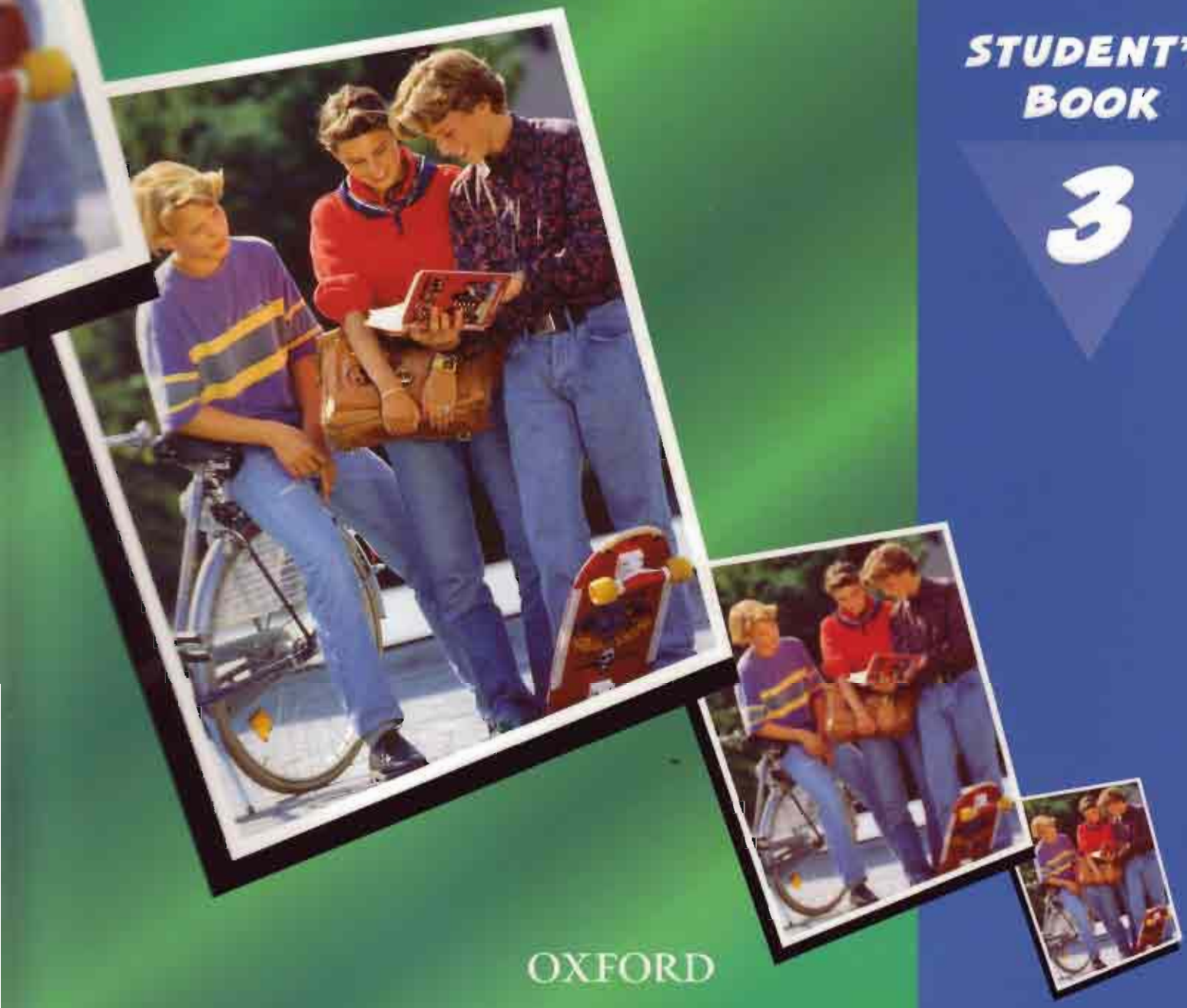
PROJECT

A Project English átdolgozott kiadása

TOM HUTCHINSON

STUDENT'S BOOK

3



OXFORD

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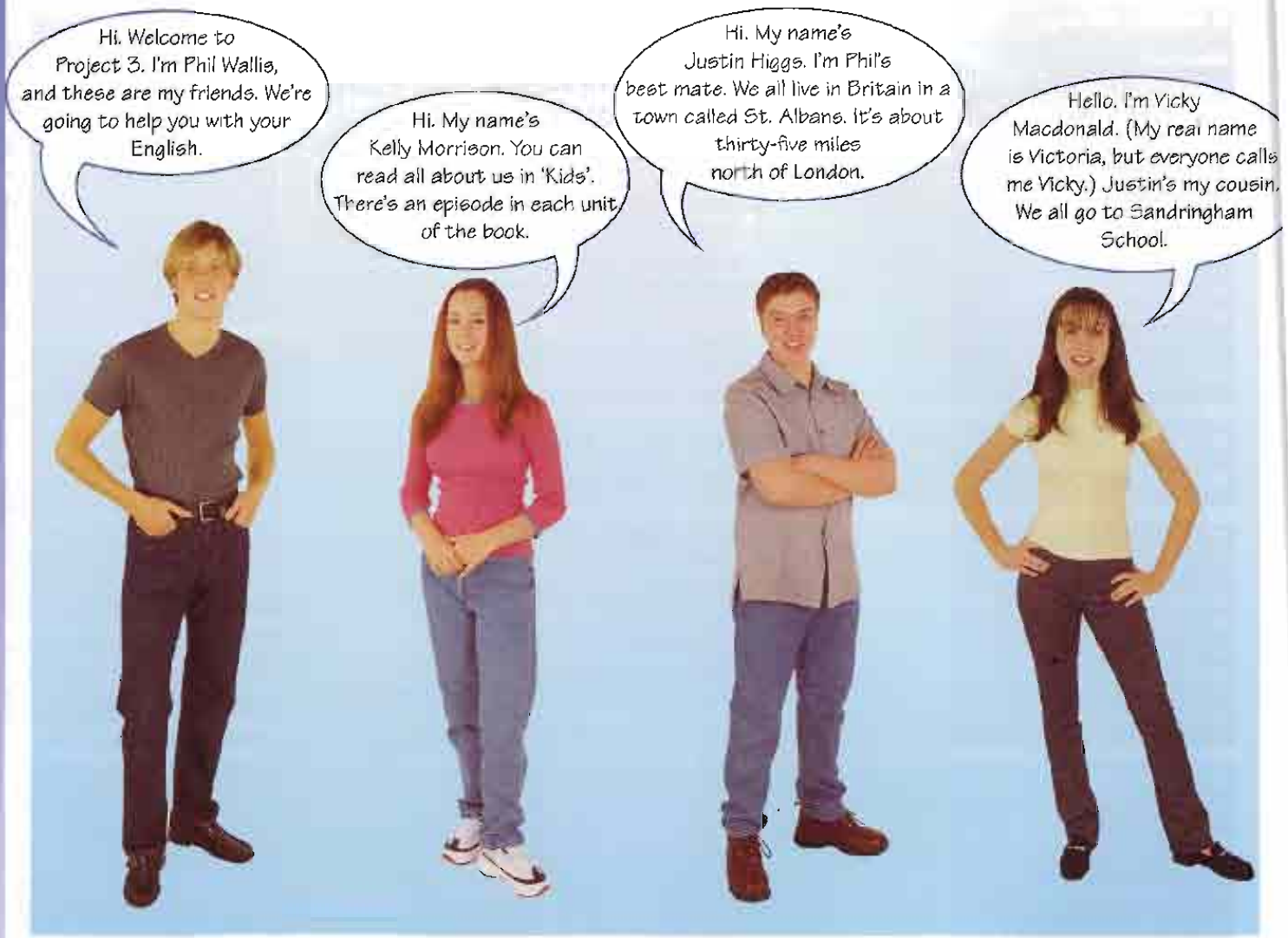
INTRODUCTION

Meet the Kids

1 1 Read and listen. Answer the questions.

1 Where do Phil, Vicky, Kelly and Justin live?
2 Where is it?
3 Do they all go to the same school?
4 Which two people are cousins?



Get to know Project 3

2 a Look through the book and find these things.

1 The contents page.
2 Culture pages.
3 The list of irregular verbs.
4 Projects.
5 Pronunciation practice.
6 Revision units.
7 Songs.
8 A Progress diary.

b What is this symbol for?

c Find the wordlist and grammar summary in the Workbook.

d Look in Unit 2 and find a Study Skills section. What are these sections for?

Here's your first Study skills section.

Study Skills

Using a dictionary

A dictionary can be very useful, but you need to know how to use it. Here's some advice to help you.

a We often use a dictionary to find the meaning of a word. Find these words in your dictionary. What do they mean in your language?

tale eagle bandage receipt

b A dictionary can give you more than just the meaning. Find these things. How does the dictionary give the information?

1 What is the plural of these words?
potato
ox
goose

2 What is the past tense of these verbs?
grow
try
stink

3 Are these words verbs, nouns or adjectives?
desk
rich
sit
type

4 Do these words rhyme?
plough
through
tough

5 What is the difference between these two words?
programme
program

c A word in one language can have more than one meaning in another language.

1 Find these words. How many different meanings do they have in your language?
like
too

2 Find a word in your language with more than one meaning in English.

Now here's a song.

Song

1 a Complete the song. Choose from these words.

stronger	nicer	easier	longer
harder	faster	closer	better

b 2 Listen and check your ideas.

2 What does the singer think is going to happen? How does he feel about it?

Every day

Every day it's a-getting .....,
Going faster than a roller coaster.
Love like yours will surely come my way.

Every day it's a-getting .....
Everyone said 'Go on up and ask her'.
Love like yours will surely come my way.

Every day
Seems a little .....
Every way
Love's a little .....
Come what may,
Do you ever long for
True love from me?

[Repeat]

We hope you enjoy Project 3. I'm going to help you with Units 1 and 2.

1 Home and Away

A Moving

Language in use

1 Read what Kelly says. Answer her questions.

Where do you live? Were you born there? Were your parents born in the same place?

2 Look quickly at the magazine article.

1 What is the boy's name?
2 Where was he born?
3 Where does he live now?
4 Does he like his new home?

3 3 Now read and listen to the article. Are these statements true or false?

1 John was born in the USA.
2 His family moved to England when he was a baby.
3 He wanted to stay in Australia.
4 His family moved because his mother didn't like Australia.
5 They arrived in England in July.
6 The people at his new school didn't like his accent.
7 John doesn't like Birmingham.

Moving

My name's John. I live in Birmingham, but I wasn't born in England. I was born in Brisbane, Australia. We moved to England two years ago when my dad got a new job. I didn't want to leave Australia. I had a great life there. I had lots of friends and we went to the beach almost every day after school. I loved surfing and the weather was great.

I didn't like it in England when we first arrived. I didn't have any friends. All my friends were on the other side of the world. It was also winter, so the weather wasn't very nice – it was really cold and it rained all the time! I felt very lonely and I just wanted to go back to Australia.

Things got better when I started school. There was an Australian soap opera on TV called 'Home and Away' and all the kids at school watched it. They thought that my Australian accent was really cool, so I soon made lots of friends.

Now I like it here. Birmingham's a great city. I can't go to the beach after school, but I go windsurfing with my friends every weekend. I still miss the Australian weather, though!

What's the rule?

Past simple

4 a Complete these sentences from John's story.

1 The weather _____ great.
2 All my friends _____ on the other side of the world.
3 All the kids at school _____ it.
4 We _____ to England two years ago.
5 I just _____ to go back to Australia.
6 I soon _____ lots of friends.
7 We _____ to the beach almost every day.

b When do we use the past simple?

c Look at the sentences in a. Label the verbs 'regular', 'irregular' or 'to be'. How do we form the past simple affirmative?

d Can you form the past simple negative? Find examples in John's story for a regular verb, an irregular verb and the verb *to be*.

ago

5 a Look at the diagram.

July	August	September
John started windsurfing.		John started windsurfing 2 months **ago**.

b Translate the sentences into your own language. Find an example with *ago* in John's story.

Practice

6 Compare John's life now with his life in Australia.

Example
He didn't live in a flat. He lived in a bungalow.

England	Australia
1 He lives in a flat.	
2 He walks to school.	
3 He gets up at eight o'clock.	
4 School starts at nine o'clock.	
5 He goes home at half past three.	
6 He wears a blue school uniform.	
7 It rains a lot.	
8 He watches TV after school.	

WORKING WITH WORDS

Life events

7 a Complete the expressions with these words.

married	moved	lived	died
born	started	grew	

1 I was _____ in London.
2 We _____ to Cardiff when I was two.
3 I _____ up in a village.
4 We _____ in a big house.
5 My parents got _____ in 1985.
6 I _____ school when I was five.
7 My grandfather _____ last year.

b Add some more events to the list.

8 a 4 Listen to Alison. She is talking to 'Teenline', a radio phone-in. Tick the things she talks about.

Scotland ☐			
factory ☐			
seven ☐			
twelve ☐			
Africa ☐			
London ☐			
Wales ☑			
school ☐			
brother ☐			
dog ☐			
house ☐	Manchester ☐	grandparents ☐	
accent ☐	friends ☐	the weather ☐	

b Listen again. What does she say about the things? Write a sentence about each one.

Example
Alison was born in Wales.

9 Tell a partner about your life. Use these expressions.

Example
I didn't have long hair two years ago.

two years ago	when I was a baby
last year	on my last birthday
a week ago	six hours ago

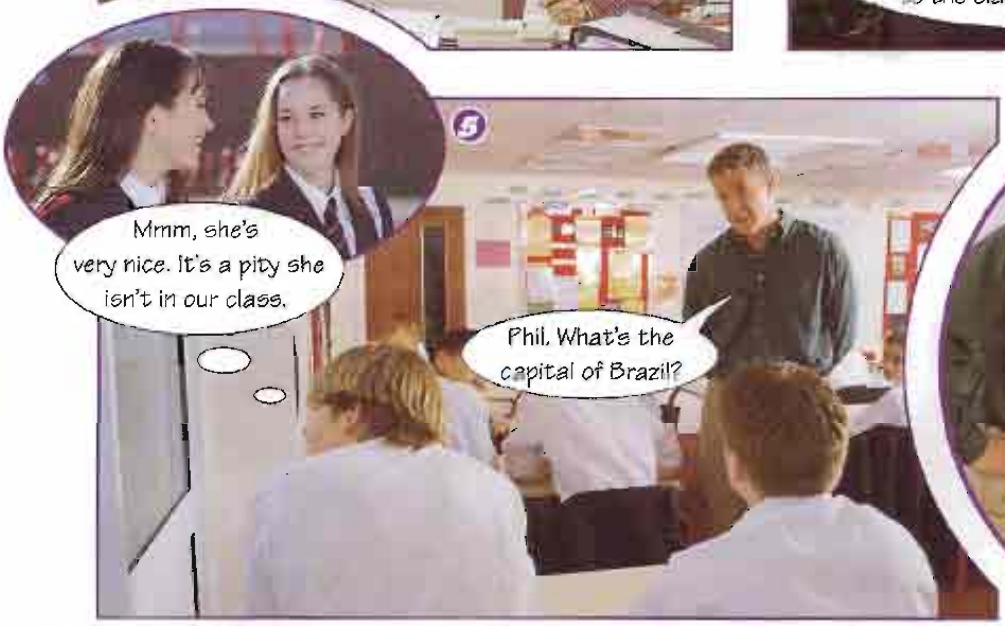
B KIDS

Kelly's first day

1 Do you remember when you first met your best friend? Where were you? How did you meet?

2 5 Read and listen to the story. Find these people.

Phil Kelly Vicky Justin Mr Wilkes Mrs King



3 Answer these questions.

1 Why doesn't Justin know Kelly's name?
2 What does Phil think about Kelly?
3 What class is Vicky in?
4 Are Kelly and Vicky in the same class as Phil?
5 What lesson are Justin and Phil in?
6 Why is Mr Wilkes angry with Phil?

Everyday expressions

4 a How do you say these things in your language?

She's new here.
He's in love.
Come in.
It's a pity ...
Pardon?
Sorry.
Pay attention!

b Use the expressions to complete these dialogues.

1 • Why is Phil staring at that girl?
  ○ I think _____.
  • What's her name?
  ○ I don't know. _____.

2 • Hello, Mrs Morrison. Is Kelly in?
  ○ Yes, _____.

3 • What's the time?
  ○ _____.
  • I said what's the time?
  ○ Oh, _____. It's two o'clock.

5 Work in a group. Act out the story.

Getting to know someone

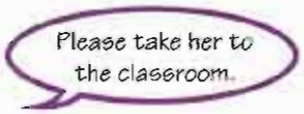
6 a People asked Kelly a lot of questions on her first day. Here are some of Kelly's answers. What were the questions?

b Think of four more things to ask Kelly. Write your questions.

c Work with a partner.
A Ask the questions from 6a and your own questions from 6b.
B You are Kelly. Answer A's questions.

Requests

7 a Look at the story. Find another way of saying this.



b What would you say in these situations? Use the expressions in the box.

give me a lift	pass the salt
switch on the TV	open the door for me
turn your radio down	speak more slowly
close the window	answer the phone

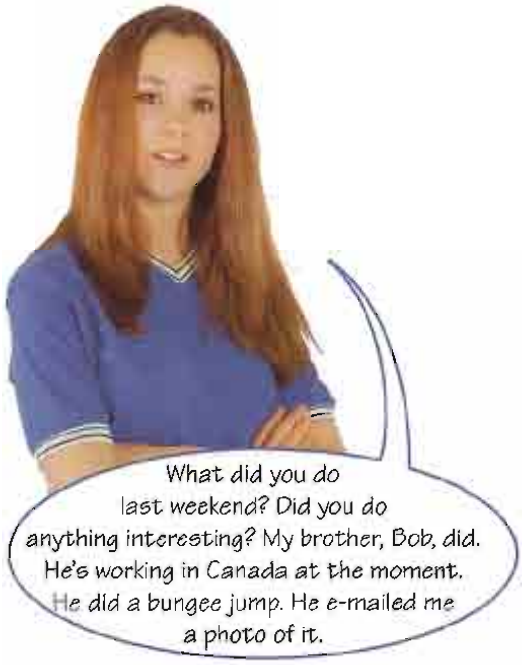
Example
Could you close the window, please?

1 It's cold in the room.
2 Someone is speaking too fast.
3 You can't hear, because the radio is too loud.
4 You want to watch your favourite soap opera.
5 The phone is ringing but you're in the bath.
6 You're carrying something with both hands.
7 You can't reach the salt.
8 You want to go into town, but there are no buses today.

How Was Your Weekend?

Language in use

1 a Read what Kelly says and answer her questions.



b Now correct these sentences.

1 Kelly's sister is in the photo.
2 She's in Australia.
3 She's swimming with sharks.
4 She faxed Kelly a photo of it.

2 6 Kelly is talking to Bob on the phone. Read and listen to the dialogue. Complete these sentences.

1 Kelly got Bob's e-mail _____ ago.
2 Bob jumped off a _____.
3 He did it _____ times.
4 Kelly showed the _____ to her parents.

Bob Hi. Did you get my e-mail about the bungee jump?
Kelly Yes, I got it a couple of days ago. What did you jump off?
Bob A bridge. It was over a river.
Kelly Oh, mega! Was it good? Did you enjoy it?
Bob It was brilliant.
Kelly Were you scared?
Bob No – well, I was a bit scared before I jumped the first time.
Kelly The first time? How many times did you do it, then?
Bob Three.
Kelly Wow!
Bob Did Mum and Dad see the photo?
Kelly Yes.
Bob What did they think?
Kelly They thought you were mad. But, you can ask them yourself. Here's Mum now. See you, Bob.
Bob Okay. Bye, Sis.

What's the rule?

Past simple: questions

3 a Complete these questions from Kelly's phone call.

1 _____ it?
2 _____ my e-mail?
3 _____ good?
4 _____ scared?

b Look at the questions in a and label the verbs 'regular', 'irregular' or 'to be'. How do we form past simple questions?

c Which part of the verb do we use in questions? Complete the sentences with these words.

Verb stem	Past simple
think	thought

1 What did they _____ ?
2 They _____ you were mad.

d Look at these two questions. One has a question word in it. Circle the question word.

1 Did Mum and Dad see the photo?
2 What did they think?

e Complete these sentences with the question words or expressions from the text.

1 _____ did you jump off?
2 _____ did you do it, then?

Practice

4 a Bob's parents asked him some more questions. Use these cues. Make the questions.

Example
Why did you do it?

1 Why / do / it
2 How much / it / cost
3 How high / be / the bridge
4 you / have / a headache afterwards
5 How long / be / you / in the air
6 one of your friends / take / the photo
7 they / do / it, too

b 7 Listen and check your questions. What were Bob's answers?

5 a Look at the things in Box A. Did you do any of these things last weekend?

A	B
go to the cinema	Kieran
go to a football match	Melissa
go shopping	Jade
go to a party	Alice
go to a pop concert	Jordan
stay in bed	Lewis
go to a wedding	
go bowling	

b 8 Listen. Match the names in Box B to the correct things in Box A.

WORKING WITH WORDS

What was it like?

6 a How did each person feel about their weekend? Listen again and match these expressions to the people.

It was	brilliant. all right. mega. OK. terrible. great. fantastic. a bit boring. fun. really exciting.
It wasn't	bad.
I had	a good time.

b Copy this table. Put the expressions from 6a into the correct column.

7 Work with a partner. Make a dialogue about your weekend.

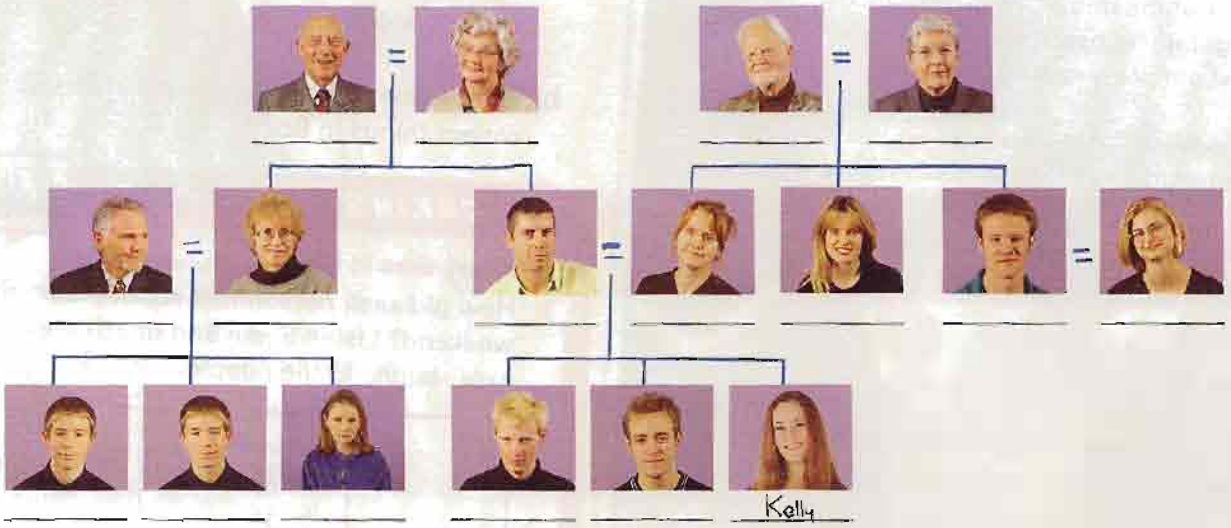
D Kelly's Family

Reading

1 Kelly's homework is to write an essay about her family. Read Kelly's essay. Find the names of the people in her family tree.

Kelly Morrison 9K
Homework, 15 September

My family



I'm the youngest child in my family. I've got two older brothers. Bob's nineteen now. He left school last year and he decided to go to Canada for a year before he goes to university, so at the moment he's working in a hotel in Vancouver. My other brother's name is Jason. He's the eldest. He's twenty-one, so he's already at university.

My parents' names are Charles and Mary. My father's a computer engineer. He works in a factory near St. Albans. My mum's a dentist.

I've got three aunts and two uncles. Auntie Penny is my dad's older sister. Her husband, Uncle Mark, is American. They've got three children – two sons, Quincy and Todd, and a daughter, Babs. Quincy and Todd are twins. They're the same age as me. Babs is twelve, I think. I don't see my cousins very often, because they live in California. We went out to see them two years ago. It was brilliant. We went to San Francisco and Hollywood and loads of other great places.

My mum has got a younger sister and brother. Auntie Sylvia is still single. She works for a holiday company, so she travels a lot. I like her. She says that I'm her favourite niece. (Actually, I'm her only niece – Bob and Jason are her nephews!) Uncle David is married. His wife's name is Emma. They got married three years ago, and Auntie Emma is expecting a baby at the moment, so I'm going to have another cousin soon.

Then there are my grandparents. I call my dad's parents 'Grandma' and 'Grandpa'. Grandma's name is Margaret and Grandpa's name is Harry. I don't see my other grandmother and grandfather very often, because they live in the north of England. That's where my mum was born. I call them 'Nana' and 'Grandad'. Nana's name is Anne and Grandad's name is Frank.

So, that's my family.

2 Complete the sentences with the correct names.

1 _____ is in Canada.
2 _____ is at university.
3 _____ is American.
4 _____ live in California.
5 _____ works in a factory.
6 _____ isn't married.
7 _____ are twins.
8 _____ is expecting a baby.
9 _____ got married three years ago.
10 _____ live in the north of England.

WORKING WITH WORDS

Word building: families

3 a What are the missing words? They are all in the text.

male	female
grandfather	_____
_____	mother
son	_____
_____	sister
husband	_____
uncle	_____
_____	niece
cousin	cousin

b Complete the list.

parents	grandparents
child	_____
children	_____
son	_____
daughter	_____
father	_____
mother	_____

4 Work with a partner. Ask and answer about the people in the family tree.

Examples
How many grandchildren has Frank got?
Is Todd Penny's nephew?

