

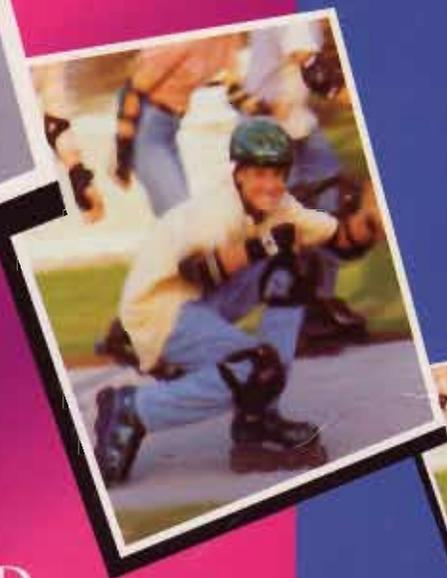
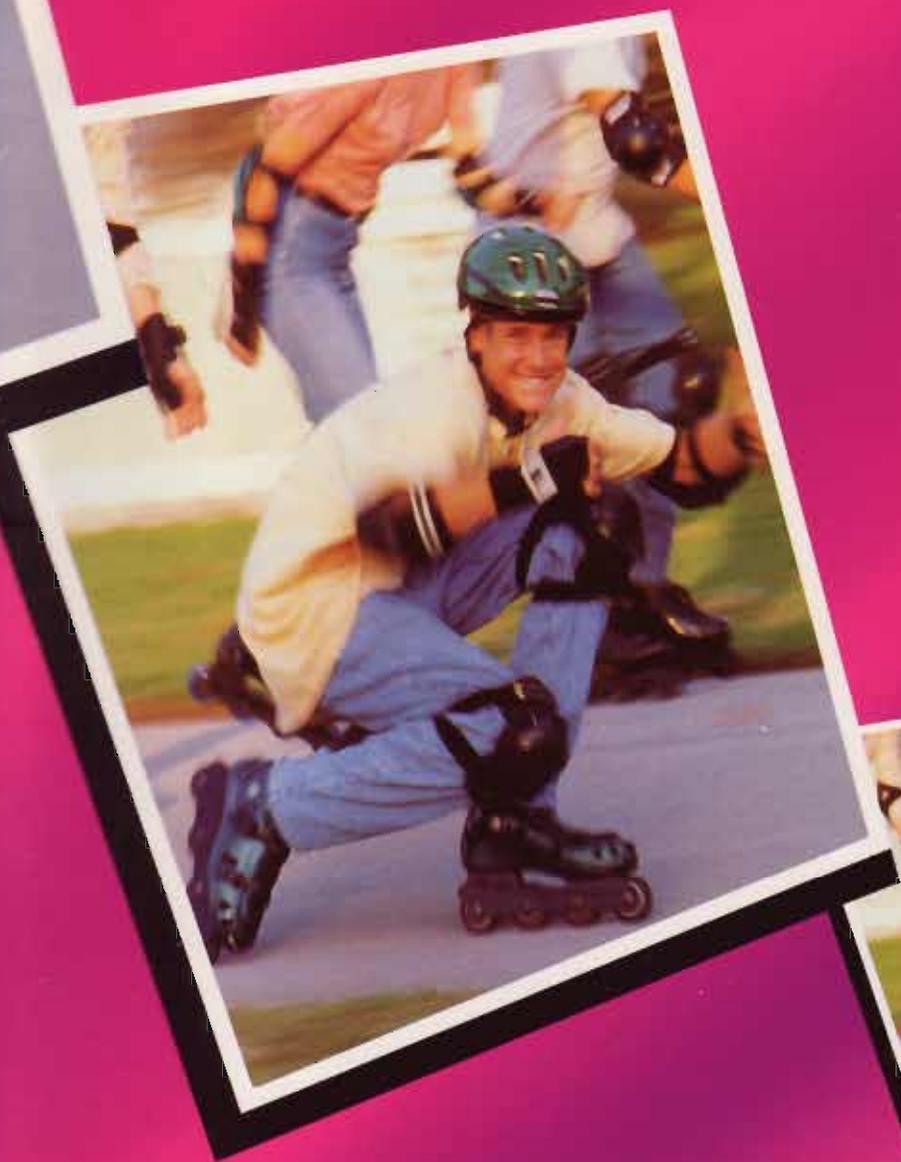
PROJECT

A Project English átdolgozott kiadása

TOM HUTCHINSON

**STUDENT'S
BOOK**

4



OXFORD

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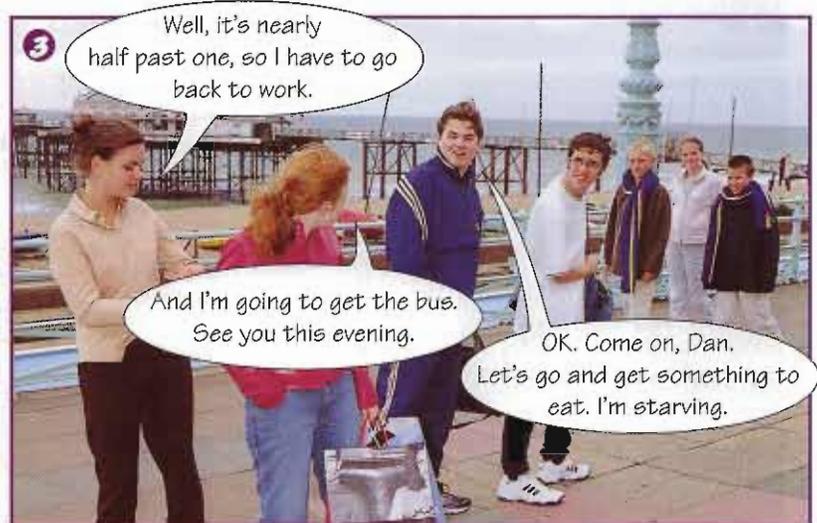
INTRODUCTION

KIDS

Don't call me Richie

1  1 Read and listen to the story. Find and describe these people.

- Katy
- Rich
- Dan
- Mel



2 Read the story again. Who

- 1 played football this morning?
- 2 scored two goals?
- 3 works on Saturdays?
- 4 is going to catch a bus?
- 5 is going to get something to eat?
- 6 doesn't like the name 'Richie'?



We're going to help you with your English this year. First, find out more about us.

3 a **2** Listen. Match the names and dates.

Katy Armstrong 12 January Simpson
5 March Dyer Daniel
Brown Mel 23 October 1 August Richard

- b** Listen again. Where do the kids live?
Oxford Cambridge Brighton Blackpool
- c** What does each person like?

4 Introduce yourself.

Now find out more about Project 4.



Get to know Project 4

5 Look through the book and find these things.

- 1 The Contents pages
- 2 Pronunciation practice
- 3 Working with words pages
- 4 Projects
- 5 Culture pages
- 6 Revision units
- 7 Songs
- 8 A Progress diary



Here's a song.

SONG



- 1 a** **3** Listen. Choose the correct word in each line.
 - b** Listen again and check your ideas.
- 2** Who is knocking? Why won't the singer let her in?

I hear you knocking

You ¹ *walked/went* away and left me long time ago
And now you're knocking on my ² *door/window*.

Chorus

I hear you knocking,
But you ³ *can't/won't* come in.
I hear you knocking,
Go ⁴ *back/to* where you've been.

I begged you not to ⁵ *leave/go* but you said
goodbye,
And now you're telling me all ⁶ *your/those* lies.

Chorus

You'd ⁷ *best/better* get back to where you used
to be,
'Cos your kind of love ain't ⁸ *right/good* for me.

Chorus

I told you way back in ⁹ *sixty/fifty* -two
That I would ¹⁰ *always/never* go with you.

Chorus



I'm going to help you with Units 1 and 2.

1 THE WORLD OF WORK

A WORK EXPERIENCE

Language in use

1 a Read the article and answer these questions.

- 1 What is the boy's name?
- 2 Why is this week unusual?
- 3 Do you have anything like this in your country?

2 Look at the pictures.

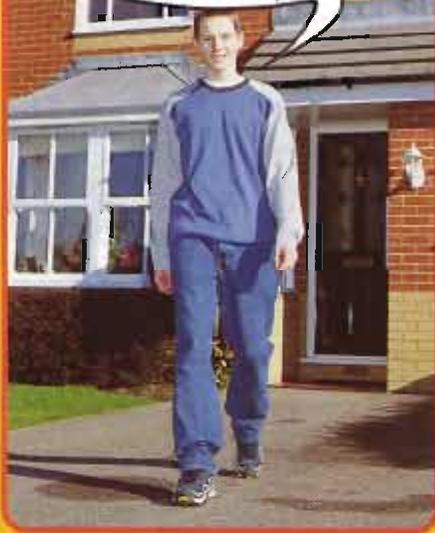
- 1 What is the time in each picture?
- 2 What does Jordan normally do at that time?
- 3 What is he doing in the picture?
- 4 How does he feel about it?

b  4 Read and listen to the article.

Work experience

Every morning, Jordan Baxter leaves home at 8.30 and he walks to school. Today, however, he's leaving at 8.15 and he's walking to the bus stop. He isn't carrying his school bag and he isn't wearing his school uniform. He's wearing jeans and a sweatshirt. Where's he going?

I'm not going to school today. Great! All the Year 10 pupils at our school are doing work experience this week. They're working in shops, offices, hotels and factories. I'm working in a record shop.



It's 11 o'clock on Wednesday morning. Jordan normally has a double period of Science, but today he's serving a customer in the record shop.

Yes, it's great. I'm learning lots of new things, but I don't want to work in a shop when I'm older.



Now it's 3.45 and Jordan is putting some CDs on the shelves. He's looking at his watch.

We usually go home at quarter to four, and then I watch TV. But the shop doesn't close till six o'clock. I think I prefer school now.



What do you want to do?

1 a Look at the story. What do you think the missing words are?

b  **5** Listen and check your ideas.



2 Complete the sentences with the correct subjects.

- 1 _____ has to go to the hall after break.
- 2 _____ wants to work in films.
- 3 _____ doesn't know what job she wants to do.
- 4 _____ wants to make a lot of money.
- 5 _____ wants to design clothes.
- 6 _____ think Mel should choose a sensible career.
- 7 _____ is going to talk to the kids about banks.

3 a What do you think about

- Dan's ideas?
- Mel's ambition?
- Mel's parents' opinion?

b Act out the story.



You can practise the names of jobs in Working with words on page 13.

Talking about jobs

5 a Complete the table.

What do you want to do?
be?

I want to	be	_____ fashion designer.
		_____ astronaut.
I'd like to	work	_____ the movies
		_____ advertising.
		_____ a bank.

Everyday expressions

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

a waste of time
something like that
something exciting
I've got no idea.
Me neither.
Me too.
My parents don't think so.

b Choose expressions to complete these dialogues.

- 1 • What shall we do this evening?
○ Let's go bowling or _____ .
- 2 • Did you enjoy the film?
○ No, it was _____ .
- 3 • I haven't got any money.
○ _____ .
- 4 • What's the answer to question number 5?
○ _____ .
- 5 • I want to be famous.
○ _____ .

b Work in a group of four. Ask and answer about jobs. Give reasons.

Example

- What do you want to do when you leave school?
○ I want to _____ .
- Why?
○ I like _____ .

c Tell the class about the members of your group.

Example

Martin wants to be a vet because he likes animals.
Sally wants ...

Reading

1 Read what Mel says and discuss her questions.



A lot of teenagers in Britain have got part-time jobs. Do teenagers in your country have jobs, too? What sort of things do they do?

2 Look at the advertisements. Match the pictures to the correct adverts.



FILM EXTRAS WANTED

A Have you always wanted to be in the movies? We're making a film in this area during July and August and we're looking for attractive and interesting 14-18 year olds as extras.

£20 a day plus meals

Write to Chas Phillips, 21st Century Films, 14 Waldorf Street, London W1B 7HP. Please enclose a recent photograph.

HAPPY HOUNDS

D A lot of people have got a dog, but they haven't got time to give it enough exercise. That's where we come in. We take their dogs for a walk and we're looking for young people to be dog-walkers.

You must be responsible and reliable. Dogs need exercise whatever the weather.

Jane Harris
Happy Hounds
Coach Road
Framley
BG7 9PD

NEWSPAPER BOYS/GIRLS

We're looking for young people to deliver newspapers and magazines. We need one person for morning deliveries (7-8 am) and two people for evening deliveries (5-6 pm).

You must be at least 13 years old and have your own bicycle.

Pay: £12 p.w.

Apply to
Tony Burton, Milton Post Office, High Street, Milton, BG6 9KP.

STYLE'S THE THING

We're looking for a hard-working and enthusiastic assistant (male or female). Duties will include sweeping the floors, making tea and coffee, washing combs, brushes, etc. and generally helping the hairdressers.

The hours will be 8.30-6.30 every Saturday with a one-hour lunch break.

We'll pay you £2 an hour and we'll give you a free hairstyle once a month, too.

Write to Sharon Sharp, Style's the Thing, Church Street, Milton, BG6 8JM

Part-time assistants wanted

We need two young people (14-18) to help in the Village Store. The job involves serving customers and putting things on the shelves.

Hours: 5-7 evenings or 10-5 Saturdays and Sundays

You must be tidy, polite and good at Maths.

Write to: Mr and Mrs Venables, The Village Store, Framley, BG7 6YG

Listening and speaking

3 Which job is it? More than one answer is sometimes possible.

- 1 You must have your own transport.
- 2 You have to work outdoors.
- 3 You have to send a photograph.
- 4 We don't know how much money you get.
- 5 They need more than one person.
- 6 You get money and something else.

4 a Some teenagers are looking at the adverts. Which jobs can't they do?

- 1 Tina doesn't like animals.
- 2 Simon plays football on Saturday mornings.
- 3 Zach doesn't like getting up early in the morning.
- 4 Tom is going on holiday in August.
- 5 Louise hasn't got a bike.
- 6 Roger is thirteen years old.
- 7 Astrid goes to dance classes on Wednesdays and Fridays at 5.30 pm.
- 8 Lucy doesn't like doing housework.

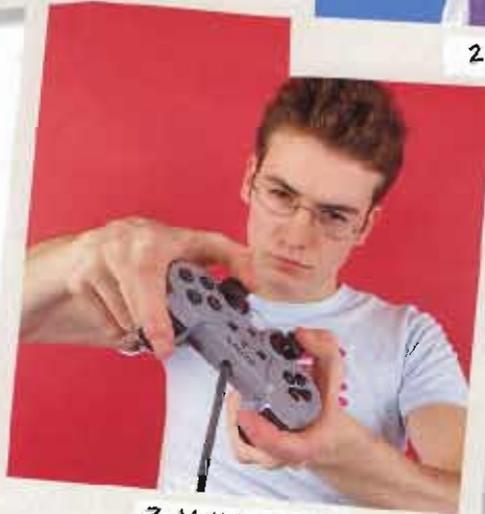
b Which job(s) couldn't you do? Why? Which one would you choose? Why?



1 Colin Slater



2 Sylvia West



3 Matt Maguire

WORKING WITH WORDS



Describing people

5 a Find all the ways of describing people in the adverts.

Examples
attractive
interesting

b Translate the words. Use your dictionary to help you.

c Add some more words to the list.

b 6 Listen and check your ideas.

c Listen again. What does each person like and dislike about their job?

d Decide the ideal jobs for people who like these things.

- | | |
|-----------------------|-----------------------|
| 1 driving cars | 5 spending money |
| 2 sleeping | 6 watching TV |
| 3 eating | 7 going to the cinema |
| 4 wearing new clothes | 8 walking |

7 Work with a partner. Act out an interview with one of the people from 6d.

Improve your writing

A formal letter

- 1 a** Look at the letter. Who has written it?
- b** Which of the jobs on page 10 is she applying for?

49 Ruskin Road,
Milton,
BG6 4HR

18 September

Tony Burton,
Milton Post Office,
High Street,
Milton,
BG6 9KP

Dear Mr Burton,

I'd like to apply for a job as a newspaper girl. I'm fifteen years old and I'd prefer to work in the mornings, because I go to dance classes after school two days a week.

Yours sincerely,

Astrid Townsend

Tony Burton,
Milton Post Office,
High Street,
Milton,
BG6 9KP

- 2 a** Find these things in the letter.

- the sender's address
- the sender's signature
- the receiver's name
- the receiver's address
- the date

- b** How does Astrid start the letter? Why?

Dear Tony

Dear Mr Tony

Dear Tony Burton

Dear Mr Burton

Dear Mr Tony Burton

- c** What expression does she use to end the letter?

- d** Look at the advert on page 10. Does Astrid give all the information that Mr Burton needs?

- 3** Choose one of the jobs from the Reading or Listening. Write your own letter of application.



Do the Progress check in the Workbook, then complete this Progress diary.



PROGRESS DIARY

How well do you think you know this unit?



WORKING WITH WORDS



Jobs

1 a How many names of jobs do you know? Work with a partner. Make a list.

b 7 Listen and repeat the names of these jobs.



a lorry driver



a pilot



a secretary



an architect



a vet



a flight attendant



a nurse



a gardener



a chef



an electrician



a builder



a cleaner

c Which of the people in **a** and **b**

- 1 usually wear a uniform?
- 2 make or repair things?
- 3 travel as part of their job?

Places to work

2 How many places can you think of where people work?

Example

in a factory
on a farm
at an airport

Wordbuilding

3 a Look at these sentences.

- 1 John is a driver. He drives a lorry.
➔ He's *a lorry driver*.
- 2 Susan is a manager. She works in a hotel.
➔ She's *a hotel manager*.

b What do you call these people?

- 1 Mary is a reporter. She works for a newspaper.
- 2 Peter is a farmer. He looks after sheep.
- 3 Ann plays tennis.
- 4 Tim is a pilot. He flies a helicopter.
- 5 June teaches Geography.
- 6 Harry cleans windows.
- 7 Clara drives a taxi.

4 Think about all the jobs and places to work. Choose

- the most interesting.
- the most boring.
- the dirtiest.
- the hardest.
- the easiest.

Tell the class about your ideas. Give reasons.



STUDY SKILLS

Learning vocabulary

- 1 Write the words in your vocabulary book.
- 2 Test yourself on them frequently.
- 3 Try to use the words as much as possible.
- 4 As you work through the units, add new words to your lists.

2 STYLE

A MEL'S PROJECT

Language in use



STUDY SKILLS

Revising grammar

In this unit you're going to revise the present perfect tense.

- Write down everything you can remember about the tense.
- Work in a group. Compare your ideas.

1 Mel is doing a project about her interests. What topic has she chosen?

2  8 Read and listen to what Mel says about the pictures. Are these statements true or false?

- In the photo Mel and Katy have done some shopping.
- They've both bought a top.
- Mel likes books about fashion.
- She has ordered a book from the local bookshop.
- Mel has designed some clothes.
- She often goes to fashion shows.
- She doesn't like her boots.
- She wears them every weekend.

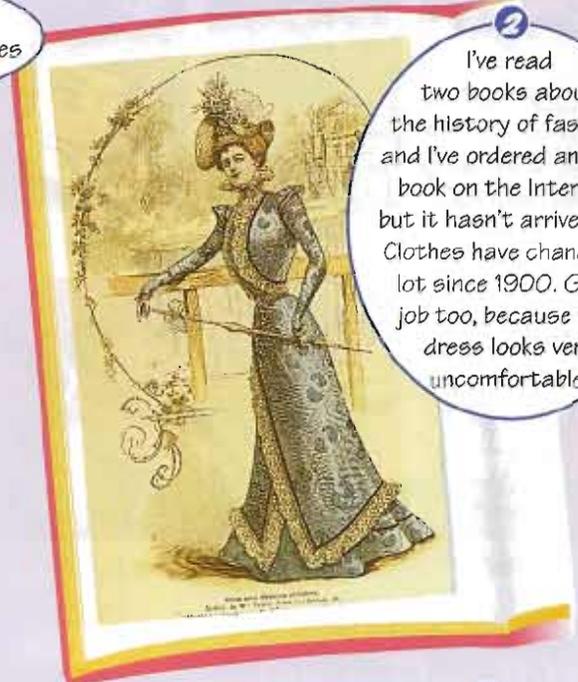


Our teacher has given us a project to do about our interests. I've chosen 'fashion'. I love clothes. Do you? Here are some pictures that I'm going to use in my project.

1 This is me and Katy. We've just come back from the shops. I've bought a skirt and Katy's bought a top. Have you bought any new clothes recently?



2 I've read two books about the history of fashion, and I've ordered another book on the Internet, but it hasn't arrived yet. Clothes have changed a lot since 1900. Good job too, because this dress looks very uncomfortable.



3 I also like designing clothes. I've never seen a real fashion show with models and things, but I've always wanted to go to one.



4 These are my favourite boots. Aren't they cool? I haven't worn them recently. My feet have grown, and the boots don't fit me now. So I've made them into pots for my pens and things.



- Present perfect
- for / since
- too / enough

What's the rule?

Present perfect

- 3 a** Most of the verbs in the speech bubbles are in the present perfect tense. Find some examples.
- b** Study these rules and complete the examples.

The present perfect tense joins the past and the present, like this:

past *present perfect* *present*

We use the present perfect to talk about

- 1** an action in the past with a result in the present.

Example

My feet . . . grown.

(My feet are now too big for the boots.)

- 2** experiences up to now.

Example

I've never . . . a real fashion show.

(I haven't had that experience up to now.)

- 3** the recent past.

Example

. . . you bought any new clothes recently? (in the time just before now)

- c** Translate the example sentences into your own language. What tense(s) do you use?

- 4 a** Complete what Mel says.

I . . . a skirt and Katy . . . a top.

- b** Write the sentence with the full form of the verbs. What are the two parts of the present perfect tense?
- c** Find examples in the speech bubbles of regular and irregular past participles.
- d** Complete these sentences from the bubbles. How do we make questions and negatives in the present perfect?
- 1 . . . any new clothes recently?
- 2 I . . . them recently.

Practice

- 5** Look at what Mel says again. Say what she has and hasn't done.

Example

She's chosen the topic.

- 1 choose the topic
- 2 finish the project
- 3 read some books about fashion
- 4 order a new book
- 5 receive the new book
- 6 see a real fashion show
- 7 wear her boots recently
- 8 make her boots into pen pots

- 6 a** Think about your interests. Write down

- three things that you have done in connection with your interests.
- three things that you've always wanted to do but have never done.

- b** Compare your ideas with a partner.

- 7 a** Look at the cues. Say what you have and haven't done recently.

Example

I've bought some new clothes. / I haven't bought any new clothes.



- 1 buy some new clothes
- 2 have a strange dream
- 3 read a magazine
- 4 do something exciting
- 5 see a good film
- 6 hear a good joke

- b** Ask and answer with a partner.

Example

- *Have you bought any new clothes recently?*
- *Yes, I have. / No, I haven't.*

Let's do it!

1 Look quickly at the story and choose the correct endings.

- | | |
|-------------------------|-------------------|
| 1 The kids are at | the careers talk. |
| 2 They're talking about | Dan's house. |
| 3 Rich has gone to | get a pizza. |
| | a fashion show. |
| | school. |



2  9 Read and listen to the story. What is each person going to do?

