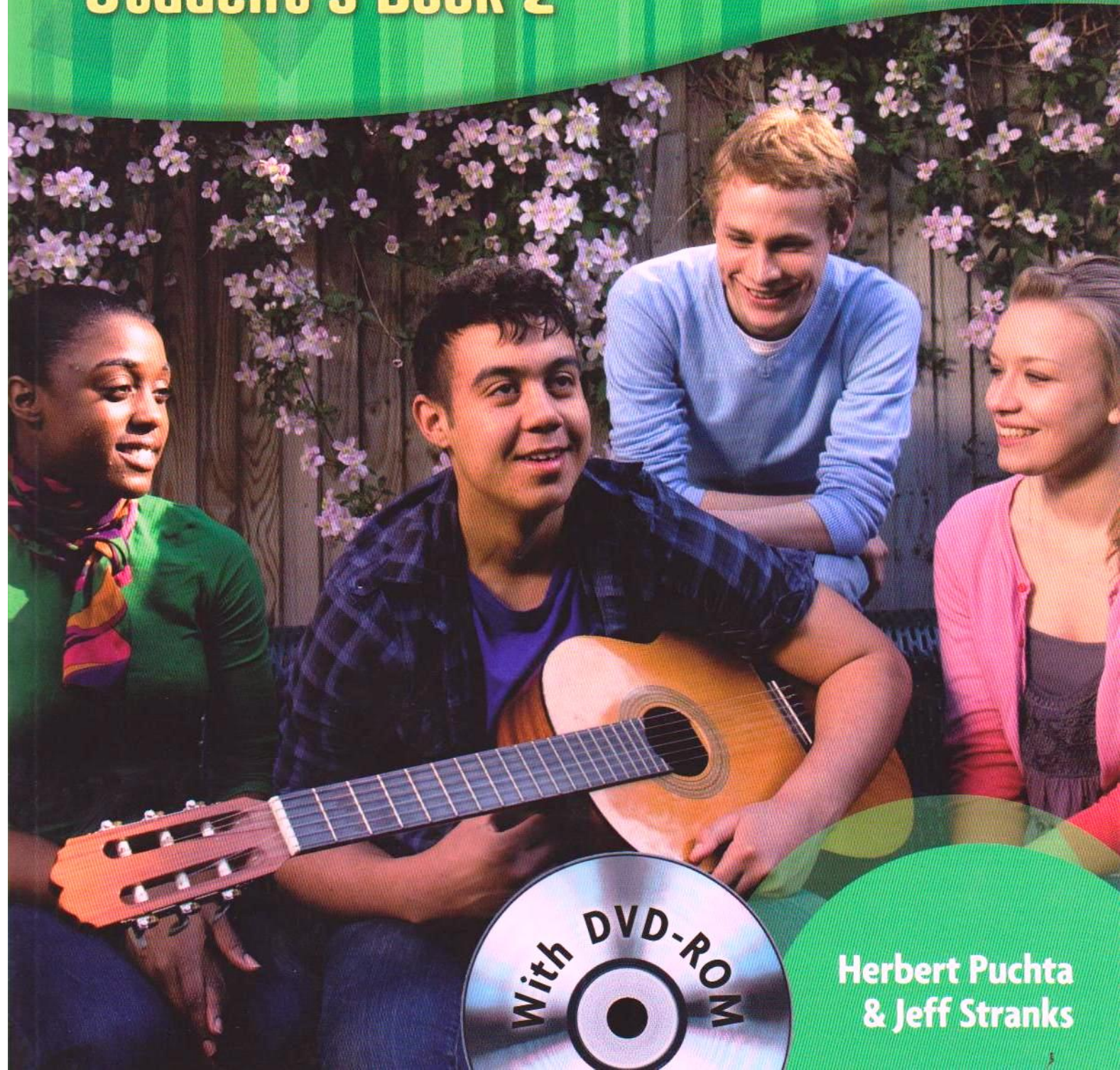


CAMBRIDGE

# English in Mind

Second edition

**Student's Book 2**



**Herbert Puchta  
& Jeff Stranks**



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# English in Mind

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## Student's Book 2



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Unit	Grammar	Vocabulary	Pronunciation
1 Great idea!	Past continuous Past continuous vs. past simple, <i>when</i> and <i>while</i>	Phrases with <i>get</i> Vocabulary bank: phrases with <i>get</i>	<i>was</i> and <i>were</i>
2 He ran faster	Comparative and superlative adjectives Intensifiers with comparatives ( <i>not</i> ) <i>as ... as</i> Adverbs / comparative adverbs	Antonyms Sport Vocabulary bank: sport	<i>than</i> and <i>as</i>
CHECK YOUR PROGRESS			
3 Our world	<i>will/won't</i> <i>might/may (not)</i> <i>if/unless</i> + first conditional	The environment	/əʊ/ <i>won't</i>
4 Holiday or vacation?	Question tags Present perfect simple, <i>just/</i> <i>already/yet</i>	British vs. North American English Vocabulary bank: North American and British English	Intonation in question tags
CHECK YOUR PROGRESS			
5 Growing up	Present simple passive <i>let / be allowed to</i>	Describing a person's age Vocabulary bank: talking about people's age	/əʊ / <i>allowed</i>
6 Have fun!	Present perfect simple <i>for</i> vs. <i>since</i>	Verb and noun pairs Vocabulary bank: verb and noun pairs	<i>have, has</i> and <i>for</i>
CHECK YOUR PROGRESS			
7 Disaster!	Past simple passive <i>a, an, the</i> or zero article	Disasters Vocabulary bank: disasters	'Silent' letters
8 Ways of living	<i>too much/many, not enough</i> <i>will</i> vs. <i>be going to</i>	Homes Vocabulary bank: houses/homes	Sound and spelling: <i>-ou-</i>
CHECK YOUR PROGRESS			
9 Your mind	Determiners ( <i>everyone / no one /</i> <i>someone, etc.</i> ) <i>must/mustn't</i> vs. <i>don't have to</i>	Thinking Vocabulary bank: thinking	<i>must</i>
10 Music makers	Present perfect continuous Present perfect simple and continuous	Music and musical instruments Vocabulary bank: music and musical instruments	Sentence stress: rhythm
CHECK YOUR PROGRESS			
11 A visit to the doctor's	Defining relative clauses <i>used to</i>	Medicine Vocabulary bank: medicine	/z/ or /s/ in <i>used</i>
12 If I had ...	Second conditional	Information technology and computers Vocabulary bank: electrical matters	'd
CHECK YOUR PROGRESS			
13 Lost worlds	Past perfect	Noun suffixes: <i>-r, -er, -or</i> and <i>-ist</i>	<i>had</i> and 'd
14 A stroke of luck	Reported statements Third conditional	Noun suffixes: <i>-ation</i> and <i>-ment</i> Vocabulary bank: luck	<i>would ('d) have /</i> <i>wouldn't have</i>
CHECK YOUR PROGRESS			

# Welcome section A

- \* Grammar: present simple; present continuous; *have to* / *don't have to*
- \* Vocabulary: hobbies and interests; jobs

## 1 Read and listen

- a** ▶ **CD/TT** Read and listen to Jack's diary entry. What is he worried about?



March 29<sup>th</sup>

Dear Diary,

I'm writing this in my room – it's almost midnight and I have to get up early tomorrow, but I can't sleep. I have to think about my future! Every day, my parents ask me, 'What do you want to be when you grow up?' The problem is: I don't know! My mum always says, 'Be a doctor!' But she doesn't understand – to be a doctor, you have to study for a long, long time and that's not my idea of fun. Also I'm really bad at Biology at school. My dad says, 'Be a pilot!' Is he crazy? He knows I hate flying!

Well, I've got some ideas, of course. I really want to be a rock star. You don't have to be very clever, so it's the perfect job for me. I like listening to music, too. I don't play any instruments and I sing really badly – but there are lots of rock stars like that.

Now I'm getting tired and my fingers are hurting, too. So I'm going to bed. I can think about my future in bed. I get my best ideas when I'm lying down.

Or perhaps one more computer game? Decisions, decisions, decisions!

- b** Answer the questions.

- 1 What time is it?
- 2 Why can't Jack sleep?
- 3 Why doesn't he want to be a doctor?
- 4 Why doesn't he want to be a pilot?
- 5 Why is a rock star the perfect job for him?
- 6 Why is he going to bed?

## 2 Present simple

Write the verbs in the correct form of the present simple.

- 1 We eat eggs for breakfast every day. (eat)
- 2 Our teacher always ..... us homework on Fridays. (give)
- 3 I'm sorry – I ..... the answer. (not know)
- 4 My father ..... football. (not like)
- 5 ..... all your friends ..... to the same school? (go)
- 6 Where ..... your best friend ..... ? (live)

## 3 Present continuous

Complete the email with the correct form of the present continuous.

From: jess.chambers@mail.net  
To: sally<sjgp135@freepost.net>  
subject: holiday!

Hi Sally!

It's me – Jessica. I <sup>1</sup> 'm writing (write) to you from Portugal! We're on holiday here. We <sup>2</sup> ..... (stay) in a nice hotel near the beach. I <sup>3</sup> ..... (have) a really good time. It's a beautiful day today – the sun <sup>4</sup> ..... (shine) and my brother and sister <sup>5</sup> ..... (play) on the beach. Me? I <sup>6</sup> ..... (sit) in my room and I <sup>7</sup> ..... (not do) any work! What <sup>8</sup> ..... you ..... (do)? Write and tell me!

Love  
Jessica

C will/won't, too + adjective, adverbs, be going to, expressions to talk about the future, future time expressions, the weather

D First conditional, should/shouldn't, present perfect with ever/never, adjectives for feelings and opinions, personality adjectives

Speaking & Functions	Listening	Reading	Writing
Describing past activities Discussion: music	Science fiction story	Article: What did they invent? Article: Be an inventor! Culture in mind: The history of listening to music	Story about an invention
Making comparisons Apologising Last but not least: talking about sport	Talk: Olympic medallists	Article: Australia almost the champions Photostory: A marathon	Report about a sports event
Discussing environmental problems Predicting future events Discussion: using water responsibly	Interview: water as a natural resource Song: <i>Big Yellow Taxi</i>	Article: Bicycle revolution? Culture in mind: Water as a natural resource	Website article about your town
Checking information Asking about habits, routines, likes and dislikes Last but not least: exchanging information about Canada and the USA	Answering a quiz about Canada & the USA Conversation about things recently done	Quiz: Canada & the USA Opinion postings: Is free wireless internet a good idea for Vancouver? Photostory: New girl	Email about a holiday
Describing a ceremony Retelling a story Talking about permission	Story from Papua New Guinea Dialogue about minimum ages Quiz about minimum ages	Article: Where boys become crocodile men Quiz: How old do you have to be? Culture in mind: Coming of age in Japan	Magazine article about a special day
Talking about unfinished situations Expressing different points of view Last but not least: talking about having fun and laughing	Song: <i>Don't Worry, Be Happy</i>	Article: The power of humour Questionnaire: Are you fun to be with? Photostory: Very funny!	Email about how you have fun
Exchanging information about past events Describing a dream Talking about natural disasters and environmental issues	Interview: a famous hurricane	Informative text: A flying disaster Culture in mind: Tuvalu	Newspaper story about a forest fire
Describing quantity Talking about your town, country and home Last but not least: talking about future plans	Descriptions of homes	Brochure: A holiday in a cave Email about a holiday Photostory: All over the place	Email about a plan for a holiday
Talking about how you learn best Discussion: talent and intelligences	Interview: 'multiple intelligences'	Article: Your brain is like a muscle Culture in mind: Girl genius, university student at 15!	Competition entry
Describing recently completed and unfinished actions Giving advice Last but not least: talking about music and becoming a pop star	Identifying different types of music People talking about music and musical instruments	Article: Music that changes lives Photostory: Talent? Me?	Letter about your favourite type of music
Expressing past habits Discussing medical problems	Dialogues at the doctor's Dialogue about Joseph Lister Song: <i>Run That Body Down</i>	Article: Medicine in the past Culture in mind: <i>Médecins Sans Frontières</i> : Doctors without borders	Article about a famous scientist
Giving advice Talking about unreal situations and problems Last but not least: discussing computers and the internet	Descriptions of problems caused by computers	Survey on the internet Article: On the internet, it's girl time! Photostory: Don't judge a book ...	Competition entry
Describing events in the past and earlier past Telling a picture story Talking about 'mythical cities'	Radio programme: the paintings of Lascaux	Article: A city in the jungle Culture in mind: Mythical cities	Short story
Reporting past events Last but not least: discussing popular sayings	Conversation: an unlucky day Song: <i>Lucky Day</i>	Article: The man with seven lives Photostory: Nervous about the exams	Email to apologise

## 4 Present simple vs. present continuous

Read the telephone conversation. Underline the correct options.

Andy: Hi Sophie. It's me, Andy. What <sup>1</sup>do you do / are you doing?

Sophie: Nothing really. Why?

Andy: Do you want to go to the cinema with me? I <sup>2</sup>go / am going every Friday.

Sophie: Well, I don't know. I can only go after eight o'clock. We always <sup>3</sup>have / are having dinner at 7.30. My mum <sup>4</sup>cooks / is cooking dinner now.

Andy: No problem. Let's meet at the cinema at 8.15.

Sophie: OK. Great! But Andy – I can hear a lot of noise in your house. What is it?

Andy: Oh, that's my brother. He <sup>5</sup>listens / is listening to music upstairs. He always <sup>6</sup>plays / is playing very loud music!

Sophie: Oh, I see! OK – well, I'll see you at 8.15. Thanks for calling.

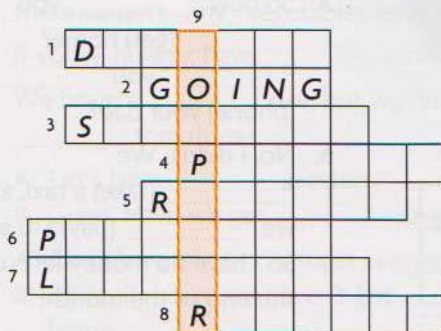
Andy: See you Sophie! Bye.

## 5 Hobbies and interests

Read the text. Write the missing words in the correct places in the puzzle. What's the mystery word?

My friend Jane and I have got lots of hobbies and interests. We really like <sup>2</sup> going to the cinema at the weekends. Both of us like <sup>7</sup> \_\_\_\_\_ to music too, and we like <sup>1</sup> \_\_\_\_\_ at parties if the music's really good! Jane's better at music than me – she enjoys <sup>4</sup> \_\_\_\_\_ the guitar when she's at home.

We like different sports – Jane often goes <sup>5</sup> \_\_\_\_\_ in the park in the morning but I prefer <sup>3</sup> \_\_\_\_\_ in the pool or in the river. I like <sup>6</sup> \_\_\_\_\_ pictures at school in the Art lessons, but Jane's favourite subject is English because she loves <sup>8</sup> \_\_\_\_\_ books. There's one thing we both hate – playing <sup>9</sup> \_\_\_\_\_ games!



## 6 have to / don't have to

Make sentences with the correct form of *have to* / *don't have to*.

- I / tidy my room ✓  
.....  
I have to tidy my room.
- I / do the cooking ✗  
.....  
I don't have to do the cooking.
- You / study for the test tomorrow ✓  
.....
- My older sister / go to bed before 11 o'clock ✗  
.....
- My brother / go to school on Saturday ✓  
.....
- I / get up early on Sunday ✗  
.....

## 7 Jobs

Write the letters in the correct order to find the jobs. Write the name of each job beside the correct picture.

hacitterc netidts øræætt  
thlifg tentatdan relayw lipot  
heitgfierfr posh santasist  
cheerat tve



- 1 doctor 6 .....



- 2 ..... 7 .....



- 3 ..... 8 .....



- 4 ..... 9 .....



- 5 ..... 10 .....

# Welcome section B

- \* Grammar: past simple; *much/many*; *some/any*; comparative and superlative adjectives
- \* Vocabulary: food; multi-word verbs

## 1 Read and listen

- a** Read the text. Why was their visit to the restaurant an 'unforgettable experience'?

Hi Olivia,


You can't imagine what happened last night. Dad took us out to a famous restaurant, but there weren't many people there last night. 'An unforgettable experience,' their website says. Well, it certainly was unforgettable! We ordered the 'exotic surprise' and thought it was going to be wonderful, but it was the most awful meal I've ever had! The first course was chicken and chips! The chicken was bad, but the chips were worse. Yuck! Then they gave us 'picnic-style special ham with strawberries'. When the waiter brought it, we saw little ham sandwiches hiding under some salad. And you can't believe what happened next. The waiter tried to put the plates on the table, but he dropped one. And then the worst thing happened! He picked the sandwich up from the floor, put it back on the plate and gave it to Mum. Mum asked him to throw the sandwich away. 'Aren't you hungry?' the waiter asked. My dad got really angry and told him off. But he only laughed! I tried the dessert. Ice cream. No comment! (But I didn't eat much.)


Next time we'll take you to the same restaurant! Just kidding ;-))

Yours,

Thomas

PS: The picnic-style special ham with strawberries didn't have any strawberries!!!



- b**  **CD1 T2** Read the text again and listen. Write *T* (true) or *F* (false).

