

ФГОС
ИННОВАЦИОННАЯ ШКОЛА

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АНГЛИЙСКИЙ ЯЗЫК

Учебник для 8 класса
общеобразовательных учреждений

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Учебник предназначен для общеобразовательных учреждений: школ, гимназий и лицеев.

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Student's Book contents

Starter unit	page 6
1 Unit 1 Interesting Lives	page 9
2 Unit 2 Crime	page 21
3 Unit 3 Money, Money, Money!	page 33
REVISION 1	page 45
4 Unit 4 Extreme!	page 49
5 Unit 5 New Media	page 61
6 Unit 6 Final Frontiers	page 73
REVISION 2	page 85
7 Unit 7 Global Citizens	page 89
8 Unit 8 Rights and Responsibilities	page 101
9 Unit 9 Body and Soul	page 113
REVISION 3	page 125
 Across the curriculum	page 130
Dictionary	page 148
Irregular verbs	page 159

Unit	Vocabulary	Grammar	Reading & Listening
Starter Page 6	<ul style="list-style-type: none"> Verbs, nouns and adjectives 	<ul style="list-style-type: none"> <i>be, have got, can</i> and <i>there is / there are</i> Question words Present simple and adverbs of frequency Present continuous 	
1 Interesting Lives Page 9	<ul style="list-style-type: none"> Achievements Personal qualities: opposite adjectives 	<ul style="list-style-type: none"> Present simple and present continuous Adverbs of frequency <i>be</i>: past simple and <i>there was / there were</i> 	<ul style="list-style-type: none"> R: Take the Challenge! L: A presentation
2 Crime Page 21	<ul style="list-style-type: none"> Crime and criminals Phrasal verbs 	<ul style="list-style-type: none"> Past simple Past continuous Past simple and past continuous 	<ul style="list-style-type: none"> R: Vanished! The mystery of Dan Cooper L: A radio phone-in programme
3 Money, Money, Money! Page 33	<ul style="list-style-type: none"> Verbs related to money Nouns related to money 	<ul style="list-style-type: none"> Comparatives and superlatives <i>too</i> and <i>not enough</i> Quantity: <i>some, any, much, many</i> and <i>a lot of</i> 	<ul style="list-style-type: none"> R: One Red Paperclip L: Adverts



REVISION 1 Page 45 **Review your progress**

4 Extreme! Page 49	<ul style="list-style-type: none"> Adventure sports <i>-ed</i> and <i>-ing</i> adjectives 	<ul style="list-style-type: none"> Present perfect: affirmative and negative Present perfect: questions and short answers 	<ul style="list-style-type: none"> R: It's a Dog's Life! L: Radio news
5 New Media Page 61	<ul style="list-style-type: none"> Digital media Websites, newspapers and magazines 	<ul style="list-style-type: none"> Present perfect with <i>for</i> and <i>since</i> Present perfect with <i>just</i> Present perfect and past simple 	<ul style="list-style-type: none"> R: The Ringtone Revolution L: A questionnaire
6 Final Frontiers Page 73	<ul style="list-style-type: none"> Prepositions of movement Extreme adjectives 	<ul style="list-style-type: none"> <i>will</i> and <i>might</i> <i>be going to</i> First conditional 	<ul style="list-style-type: none"> R: From Spain to Outer Space! L: Plans for a trip

REVISION 2 Page 85 **Review your progress**

7 Global Citizens Page 89	<ul style="list-style-type: none"> Global issues <i>get</i> 	<ul style="list-style-type: none"> Second conditional Adverbs of possibility and probability 	<ul style="list-style-type: none"> R: Please Help the Global Village Fund! L: Dilemmas
8 Rights and Responsibilities Page 101	<ul style="list-style-type: none"> Household chores Words that are verbs and nouns 	<ul style="list-style-type: none"> Obligation: <i>have to / don't have to</i> Obligation and prohibition: <i>must / mustn't</i> and <i>have to / don't have to</i> Permission: <i>can, could</i> and <i>be allowed to</i> 	<ul style="list-style-type: none"> R: Negotiate with Your Parents! L: Talking about rules in a café
9 Body and Soul Page 113	<ul style="list-style-type: none"> Appearance Adjective prefixes 	<ul style="list-style-type: none"> The passive: present simple Active to passive The passive: past simple <i>must / mustn't</i> 	<ul style="list-style-type: none"> R: Time for a Hair Cut! L: Describing a process

REVISION 3 Page 125 **Review your progress**

Culture	Speaking & Pronunciation	Writing	Dialogue builder	Across the curriculum
	<ul style="list-style-type: none"> Describing people and places 			
 Culture today <ul style="list-style-type: none"> Winning Women 	<ul style="list-style-type: none"> Guessing a famous person from the past Sentence stress 	<ul style="list-style-type: none"> A profile Introducing examples 	<ul style="list-style-type: none"> Meeting people <i>Thanks for coming to meet me.</i> <i>How was your journey?</i> 	 History Page 130
 Culture today <ul style="list-style-type: none"> Crime Prevention 	<ul style="list-style-type: none"> Talking about money [d] [t] [ɪd] 	<ul style="list-style-type: none"> A report of an event Adverbs of degree 	<ul style="list-style-type: none"> Asking for directions <i>I'm looking for...</i> <i>How far is it?</i> 	 Social Science Page 132
 Culture today <ul style="list-style-type: none"> Saver or Spender? 	<ul style="list-style-type: none"> Talking about your daily routine [ə] 	<ul style="list-style-type: none"> A thank-you letter Phrases for thank-you letters 	<ul style="list-style-type: none"> Shopping <i>Can I try these on, please?</i> <i>Have you got a bigger size?</i> 	 Maths Page 134
 Culture today <ul style="list-style-type: none"> Meet the Volunteers 	<ul style="list-style-type: none"> Talking about experiences Intonation 	<ul style="list-style-type: none"> A blog Sentence adverbs 	<ul style="list-style-type: none"> Giving advice <i>You should ...</i> <i>You shouldn't ...</i> 	 Anatomy Page 136
 Culture today <ul style="list-style-type: none"> Youth Media 	<ul style="list-style-type: none"> Giving reasons [ɪ] [aɪ] 	<ul style="list-style-type: none"> A website review Linkers of addition and contrast 	<ul style="list-style-type: none"> Making arrangements <i>Are you doing anything this afternoon?</i> <i>Do you want to come?</i> 	 ICT Page 138
 Culture today <ul style="list-style-type: none"> Antarctic Cruise 	<ul style="list-style-type: none"> Talking about a future holiday [u:] [aʊ] [θ] [əʊ] 	<ul style="list-style-type: none"> A description of a place Linkers of reason and result 	<ul style="list-style-type: none"> Travelling on public transport <i>Can I have a ticket to ..., please?</i> <i>How many stops is it?</i> 	 Science Page 140
 Culture today <ul style="list-style-type: none"> The Global Village Fund 	<ul style="list-style-type: none"> Discussing gift ideas for friends and family -tion 	<ul style="list-style-type: none"> A composition: my opinion Giving your opinion 	<ul style="list-style-type: none"> Agreeing and disagreeing <i>I agree.</i> <i>Neither do I.</i> 	 Science Page 142
 Culture today <ul style="list-style-type: none"> When Is it Legal? 	<ul style="list-style-type: none"> Talking about obligations at school and at home can / can't, could / couldn't, are / aren't, were / weren't 	<ul style="list-style-type: none"> Writing rules Correcting errors 	<ul style="list-style-type: none"> Giving advice and expressing obligation <i>You shouldn't ...</i> <i>You must ...</i> 	 Geography Page 144
 Culture today <ul style="list-style-type: none"> 'Cruel' to Teens 	<ul style="list-style-type: none"> Talking about body art and appearance un-, im-, in- 	<ul style="list-style-type: none"> A personal description Planing your writing 	<ul style="list-style-type: none"> Accepting and declining invitation <i>Would you like to ...?</i> <i>Yes, I'd love to.</i> 	 Design Page 146

Starter unit



Hi, I'm Chris.
I'm from London. And
this is my sister Amy.



I'm Nikita.
I'm Chris's Russian
exchange.

1 Read the text. Which facts are new for you?

Welcome to the UK!

There are four countries in the UK: England, Wales, Scotland and Northern Ireland.

The UK is a monarchy. The Queen is the head of state, but she can't make political decisions.

The capital cities are London, Cardiff, Edinburgh and Belfast. London has got a population of 7.8 million.



Nearly 61 million people live in the UK, and about 30 million tourists visit every year.

There are two official languages in the UK: English and Welsh.

The UK's highest mountain is Ben Nevis in Scotland. The longest river is the Severn. It's 354 km long.

The UK hasn't got a football team because each country plays separately.

Recycle **Verbs, nouns and adjectives**

2 Check the meaning of these words. Are they verbs, nouns or adjectives?

country speak visit far people eat play
red live city food happy high sport long

3 Can you find all the words from exercise 2 in the text?

6

Recycle **be, have got, can and there is / there are**

4 Correct the errors in these sentences.

- 1 There is two official languages in Britain.
- 2 Buckingham Palace have got more than 200 bedrooms.
- 3 About 600 000 people can to speak Welsh.
- 4 The UK's highest mountain are in Scotland.
- 5 There's 7.8 million people in London.
- 6 England, Scotland and Wales has got national football teams.

5 Find example sentences with **be, have got, can and there is / there are** in the text.

Recycle **Question words**

6 Complete the questions with these words. Then read the text in exercise 1 again and answer the questions.

What How Where How many Who Why

- 1 ... countries are there in the UK?
- 2 ... is the head of state in the UK?
- 3 ... is London's population?
- 4 ... is Ben Nevis?
- 5 ... long is the River Severn?
- 6 ... hasn't the UK got a football team?

Recycle Present simple and adverbs of frequency

7 Look at the table. Which form is different?

- | | |
|---|--|
| + | I / You live, He / She / It lives ... |
| - | I / You don't live, He / She / It doesn't live ... |
| ? | Do I / you live, Does he / she / it live ...? |

We use the present simple to talk about habits and routines.

Name	Nikita Gogolev
Age	14
Address	ul. Kutuzova, Vladivostok
Family	mum, dad, a brother and a sister
School	school # 2
Subjects	15 (Favourite = PE)
Languages	Russian and English
Sports	🏈 football, 🏊 swimming
Hobbies	🎮 video games, 🛍 shopping
Penfriend	Chris Jones, London



8 Read Nikita's profile. Then write sentences with the verbs in brackets.

live Nikita lives in Vladivostok.

- | | | |
|---------|------------|---------|
| 1 go | 3 not like | 5 like |
| 2 study | 4 speak | 6 enjoy |

9 Write questions for these answers.

Nikita. What's his name?

- | | |
|---------------------------|-------------------|
| 1 14. | 4 No, he doesn't. |
| 2 A brother and a sister. | 5 PE. |
| 3 Yes, he does. | 6 London. |

10 Look at the adverbs of frequency and then write sentences.

never sometimes often usually always

We use adverbs of frequency to say how often we do things.

Nikita / do / his English homework. (🟡🟡🟡🟡)
Nikita always does his English homework.

- He / write / to his penfriend in English. (🟡🟡🟡)
- Chris / reply / in Russian. (🟡)
- Nikita / listen / to British or American music. (🟡🟡🟡)

- He / play football / after school. (🟡🟡)
- He / watch / films in English. (🟡)

Recycle Present continuous

11 Copy and complete the table below for these verbs.

sit write

- | | |
|---|---|
| + | I'm studying, You're studying, He / She's studying ... |
| - | I'm not studying, You aren't studying, He /She isn't studying ... |
| ? | Am I studying, Are you studying, Is he / she studying ...? |

We use the present continuous to talk about things that are happening at the moment.

12 Complete Chris's email. Use the present continuous form of these verbs.

write send not look do work cook tell

Hi Nikita,

I'm writing a very quick email because my sister Amy wants to use the computer. She (1) ... her homework and needs to use the Internet. Anyway, I (2) ... you these pictures so you can see my family. I (3) ... at the camera but it doesn't matter because you already know me!! Well, Amy (4) ... me that it's her turn now so I must go. My parents (5) ... this evening so I (6) ... dinner!

See you soon,
Chris



13 Your voice Work in pairs. Ask and answer. What are you doing at the moment? What are you wearing?

Recycle **Describing people and places**

14 Read the conversation and choose the correct words. Are they subject pronouns, object pronouns or possessive adjectives?

1 her – possessive adjective

Nikita
What's your family like?

Chris
Well, you know I've got one sister, Amy. She's 14 and she's OK. I sometimes go out with (1) **his** / **her** friends. Amy's best friend Tanya is always at our house too! My mum and dad both work. (2) **They** / **Them** aren't very strict and we all get on OK.

Nikita
What's your flat like?

Chris
(3) **It** / **Its** isn't a flat – it's a typical English house. It's got four bedrooms, so you can have (4) **you** / **your** own room when you come. (That's better for (5) **your** / **you** because my room isn't very tidy!!)

Nikita
Where do you live exactly?

Chris
(6) **Our** / **Us** house is in North London, near Finsbury Park tube station. It's about 15 minutes from the city centre.

Nikita
What's it like where you live?

Chris
It's nice. There are lots of shops and cafés near my house, and there's a sports centre too. There's a big park where you can go skateboarding and cycling.

Nikita
Do you go out a lot?

Chris
I usually go out with (7) **my** / **me** friends at the weekend. We usually go to parties or to the cinema. But I don't often meet (8) **their** / **them** during the week when I've got school.

15 Copy and complete the table with pronouns and possessive adjectives.

subject pronouns	I	...	he	...	it	...	you	...
object pronouns	...	you	...	her	it	us	...	them
possessive adjectives	my	...	his	your	...

16 Order the words to make questions. Then read the conversation again and answer the questions.

old / Amy / is / How ?

How old is Amy? She's 14.

1 Tanya / is / Who ?

2 work / parents / Do / Chris's ?

3 live / Chris / Does / in / a / flat ?

4 are / there / bedrooms / How / many ?

5 can / Where / you / cycling / go ?

6 go / When / Chris / out / does ?

Recycle **Speaking**

17 Look at the questions. How do you say them in your language?

Describing people and places

What's your family like?

What's your house like?

What's it like where you live?

Look!

18 Work in pairs. Ask and answer Nikita's questions.

What's your family like?

I've got a big family. I've got ...

Interesting Lives

1

Unit contents:

Vocabulary Achievements; personal qualities; opposite adjectives

Grammar Present simple and present continuous; adverbs of frequency; *be*; past simple and *there was / there were*

Skills Read about the Duke of Edinburgh's Award for young people

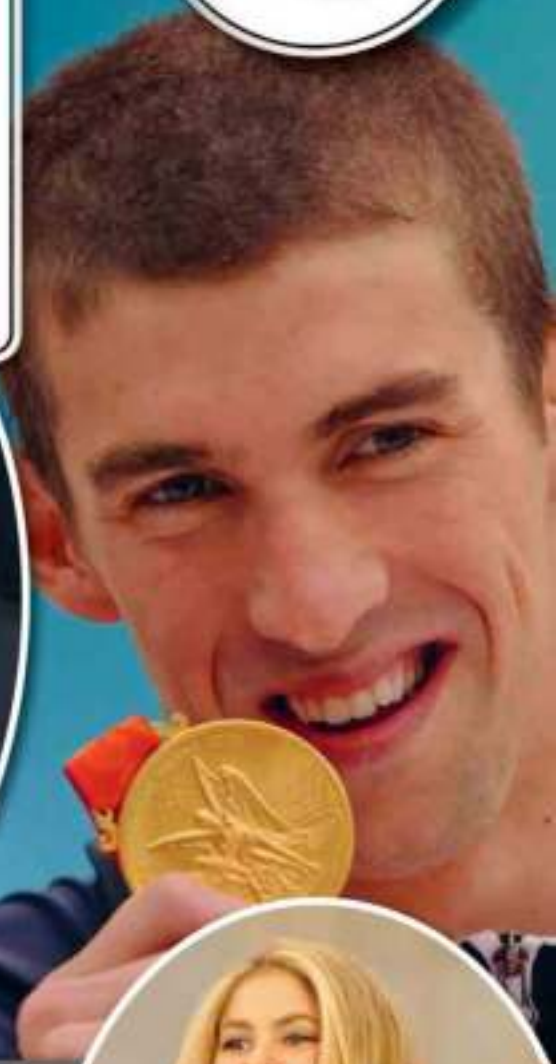
Listen to a class presentation

Write a profile

Meet and greet people

Across the curriculum History

Culture today Winning Women



- 1 Michael Phelps was at the Olympics in Sydney, Athens and Beijing. How many gold medals has he got in total?
a) 6 b) 8 c) 14
- 2 Shakira was born in Colombia in 1977. Where does she live now?
a) Brazil b) the Bahamas c) Spain
- 3 Edison Arantes do Nascimento is now FIFA's world football ambassador. What do people usually call him?
a) Garrincha b) Ronaldo c) Pele
- 4 The bilingual actress Eva Green speaks French and English. Which James Bond film was she in?
a) *Die Another Day* b) *Casino Royale* c) *Quantum of Solace*

Vocabulary 1

Achievements

- 1 Which achievements can you see in the pictures? Write sentences using the present continuous. There are two achievements you don't need.

1 - She's winning a prize.

win a race score a goal pass an exam write a novel win a prize
get a certificate invent something make a scientific discovery
go on an expedition do voluntary work



- 2 **02** Listen and repeat.
3 Write sentences about the jobs in the Recycle section. Use the achievements in exercise 1.

A novelist writes novels.

Pronunciation: sentence stress

- a **03** Listen and repeat. Stress the underlined syllables.
He's getting a certificate.
They're going on an expedition.
- b **04** Copy these sentences. Then listen and underline the two stressed syllables.
- 1 He's scoring a goal.
 - 2 They're helping my brother.
 - 3 He's winning the race.

Vocabulary plus → Workbook p116

Recycle Write the names of people that do these interesting jobs.

novelist - Iris Murdoch

novelist footballer scientist inventor
explorer athlete actor / actress

Reading

- 4 **05** Read the text and choose the best heading A-E for each paragraph. Then listen and check.
- A Where can you do it?
 - B Who can do it?
 - C What is The Duke of Edinburgh's Award?
 - D Why should I do it?
 - E How long does it take?
- 5 Read the text again and choose the best summary: a or b.
- a) It's about famous people who win bronze, silver or gold medals for their achievements or humanitarian work.
 - b) It's about a programme of activities for young people in Britain, including skills, voluntary work and sports.
- 6 **WORDS IN CONTEXT** Match the words and phrases. Then translate the expressions.
- | | |
|-----------|--------------------------|
| 1 take | a) your skills |
| 2 help | b) the challenge |
| 3 improve | c) personal goals |
| 4 make | d) your community |
| 5 achieve | e) the time of your life |
| 6 have | f) new friends |



1

TAKE THE CHALLENGE!



Anne's doing her Bronze programme

1 ... Anyone aged between 14 and 24 can start their DofE programme, completing a variety of activities in their free time. There are three progressive levels of Awards: Bronze, Silver and Gold. People usually start with the Bronze. You don't have to pass any exams – you simply choose one activity for each of the four sections (except at Gold level where there is an additional section – Residential):

Volunteering: Be a local hero – do voluntary work and help your community.

Skills: Learn something new, from astronomy to zoology!

Physical: Are you the next Lionel Messi? Or Justina Kowalczyk? Any sport, dance or fitness activity can count.

Expedition: Go on an expedition and find yourself! Plan an adventure on foot or horseback, by boat or bike.

2 ... Absolutely anyone! If you're 14, you can do your Bronze programme. You can do your Silver when you're 15, and your Gold when you're 16. Just remember, you must complete all sections of your programme before you're 25.

3 ... Your Bronze programme will take at least six months to complete and then at least 12 months at Silver then 18 months at Gold. You can work on all the sections at the same time (but one activity can't count for two sections!).



Mike's doing his Silver programme

4 ... Almost anywhere in Britain! Schools, youth clubs and Scout groups often run the DofE. Just find your nearest DofE centre!

5 ... First of all – it's great fun! It's all about trying something new, improving your skills, and making new friends. Also, you'll discover how choosing and achieving personal goals can change your life! The DofE is also very popular – more than 275 000 young people in the UK are doing it, and you get a certificate when you finish. Go on, take the challenge – you'll have the time of your life!

7 Read the text again and answer the questions.

- 1 How many levels are there?
- 2 What are the four sections of a DofE programme?
- 3 At what age can you start your Bronze programme?
- 4 How long does it take to your Silver programme?
- 5 Which places run the DofE?

6 What are the advantages of doing your DofE programme?

8 **Your voice** Imagine you're doing your Bronze DofE programme at your school. Think of activities to do for each section.

Volunteering • Skills • Physical • Expedition

9 **Work in pairs. Ask and answer.**

- What are you doing for your Volunteering?
- I'm ...



Across the curriculum



History → p130

Grammar 1

Present simple and present continuous

- 1 Read the examples. Which are present simple and which are present continuous?

actions that are happening now

At the moment, John **is doing** the Silver Award. Thousands of people **are doing** the Awards now.

habits and routines

People usually **start** with the Bronze Award. It **always takes** at least six months.

- 2 Copy and complete the table with these time expressions.

at the moment always now every day
today twice a week

present simple	present continuous
always	

- 3 Rewrite the sentences so they are true for you. Use adverbs of frequency.

Adverbs of frequency

Look!



Adverbs of frequency go before most verbs. They go after the verb *be*.

hardly ever

My friends forget my birthday.

- I play football on Saturdays.
 - It snows in my town.
 - Our teacher gives us homework after every class.
 - I am late for school.
 - We go to school on Sundays.
 - I watch TV in the evening.
- 4 Correct the sentences. Write one negative and one affirmative sentence in the present continuous.
- We're speaking French at the moment. (*X* English)
We aren't speaking French at the moment. We're speaking English.
- I'm wearing jeans today. (*X* trousers)
 - My parents are playing tennis now. (*X* work)

- Our teacher is sleeping at the moment. (*X* talk)
- I'm sitting in the library now. (*X* classroom)
- We're listening to music. (*X* study grammar)

- 5 Choose the correct form of the verbs.



- Tim Hi! What (1) **are you doing / do you do?**
- Alex At the moment, I (2) **wait / 'm waiting** for the bus.
- Tim (3) **Are you wanting / Do you want** to meet in town?
- Alex Sorry, I can't. I (4) **'m going / go** to the football ground. I (5) **always help / 'm always helping** at the training session on Saturdays.
- Tim Oh. What time (6) **is it finishing / does it finish?**
- Alex Err ... oh no!
- Tim What? Are you OK?
- Alex Yeah, it's just that it (7) **'s raining / rains** and I (8) **get / 'm getting** very wet. This bus is always late!

- 6 Complete the sentences. Use the present simple and present continuous in each pair.

- He ... (not wear) a school uniform today.
 - He always ... (wear) sports clothes.
- Our teacher ... (work) now.
 - She ... (not work) at the weekends.
- I ... (not use) a computer at the moment.
 - We sometimes ... (use) computers.
- We ... (study) English at the moment.
 - We ... (not study) English every day.

- 7 Order the words to make questions. Then answer the questions.

- you / What / are / now / doing ?
- do / Sundays / usually / What / do / you / on ?
- today / you / What / wearing / are ?
- do / usually / you / the / wear / at / weekend / What ?
- study / often / you / do / How / English ?

- 8 Your voice Work in pairs. Ask and answer the questions above.

Listening

A presentation

- 1 Look at the information about Katie and John's Awards. What voluntary work are they doing?

Name	Katie Wright
Age	14
Award	Bronze
Service	Volunteer DJ for hospital radio
Skill	(1) _____
Physical recreation	(2) _____
Expedition	(3) on _____



Name	John Burton
Age	15
Award	Silver
Service	Voluntary work as a lifeguard
Skill	(4) _____
Physical recreation	(5) _____
Expedition	(6) by _____



- 2 Listen to Katie and John's presentation. Complete the forms with these words.

aerobics photography bike cookery
foot canoeing

- 3 Listen again and choose the correct answers.

- Katie is learning ... cookery.
a) vegetarian b) Indian
- Katie goes to aerobics with ...
a) her sister. b) her friends.
- Katie's expedition is in ...
a) North Wales. b) Scotland.
- John does his voluntary work on ...
a) Saturday mornings.
b) Sunday afternoons.
- John goes canoeing with ...
a) his uncle. b) the Scouts.
- John thinks ... is the best part of the Award.
a) the expedition b) the service

Vocabulary 2

1

Personal qualities: opposite adjectives

- 4 Match the adjectives with their opposites. Use a dictionary to help you.

generous - mean

+		-	
generous	confident	mean	shy quiet
hard-working	caring	selfish	stressed
easy-going	sociable	lazy	

- 5 Listen, check and repeat.
- 6 Complete the sentences with adjectives from exercise 4.
- My aunt and uncle are very ... They always give me £50 for my birthday.
 - Paula is a very ... person. She always thinks about herself first.
 - My brother's really ... He likes going to parties and meeting new people.
 - I don't like exams. I always feel ... before a test.
 - Danny isn't very ... He doesn't believe in his abilities.
 - I like my friends because they're ... They're always relaxed.
- 7 Which adjectives from exercise 4 describe these people?



1



2



3

- 8 Your voice Complete the sentences with adjectives of character.

- I'm usually ..., but I'm sometimes ...
- Good role models are ... They're never ...
- I like my best friend because he / she's ...

13



Winning Women

Doris Lessing is a famous British writer. Her books include *The Golden Notebook* and *The Grass is Singing*. In 2007, she was the oldest person to win a Nobel Prize – at the age of 87! In addition to being a writer, Doris Lessing was also a campaigner against apartheid in South Africa.



In 2004, Wangari Maathai was the first African woman to win a Nobel Peace Prize. Her great achievement was to plant trees in Kenya. When Wangari was young, there were a lot of trees in her country, but later there was a process of deforestation. As a result, there wasn't enough food and clean water. Wangari and her friends were very hard-working – they planted 30 million trees!



DID YOU KNOW ...?

There are more than 770 Nobel Prize winners, but only 34 are women!

1 Read the text quickly. Match paragraphs 1–4 with these Nobel Prize categories.

peace medicine science literature

2 Read and listen to the text. Look at these definitions and then find the words in the text.

- 1 a substance that causes explosions
- 2 a system of racism that existed in South Africa
- 3 something successful that a person does
- 4 when trees disappear

Nobel Prize winners

There are six Nobel Prizes every year, for literature, peace, economics, medicine, physics and chemistry. The first Nobel Prizes were in 1901. Their founder was Alfred Nobel, a Swedish scientist, inventor and author. Nobel was the inventor of dynamite, but he was also a pacifist.

Gertrude Elion was an American biochemist. She was the winner of the Nobel Prize for medicine in 1988. When Gertrude was young, there weren't many opportunities for female scientists. But she was confident, and in the end her work was very important. Her inventions include drugs for diseases like malaria and leukemia.



Marie Curie was a Polish scientist, and she was the first woman to win a Nobel Prize. In fact, she was the winner of two Nobel Prizes – for physics (1903) and chemistry (1911). Marie Curie's great discovery was radium. In the family there were three Nobel Prize winners – Marie Curie, her husband Pierre and their daughter Irene.



- 5 illnesses, sicknesses
- 6 a science subject: physics, biology and ...

3 Read the text again and answer the questions.

- 1 Who was the oldest woman to win a Nobel Prize?
- 2 Where was Wangari Maathai born?
- 3 What was her great achievement?
- 4 Was Gertrude Elion a writer?
- 5 Why is Marie Curie famous?
- 6 How many Nobel winners were there in her family?

4 Your voice Work in pairs. Discuss the questions.

- 1 Do you think girls and boys are good at different things?
- 2 Have a class vote: do you prefer science or arts subjects?

Grammar 2

be: past simple and there was / there were

- 1 Read the examples. What are the negative and question forms?

was / were and there was / there were

She **was** a scientist.
They **were** Nobel prize winners.
There **was** a problem.
There **were** 34 female winners.

- 2 Match the questions and answers.

- 1 Was the first Nobel Prize ceremony in 1901?
2 Were there a lot of female winners last century?
3 Were Marie Curie and her husband American?
4 Were there other winners in Marie Curie's family?
5 Was Gertrude Elion Spanish?
6 Was there an African winner in 2004?
- a) No, she wasn't. d) Yes, it was.
b) Yes, there were. e) No, there weren't.
c) Yes, there was. f) No, they weren't.

- 3 Complete the text with **was / were** or **there was / there were**.

Andrei Sakharov (1) ... the winner of the Nobel Prize for Peace in 1975. He (2) ... an eminent nuclear physicist of the Soviet Union and a defender of human rights and democracy. (3) ... an atomic bomb project in the Soviet Union, which Sakharov joined in 1948. (4) ... plans to test a 100-megaton hydrogen bomb in the atmosphere in 1961. Sakharov (5) ... the only one who openly protested against that testing. It (6) ... Solzhenitsyn who nominated Sakharov for the Nobel Prize for Peace in 1973. Andrei Sakharov (7) ... one of the world's great thinkers, who presented a vision for a peaceful society where (8) ... respect for human rights.

Speaking

- 4 Think of a famous person from the past. Work in pairs. Ask and answer to guess the famous person.

Where		he / she from?
What	was	his / her job?
When		he / she born?

Language Guide p19

Book corner

Unit grammar check

- 1 Choose the correct answers to complete the text.

Interesting lives: the Brontë sisters


In our English class at the moment we (1) ... 'Wuthering Heights' by Emily Brontë. People (2) ... a classic, and I (3) ... really enjoying it. It's a dramatic love story about two characters called Cathy and Heathcliff.

Emily Brontë and her sisters Charlotte and Anne were born in England in the 19th century. At that time, there (4) ... any opportunities for female writers and it (5) ... possible for women to publish books. But Emily and her sisters (6) ... determined, and they used men's names: Ellis, Currer and Acton Bell.

'Wuthering Heights' (7) ... Emily's only novel, but I think it was a fantastic achievement. Now they (8) ... a new film of the story.



- 1 a) reading b) 're reading c) read
2 a) often call it b) call it often c) call often
3 a) 'm b) 're c) 's
4 a) wasn't b) weren't c) were
5 a) was b) wasn't c) weren't
6 a) are b) was c) were
7 a) was b) were c) there was
8 a) make b) 're making c) making

- 2  Listen and check.



Wuthering Heights
by Emily Brontë

Writing dossier

A profile

1 Read the profile and answer the questions.

- 1 Why is Scarlett Johansson famous?
- 2 What does she do for Oxfam?
- 3 What is she doing at the moment?

Scarlett Johansson

Scarlett Johansson is an American actress. She's famous for films like 'The Nanny Diaries' and 'Vicky Cristina Barcelona'. Scarlett was born in New York in 1984, and she was a drama student in Manhattan when she was young.



Now Scarlett works with famous directors including Woody Allen and Brian de Palma. In addition to acting, she's also a global ambassador for Oxfam*. She visits a lot of different countries such as India and Sri Lanka.

At the moment Scarlett is making two new films. She's also promoting her first CD, 'Anywhere I Lay my Head'.

* Oxfam is an international humanitarian agency.

2 Look at the Language focus. How do you say *like*, *including* and *such as* in your language?

Language focus: introducing examples

She's famous for films **like** *The Nanny Diaries* and *Girl with a Pearl Earring*.
She works with famous directors **including** Woody Allen and Brian de Palma.
She visits a lot of different countries **such as** India and Sri Lanka.

3 Complete the sentences with your own ideas.

- 1 I study a lot of different subjects including ...
- 2 I like films such as ...
- 3 My friends and I go to places like ...
- 4 At school we read books such as ...
- 5 I usually listen to bands like ...

Writing plan

① Plan a profile about Yevgeny Mironov. Read the information and answer the questions.

- 1 Why is he famous?
- 2 When and where was he born?
- 3 Who does he work with now?
- 4 What humanitarian work does he do?
- 5 What is he doing at the moment?

Yevgeny Mironov:

Russian actor and Artistic Director of the State Theater of Nations

Famous films – Dreaming of Space, The Idiot

Born – 1966, Saratov, Russia

Works with – Peter Stein, Oleg Tabakov

Humanitarian work – a founder and the president of the Artist Fund, supports retired actors

Current projects – acting in plays, making films



② Write a first version. Organize the information into three paragraphs.

- + why famous? where / when born?
- + works with ...? humanitarian work?
- + current work? projects and plans?

③ Check your writing. Use the checklist to help you.

- ✓ Check that you use the correct verb tenses.
- ✓ Use at least two different words for introducing examples.
- ✓ Write three paragraphs.
- ✓ Check that you spell the names and places correctly.

④ Write the final version and put it in your Dossier.

Dialogue builder

Meeting people



1 Match the words with the pictures.

- | | |
|-----------------|---------------|
| 1 meeting point | 5 lift |
| 2 arrivals | 6 escalator |
| 3 departures | 7 bus station |
| 4 toilets | 8 car park |

2 10 Chris and Amy are meeting Nikita at the airport. Read and listen to the dialogue. Answer the questions.

- Does Nikita like flying?
- When did Nikita set off?
- Where are Chris's mum and dad?
- Why is Nikita's bag heavy?



Chris

Hello *Nikita*. It's great to see you again!
That's OK. How was your journey?
What time did you set off?
Shall we go? *Mum and Dad* are waiting in the car.
Let me take your bag.
Wow, what have you got in here?

Nikita

Hi *Chris*. Thanks for coming to meet me.
Oh, it was *fine*. I *don't mind* flying!
We left *the airport* at about *three o'clock*.
OK, I'm looking forward to meeting them!
Oh, thanks – it's a bit heavy!
Lots of presents!

3 10 Listen again and repeat.

4 Imagine you are arriving in Britain. Prepare a new dialogue. Change the words in *italics*.

5 Practise your dialogue.

- Hello *Marta*. It's great to see you again!
- Hi *Helen*. Thanks for coming to meet me.

Useful expressions

It's great to see you again!
Thanks for coming to meet me.
How was your journey?
What time did you set off?
I'm looking forward to meeting them.
Let me take your bag.

6 11 Listen to the next part of the dialogue. Choose the correct answers.

- Chris's mum and dad are called ...
 - Cathy and Simon.
 - Carol and Steve.
 - Sally and Carl.
- Nikita left home at ...
 - ten o'clock.
 - half past eleven.
 - twelve o'clock.
- The journey to their house will take about ...
 - ten minutes.
 - 30 minutes.
 - an hour.

Language Guide

Vocabulary

Achievements



win a race



score a goal



pass an exam



write a novel



win a prize



get a certificate



invent something



make a scientific discovery



go on an expedition



do voluntary work

Personal qualities: opposite adjectives



generous / mean



confident / shy



hard-working / lazy



caring / selfish



easy-going / stressed



sociable / quiet



Dictionary extra!

achievement (n) ★★	hero (n)
adventure (n) ★	plant (v) ★
award (n) ★★	programme (n) ★★★
challenge (n) ★★	Scout group (n)
deforestation (n)	youth club (n)
goal (n) ★★★	

Useful expressions

It's great to see you again!
 Thanks for coming to meet me.
 How was your journey?
 What time did you set off?
 I'm looking forward to meeting them!
 Let me take your bag.

Grammar

Present simple and present continuous

present simple

- We use the present simple for routines and habits.
They do voluntary work every week.
- In the third person singular (he / she / it) we add -s to the verb.
It takes at least six months to do a Bronze Award.
- In the negative and questions we use the auxiliary *do / does*.
She doesn't go on an expedition every year.
Do you play football on Fridays?

present continuous

- We use the present continuous to describe what is happening at the moment.
Thousands of people are doing the D of E Awards now.
- In the affirmative and negative, the order is subject + *be* (not) + verb + -ing.
He is watching TV.
- In questions, the order is *be* + subject + verb + -ing.
Are you doing the D of E Awards?
- In short answers, we don't repeat the verb + -ing.
Yes, I am. ✓ Yes; +am-doing: X

Time expressions

- We use *always, every day, twice a week, etc* with the present simple.
I always help at training.
They play computer games every day.
My brother does voluntary work twice a week.
- We use *at the moment, now, today, etc* with the present continuous.
We're waiting for our teacher at the moment.
It isn't raining now.
You're wearing new jeans today.