Mel Hi. Where's Rich?

Katy He's gone to get a pizza.

Mel Doesn't he ever stop eating?

Dan Hey, Mel. Have you seen this advert in the local paper? There's going to be a fashion show here and they're looking for designers and models.

Katy Ooh. Why don't you show some of your designs, Mel? They're really good.

Mel But most of them are just designs. I haven't made them into clothes yet.

Dan That's OK. You've got plenty of time. You have to send in some photos by the end of next month.

Mel Hmm. I don't know.

Dan Go on, Mel! It'll be a laugh.

Katy We'll help you. I'll be the model if you like. I've always wanted to walk along a catwalk.

Dan And I'll take some photos for you to send in. I'm pretty good with a camera, you know.

Mel OK. Let's do it!

Dan Good for you, Mel. We'll make a great team.

Katy Just a minute. What about Rich? What can he do?

Dan Hey, do you only design clothes for girls, Mel?

Mel No, I've done lots of things for boys, too. Why? Do you mean ...?

Katy Oh, yes. What a great idea, Dan!

Dan Here he comes now.



3 Are these statements true or false?

- 1 Mel thinks that Rich eats a lot.
- 2 The fashion show is going to be in London.
- 3 Katy likes Mel's designs.
- 4 The fashion show is going to be next month.
- 5 Katy has always wanted to be a model.
- 6 Dan likes taking photos.
- 7 Mel only designs girls' clothes.
- 8 Rich is worried at the end.

Persuading someone

5 a How do Dan and Katy persuade Mel to enter the fashion show?

- What strategies do they use?

Example

Katy says her designs are great.

- What expressions do they use?

Example

Why don't you ...?

b Work in a group of four and continue the story. Think about these questions.

- What do the others say to Rich?
- At first he doesn't like the idea. What does he say?
- How do the others persuade him?

c Act out the whole story.

Everyday expressions

4 a Match the two parts of these expressions.

- | | | |
|--------------|---|-----------------|
| 1 You've got | } | a laugh. |
| 2 Go | | comes now. |
| 3 It'll be | | on. |
| 4 if you | | great idea! |
| 5 Let's | | do it! |
| 6 Good | | plenty of time. |
| 7 What a | | like. |
| 8 Here he | | for you. |

b Translate the expressions into your own language.

c Choose suitable expressions to complete these dialogues.

- 1 • Oh dear. I'm going to be late.
○ Don't worry. _____
- 2 • I don't really want to play tennis.
○ Go on. _____
- 3 • Isn't Dad home yet?
○ _____
- 4 • I haven't got time to take the dog for a walk.
○ I'll do it _____
- 5 • Are you going to enter the swimming competition?
○ Yes, I am.
• _____
- 6 • Why don't we have a party next week?
○ _____





Before you start this part, practise the names of clothes in Working with words on page 21.

Reading

- 1 Answer these questions.
 - Who are your favourite pop stars? Why do you like them?
 - What kind of clothes do they wear?
 - Do you like to wear the same things?
- 2 Look quickly at the magazine article and find this information.
 - 1 What is the name of the magazine?
 - 2 Who are the people in the pictures?
 - 3 What happened to them?

A NEW IMAGE

OK. You can sing, you can dance and you can even play your musical instruments. In today's pop music world, however, that isn't enough. You have to look good, too. Image is really important. Here at *Bliss* magazine we're going to take a new band every month and give them a new image.



Jethro Marles Junior
Age: 17

Dean Breyley
Age: 17

Lee Harvey
Age: 20

Tami Carpenter
Age: 16



The band
This month's band is 8:58 and they come from Torquay in Devon. They've been together for eight months and they've played in several clubs in Torquay. They've been on the local radio, too, with their CD, *Funky Fever*.

Do you want to be next?

Are you in a band? Send us your name and address with a photo and a cassette of one of your songs. Perhaps next month we'll choose you for a new image.

The big day
Jethro, Dean, Lee and Tami arrive at our office in London. First, our hairdressers start work. Dean looks a bit worried, but we think he'll like it. After lunch we choose some new clothes. Everybody tries on several jackets, shirts, tops and pairs of trousers before we find the right things.

It's now 4.30 pm. Tami and the boys have been here since 9 o'clock this morning. But we haven't finished yet. It's time to go

to the photo studio where our fashion photographer is waiting.

It's been a long day and here's the result.

So what do they think?

- Tami** I love the new look. It's nice and natural.
Lee I really didn't like my hair before, but this is brilliant.
Jethro We've had a great time here and I really like the new look.
Dean I can't believe it. We look really good.

3 Are these statements true or false?

- 1 The band comes from London.
- 2 There's only one girl in the band.
- 3 They started the band two years ago.
- 4 They've been on the radio.
- 5 They haven't made a record yet.
- 6 They went to London for the makeover.
- 7 The makeover took about seven hours.
- 8 The Beatles changed their image.

4 What do you think of their new image? What things have changed?



The most famous image change in pop music happened in the 1960s. When they first started, the Beatles looked like lots of other groups. Then they changed their hairstyle and they wore jackets with no collars. They looked different, so people noticed them.

Since then, all bands and singers have tried to have their own special image.

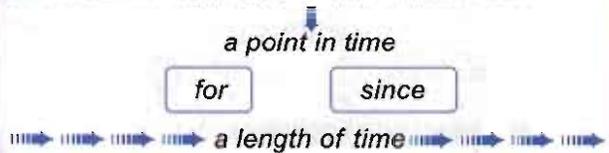
LANGUAGE FOCUS

5 Present perfect with *for* and *since*

a Complete these sentences from the text.

- 1 They've been together eight months.
- 2 Tami and the boys have been here 9 o'clock.

b Match *for* and *since* to the correct use.



c Complete these sentences. Use *for* and *since*.

Example

We've been at school today *for* three hours.
since 8.45.

- 1 We've been at school today
- 2 I haven't bought any new clothes
- 3 I've had my school bag
- 4 I haven't eaten anything
- 5 I've lived at my present address
- 6 I haven't played any sports

Practise your writing

A new image

6 Work in a group. You are image designers. Here is next month's band. Think about their name, music, hair, clothes, etc.



7 Describe the new image. Start like this.

Here is our new image for They play music, so we want a(n) image for them. Ben will have ...

Listening and speaking



1 a **10** Listen to the three dialogues. Answer these questions.

- 1 What do the people want to buy?
- 2 Do they buy anything?

b Listen to the dialogues again. What problems do the people have with the clothes?

LANGUAGE FOCUS

too / enough

2 a Add the opposites of the adjectives to the table.

It's They're	too	small. <u>big</u> loose.
It isn't They aren't	long dark	enough.

b Work with a partner.

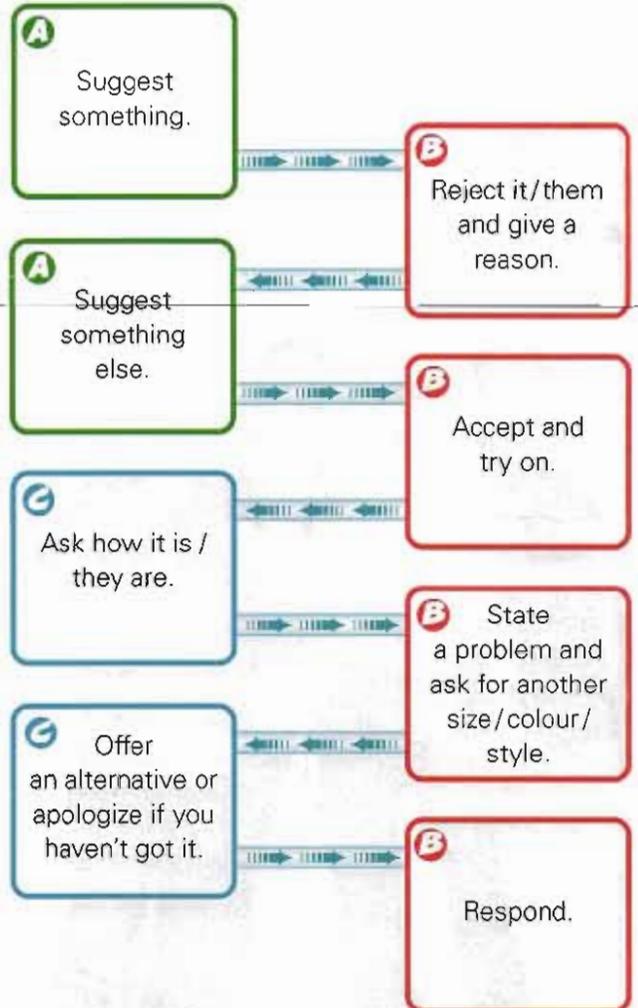
Student A Use the table and make a sentence.

Student B Make a sentence with the same meaning using the opposite adjective.

Example

- *These trousers are too small.*
- *They aren't big enough.*

3 a Work in a group of three. Students A and B are customers in a clothes shop, Student C is a shop assistant. Follow this pattern.



b Act out your dialogue in front of the class.



Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?





Clothes

1 a Look at the washing line and complete the list.



- | | | |
|------------|-----------------|-----------|
| 1 socks | 7 _____ | 13 tights |
| 2 a jumper | 8 a top | 14 a bra |
| 3 _____ | 9 _____ | 15 a vest |
| 4 trainers | 10 a shirt | 16 _____ |
| 5 _____ | 11 underpants | 17 _____ |
| 6 knickers | 12 a sweatshirt | |

b 11 Listen, check and repeat.

c Can you add any more words to the list?

a pair of

2 Some names of clothes are usually in the plural form. Find them in the list in 1.

Example
trousers

When we want to count plural things, we have to use *a pair of* or *pairs of*.

Example



a pair of shorts



two pairs of shorts

3 Work in a group. Play 'In my suitcase'. You have to remember the list.

Example

- A In my suitcase, I've got four shirts.
 B In my suitcase, I've got four shirts and two pairs of shorts.
 C In my suitcase, I've got four shirts, two pairs of shorts and a red top.

Parts of clothes

4 a Use your dictionary. Match the words to the parts of the clothes.

laces button heel pocket
collar sleeve zip



b 12 Listen, check and repeat.

c What are you wearing today? Describe your clothes.

Example

I'm wearing a green jacket. It's got four pockets and three buttons.

CULTURE

TEENAGE LIFE

1 a What do you do in your free time?

b  13 Read about what British teenagers do. Compare it to your own country.

2 Read what the teenagers say about their jobs. Find this information.

- 1 What do they do?
- 2 When do they do it?
- 3 How do they feel about it?



A lot of teenagers in Britain do activities in their free time. Some popular things are sports, playing a musical instrument and going to dance classes. There is a sports centre in most towns. Schools usually organize some activities, too, and most of them have sports teams. These teams play matches against other schools after school or on Saturdays.

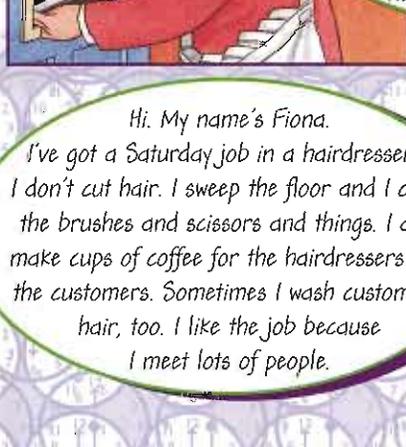
A recent survey among teenagers, however, showed that they spend most of their free time doing homework, watching television, using the Internet, playing computer games and talking on the phone.

Most teenagers get pocket money from their parents. In some families teenagers have to help with jobs around the house to earn their pocket money. They help with the housework – hoovering the floor, washing up, setting the table and so on – or they do things outside, such as washing the car and cutting the grass.

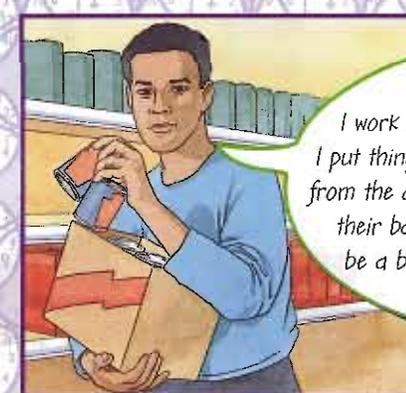
Some teenagers do part-time jobs to get some money. You can do a part-time job when you're 13, but you can't work before 7 o'clock in the morning or after 7 o'clock in the evening.



My name's Liam.
I do a paper round. I deliver newspapers and magazines to houses before I go to school. You usually need a bike to do a paper round. I have to get up at six o'clock. That's OK in the summer, but I don't like it in the winter when it's cold and dark. Some kids deliver the evening newspapers after school.



Hi. My name's Fiona.
I've got a Saturday job in a hairdresser's. I don't cut hair. I sweep the floor and I clean the brushes and scissors and things. I also make cups of coffee for the hairdressers and the customers. Sometimes I wash customers' hair, too. I like the job because I meet lots of people.



Hi. I'm Jason.
I work in a supermarket on Sundays. I put things on shelves, collect the trolleys from the car park and help customers with their bags. I work from 10 to 4. It can be a bit boring, but it's nice to have the money.

PROJECT

Choose one of these projects.

A

Do a project about jobs.

- 1 What kind of jobs do people in your town do?
- 2 Interview some people about their jobs. When/where do they work? What do they like/dislike about their jobs?
- 3 Make a survey among people in your class. What kind of jobs do they want to do? Why?

B

Make a fashion magazine.

- 1 Describe modern fashions. What things are in and out of fashion?
- 2 Find or draw pictures of clothes. Describe them.

C

Describe teenage life in your country.

- 1 Write a questionnaire. Here are some things to ask about.
 - How do you spend your time?
 - Do you do a part-time job?
 - What do you like/dislike about your life?
 - What things do you worry about?
- 2 Interview some teenagers about their lives. Make an audio or video recording of your interviews.

SONG

1 Look at the song. What is it about?

2 a Try to guess the missing words. Use the rhymes to help you. Choose from this list.

friend eyes face fine grown up
neighbour brother saw for dream been
valentine queen size seen down

b  14 Listen and check your ideas.

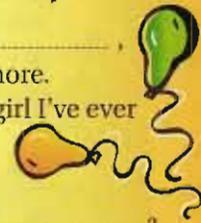
Happy Birthday Sweet Sixteen



Tra la-la-la-la la-la-la-la
Happy birthday sweet sixteen.
Tra la-la-la-la la-la-la-la
Happy birthday sweet sixteen.



Today's the day I've waited ¹
Because you're not a baby any more.
You've turned into the prettiest girl I've ever
²



Happy birthday sweet sixteen.
What happened to that funny ³?
My little tomboy now wears satin and lace.
I can't believe my eyes. You're just a teenage
⁴



Happy birthday sweet sixteen.
When you were only six, I was your big
⁵

Then when you were ten, we didn't like each other.
When you were thirteen, you were my funny
⁶

But since you've ⁷
Your future is sewn up.
From now on you're gonna be mine.



So, if I should smile with sweet surprise
It's just that you've grown up before my very
⁸

You've turned into the prettiest girl I've ever
⁹

Happy birthday sweet sixteen.



REVISION 1



STUDY SKILLS

Revision

Look back at Units 1 and 2. What have you learnt? Ask your teacher if there is anything that you are still not sure about.

Present simple and present continuous

1 Complete the dialogues. Put the verbs in brackets into the correct tense.

- 1 • Where's Ellie? Tim _____ (wait) for her.
 - I _____ (think) she _____ a shower (have).
- 2 • _____ you _____ (do) anything at the moment?
 - Not really. I _____ (read) this magazine.
 - Well, _____ you _____ (fancy) a game of tennis, then?
 - Yes, OK.
- 3 • Hello. I _____ (phone) about your job advert. _____ you still _____ (need) someone?
 - I'm sorry, I _____ (not know). The manager _____ (interview) someone at the moment.
 - Oh, I _____ (see). Thank you.
- 4 • What _____ you _____ (do) in your free time?
 - I _____ (play) the guitar with a band.
 - That _____ (sound) exciting.
 - Yes, I _____ (enjoy) it. We _____ (play) at a dance this evening. _____ you _____ (want) to come?
 - No, I can't. I _____ (babysit) this evening.

Vocabulary

2 Work in a group. Try to write down a job or something to do with clothes for each letter of the alphabet.

Example

	job	clothes
A	an architect	
B		a button
C		a coat
D		

Listening, writing and speaking

3 a 15 Look at the people. Listen to part 1 and answer these questions.

- 1 What jobs do you think they do?
- 2 What are they doing in the conversations?

1

Name Scott Macdonald

Job _____

Place _____

Hours _____

Nights? _____

Weekends? _____

Comment _____

2

Name Sandra Watson

Job _____

Place _____

Hours _____

Nights? _____

Weekends? _____

Comment _____

3

Name Peter Lombard

Job _____

Place _____

Hours _____

Nights? _____

Weekends? _____

Comment _____

b 15 Listen to part 2 and check your ideas.

c Listen again and complete the information about each person.

4 a Complete this text about Scott.

Scott Macdonald is a ¹ He works in ² He starts work at ³ and he finishes at ⁴ He works on ⁵ , but he doesn't work on ⁶ , because the shop is ⁷ He ⁸ the job very much, but he needs the ⁹

b Write about Sandra and Peter.

5 Work with a partner. Interview the people. Use these cues to make questions.

What/do?	at night?
Where/work?	at weekends?
When/start?	like the job?
When/finish?	

Example

- What do you do?
- I'm a
- Where do...?

Present perfect

6 a Some young people are doing their Saturday jobs. What have they done so far today?

Example

Craig has collected the trolleys.
He hasn't...

Name and place	Jobs
Craig works in a supermarket	<ul style="list-style-type: none"> • collect the trolleys ✓ • carry a customer's bags • put some bottles on the shelves ✓
Emma and Charlene work in a hairdresser's.	<ul style="list-style-type: none"> • wash someone's hair • sweep the floor • clean the brushes ✓
Maria works in a clothes shop.	<ul style="list-style-type: none"> • serve some customers • tidy the tops • unpack some boxes ✓
Bill and Sam work in a café.	<ul style="list-style-type: none"> • set the tables • wash up ✓ • make some drinks ✓

b Work with a partner. Ask and answer.

Example

- Has Craig collected the trolleys?
- Yes, he has.

At the clothes shop

7 a Number the parts of the dialogue in the correct order.

- a Yes, the changing rooms are over there next to the jackets.
- b Excuse me. Can I try this jumper on, please?
- c It isn't big enough. Have you got it in a larger size?
- d Yes, this is fine. I'll take it.
- e Next to the jackets? Thanks.
- f How is it?
- g Yes, here you are. Try this.
- h Is that better?

b Listen and check your order.

c Work with a partner. Make new dialogues for these situations.



3 LIVING IN THE PAST

A ICEMAN



Before you start this unit, do exercise 1 in Working with words on page 33.

Language in use

- 1 a Look quickly at the text. What is the connection between the two pictures?

b  17 Read and listen to the text. Write down everything that you know about the man.
- 2 a How many of the things mentioned in the text can you find in the pictures?

b Why is Ötzi important?

c What do you know about the Stone Age?

ICEMAN

In 1991, two German tourists were walking along a path in the Alps, when they saw something in the ice. They stopped and looked. It was part of a body. They thought it was a climber, but they were wrong. They weren't looking at the body of a modern climber. This body was over 5,000 years old. They were looking at a man from the Stone Age.

Who was he? What was he doing in the mountains? How did he die? Did he fall or did somebody kill him? Archaeologists from all over the world wanted to study the Iceman.

Ötzi, as the archaeologists called him, came from Italy and he was about 45 years old. He lived about 3350 BC – at that time people in Egypt were building the Pyramids. We know that he was a farmer because there were pieces of corn in his clothes. He was

probably taking his sheep and goats into the mountains when he died.

Ötzi has changed our ideas about the Stone Age. Before Ötzi, archaeologists thought that copper didn't arrive in Europe until 2000 BC. Ötzi, however, was carrying a copper axe 1,300 years earlier. He was also carrying a bow and arrows, a knife and some wooden tools. He was wearing warm, waterproof clothes and leather boots. These things show that Stone Age people were a lot more sophisticated than we thought.



- Past simple
- Past continuous
- had to/could

What's the rule?

Past simple and past continuous

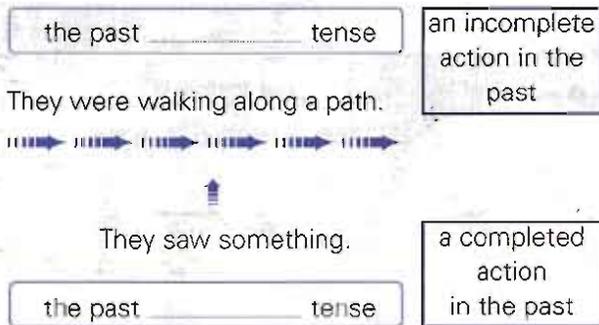
3 a Complete these sentences from the text.

- In 1991, two German tourists _____ along a path in the Alps, when they _____ something in the ice.
- They _____ and _____.

b What are the two tenses in the sentences?

c Why are the tenses different in the first sentence, but the same in the second sentence?

d Complete the names of the tenses in this diagram.



4 a For each tense, find examples of these forms in the text.

- an affirmative statement
- a negative statement
- a question

b Use your examples. How do we make each form?

c For the past simple, find examples of

- the verb *to be*.
- two regular verbs.
- two irregular verbs.

Practice

5 a Complete this part of an interview with an archaeologist. Put the verbs in brackets into the past simple or the past continuous.

Interviewer How ¹ _____ Ötzi _____ (die)?

Archaeologist Well, we don't really know.

Interviewer ² _____ he _____ (have) an accident?

Archaeologist No, he ³ _____ (not fall). We think that it ⁴ _____ (happen) like this. One day, he ⁵ _____ (take) his animals into the mountains, when he ⁶ _____ (stop) for a rest. First, he ⁷ _____ (make) a fire, then he ⁸ _____ (sit down). While he ⁹ _____ (sit) there, the weather suddenly ¹⁰ _____ (change) and it ¹¹ _____ (start) to snow. While he ¹² _____ (wait), he ¹³ _____ (fall) asleep and he ¹⁴ _____ (freeze) to death in his sleep. Then the snow ¹⁵ _____ (cover) his body until the tourists ¹⁶ _____ (find) him five thousand years later.

b **18** Listen and check your ideas.

6 Work with a partner. Use the cues and the information in the text. Continue the interview.

Example

Interviewer How old was Ötzi?

