# Contents

<table>
<thead>
<tr>
<th>Unit/Page</th>
<th>Language</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Ready (pp. 4-5)</td>
<td>Key Words: Communication</td>
<td>Listening: The Challenges characters  Reading: An advert  Speaking: Teenagers and communication</td>
</tr>
<tr>
<td>1 Animal Talk (pp. 6-7)</td>
<td>Grammar: Present tenses review  Word Builder: Multi-part verbs (1)  Sentence Builder: since and for</td>
<td>Reading: Article on animal communication  Writing: Interactive class blog</td>
</tr>
<tr>
<td>2 The Blog Generation (pp. 8-9)</td>
<td>Sentence Builder: Negative questions  Key Expressions: Opinions: Listen Closely: stress in common expressions</td>
<td>Reading and Listening: The Challenges story  Speaking Help: Class Discussions  Speaking: A discussion</td>
</tr>
<tr>
<td>3 <a href="http://www.radiochill.org">www.radiochill.org</a> (pp. 10-11)</td>
<td>Across Cultures 1 (pp. 12-13)</td>
<td>Everyday Listening: Short conversations  Reading: Smoke signals, drums and a whistling language  Speaking: Languages and codes  Project: An article on communication  Study Help: Using the Internet</td>
</tr>
<tr>
<td>Study Corner 1 (p. 14)</td>
<td>Word Builder: Opposites</td>
<td></td>
</tr>
<tr>
<td><strong>2 News</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Ready (p. 15)</td>
<td>Key Words: Media</td>
<td>Listening: The news  Speaking: The media  Writing Help: Planning E-mails and Letters</td>
</tr>
<tr>
<td>4 Wacky News (pp. 16-17)</td>
<td>Grammar: Past tenses review  Past Perfect  Word Builder: Compound adjectives  Sentence Builder: Linking with after / before + -ing + clause</td>
<td>Reading: Unusual news stories  Reading Help: Headlines  Reading: Imaginary news stories from history  Speaking: What’s in the news?</td>
</tr>
<tr>
<td>5 Breaking News (pp. 18-19)</td>
<td>Key Expressions: Personal news  Listen closely: Confusing word boundaries</td>
<td>Reading &amp; Listening: The Challenges story  Speaking: Roleplays  Everyday Listening: Personal news and gossip</td>
</tr>
<tr>
<td>6 Finding News (pp. 20-21)</td>
<td>Text Builder: Organisation; informal language; ellipsis in informal written language</td>
<td>Writing: An E-mail  Writing Help: Planning E-mails and Letters</td>
</tr>
<tr>
<td>Your Challenge (p. 22)</td>
<td>Understanding Grammar (p. 23)</td>
<td>Verb patterns  Study Help: Informal / Formal Language</td>
</tr>
<tr>
<td>Study Corner 2 (p. 24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Communities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Ready (p. 25)</td>
<td>Key Words: Communities</td>
<td>Listening: Community survey  Speaking: Your community  Writing: A relationship network</td>
</tr>
<tr>
<td>8 Getting involved (pp. 28-29)</td>
<td>Word Builder: Verb/noun collocations</td>
<td>Listening Help: Working Out Meaning</td>
</tr>
<tr>
<td>9 The River (pp. 30-31)</td>
<td>Across Cultures 2 (pp. 32-33)</td>
<td>Reading: Clan Macrae and the Maoris  Speaking: Family get-togethers  Project: A celebration  Study Help: Unknown Words</td>
</tr>
<tr>
<td>Study Corner 3 (p. 34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Cash</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Ready (p. 35)</td>
<td>Key Words: Money</td>
<td>Listening: Radio programme about teenagers and money  Speaking: Pocket money  Reading: An eBay auction  Reading: Article about the history of money  Speaking: Negotiating</td>
</tr>
<tr>
<td>10 Auction (pp. 36-37)</td>
<td>Grammar: The Passive  Word Builder: Partitives  Sentence Builder: so ... that / such a ... that  Key Expressions: Complaining  Pronunciation: /awl, /awl, /awl and /awl</td>
<td>Reading: Article about auction  Speaking Help: Being Polite  Speaking: Shop roleplays  Everyday Listening: Shopping Situations</td>
</tr>
<tr>
<td>11 Funny Money (pp. 38-39)</td>
<td>Your Challenge (p. 42)</td>
<td>Writing: A Letter of Complaint  Writing Help: Formal E-mails or Letters</td>
</tr>
<tr>
<td>12 Value for Money (pp. 40-41)</td>
<td>Understanding Grammar (p. 43)</td>