Adverbs of frequency

never sometimes often usually always

- We use adverbs of frequency to say how often we do something.
- Adverbs of frequency usually go before the verb.
He often studies in the library on Saturdays.
- Adverbs of frequency go after *be*.
I am never late for school.

be: past simple

affirmative	
I / He / She / It was	famous writers.
We / You / They were	
negative	
I / He / She / It wasn't (was not)	Spanish.
We / You / They weren't (were not)	French.
questions	
Was I / he / she / it	English? scientists?
Were we / you / they	
short answers	
Yes, I / he / she / it was. / No, I / he / she / it wasn't.	
Yes, we / you / they were. / No, we / you / they weren't.	

there was / there were

affirmative	
There was an African winner.	
There were other winners.	
negative	
There wasn't an African winner.	
There weren't other winners.	
questions	
Was there an African winner?	
Were there other winners?	
short answers	
Yes, there was. / No, there wasn't.	
Yes, there were. / No, there weren't.	



Grammar bank → Workbook p98



Progress check

Achievements

1 Choose the correct verb in each expression.

- 1 **get / win / pass** an exam
- 2 **make / score / win** a goal
- 3 **win / pass / do** a prize
- 4 **get / make / go** on an expedition
- 5 **get / do / make** voluntary work
- 6 **get / pass / do** a certificate
- 7 **do / get / make** a scientific discovery
- 8 **pass / win / score** a race

Personal qualities: opposite adjectives

2 Complete the sentences with these words.

sociable generous hard-working
easy-going caring shy

- 1 Henry isn't lazy. He's very ...
- 2 Emma isn't confident. She's ...
- 3 My aunt and uncle aren't mean. They're ...
- 4 David isn't selfish. He's ...
- 5 My friends aren't stressed. They're ...
- 6 My best friend isn't quiet. She's ...

Present simple and present continuous

3 Write sentences. Use the present simple or the present continuous.

Look! It / rain.
Look! It's raining.

- 1 It / not rain / every day.
- 2 She / speak English / at the moment.
- 3 She / study English / twice a week.
- 4 I / not watch TV / at the moment.
- 5 He / hardly ever / listen to the radio.
- 6 Goodbye! We / go now.

4 Complete the questions. Use the present simple or the present continuous.

- 1 ... (your mum / work) today?
- 2 How often ... (you / play) football?
- 3 ... (your classmates / write) now?
- 4 When ... (you / usually do) your homework?
- 5 ... (your teacher / talk) at the moment?
- 6 ... (you / always speak) English in class?

5 Answer the questions in exercise 4.

be: past simple

6 Correct the sentences. Write one negative and one affirmative sentence.

Emily Brontë was American. (~~x~~ English)
She wasn't American. She was English.

- 1 My grandad was an actor. (~~x~~ teacher)
- 2 They were lazy. (~~x~~ hard-working)
- 3 My first teacher was English. (~~x~~ Spanish)
- 4 Gertrude Ellon was a writer. (~~x~~ scientist)
- 5 Marie Curie was from America. (~~x~~ Poland)

there was / there were

7 Write affirmative (✓) or negative (x) sentences.

At my primary school, ...
there weren't any science laboratories. (~~x~~)

- 1 ... about 150 students. (✓)
- 2 ... a swimming pool. (~~x~~)
- 3 ... a library. (✓)
- 4 ... any French teachers. (~~x~~)
- 5 ... eight classrooms. (✓)
- 6 ... some computers. (✓)

Cumulative grammar 1 2 3 4 5 6 7 8 9

8 Choose the correct words.



An Interesting Life: Mika

One of my favourite singers is Mika. I (1) **listen often / often listen** to his songs when I (2) **'re / 'm** feeling stressed. Mika (3) **was / were** born in Lebanon in 1983, but now he (4) **live / lives** in London. When Mika was young, (5) **was / there was** a war in Lebanon and his family moved to England. Mika (6) **wasn't / weren't** happy at school because he was very shy. Later, he (7) **was / there was** a student at the Royal College of Music. Before he was a pop star, Mika was an opera singer! Now he (8) **makes / 's making** a new CD.

Crime

2

Unit contents:

Vocabulary Crime and criminals; phrasal verbs

Grammar Past simple and past continuous

Skills Read about a mysterious hijacking

Listen to a radio phone-in programme

Write a report of an event

Ask for directions

Across the curriculum Social science

Culture today Crime prevention



1 When did British detectives first use fingerprints to solve a crime?

- a) 1901 b) 1921 c) 1951

2 Which people have got exactly the same DNA?

- a) parents and children b) all brothers and sisters
c) identical twins

3 Which was the first country to use X-rays at airports?

- a) the UK b) Switzerland c) the USA

4 How many CCTV cameras are there in the UK?

- a) 3000 b) 4.2 million c) 30 million

Vocabulary 1

Crime and criminals

1 Match the pictures with these crimes.

shoplifting armed robbery vandalism
hacking hijacking theft murder



2 Match these criminals with the crimes in exercise 1.

thief hijacker armed robber hacker
murderer shoplifter vandal

thief - theft

3 Listen and repeat.

4 Now match the news headlines with crimes from exercise 1.

1 Computer virus destroys government files

2 BOEING 747 CHANGES ROUTE AND LANDS IN EGYPT

3 Neighbours complain about graffiti in shopping centre

4 Police question woman about missing diamonds

5 Your voice Complete the sentences with your opinions. Use words for crimes and criminals.

- I think the most serious crime is ...
- I think the least serious crime is ...
- In my opinion, ... should go to prison.
- I don't think that ... should go to prison.

22

Vocabulary plus → Workbook p117

Recycle Look at the crime verbs. Which are the criminal's actions? Which are the detective's actions?

commit a crime solve a crime escape
chase someone go to prison
catch a criminal



Reading

6 Look at the picture on page 23. Which of these can you see?

flight attendant bomb passenger
suit briefcase parachute

7 Read and listen to the text and choose the correct answer.

- The narrator was going to ...
 - work in Mexico.
 - visit his family.
 - commit a crime.
- Dan Cooper was a ...
 - shoplifter.
 - murderer.
 - hijacker.
- Dan Cooper said that he was carrying...
 - a pistol.
 - a bomb.
 - some important documents.
- One year after this crime, ...
 - the police found Dan Cooper.
 - airports began to use X-ray machines.
 - Dan Cooper died.

8 **WORDS IN CONTEXT** Find the adverbs for these adjectives in the text. Which one is irregular?

strange quiet safe bad good

strange - strangely

9 Read the text again and answer the questions.

- 1 Where was the plane going?
- 2 Where was the narrator sitting?
- 3 What did the hijacker ask for?
- 4 Where did the plane go after landing in Seattle?
- 5 How did the hijacker escape?
- 6 What happened to Dan Cooper in the end?

10 Your voice Work in pairs. Ask and answer the questions.

- 1 Do you think this type of crime is still possible today?
- 2 What security measures exist in airports now?



Vanished! The mystery of Dan Cooper

I'll never forget that journey. It was a cold November day and I was flying from Portland to Seattle to visit my family. I was reading a magazine on the plane, so I didn't speak to the businessman next to me. But I remember him very clearly. He was wearing a smart suit and dark sunglasses and he wasn't acting strangely or doing anything unusual.

After an hour, he called the flight attendant. He talked quietly to her and opened his briefcase, but I didn't see what was inside. Next he got up and followed her to the front of the plane and he didn't return to his seat for the rest of the journey. Anyway, we arrived safely in Seattle, and all the passengers got off the plane.

At least, that is what we thought happened. I only learnt the truth the next day when I read the newspaper headlines. In fact, the plane didn't stay in Seattle but it flew to Mexico. Apparently the man in the suit – Dan Cooper – was a hijacker! He told the flight attendant that he had a bomb in his briefcase, and he demanded \$200 000 and four parachutes. When the plane landed in Seattle, the pilot got the money and parachutes. Then the hijacker forced the plane to fly to Mexico. Suddenly, Dan Cooper put on his parachute and opened the door of the plane. Then he jumped – with all the money!

What happened next? Nobody knows. Perhaps he landed badly and died. Perhaps he jumped well and survived. Dan Cooper simply disappeared.

The hijacking of Northwest Orient Airlines flight 305 from Portland to Seattle is a true story. One year after it happened (in 1971), airports in the USA started to use X-ray machines.



Grammar 1

Past simple

- 1 Look at the example sentences. Which verbs are irregular?

past simple

Dan Cooper **opened** his briefcase.
I **thought** it was strange.
We **didn't get off** immediately.
He simply **disappeared**!
Did he **survive**?

- 2 Complete the text. Use the past simple form of the verbs in brackets.

Brian Ingram (1) ... (be) on holiday with his family when he (2) ... (find) \$5800 next to the river. He (3) ... (not keep) the money. He (4) ... (take) it to the police station when he (5) ... (get) home.



Brian and his parents (6) ... (not know) the story of Dan Cooper. But the police (7) ... (check) the numbers on the banknotes, and they (8) ... (discover) that the money was from the hijacking. Six years later, the FBI (9) ... (give) Brian \$2760 as a reward. But he (10) ... (not spend) it. He (11) ... (decide) to save it, so he (12) ... (put) it in the bank.

Speaking

- 3 Write questions about your last holiday. Use the past simple.

- 1 Where / you / go?
- 2 Who / you / go with?
- 3 How / you / travel?
- 4 What / you / do?

- 4 Work in pairs. Ask and answer the questions in exercise 3.

Pronunciation: [d] [t] [ɪd]

- a 14 Listen and repeat the past forms.

[d]	[t]	[ɪd]
refused	asked	arrested
inspired	watched	decided

- b Look at some of the letters that come before the -ed endings.

-s -y -n -r -l → [d] -k -ch -ss -x → [t] -t -d → [ɪd]

- c 15 What sound do these past forms have? Listen and check.

- | | | |
|-------------|-----------|----------|
| 1 continued | 3 relaxed | 5 ended |
| 2 started | 4 walked | 6 called |

Past continuous

- 5 Read and complete the examples.

past continuous

We use the past continuous to describe an action in progress in the past.

past of **be** + **verb** + **-ing**

- | | |
|---|--------------------------------|
| + | We (1) ... flying to Seattle. |
| - | He (2) ... acting strangely. |
| ? | Where (3) ... the plane going? |

- 6 Write questions with the past continuous.

Where / the plane / go?

Where was the plane going?

- 1 How many people / travel / on the plane?
- 2 Where / the hijacker / sit?
- 3 What / he / wear?
- 4 What / the passengers / do / last night?
- 5 What / detectives / do?

- 7 Read the newspaper article and answer the questions in exercise 6. Use the past continuous.

Hijacked!

A Northwest Orient Airlines plane was hijacked yesterday.

The plane was travelling from Portland to Seattle with 30 passengers and six crew members. The hijacker, in seat 18C, bought his plane ticket under the name 'Dan Cooper'. He was wearing a smart business suit and carrying a briefcase.

Last night, the passengers from flight 305 were helping police with their enquiries. Detectives were searching the area where the hijacker jumped from the plane.



Vocabulary 2

Phrasal verbs

The meaning of a verb sometimes changes when we use it with different prepositions.

Look!

- 1 Find these verbs in a dictionary and translate them into your language.

turn turn on turn off

- 2 Check the meaning of these verbs.

sit down turn on get into take off
pick up look for run after run away

- 3 Match the sentences with the pictures.

- The robber was running away.
- The policeman was running after him.
- The detective was looking for fingerprints.
- The detective picked up a bag of money.
- 'Take off your hat!', said the policeman.
- The robber got into the police car.
- 'Sit down', said the inspector.
- She turned on the tape recorder and began to question the suspect.



- 4 Listen and repeat.

- 5 Complete the opposites with phrasal verbs from exercise 2.

- 1 stand up = sit down 4 get out of
2 turn off 5 put down
3 put on

Listening

A radio phone-in programme

- 6 Listen to the radio phone-in programme. Which crimes do the people talk about?

armed robbery theft hacking vandalism

Radio London Wednesday 19.30

Talk About it!

Tonight's programme looks at your experiences of crime. Have you been a victim of crime? Or a witness? Call us on 0800 234567 and tell us about it!

- 7 Listen again and choose the correct answers.

- Vicky was celebrating her birthday ...
a) at a friend's house. c) at a disco.
b) at a restaurant.
- When she picked up her bag, her ... was missing.
a) money c) mobile phone
b) MP3 player
- When she got home, she phoned ...
a) her friend. c) the restaurants.
b) the police.
- The vandals got into Richard's school ...
a) at night. c) early in the morning.
b) last weekend.
- They destroyed ...
a) tables and chairs.
b) books in the library.
c) the school computers.
- The police caught the vandals because they found ...
a) clothes. c) fingerprints.
b) books.

- 8 Your voice Work in pairs. Ask and answer the questions.

- Have you been a victim of crime? When? Where? What happened?
- Have you witnessed a crime? Where? What did you see?



Latest

Crime-busting

Measures

Crime prevention

There are more than four million CCTV cameras in the UK.

One man tried to travel 80 km in the UK without a CCTV camera videoing his journey. But it was impossible!

1 **18** Match the sounds with paragraphs 1–3 in the text.

2 **19** Read and listen. Are the sentences true or false?

- Someone was watching Pete on a CCTV camera.
- Pete was a shoplifter.
- People under 25 can't hear the Mosquito sound.
- Shopkeepers use the Mosquito to prevent anti-social behaviour.
- PC Thorpe changed his car for a bike.
- Someone stole PC Thorpe's bike while he was shopping.

3 Find these words in the text then match them with the correct definition.

- | | |
|---------------|-------------------------------|
| 1 litter | a) a machine that emits sound |
| 2 loudspeaker | b) rubbish |
| 3 annoying | c) police officers |
| 4 behaviour | d) something that bothers you |
| 5 bobbies | e) for walkers, not vehicles |
| 6 pedestrian | f) people's actions |

4 **Your voice** Work in pairs. Ask and answer the questions.

- Are there CCTV cameras in your street / school / town?
- Does the Mosquito exist in your country?
- What kind of transport do police officers use in your town?

BIG BROTHER IS WATCHING YOU!

Pete was waiting for a train when he heard a voice. It said: 'Would the young man in the white T-shirt please pick up the litter he's just dropped?' Pete looked around. There was no one there. But then he realized that someone was watching him on CCTV, and the voice was coming from a loudspeaker. CCTV cameras are common, but now they are really coming to life. There's no escape – Big Brother is watching YOU!



TOWN SAYS 'BUZZ OFF' TO ANTI-SOCIAL YOUTHS

Did you know there are sounds that young people can hear but adults can't? That's the technology behind a new machine called the 'Mosquito': it emits a high-frequency sound like an insect buzz. After a couple of minutes, it becomes very annoying for people under 25. Some shopkeepers are using the Mosquito to prevent anti-social behaviour. Jim Shah, a shopkeeper in Swindon, says: 'Youths were always meeting outside my shop. But when we turned on the Mosquito, they left. Now we feel much safer.'



THE BOBBIES ARE BACK ON THEIR BIKES!

Police officers in some Derbyshire towns are changing their vehicles for bikes. They found that while they were working in their cars, they couldn't get to places like parks, housing estates and pedestrian areas. PC Bill Thorpe says: 'With our bikes, we can go to the places where young people meet. That's great because we can talk to them and get to know them more.' However, after a week, PC Thorpe had a problem. Someone stole his bicycle while he was chatting to some young people in the park!



Grammar 2

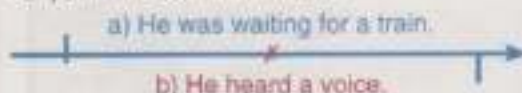
Past simple and past continuous

1 Read the examples and answer the questions.

- 1 Which was longer, action *a* or *b*?
- 2 Which tense usually comes after *while*?

past simple and past continuous

We often use the past continuous and past simple in the same sentence.



He was waiting for a train **when** he heard a voice.
= **While** he was waiting for a train, he heard a voice.

2 Choose the correct words.

- 1 They took CCTV pictures of the shoplifter while she **stole** / **was stealing** CDs.
- 2 While the hackers **created** / **were creating** a new virus, the FBI began an investigation.
- 3 The robbers were trying to steal an enormous diamond when the police **arrived** / **were arriving**.
- 4 He was walking in the forest when he **found** / **was finding** a gun.
- 5 While the vandals were breaking windows, someone **called** / **was calling** the police.
- 6 Thieves entered the house while everyone **slept** / **was sleeping**.

3 Complete the questions with the past simple or past continuous form of the verbs in brackets.

- 1 What subject ... (you, study) when school finished yesterday?
- 2 What was your mum doing when you ... (get up) this morning?
- 3 What ... (you, wear) when you had breakfast today?
- 4 ... (you, meet) your friends while you were coming to school this morning?
- 5 What were you doing when your English teacher ... (arrive) in the classroom?
- 6 Did you use a computer while you ... (do) your homework last weekend?

4 Your voice Work in pairs. Ask and answer the questions in exercise 3.

Language Guide p31

Book corner



2

Unit grammar check

1 Choose the correct answers to complete the text.

Sherlock Holmes Solves Another Crime!

Sir Arthur Conan Doyle was a Scottish crime writer. He (1) ... 56 short stories and four novels. Sherlock Holmes was his famous fictional detective. He (2) ... with his assistant Dr Watson.



'The Hound of the Baskervilles' is about the mysterious death of Sir Charles Baskerville. When they (3) ... his body, they also discovered the footprints of an enormous dog. Some local people (4) ... Sherlock Holmes stories about this horrible hound of the Baskervilles.

But Sherlock Holmes (5) ... them. While he and Dr Watson (6) ... the crime, they (7) ... to suspect that there was another explanation. (8) ... the hound really kill Sir Charles? Or was there a human murderer?

- | | | |
|------------------------|-----------------------|-------------------|
| 1 a) write | b) wrote | c) was writing |
| 2 a) worked | b) work | c) were working |
| 3 a) found | b) finds | c) was finding |
| 4 a) tells | b) told | c) was telling |
| 5 a) don't believe | b) wasn't believing | c) didn't believe |
| 6 a) was investigating | b) were investigating | c) investigates |
| 7 a) began | b) begins | c) was beginning |
| 8 a) Was | b) Were | c) Did |

2 Listen and check.



The Hound of the Baskervilles by Sir Arthur Conan Doyle

Writing dossier

A report of an event

1 Read Chris's witness statement and match these headings with the gaps in the text.

- a Describe the main suspect, and anyone else who looked suspicious.
- b Provide information about the time and place of the crime.
- c Describe the crime you witnessed in detail.

LTS

London Transport Section

Witness statement

Crime number 23987

Name Chris Jones Tel. 01768 34760

1 ...

It was about eleven o'clock in the morning on Saturday 15th October. I was travelling on the underground - we were on the Piccadilly line just before King's Cross station. It wasn't very busy, so I sat down. I was listening to music when I saw the man. He looked a bit suspicious.

2 ...

The man stood up and walked towards the doors. Then a woman started shouting 'My purse! My purse!' While everyone was looking for the purse, the doors opened and the man ran away. It all happened really quickly.

3 ...

He was quite tall, about 1.85 metres, and he had very short, fair hair. He was wearing jeans and a blue jacket, and he was carrying a newspaper. I think he was about 25 years old.

2 Look at the Language focus. Translate the bold words into your language.

Language focus: adverbs of degree

✓	✓✓	✓✓✓	It wasn't very busy. He looked a bit suspicious.
not very	a bit	really	He was quite tall.
	quite	very	It all happened really quickly. He had very short hair.

3 Your voice Complete the sentences with adverbs of degree.

- 1 My town is ... safe.
- 2 In my opinion, English is ... difficult.
- 3 Vandalism is ... common at my school.
- 4 My hair is ... long.
- 5 Our English classroom is ... big.
- 6 This exercise is ... boring.

28

Writing plan

① Plan to write a witness statement about the crime in the picture. Answer the questions.



- 1 When did it happen?
- 2 Where did it happen?
- 3 What were you doing at the time?
- 4 What happened next?
- 5 How did the suspect escape?
- 6 Describe the suspect.
- 7 What was she wearing?
- 8 How old was the suspect?

② Write a first version.

Organize your statement into three paragraphs.

- + Give information about the time, day, date and place. Describe what you were doing.
- + Explain what happened, and how the suspect escaped.
- + Describe the suspect's physical appearance, clothes and age.

③ Check your writing. Use the checklist to help you.

- ✓ Use the past continuous and past simple correctly.
- ✓ Include at least two adverbs of degree.
- ✓ Use factual language and provide a complete description.

④ Write the final version and put it in your Dossier.

Dialogue builder

Asking for directions

1 Nikita and Chris are going to the Chamber of Horrors at Madame Tussauds. Look at the map and answer the questions.

- 1 What street is Madame Tussauds on?
- 2 What is the nearest tube station?
- 3 Which other places could Chris and Nikita visit nearby?



2 **21** Chris lives in London, but he's a bit lost and is asking for directions. Listen and choose the correct answers.

Chris

Excuse me, I'm looking for Madame Tussauds. Is it near here?
What's the best way to go?

Straight on, then left?

Great. How far is it?

OK. Thanks very much.

Man

Yes, it's just down the road.

Go straight on here for about (1) 100 / 200 metres, then turn left on to Marylebone Road. Yes, that's right. Madame Tussauds is on the (2) right / left, just after the Planetarium. Oh, it isn't far. It'll take about (3) five / ten minutes to walk there. No problem.

3 **21** Listen again and repeat.

4 Prepare a new dialogue. Imagine you are going to one of these places.

Oxford Street Sherlock Holmes Museum
a well-known place in your city

5 Practise your dialogue.

Excuse me, I'm looking for ...

6 **22** Listen to Nikita asking for directions and answer the questions.

- 1 What is Nikita looking for?
- 2 Is it near?
- 3 How long will it take to walk there?

Useful expressions

I'm looking for ...
It's just down the road.
Go straight on, / Turn left / right.
Is it far? How far is it?

Language Guide

Vocabulary

Crime and criminals

shoplifting



shoplifter

armed robbery



armed robber

vandalism



vandal

hacking



hacker

hijacking



hijacker

theft



thief

murder



murderer

Phrasal verbs

get into = get out of
pick up = put down
put on = take off
sit down = stand up
turn on = turn off



look for



run away



run after

Dictionary extra!

annoying (adj) *	litter (n) *
briefcase (n)	parachute (n)
crew (n) **	passenger (n) **
disappear (v) ***	steal (v) **
flight attendant (n)	suit (n) **
journey (n) ***	vehicle (n) ***
land (v) **	victim (n) ***

Useful expressions

I'm looking for ...
It's just down the road.
Go straight on.
Turn left / right.
Is it far? How far is it?

Grammar

Past simple

affirmative		
I / You / He / She / It / We / They	went on holiday.	
negative		
I / You / He / She / It / We / They	didn't	escape.
questions		
Did	I / you / he / she / it / we / they	run away?
short answers		
Yes, I / you / he / she / it / we / they did.		
No, I / you / he / she / it / we / they didn't.		

- We use the past simple to talk about events in the past.
- All persons are the same.
I / You / He / She / It / We / They *disappeared*.
- We make negative sentences in the past with *didn't* and the infinitive without *to*.
He *didn't return* to his seat.
- We make questions in the past with *did* and the infinitive without *to*.
Did he go on holiday with his family?
- In short answers we don't repeat the main verb.

spelling rules for past simple regular verbs

Most regular verbs: add -ed	return → returned
Regular verbs ending in -e: add -d	arrive → arrived
Regular verbs ending in consonant + -y: change -y to -i and add -ed	carry → carried
Regular verbs ending in consonant + vowel + consonant: double the final consonant and add -ed	travel → travelled

The pronunciation of past simple regular verbs changes, depending on the spelling of the verb:

- when the verb ends in an unvoiced sound, the past simple is pronounced [t]
help → helped

- when the verb ends in a voiced sound, the past simple is pronounced [d]
return → returned
- when the verb ends in -t or -d, the past simple is pronounced [ɪd] visit → visited

For irregular verbs, see Irregular Verbs list, p159.

Past continuous

affirmative		
I / He / She / It was	travelling to Seattle.	
We / You / They were		
negative		
I / He / She / It wasn't	carrying a briefcase.	
We / You / They weren't		
questions		
Was I / he / she / it	acting strangely?	
Were we / you / they		
short answers		
Yes, I / he / she / it was.		
No, I / he / she / it wasn't.		
Yes, we / you / they were.		
No, we / you / they weren't.		

- We use the past continuous to describe an action in progress in the past.

Past simple and past continuous


- We often use the past continuous and past simple in the same sentence.
- We use the past simple for short actions. We use the past continuous for longer actions. The past simple describes an event that happens during a longer action in the past continuous.

a) He was waiting for a train.



b) He heard a voice.

- We normally use *when* with the past simple and *while* with the past continuous.
He was waiting for a train **when** he heard a voice.
While he was waiting for a train, he heard a voice.

 Grammar bank → Workbook p100



Progress check

Crime and criminals

1 Complete the sentences with words for crimes or criminals.

- ... is a criminal who kills someone.
- ... is a crime which involves taking control of an aeroplane.
- ... is a crime which involves stealing and using violence.
- ... is someone who steals things from shops.
- ... is a crime which involves stealing or destroying computer data.
- ... is a person who damages buildings, breaks windows, or paints graffiti.

Phrasal verbs

2 Match the sentence halves.

- | | |
|---------------------|---------------------------|
| 1 Please sit | a) into the car. |
| 2 You can turn | b) down on this chair. |
| 3 Ana's friends got | c) for clues. |
| 4 The men ran | d) on the TV now. |
| 5 The boy stood | e) after the thief. |
| 6 They're looking | f) up when the bell rang. |

Past simple

3 Write the past form of these verbs.

- | | |
|-------------|------------|
| 1 begin | 6 write |
| 2 open | 7 give |
| 3 take | 8 discover |
| 4 disappear | 9 turn |
| 5 find | |

4 Complete the past simple questions for these answers.

What time *did you get up*?
I got up at half past seven.

- How ...?
I travelled to school by bus.
- What ...?
I studied English, Maths and French.
- Who ... with?
I had lunch with my friend.
- Where ... after school?
I went home.
- What time ...?
I got home at half past five.

Past continuous

5 Write sentences with the past continuous.

- We / have dinner / at nine o'clock.
- I / not study / at midnight.
- you / sleep?
- My parents / not work / at that time.
- My brother / watch / a crime programme.
- Emma / wait / for the bus?

Past simple and past continuous

6 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- When Sam ... (arrive), I ... (do) my homework.
- We ... (have) a party when the neighbours ... (phone) the police.
- Paul ... (not sleep) when the alarm clock ... (go off).
- What ... (you, do) when you ... (see) the robbery?
- I ... (not see) David Beckham while he ... (live) in Spain.
- ... (it, rain) when you ... (leave) the house this morning?

Cumulative grammar 1 2 3 4 5 6 7 8

7 Choose the correct words.



Car clue helps solve crime!

A few years ago, there (1) **was / were** a lot of armed robberies in the south of England. While detectives were looking (2) **down / for** clues, they (3) **found / were finding** some gold paint on a tree. They (4) **discover / discovered** that this colour (5) **was / were** common on Austin Allegro cars. When the police visited Malcolm Fairley's house in London, he (6) **was washing / washed** his car. It was a gold Austin Allegro! The police arrested Malcolm, and he (7) **goes / went** to prison. Now he (8) **is serving / serves** a life sentence for armed robbery.

Money, Money, Money!

3

Unit contents:

Vocabulary Verbs related to money; nouns related to money

Grammar Comparatives and superlatives; too and not enough; quantity: some, any, much, many and a lot of

Skills Read about someone who swapped a paperclip for a house
Listen to some adverts
Write a thank-you letter
Talk in a shop

Across the curriculum Maths

Culture today Saver or Spender?

- 1 Imagine you've got £10. Then you buy a T-shirt for £5.99 and a chocolate bar for 75p. How much money have you got now?
- 2 Look at the exchange rates. How many pounds (£) would you get for 50€?
 $1€ = 80p$
 $£1 = 1.24€$
- 3 You want to buy some trainers that cost 56€. You can save 8€ a week. How many weeks must you wait to buy the trainers?
- 4 Imagine you put 100€ in a bank account, with yearly interest at 5%. How much money have you got after one year?

Vocabulary 1

♻️ **Recycle** Look at the adjectives. Which three are for describing things?

expensive cheap rich poor free

Verbs related to money

- 1 Check the meaning of these verbs in a dictionary. Which four can you see in the pictures?

buy sell spend waste lose lend borrow swap save win earn advertise



- 2 Listen and repeat.

- 3 Translate the examples. Then complete the sentences with the red words.

Teenagers **earn** £3.40 an hour in Britain.

You can **win** £1 million on the lottery!

Will you **lend** me some money?

Can I **borrow** 10€?

Teenagers **spend** about £150 on clothes every year.

Don't **waste** money on clothes you don't wear!

- You ... money when you buy things you don't need or want.
 - You ... money when you buy things you need or want.
 - You ... a prize in a competition or on the lottery.
 - You ... money when you have a job.
 - You ... something to someone.
 - You ... something from someone.
- 4 Look at the past form of the verbs from exercise 1. Are they regular or irregular?

bought sold spent wasted lost lent
saved borrowed swapped won earned
advertised

- 5 Complete the text with past forms from exercise 4.

Last year I (1) ... all my pocket money and I (2) ... it on a new mountain bike. But I never really used the bike, so I decided to sell it. I (3) ... the bike in my local newspaper, and a boy phoned me. He liked the bike, and I (4) ... it for £60. Then I wanted to buy a computer games console, but I needed some more money! So I (5) ... some money from my mum, and then I (6) ... a Playstation.



£60



Vocabulary plus → Workbook p118

34

Reading

- 6 Match six of these words with the pictures.

pen computer island van snowmob
paperclip barbecue doorknob



- 7 Read and listen. Which things from exercise 6 did Kyle swap before he got the house?



one red paperclip



This red paperclip is sitting on my desk next to my computer. I want to swap it with you for something bigger or better. So, if you have something more interesting than a paperclip, email me with the details.

Kyle MacDonald

p.s. I want to make a series of swaps until I get a house. Or an island. Or a house on an island!

One Red Paperclip

Do you know a game called *bigger and better*, where you start with something small and swap it for bigger, more expensive things? The Canadian Kyle MacDonald did exactly that, and in the end he swapped a small red paperclip for a three-bedroom house!

In July 2005, Kyle started his experiment on the Internet. First he swapped his paperclip for something bigger: a pen in the shape of a fish. Then he swapped the pen for an unusual doorknob. After 14 swaps – including a barbecue, a snowmobile, a van, an afternoon with the rock star Alice Cooper, and a role in a Hollywood film – Kyle finally got what he wanted. The mayor of Kipling, Saskatchewan, offered him a house. In addition, he promised to build the largest paperclip monument in the world there, in honour of Kyle's incredible achievement.

Kyle also wrote a book about his adventures. 'I always knew it was possible,' he said on a British radio programme. 'You can do anything if you put your mind to it.' So, if you want something that's too expensive and you haven't got enough money, try following Kyle's example. Nothing is impossible!



Across the curriculum Maths → p134

3

8 Choose the correct answers.

- Kyle swapped things with ...
 - his friends.
 - people he met on the Internet.
- In the end Kyle ...
 - got a three-bedroom house.
 - became a Hollywood actor.
- The mayor of Kipling promised to ...
 - lend Kyle some money.
 - build a monument in the town.
- Kyle believes that ...
 - anything is possible.
 - money is the most important thing in life.

9 Read the text again and answer the questions.

- What is *bigger and better*?
- Where is Kyle from?
- What did he swap the paperclip for?
- How many swaps did Kyle make?
- Where does Kyle live now?
- Did Kyle write a book about his experience?

10 WORDS IN CONTEXT Find synonyms for these words in the text.

- form
- not common
- a local official
- construct
- success

11 Your voice Work in pairs. Ask and answer the questions.

- Have you ever swapped your possessions?
- What would you swap for a red paperclip?
- Do you think society can function with no money?

Grammar 1

Comparatives and superlatives

1 Copy and complete the table. Check the spelling rules in the Language guide on page 43.

	adjective	comparative	superlative
short adjectives	big large happy	(1) ... larger (3) ...	biggest (2) ... happiest
long adjectives	interesting expensive	(4) ... more expensive	most interesting (5) ...
irregular adjectives	good bad	(6) ... worse	best worst

2 Look at the examples and complete the rules with these words.

the superlative than comparative

This coat is more expensive than that one.
This coat is the most expensive one in the shop.

- We use ... adjectives to compare two things.
- We use ... adjectives to compare three or more things.
- We use ... after comparative adjectives.
- We use ... before superlative adjectives.

3 Write comparative sentences.

Kipling / small / Vancouver.

Kipling is smaller than Vancouver.

- A house / expensive / a paperclip
- A van / big / a snowmobile.
- Their new house / good / their old house.
- The new neighbours / friendly / the old neighbours.
- Friends / important / money.

Pronunciation: [ə]

a **25** Listen to these words. Can you hear the final -r?

richer poorer happier taller smaller

b **26** Listen and repeat.

She's poorer than a princess, but she's happier than a queen!



4 Complete the questions with superlative adjectives and do the quiz. Check the answers at the bottom of the page.

Money quiz

- What is ... (small) coin in Britain?
a) 1p b) 2p c) 5p
- What is ... (big) banknote?
a) £10 b) £20 c) £50
- What is ... (common) image on banknotes?
a) Charles Darwin b) the Queen c) Adam Smith
- Which of these is ... (old) currency?
a) pounds b) dollars c) euros
- What is ... (expensive) city in the world?
a) Luanda b) Tokyo c) Moscow

too and not enough

5 Translate the sentences into your language. How do you say *too* and *not enough*?

New houses are **too** expensive.
We aren't rich **enough**.

6 Write sentences. Use *too* or *not enough* and the adjectives in brackets.

This room is too cold. (warm)
This room isn't warm enough.

- I'm not rich enough. (poor)
- This car is too slow. (fast)
- These shoes aren't big enough. (small)
- Her skirt is too short. (long)
- My mobile phone is too old. (new)
- This exercise is not easy enough. (difficult)

Language Guide p43

Listening

Adverts

- 1 Look at the pictures. What products can you see?

1



5



2



6



3



7



4



8



- 2 **27** Listen to six adverts. Which products from the pictures do they advertise?

- 3 **27** Listen again and choose the correct answers.

- 1 The compilation CD contains 30 / 40 of the year's best dance hits.
- 2 You can buy Snax in three / four different flavours.
- 3 You get a 5% / 10% discount if you buy a mobile phone before Christmas.
- 4 If you buy two bottles of perfume, you save £5 / £10.
- 5 The toy costs £24.99 / £34.99.
- 6 The Big Quiz costs £29.99 / £39.99.

Vocabulary 2

3

Nouns related to money

- 4 Can you guess the meaning of these words?

coin credit card purse exchange rate
bonus banknote currency change
salary cash cost wallet cheque price

- 5 Now check the words in a dictionary. Did you guess the correct meaning?

- 6 **28** Listen and repeat.