Listening

5 a 9 Kelly is telling her class about her great-grandfather, Peter. Listen. Which of these places does Kelly mention?

- Russia ☐
- South Africa ☐
- Poland ☐
- Australia ☐
- the USA ☐
- Canada ☐
- France ☐
- Brazil ☐
- Britain ☐
- Germany ☐

b Listen again. Number these cues in the correct order.

a restaurant ☐	the air force ☐	a circus ☐
a prisoner of war ☐	an accident ☐	Alice ☐
a factory ☐	a train driver ☐	an aunt ☐

Improve your writing

Using pronouns

6 a Look at these pairs of sentences. What can we use to replace the highlighted words?

1 My other brother's name is Jason. **Jason**'s the eldest.
2 Quincy and Todd are twins. **Quincy and Todd** are the same age as me.

b Check your ideas in Kelly's essay. Why do we replace the words? What kind of words do we use to replace them?

c Change these pairs of sentences in the same way.

1 My mum's a dentist. My mum comes from York.
2 I've got two brothers. My brothers are older than me.
3 This is my dad. My dad works in a factory.
4 Our house is in Lancaster Road. Our house is quite big.
5 My cousins live in California. My cousins are twins.
6 I like Auntie Emma. Auntie Emma's expecting a baby.

That's the end of Unit 1.
Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

2 Having fun!

A What's Your Sport?

Language in use

1 Read what Kelly says. Discuss the questions in your class. What are the most popular sports?

2 Look at the article.

1 What is the girl's name?
2 How old is she?
3 What sport does she play?
4 What do you know about this sport?

3 10 Read and listen to the article. What does the girl say about these things?

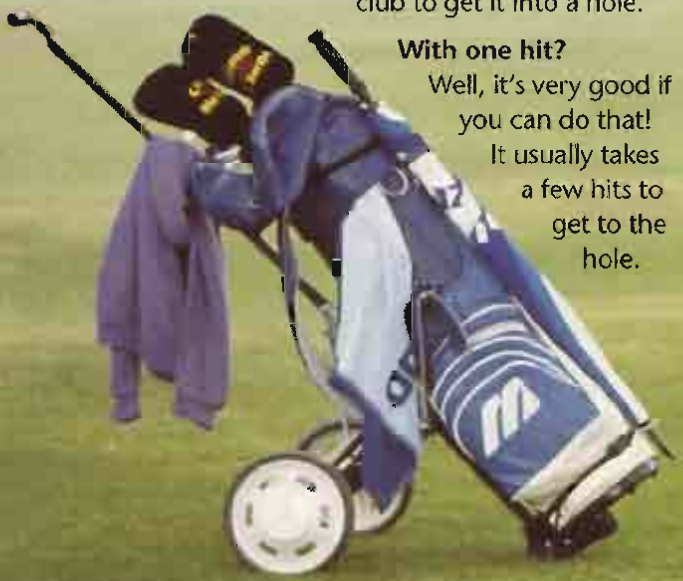
- her father
- golf clubs
- the golf course
- competitions

My Sport

Annie Lightfoot is 15. In her free time she plays golf, and she's very good at it. Last year she won six competitions. I went to the golf course to talk to her.

Why did you decide to learn golf, Annie?
My dad plays golf and he taught me. But I don't play with my dad very often now. He doesn't like it when I beat him.

Some people don't know much about golf. How do you play it?
You have a small white ball and you hit it with a club to get it into a hole.



With one hit?
Well, it's very good if you can do that! It usually takes a few hits to get to the hole.

You've got twelve clubs in your bag. Why do you need them all?
You use different clubs for different things. Sometimes you want to hit the ball a long way. Sometimes you want to hit it high into the air.

And how long does a game of golf last?
About four hours. There are 18 holes on a golf course, so you walk a long way.

Is it an expensive sport?
Well, you need some golf clubs, but my clubs were second-hand, so they were quite cheap. And my other things, like the bag and my golf shoes, were birthday and Christmas presents.

How often do you play?
I try to practise every day, and at weekends I play in competitions. I travel to competitions all over the country.

Does your dad take you?
Yes, he does. He carries my bag of clubs for me, too.

Grammar
- Present simple
- Present continuous
- *like + -ing*
- *going to*

What's the rule?

Present simple

4 a When do we use the present simple?

b Complete these sentences from the article. When do we put an 's' on the end of the verb?

1 At weekends I _____ in competitions.
2 In her free time she _____ golf.

c Look at the verbs in these sentences. How does the spelling change?

1 I often watch golf on TV. My dad watches it, too.
2 I usually carry my own bag. In competitions my dad carries it.

d Match the subjects to the correct verbs.

Negatives

don't play tennis.

I You We They He She It

doesn't play tennis.

Questions

Do play football?

I you we they he she it

Does play football?

e Find examples of negatives and questions in the article.

f Complete these sentences with ***likes*** or ***like***.

1 Does your mum _____ golf?
2 No. She doesn't _____ sport. She _____ music.

Practice

5 a Interview a partner about his/her favourite sport (real or imaginary). First write ten questions to ask. Use these cues.

What?	When?	Competitions?	Your friends?
Where?	Why?	Your parents?	Expensive?

b Work with a partner. Interview each other.

c Use the information from your interview. Write about your partner's sport.

WORKING WITH WORDS

Free time activities: *like + -ing*

6 a Look at the pictures. Can you add any more activities to the list?

b Which of the activities do you like? Ask and answer with a partner.

Example
- *Do you like running?*
- *Yes, I do. / No, I don't.*

c Find another partner. Ask about the previous partner.

Example
- *Does Richard like running?*
- *Yes, he does. / No, he doesn't.*

B KIDS

Kelly feels homesick

1 a What happened in the last episode of 'Kids'? Tell the story.

b 11 Read and listen to this episode. Answer these questions.

1 Where do Kelly and Vicky go?
2 Who do they meet there?
3 What does Kelly change her mind about?
4 Why?

2 Complete the sentences with the correct people.

1 _____ wants to go back to Bristol.
2 _____ invites Kelly to the sports centre.
3 _____ are going to play table tennis.
4 _____ are going to play basketball.
5 _____ is going to have a birthday party.
6 _____ invites Kelly to the party.
7 _____ introduces Phil to Kelly.
8 _____ thinks Phil is nice.

Everyday expressions

3 a How do you say these things in your language?

Do you want to come to the sports centre?
This is Kelly.
Do you fancy a game of table tennis?
No, thanks.
in a minute
I'd love to.
Here's Phil.
after all

b Use the expressions to do these things.

1 **A** Invite B to play football.
B Refuse.

2 **A** Invite B to your party.
B Accept.

3 **A** Introduce B to some other people.

4 a Work in a group. Act out the story.

b Continue the conversation between Phil and Kelly.

Describing future plans

5 a Complete these sentences from the story.

1 I _____ play table tennis.
2 We _____ play basketball.
3 It _____ be great.

b How do we make questions with *going to*? Complete these questions with the words in brackets.

1 What _____ at the sports centre? (they going are do to)
2 _____ tennis? (play Phil is to going)

6 Vicky is talking to Justin about his party. Use these cues. Make their conversation.

Example
Vicky *Are your parents going to be there?*
Justin *No, they aren't. They're going to be at the theatre.*

1 your parents / be / there?
No / be / at the theatre
2 you / have / the party at your house?
No / have / it / here at the sports centre
3 What time / it / start?
eight o'clock
4 How many people / you / invite?
all my friends
5 you / hire / a DJ?
Yes / have / the guy from the Carlton Club

7 a You're going to hold the greatest party in the world. Work in a group of four. Plan your party.

Example
When? Where? Who? Entertainment ?

b Tell the class about your party. Answer their questions.

WORKING WITH WORDS

have

8 a We can use the verb *have* in a lot of expressions. How do you say these expressions in your language? Can you add any more expressions to the list?

have
- a party
- dinner
- a game of ...
- a good time
- a drink

b Make ten sentences with your list.

Examples
I'm going to have a cup of tea now.
We had dinner an hour ago.

C Sweet Sue and Smart Alec

Language in use

1 a Look at the story. Find the two main characters.

b 12 Now read and listen to the story. Are these sentences true or false?

1 Sweet Sue is a private detective.
2 Smart Alec wants to be her assistant.
3 Smart Alec is lazy and never does any exercise.
4 The painters are painting a sign for Smart Alec.
5 Sweet Sue is very happy that Smart Alec is moving in next door.

2 Work with a partner. Act out the story.

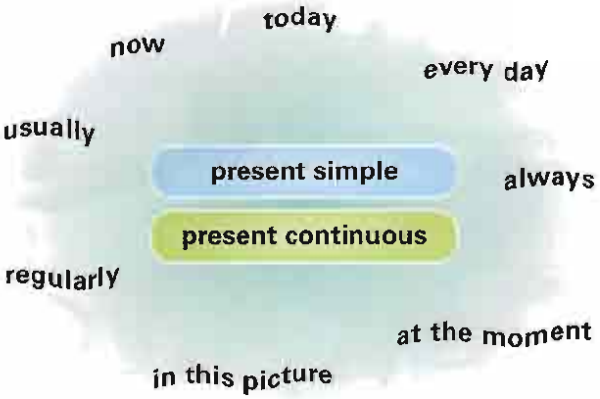
What's the rule?

Present continuous and present simple

3 a Look at these sentences. Which one is in the present continuous? What is the other tense?

1 I run five miles every day.
2 In this photo I'm running in the London Marathon.

b When do we use each tense? Match these expressions to the two tenses.



Present continuous: affirmative and negative

c How do we make the present continuous? Complete the table.

I	'm/am 'm not	
He She It	.....	laughing.
We You They	.....	running.

Present continuous: questions

d How do we make questions in the present continuous? Change these into questions.

1 They're dancing.
2 He's riding a motorbike.
3 She's reading a book.

e Find a present continuous question in the story. Where does the question word go?

Practice

4 Make a true sentence about the story for each of these expressions.

Example
Sweet Sue is looking for an assistant.
or
Smart Alec isn't looking for a job.

look for	read a magazine	eat a hamburger
wear glasses	drink	look at
paint	win	move into

5 a 13 Are you a good detective? Close your book. Listen and write down the questions.

b Now write your answers.

c Compare your answers with a partner, then open your book and check your answers.

6 A few days later Sweet Sue sends an e-mail to her friend, Sophie. Put the verbs in brackets into the correct tense.

Oh Sophie, I really ..... (not like) that Smart Alec. He's so perfect. Do you know, he ..... (do) the London Marathon every year? He ..... (cycle) to work every day. I can see him out of the window now – he ..... (arrive) on his bicycle again. And he's clever, too. He ..... (learn) a new language every year. At the moment he ..... (learn) Chinese. Maybe that's why he ..... (get) lots of customers every day. Three people ..... (sit) outside his office at the moment. And his telephone ..... (ring) now. It ..... (ring) all the time! Mine ..... (not ring) very often. Well, I tell you, Sophie – he isn't going to take my customers! I'm going to fight back ...

D Are you a couch potato?

Study skills

New words

When you read or listen to something, there are often words that you don't know. What can you do?

1 Don't worry. You can understand a lot, even if you don't know all the words.
2 Don't stop to find all the new words in a dictionary. Try to work out the meaning from the context.
3 After the lesson, check any new words in your dictionary and write them down in a vocabulary notebook. Try to learn some new words each week.

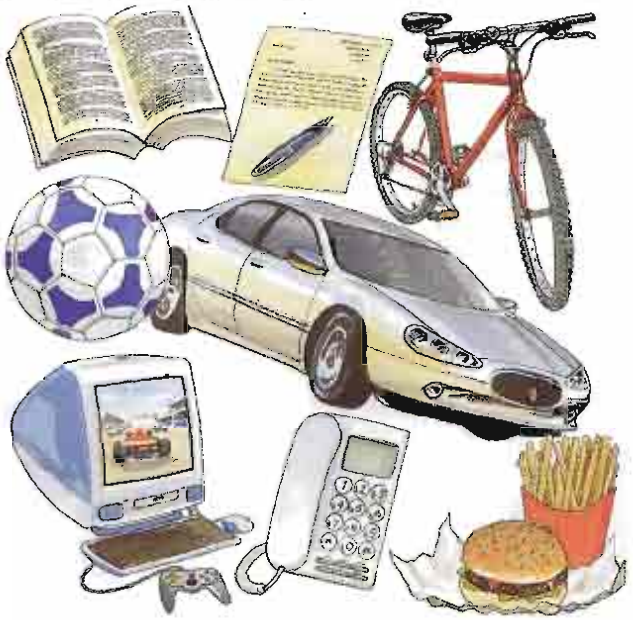
Reading

1 a You're going to read a magazine article. Look at the picture and the title. What do you think 'a couch potato' is?

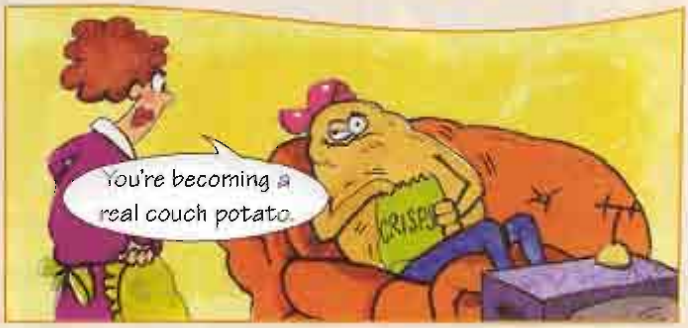
b Read the article. Who are 'the couch potato generation'? Why?

2 Look at the pictures. What does the survey say about the things?

Example
Young people don't read books.



The Couch Potato Generation



According to a recent survey, Britain's kids aren't as fit as their parents and grandparents. They don't read books, they don't write letters and for most of their free time they just slump in front of a television or computer.

The problem starts at school. Teachers nowadays have to give a lot of time to subjects like English, Maths, Science and foreign languages and so pupils do less PE and Games. Also, most pupils don't walk or cycle to school. Some go on the bus, but more and more parents take their children to school and back by car.

When they get home, what do they do? Do they play in the garden or in the street? Do they go to the park for a game of football or tennis? No, they sit down and watch TV or play a computer game. The survey says that sixty per cent of British children have got a television or computer in their bedroom.

John, 13, is one of the young people in the survey. He lives less than a mile away from his school, but he doesn't walk to school. His mother takes him there and back by car. At break and lunchtime he stands and talks to his friends. When he gets home he switches his TV on and he doesn't switch it off until he goes to bed – six hours later! He doesn't read books and he doesn't go out. If he wants to talk to his friends, he uses the telephone.

The survey is about young people in Britain, but this isn't just a British problem. Surveys in other countries show that it's happening all over the world. 'Kids today just don't take enough exercise,' says Dr Morgan, 'and they eat too much junk food, too. It's very sad. We've got all these wonderful things – televisions, video-recorders, computers, cars – but they're producing a generation of couch potatoes.'

3 What do you think? Do you agree with Dr Morgan? Discuss your ideas.

WORKING WITH WORDS

School subjects and technology

4 a Find words in the text for these topics.

school subjects technology

b Can you add any more words to the lists?

Listening

5 a 14 You're going to hear these young people talking about the survey. Listen. Do they think the survey is right or wrong?

b Make a chart like this. Listen again and complete it. Use these topics:

TV	football	dance class	books	the Internet
car	e-mails	PE and Games	CDs	junk food

Person	Is the survey right or wrong?	Topic	What do they say about the topic?
Mike	wrong	PE and Games	They do a lot at his school.
		Football	He plays ...

Improve your writing

Joining sentences

6 a Read these six sentences about Mike.

Mike thinks that the survey is wrong. They do a lot of PE and Games at his school. He plays football every Saturday morning. He eats a lot of junk food. He thinks that's all right. He takes a lot of exercise.

b We can make the six sentences into only two sentences. Circle the linking words that we use.

Mike thinks that the survey is wrong because they do a lot of PE and Games at his school and he plays football every Saturday morning. He eats a lot of junk food but he thinks that's all right because he takes a lot of exercise.

c Choose one of the other speakers. Write some sentences about them, then join your sentences with linking words.

d Write your own ideas about the survey and your life. Write about these things:

- exercise
- books
- junk food
- television
- computers

That's the end of Unit 2. Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

Extension 1

Culture

1 Do you spend more time with your family or your friends? What sorts of things do you do with them?

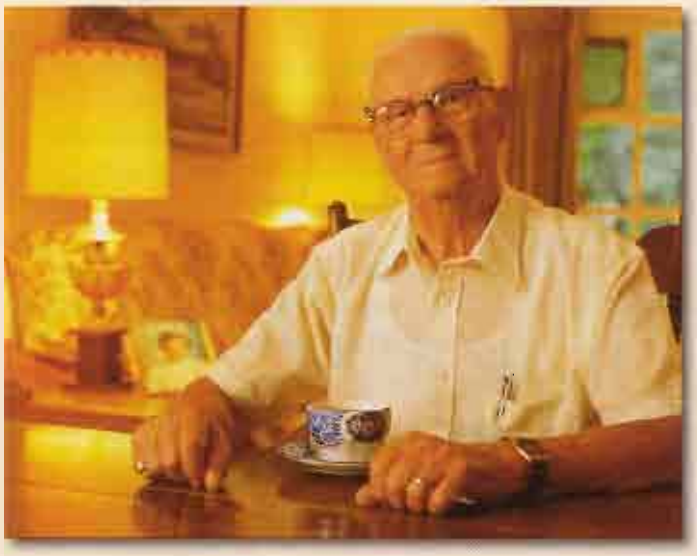
2 15 Read and listen to this information about families in Britain. Compare it to family life in your own country.

Families

In a typical British home there are two parents and one, two or three children. Nowadays divorce is common in Britain, so a lot of children live with just one parent in a single-parent family or in a step family.

Most people live in a house with a small garden and they probably own the house. About 67% of people in Britain own their own home. In the big cities a lot of people live in flats.

About half the households in Britain have got a pet. Cats are the most common pets, but dogs, fish, hamsters and birds are also popular. Most families have got one or two cars, a telephone, at least one television, a video and a computer.



Grandparents don't normally live in the same house as their children and grandchildren. They usually live in their own house or in an old people's home. People live longer nowadays, and like all European countries, Britain's population is getting older. At the moment 27% of people are over fifty years old, but by 2031 this will be 41%.

Most young adults don't live with their parents. They usually leave home between the ages of 18 and 25 when they go to university, get a job or get married. People get married and have children later nowadays. The average age for getting married is 26 for men and 24 for women. The average age for having a child is now 30.

People in Britain move house a lot. Many people don't live in the town where they grew up, because they move to another place to get a job. This means that it's quite common for people to live a long way away from their grandparents or aunts and uncles.

PROJECT

Choose one of these projects. Put the different parts of your project together on a poster or in a scrapbook.

A

Write about your own family.

1 Draw a family tree. Add some pictures of the people.

2 Describe your family, as Kelly does on page 12.

3 Write the life story of one of the older members.

B

Create a fictional family for a TV soap opera.

1 Invent a family. Draw a picture of the people, or make a collage from magazine pictures.

2 Write a short paragraph about each person. Give this information:
- Name? Age?
- Where was he/she born? Early life?
- Jobs? Hobbies? Likes and dislikes?

C

Describe family life in your country.

1 Collect some information about these things.
- What kinds of families are common?
- Where do young people/old people live?
- What kinds of things do families do together?

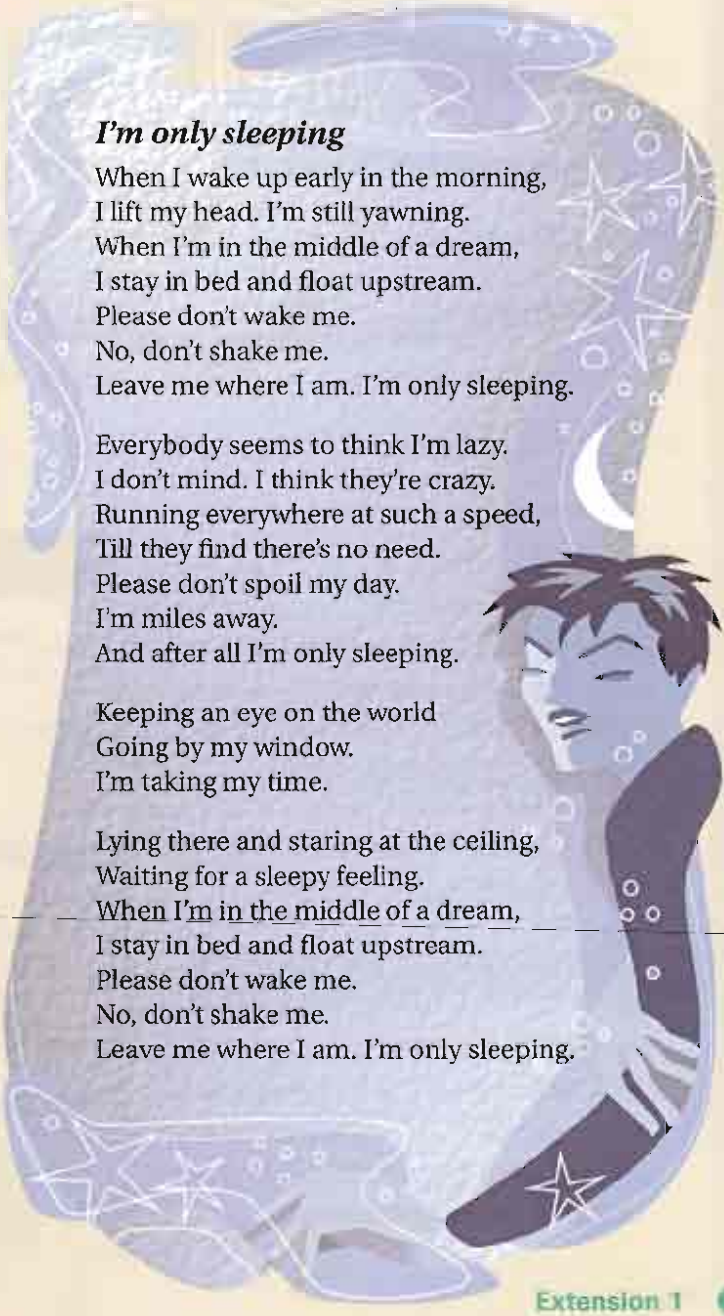
2 Write down what you find out and illustrate your text with pictures, or interview some people and make a video or audio programme.

SONG

1 Look quickly at the song. Try to guess any words you don't understand. Underline all the words to do with sleeping and resting.

2 a 16 Listen to the song. Answer these questions.
1 What does the singer like doing?
2 What do people think about him?
3 What does he think about them?

b Now listen again and find the words that rhyme. Listen carefully – they aren't all at the end of a line.



I'm only sleeping

When I wake up early in the morning,
I lift my head. I'm still yawning.
When I'm in the middle of a dream,
I stay in bed and float upstream.
Please don't wake me.
No, don't shake me.
Leave me where I am. I'm only sleeping.

Everybody seems to think I'm lazy.
I don't mind. I think they're crazy.
Running everywhere at such a speed,
Till they find there's no need.
Please don't spoil my day.
I'm miles away.
And after all I'm only sleeping.

Keeping an eye on the world
Going by my window.
I'm taking my time.

Lying there and staring at the ceiling,
Waiting for a sleepy feeling.
When I'm in the middle of a dream,
I stay in bed and float upstream.
Please don't wake me.
No, don't shake me.
Leave me where I am. I'm only sleeping.

REVISION 1

STUDY SKILLS

Revising

Look back at Units 1 and 2.

1 Check the grammar rules.
2 Practise using the Everyday English expressions.
3 Test yourself on the vocabulary.

Past simple

1 Complete the story with the verbs in the boxes. Use the past simple.

Our school trip

1	meet	be	eat	not leave
	can't	go	want	drink

Yesterday our class, 9G, ... on a school trip to Lake Windermere. We ..... at the school at half past eight. The teachers, Mrs Bagley and Mr Fowler, ... to leave at quarter to nine, but George Thomson ..... late, as usual! So we ..... till ten past nine. On the coach George ..... four sandwiches and three packets of crisps, and he ..... two cans of cola. I ..... believe it!

2	have	eat	sit	not want
	watch	go	have	arrive

When we ..... at the Visitors' Centre, we ..... into the museum and we ..... a video about the lake. After that we ..... by the lake and ..... our lunch. George ..... three more sandwiches, some chocolate and three bottles of lemonade. I ..... one of my sandwiches, so George ..... that, too.

3	stay	start	go	not come
	feel	be	roll	be

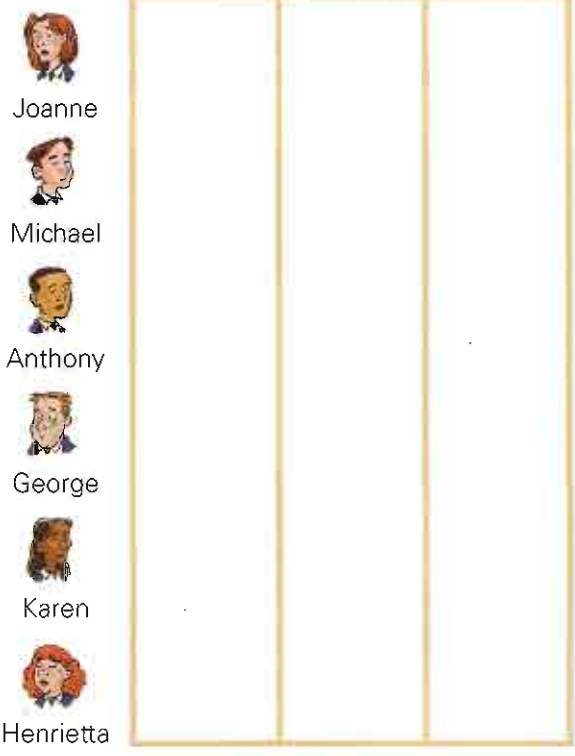
After lunch there ..... a boat trip on the lake. It ..... a bit windy and the boat ..... from side to side. George ..... to feel ill. After the boat trip we ..... to a souvenir shop. George ..... into the shop. He ..... outside because he ..... sick. What a surprise!

