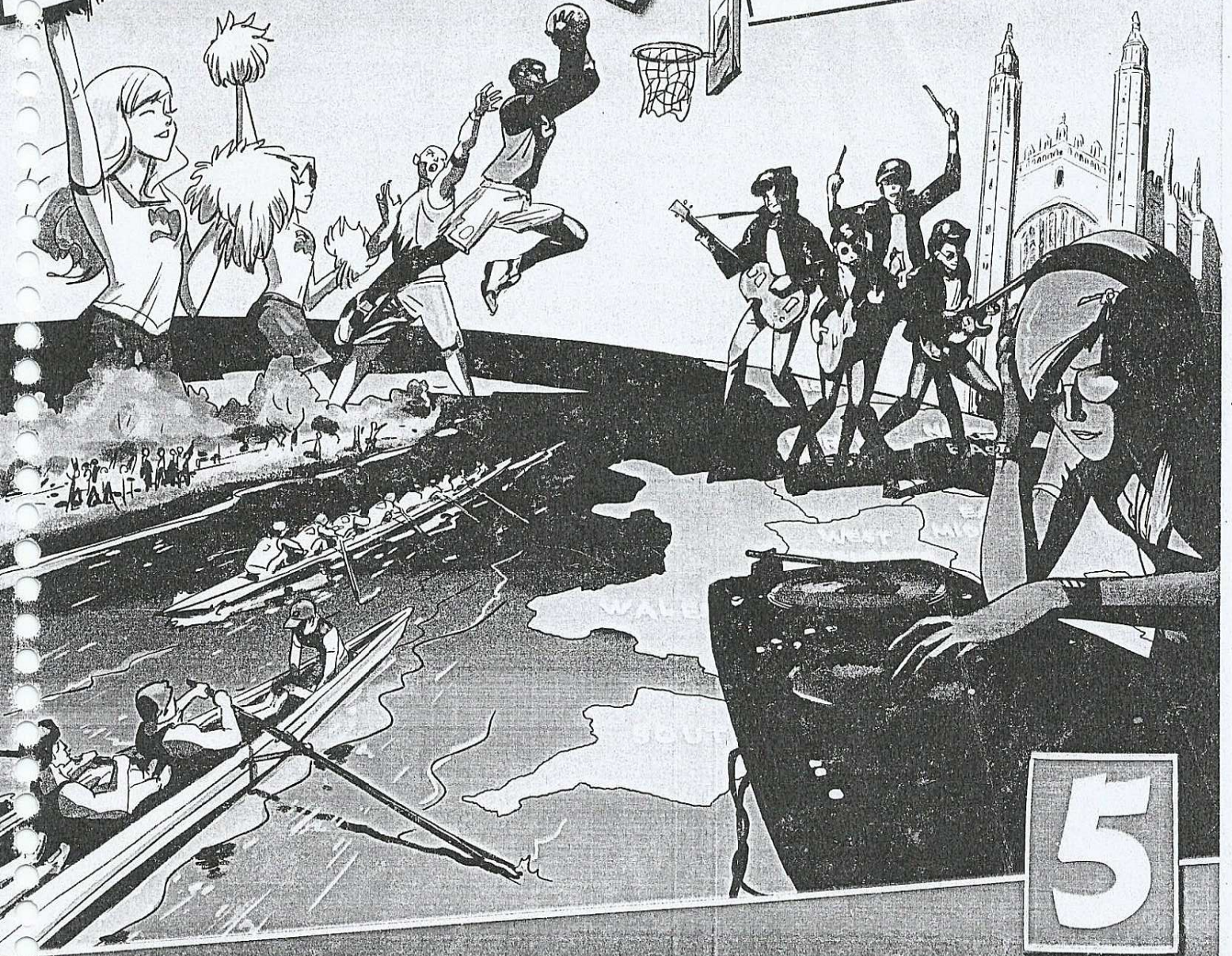


Fourth edition

# Project

Student's Book



5

OXFORD

Tom Hutchinson

## 1A Jake's party



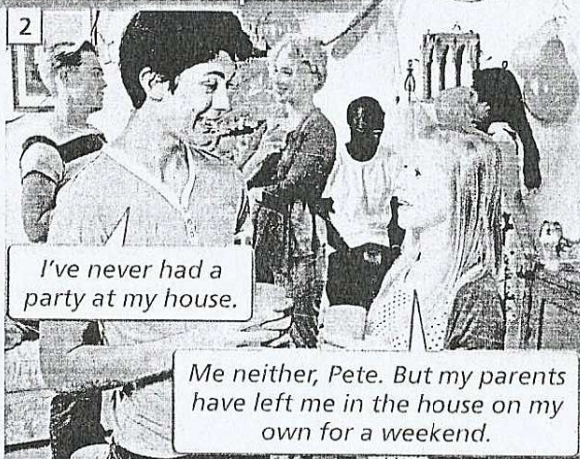
### Comprehension

1 **1.7** Read and listen to the story. Why is Jake in trouble?

It's Friday evening, Jake's parents are going away for the weekend. They're going to a wedding. Jake has invited all his friends to his house for a party, but he hasn't told his parents.

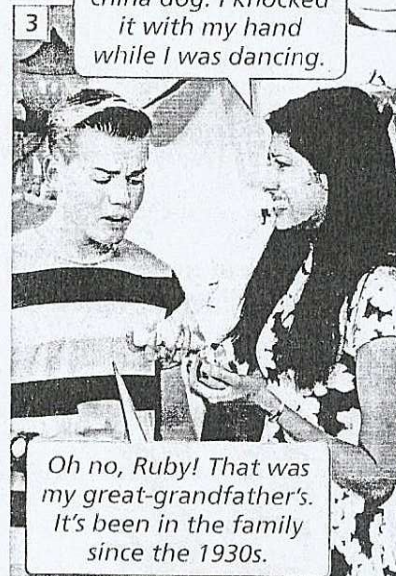


OK. They've gone. They went about ten minutes ago.



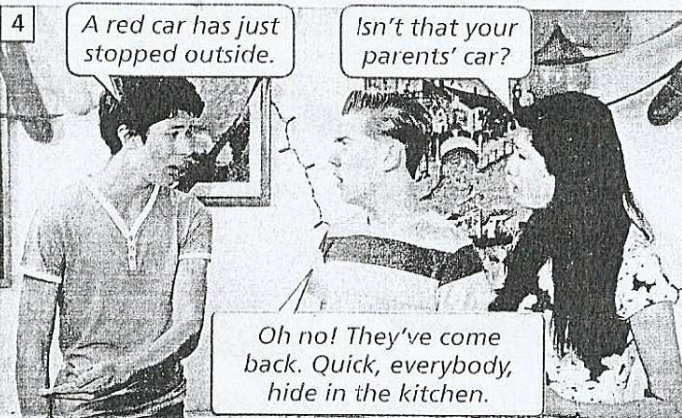
I've never had a party at my house.

Me neither, Pete. But my parents have left me in the house on my own for a weekend.



I'm really sorry, Jake. I've broken this china dog. I knocked it with my hand while I was dancing.

Oh no, Ruby! That was my great-grandfather's. It's been in the family since the 1930s.



A red car has just stopped outside.

Isn't that your parents' car?

Oh no! They've come back. Quick, everybody, hide in the kitchen.



Hi, Mum, Dad. What have you come back for?

Well, while we were driving down the motorway, your mum suddenly remembered the wedding present. So we turned round and came back.



Oh, I'll get it for you. Where did you leave it?

It's all right, dear. I'll get it. I left it in the kitchen.



Jake!!

Oh no!

2 Put the events in the correct order.

- 3 a Jake phones his friends.
- 8 b Jake meets his parents at the door.
- 5 c Ruby breaks a china dog.
- 7 d Jake invites his friends to a party at his house.
- 7 e Everybody runs to the kitchen to hide.
- 2 f Jake's parents leave.
- 9 g Jake's mum finds the teenagers in the kitchen.
- 6 h Pete sees a red car arriving.
- 4 i Everybody is dancing at the party.

Present perfect

6 Match the example sentences to the rules.

We use the present perfect to talk about these things.

- 1 experiences up to now
- 2 a past action or event with a result in the present
- 3 an activity or situation that started in the past and continues into the present
- 4 a recent event

- a *Jake has invited all his friends to his house.*
- b *I've never had a party at my house.*
- c *A red car has just stopped outside.*
- d *It's been in the family since the 1930s.*

Grammar

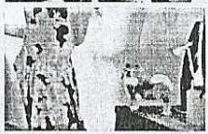
Talking about the past

3 a Look at the pictures and the sentences from the story. Which verb is in:

- the past simple?
- the past continuous?
- the present perfect?



*I've broken this china dog.*



*I knocked it with my hand while I was dancing.*

b Find more examples of each tense in the story.

Past simple and past continuous

4 a Complete the sentences from the story.

While we <sup>1</sup> \_\_\_\_\_ down the motorway, your mum suddenly <sup>2</sup> \_\_\_\_\_ the wedding present.  
So we <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_.

b What tenses are the verbs in? When do we use each tense?

5 Complete the sentences. Use the past simple or the past continuous.

- 1 While Pete <sup>1</sup> *was looking* (look) out of the window, a car <sup>2</sup> \_\_\_\_\_ (stop) outside the house. He <sup>3</sup> \_\_\_\_\_ (tell) Jake and everybody <sup>4</sup> \_\_\_\_\_ (run) to the kitchen.
- 2 Jake <sup>5</sup> \_\_\_\_\_ (open) the front door while his parents <sup>6</sup> \_\_\_\_\_ (get) out of the car. When they <sup>7</sup> \_\_\_\_\_ (reach) the house, Jake <sup>8</sup> \_\_\_\_\_ (wait) for them.
- 3 Jake's friends <sup>9</sup> \_\_\_\_\_ (hide) in the kitchen when his mum <sup>10</sup> \_\_\_\_\_ (come) in. She was very surprised when she <sup>11</sup> \_\_\_\_\_ (see) all the teenagers there.

7 a What do you think has happened since Jake's party? Make sentences. Use the cues.

- 1 Jake / go to school  
*Jake has been to school.*
- 2 He / have another party  
*He hasn't had another party.*
- 3 His parents / ground him
- 4 He / watch TV
- 5 Jake and his friends / clean the house
- 6 Ruby / repair the china dog
- 7 Jake and his friends / go to the cinema
- 8 His parents / stop his pocket money

b Work with a partner. Ask and answer.

- *Has Jake been to school?*
- *Yes, he has.*

Listening and speaking

8 a (1.8) Listen to Marcus and Sandy talking to a DJ. What has each of them done?

b (1.8) Listen again. Which things does each person talk about? Write M or S.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> a car        | <input type="checkbox"/> a UFO    |
| <input type="checkbox"/> a party      | <input type="checkbox"/> a ghost  |
| <input type="checkbox"/> a helicopter | <input type="checkbox"/> the tide |
| <input type="checkbox"/> the lottery  | <input type="checkbox"/> the moon |
| <input type="checkbox"/> an aeroplane | <input type="checkbox"/> a bike   |

c Describe what happened. Answer the questions.

- 1 What has the person done?
- 2 What were they doing at the time?
- 3 What happened?
- 4 How did the person feel?

# 1B Bullying

## Vocabulary

### Describing people

- 1 a Look at the adjectives. Do they describe appearance or personality? Write *a* or *p*. Use a dictionary to help you.

- |  |                                   |                                     |
|--|-----------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> <i>p</i> angry | <input type="checkbox"/> helpful  | <input type="checkbox"/> quiet      |
| <input checked="" type="checkbox"/> <i>a</i> plain | <input type="checkbox"/> nice     | <input type="checkbox"/> gorgeous   |
| <input type="checkbox"/> confident                 | <input type="checkbox"/> generous | <input type="checkbox"/> overweight |
| <input type="checkbox"/> attractive                | <input type="checkbox"/> careful  | <input type="checkbox"/> shy        |
| <input type="checkbox"/> slim                      | <input type="checkbox"/> horrible | <input type="checkbox"/> well-built |
| <input type="checkbox"/> pretty                    | <input type="checkbox"/> ugly     | <input type="checkbox"/> mean       |
| <input type="checkbox"/> friendly                  | <input type="checkbox"/> handsome | <input type="checkbox"/> honest     |
| <input type="checkbox"/> stupid                    | <input type="checkbox"/> cheerful | <input type="checkbox"/> funny      |

- b What other words and expressions do you know for describing people?

*popular, wears glasses ...*

- c Describe these people.

- a famous person that you like
- a famous person that you don't like
- the ideal friend
- the least ideal friend
- the ideal boyfriend / girlfriend

## Reading

- 2 Look at the texts and the photos. Answer the questions.

- 1 What is bullying?
- 2 Do you think all schools have this problem?

- 3 1.9 Read and listen to the texts. Which of these topics do they talk about? Match four of the topics to the texts.

- a What is a typical bully like?
- b What should schools do about it?
- c Who are typical victims?
- d A story about bullying
- e I was a bully.
- f How big is the problem?

- 4 a Read text 1 again. Tick (✓) the things the bullies did to Toby.

- |   |   |
|---|---|
| <input type="checkbox"/> punched him        | <input type="checkbox"/> called him names   |
| <input type="checkbox"/> went to his house  | <input type="checkbox"/> pulled his hair    |
| <input type="checkbox"/> asked for money    | <input type="checkbox"/> sent text messages |
| <input type="checkbox"/> stole his trainers | <input type="checkbox"/> kicked him         |

- b Read texts 2–4. Copy the chart. Put the words and phrases in the correct column.

quiet intelligent new at the school  
different not part of a group good-looking  
have lots of friends small fashion leaders  
wear glasses popular overweight

Bullies	Victims
	quiet

- c Look at your chart. What do you notice about the words used to describe bullies? Do you find them surprising?

## Grammar: present perfect and past simple

We use the present perfect for an unspecified time up to now.

*I've seen the two boys who were expelled, but they haven't done anything.*

We use the past simple for a specific time in the past.

*I saw them in town yesterday, in fact, but they just ignored me.*

## Listening and speaking

- 5 1.10 Listen to two more stories about bullying. Copy and complete the chart.

	Elsie	Connor
1	Why were they bullied?	
2	Who were the bullies?	
3	What did the bullies do?	
4	What did the victims do?	
5	What has happened since?	

- 6 a Work in a group. Discuss the questions.

- 1 Do you think the stories are typical?
- 2 What should people do about bullying?

- b Present your ideas to the class.

# BULLYING

**Bullying is a big problem in many schools. Read our special report.**



**1** Toby was a typical victim of bullying. This is his story. 'We moved house last year, so I had to go to a new school. In my class, there were three boys who were real bullies. Everybody was afraid of them. On my second day, they came up to me after PE. I had a new pair of trainers, which were a birthday present from my grandparents. At first, the boys were very nice to me and they said that they liked my trainers. Then their leader said: "I need some new trainers. I think I'll have these." I tried to grab them back, but the other boys pushed me against a wall. They punched and kicked me. I told my parents that I lost my trainers. A few days later, the boys asked me for some money. I gave it to them because I didn't want to be beaten up again. Every week after that, they asked for something. If I didn't give it to them, they used to hit me. I hated

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money." Luckily, my mum saw one of these texts and I told her everything. The next day she went to the school to see the head teacher. He called the bullies into his office, and he talked to some other kids in my class, too. In the end, two of the bullies were expelled from the school. Things have been OK since they left and I haven't had any more text messages. I've seen the two boys who were expelled in the town, too, but they haven't done anything. I saw them in town yesterday, in fact, but they just ignored me. I was a bit worried about that at first. I'm glad my mum found out about it. If you keep it to yourself, the bullies will just carry on.'

**2** Almost half of all young people say that they have been bullied. Bullies often use text messages and the Internet to reach victims even when they aren't at school. This is called 'cyber-bullying'. With boys, bullying is usually physical. With girls, it's often verbal. So cyber-bullying is twice as common with girls than boys. Every year, about twenty-five young people in the UK kill themselves because they are bullied at school.

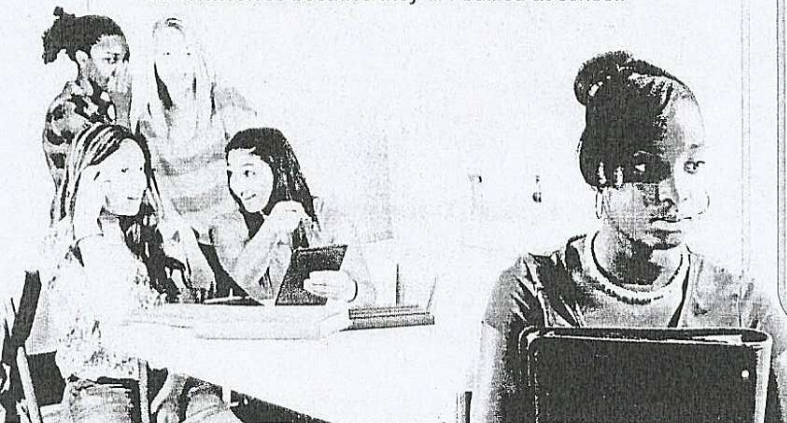


**3** Most victims are kids who are different in some way. This might be because they:

- are a different colour or religion
- are very small, overweight or have red hair
- wear glasses
- are new at a school
- are naturally quiet or shy
- prefer to be on their own rather than part of a group.

**4** A typical bully isn't a big, ugly kid that nobody likes. In fact, the opposite is often true.

- Bullies are usually popular and have a lot of friends.
- They aren't stupid. In fact, bullies are often very intelligent.
- They are usually good-looking and popular with the opposite sex.
- They wear fashionable clothes. Bullies are often the fashion leaders in a school.
- A lot of bullies have also been bullied themselves.




# There's something wrong

## Vocabulary

### Problems

a Look at the pictures. Name the objects.

b  1.11 Listen. Then match the pictures to the expressions.

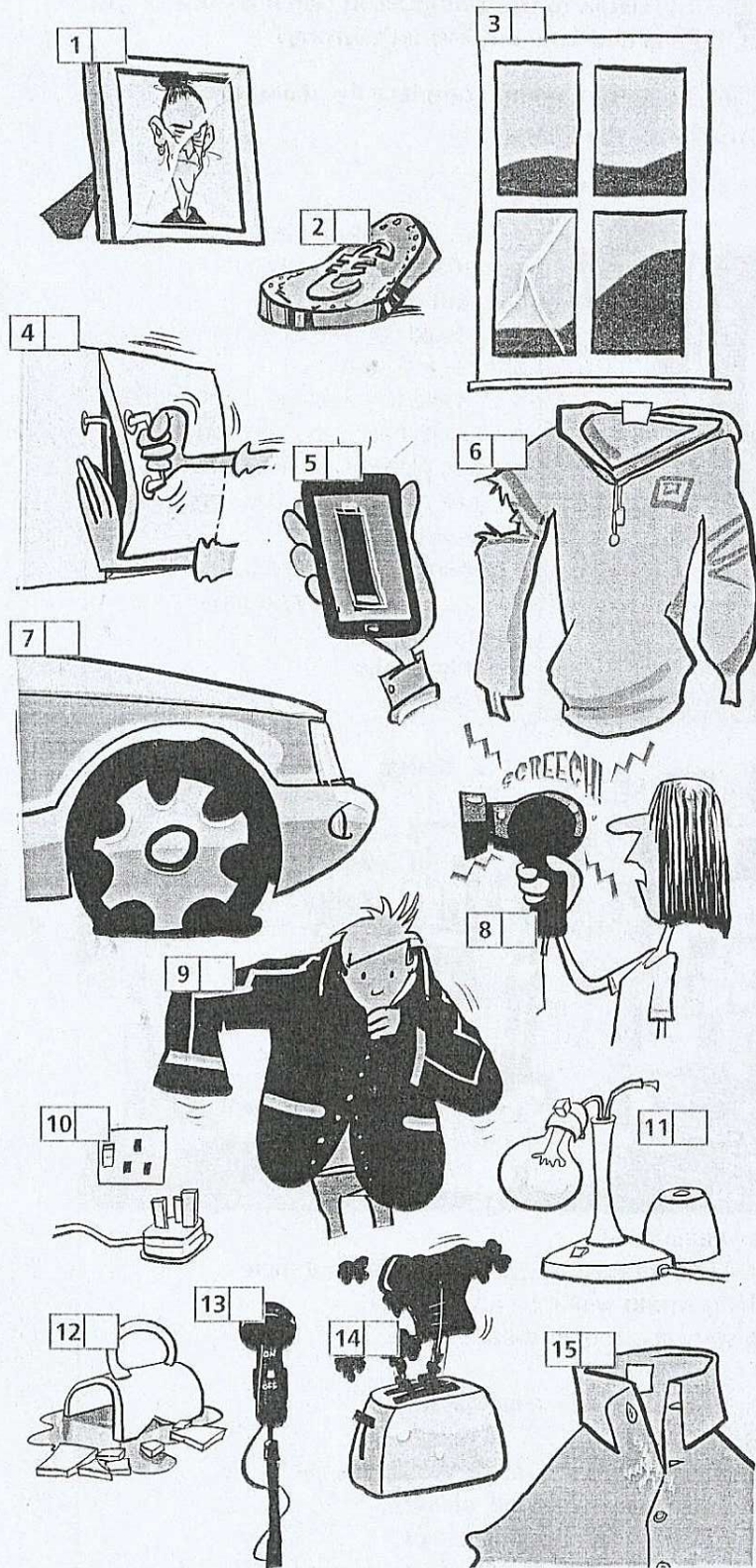
- a It's bent.
- b It's the wrong size.
- c It isn't switched on.
- d It's scratched.
- e It's torn.
- f It's jammed / stuck.
- g It's broken.
- h It's burnt.
- i The battery's dead.
- j It's flat.
- k It's missing.
- l It's cracked.
- m It's making a funny noise.
- n It isn't plugged in.
- o It's damaged.

### Grammar: articles

- 1 A singular noun normally has:
  - an article: a / an, the
  - a determiner: this / that
  - a possessive adjective: my, your, etc.
- 2 We use an indefinite article for a general statement.  
*What's this?*  
*It's a mobile phone.*
- 3 We use a definite article for a specific thing.  
*What's wrong with the mobile phone?*  
*(i.e. the mobile phone in the picture)*  
*The battery's dead.*  
*(i.e. the battery in the phone)*

Test your memory. Look at the pictures and the expressions for one minute.  
 Student A: close your book. Student B: ask questions about what's wrong with the things.

- What's wrong with the mobile phone?
- The battery's dead.



**Listening**

3 a (1.12) Listen to the dialogues in two different shops. What did Ella and Jake buy? What's wrong?

b (1.12) Listen again. Complete the dialogues.

A = Assistant B = Ella or Jake



1  
A Can I <sup>1</sup>\_\_\_\_\_?  
B Yes, I bought these <sup>2</sup>\_\_\_\_\_ yesterday. They're a present for my dad, but they're <sup>3</sup>\_\_\_\_\_.  
A Would you like to exchange them or have a refund?  
B I'd like to exchange them, please.  
A OK. What <sup>4</sup>\_\_\_\_\_ do you want?  
B Ten, please ... if you've got it.  
A Just a moment ... Yes, here you are. Size ten.  
B Thank you very much.  
A <sup>5</sup>\_\_\_\_\_. I hope your father likes them.  
B Thanks. Bye.  
A Goodbye.



2  
A Can I help you?  
B Yes, I bought this <sup>1</sup>\_\_\_\_\_ on Saturday, but there's something wrong with it.  
A I'm sorry about that. What's <sup>2</sup>\_\_\_\_\_  
B It's <sup>3</sup>\_\_\_\_\_.  
A Oh, I see. Can I take a look at it?  
B Yes, of course.  
A Hmm. I see what you mean. Would you like to <sup>4</sup>\_\_\_\_\_  
B No. Could I have a refund, please?  
A <sup>5</sup>\_\_\_\_\_. Have you got the receipt?  
B Yes, here you are.  
A OK. <sup>6</sup>\_\_\_\_\_. That's £26.50.  
B Thank you. Bye.  
A Goodbye.

4 Answer the questions.

- 1 Who is Ella's present for?
- 2 When did she buy it?
- 3 What is the correct size?
- 4 When did Jake buy the appliance?
- 5 Who asks to see a receipt? Why?
- 6 How much is the refund?

5 Work with a partner. Act the dialogues.

**Everyday English**

**Talking about a problem**

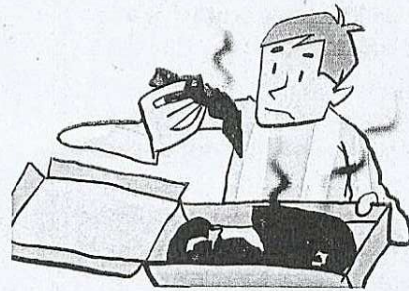
6 a Match the halves of the expressions.

- |                           |                     |
|---------------------------|---------------------|
| 1 Can I _____             | a what you mean.    |
| 2 Would you like to _____ | b exchange them?    |
| 3 Just a _____            | c the receipt?      |
| 4 There's something _____ | d help you?         |
| 5 Can I take a _____      | e wrong with it.    |
| 6 I see _____             | f moment.           |
| 7 Could I have _____      | g look at it?       |
| 8 Have you got _____      | h a refund, please? |

b Who says each expression – the customer or the assistant?

**Speaking**


7 Work with a partner. Choose three of these situations. Make the dialogues.



- You ordered a pizza to take away, but it's burnt.
- You bought a calculator this morning, but it isn't working.
- You bought some batteries yesterday, but they're the wrong size.
- You bought a shirt on Saturday, but it's torn.
- You bought a sports bag at the weekend, but the zip is stuck.
- You bought a camera yesterday, but the instructions are missing.

# 1D Be careful what you wish for

## Extensive reading

1 a  1.13 Read and listen to the story. Which things does Frank wish for?

He wishes that:

- a he could ride a horse.
- b his parents would go away.
- c he and his friends had a fast car.
- d he had something to eat.
- e Molly was his girlfriend.
- f it was Saturday morning again.

b What happens after each wish?

2 a Look at the pictures. Who are the people? What is happening in each picture?

