

## 8 Everyday English

**a** Find the expressions 1–6 in the story.  
**e** Who says them? How do you say them in your language?

- 1 Tell me about it.
- 2 In other words, ...
- 3 What's the point of ...?
- 4 Come on
- 5 Know what?
- 6 ... as long as ...

**b** Complete the dialogues with expressions 1–6 from Exercise 8a.

- 1 A: Sandra told me that she doesn't like you very much.  
B: *Know what?* I don't really care!
- 2 A: Can I use your mobile phone?  
B: Sure, ..... you don't make an international call!
- 3 A: I think I'm the worst student in the class!  
B: Oh, ....., Peter! You know that isn't true!
- 4 A: I think I'm too tired to go out tonight.  
B: ....., you don't want to go to the cinema.  
A: That's right.
- 5 A: Homework! Homework!  
..... having all this homework?  
B: Well, it helps you remember what you've learned.
- 6 A: I've got hardly any money at all.  
B: .....! I had to ask my little brother to lend me a pound this morning!

### Discussion box

- 1 When things get stressful for you, do you get up early in the morning to study? What else do you do?
- 2 Does telling jokes or laughing help you when you're stressed? Why / Why not?
- 3 How do you feel when someone tells jokes all the time? Why?

## 9 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 8a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Basic idea: Pete is laughing about something and finds it very funny. This time the two girls don't see any reason to laugh.

## 10 Team spirit DVD Episode 3

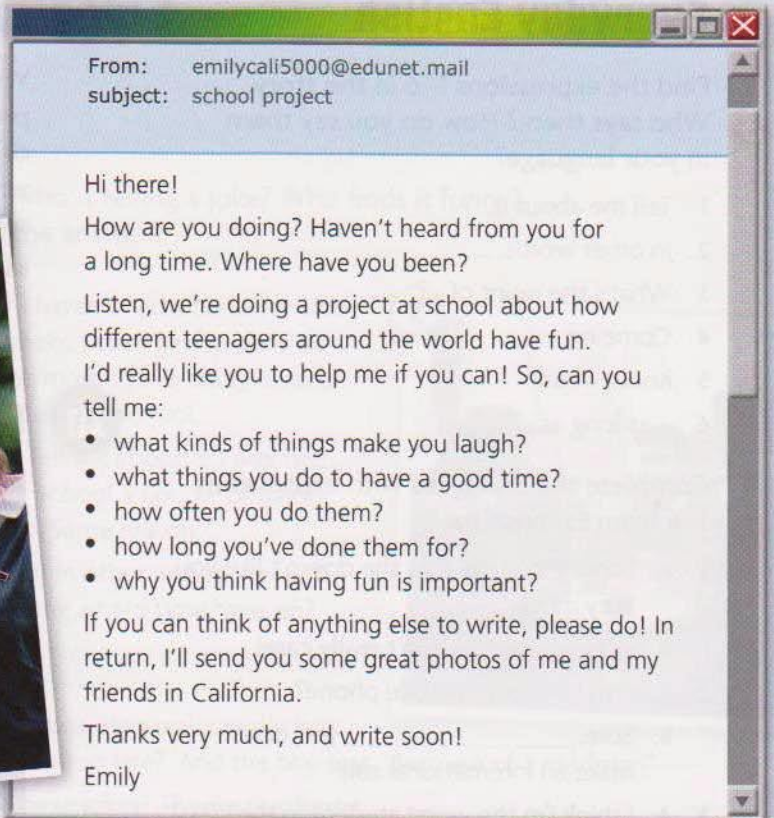


This episode is about a big misunderstanding. Look at the photos. In pairs, make up a short story about what you think happens, using the words in the box below. Use as many of the words as you like. Then watch episode 3.

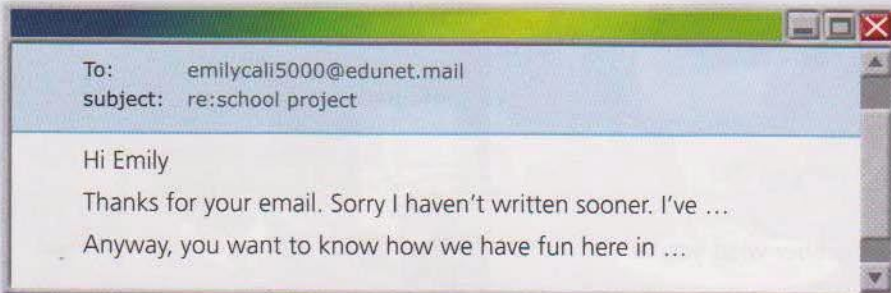
revision for the exams work non-stop cool idea to text about it embarrassing happy ending

## 11 Write

- a** Read this email from your American friend, Emily. What kind of information does she want you to give her? Why?



- b** Write your reply to Emily. Write a paragraph to answer each of her questions. Start like this:



## 12 Last but not least: more speaking

- a** Work on your own. Read these questions and think about your answers.

In the last week ...

- How often have you had a really good laugh? Who with?  
What did you laugh about?

In the last month ...

- Have you had lots of good times? If so, what did you do?  
If not, why not?
- Have you made any new friends? Who did you make friends with? Where did you meet him or her? What do you like about your new friend?
- Is laughter important for you? Why? How often do you laugh?  
In what situation(s) can you easily have a good laugh? When is it difficult for you to have a good laugh?

- b** Make notes about your answers, but don't write full sentences.

Example:

*Last week: three times /  
good laugh / in class –  
Sandra / very funny joke*

- c** Get together in small groups. Tell the other students about your thoughts about laughter.

# Check your progress

## 1 Grammar

**a** Complete the sentences. Use the present simple passive form of the verbs.

- This book *isn't written* (not write) in English.
- Many films ..... (produce) in Hollywood.
- The Olympic Games ..... (not hold) every year.
- Chocolate ..... (make) from cocoa beans.
- Thousands of Beatles CDs ..... (sell) every year.
- How many cans of coke ..... (buy) every day?
- How often ..... the World Cup ..... (hold)?

6

**b** Complete the sentences. Use the correct form of *let* or *be allowed to*.

- We *let* (+) our dog go into the living room, but she *isn't allowed to* (-) go into the bedrooms.
- We ..... (-) eat in class.
- My parents ..... (-) me play football in the garden.
- You ..... (+) take photographs here.
- My brother ..... (+) me use his camera.
- In Britain, when you're 17 you ..... (+) drive a car.

5

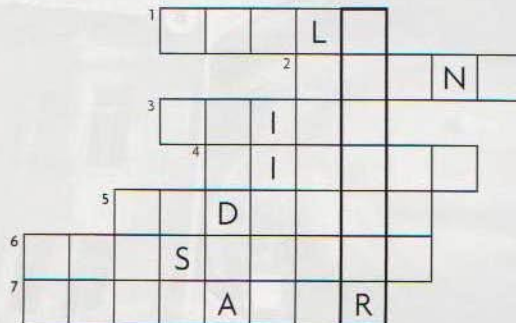
**c** Complete the sentences. Use the correct form of the present perfect simple and *for* or *since*.

- I *haven't eaten* (not eat) any fast food *since* last month.
- My dad ..... (be) ill in bed ..... four days.
- My cousins ..... (live) in their house ..... 20 years.
- I ..... (not see) Jane ..... 10 o'clock.
- I really like this CD, but I ..... (not listen) to it ..... a long time.
- My sister's boyfriend ..... (phone) her eight times ..... Friday!
- We ..... (not eat) anything ..... breakfast.

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## 2 Vocabulary

**a** Read clues 1–7 and fill in the puzzle. What's the mystery word?



- In Britain, if you're over 18, you're an *adult*.
- The opposite of old.
- A six or seven year old.
- Someone who is about 50 is ..... - aged.
- A more polite word for *old*.
- This person is over 65 years old and doesn't work any more.
- If you're 14, you're a .....

6

**b** Complete the sentences with *make* or *have*. Use the correct forms.

- Come on, Ken. These jeans look awful. Don't *make* a fool of yourself.
- She's delightful. She always ..... me smile.
- I think it's great to be with friends and ..... a good laugh!
- ..... you ..... any new plans since we last met?
- You cannot always ..... a good time. Life isn't always easy!

4

## How did you do?

Check your score.

Total score			
<input type="text"/> 33	Very good	OK	Not very good
Grammar	21 – 23	15 – 20	less than 15
Vocabulary	8 – 10	5 – 7	less than 5

# 7

# Disaster!

- \* Past simple passive
- \* *a/an, the* or zero article
- \* Vocabulary: disasters



**C** ▶ **CD1 T36** Look at the photo below. What kind of disaster do you think it is? Where and when do you think the disaster happened? Listen to the first part of an interview and check your ideas.



## 1 Vocabulary and Listening

### \* Disasters

**a** Match the words with the photos. Write 1–6 in the boxes.

- 1 a nuclear bomb   2 a volcano  
3 a tsunami   4 an earthquake  
5 a flood   6 a hurricane

**b** The event in photo F is different from the others. Why?

- d** Check that you understand the words in the box. Then use the words to complete the summary of the story from Exercise 1c.

rescued lost 90 1500 80  
killed damaged

The hurricane hit New Orleans on 29 August 2005, and <sup>1</sup> 1,500 people were <sup>2</sup> ..... About 7,500 people were <sup>3</sup> ..... by police and firefighters. The city was badly <sup>4</sup> ..... – about <sup>5</sup> ..... per cent of the city was flooded. A lot of money was <sup>6</sup> ..... – a total of about <sup>7</sup> ..... billion dollars.

- e** ▶ **CDIT37** Listen to the second part of the interview and check your answers.

**Vocabulary bank** Turn to page 114.

## 2 Grammar

### \* Past simple passive

- a** Look at the example. Underline other examples of the past simple passive in the summary in Exercise 1d. Then complete the rule.

*One thousand five hundred people were killed.*

**RULE:** To form the past simple passive, use the past simple form of the verb ..... and the .....

- b** Complete the sentences. Use the past simple passive form of the verbs.

- This photo was taken (take) two years ago.
- She's really upset because her bicycle ..... (steal) last night.
- These houses ..... (build) in the seventeenth century.
- This book ..... (write) in 2007.
- Computers ..... (not use) in our school until 1997.

- c** Rewrite the sentences. Use the past simple passive or present passive.

- Someone found the dead man late last night.  
*The dead man was found late last night* .....
- They robbed the house at midnight.  
The house .....
- People often confuse me with my older brother.  
I am .....
- In our town, people drop a lot of litter on the streets.  
A lot .....
- They made a film about the earthquake.  
A film .....
- They call her 'the Queen of Music'.  
She .....
- They completed the Empire State Building in 1932.  
.....
- Someone broke our classroom window last night.  
.....

## 3 Pronunciation

▶ **CDIT38** Turn to page 110.

## 4 Speak

- a** Work with a partner. Student A: look at your questions on this page. Student B: turn to page 126 and look at your questions. Ask and answer the questions. Use the past simple passive.
- b** When you've finished, your teacher will give you the answers. Compare your results with other pairs.

### Student A

- When / the Berlin Wall / knock down?  
*When was the Berlin Wall knocked down?  
In 1989 or in 1979?*
- Where / the Statue of Liberty / build?  
In Paris or in New York?
- How / city of Pompeii / destroy / year 79 AD?  
By a volcano or a tsunami?
- How many people / kill / biggest earthquake  
in human history?  
230,000 or 830,000?



## 5 Read

**a** Read the text quickly to find the answers to these questions.

- 1 What insects is the text about?
- 2 How do these insects normally live?
- 3 How can they become dangerous for people?
- 4 Why are farmers afraid of them?

### A flying disaster



**A** Earthquakes. Floods. Hurricanes. Tsunamis. It seems that every day we read about at least one of these somewhere in the world. But every year, somewhere, another kind of disaster causes great damage to plants and people. It's something much smaller and not so well-known as an earthquake or a tsunami – it's an insect called the locust.

**B** The locust usually does things alone – it lives on its own and eats on its own. But, sometimes, something changes the way nature works. When the number of locusts increases somewhere and there are lots of plants to eat, the locusts get together in 'swarms'.

**C** Perhaps the most dangerous locust is the desert locust. It is found in Africa, the Middle East, and Asia – in about 60 countries altogether. When desert locusts swarm, they bring problems to one-tenth of all the humans in the world.

**D** The numbers are huge and frightening. A swarm of desert locusts can be 1,200 km<sup>2</sup> in size – imagine an area that is over 20 kilometres wide and 50 kilometres long, full of locusts! And there can be 50 million locusts in each square kilometre. Each locust eats its own weight in plants every day – so a swarm of desert locusts can eat more than 150 million kilos of food in one day. They can also fly very long distances – in 1954 a swarm of locusts from northwest Africa flew thousands of miles to finally land in Great Britain!

**E** It's no wonder that farmers in many countries of the world fear the desert locust more than snakes and spiders. It's the desert locust that destroys the harvest and brings hunger to people all over the world.

**b** Match topics 1–5 with paragraphs A–E in the text. Write A–E in the boxes.

- 1 Basic facts about locusts
- 2 Scary numbers
- 3 A disaster that we don't always hear about
- 4 Desert locusts can destroy the food we need
- 5 The problem caused by a certain type of locust

**c** Answer the questions.

- 1 What do all the disasters mentioned in the text have in common?
- 2 Why is it surprising that locusts can cause such enormous damage?
- 3 What proportion of the world's population can be in danger because of locust swarms?
- 4 What makes the desert locust so dangerous?
- 5 Why can locusts bring death to lots of people?

**d** Find words or phrases in the text which mean:

- 1 harm or break something (paragraph A)  
.....
- 2 alone (paragraph B)  
.....
- 3 when insects come together in a big group (paragraph C)  
.....
- 4 very big (paragraph D)  
.....
- 5 It's not surprising (paragraph E)  
.....
- 6 plants, fruit or vegetables that farmers collect from their fields or gardens (paragraph E)  
.....

## 6 Grammar

### \* a/an, the or zero article

- a** Read the text. Underline *a, an, the* and the nouns they are with.

Disasters happen all the time. Two of the most famous disasters ever were an earthquake and a volcanic eruption.

The earthquake happened in 1964 in Alaska and was the most powerful earthquake ever recorded. The volcano erupted about 2,000 years ago. It destroyed a Roman town called Pompeii.

- b** Complete the rule. Write *the*, no article, *a* or *an*.

**RULE:** Use \_\_\_\_\_ or \_\_\_\_\_ + noun to talk about something for the first time.

I had a banana and an apple for breakfast.

Use \_\_\_\_\_ + noun when it is clear which thing or person you are talking about.

The banana was very good, but the apple was horrible.

Use \_\_\_\_\_ + noun when you are talking about things in general.

Bananas are good for you. I like apples.

- c** Complete the sentences with *a, an, the* or – (no article).

- I really like \_\_\_\_\_ bicycles! I've got two: \_\_\_\_\_ green one and \_\_\_\_\_ grey one. I got \_\_\_\_\_ green bike as a birthday present when I was 12. I bought \_\_\_\_\_ grey bike with my own money.
- I read \_\_\_\_\_ newspaper story about \_\_\_\_\_ new plane yesterday. \_\_\_\_\_ plane can carry 3,000 people, but \_\_\_\_\_ story didn't say when they will finish making it.
- My father drives \_\_\_\_\_ old car. He loves it! It was made in 1960, and it looks really beautiful. Every week he gets \_\_\_\_\_ phone calls from \_\_\_\_\_ people who want to buy it. Last week he had \_\_\_\_\_ phone call from \_\_\_\_\_ woman in London. My father didn't know \_\_\_\_\_ woman, but she offered him £10,000 for \_\_\_\_\_ car!
- Last night I had \_\_\_\_\_ dream. My dream was about \_\_\_\_\_ dogs – lots of them! There was \_\_\_\_\_ dog that tried to bite me and I ran away. Some people say that \_\_\_\_\_ dreams tell you \_\_\_\_\_ things about yourself. Perhaps this dream means that I'm afraid of \_\_\_\_\_ dogs!



## 7 Speak

- a** Two students are describing an imaginary dream. Complete the dialogue with *a/an, the* or – (no article).

A: Last night I dreamed that I was somewhere in <sup>1</sup> a wood.

B: In <sup>2</sup> \_\_\_\_\_ wood there were lots of strange things. First I saw <sup>3</sup> \_\_\_\_\_ house.

A: <sup>4</sup> \_\_\_\_\_ house was made of chocolate. When I walked closer, <sup>5</sup> \_\_\_\_\_ woman opened the door.

B: <sup>6</sup> \_\_\_\_\_ woman was very old and she was wearing <sup>7</sup> \_\_\_\_\_ glasses. She said, 'You can eat some of the chocolate, but you have to give me <sup>8</sup> \_\_\_\_\_ present.'

A: I didn't know what to give her. But then I remembered. I had <sup>9</sup> \_\_\_\_\_ photo of my dog in my pocket.

B: I gave it to <sup>10</sup> \_\_\_\_\_ woman and she looked at it. Suddenly there were <sup>11</sup> \_\_\_\_\_ spiders everywhere.

A: I hate <sup>12</sup> \_\_\_\_\_ spiders so I was a bit scared, but then I had <sup>13</sup> \_\_\_\_\_ idea ...

- b** Work with a partner. Invent another dream. Use the picture here and the dialogue in Exercise 7a to help you. The student who says the last sentence is the winner.

# Culture in mind



## Tuvalu – a disaster waiting to happen

A group of islands in the South Pacific is in danger of disappearing. Tuvalu will soon become the first country to be uninhabitable because of climate change and rising sea levels.

Tuvalu is about 1,050 kilometres north of its nearest neighbour Fiji. Its name means 'eight standing together', but in fact it is nine islands.

This tiny country is the fourth smallest in the world, after Monaco, the Vatican and Nauru.

In the summer, Tuvalu is hit by hurricanes and rough seas. These hurricanes have recently become more frequent and have begun to threaten life and damage buildings and homes. They have also killed the fish in the seas around the island. This is very serious because the fish are an important source of food for the people.

Rising sea levels, caused by global warming, have increased the level of salt in the ground water. This water is the only source of fresh water for people and farm animals.

Of course Tuvalu's emission of greenhouse gases is tiny because it's such a small country but the Tuvalu government has begun a programme to reduce its own greenhouse gases.

But this will not change the situation, and eventually, the Tuvaluans will have to leave their islands.

New Zealand has agreed to take in 75 immigrants per year, but there are 9,000 people living in Tuvalu at the moment. In 2001, the Australian government was asked to accept immigrants from Tuvalu: it refused. So where will the people of Tuvalu go?



### 8 Read and listen

**a** Discuss these questions.

- 1 What might be the biggest consequences of global warming?
- 2 How is global warming affecting small islands?
- 3 Which countries are more responsible for global warming – big ones or small ones. Why?

**b** ▶ CD2 T1 Read the text and listen. Check your answers.

**c** Read the text again and match the words or phrases with their definitions.

- |                 |                                                          |
|-----------------|----------------------------------------------------------|
| 1 threaten      | a not smooth; violent                                    |
| 2 uninhabitable | b getting bigger or getting higher                       |
| 3 rising        | c make smaller, make lower                               |
| 4 rough         | d say that you will not do or accept something           |
| 5 refuse        | e likely to cause harm or damage to someone or something |
| 6 source        | f very small                                             |
| 7 tiny          | g cannot be lived in                                     |
| 8 reduce        | h the place something comes from or starts at            |



## 9 Speak

**a** Read the following statements. Next to each statement, make a note of how much you agree or disagree (0 = I don't agree at all. 5 = I agree 100%).

- There have always been natural disasters. People don't make them happen. ....
- If we kill all insects with chemicals, the world will have fewer problems. ....
- The people from Tuvalu have the right to live in any country they want to. ....
- The price of petrol needs to be ten times higher than it is now. Then people might not drive so much, and there might be less global warming. ....

**b** For each statement, write a sentence or two about why you agree or disagree.

*I totally agree that the people from Tuvalu have the right to choose where they would like to live. Rich countries need to help them because they have caused global warming.*

**c** Get together in small groups. Tell each other what you think about the statements. Give reasons and discuss each other's opinions.

## 10 Write

**a** Read the newspaper story about a disaster in Dover. What happened? How did it happen?

### Man rescued from sea

A 28-year-old man was rescued by helicopter yesterday in Dover after he fell into the sea near his holiday home.

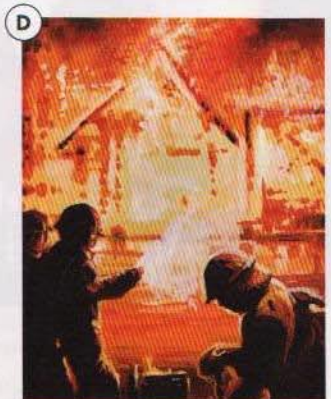
The accident happened while the man, John Carter, was walking along a cliff. He was blown off by a very strong wind and fell into the sea, 30 metres below. Luckily, a woman saw Mr Carter in the water soon afterwards and she called the police rescue service. He was taken to hospital with a broken arm.

Last night Mr Carter said from his hospital bed, 'I'm very lucky to be alive. My life was saved by the woman who called the police. I can't thank her enough.'



**b** Look at the pictures of a forest fire. Describe what you can see in each picture. Use some of the words in the box.

catch fire strong winds  
very hot weather leave their homes  
drop a cigarette dry leaves  
not control the fire burn



**c** Write a newspaper story about the forest fire. Use the structure of the story in Exercise 10a and the phrases in Exercise 10b to help you.

Paragraph 1:  
What happened, where and when?

Paragraph 2:  
How did it happen?

Paragraph 3:  
What was the result?

## 8

## Ways of living

- \* too much/many, not enough
- \* will vs. be going to
- \* Vocabulary: homes

## 1 Read and listen

**a** Look at the pictures from a holiday brochure. Where is it? What is special about it? Read the text quickly to check your ideas.



## Spend the holiday of a lifetime – in a cave!

If you like a different kind of holiday, then you'll find these historic caves are just what you are looking for.

**HOW TO GET THERE**

Fly to the city of Granada, drive to Guadix –and step into a different world.

**WHAT YOU'LL FIND**

You probably think caves are primitive. Well, you haven't seen these caves. A cave house in Andalusia can be anything from a small country cottage to a luxurious cave hotel. Come and enjoy the peaceful environment. You'll be surprised to find everything you need – electricity, phone, hot water... Some caves even have a broadband connection and others have a Jacuzzi or a swimming pool.

**YOU WON'T WANT TO LEAVE!**

Here are a few more reasons to visit Guadix!

- You'll enjoy the temperature in the cave. It's around 18 – 20 °C, even on a hot summer day! Cool!
- You'll see that every cave is unique. They all have their own charm and individual character.
- You'll sleep better in the cave than in a normal hotel. You won't believe how relaxed you feel.

**b** ▶ CD2 T2 Read the brochure again and listen. Answer the questions:

- 1 Which Spanish city are the caves near?
- 2 What facilities do the caves have?
- 3 How can a cave be more comfortable than a hotel?

**c** ▶ CD2 T3 Ben went on holiday to the caves and wrote an email to a friend about it. Read and listen to his email. Answer the questions.

- 1 Why was he not well in Barcelona?
- 2 Why did they stay in the caves and not in a hotel?

Hi Sandra,

You'll never guess where I'm writing this email from! A cave!

You know we're on holiday in Spain, right? Well, we spent a few days in Barcelona first. It's a great place and we had a good time (though one day I didn't feel very well – I think I ate too much ice cream the day before!). Anyway, when we left Barcelona, we came to spend a few days in Granada. And guess what? We couldn't get a hotel – too many tourists and not enough beds! Then someone said, 'Why don't you try the cave dwellings in Guadix?' We thought he was joking. Cave dwellings?? But here we are – and it's wonderful.

Tomorrow we're going to visit the Alhambra in Granada. We're enjoying it so much that we don't know when we're going to leave. We're never going to have enough time to explore everything.

Take care!

Ben

## 2 Grammar

### \* too much/many, not enough

**a** Look at the examples.

*I ate too much ice cream.*

*Too many tourists and not enough beds!*

*We're never going to have enough time to explore everything.*

**b** Look at examples 1–4. What's the difference in meaning between *too much/many* and *a lot of*?

- 1 There are a lot of people.
- 2 There are too many people.
- 3 I've got a lot of work.
- 4 I've got too much work.

**c** Look at sentences 2 and 4 in Exercise 2b. Then complete the rule.

**RULE:** Use *too* ..... with countable nouns, and *too* ..... with uncountable nouns.

**d** Complete the sentences with *too much* or *too many*.

- 1 I think I've got ..... books!
- 2 There are ..... people in there.
- 3 I think I've eaten ..... food.
- 4 I spend ..... time on the computer.



**e** Look at the examples. Then complete the rule.

*There weren't enough beds in the hotels.*

*There wasn't enough time to explore everything.*

**RULE:** Use (not) *enough* with both ..... and ..... nouns.



**f** Complete the text with *too much*, *too many* or *enough*.

I don't really like my town. Every summer, too many tourists come here, so there are <sup>1</sup>..... cars in the streets, and that means there's <sup>2</sup>..... noise. There aren't <sup>3</sup>..... places for teenagers to go, either. There are lots of shops but there are always <sup>4</sup>..... people in them! And most of the clothes shops are for old people – there aren't <sup>5</sup>..... shops for young people like me!