4	be	not arrive	stop	be	come	be

At three o'clock the coach ....., but the journey home ... very slow. We ..... five times, because George ..... sick. The teachers ..... very annoyed. The coach ..... at the school until half past five.

Talking about experiences

2 a 17 Listen. What did these people think about the school trip? Tick the chart.



b Listen again. What did they like? What didn't they like?

Present simple and continuous

3 Vicky is talking to Kelly at the sports centre. Put the verbs in brackets into the correct tense.

1 Phil and Justin _____ to our school. (go)
2 We _____ here every Tuesday and Friday. (come)
3 Phil and Justin usually _____ basketball. (play)
4 They _____ to get into the gym now. (wait)
5 They can't go in right now because some people _____ it to play badminton. (use)
6 I usually _____ table tennis. (play)
7 People _____ all the tables at the moment. (use)
8 Those boys over there usually _____ basketball with Phil and Justin. (play)
9 The badminton players normally _____ in the gym at 7.45. (finish)
10 Oh, they _____ out of the gym right now. (come)
11 Good. Those boys _____ the table now. (leave)
12 They _____ to the gym (go). Come on. We can get their table.

Reading and writing

4 a Ross's local radio station had a competition called 'My favourite person'. Read Ross's e-mail to the radio. What does he say about these things?

his dad	Britain	New York
a TV company	autographs	a wedding

Dear Radio City,

My favourite person is my Auntie Sandy. She's twenty-seven. She's my dad's younger sister. I like her a lot. She's really cool. She doesn't live in Britain. She lives in New York. She was born in Britain and she grew up here, too, but when she left university, she went to the USA. She works for a TV company there, so she meets some really famous people and she sends me their photos and autographs.
She's married now. She got married about a year ago. We went to the wedding. It was in New York and it was amazing. There were lots of TV stars there.

Yours,
Ross Stevenson

b The radio station DJ phoned Ross. Complete the DJ's questions.

DJ Hi, Ross. Thank you for your e-mail about your Auntie Sandy. Can I ask you some questions about her for our other listeners?
Ross Sure.
DJ OK. _____?
Ross She's twenty-seven.
DJ And why _____?
Ross Oh, she's really cool.
DJ _____?
Ross In New York.
DJ _____?
Ross Yes, she was, and she grew up here, too.
DJ _____?
Ross When she left university.
DJ _____?
Ross She works for a TV company.
DJ _____?
Ross Yes, she does and she sends me their photos and autographs.
DJ Great. _____?
Ross Yes, she got married about a year ago.
DJ _____?
Ross Yes, we did. It was in New York.
DJ _____?
Ross Yes, it was amazing. There were lots of TV stars there.
DJ OK. Thanks a lot, Ross.

c Act out the dialogue with a partner.

d Write a letter to the radio station about your favourite person.

like + -ing

5 a Write down five things that you like doing, and five things that you don't like doing.

b Work in a group. Compare your ideas with other students.

3 Tomorrow's world

A Drive into the Future

Language in use

1 Read what Justin says and discuss his questions.

At what age can people learn to drive in your country? Do you want to learn when you're older? What kind of car do you want?

2 18 Read and listen to part of a magazine article about transport in the future. Answer these questions.

1 What is the name of the vehicle in the picture?
2 What problem will it solve?
3 When will people have these vehicles?

ONLY FIVE YEARS AWAY – THE FLYING CAR

It happens every day all over the world. People get into their cars and drive into the city. Very soon there's a traffic jam. In the future there will be more and more cars on the roads. So, will we spend more time in traffic jams? And what will happen to our cities? Will they become huge car parks? How will we solve our traffic problems?

Don't worry. The answer will soon be here – the skycar. Very soon we won't have any traffic jams, because we won't have cars. In the future people will have their own planes, so they won't drive to the shops – they'll fly there. The skycar will be here in less than five years.

What's the rule?

will for the future

3 a We can use *will* to say what we think about the future. Complete this sentence from the text.

In the future people _____ their own planes, so they _____ to the shops – they _____ there.

b Find these forms of *will* in the sentence.

- affirmative
- negative
- a short form

c Now complete these sentences with the verbs in brackets in the three different forms.

1 I _____ a skycar. (buy)
2 They _____ our traffic problems. (solve)

d What do you think the full form of *won't* is?

e Find two questions with *will* in the text. How do we make questions with *will*?

f Put these words in the correct order to make questions.

1 skycars will dangerous be
2 will when them have we

Practice

4 Here is more of the article about the skycar. Complete the text with these verbs and ***will***.

carry	cost	not need	not be	take
have	be	take off	become	control

The skycar _____ eight engines, and it _____ four people. It _____ and land vertically like a helicopter, so it _____ an airport. A computer _____ the skycar, so it _____ dangerous. It _____ a lot faster than a car. A journey of a hundred miles _____ only sixteen minutes! The first skycars _____ about a million dollars each, but after a few years they _____ a lot cheaper.

5 a A reporter is talking to a scientist about the skycar. Use these cues. Make the questions.

Example
How many engines will the skycar have?

1 How many engines / the skycar / have
2 How many people / it / carry
3 How / it / land
4 it / be / dangerous
5 it / be / faster than a car
6 How fast / it / be
7 How much / the first skycars / cost
8 they / get / cheaper

b Work with a partner. Use your questions and the information in 4. Make the dialogue between the reporter and the scientist.

STUDY SKILLS

Recording vocabulary

How do you record vocabulary? Look at this part of a student's vocabulary book. What other useful information can you add?

Word	Translation	Notes
bus		Plural: buses
solve		You solve a problem. Past form: regular

WORKING WITH WORDS

Transport

6 a Look back at the two parts of the skycar article and find all the words to do with transport.

Example
car *drive* *traffic jam*

b Put the words in your vocabulary book.

7 a What do you think? Will the skycar really happen?

b Work with a partner. Think of another way to improve transport in the future.

c Tell the class about your plan.

B KIDS

Justin's party

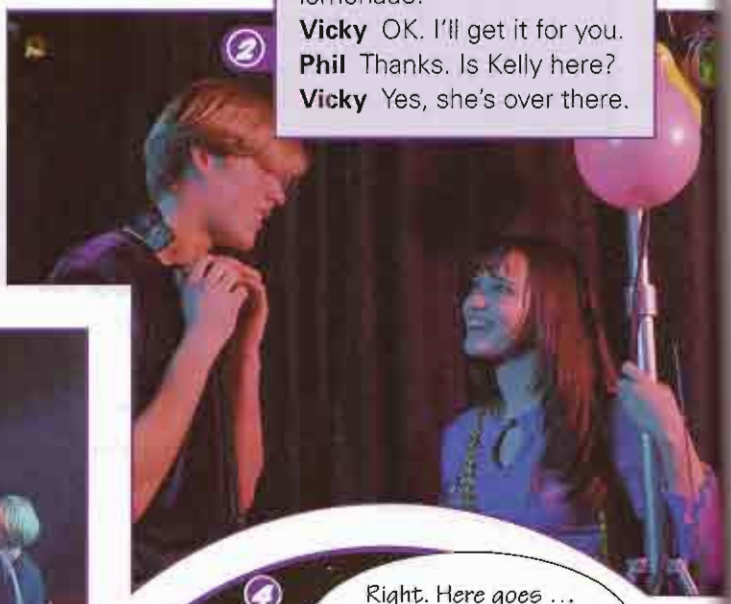
1 a What do you remember about the story? How do Phil and Kelly feel about each other?

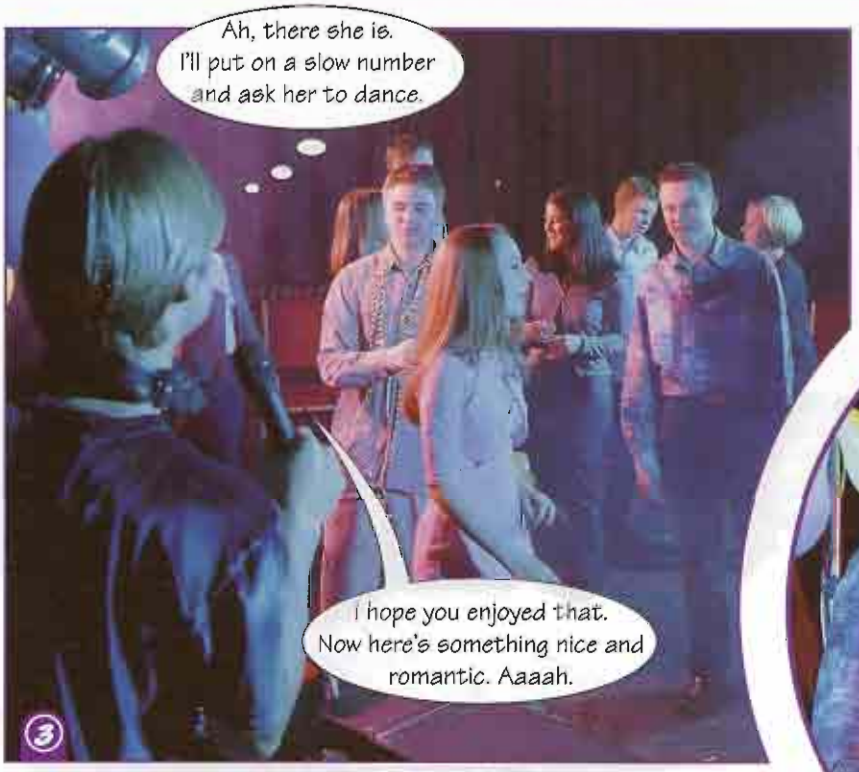
b 19 Read and listen to the next episode. Why doesn't Phil dance with Kelly?

Justin and Phil are at the sports centre. They are getting things ready for Justin's party.

Justin Hello. Justin Higgs ... What?! ... You're kidding ... But the party's tonight! ... OK ... Bye.
Phil What's the problem?
Justin It's the DJ. He can't make it. He's ill. He says we can borrow his CDs and his equipment. But it won't be much of a party without a DJ.
Phil I'll do it.
Justin What? You'll be the DJ?
Phil Yes. It'll be fun.

Phil OK, everybody. Are you having fun?
Everyone Yes.
Phil Well, here's the latest from Potato Head.
Vicky Hi, Mr DJ, would you like a drink?
Phil Oh, hi, Vicky. Yes, please. I'd like a glass of lemonade.
Vicky OK. I'll get it for you.
Phil Thanks. Is Kelly here?
Vicky Yes, she's over there.





2 Complete the sentences with the correct subjects.

1 _____ is having a birthday party.
2 _____ is ill.
3 _____ says he'll be the DJ.
4 _____ offers to get Phil a drink.
5 _____ puts on a slow record.
6 _____ asks Kelly to dance.
7 _____ dances with Sam Robinson.

Everyday expressions

3 a Match the two parts of these expressions.

1	They're getting	she is.
2	You're	do it.
3	What's	having fun?
4	He can't	kidding!
5	It won't be	much of a party.
6	I'll	the problem?
7	It'll be	goes.
8	Are you	fun.
9	There	make it.
10	Here	things ready.

b How do you say the expressions in your language?

c Choose expressions from the list to respond to these.

1 Could somebody answer the phone, please?
2 It's your turn for the bungee jump.
3 I'm looking for Vicky – where is she?
4 Is John going to come to the party?
5 Oh no! That's terrible.
6 I've got a Ferrari.

4 Work in a group. Act out the story.

Offers

5 a Look at these two dialogues. Who is making the offer in each one? Underline the words which make the offer.

1 **Justin** It won't be much of a party without a DJ.
Phil I'll do it.

2 **Phil** I'd like a glass of lemonade.
Vicky OK. I'll get it for you.

b A lot of Justin's friends offer to help him with his party. Look at the pictures. What do his friends say? Use these verbs.

clear up | arrange | make | bring | do | put

Example
1 *We'll do the shopping for you.*

c 20 Listen and check your answers.

Making suggestions

6 a Look at the table. Add some more things to the second column.

Would you like Do you want		a drink? something to eat?
	to	dance? go to the cinema? play table tennis?

b Work with a partner. Make dialogues. Use the table and these responses.

Yes, please. I'll ... Yes, OK.
No, thank you. Yes, I'd love to.

Example
Would you like a drink?
Yes, please. I'll have a cup of coffee.

7 Think of some things you'd like to do next week. Invite a partner to do the things with you.

G DETECTIVE OF THE YEAR

Language in use

1 21 Read and listen to the story. What does Sweet Sue throw through the window? Why?

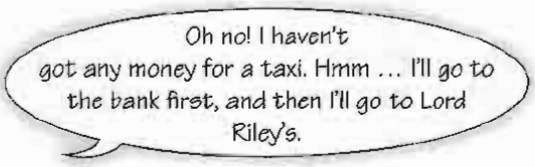
2 Read the story again. Are these statements true or false?

1 Smart Alec solved the Buxton case.
2 The Detective Club gives an award every year.
3 Sweet Sue wants to win the award.
4 Lord Riley's wife phones Sweet Sue.
5 Sweet Sue goes to see Lord Riley by train.
6 Smart Alec was in when the President came.
7 Smart Alec is the Detective of the Year.

What's the rule?

will for decisions

3 a Look at what Sweet Sue says. When does Sweet Sue decide to go to the bank? Draw a line in the bubble to show this moment.

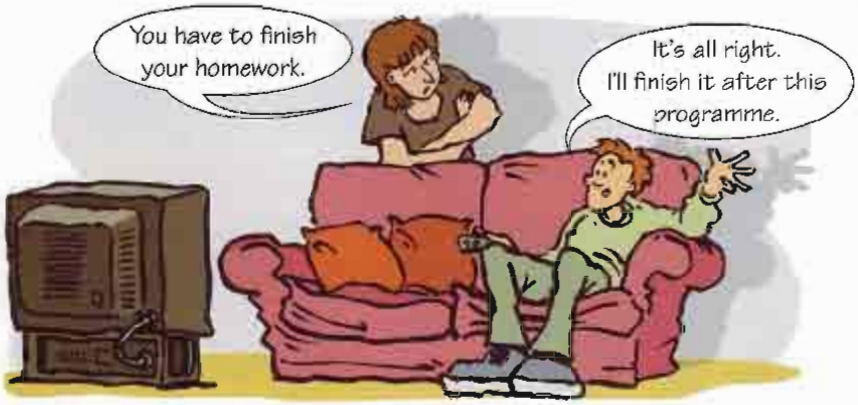


b We often use *will* for decisions. Find three more examples in the story where Sweet Sue uses *will* for a decision.

Practice

4 a Write the responses. Use the cues with the expressions in the box.

Don't worry.	It's all right.	OK.	I'm sorry.



1 Don't forget to get Justin a birthday present. *buy / after school*
2 You were late for school yesterday. *get up / earlier tomorrow*
3 Look after your ticket. You lost it last time. *not lose / this time*
4 It's your turn to wash up. *do / in a minute*
5 I heard something interesting about Phil, but it's a secret. *not tell / anyone*

b Read the dialogues with a partner.

5 a Work with a partner. Look at the sentences. Choose from the expressions below to make dialogues.

Example
- *Hello.*
- *Hello, Mrs Higgs. Could I speak to Justin, please?*
- *I'm sorry. He isn't in at the moment.*
- *OK. I'll phone again later. Bye.*
- *Goodbye.*

1 I'm sorry. He isn't in at the moment.
2 Shall we play tennis this afternoon?
3 There's someone at the door.
4 Would you like a drink?
5 What does this word mean?
6 There's something wrong with the car.
7 What time does the film start?

a look it up in the dictionary

b have a look in the newspaper

c answer it

d phone again later

e have a glass of milk

f see you at the park at two

g take the bus

b Act out your dialogues.

D Your Future

Reading

1 a Look at the questionnaire. What is it about?

b Use a dictionary. Check the meaning of any words that you don't know.

2 Work with a partner. Ask each other the questions and note the answers.

Your future

Where will you be in ten or twenty years from now? What does the future hold for you? Will you be happy? Will you find the partner of your dreams? What do you think? Try our questionnaire and make some predictions about your future!

1 Where will you live? Tick one box.

- On a farm ☐
- In a village or small town ☐
- In a big city ☐
- In another country ☐

2 Where do you want to work? Tick one box.

- In a shop or an office ☐
- Outdoors ☐
- In a hospital ☐
- None of these ☐

3 What do you most want your partner to be? Tick one box.

- Rich ☐
- Intelligent ☐
- A good friend ☐
- Good-looking ☐

4 At what age do you think you will do these things?

	Age
Learn to drive	_____
Start work	_____
Get married	_____
Have children	_____

5 Do you think you will ever do any of these things?

	Yes	No
Write a book	☐	☐
Appear on TV	☐	☐
Play in a national sports team	☐	☐
Make a record	☐	☐

6 Which of these do you most want to be ? Tick one box.

- Famous ☐
- Important ☐
- Rich ☐
- Happy ☐

7 Which of these things do you think you will see in your lifetime?

	Yes	No
We will find life on other planets.	☐	☐
People will take holidays in space.	☐	☐
Aliens will visit the Earth.	☐	☐
People will live on Mars.	☐	☐

3 Find another partner. Tell him/her about your first partner. Use these expressions.

Example

Lucy hopes that she will live in a big city.

thinks ... doesn't think hopes	that	he/she'll ... his/her ... will ...

WORKING WITH WORDS

Places

4 a Look at questions 1 and 2 in the questionnaire. How many more places can you think of?

Places to live	Places to work
a house	a bank

b Match the prepositions to the correct places.

TV Mars
a hospital — a city
in
the country — an office
on
a shop — a farm
the Earth space

Listening

5 a 22 Look at the pictures. Listen. You will hear some predictions about the future. Which of the things do the people make predictions about?

b Listen again. What do the people think will and won't happen?

Will happen	Won't happen
Children will have lessons on the Internet.	They won't go to school.

c What do you think about the future? Tell a partner your predictions. Use ***will/won't*** and the expressions in the box.

I think (that) ...
I don't think (that) ...
... will probably ...
Perhaps ...

Example
I think people will be healthier in the future. They'll probably live much longer. Perhaps people will live for two hundred years or more!

Practise your writing

Paragraphs

6 Write two paragraphs about the future.

Paragraph 1: Your own future

Use the questionnaire to help you. Give some reasons for your choices, like this:

When I'm older, I'll live in a big city. I like cities. They're very exciting. I want to work in a hospital, because I want to be a doctor.

Paragraph 2: The future of the world

What will the world be like in the future? How will things change? Will things be better or worse than today? Use the ideas from exercise 5 to help you. Start like this:

I think that in the future ...

That's the end of Unit 3. Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

4 What was happening?

A Times and places

Language in use

1 23 Read and listen. Write the correct names with the pictures.

What were you doing at 12 o'clock on Sunday? I was sitting at my computer. I was sending an e-mail about my party to all my friends around the world. They weren't doing the same as me, because it was a different time in their countries. What were they doing?

Justin

1 In Delhi it was six o'clock in the evening. Ranjit and his family were having dinner.

2 It was 9 pm in Tokyo. Was Michio getting ready for bed? No, he wasn't. He was still sitting at his desk. He was studying for an English test on Monday morning. Poor Michio!

3 In Sydney it was ten o'clock at night. Sandy and Mark were getting ready for bed. Sandy was cleaning her teeth in the bathroom and Mark was putting on his pyjamas.

4 It was nine o'clock in the morning in Rio de Janeiro. Raoul was on the beach with his friends. They were playing volleyball.

5 Tina wasn't doing anything. She was asleep, because it was only 4 am in San Francisco. What was she dreaming about?

2 Which countries do Justin's friends live in? Choose from this list.

Argentina | the USA | China | India | Canada | South Africa | Turkey | Australia | Brazil | Japan

GRAMMAR

STUDY SKILLS

Using what you know

You're going to learn a new tense – the past continuous. You already know the different parts of this tense. Look:

This is the present continuous. When do we use it?

It's 1.30 pm and Sally **is** having lunch.

Put this part into the past simple.

This is the past continuous. When do you think we use it?

She _____ having lunch at 1.30 yesterday, too.

What's the rule?

Past continuous

3 **a** Find examples of the past continuous in the texts.

b Put the words in the correct order to complete the questions.

1 What _____ _____ _____ _____ ? (they doing were)
2 _____ _____ _____ _____ ready for bed? (getting Michio was)

c Check your questions in the texts. How do we make questions in the past continuous?

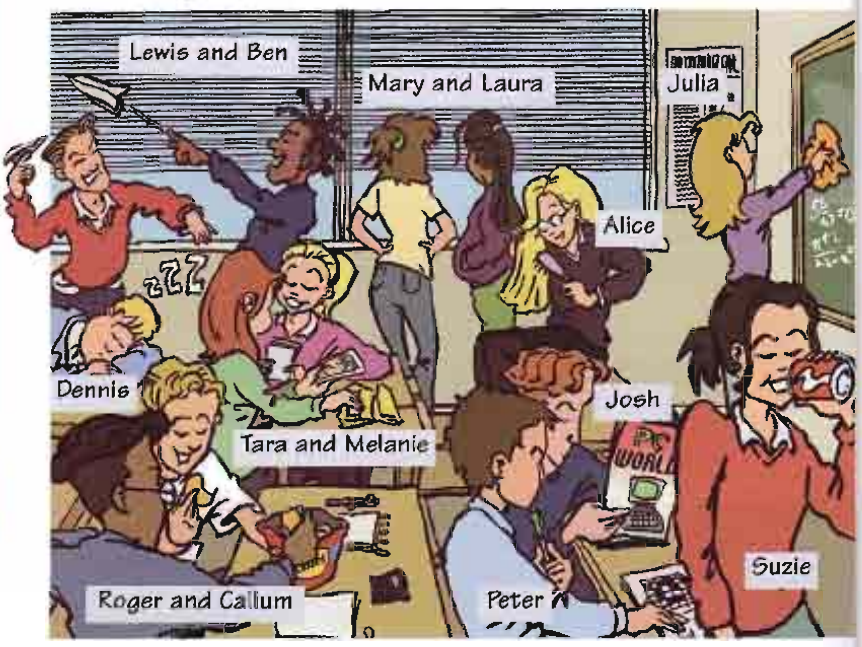
Practice

4 Use the cues. Make ten true sentences about Justin's friends.

Examples
Ranjit and his family weren't getting ready for bed.
Ranjit and his family were eating.

Ranjit and his family	sleep
Michio	volleyball
Raoul and his friends	eat
Tina	test
Sandy and Mark	ready

5 **a** Last Friday, Class 9G had a Maths test at 9.30 am. Look at the picture. What were they doing at 9.25 am?



b Ask and answer with a partner.

Example
- *What was Suzie doing?*
- *She was drinking something.*

6 24 How good is your memory? Close your book. Listen and answer the questions.

WORKING WITH WORDS

Time expressions

7 **a** How do you say these in your language?
7 am 7 pm

b Complete these expressions with ***in***, ***at*** or ***on***.

_____ ten o'clock
_____ Saturday
_____ the morning
_____ the afternoon
_____ the evening
_____ night

c What were you doing at these times?

Example
At 7 am today, I was eating my breakfast.

1 7 am today
2 Sunday morning
3 Saturday afternoon
4 before the lesson started

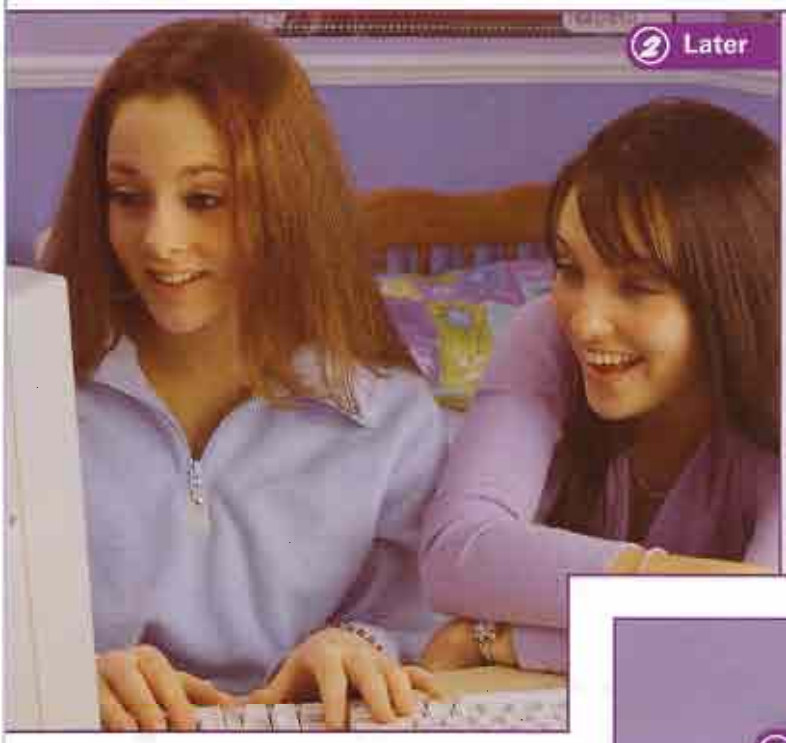
B KIDS

Virtual Soap

1 25 Read and listen to the dialogue.
Answer these questions.

1 What is *Virtual Soap*?
2 Who are these people?
Candice Morgan Sam De Vere Sam Robinson

Kelly Hi, Vicky. It's me, Kelly.
Vicky Oh, hi. How are you?
Kelly Oh, I'm just having a boring Sunday morning. Are you doing anything at the moment?
Vicky No, why?
Kelly Do you want to come round to my place? I've got a new computer game called *Virtual Soap*.
Vicky That sounds interesting.
Kelly Yes, it's great. It's a sort of soap opera – like on TV, but you can change the characters and make your own stories.