- 1 Thomas and his family went to a self-service restaurant.
- 2 They didn't like their first course at all.
- 3 The special ham came with many strawberries.
- 4 Mum didn't want her sandwich.
- 5 The waiter was really sorry and apologised.
- 6 Thomas had some ice cream for dessert.

## 2 Past simple: regular and irregular verbs

Complete the dialogue with the correct forms of the verbs in the past.

- A: Did you watch the film on TV last night? (watch)
- B: Well, I <sup>1</sup> ..... (want) to watch it, but then Natalie <sup>2</sup> ..... (call), and we <sup>3</sup> ..... (go) to see the match together. <sup>4</sup> ..... (be) the film good?
- A: Not really. The actors <sup>5</sup> ..... (be) so bad that I <sup>6</sup> ..... (fall) asleep after 20 minutes. And when I <sup>7</sup> ..... (wake) up, I only <sup>8</sup> ..... (see) the last two minutes of the film.
- B: I'm glad I <sup>9</sup> ..... (not stay) at home then.
- A: Right. And <sup>10</sup> ..... you ..... (enjoy) the match?
- B: Wrong question! 20 minutes into the game it <sup>11</sup> ..... (start) to rain. My team <sup>12</sup> ..... (lose) 3-0, and then we <sup>13</sup> ..... (miss) the last bus home.
- A: So how <sup>14</sup> ..... you ..... (get) home? <sup>15</sup> ..... you ..... (phone) your dad?
- B: No, I didn't. We <sup>16</sup> ..... (take) a taxi, and we <sup>17</sup> ..... (pay) £10 each. So I have no money left until the end of the month!



### 3 Food (countable and uncountable nouns)

**a** Work with a partner. Add as many items to the list as you can.

- vegetables: onions, carrots, ...
- fruit: apples, ...
- starters: vegetable soup, ...
- main meals: grilled fish, ...
- desserts: ice cream, ...
- drinks: milk, ...

**b** Which of the words in your list are countable (e.g. apples, carrots), and which are uncountable (e.g. milk, fruit)? Make a list with your partner.

countable	uncountable
onions	

**c** Work in groups. Imagine you are in a restaurant ordering food and drinks. One of you is the waiter. Act out a dialogue.

### 4 Much/many

Underline the correct word in each sentence.

- How much/many money do you want to spend?
- We haven't got much/many time.
- I don't want much/many carrots.
- She couldn't get much/many information.
- He hasn't got much/many friends.

### 5 Some/any

Complete the sentences with *some* or *any*.

- I wanted to make myself some vegetable soup, but there weren't any vegetables left.
- If you're hungry, have \_\_\_\_\_ sandwiches.
- We bought \_\_\_\_\_ rice, but we didn't buy \_\_\_\_\_ tomatoes.
- A: Let's have \_\_\_\_\_ dessert.  
B: Great. Have we got \_\_\_\_\_ ice cream?
- A: Can I have \_\_\_\_\_ sugar in my coffee?  
B: I'm really sorry, we haven't got \_\_\_\_\_ sugar at home.
- A: Have you got \_\_\_\_\_ plans for the weekend.  
B: Not really. Maybe I'll watch \_\_\_\_\_ DVDs.

### 6 Comparative and superlative adjectives

Complete the sentences with the comparative or superlative form of the adjectives.

- I heard about your exam results. You must be the happiest person in the world right now. (happy)
- Mexico City is one of the \_\_\_\_\_ cities in the world, but Tokyo is even \_\_\_\_\_. (big)
- I think George Clooney is the \_\_\_\_\_ actor. I think he's much \_\_\_\_\_ than Brad Pitt. (good)
- This is one of the \_\_\_\_\_ films I have ever seen. I think it's \_\_\_\_\_ than the film we saw two weeks ago. (interesting)
- I thought losing all my money was the \_\_\_\_\_ experience of my life, but this situation is \_\_\_\_\_ than that. (bad)

### 7 Multi-word verbs

Use the correct form of the multi-word verbs from the box to complete the sentences.

give up   check out   ~~take up~~  
look up   work out   tell off

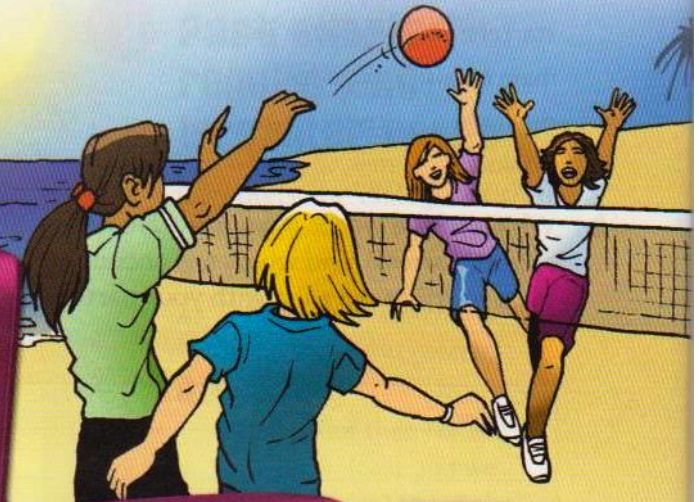
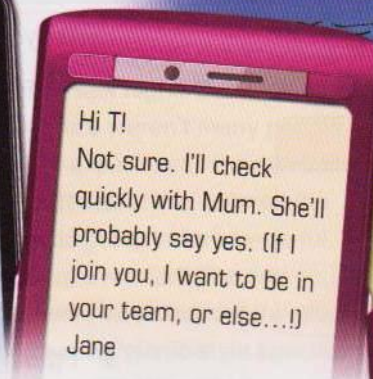
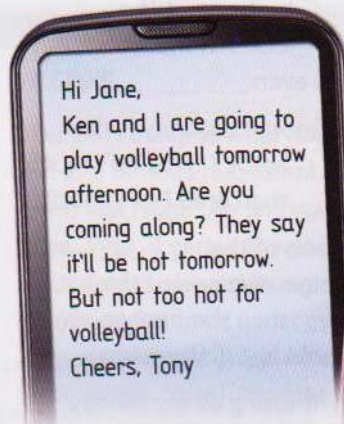
- He's already playing in a band, and he only took up playing the guitar a year ago!
- It's not really my mistake. So don't \_\_\_\_\_ me \_\_\_\_\_, please.
- He has \_\_\_\_\_ sweets and now he's much thinner.
- I can't remember what this word means. I'll have to \_\_\_\_\_ it \_\_\_\_\_ in a dictionary.
- I just can't \_\_\_\_\_ the answer to this maths problem.
- I've heard there's a new pizza place in town. Why don't we \_\_\_\_\_ it \_\_\_\_\_?

# Welcome section C

- \* Grammar: *will/won't*; *too* + adjective; adverbs; *be going to*
- \* Vocabulary: expressions to talk about the future; future time expressions; the weather

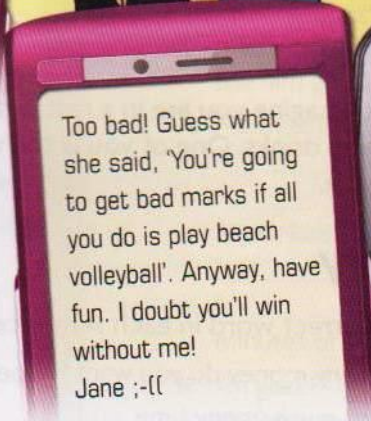
## 1 Read and listen

- a** Read the text messages.  
What is Jane and Tony's problem?



- b** ▶ **CD 13** Read again and listen. Write the names next to the sentences.

- 1 Who would like to go to the beach? .....
- 2 Who can't go to the beach? .....
- 3 Who says the weather's going to be nice? .....
- 4 Who thinks their mother will say OK? .....
- 5 When does Tony hope to go to the cinema? .....



## 2 will/won't

Complete the sentences with *'ll*, *will* or *won't* and a verb from the box.

know be win go send come

- 1 You can invite him to the cinema – but I'm sure he won't come with us!
- 2 Let's ask Matt – maybe he ..... the answer.
- 3 My friends and I are going to play table tennis tonight. I haven't practised, so I probably ..... a single match!
- 4 Sorry, I can't talk to you now. I ..... you an email tomorrow, OK?
- 5 Why don't you talk to her? I'm sure she ..... angry with you.
- 6 It's really late, so I think I ..... home now.

## 3 too + adjective

Complete each sentence. Use *too* and an adjective from the box.

big cold expensive fast late young

- 1 I can't go in there. You have to be 17 and I'm too young.
- 2 Can I try a smaller size, please? This one's .....
- 3 Let's stay here and sit by the fire. It's ..... to go outside.
- 4 Slow down! You're walking .....! I can't keep up with you!
- 5 €100? For this T-shirt? I'm sorry, that's .....
- 6 I missed the train. I got to the station .....

## 4 Adverbs

Write sentences using a verb from A in its correct form and an adverb from the adjectives in B.

A: play run walk cook

B: fast good loud quiet

- We came home very late, so we walked into the house very quietly.
- The band last night ..... so ..... that we all got headaches.
- The dog ..... so ..... that Gerry couldn't catch it.
- I like eating Sara's food. She .....

## 5 Expressions to talk about the future

Use the words in the box to complete the sentences.

doubt hope maybe probably

- I don't know what I'm going to do tomorrow, but maybe I'll just stay at home.
- I ..... to see you tomorrow – or the day after tomorrow.
- Helen doesn't like sport very much, so I ..... she'll come to the match with us.
- I ..... won't go out tonight. I'm too tired from last night!

## 6 be going to

Look at the pictures. Write the correct form of *be going to*.

- It's such a beautiful day. We 're going to take the dog for a walk.
- Uh oh! Mum and dad ..... be really angry about this.
- We ..... catch the bus!
- He ..... have an accident.



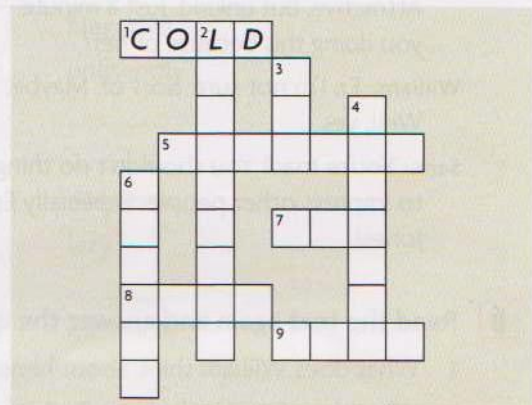
## 7 Future time expressions

Which expression can replace the underlined words? Circle the correct option.

- It's 7.00. I'm going out at 10.00.  
in three hours' time / after three hours
- It's Saturday today. School starts again on Monday.  
the day after tomorrow / the next day
- It's November. I'm going on holiday in December.  
next month / the next month
- It's 10 May. My birthday is on 24 May.  
next week / in two week's time
- It's 2011 now. I'm going to leave school in 2015.  
the year after next / in four years' time

## 8 The weather

Do the crossword.



- It was very cold last night – only 3°C.
- Did you see that? There was a bright flash of .....
- It's not so hot now – the ..... has gone behind the clouds.
- Let's watch the ..... forecast on TV and see what tomorrow will be like.
- There was a big storm last night. Did you hear the ..... ?
- It wasn't heavy rain – it was just a ....., really.
- It's too ..... to sit on the beach – let's go for a swim!
- It was difficult to walk because of the ..... in our faces.
- This is how I like it – not hot, not cold, just nice and ..... !

# Welcome section D

- \* Grammar: First conditional; *should/shouldn't*; present perfect with *ever/never*
- \* Vocabulary: adjectives for feelings and opinions; personality adjectives

## 1 Read and listen

- a** ▶ **CD1 T4** Read and listen to the conversation. What is William going to do next week, and why?

William: Guess what? Next week, I'm going to start diving lessons! You know – scuba-diving.

Sam: Really? That's fantastic! But I'm surprised – have you ever done anything like this before?

William: No, never. And that's the problem. My life's really boring. I'm really boring. Well, that's what Emily Jones said yesterday.

Sam: Well, Emily Jones is a really unkind person. Attractive, but unkind. Just a minute – are you doing this because of her?

William: Er, I'm not sure. Sort of. Maybe. Well, yes.

Sam: You're mad! You shouldn't do things just to impress other people. Especially Emily Jones!



William: I know – but I like her. I've never taken a risk in my life. And if I don't take any risks, I'll never get what I want.

Sam: OK. So tell me – if you go diving, will you enjoy it?

William: Probably not. To be honest, I'm really frightened! And ... well, the truth is, I can't swim!

Sam: William, do you know what? You should be who you are – a friendly, honest, nervous guy! Forget Emily Jones and forget diving. Come on, let's go and get a pizza.

- b** Read the text again and answer the questions.

- 1 What does William think about himself?
- 2 What does Sam think about Emily Jones?
- 3 Why does Sam say 'You're mad!'?
- 4 Why does William want to take a risk?
- 5 Why won't William enjoy diving?
- 6 What does Sam think William should do?

## 2 First conditional

Read the conversation and complete the sentences. Put the verbs in brackets into the correct form.

A: Let's go into town.

B: No, I've got to do this homework. If I <sup>1</sup> ...go... (go) into town, I won't finish (not finish) it today.

A: So what?

B: Well, if I <sup>2</sup> ..... (not finish) it today, I ..... (not give) it to the teacher tomorrow.

A: I see – and if you <sup>3</sup> ..... (not give) it to her, she ..... (be) angry with you.

B: That's right.

A: Well, I <sup>4</sup> ..... (be) angry with you if you ..... (not come) into town with me.

B: Oh, no! Look – if I <sup>5</sup> ..... (come) with you, ..... you ..... (help) me later with the homework?

A: OK – it's a deal!

### 3 Adjectives for feelings and opinions

Underline the correct option.

- The book was so interesting/*boring* that he read it three times.
- I didn't enjoy the film last night – it was very *fantastic*/dull.
- I don't like that painting at all – I think it's really *attractive*/ugly.
- Those sunglasses are great – you look really *awful*/cool in them!
- Next week we're going to Florida on holiday – we're all very *excited*/exciting.
- I told him all about myself but I don't think he was *interested*/interesting in listening to me.

### 4 should/shouldn't

Complete each dialogue. Use *should* or *shouldn't* and a phrase from the box.

go this evening    go to school  
ask your parents    eat more breakfast  
be more polite    be more relaxed

- A: I'm going to take scuba-diving lessons.  
B: Oh? Well, I think you should ask your parents first.
- A: Ellie and Josh are hungry – again!  
B: Well, perhaps they ..... in the mornings.
- A: Are you worried about the test tomorrow?  
B: Yes, a bit. I think I ..... about it.
- A: Let's go for a walk in the park.  
B: No, it's almost dark. We .....
- A: I've got a really bad cold.  
B: Yes, you have. You ..... today.
- A: I don't know why he's so angry with me.  
B: It's because you were rude to him. You ....., you know.

### 5 Present perfect with ever/never

Complete the questions and answers. Use the correct form of the present perfect and *ever* or *never*.

- A: Have you ever seen the Eiffel Tower? (ever/see)  
B: No, I 've never been to France. (never/be)
- A: ..... you ..... scuba-diving? (ever/try)  
B: No, I ..... in the sea. (never/swim)
- A: ..... you ..... awake for 24 hours? (ever/stay)  
B: No, and I ..... for 24 hours! (never/sleep)
- A: I ..... Japanese food. (never/eat)  
B: Really? So, you ..... sushi? (never/try)

### 6 Personality adjectives

a Complete the list of adjectives. Write the opposites of each word.

Positive	Negative
<u>friendly</u>	unfriendly
organised	.....
kind	.....
.....	dishonest
.....	lazy
polite	.....
.....	miserable
relaxed	.....

b Complete the sentences with an adjective from Exercise 6a. The missing word begins with the first letter of each person's name!

- Una says horrible things about people, she's so unfriendly.
- Robbie never gets nervous before a test – he's always .....
- Lucy never does any work, she's so .....
- Peggy's very ....., she always says *please* and *thank you*.
- Mike's a ..... boy, he never laughs or smiles.
- Don't believe anything that Debbie says, she's very .....
- Dave is really ....., there are books and magazines everywhere on his desk!
- Everybody likes Frank, he's very .....

# 1

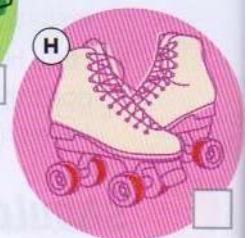
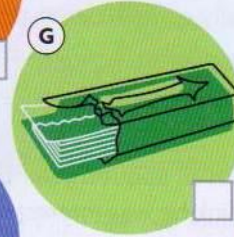
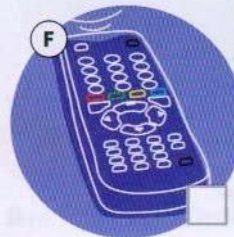
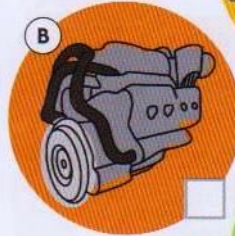
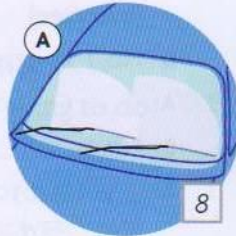
# Great idea!