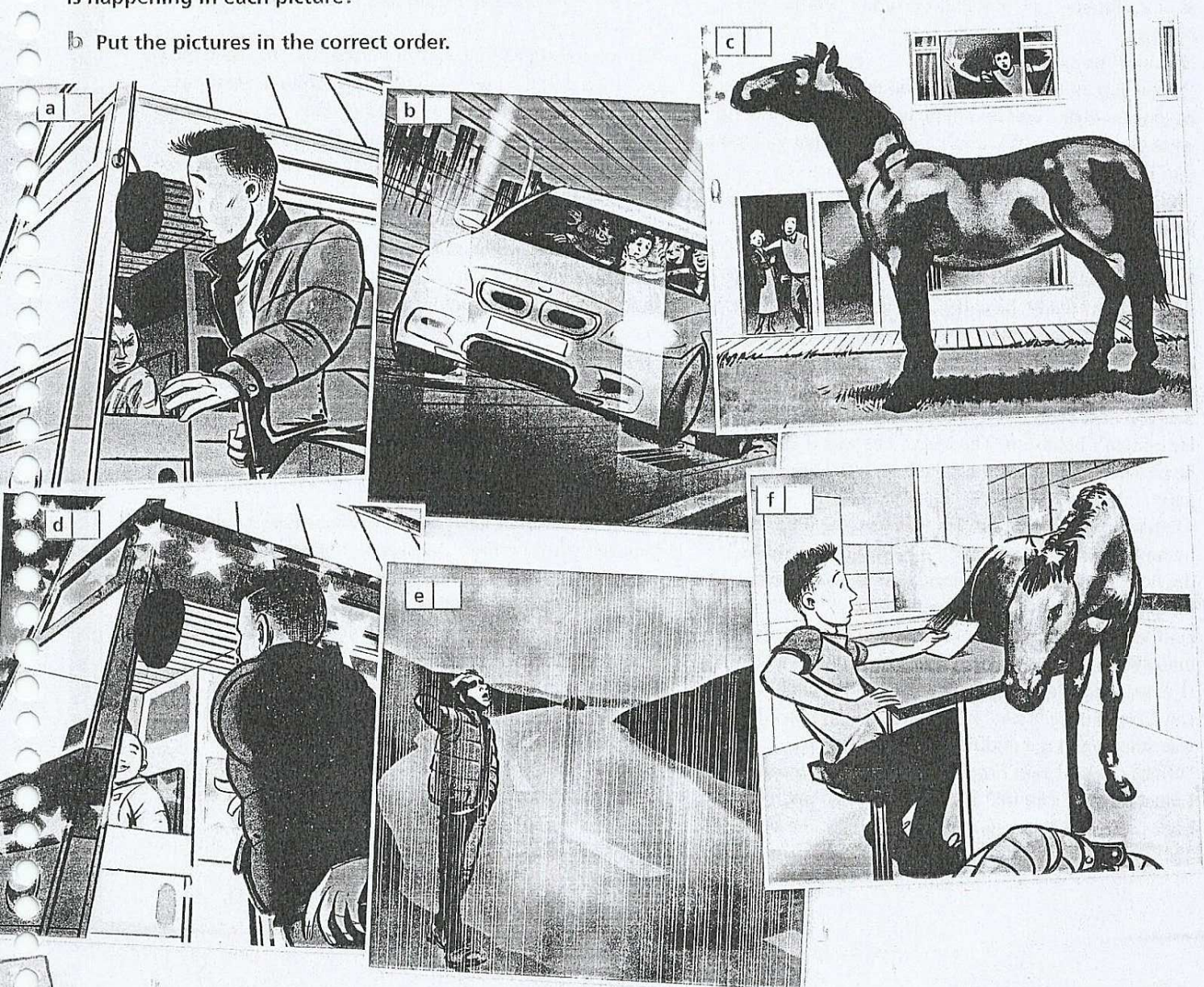
b Put the pictures in the correct order.

3 a Complete the sentences.

- 1 No, I don't think that's a good \_\_\_\_\_.
- 2 Your clothes are all over the \_\_\_\_\_.
- 3 We've decided to go on a trip round the \_\_\_\_\_.
- 4 I could eat a \_\_\_\_\_.
- 5 Oh, he's a good \_\_\_\_\_.
- 6 Yes, don't be a \_\_\_\_\_.
- 7 I wish it was Saturday \_\_\_\_\_ again.
- 8 I'm not going into \_\_\_\_\_.
- 9 We've had a \_\_\_\_\_ about the party.
- 10 Maybe I will go to the \_\_\_\_\_ after all.

b Who says each sentence? Why?

4 Tell the story. Use the pictures to help you.





**T**here's a party at Sam's place tonight. It's his brother's eighteenth birthday. Can I go?

'His brother's eighteenth?' said Frank's father.

'So there'll be alcohol there, I suppose. No, I don't think that's a good idea.'

'And you haven't tidied your room,' said his mother.

'Your clothes are all over the floor.'

'I'll do it when I get back,' said Frank angrily, and he went out to get the bus into town to meet his friends.

'Tidy your room! Clean your shoes! Go to bed! Get up!' Frank muttered, as he was waiting for the bus.

'I wish my parents would just go away and leave me alone!'

'Are you sure that's what you want?'

Startled, Frank looked up. The bus driver was smiling at him. 'Strange,' he thought. He didn't hear the bus arriving.

'Pardon?' he said.

'If you hop on the magic bus,' said the driver, 'you can have your wish – and two more as well. But be careful what you wish for. You don't always get what you think you'll get.'

'Well, I definitely want my first wish,' said Frank, and he got on the bus and went into town.

\*\*\*

The house was very quiet when he got home again at 4.30. 'Mum? Dad?' he called, but there was no reply.

'Where have they gone?' he wondered. Then he saw a piece of paper on the kitchen table. 'Dear Frank,' he read, 'We've decided to go on a trip round the world. See you next year. Love, Mum and Dad.'

He couldn't believe it. The magic bus was real. First he phoned Sam and told him that he was going to the party.

Then he took his coat off. He was hanging it up when he remembered: no parents. So he just dropped it on the floor instead. Then he turned his stereo on very loud. 'Wow! This is great!' he thought.

Half an hour later, however, he started to feel very hungry. No parents was good, but no dinner was not.

'I'm starving,' he thought. 'I wish I had something to eat. I could eat a horse.' In a flash, a large, black horse was standing in the middle of the kitchen.

'What? Oh no!' said Frank. 'That was my second wish. I must be more careful.' He took the horse out into the back garden. 'I'll deal with you tomorrow,' he said.

\*\*\*

'Great party, isn't it?'

'Yes. Really cool,' said Frank. He was dancing with Sam's cousin, Molly. Suddenly, Sam grabbed his arm.

'My brother's going to take us for a ride in his car. It was his birthday present.'

'Is that a good idea?' said Frank. 'Your brother's had a lot to drink.'

'Oh, he's a good driver. Don't worry,' said Molly. 'Come on.'

The tyres squealed and the car shot into the road. They were travelling very fast, and the car almost turned over on the corners. Frank felt sick.

'This is really dangerous,' he said. 'Slow down!'

'No, it's great. I've never had so much fun!' said Molly.

'Yes, don't be a wimp,' said Sam.

'No. I've had enough. I want to get out,' shouted Frank.

'Stop the car!'

The car screeched to a stop and Frank got out. Then the car drove off into the night. Frank looked around. He didn't know where he was. It was cold and dark, and now it was raining, too. 'How did I get into this?' he cried. 'Why did I get on that stupid magic bus? I wish it was Saturday morning again!'

The next moment, Frank was standing at the bus stop, blinking in the bright morning sunshine.

'Well, are you going to get on, or aren't you?'

It was the bus driver, but he wasn't smiling now. He looked very impatient.

'What?' said Frank. 'Er, no. No, I'm not.' Then he turned and ran home.

\*\*\*

His parents were sitting at the kitchen table.

'I'm not going into town,' he said. 'I've decided to tidy my room instead.'

Mr and Mrs Smith looked at each other. They couldn't believe their ears. Frank turned to go upstairs.

'Oh, Frank,' said his father. 'We've had a talk about the party and we think it will be all right, but ...'

'No, it's OK,' said Frank. 'I've changed my mind. I don't want to go!'

He went up to his bedroom. 'That was really weird,' he thought. 'Was it a dream? Huh, a magic bus! Crazy!' And he laughed. 'Maybe I will go to the party after all.'

Then he heard his mother's voice – very loud. She was calling his father. 'Quick!' she shouted. 'Quick! Look! There's a big, black horse in our back garden!'



1 a Read the text. Write the names in the correct places.

ABBA Guns N' Roses Elvis Presley  
The Spice Girls The Beatles

b (1.14) Listen and check.

2 Read the text again. Find these things.

- the three ingredients that made pop music
- all the different kinds of music that are mentioned
- all the different kinds of fashion that are mentioned

3 What has happened to music since 2010? Write a paragraph about these things.

- a band or singer that has become famous since 2010
- the kind of clothes they wear

## POP music



**M**odern pop music was born in the USA because of a number of things. Firstly, there was the music of Africa, which was taken to the USA by black slaves. Rhythm was very important in black music. Secondly, the folk music of Britain and Ireland was taken to the USA by white settlers. White songs had a strong melody and usually told a story. Thirdly, a new and exciting musical instrument appeared - the electric guitar.

In the 1950s, a good-looking young man called <sup>1</sup>\_\_\_\_\_ brought the three things together, and rock and roll was born. Other singers soon appeared, such as Buddy Holly, Chuck Berry, Eddie Cochran and Jerry Lee Lewis. (Jerry Lee Lewis was unusual, because he didn't play the guitar, like the others. He played the piano - usually standing up!)

Today, rock music is everywhere, but when it first appeared in the 1950s, people said: 'It won't last.' By the early sixties, it looked as if they were right. Most of the heroes were gone: Elvis Presley was in the army. Buddy Holly and Eddie Cochran were dead. Chuck Berry was in prison.

However, in 1963 a new band appeared - not in the USA this time, but in Liverpool, England. They were <sup>2</sup>\_\_\_\_\_. With other British bands like The Rolling Stones and The Who, they brought new life to the music scene. Since then, pop music has continued to evolve and every generation has added something new.

Pop music has also developed in different directions. Heavy metal bands like <sup>3</sup>\_\_\_\_\_ used huge amplifiers and speakers to produce their loud, aggressive music. In contrast, the 1990s produced girl bands, like <sup>4</sup>\_\_\_\_\_, and boy bands. They didn't play their own instruments. They danced and sang easy, sing-along songs. In the first part of this century, rap music became very popular.

The different kinds of pop music have often changed teenage fashions, too. Rock and roll made jeans, T-shirts and leather jackets fashionable. Then the hippies of the late 1960s had long hair and wore colourful 'flower power' clothes. Next came the 1970s, which produced glam rock bands (short for 'glamour rock') like Slade and Queen. The Swedish group <sup>5</sup>\_\_\_\_\_ were also very popular. They were as famous for their colourful costumes as for their music. In the late 1970s, punk groups like The Sex Pistols tried to shock people with their clothes as well as their angry music. They dyed their hair bright colours like green or orange, and put pins in their ears and noses.

Pop music has come a long way since it started in the 1950s, and now we know that rock and roll will never die.

## History: the Silk Road

**1** **1.15** Read and listen to the text. Complete the paragraph.

The Silk Road started in <sup>1</sup>\_\_\_\_\_ bc. It went from <sup>2</sup>\_\_\_\_\_ to <sup>3</sup>\_\_\_\_\_. It was <sup>4</sup>\_\_\_\_\_ long. It closed in <sup>5</sup>\_\_\_\_\_.

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

- three Mediterranean civilizations
- two things that the Romans got from the Silk Road
- three kinds of spice
- five things that made the journey difficult
- five inventions that came from China
- two kinds of transport

We often think that the great civilizations of the Mediterranean world (Egypt, Greece and Rome) had no contact with the other great civilizations in China, India and Japan. However, this is wrong. From about 115 bc there was regular trade between these parts of the world. Rich Romans loved to wear silk clothes from China and to put spices from India, such as cinnamon, nutmeg and ginger, in their food.

For several centuries, long caravans of camels brought these things along the Silk Road to the ports in what is now Lebanon. From there, ships took the things to cities all over the Roman Empire. The road was over 8,000 kilometres long. It went from the Pacific Ocean across Central Asia to the Mediterranean Sea.

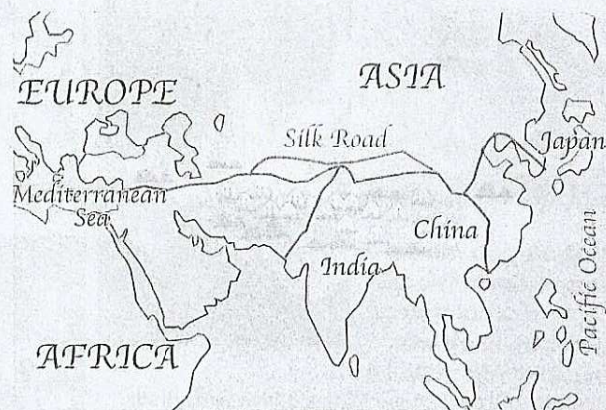
The journey across Central Asia wasn't easy. The merchants had to cross deserts and high mountains. In the summer it was burning hot and in the winter it was freezing cold. So the things that they brought were very expensive. (At one time Roman emperors tried to stop the trade because so much gold was leaving the empire to pay for the things.)

Even when the Roman Empire collapsed, trade along the Silk Road continued. It wasn't just goods that came along the road. Travellers also brought some important inventions from China to the West – paper, printing, gunpowder and the compass all came to Europe this way.

**3** What did these people do or try to do?

Roman emperors    Marco Polo  
local tribes    Vasco da Gama

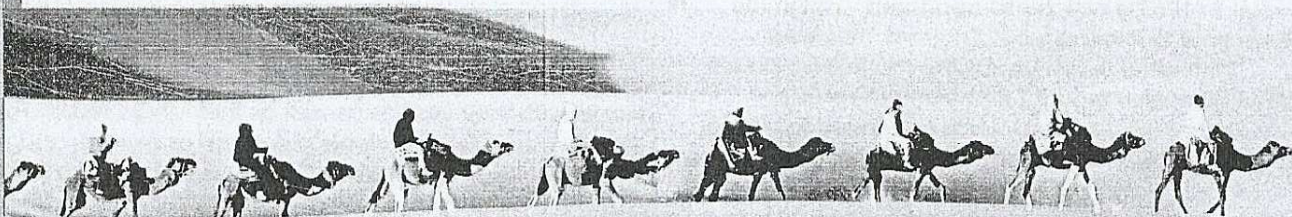
**4** What do you know about Vasco da Gama, Bartholomew Diaz and Christopher Columbus? Find out more about one of them. Write about his voyages of exploration.



Sometimes travellers from Europe went to the Far East. The most famous was Marco Polo, who travelled from Venice to China in the 13th century. When he returned, he wrote a book about his journey and about the fabulous empire of Kublai Khan.

Eventually, however, the Silk Road became too dangerous. Local tribes attacked the caravans. Sometimes they asked for high taxes. Sometimes they simply stole the goods and often killed the merchants, too. By the end of the 15th century, the Silk Road was closed and the caravans stopped.

Europeans didn't want to lose the good things that came from the East. One of the things they learnt from China was how to build larger ships. With these larger ships and compasses, explorers from Spain and Portugal, like Vasco da Gama, Bartholomew Diaz and Christopher Columbus, looked for new routes from Europe to the East by sea. But that's another story!



## Grammar

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



Last weekend, Chris Grimes, 17, <sup>1</sup>\_\_\_\_\_ (fly) his kite near a local river, when suddenly, the wind <sup>2</sup>\_\_\_\_\_ (blow) very hard and the kite <sup>3</sup>\_\_\_\_\_ (lift) Chris up into the air. 'It <sup>4</sup>\_\_\_\_\_ (be) scary,' <sup>5</sup>\_\_\_\_\_ (say) Chris. 'I <sup>6</sup>\_\_\_\_\_ (not want) to land in the river, because it's very deep.' At one point, however, he <sup>7</sup>\_\_\_\_\_ (come) down in the river. As the kite <sup>8</sup>\_\_\_\_\_ (drag) him along the top of the water, the water <sup>9</sup>\_\_\_\_\_ (pull) his trousers down. Then the wind <sup>10</sup>\_\_\_\_\_ (pick) him up again and <sup>11</sup>\_\_\_\_\_ (take) him right across the river. Some people <sup>12</sup>\_\_\_\_\_ (walk) along by the river, when they <sup>13</sup>\_\_\_\_\_ (see) him. 'We <sup>14</sup>\_\_\_\_\_ (can't) believe it,' said one witness. 'He was up in the air and he <sup>15</sup>\_\_\_\_\_ (fly) across the river.' Chris finally <sup>16</sup>\_\_\_\_\_ (land) on the other side in a different town. Luckily, he <sup>17</sup>\_\_\_\_\_ (not hurt) himself.

2 a 1.16 Listen. What things has Lorna done this week? Tick (✓) the things in column 1.

	1 Yes/No	2 What?	3 When?
bought something			
watched her favourite programme			
finished something			
played sports			
been to the cinema			
lost something			

b 1.16 Listen again and complete columns 2 and 3.

c Work with a partner. Ask about Lorna's week.

- Has she bought anything?
- Yes, she has.
- What did she ...? / When did she ...?

d Ask your partner about the activities in exercise 2a.

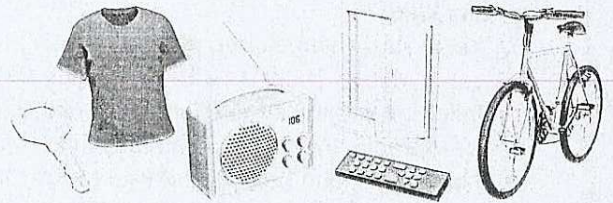
- Have you ... this week?
- What / When did you ...?

3 Complete the text. Use a / an or the.

I got <sup>1</sup>\_\_\_\_\_ radio and <sup>2</sup>\_\_\_\_\_ camera for my birthday. <sup>3</sup>\_\_\_\_\_ camera was great, but <sup>4</sup>\_\_\_\_\_ radio was making <sup>5</sup>\_\_\_\_\_ funny noise, so I asked my parents for <sup>6</sup>\_\_\_\_\_ receipt and I took it back to <sup>7</sup>\_\_\_\_\_ shop. As I was going into <sup>8</sup>\_\_\_\_\_ shop, I saw <sup>9</sup>\_\_\_\_\_ interesting computer game, so I didn't exchange <sup>10</sup>\_\_\_\_\_ radio. I asked for <sup>11</sup>\_\_\_\_\_ refund and I bought <sup>12</sup>\_\_\_\_\_ computer game. Later my grandparents brought <sup>13</sup>\_\_\_\_\_ present for me, too. When I opened <sup>14</sup>\_\_\_\_\_ present, I got <sup>15</sup>\_\_\_\_\_ big surprise. It was <sup>16</sup>\_\_\_\_\_ same computer game!

## Vocabulary

4 a Think of some problems related to these items.



b 1.17 Listen to the dialogues. Which items do the people mention? What are the problems?

## Study skills

### Recording vocabulary

Here are some ways to help you remember words. Which do you use?

- 1 labelled drawings → See page 6, exercise 1c.
- 2 word families → See page 35, exercise 6.
- 3 mind maps / spidergrams → See page 24, exercise 1a.
- 4 a list on a topic or situation → See page 12, exercise 1a.
- 5 your own mini-dictionary:

party (n) /'pɑ:ti/ (pl. parties): have a party; invite s.o. to a party

# Your Project

1

## Develop your writing

### Giving a list of reasons

- 1 a Look at the first paragraph of the text on page 16. Find the listing words which mean:

1st \_\_\_\_\_  
2nd \_\_\_\_\_  
3rd \_\_\_\_\_

- b Find the expression in the paragraph that you can replace with these expressions.

for a variety of reasons  
as a result of several things

- 2 Rewrite the paragraphs. Follow the instructions.

- Complete the expressions.
- Insert the correct listing words (*firstly* etc.) in the right places.

- 1 The electric guitar made rock and roll possible \_\_\_\_\_ a \_\_\_\_\_ of reasons. You can play a simple tune quite easily on a guitar. You can sing and play the guitar at the same time. You can't do that with something like a trumpet. It's very loud.
- 2 The Beatles changed pop music as a \_\_\_\_\_ of \_\_\_\_\_ things. They had a fresh, exciting sound. They explored lots of different kinds of music. For example, they used Indian music in some of their songs. John Lennon and Paul McCartney wrote a huge number of songs that became famous around the world.

## Project task

Write a project about today's pop music. Answer these questions.

- Who are your favourite bands and singers?
- What kind of music do they play?
- What kind of fashions do they wear?
- When did they become famous?
- What records have they made?

Illustrate your project with pictures of the bands and singers.

## Song

- 1 (V 1.18) Listen to the song. Put the lines of each verse in the correct order.

- 2 a What are these words short for?

1 c'mon 3 gonna 5 shakin' 7 gotta'  
2 I got 4 doin' 6 slappin' 8 runnin'

- b Who are these people?

1 the folks 2 my baby 3 the usual crew

## C'mon Everybody

- 4 Now the house is empty and the folks are gone.
- 2 Well, been doin' my homework all week long.
- 7 Well, c'mon everybody and let's get together tonight.
- 5 Ooo c'mon everybody.
- 2 I got some money in my jeans and I'm really gonna spend it right.
- 7 And the house'll be shakin' from my bare feet slappin' on the floor.
- 4 If your brother won't rock, then your sister will.
- 7 Ah well, my baby's number one, but I'm gonna dance with three or four.
- 3 Well, when you hear that music, you just can't sit still.
- 5 Ooo c'mon everybody.
- 3 There'll be no more movies for a week or two.
- 5 Who cares. C'mon everybody.
- 2 If the folks come home, I'm afraid they're gonna have my hide.
- 7 Ah well, we'll really have a party, but we gotta put a guard outside.
- 4 No more runnin' round with the usual crew.



## 2A Ambitions



### Vocabulary

#### Jobs

1 a 2.2 Listen and repeat the jobs.



1 a lorry driver



2 a pilot



3 a secretary



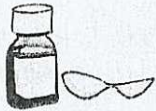
4 an architect



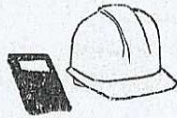
5 a vet



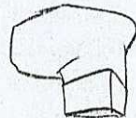
6 a flight attendant



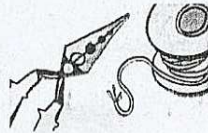
7 a nurse



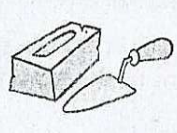
8 an engineer



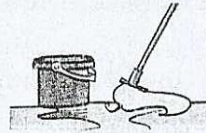
9 a chef



10 an electrician



11 a builder



12 a cleaner

b Work with a partner. Think of six more jobs.

2 a Work in a group. Think about all the jobs in exercise 1. Choose:

- the most interesting
- the easiest
- the most boring
- the hardest

b Tell the class about your ideas. Give reasons.

### Comprehension

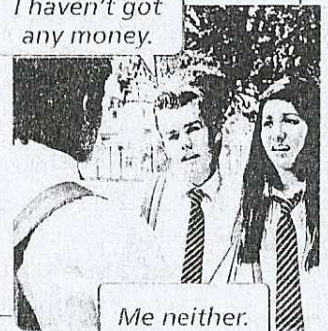
3 2.3 Read and listen to the story. Who:

- 1 is coming to talk to the students this morning?
- 2 wants to make a lot of money?
- 3 doesn't know what he / she wants to do?
- 4 wants to be a doctor?
- 5 thinks that money isn't important?
- 6 is just getting off the bus?
- 7 can't go to the cinema? Why not?



Ruby We aren't having lessons this morning, are we?  
 Jake No, we aren't. The Careers Adviser's coming to talk to us about what we want to do when we leave school.  
 Pete I already know what I want to do. I want to make a lot of money.  
 Jake And how will you do that?  
 Pete I'll probably start an Internet company. I imagine I'll make my first million pounds before I'm twenty-five.  
 Ruby And what will you do with all that money?  
 Pete I'll buy a big house and an expensive car. I'll buy a yacht, too, and sail round the world.  
 Jake Those things won't make you happy, you know.  
 Pete So, what are you going to do when you leave school?  
 Jake I don't know yet. I'll probably go to university, but I don't know what I'll do after that.  
 Ruby Well, I've decided what I'm going to do. I'm going to train as a doctor and then I'm going to work in a hospital in Africa or somewhere like that.  
 Pete You won't make much money doing that.  
 Ruby No, but I'll help a lot of people and make the world a better place.  
 Jake Yes, good for you, Ruby. Money isn't everything, Pete. There are more important things in life.  
 Ruby Yes, that's right. Oh, look. There's Ella getting off the bus. I'll wait for her. See you later.  
 Pete OK. Oh, by the way, are you two doing anything this evening? The new James Bond film's on at the cinema.  
 Jake No, thanks. I think I'll just stay in and watch TV.  
 Ruby And Ella's coming round to my place tonight.  
 Pete Well, I'm sure she'll want to come, too. Come on. It's Friday.  
 Jake I know. I'd like to go, but ...  
 Pete But what?

*I haven't got any money.*



*Me neither.*

4 a Who do you agree with in the story? Why?

b Work in a group of three. Read the story.

**Grammar**

Talking about the future

5 a Complete the sentences from the story. Then complete the rules.

1 We use \_\_\_\_\_ for intentions and plans.

I \_\_\_\_\_ *train* as a doctor.

2 We use \_\_\_\_\_ for general predictions and spontaneous decisions.

You \_\_\_\_\_ *make* much money doing that.  
There's Ella getting off the bus. I \_\_\_\_\_  
wait for her.

3 We use \_\_\_\_\_ with future time expressions for arrangements.

Ella \_\_\_\_\_ *found* to my place tonight.

b Find more examples of each future form in the story.

6 a Each dialogue is about a different aspect of the future. Write these words in spaces A–C below.

intentions predictions arrangements

b Complete the dialogues. Use the most appropriate future form (*will*, *going to* or present continuous).

A \_\_\_\_\_

- I \_\_\_\_\_ (you / do) much at the weekend?
- Well, I \_\_\_\_\_ (go) to the cinema this evening. Then I \_\_\_\_\_ (meet) Donna in town tomorrow morning. My grandparents \_\_\_\_\_ (come) to see us in the afternoon. We \_\_\_\_\_ (have) a family meal for my dad's birthday. I \_\_\_\_\_ (not do) anything on Sunday morning, but Jack and I \_\_\_\_\_ (play) tennis in the afternoon. Then in the evening I \_\_\_\_\_ (help) my brother with his school project.

B \_\_\_\_\_

- What \_\_\_\_\_ (you / do) when you finish university?
- Well, I've decided that I \_\_\_\_\_ (not get) a permanent job straightaway. I \_\_\_\_\_ (look for) a holiday job to earn some money. My friend, Mark, \_\_\_\_\_ (do) the same. Then, when we've got enough money, we \_\_\_\_\_ (travel) to Australia. We \_\_\_\_\_ (not fly) straight to Australia. We \_\_\_\_\_ (visit) some other countries on the way.

C \_\_\_\_\_

- What do you think your life \_\_\_\_\_ (be) like in ten years' time?
- I imagine I \_\_\_\_\_ (be) married, but we probably \_\_\_\_\_ (not have) any children yet. I hope I \_\_\_\_\_ (have) a good job, but that \_\_\_\_\_ (not be) easy around here. So I think I \_\_\_\_\_ (move) to London or another big city. Or maybe I \_\_\_\_\_ (look for) a job abroad. But who knows? Perhaps I \_\_\_\_\_ (win) the lottery and then I \_\_\_\_\_ (not need) a job at all!

c (2.4) Listen and check.

7 Choose the correct verb form.

- 1 What are you doing / will you do after school today?
- 2 According to this article, we aren't using / won't use money in the future.
- 3 Don't worry. I'm sure you're passing / 'll pass the test.
- 4 I'm meeting / 'll meet my friends in town at 11.30.
- 5 For my New Year's resolution I'm not going to eat / won't eat any sweets.
- 6 I probably won't get / 'm probably not going to get married till I'm 30.
- 7 I've decided that I'm learning / 'm going to learn Spanish.
- 8 Will you do / Are you doing anything this evening?

**Listening and speaking**

8 a (2.5) Listen. What do the people want to do? Match them to the ambitions.