Kelly Here it is.
Vicky It looks really cool.
Kelly These are some of the characters in the soap opera. But the best thing is you can scan your own photo in and then you can be one of the characters.
Vicky Wow! So are you going to do that?
Kelly Yes, I am. I'm going to be Candice Morgan. She's a student and she fancies this boy here, but he's going out with another girl.
Vicky Mmm. He looks nice. What's his name?
Kelly Sam De Vere.
Vicky Really? Have you got a thing about boys called Sam?
Kelly What do you mean?
Vicky Well, you were dancing with Sam Robinson a lot at Justin's party...

Kelly Sam Robinson? You must be joking! He only talked about one thing all evening.
Vicky What was that?
Kelly Himself!
Vicky Yes, that sounds like Sam. What about Phil, though? Wasn't he a good DJ?
Kelly Yes. He was great.

2 Are these statements true or false?

1 *Virtual Soap* is a television programme.
2 Vicky has got *Virtual Soap* on her computer.
3 Kelly is going to scan her own photo into *Virtual Soap*.
4 Sam De Vere has got a girlfriend.
5 Kelly fancies Sam Robinson.
6 Vicky doesn't know Sam Robinson.
7 Kelly didn't dance with Phil at Justin's party.

3 What do you think of Kelly's game? Think of your favourite TV soap opera. Which character would you like to be? Why?

Everyday expressions

4 a How do you say these things in your language?

Are you doing anything at the moment?
Come round to my place.
a sort of
Here it is.
The best thing is ...
She fancies ...
He's going out with ...
Have you got a thing about ...?
What do you mean?
You must be joking!
Really?

b Match the sentences in A and B to make dialogues. Some can go with more than one.

A

1 Are you going out with Frank?
2 Are you doing anything at the moment?
3 Do you want to come round to my place?
4 Can I listen to your new CD?
5 What kind of story is this?
6 I think he fancies you.
7 Does Pete fancy Vicky?

B

a No, why?
b Sure. Here it is.
c Really?
d You must be joking.
e It's a sort of science fiction thing.
f Yes, OK.
g Yes. He's got a thing about dark-haired girls.

Having a conversation

5 Work with a partner. Choose a dialogue from exercise 4. Continue the conversation together.

Example

- *Are you going out with Frank?*
- *No, why?*
- *Well, you were dancing with him a lot.*
- *He's a good dancer.*
- *Oh, I think you fancy him.*
- *You must be joking!*
- *Well, you've got a thing about boys with blond hair.*
- *What do you mean?*
- *You know . . .*

Responses

6 a Find words in the story to complete the table. Can you add any more words to the table?

That He She	sounds looks	fantastic. ..... exciting. ..... delicious. ..... boring. terrible. dangerous.

b Work with a partner. Make dialogues. Choose responses from the table.

Example

- *We went to New York for our holidays.*
- *That sounds exciting.*
- *Yes, it was wonderful! We had a great time.*

1 We went to New York for our holidays.
2 We had four exams today.
3 This is my new jacket.
4 Here's a photo of my penfriend.
5 We're going skiing next week.
6 I had 'flu last week. I was in bed for five days.
7 Here's the pizza.
8 Would you like to be in Virtual Soap?

7 Work with a partner. Act out the 'Kids' story.

Twister!

Language in use

1 a What do you think a twister is? What does it do?

b 26 Read and listen to the news item. Check your ideas.

2 Read the news item again. Answer the questions.

1 What is the boy's name?
2 Where does he live?
3 What happened there today?
4 When did it happen?
5 Why is the boy on TV?
6 Why has the boy still got toothache?

Interviewer Today was a normal day in Townsville, Kansas. The kids were at school. People were shopping. Little children were playing. Then at 11.15 this morning, a huge tornado hit this quiet little town. Luckily for the people of Townsville, young Billy Morgan saw the tornado first and warned everyone. What were you doing when you saw the tornado, Billy?

Billy I was going to the dentist's. I had toothache. That's why I wasn't at school.

Interviewer Tell us what happened.

Billy Well, while I was crossing the street, I saw something in the distance. It was like a big black snake, and it was getting bigger and bigger. It was coming straight towards the town. We get a lot of twisters here, so I knew what it was.

Interviewer What did you do?

Billy When I saw it, I shouted 'Twister! Twister!'. Then I ran down the street, and I shouted 'A twister's coming!' again and again.

Interviewer What did people do when they heard you?

Billy Everyone grabbed their children, pets and things and ran indoors.

Interviewer Where did you go?

Billy As I was running past the police station, Sergeant Jeffries shouted 'Billy, get in here.' I looked behind me, and the twister was already coming down Main Street, so I ran into the police station and Sergeant Jeffries shut the door.

Interviewer What happened next?

Billy A few seconds later the tornado went past. It picked up the police car and threw it around like a toy. It was really scary. It was very noisy, too. Then suddenly the noise stopped and it was very quiet. It all happened very fast.

Interviewer The tornado caused a lot of damage to the town, but nobody was hurt, thanks to you, Billy.

Billy Yes, but I've still got toothache. The twister blew the dentist's surgery down!

What's the rule?

Past continuous and past simple

3 a Look at Billy's story. Complete this sentence.

While I _____ the street,
I _____ something in the distance.

b What are the two tenses? Copy the diagram and write these names in the boxes.

past continuous past simple

I was crossing the street. [ ]

I saw something. [ ]

c Did the two things happen

- at the same time?
- one after the other?

d Complete the sentences from the story:

When I _____ it, I _____ 'Twister! Twister!'. Then I _____ down the street.

e What tense is used in these sentences? Did the things happen

- at the same time?
- one after the other?

Practice

4 Here are some more stories about the twister. Look at the pictures. Put the verbs in brackets into the past continuous or the past simple tense.

At 11.15 Rosanna Sanchez was in the garden with her daughter, Shelley. Shelley _____ (play) with some toys, and Rosanna _____ (take) some photographs of her. They _____ (have) a good time. Then suddenly Rosanna _____ (hear) a shout: 'Twister!'. Rosanna _____ (grab) Shelley and _____ (run) into the house. But as she _____ (run) indoors, she _____ (drop) the camera and the twister _____ (take) it.

Mr and Mrs Jensen were in their car at 11.15. They _____ (go) to the shops. They _____ (drive) down Main Street, when they _____ (see) the tornado. It _____ (come) straight towards them. When they _____ (see) it, they _____ (get) out of the car and _____ (run) into the bank. A few seconds later the tornado _____ (pick up) the car and _____ (throw) it into the air.

5 Work with a partner. Make interviews with the people in exercise 5. Use these questions.

- Where were you at 11.15 this morning?
- What were you doing?
- What did you do when you saw the twister?
- What happened next?

WORKING WITH WORDS

Words that go together

6 a Match the verbs in A with the items in B. Some can go with more than one.

b Make a sentence with each expression.

A	B
get	to the dentist's
hear	everyone
take	indoors
go	with toys
play	photographs
get out of	a car
run	bigger
have	the street
cross	a shout
warn	toothache

D Who killed John Ross?

Reading

1 Look at Smart Alec's report and answer these questions.

1 Who was John Ross?
2 When did he die?
3 Where was he when he died?
4 Who else was at the house at the time?
5 What was each person doing?

John Ross, the film star, died yesterday. At ten past two in the afternoon there was a shot and John Ross was dead. Was it an accident or did somebody kill him?

When I arrived, John Ross was in the library. He was lying on the floor and he was dead. There was a gun next to him. The gun was clean and there were no fingerprints on it. I checked the room. The windows were open. There was an empty cup on the desk. There were fingerprints on the window, the cup and the handle of the library door. They were the fingerprints of John Ross and Wilson, the butler.

I checked the other rooms. There was some oil on the handle of the front door. In the living room the television was on. In the dining room there was a broken plate on the floor. In the kitchen there were some potatoes in the sink.

1

There were four other people in the house that afternoon: Wilson, the butler, Mrs Clare, the cook, Adams, the chauffeur and Mr Ross's daughter, Donna. Adams was outside. He was repairing the car. Mrs Clare was in the kitchen. She was peeling some potatoes to make a cottage pie, and Miss Ross was watching television in the living room.

At two o'clock Wilson took Mr Ross a cup of tea in the library. Mr Ross was sitting at his desk and he was cleaning his gun. Wilson put the cup of tea on the desk, then he opened the windows and he left the room. At ten past two Wilson was setting the table in the dining room. When he heard the shot, he dropped one of the plates and ran to the library.

2

2 a Look at the picture. Label these things.
- the names of the rooms
- the people

b Where were these things?
- the oil
- the butler's fingerprints
- the plate
- the cup
- the potatoes

3 What do you think happened to John Ross? Discuss your ideas. Use these expressions.

I think he/ she ...
I don't think he/she ...
Perhaps he/she ...

Listening

4 a 27 Listen. Who is Smart Alec interviewing?

b Listen again. Write down any new information about each person.

Donna
She was sitting near the living room door.

Wilson

Adams

5 a You have now got all the information. Who killed John Ross? How?

b 28 Listen. Smart Alec knows the killer. Were you right?

WORKING WITH WORDS

Houses

6 a Work with a partner. Look at the picture of the house in exercise 2. How many of these can you name?
- parts of the house
- things in the house

b What rooms are not shown in the picture?

c Write down five things that you normally find in each room in a house.

Practise your writing

A Whodunnit

7 a Work in a group. Write your own Whodunnit. First read this.

Betty Owens is a rich woman. Last Saturday someone stole her jewels. She put them on a table in the living room, then she left the room to answer the phone. When she came back ten minutes later, the jewels were not there. There were four other people in the house when the jewels disappeared:

1 her younger sister, Cindy
2 her older brother, Marcel
3 her husband, Antonio
4 her secretary, Louise

b Decide who stole the jewels. Why did he/she do it and how?

c Draw a plan of the house and write the four suspects' stories.
- Where were they?
- What were they doing when the jewels disappeared?
- What did they do next?

d See if other groups can find the thief!

That's the end of Unit 4.
Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

EXTENSION 2

CULTURE

1 Before you look at the text, write down everything that you know about Canada. Discuss your ideas with the class.

2 29 Read and listen to the text. Find the information to complete the chart.

Area	
Population	
Origins of the people	
Languages	
Capital city	
Largest cities	
Head of state	

CANADA

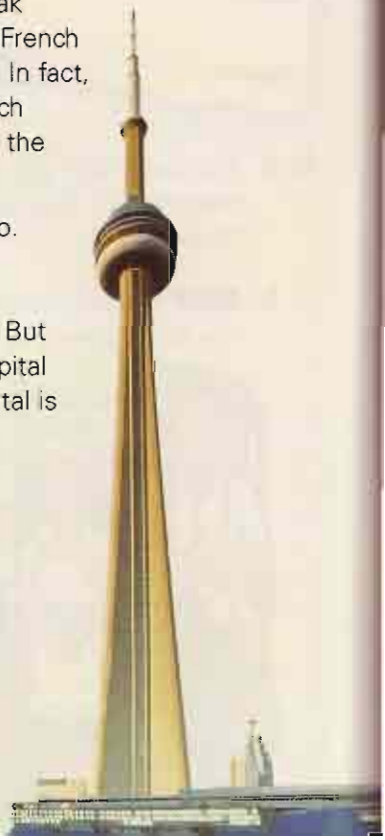
Canada is the second largest country in the world. With an area of 9,976,185 square kilometres, it is almost as big as the whole of Europe. However, it has a population of only 27 million people. This is less than half the population of Britain.

Most of Canada's people are the descendants of European immigrants: 45% from Britain and Ireland, 29% from France and 6% from Germany. Today a lot of immigrants come from Asia. Vancouver, on the west coast of Canada, has a large Asian population.

The original inhabitants of Canada were the Inuit (or Eskimos) and the Indians, but today they are only 4% of the population. Most of them live in the north of Canada.

In winter Canada is very cold and it has a lot of snow. Skiing, skating and ice hockey are all very popular.

Britain and France fought over Canada for nearly two hundred years. Finally in 1763 Britain took control. Canada is now an independent country, but the British Queen is still the head of state. Most of the population speak English, but about 6 million Canadians speak French as their first language. Most of the French speakers live in the province of Quebec. In fact, Montreal, in Quebec, has more French speakers than any other city in the world except Paris.



This is the CN Tower in Toronto. Toronto is the largest city in Canada. Montreal is the second largest city. But neither is the capital city. The capital is Ottawa.

PROJECT

Choose one of these projects.

A

Make a project about a country.

1 Choose a country. Find some information about it. Try an atlas, an encyclopaedia, the Internet, travel agencies, and the country's embassy.

2 Write a few paragraphs about the country.

3 Illustrate your text with a map and pictures.

B

Make a project about the future.

1 What do you think the future will be like? What things will change? How will they change?

2 Write down your ideas. Add some illustrations.

3 Interview some people about their ideas of the future. Write the results of your survey.

C

Make a news report about an incident.

1 Choose an incident (real or fictional) and write the story of what happened.

2 Write an interview with one of the people involved.

3 Present your report as a magazine article with some illustrations or record it as a TV or radio report.

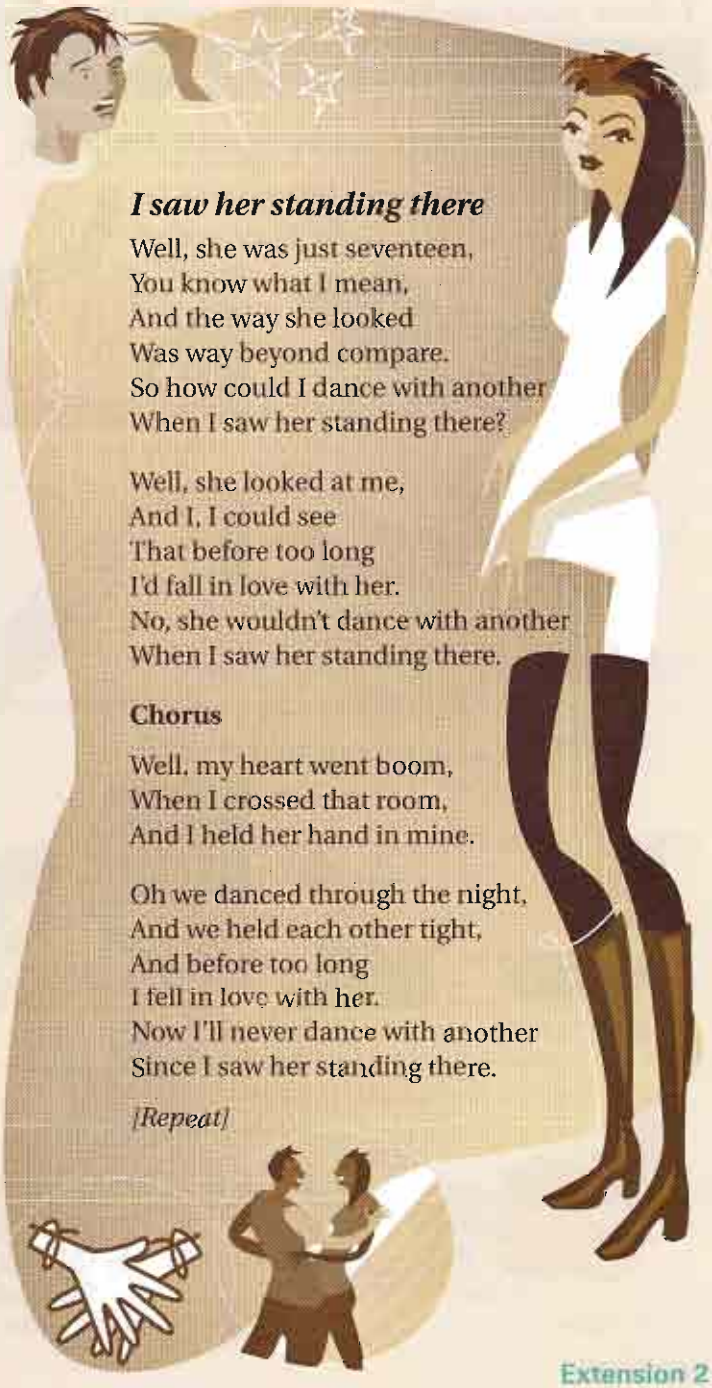
SONG

1 30 Listen to the song. Answer these questions.

1 Who is singing the song – a boy or a girl?
2 Where did they meet?
3 What happened?
4 How do they feel about each other now?

2 a Find all the past simple verbs in the song.

b Which verbs are regular? Which verbs are irregular?



I saw her standing there

Well, she was just seventeen,
You know what I mean,
And the way she looked
Was way beyond compare.
So how could I dance with another
When I saw her standing there?

Well, she looked at me,
And I, I could see
That before too long
I'd fall in love with her.
No, she wouldn't dance with another
When I saw her standing there.

Chorus

Well, my heart went boom,
When I crossed that room,
And I held her hand in mine.

Oh we danced through the night,
And we held each other tight,
And before too long
I fell in love with her.
Now I'll never dance with another
Since I saw her standing there.

[Repeat]

REVISION 2

STUDY SKILLS

Revising

Look back at Units 3 and 4. Use these revision ideas. Can you think of any other ways to revise?

1 Check the grammar rules.
2 Practise using the Everyday English expressions.
3 Test yourself on the vocabulary.

will for offers

1 Some young people are at a youth hostel. They all have to help with the jobs. Look at the pictures. What do they say? Use these verbs.

hoover	do	wash	clean	cook	set	make	wash up

1 John

2 Meg and Paul

3 Jenny

4 Frank

5 Carl and Minnie

6 Bob and Josh

7 Suzie

8 Yvette and Rose

Future with will

2 Will these things happen in the next ten years? What do you think? Complete the sentences with the affirmative or negative of ***will***.

1 The Earth _____ hotter. (get)
2 Aliens _____ the Earth. (attack)
3 People _____ in flying cars. (travel)
4 Astronauts _____ on Mars. (land)
5 There _____ a world war. (be)
6 Scientists _____ a cure for cancer. (find)
7 I _____ school. (leave)
8 I _____ married. (get)

Past continuous

3 Use the cues. What were or weren't these people doing last Saturday afternoon?

Example
She was watching TV.
She wasn't cooking.

watch TV
cook
sit in an armchair
eat a sandwich

play tennis
roller-blade
wear shorts
swim in the lake

dig the garden
lie on the grass
sleep
read a book

dance
do their homework
have a good time
shop

Past simple and continuous

4 Put the verbs into the past simple or continuous.

Young Lifesavers

These two young people both saved someone's life in an accident.

1 Mark Taylor, 13, London

Last November Mark was on holiday in Scotland with his father. 'One day we _____ (climb) a mountain,' said Mark, 'when a rock _____ (fall) on my father's leg.' Mark _____ (run) five miles to get help. When he _____ (find) a telephone, he _____ (dial) 999. Fifteen minutes later a helicopter _____ (arrive) and it _____ (take) Mark's father to hospital.

2 Jackie Wolfe, 15, Manchester

One day last year Jackie _____ (travel) in an ambulance with her grandmother and another old lady. The ambulance _____ (take) the two old ladies to hospital. Suddenly, as they were _____ (go) along a very busy road, the driver _____ (have) a heart attack. Luckily, Jackie _____ (sit) next to the driver. She quickly _____ (grab) the steering wheel and then _____ (stop) the ambulance.

Words that go together

5 a Write a sentence for each of these verbs.

put on	cross	drop	peel	repair
brush	lie	send	throw	pick up

b How many objects can you think of for these verbs?

Example
clean your bedroom

clean have make need

Listening and speaking

6 a Look at the dialogues. Read them with a partner.

1 • Shall we play table tennis?
○ No, I can't. I have to go in a minute.
• OK. Oh, by the way, was that Maths homework for tomorrow?
○ No, it's for Thursday.
• Good. See you tomorrow.
○ Yes. See you.

2 • Hi. Did you have a good weekend?
○ It was great. I went to a party on Saturday.
• That sounds exciting.
○ Yes, it was. What did you do?
• Well, actually I went bowling with Justin.
○ Wow! He's gorgeous.

3 • What time does the show start?
○ At half past six.
• Oh, well, we've got plenty of time, then. It's only quarter past six.
○ Would you like a drink?
• Yes, please. I'll have a cup of coffee.
○ OK.

b 31 Some parts of the dialogues are not what the people actually say. Listen. Underline the incorrect parts.

c Listen again. Write the dialogues correctly.

d Read the new dialogues with a partner.

5 London

A Sightseeing

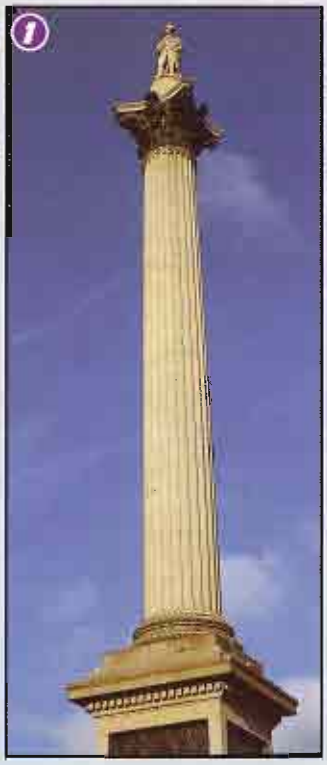
Language in use

1 a Vicky wrote an article for the school magazine. Look at the photographs. Do you know any of the places?

b 32 Now read and listen to Vicky's article.

Our trip to London

Last month I went to London for the weekend with my parents. On Saturday we went on a sightseeing tour. I really wanted to go shopping in Oxford Street, but Dad said 'You can go shopping when you're at home.' Huh, parents! Actually, the tour was very interesting. We saw lots of famous places. Here are some of them.



This is Nelson's Column. It's in the middle of Trafalgar Square. There are some fountains and statues in the square, too – and lots of pigeons. I fell in one of the fountains! It was so embarrassing!

This is the Tower of London. It's nearly a thousand years old. A lot of people lost their heads here. You can see the Crown Jewels here.

This is Buckingham Palace. The Queen lives here.

The Prime Minister lives in Downing Street at number 10.

On Sunday we went on a boat on the River Thames to Greenwich. We went to the Millennium Dome and then we had lunch in Greenwich Park. On Sunday afternoon we came home. We never got to the shops. Ah well, maybe next time.

2 Match the items in A to the places in B.

A	B
Big Ben	Trafalgar Square
the Millennium Dome	10 Downing Street
Nelson's Column	the Houses of Parliament
pigeons	the Tower of London
the Prime Minister	Oxford Street
Saturday Night Fever	Buckingham Palace
the Queen	Greenwich
boats	the River Thames
the Crown Jewels	the London Palladium
shops	

What's the rule?

the with place names

3 a Do the names of these things have 'the'? Find examples in the texts.

- streets
- rivers
- parks
- squares
- theatres

b Some buildings have 'the' and some don't. Which of these two names has the article 'the'?

..... Buckingham Palace
..... Palace of Westminster

c Look at the two names. Where is the word 'palace' in each one? Can you make a rule for 'the' with buildings?

STUDY SKILLS

Exceptions to a rule

For most things in a language there are rules. We know whether something is correct or not.

Example
We say: Buckingham Palace ✓
We don't say: The Buckingham Palace ✗

But sometimes things don't follow the rule.

Example
We say: The Millennium Dome ✓
We don't say: Millennium Dome ✗

When you meet exceptions, note them in your vocabulary book and learn them as separate things.

Practice

4 Put in ***the*** where necessary.

1 ..... Downing Street
2 ..... Trafalgar Square
3 ..... Tower of London
4 ..... Greenwich Park
5 ..... Bank of England
6 ..... City of London
7 ..... Big Ben
8 ..... Nelson's Column
9 ..... Cambridge Theatre
10 ..... London Bridge
11 ..... River Thames
12 ..... Oxford Street

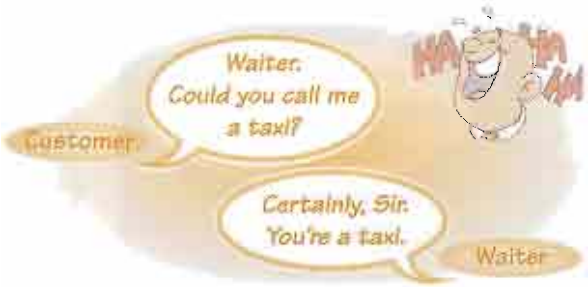
5 a 33 These people went to London. Listen. What did they do? Match the activities to the people.

feed the pigeons
go to a pop concert
have lunch
see the Prime Minister
watch a show
see a space rocket
go on a boat
go shopping

b Listen again. Where did they do the things?

c Now write what the people did and where.

Example
1 They went shopping in Oxford Street.



B KIDS

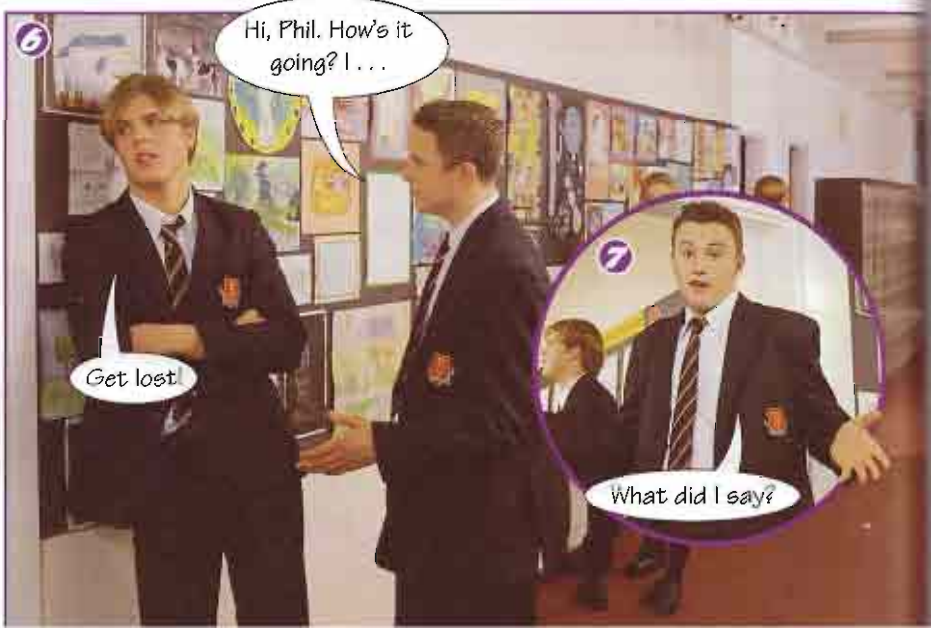
Sam who?