- 7 Match each sentence with the correct word. **currency / cash**

- 1 The ... of New Zealand is the New Zealand dollar.
- 2 Do you want to pay in ... or by credit card?

banknote / coin

- 1 Flip a ... to decide who goes first.
- 2 The £5 ... , with a portrait of Elizabeth Fry on the back, is the smallest in size.

cheque / credit card

- 1 You use a ... to buy things now and pay for them later.
- 2 You can use a ... instead of money to pay for things.

wallet / purse

- 1 ... is a small flat case that people keep money, bank cards, and small documents in and usually carry in their pocket or bag.
- 2 ... is a small case in which women carry coins, paper money, credit cards etc.

change / exchange rate

- 1 Do you know where the best ... is?
- 2 They told the driver to keep the ...

cost / price

- 1 They have the same ... in all their restaurants.
- 2 We need money to cover the ... of heating.

bonus / salary

- 1 Customers will receive a free tape as a ... with any order over £30.
- 2 This film will give you examples of negotiating your ...

37



Culture today

Are You a Saver or a \$pender?



Young people and money

The average pocket money for British teenagers is about £10 per week. A lot of young people also get money for doing jobs in the house. The average is £2.77 for cleaning the house, and £3.50 for washing the car.



- Imagine you win £100. What do you do?
 - I go shopping and spend it all!
 - I save it all to buy something big later.
 - I save £50 and then buy presents for my family.
- Do you ever borrow money?
 - No, never. But I sometimes lend it to my friends!
 - Yes, I do. I often borrow money from my parents and friends.
 - Sometimes, but I always return it quickly.
- How much money do you usually spend every week?
 - It depends. Some weeks I spend a lot, but other weeks I save money.
 - Too much! I always spend all my pocket money – it's never enough!
 - I don't spend much – I usually save all my pocket money.
- Have you got a bank account?
 - Yes, I have. I always put my birthday and Christmas money in there.
 - Yes, I have – but I haven't got much money in it!
 - No, I haven't. But I know I should open one soon.
- How many times a month do you go shopping?
 - Probably about once or twice a month. I buy clothes or CDs.
 - Too many times! I love going shopping and I buy too many things!
 - I usually just go 'window shopping' – I look but I don't buy!
- What are your hopes for the future?
 - I want to travel round the world and have an interesting life!
 - I want to buy a nice house and a car, and have enough money to be comfortable.
 - I just want to be happy – money isn't really important.

Scores

- 1 a: 3 b: 1 c: 2
 2 a: 1 b: 3 c: 2
 3 a: 2 b: 3 c: 1
 4 a: 1 b: 2 c: 3
 5 a: 2 b: 3 c: 1
 6 a: 3 b: 1 c: 2

6–9 You're a saver. You're good with money, but don't forget to have some fun too!

10–14 You've got a healthy attitude to money. You're generous and balanced.

15–18 You're a big spender! You enjoy life to the maximum, but just remember: money doesn't grow on trees!

- Read about young people and money. Do British teenagers get more pocket money than you?
- Read and listen to the text. Do the quiz.
- Check your score. Are you a saver or a spender?

4 Your voice Work in pairs. Discuss the questions.

- How much pocket money do you think young people should get?
- Do you think young people should do jobs in the house in exchange for pocket money?
- Do you ever have arguments with your family about money?

Grammar 2

Quantity: *some, any, much, many* and *a lot of*

- 1 Translate the sentences into your language. How do you say *too much* and *too many*?

countable nouns	uncountable nouns
How many shoes has she got?	How much money has he got?
1 She's got too many shoes. 	1 He's got too much money. 
2 She's got a lot of shoes. 	2 He's got a lot of money. 
3 She's got some new shoes. 	3 He's got some foreign money. 
4 She hasn't got many shoes. 	4 He hasn't got much money. 
5 She hasn't got any shoes. 	5 He hasn't got any money. 

- 2 Choose the correct words.

- How **much** / **many** pocket money do people get in your country?
- Do you get **some** / **much** pocket money?
- Have you got **many** / **a lot** clothes?
- How **many** / **much** pairs of shoes have you got?
- Do you think footballers have got **too much** / **many** money?

- 3 **Your voice** Work in pairs. Ask and answer the questions in exercise 2.

Language Guide p43

Book corner

Unit grammar check

- 1 Choose the correct words.

A Hard Life: Oliver Twist

The last book we read at school was 'Oliver Twist'. It's about a boy called Oliver. He was an orphan - he didn't have (1) **some** / **any** parents or relatives. He lived in a special place for poor people, and he had a terrible life there.

I liked the story, but I thought the book was (2) **too** / **much** long and there were too (3) **much** / **many** different characters. In class, we also watched a film of the story. That was (4) **easier** / **more easy** to understand than the book! The (5) **more** / **most** famous part of the story is when Oliver hasn't got enough food. He holds his bowl and says, 'Please, Sir, can I have some more?'

The author of this book was Charles Dickens. He understood the situation of poor people because his family didn't have (6) **much** / **many** money. Charles Dickens worked in a factory when he was 12 years old. But in the end he found success as an author. He wrote (7) **a lot of** / **too** famous novels, including 'Great Expectations' and 'A Christmas Carol'.

- 2  30 Listen and check.



Oliver Twist
by Charles Dickens

Writing dossier

A thank-you letter

1 Read Mark's letter and answer the questions.

- 1 What three things did Aunt Jane give Mark?
- 2 How did Mark celebrate his birthday?

Dear Aunt Jane,

Thank you so much for the lovely birthday card, the present and the money.

The jumper is great. Don't worry - it isn't too small! Did you make it?

It was very generous of you to send me £50. I'm planning to spend it on a new MP3 player because I lost my old one. I want to buy an iPod, which is much better than the one I had before.

I had a great birthday! Mum made the most fantastic cake, and some of my friends came round for a party.

Hope to see you soon.

Lots of love,

Mark



2 Look at the letter then copy and complete the table with the bold expressions.

Language focus: phrases for thank-you letters

at the beginning	at the end

3 Add these expressions to the table in exercise 2.

Best wishes. Thanks very much for ...
I'm writing to thank you for ... All the best.

Writing plan

① Plan a thank-you letter. Invent the following information to complete the model below.

- 1 What's your relative's name?
- 2 What present did you receive?
- 3 How much money did you receive?
- 4 What are you planning to buy?
- 5 What's your name?

Dear (1) _____

Thanks very much for the birthday gifts.

The (2) _____ is great. I really like it! →

Thanks for giving me (3) _____. I'm planning to spend it on (4) _____. →

I had a great birthday. →

See you soon.

All the best,

(5) _____

② Write a first version. Use the model above to help you and add one more sentence each time you see →. Include this information.

- ♦ opening greeting / name
- ♦ Thank you ...
- ♦ about the present
- ♦ about the money
- ♦ about your birthday
- ♦ closing greeting / name

③ Check your writing. Use the checklist to help you.




- ✓ Use the correct greetings to start and close the letter.
- ✓ Be polite even if you didn't like the present!
- ✓ Try to include one comparative and one superlative adjective.


④ Write the final version and put it in your Dossier.

Dialogue builder

Shopping

- 1 Look at the information about sizes. Which size would you need for clothes and shoes in the UK?

	Men's suits / jackets						
	UK	32	34	36	38	40	42
	Russia	44	46	48	50	52	54
	Women's clothes						
	UK	8	10	12	14	16	18
	Russia	42	44	46	48	50	52
	Shoes						
	UK	5	6	7	8	9	10
	Russia	37	38	41	42	43	44.5

- 2  31 Amy is shopping with Nikita and Tanya. Read and listen to the dialogue. Answer the questions.

- 1 What size does Amy buy in the end?
- 2 What colour does she like?
- 3 How much money does she spend?

Amy

Can I try these on in a five, please?

Er, I prefer yellow, I think.
Thanks.

No, they're too small. Have you got a bigger size?

Yes, they're much better. How much are they?
OK, I'll take them, thanks.

Shop assistant

Sure, I'll just get them for you. Do you want them in blue or yellow?


OK. Here you are.

How are they? Do they fit OK?

Oh. Here, try them in a six.

They're £24.99.

Great. Just come over to the till when you're ready.


- 3  31 Listen again and repeat.

- 4 Prepare a new dialogue. Imagine you're trying on a pair of these shoes.



- 5 Practise your dialogue.

- Can I try these on in an eight, please?
- Sure, I'll just get them for you.

- 6  32 Listen to Nikita buying a T-shirt. Choose the correct words.

- 1 Nikita buys the **small** / **medium** / **large** T-shirt.
- 2 He prefers the **red** / **white** / **black** T-shirt.
- 3 The T-shirt costs **£5.99** / **£9.99** / **£19.99**.

Useful expressions

Can I try these on, please?

Do they fit? / Does it fit?

They're / It's too big / small.

Have you got a bigger / smaller size?

Language Guide

Vocabulary

Verbs related to money



waste



lose



swap



save



win



advertise



buy / sell



earn / spend



lend / borrow

Nouns related to money



banknote



coin



credit card

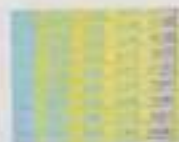


cheque



currency

change
cost
bonus
salary



exchange rate



price



cash



purse



wallet

Dictionary extra!

adventure (n) *	mayor (n)
attitude (n) ***	paperclip (n)
balanced (adj)	pocket money (n)
bank account (n) *	return (v) ****
healthy (adj) **	role (n) ***
island (n) ***	van (n) *

Useful expressions

Can I try these on, please?
Do they fit? / Does it fit?
They're / It's too big / small.
Have you got a bigger / smaller size?

Grammar

Comparatives and superlatives

	adjective	comparative	superlative
short adjectives	cheap big large happy	cheaper bigger larger happier	cheapest biggest largest happiest
long adjectives	interesting	more interesting	most interesting
irregular adjectives	good bad	better worse	best worst

- We use comparative adjectives to compare two items and superlative adjectives to compare three or more items.
- We use *than* after comparative adjectives.
My house is bigger *than* hers.
- We use *the* before superlative adjectives.
Tokyo is *the* most expensive city in the world.

Spelling rules: short adjectives

- We form the comparative by adding *-er* and the superlative by adding *-est*.
small – smaller – smallest
- We add *-r* to short adjectives ending in *-e* to make the comparative or *-st* to make the superlative: wide – wider – widest

- With adjectives that end in a vowel + consonant, we double the consonant and add *-er* to make the comparative or *-est* to make the superlative: big – bigger – biggest
- With adjectives that end in *-y*, we delete the *-y* and add *-ier* to make the comparative or *-iest* to make the superlative: easy – easier – easiest

Long adjectives

- We form the comparative of long adjectives by adding *more* and the superlative by adding *most* in front of the adjective: attractive – more attractive – most attractive


Quantity: *some, any, much, many* and *a lot of*

countable nouns	uncountable nouns
affirmative	
She's got too many CDs. She's got a lot of CDs. She's got some CDs.	He's got too much free time. He's got a lot of free time. He's got some free time.
negative	
She hasn't got many CDs. She hasn't got any CDs.	She hasn't got much free time. She hasn't got any free time.
questions and short answers	
Has she got any CDs?	Has he got any free time?

- We use *too many* or *too much* to say something is more than sufficient.
- We use *many* with countable nouns and *much* with uncountable nouns.
- We use *some* in affirmative sentences, and *any* in negative sentences and questions.

too and *not enough*

- We use *too* + adjective to say something is excessive.
It's too hot.
- We use *not* + adjective + *enough* to say something is insufficient.
It isn't cold enough.

 Grammar bank → Workbook p102



Progress check

Verbs related to money

1 Complete the sentences with these verbs.

sell buy borrow win earn lose

- 1 Can I ... your dictionary for a minute?
- 2 How much did she ... in the lottery?
- 3 My parents are going to ... a new car.
- 4 Pilots ... a higher salary than teachers.
- 5 Do they ... clothes at the supermarket?
- 6 Here's £10. Be careful - don't ... it!

Nouns related to money

2 Complete the sentences with these words.

cash credit card currency exchange rate coins

- 1 The Canadian dollar is the ... of Canada.
- 2 I use a ... to buy things online.
- 3 The ... at the airport was lower than in our hotel.
- 4 He has a large collection of foreign ...
- 5 Some small shops only take ...

Comparatives and superlatives

3 Copy and complete the table with comparative and superlative adjectives.

adjective	comparative	superlative
cheap		
expensive		
good		
happy		
interesting		

4 Correct one error in each sentence.

- 1 This CD is more cheap than that one.
- 2 I think Maths is the most bad subject.
- 3 I'm more taller than my brother.
- 4 Teresa is youngest person in our class.
- 5 Friends are more important that money.

too and not enough

5 Complete the sentences with these expressions.

too expensive good enough too difficult
not big enough not old enough

- 1 You can't go to the disco. You're ...
- 2 These jeans cost £300! They're ...

- 3 They didn't win the match. They weren't ...
- 4 We bought a new house. The old one was ...
- 5 I can't do this exercise. It's ...

Quantity: some, any, much, many and a lot of

6 Make the sentences negative. Use the words in brackets.

- There are a lot of students in my class. (many)
There aren't many students in my class.
- 1 He's got a lot of money. (much)
 - 2 She's got some new clothes. (any)
 - 3 There were a lot of people at the party. (many)
 - 4 I've got too much free time. (much)
 - 5 The teacher gave us some homework. (any)

Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct answers.

John Freyer is an artist from Iowa, USA. One day he decided that he had too (1) ... things. He had (2) ... books and clothes and furniture, and his house wasn't (3) ... to keep all these things. So he (4) ... photographs of all his possessions, and then he (5) ... them on the Internet. He (6) ... his shoes, his bed, and his winter coat. The (7) ... thing he sold was his false teeth! John also wrote a book about the project, and now he (8) ... a documentary film.

- | | |
|-----------------|---------------------|
| 1 a) much | 5 a) advertised |
| b) many | b) advertise |
| c) a lot of | c) were advertising |
| 2 a) a lot of | 6 a) sold |
| b) any | b) selling |
| c) much | c) sell |
| 3 a) big enough | 7 a) most strange |
| b) enough big | b) strangest |
| c) too big | c) stranger |
| 4 a) take | 8 a) is making |
| b) took | b) makes |
| c) were taking | c) was making |

Revision 1

Vocabulary

Listen to your teacher's instructions.



Reading

1 Read the text. Where is Alcatraz?

Alcatraz: from Prison to Peace Centre?

Alcatraz was probably America's most famous prison. Its convicts included the notorious gangster Al Capone. Now, the island of Alcatraz is a national park, but the Global Peace Foundation is trying to change the old prison into a Peace Centre. However, many people think that Alcatraz is too important in American history to destroy.

Alcatraz was a prison for 29 years. When it opened, people said that it was impossible to escape from. There were 14 escape attempts, but most of the criminals that ran away did not survive. In 1962, three prisoners escaped through a tunnel. They were wearing their blue prison uniforms, and they made a small boat to cross the water. Alcatraz is only one mile from San Francisco, but the water is very cold and there are sharks. Did the prisoners escape? Nobody knows. They simply disappeared.



The following year, the prison closed. Native Americans went to live on the island, and they stayed there for two years. Now, Native Americans sometimes celebrate special days on the island of Alcatraz, including Thanksgiving. But most people will always remember Alcatraz as America's most high-security prison.

2 Read the text again and answer the questions.

- 1 Which famous person was a prisoner in Alcatraz?
- 2 What does the Global Peace Foundation want to do?
- 3 How many escape attempts were there?
- 4 What happened in 1962?
- 5 Do you think the three prisoners survived? Why? / Why not?
- 6 Do Native Americans live on the island now?

Speaking

4 Work in pairs. Ask and answer.

- Do you ever watch gangster films?
- How often do you watch American films?
- When did you last watch an American film?
- Who are the most famous criminals in your country?
- What other famous places do you know in the USA?

Listening

3 Listen to the biography of the American gangster Al Capone. Choose the correct words in the summary.

Al Capone was born in (1) Italy / New York. In 1920, he moved to (2) New York / Chicago with his wife and (3) daughter / son. He became involved in gangs and he began to sell (4) cigarettes / alcohol illegally. Eventually Al Capone went to prison. He spent (5) four / 14 years at Alcatraz. Al Capone died when he was (6) 48 / 78.



Project

You're going to do a project about the USA. Listen to your teacher's instructions.

Grammar

Present simple and present continuous

- 1 Write one negative and one affirmative sentence. Use the information in brackets.

We're learning about the UK now. (the USA)
We aren't learning about the UK now. We're learning about the USA.

- My friends go to the USA twice a year. (once a year)
- They're visiting Dallas at the moment. (Houston)
- It's hot in New York in winter. (cold)
- It's raining there today. (snow)
- I watch American films. (Russian)

Past simple and past continuous

- 2 Complete the text with the past simple or the past continuous form of the verbs in brackets.



History of the USA

1700 In 1783, the USA (1) ... (gain) independence from Britain.

In 1789, George Washington (2) ... (become) the first president of the USA.

1800 In 1866, the American Civil War (3) ... (end). After that, slavery (4) ... (be) illegal.

1900 In 1929, the USA (5) ... (suffer) a terrible economic crisis called The Great Depression.


2000 In 2001, terrorists (6) ... (destroy) the World Trade Center in New York. Many people (7) ... (work) there when that happened.

In 2008, Barack Obama (8) ... (win) the presidential elections and (9) ... (become) the first black president of the USA.

Comparatives and superlatives

- 3 Complete the questions with comparative or superlative adjectives. Can you guess the answers?

USA Quiz

- Which is ... (large) state: Florida, Alaska or Hawaii?
 - Which city is ... (big): New York or LA?
 - What's ... (valuable) coin: a cent, a dime or a dollar?
 - Which sport is ... (popular): soccer or baseball?
 - What is ... (tall): the Empire State or the Statue of Liberty?
- 

Quantity: some, any, much, many and a lot of

- 4 Choose the correct words.



Hello from New York!

I'm studying English here. There aren't (1) **some** / **any** other Russian students here, but there are (2) **any** / **some** Ukrainian girls. It's fun! I haven't got (3) **much** / **many** free time because I've got (4) **a lot of** / **much** English classes every day. Yesterday we went sightseeing. The city is exciting but it's very busy - there's (5) **much** / **too much** traffic here. I'll send you (6) **some** / **any** pictures. See you soon.

Lisa x

Error correction

- 5 Find and correct one error in each sentence.

- How many does it cost?
- The T-shirt isn't enough big.
- Americans are speaking English with an American accent.
- He went to New York ago two years.
- While he was visiting Hollywood, he was meeting a famous actor.
- I meet hardly ever Americans in my city.
- The smaller US state is Hawaii.
- J.F. Kennedy were a president.

34 Listen and read. Then act out the sketch in groups.

Characters

Alfie A teenage boy

Carl A man in the lift

Billie A visitor to the flats

Sam Alfie's sibling

Dana A student

Voice The caretaker

In the lift on Friday afternoon

Sam What's happening? What was that?

Carl We aren't moving.

Dana Oh dear. What time is it? I don't have much time ...

Billie It's about one o'clock.

Sam Oh no – I don't believe it! I get stressed in small spaces. I don't like lifts.

Alfie Don't worry. Is there an alarm?

Sam Here it is:

Billie Someone's coming. Hello? We're in here!

Alfie Hello! The lift isn't working.

Voice Yes, we know. We're looking for someone to fix it. Don't worry. Stay calm.

Billie Oh well ... let's sit down. It'll be more comfortable.

Dana Good idea.

Five minutes later

Billie My name's Billie. I'm visiting my sister. She lives in this building. How about you?

Dana I'm Dana. I'm a student and I do voluntary work. In fact, I was visiting Mrs Peters when this happened!

Sam And I'm Sam. Nice to meet you. This is my brother Alfie.

Alfie Hi. Hey, what's your name?

Carl Me?

Alfie Yes. What's your name?

Carl Why do you want to know?

Alfie Um ... well ... it's just that this is Billie, and this is Dana ... and Sam ... and ... er ... I'm Alfie!

Carl So you know everybody's name? Lucky you! I'm not telling you mine.

Billie Oh dear! You're not very sociable! Never mind. So, what are you doing here, Alfie? Do you live here?

Alfie No, I've got to pass a piano exam next week. I was practising with a friend. We study together every Friday. Sam met me half an hour ago, and now we're going home for lunch.

Sam We're having a special lunch today – our mum wrote a novel and they're giving her a prize, so we're celebrating!

Billie Oh, congratulations! I was collecting some letters from my sister's flat this morning. We swapped flats a year ago, so I call round each week.

Sam Why did you swap flats?

Billie Well, I think we both wanted a change. I didn't like the city, and she didn't like the country.

Dana And are you happy now?

Billie Yes, I think we are. I'm lucky, because my sister is a very generous person, and the flat I live in now is bigger than the one she lives in. But she's fine about it – she's very easy-going! How about you?

Dana Well, I was visiting my grandma's friend today. She doesn't have many visitors. I brought her some books and read to her for about an hour. It wasn't long enough, though. Next time I want to stay longer, or she won't think I'm very caring!

Alfie Oh, I see. What are you studying?

Dana Well, actually, I'm studying advertising!

Sam Oh, I got a certificate in advertising last year! I can lend you my notes. What's your phone number?

A few minutes later

Alfie You're very quiet.

Carl I don't like people I don't know.

Sam Oh, come on. Tell us! What were you doing when this happened?

Carl You don't want to know.

Billie Well, no, not really! But we're just passing the time. Invent something, if you want.

Carl Hm ... well, if you must know ... I was running away!

Dana Really? Was somebody following you? Are you feeling depressed?

Carl No, I was feeling OK until the lift stopped. And now I'm standing in a broken lift, wasting time, listening to you! And there are people waiting for me ...

Alfie Oh, sorry!

Sam People are waiting for us, too, you know!

Carl The people waiting for me are more important.

Billie Why are you so confident? Do you think you're better than us?

Alfie I suppose you're famous, or rich, or something! Who's waiting for you?

Carl The police.

Dana The police?

Carl Yes. I was robbing a flat just now. I'm a thief!

Extreme!

4

Unit contents:

Vocabulary Adventure sports; -ed and -ing adjectives

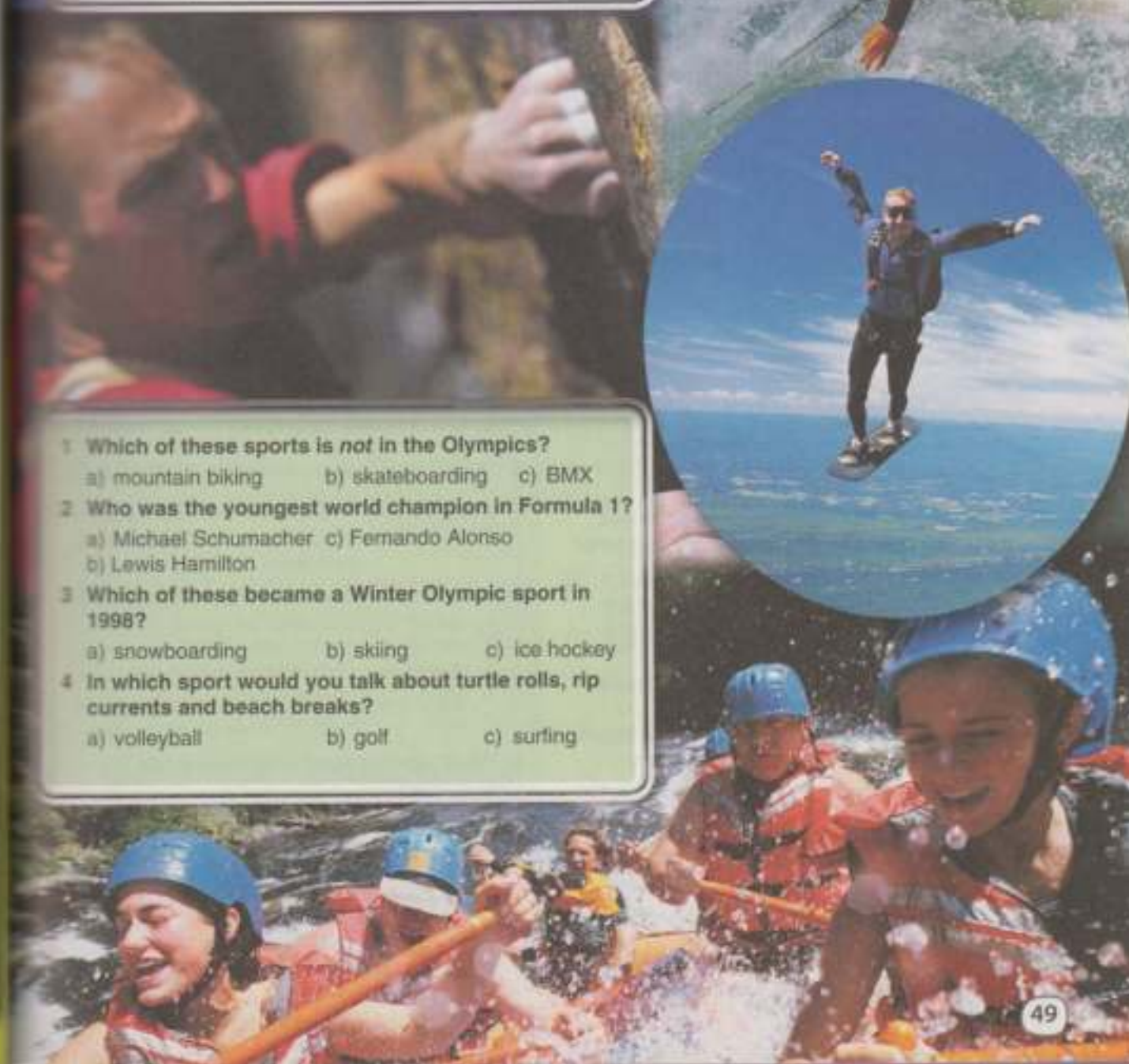
Grammar Present perfect: affirmative and negative;
present perfect: questions and short answers

Skills Read about an extremely adventurous dog
Listen to a news feature about an adventurer
Write a blog about a sports camp
Give advice

Across the curriculum Anatomy

Culture today Meet the Volunteers

- 1 Which of these sports is *not* in the Olympics?
a) mountain biking b) skateboarding c) BMX
- 2 Who was the youngest world champion in Formula 1?
a) Michael Schumacher c) Fernando Alonso
b) Lewis Hamilton
- 3 Which of these became a Winter Olympic sport in 1998?
a) snowboarding b) skiing c) ice hockey
- 4 In which sport would you talk about turtle rolls, rip currents and beach breaks?
a) volleyball b) golf c) surfing



Vocabulary 1

Adventure sports

1 Match the pictures with these sports.

surfing snowboarding rock climbing
caving motor racing parachuting kayaking
roller skating mountain biking ice climbing



2 Listen and repeat.

3 What clothes and equipment do you need for these sports? Use a dictionary and write sentences.

surfing rock climbing parachuting
snowboarding motor racing kayaking

For surfing, you need a wetsuit and a surfboard.

4 Your voice Ask and answer about the sports in exercise 1.

- In your opinion, which of these sports is the most dangerous?
- Are any of these sports not dangerous?
- Which of these are Olympic sports?
- Do you participate in any of these sports?
- Which of these sports can you do in your town?

50



Vocabulary plus → Workbook p119

Recycle Look at the action verbs. Write sentences with *can* or *can't*.

run jump cycle climb fly swim

I can run 5 km.

Reading

5 Read the text quickly. Match these headings with the correct paragraph. Then listen and check.

- From coastering to kayaking
- The record-breaking terrier
- Dogs can fly!
- Part-Ex's first adventure

6 Which sports does Part-Ex do? Write a list.

7 **WORDS IN CONTEXT** Find words 1–6 in the text and match them with the correct definition.

- | | |
|-----------|-----------------------------|
| 1 terrier | a) a person who keeps a pet |
| 2 owner | b) say 'no' |
| 3 van | c) a type of dog |
| 4 refuse | d) a small road |
| 5 alone | e) a vehicle |
| 6 path | f) solitary |

8 Read the text again and answer the questions.

- Why is the dog called Part-Ex?
- What was Part-Ex's first experience of adventure sports?
- In John-Paul's opinion, why does Part-Ex like doing sport?
- What is coastering?
- Where are Part-Ex and John-Paul going kayaking next month?
- Is Part-Ex going to try parachuting?

It's a Dog's Life!



1 ...
The adventures of a Jack Russell terrier called Part-Ex have put him in the *Guinness World Records™* book: he is the dog that has participated in the most extreme sports. The dog is called Part-Ex because his owner, John-Paul Eatock, got him in part-exchange for a vehicle. Part-Ex is very adventurous – he has accompanied John-Paul on numerous adventures during the last five years, including surfing, kayaking and rock climbing.

2 ...
Part-Ex entered the world of extreme sports when he was

18 months old. He climbed onto John-Paul's surfboard while he was going out to sea! Every time John-Paul put the surfboard on his van, Part-Ex jumped in and refused to move. 'At first I was surprised', said John-Paul, 'but now I realize that he doesn't like being alone. He wants to be with me – on the sofa or on the surfboard!' Since then, they haven't missed any opportunities for adventure.

3 ...
Now Part-Ex has become famous in his hometown, St David's. The local children love him and they always want to hear about

his latest adventures. Recently, he's enjoyed a new sport called coastering: you run along the coast and then jump into the sea when the path disappears! Next month he and John-Paul are going kayaking across the Irish Sea.

4 ...
Parachuting is one of the extreme sports that Part-Ex hasn't done, but he's going to try it soon. So if you've never seen a flying dog, keep your eye on the sky!



Past participles

Regular past participles end in *-ed*.
Irregular past participles are all different.
You can see them in the list on page 159.

Look!

- 9 Find these past participles in the text. Which ones are irregular?

put participated accompanied missed
become enjoyed done seen

- 10 Your voice Work in pairs. Ask and answer the questions.

- 1 In your opinion, what was the most dangerous sport that Part-Ex did?
- 2 Do you think it's a good idea for animals to do adventure sports? Why? / Why not?
- 3 Would you like to do any of these sports? Why? / Why not?



Across the curriculum Anatomy → p136

Grammar 1

Present perfect: affirmative and negative

- 1 Read the examples. Which past participles are irregular?

present perfect: affirmative and negative

We use the present perfect to talk about experiences in the past, when we don't mention the exact time.

subject + have / has + past participle

+	I've tried rock climbing. He's run a marathon. They've become famous.
-	I haven't seen a flying dog! He hasn't tried parachuting. They haven't missed an opportunity for adventure.

've = have 's = has
haven't = have not hasn't = has not

- 2 Complete the sentences with the present perfect form of the verbs in brackets.

My uncle *has jumped* (jump) out of a plane!

- My parents ... (climb) a lot of mountains.
- David Beckham ... (play) for Manchester United and Real Madrid.
- I ... (do) yoga. It's very relaxing.
- Misha ... (try) snowboarding. He loves it!
- A 12-year-old boy ... (swim) from England to France.

- 3 Complete the text with the present perfect form of the verbs in brackets.

Judy Climbs High!

18-year-old Judy Green *has won* (win) the American Bouldering* Championships. Judy (1) ... (enjoy) climbing since she was six years old, and she (2) ... (compete) in national and international competitions.

Judy (3) ... (climb) in France, Britain and Italy with her adventurous family. Her parents (4) ... (support) her climbing career, and they (5) ... (take) her skiing and snowboarding. Judy (6) ... (not finish) her education, but she combines school and climbing. And future plans? She (7) ... (not decide) what to do for a job, but she can't imagine life without sport. 'I (8) ... (not try) surfing – I'd love to do that,' says Judy. We wish her luck!

* Bouldering is similar to rock climbing, but you don't use ropes.

- 4 Write sentences. Use the affirmative or negative present perfect.



Jordi Font / compete / World Snowboarding Championships. (✓)

Jordi Font *has competed* in the World Snowboarding Championships.

- My parents / try / snowboarding. (x)
- Fernando Alonso / win / lots of Grand Prix races. (✓)
- I / run / a marathon. (x)
- My dog / do / extreme sports. (x)
- I / watch / the Olympics on TV. (✓)
- My teacher / try / ice climbing. (x)

never

have / has + never + past participle

I've never been skiing.

Look!

- 5 Your voice Write sentences about your experiences with *I've ...* and *I've never ...* Use these expressions.

climb a mountain swim in the sea
run 10 km play in a school team



Vocabulary 2

-ed and -ing adjectives

1 Choose the best adjective for each picture.

annoyed bored embarrassed excited
frightened interested worried surprised



2 **37** Listen and repeat.

3 Read the rules. Then copy and complete the table with the adjectives from exercise 1 and their *-ing* forms.

-ed and *-ing* adjectives

We use *-ed* adjectives to say how we feel.

We use *-ing* adjectives to talk about the thing or person that causes the feeling.

He was **frightened** when he had the accident.

The accident was **frightening**.

I felt ...	It was ...
frightened	frightening

4 **Your voice** Complete the sentences with your ideas.

- I think that ... is boring.
- I felt frightened when ...
- My friends and I are worried about ...
- It's really annoying when ...
- I'm not really interested in ...
- I was so embarrassed when ...

Listening

Radio news

5 **38** Listen to the radio news. Which three types of transport did Jason use?

bike aeroplane roller-skates pedal boat
ferry helicopter

6 **38** Listen again. Put the sentences in the correct order to describe Jason's adventure.

- Then he travelled by pedal boat to France.
- He finally continued his journey through Australia, Asia, Africa and Eastern Europe.
- First Jason cycled from London to the south coast.
- After that he took the pedal boat across the Atlantic to Miami.
- Next he cycled across Spain and Portugal.
- While he was roller-skating across the USA, he had a terrible accident.



7 Are the sentences true or false? Correct the false sentences.

- Jason has spent 13 years travelling around the world.
- He's travelled by car and motorboat.
- Jason has travelled more than 74 000 km.
- He hasn't visited the USA.
- He's met a lot of interesting people.
- He's written a book about his experiences.



Culture today

- 1 Look at the information about rescue services in the UK and then read the text quickly. Which one does Glen volunteer for?



- 2 39 Read and listen to the profile.
- 3 Read the text again and answer the questions.
- 1 What inspired Glen to become an RNLI volunteer?
 - 2 What is 'a shout'?
 - 3 What was the 14-year-old girl doing when Glen rescued her?
 - 4 How do Glen's family feel about him being an RNLI volunteer?
 - 5 Does Glen get any money when he goes on rescue missions?
 - 6 When does Glen get annoyed?

- 4 Your voice Work in pairs. Discuss the questions.

- 1 Which of these emergency services are free in your country?

police fire service
mountain rescue
ambulance lifeboats
cave rescue

- 2 How do you contact them?
- 3 Do you know anyone who has used these services?

The rescue services

In the UK, all the rescue services are free. Trained volunteers work for Mountain Rescue, Cave Rescue and the RNLI (Royal National Lifeboat Institution). Every year they rescue thousands of people. If you need their help, just call 999!



Meet the Volunteers

Glen Marsh is a volunteer at a lifeboat station in Cornwall in the southwest of England. Here he tells us more about his experiences ...

- Q How old were you when you became a volunteer?
A I started when I was 17 – you can't join before then – but I've always wanted to be in the RNLI. I saw one rescue on TV when I was a boy and that was it!
- Q How many times have you been out on a rescue?
A During the last year, I've been on three rescue missions – we call them 'shouts'.
- Q What happens if you're at work when you get a shout?
A Well, I'm still at college so it isn't a problem. I work part-time in a shop but I've been lucky – I've never had a shout while I was working!
- Q Have you ever saved someone's life?
A Yes, I have. On one rescue, there was a 14-year-old girl who was windsurfing with her dad. A storm started, and she went under the water. She was suffering from hypothermia.
- Q Has the lifeboat ever been in serious danger?
A No, it hasn't – these boats are designed for bad conditions and the crew is very well trained.
- Q How do you and the team keep fit?
A We usually train twice a week – we often go swimming or surfing. I also enjoy mountain biking in my free time.
- Q What does your family think about you being a volunteer?
A My mum sometimes gets worried, but in general they're all very supportive.
- Q Would you like to get paid for this job?
A No, I do this because I love it. Everyone at the RNLI is a volunteer.
- Q Do you ever get annoyed with people who put their lives at risk?
A I'm usually quite patient, but sometimes it's a bit annoying when people do stupid things, like not wearing a lifejacket or going out to sea in bad weather conditions.