1 Melanie



2 Harry

- work on a ship
- be a fashion designer
- be in a band
- work abroad
- be an actor / actress
- be a pilot
- be a nurse



3 Isobel



4 Mike

b (2.5) Listen again. Which person is going to:

- join the air force? • study Chemistry at university?
- take a year out? • go to college?

9 a What do you want to do when you leave school? Write your ideas.

I want to be ...  
When I leave school, I'm going to ...  
After that, I'll probably ...

b Tell the class about your ambitions.

## 2B Make your dreams come true

### Reading

1 **2.6** Read and listen to the text. Are the statements true or false?

- 1 The article is about achieving success in your job.
- 2 There are four steps to the model.
- 3 You should only write down your ideas in Step 1.
- 4 Your ambitions in Step 1 can be general or specific.
- 5 You shouldn't try to do too many things in Step 2.
- 6 You must have a time limit.
- 7 You shouldn't think about practical questions until Step 4.
- 8 The plan of action should give specific times for doing things.

## How to be SUCCESSFUL

Hopes, ambitions, dreams. How many of yours will you achieve? When you look back at your life in the future, will you have good memories of all the things that you did? Or will you regret all the things that you didn't do?

Of course, there's no easy road to success, but one thing is certain: success won't come if you don't do anything. If you look at successful people – scientists, writers, business people, sports stars, musicians – you'll see that they all worked hard to get what they wanted. So how do you do it? This four-step model will help you to turn your dreams into reality. Remember: at every stage, write your ideas down and put them somewhere where you'll see them every day – on your bedroom wall, for example. If you do this, it will be more difficult to ignore them.

### STEP 1: THINK ABOUT YOUR AMBITIONS

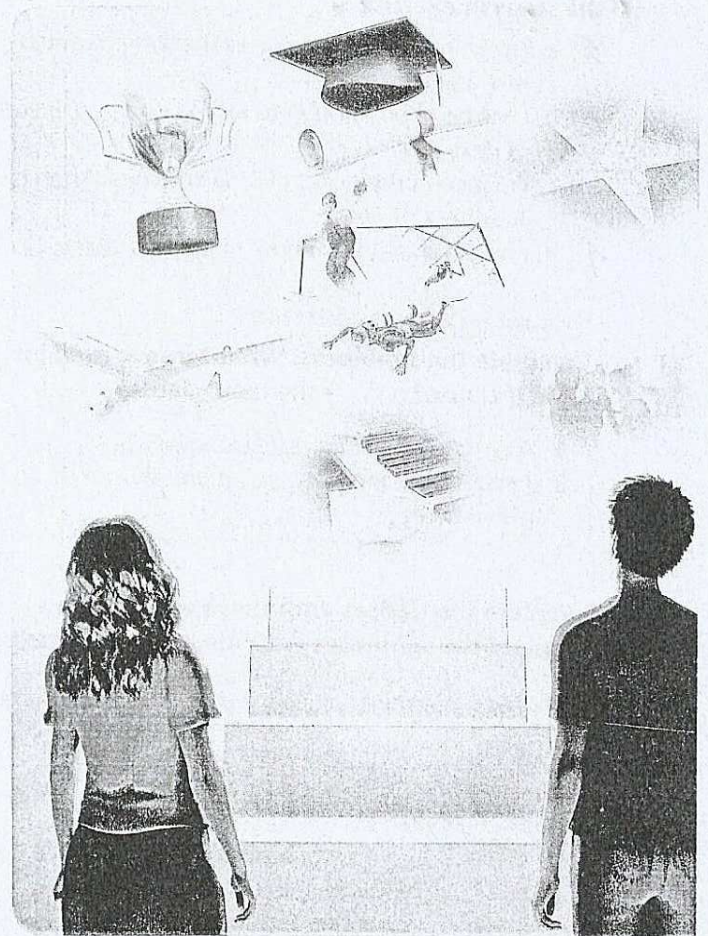
What would you like to do? Write down all your ideas. They may be very general, such as *I would like to be fitter. I want to be famous. or It would be nice to have more friends.* Or they may be more specific, like *I've always wanted to play a musical instrument. or I would really like to go windsurfing.*

### STEP 2: CHANGE I WOULD LIKE TO ... TO I WILL ...

Now you need to do two things:

- 1 Choose one or two ambitions. If you try to do everything, you won't do anything.
- 2 Set a time limit. This is very important, because you will have a goal to aim at and you will also know when you have reached it.

So, for example, *I would like to be fitter.* in Step 1 now becomes *I will be fit enough to join a half-marathon race by the end of August.*



### STEP 3: CHANGE I WILL ... TO I'M GOING TO ...

Now that you've made your choice, what are you actually going to do to achieve your goal? So, in our example, *I will be fit enough to join a half-marathon race by the end of August.* becomes *I'm going to join a running club. or I'm going to go jogging three times a week.*

At this stage, you need to think about practical things like time and money. If you decide to do something that you or your parents can't afford, for example, it won't work.

### STEP 4: CHANGE I'M GOING TO ... TO I'M DOING ... ON ... AT ...

This is when you change your intentions into specific actions. Make an arrangement to do something at a specific time. If you don't do this, nothing will actually happen. Your dreams and plans will just stay as dreams and plans. So now *I'm going to join a running club.* becomes *I'm meeting the president of the Cheetahs Running Club on Monday evening at 5.30.*

Don't let your ambitions die. Follow this four-step plan and make your dreams come true. You won't regret it.



**2 Put the sentences in the correct order to match the steps in exercise 1.**

- a I'm going to look for places that offer cheap or free guitar lessons.
- b I will be good enough to join a band by the end of next year.
- c I'm joining the guitar class at the music shop on Tuesday at 7.30.
- d I would like to learn how to play the guitar.

**Grammar: first conditional**

**Complete the sentences. What tense is used in:**

- the *if* clause? • the main clause?

- 1 Success \_\_\_\_\_ if you \_\_\_\_\_ anything.
- 2 If you \_\_\_\_\_ this, it \_\_\_\_\_ more difficult to ignore them.

**3 Complete the clauses with these verbs. Then complete the sentences with ideas from the text.**

choose not think follow put give not make

- 1 If you \_\_\_\_\_ your ideas on your bedroom wall, ...  
*If you put your ideas on your bedroom wall, you'll see them every day.*
- 2 ... if you \_\_\_\_\_ a lot of ambitions.
- 3 If you \_\_\_\_\_ yourself a time limit, ...
- 4 ... if you \_\_\_\_\_ about time and money.
- 5 If you \_\_\_\_\_ specific arrangements to do things, ...
- 6 If you \_\_\_\_\_ the four-step plan, ...

**Speaking**

**4 What will you do if these things happen tomorrow? Tell a partner. Use the first conditional.**

- 1 not feel well  
*If I don't feel well tomorrow, I won't go to school.*
- 2 computer / get a virus
- 3 it / rain
- 4 a friend / invite me for a meal
- 5 the TV / break down
- 6 grandparents / give me some money
- 7 get / the afternoon off
- 8 go / to the shops

**5 Work with a partner. Think of an ambition. Write a four-step plan to achieve it. Use the plan in exercise 2 to help you.**

**Listening**

**6 a Read the quiz. Choose your answers.**

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

**Here are some interesting questions about everyday life that psychologists have studied. What do you think they found?**

- If you lose your wallet or purse, you'll be more likely to get it back if it contains a photograph of
- a yourself.                      c a baby.
- b your house.                    d a dog.

If you win a small amount of money, which will probably make you happier?

- a buying something for yourself
- b buying something for somebody else
- c buying a lottery ticket to win some more
- d putting the money in a bank

You will find it easier to solve a problem if you think about it while you are

- a lying down.                    c walking.
- b standing up.                    d eating.

You will be more successful on a first date if you talk about

- a people that you both know.
- b your ambitions.
- c things that you both like.
- d things that you both dislike.

If you decide to do something difficult, you will be more successful if you

- a don't tell anyone about it.
- b only tell your best friend.
- c tell a lot of people about it.
- d write it down.

When you've got a big job to do, you'll be more likely to finish it if you

- a wait till you have plenty of time to do it.
- b just start it.
- c make a plan and then do a bit at a time.
- d do it early in the day.

**7 a (2.7) Listen and check your ideas.**

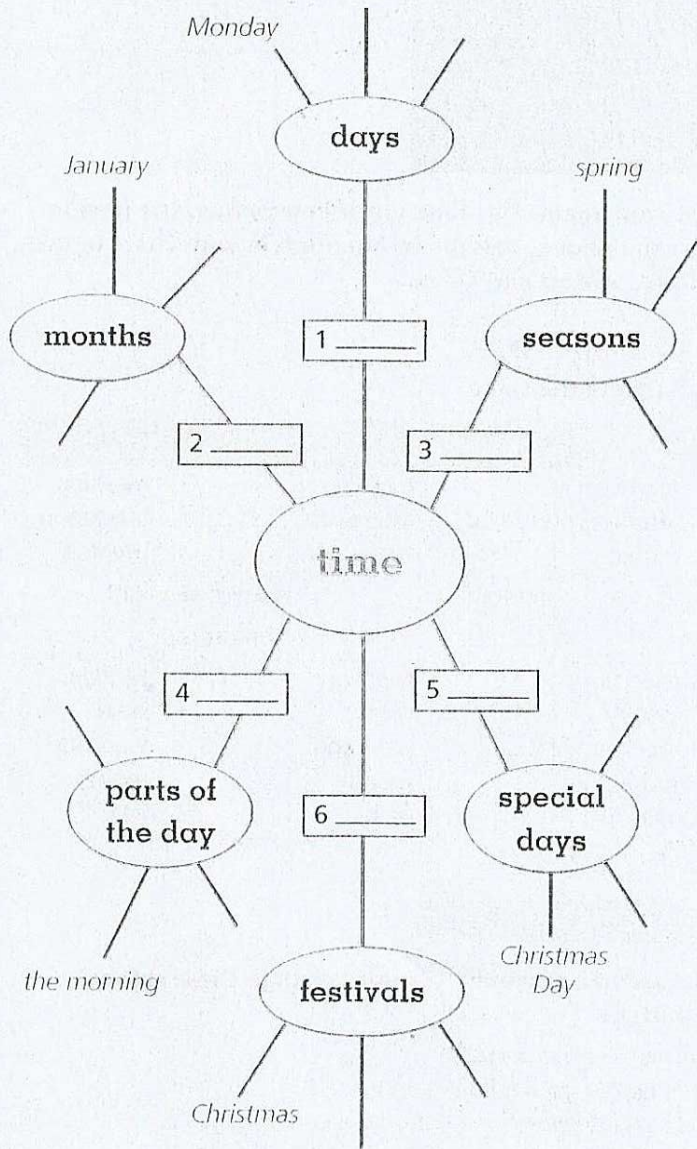
**b (2.7) Listen again. What reasons does the speaker give for the answers?**

## 2C Changing an appointment

### Vocabulary

Time and time prepositions

1 a Copy and complete the spidergram.



b Write *in*, *on* and *at* in spaces 1-6 in the spidergram.

2 Say the dates.

- |                     |          |
|---------------------|----------|
| 1 12 / 6            | 5 2 / 7  |
| the twelfth of June | 6 30 / 3 |
| 2 3 / 11            | 7 5 / 12 |
| 3 21 / 9            | 8 24 / 2 |
| 4 16 / 1            | 9 1 / 5  |

### Listening

3 a Look at the photos and the dialogue. What is happening?



b Put the dialogue in the correct order.

P = Pete R = Receptionist

- P Yes. Thank you. Goodbye.
- R Let me see ... Can you come today – at half past two this afternoon?
- R OK. So we'll see you at 3.45 on Monday, 2 February.
- P Hello. My name's Pete King. I've got an appointment at four o'clock tomorrow afternoon, but I'm afraid I can't make it now. I'm playing in a football match after school.
- P No, I'm sorry, but that's no good for me. We don't finish school till ten past three.
- R Goodbye.
- P Yes, it is.
- R Hello. Dental surgery.
- R I see. Would you like to make another appointment?
- P Yes, any day next week will be fine.
- R Oh, of course. Well, just a minute. We haven't got anything else this week. What about quarter to four next Monday?
- R Is it for a check-up?
- P Yes, please.

c (2.8) Listen and check.

d Work with a partner. Practise the dialogue.

4 Why can't Pete make the appointments this afternoon and tomorrow afternoon?

**Everyday English**

**Talking about arrangements**

**5 Complete the expressions.**

**Suggesting**

Can you <sup>1</sup>\_\_\_\_\_ today?

What <sup>2</sup>\_\_\_\_\_ 3.45 next Monday?

**Refusing**

I'm sorry, but that's no <sup>3</sup>\_\_\_\_\_ for me.

I'm afraid I <sup>4</sup>\_\_\_\_\_ make it at 2.30.

**Thinking**

Let me <sup>5</sup>\_\_\_\_\_.

<sup>6</sup>\_\_\_\_\_ a minute.

**Accepting**

Yes, that will be <sup>7</sup>\_\_\_\_\_.

**6 a (2.9) Listen to the dialogues.**  
Choose three pictures for each name.

**Delia**

**Arthur**

**Olivia**

**b (2.9) Listen again. Copy and complete the chart.**

	Delia	Arthur	Olivia
1 Original time			
2 Reason for changing			
3 New time: first suggestion			
4 Reason for refusing			
5 New time: second suggestion			

**c (2.10) Listen again. This time you will only hear the person who answers the phone. Use the information in your chart to take the role of Delia, Arthur and Olivia.**

**Grammar: time expressions**

**Copy and complete the table.**

Past	Present	Future
yesterday morning afternoon evening	<sup>1</sup> _____ morning afternoon evening	<sup>2</sup> _____ morning afternoon evening
last night	tonight	tomorrow night
yesterday	<sup>3</sup> _____	tomorrow
last Monday week weekend month year	<sup>4</sup> _____ Monday week weekend month year	<sup>5</sup> _____ Monday week weekend month year

**Speaking**

**7 Work with a partner. Make dialogues to change these things. Follow the pattern.**


- an appointment at the doctor's
- an arrangement to go swimming with a friend
- the time for an interview for a Saturday job
- an arrangement to play tennis with a friend

A Phone to change an appointment or arrangement. Give a reason.	→	B Suggest another day / date / time.
A Refuse. Give a reason.	→	B Suggest another day / date / time.
A Accept.	→	B Confirm the new appointment or arrangement.
A Say goodbye.	→	

## 2D A Christmas Carol

### Extensive reading

- 1 a Look at the pictures. Who is the main character? Find his name in the story.
- b What do you think is happening in each picture?
- c What do you think the story is about?

2  2.11 Read and listen to the story. Put the pictures in the correct order.

- 3 a Match the names to the descriptions.
- |                |                     |
|----------------|---------------------|
| 1 Bob Cratchit | a Scrooge's fiancée |
| 2 Fred         | b Scrooge's partner |
| 3 Jacob Marley | c Bob's son         |
| 4 Belle        | d Scrooge's nephew  |
| 5 Tiny Tim     | e Scrooge's clerk   |

b Find the people in the pictures.

4 Answer the questions.

- 1 What were the three spirits called?
- 2 What did each spirit show Scrooge?
- 3 Why did Marley's ghost visit Scrooge?
- 4 What was Marley like when he was alive?
- 5 Why didn't Scrooge marry Belle?
- 6 Why was Scrooge ashamed when he saw the Cratchits' Christmas?
- 7 Who was 'the dead man'?
- 8 Why was the boy in the street surprised?

5 a How did Scrooge change after the spirits' visit? Copy and complete the chart.

Before	After
He didn't pay Bob much money.	He doubled Bob's wages.

b What is the moral of the story?

**A** Christmas Carol is one of the most popular stories about Christmas of all time. It was written by Charles Dickens in 1843 and was an instant success. Since then it has been adapted many times for the theatre, cinema and television.

It was Christmas Eve, and Ebenezer Scrooge was sitting in his cold, miserable office. In the next room, his clerk, Bob Cratchit, was working. Cratchit's office didn't have a fire, so it was even colder than his boss's.

'Merry Christmas, Uncle!' cried a happy voice. It was Scrooge's nephew, Fred.

'Bah, humbug!' said Scrooge. He was a mean, cold-hearted old man and he hated Christmas.

'Are you going to join us for our Christmas dinner tomorrow, Uncle?' said Fred. 'We're eating at one o'clock.' But Scrooge didn't think people should celebrate, even on Christmas Day, so he refused.

As Fred was leaving, two gentlemen came to the office. They were collecting money for the poor. Scrooge was very rich, but he didn't give them any money. 'I'm not going to give money to people who don't work – even at Christmas!' he told the gentlemen.

When the time came to close the office, Scrooge spoke to his clerk.

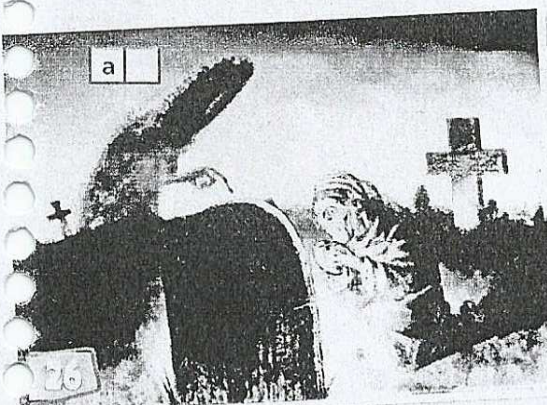
'I suppose you want a day off tomorrow.'

'If you don't mind, sir. It will be Christmas Day.'

'Well, I do mind. Why should I pay you for a day's work in the office, when you won't be here? But I suppose you must have it.' With that, Scrooge went home to his cold, dark house.

That night, as Scrooge was eating a bowl of soup, he heard a strange noise. He heard someone pulling some heavy chains across the floor. Suddenly, a ghost walked straight through his door. It was Jacob Marley, Scrooge's old business partner.

'Marley!' cried Scrooge, 'But you died seven years ago!'



'Yes,' said the ghost, 'and for seven years I have carried these chains that I made in my lifetime. I cannot rest, because I was never good or generous when I was alive.' 'But why are you here?' said Scrooge. 'What do you want?' 'I am here to warn you, Ebenezer. If you don't change your ways, you, too, will carry chains like these for eternity. Three spirits will visit you tonight. Remember what I have told you.'

With that, the ghost disappeared through the window. Scrooge ran to the window and looked out. The air was full of spirits, all carrying chains and crying sadly. Scrooge closed the window and went to bed. He soon fell asleep, but, just as Marley's ghost said, three spirits visited Scrooge that night. Each one took him on a journey. The first spirit was the Ghost of Christmas Past. The spirit took Scrooge back to a time when he was a young man. He saw himself at Christmas at a party. He was singing and dancing. The spirit then showed him his beautiful fiancée, Belle, too. When he was young, he wanted to get married, but as he got older, Scrooge started to love money more than people. Gradually he lost all his friends. Belle married someone else, and Scrooge became a mean, lonely old man. Scrooge didn't enjoy seeing all this.

The second visitor was the Ghost of Christmas Present. He took Scrooge to see Bob Cratchit and his family. They were very poor, because Scrooge didn't pay Bob very much. They only had a very small chicken for Christmas dinner, but they were laughing and smiling – even Tiny Tim, who was very sick and weak. Scrooge felt ashamed. The Cratchits were enjoying Christmas even though they were poor. He had lots of money, but he was mean and unhappy.

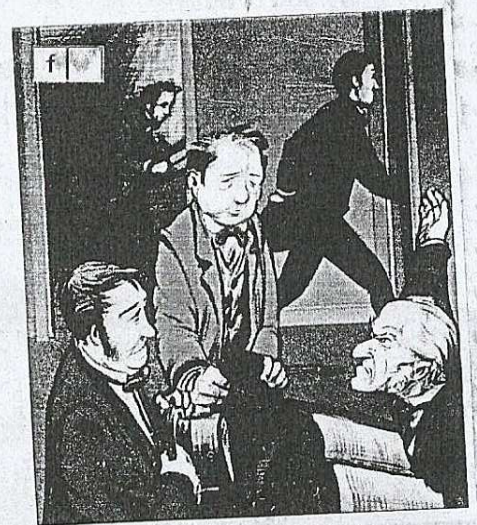
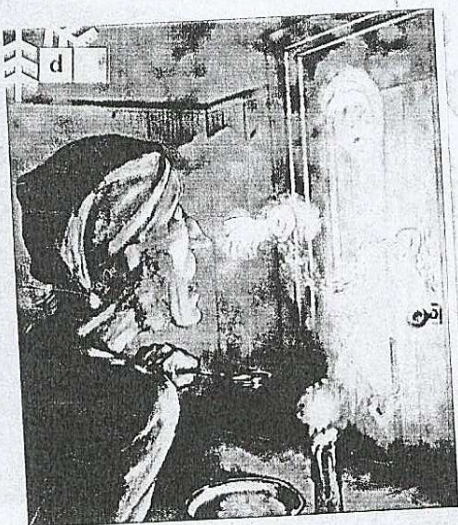
The last spirit was the Ghost of Christmas Future. He showed Scrooge Christmas in the future – and it was a terrible future. Tiny Tim was dead, because his parents couldn't afford medicine for him. The Cratchits were heartbroken and Bob was crying. Someone else was dead, too, but nobody cried for him. In fact, a lot of people were happy.

'Who has died?' asked Scrooge. The spirit said nothing, but he took Scrooge to a cemetery.

'Why have you brought me here?' he asked. Again, the spirit said nothing. He just pointed to the dead man's grave. On it was the name – Ebenezer Scrooge. Scrooge was terrified. 'Spirit. Listen! I'm going to change my ways. I promise. I've seen many things tonight and I've learnt my lesson. Please tell me that the future won't be like this. Please! Please!' The spirit didn't reply. Suddenly, Scrooge was back in his own bed again and it was morning. He jumped up and ran to the window. 'What day is it?' he called to a boy in the street. 'Today?' The boy was very surprised. 'Why, it's Christmas Day.'

'So I haven't missed it,' thought Scrooge. 'God bless you, Jacob Marley. And God bless Christmas!'

From that moment Scrooge was a different man. First he sent the boy to buy an enormous turkey and take it to the Cratchits. Then he went out into the street and said 'Merry Christmas' to everyone that he met. As he was walking along, he saw the gentlemen who had come to his office. 'If you come to my office tomorrow, I'll give you some money for the poor – a lot of money,' he told them. The gentlemen were very surprised. His nephew, Fred, and his wife were surprised, too, when Scrooge arrived for Christmas dinner. After Christmas when Bob Cratchit returned to work, Scrooge said: 'I'm going to double your wages, Bob. And I'm going to give you some money to help Tiny Tim.' So Tiny Tim didn't die, and Scrooge didn't have any more visits from spirits. He was always cheerful at Christmas and he lived happily for the rest of his life.





1 a **2.12** Read and listen to the text. Put the schools in the correct order.

- a Senior High School       c College  
 b Junior High School       d Grade School

b How old are the students at each place?

2 a What events do the photos show? What happens there?

b Do you have events like these in your country?

3 Answer the questions.

- 1 How long is the school day in American schools?
- 2 Why are sport and music important in American schools?
- 3 What happens when students leave school?
- 4 What kinds of education aren't free? How are they paid for?

4 Compare education in the USA with education in your country. What things are similar? What things are different?

## EDUCATION IN THE USA

Children in the USA start Grade School when they are six years old. When they are eleven, they go to Junior High School, and at the age of fourteen to Senior High School.

The school day usually runs from seven or eight o'clock in the morning to half past two or three o'clock. Pupils have homework to do after that. In most schools, the day starts with a flag ceremony. Pupils and teachers stand with their hand on their heart and make a pledge of loyalty to the flag and the country while the American flag is raised.

American schools try to create a strong sense of community. Schools have their own teams for American football, baseball, ice hockey and basketball. They usually have bands and drama groups, too. When sports teams play against other schools, it's a big event. Pupils and their parents come to watch. The cheerleaders dance and the school band plays, too.



Pupils can leave school when they are sixteen, but most stay at school till they are eighteen. Then they go to university. (Americans normally call it 'college'.) They usually spend four years at university. They don't always go to a local university. A lot of students study in cities hundreds of miles from their home.

State education in the USA is free up to the age of eighteen. There are some private schools that parents pay for, but most children go to state schools. College isn't free. Parents have to pay, and students often have a part-time job, too. They work in shops, restaurants and petrol stations.

When students leave school (including Grade School and Junior High School) or university, they have a Graduation Day. This is a very big event. The students who are graduating wear gowns and caps. Their parents come to watch their children receiving their graduation certificates. At the end of High School there's usually a big dance, too. It's called the 'High School Prom'.



## Biology: body clock

**1** Work in a group. Discuss these questions.

- 1 How long do you sleep every night?
- 2 What time do you go to bed?
- 3 Do you feel tired in the morning?
- 4 Do you switch off your mobile phone at night?

**2** (2.13) Read and listen to the text. What does it say about these times?

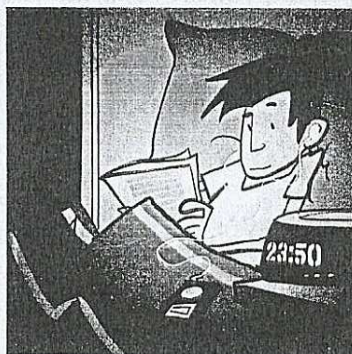
10 am	7 hours	7 am	9 am
midnight	6 am	9 hours	

**3** Match the halves of the sentences.

- 1 Melatonin is a hormone
  - 2 People wake up in the morning
  - 3 Your body clock
  - 4 Teenagers are tired in the morning
  - 5 It isn't a problem for children
  - 6 Bright light and loud noise
  - 7 It's worse for American students
  - 8 Some scientists think that
- a stop you falling asleep.
  - b because they start school earlier.
  - c controls the production of melatonin.
  - d because they wake up naturally at 7 am.
  - e teenagers shouldn't go to school till 10 am.
  - f because their body stops producing melatonin.
  - g because they don't get enough sleep.
  - h that makes you feel sleepy.

**4** Work in a group. Do you agree with the ideas in the text? Discuss these questions.

- 1 Should parents take all modern technology out of teenagers' bedrooms?
- 2 Should the school day start later for teenagers? Why? / Why not?



Why do you wake up in the morning and go to sleep at night? The answer is that we all have a body clock. Your brain produces hormones, like melatonin and adrenaline, which control the way your body works. The body clock controls the production of these hormones, so that your body produces more at some times of the day and less at other times. As a

result, you wake up and feel sleepy at different times of the day.

When light hits your eyelids in the morning, your brain switches off the sleep hormone, melatonin, your temperature rises and you wake up. In the evening, when it's dark, your brain starts to produce melatonin again, and your body gets ready to go to sleep.

If you don't get enough sleep, you will feel tired the next day. According to a recent survey, most teenagers say that they don't get enough sleep. They need about nine hours, but they normally only get about seven hours. However, teenagers say that they go to bed at about 10 or 10.30 in the evening and they get up at about 7.30. That's nine hours, so why don't they get enough sleep?

The problem is that the body clock doesn't stay the same all through your life. When you're a child, you wake up naturally at about seven o'clock, but when you become a teenager, your body clock changes. The natural time for a teenager to wake up is nine o'clock in the morning and the natural time to go to sleep is midnight. When you become an adult, the body clock will go back to the early time again. Scientists don't know why.

