (1–3) from the text in Exercise 2 with correct verb froms. Which meaning (a or b), do the sentences express?

1 Soon, we _____ our own eggs for breakfast.
2 This time next week, I _____ a free solar shower!
3 At 7.30 on Monday morning, my dad _____ to work and I _____ to school on my skateboard.

a) a single event in the future
b) a longer activity during or around a certain time in the future

6 Match the sentences (1–2) from the dialogue in Exercise 4 with their functions (a–b).

1 Will you be feeding the hens?
2 I'll be picking some tomatoes.

a) polite introduction to a request
b) polite introduction to an offer

Practice

7 Complete the sentences with the verbs (in brackets) in the Future Continuous.

1 On Sunday, we _____ (clean) our local park all day.
2 _____ (you / watch) the Chelsea–Arsenal game tonight?
3 At 9 o'clock on Monday, we _____ (write) a chemistry test.
4 Why can't I call at 8 p.m.? _____ (you / have) your piano lesson?
5 I can't go out tonight. I _____ (help) my mum to clean the flat.
6 At this time next week, my dad _____ (fly) to New Zealand.

8 A group of teenagers have organised a 'green day' at their school. Write what they will be doing tomorrow at noon.

1 Mike / collect rubbish in the local park
2 Jenny / give a talk about vegetarianism
3 Susan / show a film on rain forests
4 Helen / plant trees in the school yard
5 Jake / collect plastic bottles at the school
6 Sid / put energy-saving light bulbs in the classrooms

9 Use the cues (in brackets) to write polite introductions to the offers and requests.

1 _____ ? Could you send this letter for me? (go to the post office)
2 _____ I can walk your Rex, too. (walk my dog)
3 _____ ? Can you give me a lift? (drive to town)
4 _____ Would you like me to get you anything? (go shopping)
5 _____ ? I'd like to send a few e-mails. (use the computer)
6 _____ Shall I mention the problems with the canteen? (see the head teacher this afternoon)

Your Turn

10 Imagine what you and your family will be doing on Saturday. Use the time expressions in the box to make sentences.

Example

At 7 a.m. all my family will be sleeping.

at 7 a.m.	in the morning	at 11 a.m.
at 2 p.m.	at 6 p.m.	in the evening

11 Work in pairs. Student A looks at page 105, Student B looks at page 107. Use the cues to make polite introductions to the requests and offers. Reply to them.

Example

A: *Will you be using your bike today? I'd like to borrow it for two hours.*
B: *You can take it now but bring it back before six o'clock.*

→ TIMEOUT! Page 114, Exercise 16

17 Fair Trade

Warm-up

1 Look at the sentences (1–4). Which of them do you think is not true?

1 Many shampoos, soaps and deodorants contain potentially toxic chemicals.
2 When you buy a bar of chocolate, an African child probably helped to make it.
3 People who make most of the world's footballs are well-paid.
4 Mobile chargers are energy-efficient.

Reading

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

FAIRTRADE

GIFT SELECTION

We are pleased to announce our new range of products for consumers with a conscience: the Fair Trade logo guarantees that producers from developing countries get a good deal. You can help the environment by buying products with the ecology label. No pesticides or chemicals are used in making products with the organic logo.

FAIR TRADE CHOCOLATE

Try our delicious chocolate (dark or milk). Four packs of 100 g for only £7.95. 70% of cacao (used to make chocolate) is grown in West Africa, where cheap child labour and toxic pesticides are common. However, farmers on our programme are paid well for producing cacao and they don't use pesticides.

SUGAR BODY SCRUB

Are you worried about using personal care products containing chemicals? Our creamy, organic body scrub gives you beautiful, fresh smooth skin and only has pure, natural ingredients. All the ingredients are produced without using pesticides. This is important because 60% of what you put on your skin is absorbed by it. Excellent value at only £6.50. Many personal care products have potentially toxic chemicals like triclosan and formalin. Some people are allergic to them and scientists believe they might cause cancer.

SOLIO CHARGER

Take a look at this fantastic solar-powered gadget. It charges your mobile, MP3 player, digital camera and game console – for free! Just leave it in a sunny place. It takes an hour in the sun to get ten minutes on your mobile, an hour of music or enough power to take lots of photos. You can forget about buying expensive, toxic batteries or using wall chargers. And with Solio, you can charge your gadgets anywhere – on the bus, a plane or even on the beach! A real bargain at only £47.99. If you're not careful, you can waste electricity by using a wall charger. It uses electricity even when your mobile is charged or disconnected.

FAIR-DEAL FOOTBALL

This top-quality handmade football is approved by FIFA for international games – the ideal present for young players interested in becoming the stars of the future. It's tough and durable and costs only £9.95. 75% of the world's footballs are made in Pakistan where long hours and low pay are common. Our workers get a decent wage so they can send their children to school and take holidays.

3 Look at the Reading Help.

Reading Help: Facts and Opinions

- Information presented as fact often has figures, dates or places. The 'facts' may or may not be true!
- Opinions often have opinion adjectives (e.g. *boring*), opinion verbs (e.g. *think, believe*), or modals (*might, may*).

4 Read the text again. Find four opinions and four facts.

Example

Fact: No pesticides or chemicals are used ...
Opinion: ... our delicious chocolate.

5 Work in pairs. Discuss the questions.

1 Which of the products in the brochure would you like to get as a present?
2 Which of them would you buy with your own money?
3 Would you pay a little bit extra for a green or fair-trade product?

6 Look at the Word Builder. Complete the examples from the text with *get* or *take*.

Word Builder

1 _____ a good deal
2 _____ a look at something
3 _____ an hour
4 _____ photos
5 _____ a decent wage
6 _____ holidays

Fact or Fiction?

Hollywood celebrities Brad Pitt, Cameron Diaz and Leonardo di Caprio drive 'green' hybrid cars like the Toyota Prius.

Check your answer on page 106.

7 **Word Quiz** Complete the text with *get* or *take*. In one example, both are possible.

It 1gets/takes me half an hour to 2*get/take* home after school. I usually walk but if it's raining, I 3*get/take* the bus. First, I usually listen to some music and charge my MP3 player. Then, I 4*get/take* a look at my e-mail and 5*get/take* ready to do my homework on my laptop. Sometimes, I 6*get/take* headaches when I am on the computer too long so I 7*get/take* a break every hour. On Wednesday evenings, I work for a couple of hours at my uncle's camera shop. I don't 8*get/take* much money but I 9*get/take* good discounts and I 10*got/took* a fantastic present from my uncle last Christmas. It's a camera and video recorder that 11*gets/takes* great pictures!

Word Bank, page 127

8 Look at the Sentence Builder. Find more examples of prepositions + *-ing* forms in the text on page 58.

Sentence Builder

It's the ideal present for young players interested **in** becoming the stars of the future.
Are you worried **about** using chemical products?
You can help the environment **by** buying products with an eco-label.
All the honey, nuts and oil are produced **without** using pesticides.

9 Complete the sentences about you using *-ing* forms.

Example

I'm interested in buying a solar charger.

1 I'm interested in ...
2 I'm afraid of ...
3 I'm worried about ...
4 I sometimes argue with my parents about ...
5 I keep fit by ...
6 I can't live without ...

Speaking

10 Find out about two more products.

Student A page 105.
Student B page 107.

TIMEOUT! Page 114, Exercise 17

Local Hero

Warm-up

1 Look at the photo. What do you think happened?

Reading and Listening

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

Ellie and Steve do their first live interview.

Ellie: Right, can I ask you some questions, please?

Boy: Sure, no problem.

Ellie: To start with, can you tell us something about yourself?

Boy: Well, my name's Jeremy Mitchell and I like fishing.

Ellie: A couple more questions. How old are you and what school are you at?

Boy: I'm seventeen and I'm at St Brendan's.

Ellie: Thanks. You were at the river yesterday, weren't you?

Boy: That's right. I didn't catch anything though. As usual!

Ellie: Why's that?

Boy: What do you mean exactly?

Ellie: I mean, why aren't there any fish now?

Boy: Well, there's been a lot of dead fish there recently.

Ellie: Interesting ... Anyway, so what happened yesterday?

Boy: Well, I was fishing when this lady came past with her dog. It jumped into the water and couldn't get out.

Ellie: So what did you do?

Boy: Well, I leant over and got hold of him. He didn't like it but I got him out. Then he started to look weird.

Ellie: Can you explain that?

Boy: I mean, he obviously wasn't well. We took him to the vet. He was so scared that he nearly bit her. Anyway, he got checked out and he's okay now. Apparently, there was something in the water.

Ellie: Thanks, Jeremy. That's very interesting.

3 Look at the Sentence Builder. What word could you use instead of *got*?

Sentence Builder

He **got** checked out there.

4 Write sentences with *get* about the story episode. Use the words below.

Example *Jeremy got interviewed by Ellie.*

interview, poison, bite, rescue, treat by vet, take to the vet, help by the boy

Speaking

5 Which of the underlined Key Expressions are used to:

a) ask for clarification? b) clarify something? c) check information?

Key Expressions: Interviews

Interviewer	*Interviewee*
1 Can I ask you some questions, please?	2 Sure, no problem.
3 To start with, can you tell us something about yourself?	
4 A couple more questions.	
5 You were at the river yesterday, weren't you?	6 That's right.
7 Why's that?	8 What do you mean exactly?
9 I mean, why aren't there any fish now?	
10 So what did you do?	
11 Can you explain that?	12 I mean, he wasn't well.

6 Work in pairs. Prepare an interview with an imaginary local hero who rescued a person or an animal. Write notes about these things:

Journalist: Questions: personal information / what happened / what the person did / what happened in the end

Local hero: Personal information: name / age / interests

What happened: where you were / what happened / what you did

7 Work in groups. Act out your interviews using the Key Expressions when possible.

8 Tell the class about the other pair's interview.

Monika interviewed Adam. Adam rescued a goldfish from his friend's toilet!

Everyday Listening

1 Look at these predictions for European weather in 2080. Which do you think are most likely to happen?

1 ☐ There will be wet weather in the winter in northern Europe, especially Scotland.
2 ☐ There will be extremely heavy snowfalls in the Alps.
3 ☐ The minimum temperature in Moscow will be –30 degrees.
4 ☐ There will be very little rain in the southern and central Spanish desert.
5 ☐ In the spring, storms will cause flooding in Holland, the Czech Republic and Poland.
6 ☐ There will be a heat wave throughout Europe in August.
7 ☐ Temperatures in southern Spain will reach 50 degrees.
8 ☐ Hurricanes will hit Western Europe.

2 Listen to the European weather forecast for 2080 and check your guesses from Exercise 1.

3 **Listen Closely** Listen to the words and mark the word stress.

1 record (noun) / to record (verb)

1 record / to record
2 electric / electricity
3 person / personality
4 photo / photography
5 possible / possibility
6 document / documentary
7 popular / popularity
8 imagine / imagination
9 science / scientific
10 economy / economics
11 organise / organisation
12 ecology / ecological

→ TIMEOUT! Page 115, Exercise 18

Writing: A 'For/Against' Essay

1 Read the essay. Answer these questions.

1 What days and times can you go shopping in your country?
2 Is shopping one of your hobbies? Why or why not?
3 Do you agree with the article? Why or why not?

❶ Shopping has never been easier in Britain – you can shop till you drop seven days a week, twenty-four hours a day. You can go to supermarkets in the middle of the night in order to avoid the crowds and you can take your credit card in case you run out of cash.

❷ Of course, this is great for the economy. For example, the British supermarket, Tesco, controls 33% of the food market in the UK and has 152,000 workers in Europe. Shopping centres are attractive, modern places which are warm in the winter and cool in the summer. For many people, including teenagers, shopping is a social event. 'I go shopping with my friends at the weekend so that I can have fun,' says Penny Allbrow, 17, from Manchester. 'Shopping is one of my main hobbies.'

❸ However, shopping has a big cost. Between 2 and 10% of the population are 'compulsive shoppers' and every year, 50,000 shopaholics have serious financial problems. Shopping is also disastrous for the environment. We buy products we don't need with layers and layers of packaging. Finally, while we shop in the west, millions around the world haven't got enough to eat. Under 20% of the people in the world use 80% of the world's resources. Is that fair?

❹ To sum up, I think British people should shop less and start living more. Go out, play sport, join clubs, do things to have real fun. Spending money doesn't make you happy!

Text Builder

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

a) reasons against shopping for fun
b) reasons for shopping
c) personal opinion
d) shopping in Britain

3 Look at the linking words in red in the text. Match them with the uses below (a–e).

Example
a) in case

a) show something might happen in the future
b) show the purpose for doing something (x3)
c) make a conclusion
d) give an example
e) contrast two ideas

4 Complete the sentences with the words in red from the text.

1 Take your umbrella _____ it rains.
2 Take your umbrella _____ keep dry.
3 Take your umbrella _____ you don't get wet.

FOR YOUR PORTFOLIO

5 Write an essay about the advantages and disadvantages of one of these things.

• cars • living in a big city • nuclear power

STEP 1 Choose a topic. Write a list of advantages and disadvantages.

STEP 2 Write notes for four paragraphs: introduction / for / against / conclusion.

STEP 3 Use your notes to write the essay. Check it for mistakes.

STEP 4 Work in groups. Read each other's essays. Tell the class what you think about them.

Example

Magda's essay was about cars. It was a good essay but I didn't agree with her. I think cars are great!

Understanding Grammar: Modals referring to the past

1 Read the text. What were Dian Fossey's most important achievements?

In almost 18 years, Dian Fossey lived among mountain gorillas in Africa. For the first few years she **had to live** alone in a tent at high altitude. Although she had no previous experience, she **had to set up** a camp and learn to live in an unfriendly environment.

She **need not have stayed** in Africa, she **could have gone back** home. But thanks to her perseverance we now know much more about gorillas' behaviour and social life. By imitating their behaviour Dian **was able to get** friendly with them. She **was able to sit** among them and play with them. She described her observations in many articles and her only book 'Gorillas in the Mist'.

After one of her favourite gorillas was brutally killed, Dian declared war on the poachers, who were gradually killing the gorilla population. Her campaign to stop them became world-famous after *The National Geographic* published an article about her life among the gorillas. Many people think she **should have been** more careful.

In 1980, after writing her book, she returned to Africa to continue working with the gorillas. On December 26, 1985, she was murdered. After her death, a new census showed that, at last, the gorilla population started to rise. The Dian Fossey Gorilla Fund International has continued her work and gorillas are now protected by governments and international organisations.

The Dian Fossey Gorilla Fund International

2 Complete the sentences from the text with the correct forms of verbs. Match them with their meanings (a–e).

1 She **had to** _____ alone in a tent.
2 She **need not have/needn't have** _____ in Africa.
3 She **could have/could've** _____ back home.
4 Dian **was able to** _____ friendly with them.
5 She **should have/should've** _____ more careful.

a) She did it although it wasn't necessary.
b) She didn't do it although it was possible.
c) She managed to do it although it wasn't easy.
d) She had no choice, she was forced to do it.
e) She didn't do it and it was a mistake.

3 Choose the correct comment (a or b) for each situation.

1 You touched a snake and got bitten.
a) I shouldn't have touched it.
b) I could've touched it.

2 You queued all night and bought a ticket for the concert of your favourite band.
a) I was able to buy a ticket.
b) I needn't have bought the ticket.

3 You had a test so you studied all night.
a) I had to study.
b) I should've studied.

4 Complete the sentences with the correct verbs.

1 The tree was very old so we *had to / needn't have* cut it down.
2 We *shouldn't have / could have* gone camping, it rained all weekend.
3 The dog was out all day, you *should have / needn't have* walked him.
4 I'm so happy, I *had to / was able to* see whales when I was on holiday.
5 Why did you buy this dress? You *could have / needn't have* saved this money for roller skates.

5 Rewrite the sentences. Use the verbs from Exercise 2.

1 Did you *manage* to go skiing in winter?
... to go skiing in winter?
2 *It was a mistake to go* to that party.
I ... to that party.
3 *Was it necessary for you to leave* so early?
... leave so early?
4 We *took the taxi completely unnecessarily* – the plane was delayed.
We ... the taxi – the plane was delayed.
5 I *had an opportunity to buy* an FC Barcelona T-shirt *but I didn't*.
I ... an FC Barcelona T-shirt.

6 Finish the sentences to write about things that happened to you in the last few days.

1 I had to ...
2 I shouldn't have ...
3 I should have ...
4 I was able to ...
5 I needn't have ...
6 I could have ...

Study Corner 6

Language Check

1 Complete the text with environmental words.

[1]C_____ d_____ is a gas produced by traffic, industry and domestic heating and is one of the [2]g_____ g_____ that are heating up the planet. We don't know how much [3]g_____ w_____ there will be this century but some scientists think the temperature will rise by five degrees. The main solution to this problem will be the use of [4]r_____ e_____ like wind and solar energy instead of [5]f_____ f_____ like oil, gas and coal.

2 Complete the sentences with the correct form of *get* or *take*.

Will you [6]_____ a look at my essay while I [7]_____ ready? It will only [8]_____ you a few minutes.

I [9]_____ a new camera for my birthday and I [10]_____ loads of photos on holiday.

Vocabulary ☐ / 10

3 Complete the gaps with *will ('ll)* or *will ('ll) be* and the correct form of the verb in brackets.

A: What [11]_____ (you do) at ten o'clock?
B: I [12]_____ (work).
A: Okay, I [13]_____ (phone) you later.
C: I don't think I [14]_____ (go) to university.
D: So what [15]_____ (you do)?
C: I think I [16]_____ (get) a job in my dad's company.
A: [17]_____ (you see) Kathy tomorrow?
B: Yes, I think so.
A: [18]_____ (you give) her this letter, please?
E: Do you think you [19]_____ (like) the same music when you're older?
F: Yes, I don't think my tastes [20]_____ (change).

4 Choose the correct verb in each sentence.

21 When we went camping, we *had to / were able to* have cold showers.
22 I *could / should* have taken a street map with me because I got lost.
23 I *shouldn't / needn't* have taken a street map with me because it was easy to find.
24 I forgot my keys but I *had to / was able to* get in through a window.
25 We *could / shouldn't* have won the game but we didn't play very well.

Grammar ☐ / 15

5 Complete the dialogue.

A: To [26]s_____ with, can you tell us something about [27]y_____?
B: What do you mean [28]e_____?
A: Well, I [29]m_____, how old are you? What hobbies have you got?
B: Sure, no [30]p_____. I'm sixteen and I'm from Bristol. My hobby is fishing.

Communication ☐ / 5

Study Help: Noticing Language

After reading a text and answering questions on it, go through it again and look for examples of useful language.

- In dialogues, find words and expressions for:
  - gaining time (e.g. *Right …*)
  - reacting to other people (e.g. *Sure …*)
- In dialogues and reading texts, find more useful expressions (e.g. *How cool is that?!*)
- Find words that go together:
  - verb and noun (e.g. *ask + questions*)
  - adjective and noun (e.g. *natural ingredients*)
  - multi-part verbs (e.g. *come past*)
- Find examples of structures you have studied (e.g. *… , weren't you?*).

Now look at the reading text in Unit 17. Find useful expressions, words that go together and structures you have studied.

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 62 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 17 – Word Builder
Numbers 11–20	Unit 16 – Grammar
Numbers 21–25	Understanding Grammar
Numbers 26–30	Unit 18 – Key Expressions

- Talk about clothes and describe people.
- Read about fashion in the 1920s, a top model and 'body art'.
- Listen to a street survey and short dialogues.
- Write a description of a famous person.
- Learn about *would* and *used to*.

Module 7

Fashion

Get Ready

1 Look at the Key Words. What kinds of clothes do you like?

Key Words: Clothes

Style: casual, cool, designer, formal, trendy, old-fashioned, scruffy, smart, stylish, tasteless

Type: baggy, flared, narrow, tight, torn *trousers / jeans*; long-sleeved, short-sleeved, sleeveless *shirt / blouse / T-shirt / top*; polo-neck, V-neck, round neck *jumper*; flat, high-heeled, pointed *shoes / boots*; ankle-length, knee-length, mini *skirt / dress*

Materials: corduroy *trousers / jacket*; cotton *T-shirt / trousers*; denim *jeans / jacket*; leather *jacket / shoes*; linen *trousers / jacket*; silk *tie / shirt / blouse*; woolly *hat / jumper*

Patterns: checked, plain, polka-dot, striped *shirt / blouse*

2 Use the Key Words to describe the clothes in photos (a–e). Give your opinions.

3 Listen to the street survey and complete the questionnaire for the boy.

1 Who or what influences the way you dress?	2 How would you describe your style?	3 What style of jeans do you like?	4 Do you ever wear anything on your head?	5 Do you ever argue with your parents about clothes?
☐ magazines	☐ smart	☐ baggy	☐ baseball cap	☐ all the time
☐ friends	☐ casual	☐ tight	☐ woolly hat	☐ sometimes
☐ famous people	☐ alternative	☐ flared	☐ hood	☐ rarely
☐ TV	☐ trendy	☐ torn denim	☐ no, never	☐ never

4 Work in pairs. Ask each other the questions from Exercise 3. Do you have anything in common with your partner?

5 **Speak Out** Discuss these statements.

1 There is a lot of pressure on young people to buy designer clothes.

2 People worry too much about their appearance.

19 Roaring Twenties

Warm-up

1 Look at the photos (a–b). Which fashion do you prefer? Why?

2 Read the text. What were the main changes in women's fashion between 1900 and the 1920s?

There was probably no other period in the history of female fashion as dramatic as the first three decades of the 20th century. Up to World War I, women used to wear dresses like the ones in the picture above. Then, in the 1920s, came the 'flapper' look, which was similar to many modern fashion designs. *We asked Stephanie Reno and Barbara Heller to tell us about those days.*

Stephanie Reno (96): 'When I was a child, women used to wear those tight corsets to give themselves a smaller waist. And then, one day, my older sister just threw away all her corsets. She was following the fashion of the day and she started wearing simple, loose dresses. She would even wear shorts! She would put on make-up, go to parties, smoke and drink. My mother thought she had gone completely wild!'

Barbara Heller (95): 'Clothes used to be terrible in the old days – that is, before the twenties. My mother didn't use to wear trousers at all. My granny would always put on this horrible huge hat, decorated with flowers and feathers. She never went out without it. And then, all of a sudden, everything changed. I remember my sisters were very sporty girls – they went swimming and cycling and they would wear trousers all the time. They needed comfortable clothes.'

The person who had the greatest influence on the style of the 1920s was Coco Chanel, the most famous fashion designer of the 20th century. She cut her hair short and wore trousers, so they became trendy in women's fashion. Back in the 1920s, she introduced the cardigan, the little black dress, Chanel No. 5 perfume and many fashion items that are still popular today.

3 Why do you think women's fashion changed so dramatically?

Grammar: *used to* and *would*

4 Complete the sentences with *used to*, *didn't use to*, *would* and *wouldn't*.

would	*used to*
1 They _____ **wear** trousers all the time.	4 Clothes _____ **be** terrible in the old days.
2 She _____ **go out** without it.	5 My mum **didn't** _____ **wear** trousers.
3 **Would** they **put on** make-up?	6 **Did** women **use to have** long hair?

5 Find more examples of *used to* and *would* in the text. Did the people do these things only once or regularly?

6 Look at these sentences and complete the rule.

My sister *used to* / *would* put on make-up in public.
She *used to* / *would* have short hair.

We use *used to* / *would* only for actions. We use *used to* / *would* for both states and actions.

Practice

7 Complete the sentences with *used to*, *didn't use to* or *would*. In which sentences is *used to* the only correct option?

1 Women's clothes in the past _____ be uncomfortable.
2 My mum _____ put on high heels whenever she went out.
3 My granny _____ wear glasses, but now she wears them all the time.
4 When I was at the seaside, I _____ go swimming every morning.
5 My family was poor and we _____ have expensive clothes when I was young.
6 I _____ be slimmer when I was a kid.