<td>Articles: the  Study Help: Communication Problems</td>
</tr>
<tr>
<td>Study Corner 4 (p. 44)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 Water</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Ready (p. 45)</td>
<td>Key Words: Figures e.g. decimals, estimates, fractions</td>
<td>Listening: Documentary on the world’s water  Speaking: How much water do you use?  Reading: Article about underwater treasure  Reading Help: Descriptions of Patagonia, the Victoria Falls and the Everglades  Speaking: Describing a place</td>
</tr>
<tr>
<td>13 Underwater Treasure (pp. 46-47)</td>
<td>Grammar: Modals for present and past speculation  Key Words: Landscape  Word Builder: Collocations  Sentence Builder: although and despite</td>
<td>Reading and Listening: The Challenges story  Speaking Help: Giving Presentations  Everyday Listening: Class presentation about offers</td>
</tr>
<tr>
<td>15 Bristol Zoo (pp. 50-51)</td>
<td>Across Cultures 3 (pp. 52-53)</td>
<td>Word Builder: Adverbs and intensifiers e.g. extremely, quite, rather  Study Help: Writing Tasks</td>
</tr>
<tr>
<td>Study Corner 5 (p. 54)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit/Page</td>
<td>Language</td>
<td>Skills</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Get Ready (p. 55)</strong></td>
<td><strong>Key Words:</strong> The environment</td>
<td><strong>Listening:</strong> Two points of view <strong>Speaking:</strong> Environment questionnaire</td>
</tr>
<tr>
<td>16 Going Green (pp. 56–57)</td>
<td><strong>Grammar:</strong> Future Continuous</td>
<td><strong>Reading:</strong> Article and dialogue about going green</td>
</tr>
<tr>
<td>17 Fair Trade (pp. 58–59)</td>
<td><strong>Word Builder:</strong> get and take</td>
<td><strong>Reading:</strong> Gift brochure <strong>Reading Help:</strong> Facts and Opinions</td>
</tr>
<tr>
<td>18 Local Hero (pp. 60–61)</td>
<td><strong>Sentence Builder:</strong> Prepositions + -ing</td>
<td><strong>Speaking:</strong> Information gap</td>
</tr>
<tr>
<td>Your Challenge (p. 62)</td>
<td><strong>Sentence Builder:</strong> get with the passive</td>
<td><strong>Reading and Listening:</strong> The Challenges story <strong>Speaking:</strong> Roleplays</td>
</tr>
<tr>
<td><strong>Understanding Grammar</strong> (p. 63)</td>
<td><strong>Key Expressions:</strong> Interviews</td>
<td><strong>Everyday Listening:</strong> Weather forecast for 2080</td>
</tr>
<tr>
<td>Study Corner 6 (p. 64)</td>
<td><strong>Listen Closely:</strong> Shifting word stress</td>
<td></td>
</tr>
<tr>
<td><strong>Get Ready (p. 65)</strong></td>
<td></td>
<td><strong>Writing:</strong> A For/Against Essay</td>
</tr>
<tr>
<td>19 Roaring Twentyies (pp. 66–67)</td>
<td><strong>Key Words:</strong> Clothes</td>
<td><strong>Study Help:</strong> Noticing Language</td>
</tr>
<tr>
<td>20 Desert Flower (pp. 68–69)</td>
<td><strong>Grammar:</strong> used to and would</td>
<td><strong>Listening:</strong> Street survey about style <strong>Speaking:</strong> Survey</td>
</tr>
<tr>
<td>21 Fashion Show (pp. 70–71)</td>
<td><strong>Word Builder:</strong> Prepositions in common phrases</td>
<td><strong>Reading:</strong> Article about fashion in the 1920s</td>
</tr>
<tr>
<td><strong>Across Cultures 4</strong> (pp. 72–73)</td>
<td><strong>Sentence Builder:</strong> look like and be like</td>
<td><strong>Reading Help:</strong> Sentence 6aps <strong>Reading:</strong> Life story of Waris Dirie <strong>Speaking:</strong> Guess the celebrity game</td>
</tr>
<tr>
<td>Study Corner 7 (p. 74)</td>
<td><strong>Key Words:</strong> Looks</td>
<td><strong>Reading and Listening:</strong> The Challenges story <strong>Speaking:</strong> Describing people in photos</td>
</tr>
<tr>
<td></td>
<td><strong>Sentence Builder:</strong> looks ..., looks like ..., look ...</td>
<td><strong>Everyday Listening:</strong> Short dialogues</td>
</tr>
<tr>
<td></td>
<td><strong>Key Expressions:</strong> Describing people</td>
<td><strong>Reading:</strong> Body art in history <strong>Speaking:</strong> Body decoration</td>