Modern technology makes the problem worse. A lot of teenagers have TVs, computers, MP3 players and mobile phones in their bedrooms. The bright light from a TV or computer screen stops the production of melatonin and so keeps you awake. Loud music and texts from friends will also make it difficult to sleep.

Dennis, 14, is one of the teenagers in the survey. 'I go to bed at 10.15 every night, but I don't get nine hours sleep,' says Dennis. 'I know that I won't go to sleep if I switch the light off straightaway. So, I normally read and listen to music or the radio for an hour and a half. My parents don't understand. When I'm awake in the evening, they say: "Go to bed." Then at 7.30 in the morning when I'm asleep, they say: "Get up."'

Another teenager in the survey, Anita, says: 'It's bad for me in England. I start school at 8.45, but it's worse for my friend, Suzie, in the USA. She has to get up at 6, because she starts school at 7.15!'

Some scientists now think that the school day for teenagers should start later – at about 10 am.



## Grammar

1 Complete the sentences. Use the most appropriate future form (*will, going to* or *present continuous*).

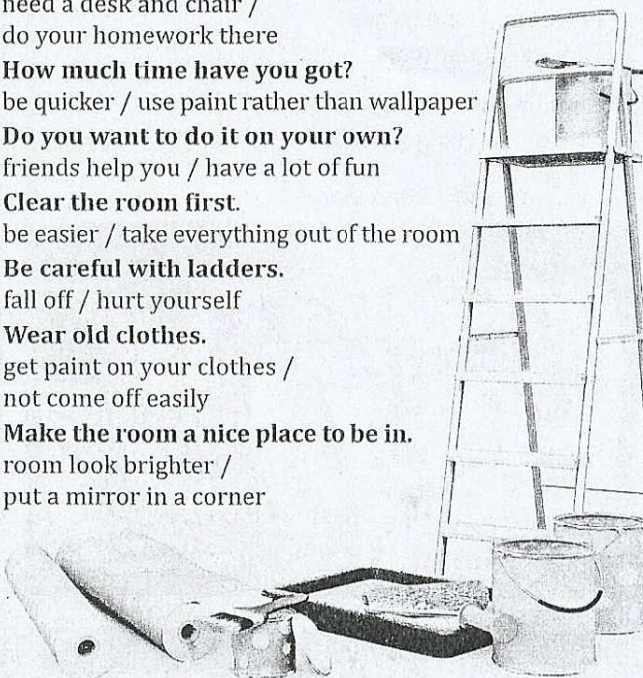
- 1 • What \_\_\_\_\_ (you / do) after school today?
  - I \_\_\_\_\_ (play) tennis with Mark at five o'clock.
- 2 I hope I \_\_\_\_\_ (get) a good job when I leave school.
- 3 • Do you think you \_\_\_\_\_ (win) the match on Sunday?
  - No. They're very good, so I think we \_\_\_\_\_ (lose).
- 4 I can't go out tonight. I've decided that I \_\_\_\_\_ (practise) for my piano exam.
- 5 How can I get some money? I know. I \_\_\_\_\_ (wash) the car and maybe Dad \_\_\_\_\_ (give) me something for it.
- 6 • Do you think you \_\_\_\_\_ (go) to university when you leave school?
  - Yes. I've decided that I \_\_\_\_\_ (study) Biology.
- 7 • \_\_\_\_\_ (you / do) anything on Saturday morning?
  - Yes, Jack and I \_\_\_\_\_ (go) shopping. I \_\_\_\_\_ (buy) a new coat.

2 Make advice with conditional sentences. Use the cues.

### So you want to decorate your room?

*Here are a few tips.*

- 1 **Choose your colours carefully.**  
use dark colours / room look smaller  
*If you use dark colours, the room will look smaller.*
- 2 **What furniture will you need?**  
need a desk and chair / do your homework there
- 3 **How much time have you got?**  
be quicker / use paint rather than wallpaper
- 4 **Do you want to do it on your own?**  
friends help you / have a lot of fun
- 5 **Clear the room first.**  
be easier / take everything out of the room
- 6 **Be careful with ladders.**  
fall off / hurt yourself
- 7 **Wear old clothes.**  
get paint on your clothes / not come off easily
- 8 **Make the room a nice place to be in.**  
room look brighter / put a mirror in a corner



## Listening

3 (2.14) Listen to the dialogues. Complete the sentences with the correct times.

- 1 The film starts \_\_\_\_\_.
- 2 The graduation party is \_\_\_\_\_.
- 3 The school trip is \_\_\_\_\_.
- 4 Roger was born \_\_\_\_\_.
- 5 The museum is closed \_\_\_\_\_.
- 6 The appointment is \_\_\_\_\_.
- 7 They're going to the park \_\_\_\_\_.
- 8 They're going skiing \_\_\_\_\_.

## Writing and speaking

4 a Work with a partner. Read the information and write the dialogues.

- 1 You phone the dentist's surgery to make an appointment with Mr Jones. The receptionist suggests 3.15 on Wednesday. However, you don't finish school till 3.30. The receptionist then suggests 4.45 on Thursday. You accept.
- 2 You phone the optician's to change an appointment. Your appointment at the moment is at 10 am on 8 November, but you're in a swimming competition that day. The receptionist suggests five o'clock on 10 November. You accept.

b Work with a partner. Practise your dialogues.

## Study skills

#### How to do your best in exams

Exams are very important. Match the explanations to the advice.

- 1 Plan your revision.
  - 2 Don't revise late the night before the exam.
  - 3 Read the instructions for each task carefully.
  - 4 Don't panic.
  - 5 Don't waste time.
  - 6 Always answer everything.
  - 7 If you finish early, don't just stop.
- a Make sure you understand what you have to do.
  - b You'll be tired the next day.
  - c Use the time to check all your answers again.
  - d Give yourself enough time to revise everything.
  - e You can't think clearly if you're worried.
  - f If you really don't know something, make a guess.
  - g If you don't know something, move on and come back to it later.

**SILENCE**  
EXAMINATION  
IN PROGRESS



# Your Project

# 2

## Develop your writing

### Generalizations and contrast

1 a Use the chart. Make sentences.

All	Almost all	parents have to pay.
Most	A lot of	schools start at 7.30.
Some	Not many	students leave at 16.
A few	No	

b Complete the sentences with words from the chart. More than one answer is possible.

- \_\_\_\_\_ students bring sandwiches, while others buy lunch at the cafeteria.
- \_\_\_\_\_ schools finish at three o'clock, but most finish at 3.30.
- \_\_\_\_\_ schools in Britain have a school uniform. In the USA, on the other hand, very few schools have one.
- In the USA, \_\_\_\_\_ students stay at school till they are 18. However, a lot of students leave at 16.

c How do we use the words in bold?

- Where does each word go in the sentence?
- What punctuation does it need?

d Use the expressions to make sentences about school life in your country. Write about:

starting school    the school day    lunch  
uniforms    leaving school

Most children start school when they are ... years old, but a few start when they are ...

## Project task

Write a project about your country's education system. Answer these questions.

- What are the different kinds of schools, colleges and universities?
- Who pays for education?
- What is a typical day like?
- Apart from teaching, what other things do schools do?

Illustrate your project with pictures and diagrams.

## Song

1 (2.15) Listen and choose the correct words.

2 What happened on each day of the week?

## IN ONLY SEVEN Days

Monday, the <sup>1</sup>first day / start of my holiday  
Freedom for just one week  
Feels <sup>2</sup>good / great to get away, ooh

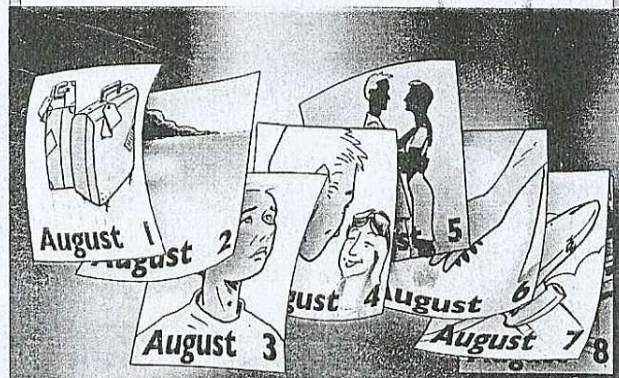
Tuesday, saw her down <sup>3</sup>on the beach /  
by the pool  
I stood and watched a while  
And she <sup>4</sup>turned / looked and smiled at me

Wednesday, I didn't see her  
I hoped that she'd be back <sup>5</sup>next day / tomorrow  
And then on Thursday  
<sup>6</sup>The weather / My luck had changed  
She stood there all alone  
I went and asked her <sup>7</sup>name / for a date  
I never thought that this could happen to me  
In only seven days  
It would take a <sup>8</sup>hundred / thousand or more  
For memories to fade

I wished <sup>9</sup>Friday / the week would last forever  
I held her close to me  
I couldn't bear to leave her <sup>10</sup>arms / there

Saturday just twenty-four hours  
Oh no, I'm going back home <sup>11</sup>today / on Sunday

Ooh so <sup>12</sup>sad / soon alone



## 3A Would you dare?



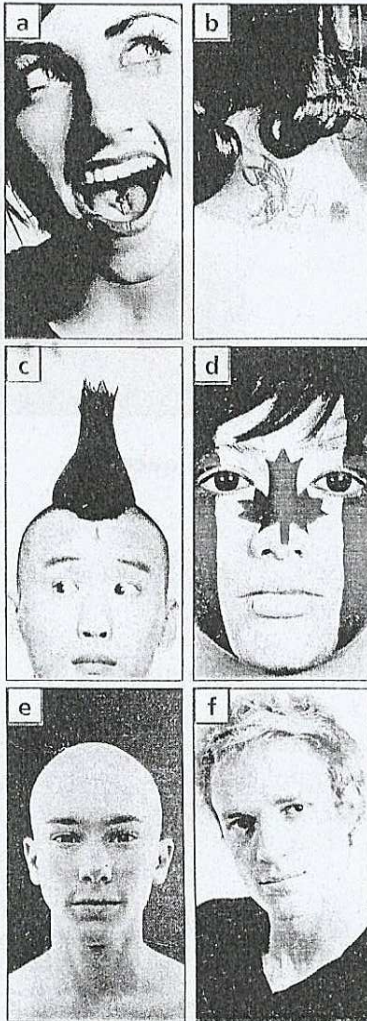
### Vocabulary

#### Body art

1 a Match the expressions to the photos below.

- 1 painted their face in their team's colours
- 2 had their tongue pierced
- 3 dyed their hair orange
- 4 shaved their head
- 5 had an unusual hairstyle
- 6 had a tattoo

b Do you know anyone who has done any of these things?



### Comprehension

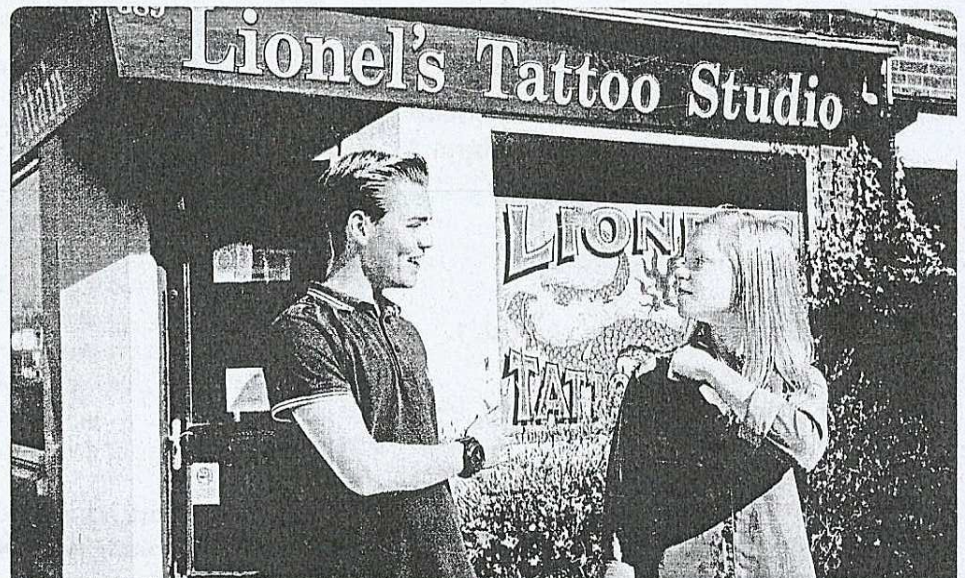
2 a (2.16) Read and listen to the dialogue. Which of the things in exercise 1 do Jake and Ella talk about?

b Copy and complete the chart.

	would do	wouldn't do	reason
Jake			
Ella			

c What do they dare each other to do? Do you think they will do it?

d Has anyone ever dared you to do something? Did you do it?



Jake Hey, look. There's a new tattoo place here.

Ella Oh, yes. If I had a tattoo, I'd have a little butterfly on my shoulder. What about you?

Jake A tattoo? My parents would go mad if I did anything like that. Would you have your tongue pierced?

Ella No, I wouldn't do that. I'd have my eyebrow pierced, but not my tongue. Ugh.

Jake No, me neither. It would feel really weird.

Ella Would you shave your head?

Jake Yes, I would. My hair would grow again, wouldn't it? But I'd do it in summer, so that it wouldn't be too cold. How about you? Would you shave your head?

Ella No, I wouldn't. What would I look like with no hair? Anyway, I don't believe you. You wouldn't do it, either.

Jake Yes, I would.

Ella Well, there's a hairdresser's over there. Go on. I dare you.

Jake OK. I'll do it if you go in here and have a tattoo.

Ella Well ...

**Grammar**

would

**3 a Complete this part of the dialogue.**

Ella 1 \_\_\_\_\_ you shave your head?  
 Jake Yes, I 2 \_\_\_\_\_. My hair 3 \_\_\_\_\_  
 grow again, 4 \_\_\_\_\_ it? But I  
 5 \_\_\_\_\_ do it in summer, so that it  
 6 \_\_\_\_\_ be too cold. How about  
 you? 7 \_\_\_\_\_ you shave your  
 head?  
 Ella No, I 8 \_\_\_\_\_. What 9 \_\_\_\_\_ I look  
 like with no hair?

**b The sentences in exercise 3a all use would. What are the sentences about?**

- a things that happened in the past
- b things that will probably happen in the future
- c things that are imaginary or unreal

**c Look at the sentences with would again. How do we make these forms?**

- 1 a negative form
- 2 short forms
- 3 a question

**4 a Look at the photos in exercise 1. Which things would you do?**

*I'd have / I wouldn't have my tongue pierced.*

**b What would your ideal holiday be like? Write five things that you would do and five things that you wouldn't do.**

*I'd stay in a five-star hotel.  
 I wouldn't go with my parents.*

**Second conditional**

**5 We use the second conditional to talk about unreal or imaginary situations in the present or future. Look at these sentences from the dialogue. What verb form do we use:**

- in the *if* clause? • in the main clause?

1 *If I had a tattoo, I'd have a little butterfly on my shoulder.*  
 2 *My parents would go mad if I did anything like that.*

**6 Complete the sentences. Put the verbs in brackets into the correct form.**

- 1 I *wouldn't have* a tattoo if someone \_\_\_\_\_ me to do it. (not have / dare)
- 2 If you \_\_\_\_\_ your head in winter, you \_\_\_\_\_ cold. (shave / feel)
- 3 My parents \_\_\_\_\_ if I \_\_\_\_\_ my hair orange. (not mind / dye)
- 4 The head teacher \_\_\_\_\_ you home if you \_\_\_\_\_ your face red and white. (send / paint)
- 5 If I \_\_\_\_\_ my tongue pierced, my parents \_\_\_\_\_ very angry. (have / be)
- 6 I \_\_\_\_\_ my parents if I \_\_\_\_\_ to have a tattoo. (not tell / decide)
- 7 If I \_\_\_\_\_ my hair orange, I \_\_\_\_\_ it in the summer holidays. (dye / do)
- 8 If my friends \_\_\_\_\_ me to steal something, I \_\_\_\_\_ it. (dare / not do)

**Speaking**

**7 a Complete the questions. Use these verbs.**

have sleep swim run  
do hold eat go

- 1 *Would you hold* a tarantula?
- 2 \_\_\_\_\_ a bungee jump?
- 3 \_\_\_\_\_ skydiving?
- 4 \_\_\_\_\_ in a haunted house?
- 5 \_\_\_\_\_ raw eggs?
- 6 \_\_\_\_\_ with sharks?
- 7 \_\_\_\_\_ your eyebrow pierced?
- 8 \_\_\_\_\_ a marathon?



**b Work with a partner. Student A: ask the questions. Student B: reply and give your reasons.**

- *Would you hold a tarantula?*
- *Yes, I would. I'm not afraid of spiders. / No, I wouldn't. It might bite me.*

**8 a What would you do if these things happened?**

- Someone tried to steal your mobile phone.
- You found a wallet with some money in it.
- You saw people bullying your friend.
- You saw your friend's boyfriend / girlfriend with someone else.

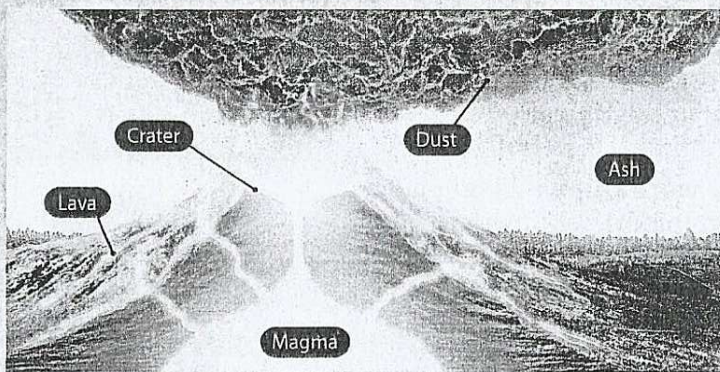
**b Tell the class your ideas.**

## 3B A dangerous world

### Reading

1 **2.17** Read and listen to the text. What are these?

- 1 a supervolcano                      2 a volcanic winter



## SUPERVOLCANO

Under the quiet green forests of Yellowstone National Park in the USA is a sleeping monster. Nobody knows its exact size, but it's about 80 kilometres long and 45 kilometres wide, and it looks like a peaceful valley covered in forests. In fact, it's a huge crater full of magma, or molten rock. If it erupted, the explosion would be bigger than 1,000 atomic bombs. Scientists call it a 'supervolcano'.

Volcanoes don't often cause damage over a wide area, but the eruption of a supervolcano would be a global disaster. It would destroy everything within 1,000 kilometres. Lava would cover an area as big as Europe. The explosion would be so strong that it would cause earthquakes, tsunamis and hurricanes. The hot lava would start forest fires all over North America.

People in the rest of the world wouldn't escape the destruction. The supervolcano would pollute the atmosphere with billions of tons of ash and dust. The wind would blow this pollution around the world and we would enter 'a volcanic winter'. When the ordinary volcano Tambora in Indonesia erupted in 1815, it produced 'the year without a summer' of 1816. There was so much dust in the atmosphere that even in Europe people didn't see the sun for several weeks that year. A supervolcano would be much worse. We wouldn't see the sun for a couple of years. Temperatures would fall by up to 15°C in North America and 3–5°C worldwide. Food production would stop, because plants wouldn't grow and animals would die. Famine and wars would follow.

If the monster under Yellowstone woke up, it would be the end of life as we know it. And it isn't the only one. There are supervolcanoes in California, near Naples in Italy, in Indonesia and in New Zealand. But could it really happen? Scientists at Yellowstone don't think it will happen soon, but it has erupted before. In fact, it usually erupts every 600,000 years, and the last eruption was 640,000 years ago!

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

- Yellowstone is in the USA.
- The supervolcano there is exactly 80 kilometres long and 45 kilometres wide.
- If it erupted, it would cover Europe in lava.
- The Yellowstone supervolcano produced 'the year without a summer'.
- Tambora was a supervolcano.
- If Yellowstone erupted, it wouldn't affect any other continent.
- The supervolcano in Indonesia is the biggest in the world.
- Yellowstone has never erupted before.

3 a Read the text again. Tick (✓) the disasters that it mentions.

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> pollution    | <input type="checkbox"/> hurricanes     |
| <input type="checkbox"/> tsunamis     | <input type="checkbox"/> drought        |
| <input type="checkbox"/> famine       | <input type="checkbox"/> disease        |
| <input type="checkbox"/> forest fires | <input type="checkbox"/> wars           |
| <input type="checkbox"/> floods       | <input type="checkbox"/> earthquakes    |
| <input type="checkbox"/> tornadoes    | <input type="checkbox"/> climate change |

b What would cause each disaster?

*pollution – ash and dust*

4 Find these numbers in the text. What do they refer to?

1,000 (x2) billions    600,000    45    15    80

Grammar: *so ... that*

*The explosion would be so strong that it would cause earthquakes.  
There was so much dust in the atmosphere that people didn't see the sun for several weeks.*

5 Join the sentences. Use *so (much) ... that ...*

- The explosion would be loud. You would hear it hundreds of kilometres away.
- There would be lava. It would cover most of the USA.
- There would be ash. It would block out the sun.
- Temperatures would be low. Nothing would grow.
- 1816 was cold. People called it 'the year without a summer'.

**Vocabulary**

Verbs and nouns

6 Copy and complete the chart with words from the text.

Verb	Noun
erupt	
explode	
pollute	
	production
	destruction

**Listening and speaking**

7 a Work with a partner. Complete the quiz. Ask each other the questions and write down the answers.

b Tell the class your ideas.

1 If there was an earthquake and I was indoors, I would ..., because ...

8 a (2.18) Listen. What is the best thing to do in each situation? Why?

b (2.18) Listen again. Note down the scores for each question. Read what your score means below.

17-21: In a dangerous situation, you would be cool and calm. You would survive accidents, earthquakes and fires, because you would know what to do.

12-16: You would stay calm in most situations, so you would probably survive. However, you might sometimes put yourself in danger, because you would make the wrong choice.

7-11: You aren't really a survivor. You wouldn't know what to do, so you would probably panic in a dangerous situation. You can't think clearly when you panic.

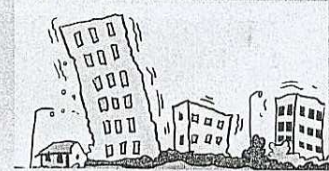
0-6: You aren't a survivor at all. In most dangerous situations, you would have to think very quickly. You wouldn't know what to do, so you would probably do the wrong thing.

# Are you a survivor?

Dangerous situations are rare, but they sometimes happen. Would you know what to do? Would you survive?

Try this quiz.

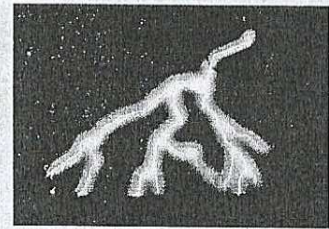
1 If there was an earthquake and you were indoors, would you ...  
 a run outside immediately?  
 b get under a desk or table?  
 c stand next to a wall?



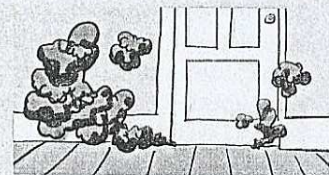
2 If you were shipwrecked on a desert island, what would you do first?  
 a try to build a boat  
 b look for food  
 c look for fresh water



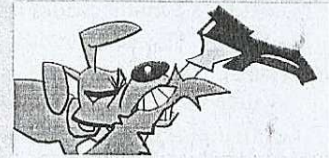
3 If you were in a car and you saw lightning, would you ...  
 a get out of the car and stand a long way away from it?  
 b get out of the car and crawl underneath it?  
 c stay in the car?



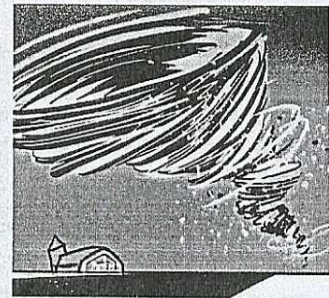
4 If you smelt smoke in the middle of the night, would you ...  
 a go back to sleep?  
 b get up and look for the fire?  
 c telephone the fire brigade?



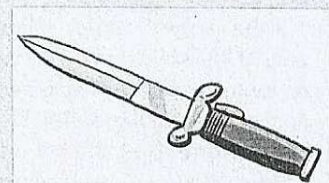
5 If a dog bit your leg, would you ...  
 a put a bandage on it and forget about it?  
 b go to the nearest hospital?  
 c try to find the owner of the dog?



6 If you were outdoors and there was a tornado coming towards you, would you ...  
 a run indoors and go down to the cellar?  
 b run indoors and get as close to the centre of the building as possible?  
 c get into the nearest car?



7 If someone with a knife tried to steal your mobile, would you ...  
 a give them the phone?  
 b try to grab the knife?  
 c run away?

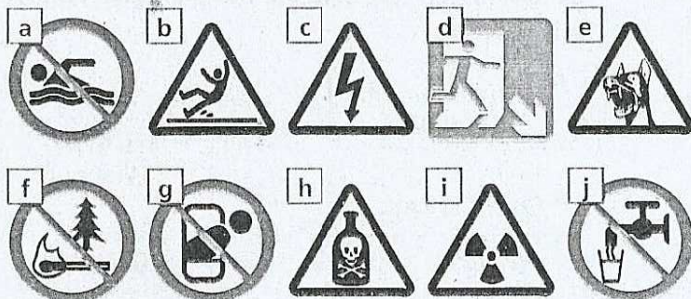


# 3C Warnings and advice

## Vocabulary

### Warning signs

1 Match the warnings to the signs.



- 1 Danger! High voltage electricity.
- 2 Beware of the dog.
- 3 Not drinking water.
- 4 Poison. For external use only. If swallowed, seek medical attention immediately.
- 5 Fire risk. No camp fires. Dispose of cigarettes and matches safely.
- 6 Radioactive hazard. Do not enter. Authorized personnel only.
- 7 Warning. Strong currents. No swimming.
- 8 Do not lean out of the window.
- 9 Caution! Floor is slippery when wet.
- 10 Emergency exit. Keep clear.

2 Copy the chart and complete it with adjectives from the nouns. Use a dictionary to help you.

Noun	Adjective	Noun	Adjective
danger	dangerous	luck	lucky
fame		risk	
poison		health	
hazard		ease	
caution		anger	
infection		climb	

3 Work in a group. Make a list of things that could:

- |              |                    |
|--------------|--------------------|
| 1 cut you    | 6 run you over     |
| 2 burn you   | 7 scratch you      |
| 3 sting you  | 8 poison you       |
| 4 bite you   | 9 hit you          |
| 5 attack you | 10 electrocute you |

## Listening

4 a Match the warnings to the reasons.

1 You shouldn't lie in the sun too long.

2 I wouldn't go in there if I were you.

3 I don't think it's a good idea to cross the road here.

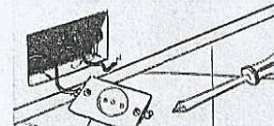
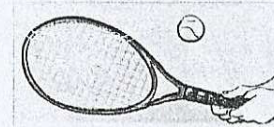
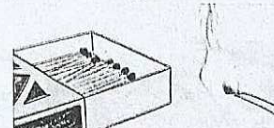
4 I'd put some shoes on if I were you.