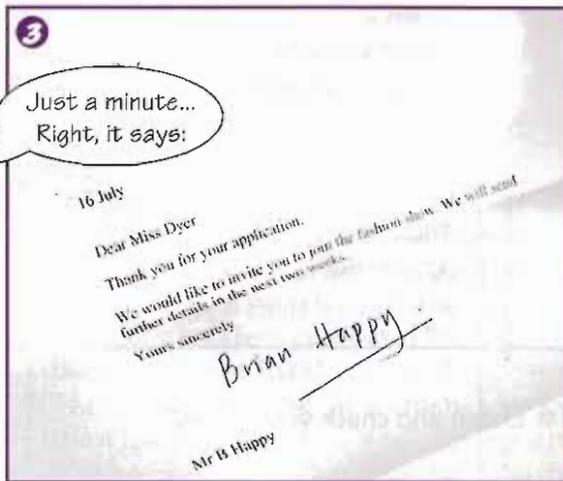
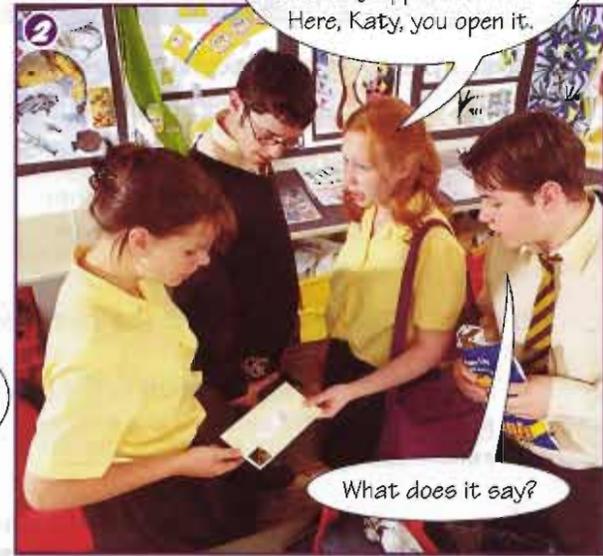
Archaeologist He was about forty-five years old.

- How old/Ötzi?
- When/he/live?
- Where/he/come from?
- What/his job?
- What/he/do/when/he/die?
- What/he/wear?
- he/carry/anything?
- Why/you/surprised about the axe?

The letter

1 a Look at the story. What do you think the missing words are?

b Listen and check your ideas.



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

- 1 Dan didn't take his Games things home last week.
- 2 Mel hasn't sent her application for the fashion show yet.
- 3 She read her letter while she was having breakfast.
- 4 Katy reads the letter.
- 5 The fashion show is in two weeks' time.
- 6 Rich is going to be a model.
- 7 Dan doesn't want to be part of the team.

Everyday expressions

3 a What expressions do the others use to congratulate Mel?

b Match these expressions to their meanings.

- 1 stuff
- 2 What does it say?
- 3 Just a minute.
- 4 I can't believe it.
- 5 on my own
- 6 I can't wait to ...

- a Is it really true?
- b What's in the letter?
- c Wait.
- d things
- e I really want to (do this).
- f without anyone else

c How do you say the expressions in your own language?

on my own

5 a Who uses the expression *on my own* in the story?

b Ask and answer with a partner. Do you do these things on your own? Use *always, usually, sometimes, never*.

Example

Do you come to school on your own?
Yes, usually. / No, never.

- 1 come to school
- 2 do your homework
- 3 go to the cinema
- 4 go shopping
- 5 watch videos
- 6 have lunch

c Tell another partner about your first partner.

Example

... usually comes to school on his/her own.

Congratulating

6 a Work in a group of four. Write a short dialogue that contains four of these expressions.

What does it say?

I can't wait to tell everyone.

Well done.

I can't believe it.

Congratulations!

Wow! That's great news.

b Act out your dialogue.

STUDY SKILLS

Translating

You can't translate a lot of everyday expressions word for word. Try it with the expressions in 3b. Do they sound natural in your language? Probably not. You have to learn the whole expression.

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

Reading

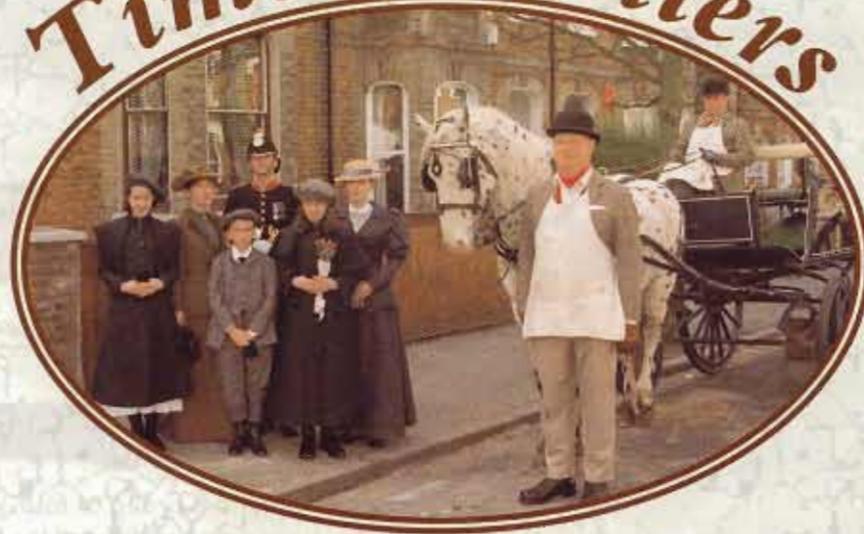


You'll find some useful words in Working with words exercise 2 on page 33.

1 Look quickly at the text and find this information.

- 1 Who are the people in the pictures? Find their names in the text.
- 2 Where are they?
- 3 What did they do?
- 4 Why did they do it?

Time travellers



It was Sunday afternoon, 14 March, when the Bowler family arrived at their new home in London. Paul Bowler was in his soldier's uniform. Joyce Bowler and their three daughters (Kathryn, 16, and twins Ruth and Hilary, 11) were wearing long dresses. They were all wearing hats, even nine-year-old Joe.

They went into the house. It was cold and dark in the hall, because there was no electricity. There was no telephone either, and no hot water. The toilet was outside in the back garden. It was a typical Victorian house from 1900.

Meanwhile, in the street some of the neighbours were watching. There were some TV cameras there, too, because this wasn't happening in 1900. It was happening in 1999. The Bowlers were taking part in a project for Channel 4 TV. For three months they had to give up their car, washing machine, dishwasher and computer and live like a Victorian family.

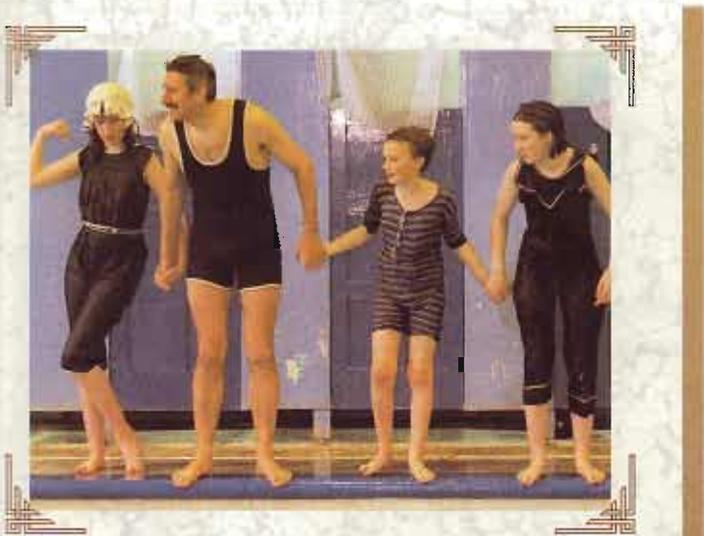
They soon realized that life in Victorian times was very different from today. In 1900 people didn't have a lot of our modern things – not just big things like

microwave ovens and video recorders, but small things like toothpaste, washing powder and washing-up liquid. The biggest problem, however, was shampoo. The Victorians didn't have shampoo, so the Bowlers had to wash their hair with soap. Joyce and the girls hated it.



2 a  20 Read the text again. Make a list of all the things that the Bowlers didn't have in the 1900 house.

b What did each person miss about modern life?



The Bowlers' day started very early at five o'clock in the morning. They all went to bed at about eight o'clock in the evening, because they didn't have any electric lights or television. Kathryn found this very difficult. She couldn't go out with her friends and she was very bored.

After three months, the Bowlers returned to their own home. How did it feel to be back in the modern world? Ruth and Hilary bought some new CDs, played their music very loud and talked for hours on the phone. Kathryn went out with her friends. Joyce was happy to have electricity again, and Paul could read a modern newspaper, but both Joyce and Paul missed the Victorian house. 'Life was slower then', says Paul, 'but people spent more time together.'

What about young Joe? Perhaps we should give him the last word.

TV Interviewer	Was it good to come home?
Joe	Yes.
TV Interviewer	Why?
Joe	I could go on my computer.
TV Interviewer	Did you enjoy living in Victorian times?
Joe	No.

LANGUAGE FOCUS

had to / could

3 a Match the verbs.

had to could couldn't	is the past tense of	can't. can. have to/must.
-----------------------------	-------------------------	---------------------------------

b Find examples of the verbs in the text.

c Say whether the Bowlers **had to**, **could** or **couldn't** do these things.

Example

- 1 They couldn't watch TV.
- 2 Joyce and the girls had to wear long dresses.

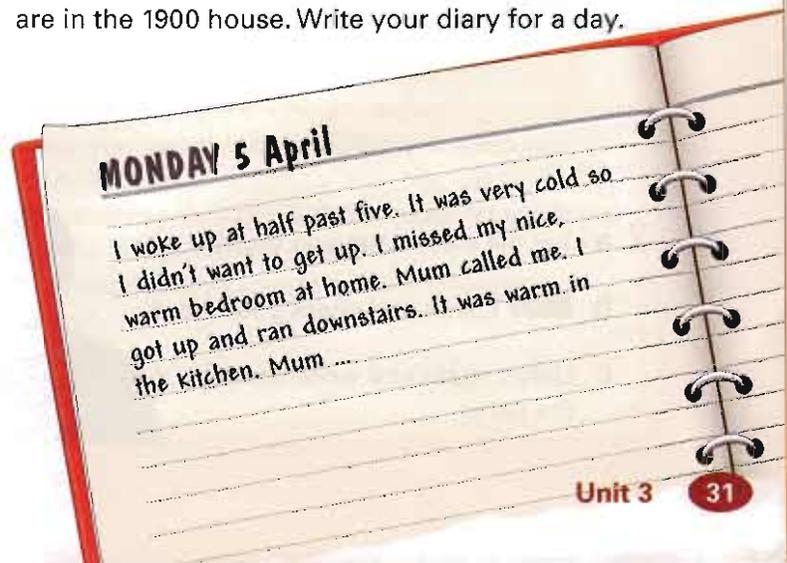
- 1 watch TV
- 2 wear long dresses
- 3 get up early
- 4 use shampoo
- 5 read books
- 6 go out in the evening
- 7 play CDs
- 8 wash in cold water
- 9 read a modern newspaper
- 10 go to bed at 8 o'clock

4 What do you think of the Bowlers' experience? Would you like to do it? Why? Why not?

Practise your writing

A diary

5 The Bowlers all had to keep a diary. Imagine you are in the 1900 house. Write your diary for a day.



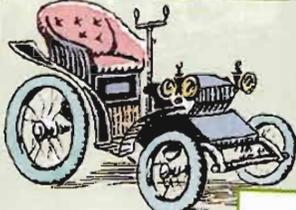
Listening and speaking

- 1 a** What do you know about life in 1900? Look at the pictures.
Did people have these things in 1900?
- b** Work in a group. Discuss your ideas and put Y (yes) or N (no) in each box.

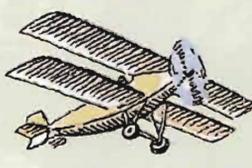
1 telephones



2 cars



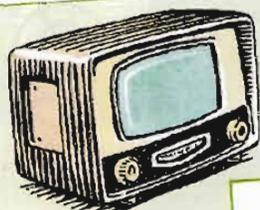
3 aeroplanes



4 cameras



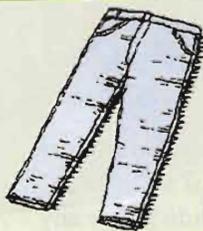
5 televisions



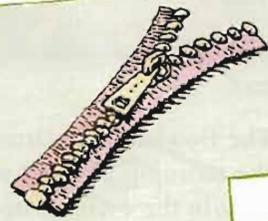
6 films



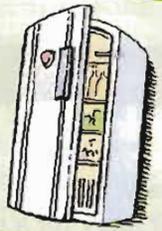
7 jeans



8 zips



9 fridges



10 tinned food



11 frozen food



12 ballpoint pens



- 2 a** Tell the class what you think.
- b**  Listen and check your ideas.
- c** Listen again and write down the dates.



Now it's time to do the Progress check in the Workbook and complete this Progress diary.



PROGRESS DIARY

How well do you think you know this unit?







WORKING WITH WORDS



Materials; noun compounds

1 a Look at this list of materials. Use your dictionary. Which ones

- are kinds of metal?
- can you make clothes from?

Put the words in the table.

plastic	cotton	wool
copper	gold	wood
silver	paper	iron
silk	leather	rubber
steel	glass	nylon

Metals	Clothes

b Make noun compounds.

Example

This is **a ring**.
It's made of **gold**.
It's **a gold ring**.



These are **plates**. They're made of **paper**. They're **paper plates**.

Note: *wood* and *wool* don't follow the pattern.

- wood → a wooden box
wool → woollen gloves

c Work with a partner. Think of something for each material.

Example



a plastic ruler cotton socks

Everyday things

2 a A lot of things today make our lives easier or more interesting. Work with a partner and make a list.

Example

fast food, cars, cameras

b Read the sentences and label the things in the picture.



- 1 You wash your clothes in **a washing machine**. You put **washing powder** in the machine.
- 2 It's cold in **a fridge**, but it's colder in **a freezer**. You put **frozen food** in a freezer.
- 3 You clean carpets with **a vacuum cleaner**.
- 4 You wash your hands with **soap**, but you wash your hair with **shampoo**.
- 5 You use **washing-up liquid** to do the washing-up, or you can put the things in **a dishwasher**.
- 6 To clean your teeth you put some **toothpaste** on **a toothbrush**.

c Listen, check and repeat.

4 FITNESS AND HEALTH

A GET FIT



Look at Working with words on page 41. Practise the names of parts of the body.

Language in use

1 a Look at the story.

- 1 What is the boy's name?
- 2 What is the woman's name?
- 3 What is the boy's problem?
- 4 What is the woman's advice?

b 23 Read and listen to the story.

1 Robert's got a problem. He can't get into his new trousers. He can't run very fast.

2 It's no good. I must go on a diet.

3 A diet? Is that a good idea? You won't be able to eat chocolate bars, crisps or sweets. You'll have to give up chips and ice cream and ...

Stop! Stop! I won't be able to do that. I like all those things. But I must do something.

4 If you eat too many calories, your body stores the extra calories as fat. So if you don't want to eat less, you should use more.

What do you mean?

5 Take more exercise. It's more fun than a diet. Running, swimming, cycling, weight-training, even walking will all help. You won't have to go on a diet, but you'll lose weight. Soon you'll be able to get into those new trousers.

6 Wow! I feel great. I'm not only slimmer. I feel fitter and healthier, too. Thanks Fran.

Come on, you lot. You'll have to run faster than that.

Three months later

- Modal verbs:
can/ must (+ future forms)
should/ shouldn't
- but/ however

2 Are these statements true or false?

- 1 Robert's new trousers are too tight for him.
- 2 He misses the bus.
- 3 He is on a diet.
- 4 He doesn't like chips.
- 5 If you exercise, you use more calories.
- 6 Fran thinks Robert should go on a diet.
- 7 Robert loses weight.
- 8 Robert can run faster than his friends now.

3 Do you like keeping fit? What kind of exercise do you take?

What's the rule?

can and must

4 a Complete these pairs of sentences from the story.

1 He _____ get into his new trousers.	the present
2 Soon you _____ get into those new trousers.	_____
3 I _____ go on a diet.	the present
4 You _____ go on a diet.	_____

- b What time do sentences 2 and 4 refer to? Write the correct time in the boxes.
the past the present the future
- c We can't use *will* with *can* or *must*. What verbs do we use instead?
- d Find more examples of these verbs in the story.

Practice

5 Look at the speech bubbles and the cues. Complete what the people say with *will/won't have to* and *will/won't be able to*.

Example

I'll have to look for them. I won't be able to drive to work.

1	I've lost my car keys.	look for them drive to work
2	We've got a Maths test tomorrow.	watch my favourite programme revise
3	It's stopped raining.	go and play tennis stay indoors
4	I got a bike for my birthday.	cycle to school take the bus
5	I've got flu.	stay in bed go to Carol's party
6	We've won the lottery.	buy a big house work

6 a Think about when you leave school. What *will/won't you have to do*? What *will/won't you be able to do*?

Example

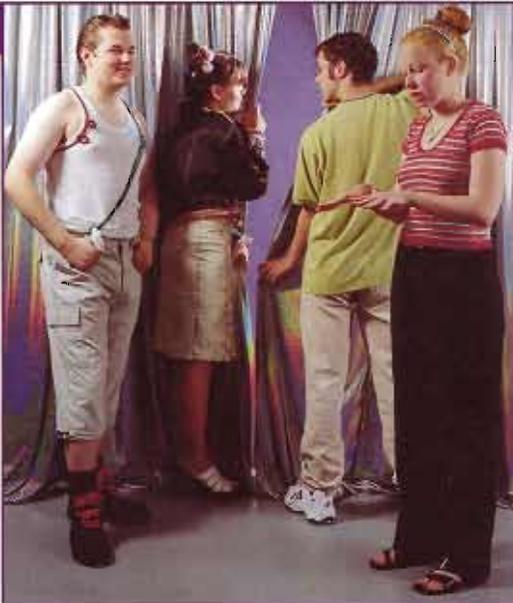
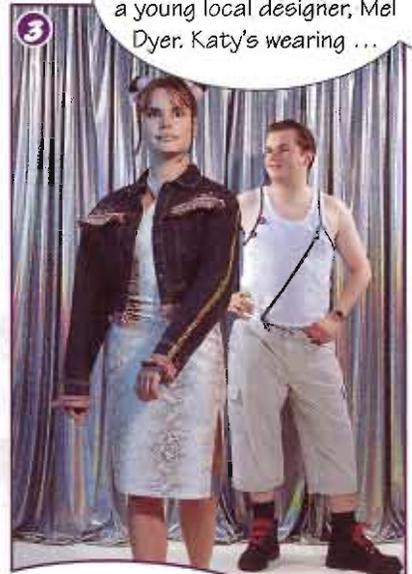
I won't have to do homework.

I'll be able to get a job.

b Compare your ideas with a partner.

The fashion show**1 a** Look at the photos. Where are the kids?**b**  **24** Read and listen to the story. How does each person feel?**Rich** Well, here we are.**Katy** Isn't it exciting? A real fashion show.**Dan** Oh, wow! I've never seen so many gorgeous babes in my life.**Mel** We're here to look at the clothes not the models, Dan.**Katy** It's two o'clock. Rich and I will have to get changed soon.**Rich** OK. Come on. Can you give me a hand with these bags, Dan?**Dan** What? Oh, yes, sure.

And now, please welcome Katy and Rich. They're wearing clothes by a young local designer, Mel Dyer. Katy's wearing ...

2 Later**Dan** We're next.**Mel** Yes, I know. Oh, I feel really nervous. Look. My hands are shaking and I've got butterflies in my stomach.**Katy** Me, too. My legs feel like jelly.**Dan** Don't worry. It'll be all right.**Katy** But what if I fall over? It'll be so embarrassing.**Dan** You won't fall over. You'll be fine. How do you feel, Rich?**Rich** Great. I'm really looking forward to it now.**Mel** Well, good luck. You're on.**4** After the show**Katy** Phew. I'm glad that's over. I'm sure my knees were knocking.**Mel** You were absolutely fabulous – both of you.**Rich** Mel, do you know those two people over there?**Mel** No, but they were pointing at you when you were on.**Dan** Maybe they're buyers for a big shop and they're interested in your designs.**Mel** Don't be silly.**Rich** Well, whoever they are, they're coming over to talk to us.

2 What do you think?

- Who are the man and woman?
- What do they want?

Everyday expressions

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

Here we are.
 Can you give me a hand with ...?
 We're next.
 I'm really looking forward to it.
 Good luck.
 I'm glad that's over.
 You were absolutely fabulous.
 Don't be silly.

b Choose expressions from a for these situations.

- 1 You've just come out of the dentist's.
- 2 Your friend has got a piano exam tomorrow.
- 3 You've just arrived.
- 4 You need some help with your homework.
- 5 You're going on holiday tomorrow.
- 6 You're at the front of a queue.

c What does Dan call the girls at the show?

Expressing worries

4 a Find expressions in the story to match the pictures.



b Have you got similar expressions in your language?

c What does Dan say to reassure Katy?

5 a Match the situations to the possible problems.

- 1 We've got a Maths test.
- 2 I'm going to be in a race.
- 3 I have to go to the dentist's.
- 4 We've got an important match this weekend.
- 5 I'm going out on a date.
- 6 I've got a part in a play.

What if ...

- we lose?
- I do something really embarrassing?
- I fail?
- it hurts?
- I forget my lines?
- I fall over?

b Make dialogues for the situations.

Example

- We've got a Maths test tomorrow.
- How do you feel?
- My legs are like jelly. What if I fail?
- Don't worry. You'll be all right.

6 Work in a group of four. Act out the story.

STUDY SKILLS

Using a foreign language

What if I make a mistake?
 What if I don't understand everything?

People often worry about using a foreign language. Don't worry! Use the language as much as possible and you'll improve.

ARE YOU A HEALTHY EATER?

Reading

1 Read what Rich says and discuss his questions.

2 Look at these diets. Match the texts to the correct pictures.



What do you need for a healthy diet? Do you think that your diet is healthy?

ARE YOU A HEALTHY EATER?

What do these teenagers eat in a typical day?

1

NAME: Carla Bennett, 14, from London



BREAKFAST a bowl of cereal with sugar and milk

LUNCH tuna and a salad

DINNER fish with a jacket potato and vegetables

SNACKS fruit, biscuits and chocolate bars

DRINKS diet cola, orange juice and milk

Carla says: 'I'm not a vegetarian, but I don't eat a lot of meat. I prefer fish. I sometimes have a pizza for dinner if I'm in a hurry.'

2

NAME: Jacob Curtis, 16, from Manchester



BREAKFAST two slices of toast with butter and marmalade

LUNCH a cheese sandwich

DINNER chicken with rice, chips or pasta

SNACKS sweets and cakes

DRINKS coffee, milk and lemonade

Jacob says: 'I don't like vegetables very much. I never eat fruit. I usually eat two or three packets of sweets a day.'

3

NAME: Sue Long, 15, from Newcastle



BREAKFAST just a cup of black coffee

LUNCH a bowl of soup and a bread roll

DINNER pasta with tomatoes and cheese

SNACKS crisps, nuts and sweets

DRINKS mineral water

Sue says: 'I don't think about food very much. I'm a vegetarian, so I don't eat meat and I don't like fish.'