</tr>
<tr>
<td></td>
<td><strong>Listen Closely:</strong> Formation in questions</td>
<td><strong>Project:</strong> Description of a famous person</td>
</tr>
<tr>
<td><strong>Get Ready (p. 75)</strong></td>
<td><strong>Sentence Builder:</strong> have something done</td>
<td><strong>Writing:</strong> A Sports Survey and Report <strong>Writing Help:</strong> Checking</td>
</tr>
<tr>
<td>22 Magic Moments (pp. 76–77)</td>
<td><strong>Word Builder:</strong> Verbs and prepositions</td>
<td><strong>Study Help:</strong> Dictionary Skills (1): phonetic symbols</td>
</tr>
<tr>
<td>23 The Olympics (pp. 78–79)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 The Police Station (pp. 80–81)</td>
<td><strong>Key Words:</strong> Sports</td>
<td><strong>Listening:</strong> TV programme about sport <strong>Speaking:</strong> Your sport</td>
</tr>
<tr>
<td>Your Challenge (p. 82)</td>
<td><strong>Grammar:</strong> Reported statements</td>
<td><strong>Reading:</strong> Great sporting moments</td>
</tr>
<tr>
<td><strong>Understanding Grammar</strong> (p. 83)</td>
<td><strong>Word Builder:</strong> Multi-part verbs (3)</td>
<td><strong>Reading:</strong> Article on the Olympics <strong>Reading Help:</strong> Taking Notes</td>
</tr>
<tr>
<td>Study Corner 8 (p. 84)</td>
<td><strong>Sentence Builder:</strong> as well as, apart from, instead of + noun</td>
<td><strong>Speaking:</strong> The Olympics</td>
</tr>
<tr>
<td><strong>Get Ready (p. 85)</strong></td>
<td><strong>Sentence Builder:</strong> Having done ...</td>
<td><strong>Reading and Listening:</strong> The Challenges story <strong>Speaking:</strong> Roleplays <strong>Everyday Listening:</strong> Two crime scenes</td>
</tr>
<tr>
<td>25 History Detectives (pp. 86–87)</td>
<td><strong>Sentence Builder:</strong> Indirect questions</td>
<td><strong>Reading:</strong> A Mystery Solved – Easter Island <strong>Speaking:</strong> Environmental issues</td>
</tr>
<tr>
<td>26 Sherlock Holmes (pp. 88–89)</td>
<td><strong>Key Expressions:</strong> Giving advice</td>
<td><strong>Project:</strong> An article about an unsolved historical mystery</td>
</tr>
<tr>
<td>27 The Factory (pp. 90–91)</td>
<td><strong>Listen Closely:</strong> Changing meaning with stress</td>
<td><strong>Study Help:</strong> Revision for Exams</td>
</tr>
<tr>
<td><strong>Across Cultures 5</strong> (pp. 92–93)</td>
<td><strong>Word Builder:</strong> Word families e.g. big, enormous, massive, vast</td>
<td></td>
</tr>
<tr>
<td>Study Corner 9 (p. 94)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Get Ready (p. 95)</strong></td>
<td><strong>Key Words:</strong> Crime</td>
<td><strong>Listening:</strong> Famous fictional detectives <strong>Speaking:</strong> Talking about qualities</td>
</tr>
<tr>
<td>28 Mad Genius? (pp. 96–97)</td>
<td><strong>Grammar:</strong> Reported questions</td>
<td><strong>Reading:</strong> Interview with an archaeologist</td>
</tr>
<tr>
<td>29 The Hitchhiker's Guide to the Galaxy (pp. 98–99)</td>
<td><strong>Word Builder:</strong> Idiomatic expressions</td>
<td><strong>Reading:</strong> Story – The Hound of the Baskervilles <strong>Speaking:</strong> Information gap</td>
</tr>
<tr>
<td>30 Success! (pp. 100–101)</td>
<td><strong>Sentence Builder:</strong> Having done ...</td>
<td><strong>Reading and Listening:</strong> The Challenges story <strong>Speaking:</strong> Roleplays <strong>Everyday Listening:</strong> Two crime scenes</td>
</tr>
<tr>
<td>Your Challenge (p. 102)</td>
<td><strong>Key Expressions:</strong> Giving advice</td>
<td><strong>Reading:</strong> A Mystery Solved – Easter Island <strong>Speaking:</strong> Environmental issues</td>
</tr>
<tr>
<td><strong>Understanding Grammar</strong> (p. 103)</td>
<td><strong>Listen Closely:</strong> Changing meaning with stress</td>
<td><strong>Project:</strong> An article about an unsolved historical mystery</td>
</tr>
<tr>
<td>Study Corner 10 (p. 104)</td>
<td></td>
<td><strong>Study Help:</strong> Dictionary Skills (2): non-literal language</td>
</tr>
</tbody>
</table>

