

# Introduction

## A An unusual day

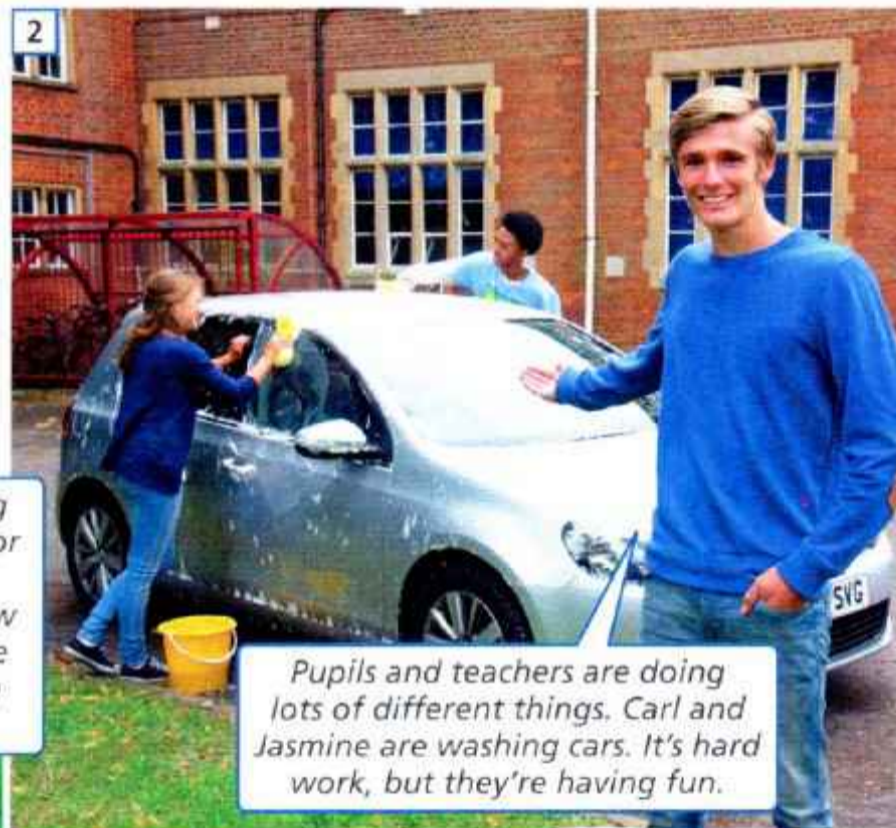
### Comprehension

#### Fundraising day

**1**  **1.2** Read and listen to the story. Answer the questions.

- 1 What is the boy's name?
- 2 Why is he going to school on Saturday?
- 3 Who are they raising money for?

It's Saturday morning. Rupert doesn't normally go to school on Saturdays. He usually plays football, but he isn't playing football today. He's going to school with all his friends.



**2 a** Match the people to the activities.

- |                        |                           |
|------------------------|---------------------------|
| 1 Carl and Jasmine are | a interviewing people.    |
| 2 Olivia is            | b trying a computer game. |
| 3 Rupert is            | c washing cars.           |
| 4 Bella is             | d filming everything.     |
| 5 The head teacher is  | e drawing portraits.      |

**b** What do Rupert and Olivia normally do on Saturdays?



**Grammar**

**Present tenses**

**3 a** Complete the sentences from the story.

1 Rupert \_\_\_\_\_ normally \_\_\_\_\_ to school on Saturdays. He usually \_\_\_\_\_ football.  
 2 He \_\_\_\_\_ football today. He \_\_\_\_\_ to school with all his friends.

**b** What are the two tenses? When do we use each tense?

**c** Find more examples of each tense in the story.

**Stative verbs**

**4** Find examples of these verbs in the story. What tense are they in?

want have got think like love need

We don't normally use the present continuous tense with these verbs, because they describe a state not an activity.

**5 a** Complete the text. Put the verbs in brackets in the correct tense.

My name's Petra. My friends and I <sup>1</sup> *are helping* (help) with the fundraising day. We usually <sup>2</sup> \_\_\_\_\_ (go) swimming on Saturday mornings, but we <sup>3</sup> \_\_\_\_\_ (not go) swimming today. We <sup>4</sup> \_\_\_\_\_ (cook) hamburgers and sausages, and we <sup>5</sup> \_\_\_\_\_ (sell) them to people. It's quite hard work, but Mrs Dean <sup>6</sup> \_\_\_\_\_ (help) us. She <sup>7</sup> \_\_\_\_\_ (teach) Cookery here at the school. I <sup>8</sup> \_\_\_\_\_ (think) the fundraising day is a great idea, because we all <sup>9</sup> \_\_\_\_\_ (want) to help our friends in Kenya.



**b** 1.3 Listen and check.

**Listening and speaking**

**6 a** 1.4 Listen to more of Rupert's interviews. Match the names to the pictures.

Name	Usual activity	Today
1 Hazel		
2 Ethan		
3 Zoe		
4 Mark		

**b** 1.4 Listen again. Answer the questions.

- 1 What things are in the show?
- 2 What does Ethan want to do when he's older?
- 3 What is Zoe doing at the moment?
- 4 What is Mark eating?

**7** Work with a partner. Make interviews with the people at the fundraising day. Use the questions.

- 1 What's your name?
- 2 What do you usually do at this time?
- 3 What are you doing today?
- 4 Why are you doing it?
  - What's your name?
  - My name's Olivia.
  - What do you usually do at this time?

**8** A guessing game: *What am I doing?*

Work in a group of four.  
 Student A: Think of an activity and imagine that you are doing it now. Write it down, but don't show anyone.  
 Students B–D: Ask *yes / no* questions to guess what A is doing now. Each person asks two questions: one present simple and one present continuous.  
**B** *Do you do this thing every day?*  
**A** *Yes, I do.*  
**C** *Are you eating?*  
**A** *No, I'm not.*  
**D** *Do you do it in the evening?*  
**A** *No, I don't usually do it then.*  
**B** *So you aren't making your bed. Are you getting up?*  
**A** *No, I'm not.*  
**D** *Are you having a shower?*  
**A** *Yes, I am. I'm having a shower.*

# B Kids



## Work experience

1  1.5 Read and listen to the story. Who are the main characters? Find them in photo 2.

## 2 Who's going to:

- |                         |                            |
|-------------------------|----------------------------|
| 1 work for a newspaper? | 4 work on their project?   |
| 2 talk to the pupils?   | 5 work in a hotel?         |
| 3 work in a restaurant? | 6 go to the sports centre? |

### 1 Sunday afternoon.



**Tara** What are you going to do for your work experience, Mike?

**Mike** I'm going to work in a newspaper office. I want to be a reporter when I leave school. What about you?

**Tara** I'm going to work in a restaurant – you know, The Old Barn.

**Mike** Oh, right.

**Tara** Lily's going to work in a hotel.

**Mike** Yes, I know.

**Tara** What's Andy going to do?

**Mike** I don't know. Anyway, here he is with Lily. We'll ask him.

### 2



**Andy** Work experience? I've got no idea. It will be boring anyway.

**Lily** No, it won't. I think it will be good fun.

**Tara** And we won't have any homework or tests for a week.

**Andy** That's true, I suppose. I can practise more for my tennis tournaments.

**Mike** Anyway, Mr Bray is going to talk to us about it next week.

**Tara** And you have to tell him what you're going to do.

**Lily** Or he'll find something for you. And it will probably be in a bank or something, and you won't like that.

**Andy** He isn't going to talk to us till Thursday. I'll find something good before then.

**Mike** How will you do that?

**Andy** I don't know yet.

### 3 Later.

**Mike** Well, I think it's time to go home.

**Tara** Yes. Are you going to get the bus?

**Mike** Yes, I am.

**Tara** OK. I'll come with you.

**Andy** Hang on a minute. Is anybody going to watch the basketball match at the sports centre this evening?

**Tara** I can't. I'm going to do my Geography project.

**Lily** Me, too. Anyway, I don't really like basketball.

**Andy** What about you, Mike?

**Mike** No. I'm going to do the Science homework.

**Andy** Oh yes, I forgot about that. But I'll do it later, after the match. It won't take long.



**3 a** What do you think happens next?

**b** 1.6 Listen to the end of the story and check your ideas. Where is Andy going to work?

**c** 1.6 Listen again. Answer the questions.

- How many people does Mr Bray want to see?
- What jobs is he going to give them?
- How did Andy get his job?
- How do the others feel about his job?
- How does Andy feel about it?

**Grammar**

*will / going to*

**4 a** Complete the sentences from the story. Then complete the rules with *will* or *going to*.

We use \_\_\_\_\_ for:  
 1 what we intend to do  
*I \_\_\_\_\_ my Geography project.*  
 2 a definite future  
*Mr Bray \_\_\_\_\_ to us about it next week.*  
 We use \_\_\_\_\_ for:  
 3 what we think about the future  
*I think it \_\_\_\_\_ good fun.*  
 4 decisions made now  
*OK. I \_\_\_\_\_ with you.*

**b** How do we make negatives and questions in each form? Find examples in the story.

**5 a** Complete the dialogue. Use the correct form of *will* or *going to* and the verbs in brackets.

- Shall we go to the cinema this evening?
- I'm *going to revise* (revise) for the test tomorrow.
- Oh, yes. I forgot about that. What about Saturday?
- OK. I <sup>2</sup> \_\_\_\_\_ (meet) you in the Square at 2.
- Maybe Jim <sup>3</sup> \_\_\_\_\_ (come) with us, too.
- Good idea. I <sup>4</sup> \_\_\_\_\_ (text) him now.

**Later**







- That's your phone. Is it from Jim?
- Yes, but he can't come. He <sup>5</sup> \_\_\_\_\_ (watch) a football match on Saturday afternoon.
- That's a pity.
- Yes, but he also says he <sup>6</sup> \_\_\_\_\_ (have) a party for his birthday next month.
- Wow, great. That <sup>7</sup> \_\_\_\_\_ (be) cool!

**b** 1.7 Listen and check.

**c** Work with a partner. Read the dialogue.

**Listening, writing and speaking**

**6 a** 1.8 Listen. Write where the people are going to do their work experience in the second column of the chart.

Name	Where?	What will it be like?
 1 Bill	<i>in a factory</i>	<i>enjoy it learn new things</i>
 2 Paula		
 3 Raj		
 4 Becky		
 5 Tom		
 6 Millie		

**b** 1.8 Listen again. Write notes on what they think their work experience will be like in the last column of the chart.

**c** Use your chart. Write about the people.

*Bill's going to work in a factory. He thinks he'll enjoy it and he'll learn new things.*

**7 a** Answer the questions. Write your answers.

- What are you going to watch on TV this evening?
- Are you going to buy anything this week? What are you going to buy?
- Are you going to play any sports this week? What are you going to play and when?
- Do you think you will be famous in the future? What will you be famous for?
- What job do you think you'll have?
- Where do you think you'll live when you're older?

**b** Work in a group. Compare your answers. Has anyone got the same answers as you?

# 1

# Past and present

## 1A The Iceman

### Vocabulary

#### Materials

**1 a** Look at the list of materials. Use your dictionary. Which ones:

- are kinds of metal?
- come from plants?
- come from animals?
- can you make clothes from?

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

**b** Look at how we make compound nouns.



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



These are cups.  
They're made of paper.  
They're paper cups.

**Note:** These two words don't follow the pattern.

- wood → a wooden box  
wool → woollen gloves

**c** Work with a partner. Think of an object for each material in exercise 1a.



a plastic ruler



cotton socks

### Comprehension

**2 a** Look at the title of the text and the pictures. Who was the Iceman? What do you think happened to him?

**b** 1.9 Read and listen to the text. Check your ideas.

**c** Label the items in the picture.



Two archaeologists study the body before it is removed.

In September 1991, two German tourists were on holiday in the Alps. One day, they were walking along a path, 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 5,300 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 murder him? Archaeologists from all over the world wanted to study the Iceman.

Ötzi, as the archaeologists called him, lived between 3350 BC and 3100 BC – over 600 years before the Egyptians built the Pyramids. He came from northern Italy and he was about forty-six years old. That was old in the Stone Age, because people didn't live very long then. He was about 1.6 m tall, had blue eyes and long, dark brown hair. We know that he was a farmer, because scientists found pieces of corn in his clothes. He was probably taking his sheep and goats into the mountains when he died.

Ötzi changed our ideas about the Stone Age. Before Ötzi, archaeologists thought that copper didn't arrive in Europe until 2000 BC. However, Ötzi 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 clothes, with a waterproof cloak and leather boots. These things show that Stone Age people were very sophisticated.



Grammar

Past simple and past continuous

3 a Look at the grammar box. Complete the sentences from the text. Why are the tenses different in the first sentence, but the same in the second sentence?

1 They \_\_\_\_\_ along a path, when they saw something in the ice.



the past \_\_\_\_\_ :  
an action in progress when an event happened in the past



the past \_\_\_\_\_ :  
a completed action in the past

2 They \_\_\_\_\_ and \_\_\_\_\_.

b Complete the names of the two tenses.

c Find examples of these forms for each tense in the text.

- an affirmative statement
- a negative statement
- a question

4 a Complete the text. Put the verbs in brackets into the past simple or the past continuous tense.

How <sup>1</sup> \_\_\_\_\_ Ötzi \_\_\_\_\_ (die)? In 2001, scientists in Italy <sup>2</sup> \_\_\_\_\_ (X-ray) the body and they <sup>3</sup> \_\_\_\_\_ (find) an arrowhead in his shoulder. So we think that Ötzi probably <sup>4</sup> \_\_\_\_\_ (die) like this: one day he <sup>5</sup> \_\_\_\_\_ (take) his animals into the mountains, when somebody <sup>6</sup> \_\_\_\_\_ (attack) him. He <sup>7</sup> \_\_\_\_\_ (escape), but as he <sup>8</sup> \_\_\_\_\_ (run away), they <sup>9</sup> \_\_\_\_\_ (shoot) him in the back with an arrow. Ötzi <sup>10</sup> \_\_\_\_\_ (run) up the mountain and <sup>11</sup> \_\_\_\_\_ (lie down) to rest. While he <sup>12</sup> \_\_\_\_\_ (lie) there, it <sup>13</sup> \_\_\_\_\_ (start) to snow. Ötzi probably <sup>14</sup> \_\_\_\_\_ (freeze) to death.

b 1.10 Listen and check.

Listening and speaking

5 a Read what the DJ says.



Earlier in the programme, we were talking to archaeologist Dr Susan Clarke. She was telling us about Ötzi, the Stone Age man. Some tourists found him while they were walking in the Alps. Have you ever found anything interesting or unusual? Give us a call.

b 1.11 Look at the photos. Listen. Which of these things did the callers find?



c 1.11 Listen again. Find this information about each caller.

- 1 How did they find the thing? What were they doing?
- 2 What did they do with it?
- 3 Where is it now?

6 Work with a partner. One person is the DJ and the other is a caller. Choose one of the other things in the photos. Make dialogues. Use the questions in exercise 5c to help you.

# 1B We used to be rivals



## Comprehension

1 **1.12** Read and listen to the story. Answer the questions.

- 1 Who are Sweet Sue and Smart Alec talking to?
- 2 Do they work together now?
- 3 Do they like sharing an office?
- 4 How does the reporter solve their problem?

Welcome to Newstime TV. I'm Jack Snoop and today I'm at The Detective Agency with Sweet Sue and Smart Alec. They used to be rivals, but now they work together.

Did you use to have your own offices?

Yes, we did, but now we share one big office.

Well, I used to wear nice, cotton tops, but I usually wear thick woollen jumpers now, because Smart Alec likes the window open.

And do you enjoy sharing an office?

Smart Alec used to practise golf in the office, but he doesn't do it now, because I don't like it.

Sweet Sue didn't use to put things away.

But now Smart Alec tidies everything and I can never find anything.

And my office used to be yellow, but Smart Alec prefers white. Boring!

Well, I can see there are some problems, but I think I can help.

But how?

Before I became a reporter, I used to be a builder!

**2** Complete the sentences.

- 1 Jack Snoop works for \_\_\_\_\_.
- 2 Sweet Sue and Smart Alec share \_\_\_\_\_.
- 3 Sweet Sue can't wear \_\_\_\_\_, because \_\_\_\_\_.
- 4 Smart Alec doesn't \_\_\_\_\_ now.
- 5 Sweet Sue can't find \_\_\_\_\_, because \_\_\_\_\_.
- 6 Sweet Sue thinks the colour \_\_\_\_\_.
- 7 Jack Snoop used to \_\_\_\_\_.
- 8 He's building \_\_\_\_\_.

**Grammar**

**used to**

**3 a** Complete the sentence from the story.



They \_\_\_\_\_ rivals, but now they work together.

We use *used to* for things that we did in the past, but don't do now.

**b** How do we make these things with *used to*? Find examples in the story.

- negatives
- questions

**4** What did and didn't Sweet Sue use to do before she worked with Smart Alec? Make sentences.

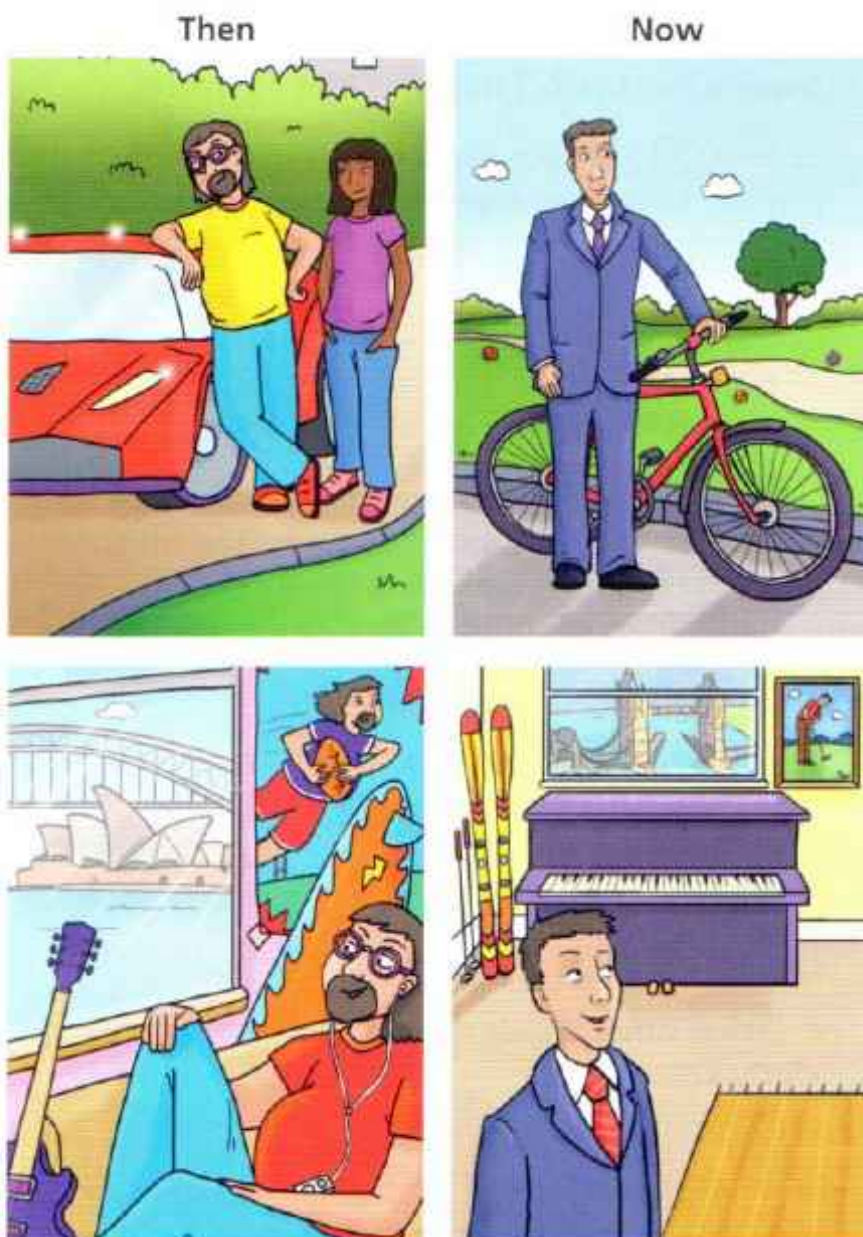
Use the cues and *used to* or *didn't use to*.

- 1 work with Smart Alec  
*She didn't use to work with Smart Alec.*
- 2 have her own office
- 3 leave the window open
- 4 wear thick woollen jumpers
- 5 leave things on the floor
- 6 work in a warm office
- 7 put things away
- 8 have yellow walls in her office



**Writing and speaking**

**5 a** Look at the pictures of Smart Alec. Write ten sentences about his life in the past and now. Use *used to*.



*He used to drive a sports car, but he rides a bicycle now.*

**b** Work with a partner. Interview Smart Alec.

- Where did you use to live?
- What did you use to look like?
- Did you use to ...?

**6 a** How has your life changed? Write six things that you used to do and six things that you didn't use to do when you were six years old. Use these verbs.

play with watch like go  
have eat drink do wear

**b** Work with a partner. Ask and answer questions about things you used to do and didn't use to do.

- What did you use to play with?
- I used to play with a toy aeroplane.




# 1C Clothes

## Vocabulary

### Describing clothes

**1 a** How many items of clothing can you name? Make a list. Tick (✓) the ones that are plural.

**b**  1.13 We use these words to describe clothes. Listen and repeat.



1 plain



2 short-sleeved



3 baggy



4 checked



5 tight



6 high-heeled



7 striped



8 loose



9 flat



10 long-sleeved



11 flared



12 pointed

**c** What other words do you know for describing clothes?

*light, dark, ...*

**d** Choose someone in a picture in this book or someone in your class. Describe his / her clothes. Your partner has to guess who it is.


*This person is wearing a blue, short-sleeved shirt. The shirt is plain. He's also wearing ...*

## The Story OF JEANS



In 1848, someone discovered gold in California and soon thousands of people were travelling to the west coast of the USA. One of these people was a German immigrant called Levi Strauss. He was only twenty-four years old when he arrived in San Francisco. He wasn't looking for gold. He was a wholesaler. He imported goods and sold them to small shops.

## Reading

**2**  1.14 Read and listen to the text. Put the sentences in the correct order to tell the story of jeans.

- a Strauss paid for a patent for jeans.
- b He used copper rivets to make the trousers stronger.
- c Jeans became very fashionable with teenagers.
- d Strauss and Davis built a jeans factory.
- e He sold denim to a tailor called Jacob Davis.
- f Levi Strauss arrived in California.
- g Jeans were only used as work clothes until the 1950s.
- h Davis used the denim to make work trousers.
- i Davis wanted a patent to protect his idea.

**3** Why did these things happen?

- 1 Thousands of people went to California.
- 2 Jacob Davis used denim for his trousers.
- 3 People called the cloth 'denim'.
- 4 Davis decided that he needed a patent.
- 5 Davis asked Strauss for some money.
- 6 Teenagers in the 1950s started wearing jeans.

Strauss used to sell a lot of cloth to a tailor in Nevada - a Latvian immigrant called Jacob Davis. Davis made clothes for the gold miners and railway workers. They needed strong clothes, but it was hot in California, so woollen trousers were no good. Davis used to make most of his trousers from denim. This was made of cotton and it was very strong, but it was also soft and comfortable. People called it 'denim', because it originally came from Nimes in France. 'De Nimes' means 'from Nimes'.

However, the trousers weren't strong enough for one of Davis's customers, so Davis decided to make them stronger. He used copper rivets on the pockets and other places, and so invented jeans. Soon other tailors started to make jeans, too. Davis wanted to protect his idea, but he didn't have enough money for a patent. So he wrote to Levi Strauss. Strauss paid \$68 for the patent and the two men became business partners. Their blue jeans were so popular that they soon had to build a factory to produce them. For the next hundred years people only wore jeans as work clothes. But then in the 1950s, film stars, like James Dean, and pop stars, like Elvis Presley, wore them and they became very fashionable. Teenagers loved them because their parents didn't use to wear them.

Today, jeans come in all kinds of styles and colours. Designers also use denim for shorts, jackets, shirts, skirts, dresses, hats, suits - in fact, everything except socks and underwear. You can even have denim shoes and boots.

**Listening and speaking**

**4 a** 1.15 Listen and complete the dialogue. Use these words.

size can take expensive trousers  
try changing too baggy big fit



Tara Do you like these <sup>1</sup> \_\_\_\_\_?  
Mike Yes, but they're a bit <sup>2</sup> \_\_\_\_\_, and they're too <sup>3</sup> \_\_\_\_\_. I like these.  
Tara Why don't you <sup>4</sup> \_\_\_\_\_ them on?  
Mike Yes, I think I will. Excuse me. <sup>5</sup> \_\_\_\_\_ I try these trousers on, please?  
Assistant Yes, the <sup>6</sup> \_\_\_\_\_ rooms are over there, near the escalator.  
Mike Thanks.

Later  
Assistant How are they?  
Mike They aren't <sup>7</sup> \_\_\_\_\_ enough. They're <sup>8</sup> \_\_\_\_\_ tight.  
Tara Try another pair.  
Mike OK. Have you got these in a bigger <sup>9</sup> \_\_\_\_\_, please?  
Assistant Just a minute ... Er, yes. Here you are. Try these.  
Mike OK. Thanks.  
Later  
Assistant Do they <sup>10</sup> \_\_\_\_\_ OK?  
Mike Yes, these are fine. I'll <sup>11</sup> \_\_\_\_\_ them.

**b** Work in a group of three. Role-play the dialogue.

**5 a** 1.16 Listen to another dialogue. Answer the questions.

- 1 What does the girl want to buy?
- 2 What's the problem with:
  - the first suggestion?
  - the second suggestion?
- 3 Does she buy anything?

**b** 1.16 Listen again and check.

**6 a** Add the opposites of the adjectives in section A to section B.

too / enough			
A	It's They're	too	small. expensive. loose. short. light.
B	It isn't They aren't	<sup>1</sup> big 2 _____ 3 _____ 4 _____ 5 _____	enough.

**b** Work with a partner. Look at the pictures. Student A: Make a sentence with one of the adjectives. Student B: Make a sentence with the same meaning using the opposite adjective.

- A This hat's too small.  
B It isn't big enough.



**7 a** Work with a partner. One person is a customer and the other is an assistant. Make dialogues for these situations.

- 1 You want to buy some jeans. You try them on, but they're too long.
- 2 You want to buy a jumper. You try it on, but it's too baggy.
- 3 You want to buy a jacket, but it's too expensive.
- 4 You want to buy some shorts, but they're all too light. You want something darker.

**b** Role-play one of your dialogues in front of the class.



## The test

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

**b** 1.17 Read and listen to the story. Answer the questions.

- 1 What's happening today?
- 2 What did each person do at the weekend?

Lily Andy Mike Tara

- 3 How does each person feel about the test?

**2** Are the statements true or false, or doesn't it say?

- 1 Lily's grandfather is seventy years old.
- 2 Lily enjoyed her weekend.
- 3 Mike went swimming on Friday evening.
- 4 Tara was shopping when Andy saw her on Friday.
- 5 Andy didn't win the tennis competition.
- 6 Lily didn't revise for the test.
- 7 Andy thinks he's failed the test.
- 8 Mike didn't answer all the questions.

### 1 Monday morning.

**Andy** Hi, Lily. Did you have a good weekend?

**Lily** Oh, hi, Andy. Yes, thanks.

**Andy** Were you away? I didn't see you.

**Lily** Yes, I was at my grandparents'. It was my grandma's seventieth birthday.

**Andy** Oh, right. Did you have a good time?

**Lily** Yes, it was great, because I could see all my aunts, uncles and cousins. What about you?



**Andy** It was a busy weekend. On Friday evening I went swimming at the sports centre with Mike, and then on Saturday and Sunday I played in a tennis competition.

**Lily** How did it go? Did you win?

**Andy** No, I didn't, but I did quite well. I came third.

**Lily** Well done! Did you see Tara at the weekend?

**Andy** I saw her on Friday when I was going to the sports centre, but I didn't see her after that.

2



**Tara** Hi!

**Lily** Hi, Tara. We were just talking about you. Andy said he didn't see you at the weekend.

**Tara** No, well, I was at dance class on Saturday and I was revising for the French test most of Sunday.

**Lily** Yes, I had to revise in the car while we were driving to my grandparents'. When did you revise, Andy?

**Andy** Oh, I didn't have to do a lot. French is easy. See you later.

**Tara** Yes, bye.

**Lily** Bye!

3 Later.



**Tara** That test was hard, but I think I got most questions right.

**Mike** Yes. I'm glad I revised for it.

**Lily** Me, too. How did you get on, Andy?

**Andy** Oh, it wasn't too bad. I couldn't answer all the questions, but I think I've passed.

**3 a** What do you think happens next?

**b** 1.18 Listen to the end of the story and check your ideas.

**c** 1.18 Listen again. What marks did each person get?

### Everyday English

#### Talking about a test

**4 a** Complete the expressions.

- 1 That \_\_\_\_\_ was hard.
- 2 I think I got \_\_\_\_\_ questions right.
- 3 I'm \_\_\_\_\_ I revised for it.
- 4 How did you \_\_\_\_\_ on?
- 5 It wasn't \_\_\_\_\_ bad.
- 6 I couldn't \_\_\_\_\_ all the questions.
- 7 I \_\_\_\_\_ I've passed.
- 8 What \_\_\_\_\_ did you get?
- 9 I got ninety-two per \_\_\_\_\_

**b** Work in a group. Imagine you have just had a test. Use the expressions to talk about it.

#### Past modals

**5 a** Complete the sentences from the story.

- 1 I \_\_\_\_\_ all my aunts, uncles and cousins.
- 2 I \_\_\_\_\_ in the car while we were driving to my grandparents'.
- 3 Oh, I \_\_\_\_\_ a lot. French is easy.
- 4 I \_\_\_\_\_ all the questions, but I think I've passed.