4

NAME: John Walker, 13, from Cambridge



BREAKFAST bacon and eggs, a slice of toast with butter and jam

LUNCH two ham or chicken sandwiches with a packet of crisps and some grapes

DINNER meat with potatoes and vegetables and a pudding, such as apple pie with cream

SNACKS peanuts, biscuits and chocolate bars

DRINKS cola, tea or coffee with milk and sugar

John says: 'I eat anything really. I like meat – beef, pork, lamb, chicken, and I love sausages and hamburgers.'



WORKING WITH WORDS



Food

3 How many of the things in the pictures can you name? Use the texts to help you.

4 Look at the diets. Who

- 1 doesn't eat meat?
- 2 has toast for breakfast?
- 3 drinks orange juice?
- 4 eats a lot of meat?
- 5 doesn't eat anything for breakfast?
- 6 eats chocolate bars?
- 7 eats chips?
- 8 doesn't eat fruit?

5 a What do you think of the diets? Which do you think is the healthiest? Why?

b  25 Read what a nutrition expert tells each person. Match the opinions to the people. Give reasons for your choice.

1 *This is a very unhealthy diet. You eat some good things like nuts, pasta and tomatoes, but you simply don't eat enough for a teenager. You don't get enough protein and don't eat enough vegetables. You shouldn't miss meals, especially breakfast. It's the most important meal of the day.*

2 *This isn't a very good diet. The chicken, cheese, butter and milk provide enough protein and you get carbohydrates from the pasta, bread and rice. However, you eat no fruit or vegetables, so you don't get some important vitamins and minerals.*

3 *At first, this looks like an unhealthy diet, but it isn't bad. You eat plenty of meat, vegetables, fruit and bread, so you get all the important things: protein, carbohydrates, fibre, vitamins and minerals. However, you eat too much fat. You should eat less meat and more fish.*

4 *This is a very balanced diet. You eat a lot of fruit and vegetables, so you get plenty of fibre and important vitamins and minerals. You don't usually eat meat, but you get lots of protein from fish. It's OK to eat things like chocolate and sweets. However, you mustn't eat them instead of a meal.*

LANGUAGE FOCUS



should / shouldn't

6 a We use **should / shouldn't** to give advice. Find some examples in 5.

b Write some advice for the girls and boys about their diets.

Example

Carla shouldn't worry about her diet. It's fine.

Improve your writing

but and however

7 a Look at the last text in 5. Complete these sentences.

- 1 You don't usually eat meat, you get lots of protein from fish.
- 2 It's OK to eat things like chocolate and sweets., you mustn't eat them instead of a meal.

b What differences can you see between **but** and **however**?

c Now rewrite the sentences. Use **however** for the first one and **but** for the second one.

8 Join these pairs of sentences with **but** and then with **however**.

- 1 I'm not a vegetarian. I don't eat a lot of meat.
- 2 Sue eats some good things. She doesn't eat enough.
- 3 John eats a lot. He takes a lot of exercise.
- 4 Fat is good for you. You shouldn't eat a lot of it.
- 5 Jacob eats plenty of protein. He doesn't eat enough vegetables.

9 a Write about your diet. Write

- a typical day's meals.
- your comments on your diet.

b Give your text to a partner for him/her to write an 'expert' opinion on the diet.

Listening and speaking

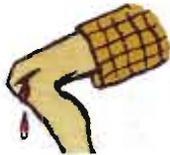
- 1 When did you last go to the doctor's? What for? What treatment did the doctor give you?

WORKING WITH WORDS



Problems and treatment

- 2 a Look at the words. How do you say these in your language?



It's bleeding.



It's painful.



It's a bit red.



It's swollen.



It's itchy.



It's sore.

- b What problems do you use these things for?



tablets



drops



an injection



a plaster



a bandage



a sling



an X-ray

- 3 a 26 Listen to two conversations at the doctor's.

- Which part of the patient's body hurts?
- What's wrong with it?

- b Listen again and complete the card for each patient.

Patient 1

Problem: _____

Diagnosis: _____

Treatment: _____

Patient 2

Problem: _____

Diagnosis: _____

Treatment: _____

- 4 a Work with a partner. Use the cards in 3b. Act out the dialogues.

- b Make new dialogues for these problems.



Do the Progress check for Unit 4 in the Workbook, then complete this Progress diary.



PROGRESS DIARY

How well do you think you know this unit?

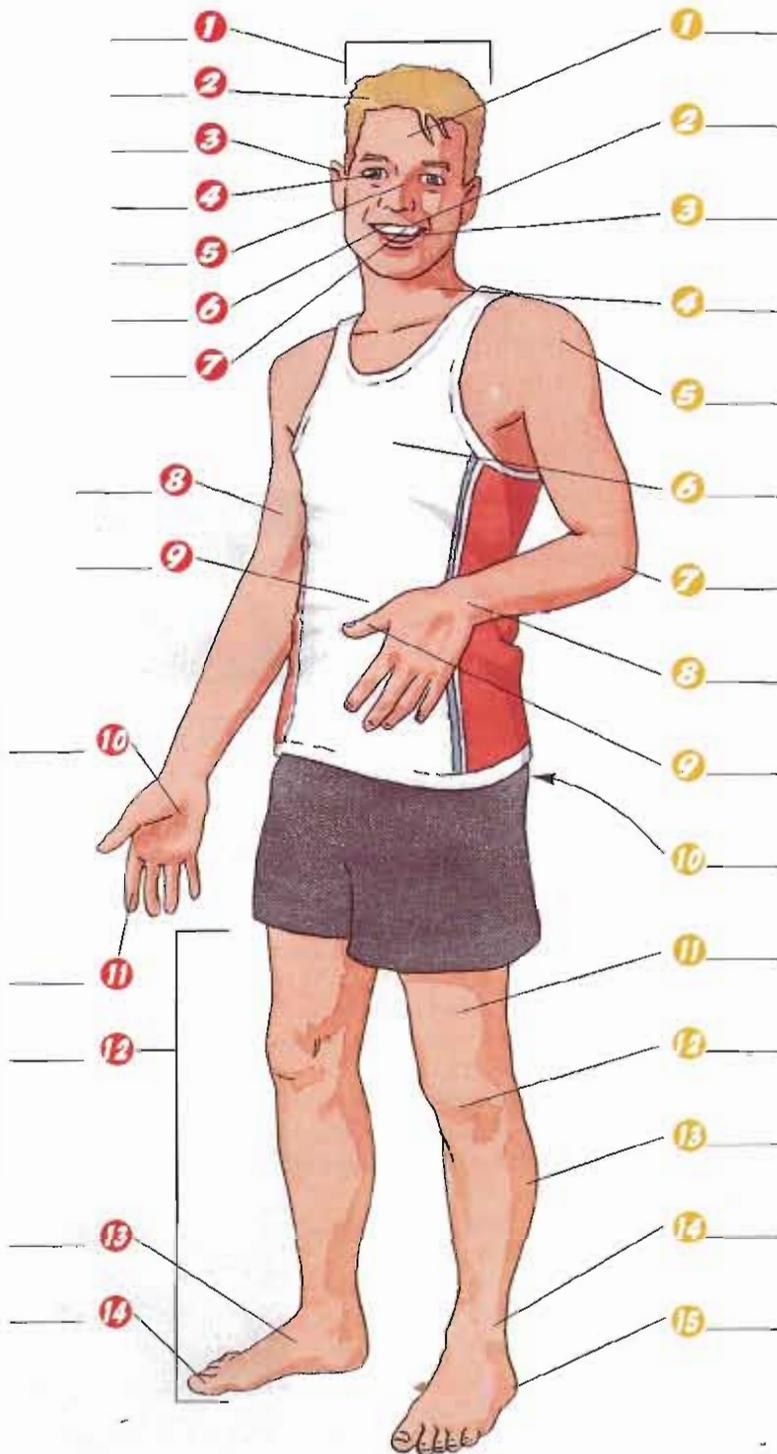


WORKING WITH WORDS



Parts of the body

1 Look at the picture. You should know the parts with the red numbers. Label them.



2 a Read these sentences. Label the parts of the body with the yellow numbers.

- 1 Your **heel** is at the back of your foot and your **ankle** is between your foot and your leg.
- 2 The top part of your leg is your **thigh** and the bottom part is your **calf**. Your **knee** is between your thigh and your calf.
- 3 You sit on your **bottom**.
- 4 Your **forehead** is between your eyes and your hair.
- 5 You use your **tongue** and your **lips** when you speak. Your tongue is in your mouth. Your lips are round your mouth.
- 6 On each hand you've got four fingers and one **thumb**. Your **wrist** is between your hand and your arm.
- 7 The top part of your body is your **chest**. Your **neck** is between your head and your chest.
- 8 Your **elbow** is in the middle of your arm and your **shoulder** is at the top of your arm.

b 27 Listen and check your words.

3 a 28 Listen and follow the instructions.

b Give your partner some new instructions. Use these verbs.

point to	touch
raise	put ... on ...

THE UNITED KINGDOM

1 What is the difference between *Britain* and *England*? Do you know?

2  29 Read the text. Match the dates to the countries. What happened at these times?

1999	AD 400	the 1920s
1603	the 16th century	1707

THE UNITED KINGDOM

THERE ARE SEVERAL NAMES FOR BRITAIN. The official name is *the United Kingdom of Great Britain and Northern Ireland*. However, people call it *the United Kingdom*, *the UK*, *Great Britain*, *Britain* or *England*. In fact, England is only one of the four parts of the UK. The people in the photos are all British, but they aren't from England.



ENGLAND

England is the biggest and richest part of the UK. The capital, London, is here. Two thousand years ago the Celts lived in the whole of Britain, but in about AD 400 tribes from Germany, called the Anglo-Saxons invaded. 'England' means 'Angle-land'. The Anglo-Saxons pushed the Celts into Wales, Scotland and Ireland.

SCOTLAND

Scotland is the second biggest part of the UK. Until the seventeenth century, it was an independent country. In 1603, however, the English queen, Elizabeth I, died. She had no children. Her nearest relative was her cousin, James, the king of Scotland. James became king of England, too, and from that time England and Scotland have had the same king or queen. In 1707, the Scots gave up their own parliament, but in 1999 they got a new parliament in Edinburgh.



Sean Connery is from Scotland.

WALES

Until the thirteenth century, Wales had its own prince, but the English king, Edward I, defeated the last prince, Llewelyn. Since then the eldest son of the English king or queen has been the Prince of Wales.

A lot of people in Wales speak Welsh as their first language. Schools in Wales can teach in Welsh or English. All public signs in Wales must be in Welsh and English. In 1999, Wales got its own small parliament in Cardiff.



The Manic Street Preachers are from Wales.

NORTHERN IRELAND

In the sixteenth century, England, Scotland and Wales became Protestant countries. Ireland, however, remained Catholic. Elizabeth I sent Protestants to live there. Most of these Protestants came from Scotland and they went to Ulster, the north-eastern corner of Ireland.

The Irish were not happy in the United Kingdom. Finally, in the 1920s most of Ireland became independent. The Protestants in the north, however, decided to stay in the United Kingdom. There has been a lot of trouble in Northern Ireland in recent years, because the Catholics in Northern Ireland want to be part of the Republic, but the Protestants want to be part of the UK.



Liam Neeson is from Northern Ireland.

PROJECT

Choose one of these projects.

A

Find out and write about life in the past.

- 1 Talk to your grandparents or some other older people. Ask them about their lives when they were younger.
 - What was a typical day like?
 - What things did/didn't they do?
 - What things did/didn't they have?
 - Are things better or worse now?
- 2 Write about what you find out. Illustrate your texts with pictures.

B

Make a project about teenage health.

- 1 Choose some topics to write about, e.g. food, exercise, drugs.
- 2 Make some rules for living a healthy life.
- 3 Find some pictures to illustrate your ideas.
- 4 Present your ideas as an information leaflet or as a short TV programme.

C

Tell the story of your country.

- 1 Find some information in your books or on the Internet. Or you can talk to your History teacher.
 - How and when did it become a united country?
 - How have its borders changed?
- 2 Write about your country. Illustrate your project with maps.

SONG

- 1 a Complete the song with these expressions.

You stopped
It doesn't matter
I didn't stand a chance
I don't care
can't you see
No matter what you do
I don't know
it's true

- b  30 Listen and check your ideas.

- 2 What does the singer want? How did it all start?

I only want to be with you

1 _____ what it is that makes me love you so.
I only know I never wanna let you go,
'Cos you started something.

Oh, 2 _____
That ever since we met you've had a hold on me?
It happens to be true.

I only want to be with you.

3 _____ where you go or what you do.
I wanna spend each moment of the day with you.
Look what has happened with just one kiss.
I never knew that I could be in love like this.

It's crazy but 4 _____
I only want to be with you.

5 _____ and smiled at me,
Asked me if I'd care to dance.
I fell into your open arms
And 6 _____
Now, listen, honey.

I just wanna be beside you everywhere.
As long as we're together, honey, 7 _____
'Cos you started something.

Oh, can't you see
That ever since we met you've had a hold on me?

8 _____
I only want to be with you.



REVISION 2



STUDY SKILLS

Revision

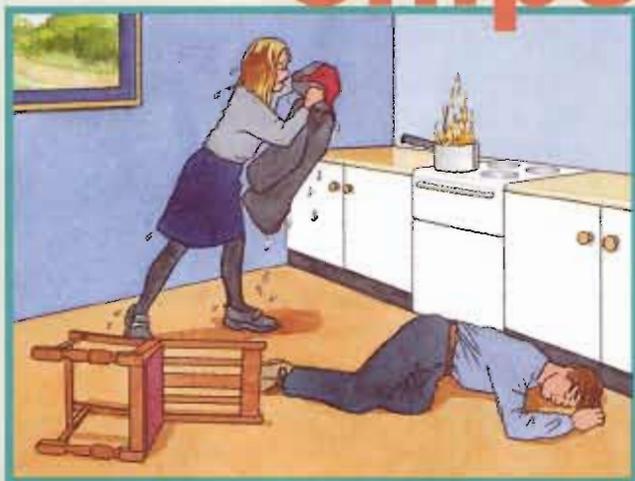
Make sure you revise things regularly.

- Check the grammar rules.
- Test yourself on the vocabulary.
- Practise using the everyday expressions.

Past simple and past continuous

- 1 Complete the story. Put the verbs in brackets into the past simple or the past continuous tense.

Tony's chips



One wet afternoon in November, Tony Yorke, 18, ¹ _____ (sit) in the living room. He ² _____ (study) for an exam. He ³ _____ (be) in the house on his own because his parents ⁴ _____ (be) at work and his sister, Cass, ⁵ _____ (be) at school. He ⁶ _____ (be) hungry, but it ⁷ _____ (rain) heavily so he ⁸ _____ (not want) to go to the shops. He ⁹ _____ (decide) to cook some chips.

He ¹⁰ _____ (put) some oil in a saucepan on the cooker and ¹¹ _____ (light) the gas. As he ¹² _____ (put) the chips into the oil, the telephone ¹³ _____ (ring). Tony ¹⁴ _____ (go) to answer it.

While he ¹⁵ _____ (talk) on the phone, the oil suddenly ¹⁶ _____ (catch) fire. When Tony

Questions

- 2 a You're going to ask your partner some questions about his/her day yesterday. First, write ten questions starting with these words.

- | | |
|--------------|--------------|
| 1 What time? | 6 Who? |
| 2 What? | 7 Did? |
| 3 How? | 8 Was? |
| 4 When? | 9 Were? |
| 5 Where? | 10 How long? |

Example

What time did you get up?

- b Work with a partner. Ask your questions.

Vocabulary

- 3 Work in a group. Think of kinds of food and parts of the body which have two vowels.

Example

food
sandwich

parts of the body
eye

¹⁷ _____ (see) the fire, he ¹⁸ _____ (drop) the phone and ¹⁹ _____ (run) to the kitchen. But as he ²⁰ _____ (go) into the kitchen, he ²¹ _____ (trip) over the leg of a chair and ²² _____ (hit) his head on a cupboard.

Luckily, a few moments later, Cass, ²³ _____ (arrive) home. She ²⁴ _____ (get) a terrible shock. The saucepan of oil ²⁵ _____ (burn) and Tony ²⁶ _____ (lie) on the floor unconscious. Quickly, Cass ²⁷ _____ (take off) her wet coat and ²⁸ _____ (throw) it over the saucepan. Then she ²⁹ _____ (turn off) the gas and the fire ³⁰ _____ (go out).

Later Tony ³¹ _____ (say), 'It was lucky that Cass ³² _____ (know) what to do.' 'Oh, it was nothing,' said Cass. 'Anyway, I ³³ _____ (not like) that old coat very much.' When she ³⁴ _____ (come) home the next day, Cass ³⁵ _____ (wear) a nice new coat.

be able to / have to

- 4 a** Complete these dialogues. Use 'I'll have to', 'I'll be able to' or 'won't be able to'.
- My parents are going out on Friday, so I babysit.
 - But it's Phil's party on Friday.
 - I know, but I go.
 - Your favourite programme is on TV tonight.
 - I know, but I'm going out, so I record it. I'm not going out tomorrow, so I watch it then.
 - We've got a Geography test tomorrow, so I revise this evening.
 - Me too. We play basketball.
 - I'm going to get a Saturday job, then I buy more clothes.
 - But you play for the school team. All their matches are on Saturday morning.
 - Oh, that's true. I get an evening job, then.
 - I bought this dress, but it's too tight.
 - You take it back, then.
 - Yes, but I do it today. I haven't got time. It wait till tomorrow.

b  **31** Listen and check your ideas.

couldn't / had to

- 5** Mike decided to get fitter. Use the cues. What did he have to do? What couldn't he do?

Example

He couldn't eat chips.

He had to cycle to work.

- | | |
|-------------------------|--------------------|
| 1 eat chips | 5 go to the gym |
| 2 cycle to work | 6 eat fruit |
| 3 use stairs, not lifts | 7 use the car |
| 4 drink beer | 8 drink more water |

At the doctor's

- 6 a** Read the dialogue with a partner.

Doctor Good morning. What can I do for you?

Patient My throat's very sore.

Doctor I see. Well, I'll just have a look at it. Yes, it's very red. How long has it been like this?

Patient About two days.

Doctor Well, you've got an infection there. I'll give you a prescription for some tablets. Take one tablet four times a day.

Patient Thank you.

Doctor If it isn't better in about two or three days, come back and see me.

Patient Thank you, Doctor. Goodbye.

Doctor Goodbye.

- b**  **32** Listen. Some parts of the dialogue are wrong. Underline the incorrect parts.

c Listen again and correct the dialogue.

d Read the new dialogue with a partner.

- 7** Make dialogues at the doctor's for these things.



5 IMAGINATION

A FIND THE REAL YOU



In this unit, you're going to describe lots of things. First, go to Working with words on page 53 and practise the adjectives.

Language in use

- 1 a Look at the quiz. What is it about?
- b Before you read the quiz, check the meaning of these words.

path	wall	crossroads
------	------	------------
- c Read the quiz and answer the questions.
- d Compare your answers with a partner.

Find the real you

You can learn a lot about yourself from your imagination. Try this quick quiz and discover your real personality.

1 You are lying in a field. You get up and walk along a path. What is the path like? Tick two boxes.

- a wide
- b narrow
- c straight
- d crooked

2 There is a wall next to the path. There are some people playing a game on the other side of the wall. Can you see the people?

- a No, the wall is too high.
- b Yes, I can see them clearly.

3 Do you want to join the game?

- a Yes.
- b No.

4 You walk on and you come to a garden. There's an old woman sitting in the garden. Do you know her?

- a Yes.
- b No.

5 There's a wind blowing in your face. What is the wind like? Tick two boxes.

- a strong
- b gentle
- c warm
- d cold

6 You walk on and you come to a crossroads. There's a man standing at the crossroads. What is he like? Tick one box.

- a friendly
- b unfriendly
- c You can't see his face.

7 The man is pointing down one of the roads. You look down the road. Where does the road go?

- a Into a dark forest.
- b To a bright and sunny beach.
- c To somewhere in your own town.



- there's someone ...ing
- see/hear someone ...ing

2 a Turn to page 51 and check your score.

b  33 Listen. Write the scores in the correct boxes.



You're a real pessimist. You usually expect the worst. This means that you usually work very hard, because you don't think you'll be lucky. You worry a lot. But remember you should try to enjoy life, too.



You're a natural optimist. You always expect the best. However, you are often careless and you don't always work hard enough, because you think everything will be fine. Remember, nobody is lucky all the time.



You're a realist. You're happy most of the time, but you know that things don't always work out. You're usually careful and you do enough work, but you don't worry about things too much.

What's the rule?

There's someone ...ing

3 a Look at the quiz. Find a way of joining these two sentences.

There's a man. He's standing at the crossroads.

b We use this structure to describe a scene. What form of the verb do we use after **There's (someone)?**

c Find three more examples of **there + ...ing** in the text. Do we always use **There's?**

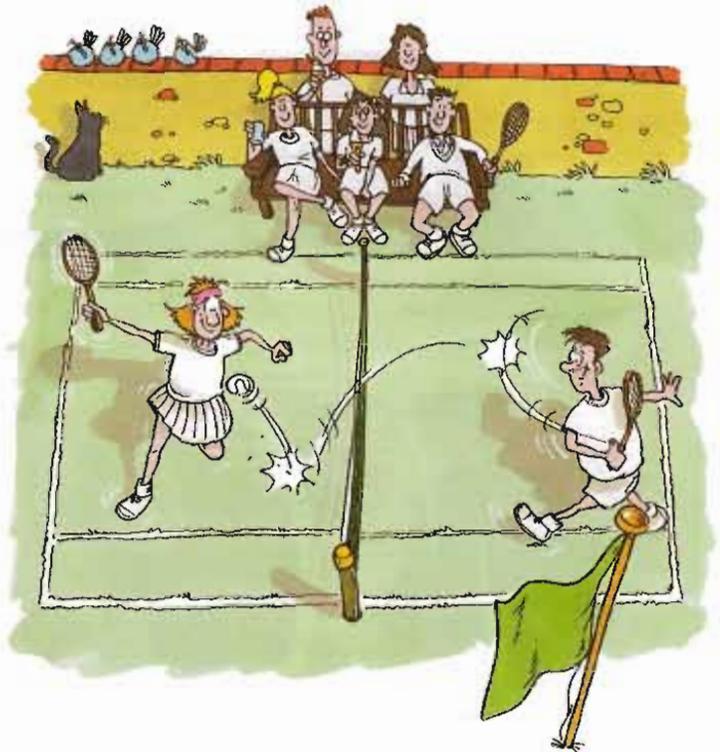
d Translate the sentences in a and c into your own language.

Practice

4 a Look at the picture for one minute.

b  34 Close your book. Listen. Are the statements true or false?

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



5 Describe the picture. Write ten sentences with **There's / There are + ...ing**.

Example

There's a black cat watching the birds.

There are four birds sitting on the wall.



STUDY SKILLS

Using your imagination

- 1 When you see or hear something, think of two or three words in English to describe it.
- 2 Try to imagine a scene in English. What do you say? What do other people say?