**g** Work with a partner. Think about your town/country. For each of the topics below make at least three sentences.

television shops  
places to go music  
the environment

*There are too many news programmes.*  
*There's too much sport on TV.*  
*There aren't enough programmes for teenagers.*

## 3 Pronunciation

▶ CD2 T4 and T5 Turn to page 111.

## 4 Vocabulary

### \* Homes

- a** ▶ CD2 T6 Match the words in the box with the pictures. Write the words in the spaces. Then listen, check and repeat.

- 1 a detached house    2 a block of flats  
 3 a housing estate    4 a cottage  
 5 a bungalow    6 a caravan  
 7 a semi-detached house  
 8 a terraced house

- b** In which pictures can you see these things?

- a chimney    a garden    a garage  
 a TV aerial    a gate    a fence

- c** Look at the pictures and answer the questions.

- Where can you probably find *stairs*?
- Where do you think you can find *a lift*?
- Where do the families live on *one floor*?

**Vocabulary bank** Turn to page 115.

## 5 Listen

- ▶ CD2 T7 Listen to six people talking about where they live. Which picture shows each person's home? Write 1–6 in the boxes.

## 6 Speak

- a** Make notes about the place where you live. Include one thing that is **not true**!
- b** Work with a partner (someone who doesn't know your home). Tell him/her about your home, including the thing that is not true.
- I live in a block of flats. Our flat is on the third floor. We've got two bedrooms.*
- c** When you finish, ask your partner if she/he can tell you which thing is not true. Then change roles.



2 a block of flats



## 7 Grammar

### \* will vs. be going to

- a** ▶ **CD2 TB** Jake has planned a visit to China. Read and complete his conversation with his friend Angie. Use *will/won't* or the correct form of *be going to*. Then listen and check.

Angie: So Jake, what are you going to do when you're in China?

Jake: Well, I *'m going to* travel to a place called Qinghai.

There are lots of Tibetan people there.

Angie: Wow! Sounds fantastic!

Jake: Yeah. And I <sup>2</sup>..... visit them in their tents.

Angie: Brilliant! <sup>3</sup>..... you ..... stay in a tent, too?

Jake: I hope so! But I don't think it <sup>4</sup>..... be very comfortable.

Angie: Why not?

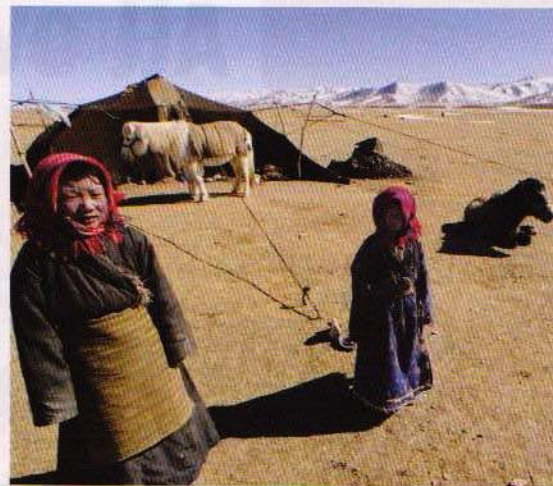
Jake: Well, I don't think there <sup>5</sup>..... be a bed, and I'm sure there <sup>6</sup>..... be a bathroom!

Angie: <sup>7</sup>..... it be very cold there?

Jake: Oh, definitely. So I <sup>8</sup>..... take lots of warm clothes.

Angie: Well, good luck. I hope I hear from you when you're there.

Jake: Oh sure, Angie. I <sup>9</sup>..... send you a postcard – if I can!



### LOOK!

We don't usually say ... *going to go* ...

*I'm going to go swimming tomorrow.*

*She's going to go to America next year.*

- b** Look at the examples of *will* and *be going to* in the dialogue in Exercise 7a. Then complete the rule.

*I'm going to travel to a place called Qinghai.*

*I'm going to take lots of warm clothes.*

*There won't be a bathroom.*

*I'll send you a postcard.*

**RULE:** For decisions and plans made before the moment of speaking, use .....  
For predictions, and for offers and promises, use ..... / .....

- c** Circle the correct words in the sentences.

1 A: I can't carry all these books, they're too heavy!

B: Give them to me, I'll carry them /  
*I'm going to carry them* for you.

2 Tom's really excited because *he's going to have* / *he'll have* his first driving lesson tomorrow.

3 A: I'm really hot in here!

B: Really? OK, *I'll open* / *I'm going to open* the window.

4 A: Have you got any plans for Friday night?

B: Yes, *we'll see* / *we're going to see* a film.

5 My sister's really nervous because *she's going to take* / *she'll take* an important test tomorrow.

6 A: I haven't got enough money to go out.

B: Don't worry, *I'll lend* / *I'm going to lend* you some.

7 A: What would you like to drink?

B: *I'll have* / *I'm going to have* an orange juice, please.

- d** Jake wrote an email to a friend about his trip to China. Complete the sentences, using the correct form of *will* or *be going to* and the verb in brackets.

Hi Harry,

How are things? I'm really busy because *I'm going to visit* (visit) China next month. I've got lots of things to do before I go. I've decided that I <sup>1</sup>..... (learn) some Chinese. There's a Chinese boy at school called Chan, and he <sup>2</sup>..... (teach) me some words and phrases.

It <sup>3</sup>..... probably ..... (be) very cold when I get to China, so I <sup>4</sup>..... (take) some really warm clothes! And I've decided that next week I <sup>5</sup>..... (buy) a new camera, too. I'm sure the people in China <sup>6</sup>..... (show) me lots of amazing things, and I <sup>7</sup>..... (want) to take hundreds of photos!

See you soon.  
Jake

# All over the place

## 8 Read and listen

**a** ▶ CD2 T9 Look at the photo story. Where are they? What are Joel and Pete doing? What is Joel's problem? Read and listen to find the answers.

1



Joel: I hate Maths! There's no point in trying to do this. I can't do it. And the test is in three days' time. What am I going to do?

2



Joel: I can't do Maths. I'm just too stupid.

Pete: Oh, come on, Joel. There's nothing wrong with you. You just haven't studied enough. Why don't I come over to your place this afternoon? We can study together.

Joel: Oh, man. Thanks! That'd be fantastic!

3



Pete: See? It's not so difficult.

Joel: Well, thanks Pete. But I think we should stop now.

Pete: Well, it's up to you, Joel. Anything else you want to know?

Joel: Yeah, there is something. Just a moment. Let me get the book.

4

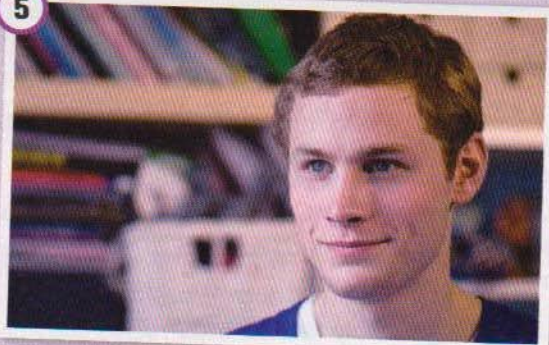


Joel: I don't believe it. I can't find it.

Pete: Well, it's not surprising. Your things are all over the place.

Joel: So what? I know where everything is. I always find my things really quickly.

5



Pete: Always? Well, if you say so...

**b** Complete the sentences so that they make sense.

- 1 Joel doesn't think very highly of ...
- 2 Joel is grateful because ...
- 3 Pete thinks Joel's room ...
- 4 Pete doesn't really believe that Joel ...

## 9 Everyday English

- a** Find the expressions 1–6 in the story.  
**o** Who says them? How do you say them in your language?

- 1 There's no point in ...
- 2 There's nothing wrong with ...
- 3 It's up to you.
- 4 Anything else?
- 5 ... all over the place
- 6 if you say so ...

- b** Complete the dialogues with expressions 1–6 from Exercise 9a.

- 1 A: Can I have two kilos of apples, please?  
B: Sure. There you are. <sup>1</sup> *Anything else?*
- 2 A: This CD is the best in the history of the world.  
B: Well, <sup>2</sup> ..... – but I didn't think it was very special.
- 3 A: Where do you want to go tonight?  
B: <sup>3</sup> ..... I don't mind where we go.
- 4 A: Oh no! It's starting to rain – and we haven't got an umbrella!  
B: Well, <sup>4</sup> ..... complaining. We just have to walk – and get wet!
- 5 A: What's the matter Mum?  
B: It's the living room, Sarah. You've left things <sup>5</sup> ..... Please put your things away!
- 6 A: You listen to music very loud, don't you?  
B: So what? <sup>6</sup> ..... that.  
A: Yes there is – you could damage your ears.

### Discussion box

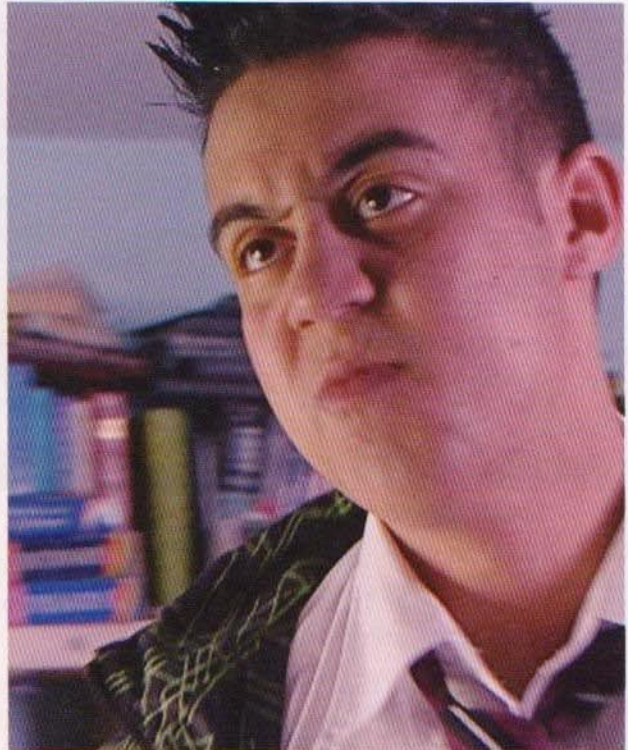
- 1 Do you think being good at a subject mainly depends on whether you 'have studied enough'? Why / Why not?
- 2 Are you different from Pete or similar to him? Give examples.
- 3 Are there times when you cannot find something you are looking for? How do you react?

## 10 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Basic idea: It's a few days later. Joel has just received the results of his maths test.

## 11 Team spirit DVD Episode 4



- a** Look at the photo. How does Joel feel? Make a list of possible reasons why he feels like this.
- b** Make a list of strong feelings and what people do when they have the feelings:  
Examples: nervous: *bite finger nails, get sweaty hands, ...*  
angry: *shout, go quiet, throw things, ...*
- c** When you have a disagreement with someone, how do you react?
- d** What would be a typical way for you to solve a disagreement?
- e** Watch episode 4 and find out how the different people in the story feel and how they act because of their feelings.

## 12 Write

**a** Read about holidays A and B and answer questions 1–4.

- 1 How long is each holiday?
- 2 The two holidays have two things in common – what are they?
- 3 Where do you stay on each holiday?
- 4 What do you learn on each holiday?

**b** Nadia is going on holiday A. Read her message. Who is going with her on holiday? What does she promise to do after her holiday?

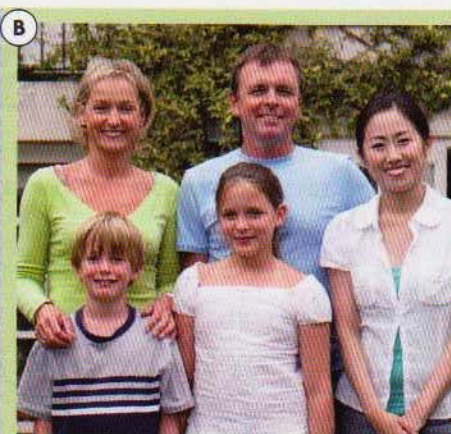


### Want a holiday with a difference?

Come to Leasdale Farm and spend four days living with a family and working on a real English farm! You'll stay in rooms in a converted barn, and all meals will be provided.

Our guests help to look after the animals – you'll learn how a farm really works!

Healthy and fun – Leasdale Farm holidays are great for all the family!



### Learn English with a family in Britain!

Spend ten days living in a British city with a friendly family. You'll have your own room in the family's house, and you'll find out what life in Britain is really like.

Your family will give you all your meals, and they'll take you to interesting places. You'll get the chance to meet lots of their friends – and of course your English will get much better!

Homestay English is a great way to learn!

Hi Fernanda

How are you? Thanks for your post – good to know that you're OK.

I've got news too. I'm going on holiday next week with my brother and Anna, a friend from school. We're going to stay on a farm for four days! We're going to look after the animals and do some horse-riding. I'm sure I'll love it – you know how crazy I am about animals! I want to learn all about the cows and the horses – hope I have some time to go walking in the hills, too.

Well, right now I'm going to finish my homework – lots to do before the holiday! I'll write to you when I get back to tell you what it was like.

Take care!

Love

Nadia

## 13 Last but not least: more speaking

**a** Think about your plans for next week and write sentences.

Free time: I'm going to ...  
I'll probably ...

School work: I'm going to ...  
I'll probably ...

Food: I'm going to...  
I'll probably ...

*I'm going to meet up with my friends on Saturday evening. We're going to see a film.*

*I'll probably study on Sunday morning.*

**b** Work with a partner. One of you says what he/she is going to / will do. The other one asks questions.

A: *I'm going to meet up with some friends on Saturday evening. We're going to see a film.*

B: *Oh, really? What are you going to see?*

A: *Burn after Reading.*

B: *I've heard of that. What's it about?*

**c** Imagine you are going on holiday B. Write a message to an English-speaking friend and tell him/her what you're going to do. Use the information above and Nadia's message to help you.



# Check your progress

## 1 Grammar

**a** Complete the sentences. Use the past simple passive form of the verbs.

- The Statue of Liberty was built (build) in France.
- It was a terrible accident. How many people ..... (kill)?
- Tomas fell off his bike yesterday, but he ..... (not injure).
- We didn't play well yesterday. We ..... (beat) 4-0!
- When the volcano erupted, the noise ..... (hear) 200 kilometres away.  4

**b** Complete the sentences with *a, an, the* or *-* (no article).

My grandparents live in <sup>1</sup> the countryside, in <sup>2</sup> ..... old cottage. It's got <sup>3</sup> ..... bedroom, <sup>4</sup> ..... bathroom, <sup>5</sup> ..... living room and <sup>6</sup> ..... kitchen. <sup>7</sup> ..... bedroom and <sup>8</sup> ..... living room are quite big, but <sup>9</sup> ..... kitchen's very small! I love <sup>10</sup> ..... cottages like my grandparents'.  9

**c** Complete the sentences with *too much/ too many* or *not (n't) enough*.

- There's nowhere to sit – there are n't enough chairs here!
- I couldn't finish the test because there was ..... time.
- I feel sick – I think I've eaten ..... chocolate!
- I didn't really enjoy my visit to Rome because there were ..... tourists everywhere.  3

**d** Complete the sentences with *will* or *be going to*.

- Next summer we 're going (go) to Spain for our holiday. We've booked the flights.
- I've put some old clothes on because I ..... (wash) my dad's car for him.
- What time ..... we ..... (meet) John this evening?
- Please can you lend me some money? I promise I ..... (pay) you back on Friday.  3

## 2 Vocabulary

**a** Underline the odd one out.

- damage    destroy    hurt    rescue
- bungalow    garage    cottage    flat
- flood    earthquake    tsunami    bomb
- TV aerial    semi-detached house  
chimney    gate
- caravan    terraced house    bungalow  
detached house  4




**b** Complete the sentences with the correct words from the box. Use the correct form when necessary.

volcano    essential    floods  
TV aerial    hurricanes    eventually

- On average, floods kill about 140 people a year in the USA.
- Lots of people lost their lives when the ..... erupted.
- People living in the Caribbean are sometimes hit by .....
- The catastrophe caused a lot of damage and ..... the government had to help.
- This information is ..... for people who live in areas with lots of earthquakes.
- We didn't watch the match – there was a problem with the .....  5

## How did you do?

Check your score.

Total score			
<input type="text"/> 28	Very good	OK	Not very good
Grammar	14 – 19	7 – 13	less than 7
Vocabulary	8 – 9	5 – 7	less than 5



- \* Determiners (*everyone, no one, someone, etc.*)
- \* *must/mustn't vs. don't have to*
- \* Vocabulary: thinking

## 1 Read and listen

**a** Before you read, try a fun memory test. Listen to your teacher's instructions.

**b** Look at the title of the text. How do you think you can improve your memory? Read the text quickly to check your ideas.

**c** ▶ CD2 T10 Read the text again and listen. Write *T* (true) or *F* (false).

- 1 The brain is very light so it doesn't need a lot of oxygen.
- 2 You can remember information better if you talk about it.
- 3 It's not good to try to learn something for too long.
- 4 It's easier to remember one big piece of information than several smaller pieces.
- 5 Our memory works best when we are angry.
- 6 'Making pictures' in our mind helps us remember information.

## Memory: Your brain is like a muscle – use it or lose it!

The human brain is very small and light (only two per cent of our total body weight), but it needs about 20% of the oxygen that our body takes in. We can't think well if our brain isn't getting enough oxygen, so always make sure there is enough oxygen in the air when you need to learn or remember something!

No one can remember everything, but everyone can learn how to improve their memory. Here are some tips – none of them can make your memory 100% perfect, but all of them are helpful:

- When you want to remember something, tell a friend about it. This way the new information becomes more memorable. Later on, think about the conversation with your friend. It will remind you of the information you wanted to remember.
- Don't over-train your brain. When you've remembered a list of new vocabulary, stop studying. It's better to study a lot of material for a small amount of time than a small amount of material for a lot of time! But remember: you do have to practise your new vocabulary regularly!
- Our memory works well when we are asleep. If you want to remember something, go to bed and go to sleep immediately after learning it.
- If you have to remember something big, break it down into smaller sections. It's easier to remember 198756430387 if you break it into four smaller bits: 198 – 756 – 430 – 387.
- If you want to remember a piece of information, and you can't, don't get angry. Relax and tell yourself, 'If it's important, I will remember it later'.

One of the best ways of remembering is to make 'pictures' on the 'movie-screen' of your mind – and it's fun too! Experts say that our brain works a lot in pictures. So sometimes, if we want to remember new information, it helps to make a picture story. Anyone can learn to do this. Imagine someone wants to go shopping for the following things:

- food for the goldfish
- batteries
- roller skates
- a vocabulary notebook
- a bottle of shampoo ...

Now make a crazy story that reminds you of all the things in the right order, for example:

Once upon a time there was a girl. She was very hungry and was looking for FOOD. Her name was on her T-shirt in big golden letters: GOLDIE FISH. She opened the fridge, and saw it was full of BATTERIES. Goldie was angry. She put on her ROLLER SKATES, and tried to leave the house, but she tripped over her VOCABULARY NOTEBOOK and fell on a BOTTLE OF SHAMPOO. The shampoo was everywhere: on the floor, on the chairs ....

Let yourself be surprised by your memory!

## 2 Grammar

\* **Determiners** (*everyone, no one, someone etc.*)

- a** Look at the examples. Find other examples of determiners in the text on page 68 and underline them.

*When you want to remember something.*

*Here are some tips – none of them can make your memory 100% perfect, but all of them are helpful.*

- b** Complete the words in the chart. Use the text on page 68 to help you.

<u>everything</u> ...	something	nothing
everyone	.....	.....
everywhere	somewhere	nowhere
.....	some of them	.....

- c** Write the correct words in the spaces. Choose from the words in the box.

~~Someone~~ everyone everywhere  
all of them everything  
none of them no one

- Someone gave me this book for my birthday, but I can't remember who.
- I rang your place four times this morning, but ..... answered.
- Use Your Memory* by Tony Buzan is a brilliant book. I think ..... should read it.
- It was a hard question. She asked all her friends, but ..... knew the answer.
- I can remember ..... our teacher said in today's lesson, but I can't remember what the homework is!
- Jim's lost his watch! He's looked for it, ..... but he can't find it.
- My dad doesn't see his friends from London very often. That's why he was very happy that ..... came to his party.

### LOOK!

In English, there are no double negatives. Look at these examples:

*He knows nothing about the human brain.*

*He doesn't know anything about the human brain.*

(Not: *He doesn't know nothing about the human brain.*)

## 3 Vocabulary

\* **Thinking**

- a** Check you know the meaning of these verbs. Ask your teacher to help you.

to think to realise to imagine  
to concentrate to guess to suppose  
to believe to believe in to recognise  
to wonder

- b** Underline the correct options.

- What? You got 100% in the test? I don't suppose / believe you!
- He looked completely different – I didn't recognise / guess him!
- You saw a ghost? You're crazy. I don't recognise / believe in ghosts.
- It's a very strange story, but it could be true, I suppose / wonder.
- Well, I don't know the answer, so I'll have to guess / imagine.
- Don't look out of the window – concentrate / think on your work.
- Living on an island in the Pacific Ocean – can you think / imagine that?
- She left without saying goodbye – I suppose / wonder why she did that?
- It's a difficult question, so guess / think carefully before you answer.
- After twenty minutes, I realised / recognised I was in the wrong place!

**Vocabulary bank** Turn to page 115.

## 4 Speak

Work with a partner. Ask and answer the questions.

- When do you find it easy or difficult to concentrate?
- Are you good at guessing? Give some examples.
- Are there any things you find very hard to imagine? Give some examples.

*I can't imagine being a film star and having photographers around me all the time.*

## 5 Listen

**a** ▶ CD2 T11 What do Leonardo da Vinci and Keira Knightley have in common? Listen to an interview with a psychologist, Dr Rebecca Williams, to check your ideas.

**b** ▶ CD2 T11 Listen again and answer the questions.

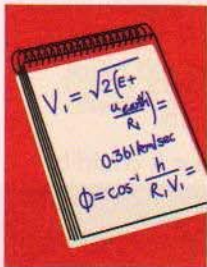
- 1 What are the main differences between the two people?
- 2 What was special about Leonardo's note taking?
- 3 What was a big problem for Keira when she was young?
- 4 How did Keira manage to overcome the problem?



Keira Knightley



Leonardo da Vinci



logical-mathematical intelligence



verbal intelligence



musical intelligence



visual intelligence



body intelligence



interpersonal intelligence



intrapersonal intelligence



naturalistic intelligence

**c** ▶ CD2 T12 In the second part of the interview, Dr Williams talks about different 'intelligences'. Look at these eight examples of types of 'intelligence'. Complete the sentences then listen and check your answers.

- 1 People with high logical-mathematical intelligence are often good at Maths and finding answers to problems.
- 2 If you have a lot of \_\_\_\_\_, you are probably good at movement, for example sports and dancing.
- 3 If you have a lot of \_\_\_\_\_, you are probably good at painting and drawing.
- 4 If you have a lot of \_\_\_\_\_, you are probably good at understanding other people and working with them.
- 5 People with high \_\_\_\_\_ are often good at singing or playing a musical instrument.
- 6 People with good \_\_\_\_\_ are usually good speakers and like words.
- 7 If you enjoy being on your own, you probably have a lot of \_\_\_\_\_ intelligence.
- 8 People who have a lot of \_\_\_\_\_ intelligence are good with handling plants and animals.

## 6 Speak

★ What's your strongest intelligence?

**a** Do you remember things best by seeing, feeling or hearing? Try a fun test. Listen to your teacher's instructions.

**b** In which of the tests did you get the best result? If you remembered most numbers in test one, it means you probably have a good visual memory. If you scored well in test two, you probably remember things best if you've heard them. If you did well in test three perhaps you learn best when you feel or do things.

**c** Tell a partner how you learn best.

# Problem page

## 7 Grammar

\* *must/mustn't vs. don't have to*

- a** Read Lisa's letter to a problem page and the replies. What's her problem? Which reply do you like most? Why?
- b** Look at the examples. Underline more examples of *must*, *mustn't* and *don't/doesn't have to* in the texts. Then complete the rule.

*My dad says I must try harder.*

*You mustn't think that your parents are wrong.*

*My brother doesn't have to study hard.*

**RULE:** Use ..... (n't) to give someone strong advice or for expressing strong obligation.

Use ..... to say that something is not necessary.

- c** Circle the correct words.

- You can go out tonight, but you mustn't / *don't have to* come home later than 1 am.
- Great! I'm under 12! I *mustn't* / *don't have to* pay!
- Great! No school today – I *don't have to* / *mustn't* get up early.
- OK, you can keep it – but it *mustn't* / *doesn't have to* leave this room!



Dear Mandy

I get bad grades at school, especially in Maths. My dad says I must try harder, because he wants me to go to university. He thinks I'm lazy, but it's not true, I work really hard! I've tried to talk to my mother – but she says I have to work as hard as my brother does. But my brother doesn't have to study hard and he always gets excellent grades. It's not fair!

The only thing I like is Art. My teacher says I'm the best student she's had for years. When I told my dad, all he said was, 'You mustn't waste your time on Art and you must work harder!' Please help me – I don't know what to do!