1 a What do you know about these people?

- Sam Robinson?
- Sam De Vere?

b 34 Read and listen to the story. Which Sam is it?

1 Vicky and Kelly are talking about this Sam in picture 4.
2 Phil thinks they are talking about this Sam.
3 Kelly and Vicky see this Sam in picture 5.
4 This Sam is confused.



2 Are these statements true or false?

1 Justin doesn't want to see the film.
2 Phil can't go to the cinema on Friday.
3 Phil's grandparents are going to be at his house on Saturday.
4 Justin is playing basketball on Friday.
5 Phil decides to ask Kelly out.
6 Phil sees Kelly at school the next day.
7 The girls are talking about Kelly's computer game.
8 Kelly wants to talk to Sam Robinson.

Everyday expressions

3 a How do you say these things in your language?

1 *The Matrix is on this week.*
2 *There she is.*
3 *Guess what!*
4 *He asked me out.*
5 *How's it going?*
6 *Get lost!*

b Choose expressions from 3a to make dialogues with these sentences.

1 Um ... you won the lottery?
2 Fine, thanks.
3 Shall we go and see it?
4 Can I borrow your car?
5 Where's Vicky?
6 What did Justin say to you?

4 Work in a group. Act out the story.

Talking about future arrangements

5 a Complete these sentences from the story.

1 My grandparents _____ this weekend.
2 I _____ football (on Friday).
3 We _____ to the cinema at the weekend.

b What tense are the verbs in?

c What time are the people talking about?

the past the present the future

6 a Smart Alec leads an exciting life. Look at his diary. What is he doing next week?

Example

On Monday he's going to Buckingham Palace.

Monday	go to Buckingham Palace
Tuesday	have lunch with the PM
Wednesday	appear on TV
Thursday	play tennis at Wimbledon
Friday	fly to New York
Saturday	meet the US President
Sunday	go scuba diving in Florida

b Work with a partner. Ask what he/she is doing at these times.

Example

- *What are you doing after school?*
- *I'm playing tennis with Martina Hingis.*

after school	tomorrow	on Friday evening
this evening	at the weekend	next week

Making arrangements

7 a Connect the parts of the sentences.

A	B
Shall we	no good for me.
I	are coming.
My cousins	Friday, after school?
What about	can't.
That's	playing volleyball.
I'm	go shopping on Saturday?

b Make a dialogue with the completed sentences.

c Work with a partner. Make new dialogues with these cues.

1 • play table tennis this evening?
○ No / do homework; tomorrow?
• No / go to the theatre with my parents

2 • go bowling today?
○ No / look after my little sister; Sunday?
• No / aunt and uncle/ come for the day

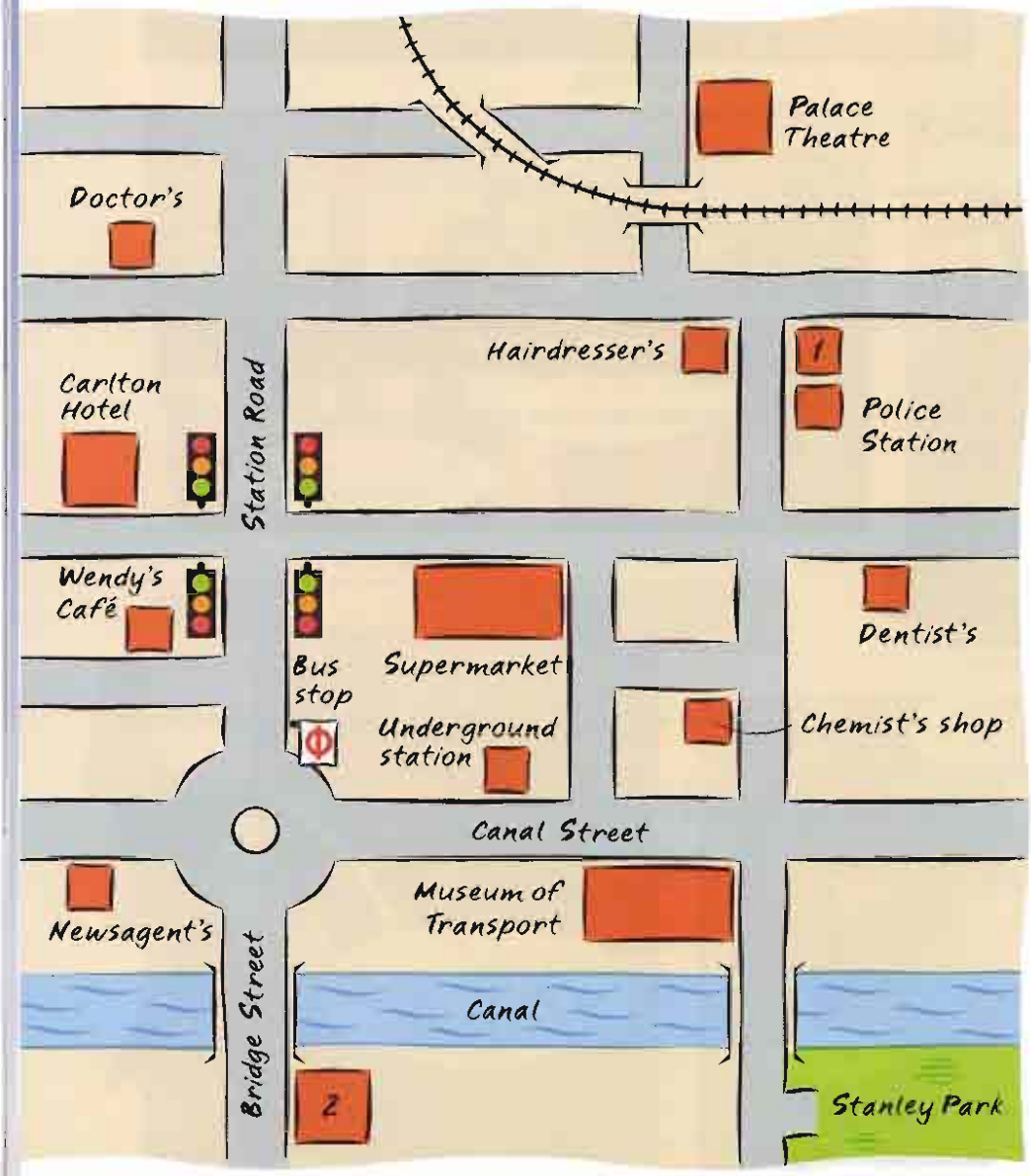
3 • try my new computer game this afternoon?
○ No / go to the dentist's; this morning?
• No / finish my Geography project

G Asking the way

Language in use

1 a Look at the picture. What do you think the people are doing?

b Look at the map. Find the Carlton Hotel.



2 a Some people are in front of the hotel. They're asking for directions. Look at the conversations. Where do they want to go?

b 35 Read and listen to the conversations. Label the places on the map.

1

Man Excuse me. Is there a bank near here?

Woman Go along here. There's a supermarket on the right. Go past the supermarket and take the first turning on the left. There's a bank on the right. It's on the corner next to the police station.

Man Go past the supermarket and turn left?

Woman Yes, and the bank is in that street.

Man Thanks, that's great.

2

Woman Excuse me. How do I get to the nearest post office, please?

Man It's on the other side of the canal. Turn right at the traffic lights, then go along that road till you come to a roundabout. Go round the roundabout and over a bridge over the canal. The post office is on the left.

Woman So that's turn right at the traffic lights, then round the roundabout and over the canal?

Man Yes, that's it.

Woman Thanks a lot.

3 a Follow the routes on the map.

b Work with a partner. Read the conversations.

What's the rule?

Definite and indefinite articles

4 a Singular nouns must normally have a definite article (*the*) or an indefinite article (*a* or *an*). Find all the examples of articles in the conversations from 2b.

b Look at these rules. First complete the example sentences with the correct articles, then complete the rules with these words:
the (definite article) ***a/an*** (indefinite article)

1 We use _____ :
- after *There's ... / Is there?*
  Example
  Is there _____ bank near here?
  There's _____ supermarket on the right.
- when we mention something for the first time.
  Example
  Then go along that road till you come to _____ roundabout.

2 We use _____ _____:
- when we mention something again.
  Example
  Then go along that road till you come to _____ roundabout.
  Go round _____ roundabout.
- with superlatives and ordinal numbers.
  Examples
  How do I get to _____ nearest post office, please?
  And take _____ first turning on the left.
- when there is only one possibility.
  Example
  It's on the corner next to _____ police station.
  (Most towns or districts only have one police station.)

Practice

5 These people are in front of the Palace Theatre. Complete their conversation. Put in ***a/an***, ***the*** or no article.

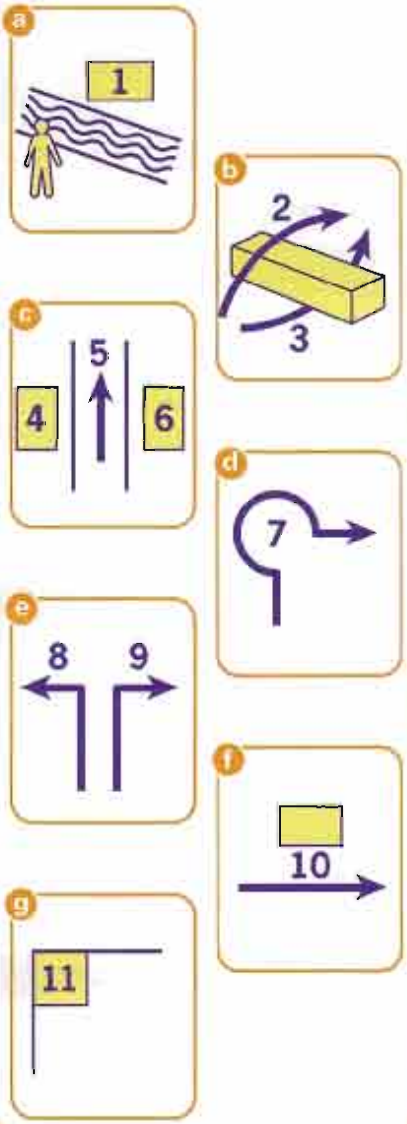
Woman Excuse me. Is there _____ underground station near here?

Man Yes. _____ nearest station is in _____ Canal Street opposite _____ Museum of Transport. Go under this railway bridge and turn _____ left. Then take _____ first turning on _____ right. There's _____ hairdresser's on _____ corner. Go along that street until you see _____ chemist's shop on _____ right. Go past _____ chemist's shop and turn _____ right. _____ underground station is on _____ right.

WORKING WITH WORDS

Directions and locations

6 Find words in the conversations to match the diagrams.



7 Work in pairs. You're at the bus stop in Station Road. Make new conversations to get to these places on the map.
- Wendy's cafe
- the police station
- the post office
- Stanley Park
- a supermarket

D London's burning!

Reading

1 a Look at the text and the pictures. What is the text about?

b What do the pictures show?

The Great Fire of London

The old city of London was very different from today's city. It had narrow, crooked streets and most of the buildings were made of wood. It was a dirty and dangerous city, too. People threw all their rubbish into the streets, and there were rats everywhere. However, in 1666 everything changed.

a The assistant, however, fell asleep, and when he woke up at about two o'clock in the morning, the bakery was on fire. From the bakery the fire spread to the next house and then the next. A strong wind was blowing from the river and it blew the fire from house to house. After a hot, dry summer the buildings caught fire very easily, and in the narrow streets the fire spread quickly.

b Today near London Bridge you can see the Monument to the Great Fire of London. It's thirty-three metres high, because it's thirty-three metres from the bakery in Pudding Lane where the fire started.

c In the evening of 2 September, 1666, Thomas Farynor, a baker, was in his bakery in Pudding Lane near London Bridge. He was making some bread. He put the loaves of bread into the oven and then he went to bed, while his assistant looked after them.

d The fire burned for four days and it destroyed most of the city. Amazingly, only six people died, but almost everyone lost their home. The people of London had to build a new city.

e Soon several streets were on fire. Some people tried to save their houses, but it was no good. The fire was too strong, so they grabbed their children, money and clothe and they ran. The streets were full of people, horses and carts, as everyone tried to escape from the fire.

f They decided to build a better, more modern city with wide, straight streets. It was cleaner and safer, too. The people didn't want another fire, so all the buildings were made of bricks or stone, not wood. Sir Christopher Wren built a new St Paul's Cathedral. Everyone agreed that it was more beautiful than the old cathedral.

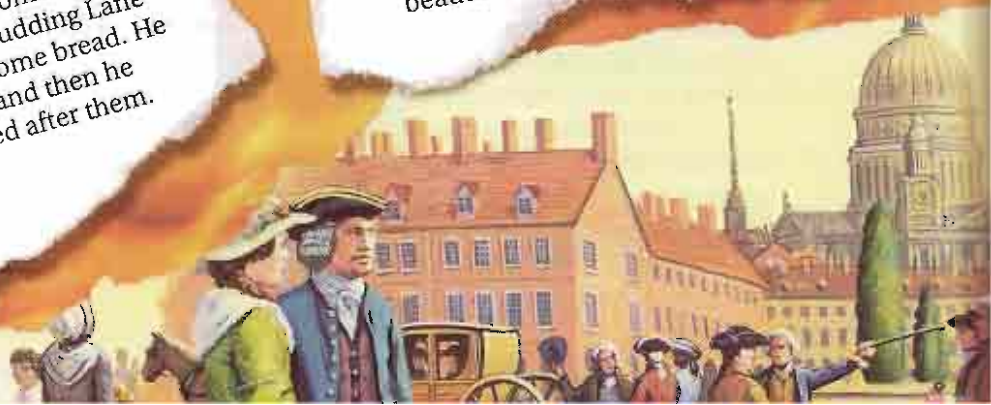
2 a The paragraphs of the text are in the wrong order. Read the paragraphs and number them in the correct order.

b 36 Listen. Check the order.

c How did you work out the order? What words helped you?

3 Read the text again. What does it say about these things?

- rubbish
- bread
- the wind
- six people
- bricks
- St Paul's Cathedral
- the Monument



WORKING WITH WORDS

Adjectives and comparatives

4 a Find the opposites of these words in the text.

wide	.....	wet	.....
straight	.....	same	.....
clean	.....	weak	.....
new	.....	safe	.....
cold	.....	ugly	.....

b What do the opposites describe in the text?

Example

The old city had narrow streets.

c Find the comparatives of these words in the text. How do we make comparatives?

clean	.....	beautiful	.....
safe	.....	good	.....

d Compare the old city of London and the new city.

Example

The new city had wider streets than the old city. The old city had narrower streets than the new city.

Listening

5 a 37 Listen. What are the students doing? Where are they?

b Listen again. Which of these things do the people mention?

Speaker:	1	2	3	4
London Bridge				
St Paul's Cathedral				
the Monument				
the fire brigade				
Pudding Lane				
1666				
Sir Christopher Wren				
London's Burning				

c Listen again. What do they say about the things?

Improve your writing

Using pronouns and possessive adjectives

6 a Look at this part of the story and answer these questions about the highlighted words.

1 Which person or thing do the words refer to?
2 Say if each word is a pronoun or a possessive adjective.
3 Why do we use these words?

In the evening of 2 September 1666 Thomas Farynor, a baker, was in his bakery in Pudding Lane near London Bridge. He was making some bread. He put the loaves of bread into the oven and then he went to bed, while his assistant looked after them.

b Re-write this paragraph. Replace the highlighted words and expressions.

Last month, Vicky went to London with Vicky's parents. Vicky and her parents had a great time. Vicky and her parents stayed at The Lancaster Hotel. The Lancaster Hotel was very good. The Lancaster Hotel was near Oxford Street. Vicky wanted to go to all the big shops but Vicky's dad wanted to go on a sightseeing tour. Vicky had Vicky's camera and Vicky took lots of photographs. On Sunday Vicky and her parents went to Greenwich by boat. Vicky and her parents got on the boat at Westminster Bridge and the boat took Vicky and her parents down the river to Greenwich.

That's the end of Unit 5. Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

6 The Big Screen

A Andy the android

Language in use

1 Look at the story. Who is Andy?

2 38 Read and listen to the story. Connect the halves of the sentences.

1 Smart Alec	has stolen some wallets and purses.
2 A pickpocket	arrest Smart Alec.
3 Sweet Sue, Smart Alec and Andy	picks up the wallets and purses.
4 The thief	has invented an android detective.
5 Andy	go to the multiplex cinema.
6 Two police officers	runs away.

What's the rule?

Present perfect: affirmative

3 a Complete these sentences from the story.

1 A pickpocket ..... some wallets and purses.
2 Two police officers ....., Smart Alec.

b This is the present perfect tense. It has got two parts:

have/has + **a past participle**

Look again at the sentences in 3a. Find the two parts of the present perfect.

c We use the present perfect when an action from the past has a result in the present.

d Find more examples of the present perfect in the story. What is the result of each past action?

e Some past participles are regular. Look at these examples. How do we make a regular past participle?

Example *call* *call**ed*** *arrive* *arrive**d*** *drop* *drop**ped***

f Some past participles are irregular and you can find a list of them at the back of this book. Find some irregular past participles in the story.

Example *steal* ***stolen***

Practice

4 a Look at the cues. What are the past participles of the verbs?

invent / a time machine
stub / toe
break / glasses
find / the remote control
miss / the bus
rent / a video
clean / teeth
have / lunch

b Look at the pictures. What has happened? Use the cues from 4a.

Example
She's found the remote control.

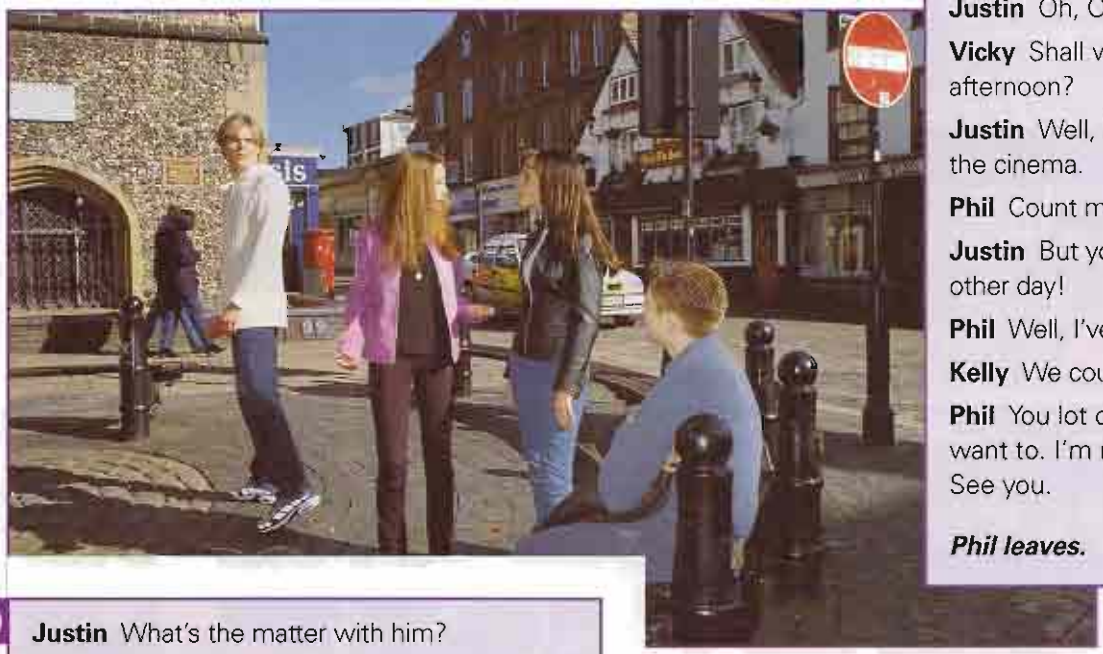
B KIDS

What's the matter with Phil?

1 a What happened in the last episode of 'Kids'? Tell the story.

b Look at the pictures. What's happening? Why do you think it's happening?

c 39 Read and listen to the story. Check your ideas.



1 Saturday

Justin Hey, do you want to hear a joke? A man goes to the doctor's because he's broken his arm and . . .

Phil We've heard it.

Justin Oh, OK.

Vicky Shall we do something this afternoon?

Justin Well, *The Matrix* is still on at the cinema.

Phil Count me out.

Justin But you wanted to see it the other day!

Phil Well, I've changed my mind.

Kelly We could go bowling.

Phil You lot can do something, if you want to. I'm not really interested. See you.

Phil leaves.

2

Justin What's the matter with him?

Vicky I don't know. He's been a bit strange ever since your party.

Justin That's true. Anyway, are we going to do anything this afternoon?

Kelly I don't think I'll bother after all.

Vicky Why not?

Kelly Oh, I just don't feel like it anymore.

Vicky What are you going to do?

Kelly I think I'll just spend the afternoon at home with Sam. Bye.

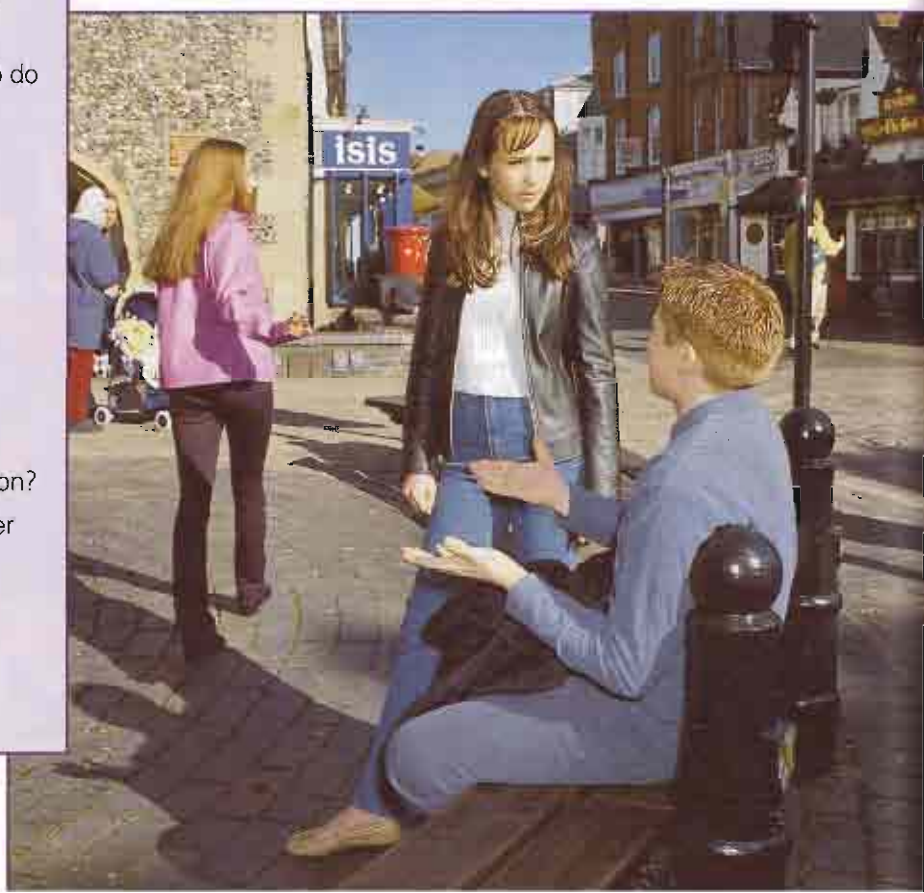
Kelly leaves.

Justin Sam? Who's Sam? Not Sam Robinson?

Vicky Don't be silly! She's got this computer game and Sam's one of the characters in it. Come on. Let's go and rent a video.

Justin Oh, right. Okay. So how does this game work then?

Vicky Well, it's called *Virtual Soap* and . . .



2 Complete the sentences with the correct subjects.

1 _____ wants to tell a joke.
2 _____ wants to do something this afternoon.
3 _____ is on at the cinema.
4 _____ doesn't want to see *The Matrix* anymore.
5 _____ doesn't want to go anywhere.
6 _____ thinks that Phil has been strange lately.
7 _____ decides to go home.
8 _____ tells Justin about *Virtual Soap*.

Everyday expressions

3 a Connect the two halves of the expressions.

1 Count	want to.
2 I've changed	really interested.
3 You	my mind.
4 if you	with him?
5 I'm not	feel like it.
6 What's the matter	I'll bother.
7 That's	me out.
8 I don't think	lot ...
9 I just don't	true.

b Who says each one in the story?

c How do you say the things in your language?

4 Work in a group. Act out the story.

Making decisions

5 a Complete what Vicky and Kelly say.

Vicky What _____ do?
Kelly I think I _____ the afternoon at home with Sam.

b Work with a partner. Make dialogues with these cues.

Example

- *What are you going to do this evening?*
- *I think I'll just stay in and watch telly.*

this evening tomorrow after school on Saturday on your birthday	(just) go to the sports centre go shopping finish my homework go swimming stay in and watch telly have a party listen to my CDs play tennis

Turning down suggestions

6 a Put this dialogue in the correct order.

a No, I don't think I'll bother.
b I just don't feel like it.
c Shall we go bowling?
d Why not?

b 40 Listen to the dialogues. Some people are suggesting something to do, but their friends turn them down. Which of these things do the people suggest?

c Listen again. Tick the reasons why the people can't do it.