Grammar 2

Present perfect: questions and short answers

- 1 Translate the examples. Then answer the questions below.

present perfect: questions and short answers

Have you (ever) saved someone's life?
Has the lifeboat (ever) been in danger?
Yes, I have. / No, I haven't.
Yes, it has. / No, it hasn't.

- How do you say *ever* in your language?
 - Do we put *ever* before or after the past participle in English?
- 2 Look at the picture and write present perfect questions. Then write short answers.



the girl / have an accident?
Has the girl had an accident? Yes, she has.

- her friend / bring a mobile phone?
- he / call Mountain Rescue?
- the helicopter / arrive?
- they / have a hot drink?
- she / break her leg?

Pronunciation: intonation

- a 40 Listen and repeat. Check your intonation.

Have you ever had an accident?
Has your teacher ever climbed a mountain?

- b 41 Say these questions. Then listen and check.

- Have you ever swum in a lake?
- Have you ever tried snowboarding?
- Have you ever been in a cave?

Speaking

- 3 Work in pairs. Ask and answer the questions from the Pronunciation section.

Have you ever had an accident?
 Yes, I have.

- 4 Tell the class about your partner's experiences.

Ana has climbed a mountain, but she hasn't visited a cave.

Language Guide p59

Book corner



Unit grammar check

- 1 Complete the dialogue with the present perfect form of the verbs in brackets.

Alice I've got this book called *The Perfect Storm*. (1) ... (you, read) it?

Bob No, I haven't. I (2) ... (never, hear) of it!

Alice It's a true story by an American writer called Sebastian Junger. It's about a fishing boat that disappears in a hurricane. They send a rescue helicopter, but it crashes.

Bob And do they rescue the boat in the end?

Alice No, they don't. In real life, they (3) ... (never, find) any of the bodies. And the ship (4) ... (disappear) in the ocean.

Bob It sounds interesting. Can I borrow it?

Alice Sure. You know, they (5) ... (make) a film of the story too.

Bob Really? I (6) ... (not see) it. Have you?

Alice Yes, I have. George Clooney plays the captain.

- 2 42 Listen and check.



The Perfect Storm
by Sebastian Junger

Writing dossier

A blog

1 Complete Pete's blog with these words.

Robert rock climbing computer Wales kayaking



Saturday 09.30

Well, I've spent my first night here at the Xtreme Camp in (1) ... Fortunately, my room mate doesn't snore and I've slept really well! Obviously, I was a bit worried before I arrived because I didn't know anyone. But everyone's really nice! I share my room with someone called (2) ... He's from Scotland and he's really good at mountain biking and kayaking.

Saturday 18.50

Today has been an amazing day – I've been (3) ... for the first time ever. It was great! (Well, actually, I fell in the river, but it was fine. Luckily, an instructor helped me!) I've also tried (4) ... It was a bit frightening at first. But in the end I was surprised because I arrived at the top!

It's great here 😊. The instructors are cool and the food isn't too bad. The only annoying thing is that there's only one (5) ... so I can't write this blog very often.

Bye for now!

2 Look at the Language focus. How do you say the bold words in your language?

Language focus: sentence adverbs

We use sentence adverbs at the beginning of a sentence to introduce someone's opinion or clarify information.

Fortunately, my room mate doesn't snore.

Obviously, I was a bit worried.

Actually, I fell in the river.

Luckily, an instructor helped me.

3 Invent endings for these sentences.

- 1 My brother had a skiing accident. Fortunately, ...
- 2 I've been snowboarding lots of times. Well, actually, ...
- 3 My best friend is going to a summer camp. Unfortunately, ...
- 4 We went out on our bikes, but it started raining. Obviously, ...
- 5 My friends had a problem while they were sailing. Luckily, ...

Writing plan

① Plan a blog. Imagine you're staying at an adventure camp in your country. Write answers for these questions.

- 1 Where is the camp?
- 2 Who are your room mates?
- 3 Have you slept well? Why? / Why not?
- 4 Which sports have you tried?
- 5 Have you had any accidents or embarrassing moments?
- 6 Where can you write your blog?

② Write a first version of your blog for the first day. Organize your work as follows.

Saturday morning

- ◆ information about your first night
- ◆ information about your room mates

Saturday evening

- ◆ activities you've done
- ◆ accidents or embarrassing moments
- ◆ information about writing your blog

③ Check your writing. Use the checklist to help you.

- ✓ Check you use tenses correctly.
- ✓ Check the forms of past participles.
- ✓ Use at least three sentence adverbs.
- ✓ Use at least two *-ed* / *-ing* adjectives.
- ✓ Use at least three sports words.

④ Write the final version and put it in your Dossier.

Dialogue builder

Accidents and emergencies: giving advice

a You've witnessed a traffic accident and someone needs an ambulance.

b You've had an accident and need to see a doctor immediately.

c Your grandma has been ill and is in hospital.

d You've got a throat infection and feel sick.

e You need to buy some plasters.

1 Match the situations with the advice.

- 1 You should go to the chemist's.
- 2 You should call 999.
- 3 You should go to the doctor's surgery.
- 4 You should go to Accident & Emergency.
- 5 You should visit the hospital.

2 Chris and Nikita were skateboarding in the park when Chris had an accident. Listen and complete the dialogue with these words.

painkillers skateboarding careful bandage



Doctor

Oh dear, what has happened here?

How did you do it?

No, don't worry. It should be OK. I'm going to put a (2) ... on it.

Yes, I'll give you some (3) ... to take. You should take them for three days.

No, you shouldn't go skateboarding for a few days! And you should make an appointment to see your doctor next week.

Be (4) ... next time!

Chris

I've cut my leg!

I was (1) ... and I fell off. Is it serious? It hurts quite a lot.

Can I go skateboarding again?

OK.


Yeah, thanks.


3 Listen again and repeat.

4 Imagine you've had a sporting accident. Prepare a new dialogue using some of these ideas.



5 Practise your dialogue.

 Oh dear, what has happened here?

 I've bruised my leg.

6 Listen to Chris talking to his sister Amy. Are these sentences true or false?

- 1 Chris's leg doesn't hurt now.
- 2 His dad took him to hospital.
- 3 He must wear the bandage for a week.

Useful expressions

I've cut / bruised / broken my arm / leg / finger.

It hurts a bit / quite a lot.

You should make an appointment to see your doctor.

You shouldn't ...

Language Guide

Vocabulary

Adventure sports



surfing



snowboarding



rock climbing



caving



motor racing



parachuting



kayaking



roller skating



mountain biking



ice climbing

-ed and -ing adjectives



frightened /
frightening



excited / exciting



bored / boring



surprised / surprising



interested / interesting



embarrassed /
embarrassing



annoyed / annoying



worried / worrying

Dictionary extra!

coast (n) ★★

fit (adj) ★

join (v) ★★★

lifeboat (n)

lifejacket (n)

lucky (adj) ★★

miss (v) ★★★

owner (n) ★★★

part exchange (n)

rescue service (n)

storm (n) ★★

suffer (v) ★★★

to train (v) ★★★

Useful expressions

I've cut / bruised / broken my
arm / leg / finger.
It hurts a bit / quite a lot.
You should make an appointment
to see your doctor.
You shouldn't ...

Grammar

Present perfect: affirmative and negative

affirmative	
I / You've (have) He / She / It's (has) We / You / They've (have)	run.
negative	
I / You haven't (have not) He / She / It hasn't (has not) We / You / They haven't (have not)	tried.

- One of the uses of the present perfect is to talk about experiences in the past, when we don't mention the exact time.
- In affirmative sentences the order is: subject + have / has + past participle.
I've tried rock climbing.
He's run a marathon.
- In negative sentences the order is subject + have / has + not + past participle.
I haven't tried rollerskating.
He hasn't played in the school team.
- The past participle of regular verbs is the same as the past simple of regular verbs – they end in *-ed*.
jump - jumped
play - played
miss - missed
- The past participles of irregular verbs are all different and you have to learn them. See Irregular Verbs list, p159.

Present perfect with never

- We often use *never* with the present perfect to talk about things we haven't done or experienced in the past.
He's never played in the school team.
- We use *has / have + never + past participle*.
I've never tried rollerskating.
He's never played in the school team.

Present perfect: questions and short answers

questions

Have I / you (ever) visited a cave?
Has he / she / it (ever) had an accident?
Have we / you / they / (ever) seen a ferry?

short answers

Yes, I / you / we / they have.
No, I / you / we / they haven't.
Yes, he / she / it has.
No, he / she / it hasn't.

- We often use *ever* to ask questions about experiences in the past. The order is *Has / Have + subject + ever + past participle*.
Have you ever tried snowboarding?
Has your teacher ever climbed a mountain?



Grammar bank → Workbook p104



Progress check

Adventure sports

1 Write the adventure sports.



-ed and -ing adjectives

2 Choose the correct word.

- Jack's mum was very **worried** / worrying when he didn't come home.
- I fell off my bike. It was so **embarrassed** / embarrassing!
- I felt very **frightened** / frightening the first time I tried parachuting.
- Spain is a very **interested** / interesting country. We often go there on holiday.
- Cathy is **annoyed** / annoying because someone stole her bike.
- I don't like tests. They're **bored** / boring.

Present perfect: affirmative and negative

3 Look at the information and write sentences. Use the present perfect affirmative or negative.

	Andy	Beth	Carl	Dan
climb / Everest	✓	✓	✗	✗
swim / 5 km	✗	✗	✓	✗
visit / China	✓	✓	✗	✓
do / extreme sports	✓	✓	✓	✗

Andy and Beth / climb Everest.
 Andy and Beth have climbed Everest.

- Carl / swim 5 km.
- Carl and Dan / climb Everest.
- Dan / visit China.
- Andy and Beth / swim 5 km.
- Beth / do extreme sports.
- Carl / visit China.

Present perfect: questions and short answers

4 Write present perfect questions.

- you / eat Japanese food?
- your parents / climb a mountain?
- you / try parachuting?
- your team / win the League?
- you / visit the USA?
- you / swim in the Mediterranean?

5 Write true short answers for the questions in exercise 4.

Present perfect with ever and never

6 Rewrite the sentences. Use *ever* or *never*.

Our teacher hasn't climbed Everest.
 Our teacher has never climbed Everest.

- Have you tried rock climbing?
- I haven't had a serious accident.
- Has your mum visited Britain?
- We haven't run a marathon.
- Have you felt really frightened?

Cumulative grammar 1 2 3 4 5 6 7 8

7 Choose the correct answers.



Jimmy loves running. He's (1) ... a lot of races but he (2) ... a marathon before. It's (3) ... thing he (4) ... While he (5) ..., he (6) ... to feel very tired. He felt (7) ... that he wouldn't finish. But he did it. Jimmy thinks he was (8) ..., and he's going to try again next year. Next time he's going to run (9) ...!

- a) run b) ran
- a) never has run b) 's never run
- a) the most difficult b) the more difficult
- a) ever has done b) 's ever done
- a) was running b) ran
- a) began b) begun
- a) worrying b) worried
- a) slow enough b) too slow
- a) faster b) more fast

New Media

5

Unit contents:

Vocabulary Digital media; websites, newspapers and magazines

Grammar Present perfect with *for*, *since*, *just*; present perfect and past simple

Skills Read about the ringtone revolution
Listen to a media questionnaire
Write a website review
Make arrangements

Across the curriculum ICT

Culture today Youth Media

1 When was the internet invented?

- a) 1970s b) 1990s c) 1950s

2 What do the letters DVD mean?

- a) Digital Video Download b) Digital Versatile Disc c) Digital Vision Disk

3 What is the most popular search engine in the world?

- a) Google b) Yahoo c) Yandex

4 How many songs can you store on a 1GB MP3 player?

- a) about 500 b) about 250 c) about 1500

Vocabulary 1

Digital media

- 1 Match the words with the pictures. There are three extra words.

interactive TV mobile phone
wireless broadband MP3 player
instant messaging text message
social networking site e-book
online gaming World Wide Web



- 2 **45** Listen and repeat.

- 3 Complete the sentences with words from exercise 1.

- My sister likes Facebook, but my favourite ... is VKontakte.
- I've got about 350 songs on my ...
- Send me a ... if you're going to be late.
- I use ... to communicate with my penfriend in France.
- Games consoles are popular in Europe, but ... is more popular in Korea.
- I sometimes use the ... when I'm doing a school project.
- Have you ever read an ...?
- They've got ... in some cafés, so you can send emails from your laptop.

Pronunciation: [ɪ] [aɪ]

- a **46** Listen and repeat.

[ɪ]	[aɪ]
interactive	wireless
instant messaging	online

- b **47** Add these words to the lists above. Then listen and check.

I've sister fine finish

- Recycle** Which verbs can we use with these nouns?

nouns

the radio an email television a newspaper
the Internet a magazine

verbs

watch listen to send read surf

- 4 **Your voice** Work in pairs. Ask and answer.

- How many text messages do you usually send everyday?
- Which social networking sites have you visited?
- Have you ever played online games?
- Has your school got wireless broadband?
- Have you got interactive TV at home?

Vocabulary plus → Workbook p120

Reading

- 5 **48** Listen to three ringtones and match them with these titles. Have you heard them before?

- Tarzan
- Crazy Frog
- Homer Simpson's ringtone song

- 6 **49** Read and listen. Which two ringtones are mentioned in the text?

- 7 **WORDS IN CONTEXT** Find these words or expressions in the text.

- to get a song from the Internet
- a list of the most popular songs or ringtones
- a period of ten years
- a vehicle similar to a motorbike
- the past simple form of draw
- a song that becomes number one
- to have value
- for a long time

THE RINGTONE REVOLUTION



Which ringtone have you got on your mobile?

I've just downloaded Homer Simpson – it's number one in the ringtone chart at the moment. There's been a special chart for ringtones for a few years now. Over the last decade, the ringtone industry has grown from nothing into a massive international business. So, how did it all begin?

Well, do you remember that really annoying Crazy Frog? It was the first ringtone to achieve massive popularity. Since its creation in 2005, more than 11 million people have bought it. But do you know who invented it? It was a 17-year-old student in Sweden who created the original sound, by imitating his friend's moped. Then a graphic designer drew the frog, and the ringtone company Jamster began to sell it. Finally, a German band made a record based on the ringtone, and it reached number one in the UK singles chart.

So, what does it mean for real music when a mobile ringtone becomes the nation's favourite song? Since the invention of the Crazy Frog, people have realized that you don't need talented musicians to make a hit single. And the music industry has realized that ringtones are worth a lot of money. In fact, record companies have just announced that they make more money from the sale of ringtones than from CD singles.

Now, what about my Homer Simpson ringtone? I've only had it for a few hours but I think I feel like a change. How about that Crazy Frog? I haven't heard it for ages ...



8 Read the text again and choose the correct sentence in each pair.

- a) The writer has got a Homer Simpson ringtone at the moment.

b) The writer's ringtone isn't very popular.
- a) The ringtone chart started last year.

b) There are different charts for ringtones and CD singles.
- a) The writer thinks the Crazy Frog is annoying.

b) The writer invented the Crazy Frog.
- a) The Crazy Frog ringtone wasn't very popular.

b) Millions of people bought the Crazy Frog ringtone.
- a) For record companies, ringtones are worth more than CD singles.

b) Record companies aren't interested in selling ringtones.

- a) The writer is thinking of changing his ringtone.

b) The writer plans to keep his ringtone for a long time.

9 Your voice Work in pairs. Ask and answer the questions.

- What ringtone do you and your friends have on your mobile phones?
- Which ringtones do you find really annoying?
- How often do you download ringtones?
- How much do ringtones cost in your country?
- What is number one in the ringtone chart at the moment? And in the music chart?



Across the curriculum ICT → p138

Grammar 1

Present perfect with *for* and *since*

- 1 Translate the examples in red and answer the questions below.

for and *since*

We use *for* with a period of time.
We use *since* with a point in time.

How long have you had that ringtone?

I've had it for a week.

How many people have bought the Crazy Frog?

11 million people have bought it since 2005.

- How do you say *for* and *since* in your language?
 - Which tense do you use for these sentences in your language?
- 2 Copy and complete the table with these time expressions.

I was 12 ten minutes 2006 an hour
two weeks last summer Tuesday September
three months ten o'clock a long time

for	since
ten minutes	

- 3 Complete the text with *for* or *since*.

Oliver has played with his Xbox (1) ... two hours. His mum isn't happy because he's playing games again. But he's only had this new game (2) ... last week and he's still trying to learn the rules. He's been a fan of gaming (3) ... he was young, but this is the best game he's played (4) ... a long time! It's only been in the shops (5) ... a week, and he's played it every day (6) ... he bought it.

- 4 Write questions using *How long ...?* and the present perfect form of the verbs in brackets. Then write answers using *for* or *since*.

This game arrived in the shops three days ago. (be)

How long has it been in the shops?

It's been in the shops for three days.

- I bought this new phone last weekend. (have)
- Our teacher came to this school in 2004. (work)
- We arrived at school at half past eight. (be)

- My sister met her boyfriend a year ago. (know)
- My parents moved here in 1990. (live)

Present perfect with *just*

- 5 Look at the table. What expression do you use to translate *just* into your language?

just

We use *just* with the present perfect to talk about very recent actions.

subject + *has / have* + *just* + past participle

He's **just** downloaded a new ringtone.

We've **just** started this exercise.

- 6 Look at the picture and write sentences using *just* and the present perfect.



She / turn on / the computer.
She's just turned on the computer.

- She / buy / a coffee.
- He / receive / an email.
- He / play / a video game.
- She / pay / £3.
- We / finish / this exercise.

Speaking

- 7 Invent reasons for these situations. Use the present perfect with *just*.

I'm happy.

I'm happy today. I've just won a prize!

- I'm tired.
- My friend is sad.
- We're laughing.
- I'm frightened.

- 8 Work in pairs. Ask and answer about the situations in exercise 7.

Why are you happy today?

Because I've just won a prize!

Vocabulary 2

Websites, newspapers and magazines

- 1 **50** Match the words and pictures. Then listen and repeat.

TV guide interview problem page
 weather forecast video clip headlines
 home page sports-section blog podcast
 horoscopes crossword



- 2 Complete the sentences with words from exercise 1.

- I've just seen the It's raining in Pskov!
- My dad's good at puzzles. He's just finished the ...
- I've just downloaded a ... on to my MP3 player.
- I've just watched my friend's ... on her MySpace page.
- David wants to watch a programme at nine o'clock. He's just read about it in the ...
- I've just read my ... It says that today is a lucky day for Sagittarius!

- 3 Do you usually find the things from exercise 1 in a newspaper or magazine, or on the internet? Copy and complete the diagram.



Listening

A questionnaire

- 4 **51** Listen and complete the questionnaire.

New media questionnaire
 Name Chris Jones

- Which of these products have you got?
 mobile phone
 games console
 MP3 player
- How long have you had these products?
 mobile phone since I was (a) ...
 games console since I was (b) ...
 MP3 player for (c) ... years
- Have you got a computer at home?
 Yes - go to question 4
 No - go to question 5
- How long have you had internet access at home?
I've had internet access (d) ...
- Which forms of communication do you use with your friends?
 instant messaging
 text messages
 social networking sites
 emails

- 5 **51** Listen again. Are the sentences true or false?

- Chris has got two games consoles.
- His parents gave him a mobile on his 11th birthday.
- Chris has got a computer at home.
- Chris's family have had wireless broadband for three years.
- Chris sends more than ten text messages every day.

- 6 **Your voice** Work in pairs. Ask and answer the questions in the questionnaire.



Culture today

1 Find the names of nine magazines in the text. What type of magazines are they?

music magazines celebrity magazines girls' magazines
digital magazines sports magazines

2 52 Read and listen. Match the words with the definitions.

- | | |
|-----------------|------------------------------------|
| 1 nowadays | a) good points |
| 2 advantages | b) information about famous people |
| 3 disadvantages | c) today |
| 4 gossip | d) establish |
| 5 set up | e) bad points |

Teen magazines

More than 80% of under 16s in the UK read teenage magazines. The most popular ones sell more than 250 000 copies a month. Teen magazines are more popular among girls, but boys often buy sports, music or computer magazines.



THE CHANGING FACE OF YOUTH MEDIA

What do young people in Britain read nowadays? Ten years ago, teen magazines were really popular. But now, lots of young people have turned to digital media. So, what are the advantages and disadvantages of each?

Magazines

Sugar and *Bliss* have been Britain's most popular teen magazines for the last few years. These are girls' magazines with articles about boys and fashion, and interviews with famous people. They also have problem pages, horoscopes and competitions. The music magazine *Top of the Pops* is also popular, and there are several football magazines like *Match*. Celebrity gossip magazines like *Heat* and *OK!* have also been popular since the late 1990s.

✓ Advantages

You can read magazines anywhere.
You often get free posters.

✗ Disadvantages

Printed magazines are not free.
They often only come out once a month.

Online Magazines

Now, most magazines have set up websites too. A lot of young people have stopped buying magazines – they just read them online. Some famous magazines have disappeared altogether. *Just 17* closed a few years ago, and the music magazine *Smash Hits* closed in 2006, after 28 years. Last year there was an experiment to produce a completely digital magazine called *Jellyfish*, but it didn't work. Maybe people will always prefer real magazines?

✓ Advantages

Online magazines are sometimes free.
You can see video clips and listen to podcasts.
They don't use paper so they're better for the environment.

✗ Disadvantages

You need a computer or an expensive mobile phone.

3 Read the text again and answer the questions.

- 1 What are the most popular girls' magazines in Britain?
- 2 What kind of information do they contain?
- 3 When did celebrity gossip magazines become popular?
- 4 Which famous magazines have disappeared?
- 5 Was the *Jellyfish* experiment successful?
- 6 What's the disadvantage of online magazines?

4 Your voice Work in pairs. Ask and answer the questions.

- 1 How often do you buy magazines?
- 2 Have you ever read magazines online?
- 3 What kind of teen magazines do you prefer?
- 4 How much do your favourite magazines cost?
- 5 Do you think print magazines will disappear completely in the future?

... the BIG DEBATE



→ Workbook p129

Grammar 2

Present perfect and past simple

- 1 Read the examples and answer the questions below.

present perfect and past simple

- a) Have you **ever** read magazines online?
- b) Sugar and Bliss have been popular **for** years.
- c) Gossip magazines have been popular **since** the 1990s.
- d) Magazines were more popular ten years **ago**.
- e) Smash Hits closed **in** 2006.
- f) Jellyfish closed **last year**.

- 1 Which sentences are past simple and which are present perfect?
- 2 Which sentences are about a completed action in the past?

- 2 Copy and complete the table with the red time expressions in exercise 1.

with the present perfect (the time period is not finished)	with the past simple (the time period is finished)
ever	

- 3 Choose the correct tense.



- 1 The Internet **existed** / **has existed** for more than 20 years.
- 2 20 years ago, it **was** / **has been** much slower.
- 3 People **designed** / **have designed** millions of websites since the Internet was invented.
- 4 Our school **has designed** / **designed** a website in 2007.
- 5 I **used** / **'ve used** the Internet since I was about six.
- 6 I **got** / **'ve got** my own email address when I was ten.

- 4 Complete the questions with the past simple or present perfect form of the verbs in brackets.

- 1 a) ... you ever ... (use) Google?
b) When ... you first ... (go) on the Internet?
- 2 a) ... you always ... (be) a student at this school?
b) Which school ... you ... (go) to when you were little?
- 3 a) ... you ... (study) English all your life?
b) When ... you ... (start) to learn English?

- 5 **Your voice** Work in pairs. Ask and answer the questions in exercise 4.

Language Guide p71

Book corner

Unit grammar check

- 1 Complete the dialogue with the past simple or present perfect form of the verbs in brackets.

Ann I (1) ... (just, finish) my book. Can you recommend a new one?

Ben Well, I (2) ... (just, start) an e-book. My uncle (3) ... (give) it to me for my birthday last week.

Ann Which one is it?


Ben It's *Moby Dick*, by Herman Melville. It's quite old – he (4) ... (write) it in 1851.

Ann Yes, I (5) ... (read) it years ago.

Ben (6) ... (you, like) it?

Ann Yes, it (7) ... (be) good. I (8) ... (never, see) an e-book. Have you got it with you?

Ben No, I haven't. It's at home – I'll bring it in and show you tomorrow.

- 2  Listen and check.



Moby Dick
by Herman Melville

Writing dossier

A website review

- 1 Look at the sentences about social networking sites. Are they advantages or disadvantages? Read the review and check your answers.

- 1 I spend too much time on the computer!
- 2 You can talk to all your friends at the same time.
- 3 Some people have had problems with security.
- 4 It's free to use.
- 5 It's very easy to use.



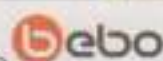
Website review: Bebo

One of my favourite websites is a social networking site called Bebo. I've used it since I was 13, and I've had my own page for about a year. I use this site to communicate with all my friends.

One advantage of Bebo is that you can talk to all your friends at the same time. Moreover, it's free to use so it's cheaper than using the mobile phone. In addition, this site is very easy to use and everyone can be creative. I've put a lot of pictures and drawings on my page, and some of my friends have uploaded videos too.

However, there are also some disadvantages with this kind of website. Some people have had problems with security. For example, there was a girl who invited her friends to a party and then hundreds of people arrived and destroyed her parents' house.

Bebo has helped me keep in touch with people, but sometimes I think I spend too much time on the computer!



- 2 Look at the Language focus. How do you say the bold words in your language? Which linkers do we use for addition and which for contrast?

Language focus: linkers of addition and contrast

Moreover, it's free to use.

In addition, this site is very easy to use **and** everyone can be creative.

However, there are also some disadvantages.

Bebo has helped me keep in touch with people, **but** sometimes I think I spend too much time on the computer!

- 3 Choose the correct linkers.

- 1 Hotmail is one of the biggest email sites. **However** / **Moreover**, I haven't got a hotmail address.
- 2 You can search for articles on Google. **In addition** / **However**, you can also search for images.
- 3 Dad sometimes reads the news online, **but** / **and** he prefers to buy a newspaper.
- 4 Sometimes it's cheaper to buy things online. **Moreover** / **However**, you can go shopping at any time of night or day!
- 5 You can watch video clips on YouTube, **and** / **but** you can also listen to music.

Writing plan

- ① Plan a review of one of your favourite websites. First, make notes for the different paragraphs.

Introduction

name / type of website?
how long have you used it?
what do you use it for?

Advantages

-
-
-

Disadvantages

-
-
-

- ② Write a first version. Organize your work into four paragraphs.
- + introduction
 - + advantages
 - + disadvantages
 - + conclusion
- ③ Check your writing. Use the checklist to help you.
- ✓ I've included the advantages and disadvantages from my notes.
 - ✓ I've used the present perfect correctly.
 - ✓ I've included some of the linkers of addition and contrast.
 - ✓ I've checked my work for errors.
- ④ Write the final version and put it in your Dossier.

Dialogue builder

Making arrangements

- 1 Look at these slang words. Are they positive or negative? Are there slang words like this in your language?
- 2 **54** Tanya calls Nikita and invites him out. Read and listen to the dialogue. Where are they going this afternoon? Why?

awesome

it's sick

it rocks!

he's fit!



Tanya

Hi Nikita, it's Tanya. How's things?
Yeah, cool. Listen, are you doing anything this afternoon?
Well, have you heard of a band called Mighty Boosh?
They rock! The singer's fit and the music's awesome!
Well, I've just heard that they're playing some songs at the Megastore later. Do you want to come?
Oh ... OK. See you later then.

Nikita

I'm fine, thanks. And you?
No, I'm not. Why?
No, I haven't. What are they like?
I've never heard of them.
Yes, that sounds great, I'll ask Chris and Amy.
Bye!

- 3 **54** Listen again and repeat.
- 4 Imagine you're going to see a band or a film. Prepare a new dialogue. Try to include some slang words.
- 5 Practise your dialogue.
 - Hi Ivan, it's Olga. How's things?
 - I'm fine, thanks. And you?

- 6 **55** Listen to Nikita talking to Chris and Amy. Choose the correct answers.
 - 1 Chris and Amy are watching television / having lunch.
 - 2 Amy is meeting friends / going to the library this afternoon.
 - 3 Chris is helping his dad / doing his homework this afternoon.

Making arrangements

Look!

Remember we use the present continuous to talk about arrangements.
Are you doing anything this afternoon?
They're playing at the Megastore later.

Useful expressions

Are you doing anything this afternoon?
They're playing at the Megastore later.
Do you want to come?
Yes, that sounds great.
OK. See you later then.

Language Guide

Vocabulary

Digital media



interactive TV



mobile phone



wireless broadband



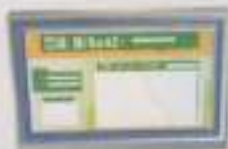
MP3 player



instant messaging



text message



social networking site



online gaming



World Wide Web



e-book

Websites, newspapers and magazines



TV guide



interview



problem page



weather forecast



video clip



headlines



home page



sports section



blog



podcast



horoscopes



crossword

Dictionary extra!

celebrity (n) *	hit single (n)
create (v) ***	invention (n) *
download (v)	realize (v) ***
environment (n)	ringtone (n)
***	set up (v) ***
fashion (n) **	worth (adj) ***

Useful expressions

Are you doing anything this afternoon?
They're playing at the Megastore later.
Do you want to come?
Yes, that sounds great.
OK. See you later then.

Grammar

Present perfect with *for* and *since*

- We use the present perfect with *for* when we mention the period or length of time of a situation.
*I've had the ringtone **for** two weeks.*
- We use the present perfect with *since* when we mention the point of time when a situation started.
*My friend has been at school **since** 8.30 this morning.*
- We use *How long* with the present perfect to ask about the duration of an action or situation.
How long have you had the ringtone?
How long has your friend been at school?

Present perfect with *just*

I / You / We / They've (have)	just	sent an email.
He / She / It's (has)		

- We use *just* with the present perfect to talk about very recent actions.
- We use *subject + have / has + just + past participle*.
I've just bought a new MP3 player.
My brother has just started a blog.

Present perfect and past simple

- We use the present perfect for situations when the time period is not finished.
I've had this computer for five years.
(I've got the same computer now.)
- We use the past simple for completed actions in the past, when the time period is finished.
I sent my first email six years ago.

Time expressions

- We use *ever*, *for* and *since* with the present perfect (when the time period we are talking about is not finished).
*Have you **ever** read Emma by Jane Austen?*
*The game has been in the shops **for** two weeks.*
*OK! magazine has been popular **since** the late 1990s.*
- We use *ago*, *in (+ year / month / season / year)*, *last week / month / year*, etc, when *I was a child / ten*, etc with the past simple (when the time period is finished).
*Magazines were more popular ten years **ago**.*
*They set up the website **in** 2006.*
*The magazine closed **last year**.*
*Which school did you go to **when you were little**?*





Progress check

Digital media

1 Match the two parts of each word.

- | | |
|---------------|--------------------|
| 1 mobile | a) TV |
| 2 interactive | b) messaging |
| 3 online | c) phone |
| 4 instant | d) networking site |
| 5 wireless | e) gaming |
| 6 social | f) broadband |

Websites, newspapers and magazines

2 Write the words.



Present perfect with *for* and *since*

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

- We've been here ... an hour.
- I've studied English ... I was six.
- We've been at school ... nine o'clock.
- I've known my best friend ... two years.
- We've used this book ... September.
- Our teacher has worked here ... a long time.

4 Make questions using *How long ... ?* and the present perfect. Then write answers with *for* or *since*.

They're fans of online gaming. (two years)
 How long have they been fans of online gaming?
 They've been fans of online gaming for two years.

- He studies English. (2002)
- She designs websites. (a long time)
- I live in Russia. (I was born)
- They are friends. (three years)
- He works in a shop. (he left school)

Present perfect with *just*

5 Rewrite the sentences using *just*.

I sent you a text message a minute ago.
 I've just sent you a text message.

- He bought a new phone this morning.
- I read my horoscope a moment ago.
- We got wireless broadband yesterday.
- He finished the crossword a minute ago.
- I turned the computer off a moment ago.

Present perfect and past simple

6 Complete the sentences with the present perfect or past simple form of the verbs in brackets.

- I ... (start) at this school three years ago.
- She ... (study) English since she was five.
- They ... (go) to London in 2006.
- We ... (be) in this room for half an hour.
- I was ten when I ... (meet) my best friend.
- My grandmother ... (never, use) the Internet, but she's got a mobile phone.

Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct words.



Listen to this

(1) **Have / Has** you ever listened to a podcast? I (2) **'ve / 's** listened to a lot of them since I've had my new MP3 player. They (3) **helps / help** to pass the time while I'm (4) **travel / travelling** to school. I (5) **always download / download** **always** them from the Internet. This one's about new technology. But the (6) **most / more** interesting one I heard was an interview with my favourite singer. While I (7) **was / were** listening to it, I missed my stop and I (8) **forget / forgot** to get off the bus!

Final Frontiers

6

Unit contents

Vocabulary Prepositions of movement; extreme adjectives

Grammar *will* and *might*; *be going to*; first conditional

Skills Read about space tourism

Listen to plans for a trip

Write a description of a place

Ask for information while travelling on public transport

Across the curriculum Science

Culture today Antarctic Cruise

1 Which of these planets is the nearest to Earth?

- a) Saturn b) Jupiter c) Venus

2 Which is the largest desert?

- a) The Gobi Desert in Asia
b) The Sahara Desert in Africa
c) The Atacama Desert in South America

3 Which of these is not a continent?

- a) The Arctic b) Antarctica c) Australia

4 What's the world's biggest ocean?

- a) The Atlantic b) The Arctic c) The Pacific

Vocabulary 1

Prepositions of movement

1 Look at the prepositions. How do you say them in your language? Then match the pictures with the prepositions.

towards out of
away from into

over across
along under

round up
through down



Recycle Look at the types of transport. Write a sentence for each one.

car boat ship spaceship plane bus

I travel by car every day.

I've never travelled by spaceship.

2 **56** Listen and repeat.

3 Choose the correct words.

- 1 My aunt and uncle travelled **across** / **under** the Pacific on a cruise ship.
- 2 Some people climb **out of** / **up** Everest, but then they disappear.
- 3 The astronauts took pictures when they got **out of** / **through** their spaceship.
- 4 Would you like to travel **round** / **along** the world?
- 5 We were driving **down** / **towards** the city centre when we had an accident.
- 6 Our plane flew **over** / **into** the Pyrenees before arriving in Paris.

Pronunciation: [u:] [aʊ] [ɒ] [əʊ]

a **57** Listen and repeat the different sounds.

[u:]	[aʊ]	[ɒ]	[əʊ]
into	down	along	over

b **58** Listen and add these words to the table.

round boat through across

Reading

4 **59** Read and listen. Choose the best alternative title for the text.

- a) Spiderman and science fiction
- b) The holiday of a lifetime
- c) The origin of the Solar System

5 **WORDS IN CONTEXT** Find these words in the text. Match them with the correct definition.

- 1 view
 - 2 guests
 - 3 sunrise
 - 4 Velcro
 - 5 challenge
 - 6 contender
- a) competitor, participant
 - b) a material which sticks to things
 - c) people staying at a hotel
 - d) what you can see
 - e) when the sun becomes visible in the sky
 - f) a difficult task or experience

From Spain to Outer Space!

Imagine the scene – you're on holiday, and you're looking out of the hotel window at an amazing view: planet Earth! Soon, this idea might not be science fiction. A company in Barcelona has got plans for the world's first space hotel. According to the director, Xeser Claramunt, the Galactic Suite hotel is not just fantasy – it's going to open, and soon. Six lucky millionaires will have the opportunity to be the first guests. This will be the most expensive hotel in the galaxy – \$4 million for a three-day holiday!