Lisa, Birmingham

Dear Lisa

*You mustn't think that your parents are wrong and you're right. Remember that you're younger than they are and they want the best for you. So you must listen to your parents and try harder.*

Mandy

Dear Lisa

*Please remember that your future is very important. You don't have to do everything your parents tell you to do, and you mustn't worry too much about Maths – you don't have to be good at everything! Talk to your parents again and try not to get angry.*

Mandy

- d** Complete the sentences with *must*, *mustn't*, or *don't have to*.

- I mustn't forget to send my grandmother a birthday card!
- You really ..... see that film! It's great!
- My parents ..... go to work tomorrow because it's a public holiday.
- My sister ..... go to school yet because she's only three!
- Hurry up! We ..... be late again.

## 8 Pronunciation

▶ CD2 T13 Turn to page 111.

# Culture in mind

## 9 Read and listen

- a** Look at the title of the magazine article and the photos. Write six words you expect to find in the story.
- b** Work with a partner. Compare your words. If you are surprised by any of your partner's words, ask why he/she chose them.
- c** Read the story quickly and choose the best title for each paragraph. Write the letters in the boxes.

- A Not a very organised student
- B Her parents' worries about their baby daughter
- C Always ahead of other kids her age
- D A normal teenager's lifestyle
- E High verbal-linguistic intelligence

- d** ▶ CD2 T14 Read the text again and listen. Answer the questions.

- 1 Why is Abigail proud of herself?
- 2 What was special about how her speaking developed?
- 3 What does she mean when she says that putting things off motivates her?
- 4 Why does her mum think learning to play the piano was good for Abigail?



## Girl genius, university student at 15!

- 1 She was sitting up at four months, making pyramid designs with blocks at seven months, walking at eight months and completing 100-piece jigsaw puzzles at 15 months. So it is no surprise that Abigail Wilson, 15, from Connecticut, USA, recently made history when she became the youngest black female ever accepted into an American university! 'I'm proud of myself for getting in, but I usually find it hard to get excited. It is pretty cool, I guess,' said Abigail.
- 2 Her mother, Nancy, said that Abigail was a quiet baby, born two weeks late on Christmas Day. She didn't speak her first words until she was 22 months! Nancy and her husband thought something must be wrong, but when she started to talk, it was perfect speech. She already knew her colours, letters and was able to read. Her parents read her normal bedtime stories and they didn't know she was learning all of it.
- 3 Abigail has always been the youngest person in her class. At six she was in the fourth grade, at eight she started an International Baccalaureate programme and at ten she took her first high school class in Maths. She has studied several languages, including Spanish, French, Chinese, Russian, Arabic and German.
- 4 Abigail says that she doesn't usually plan when she studies, she calls herself scatterbrained and she always delays things up to the last minute. This gives her the motivation to really do something.
- 5 In her free time, Abigail plays hockey and basketball, browses the Internet, reads, cooks and hangs out with her friends: they are all 17 and 18. She has also studied music. Her mother says that Abigail's music lessons helped her to be a normal teen. She believes that Abigail needed to be in a situation where she had to fail in order to learn. 'She found playing the piano very difficult, but it made her learn better' said Nancy. 'She can't always be successful, she won't learn anything! People always learn more from their failures than from their successes'.

**e** What do the underlined words and phrases from the text on page 72 mean?

- 1 it's pretty cool
- 2 scatterbrained
- 3 she had to fail in order to learn
- 4 people always learn more from their failures than their successes

### Discussion box

Work in pairs or small groups. Discuss these questions together.

- 1 Would you like to be as talented as Abigail? What are the advantages and disadvantages?
- 2 Go back to the list of intelligences on page 70. Which are Abigail's strongest intelligences? Which was she not so good at?
- 3 How did she develop the intelligences that she was initially not so good at?
- 4 Would it be possible in your country for a young person to go to university at the age of 15?

## 10 Write

**a** Read the advertisement for an English writing competition. What do you have to do if you want to enter?

**Competition!**

**Write in English ...  
... and win a prize!**

Write a composition of about 120-150 words on the following topic:

What are you really good at (at school and in your free time)?

What things are you not very good at?

Why do you think you are good / not good at these things?

What kind of job do you want to do in the future? Why?

**b** Read Frances' entry to the competition. What are her answers to the questions in the advertisement?

I think I've got good body intelligence because I'm quite good at swimming, for example, and I love dancing. At school, my best subjects are Maths and Art. I enjoy doing maths problems, and I love painting, so perhaps I've got good visual and logical intelligence, too!

I'm not very good at languages - it's difficult for me to memorise new words and to understand the grammar. I don't get very good marks, but I don't have to be good at everything.

When I finish school, I'm going to study to be an architect. I think I'll be good at this job because I am good at Maths, and because I like drawing things and designing. Also, architects don't have to speak a foreign language!

Frances Mason

**c** Now write your entry for the competition. Use the advertisement and Frances' entry to help you.

- \* Present perfect continuous / present perfect continuous and simple
- \* Vocabulary: music and musical instruments

## 1 Read and listen

**a** Where do you think the man in the photo is from and what is he famous for? What has he done to change other people's lives? Read the magazine article quickly to check your ideas.

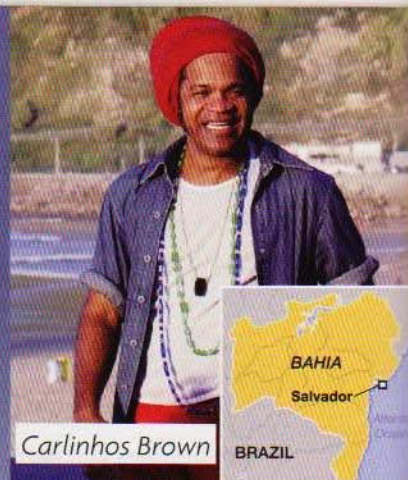
**b** ▶ CD2 T15 Read the article again and listen. Answer the questions.

- 1 What does the text say about Salvador?
- 2 Why do you think Carlinhos Brown wanted to do something for the children of Candeal?
- 3 How do the children start learning to play music at Pracatum Music School?
- 4 How has the school developed since it started?
- 5 Why has the project been successful for the neighbourhood?

**c** Carlinhos Brown says that the miracle of Candeal is 'a labour of love'. Do you know about any other projects that have helped people and which are 'labours of love'? Tell each other about them.

## Music that changes lives

If you take a walk in the streets of Salvador, the capital of the state of Bahia in Brazil, you'll soon hear music – probably the amazing rhythm of drum groups, or the sound of a berimbau (a one-stringed instrument) as people dance capoeira.



Carlinhos Brown

Most tourists don't go to the small neighbourhood of Candeal. But if they're interested in music, maybe they should. Carlinhos Brown was born here in 1962. He arrived on the Brazilian pop scene in 1982 and in the 1990s he became known internationally as the leader of the musical group Timbalada. The group consisted of more than 100 percussionists and singers, the majority of them young kids from Candeal. They recorded eight albums and toured various countries around the world.

In the 1980s and 1990s, Candeal was a very poor area, and Carlinhos wanted to do something for the kids. So he opened the Pracatum Music School. On a classroom wall he painted, 'This is the school of my dreams', to inspire the students.

Hundreds of young people between five and twelve have learnt to play music there. They start by playing complex samba rhythms on plastic containers and tin cans. Then they go on to other instruments. Many of the students at the school have become very successful musicians.

The school has been training young musicians from the area since 1994 – and it's been doing it for free. 'My musical work began here as a student with Carlinhos', says Jair Rezende. He lost both his parents as a boy and says Carlinhos was like a second father to him. Jair is now a teacher himself and he's been working at Pracatum Music School for many years. 'We've been helping kids to stay away from drugs and violence and to get good marks at school.'

For some years now, the school has been working together with government programmes, and now there is a big project for improving the neighbourhood of Candeal. 'What's the miracle of Candeal?' Brown asks. And he answers, 'It's a labour of love.'





## 2 Grammar

### \* Present perfect continuous

**a** Look at the examples.

... *he's been working there for many years.*  
*We've been helping kids to stay away from drugs.*

**b** Underline other examples of the present perfect continuous in the text on page 74. Then complete the table and the rule.

Positive	Negative	Question	Short answer
I/you/we/ they 've (have) been working.	I/you/we/they ..... working.	Have I/you/we/ they been working?	Yes, I/you/we/ they ..... No, I/you/we/ they .....
He/she/it ..... working.	He/she/it hasn't (has not) been working.	..... he/she/it ..... working?	Yes, he/she/it ..... No, he/she/it .....

**RULE:** Use the present perfect continuous to:  
 talk about situations which started in the .....  
 and are still continuing now.

**Example:** *I've been teaching for years.*

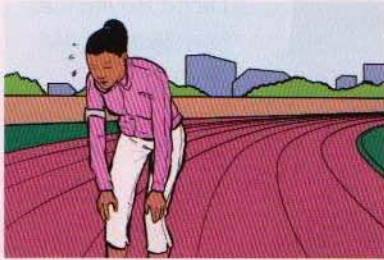
talk about actions that have just stopped and may have a result in the present.

**Example:** *I'm hot because I've been running.*

focus on how long an activity has been in progress. The activity may or may not be complete.

**Example:** *I've been writing emails all morning.*

**c** Look at the pictures. Write a sentence in the present perfect continuous for each picture.



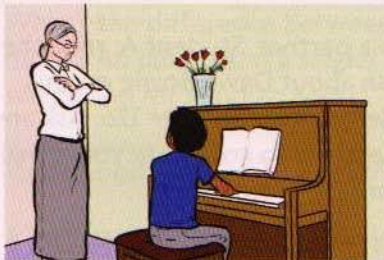
1 She / run.  
*She has been running.*



2 He / cook all morning.  
 .....



3 I / not feel well.  
 .....



4 You / not practise enough!  
 .....



5 They / play football.  
 .....



6 We / watch too much TV!  
 .....

**d** Write complete sentences. Use the present perfect continuous.

1 How long / she / play / the drums?  
*How long has she been playing the drums?*

2 I / wait / for you / for ages!  
 .....

3 He / not sleep / enough.  
 .....

4 I / not learn / English / very long.  
 .....

5 How long / you / eat?  
 .....

6 They / do their homework / for three hours.  
 .....

## 3 Pronunciation

▶ CD2 T16 Turn to page 111.

## Grammar

## \* Present perfect continuous and present perfect simple

- a** Look at the examples. Then complete the rule.

For some years now, the school **has been working together** with government programmes.  
Many of the students at the school **have become** very successful musicians.

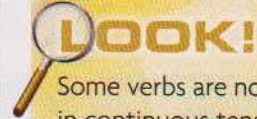
**RULE:**

Use the ..... tense, not the ..... tense to show that an action is now completed.

Example: *I've been to Italy.*

Use the ....., not the ....., to stress the finished result of a completed activity and the amount we have completed.

Example: *I've written three emails this morning.*

**LOOK!**

Some verbs are not usually used in continuous tenses.

*I've known Annie for a long time.*

(Not: *I've been knowing ...*)

*I've never understood John. (Not: *I've never been understanding ...*)*

- b** Circle the correct words.

- 1 She's written / *been writing* three letters this afternoon.
- 2 I've *read* / *been reading* this page four times and I still don't understand it all!
- 3 He's in hospital because *he's had* / *he's been having* an accident.
- 4 Ouch! I've *cut* / *been cutting* my finger!
- 5 My mother's making sandwiches – she's *cut* / *been cutting* bread all morning.
- 6 Great news! You've *won* / *been winning* the competition!
- 7 James *has known* / *has been knowing* his wife since he was a child.
- 8 *I've been reading* / *I've read* this book since eight o'clock, and I still haven't finished!

- c** Complete the sentences. Use the present perfect continuous or the present perfect simple forms of the verbs.

- 1 I 've been studying (study) for my test since I got up.
- 2 ..... you ..... (not finish) that book yet?
- 3 He looks terrible! What ..... he ..... (do) all night?
- 4 ..... that singer ..... (make) any CDs yet?
- 5 I'm sorry, I ..... (not start) my homework yet.
- 6 My brother works really hard when he wants to. He ..... (clean) four rooms this morning!
- 7 It ..... (rain) for days – will it ever stop?

## 5 Speak

- a** Read about the pop star, David Bowie.



David Bowie was born in 1947. He learned to play the saxophone, and then became a singer. He makes records, and he is also an actor in films. He is married to a model called Iman.

- b** Work with a partner. Student A: read the information about David Bowie on this page. Student B: turn to page 126. Ask and answer questions to complete your missing information.

A: *How long has he been singing?*

**David Bowie**

He / sing / for ..... years. (*How long* ..... ?)

He / play saxophone for more than 45 years.

He / make / records / (*How long* ..... ?)

He / be in / more than 15 films.

He / marry to Iman / ..... years.

## 6 Vocabulary

### \* Music and musical instruments

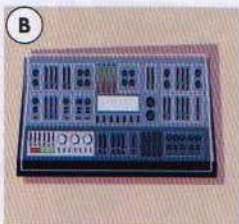
**a** ▶ CD2 T17 Listen to the music extracts and write the words from the box next to numbers 1–6.

reggae jazz hip-hop rock classical country

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 .....

**b** ▶ CD2 T18 Match the words with the pictures. Write the names of the instruments in the spaces. Then listen, check and repeat.

1 a piano 2 drums 3 a trumpet 4 a violin 5 a clarinet 6 an electric guitar  
7 a saxophone 8 a flute 9 a synthesiser 10 a keyboard



a violin



**c** What's the difference between: *live music* and *recorded music*? An *album* and a *single*? A *hi-fi* and a *personal stereo*? An *MP3* and an *MP4*?

**Vocabulary bank** Turn to page 116.

## 7 Listen

▶ CD2 T19 Listen to four people talking about music and instruments. Complete the information in the table.

	Musical instrument	Time spent playing / learning	Favourite type(s) of music	Favourite way of listening to music
1 Josh	<i>guitar</i> .....	.....	.....	.....
2 Emma	.....	.....	.....	.....
3 Jack	.....	.....	.....	.....
4 Sophie	.....	.....	.....	.....

## 8 Speak

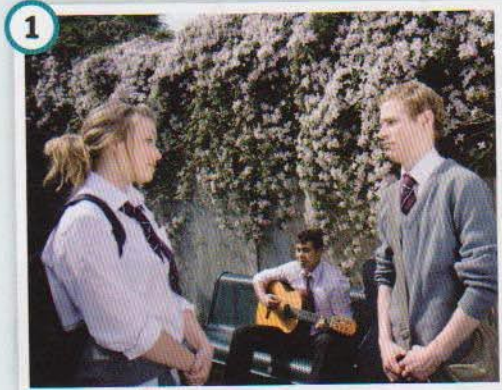
Work with a partner. Ask and answer questions.

- Does anyone in your family play a musical instrument? How long has he/she been playing?
- Do you play a musical instrument? If yes, how long have you been playing? If not, would you like to? Which instrument(s) would you like to play?
- What's your favourite kind of music? Who are your favourite bands/singers?
- How often do you listen to music?
- How do you like listening to music? On the radio? Your MP3 player ...?

# Talent? Me?

## 9 Read and listen

**a** ▶ CD2 T20 Look at the photo story. Who thinks Joel has a lot of talent? Who doesn't care? What does Joel think of himself? Read and listen to find the answers.



Debbie: I have to say, I really envy Joel for playing an instrument.

Pete: Really? I don't care.

Debbie: What do you mean?

Pete: Well, music's just not my thing, you know.



Debbie: I really admire you. You've got loads of talent.

Joel: Talent? Me? What makes you say that?

Debbie: Well, if you didn't have talent, you wouldn't play the guitar.



Joel: It's got nothing to do with talent.

Debbie: Really? I've always wanted to learn the guitar. But I don't have any musical talent.



Joel: Look, not everyone can be Eric Clapton. I'm just saying that you can learn an instrument if you really want to. All you need is an old guitar and the internet.

Debbie: The internet. Are you kidding me?

Joel: No. Check it out. There are loads of short videos – they'll help you learn to play any song you want.

Debbie: Really? Well then, I'm off. I know what I've got to do now!

**b** Write *T* (True) or *F* (False).

- 1 Debbie thinks it must be great to be able to play an instrument.
- 2 Pete would like to learn how to play the guitar.
- 3 Joel thinks Eric Clapton is not a great guitarist.
- 4 Joel tells Debbie to download some songs from the internet.
- 5 Joel thinks you can learn how to play the guitar by watching videos.
- 6 Debbie thinks Joel's advice is nonsense.

## 10 Everyday English

**a** Find the expressions 1–6 in the story. Who says them? How do you say them in your language?

- 1 I have to say ...
- 2 What do you mean?
- 3 ... loads of ...
- 4 ... got nothing to do with ...
- 5 I'm just saying that ...
- 6 Check it out.

**b** Complete the dialogue with expressions 1–6 from Exercise 10a.

Adrian: That's a nice shirt, Mary.

Mary: Thanks. I bought it at that shop in King Street – the new one. They've got nice things.

<sup>1</sup> *Check it out* . You need some new clothes.

Adrian: <sup>2</sup> \_\_\_\_\_ ?

My clothes are fine. I've got <sup>3</sup> \_\_\_\_\_ nice shirts, shoes and things.

Mary: I know. Calm down!

<sup>4</sup> \_\_\_\_\_ it's nice to have new clothes, that's all.

Adrian: I'm surprised, Mary – really surprised. I thought you were my friend. Now you're telling me I don't know anything about fashion.

<sup>5</sup> \_\_\_\_\_ , it hurts!

Mary: Oh, Adrian. It's

<sup>6</sup> \_\_\_\_\_ fashion. I just wanted to ... oh, forget it! I'm glad you like my shirt. Now I'm off. Bye!

Adrian: Mary – don't be angry! Come back! Mary!

### Discussion box

- 1 When it comes to music, in what ways are you similar to or different from Debbie, Pete or Joel?
- 2 Have you ever learnt something by watching a video/DVD? If not, is it something you would try? Why / Why not?
- 3 What instrument would you (not) like to learn? Why (not)?

## 11 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 10a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Basic idea: Debbie has been practising playing the guitar for hours. Her mum thinks it is time to do other things (e.g. study for the exams).

## 12 Team spirit DVD Episode 5



**a** Imagine that Debbie, Jess, Pete and Joel have to give a presentation to their class. What do you think each of them would choose to talk about?

**b** Do you think they are all equally good at giving presentations? Why / Why not?

**c** Who might get most nervous when giving a presentation? Why?

**d** Who might stay the coolest? Why?

**e** Watch episode 5 and see what happens.

## 13 Write

- a** Read this part of a letter Jenny wrote to her friend, Sandy. What kind of information does she want?

In your next letter, please tell me:

- what kind of music you like and how long you've liked it.
- who your favourite bands and singers are. Why do you like them?
- do you spend a lot of time listening to music, and how do you prefer to listen?

Looking forward to hearing from you.

- b** Read Sandy's reply to Jenny and answer the questions in Exercise 13a.

A Hi Jenny,

Thanks for your letter. I'm happy to tell you what you wanted to know – I'm mad about music! My favourite is country music. I've been a country music fan for two years, since I heard Faith Hill on the radio – she's great! I think her best song is 'It Matters to Me'.

B Some of my friends think I'm strange – they listen to bands like Elbow and Arctic Monkeys. They're OK of course, but I prefer listening to Garth Brooks and Willie Nelson. I spend nearly all my money on country CDs. I've got lots of CDs by Meredith Edwards and Jessica Andrews, too. I like country music because the singers have got great voices and the lyrics are usually good too. Some people think that country music's all the same, but they're wrong! There are lots of different kinds of songs – romantic ones, slow ones, fast ones – just like any other kind of music.

C I listen to country music nearly all the time. I usually listen on headphones in my bedroom, but sometimes my friends come round to my place and we listen together on my iPod.

Please write to me again soon.

Love, Sandy.



## 14 Last but not least: more speaking

- a** Look at these questions. Think about your answers and take notes.

- Are there times when you don't want to listen to music at all? Why / Why not?
- Who is your favourite singer or musician? Why?
- What do you think of TV programmes like *Pop Idol*, where young people can become 'the next singing superstar'?
- Imagine you are invited to take part in a programme like *Pop Idol*. How do you feel about it?
- Are all stars good at music, do you think? Give examples.
- How important are someone's looks and dancing ability for becoming a star? Give examples.
- Are there any 'old songs' – from your parents' generation – that you really like?

- b** Talk to a partner or a small group. Ask more questions if you can.

- c** Write a letter about your favourite type of music. Organise your writing into paragraphs. Use Jenny's questions and Sandy's answer to help you.

# Check your progress

## 1 Grammar

**a** Complete the sentences with the words in the box.

everyone everything no one nothing  
none of them someone somewhere

- I think the *Star Wars* films are great – everyone should go and see them!
- I'm bored – I've got ..... to do!
- This morning ..... phoned me, but I have no idea who it was!
- I was happy in the English lesson because I understood ..... the teacher said.
- I put my magazine ....., and now I can't find it!
- He found lots of shirts in the shop, but ..... were the colour he wanted.
- I told a great joke this morning but ..... laughed! I don't think they understood it.

**b** Complete the sentences with *mustn't* or *don't/doesn't have to*. 6

- Tomorrow's a holiday, so we don't have to go to school.
- I understand – you ..... explain everything again.
- You ..... eat in class – it's a school rule.
- Hurry up, Sally – we ..... miss the bus.
- My sister's revising for her exams, so she ..... do any housework.
- Mum and Dad told us we ..... get home later than midnight.

**c** **Circle** the correct words. 5

- I've drunk / *been drinking* four cups of coffee this morning!
- I'm really happy – my aunt has *sent* / *been sending* me some money for my birthday.
- My brother has *talked* / *been talking* on the phone all morning.
- The dog's really dirty because he's *played* / *been playing* in the garden.
- My parents have *visited* / *been visiting* my grandparents three times this month.
- I've *read* / *been reading* this book since ten o'clock, but I still haven't *finished* / *been finishing* it. 6

## 2 Vocabulary

**a** Complete the sentences. Use one of the words from the box in each space.

imagine concentrate guess believe  
believe in recognise

- That can't be true! I don't believe you!
- Sophie doesn't know the answer, so she'll have to .....
- You must ..... or you'll never finish your homework.
- They ..... ghosts and say that they have seen three in their house!
- I didn't ..... her, she looked so different!
- Can you ..... being a famous football player?. 5

**b** **Circle** the words to find four musical instruments and four types of music. (→ or ↓)

R	V	I	O	L	I	N	A	Z	Z	T	O
E	I	X	R	E	G	G	A	E	A	R	S
T	R	O	M	B	O	N	E	G	H	U	E
T	J	A	Z	Z	C	A	R	A	R	M	P
C	B	U	N	A	E	L	O	W	B	P	I
H	X	G	G	G	A	A	C	T	I	E	A
E	N	U	A	F	R	R	O	C	K	T	N
D	G	I	L	D	D	S	U	N	K	C	T
F	A	T	L	I	E	S	N	E	J	A	Z
C	L	A	R	I	N	E	T	T	E	R	R
F	O	R	E	T	E	R	R	A	C	E	D
O	V	R	O	N	F	T	Y	D	E	Q	U

7

### How did you do?

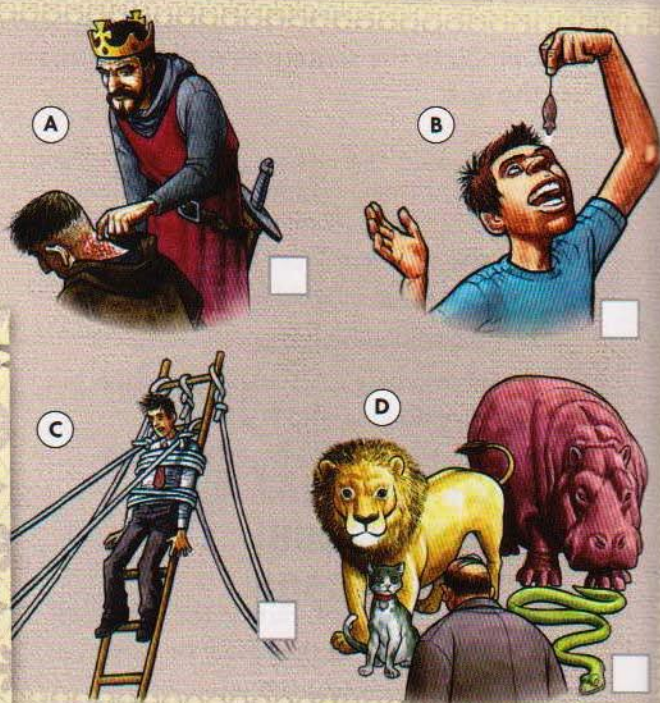
Check your score.

Total score			
<span style="border: 1px solid black; padding: 2px;">29</span>	Very good	OK	Not very good
Grammar	15 – 17	10 – 14	less than 10
Vocabulary	10 – 12	7 – 9	less than 7

- \* Defining relative clauses
- \* *used to*
- \* Vocabulary: medicine

## 1 Read and listen

- a** Match each picture with a paragraph below. Write 1–4 in the boxes.