**b** When do we use each form?

**6** Complete the sentences. Use *could* / *couldn't* and *had to* / *didn't have to*.

- 1 Lily \_\_\_\_\_ study in the car.
- 2 Lily \_\_\_\_\_ go swimming on Friday, because she \_\_\_\_\_ go to her grandparents'.
- 3 Mike \_\_\_\_\_ revise in the car. He was at home all the time.
- 4 Tara \_\_\_\_\_ revise on Saturday, because she \_\_\_\_\_ go to dance class.
- 5 Mike \_\_\_\_\_ answer all the questions, but Andy \_\_\_\_\_ leave some of them.

**7 a** Think about last weekend. Write about something that:

- you couldn't do.
- you were happy that you could do.
- you didn't want to do, but you had to do.
- you didn't have to do.

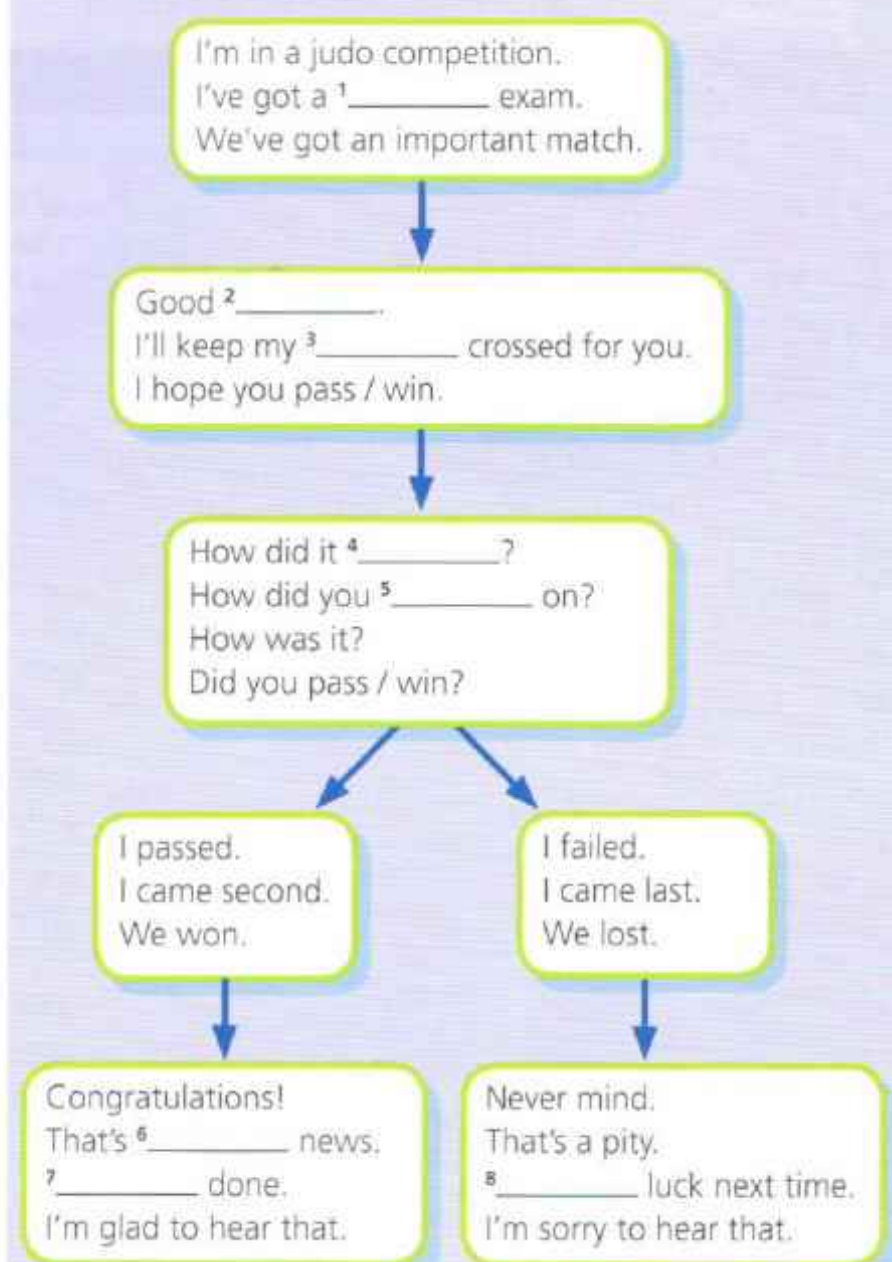
Give your reasons.

**b** Tell a partner about your weekend.

*I couldn't go out with my friends, because I was ill.  
I was in bed all day, but I could watch lots of DVDs.*

#### Responding to news


**8 a** 1.19 Listen to three dialogues. Complete the expressions.



**b** 1.19 Listen again and check.

**c** Work with a partner. Make dialogues. Follow the pattern.




- 1  1.20 Read and listen to the text. Copy and complete the chart.

Group of people	When?	Where from?
The Celts	600 BC	

- 2 Match the names to the correct sentence endings.

- |            |   |
|------------|---|
| 1 Claudius | a was the first king of England.            |
| 2 Hadrian  | b made Britain part of the Roman Empire.    |
| 3 Alfred   | c won the Battle of Hastings.               |
| 4 Harold   | d built a wall across the north of Britain. |
| 5 William  | e was the last Anglo-Saxon king.            |

- 3  1.20 Read and listen to the text again. Answer the questions.

- Who were the first people to live in Britain?
- What did the Romans call Britain?
- Why did the Romans leave?
- What do these names mean?

England Normandy

- Why does the story end in 1066?

- 4 Do you know the story of your country? Where did the people come from? When? Make a chart like the one in exercise 1 about your country.

## THE STORY OF ENGLAND



People have lived in the British Isles for thousands of years, but we don't know much about the first people there. About 600 BC the Celts arrived from the area which is now Belgium. They settled all over Britain and Ireland.

In AD 43, the Roman emperor Claudius sent an army to Britain. For almost the next 400 years, most of Britain, or Britannia as it was called, was part of the Roman Empire. However, the Romans never conquered the area which is now Scotland. The Roman emperor, Hadrian, built a wall across the north of Britain. You can still see parts of Hadrian's Wall today.


In the 4th century AD, German tribes started to attack the Roman Empire and the Romans left Britain in AD 410. Over the next hundred years, tribes from north-western Europe – Angles, Saxons and Jutes – invaded Britain. We call these people the Anglo-Saxons. They settled in the south-east of Britain and they pushed the Celts into the hills and mountains of the north and west. The Angles gave their name to a new country – 'Angle-land', or England.

At first there were seven different kingdoms, but they finally united under the first king of England – Alfred the Great.

The English needed to unite, because new people were attacking the country. These were the Vikings from Denmark and Norway. They started to attack England in the 8th century and they gradually conquered the north-eastern part of England. In the end, Alfred defeated the Vikings and united the whole country.

The Vikings also attacked France. The French king gave them some land in the north. This became Normandy – the land of the Northmen. In 1066, Duke William of Normandy invaded England. He defeated the last Anglo-Saxon king, Harold, at the Battle of Hastings. William the Conqueror, as he is called, became King William I. The Norman Conquest of 1066 was the last successful invasion of England.

## History: materials

**1 a**  1.21 Read and listen to the text. Tick (✓) the materials that are mentioned.

rubber plastic stone cotton iron  
leather bronze aluminium copper

**b** Put the materials that you ticked in the correct historical order.

**2**  1.21 Read and listen to the text again. Answer the questions.

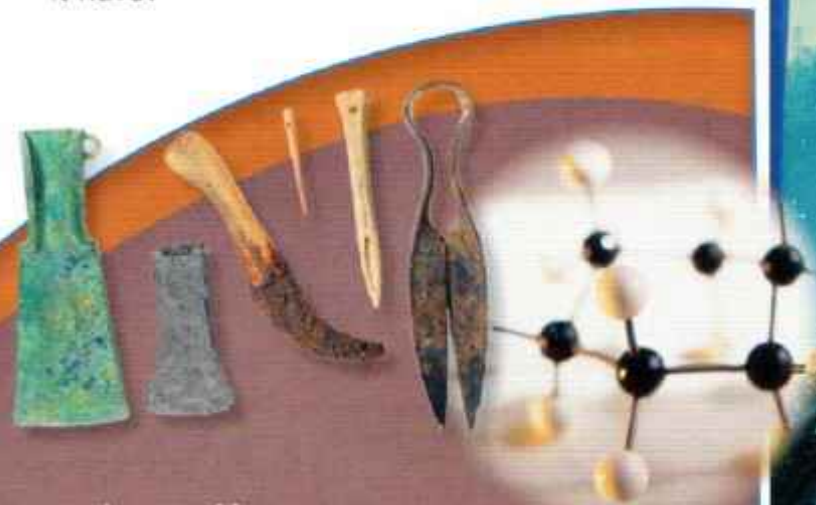
- 1 What were the first metals that people used?
- 2 How did people discover copper?
- 3 What is bronze?
- 4 Why is bronze more useful than copper?
- 5 Why did iron replace bronze?
- 6 Why did iron and steel become cheaper in the 18th century?
- 7 What is the difference between natural and synthetic materials?

**3** Find these things in the text.

- 1 seven kinds of metal
- 2 four things that Bronze Age people built
- 3 four things that people built in the Industrial Revolution
- 4 four kinds of plastic

**4** Do some research. Choose one of the materials in exercise 1a that is not mentioned in the text. Find this information about it.

- 1 Where does it come from?
- 2 When did people start using it?
- 3 What do they use it for?
- 4 What advantages and disadvantages does it have?



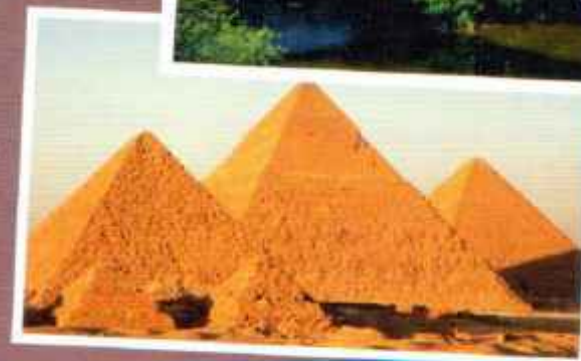
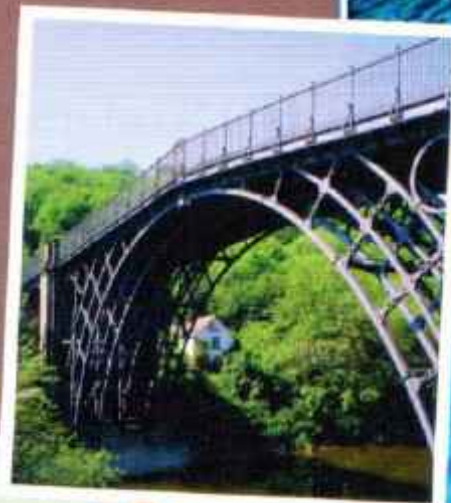
The first materials that people used were stone, wood and bones, but around 4000 BC the first metal tools appeared. They were made of copper. In fact, people had metal before that time. They already knew about gold and silver, but these were too soft for tools. Copper, however, is hard enough and copper tools were much sharper than stone tools. We don't know how people discovered copper. It was probably when they put some rocks round a fire and the fire melted the metal in the rocks.

Soon people discovered that if you mix copper with a little tin, you get an even stronger material. We call this bronze. With their new tools, Bronze Age people could do many more things. In particular, they could cut rocks to build houses, palaces, temples and huge monuments, like the Pyramids. However, there was a problem. Although copper was quite common, tin was not, so bronze was always expensive. Then, around 1500 BC people discovered a new metal - iron. Iron is a very common mineral. Almost 5% of the Earth's crust is iron and scientists believe that the red colour of the planet Mars is iron, too. With the Iron Age, tools and weapons became a lot cheaper.

Although iron ore is very common, people needed charcoal to make it into iron. Charcoal is made from wood and by the 18th century, Europe didn't

have enough trees. However, an Englishman, Abraham Darby, discovered how to use coal instead of wood. Coal was very common and this led to the Industrial Revolution. People used iron and steel, which is made from iron, to build machines, steam engines, bridges, railways and many more things.

Stone, wood and metal are all natural materials. However, in the 19th century, scientists discovered that they could separate the molecules of some materials and make completely new ones. We call them synthetic materials, or plastic. The first real plastic - Bakelite - appeared in 1909. Over the next thirty years other kinds of plastic, such as PVC, polystyrene and nylon, appeared. Chemists are still producing new kinds of plastic today.



## Grammar

1 a What is happening in the picture?

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



One wet afternoon in September, Danny Spencer <sup>1</sup> \_\_\_\_\_ (sit) in his room. He <sup>2</sup> \_\_\_\_\_ (study) for a test. His parents <sup>3</sup> \_\_\_\_\_ (be) at work and his sister, Alice, <sup>4</sup> \_\_\_\_\_ (be) at school. He <sup>5</sup> \_\_\_\_\_ (be) hungry, but it <sup>6</sup> \_\_\_\_\_ (rain) heavily, so he <sup>7</sup> \_\_\_\_\_ (not want) to go to the shops. He <sup>8</sup> \_\_\_\_\_ (decide) to cook some chips. He <sup>9</sup> \_\_\_\_\_ (put) some oil in a saucepan on the cooker and <sup>10</sup> \_\_\_\_\_ (light) the gas. Then the telephone <sup>11</sup> \_\_\_\_\_ (ring), so Danny <sup>12</sup> \_\_\_\_\_ (go) to answer it. While he <sup>13</sup> \_\_\_\_\_ (talk) on the phone, the oil suddenly <sup>14</sup> \_\_\_\_\_ (catch) fire. When Danny <sup>15</sup> \_\_\_\_\_ (smell) the smoke, he <sup>16</sup> \_\_\_\_\_ (run) back to the kitchen. But as he <sup>17</sup> \_\_\_\_\_ (go) into the kitchen, he <sup>18</sup> \_\_\_\_\_ (trip) on the leg of a chair and <sup>19</sup> \_\_\_\_\_ (hit) his head on a cupboard ...

c 1.22 What do you think happened next? Listen to the whole story and check your ideas.

2 Oliver and his family moved to Canada last year. Make sentences with *used to* and *didn't use to*.

	Now	Then
1	in Canada	in England
2	ice hockey	football
3	a big house	a flat
4	go horse riding	go cycling
5	jeans to school	a school uniform

1. He *didn't use to* live in Canada. He *used to* live in England.

3 Write sentences about these things.

- homework that you had to do yesterday
- something that you could do last weekend
- something that you didn't have to do last Saturday
- a TV programme that you couldn't watch last week

## Listening and speaking

4 a 1.23 Listen and complete the chart.

What?	Result?
1 <i>swimming competition</i>	
2	
3	
4	

b Work with a partner. Use the situations in the chart. Make the dialogues with a different result.

5 a Work with a partner. Read the dialogue.

Customer Excuse me. Can I try these jeans on, please?  
 Assistant Yes, the changing rooms are over there, next to the jackets.  
 Customer Thank you.  
 ...  
 Assistant How are they?  
 Customer They aren't big enough. Have you got them in a larger size?  
 Assistant Yes, here you are. Try these.  
 ...  
 Assistant Are they better?  
 Customer Yes, these are fine. I'll take them.

b Change the dialogue to fit this information.

a shirt / too big

Customer *Excuse me. Can I try this shirt on, please?*

c 1.24 Listen and check.

## Study skills

### Learning English outside the classroom

You can also learn English outside the classroom.

Which of these things do you do?

- read books and magazines in English
- watch TV programmes or films in English
- make friends with people in English-speaking countries
- listen to music in English
- visit English websites on the Internet



# Your Project

1

## Develop your writing

### Contrasting sentences

- 1 a Look at how we can join two sentences. Notice the difference in punctuation.

*Copper is quite common. Tin is not.*  
*Copper is quite common, **but** tin is not.*  
*Copper is quite common. **However**, tin is not.*  
***Although** copper is quite common, tin is not.*

- b Join each pair of sentences with **but**, **However** and **Although**.

- 1 Jeans were very popular. People only wore them as work clothes.
- 2 Stone, wood and metal are natural materials. Plastic is not.
- 3 The Romans conquered all of southern Britain. They never conquered Scotland.
- 4 Ötzi was only forty-six years old. That was old for someone in the Stone Age.

- 2 Complete the sentences with your own ideas.

- 1 I'm wearing ... today, but my friend ...
- 2 In the morning I usually ... However, in the evening ...
- 3 Although I play ..., my favourite ...
- 4 Today the weather ... However, yesterday ...
- 5 We ... on weekdays, but at the weekend ...
- 6 Although I like ..., I prefer ...


## Project task

Write about an important event in your life. Use these questions to help you.

- 1 When did the event happen?
- 2 How did it start? What were you doing?
- 3 What actually happened?
- 4 What was the result?
- 5 Why is the event important?

Write about the event. Try to include some contrasting sentences. Illustrate your text with pictures or photos.

## Song

- 1  1.25 Listen to the song. Find all the words that rhyme.
- 2 Who is the singer singing to? How does he feel? Why?

### Yester-Me, Yester-You, Yesterday

What happened to the world we knew,  
When we would dream and scheme  
And while the time away,  
Yester-Me, yester-You, yesterday.

Where did it go, that yester-glow  
When we could feel the wheel of life turn our way.  
Yester-me, yester-you, yesterday.

I had a dream, so did you.  
Life was warm, love was true,  
Two kids who followed all the rules, yester-fools,  
And now, now it seems those yester-dreams  
Were just a cruel and foolish game we used to play,  
Yester-me, yester-you, yesterday.

When I recall what we had,  
I feel lost, I feel sad.

With nothing but the mem'ry of yester-love  
And now, now it seems those yester-dreams  
Were just a cruel and foolish game we had to play,  
Yester-me, yester-you, yesterday.  
Yester-me, yester-you, yesterday.





## 2

## Fame and fortune

## 2A The movies


## Vocabulary

## Verbs + prepositions

1 Match the expressions to the photos.

- |               |                |
|---------------|----------------|
| 1 jump off    | 4 fall through |
| 2 dive in(to) | 5 drive down   |
| 3 jump out of |                |

## Comprehension

2 a  1.26 Read and listen to the text. What job is it about? Why will the job probably disappear in the future?

b Find these things in the text.

- 1 four stunt doubles
- 2 four famous film titles
- 3 two stunts that Rick English has done
- 4 six stunts that Angela Meryl has done
- 5 the most expensive stunt ever
- 6 two injuries

# STUNT DOUBLES



Have you ever done anything really dangerous? Have you fallen off a bridge? Have you walked through a fire? Rick English and Angela Meryl have. You've probably never heard of Rick or Angela, but you've seen them when you've watched a film at the cinema or on a DVD. They've been in a lot of famous films, including *Kill Bill*, *Pirates of the Caribbean*, *Casino Royale* and the Harry Potter films. You haven't heard of them, because they're stunt doubles. Most film stars don't want to do dangerous things in films, so stunt doubles do them. Rick and Angela have been stunt doubles for some of the biggest movie stars.

They've done a lot of very dangerous stunts. Rick has driven cars through walls and into rivers. Angela has fallen off bridges, high buildings and motorbikes. She's also fallen out of windows and cars. Stunts look good in films, but they can be very dangerous. In 2002, Angela

fell through a glass table in the film *Kill Bill*. The glass cut her hand very badly and she ended up in hospital.

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

'Danger is part of our life,' says stuntman Frank Street. 'A lot of stunt doubles have died and most of them have been in hospital several times. In fact, I've just come out of hospital myself. I broke my arm when I jumped out of a helicopter last week.' Because stunts are so dangerous and expensive, film directors have started to use CGI (Computer Generated Imagery) instead. It's safer and cheaper. So, in the future, there probably won't be any stunt doubles.

**Grammar**

**Present perfect**

**3 a** Read the rules. Complete the sentences from the text.

We use the present perfect tense to talk about:

- 1 experiences up to now.  
*Rick \_\_\_\_\_ cars through walls.*
- 2 recent events (usually with *just* or *recently*).  
*I \_\_\_\_\_ just \_\_\_\_\_ out of hospital myself.*

**b** Find more examples of the present perfect tense in the text.

**4 a** Have you ever done these things?

*I've fallen out of bed. / I haven't fallen out of bed.*

- |                 |                             |
|-----------------|-----------------------------|
| fall out of bed | see a shooting star         |
| do karate       | live in a different town    |
| ride a horse    | write to someone in English |
| be on the radio | forget your homework        |

**b** Work with a partner. Ask and answer questions about the activities in exercise 4a.

- *Have you ever fallen out of bed?*
- *Yes, I have. / No, I haven't.*

**5 a** Write three things that you have done recently and three things that you haven't done.

*I've seen a film recently.  
I haven't played tennis recently.*

**b** Compare your sentences with a partner.

**Present perfect v past simple**

**6 a** Complete the sentences from the text.

- 1 *Angela \_\_\_\_\_ off bridges, high buildings and motorbikes.*
- 2 *In 2002, Angela \_\_\_\_\_ through a glass table.*

**b** Which tense do we use:

- when there is a past time reference?
- when there is no past time reference?

**7** Look at the pictures. What stunts has Frank Street done? Make sentences about what he has or hasn't done. When did he do the stunts?



- 1 *He has climbed up a skyscraper. He did it in 2006.*
- 2 *He hasn't jumped out of a plane.*

**Listening**

**8 a** 1.27 Listen to six people. What have they done for the first time recently? Copy the chart and complete the first column.

What?	When?	How did they feel?

**b** 1.27 Listen again. Complete columns 2 and 3.

**9 a** Write down four true things that you have done and two false things.

**b** Work with a partner. Read your sentences. Your partner must guess if they are true or false.

- *I've driven a go-kart.*
- *That's not true. You haven't driven a go-kart.*
- *Yes, I have. I drove it for my birthday two years ago.*

## 2B Smart Alec closes the door



### Comprehension

1 1.28 Read and listen to the story. Answer the questions.

- 1 Why does Sweet Sue go on the roof?
- 2 Why can't she get down?

Sweet Sue and Smart Alec are watching a building. They're waiting for some criminals. Sweet Sue has been there since half past seven this morning.



**2 Complete the sentences.**

- Sweet Sue and Smart Alec are trying to catch ...
- Sweet Sue has been there for ...
- Sweet Sue decides to ... on the ...
- Smart Alec and ... arrested ...
- Smart Alec ... to the roof.
- ... has come to see ...
- Sweet Sue tries to get in ...
- She can't get in because Smart Alec has ...
- ... rescue her.
- Sweet Sue is on ... for ...

**Grammar**

**Present perfect**

**3 Read the rules and complete the sentences.**

We can use the present perfect tense to talk about:

1 a past action with a result in the present.

I \_\_\_\_\_ the window, but now it's too noisy.



PAST ..... NOW

2 an activity that started in the past and continues into the present.

I \_\_\_\_\_ here for five hours.



PAST ..... NOW

**4 Read the sentences about Smart Alec's day. What has or hasn't he done? Use the verbs in brackets.**

- He's wearing a new pair of shoes. (buy)  
*He's bought some shoes.*
- He's hungry. (have lunch)
- He's looking at some new photos. (take)
- His computer is off. (switch on)
- His car is very clean. (wash)
- It's hot in his office. (open)
- He doesn't know where Sue is. (see)
- He's going to the post office. (write)

**for / since**

**5 a Complete the sentences from the story.**

- Sweet Sue has been there \_\_\_\_\_ 7.30.
- I've been here \_\_\_\_\_ half an hour.

**b Complete the rules.**

.....> 1 2 3 NOW 9.00 NOW  
for 3 hours since 9 o'clock

We use \_\_\_\_\_ with a period in time.  
We use \_\_\_\_\_ with a point of time.

**6 Complete the phrases with for or since.**

- \_\_\_\_\_ one o'clock
- \_\_\_\_\_ two minutes
- \_\_\_\_\_ six years
- \_\_\_\_\_ Tuesday
- \_\_\_\_\_ 12 June
- \_\_\_\_\_ three days
- \_\_\_\_\_ an hour
- \_\_\_\_\_ yesterday

**7 Complete the sentences. Put the verbs in brackets into the present perfect or the past simple tense.**

- I'm a writer. I \_\_\_\_\_ (write) ten books since 2005.  
I \_\_\_\_\_ (write) two books last year.  
*I'm a writer. I've written ten books since 2005.  
I wrote two books last year.*
- Smart Alec \_\_\_\_\_ (leave) university seven years ago.  
He \_\_\_\_\_ (be) a detective for six years.
- The post \_\_\_\_\_ (not arrive) yet today. It \_\_\_\_\_ (not arrive) until 11.30 yesterday.
- We \_\_\_\_\_ (have) Mr Lee for History last year, but we \_\_\_\_\_ (have) Mrs Kay for two months now.
- I \_\_\_\_\_ (see) Jim last Tuesday, but I \_\_\_\_\_ (not see) him since then.
- I'm hungry. I \_\_\_\_\_ (not eat) anything for five hours now. I only \_\_\_\_\_ (eat) a sandwich at lunchtime.
- Marcia isn't here. She \_\_\_\_\_ (go) to the shops. She \_\_\_\_\_ (go) about half an hour ago.

**Listening**

**8 1.29 Listen and choose the correct meanings.**

- They live / don't live in New York.
- He studies / doesn't study German now.
- Debs takes / doesn't take the bus to school.
- She is / isn't in the school hockey team.
- She works / doesn't work in a shop.
- He does / doesn't do judo.
- They are / aren't on holiday.
- Frank rides / doesn't ride his bike to school.

## 2C TV shows

### Reading

1 a  1.30 Read and listen to the text. Answer the questions.

- 1 How did Mason become famous?
- 2 What does he like about being famous?
- 3 What doesn't he like?
- 4 What does he do now?
- 5 What does he want to do in the future?

b Do you watch reality TV shows? Which one is your favourite? Why?

# Fame

**T**hree years ago, Mason Macdonald was a successful contestant on the *Desert Island* reality TV show. Millions of people watched him and the other seven contestants as they tried to survive on the famous island for six weeks.

Before he went to the island, good-looking Mason was a teacher in a school in Manchester. He shared a flat with two friends. However, in the last three years, his life has changed a lot.

'At first, it was really exciting,' he says. 'I did a lot of interviews for newspapers and celebrity magazines. Whenever I opened a newspaper, I saw my picture. People recognized me in the street and I signed a lot of autographs. I went to a lot of parties and had a fantastic holiday in Australia, too.'

It was great. I really enjoyed all the fame and the excitement, but there were difficulties, too. After a while, photographers started to follow me and my girlfriend everywhere. One Sunday morning, someone knocked on my door. It was quite early and I was still

in bed. I opened the door in my pyjamas and there was a photographer there. I was very angry, so I grabbed his camera and threw it across the street. Well, he called the police and then the newspapers were full of the story. 'Police arrest *Desert Island* Mason.' It wasn't true. The police didn't arrest me. They just asked some questions and I paid for a new camera. That's the danger when you're famous. You lose a lot of your freedom.'

After that, things became quieter, but Mason didn't want to go back to his life in Manchester. He's lived in London for two years now and has worked as a DJ for a radio station for over a year. He's still famous, but photographers haven't followed him for a long time. 'I've been very lucky,' he says. 'And I've really enjoyed my success.' What about the future? 'Well, my girlfriend and I are getting married in three months. I'm very happy about that. As for a job, I've enjoyed being a DJ, but in the future, I'd really like to be a game show host on TV and write a book, too.'



2 Read the text again. Which of the sentences are true about Mason's life since he won *Desert Island*?



- 1 He hasn't moved house.
- 2 He's married his girlfriend.
- 3 The police arrested him.
- 4 He hasn't been abroad.
- 5 People asked him for autographs.
- 6 He broke a photographer's camera.
- 7 He's written a book.
- 8 Journalists interviewed him.
- 9 He's become a TV game show host.
- 10 People didn't invite him to a lot of parties.

### Vocabulary

#### Nouns and adjectives

3 a Find the missing words in the text to complete the chart.

Noun	Adjective
<sup>1</sup> danger	dangerous
anger	<sup>2</sup> _____
<sup>3</sup> _____	successful
good looks	<sup>4</sup> _____
luck	<sup>5</sup> _____
happiness	<sup>6</sup> _____
<sup>7</sup> _____	famous
<sup>8</sup> _____	free
excitement	<sup>9</sup> _____
<sup>10</sup> _____	difficult

b Complete the sentences with words from exercise 3a. Sometimes more than one answer is possible.

- 1 I don't want to be f\_\_\_\_\_.
- 2 H\_\_\_\_\_ is the most important thing in life.
- 3 F\_\_\_\_\_ is more important than s\_\_\_\_\_.
- 4 E\_\_\_\_\_ things are often d\_\_\_\_\_.
- 5 F\_\_\_\_\_ doesn't always make people h\_\_\_\_\_.
- 6 S\_\_\_\_\_ people often have a lot of \_\_\_\_\_.

c Do you agree with the statements?

### Listening and speaking

4 a What is your favourite game show on TV? What do the 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?



5 a 1.31 Listen to part 1 of the game show. Answer the questions.

1 What are the people's surnames? Match the surnames to the people.

Curtis Banks Jones Bennett

2 How much has each contestant won so far?

£10,000 £3,000 £50,000 £8,000 £15,000

- 3 What is the prize in the final round?
- 4 What happens if they lose?

b 1.31 Listen again and check your ideas.