I've seen it.	I've heard it.
I've changed my mind.	I haven't got time.
I haven't got any money.	I've hurt my wrist.
I just don't feel like it.	I've read it.
I've had my lunch.	I don't feel very well.

d Work with a partner. Use your answers to b and c. Act out the dialogues.

e Make new dialogues. Follow this pattern.

A Suggest something.
B Refuse.
A Ask for a reason.
B Give a reason.
A Respond.

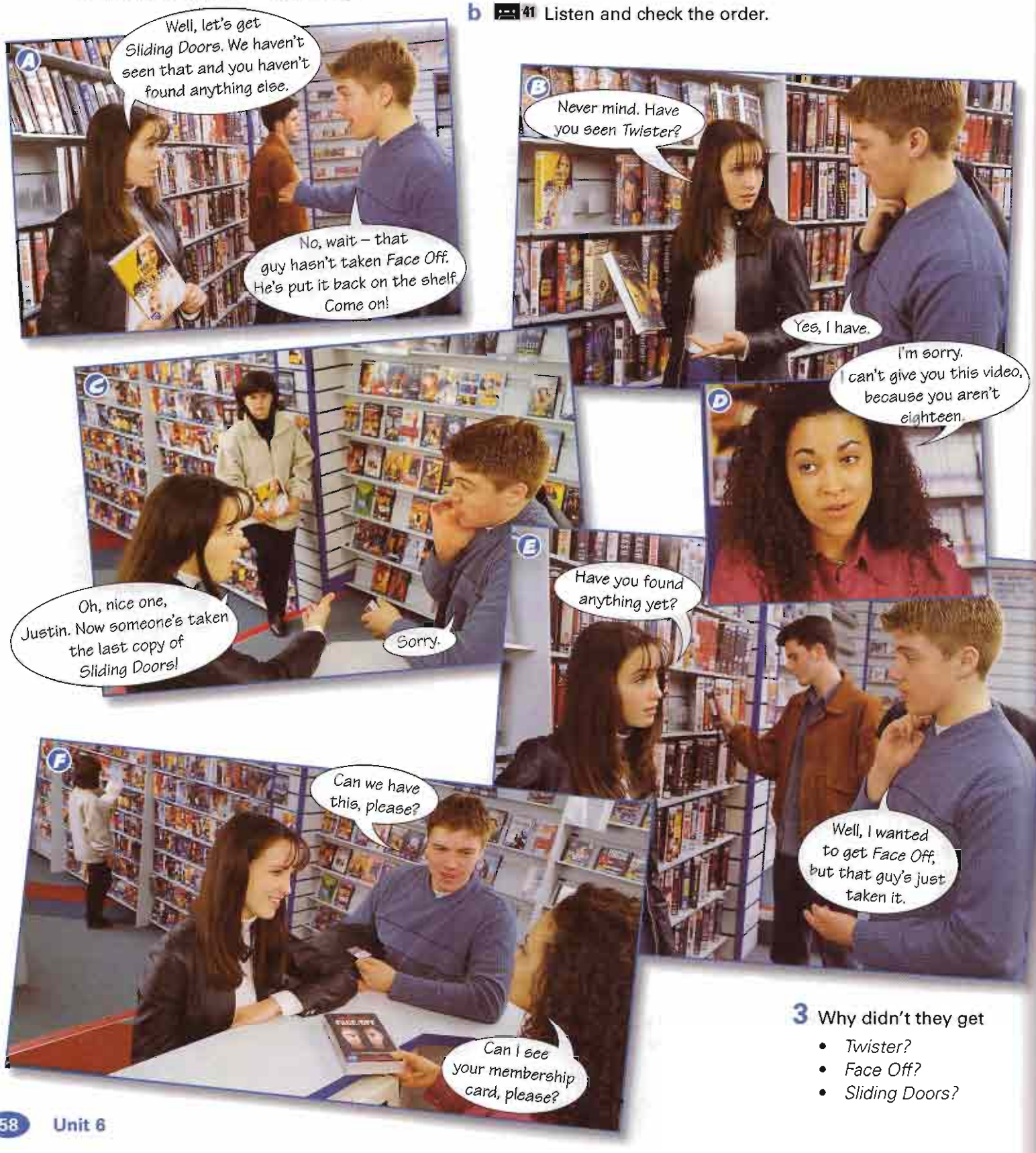
G LET'S WATCH A VIDEO

Language in use

1 Look at the pictures. Where are Vicky and Justin? What are they doing?

2 a Read the dialogue and put the pictures in the correct order.

b 41 Listen and check the order.



3 Why didn't they get

- *Twister?*
- *Face Off?*
- *Sliding Doors?*

What's the rule?

Present perfect: negative and questions

4 a Find the negative of these sentences in the story. How do we make the negative of the present perfect?

1 We've seen that.
_____

2 That guy's taken *Face Off*.
_____

b Complete the table with short forms. Use these verbs.

look find

I We You They	have _____ have not _____	_____ at all the videos.
He She It	has _____ has not _____	_____ a video.

c Put the words in the correct order to make a statement and a question. How do we make questions in the present perfect?

Twister you seen have

Statement: _____
Question: _____

Practice

5 Use the cues. Write true sentences about yourself.

Example
I've had lunch. or *I haven't had lunch.*

1 have lunch
2 do all my homework for today
3 make some/any mistakes in this lesson
4 see *Twister*
5 rent a video for this evening
6 forget my books for the next lesson
7 bring a radio to school today

6 a Look at Vicky's list. Which jobs has she done?

Example
1 *She's written to Gran.*
2 *She hasn't finished her homework.*

b Work with a partner. Ask and answer.

Example
- *Has Vicky written to Gran?*
- *Yes, she has.*
- *Has she finished her homework?*
- *No, she hasn't.*

7 a Make your own list of eight jobs for this week – four that you've done, and four that you haven't done.

b Give your list to your partner. Answer his/her questions.

Example
- *Have you bought your sister's birthday present?*
- *Yes, I have. / No, I haven't.*

WORKING WITH WORDS

Past participles

8 Look back through this unit. Make a list of verbs, then find their past participles. Use your dictionary to help you.

Regular verbs		Irregular verbs	
invent	invented	see	seen

D LIGHTS, CAMERA, ACTION!

STUDY SKILLS

Reading and listening for specific information

You can get a lot of information from a text even if you don't know a lot of the words. In these exercises don't try to understand everything. Just look or listen for the information you are asked for. You'll be surprised how much you can understand!

Reading

1 Read what Vicky says. Answer her questions.

Do you like films? I do. Have you seen any of these films? Did you like them?

2 Some films are only for adults or older children. Find the information in the reviews to complete this guide about films and ages.

Film classification

_____: Universal. Anyone can watch these films.

_____: Parental Guidance. Your parents decide if you can watch this film.

_____: You can't watch this film until you are 12 years old.

_____: You can't watch this film until you are 15 years old.

18 : Only adults over 18 can watch this film.

3 Look at the reviews and complete this chart. (You won't find all the information for each film.)

Film title _____

Director _____

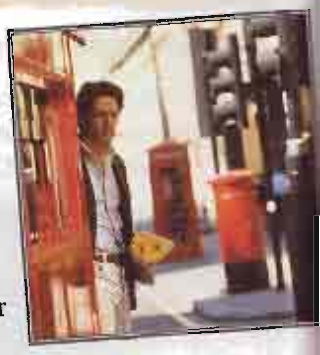
Stars _____

Classification _____

Length _____

1

Notting Hill (UK) 15



The people who made *Four Weddings and a Funeral* come together again. This time, Hugh Grant plays a London bookshop owner. His life is turned upside down when he meets American movie star, Anna Scott (played by Julia Roberts). Director, Roger Michell, and writer, Richard Curtis, have produced an amusing romantic comedy.

Showing this week at:
The Odeon and Studio 4

2

Star Wars: The Phantom Menace U	
Director	George Lucas
Stars	Ewan McGregor, Liam Neeson, Natalie Portman, Samuel Jackson, Jake Lloyd

Sci-fi fans have waited a long time for it, and here it is. Lucas starts his first new *Star Wars* film with Lloyd (above) playing the young Anakin Skywalker. McGregor is Obi-wan. As you would expect, the special effects are mind-blowing.

3

You've Got Mail (US) PG

Kathleen Kelly (Meg Ryan) owns a nice children's bookshop in New York. But she's got a secret. She's in love with a complete stranger. It's a cyberspace love affair – 'Shopgirl' (Meg Ryan) chats to 'NY152' (Tom Hanks) by e-mail. She doesn't know that NY152 is Joe Fox, the wicked owner of Fox Books, which wants to close Kathleen's little bookshop. At 128 minutes, it's too long. Pity, because director Nora Ephron has made one of the best romantic comedies of the year.

The Mummy

If you like adventure films, then you'll love this! Brendan Fraser plays an explorer who finds a 3,000-year-old Egyptian baddie. It's very scary for a 12, so go with someone you can grab on to!

A Bug's Life
(Buena Vista) U

The ants are the good guys and the grasshoppers are the bad guys in this fabulous cartoon from the makers of Toy Story. Featuring the voices of Dave Foley, Julia Louis-Dreyfus and Kevin Spacey, the film is directed by John Lasseter and Andrew Stanton.

Running time: 95 mins

WORKING WITH WORDS

Types of film

4 a Match the film titles to the types of film.

1 a cartoon
2 a romantic comedy
3 an adventure film
4 a war film
5 a musical
6 a science fiction film
7 a thriller
8 a horror film

b Which kinds of film do you like best?

5 Look at the reviews again and answer these questions.

1 Who plays these roles in the films?
- Anakin Skywalker
- Anna Scott
- Joe Fox
- Obi-wan
- Kathleen Kelly

2 Which film are these things connected to?
- insects
- Egypt
- New York
- London
- a bookshop
- computers

3 What does Richard Curtis do?

4 Who or what are described as:
- scary
- fabulous
- amusing
- nice
- wicked
- mind-blowing

Listening

6 a 42 Some people have seen the films from the reviews. Listen. Which films are the people talking about?

b Listen again and check your answers.

Practise your writing

A film review

7 Write a review of a film or TV programme that you have seen. It can be one that you liked or one that you didn't like. Follow this pattern.

1 Title
2 Director / stars
3 Content:
- What is the film about?
- What kind of film is it?
- Who are the main characters?
- Where does it take place?
- What happens?

4 Your opinions:
- Did you like the film?
- Why? / Why not?

PROGRESS DIARY

How well do you think you know this unit?

EXTENSION 3

CULTURE

1 Have you ever visited New York? What do you know about it?

2 43 Read and listen to the text. What are these things?

The Big Apple | The Empire State Building | Manhattan | The World Trade Centre | New Amsterdam
Times Square | Macy's | Central Park | The Statue of Liberty

NEW YORK

It's probably the most famous city in the world. People have written songs about it. You've seen it in hundreds of films and TV programmes. Think of America and you think of the Big Apple – New York.

The centre of New York is the island of Manhattan. Today the island is full of skyscrapers, but four hundred years ago it was the home of the Alconquin Indians. The first Europeans to arrive were from the Netherlands. In 1626, a Dutchman, Peter Minuit, bought the island from the Indians for just 24 dollars and built some houses there. He called it New Amsterdam. In 1664, however, the British took it and they called it New York, because the King's brother was the Duke of York.

Over the next three hundred years New York grew into the largest city in the USA. People from countries like Germany, Ireland, Italy, Poland and China came to find a new life there.

There are hundred of things to do and places to go in New York – museums, art galleries, theatres and nightclubs plus thousands of restaurants and shops, including the biggest shop in the world, Macy's. On this page you can see some of the most famous New York landmarks.

The Statue of Liberty was a gift from the people of France and it stands on Liberty Island. You can get a ferry to the island and climb the stairs inside the statue.

Until 1970 the Empire State Building was the tallest building in the world. It has 102 floors and on a clear day you can see for 120 kilometres from the top. Today the tallest building in New York is the World Trade Center. You can see its twin towers in the picture of Manhattan above.

Times Square is the entertainment centre of New York. It is full of theatres, bars and restaurants. On New Year's Eve, New Yorkers come to Times Square to celebrate the New Year.

In the middle of Manhattan is Central Park. Here you can walk, take a boat on the lake, play baseball or just relax away from the noise and the traffic.

PROJECT

Choose one of these projects about cities.

A

Make a project about your capital city or another important city.

1 Find or draw a map of the city. Label the important places. Add some pictures of the places.

2 Give some information about the city (location, size, population, etc.).

3 Write about an event in the city's history. What happened, and how did it change the city?

B

Design the ideal city.

1 First think about cities. What things do they need? For example, jobs, shops, power, transport.

2 Draw a plan of your new city. Give the city a name and label the different parts.

3 Describe your city. What will people do there? How will it make their lives better?

C

Make a guided tour for some English-speaking visitors to your town or city.

1 Work out a tour round your city to show the most interesting buildings, monuments, etc.

2 Write a commentary for your tour. Point out the different places and say something about them.

3 Present your tour as a guidebook, or a video.

SONG

1 a Complete the song with these words.

world	up	down	head	walk
smile	love	key	stop	time
shoulders				

b 44 Listen and check your song.

2 What is the message of the song?

Bring it all back

Don't _____. Never give _____.
Hold your _____ high and reach the top.
Let the _____ see what you have got.
Bring it all back to you.

Hold on to what you try to be,
Your individuality.
When the _____ is on your _____,
Just _____ and let it go.
If people try to put you _____
Just _____ on by. Don't turn around.
You only have to answer to yourself.

Don't you know, it's true what they say,
That life, it ain't easy.
But your _____'s coming around,
So don't you _____ trying.

Don't _____. Never give _____.
Hold your _____ high and reach the top.
Let the _____ see what you have got.
Bring it all back to you.

Dream of falling in _____
Everything you've been thinking of
When the _____ seems to get too tough
Bring it all back to you.

Try not to worry about a thing.
Enjoy the good _____s life can bring.
Don't keep it all inside you.
You gotta let the feelings show.
Imagination is the _____
'Cause you are your own destiny.
You never should be lonely when _____ is on your side.

Don't you know, it's true what they say,
Things are sent to try you.
But your _____'s coming around,
So don't you _____ trying.

[Repeat]

REVISION 3

STUDY SKILLS

Revising

a Look back at Units 5 and 6. What things have you studied?

b Is there anything that you still don't understand? Ask your teacher.

Articles

1 a Look at the map. Complete this conversation with ***a/an*** or ***the*** where necessary. The people are at the supermarket.

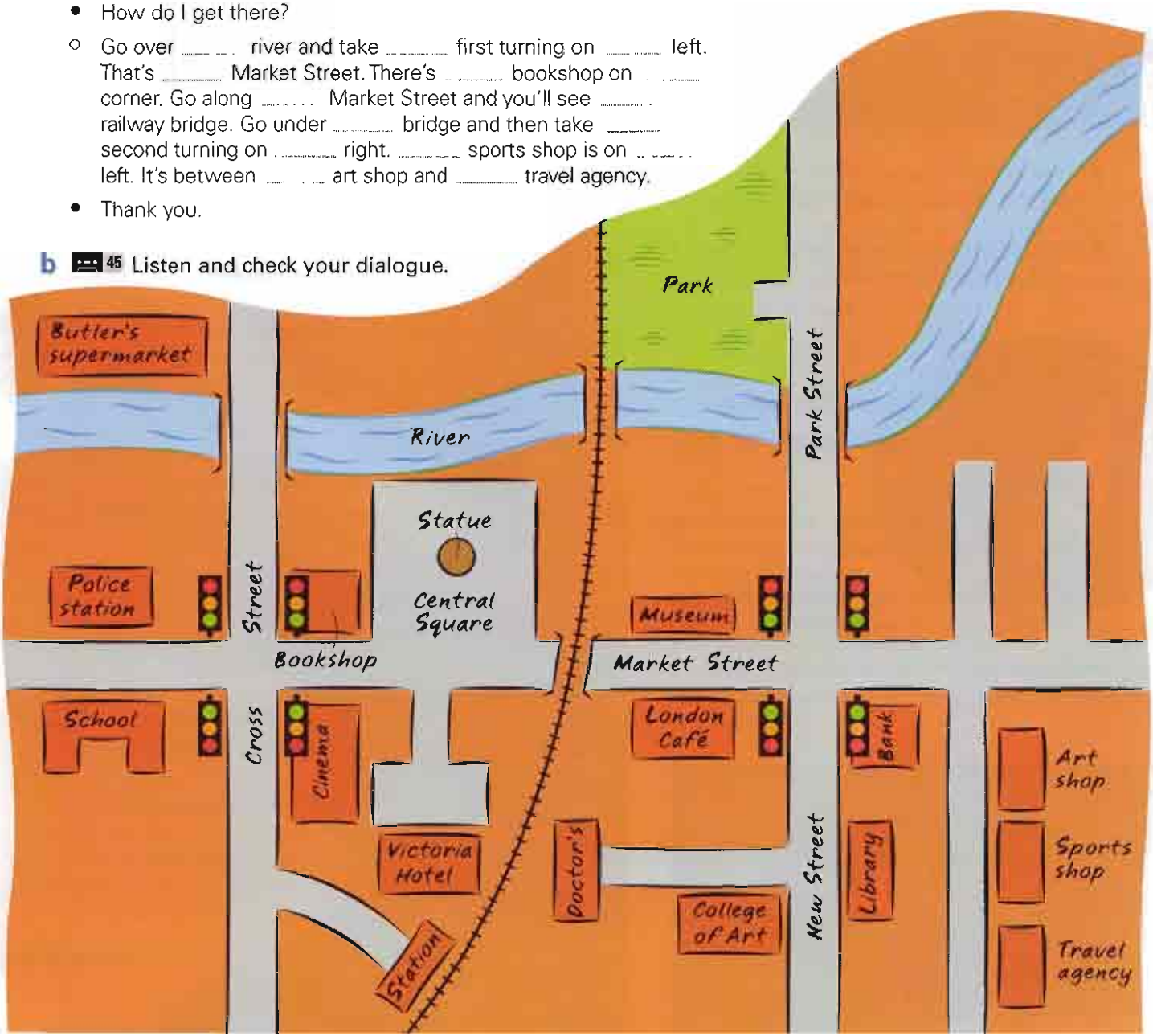
- Excuse me, is there _____ sports shop near here, please?
- Well, _____ nearest sports shop is in _____ New Street. That's on _____ other side of _____ river.
- How do I get there?
- Go over _____ river and take _____ first turning on _____ left. That's _____ Market Street. There's _____ bookshop on _____ corner. Go along _____ Market Street and you'll see _____ railway bridge. Go under _____ bridge and then take _____ second turning on _____ right. _____ sports shop is on _____ left. It's between _____ art shop and _____ travel agency.
- Thank you.

b 45 Listen and check your dialogue.

Asking the way

2 Work with a partner. Use the map. Make dialogues to get

1 from the park entrance to the Victoria Hotel.
2 from the travel agency to the supermarket.
3 from the station to the London café.
4 from Central Square to the doctor's.



Present perfect

3 a Tim has bought a new TV and video-recorder. Look at the instructions and the picture. Find these words in a dictionary.

- *plug in* (verb)
- *connect* (verb)
- *compartment* (noun)
- *remote control* (noun)
- *battery* (noun)

b What has Tim done? What hasn't he done?

Example
He's taken the TV out of its box.
He hasn't plugged it in.

Setting up your TV and video recorder.

1. Take the TV out of its box.
2. Plug in the TV.
3. Take the video recorder out of its box.
4. Plug in the video recorder.
5. Connect the video recorder to the back of the TV.
6. Find the remote control.
7. Open the battery compartment of the remote control.
8. Put two batteries into the remote control.
9. Close the battery compartment.
10. Switch on the TV and the video recorder.

c Work with a partner. One person is Tim. Ask Tim what he has done.

Example

- *Have you taken the TV out of its box?*
- *Yes, I have.*
- *Have you plugged it in?*
- *No, I haven't.*

Making arrangements

4 a 46 Listen and answer the questions.

1 What do the people suggest?
2 Do they arrange to do the thing?

b Listen again. If they're doing the thing, what arrangements do they make? If they aren't doing it, why not?

Speaking

5 Work with a partner. Make new dialogues. Follow these patterns.

1
A Suggest something.
B Accept.
A Ask when.
B Suggest a time and place.
A Respond to B's suggestion.

2
A Suggest something.
B Refuse.
A Ask why (not).
B Give a reason.
A Respond to B's reason.

7 Problems

A School rules

Language in use

1 Read what Phil says and discuss his questions.

2 Read the list of Phil's school rules. Match the pictures to the correct rules.

School rules

You must:

- *be quiet in the library*
- *stay in the playground at break time*
- *bring a letter from your parents, if you're ill*
- *stand up when a teacher comes into the classroom*
- *arrive at school by quarter to nine*
- *do your homework on time*
- *wear a uniform*

You mustn't:

- *bring radios or CD players to school*
- *wear jewellery*
- *run in the corridors*
- *leave school at break time or at lunchtime*
- *smoke*
- *chew chewing gum*
- *wear jeans or trainers*

Grammar
- *must, have to, can*
- *should*

What's the rule?

must and *mustn't*

3 a Complete these sentences, then translate them into your own language.

1 We _____ stay at school till 3.30.
2 We _____ leave school at break time.

b What do we use after *must* and *mustn't*? Complete the table with the correct part of the verb.

to wear wearing wear wears

I He She It We You They	must _____ a uniform. mustn't _____ jewellery.

Practice

4 What do these signs mean? Say what you must or mustn't do.

Working with words

School

5 Work in a group. Write down as many words as you can think of to do with school. Try to find at least one word for every letter of the alphabet!

Examples
A assembly
B Biology
C corridor

6 a Work in a group. Imagine your ideal school. Think of some rules for it. What must or mustn't the pupils, teachers and parents do? Write your rules.

b Show your rules to your class. Discuss everyone's rules and try to decide the ten most important rules.

Study skills

Using English

If you want to learn a language well, you must use it as much as possible. Here are two things that you should try to do. Can you think of any more things?

1 Sometimes you will see English and your own language together, e.g. on a food packet, or a shampoo bottle. Read the two languages and learn some more English words.

2 When you are in a shop or going out somewhere, think what you should say in English to get what you want.

B KIDS

Kelly's problem

1 What happened in the last part of the story? Look back and check your ideas.

2 a 47 Read and listen to this episode. Who is Kelly talking to?

b Which of these things do they talk about?

their car	Vicky
Kelly's mother	computers
lunch	Phil
the things in the boxes	the telephone
Sam Robinson	a video

c What do they say about the things?

Kelly Hi, Dad.

Mr Morrison Hello, Kelly.

Kelly Are you going out?

Mr Morrison Yes, I am. Are you going to stay in this afternoon?

Kelly Probably.

Mr Morrison Good. Somebody called Mrs Robinson is coming to collect these things. They're for a jumble sale or something.

Kelly Where's Mum?

Mr Morrison She's at the hairdresser's. She should be back about four. Anyway, I must go.

Kelly Bye, Dad.

Mr Morrison I'll see you this evening.

Kelly OK.

Mr Morrison What's wrong, Kelly?

Kelly Oh, nothing.

Mr Morrison Come on. You've got a face as long as next week. What's up? You shouldn't keep problems to yourself, you know.

Kelly It's Phil. I mean, I really like him and I thought that he liked me.

Mr Morrison So, what's the problem?

Kelly I don't know. He's just very moody and unfriendly. I haven't done anything to him, so I just don't understand it.

Mr Morrison Well, you should talk to him. Ask him what's the matter.

Kelly Maybe. I'll think about it.

Mr Morrison Why don't you give him a ring this afternoon?

Kelly I'll see.

Everyday expressions

3 a Look in the story and find three other ways of saying these things.

1 What's the matter?
2 Perhaps

b Complete this expression. What does Mr Morrison mean? Is there a similar expression in your language?

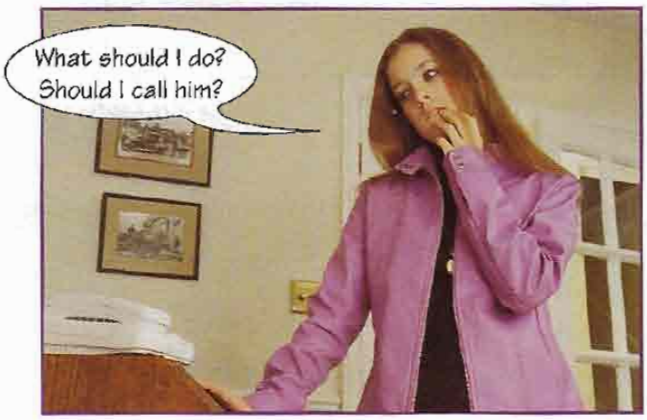
You've got a _____ as _____ as next _____

c How do you say these things in your language?

She should be back ...
I must go.
Oh, nothing.
I haven't done anything to him.
Why don't you give him a ring?

4 a Work with a partner. Act out the story.

b What do you think Kelly decides to do? Discuss your ideas. Give your reasons.



c 48 Listen. Check your ideas.

Giving advice

5 a Complete these sentences from the story.

1 You _____ talk to him.
2 You _____ keep problems to yourself.

b What modal verb do we use to give advice?

c Find a question with the modal verb in 4b. How do we make questions with this modal verb?

6 a What things do your parents say that you should or shouldn't do? Write down six things.

Examples

b Work in a group. Compare your ideas. Find the ten most common things that parents say.

WORKING WITH WORDS

Problems

7 a How many words can you add to the tables?

I	'm feel	hungry. tired. cold. ...
I've got		a headache. toothache. ...
My	foot ear ...	hurts. is painful.

b Work with a partner. Use the words in the tables. Make dialogues.