## Medicine in the past

Since the beginning of time, people have had illnesses and doctors have tried to cure them. In the days when people knew very little about medicine, some very strange and horrible cures were tried. Here are some of the worst!

### 1 Toothache

Ancient Egyptians who had toothache didn't use to go to the dentist because there weren't any dentists in those days. So they used to find a dead mouse and put it in their mouth. They left it there for a few hours. Did it take the toothache away? Who knows!? But aren't you happy that there's a dentist near you?

### 2 Backache

Backache is no fun at all – people who suffer from it have a lot of pain. Sometimes it's because a vertebra (a bone in the back) is out of position. In ancient Greece, doctors used to cure backache like this: they tied the patient to a ladder, pulled the ladder up high and then let it fall to the ground. Bang! The vertebra went back into place. Well, that was the idea, but this 'cure' probably just made the backache worse!

### 3 Baldness

OK, it's not really a disease at all. But men whose hair is falling out are never happy about it, are they? The ancient Egyptians had the solution. What did they use to do? They took the fat of a lion, a hippopotamus, a cat and a snake, mixed them together – and then rubbed the mixture into the man's head. Maybe it stopped baldness, maybe not – but the man's head certainly didn't smell too good afterwards!

### 4 Scrofula

The Middle Ages was a time when there was a common skin disease called scrofula. (We won't go into the details, OK?) People who had scrofula could easily get rid of it – they just had to get the king or queen to touch them! (The question is: why would a king or queen want to touch a person who had a skin disease?)

- b** ▶ CD2 T21 Read the text again and listen. Write *T* (true), *F* (false) or *N* (not enough information).

- 1 Toothache was a very common problem for the ancient Egyptians.
- 2 When the Egyptians put a mouse in their mouth, it died.
- 3 Sometimes backache is caused by a bone that is in the wrong position.
- 4 The ancient Greek cure for backache never worked.
- 5 Mixing different fats to cure baldness was difficult.
- 6 It's not clear if the Egyptian cure for baldness worked.
- 7 People who got scrofula used to die from it.

- c** Imagine you were alive 200 years ago. What do you think happened to you if you had:

- toothache?
- a headache?
- backache?
- problems with your eyesight?



## 2 Grammar

### \* Defining relative clauses

**RULE:** Use defining relative clauses to make it clear exactly who, or what, you are talking about.

Use ..... or *that* for people.

Use ..... or ..... for things and animals.

Use *where* for places.

Use ..... for times.

Use *whose* for possession.

- a** Look at these examples. Find more examples of defining relative clauses in the text on page 82 and underline them.

*Ancient Egyptians who had toothache didn't use to go to the dentist.*  
*Men whose hair is falling out are never happy about it.*

- b** Complete the rule. Write *which/when/who/that*.

- c** Circle the correct word.

- The pills that / *where* are used here cost a lot of money!
- The nurse *which* / *who* saw me was very nice.
- That's the office *that* / *where* my mother used to work.
- There's a girl in my class *which* / *who* gets terrible headaches.
- My grandfather can remember the days *when* / *which* almost nobody travelled by plane.
- I know a girl *who* / *whose* father is a teacher at your school.

## 3 Vocabulary and listening

### \* Medicine

- a** Match the parts of the sentences to complete the definitions.

- A hospital is a place where
  - An ambulance is a vehicle that
  - A patient is someone who
  - An epidemic is when
  - A vaccination is something which
  - A surgeon is someone who
  - An injection is when
  - Antiseptic is something that
- takes people to hospital.
  - liquid is put into a person's arm with a needle.
  - doctors and nurses work.
  - operates on people.
  - a very large number of people have the same disease.
  - you put on a cut to keep it clean.
  - has a health problem.
  - prevents you from getting a disease.

- b** ▶ CD2 T22 Match the pictures with the sentences. Write the letters in the boxes. The listen, check and repeat.

- I've got toothache.
- I've got stomach ache.
- My eyes hurt.
- I've got a temperature.
- I've got a sore throat.
- My ankle hurts.
- I've got a cold.
- I've got a pain in my chest.



- c** ▶ CD2 T23 Listen to four patients at the doctor's. What problem does each person have?

- Mr Parker .....
- Mrs Jones .....
- Mr Johnson .....
- Mrs Smith .....

Vocabulary bank

Turn to page 116.

## 4

## Grammar

## \* used to

- a Look at these examples from the text on page 82.

They *used to find* a dead mouse and put it in their mouth.  
Ancient Egyptians *didn't use to go* to the dentist.  
What did they use to do?

- b Look at these sentences.  
Can you explain the difference?

My dad *used to listen* to U2 songs all the time when he was a teenager.

My dad *listened* to the new Alicia Keys CD this morning. He really liked it!



- c Complete the rule.

**RULE:** *used to* + verb expresses an action which happened regularly in the \_\_\_\_\_, but doesn't happen \_\_\_\_\_.

- d Match sentences 1–5 with sentences a–e.

- |                                                 |                                                          |
|-------------------------------------------------|----------------------------------------------------------|
| 1 Jane used to eat lots of hamburgers.          | a She reads teenage magazines now.                       |
| 2 Karen used to read lots of comics.            | b He still plays sometimes, but I don't play any more.   |
| 3 We often used to go to our flat on the beach. | c We don't go there any more. We prefer Italy now.       |
| 4 Tony and I used to play table tennis.         | d She stopped eating fast food a year ago.               |
| 5 We used to go to Greece for our holidays.     | e We sold it a year ago and bought a bigger one in town. |

- e Complete the sentences. Use the present simple and the correct form of *used to*.

- That shop *used to be* (be) a clothes shop, but now it *sells* (sell) CDs.
- You \_\_\_\_\_ (be) my friend, but now you only \_\_\_\_\_ (say) horrible things about me!
- His father \_\_\_\_\_ (not smoke) any more, but when he was younger he \_\_\_\_\_ (smoke) 60 cigarettes a day!
- My favourite player \_\_\_\_\_ (not be) very good now, but he \_\_\_\_\_ (be) the best in the country.
- A: \_\_\_\_\_ (you / like) eggs when you were a child?  
B: No, but now I \_\_\_\_\_ (love) them.
- A: \_\_\_\_\_ (your father / play) football when he was younger?  
B: Yes he did – but he \_\_\_\_\_ (be) too old now!

## 5

## Pronunciation

▶ CD2 T24 Turn to page 111.

## 6 Speak

- a** Work in pairs. Look at the information here and think about when you were five or six years old. Read each question and tick (✓) the box if it is true for you. Put a cross (X) if it is not true.

When you were small, did you use to ...?		YOU	YOUR FRIEND
1	... cry a lot?	<input type="checkbox"/>	<input type="checkbox"/>
2	... read comics?	<input type="checkbox"/>	<input type="checkbox"/>
3	... watch cartoons on TV?	<input type="checkbox"/>	<input type="checkbox"/>
4	... worry about the clothes you wore?	<input type="checkbox"/>	<input type="checkbox"/>
5	... listen to music in your bedroom?	<input type="checkbox"/>	<input type="checkbox"/>
6	... think there were monsters under your bed?	<input type="checkbox"/>	<input type="checkbox"/>

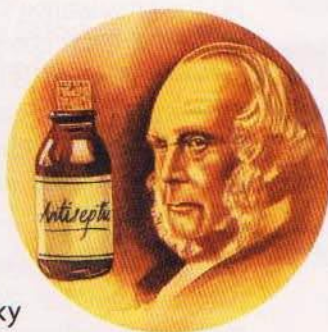
- b** Now ask your partner about him/her, for example:

*When I was small, I used to cry a lot. Did you?*

Put a tick (✓) or cross (X) in the boxes under 'your friend'.

## 7 Listen

- a** Joseph Lister was the man who first used antiseptics. What are antiseptics used for?



- b** ▶ CD2 T25 Listen to Vicky telling Andy about a programme she saw about Joseph Lister. Why did a lot of patients use to die in hospitals?

- c** ▶ CD2 T25 Read the summary and complete it with the missing words. Then listen again and check your answers.

Joseph Lister was a doctor from <sup>1</sup> ..... . He lived in the <sup>2</sup> ..... century and was the first doctor to use antiseptics in <sup>3</sup> ..... . In those days, hospitals used to be really <sup>4</sup> ..... and so a lot of patients <sup>5</sup> ..... . Doctors didn't use to <sup>6</sup> ..... their hands before they treated patients. In the hospital where Lister worked, a lot of people were <sup>7</sup> ..... , so he decided to tell all the <sup>8</sup> ..... to wash their hands. But even after this, <sup>9</sup> ..... % of the patients died.

Later, he started to use <sup>10</sup> ..... to clean all the medical instruments and after that, only <sup>11</sup> ..... % of the patients died. At first, other doctors laughed at Lister, but in the end they realised that he was <sup>12</sup> ..... .



## 8 Listen

- a** ▶ CD2 T26 Listen to the song. Circle the correct words.

### Run That Body Down (Paul Simon)

I went to my *doctor/teacher* yesterday,  
She said I seem to be OK.  
She said 'Paul, you'd better *drive around / look around*.

How long do you think that you can  
Run that body down?  
How many nights do you think  
That you can do what you've been doing?  
Now, who are you *seeing/fooling?*'

I came back home and I went to bed.  
I was resting my *feet/head*.  
My wife came in and she said:  
'What's wrong, sweet *dreams/boy*,  
what's wrong?'

I told her what's wrong.  
I said: 'Peg, you'd better look around.  
How long do you think that you can  
Run that body down?  
How many nights do you think  
That you can do what you've been doing?  
Now, who are you *seeing/fooling?*'

Kid, you'd better look around.  
How long do you think that you can  
Run that body down?  
How many nights do you think that you can  
Do what you've been doing?  
Now, who are you *seeing/fooling?*'

- b** What do you think the song is about?

## 9 Read and listen

**a** Read the text quickly. Find out what happened in these years:

1 1971    2 2004    3 1999

**b** ▶ **CD2 T27** Read the text again and listen. Answer the questions.

- 1 How and when did *Médecins Sans Frontières* begin?
- 2 Where does the money for MSF come from?
- 3 Who does MSF help?
- 4 What kind of work do MSF people do?
- 5 Why and how is the work dangerous?



## Médecins Sans Frontières: Doctors without borders

[1] In 1971 there was a war in a part of Nigeria called Biafra, in western Africa. People were dying, children were hungry and there was a lot of disease. There were thousands of people who needed medical help – but there were no doctors or nurses to help them. Some doctors from France went to work there as volunteers, and some of them decided to start an organisation to help disaster victims all over the world. That was when *Médecins Sans Frontières* (MSF) was born.

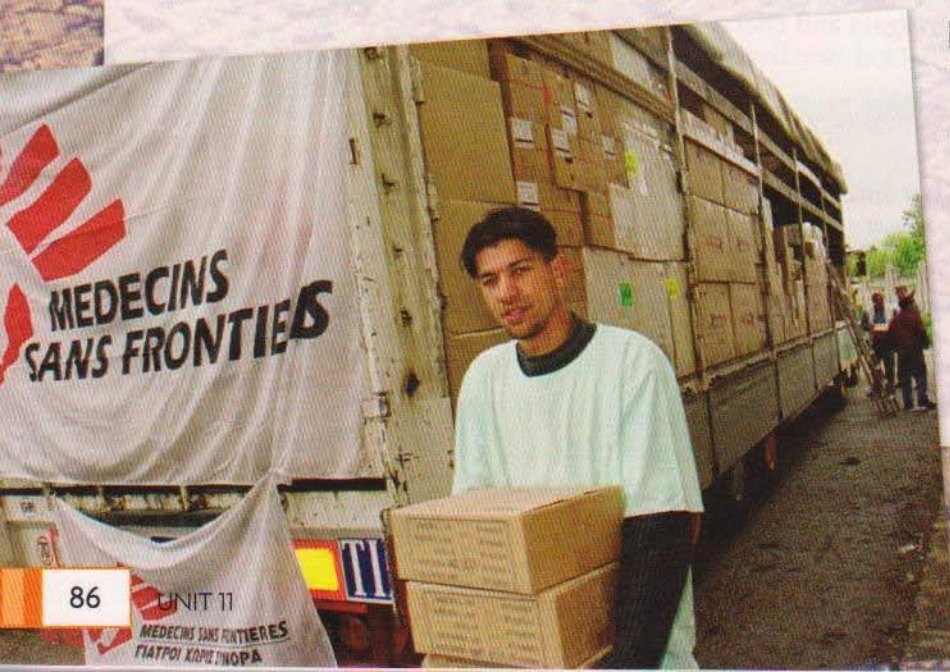
[2] Since it started, *Médecins Sans Frontières* has helped people all over the world. The disaster might be war or an earthquake or a tsunami or a famine – anything that means people need medical help.

[3] The organisation's headquarters are in Geneva, Switzerland. It is non-political – which means that no government controls it. About 90% of the money that MSF needs comes from individual donations; the rest comes from governments and businesses. MSF helps everyone, it doesn't matter what their race, religion or politics are.

[4] MSF has about 3,000 volunteer doctors in nearly 60 different countries. These volunteers do many different things: some, of course, care for people who are sick or injured, and others train local doctors and nurses in their own countries. MSF also sends engineers to poor countries to help people to do things like making wells, so they can have clean water.

[5] It is often dangerous work for the volunteers. They are sometimes attacked, or kidnapped, or killed. For example, five MSF volunteers were killed in Afghanistan in 2004.

[6] In 1999, *Médecins Sans Frontières* won the Nobel Peace Prize. This was in recognition of the work that MSF has done, and of the courage of the men and women who work for the organisation.



**c** Find words or phrases in the text that mean:

- 1 to work without a salary (paragraph 1) .....
- 2 started (paragraph 1) .....
- 3 when there is not enough food for people to eat and live (paragraph 2) .....
- 4 main offices (paragraph 3) .....
- 5 look after (paragraph 4) .....
- 6 badly hurt (paragraph 4) .....

**d** Use a word or phrase from Exercise 9c to complete each sentence.

- 1 He can't play football next week – he's *injured*.
- 2 Many people died in the ..... because they didn't have any food.
- 3 They weren't paid for the work – they were .....
- 4 See that big building? It's the ..... of the company my dad works for.

**10 Write**

**a** Read the text about Marie Skłodowska-Curie. How did she become famous?

Marie Skłodowska-Curie was born in Poland in 1867. Her father was a Physics teacher, and she used to enjoy Physics at school. Marie went to Paris in 1891 and met a scientist called Pierre Curie in 1892. They got married in 1895. Together, Pierre and Marie discovered radium – an element that is very important for nuclear science. Marie Skłodowska-Curie was the first person to use the word 'radioactive'.

In 1903, Marie became the first woman to win a Nobel Prize – she shared it with Pierre. Then, in 1904, Pierre became a member of the 'Académie Française'. Women weren't allowed to become members, so Marie was never accepted by them.

Pierre died in an accident in 1906, but Marie went on working until her death in 1934.



**b** Write a short article about someone famous in science or medicine. You can use these notes about Alexander Fleming, or choose someone else if you want.



**Alexander Fleming**

born 1881 (Scotland) / died 1955 / became professor of medicine 1928.

Specialised in antiseptics

1928: discovered penicillin

1945: won Nobel Prize with two other scientists (Florey & Chain)

**11 Speak**

Work in small groups. Discuss these questions.

- 1 What do you think are the most important medical problems today?
- 2 Imagine you could find a cure for one disease. Which one would it be and why?


★ Second conditional  
 ★ Vocabulary: information technology and computers, the language of the internet

## 1 Read and listen

**a** How often do you use a computer? What do you use it for? What do your friends or family use a computer for?

**b** Read the magazine article quickly and find out who:

- has their own web page
- listens to podcasts
- would like to work in computing

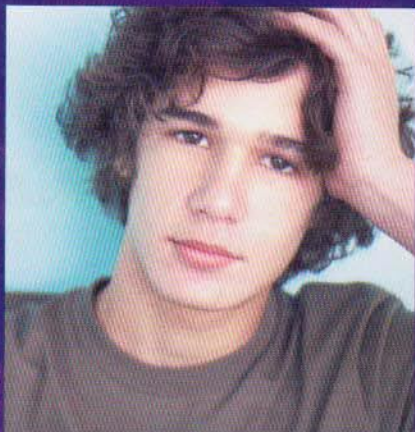
**c**  **CD2 T28** Read the article again and listen. Write *T* (true) or *F* (false).

- 1 Kylie has a blog.
- 2 Brett has never posted a video.
- 3 Kylie doesn't like the reading stuff on agirlsworld.com.
- 4 The interviewer asked Brett to recommend a website but he didn't answer.
- 5 Brett would like to have more time to listen to podcasts.
- 6 Kylie isn't sure if she would want to work in computing.

**d** Whose ideas about computers are closest to your own – Brett's or Kylie's?

## Q & A today: The internet

We asked two teenagers from the USA about what they think of the internet. Here are their answers.



**Question 1:**  
How often do you use the internet, and what for?

**Kylie:**  
I use it every day. I have lots of friends who I write emails to, I chat, and I have my own blog on mspace.com. It's fantastic. If we didn't have the internet, life would be really boring, I think!

**Brett:**  
I use it a lot too. I have my own web page, and I use it to write about my hobbies and interests. And I love getting mail from other people. I also post videos quite often.

**Question 2:**  
If a friend asked you to recommend a really good website, which one would you recommend?

**Kylie:**  
Agirlsworld.com! I like it because it gives girls advice on what to do in difficult situations, but it's also fun (there are cool games!), and there's some interesting reading stuff.

**Brett:**  
My own website! No, but seriously, if someone asked me that question, I wouldn't know what to say. I visit so many websites. There definitely isn't one website that I would recommend.

**Question 3:**  
Do you ever listen to podcasts?

**Kylie:**  
Sure! And I sometimes send in my own files. I think it's great that you can say what you think and other young people all over the world can listen to you.

**Brett:**  
Listen to podcasts? No way. I don't have the time. But even if I had more time, I wouldn't bother with podcasts. Vodcasts maybe, but – no, I don't have enough time!

## 2 Grammar

### \* Second conditional

- a** Look at these sentences from the text on page 88. Are they about real or imagined situations?

*If we didn't have the internet, life would be really boring.*

*If someone asked me that question, I wouldn't know what to say.*

- b** Find more examples of the second conditional in the text on page 88 and underline them. Then complete the rule.

**RULE:** If + ..... simple, + ..... / wouldn't (would not) + verb.

- c** Circle the correct words.

- 1 If I (had) / would have a bit more money, I bought / would buy a new bike.
- 2 They would pass / passed their exams if they would work / worked harder.
- 3 If we would live / lived nearer school, we wouldn't have / had to take a bus.
- 4 They came / would come to your party if you asked / would ask them.
- 5 If she was / would be really ill, she went / would go to see a doctor.
- 6 I gave / would give you her address if I knew / would know it myself.

#### Question 4:

**If you were offered a job in computing, would you take it?**

#### Kylie:

Hmm. I'm not sure. I like computers, but as a job? I think I want to work with people. You can meet thousands of people on the web, but I'd prefer to meet real people in my job, if you know what I mean. You know what I'd like to be? The manager of a big internet company – with lots of people!

#### Brett:

Definitely. If I had the chance, I'd like to work as a web designer. I love design, and I like creating my own things.

- d** Complete the sentences with the correct form of the verbs.

- 1 I think it 'd be (be) a great party if the music wasn't (not be) so slow.
- 2 What ..... (you/do) if your dog ..... (run) away?
- 3 She ..... (talk) to you if you ..... (be) nicer to her.
- 4 He ..... (not tidy) his room if his father ..... (not tell) him to.
- 5 If I ..... (have) more money, I ..... (buy) nicer clothes.
- 6 Who ..... (you/invite) if you ..... (win) a holiday for two?

## 3 Pronunciation

▶ CD2 T29 and T30 Turn to page 111.

## 4 Speak

- a** We often use *If I were you, I'd ...* to give advice. Work with a partner. Look at the problems and take turns to give advice.

A: *I'm bored!* B: *If I were you, I'd read a book.*

- 1 I haven't got any money.
- 2 My parents don't understand me.
- 3 My computer keeps crashing.
- 4 I think I might be addicted to the internet.
- 5 I don't know what to do next weekend.
- 6 I'm not doing very well at school.

- b** Put the verbs in the correct form to make questions in the second conditional. Then ask and answer the questions.

A: *Where would you go if you could visit any country in the world?*

B: *I'm not sure. Perhaps I'd go to Mexico.*

- 1 Where ... you ... (go) if you ... (can) visit any country in the world?
- 2 Where ... you ... (live) if you ... (have to) live in a different town?
- 3 If you ... (can) go to any event in the world you ... (want), which one ... you ... (go) to?
- 4 If you ... (can) meet an important person, who ... you ... (meet)?
- 5 What ... you ... (do) if you ... (be) invisible for a day?
- 6 If you ... (can) have one wish, what ... you ... (wish) for?

## 5 Read

**a** Who do you think the girl in the photograph is? What do you think she has done? Read the magazine article to check your ideas.

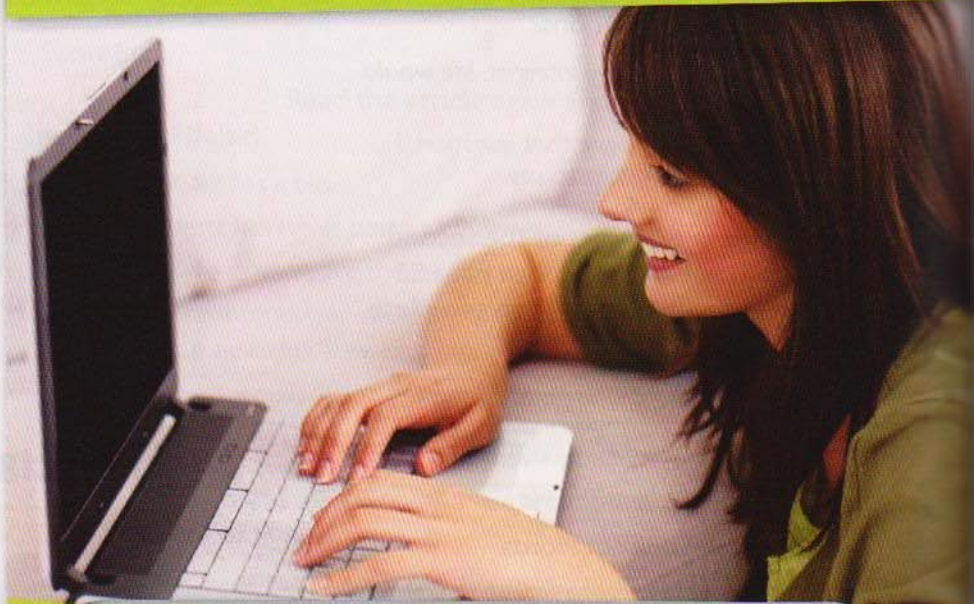
**b** Answer the questions.

- 1 Why does Jenny think boys don't create web content?
- 2 In what three web-related areas are girls more active than boys?
- 3 In what ways would boys need to be different to change the numbers?
- 4 What is strange about the number of women and men in computer-related jobs?

**c** What do the underlined words from the text mean?

- 1 the pioneers of the internet (paragraph 1)
- 2 Girls are ahead of boys (paragraph 3)
- 3 an interactive e-zine (paragraph 5)
- 4 in the job market (paragraph 6)

# On the internet, it's GIRL TIME!



**Experts say that, among young internet users, it's not the boys who create most web content. The pioneers of the internet at the moment are the girls.**

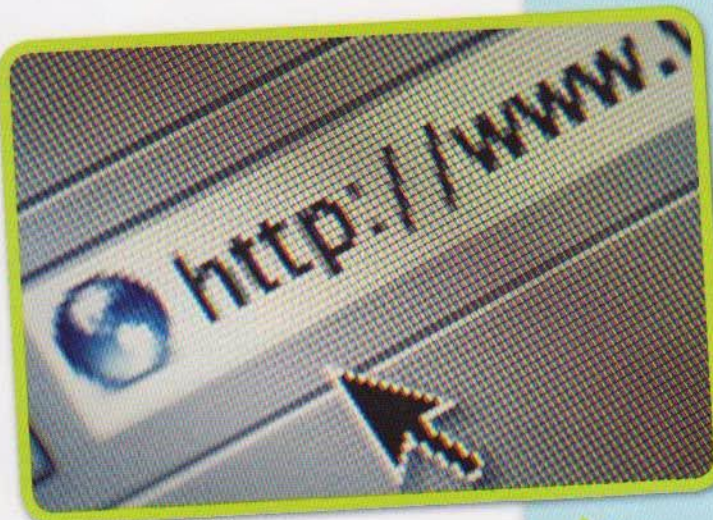
According to Jenny Baker, whose hobbies are designing icons, layouts and 'glitters', most boys just aren't patient enough for blogging, uploading photographs, and creating their own websites. Jenny posts her graphics on her own website, and believes that most boys don't often have their own sites. She thinks it's mainly girls.

And Jenny is right. A study shows that, among internet users aged 12 to 17, a lot more girls blog than boys (35 per cent of girls compared with 20 per cent of boys). A lot more girls also work on their own web pages (32 per cent of girls compared with 22 per cent of boys). Girls are also ahead of boys in working on websites for other people.