5 You shouldn't wave your arms around like that.

6 Don't do that! It's dangerous.

7 I don't think it's a good idea to stand there.

8 I'd switch the electricity off first if I were you.



- a You could burn yourself.
- b You might cut yourself.
- c You could get bitten.
- d You might get electrocuted.
- e You might get stung.
- f You might get sunburnt.
- g You might get hit by the ball.
- h You could get run over.

b (2.19) Listen and check.

c (2.19) Listen again. Do the people take the advice?

**Grammar: reflexive pronouns**

When the subject and object of a sentence are the same person or thing, we normally use a reflexive pronoun.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <i>I cut myself.</i>            | <i>We might burn ourselves.</i> |
| <i>You might hurt yourself.</i> | <i>You'll cut yourselves.</i>   |
| <i>He burnt himself.</i>        | <i>They hurt themselves.</i>    |
| <i>She might burn herself.</i>  |                                 |

**Everyday English**

**Giving warnings and advice**

**5 a Complete the expressions.**

- |                                   |   |
|-----------------------------------|---|
| 1 Look _____!                     | 5 I don't think it's a good _____ to do that. |
| 2 _____ careful.                  | 6 Don't do that! It's _____.                  |
| 3 I _____ do that if I _____ you. | 7 You could _____ bitten.                     |
| 4 You _____ do that.              | 8 You might cut _____.                        |

**b** What form of the verb do we use after *get*?

**c** What verb can we use instead of *might*?

**Speaking**

**6 Look at the picture. What dangers are there?**

1 *The boy might fall and hurt himself.*

**7 Work with a partner. One of you is a person in the picture in exercise 6. Make the dialogue. Follow this pattern.**

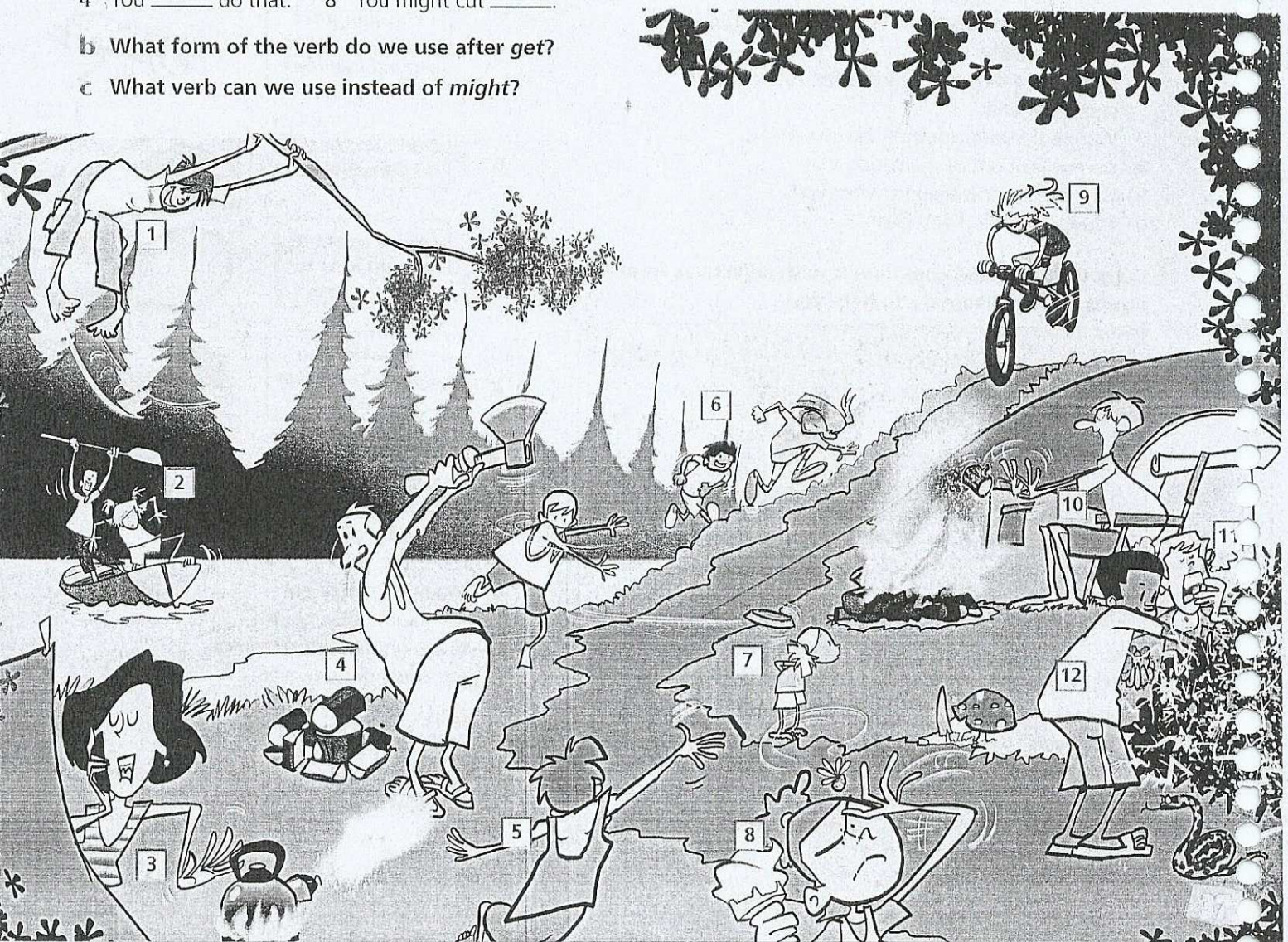
**A** Give a warning.

**B** Ask Why? / Why not?

**A** Give a reason.

**B** Respond.

- *I'd put a T-shirt on if I were you.*
- *Why? It's hot today.*
- *Yes, but you might get sunburnt.*
- *Maybe you're right.*



# 3D The skydiver

## Extensive reading

### 1 2.20 Read and listen to the story.

- 1 What is the man's name?
- 2 What happened to him?
- 3 Where did it happen?

### 2 Put the events in the correct order.

- a He couldn't reach the strings.
- b He slowed down a little.
- c He tried to unfasten the main canopy.
- d He tried to cut the strings of the parachute.
- e He pulled the cord to open his canopy.
- f He hit the ground.
- g He opened the reserve parachute.
- h He jumped from the plane.
- i The strings of the canopy were caught in his backpack.
- j The canopy didn't open properly.

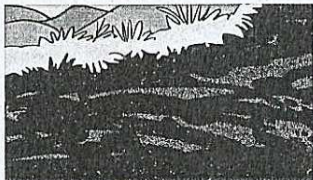
### 3 Find the numbers in the story. What do they refer to?

25 16 4,000 60 200 1,000 220 130 5

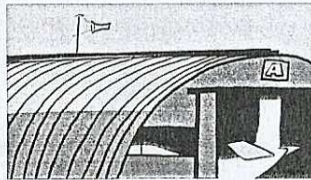
### 4 a The man didn't die. What do you think happened to him?

### b 2.21 Listen to the end of the story. Choose the correct answers.

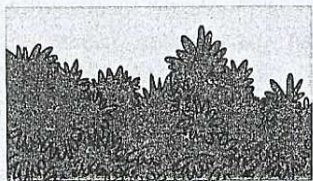
- 1 What saved him?



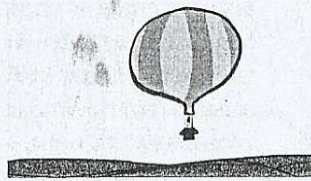
a soft mud



b the roof of the hangar



c thick bushes



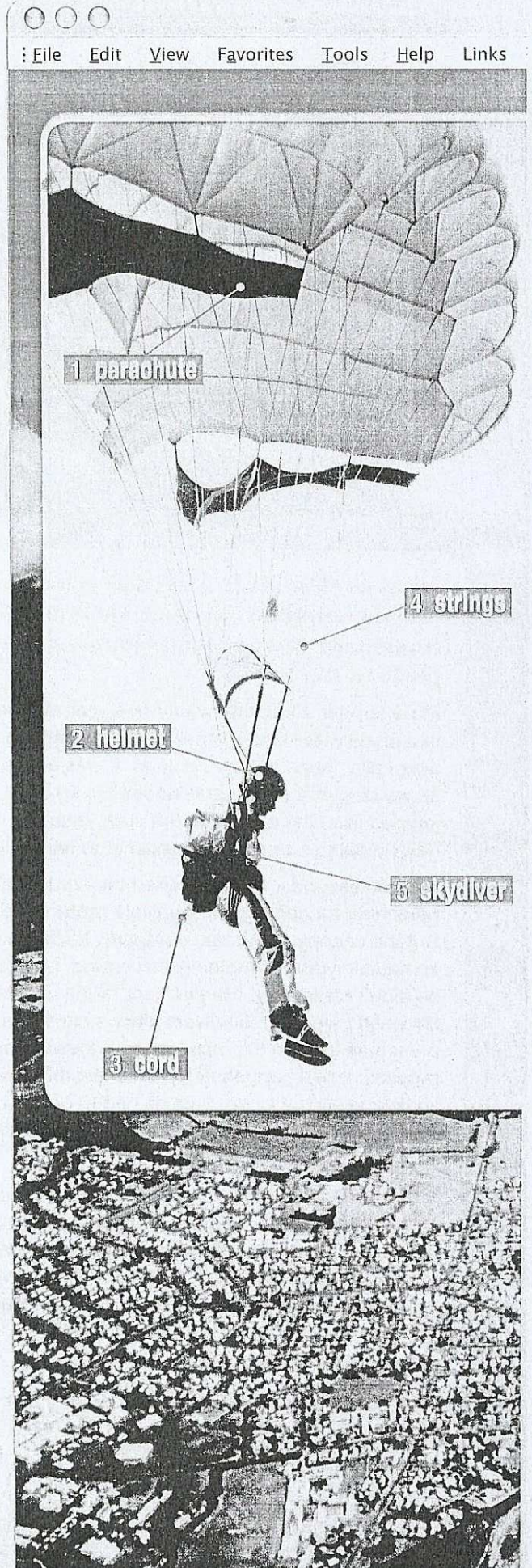
d a hot-air balloon

- 2 What did he injure?

- a his neck and hip
- b his back and knee
- c his ankle and lung
- d his liver and shoulder

- 3 What did he do after the accident?

- a He spent two years in hospital.
- b He soon started skydiving again.
- c He gave up skydiving.
- d He designed a safer parachute.







**Michael Holmes is a skydiving instructor and a champion skydiver. He has done thousands of successful jumps in many parts of the world.**

In December 2006, the twenty-five-year-old took off in a plane with sixteen other skydivers from an airfield near Lake Taupo in New Zealand. It was a beautiful, sunny day. At 4,000 metres above the lake, he jumped from the plane into the clear, blue sky. That day, he had a camera on his helmet to record his fall.

After 60 seconds, Michael pulled the cord to open his parachute (or canopy, as skydivers prefer to call it). But the canopy didn't open properly. Michael knew immediately that something was wrong, because he didn't slow down. He just kept falling very fast. He wasn't worried. Skydivers always carry a reserve parachute in case the main canopy doesn't open properly. It had happened to him a few times before, so he knew what to do. First he had to get rid of the main parachute. If he didn't, the reserve would get caught in the strings of the main one.

So, he pulled the cord to unfasten the main canopy. Nothing happened. He pulled it again. Again nothing happened. The strings of the main parachute were caught in the bag on his back. All the time he was falling at nearly 200 kilometres per hour. He was spinning out of control, too, and he almost became unconscious. He had to think fast.

By now, he was only about 1,000 metres above the ground. In less than 30 seconds he would hit the ground travelling faster than a train. If that happened, he would certainly die. He took out his knife to cut the parachute strings, but he couldn't reach them. He tried again and again, but it was no use. The strings were too far away from him.

He looked down. He could see the airfield and the lake. They were rushing towards him at terrifying speed. 'If I landed in the lake, I'd probably survive,' he thought. But then he realized that the lake wouldn't save him. If he hit the water at that speed, it would knock him unconscious and he would drown before anybody could reach him. In any case, he couldn't steer the half-open canopy. He had no idea where he would land.

Just 220 metres from the ground, he had no choice. 'If I try to open the reserve parachute now, perhaps it won't get caught in the strings,' he thought. It was his only chance, so he pulled the cord to open the reserve parachute. But he was unlucky. The reserve got caught in the strings and didn't open properly. It slowed him down a little, but he was still falling at 130 kilometres per hour.

He was now just five seconds from the ground. 'This is it. I'm going to die,' he thought. He waved to the camera on his helmet and shouted: 'Goodbye!'

Then BANG! And everything went black.



1 **2.22** Read and listen to the text. Match these topics to the correct paragraphs.

- |                      |                             |
|----------------------|-----------------------------|
| a evening activities | d places                    |
| b benefits           | e working with other people |
| c outdoor activities |                             |

2 a Find all the names of the things mentioned in the text for these categories.

- 1 water activities
- 2 things that involve riding or driving
- 3 activities where you are up in the air
- 4 evening activities
- 5 popular places for activity centres

b How do activity holidays help young people?

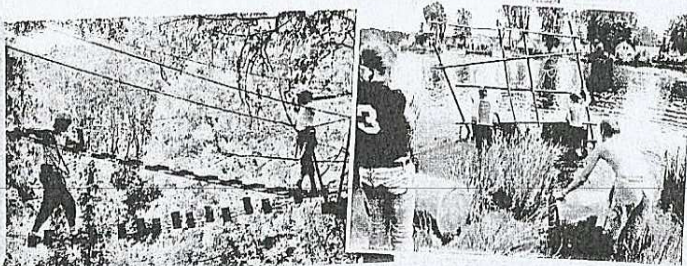
c Which activities would you like to do? Why?

3 **2.23** Listen to some young people talking about their holidays at an activity centre. Find this information for each person.

- 1 Where was the centre?
- 2 What things did he / she do?
- 3 What was his / her favourite activity?
- 4 What did he / she like best about the holiday?



## Activity centres



### What do you do in the school holidays?

In Britain, activity holidays are very popular. Teenagers spend a week or two at an activity centre (or summer camp, as they're sometimes called). Here you can do all sorts of exciting and interesting things, such as horse riding, canoeing, rock climbing, mountain biking, archery, go-karting and sailing. At some centres you can also ride a motorbike or a quad bike, and even drive a car (but not on ordinary roads, of course, because you have to be 17 to take your driving test).

Most young people today live in cities, so these holidays are a great opportunity to do exciting things and to enjoy fresh air in the countryside or by the sea. In addition, the activities help you to become more confident, because they challenge you to do things that you wouldn't normally do. On the Skywalk, for example, you have to walk along a rope high up in the trees. It's all very safe, of course. Everyone has to wear a helmet and a safety harness, but you still need a lot of confidence to step out onto a rope 30 metres above the ground with just another rope to hold onto. Another very popular activity is the Zip Wire, where you hold onto a small bar or a strap and slide down a long cable.

There are activity centres all over Britain. Many of them are in Wales and the Lake District. There are hills, mountains, forests and lakes here, so you can do a lot more things. Cornwall and Devon in the south-west of England are popular places as well, because there are a lot of beaches for water activities and cliffs for climbing there. Newquay in north Cornwall is excellent for surfing, too.

A holiday in an activity centre isn't just about getting lots of exercise. The social side is very important as well. You make a lot of new friends, and for many of the activities you have to work together. A good example of this is raft-building. In this, groups have some materials – barrels, pieces of wood and ropes. Each group has to design and build a raft from these things and then cross a river or lake on it. It's very exciting, as each group wants to be first. And not all of the rafts get to the other side!

After an active day in the fresh air, everyone is ready for a good meal. Then after dinner, they get together to sing songs or play indoor games, such as table tennis, pool or darts. Some people prefer to just chat about the day's activities. And after that everyone sleeps very well!

## Geography: plate tectonics

- 1 Look at the title of the text. What do you know about this topic?
- 2 **2.24** Read and listen to the text. Are the statements true or false, or doesn't it say?
  - 1 South America and Africa used to be part of the same continent.
  - 2 There were three continents 210 million years ago.
  - 3 The Earth's crust is five kilometres thick.
  - 4 Magma is very hot.
  - 5 The plates move five centimetres a year.
  - 6 India was part of Gondwana.
  - 7 The Alps were created 20 million years ago.
  - 8 Only the African plate is moving now.

- 3 a **2.25** Listen. You will hear more about plate tectonics. Which of the topics does the speaker talk about?

- |   |  |
|---|--|
| <input type="checkbox"/> climate change | <input type="checkbox"/> life on Earth             |
| <input type="checkbox"/> other planets  | <input type="checkbox"/> how oil is formed         |
| <input type="checkbox"/> dinosaurs      | <input type="checkbox"/> volcanoes and earthquakes |

- b **2.25** Listen again. Match the places to the items.

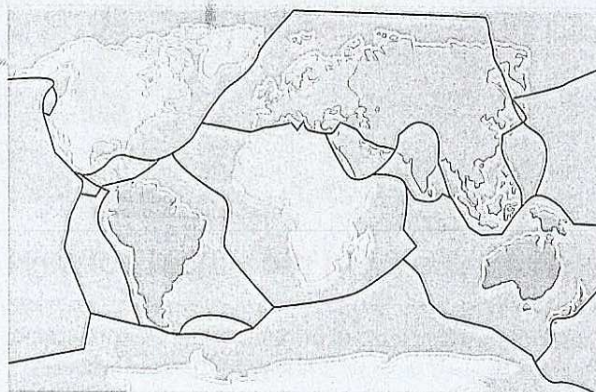
- |   |                                |
|---|--------------------------------|
| 1 the Pacific and North American plates | a tropical forests             |
| 2 the Pacific Ocean                     | b the Ring of Fire             |
| 3 Antarctica                            | c unique animals               |
| 4 Australia                             | d the San Francisco earthquake |

# PLATE TECTONICS

If you look at a map of the world, you'll see oceans and continents. Their shapes and positions look permanent, but they aren't. Look closely at the east coast of South America and the west coast of Africa. They have a very similar shape. This is because at one time they were part of the same continent. If you had a time machine and you went back 180 million years, you wouldn't find today's continents; you would find just two large continents – Laurasia in the north and Gondwana in the south. Thirty million years before that you would find only one continent – Pangaea.

The continents are part of the Earth's crust. This is a thin hard layer of rock 5–50 kilometres thick. It consists of several large plates. These plates float on the hot, soft magma below the crust. The heat in the magma makes the plates move. They move very slowly – only a few centimetres a year, but over millions of years, they can travel thousands of kilometres.

Plate tectonics, as this process is called, has produced the Earth that we see today. When the Indian plate broke away from Gondwana, it moved north and slid under the Eurasian plate. This pushed up the mountains of the Himalayas. The African plate created the Alps when it crashed into the European plate.



The continents are still moving. Africa is splitting into two parts. The Mediterranean will probably disappear, as the northern part of Africa joins Europe. If your time machine took you to the future, you would see a very different world from today.



## Grammar

- 1 a How would you spend an ideal day? What would you do? What wouldn't you do?
- b (2.26) Listen. How would Bryan and Sonia spend their ideal day? Copy and complete the chart.

	Bryan	Sonia
1 get up?		
2 spend the day with?		
3 eat?		
4 do during the day?		
5 do in the evening?		
6 go to bed?		

- c Work with a partner. Use the chart to make questions. Ask your partner about their ideal day.  
When would you get up?

- 2 What would you do in these situations? What wouldn't you do?

- become famous  
*If I became famous, I'd ... / I wouldn't ...*
- my favourite sports star / visit my school
- find someone's mobile phone
- my friend / win a lot of money
- hear a noise in the middle of the night
- burn myself

- 3 Complete the sentences with the correct reflexive pronoun.

- That dog's looking at \_\_\_\_\_ in the mirror.
- Be careful, children. You'll burn \_\_\_\_\_.
- Ow! I've scratched \_\_\_\_\_.
- We're looking at \_\_\_\_\_ in these photographs.
- Don't touch that, Mary! You'll electrocute \_\_\_\_\_.
- The two boys fell off the bike and hurt \_\_\_\_\_.
- John has cut \_\_\_\_\_ on some glass.
- Jane was surprised when she saw \_\_\_\_\_ on TV.



## Everyday English

- 4 a Complete the dialogues with expressions from the box. You can use some more than once.

I suppose you're right. Yes, OK then. There's some broken glass over there.

You should use the footbridge. Don't fuss. We'll be all right.

You shouldn't go near a strange dog. Don't worry. We might get stung. You might get run over. You could fall and hurt yourself.

Why not? You could cut yourself. There are lots of insects here.

Why? You might get bitten.

You might burn yourself. They're very hot. The traffic here is very fast. The floor's slippery.

- I'd use a cloth to hold those plates if I were you.
  - Why?
  - They're very hot. You might burn yourself.
  - I suppose you're right.
- I don't think it's a good idea to have our picnic here.
- We shouldn't play frisbee here.
- I wouldn't cross the road here if I were you.
- You shouldn't run near the swimming pool.
- I wouldn't touch that dog if I were you.

- b Work with a partner. Practise your dialogues.

## Study skills

## Dealing with unknown words

When you read, you often meet an unknown word. What should you do? Choose the best word or expression from the brackets to complete the advice.

- \_\_\_\_\_ a dictionary immediately. (*Use / Don't use*)
- \_\_\_\_\_ the whole text to get the general meaning first. (*Read / Don't read*)
- \_\_\_\_\_ words are important for understanding the text. (*All / Not all*) So you \_\_\_\_\_ ignore some words while you are reading. (*can / shouldn't*)
- You \_\_\_\_\_ try to work out the meaning of an unknown word from the context. (*should / shouldn't*)
- At the end, \_\_\_\_\_ the unknown words in a dictionary and record them. (*check / don't check*)

## Develop your writing

### Expressing addition

- 1 We can use these words and phrases to express addition. Find examples in the text on page 40 and complete the rules.

also too in addition as well

- 1 We put \_\_\_\_\_ or \_\_\_\_\_ at the end of the sentence or clause.
- 2 We put \_\_\_\_\_ at the beginning of a sentence.
- 3 We put \_\_\_\_\_ before a main verb but after an auxiliary or *be*.

- 2 Link the pairs of sentences. Try to use all the words and phrases in exercise 1.

- 1 You can go mountain biking. You can ride a quad bike.  
*You can go mountain biking. You can also ride a quad bike.*
- 2 The days are full of activities. There are evening activities.
- 3 My favourite thing was the Skywalk. I liked the Zip Wire.
- 4 You get lots of exercise. The activities build your confidence.
- 5 We had a great time. I made a lot of new friends.
- 6 The centres do lots of outdoor activities. Some centres do things like music and art.
- 7 You do some things on your own. There are a lot of team activities.

### Project task

Design your own activity centre and create a brochure or web page about it. Answer these questions. Try to use the expressions in exercise 1.

- Where is the centre?
- What's its name?
- What things can you do there?
- How does your centre help young people?
- What social activities are there?

Illustrate your brochure / web page with some pictures or drawings.

## Song

- 1 a Complete the song with these words.

bonfire hole devil lightning fight  
roller skates mirror scissors grizzly bear

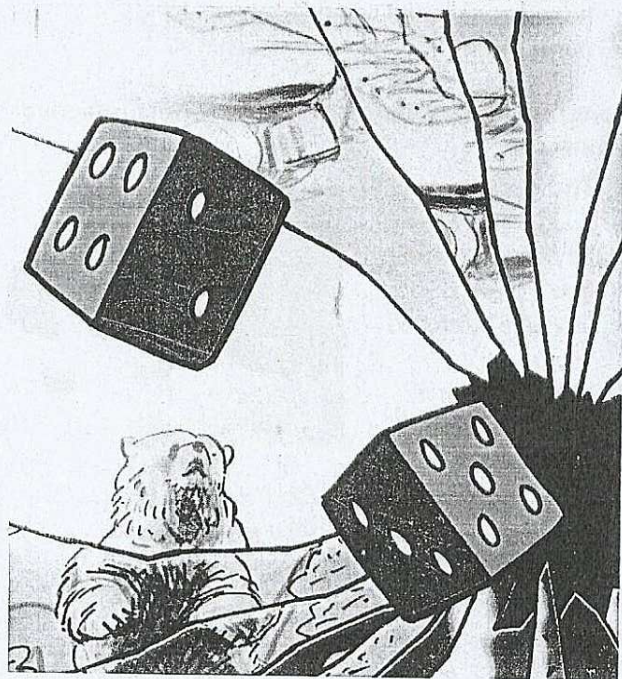
- b  2.27 Listen and check.

- 2 a Make a list of all the dangerous things to do in the song.

- b Which ones can you find in the pictures?

### Don't Sit Down 'Cause I've Moved Your Chair

Break a <sup>1</sup> \_\_\_\_\_, roll the dice  
Run with <sup>2</sup> \_\_\_\_\_ through a chip pan fire fight  
Go into business with a <sup>3</sup> \_\_\_\_\_  
But just don't sit down 'cause I've moved your chair  
Find a well-known hard man and start a <sup>4</sup> \_\_\_\_\_  
Wear your shell suit on <sup>5</sup> \_\_\_\_\_ night  
Fitting a circular <sup>6</sup> \_\_\_\_\_ with a peg that's square  
But just don't sit down 'cause I've moved your chair  
Bite the <sup>7</sup> \_\_\_\_\_ and tell me how it tastes  
Kung fu fighting on your <sup>8</sup> \_\_\_\_\_  
Do the Macarena in the <sup>9</sup> \_\_\_\_\_'s lair  
But just don't sit down 'cause I've moved your chair



AIR

GO

## 4A Using the media



### Vocabulary

#### The media

- 1 a How many different kinds of media can you think of?

You watch *a film* ...                      You listen to *the radio* ...  
 You read *a newspaper* ...              You go on *the Internet* ...

- b 3.2 Which preposition do we use with these types of media? Listen to the dialogues. Complete the chart with *in*, *at* and *on*.