8 Use the cues and *used to* or *didn't use to* to make sentences about the lifestyle of these people.

Example

Footballers in the 1950s didn't use to earn much money.

footballers in the 1950s – earn much money, run more slowly, score a lot of goals, foul other players a lot, wear long, wide shorts, be world-famous stars, train less

factory workers in the 19th century – get up early, earn very much, work 14 hours a day, live long, be poor, live in very poor conditions

9 Look at the photos. Describe the clothes people used to wear in the 1960s. Use the cues and *used to* or *would*.

Example

They used to wear flared jeans. They would put on ... .

flared trousers, long hair, beard, flowery shirt, short dress, big collar, large hat, ethnic jewellery, long skirt, platform shoes, big glasses

Your Turn

10 Make sentences about the time when you were seven years old. Use the cues and *used to* and *would*. Add your own ideas.

Example

I used to play with my friends every day. We would meet up at the school sports ground. Kids didn't use to have a lot of homework in those days.

have a lot of homework,
play computer games,
wear fashionable clothes,
have long hair, go to bed early,
read comics, watch kids programmes,
like school, read a lot of books,
be tall, have a lot of toys,
play with friends

→ TIMEOUT! Page 116, Exercise 19

20 Desert Flower

Warm-up

1 Look at the photos of ex-model Waris Dirie. Guess answers to these questions.

1 Where was she was born?
a) India b) Somalia
c) South Africa

2 What was her childhood like?
a) unhappy
b) difficult but happy
c) comfortable

3 Why did she leave her country?
a) war b) family problems
c) political problems

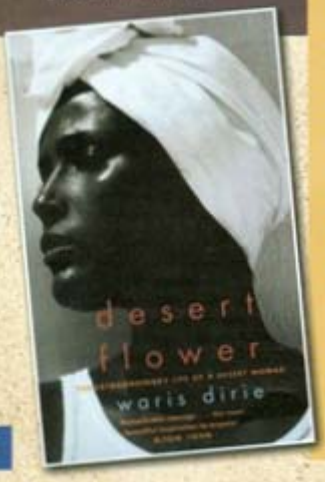
4 What changed her life?
a) meeting a photographer
b) doing a university course
c) winning a competition

5 Which of these jobs did she not do?
a) cleaner b) actress c) model
d) teacher e) maid

6 What rights does she campaign for now?
a) animal b) children's
c) women's

Reading

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



'Waris's story is one of remarkable courage.'
Elton John

Waris Dirie was born in Somalia. Her name means 'desert flower'. Her mother was quite well-off but her father was from a poor family. After they married, her parents were on the move all the time with their goats and camels. Life was hard but Waris had a happy childhood. 1_____

When she was twelve, her father arranged for her to marry an old man in exchange for five camels. 2_____ It was such a horrible idea that she decided to run away to the capital, Mogadishu. There, she moved from one relative to another. Finally, a kind aunt got her a job as a maid in the Somalian Embassy in London. When the ambassador returned to Somalia, she lost her job. Suddenly, she was in real trouble. Waris was on her own and out of work in a foreign country. She lived by herself, had no money and her English was so bad that it was difficult for her to find work. Eventually, she got a job as a cleaner in McDonalds.

One day, everything changed. By chance, a fashion photographer came in for a burger and saw Waris cleaning the floor. She looked like a perfect model so he immediately offered her work. 3_____ She became a top fashion model, advertising Revlon beauty products, and her face was on the covers of hundreds of magazines around the world. She was even in a James Bond film, *The Living Daylights*, in 1987.

Waris had such a warm and attractive face that her modelling career was a huge success. 4_____ She wrote her autobiography, *Desert Flower*, about her exciting and exceptional life. 'It's very sad,' she says. 'I had to make the choice to leave my country.' What was it like in Africa? 'Africa was different,' she says. 'I was young. I had nothing to worry about. I had my family, I had my animals, I had my simple life.'

5_____ She works for the United Nations and campaigns for women's rights all over the world. There is never a dull moment. 'I'm trying to sit down for a moment and there's no time for that,' she laughs. 'In Somalia, we don't care what time it is!'

3 Look at the Reading Help.

Reading Help: Sentence Gaps

- Read the part of the text with the gap and identify the topic (e.g. *family, marriage, work*).
- Read the sentences before and after the gap.
- Choose a sentence you think goes in the gap. Look for references to people (e.g. *she, them, the man*), things (e.g. *it, this*) or times (e.g. *two years later, after that*).
- When you finish, check the extra sentence doesn't fit in any of the gaps!

4 Use the Reading Help to complete the gaps (1–5) in the text with the sentences (a–f). There is one extra sentence you don't need.

a) The man was sixty.
b) Waris now lives in New York.
c) She used to race camels with her brothers and sisters.
d) Within months, she had started a new career.
e) She was an illegal immigrant at first.
f) However, in 1997 she decided to give up her life as a model.

5 Read the text again and answer these questions.

1 Why did Waris run away?
2 What were the most difficult times of her life?
3 What is she still sad about?
4 How was her childhood in Somalia different from her life now?

6 Look at the Word Builder. Complete the phrases from the text with prepositions.

Word Builder

1 *on* the move
2 _____ exchange _____
3 _____ trouble
4 _____ her own
5 _____ _____ work
6 _____ herself
7 _____ chance
8 _____ months
9 _____ the world
10 _____ a moment

7 Complete the sentences about your life.

1 I like being on my own when I am ...
2 Once, I was in trouble at school because I ...
3 Once, by chance I found a ...
4 I first went to school by myself when I was ...

8 **Preposition Quiz** Complete the sentences with these prepositions.

above, for, on, in, at, over

1 _____ the holidays, I spend a lot of time _____ the Internet because I'm too busy when I'm _____ school.
2 I was _____ my way to a football game. I was _____ a hurry but there was a traffic jam and we had to wait _____ ages.
3 The town of Puno is _____ 3,800 metres _____ sea level _____ the border of Peru and Bolivia.
4 _____ the past, there were a lot of wolves living _____ the wild.

→ Word Bank, page 123

9 Look at the Sentence Builder. Match the questions and answers about Waris Dirie.

Sentence Builder

1 What **is** she **like**?
2 What **does** she **look like**?
3 What **does** she **like**?

a) She has a warm and attractive face.
b) Working for women's rights.
c) She is a courageous woman.

Speaking

10 Work in pairs. Choose a famous celebrity. Ask and answer questions about him / her using the Sentence Builder. Guess the celebrity.

Example
A: *What's he or she like?*
B: *She's intelligent and hard-working. She's ...*

Fact or Fiction?

Top models have to be at least 1.8 metres tall.

Check your answer on page 136

→ TIMEOUT! Page 116, Exercise 20

21

Fashion Show

Warm-up

1 Look at the Key Words. What are your opinions about the people in the photo?

Example

I think Steve's quite good-looking but I don't think he's handsome.

Key Words: Looks

People: attractive, beautiful, cute, elegant, good-looking, gorgeous, not very good-looking, stylish, unattractive

Women: glamorous, pretty

Men: handsome

Reading and Listening

2 Read and listen to the dialogue. What do Ellie and Tanya think about the male model? Which of the clothes does Abi like?

Radiochill.org cover a fashion show organised by local students.

Tanya: Ellie, have you seen that model with short, brown hair? He's really cute!

Ellie: Mm' ... He's nice but he's not really my type.

Steve: Tanya, did you get the results of those tests from your mum?

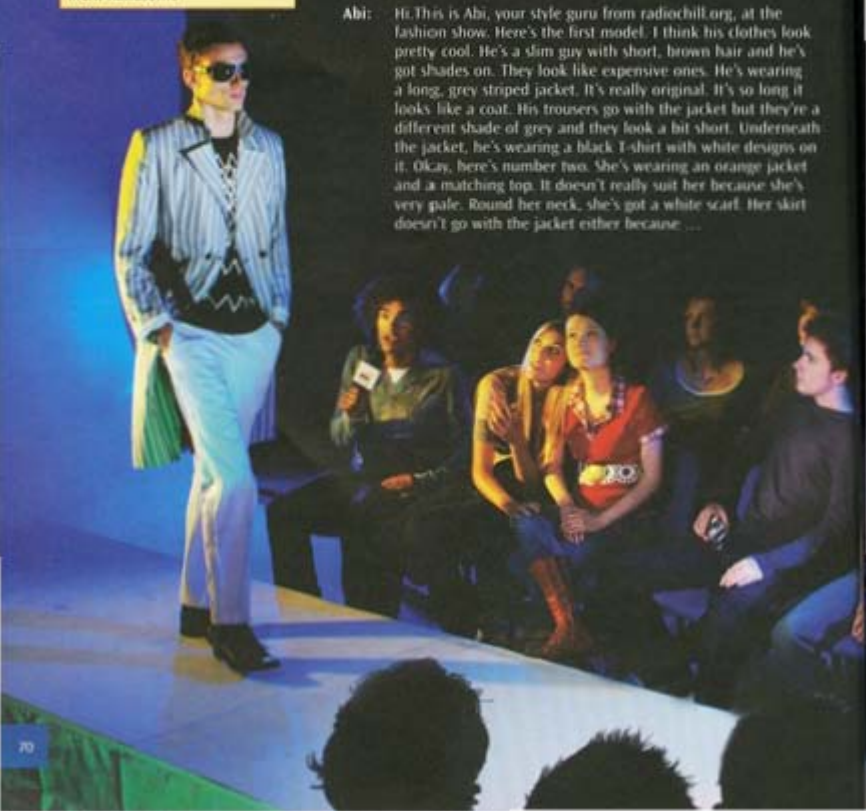
Tanya: Yes. There are toxic chemicals in the river – the same as those in the shampoo!

Ellie: Wow, now we've got a really great story.

Steve: Don't you think we should go to the police?

Ellie: Maybe. Let's talk afterwards. It's starting.

Abi: Hi.This is Abi, your style guru from radiochill.org, at the fashion show. Here's the first model. I think his clothes look pretty cool. He's a slim guy with short, brown hair and he's got shades on. They look like expensive ones. He's wearing a long, grey striped jacket. It's really original. It's so long it looks like a coat. His trousers go with the jacket but they're a different shade of grey and they look a bit short. Underneath the jacket, he's wearing a black T-shirt with white designs on it. Okay, here's number two. She's wearing an orange jacket and a matching top. It doesn't really suit her because she's very pale. Round her neck, she's got a white scarf. Her skirt doesn't go with the jacket either because ....



Speaking

3 Look at the Sentence Builder.

Sentence Builder

They **look like** expensive ones.
It **looks like** it's a coat.
His clothes **look** pretty cool.

4 Add *like* where necessary.

Paul looks really stylish. He's tall and he's got blue hair – he looks a model. His leather jacket looks cool. It looks an old one from the 50s. His tight jeans look fantastic. His T-shirt looks an organic cotton one. Paul's watch looks Swiss and the strap looks leather.

5 Look at the Key Expressions. Which of them are positive (+), neutral (–) and negative (x)?

Key Expressions: Describing people

1 He's a slim guy **with** short, brown hair.
2 His trousers **go with** the jacket ...
3 ... but they're **a different shade of** grey and they **look a bit** short.
4 **Underneath** the jacket, he's wearing a black T-shirt **with** white designs on it.
5 She's wearing an orange jacket and a **matching** top.
6 **Round** her neck she's got a white scarf.
7 It doesn't really **suit her** because she's very pale.
8 Her skirt **doesn't go with** the jacket ...

6 Write sentences about the people's clothes in the photo. Use the words below.

Example

The model's clothes look a bit strange.

- look
- suit him/her because
- look a bit
- don't suit him/her because
- looks rather
- don't go with his/her

7 Work in pairs. Look at other photos of people in the book. Describe what the people are wearing and give your opinions.

Example

A: *The boy in photo b on page 65 is wearing a black leather jacket and black trousers. He's got a tie on, too. I think he looks a bit scruffy.*
B: *Yeah, I agree. His hair looks a bit dirty.*

Everyday Listening

1 Listen to four dialogues. For each question, choose the correct answer (a, b or c).

1 What is the boy's new hairstyle like?
a) spiky, blue hair b) long, straight black hair
c) spiky, orange hair

2 What birthday present does the girl buy for her friend?
a) a ring b) a pair of earrings c) a shoulder bag

3 What type of jeans did the boy buy?
a) short, cut-away jeans
b) baggy jeans with pockets c) torn, denim jeans

4 What will the girl take back to the shop?
a) a mini-skirt b) a top c) a short dress

2 Listen again and answer these questions.

Dialogue 1: Why did the boy change his hair?
Dialogue 2: What do you know about the girl's friend?
Dialogue 3: Why does the boy like the jeans?
Dialogue 4: Why is she going to take it back to the shop?

3 **Listen Closely** Listen to six polite questions from dialogue 2. Would the intonation be similar in your language?

4 Listen again and repeat the questions.

5 Listen to six replies from dialogue 2. Which of them are a) certain b) hesitant?

6 Listen again and repeat the replies.

TIMEOUT! Page 116, Exercise 21

Across Cultures 4

Warm-up

1 Look at the photos and Key Words. Which things have you done? What would you like or not like to do?

Example

I've dyed my hair but I wouldn't like to shave my head.

Key Words

dye: your hair
paint: your hands, fingernails, toenails
pierce: your ears, nose
put on / wear: lipstick, make-up, perfume, a wig
shave: your head, armpits, legs, face
tattoo: your arm, back, leg, neck

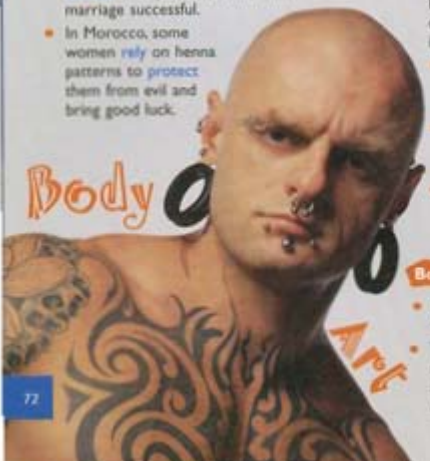
Reading

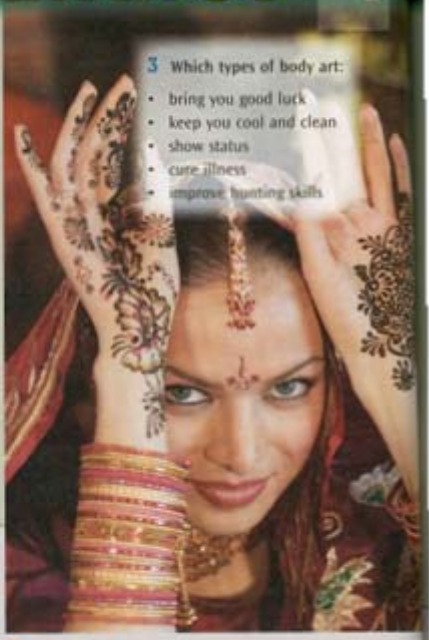
2 Read the text on pages 72–73. Which section do you think is the most interesting? Why?

All kinds of body art are common in history. Let's take a look.

Body painting

- Henna is a natural dye with a reddish-orange colour. It was first used by women in Mesopotamia over 4,000 years ago to paint their hands.
- In India, women still paint their hands and feet with henna for their wedding day. They believe in its power to make their marriage successful.
- In Morocco, some women rely on henna patterns to protect them from evil and bring good luck.





3 Which types of body art:

- bring you good luck
- keep you cool and clean
- show status
- cure illness
- improve hunting skills

Tattooing

- Otzi the Ice Man, a frozen human, was found in Austria and is 5,300 years old. His frozen body had fifty-seven tattoos. From the position of the tattoos, we think he had them done for health reasons because he suffered from arthritis in his ankles, knees and lower back.
- Only female mummies in ancient Egypt were tattooed. This tradition may have had something to do with childbirth.
- Plato and Herodotus refer to tattooing in Ancient Greece. Tattoos were used as marks for slaves and criminals.
- In the 18th century, many French sailors returned from voyages in the South Pacific with elaborate tattoos. This became a tradition in the British Navy in the 19th century.

Body piercing

- Over 500 years ago, tongue piercing was performed in Aztec ceremonies in Mexico.
- The native people of Alaska traditionally had their noses pierced at birth to please the spirits of animals and to help them when hunting. The decoration consisted of an eagle's feather, a sea lion's whisker or a small bone.

4 Look at the Sentence Builder. Find similar sentences in the text.

Sentence Builder

Someone dyes the men's hair with henna.		
Men **have**	their hair	**dyed** with henna.
Someone shaved the ancient Egyptians' heads.		
Ancient Egyptians **had**	their heads	**shaved**.

5 Use the cues to write sentences like the ones in the Sentence Builder.

Example

1 *I haven't had my ears pierced.*

1 I can't wear those earrings. I / not / ears / pierce
2 I went to a beauty salon. I / nails / paint
3 Your hair's very long. When / you / going to / it / cut?
4 I didn't like the colour of my jacket. I / it / dye black
5 Have you seen Barry? He / back / tattoo with a dragon
6 That's not her natural colour. She / hair / dye

6 Look at the Word Builder. Find the verbs in blue in the text and complete them with these prepositions.

to, with, as, in, of, from, on

Word Builder

believe	_____	suffer	_____
rely	_____	have something to do	_____
protect	_____	refer	_____
deal	_____	return	_____
depend	_____	use	_____
belong	_____	consist	_____

Head shaving

- Ancient Egyptians had their heads shaved to help them deal with the heat and to keep clean. They wore wigs for different occasions and shaved young boys' heads, leaving one piece of hair down the side of the head as a sign of childhood.
- For the ancient Greeks, the length of your hair depended on your status in the community. Long hair was a symbol of money and power; having a shaved head meant you were a slave and belonged to a master.

7 **Preposition Quiz** Work in pairs. Make sentences using words in the box.

Example

I come from London.

apologise, come, complain, fall in love, know, learn, listen, pay, talk, think, wait, worry	about, for, from, to, with

→ Word Bank, pages 122–123

Speaking

8 **Speak Out** Work in pairs. Discuss this statement:

All piercings and tattoos look horrible and are unhygienic.

FOR YOUR PORTFOLIO

Project: A description

Write a description of a famous person.

1 Find a good full-length photo of a famous person in a magazine and cut it out.

2 Find information and make notes about these things:

- personal information (date and place of birth; family background; career highlights)
- physical description (height, face, hair)
- what they are wearing in the photo

3 Write your description. Use expressions from the module. Then check it for prepositions, spelling and punctuation.

4 Stick your photo with your description.

5 Make a class display or pass your descriptions around the class. Who do you think is the best-dressed celebrity?

Study Corner 7

Language Check

1 Complete the adjectives in these sentences.

1 Her f _ _ _ _ _ jeans go over her shoes.
2 It's difficult to walk in these h _ _ _ - h _ _ _ _ _ shoes.
3 I like wearing p _ _ _ - n _ _ _ jumpers.
4 He often wears a w _ _ _ _ _ hat.
5 I wear s _ _ _ _ - s _ _ _ _ _ _ shirts in the summer.
6 My dad wears s_ _ _ _ _ _ shirts when he goes to work.
7 I think those trousers are a bit o_ _ - f _ _ _ _ _ _ _ _ .
8 That shirt is really t _ _ _ _ _ _ _ _ – the colours are absolutely horrible!
9 At the party, the women were wearing long, a _ _ _ _ - l _ _ _ _ _ evening dresses.
10 I always wear c _ _ _ _ _ clothes, like jeans and T-shirts.

2 Complete the answer to a clothes survey with prepositions.

Well, I rely [11]_____ my friends for fashion ideas but I always go shopping for clothes [12]_____ my own. Sometimes, I look at shop windows [13]_____ ages before going into the shop. Other times, I go straight in and look around. It depends [14]_____ how I feel. I don't often go to shops that belong [15]_____ big chains; I prefer small, independent shops.

Vocabulary ☐ / 15

3 Read about T-shirts and complete the text with *used to, didn't use to, would* or *wouldn't*. Use *would* or *wouldn't* when possible.

In World War I, American soldiers [16]_____ wear woollen clothes and they [17]_____ often be very hot in the summer. European soldiers [18]_____ have cooler, cotton undershirts. The Americans noticed this and soon wore them, calling them T-shirts because of their shape.

'I [19]_____ wear white T-shirts because I thought they looked like underclothes,' recalls George (80). 'But then stars like Marlon Brando and James Dean started wearing them and all the youngsters [20]_____ copy them.'

Margot (55) 'Me and my boyfriend [21]_____ buy white T-shirts and dye them a mixture of bright colours. It was the fashion then!'

4 Complete the dialogue with *look* and *like*.

A: What does your new girlfriend [22]_____ _____ ?
B: Well, she [23]_____ great. She looks [24]_____ Scarlett Johansson.
A: Wow! And what is she [25]_____ ?
B: She's really nice. She's fun to be with.

Grammar ☐ / 10

5 Complete each gap in the fashion show commentary with a suitable word.

A: Those trousers don't [26]_____ with that top. They are a different [27]_____ of red.
B: Are you sure?
A: Yes, and they don't really [28]_____ you.
B: Well, here are some trousers with a [29]_____ top. It's exactly the same colour.
A: Yes, but the trousers [30]_____ a bit small.

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 72 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–10	Get Ready – Key Words
Numbers 11–15	Unit 20 and Across Cultures – Word Builders
Numbers 16–21	Unit 19 – Grammar
Numbers 22–25	Unit 20 and Unit 21 – Sentence Builders
Numbers 26–30	Unit 21 – Key Expressions

Study Help: Dictionary Skills (1)

- Dictionaries use phonetic symbols to show the pronunciation of words.
- Use a dictionary and write new words with phonetic symbols.
- Try to learn some of the phonetic symbols.
- What are these fashion words?

1 /bæg ʃɔɪs/ 2 /fled dʒiːnz/
3 /ʃəʊldə leŋθ heə/

- Work in pairs. Write three words using the phonetic symbols to test your partner.

→ Phonetic Chart at the back of the book

Module 8

- Talk about sport; give personal advice.
- Read about great moments in sport.
- Listen to sports programmes.
- Write a short report.
- Learn about reported statements and quantity words.

Sport

Get Ready

1 **Look at the Key Words. Add as many sports as you can to the lists in two minutes.**

Example

Personal achievement: *high jump, ski jumping*

Key Words: **Sports**

Personal achievement: discus, javelin, long jump, weightlifting

Racing: horse racing, marathon, rowing

Individual: boxing, fencing, wrestling

Team games: basketball, cricket, ice hockey, rugby, water polo

Adventure: paragliding, scuba diving, sky diving, surfing

2 **Which sports have you played? Which would you like to play?**

3 **Look at the photos. When did people first play the sports? Listen to a sports programme and put the sports in chronological order.**

4 **Listen again. In which of the sports:**

1 were the people in danger? Why?
2 could the players hit their opponent on the floor?
3 could the players *not* use their hands?
4 did the teams agree the rules before the games?
5 could the players die if they lost?
6 could the players hit their opponents and not be sent off?

5 **Speak Out** **Work in pairs. Do you think violent and dangerous sports like boxing, rugby and motor racing should be banned? Give reasons. Use some of these words.**

accident, challenge, danger, death, freedom, health, injury, pain, risk, rules, safety

Example

I think boxing is a horrible sport. Boxers risk brain injury and even death.

22 Magic Moments

Warm-up

1 Who are the sports people in the photos? Do you know any of the champions in these sports now?

2 Read the text and answer the questions.

1 What is the nationality of the sports people in the texts?
2 Why are they important in the history of sport?

3 What 'magic moments' in sport do you remember? Tell the class.

1 **Emil Zátopek** is the only runner in Olympic history to win three gold medals – for the 10,000 m, 5,000 m and the marathon. He achieved this at the Helsinki Olympics in 1952.

Zátopek's running style was not very attractive. His head would often roll, his face showing pain and effort, and many people thought he was not even going to finish the race. He panted heavily while running, which earned him the nickname of 'the Czech Express'. When asked about his worrying facial expressions, Zátopek replied that running was not gymnastics or ice-skating.

2 One of the best footballers of all-time, **Diego Maradona**, ironically scored his most famous goal with his hand. In 1986, in the World Cup quarter-final against England, Maradona punched the ball into the English net with his fist. The referee did not spot the trick and allowed the goal. Argentina won 2–1 and went on to win the World Cup. After the match, Maradona told reporters that he had scored the goal 'a little with the head of Maradona and a little with the hand of God'.