6 a 1.32 Listen to part 2 of the game show. Answer the questions.

- 1 Which contestant decides to gamble?
- 2 What letter does he / she get?
- 3 How does he / she get it?
- 4 What will he / she have to do in the final round?

b Discuss the questions.

- 1 Give your own answers to the questions in the quiz.
- 2 Do you think the contestant wins?

7 1.33 Listen to part 3 and check your ideas.



## Andy's in trouble

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

**b** 1.34 Read and listen to the story. Answer the questions.

- 1 Who is Andy talking to? Why?
- 2 Why is he worried at the end?

**2** Answer the questions.

- 1 Why is Tara late?
- 2 Why isn't Andy there?
- 3 What subjects does Mr Hunt talk to Andy about?
- 4 What excuse does Andy give for his bad mark in French?
- 5 What does Andy say that he was doing?
- 6 What must he do tomorrow?
- 7 What will happen if Andy doesn't bring the project?
- 8 How much of the project has Andy done?



**Tara** Hi. Sorry I'm late. I've been to the library to get a book.

**Mike** It's OK. Andy isn't here yet, either.

**Tara** Oh, yes. He's gone to see the form teacher, hasn't he?

**Lily** Yes, he has. We think it's about the French test last week.



**Andy** You wanted to see me, Mr Hunt?

**Mr Hunt** Yes, Andy. Come in. Now, I've had a look at your work for this year. It isn't very good, is it?

**Andy** No, sir.

**Mr Hunt** These are your marks for Science, History and Maths. They're all pretty poor, aren't they?

**Andy** Yes, sir.

**Mr Hunt** And you had a French test last Monday, didn't you? What mark did you get?

**Andy** Fifteen per cent, sir.

**Mr Hunt** You used to be very good at French, Andy. What happened?

**Andy** I don't know, sir.

**Mr Hunt** I do, Andy. You didn't revise, did you?

**Andy** But I was in a tennis competition all weekend.

**Mr Hunt** That's no excuse, Andy.

**Andy** Well, I was doing other things, too, sir.

**Mr Hunt** What other things? You clearly weren't spending time on your other homework, were you?

**Andy** I was ... working on my Geography project.

**Mr Hunt** Really?

**Andy** Yes, sir. I haven't finished it yet, but I've done quite a lot.

**Mr Hunt** Good. You can show it to me tomorrow. Now ...

**Later.**

**Tara** Oh dear. Andy doesn't look very happy, does he?

**Mike** How did it go, Andy? Did he want to talk to you about your French test?

**Andy** Yes, he did. And all the other subjects, too.

**Lily** Oh, no!

**Andy** And he wants to see my Geography project tomorrow or he'll send a letter to my parents.

**Mike** Well, you can do that, can't you?

**Andy** No, I can't, because I haven't done it.

**Lily** But you've done some of it, haven't you?



**4**

*No. I haven't even started it!*

- 3 a** What do you think happens next?
- b** 1.35 Listen to the end of the story and check your ideas.
- c** 1.35 Listen again. Are the statements true or false?
- Tara's only done half the project.
  - Mr Hunt teaches Geography.
  - Andy uses Tara's project to show Mr Hunt.
  - Mr Hunt doesn't think the project is very good.
  - Mike thinks Andy is very lucky.
  - Tara has got Andy out of trouble.

**Everyday English**


**Useful expressions**


- 4 a** Put the words in the correct order to make expressions.
- I'm late sorry*
  - me to wanted you see*
  - a work look I've your had at*
  - pretty they're poor all*
  - excuse that's no*
  - happy doesn't Andy very look*
  - even I it started haven't*

**b** How do you say the expressions in your language?

**been / gone**

**5** Complete the sentences from the story and answer the questions.

1 *I've \_\_\_\_\_ to the library.*    
 Is Tara still at the library?

2 *He's \_\_\_\_\_ to see Mr Hunt.*    
 Is Andy still with Mr Hunt?

- 6** Complete the sentences. Use the present perfect tense with *been* or *gone*.
- Mike isn't here. He \_\_\_\_\_ to the shops.
  - We \_\_\_\_\_ to the cinema. The film was good!
  - I can't eat anything. I \_\_\_\_\_ to the dentist.
  - Tara's tired, so she \_\_\_\_\_ to bed.
  - Andy \_\_\_\_\_ to see his form teacher, and now he's got a lot of work to do.
  - Lily isn't at home. She \_\_\_\_\_ to her cousin's.

**Question tags**

**7 a** Complete the sentences from the story.

- It isn't very good, \_\_\_\_\_?*
- They're all pretty poor, \_\_\_\_\_?*

We normally use question tags to check or confirm information.

**b** How do we make question tags with:

- a negative sentence?
- a positive sentence?

**c** Find all the question tags in the story.

**d** Complete the sentences. How do we make the question tag?

- Well, you can do that, \_\_\_\_\_?*
- You had a French test last Monday, \_\_\_\_\_?*
- Andy doesn't look very happy, \_\_\_\_\_?*

- 8** Change the statements into questions using question tags.
- He's your form teacher.   
 *He's your form teacher, isn't he?*
  - Your marks weren't very good.
  - Andy hasn't done the project.
  - He can't show it to Mr Hunt.
  - He only thinks about sport these days.
  - He came third in the tennis competition.
  - Andy's parents will get a letter from Mr Hunt.
  - He's got good friends.

- 9 a** Do you know your partner well? Make questions with question tags for him / her. Use the cues.
- |                          |                             |
|--------------------------|-----------------------------|
| 1 brothers and sisters   | 8 watched on TV last night  |
| 2 birthday               | 9 didn't do at the weekend  |
| 3 age                    | 10 will have for dinner     |
| 4 like / music           | 11 have never done          |
| 5 don't like / 'subject' | 12 going to do this evening |
| 6 can play               | 13 have done recently       |
| 7 can't speak            |                             |

**b** Ask your questions. How many did you get right?

*You've got a sister, haven't you?*

*No, I haven't. I've got a brother.*





**1** 1.36 Read and listen to the text. Match the headings to paragraphs 1–4.

Books	Magazines and comics
Computers	How much do teenagers read?

**2** 1.36 Read and listen again. What differences are there between boys' and girls' reading habits? Copy and complete the chart.

Boys	Girls

**3 a** Answer the questions about your own reading habits.

- How many hours do you read in a week?
- Where and when do you read?
- What do you read:
  - books?
  - magazines and comics?
  - things on a computer?
- What books do you have to read for school?
- Do you borrow books from libraries?

**b** Discuss your ideas in the class. Compare the reading habits of people in your class with the teenagers in the article. What things are the same? What things are different?

## TEENAGERS' reading habits



**1** .....  
According to a government survey, 83% of British teenagers read in their free time. Their favourite place to read is in bed. Generally, girls read more than boys. On average, girls read for 4.5 hours a week. Boys only read for 2.3 hours a week (but they watch TV and DVDs for 11 hours). E-books are becoming more popular.

**2** .....  
Books are popular with most British teenagers. However, girls and boys read different things. Girls normally read fiction. Their favourite authors are J.K. Rowling and Jacqueline Wilson. Boys often read non-fiction books about their hobbies or about famous people. Teenagers also have to read books for English lessons at school. They usually read classic novels by British authors, like George Orwell, or American authors, such as John Steinbeck. Schools also have a library. Pupils can read there or they can borrow books to read at home.



**3** .....  
Teenagers generally prefer reading magazines and comics to books. General teenage magazines are all for girls. They have articles about celebrities, fashion, make-up and relationships. Boys, like men, read magazines about their interests, such as cars, computers, football or music. A lot of boys also read comics, but only one girl in twenty reads them.



**4** .....  
People often say that teenagers don't read much, because they spend all their time on computers. But what do they do on their computers? A lot of the time, they read. For girls, social networks and celebrity websites are the most popular. Boys' favourites are online song lyrics and computer game cheats.



## ICT: computers

**1 a** Find the computer hardware and software in the picture. Write the numbers (1–14).

### Computer hardware

- a mouse
- a monitor
- keys
- a memory stick
- a screen
- a system unit
- a mouse mat
- a keyboard

### Computer software

- a menu
- an icon
- a window
- a taskbar
- a cursor
- a folder

**b** 1.37 Listen, check and repeat.

**2 a** 1.38 Read and listen to the text. Complete the gaps with the words in the boxes.

**b** 1.38 Listen again and check.

**3** Find someone who ...

- ... has had a virus in their computer.
- ... saves things on a memory stick.
- ... is on a social network.
- ... has recently downloaded an app.
- ... has used an online computer game cheat.
- ... has used a tablet computer.
- ... uses a smart TV to go online.
- ... has lost some homework because they didn't save it.
- ... has created their own website.
- ... has written a blog.
- ... saves things in a cloud.

Have you ever had a virus in your computer?

When did it happen?

What did you do about it?



## Computers

back up hard drive launch quit save  
memory stick cloud shut down click

When you want to use a program, you <sup>1</sup> \_\_\_\_\_ on its icon. This will <sup>2</sup> \_\_\_\_\_ the program. You can also click on a file and this will launch the program, too. When you finish, you need to <sup>3</sup> \_\_\_\_\_ your work. Your computer will save things on its <sup>4</sup> \_\_\_\_\_, but it's a good idea to <sup>5</sup> \_\_\_\_\_ anything important somewhere else, too. You can save a copy on a <sup>6</sup> \_\_\_\_\_ or in a <sup>7</sup> \_\_\_\_\_. Then you can <sup>8</sup> \_\_\_\_\_ the program and <sup>9</sup> \_\_\_\_\_ the computer.

password download username firewall virus online

Security is very important when you go <sup>10</sup> \_\_\_\_\_. Never tell anyone your <sup>11</sup> \_\_\_\_\_ or <sup>12</sup> \_\_\_\_\_. Viruses normally get into your computer when you <sup>13</sup> \_\_\_\_\_ something from the Internet. A <sup>14</sup> \_\_\_\_\_ can cause a lot of problems with your computer, so you need a <sup>15</sup> \_\_\_\_\_ to protect your files.

tablet broadband smart  
Wi-Fi apps connections

Things change very quickly with computers. At one time, computers were very big and Internet <sup>16</sup> \_\_\_\_\_ were slow. Nowadays, <sup>17</sup> \_\_\_\_\_ provides very fast connections and you can use your laptop, mobile phone or <sup>18</sup> \_\_\_\_\_ to go online almost anywhere with a <sup>19</sup> \_\_\_\_\_ connection. You can also use a <sup>20</sup> \_\_\_\_\_ TV to go online, and you can download <sup>21</sup> \_\_\_\_\_ to do lots of different things.

## Grammar

- 1 a** Complete the sentences. Put the verbs in brackets into the present perfect or the past simple tense.



- 1 Cora Dixon is a singer. So far, she \_\_\_\_\_ four albums. She \_\_\_\_\_ her first album in 2009. (make)
- 2 Until 2010, she \_\_\_\_\_ in Liverpool, but since she became famous, she \_\_\_\_\_ in New York. (live)
- 3 She \_\_\_\_\_ two concert tours last year, but she \_\_\_\_\_ any tours so far this year. (do / not do)
- 4 Her parents \_\_\_\_\_ her for over a year now. However, her brother \_\_\_\_\_ her in New York last month. (not see / see)
- 5 When she first started, she \_\_\_\_\_ with a band called The Angels, but she \_\_\_\_\_ with them for a long time now. (sing / not sing)
- 6 Cora \_\_\_\_\_ a lot of songs, too. She \_\_\_\_\_ her first song when she was still at school. (write)

- b** 1.39 Listen and check.

- 2** Write sentences about your life with these cues. Use the past simple or the present perfect tense.

- 1 on Saturday afternoon  
*I went bowling on Saturday afternoon.*
- 2 since 8.30 this morning  
*I haven't eaten anything since 8.30 this morning.*
- 3 since Saturday
- 4 yesterday
- 5 last week
- 6 until now
- 7 never
- 8 last night
- 9 in August
- 10 for the last hour

- 3 a** 1.40 Listen. Where are the people now?

1 Brian	at home	at the sports centre ✓
2 Suzie	here	at the cinema
3 Simon and Claire	here	at their grandparents'
4 Oliver	in the classroom	at the library
5 Ed and May	at home	in London
6 Beth	in the kitchen	in the bathroom
7 John	in bed	at the bus stop
8 Kylie	at home	at the doctor's

- b** Write about each person. Use *been* or *gone*.

1 *Brian's gone to the sports centre.*

- 4 a** Complete the sentences with question tags.

- 1 Your birthday's in June, *isn't it?*
- 2 We haven't had an English test this week, \_\_\_\_\_?
- 3 You went to a party last Saturday, \_\_\_\_\_?
- 4 Our teacher lives near you, \_\_\_\_\_?
- 5 You weren't at school last Tuesday, \_\_\_\_\_?
- 6 You aren't going out tonight, \_\_\_\_\_?
- 7 It will be sunny tomorrow, \_\_\_\_\_?
- 8 You can't play the piano, \_\_\_\_\_?

- b** Work with a partner. Use your tag questions.

- *Your birthday's in June, isn't it?*
- *Yes, it is. / No, it isn't. It's in October.*

## Writing

- 5** Imagine that you have become famous. Write six things that have happened to you since you became famous.

## Study skills

Day 1	present perfect 1	phrasal verbs
Day 2	been/gone	nouns/adjectives
Day 3	present perfect 2	question tags

## Plan your revision

Put the steps in order.

- a Just before the exam, look over everything again.
- b Revise one or two things each day.
- c Make a list of the things that you have to revise.
- d Make a timetable. Give the most time to difficult things.
- e First, work out how much time you've got.

## Develop your writing

### Time expressions

- 1** Find these expressions in the text on page 24. What do they mean?

after that at first before whenever  
in the future then after a while

We use these expressions to join sentences and show sequence.

- 2 a** Choose the correct time expressions.

<sup>1</sup>After / Before I was on *Find the New Pop Star*, I had a quiet life in Brighton. <sup>2</sup>After / Before I won and moved to London, everything changed. <sup>3</sup>After that / At first, it was very exciting, but <sup>4</sup>at first / after a while, it all became very annoying. <sup>5</sup>Whenever / In the future I went out, there were always reporters there. I couldn't stand it and I ended up in a fight with a photographer. <sup>6</sup>At first / Then the police came to interview me. <sup>7</sup>After that / Before, I decided to move back to Brighton and since then, things have become a lot quieter. Nowadays, people don't pay any attention to me in the street. <sup>8</sup>At first / In the future, I'd like to be an actor and work in the USA.

- b** 1.41 Listen and check.

### Project task

You are going to write a biography of a pop, sports or film star. Collect some information about the person.

Write your biography for a magazine article. Try to use some time expressions in it. Your biography should have these paragraphs:

- 1 An introduction: Who is the article about and why? What does he / she do?
- 2 The past: When and where was he / she born? What was life like before he / she became famous? Where did he / she live?
- 3 Fame: How did he / she become famous? What things has he / she done since then?
- 4 Changes: How has his / her life changed since he / she became famous?

Illustrate your biography with pictures.

## Song

- 1 a** Complete the song with these words.

see tight takes forget top  
am name fly enough free  
fame Heaven forever together

- b** 1.42 Listen and check.

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

- b** Find all the expressions in the song about being famous.

## Fame

Baby look at me  
And tell me what you <sup>1</sup> \_\_\_\_\_  
You ain't seen the best of me yet,  
Give me time I'll make you <sup>2</sup> \_\_\_\_\_ the rest.

I got more in me  
And you can set it <sup>3</sup> \_\_\_\_\_  
I can catch the moon in my hands,  
Don't you know who I <sup>4</sup> \_\_\_\_\_?

Remember my <sup>5</sup> \_\_\_\_\_,  
Fame!

I'm gonna live forever,  
I'm gonna learn how to <sup>6</sup> \_\_\_\_\_  
High!

I feel it coming <sup>7</sup> \_\_\_\_\_  
People will see me and cry  
<sup>8</sup> \_\_\_\_\_!

I'm gonna make it to <sup>9</sup> \_\_\_\_\_  
Light up the sky like a flame,  
Fame!

I'm gonna live <sup>10</sup> \_\_\_\_\_,  
Baby remember my name.

Remember  
Remember  
Baby hold me <sup>11</sup> \_\_\_\_\_,  
'Cause you can make it right.  
You can shoot me straight to the <sup>12</sup> \_\_\_\_\_  
Give me love and take all I've got to give.

Baby I'll be tough,  
Too much is not <sup>13</sup> \_\_\_\_\_.  
I can ride your heart 'til it breaks,  
Ooh I got what it <sup>14</sup> \_\_\_\_\_.



# 3

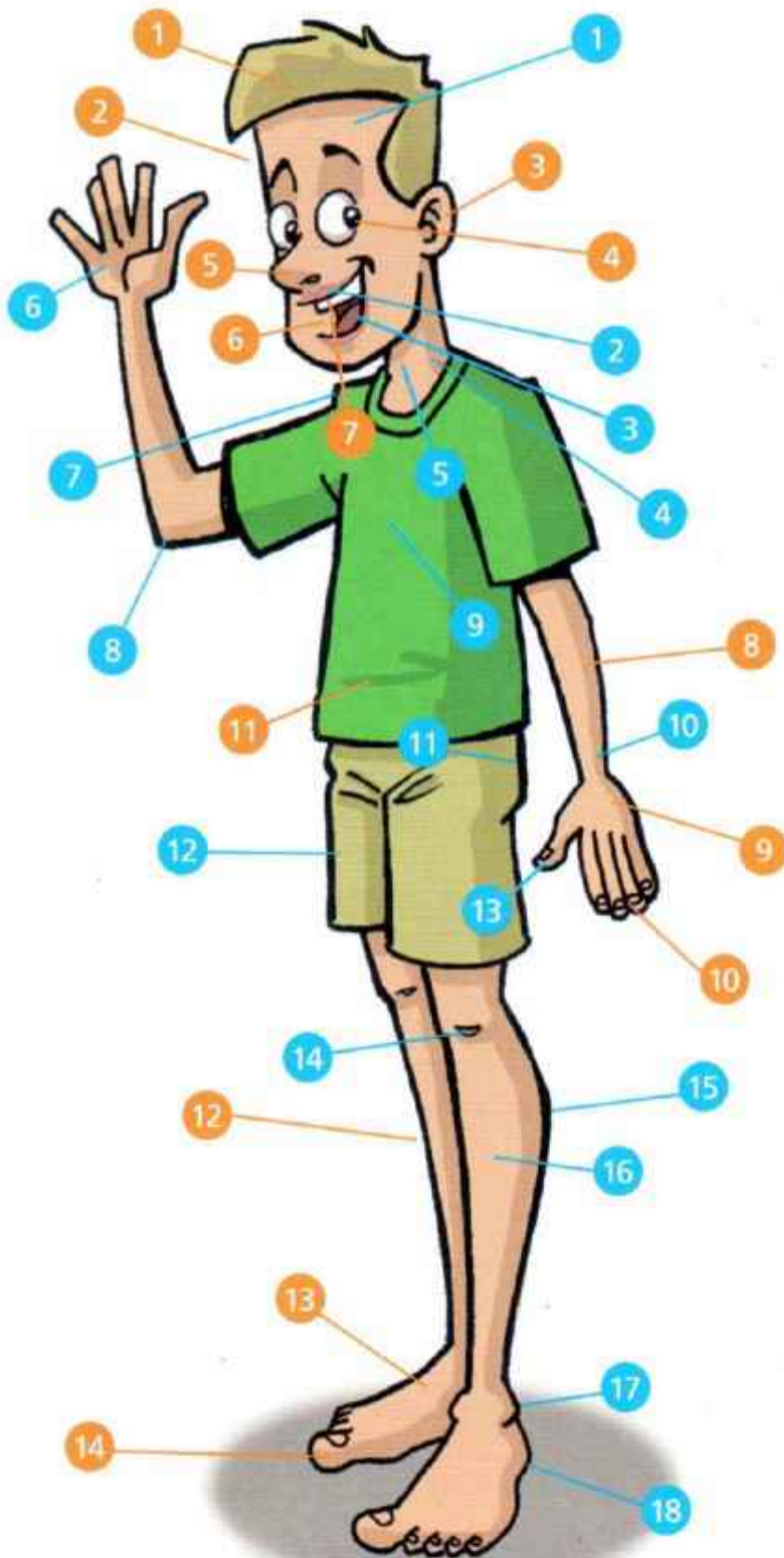
# Health and safety

## 3A You and your body

### Vocabulary

#### Parts of the body

**1 a** Look at the picture. Write the names of the parts of the body with the orange numbers.



**b** **2.2** Listen. Match the words to the parts of the body with the blue numbers.

heel ankle thigh calf shin knee bottom  
forehead tongue lips thumb palm wrist  
chest neck throat elbow shoulder

**c** **2.3** Listen and check.

### Comprehension

**2 a** Look at the text. What does it give advice about? Tick (✓) the correct answers.

your stomach eating your skin sleep  
your ears your feet smoking exercise

**b** Which two pieces of advice do you think are the most important?

## YOU AND YOUR BODY

You only have one body, so you need to look after it. Young people who don't look after their bodies will have problems when they are older.

- 1** Don't spend all your time in front of the TV or the computer. Young people that take exercise are fitter, healthier and happier than people who don't. Healthy people exercise for thirty minutes a day. You don't have to do strenuous exercise. Even simple things can help. Walk instead of taking the bus, for example.
- 2** Avoid junk food. Don't fill yourself up with things which contain lots of fat and sugar. Choose things that are good for you, like fruit and vegetables. Try to eat at least five portions of fruit or vegetables a day.
- 3** Don't start smoking. People that smoke live, on average, 7–10 years less than non-smokers. It's hard to give up smoking, so it's best if you don't start in the first place. Other people's smoke is also bad for you, so try to avoid places that are smoky.
- 4** Protect your skin. People who sunbathe a lot are more likely to get skin cancer. In hot, sunny weather wear sunscreen, sunglasses and a hat.
- 5** Wear shoes which fit properly. Shoes that are too tight or too loose will damage your feet, your ankles and your posture. As a result, you'll have problems in the future.

## Grammar

## Relative pronouns

- 3 a** Look at this sentence. The bold part is a relative clause. It tells us more about the word 'things'.

*Choose things that are good for you.*

- b** Complete the relative clauses in these sentences from the text with the relative pronouns.

Young people <sup>1</sup> \_\_\_\_\_ don't look after their bodies will have problems.  
 Young people <sup>2</sup> \_\_\_\_\_ take exercise are fitter.  
 Wear shoes <sup>3</sup> \_\_\_\_\_ fit properly.  
 Shoes <sup>4</sup> \_\_\_\_\_ are too tight or too loose will damage your feet.

- c** Look at your sentences in exercise 3b. Complete the rule.

We use \_\_\_\_\_ or \_\_\_\_\_ with people.  
 We use \_\_\_\_\_ or \_\_\_\_\_ with things.

- 4 a** Complete the sentences with relative clauses. Use these expressions and *that*.

don't fit properly	start smoking
have fair skin	contains vitamins and minerals
isn't good for you	don't get enough exercise
are smoky	look after their bodies

- People \_\_\_\_\_ live longer.  
*People that look after their bodies live longer.*
- Shoes \_\_\_\_\_ are bad for your feet.
- You should eat a diet \_\_\_\_\_.
- Sunscreen is important for people \_\_\_\_\_.
- Junk food is food \_\_\_\_\_.
- People \_\_\_\_\_ often feel tired.
- People \_\_\_\_\_ find it hard to stop.
- Places \_\_\_\_\_ are bad for you.

- b** Say the sentences, but this time use *who* or *which*.

1 *People who look after their bodies live longer.*

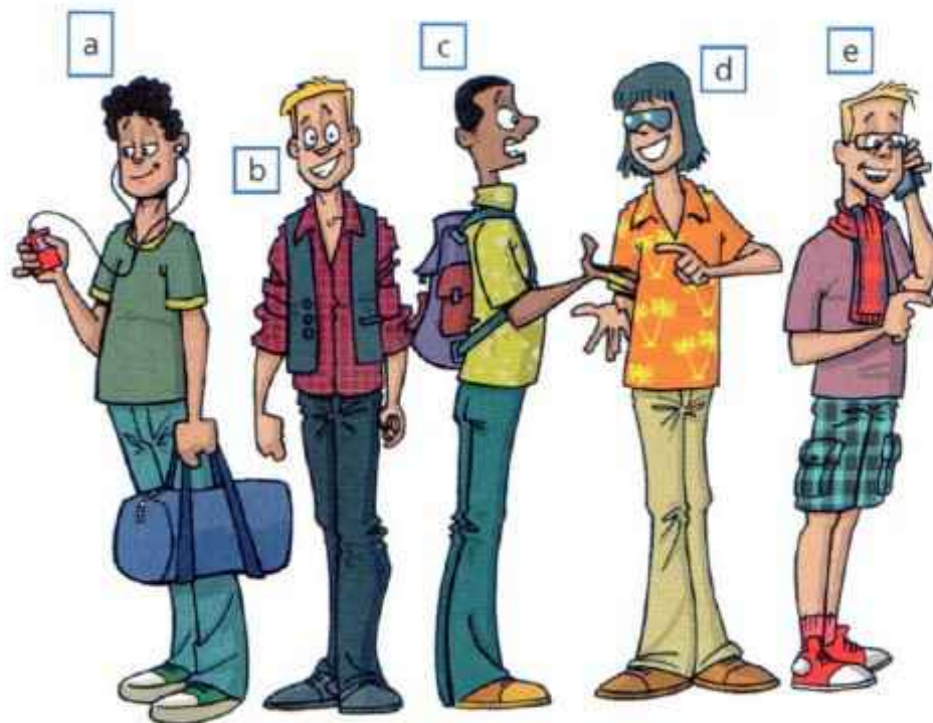
- 5**  2.4 Listen. Which part of the body is it?

*The joint that's between your arm and neck.*

shoulder

## Reading and writing

- 6 a** Read the sentences. Find the names of the boys a-e.



- The boy who is talking on a mobile isn't Brian.
- Rob isn't standing next to the boy that's listening to some music.
- The two boys that are talking to each other aren't Harry or Jake.
- The boy that's called Nick hasn't got fair hair.
- Brian isn't one of the boys who are carrying bags.
- The boy who's standing in the middle isn't Nick.
- Harry isn't the boy who's wearing shorts.
- The boy who's wearing sunglasses isn't Brian.

- b** Write a sentence with a relative clause to identify each boy.

... is the boy who's carrying a blue bag.

- 7 a** Write down something for each of these items.

- two things that are normally blue
- someone who is very tall
- a famous person that wears glasses
- two kinds of food which are made from milk
- two people in your class who can play a musical instrument
- two countries that have a red, white and blue flag
- a film which came out this year
- two animals that live in the sea but are not fish
- two English words that end in -le
- a man in this book who has got a beard

- b** Work in a group. Compare your ideas.

# 3B Sweet Sue has the last laugh



## Comprehension

1 2.5 Read and listen to the story. Answer the questions.

- 1 Why is Sweet Sue annoyed with Smart Alec?
- 2 What happens to Smart Alec's things? Why?

**Sweet Sue and Smart Alec have bought some new equipment for their offices.**

**1** Come on, Smart Alec. Let's take the things that we've bought upstairs.

Just a minute, Sweet Sue. Somebody might steal the bag which you've left on your seat.

**2** You shouldn't leave it on the seat. You should lock it in the boot.

All right. Can we take the things to the offices now?

**3** I'll just leave these here, while I get the rest of the things that are still in the car.

You shouldn't put things on the stairs, Sweet Sue. You might not see them. Then, you might trip over them and break your arm or your leg.

**4** Later.

Well, I've finished. How are you getting on, Sweet Sue?

I'm just unpacking my computer, but it's heavy.

**5** No, no, Sweet Sue. You shouldn't bend over when you lift things that are heavy. You might hurt your back.

**6** Look. I'll show you. You should bend your knees and lift with a straight back.

**7** Later.

Thank you for your help, Smart Alec.

You're welcome, Sweet Sue. Remember the things that I've told you and you won't have any problems.

**8** Aargh. My computer! My telephone! Everything's gone! I bet it was the boy that I saw.

You shouldn't give so much advice, Smart Alec. Then you might remember to lock your door. Ha ha!

**Grammar**

**should / might**


**2** Complete the sentences from the story.

1 You \_\_\_\_\_ it on the seat.  
 2 You \_\_\_\_\_ it in the boot.

We use **should / shouldn't** to give advice.

3 You \_\_\_\_\_ them.  
 4 Then, you \_\_\_\_\_ them.

We use **might / might not** to express possibility.



**3** What advice does Smart Alec give about these things?

Sue's bag   the stairs   lifting things

**4** Complete the sentences. Use **should** or **shouldn't** and **might** or **might not**.

- You \_\_\_\_\_ be careful with electricity.  
You \_\_\_\_\_ get an electric shock.
- You \_\_\_\_\_ wear a helmet when you ride a bike.  
You \_\_\_\_\_ fall off.
- You \_\_\_\_\_ leave a cable where people walk.  
People \_\_\_\_\_ see it and they \_\_\_\_\_ trip over it.
- You \_\_\_\_\_ use headphones when there is traffic around.  
You \_\_\_\_\_ hear a car.
- You \_\_\_\_\_ be careful on a floor that's wet.  
You \_\_\_\_\_ slip and fall over.
- You \_\_\_\_\_ wear sunscreen in the summer.  
You \_\_\_\_\_ get sunburnt.