_____	the theatre    the cinema    a concert
_____	TV    the radio    the Internet    a CD a website
_____	a newspaper    a play    a programme a film

### Comprehension

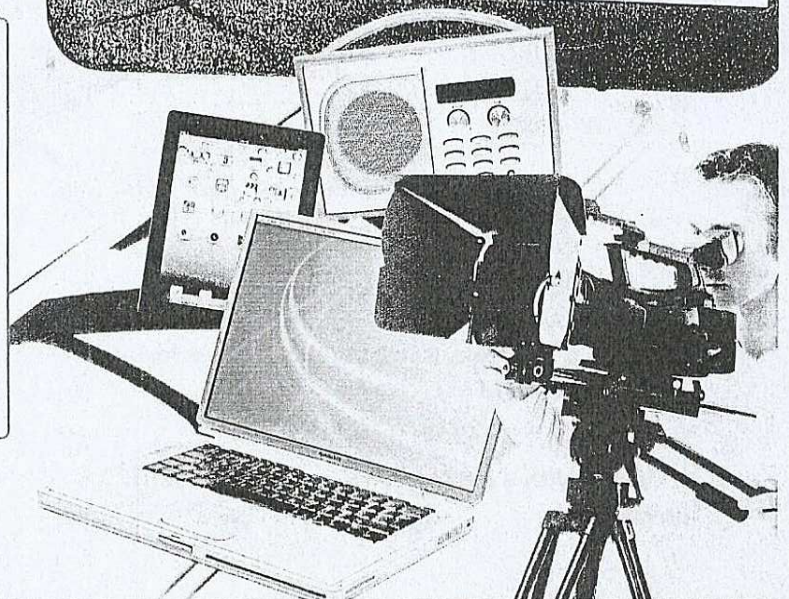
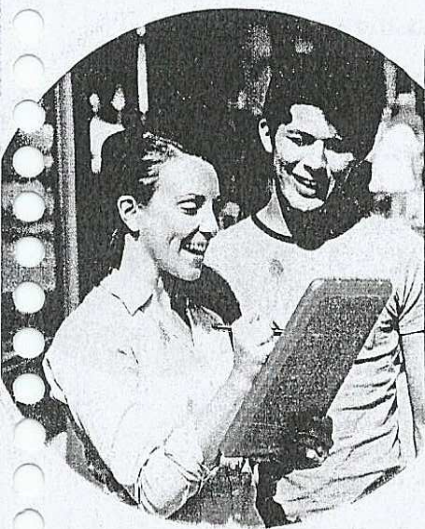
- 2 a 3.3 Read and listen to the dialogue and the questionnaire. What is the questionnaire about?

- b 3.3 Listen again. Complete the questionnaire with Pete's answers.

- c Work with a partner. Ask and answer the questions.

Lisa Excuse me. My name's Lisa. Can I ask you some questions, please?  
 Pete Why? Are you doing a survey or something?  
 Lisa Yes, it's about how young people use computers.  
 Pete Will it take very long?  
 Lisa No, only a few minutes.  
 Pete OK, then.

- Have you got your own computer?  
 Yes  No   
 If YES: Is it a desktop, a laptop or a tablet?  
 \_\_\_\_\_
- How often do you use your computer?  
 Every day                       Every 2-3 days   
 Once a week                       Less than once a week
- Were you using the Internet at 8 pm yesterday?  
 Yes  No   
 If YES: What were you using it for?  
 \_\_\_\_\_
- Are you going to use the Internet this evening?  
 Yes  No  Maybe
- Do you use the Internet to find information for your schoolwork?  
 Yes  No
- Does anyone in your family buy things online?  
 Yes  No
- Have you ever downloaded a TV programme from the Internet?  
 Yes  No   
 If YES:  
 a What did you download?  
 \_\_\_\_\_  
 b Will you download TV programmes from the Internet again?  
 Yes  No  Maybe



**Grammar**

Question forms

3 a How do we make questions? Match the types of verbs to the patterns.

Types of verbs	
1	the verb <i>be</i> (present simple and past simple) <i>am, is, are</i> <i>was, were</i>
2	verbs with two parts (auxiliary + verb): • with a modal ( <i>can, must, should</i> ) • the present perfect ( <i>have + past participle</i> ) • continuous tenses ( <i>be + -ing</i> ) • the future with <i>will</i> • passive voice ( <i>be + past participle</i> )
3	verbs with only one part: • the present simple • the past simple

Patterns		
A	<i>do / does or did</i>	subject    verb
B	verb	subject
C	auxiliary	subject    verb

b Find all the questions in the dialogue and the questionnaire. Which pattern does each follow? Mark them A, B or C.

4 a Choose the best answer for each question word.

1	What?	a	I've got two brothers and a sister.
2	How?	b	My keys.
3	Why?	c	It's about ten kilometres.
4	Which?	d	We'll arrive at six.
5	What time?	e	She was born in London.
6	How many?	f	I usually go on the bus.
7	How far?	g	I'm going to buy the green ones.
8	Where?	h	Two years ago.
9	How long?	i	Because I had toothache.
10	When?	j	Since 2009.

b Write a question to match the answer for each question word in exercise 4a.

1 What are you looking for?

c Work with a partner. Ask and answer your questions.

**Speaking**

5 a Look at items 1–10. What questions will you ask to find the information? Find someone in the class who:

- watches the news on TV.  
*Do you watch the news on TV?*
- went to the cinema yesterday.
- can play the guitar.
- has been in a newspaper.
- would like to be a radio DJ.
- was using the Internet yesterday evening.
- is going to play a computer game this evening.
- won't be at home this weekend.
- has got a Facebook profile.
- is older than you.

b Go round the class. Ask the questions.

6 a Work in a group. You are going to do a survey for a local radio station. Write a questionnaire. Use the cues.

- Have you got ...?
- What radio station / listen to?
- When / normally listen ...?
- Were / listening at 8 pm last night?
- ... ever phoned / emailed ...?
- If so, what did ...?
- What like / dislike about the radio station?
- ... you like to work ...?

b Go round the class and interview people.

c Tell the class what you find out.



## 4B Jobs

### Vocabulary

#### Personality

- 1 a Match these words to the correct descriptions. Use a dictionary to help you.

charming loyal patient enthusiastic  
hard-working reliable polite easy-going  
ambitious tidy sensible cheerful

- 1 Martha always wants to do lots of things. She's very *enthusiastic*.
- 2 Jim doesn't worry about things. He's very \_\_\_\_\_.
- 3 April doesn't get angry when she has to wait. She's a very \_\_\_\_\_ person.
- 4 Jack never does anything silly. He's very \_\_\_\_\_.
- 5 Becky always does what she says she will. She's a \_\_\_\_\_ person.
- 6 Ryan works very hard. He's very \_\_\_\_\_.
- 7 Everything in Maria's bedroom is in the correct place. She's a very \_\_\_\_\_ person.
- 8 Mark always speaks to people very nicely. He's very \_\_\_\_\_.
- 9 Everybody likes talking to Jane. She's very \_\_\_\_\_.
- 10 Russell wants to be rich and famous. He's very \_\_\_\_\_.
- 11 Sally laughs a lot. She's very \_\_\_\_\_.
- 12 Raj always supports his friends. He's very \_\_\_\_\_.

- b  3.4 Listen and check.

- c Can you add more words to the list in exercise 1a?

*friendly, ...*

- 2 What qualities do you think are the most important for these people? Choose four things for each person.

- a good friend
- a good teacher
- a good parent
- a good shop assistant

- 3 Look at the words in exercise 1. Match them to their opposites below.

miserable rude unreliable impatient  
negative disloyal unpleasant lazy  
silly messy unambitious anxious

*enthusiastic – negative*

### Reading


- 4 a Look at the advertisements. What kind of jobs are they for?  
b Write the names of the jobs.

File Edit View Favorites Tools Help Links

# TEENSCENE JOBS

ADVERTS

To get further details of any of these jobs or an application form, click on the advert.

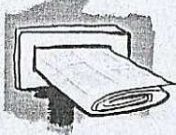
**A**  **CUTTING TIME**

Saturday's our busiest day of the week, so we're looking for an enthusiastic and hard-working assistant (male or female). Duties include sweeping the floors, making tea and coffee, washing combs, brushes, etc. and generally helping the hairdressers.  
*The hours are 8.30–6.30 every Saturday with a one-hour lunch break.*



**B**  **FILM EXTRAS WANTED**

Have you ever wanted to be in the movies? Are you interested in acting? We're making a film in the local area during July and August and we'll need several young people as extras. We're looking for attractive and confident 14–18-year-olds. £50 a day plus meals.  
**Please attach a recent photograph to your application.**

**C**  **NEWSPAPER DELIVERIES / CHURCHES**

We're looking for reliable young people to deliver newspapers and magazines. We need one person for morning deliveries (7–8 am) and two people for evening deliveries (5–6 pm). You must be at least 13 years old and have your own bicycle. For morning deliveries you need to be good at getting up early, too!

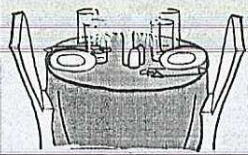
**Pay: £30 p.w.**  
*When you apply, please say whether you prefer mornings or evenings.*



**5 Match the descriptions to the jobs. Some descriptions match more than one job.**

- 1 You must have your own transport.
- 2 You have to work outdoors.
- 3 You have to send a photograph.
- 4 They don't say how much you get paid.
- 5 They need more than one person.
- 6 You get more than money.
- 7 You have to work on Saturdays.

**D** *The Coffee Pot* Restaurant



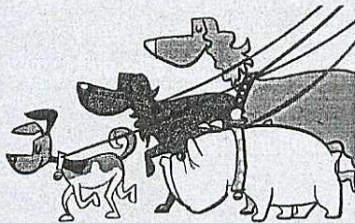
We're looking for Saturday assistants to help in our busy town centre restaurant. Duties will include setting and clearing tables, serving customers and

helping in the kitchen. We're looking for polite, patient and friendly people who can work under pressure.

**Hours:** 10-4, including a half-hour lunch break.

**Pay:** Minimum wage + lunch

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



You must be sensible and reliable. Dogs need exercise whatever the weather. So if you're fond of animals and you like walking, we'd like to hear from you.

**F** *Shop 'n' Save Supermarket*

Shop 'n' Save Supermarket needs two young people (14-18) for evening and weekend work. The job involves helping customers, putting things on the shelves, collecting trolleys, etc.

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

You must be tidy, honest and good at Maths.



**6 a** Which jobs can't these people do?

- 1 Patty doesn't like animals.
- 2 Mark plays football on Saturday mornings.
- 3 Henrietta doesn't like getting up early.
- 4 Bob is going on holiday in August.
- 5 Freya hasn't got a bike.
- 6 Martin is thirteen years old.
- 7 Katrina goes to dance class on Wednesdays and Fridays at 5.30 pm.
- 8 Alice doesn't like doing housework.

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

**c** Describe the ideal person for each job. Use the words in exercise 1 to help you.

**Grammar: gerunds**

When we talk about an activity, we normally use the gerund (-ing form).

- Duties will include sweeping the floors.*
- Are you interested in acting?*
- You need to be good at getting up early.*
- The job involves helping customers.*

**7** What's my job? Work with a partner. Student A: think of a job. Say what it involves. Student B: say what job it is.

- My job involves serving food and drinks to passengers on a plane.
- You're a flight attendant.

**Listening**

**8 a** **(3.5)** Listen. You will hear four people talking about their weekend jobs. Copy the chart and write the correct places.

a bookshop a dance school a hairdresser's salon  
a wildlife centre an ice cream parlour a café

	Andy	Bella	Jason	Mary
where?				
hours?				
duties?				
likes?				
doesn't like?				

**b** **(3.5)** Listen again and complete the chart.

# 4C Requests

## Vocabulary

### Phrasal verbs

- 1 a Phrasal verbs are very common in English. Complete the sentences with these words.

down on (x2) off up  
away back in over out

- Could you switch *on* the TV, please?
- Please pick \_\_\_\_\_ your litter before you go.
- I'm sorry. I've knocked \_\_\_\_\_ my glass of milk.
- Don't throw \_\_\_\_\_ these magazines, please.
- Have you put \_\_\_\_\_ the rubbish?
- Please take \_\_\_\_\_ your shoes before you come in.
- Can I try \_\_\_\_\_ these trousers, please?
- Could you fill \_\_\_\_\_ this form, please?
- Can you turn \_\_\_\_\_ the volume, please? It's very loud.
- Is it OK if I give \_\_\_\_\_ the DVD tomorrow?

- b 3.6 Listen and check.

### Grammar: separating phrasal verbs

A phrasal verb consists of:

a verb + a particle  
*switch on*

When a phrasal verb has got an object, the particle can go before or after the object. (But if the object is a pronoun, the particle **must** go after it.)

*John switched on the radio*  
*John switched the radio on.*  
*John switched it on.*  
*John switched on it.*

- 2 Rewrite the sentences in exercise 1a. Separate the verbs.

1 *Could you switch the TV on, please?*

- 3 a Give examples of two more phrasal verbs for each of these verbs.

put take turn give

*put away*

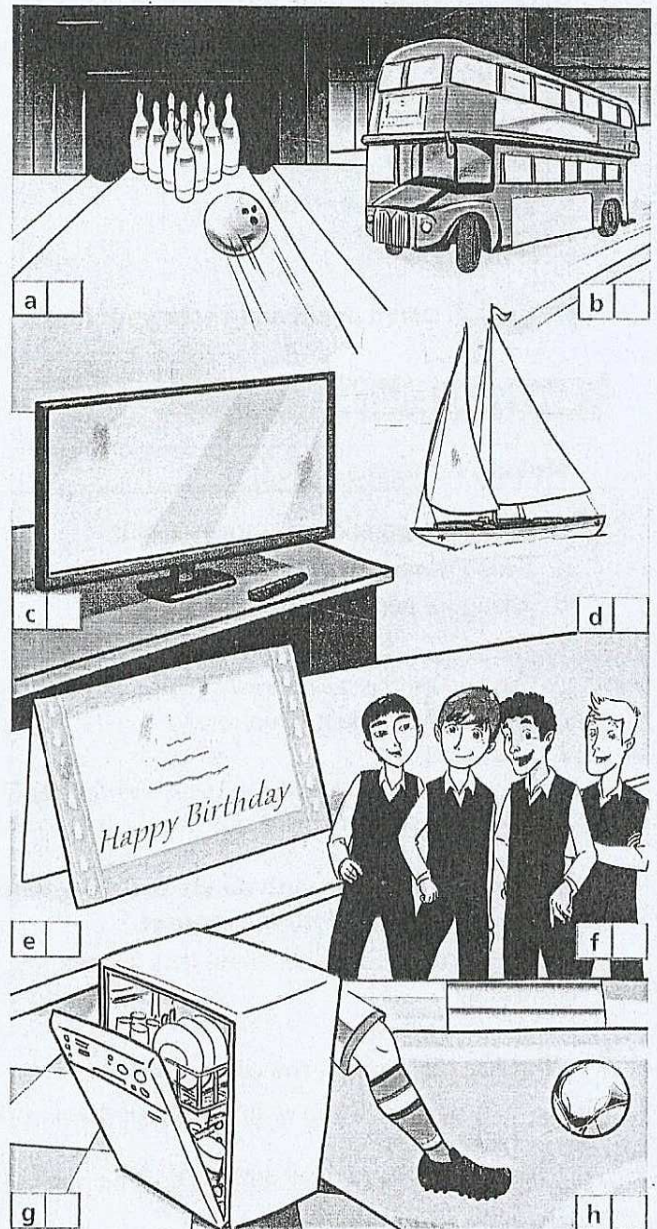
- b Write a sentence for each of your phrasal verbs.

*Don't leave your bag there. Put it away.*

## Listening

- 4 a Look at the pictures. What do they show?

- b 3.7 Listen. Number the pictures to match the dialogues 1-4. There are two pictures for each dialogue.



- c 3.7 Listen again. Answer the questions for each dialogue.

- What is the relationship between the people?
- Who wants something?
- What does he / she want?

5 a Copy and complete the chart for dialogues 2-4. Use the pictures and your answers in exercise 4.

		Dialogue 1	Dialogue 2
1	Request	The son wants to go on a school sailing trip.	
2	Objection	His father thinks it might be expensive.	
3	Response	He says that all his friends are going.	
4	Result	He will find out how much it's going to be.	

b (V3.7) Listen again and check your ideas.

**Everyday English**

**Making requests**

6 a Label the pairs of sentences a or b.

- a asking someone to do something
- b asking for permission

- 1 \_\_\_\_\_  
Can I go on the sailing trip?  
Is it all right if I do it tomorrow?
- 2 \_\_\_\_\_  
Do you think you could you get a birthday card?  
Could you put Channel 4 on?

b What form of the verb do we use after *Would you mind ...?* Complete the request.

Would you mind \_\_\_\_\_ these things in the dishwasher?

7 a Put the dialogue in the correct order.

- a Yes, but only if you've finished your homework properly first.
- b Yes, I will, but is it all right if I do it on Sunday afternoon?
- c Will you have any homework to do?
- d OK. I will.
- e Can I go and stay over at Mike's place this weekend, Mum?
- f No. Your grandparents are coming over for the day.
- g Oh, OK. I'll do it after school on Friday then. Could you give me a lift to Mike's, please?

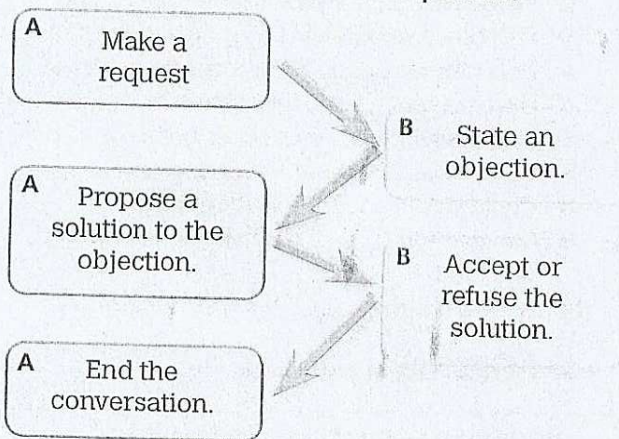
b (V3.8) Listen and check.

c Read your dialogue with a partner.

d Replace the underlined expressions with other expressions from exercise 6. Read your new dialogue.

**Speaking**

8 a Work in groups of three. Make dialogues for situations 1-4 below. Follow this pattern.



b Practise your dialogues.



- 1 Your parents are going out. They want you to stay in and look after your younger brother / sister. But you've been invited to a party. You need a lift there, too. Talk to your parents.
- 2 You want to go out with a boy / girl, but you don't know what to say. Ask a friend to do it for you. Your friend doesn't think it's a good idea.
- 3 Your friends are coming round to your house for the evening. Your younger brother / sister wants to watch something on TV. Talk to him / her.
- 4 You want to go to the cinema with your friends. You haven't got any money. You didn't help with the housework this week, so you didn't get any pocket money. Talk to your parents.

## 4D Murder at the theatre

### Extensive reading

1 3.9 Read and listen to the extract from a play. Who are the people in the pictures?

2 a Find these things in the pictures.

the stage the curtain a bullet  
the cast the gun the audience

b What is happening in each picture?

3 Complete the sentences with the correct names or titles.

- 1 \_\_\_\_\_ was recording the performance.
- 2 \_\_\_\_\_ died on the stage.
- 3 \_\_\_\_\_ fired the gun.
- 4 \_\_\_\_\_ normally puts the bullets in the gun.
- 5 \_\_\_\_\_ was in love with John Russell.
- 6 \_\_\_\_\_ and \_\_\_\_\_ had an argument this afternoon.
- 7 \_\_\_\_\_ recorded the conversation between John and Ursula.
- 8 \_\_\_\_\_ wanted £1,000 from Ursula.
- 9 \_\_\_\_\_ used to be an actor.

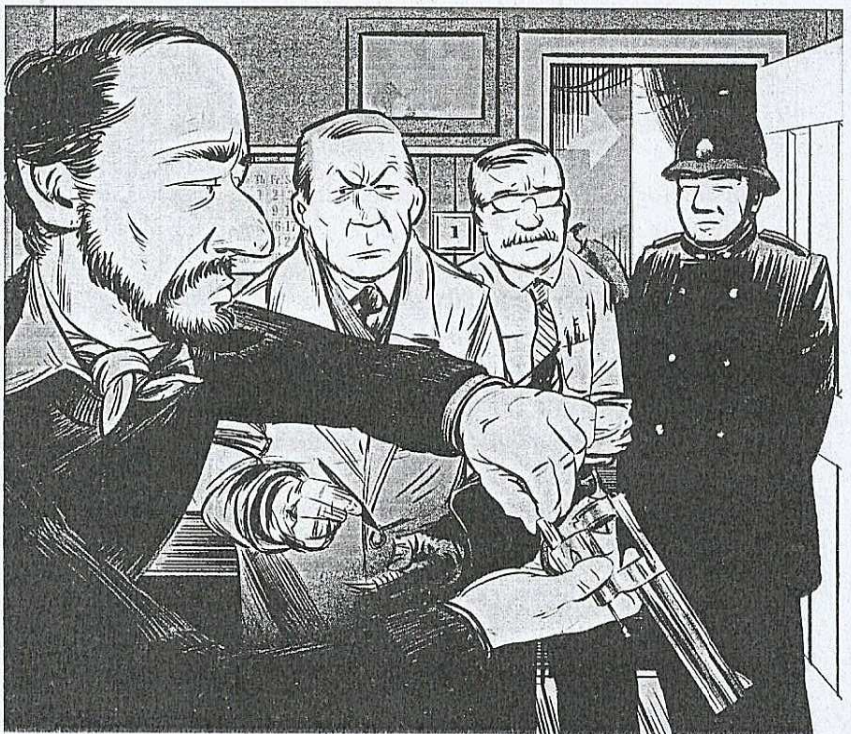
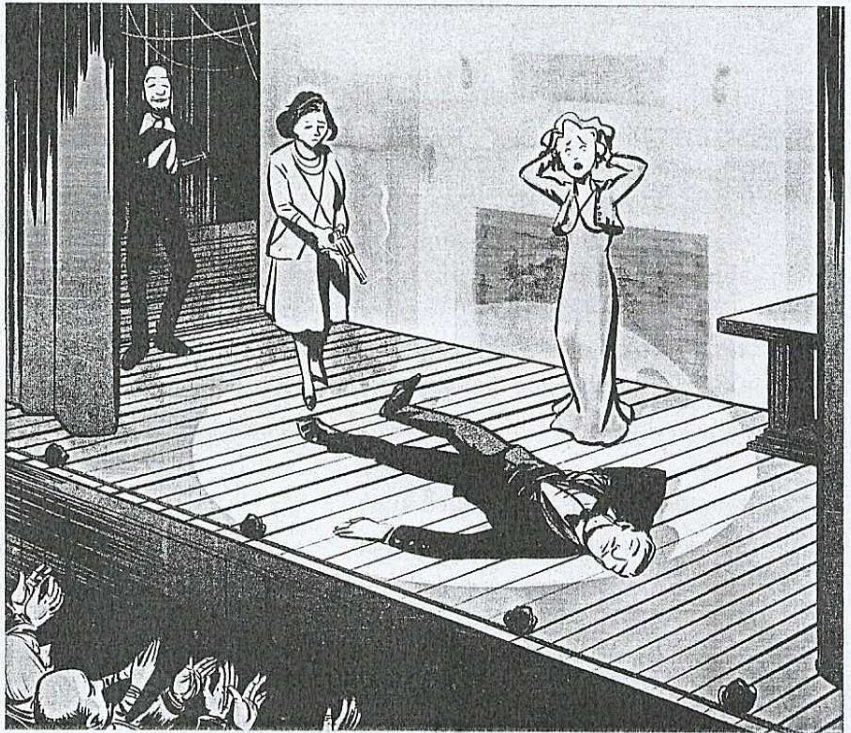
4 Choose the correct preposition.

- 1 This is a special performance *to / of / from* 'The Jealous Lover'.
- 2 Rose pointed the gun *to / on / at* her husband.
- 3 There were real bullets *at / in / on* the gun.
- 4 A police inspector interviewed the people *on / to / at* the theatre.
- 5 The director left the gun *on / in / at* a table *at / to / on* the stage.
- 6 Fiona heard John talking *to / at / in* Ursula.
- 7 Fiona said she was *on / at / in* love *for / with / of* John.
- 8 Only Fiona's fingerprints were found *at / on / to* the gun.
- 9 Ursula spent some time *to / at / in* prison.
- 10 John Russell got a big part *in / to / on* a film.

5 a Three people had a motive for killing John Russell. Who are they? What were the motives?

b Who do you think was the murderer? Why?

c 3.10 Listen and check your ideas.



**'The Jealous Lover'**

Directed by Martin Lock

George

Rose

Martina

John Russell

Fiona May

Ursula Twain

**Scene 1**

*The Grand Theatre. It's the tenth performance of the play 'The Jealous Lover'. It's a special night, because the director, Martin Lock, is recording the play. It's near the end of the first act. Rose, George and Martina are on the stage. The director is watching them from the side. Rose is pointing a gun at her husband, George, because she has found him kissing Martina.*

**Rose** You've gone too far this time, George.

**George** Put that gun down, Rose. Don't be a fool.

*Rose fires the gun. George falls to the floor holding his chest.*

**Martina** Aargh. You've killed him!

*The curtain falls. The audience claps.*

**Director** Oh well done, everybody. That was perfect for the recording. John, you died brilliantly. John ...! John?

**Fiona** Oh no! He's dead! He's really dead!

**Scene 2**

*A detective inspector and a police constable are talking to the people at the theatre.*

**Inspector** So, Miss May, you shot John Russell. Did you know that there were real bullets in the gun?

**Fiona** Of course not, Inspector. We always use blank bullets.

**Inspector** Who normally puts the bullets in the gun?

**Director** I do.

**Inspector** Can you show me how you do it, Mr Lock?

**Director** Yes, of course. Like this.

**Inspector** Thank you. And did you put blank bullets in the gun this evening?

**Director** Yes, I did. The stage manager saw me and then I put it on the table over there on the stage, as usual.

**Inspector** So somebody changed the bullets. Now, Miss May, you were going out with Mr Russell, weren't you? But you had an angry argument this afternoon, didn't you? Everybody heard it. What was it about?

**Fiona** I ... I saw him talking to Ursula Twain. I asked him what it was about, but he didn't tell me anything. I've seen them talking like that before.

**Inspector** So you were jealous. Did you say 'You monster, I'll kill you!'?

**Fiona** Well, I ... Yes, I did, but I didn't mean it. I was angry. I didn't kill John. I was in love with him.

**Inspector** But only your fingerprints were on the gun, Miss May! I want to talk to you all again later, but first I need to see the stage manager.

**Scene 3**

*The inspector is talking to the people at the theatre again.*

**Inspector** Now, Miss Twain. What were you and Mr Russell talking about this afternoon when Fiona saw you?

**Ursula** He asked me to marry him. Fiona knew that he loved me. That's why she was jealous.

**Fiona** No. It's not true. He loved me, not her!

**Inspector** You're lying, Miss Twain. You see, while you were talking to Mr Russell, the stage manager was testing the sound equipment. Listen to this.

*The stage manager switches on the sound system.*

**John** A thousand pounds by tomorrow, Ursula, or else.

**Ursula** But I haven't got it. Please, John.

**John** Well, you'd better find it. You don't want everybody to know your little secret, do you?

*The stage manager switches off the recording.*

**Inspector** Mr Russell was blackmailing you, wasn't he, Miss Twain? What was your little secret?

**Ursula** I ... I ...

**Inspector** You spent some time in prison, didn't you? For robbery, wasn't it, Miss Twain?

**Director** Well, Ursula, if you did kill him, he deserved it.

**Inspector** Yes, Mr Lock. The stage manager tells me that you didn't like John Russell.

**Director** Well, he wasn't the nicest person in the world, but ...

**Inspector** You used to be an actor, too, didn't you? Why did you give it up?

**Director** I ... I had the chance of a big part in a film. I really wanted it, but I didn't get it.

**Inspector** Why not?

**Director** John Russell got it. Yes, I hated him for that, but I didn't kill him.

**Inspector** But you put the bullets in the gun. So we have three people – Fiona May, Ursula Twain and Martin Lock – and you all had a motive for killing John Russell ...