Maradona recently admitted that he had scored with his hand but said he didn't regret it.

During the 2006 World Cup, Maradona predicted that Argentina would win the Cup again. Unfortunately, they were beaten by Germany in the quarter-finals.

3 **Yelena Isinbayeva**, a 23-year-old Russian pole vaulter, has already broken the world record over 15 times. Young and attractive, she has made women's pole vaulting one of the most popular athletics events. In 2005, she became the first woman ever to jump 5 metres. Yelena said it had been her dream and announced that she was planning to break the world record 36 times, to beat her compatriot Siergei Bubka, who broke it 35 times.

Grammar: Reported statements

4 Make a list of the verbs in the text that are used to report people's words or thoughts.

Example *think*

5 Complete the table on the right with sentences from the text.

6 What changes do you notice (e.g. *I* → *he*, *is going* → *was going*)?

Actual words	Reported words
'He **is not going to finish** the race.'	Many people **thought he was not going to finish** the race.
'Running **is not** gymnastics.'	
'I **scored** with my hand.'	
'I **don't regret** it.'	
'Argentina **will win** the World Cup.'	
'It **has been** my dream.'	
'I **am planning** to break the world record.'	

Practice

7 **Match the reported statements (1–4) with when they were said (a or b).**

1 He said he would win.	a) after a game
2 He said he had won.	b) before a game
3 She said she was playing tennis.	a) before the game
4 She said she was going to play tennis.	b) during the game

8 **What were these people's actual words?**

1 The captain said they had trained very hard.
'We ... '
2 The coach admitted that the players weren't very fit.
'The players ... '
3 Many commentators predicted that Brazil would win the 2006 World Cup. 'Brazil ... '
4 The goalkeeper told the journalists that he was going to retire. 'I ... '
5 The team spokesman said that the players didn't want to talk to the media. 'The players ... '
6 Everybody thought the team were celebrating at their hotel. 'The team ... '

9 **Report what a famous long distance runner said about his career.**

Example

1 *He said that he was working with a dietician.*

1 'I'm working with a dietician.'
2 'I've won ten international competitions.'
3 'I'm not going to run a marathon.'
4 'The next Olympic Games will be my last.'
5 'I don't eat sweets.'
6 'I was a very unfit child.'

10 **Report these quotes from the famous footballer, Ronaldo.**

1 'I have been poor and money doesn't have any importance for me. I won't let all the money and glory go to my head.'
2 'I decided to join Barcelona because it's a sunny place.'
3 'I've never timed myself over 100 m, but I have done a test over shorter distances, 20 m or 30 m, with and without the ball. What's strange is that I'm faster with the ball than without it.'
4 'We lost because we didn't win.'
5 'It does not matter who scores. We will celebrate all the same.'

Your Turn

11 **Report things that people said about recent sports events.**

Example

During the World Cup my father said that Ronaldinho wasn't playing very well.

Fact or Fiction?

Thierry Henry once said: 'I eat football, I sleep football, I breathe football. I'm not mad, I'm just passionate.'

Check your answer on page 196

→ TIMEOUT! Page 117, Exercise 22

23 The Olympics

Warm-up

1 What do you know about the ancient Olympic Games? Try to answer these questions.

1. Where did the ancient games take place?
2. What did the winners get?
3. How often did they hold the games?
4. What sports were in the games?

Reading

2 Read the first two paragraphs of the text. Check your answers for Exercise 1.

3 Use the Reading Help to take notes about the text.

Reading Help: Taking Notes

- Read each paragraph to find the topic or main point. Write down a key word or phrase (e.g. paragraph 1 – *the first Olympics*).
- Find information related to the topic (e.g. 776 BC / Olympia / important religious centre + port).
- When taking notes, only write down key words (not words like *the, is* or *in*). Also use abbreviations (e.g. +, =, e.g.).

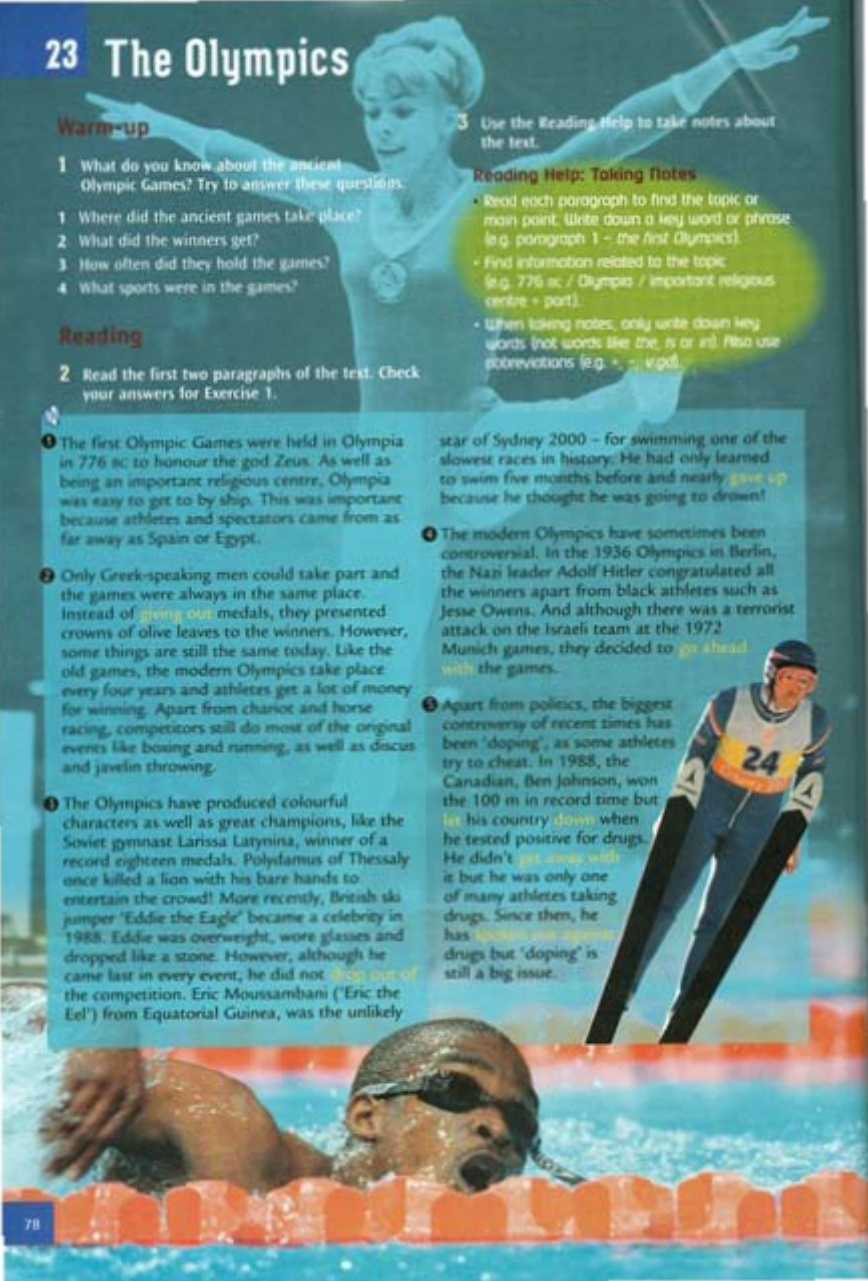
❶ The first Olympic Games were held in Olympia in 776 BC to honour the god Zeus. As well as being an important religious centre, Olympia was easy to get to by ship. This was important because athletes and spectators came from as far away as Spain or Egypt.

❷ Only Greek-speaking men could take part and the games were always in the same place. Instead of giving out medals, they presented crowns of olive leaves to the winners. However, some things are still the same today. Like the old games, the modern Olympics take place every four years and athletes get a lot of money for winning. Apart from chariot and horse racing, competitors still do most of the original events like boxing and running, as well as discus and javelin throwing.

❸ The Olympics have produced colourful characters as well as great champions, like the Soviet gymnast Larissa Latynina, winner of a record eighteen medals. Polydamus of Thessaly once killed a lion with his bare hands to entertain the crowd! More recently, British ski jumper 'Eddie the Eagle' became a celebrity in 1988. Eddie was overweight, wore glasses and dropped like a stone. However, although he came last in every event, he did not drop out of the competition. Eric Moussambani ('Eric the Eel') from Equatorial Guinea, was the unlikely star of Sydney 2000 – for swimming one of the slowest races in history. He had only learned to swim five months before and nearly gave up because he thought he was going to drown!

❹ The modern Olympics have sometimes been controversial. In the 1936 Olympics in Berlin, the Nazi leader Adolf Hitler congratulated all the winners apart from black athletes such as Jesse Owens. And although there was a terrorist attack on the Israeli team at the 1972 Munich games, they decided to go ahead with the games.

❺ Apart from politics, the biggest controversy of recent times has been 'doping', as some athletes try to cheat. In 1988, the Canadian, Ben Johnson, won the 100 m in record time but let his country down when he tested positive for drugs. He didn't get away with it but he was only one of many athletes taking drugs. Since then, he has spoken out against drugs but 'doping' is still a big issue.



4 Work in pairs. Close your books. Use your notes to ask and answer questions about the text.

Example

A: *Why were the ancient games held in Olympia?*

B: *Because it was an important religious centre and port.*

5 Look at the Word Builder. Guess the meaning of the verbs in yellow in the text.

Word Builder

1. **give** something **out** (e.g books, medals)
2. **drop out of** something (e.g. a competition, a course of study)
3. **give up**
4. **go ahead with** something (e.g. an event, your plans)
5. **let** somebody **down** (e.g. your friends, your team)
6. **get away with** something (e.g. a crime)
7. **speak out against** something (e.g. the arms trade, drugs)

6 Rewrite the sentences (1–5). Replace the verbs in *italics* with verbs from the Word Builder in the correct tense.

1. He *gave his opinions against* racism in sport.
2. She was in last position but she didn't *stop*.
3. He failed his exams and *left* university after the first year.
4. They *distributed* free sun hats to runners in the local marathon.
5. I really tried in the race because I didn't want to *disappoint* my school.

7 **Verb Game** Work in groups. Make sentences (minimum five words) with the verbs below. The first group with eight correct sentences is the winner!

- put on / put up / put off / put down
- turn on / turn up / turn off / turn down

→ Word Bank, page 122

8 Look at the Sentence Builder. Find more examples in the text of linkers followed by nouns or *-ing* forms.

Sentence Builder

Olympia was an important religious centre and was easy to get to by ship.

As well as being an important religious centre, Olympia was easy to get to by ship.

We still have most of the original events but not chariot and horse racing.

We still have many of the original events, **apart from** chariot and horse racing.

They didn't give out medals. They presented crowns of olive leaves.

Instead of giving out medals, they presented crowns of olive leaves to the winners.

9 Use linkers from the Sentence Builder to write sentences about these things.

- sports
- school subjects
- music
- teams
- colours
- writers
- vegetables
- computer games
- hobbies

Examples

As well as playing volleyball, I also play tennis.

I like playing most sports, apart from rugby.

We played basketball instead of football in our games lesson.

Speaking

10 Work in pairs. Ask and answer the questions.

1. What are the most popular Olympic events in your country?
2. Who are Olympic celebrities in your country?
3. Do you do any sports that are in the Olympics? How good are you?
4. Would you like to take part in the Olympics? Why or why not?

Fact or Fiction?

The word 'athlete' is an ancient Greek word. It means 'champion'.

Check your answer on page 108.

→ TIME OUT Page 117, Exercise 23

The Police Station

Warm-up

1 What can you remember about the story so far?

Reading and Listening

2 Read and listen to the dialogues. Answer the questions.

1 What does Steve show the police officer?
2 What advice does the police officer give?
3 What is Tanya's programme about?
4 Who do you think the note is from?

Ellie and Steve go to the police station.

Policeman: Can I help you?

Ellie: Yes, we're from radiochill.org, a radio station for young people. We'd like to report something.

Policeman: What exactly?

Ellie: Well, there were dead fish in the river so we took a sample of the water. There are toxic chemicals in it. We've tracked these chemicals to a local cosmetics factory!

Steve: Yes, they're in this shampoo, for example.

Policeman: Are you sure?

Ellie: The analysis was done at the university.

Policeman: Right. First, you should bring me all your results and samples.

Ellie: Right, we'll do that.

Policeman: And if I were you, I'd go to an environmental group like Greenpeace. I'm sure they'll help.

Steve: That's a good idea.

Policeman: And you'd better be careful.

Ellie: Of course. We will be.

Policeman: I mean, you shouldn't mention the company's name publicly – not until we've finished our investigation.

Ellie: No, we won't. I promise.

Steve: Thanks for your help.

Policeman: Not at all.

Back at the studio ...

Tanya: ... so now we know the river is being polluted. Okay, that's all from me on radiochill.org.

Abi: Hey, look at this note. It says, 'We heard your report about the river. It is false. Keep your noses out of other people's business.' There's no name or address.

Tanya: Wow! What should we do?

Abi: Let's phone Ellie and Steve. Maybe we need to check out that factory!

Speaking

3 Look at the Key Expressions. Match the advice (1–4) with the replies (a–d).

Key Expressions: Giving Advice

1 You **should** bring me all your results.
2 **If I were you, I'd** go to an environmental group.
3 You'd **better** be careful.
4 You **shouldn't** mention the company's name.

a) No, we won't. I promise.
b) Of course. We will be.
c) That's a good idea.
d) Right, we'll do that.

4 Work in pairs. Choose a problem. Give your partner some advice.

Example

A: *Oh no! I haven't done my maths homework and I've got maths next lesson.*
B: *If I were you, I'd do it now.*
A: *I can't. I haven't got time.*
B: *Well then, you should tell the teacher.*

- You haven't done your maths homework and maths is your next lesson.
- It was your boyfriend's/girlfriend's birthday yesterday but you forgot.
- Your parents bought you a new mobile phone but you've lost it already.
- Your friend invites you to stay at his/her house for the weekend but he/she has got a dog and you're allergic to dogs.

Everyday Listening

1 Listen to radiochill.org's sports report. Are these sentences true (T), false (F) or is there no information (NI)?

1 ☐ They have a sports report every week.
2 ☐ Bristol City football team lost.
3 ☐ Arsenal are top of the Premier League.
4 ☐ It was raining during the athletics competition.
5 ☐ A Russian won the women's 100 metres final.
6 ☐ Britain finished fourth in the long jump.
7 ☐ The athletics competition finishes at four o'clock.
8 ☐ The Bristol ice hockey team are top of the league.

2 **Listen Closely** The meaning of a sentence can change if you put the stress on a different word. Listen to these examples.

1 It's <u>half</u>-past five on Saturday = not <u>quarter</u>-past
2 It's half-past <u>five</u> on Saturday = not half-past <u>four</u>
3 It's half-past five on <u>Saturday</u> = not <u>Friday</u>

3 Listen to sentences from the sports report and mark the main stress. Then choose the correct meaning (a, b or c).

1 Today was a good day for Bristol City.
a) not yesterday b) not a bad day
c) not Bristol Rovers

2 Manchester United stay in second place after their draw against Liverpool last night.
a) not first place b) not win c) not last week

3 She just beat the Canadian Sindy Turner by two hundredths of a second.
a) not the American b) not three hundredths
c) not tenths of a second

4 The Romanian, Alexandru Telegdy, threw an amazing seventy-three metres.
a) not Bulgarian b) not seventy-two
c) not centimetres

5 An important match for Bristol Warriors tonight against top-of-the-table Coventry.
a) not Bristol Juniors b) not tomorrow
c) not bottom-of-the-table

→ TIMEOUT! Page 117, Exercise 24

Writing: A Sports Survey and Report

1 Read the sports survey. Which sports facilities do you use?

Text Builder

2 Complete the survey with these linking words.

although, as well as, instead of, however, too, apart from, finally, for example

Sports Survey

I asked ten people for their opinions about the sports facilities in our town (Woofferton, population 11,000).

They mentioned some positive things:
Nearly everybody said the sports centre was excellent. Two people liked the gym because it has lots of exercise machines. People said they enjoyed classes at the centre, 1_____. Two people mentioned that the aerobics teachers were brilliant.

There are clubs in the town for most sports 2_____ hockey and basketball (you have to go to Shrewsbury for these). Two people said the rugby club had good facilities.

Three people said the mountain bike circuit was fantastic.

3_____, the following criticisms were made:
over half the people thought that activities at the sports centre were too expensive – 4_____, the fitness centre costs £4.30 an hour. Two people suggested a discount for students.

People complained about the swimming pool. They said that, 5_____ being old and crowded, it was also often closed to the public because of school classes.

Finally, three people said the sports centre should organise more activities for young people in the school holidays.

To sum up, 6_____ the town has good sports facilities, we need a new swimming pool 7_____ the old one we've got now. 8_____, there should be more activities in the school holidays.

FOR YOUR PORTFOLIO

3 Do a survey and write a report about sports facilities in your area.

STEP 1 Write some questions.

- What sports facilities in your area do you use?
- What do you think about them?
- How could they be improved?
- What other sports facilities does your town need?

STEP 2 Ask other students your questions and write down their answers. Don't write their names.

STEP 3 Write a short report of the results of your survey in rough. Try to include some reported statements and the linking words from Exercise 2.

STEP 4 Read the Writing Help. Check your report and rewrite it neatly.

Writing Help: Checking

- Read the instructions again. Have you completed the task? How could you make your text more interesting?
- Have you used the correct tenses and linking words?
- Have you checked spelling and punctuation?

4 Read each other's reports. Do any results surprise you?

Understanding Grammar: Talking about quantity

1 Read the text. Why do you think beach volleyball is becoming more and more popular?

Beach volleyball started in California and became popular at a professional level in the 1990s. In 1996, it became an Olympic event.

Beach volleyball is played on sand. Each team consists of two players. Both of them have to play all the time and neither of them can be changed. All players play the game barefoot. All male players wear loose shorts and most female players wear bikinis. In international competitions, both players from the team must wear the same colours. None of the players is allowed to wear jewellery that can harm other players.

International beach volleyball is dominated by Brazil, the United States and Australia. All of these countries have won Olympic gold medals and produced a lot of international stars. Interestingly, female beach volleyball players are generally more famous and earn more than their male counterparts. This may result from the fact that most of the fans are men.

There has been a lot of controversy over the costumes worn by female players during the game. Some critics say that the bikinis are worn to attract more viewers and sponsors and they make the sport less respectable than other Olympic events.

2 Complete the table with examples from the text.

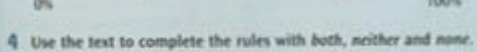
A **all/most/some/both** + plural noun	B **all/most/some/both + of** + pronoun/the ...
all players	**all** of these countries
most	**most**
some	**some** of you
both	**both**
	neither
	none

Complete the rule.

In column A/B, the words *all, most* and *some* refer to people or things in general.

In column A/B, the words *all, most* and *some* refer to specific people or things.

3 Put *all, none, most, some* and *a lot* on the scale.



4 Use the text to complete the rules with *both, neither* and *none*.

1 _____ and _____ have negative meaning.
2 _____ and _____ are used to talk about two people or things.

5 Complete the gaps with *of* where necessary.

1 All _____ professional sports people have to train every day.
2 I left some _____ the money on the table.
3 We spent most _____ the time chatting.
4 Most _____ big cities are very noisy.
5 None _____ the teachers was a native speaker.
6 I asked both _____ them for help.

6 Complete the sentences with the words from the table in Exercise 2.

1 _____ teenagers go to school.
2 We're not a very good team; _____ of us plays really well.
3 Jane and I failed the test because _____ of us studied very much.
4 I watched _____ of the film but I didn't see the ending.
5 _____ animals can live without water for a long time.
6 _____ of my parents does sport; _____ of them prefer to read in their free time.

7 Think of the people in your class. Make sentences beginning with *All of us ... , None of us ... , Most of us ... .*

8 Work in pairs. In two minutes, write as many sentences as you can starting with *Both of us ...* and *Neither of us ... .*

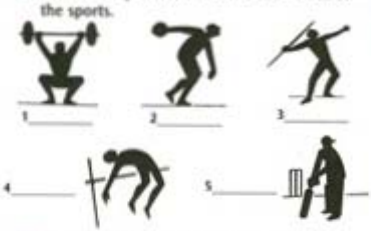
Example

Both of us have blond hair.
Neither of us has been to London.

Study Corner 8

Language Check

1 Look at the pictures and write the names of the sports.



1 _____ 2 _____ 3 _____

4 _____ 5 _____

2 Complete the multi-part verbs in the text.

It was the hardest cross-country race of my life. The weather was terrible but the school decided to [6]*go* _____ _____ the race. The first two miles were okay but then we had to cross a river and go up a hill. I nearly [7]*gave* _____ because I felt terrible. Then, near the end, I got a pain in my leg and was going to [8]*drop* _____ _____ the race. But just then, I saw the finishing line in the distance and I didn't want to [9]*let* my team _____. In the end, I finished the race and came third. I was the happiest person ever when they [10]*gave* _____ the medals afterwards!

Vocabulary ☐ / 10

3 Report the sentences taken from an interview with top tennis player, Rafael Nadal. Start each sentence with *He said ... .*

11 'I like simple things such as fishing and being with my family.'

12 'My victory over Federer was very important.'

13 'When I was young, I preferred football to tennis.'

14 'I had to choose between tennis and football.'

15 'I have got better at tennis but I haven't changed.'

16 'My first big tournament win was very important for me.'

17 'People in my local town treat me like everybody else.'

18 'Every tennis player dreams of winning Wimbledon.'

19 'My family make me happy and my uncle is my coach.'

20 'My uncle gave me a Real Madrid shirt when he was a player.'

4 Complete the sentences with *all, both, most, neither* and *none.*

[21]_____ my twin sisters love music but [22]_____ of them plays an instrument.

The exam was really hard; [23]_____ of us failed and [24]_____ of us got over 50%!

I like [25]_____ sports but my favourite is basketball.

Grammar ☐ / 15

5 Complete each piece of advice.

A: I've got a terrible headache.

B: You [26]_____ take an aspirin.

A: It's going to rain.

B: You'd [27]_____ take your umbrella.

A: I can't do this homework.

B: If I [28]_____ you, I [29]_____ phone someone in your class.

A: I've got a bad cold.

B: You [30]_____ go out tonight.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 82 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 23 – Word Builder
Numbers 11–20	Unit 22 – Grammar
Numbers 21–25	Understanding Grammar
Numbers 26–30	Unit 24 – Key Expressions

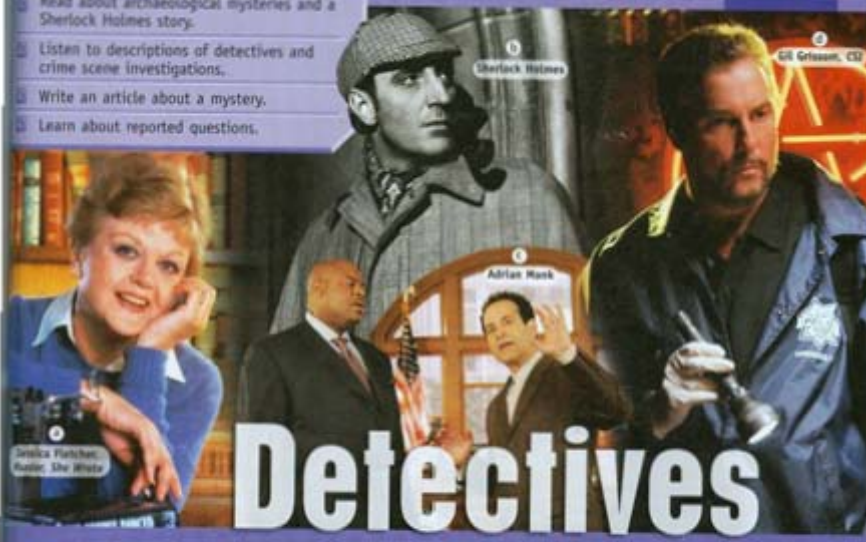
Study Help: English Outside School

Which of these things have you tried? Which are you going to try?