**Relative clauses**

**5 a** Complete the sentence from the story.

We use relative clauses to combine sentences.  
 Somebody might steal **the bag**.  
 You've left **the bag** on your seat.

Somebody might steal the bag \_\_\_\_\_

**b** Find more examples in the story.

**6** Combine the sentences. Use relative clauses.



- This is the band. I like to listen to this band.  
*This is the band that I like to listen to.*
- This is the album. I like this album best.
- Here's a poster. I bought the poster at their concert.
- These are the guys. These guys play guitars.
- This is the girl. The girl sings.
- These are the photos. They signed the photos.
- Here are some songs. I downloaded the songs.
- Here's a photo of the friends. The friends went to the concert with me.

**Writing and speaking**

**7** Write sentences about yourself. Use the cues and relative clauses.

- the kind of music / usually listen to  
*Rock music is the kind of music that I usually listen to.*
- a website / really like
- a TV programme / never watch
- an app / often use
- something / would like to have
- a famous person / don't like
- something / have always wanted to do
- a DVD / have watched several times

**8 a** Write some advice about these things. Use **should / shouldn't** and **might / might not**.

- your mobile  
*You shouldn't put your mobile on the table in a café.  
Somebody might steal it.*
- your email address
- Internet passwords
- work that you've done on a computer
- looking after your eyes
- staying safe in the street

**b** Compare your ideas with a partner.



## 3C Looking after yourself

### Reading

1 a 2.6 Read and listen to the text. Who:

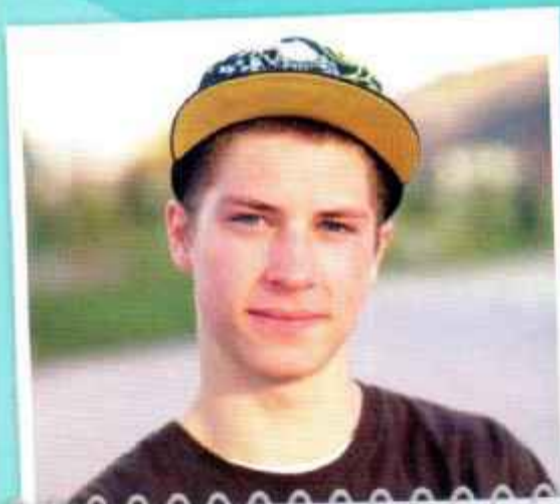
- 1 doesn't eat meat?
- 2 has toast for breakfast?
- 3 doesn't eat anything for breakfast?
- 4 drinks tea?
- 5 eats chocolate bars?
- 6 doesn't eat fruit?
- 7 doesn't like fish?
- 8 eats a lot of crisps?
- 9 likes chicken?

b What do you think of the three diets?

2 Describe your diet for a typical day.

### Are you a **HEALTHY EATER?**

What do you eat in a typical day?



#### Johnny Smith

**Breakfast** two slices of toast with butter and marmalade

**Lunch** two cheese and ham sandwiches

**Dinner** a burger with chips

**Snacks** crisps

**Drinks** coffee, milk and lemonade

I don't like vegetables very much and I never eat fruit or salads. I usually eat two or three packets of crisps a day. You hear a lot about healthy eating, but I just eat the things that I like.



#### Emma Wright

**Breakfast** a cup of black coffee

**Lunch** a bowl of vegetable soup and a bread roll

**Dinner** pasta or rice with tomatoes and a small salad

**Snacks** yoghurt, nuts and fruit

**Drinks** mineral water

I'm a vegetarian, so I don't eat meat and I don't eat fish either, because I don't like it. There are people who say that I don't eat enough, but I don't think about food very much.



#### Gabi Malone

**Breakfast** a bowl of cereal with sugar and milk

**Lunch** tuna and a salad; a chocolate bar

**Dinner** chicken or fish with a jacket potato and vegetables

**Snacks** cakes, biscuits and sweets

**Drinks** tea, orange juice and milk

I don't eat a lot of meat, except chicken. I prefer fish. I try to avoid things that are bad for you, like crisps and chips, but I sometimes have a pizza.

### Listening and speaking

3 a 2.7 Listen to a nutrition expert talking about the three diets. Which of these things does she mention?

a balanced diet carbohydrates  
vitamins and minerals meals sugar  
protein fat and salt fizzy drinks

b Match them to the correct names.

Johnny Emma Gabi

c 2.7 Listen again. What advice does she give the three people?

He / She should / shouldn't ...

He / She eats too much ... / doesn't eat enough ...

d Look at your partner's diet from exercise 2. Give him / her some advice.

**Vocabulary**

**Problems and treatments**

4 a 2.8 Listen. Which picture is it?

It's swollen. *Picture 4.*



1 It's bleeding.



2 It's painful. / It hurts.



3 It's a bit red.



4 It's swollen.



5 It's itchy.



6 It's sore.



7 It's broken.



8 I've sprained my elbow.



9 I've got an infection.



10 I've got a temperature.



a tablets / capsules



b drops



c an injection



d a plaster



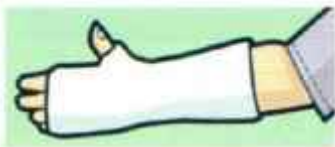
e a bandage



f a sling



g an X-ray



h a cast



i ointment / cream



j a prescription

**Listening and speaking**

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

6 a 2.9 Listen to two conversations at the doctor's. Answer the questions.

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

b 2.9 Listen again. Copy and complete the cards.

**PATIENT 1**

Problem: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Treatment: \_\_\_\_\_

**PATIENT 2**

Problem: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Treatment: \_\_\_\_\_

7 a Match the halves of the expressions.

- |                    |                             |
|--------------------|-----------------------------|
| 1 What seems to be | a in your eye.              |
| 2 How long has it  | b the problem?              |
| 3 Can you          | c a prescription.           |
| 4 I'll give you    | d all right in 3 or 4 days. |
| 5 Put the drops    | e been like this?           |
| 6 Take one tablet  | f see me.                   |
| 7 It should be     | g twice a day.              |
| 8 Come back and    | h move it?                  |

b Work with a partner. One person is the doctor and the other is a patient. Make dialogues for these problems.



b What problems do you use treatments a-j for?

# 3D Kids



## The tickets

**1 a** What happened to Andy in the last episode of 'Kids'? Look back and check your ideas.

**b** **2.10** Read and listen to the story. Look at these words. Who feels like this? Why?

tired pleased excited disappointed

**2** Correct the sentences.

- 1 The kids are doing their exams this week.
- 2 Tara's tired because it was busy in the shop.
- 3 Andy looks unhappy.
- 4 He says he's got some bad news.
- 5 He's won a raffle in a magazine.
- 6 The prize is four tickets for a football match.
- 7 Tara doesn't want to go to Wimbledon.
- 8 The tickets are for Thursday evening.
- 9 Lily and Mike say that they can go.



**Lily** Hi, Andy. How was your day at the sports centre? Did you actually do any work?

**Andy** Yes, but I'll tell you all about it later. First, I've got some great news.

**Mike** What's that?

**Andy** You know the tennis competition that I was in a few weeks ago?

**Tara** Yes. You came third.

**Andy** Well, the names of all the people who took part in the competition were put into a raffle. And I've won.

**Lily** Wow! What's the prize?

**Andy** That's the best part. It's four tickets for Wimbledon. That's one each.

**Mike** Wow! Great! I love watching tennis.

**Tara** Oh, I'm really excited. I've always wanted to go to Wimbledon.

**Lily** So have I.



**The kids are doing their work experience this week.**

**Tara** How was your first day?

**Mike** It was great. I really enjoyed it.

**Lily** So did I.

**Tara** It was very busy at the restaurant. I'm really tired.

**Lily** So am I.

**Mike** Oh, I'm not.

**Lily** Well, you don't have to stand up in an office all day. You do in a hotel.

**Mike** That's true.

**Tara** Oh, here's Andy. He looks pleased.



**Mike** When are the tickets for?

**Andy** They're for Wednesday afternoon.

**Lily** What? This Wednesday?

**Andy** Yes.

**Tara** Haven't you forgotten something? We're all doing work experience this week.

**Mike** Yes. I can't go.

**Lily** Neither can I.

**Andy** But this is a chance of a lifetime!

**Lily** Oh, I feel really disappointed now.

**Mike** So do I.

**3 a** What do you think happens next?

**b** 2.11 Listen to the end of the story and check your ideas.

**c** 2.11 Listen again. Answer the questions.

- 1 Do all the kids go to Wimbledon?
- 2 Who is the last to arrive? Why?
- 3 Which person says:
  - a *I really enjoyed it.*
  - b *Thanks a million.*
  - c *I'm really glad I came.*

**6** Match sentences 1–8 to responses a–h.

1 I don't like milk.	a So did I.
2 I've been to Paris.	b So am I.
3 I can't play the piano.	c Neither do I.
4 We went skiing last year.	d Neither am I.
5 Andy's a good tennis player.	e So have I.
6 I wasn't at school yesterday.	f Neither can I.
7 I'll be on holiday next week.	g Neither was I.
8 I'm not going to watch TV tonight.	h So will I.

**Everyday English**

**Useful expressions**

**4 a** Match the halves of the expressions.

- |                           |                               |
|---------------------------|-------------------------------|
| 1 <i>He looks</i>         | a <i>of a lifetime.</i>       |
| 2 <i>I've got some</i>    | b <i>forgotten something?</i> |
| 3 <i>That's the</i>       | c <i>great news.</i>          |
| 4 <i>That's one</i>       | d <i>each.</i>                |
| 5 <i>When are the</i>     | e <i>really disappointed.</i> |
| 6 <i>Haven't you</i>      | f <i>pleased.</i>             |
| 7 <i>This is a chance</i> | g <i>best part.</i>           |
| 8 <i>I feel</i>           | h <i>tickets for?</i>         |

**b** How do you say the expressions in your language?

**Agreeing**

**5 a** Complete the dialogues from the story.

- 1 *Tara I've always wanted to go to Wimbledon.*  
*Lily* \_\_\_\_\_
- 2 *Mike I can't go.*  
*Lily* \_\_\_\_\_

**b** Choose the correct word (positive / negative) to complete the rule.

To agree with something we use:  
*So* + an auxiliary verb + *I*  
*Neither*  
 We use *So* to agree with a \_\_\_\_\_ statement.  
 We use *Neither* to agree with a \_\_\_\_\_ statement.

**c** Look at this dialogue. What do we use when the verb hasn't got an auxiliary?

*Lily Oh, I feel really disappointed now.*  
*Mike So do I.*

**d** Find more examples of *So* and *Neither* in the story.

**Disagreeing**

**7 a** Complete the dialogue from the story.

*Tara I'm really tired.*  
*Lily So am I.*  
*Mike* \_\_\_\_\_

**b** Disagree with the statements in exercise 6.

- *I don't like milk.*
- *Oh, I do.*

**8** 2.12 Listen. Agree or disagree with the statements.

*I eat a healthy diet.*  
*So do I. / Oh, I don't.*

**9** Work with a partner. Make dialogues. Student A: Make a statement. Student B: Agree or disagree. Use these expressions.

- |                            |                       |
|----------------------------|-----------------------|
| I'm (not very) good at ... | I can play ...        |
| I like ...                 | I've got a new ...    |
| I don't like ...           | I haven't been to ... |
| I can't speak ...          | I was ... yesterday.  |
| I'm going to ... tomorrow  | I ... last Saturday.  |

- A *I'm not very good at Maths.*  
 B *Neither am I. / Oh, I am.*



**1 a** Look at the photos. Match them to the correct paragraphs in the text.

**b** 2.13 Read and listen to the text. Complete the gaps with these months and years.

March April May June 1829 1872 1877 1981

**c** 2.13 Listen again and check your answers.

**2 a** Copy and complete the chart.

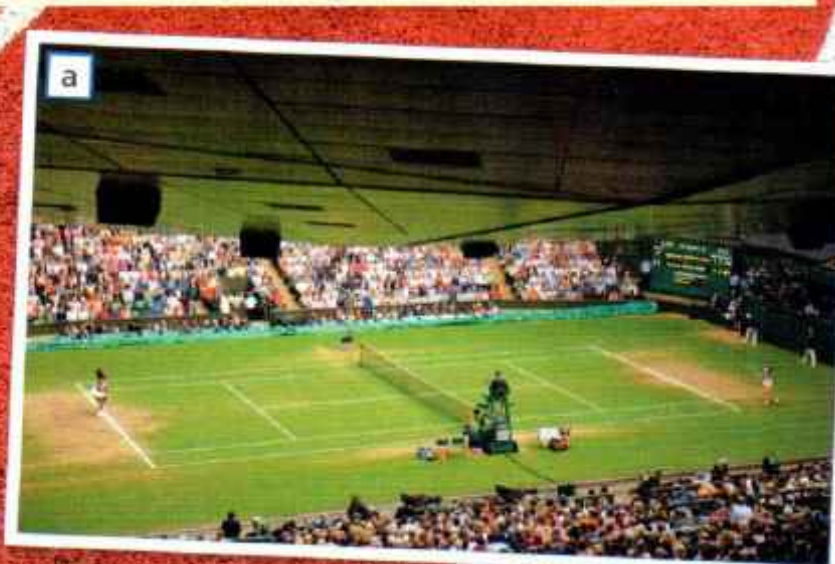
Name of the event	
Sport	
When was the first event?	
When does it take place?	
Where does it take place?	

**b** Which of the events are the oldest in the world?

**3** 2.14 Listen to four people talking about their favourite sports event. Find out these things.

- 1 What's their favourite event?
- 2 Why do they watch it?

**4** What are important sports events in your country? Write about one of them. Use the headings in the chart in exercise 2a to help you.



# SPORTS

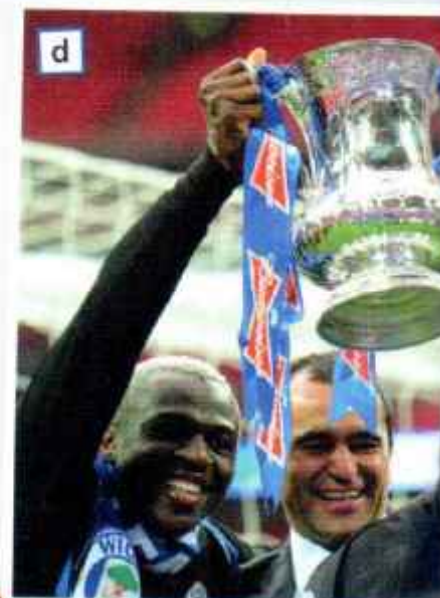
events

**1** The last football match of the season in England is always the FA Cup Final (FA stands for Football Association). This takes place at Wembley Stadium in London in <sup>1</sup> \_\_\_\_\_. Every football team in the country joins the competition. The winners are usually one of the top teams, like Liverpool, Chelsea or Manchester United, but sometimes one of the smaller teams wins. The FA Cup is the oldest football competition in the world. The first FA Cup final was in <sup>2</sup> \_\_\_\_\_.

**2** The Boat Race takes place in spring – usually in <sup>3</sup> \_\_\_\_\_. Two boats of eight rowers from Oxford University and Cambridge University race each other on the River Thames in London. The first race was in <sup>4</sup> \_\_\_\_\_.


**3** Every year since <sup>5</sup> \_\_\_\_\_, thousands of runners have taken part in the London Marathon. The fastest runners complete the 26 miles (42 kilometres) in less than two and a half hours, but other people take several hours or even days to finish. The race takes place in <sup>6</sup> \_\_\_\_\_.

**4** The Wimbledon Championships is the oldest and most famous tennis tournament in the world, so all the top tennis players are there. The first tournament was in <sup>7</sup> \_\_\_\_\_ and it's the only big tournament that's on grass. Wimbledon is in south-west London. The tournament starts towards the end of <sup>8</sup> \_\_\_\_\_ and lasts for two weeks. Traditionally, people eat strawberries and cream at Wimbledon. Every year they eat over 30,000 kilograms of strawberries.



## Biology: vitamins and minerals

**1 a** What do you know about vitamins and minerals?

**b**  2.15 Read and listen to the text. Check your ideas.

**2** Are the statements true or false, or doesn't it say?

- 1 We get all our vitamins from food.
- 2 Junk food doesn't contain vitamins or minerals.
- 3 Your body can't store vitamin C.
- 4 Iron and zinc are minerals.
- 5 We get most of our minerals from fruit.
- 6 The most important B vitamin is B12.
- 7 You need two hours of sunshine to get enough vitamin D.
- 8 Eggs contain vitamins A, B, D and E.

**3** Copy and complete the chart.

Vitamin	Good for	From

**4** Think about your lunch yesterday. What did you have? What vitamins and minerals did it contain?

**5** Complete the sentences with these verbs.

absorb store contain  
provides carries get

- 1 Your body can \_\_\_\_\_ vitamins A, D and E.
- 2 Fish and meat \_\_\_\_\_ a lot of minerals.
- 3 Blood \_\_\_\_\_ oxygen to your muscles.
- 4 Your body can \_\_\_\_\_ vitamin D from sunshine.
- 5 A balanced diet \_\_\_\_\_ enough vitamins and minerals.
- 6 Bones \_\_\_\_\_ calcium.

## VITAMINS AND MINERALS



How do you know that carrots are good for your eyes?

Well, you never see a rabbit wearing glasses!

**V**itamins and minerals are very important when you're a teenager, because your body is growing. We get almost all of them from the food that we eat. One of the reasons why junk food is bad for you is that it doesn't contain a lot of vitamins and minerals.

There are two kinds of vitamins:

- vitamins which your body can store, for example A, D and E.
- vitamins which your body can't store, such as B and C. You need to eat these vitamins every day.

The two most important minerals are calcium and iron. You need calcium for strong bones and teeth. Iron helps your blood to carry oxygen around your body. Other important minerals are magnesium, potassium and zinc. Most people get their minerals from meat and fish. If you're a vegetarian, you should eat plenty of eggs, cheese and beans to get your minerals.

We get vitamin A from orange fruit and vegetables, like carrots, peppers, peaches and pumpkins, and from dark green vegetables, like spinach. This vitamin is good for your skin and your eyes. You also find vitamin A in eggs and milk.

There are a lot of different B vitamins (for example B2 and B12). They are important for energy. They help your blood to carry oxygen to your muscles. Bread, fish, meat, eggs and beans all contain vitamin B.

You get vitamin C from fruit, such as oranges, grapefruit and tomatoes, and from vegetables, like cabbage and broccoli. Potatoes contain vitamin C, too. It's good for your skin and it fights infections.

Vitamin D is unusual as it's the only vitamin that you can get from sunshine. You also get it from fish and eggs. Vitamin D is important for teeth and bones, because it helps your body to absorb calcium.

Some important parts of your body, for example your liver and your lungs, need vitamin E. We get it from bread, green vegetables, eggs, nuts and oily fish, like sardines and salmon.

## 3

## Revision

## Grammar

## 1 a Match the sentences to the relative clauses.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1 This is the boy           | a I eat in one day.         |
| 2 That's the bus            | b I want to buy.            |
| 3 My sister's the girl      | c the nutritionist gave us. |
| 4 That's the DVD            | d I take to school.         |
| 5 I'm looking after the dog | e Jack's going out with.    |
| 6 These are all the things  | f I admire.                 |
| 7 My granddad is a man      | g lives next door.          |
| 8 I follow the advice       | h belongs to our neighbour. |

b Write the complete sentences. Use *that*.

1 *This is the boy that lives next door.*

c Change *that* to *who* or *which*.

1 *This is the boy who lives next door.*

2 a Write some advice about these things. Use *You should* or *You shouldn't*.

1 sunscreen  
*You should put on sunscreen when you're in the sun for a long time.*

- |                        |             |
|------------------------|-------------|
| 2 your MP3 player      | 6 breakfast |
| 3 fruit and vegetables | 7 exercise  |
| 4 junk food            | 8 protein   |
| 5 shoes                | 9 sleep     |

## b Compare your ideas with a partner.

3 What might happen in these situations? Write sentences with *might*.

- Someone has left a laptop on the seat of their car.
- It's getting very cloudy.
- You're bending over to lift something that's heavy.
- Some boys are playing football near a window.
- Someone has left a pair of shoes on the stairs.
- A girl is riding her bike very fast.


## 4 a Make a sentence with each of these expressions.

- |                 |                     |
|-----------------|---------------------|
| 1 I can't ...   | 5 I was ...         |
| 2 I don't ...   | 6 I haven't got ... |
| 3 I'm ...       | 7 I went ...        |
| 4 I usually ... | 8 I've seen ...     |


## b Work with a partner. Make dialogues to agree or disagree.

- I can't play the violin.*
- Oh, I can. I Neither can I.*

## Listening and speaking

5 a  2.16 Look at the dialogue. Listen. Some parts of the dialogue are different. Underline them.

- 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 It should be better in about two or three days. If not, come back and see me.  
 Patient Thank you, Doctor. Goodbye.  
 Doctor Goodbye.

b  2.16 Listen again and change the dialogue.

## c Read the new dialogue with a partner.

## 6 Work with a partner. One of you is the doctor and the other is the patient. Make dialogues for these problems.



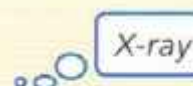
## Study skills

## Learning vocabulary

It's a good idea to test yourself on vocabulary.

## Try this:

- Make some small cards, about 6 cm x 3 cm.
- On one side of each card, write an English word. On the other side, write a translation or draw a picture to show the meaning.
- Test yourself. Take twenty cards. Look at one side of a card. Try to give the word or the meaning on the other side. If you know it, put it to one side. If you don't know it, learn it and put it back in the pack.
- Go through your cards again until you have no cards left in the pack.



sling

# Your Project

3

## Develop your writing

### Giving examples

- 1 a Look at the different ways we can give examples.

We need  
minerals,

like  
such as  
for example

iron, calcium  
and zinc.

- b Read the sentences. Where do the examples go in the sentences? Why?

- Some important parts of your body, for example your liver and your lungs, need vitamin E.
- We get it from bread, green vegetables, eggs, nuts and oily fish, like sardines and salmon.

- c Find other sentences with examples in the text on page 41.

- 2 Add two or three examples to each sentence.

- On work experience, pupils work in a lot of different places.
- Sports events get some of the biggest TV audiences.
- Junk food is bad for you.
- You shouldn't leave valuable things in a car.
- A lot of people are important in your life.
- Some school subjects are quite hard.
- I use my computer for a lot of things.


## Project task


### Make a leaflet on teenage health.

- Choose one or more topics, for example food, exercise and school.
- Make some rules for living a healthy life. Try to use these expressions:  
*You should / shouldn't ...*  
*... is bad for you, because ...*  
*You need ..., so ...*  
*such as ... / for example ... / like ...*
- Find some pictures to illustrate your ideas.

Make a class display with all of your leaflets.

## Song

- 1 a  2.17 Listen to the song. What does *ain't got no* mean?

- b  2.17 Listen again and complete the missing parts of the body.

- 2 a Copy and complete the chart with words from the song.

/ɒ/	/ʌ/	/əʊ/
got		

- b  2.17 Listen again and check.

## Ain't Got No

Ain't got no home, ain't got no shoes.  
Ain't got no money, ain't got no class.  
Ain't got no skirts, ain't got no sweater.  
Ain't got no perfume, ain't got no fear.  
Ain't got no man.

Ain't got no mother, ain't got no culture.  
Ain't got no friends, ain't got no schooling.  
Ain't got no love, ain't got no name.  
Ain't got no ticket, ain't got no token.  
Ain't got no home.

What have I got?  
Why am I alive anyway?  
Yeah, what have I got?  
Nobody can take away.

I've got my hair, I've got my <sup>1</sup> \_\_\_\_\_  
I've got my brains, I've got my <sup>2</sup> \_\_\_\_\_  
I've got my eyes, I got my <sup>3</sup> \_\_\_\_\_  
I got my mouth, I got my <sup>4</sup> \_\_\_\_\_  
I got my tongue, I got my <sup>5</sup> \_\_\_\_\_  
I got my neck, I got my <sup>6</sup> \_\_\_\_\_

I got my <sup>7</sup> \_\_\_\_\_, I got my soul.  
I got my <sup>8</sup> \_\_\_\_\_, I got myself.  
I got my <sup>9</sup> \_\_\_\_\_, I got my hands.  
I got my <sup>10</sup> \_\_\_\_\_, got my legs.  
I got my <sup>11</sup> \_\_\_\_\_, I got my toes.  
I got my <sup>12</sup> \_\_\_\_\_, got my blood.

I've got life, I've got my freedom.  
I've got life, I've got life.  
And I'm gonna keep it.  
I've got life.  
And nobody's gonna take it away.  
I've got life.







## 4A King Arthur

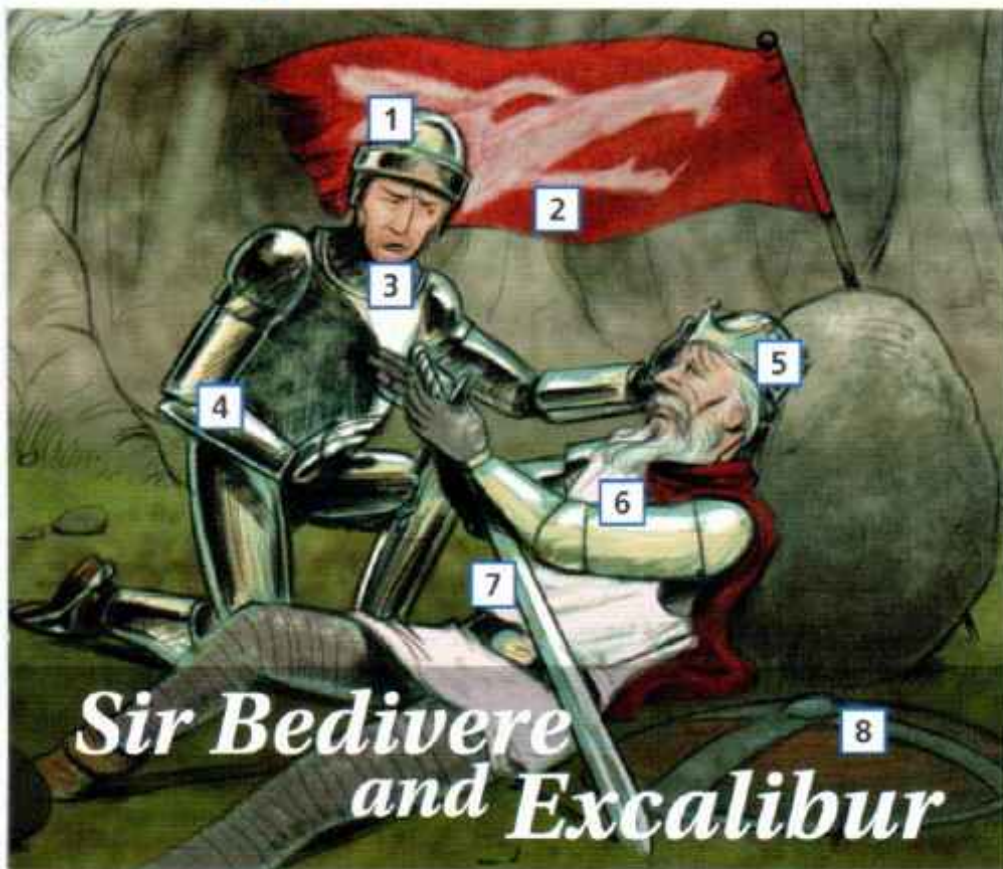
## Vocabulary

## Medieval knights

- 1 a Match these words to numbers 1–8 in the picture.

a king a crown armour a helmet  
a flag a knight a sword a shield

- b 2.18 Listen and check.



## Sir Bedivere and Excalibur

Long, long ago there lived a famous king. His name was Arthur and he was the king of the Britons. King Arthur and his Knights of the Round Table fought many battles. Arthur's last battle was against his own son, Mordred, at Camlan. The armies started fighting early in the morning and the battle lasted all day. When they finished fighting, Mordred was dead and the king was badly wounded. Only one of Arthur's knights survived – Sir Bedivere.

After the battle of Camlan, Sir Bedivere took the wounded king to the island of Avalon. The island was in the middle of a lake. Arthur knew the lake well. He remembered the day when he received his magic sword, Excalibur, from the Lady of the Lake. 'That was a long time ago,' he thought. Then he said to Sir Bedivere: 'I need to return Excalibur to the lake before I die.' But he was too weak to move, so the knight offered to take the sword. 'Throw the sword out into the middle of the lake,' said the king. Sir Bedivere promised to do it.

## Comprehension

- 2 a 2.19 Read and listen to the story. Match the names to the descriptions.

1 Arthur	a Arthur's last battle
2 Bedivere	b Arthur's son
3 Mordred	c a Knight of the Round Table
4 Excalibur	d an island in the middle of a lake
5 Camlan	e King of the Britons
6 Avalon	f Arthur's sword

- b What is happening in the picture?

- 3 a Read the story again. Put the sentences in the correct order.

- a The knight hid the sword in the bushes.  
 b Arthur gave Excalibur to Sir Bedivere.  
 c Sir Bedivere didn't throw the sword in the lake again.  
 d King Arthur fought Mordred at Camlan.  
 e Arthur decided to throw the sword into the lake himself.  
 f The king was badly wounded in the battle.  
 g Sir Bedivere took the sword to the lake.  
 h The king told the knight to go back to the lake.  
 i Sir Bedivere took the king to Avalon.

- b Why did Sir Bedivere take Excalibur to the lake? Why didn't he throw the sword in?

The knight stood on the shore of the lake and looked at Excalibur. It was such a beautiful sword. He couldn't imagine throwing it away. He decided to keep it. On the way back to the king, he stopped to hide the sword in the bushes.