*Student A Activities (p. 105), Student B Activities (p. 107)*

*Questionnaire answers, Fact or Fiction answers (p. 106)*

*Irregular Verb List (p. 128) [ ] For your portfolio*
Talk about communication and give opinions.
Read about animal communication, blogs, and unusual languages.
Listen to short conversations.
Write blogs and a project about communication.
Learn more about present tenses.

Module 1

Communication

Get Ready

1. Look at the Key Words. What forms of communication do you use?

Key Words: Communication

- blog, body language, computer network, e-mail, face to face conversation, instant messaging, mobile phone (US = cellphone), postal service, sign language, telephone (landline), telegraph, texting (SMS messages)

2. Work in pairs. Complete the information with the Key Words. Check your answers on page 106.

900 BC Early 1________ in China. Messages are carried on horses back.

1844 The first 2________ message is sent in the USA using the Morse Code.

1874 A.G. Bell has the first successful 3________ conversation.

1969 The first computer 4________ links universities in the USA.

1972 The first 5________ is sent. The message explains how to use the @ symbol.

1983 Motorola make their first 6________. It measures 25 cm x 8 cm!

1991 The World Wide Web is developed and surfing the Net becomes possible.

1996 7________ is invented. You can now chat to your friends on your computer!

3. Listen to the people in the photo. Match their names with the information (A = Abi, E = Ellie, etc).

1. [ ] and [ ] had the idea for an online radio station.
2. [ ] seems quite artistic.
3. [ ] is interested in 'green' issues.
4. [ ] and [ ] were not born in Bristol.
5. [ ] and [ ] like football.
6. [ ] is very keen on music.
4 Read the advert for 'radiochill.org'. What programme would you like to listen to?

Radiochill.org

The best music in town with Bristol's hottest new bands.

Daily news about what's really happening in Bristol.

Special weekend programmes:
What's On, Where To Go,
Sports Round-up and Cool Clothes.

www.radiochill.org

5 Work in pairs. Read these questions and then tell your partner about yourself.

1 What do you use your mobile phone for most?
   a) phoning  b) texting  c) taking photos
d) downloading music  e) playing games

2 How do you prefer to chat to your friends?
   a) face to face  b) on the phone  c) by texting
d) by instant messaging  e) by e-mail

3 What do you use the Internet for?
   a) e-mail  b) instant messaging  c) buying things
d) homework  e) sending e-greetings