- \* Past continuous
- \* Past continuous vs. past simple *when* and *while*
- \* Vocabulary: *get*

## 1 Read and listen

**a** Match the words in the box with the pictures. Write 1–8 in the boxes.

- 1 chewing gum
- 2 remote control
- 3 roller skates
- 4 diesel engine
- 5 mouse trap
- 6 cooker
- 7 dishwasher
- 8 windscreen wipers



**b** Read the texts. What do you think each person invented? Choose from the objects in Exercise 1a.

**c** ▶ **CD 13** Listen to the complete stories and check your answers.

**d** ▶ **CD 13** Listen again and answer the questions.

- 1 What happened when Thomas put a piece of rubber in his mouth?
- 2 What did James Henry Atkinson do with his idea?
- 3 Who bought Josephine Cochran's invention first?
- 4 Why did the Dutchman get impatient?

## What did they invent?

In 1903, Mary Anderson and a friend were driving to New York. It was raining heavily and they had to open the windows of their car and put their heads out to see better. Suddenly Mary had an idea.

In 1869, Thomas Adams was trying to produce rubber out of the juice he got from Mexican sapodilla trees. He wanted to produce toys, rain boots and bicycle tyres. The experiment didn't work. While he was thinking about this, he took a piece of the rubber he was working with and put it in his mouth.

In 1897, British inventor James Henry Atkinson was looking at the family's supply of potatoes, which they kept in a room under their house. He noticed that mice had eaten some of the potatoes so he invented something that he called 'Little Nipper' to stop them.

In 1886, Josephine Cochran was standing in her kitchen in Illinois, USA. The family lunch was finished. There was a mountain of dishes in front of Mrs Cochran and she got quite angry, thinking that she had to do this job every day. 'If nobody else is going to invent a machine for this, I'll do it myself,' she thought.

In the early years of the eighteenth century, in the middle of the summer, an unknown Dutchman was looking at one of the many canals in Holland. He was thinking that he often travelled along the frozen canals on ice skates in the winter. He got a little impatient.

'I don't want to wait for winter!' he thought.

## 2 Grammar

### \* Past continuous

**a** Look at the examples.

Mary Anderson and a friend were driving to New York ... Josephine Cochran was standing in her kitchen.

**b** Underline other examples of the past continuous in the texts on page 12. Then read the rule and complete the table.

Positive	Negative	Question	Short answer
I/he/she/it ..... working	I/he/she/it ..... (was not) working	..... I/he/she/it working?	Yes, I/he/she/it ..... No, I/he/she/it ..... (was not).
you/we/they ..... working	you/we/they weren't (were not) working	..... you/we/they working?	Yes, you/we/they ..... No, you/we /they ..... (were not).

**RULE:** Use the past continuous to talk about actions in progress at a certain time in the past.

**c** Yesterday Tom's maths teacher was late. What were the students doing when she got to the class? Complete the sentences with the past continuous form of the verbs in the box.

write    ~~do~~    sit    play    dream

- Lucy was doing a handstand.
- Daniel and Sophie ..... table tennis.
- Samuel ..... on the teacher's desk.
- Ken ..... a text message.
- Lisa ..... about a day on the beach.



## 3 Pronunciation

▶ **CD1 T6 and T7** Turn to page 110.

## 4 Speak

Work in groups. One of you is a famous person. The others ask questions to find out what he/she was doing at a certain time in the past. The 'star' invents the answers.

Q: *What were you doing last Sunday at 7 pm?*

A: *Oh, I was on a plane. I was flying from ... to ...*

Q: *Who was with you?*

A: *My secretary and some reporters.*

Q: *What were you doing during the flight?*

A: *I was talking to the reporters. And I was writing some emails.*

Q: *Were you ...?*

**d** Complete the sentences. Use the past continuous form of the verbs.

- A: What were you doing (you/do) when I saw you yesterday?  
B: I ..... (wait) for my sister. She ..... (buy) something in a shop.
- A: Who ..... (you/talk) to when I phoned you?  
B: It was my brother. He ..... (tell) me about a film he saw on TV.
- A: ..... (his parents/live) in England when he was born?  
B: No, they ..... (live) in Paris. His father ..... (work) as an architect.
- A: ..... (you/watch) TV when I called last night?  
B: No, I wasn't. I ..... (read) a magazine.
- A: Who ..... (you/have) lunch with when I saw you yesterday?  
B: With Jane. She's a friend of mine. We ..... (talk) about you!
- A: ..... (you/play) tennis yesterday afternoon?  
B: No, I ..... (not/play) tennis, I ..... (do) my homework.
- A: What ..... (they/ wear) for school yesterday? Their school uniform?  
B: No, they ..... (not/wear) their school uniform, they ..... (wear) jeans and T-shirts.

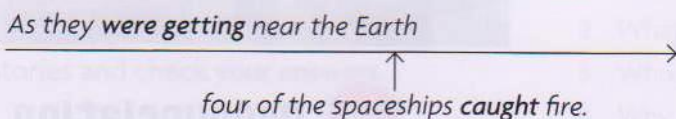
## 5 Listen

- a** Read the beginning of a science fiction story and answer the questions.
- Who or what was in the spaceships?
  - What do you think happened after the spaceship landed?
  - What do you think happened after Olivia finished writing her story?
- b** ▶ **CD1 T8** Listen to the rest of the story. Check your ideas from Exercise 5a.
- c** What do you think happened in the end?

## 6 Grammar

### \* Past continuous vs. past simple

- a** Look at this sentence from the story. Underline the past continuous verb and circle the past simple verb.
- As they were getting near the Earth, four of the spaceships caught fire.*
- b** Look at the diagram. Which sentence tells us the background action? Which sentence tells us what happened at one moment? Complete the rule.



**RULE:** Use the ..... for a background action or description.  
Use the ..... for an action that happened at one particular moment.

- c** Look at the sentences from the story. Complete them with the correct form of the verbs.
- While he was working (work) on his plan, his brain machine ..... (check) people's brains to find out what they ..... (think).
  - Every now and then, Q5 ..... (look) at the huge screen. Everything ..... (go) well. All the human brains ..... (think) of other things, and none of them ..... (know) about his terrible plans.
  - When Olivia ..... (look) at the neighbour, she ..... (see) that he ..... (hold) something in his hand. It looked like a mobile phone.

## Olivia's story

Olivia was sitting at her desk, writing a story. It was about a far away planet, XR017. Lots of people were living on the planet and there wasn't enough space for everyone, so the President of XR017 sent five spaceships to find out more about the Earth. As they were getting near the Earth, four of the spaceships caught fire. Only one of them got to the Earth and landed safely. In it was...



### \* when and while

- d** Look at these sentences from the story. Then complete the rule.

*Olivia was writing the last sentence of her story, when suddenly she heard a noise behind her.*

*While he was smiling, he got a shock.*

**RULE:** We often use *when* with the past ..... and *while* with the past .....

- e** Complete the sentences. Put one of the verbs into the past simple, and one into the past continuous.

- I was writing (write) an email. The phone rang (ring).
- Harry ..... (run) to school. He ..... (fall) and hurt his leg.
- Alex and Sue ..... (play) tennis. Lucy ..... (arrive).
- Antonio ..... (have) breakfast. He ..... (have) a great idea.

- f** Join the sentences in Exercise 6e in two different ways. Use *when* and *while*.

*I was writing an email when the phone rang.*

*While I was writing an email, the phone rang.*



## 7 Read

**a** Try to answer the following questions. Then read through the text quickly to find the answers.

- 1 What did the Wright brothers invent?
- 2 Do inventions always come from older people?

### Be an inventor!



The biggest secret about inventing is that anybody can do it! Perhaps this sounds crazy, but it's true. Maybe you have the wrong idea about inventing, so read on to discover the truth.

**Wrong idea number 1:**  
An invention has to be something completely new.

Well, inventing means creating something 'new', but the idea could come from something that already exists. The Wright brothers, for example, got the idea for building a 'flying machine' from watching birds.

**Wrong idea number 2:**  
Inventors are born, not made.

There are a lot of factors that make innovation possible. Take Mozart, for example. He was born with a unique talent for musical composition. But other factors were also important for his creativity. His father was a music teacher, and Mozart practised for hours every day, from the time he was in kindergarten.

Thomas Edison said that being an inventor was '99% hard work and 1% inspiration'. Very successful creators

don't give up when they get something wrong. As one inventor said, 'A failure is the right answer to the wrong question!'

**Wrong idea number 3:**  
Inventors are always old people.

Don't believe that you can't invent something when you are young. Here are two examples of young inventors:

Louis Braille went blind when he was a child. When he was 15, he invented a system of reading and writing for blind people that is still used in most countries today.

As a young man, George Nissen was watching trapeze artists in a circus. He watched how they fell into the safety net and then bounced back up again. This gave him an idea and he invented the trampoline.

## 8 Vocabulary

\* get

**a** The verb *get* can mean *arrive*, *receive* or *become*. Look at these sentences. Write the meaning of *got* in each sentence.

He got a little impatient. = *became*

The Wright brothers got the idea for building a flying machine from watching birds. = \_\_\_\_\_

Only one of the spaceships got to the Earth. = \_\_\_\_\_

Thomas Adams got the juice from Mexican sapodilla trees. = \_\_\_\_\_



### LOOK!

Only one spaceship **got** to the Earth. I **got home** at nine o'clock. (not: I ~~got to~~ home.)

**b** Complete the sentences with the words in the box. Use the past simple or past continuous forms.

get wet   get to school  
get the answer   get angry

- 1 The maths question was very hard, but in the end I *got the answer*.
- 2 I woke up at 8.30 this morning, so I \_\_\_\_\_ really late.
- 3 Alex stopped playing football because it was raining and he \_\_\_\_\_.
- 4 My teacher \_\_\_\_\_ because I didn't do my homework.

**Vocabulary bank** Turn to page 112.

**b** Read the text and match the two parts of the sentences.

- |  |  |
|--|--|
| 1 Many people don't know that          | a but they also work very hard.              |
| 2 The Wright brothers got the idea for | b make a mistake, you won't be successful.   |
| 3 Many inventors have a lot of talent  | c anybody can be an inventor.                |
| 4 If you give up easily when you       | d building an aeroplane from watching birds. |

**c** Discuss in groups.

- 1 Do you agree that 'inventing is something anybody can do'? Why / Why not?
- 2 'Practice makes perfect' is a famous saying. Do you agree?
- 3 Think of a useful invention. Tell the group about it. Do they think it's useful?

# Culture in mind

## 9 Read and listen

**a** In pairs ask and answer questions.

- 1 Do you like listening to music? Why / Why not?
- 2 How do you most often listen to music: on the radio, a CD player, or an MP3 player?

**b** Read the article and choose the best title for it.

- 1 Isn't music wonderful?
- 2 The history of listening to music
- 3 Listening to music 100 years ago

**c** ▶ **CD1 T9** Read the article again and listen. Answer the questions.

- 1 When and why did families not want player pianos any more?
- 2 What was the problem with the first records?
- 3 What was the main difference between phonographs and gramophones?
- 4 What did people like about portable cassette players?

People all over the world love listening to music and most have their favourite songs which they listen to again and again. But how did it all start? When could people first choose the music they wanted to listen to?

### The 1900s: The player piano

In the late nineteenth and early twentieth centuries, pianos became very popular and rich families bought 'player pianos'. A player piano plays music that is programmed on paper rolls with holes in them and you can also play it like a 'normal' piano. In the mid 1920s player pianos began to disappear – mainly because the radio (it was called the wireless in those days) got more popular.

### The 1910s: The first phonographs

As early as 1877, there were phonographs to play music on and by the 1910s, many families had one. The music was on 'records' made of aluminium foil. People could listen to them only a few times before the foil broke. Later the music was on wax cylinders. These could hold longer recordings (two to four minutes), and people could play them more often.

### 1920–1940s: Gramophones and record players

Gramophones were similar to the phonographs, but they used flat vinyl disks and not cylinders to hold the music. The disks went round, and first a steel needle, then later a small diamond, 'took' the music off the record. Some music specialists and disc jockeys still use vinyl records today.

### The 1960s onwards: cassettes and the Walkman

In the 1960s, the first cassette recorders became popular. A big step towards modern technology was the invention of the first portable cassette player, the 'Walkman', by the Japanese company, Sony in 1979. For the first time, people could listen to their favourite music while they were travelling, doing sports, or going for walks.



**d** Find words in the text that mean:

- 1 that many people like (paragraph 2)
- 2 not be seen (any more) (paragraph 2)
- 3 not many times (paragraph 3)
- 4 not very different from (paragraph 4)
- 5 a person playing music in a club or disco (paragraph 4)



You probably know the rest of the story. You know what audio CDs, MP3 and MP4 players are. But do you know what will come next?

**10** **Speak**

Discuss in groups

- 1 Some people pay a lot of money to buy an old gramophone or record player. Would you do that too? Why / Why not?
- 2 What will listening to music be like in the future? Make five serious or fun suggestions.

**11** **Write**

**a** Read Alex's story about an invention and answer questions 1–3.

- 1 What's the name of the invention and who invented it?
- 2 Why is it a good invention?
- 3 When and how did the inventor get the idea?

**b** Match the questions in Exercise 11a with the paragraphs. Write A, B and C in the boxes.

- A I'm going to write about the tape called Velcro™. The man who invented it was George de Mestral, from Switzerland.
- B De Mestral got the idea in 1948. One day, when he was walking in the woods, he got annoyed because there were lots of burrs (from plants) on his coat and trousers, and it was very difficult to get them off. De Mestral noticed how the burrs were sticking to his clothes and he used the idea to make a kind of tape out of cotton. He started a factory to make Velcro™ in 1952.
- C I think Velcro™ is very useful for things like trainers and other clothes and also for bags, because it's easy and quick to use.

**c** Underline the following expressions in Alex's text:

- I'm going to write about ...*
- The man who invented it was ...*
- ... got the idea*
- ... noticed ...*
- ... started a factory ...*
- I think ... is useful because ...*

**d** Write a story about an invention. Use Alex's story and the expressions in Exercise 11c to help you.

For your portfolio

# 2

# He ran faster

- \* Comparative and superlative adjectives
- \* Intensifiers with comparatives
- \* (not) as ... as

- \* Adverbs / comparative adverbs
- \* Vocabulary: antonyms/sport

## 1 Listen

**a** Match the names of the sports events with the pictures. Write 1–6 in the boxes.

- 1 throwing the discus
- 2 gymnastics
- 3 throwing the javelin
- 4 archery
- 5 volleyball
- 6 sprinting

**b** ▶ **CD1 T10** Look at the profiles. Listen to part 1 of a talk and complete the information.



## Olympic medallists, (Beijing 2008)



**Jason Smyth**

From: Ireland

Event: \_\_\_\_\_

Medal: Gold

Time: \_\_\_\_\_



**Stefanie Brown Trafton**

From: \_\_\_\_\_

Event: throwing the discus

Medal: Gold

Distance: \_\_\_\_\_



**Usain Bolt**

From: \_\_\_\_\_

Event: 100 metre sprint

Medal: \_\_\_\_\_

Time: 9.69 seconds



**Marianne Buggenhagen**

From: \_\_\_\_\_

Event: \_\_\_\_\_

Medal: \_\_\_\_\_

Distance: 27.8 metres

**c** ▶ **CD1 T11** The speaker says: 'How is this possible?' What is she talking about? What do you think the answer is? Listen to part 2 and check your answer.

**d** ▶ **CD1 T11** Listen to part 2 again and answer the questions.

- 1 What are the Paralympics?
- 2 When were the first Paralympic Games?
- 3 How many sportspeople were at the 2008 Paralympic Games?
- 4 Where did Natalie Du Toit finish in the 10 km swim in the Olympics?
- 5 What is Du Toit's disability?

**e** Can you think of any other famous disabled people? Tell the class about them.

## 2 Grammar

### \* Comparative and superlative adjectives

- a** Complete these sentences from Exercise 1b on page 18. Use the words in the box.

shorter best slower fastest

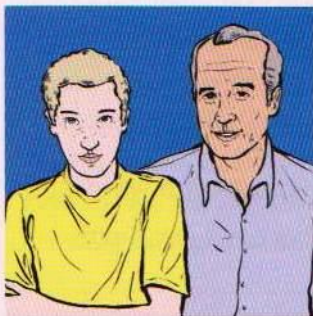
- Bolt was the fastest runner.
- Smyth was ..... than Bolt.
- The ..... throw was by Trafton.
- Bugenhagen's throw was ..... than Trafton's.

- b** Put the adjectives in the box below in the correct columns. How do you form the comparative and superlative of *good* and *bad*?

easy bad tidy young fast quiet interesting  
beautiful high new expensive good

-er/-est	-ier/-iest	more/most	irregular comparatives
<u>young</u>	<u>easy</u>	<u>beautiful</u>	<u>good</u>
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

### \* Intensifiers with comparatives



Nick's *much* / *far* / *a lot* older than Will.



The red bike is *a bit* / *a little* more expensive than the green one.

- c** Compare the things in the sentences. Use *much* / *far* / *a lot*, or *a bit* / *a little*.