- Watch an English DVD with the subtitles in English.
- Read a Penguin Reader for your level.
- Read magazines in English.
- Go to the BBC's website (www.bbc.co.uk). It's a good place to practise your reading. You can also listen to BBC radio programmes online.
- Listen to songs in English and get the words from the Internet.
- Talk to foreign tourists in English in your town or when you are on holiday.

- Talk about detective stories and films; make requests.
- Read about archaeological mysteries and a Sherlock Holmes story.
- Listen to descriptions of detectives and crime scene investigations.
- Write an article about a mystery.
- Learn about reported questions.

Module 9



Detectives

Get Ready

1 What are your favourite detective stories, films or TV programmes?

Example

'CSI' is one of my favourite programmes.

2 Put these words in the correct groups in the Key Words.

alibi, blood, criminal, fingerprints, investigation, murder, witness

Key Words: Crime

General: clue, crime scene, kidnapping, motive, theft

People: detective, kidnapper, murderer, suspect, thief, victim

Evidence: DNA, footprints, hair, murder weapon, ransom note

3 Listen to the descriptions of the four detectives (a–d) in the photos. Match them with the sentences (1–8).

1 ☐ studies insects as a hobby.
2 ☐ is scared of heights.
3 ☐ can play the violin.
4 ☐ wrote mystery stories
5 ☐ has got a London address.
6 ☐ doesn't get on with people easily.
7 ☐ can remember details very well.
8 ☐ moved to New York.

4 Which of these qualities do you think a detective needs?

- an analytical mind
- a good sense of humour
- ability to observe things carefully
- fear of the unknown
- a good memory
- physical fitness
- a logical mind

5 Which of these jobs requires the qualities above? Why?

Example

An archaeologist needs an analytical mind because he or she has to study evidence and look for clues.

- archaeologist
- doctor
- historian
- journalist
- lawyer
- police officer
- scientist
- teacher

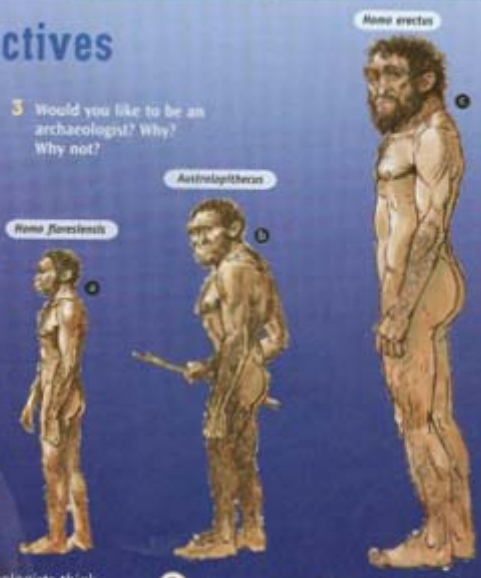
25 History Detectives

Warm-up

1 Look at the pictures. What are the differences between these creatures (a–c)? When and where do you think these creatures lived?

2 Read the interview with an archaeologist. In what ways was the 'hobbit' different from us?

3 Would you like to be an archaeologist? Why? Why not?



Q What have archaeologists found on Flores Island in Indonesia?

A skeleton of an unknown, extinct species of human, *Homo floresiensis*.

Q How old is the skeleton?

It's about 18,000 years old but archaeologists think that these people lived on Flores from about 95,000 years ago until 12,000 years ago.

Q Why did they call this creature the 'hobbit'?

The skeleton showed that they were the size of a three-year-old child: about 1 metre tall and weighed about 25 kilograms. So they named this group 'hobbits', after creatures in *The Lord of the Rings*.

Q Is *Homo floresiensis* very different from *Homo sapiens*?

Apart from being small, they also had much smaller brains. They had longer arms than us, a sharply sloping forehead and no chin.

Q Do you know how they lived?

They hunted dwarf elephants and cooked over a fire. Hunting 1,000 kg elephants must have required communication and planning. They also made quite sophisticated stone tools.

Q Why were 'hobbits' so small?

The 'hobbit' may have evolved from a normal-sized *Homo erectus* that came to the island around 840,000 years ago. They could have adapted to the isolated conditions of the island where a low calorie diet and lack of large predators meant it developed a smaller body.

But it may have arrived from Africa. *Australopithecus*, whose remains were found in Ethiopia, is very similar but 20 to 40 cm taller.

Q What happened to the 'hobbits'?

Homo sapiens may have taken their place or maybe a major volcanic eruption destroyed them all about 12,000 years ago.

Q What further research will be done?

We'd like to know if there was contact between *Homo sapiens* and *Homo floresiensis*. That will probably be the next part of our investigation.

Grammar: Reported questions

4 Read this report of the interview. Complete the table with reported questions.

First, I asked the archaeologist what scientists had found on Flores Island. Then, I wanted to know how old the skeleton was and why they had called it the 'hobbit'. I also asked if Homo floresiensis was very different from Homo sapiens. And finally, I asked what research would be done.'

Original question	Reported question
'What have archaeologists found on Flores Island?'	I asked him what archaeologists had found on Flores Island.
'How old is the skeleton?'	
'Why did they call this creature the "hobbit"?'	
'Is Homo floresiensis very different from Homo sapiens?'	
'What further research will be done?'	

5 Look at the direct and reported questions above and answer the questions:

When we report a question:

1 we use the word order of a statement Yes / No
2 we change the tense in the question if the reporting verb is in the past tense Yes / No
3 we use the question word from the question Yes / No
4 we add *if* when there is no question word Yes / No

Practice

6 Match the direct questions (1–6) with reported questions (a–e). Two of the direct questions are matched with one reported question.

1 'What do you do?'
2 'What have you done?'
3 'What are you doing?'
4 'What did you do?'
5 'What will you do?'
6 'What can you do?'

a) He asked what I had done.
b) He asked what I would do.
c) He asked what I was doing.
d) He asked what I could do.
e) He asked what I did.

7 A student reports an interview for a job at an archaeological site. Write the original questions.

1 They asked me if I had ever worked at an archeological site.
2 They wanted to know if I was planning to study archeology.
3 They asked why I had chosen that job.
4 They wanted to know if I could speak English.
5 They asked if I would be happy to sleep in a tent.
6 They asked if I suffered from any diseases.

8 Report these questions a journalist asked an archaeologist.

1 'Have you ever worked in Africa?' *He asked me ...*
2 'Where are you currently working?'
3 'Do you have any sponsors?'
4 'Are you going to write a book?'
5 'Did you take part in the investigation into the "hobbit"?'
6 'Where will the bones of the hobbit be kept after the investigation?'
7 'What is the origin of the "hobbit"?'
8 'Where are most of the prehistoric remains found?'

Your Turn

9 Think about some questions your family and friends asked you yesterday and report them to the class.

Example

My sister asked me if I was tired.

→ TIMEOUT! Page 118, Exercise 25

26 Sherlock Holmes

Warm-up

1 Look at the drawings (a–f). Who do you think was:

1 the murderer?
2 the detective?
3 the murder victim?

Reading

2 Read the story and check your guesses for Exercise 1.

The Hound of the Baskervilles

Last week, the body of another Baskerville, Sir Charles, was found outside Baskerville Hall. There were no marks on his body but next to it were footprints of a huge dog. This reminded Holmes that in the 17th century, the evil Sir Hugo Baskerville had been killed by an enormous hound.

Sir Charles's young nephew, Sir Henry Baskerville, returned from America. On his first day, he mysteriously lost a boot at his hotel and soon afterwards, received a threatening note. Holmes and Watson went to see him.

Having talked to Sir Henry, Holmes sent Watson to stay with him at Baskerville Hall. Watson was a light sleeper and heard strange noises that night. The next morning, he went for a walk on the moors and met Mr Stapleton, a neighbour. Stapleton told Watson how dangerous the moors were because of the hound and the bogs, where people could easily drown. While they were talking, Stapleton's wife arrived. She whispered to Watson: 'Go back to London immediately!'

One night, Watson saw the Baskerville's butler signalling to someone on the moors. He found out that he was helping a prisoner who had escaped from a nearby prison. The next day, Watson saw another stranger on the moors and followed him. But the stranger turned out to be Holmes! Suddenly, they heard terrible screams. They ran towards the noise and found the dead body of the prisoner – wearing Sir Henry's clothes. That night, having looked at the Baskerville portraits, Holmes realised that Stapleton was the spitting image of old Sir Hugo.

The following day, Sir Henry went for lunch with Stapleton. Holmes and Watson decided to follow him. It was very foggy, and on his return, Sir Henry was attacked by a huge dog. Holmes took out his gun and shot it. Luckily, Sir Henry was safe and sound. They went back to Stapleton's house and found Mrs Stapleton tied up. She told them about her husband's plan to kill the Baskervilles. Stapleton was really Sir Charles's nephew, although Sir Charles had never met him. Stapleton was the black sheep of the family who had gone away to South America. But he had returned because he wanted to get the family's money. Mrs Stapleton showed them where her husband had hidden the hound on the moors. They followed Stapleton's footprints but they disappeared in the bog. Having got lost in the fog, Stapleton must have drowned in the bog! The mystery of the Hound of the Baskervilles was over.

3 Read Holmes's explanation. Choose the correct options in *italics*.

'Elementary, my dear Watson! Stapleton came back from 1*South America / the USA* to live near Baskerville Hall. He knew about the story of 2*Sir Henry / Sir Hugo* and he trained an enormous dog which he kept 3*on the moors / in his house*. Sir Charles also knew the legend and was frightened. Stapleton arranged to meet him one night but sent his dog instead. Sir Charles died 4*of a heart attack / from a bite* when he saw the horrible dog.

When Sir Henry arrived, Stapleton went to London. He followed Sir Henry and stole one of his 5*boots / hats* to get his 6*name / smell* for the dog. When you and Sir Henry got to Baskerville Hall, Stapleton's wife tried to warn you because she thought you were 7*Sir Charles / Sir Henry*. Later, the dog killed the escaped prisoner because he was wearing 8*Sir Charles's / Sir Henry's* clothes which had his smell! That evening, I realised Stapleton was a Baskerville when I saw 9*Sir Hugo's / Sir Charles's* portrait.

The next day, Stapleton sent his dog to attack Sir Henry but I shot the dog. When he saw this, Stapleton tried to escape but he drowned in the bog. Finally, we found Mrs Stapleton tied up because she was 10*for / against* her husband's plans to get the Baskerville's money.

4 Look at the Word Builder. Find the idiomatic expressions in the text and match them with these meanings.

- someone who is different from the rest of his / her family
- exactly like someone
- finished
- unhurt
- easily woken up

Word Builder

to be **a light sleeper**; to be **safe and sound**; to be **the spitting image** of someone; **the black sheep of the family**; to be **over**

Fact or Fiction?

Arthur Conan Doyle got tired of Sherlock Holmes and 'killed' him in a story. People complained so much that Conan Doyle had to bring him back to life.

Check your answer on page 108

5 Are the underlined words *literal* or *idiomatic*?

1 That bag is very heavy.
2 There was some very heavy rain last night.
3 We walked for ten miles yesterday.
4 This laptop is miles better than my old one.
5 The exam was a nightmare – it was really hard!
6 I had a bad nightmare last night.

→ Word Bank, page 128

6 Look at the Sentence Builder. Find more examples in the story.

Sentence Builder

Holmes talked to Sir Henry. Then he sent Watson to stay with him at Baskerville Hall.
Having talked to Sir Henry, Holmes sent Watson to stay with him at Baskerville Hall.

7 Rewrite the sentences using the structure in the Sentence Builder.

1 Stapleton rented a house near Baskerville Hall. He got to know Sir Charles.
2 He heard about the legend of the hound. Afterwards, he bought and trained a huge dog.
3 Stapleton took Sir Henry's boot. After that, he used it to get the hound to attack him.
4 The hound followed Sir Henry's smell. It then killed the prisoner wearing his clothes.

Speaking

8 Work in pairs. Read about two situations and ask your partner 'yes / no' questions to try and explain them.

Example
Did somebody come in through the window?

► Student A, page 105 ► Student B, page 107

→ TIMEOUT! Page 118, Exercise 26

The Factory

Warm-up

1 Describe what is happening in the photos (a–b).

Reading and Listening

2 Read and listen to the dialogue. Answer the questions.

1 Why doesn't Mrs Foster let Ellie and Steve see the factory?
2 Why does Mrs Foster get angry?
3 What threats does Mrs Foster make?

Ellie and Steve visit Mrs Foster, the boss of the cosmetics factory.

Ellie: Mrs Foster? Could we talk to you, please? We're from radiochill.org.

Mrs Foster: I'm afraid I'm very busy.

Ellie: Just two minutes ... please?

Mrs Foster: Well okay, come into my office. Could you turn that recorder off?

Ellie: Of course. Steve, do you think you could turn it off, please?

Steve: Sure, no problem.

Ellie: Do you mind if we take a look around the factory?

Mrs Foster: I'm sorry, you can't.

Ellie: Is it okay if we ask you some questions about your products?

Mrs Foster: Go ahead.

Ellie: Could you tell us if there are any dangerous chemicals in your products?

Mrs Foster: Of course there aren't. All our products are natural.

Ellie: We found triclosan in one of your shampoos. Do you know what it is?

Mrs Foster: No, I don't.

Ellie: Do you know how many fish you've killed in the river?

Mrs Foster: Don't be ridiculous! If you say anything on the radio, we'll take legal action.

Steve: Some people have had an allergic reaction after using your products, too.

Mrs Foster: Will you leave my office? I'm busy.

Steve: Okay. Come on, Ellie. Let's go.

Ellie: Thank you for your time, Mrs Foster.

Later ...

Ellie: Let's hide. We can look round the factory in the lunch break. Come on, Steve! Quick!

3 Look at the Sentence Builder. Notice the change in word order.

Sentence Builder

Direct questions	Indirect questions
1 Are there any dangerous chemicals ... ?	Could you tell us if there are any dangerous chemicals ... ?
2 What is it?	Do you know what it is?
3 How many fish have you killed?	Do you know how many fish you've killed?

4 Change these direct questions to indirect questions.

1 Where do they live?
2 What time is it?
3 Is there a post office near here?
4 What does she do?
5 Who is that man?
6 Did he phone last night?

Speaking

5 Look at the Key Expressions. Which of the requests (1–6): a) ask for permission? b) ask someone to do something? Which request is not polite?

Key Expressions: Requests

1 **Could we** talk to you, please?	I'm afraid I'm busy.
2 **Could you** turn that recorder off?	Of course.
3 **Do you think you could** turn it off, please?	Sure, no problem.
4 **Do you mind if we** take a look around?	I'm sorry, you can't.
5 **Is it okay if we** ask some questions?	Go ahead.
6 **Will you** leave my office?	Okay.

6 Work in pairs. Take turns to be a student and a teacher. Ask for permission to do these things.

Example

A: *Is it okay if we use dictionaries in the exams?*

B: *I'm sorry, you can't.*

- use dictionaries in the exams
- open / close the window
- go to the toilet
- work in groups
- give your homework in late
- go home early
- use a laptop in class
- look after your pet in holidays

7 Work in pairs. Take turns to ask your partner to do these things.

- take a book back to the library
- explain the maths homework
- lend you a dictionary / a book / a CD
- download some music for you
- lend you some money for the bus

Everyday Listening

1 Look at the Listening Help.

Listening Help: Taking Notes

- List the topics you want to make notes about.
- As you listen, write important words next to each topic.
- Don't write full sentences. Use abbreviations.

2 Listen to detectives describing two crimes. Use the Listening Help to make notes about these things for each crime (when possible).

- crime
- victim
- suspect
- motive
- evidence
- alibi

3 Work in pairs. Compare your notes with your partner's. Who got the most details?

4 **Listen Closely** Listen to the questions and complete the gaps. Then listen and repeat the questions.

1 How _____ _____ know?
2 _____ _____ have any suspects?
3 _____ _____ _____ an alibi?
4 Where _____ _____ now?
5 When _____ _____ want the money?

TIMEOUT! Page 118, Exercise 27

Across Cultures 5

Warm-up

1 Look at the photo and drawing. Guess what destroyed the island's old civilisation (a, b or c).

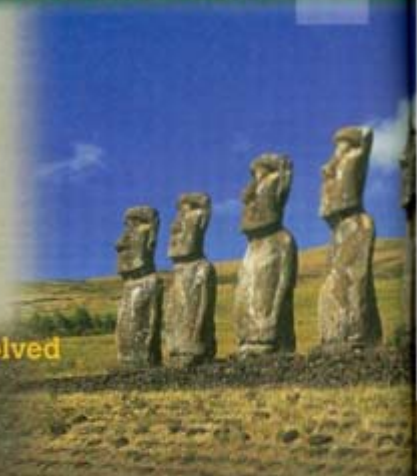
a) A volcano erupted and killed everyone.

b) Europeans invaded the island and killed most of the people.

c) The islanders cut down the forests and had no food.

Reading

2 Read the text and check your answer to Exercise 1.



Easter Island – A Mystery Solved

Rapa Nui (Easter Island) is the most remote island in the world, 3,600 kilometres off the coast of Chile in the vast Pacific Ocean. The island is a little triangle of 100 square kilometres with a volcano on each corner. Tourists go to see the huge, stone heads on the island.

How did these massive, stone statues get to this small, treeless island? Some people thought that UFOs must have put them there or that the island was once part of the lost city of Atlantis. Only recently, scientists solved the mystery of Rapa Nui by studying the old language and customs, analysing the DNA of the inhabitants and examining the local soil and rocks.

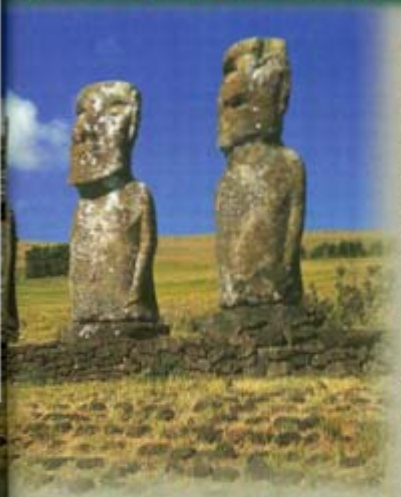
Between 1300 and 1600 years ago, a group of Polynesians came to Rapa Nui in canoes.

They found a green, fertile island full of palm forests. They planted crops for food and began to make statues of their ancestors from the volcanic rock. This was an ancient Polynesian tradition. They made bigger and bigger statues as the chiefs competed with each other. Some of the enormous heads were nine metres high and weighed up to 160 tons! These giant statues couldn't be moved, but the Rapa Nui people transported others around the island on rollers made from palm trees. They cut down so many trees to do this that the soil eroded and the crops failed. The islanders tried to build even taller statues to please their ancestors and eventually cut down all the trees.

Food supplies were low and the islanders began to fight each other; some even became cannibals. There was no wood to make canoes so they were trapped on the island and fishing became difficult. Every year, the islanders had a competition to swim through shark-infested waters to collect birds' eggs from some rocks. The winner was called the 'birdman' and there are important carvings of 'birdmen' in the cliffs.

In the 18th century, Europeans arrived and made things worse. They destroyed the remains of Rapa Nui culture and slave traders took away young and healthy islanders. By 1877, Rapa Nui had a tiny, ageing population of only 110 people.

Maybe Rapa Nui should be a lesson for all of us. Perhaps in the 21st century we are doing the same as the islanders did, destroying the place that gives us life.



3 Find the sentences in the text that tell you these things.

Example

1 *The island is a little triangle of 100 square kilometres.*

1 the shape and size of the island
2 some theories about the origins of the statues
3 how the Polynesians got to the island
4 why they made statues
5 how they moved the statues
6 why some islanders became cannibals
7 what happened to the younger generation of islanders
8 our modern world may be similar to the island

4 Find the words in yellow from the text for each group (1–3) in the Word Builder.

Word Builder

1 big	enormous
2 old	
3 small	

5 Replace the underlined words to make the description more interesting. Do not repeat words.

The number of tourists was quite small this year. We stayed in a small village near a very big lake. The mountain behind the town was very big and we didn't try to climb it. The hotel was nice but our room was very small. We spent a few days visiting the museums and very old monuments. We were lucky because the weather was very nice. Our last day was the day of the Cup Final. The local team was in it, so they showed the match in the square on a very big TV screen. Their old captain scored the winning goal, and there was a very big party after the match with very big amounts of very nice food and drink.

→ Word Bank, page 124

Speaking

6 **Speak Out** Work in groups. Do you agree or disagree with these statements? Give your reasons.

1 We are destroying our planet very fast.
2 The same might happen to us as the Easter Islanders.
3 Tourists spoil the places they visit.

FOR YOUR PORTFOLIO

Project: An article

You are a 'history detective'. Write an article about an unsolved mystery.

1 Choose a historical mystery. Here are some ideas.

- the lost world of Atlantis
- Nazca lines in Peru
- Stonehenge in England

2 Make notes about the mystery. Use the Internet or an encyclopedia.

3 Write your article in three paragraphs:

a) the mystery
b) possible explanations
c) your personal opinion

4 Work in groups. Read each other's articles. Which is the most interesting mystery?

Study Corner 9

Language Check

1 Complete each gap with one word.

The detective looked at the crime scene. The [1]v_____, an old man, was on the floor. The murder [2]w_____, a knife, was next to him. He hoped there were [3]f_____ on the knife. There was a lot of money in the man's jacket so money wasn't the [4]m_____. A witness saw a neighbour entering the house earlier so he was the main [5]s_____.

2 Complete the idiomatic expressions.

6 You're the spitting _____ of your brother; you are so alike!
7 I never sleep deeply; I'm a _____ sleeper.
8 We were worried about the climbers but they returned safe and _____.
9 He never keeps in touch; he's the black _____ of the family.
10 This is boring. I'll be glad when it's _____.

Vocabulary ☐ / 10

3 Rewrite the questions.

11 'How long have you been here?' she asked him. *She asked ...*
12 'Could I go home early?' he asked the teacher. *He asked the teacher ...*
13 'What are you going to do at the weekend?' I asked him. *I asked him ...*
14 'Where is your homework, Mike?' asked the teacher. *The teacher asked ...*
15 'When did you get back?' I asked her. *I asked ...*
16 'Who will win the next World Cup?' they asked Mr Williams. *They asked ...*
17 'Have you ever been hiking in the mountains?' they asked us. *They asked us ...*

4 Rewrite the questions.

18 'Can you tell me the way to the bus station, please?' *'Do you know ...*
19 What time is it?' *'Do you know ...*
20 'Did Paul invite Kerry to his party?' *'Do you know ...*

Grammar ☐ / 10

5 Complete the dialogue with these words.

afraid, ahead, could, course, mind, okay, right, sorry, think, will

Kath: Mum, is it [21]_____ if I go to a concert with Anna on Saturday night?
Mum: All [22]_____, but don't be late. [23]_____ you take your mobile phone?
Kath: Sure. Do you [24]_____ if I ask a favour?
Mum: No, go [25]_____.
Kath: There aren't any late buses after the concert. Do you [26]_____ Dad could pick us up in the car?
Mum: Of [27]_____. Oh, wait a minute. No, he can't. I'm [28]_____ he's working late on Saturday.
Kath: What about you, Mum?
Mum: What time does it finish?
Kath: About one o'clock.
Mum: One o'clock! I'm [29]_____, you can't stay out that late.
Kath: Oh please! Just once.
Mum: No, and that's final! Now, [30]_____ you get on with your homework, please?

Key Expressions ☐ / 10

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 92 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 26 – Word Builder
Numbers 11–17	Unit 25 – Grammar
Numbers 18–20	Unit 27 – Sentence Builder
Numbers 21–30	Unit 27 – Key Expressions

Study Help: Revision for Exams

- Ask your teacher about the different parts of the exam, e.g. grammar.
- Read the texts in *Challenges* again. Look through the Key Words, Word Builders and Word Bank. Check words you are not sure of.
- Look through your written work in your Portfolio. List your most common mistakes.
- Practise the Key Expressions.
- Look at the Grammar Summary in the Workbook. Do the extra grammar exercises in the summary and the CD-ROM.