Catwalk

1 a Look at the story. What do you think the missing words are?

b  35 Listen and check your ideas.



2 Which of these statements about Camilla and Ryan are true?

- 1 Dan has met them before.
- 2 They watched the fashion show.
- 3 They are interested in Mel's designs.
- 4 They work for a department store.
- 5 They run a model agency.
- 6 They provide models for fashion magazines.
- 7 They call Rich 'Richie'.
- 8 They want to talk to Katy and Rich.

Everyday expressions

3 a What does *etc.* (*et cetera*) mean? Find two ways of saying *etc.* in the story.

b Match the expressions to their meanings.

- 1 What do you think of ...?
- 2 Give us a ring.
- 3 Call in and see us.
- 4 top-class

- Phone us.
- Do you like ...?
- the best
- Come to our office.

c How do you say these two expressions in your language?

We don't have anything to do with designs.
What's that got to do with us?

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

b What do you think Katy and Rich will do?
How do you think Mel feels?

c Continue the conversation after Camilla and Ryan leave.

Expressing regret

5 a Read the story again and complete this dialogue.

Rich So, are you looking for new designers?

Camilla

Mel Oh, we thought that you were fashion buyers or something like that.

Ryan

b Use the expressions in a. Respond to these questions. Give a reason, if possible.

Example

Do you know what the time is, please?

No, sorry. I don't.

or

I'm afraid not. I haven't got my watch on.

1 Do you know what the time is, please?

2 Have you got any change for the phone, please?

3 Are you coming to the sports centre?

4 Is Carla in?

5 Have you got these in a larger size, please?

6 Is the post office still open?

7 Can you play the piano?

Reading



One of my favourite TV programmes is *The X Files*. It's about UFOs, ghosts and other strange things. Have you ever seen a ghost or a UFO? Do you believe in things like that?

- 1 Read what Katy says and discuss her questions.
- 2 What is the man's name? What is happening in each picture?

THE LIGHT



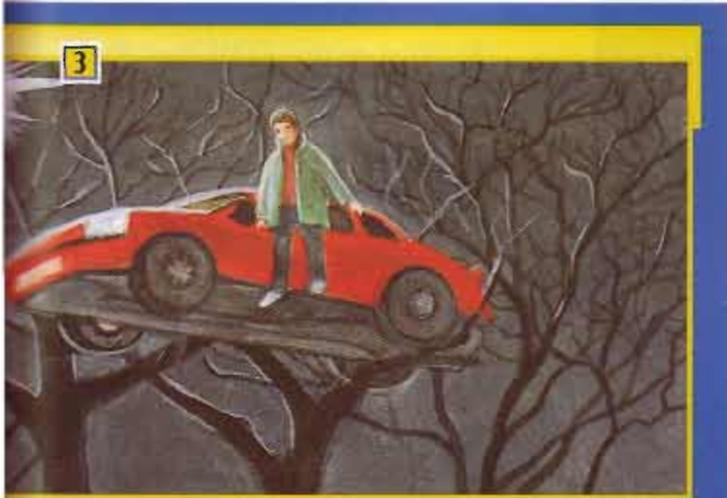
- a Then he left the room and walked back along the corridor. Soon he was walking on the soft, invisible thing again. Behind him he saw the corridor disappearing into the trees. He got into the car. Peter suddenly felt very tired and he closed his eyes.
- b Suddenly, as he was getting the map, he saw a bright light coming towards him. He thought it was an aeroplane. The light came closer and closer until it filled the sky. Then Peter felt the car spinning. It was turning round and round very fast.
- c 'Goodnight,' said Peter, and he watched the policeman walking back to his car. 'That was strange,' he thought. 'Very strange.' He tried to start the car, but the key wasn't there. Then he realized that he was sitting in the back seat!

- d In the middle of the room, there was a small, blue circle. Peter could hear a voice in his head saying something. He couldn't understand it, but he knew that he had to stand on the circle. He walked to the circle. Then he felt a kind of energy moving through his body. It started at his head and moved slowly down to his feet. It felt strange, but it didn't hurt.
- e When he woke up, there was a bright light all around him. He heard someone talking. 'Are you all right, sir?' 'Pardon,' said Peter and he opened his eyes. He saw a policeman looking through the window. He was shining a torch into the car. 'Are you all right, sir?' said the policeman again. 'Yes, yes. I'm fine,' said Peter. 'I think I fell asleep.' 'OK, sir. Goodnight,' said the policeman.



3 a Read the paragraphs and number them in the correct order.

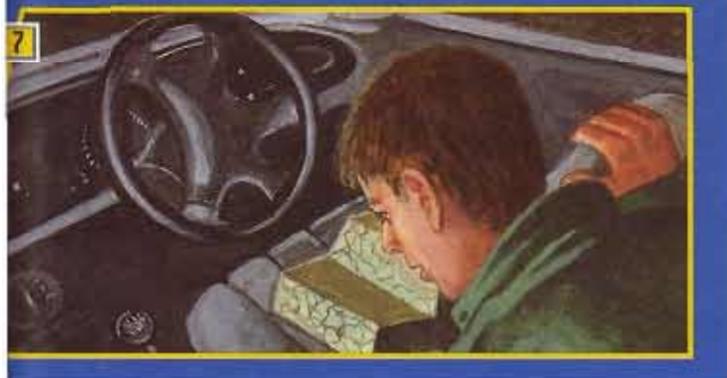
b  36 Listen to the story. Check your order.



f Peter looked around. There was a light shining through the trees. He wanted to get back in the car, but he felt something pulling him towards the light. A few seconds later, he was walking along a long, metal corridor. He came to a door. It was open. He walked through the door into a room.

g It was October 1998 and Peter Robbins was driving to Garstang, a small town in the north of England. The night was cold and dark. Peter wasn't sure about the road, so he stopped to look at the map.

h Finally, the car stopped turning. Peter felt sick. He opened the door and got out. When he looked down, he couldn't believe his eyes. He was thirty metres up in the air and he was standing on something soft and invisible. It was like standing on a bed.



4 Answer these questions.

- 1 Where was Peter going?
- 2 Why did he stop?
- 3 Why did Peter get out of the car?
- 4 Where was the car?
- 5 Where did Peter go?
- 6 What happened there?
- 7 What did Peter see when he woke up?
- 8 How did he know that something strange happened?

5 a Do you believe the story? Give your reasons.

b Do you know any other strange stories? Tell the class.

LANGUAGE FOCUS

see/hear someone ...ing

6 a Join these two sentences to make one sentence.

He saw a bright light. The bright light was coming towards him.

Check your sentence in paragraph b of the story.

b Look at these halves of sentences. What do you notice about the meaning of the verbs?

- 1 Then Peter felt the car _____
- 2 He heard someone _____
- 3 He saw a policeman _____
- 4 ... he watched the policeman _____

c Find the sentences in the text and complete them. What form of the verb do we use?

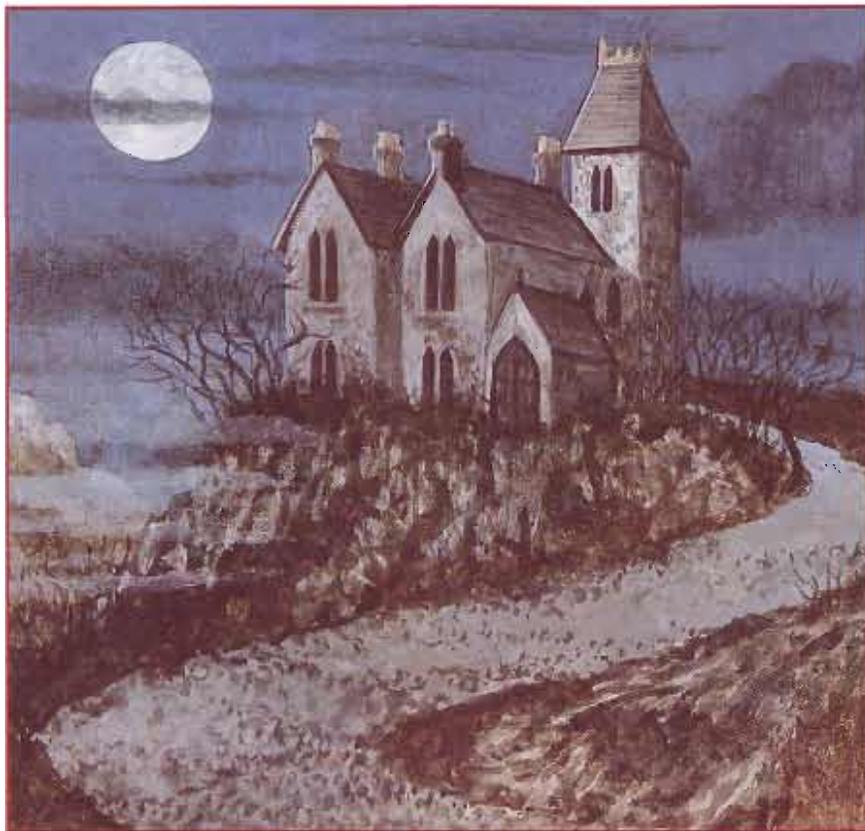
d Translate the sentences into your own language.

e Find some more examples in the story.

1	a; b; c; d	5	a; b; c; d
2	a; b; c	6	a; b; c
3	a; b; c	7	a; b; c
4	a; b; c		

Listening and speaking

1 a  37 Listen carefully. You are going to hear a story in sounds.



b Look at this list of verbs. Which sounds did you hear?

Example

*I heard the wind blowing.
I didn't hear anyone crying.*

<input type="checkbox"/> blow	<input type="checkbox"/> cry	<input type="checkbox"/> sing	<input type="checkbox"/> walk
<input type="checkbox"/> play	<input type="checkbox"/> ring	<input type="checkbox"/> knock	<input type="checkbox"/> shout
<input type="checkbox"/> bark	<input type="checkbox"/> open	<input type="checkbox"/> say	<input type="checkbox"/> fall
<input type="checkbox"/> scream	<input type="checkbox"/> drive	<input type="checkbox"/> run	<input type="checkbox"/> cough
<input type="checkbox"/> laugh	<input type="checkbox"/> shoot	<input type="checkbox"/> yawn	<input type="checkbox"/> whistle

c Listen again and check your ideas.

2 What do you think happens in the story?

Improve your writing

A story

3 a Look at the story on page 50. Find these words.

dark	cold	metal
small	blue	long

b What do the words describe? Which adjective comes first?

c Put these words in the correct order.

- 1 nose red big a
- 2 brown short hair
- 3 man a fair tall
- 4 dark a night warm
- 5 eyes grey cold

4 a Think about the sound story. What things can you describe in it? What adjectives can you use?

Example

the scene: dark, cold, windy, lonely

the visitor:

b Use the verbs in Listening 1b. Write the story. Describe as much as possible.

Example

It was a cold, dark night and the wind was blowing ...



Do the Progress check in the Workbook, then complete this Progress diary.



PROGRESS DIARY

How well do you think you know this unit?







WORKING WITH WORDS



Adjectives

1 a Look at the adjectives. Write the opposites.

Example

large – small

normal tall
slim fit
light fast
good-looking intelligent
old good
crooked wide
HIGH thick
hard cool safe
hot happy

b Can you think of any words with similar meanings to the words in your list?

Example

large – big
small – little

2 Work with a partner. How many adjectives can you think of to describe these things?

A country	An animal	A face

3 a Look at these words. Put them in the correct column in the table.

great	nice
amazing	boring
delicious	gorgeous
horrible	interesting
terrible	wonderful

	
great	terrible

b Can you add any more words to the list?

c Think of something or someone that you can describe with each word.

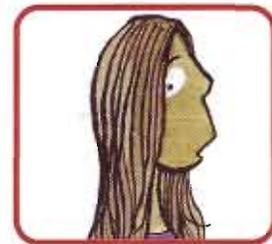
Example

I think my friend is great.

4 Look at the pictures. Describe the hair of people in your class.



1 short
dark
curly



2 long
brown
straight



3 medium-length
fair
wavy

6 FAME AND FORTUNE

A ONE-HIT WONDER



Would you like to be famous?
Do the exercises in Working
with words on page 61.

Language in use

1 Look at the text.

- 1 Who is the woman in the pictures?
- 2 What is the article about?
- 3 What is a 'one-hit wonder'?

2 a  38 Read and listen to the text. Which of these things are true about Mandy's life now?

- 1 She wears designer clothes.
- 2 People ask for her autograph.
- 3 She lives in a flat.
- 4 She goes to lots of parties.
- 5 She's a singer.
- 6 She works for a travel company.
- 7 She appears on TV.
- 8 She's happy.

b Describe Mandy's life in 1996 and her life now.

One-hit wonder

For a few months in 1996, Mandy Page was the biggest thing in pop music. Her first record, *Dancing Shoes*, was a big hit. It reached number three in the charts. She appeared on TV and every magazine wanted to interview her. Her fame didn't last, however, and by the end of the year she was just another 'one-hit wonder'.

Interviewer
What was life like in 1996, Mandy?

Mandy
It was fantastic. People recognized me in the street and fans asked for my autograph. I loved



that. I made a lot of money and I went to parties all the time.

Interviewer ★
Why did it all go wrong?

Mandy
Well, I made a second record, but it wasn't very successful. Then my manager, Bruno Watkins, lost most of my money in a casino. After that everything changed. All my new friends disappeared and nobody wanted to interview me.



Interviewer
What has life been like since 1996?

Mandy ★ ★
It has been very different. The big house, the fast cars and the designer clothes have gone. I live in a flat in Birmingham now. I drive a small car and I buy ordinary clothes. Nobody has recognized me in the street for a long time.

Interviewer
Have you made any more records since 1996?

Mandy
No, I haven't done anything in the music world. I work for a travel company now. I've worked there for three years.

Interviewer ★
How do you feel about your experience? Have you got any regrets?

Mandy
No, 1996 was the best year of my life. The fame was great while it lasted, but I've made a new life now and I'm happy. ★

- Present perfect and past simple
- been / gone

What's the rule?

Present perfect and past simple

3 a Complete these two dialogues from the text.

1 **Interviewer** What life like in 1996, Mandy?

Mandy It fantastic.

2 **Interviewer** What life like since 1996?

Mandy It very different.

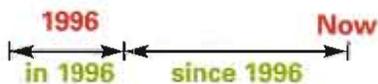
b What are the two tenses in the dialogues?

c Translate the dialogues. What tense(s) do you use in your language?

d Look at the text. Find more examples of each tense. Which tense do we use to talk about

- 1 a time that ended in the past?
- 2 the time that comes up to the present?

e Complete this diagram with the names of the two tenses.



Tense: _____

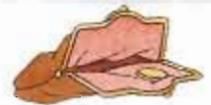
Practice

4 Compare Mandy's life in 1996 and her life since then. Use the pictures and the verbs in brackets.

Example

In 1996 she lived in London.

Since 1996 she hasn't lived in London. She's lived in Birmingham.

	in 1996		since 1996
1		(live)	
2		(have)	
3		(appear)	
4		(drive)	
5		(live)	
6		(wear)	
7		(ask)	

5 a Last December, Jack and Alice won the lottery. How do you think their life has changed?

Example

Until last December they always ate at home.

Since last December they have eaten in a different restaurant every day.

b Work in a group of three. Interview Jack and Alice about their life before they won the lottery and their life since they won.



STUDY SKILLS

Learning takes time

The use of the present perfect and the past simple can be one of the most difficult things to learn in English. Don't worry. Practise the tenses as much as possible and gradually you will learn how to use them properly.

The big time?

1 a Who is in each picture? Where are they? What are they doing?

b  39 Read and listen to the story.

1

Camilla Have you ever been to Barbados, Richie?

Rich No, I haven't. I've never been abroad.

Camilla Our models go to some wonderful places – New York, Thailand, Australia. And they usually travel first class, too.

Rich Cool!

Camilla Well, just come into my office now and I'll take down some details.



Katy How much?

Rich £200, but they take real professional photos and send them to lots of places. Some of their models have become film stars.

Dan Oh, get real, Rich. Or is it Richie now? You must be mad to believe things like that.

Katy What do your mum and dad think of it?

Rich I haven't told them yet.

Katy Well, I don't believe it. You didn't want to be a model before.

Dan Yes, we had to twist your arm to do Mel's show.



2 Later

Rich Hi.

Dan At last! You were supposed to be here at 7.30.

Rich Sorry. Where's Mel?

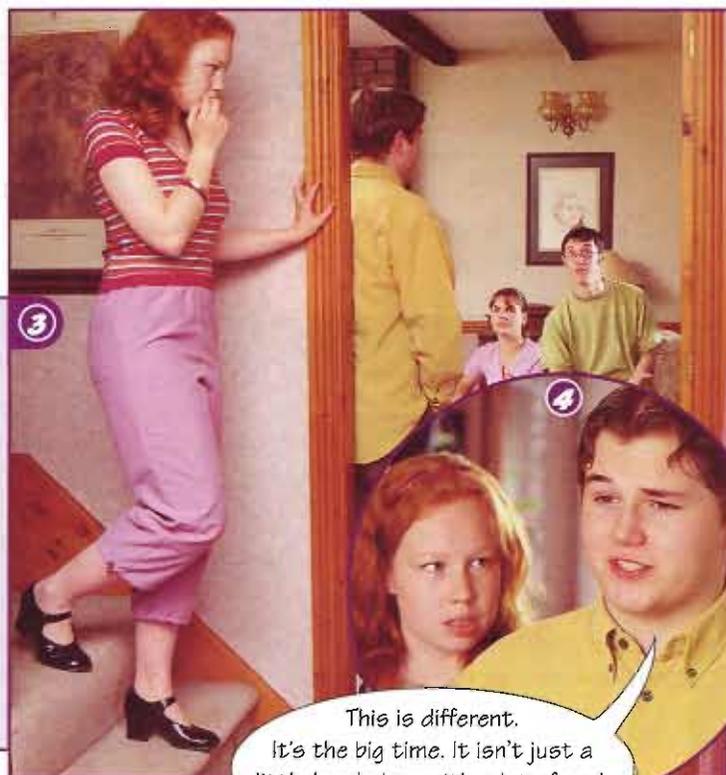
Katy She's gone to the loo.

Dan Anyway, where have you been?

Rich I've been to that model agency. They don't just do fashion models, you know. They send your photos to film companies and TV stations, too.

Dan And do they do all that for free?

Rich Well, no. You have to pay a joining fee and you pay for the photographs, too.



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

- 1 Rich hasn't been to the USA.
- 2 Mel is playing table tennis.
- 3 Rich has given the agency £200.
- 4 The agency has taken some photos of Rich.
- 5 Rich's parents went to the agency with him.
- 6 Dan thinks Rich is making a mistake.
- 7 Rich knows that Mel is standing behind him.
- 8 Mel hears what Rich says.

3 Who uses these words in the story? Who or what are they describing?

wonderful	professional
cool	little
mad	sad

Everyday expressions

4 a Find words or expressions in the story that mean the same as these.

- 1 it doesn't cost anything
- 2 the toilet
- 3 not professional
- 4 money that you pay to join something
- 5 not very good

b Match the two parts of the expressions.

1 I'll take down	big time.
2 You were supposed	be mad.
3 Get	twist your arm.
4 You must	some details.
5 We had to	real.
6 It's the	to be here at 7.30.

c How do you say these things in your language?

5 a Work in a group of four. Act out the story.

b Discuss these questions.

- 1 How does everyone feel at the end of the story?
- 2 What do you think about Rich?
- 3 What do you think happens next?

Talking about experiences

been and gone

6 a Read the sentences and answer the questions.

1 Where's Mel?
 She's gone to the loo.
 Is she still there?

2 Where have you been?
 I've been to that model agency.
 Is he still there?

b What is the difference between *been* and *gone*?

c Describe these situations.

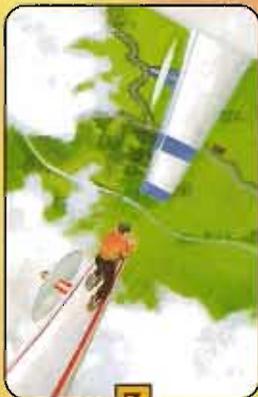
Example

- 1 Peter's gone swimming.
- 2 We've been to Prague.

- 1 At two o'clock Peter went swimming. He's still at the swimming pool.
- 2 Last week we went to Prague, but we're back home now.
- 3 I went to school today, but I'm at home now.
- 4 Ken and Sara went to the supermarket two hours ago. They're still there.
- 5 Mary went skiing on Friday. She hasn't come home yet.
- 6 Last week I went to see my aunt and uncle, but I'm at home again now.
- 7 This morning Bob went shopping, but he's at home now.
- 8 At half past five Katy went to the sports centre, and she's playing table tennis there at the moment.

Reading

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



STUNTS

Have you ever done anything really dangerous? Nick Gillard and Wendy Leech have. Nick has walked through over a hundred fires. He walked through a fire for two minutes in 1992. Wendy has fallen from several buildings. In 1978, she fell from the top of a skyscraper in New York.

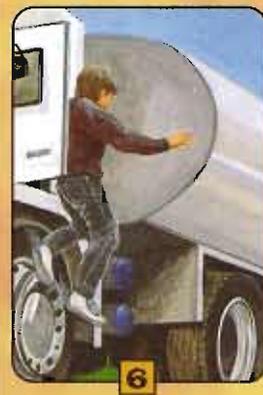
You've probably never heard of Nick or Wendy, but you've probably seen them, because they've been in a lot of famous films, including *Alien*, *Superman*, *Star Wars* and the *Indiana Jones* films. You haven't heard of them because they are stunt actors. Most film stars don't want to do the dangerous things in films, so stuntmen and stuntwomen do them. Nick Gillard and Wendy Leech have been stunt doubles for some of the biggest movie stars.

Not all actors and actresses have stunt doubles. Mel Gibson does his own stunts. In his films, he has fallen off motorbikes and jumped out of cars, helicopters and a boat. In *Mad Max 2* he jumped out of a huge lorry when it was travelling very fast. The actress, Michelle Yeoh, also does her own stunts. She's been in over twenty films, including the James Bond film, *Tomorrow Never Dies*. Michelle has done some very dangerous stunts. She did her most dangerous stunt in the film *Police Story 3*, when she rode a motorbike along the top of a train.

Probably the most dangerous stunt ever was in the film *Cliffhanger*. The stuntman, Simon Crane, moved from one aeroplane to another while they were flying at nearly five thousand metres. That was also the most expensive stunt ever. It cost a million dollars.

Dick Portman is a stunt actor. He's only twenty-five years old, so he hasn't been in a lot of films, but he's done some amazing stunts. In his last film, he drove a lorry down the side of a mountain. 'It was terrifying,' he said, 'but the worst thing was when the director said: "That was great, but we have to do it again."'

Stunt work is very dangerous, and most stunt actors have been in hospital several times. Dick Portman has had a few accidents, too. He had his worst accident last year. He broke his leg and twisted his ankle. He was in hospital for two weeks. However, Dick doesn't like to talk about it, because it didn't happen in a film. He was playing with his younger brother and fell downstairs.