- watching TV / reading a book (interesting/easy)  
*I think watching TV is a lot more interesting than reading a book – and it's far easier, too.*
- a mobile phone / an MP4 player (useful/expensive)
- girls/boys (intelligent/tidy)
- History/Maths (difficult/interesting)
- my best friend / me (tall/young)
- my country / Britain (big/beautiful)

## 3 Vocabulary and grammar

### \* Antonyms

- a** Match adjectives 1–10 with their opposites in Exercise 2b. How do you form the comparative and superlative?

- bad good
- difficult .....
- slow .....
- boring .....
- cheap .....
- low .....
- noisy .....
- messy .....
- ugly .....
- old ..... / .....

### \* (not) as ... as

- b** We can use *(not) as ... as* to compare things. Look at the examples. Answer the questions.

*Smyth isn't as fast as Bolt.*  
*Smyth is as fast as an ordinary athlete.*

- Who is faster, Smyth or Bolt?
- Is an ordinary athlete faster than Smyth?

- c** Complete the second sentence so it means the same as the first.

- Sarah's brother is younger than Sarah. *Sarah's brother isn't as old as her.*
- Peter's tidier than his sister. *Peter isn't ..... his sister.*
- Travelling by train is faster than travelling by bus. *Travelling by train isn't ..... travelling by bus.*
- Dogs are noisier than cats. *Dogs aren't ..... cats.*

### Vocabulary bank

Turn to page 112.

## 4 Pronunciation

▶ CD1 T12 Turn to page 110.

## 5 Read

**a** Look at the photo and the title. What is the sport? Who are the teams? Who do you think won? Read the text quickly to check your ideas.

**b** Read the text again and answer the questions.

- 1 What was the score at the end of the match?
- 2 What was the situation after three periods?
- 3 What did one of the players say about the Australian and Canadian teams?
- 4 How does the Australian coach feel about the next Paralympic Games?



The Australian Men's Wheelchair Basketball team were only two points away from winning a gold medal last night. In the Paralympic Wheelchair Basketball final, Canada (the world and Paralympic Champions) beat Australia 49:47.

At the end of the third period, Australia were winning by eight points. But Canada came back – they played brilliantly and took the lead in the last 30 seconds. The Australian captain had a chance at the very end to make the match a draw – but the ball hit the basket and didn't go in. The referee blew the final whistle and Canada were the champions.

One of the Australian players said: 'We're very proud. We didn't play badly – in fact, we played very well. But congratulations to Canada – they played hard and fast and, in the end, they played better than us.'

The Australian team now have a few weeks before their next match, but they aren't resting: they are already preparing for the next Paralympic Games. 'We hope that we can go further than last time and win the gold medal,' the coach said. 'We're practising even more regularly and we're training harder than ever. I think we'll do very well at the next Paralympics.'



## 6 Vocabulary

### \* Sport

**a** Match the sentences with the pictures.

- 1 They're the champions.
- 2 England won, two–one.
- 3 England lost, three–nil.
- 4 It was a draw.
- 5 Australia beat South Africa.
- 6 The USA came second.
- 7 The coach talked to the players.
- 8 The referee sent a player off.

**b** Put the pictures into words.

- 1 ..... *Jones came first, Smith ...* .....
- 2 .....
- 3 .....
- 4 .....



## 7 Grammar

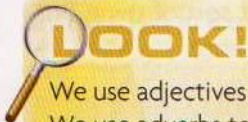
### \* Adverbs/comparative adverbs

- a** Look at the example. Underline other examples of adverbs in the text on page 20.

We didn't play *badly* – in fact we played *very well*.

- b** How do you form the adverbs of:

- regular adjectives (for example, *slow*)?
- adjectives ending in -y (for example, *easy*)?
- *hard, fast and good*?



We use adjectives to talk about nouns: He's a *slow runner*.  
We use adverbs to talk about verbs: He runs *slowly*.

- c** Read Mark's diary. Circle the correct words.

4 May

Last night, my father was talking about languages. He says he speaks French <sup>1</sup>good / well, but he doesn't. I've heard him speaking French: he tries to speak very <sup>2</sup>quick / quickly, and his pronunciation is <sup>3</sup>terrible / terribly. But I didn't say that.

I want to speak Italian <sup>4</sup>fluent / fluently. Yesterday I talked to the Italian teacher about my test. She said I got 4 out of 20 – I did the test really <sup>5</sup>bad / badly. I was surprised. I thought the test was <sup>6</sup>easy / easily and I answered all the questions really <sup>7</sup>quick / quickly.

The teacher said I'll never be <sup>8</sup>good / well at Italian, but I smiled <sup>9</sup>happy / happily at her, because she's wrong. I'm going to learn Italian and go to live in Rome.

- d** Look at this example of a comparative adverb from the text on page 20. Then complete the rule.

We're practising even *more regularly* ....

**RULE:** To form the comparative of most regular adverbs, add the word ..... before the adverb.

- e** Some comparative adverbs add -er/-ier to the adverb, others change completely. Complete the examples.

- |                        |              |
|------------------------|--------------|
| 1 soon <u>sooner</u>   | 4 hard ..... |
| 2 early <u>earlier</u> | 5 fast ..... |
| 3 good .....           | 6 bad .....  |

- f** Complete the sentences. Write the comparative adverbs of the adjectives.

- Sue runs faster (fast) than me.
- Andy writes ..... (clear) than me.
- Pablo speaks English ..... (fluent) than me.
- Sorry, I don't understand – can you speak ..... (slow), please?
- I got 90% in the test, but Jeff did even ..... (good) than me.
- Rebecca ran ..... (quick) than Alice.
- Sandra always works ..... (hard) than everyone else.
- The party starts at 9.00 – but you can come ..... (early) if you want to.

## 8 Speak

- a** Think of five famous people, or people in your class, and compare how they do things. Start each sentence with 'He' or 'She'. Use the verbs and adjectives in the box.

play speak work sing  
dance run write learn  
act ... [your ideas]

good hard bad clear  
fluent quick ... [your ideas]

He plays tennis better than Rafael Nadal.

She works harder than anyone else in the class.

- b** In pairs tell each other your sentences. Who is your partner thinking of?

# A marathon

## 9 Read and listen

**a** ▶ **CD1 T13** Look at the photo story. Someone is taking part in a sports event. Who is it? What is the event? Why is Joel laughing in picture 2? Read and listen to find the answers.



Joel: You're not going to believe this. My dad's running in this!  
Debbie: Your dad? The marathon? I didn't know he liked doing sport.

Joel: Well, he doesn't, really. He does a bit of running now and then, and he goes to the gym and that sort of thing. But there's no way he could finish a marathon.

Three days later



Pete: So, Joel, how did your dad do?

Joel: Hahahaha... it took him seven hours and 12 minutes.

Jess: So he finished it? That's fantastic!

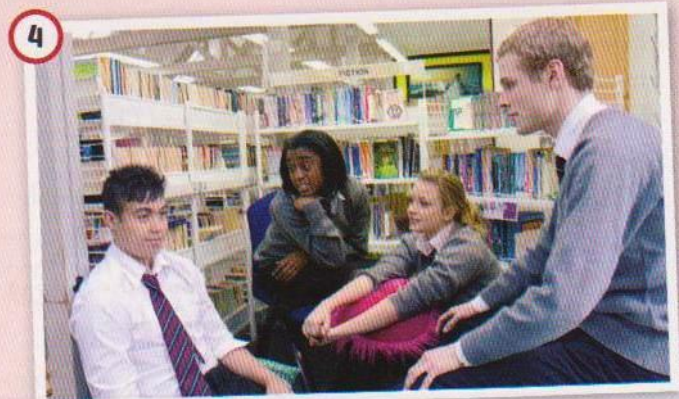
Joel: Yeah, but guess what? He was slower than almost everyone in the race!



Pete: Still. We're talking about 26 miles here. That's an awful lot of running. There's no way I could do that!

Debbie: It would take me more than a month. And honestly, Joel, do you think you could do it?

Joel: That's not the point. It took him more than seven hours. It's so embarrassing!



Jess: So what? He set himself a goal, and he did it. At the end of the day, that's what matters.

Joel: Well, perhaps you're right. I've never thought about it like that, I suppose.

**b** Read the sentences. Find one thing that's wrong in each sentence and correct it.

- 1 Joel thinks his dad is enthusiastic about sports.
- 2 Joel's dad finished the marathon, and Joel was impressed with his time.
- 3 No other runner was slower than Joel's dad.
- 4 Pete thinks he is a better runner than Joel's dad.
- 5 Debbie and Pete think it's ridiculous to run a marathon in seven hours.



## 10 Everyday English

**a** Find the expressions 1–6 in the story. Who says them?

- 1 ... that sort of thing.
- 2 Guess what?
- 3 We're talking about ...
- 4 ... an awful lot of ...
- 5 That's not the point.
- 6 At the end of the day, ...

**b** Complete the dialogue with the phrases 1–6 in Exercise 10a.

Allie: Hey Steve. <sup>1</sup> *Guess what?* I just saw a new Coldplay DVD in the shop. It costs forty pounds.

Steve: Really? Well, I'm not going to buy it.

Allie: What!? Steve, <sup>2</sup> ..... Coldplay here – one of your favourite bands!

Steve: I know. But <sup>3</sup> ..... Allie. Don't you remember? My father lost his job. I can't spend money on CDs, DVDs and <sup>4</sup> ..... <sup>5</sup> ..... forty pounds is <sup>6</sup> ..... money.

Allie: Oh, yes, I'm sorry. I forgot.

### Discussion box

- 1 Why do you think Joel laughs when he tells his friends about his father's finishing time?
- 2 Do you agree with Jess that what is important is to set yourself a goal and go for it? Why / Why not?
- 3 Do you do any sport or other activity that you enjoy without being very good at it?

## 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: It's the evening of the same day. Joel is talking to his dad. He's sorry that he made fun of his dad's marathon time.

## 12 Team spirit DVD Episode 1



**a** This year Debbie, Jess, Pete and Joel are preparing for their GCSE exams. In one of their courses, Joel has to do a special project. What do you think the project is, and how does Joel like it?

**b** Match the words with their definitions. Then watch episode 1.

- |                            |   |
|----------------------------|---|
| 1 drama                    | a a number or letter that shows how good you are in a subject at school                 |
| 2 workshop                 | b in a bad mood; unhappy with everything  |
| 3 mark                     | c an injury or condition that makes it difficult for someone to do what other people do |
| 4 disability               | d showing a lot of interest in something  |
| 5 complain about something | e a meeting of people to train or discuss an activity                                   |
| 6 grumpy                   | f when actors ..., they make up what they say without speaking from a script            |
| 7 enthusiastic             | g to say that something is wrong or you are not happy with it                           |
| 8 improvise                | h a play in a theatre, on TV or on the radio  |

## 13 Write

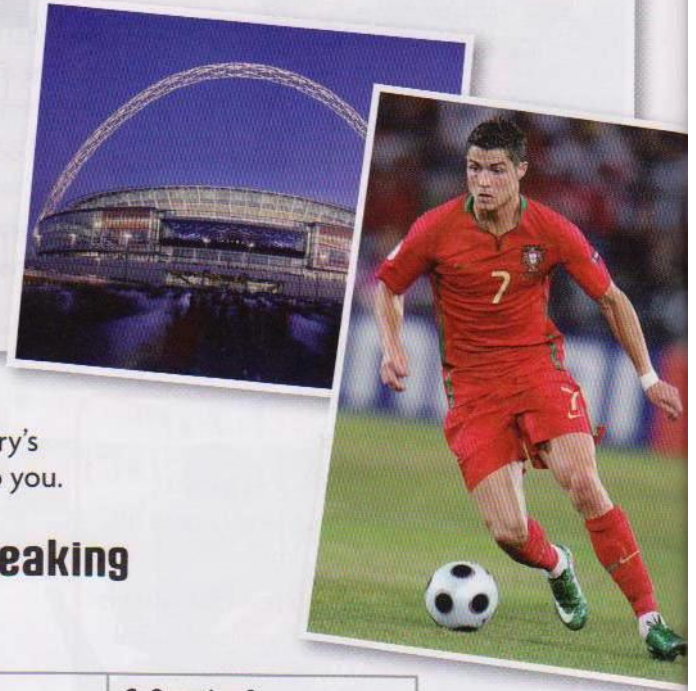
**a** Harry's teacher asked him to write a report about a sports event. Read Harry's report and answer the questions.

- 1 What kind of event was it?
- 2 When and where was it?
- 3 How did the teams and players play?
- 4 Who scored the goals for Portugal?
- 5 What was the final score?
- 6 Did Harry have a good time? Why / Why not?

**A** Last Wednesday evening, I went to a football match at Wembley in London. My dad got us tickets for the game between England and Portugal.

**B** The match was really exciting from the start. England scored a goal after ten minutes, and they were playing brilliantly. But after half time, Portugal started to play better. Ronaldo, my favourite player, was excellent. After 60 minutes, he scored a goal, and ten minutes later he scored another one and then Portugal were winning 2-1. But five minutes before the end England scored again. So in the end they drew 2-2. I was very happy because England didn't lose!

**C** I think it was a great match. Both teams played really well! My dad and I enjoyed it a lot, and we were very happy because we saw some great players! After the match, we went for a pizza together. It was a good evening out.



**b** Read Harry's report again and match the topics 1-3 with the paragraphs. Write A, B and C in the boxes.

- 1 What happened at the event
- 2 Harry's opinion of the event
- 3 General information about the event

**c** Write a report for your school magazine about a sport event you watched in the past. Use Harry's report and the questions in Exercise 13a to help you.

## 14 Last but not least: more speaking

**a** Look at column A. Make Yes/No questions.

A: Question 1	B: Name	C: Question 2
1 you / watch sport on TV? <i>Do you watch sport on TV?</i>	.....	What / watch? <i>What do you watch?</i>
2 you / play any sport?	.....	What / play?
3 you / got a favourite sportsperson?	.....	Who / be?
4 your parents / like sport?	.....	What / like?
5 anyone in your family / play a sport well?	.....	Who...? What / play?

**b** Make more questions with the words in column C.

**c** Ask other students the questions in A. If the answer is Yes, write his/her name in column B. Then ask the questions in column C.

**d** Now work in pairs. Tell your partner about the students you talked to.

# Check your progress

## 1 Grammar

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

While I was walking (walk) down the street yesterday, I <sup>1</sup>..... (see) a friend of mine. He <sup>2</sup>..... (look) in a shop window. I <sup>3</sup>..... (start) to cross the road to say hello to him. While I <sup>4</sup>..... (cross) the road, I <sup>5</sup>..... (hear) a noise. A bus <sup>6</sup>..... (come) in my direction! The bus <sup>7</sup>..... (stop) very close to me. I was lucky it <sup>8</sup>..... (not hit) me!

8

- b** Complete the sentences. Use the comparative or superlative form of the underlined adjectives

- I'm a good player, but Steve is better than me and Jane is the best player in the school!
- Question 1 was easy. Question 4 was ..... than question 1, and question 6 was the ..... question of all.
- Last night's match was exciting, but Saturday's match was ..... than last night's match, and Sunday's match was the ..... ever.
- Yesterday was a bad day for me, but Thursday was ..... than yesterday, and Friday was the ..... day of my life!

6

- c** Complete the sentences. Write the adverbs.

- They ran home quickly. (quick)
- She smiled ..... (happy)
- My brother speaks French ..... (fluent)
- The hairdresser cut my hair very ..... (bad)
- I answered all the questions ..... (easy)
- Our team played very ..... (good)

5

## 2 Vocabulary

- a** Put the letters in the correct order to find the adjectives and write them next to their opposites.

eged udifticfl guly smeys  
yonsi pxsivenee lows

- bad ..... good
- fast .....
- cheap .....
- beautiful .....
- tidy .....
- quiet .....
- easy .....

6

- b** Complete the sentences. Use the correct form of the verb get and one of the words in the box.



home a surprise good ideas  
the answer old wet

- It rained very hard last Saturday when I was in town, and I got very wet.
- Our dog can't walk very well because he's ..... very ..... now.
- I ..... yesterday. My uncle sent me some money!
- The party was great, and I didn't ..... until midnight!
- My brother says he ..... when he daydreams.
- I love Maths, and I'm always happy when I ..... right.

5

## How did you do?

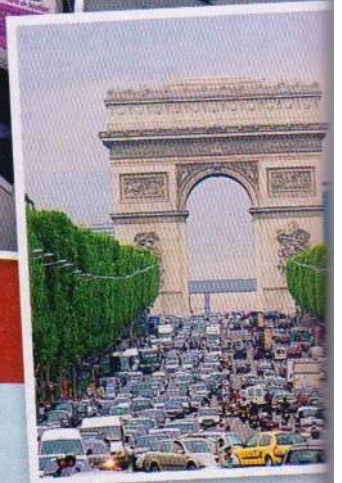
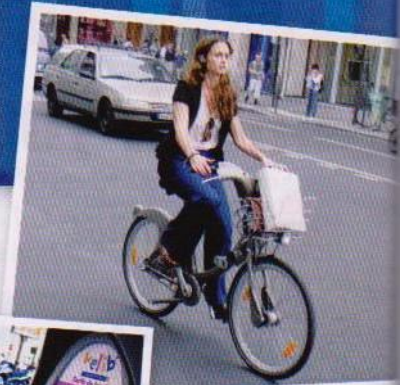
Check your score.