Module 10

- Talk about paintings, music and fantasy.
- Read about genius and fantasy worlds.
- Listen to descriptions of paintings and everyday conversations.
- Write a story.
- Learn about past conditionals and *wish*.

Little House in Garden by Pablo Picasso

Swans Reflecting Elephants by Salvador Dalí

Golconde by René Magritte

Imagination

Get Ready

1 Use the Key Words to describe the paintings.

Key Words: **Adjectives**

abstract, clever, colourful, complicated, confusing, funny, imaginative, impressive, peaceful, realistic, relaxing, ridiculous, surprising, symbolic, unusual, weird

2 Listen to three people (a–c). What adjectives do they use to describe each painting?

3 Listen to the descriptions again. Complete these sentences about the speakers (a–c).

1 ■ and ■ like the colours.
2 ■ doesn't like the painting.
3 ■ thinks the painting is strange.
4 ■ can see a face in the painting.
5 ■ and ■ can spend a long time looking at the painting.
6 ■ compares the painting to an optical illusion.

4 Which painting do you like most? Why?

5 Listen to two pieces of music and imagine two scenes. Answer these questions about each scene.

1 Where is it taking place? (e.g. a street scene, a café, a mountain top)
2 What's the weather like? (e.g. foggy, sunny, snowing, windy)
3 What's happening? (e.g. birds singing, cars passing)
4 How do you or the people in the scene feel? (e.g. sad, excited, bored, frightened)

6 Tell the class about the scenes you have imagined.

Example

The first scene is in a big city. There are lots of cars and ...

28 Mad Genius?

Village in Blue, 1968 by Marc Chagall

Warm-up

1 Look at the painting and the photo. Do you think artists are different from other people? In what ways?

2 Read the text. Make a list of the famous geniuses in the text and their problems.

It is commonly believed that artists are more creative when they are unhappy. In fact, biographies of geniuses prove that many of them had very difficult lives. Psychological studies of creative people, artists as well as scientists, suggest that creativity often goes together with mental disorders, especially schizophrenia and depression. Famous examples include Vincent van Gogh, who committed suicide at the age of 38 and Nobel prize winning mathematician, John Forbes Nash, who suffered from schizophrenia. Would they have created their amazing works if they hadn't been mentally ill?

Paul Gauguin, the French artist, suffered from depression. Unable to adapt to western lifestyle, he spent the last twelve years of his life in Polynesia. If he had stayed in France, he wouldn't have painted his most famous works of art.

Lord Byron, the British poet, had a violent and eccentric personality and lifestyle. Would he have been such a great poet if he had only had the experience of a quiet family life?

Beethoven quarrelled with everybody and had strange personal habits. He started going deaf at the age of 28. Some experts say that he wouldn't have composed such masterpieces as the *Ninth Symphony* if he hadn't lost his hearing.

The relationship between creativity and mental problems is, to some extent, logical. To be creative you need to access areas in your brain that people rarely use. And this often leads to emotional and psychological problems. Marc Chagall once said that his art was the art of a lunatic and that his paintings were good only if he 'created from the heart', not from the head.

Obviously, there have also been many artists whose personal lives were reasonably happy. Take Rembrandt, for example. He came from a wealthy family and was an admired and well-paid artist. But even Rembrandt had a problem. Some scientists claim that his extraordinary talent resulted from an eye illness: for many tasks he actually used only one eye. Would he have been a worse painter if he had had normal vision?

Marc Chagall

3 Do you have any artistic skills? When are you more creative – when you are happy or unhappy?

Grammar: Past Conditional

4 Complete the sentences from the text with *had / hadn't* or *have*.

1 If he _____ stayed in France, he wouldn't _____ painted his most famous works of art.
2 He wouldn't _____ composed such masterpieces as the *Ninth Symphony* if he _____ lost his hearing.
3 Would he _____ been a worse painter if he _____ had normal vision?

5 Do the sentences above talk about the future, present or past? Do they talk about situations that happened or situations we imagine?

6 Complete the rule.

In the Past Conditional we use *if* + _____ , *would* + _____ + 3rd form of the verb.

Practice

7 Choose the correct ending (a or b) for each sentence.

1 If Copernicus hadn't discovered that the Sun was the centre of our solar system, ...
a) modern astronomy wouldn't have started.
b) modern astronomy would have started.
2 Arthur Conan Doyle wouldn't have become famous, ...
a) if he hadn't created Sherlock Holmes.
b) if he had created Sherlock Holmes.

8 Complete the sentences with correct forms of the verbs.

1 If Mozart _____ (not be) so talented, he _____ (not become) famous in his times.
2 If Michelangelo _____ (listen) to his father, he _____ (work) as a merchant.
3 Einstein _____ (not leave) Europe if Hitler _____ (not come) into power.
4 Van Gogh _____ (paint) uninteresting pictures if he _____ (be) mentally healthy.
5 If Louis Armstrong _____ (not be) born in New Orleans, he _____ (not have) a chance to listen to great blues musicians.
6 Dostoyevsky _____ (not write) *Crime and Punishment* so fast if he _____ (not need) money to pay his gambling debts.

9 Rewrite the sentences as conditionals.

Example
1 *If Kurt Cobain hadn't suffered from depression, he wouldn't have committed suicide.*

1 Kurt Cobain suffered from depression – he committed suicide
2 Newton observed apples falling off a tree – written theory of gravity
3 Ernest Hemingway had a very interesting life – he had something to write about
4 Chopin left his home in Poland – he composed so many sad romantic pieces
5 Leonardo da Vinci wasn't an ordinary man – he created great works
6 Napoleon was a military genius – he won so many battles

10 Complete the sentences.

Example
If impressionist painters hadn't been so poor, they wouldn't have painted so many pictures.

1 If impressionist painters hadn't been so poor, _____ .
2 If Chopin had lived longer, _____ .
3 If ancient scholars had known that the Earth is round, _____ .
4 If black people hadn't brought their music from Africa to America, _____ .
5 If Copernicus hadn't discovered that the Earth goes round the Sun, _____ .

Your Turn

11 Think of things that happened or didn't happen this month. Imagine they happened differently and write sentences.

Example
If I hadn't bought a new bike I could have bought some CDs.
If the storm had been heavier, many places would have been in danger.

Fact or Fiction?

The artist Vincent van Gogh cut off his right ear.

Check your answer on page 108.

→ TIMEOUT! Page 120, Exercise 28

29 The Hitchhiker's Guide to the Galaxy

Warm-up

1 Look at the photos on page 99. What are some typical features of science fiction books and films?

Example

They often have aliens.

Reading

2 Read the text about a science fiction book (page 99) and find out who:

- is human
- dresses badly
- is writing a book
- destroyed Earth
- helps design planets
- is very unhappy

3 Identify the characters in the photos (a–f).

4 Read the text again and write three questions about it.

Example

Who is a brilliant scientist?

5 Work in pairs and test your partner. Ask and answer your questions.

6 Look at the Word Builder. Find words in red in the text with similar endings.

Examples

legendary / planetary, creation / explanation

Word Builder

Adjectives

legend**ary**, colour**ful**, galact**ic**, typ**ical**, insignific**ant**, danger**ous**, terr**ible**, insensit**ive**, differ**ent**, bor**ed**, sell**ish**

Nouns

creat**ion**, writ**er**, tour**ist**, appear**ance**, capac**ity**, exist**ence**

7 Match words from Exercise 6 with these dictionary definitions.

1 Having the usual features or qualities of something.
2 Caring only about yourself.
3 Very famous and admired.
4 The amount that something can contain.
5 Something new and different that someone has made.

8 **Game** Make nouns or adjectives from these words. Which word ending is the odd-one-out in each group?

1 argue, entertain, inform, govern (nouns)
2 danger, fame, nerve, thought (adjectives)
3 create, educate, excite, imagine (nouns)
4 expense, imagine, impress, power (adjectives)
5 design, type, teach, write (nouns)

→ Word Bank, page 124

9 Look at the Sentence Builder.

Sentence Builder

Here are some colourful characters. He runs into them.

He finds himself in a strange universe. Ford gives him explanations about it.

Here are some of the colourful characters **who** he runs **into**.

Ford gives him explanations about the strange universe **which** he finds himself **in**.

10 Now join these pairs of sentences in a similar way.

1 She is a brilliant scientist. Arthur once tried to chat her up.
2 The Earth was a giant computer. The Vogons blew it up.
3 They were rescued by a spaceship. Zaphod was in it.
4 He got a message from Marvin. He needs to reply to it.
5 Ford told him about Trillian. He knew all about her.
6 I saw a programme about UFOs. I believe in them.

Speaking

11 Work in pairs. Invent your own science fiction world. Think about these things.

- a planet
- an alien
- a robot
- a spaceship
- a special machine

12 Now form new pairs. Tell each other about your world.

Example

Our planet has got green sky and red sea. It goes around two orange suns.

→ TIMEOUT! Page 120, Exercise 29

The Hitchhiker's Guide to the Galaxy is the creation of writer Douglas Adams. It is about Arthur Dent, an Englishman, who escapes from Earth just before some aliens, the Vogons, blow it up. He has many dangerous adventures, but he isn't a typical hero and is always in his dressing gown!

Here are some of the colourful characters who he runs into ...

FORD PREFECT An alien who is writing a guidebook for galactic tourists. Ford planned to visit Earth (an insignificant little blue-green planet) for a week but stayed fifteen years. He didn't want to appear different and chose his name because he thought it was normal, but actually it's the name of a car! When the Vogons arrive, he leaves with his new friend, Arthur. Arthur is confused but throughout the story Ford gives him explanations about the strange universe which he finds himself in – for example, the importance of not reading the Vogons' terrible poetry – it's absolutely AWFUL!

ZAPHOD BEEBLEBROX A legendary alien who has two heads and three arms. He's proud of his appearance but he was voted the Worst-Dressed Being seven times. He is selfish, irresponsible and insensitive, but very intelligent. He rescues Arthur and Ford in his spaceship, the *Heart of Gold*.

TRILLIAN An important character because she is Earth's only other survivor. She is a brilliant scientist who Arthur once tried to chat up at a party on Earth.

MARVIN THE PARANOID ANDROID A robot who is bored and depressed because he never uses his brain to its full capacity. He knows that he will never use more than a tiny part of his enormous intelligence. He solves all the scientific and philosophical problems of the Universe – but he can't solve his personal problems.

THE VOGONS Horrible greenish creatures with no creative ability at all. They are employed by the Galactic government to destroy things.

SLARTIBARTFAST An alien designer of planetary coastlines. (He's very proud of the Norwegian fjords). He tells the story of some programmers who built a massive computer, Deep Thought, to find the answer to the question of 'Life, the Universe, and Everything'. However, its first calculation was '42', which was ridiculous, so they built another powerful computer. This computer was, in fact, the Earth ... and the Vogons destroyed it five minutes before it found the answer!

Success!

Warm-up

1 Look at the photos and guess what happened after the last episode.

Reading and Listening

2 Read and listen to the dialogues. What really happened?

Abi and Tanya are in the studio.

Abi: I bought this album yesterday. It's really ...

Tanya: Sorry to interrupt. Have you heard from Ellie and Steve?

Abi: No, I haven't. By the way, we've got to get the news ready soon.

Tanya: Oh, here they are. What happened?

Ellie: Well, we spoke to Mrs Foster. She was obviously lying so we hid outside. Then, at lunchtime, we looked around the factory.

Tanya: Wow!

Steve: Yeah, and we found some triclosan!

Ellie: As I was saying, we were in the factory. We were taking photos when suddenly we heard somebody shouting! We ran to our bikes.

Steve: Yeah, and Mrs Foster and two heavies were there!

Tanya: Oh, no!

Steve: We started riding away as fast as we could.

Ellie: But they followed us in a car!

Steve: Luckily, we got away and phoned the police.

Ellie: They arrested her and the two heavies. They were trying to move the chemicals.

Tanya: Amazing!

Ellie: Let's start work. We'll be first with the news!

Later, the group celebrate at the SS Great Britain.

Abi: Can I say something? Let's drink to radiochill.org and our first big story!

Tanya: Thanks to Ellie and Steve!

Steve: Changing the subject, look at that guy smoking inside. It's illegal in cafés now.

Ellie: Hey – that's a good idea for a programme.

Tanya: Come on, Ellie. Let's talk about that later. Let's have some fun!

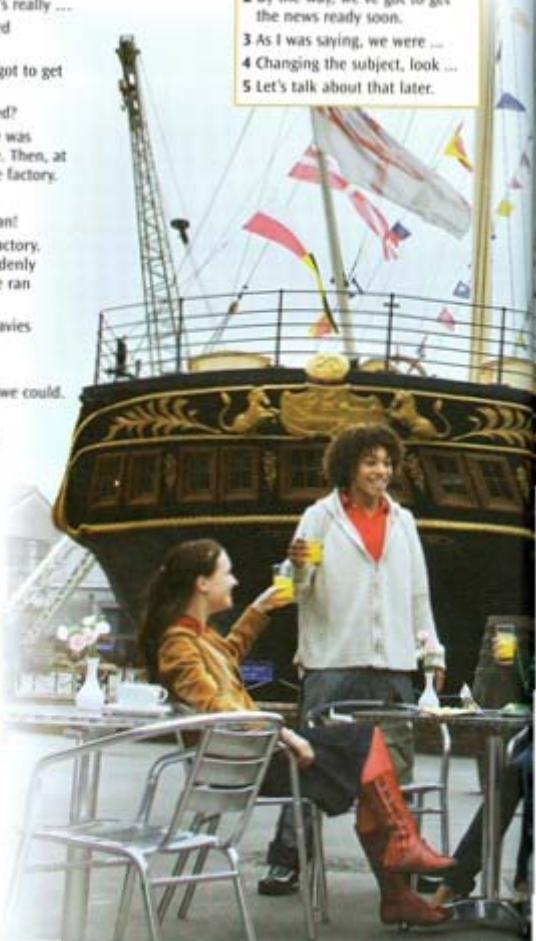
Speaking

3 Why do we use these Key Expressions?

a) to change the topic
b) to go back to a topic
c) to interrupt

Key Expressions: Conversation

1 Sorry to interrupt.
2 By the way, we've got to get the news ready soon.
3 As I was saying, we were ...
4 Changing the subject, look ...
5 Let's talk about that later.



4 Work in pairs. Use the Key Expressions and the diagram to have a conversation.

Example

A: *Did you see that film last night?*

B: *Yeah, amazing, wasn't it? By the way, did you see the Arsenal game?*

A: Start talking about last night's TV.

B: Reply. Change the topic to sport or clothes.

A: Reply. Change the topic to film or books.

B: Go back to sport or clothes.

A: Reply. Go back to films or books.

B: Reply. Change the topic to school.

A: Reply.

Everyday Listening

1 Look at the Listening Help.

Listening Help: Answering Questions

- Read the questions before you listen.
- Remember, the words in the question may not be exactly the same on the CD.
- Think of synonyms and examples. For example, if the question asks about 'sport', the speaker might mention *games* or *exercise* (synonyms) or *football* or *tennis* (examples).

2 Listen to two conversations. Are the sentences true (T) or false (F)?

Dialogue 1 (Sue and Ben)

1 ☐ Steve and his girlfriend went out with each other for a long time.
2 ☐ Ben doesn't like sport.
3 ☐ Ben and Sue both liked Steve's girlfriend.
4 ☐ Ben doesn't want to go to the birthday party.

Dialogue 2 (Katy and Tom)

5 ☐ Tom's dad is getting a new computer.
6 ☐ Katy has passed her driving test.
7 ☐ Katy had a serious crash.
8 ☐ Tom was once injured in a car crash.

3 **Listen Closely** Some sounds disappear or change in natural speech. Listen to the sentences.

1 They've been together *for ages*.
2 He *looked terrible*.
3 He's such a *good guy*.
4 I better *start getting ready*.
5 It's her *eighty-sixth birthday*!
6 I've got to do two *more of* my maths problems.

4 Listen again and repeat the sentences in Exercise 3.

→ TIMEOUT Page 121, Exercise 30

Writing: A Story

1 Look at the picture. Which three of these expressions do you think are *not* in the story?

after midnight, sandy beach, thick moustache, hot weather, punk music, open-air café, fall in love, firework display

2 Read the story and check your answers from Exercise 1.

❶ It happened [1]_____ our summer holiday in Spain. We rented a house in a village on the coast. The house was near a sandy beach, like those you see in travel brochures but the water was freezing!

❷ One day, we were going back home [2]_____ we had spent all day on the beach. A driver was having problems with his car. [3]_____ we saw that the car was completely stuck in the sand, my friend Paul and I offered to give it a push. [4]_____ two Spanish girls came and helped us. Having got the car out, one of the girls thanked us in English and smiled at me. 'I'm Isabel,' she said. 'That's my dad. Maybe we'll see you at the fiesta?'

❸ The following Friday was our last day. We went to the fiesta after dinner. The streets were crowded. In the square, a local group was playing Spanish punk music. [5]_____ , I saw Isabel and her friend, Blanca! Paul and I walked nervously across to them. Isabel looked lovely with her tanned skin, brown eyes and long, dark hair.

❹ We had a lemonade in an open-air café and Isabel and I talked and talked for ages. [6]_____ , poor Paul and Blanca were getting bored, so we danced for a while and then watched the firework display. [7]_____ we were watching the fireworks, we held hands. But Paul and I had to go home, so we all swapped mobile numbers. [8]_____ I phoned her to say goodbye. We kept in touch for a while but then we stopped. I still think about Isabel sometimes and smile, even now.

Text Builder

3 Complete the text with these linking words.

after, afterwards, during, meanwhile, suddenly, then, when, while

4 Match the paragraphs (a–d) with the notes below.

- what happened in the end
- when and where it happened
- the main action
- how it all began

FOR YOUR PORTFOLIO

5 Write a story beginning: *I was on holiday in … when it happened.*

STEP 1 Look at the Writing Help.

Writing Help: Planning

- When planning a story, think of a topic you know about. Avoid topics with difficult vocabulary and language.
- When you are making notes, try to use the words you know. Only look up new words when it is very important.
- When you are writing, avoid grammar structures you are not sure about.

STEP 2 Decide what kind of story you want to write.

- a crime • an accident
- getting lost • a romance

STEP 3 Write notes using the headings in Exercise 4.

STEP 4 Use your notes to write your story. Check the story for spelling, grammar, vocabulary and linking words.

6 Work in groups. Read each other's stories.

Understanding Grammar: *wish*

1 Read the short note about Stanisław Lem. Have you read any of his books?

Stanisław Lem (1921–2006) was a world famous science fiction writer. His most popular books are *The Star Diaries*, *Solaris* and *The Cyberiad*. He wrote in Polish but his books have been translated in over 40 languages. He wrote about the consequences of technological progress and the impossibility of communication between humans and aliens. His aliens often take very unusual shapes, like the ocean of plasma in *Solaris*. He had a sharp sense of humour and also wrote satirical and philosophical articles.

2 Read what Internet users say about Lem's books. What do they like and not like about them?

- ☐ 'At high school, the literature teacher asked us if we wanted to read *Solaris* by Lem or *Brave New World* by Huxley. **I wish we'd voted for *Solaris*.** I've read some of Lem's stories now and they're great – they make you think, unlike most science fiction books.'
- ☐ 'I don't like the English translation of *Solaris*. **I wish I knew Polish** – then I would be able to read it in the original.'
- ☐ 'I think *Solaris*, the film, was quite good. **I only wish they hadn't changed the ending.** Lem himself didn't like it because it made the film into a typical Hollywood love story.'
- ☐ 'The funny thing about Lem is that he often sympathised with machines – robots or computers – perhaps he thought that people didn't treat them well. **I wish he could explain why.**'

Still from the film *Solaris*

3 Paraphrase the sentence from the text with the same meaning.

1 I wish we'**d voted** for *Solaris*. = I'm sorry that ...
2 I wish I **knew** Polish. = I'd like to ...
3 I only wish they **hadn't changed** the ending. = I'm not happy that ...
4 I wish he **could** explain why. = I'm sorry that ...

4 Which sentences (1–5) above talk about the past and which about the present? Complete the table with correct names of tenses.

regret about the past	regret about the present
wish +	*wish* +

5 Choose all the correct paraphrases (a–c) for sentences 1 and 2.

1 I wish I was a writer.
a) I'm sorry I'm not a writer.
b) I wouldn't like to be a writer.
c) It's a pity I'm not a writer.

2 I wish I had studied philosophy.
a) It's a pity I studied philosophy.
b) I'm sorry I studied philosophy.
c) I'm unhappy because I didn't study philosophy.

6 Paraphrase the sentences. Start with *I wish ...* .

1 I'd like to be taller. I wish _____ .
2 It's a pity my parents didn't buy me more books when I was a child. I wish _____ .
3 It's a shame I can't sing well. I wish _____ .
4 I regret I wasn't born in a warmer country. I wish _____ .
5 It was silly to quarrel with the teacher. I wish _____ .
6 What a pity Lem isn't alive. I wish _____ .

7 What things do you regret about the past and the present? Write sentences starting with *I wish ...* .

Example
I wish Poland had won the World Cup.

Study Corner 10

Language Check

1 Complete the text with the words in brackets in the correct form.

The fantasy world of Narnia is the [1]_____ (create) of the [2]_____ (write) C.S. Lewis. Four children (Peter, Susan, Edmund and Lucy) enter this [3]_____ (mystery) world through a magic wardrobe. They meet [4]_____ (colour) characters but Edmund has an [5]_____ (argue) with Peter and he falls into the hands of a [6]_____ (danger) and [7]_____ (power) witch. She is the [8]_____ (rule) of Narnia but is worried about the return of Aslan, the lion. They made a film of the book in 2005. The special effects are very [9]_____ (impress) and the film is very good [10]_____ (entertain).

Vocabulary ☐ / 10

2 Rewrite the sentences so that they have the same meaning.

11 Sue didn't pass her exams so she didn't go to university. (*If Sue … to university.*)

12 I missed a goal and we lost 1–0! (*If I … the game.*)

13 My sister went to the party and she met her boyfriend there. (*If my sister … her boyfriend.*)

14 Tommy's brother played the guitar, so Tommy started to play, too, and became a famous guitarist. (*If his brother … a famous guitarist.*)

15 I was very nervous and didn't play well. (*If I … better.*)

16 He didn't do any exercise and had problems in the marathon. (*If he … problems in the marathon.*)

17 She didn't know about the concert until yesterday and there were no tickets left. (*If she … tickets for sale.*)

18 Tania went on holiday to Greece and met Sofia. (*If Tania … Sofia.*)

19 There was no snow so we couldn't go skiing. (*If it … skiing.*)

20 He broke his leg because he went too fast on his motorbike. (*If he … his leg.*)

3 Complete the sentences.

21 Oh no, the weather's bad. I wish it …

22 I didn't study much for that exam. I wish I …

23 I don't know the answer. I wish I …

24 It's a pity you missed the start of the match. I wish you …

25 The film sounded great. I wish I …

Grammar ☐ / 15

4 Complete the dialogue.

A: [26]_____ to interrupt you, Pat. Have you seen my mobile?

B: Er, yeah, it's over there. [27]_____ the way, Sue phoned earlier. She wants to know what we're doing on Saturday.

A: I think we're meeting Sandra, aren't we? [28]_____ talk about that later. [29]_____ I was saying, where's my mobile?

B: There, on the table.

A: Oh, yeah.

B: [30]_____ the subject, can you read this letter? Tell me what you think.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 102 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–10	Get Ready and Unit 29 – Key Words and Word Builder
Numbers 11–20	Unit 28 – Grammar
Numbers 21–25	Understanding Grammar
Numbers 26–30	Unit 30 – Key Expressions

Study Help: Dictionary Skills (2)

Read the advice below.

- A good dictionary can help you work out the meanings of idiomatic expressions.
- First, identify the key word in the phrase, e.g. *He **lost** his temper when I told him that I had broken the window.* Then look up the key word in your dictionary, ***lose***.
- Finally, look for an equivalent idiom in your own language or try to paraphrase the English one.

- Find idiomatic expressions with these meanings in sentences 1–3.

do badly / not realise something / not know where you are

1 We lost our way when we were in the forest.
2 The computer game was such good fun I lost track of the time.
3 Our basketball team lost out because their players were much taller than us.