2 a  40 Read the text and match these names to the pictures.

Nick Gillard Wendy Leech Mel Gibson
Michelle Yeoh Simon Crane Dick Portman

b Read the text again. Find information about each of the stunts in the pictures. When did the people do them? What was the film?

3 Answer these questions.

- 1 What is a *stunt double*?
- 2 How many times has Nick Gillard walked through a fire?
- 3 Why are Mel Gibson and Michelle Yeoh different from other film stars?
- 4 How much did the *Cliffhanger* stunt cost?
- 5 How did Dick Portman feel about the lorry stunt?
- 6 Why doesn't Dick Portman like to talk about his worst accident?

4 Describe some good stunts you have seen in films or TV programmes.

LANGUAGE FOCUS

Present perfect and past simple

5 a Complete these sentences from the text.

- 1 Michelle some very dangerous stunts.
- 2 She her most dangerous stunt in the film *Police Story 3*.
- 3 Dick Portman a few accidents.
- 4 He his worst accident last year.

b Which tense do we use

- when there is a past time reference (a date / a film / an event)?
- when there is no past time reference?

c Look at your answers to 2b. Say what the people have done and when they did it.

Example

Nick Gillard has walked through a fire. In 1992, he walked through a fire for two minutes.

Improve your writing

Shortening sentences

6 a Find these sentences in the *Stunts* text. Which words are missing?

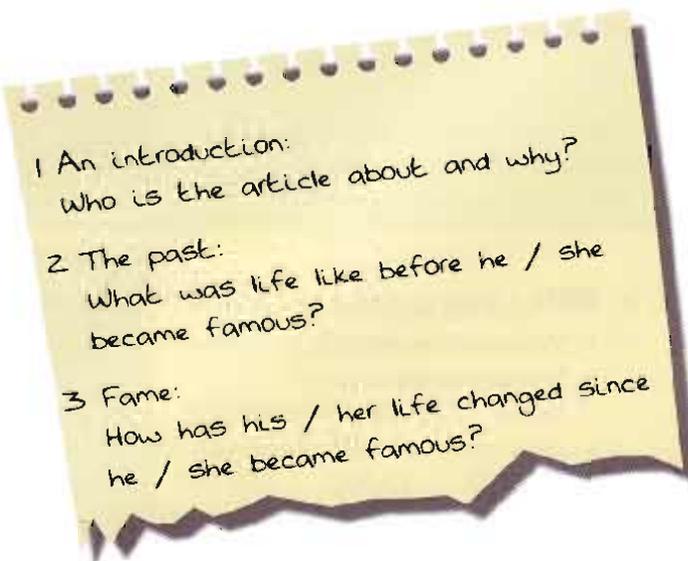
- 1 He broke his leg and he twisted his ankle.
- 2 In his films he has fallen off motorbikes and he has jumped out of cars, helicopters and a boat.

b Why are the words missing? Why doesn't it change the meaning?

7 Shorten these sentences.

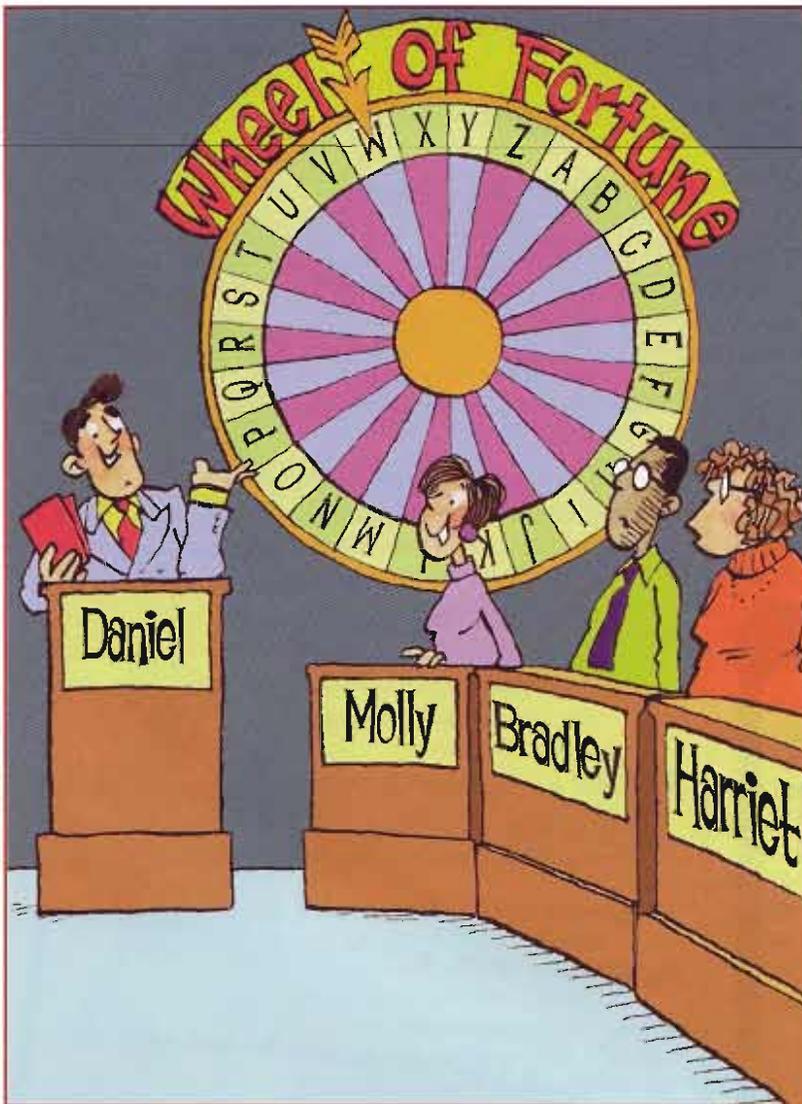
- 1 He did the stunt but he had to do it again.
- 2 We've been to the shops and we've bought a video.
- 3 The lorry was rolling down the mountain and it was going very fast.
- 4 Michelle can ride a motorbike and she can fly a plane.
- 5 The stuntmen are checking the ropes, and they are getting ready to jump.
- 6 Nick has had some bad accidents, and he has spent a long time in hospital.
- 7 Would you like to be a stunt double and would you like to work in films?
- 8 Do people recognize you in the street and do they ask for your autograph?

8 Write a magazine article about a pop or film star. Remember to shorten sentences where possible. Your article should have these paragraphs.



Listening and speaking

- 1 a** What is your favourite game show on TV? What do contestants have to do?
- b** Look at the picture. What is the name of the show? What do you think the contestants have to do?



- 2 a** **41** Listen to part 1 and answer these questions.
- What are the missing surnames? Match these to the correct people.
West Jones Hemmings King
 - How much has each contestant won so far?
£10,000 £3,000 £50,000 £8,000 £15,000
 - What is the prize in the final round?
 - What happens if they lose?
- b** Listen again and check your ideas.

- 3** **41** Listen to part 2 and answer these questions.

- Which contestant decides to gamble?
- What letter does he / she choose?
- How does he / she choose it?
- What will he / she have to do in the final round?

- 4 a** Discuss these questions.

- What answers would you give?
- Do you think the contestant wins?

- b** **41** Listen to part 3 and check your ideas.

WORKING WITH WORDS



Game show expressions

- 5** Match the two parts of the expressions.

- | | |
|------------------|---------------------|
| 1 the final | prize |
| 2 tonight's star | the wheel |
| 3 a holiday | the money |
| 4 double | a letter |
| 5 spin | with the letter ... |
| 6 choose | round |
| 7 beginning | ten seconds left |
| 8 You've got | for two |
| 9 take | your money |



Do the Progress check in the Workbook, then complete this Progress diary.



PROGRESS DIARY

How well do you think you know this unit?



WORKING WITH WORDS



Famous people

- 1 a** Think of some famous people from your country. Why are they famous?
- b** **42** Here are some kinds of famous people. Listen and repeat the words.



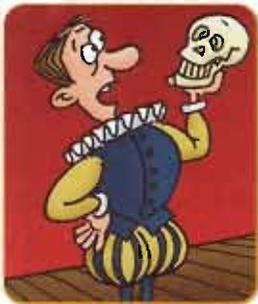
1 a film director



2 a politician



3 a sportsperson



4 an actor



5 an actress



6 a criminal



7 a game show host



8 a DJ



9 a comedian



10 a dancer



11 a singer



12 a newsreader

- c** Work with a partner. Give an example for each kind of person.

Example
a film director – Steven Spielberg

- 2** What things do you associate with famous people?

Example
They have a lot of **money**.
People **recognize** them in the street.

Nouns and adjectives

- 3 a** Use your dictionary. Find the adjectives to complete the table.

noun	adjective
1 fame	famous
2 luck
3 beauty
4 good looks
5 success
6 happiness
7 danger
8 freedom

- b** Can you add any more pairs to the list?

- c** How do you feel about the things in the table? Use the words in sentences of your own.

Example
I'd like to be famous.
I don't think fame is important.

CULTURE

AUSTRALIA

1 What do you know about Australia? Write down two things about

- the people.
- the animals.
- the climate.
- the cities.

2  43 Read the text. Check your ideas.

Australia is the sixth largest country in the world. However, less than 20 million people live there. The first people in Australia were the Aborigines, but today they are only 1.5% of all Australians. Most of the people are descendants of British settlers. In recent years a lot of people have come from other European countries and from Asia.

The climate in Australia is usually very warm, so Australians love sport and other outdoor activities. Swimming, scuba-diving, surfing, rugby and cricket are all very popular.

A lot of Australia's animals, like the kangaroo, the koala and the platypus are unique. Australia also has some very poisonous snakes and spiders. At school children have to learn first aid for snake and spider bites. Along the north-east coast is the Great Barrier Reef. This is the largest coral reef in the world.



The largest city is Sydney with its famous Harbour Bridge and Opera House. The 2000 Olympics were held in Sydney.

Sydney isn't the capital of Australia. The capital is Canberra.

Most Australians live in the south-east corner between Sydney and Melbourne. This is because 90% of the country is very dry. Australians call this dry area 'the outback'. There are some huge farms here with millions of sheep and cattle.

The children on these farms can't go to school because the nearest town is too far away. They study at home and they talk to their teacher by radio. There is also a 'flying doctor' service where the doctor comes to you by plane.

Australia is a rich country. Its farms produce meat, fruit, vegetables, wool, cereals and wine. There are a lot of mines, too. They produce gold, silver, iron, diamonds, copper and many more things.

PROJECT

Choose one of the following projects.

A

Do a project about the paranormal.

- 1 Choose a topic such as ghosts or UFOs.
- 2 Find some stories about your topic. Write them down.
- 3 Do a survey. Ask people these questions.
 - Do you believe in ghosts/UFOs?
 - Have you ever seen a ghost/UFO?

Write about the results of your survey.

B

Write the biography of a pop, sports or film star.

- 1 Collect some information about the person.
- 2 Use the information to write a magazine article. You can write it as a text or as an interview.
- 3 Illustrate your article with some pictures.

C

Make your own game show like Wheel of Fortune.

- 1 Work in a group of four. One person is the presenter, the other three are contestants. Make sure you all understand the rules of the game.
- 2 The contestants decide on their identity: name, age, job, where they live, etc. While they are doing this, the presenter works out some questions to ask the contestants.
- 3 Act out your show. Or you can record it.

SONG

1 a  44 Listen to the song.

b Complete it with these words.

see takes fly top know tight Baby
free heaven enough forget together

c Listen again and check your ideas.

2 a What does the singer want? Why does she think she will get it?

b Find all the expressions to do with being famous.

Fame

Baby you look at me
And tell me what you ¹ _____ .
You ain't seen the best of me yet.
Give me time I'll make you ² _____ the rest.
I've got more than you
And you can set it ³ _____ .
I can catch the moon in my hand.
Don't you ⁴ _____ who I am?
Remember my name.

Fame!

I'm gonna live forever.

I'm gonna learn how to ⁵ _____

High!

I feel it coming ⁶ _____ .

People will see me and cry

Fame!

I'm gonna make it to ⁷ _____ .

Light up the sky like a flame.

Fame!

I'm gonna live forever.

⁸ _____ , remember my name.

Baby, you hold me ⁹ _____ ,

'Cos you can make it right.

You can shoot me straight to the ¹⁰ _____ .

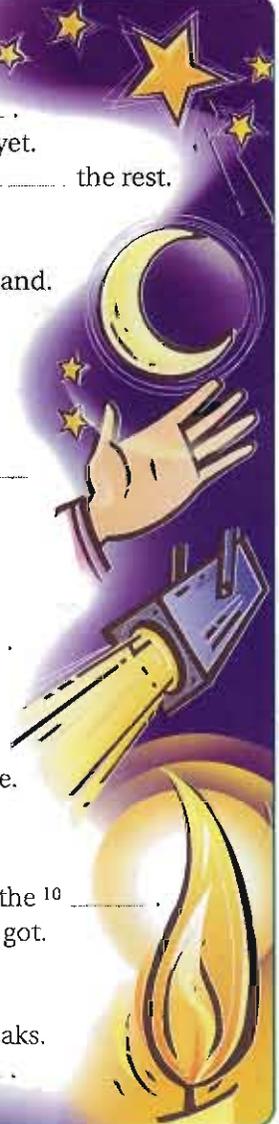
Give me love and take all I've got.

Baby, I'll return.

Too much is not ¹¹ _____ .

I can ride your heart till it breaks.

Ooh, I've got what it ¹² _____ .



REVISION 3



STUDY SKILLS

Plan your revision

It's a good idea to plan your revision.

- 1 Make a list of the things that you have to revise.
- 2 Work out how much time you've got.
- 3 Make a timetable. Revise one or two things each day. Give most time to the difficult things.
- 4 Leave time at the end to look over everything again.

There's somebody ...ing

- 1 Describe the picture. Write ten sentences.

Example

There are two boys swimming in the lake.



I can see somebody ...ing

- 2 Work with a partner.

Student A Give Student B one of these words or expressions.

a robbery	spring
a rock concert	happiness
snow	school

Student B Close your eyes. Describe what you can see or hear.

Example

A A rock concert.

B I can hear a woman singing. I can see two men playing guitars...

Past simple and present perfect

- 3 Complete the sentences with the verbs in brackets. In each pair of sentences, one of the verbs is in the past simple and the other is in the present perfect.



- 1 Jay Walker is a singer. So far he _____ six records. He _____ his first record in 1999. (make)
- 2 Until 1999 he _____ in Edinburgh, but since he became famous, he _____ in Los Angeles. (live)
- 3 He _____ two concert tours last year, but he _____ any tours so far this year. (do/not do)
- 4 He likes travelling. Before 1999, he always _____ economy class, but since then he _____ first class. (fly)
- 5 He _____ on TV several times. He _____ on the Patterson show last week. (be)
- 6 His parents _____ him for over a year now. His brother _____ him in Los Angeles two months ago. (not see/see)
- 7 When he first started, he _____ with a band called *Club*, but he _____ with them for a long time now. (play/not play)
- 8 Jay _____ a lot of songs, too. He _____ his first song when he was still at school. (write)

Your life

- 4 Write sentences about your life with these expressions. Use the past simple and the present perfect.

Examples

- 1 I went bowling on Saturday afternoon.
 - 2 I haven't eaten anything since 8.30 this morning.
- 1 on Saturday afternoon
 - 2 since 8.30 this morning
 - 3 since Saturday
 - 4 yesterday
 - 5 last week
 - 6 up till now
 - 7 never
 - 8 last night
 - 9 in August
 - 10 for more than two years

Vocabulary

- 5 a Choose a person. It can be
- someone famous.
 - one of your teachers.
 - someone in your class.
 - someone in this book.
- b Work with a partner. Describe the person. Your partner must guess who it is. Describe
- their appearance.
 - their clothes.
 - their personality.
 - how you feel about the person.

been / gone

- 6 a Complete these dialogues with **been** or **gone**.

1

Is Katy in?

No, she's _____ to the shops, but she'll be back soon.

2

Aren't Liam and Bella here?

No, Liam's _____ swimming and Bella's _____ to see her grandparents.

3

Hi. Where have you _____?

Was the film good?

We've _____ to the cinema.

4

Have you ever _____ to Australia?

Yes, I've _____ there twice.

- b  45 Listen and check your dialogues.

Dialogues

- 7 a Read these dialogues with a partner.

- 1
 - Are you ready?
 - Yes. I've been here since six.
 - Where's Harry?
 - He's gone to the loo.
 - Here he is.
 - Come on. We're waiting.
- 2
 - Who's that boy?
 - I've never seen him before.
 - I saw him in the gym.
 - Was he with Dave?
 - Yes.
 - Well, he's coming to talk to us.

- b  45 Some parts of the dialogues are missing. Listen. What are the missing parts?

- c Read the new dialogues with your partner.

7 WORKING TOGETHER

A FRIENDS

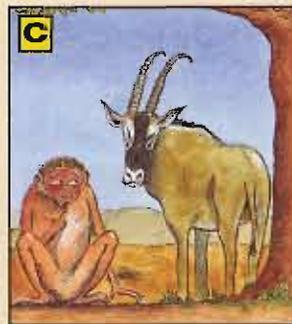
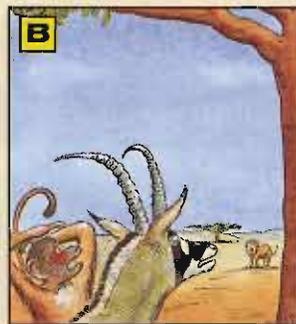
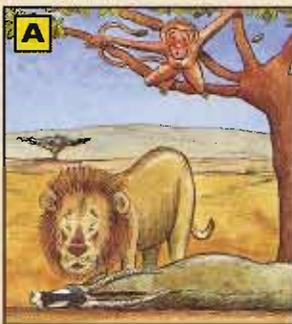


Before you begin this unit, go to Working with words on page 73 and do the exercises on verbs.

Language in use

- a** Look at this traditional African story. What are the three animals?
 -  Read and listen to the story. Number the pictures in the correct order.
- 2** What is the moral of the story?

FRIENDS



One day an antelope and a monkey were walking along.

'I feel tired,' said the monkey. 'It's easier for you. You've got long legs. Mine are very short.'

'If you climb on my back, I'll carry you,' said the antelope.

'Thank you,' said the monkey.

'Don't mention it, my friend,' said the antelope. 'I know that if I need anything, you'll help me.'

'Of course,' said the monkey and climbed onto the antelope's back.

The two friends walked on till they came to a tree. The monkey jumped down and they both sat down in the shade. While they were sitting there, however, they saw a lion coming towards them.

'Oh no,' said the monkey. 'If that lion catches us, he'll eat us.'

'Perhaps he's already had his dinner,' said the antelope. 'If he isn't hungry, he'll leave us alone.'

'Yes, but we don't know if he's hungry or not,' said the monkey. 'Quick. I'll get on your back again and we can escape.'

'That's no good,' said his friend. 'I won't be able to run very fast if you're on my back.'

All the time the lion was getting closer. The monkey looked up. 'I know,' he said. 'He won't get us if we climb this tree.'

'But I can't climb trees,' said the antelope.

'I can,' said the monkey, and he jumped up into the tree. The lion was very close.

'I can't run away now,' thought the antelope. So he lay down on the ground and pretended to be dead.

The lion came to the tree. He looked up and saw the monkey sitting on a branch. Then he walked up to the antelope. He bent down and sniffed the antelope's ear for a few moments. He didn't eat the antelope, however.

When the lion was gone, the monkey came down the tree and the antelope stood up.

'Phew,' said the monkey. 'That was scary, but what was the lion doing? I saw him sniffing your ear.'

'He was talking to me,' said the antelope.

'Really?' said the monkey. 'What did he say?'

'He said, "You should choose your friends more carefully!"'

- First conditional
- So do I / Nor do I

What's the rule?

First conditional

3 a Complete this sentence from the story.

If that lion _____ us, he _____ us.

_____ clause _____ clause

We call this a 'conditional' sentence. It has got two parts: a **main clause** and an **if clause**. Label the clauses in the sentence.

b Look at these sentences from the story. Which clause is missing? Complete the sentences.

- 1 _____, I'll carry you.
- 2 If he isn't hungry, _____.

c What tense do we use in each clause?

d Translate the sentences in a and b. What tenses do you use in your language?

e Find more first conditional sentences in the story.

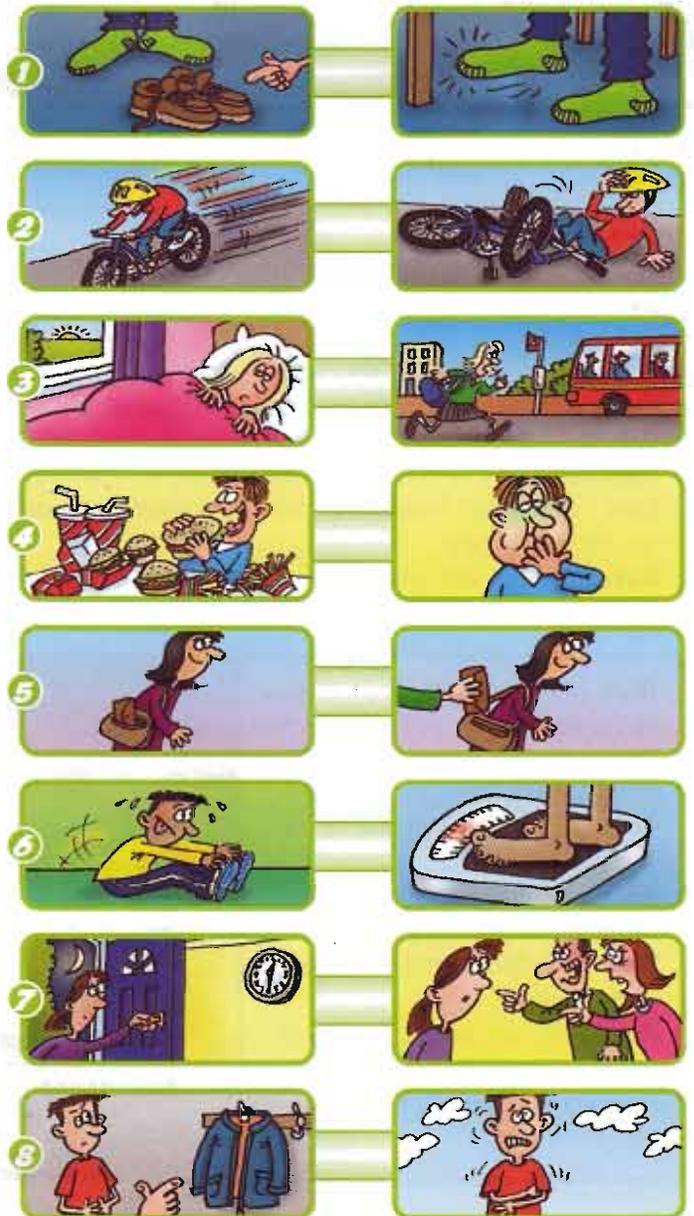
5 The story of the monkey and the antelope is a 'fable'. Do you know any fables from your country?