4 Which of these things do you send by post?
   a) postcards  b) birthday cards  c) personal letters
d) Valentine cards  e) formal letters

6 Speak Out Do you agree or disagree with the statement below? Give your reasons.

Teenagers use computers and mobiles too much and they don't talk face to face enough.
Warm-up

1. Look at the animals on this page. What do you know about them? Think about:
   - where they live
   - what they eat
   - their size and weight
   - characteristic features

2. Read the text about animal communication. How do these animals communicate?
   - ants
   - rats
   - bees
   - elephants
   - whales
   - frogs

"My dog is sitting in front of my desk, wagging his tail and looking at me intensely. What is he trying to tell me?" Jane Roberts investigates.

People have always been interested in how animals communicate and scientists are doing a lot of research in this area.

Most animals communicate by smell; they produce chemical substances called ‘pheromones.’ Scientists have discovered that a rat can identify another rat: its age, sex and social status, just by smelling its urine. Ants spread pheromones to guide other ants to a food source. Bees not only use pheromones but also ‘dance’ to tell other bees where to find food. For example, if a bee flies straight upwards, it means they should fly directly towards the sun.

Everyone has heard birds singing. Research has shown that many other animals use sound to communicate. Some male frogs make two-part calls: the first part can only be heard by other male frogs, and it is a warning. Females only hear the second part, which is a mating call!

Scientists have known for some time that many animals, like bats, whales and elephants, communicate with sounds that people cannot hear. Their calls produce waves that travel through the ground, water or air. We know that elephants probably receive these signals with their feet or trunks.

However, we know little about how whales hear. Ecologists say that nowadays loud noise from ships is interfering with whales’ communication.
5 Read the sentence. Choose the meaning (a or b) for the verb in bold.

Scientists have known for some time that many animals communicate with sounds that people cannot hear.

a) situation that started in the past and continues up till now
b) situation that happened in the past

6 Read the sentences and match them with the timelines.

1 I've had a cat for two years.
2 I had a cat for two years.

a) 2 years ago now
b) 2002 2004 now

7 Match the sentences with the pictures.

1 I have fed the animals.
2 I'm feeding the animals.
3 I feed the animals.

8 Complete the text with the verbs in brackets in the Present Simple, Present Continuous or Present Perfect.

1 I  have (have) two dogs, Choc and Ginger. Ginger  be (be) in our family for seven years and Choc  be (be) just two years old. They  not like (not like) each other very much. Choc  sleep (sleep) in my bedroom and I  think (think) Ginger  be (be) jealous. Ginger  bite (bite) Choc a few times and she often  bark (bark) at her. At the moment, we  try (try) to train them. I  find (find) a good dog trainer and I  take (take) the dogs to her three times a week. She's really great!

9 Use the cues to write about Catherine, who studies elephant behaviour.

Example
1 She has lived in Africa for ten years.
2 live in Africa / for ten years
3 love animals / always
4 have a pet / never
5 investigate elephants' family life / this summer
6 take photos of elephant calves / now
7 write her observations / every day
8 observe the animals at night / often
9 not published many articles / yet

Your Turn

10 Use the cues to write a questionnaire about how people feel about animals. Use the correct tenses.

Example
1 Are you afraid of any animals?
2 you / be afraid of any animals?
3 you / get on well with animals?
4 you / ever / be bitten by an animal?
5 How often / you / watch programmes about animals?
6 you / look after an animal / now?
7 you / be allergic to any animals?
8 you / enjoy this lesson about animals?

11 Work in pairs. Ask and answer the questions.

12 Report your partner's answers to the class.
Warm-up
1. Look at the things you can find in blogs. Which would you like to read or write?
   - personal diaries
   - diaries about pets/babies
   - messages between friends
   - chats to meet new friends
   - chats about interests (music, sport, cooking, etc)
   - discussions about politics
   - news
   - novels and stories
   - jokes
   - homework questions and answers

Reading
2. Read the article. Which types of blog from Exercise 1 are mentioned?

Blogs have been around since 1994 when Justin Hall, a bored student in the USA, began writing his diary on the Internet. Today, there are millions of blogs.

The 'blogosphere' is a virtual world where people chat, argue and even fall in love with someone. It's also a young world. Over half the blogs are written by teenagers.