Girls also seem to be more active in creating their own web business. Some of them have their own teenage podcasts which have become very successful and sometimes the creators have their own TV shows too. When asked what they think about the study that shows girls are more active on the web, they say that they're not surprised because girls are very creative, and sometimes more creative than boys.

Other girls have started interactive e-zines with articles written for girls by girls. 'Girls from everywhere read our articles, and they ask lots of questions,' they say. 'I think girls like to help other people more.' One expert said: 'If boys were more interested in helping other people, the numbers would be different.'

But if girls are more enthusiastic about computers, why do women only have 27 per cent of computer-related jobs? Maybe this will change in the future – after all, girls like these will be in the job market before too long.





## 6 Vocabulary

### \* Information technology and computers

- a** ▶ CD2 T31 Match the words in the box with the numbered items in the pictures. Write the words in the spaces. Then listen, check and repeat.

screen keyboard USB stick CD drive  
~~adaptor~~ mouse touch pad printer  
 USB slot power lead

- b** ▶ CD2 T32 Complete the text with the words in the box. Then listen and check.

crashed download logged on network  
 password ~~plug~~ run run out save surfed

My dad told me a story about when he was travelling some time ago and was in an airport VIP lounge. He decided to use his laptop to do some work. There was a place to <sup>1</sup> plug his laptop in – but he didn't have an adaptor with him, so he had to <sup>2</sup> ..... the laptop on the battery.

Anyway, he switched the computer on and found there was a free Wi-Fi <sup>3</sup> ..... so he got a user name and a <sup>4</sup> ..... and <sup>5</sup> ..... to the internet. He <sup>6</sup> ..... the net for a while, and he found some interesting files connected to his work that he wanted to <sup>7</sup> ..... onto his hard drive. So he started to <sup>8</sup> ..... them. While that was going on, he went off to get something to drink.

When he came back, he found that his computer had <sup>9</sup> .....! The battery had <sup>10</sup> ....., of course. And not only that – his plane was delayed for three hours and he couldn't use his laptop any more!

### \* The language of the internet

- c** Match words 1–6 with definitions a–f.

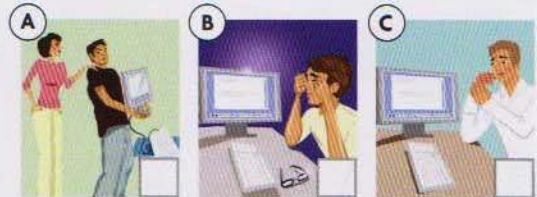
- |                  |                       |
|------------------|-----------------------|
| 1 online/offline | 4 to publish (a page) |
| 2 a chat room    | 5 a search engine     |
| 3 a provider     | 6 a browser           |

- a to put (a page) on the worldwide web  
 b a programme that lets you read information on the internet  
 c connected / not connected to the internet  
 d a place where you can 'talk' to other people online  
 e a company that gives you an Internet connection  
 f software for finding web pages with the information you want



## 7 Listen

- a** ▶ CD2 T33 Listen to three people talking about problems with computers. Match each speaker with a picture. Write 1–3 in the boxes.



- b** ▶ CD2 T33 Listen again and answer the questions.

- How many hours a day does the first speaker spend on the computer?
- How does he try to stop getting headaches?
- What kind of work does the girl's father do?
- What does her father wear?
- What do the third speaker's friends think about him?

## 8 Speak

Work with a partner. Ask and answer these questions.

- What advice would you give to the first speaker?
- What advice would you give to the girl's father?
- What advice would you give to the third speaker?

# Don't judge a book ...

## 9 Read and listen

**a** ▶ CD1 T34 Look at the title of the photo story. What do you think it means? What kind of book is Debbie reading? Read and listen to find the answers.

1



Pete: Good book?

Debbie: Yeah, it is, and at the same time it helps you find out more about yourself.

Pete: Oh, one of those. I never read that sort of thing. It's not worth it.

2



Debbie: No, sometimes they're really good. This questionnaire, for example. It's about your hidden talents.

Pete: Hidden talents? That's ridiculous.

Debbie: Well, Pete – I think it's a shame that you feel that way.

Pete: Well, OK. Let me have a look.

3

Debbie: Looks like he finds it interesting after all!



4



Pete: Sorry Debbie – it's no good.

Debbie: Why?

Pete: It says 'You're brilliant at design and at manual things.' Me! I'm not brilliant at all! It just goes to show.

Debbie: What? That school doesn't help you discover your real talent?

Pete: No, that you can't judge a book by its cover.

**b** Put the sentences in the correct order.

- 1 Debbie shows Pete how the book can help people to find out what they are good at.
- 2 Debbie tells Pete that the book helps her understand herself better.
- 3 Pete tells her that he doesn't find this kind of literature interesting.
- 4 The results confirm what he thinks about such books.
- 5 Debbie is reading a book.
- 6 Pete starts to try it out himself.

## 10 Everyday English

**a** Find the expressions 1–6 in the story. Who says them? How do you say them in your language?



- 1 ... at the same time ...
- 2 It's not worth it
- 3 It's a shame
- 4 Looks like ...
- 5 It's no good.
- 6 It just goes to show

**b** Complete the dialogues with expressions 1–6 from Exercise 10a.



- 1 A: Have you heard? Sarah's father is in hospital.  
B: I know. *It's a shame*. He's a really nice man.
- 2 A: Hey, look at the sky!  
B: I know – all black clouds!  
..... it's going to rain!
- 3 A: Patrick lost the final. That's awful.  
B: Yes, it's a shame. Well,  
..... – sometimes the best players don't win!
- 4 A: Are you going to the concert?  
B: No. Have you seen the price? £85.00!!  
.....!
- 5 A: Are you OK with the German homework, Evie?  
B: Not really, no. Oh, ..... – I just don't understand this stuff!
- 6 A: Wow – the maths teacher gave us 30 problems for homework!  
B: I know! And ....., he wants us to get everything right!

### Discussion box

- 1 Do you agree with Pete that it's not worth reading the kind of book that Debbie shows him? Why / Why not?
- 2 How do you choose the books you read?
- 3 Have you ever read a book because you liked the cover? Give examples.

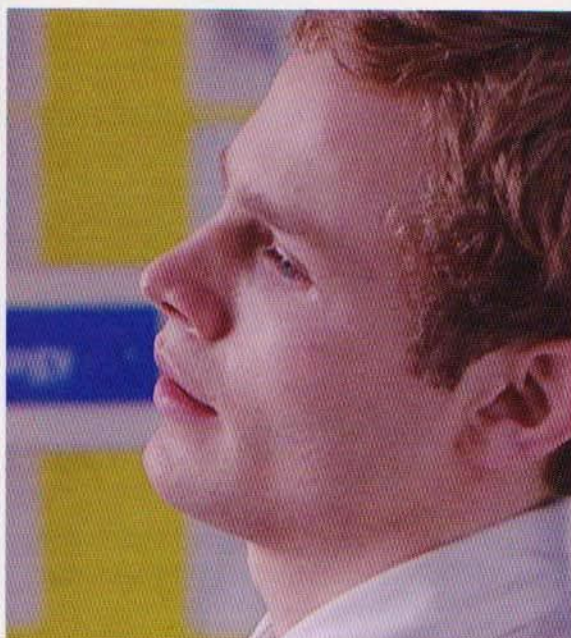
## 11 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 10a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Basic idea: Pete is having trouble in the design class. His teacher is talking to him.

## 12 Team spirit

DVD Episode 6



**a** Make sure you understand the meaning of the words below. Use a dictionary if necessary.

deadline      folding chair  
design project      toy rabbit  
let someone off      dustbin  
hang on to something      genius

**b** Pete is in a difficult situation. Can you guess what the problem is? Use as many of the words from Exercise 12a as you like. Then watch episode 6 and find out what happens.

## 13 Write

**a** Read the advertisement and Ahmed's entry.

- 1 Which topic did he choose to write about?
- 2 Do you think he should win the competition? Why / Why not?

### ABC Computers Competition!

Write a short article for our magazine (120-150 words) and you could win a new computer!

Write in English on one of these topics:

- 1 If you could study English on a computer or with books in a library, which would you choose?
- 2 Are computers important for you at home and at school? What would you do without them?
- 3 If you launched a website, what would it be like?

If I could study English on a computer or with books in a library, I would definitely not choose the library!

I would have to be quiet in a library, and I probably wouldn't find all the latest information. If another student had the book I wanted, I would most likely have to wait. That would be really boring.

If I studied on a computer, I would easily find lots of websites to read and podcasts to listen to in English. I could find a chat room and email other teenagers who speak English. That would certainly help.

There are CD-ROMs for learning languages and you can practise things you find difficult. You can record your own voice and then listen to it.

I would get all the information I needed if I worked on a computer – it would be really convenient.

**b** Look at the five underlined expressions. Which one does not say how sure the writer is about something?

**c** Write your entry to the competition and choose one of the other topics (2 or 3). Write 120-150 words. Use Ahmed's article to help you.

## 14 Last but not least: more speaking

**a** Read these sentences. Who do you think said each one: a parent (P), a teacher (T), a doctor (D) ...? Then, look again and tick your opinion.

	Who?	Agree	Disagree	No opinion
1 Computers aren't good for your concentration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Most internet sites don't give you reliable information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More than three hours a day in front of a computer isn't good for you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Computers are good for making friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Using computers all the time makes us stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Computers are a really positive part of our lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Computers mean we can spend more time enjoying ourselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Computer use can cause physical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**b** Work in pairs. Compare your answers and tell your partner the reasons for your choices.

**c** Work in small groups (different partners). Choose the two statements you feel most strongly about and discuss them.

# Check your progress

## 1 Grammar

**a** Complete the sentences with the correct relative pronouns: *who*, *that*, *where* or *which*. Sometimes there are two possible correct answers.

- That's the boy who/that scored three goals yesterday.
- I love the shop ..... I bought this shirt.
- I don't like people ..... don't laugh at my jokes!
- Our neighbours have got a dog ..... always makes a lot of noise.
- Last night I downloaded a computer program ..... lets you play music on the computer.
- There's a girl in our class ..... speaks perfect Spanish.  5

**b** Complete the sentences. Use the present simple, or the correct form of *used to*.

- That shop used to (sell) CDs, but now it is (be) a supermarket.
- My grandparents ..... (live) in France now, but they ..... (live) in London.
- I ..... (enjoy) Maths a lot now, but when I was younger, I ..... (hate) it!
- My sister ..... (eat) a lot of chips, but she ..... (not like) them any more.
- I ..... (not use) my mobile phone very much, but now I ..... (use) it a lot!
- A: ..... you ..... (have) bad dreams when you were a child?  
B: Yes, I did, but I ..... (not have) them any more.  5

**c** Complete the sentences. Use the correct form of the verbs.

- If I had (have) enough money, I 'd buy (buy) a new computer.
- If I ..... (know) her name, I ..... (tell) you.
- ..... he ..... (surf) the net all day if he ..... (have) a computer?
- If we ..... (get) home after midnight, ..... your parents ..... (be) angry?
- I'm sure he ..... (go) out with you if you ..... (ask) him.
- If there ..... (be) a better clothes shop in town, I ..... (not buy) my clothes here.  5

## 2 Vocabulary

**a** Complete the sentences with the words in the box.

ambulance pain temperature  
hurt patient injection

- John was taken to hospital in an ambulance.
- I fell over and now I've got a ..... here.
- I'm Doctor Chen's new .....
- Jenny's got flu and a ..... of 40 °C.
- I've been walking all day, and my legs really ..... now!
- I asked the dentist to give me an ..... before he started working on my teeth.  5

**b** Write the words from the box in the lists.

keyboard CD drive print  
mouse save log on  
power lead download crash  
surf network USB slot

Parts of a computer

keyboard .....  
.....

Using a computer




print .....  
.....

The internet

surf .....  9


## How did you do?

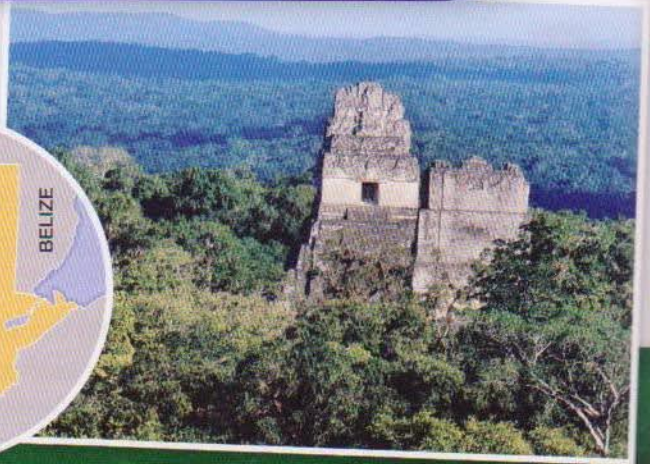
Check your score

Total score			
<input type="text"/> 29	Very good	OK	Not very good
Grammar	12 – 15	9 – 12	less than 9
Vocabulary	11 – 14	8 – 10	less than 8

- \* Past perfect
- \* Vocabulary: noun suffixes  
-r, -er, -or and -ist

## 1 Read and listen

- a** Where is Tikal? Who do you think lived there? Read the text quickly to find the answers.
- b**  **CD2 T35** Read the text again and listen. Answer the questions.
- 1 Why did Ambrosio Tut climb a tree in the summer of 1848?
  - 2 What did Tut find in the jungle?
  - 3 When did the Mayans live in Tikal?
  - 4 When and why did the Mayans leave Tikal?
  - 5 Who were the first people to talk about the hidden city?
- c** Do you know of any other places or things which were 'found again' after hundreds of years? Tell the class.



## A CITY IN THE JUNGLE

In the summer of 1848, in Guatemala, a man called Ambrosio Tut went out into the jungle, as he did almost every day. Tut was a gum-collector, looking for gum in the jungle. To do this, he had to climb the trees. On this particular day, he got to the top of one tree and something caught his eye. He looked out across the trees and saw ... the tops of some old buildings.

Tut didn't really know what he had seen but he knew it was something special. He ran to tell the local governor, and together they walked into the jungle. There they found Tikal, the city that the Mayans had built, many hundreds of years before. The two men saw temples and pyramids, squares and houses, and palaces where kings had lived when the Mayan people ruled the region.

For a long time before that day, local people had known that somewhere in the jungle there was an old Mayan city, but no one had seen it for centuries. Between 200 and 900 AD, the city of Tikal had been the centre of Mayan civilisation in the region, but then the Mayans left it – nobody knows why! After 1000 AD, the jungle began to cover it and people forgot that it was there.

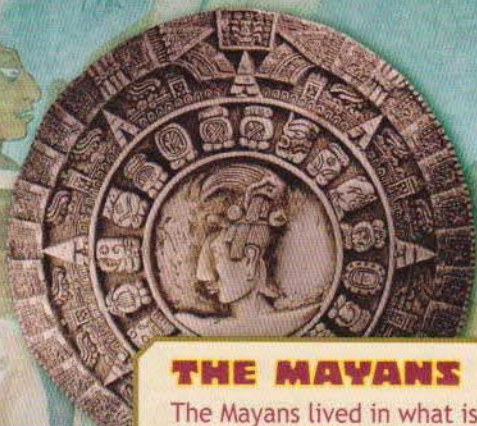
Seven years before Tut looked out from the trees, two British explorers had gone to Guatemala and had written a report about Mayan treasures in the jungle – but they hadn't mentioned Tikal. Even earlier than this, local Indians had told European travellers about a great city hidden in the trees, but no one had listened to them. Now the lost city had been found again, and archaeologists went there immediately to see it.

### THE MAYANS

The Mayans lived in what is now Central America (Belize, El Salvador and Guatemala) and in Mexico. They were a powerful civilisation between about 250 and 900 AD. There are still Mayan people today, and the Mayan language is still spoken in some places. Some things we know about them are:

- They had the only known writing system in this area before Columbus.
- They had advanced systems of mathematics.
- They were good astronomers.

Other important Mayan places include Chichen Itza (in Mexico) and Dos Pilas (in Guatemala).



## 2 Grammar

### \* Past perfect

A = before Tut climbed up the tree

B = after Tut climbed up the tree

**a** Look at the information in the box. Then read sentences 1–6 and write A or B in the boxes.

- |                                                                                       |                          |
|---------------------------------------------------------------------------------------|--------------------------|
| 1 He <b>ran</b> to tell the governor.                                                 | <input type="checkbox"/> |
| 2 No one <b>had seen</b> Tikal for centuries.                                         | <input type="checkbox"/> |
| 3 Two explorers <b>had written</b> a report – but they <b>hadn't mentioned</b> Tikal. | <input type="checkbox"/> |
| 4 The two men <b>saw</b> temples and pyramids.                                        | <input type="checkbox"/> |
| 5 Local Indians <b>had told</b> Europeans about a great city.                         | <input type="checkbox"/> |
| 6 The city of Tikal <b>had been</b> the centre of Mayan civilisation.                 | <input type="checkbox"/> |

**b** In Exercise 2a, the verbs in sentences 2, 3, 5 and 6 are in the past perfect. Underline other examples of the past perfect in the text on page 96. Then circle the correct words in the rule and complete the table.

**RULE:** Use the past perfect to make it clear that one action happened *before* / *at the same time as* another action in the past.

Positive	Negative	Question	Short answer
I/you/we/they he/she/it <b>had changed.</b>	I/you/we/they/ he/she/it ..... <b>(had not) changed.</b>	..... I/you/we/ they/he/she/it <b>changed?</b>	Yes, I/you/we/they/ he/she/it ..... No, I/you/we/they/ he/she/it ..... <b>(had not).</b>

**c** Complete the sentences. Use the past perfect form of the verbs.

- When I got home, my brother wasn't there – he had gone (go) out.
- She couldn't get into the house because she ..... (lose) her keys.
- My parents were upset because I ..... (not get) good marks in the test.
- We didn't go to the party on Sunday because they ..... (not invite) us.
- I didn't recognise my uncle because he ..... (change) a lot since the last time I saw him.
- They missed the train. When they got to the station, it ..... already ..... (leave).

**d** Circle the correct words.

- In 1531 Francisco Pizarro went / *had gone* to Peru to look for gold. When he arrived in Peru, he found that the Incas <sup>2</sup> *built* / *had built* a huge empire. People <sup>3</sup> *lived* / *had lived* in Peru for centuries when the Incas started building their empire.
- Thor Heyerdahl, from Norway, <sup>4</sup> *was* / *had been* a famous explorer in the twentieth century. After Heyerdahl <sup>5</sup> *built* / *had built* his famous ship, the Kon-Tiki, he sailed in it from Peru to Polynesia in 1947. The Kon-Tiki <sup>6</sup> *sailed* / *had sailed* for more than 8,000 kilometres when it reached Polynesia. In 1955 and 1956, Heyerdahl <sup>7</sup> *went* / *had been* on another expedition, this time to Easter Island.



**e** Complete the sentences. Use the past simple or past perfect form of the verbs.

- My mum was angry because I hadn't done (not do) my homework.
- It was good to see Carol last week. I ..... (not see) her for ages.
- A hundred years ago, someone ..... (find) the Inca city of Machu Picchu. Tourists ..... (go) there immediately to see it.

### 3 Pronunciation

▶ CD2 T36 Turn to page 111.

### 4 Speak

- a** Work with a partner. Make as many correct sentences as you can with the words in the table.

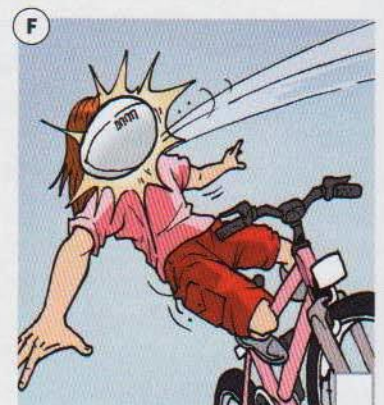
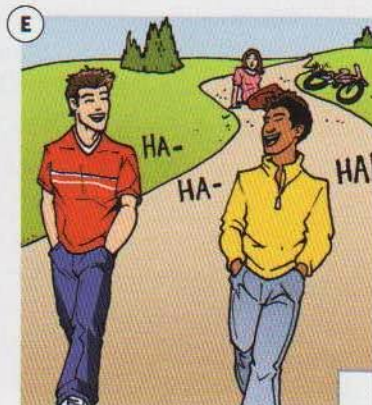
*I was late because I'd lost my watch.*

I		unhappy		I		lost my watch.
My parents	was	late	because	you	'd	worked very hard.
My friend		nervous		we		studied for the test.
We	were	tired		they	hadn't	won a prize in a competition.
You		excited		she		asked a difficult question.
The teacher		angry		he		slept for a long time.

#### \* A story: Andy helps a little girl

- b** Find the following things in the pictures.

two teenagers   a bandage   an ambulance   an American football   a small girl crying



- c** Work with a partner. Put the pictures in order to make a story. Write 2-6 in the boxes.

- d** Tell the story. Start with picture C.

*Andy was going home from school. He was walking through the park when he saw a little girl who had fallen off her bicycle.*

- e** Now tell the story again, but this time start from picture D.

- f** Think of a situation that you were in, in the past. Say what it was and what happened.

A: *Two months ago I couldn't get into my house because I'd lost the keys!*

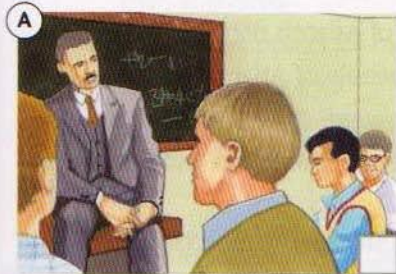
B: *Last Friday I couldn't pay for my hamburger because I'd left my money at home.*



## 5 Listen

### \* The paintings of Lascaux

- a** ▶ CD2 T37 Pictures A–F tell the story of how some very old paintings were found. Put them in order to tell the story. Write 1–6 in the boxes. Then listen to the first part of a radio programme and check your answers.



- b** Use *-r*, *-er*, *-ist*, or *-or* to make nouns from the words.

- |              |                |
|--------------|----------------|
| 1 plumb      | <u>plumber</u> |
| 2 journal    | .....          |
| 3 present    | .....          |
| 4 cycle      | .....          |
| 5 art        | .....          |
| 6 farm       | .....          |
| 7 invent     | .....          |
| 8 juggle     | .....          |
| 9 decorate   | .....          |
| 10 reception | .....          |

- c** Complete the sentences. Choose from the nouns in Exercise 6b.

- When you leave the hotel, please give the key to the receptionist.
- There's water all over the kitchen floor. We need a ..... right now!
- When we were at the circus, we saw a really bad ..... He dropped the balls three times!
- Oprah Winfrey is a famous American TV show .....
- Cars can't come down here – it's only for pedestrians and .....
- A dairy ..... has to get up early to milk the cows.

- b** ▶ CD2 T38 Listen to the second part of the programme and answer the questions.

- How old are the paintings in the cave?
- How many paintings are there in the Lascaux caves?
- What do most of the pictures show?
- How many people went to the caves every day to see the paintings?
- When were the caves closed to visitors?

## 6 Vocabulary

### \* Noun suffixes *-r*, *-er*, *-or* and *-ist*

- a** Find nouns in the text on page 96 that mean:

- a person who collects things .....
- a person who explores other countries .....
- a person who is in charge of a political unit .....
- a person who travels .....
- a person who works in archaeology .....
- a person who studies the stars and planets .....

## 7 Read and listen

**a** Look at the names of the three cities in the text. Which one was:

- in Asia?
- in South America?
- on an island in the ocean?

Read the text quickly and check your ideas.

**b** ▶ **CD3 T1** Read the text again and listen.

Answer the questions.

- 1 When did the El Dorado legend begin?
- 2 What does 'El Dorado' mean nowadays?
- 3 Why were the people of Atlantis rich?
- 4 In what ways did the people of Atlantis change?
- 5 How was Atlantis destroyed?
- 6 What do people say about Shambhala and the people who live there?
- 7 What do some people think will happen in 2424?

## MYTHICAL CITIES

People are always looking for lost cities and occasionally one is found: Borobudur in Indonesia, Machu Picchu in Peru and Angkor Wat in Cambodia, for example. But perhaps some of the places people look for never existed – or did they? Here are just a few famous mythical cities.

### EL DORADO



El Dorado is a legend that began in 1537, when Spanish explorers found the Muisca people in the mountains of what is now Colombia. They heard the story of a chief who covered himself with gold and dived into a lake of pure mountain water.

The story went to Quito and people began to talk of El Dorado – 'the golden man'. Soon people started to think of El Dorado as a place, too – city of gold and amazing riches.

The Spanish sent many people to look for El Dorado, but they never found it. Nowadays, the name 'El Dorado' is still used to mean 'a place where you can get rich quickly'.

### ATLANTIS



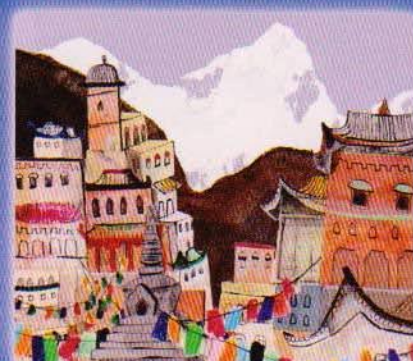
There was once an island in the middle of the Atlantic Ocean, inhabited by people. It was the legendary island of Atlantis.