6 a Look at the pictures. What is happening in each one?

b Use the pictures to give people advice.

Example

- 1 If you don't wear shoes, you'll hurt your feet.
- 2 If you ride your bike too fast, you'll have an accident.



Practice

4 Complete what the antelope is thinking. Put the verbs in brackets into the correct tense.

Example

If I try to run away, the lion will catch me.

- 1 If I _____ to run away, the lion _____ me. (try/ catch)
- 2 If I _____ to be dead, perhaps he _____ me alone. (pretend/leave)
- 3 If the lion _____ hungry, he _____ me. (be/eat)
- 4 If the monkey _____ in the tree, the lion _____ get him. (stay/not be able to)
- 5 If the lion _____ me, the monkey _____ me. (attack/not help)
- 6 If the lion _____ me, I _____ everyone about that selfish monkey. (not eat/tell)
- 7 If that monkey _____ tired in future, I _____ him. (feel/not help)
- 8 If I _____ help, I _____ the monkey. (need/not ask)

Money**1 a** What happened in the last episode?**1****Dan** Hi, Katy. Are you on your own?**Katy** Yes, Mel's gone home. She wants to ring round some fashion magazines, she said.**Dan** Why?**Katy** I don't know. She didn't say.**Dan** Perhaps she wants to show Rich that her designs aren't 'sad'.**Katy** Maybe. She was very upset yesterday.**Dan** Yes, Rich really put his foot in it. I was very annoyed with him.**Katy** So was I. And I'm sure he's making a big mistake.**Dan** Yes, I don't know why, but I don't trust those people at the model agency.**Katy** Nor do I, but what can we do?**b** 48 Read and listen to this episode. Why is Rich angry at the end?**2****Rich** Hi, you two. I can't stop. I'm going to the bank.**Katy** Hold on a minute, Rich. Are you getting out the money for that model agency?**Rich** Yes, I'm going to see about my photos tomorrow.**Dan** Oh, come on, Rich. They're ripping you off.**Rich** Oh, yes. And what do you know about it?**Dan** I know it doesn't cost £200 to take a few photographs.**Rich** I don't believe this. Is this because of Mel?**Katy** No, we just think you're throwing your money away.**Dan** We're trying to help you, mate.**Rich** No, you aren't. You're just jealous. I'm going to do something really exciting and you don't like it.**3****4**

Well, you'll see.

2 Complete the sentences with the correct subjects.

- 1 _____ has gone home.
- 2 _____ said that Mel's designs were 'sad'.
- 3 _____ was very upset yesterday.
- 4 _____ were annoyed with Rich.
- 5 _____ don't trust Camilla and Ryan.
- 6 _____ is going to the bank.
- 7 _____ thinks his friends are jealous.

3 a Discuss these questions.

- 1 Do you think Dan and Katy are right?
- 2 What can they do?
- 3 Should they tell Rich's parents?
- 4 What do you think Mel is doing?

b Work in a group of three. Act out the story.

Everyday expressions

4 a Find a word that Dan uses for 'friend'.

b Match the two parts of the expressions.

- | | |
|-------------------|-----------------|
| 1 Rich really put | a minute. |
| 2 I can't | see. |
| 3 Hold on | you off. |
| 4 They're ripping | stop. |
| 5 You're just | his foot in it. |
| 6 You'll | jealous. |

c How do you say these things in your language?

Agreeing

5 a Look at the story again and complete these dialogues.

- 1 Dan I was very annoyed with him.
Katy _____
- 2 Dan I don't trust those people at the model agency.
Katy _____

b To agree with someone we use

So
+ an auxiliary verb + *I*.
Nor

When do we use **So**? When do we use **Nor**?

c Match the sentences to the responses.

1 Rich is 15 years old.

So did I.

2 I've been abroad.

So have I.

3 I can't swim.

Nor do I.

4 We went out on Saturday.

Nor was I.

5 I don't like coffee.

So am I.

6 I wasn't at school yesterday.

Nor can I.

6 Work with a partner. Make dialogues.

- A Make a statement.
B Agree or disagree.

Use these expressions.

I'm ...	I like ...
I don't like ...	I can't ...
I can ...	I've ...
I haven't ...	I was ...

Example

- I'm very tall.
- So am I./I'm not.



STUDY SKILLS

Working things out

In this text you will see some new words. Don't try to find them in a dictionary immediately. Try to work out the meaning. The picture will help.

Reading

1 Look quickly at the main text. Find this information.

- 1 What is a *pitstop*?
- 2 What happens there?
- 3 How long should it take?
- 4 Why is the time important?

2 a Look at the picture. What do you think each person is doing?

b  49 Read the texts in the boxes. Match them to the correct people A–F.

WORKING WITH WORDS

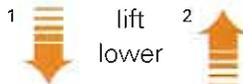


Working out new words

3 a Match these things with numbers 1–8 in the picture.

- | | |
|---------------------|----------|
| a racing car | the sign |
| a pump | a jack |
| a fire extinguisher | the hose |
| a wheel gun | a helmet |

b Match the verbs to the arrows.



c How did you work out the meanings of the words? What clues did you use?

4 a Which of the jobs do you think is

- the easiest?
- the heaviest?
- the most dangerous?
- the most important?

b Give your reasons.

Pitstop

Here we are at the Grand Prix, and the racing cars are going round the track at 300 kilometres an hour. One of the drivers comes into the pits. Eight seconds later, the car is on the track again. Count eight seconds. It isn't very long, but in that time the pitstop team have lifted the car, changed all the wheels, put new fuel in and lowered the car again.

Up to twenty people do something with the car in those eight seconds. Everybody has to work very fast, and they have to work together as a team. The teams practise again and again. If they can save some time, it will help the driver. Just half a second can win or lose a race.



1 When the driver comes into the pits, he has to stop in the exact place. If he misses it by even a metre, he will lose time.

2 One person holds a sign in front of the driver. On one side of the sign it says 'Brakes on' and on the other side it says 'Go'. The driver and the person with the sign can talk to each other by radio.

3 There's a man at each end of the car with a jack. When the car stops, they put the jacks under the car and lift it. As soon as all the fuel is in, they lower the car again and remove the jacks.



4 There are three people for each wheel. They have to change the wheel in less than five seconds. One man uses the wheel gun, one man takes the old wheel off, and the third man puts the new wheel on.

5 Three people put fuel in the car. The fuel goes in at nine litres a second. Two people hold the hose. They always wear helmets. The third person stands next to the pump. If there is an emergency, he will stop the pump.

6 There are two people with fire extinguishers. One stands at the front of the car and one stands at the back. Fire is a big danger. If some of the fuel falls on the hot engine, it will catch fire. This happened to Jos Verstappen's car in the German Grand Prix in 1994. In a second, Verstappen's car was a huge ball of fire. Luckily, the driver escaped.

Listening and speaking

- 1 a  50 Listen to the dialogues. Connect the red *News* boxes to the correct yellow *Responses* boxes.

Giving news

1 I'm taking my driving test.
I'm in a swimming competition.
I've got an interview for a job.
We've got an important match.

2 I passed.
I came second.
I got the job.
We won.

3 I failed.
I came last.
I didn't get it.
We lost.

Responding to news

a Congratulations.
Well done.
That's good news.
I'm glad to hear that.

b Never mind.
That's a pity.
Better luck next time.
I'm sorry to hear that.

c Good luck.
I'll keep my fingers crossed for you.
I hope you

pass.	pass.
win.	win.
get it.	get it.

- b Listen again. Which expressions do the people use?
Write the dialogue numbers next to the expressions.

- c Complete these expressions.

Asking about news

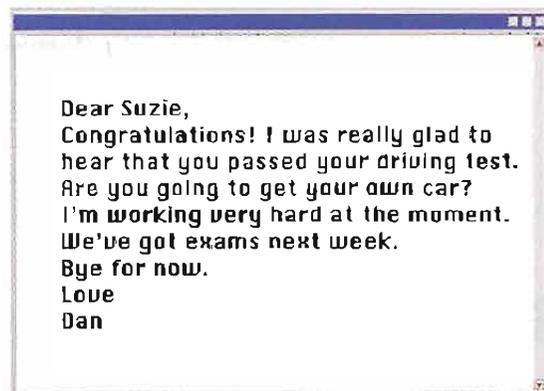
- 1 How did it _____?
2 How _____ it?
3 How did you _____ on?
4 _____ you pass/win/get it?

- 2 Recreate the dialogues. Work with a partner. Use your answers to **1b** and **1c**.
- 3 Make new dialogues. Use the expressions from **1a** and **1c**.

Practise your writing

An e-mail

- 4 Look at Dan's e-mail to his cousin. What is it about?



- 5 Write Suzie's reply to Dan. Use this information.

In your e-mail,

- thank Dan for his e-mail.
- tell him whether you're going to buy a car.
- wish him luck in his exams.

- 6 You've received an e-mail from a friend. He/she had an interview for a Saturday job but didn't get it. Write a reply. Add some of your own news.



Do the Progress check
In the Workbook, then
complete this Progress
diary.



PROGRESS DIARY

How well do you think you know this unit?





Verbs

- 1** Work with a partner. Look at the table. How many verbs can you think of for each group in two minutes?

movement	senses	food
run	see	eat

- 2 a** Match the opposites.

Example

stop – start

stop put on stand
lose win open
pick up come arrive
take take off go
sit give put down
leave start close

- b** Choose six of the verbs. Make a sentence for each one.

- 3** Think of as many objects as possible for these verbs.

Example

write + a letter

a story

an e-mail

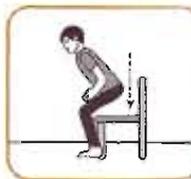
your name

- | | |
|---------|---------|
| 1 write | 5 clean |
| 2 have | 6 get |
| 3 ride | 7 read |
| 4 make | 8 take |

Phrasal verbs

- 4 a** Many English verbs have got two parts – a verb and a preposition or adverb. We call these **phrasal verbs**

Examples



sit down



throw away

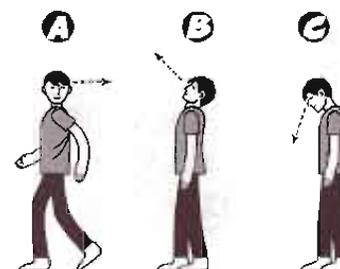


get up

- b** Translate the verbs into your own language. Can you think of any others?

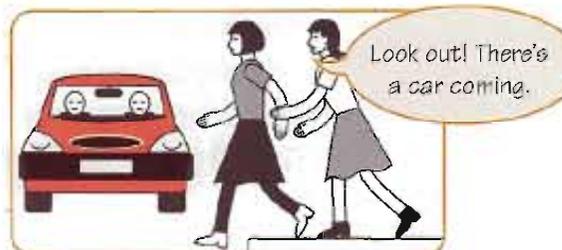
- c** Match the verbs to the pictures.

- look up
- look down
- look back



- d** Be careful. With some phrasal verbs we can't tell the meaning from the two parts. Look at the pictures. What do these phrasal verbs mean?

look after look out



8 OUR WORLD

A THE OCEANS



You'll find some useful words for this unit in Working with words on page 81.

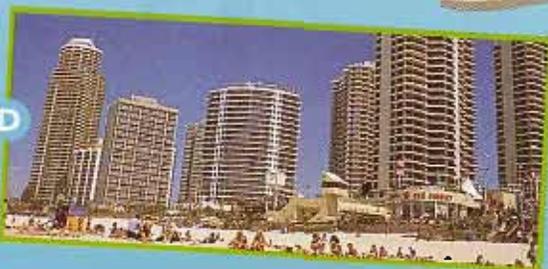
THE OCEANS



A

1 When the Earth is seen from space, it looks blue. This is because 71 per cent of the planet is covered by water. Most of it is in the four great oceans – the Atlantic, the Pacific, the Indian Ocean and the Arctic Ocean.

2 Ocean currents change the weather. These currents carry warm water from the equator to the poles. For example, in the Atlantic warm water is carried up the European side. The weather is changed by the ocean currents. Winters in western Europe are much warmer than on the eastern coast of North America.



D



C

3 Millions of people spend their holidays on the beach. Every year more and more hotels are built on the coast.



B

5 Ships transport goods across the oceans. Trains, lorries and planes also carry a lot of goods, but over 80 per cent are transported by ships.

4 We catch fish in the oceans. Over 100 million tonnes of fish are taken from the oceans every year. Most of these fish are caught by large fishing boats with long nets.



E

Language in use

1 a What can you see in the pictures?

b  Match the texts to the correct pictures.

2 Answer these questions.

- 1 Why is Earth sometimes called 'The Blue Planet'?
- 2 What do ocean currents do?
- 3 Why is Europe warmer than North America in winter?
- 4 Which form of transport carries most of the world's goods?
- 5 How are most fish caught?

- Passive voice
- might

What's the rule?

The passive voice: present

3 a Find and complete these two sentences from the text.

- 1 For example, in the Atlantic warm water _____ up the European side.
- 2 Over 100 million tonnes of fish _____ from the oceans every year.

b The verbs are in the passive voice. We usually use this when the action is more important than *who* or *what* does it. Translate the sentences in **a** into your language.

c How do we make the passive? Complete the rule. Choose from

- the verb *to have*.
- a past participle.
- an *-ing* form.
- the verb *to be*.

To make the passive, we use _____ and _____.

d Find more examples of the passive in the texts.

4 a Look at these two sentences. Write *passive* and *active* in the correct space.

- 1 _____: Ocean currents change the weather.
- 2 _____: The weather is changed by the ocean currents.

b Do the two sentences mean the same thing?

c In the active sentence, find these things.

- subject
- verb
- object

d Passive verbs have a(n)

- subject
- verb
- (agent)

Find these in the passive sentence. What word do we use to introduce the agent?

Practice

5 a Complete the texts. Put the verbs in brackets into the passive voice.



The oceans are important to us, but we don't always treat them with respect.

1 Modern fishing boats are very big and large nets _____ (use) to catch the fish. Some fish are disappearing because too many _____ (catch).

2 Oil _____ (transport) by huge tankers. Sometimes these tankers sink. Then, beaches _____ (pollute) and a lot of animals _____ (kill) by the oil.

3 Every year, 150,000 tonnes of fishing nets _____ (throw away) by fishing boats. Millions of fish, birds, seals, whales and dolphins _____ (trap) by these nets, and they die because they can't escape.

4 Dangerous chemicals _____ (dump) in the oceans. A lot of hotels _____ (build) on the coast. Often the waste from these hotels _____ (pump) into the ocean.



b Listen and check your sentences.

6 What problems are caused by pollution in your country?

At the agency

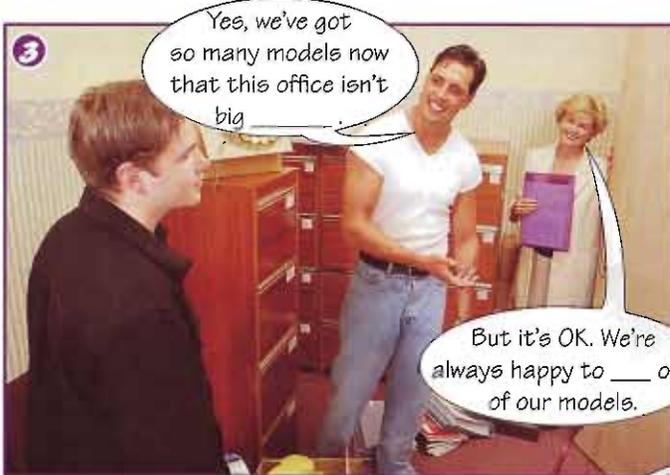
1 a What happened in the last episode?

b Who is in each picture? What are they doing?



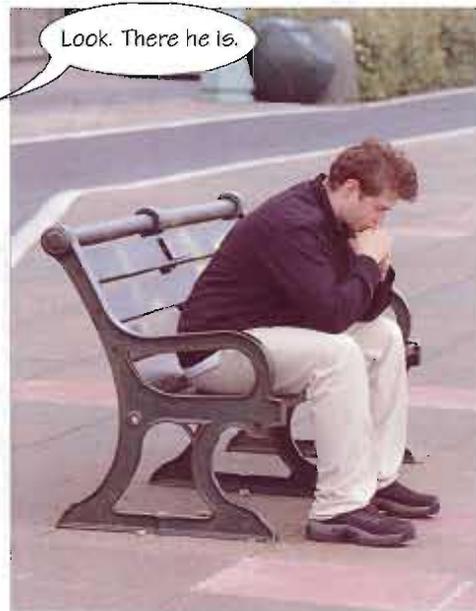
2 a Look at the story. What do you think the missing words are?

b **53** Listen and check your ideas.



- 3** Are these statements true or false?
- 1 Rich doesn't know his friends are following him.
 - 2 Camilla is interviewing someone when Rich arrives.
 - 3 Camilla and Ryan are going to paint the office.
 - 4 They aren't going to take the photos today.
 - 5 They want the money from Rich today.
 - 6 Rich gives Camilla the money.

4 a What do you think happens?



- b** 54 Listen and check your ideas.
- c** Listen again and answer these questions.
- 1 Who are Martin Shaw and Sally Brown?
 - 2 Where does Rich go with Camilla and Ryan?
 - 3 What happened there?
 - 4 Why were Rich's parents angry?
 - 5 Why did Mel, Dan and Katy go to the office?
 - 6 Where do they all go in the end?

Everyday expressions

5 a Complete the expressions with these words.

spare all about here as in real

- 1 Sorry the mess.
- 2 you can see
- 3 advance
- 4 What are you lot doing ?
- 5 They went
- 6 I've been a idiot.
- 7 We make mistakes.

b Match some of the expressions to these meanings.

Why are you here? before (doing something)
They were very angry.

c How do you say the expressions in **a** in your language?

6 Work in a group of four. Act out the story.

Expressing possibility

7 a Complete these sentences from the story.

- 1 Careful. He us.
- 2 We them next week.

b What does **might** mean? Are the actions

- definite? • unlikely? • possible?

c Think of things that might happen in your life this week. Tell a partner. Think of something

- | | | |
|-------------|-----------------|------------|
| 1 nice. | 4 terrible. | 7 funny. |
| 2 bad. | 6 embarrassing. | 8 strange. |
| 3 ordinary. | 5 wonderful. | |

Example

1 *Someone might invite me to a party.*



STUDY SKILLS

Using what you already know

Might is a modal verb like *must* and *should*.

- It's the same for all subjects.
- It takes an infinitive without *to*.
- It has no tenses.

You can use *must* and *should*, so now you can use *might*, too!

④ SAVE THE ORPHAN BEARS

Reading

1 Look at the title and the pictures. What do you think the text is about?

2  55 Read the text and answer these questions.

- 1 What kind of text is it?
- 2 What does the writer want?
- 3 Who or what are these?

Boris
Fred O'Regan

Valentine Pazitnov
SOB

Bryansk

Save the ORPHAN BEARS

Dear Friend

I want to tell you about Boris.

Boris is a young brown bear. He was born in winter, and like all bear cubs he was blind and had no teeth. His mother was hibernating in her den deep inside the Russian forest. Outside it was very cold and everything was covered by thick snow. Inside the den with his mother, however, Boris felt safe and warm.

Then, when Boris was only a few weeks old, some hunters came. Dogs were sent into the den. Boris's mother was woken up by the dogs. She tried to protect her cub, but when she climbed out of the den, she was shot by the hunters.

Every year, thousands of brown bears are hunted and killed like this. There are only 110,000 brown bears in Russia today and they are almost extinct in the rest of Europe. Their meat and fur are sold for thousands of dollars, so people will continue to hunt them. The cubs are usually just left to die. Without their mothers they can't survive.

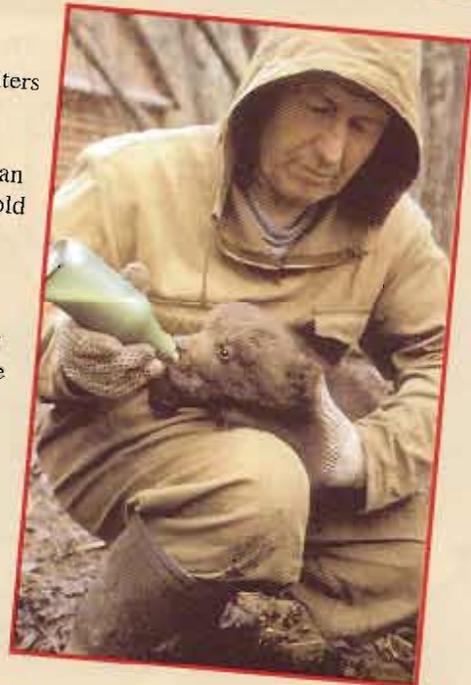
Boris, however, was lucky. He was found by one of the hunters and taken to a bear orphanage 350 kilometres north-west of Moscow. The orphanage is run by Professor Valentine Pazitnov. Here Boris will be looked after. He and other orphan bears will be fed and taught how to survive. When they are old enough, they will be taken to a nature reserve in Bryansk, where they will be protected.

At the moment, only a few young bears are brought to the orphanage, but we want to save more. That's why I'm writing to you now. We need money for food, transport and for people to look after the baby bears. Boris and his friends need your help. Please send a donation to SOB today. Together we can save the orphan bears.

Thank you.

Yours sincerely,

Fred O'Regan



WORKING WITH WORDS



Definitions

3

Match the words in the text to their meanings.

- 1 the bear's hair
- 2 a child with no parents
- 3 killed by a gun
- 4 to sleep through the winter
- 5 a place where animals are protected
- 6 money that you give to help
- 7 a baby bear
- 8 a place where orphans are looked after
- 9 they have all died
- 10 a bear's home

- cub
- hibernate
- den
- shot
- nature reserve
- orphan
- orphanage
- extinct
- fur
- a donation

LANGUAGE FOCUS

The passive voice: past and future

4 a These sentences are in the present tense. In the letter they are in the past or future form. Find the sentences and write them in the spaces.

1 Dogs are sent into the den.

Present

.....

Past

2 Here Boris is looked after.

Present

.....

Future

b Which part of the verb changes to make the past and future forms?

c Find more examples of passive sentences in the letter. What tense is each one in?

5 Discuss these questions.

- 1 How do you feel when you read the text?
- 2 Would you send money to SOB? Why? Why not?
- 3 What other animals in the world are in danger? Why?
- 4 How are animals treated in your country?

Improve your writing

Organizing a text

6 a Look at the leaflet about Boris. Each paragraph has a topic. Put these topics in the correct order to match the leaflet.

- What will happen to Boris now?
- How typical is the problem?
- Who is Boris?
- Why is your help needed?
- What caused the problem for Boris?

b Why do you think the paragraphs are in this order?

7 Discuss these questions.

- 1 What effect do the pictures have?
- 2 Why is the leaflet in the form of a letter?
- 3 Who is the letter addressed to? Why?

8 Think of another animal that is in danger. Write a leaflet to ask for help to save the animal. Use the Boris leaflet as a model.