'Have you done it?' asked King Arthur, when the knight returned.

'Yes, Your Majesty,' said Sir Bedivere.

The king smiled. 'Tell me,' he said. 'What did you see?'

'Nothing,' said the knight.

The king stopped smiling. 'You didn't throw the sword into the lake,' he said. 'Go back and do it.'

Sir Bedivere didn't want to throw the sword into the water, but he agreed to do it and went back to the lake. He picked up the sword and started to throw it, but he couldn't do it. He hid the sword again and went back to the king. Again the king asked him: 'What did you see?'

'Nothing happened,' he said. 'The sword just fell into the water.' King Arthur was very angry. He refused to believe the knight's story. 'I see that I must do it myself,' he said, and he tried to stand up.

## Grammar

## Verb + -ing or infinitive

## 4 Read the rules. Complete the sentences from the story.

- 1 These verbs are followed by an
- ing*
- form:

imagine finish don't mind enjoy

When they finished \_\_\_\_\_, Mordred was dead.  
He couldn't imagine \_\_\_\_\_ it away.

- 2 These verbs are followed by an infinitive:

want refuse agree decide  
promise forget offer need

Sir Bedivere promised \_\_\_\_\_ it.  
He refused \_\_\_\_\_ the knight's story.

- 3 These verbs can take either the
- ing*
- form or an infinitive:

like hate prefer start try love

The armies started \_\_\_\_\_ early in the morning.  
He picked up the sword and started \_\_\_\_\_ it.

- 4 Be careful with this verb. It can take either the
- ing*
- form or an infinitive, but the meaning is different:

stop


He stopped \_\_\_\_\_ the sword in the bushes.  
He stopped. Then he hid it.  
The king stopped \_\_\_\_\_  
He was smiling. Then he stopped.

## 5 Complete the sentences. Put the verbs in brackets into the correct form.

- Sir Bedivere wanted \_\_\_\_\_ Excalibur. (keep)
- He didn't enjoy \_\_\_\_\_ to the king. (lie)
- King Arthur tried \_\_\_\_\_, but he was too weak. (stand up)
- When Arthur first received the sword, he agreed \_\_\_\_\_ it to the lake. (return)
- When Sir Bedivere finished \_\_\_\_\_ his story, the king was very angry. (tell)
- Before he threw the sword, the knight stopped \_\_\_\_\_ at it one last time. (look)
- Did he finally decide \_\_\_\_\_ the sword into the lake? (throw)
- The armies didn't stop \_\_\_\_\_ until the evening. (fight)
- Sir Bedivere couldn't imagine \_\_\_\_\_ without the king. (live)
- Arthur promised \_\_\_\_\_ if Britain was in danger in the future. (return)

## Listening, writing and speaking

- 6 a What do you think happened at the end of the story? Discuss your ideas.

- b
- 
- 2.20 Listen and check your ideas.



- c Work with a partner. Close your books and retell the story to each other.

- 7 a Write sentences about your own life. Use the cues. Write something that:

- you like to do on Sundays.  
*I like to get up late on Sundays.*
- you've stopped doing.
- you've decided to do at the weekend.
- you've always wanted to do.
- you enjoy playing.
- you've promised to do.
- you don't mind doing at school.
- you sometimes forget to do.

- b Work with a partner. Ask and answer questions from exercise 7a.

- What do you like to do on Sundays?
- I like to get up late.

# 4B The burglar



## Comprehension

1 **2.21** Read and listen to the story. Answer the questions.

- 1 Who are Sweet Sue and Smart Alec trying to catch?
- 2 Who do they catch?

**1**

Smart Alec, I need your help. There are two people looking at our house. There's a man taking photographs and there's a woman writing in a notebook. I think they're planning a burglary.

Don't worry, Lord Riley. Sweet Sue and I will guard the house for you.

**2 The next night.**

Look, Smart Alec. There's a car stopping by the gate.

**3**

There's a man climbing over the gate now.

Yes, and I can see a woman standing by the car.

**4**

It's very dark. I can't see the man now, can you?

Yes, there he is! I can see him opening that window near the front door. Come on. We'll get him when he comes out.

**5**

Listen, Sweet Sue. I can hear someone coming to the front door. I think the burglar's coming out that way. Come on. Let's get him.

**6**

Quick! Put the handcuffs on him, Smart Alec.

**7**

We've got him!

Just a minute, Smart Alec. I can see someone climbing out of that window. It's the burglar!

**8**

Who have we handcuffed then?

Oops! It's Lord Riley! But why ...?

I came out to see if you would like a cup of coffee.

**2** Correct the sentences.

- Lord Riley says that there are two men looking at their house.
- He thinks they want to buy the house.
- The burglars arrive the next night on bicycles.
- The woman climbs over the gate.
- Sweet Sue sees the man opening the front door.
- Smart Alec thinks that the burglar is coming out of the garage.
- Sweet Sue and Smart Alec put handcuffs on the burglar.
- Lord Riley came out to give them something to eat.

**Grammar**

*There's someone / something + -ing*  
*can see / hear someone / something + -ing*

**3 a** Look at the story. Find a way to join these pairs of sentences.

1 There's a car. It's stopping by the gate.

*There's a \_\_\_\_\_ by the gate.*



2 I can see him. He's opening that window.

*I can see \_\_\_\_\_ that window.*



**b** We use these structures to describe a scene. Find more examples in the story.

**4** Sweet Sue is sitting by her window. She's describing the scene. Join the pairs of sentences.

- I can feel the sun. It's shining on my face.  
*I can feel the sun shining on my face.*
- I can hear Smart Alec. He's cooking something in the kitchen.
- There's a phone. It's ringing in Smart Alec's office.
- I can see him. He's going to answer the phone.
- There are two people. They're pointing at the kitchen window.
- I can smell something. It's burning.
- There's smoke. It's coming from the kitchen.
- I can hear Smart Alec. He's running to the kitchen.
- I can see him. He's throwing a frying pan out of the window.

Oh dear! I think Smart Alec has set fire to his lunch!

**Listening and writing**

**5 a** Look at the picture for one minute.



**b** 2.22 Close your book. Listen. Are the statements true or false?

**c** Imagine you are the man on the bench. Write sentences about the scene. Use the cues.

- There's a / an ... -ing ...
- There are ... -ing ...
- I can see ... -ing ...
- I can hear ... -ing ...
- I can feel ... -ing ...
- I can smell ... -ing ...

**Speaking**

**6** Work with a partner. Imagine you are in one of the places below. Describe what you can see, hear, smell and feel. Use the cues in exercise 5c.

- on a beach
- at a busy train station
- in a shopping centre
- at the cinema

# 4C Imagination

## Vocabulary

### Adjectives with -ed or -ing

**1 a** Look at the picture. Choose the correct subjects for these sentences.

- The girl / story is interested.
- The girl / story is interesting.

This story of Sir Bedivere is interesting. I'm very interested in legends.



**b** Complete the rule with -ed and -ing.

We use \_\_\_\_\_ adjectives to describe things and people.  
We use \_\_\_\_\_ adjectives to say how we feel.

**2 a** Complete the chart.

-ed	-ing
bored	<sup>1</sup> boring
<sup>2</sup> _____	disappointing
interested	<sup>3</sup> _____
<sup>4</sup> _____	worrying
amazed	<sup>5</sup> _____
<sup>6</sup> _____	exciting
relaxed	<sup>7</sup> _____
<sup>8</sup> _____	embarrassing
surprised	<sup>9</sup> _____
<sup>10</sup> _____	frightening
annoyed	<sup>11</sup> _____
<sup>12</sup> _____	amusing

**b** Complete the sentences with words from exercise 2a.

- We had a very \_\_\_\_\_ holiday.
- I've got nothing to do. I'm \_\_\_\_\_.
- I don't like this computer game. It's \_\_\_\_\_.
- I was \_\_\_\_\_ when we got the exam results.
- I've lost my mobile. It's very \_\_\_\_\_.
- When I fell over in the classroom, I felt \_\_\_\_\_.
- Shall we go and see that film? It looks \_\_\_\_\_.
- I think Smart Alec is \_\_\_\_\_.

## Reading

**3 a** Read the quiz and answer the questions.

**b** Compare your answers with a partner.

# FIND THE REAL YOU

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

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

**a** wide



**b** straight



**c** narrow



**d** crooked



**2** At the end of the path you come to a wall. 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** Does the game look / sound interesting? Do you want to join in?

**a** Yes

**b** No

**4** You walk on and you come to a garden. You can see an old woman sitting in the garden. Do you know her?

**a** Yes

**b** No

**5** You can feel the wind blowing in your face. What is the wind like? Tick two boxes.

**a** strong



**b** warm



**c** gentle



**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 and frightening forest

**b** to a bright and sunny beach

**c** to somewhere in your own town

4 a Turn to page 67 and add up your score.

b 2.23 Listen and write the scores in the correct boxes. Are you a pessimist, realist or optimist?

A \_\_\_\_\_

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're often worried about things. But remember, you should try to enjoy life, too.



B \_\_\_\_\_

You're a realist. You're happy most of the time, but you know that things don't always work out, so you aren't surprised or disappointed when things go wrong. You're usually careful and you do enough work, but you don't worry about things too much.



C \_\_\_\_\_

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



### Listening

5 a 2.24 Listen to a story in sounds.



b Look at the verbs. Check any new words in a dictionary. Work with a partner. Which sounds did you or didn't you hear?

- |        |       |        |       |
|--------|-------|--------|-------|
| blow ✓ | walk  | open   | run   |
| cry ✗  | play  | break  | cough |
| stop   | ring  | say    | shout |
| sing   | knock | shoot  | fall  |
| close  | bark  | scream | laugh |

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

c 2.24 Listen again and check your ideas.

### Writing

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

*The scene: dark, cold, windy, frightening, ...*

*The visitor: worried, ...*

b Write the story. Use this pattern and the verbs in exercise 5b. Describe as much as possible.

*It was a cold, dark night and there was a strong wind blowing, when a car ... The driver tried ..., but ... He felt very ... Then he saw a house. It was ... and ... He started walking ... As he reached the door, he heard ... He ... He heard a ...-ing. He heard someone opening ... and saying ... It was a ... The visitor was very ... He ... and ... down the path. But it was very dark and he didn't see ... He ... and ... Then he heard ...*



## The customer

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

**b** 2.25 Read and listen to the story. Answer the questions.

- Who is the customer?
- Where was he on Wednesday afternoon?
- Why is Tara worried at the end?

**2** Choose the correct words.

- In the story it's *Wednesday / Friday*.
- Mr Ross orders a *ham salad / a tuna sandwich*.
- Tara nearly drops the *milk and sugar / the cup and saucer*.
- Mr Ross saw Tara on *Wednesday at Wimbledon / the café*.
- Mr Ross's company supplies *strawberries / cream*.
- Tara says the strawberries and cream were *good / expensive*.
- Mr Ross knows Tara's *neighbours / parents*.
- Tara is angry with *Mr Ross / Andy*.



**Manager** Tara, there's a customer waiting at that table over there. Could you take his order, please?

**Tara** Yes, of course ... Are you ready to order? Oh, hello, Mr Ross.

**Mr Ross** Hello, Tara. I didn't expect to see you here. Shouldn't you be at school today?

**Tara** We're all doing work experience this week. This is my last day. We'll be back at school next week.

**Mr Ross** Have you enjoyed working here?

**Tara** Yes, I have. It's been really interesting. What can I get you?

**Mr Ross** Could I have a ham salad, please?

**Tara** Anything to drink?

**Mr Ross** I'll have a cup of tea, please.

**Tara** So, that's a ham salad and a cup of tea.

**Mr Ross** Yes. Thank you. Would you mind bringing me a glass of water, too, please?

**Tara** Certainly, Mr Ross.



**Tara** Here's your tea, Mr Ross.

**Mr Ross** Thank you. Oh, by the way, did you enjoy the tennis? ... Oh, be careful! You nearly dropped that cup and saucer.

**Tara** Sorry, did you say tennis?

**Mr Ross** Yes, at Wimbledon.

I saw you going in to watch a match the other day. Wednesday, wasn't it?

**Tara** Oh, yes. That's right.

**Mr Ross** Was it a good match?

**Tara** Yes, it ... it was great – very exciting.

**Mr Ross** Unfortunately, I didn't see any matches myself. I was there on business. My company supplies strawberries for the tournament.

**Tara** Oh, I see.

**Mr Ross** Did you have any strawberries and cream? It's a tradition at Wimbledon, you know.

**Tara** No, I couldn't afford them. They were a bit expensive.

**Mr Ross** Yes, I suppose so.

Anyway, nice to see you, Tara. Say hello to your parents for me.

**Tara** Yes, Mr Ross, I will. Bye!

*Oh, no! I knew it was a mistake. This is all Andy's fault!*



**3 a** What do you think happens next?

**b** 2.26 Listen to the end of the story and check your ideas.

**c** 2.26 Listen again and answer the questions.

- 1 Who is Tara talking to?
- 2 Why is she worried?
- 3 What homework does the teacher give?
- 4 What does Tara have to do this afternoon?
- 5 What time?

## Everyday English

### Useful expressions

**4 a** Match the halves of the expressions.

- |                          |                               |
|--------------------------|-------------------------------|
| 1 <i>I didn't expect</i> | a <i>on business.</i>         |
| 2 <i>Here's</i>          | b <i>was a mistake.</i>       |
| 3 <i>Oh, be</i>          | c <i>afford them.</i>         |
| 4 <i>I was there</i>     | d <i>your tea.</i>            |
| 5 <i>I couldn't</i>      | e <i>Andy's fault!</i>        |
| 6 <i>Yes, I</i>          | f <i>to see you here.</i>     |
| 7 <i>Say hello to</i>    | g <i>careful!</i>             |
| 8 <i>I knew it</i>       | h <i>your parents for me.</i> |
| 9 <i>This is all</i>     | i <i>suppose so.</i>          |

**b** How do you say the expressions in your language?

### Ordering a meal

**5 a** Put the dialogue in the correct order.

- a Yes, I am.
- b I'll have a cup of coffee, please.
- c Could I have a tuna salad, please?
- d So, that's a tuna salad and a cup of coffee.
- e Are you ready to order?
- f Yes. Thank you.
- g Anything to drink?
- h What can I get you?

**b** 2.27 Listen and check.

**c** Work with a partner. Choose some different kinds of food and drinks. Make new dialogues in the restaurant.



### Asking people to do things

**6** Complete the dialogues from the story.

- 1 *Manager* \_\_\_\_\_ *you* \_\_\_\_\_ *his order, please?*  
*Tara* Yes, \_\_\_\_\_ *course.*
- 2 *Mr Ross* \_\_\_\_\_ *you mind* \_\_\_\_\_ *me a glass of water, too, please?*  
*Tara* \_\_\_\_\_, *Mr Ross.*

**7** Make dialogues for the situations below. Use these cues and expressions from exercise 6.

- |                   |                          |
|-------------------|--------------------------|
| lend me your pen  | take our photo           |
| get me a plaster  | give me a lift into town |
| post this letter  | hold the door open       |
| turn the radio up | hang on a minute         |



- 1 You want to go into town, but you've missed the bus.
  - *Could you give me a lift into town, please?*
  - *Certainly.*
- or
  - *Would you mind giving me a lift into town, please?*
  - *Yes, of course.*
- 2 You're carrying some boxes.
- 3 You and a friend are visiting the Tower of London.
- 4 You can't hear the music.
- 5 You haven't got time to go to the post office.
- 6 You're on the phone, but someone has knocked on the door.
- 7 You haven't got anything to write with.
- 8 You've cut your finger and it's bleeding.





**1 a** Look at the title and the picture. What do you know about the man?

**b** 2.28 Read and listen. Choose the correct answers.

- 1 What was Robin Hood?
 

a a king	c a farmer
b a knight	d an outlaw
- 2 Why is he a hero?
 

a He made Britain free.	c He killed a dragon.
b He helped poor people.	d He defended Britain.
- 3 Who did he fight against?
 

a the Earl of Huntingdon	c the Sheriff of Nottingham
b the Merry Men	d the King of France
- 4 What weapon did he use?
 

a a sword	c a gun
b a bow	d a spear

**2** Work with a partner. Imagine that a 12th century reporter is interviewing Robin Hood. Use the cues to make the interview.

- 1 Where / live?
- 2 Who / live with?
- 3 Why / call your followers the Merry Men?
- 4 Who / your most famous followers?
- 5 How / help poor people?
- 6 Why / people hate the Sheriff?
- 7 Why / become an outlaw?

**3** Find three stories about an arrow in the text and picture.

**4** Who are your country's most famous heroes and heroines?

# ROBIN HOOD

One of the most famous heroes in Britain is Robin Hood. There are lots of stories, poems, films and TV series about him. Nobody knows if he was a real person, but according to the legends he was an outlaw and he lived at the end of the 12th century. He lived in Sherwood Forest near Nottingham with his wife, Maid Marian, and his band of outlaws. They were called his Merry Men, because they were always happy and had a lot of fun. The most famous of the outlaws were Little John (who was actually very tall), Will Scarlett and Friar Tuck. Robin and his Merry Men always dressed in green, so that they could easily hide in the forest.

Robin Hood became a popular hero, because he and his band of outlaws helped ordinary people. When they saw rich people travelling through Sherwood Forest, they used to steal their money and give it to poor people.

Robin's great enemy was the Sheriff of Nottingham. The Sheriff was a cruel and corrupt man. He put high taxes on people and if they couldn't pay the taxes, he threw them into prison or stole their land. According to one legend, Robin was originally a rich man – the Earl of Huntingdon – but he became an outlaw because the Sheriff took all his land away.

Robin was very clever and brave. He often wore disguises to trick the Sheriff. He was also a famous archer. In one story, the Sheriff held an archery competition. The prize was a golden arrow. He hoped to catch Robin Hood, but Robin disguised himself, won the arrow and then escaped back into the forest.

When he was dying, he took his bow and fired an arrow into the forest. The outlaws watched the arrow flying through the air. They buried Robin in the place where it landed.

This statue of Robin Hood is outside Nottingham Castle. Unfortunately, people keep stealing the arrow as a souvenir.

## Art: The Fighting Temeraire

1 Look at the picture. What things can you see? What's happening?

2 a Complete the text with some of the expressions in the frame.

This painting is called *The Fighting Temeraire*. *Temeraire* is the name of the big, old <sup>1</sup>\_\_\_\_\_ that you can see on the left of the picture. People voted this picture the greatest painting in Britain.

J.M.W. Turner painted it in 1839. It shows the old sailing ship, the *Temeraire*, on the River Thames near London. There's a <sup>2</sup>\_\_\_\_\_ pulling the old ship. Where is the tugboat taking the old ship? Why? It's actually taking the *Temeraire* on its <sup>3</sup>\_\_\_\_\_. The old ship is going to the breaker's yard. In the background we can see the sun setting.

The picture, however, is more than just a painting of two boats in the evening. <sup>4</sup>\_\_\_\_\_ wanted to show the end of an era. The time of the beautiful, old sailing ships is coming to an end. That's why we see this happening <sup>5</sup>\_\_\_\_\_. In the little, brown tugboat we can see the new, dirty industrial era starting. The tugboat is small and dark and it's making a lot of smoke, but it's <sup>6</sup>\_\_\_\_\_, because it's pulling the much bigger ship.

The painting shows a <sup>7</sup>\_\_\_\_\_. Turner watched the *Temeraire* taking its last journey



up <sup>8</sup>\_\_\_\_\_, but he changed some of the details. He painted the old ship white and gold so that it looks like a ghost. In fact, the real ship was <sup>9</sup>\_\_\_\_\_. We also see the sun setting behind the ship, but in reality, the ship travelled from <sup>10</sup>\_\_\_\_\_, towards the sunset. However, Turner wanted to show the sun setting on the time of the old sailing ships.

Turner painted *The Fighting Temeraire* when he was quite old, so perhaps he wanted to show the sun setting on <sup>11</sup>\_\_\_\_\_, too. He loved the painting and he never sold it. You can see it today in the National Gallery in London.

b 2.29 Listen and check.

3 a Find these things in the picture.

the sailing ship    the tugboat    the sunset

b Describe each thing.

c What does each thing represent in the picture?

4 Find two ways in which the artist did not show the real events correctly. Why did he change the details?

## Grammar

## 1 Describe the picture. Write ten sentences.

*There are two girls roller-blading.*



## 2 Work with a partner. Student A: Read out one of these scenes. Student B: Close your eyes. Describe what you can see, hear or feel.

a robbery a winter's day a rock concert  
autumn a football match at a swimming pool

A A rock concert

B I can hear two women singing. I can see a man with long hair playing the drums. I can feel the floor vibrating.

## 3 Complete the sentences. Put the verbs in brackets into the correct form.

- 1 We can go out now. It's stopped (rain).
- 2 Have you finished (use) the computer?
- 3 We were tired, so we stopped (have) a rest.
- 4 I can't go out. I promised (help) in the house.
- 5 We've decided (go) to the cinema tomorrow.
- 6 Do you enjoy (watch) reality TV shows?
- 7 I love our house. I can't imagine (live) anywhere else.
- 8 Don't forget (lock) the door when you leave.

## Vocabulary

## 4 Complete the sentences. Choose a suitable -ed / -ing adjective from the chart on page 48.

- 1 We had a good holiday. I feel very *relaxed*.
- 2 I was \_\_\_\_\_ when the car didn't stop.
- 3 Are you \_\_\_\_\_ in sport?
- 4 I liked the film. It was very \_\_\_\_\_.
- 5 Everybody was \_\_\_\_\_ when Jane arrived.
- 6 We can't go to the concert. I feel really \_\_\_\_\_.
- 7 We read a very \_\_\_\_\_ story today.
- 8 Do you feel \_\_\_\_\_ about the exam?

## Listening and writing

5 2.30 Listen and write the requests. Use *Could you ...?* or *Would you mind ...?*

The TV's too loud.

*The TV's too loud. Would you mind turning it down, please?*

## Study skills

## Revising

Add one more tip for revising, which you find useful. Compare your ideas with a partner.

- Don't leave your revision to the last minute. Make a revision plan and spread your revision over several days.
- Give yourself plenty of time to revise and build in some breaks.
- You won't do well in a test if you're tired. So don't work late the night before. Have a good rest.



# Your Project

# 4

## Develop your writing

### Punctuation

#### 1 a Rewrite the sentences with the correct punctuation.

- 1 Have you done it asked King Arthur
- 2 Yes Your Majesty said Sir Bedivere
- 3 The king smiled Tell me he said What did you see
- 4 Nothing said the knight
- 5 The king stopped smiling You didnt throw the sword into the lake he said Go back and do it

b Check your answers with the text on page 44.

#### 2 Complete the rules with these expressions.

a comma (,) a full stop (.) an apostrophe (')  
a question mark (?) quotation marks ('')

- 1 We use \_\_\_\_\_:
  - around the words that someone said.
- 2 We use \_\_\_\_\_:
  - between speech and 'said',
  - after *yes* or *no*.
- 3 We use \_\_\_\_\_:
  - at the end of a question.
- 4 We use \_\_\_\_\_:
  - with abbreviations such as *didn't*,
  - to show possession: *the king's sword*.
- 5 We use \_\_\_\_\_:
  - at the end of a statement.

#### 3 Punctuate and capitalize the sentences.

- 1 did you enjoy wimbledon asked mrs dean
- 2 yes it was amazing said mike we saw some famous players like rafael nadal
- 3 really said mrs dean hes from spain isnt he

### Project task

You have read about King Arthur and Robin Hood. Make a project about another legendary hero or heroine.

- 1 Find some information about him / her.
- 2 Write about him / her. Use the text and questions on page 52 to help you.
- 3 Write the story of one of the legends. Include some dialogue and remember to punctuate it correctly.
- 4 Illustrate your project with pictures.

## Song

#### 1 a Complete the song with these words. Three of them are used more than once.

stranger sun angels stronger captain  
battles soldier freedom moon challengers

b  2.31 Listen and check.

#### 2 Who are your heroes? Why do you admire them?

## HEROES

Looking back through time we are in debt to the leaders,  
1 \_\_\_\_\_ of mercy everyone,

Good folks who believe there was no good or evil,  
Fought long and hard until the 2 \_\_\_\_\_ all were won.

Heroes make the 3 \_\_\_\_\_ rise in the morning,  
Heroes make the 4 \_\_\_\_\_ shine bright at night,  
Heroes make our lives a little 5 \_\_\_\_\_,  
In the soul of everyone he can be found.

Give us an anchor or a rock to lean on,  
A 6 \_\_\_\_\_ to take us through the storm.  
What makes a 7 \_\_\_\_\_ ride alone into battle?  
Can anybody tell me where he's coming from?

He's that 8 \_\_\_\_\_ on the street,  
He's that child who's at your feet  
Searching for 9 \_\_\_\_\_ and justice.  
You've seen him time and again, you know they only  
fight to win,  
They're the 10 \_\_\_\_\_ of evil and I'm glad we know them.

Heroes make the 11 \_\_\_\_\_ rise in the morning,  
Heroes make the 12 \_\_\_\_\_ shine bright at night.  
Heroes make our lives a little 13 \_\_\_\_\_,  
All our fears go away when he's around.



## 5

## Our environment

## 5A Climate change

## Vocabulary

## The environment

1 a Match the meanings to the words. Use a dictionary to help you.

- |   |                    |
|---|--------------------|
| 1 the ice in the Arctic and Antarctic   | a drought          |
| 2 cutting down a forest                 | b power stations   |
| 3 harmful chemicals in the air or water | c climate change   |
| 4 coal, oil and gas                     | d the ice caps     |
| 5 carbon dioxide                        | e rainforests      |
| 6 when there is no rain for a long time | f CO <sub>2</sub>  |
| 7 the tropical forests                  | g pollution        |
| 8 tropical storms                       | h greenhouse gases |
| 9 gases that trap the sun's heat        | i deforestation    |
| 10 these produce electricity            | j hurricanes       |
| 11 the Earth is getting hotter          | k fossil fuels     |

b Which of the things in exercise 1a can you find in the photos?


## Climate change: its biggest cause

We hear a lot today about <sup>1</sup>\_\_\_\_\_. Thousands of articles are written about it in newspapers and magazines; TV programmes are made about it. <sup>2</sup>\_\_\_\_\_, like <sup>3</sup>\_\_\_\_\_ (carbon dioxide), are released into the atmosphere. The sun's heat is trapped by these gases and gradually the world is getting warmer. Scientists believe that, as a result, <sup>4</sup>\_\_\_\_\_ will melt, sea levels will rise and many islands and coasts will disappear under the water. We will also see more extreme weather, such as <sup>5</sup>\_\_\_\_\_, heavy rain, high temperatures and <sup>6</sup>\_\_\_\_\_.

A lot of greenhouse gases are produced when <sup>7</sup>\_\_\_\_\_ are burnt by <sup>8</sup>\_\_\_\_\_, factories, cars and aeroplanes.

However, the biggest cause is <sup>9</sup>\_\_\_\_\_. The world's forests – especially the tropical <sup>10</sup>\_\_\_\_\_ of South America, Africa and South-East Asia – are very important for the Earth's climate. But every year, over 200,000 square kilometres of forests are destroyed. That's an area the size of Britain.

## Comprehension

2 a  3.2 Read and listen to the text. Complete the gaps with words a–k from exercise 1a. Which word isn't used?

b What is 'the biggest cause' of climate change?



In some cases, the trees are cut down and the wood is taken away. It's used for buildings and furniture. However, in many cases, the land is wanted for farms. The trees are just burnt down, and billions of tonnes of greenhouse gases are released into the atmosphere. Twenty-five per cent of all CO<sub>2</sub> is produced by deforestation. (Aeroplanes produce three per cent.) If we want to save the planet, we must save the forests!



**3 a** Find these things in the text.

- five things that produce greenhouse gases
- one greenhouse gas
- two things that will happen if the ice caps melt
- four kinds of extreme weather
- three places where there are tropical rainforests
- two reasons why forests are cut down

**b** Why is deforestation a bigger problem for the environment than air travel?**Grammar****Passive voice: present****4 a** Complete the passive sentence. Do the active and passive sentences have the same meaning?

Active Power stations burn fossil fuels.  
 Passive Fossil fuels \_\_\_\_\_ by power stations.

**b** Complete the sentence from the text.

In some cases, the trees \_\_\_\_\_ down and the wood \_\_\_\_\_ away.

We normally use the passive when the action is the most important thing. So we don't always need to say who does the action.

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

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

To make the passive, we use \_\_\_\_\_ and \_\_\_\_\_.

**d** Find more examples of the passive in the text.**5** Rewrite the sentences in the passive. Use the underlined words as the subject.

- Cars release a lot of CO<sub>2</sub>.  
A lot of CO<sub>2</sub> is released by cars.
- Farmers burn down the forests.
- Forests make most of the world's rain.
- Satellites photograph forest fires.
- Deforestation kills millions of animals.
- Aeroplanes produce three per cent of greenhouse gases.
- Greenhouse gases trap the sun's heat.
- Climate change produces extreme weather.
- Trees absorb carbon dioxide.
- Power stations produce electricity.

**Listening****6 a** You are going to hear an environmental campaigner talking about biofuels.**3.3** Listen and choose the correct answers.

- Biofuels are fuels that are
  - made from plants.
  - used on farms.
- Biofuels are produced because fossil fuels are
  - running out.
  - becoming too expensive.
- People think that biofuels are
  - cheaper.
  - cleaner.
- Most biofuels are used in
  - power stations.
  - cars.
- The speaker thinks that biofuels are
  - a good thing.
  - a bad thing.