Guests will get into a spaceship on the ground which will bring them up to the space hotel, in orbit around the Earth. Then they'll go round the Earth every 80 minutes, and see 15 sunrises every day. They won't be able to walk around – they'll wear special Velcro suits, and climb up the walls like Spiderman. They won't be able to have a bath until they get home, and using the toilet in zero gravity will be quite a challenge!

But how many people are going to have enough money to visit the Galactic Suite? About 40000 people in the world are rich enough, but they won't all want to go.

Claramunt insists that it's the holiday of a lifetime. The price includes an eight-week training course on a tropical island, where galactic tourists will learn everything they need to know. That'll be more luxurious than life with zero gravity!

Barcelona is not the only contender in the race for space tourism. Russian, British and American companies are also going to offer space tourism before the end of the decade. And it might not be a reality by 2020, but perhaps one day Mars will be more popular than spa resorts!



6 Read the text again. Put these events in the correct order.

- 1 The tourists travel into space.
- 2 They return to Earth.
- 3 They get into a spaceship.
- 4 The tourists go on a training course.

7 Are the sentences true or false? Find evidence in the text.

- 1 The Galactic Suite hotel is going to open soon.
- 2 It won't be expensive to visit the Galactic Suite hotel.
- 3 It will take a day for the space hotel to travel round the Earth.
- 4 Visitors can wear their own clothes in space.
- 5 The price of the holiday includes eight weeks on a tropical island.
- 6 All the European countries are planning to have space hotels in the future.

8 Your voice Work in pairs. Ask and answer the questions.

- 1 Do you think there will be space hotels soon?
- 2 Would you like to be a space tourist?
- 3 What else could you do with \$4 million?
- 4 In your opinion, will humans colonize other planets in the future?



Grammar 1

will and might

- 1 Read the rules on page 83, then complete the sentences with **will / won't** or **might / might not**.

	definite	possible
+	The Galactic Suite (1) ... be expensive.	People (2) ... go on holiday to space in the future.
-	Some people (3) ... want to go.	It (4) ... be science fiction in the future.

- 2 Complete the sentences with **will / won't** or **might / might not** and the verbs in brackets.

- Someone from my school ... (become) an astronaut in the future.
- I'm sure that someone ... (walk) on the moon again one day.
- I ... (go) on holiday to the Galactic Suite hotel because it's too expensive.
- People ... (buy) CDs in future, because digital music is becoming more popular.
- In 2018, the World Cup ... (be) in Russia.

- 3 **Your voice** Write sentences using **will / won't** or **might / might not** and words from A, B and C. *I might go to England one day.*

A	B	C
I	go to England	today
We	buy me a car	soon
My teacher	travel round the world	next year
My parents	get married	in 15 years
	have an exam	one day
	give us homework	

be going to

- 4 Translate the examples into your language. Then write the **he / she / it** forms.

be going to

We use **be going to** to talk about plans and intentions.

- + They **re going to** open the hotel in 2020.
 - I'm **not going to** work there.
 ? **Are you going to** stay there?

Yes, I **am**. No, I'm **not**.

- 5 Complete the dialogue with the correct form of **be going to**.

Congratulations! You've won a holiday at the Galactic Suite space hotel for you and a friend.

- Tom** Hi, guess what? I've won a galactic holiday – I'm going to travel to space!
Amy Wow! That's amazing! When (1) ... (you, go)?
Tom Soon. When the Galactic Suite hotel opens.
Amy Who (2) ... (you, take) with you? What about me?
Tom Er, actually, I (3) ... (ask) my cousin. He's very interested in outer space.
Amy Oh. That's a shame. How long (4) ... (you, stay) in space?
Tom Only three days. But I (5) ... (spend) eight weeks on a tropical island before that. We (6) ... (prepare) for the space trip there.
Amy That sounds fantastic!

Speaking

- 6 Imagine you've won one of these holidays. Work in pairs. Ask and answer about the holiday using the prompts. Remember to use the question form of **be going to**.



- Who / take with you? How long / stay?
 When / go? How / prepare for the trip?
 What / do there? What / wear?

Who are you going to take with you?

Listening

Plans for a trip

- 1 **60** Listen to Chris telling his mum about a trip. Are the sentences true or false?



- 1 It's a school trip.
- 2 They're going to go to France.
- 3 They're going to stay at a campsite.
- 4 The trip will cost £80.
- 5 They're going to go in January.

- 2 **60** Listen again and choose the correct answers.

- 1 Where are they going to be?
 - a) in a city
 - b) in the mountains
- 2 What are they going to do?
 - a) go skiing
 - b) study geography
- 3 How many teachers will be there?
 - a) one
 - b) three
- 4 What are the optional excursions going to be?
 - a) trip to the Ice Factor and Glasgow
 - b) rock climbing and kayaking
- 5 What will the weather be like?
 - a) wet
 - b) freezing

- 3 **Your voice** Work in pairs. Ask and answer the questions.

- 1 Have you ever been on a school trip?
- 2 Where did you go?
- 3 What did you do there?

Vocabulary 2

6

Extreme adjectives

- 4 Match the normal and extreme adjectives. Use a dictionary to help you.

normal adjectives

hot cold big small nice bad interesting

extreme adjectives

awful tiny huge boiling freezing
fascinating amazing

- 5 **61** Listen, check and repeat.
- 6 Write answers to the questions using extreme adjectives.
- Are the exam results bad?
Yes, they are. They're awful!
- 1 Is it cold in the Arctic in winter?
 - 2 Is it hot in the desert in summer?
 - 3 Is Russia a big country?
 - 4 Is Luxembourg a small country?
 - 5 Are the beaches in Hawaii nice?
 - 6 Was the exhibition interesting?
- 7 Rewrite Chris's postcard with extreme adjectives.

Hi Mum!

I'm having a (1) nice time here in Scotland.

Yesterday we skied down a (2) big mountain. The youth hostel is OK, but the showers are (3) cold! The nearest village is (4) small but it's got a shop, so I bought you this postcard!

See you soon,

Chris

PS I miss your cooking - the food here is (5) bad!





Culture today

- 1 What do you know about Antarctica? Look at the quiz opposite and choose the correct answers.
- 2 **4 62** Read and listen to the text and check your answers.
- 3 Find these adjectives in the text then match them with the correct synonym.

1 remote	a) once-in-a-lifetime
2 amazing	b) isolated
3 unique	c) spectacular

Adventure tourism

- 1 Antarctica is ...
 - a) an ocean.
 - b) a continent.
 - c) a country.
- 2 What percentage of Antarctica is ice?
 - a) 50%
 - b) 85%
 - c) 98%
- 3 Antarctica is in the ...
 - a) north.
 - b) south.
 - c) east.

Antarctica is becoming the new tourist destination. Last year, over 300 people visited the world's coldest continent. It's 98% ice!

ADVENTURE TRIPS

Antarctic Cruise

- see huge icebergs
- watch penguins and whales



Join us on a fascinating trip to the world's most remote continent. We'll travel on a special ship called the Polar Star. First, your guide will meet you at the airport in Buenos Aires. Then you'll board the ship in Ushuaia, the world's most southern city. The Polar Star has got a gym, restaurant and shop. It carries about 100 passengers, so you'll make lots of new friends.

During your journey to the South Pole you'll see some amazing scenery. If you're lucky, you'll also see whales, seals and sea birds. If you've got any questions, our team of experts will be there to help you. Every day we'll go on excursions if the weather isn't too bad. One of our most popular trips is a visit to the penguin colonies on Half Moon Island. You'll see the tiny penguin chicks if you visit in February. You can also spend an afternoon at the boiling hot springs of Pendulum Cove. If you're brave, you'll be able to go for a swim! There's lots of time to enjoy the trip because it's light for 20 hours a day during the Antarctic summer.

If you choose this holiday, you won't be disappointed. It's a unique opportunity to visit the Earth's final frontier, and a once-in-a-lifetime experience for lovers of adventure!



- 4 Read the text again. Are the sentences true or false? Find evidence in the text.

- 1 The Polar Star is an aeroplane.
- 2 The tour begins in Buenos Aires.
- 3 There are penguins on Half Moon Island.
- 4 Penguin chicks are born in April.
- 5 You can swim at Pendulum Cove.
- 6 It's dark for four hours a night during the Antarctic summer.

- 5 Your voice Work in pairs. Read the opinions and discuss the questions.

if tourism becomes more popular in Antarctica, people will destroy the fragile environment forever.

if people visit Antarctica, they'll see how beautiful it is and they'll want to protect it.

- 1 Which opinion do you agree with?
- 2 Would you like to go on this trip? Why? / Why not?

... the BIG DEBATE  → Workbook p130

Grammar 2

First conditional

- 1 Read the examples and answer the questions below.

first conditional

if you are lucky, you'll see whales.

if you choose this holiday, you won't be disappointed.

You'll see the penguins if you visit in February.

We'll go on an excursion if the weather isn't bad.

- 1 Is **if** always at the start of the sentence?
- 2 Which tense do we use in the **if** part?
- 3 Which tense do we use for the consequence?
- 4 Do we always use a comma between the two parts of the sentence?



- 2 Choose the correct words.

- 1 You'll be cold if you **don't** / **won't** take a lot of clothes.
- 2 We **send** / **'ll send** you a postcard if we find a post box!
- 3 If you **haven't got** / **won't have** much money, you won't be able to come.
- 4 The environment will suffer if too many people **go** / **will go** to Antarctica.
- 5 If you go on this holiday, you **forget** / **won't forget** it!

- 3 **Your voice** Write consequences for these situations.

- 1 If I get rich one day, ...
- 2 If I pass my exams, ...
- 3 If it rains later, ...
- 4 If my friend calls me tonight, ...
- 5 If we don't get any homework, ...
- 6 If Russia wins the World Cup, ...

Book corner



Unit grammar check

- 1 Choose the correct words.



Surviving in the Mountains

'Touching the Void' is a true story about two friends called Joe and Simon. They (1) **'re** / **'s** going to climb a huge mountain in Peru.

Joe and Simon reach the top of the mountain, but then Joe has an accident and breaks his leg. If they (2) **don't** / **doesn't** get down quickly, they (3) **don't** / **won't** survive. They might (4) **die** / **to die** in the mountains.

The two friends decide to stay together, and they hold the same rope. Then, something terrible happens. Joe falls and pulls the rope. Simon must make a rapid decision. If he cuts the rope, Joe (5) **falls** / **will fall** further. If he (6) **doesn't** / **won't** cut the rope, they will both fall.

Simon cuts the rope, and he returns to the camp alone. He feels terrible. A couple of days later, he (7) **'s** / **'m** going to leave the camp when he sees a figure in the distance. Will Joe (8) **return** / **to return**?

- 2 **63** Listen and check.



Touching the Void
by Joe Simpson

Writing dossier

A description of a place

- 1 Guess words 1–4 in the text. Compare with a partner.

An amazing place in my country

Death Valley, USA

Death Valley is a national park in the states of California and Nevada. It's the (1) **hottest / coldest** place in the USA. It's a great place to visit because the landscape is fascinating.

The best time to visit Death Valley is in spring or autumn because it isn't too hot. In summer it's boiling – the highest recorded temperature was (2) **25°C / 54°C**. The best way to get there is by car. There's a road that goes through the park, so you can drive or cycle there.

The most famous place to see is Badwater. That's the lowest point in the whole country – it's 86 m below sea level. If you go (3) **up / down** to the top of Dante's View, you'll have a great view of Badwater. You should also visit the village of Furnace Creek. There's a hotel there, so you can stay the night if you want to.

If you visit Death Valley, you'll need a sunhat and some suncream. It's very dry, so remember to take lots of (4) **food / water** with you too. And don't forget your camera because the scenery is amazing!

- 2 Read the Language focus and complete the rules with **because** and **so**.

Language focus: linkers of reason and result

It's a great place to visit because the landscape is fascinating.

The best time to visit is in spring because it isn't too hot.

There's a road that goes through the park, so you can drive there.

There's a hotel there, so you can stay the night if you want to.

- 1 We use ... to introduce a result or consequence.
- 2 We use ... to give a reason.

- 3 Join the two sentences with **because** or **so**. Remember that we don't use a comma before **because**.

Meshchera is a national park. You can't camp there.
Meshchera is a national park, so you can't camp there.

- 1 Paustovsky wrote about Meshchera. He admired its splendour.
- 2 Meshchera is a wetland area. Boating and fishing are popular there.
- 3 Meshchera's lakes are shallow. They are of glacial origin.
- 4 There are lots of wetlands. Tourists have to be careful.
- 5 Many tourists visit Meshchera's Bird World museum. It is very interesting.



Writing plan

- 1 Plan a text about an amazing place in your country or find out about a new place on the internet. Make notes.

Name of place?
Where is it?
Why is it special?
Best time to visit? (Why?)
How to travel there?
What to see?
Where to stay?
What to take? (Why?)

- 2 Write a first version. Organize your information into four paragraphs.

- + introduction to the place
- + how and when to go there
- + best places to visit and stay
- + what you'll need to take

- 3 Check your writing. Use the checklist to help you.

- ✓ I've written four paragraphs.
- ✓ I've included the linkers **so** and **because**.
- ✓ I've used prepositions of movement and extreme adjectives.
- ✓ I've included at least one example of the first conditional.
- ✓ I've found a picture of the place.

- 4 Write the final version and put it in your Dossier.

Dialogue builder

Travelling on public transport



- 1 What do Londoners call the underground?
a) the metro b) the Tube c) the subway
- 2 **64** Nikita is going to meet Tanya at the Megastore in Piccadilly Circus. Read and listen to the dialogue. Which tube line does Nikita take?

Nikita

Hello, can I have a ticket to Piccadilly Circus, please?
Return, please.
Sorry, how much?
Here you are.
Can you tell me which way to go, please?

How many stops is it?
Thanks, bye.

Man

Single or return?

OK, that's £4.00, please.
£4.00.

Thanks. Here is your ticket, and your change.
Yes, it's the Piccadilly line. Over there, and down the escalator.
Nine stops to Piccadilly Circus.

- 3 **64** Listen again and repeat.
- 4 Prepare a new dialogue. Imagine you're going to one of these places.



Tate Modern (nearest tube Blackfriars, Circle or District Line)



London Zoo (nearest tube Camden Town, Northern Line)

5 Practise your dialogue.

- Hello, can I have a ticket to please?
- Single or return?

6 **65** The next day Nikita buys a one-day travelcard because he's going sightseeing. Listen and choose the correct answers.

- 1 Nikita buys a travelcard for **peak** / **off-peak** times.
- 2 The travelcard is valid for zones **1-6** / **1-9**.
- 3 It costs **£2.00** / **£2.60**.

Useful expressions

Can I have a ticket to, please?
Single or return?
Can you tell me which way to go, please?
It's the ... line.
How many stops is it?

Language Guide

Vocabulary

Prepositions of movement



Extreme adjectives

normal adjectives

bad
big
cold
hot
interesting
nice
small

extreme adjectives

awful
huge
freezing
boiling
fascinating
amazing
tiny



Dictionary extra!

brave (adj) ★★	opportunity (n) ★★★
cruise (n)	outer space (n)
disappointed (adj) ★	spaceship (n)
gravity (n)	sunrise (n)
guest (n) ★★	trip (n) ★★
guide (n) ★★	view (n) ★★★
iceberg (n)	

Useful expressions

Can I have a ticket to ..., please?
Single or return?
Can you tell me which way to go, please?
It's the ... line.
How many stops is it?

Grammar

will and might

affirmative		
I / You / He / She / It / We / They	will	see the sunrise.
I / You / He / She / It / We / They	might	climb up walls.
negative		
I / You / He / She / It / We / They	won't	walk around.
I / You / He / She / It / We / They	might not	travel to space.

- We use **will** or **won't** when we're sure about something in the future – it's definite.
- We use **might** or **might not** when we aren't sure about something in the future – it's possible.
- To form sentences we use **will / won't / might / might not + infinitive without to**.
People **might go on holiday in space**.
I **won't book a room in that hotel**.
- The form is the same for all persons. We don't use **-s** in the third person.
He **might open a hotel**.
They **won't all want to go**.
- We normally use contractions (**'ll not will**, and **won't not will not**) when we speak.

First conditional


situation	consequence
if I get rich one day,	I'll go to Antarctica.
consequence	situation
I'll go to Antarctica.	if I get rich one day.

- We use the first conditional to talk about possible situations and their consequences.
- To form sentences we use:
if + subject + present simple for the situation,
subject + 'll / won't + infinitive without to for the consequence.

be going to

affirmative		
I'm (am) You're (are) He / She / It's (is) We / You / They're (are)	going to	ask.
negative		
I'm not (am not) You aren't (are not) He / She / It isn't (is not) We / You / They aren't (are not)	going to	work.
questions		
Am I Are you Is he / she / it Are we / you / they	going to	stay there?
short answers		
Yes, I am. / No, I'm not. Yes, you are. / No, you aren't. Yes, he / she / it is. / No, he / she / it isn't. Yes, we / you / they are. / No, we / you / they aren't.		

- We use **be going to** to talk about plans and intentions for the future.
- To form sentences we use:
subject + be + going to + infinitive without to.
She's **going to spend six weeks in space**.

 Grammar bank → Workbook p108

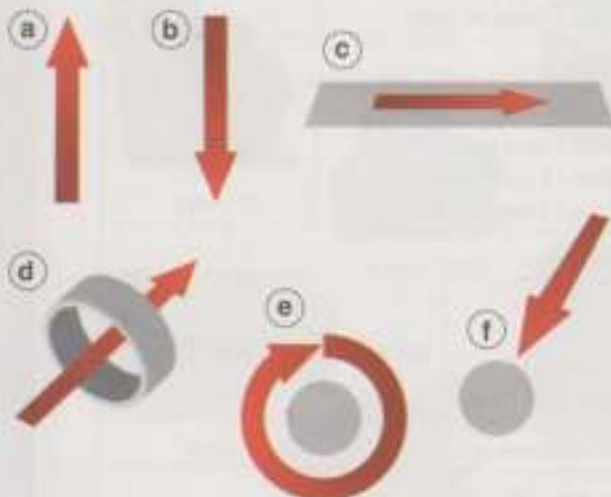


Progress check

Prepositions of movement

1 Match the prepositions with the pictures.

- | | |
|-----------|-----------|
| 1 round | 4 towards |
| 2 down | 5 up |
| 3 through | 6 along |



Extreme adjectives

2 Rewrite the sentences with these extreme adjectives.

amazing freezing boiling tiny
awful huge

- We stayed at a big hotel.
- Our room was small.
- The views were nice.
- The food was bad.
- It was cold at night.
- It was hot in the afternoon.

will and might

3 Choose the correct words.

- More tourists **will** / **won't** go to Antarctica in the future. It's becoming very popular.
- People **won't** / **might** go on holiday in space. It's possible!
- I know I **won't** / **will** become an astronaut. I don't like flying.
- I **might not** / **will** stay at this school. It depends if my dad gets a new job.
- I'm sure I **might** / **will** pass the test because I studied a lot.
- England **will** / **might** win the next World Cup. Who knows?

be going to

4 Order the words to make sentences.

- visit / I'm / to / London / going
- going / study / We / to / aren't
- English / Are / going / you / to / speak ?
- not / stay / I'm / to / going / hotel / in / a
- cold / going / be / to / It's
- it / Is / rain / going / to ?

First conditional

5 Correct the sentences.

- If he invites me, I go to the party.
If he invites me, I'll go to the party.
- We won't play tennis if it rain.
 - If I get some money for my birthday, I buy that jacket.
 - My brother will learn English if he will move to London.
 - If the bus won't come soon, I'll walk home.
 - If you have a problem, your teacher will to help you.
 - I'm happy if I pass the test.

Cumulative grammar 1 2 3 4 5 6 7 8 9

6 Choose the correct words.

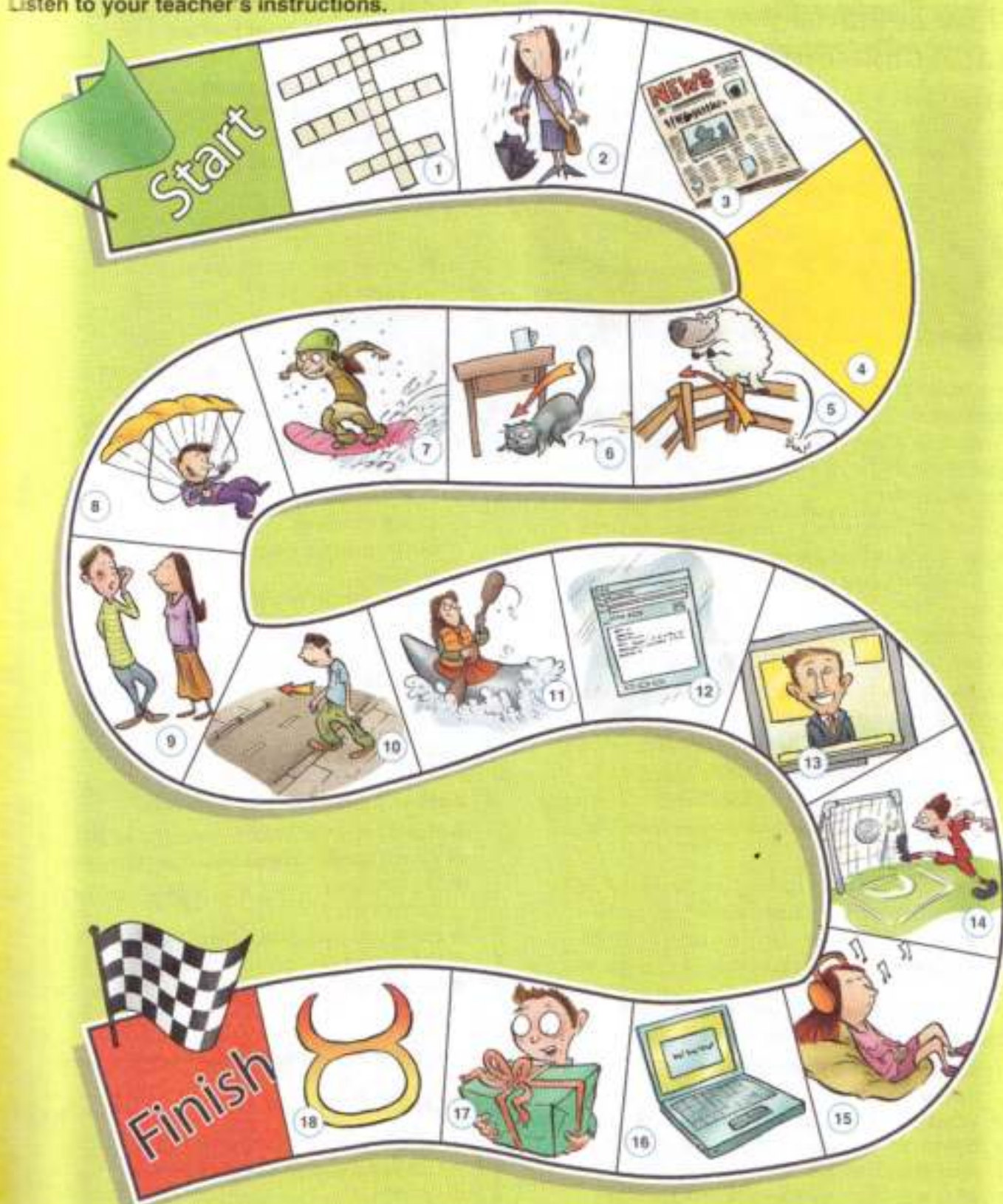


- Bert** Hi! It's Bert here.
- Bart** Hello! How's your trip? How (1) **much** / **many** planets have you (2) **visit** / **visited**?
- Bert** Well, first we (3) **went** / **been** to Venus and Mars. We've been on planet Earth (4) **for** / **since** Tuesday. We (5) **just have** / **have just** arrived in London today.
- Bart** Really? What's it like?
- Bert** (6) **Is** / **It's** great – it's more interesting (7) **than** / **that** Mars and Venus!
- Bart** What are you going (8) **do** / **to do** tomorrow?
- Bert** Well, I think we (9) **'ll visit** / **visit** Buckingham Palace in the morning. We might (10) **to meet** / **meet** the Queen!
- Bart** Have fun! Don't forget to send me a postcard!

Revision 2

Vocabulary

Listen to your teacher's instructions.



across surprised yellow email kayaking under horoscope goal embarrassed listen
newspaper crossword Internet news annoyed snowboarding over parachuting

Reading

1 Read the article. What is zorbing?

New Zealand's Latest Extreme Sport

New Zealand has always been a great destination for adventure sports: everything from climbing and skiing to mountain biking and kite surfing. But have you ever heard of zorbing? It's the latest craze to come over here from New Zealand.

So what is zorbing exactly? Basically, you get into a huge plastic ball, and then roll down a very big hill! A friend of mine has just tried it at an adventure centre in Devon, and she said it was an amazing experience. It's not as frightening as parachuting or bungee jumping, but I imagine it's really exciting.

The New Zealander Andrew Akers invented zorbing in 2000. Since then, more than 100 000 people have tried it around the world. At first Andrew was worried that people might be sick while they were zorbing. Just imagine – that would be awful. But in fact no one has ever been sick inside the ball. I hope I won't be the first!

I'm going to have a go at zorbing next weekend. So if you want to watch, you'll find a video clip of the experience on the homepage of my blog. Wish me luck! I'll tell you all about it in next week's magazine.

2 Read the article again and answer the questions.

- 1 Which adventure sports are popular in New Zealand?
- 2 What do participants of zorbing do?
- 3 When did Andrew Akers invent zorbing?
- 4 How many people have tried zorbing?
- 5 Why was Andrew Akers worried at first?
- 6 How can readers watch the writer's first experience of zorbing?

Listening

3 **66** Anna's older brother is travelling around New Zealand. Listen to the phone conversation and choose the correct answers.

- 1 Rob is phoning ...
 - a) from a friend's house.
 - b) from an internet café.
 - c) on a mobile phone.
- 2 At the moment he's in ...
 - a) Auckland.
 - b) Wellington.
 - c) Queenstown.
- 3 Rob has been on the North Island for ...
 - a) a few days.
 - b) three weeks.
 - c) two months.
- 4 People have told him that there are ... on the South Island.
 - a) more people
 - b) some bigger cities
 - c) mountains and glaciers
- 5 Rob has been ...
 - a) ice climbing.
 - b) mountain biking.
 - c) skiing.
- 6 Rob wants to talk to his ...
 - a) brother.
 - b) friends.
 - c) mum.

Speaking

4 Work in pairs. Ask and answer.

- Have you ever tried an extreme sport?
- Which sports do you watch on television?
- Do you know about any famous New Zealanders?
- Have you ever met a New Zealander?
- Where did you go on holiday last year?
- Where are you going to go on holiday this year?

Project

You're going to do a project about New Zealand. Listen to your teacher's instructions.

Grammar

Present perfect and past simple

- 1 Complete the text with the past simple or present perfect form of the verbs in brackets.



The history of New Zealand

The original inhabitants of New Zealand are called Maoris. They (1) ... (live) there for a long time – the first Maoris (2) ... (travel) to New Zealand by boat about a thousand years ago. They called the country 'Aotearoa' – 'land of the long white cloud'.

Later, in the 17th century, European explorers (3) ... (discover) New Zealand. It (4) ... (become) a British colony in 1840. Now it's an independent country – it (5) ... (be) independent since 1907. But the Queen of England is still New Zealand's head of state!

Present perfect with for and since

- 2 Complete the text with *for* or *since*.

Hi! Hello from New Zealand!

We've been here (1) ... two weeks now, and it hasn't rained (2) ... we arrived. At the moment we're visiting my uncle Tony in Auckland. He's got a beautiful house with an amazing view. We've been here (3) ... Saturday.

Uncle Tony has lived in New Zealand (4) ... ten years, so I haven't seen him (5) ... ages. Now he's got three children. They all love sailing – they've had a boat (6) ... they were little. So tomorrow we're going sailing with them!

See you soon,
Helen

will, might and be going to

- 3 Make the sentences negative.
- The next Olympic Games will be in Wellington.
 - I'm going to try zorbing next year.
 - My team might win the match.
 - My parents are going to move to New Zealand.
 - It will be snowy there at Christmas.
 - We might see my cousins.

First conditional

- 4 Complete the first conditional sentences.
- If John ... (win) the lottery, he ... (go) to New Zealand.
 - If he ... (visit) Auckland, he ... (meet) his relatives.
 - The journey ... (take) 27 hours if he ... (fly) from London.
 - He ... (try) some adventure sports if the weather ... (be) good.
 - It ... (not be) too hot if he ... (go) in August.
 - If John ... (not win) the lottery, he ... (not go) on holiday!

Error correction

- 5 Find and correct one error in each sentence.
- Have you ever go to London?
 - I've studied English since eight years.
 - Which subjects are you going study next year?
 - We might to go out this evening.
 - I send you a text message if I remember.
 - It has rained all day yesterday.
 - I haven't try mountain biking.
 - Just we've finished unit 6.

67 Listen and read. Then act out the sketch in groups.

Characters

Dr Ross A lady dentist	Jack Dr Ross's assistant	Alex Emma's friend
Emma The patient	Charlie Emma's friend	

In the dentist's surgery

- Dr Ross** Good morning. Your name is ... ?
Emma Um ... morning, I'm Emma.
Dr Ross I see, Emma ... Emma what?
Emma Kendrick. Emma Kendrick. My appointment was at 11 o'clock.
Dr Ross Oh, I see. 11 o'clock ... what time is it now, Jack?
Jack Er ... it's twenty to twelve.
Dr Ross Twenty to twelve? Oh, I'm so sorry! Have you been here long?
Emma Well, I've been here since half past ten, so ... yes. But it's OK!
Dr Ross Well, come in, please. Now just sit back and look towards the light. That's fine.
Jack Don't worry, Dr Ross is a very good dentist!
Emma Um ... I can come back, if you like!
Dr Ross No, it's fine. If you can open your mouth, Emma, it'll be easier! Thank you. That's better. Now I'm just going to look in here ...
Emma Ow!
Dr Ross Sorry! Just relax ... Jack, could you pass me - yes, that. Could you bring it round here?
Emma Oh no!
Dr Ross It's OK. I'm just going to give you a tiny injection - and you won't feel it at all. Then ...
Emma Ow! Ughh ...
Jack Don't worry! I'll hold your hand.
Emma I'm sorry, this is so embarrassing ...
Jack Not at all.
Emma Oh ... I think I'm going to ...
Jack Miss Kendrick!

At a café later that day

- Charlie** Emma! Look at your face! You look awful! What's happened?
Alex Think about it, Charlie! How can she look at her face?
Emma Ow!
Alex Emma, be careful! You shouldn't touch it - it looks ...
Emma Awful. Yes, I know. I've been to the dentist and ...
Charlie What did the dentist do to you?
Emma Nothing much. I had an injection and fainted. And I hit my face and bruised it badly.

- Charlie** Oh dear!
Emma It wasn't so awful, really. The dentist's assistant - his name's Jack - helped me and got me a glass of water. We talked, and then he asked for my mobile number ... and he's just sent me a text message!
Alex Wow! He's just sent you a text message and ... ?
Emma And we're going to meet! Oh Alex, he's amazing! I've never met anyone like him before. We're meeting tomorrow afternoon.
Charlie That's great. Your face will probably be better tomorrow. It won't be so black and blue.
Alex Shut up, Charlie!

In the park the next day

- Emma** He's coming! I can see him - he's parking his car.
Alex He's got a car? Cool!
Emma I'm so excited! He's walking towards me now ... oh! Dr Ross is with him. That's strange. Oh no! He's just kissed her goodbye! She's walking out of the park and ...
Alex Um ... I'm sure it's OK. Send me a text later. Bye!
Jack Hi, Emma, how are you feeling? Hey, nice jacket! And your face is much ... pinker.
Emma Hi, Jack. I'm feeling better now, thanks. Um ... I'm sorry about yesterday. I feel so embarrassed! You probably think I'm stupid! I don't like dentists, you see.
Jack Me neither ... you look surprised!
Emma Well, you work for Dr Ross, don't you? And you like her!
Jack Yes, of course I like her. Hey, did you know she's my sister-in-law? My brother usually works with her, but he's ill at the moment. So I've been working with her this week. I'm finishing work there tomorrow!
Emma Oh! So what do you usually do?
Jack I'm a swimming and surfing instructor.
Emma Oh, that's great! Um ... you see, I really don't like dentists!
Jack I know! Do you want to go to the café? It's freezing here!
Emma I'd love to, yes.
Jack Oh, but your face ...
Emma Don't worry! The café sounds great. In fact, the café sounds ... amazing!

Global Citizens

7

Unit contents:

Vocabulary Global issues; *get*

Grammar Second conditional; adverbs of possibility and probability

Skills Read about the global village

Listen to people talking about dilemmas

Write a composition giving your opinion

Agree and disagree

Across the curriculum Science

Culture today The Global Village Fund

1 There are more than 1.3 billion people in the world's most populated country. Which country is it?

- a) the United States b) China c) Australia

2 There are almost 50 000 people per square mile in the world's most crowded country. Which country is it?

- a) India b) South Africa c) Monaco

3 Which of these organizations is *not* a charity?

- a) Amnesty International b) the United Nations c) Doctors Without Borders

4 Which of these European countries recycles most?

- a) Germany b) Sweden c) the UK

Vocabulary 1

Global issues

- 1 Translate these words into your language. Match six of the issues with the pictures.

war peace terrorism immigration famine malnutrition
poverty racism pollution the environment disease illiteracy



- 2 68 Listen and repeat.

- 3 Complete the sentences with words from exercise 1.

Children who don't get the right kind of food suffer from malnutrition.

- The opposite of war is ...
- When there's a ..., people are always hungry.
- People live in ... when they are very poor.
- ... is a big problem in some countries because there aren't enough schools.
- When people have a ..., they become ill.
- Air and water ... is bad for the environment.
- There was an act of ... in New York on 11th September 2001.

Pronunciation: -tion

- a 69 Listen and repeat.

pollution malnutrition immigration

- b 70 Listen, write and repeat the words.

- 4 **Your voice** Work in pairs. Answer the questions with your opinion.

- Which of these issues are problems in your country?
- Which are problems in the developing world?

Recycle Which of these adjectives are positive and which are negative?

happy healthy hungry thirsty ill tired

Reading

- 5 Complete the sentences with three of the figures.

60 billion 61 20 six billion seven

- There are about ... people in the world.
- ... per cent of the world's population are in Asia.
- ... per cent of the people in the world have got a computer.

- 6 71 Read and listen. Check your answers.

- 7 **WORDS IN CONTEXT** Find adjectives in the text for these nouns.

health – healthy

health happiness poverty illiteracy
pollution generosity

IN THE GLOBAL VILLAGE THERE WOULD BE ...
7 SOLDIERS, SEVEN TEACHERS, ONE DOCTOR

IN THE GLOBAL VILLAGE THERE WOULD BE ...
42 RADIOS, 24 TVS, 14 PHONES, SEVEN COMPUTERS



PLEASE HELP THE GLOBAL

There are now more than seven billion people in the world. That's a big number to understand, so let's imagine that the world is a village with 100 inhabitants. They all live in different ways. They speak different languages and practise different religions, but they all want the same things: enough food and water, and a healthy, happy life.

Who lives in the global village? If there were 100 people, 61 of them would be Asian. 13 would be African and 12 would be European. 60 of them would speak Chinese, English, Hindi, Spanish, Arabic, Bengali, Portuguese or Russian, and 40 would speak other languages. Some of the villagers would be too poor to go to school; 17 of them would be illiterate.



And if the conditions in the village reflected life in the real world, things would be very different for all the inhabitants.

Only seven people would have a computer. 76 people wouldn't have a telephone or a TV. The environment would also be different for everyone. 32 people would breathe polluted air, and 25 people wouldn't have access to clean drinking water.