The people of the island were very rich, thanks to the natural resources on their island.

For hundreds of years, they lived simple lives. But slowly they began to change. They started to become greedy and to want power. So the gods decided to destroy Atlantis. Suddenly, the island and its people were swallowed by the sea and were never seen again.

Most people say Atlantis never existed – it was just a story made up by a Greek philosopher, Plato. But there are still people who look for it.

### SHAMBHALA



In Tibetan Buddhist tradition, Shambhala is a mystical kingdom that is hidden somewhere behind the snowy peaks of the Himalayas.

Shambhala is a word from an old language that means 'place of peace' or 'place of happiness'. It is said that there is no war in Shambhala, and that the city is inhabited by beautiful people who live in fabulous houses.

It is also said that, in the future, when the world is full of greed and war, a huge army will come out of Shambhala, destroy the world's bad rulers, and start a new Golden Age. Some people say this will happen in 2424.

**c** Find words or phrases in the text on page 100 which mean:

- 1 a story that might, or might not, be true
- 2 things that exist in a place and that people can use
- 3 wanting a lot more (food/money) than you need
- 4 the highest points (of mountains)
- 5 amazing, wonderful
- 6 people who lead countries

**d** Use one of the words/phrases from Exercise 7c to complete each sentence. You may need to change the form.

- 1 We could see the bottom of the mountain, but there were clouds covering the peaks.
- 2 Her new dress must be very expensive – it looks .....!
- 3 A king called 'Yikin Chan Kawiil' was one of the Mayan ..... of Tikal in the past.
- 4 This country has got oil, minerals, forests – lots of natural .....
- 5 He wasn't hungry, but he ate everything on the table. He's very .....!

## 8 Write

### \* A short story

**a** Read the story and match it with one of the pictures.



A About a month ago, I was walking alone on the beach in the evening. I had finished my homework, and I wanted to relax.

B Suddenly, I saw two children standing on the beach. They had found something, and they were looking at it. It was big, reddish-brown and made of metal. When I looked at it, I knew immediately that it was an old bomb!

C First, I told the children to move away from the bomb. Fortunately, I had my mobile phone with me, so I called the police and told them what we had found. 15 minutes later, the police arrived. Then I went home again.

D The next day, I heard that the police had blown the bomb up. It had been in the sand on the beach for over 60 years, and it was very dangerous!

**b** Match the topics with the paragraphs in the text. Write A–D in the boxes.

- 1 What the people found, and what it looked like.
- 2 What happened in the end, and an explanation for the event.
- 3 Setting the scene (where the people were, what the weather was like etc.).
- 4 What the people did after finding the object.

**c** Look at the underlined words in the story. Which ones describe:

- the time when things happened?
- the order in which things happened?

Which of the underlined words are used to make the story more interesting?

**d** Write a story about something you found. Choose one of the other pictures in Exercise 8a, or write your own story. Use some of the underlined expressions in your story.

## 9 Speak

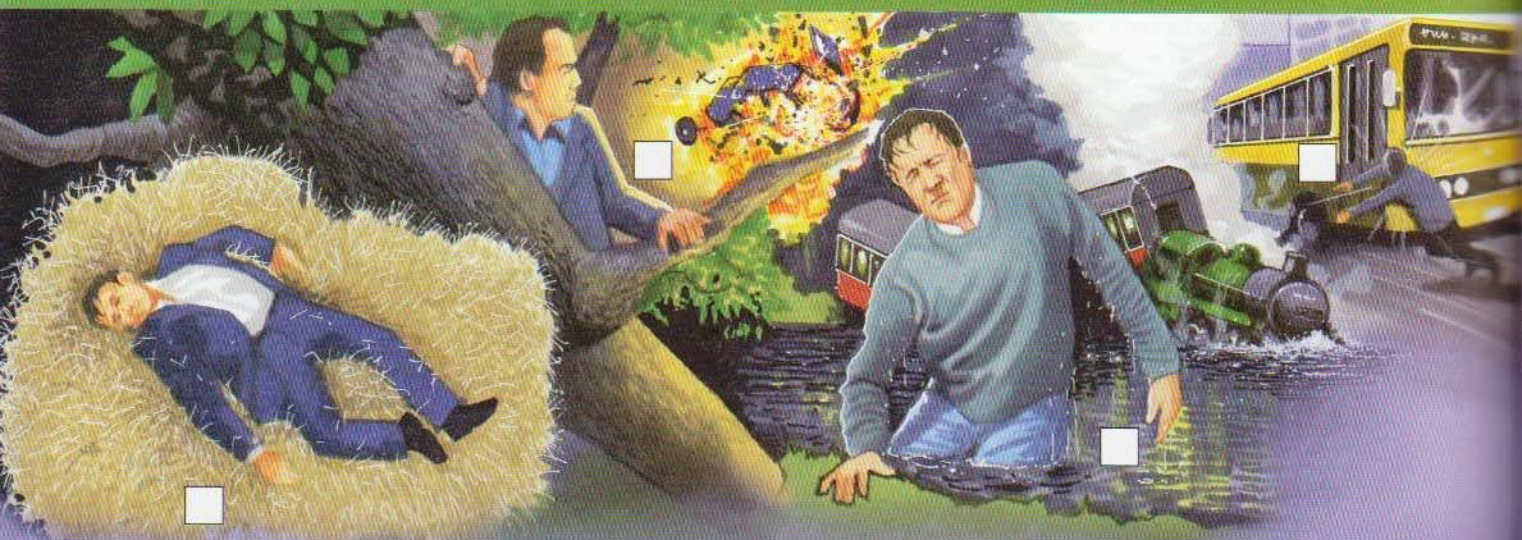
Work in pairs or small groups. Discuss the following questions.

- 1 Have you heard of any other 'mythical cities'? Tell your partner(s).
- 2 Is it possible that there are places in the world that no one has found? Why / why not?
- 3 Imagine you could visit one of the three places described in the texts on page 100. Which one would it be? Why?

- \* Reported statements
- \* Third conditional
- \* Vocabulary: noun suffixes *-ation* and *-ment*

## 1 Read and listen

- a** Read the article. Number the pictures 1–4 in the order they happened.



## The man with seven lives

On a cold winter day, many years ago, a French art teacher named Pierre Chevalier got on a train in Lyon to go to Paris. When he started his journey, he didn't know that it was the beginning of almost 40 years of accidents and near-death experiences.

During the journey, the train came off the tracks and fell into an icy river, killing 12 passengers. Chevalier managed to swim back to the shore. He had a broken leg and he needed treatment for shock, but was very happy to be alive.

Two years later, Chevalier was on a plane from Paris to Moscow when a door suddenly opened and he fell out. A few minutes later, the plane crashed; 27 people were killed. Chevalier woke up in a hospital. The doctors told him he had been lucky – he'd landed in a haystack. He only had minor injuries.


A few years later, he was hit by a bus, but again had no major injuries. Then a year after that, he was driving on a mountain road when he saw a lorry coming straight at him. He drove the car off the road, jumped out, landed in a tree – and watched his

car explode 100 metres below. If he hadn't jumped out, and if that tree hadn't been there, he would have died.

'There are two ways you can look at it,' Chevalier said. 'I'm either the world's unluckiest man, or the world's luckiest.' When a reporter asked Chevalier what he thought, he chose the 'luckiest' option.

How does his story end? Two years ago, aged 71, Chevalier bought his first lottery ticket in 50 years ... and won more than €2 million. Chevalier said he was going to enjoy his life from then on, and told reporters that he wanted to buy a house, a car, and a speedboat, and get married.

After this, a TV company in America said they wanted him to make an advertisement. At first he accepted, but then he changed his mind. Chevalier said he wouldn't fly to Los Angeles for the filming, because he didn't want to push his luck. Who knows? If he had accepted the invitation, maybe he would have had another accident. But Mr Chevalier is a lucky man. If he'd had another accident, he probably would have survived that too!

**b**  **T2** Read the article again. Answer the questions.

- When did Chevalier's history of accidents begin?
- Why was Chevalier not killed when he fell out of the plane?
- How badly hurt was Chevalier when the bus hit him?
- Why did he drive his car off the road a few years later?
- Does Mr Chevalier think he's very lucky, or very unlucky?
- Why did he decide not to fly to America?

**c** Do you think Mr Chevalier is very lucky, or very unlucky?

## 2 Grammar

### \* Reported statements

**a** Who said these things in the text on page 102? Write *Chevalier / The doctors / A TV company*.

- 'You were lucky.' *The doctors* said  
.....
- 'I'm going to enjoy my life from now on.'  
*Chevalier* said .....
- 'We want you to make a commercial.'  
..... said .....
- 'I won't fly to Los Angeles.' ..... said  
.....

**b** How are the statements above reported in the text on page 102? Find the reported statements in the text and complete the sentences in Exercise 2a.

**c** Look at the direct speech and reported statements in Exercise 2a. Complete the table.

Direct speech	→ Reported speech
Present simple	→ .....
Past simple	→ .....
Present perfect	→ Past perfect simple
<i>am/is/are going to</i>	→ .....
<i>can/can't</i>	→ <i>could/couldn't</i>
<i>will/won't</i>	→ .....

### LOOK!

With the verb 'tell', use a personal noun or pronoun. Don't use one with 'say'.

say: *He said (that) he didn't want to go.*

tell: *He told the teacher/me/us/her [etc.] (that) he didn't want to go.*

**d** Put the reported speech into direct speech.

- Mr Chevalier said he was a lucky man.  
..... *'I'm a lucky man'*....., said Mr Chevalier.
- Mr Chevalier said he had had a lot of luck in his life. '.....', said Mr Chevalier.
- Mr Chevalier said he was going to marry his girlfriend. '.....', said Mr Chevalier.
- Mr Chevalier said he wanted to enjoy the rest of his life. '.....', said Mr Chevalier.
- The TV company said Chevalier would be really good in an advertisement.  
'.....', said the TV company.
- The TV company said Chevalier could earn a lot of money. '.....', said the TV company.

**e** Put the direct speech into reported speech.

- 'I'm tired,' said Tom.  
Tom said (that) he was tired .
- 'I'm going home,' he said.  
He said he ..... home.
- 'I've worked hard,' said Maria.  
Maria said she ..... hard.
- 'I'll do my homework later,' John told Kim.  
John told Kim he ..... later.
- 'You can phone me, Laura,' I said.  
I told Laura she ..... me.
- 'I've never had so much luck,' said Ellen.  
Ellen said she ..... so much luck.

## 3 Speak

Work with a partner. Student A, look at this page. Student B, turn to page 126.

Student A: ask Student B these questions, but don't write the answers down; you must remember them! Then find another partner and tell him/her what you found out about Student B.

*I spoke to Maria. She said she could remember her first day at school. She also said that ...*

- Can you remember your first day at school?
- What did you have for breakfast this morning?
- What did you do last Saturday?
- Have you been to the USA?

## 4 Vocabulary

\* Noun suffixes *-ation* and *-ment*

**a** Complete the sentences. Use the noun forms of the verbs.

- Mr Chevalier needed treatment for shock after the train accident. (treat)
- Mr Chevalier got an ..... to do an advertisement in America. (invite)
- My teacher says she's noticed a real ..... in my French. (improve)
- Our school needs some new computer ..... . (equip)
- I did a quick ..... to see how much money I'd spent. (calculate)
- He studied hotel ..... and now he runs a hotel in Paris. (manage)
- Excuse me, could you give me some ..... about buses please? (inform)
- Let's go to the cinema – I need some ..... ! (entertain)

**b** Complete each space with one word. Choose a verb from the box and write the correct noun form.

accommodate cancel entertain  
equip inform pay reserve treat

## Come and join us at the Windyhols Holiday Camp!

We can offer you:

- ▲ comfortable <sup>1</sup> accommodation in modern tents
- ▲ great <sup>2</sup> ..... with music and dancing every night
- ▲ lots of sports to play (and you can hire the <sup>3</sup> ..... from us)
- ▲ doctor in case you need medical <sup>4</sup> .....

Go to our website [www.windyhols.com](http://www.windyhols.com)

for more <sup>5</sup> ..... . Make your online

<sup>6</sup> ..... now! We only accept <sup>7</sup> .....

by credit card. 100% in advance – and sorry, no <sup>8</sup> ..... allowed!

## 5 Listen

**a** ▶ CD3 T3 Sebastian phoned Emily yesterday. Listen to their conversation and answer the questions.

- Where did Sebastian invite Emily to go?
- What time did they arrange to meet?



**b** ▶ CD3 T4 Things didn't go well! Look at the pictures and see what happened. Put them in the correct order. Then listen to Sebastian's conversation with Melinda and check your answers.



**c** Listen to part of the conversation again and complete the sentences with the correct verbs.

Melinda: Sebastian! Your foot's in plaster! What happened?

Sebastian: We went for a bike trip on Saturday and we were just riding across this field when the sun came out, so I put my sunglasses on.

Melinda: And?

Sebastian: Well, a minute later we were in the woods, and the sun was gone, and it was really dark, and I didn't see this big stone and I fell off and broke my ankle.

Melinda: Oh, dear. So if you <sup>1</sup> ..... put your glasses on, you wouldn't <sup>2</sup> ..... off. That's bad luck.

Sebastian: Well, I'm not sure. Maybe it was good luck. If I <sup>3</sup> ..... them on in the first place, the sun would have blinded me. If the sun had blinded me, I would have fallen off earlier maybe. And who knows: maybe I would <sup>4</sup> ..... both my ankles.

Melinda: Oh, Sebastian, you can be so funny.

Sebastian: And there's another reason why I think it was good luck!

Melinda: What's that?

Sebastian: If I hadn't broken my ankle, you <sup>5</sup> ..... stopped to talk to me!

Vocabulary bank Turn to page 117.

## 6 Grammar

### \* Third conditional

- a** Look at the examples. Then complete the rule.

*It wouldn't have happened if I hadn't gone on that bike trip.*

*If the sun had blinded me, I would have fallen earlier.*

**RULE:** *If I hadn't put them on, the sun would have blinded me.*

If + ..... , would(n't) ..... + past participle

Use the third conditional to talk about imagined situations in the past.

- b** Underline other examples of the third conditional in Sebastian and Melinda's conversation in Exercise 5c.

- c** Match the beginnings with the endings.

- 1 If I hadn't been so tired last night
  - 2 They'd have won
  - 3 If I'd had a bit more money
  - 4 My parents would have been really angry
  - 5 If I'd studied a bit more
- a if I hadn't passed the exam.
  - b I wouldn't have gone to bed at 9 o'clock.
  - c I'd probably have got better marks in the exam.
  - d if they'd played a little better.
  - e I'd have bought those really expensive jeans.

- d** Complete the sentences. Use the correct form of the verbs.

- 1 If I *'d known* (know) it was your birthday, I *would have bought* (buy) you a present.
- 2 If you ..... (study) harder, you ..... (pass) your exams.
- 3 We ..... (not win) the game if we ..... (not play) well.
- 4 John ..... (buy) the new trainers if he ..... (have) enough money.
- 5 Sarah ..... (go) to the cinema with Paul on Friday if he ..... (ask) her.

## 7 Pronunciation

▶ CD3 T5 Turn to page 111.

## 8 Listen

- a** ▶ CD3 T6 Read the words of the song. Which words in *italics>* do you think you will hear? Listen and check your answers.



### Lucky Day by Chris Rea

A little bit of daylight shines on my <sup>1</sup> *pillow/carpet*,  
Comes through my window pane.

Speaks of the <sup>2</sup> *evening/morning*, hope is eternal.  
Better to look at it this way.

This could be my lucky day.  
[Though it's crazy, I hear you say]

A glass filled with <sup>3</sup> *water/crystals*,  
six million rainbows,  
Gifted to see with children's eyes.

Always a small chance of shooting that rainbow,  
Bless this <sup>4</sup> *dawn/day* with sweet surprise.  
This could be my lucky day.

No inhibitions, naive <sup>5</sup> *sometimes/forever*,  
Better looking up than looking down.  
Don't try to beat it, twist and defeat it,  
Leave those kind of <sup>6</sup> *problems/complications*,  
Never to be found.

This could be my lucky day.

- b** Match the phrases from the song with the meanings.

- 1 Gifted to see with children's eyes
  - 2 Always a small chance of shooting that rainbow
  - 3 Better looking up than looking down
  - 4 Don't try to beat it, twist and defeat it
- a You're lucky if you can see things the way children do.
  - b There is always a small possibility that you will get some good luck.
  - c It isn't a good idea to try to be clever all the time.
  - d You'll be happier if you think positively.

- c** ▶ CD3 T6 Listen again and sing the song.

# Nervous about the exams

## 9 Read and listen

- a** ▶ CD3 T7 Look at the photo story. How does Debbie feel in picture 1? How does Pete feel at first? How do his feelings change? How does Debbie feel in the end? Read and listen to find the answers.



Debbie: If we could only get these exams out of the way. I'm so stressed out. I can't sleep any more.

Jess: It's a bit like going to the dentist, isn't it, and not knowing exactly what's going to happen.

Debbie: It's worse than that. In fact it's the worst thing that's ever happened to me!



Pete: Oh, Debbie! Surely there are better things to do than talk about exams all the time.

Debbie: But ...



Joel: What's going on? What's wrong with Pete?

Jess: He was so rude!

Debbie: He was like 'Stop going on about the exams!' Sure I'm nervous about the exams, but why can't I tell my friends how I feel?

Pete: I shouldn't have said that. If only I'd kept my mouth shut!



Pete: Debbie, can I have a word with you? I'm sorry about yesterday.

Debbie: Really? Do you mean that?

Pete: Of course I do. I know I was wrong to get angry. It's just that I'm nervous about the exams too.

Debbie: You? I wouldn't have expected that. Well, welcome to the club!

## **b** Complete the sentences meaningfully.

- Debbie is suffering badly because ...
- Jess thinks that the problem with exams is that ...
- Joel, Jess and Debbie agree that ...
- Debbie says that she feels ...
- Pete regrets ...
- When Pete tells Debbie that he's nervous too, she feels ...



## 10 Everyday English

- a** Find the expressions 1–6 in the story.  
**o** Who says them? How do you say them in your language?

- 1 It's a bit like ...
- 2 Surely ...
- 3 What's going on?
- 4 [He] was like ...
- 5 ... have a word [with]
- 6 It's just that ...

- b** Complete the dialogue with expressions 1–6 from Exercise 10a.

Dana: Hi Sally. Can I <sup>1</sup> have a word with you?

Sally: Sure. What about?

Dana: Well, <sup>2</sup> ..... my friend Jamie really likes you.

Sally: Oh really? How do you know?

Dana: Well, I was talking to him yesterday and he <sup>3</sup> ....., 'Oh Sally's really nice' – you know.

Sally: So what? Boys always say things like that. <sup>4</sup> ..... when they talk about football. They just talk, talk, talk. <sup>5</sup> ..... you know that, Dana?

Dana: Oh, careful – here he comes!

Jamie: Hi Sally. Hi Dana. <sup>6</sup> .....?

Dana: Nothing, Jamie! We're just talking.

Sally: Yes – about how you like me.

Jamie: Oh, Dana. You told her!

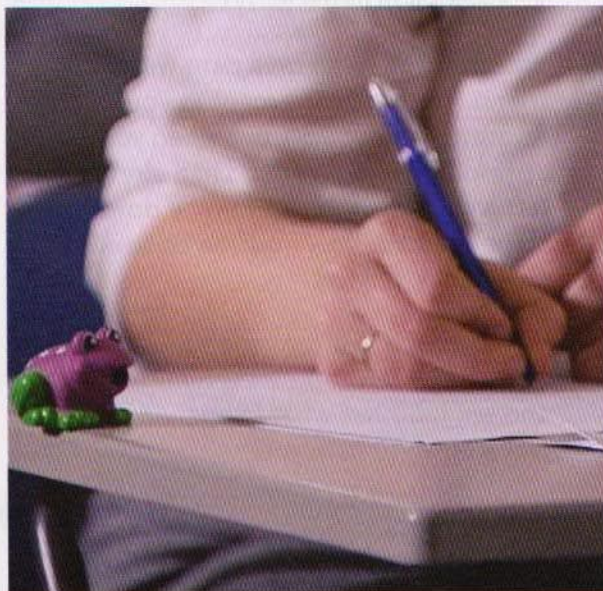
### Discussion box

- 1 Jess thinks exams are like 'going to the dentist'. What would you compare them to?
- 2 Do you agree that Pete's reaction is rude? Why / Why not?
- 3 How easy or difficult is it for you to apologise when you feel you have said something that you 'shouldn't have said'? Give examples.

## 11 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 10a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

## 12 Team spirit DVD Episode 7



- a** Look at the photo. What is happening?
- b** Why does Debbie have a toy animal on her desk? How did she get it, do you think?
- c** Would you ever put a toy animal on your desk? Why / Why not?
- d** Watch episode 7 and see what happens.

### 13 Write

- a** Read the email that Jack wrote to a friend, Sarah. Find three reasons why he was late.
- b** Read the email again. What words does Jack use to:
- 1 apologise?
  - 2 invite Sarah to the party?
- c** You arranged to go on a date with a friend. You agreed to meet at your favourite café at 6.30, but when you arrived at 7.30 your friend had already left. Why were you late? Write down some reasons (they must be different from Jack's!).
- d** Write an email to your friend. Apologise for not meeting him/her, and tell him/her what happened. Use Jack's email to help you.

Dear Sarah

I'm writing because I want to apologise about last Sunday.

I'm really sorry. I know we said 8.30, and I would've got there on time if everything hadn't gone wrong! I didn't get there until nine o'clock because my watch broke and I didn't know what time it was. So you see, I would've arrived on time if my watch hadn't broken.

Then I had to walk because I'd missed the bus. And – believe it or not! – I fell over a cat and my trousers got dirty, so I had to go home and change. Then I decided to catch another bus, but it was late. I would have phoned you but my brother had taken my mobile – sorry again!

Anyway, I hope you aren't too angry with me. Can we go out another day? Would you like to come with me to Mehmet's party next Saturday? Please say yes!

Hope I hear from you soon,

Jack

### 14 Last but not least: more speaking

- a** Read the following sayings from different countries. Try to understand what each one means.

“Throw a lucky man in the sea, and he will come up with a fish in his mouth.”

“Luck sometimes visits a fool, but it never sits down with him.”

“Lots of opportunities are lost because people are looking for four-leaf clovers.”

“Luck never gives; it only lends.”

“Luck to me is something else. Hard work – and realising what is opportunity and what isn't.”

- b** Which of the sayings do you (not) agree with? Why?
- c** Work in small groups. Choose three of the sayings. Discuss what they mean and what you think about them. Give examples.
- d** Tell each other a story of a time when you were really lucky.

# Check your progress

## 1 Grammar

**a** Complete the sentences. Use the past simple or past perfect form of the verbs.

- I enjoyed (enjoy) the film a lot yesterday. I hadn't watched (watch) a comedy for a long time.
- I ..... (feel) really tired yesterday because I ..... (not sleep) well the night before.
- We ..... (have) great fun last summer. We ..... (not be) to the beach since 2001.
- The house ..... (be) really cold because someone ..... (forget) to close the windows before we left.
- ..... John ..... (live) in London for a long time before he ..... (move) to Oxford?
- ..... they ..... (know) each other for a long time before they ..... (get married)?

5

**b** Put the direct speech into reported speech.

- 'I'm bored,' she said. She said she was bored.
- 'I want to go home,' said my little brother.  
.....
- 'I didn't do my homework,' he told the teacher.  
.....
- 'I'll pay for the meal,' said Luis.  
.....
- 'Your brother can't come,' my aunt told me.  
.....
- 'I've never been to the USA,' he said.  
.....

5

**c** Circle the correct words.

- If we didn't wake / hadn't woken up late yesterday, we weren't / wouldn't have been late for school.
- I didn't buy / wouldn't have bought it for you if I knew / had known you already had it.
- If I had known / would have known the answer, I had told / would have told you.
- We had phoned / would've phoned you if we hadn't forgotten / wouldn't have forgotten your number.
- What had you done / would you have done if your parents had found / would have found out?

4

## 2 Vocabulary

**a** Complete the sentences. Use the correct form of the words.

- Those people are on holiday here – they're tourists. (tour)
- My father's a stamp ..... (collect)
- Picasso was a famous ..... (art)
- I know a ..... at the local newspaper. (journal)
- The pipe's burst – phone for a ..... (plumb)
- My sister's a ..... at the new hotel. (reception)
- It must be very interesting to be an ..... (archaeology)

6

**b** Choose a word from the box and write the correct form.

calculate entertain equip  
improve inform invite reserve

- I think films are my favourite form of entertainment.
- Hello. We've got a ..... for a room here, for two nights.
- Look! I've got an ..... to a party next week.
- That's much better, James. You've made a lot of .....
- We need some new sports .....
- There's lots of useful ..... about the city in this guidebook.
- Quiet, please! I'm doing a very complicated .....

6

## How did you do?

Check your score.