**b** **3.3** Listen again. What reasons does the speaker give for his opinion? Choose two from this list.

- A lot of extra pollution is produced by biofuels.
- Biofuels use land that is used for food at the moment.
- More factories are needed to produce biofuels.
- Biofuels produce less CO<sub>2</sub> than fossil fuels.
- Rainforests are destroyed to provide land for biofuels.
- Biofuels are also running out.

**c** Look at the two reasons that you have chosen. What effects will they have, according to the speaker?

# 5B Smart Alec's plan

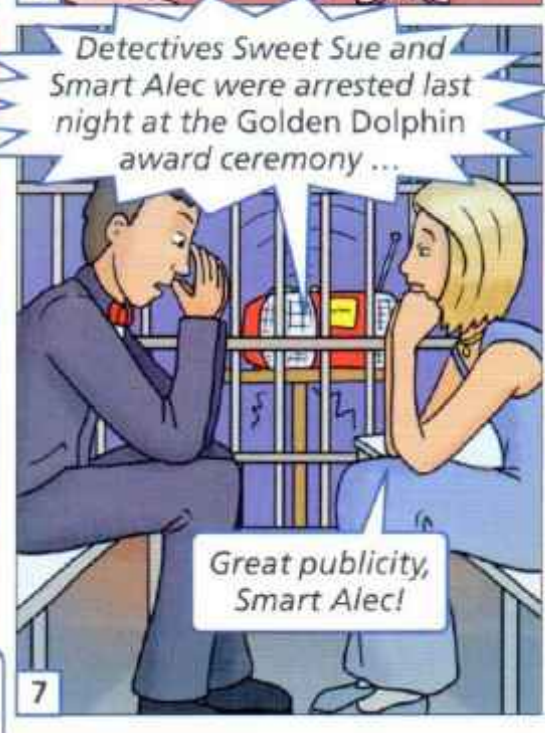


## Comprehension

1 3.4 Read and listen to the story. Answer the questions.

- 1 What were the criminals planning to steal?
- 2 Why didn't they steal it?

The *Golden Dolphin* award is presented every year at the Globe Theatre to people who have helped the environment. Last year, it was won by Professor Wise. This year, it will be given to Doctor Sage for her work on protecting gorillas. But Smart Alec has received some information that criminals are planning to steal it. The *Golden Dolphin* will be taken to the theatre by Professor Wise, but the criminals are going to kidnap him, and the award will be replaced with a fake.



**2** Are the statements true or false, or doesn't it say?

- Professor Wise has won the award three times.
- The award is for people who have helped animals.
- Sweet Sue wants to tell the police.
- The award is taken to the theatre by Doctor Sage.
- The ceremony is on TV.
- The criminals are waiting in a car.
- Professor Wise is kidnapped.
- The beard isn't false.
- Sweet Sue and Smart Alec don't get any publicity.
- They are kept in jail for two days.

**Grammar****Passive voice: different tenses****3 a** Complete the sentences from the story.

- The Golden Dolphin award \_\_\_\_\_ presented every year.
- Last year, it \_\_\_\_\_ won by Professor Wise.
- This year, it \_\_\_\_\_ given to Doctor Sage.
- The real professor \_\_\_\_\_ kidnapped.

**b** Match the tenses to the sentences in exercise 3a.

- present perfect
- present simple
- past simple
- future

**c** Complete the rule with the correct words.

- the past participle
- the subject
- the verb *be*

To change the tense in a passive verb, we change \_\_\_\_\_

**d** Find more examples of the passive in the story.**4** Rewrite the sentences in the passive. Keep the same tense.

- Smart Alec parked the van.  
*The van was parked by Smart Alec.*
- Some criminals will steal the award.
- Doctor Sage has won the award this year.
- Smart Alec pulled the professor's beard.
- The police haven't arrested the criminals.
- Millions of people saw the show.
- Doctor Sage has taken the award to the bank.
- The bank will keep it in a safe.
- The police will protect the award next year.
- The police have released Sweet Sue and Smart Alec.

**Listening and writing****5 a** **3.5** Listen to a recording about an environmental problem. Choose the correct answers.

- How was the problem caused?
  - There was an explosion on an oil rig.
  - An oil tanker sank.
  - A tsunami destroyed an oil refinery.
- What birds were affected by the disaster?
  - penguins
  - pelicans
  - sea eagles
- How many birds were rescued?
  - about 75
  - about 116
  - about 60
- Where is the SOCOBIOMA Centre?
  - Brazil
  - Uruguay
  - Argentina
- What happened to fourteen of the birds?
  - They were released.
  - They were sent to zoos.
  - They died.

**b** Complete the sentences. Choose from these words.

months feathers weeks stomachs  
strong twenty-four detergent soap  
oil waterproof thirty-eight water

- \_\_\_\_\_ was used to clean the birds.
- However, this also removed the natural oil from the birds' \_\_\_\_\_.
- As a result, their feathers weren't \_\_\_\_\_, so they weren't released immediately.
- The birds that died probably swallowed some \_\_\_\_\_ before they were rescued.
- So far, \_\_\_\_\_ birds have been released.
- The other birds will be released in a few \_\_\_\_\_ when their feathers are waterproof again.

**c** **3.5** Listen again and check.**6** Work with a partner. Write a news bulletin about the incident. Use the information in exercise 5 to help you.



## 5C Caring for the environment

### Reading

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

b  3.6 Read and listen to the text. What does the writer want?

c Find the names of these people and places in the text.

- 1 the man who wrote the letter
- 2 a brown bear cub
- 3 the place where the nature reserve is
- 4 the man who runs the bear orphanage
- 5 the place that Yuri was taken to

2 Correct the statements.

- 1 Yuri was born in spring.
- 2 His mother was sleeping in a cave.
- 3 Yuri's mother was killed by the hunters' dogs.
- 4 Brown bears are hunted because they are dangerous.
- 5 Bears are almost extinct in Russia.
- 6 The cubs are usually taken home as pets.
- 7 At the orphanage, the bears are taught how to do tricks.
- 8 When they are older, the bears will be sold to zoos.
- 9 Professor Pazhetnov has saved seventy-five bear cubs.
- 10 So far, over a hundred bears have been released.

# Save the ORPHAN BEARS

Dear Friend

I want to tell you about Yuri. Yuri is a young brown bear. He was born in winter and like all bear cubs, he was blind and he 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, Yuri felt safe and warm.

Then, when Yuri was only a few weeks old, some hunters came. Dogs were sent into the den. Yuri'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, between 3,000 and 4,000 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.

Yuri, however, was lucky. He was found by one of the hunters and he was taken to The Russian Bear Orphanage, 350 kilometres northwest of Moscow. The orphanage is run by Professor Valentin Pazhetnov. Here, Yuri 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. Professor Pazhetnov hopes that in the future some bears will be released in other European countries where they are now extinct.

So far, over a hundred bear cubs have been saved by the orphanage. Seventy bears have been returned to the forest. We want to save more. That's why I'm writing to you now. Money is needed for food, transport and for people to look after the baby bears. Yuri and his friends need your help. Please send a donation today. Together we can save the orphan bears.

Thank you.

Yours sincerely,

*Fred O'Regan*



## Vocabulary

### Definitions

3 Match the words from the text in exercise 1b to the meanings.

- |                    |  |
|--------------------|--|
| 1 a cub            | a a bear's hair                          |
| 2 hibernate        | b a child with no parents                |
| 3 so far           | c hit by a bullet from a gun             |
| 4 a den            | d to sleep through the winter            |
| 5 shot             | e a place where animals are protected    |
| 6 blind            | f a baby bear                            |
| 7 a nature reserve | g money that you give to help            |
| 8 an orphan        | h a place where orphans are looked after |
| 9 an orphanage     | i They have all died.                    |
| 10 extinct         | j a bear's home                          |
| 11 fur             | k can't see                              |
| 12 a donation      | l up to now                              |


4 Role-play. Work with a partner. One person is a reporter and the other is Professor Pazhetnov. Use the cues to make an interview.


- Why / Yuri / at the orphanage?
  - *Why was Yuri brought to the orphanage?*
  - *His mother was killed by hunters.*
- How many bears / kill / each year?
- Why / they / kill?
- What / happen / to Yuri now?
- What / happen / to him / when he grows up?
- How many cubs / save?
- What / money / need / for?
- Why / you / want to save the orphan bears?

## Speaking, listening and writing

5 a Read the quiz and answer the questions.







b Compare your answers with a partner.

6 a  3.7 Listen and check your answers to the quiz.

b  3.7 Listen again. Answer the questions.

- How do these things help the environment?
  - recycling aluminium and paper
  - saving water
- How many appliances does an average family have on standby?
- What is the best way to save petrol?

## A Green Quiz

- How much energy is saved when an aluminium can is recycled?
  - a enough to run a calculator for three minutes
  - b enough to run a TV for three hours
  - c enough to run a mobile phone for three days
- The people of Boulder County, Colorado (population: 282,000), decided to recycle paper. How many trees were saved in one year?
  - a 20,000
  - b 5 million
  - c 500,000
- How much water is used by an average family of four in one day?
  - a 800 litres
  - b 200 litres
  - c 500 litres
- How much of a modern car is recyclable?
  - a less than 20%
  - b about 50%
  - c more than 75%
- How much energy is used by an electrical appliance, such as a computer or TV, when it is on standby?
  - a none
  - b up to 25% of the energy it uses when it's switched on
  - c more than 50% of the energy it uses when it's switched on
- How is most petrol wasted in a car?
  - a by driving too fast
  - b by leaving the engine running when stopped
  - c by driving too slowly

7 a How green are you? Write your answers to the questions.

- What things do you usually recycle?
- Do you switch off the light when you leave a room?
- What electrical appliances do you leave on standby?
- Do you leave the water running when you brush your teeth?
- How many car journeys do you make in a week?
- How many non-recyclable things (e.g. crisp packets) do you throw away each week?

b Discuss your answers in a group or in the class.

# 5D Kids



## Tara is worried

**1 a** What happened to Tara in the last episode of 'Kids'? Look back and check your ideas.

**b** 3.8 Read and listen to the story. Answer the questions.

- 1 Why is Tara worried?
- 2 Why does she tell Mrs Ross about Wimbledon?

**2** Complete the sentences.

- 1 Tara doesn't want to eat anything, because ...
- 2 Andy eats ...
- 3 Lily says that she's ...
- 4 Tara tells Andy that it's all ...
- 5 When Tara arrives, Mrs Ross is ...
- 6 The secretary's name is ...
- 7 Tara thinks that Mr Ross has ...
- 8 Tara told the restaurant manager that ...
- 9 Mrs Ross tells Tara to ...



2

**Tara** Mrs Ross wanted to see me.  
**Secretary** Oh yes, Tara. She won't be long. She's just on the phone at the moment.  
**Tara** Oh, OK. Thank you. (thinks) Oh, my legs feel like jelly.  
**Mrs Ross** Ah, Tara. You're here. Come in.  
**Tara** Yes, miss.  
**Mrs Ross** Oh, Sally. If my husband phones, tell him that I'm already dealing with it.  
**Secretary** OK.  
**Tara** (thinks) Oh no! He's told her. I'm in real trouble now. What shall I do?



1 Lunchtime.


**Lily** How do you feel, Tara?  
**Tara** I'm really nervous. Oh, why does she want to see me?  
**Andy** Aren't you going to eat that sandwich?  
**Tara** No. I can't eat a thing. I feel sick.  
**Andy** Can I have it, then? I'm starving.  
**Tara** Help yourself. What if Mr Ross has told her?  
**Mike** I'm sure he hasn't.  
**Tara** I hope you're right. But look. My hands are shaking and my heart's pounding.  
**Lily** Yes, I've got butterflies in my stomach, too. And I don't have to see the head teacher.  
**Mike** Don't worry. It'll be all right.  
**Andy** Yes. Just stay cool.  
**Tara** Cool? That's easy for you to say. This is all your fault in the first place.


**Mrs Ross** Well, Tara, do you know why I want to see you?  
**Tara** Yes, miss. And I'm very sorry.  
**Mrs Ross** Sorry?  
**Tara** Yes, I knew it was a mistake. I wasn't really ill.  
**Mrs Ross** When was this, Tara?  
**Tara** Last Wednesday, miss.  
**Mrs Ross** You were doing your work experience then, weren't you?  
**Tara** Yes, miss, but I've always wanted to go to Wimbledon and then I had the chance, but then Mr Ross saw me and ...  
**Mrs Ross** I think you'd better start at the beginning and tell me all about it, Tara.



3

**3 a** What do you think happens next?

**b**  3.9 Listen to the end of the story and check your ideas.

**c**  3.9 Listen again and answer the questions.

- 1 How does Mrs Ross feel? Why?
- 2 Did she know about Wimbledon?
- 3 Why did she want to see Tara?
- 4 What's Mrs Ross going to do now?

**Everyday English**

**Useful expressions**

**4 a** Complete the expressions from the story.

- 1 How do you \_\_\_\_\_?
- 2 Don't \_\_\_\_\_
- 3 It'll \_\_\_\_\_ all right.
- 4 I \_\_\_\_\_ starving.
- 5 Just \_\_\_\_\_ cool.
- 6 That's easy \_\_\_\_\_ you to say.
- 7 She won't \_\_\_\_\_ long.
- 8 She's just \_\_\_\_\_ the phone.
- 9 Start \_\_\_\_\_ the beginning.
- 10 Tell me \_\_\_\_\_ about it.

**b** How do you say the expressions in your language?

**5** Complete the dialogues. Choose expressions from exercise 4a.

- 1 • Come on. We haven't got time to eat.
  - But \_\_\_\_\_
  - Oh, you can wait a bit longer.
  - \_\_\_\_\_ You've already had your lunch.
- 2 • Is Lily ready yet?
  - \_\_\_\_\_
  - But we're late. What's she doing?
  - \_\_\_\_\_
- 3 • We've got a history test now. I feel really nervous.
  - \_\_\_\_\_
  - But I can't remember anything.
  - \_\_\_\_\_
- 4 • I've had a terrible day.
  - Well, \_\_\_\_\_
  - I don't know where to start.
  - Just \_\_\_\_\_

**Expressing worries**

**6 a** Find expressions in the story to match the pictures.



**b** Have you got similar expressions in your language?

**c** What does Mike say to reassure Tara? What other expressions do you know for reassuring people?

**7 a** Match the situations to the possible problems.

- 1 I have to go to the dentist's.
- 2 We've got a test today and I haven't revised for it.
- 3 I've got my first ice skating lesson tomorrow.
- 4 I'm a singer in a band and we've got our first concert on Saturday.
- 5 I'm going on my first date.
- 6 I've been picked for the school basketball team.

What if ...

- a I can't remember the words?
- b I need a filling?
- c I fall over?
- d I drop the ball or something?
- e I do something really embarrassing?
- f I fail?

**b** Work with a partner. Make dialogues for the situations in exercise 7a. Use the expressions in exercises 4a and 6a.

- I have to go to the dentist's.
- How do you feel?
- I'm really nervous. What if I need a filling?
- Don't worry. It'll be all right.
- I hope you're right.



**1 a** Write five facts that you know about Australia. Compare your answers with a partner.

**b**  **3.10** Read and listen to the text. Compare your ideas.

**2** Read the text again. Answer the questions.

- 1 Who were:
  - a the first Australians?
  - b the first European settlers?
- 2 What does the name 'Australia' mean?
- 3 What is:
 

a the largest city?	d the School of the Air?
b the capital city?	e a flying doctor?
c the outback?	f the national game?

**3 a** Find these things in the text.

- 1 two explorers
- 2 eight kinds of wild animal
- 3 five things that Australian farms produce
- 4 four kinds of metal that are found there

**b** What does the text say about:

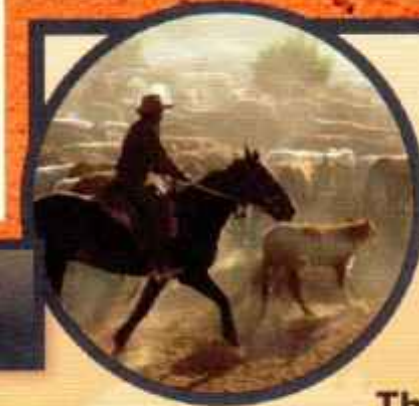
- |                   |                       |
|-------------------|-----------------------|
| 1 the Aborigines? | 3 the size?           |
| 2 the animals?    | 4 links with Britain? |

## AUSTRALIA

Australia is the sixth-largest country in the world. However, fewer than 20 million people live there. The first people there were the Aborigines. They arrived in Australia about 10,000 years ago, during the last Ice Age. At that time, sea levels were lower and people could easily cross from Asia. When sea levels rose again, Australia was cut off until it was discovered by a Dutch explorer, Abel Tasman, in the late 17th century. Today, only 1.5% of Australia's population are Aborigines.

**The name** 'Australia' comes from the Latin *terra australis*, which means 'southern land'. In the 18th century, the British explorer, Captain James Cook, claimed the land for Britain. At first, Australia was used as a prison. Criminals from Britain were sent there. Later, other people from Britain and Ireland went to live there. The British influence is still very strong. The official language is English, cars drive on the left, and the national game is cricket. In recent years, however, many immigrants have come from other European countries and from Asia, too.

**Australia** was cut off from the other continents a long time ago, so a lot of Australia's animals, like the kangaroo, the koala and the platypus aren't found anywhere else. Australia also has some of the most dangerous animals in the world. There are poisonous snakes and spiders. Several people are bitten every year, and schoolchildren have to learn first aid for snake and spider bites. In the north, there are huge saltwater crocodiles and in the sea, around the coast, there are sharks and poisonous jellyfish.

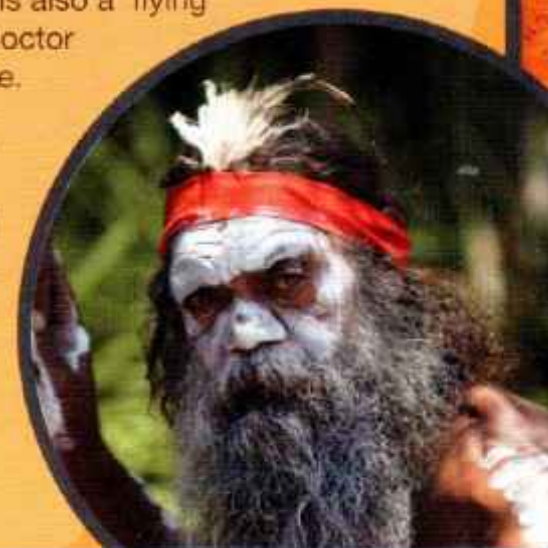


**The largest** city is Sydney with its famous Harbour Bridge and Opera House. The 2000 Olympics were held in Sydney. Sydney, however, isn't the capital of Australia. The capital is Canberra.

**Australia** is a huge country – approximately 4,000 km across – but most Australians live in the south-east corner between Sydney and Melbourne. This is because 90% of the land is very dry. Australians call this dry area

the outback. There are some huge farms there with millions of sheep and cattle. There are nine sheep for every person in Australia. The children who live on these farms can't go to school, because the nearest town is too far away. They study at home with the School of the Air. They talk to their teacher by radio and, nowadays, by telephone, the Internet and webcams, too. There is also a 'flying doctor' service. The doctor comes to you by plane.

**Australia** is a rich country. Meat, fruit, vegetables, wool and wine are produced. Gold, silver, iron, copper, coal and diamonds are found there, too.



## Science: hurricanes

**1** Look at the photos. What do you know about hurricanes? What have you heard about them on the news?

**2**  3.11 Listen and complete the gaps in the text.

**3** Answer the questions.

- 1 What is the difference between a hurricane and a typhoon?
- 2 What time of year are hurricanes formed? Why?
- 3 Why do the winds go round the centre of the hurricane?
- 4 Why are hurricanes dangerous?
- 5 What damage did Hurricane Katrina do?
- 6 How will climate change affect hurricanes?

**A hurricane is a big tropical storm in the Atlantic Ocean. (There are tropical storms in the Pacific and Indian Oceans, too, but there they're called typhoons or cyclones.) Hurricanes start over the ocean, and they happen in late \_\_\_\_\_ when the water is warm.**

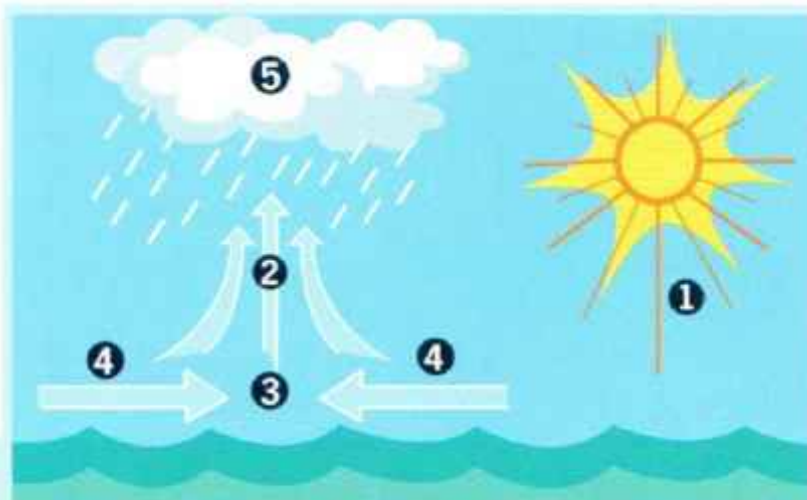
When a hurricane is photographed by a satellite, it looks like a giant doughnut. The strong winds are pulled round the centre by the rotation of the Earth. The centre of the hurricane is called 'the <sup>2</sup>\_\_\_\_\_'. There is no wind here.

A hurricane is formed over the ocean, but then it's blown towards the islands of the Caribbean and the coasts of Central and North America. The winds can reach over <sup>3</sup>\_\_\_\_\_ km/h, so hurricanes can be very dangerous.



**4** Match sentences a–e to numbers 1–5 on the diagram.

- a An area of low pressure is created.
- b The ocean is warmed by the sun.
- c As the air rises, it's cooled. Clouds are formed and rain is produced.
- d Warm, wet air rises.
- e Air is sucked in by the low pressure. Strong winds are created.



Buildings are damaged. Trees, bridges and power lines are blown down. Every year, hundreds of people are killed by hurricanes.

One of the biggest natural disasters in US history was Hurricane Katrina in <sup>4</sup>\_\_\_\_\_. It broke the flood barriers along the River Mississippi and over 80% of the city of <sup>5</sup>\_\_\_\_\_ was flooded. Thousands of homes were destroyed and 1,836 people were killed. Another 705 people were never found. In total, Hurricane Katrina cost the USA \$<sup>6</sup>\_\_\_\_\_ billion.

However, hurricanes and typhoons also do some good things. Over half the rain in <sup>7</sup>\_\_\_\_\_ is brought by typhoons.

Hurricanes are caused by heat. Scientists believe that if climate change continues, the world will get warmer and we will see <sup>8</sup>\_\_\_\_\_ more hurricanes each year.



## Grammar

- 1 Complete the text. Put the verbs in brackets into the present simple passive.

## The oceans

Over 80% of goods <sup>1</sup>(transport) by ships. Oil <sup>2</sup>(carry) by huge tankers. Sometimes these tankers sink. Then beaches <sup>3</sup>(pollute) and a lot of animals <sup>4</sup>(kill) by the oil.

Over 100 million tonnes of fish <sup>5</sup>(take) from the oceans every year. Most of these fish <sup>6</sup>(catch) by large fishing boats with long nets. Every year, 150,000 tonnes of fishing nets <sup>7</sup>(throw away) by fishing boats. Millions of fish, birds, seals, whales and dolphins die when they <sup>8</sup>(trap) by these nets.

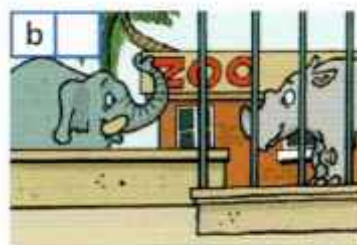
Dangerous chemicals <sup>9</sup>(dump) in the oceans. A lot of factories and power stations <sup>10</sup>(build) on the coast and as a result, a lot of waste <sup>11</sup>(pump) into the sea.

- 2 a Complete the text with the past simple passive form of these verbs.

give kill hit send damage build blow down use

In 2007, the coast of Mexico <sup>1</sup>\_\_\_\_\_ by Hurricane Dean. The zoo in Chetumal <sup>2</sup>\_\_\_\_\_ by the strong winds. Luckily, no animals <sup>3</sup>\_\_\_\_\_, but several buildings and trees <sup>4</sup>\_\_\_\_\_. An international rescue team <sup>5</sup>\_\_\_\_\_ to the zoo, and over 15,000 US dollars <sup>6</sup>\_\_\_\_\_ by different organizations. The money <sup>7</sup>\_\_\_\_\_ to repair the zoo. New and better houses <sup>8</sup>\_\_\_\_\_ for the animals.

- b Put the pictures in the correct order.



- 3 Rewrite the sentences in the passive. Keep the same tense. Start the passive sentence with the underlined words.

- 1 Recycling aluminium saves a lot of energy.  
*A lot of energy is saved by recycling aluminium.*
- 2 Computers on standby waste electricity.
- 3 Higher sea levels will destroy many cities.
- 4 Deforestation has damaged the global environment.
- 5 Drought has caused forest fires.
- 6 Hurricane Katrina flooded the city of New Orleans.
- 7 The strong winds blew down many buildings.

## Vocabulary

- 4 Work in a group. Look at these topics. Your teacher will choose a letter of the alphabet. You have two minutes to think of a word for each topic beginning with that letter.

- 1 the weather
- 2 animals
- 3 environmental problems
- 4 things associated with Australia

## Listening and writing

- 5 a 3.12 Look at the dialogue. Listen. Some parts are different. Underline them.

- We've got a History test today.
- How do you feel?
- I'm really nervous. What if I can't remember anything?
- Don't worry. It'll be OK.
- I hope you're right.

- b 3.12 Listen again. Rewrite the dialogue.

## Study skills

Your learning environment  
How do you learn best? What helps you to learn?

- Working in a quiet room?
- Working with other people?
- Having someone to correct you?
- Using a computer (Project Student's Website)?
- Playing language games?
- Learning rules?

Write some ideas. Discuss your ideas with a partner.



## Develop your writing

### Organizing a text

- 1 a** Look at the text about Yuri on page 60. Each paragraph has got a topic. Put these topics in the correct order to match the text.

- a What will happen to Yuri now?
- b How typical is the problem?
- c Who is Yuri?
- d Why is your help needed?
- e What caused the problem for Yuri?

**b** Why are they in this order?

- 2 a** Look at the text about Australia on page 64. Write the topic of each paragraph.

**b** Work with a partner. Compare your ideas.

### Project task

Make a poster about how people can protect the environment.


- 1 Choose one of these areas:
  - animals    • forests    • water
  - the oceans    • rubbish    • energy
  - pollution
- 2 Do some research to find information and illustrations.
- 3 Write a short text. Use these paragraph topics.
  - What is the problem?
  - Why is it happening?
  - What will happen if we don't change things?
  - What can we do about it?
- 4 Put your text and pictures together to make a poster.

Make a class display of all the posters.

Answers to quiz on page 48.

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

## Song

- 1**  **3.13** Listen to the song. Choose the correct words.
- 2** Find five ways in which people are damaging the environment.

### Mercy Mercy Me (The Ecology)

Oh, mercy mercy me,  
Oh, things ain't what they used to be,  
No, no  
Where did all the <sup>1</sup>blue skies / sunshine go?  
<sup>2</sup>Danger / Poison is the wind that blows  
From the north and south and <sup>3</sup>east / sea.

Oh, mercy mercy me,  
Oh, things ain't what they used to be,  
No, no  
Oil wasted on the <sup>4</sup>beaches / oceans and upon our seas,  
<sup>5</sup>Fish / Clouds full of mercury.

Oh, mercy mercy me,  
Oh, things ain't what they used to be,  
No, no  
Radiation in the ground and in the <sup>6</sup>sky / food,  
<sup>7</sup>Animals and people / birds who live nearby are dying.

Oh, mercy mercy me,  
Oh, things ain't what they used to be.  
What about this <sup>8</sup>polluted / overcrowded land?  
How much more <sup>9</sup>abuse / harm from man can you stand?





## 6A Friends

## Comprehension

1 a Read the story. Put the pictures in the correct order.

b 3.14 What do you think the lion said? Listen to the whole story and check your ideas.

## FRIENDS

One day, an antelope and a monkey were walking along.

'I feel tired,' said the monkey. 'All this walking is wearing me out. 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 look after me.'

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

The two friends walked on until 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 up.'

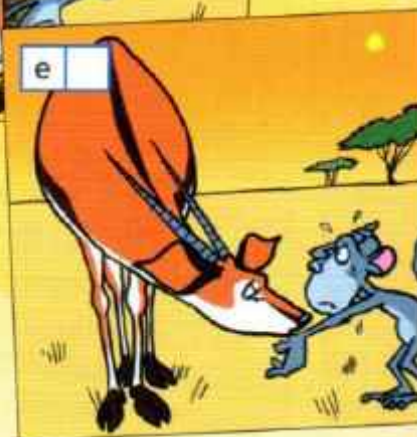
'Perhaps he's already had his dinner,' said the antelope. 'If he isn't hungry, he'll leave us alone.'

'Yes, but we can't find out if he's hungry or not,' said the monkey. 'Quick. I'll get on your back again and we can escape. Hurry up!'

'That's no good,' said his friend. 'I won't be able to run very fast if you're on my back. The lion will easily catch up with me.'

All the time the lion was getting closer.