In the global village there should be enough food for everyone. There are 31 sheep, 23 cows and 189 chickens! But some of the villagers eat too much and they don't share the food equally. So 60 people are often hungry, and only 24 people always have a fridge full of food.

Would you help the other villagers if you had the chance? Please be generous and donate to the Global Village Fund. We will use every penny to help people who are poor, hungry and ill. Help us to make our global village a better place for everyone!

8 Read the text again and choose the correct answers.

- The global village in the text represents ...
a) Asia.
b) the whole world.
c) the developing world.
- 12% of people in the global village would be ...
a) African. b) American. c) European.
- ... people wouldn't be able to read.
a) 7 b) 17 c) 70
- Most people wouldn't have ...
a) a phone or TV.
b) clean drinking water.
c) clean air to breathe.

- In the global village, ...
a) there's too much food.
b) there isn't enough food.
c) people don't share the food.
- The Global Village Fund ...
a) doesn't help ill people.
b) helps the poor.
c) gives people computers.

9 Your voice Work in pairs. Ask and answer the questions.

- What are the biggest problems in the global village?
- Apart from giving money, what can we do to help?



Grammar 1

Second conditional

- 1 Read the rules and the sentences. Which part of each sentence is the consequence?

second conditional

We use the second conditional to talk about imaginary situations and their consequences.

situation	consequence
If + past simple	would / wouldn't + infinitive

- If I had more money, I would help the Global Village Fund.
- If some people didn't eat too much, the other people wouldn't be so hungry.
- The world would be a better place if everyone helped each other.
- People wouldn't be illiterate if they went to school.

- 2 Choose the correct form of the verbs.



- If Elsa had a family, she **wasn't / wouldn't** be homeless.
- She **was / would be** happier if she had a home.
- If she **had / has** a dog, she would feel safer.
- She **would buy** a hot meal if she **had / would have** enough money.
- If it was colder, where **did / would** she go?
- What would you do if she **would ask / asked** you for money?

was or were?

We can use *was* or *were* after *if* in a conditional sentence. However, *were* is more usual after *I*.
If I were richer, I would give money to charity.
Your hair would look better if it was shorter.

Look!

- 3 Complete the text with the correct form of the verbs in brackets.

If I won (win) the lottery, I (1) ... (have) a lot of money. If I (2) ... (have) a lot of money, I (3) ... (give) it to charity. But if I (4) ... (give) all my money to charity, I (5) ... (be) poor. And if I (6) ... (be) poor, I (7) ... (not buy) a lottery ticket. And if I (8) ... (not buy) a ticket, I (9) ... (not win) the lottery! Oh dear, what shall I do?



- 4 Look at the prompts. Decide which part is the consequence and which is the situation. Then write second conditional sentences.

hear racist comments → tell a teacher
 situation consequence

If I heard racist comments, I'd tell a teacher.

- go to the doctor → feel ill
- witness a crime → call the police
- be late for school → get up at ten o'clock
- see a ghost → feel frightened

- 5 Your voice Complete the sentences with your own ideas.

- ... if I had more money.
- If I didn't have classes today, ...
- ... our teacher would be happy
- The world would be better if ...
- ... I'd be surprised.
- If I were famous, ...

Language Guide p99

Listening

Dilemmas

Write a second conditional question for each picture.

What would you do if you found a wallet?



find / wallet



get lost / mountains



see friend / shoplifting



forget / mum's birthday



win / £100



feel ill / in an exam

72 Listen to six people. Put your questions from exercise 1 in the order you hear them.

1 - What would you do if you won £100?

72 Listen again and choose the correct response for each person.

- He'd ...
 - get some new clothes.
 - give it to charity.
- She'd ...
 - go home.
 - stay and finish.
- He'd ...
 - take it to the police station.
 - keep it.
- She'd ...
 - call a friend.
 - call Mountain Rescue.
- She'd ...
 - get her some flowers.
 - take her for lunch the next day.
- He'd ...
 - walk away.
 - tell a shop assistant.

4 Write second conditional sentences about each person. Use your answers from exercise 3.

If he found a wallet, he'd ...

5 Your voice What would you do in these situations? Write answers to the questions from exercise 1.

Vocabulary 2

get

6 73 Read the examples and answer the questions.

Get has got a lot of different meanings.

- become People in the West **are getting** fatter.
- arrive We **got** home at nine o'clock.
- receive I **got** £50 for Christmas.
- obtain When is he going to **get** a job?
- buy I haven't got enough money to **get** a sandwich.
- bring Shall I **get** you a glass of water?

- What is the past form of *get*?
- How do you spell the *-ing* form?

7 Match the sentences with the meanings in exercise 6.

- Did you get many presents for Christmas?
- Can you get the dictionary from that cupboard, please?
- My sister got a place at Oxford University.
- It gets dark very early in winter.
- We got to school late this morning.
- Can you go to the shop and get some bread?

8 Read the questions. What is the meaning of *get* in each one?

- What time do you usually get home from school?
- What did you get for your birthday?
- What kind of job are you going to get in the future?
- What did you get last time you went shopping for clothes?
- What sport would you do if you wanted to get fitter?

9 Your voice Work in pairs. Ask and answer the questions in exercise 8.



Culture today

Ethical shopping

A Fairtrade label means that shoppers know that the producers receive a fair price for their products. You can often see the Fairtrade label on products like tea, chocolate, cocoa, sugar, fruit and cotton.



www.theglobalvillagefund.com / shop



THE GLOBAL VILLAGE FUND

Online Shop

Our top products

About us

Help

My shopping basket

Here's a selection of our most popular products. Just click on a picture for more information.



£4.99 Fairtrade chocolates

This is probably our most popular gift. It's great for cocoa farmers in Guatemala and it's perfect for the chocoholics in your life!



£1.99 Recycled notebooks

These are definitely a great idea for all your friends. The paper is recycled and you can choose from three cover designs: hearts, flowers or footballs.



£9.99 Organic cotton T-shirts

These fantastic T-shirts come in three sizes (S, M, L) and two designs. Perhaps you'd like to save the whales, or maybe you'd prefer to save the world?

Make a difference – virtual gifts

The perfect present for someone who's got everything!



£5 Chickens

You've probably never thought about it, but a chicken is much more than a chicken! This chicken would provide eggs every day for a family in Africa.



£10 School dinners

Just £10 will provide school dinners for 100 school children in Kenya. A lot of hungry kids will definitely appreciate this gift!



£50 A new toilet

We know this isn't very romantic, but how about a new toilet? Maria in Zimbabwe probably can't think of a better present!

1 74 Read and listen to the information on the web page for the Global Village Fund shop. Which gift would you like to receive?

2 Read the information again and answer the questions.

- 1 What is the most popular gift?
- 2 What's the cheapest gift?
- 3 What are the T-shirts made of?
- 4 What is the advantage of giving a chicken?
- 5 How much does it cost to provide school dinners for 100 children?
- 6 What is the most expensive gift?

3 Find words in the text for these definitions.

- 1 someone who is addicted to chocolate
- 2 a type of material for clothes
- 3 another word for a gift

4 Your voice Work in pairs. Discuss the questions.

- 1 Do you or your parents buy any of these things?
 - Fairtrade products
 - organic products
 - recycled products
- 2 Do you think that things you buy in shops or online in Europe can affect people's lives in Africa?



Grammar 2

Adverbs of possibility and probability

1 Read the examples then choose the correct words to complete the rules.

adverbs of possibility and probability

This is **probably** our most popular gift.
 These are **definitely** a great idea.
 They will **definitely** appreciate this.
 She **probably** can't think of a better present.
Perhaps I'll buy the chocolates.
Maybe she'd like a T-shirt.

- 1 Definitely and probably go **before** / **after** be.
- 2 Definitely and probably go **before** / **after** affirmative auxiliaries (will, would, can ...).
- 3 Definitely and probably go **before** / **after** negative auxiliaries (won't, wouldn't, can't ...).
- 4 Perhaps and maybe go at the **start** / **end** of a sentence.

2 Rewrite the sentences with the adverb in the correct place.

- probably*
- Mum would like the chocolates. (probably)
- 1 I'll give them some chickens. (maybe)
 - 2 I wouldn't give them a toilet. (definitely)
 - 3 Dad would like a notebook. (perhaps)
 - 4 The T-shirt is the best gift for my sister. (probably)
 - 5 I'll buy something! (definitely)

Speaking

3 On a piece of paper, write a list of five friends or family members.



4 Give your list to your partner. Then ask and answer about gift ideas. Use the gifts on page 94 or your own ideas.

- What would you give Anna?
 - I'd probably give her the chocolates.
- Why?
 - Because ...

Book corner Unit grammar check

1 Choose the correct words.




Changes in an African Village

Bessie Head (?) **is probably** / **probably** is one of Africa's most famous writers. She wrote 'When Rain Clouds Gather' in 1968.

The story is about a South African man called Makhaya. He runs away from his country to escape the racism there. When Makhaya gets to Botswana, he lives in a poor village. The people there are trying to modernize their community. They know they (2) **grow** / **would grow** more crops if they (3) **would use** / **used** modern agricultural methods.

But there are also a lot of other problems in the village. The old chief doesn't agree with the changes. And if the weather (4) **was** / **would be** better, everything would be easier too.

(5) **Perhaps** / **Definitely** the difficult climate will bring tragedy to the community. Or (6) **maybe there is** / **there is maybe** hope for the future after all? What (7) **would** / **will** you do if you (8) **are** / **were** in a situation like this? It's a great story about a global dilemma.

2  75 Listen and check your answers.



When Rain Clouds Gather
by Bessie Head

Writing dossier

A composition: my opinion

- 1 Read Sarah's composition. Is she optimistic or pessimistic?

Give Peace a Chance!

In my opinion, war is one of the biggest problems in the world today. I think that this is a big problem because a lot of innocent people are dying.

I'm not sure if this problem is getting better or worse. Perhaps it seems worse because we see a lot of reports on the news.

I don't think that I will see an end to war in my lifetime. But if I were a politician, I would try to stop wars. I'd like to see people living together in peace.



- 2 Look at the Language focus. Find the expressions in the composition. How do you say them in your language?

Language focus: giving your opinion

I think that ...
I don't think that ...
In my opinion, ...
I'm not sure if ...

- 3 **Your voice** Complete the sentences with your own ideas.

- 1 I think that ... is one of the biggest problems in my town.
- 2 I don't think that ... is a problem in my country.
- 3 In my opinion, the problem of ... is getting worse.
- 4 I'm not sure if I will see an end to ... in my lifetime.



Writing plan

- ① **Plan a composition** giving your opinion about a problem in your country. Use one of these problems, or your own ideas.

pollution homelessness
racism terrorism

- 1 Why is this a problem in your country?
2 Is the problem getting better or worse?
3 If you were a politician, what would you do about this problem?
- ② **Write a first version.** Organize your work into three paragraphs.
 - ✦ the problem
What is the problem?
Why is this a problem?
 - ✦ now: better or worse?
Is the problem getting better or worse?
Why?
 - ✦ the future
What would you do if you were a politician?
What would you like to see in the future?
- ③ **Check your writing.** Use the checklist to help you.
 - ✓ I've given the composition a title.
 - ✓ I've used expressions of opinion.
 - ✓ I've included a second conditional sentence.
- ④ **Write the final version** and put it in your Dossier.

Dialogue builder

Agreeing and disagreeing

- 1 Look at the list of charitable organizations. Do you know which one ...

Greenpeace Doctors Without Borders
Save the Children WWF UNICEF Oxfam

- 1 helps animals?
2 protects the environment?
3 gives humanitarian aid?
- 2 **76** Amy has given some money to charity. Read and listen to the dialogue and translate the bold expressions. What do Amy and Chris agree about?



Chris

Did you give him some money?

So do I, but I don't like it when they stop you in the street.

Yes, I **suppose so**. But if they didn't stop people, they'd get more money!

Hmm, I'm **not sure**. **Maybe you're right**.

Amy

Yes, he's collecting for charity. I think it's a good cause.

No, **neither do I**, but maybe they get a lot of money that way.

Do you think so? I don't agree. If they didn't stop people, no one would give them any money.

- 3 **76** Listen again and repeat.

- 4 Read the opinions. Do you agree or disagree? Write your reaction using one of the bold expressions from the dialogue.

- I think the Red Cross is a good cause.
- I don't like it when homeless people stop you in the street.
- Maybe we should all give money to charity.
- If we all gave our time, it would be better than giving money.
- If the government gave more money, we wouldn't need to help.

- 5 Write five sentences giving your opinion about these things. Listen to your partner's opinions. Do you agree or disagree? Then read your own.

homework school uniform learning English
recycling Greenpeace

- ☞ I think we get too much homework.
☞ So do I!

- 6 **77** Listen to three different situations. In which situation do Chris and Amy disagree?

Useful expressions

So do I. / Neither do I.
I suppose so.
Do you think so?
I agree. / I don't agree.
I'm not sure. Maybe you're right.

Language Guide

Vocabulary

Global issues



war



peace



terrorism



immigration



famine



malnutrition



poverty



racism



pollution



the environment



disease



illiteracy

get



get fatter = become



get home = arrive



get presents = receive



get a medal = obtain



get a sandwich = buy



get someone a glass of water = bring

Dictionary extra!

breathe (v) ★★

cotton (n) ★★

cow (n) ★★

donate (v) ★

fridge (n) ★

fund (n) ★★★

gift (n) ★★★

illiterate (adj)

inhabitant (n) ★★

provide (v) ★★★

share (n) ★★★

village (n) ★★★

Useful expressions

So do I. / Neither do I.

I suppose so.

Do you think so?

I agree. / I don't agree.

I'm not sure. Maybe you're right.

Grammar

Second conditional

situation	consequence
<ul style="list-style-type: none"> • If I had more money, • If he won the lottery, 	<ul style="list-style-type: none"> • I'd (would) help. • he wouldn't spend all the money.
consequence	situation
<ul style="list-style-type: none"> • I'd (would) help • He wouldn't spend all the money 	<ul style="list-style-type: none"> • if I had more money. • if he won the lottery.

- We use the second conditional to talk about imaginary situations and their consequences.
- To form sentences we use:
 - If + subject + past simple for the situation,
 - subject + *would* / *wouldn't* + infinitive without *to* for the consequence.
 - *if he had a dog, he would feel safe.*
 - *if I didn't have classes today, I would play football.*
- *would* is contracted to *'d* in conversations.
 - *if he had a dog, he'd feel safe.*

Adverbs of possibility and probability

- We use the adverbs *definitely*, *probably*, *perhaps* and *maybe* to talk about possibility and probability.
- *Definitely* and *probably* go after *be*.
 - These *are definitely* a great idea.
 - This *is probably* our most popular gift.
- *Definitely* and *probably* go after affirmative auxiliaries (*will*, *would*, *can* ...).
 - They *will definitely* appreciate this gift.
 - They *would probably* buy some fairtrade chocolate.
- *Definitely* and *probably* go before negative auxiliaries (*won't*, *wouldn't*, *can't* ...).
 - He *definitely won't* keep the wallet.
 - She *probably can't* think of a better present.
- *Perhaps* and *maybe* go at the start of a sentence.
 - *Perhaps* I'll buy the chocolates.
 - *Maybe* you'd prefer to save the world.





Progress check

Global issues

1 Complete the definitions with these words.

famine pollution racism war
illiteracy immigration

- ... is when people come from a different country.
- ... is when people throw rubbish or chemicals into rivers and the sea.
- ... is when countries fight each other.
- ... is when people have no food to eat.
- ... is when people treat others badly because of the colour of their skin.
- ... is when people can't read or write.

get

2 Match the questions with the correct meaning of *get*.

buy obtain receive arrive become

- What did you get for your birthday?
- Where did you get those shoes?
- What time did you get to school this morning?
- In your opinion, what's the best way to get fit?
- What kind of job are you going to get in future?

Second conditional

3 Complete the sentences with the correct form of the verbs in brackets.



- If he didn't have an umbrella, he ... (get) wet.
- He ... (be) happier if the sun shone.
- If he ... (wait) for the rain to stop, he'd be late for work.
- If he was late for work, his boss ... (be) angry.
- If he ... (leave) his job, he wouldn't have to go out in the rain!

4 Write second conditional sentences.

have more food / not be hungry
If they had more food, they wouldn't be hungry.

- go to school / not be illiterate
If they ...
- do more exercise / get fit
If you ...
- have more money / go on holiday
If I ...
- go to bed earlier / not be tired
If you ...
- be ill / go to hospital
If I ...

Adverbs of possibility and probability

5 Correct the sentences.

I'll maybe go to England on holiday.
Maybe I'll go to England on holiday.

- Racism definitely is a problem in sport.
- It will be perhaps better in future.
- We probably can meet after lunch.
- She wants definitely to go to university.
- I'd like probably to study geography.

Cumulative grammar 1 2 3 4 5 6 7 8 9

6 Choose the correct answers.



Multicultural USA

The USA (1) ... a multicultural society. (2) ... the 16th century, people (3) ... there from all over the world. Today, (4) ... famous Americans (5) ... immigrants, including the actor Arnold Schwarzenegger and the singer Gloria Estefan. The great scientist Albert Einstein also (6) ... an American citizen after leaving Germany. If the USA (7) ... so many immigrants, life there (8) ... so interesting!

- | | |
|--------------------|------------------|
| 1 a) definitely is | b) is definitely |
| 2 a) Since | b) For |
| 3 a) were moving | b) have moved |
| 4 a) lot of | b) a lot of |
| 5 a) are | b) were |
| 6 a) was becoming | b) became |
| 7 a) didn't have | b) won't have |
| 8 a) weren't | b) wouldn't be |

Rights and Responsibilities

8

Unit contents:

Vocabulary Household chores; words that are verbs and nouns

Grammar Obligation: *have to / don't have to*; obligation and prohibition: *must / mustn't* and *have to / don't have to*; permission: *can, could* and *be allowed to*

Skills Read about negotiating with your parents
Listen to people talking about rules in a café
Write a list of rules
Give advice and express obligation

Across the curriculum Geography

Culture today When Is It Legal?



Look at the laws. Which one is false?

- 1 In Beverly Hills, California, you can't smoke in any public space – inside or outside.
- 2 You have to be 16 to babysit in Britain.
- 3 In Cicero, Illinois, you mustn't sing in public on Sundays.
- 4 British shops must facilitate access for people in wheelchairs.

Vocabulary 1

Household chores

- 1 What are the people doing in the pictures?
Write sentences.

make the bed take the rubbish out do the shopping
do the ironing do the washing up make dinner do the vacuuming
clean the house put the washing machine on tidy your room
mop the floor unload the dishwasher

1 - She's taking the rubbish out.



- 2 (78) Listen and repeat.

- 3 Copy and complete the table with words from exercise 1.

make	do
the bed	

- 4 Complete the text with these verbs.

tidy do take make clean

Dad and I will be back on Sunday evening at about seven o'clock. If you want to (1) ... dinner for us that would be great! If not, please (2) ... the shopping before we come home!

Don't forget to (3) ... the house and (4) ... your rooms!
Love, Mum

PS Remember to (5) ... the rubbish out on Thursday evening.

Recycle What furniture would you find in these parts of a house?

bedroom bathroom kitchen
dining room living room garage

Did you know?

The average British person spends 3 1/2 years doing household chores during a lifetime!

- 5 Your voice Work in pairs. Ask and answer about household chores.

- How often do you do the washing up?
- Who makes dinner in your house?

Vocabulary plus → Workbook p123

Reading

- 6 Before reading, answer these questions.

- What time do you have to return home in the evening?
- Is it the same for your brothers and sisters?
- Do you ever argue with your parents about this?

- 7 (79) Read and listen. Choose the best summary, a, b or c.

- It's an argument about household chores.
- It's a discussion about staying out late.
- It's a conversation about a party they all went to.

Negotiate with Your Parents!

There's a party tonight and you want to stay out late.
Here's a typical conversation you might have:

- Girl Dad, what time do I have to be in tonight?
 Dad Not too late! Ask your mother.
 Girl Mum, can I stay at the party until twelve o'clock? Jane doesn't have to be home until then. I asked Dad and he said it's fine.
 Mum No way. You must be home by eleven! That's late enough.
 Girl Oh, Mum, it's not fair! I'll look stupid if I have to go home so early. Do I have to leave at eleven?
 Mum You have to be here by eleven!
 Girl But I won't have time for anything if I have to leave so early!
 Mum And what exactly do you need time for?
 Girl Oh, Mum ... please! I'll do anything! I promise I'll tidy my room and do the vacuuming for a whole month! I'll do anything you say!
 Mum No, and that's my final word.
 Girl But why?
 Mum Because I say so!



How to get your own way!

Follow these rules:

- 1 The first few times you want to stay out late ... don't! You have to build their trust slowly.
- 2 Talk to your parents when you get home. Tell them about your evening (well, not everything ...).
- 3 Introduce your friends. (Choose the most normal friends you've got!)
- 4 Organize your transport home. Then they won't worry so much.

Good luck!

8 WORDS IN CONTEXT Match the phrases with the correct meaning. How do you say them in your language?

- | | |
|-----------------------|-------------------------------|
| 1 to be in | a) it isn't reasonable |
| 2 no way | b) my decision is final |
| 3 it's not fair | c) definitely not |
| 4 because I say so | d) to arrive home |
| 5 to get your own way | e) to achieve your objectives |

9 Are these sentences true or false? Find evidence in the text.

- 1 The girl wants to have a party at home.
- 2 First she talks to her mum.
- 3 The girl asks if she can come home at midnight.
- 4 Her mum says she must be home by eleven o'clock.
- 5 The girl promises to do the ironing for a month.
- 6 The author says you should never introduce your friends to your parents.

10 Your voice Work in pairs. Read the rules again and ask and answer the questions.

- 1 Which rules do you think are useful?
- 2 Which rules do you follow?



Grammar 1

Obligation: *have to* / *don't have to*

- 1 Read the examples and complete the rules.
You **have to** be home by eleven o'clock.
She **doesn't have to** go home until twelve.
1 We use ... for obligation.
2 We use ... when there is no obligation.
- 2 Complete the sentences with the correct form of *have to* or *don't have to* and the verbs in brackets.
1 I ... (make) dinner at home because my dad always cooks.
2 My sister ... (unload) the dishwasher, but I always load it.
3 We ... (go) to school on Sundays.
4 Most British students ... (wear) a uniform. It's usually black, blue or grey.
5 My mum ... (get up) early because she starts work at 7.30.
6 She ... (drive) to work because her friend takes her.
- 3 Complete the questions. Use the question form of *have to* and these verbs.

make do tidy put mop take



- 4 Your voice Work in pairs. Ask and answer the questions in exercise 3. Who has to do more household chores?
Do you have to ...?
No, I don't.

Language Guide p111

Obligation and prohibition: *must* / *mustn't* and *have to* / *don't have to*

- 5 Read the examples. Do *mustn't* and *don't have to* have the same meaning?
You **must** tidy your room. = You **have to** tidy your room (obligation).
You **don't have to** make dinner (no obligation).
You **mustn't** use mobiles in class (prohibition).
- 6 Choose the correct words.



How to be tidy

Sorry to give you bad news: the first rule is that you (1) **mustn't** / **have to** tidy your room before the floor becomes invisible! And I'm afraid that you (2) **have to** / **mustn't** leave old bits of pizza in your bedroom for more than a few days, or they will start to smell awful. Don't worry, you (3) **have to** / **don't have to** organize your wardrobe like a Benetton clothes shop, but you (4) **mustn't** / **have to** leave your dirty socks under the bed for more than a week! You (5) **don't have to** / **mustn't** be perfect but you (6) **must** / **don't have to** try to be tidy if you want to keep your parents happy.

Speaking

- 7 Copy and complete the table. Use these verbs or your own ideas.

wear listen tidy share do shout use
make do help watch

	at school	at home
I have to ...		
I mustn't ...		
I don't have to ...		

- 8 Work in pairs. Ask and answer questions about exercise 7.

Do you have to listen at school?
Yes, I do.

Listening

Talking about rules in a café

80 Listen to Chris talking to Emma on his first day working at a café. Which three chores does Chris have to do?

- | | |
|---------------------|------------------------|
| 1 clean the tables | 4 clean the kitchen |
| 2 do the washing up | 5 load the dishwasher |
| 3 do the shopping | 6 take the rubbish out |



80 Listen again and choose the correct answers.

- Emma has worked at the café for ...
 - a year.
 - two weeks.
 - three months.
- Emma works ...
 - every evening.
 - on Saturdays.
 - Monday to Friday.
- Chris has to ...
 - cook the food.
 - clean the toilets.
 - take people's orders.
- Chris doesn't have to ...
 - clean the kitchen.
 - clean the tables.
 - load the dishwasher.
- Emma and Chris don't have to wear ...
 - a hat.
 - a uniform.
 - a white shirt.
- They have to collect their money from ...
 - the bank.
 - Thelma's house.
 - Thelma's office.

3 Answer the questions.

- Does Chris work all day on Saturdays?
- Is the café owner nice?
- Can Chris eat at the café after work?

Vocabulary 2

Words that are verbs and nouns

4 Read the examples. In which sentence is *walk* a verb, and in which is it a noun?



- A lot of people *walk* the Pennine Way.
- It's a long *walk* – about 500 km!

5 Translate these verbs and nouns into your language using a dictionary. Are they the same or different?

verb	noun
exercise	an exercise
drink	a drink
watch	a watch
smoke	smoke
fly	a fly

6 Match these pictures with the words in exercise 5.



7 **81** Listen and repeat.

8 Complete the sentences with verbs or nouns from exercise 5.

- How much water do you ... every day?
- Have you ever killed a ...?
- What's it called when you breathe ... from other people's cigarettes?
- How often do you ... TV?
- Have you finished this ...?



Culture today

When Is It Legal?

Age 10



- You can have your ears pierced, but you must be with a parent or guardian.
- You can choose your own religion.

- You can see a film or play a computer game with the '12' category.
- You're allowed to buy a pet.



Age 13



- You can work five hours a day on Saturdays, Sundays and in school holidays, but you aren't allowed to work an eight-hour day until you're 15.

Age 12

- You can enter a pub with an adult, but you can't buy alcohol.



Age 15



- You can rent a DVD with the '15' category.

Age 14

- You can leave school on the last Friday of June in Year 11.
- You can work full-time if you've left school.
- You can buy a lottery ticket.
- You can ride a moped or scooter.
- You can get married with your parents' permission.

Age 16



Age 17



- You can drive a car in the UK.
- You can fly a glider.

- You become an adult in the eyes of the law. This means you can vote, get married and drink alcohol.
- You can change your name if you want to.
- You can get a tattoo.
- You can buy cigarettes. (Before 2007, you could buy cigarettes at the age of 16.)

Age 18



Young people and the law

Legal age limits sometimes change. For example, in the past in the UK you could buy cigarettes at the age of 16, but now you have to be 18. In the UK, now you can leave school at 16, but this might change to 18 in the future.

1 Guess the age when you can do these things.

In the UK, ...

- 1 you can enter a pub when you are ... years old.
- 2 you can drive a car at the age of ...
- 3 when you are ... you can buy cigarettes.

2 Read and listen. Check your answers to exercise 1.

3 Read the text again and answer the questions.

- 1 How old must you be to buy a pet?
- 2 How many hours can you work at the age of 13?
- 3 When can you work full-time?
- 4 Do you have to have permission to get married at 16?
- 5 How old must you be to get a tattoo?
- 6 Can you buy cigarettes now at the age of 16?

4 Your voice Work in groups. Discuss the questions.

- 1 At what age can you do these things in your country?

work smoke leave school
ride a moped get married
drive a car drink alcohol

- 2 Do you think these laws are OK, or would you change them?

... the BIG DEBATE



→ Workbook p132

Grammar 2

Permission: *can*, *could* and *be allowed to*

- 1 Read the examples and decide if the rules below are true or false.

permission: present

+ You can work five hours on Saturdays.
You're allowed to buy a pet.

- You can't drink alcohol.
You aren't allowed to work eight hours.

permission: past

+ You could buy cigarettes at the age of 16.
You were allowed to smoke then.

- You couldn't go to discos when you were 10.
You weren't allowed to stay out late then.

- 1 After *can* / *can't* and *could* / *couldn't*, we use *to*.
2 After *be allowed*, we use *to*.


2 Choose the correct words.

In the UK, the laws about smoking have changed a lot. In the past, people (1) *are* / *were* allowed to smoke everywhere. You (2) *can* / *could* smoke on buses and even at the cinema! Before 2007, 16-year-olds (3) *are allowed to* / *could* smoke, but now you (4) *aren't* / *weren't* allowed to buy cigarettes until the age of 18. In the UK today, people (5) *aren't allowed* / *can't* to smoke in any public buildings. In some countries, the laws are even stricter. In 20 cities in California, you (6) *can't* / *aren't allowed* smoke in any public place, including parks and beaches!


Pronunciation: *can* / *can't*, *could* / *couldn't*, *are* / *aren't*, *were* / *weren't*

1  83 Listen and repeat.

can [kæn]	can't [kɑ:nt]
could [kʊd]	couldn't [kʊdnt]
are [ɑ:]	aren't [ɑ:nt]
were [wɜ:]	weren't [wɜ:nt]

2  84 Listen. Which words do you hear?

1 can / can't	3 could / couldn't
2 are / aren't	4 were / weren't

3  84 Listen again and repeat.

Book corner



Unit grammar check


1 Choose the correct words.

Travelling along the Mississippi

The American author Mark Twain wrote 'The Adventures of Huckleberry Finn' in 1884. It's about a 14-year-old boy called Huck who lives near the Mississippi River. One day, Huck finds some treasure, and he's (1) **allowed** / **must** to keep it. But Huck's violent father returns – he wants the money too. He takes Huck to his house, and Huck can't (2) **to get** / **get out**.

But finally, Huck escapes. He meets a slave called Jim. Jim has escaped too. 'You (3) **can** / **allowed** travel with me,' says Huck. 'But we (4) **don't have** / **mustn't** go out during the day – people will see us. We (5) **must** / **can't** build a boat and travel at night on the river.' In the end, they (6) **don't** / **doesn't** have to build a boat because they find one. The book is about their adventures.

At the time of this story, white Americans (7) **allowed to** / **could** have black slaves. Slaves didn't have rights – they (8) **wasn't** / **weren't** allowed to be free. In this story, Huck has a dilemma. He knows it's illegal to help a slave, but he thinks slavery is wrong. In the end, he makes his own decision.

2  85 Listen and check your answers.



The Adventures of
Huckleberry Finn
by Mark Twain

Writing dossier

Writing rules

- 1 Read the rules. Do you think that they are fair? Which rules would you change?

My perfect home rules

- 1 I only have to tidy my bedroom once a month.
- 2 Everyone must knock on the door before **camming** into my room.
- 3 My friends can stay every weekend.
- 4 I don't have to get up until eleven o'clock during the **holydays**.
- 5 I can stay out until midnight on **fridays** and **Satur-days**.
- 6 I can walk the dog but I **dont** have to feed it every day.
- 7 My brothers have to do all the other household chores!
- 8 I can **chose** what to watch on TV, whenever I want.
- 9 My brothers **can't to use** the computer between five and ten o'clock in the evening.
- 10 Everyone in my family must agree to these rules!



Writing plan

- 1 Plan some new school rules. Think of two ideas for each topic.
uniform / clothes
Friday afternoons
PE classes
homework
computers
- 2 Write a first version. Include ten rules with the title 'My perfect school rules'.
- 3 Check your writing. Use the checklist to help you.
 - ✓ I've checked for spelling errors.
 - ✓ I've checked for grammar errors.
 - ✓ I've checked for errors with capital letters and punctuation.
 - ✓ I've used modals correctly (have to, don't have to, must, can, be allowed to).
- 4 Write the final version and put it in your Dossier.

- 2 Look at the Language focus. Correct the errors marked in red in the text. Which type of error are they?

Language focus: correcting errors

Look out for these areas when you check your work:

- spelling
- grammar
- capital letters and punctuation

- 3 Find and correct one error in each sentence.

- 1 We don't have to go to school on monday mornings.
- 2 We only have to studie the subjects that we like.
- 3 We dont have to go to school for three months in summer.
- 4 Classes mustn't starting before ten o'clock.
- 5 We can choose our teachers.
- 6 They mustn't to give us homework more than twice a week.

Dialogue builder

Advice and obligation



1 Match the sentences with the pictures.

- 1 Cyclists should use the cycle lane.
- 2 You mustn't go faster than 20 miles per hour.
- 3 You have to stop at a zebra crossing.
- 4 You should wear a cycle helmet.
- 5 You should look right when you cross the road.

Advice and obligation

We use *should / shouldn't* to give advice.
We use *must / mustn't* and *have to* to talk about obligations.

Look!

- 2 **86** Nikita has never cycled in London, and Chris is a bit worried. Read and listen. Which things are obligations and which are advice?



Chris

OK, are you ready to go?
Don't forget that you **have to** keep left!
Oh, and you **shouldn't** go too fast here. The speed limit is 20 mph.
Yes – you **have to** stop at zebra crossings here, you know.
Hang on a minute. I'd wear this if I were you.
No, you don't **have to**, but it's a good idea. It's sometimes dangerous here!

Nikita

Yes, I think so.
Don't worry, I know I'm not in Russia!
OK. Anything else?
All right. That's good to know. Come on, then, let's go!
Do I **have to**?
OK!

- 3 **86** Listen again and repeat.
- 4 Prepare a new dialogue. Imagine Chris comes to your country and he wants to borrow a moped. Give him some advice and tell him about the rules.

5 Practise your dialogue.

- OK, are you ready to go?
Yes, I think so.

- 6 **87** Chris and Nikita have returned from their bike ride. Listen and choose the correct answers.

- 1 Nikita **had / didn't have** an accident.
- 2 You **have to be 14 / 16** to ride a moped in Britain.
- 3 Nikita wants to **watch a football match / play basketball**.

Useful expressions

You have to / must ...
You should / shouldn't ...
That's good to know.
If I were you, I'd ...
It's a good idea.

Language Guide

Vocabulary

Household chores



make the bed



take the rubbish out



do the shopping



do the ironing



do the washing up



make dinner



do the vacuuming



clean the house



put the washing machine on



tidy your room



mop the floor



unload the dishwasher

Words that are verbs and nouns



exercise



an exercise



drink



a drink



watch



a watch



smoke



smoke



fly



a fly

Dictionary extra!



build (v) ★★★

pet (n) ★★

commit (v) ★★★

pub (n) ★★★

full-time (adj) ★★

receive (v) ★★★

glider (n)

scooter (n)

law (n) ★★★

tidy (v) ★

lottery (n)

trust (n) ★★★

negotiate (v) ★★

Useful expressions!

You have to / must ...
You should / shouldn't ...
That's good to know.
If I were you, I'd ...
It's a good idea.

Grammar

Obligation: *have to / don't have to*

affirmative			
I / You	have to		go home.
He / She / It	has to		
We / You / They	have to		
negative			
I / You	don't have to		work.
He / She / It	doesn't have to		
We / You / They	don't have to		
questions			
Do	I / you	have to	clean?
Does	he / she / it		
Do	we / you / they		
short answers			
Yes, I / you do. / No, I / you don't.			
Yes, he / she / it does. / No, he / she / it doesn't.			
Yes, we / you / they do. / No, we / you / they don't.			

- We use *have to* for obligation.
- We use *don't have to* when there is no obligation (i.e. when something isn't necessary).

Obligation and prohibition: *must / mustn't* and *have to / don't have to*

affirmative (= obligation)		
I / You / He / She / It / We / They	must	mop the floor.
negative (= prohibition)		
I / You / He / She / It / We / They	mustn't	be home late.

- We can use *must* or *have to* for obligation. You *must / have to* make your bed.
- We use *mustn't* when something is prohibited. It doesn't have the same meaning as *don't have to*. You *mustn't* put the washing machine on. (It's prohibited.) You *don't have to* put the washing machine on. (It's not necessary.)