A Ask what's wrong.
B Say what your problem is.
A Give some advice.
B Respond to the advice.

Example

- *What's up?*
- *I'm tired.*
- *Well, you should go to bed earlier*
- *I know, but I wanted to watch that film on TV.*

6 Problem Page

Language in use

1 Read what Phil says and discuss his questions.

Do you ever read the problem pages in magazines? What problems do people write about?

2 Look quickly at this letter to a problem page. Choose the correct answers to these questions.

1 What is the girl's problem?
- A She hasn't got any friends.
- B She has to get up very early.
- C She can't go out in the evening.
- D She can't stay out late.

2 What advice does the magazine give her?
- A Ignore your parents. Stay out as long as you want.
- B Talk to your parents about the problem.
- C Go and live with one of your friends.
- D Your parents are right – you should be home by 9.30!

Dear Problem Page,

What time do you think young people should come home at night? When I go out for the night, my parents say that I have to be home by 9.30. I only go out on Fridays and Saturdays, so I don't have to get up for school the next day. My friends don't have to be home by 9.30 – they can all stay out till 11 o'clock. I'm always the first to leave a party and my friends say 'Why do you have to leave so early?'. It's very embarrassing – people think I'm a baby because I have to go home early. I don't know what to do. Sometimes I think I'll just ignore my parents and stay out late. What should I do?

Trish, age 15, from Dartford

Well first of all, Trish, you mustn't do anything silly. If your parents say that you mustn't stay out after 9.30, then you must be home by 9.30. You have to show them that they can trust you. The next time you want to stay out late, talk to your parents about it. Explain how you feel, and perhaps they'll understand.

3 a 49 Now read and listen to the letter. Answer these questions.

1 How old is Trish?
2 What time does she have to be home?
3 What time do her friends have to be home?
4 Why does she find it embarrassing?
5 Why mustn't she ignore her parents and stay out late?

b What do you think about Trish's problem and the advice?

What's the rule?

must/mustn't, don't have to, can

4 a Use the table. Make four true sentences about Trish and her friends.

Trish . . .
Trish's friends . . .

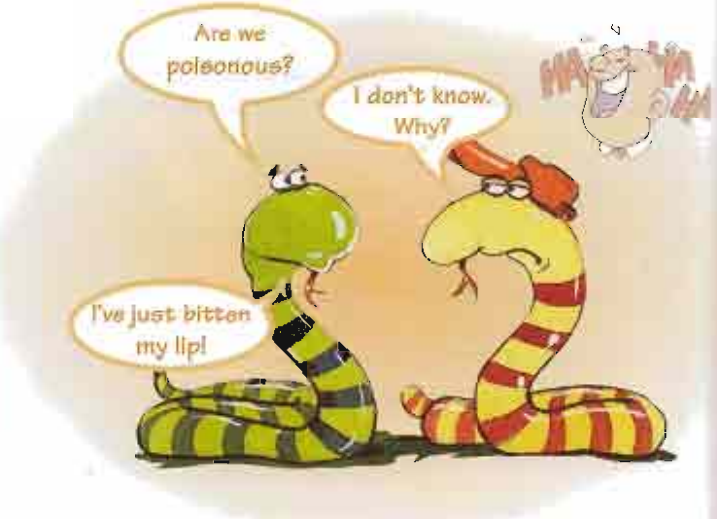
must don't have to mustn't can	be home by 9.30. stay out late.

b Translate the sentences into your own language.

c Complete these two sentences with ***mustn't*** or ***don't have to***.

1 I like Sundays, because I _____ get up early.
2 On weekdays I _____ get up late or I'll miss my bus.

d Look at the table in a again. Which of the verbs can you replace with ***have/has to***?



Practice

5 a Write down two things that

- you must (have to) do tomorrow.
- you don't have to do on Saturdays.
- you mustn't do in your house.

b Compare your ideas with a partner.

6 a Look at the picture. What's wrong with Sweet Sue? Why?

b What do you think that the doctor told Sweet Sue? Complete the sentences with the words in the box.

Example
You don't have to stay in bed all day.

You must ...	You don't have to ...
You mustn't ...	

stay in bed all day	relax
go to work	get excited
take a holiday	go on a diet
do something different	smoke
take a lot of medicine	drink coffee
go into hospital	worry about the Carson case

c 50 Listen to the first part of the story and check your ideas.

d Did the doctor solve Sweet Sue's problem? Listen to part 2 and find out.

7 The next week Trish gets an invitation to a party on Saturday night, but the party doesn't start till 8.30. Trish decides to take the magazine's advice. Work in a group of three. Act out Trish's conversation with her parents. Follow this pattern.

1 *Trish asks if she can go to the party.*
2 *Her parents say she must be home by 9.30.*
3 *Trish explains that the party doesn't start till 8.30.*
4 *Her parents say that she still has to be home by 9.30. They give some reasons why.*
5 *Trish gives them more reasons why she wants to stay out later, and tries to persuade them to agree.*
6 *Decide on an ending. Does she persuade her parents? What do they agree?*

D Ashley's camera

Reading

1 a Look at the title and the pictures. What's happening in each picture?

b Read the story and number the pictures in the correct order.

Ashley's camera

It was 12 June – Ashley Simpson's birthday. As soon as he got up he opened his presents. There was a camera from his mum and dad and some money from his grandparents. Ashley normally went to school at half past eight, but today he ate his breakfast quickly and left at eight o'clock. He wanted to try out his new camera.

When he got off the bus in the High Street, he went to the chemist's and bought a film with some of his birthday money. As he was coming out of the shop, he met Stephanie and Yvette. They were in his class.

'What are you doing, Ashley?' asked Stephanie.

'I'm trying out my new camera. Do you want to be in the photos?'

'Oh, we're going to be models, Steph!' said Yvette.

Ashley snapped the girls in front of the sports shop, the bookshop, the record shop and the Yorkshire Bank. It was great fun.

Stephanie looked at her watch. 'Oh, we have to go to school,' she said. 'And I mustn't be late today. I have to help the teacher with the register.'

'OK,' said Ashley, 'I'll just finish the film.'

The girls left and Ashley looked round for something else to snap. There was a dog outside the newsagent's shop next to the bank. Suddenly the door of the bank opened and two men came out. They were carrying a bag. Ashley thought it was strange, because the bank didn't open till half past nine. He finished the film with two shots of the dog and took it back to the chemist's shop for developing. Then he ran to school.

After school Ashley, Stephanie and Yvette collected the photos from the shop. They laughed and laughed when they looked at them. Some of them were very funny.

'You should be a photographer, Ashley,' said Yvette.

When he arrived home, Ashley's mother was in the car. 'You're late,' she said. 'Anyway, I have to go to the shops. Have you got your key?' 'Yes, Mum,' said Ashley.

'Oh, Ashley, the ...' Mrs Simpson didn't finish her sentence, because Ashley was already going round the corner of the house to the back door.

'Oh, it doesn't matter,' she said.

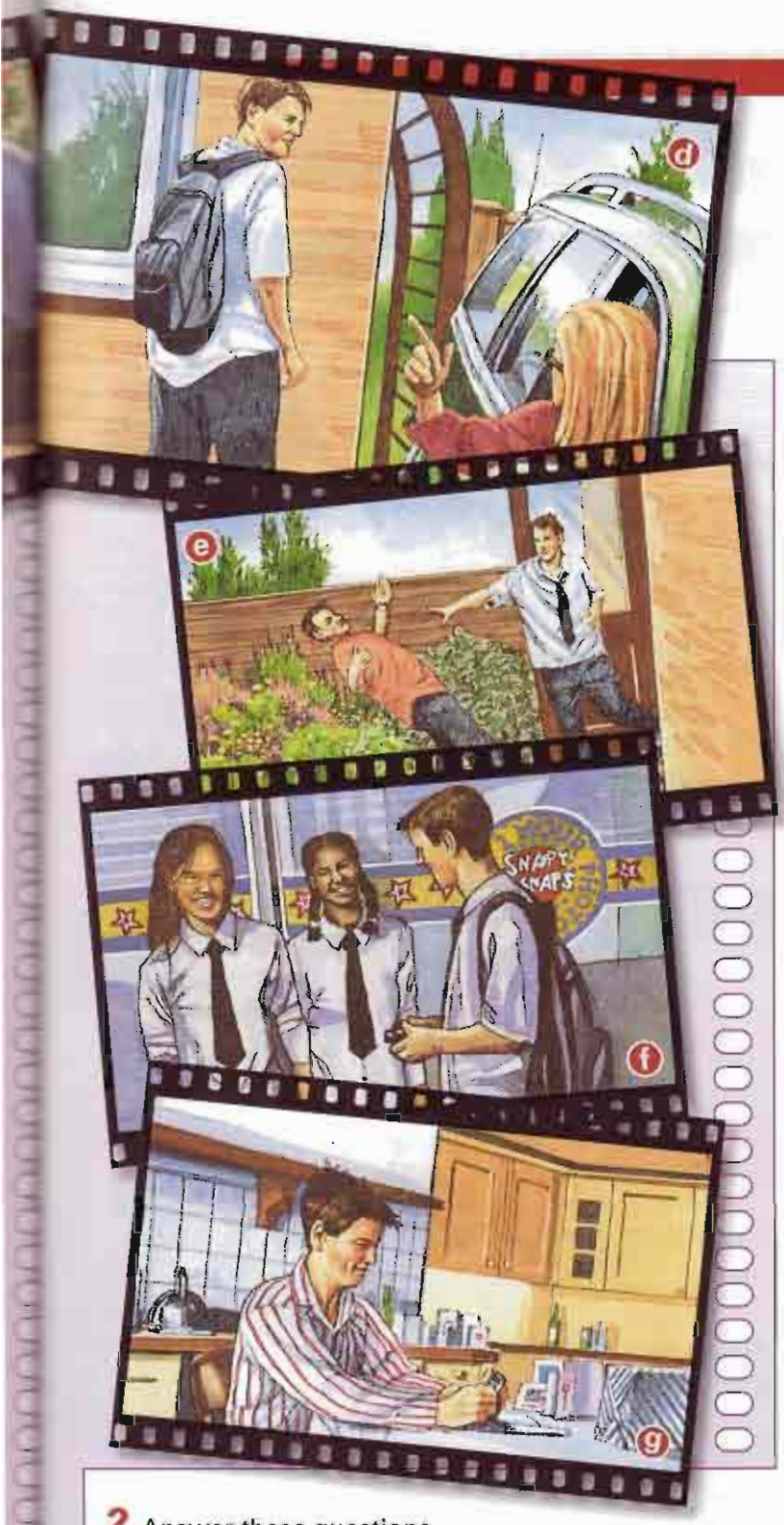
Indoors Ashley sat down, switched on the radio and took out his photographs. They were very good. A few minutes later, the news came on the radio: 'There was a robbery at the Yorkshire Bank in Grangeport High Street this morning. The police are looking for two men ...'

Ashley looked at the last two photographs again. Behind the dog were two men, and they were coming out of the Yorkshire bank in Grangeport High Street! Were they the robbers? Ashley was very excited. Should he take his photos to the police? 'Maybe I'll be on TV!' he thought.

Suddenly someone knocked at the front door. Ashley looked out of the window and he couldn't believe his eyes. At the door was one of the men in his photographs. What did he want? 'Perhaps they saw me with my camera,' he thought, 'and now they're looking for me!' Ashley didn't open the door. He decided to phone the police. He picked up the phone and dialled 999, but nothing happened. The phone wasn't working. He tried again, but it was no good. The phone was dead!

The man knocked again – loudly this time. Ashley hid behind the armchair. What should he do? Should he open the door? But maybe the man has a gun in his bag. Should he just hide in the house? Perhaps the man will break the door down. Ashley decided to escape. He crept into the kitchen and then ran out of the back door.

But the man was now standing outside the back door and Ashley ran straight into him. 'Help! Police!' shouted Ashley and he pushed the man hard. The man fell backwards onto the garden with his arms and legs in the air, and Ashley turned to run.



2 Answer these questions.

1 Why did Ashley go to school early?
2 What did he take photographs of?
3 Why did Ashley go to the chemist's shop three times that day?
4 What was his mother doing when he got home?
5 What happened at the Yorkshire Bank that day?
6 Why didn't Ashley open the door?
7 Why didn't he phone the police?
8 What did he decide to do?

Listening

3 a What happened? Look at these things. Which do you think played a part in the end of the story?

the police	the telephone	the postman
a neighbour	a birthday card	a key
Ashley's dog	Ashley's mum	a gun

b 51 Listen and check your ideas.

WORKING WITH WORDS

Phrasal verbs

4 a A lot of English verbs have got two parts – a verb + a preposition or an adverb.

Example
get ***up***

b Match the words to make phrasal verbs from the story.

Verb	sit	try	get	switch	look
Particle	up	out	down	off	on	for	round

c Make a sentence for each verb.

Example
sit down I'm sitting down now.

Practise your writing

A story

5 a Tell the story of Ashley's camera from the man's point of view. Look at the pictures. Which parts of the story didn't the man see?

b Write his story. Start like this.

This morning, I went to the Yorkshire Bank in . . .

That's the end of Unit 7. Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

8 I don't believe it!

A What have you done?

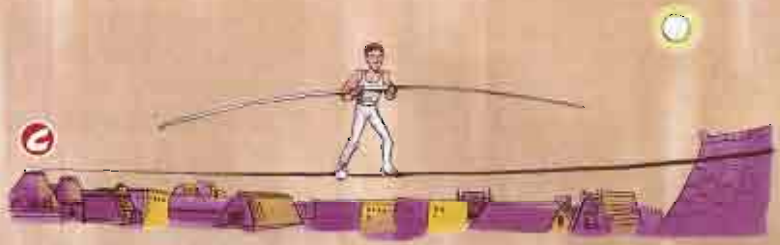
Language in use

1 Read what Phil says and discuss his question.

Everyone has done something interesting in their life. What interesting things have you done?

2 a Look at the pictures. What are the people doing?

b 52 Read and listen to the texts. Match them to the correct pictures.



Walkers

1. David Kunst left his home in Waseca, Minnesota in the USA on 10 June, 1970 and walked round the world. He arrived home 27,360 kilometres later on 5 October, 1974.
2. Plennie L. Wingo of Abilene, Texas didn't walk round the world. He only walked 12,875 kilometres from California to Istanbul in Turkey. But he did it backwards. He left Santa Monica on 15 April, 1931 and he reached Istanbul on 24 October, 1932.
3. In Clermont Ferrand in France, Henri Rochetain walked 3,465 metres in 200 minutes on 13 July, 1969. That isn't very far or very fast, but he did it on a tightrope.
4. In 1900 Johann Hurlinger of Austria walked 1,400 kilometres from Vienna to Paris. It took 55 days. That isn't very fast, but Johann did it on his hands.
5. On 20 February, 1980 Joe Bowen left his home in Los Angeles, California and walked across the United States on stilts. The journey took 157 days. He arrived in Kentucky on 26 July after 4,804 kilometres.

3 Read the texts again. Put the information in a chart like this:

Who?	David Kunst	How far?	27,360 kms
From?	Waseca, Minnesota	How long?	4 years and 4 months
What?	walked round the world	When?	from 10 June, 1970 to 5 October, 1974

What's the rule?

Large numbers

4 a Complete the numbers.

12,875	twelve thousand, eight hundred .....
200	two .....
1,400	one ....., four .....
157	one hundred .....
4,804	four thousand, eight hundred .....

b Listen to the texts again. Check your ideas.

c Look at your numbers. Answer these questions.
- In figures, where does the comma go?
- In words, where does 'and' go?

d Compare the way we say and write numbers in English with your own language.

Practice

5 a Say these numbers.

700	249	505	1,740	8,020	39,675

b Play 'Double a Number'. How far can you get?

Example
two, four, eight, sixteen, thirty-two . . .

6 a A recent survey showed that these things cause a lot of accidents in the home. Match the words to the things.

b Discuss these questions.

1 What accidents do you think the things cause? Use these expressions to help you.

trip (over)	slip	twist your ankle
step (on)	stub your toe	fall (over/off/down)

2 Which of the things do you think cause the most accidents?

c 53 Listen to the survey and check your ideas.

d Listen again. How many accidents does each thing cause? Write down the numbers.

WORKING WITH WORDS

Feet

7 A spidergram is a useful way of learning words. How many words can you add to this spidergram about feet?

STUDY SKILLS

Revising

When you learn a language, you have to revise things regularly. Here are some useful hints.

1 Don't leave revision to the night before a test. Start your revision early and spread it over a few days.
2 Revise everything, but spend most time on your weak points.
3 Use the grammar reference and wordlist in the Workbook to help you.
4 Don't just revise the rules. Try to use the rules. Write example sentences.

B KIDS

Kelly's news

1 a What happened in the last episode of the story? Look back and check your ideas.

b 54 Read and listen to this episode. Answer these questions.

1 Where are the kids?
2 What is Kelly's news?

1

Justin Hey, look. They're having a disco here on Saturday.

Vicky Oh, yes. Hasn't Kelly arrived yet?

Phil She's just coming now.

Kelly Hi, everyone. Sorry I'm late.

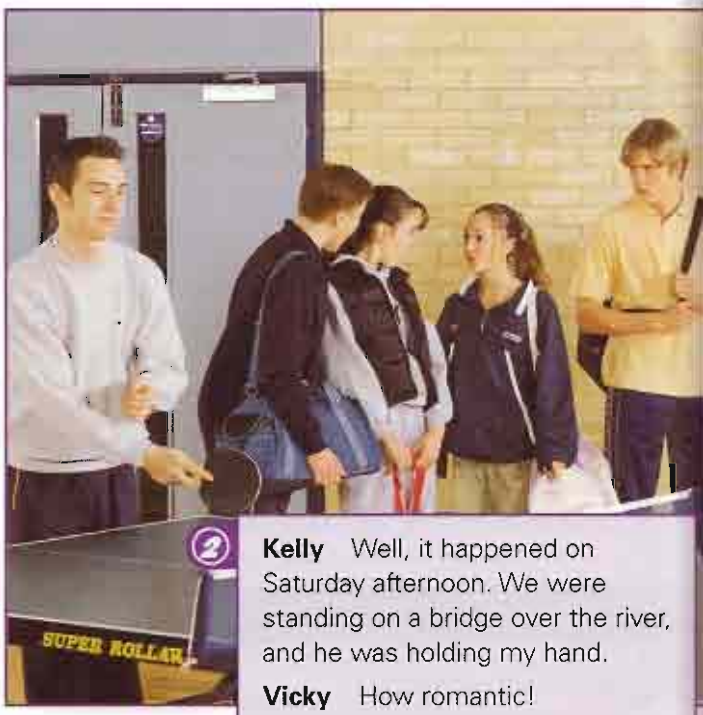
Vicky Hi, Kelly. How was your day with Sam?

Phil ***(thinks)*** Sam, Sam, Sam. Why do we have to talk about Sam?

Kelly You won't believe what's happened.

Phil ***(thinks)*** Actually, I don't want to know.

Vicky Well, come on. Tell us all about it.



2

Kelly Well, it happened on Saturday afternoon. We were standing on a bridge over the river, and he was holding my hand.

Vicky How romantic!

Phil ***(thinks)*** How yuk!

Kelly Then suddenly we saw a boy in the water. He was shouting 'Help, help!'

Vicky What did you do?

Kelly As soon as Sam saw the boy, he took off his jacket and his shoes and dived into the river.

Justin Wow! Cool!

Vicky Oh, why is Sam always so brave?

Phil ***(thinks)*** Oh, why doesn't Sam just disappear?

3

Vicky So, what happened?

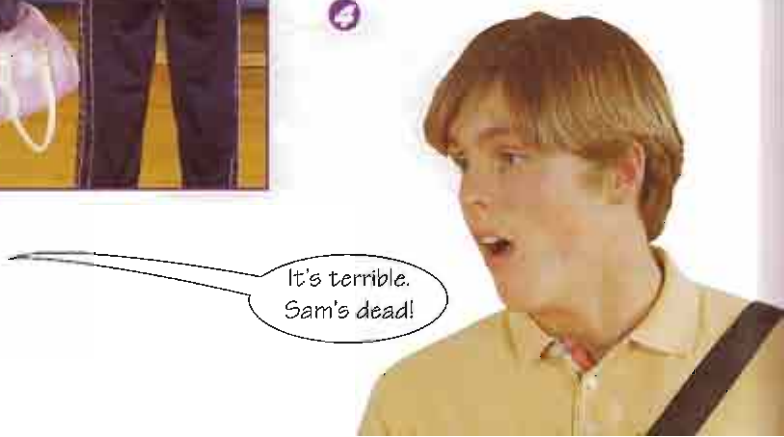
Kelly Well, he saved the boy, but as Sam was getting out of the river, he slipped.

Vicky Oh no!

Kelly He hit his head on the bridge and disappeared under the water.

Vicky And did he ...? I mean ... Is he ...?

4



2 a Discuss these questions.

1 Why is Phil shocked?
2 Do you think Vicky and Justin are shocked too?

b 55 Listen to the second part of the episode and check your ideas.

Everyday expressions

3 a Complete the expressions with these words.

two	doubles	game	grab	see	free

1 *I'm going to have a* _____ *of table tennis.*
2 *That table over there is* _____.
3 *Shall we play* _____?
4 *We'll just go and* _____ *that table.*
5 *Oh, I* _____ *now.*
6 *Come on, you* _____.

b What does Justin call Phil?

you fool ☐ you nerd ☐ you idiot ☐

c Listen again and check your ideas.

4 Work in a group. Act out the story.

Emphasis

5 a We can add emphasis to a question like this.

What on earth are you on about, Phil?

b Say these questions with emphasis.

Example
*Where **on earth** are we going?*

1 Where are we going?
2 What are you doing?
3 Why are you wearing that hat?
4 What's happened?
5 How did they escape?
6 What are we going to do?

c Think of a situation where you need to say the questions from b. Make dialogues.

Example
Passenger *Where on earth are we going?*
Taxi driver *To the bus station*
Passenger *But I want the railway station.*
Taxi driver *Oh, sorry.*

go and . . .

6 a Complete this sentence.

Come on. Let's _____ play table tennis.

b We use *go and ...* when you have to go to another place to do something. Find another example in 3a.

c Complete the dialogues. Use ***go and . . .*** and these expressions.

get a bat	put my coat on
get dressed	ask my Dad for some money
get it for you	give Tim a ring
tell my mum	

Example
1 A Can I borrow your computer magazine?
B Sure. (The magazine is in another room.)
B *Sure. I'll go and get it for you.*

2 A Shall we go to the cinema?
B Good idea. (You have to tell your parents.)

3 A Let's play table tennis.
B OK. (You need a bat.)

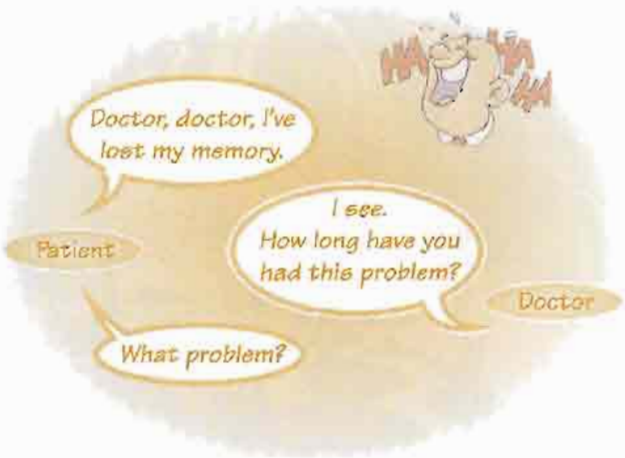
4 A Why don't we go to the park?
B OK. (It's cold outside.)

5 A Shall we go bowling?
B OK. (Does Tim want to go too?)

6 A Let's go into town.
B OK. Just a minute. (You need the bus fare.)

7 A Why don't we go out this morning?
B Sure. (You've still got your pyjamas on.)

d Read the dialogues with a partner.



G A HAPPY ENDING?

Language in use

1 56 Read and listen to the story. Why is Sweet Sue happy at the end?

2 Sweet Sue or Smart Alec?

1 ..... often plays golf.
2 ..... has never played basketball.
3 ..... has won lots of competitions.
4 ..... hasn't climbed Mount Everest.
5 ..... has travelled to Africa and Asia.
6 ..... hasn't flown in a balloon.
7 ..... has fallen into a hole in the pavement.

What's the rule?

Present perfect: *ever* and *never*

3 a Complete these sentences.

1 I ..... Mount Everest twice.
2 I ..... on a camel.

b Smart Alec is talking about experiences in his life up till the present. What tense does he use?

- past simple
- present simple
- present perfect

c Find more examples of the tense in the story and answer these questions.

1 What two parts does the tense have?
2 Are all verbs regular?
3 How do we make questions?

d Rewrite these sentences with ***ever*** and ***never***. Where do they go in the sentence?

Have you flown in a balloon? .....
I've played basketball. .....

Practice

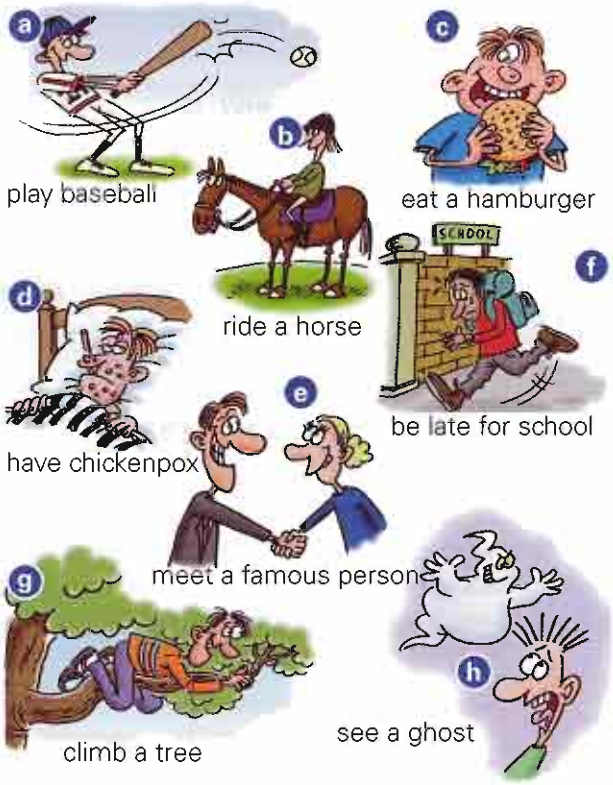
4 Have Sweet Sue and Smart Alec done these things?