**1** **3.11** Read and listen to the text. Which of the topics does it mention?

- |   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> shopping       | <input type="checkbox"/> homework     | <input type="checkbox"/> watching TV  |
| <input type="checkbox"/> part-time jobs | <input type="checkbox"/> saving money | <input type="checkbox"/> sports       |
| <input type="checkbox"/> housework      | <input type="checkbox"/> school       | <input type="checkbox"/> pocket money |

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

- Not all British teenagers get pocket money from their parents.
- All teenagers have to make their own bed.
- Teenagers buy a lot of things online.
- Most teenagers save about a quarter of their pocket money.
- Teenagers aren't allowed to work outdoors.
- You can't do a part-time job when you are twelve years old.
- If you deliver newspapers, you have to start at 6.30 am.
- You can't work for more than two hours on Wednesdays.
- You can work for the whole of the summer holidays.

**3 a** **3.12** Listen to some teenagers talking about their jobs. Copy and complete the chart.

	Wesley	Mel	Bernie	Linda
Where do they work?				
When do they work?				
What exactly do they do?				

**b** **3.12** Listen again. How does each person feel about their job?

**c** Which people:

- |                           |                               |
|---------------------------|-------------------------------|
| 1 work during the week?   | 5 have to get up early?       |
| 2 sell things?            | 6 work after school?          |
| 3 work outdoors?          | 7 work on Saturdays?          |
| 4 work with other people? | 8 do something with trolleys? |

**4** Compare what British teenagers do with teenagers in your country.

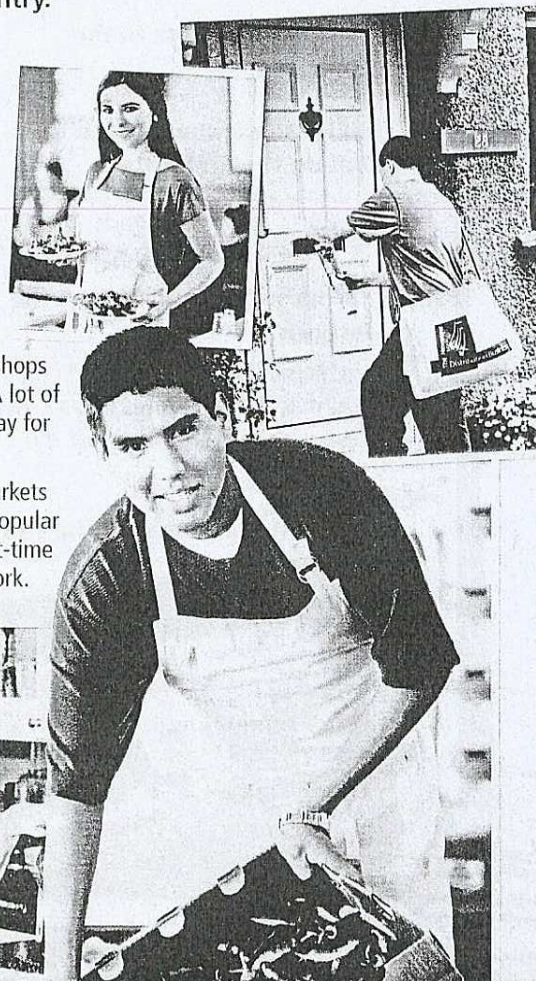
## Teenagers and money

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

They spend most of their money on going out, clothes, trainers, music, computer games and mobile phone bills. Not many teenagers shop online, because they enjoy going to the shops with their friends. However, they buy things online if they can get them cheaper that way. A lot of teenagers try to save some money in a bank, too. Older teenagers usually save money to pay for driving lessons. (You can drive a car in the UK when you are seventeen years old.)

Some teenagers do part-time jobs to get some money. They usually work in shops, supermarkets and cafés at the weekend, but some teenagers do jobs during the week. One of the most popular jobs is having a paper round (delivering newspapers to houses and flats). You can do a part-time job when you are thirteen. However, there are lots of restrictions on places and hours of work.


- You can't work in any dangerous places, like building sites or factories, or work in places that sell alcoholic drinks or on ships.
- You can't drive or ride on any vehicles, except your own bicycle for a newspaper round.
- You can only work for a maximum of two hours on a weekday, and you aren't allowed to work before seven o'clock in the morning or after seven o'clock in the evening.



## Social studies: TV

**1** Do a survey in your class. Ask about these things.

- 1 How many hours a day do you watch TV?
- 2 What are your favourite programmes?
- 3 Do you normally watch TV on your own or with other people?

**2 a**  **3.13** Read and listen to the text. Which topics does it mention?

- a Who invented TV?
- b Violence on TV
- c Watching TV and health
- d Reality TV shows
- e The growth of TV
- f Is TV a good thing?
- g How does a TV work?
- h Families and TV

**b** Match the topics to the paragraphs.

**3** Find these numbers in the text. What do they refer to?

7,000 3-4 hundreds 40,000

**4 a** Work in a group. Discuss the questions.

- 1 Which of the problems do you think is the most important? Why?
- 2 What should we do about the problem?

**b** Present your ideas to the class.



**1** In today's world, television is everywhere. However, it hasn't always been like that. In 1945, there were only 7,000 TV sets in the USA. Now almost every household in developed countries has got at least one TV. For many people it's the most important source of news and entertainment. However, the growth of TV raises some important questions.

**2** Are we all becoming 'couch potatoes'? A study in the USA showed that the average young person watches TV for 3-4 hours a day. What is this doing to their health? Studies show that there is a link between TV and health. A lot of children and teenagers don't get enough exercise, because they spend too much time in front of the TV. There is also a link with education. If children are watching TV, they aren't doing other things, such as reading or playing a musical instrument.

**3** Is it good for families? When TV first started there were only a few TV channels, and TV sets were expensive, so everybody in the family used to watch the same programmes together. Now satellite TV brings hundreds of different channels to our screens and many families have more than one TV, so members of the family all watch different programmes. Is this good for families? If they don't share experiences, do they have less to talk to each other about? And shouldn't parents know what their children are watching?

**4** Is it OK to show violence on TV? According to research in the USA, the average 18-year-old has watched 40,000 murders on TV. Does this make young people more violent? The answer seems to be 'yes', but it's very difficult to prove. We don't advertise cigarettes or alcohol on TV because young people might start smoking and drinking. So should we also ban violence, because young people might become more violent?

**5** TV is now a big part of most people's lives. In many ways, it's made our lives richer, as we can watch almost anything that we want, when we want. But has it also made us lazier, less friendly and more violent?



## Grammar

1 a A year ago, Cameron was chosen to be a member of a new band called Mind Games. Make questions to complete the interview with him. Use the cues in brackets.

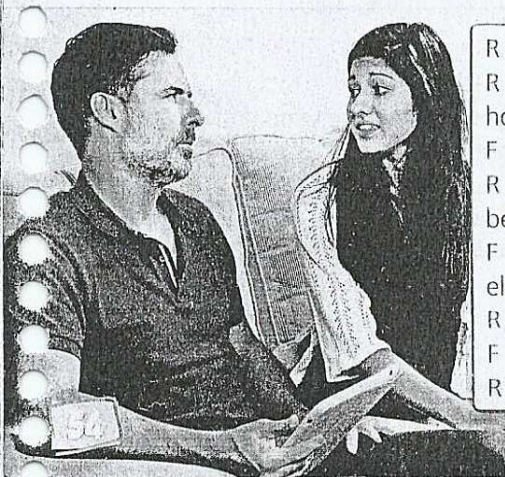
R = Reporter C = Cameron

- R <sup>1</sup>(you / always / want) to be a singer, Cameron?  
 C Yes, I have.  
 R <sup>2</sup>(you / play) a musical instrument, too?  
 C No, I can't. I started to learn the guitar, but I gave it up.  
 R <sup>3</sup>(how long / you / be) in Mind Games now?  
 C Six months.  
 R <sup>4</sup>(what / you / do) before that?  
 C I worked in a bank.  
 R <sup>5</sup>(your life / change) since you joined the band?  
 C Yes, it has. It's changed tremendously.  
 R <sup>6</sup>(you / like) your new life?  
 C Yes, I do – it's great fun.  
 R <sup>7</sup>(what / you / do) at the moment?  
 C We're recording our first album.  
 R <sup>8</sup>(you / write) any of the songs?  
 C No, I didn't. Amelia, one of the other members, wrote some of them.  
 R <sup>9</sup>(she / write) a lot of songs?  
 C No, she doesn't, but I think she will in the future.  
 R So <sup>10</sup>(what / do) next?  
 C We're going to make a movie.  
 R <sup>11</sup>(that / be) your first film?  
 C Yes, it will, but not the last, I hope.

b (3.14) Listen and check.

## Speaking

2 Ruby wants to go to a party. Make her dialogue with her father. Use the cues.



- R = Ruby F = Father  
 R go / party / Pete's house / Friday?  
 F what time / finish?  
 R not know / sure not be late  
 F OK / but be home by eleven  
 R thanks / give / lift?  
 F no / go out  
 R OK / get / lift with Ella

## Listening

3 a (3.15) Listen and choose what the people do.

- a magazine reporter  a party organizer  
 a fashion buyer  a make-up artist  
 a film star's personal assistant  a clothes designer

b (3.15) Listen again. Complete the chart.

	Bradley	Lucinda
Job?		
Involves?		
Likes?		
Doesn't like?		

c Work with a partner. Choose another job from exercise 3a. Make an interview with the person.

## Vocabulary

4 Work with a partner. Write four words for each category.

- kinds of media
- words to do with computers
- positive adjectives for describing people
- negative adjectives for describing people
- phrasal verbs

## Study skills

### Using a dictionary

Look at the extract from *Oxford Wordpower Dictionary*. Match these things to the numbers. Why is each thing important?

a an example sentence

1 2 3

b other forms (e.g. plural / past tense)

4

c part of speech

5

d expressions and phrases

6

e pronunciation

f meaning (or translation)

**radio** /'reɪdiəʊ/ noun (pl. radios) **1** often the radio [U, sing] the activity of sending out programmes for people to listen to; the programmes that are sent out: I always listen to the radio in the car. • I heard an interesting report on the radio this morning. • a radio station/programme • national/local radio → look at media **2** [C] a piece of equipment that is used for receiving and/or sending radio messages or programmes (on a ship, plane, etc. or in your house): a car radio

**6** —MORE You put, switch or turn a radio on or off. You may also turn it up or down to make it louder or quieter. To choose a particular station, you tune in to it.

**3** [U] the sending or receiving of messages through the air by electrical signals: to keep in radio contact • radio signals/waves → write verb [I, T] (pl, pp radioed)



## Develop your writing

A formal email

1 Read the email. Which job on pages 46–47 is the person applying for?

2 a Choose the correct expressions.



To: sjones@walkies.com

Subject: Dog walkers

<sup>1</sup>Hi Sandra, / Dear Sandra Jones, / Dear Ms Jones,

I saw your advertisement on the Teenscene website and I <sup>2</sup>would like / want / am going to apply for a job as a dog walker. I am fifteen years old. I am very fond of animals, and I am responsible and reliable.

I can come for an interview any weekday after 3.30 pm.

<sup>3</sup>Bye for now. / I look forward to hearing from you. / See you soon.

<sup>4</sup>Yours sincerely, / Love, / Best wishes,

<sup>5</sup>Michael / M. Wake / Michael Wake

b 3.16 Listen and check.

3 Choose one of the jobs on pages 46–47. Write your own email to apply for it.

### Project task

Write a project about teenage life in your country.

Make a questionnaire. Here are some questions you could ask.

- How do you spend your free time?
- Do you do a part-time job?
- What do you like / dislike about your life?
- What things do you worry about?

Interview some teenagers about their lives. Make an audio or video recording of your interviews.

## Song

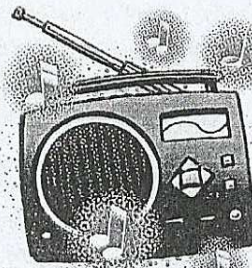
1 a 3.17 Listen and complete the song.

b 3.17 Listen again and check.

2 Answer the questions.

- 1 Who is the singer singing about?
- 2 Why can't he forget her?
- 3 How does he feel about her?

## On The Radio



On the radio, on the radio  
on the radio, on the radio

Radio station, that's <sup>1</sup>\_\_\_\_\_  
It's the sound of the summer  
and everyone is singing along  
You danced to <sup>2</sup>\_\_\_\_\_

The memories made music, the music  
made memories

The moon in the sky on <sup>3</sup>\_\_\_\_\_ that we partied  
We stayed out all night long (radio tuning)

You haunt me in a pop song (haunt me in a  
pop song)

She haunts me in a pop song on the radio  
<sup>4</sup>\_\_\_\_\_ you've been gone

She haunts me in a pop song on the radio

Oh no, they'd be playing our song out  
everywhere I go

Oh there's a place, it keeps me on hold, <sup>5</sup>\_\_\_\_\_

Oh no, they'd be playing your song out  
everywhere I go

Oh there's a place, I can see your smile <sup>6</sup>\_\_\_\_\_

On the radio, on the radio, on the radio  
on the radio

You left in the autumn <sup>7</sup>\_\_\_\_\_

But the music still played through the wind and  
the rain and the summer

The summer lived on <sup>8</sup>\_\_\_\_\_

I wanted to hate you but I can't escape you

You're in every song, every song from the past

A ghost <sup>9</sup>\_\_\_\_\_

# 5

# Buying and selling

## 5A Jake goes shopping



### Comprehension

1 **3.18** Read and listen to the story. What will Jake have to do? Why? How does he feel about it?

Ella Hi, Jake. Have you been to the supermarket?

Jake Oh, hi, Ella. Yes, I have. I'm doing a few jobs to get some money. I want to buy a guitar.

Ella Those bags look heavy. Why didn't you take the bus?

Jake So that I can save the bus fare and put the money towards my guitar.

Ella Oh, right. Can I give you a hand?

Jake No, it's OK. I'm nearly home now. Do you want to come in?

Ella Sure. I'll help you unpack.



Jake It's amazing how much food is needed for just a few days, isn't it?

Ella There was something on the news about food last week. It said that half the food that's grown in the world won't be eaten. It will be thrown away.

Jake Yes, I read that on the Internet. It's terrible. Most of our food is imported, too. Look. These grapes were grown in Chile. That's the other side of the world.

Ella This orange juice was made in South Africa.

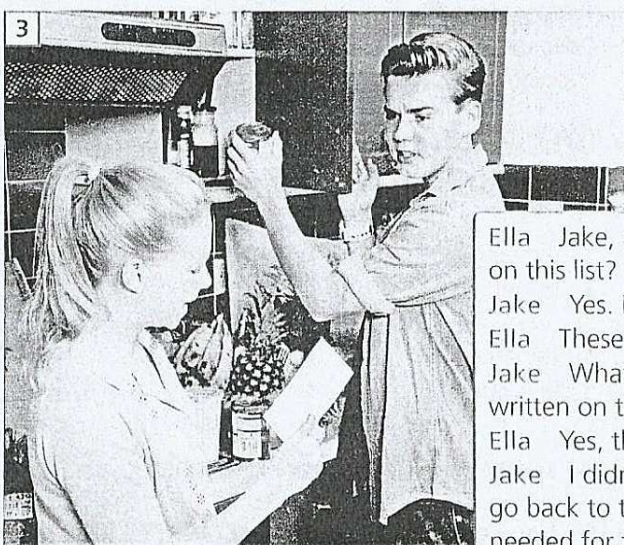
Jake Amazing, isn't it? And all these things are flown to Europe and other places every day. Then they're delivered to supermarkets.

Ella Yes, everything is taken by lorries. So even more fuel is used. And it's all just to bring us the food that we want.

Jake But at least no extra fuel was used to carry these things from the supermarket to here, because I walked.

Ella That's true. You probably carried those bags over a mile.

Jake I know. My arms really ache now. But I saved the bus fare and that's more money for my guitar.



Ella Jake, are you sure you've got everything on this list?

Jake Yes. Look. Everything has been ticked.

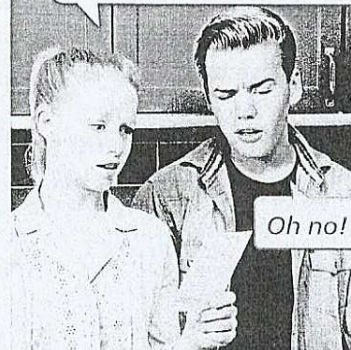
Ella These things haven't been ticked.

Jake What? Don't tell me things have been written on the other side of the list, too!

Ella Yes, they have.

Jake I didn't look at that. Oh, I'll have to go back to the supermarket. These things are needed for tonight's dinner.

4 *And some of the things look heavy, so you'd better take the bus this time.*



Oh no!

## 2 a Put the events in the correct order.

- a They unpack the shopping.  
 b Jake has to go back to the supermarket.  
 c Ella checks the shopping list.  
 d Jake decides to do some jobs to earn some money.  
 e She tells Jake that he's forgotten some things.  
 f He meets Ella near his house.  
 g Jake goes to the supermarket.  
 h He walks home with the shopping to save the bus fare.

## b Match the halves of the sentences.

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1 Half of the world's food | a were flown from Chile.            |
| 2 Most of Britain's food   | b is used to transport food.        |
| 3 The grapes               | c was produced in South Africa.     |
| 4 The orange juice         | d is wasted.                        |
| 5 A lot of fuel            | e is imported from other countries. |

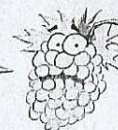
## 5 Put the verbs into the present simple passive.

Strawberries <sup>1</sup>are grown (grow) in Chile. They <sup>2</sup>\_\_\_\_\_ (pick) when they are ripe and they <sup>3</sup>\_\_\_\_\_ (take) to the packing station. Here they <sup>4</sup>\_\_\_\_\_ (check) and any bad ones <sup>5</sup>\_\_\_\_\_ (throw away). Then the strawberries <sup>6</sup>\_\_\_\_\_ (wash) and they <sup>7</sup>\_\_\_\_\_ (pack) into cartons. The cartons <sup>8</sup>\_\_\_\_\_ (transport) to the airport and they <sup>9</sup>\_\_\_\_\_ (load) onto a plane. They <sup>10</sup>\_\_\_\_\_ (fly) to an airport in Europe. From the airport they <sup>11</sup>\_\_\_\_\_ (send) to a distribution centre, and from there they <sup>12</sup>\_\_\_\_\_ (take) by lorries to supermarkets. The cartons <sup>13</sup>\_\_\_\_\_ (unpack). Each carton <sup>14</sup>\_\_\_\_\_ (check) and a label <sup>15</sup>\_\_\_\_\_ (put) on it to show the price, country of origin and sell-by date. Then the cartons <sup>16</sup>\_\_\_\_\_ (put) on the shelves and they <sup>17</sup>\_\_\_\_\_ (buy) by customers. If a carton <sup>18</sup>\_\_\_\_\_ (not sell) before the sell-by date, it <sup>19</sup>\_\_\_\_\_ (throw away). A lot of food <sup>20</sup>\_\_\_\_\_ (waste) like this.

## 6 Imagine you are a bunch of grapes. You're now in a supermarket and tomorrow is your sell-by date. Tell your story. Use these tenses.

- Your early life: the past simple
- Your experiences: the present perfect
- What will happen next: the future with *will*

*I was grown a long way from here in Turkey with lots of other grapes. When we were ripe, we ...*



## Grammar

## Passive voice

## 3 a Find the passive sentences in the text. Complete them.

**Active:** *We import most of our food.*

**Passive:** *Most of our food* <sup>1</sup>\_\_\_\_\_

**Active:** *We need these things for tonight's dinner.*

**Passive:** *These things* <sup>2</sup>\_\_\_\_\_ *for tonight's dinner.*

## b How do we make the passive voice?

## c Find the passive form of the sentence below in the text.

	SUBJECT	VERB	OBJECT
<b>Active:</b>	<i>Lorries</i>	<i>take</i>	<i>everything.</i>
<b>Passive:</b>	_____	_____	AGENT

## d What word do we use to introduce the agent?

## 4 Find examples in the text of the passive voice in these tenses.

- 1 the past simple
- 2 the present perfect
- 3 the future with *will*

## Listening

## 7 a (3.19) Listen. Answer the questions.

- 1 What are food miles?
- 2 Does the speaker think that food miles are a good thing? Why? / Why not?

## b (3.19) Listen again.

- 1 Match the food to the correct place.
 

1 pineapples	a Argentina
2 butter	b New Zealand
3 fish	c Morocco
4 tomatoes	d South Africa
5 beefburgers	e Peru
	f the USA
	g Australia

- 2 What other kinds of food are mentioned?

## c Do you agree with the speaker? Why? / Why not?

## 5B An unusual place to stay

### Reading

- 1 a Look at the photos. Describe the hotels.  
b (3.20) Read and listen to the text. Which hotel is not shown in the photos?

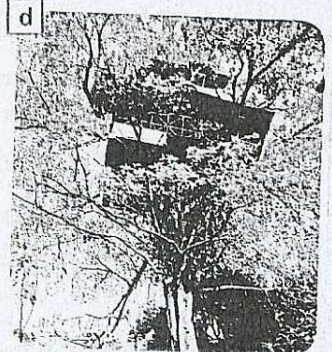
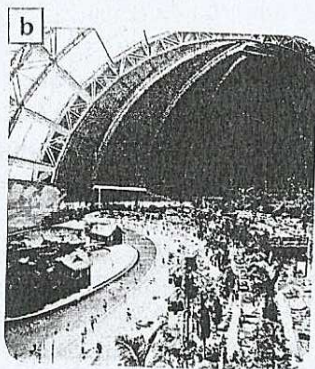
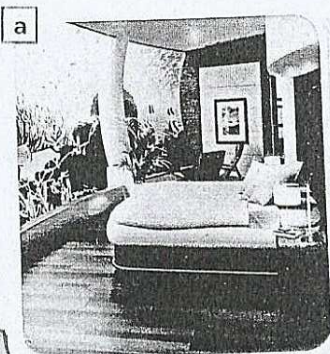
1 Over 30,000 tonnes of snow and nearly 2,000 tonnes of ice are used to build the ICEHÖTEL in Jukkasjärvi, Sweden. The ice is made with water from the River Torne. There's an ice cinema and an ice bar, and almost everything in the bedrooms is made of ice – chairs, tables, even the beds. You sleep in a sleeping bag on reindeer skins. In the morning you can take a sauna or jump into the hot bath outside. The temperature inside the hotel never rises above minus 4°C, but snow suits, boots and gloves are provided. In May, the hotel melts, so it must be rebuilt every year. Prices are from €600 per double room per night.

2 If you want a room with an unforgettable view, you won't do better than The Tree Houses in Kerala, India. The two tree houses have been built in the middle of a rainforest, thirty metres above the ground. To reach them, you either have to walk along a high rope bridge, or you can be pulled up on a rope. From the hotel you can look out over the rainforest and watch the beautiful birds flying past. Both tree houses have got a sitting room, a bedroom and a shower. The larger house has got two double bedrooms. One night costs from €150.

3 Lots of people like to stay in a hotel near the sea, but what about a hotel that's actually in the sea? The Poseidon Mystery Island resort in Fiji has got twenty-five suites that are twelve metres under the surface of the Pacific Ocean. Seventy per cent of each room is covered in clear acrylic, so you can watch fish swimming past. The fish can be fed by pushing a button. Guests are taken down to the underwater rooms by elevator. There's also a library, a theatre and a wedding chapel down there. One week at the resort, including two nights in an underwater room, costs €22,000 for a suite.

4 Would you like to spend a few nights in prison? You can in Mount Gambier, South Australia, where the local jail has been converted into a hotel. This isn't a luxury hotel. It's very popular with young backpackers, couples and families. Guests sleep in the old prison cells and meals can be eaten at long tables in the dining hall. You can play football and cricket in the yard. You can also visit the volcano at Mount Schank. Or why not try sandboarding? It's like snowboarding on sand. Rooms cost between €28 and €30 a night.

5 Even when it's snowing outside you can have a tropical experience at the Tropical Islands Resort in Krausnick, Germany. The resort is built inside a hangar that was originally used for airships and is the biggest free-standing hall in the world. The 66,000 square metres contain the world's largest indoor tropical rainforest, with 50,000 plants and a village where you can see copies of traditional buildings from Thailand, Borneo, Samoa and Bali. You can relax on the beach and swim in the warm water of the lagoon. Or why not try the water slide? It's 27 metres high! Guests can stay in a lodge for €210 a night, or in a tent in the rainforest camp for €138 a night.



2 Copy and complete the chart with information about the hotels.

	Hotel 1	Hotel 2
Name	ICEHOTEL	
Where?		
Unusual feature		
Things to do		
Cost		

3 Which hotels do the statements describe?

- 1 You can see a rainforest when it's snowing. 5
- 2 It disappears every year.
- 3 Tropical birds will fly past your room.
- 4 Young people who haven't got a lot of money will like this place.
- 5 You can get married here.
- 6 You can spend the night in a tent.
- 7 You can watch fish swimming.
- 8 It isn't good for people who are afraid of heights.
- 9 You can play sports here.
- 10 You can't have a hot shower in your room.

4 a Why are some of the hotels more expensive than others? What kind of people would stay in each one?

b Which of the hotels would you like to stay in most? Why? Put them in order from 1 to 5. Compare your list with a partner.

Grammar: modal verbs with the passive voice

What is the missing word?

- 1 The hotel must \_\_\_\_\_ rebuilt every year.
- 2 You can \_\_\_\_\_ pulled up on a rope.

Writing and speaking

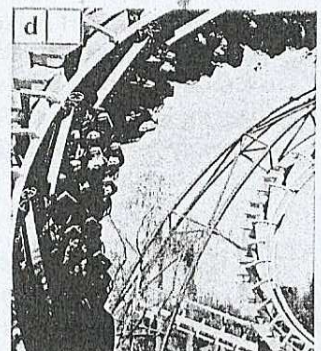
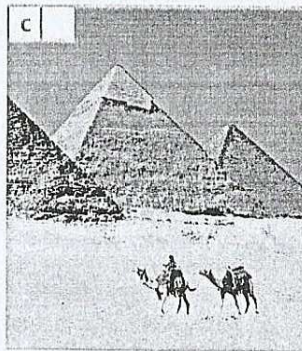
5 a Create your own unusual hotel. Write a description of it. Use the questions to help you.

- What is unusual about your hotel?
- Where is it?
- What can you do there?
- What kind of people will / won't like it?
- How much does it cost?

b Tell the class about your hotel.

Listening

6 a (V3.21) Listen to three dialogues about holidays. Where did the people go? Match the dialogues to the correct photos.



b (V3.21) Listen again. Find this information.

- 1 Where did they stay?
- 2 What did they do?
- 3 What did they like best?
- 4 Were there any problems?

7 Work with a partner. Choose one of the other photos in exercise 6a or one of the hotels in exercise 1. Make dialogues about your own holiday there. Use the questions in exercise 6b to help you. Start like this:

- Hi. Did you have a good holiday?
- Yes, it was great. We ...