Total score			
	Very good	OK	Not very good
<input type="text" value="30"/>	16 - 19	12 - 15	less than 12
Grammar	16 - 19	12 - 15	less than 12
Vocabulary	8 - 11	5 - 7	less than 5

- \* will/won't; might (not) / may (not) for prediction
- \* if/unless + first conditional
- \* Vocabulary: the environment

### 1 Read and listen

- a** Look at the photos and the title. How is Paris trying to solve its traffic problems? Read the text and check your ideas.



## BICYCLE REVOLUTION?

- 1** Like all big cities, Paris has a traffic problem: lots of cars, lots of traffic jams and lots of pollution from exhaust fumes. So in 2007, the city began a scheme to improve the situation.

Under the Velib scheme ('Velib' comes from *vélo liberté*, or 'bicycle freedom') people can take a bicycle, use it for as long as they want, and then leave it at the same or another bicycle station. The first half-hour on the bike is free, but if you don't return it after 30 minutes, you have to pay. But it's only €1 a day or €29 a year! The bicycles are heavy (25 kg), and they are all grey and have baskets. There are about 20,000 of them in the city, and around 1,450 bicycle stations. So there are a lot more Velib stations than the 298 metro stations!

- 2** Paris is not the first city to have a scheme like this – not even in France, where Lyon started a 'free' bicycle scheme many years ago. And not everybody thinks it's a great idea. One Parisian said, 'These bicycles are only for short journeys. If people want to travel across the city, they won't use a bicycle – they'll still use their cars.'
- 3** A city spokesman said, 'The bicycle scheme won't solve all our traffic problems, of course. But it might reduce pollution levels in the atmosphere. Traffic, together with factory fumes, is a big problem. Everyone knows about global warming and dramatic climate changes – we know this is partly because rainforests are disappearing. But it's also because there's so much pollution in the world and we can help improve the situation right here. The bikes might help people to lead a healthier life, too. There aren't any simple answers to traffic problems and pollution in cities. But unless we do something now, there will be more traffic jams and temperatures will continue to rise, so the problems in our environment will get worse.'

- b** **CD1 T14** Read the text again and listen. Match the two parts of the sentences.

- |  |   |
|--|---|
| 1 In 2007, politicians in Paris        | a if they use the bike for more than half an hour.  |
| 2 People only have to pay              | b still use cars to travel across the city.         |
| 3 At more than 1,450 bicycle stations, | c might help to make the air in Paris cleaner.      |
| 4 Some people                          | d people can take bikes and leave them.             |
| 5 Politicians think the Velib scheme   | e the problem of pollution will get bigger.         |
| 6 If we don't change the situation,    | f started a scheme to reduce pollution in the city. |

**c** Discuss in groups

- 1 What do you think of the idea of bicycle schemes for big cities?
- 2 Are there any schemes to reduce pollution in your city/town?

## 2 Vocabulary

### \* The environment

**a** What do the underlined words from the text on page 26 mean?

(paragraph 1)

1 lots of cars, lots of traffic jams and lots of pollution from exhaust fumes

(paragraph 2)

2 it might reduce pollution levels in the atmosphere

3 factory fumes

4 global warming and dramatic climate changes

5 rainforests are disappearing

6 temperatures will continue to rise

7 the problems in our environment will get worse

**b** ▶ **CDI TTS** Match the words with the pictures. Write 1–6 in the boxes. Then listen, check and repeat.

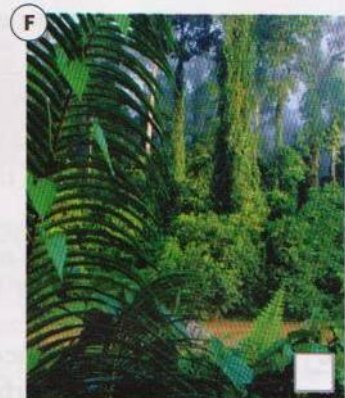
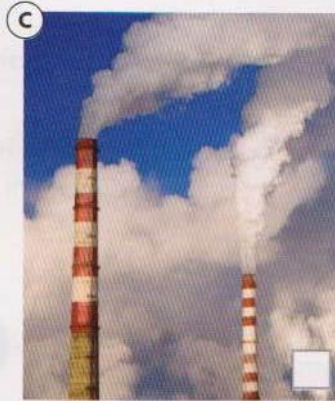
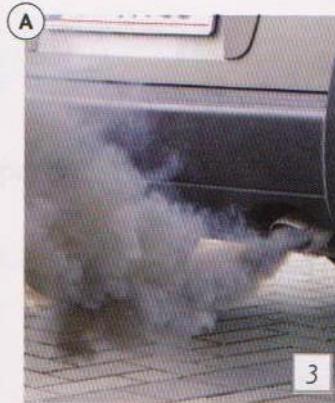
- |               |                 |
|---------------|-----------------|
| 1 recycling   | 2 litter        |
| 3 pollution   | 4 factory fumes |
| 5 rainforests | 6 rubbish       |

**c** Complete the sentences with the verbs in the box.

waste drop clean up recycle  
pick up cut down pollute

- Don't drop litter. Someone has to \_\_\_\_\_ it \_\_\_\_\_ !
- We will \_\_\_\_\_ your empty bottles. Leave them here.
- Water is important, so don't \_\_\_\_\_ it.
- Every year, people have to \_\_\_\_\_ thousands of tonnes of oil from beaches.
- Factories and power stations \_\_\_\_\_ the air we breathe and our water.
- Every year, companies \_\_\_\_\_ 78 million acres of rainforest, an area larger than Poland.

**Vocabulary bank** Turn to page 112.



## 3 Speak

**a** Work with a partner. Make a list of problems in the environment where you live.

*There are a lot of cars, and there is a lot of air pollution.*

*There is a lot of litter on the streets.*

**b** Put your list in order of how serious you think the problems are. Number 1 is the most serious. Compare your list with other pairs.

**c** Now make another list of things people can do to improve the environment.

*I think we can use bicycles or walk for short journeys.*

*We can recycle our bottles and rubbish.*

**d** Which of the things in your list do you do now?

## 4 Grammar

\* *will/won't*, and *might (not) / may (not)* for prediction

- a** Look at the examples. Underline other examples of *will/won't* and *might (not) / may (not)* in the text on page 26. Then complete the rule.

People *will still use* their cars.

It *might reduce* pollution levels in the atmosphere.

**RULE:** Use ..... or *won't* to express certainty and ..... (*not*) or *may (not)* to express possibility.

- b** Complete the sentences. Use *will, 'll, or won't* and the verbs.

- Great! The weather man on TV says it will be (be) sunny tomorrow.
- Do you think people in the future ..... (travel) to other planets like Mars?
- What time ..... we ..... (arrive) in New York tomorrow, do you think?
- I love those trainers! When I get my pocket money next week, I think I ..... (buy) them.
- Please can you help me with my homework? I promise it ..... (take) very long.

- c** Complete the sentences. Use *might or might not* and the verbs.

- Don't give that ice cream to the cat! It might be (be) sick!
- A: Where's Alicia?  
B: I'm not sure. I think she ..... (be) at her piano lesson.
- I don't know if this book is a good present for my brother. He ..... (like) it.
- Don't put that glass there! Someone ..... (break) it.
- I'm worried about my maths test tomorrow. I ..... (pass) it!
- In the future, people will probably travel in space and they ..... (live) on other planets.
- I feel awful. I think I ..... (have) flu.

- d** Circle the correct words.

- Don't throw your skis away. You might / *might not* need them later.
- You don't need to take a jumper. It *will* / *won't* be cold there.
- There's a lot of traffic today. We *might* / *might not* be late for school.
- Take your umbrella. I'm sure it *will* / *may* rain soon.
- I have no definite plans for my holiday, but I *will* / *might* go to Scotland for a few days.
- A: Do you think France *will* / *might* win?  
B: They *will* / *might*, but Holland are a very good team too.
- Anne is ill, so I'm sure she *may not* / *won't* go to the party on Saturday.

## 5 Pronunciation

▶ CD1 T16 Turn to page 110.

## 6 Speak

- a** Work with a partner. Talk about life in the future, 100 years from now. Make predictions. Use *will/won't, might (not) / may (not)* and the topics in the box.

Travel and transport Clothes Food  
Money Education and schools  
Sports Science  
Entertainment (TV, films, etc.) Books  
..... [your idea]

- A: *I think students will learn from home with computers.*  
B: *Yes, I agree, and there might not be any teachers or schools!*

- b** Think of your next school year. Make notes of what you think *will/might change*, and of the things you think *will / might not change*. Compare your notes with a partner's.

- A: *We'll have the same number of English lessons every week.*  
B: *Yes, but there might not be the same number of students in the class.*

## 7 Grammar and speaking

### \* First conditional

- a** Complete this sentence from the text on page 26. Then complete the rule.

If people want to travel across the city, .....

**RULE:** Condition clause Result clause

If + ..... simple + ..... / won't.

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

- If I fail (fail) the exam, I 'll take (take) it again.
- If there ..... (be) more cars on the road in the future, there ..... (be) more pollution.
- If you ..... (see) Jane, ..... you ..... (give) her my message?
- If pollution ..... (increase), more plants and animals ..... (die).
- I ..... (not tell) you my secret if you ..... (not come) to Mark's party with me.
- My parents ..... (be) really angry if they ..... (see) my bedroom!

- c** Complete the questions. Use the correct form of the verbs.

- What will you do (do) if the weather is (be) nice this weekend?
- Where ..... you ..... (go) if you ..... (go) out this weekend?
- What ..... you ..... (buy) if you ..... (go) shopping this weekend?
- If you ..... (not go) out this evening, what ..... you ..... (do)?
- If your teacher ..... (not give) you any homework today, what ..... you ..... (do)?
- If you ..... (phone) a friend tonight, what ..... you ..... (talk about)?

- d** Work with a partner. Ask and answer the questions in Exercise 6c.

A: What will you do if the weather's nice this weekend?

B: I'm not sure. I might play football with Marco.

- e** Make sentences about the pictures. Use *If + will/won't, might (not) or may (not)*.

If the girl doesn't run, she might not catch the bus. or She won't catch the bus if she doesn't run.



### \* unless in first conditional sentences

- f** Look at the example from the text on page 26. Then **circle** the correct answer in the rule.

*Unless we do something about it now, there will be traffic jams and temperatures will rise further.*

(The sentence above means: If we don't do something about it now, there will be traffic jams and temperatures will rise.)

**RULE:** Unless we do something = If we do / don't do something

- g** Match the two parts of the sentences.

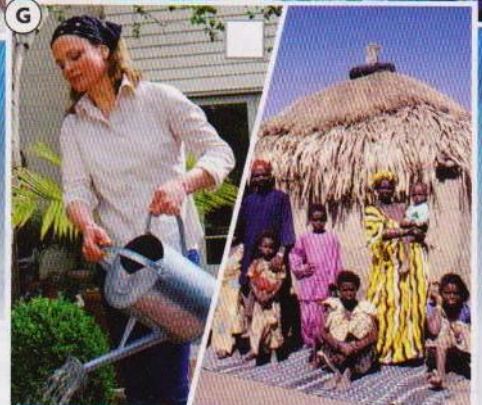
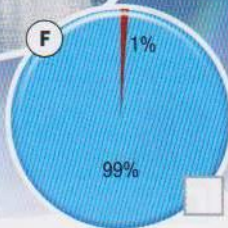
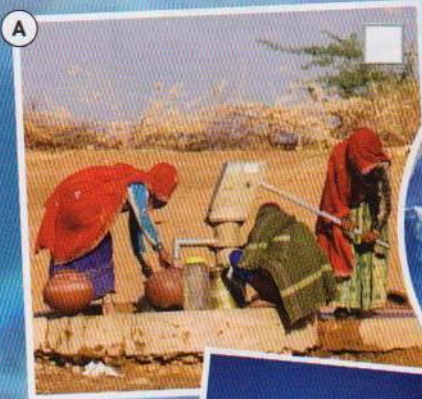
- |                               |                                |
|-------------------------------|--------------------------------|
| 1 Unless we leave now,        | a unless my dad gives me some. |
| 2 We won't understand         | b he'll fail his exams.        |
| 3 I won't have any money      | c unless you tell someone.     |
| 4 Unless he studies harder,   | d we'll be late.               |
| 5 Nobody will know our secret | e unless our teacher explains. |

# Culture in mind

## 8 Listen

**a** ▶ **CD1 T17** Listen to seven facts about water. Number the pictures 1–7.

Water, water – but it isn't everywhere



**b** ▶ **CD1 T17** Match. Then listen again and check.

- |              |   |
|--------------|---|
| 1 99%        | a of the world's diseases are caused by drinking dirty water.     |
| 2 70%        | b of the world's fresh water is in places that we cannot get to.  |
| 3 500 litres | c of water are used by one person in the USA or Europe every day. |
| 4 20 litres  | d of water are used by an African family every day.               |
| 5 88%        | e of all the fresh water in the world is in Antarctica.           |

**c** ▶ **CD1 T17** What problems do some people in the world have with getting water? Listen again and check your answers.

**d** ▶ **CD1 T18** Guess the answers to these questions. Then listen to an interview with an expert and check your answers.

- |   |  |
|---|--|
| 1 What is the aim of 'SafeWater'?   | 3 How much of the total rainfall ends up in rivers? What about the rest? |
| 2 30% of all the world's fresh water is not frozen in the polar ice caps, but we can still only get to 1%. Where is the rest? | 4 Why isn't there as much water per person as there was 50 years ago?    |

## 9 Speak

Work in small groups. Ask and answer the questions.

- 1 What do you use water for in your daily life? Make a list.
- 2 What do people use water for in your town/city?
- 3 Make a list of five ways in which you could save water.
- 4 Compare your answers with others in your class.



10

▶ CD1 T19

## Listen

- a Complete the song with the words in the box. Then listen and check your answers.

parking lot museum apples dollar  
gone paradise leave

## Big Yellow Taxi

(Joni Mitchell)

They paved <sup>1</sup> .....And put up a <sup>2</sup> .....

With a pink hotel, a boutique

And a swinging hot spot.

(chorus)

*Don't it always seem to go**That you don't know what you've got**Till it's <sup>3</sup> ..... ?**They paved paradise**And put up a parking lot.*

They took all the trees

Put 'em in a tree <sup>4</sup> .....

And they charged the people

A <sup>5</sup> ..... and a half just to see 'em

(chorus)

Hey farmer, farmer

Put away that DDT now.

Give me spots on my <sup>6</sup> .....But <sup>7</sup> ..... me the birds and  
the bees, please!

(chorus)

Late last night

I heard the screen door slam

And a big yellow taxi

Took away my old man.

(chorus)



- b People say that this song contains statements about the environment. Which lines give environmental messages, do you think, and what are they?

11

## Write

- a Amy wrote an article for her school website. How many ideas does she have for making her town better for teenagers? Read Amy's article to find the answers.

## A better town for teenagers

I believe there are many things that we can do to make life in our town a lot better for teenagers.

First of all, I think that our town needs more cycle lanes. A lot of teenagers in my town cycle everywhere, but it's very dangerous because there is a lot of traffic. If there are more cycle lanes in future, it will be much safer for us.

Also, I believe that we need more places for teenagers to go. In my opinion, we need more clubs and other places where we can meet. Teenagers won't cause problems in the street if there are more places for us to go to.

In addition, teenagers here need more sports facilities. There are places to play ball games like tennis and football, but what about other sports, like skateboarding and rollerblading?

Finally, I'm sure that we'll make the town better if we don't drop litter. Our town will be much better for everyone in the future, if we all do something to help now.