Total score	Very good	OK	Not very good
<input type="text"/> 26			
Grammar	11 – 14	8 – 10	less than 8
Vocabulary	11 – 12	8 – 10	less than 8

## Unit 1 *was and were*

**a** ▶ CD1 T6 Listen to the sentences. Circle the examples of *was* and *wasn't* where it is weak. Underline the examples of *was* and *wasn't* where it is stressed.

- 1 He wasn't watching TV.
- 2 Was it raining?
- 3 Yes, it was.

**b** ▶ CD1 T7 Listen to these sentences. Circle the examples of *were* and *weren't* where it is weak. Underline the examples of *were* and *weren't* where it is stressed.

- 1 What were they doing?
- 2 Were they listening to music?
- 3 No, they weren't.

**c** Listen again and repeat.

## Unit 2 *than and as*

**a** ▶ CD1 T2 Listen and underline the stressed syllables.

- 1 Sarah's brother isn't as old as her.
- 2 Peter isn't as messy as his sister.
- 3 Travelling by train is faster than travelling by bus.
- 4 Jo thinks Spanish is easier than French.

**b** How do you pronounce *than* and *as*? Listen again, check and repeat.

## Unit 3 /əʊ/ *won't*

▶ CD1 T16 Listen and repeat.

- 1 I won't open it.
- 2 He won't answer the question.
- 3 She won't tell me.
- 4 They won't come.

## Unit 4 Intonation in question tags

Your voice goes up ↑ in the tag if you aren't sure of the answer.

Your voice goes down ↓ in the tag if you think you know the answer but you want to make conversation.

**a** ▶ CD1 T21 Listen to the sentences. Does the voice go up or down at the end? Write U (up) and D (down).

- 1 You're from Canada, aren't you?
- 2 You're from Canada, aren't you?
- 3 You don't know a lot about Canada, do you?
- 4 There are 50 states in the USA, aren't there?
- 5 People talk differently in the USA, don't they?
- 6 You haven't been to New York, have you?

**b** Listen again and repeat.

## Unit 5 /aʊ/ *allowed*

**a** ▶ CD1 T29 Listen and repeat.

- 1 now
- 2 how
- 3 out
- 4 shout
- 5 loud
- 6 allowed

**b** ▶ CD1 T30 Underline the syllables with the /aʊ/ sound. Then listen, check and repeat.

- 1 How are you now?
- 2 I'm allowed to go out.
- 3 We're allowed to play loud music.
- 4 You aren't allowed to shout.

## Unit 6 *have, has and for*

**a** ▶ CD1 T33 Listen and underline the stressed syllables.

- 1 A: How long have you lived here?  
B: For three years.
- 2 A: How long has she worked in London?  
B: For a year.

**b** How do you pronounce *have* and *has*? How do you pronounce *for*? Listen again and repeat.

## Unit 7 'Silent' letters

▶ CD1 T38 In many English words there are 'silent' letter or letters which aren't pronounced. Underline the 'silent' letter(s) in each word. Then listen, check and repeat.

- 1 bomb
- 2 build
- 3 knocked
- 4 answer
- 5 mountain
- 6 would

**Unit 8 Sound and spelling: -ou-**

**a** ▶ CD2 T4 Listen and repeat.

1 enough 2 out 3 famous 4 could

**b** Match these words with the words in Exercise a with the same pronunciation of -ou-.

1 house 2 tough 3 around 4 would  
5 dangerous 6 young 7 found 8 should

**c** ▶ CD2 T5 Listen, check and repeat.

**Unit 9 must**

**a** ▶ CD2 T3 Listen to the sentences. Circle the examples of *must* where it is weak. Underline the examples of *must* where it is stressed.

- I must go now, it's late.
- You must see that film, it's great!
- You must do your homework!
- I must start doing some exercise!

**b** Which sentences put a strong stress on *must*? Why?

**c** What happens to the *t* in *must* in each of the sentences? Why? Listen again and repeat.

**Unit 10 Sentence stress: rhythm**

**a** ▶ CD2 T16 Underline the syllables you think are stressed. Then listen and check.

- How long has she been playing the violin?
- I haven't been learning English very long.
- I've been waiting for you for ages.
- How long have we been walking?

**b** Listen again and repeat.

**Unit 11 /z/ or /s/ in used**

**a** ▶ CD2 T24 Listen to the sentences. Circle the examples of *used* where it has a /z/ sound. Underline the examples of *used* where it has a /s/ sound.

- I used the dictionary because I didn't understand the word.
- I used to watch a lot of videos when I was ten.
- Who used the computer while I was away?
- John used to live in London, but now he lives in Birmingham.

**b** Listen again. Do you hear the *d* in the word *used*?

**c** Listen, check and repeat.

**Unit 12 'd**

**a** ▶ CD2 T29 Listen and circle the word you hear.

- I read / I'd read a book.
- I go / I'd go for a walk.
- I close / I'd close the window.
- I talk / I'd talk to the teacher about it.

**b** ▶ CD2 T30 Listen and repeat.

- I'd go to the doctor.
- I'd study harder.
- I'd look on the Internet.
- I'd go to the library.

**Unit 13 had and 'd**

**a** ▶ CD2 T36 Listen to the sentences. Circle the examples of *had* where it is weak. Underline the examples of *had* or *hadn't* where it is stressed.

- I had a strange dream last night.
- It was like a dream that had come true.
- He had no time to help me.
- Other explorers had looked for the city, but they hadn't found it.

**b** Which sentences put a stronger stress on *had*? Why, do you think? Listen, check and repeat.

**Unit 14 would ('d) have / wouldn't have**

**a** ▶ CD3 T6 Listen to the sentences. How do you pronounce the underlined parts?

- I'd have been OK.
- My glasses wouldn't have broken.
- I wouldn't have been late.
- We'd have seen the film.

**b** Listen again and repeat.

# Vocabulary bank

## Unit 1 phrases with get

- to get home = to arrive at your home  
I usually **get home** from school at about five o'clock.
- to get together = to meet with other people  
My friends and I **get together** on Sundays to play football in the park.
- to get a [phone] call  
I **got five calls** last night while I was working.
- to get sick/ill  
When we were on holiday, my sister **got sick** because she drank water from the tap.
- to get somewhere/anywhere = to improve, to make progress  
I started learning Spanish last year, but I'm not **getting anywhere** so I think I'll stop.
- to get hot/cold/warm  
It's **getting** really **cold** now – let's go back into the house.
- to get hungry/thirsty  
I'm **getting hungry**. Can we have lunch soon?
- to get going = to start (something) / to leave  
Look – it's almost ten o'clock. I think we should **get going**, or we'll be late.
- to get a/the chance  
I'm really busy now, but I'll phone you if I **get a chance**.
- to get pleasure (from)  
I'm not very good at table tennis, but I **get a lot of pleasure** from playing it.

## Unit 2 sport

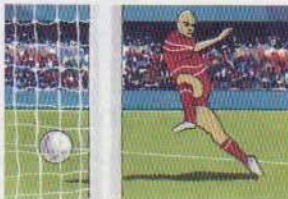
- a stadium  
The **stadium** holds 60,000 people.



- a championship  
He won the **championship** for the fifth time.



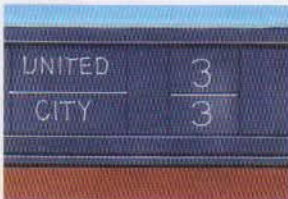
- to score  
He **scored** a great goal.



- a goal/point  
In football, you score **goals**, and in basketball you score **points**.



- to draw  
They **drew**, three-all.



- a reserve  
I didn't play – I was a **reserve**.



- to substitute  
He was **substituted** after 30 minutes.



- a record  
It's a new world **record!**




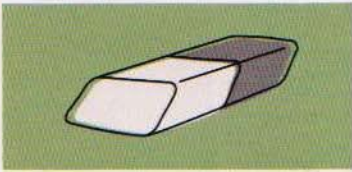


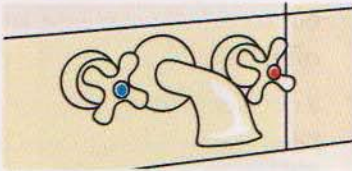
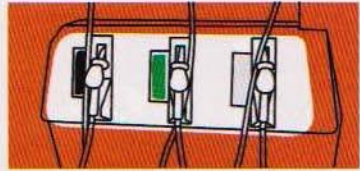
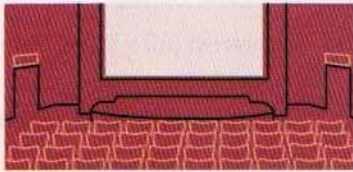
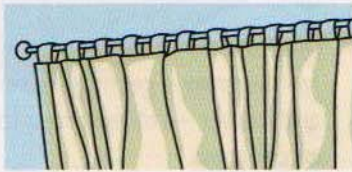




- to hold a/the record  
He **holds the record** for the marathon.



- to break a record  
She **broke** the world record for the 100 metres.



## Unit 4 North American and British English

North America	Britain	North America	Britain	North America	Britain
					
1 baggage	luggage	5 eraser	rubber	9 yard	garden
					
2 line	queue	6 faucet	tap	10 gas	petrol
					
3 movie theater	cinema	7 drapes	curtains	11 trunk	boot
					
4 vacation	holiday	8 the Fall	autumn	12 hood	bonnet

## Unit 5 talking about people's age

- adulthood = the time of life when you are an adult  
**Adulthood** brings responsibility.
- childhood = the time of life when you are a child  
She didn't have a very happy **childhood**.
- adolescence = the time of life when you are a teenager/adolescent  
Some people think **adolescence** is the best time of your life!
- youth = the time of life when you are young  
My grandmother says the world was very different in **her youth**.
- to get/grow old(er)  
My dad always says he isn't worried about **getting older**.
- to be getting on = to get/grow old  
He was a good footballer when he was 25, but he's **getting on** a bit now.
- under age = too young to do something (because of a law)  
You have to be 16 to watch that film – and I'm only 15, so I'm **under age**.
- to come of age = to reach the age when you are legally an adult  
In Britain, people **come of age** when they're 18.
- to look [your] age = to look the age that you really are  
He looks like he's 20, but really he's 40! He doesn't **look his age** at all.
- to act [your] age = not to behave as if you were a child (or younger than you really are)  
Oh, Jimmy – you're not six years old any more! You're 15! **Act your age!**

## Unit 6 – verb and noun pairs

### have

- 1 an accident  
James is in hospital – he **had an accident** in his car.
- 2 a problem  
I **have a problem** – I want to buy that shirt, but I haven't got any money.
- 3 an idea  
We didn't know what to do – but then Alice **had an idea**.
- 4 a meal  
Last night we all went out to a restaurant and **had a really nice meal** together.

### make

- 5 a suggestion = to suggest  
Can I **make a suggestion**? Why don't we go to the cinema tonight?
- 6 an offer = to offer  
I didn't want to sell my bike, but somebody **made me an offer** of €100, so I sold it.
- 7 a decision = to decide  
I don't know which one to buy, but I need to **make a decision** quickly.
- 8 progress = to get better  
My German is getting better and better – I'm **making a lot of progress**.

### take

- 9 a test / an exam = to sit a test  
My mother **took** her driving **test** last week and she passed!
- 10 [your] time = not to do something quickly  
We aren't late, so we can **take our time** and not hurry.
- 11 a break = to stop work for a short time  
We worked for three hours, and then we **took a break** and had some coffee.
- 12 an interest [in] = show interest  
We really like our teacher because she **takes an interest** in all of us.

## Unit 7 – disasters

### 1 to be on fire



It was terrible – when they went home, they saw that their house **was on fire**.

### 2 to set fire to



During the demonstration, some people **set fire to a car**.

### 3 to catch fire



It was so hot and dry that trees in the forest **caught fire**.

### 4 to put a fire out



A fire engine came and the firemen **put the fire out**.

### 5 to crack



A stone hit the window and **cracked** the glass.

### 6 to collapse



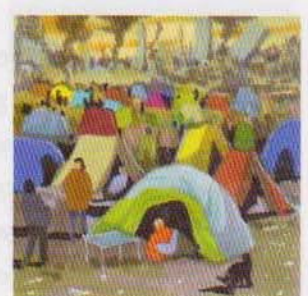
The earthquake was so strong that many buildings **collapsed**.

### 7 to be starving



The floods destroyed food, and many people **were starving**.

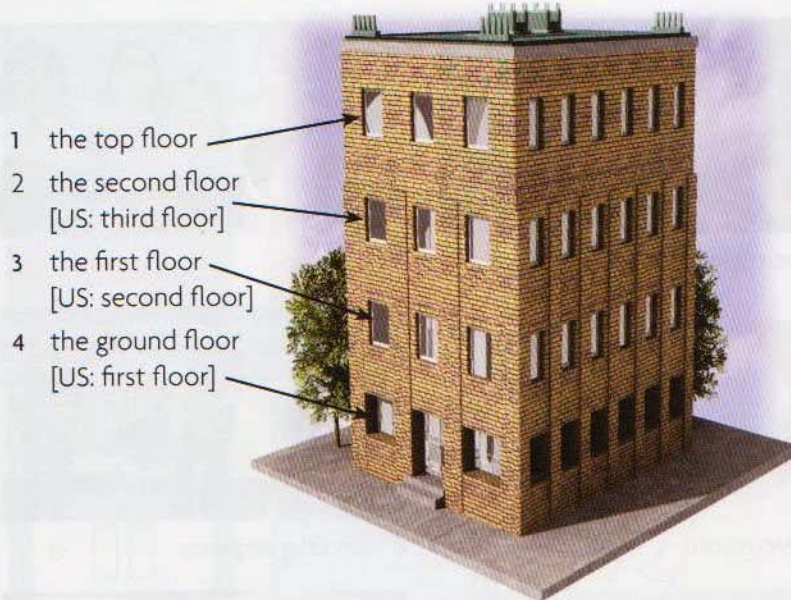
### 8 to be homeless



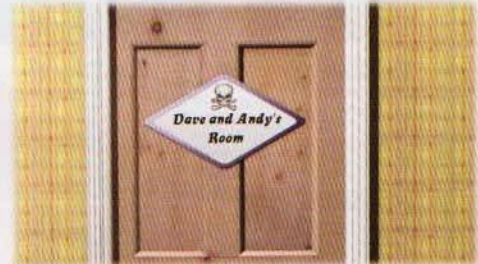
Thousands of people **were homeless** after the earthquake destroyed their houses.



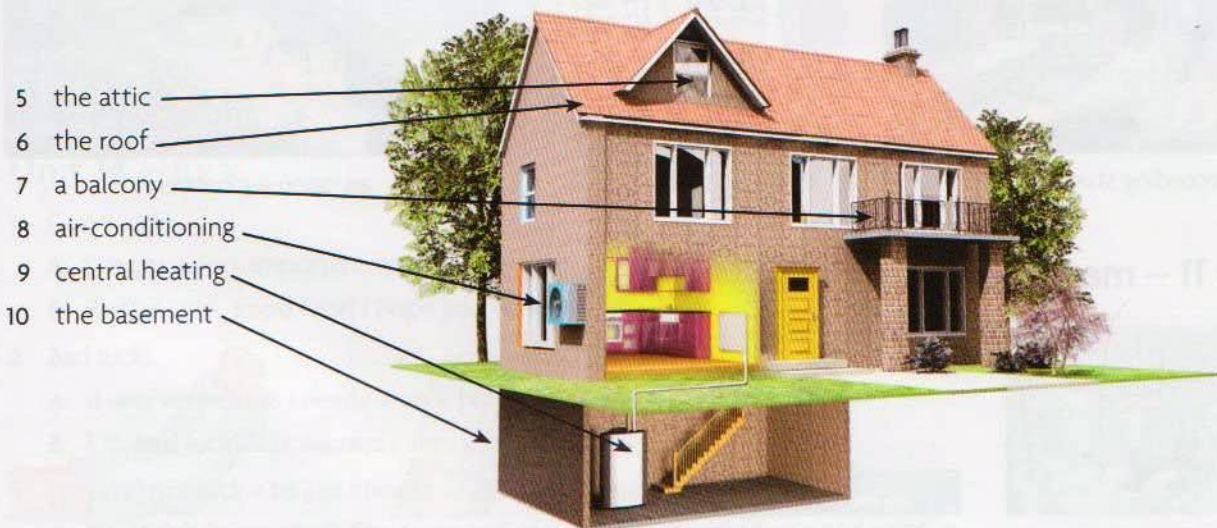
## Unit 8 – houses/homes



11 to move house



12 to share a room



## Unit 9 – thinking

- 1 knowledge Her **knowledge** of African countries is amazing.
- 2 a belief It's my **belief** that violence on TV is a bad thing.
- 3 a thought It's an interesting idea – have you got any **thoughts** about it?
- 4 concentration Someone knocked on the door – it broke my **concentration**.
- 5 imagination You need a lot of **imagination** to write good stories.
- 6 inspiration A beautiful sunset was my **inspiration** for this poem.
- 7 an estimate I think it's going to cost €200 – but that's just my **estimate**.
- 8 a guess Sorry, you're wrong – but it was a good **guess** anyway!

## Unit 10 – music and musical instruments



1 an orchestra



2 the conductor



3 a choir



4 lyrics



5 percussion



6 backing singers



7 a recording studio



8 to be on tour



9 an open-air concert

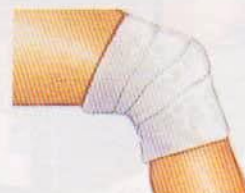
## Unit 11 – medicine



1 an operation



2 medicine



3 a bandage



4 [to be in / to have (a foot) in] plaster



5 [to be on] crutches



6 [to be in] a wheelchair



7 to take [someone's] temperature



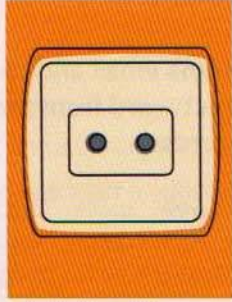
8 to take [someone's] blood pressure

- 9 a prescription = a piece of paper a doctor gives you in order to get medicine  
I took the **prescription** to the chemist and got the tablets.
- 10 allergic [to something] = unable to eat something because it makes you ill  
I'm **allergic to** cheese – if I eat cheese, I get spots all over my face.
- 11 to go down with something = to get an illness or disease  
I was feeling fine, but then suddenly I **went down with** a really bad cold.
- 12 to get over [an illness] = to recover and get better  
My dad got really bad flu – he's OK now, but it took him a week to **get over** it.

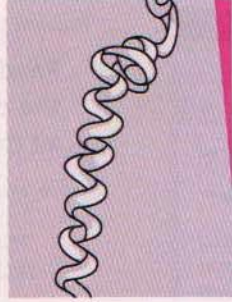
## Unit 12 – electrical matters



1 a plug



2 a socket



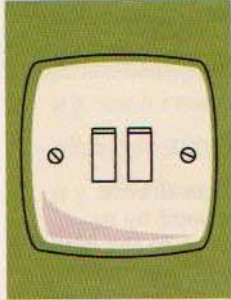
3 a cable/lead



4 a light bulb



5 an extension lead



6 a switch



7 a button



8 a wire



9 a battery



10 a battery charger

## Unit 14 – luck

1 Good luck!

A: I've got a very important exam tomorrow.

B: Really? Well, **good luck!** I hope you do well.

2 Bad luck!

A: It was very close. I nearly won – but in the end, I came second.

B: Oh, **bad luck!** Still, second's very good, isn't it?

3 [to take] pot luck = to just choose anything, without knowing which is best

A: We didn't know which film to go and see, so we just picked one and went in.

B: Oh – kind of **pot luck**, you mean?

4 [to keep your] fingers crossed = to hope that someone has good luck

A: I've got a job interview tomorrow – I really want to get the job!

B: Well, I'll **keep my fingers crossed** for you.

5 [to] touch wood = if [I'm/we're] lucky

A: You're going on a picnic tomorrow, aren't you?

B: Yes. They say the weather's going to be sunny – **touch wood!**

6 Some people have all the luck!

A: My dad's taking me to London tomorrow, so I'm going to miss the test.

B: Really? Wow! **Some people have all the luck!** I wish I could miss the test too.

7 by chance = not in a planned way

A: So, you met Annie yesterday?

B: Yes I did. I met her in town **by chance**.

8 superstitious = believing that some things bring good/bad luck

A: Oh no! I've broken the mirror! That's going to bring me seven years of bad luck!

B: Oh, don't **be superstitious**. It's just a mirror.

# Get it right!



## Unit 1

### Phrases with *get*

*Get* has several different uses in English:

arrive     *We got to the airport at 8.*

receive    *He got a laptop for his birthday.*

become    *I'm getting tired now.*

Use the words in the box with *get* and write five true sentences about you.

angry   dark   marry   dirty   bigger   sick  
to school   hungry   better   good ideas

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## Unit 1

### Past simple

Most past simple verbs end in *-ed*:

*We watched TV and played computer games.*

There are also many irregular verbs:

*I thought you knew the way to the station.*

Use the table on page 127 to help you learn these.

Underline the errors and correct them.

- 1 John gived me his old PC. His mum and dad sayed he could have a new one.
- 2 I taked loads of photos on the school trip last week.
- 3 I didn't thought my mum was going to buy me a book.
- 4 Nick really enjoied going to the party with Sameena on Saturday.
- 5 Julie wearred her new trainers this morning.

## Unit 2

### Adverbs

We use adjectives to talk about nouns

e.g. she's a *slow* eater

We use adverbs to talk about verbs

e.g. she eats *slowly*

Read Karim's email and complete the gaps with the correct word from the box. You won't need all the words.

good   well   quick   quickly   wonderful  
wonderfully   usual   usually   easy   easily  
final   finally   real   really

from: Karim@mailbox.co.uk  
subject: Hello!

Hi Kate!

I hope you're well!

I had a fantastic time on holiday in Greece. The only problem was that time went by so <sup>1</sup> ..... Mum and dad took us to the island where they filmed *Mamma Mia* – it was really amazing! We went on a <sup>2</sup> ..... trip around the island and visited the church where Sam and Donna got married – it was so cool! The island is magical and it's <sup>3</sup> ..... to understand why they chose it for the film. Mum and dad <sup>4</sup> ..... take us to see hundreds of museums and we get <sup>5</sup> ..... bored. We're not interested in history, museums and stuff like that – maybe mum and dad have <sup>6</sup> ..... realised!

Anyway, hope you and Tim had fun in Norway, See you back in school,  
Love Karim

## Unit 4

### Present perfect simple, *just/already/yet*

We use *just* for an action in the recent past  
e.g. *I've just finished the book*

We use *already* in positive sentences (between *have* + past participle)

e.g. *I've already done my homework*

We use *yet* in negative sentences and questions (at the end of the sentence)

e.g. *I haven't done it yet? Have you seen the film yet?*

Underline and correct the errors in these sentences.

- I haven't found yet a good website for our school project.
- I already have seen them in concert.
- He hasn't been yet abroad.
- John's already gone out. Wait a minute and he'll be back!

## Unit 5

### let/be allowed to

let takes the infinitive without to

e.g. she let me go out (not she let me to go out)

allow takes the infinitive with to

e.g. she allowed me to stay (not she allowed me stay)

Maria is working as an au pair in Switzerland. Look at the lists of what the family *let her do* and what *she isn't allowed to do* and write sentences.

Yes	No
drive the car come home after midnight use the computer and Internet swim in the swimming pool	have a pet invite friends to stay the night use the telephone for international calls keep food in her room

They *let her drive the car* but she *isn't allowed to have a pet*.

- .....
- .....
- .....

## Unit 6

### Verb and noun pairs

Many nouns and verbs are always used together in English:

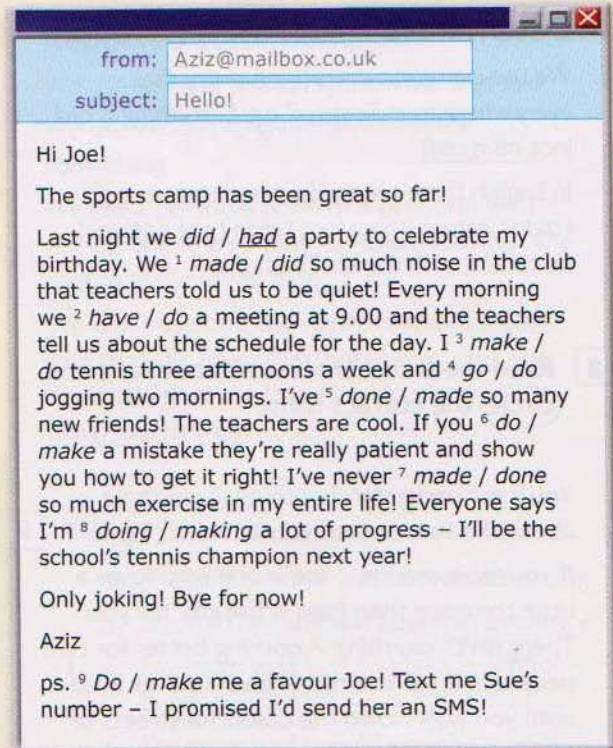
Have you *done* your homework?

Not Have you *made* your homework?

Try to learn which nouns are used with these common verbs:

*make, do, have, go*

Read Aziz's email to his friend and underline the correct word.



## Unit 7

### a, an, the or zero article

Articles can be tricky to use so be careful!