Permission: *can, could* and *be allowed to*

present

affirmative		
I / You / He / She / It / We / They	can	work.
I'm (am)		
You're (are)	allowed to	buy it.
He / She / It's (is)		
We / You / They're (are)		
negative		
I / You / He / She / It / We / They	can't	drink.
I'm not (am not)		
You aren't (are not)	allowed to	stay out.
He / She / It isn't (is not)		
We / You / They aren't (are not)		

past

affirmative		
I / You / He / She / It / We / They	could	buy them.
I was		
You were	allowed to	smoke.
He / She / It was		
We / You / They were		
negative		
I / You / He / She / It / We / They	couldn't	go alone.
I wasn't (was not)		
You weren't (were not)	allowed to	get one.
He / She / It wasn't (was not)		
We / You / They weren't (were not)		

- We use *can / can't, could / couldn't* and *(not) be allowed to* for permission.



Grammar bank → Workbook p112



Progress check

Household chores

1 Complete the sentences with these verbs.

make do take unload tidy put

- How often do you ... your room?
- Don't forget to ... the rubbish out!
- Does your dad ... the ironing?
- I have to ... my bed every day.
- Do you have to ... the dishwasher?
- Do you know how to ... the washing machine on?

Words that are verbs and nouns

2 Match the sentences with the pictures.



- You can't **smoke** here.
- This **drink** is good for you.
- There's a lot of **smoke** in here!
- In the UK, under 18s can't **drink** alcohol.
- How often do you **exercise**?
- Have you finished this **exercise**?

3 Are the bold words in exercise 2 verbs or nouns?

Obligation: *have to* / *don't have to*

4 Write sentences using *have to* (✓) and *don't have to* (X).

I / clean the house. (X)

I / don't have to clean the house.

- My sister / do the washing up. (✓)
- We / make dinner. (X)
- I / go to school. (✓)
- We / study French. (X)
- My dad / work on Saturdays. (✓)

Obligation and prohibition: *must* / *mustn't* and *have to* / *don't have to*

5 Choose the correct answers.

- You ... use your mobile in the library.
a) have to b) mustn't c) don't have to
- We ... to wear a school uniform.
a) must b) has c) don't have
- You ... to have a shower before using the pool.
a) mustn't b) have c) must
- You ... smoke here – it's illegal.
a) must b) don't have to c) mustn't
- You ... be 18 to drink alcohol in Britain.
a) must b) mustn't c) don't have

Permission: *can*, *could* and *be allowed to*

6 Make the sentences negative.

16-year-olds were allowed to smoke.

They weren't allowed to smoke.

- 13-year-olds can work five hours on Saturdays.
They ...
- I'm allowed to ride a scooter.
I ...
- At primary school we could study English.
We ...
- My brother was allowed to stay out late.
He ...
- 10-year-olds can choose their religion.
They ...
- We're allowed to use a dictionary in class.
We ...

Cumulative grammar 1 2 3 4 5 6 7 8

7 Choose the correct words.

I want to be a star!

I (1) **'ve** / **'s** always loved singing – I've wanted to be a pop star (2) **for** / **since** I was a little girl. I was watching the Spice Girls on TV (3) **while** / **when** I decided! If I could choose, I (4) **'ll** / **'d** leave school now. But my parents always say, 'You (5) **can't** / **don't have to** leave now you (6) **mustn't** / **have to** get a good education!' They say that I'll get a better job if I (7) **pass** / **will pass** my exams. But what kind of job is (8) **better** / **best** than being a pop star?!



Body and Soul

9

Unit contents:

Vocabulary Appearance; adjective prefixes

Grammar The passive: present simple; active to passive;
the passive: past simple

Skills Read about the first hair cut
Listen to someone describing the process of henna
tattoos

Write a personal description

Accept and decline invitations

Across the curriculum Design

Culture today 'Cruel' to Teens



- 1 Who needs to eat the most calories each day?
a) teenage boys b) adults c) teenage girls
- 2 How much water should we drink every day?
a) 0.5 – 1 litre b) 1.5 – 2 litres c) 3.5 – 4 litres
- 3 Which of these activities is not used for relaxation?
a) yoga b) t'ai chi c) tae kwon do
- 4 What activity do the terms *snooze*, *forty winks* and *REM* refer to?
a) dancing b) sleeping c) communicating

Vocabulary 1

Appearance

1 Look at the pictures and complete the descriptions with the correct form of these words.

face painting earring necklace beard
nose stud dreadlocks mask tattoo ring
body painting make-up wig



The Australian Aborigines use (1) b ... p ... for traditional ceremonies. This man has also got (2) d ... and a (3) b ...



Some rugby fans are mad about their team! These men have (4) f ... p ... on their faces and they are wearing a (5) w ...



In one tribe in Papua New Guinea, the men sometimes wear traditional (6) m ... for their festivals and ceremonies. They are made of mud.

2 Listen and repeat.

Speaking

3 Work in pairs. Ask and answer.

- 1 Do you like dreadlocks? Would you ever have any?
- 2 Would you ever have a tattoo? Why? / Why not?
- 3 Do you wear any jewellery?

Recycle Describe your classmates using these words.

long short fair dark hair
blue brown green grey eyes

Marta's got long dark hair and grey eyes.



When a woman is going to get married in India, she wears beautiful clothes, (7) m ... -u ... and jewellery. This bride is wearing (8) r ..., (9) e ... and a (10) n ... s ..., and she's got henna on her hands.



The Maori people in New Zealand have (11) f ... on their face and body. This man is also wearing a traditional Maori (12) n ...

Reading

4 Look at the picture with the text on page 115 and guess the correct answers.

- 1 In the Mundan ceremony, Hindu boys / children have their hair cut.
- 2 All / Most of the children's hair is cut off.
- 3 They offer the hair to the river / family.

5 Read and listen. Check your answers.

6 Read the text again and complete these sentences.

- 1 Akash is old.
- 2 Akash is Rudrani's
- 3 The Mundan ceremony cleans the ... and soul.
- 4 Some people go on a ... to Rishikesh.
- 5 The child and the family offer their prayers to the ... River.

7 **WORDS IN CONTEXT** Find the past participles of these verbs in the text. Are they regular or irregular?

cut hold clean stop call give

cut - cut (irregular)

Vocabulary plus → Workbook p124

Time for a Hair Cut!

Akash is one year old and he has to have his hair cut. His family live in India and they are Hindus. Today they are celebrating the ceremony of Mundan, when babies have their hair cut for the first time. Akash is held by his mother, Rudrani. Akash mustn't move too much! In the Mundan ceremony the body and soul are cleaned. Hindus believe that children are also stopped from getting pains like toothache or headaches as they grow. These are the rules for the Mundan ceremony:

- 1 You must cut the hair when the child is one or three years old.
- 2 You must shave the head, but leave a small area of hair at the crown. This hair is called the 'shikha'. Hindus believe it protects the brain.
- 3 The child must sit facing the west side of the sacred fire.
- 4 You must wash the head with holy water 'Gangajal' after shaving.
- 5 You must offer the hair to the gods or to the holy river (i.e. the Ganges).

Hindus believe that the child is given a long life and a better future after the Mundan ceremony. Some Hindus go on a special pilgrimage to Rishikesh, a city on the banks of the Ganges in the north of India, and perform the ceremony there. In the ceremony, trained priests say prayers. The child and his or her family offer their prayers to the Ganges River. This part of the ceremony is called the 'Ganga Aarti'.



8 Read the text again and answer the questions.

- 1 What does the 'shikha' do?
- 2 What is the age of a child when they have their first haircut?
- 3 What must you do to the child's head after shaving it?
- 4 What does a child get after the Mundan ceremony?
- 5 Where do some Hindus perform the Mundan ceremony?
- 6 What happens during 'Ganga Aarti'?

9 Your voice Work in pairs. Ask and answer the questions.

- 1 Who cuts your hair? How often?
- 2 How are the people in the picture different from the people in your country?
- 3 What ceremonies in your country involve children?



Grammar 1

The passive: present simple

- 1 Read the examples. Which auxiliary verb do we use to form the passive?

the passive: present simple	
+	Akash is held by his mother. Children are stopped from getting pains.
-	All of the hair isn't shaved . The prayers are not offered to one god.
?	Is Akash's head shaved ? Are prayers offered to the gods?
Yes, it is. / No, it isn't. Yes, they are. / No, they aren't.	

- 2 Complete the text with the present simple passive form of the verbs in brackets.



Before and after: amazing special effects

After actors are selected (select) for a role in a film, costumes and special effects (1) ... (design) specifically for them. Latex masks (2) ... (make) for actors. Latex (3) ... (use) to design the artificial cars, noses or faces. The special make-up (4) ... (put) on every day – it can take many hours. Some special effects (5) ... (add) when the film (6) ... (edit) in the studio.

- 3 Write one negative and one affirmative sentence for each picture.

Dreadlocks are worn by punks. (x Rastas)
Dreadlocks aren't worn by punks. They're worn by Rastas.



- Fans are used in cold countries. (x hot)
- His face is painted red. (x green)
- These dresses are worn in Russia. (x Spain)
- This mask is made of latex. (x wood)
- These hair extensions are made of real hair. (x synthetic hair)

- 4 Write questions using the passive.

make up / allow / at your school?
Is make-up allowed at your school?

- traditional costumes / wear / at festivals in your region?
- saints' days / celebrate / in your country?
- your classroom / paint / white?
- computers / use / in your English classes?

- 5 Your voice Work in pairs. Ask and answer the questions in exercise 4. Use short answers.

Is make-up allowed at your school?
No, it isn't.

Active to passive

- 6 Look at how active sentences become passive. Choose the correct words to complete the rules.

The priests offer prayers.
Prayers are offered by the priests.
The children don't wear special clothes.
Special clothes aren't worn by the children.

- Active sentences start with the **recipient / doer** of the action.
 - Passive sentences start with the **recipient / doer** of the action.
 - We use **by / for** to introduce the subject in passive sentences.
- 7 Rewrite the sentences in the passive.
- The teacher meets William.
William is met by the teacher.
- The director reads the rules.
The rules ...
 - Indian brides use henna paint.
Henna paint ...
 - Clowns wear wigs.
Wigs ...
 - Some Spanish women carry fans.
Fans ...
 - Maoris design these tattoos.
These tattoos ...

Listening

Describing a process

- 1 **90** Put the stages for drawing a henna tattoo in the correct order. Then listen and check.



- 2 **90** Listen again and choose the correct answers.

- Where are they?
 - at an Asian festival in England
 - at a wedding in India
 - How many henna tattoos has the woman done today?
 - about ten
 - more than 20
 - Where do most British people choose to have the henna tattoos?
 - on their arms
 - on their backs
 - How long do the henna tattoos last?
 - about a week
 - about two to three weeks
- 3 Are these sentences true or false?
- Henna paste is made from natural ingredients.
 - Henna plants are grown in Britain.
 - In Asia, henna is often applied to the hands and feet.
 - Needles are used to apply the henna paste.
 - The henna paste is washed off after an hour.

Vocabulary 2

Adjective prefixes

- 4 Read the examples. What are the three negative prefixes?

She isn't happy. She's unhappy.
He isn't patient. He's impatient.
They aren't sensitive. They're insensitive.

- 5 Copy and complete the table with the opposites of these adjectives.

happy patient sensitive polite
comfortable tolerant capable healthy
possible active practical kind

un-	im-	in-
unhappy	impatient	insensitive

- 6 **91** Listen and check.

Pronunciation: un-, im-, in-

- a **92** Listen and repeat. Do we stress the prefix?

unhappy	impatient	insensitive
uncomfortable	impractical	inactive

- b **93** Listen. Which syllable is stressed?

1 im-po-lite	4 in-ca-pa-ble
2 un-kind	5 un-health-y
3 in-tol-er-ant	

- 7 Complete the text with these adjectives.

healthy uncomfortable patient impossible
active incapable

Can't sleep? Most people need about eight hours sleep to be (1) ... But if you find it (2) ... to sleep, try not to worry – you must be (3) ... First, check that your bed isn't (4) ... Also, make sure you do lots of exercise. If you're (5) ... during the day, you'll sleep better at night. Finally, remember that some people don't need as much sleep. They say that Michelangelo and Napoleon Bonaparte were (6) ... of sleeping more than four hours a night!

- 8 **Your voice** Complete the sentences.

- I feel unhappy when ...
- In my country it's impolite to ...
- My only unhealthy habit is ...
- I feel impatient when ...



Culture today

Starting School Early Is "Cruel" to Teens

According to a top scientist, teenagers shouldn't have to start school before eleven o'clock in the morning.

Professor Foster believes that young people don't start to function until after ten o'clock. If they don't get

(1) ... hours' sleep a night, he says, they can suffer from stress. This conclusion was also reached in an American study.

(2) ... volunteers were taken to a special laboratory, and their sleep patterns were studied.

The students weren't paid to participate, but they were allowed to miss their early classes! (3) ... of the volunteers said they often felt tired, and 15% of them regularly fell asleep at school. In the study, experts discovered that teenagers produce the sleep hormone melatonin later in the day, so they really are incapable of getting up early!

As a result, LaFayette High School in Kentucky decided to change its timetable. Before, classes began at (4) ... in the morning, and now the first class starts at half past nine. When the new timetable was introduced, teachers observed that the students were more active in class and they did better in exams. Most students managed to sleep about (5) ... more hours per week.

Other practical changes were also made to reduce student stress. The classrooms were repainted in calm colours, and a chill-out room was built next to the school. This space, which contains comfortable sofas, is used by students during breaks. Yoga classes are taught during the lunch break, and the canteen has stopped selling unhealthy snacks. Both teachers and students are happy with the changes. One teacher said, 'Before, it was impossible – the students were in school but their brains were still in bed. Now, they can bring their brains with them!'



Student stress

Common causes of stress for students:

- exam pressure, too much schoolwork, relationship problems and money worries

Common symptoms:

- headaches, tiredness, changes in weight, poor concentration

- 1 94 Read the article and guess the missing numbers. Then listen and check.

60% 50 five nine half past seven

- 2 Read the article again and choose the best summary: a or b.

- a) The article explains why teenagers don't need much sleep, and says that teachers should do yoga to reduce stress.
b) The article examines why it's difficult for teenagers to get up early, and considers how schools can reduce student stress.

- 3 Read the article again and answer the questions.

- 1 In Professor Foster's opinion, what time should teenagers start school?
- 2 How much sleep do teenagers need?
- 3 What is melatonin?
- 4 How has the timetable changed at LaFayette High School?
- 5 What were the positive results of this change?
- 6 What else has the school done to reduce student stress?

- 4 Your voice Work in pairs. Read the quote and discuss the questions.

“Early to bed, early to rise, makes you healthy, wealthy and wise.”

- 1 Is there a similar saying in your language?
- 2 Do you agree with this idea? Why? / Why not?
- 3 What time do you start school? Would you prefer to start later?

Grammar 2

The passive: past simple

- 1 Copy and complete the table with these words.

weren't was Were wasn't

the passive: past simple

+	A chill-out room was built. The classrooms were repainted.
-	The study (1) ... done in Britain. The students weren't paid.
?	Was a new timetable introduced? (2) ... the students forced to get up early?

Yes, it (3) ... / No, it wasn't.

Yes, they were. / No, they (4) ...

- 2 Complete the text with the past simple passive form of the verbs in brackets.

The Elastic Yoga Centre

Everything you need to know about yoga!

Q Is yoga a religion?

A No, it isn't. It (1) ... (not invent) as part of any religion. It (2) ... (design) to help people stay fit and healthy.

Q What kind of people do yoga?

A All kinds of people! In the past, yoga (3) ... (practise) by alternative types, but now many famous people do yoga.

Q Help! I'm not flexible. Can I still do yoga?

A Yes, you can. Everyone can do yoga!

Q Where (4) ... (your teachers, train)?

A Our teachers (5) ... (train) in India. That's where yoga (6) ... (invent).



Look!

Someone wrote that book in 1890.

That book was written in 1890 *by someone*.

Shakespeare wrote Hamlet.

Hamlet was written **by Shakespeare**.

We only use **by** when it's important to mention the person.

- 3 Rewrite the sentences in the passive. Use **by** only if it is necessary.

The Chinese developed tai chi.

Tai chi was *developed* by the Chinese.

- They invented yoga in India.
- My yoga teacher wrote that book.
- People used reflexology in Ancient Egypt.
- Today, some doctors use acupuncture.
- They invented acupuncture in China.

Book corner



Unit grammar check

- 1 Choose the correct words to complete the text.

Tess: a story of innocence and revenge

Who is the novel by?

'Tess of the d'Urbervilles' was (1) **written / wrote** by Thomas Hardy.

When (2) was / were it published?

It was *first* published in 1891, but it

(3) **censored / was censored** because it challenged the conventions of society.

What's it about?

It's about Tess Durheyfield, a country girl from a poor family. When she's 17 years old, Tess is seduced (4) **by / for** a man called Alec. She has a baby boy, but he dies when he's one week old. Later, Tess meets her true love, Angel, and they get married. But then Tess (5) **is / are** abandoned by her husband when he finds out that she had a baby.

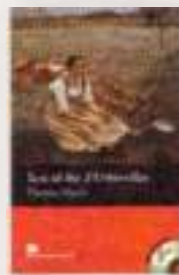
Does the story have a happy ending?

Well, here's a clue: in the end, Alec (6) **is / are** killed!

Is the book still popular now?

It (7) **considers / is considered** one of the classics of English literature, and it (8) **is / are** often studied at school.

- 2  Listen and check your answers.



Tess of the d'Urbervilles
by Thomas Hardy

Writing dossier

A personal description

- 1 Read Natasha's description. Where should paragraphs 2 and 3 start?

- paragraph 1: introduction
- paragraph 2: physical description
- paragraph 3: character

This picture was taken last summer when I was 14 years old. I think the picture was taken by my mother. As you can see, I'm in the park behind the Kunstkamera museum. I was on holiday with my family in Saint Petersburg. In this photo I'm wearing a flowery dress. I'm also wearing a silver chain and silver earrings which were given to me by my best friend. I think they were made in Asia. In this picture I'm wearing a bracelet which I bought in a craft shop in Peterhof. I really like it. I think I look happy in this picture. I was on holiday so I was feeling very relaxed. This picture reflects my personality because I'm usually quite easy-going and I don't get stressed very often. I've kept the picture because it reminds me of being on holiday!



- 2 Read the Language focus. Then look at the text again and answer the questions in the diagram below.

Language focus: planning your writing

Always plan your composition before you start writing. Follow these steps:

- 1 Decide how many paragraphs to use.
- 2 Make notes for each paragraph (you can use a diagram to help organize your ideas).
- 3 Decide where you can include some vocabulary and grammar from the unit.

Writing plan

- ① Plan a description of a picture of you. Make a diagram like the one in exercise 2 and answer the questions about your picture.

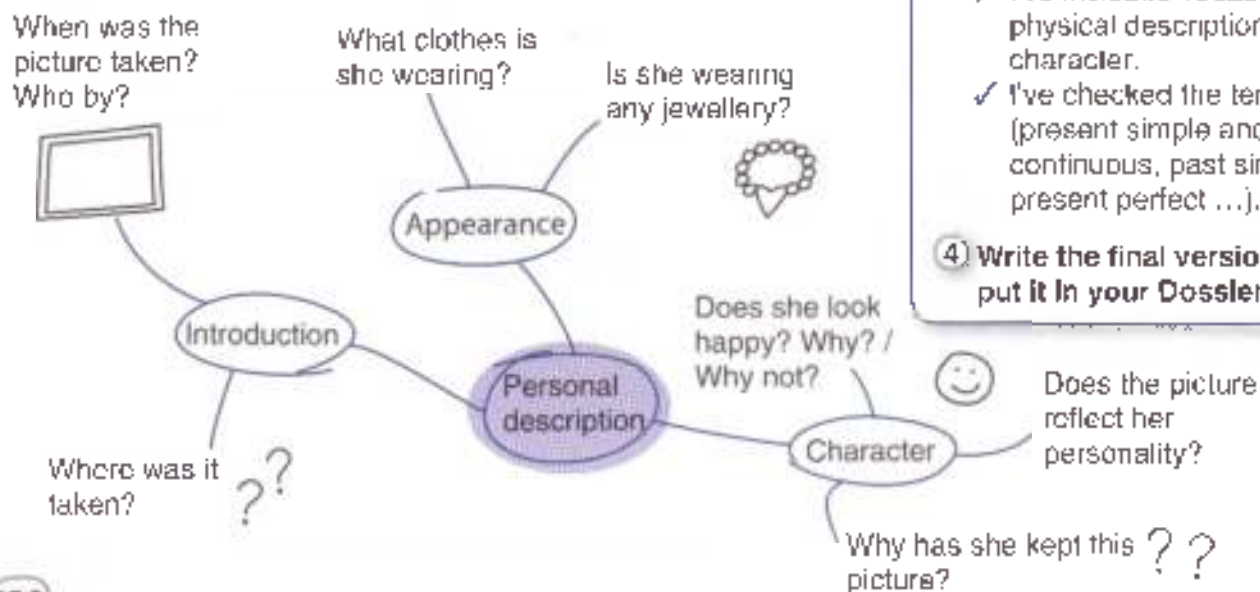
- ② Write a first version. Organize your work into three paragraphs.

- ◆ introduction
- ◆ physical description
- ◆ character

- ③ Check your writing. Use the checklist to help you.

- ✓ I've written three paragraphs.
- ✓ I've used an example of the passive
- ✓ I've included vocabulary for physical descriptions and character.
- ✓ I've checked the tenses (present simple and continuous, past simple, present perfect ...).

- ④ Write the final version and put it in your Dossier.



Dialogue builder

Accepting and declining invitations

- 1 Read the invitation and answer the questions.

- 1 Why are they having a party?
- 2 When is it?
- 3 What do you think RSVP means?

- 2  96 Nikita is inviting Tanya to the party. Listen and choose the correct words.



We're having a party before
Nikita goes back to Russia!

at 31 Portland Road
on Friday 23rd August
at eight o'clock

Hope you can come!

RSVP to Chris, Amy or Nikita



Nikita

Hi Tanya! We're having a party before I go back to Russia. Would you like to come?

It's next Friday at eight o'clock, at Chris and Amy's house.

Oh, that's a shame. Would you like to meet on (2) **Sunday / Saturday** instead?

No, I can't go out on Saturday evening. It's my last night and Chris's mum and dad are making a special meal.

Yeah, let's go for (4) **lunch / a drink**.

Tanya

Yeah, I'd (1) **love / like** to. That'd be awesome! When is it?

Oh, no. I can't come on Friday. I'd love to, but can't – I have to babysit on Friday.

Yeah, that'd be great. Shall we go to (3) **the park / the cinema** on Saturday evening?

Oh, OK. How about meeting during the day?

Great. See you at about 12.30.

- 3  96 Listen again and repeat.

- 4 Prepare a new dialogue. Invite a friend to go
a music concert a pizza restaurant the cinema

with you to one of these places.

- 5 Practise your dialogue.

- I'm going to a concert on Saturday. Would you like to come?
- I'd love to, but I can't. I'm ...

- 6  97 Nikita and Tanya meet for lunch. Listen to their conversation and choose the correct answers.

- 1 Nikita invites Tanya ...
a) to go for an ice cream. b) to visit Russia.
- 2 Tanya is ... this summer:
a) going on holiday b) working in a shop
- 3 Nikita gives Tanya ...
a) a present. b) his contact details.

Useful expressions

Would you like to ...?

Yes, I'd love to. That'd be awesome.

I'd love to, but I can't.

Shall we ... instead?

How about meeting during the day?

Language Guide

Vocabulary

Appearance



beard



body painting



dreadlocks



earrings



necklace



rings



wig



nose stud



face painting



make-up



mask



tattoos

Adjective prefixes



impatient

impolite

impossible

impractical



inactive

incapable

insensitive

intolerant



uncomfortable

unhappy

unhealthy

unkind

Dictionary extra!

believe (v) ★★★	paint (v) ★★★
brain (n) ★★★	pattern (n) ★★★
break (n) ★★★	shape (n) ★★★
cash (n) ★★★	shell (n) ★★
cruel (adj) ★★	snack (n) ★
discover (v) ★★★	space (n) ★★★
teather (n) ★	wedding (n) ★★★

Useful expressions

Would you like to ...?
 I'd love to. That'd be awesome!
 I'd love to, but I can't.
 Shall we ... instead?
 How about meeting during the day?

Grammar

The passive: present simple

affirmative		
Akash is Children are	held stopped	by his mother. from getting pains.
negative		
The head isn't (is not) The prayers aren't (are not)	shaved offered	completely. to one god
questions		
Is Akash's head Are prayers	shaved offered	completely? to the gods?
short answers		
Yes, it is. / No it isn't. Yes, they are. / No, they aren't.		

- We use the passive when we want to focus on the recipient of an action in a sentence, not the doer.
The prayers are offered by priests.
- We also use the passive when we don't know who does the action.
All of the hair isn't shaved off.
- We use the passive more in writing than in speaking.
- We often use the passive in writing to describe a process.
The head is shaved. Then it is washed with holy water.
- We use *be + past participle* to make the present passive.
- For the past participle of irregular verbs, see Irregular Verbs list, page 159.

Active to passive

- Active sentences start with the subject.
A priest cuts the child's hair. (The focus of the sentence is on the priest.)
- In passive sentences, the subject is the recipient of the action.
The child's hair is cut. (The focus of the sentence is on the child's hair.)
- We use *by* to introduce the person or thing which does the action in the passive sentences.
The child's hair is cut by a priest.
- We only use *by* when it's important to mention who did the action.
Someone cuts his hair.
His hair is cut by someone.
The priest cuts his hair.
His hair is cut by the priest.

The passive: past simple

affirmative		
The timetable Changes	was were	introduced made.
negative		
The study The students	wasn't weren't	done. paid.
questions		
Was Were	a conclusion yoga classes	reached? taught?
short answers		
Yes, it was. / No, it wasn't. Yes, they were. / No, they weren't.		

- We use *was / were + past participle* to make the past passive.



Grammar bank → Workbook p114

Grammar

The passive: present simple

affirmative		
Akash is	held	by his mother.
Children are	stopped	from getting pains.
negative		
The head isn't (is not)	shaved	completely.
The prayers aren't (are not)	offered	to one god.
questions		
Is Akash's head	shaved	completely?
Are prayers	offered	to the gods?
short answers		
Yes, it is. / No, it isn't.		
Yes, they are. / No, they aren't.		

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His hair is cut by the priest.

The passive: past simple

affirmative		
The timetable	was	introduced.
Changes	were	made.
negative		
The study	wasn't	done.
The students	weren't	paid.
questions		
Was	a conclusion	reached?
Were	yoga classes	taught?
short answers		
Yes, it was. / No, it wasn't.		
Yes, they were. / No, they weren't.		

- We use *was / were* + past participle to make the past passive.



Grammar bank → Workbook p114



Progress check

Appearance

1 Write the appearance words.



Adjective prefixes

2 Write the opposites. Use the prefixes *un-*, *im-* or *in-*.

- | | |
|----------------|-------------------|
| 1 ... possible | 4 ... patient |
| 2 ... tolerant | 5 ... comfortable |
| 3 ... capable | 6 ... healthy |

3 Complete the sentences with the negative adjectives from exercise 2.

- I don't like this chair – it's really ...
- Don't be ... – you have to wait your turn.
- He never sees other people's perspective. He's very ...
- I don't drink fizzy drinks – I think they're ...
- Are teenagers ... of getting up early?
- This exercise is difficult but it isn't ...!

The passive: present simple

4 Complete the sentences with the present simple passive form of the verbs in brackets.



The room is decorated (decorate).

- Presents ... (give) to the bride and groom.
- The bride's hands ... (paint) with henna.
- A lot of relatives ... (invite) to the wedding.
- Delicious food ... (eat) after the ceremony.
- Promises ... (make) during the ceremony.

The passive: past simple

5 Rewrite the sentences in the passive. Use *by* only if it is necessary.

They didn't build our school last year.
Our school wasn't built last year.

- They designed these books in England.
- The Romans didn't use computers.
- Shakespeare wrote *Romeo and Juliet*.
- They didn't invent acupuncture in the USA.
- My friend made this necklace.

Passive questions

6 Complete the questions using the present or past simple passive.

She was given a necklace for her birthday.
What was she given for her birthday?

- Acupuncture and t'ai chi were invented in China.
Where ...?
- The ceremony is held every year.
How often ...?
- They were made in Britain.
Where ...?
- Don Quixote* was written a long time ago.
When ...?
- The ritual of first hair cut is performed to clean children's bodies and souls.
Why ...?

Cumulative grammar 1 2 3 4 5 6 7 8

7 Choose the correct words.



Memory Games for Active Brains!

If you want to be healthy when you're (1) **older** / **the oldest**, you (2) **'d** / **'ll** have to keep your brain active! Our Memory Games (3) **are** / **is** designed by experts and tested (4) **for** / **by** scientists. Thousands of people (5) **have** / **has** improved their memory with (6) **this** / **these** games! If (7) **your** / **you're** incapable of remembering your friends' birthdays, try the Number Game. Or, if you can't remember facts for exams, try our Test Game – it was (8) **make** / **made** specially for students. We guarantee that these games will (9) **help** / **to help** your memory!

Revision 3

Vocabulary

Listen to your teacher's instructions.

What's the opposite?

war -----

patient -----

rich -----

dark hair -----

healthy -----

Which household chores can you see?



Look at the picture and complete the words

m _ _ _ - u _ _ ea _ _ i _ _ s

n _ s st d t _ l _ _ _

r _ _ g _

Find words for these definitions

When people are very poor.

p _ _ _ _

When people can't read or write.

i _ _ _ _ _

When the air, seas or rivers are dirty.

p _ _ _ _ _

When people have a prejudice because of the colour of someone's skin.

r _ _ _ _ _

When people haven't got any food to eat.

f _ _ _ _ _

Reading

1 Read the text. What can you see at Thunderbird Park?

Thunderbird Park

If you go to Victoria in the Canadian region of British Columbia, you must visit Thunderbird Park. It's a wonderful place full of huge totem poles. It's next to the Royal British Columbia Museum, where you can see native Canadian masks, jewellery and costumes.

Thunderbird Park was opened in 1941, and it's got both historical and modern totem poles. You can even buy new totem poles there, but they're very expensive. That's because they take a long time to make – if you ordered one now, you'd have to wait about a year!

Traditional totem poles were made for different reasons. They were often used to tell stories, or to remember historic events. The poles are made of cedar wood. The tree trunk is carved and decorated with figures and symbols. Then it's painted in bright colours.


Thunderbird Park has got a great collection, but it hasn't got the world's tallest totem pole. That's in Alert Bay, which is also in British Columbia. It's 56 m tall, but it's made from two tree trunks. Maybe that's cheating!



2 Read the text again and answer the questions.

- 1 Where is Thunderbird Park?
- 2 What can you see in the Royal British Columbia Museum?
- 3 When did the Park open?
- 4 How long does it take to make a totem pole?
- 5 Why were totem poles made?
- 6 How tall is the world's tallest totem pole?

Listening

3  Listen to five people talking about what they would do if they want to Canada. Which five answers do they choose? Write them in order.

- 1 I'd visit relatives.
- 2 I'd visit Niagara Falls.
- 3 I'd take a train from the East to the West.
- 4 I'd go to an Avril Lavigne concert.
- 5 I'd go skiing in the Rockies.
- 6 I'd watch whales on a boat trip.
- 7 I'd go to Vancouver.

Speaking

4 Work in pairs. Ask and answer.

- Do you know about any famous Canadians? Why are they famous?
- What's the capital of Canada? Do you know any other cities?
- What interesting places could tourists visit in your region?
- Are there any interesting festivals in your country? What do people do?
- If you could travel to any country in the world, where would you go?

Project

You're going to do a project about Canada. Listen to your teacher's instructions.

Grammar

Second conditional

- 1 Complete the sentences with the correct form of the verbs in brackets.



- If you went to Hudson Bay, you ... (see) polar bears.
- It would be very cold if you ... (go) there in winter.
- I ... (not speak) English if I visited Quebec.
- If they ... (speak) to me in French, I wouldn't understand.
- We ... (go) to Vancouver if we visited Canada.
- I'd go on a boat trip if I ... (be) at Niagara Falls.

Adverbs of possibility and probability

- 2 Rewrite the sentences including the adverbs.

- I'll go snowboarding. (definitely)
- I'll visit the Rocky Mountains. (perhaps)
- It will be snowy. (probably)
- I'll try ice-skating too. (maybe)
- Winter is the best time to go. (probably)
- You can come with me! (maybe)

Obligation and prohibition: *must* / *mustn't* and *have to* / *don't have to*

- 3 Choose the correct answers.

- If you visit Canada, you **must** / **must to** have a valid passport.
- European visitors **have** / **have to** get a visa.
- You **have to** / **must to** get travel insurance.
- You **must** / **have** take warm clothes.
- If you see a bear, you **mustn't** / **don't have to** scream.
- They speak French in Quebec, but you **mustn't** / **don't have to** speak French in other parts of Canada.

Permission: *can*, *could* and *be allowed to*

- 4 Choose the correct answers.

- You ... to camp if you don't have a permit.
a) can't b) aren't allowed
- You ... get the permits at the tourist office.
a) can b) can to
- You ... cycle in the national park.
a) are allowed b) are allowed to
- You ... make fires.
a) can't b) aren't allowed
- You ... take flowers or plants.
a) aren't allowed to b) are allowed

The passive: present simple and past simple

- 5 Complete the text with the correct passive form of the verbs in brackets.

In the past, the Native American Mohawks wore traditional clothes. These (1) ... (decorate) with figures or geometric patterns. When the men went to war, their hair (2) ... (cut) in a Mohican style. The women often wore earrings and necklaces. These (3) ... (make) of shells. Sometimes, masks (4) ... (wear) during ceremonies. Today, most Native Americans wear modern clothes, but their traditional clothes (5) ... (use) for festivals.



Error correction

- 6 Find and correct one error in each sentence.



- Maple syrup is produce in Canada.
- How would you travel if you go to Toronto?
- You has to drive on the right.
- The Arctic region definitely is the coldest part of the country.
- Totem poles is made by native artists.
- Avril Lavigne were born in Ontario.
- You aren't allowed take pictures here.
- You must to take some insect repellent.

99 Listen and read. Then act out the sketch in groups.

Characters

Z The lady Head of the Ministry of Security
Rose Z's secretary
Jools An inventor in the Department of Disguises

Jo Jools's assistant
Ivor A spy

Inside the Ministry of Security

Rose Ivor!
Ivor Good morning, Rosa.
Rose Where have you been?
Ivor If I were you, I wouldn't ask. You know it's a government secret ... and that I'd have to kill you, if you knew where I'd been!
Rose Oh, but you're allowed to tell me!
Z Ivor! What time did you get here? Rose, why wasn't I told that Ivor was here? Please come into my office, Ivor. Could you get us some tea, Rose?
Rose Yes, of course. Would you like some biscuits, too?
Z Yes, please. So, Ivor. Have you had a good holiday? Did you enjoy your free time? You don't relax very often, do you? That's not very healthy!
Ivor Oh, well ... I'd relax more if there wasn't so much to do in the world.
Z Oh, dear, you sound so depressed! Cheer up! We must fight terrorism, of course, and find out what's happening here and in other countries ... and help end wars. That's our job!
Ivor Well, yes. But on holiday this year I had to do all the ironing, clean the house, tidy the rooms, mop the floors ...
Z Really? Why did you have to do all the housework?
Ivor Because my wife's gone away for a month, to see some friends.
Z Well, housework is good exercise, you know! Rose! Where are you?
Rose Sorry for the delay! Tea, Ivor? Biscuits?
Ivor Thank you.