- b Underline the words and phrases Amy uses to introduce each idea in her article. Circle the words and phrases she uses to give her opinion.
- c Write an article like Amy's. Use your ideas from Exercise 9, some of the vocabulary in the unit and Amy's article to help you. Plan your writing. Here is a possible plan:

- 1 say where you live and what the environmental problems are
- 2 say what people can do
- 3 think of a positive ending for your article

For your portfolio

# 4

# Holiday or vacation?

- \* Question tags
- \* Present perfect simple; *just/already/yet*
- \* Vocabulary: British vs. North American English

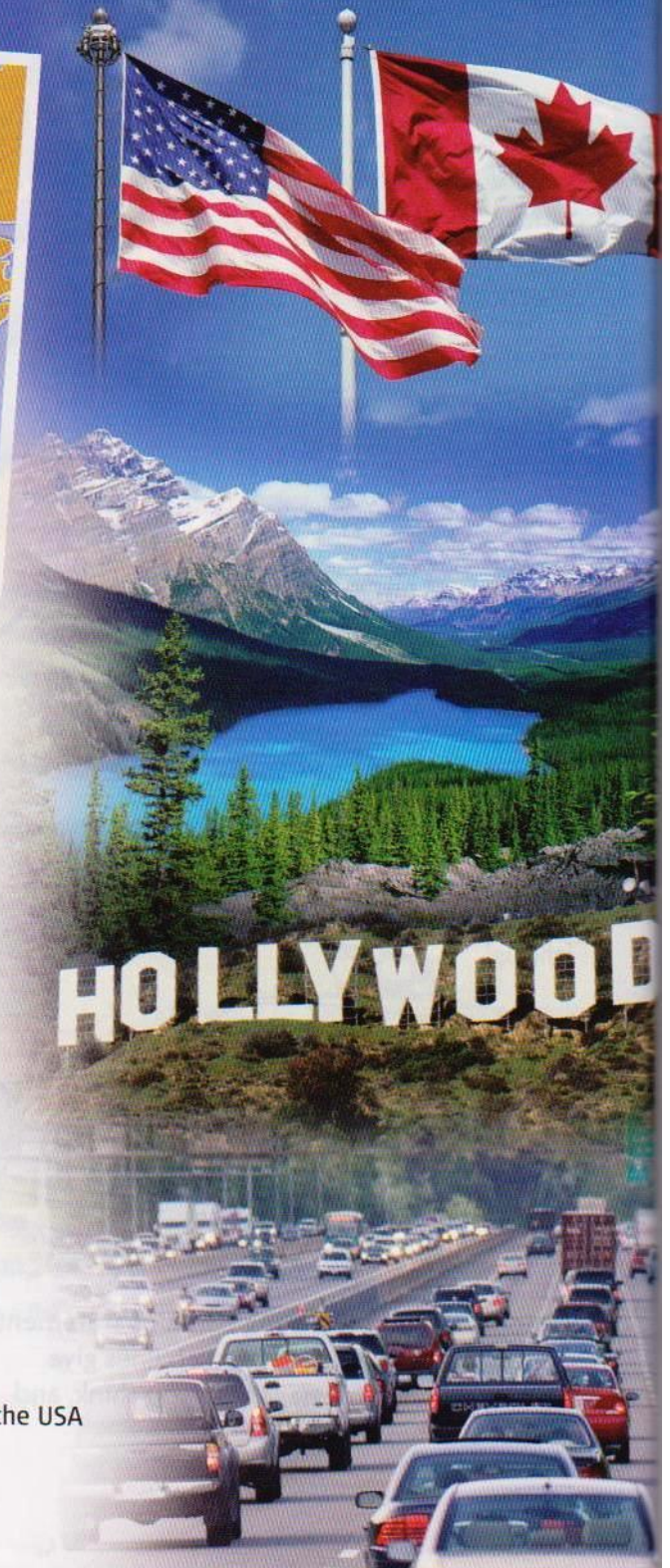
## 1 Read and listen

**a** How much do you know about North America? Do the quiz. For each question, **circle** one answer: a, b or c.

**b** ▶ **CDIT20** Morgan is going to Canada. He's talking to his Canadian friend Janie. Listen and check your answers to the quiz.



- 1 In land size, Canada is ... the USA.  
**a** bigger than    **b** smaller than    **c** the same size as
- 2 About ... million people live in Canada.  
**a** 20    **b** 30    **c** 50
- 3 The city in Canada with the largest population is ...  
**a** Vancouver    **b** Montreal    **c** Toronto
- 4 The city in the USA with the largest population is ...  
**a** New York    **b** Los Angeles    **c** Washington
- 5 Vancouver is in a part of Canada called ...  
**a** California    **b** British Columbia    **c** Alberta
- 6 The two most common languages in Vancouver are ...  
**a** English and French    **b** English and Spanish    **c** English and Chinese
- 7 The most popular sport in Canada is ...  
**a** baseball    **b** ice hockey    **c** basketball
- 8 It's about ... kilometres from Vancouver to San Francisco.  
**a** 500    **b** 1,200    **c** 1,500
- 9 The Rocky Mountains are in ...  
**a** Canada only    **b** the USA only    **c** both Canada and the USA



## 2 Grammar

### \* Question tags

**a** ▶ **CD1 T20** Complete these sentences from the dialogue in Exercise 1b. Then listen to part of Morgan and Janie's conversation again and check your answers.

- 1 You're Canadian, *aren't* you?
- 2 It's smaller than the USA, ..... it?
- 3 It isn't Vancouver, ..... it?
- 4 Cities in the USA are much bigger than that, ..... they?
- 5 You've been there, ..... you?
- 6 Wow. You don't know much about Canada at all, ..... you?

**b** All the questions in Exercise 2a have 'tags' at the end. 'Tags' are short questions which we use to check facts or make conversation. Complete the rule.

**RULE:** With positive statements, we usually use a *negative* question tag.

*You're Canadian, aren't you?*

With negative statements, we usually use a ..... question tag.

*It isn't Vancouver, is it?*

With *be*, modal verbs (*can, must, should, will, might*), *have got* and the present perfect, we repeat the auxiliary verb in the tag.

*You've been there, haven't you?*

With all other verbs, we use ..... / *does* (present simple) or ..... / *didn't* (past simple).  
*People speak French in Canada too, don't they?*

**c** Match the statements and the tags.

- |                                 |                |
|---------------------------------|----------------|
| 1 He's American,                | a isn't it?    |
| 2 She doesn't like me,          | b have you?    |
| 3 She can come with us,         | c aren't they? |
| 4 They aren't from Canada,      | d do you?      |
| 5 They're from the USA,         | e will she?    |
| 6 Your favourite food is pasta, | f does she?    |
| 7 She won't be at the party,    | g can't she?   |
| 8 You don't know my sister,     | h isn't he?    |
| 9 You've been to Italy,         | i are they?    |
| 10 You haven't got a brother,   | j haven't you? |

**d** Write the question tags.

- 1 He saw us, *didn't he*?
- 2 They don't live here, ..... ?
- 3 She likes chocolate, ..... ?
- 4 You can't come to the party, ..... ?
- 5 They went to New York, ..... ?
- 6 She goes to your school, ..... ?
- 7 You've seen that film, ..... ?
- 8 She hasn't done that, ..... ?

## 3 Pronunciation

▶ **CD1 T21** Turn to page 110.

## 4 Speak

**a** Work in groups of four. Ask each other these questions. Don't write the answers!

- What time do you usually go to bed at the weekend?
- What do you usually eat for breakfast?
- What did you have for dinner last night?
- How often do you go to the cinema?
- Have you ever been to London?
- Can you walk on your hands?

**b** Now, try to remember your friends' answers. Use question tags.

*Paola, you usually go to bed at 11.00 at the weekend, don't you?*

**c** Work with a partner. Use the words below to make sentences about him/her that you think are true. Then add tags to make them into questions to ask your partner.

*You don't like Chinese food, do you?*

- Chinese food
- 14 years old
- basketball
- a flat
- English
- the USA
- sister
- swim

## 5 Read

- a** Read the text quickly. Who thinks free Wi-Fi is a good idea? Who thinks it isn't a good idea?
- b** Read the text again. Write *T* (true) or *F* (false).
- The city doesn't know yet if the Wi-Fi will be free.
  - Vancouver is the first city to think about free Wi-Fi.
  - In some cities, people pay \$10 a month for Wi-Fi.
  - Anna thinks she will want to write emails in her garden in the future.
  - Anna thinks there is a very good bus system in Vancouver.
  - Tim thinks Vancouver needs more parks.

## 6 Vocabulary

### \* British vs. North American English

- a** Match the pictures with the words in the box.

pants – trousers  
 lift – elevator  
 flat – apartment  
 cookies – biscuits  
 candy – sweets

football – soccer  
 subway – underground  
 lorry – truck  
 garbage – rubbish  
 sidewalk – pavement



**Vocabulary bank** Turn to page 113.

## VANCOUVER: YOUR OPINION!

### Should Vancouver have free wireless internet?

Vancouver is thinking about providing a Wi-Fi network for the downtown area. The city hasn't decided yet, but the network will probably be free.

What do you think of the idea? Post your comment!

It's a good idea – but I'm sure it won't be free. Other cities have already tried it and it hasn't stayed free. Most of them charge about \$10 a month. But people are happy to pay because then they can use wifi in their gardens or in Wi-Fi elevators. I've already said this, but I'll say it again: Wi-Fi is a good idea, but I've never heard of a city where it's stayed free for very long.

*Comment by Mike (Richmond)*

I've just read Mike's post. Incredible! I don't want to write emails from an elevator or my garden! I think this is going too far. There are other things the city government could spend the money on, aren't there? – for example, more sidewalks or a better bus system.

*Comment by Anna (Burnaby)*

I agree with Anna. A lot of people have already bought Wi-Fi for their homes – they don't need it in the street, do they? Spend the money on other things, things for teenagers! The city hasn't built enough schools or parks yet.

*Comment by Tim (Ladner)*



Britain

North America

- |    |          |       |
|----|----------|-------|
| 1  | trousers | pants |
| 2  | _____    | _____ |
| 3  | _____    | _____ |
| 4  | _____    | _____ |
| 5  | _____    | _____ |
| 6  | _____    | _____ |
| 7  | _____    | _____ |
| 8  | _____    | _____ |
| 9  | _____    | _____ |
| 10 | _____    | _____ |

- b** ▶ **CD1 T22** Write the words from Exercise 6a in the correct list. Then listen to Morgan and Janie and check your answers.

## 7 Grammar

### \* Present perfect simple, *already* and *yet*

- a** Look at the examples. Underline other examples of the present perfect simple in the text on page 34. Then complete the rule.

*A lot of people have already bought Wi-Fi for their homes.  
The city hasn't decided yet.*

**RULE:** We form the present perfect simple with the verb ..... and the ..... form of the main verb.

Use *already* in positive sentences. Use *yet* in questions and negatives.

Use *already* between *have* and the ..... Use ..... at the end of the sentence or question.

- b** Write the statements and questions. Use the present perfect simple and *yet* or *already*.

- A: Have you seen the new James Bond film yet?  
(you / see / the new James Bond film)

B: Yes, and ..... (I / buy / the DVD too)
- A: .....? (your brother / go / to university)

B: Yes, and ..... (I / move / into his old bedroom)
- A: I love their music but ..... (I / not buy / their new CD)

B: Well, don't buy it! ..... and it's awful.  
(I / listen to it)
- A: Paul? .....? (you / do / your homework)

B: Nearly. .... (I / finish / the Maths, but I / not start / the Geography)

## 8 Listen

**CD1 T23** Dan is on holiday in New York. Listen to his conversation with Maggie. Tick (✓) the things he has already done. Put a cross (X) next to the things he hasn't done yet.

- go up the Empire State Building
- have a ride in a yellow cab
- travel on the subway
- see a baseball game
- eat a hamburger
- meet any nice American people
- take lots of photos of the city
- buy a present for Maggie

## 9 Grammar

### \* Present perfect simple with *just*

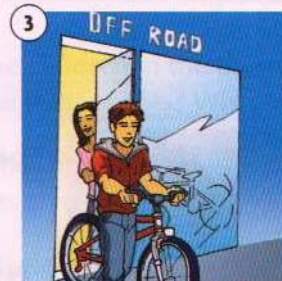
- a** Look at the example. Then complete the rule.

*I've just read Ken's post.*

**RULE:** We can use ..... with the present perfect simple to say that an action happened a very short time ago. Put *just* between ..... and the .....

- b** Use the words to make a sentence about each picture. Use the present perfect simple with *just* and *yet*.

- get a letter / open  
*She's just got a letter, but she hasn't opened it yet.*
- go to bed / switch off light
- buy new bike / ride
- eat dinner / do the washing-up
- make some fruit juice / drink
- score goal / win



# New girl

## 10 Read and listen

**a** ▶ CD1 T24 Look at the photo story. There is a new student at school. Where is she from? What is unusual about her? What do Joel and Pete think about her? Read and listen to find the answers.



Pete: Who's that? A new student?

Debbie: Yeah, Natsumi. Her family have just moved here from Tokyo. Her mum's got a job with a company in London.

Pete: Cool. She looks nice.

Joel: You're not supposed to say that, Pete. The girls might get jealous. Oh, there's the teacher. End of fun!

Joel: Look at that!

Pete: Is she asleep – right in the middle of the lesson?

Joel: Shh! Don't wake her up. Maybe she's dreaming about her boyfriend! What do you reckon?



Pete: Good morning, Natsumi. Did you sleep well?

Natsumi: I beg your pardon?

Joel: Sleeping in class. That's the kind of thing that makes teachers really angry.

Natsumi: Sorry, I have to ...



Jess: And that's the kind of thing that's going to make Natsumi angry with you.

Joel: Hang on, Jess. She fell asleep during the lesson, not us.



Debbie: Hey, have a look at this, you lot. Listen to this. 'Japanese parents often tell their children that if they sleep for more than five hours a night, they aren't working hard enough.'

Pete: Five hours! That's not a lot when you think about it. No wonder she fell asleep in class!

### **b** Answer the questions.

- 1 What makes Debbie go on the internet?
- 2 How does Joel's opinion about Natsumi sleeping in class change, and why?

## 11 Everyday English

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

- 1 You're not supposed to ...
- 2 ... in the middle of ...
- 3 What do you reckon?
- 4 ... the kind of thing ...
- 5 Have a look ...
- 6 No wonder ...

- b** Complete the dialogues with the phrases 1–6 in Exercise 11a.

- 1 A: Jimmy? I've got a problem with my computer here at home. Can you come over and <sup>1</sup> *have a look* at it?  
B: Sorry, not right now. I'm <sup>2</sup> ..... my homework!
- 2 A: The teacher had a very small accident with his car this morning on the way to school.  
B: Really? <sup>3</sup> ..... he was so unhappy in the lesson this morning.
- 3 A: At my dad's office, they don't have to wear suits and ties on Fridays any more.  
B: It's not a bad idea. On a hot day, a suit and tie is <sup>4</sup> ..... that no-one wants to wear!
- 4 A: You know, Mike, I'm thinking about getting a tattoo.  
<sup>5</sup> ..... ?  
B: Well, that's cool, I like tattoos. But Andy – <sup>6</sup> ..... get a tattoo without your parents' permission, OK?

### Discussion box

- 1 What do you think about Joel and Pete's initial reaction to Natsumi falling asleep during a lesson?
- 2 What's your reaction to the information Debbie finds on the Internet?
- 3 What's the minimum amount of sleep you need every night?

## 12 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 11a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Basic idea: It's the next day. Pete explains to Natsumi why he and his friends thought it was funny when she fell asleep in class. He is asking her questions about her school in Japan.

## 13 Team spirit DVD Episode 2



- a** The children in the photo are 'goths'. Do you like their outfits? Why / Why not?
- b** What do you think Debbie, Joel, Pete and Jess think of Goths?
- c** Imagine your best friend decided to become a goth. Would that change your relationship in any way? If not, why not? If so, how?
- d** Some adults react very strongly when a teenager has an unusual outfit. What do you think of such reactions?
- e** Watch episode 2 and find out what happens.

## 14 Write

**a** Read the email from Laura to Chris. Answer these questions.

- 1 Which cities has Laura already visited?
- 2 Where did she go yesterday, and what did she think of it?
- 3 Has she visited the Golden Gate Bridge yet?
- 4 Has she been on a tram yet?
- 5 What has she bought as a present for Chris?

**b** Now answer these questions.

- 1 How does Laura begin her email?
- 2 How does she finish the email?
- 3 Laura thinks of something more to say after she writes her name – how does she begin this?

**c** Imagine you are on holiday in a city. Choose one of the cities in the box (or a different city).

New York   Rome  
London   Rio de Janeiro  
Paris

Write a similar email to an English-speaking friend. Tell him/her what you have and haven't done. Use Laura's email to help you.

Hi Chris

How are you? Thanks for your email – I read it yesterday.

So, here I am in California – and I'm in an internet café in San Francisco, writing to you!

We've had a great time so far. We've been to San Diego and Los Angeles, and San Francisco is the last stop on our holiday (whoops! sorry, they say 'vacation' here!) It's a great place and the weather's been beautiful. We've already done lots of things. Yesterday we went to Alcatraz prison – really interesting! We haven't been to the Golden Gate Bridge yet, but of course I've seen it from the city. Oh, but we've already travelled on one of the streetcars (trams) here – it was wicked!

Well, it's time for dinner. We've already decided that we're going to eat Mexican tonight – I can't wait!

Hope everything's OK with you – write again soon, OK?

Love,

Laura

PS I've already bought your present – an SF Giants baseball cap! Hope you like it!



## 15 Last but not least: more speaking

Work in pairs. Student A – look below. Student B – turn to page 126.

**Student A**

**a** Look at the sentences below. In sentences 1–5, you can see the correct answer. In sentences 6–10, **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 B. Check your answers for sentences 6–10. Help Student B check his/her answers for sentences 1–5. *Canada is the second biggest country in the world, isn't it?*



# Check your progress

## 1 Grammar

- a** Complete the sentences with the correct forms of the verbs.
- If I clean (clean) the house, my parents will give (give) me some extra money.
  - I ..... (phone) Mike if he ..... (not arrive) before 10 o'clock.
  - If you ..... (speak) very fast, they ..... (not understand) you.
  - If Marco ..... (phone) tonight, ..... you ..... (tell) him I'm at Sally's house?
  - Your parents ..... (not know) if you ..... (not tell) them.

4

- b** Complete the questions with the correct question tags.

- You like this music, don't you?
- Your sister goes to my school, .....?
- His father's French, .....?
- We're late, .....?
- They aren't at home, .....?
- She hasn't been to Canada, .....?