Student A

Unit 4, Exercise 10, page 17

Ask and answer questions about the pictures. Use the cues in the order in which they are given. Use the Past Perfect in the answers.

Example

A: Why did he decide to rob the bank?

B: Because he had lost all his money gambling.

A

Why did he decide to rob the bank?

How did they manage to catch the robber?

Why didn't he wear a mask?

Were the police certain they had the right man?

Did they find the money?

he – see a cow in the road

no, but he – not sleep well the night before

win a few amateur driving competitions

he – drop his girlfriend at the bus stop

the owner of the cow – call the police

Unit 16, Exercise 11, page 57

Requests

1 (use bike) ... I'd like to borrow it for two hours.

2 (go on the Internet) ... Can you see if there are any interesting films on?

3 (read this magazine) ... Can I have a look at it?

Offers

4 (not use the computer) ... You can play some games.

5 (order pizza) ... Would you like some, too?

6 (see the dentist) ... Would you like me to make an appointment for you?

Unit 17, Exercise 10, page 59

Read about the product below. Then answer your partner's questions.

ORGANIC COTTON T-SHIRT

This trendy cotton T-shirt is made from pure organic cotton. The cotton is grown in India and we guarantee that the small farmers get a good price for their cotton. All cotton is grown organically and no chemical pesticides are used. The factories where the T-shirts are made all pay the minimum wage and have good working conditions.

T-shirts are available in the following colours: Red, Cream, Black and Mint in sizes: XS (8), S (10), M (12), L (14), XL (16), XXL (18).

The organic T-shirt is stylish and very comfortable. It only costs £19.00.

Now ask your partner these questions.

1 What is the product?

2 Why is it good for the environment?

3 What different ways of charging the radio are there?

4 How much does it cost?

5 What kind of people need it?

Unit 26, Exercise 8, page 89

Read these situations and explanations. Then answer your partner's questions.

Situation: A man is in bed. He makes a phone call, says nothing, and then goes to sleep.
Explanation: The man is in a hotel and can't sleep because someone in the next room is snoring. The man phones the next room, wakes up the snorer and then goes to sleep.

Situation: There are some stones, a carrot, a hat and a pipe on the ground in the middle of a garden.
Explanation: The objects are the remains of a snowman which has melted.

Questionnaire scores and answers

Module 1. Get Ready. Exercise 2. Page 4.
1 postal service **2** telegraph **3** telephone
4 network (ARPANET) **5** e-mail **6** mobile phone
7 Instant messaging

Unit 5. Exercise 1. Page 18.
Guy Fawkes: 3, 5. Cleopatra: 1, 6. Colombus: 2, 4.

Unit 5. Exercise 3. Page 18.

Look at the headlines about the news stories in Get Ready, Exercise 2, page 15. Guess what they mean.
1 Aussie Saves United
2 Cuba Crisis Declared
3 Proud Parents Pose
4 Masked Gunman Caught
5 Thousands Flee Homes

Now match the headlines (1–5) with the explanations (a–e).
a) The government have declared a state of emergency in the south of the island.
b) Julie and Jeff invited journalists to their home to take photos of them and their son, Ben.
c) One of the men who robbed the Natwest Bank in Manchester has been arrested.
d) Dave Smith played brilliantly and saved two penalties against Liverpool.
e) Large numbers of people in Cuba have had to leave their houses.

Module 5. Get Ready. Exercise 3. Page 45.
Results:
Answers mainly '**a**': you and your family waste a lot of water
Answers mainly '**b**': you need to use less water
Answers mainly '**c**': you are looking after your planet!

Reasons:
1 Having a quick shower can save over 400 litres of water a week compared to having a bath.
2 & 3 Leaving the tap on wastes 9 litres a minute.

Across Cultures 3. Exercise 7. Page 53
Results:
Answers mainly '**a**': you are very healthy
Answers mainly '**b**': you should drink more healthy drinks
Answers mainly '**c**': you need to completely change your drinking habits

Reasons:
1 To be healthy you should drink 1.5 litres of water a day.
2 Coffee and tea are healthy in small quantities but the caffeine in them is damaging in large quantities.
3 Soft drinks are dangerous in large quantities because they cause weight problems.
4 Diet drinks have artificial sweeteners which could be dangerous.
5 Milk is a good drink because it gives you calcium which you need for teeth and bones. Many teenagers need more calcium. Fresh fruit is full of vitamins. Manufactured drinks only contain 20–30% of fruit juice and quite a lot of sugar. Fizzy soft drinks have a lot of sugar that is bad for your teeth and your weight.

Module 6. Get Ready. Exercise 4. Page 55.
Questionnaire Scores:
1 Turn the lights off when you leave a room. **+2 points**
(Why? Leaving lights on wastes a lot of electricity.)
2 Walk or cycle to school every day. **+5 points**
(Why? Many short car journeys are unnecessary and create more pollution and greenhouse gases than long journeys.)
3 Leave the TV or hi-fi on standby. **–2 points**
(Why? Leaving machines on standby increases our electricity use by about 7–10%.)
4 Use a reusable bag when you go shopping. **+3 points**
(Why? Over 500 billion plastic bags are used and thrown away every year.)
5 Use both sides of a piece of paper. **+2 points**
(Why? 40% of all the trees cut down are used to make paper.)
6 Drop litter when you're out with your friends. **–8 points**
(Why? Litter looks horrible, costs a lot of money to clean up and is bad for wildlife.)
7 Collect and recycle cans and plastic bottles. **+5 points**
(Why? Recycling saves energy and resources (e.g. aluminium in cans). It also reduces the amount of rubbish we produce which has to be put somewhere.)

Results:
6 or under You are a disaster for the planet!
Over 6 That's quite good but you can do more!
Over 10 Brilliant! You're a good green!

Fact or Fiction?

Unit 2, page 9, **fact**

Unit 5, page 19, **fact** (And the figure is rising daily!)

Unit 8, page 29, **fact** (Around a fifth of British young people feel unsafe at night, girls more than boys.)

Unit 11, page 39, **fiction** (The Celts used coins shaped as rings and wheels but not as hedgehogs! Some coins, though, were made in the shape of animals. In Ukraine, in the 5th century BC, coins in the shape of dolphins were used.)

Unit 13, page 47, **fact**

Unit 14, page 48, **fact**

Unit 17, page 59, **fact** (See this website: www.hybridcars.com)

Unit 20, page 69, **fiction** (There are no height limits. Most models are between 1.73 m and 1.8 m but many are smaller or taller.)

Unit 22, page 77, **fact**

Unit 23, page 79, **fiction** (It means 'someone who competes for a prize'.)

Unit 26, page 89, **fact** (Holmes was killed in *The Adventure of the Final Problem* but reappeared in *The Adventure of the Empty House* after public pressure for the popular detective to be brought back to life.)

Unit 28, page 97, **fiction** (Vincent van Gogh cut off his left ear.)

Student B

Unit 4, Exercise 10, page 17

Ask and answer questions about the pictures. Use the cues in the order in which they are given. Use the Past Perfect in the answers.

Example

A: *Why did he decide to rob the bank?*

B: *Because he had lost all his money gambling.*

B

lose all his money gambling
security camera – film the robber's face
leave the mask at home
the robber – leave his fingerprints in the bank
the robber – hide the money in his house

Why did the man crash into the tree?
Did he drive too fast?
Was he a good driver?
Were there any passangers in the car?
How did the police learn about the accident?

Unit 16, Exercise 11, page 57

Requests

1 (buy tickets for a concert) ... Could you get one for me?
2 (sit here) ... Could I take this seat?
3 (go to the school shop) ... Will you buy me an orange juice?

Offers

4 (not eat this chocolate bar) ... Why don't you have it?
5 (make tea) ... Shall I get you a cup, too?
6 (go out) ... Would you like something from the shops?

Unit 17, Exercise 10, page 59

Ask your partner questions about a product.

1 What is the product?
2 Why is it good for people in the developing world?
3 How is it good for the environment?
4 How much does it cost?
5 What colours are there? Have you got my size?

Now read about this product. Answer your partner's questions about it.

ROVER WIND-UP RADIO

Everyone should have one of these. You can listen to the radio anywhere, at any time with this new, wind-up, solar-powered radio. When you wind the handle for 30 seconds you get 35 minutes of normal listening and you can wind it up as much as you like. The battery is also charged automatically from the solar panel when the radio is in the sun. You can also use a conventional wall charger to charge the radio for up to 25 hours.

The Rover is fun and convenient. It is for people who like being outdoors and who like listening to music or information programmes. The Rover has an attractive design and is tough and durable. It is fantastic value at only £29.99.

Unit 26, Exercise 8, page 89

Read these situations and explanations. Then answer your partner's questions.

Situation: Oliver and Sam are lying dead on the floor in a pool of water. The window is open.
Explanation: Oliver and Sam are goldfish. The window blew open and knocked the goldfish bowl onto the floor. The bowl broke and the fish died.

Situation: A woman buys a new pair of shoes, goes to work and dies.
Explanation: The woman is a knife-thrower's assistant in a circus. Her new shoes have high heels. She wears them during the performance and is taller than usual, so a knife kills her.

TIME OUT!

1 Animal Talk

Animals can't talk but they communicate in other ways. Just one thing – the names of the animals are in the wrong places! Can you correct them?

1. **Horses** show they're angry by putting out their tongues.
2. **Elephants** put their tail between their legs when they are frightened.
3. **Giraffes** rub noses as a sign of affection.
4. **Kangaroos** show affection by holding each other's trunks.
5. **Dogs** press their necks together when they are attracted to each other.
6. **Gorillas** hit the ground with their back legs when there is danger.

2 INSTANT MESSAGES

Helen, Miriam and Lydia were chatting online, but something went wrong with the program and it put the messages in the wrong order. Put them in the correct order.

a) Miriam: Yes. It took me ages. And you?

b) Helen: Are you sure you just don't want to miss the physics test?

1 c) Lydia: Hi Miriam. Have you done the maths homework?

d) Miriam: I'm not going to school. I've got a cold.

e) Lydia: I can't do number 3 ☹.

f) Lydia: So are you gonna miss the party on Saturday?

g) Miriam: I don't think I've done it right, either. Look, Helen's online.

h) Miriam: Well, I think I'll be better for that!

i) Miriam: No, honest, I've got a sore throat and temperature.

3

Your Own Radio Show!

Here's your chance to be a top DJ – plan your own radio show here!

Playlist

Special guest

Who?

Write three questions to ask your guest.

'Hot topic' for a phone-in

Write a topic for your listeners to give their opinions about.

Compare your radio show with your friends'. Which show is the best?

Animal Talk: 1 gorillas, 2 dogs, 3 horses, 4 elephants, 5 giraffes, 6 kangaroos Instant Messages: 1 c, 2 a, 3 e, 4 g, 5 i, 6 d, 7 b, 8 f, 9 h, 10 h

4 Stories in Reverse

A Here is a funny news story from Germany. Put the sentences in the correct order to find out why the woman called the police.

An old woman called the police ...

- [ ] a Before that, the parrot had started to call 'Mama, Mama!'
- [1] b Before that, the woman had thought her new neighbour's child was alone in the house.
- [ ] c Before that, the woman had heard someone calling for their mother.
- [ ] d Before that, the woman's new neighbours had put their pet parrot in its cage and had gone out.

B Here's a story from Brazil. Put the sentences in the correct order to find out what happened.

Some boys found $60,000 ...

- [ ] a Before that, some robbers had hidden the money in a suitcase in the garden of an old house.
- [ ] b Before that, the robbers had robbed a bank.
- [1] c Before that, they had climbed over the fence into the garden and had seen a suitcase full of money.
- [ ] d Before that, the boys had played football.
- [ ] e Before that, they had lost the ball in the garden of an old house.

5 Headlines from History

Match these headlines from history with the years.

1347 1492 1789 1893 1912 1958 1969

a TITANIC SINKS!

b MAN WALKS ON THE MOON

c Black Death: Killer Disease Hits Europe

d COLOMBUS FINDS 'NEW WORLD'

e RUSSIA LAUNCHES SPUTNIK SATELLITE

f REVOLUTION IN FRANCE - KING FLEES VERSAILLES

g Women Get Vote In New Zealand

6 Mixed-Up News

Find two different news stories. Match each sentence (a–h) with the headlines (A or B) and then put them in the correct order.

A BATHROOM PLAY

B RADIO ROBBERY

- [ ] a) A Brazilian DJ was robbed while he was doing his daily radio show.
- [ ] b) The play, called *Thorough Search*, is staged in a bathroom at the Renaissance Theatre.
- [ ] c) The police said: 'The robbers didn't realise what was going on and we were able to surprise them and arrest them.'
- [ ] d) A new play is a surprise hit in the Brazilian city of São Paulo.
- [ ] e) Only 30 people can fit inside the bathroom and they have to stand up during the 30-minute performance.
- [ ] f) Tiago Amorin da Silva was talking 'live' on *Verde e Rosa* radio station at 2 a.m., when two men broke into the studio and demanded money.
- [ ] g) A spokesperson for the producers said: 'We are a huge success. We have to perform extra shows every week!'
- [ ] h) The thieves didn't realise that they were on the radio and over a hundred listeners called the police.

Stories in Reverse
Story A: 1 b, 2 c, 3 a, 4 d
Story B: 1 c, 2 e, 3 d, 4 a, 5 b

Headlines from History
a 1912, b 1969, c 1347, d 1492, e 1958, f 1789, g 1893

Mixed-Up News
Story A: d, b, e, g; Story B: a, f, h, c

7 The Island

Read the first part of a summary of the *Lord of the Flies* by William Golding, the Nobel Prize winner. Match the names of the boys (1–4) with the descriptions (a–d). Which character do you like and dislike most? Give reasons.

1 Piggy
2 Ralph
3 Jack
4 Simon

a) the leader of the group
b) a choirboy who helps him
c) an overweight boy with glasses
d) the leader of the hunters

During World War II, two English schoolboys meet on a beautiful tropical beach. Ralph is fair-haired and good-looking. Piggy is chubby with glasses. They were on a plane when it was shot down and crashed in the jungle. Piggy sees a conch shell and Ralph uses it to call the other boys that were on the plane. Gradually, they all come to the beach. A group of choirboys, led by an older boy called Jack, are the last to arrive. The boys decide to choose a leader. All the choirboys vote for Jack but the rest choose Ralph. As leader, Ralph asks Jack to be in charge of a group of hunters. Then, Ralph, Jack and a choirboy called Simon explore the island. They climb through thick jungle to the top of the highest mountain. They are on an island and there are no other people.

When they return to the beach, Ralph calls another meeting. There are no adults on the island and they will have to survive on their own. The little boys are afraid and one of them says he saw a 'beast' during the night. Ralph decides to build a fire on the mountain so that passing ships can see it. They collect

8 The Beast

Read the second part of the summary. List the three most negative things that happen.

Later that evening, Ralph calls a meeting. He complains that nobody is doing his job. They are not building shelters, collecting water or keeping the fire going. However, the boys are more worried about beasts and monsters. Ralph and Piggy try to explain that there are no monsters on the island. Simon says that the beast may be the boys themselves but the boys just laugh at him. Jack and his hunters offer to kill the monster and run off dancing and chanting.

That night, while the boys are sleeping, there is an air battle over the island. A dead parachutist lands on the island and his parachute gets caught in the trees. The two boys looking after the fire see him and think he is the monster. They rush back to the beach and tell everybody. Ralph, Jack and the hunters go looking for the monster.

While they are searching, Jack organises another hunt but the pig escapes. Afterwards, the boys play a game of 'hunting' one of the young boys and nearly kill him. When it gets dark, Ralph wants to go back to the beach but Jack persuades them to keep going. They see the parachutist in the dark and think he is the monster.

The next morning, they have a meeting. Jack says Ralph is a coward but the boys do not want to change the leader so Jack goes off to a place by the sea called Castle Rock and starts his own 'tribe' of 'hunters'. The hunters catch a pig and then attack Ralph's group to get burning sticks from the fire. More of the boys join the hunters because they are hungry and Jack is going to have a big feast to eat the pig. Later, Simon goes into the jungle and sees the pig's head covered in flies. It seems to come to life and talk to him. Simon faints.

9 Chaos

Read the last part of the summary. Why did the boys get out of control? What do you think would happen if you and your classmates were in the same situation as the boys?

When Simon wakes up, he sees the dead parachutist in a tree. He takes the parachute with him to prove to the others that there is no monster. Meanwhile, Ralph and Piggy go to Jack's feast. After the feast, Jack invites all the boys to join his tribe and most of them accept. They are dancing and chanting when they see a figure coming towards them. It is Simon with the parachute but they think he is the monster. They attack and kill him with their bare hands.

Ralph and Piggy go back to the old camp. They realise they have just killed someone. Back at Castle Rock, Jack ties up and beats a boy just to show his power.

dead wood and start a fire with Piggy's glasses but the fire gets out of control and there is a forest fire. Piggy realises that a little boy is missing and everyone is shocked.

The boys have lots of fruit to eat on the island but some of them want meat. Jack and his hunters try to catch a pig but it escapes. He goes back to the beach where Ralph and Simon are building huts for the little boys. Ralph is angry with Jack because he thinks that Jack and his hunters are trying to avoid real work.

Further down the beach, some small boys are playing when one of the hunters comes along. He destroys their sandcastles and throws stones at them. Then all of the hunters paint their faces and go off looking for another pig. Later, Ralph and Piggy see a ship in the distance but the fire is out! The hunters come back with a pig and they are excited. Ralph is angry because they let the fire go out but they ignore him. When Piggy complains, Jack hits him and breaks one of the lenses of his glasses. The hunters make a fire, roast the pig and dance wildly round the fire. Ralph angrily goes off on his own.

He says that Ralph and Piggy are now a danger to the tribe. That night, the hunters attack the camp and steal Piggy's glasses.

The following morning, Ralph calls a meeting but there are only a few boys left in his group. They decide to talk to Jack and get Piggy's glasses back. However, when they go to Castle Rock, a fight between Jack and Ralph starts. Piggy tries to stop it. He says that it is better to have rules and to agree than to fight and kill. Suddenly, one of the hunters pushes a big rock down the hill towards Piggy. It kills him and smashes the conch shell. Ralph runs off into the jungle.

In the morning, the hunters come after Ralph and find his hiding place. They cannot get him out so they set fire to the jungle. Ralph fights his way out and runs towards the beach. He is running desperately when he almost crashes into a British naval officer on the beach. His ship had seen the fire and come to investigate. When he sees the boys with their faces painted and carrying spears, he thinks they have been having fun and games. However, when they tell him what has happened, he is angry that a group of English boys have behaved like 'savages'. In the end, all the boys are taken to the ship and start the long journey home.

10 Guess the Price

Guess how much the objects below were sold for at auction.

$22,000 $140,000 $60,000 $17.4 million

1. A hat and a cane from one of Charlie Chaplin's films.
2. A black cocktail dress worn by Marilyn Monroe in one of her films.
3. An angry letter to a journalist written by John Lennon.
4. Four American flags from the American War of Independence captured by an officer in the British army in 1780.

11 Time Bank Quiz

Read about a local time bank and complete the accounts below.

Tom Kempton is a dentist who decided to set up a time bank in his street in London. One hour's work gives everybody in the time bank one time credit. One time credit means that you can get an hour's work from someone else in the time bank. The Elfindale Avenue Time Bank has now been going for three months and there are seven people in it: Tom; two teenagers called Joanna Davies and Chris Waterstone; a guitar teacher called Carol Carson; an electrician called Neil Simons and his wife Sharon; and an elderly lady called Mrs Waits.

In the first week, Mrs Waits wanted someone to paint her living room. Joanna and Chris painted it for her during the school holidays. They each spent three days doing it and worked four hours a day. When they finished, Chris spent half of his credits on guitar lessons with his neighbour Carol Carson. Chris spent eight more credits to pay Neil Simons to repair his sound system. Neil was organising a birthday party for his daughter and his neighbour Mrs Waits made cakes and biscuits for it. It took Mrs Waits twelve hours to do this. In the same week, Carol Carson, had a problem with a tooth and went to Tom. Her treatment took Tom nine hours.

Tom then went away on holiday in Spain for a week and Mrs Waits looked after his house and fed his cat. This took her ten hours because she did Tom's ironing, too. Neil's wife, Sharon, is now a housewife but worked before as a hairdresser. She cut and styled Joanne Davies's hair twice a month in this three-month period and took an hour each time. She also spent two hours piercing Joanna's ears. Sharon needed someone to babysit and Carol Carson came round and looked after her daughter for three hours.

	Time Credits		Total (+ or −)
Mrs Waits	+12 +10	−24	−2
Joanna Davies			
Chris Waterstone			
Tom Kempton			
Carol Carson			
Neil Simons			
Sharon Simons			

12 Odd One Out

Circle the Odd One Out.

1 a) bank account b) auction c) cheque book d) credit card e) savings account

2 a) dollar b) French franc c) euro d) yen e) pound

3 a) to make money b) to earn money c) to win money d) to lose money e) to raise money

4 a) eBay b) auction c) boots d) on sale e) market

5 a) a piece of paper b) a cup of coffee c) a slice of cake d) a bag of crisps e) a glass of orange juice

6 a) bronze b) cloth c) iron d) tin e) silver

7 a) shampoo b) a refund c) money back d) a receipt e) a replacement

8 a) It doesn't work. b) It's damaged. c) A part is missing. d) It's expensive. e) It's too tight.

Guess the Price: 1 $140,000. 2 $60,000. 3 $22,000. 4 $17.4 million

13 Treasure Hunt

In the 17th century, the pirate Tom Morgan hid some treasure near the town of Blackport. Read the statements. Mark on the map where you think the hidden treasure is.

Dr Hawkings – professor of archaeology

We know that Tom Morgan arrived in England in 1689 with Spanish treasure. His ship, *The Jolly Roger*, was old and it might have sunk near Blackport. It could have been near the island but divers have looked for wrecks there and found nothing at all. We think Morgan could have taken the treasure to the shore and hidden it somewhere. He came from Blackport and knew lots of good places to hide it.

Bernadette Morgan – one of Morgan's family

I heard lots of stories about Tom Morgan from my grandfather. When Tom came back to England, he probably stayed in one of the cottages on the beach near the church of St Laurence. He could have hidden the treasure in the sea cave but people have looked there and found nothing. One theory is that he buried it on the beach. Another, is that he threw it into the pool which is not far from the beach. Apparently, he always went fishing there when he was a boy.

Micky Green – treasure hunter

I've got an old map belonging to Tom Morgan. The map's not very clear but I don't think the treasure can be on the beach. It would be too easy to find, wouldn't it? What about somewhere on Black Hill? That's possible but it's a long way to take heavy treasure. I think it must be somewhere near the wood or Blackport Farm. And it must have been an easy place to hide treasure. Tom Morgan was not well and died a few days after coming back to England of a tropical disease. Tom had to hide the treasure quickly, too. Lots of people were looking for him!

14 WORLD QUIZ

Order the places below from the biggest to the smallest.

1. **Continents (size):**
   Europe
   Africa
   Asia
2. **Oceans (size):**
   the Pacific
   the Arctic
   the Atlantic
3. **Rivers (length):**
   the Yangtze (China)
   the Nile
   the Amazon
4. **Mountains (height):**
   Aconcagua (S. America)
   Everest (Asia)
   Kilimanjaro (Africa)
5. **Lakes (size):**
   Lake Titicaca
   Caspian Sea
   Lake Victoria
6. **Islands (size):**
   Greenland (N. America)
   Great Britain (Europe)
   Madagascar (Africa)

15 Meerkats

Read the description. Guess which three things in it are false.

Meerkats are one of the most popular animals at Bristol Zoo. They live in Africa and eat insects, roots and fruit. The meerkats at the zoo also love eating dog biscuits and are very fond of coffee ice cream! Meerkats live in semi-desert areas which are cold at night. They like sunbathing in the mornings to warm up. They spend their nights underground. They are very sociable animals and live in groups of 10–20. Each meerkat has a job in the community. There are hunters, sentries (they watch for enemies), police officers and babysitters (they look after other meerkats' babies). Meerkats communicate by making a soft murmur and their language is as sophisticated as that of whales and dolphins. When meerkats bark, it means that there is danger and all the meerkats run back underground.