Example
Sweet Sue has never played golf.
Smart Alec has played golf.

play golf
see the Pyramids
travel to Antarctica
fly in a balloon
ride on a camel
visit the USA
fall into a hole in the pavement
climb a mountain

5 a Look at the pictures and the cues. Have you ever done these things?

Example
I've played baseball. / I've never played baseball.



b Work with a partner. Ask and answer.

Example

- *Have you ever played baseball?*
- *No, I haven't.*
- *Have you ever eaten a hamburger?*
- *Yes, I have.*

WORKING WITH WORDS

Words that go together

6 a Think of three nouns to go with each of these verbs.

Example

win	*a competition*	*a race*	*the lottery*
win	fly in a	play	eat
ride	climb	visit	break

b Say whether you have ever done the things.

Example
I've never won a competition.
I've won a race.

D Sweet dreams

Reading

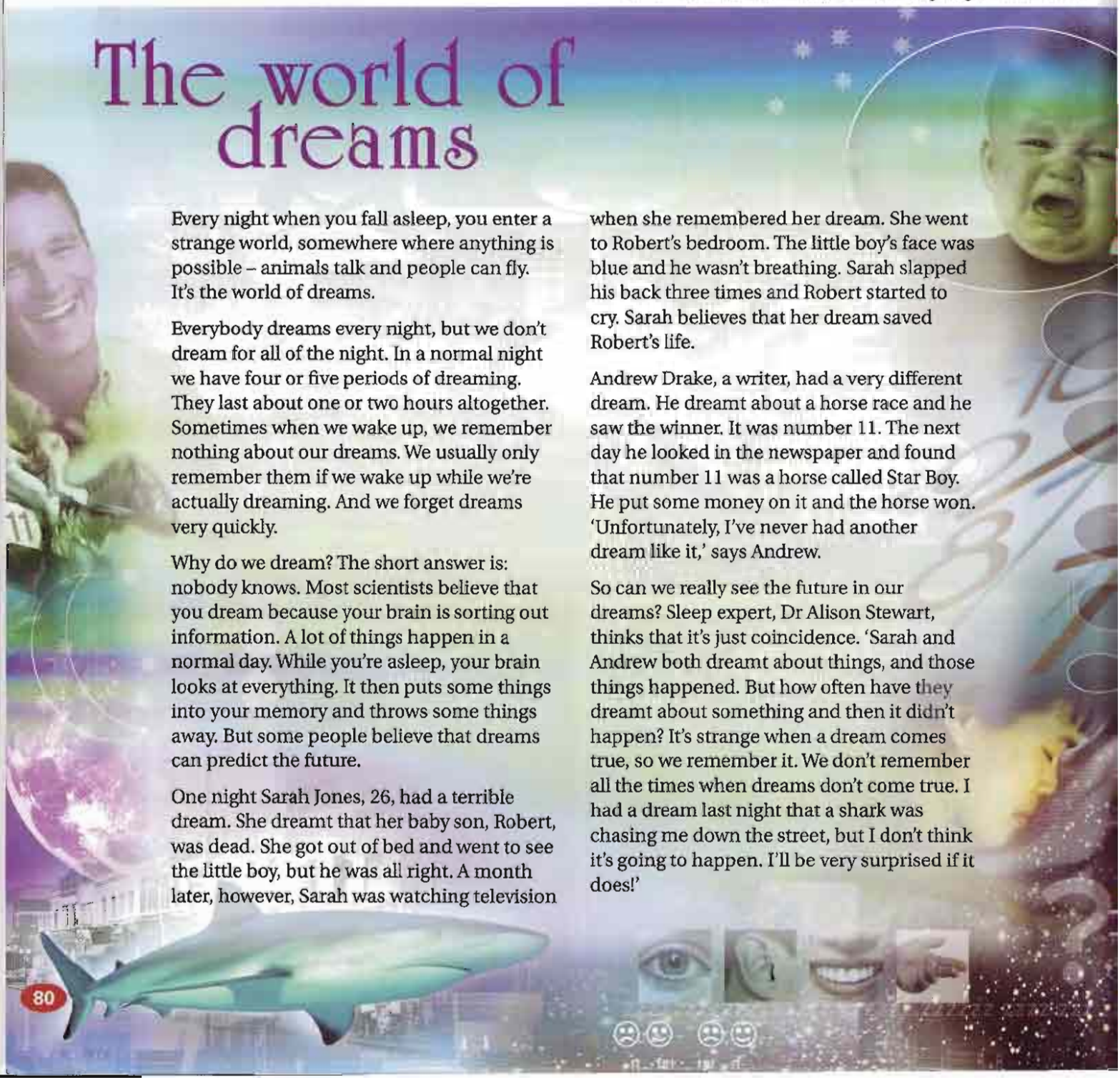
1 a Work in a group. Discuss these questions.

1 Do you dream every night?
2 Do you find it easy to remember your dreams?
3 Why do you think we dream?
4 Has one of your dreams ever come true?
5 Can dreams predict the future?

b Read the text. What does it say about each of the questions?

2 Are these statements true or false?

1 Some people never dream.
2 We dream for about four or five hours each night.
3 You only remember a dream if you wake up in the middle of it.
4 Scientists don't know why we dream.
5 Sarah's son died.
6 Andrew often dreams about the winners of horse races.
7 Dr Stewart thinks that dreams can predict the future.
8 Dr Stewart thinks that a shark is going to attack her.



The world of dreams

Every night when you fall asleep, you enter a strange world, somewhere where anything is possible – animals talk and people can fly. It's the world of dreams.

Everybody dreams every night, but we don't dream for all of the night. In a normal night we have four or five periods of dreaming. They last about one or two hours altogether. Sometimes when we wake up, we remember nothing about our dreams. We usually only remember them if we wake up while we're actually dreaming. And we forget dreams very quickly.

Why do we dream? The short answer is: nobody knows. Most scientists believe that you dream because your brain is sorting out information. A lot of things happen in a normal day. While you're asleep, your brain looks at everything. It then puts some things into your memory and throws some things away. But some people believe that dreams can predict the future.

One night Sarah Jones, 26, had a terrible dream. She dreamt that her baby son, Robert, was dead. She got out of bed and went to see the little boy, but he was all right. A month later, however, Sarah was watching television when she remembered her dream. She went to Robert's bedroom. The little boy's face was blue and he wasn't breathing. Sarah slapped his back three times and Robert started to cry. Sarah believes that her dream saved Robert's life.

Andrew Drake, a writer, had a very different dream. He dreamt about a horse race and he saw the winner. It was number 11. The next day he looked in the newspaper and found that number 11 was a horse called Star Boy. He put some money on it and the horse won. 'Unfortunately, I've never had another dream like it,' says Andrew.

So can we really see the future in our dreams? Sleep expert, Dr Alison Stewart, thinks that it's just coincidence. 'Sarah and Andrew both dreamt about things, and those things happened. But how often have they dreamt about something and then it didn't happen? It's strange when a dream comes true, so we remember it. We don't remember all the times when dreams don't come true. I had a dream last night that a shark was chasing me down the street, but I don't think it's going to happen. I'll be very surprised if it does!'

WORKING WITH WORDS

something, etc.

3 a Complete the table. Find the missing words in the text.

everything	_____	everywhere
_____	somebody	_____
_____	anybody	anywhere
_____	_____	nowhere

b Complete the sentences with words from the table.

1 I've got _____ in my eye.
2 I've looked _____, but I can't find my pen.
3 I'm bored. I've got _____ to do.
4 Has _____ phoned me today?
5 I had a dream last night, but I can't remember _____.

Listening

4 a 57 Some people are talking about their dreams. Listen. Connect the names to the pictures.

Peter Louise

b What happened in each person's dream?

c Listen again and check your ideas.

Practise your writing

A personal experience

5 a Think about your dreams. Tell a partner about one of your dreams.

b Write about your dream. Use these questions to help you.

- Where were you?
- What were you doing?
- Was anyone with you? What were they doing?
- What things could you see?
- What happened?
- What did you do?
- How did you feel in your dream?
- Did you wake up? How did you feel when you woke up?
- Can you explain the dream?
- Have you had the same dream again?

Well done! You've nearly finished this book. Do the Progress check in the Workbook, then complete the last Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

EXTENSION 4

CULTURE

1 Look at the pictures and the names. Do you know anything about these people?

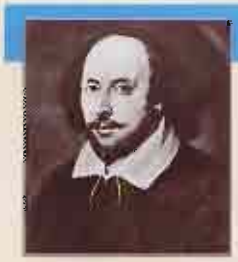
2 a 58 Read and listen to the texts. Match these cues to the correct people.

Liverpool Paris Stratford-upon-Avon *Imagine* nurse plays Prince Charles soldiers

b How old was each person when he or she died?

FAMOUS BRITONS

William Shakespeare



William Shakespeare is probably the most famous writer in the world. He was born in 1564 in Stratford-upon-Avon. When he was only 18 years old, he married Anne Hathaway and they had three children. We don't know much about Shakespeare's early life, but by 1592 he was working in London as an actor.

Shakespeare wrote 37 plays, including *Hamlet, Romeo and Juliet, A Midsummer Night's Dream* and *Henry V*. He made a lot of money and in 1597 he bought one of the best houses in Stratford. He died there in 1616.

Today you can see Shakespeare's plays in theatres all over the world, and in several films. There's also a film about Shakespeare's life, called *Shakespeare in Love*.

Florence Nightingale

Florence Nightingale was born in 1820. She always wanted to be a nurse. Her parents didn't like the idea at all, because in those days it wasn't a job for a respectable woman. But Florence became a nurse and she went to work in a small hospital in London. In 1851 the Crimean War started. Newspaper reporters wrote about the terrible hospitals for the soldiers. The government sent Florence and a group of nurses to help. They cleaned the hospitals and looked after the soldiers. Every night Florence visited all the soldiers. They called her 'the lady with the lamp.'

When she returned to Britain, she started a school for nurses at St Thomas's Hospital in London. Florence never married and she died in 1910.

John Lennon

John Lennon was born in Liverpool in October 1940. In 1957 he met Paul McCartney. Paul joined John's group, The Quarrymen, and they started writing songs together.

In 1960 John and Paul formed a new group with George Harrison. They called the group The Beatles. Later Ringo Starr joined them as the drummer.

They recorded their first record, *Love Me Do*, in 1962. After that The Beatles had hit after hit and they became the most successful group ever. John and Paul wrote almost all of their songs. They completely changed pop music.

In 1969 John married the Japanese artist, Yoko Ono, and three years later The Beatles broke up. John continued to write and record songs, including his most famous song, *Imagine*. John and Yoko lived in New York. There in December 1980, John was shot by Mark Chapman. He died later in hospital.

Diana, Princess of Wales

Lady Diana Spencer was born in 1961. She came from a rich and famous family, but her parents divorced when she was quite young, and she did not have a happy childhood. When she left school, she got a job in London as a nanny, looking after children.

Her quiet life suddenly changed, however, when she met Prince Charles, the Queen's son. Diana and Charles got married in 1981 and they had two sons, Prince William (1982) and Prince Harry (1984). Diana became an international superstar. Photographers and reporters followed her everywhere. She used her fame to help lots of charities, particularly those for children and to help victims of AIDS and land-mines.

But the marriage was not happy and in 1996 they got divorced. A year later in August 1997 Diana died in a car crash in Paris. Hundreds of millions of people around the world watched her funeral on television.

PROJECT

Choose one of these projects.

A

Write about some famous people from your country.

1 Choose two people. Write a text about each person.
- Where/when were they born? Early life?
- Why did they become famous? Importance?
- When did they die?

2 Add some pictures of the people.

B

Make a play about a problem between a teenager and his/her parents.

1 Decide what the problem is. For example, the teenager doesn't want to help with the housework.

2 Think about these things.
- How does each person feel about the problem?
- What arguments will they use?
- How can they solve the problem?

3 Write a play about the problem and how they solve it. Act your play for the class.

C

Conduct a survey on dreams.

1 Make a questionnaire and interview people about their dreams. Record your interviews on cassette.

Do you dream every night?
Do you usually remember your dreams?
Have you ever dreamt about
- *animals?*
- *flying*

2 Write about what you find out. Present your project on a poster or give a talk to the class.

SONG

1 a 59 Listen to the song.

b Number the lines in the correct order.

c Listen again and check the order.

2 Look at the song. What are these words short for?
gonna wanna 'cause

Not Fade Away

a 'Cause you know my love will not fade away.

b I wanna love you night and day.

c I'm gonna tell you how it's gonna be.

d No, you know my love will not fade away.

e You're gonna give your love to me.

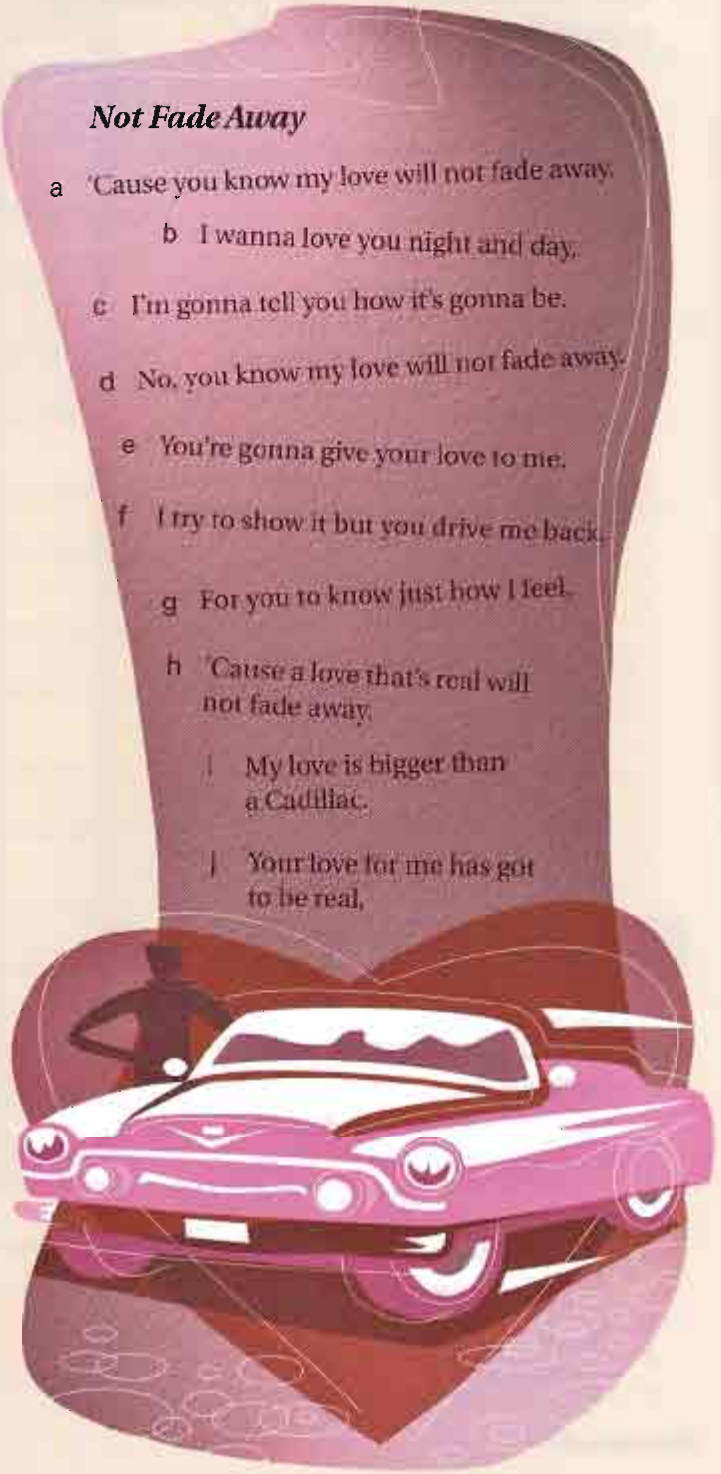
f I try to show it but you drive me back.

g For you to know just how I feel.

h 'Cause a love that's real will not fade away.

i My love is bigger than a Cadillac.

j Your love for me has got to be real.



REVISION 4

STUDY SKILLS

Revising

Look back at Units 7 and 8. What things have you studied? Test yourself on each thing.

must, mustn't, don't have to

1 Read the notice and complete the sentences with ***must***, ***mustn't*** or ***don't have to***.

Have a shower before you use the pool.

Don't leave money or jewellery in the changing rooms. Put them in a locker.

Children under 14 can only use the pool with an adult.

No diving into the pool.

Be careful when you walk round the pool. Don't run.

1 You ..... have a shower before you use the pool.
2 You ..... leave money or jewellery in the changing rooms.
3 You ..... put them in a locker.
4 You ..... put your clothes in a locker.
5 Children under 14 ..... use the pool without an adult.
6 Young people over 14 ..... be with an adult.
7 You ..... dive into the pool.
8 You ..... be careful near the pool.
9 You ..... run round the pool.
10 You ..... take a shower after you use the pool.

Large numbers

2 a 60 Listen and write down the numbers.

Example
10,194

b Say the numbers.

Giving advice

3 Give these people some advice. Say what they should or shouldn't do.

Example
You should ... / You shouldn't ...

Present perfect

4 a Look at the chart. Have you done the things? Use these cues to help you.

write a poem	win a race
fly in an aeroplane	ride a motorbike
play ice hockey	see a UFO
sleep in a tent	be in hospital

	Megan	You
1	✔	
2	✘	
3	✘	
4	✔	
5	✔	
6	✘	
7	✔	
8	✘	

b What has Megan done? What have you done? Write sentences.

Examples

1 *Megan has won a race.*
I've won a race. / I've never won a race.

2 *She's never ...*

c Ask and answer with a partner.

Example

- Has Megan ever won a race?
- Yes, she has.
- Have you ever won a race?
- Yes, I have. / No, I haven't.

Listening

5 a 61 Look at the dialogues. Some words are missing. Listen. What are the missing words?

1
- It's time to go.
- No, I'll stay in.
- What's wrong?
- I feel tired.
- You can't miss Jim's party.
- OK. I'll get my jacket.

2
- I saw Gino in Baker Street.
- What was he doing?
- He was with Bella.
- Oh yes. She lives there.

b Listen again. Write the dialogues correctly.

c Read the dialogues with a partner.

Alphabet game

6 Work in a group. Look at these word groups. The teacher will choose a letter of the alphabet. You have two minutes to think of a word for each group beginning with that letter.

1 Feet	6 Verbs
2 School	7 Adjectives
3 Technology	8 Food
4 A house	9 Transport
5 A town	10 Families

PRONUNCIATION

Unit 1

The phonetic alphabet

a 62 English letters don't always have the same sound. To show the sounds we can use the phonetic alphabet. Listen and repeat.

1 foot /fʊt/ boot /buːt/
2 some /sʌm/ home /həʊm/
3 here /hɪə/ where /weə/

b Find these words in your dictionary. Do the words in each pair have the same vowel sound?

1 s**ou**nd r**ou**nd
2 y**a**cht **a**che
3 p**u**ll d**u**ll
4 f**i**nd k**i**nd

c 63 Listen, check and repeat.

Unit 2

The phonetic alphabet: vowels

a 64 These symbols show the English vowel sounds. Listen and repeat.

/iː/	me	
/ɪ/	six	
/e/	red	
/æ/	man	
/aː/	far	
/ʌ/	sun	
/ɒ/	hot	
/ɔː/	door	
/ʊ/	look	
/uː/	two	
/juː/	new	
/ɜː/	bird	
/ə/	nev**er**	
/eɪ/	May	
/aɪ/	five	
/ɔɪ/	boy	
/aʊ/	cow	
/əʊ/	nose	
/eə/	hair	
/ɪə/	dear	

b Write down another word for each sound.

You can find the complete phonetic alphabet at the back of the Workbook.

Unit 3

The phonetic alphabet: consonants 1

a Most consonants in the phonetic alphabet are the same as normal letters.

Examples
b = /b/
t = /t/
s = /s/

b What are these words? Use the list of vowel sounds in Unit 2 to help you.

1 /dɒg/ .....
2 /hæt/ .....
3 /send/ .....
4 /tiː/ .....
5 /swɪm/ .....
6 /fɪəl/ .....

c 65 Listen, check and repeat.

Unit 4

The phonetic alphabet: silent letters

a The phonetic alphabet only shows the sounds. Silent letters are not shown. Look at these words. Which letters are silent?

1 five /faɪv/
2 under /ʊndə/
3 know /nəʊ/
4 sell /sel/
5 walk /wɔːk/
6 two /tuː/

b Write these words.

1 /huː/ .....
2 /laɪk/ .....
3 /letə/ .....
4 /aːnsə/ .....
5 /paːk/ .....
6 /bɔːl .....

c 66 Listen, check and repeat.

Unit 5

The phonetic alphabet: consonants 2

a 67 Some consonant sounds have special symbols. Look at the symbols and words. Listen and repeat.

1	/θ/	**th**eatre	5	/dʒ/	bri**dge**
2	/ð/	mo**th**er	6	/j/	**y**ou
3	/ʃ/	**sh**op	7	/ŋ/	si**ng**
4	/tʃ/	**ch**urch			

b Write these words.

1 /ʃəʊ/ _____ 4 /θɪŋ/ _____
2 /pɪdʒɪn/ _____ 5 /jes _____
3 /wɒtʃ/ _____ 6 /ðɪs _____

c 68 Listen, check and repeat.

Unit 6

Weak forms

a Say these words:

do does can could to at are from

b 69 Listen. What happens to the words in sentences?

c Listen again and repeat.

Unit 7

'the'

a 70 Listen to these expressions. What do you notice about 'the'? Connect the phonetic transcriptions to the expressions.

1 in the morning — in the afternoon
/ðə/
/ðiː/
2 in the middle — on the other side

b When do we use /ðə/ ? When do we use /ðiː/ ?

c Say these expressions. Which ones have /ðiː/?

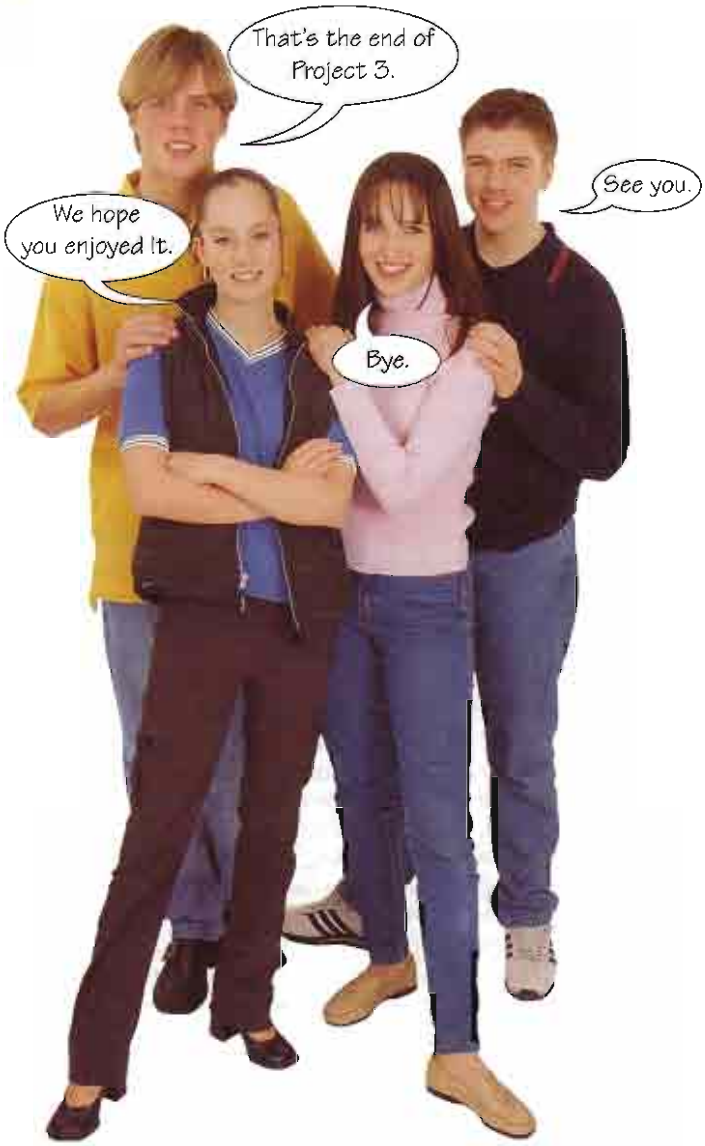
1	on the left	4	in the evening
2	the oldest building	5	at the hotel
3	to the cinema	6	the eleventh of May

d 71 Listen, check and repeat.

Unit 8

Tongue twisters

a 72 Listen and repeat.

1 **Theo thought**
Theo thought that Sally said,
Theo thought that Sally said something silly.
2 **Old Harry Owens**
Old Harry Owens had an owl,
Old Harry Owens had an owl on his head.
3 **A long red lorry**
A long red lorry rolled along,
A long red lorry rolled along the yellow road.
4 **As soon as Sheila saw**
As soon as Sheila saw the sheep,
As soon as Sheila saw the sheep, she said 'Shoo.'

b Try to say the complete sentences fast!