There are blogs about everything from computers to cooking, from politics to pets. Families use them to keep in touch with each other. Most teenagers write diaries about their everyday lives.

You don't need special computer skills. If you want to start blogging, you just register with a company like MySpace, MSN or Xanga, log on and start writing or uploading photos. It's easy and it's free! But remember - never give away your real name, address or phone number, because you don't know who might read your blog.

3. Are these statements true (T), false (F) or is there no information (NI)?
1. Justin Hall still writes a blog.
2. Most bloggers are adults.
3. You can read someone's blog and write to them.
4. Teenagers usually write about their pets.
5. Blog companies get their money from advertising.
6. It's easy to write blogs and add photos.
5 Find the verbs in the article and the blogs.
Complete them with somebody or something.

**Word Builder**

<table>
<thead>
<tr>
<th>two words</th>
<th>three words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hand _______ in</td>
<td>3. get down to _______</td>
</tr>
<tr>
<td>2. give _______ away</td>
<td>4. get on with _______</td>
</tr>
<tr>
<td>5. meet up with _______</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>four words</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. fall in love with _______</td>
</tr>
<tr>
<td>7. keep in touch with _______</td>
</tr>
</tbody>
</table>

6 Complete the sentences using the verbs from Exercise 5 in the correct form.

1. Tomorrow, I've got to _______ that project.
2. This evening, I'm going to _______ a friend.
3. Come on. Let's stop talking and _______ some work.
4. On Saturday, I _______ the secret of my mum's surprise fortieth birthday party.
5. I have _______ a lot of my friends from primary school.

7 **Verb Game** How many sentences can you make with the verbs below?
get in, get off, get on, get to, get on with, take off, take up

→ **Word Bank**, page 122

8 Look at the Sentence Builder. When do we use for and since - with a period of time or a point in time?

I've been with her for two weeks.
I haven't seen him for ages.
Blogs have been around since 1994.
I haven't seen him since March.

9 Write true sentences with for or since and these time expressions.

two hours, eight o'clock, Tuesday, a few days, three years, 2005, Christmas, ages

**Example**
I haven't eaten for two hours.

**Writing and Speaking**

10 Work in groups and write some blog entries.

- Think of a topic for a blog (see Exercise 1). Write your name, the time, and the first entry on a sheet of paper.
- Pass your paper to the next student.
- Write your name, the time, and the next entry on the 'blog' you receive.
- Continue until your blog returns to you.

11 Read your blog to the class.

**Fact or Fiction?**

There are over seventy million blogs on the Internet.
Check your answer on page 106.
Warm-up

1. Look at the body language of Ellie, Steve, Tanya, and Abi in the photo. Who do you think...
   1. likes looking cool?
   2. doesn't say much?
   3. is very enthusiastic?
   4. has a good sense of humour?

Reading and Listening

2. Read and listen to the dialogue. Check your answers from Exercise 1.

The group meet at the radiochill.org studio in Ellie's house.

Ellie: Okay, we're ready to start next week. We'll do an hour a day at first.
Abi: I don't think an hour's very much.
Steve: It's a long time on the radio.
Ellie: That's true. We could start the first programme with an introduction about ourselves.
Abi: What about music? If you ask me, music's much cooler than chatting.
Tanya: I don't think so. I agree with Ellie. An intro would be good. What do you think, Steve?
Steve: Fine.
Ellie: What about news? Didn't we agree on that before?
Abi: We haven't got any news yet! We've got to find some.
Tanya: 'Radio reporter, 16, pushes girl into fountain in Millennium Square.'
Abi: Yeah, that was funny, wasn't it?
Tanya: Yeah, it was for you but not for me!
Ellie: Come on you two, let's get back to the subject.
Tanya: Well, there's an athletics competition in Bristol next week. I think it'll be interesting. Don't you think so?
Steve: Yeah, definitely.
Ellie: I think so, too. We can have that later with the news. So we have the intro and then some music. Then the news, then more music.
Tanya: Yeah. We can add more programmes later. You've got plenty of music, haven't you Abi?
Abi: Lots of cool stuff!
Ellie: Okay, let's get down to some work!
5 Look at the Key Expressions. Classify them.
   a) agreeing  b) disagreeing  c) giving opinions
d) asking for opinions