Meerkats like dog biscuits but they don't eat coffee ice cream. Meerkats are not police officers but they do the other jobs. They work as a community more than any other animals except for humans. Meerkats do not use a sophisticated language.

16 Sort the Rubbish!

Find the right place (a–h) for the rubbish (1–20).

☐ 1	cardboard cereal packets/egg boxes	☐ 11	clothes (in good condition)
☐ 2	plastic packaging	☐ 12	old mobile phones
☐ 3	broken televisions/computers	☐ 13	flowers/plants
☐ 4	newspapers/magazines	☐ 14	fruit
☐ 5	plastic bottles (washed)	☐ 15	tins/cans (washed)
☐ 6	glass bottles/jars (washed)	☐ 16	waste paper
☐ 7	tea bags	☐ 17	vegetables
☐ 8	envelopes/letters	☐ 18	meat/fish
☐ 9	broken fridges	☐ 19	re-usable furniture
☐ 10	books (in good condition)	☐ 20	polystyrene packaging

17 Shopping Habits

Read about three families' shopping habits.
How green are they? Classify them:
a) ultra-green b) not very green c) very bad for the planet!
Give three reasons for each of your answers.

1 Every Saturday, Tina and Colin Royle go by car to the supermarket two miles away from their home. They don't like vegetables very much but in the summer, they sometimes buy local fruit from a farm shop near them. Their favourite food is pizza, hamburgers and chips and they usually buy frozen food. They buy a lot of tins, too, especially baked beans. Colin loves chocolate and he always buys a few packets of chocolate biscuits. They would like to buy a new TV because the one they've got is very old.

2 Tim and Kathy Myers walk to the local shops twice a week with their re-usable shopping bags. They buy organic fruit and vegetables in the market – both of them are vegetarians. They also grow vegetables in their small garden which they fertilise with their own compost. They have ten hens which give them eggs, and a goat which gives them milk. Sometimes, they buy low-energy light bulbs for their house. They haven't got a computer or television at home. They listen to their wind-up radio!

3 Rodney and Margaret Caldwell go shopping twice a week at a big hyper-market about twenty miles from their house. They've got a big four-wheel-drive car so it's a comfortable journey. They go on foreign holidays four or five times a year, especially to South Africa, the Far East and Australia, and they like buying delicacies from around the world. They always buy the best vegetables available: apples from Chile, kiwis from New Zealand and raspberries from Kenya. Rodney and Margaret like buying gadgets. They have four plasma TVs, three computers, two enormous washing machines, a dishwasher and two big fridges. They love clothes and drive two hundred miles to London every month to go to the best shops.

a garden compost

b charity shop

d glass e metal f plastic g paper

c normal rubbish

h recycling centre (metal/batteries)

18 Big Yellow Taxi

Read about the song.

'Big Yellow Taxi' was written by the Canadian singer-songwriter, Joni Mitchell. It has been performed by lots of other artists such as Counting Crows, Janet Jackson and Bob Dylan. She wrote it when she was staying at a hotel in Hawaii.

• Listen to the song.

They paved paradise
And put up a parking lot
With a pink **1**_____ , a boutique
And a swinging hot spot.

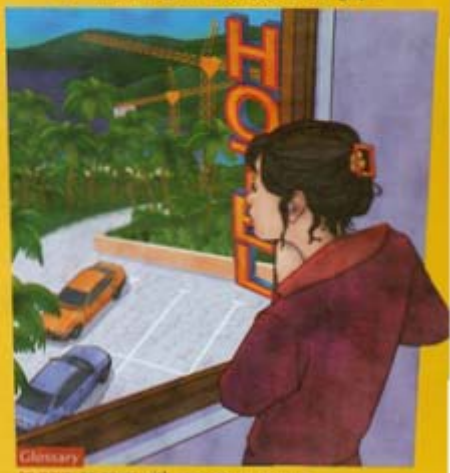
chorus
Don't it always seem to go
That you don't know what you've **2**_____
Till it's gone?
They paved paradise
And **3**_____ a parking lot.

They took all the **4**_____
Put 'em in a tree museum
And they charged the people
A **5**_____ and a half just to see 'em.

Hey farmer, farmer
Put away that DDT now.
Give me spots on my **6**_____
But leave me the **7**_____ and the bees
Please!

Late last night
I heard the screen door slam
And a big **8**_____ taxi
Took away my old man

• Listen again. Complete the gaps.



Glossary
to pave: to cover with concrete or tarmac
parking lot (US): car park
swinging hot spot: fashionable place
DDT: a toxic insecticide that kills birds and bees
screen door: an extra outside door for protection against insects or bad weather
old man: boyfriend, husband

19 Fashion Quiz

Read the sentences and guess who the fashions were popular with.

		men	women	both
1	Aristocratic Egyptians wore eye make-up.			✓
2	Young people in Ancient Greece wore short tunics called 'chitons'.			
3	Fashionable Romans wore a lot of jewellery.			
4	The average Roman citizen wore a white toga.			
5	Long pointed shoes were popular in 15th century Europe.			
6	At the end of the 16th century, people wore very big collars called 'ruffs'.			
7	Fashionable people in 18th century Europe wore wigs.			
8	Very tall hairstyles (up to 1 m) were popular at the end of the 18th century.			
9	The suit became a uniform for many people in the mid 19th century.			
10	People started to have shorter hair after World War I (1914-1918).			

20 Fashion Report

What is 'in' this year in your area? Complete the report. Read it to the class.

Boys

Trousers:

Shirts:

Jackets/coats:

Shoes:

Hats:

Girls

Trousers:

Skirts/dresses:

Tops/blouses:

Jackets/coats:

Shoes:

Hats:

21 Spot the Difference

Find ten differences in appearance between the twin girls.

Example *Mary's jeans are not torn but Margaret's are.*

Margaret Mary

Fashion Quiz: 2 men, 3 women, 4 men, 5 both, 6 both, 7 men, 8 women, 9 men, 10 both

22 SPORTS COMMENTARIES

What do you know about football and basketball?
Read the sports commentaries.
Find three factual mistakes in each.

'It's another World Cup disaster for England. We are losing AGAIN in the quarter finals to Argentina. It's the fifty-second minute and England are losing 2–0. Can we score before half-time? Rooney takes the ball ... But he loses it to Sorin. Sorin passes to Cambiasso. Cambiasso goes past two men and sends a long pass to Ayala on the right. Ayala centres the ball and passes to Messi in the penalty area. Joe Cole challenges him and Messi goes down in the area. I'm afraid that's a penalty for Argentina! That's the third yellow card for Cole, too, so now England only have twelve men!'

It's the last quarter of this fantastic World Championship basketball game between Croatia and Spain. Croatia are winning 1–0 but it's a very close game. Pau Gasol takes the ball and shoots from 4 metres out but he misses. It's a pity, Spain really needed that point there. Kanun takes the ball and tthrows it to Vujcic. Vujcic moves up the court. He passes to Ukic. Ukic passes to Vujcic. Navarro holds Vucjic's arm and pulls the ball off him and passes it to Garbajosa. Now Spain have got possession again!

23 Sports Crossword

Can you do the crossword?

Across
1 & 13. A football referee shows this when he sends a player off.
3. In this event you throw a pointed stick.
5. The type of medal a winner gets.
7. Someone who is good at sports.
9. This person performs in a gym.
12. In this event you throw a heavy disc.
14 (& 8 down). Event in which you jump over a horizontal bar.
17. A group of players.
18. A drug problem in sport.
19. The king of the gods in ancient Greece.

Down
2. You get one if you come 1st, 2nd or 3rd.
4. The first modern Olympics were held here in 1896.
6. Olympic city in 2008.
10. This race is over 42 km long!
11. Styles in this sport are freestyle, breaststroke and butterfly.
15 & 16. A sport played on ice.

24 Anagram News

What are the anagrams in the sports news?

Here is the sports news. Yesterday, Arsenal won their first game in the European Champions **1 aeuegl** _____ – three-nil against Glasgow Rangers. Manchester United were lucky to get a nil–all **2 wrad** _____ against Benfica of Portugal. In the athletics **3 etoimpontic** _____ at Wembley, Asafa Powell of Jamaica won the 100 metres **4 ifanl** _____ in 9.8 seconds. The winner of the men's **5 sicsdu** _____ was Virginijus Alekna of Lithuania with a **6 whrto** _____ of just over 70 metres. Everything is ready for the London **7 rahnmoat** _____ next week. Tomorrow we will be talking with some of the top women **8 tteaslhe** _____ – Roba Tola of Ethiopia, Reiko Tosa of Japan and Jelena Prokopcupa of Latvia.

The Murders in the Rue Morgue

by Edgar Allan Poe

25 Episode 1

- **Look at the picture and think of possible answers to these questions.**

1 What was the crime?
2 What time did it happen?
3 What was the motive?
4 Who did the crime?

- **Read Episode 1. Which questions are answered?**

Let me tell you about Auguste Dupin, a man with not only great powers of analysis but also a great imagination. We met by chance one day in a small library in Paris. In fact, we were both looking for the same book and we began a most pleasant conversation. To cut a long story short, we became great friends and decided to share an apartment to save money. Soon after we had moved into our apartment, Dupin read out a story from the morning newspaper. It concerned some horrible murders in the Rue Morgue. According to the newspaper, this is what had happened.

One night, about three o'clock in the morning, some neighbours of Madame L'Espanaye and her daughter, Camille, were woken by screams from their apartment on the fourth floor. They immediately called the police. When the police arrived, they had to break into the locked apartment and found the room in a complete mess. It was an obvious crime scene with many pieces of evidence. There was a razor with blood on it, some reddish-brown human hair and several bags of money, but at first the police couldn't find any victims. Then one of the policemen noticed some marks on the floor leading to the chimney, where they found the body of Madamoiselle Camille. It seems the murderer must have killed the girl and then pushed her body up the chimney. But where was her mother? The police and neighbours searched the area near the apartment and found Madame L'Espanaye's body in the yard at the back of the building. Her throat had been cut.

26 Episode 2

- **Read Episode 2 on page 119. What conclusions does Dupin have about these things:**

1 the motive
2 the murderer's language
3 how the murderer got in
4 the murderer

27 Episode 3

- **Read the last sentence of Episode 2 again. If Dupin is correct, what do you think happened?**

1 The orang-utan escaped from the Paris zoo.
2 The orang-utan was somebody's pet and it escaped.
3 The murderer was somebody dressed as an orang-utan.

- **Read Episode 3 and check your answers.**

The next day, the newspaper gave more details about the crime. All the witnesses agreed that they had heard two voices. One was a deep Frenchman's voice. The other was a higher voice; some witnesses thought it was foreign, others that it may have been a woman's voice. It also announced that the police had arrested a man, Adolphe Le Bon, in connection with the murders. When I read this last point to Dupin, he became concerned. He knew Le Bon, a bank clerk who had once done a favour for him, and did not believe he was capable of these violent murders.

Dupin immediately went to the police and got permission to investigate the crime scene. Afterwards he told me his conclusions. He thought the police were trying to find a motive, but maybe there wasn't one. He also thought the police had not interpreted the statements of the witnesses carefully. For example, nobody could be certain the high voice was a man's or woman's, the language it spoke, or indeed if it spoke any words – maybe it just made sounds. Also, the police said no suspect could have climbed the wall of the building and entered the apartment through a window. However, when Dupin investigated the scene, he concluded that a very athletic person could climb the electric cables on the outside wall and jump onto the window ledge. This final point, linked with the horrible violence of the murders, led Dupin to the conclusion that this crime must have been committed by someone, or something, with *superhuman* strength and *inhuman* violence.

'Are you saying the murderer is not human?' I asked.

'Let me just say that I don't believe the hair the police removed from Madame L'Espanaye's fingernails is human hair,' replied Dupin. 'And one more thing.' At this point he took out a pencil and drew a picture the same size and shape of the hand that killed the two women.

'What are you suggesting, Dupin?' I asked.

'All I am saying is that all the evidence points to one conclusion. The murderer was an animal – an orang-utan.'

The next day, Dupin put an advert in the newspaper. He offered a reward for the safe capture of an escaped orang-utan.

'I believe we will soon meet the owner of this animal,' he said. 'He's probably a sailor.'

'Why do you say that?' I asked.

'When I examined the yard at the back of the building, I found some cloth tied with a sailor's knot. That's something else the police didn't notice.'

As Dupin predicted, later that day a sailor arrived at our apartment. Dupin told the sailor he believed he was innocent.

'Tell me all you know about the murders,' he asked.

'I brought the animal back with me from a voyage to the Far East,' replied the sailor. 'I was going to sell him to the zoo but decided to keep him as a pet. I kept him in a cupboard in my apartment but one night he escaped. He grabbed my shaving razor and ran out into the street. I followed him to the Rue Morgue and watched him climb up the cables on the wall of a building and jump through a window. I couldn't follow him because I couldn't climb the wall. I shouted for him to come back but had to watch as he killed the mother and her daughter. He threw the mother's body into the yard below.'

Everything was now explained, including the two mysterious voices; the deep voice was the sailor's and the high voice were the cries of the orang-utan. Dupin informed the police and they released the suspect, Le Bon.

28 Genius Puzzle

Match the people with the descriptions.

a) Wolfgang Amadeus Mozart
b) Leonardo da Vinci
c) William Shakespeare
d) Pablo Picasso
e) Isaac Newton
f) Charles Darwin
g) Michelangelo
h) Albert Einstein

1 Painter and sculptor

He developed a new style called 'cubism'. His most famous painting, *Guernica*, shows the horrors of war.

2 Composer

He was a musical genius and spent his childhood touring Europe. He spent most of his life in Vienna. His operas include *Don Giovanni* and *The Magic Flute*.

3 Artist, scientist and engineer

His most famous painting is the *Mona Lisa*. He made notes and drawings for a tank, helicopter and submarine.

4 Mathematician and scientist

He formulated the rules of advanced mathematics and showed that light consists of different colours. He also proposed the laws of gravity and motion, which form the basis of modern physics.

5 Dramatist and poet

He wrote and acted in his own plays, which include *Romeo & Juliet*, *Macbeth* and *Hamlet*.

6 Physicist

His theories of 'relativity' and famous equation '$e = mc^2$' completely changed modern physics. He was given the Nobel Prize for physics in 1921.

7 Painter, sculptor, architect and poet

His most famous works are the statue of David in Florence and his painting on the ceiling of the Sistine Chapel in Rome.

8 Naturalist

He went on a sea voyage to South America and the Pacific in 1831 and used the experience to formulate his theory of evolution in his book *The Origin of Species* in 1859.

29 Virtual Worlds

Read about online computer games. What would your new character or 'avatar' look like? Draw it and show it to a friend.

More and more people, when they come home from work or school, enter a virtual world via online computer games. Games such as *Second Life*, *The Sims Online* and *Everquest* are extremely popular. Players can create a new personality, meet different people and do things they could never do in real life. Let's look at one of these games.

RuneScape

The action takes place in the imaginary world of Gielinor, which contains various kingdoms, tropical islands and deserts. Players can look at maps of the place any time they want. They can travel in different ways: on foot, in a variety of vehicles, or by magic 'teleportation'. Each part of *RuneScape* has different types of monsters and players have to complete tasks.

When you join *RuneScape*, you first create your own character or 'avatar' and choose a task. Players interact with each other through chatting, buying and selling things, and going on missions together. These missions may involve fighting weird monsters or getting out of tricky situations. Sometimes you can change into something else, like a bird or a rabbit, to get into or out of difficult places.

RuneScape is a multiplayer online role-playing game. With nearly nine million active players and 800,000 paying members, it is one of the top online games in the world.

Genius Puzzle: 1 Picasso, 2 Mozart, 3 da Vinci, 4 Newton, 5 Shakespeare, 6 Einstein, 7 Michelangelo, 8 Darwin

30 Lucy in the Sky with Diamonds

In 1967, John Lennon's four-year-old son, Julian, showed him a picture he had done at school. John asked him what it was. 'Lucy in the sky with diamonds,' his son replied. John liked the picture so much that he decided to write a song about it. The Beatles added dreamy music to the surreal lyrics and recorded the song on their next album.

Read and listen to the song.

- **Find the underlined things in the picture.**

Picture yourself in a boat on a river
With tangerine trees and marmalade skies
Somebody calls you, you answer quite slowly
A girl with kaleidoscope eyes

Cellophane flowers of yellow and green
Towering over your head
Look for the girl with the sun in her eyes
And she's gone

Lucy in the sky with diamonds

Follow her down to a bridge by a fountain
Where rocking horse people eat marshmallow pies
Everyone smiles as you drift past the flowers
That grow so incredibly high

Newspaper taxis appear on the shore
Waiting to take you away
Climb in the back with your head in the clouds
And you're gone

Lucy in the sky with diamonds

Picture yourself on a train in a station
With plasticine porters with looking glass ties
Suddenly someone is there at the turnstile
The girl with kaleidoscope eyes

Lucy in the sky with diamonds

- **Match the words from the song with the definitions.**

1	tangerine	a) a child's toy horse with curved pieces of wood on the base
2	marmalade	b) a small fruit like an orange
3	cellophane	c) a soft material children use to make models
4	rocking horse	d) a kind of jam made from oranges
5	marshmallow	e) thin transparent plastic paper
6	shore	f) a person who carries your bags at a station
7	plasticine	g) a soft, sugary sweet
8	porter	h) a mirror
9	looking glass	i) land at the edge of some water

WORD BANK

• Multi-part Verbs

be named after someone to be given the same name as someone (often someone in your family): *I was **named after** my father.*

blow something up to destroy a building, etc using a bomb: *Guy Fawkes tried to **blow up** the Parliament building.*

break out of somewhere to leave a prison, etc by force: *Three men **broke out of** prison yesterday.*

bring something in to introduce a new law, etc: *The government **brought in** a new law allowing shops to be open on Sunday.*

care about someone / something to have feelings for a person, animal, etc: *She really **cares about** animals.*

carry something out to put a new idea, etc into practice: *The government **carried out** their plans to build a new hospital.*

check something out to get information about something: *I **checked out** that new MP3 player on the Internet.*

chill out to relax: *After the exam, my friends and I **chilled out** in a coffee bar.*

come along arrive *We had a party and Martin **came along**.*

come back to return: *We **came back** home late.*

come past (someone / something) to pass by: *The bus **comes past** our house every hour.*

cut something down to use a saw, etc to bring down a tree: *We **cut down** the tree outside our house because it was dangerous.*

die out to disappear completely: *Two types of tiger have **died out** in Indonesia.*

drop out of something to leave a course, etc before finishing: *She **dropped out** of the course because it was too difficult.*

end up to finish: *We **ended up** going to bed late.*

fall in love with someone to begin to love someone romantically: *I think I'm **falling in love with** you!*

fall off something to fall by accident: *My brother **fell off** his motorbike last week.*

fall out to come out, e.g. hair or a tooth: *My hair **is falling out**. I must be going bald.*

get away with something to escape without punishment: *I **got away with** not doing my homework because the teacher was away last Tuesday.*

get back to return: *What time do you **get back** from school?*

get by to manage: *We don't have much money but we **get by**.*

get (something) down to move (something) to a lower place: *Can you **get** that book **down** for me? What are you doing up there? **Get down**!*

get down to to begin doing something seriously: *I find it difficult to **get down to** my homework after school.*

get hold of someone / something to catch and hold a person, thing, etc tightly: *I **got hold of** him and pulled him away from the fire.*

get in to enter a place: *They **got in** a taxi. Hurry up and **get in**!*

get into something to become interested in something: *Recently, I've really **got into** taking photos and I've got thousands on my computer.*

get off to leave a bus, train, plane, etc: *Let's **get off** here. They **got off** the bus at the station.* → **get out of**

get on to walk on to a bus, train, plane: *I **got on** the wrong bus!*

get on with someone to be friendly with someone: *We **get on with** our neighbours.*

get out (of something) to leave or escape a cat, house, etc: *There was a problem and we couldn't **get out of** the lift. Quickly, let's **get out of** here.*

get something out to remove something: *I **got** a book **out** of my bag.*

get to to arrive at: *We **got to** the airport early.*

get up to move out of your bed or a chair: *I **get up** late at weekends. He **got up** and left the room.*

give something away 1 give something as a present: *I **gave away** my old toys to my cousin.* 2 to tell a secret: *I'm angry with her because she **gave away** the name of my new boyfriend.*

give something out to distribute: *The teacher **gave out** photocopies at the start of the class.*

give something up to stop doing something: *My dad **gave up** smoking cigarettes last year.*

give up to stop an activity: *The crossword was too difficult and in the end I **gave up**. Why don't you just **give up** – you'll never win!*

go ahead to continue / do something: *Student: Can I do the project on my computer? Teacher: **Go ahead** but don't copy from websites.*

go ahead with something to start something as planned despite problems: *We **went ahead with** the party even though some people couldn't come.*

go away to leave a place or person: *They **went away** at the weekend.*

go down to get smaller: *The price of petrol is not going to **go down** this year. It'll probably go up.*

go on to happen: *I heard a noise upstairs and wanted to know what was **going on**.*

go out with someone to have a romantic relationship with a person: *Fred's **going out with** my sister.*

hand something in to give something to someone in authority: *We had to **hand in** our papers to the police.*

hang around to stay in one place doing nothing: *We **hung around** for ages waiting for the bus.*

keep in touch with someone to continue to talk to, write letters or e-mail someone you don't see often: *I **keep in touch with** my uncle in Australia.*

let someone down to disappoint a person: *I didn't feel like going to lunch with my granny but I didn't want to **let her down**.*

log on to connect to the Internet: *I always **log on** first thing in the morning to check my e-mail.*

look after someone / something to care for a person, animal, etc: *She **looked after** my goldfish when I was on holiday.*

look around to look at different things in a place to find out about it: *Why don't you go and **look around** while we park the car?*

look for someone / something to try to find a person, animal, object, etc: *Can you help me **look for** my passport?*

look through to search a place: *I **looked through** my cupboards but I couldn't find that jacket.*

look something up to find information in a book: *I **looked up** that word in the dictionary.*

meet up with someone to meet a person by arrangement: *We **met up** at 12.00 outside the shop.*

put something down to put something you are holding onto the floor or table: *Put* you bags **down** *on the table.*

put something off to cancel or change the date to a later one: *They **put off** the match because of the fog.*

put something on 1 to get dressed: *I **put on** my gloves because it was cold.* 2 to organise something: *We **put on** a disco last Saturday at school.*

put something out 1 to put something outside: *Have you **put** the cat **out**?* 2 to extinguish: *We used an old blanket to **put out** the fire.*

put something up to build / assemble something: *It took us hours to **put up** our tent.*

run away to leave somewhere running: *The children rang the doorbell and then **ran away**.*

run into someone to meet a person by chance: *I **ran into** Steve in the street yesterday.*

send someone off to force a person to leave a place: *The referee **sent** him **off** for fighting.*

set something up to organise a project: *Ellie **set up** an online radio station.*

show up to arrive (often unexpectedly): *Guess who **showed up** at the party?*

speak out (against / about something) to say something publicly: *We should **speak out** about the state of the swimming pool. It's terrible!*

start something up to begin a project: *We **started up** a magazine at school.*

take something away to move something from a place: *The waiter* ***took away*** *our glasses.*
take something back to return an object: *I forget to* ***take*** *that library book* ***back.***
take care of someone / something to look after a person, animal, thing, etc: *My sister* ***took care of*** *my dog when I was away.*
take something down to move something from a high place: *We* ***took down*** *the party decorations.*
take something off to move clothes off your body: *He* ***took off*** *his coat.*
take off to leave the ground and go into the air: *The plane* ***took off*** *an hour ago.*
take something out to move something out from where it was: *He* ***took out*** *a gun from his pocket.*
take part in something to do an activity with other people: *I* ***take part in*** *the school sports day every year.*
take place to happen: *The party* ***took place*** *in a very big house.*
take something up to start doing an activity: *He's* ***taken up*** *golf.*
tie someone / something up to fasten someone or something with rope or string: *The thieves* ***tied up*** *the bank manager.*
turn something down 1 to make a machine produce less volume: ***Turn*** *that radio* ***down!*** 2 to say no when someone offers something: *They offered her the job but she* ***turned*** *it* ***down.***
turn something off to make a machine stop working: *I* ***turned*** *the TV* ***off*** *and went to bed.*
turn something on to make a machine start working: *I* ***turned*** *my radio* ***on*** *and listened to the news.*
turn out to happen in a particular way: *The cake* ***turned out*** *well.*
turn lights out to make a light stop working: ***Turn*** *the lights* ***out*** *before you come to bed.*
turn up to arrive (often unexpectedly): *Yesterday, my uncle and his wife* ***turned up*** *at our house.*
turn something up to make a machine produce more heat, sound, etc: *It was cold so we* ***turned up*** *the central heating.*
wake up to stop sleeping: *I* ***woke up*** *early today.*
wipe something out to eliminate: *The animals were* ***wiped out*** *by disease.*
work out to do exercise: *I spent an hour* ***working out*** *in the gym.*