Later that day, at the Department of Disguises










Jools Ivor! Good to see you! How are you?
Ivor Fine, thanks. I'm told you have some things for me. Can I see them?
Jools Yes, of course. We have a beard and a nose stud for you. Look. There's a small microphone hidden in the beard. It's activated when you touch it with your left hand. And the nose stud is really a micro-camera. It's very expensive, so be careful with it, please!

Ivor The nose stud is rather impractical, Jools! Everyone would know it was a camera or a microphone, or something.
Jools Do you think so?
Ivor Well, would I normally wear a nose stud?
Jools Um ... I suppose not. It's not really your style, is it? Er, how about an earring? This is a great earring, look - it's also a camera!
Ivor Hm. I think I'd look like a football player!
Jools Maybe, Jo, what else have we got for Ivor?
Jo Good morning, Ivor!
Ivor Good morning.
Jo I can get you a new watch. Would you like to see it? It's amazing!
Ivor OK.
Jo This is it. It's not just a watch, you know!
Jools Of course not, Jo. Ivor knows that!
Ivor What is it, then? A transmitter? Does it create smoke when I have to escape or hide? Or is it another camera - so I don't have to wear that uncomfortable nose stud?
Jo Oh no. It's more original than that. It's got an alarm in it and a torch, so you'll be able to see when you're hiding.
Ivor Does it have any lasers?
Jo Er ... no. But it can tell the time!
Ivor Now that's a good idea ...

Meanwhile, in Z's office

Z What do you think of Ivor, Rose?
Rose Oh, I think he's perfect! If he works with me, I definitely won't need a disguise!
Z No? Why not?
Rose Because he looks just like the classic, British secret agent! If he came on a mission with me, everyone would immediately think he was a spy - and then they wouldn't suspect me at all!
Z Do you know, you're absolutely right! You're brilliant, Rose! OK ... go down to Jools now, and get Ivor a wig, with some headphones and a microphone. And don't forget to find him a transmitter tattoo, as well. There's a lot of work to do!
Rose Of course, I'll get them now.
Z Oh, I love my job! It gets better all the time ...

Extra contents

- 1  History p130
- 2  Social science p132
- 3  Maths p134
- 4  Anatomy p136
- 5  Information and Communication Technology p138
- 6  Science p140
- 7  Science p142
- 8  Geography p144
- 9  Design p146



Across the curriculum

Women's rights

1 Match the words and phrases with their definitions.

- | | |
|----------------------------------|---|
| 1 to go on hunger strike | a) to protest without the use of violence |
| 2 to take part in demonstrations | b) to ask people to sign a protest document |
| 3 to go to prison | c) to refuse to eat |
| 4 to hold meetings | d) to stay in a place for criminals |
| 5 to organize petitions | e) to participate in group protests |
| 6 to have peaceful protests | f) to organize people to talk in groups |

2 Read the texts and choose the best title for each one of them.

Non-violent protests

Hunger strikes

Unequal rights

The suffragettes

1

In Britain in the 19th century, women had no political rights and they could not vote. Girls received less education than boys and could not go to university. Women were expected to marry and have children and look after the home. Women from families with money stayed at home but many working class girls worked from the age of 10. Jobs for women were badly paid and most worked as servants. Some worked in factories or in agriculture and more educated women were teachers. When a woman married, everything she owned belonged to her husband.

3

In 1903, Emmeline Pankhurst and her daughters, Christabel and Sylvia, created the Women's Social and Political Union. Its members were called *suffragettes*. The suffragettes began with peaceful protests and petitions, but Emmeline believed they needed more dramatic protests and the suffragettes began to start fires in buildings, break shop windows and chain themselves to fences. In one famous incident the suffragettes chained themselves to Buckingham Palace.

2

In 1897, Millicent Fawcett started a campaign for the right to vote or *suffrage* and her organization was the National Union of Women's Suffrage Societies. Fawcett believed that women could change women's rights through non-violent protest; she argued that if women paid taxes, they should also have the right to vote.

4

In 1905, Christabel Pankhurst and Annie Kenney interrupted a political meeting. They had a banner with the words *Votes for Women*. The police arrested the women and they went to prison. When they were in prison they refused to eat and went on hunger strike. When other suffragettes went to prison they also went on hunger strike. When a suffragette prisoner got very weak, she was allowed to leave the prison and sometimes she died. However, if the woman got stronger, the police arrested her again and took her back to prison where she began another hunger strike and the whole process started again.



3 Read the texts again and look at the timeline. Answer the questions.

1857	Women with cruel husbands can divorce them.
1870	Women can keep the money they earn.
1897	Millicent Fawcett starts the National Union of Women's Suffrage Societies.
1903	Emmeline Pankhurst starts the Women's Social and Political Union.
1907	Women can work for local government departments.
1914	World War I starts and the suffragettes stop their activities to support the country at war.
1918	Women over the age of 30 win the right to vote.
1928	Women over the age of 21 win the right to vote.

- 1 When did the campaign for votes for women begin?
- 2 Who was the leader of the suffragettes?
- 3 What did the suffragettes refuse to do when they went to prison?
- 4 Why did the suffragettes stop their protests in 1914?
- 5 When did women of 25 win the right to vote?

Project

You are going to find out about the history of women in your country.

Plan

In your country, when were women ...	
... able to vote?	
... able to open their own bank accounts?	
... able to stand for election?	
... able to join the army?	
In your country, who ...	
... was the first woman MP (Member of Parliament)?	
... are the key women figures in its history?	

Research

Find information about the history of women in your country. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.

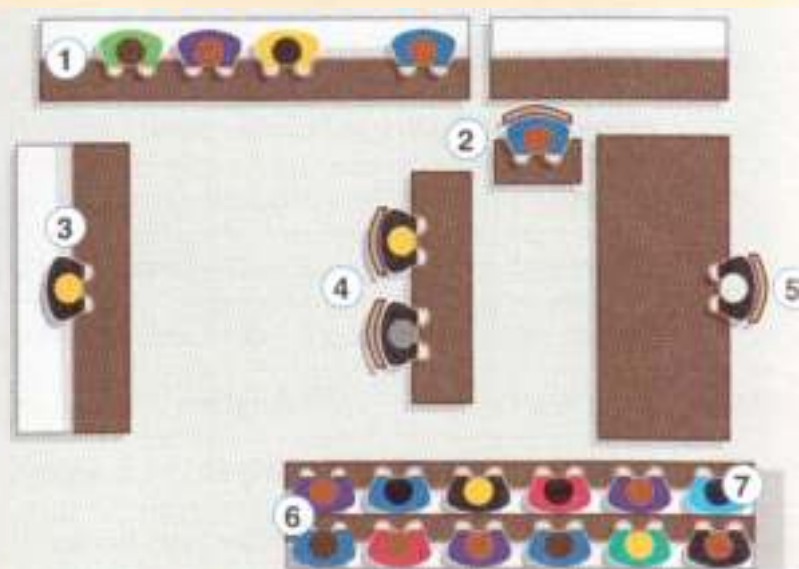


Across the curriculum

In court

- 1 Name parts 1–7 of the court scene. Use the words in the box.

jury judge jury box
defendant public gallery
lawyers witness



- 2 What is the role of these three people? Match the person with the correct task.

- 1 A judge
2 A member of the jury
3 A lawyer

- a) ... listens to the trial but can't speak.
b) ... makes one long speech at the end of the trial.
c) ... asks questions to the witnesses.
d) ... decides whether the defendant is innocent or guilty.
e) ... decides what the punishment is.
f) ... makes short speeches.
g) ... tries to demonstrate that the defendant is innocent or guilty.

Jury service

- 3 Read the text about jury service. Say if the sentences are true or false.

If you are between the ages of 18 and 65 and registered to vote in England, you might be asked to do jury service at any time. This means that you can't go to work but instead you go to a courtroom and listen to a trial. The jury doesn't receive extra payment for jury service. The 12 members of a jury are ordinary members of the public, including people of different gender, race and religion. You are not permitted to be a member of the jury if you have personal knowledge of the case or if you know the defendant. You mustn't discuss the trial with anyone outside the court. The jury can't go home at the end of the trial until they agree if the defendant is guilty or innocent.

- 1 Everyone between the ages of 16 and 65 can be asked to do jury service.
2 The jury is well paid.
3 There are 14 people on a jury.
4 You can't do jury service if you know the defendant.
5 The jury can't discuss information about the trial outside the court.
6 The jury must stay together until they reach a verdict.

The trial of Charles I

4 Read the text and answer the questions.

One of the most famous trials in English history is the trial of King Charles I in 1649. After a bloody civil war, the Parliamentary forces, led by Oliver Cromwell, captured and imprisoned the king. Charles I believed he had a God-given right to be King but the parliamentarians did not agree. The king was accused of treason – the crime of trying to destroy a country's government – and was found guilty. The punishment for treason was the death penalty and the king was beheaded on 30th January 1649. England was without a king until the restoration of Charles II in 1660.

In England, the punishment for treason was the death penalty until 1998.

- 1 Who was the leader of the Parliamentary forces?
- 2 What did the Parliamentarians disagree with?
- 3 What is treason?
- 4 What was the verdict at the end of trial?
- 5 What was the King's punishment?
- 6 How many years was England without a king?
- 7 When was the death penalty for treason abolished in England?



Project

You are going to find out about the International Court of Justice.

Plan

When was the International Court of Justice (ICJ) established?	
Where is it based?	
Which organization runs the ICJ?	
What is the main task of the court?	
How many judges are there?	
What official languages does the court use?	

Research

Find information about the International Court of Justice. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.



Across the curriculum

The budget

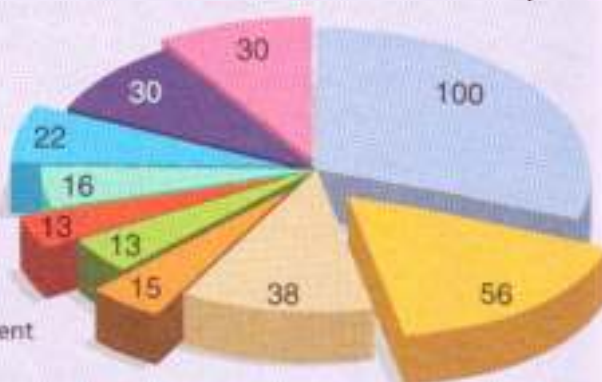
1 Match government spending with an area of the budget.

- | | |
|------------------------|--------------------|
| 1 Teachers' salaries | a) social security |
| 2 Two new tanks | b) health care |
| 3 Five new hospitals | c) education |
| 4 Unemployment benefit | d) defence |
| 5 2000 new policemen | e) law and order |

2 The pie chart on the right shows the budget of a European country. In which areas does the government spend the most? And the least?

- | | |
|-------------------|------------------------------------|
| social security | housing & environment |
| transport | defence |
| law and order | education |
| other expenditure | industry, agriculture & employment |
| health care | debt interest |

Public expenditure (Total £333 billion)



Calculating percentages

The pie chart in exercise 2 uses numbers, rather than percentages. When using percentages, numbers are expressed as if they are *out of a hundred*. This makes it easier to compare different values. As you can see, £38 billion of the budget is spent on education. What percentage of the budget is that? Obviously, that would depend on the total amount of money spent, which is £333 billion (100%). To calculate the percentages:

$$\text{number} \times \frac{100}{333} \quad 38 \times \frac{100}{333} = 11.4\%$$

3 Look at the pie chart in exercise 2. Calculate the percentages of money spent on different areas, copy and complete the table on the right.

areas	£ billion	%
social security	100	
health & personal social services	56	
education	38	11.4
transport	15	
housing & environment	13	
industry, agriculture & employment	13	
law & order	16	
defence	22	
debt interest	30	
other expenditure	30	
total	£333 billion	100%

Recession

4 Read the text and answer the question: What happened on *Black Tuesday*?

The Wall Street Crash

A recession is a time of reduced economic activity in a country. The longest recession in modern history was the Great Depression.

In the 1920s, the USA was the richest and most successful country in the world. Many people used the credit available to buy shares and speculate on the stock market. By 1929, a third of the nation's money belonged to only 5% of the population, while 70% of the population had an income of less than \$2500 a year.

However, in October 1929 the price of shares, which was unnaturally high, decreased rapidly.

On *Black Tuesday* – Tuesday 29 October of 1929 – the American stock market in New York, Wall Street, lost over \$14 million. The Wall Street Crash was the beginning of the Great Depression and a world financial crisis.

The consequences of the crash were felt all over the world. In the USA many rich people lost a lot of money, some companies went bankrupt and people lost their jobs. Between 1929 and 1932, over 20 000 companies went out of business. As a result, there were over 13 million people unemployed during the Great Depression. The American economy didn't recover until the beginning of World War II.

5 Read the text about the Wall Street Crash again. Say if the sentences are true or false.

- 1 In the 1920s, the USA was one of the richest countries in the world.
- 2 In the late 1920s, a large percentage of people in the USA earned over \$2500 a year.
- 3 The Great Depression had a worldwide economic effect.
- 4 Due to the Wall Street Crash 13 million companies went out of business.

Project

You are going to find out about the budget in your country and draw a pie chart.

Plan

The budget in my country	
areas	%
social security	
health & personal social services	
education	
transport	
housing & environment	
industry, agriculture & employment	
law and order	
defence	
debt interest	
other expenditure	

Research

Find information about the different areas your country's government spends money on. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.



Bones and muscles

1 Read the text and name parts 1–4 of the picture. Use the words below.

compact bone muscle bone marrow
ligament

Bones

All vertebrates have internal skeletons. The human skeleton has over 200 bones and this hard, tough structure protects and supports the rest of the body. For example, the ribs protect the heart and lungs.

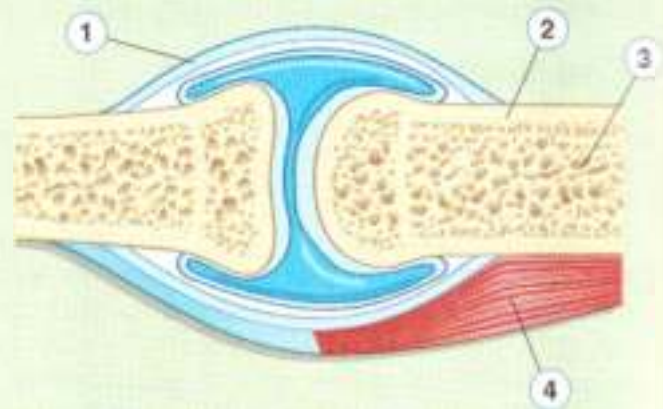
The bones vary in shape and size depending on their function. The smallest bones are inside the ear and the largest is the femur (top leg bone). Male skeletons are different to female skeletons. For example, the female pelvis is a different shape to allow a baby to be born.

Bones are not solid. The outer part of the bone is compact bone and has nerves and blood vessels and in the centre there is soft bone marrow, which is where new blood cells are made. Calcium is needed to make strong bones.

Bones are joined to other bones at joints by strong tissue called ligaments.

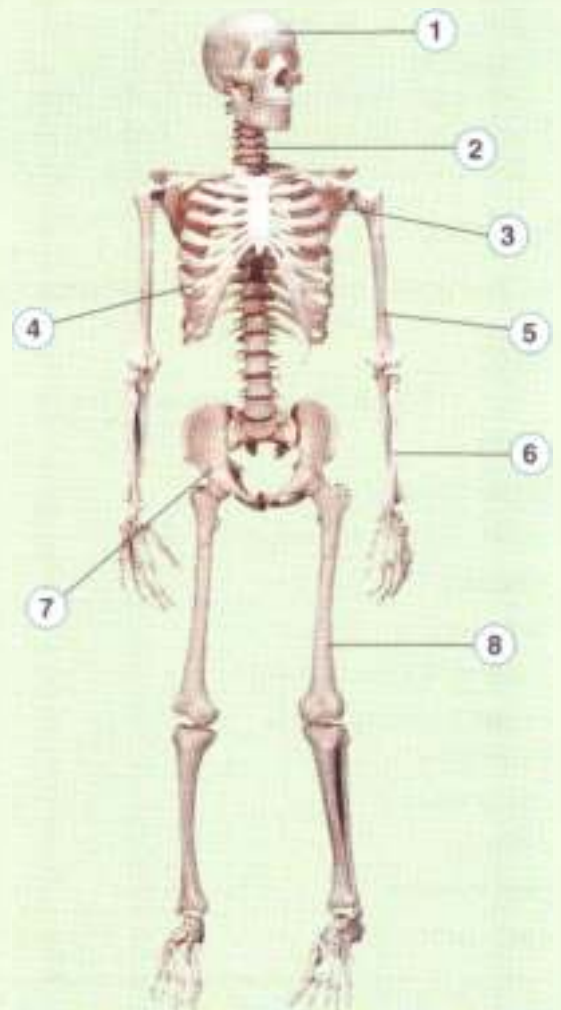
2 Read the text about bones again. Answer the questions.

- 1 Are dogs vertebrates? Why or why not?
- 2 How many bones are there in the human body?
- 3 Where is the smallest bone in the human body?
- 4 Are male and female skeletons identical?
- 5 Are bones solid?
- 6 What is produced in the bone marrow?



3 Name parts 1–8 of the skeleton. Use the words in the box.

humerus radius pelvis femur
cranium ribs scapula vertebrae



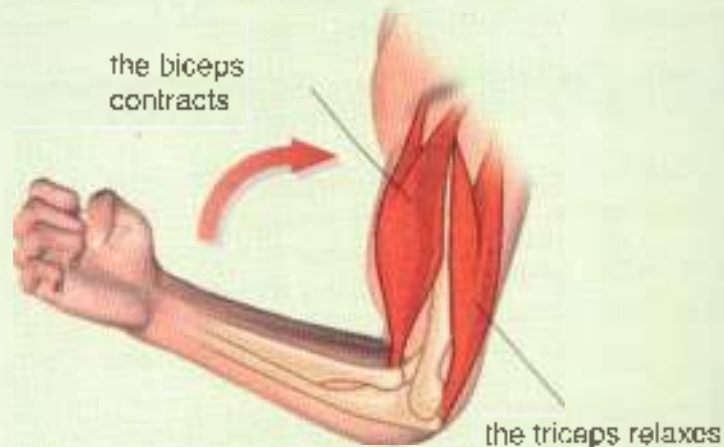
Muscles

4 Read about muscles and look at the diagram. Answer the questions.

Muscles

Muscles are needed for movement. All muscles are made of muscle fibres which contract or relax. Some muscles work automatically, for example, the muscles in the heart which pump blood or the muscles in the intestines which move food through the body.

Other muscles are attached to bones by tendons. Many muscles in the body work in pairs. One muscle pulls in one direction and the other pulls in the opposite direction.



- 1 Why do we need muscles?
- 2 What are two examples of muscles which work automatically?
- 3 How are muscles attached to bones?
- 4 Give the names of a pair of muscles which work together in the arm.

Project

You are going to find out about calcium.

Plan

Calcium	
What is it?	
Where can you find it?	
Why is it important for bones?	
Who is it most important for?	
What happens if you don't have enough calcium?	

Research

Find information about calcium. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.



Across the curriculum

The binary system

All computers use the binary system, this is the computer's own language. Information is coded as a sequence of binary digits (bits): numbers 0 and 1. Information coded in this way is digital.

1 Match the following binary digits (bits) to the equivalent decimal values.

- | | |
|------------|--------|
| 1 101 | a) 200 |
| 2 10 | b) 12 |
| 3 1100 | c) 5 |
| 4 1001 | d) 10 |
| 5 11110 | e) 2 |
| 6 1010 | f) 96 |
| 7 11001000 | g) 9 |
| 8 1100000 | h) 30 |

2 Convert these decimal numbers to binary.

- 3
- 5
- 100
- 250
- 39
- 75
- 144

3 Information coded as eight binary digits make one byte.

- Which number in exercise 1 is 1 byte?
- How many bytes are there in a kilobyte (KB) of information?

Computers

4 Read the texts and choose the best title for each of them.

- File size
- Web language
- Operating systems
- File format

Information and Communication Technology

5 Are you familiar with any of the following words and acronyms? Use the information in the box to complete the texts below.

Windows HTML MP3 Linux TIFF Flash HTM jpg zip unzip

a

All computers are empty machines or hardware until software is installed with an operating system. There are three main operating systems for personal computers: Microsoft (1) ... and OSX are operating systems which you pay for. (2) ... is an Open Source operating system and it is available for free.

b

When files are very large or heavy they are difficult to send by email. A (6) ... file is a file which has been compressed so that it is quicker and easier to send. When you receive one of these files you need to (7) ... before you can access the files again.

c

Different types of information need to be stored in different types of files. Data information is stored in a different way from images or audio. For example, (3) ... and (4) ... are image files, whereas (5) ... is an audio file.

d

(8) ... and (9) ... are used to create web pages by designers. (10) ... is especially useful when designers want to include animation.

Project

You are going to find out about Wi-Fi zones in your town or in a place nearby.

Plan

Find a map of the town or area that you have chosen and think about the type of places that may have Wi-Fi zones (libraries, bus and train terminals, etc.)

Research

Find out about Wi-Fi zones in your town or in a town nearby.

Prepare

Mark the places on your map. Use this symbol:

Wi-Fi

Present your material

Show your completed project to your classmates and teacher.



Across the curriculum

Elements






1 Match the elements with the correct symbols.

1 H 2 Fe 3 N 4 R 5 Au 6 C 7 O 8 Ne 9 He 10 Na 11 Ca 12 Pb

- | | | | |
|----------|------------|--------|------------|
| a Oxygen | d Hydrogen | g Neon | j Nitrogen |
| b Sodium | e Iron | h Gold | k Helium |
| c Carbon | f Calcium | i Lead | l Radium |

The periodic table

2 Look at the periodic table and match the sections with the correct colour.

- | | | |
|------------------------|---|---|
| 1 Other metals | a |  |
| 2 Noble or inert gases | b |  |
| 3 Transition metals | c |  |
| 4 Semi-metals | d |  |
| 5 Non-metals | e |  |

H																				He
Li	Be											B	C	N	O	F				Ne
Na	Mg											Al	Si	P	S	Cl				Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br				Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I				Xe
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At				Rn
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg										

3 Read the text about elements and the periodic table. Complete the text with the words in the box.

positively elements atom negatively protons nucleus

There are only about 100 (1) ... in the Universe. Elements on Earth are the same as elements on other planets. Elements contains one type of (2) The atoms of an element are identical. For example, iron (Fe) atoms on Earth are the same as iron atoms found on Mars.

Atoms have a (3) ... in the middle which contain protons and neutrons. Protons are (4) ... charged and neutrons are neutral. Electrons are (5) ... charged and surround the nucleus.

Elements in the periodic table are listed in order of their atomic number. The atomic number is the number of (6) ... in the nucleus.

4 Read the text and answer the questions.

Dmitri Mendeleev and the periodic table

In the past, people believed that the world was made of four *elements*: earth, water, air and fire. In 1789, the French chemist Antoine-Laurent de Lavoisier published the first list of elements including oxygen, hydrogen and nitrogen. As scientists began to identify new elements, they tried to organize them in a logical sequence.

Dmitri Mendeleev (1834–1907) was professor of chemistry at St Petersburg University in Russia. He developed an early version of the periodic table published in 1869. He arranged the elements into a table so that elements with similar characteristics are in the same vertical groups.



- 1 What did people believe were the *elements*?
- 2 Who published the first list of some elements?
- 3 When was Mendeleev born?
- 4 Where did he work?
- 5 When did he publish his version of the periodic table?

Project

You are going to find out about two famous scientists.

Plan

	Scientist 1	Scientist 2
Name		
Date of birth		
Nationality		
What they studied / discovered		

Research

Find information about the two scientists and the area they worked in. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.

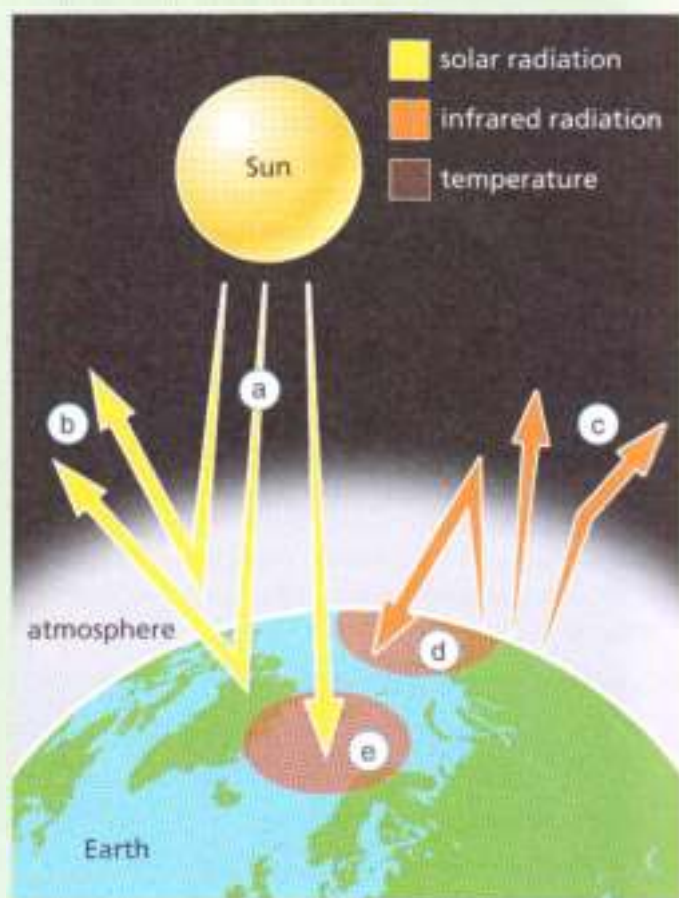


Across the curriculum

The greenhouse effect

1 Match the diagram with the steps below.

- 1 Radiation from the Sun travels through the atmosphere.
- 2 The Earth's surface and the atmosphere reflect some of the solar radiation.
- 3 The Earth's surface absorbs most of the solar radiation and temperature rises.
- 4 The Earth's surface releases heat in the form of infrared radiation. Some of the infrared radiation travels out of the atmosphere.
- 5 Some heat is absorbed by the greenhouse gases and is *trapped* in the atmosphere and the Earth's temperature rises.



Greenhouse gases

2 Read the text and answer the questions.

The gases in the Earth's atmosphere protect the Earth from solar radiation and help keep the temperature on Earth at the same level. Without greenhouse gases the Earth would be much colder and would be covered in ice. However, this delicate balance can change if the amount of greenhouse gases in the atmosphere changes.

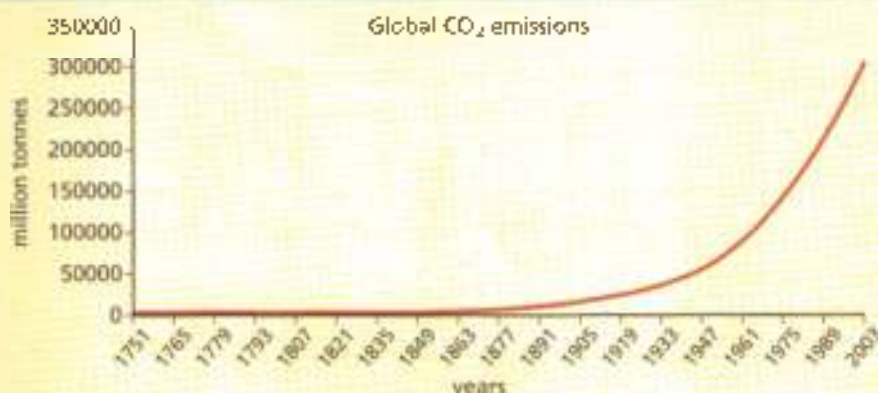
There are three important greenhouse gases. Firstly, water vapour (H_2O) from evaporation of lakes and oceans. Secondly, carbon dioxide (CO_2) from many natural processes like animal respiration, volcanic eruptions and decay or burning of organic matter. Thirdly, methane (CH_4) from the production of coal, gas or oil and released by some animals like cows as part of digestion.

- 1 How do the gases in the Earth's atmosphere protect the Earth?
- 2 Name three greenhouse gases.
- 3 Which greenhouse gas comes from oil production?

Global warming

3 Read the text. Why is the level of carbon dioxide in the atmosphere increasing?

In the 20th century, human activity began to have a serious effect on the balance of the greenhouse gases. More and more carbon dioxide went into the atmosphere because of the burning of fossil fuels for energy and because of the destruction of forests. The result of this human activity is that there is more carbon dioxide in the atmosphere, so more heat is trapped and the result is global warming.



4 What do you know about global warming? Which of the following is *not* an effect of global warming?

- 1 Glaciers and polar ice caps are disappearing.
- 2 There is more travel by aeroplane.
- 3 There is more flooding.
- 4 Sea levels are rising.
- 5 There are droughts and water shortages.
- 6 There are more destructive storms and hurricanes.

Project

You are going to find out about what we can do to stop global warming.

Plan

The Kyoto Protocol (1997)	
Renewable energy	
Biofuels	
Reduction of greenhouse gas emissions	
Acid rain	

Research

Find information about what we can do to stop global warming. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.



Across the curriculum

Europe

1 Look at the map and identify the European countries.

Austria	Latvia
Belgium	Lithuania
Bulgaria	Luxembourg
Cyprus	Malta
Czech Republic	Netherlands
Denmark	Poland
Estonia	Portugal
Finland	Romania
France	Slovakia
Germany	Slovenia
Greece	Spain
Hungary	Sweden
Ireland	United Kingdom
Italy	



The European Union

2 Look at the timeline and answer the questions.

- | | |
|------|--|
| 1957 | The European Economic Community (the EEC) is started. The original members are Belgium, France, Italy, Luxembourg, Holland and West Germany. |
| 1973 | Denmark, Ireland and the United Kingdom join the EEC. |
| 1980 | Greece, Spain and Portugal join the EEC, bringing the total number of member states to 12. |
| 1986 | The blue EEC flag is introduced, the 12 yellow stars represent the 12 member states. |
| 1990 | East Germany joins the EEC after the reunification of Germany. |
| 1993 | The Maastricht Treaty: the EEC changes its name to the European Union (EU). |
| 1995 | Austria, Sweden and Finland join the EU. |
| 2002 | The Euro is introduced as the official currency in 12 of the 15 member states. |
| 2004 | Ten new countries, mostly from the former Eastern Bloc, join the EU. |
| 2007 | Romania and Bulgaria become members, bringing the number of members to 27. |

Geography

- 1 How many countries were in the original EEC organization?
- 2 When did the United Kingdom join the EEC?
- 3 When did Spain join the EEC?
- 4 What do the 12 stars on the European flag represent?
- 5 When did the EEC become the EU?
- 6 When was the Euro introduced as the official currency in some member states?

3 Read the text about Cyprus and choose the best title for each paragraph.

History Culture Geography Government Economy

1

Cyprus is the third largest island in the Mediterranean. It is situated south of Turkey and east of Greece. It has a Mediterranean climate with mild wet winters and hot dry summers.

2

Due to its strategic location, Cyprus was invaded and ruled by many civilizations. Today you can see the remains of Roman theatres, Byzantine churches and Crusader castles.

3

Cyprus is a presidential republic. The island is divided into the Greek Cypriot southern part and the Turkish Cypriot northern part.

4

The island's main industry is tourism and property rental. Cyprus also exports many products such as crafts and embroidery, mainly to other countries in the European Union.

5

The town of Paphos is on the World Cultural Heritage List, as well as nine of the island's Byzantine churches. There are exhibitions, concerts, drama and folk festivals throughout the year.

Project

You are going to choose a country in the European Union and make a fact file.

Plan

Country:	
government	
economy	
geography	
history	
culture	

Research

Find information about this country. Look in the library or on the Internet.

Prepare

Complete your fact file with your findings.

Present your material

Show your completed project to your classmates and teacher.



Across the curriculum

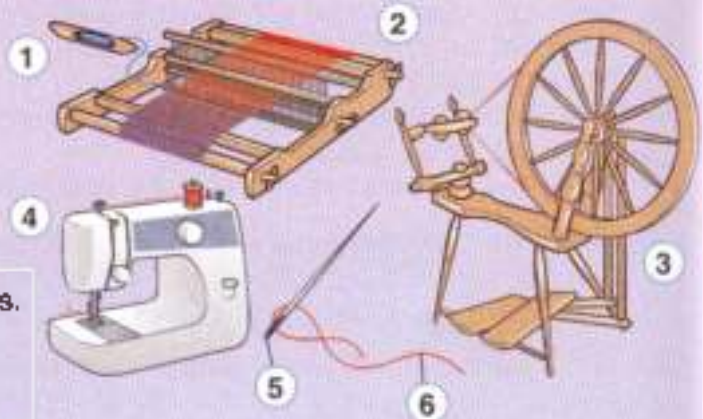
Materials

1 Match the words with the pictures.

needle thread cloth weave spin sew

2 Match the materials with the correct definitions.

cotton silk nylon microfibres



1 This comes from the seeds of a plant. Slaves were taken to America to pick its seeds. In the Industrial Revolution, machines made it much easier to spin the thread and weave the cloth.

3 This is made by caterpillars when they make a cocoon. The threads are very strong, beautiful and soft.

2 These synthetic fibres are nearly invisible so they have to be used with other fibres. They are a hundred times thinner than a human hair. They are especially important for sports clothes.

4 This is a completely synthetic or man-made product. It was invented in 1939 to replace silk and it was used in World War II for parachutes. Women's tights are made from this.

The story of silk

3 What do you know about silk? Complete the sentences with information from the box.

50% 400 5500 1 kg

- 1 ... of the world's silk is produced in China.
- 2 The average cocoon contains approximately ... metres of silk.
- 3 It takes ... silkworms to produce ... of raw silk.

4 Read the text about the secret of silk and answer the questions.

The secret of silk

Silk is surrounded by mystery and legend. Tradition says that a Chinese empress discovered the secret of silk in 2640 BC when a silkworm cocoon fell from a tree into her cup of tea.

For years, silk was a luxury and only the emperor and his family were permitted to wear it. For over 2000 years, silk was the best kept secret of the Chinese and the death penalty was given to anyone who exported the silkworm or its eggs.

There are many stories about how the secret of the production of silk was finally taken out of China. One story says that the secret was finally revealed in 550 AD when two men hid some silkworms in bamboo sticks and took them to the court of the Roman emperor.



- 1 According to legend, who discovered silk?
- 2 Who was allowed to wear silk when it was first used in China?
- 3 What was the punishment for exporting silkworms?
- 4 When did Europeans discover the secret of silk production?

The Silk Road

5 Look at the map and read the text about the *Silk Road*. Answer the questions.

For thousands of years, caravans of traders and merchants travelled between Asia and Europe buying and selling products. Huge caravans of camels travelled slowly along the 8000 km route towards the East carrying gold and glass to China and then travelled back towards the West carrying silk and other products. This overland route was called the *Silk Road* because it was the route that silk travelled from China to Europe.

The overland trading routes between the East and West developed around 300 BC. The popularity of silk in the Roman and Byzantine Empires increased trade along the routes.

Great cosmopolitan cities grew up along the routes where different cultures, religions, ideas and languages were found.

The *Silk Road* became less important when traders started to carry their products by sea. Trading ships carried products and the overland *Silk Road* route was used less.



- 1 The *Silk Road* was the trading route between which two places?
- 2 How did traders transport their products?
- 3 What products travelled between West and East?
- 4 When did the overland trade first develop?
- 5 Why did the *Silk Road* become less important?

Project

You are going to find out about other natural materials, eg cotton.

Plan

Material	
What is the material?	
Where is it from?	
How is it used?	
What products is it used in?	

Research

Find information about natural materials. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.

The Silk Road

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Project

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Plan

Material	
What is the material?	
Where is it from?	
How is it used?	
What products is it used in?	

Research

Find information about natural materials. Look in the library or on the Internet.

Prepare

Complete the table with your findings.

Present your material

Show your completed project to your classmates and teacher.