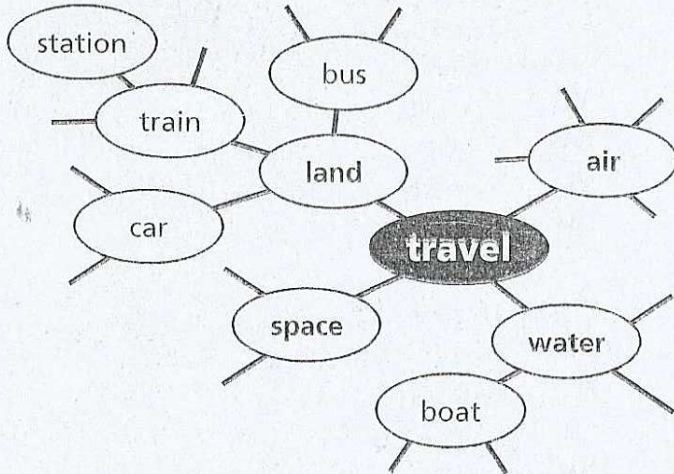
# 5C

## Buying a ticket

### Vocabulary

#### Travel

1 a Think of all the words you know associated with travel. Make a spidergram.



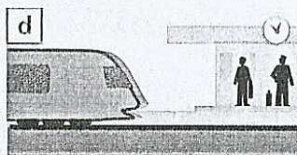
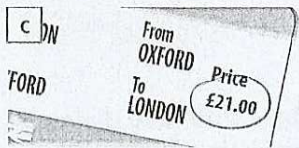
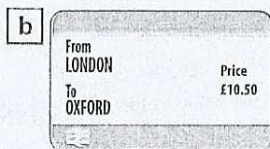
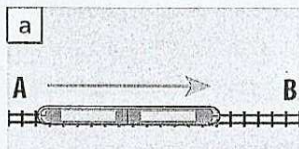
b Describe some journeys that you take or have taken.

*I take the bus to school.*

*Last year we went to Switzerland by train.*

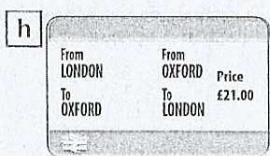
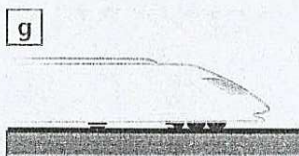
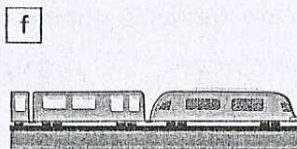
2 Match the items to the pictures.

- 1 a single (ticket)
- 2 a return (ticket)
- 3 a platform
- 4 a fare
- 5 a timetable
- 6 a direct train
- 7 a slow train
- 8 a fast train / an express



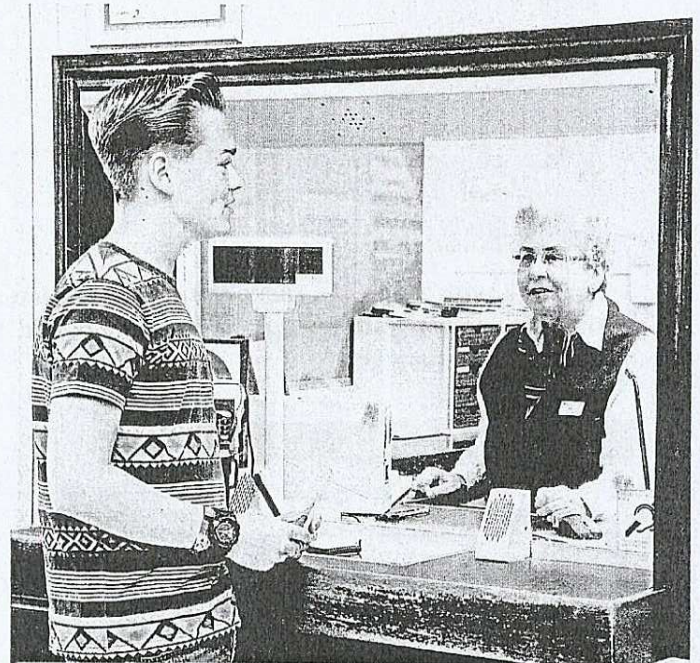
Picture e: A train timetable.

	Mon-Fri	Sat	Sun
London	0635 0735	0735	0635
Reading	0700 0800	0800	0730
Didcot	0726 0826	0826	0836
Oxford	0835 0935	0935	0935



### Listening

3 a Read the dialogue. Where does Jake want to go?



J = Jake TC = Ticket clerk  
 J Oxford, please.  
 TC Single or return?  
 J Return, please.  
 TC Are you coming back tomorrow?  
 J Yes, I am.  
 TC That's £12.70, please. ... Thank you. Here are your tickets.  
 J Thank you. What time is the next train?  
 TC It'll be the 10.42. Change at Didcot.  
 J Is there a fast train?  
 TC Yes, but not till 11.20.  
 J Oh, OK. When does the 10.42 get to Oxford?  
 TC Let me see. It arrives in Oxford at 11.35.  
 J And what platform does that leave from?  
 TC Platform nine.  
 J Number nine. Thank you. Goodbye.  
 TC Goodbye.

b (3.22) Listen. Some parts of the dialogue in exercise 3a are wrong. Find the incorrect parts.

c (3.22) Listen again and correct the dialogue.

d Work with a partner. Practise the correct dialogue.

4 a (3.23) Listen to two more dialogues at a ticket office. Complete the chart.

	Dialogue 1	Dialogue 2
Destination		
Single or return?		
Fare		
Departure		
Arrival		
Direct?		
Platform		

b Work with a partner. Make the dialogues. Use the information in the chart and the dialogue in exercise 3 to help you.

**Everyday English**

**Buying a ticket**

5 a Match the halves of the expressions.

- |                  |                       |
|------------------|-----------------------|
| 1 Oxford,        | a £14.50, please.     |
| 2 Single or      | b does it leave from? |
| 3 Are you coming | c at Reading.         |
| 4 That's         | d a direct train?     |
| 5 What time is   | e please.             |
| 6 Change         | f get to Oxford?      |
| 7 When does it   | g back today?         |
| 8 What platform  | h the next train?     |
| 9 Is there       | i return?             |

b What words can we use to replace the underlined words in these sentences?

- When is the last train?
- It leaves from platform two.
- It gets to London at 2.30.
- Are you coming back today?

**Grammar: prepositions**

Write the correct prepositions.

- I usually go to school \_\_\_\_\_ bike, but when it's raining, I go \_\_\_\_\_ the bus.
- The train arrives \_\_\_\_\_ London \_\_\_\_\_ 3.42.
- The train \_\_\_\_\_ Glasgow leaves \_\_\_\_\_ platform six.
- The train gets \_\_\_\_\_ Manchester at 5.30. Change \_\_\_\_\_ Birmingham.

**Speaking**

6 a Look at the timetable. Answer the questions.

- How many trains are not direct?
- Where do passengers have to change?
- Which platform do most trains leave from?

	London Paddington	Oxford	Platform number
VT	14.15 b	15.24	3
GW	14.45	15.46	5
VT	15.00 b	16.23	3
GW	15.45	16.47	7
	16.10 c	17.18	5
VT	16.15 c	17.25	3
GW	16.45	17.47	1
VT	17.05 b	18.00	2
	17.15 c	18.13	7
GW	17.45	18.49	2
	18.10 c	19.25	2
GW	18.27	19.19	3
	18.45	19.48	5

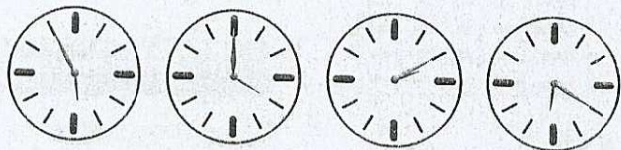
*Notes*

- GW Train operated by First Great Western  
 VT Train operated by Virgin Trains  
 b Change at Reading  
 c Change at Didcot Parkway

*Fares to Oxford*

Single	£10.50
Day return	£21
Weekly return	£116

b Work with a partner. Make four new dialogues at the station. Use the information above. These are the times when the dialogues happen.



# 5D The sale of the century

## Extensive reading

1 **3.24** Read and listen to the text. Complete the sentences.

- 1 The best salesman ever was probably ...
- 2 He was from ...
- 3 He started selling things in ...
- 4 He 'sold' things to ...
- 5 Between 1925 and 1930 he was ...
- 6 He died in ... in ...

2 Look at the photos. Answer the questions.

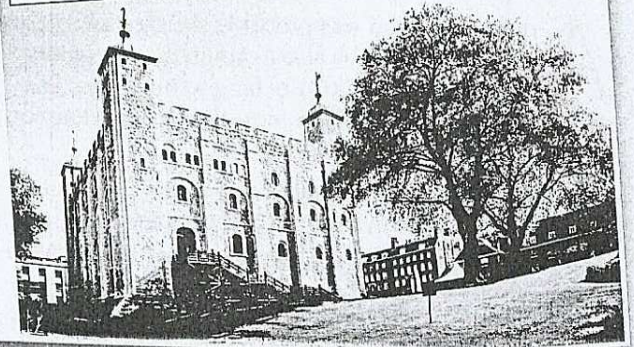
- 1 Which of the places did he try to sell?
- 2 What was the price of each one?
- 3 Which one was
  - his first sale?
  - the sale of the century?
- 4 What reasons did he give for the sales?
- 5 How were his tricks discovered?

3 Match the words to the meanings.

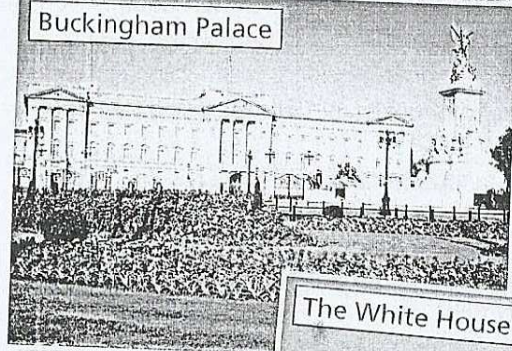
- |               |                                    |
|---------------|------------------------------------|
| 1 a con man   | a a place where ships go           |
| 2 a tourist   | b not sure that something is right |
| 3 debts       | c now                              |
| 4 immediately | d say 'no'                         |
| 5 a deposit   | e money that you have borrowed     |
| 6 a harbour   | f a visitor                        |
| 7 refuse      | g the first part of a payment      |
| 8 suspicious  | h someone who lies to get money    |

4 Work with a partner. Role-play the dialogue between the con man and the American tourist in Trafalgar Square.

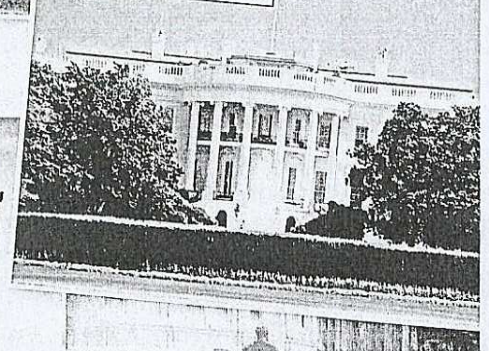
The Tower of London



Buckingham Palace



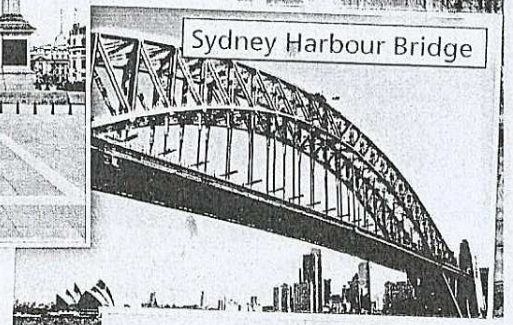
The White House



Trafalgar Square



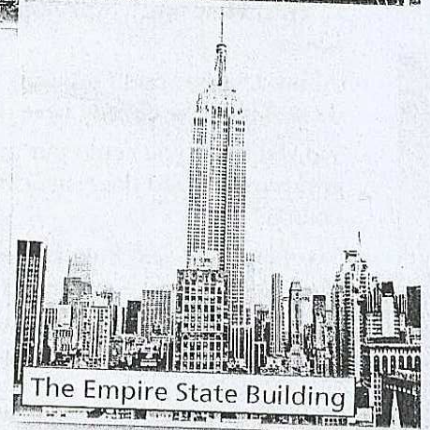
Sydney Harbour Bridge



Big Ben



The Statue of Liberty



The Empire State Building



Arthur Furguson was probably the greatest salesman of all time. He was also a criminal, because he sold things that didn't belong to him – not just small things, but some of the most famous buildings and monuments in the world.

He was born in Scotland, but he began his career as a con man in London in the 1920s. One sunny day, he was sitting in Trafalgar Square when he noticed an American tourist admiring Nelson's Column.

'That's Admiral Nelson up there,' said Furguson casually, and he pointed to the statue on top of the column. 'He won the Battle of Trafalgar. That's why this is called Trafalgar Square.'

'Is that so?' said the American. 'This is a fine square that you have here.'

'Can I show you around?' offered Furguson. The visitor gladly accepted, so Furguson told him all about Nelson, the column, the square and the lions. He also asked the American a lot of questions and found out that the tourist was extremely rich.

'It's all very impressive,' said the American.

'Thank you,' replied Furguson. 'It's such a pity that we have to sell it all,' he added.

'Sell it?' The American was amazed.

'Yes, unfortunately Britain is no longer a rich country,' said Furguson sadly. 'So the government is going to sell our most famous buildings and monuments to pay some of the debts.'

'I haven't heard anything about that,' said the visitor.

'No, well, the government has to keep it secret for now,' whispered Furguson. 'If news of this gets out, people will be very angry. There will be a lot of trouble.'

'Yes, I can understand that,' said the American. 'But how do you know about it?'

Furguson moved closer. 'As it happens,' he said quietly. 'I'm the person who has to find a buyer. That's why I'm here. I'm looking for people who might be interested in buying it.'

'Well, I'm interested,' said the American. 'Could you tell me ... er ... How much does your government want for the square?'

'About £5,000,' said Furguson. (That was a lot of money in those days.) 'We already have three possible buyers.'

'Do you think you could put in a word for me with your government?' said the American. 'In fact, I'll gladly pay £6,000.'

'Six thousand?' said Furguson, and he thought for a while. Then he said: 'Just a moment. I'll go and phone my boss.'

When he returned, he congratulated the American. His offer was accepted. 'But we must complete the deal

immediately,' he added, 'because other buyers might offer more if we wait.' 'That's not a problem,' said the visitor, and he wrote a cheque for £6,000. Furguson gave him a receipt and the address of a shipping company that would send the square to the USA for him. Then they said goodbye and Furguson went straight to a bank to cash the cheque.

The people at the shipping company, of course, were very surprised when the American phoned them. The police were called in, but by then Furguson and the £6,000 were gone. That summer, Arthur Furguson made a lot of money from rich American visitors. He 'sold' Big Ben for £1,000, and another tourist put down a deposit of £2,000 on Buckingham Palace.

In 1925, Furguson decided to try his luck on the other side of the Atlantic. He travelled to the USA and started 'selling' some of the famous monuments there, including the White House in Washington DC. He was soon very rich, but before he retired, he decided to have one last big sale.

His victim for 'the sale of the century' was an Australian from Sydney. Furguson persuaded him that the city of New York wanted to sell the Statue of Liberty. 'They're going to make the harbour wider,' he explained, 'because modern ships are much bigger now. Unfortunately, Liberty Island with its famous statue is in the way.'

'But the people of New York will be very angry about that, won't they?' said the Australian.

'Yes, they will,' said Furguson. 'That's why you mustn't tell anyone about it.'

They agreed a price of \$100,000. However, the Australian needed a few days to get the money. In that time Furguson never left his victim, in case he told someone else about the deal. One day, while they were visiting the statue, the Australian suddenly stopped another visitor and said: 'Excuse me. Would you mind taking our photograph in front of the statue?'

'Of course,' said the other visitor, taking the camera.

Furguson couldn't refuse, so he stood arm in arm with his victim for the photograph. And that was a big mistake. Before the money arrived, the Australian started to become suspicious about the deal and he went to the police with the photograph. They knew all about the super salesman's activities and the photograph matched the descriptions from his other victims. The Australian led the police straight to Furguson. He was arrested and sent to prison for five years.

Furguson was released in 1930, but he didn't change his ways. He moved to Los Angeles, where he became very rich again with more of his tricks. He lived there in luxury till he died in 1938.



1 a **3.25** Read and listen to the text. Put the people in the order they invaded Britain.

- The Normans
- The Vikings
- The Anglo-Saxons

b Where did these people come from?

c Match these words to the groups of people in exercise 1a.

beef sky good language break  
get parliament man husband

2 a What effect did the invaders have on these things?

- pronunciation
- grammar

b How did English become an international language?

3 a English has borrowed a lot of words from other languages. Match the words to the languages.

Word	Language
1 bank	a Turkish
2 tea	b Hungarian
3 yoghurt	c Serbian
4 guitar	d Italian
5 robot	e Hindi
6 coach	f Chinese
7 vampire	g Czech
8 pyjamas	h Spanish

b **3.26** Listen and check.

c What words has your language borrowed from other languages?

4 What contact do you have with English in your everyday life? Do a survey in your class. Ask about these things.

websites tourists signs magazines  
films social networking websites books  
music TV programmes products

Do you visit any English websites?  
Have you ever spoken to a tourist in English?

## The English language

The story of the English language began in the 5th century when tribes from north-western Europe invaded Britain. We call these people the Anglo-Saxons. They spoke a language that was similar to modern German. A lot of common English words, like *good*, *man* and *break*, come from the Anglo-Saxon language. Over the next thousand years, however, this language changed, because other groups of people came to live in Britain.



The first change started in about 800 AD, when England was invaded by the Vikings from Norway and Denmark. They brought words like *sky*, *get* and *husband* into English. The 'th' sounds in words like *these*, *thing* and *father* also come from the Viking languages.

In 1066, the Normans from northern France conquered England. The Normans spoke French. For the next 300 years, there were two languages in England. The ordinary people spoke English, but the aristocracy spoke French. The two groups didn't understand each other very well, so the grammar that they used became much simpler. A lot of French words, like *parliament*, *language* and *beef*, came into English, too. Slowly the modern language of English was born.

From the 17th century, English spread to many other parts of the world. Most of the early European settlers in North America came from Britain, so English became the language of the United States and Canada. Later, the British Empire took English to Australia, New Zealand, South Africa, India and several other countries in Africa, Asia and the Caribbean.

Today, over 400 million people speak English as their first language, and billions of people use it as a second language. English has become the international language of business, entertainment, music, sport, science, transport and the Internet.

Languages change all the time, so English isn't the same all over the world. Here are some differences between British and American English.

### Different words

British	American
lift	elevator
pavement	sidewalk
holiday	vacation
football	soccer
petrol	gas(oline)

### Different spellings

British	American
theatre	theater
favourite	favorite
travelled	traveled
cheque	check
programme	program

## Economics: money

1 a (3.27) Read and listen to the text.  
Answer the questions.

- 1 What is *barter*?
- 2 Who made the first coins?
- 3 Where were the first notes produced?
- 4 What do some people think will happen to money in the future?

b Find all the different ways of paying for things that the text mentions.

c What is the problem with barter? What problems do you think there are with the other ways of paying?

2 Match these words to the pictures.

a cheque coins cash a bank card notes

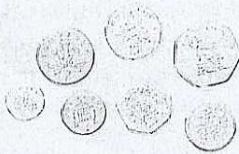
1



2



3



4



Here's an everyday situation: you buy a magazine and you use money to pay for it. But think about that for a minute. You've actually given the shopkeeper just a piece of paper, a few pieces of metal or nowadays just a piece of plastic. It's all very easy. However, at one time, there wasn't any money. How were things paid for then?

Imagine that you're a farmer and you've got some eggs, but you want some bread. If the baker wanted some eggs, it would be easy. Your eggs would be exchanged for the baker's bread. This is called 'barter'. In a barter system, things are exchanged by people.

But there is a problem with barter: What if the baker doesn't need any eggs? What will happen then? Maybe the eggs will be exchanged for a lamb. The lamb will be exchanged for a shirt and then the shirt will be exchanged for the bread. It can get very complicated. But that's how trade was done for thousands of years.

The problem was solved by the introduction of money. The first things that were used as money were shells and stones. The first real coins were made by the Lydians in about 650 bc. They were made of gold and silver, and they were stamped with a lion's head – the king's symbol. The Lydians lived in what is now western Turkey. They were traders and soon their coins were being used all over the Mediterranean. The idea was taken to India by Alexander the Great and his army, and from there it spread to China and other parts of Asia. The first paper money was produced by the Chinese in the 9th century.

In the modern age, new ways of paying for things have been invented, such as cheques, credit cards and debit cards. Today, billions of dollars are moved around the world by computers electronically. More and more things are paid for by card, and now you can even pay for things with your mobile phone. Some people think that in the future everything will be paid for electronically. Notes and coins won't be used at all.

3 a (3.28) Listen. Choose the correct answers.

- 1 What is counterfeiting?
  - a making fake money
  - b stealing money
- 2 What was the problem with early coins?
  - a They were easily copied.
  - b They were made of valuable metals.
- 3 What made counterfeiting easier in modern times?
  - a credit cards
  - b paper money

b What mistake did Alice Pike make?

c (3.28) Listen again. Find the information.  
Use the words to answer the questions.

- 1 How did people counterfeit coins?

mix cut cover

- 2 How have governments tried to stop it?

lines punish design holograms

## Grammar

## 1 a Match these tenses to news items 1-4.

the present perfect                      the past simple  
the present simple                      the future

## b Put the verbs in brackets into the passive voice. Use the correct tense.

1 Two people <sup>1</sup>\_\_\_\_\_ (injure) yesterday, when their car <sup>2</sup>\_\_\_\_\_ (hit) by a lorry near Red Hill. The two people in the car <sup>3</sup>\_\_\_\_\_ (take) to hospital, but they <sup>4</sup>\_\_\_\_\_ (send) home later. The lorry driver <sup>5</sup>\_\_\_\_\_ (not hurt). Roads in the town centre <sup>6</sup>\_\_\_\_\_ (block) for five hours.



2 The area <sup>1</sup>\_\_\_\_\_ (hit) by bad weather again today. Some trees <sup>2</sup>\_\_\_\_\_ (blow down) and buildings <sup>3</sup>\_\_\_\_\_ (damage) by strong winds. Parts of the coast <sup>4</sup>\_\_\_\_\_ (flood) and all trains on the east coast line <sup>5</sup>\_\_\_\_\_ (stop).

3 The council has produced a new proposal for the future of the city centre. The old sports centre <sup>1</sup>\_\_\_\_\_ (knock down) and a new shopping mall <sup>2</sup>\_\_\_\_\_ (build) on the site. The sports centre <sup>3</sup>\_\_\_\_\_ (move) to Water Street. Several streets in the city centre <sup>4</sup>\_\_\_\_\_ (close) while the work is taking place, and a new traffic system <sup>5</sup>\_\_\_\_\_ (introduce).

4 Finally, have you got an old musical instrument that <sup>1</sup>\_\_\_\_\_ (not use) any more? If you have, 'Music for the World' would like it. Every year hundreds of instruments <sup>2</sup>\_\_\_\_\_ (collect). They <sup>3</sup>\_\_\_\_\_ (clean), and some <sup>4</sup>\_\_\_\_\_ (repair). Then they <sup>5</sup>\_\_\_\_\_ (send) to schools in poor countries. So, have a look under your bed.

## c Write two items for your local or national news.

## 2 Choose the correct prepositions.

- The train *to / at* Oxford leaves *by / from* platform 4. It arrives *to / in* Oxford *at / on* 3.30. Change *on / at* Didcot.
- I used to go *at / to* school *on / by* my bike, but I don't live near the school now, so I go *on / by* bus. I usually get *at / to* school *at / on* half past eight.

## Listening and speaking

## 3 a 3.29 Listen to the dialogues and look at the information. Some parts are wrong. Underline the incorrect parts.

1

Destination: Manchester  
Ticket: Single  
Depart: 11.20  
Arrive: 13.45  
Cost: £21.50  
Platform: 5

2

Booking for:  
Mr and Mrs Milton  
Double room  
3 nights  
Arriving 6 June  
Cost £105 per night including breakfast

## b 3.29 Listen again. Correct the information.

## c Work with a partner. Make the dialogues. Use the correct information.

## Vocabulary

## 4 Work in a group. Write six words for each category.

- money
- hotels
- trains
- food

## Study skills

## Improving your listening skills

- Before you listen, think about these questions:
  - What information do you need to find? Is it a time, a price, an activity, a name?
  - What words do you already know about the topic? Try to predict some of the words that you will hear.
- While you are listening:
  - Don't worry if you don't understand every word. Just listen for the information that you need.
  - Don't try to translate into your own language. You can't listen and translate at the same time.
- After listening:
  - Check your understanding with a partner or the teacher.
  - Listen again at least one more time. Each time that you listen you will understand more.

Try these ideas next time you do a Listening activity.

## Develop your writing

### Relative clauses

1 a We often use relative clauses to make our writing more interesting. A relative clause often identifies the person or thing we're talking about. Underline the relative clauses in these sentences.

- 1 'I'm the person who has to find a buyer,' he said.
- 2 The first things that people used for money were sea shells.
- 3 We import food which can't be grown here.

b Where do we put the relative clause?

c Circle the relative pronouns in sentences 1–3 in exercise 1a. When do we use each one?

2 Rewrite the sentences. Use the words in brackets and relative pronouns to make relative clauses.

- 1 The man was called Arthur Furguson. (sold Big Ben)  
*The man who sold Big Ben was called Arthur Furguson.*
- 2 The buildings were all national monuments. (he sold)
- 3 The tribes were called the Anglo-Saxons. (invaded England)
- 4 The language was similar to modern German. (they spoke)
- 5 We waste almost half the food. (is grown in the world)
- 6 The distance is called 'food miles'. (food travels before it's eaten)
- 7 Guests stay in rooms. (the owner converted from jail cells)
- 8 A lot of the people are young backpackers. (stay at Mount Gambier)

### Project task

Write a project about how people spend their money. Do a survey.

- What things do people buy in a typical week?
- Where and when do they go shopping?
- What things are they saving up for?

Illustrate your project with pictures.

## Song

1 (3.30) Listen and choose the correct words.

2 a Do you agree with the title?

b You want to have a good time. Think of these things.

- three things you need money for
- three things you don't need money for

## We Don't Need Money To Have a Good Time

Not gonna be the one to stay <sup>1</sup>inside / at home alone  
 Not gonna be the one to sit there by the phone  
 We've got a reputation, we'll shake it <sup>2</sup>out / off  
 some day  
 Not gonna be the ones to turn and <sup>3</sup>walk / run away

Chorus

No reservations

No <sup>4</sup>hesitations / complications

No bad reactions

Just <sup>5</sup>congratulations / celebrations

We don't need money to have a <sup>6</sup>good / nice time

C'mon c'mon c'mon c'mon

Forget our worries and do what we <sup>7</sup>like / want

C'mon c'mon c'mon c'mon

Not gonna be the ones just talking to ourselves

Not gonna be the ones just <sup>8</sup>waiting / sitting on the shelf

We got no education but we find a way

Not gonna be the ones to try and <sup>9</sup>walk / run today

Not gonna be the fools who don't know <sup>10</sup>where / who they are

Not gonna be the fools who just say blah blah blah

We got <sup>11</sup>an invitation / a reputation, I ain't gonna play  
 Or will you be the ones to turn and walk away?