'But we must think of something,' said the monkey. 'We can't just give up.'



'Well, I'm sorry,' said the antelope, 'but I've run out of ideas.'

'I know,' said the monkey. '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 and sat on one of the branches. The lion was very close.

'I can't run away now,' thought the antelope. 'That lion can run a lot faster than I can. So the antelope 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. Then he walked away.

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 ...'

**Vocabulary**

**Phrasal verbs**

**2 a** A lot of English verbs have got two or three parts. We call them phrasal verbs.



sit down



run away

- b** Find ten more phrasal verbs in the story.
- c** What does each verb mean? Use a dictionary to help you.

**Grammar**

**First conditional**

**3 a** Complete the sentence from the story. What tense do we use in each clause?

If that lion \_\_\_\_\_ us, he \_\_\_\_\_ us up.

'if' clause

main clause

**b** Find five more first conditional sentences in the story.

**4** Complete the antelope's thoughts. Match the halves of the sentences.

*If I run away, the lion will catch me.*

- |                                     |   |
|-------------------------------------|---|
| 1 If I run away,                    | a I won't help him.                             |
| 2 If I don't move,                  | b the monkey won't help me.                     |
| 3 If the lion is hungry,            | c he'll think that I'm dead.                    |
| 4 If the monkey stays in the tree,  | d the lion will catch me.                       |
| 5 If the lion attacks me,           | e I won't ask the monkey.                       |
| 6 If the lion doesn't eat me,       | f I'll tell everyone about that selfish monkey. |
| 7 If that monkey feels tired again, | g the lion won't get him.                       |
| 8 If I need help in the future,     | h he'll eat me.                                 |

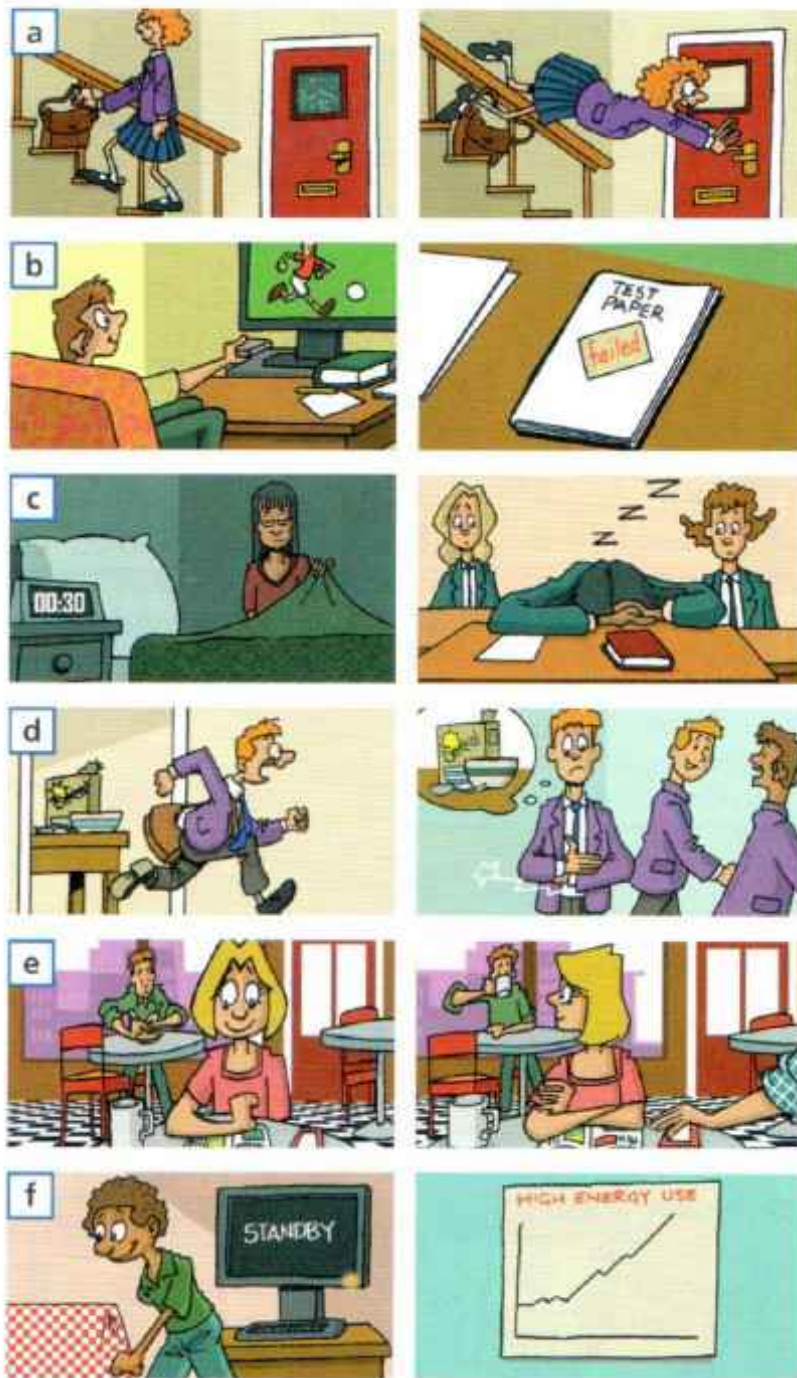
**Listening and writing**

**5 a** What is happening in the pictures?

**b** 3.15 Listen to the advice. Choose the correct pair of pictures.

*If you don't look after your mobile, someone will steal it.*

Picture e.



**c** Write a sentence about each situation in exercise 5. Use these expressions to help you.

- |                                |                       |
|--------------------------------|-----------------------|
| not look after your mobile     | not revise for a test |
| leave your computer on standby | miss breakfast        |
| leave things on the stairs     | go to bed late        |

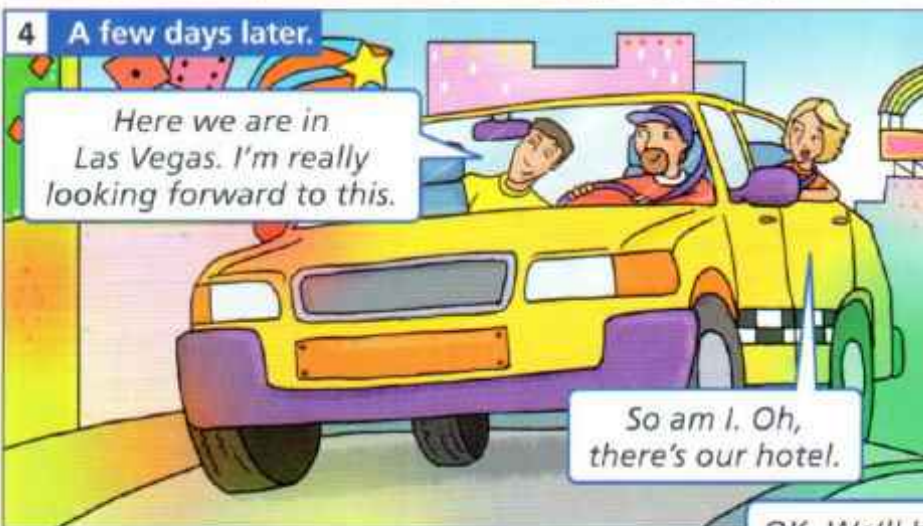
*If you don't look after your mobile, someone will steal it.*

# 6B We need a holiday!

## Comprehension

1 3.16 Read and listen to the story. Answer the questions.

- 1 Where do Sweet Sue and Smart Alec go?
- 2 What's happening there this week?



**2 Correct the sentences.**

- 1 Sweet Sue and Smart Alec need a holiday because the weather's very bad.
- 2 They want to forget all about their friends.
- 3 Sweet Sue books the holiday on the Internet.
- 4 They leave on Saturday.
- 5 They finish all their shopping before they leave.
- 6 They'll be away for a month.
- 7 The hotel isn't very busy.
- 8 Smart Alec wants to play tennis after they check in.
- 9 They'll go swimming when he gets back.
- 10 The hotel is full of doctors.

**Grammar**

**Future time clauses**

**3 a Complete the sentences from the story.**

- 1 *As soon as I \_\_\_\_\_ these emails, I \_\_\_\_\_ to the travel agency.*
- 2 *We \_\_\_\_\_ all our work before we \_\_\_\_\_.*
- 3 *After we \_\_\_\_\_, I \_\_\_\_\_ a game of golf.*
- 4 *I \_\_\_\_\_ and sit by the pool while you \_\_\_\_\_ that.*
- 5 *We \_\_\_\_\_ dinner when I \_\_\_\_\_.*

**b Underline the time clauses in the sentences.**

**c Complete the rule.**

In the time clause we use the \_\_\_\_\_ tense.  
 In the main clause we use the \_\_\_\_\_ tense.

**4 Make sentences. Use the cues.**

- 1 I / phone / as soon as / the letter / arrive  
*I'll phone as soon as the letter arrives.*
- 2 before / I / go out / I / do / my homework
- 3 we / go / to the cinema / after / school / finish
- 4 I / get up / when / the alarm / ring
- 5 as soon as / we / get home / we / have / a meal
- 6 I / watch / the football match / while / I / do / my homework
- 7 when / I / leave / school / I / go / to university
- 8 as soon as / it / stop / raining / we / play / tennis
- 9 we / not think / about school / while / we / be / on holiday
- 10 before / it / get / dark / I / go jogging

**Listening and writing**

**5 a** 3.17 Listen and match the names in column 1 to the pictures in column 2.

1	2	3	4
James		after	arrive
Megan		as soon as	have a piano lesson
Adam		before	finish work
Zara		after	play tennis
Ruby		while	go to the dentist's
Toby		when	go on holiday

**b** 3.17 Listen again. Match the pictures to the words in columns 3 and 4.

**c Say what each person will do and when.**

*James will have something to eat after he plays tennis.*

**6 a Complete the sentences about yourself.**

- 1 As soon as I get home today, ...
- 2 Before I go to bed tonight, ...
- 3 After school finishes today, ...
- 4 While I watch TV this evening, ...
- 5 When the lesson finishes, ...
- 6 While I do my homework today, ...
- 7 As soon as I finish school / university, ...
- 8 When I'm eighteen years old, ...
- 9 Before I'm thirty, ...

**b Compare your sentences with a partner.**

## 6C Generation gap

### Reading

**1 a** Look at the photos. What problems do you think the teenagers have got?

**b** Read the text.

- 1 What are all the letters about?
- 2 Who gives the advice?

**2 a** Read the text again. Some parts of the letters and advice are missing. Match these sentences to gaps 1–8 in the text.

- a My parents never have time for me.
- b However, it can take time for parents to see that you've grown up.
- c I think I'm old enough to make my own decisions.
- d Why not invite the boy to your house to meet them first?
- e It's good to have an ambition in life.
- f When they read it, I'm sure they'll do something to help.
- g They say that I won't get a good job if I don't go to university.
- h I haven't said anything to my parents about it yet.

**b**  3.18 Listen and check.

## PROBLEM PAGE

Have you got a problem?  
Write to Melanie for advice.



I've got a real problem with my parents. I'm 14 and a boy from my school has asked me out on a date. <sup>1</sup>\_\_\_\_\_. If I tell them, they'll just say 'No', because they think I'm too young to go out with boys. I really want to go on the date. Should I say that I'm going somewhere with my friends?  
Samantha                      Coventry

This is a common problem between teenagers and parents. I'm sure that your parents are only trying to protect you. However, it's never a good idea to tell lies. If your parents find out, you'll be in real trouble, so you must talk to them about it. <sup>2</sup>\_\_\_\_\_. Perhaps that will solve it.



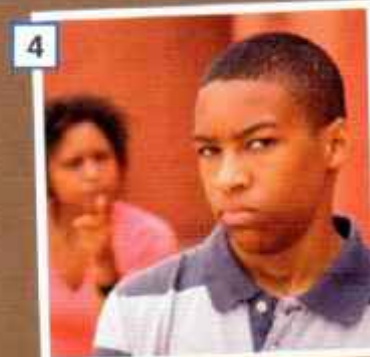
I play the electric guitar with a band. I want to leave school next year so that I can go on tour with the band, but my parents say that I have to stay on at school. <sup>3</sup>\_\_\_\_\_ I like school, but I want to be a rock star and I think we're good enough to be really famous.  
Liam                      Bournemouth

A lot of young people dream about being rock stars, sports stars, fashion models and so on. <sup>4</sup>\_\_\_\_\_. However, my advice to you is to listen to your parents. In this case they're right. And don't worry. The music world will still be there when you finish university.



You often have letters from kids who want more freedom from their parents, but I've got the opposite problem. <sup>5</sup>\_\_\_\_\_. My dad travels a lot on business, and my mum's always busy with something. I usually eat on my own. If I want someone to talk to, my parents are never there.  
Emma                      Manchester

Yes, you can have too much of a good thing. This is a difficult situation. My usual advice is to talk to parents, but if they aren't there, that won't be easy. I think you should write to them and tell them how you feel. <sup>6</sup>\_\_\_\_\_.



I always used to get on well with my mum and dad, but now that I'm a teenager, we seem to disagree on everything and we argue all the time. It's all 'Do this.' 'Don't do that.' 'You can't stay in bed all day, so get up.' <sup>7</sup>\_\_\_\_\_.  
Mark                      Norwich

When you're young, your parents choose your clothes, organize your time and so on. When you're a teenager, you want to do some of these things for yourself. <sup>8</sup>\_\_\_\_\_. Why not make a list of things that you want to decide for yourself? Then discuss it with your parents and try to reach an agreement. A calm discussion is always better than an argument.

### 3 Complete the sentences with the correct names from exercise 1b.

- \_\_\_\_\_ has a lot of arguments with his mum and dad.
- \_\_\_\_\_ doesn't normally have meals with her family.
- \_\_\_\_\_ usually advises people to talk to their parents.
- \_\_\_\_\_ wants to be a rock star.
- \_\_\_\_\_ 's parents are always busy.
- \_\_\_\_\_ 's parents think that 14 is too young to go on a date.
- \_\_\_\_\_ wants to make his own decisions.
- \_\_\_\_\_ wants to go out with a boy.
- \_\_\_\_\_ thinks that lying is not a good idea.
- \_\_\_\_\_ doesn't want to go to university.

### 4 Work in a group. Discuss the questions.

- Which person do you think has got the worst problem?
- Do you agree with the advice? Why? Why not?
- What advice would you give him / her?

## Vocabulary

### Verbs and nouns

### 5 a Complete the chart. Find the missing words in the text on page 72.

Verb	Noun
<sup>1</sup> argue	have an argument
discuss	have a <sup>2</sup> _____
decide	make a <sup>3</sup> _____
<sup>4</sup> _____	find a solution
choose	make a <sup>5</sup> _____
agree	reach an <sup>6</sup> _____
<sup>7</sup> _____	have a disagreement

### b Check the meanings of the words in a dictionary.

### 6 a Complete the sentences. Use words from the chart in exercise 5a. Sometimes more than one choice is possible.

- I don't usually \_\_\_\_\_ with my parents. If we \_\_\_\_\_ on something, we usually \_\_\_\_\_ it and try to reach an \_\_\_\_\_.

- You won't \_\_\_\_\_ a problem by having an \_\_\_\_\_ about it. You should have a \_\_\_\_\_ instead.
- When we're young, our parents \_\_\_\_\_ most things for us, but teenagers want to make their own \_\_\_\_\_.
- When I have a \_\_\_\_\_ with my parents, I usually go and \_\_\_\_\_ it with my granddad. That often \_\_\_\_\_ the problem.
- Every year, quite a lot of teenagers \_\_\_\_\_ to run away from home after they've had an \_\_\_\_\_ with their parents.
- I want to \_\_\_\_\_ my own clothes. I'm going to wear them, so I should make the \_\_\_\_\_.

### b Which of the sentences do you agree with?

## Listening and speaking

### 7 a 3.19 Listen to a radio phone-in programme about parents and teenagers. Tick (✓) the things that the callers mention.



Welcome to our phone-in programme. Tonight we're going to talk about parents and teenagers with our problem page adviser, Melanie. If you've got something to say on this, give us a call. And our first caller is Steph. What do you want to say, Steph?

- 1 I don't often argue with my parents.
- 2 I don't get enough pocket money.
- 3 My parents don't like my girlfriend.
- 4 I can always go to my parents for advice.
- 5 I can't stay out late.
- 6 My mother always tidies my room.

### b 3.19 Listen again. Match the names to the statements in exercise 7a.

Steph Jack Chris Nina

### 8 a What advice would you give to Chris and Steph? Discuss your ideas in a group.

### b Role-play. One person is Chris or Steph and the other is Melanie. The caller describes his / her problem again and Melanie gives her advice. Use these expressions.

Why not ...?                      It's a good / bad idea to ...  
I (don't) think you should ...                      My advice is to ...

## 6D Kids



### Decision time

**1 a** What has happened in the 'Kids' story so far? Look back and check your ideas.

**b** 3.20 Read and listen to the story. Answer the questions.

- 1 What do Mike and Lily want to do?
- 2 What does Lily call Andy? Why?

**2** Answer the questions.

- 1 Where is Tara at the start of the story? Why?
- 2 Why did the head teacher want to see her?
- 3 Why is Tara upset?
- 4 Does Mrs Ross know that the others went to Wimbledon, too?
- 5 Why doesn't Andy want to go and see Mrs Ross?
- 6 Why did Andy have Wednesday afternoon off?
- 7 How did Tara help Andy?
- 8 Who is going to see Mrs Ross?



**Lily** Tara's gone home. She doesn't want to talk to anyone.

**Andy** What happened with Mrs Ross? She didn't tell her about Wimbledon, did she?

**Lily** Yes, she did, because she thought Mrs Ross already knew.

**Mike** But she didn't know anything about it. She wanted to tell Tara that she's won the school prize.

**Andy** Wow! Cool!

**Lily** Yes, but Tara might not get it now. She was really upset about it.

**Andy** Did she say anything to Mrs Ross about us?

**Lily** No, she didn't.

**Andy** That's good.

**Mike** No, it isn't. It was all your idea. Tara shouldn't take the blame for it.



**Mike** So we should all go and see Mrs Ross to help Tara.

**Andy** Hang on a minute. Why should I get into trouble when I didn't do anything wrong?

**Mike** Yes, you did. We all told lies to get the afternoon off.

**Andy** Well, actually, I didn't.

**Lily** What do you mean?

**Andy** I had the afternoon off anyway. They closed the sports centre that afternoon to do a fire safety check.

**Mike** You're kidding! So it will be all right with you if Tara takes all the blame, will it?

**Lily** And you won't mind if she loses the school prize?

**Mike** Have you forgotten that she helped you with your project?

**Lily** Yes, she got you out of trouble with Mr Hunt, you rat!



### The next day.

**Tara** I have to go and see Mrs Ross again.

**Mike** We'll come with you.

**Tara** Thanks, but you don't have to.

**Lily** Yes, we do. We're all in this together.

**Tara** What about Andy?

**Mike** I haven't seen him since our last lesson.

www.majazionline.ir

### 3 a What do you think happens next?

b 3.21 Listen to the end of the story and check your ideas.

c 3.21 Listen again. Are the statements true or false?

- 1 Andy has gone home.
- 2 Andy told the head teacher about the trip to Wimbledon.
- 3 Tara will get the school prize.
- 4 They're all going to Wimbledon again.
- 5 Andy's in a tennis tournament this weekend.
- 6 Andy's going to be in trouble with his parents.

## Everyday English

### Useful expressions

#### 4 a Match the halves of the expressions.

- |                       |                             |
|-----------------------|-----------------------------|
| 1 She doesn't want    | a you mean?                 |
| 2 She didn't know     | b the blame for everything. |
| 3 We're all           | c in this together.         |
| 4 It was all          | d to talk to anyone.        |
| 5 Tara shouldn't take | e a minute.                 |
| 6 Hang on             | f kidding!                  |
| 7 What do             | g your idea.                |
| 8 You're              | h anything about it.        |

b How do you say the expressions in your language?

### Expressing purpose

#### 5 a Look at what Mike says. Why should they all go and see Mrs Ross?



So we should all go and see Mrs Ross to help Tara.

b We use an infinitive with *to* to say why we do something. We call this an infinitive of purpose. Find and complete these sentences from the story.

- 1 We all told lies \_\_\_\_\_
- 2 They closed the sports centre that afternoon \_\_\_\_\_

#### 6 Complete the sentences. Match the verbs and the pictures to say why you did the things.

1 I went to the fridge to get a drink.

1 I went to the fridge ...

go



2 I used the Internet ...

read



3 I went to the supermarket ...

get



4 I texted my friend ...

make



5 I sat down ...

do



6 I bought some bread ...

play



7 I went to the sports centre ...

say



8 I put on my pyjamas ...

download



#### 7 Work in a group. One person starts a sentence and and the next person finishes it with an infinitive of purpose.

- I went on the Internet ...
- I went on the Internet to book a holiday.

Here are some ideas for sentence beginnings.

I went to the ... / on the ...

I bought some / a ...

I'm going to the ...

I put on my ...

I sat down ... / stood up ... / lay down ...

I made an appointment ...

I texted / emailed / phoned my friend ...

I switched on the ...





**1** **3.22** Read and listen to the text. Match the things to the correct times. Some can go with more than one time.

- |                        |                      |
|------------------------|----------------------|
| 1 clubbing             | a Friday evening     |
| 2 a nap                | b Saturday morning   |
| 3 weddings             | c Saturday afternoon |
| 4 family entertainment | d Saturday evening   |
| 5 roast beef           | e Sunday morning     |
| 6 church               | f Sunday afternoon   |
| 7 the cinema           | g Sunday evening     |
| 8 a lie-in             |                      |
| 9 sports               |                      |
| 10 an early night      |                      |
| 11 shopping            |                      |
| 12 homework            |                      |

**2** What do these expressions mean?

have an early night	go clubbing
have a lie-in	have a nap

## THE WEEKEND

### What is a typical weekend like for families in Britain?

Children don't go to school on Saturdays and Sundays, but they normally have homework to do over the weekend. Some do their homework on Friday evenings, so that they can forget about school for the whole weekend. Others prefer to relax after a week at school and do their homework on Sunday evenings.

Saturday morning is a popular time for sports and other activities. A lot of schools have sports matches against other schools. Sports centres are usually very busy, too. They usually have classes for different things like tennis, basketball, swimming and so on. Some children have music lessons or go to dance classes on Saturday mornings.

Saturday afternoon is normally the time for professional sports matches. There's always lots of sport on TV. Most football and rugby matches start at three o'clock. Saturday afternoon is also the traditional time for weddings.

On Saturday evenings, most people want some kind of entertainment. Older teenagers go to the cinema or they go dancing at a club. They call it 'going clubbing'. But you have to be 18

**3** **3.23** Listen to six teenagers talking about their favourite part of the weekend. Copy and complete the chart.

Favourite part	Why?
1 Sunday lunchtime	big lunch with the family
2	

**4** Work in a group. Discuss the questions.

- How is a typical weekend different in your country?
- What things do you and your family do at the weekend?
- What's your favourite time? Why?



to get into a club. At home, the television has programmes for family entertainment, such as *The X Factor*, *Strictly Come Dancing*, *Merlin* or *Doctor Who*.

On Sunday mornings, people often have a lie-in. That means that they get up later than they do during the week. Some people go to church on Sunday mornings. Families often have a big Sunday lunch together. The meal is usually roast meat (beef, chicken, lamb, etc.) with vegetables. And there's usually a big pudding, too. After that, a lot of adults spend the afternoon having a nap (sleeping) in front of the TV!

Shopping centres are popular places to go on Sunday afternoons. All the big shops are open – usually 11 am to 5 pm – but most smaller shops are closed all day.

Then it's Sunday evening, and your parents say: 'Come on, it's school again tomorrow.' So it's time to do your homework if you haven't already done it, pack your school bag and have an early night.



## Citizenship: the European Union

**1 a** What do you know about the European Union? Do the quiz.

**b** Compare your answers with a partner.

**2**  3.24 Listen and check your ideas.



- 1 Why was the European Union started?
- a People wanted to make a lot of money.
  - b People didn't want another world war.
  - c People wanted to live in other countries.

- 2 The original name of the EU was
- a the EEC.
  - b UEFA.
  - c The European League.

- 3 It was created in 1957 by the Treaty of
- a Paris.
  - b Berlin.
  - c Rome.



**3**  3.24 Listen again. Answer the questions.

- 1 What does 'EEC' mean?
- 2 When did the UK join?
- 3 When did Spain join?
- 4 Which economic areas are larger than the EU?
- 5 Where is the European Central Bank?
- 6 What do the stars on the EU flag represent?
- 7 What things does the EU deal with?

## THE EUROPEAN UNION

- 4 The treaty was signed in 1957 by six countries. Which of these countries signed it?
- |           |                   |
|-----------|-------------------|
| a France  | g Spain           |
| b Denmark | h Belgium         |
| c Germany | i Portugal        |
| d the UK  | j Luxembourg      |
| e Greece  | k Italy           |
| f Ireland | l the Netherlands |
- 5 The name was changed to 'the European Union' after which treaty in 1992?
- a The Maastricht Treaty
  - b The Treaty of London
  - c The Lisbon Treaty
- 6 Between 1992 and 2007, how many new countries joined the EU?
- a 2                      b 9                      c 15
- 7 The EU is the \_\_\_\_\_ largest economic area in the world.
- a second              b third              c fourth
- 8 The EU is run by the European Commission. Its offices are in
- a Strasbourg.      b Frankfurt.      c Brussels.
- 9 How many stars are there on the EU flag?
- a 6                      b 12                      c 27
- 10 Who composed the EU's anthem *Ode to Joy*?
- a Beethoven      b The Beatles      c Dvořák



# 6

# Revision

## Vocabulary

**1** Complete the sentences. Choose phrasal verbs to match the pictures. Use the past simple tense.

go away   walk away   get back  
pick up   sit down   look after  
run out of   bend down   get on

1 We went to the shops and we at 2.30 pm.



2 I didn't want an argument, so I just



3 We petrol on the motorway yesterday.



4 We the bus and



5 We our neighbours' cat when



they for the weekend.



6 I and a coin that was on the ground.



**3** Match cues 1-7 to cues a-g. Make sentences starting with *If*.

*If you go to Las Vegas, you'll have a great time.*

- |                                   |   |
|-----------------------------------|---|
| 1 you / go to Las Vegas           | a he / not have time for his schoolwork |
| 2 Liam / leave school             | b she / give you good advice            |
| 3 you / write to Melanie          | c people / not trust you                |
| 4 you / not protect your password | d they / help you, too                  |
| 5 Andy / play tennis all the time | e he / not get a good job               |
| 6 you / help your friends         | f you / have a great time               |
| 7 you / tell lies                 | g people / read your emails             |

## Listening and writing

**4 a** 3.25 Listen and match the people in column 1 to the things they did in column 2.

<p><b>1</b></p> <p>1 Ryan</p> <p>2 Mark</p> <p>3 Jess</p> <p>4 Nathan</p> <p>5 Belinda</p> <p>6 Max</p> <p>7 Heather</p> <p>8 Jeremy</p>	<p><b>2</b></p> <p>open the door</p> <p>sit down</p> <p>go to the shop</p> <p>switch on the TV</p> <p>pick up the phone</p> <p>go to the station</p> <p>email Zoe</p> <p>open the fridge</p>	<p><b>3</b></p> <p>to buy a pen</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--	--

**b** 3.25 Listen again. Why did they do the things? Complete column 3.

**c** Write sentences about the people.

1 Ryan went to the shop to buy a pen.

## Grammar

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

- 1 I'll phone you after Sarah (arrive).
- 2 Before we have dinner, I (have) a shower.
- 3 We'll see Ken when we (go) to the shops.
- 4 We (wait) while Tara gets the tickets.
- 5 Joe will set off as soon as we (text) him.
- 6 I (do) my homework before I watch TV.
- 7 Andy's parents (be) angry when they get the letter.
- 8 We'll leave as soon as the programme (finish).

## Study skills

### Dealing with problems

- 1 Read the email. What is the problem?
- 2 Work in a group. Write a reply with two pieces of advice to help the writer.

I'm learning English, but I always feel very silly when I speak English in class, because I know that I make lots of mistakes. I'm going to England soon and I'm sure people there will laugh at me when I try to speak English.



# Your Project

6

## Develop your writing

### Describing a problem / giving advice

- 1 Look at Samantha's letter on page 72. Put the topics in the correct order to match the letter.

- a How do you feel now?
- b What is the problem?
- c Ask for advice.
- d Who are you having a problem with?
- e What, if anything, have you done about it?

- 2 Look at the expressions. Find them in Melanie's advice on page 72. Then complete the sentences. (Some can be completed in more than one way.)

#### Commenting

This is a common ...  
I'm sure that ...  
A lot of young people ...  
In this case ...  
This is a difficult ...  
When you're ...

#### Giving advice

It's never a good idea to ...  
Why not ...?  
My advice to you is to ...  
I think you should ...  
Try to ...

#### Justifying

If your parents find out ...  
When they read it ...

## Project task

### Make a class problem page.

- 1 Work in a group. Write a letter to a problem page. Use the pattern in exercise 1.
- 2 Give your letter to another group.
- 3 Write a reply to the letter that you receive. Use the expressions in exercise 2.

Put all your letters and replies together to make a class problem page.

## Song

- 1  3.26 Listen to the song. Complete it with these words.

lucky nothing day fall heart moment problems  
fail something mouthful answers storms rules

- 2 What is the message of the song?

- a Don't work hard.
- b Think about yourself first.
- c Deal with problems immediately.
- d Don't take life too seriously.