**a** In these sentences, the article is missing. Can you put it back in?

- My mum bought me new guitar.
- I'm going to beach with my friends tomorrow.
- This is interesting book – why don't you read it?
- I hope to see a lot of new places like British Museum when I'm in London.

**b** Underline the errors in these sentences and correct them.

The hip hop is my favourite music. Hip hop is my favourite music.

- Hi Nick! Would you like to come for the dinner tonight?
- I'm going to the water park again because I love the dolphins so much!
- I usually go to the school by bus.
- I'll have a orange juice please.
- My dad doesn't let me go out with my friends at the night.
- I slept at my friend's house the last Saturday.

## Unit 9

### Determiners

We use *everyone, everything, every day, everywhere* to indicate *all* e.g. *Everything is old* (not *all is old*)

In English there are no double negatives e.g. *I didn't eat anything* (not *I didn't eat nothing*). Be careful with the spellings too!

- a** Read the travel brochure about Paris and **circle** the correct form.

You can't understand *nothing / anything* about the French until you've visited Paris.

If you're <sup>1</sup> *someone / some one* who loves a little romance then Paris is the city for you. There isn't <sup>2</sup> *anything / nothing* better for two people in love! You have <sup>3</sup> *ever / never* lived until you walk down the colourful streets of Montmartre, with its little bistros and exciting night life.

<sup>4</sup> *Every one / everyone* who goes there falls in love!

You don't have to do <sup>5</sup> *anything / nothing* special – just sit down and relax and enjoy the magic that <sup>6</sup> *no body / nobody* can <sup>7</sup> *never / ever* forget.

- b** Complete the sentences about yourself.

- 1 I'd like to go somewhere which is .....
- 2 I'm happy when everything is .....
- 3 I think that no one should .....
- 4 I'd like to meet someone who .....
- 5 People should ..... everywhere.

## Unit 10

### Present perfect simple and continuous

We use the present perfect continuous when we want to emphasize that the action has been in progress for some time e.g. *I've been writing emails for an hour*

We use the present perfect simple when we want to emphasize the finished result e.g. *I've written six emails so far*

Put the verbs into the present perfect simple or the present perfect continuous.

1 *I have been living* (live) in Cairo for the last five years.

- 1 She ..... (finish) two articles for the school magazine.
- 2 Mum's cooking in the kitchen. She ..... (make) three cakes for my party.
- 3 So far they ..... (learn) how to surf the net and create their own web page.
- 4 She ..... (study) tango since her holiday in Buenos Aires two years ago.
- 5 After all her hard work she ..... (win) first prize.

## Unit 11

### Medicine

Remember that English spelling is often complicated!

Put the letters in the correct order to make words for illnesses.

- |               |           |              |
|---------------|-----------|--------------|
| 1 tchoeota    | toothache | 6 eamuteetpr |
| 2 nrsoeung    |           | 7 srehtcuc   |
| 3 oesr hrtaot |           | 8 acelhwirre |
| 4 kacb hcea   |           | 9 aabngde    |
| 5 psneiatcit  |           | 10 ehdechaa  |

## Unit 12

### Information technology and computers

Try and remember the prepositions that go with computer words.

Complete the sentences with the correct preposition – *in, on* or no preposition.

- 1 I've been surfing ..... the Internet all morning.
- 2 The results of the competition were posted ..... the school website.
- 3 If I don't know what a word means look it up ..... the dictionary.
- 4 I buy loads of stuff ..... e-bay – it's so much cheaper!

## Unit 13

### Past perfect

We use the past perfect to show that one action happened before another action in the past

Read Louisa's article in the school's online magazine's exciting holidays section. **Circle** the correct verb.

What an adventure!

Last year my class, went / *had gone* on a skiing trip to the mountains. We <sup>1</sup> *had already been* / *already went* to the same place the year before and it <sup>2</sup> *had was* / *had been* a fantastic experience.

When we arrived there it <sup>3</sup> *snowed* / *had snowed* heavily the day before and there were terrible storms. At breakfast the next day everyone <sup>4</sup> *told us* / *had told us* not to go skiing because of the bad weather but we decided to go anyway. When we <sup>5</sup> *got* / *had got* to the mountain top it started snowing again. The hotel <sup>6</sup> *gave* / *had given* us some sandwiches to take with us so we <sup>7</sup> *had eaten* / *ate* them while we waited for the weather to improve. It didn't and soon we <sup>8</sup> *were* / *had been* really frightened. Luckily I <sup>9</sup> *put* / *had put* my cell phone in my bag before leaving the hotel. I called the emergency services and they <sup>10</sup> *had sent* / *sent* a helicopter to save us. What a disaster! Next year I'm going to a tropical island!

## Unit 14

### Reported statements

We use *say* and *tell* to report what was said

We use *explain* to give the reason for something

We use a personal noun or a pronoun with *tell* e.g. she *told us* that she loved him (not she *told that* she loved him)

We don't use one with *say* or *explain* e.g. she *said that she loved him* (not she *said us*), she *explained that she loved him* (not *she explained us that*)

### 4 Tick (✓) the correct sentence.

- a She said him she was busy that evening.  
b She told him she was busy that evening. ✓
- 1 a My mum told I could join the school band.  
b My mum said I could join the school band.
- 2 a Martin Luther King said that he had a dream.  
b Martin Luther King told that he had a dream.
- 3 a Say me the truth.  
b Tell me the truth.

### 5 Complete the sentences with the correct form of *say, tell* or *explain*.

- 1 I didn't ..... her to buy it.
- 2 She ..... why she was in love with Tony.
- 3 I ..... him not to work so hard.
- 4 They ..... they were sorry for the mess.
- 5 I hate to ..... goodbye.
- 6 I ..... why I didn't want to go to guitar lessons.

# Project 1

## A group presentation on green technology

### 1 Do your research

- a** Work in groups of three or four. In your group, decide what you think is the best and most useful invention in green technology. Choose an invention from the pictures, or your own idea.



solar panels



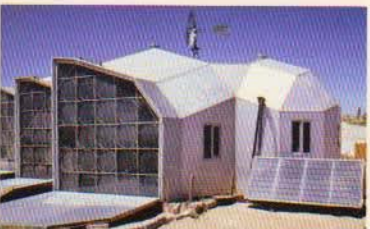
wind farms



biomass power plants



hybrid cars



self-sustaining homes

- b** Make a list of reasons why you think the invention is so important. Look at the example below about self-sustaining homes.

- Self-sustaining homes are buildings that are designed in a special way. They use alternative energy for heating, preparing warm water and light. They do not need any fossil fuels, light, or electricity.
- They can help you save a lot of money.
- They do not pollute the environment, and they help to reduce global warming and the greenhouse effect. The more self-sustaining homes are built, the better it is for our world.
- Self-sustaining homes are the answer to the fact that oil is becoming more and more expensive. Experts say that in 100 years from now, there will be no oil left and so we need to save energy and use renewable energy.
- It is much healthier to live in self-sustaining homes.
- People who live in self-sustaining homes know that they are making an important contribution to our environment.

- c** Do some research to find out more about the invention you have chosen. For example, when was it invented and who invented it? Use an encyclopaedia or the Internet to help you. Get some pictures to illustrate your presentation.

### 2 Prepare the presentation

- a** In your group, put all your information together and plan your presentation. Your presentation will need to be a minimum of two minutes. Use this plan to help you.

- What the invention is.
- Background information about the invention.
- Why you think it's useful.
- Why it's better than some other inventions.

- b** Decide who is going to talk and what each person will talk about. Everyone in the group should say something.

- c** Rehearse your presentation. Decide how and when you are going to use the pictures you have collected. Ask your teacher to help you with difficult language/pronunciation.

- d** Groups take turns to make their presentation.

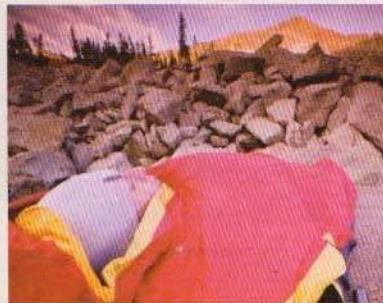
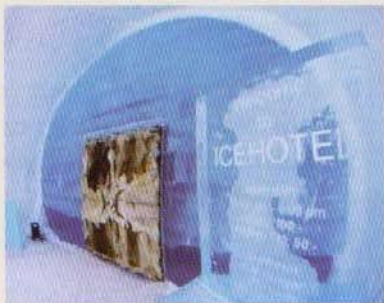


# Project 2

## A poster presentation: An unusual place to stay in

### 1 Do your research

- a** Work in groups of three or four. Use the photos to think and talk about unusual places to live in or stay for a holiday. Which picture is which building? Talk about the kinds of people who would like to live in such places: an ice hotel in Sweden, a tree house on Vancouver island, a bivouac on a mountain, a houseboat on the River Shannon in Ireland, an underwater hotel, a space station.



- b** Research more information about the places in the photos or other unusual places to stay in. For example: Where are they? What do they look like? What are they made of? What kind of people usually go and stay in them? How expensive is it to stay there?
- c** In your group, choose three or four different places. You could choose them because they are all very different from each other, or because you think they are the most interesting.

- c** At the top of a large piece of paper, write the title of your presentation. For example, 'Crazy Places'. Arrange your pictures and short texts on the poster paper. Leave space at the bottom.
- d** At the bottom of the paper, write a longer text. Write your group's opinions about the homes you have described.
- For example:

We think that the most interesting place to stay would be an ice hotel. There are several ice hotels in countries in northern Europe, but there is also one in the USA. We would like to stay in an ice hotel because we think it would be a really COOL holiday! Ice hotels are great for young people because...

### 2 Make the poster

- a** Find some pictures of the different places you have chosen for your poster. If you can't find any pictures, draw some!
- b** Use the information you found in Exercise 1b to write short texts about each of the homes.

- e** Present your poster to the class. Be prepared to answer questions about it.

# Project 3

## A class survey: How do we learn, remember and forget?

### 1 Do the survey

- a** Work in groups of three or four. In your group, think of six questions that you can ask other students about how they learn, remember and forget. Use question words like: *How often? When? What? Where? How long?* For example:
- Imagine there is something that is very important for you to remember. How do you do it?
  - What things do you remember very well?
  - Are there any things that are especially difficult for you to remember?

- b** Make a questionnaire with your questions, like this:

#### Survey: how do we learn, remember and forget?

- 1 Imagine there is something that is very important for you to remember. How do you do it?
- a You write it on a piece of paper or a notebook.
  - b You tell yourself many times that you must not forget it.
  - c You make an image in your mind and try to see it all the time.
  - d You have no special technique, but you remember it anyway.
- 2 Are there any things that are especially difficult for you to remember?
- a phone numbers
  - b names
  - c email addresses
  - d dates
  - e something else (say what) .....
- 3 What is easier for you to remember when you learn a foreign language: vocabulary or grammar? Why?
- .....
- .....

- c** Use your questionnaire. Ask as many other students in your class as you can, and make a note of their names and answers.

### 2 Write up the results

- a** Go back to your group and put all your answers together.
- b** Write sentences about your answers. Use headings or questions to organise your report. For example:

How do we remember things?

Everyone in the class has some things they remember more easily and other things they forget more easily. More than half the class think it is easy to remember names when they say the names to themselves several times. Three people usually use the electronic diaries in their mobile phones if they want to remember something. One person takes a pen and writes on his hand if something is really important. Boys have more problems with remembering...

What is easier for us to remember: vocabulary or grammar?

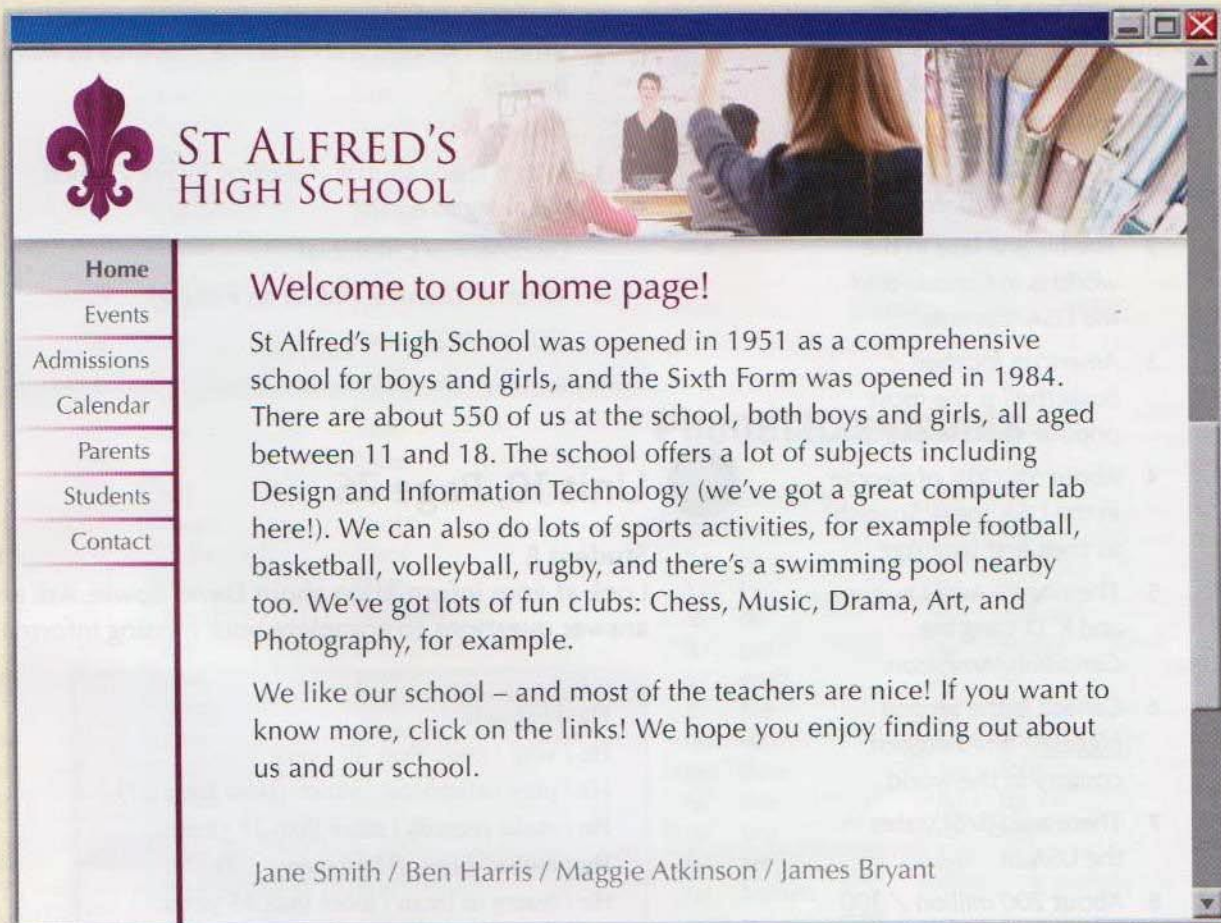
Vocabulary!!! Most people in the class say words are easier to remember because with many words they can make pictures in their minds to remember them. There are only two kids in class (a boy and a girl) who say that they remember grammar and vocabulary very easily. They say that...

# Project 4

## Designing a website for a school

### 1 Prepare your website

- a** Work in groups of three or four. A school in Britain or the USA has asked you to design an English language web page of your school. Look at the web page about St Alfred's school. Who wrote it? What kind of information does it give?



- b** Think about your school. What kind of information do you want to write on the home page? Make notes.
- c** Look again at the web page for St Alfred's school. What kinds of links are there? What information and photos do you think there are in each link? Decide what links you want to have for your web page. Make a list and write notes for each page.
- d** Decide what pictures you will have on your website and how you will organise the texts, pictures and links.

### 2 Make your website

- a** Write your home page on a large piece of paper. Put your pictures where you want them on the page. Then do the same for your link pages.
- b** When all the groups have finished, put your web pages somewhere where everyone can see them. Compare what different groups have done.

# Speaking exercises: Student B

## Unit 4, Page 38

Student B

- a** Look at the sentences below. In sentences 6–10, you can see the correct answer. In sentences 1–5, circle what you think is the correct answer.

- 1 The capital of Canada is *Ottawa/Toronto*.
- 2 The biggest lake in the world is in *Canada and the USA/Canada*.
- 3 *American football / Basketball* is the most popular sport in the USA.
- 4 About *5%/10%* of people in the USA speak Spanish as their first language.
- 5 The singers Avril Lavigne and K. D. Lang are *Canadian/American*.
- 6 Canada is the second biggest / *third biggest* country in the world.
- 7 There are 50/51 states in the USA.
- 8 About *200 million / 300 million* people live in the USA.
- 9 Alaska is part of *Canada/ the USA*.
- 10 The singers Mariah Carey and Cher are *Canadian/ American*.

- b** Now work with Student A. Check your answers for sentences 1–5. Help Student A check his/her answers for sentences 6–10.

*The capital of Canada is Ottawa, isn't it?*

## Unit 7, Page 55

Student B

- 1 When / the first television picture / produce?  
In 1925 or in 1950?
- 2 When / Nagasaki and Hiroshima / destroy by atomic bombs?  
1945 or 1955?
- 3 Which space shuttle / destroy by fire / when returning to earth?  
Discovery or Colombia?
- 4 When / *Titanic* / sink by an iceberg?  
1902 or 1912?

## Unit 10, Page 76

Student B

Look at your information about David Bowie. Ask and answer questions to complete your missing information.

David Bowie  
He / sing / more than 40 years.  
He / play saxophone / years. (How long ...?)  
He / make records / more than 35 years.  
He / make / films. (How many ...?)  
He / marry to Iman / more than 15 years.

## Unit 14, Page 103

Student B

Ask Student A these questions, but don't write the answers down; you must remember them! Then find another partner and tell him/her what you found out about Student A.

*I spoke to (Janek). He told me that ... He also said that*

- Can you remember your first school exam?
- What did you eat for dinner last night?
- What did you do last summer holidays?
- Have you been to England?

# Irregular verbs

## Irregular verbs

### Base form

be  
beat  
become  
begin  
blow  
break  
bring  
build  
buy  
can  
catch  
choose  
come  
cost  
cut  
do  
drink  
drive  
eat  
fall  
feel  
fight  
find  
fly  
forget  
get  
give  
go  
grow  
have  
hear  
hit  
hold  
hurt  
keep  
know  
leave  
let  
lose  
make  
meet  
pay  
put  
read  
ride  
ring  
run  
say  
see  
sell  
send  
shut  
sing  
sink  
sit

### Past simple

was/were  
beat  
became  
began  
blew  
broke  
brought  
built  
bought  
could  
caught  
chose  
came  
cost  
cut  
did  
drank  
drove  
ate  
fell  
felt  
fought  
found  
flew  
forgot  
got  
gave  
went  
grew  
had  
heard  
hit  
held  
hurt  
kept  
knew  
left  
let  
lost  
made  
met  
paid  
put  
read  
rode  
rang  
ran  
said  
saw  
sold  
sent  
shut  
sang  
sank  
sat

### Past participle

been  
beaten  
become  
begun  
blown  
broken  
brought  
built  
bought  
been able  
caught  
chosen  
come  
cost  
cut  
done  
drunk  
driven  
eaten  
fallen  
felt  
fought  
found  
flown  
forgotten  
got  
given  
gone  
grown  
had  
heard  
hit  
held  
hurt  
kept  
known  
left  
let  
lost  
made  
met  
paid  
put  
read  
ridden  
rung  
run  
said  
seen  
sold  
sent  
shut  
sung  
sunk  
sat

### Base form

sleep  
speak  
spend  
stand  
steal  
swim  
take  
teach  
tell  
think  
understand  
wake  
wear  
win  
write

### Past simple

slept  
spoke  
spent  
stood  
stole  
swam  
took  
taught  
told  
thought  
understood  
woke  
wore  
won  
wrote

### Past participle

slept  
spoken  
spent  
stood  
stolen  
swum  
taken  
taught  
told  
thought  
understood  
woken  
worn  
won  
written

## Phonetic symbols

### Consonants

/p/ pen  
/b/ be  
/t/ two  
/d/ do  
/k/ can  
/g/ good  
/f/ five  
/v/ very  
/m/ make  
/n/ nice  
/ŋ/ sing  
/s/ see  
/z/ trousers  
/w/ we  
/l/ listen  
/r/ right  
/j/ you  
/h/ he  
/θ/ thing  
/ð/ this  
/ʃ/ she  
/tʃ/ cheese  
/ʒ/ usually  
/dʒ/ German

### Vowels

/æ/ man  
/ɑ:/ father  
/e/ ten  
/ɜ:/ thirteen  
/ə/ mother  
/i/ sit  
/i:/ see  
/ʊ/ book  
/u:/ food  
/ʌ/ up  
/ɒ/ hot  
/ɔ:/ four

### Diphthongs

/eɪ/ great  
/aɪ/ fine  
/ɔɪ/ boy  
/ɪə/ hear  
/eə/ chair  
/aʊ/ town  
/əʊ/ go  
/ʊə/ pure

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## DVD-ROM Instructions

### START THE DVD-ROM

#### Windows PC

- Insert the *English in Mind* DVD-ROM into your DVD-ROM drive.
- If Autorun is enabled, the DVD-ROM will start automatically.
- If Autorun is not enabled, open **My Computer** and then **D:** (where D is the letter of your DVD-ROM drive). Then double-click on the *Run English in Mind 2 from the DVD* icon.

#### Mac OS X

- Insert the *English in Mind* DVD-ROM into your DVD-ROM drive.
- Double-click on the DVD-ROM icon on your desktop to open it.
- Double-click on the *English in Mind 2 Mac OS X* icon.

### INSTALL THE DVD-ROM TO YOUR HARD DISK (RECOMMENDED)

#### Windows PC

- Go to **My Computer** and then **D:** (where D is the letter of your DVD-ROM drive).
- Right-click and select *Explore*.
- Double-click on *setup*.
- Follow the installation instructions on your screen.

#### Mac OS X

- Double-click on the DVD-ROM icon on your desktop to open it.
- Create a folder on your computer.
- Copy the content of the DVD-ROM into this folder.
- Double-click on the *English in Mind 2 Mac OS X* icon.

### WHAT'S ON THE DVD-ROM?

#### • Workbook audio

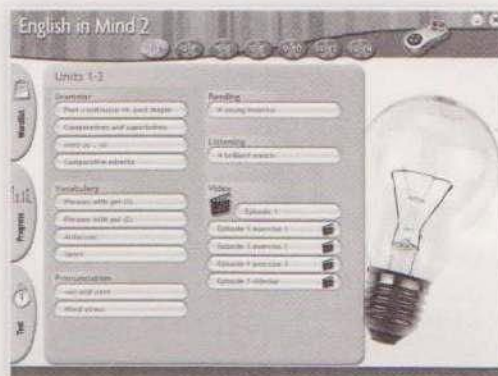
Your DVD-ROM contains all the audio files that accompany the *English in Mind Workbook*. To access these files double click on the *Run English in Mind 2 from the DVD* icon. On the menu screen that then appears, select **Workbook Audio**.

#### • Interactive practise activities

Practise your grammar, vocabulary, pronunciation, writing, speaking and listening skills. Click on one of the unit pairs at the top of the screen. Choose an exercise from the skills menu and click on it to start. Click on the *Progress* tab on the left of the screen to see the exercises you have completed and your score.

#### • Games

Click on the *Games* icon in the top-right of the screen to test your English skills and play the exciting 'World on Wheels' game.



#### • Wordlist

Click on the *Wordlist* tab on the left of the screen to review vocabulary, see word definitions and listen to correct pronunciations.

#### • Tests

Create your own tests to practise your grammar and vocabulary. Click on the *Test* tab on the left of the screen, select the units and number of questions you would like for your test and then click **Start**.

### SYSTEM REQUIREMENTS

- 512MB of RAM (1GB recommended for video)
- 1.4GB free hard disk space (if installing to hard disk)
- 800 x 600 resolution or higher
- speakers or headphones
- a microphone if you wish to record yourself speaking

#### For PC

- Windows® XP, Vista or 7

#### For Mac

- Mac OS X® 10.4, 10.5 or 10.6
- 1.2 GHz G4 processor or higher

### SUPPORT

If you experience difficulties with this DVD-ROM, please visit:  
[www.cambridge.org/elt/multimedia/help](http://www.cambridge.org/elt/multimedia/help)

### ONLINE GAMES

Register on our website for access to more free games and activities:  
[www.cambridge.org/elt/englishinmind](http://www.cambridge.org/elt/englishinmind)

# English in Mind

Second edition

## Student's Book 2

Herbert Puchta and Jeff Stranks

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- Imaginative reading and listening topics that capture the interest of teenagers
- 'Culture in mind' sections which give students an insight into the world around them
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- A Testmaker Audio CD/CD-ROM which allows teachers to create and edit their own tests
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*English in Mind* provides multiple entry points with an eight-page 'Welcome section' in each level, or a full Starter level for complete beginners. It is ideal for mixed-ability classes.



Council of Europe level:	Cambridge ESOL exams
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A2	English in Mind 1
B1	English in Mind 2
B2	English in Mind 3
C1	English in Mind 4
	English in Mind 5
	KET
	PET
	FCE
	CAE

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