Key Expressions: Opinions

<table>
<thead>
<tr>
<th>What do you think?</th>
<th>I think (that) …</th>
<th>I don’t think (that) …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t you think so?</td>
<td>I think so, too. / Yes, definitely. I don’t think so.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That’s true. / I agree with …</td>
<td></td>
</tr>
</tbody>
</table>

6 Look at the Speaking Help.

Speaking Help: Class Discussions
- Always use English except for names in your language (e.g. TV programmes, films, groups).
- Listen to your partners’ opinions and wait for them to stop before you speak.
- Ask the others their opinions, too.

7 Work in groups. Use the advice in the Speaking Help and Key Expressions from Exercise 5 and talk about these things.

- the best football teams  
- the best films  
- the best radio/TV programmes at the moment  
- the best websites/blogs  
- the best tennis stars  
- the best pop groups/singers

Example
Tom: I think Chelsea are the best team.
Ann: Yeah, definitely. Don’t you agree, Tim?
Tim: No, I don’t think so. I think Liverpool are better.

Everyday Listening

1 Listen to six short conversations. Choose the correct answer (a, b or c).

1 Where is Tim on holiday?
   a) on the coast  b) in the mountains  c) on a boat

2 What are Roxy’s favourite blogs about?
   a) films  b) pop music  c) football

3 What homework has Kelly not done?
   a) maths  b) chemistry  c) geography

4 How does Tom usually get to school?
   a) by bus  b) on foot  c) by car

5 What instrument can Susan play?
   a) piano  b) flute  c) guitar

6 How did Cath wish her cousin ‘Happy Birthday’?
   a) by mobile phone  b) with a card  c) by e-mail

2 Listen Closely Listen to the sentences below and underline the stressed word or words.

1 It’s not fair.  5 You’re late again.
2 How’s it going?  6 I couldn’t help it.
3 It’s a nightmare!  7 I can’t play any, actually.
4 Do you want me to help?  8 He’s a really nice guy.
Keeping In Touch

In the dark days before mobile phones, people had different ways of communicating over long distances. Lucy Marr looks at some of these methods.

Smoke signals are well-known from Hollywood wild west films. They started in North America and China hundreds of years ago. By passing a blanket over a fire, you can make a puff of smoke. If you are careful, you can control the size and shape of the puffs to create signals. However, you can only send simple, short messages such as ‘everything is okay’, ‘danger’ or ‘help’. Smoke signals can be seen from a long way off but they are useless if you want to keep something secret. Everybody in the area knows what you’re saying – it’s a bit like listening to people on their mobile phones on the bus!

Talking drums can send quite complicated information. And they’re loud – you can hear them up to eight kilometres away. They were first used in West Africa. When Europeans were first exploring the forests there, they were surprised to find the natives knew they were coming. The use of drums spread to South America and the Caribbean during the slave trade. In fact, talking drums were banned because slaves were using them to communicate in a secret code.

Whistling languages are very rare. People whistle messages to each other on the Canary Island of La Gomera. The origins of the language are unknown but it probably came from the Berber people of Morocco. Until recently, it was dying out but now children on the island have to learn it at school. Silbo sounds a bit like a bird song and has a vocabulary of over 4,000 words! People originally used it to communicate over the steep hills and valleys of the island but now it has other uses. Juan Cabello, a resident of the island, says: “I use it for everything – to call my wife, to tell my kids something, or to find a friend in a crowd. It’s useful for just about everything but not very good for romance – everyone on the island would hear what you were saying!”

Warm-up

1 Look at the photos and guess if these sentences are true (T) or false (F).

1 Smoke signals started in North America and China.
2 You can send detailed information with smoke signals.
3 You can hear ‘talking drums’ twenty kilometres away.
4 Communicating with drums began in South America.
5 Some children learn how to whistle messages at school.

Reading

2 Read the text and check your guesses from Exercise 1.
3 What are the advantages and disadvantages of each type of communication?