## Don't Try So Hard

If you're searching out for <sup>1</sup> \_\_\_\_\_,  
Don't try so hard.  
If you're feeling kind of <sup>2</sup> \_\_\_\_\_,  
Don't try so hard.  
When your <sup>3</sup> \_\_\_\_\_ seem like mountains,  
You feel the need to find some <sup>4</sup> \_\_\_\_\_,  
You can leave it for another <sup>5</sup> \_\_\_\_\_,  
Don't try so hard.

But if you <sup>6</sup> \_\_\_\_\_ and take a tumble, it won't be far.  
If you <sup>7</sup> \_\_\_\_\_, you mustn't grumble,  
Thank your <sup>8</sup> \_\_\_\_\_ stars.  
Just savour every <sup>9</sup> \_\_\_\_\_  
And treasure every <sup>10</sup> \_\_\_\_\_.  
When the <sup>11</sup> \_\_\_\_\_ are raging round you,  
Stay right where you are.

Oh, don't try so hard,  
Oh, don't take it all to <sup>12</sup> \_\_\_\_\_,  
It's only fools, they make these <sup>13</sup> \_\_\_\_\_,  
Don't try so hard.



# Pronunciation

## Unit 1

### 1 Vowels: spelling and sound

**a** 4.2 The same spelling can have different sounds. Listen and repeat.

/e/ leather    /eə/ wear    /ɪə/ hear  
/eɪ/ break    /i:/ jeans    /ɜ:/ heard

**b** Different spellings can have the same sound. Find two more words for each sound in exercise 1a.

there need head red leave pair  
world play learn deer near late

**c** 4.3 Listen, check and repeat.

### 2 How many syllables?

**a** Copy and complete the chart. Put the words in the correct column.

boxes shoes styles sizes dresses clothes  
watches socks striped pointed needed  
flared used wanted waited checked

#### One syllable



shoes

#### Two syllables



boxes

**b** 4.4 Listen, check and repeat.

**c** When do we pronounce -es and -ed as a separate syllable?

## Unit 2

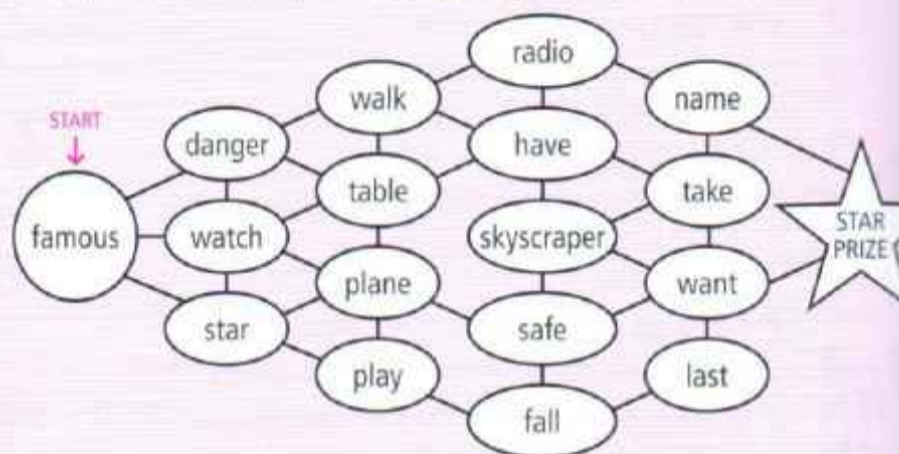
### 1 The letter 'a'

**a** 4.5 The letter 'a' can be pronounced in different ways. Listen and repeat.

/æ/ hand    /eɪ/ famous    /ɔ:/ walk  
/ɑ:/ part    /ɒ/ watch

**b** Add two more words spelt with the letter 'a' for each sound.

**c** Follow the words with the /eɪ/ sound. Can you win the star prize? You must follow the lines.



### 2 Intonation: question tags

**a** 4.6 When we use a question tag to confirm something, the intonation normally falls. Listen and repeat. Copy the intonation.

- 1 You're fourteen, aren't you?
- 2 It's Tuesday today, isn't it?
- 3 We haven't got any homework, have we?
- 4 It was your birthday yesterday, wasn't it?
- 5 You didn't revise for the last test, did you?
- 6 Smart Alec lives in England, doesn't he?
- 7 You don't drink milk, do you?
- 8 You'll be at home this evening, won't you?

**b** Work with a partner. Student A: Read one of the questions. Student B: Give an answer.

A You're fourteen, aren't you?    B Yes, I am.

## Unit 3

### 1 The letters 'th'

**a** 4.7 Listen and repeat.

- |           |        |           |       |
|-----------|--------|-----------|-------|
| 1 that    | sat    | 6 thumb   | some  |
| 2 these   | sees   | 7 three   | tree  |
| 3 weather | wetter | 8 thigh   | tie   |
| 4 there   | tear   | 9 mouth   | mouse |
| 5 path    | part   | 10 thirty | dirty |

**b** 4.8 Listen. Tick (✓) the word in each pair that you hear.

## 2 Agreeing: sentence stress

**a** 4.9 Listen and repeat. Which word is stressed?

- |                  |                   |
|------------------|-------------------|
| 1 So do I.       | 6 Neither did we. |
| 2 Neither can I. | 7 So will I.      |
| 3 Oh, I will.    | 8 Oh, we have.    |
| 4 So have we.    | 9 Oh, I can't.    |
| 5 Oh, I do.      | 10 Neither was I. |

**b** 4.10 Listen. Give a response.

*We haven't had lunch.*

*Oh, we have. /  
Neither have we.*

## Unit 4

### 1 /ɪ/ and /aɪ/

**a** How is the letter 'i' pronounced? Put the words in the correct column.

minute night ring climb write find  
promise might shine window give  
island magic kitchen decide office

/ɪ/  minute	/aɪ/  night
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**b** 4.11 Listen, check and repeat.

**c** Add two more words spelt with the letter 'i' to each column.

## 2 Word stress: verbs

**a** Copy and complete the chart. Put the words in the correct column.

finish enjoy decide survive promise  
offer remember believe listen become  
agree happen refuse prefer return  
forget imagine receive follow damage

First syllable	Second syllable
• finish	• • enjoy

**b** 4.12 Listen, check and repeat.

## Unit 5

### 1 /ɒ/, /əʊ/ and /ʌ/

**a** Put the words in the correct column.

money dolphin snow shot most stomach  
dollar won mother hope forest some  
home cover doctor mobile stop cold

/ɒ/	/əʊ/	/ʌ/
dolphin	snow	money

**b** 4.13 Listen, check and repeat.

### 2 Odd one out

**a** Which word has a different vowel sound?

- |                       |                         |
|-----------------------|-------------------------|
| 1 gas - van - park    | 6 kill - winter - blind |
| 2 bear - beard - hair | 7 stop - snow - sold    |
| 3 thief - rise - ice  | 8 heart - meat - feel   |
| 4 fur - earth - cub   | 9 litre - drive - wise  |
| 5 last - fake - waste | 10 cool - shoot - look  |

**b** 4.14 Listen, check and repeat.

## Unit 6

### 1 Similar words

**a** 4.15 Listen and repeat.

- |         |       |          |       |
|---------|-------|----------|-------|
| 1 fast  | first | 6 now    | know  |
| 2 tree  | three | 7 bag    | back  |
| 3 had   | hard  | 8 choose | shoes |
| 4 watch | wash  | 9 talk   | took  |
| 5 walk  | work  | 10 won't | want  |

**b** 4.16 Listen. Which word do you hear?

### 2 How many words?


**a** 4.17 Listen. How many words are there in each sentence? Write the numbers in the grid. Short forms count as one word. (I'll = one word.)

a	4	b		c		d		e	
f		g		h		i		j	

**b** Add the numbers in each column, for example, add a and f. What totals do you get?

# Reading

## Unit 1

**1 a**  4.18 Read and listen to the story. Put the pictures in the correct order.

**b** Find these in the pictures.

Llewellyn   Gelert   Llewellyn's wife  
the baby   the deer   the wolf

**c** What other things from the story can you name in the pictures?

**2** Answer the questions.

- 1 Why is the old woman angry?
- 2 Why does Llewellyn kill Gelert?
- 3 Why does Gelert have blood in his mouth?
- 4 How do the old woman's words come true?



## LLEWELLYN AND GELERT

There was once a Prince of Wales called Llewellyn. He was young, strong and handsome, and everybody loved him, because he was always laughing and smiling. He had a dog called Gelert. Llewellyn loved his dog more than anything in the world and they were always together.

The prince and his dog often used to go hunting. One day, they were walking quietly through the forest when they saw a small hut. A deer was standing next to the hut. Llewellyn and Gelert stopped and hid among the trees. The deer didn't run away, so Llewellyn slowly and carefully took his bow and arrow and shot the deer.

'I got it!' shouted the prince. 'Come on, Gelert. We'll all eat well tonight!' They ran to get the deer and take it home. But as he was lifting the dead animal onto his shoulders, Llewellyn heard a noise behind him. He turned round. An old woman was standing there. She lived in the forest and people said that she was a witch. She pointed a long, bony finger at Llewellyn. 'You've killed my deer,' she said angrily. 'And you will pay for this.'

Llewellyn didn't take any notice, and with the deer on his shoulders, he and Gelert turned to go home.

'You're happy now, Prince Llewellyn,' screamed the old woman, as the prince and his dog were walking away. 'But you will die a sad and lonely man.' When he heard this,

Llewellyn suddenly felt very cold.

'Remember my words!' shouted the old woman and then she disappeared.

Time passed and Llewellyn soon forgot about the old woman. In fact, his happy life became happier and happier. A few years later, he married a beautiful young princess and they soon had a fine, baby boy. By now, Gelert was an old dog, and he didn't use to go hunting with his master so often. But every night he used to sleep by the fire and guard the baby's cradle. Llewellyn knew that his son was safe with his old friend Gelert there.

Then one night Llewellyn woke up suddenly. Gelert was barking loudly. The prince jumped out of bed. By the light of the fire, he saw a terrible sight. The baby's cradle was upside down. Gelert was standing next to it and blood was dripping from his mouth.

Llewellyn couldn't believe it. 'What have you done to my son?' he shouted at the old dog. 'You've killed him!' Near the fire there was a pile of wood and there was an axe on top of it. Angrily, Llewellyn grabbed the axe and brought it down on the old dog's head. Gelert fell dead on the floor.

At that moment Llewellyn heard a noise. It was coming from under the cradle. Llewellyn picked up the cradle and he saw his son. He was lying on the floor and he was smiling. Next to the baby there was something large and grey. Llewellyn turned it over. It was the body of a dead wolf!

'Oh, Gelert, my dear old friend,' cried Llewellyn. 'What have I done? You saved my son from the wolf!'

Suddenly, the prince felt very cold and the old woman's words came back to him. From that night, Llewellyn never smiled again. Even his young son could not make him happy. He died, as the old woman said, a sad and lonely man.

## Unit 2

### 1 a 4.19 Read and listen to the story.

- 1 How much did the Loiseles pay for the new necklace?
- 2 How much was the old necklace worth?

### b Who are the women in the pictures?

# The Necklace

Mathilde Loisel lived in Paris. Her husband was a clerk at the Ministry of Education. They weren't poor. They had a nice flat and one servant, but Mathilde dreamed of a better life full of silk dresses and gold jewellery, parties and rich, famous people.

One evening when her husband came home, he looked very happy. 'I've got something for you,' he said. 'It's an invitation to a party with the Minister of Education.'

Mathilde started to cry. 'What's wrong?' said her husband. 'You want to go, don't you?'

'Of course,' she said. 'But I haven't got anything to wear to a party like that, have I?'

'How much will you need for a new dress?' asked her husband.

'Four hundred francs,' she said. It was a lot of money, but her husband agreed.

A few days later, however, Mathilde was unhappy again. 'I haven't got any jewellery to wear with my dress,' she said. 'Why don't you ask your friend, Madame Forestier? She'll lend you something, won't she?' said her husband.

Jeanne Forestier was Mathilde's old schoolfriend, and she was very rich. So Mathilde borrowed a beautiful diamond necklace from her.



What a party! Mathilde was the most beautiful woman there. All the men wanted to dance with her. It was the happiest night of her life.

At four o'clock in the morning, they took a taxi home. When they arrived, Mathilde stood in front of the mirror and took off her coat. She froze in horror. 'The necklace,' she cried. 'It's gone!'

'Perhaps you lost it in the taxi,' said her husband. 'I'll go and look for it.' He came back at seven o'clock.

'Have you found it?' asked his wife.

### 2 Put the events in the correct order.

- a Mathilde borrows a necklace from her friend.
- b They borrow a lot of money to buy a new necklace.
- c Mathilde discovers that she has lost the necklace.
- d Mathilde discovers that the diamonds weren't real.
- e Mr Loisel gets an invitation to a party.
- f They have a hard life for ten years to repay the money.
- g Mathilde has a wonderful time at the party.
- h Mr Loisel tries to find the necklace.

### 3 How does Mathilde look in each picture? Why?

'No, I haven't,' he replied. 'What can we do?' said Mathilde. 'I can't tell Madame Forestier that I've lost it, can I?'

'We must buy another one,' said her husband. They went to all the jewellery shops and finally found a similar necklace. 'But it costs thirty-six thousand francs!' said Mathilde.

'My father left me eighteen thousand francs when he died,' said her husband. 'We must borrow the rest.'

They borrowed from banks, from money-lenders, from friends and relatives, and they bought the necklace.

After that, everything changed for the Loiseles. They moved to a small room. There was no servant now. Mathilde did all the housework. Her husband worked every evening and at weekends. They didn't buy any new clothes and ate only poor food.

After ten long, hard years they finally paid back all the money, but Mathilde wasn't young and pretty any more. She looked old and thin. Her hands were red and rough.

One Sunday afternoon, she saw Madame Forestier in the park. She still looked young and beautiful.

'Good afternoon, Jeanne,' said Mathilde. 'I'm sorry,' said Madame Forestier. 'I don't know you, do I?'

'Yes, it's me, Mathilde.' 'Oh, my dear, what has happened to you?' said her friend. 'You've changed so much.'


'Yes, life has been very difficult for the last ten years,' said Mathilde and she told her the whole story. At the end, she said proudly. 'I can tell you everything now, because we've paid back all the money.'

'But my poor Mathilde,' said her friend. 'My diamonds weren't real. The necklace was worth no more than five hundred francs!'





## Unit 3

- 1 a**  4.20 Read and listen to the story. Find these people in the picture.

the shepherd the shepherd's wife the first stranger  
the second stranger the third stranger

- b** Match these cues to the people in exercise 1a.

a hangman a prisoner frightened a clockmaker  
a cottage the prisoner's brother a baby a song

## The Three Strangers

One cold, wet night in 1825, a poor shepherd and his wife invited some friends to their cottage. They wanted to celebrate the birth of their first child. Their cottage was on a path which strangers didn't use very often. But while the shepherd and his guests were dancing and drinking, someone knocked at the door. 'Come in!' shouted the shepherd.

A tall, dark stranger, about forty years old, entered.

'Can I rest here for a bit?' he asked.

'Of course,' said the shepherd. 'Come in and have a drink with us.'

'Thank you,' said the stranger.

'And you should sit by the fire,' said the shepherd. 'You look very cold.'

Not long after, there was another knock at the door.

'Come in!' shouted the shepherd for the second time.

Another stranger entered. He was older than the first, and he was wearing a grey suit.

'I'm on my way to Casterbridge,' he said. 'Can I rest here for a while?'

'Of course!' said the shepherd. 'Come and sit by the fire.' And he gave this man a drink, too.

For some reason the shepherd's wife didn't like the second stranger and she asked, 'What kind of work do you do?'

The man in grey replied with a song.

*'There isn't much I need, ...*

*To set the criminals free.*

*A piece of rope, and a tall hanging post.*

*And that'll be enough for me.'*

Immediately, everyone knew that he was a hangman. He was on his way to Casterbridge prison to hang a poor clockmaker.

'That clockmaker only stole a sheep to feed his children, because he had no work,' said the shepherd's wife. 'You shouldn't hang a man for that.'

'I just do my job,' said the second stranger.

Just then, there was a third knock on the door and the shepherd opened it. A third stranger was standing there. He looked into the cottage, but when he saw the two men by the fire, his face went white. Then he turned and ran away.

- 2** Correct the sentences.

- 1 People were at the cottage to celebrate the shepherd's birthday.
- 2 The second stranger was going to Casterbridge to buy a sheep.
- 3 The second stranger told a story to tell everyone what his job was.
- 4 When the third stranger came to the cottage, he sat down and had a drink.
- 5 Everyone knew that a prisoner escaped because they heard a bell ringing.
- 6 The shepherds and farm workers didn't want to find the first stranger because they liked him.



A minute later, everybody heard a gun. Everybody knew what it meant. 'Someone has escaped from Casterbridge prison,' said the hangman. 'It must be that man who came to the cottage just now and then ran away. We should all look for him.' The men all left the cottage.

A little later, the first stranger returned, and then the hangman came back, too.

'There are enough men looking for the prisoner,' the two men agreed. 'They don't need us, too.' They finished their meal and then walked away from the cottage in opposite directions.

The other men soon found the third stranger and brought him back to the shepherd's cottage. Two policemen were waiting for them.

'That's not the prisoner who escaped,' said one of the policemen. 'Who are you?'

'I'm the prisoner's brother,' said the third stranger. 'I was on my way to see my brother for the last time, when I stopped here tonight.' 'But why did you run away?'

'Because I saw my brother here. He was sitting by the fire with the hangman!'

'So that first stranger was the clockmaker!' said the shepherd's wife.

The next day, the shepherds and farm workers looked for the clockmaker again. They never found him. But they didn't really want to find him, because they all agreed with the shepherd's wife: you shouldn't hang a man who only stole a sheep because he had no money to feed his children.

## Unit 4

1 **4.21** Read and listen to the story. What happened in the end to:

- 1 Horatius?
- 2 Tarquin?
- 3 Horatius's two companions?
- 4 the city of Rome?

# HORATIUS AND THE BRIDGE

We always think of Rome as the centre of a huge empire, but in its early days, it was just a small city on the banks of the River Tiber. At that time, they had a king called Tarquin the Proud, but he was very bad. Finally, the Roman people decided that they didn't want a king any more and they all agreed to throw him out.

Tarquin, however, tried to get his throne back, and his friend, Porsena, the King of Clusium, offered to help him. Porsena gathered a large army and started marching towards Rome.

When the Romans saw the army approaching, their hearts sank. There were thousands of knights and soldiers coming over the hill on the other side of the Tiber. They knew that they couldn't win a battle against such a large army. 'We must stay inside the city,' said the Roman leaders. 'But they'll cross the bridge and then we won't stand a chance,' someone said.

At that time, there was only one narrow wooden bridge across the river, and Porsena's army was marching straight towards it.

Three Roman soldiers were guarding the far end of the bridge. One of them was called Horatius. He turned to the



2 **a** Look at the picture. Find these three groups of people.

- 1 the people of Rome
- 2 Porsena's army
- 3 Horatius and his two companions

**b** What is each group doing? Why?

people and shouted: 'We must destroy the bridge. My two companions and I will defend this end of the bridge while you cut down the bridge behind us.'

The people of Rome fetched axes and saws and started to cut down the bridge, while the three soldiers faced Porsena's army with just their swords and shields.

Fortunately the bridge was very narrow, so only a few of Porsena's men could attack at one time. Again and again they tried to cross the bridge, but Horatius and his companions pushed them back. All the time they could hear the Romans chopping and sawing the bridge behind them.

Finally, they felt the bridge moving under their feet. 'The bridge is starting to fall,' people shouted to the three men. 'Come back!'

But Horatius refused to move, because Porsena's soldiers were attacking again.

'Run back,' he shouted to his two companions. 'I will stay here on the bank until you're safely across.' The two men rushed back across the bridge. Just as they reached the other side, the bridge started to fall.

When Horatius heard it crashing into the Tiber, he knew that the city was safe. He started moving backwards towards the edge of the river. Then he turned, threw down his sword, shield and helmet and jumped in. Spears and arrows from Porsena's men followed him as he disappeared under the water. He was still wearing his heavy armour and he was badly wounded, so nobody expected to see him again.

For several minutes they waited and then somebody shouted: 'There he is!' Everybody turned and saw Horatius swimming towards the river bank. All the Romans cheered and shouted. Then Porsena's men started cheering and shouting, too, because Horatius was so brave.

Tarquin never got his throne back. And for hundreds of years after that, Roman parents told their children the story of how Horatius and his two companions held the bridge and saved the city of Rome.

## Unit 5

### 1 a 4.22 Read and listen to the story. When does it take place?

in the past   now   in the future

### b Find the names of these.

- Jill's husband
- the planet that he visits
- Jill's brother
- Frank's son

### c Who can you see in the picture? Where are they?

## HUMAN IS ...

'No,' said Lester Herrick. 'He can't come and stay with us. I've got too much work to do.'

'You're horrible,' said his wife, Jill. They were talking about her nephew, Gus.

'You can tell him when he comes this afternoon,' said Lester. 'And where's my dinner?'

'It's just coming,' said Jill. The meal was picked up by the kitchen robot and carried towards Lester.

'Hurry up,' he said impatiently. 'I want to get back to work.'

When Gus arrived, Jill ran to pick him up.

'Be careful of my tiger,' he said. The kitten jumped out of the boy's arms.

'It's not a tiger,' said Lester. 'It's just a cat. You should use words correctly.'

'Don't be so mean,' said Jill. 'Come on, Gus. Let's go into the garden.'

'Be quiet, both of you,' said Lester. 'There's a message coming through on the computer.'

'Is it bad news?' asked Jill.

'Not at all,' said Lester. 'I'm going away for three weeks to Rexor IV. I've always wanted to visit that planet. The boy can stay here while I'm

away, but no longer.'

'I'm going to leave him, Frank.' Jill was talking to her brother, Gus's father. He was a lawyer. 'He's so horrible to live with. He only thinks about his work.'

'Well, Lester's got a very important job,' said Frank. 'Maybe he'll

change.'

'No, he won't,' said Jill.

But Lester Herrick did change. When he returned from Rexor IV, he was a very different man.

'How lovely to see you, my dear,' he said as he kissed his wife.

After dinner, he asked: 'Can I help you with anything?'

'No, it's OK,' said Jill. 'You can get on with your work.'

'My work?' said Lester. 'Oh, that can wait. I'd like to go and play with little Gus.'

And so it continued. Jill didn't understand it, but she liked it. Lester was no longer mean and cold. He smiled all the time and was very kind.

When they went to see Frank and Gus, she told Frank about the change. But Frank was worried. 'I think you'd better come with me, Herrick,' he said to Lester.

### 2 Answer the questions about Lester Herrick.

- What was he like before he left?
- What was he like after his return?

### 3 Why does he change?

### 4 Why does Jill say that he hasn't changed?

The next day, Frank took his sister to the police station.

'So, do you mean,' she said, 'that the man who came back from Rexor IV wasn't really Lester?'

'Yes,' said Frank. 'While Lester was there, he was captured. His mind was removed from his body and it was replaced by this thing – a Rexorian.'

'But why?' said Jill.

'Rexor IV is a very old planet. It's dying and the Rexorians want to escape.'

'Has it happened before?'

'Yes, but they were all discovered when they tried to leave Rexor IV and they were destroyed.'

'Why wasn't this one found?'

'Lester had his own private spaceship, so he wasn't checked. The problem is that the Rexorian can't just be destroyed here on Earth. It's illegal. We need permission from the Supreme Court. It won't be difficult. You just have to tell the Court that Lester has changed.'

'And then?'

'Then the Rexorian will be destroyed. Lester's mind will be brought back to Earth and put into his body again.'

'What?' Jill cried. 'Do you mean that Lester is still alive?'

'Yes, his mind has been stored somewhere on Rexor IV. But don't worry.

It will be found and you'll have your old husband back!'



When they entered the room, 'Lester' was sitting on a chair.

'I believe everything has been explained to you, Mrs Herrick,' said the Police Chief.


'Yes,' said Jill.

'You just need to tell us about the change in your husband,' said the Police Chief.

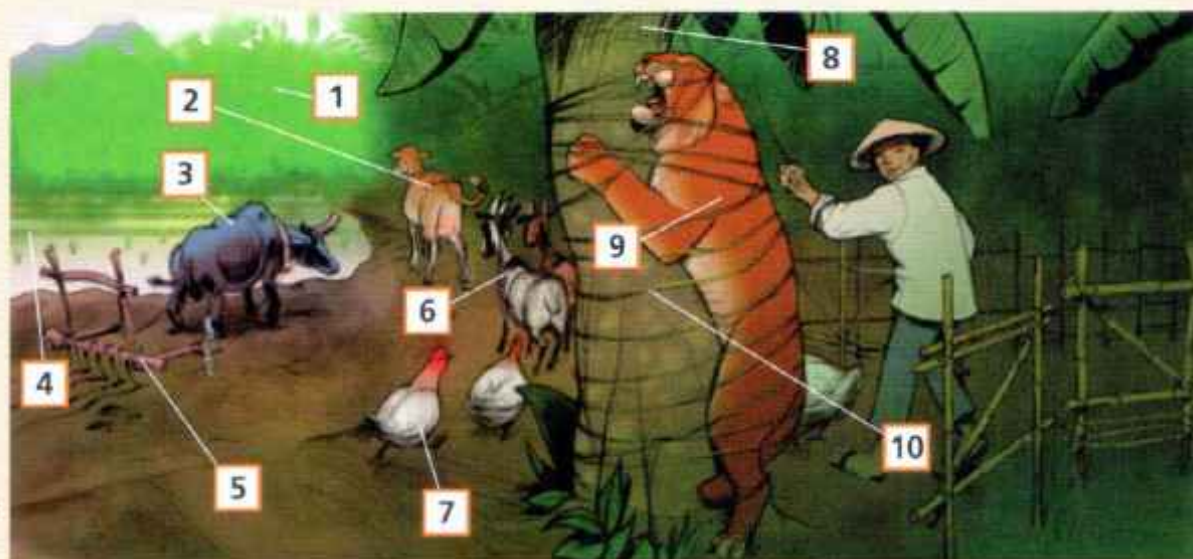
Jill looked at the man sitting quietly on a chair.

'Change?' she said. 'I haven't noticed any change. So can my husband and I go home now, please?'

## Unit 6

1  4.23 Read and listen to the story. Answer the questions.

- 1 What does the tiger want from the man? Why?
- 2 Does the man show it to the tiger? How?
- 3 How does the tiger get his stripes?



## 2 Write the names of the numbered things in the picture.

## HOW THE TIGER GOT HIS STRIPES

### A traditional story from Vietnam

Long ago, when animals could talk, the tiger didn't have stripes. He had a beautiful coat of golden fur. He was very proud of it.

One day, the tiger came to the edge of the jungle and looked out. A man was ploughing a rice field. A water buffalo was pulling the heavy plough. It looked like very hard work for the buffalo, but not for the man. He was just walking along behind the plough. On the other side of the field there were some more animals – two goats, some chickens and a cow.

After a while, the man sat down under a banana tree for a rest. The tiger crept slowly towards the buffalo. She wasn't afraid of the tiger. She was too big and strong for him. 'What do you want?' asked the buffalo.

'I've got a question,' said the tiger. 'Why do you work for that man? You're much bigger and stronger than he is. He controls all those other animals over there, too. How does he do it?'

'They say,' said the buffalo slowly, 'that he's got something called intelligence.'

'Intelligence?' asked the tiger. 'What's that?'

'I've got no idea,' said the buffalo. 'Why don't you ask the man?'

So the tiger walked over to the man. When he saw the tiger, the man jumped up. But the tiger said: 'Don't worry. I won't eat you if you answer a simple question for me.'

The man was very frightened and he wanted to run away. But the tiger was much faster than him, so he said nervously: 'I'll answer it if I can.'

'The animals say that you've got something called intelligence,' said the tiger. 'I'd like some of that, too. What is it? What does it look like?'

The man thought quickly. 'Intelligence?' he said, 'Oh, well, intelligence is very valuable, so I usually leave it at home. If you wait here, I'll go and get some for you.'

'I'll come with you,' said the tiger.

'No,' said the man. 'If the other villagers see you, they'll throw things at you.'

'That's true,' said the tiger. 'But if you don't come back, I'll be here again tomorrow. And I'll be very hungry!'

The man set off to the village, but then he turned round and said to the tiger. 'But if I leave you here, you'll eat my animals. I'll feel much happier if I tie you up first.'

The tiger really wanted the man's intelligence. 'When I've got some of that intelligence, I'll really be king of the jungle,' he thought, and so he said: 'All right. You can tie my tail to the banana tree.'

'But you've got very sharp teeth and claws,' said the man. 'You'll easily cut the rope. However, if I tie your body to the tree, my animals will be safe.'

The man got a long rope. He put it round and round the tiger's body and head and tied him tightly to the banana tree.

'Now,' said the man, 'you'll soon see my intelligence.' Then he collected all his animals and took them away.

The tiger waited and waited, but the man didn't come back. He didn't come back the next day, either. So the tiger tried to get free, but the rope was too tight. He pulled and he pushed; he twisted and turned. The rope rubbed against his fur. Finally, he pulled with all his strength and the rope broke.

The tiger walked slowly back to the jungle. On the way he stopped at the river for a drink, because he was very thirsty. When he saw his reflection in the water, he couldn't believe his eyes: 'Aargh! What's happened to my fur?' he cried. His beautiful golden coat was covered in thick black stripes, where the ropes rubbed it.

When the other animals saw the stripes, they all laughed. Since that day, the tiger has had black stripes, and he hides in the jungle so that the other animals can't see him.