Listening and speaking

WORKING WITH WORDS



Weather

1 a Look at the table of weather symbols. Put these words in the nouns column.

rain	clouds	wind
snow	sun/sunshine	

b Complete the adjectives column.

	nouns	adjectives
1	_____	cloudy
2	fog	foggy
3	frost	_____
4	ice	_____
5	mist	_____
6	_____	_____
7	showers	showery
8	_____	_____
9	_____	_____
10	a thunderstorm	thundery
11	a storm	_____
12	_____	_____

c Put these temperature words in the correct order.

warm	cool	hot	cold
------	------	-----	------



freezing 0° _____ 35°(degrees)

2 a Use the words in 1. Describe the weather in your country

- today.
- in January.
- in August.
- yesterday.
- in April.
- in November.

b What kinds of weather do you like or dislike? Why?

3 a Listen to the weather forecasts. Which kinds of weather are mentioned?

b Listen again. What will the weather be like in each part of the country? Circle the correct weather symbols.

1 the west				
the east				
2 the north				
the south-east				
the south-west				
3 the south-east				
the north-west				

c Listen again and check your answers.

4 Give the weather forecast for your country tomorrow. See if you're right tomorrow!



You've nearly finished this book now. Do the Progress check in the Workbook, and complete this Progress diary

PROGRESS DIARY

How well do you think you know this unit?







WORKING WITH WORDS

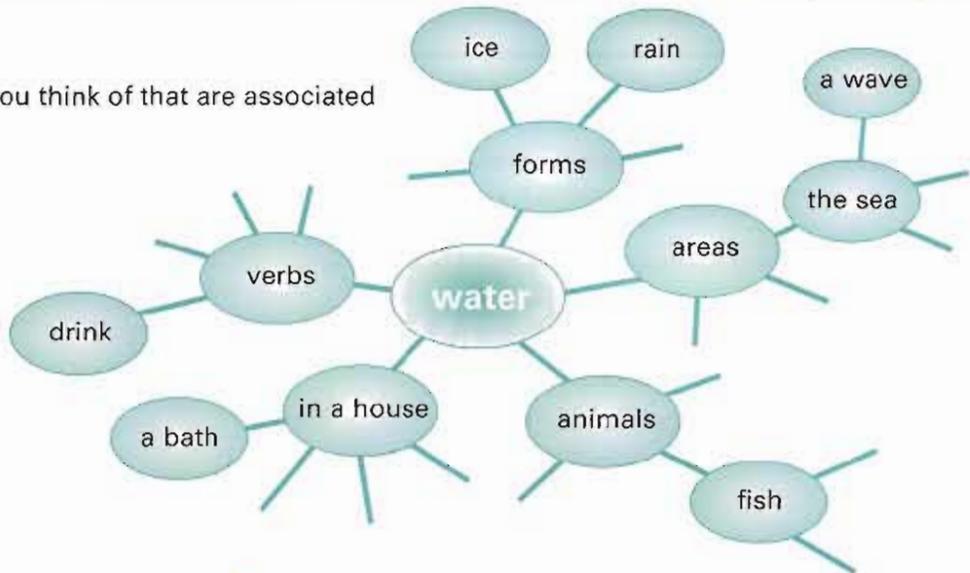


Water

1 a How many words can you think of that are associated with water? Make a list.

Example

the sea
drink
ice

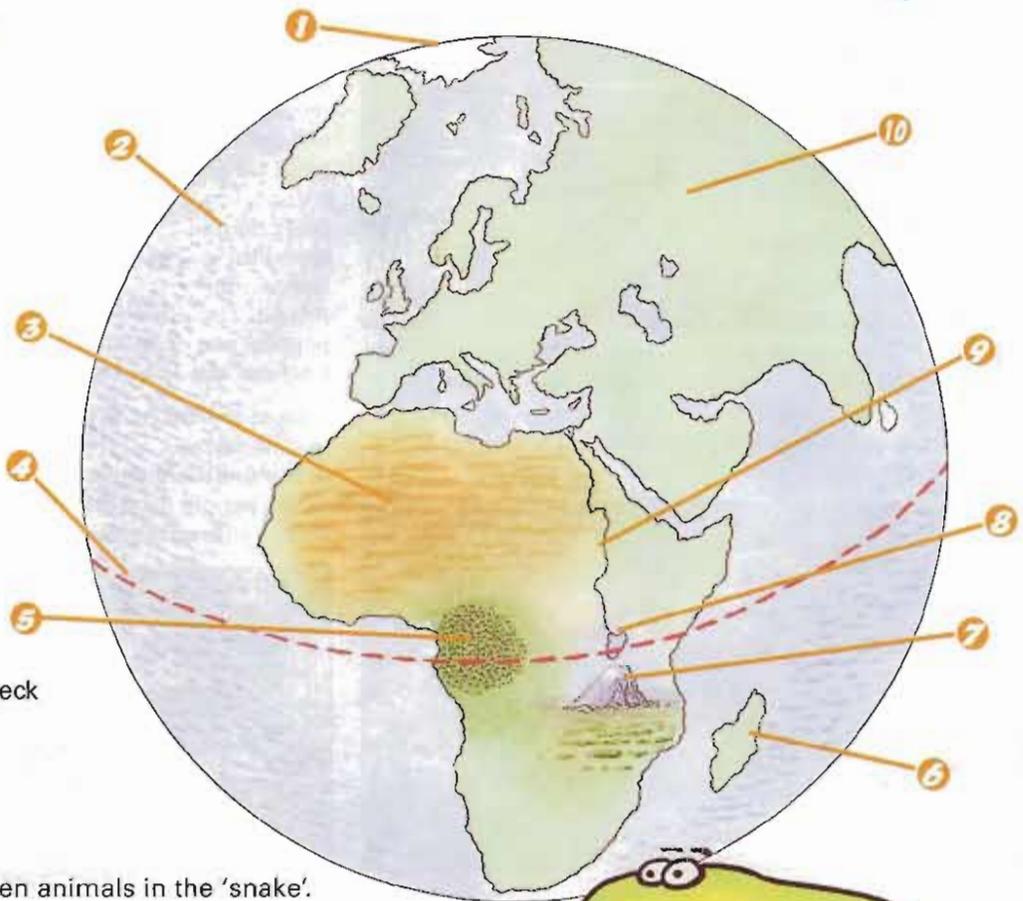


b Arrange your words in a spidergram like this.

Natural features

2 a Label the picture with the words.

- a forest
- a continent
- an ocean
- the North Pole
- a lake
- a river
- a desert
- an island
- a mountain
- the equator

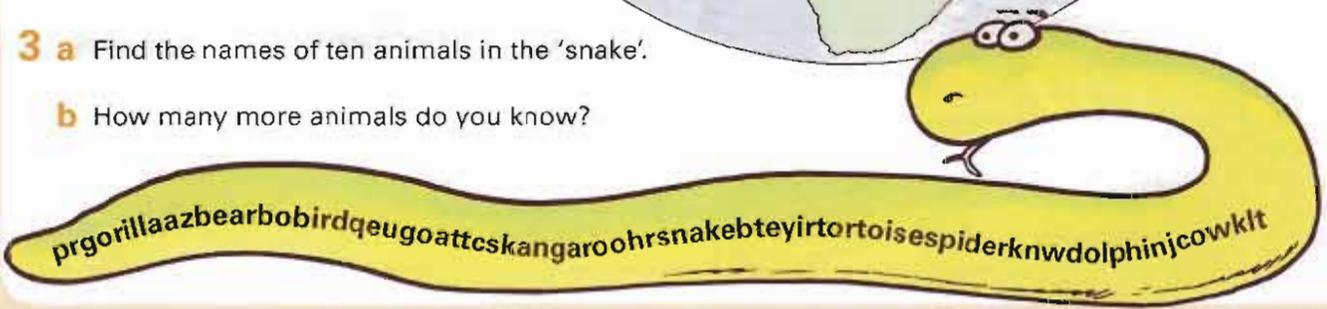


b 57 Listen and check your ideas.

Animals

3 a Find the names of ten animals in the 'snake'.

b How many more animals do you know?



CULTURE

SUMMERTIME

1 What things do you do in the summer?

2  58 Read about a British summer, and compare it to your country.

A BRITISH SUMMER

After a cold, grey winter, everybody looks forward to summer. The days are long and if you're lucky, the weather is nice, too.



Summer is a time for barbecues in the garden.



A lot of sports are played in summer, especially cricket, golf and tennis. One of the biggest events is the tennis championships at Wimbledon in South London. Every tennis player dreams of winning Wimbledon.

Most families take their holidays in the summer when the children are not at school. A lot of people go abroad, but other people spend their holidays in Britain. The most popular places are Cornwall, the south coast of England, the Lake District and Scotland.



A lot of tourists from other countries come to Britain in summer, too. Most of them go to London. In towns in the south of England you can often see groups of young people from other countries who have come to Britain to learn English.



A lot of small towns and villages have a carnival. First, there's usually a parade with people in fancy dress. Then there's a fair where you can play games and buy things. In some places, there are races and other sports, too. In London, there's a very big carnival in Notting Hill. Thousands of people go to it and the parade is very colourful.



A British summer isn't complete without rain. The weather is warm most of the time, but it can change very quickly. It can be hot and sunny one day, and cool and wet the next. So you have to be ready for any kind of weather.

PROJECT

Choose one of these projects.

A

Write and act a play about 'friends'.

- 1 Decide these things.
 - What message do you want your play to have?
 - Who are the characters?
 - What happens?
- 2 Write your play.
- 3 Act out your play. You can record it, too.

B

Make a poster about an environmental problem.

- 1 Choose your topic.
- 2 Do some research to find information and illustrations.
- 3 Design your poster and write your texts.

C

Do a project about summer in your country.

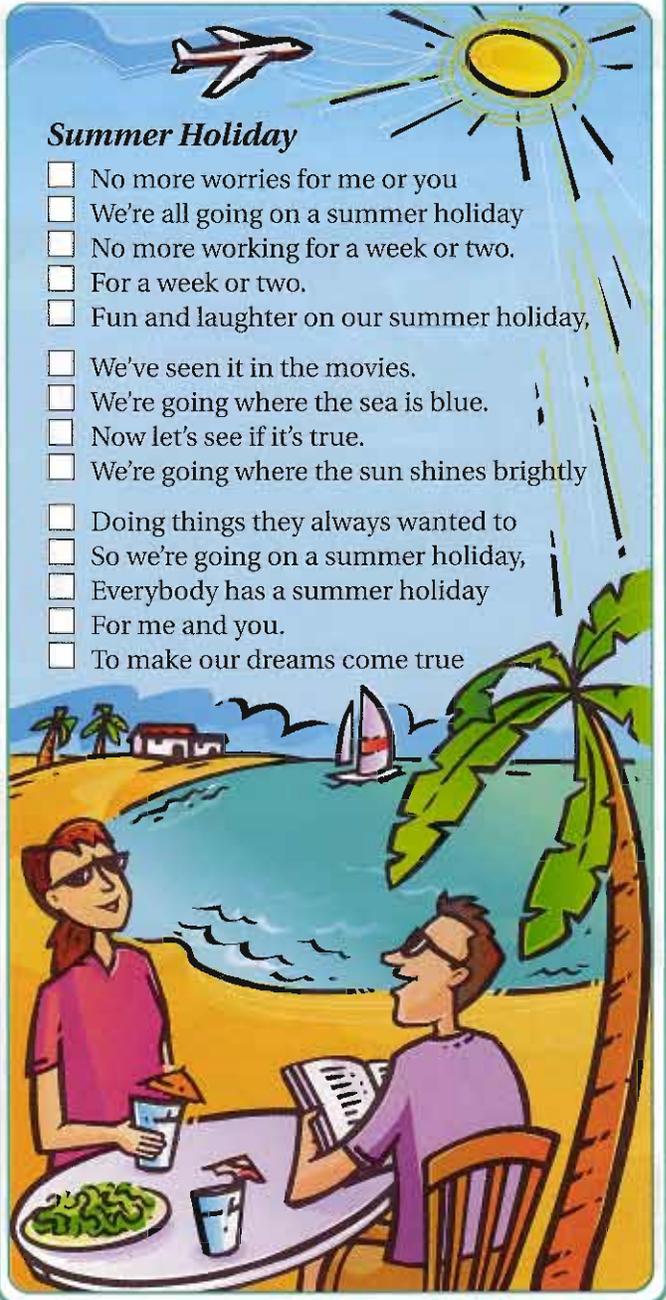
- 1 Think about these things.
 - What is the weather like?
 - What things do people do?
 - Are there any special events?
 - How do people spend their holidays?
- 2 Write about the things. Illustrate your text with pictures.

SONG

- 1 a  59 Listen to the song. What's it about?
 - b Number the lines in each verse in the correct order.
 - c Listen again and check your ideas.
- 2 What things is the singer looking forward to? What things do you like to do on holiday?

Summer Holiday

- No more worries for me or you
- We're all going on a summer holiday
- No more working for a week or two.
- For a week or two.
- Fun and laughter on our summer holiday,
- We've seen it in the movies.
- We're going where the sea is blue.
- Now let's see if it's true.
- We're going where the sun shines brightly
- Doing things they always wanted to
- So we're going on a summer holiday,
- Everybody has a summer holiday
- For me and you.
- To make our dreams come true



REVISION 4

STUDY SKILLS

Revision

You can't revise well if you're too tired.

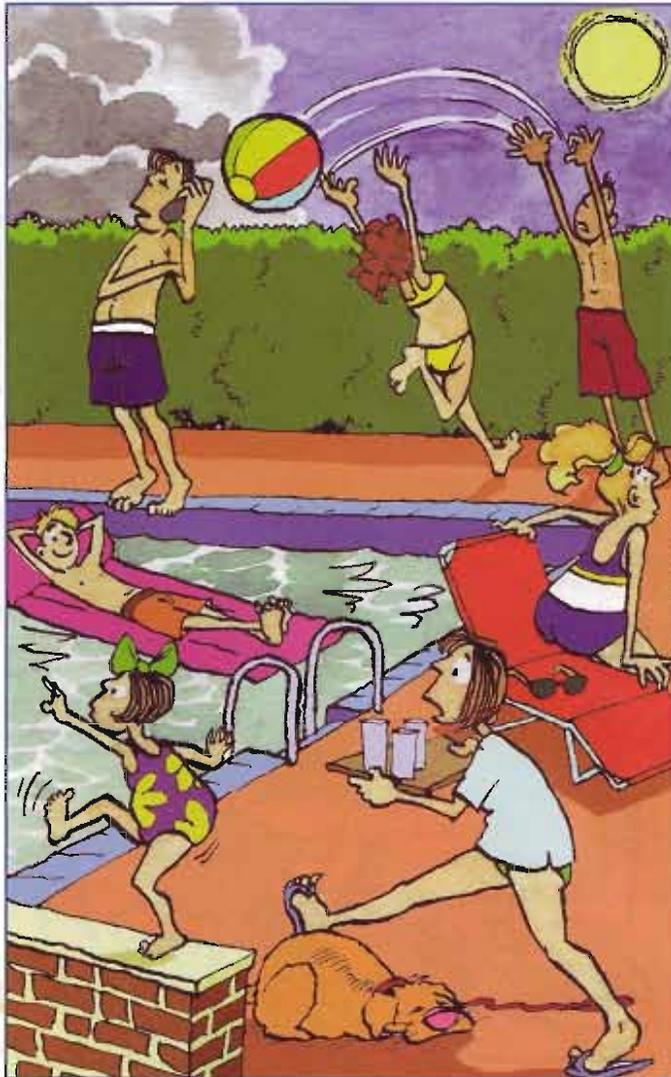
- 1 Don't leave your revision to the last minute. Make a revision plan and spread your revision over several days.
- 2 Give yourself plenty of time and build in some breaks.
- 3 Don't work late the night before a test. Have a good rest.

might

- 1 Look at the picture. What things might happen?

Example

The ball might hit the man.



First conditional

- 2 Use the table. Make first conditional sentences about the picture.

Example

If the ball hits the man, he'll fall into the pool.

A	B
1 ball/hit/man	break/the sunglasses
2 man/fall/into the pool	not see/the dog
3 woman/not pay/attention	cry
4 woman/trip over/dog	land/on the boy
5 little girl/not be/careful	fall/into the pool
6 little girl/hurt herself	have/to go indoors
7 blonde woman/sit down	drop/the drinks
8 it/rain	fall off/the wall

The passive voice

- 3 Complete the text. Put the verbs into the passive voice.



- 1 A racing car (drive) into the pits.
- 2 Jacks (push) under the car.
- 3 The car (lift).
- 4 The old wheels (take off).
- 5 New wheels (put on).
- 6 Fuel (pump) into the car.
- 7 The fuel hose (remove).
- 8 The car (lower).

Tenses in the passive

- 4 Complete these items from a local newspaper. Put the verbs into the passive voice with the correct tense.

1 past simple

Last week Colin Mortimer's car ¹ _____ (steal). It ² _____ (take) from the street outside his house. The car ³ _____ (find) five days later over a hundred miles away. Luckily, some fingerprints ⁴ _____ (find) on the steering wheel. The fingerprints ⁵ _____ (check) and two thieves ⁶ _____ (arrest).

2 future with will

Work on the town's new sports centre ¹ _____ (start) tomorrow. In the first stage, a gym and changing rooms ² _____ (build). These ³ _____ (open) in September. After that a swimming pool and tennis courts ⁴ _____ (add). The whole centre ⁵ _____ (finish) in three years' time.

Agreeing

- 5 Agree with these statements.

- 1 I've got a camera.
- 2 I like motor racing.
- 3 I can't play the saxophone.
- 4 I saw a good film on Saturday.
- 5 I haven't been to Australia.
- 6 I wasn't late for school.
- 7 I'm going to Dan's party.
- 8 I won't be at home this evening.

Listening

- 6 a  Look at these dialogues. Some parts are wrong. Listen and underline the incorrect parts.

- b Listen again. Correct the dialogues.

- 1 Good evening. Here is the weather forecast for tomorrow. It will be cool and cloudy in the west this morning. Later, sunnier weather will move in from the north-east. The east will have a wet day and it will be very windy. We might see some thunderstorms in the afternoon.

- 2 • Hi. How are you?
◦ I'm a bit nervous. I've got an interview today.

- Well, good luck.

Later

- Hi. How did it go?
◦ I got it.
• That's great news.

Alphabet Game

- 7 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 Animals | 6 Sports/activities |
| 2 Natural features | 7 Adjectives |
| 3 The weather | 8 Clothes |
| 4 Parts of the body | 9 Medical things |
| 5 Jobs | 10 Materials |

PRONUNCIATION



Revise the phonetic alphabet at the back of the Workbook. Remember: the phonetic alphabet shows you how we pronounce a word.

Unit 1

The phonetic alphabet: vowels

a Match the symbols to the words.

- | | |
|---------|--------|
| 1 /ʌ/ | how |
| 2 /æ/ | job |
| 3 /ɜ:/ | thing |
| 4 /ɛə/ | bus |
| 5 /aʊ/ | work |
| 6 /u:/ | take |
| 7 /ɪ/ | where |
| 8 /i:/ | see |
| 9 /ɒ/ | choose |
| 10 /eɪ/ | bag |

b 61 Listen, check and repeat.

c The same spelling can have different sounds. Match the sounds to the words.

- 1 /ɪə/ 2 /ɜ:/ 3 /i:/

bread	wear	hear
break	leave	heard

- 4 /e/ 5 /eɪ/ 6 /eə/

d 62 Listen, check and repeat.

Unit 2

The phonetic alphabet: consonants

a Match the symbols to the words.

- | | |
|--------|----------|
| 1 /θ/ | long |
| 2 /ð/ | nice |
| 3 /ʃ/ | design |
| 4 /tʃ/ | shoe |
| 5 /z/ | watch |
| 6 /dʒ/ | laugh |
| 7 /j/ | jumper |
| 8 /ŋ/ | your |
| 9 /z/ | another |
| 10 /s/ | can |
| 11 /f/ | thin |
| 12 /k/ | treasure |

b 63 Listen, check and repeat.

c What are these words?

- | | |
|------------|-------------|
| 1 /'mɒdl/ | 6 /tʃeɪndz/ |
| 2 /bʊk/ | 7 /'θaʊznz/ |
| 3 /ʃɜ:/ | 8 /ɪ'nʌʃ/ |
| 4 /kləʊðz/ | 9 /ʃʌŋ/ |
| 5 /dʒəʊk/ | 10 /'kɒlə/ |

d 64 Listen, check and repeat.

Unit 3

How many words?

a 65 Listen to the sentences. How many words are there in each sentence?

Note: short forms count as one word.

Example

I'm going out = three words

b Listen again and write the sentences.

Unit 4

The letter i

a Put the words into the correct column.

- | | | | |
|-------|-------|---------|------|
| will | big | thirsty | girl |
| night | fifth | sick | bird |
| first | right | prize | nice |

/ɪ/	/aɪ/	/ɜ:/
will	night	first

b 66 Listen, check and repeat.

c How do we normally say the letter i with these spellings?

- | |
|--|
| + ght |
| + consonant + e |
| + r + consonant(s) |
| + one or more consonants (except the ones above) |

Unit 5

Word stress

a Say these words. Is the stress on the first or the second syllable? Mark the stressed syllable.

Example

assistant

money

- | | |
|-------------|-----------------|
| 1 assistant | 8 agency |
| 2 money | 9 become |
| 3 traffic | 10 crooked |
| 4 exit | 11 remember |
| 5 guitar | 12 vitamin |
| 6 decide | 13 important |
| 7 collect | 14 embarrassing |

b 67 Listen, check and repeat.

Unit 6

The /ə/ sound

a 68 Listen. Circle the syllable with the /ə/ sound.

- | | |
|------------|---------|
| 1 future | picture |
| 2 tomorrow | today |
| 3 answer | later |
| 4 again | arrive |
| 5 little | purple |
| 6 happen | fasten |
| 7 station | fashion |
| 8 typical | usual |

b Listen again. Mark the stressed syllable. Which syllable never has the stress?

c Circle the syllable with the /ə/ sound in these words.

- | | |
|-----------|---------------|
| 1 frozen | 7 culture |
| 2 normal | 8 cycle |
| 3 tonight | 9 swollen |
| 4 people | 10 infection |
| 5 letter | 11 cereal |
| 6 ago | 12 expression |

d 69 Listen, check and repeat.

Unit 7

Sentence stress

a 70 In a sentence, the stress is on the words which are most important for the general meaning. Listen.

- Let's go out.
- Where shall we go?
- How about the cinema?
- Do you know what's on?
- *Dance of the Tigers*.
- When does it start?
- Quarter past two.
- It's time to go then.

b Listen again and repeat. Use the same rhythm.

Unit 8

Similar words

a 71 Listen. Which word do you hear?

- | | | | |
|---------|-------|----------|------|
| 1 fast | first | 7 eat | ate |
| 2 day | die | 8 now | know |
| 3 had | hard | 9 where | were |
| 4 watch | wash | 10 bag | back |
| 5 here | her | 11 might | mate |
| 6 fit | feet | 12 won't | want |

b 72 Listen and repeat the pairs.