5

- c** Complete the sentences with the correct form of the present perfect simple.

- John's just had (just have) his breakfast.
- A: Would you like some chocolate?  
B: No, thanks. I ..... (already have) some.
- ..... you ..... (buy) your sister a present yet?
- We ..... (already finish) our homework.
- ..... Marta ..... (see) the film yet?

4

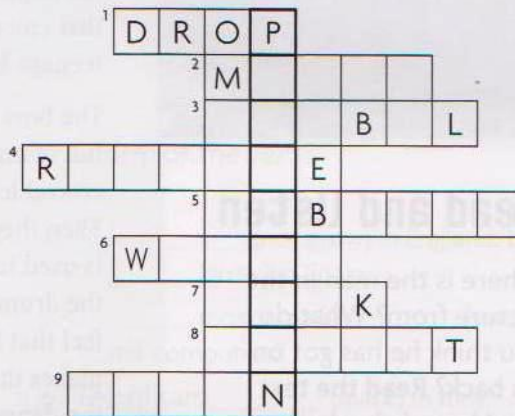
## 2 Vocabulary

- a** Write the missing British or North American English words.

British English	North American English
flat	<sup>1</sup> <u>apartment</u>
<sup>2</sup> .....	elevator
<sup>3</sup> .....	truck
rubbish	<sup>4</sup> .....
<sup>5</sup> .....	sidewalk

4

- b** Complete clues 1–9 and fill in the puzzle. What's the mystery word?



- Please don't drop litter on the floor.
- When something is wet it is .....
- Temperatures around the world are rising every year. This is called ..... warming.
- You can ..... glass, paper and plastic.
- Please put your ..... in the bin.
- Please turn off the TV. Don't ..... electricity!
- There's a lot of litter here on the street – let's ..... it up.
- There's a very large rain ..... in the Amazon.
- My bike's very dirty, so I'm going to ..... it.

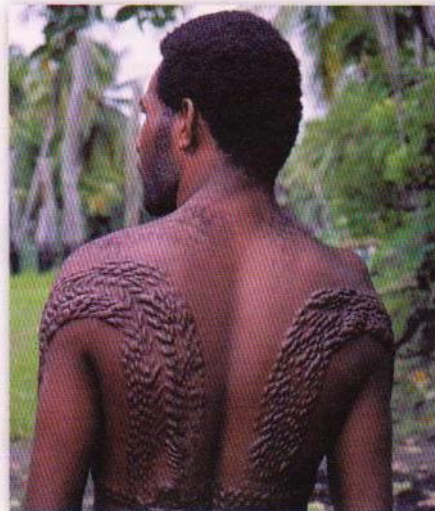
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## How did you do?

Check your score.

Total score			
<input type="text"/> 25	Very good	OK	Not very good
Grammar	10 – 13	6 – 9	less than 6
Vocabulary	9 – 12	6 – 8	less than 6

- \* Present simple passive
- \* *let / be allowed to*
- \* Vocabulary: describing a person's age



## Where boys become crocodile men

**W**hen does a teenager become an adult? In many countries, it happens on your 18th birthday, but in some parts of the world, you have to do something special to enter the world of adults.

On the island of Papua New Guinea, the Niowra tribe lives near the Sepik River, which is full of crocodiles. The people believe that crocodiles made the Earth and its people. When it is time for teenage boys to become men, a 'crocodile ceremony' takes place.

The boys are taken to a hut called 'The Crocodile Nest'. The hut is full of crocodile teeth and skulls. The boys are told to think of their crocodile 'fathers and mothers' to help them to be strong and brave. Then they are beaten several times a day for six weeks and bamboo is used to make cuts on their chests and their backs. The boys play the drums together during their time in the hut – this helps them to feel that they are not alone. The Niowra believe that this ceremony makes the boys stronger and braver, so that they can survive in the dangerous forest. They also say that the boys don't feel the pain if they believe in their crocodile 'fathers and mothers'. And the amazing thing is that some of the boys sleep through the most painful parts of the ceremony!

When the ceremony is over, there is singing and dancing and the crocodile men are given adult responsibilities in the village.



### 1 Read and listen

- a** Where is the man in the picture from? What do you think he has got on his back? Read the text quickly and check your ideas.
- b** ▶ **CD1 T25** Read the text again and listen. Answer the questions.
- 1 What is special about the place where the Niowra tribe lives?
  - 2 What do the Niowra believe?
  - 3 What is 'The Crocodile Nest' and why do the boys go there?
  - 4 What do the boys do during the ceremony?
  - 5 How does a boy's life change after the ceremony?
- c** Do you know of any ceremonies for teenagers to become adults in other countries? Are there any in your country?

## 2 Grammar

### \* Present simple passive

- a** We form the present simple passive with the verb *be* + the past participle of the main verb. Look at the examples.

*The boys are taken to a hut                      ... bamboo is used ...*

- b** Underline other examples of the present simple passive in the text on page 40.

- c** Read the rule and complete it with *is important* or *isn't important*. Then complete the grammar table.

**RULE:** Use the passive when it ..... who does the action, or when we don't know who does it.

Positive	Negative	Question	Short answer
A boy <u>is taken</u> to a hut.	Bamboo <u>isn't (is not) used</u> .	..... bamboo <u>used</u> ?	Yes, it .....
The boys ..... <u>taken</u> there.	Knives ..... <u>(are not) used</u> .	..... knives <u>used</u> ?	No, they .....

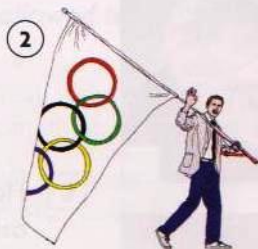
- d** Complete the sentences with the present simple passive form of the verbs. Check with the list of irregular verbs on page 127.

- |  |   |
|--|---|
| 1 Millions of pizzas <u>are eaten</u> (eat) in the world every year. | 4 Rice ..... (not grow) in England, but it ..... (grow) in Spain. |
| 2 How many emails ..... (write) every day?                           | 5 ..... most emails ..... (send) from home computers?             |
| 3 Chocolate ..... (sell) in almost every country in the world.       | 6 Ferrari cars ..... (make) in Italy.                             |

- e** Rewrite the sentences. Use the present simple passive.

- |   |   |
|---|---|
| 1 People make jeans in the USA.<br><i>Jeans are made in the USA</i> ..... | 4 People waste too much water.<br>Too much .....                  |
| 2 Someone picks up the litter every morning.<br>The litter .....          | 5 Postal workers deliver thousands of letters.<br>Thousands ..... |
| 3 People cut down a lot of trees every year.<br>A lot .....               | 6 Do they make successful films in Hollywood?<br>Are ..... ?      |

- f** Look at the pictures. Make sentences about the opening ceremony of the Olympic Games. Use the present simple passive.



- |   |   |
|---|---|
| 1 torch / take / to the Olympic city<br>..... | 3 flame / light / with the torch<br>..... |
| 2 flag / carry / into the stadium<br>.....    | 4 Games / open / with a speech<br>.....   |

### 3 Listen and speak

**a** These pictures tell a story from Papua New Guinea about a man and a crocodile. Work with a partner and try to guess the correct order. Write 1–6 in the boxes.



**b** ▶ CD1 T26 Listen to the story and check your answers.

### 4 Vocabulary

★ Describing a person's age

**a** ▶ CD1 T27 Match the words with the photos. Write 1–6 in the boxes. Then listen, check and repeat.

1 a young adult 2 a child 3 a teenager 4 a baby  
5 a toddler 6 a pensioner



**b** Complete the sentences with your own ideas.

- You're a baby until you are ..... years old.
- You're a toddler from the age of ..... to .....
- I think you're a child until you are ..... years old.
- You're a teenager from the age of ..... to .....
- I think you become an adult when you are ..... years old.
- In my country, you become a pensioner when you are ..... years old.

**c** How old is someone who is *middle-aged*, do you think? How old is someone who is *elderly*? How do you say *elderly* and *middle-aged* in your language?

Vocabulary bank

Turn to page 113.

## 5 Grammar

### \* let / be allowed to

- a** ▶ CD1 T2B Read and listen to the dialogue. Then answer the questions.

Melissa: Hey Andy – what's wrong?

Andy: I really want to go to the music festival in Leeds next weekend – but I'm not allowed to go. My parents say I'm too young.

Melissa: I know how you feel! I had the same problem last month – my mum didn't let me go to the Liverpool match.

Andy: Actually, my parents usually let me do things. I'm allowed to stay out until midnight at weekends.

Melissa: Really? That's cool! My mum never lets me do anything. Sometimes I think school's better than home – at least we're allowed to breathe at school!

Andy: Does your mum let you stay up late to watch TV?

Melissa: Well, yes, sometimes – but only if I've done all my homework!

- 1 Where does Andy want to go?
- 2 Why can't he go?
- 3 Why didn't Melissa go to the match last month?
- 4 What does Andy say about his parents and weekends?
- 5 What does Melissa's mum sometimes let her do?

- b** Look at the examples.

... my mum didn't let me go to the match  
I'm allowed to stay out until midnight

Underline other examples of *let* and *be allowed to* in Exercise 5a. Then complete the rule with *let* and *be allowed to*.

**RULE:** Use ..... to say you do or don't have permission to do something.

Use ..... to say that someone gives or doesn't give you permission to do something.

Both *let* and *be allowed to* are followed by the infinitive: I'm not allowed to go. My mum didn't let me go.

With *let*, use *let* + person + infinitive without *to*: Does she **let you stay up late**?



- c** Complete the sentences with the correct form of *be allowed to*.

- 1 Look at the sign, Dad! You aren't allowed to turn right here.
- 2 You can take photos in the museum, but you ..... use a flash.
- 3 It's OK to take our bikes into the park, Steve – we ..... cycle there.
- 4 There's a river in our town, but we ..... swim in it.
- 5 My dad smokes but he ..... smoke at home.
- 6 ..... you ..... use your mobile phone at school?

- d** Write sentences using *let (someone) do*.

- 1 I don't listen to music after midnight – my parents say no. My parents don't let me listen to music after midnight.
- 2 I watch the late-night film on Fridays – my parents say I can. ....
- 3 My brother doesn't use my computer – I say he can't. ....
- 4 We never run in the corridors at my school – the teachers say we can't. ....
- 5 We don't wear trainers to school – the head teacher says we can't. ....
- 6 I drive our car sometimes – my dad says it's OK! .....

- e** What are you (not) allowed to do at your school? At home? Make a list. Then talk to other people in your class.

A: Are you allowed to stay up late at weekends?

B: Yes, I am. Do your parents let ...

## 6 Pronunciation

▶ CD1 T29 and T30 Turn to page 110.

## 7 Read and listen

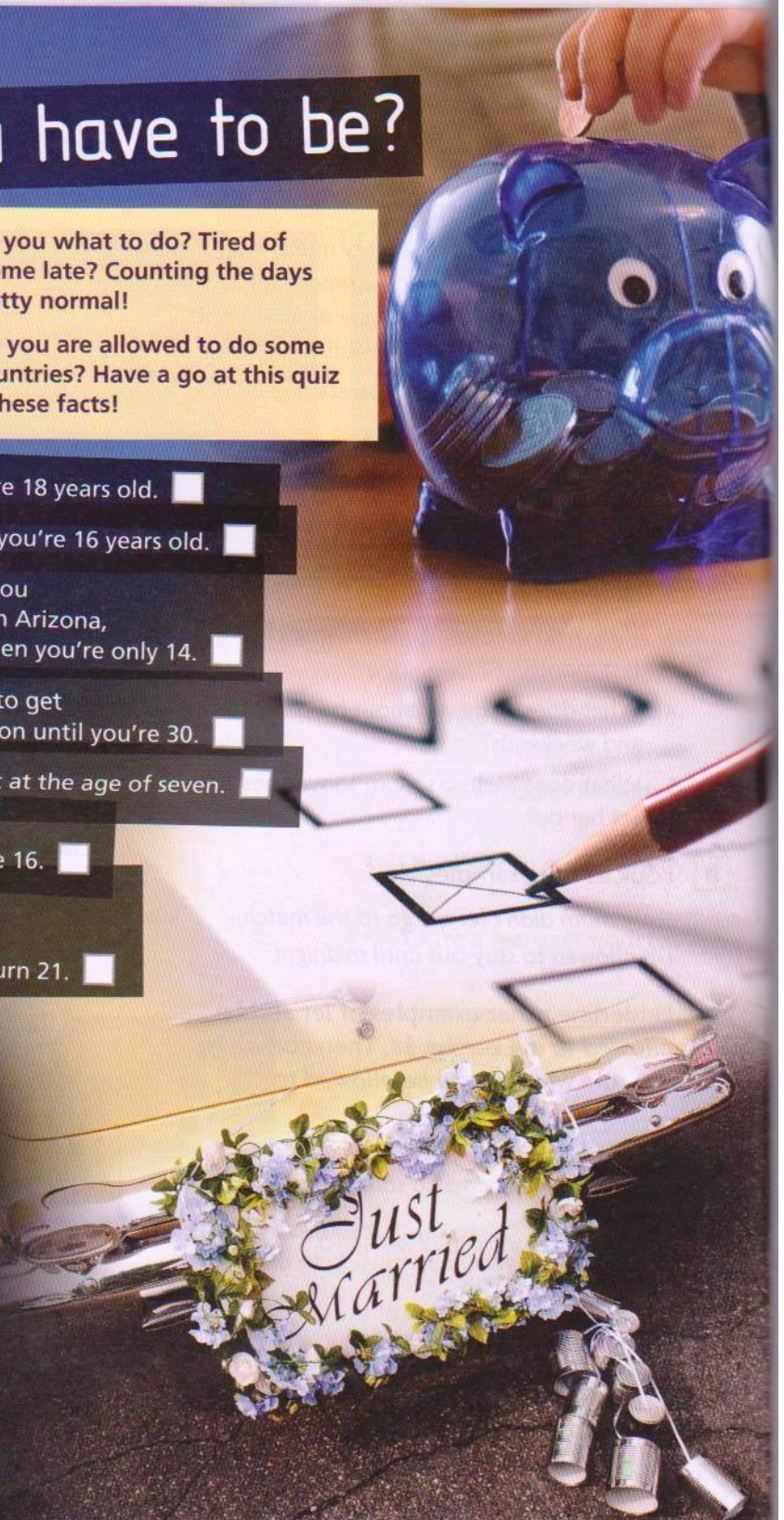
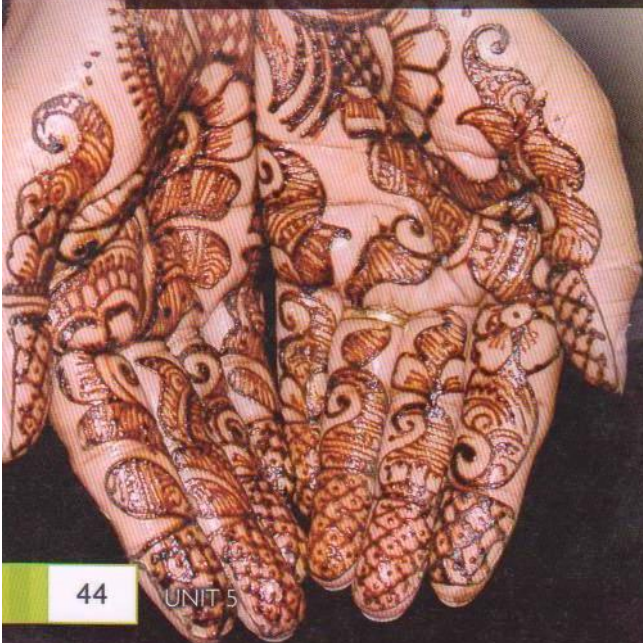
- a** Read the magazine page and do the quiz. Write *T* (true) or *F* (false). Then work with a partner and compare your answers.
- b** ▶ CD1 T31 Listen and check your answers.

## A QUIZ: How old do you have to be?

Are you fed up with your parents telling you what to do? Tired of them grounding you because you got home late? Counting the days until you come of age? OK, so you're pretty normal!

But did you know that in some countries you are allowed to do some grown-up things earlier than in other countries? Have a go at this quiz – you might be surprised at a couple of these facts!

- 1 In Britain, you have to vote when you're 18 years old.
- 2 In Brazil, you're allowed to vote when you're 16 years old.
- 3 In the UK and most states in the USA, you have to be at least 21 to get a tattoo. In Arizona, USA, you're allowed to get a tattoo when you're only 14.
- 4 In Mississippi, USA, you aren't allowed to get married without your parents' permission until you're 30.
- 5 In the UK, you can have a bank account at the age of seven.
- 6 In Japan, girls are free to get married when they're 18, and boys when they're 16.
- 7 In the USA you're allowed to drive a car when you are 18, but you're not allowed to fly a glider plane until you turn 21.



**C** Read the text on page 44 again.  
Find words or phrases which mean:

- 1 be bored by something you have done for too long
- 2 be told by your parents that you can't go out
- 3 become an adult
- 4 try [the quiz]
- 5 one or two [of these facts]
- 6 not less than [21]
- 7 if your parents don't let you
- 8 become [21]

## 8 Speak

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

- 1 What are the minimum age limits in your country for:
  - staying at a disco/concert past midnight?
  - getting a tattoo?
  - getting married?
  - flying a (glider) plane and driving a car?
- 2 What other minimum age limits are there in your country?
- 3 What do you think of the minimum age limits in your country?