• Prepositions

with adjectives
interested in *I'm* ***interested in*** *ancient civilisations.*
afraid of *I'm* ***afraid of*** *snakes.*
frightened / afraid / scared of *My mum is* ***afraid of*** *spiders.*
keen on *I'm* ***keen on*** *chess; I really like it.*
allergic to *I'm* ***allergic to*** *strawberries and get red bumps all over my body if I eat them.*

with verbs
argue about *We never* ***argue about*** *money.*
complain about *We* ***complained about*** *the noise after the neighbours had a party.*
know about *I didn't* ***know about*** *the party. Why didn't you tell me?*
learn about *We're* ***learning about*** *the Vikings in history.*
talk about *We* ***talked about*** *films and music for hours.*
think about *What are you* ***thinking about?*** *You're not listening to me!*
worry about *Don't* ***worry about*** *the exam; it'll be okay.*
name after *My parents* ***named*** *me* ***after*** *my grandfather.*
use as *They* ***used*** *sticks and stones* ***as*** *weapons.*
arrive at *We* ***arrived at*** *the theatre at seven.*
take / have a look at *Let's* ***take a look at*** *these photos.*
apologise for *I* ***apologised for*** *breaking my friend's bike.*
campaign for *They* ***campaign for*** *children's rights.*
pay for *My dad* ***paid for*** *my new laptop.*
wait for *I* ***waited for*** *the bus for ten minutes and when it arrived it was full!*
come from *I* ***come from*** *Wales but I live in London.*
protect from *This vaccine* ***protects*** *you* ***from*** *tetanus.*
return from *I* ***returned from*** *London on Monday night.*
suffer from *Do you* ***suffer from*** *allergies?*
believe in *Do you* ***believe in*** *ghosts?*
consist of *Water* ***consists of*** *hydrogen and oxygen molecules.*
agree on *We have similar ideas; we* ***agree on*** *most things.*
rely / depend on *You can always* ***depend on*** *Frank; he's very reliable.*
belong to *That book* ***belongs to*** *him.*
listen to *I love* ***listening to*** *music when I'm doing my homework.*
refer to *The President didn't* ***refer to*** *the war in his speech.*
agree with *I* ***agree with*** *you.*
argue with *I often* ***argue with*** *my brother.*
compete with *We* ***competed with*** *three other schools on our sports day.*
deal with *My boss always gets her secretary to* ***deal with*** *problems at the office.*
do with *Her job is something to* ***do with*** *computers.*

in phrases
above sea level *London is only a few metres* ***above sea level.***
around the world *Teams from* ***around the world*** *play in the football world cup.*
get a job as a *He* ***got*** *a job* ***as*** *a waiter.*
at home / work *He's not* ***at home;*** *he's probably* ***at work.***
at school *I spend six hours a day* ***at school.***
at sea *The fishermen were* ***at sea*** *for two weeks.*
at the same time *Don't try and do your homework and watch TV* ***at the same time.***
by chance *It was pure luck.* ***By chance,*** *I met my friend Paul in a street in London.*
by my / your / him / herself *I managed to repair my bike* ***by myself*** *– nobody helped me.*
for ages *I haven't seen Simon* ***for ages.***
good for *Recycling is* ***good for*** *the environment.*
for a moment *Could you just wait here* ***for a moment?***
in a hurry *I must go – I'm* ***in a hurry.***
in exchange for *He gave me some CDs* ***in exchange for*** *my computer games.*
in her / his twenties / thirties / forties *That man must be* ***in his seventies.***
in hospital *I was* ***in hospital*** *for five days when I had my appendix out.*
in reply to *I'm writing* ***in reply to*** *your letter of 5th April.*
in the holidays *I spend a lot of time at the pool* ***in the holidays.***
in the north / south / east / west *Newcastle is* ***in the north*** *of England.*
in the past *In the* ***past,*** *people used to wear hats a lot in Europe.*
in the 16th / 19th / 21st century *Charles Dickens lived* ***in the 19th century.***
in the wild *There are only about a hundred Imperial eagles* ***in the wild.***
in trouble *I'm* ***in trouble*** *at home for arriving late last Saturday.*
a long way off *The fire is* ***a long way off*** *– about five kilometres away.*
off the coast *It's an island* ***off the coast*** *of Mexico.*
on holiday *We visited my aunt when we were* ***on holiday*** *in Florida.*
on horseback *They crossed the mountains* ***on horseback*** *and it took them ten days.*
on my own *I have lived* ***on my own*** *for three years.*
on my way to *I was* ***on my way*** *to the shopping centre when I met Paula Jones from school.*
on the beach *We played volleyball* ***on the beach.***
on the border *There were long traffic jams* ***on the border*** *because of problems between the two countries.*
on the coast *We stayed in a lovely village* ***on the south coast*** *of France.*

on the Internet *My brother spends hours* ***on the Internet.***
on the moors / island *There are no trees* ***on the moors.***
on the move *Nomads are people who are always* ***on the move*** *from place to place.*
on the radio *I listen to the news* ***on the radio.***
out of control *He was so angry that he was* ***out of control.***
out of work *My uncle is* ***out of work*** *at the moment because the factory closed down.*
all over the world *That shop has got branches* ***all over the world.***
over (8,800) metres *Mt Everest is* ***over*** *8,800* ***metres*** *high.*
face to face *I'm not going to phone; I want to speak to him* ***face to face.***
thanks to *You were late. I missed the bus,* ***thanks to*** *you!*
up to *The statues weighed* ***up to*** *160 tons.*
with a conscience (without feeling guilty) *You can shop* ***with a conscience.***
within months *He started to learn the piano and* ***within months*** *he could play quite well.*

• Word Families

Talk

argue to disagree with someone, often loudly: *They* ***argue*** *a lot about politics.*
chat to talk in a friendly and informal way: *We* ***chatted*** *about the weather.*
discuss to talk or give opinions about something: *I can always* ***discuss*** *my problems with my best friend.*
gossip to talk about other people's private lives: *They were* ***gossiping*** *about their neighbours.*

Small

little small (object, person, place): *He loved painting when he was a* ***little*** *boy.*
low small (amount, level, price, weight): *The price of petrol is very* ***low*** *in the USA.*
tiny extremely small (animal, object, person, place): *Have you seen that new mobile phone? It's* ***tiny!***

Nice

delicious good, tasty (food or drink): *That pizza is absolutely* ***delicious!***
glorious extremely good (weather): *It was a* ***glorious*** *summer's day.*
lovely very nice (event, food, person, place, weather): *Thanks for dinner. The food was* ***lovely.***

Very big

enormous *They've got an* ***enormous*** *house.*
giant *The group played on a* ***giant*** *stage.*
huge *They've got a* ***huge*** *dog.*
massive *There was a* ***massive*** *crowd at the demonstration.*
vast *Vast areas of the country are desert.*

Old

ageing (getting) old: *The UK has got an* ***ageing*** *population.*
ancient very old (place or thing): *We visited the* ***ancient*** *town of Pompeii. We saw some* ***ancient*** *monuments.*

• Word Building

Noun	Adjective	Verb	Adverb
action / activity	active	act	actively
attraction	attractive	attract	attractively
beauty	beautiful	–	beautifully
colour	colourful	colour	colourfully
confusion	confusing / confused	confuse	confusingly
creation	creative	create	creatively
danger	dangerous	–	dangerously
death	dead	die	–
difference	different	differ	differently
disobedience	disobedient	disobey	disobediently
enormity	enormous	–	enormously
entertainment	entertaining	entertain	entertainingly
expense	expensive	–	expensively
fame	famous	–	famously
humour	humorous	–	humourously
imagination	imaginative	imagine	imaginatively
impression	impressive	impress	impressively
incompetence	incompetent	–	incompetently
logic	logical	–	logically
luxury	luxurious	–	luxuriously
mystery	mysterious	mystify	mysteriously
nervousness	nervous	–	nervously
peace	peaceful	–	peacefully
physique (build)	physical	–	physically
power	powerful	–	powerfully
practice	practical	practise	practically
protection	protective	protect	protectively
ridicule	ridiculous	ridicule	ridiculously
seriousness	serious	–	seriously
surprise	surprising / surprised	surprise	surprisingly
suspicion / suspect	suspicious	suspect	suspiciously
thought	thoughtful	think	thoughtfully
use	useful / useless usual / unusual	use	usefully

Suffixes (nouns)

believer	creation	librarian
designer	examination	vegetarian
painter	explanation	
ruler	imagination	
teacher	information	
writer	preparation	
	presentation	
actor	relaxation	
doctor		
governor		
argument	archaeologist	ability
department	artist	activity
enjoyment	biologist	humanity
entertainment	chemist	reliability
excitement	scientist	
government		

• Opposites

beautiful ugly	careful careless	uncomfortable
dangerous safe	painful painless	uncommon
enormous tiny	thoughtful thoughtless	unfair
hard-working lazy	useful useless	unfit
high low		unhappy
long short	impatient	unhealthy
loud quiet	impolite	uninhabited
overweight slim	impossible	unkind
rich poor		unknown
shy outgoing		unlikely
silly sensible	inconsiderate	unlucky
simple complicated	incorrect	unnecessary
strange normal	incredible	unpleasant
strong weak	inexperienced	untidy
tall short	invisible	unusual
well-known unknown		

• Confusing Words

argue to disagree with someone, often loudly: *They **argue** a lot about politics.*

discuss to talk about something: *They **discussed** what to do at the weekend.*

borrow to take something temporarily from another person: *I **borrowed** two pounds from my sister.*

lend to give something temporarily to another person: *I **lent** a CD to my friend.*

earn to get money by doing a job: *I **earn** 35€ by working two evenings a week in a pizzeria.*

win to get money or a prize in a competition: *I'd like to **win** lots of money on the lottery.*

salary the pay you get from your (professional) job: *He's on a **salary** of £30,000 a year.*

wage the weekly pay you get from your (unskilled) job: *My **wage** is £140 per week.*

• Compounds

one-word nouns

background things (e.g. in a picture) that are not main ones you see or hear

chequebook a book of printed cheques

childbirth the act of giving birth to a child

dishwasher a machine to clean dishes

downtown city centre (US)

ecosystem the animals and plants in an area

fingerprint a mark left by the top of your finger

firewood wood used to make a fire

firework something you light so that it explodes and produces bright lights in the sky.

footprint a mark left by your foot

landmine a bomb in the ground

masterpiece a work of great art

network a system of things connected to each other

newspaper sheets of paper with news and adverts

shipwreck a disaster when a ship sinks

spokesperson (**spokesman** or **spokeswoman**) a person who gives information in public

sweatshirt a thick cotton shirt without buttons

warship a ship used for war

waterfall water that flows over high rocks into a river or the sea

weightlifting the sport of lifting heavy weights

wheelchair a chair on wheels for people who can't walk

wildlife animals and plants that live in natural conditions

two-word nouns

adventure sport exciting, often dangerous sports

air pollution pollution from cars, houses and factories

apartment building a block of flats (US)

bank account a record of money that you keep in the bank

bank note a piece of paper money

baseball cap a hat used in American baseball that is now popular with young people around the world

bike lane a part of a street or road for bicycles

brand name a name of a well-known company making products like clothes, shoes and electrical goods

bus shelter a covered place to wait for a bus

carbon dioxide the gas produced when carbon is burned in air

chat show a TV or radio show where someone speaks to famous people

child labour people under sixteen who have to work

city centre the central area of a city

climate change major changes in climate

community centre a hall or club where local people can meet

compost bin a place where you put organic waste to make fertiliser for your garden

corner shop a small local shop in a city

credit card a system of paying with a card that gives you credit that you pay back later

crime scene the place where a crime has happened.

debit card (or **cash card**) card that gives you cash from a machine. You can also pay for things with it directly from your bank account

detached house a house that is separate from others

developing country a country in the early stages of industrial development

dinner jacket formal evening clothes for men

fair trade a system where producers in developing countries get a fair price for their products

first aid simple treatment for someone who is injured

fitness centre a sports centre where you can do exercise

fossil fuel oil, coal or gas fuels

game show a TV programme where people play games to win prizes

global warming increase in world temperatures

greenhouse gas a gas that goes into the world's atmosphere and helps to keep heat in, causing a rise in temperature

guerrilla tactics fighting against a much larger enemy using surprise attacks

heart attack a sudden illness when the heart stops beating, often resulting in death

high jump an event in athletics where athletes have to jump as high as possible

horse racing races between horses with riders

WORD BANK

hybrid car a car with two engines: electric and petrol or diesel
ice hockey hockey played on ice
inner city residential areas near the centre, often quite poor
instant messaging a computer program which allows you to communicate with friends
long jump an event in athletics where athletes have to jump as far as possible
make-up cosmetics for your face to make you look more attractive, e.g. lipstick
mobile home a house on wheels that you can move (US = trailer)
mobile phone a phone you can carry with you and use anywhere
motor racing racing between cars or motorbikes, e.g. Formula 1
mountain biking riding a bicycle off roads or streets – especially in hilly or mountainous areas
national park an area protected by the national government
nuclear power energy produced by splitting atoms
oil spill an accident caused when oil gets into the sea, usually after a shipwreck
oil tanker a ship that transports oil
online connected to the Internet
online shop a shop on the Internet
organic waste waste vegetables, plants, paper
personal care products products you use to keep yourself clean and improve your appearance, e.g. soap, deodorant, shampoo, make-up
pocket money money young people get regularly from parents, grandparents, etc
pole vault an event in athletics where an athlete has to jump a particular height using a pole
postal service a company that collects and delivers letters and parcels
problem page a page in a magazine where an 'expert' replies to letters from readers about their problems
ransom note a note demanding money that criminals send after a kidnapping
renewable energy energy produced from renewable sources, e.g. the sun, waves or wind
scuba diving diving underwater using oxygen tanks
sea level the altitude of the sea
semi-detached house a house joined to one other house
ski jumping the sport of jumping from a height with skis
sky diving the sport of jumping from an aeroplane
slave trade the buying and selling of people to use as workers
smoke signals signals made of smoke
social event an occasion when you get together with friends
social life relationships with other people, e.g. friends and acquaintances
solar energy energy from the Sun
solar panel a sheet of silicon which absorbs heat from the Sun
sports centre a place where you can play sport or do exercise
style guru an expert in fashion who other people follow
take off the moment when an aeroplane leaves the ground
terraced house a house joined to other houses in a line
toxic chemicals poisonous chemicals
village shop a small shop in a village that sells a variety of things
voluntary work work you do for no money
wall charger a machine that recharges batteries from the mains electricity
water pollution harmful chemicals and waste in rivers, lakes and the sea
water polo a sport played by two teams in a swimming pool with a ball and two goals
weather forecast prediction of the weather conditions in an area
wind farm a group of wind turbines
working conditions what it is like to work at a place – the heating, salary, breaks, etc
world record the best / fastest / highest, etc in the world
youth club a place where young people can meet, dance, etc

verbs
download / ***download*** *free music from the Internet*
upload *You can* ***upload*** *your family photos onto your blog*

adjectives
after-school happening after the end of the school day
air-conditioned (room / house / car) kept cool by a machine
ankle-length (a dress / skirt) going down to your ankle
breathtaking very impressive
brightly-coloured with bright colours
cross-country through fields and woods
dark-skinned with a dark skin (e.g. indigenous people from South America)
easy-going relaxed and calm – not angry
energy-efficient using energy in an economical way
energy-saving describing something that saves energy
English-speaking with the ability to speak English
everyday happening regularly, common
fair-trade giving a fair deal to producers in developing countries
five-star (hotel / restaurant) very good or luxury
freshwater water without salt – not seawater
fully-grown that has reached full size
good-looking (men and women) attractive
hard-working someone who works hard
high-heeled (shoes) very high
long-haired with long hair
long-sleeved with sleeves down to your wrist
middle-aged aged between about forty and sixty
never-ending that seems to take very long time
normal-sized of a size you expect
old-fashioned something that is old and not fashionable now
open-air (an open-air concert) not inside
outdoor happening or used outside
part-time (job) some of the time
ready-made that are ready to use, e.g. clothes that you can put on and wear
shark-infested (parts of the coast) with many sharks
short-sleeved with sleeves above your elbows
shoulder-length with hair going down to your shoulders
snow-capped (mountains) with snow on the top
solar-powered describing a machine that uses solar energy
stuck-up unfriendly; thinking you are superior
top-quality the best
two-part (a TV programme) having two parts
water-efficient (washing machines / dishwashers) not using much water
well-known famous
well-off with quite a lot of money
well-organised efficient / well-planned
well-paid receiving a lot of money for a job
world-famous well-known around the world

ages
two-year-old being the age of two
fifteen-year-old being the age of fifteen
thirty-nine-year-old being the age of thirty-nine

times
ten-minute (a break) that lasts for ten minutes
two-hour (a journey) that lasts for two hours
five-day (a holiday) that lasts for five days

• Collocations

Verb	Noun
attend	a meeting, a wedding, a funeral, a party
be	in danger, in pain, worth a fortune
belong to	a family, a team, a club, a group
borrow / lend	money, a car, a bike
cause / look for	trouble
change	course (as ship), direction
declare	war (on)
do	someone a favour, your homework, the washing-up, research
drop	litter
dye	your hair
earn	money
fail	an exam, a test
get	a birthday present, a decent wage, a discount, a good deal, a job a bus, a plane, a train a cold, a headache angry, nervous, upset, lost, ready dressed, changed, lost, married home colder, hotter, warmer, hungry, tired into trouble stuck
give	a performance, a speech, a present, an opinion
have	an accident, an illness, an injury, a headache, a cold / flu, a problem, a good laugh, something to eat, a look at something
hold	an event, e.g. a wedding, a meeting, a competition
keep	a secret, in touch
leave	a message, your name and address
lose	your job, your temper
make	money, a mistake, dinner, a noise, a fire, a cake, a suggestion, a complaint, your bed
pass on	traditions, a message
perform	a dance, a song
pierce	your ear, eyebrow, lip, nose, tongue,
play	games, the piano, chess, sport, the guitar
raise	money (for charity)
receive	a phone call, a letter, a message, an e-mail, a text
recycle	batteries, glass, paper
save	electricity, energy, money, time
send	an e-mail, a letter, a message, a text message
shave	your legs, head
solve	a mystery, a problem
spend	money, time
take	a bus, a plane, a train a holiday, a rest, a break a look at something an exam, a test photos pleasure in something, pride in something a long time, twenty minutes, an hour drugs, a sample a message a photo
tattoo	your arm, back, neck
waste	electricity, energy, money, time
win	a competition, a medal, a prize, a race, the lottery
write	a letter, a blog, an e-mail

Adjective	Noun
clothes	
ankle-length	boots, dress, skirt, socks
baggy	jeans, jumper, shorts, trousers
checked	jacket, scarf, shirt
corduroy	jacket, trousers, skirt
cotton	T-shirt, shirt, blouse, trousers
denim	jacket, jeans
designer	label, clothes
flared	jeans, trousers
flat	shoes
high-heeled	boots, shoes
knee-length	dress, jeans, shorts, skirt
linen	jacket, suit
long-sleeved	shirt, top, T-shirt
mini	skirt
narrow	jeans, trousers
plain	shirt, blouse
pointed	boots, shoes
polo-neck	jumper, shirt, sweater, top
round neck	jumper, top
short-sleeved	jacket, jumper, shirt, top, T-shirt
silk	blouse, shirt, tie
sleeveless	top, T-shirt
striped	shirt, socks, T-shirt, jumper
tight	dress, jeans, jumper, skirt, shorts, top, trousers, T-shirt
torn	jeans
V-neck	jumper
woolly	hat, jumper, scarf, sweater, top

places	
amazing, small, wide	variety
bad, cold, good, hot	weather
beautiful, breathtaking	sight, view
common, endangered	species
deafening, loud	noise
deep, freshwater	lake
dense, pine, rain, thick	forest
exotic, rare	animals
heavy, light	rain
high, rocks, snow-capped	mountain

Quantity / Container	Noun
a bag of	crisps, sweets, sugar, potatoes, flour, apples
a bit of	bread, cake, food, chocolate
a bottle of	water, milk, cola, lemonade, beer, wine
a box of	chocolates, matches
a can of	cola, orange, lemonade
a carton of	milk, fruit juice, yoghurt
a cup of	tea, coffee, hot milk, hot chocolate
a glass of	water, milk, orange juice, wine
a group of	people, friends, animals, students
a kilo of	apples, potatoes, onions, meat
a litre of	milk, water, fruit juice, petrol
a packet of	biscuits, crisps, peanuts, cigarettes
a piece of	bread, cake, chocolate, wood
a pile of	books, rubbish, clothes, firewood
a slice of	bread, toast, cake, meat, fruit
a tin of	beans, sardines, paint, tuna
a tube of	toothpaste, sun tan cream

• Idiomatic Language

be a light sleeper to be easily woken up: ***I'm a light sleeper**; the smallest noise wakes me up.*

be a nightmare be a complete disaster: *The exam **was a nightmare**.*

be over to be finished: *The party **was over** before midnight.*

black sheep of the family someone who is different from the rest of his family in an unfavourable way: *He never visited his mother; he was the **black sheep of the family**.*

heavy music loud and powerful rock music: *I quite like **heavy music**.*

heavy rain a lot of rain: *There was **heavy rain** last night.*

miles (better, bigger, safer, etc) much (better, bigger, safer, etc): *This chair is **miles** more comfortable.*

safe and sound completely safe or unhurt: *The parents were injured in the crash but the baby was **safe and sound**.*

spitting image (of someone) exactly like (someone): *She's the **spitting image** of her mother.*

Irregular verbs

Present Simple	Past Simple	Past Participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent

Irregular verbs

Present Simple	Past Simple	Past Participle
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read (/ri:d/)	read (/red/)	read (/red/)
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
speak	spoke	spoken
spend	spent	spent
spill	spilt, spilled	spilt, spilled
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

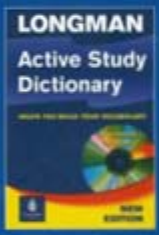
Phonetic Chart

/p/	= pen	/a/	= let
/b/	= bad	/æ/	= add
/t/	= top	/ɪ/	= teeth
/d/	= do	/i/	= bit
/k/	= can	/ɪɹ/	= art
/g/	= get	/ɔ/	= dog
/f/	= few	/ɔɹ/	= learn
/v/	= view	/ʊ/	= put
/θ/	= throw	/uː/	= do
/ð/	= through	/ʌ/	= cup
/s/	= see	/ʊɹ/	= skirt
/z/	= zoo	/ð/	= the
/ʃ/	= sheep	/aɪ/	= make
/ʒ/	= measure	/aʊ/	= house
/tʃ/	= cheese	/aɪ/	= fly
/dʒ/	= join	/aʊ/	= now
/m/	= men	/ɔɪ/	= enjoy
/n/	= not	/ɪə/	= near
/ŋ/	= ring	/eɪ/	= care
/h/	= hot	/ʊə/	= poor
/l/	= let		
/r/	= run		
/j/	= yet		
/w/	= way		

Challenges

You CAN DO it!

For further reading, we recommend:



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