## 9 Write

**a** Eri has written an article for her English school magazine about a Japanese ceremony. What is the ceremony for? Read her article to find the answer.

**b** Match the questions with the paragraphs. Write A, B and C in the boxes.

- 1 What is *Seijin no Hi*?
- 2 What happens during the ceremony?
- 3 How do the girls prepare for the ceremony?

**c** Write a magazine article about how you celebrate a special day in your country. Use Eri's article to help you.



# Seijin no Hi

## Coming of Age in Japan

- A** In Japan, young people come of age when they are 20. This event is celebrated in most areas of Japan with a special ceremony, called *Seijin no Hi* or Coming of Age. On this important day in January, young people who are from the same area and were all in the same school year, go together to their local town hall, where the ceremony is held.
- B** The day often starts early for the girls, because they have to dress up for the ceremony. They wear a traditional Japanese dress (or kimono). These are extremely expensive, so most girls have to hire or borrow one. Because the dress is very difficult to put on, some girls go to a special place where other women help them. They sometimes spend up to three hours getting dressed and doing their hair and make-up. Most boys wear suits, but some wear a traditional Japanese kimono for men.
- C** When they are ready, the young people are photographed with their families. All the girls and boys then go to the local town hall or government office, where more photos are taken. In the hall, they listen to long speeches and sometimes sing songs. They are then given a special certificate or present from the local government. The boys and girls, now men and women, then go outside, where many more photos are taken. Finally, they leave and go out to celebrate together.

- \* Present perfect simple; *for* vs. *since*
- \* Vocabulary: verb and noun pairs

### 1 Read and listen

**a** What do you think the people in the photos are doing? Read the text and check your answers.

**b** ▶ **CD1 T32** Read the text again and listen. Mark the statements *T* (true) or *F* (false).

- 1 Doctors think that laughing has no effect on health.
- 2 Red Nose Day is celebrated in England every spring.
- 3 People have celebrated Red Nose Day for more than 40 years.
- 4 Comic Relief collects money to help poor people.
- 5 Some people in England have put big red noses on the fronts of cars and houses.

**c** Answer the questions.

- 1 What do people do on Red Nose Day?
- 2 How does laughter help our health?

**d** Discuss in small groups.

- 1 Do you find it easy or difficult to laugh a lot? In what situations do you laugh most?
- 2 Do you think it's true that 'laughter is the best medicine'? Why / Why not?
- 3 What do you think of the idea of a 'Red Nose Day'?
- 4 Is there a 'Red Nose Day' in your country? If so, what do people do on the day? If not, how might people in your country react to it?

## The Power of Humour

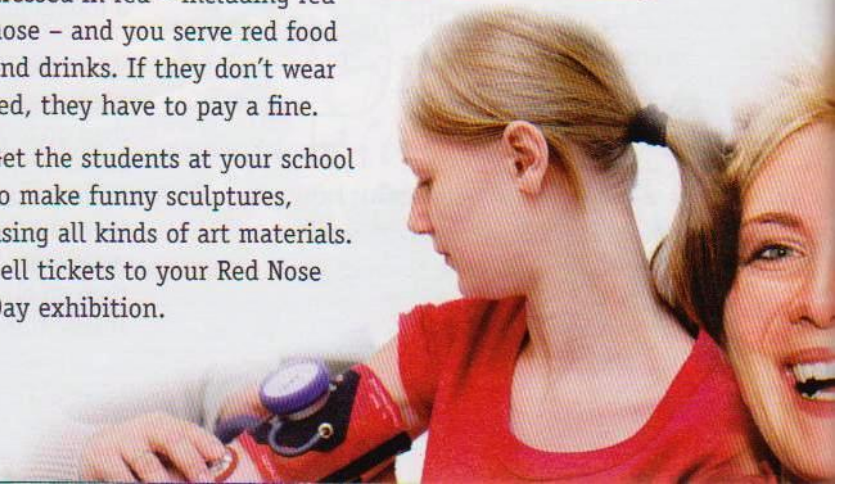
An old saying goes 'laughter is the best medicine', and doctors have found that it's really true. They don't know why, but laughter is good for our heart, our blood circulation, and our immune system. So, the next time you're feeling stressed about your school work, you know what you have to do: try to laugh a lot, develop a sense of humour and watch funny films.

The Comic Relief charity, an organisation that helps people in need, uses laughter to raise money. Every two years in spring, many English people put on a red nose, make a fool of themselves and do 'silly' things to make themselves and others laugh. Examples of 'silly things' you can do are:

- Invite friends round to your house to watch funny films. They have to pay to watch the films – those with the most comfortable chairs pay more – and for food and drinks.
- Hold a talent show at school and ask your friends and teachers to sing, dance or tell jokes. Sell tickets for the show to the rest of the school.
- Have a 'red nose party' at your house. All your friends come dressed in red – including red nose – and you serve red food and drinks. If they don't wear red, they have to pay a fine.
- Get the students at your school to make funny sculptures, using all kinds of art materials. Sell tickets to your Red Nose Day exhibition.

People can buy a red nose at supermarkets, and part of the money goes to Comic Relief.

The organisation has helped people for more than 20 years now. And how much money have they collected since the first Red Nose Day? More than £600 million! The idea of Red Nose Day has travelled to other countries, too. In New Zealand, for example, people have made big red noses which they put on the fronts of cars and even buildings!





## 2 Grammar

### \* Present perfect simple

- a** Look at the example. Then answer the question and complete the rule.

*The organisation has helped people for more than 20 years.*

Does the organisation still exist?

**RULE:** Use the ..... for things that started in the past and continue to the present (now).

- b** Underline other examples of the present perfect simple in the text.



- c** Complete the sentences with the present perfect form of the verbs.

- I 've had (have) my bicycle for two years and it's great!
- My mum ..... (work) in this hospital for three years.
- ..... Maria ..... (live) here for a long time?
- How long ..... your parents ..... (be) married?
- I ..... (not see) my friend Tom for a long time.
- Diana and Jenny ..... (be) friends since 2004.

### \* for vs. since

- d** Look at the examples.

*The organisation has helped people for more than 20 years.*

*How much money have they collected since the first Red Nose Day?*

When do we use *for* and when do we use *since*? Write the words in two lists.

yesterday a week Christmas two years an hour 1999  
Saturday a month I was 11 last weekend a long time days

for	<u>a week</u>	since	<u>yesterday</u>
.....	.....	.....	.....
.....	.....	.....	.....

- e** Make as many correct sentences as you can with the words in the table.

I've studied English	for since	I was 11 years old.
They've been married		20 years.
John has had his bicycle		last Christmas.
I haven't seen Mark		two weeks.
We've lived here		2001.
Maria hasn't spoken to John		ages.
		yesterday.

- f** Rewrite these sentences. Use *for* or *since* and the correct form of the verb.

- I really like Sara. I 've known (know) her since I was ten.
- You ..... (have) a cold ..... two weeks. Go to the doctor!
- My mum's really good at French. She ..... (study) it ..... years.
- I don't know where Peter is. I ..... (not see) him ..... this morning.
- We ..... (not be) to the cinema ..... a long time. Why don't we go this weekend?

## 3 Pronunciation

▶ CD1 T33 Turn to page 110.



## Are you fun to be with?

- 1 You've just had an argument with your mum. Do you:
  - a phone your friends and ask them to meet up and have some fun?
  - b lock yourself in your room on your own?
  - c phone a friend to complain about your mum, and then play loud music for an hour?
- 2 You've just arrived at your holiday place with your parents. Do you:
  - a only want to lie in the sand and read or sleep?
  - b want to have a good time and make new friends?
  - c act miserable: you hate being on holiday and prefer to be at home with your friends?
- 3 You've been at a friend's birthday party for two hours and it's boring. Do you:
  - a tell your friend you have to go home because you promised to help your dad with some work?
  - b make fun of your friend and tell him/her that you are going to give him/her a 'most boring party' medal?
  - c start doing silly dancing or telling jokes to try to make people laugh?
- 4 It's Saturday evening. You've studied hard for a test at school for almost a week. You phone all your friends, but they have already made other plans. Do you:
  - a think of other people you could meet up with?
  - b get angry or down? You can't have fun without your friends.
  - c spend the evening watching TV (even if you don't like the films you're watching)?
- 5 You've forgotten it's the 1st of April. A friend sends you an email to tell you that your Maths teacher wants to talk to you. When you phone the teacher you find out it was an April fool's joke. Do you:
  - a send an email back to your friend to tell him/her that you aren't friends any more?
  - b send an email back to your friend to tell him/her that you think it was a silly joke?
  - c tell all your friends about the joke and have a good laugh about it with them?
- 6 A group of friends have invited you to come to their after-school club. When you get there, you see that none of your friends are there. You don't know anyone at the club. Do you:
  - a stay at the club to see if you can make some new friends?
  - b leave the place immediately?
  - c sit down in a corner and listen to your MP4 player, hoping your friends will arrive soon?

Score for answers: 1 a:6 b:2 c:4 2 a:4 b:5 c:4 3 a:2 b:4 c:6 4 a:6 b:4 c:2 5 a:2 b:4 c:5 6 a:6 b:2 c:4

### 4 Speak and read

- a Work with a partner. Ask and answer the questions in the present perfect. Use *for* and *since* in your answers. How long have you ...
  - (know) your best friend?
  - (play) football/volleyball/basketball/[another sport]?
  - (have) your dog/computer/bike?

A: How long have you known your best friend?  
 B: For five years. / Since I was nine years old.
- b Work with a partner. Ask the questions in the questionnaire and tick (✓) your partner's answers. Use the 'Score for answers' to add up the score. Then tell your partner their result.

#### 12-20 points:

Your friends probably think you're quite serious and not usually great fun to be with. Life isn't so terrible you know! Sometimes it's good to have fun, and take things a bit easier. And why not sometimes laugh at yourself?

#### 22-28 points:

You're often fun to be with, but you can also be serious. Your friends know they can usually have a laugh with you, but when you're sad and angry you tell them.

#### 30-36 points

You're always great fun to be with and people usually like you because they know they can have a good laugh with you. But you don't have to be fun all the time - perhaps sometimes you should be more serious!

## 5 Vocabulary

### ★ Verb and noun pairs

- a** Write the words from the box next to the verbs. Use the texts on pages 46 and 48 to help you.

have	<u>fun</u>	make	_____
_____	_____	_____	_____
_____	_____	_____	_____

~~fun~~ fun of someone a good time  
 a fool of yourself plans friends  
 someone laugh/smile a (good) laugh  
 funny faces

- b** Complete the sentences. Use the correct form of the verbs in Exercise 5a.

- When I speak English, I'm afraid I might make a fool of myself because I often make mistakes.
- It's very important to \_\_\_\_\_ a good laugh.
- Yesterday, Alan \_\_\_\_\_ everyone in class laugh, because he told a joke.
- I love \_\_\_\_\_ fun with my friends at weekends. We always \_\_\_\_\_ a good time when we go out.
- Don't laugh at other people and \_\_\_\_\_ fun of them.

**Vocabulary bank** Turn to page 114.

## 6 Listen

- a** Look at the title of the song. What does 'Don't worry' mean?
- b** Before you listen, make sure you understand the words in the box.

landlord rent frown cash style

- c** Match the rhyming pairs. Then fill in the spaces in the song with words 1–5.

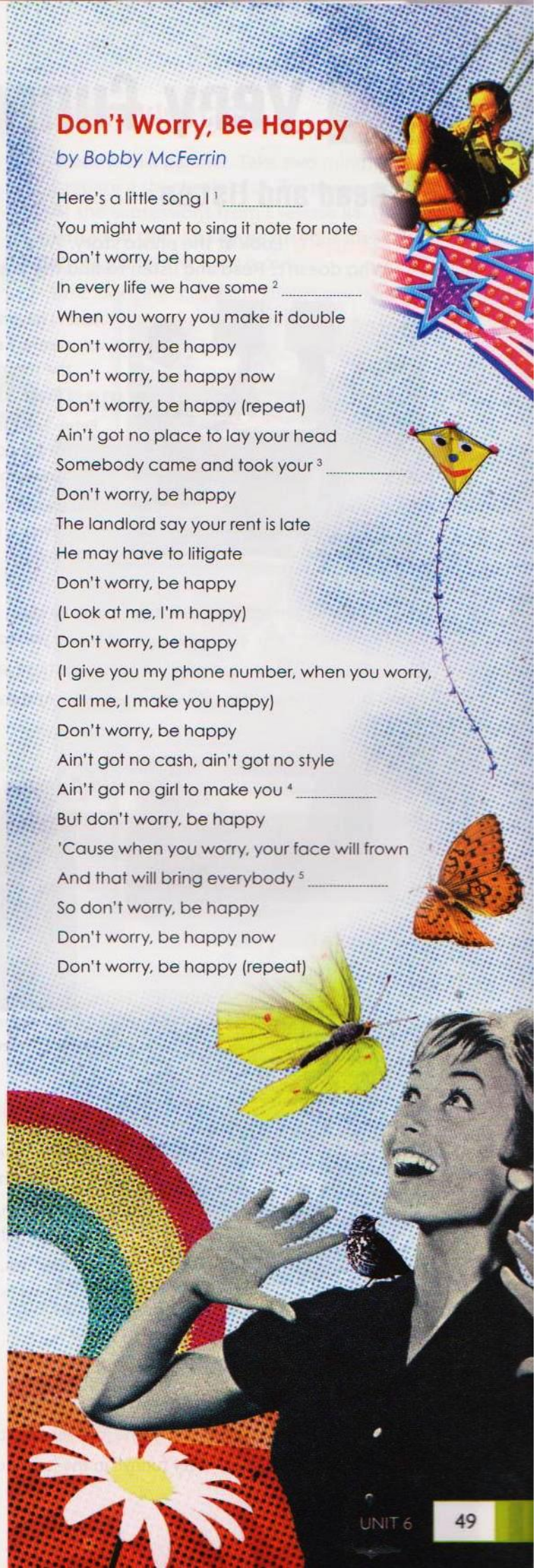
- |           |          |
|-----------|----------|
| 1 smile   | a double |
| 2 trouble | b note   |
| 3 down    | c style  |
| 4 wrote   | d head   |
| 5 bed     | e frown  |

- d** ▶ CD1 T34 Listen to the song and check your answers to Exercise 6c.

## Don't Worry, Be Happy

by Bobby McFerrin

Here's a little song I <sup>1</sup> \_\_\_\_\_  
 You might want to sing it note for note  
 Don't worry, be happy  
 In every life we have some <sup>2</sup> \_\_\_\_\_  
 When you worry you make it double  
 Don't worry, be happy  
 Don't worry, be happy now  
 Don't worry, be happy (repeat)  
 Ain't got no place to lay your head  
 Somebody came and took your <sup>3</sup> \_\_\_\_\_  
 Don't worry, be happy  
 The landlord say your rent is late  
 He may have to litigate  
 Don't worry, be happy  
 (Look at me, I'm happy)  
 Don't worry, be happy  
 (I give you my phone number, when you worry,  
 call me, I make you happy)  
 Don't worry, be happy  
 Ain't got no cash, ain't got no style  
 Ain't got no girl to make you <sup>4</sup> \_\_\_\_\_  
 But don't worry, be happy  
 'Cause when you worry, your face will frown  
 And that will bring everybody <sup>5</sup> \_\_\_\_\_  
 So don't worry, be happy  
 Don't worry, be happy now  
 Don't worry, be happy (repeat)



# Very funny!

## 7 Read and listen

**a** ▶ **CD 135** Look at the photo story. Who is telling a joke? Who finds it funny? Who doesn't? Read and listen to find the answers.

1



**Joel:** I haven't had a break for two weeks. I even get up early in the mornings to study before I leave for school.

**Pete:** Tell me about it. I was late for school a couple of days ago. Same reason.

**Debbie:** In other words, we're all having a hard time here, eh?

2



**Jess:** Oh, that reminds me. This boy comes to class. He's really, really late.

The teacher gets angry and says, 'Why are you so late?' And the boy says, 'Because of a road sign.'

**Joel:** Oh, Jess. What's the point of telling all these jokes? They're not funny.

**Jess:** And the teacher asks, 'What road sign?' And the boy replies, 'A sign that said: School ahead – go slow!'

3



**Jess/Debbie:** Hahahahaha!

4



**Joel:** What's so funny?

**Debbie:** Come on, Joel, you know what it's like. Sometimes things aren't very funny, but they make you laugh anyway.

**Jess:** Know what? I'm glad Debbie and I have a good laugh together sometimes. It really helps with the stress.

5



**Pete:** Well, as long as you don't make jokes about Joel and me, I guess we could join in.

**Jess:** Oh, that reminds me of another one. There's a girl at school who's got really boring friends ....

**Joel:** Ha, ha. Very funny!

**b** Answer the questions.

- 1 How do they feel in pictures 1 and 2? Why?
- 2 What does Debbie think of the joke Jess has told?
- 3 Why does Joel say 'Very funny!' in the last line?