4 Look at the Word Builder. Complete it with the words in yellow from the text with the opposite meaning.

**Word Builder**

<table>
<thead>
<tr>
<th>well-known</th>
<th>long</th>
<th>simple</th>
<th>careless</th>
<th>useful</th>
<th>quiet</th>
<th>common</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

5 Write sentences about four of these things using words from the Word Builder.

- an animal
- heavy music
- a street
- a singer
- a maths problem
- a calculator
- a carpenter

**Example**

Giraffes have got long necks. They are common in Africa.

6 **Adjective Quiz** Work in pairs. Test your partner on the opposites of the words in the box.

→ **Word Bank**, page 125

**Example**

A: What's the opposite of 'correct'?
B: 'Incorrect'. What's the opposite of...

correct, hard-working, patient, happy, kind, outgoing, dangerous, tidy, tall, pleasant, strong, experienced, comfortable, lucky, healthy, fair, rich

**Speaking**

7 Work in pairs. Ask and answer these questions.

1 How many foreign languages can you understand a bit of?
2 How many languages can you say 'hello' in?
3 What other foreign language would you like to learn? Why?
4 Have you ever made up a secret code? If so, how did it work?
5 Are there any words that only you and your friends use?
6 If you spoke a secret language, when would you use it?

---

**Project: An article**

1 Work in groups. Choose an important type of communication for each student (see the Key Words on page 4).

2 Find out more details about your type of communication and make notes.
   - say when and where it started
   - show an example of it
   - explain the advantages and disadvantages

3 Write your article and ask your group to check it.

4 Give your article to other students to read.

The ancient Egyptians had a system of picture writing called hieroglyphs. Each hieroglyph represented a thing or an idea. For example, this hieroglyph [image] represented ...
Language Check

1. Match the words with the definitions (a–d).
   - blog 1  
   - e-mail 2  
   - texting 3  
   - instant messaging 4  
   a) sending written messages by mobile phone  
   b) an online diary or chatroom  
   c) a message sent by computer  
   d) chatting to friends online

2. Complete each gap with one word.
   5. I get on ______ most people in my class.
   6. I’ve got to hand ______ my homework tomorrow.
   7. My brother recently took ______ judo.
   8. She says she fell in love ______ a boy on holiday.
   9. You must get down ______ some work.
   10. I met up ______ an old friend on Saturday.
   11. Do you keep in touch ______ your old boyfriend?

3. Complete each sentence with the opposite of the underlined word.
   12. I’m very careful with my clothes but I’m a bit ______ with my CDs.
   13. She was unknown before she won the competition; now she’s a ______ singer.
   14. I thought this homework would be ______ but it’s quite ______.
   15. I had nine ______ answers and only one ______ answer in the maths test.

4. Complete the text with the verbs in brackets in the correct tense: Present Simple, Present Continuous or Present Perfect.
   Blind people ______ (use) the Braille system for reading since the 19th century. Braille ______ (consist) of a series of raised dots which ______ (represent) letters of the Latin alphabet. There are about two million people in the UK with sight problems but only twenty thousand ______ (read) with Braille. In the last few years, many young people ______ (start) to use electronic text instead of Braille. At the moment, experts ______ (discuss) how to make Braille more attractive for young people.

5. Complete the sentences with for or since.
   22. He hasn’t phoned me ______ two weeks.
   23. We’ve lived here ______ 2004.
   24. I haven’t seen her ______ Friday.
   25. She’s taught in our school ______ six years.

6. Underline the correct alternative.
   Sue: I ______ think/believe their new CD is great.
   Mel: I don’t think ______ so/that. I prefer the first one.
   Pat: I agree ______ with/in Sue. It’s better for dancing.
   Don’t you think ______ that/so?
   Sue: Yes, that’s ______ so/true.

Study Help: Using the Internet
- First, write key words in a search engine like Google (e.g. ancient Egypt + language).
- If you can’t find any good sites, change the key words (e.g. ancient Egypt + hieroglyphics).
- When you find a good site, don’t try to understand everything. Bookmark the site (Favourites) so you can return to it.
- Copy useful parts of a website onto your computer or print them out. Then you can read them more slowly and take notes.
- Always put a list of the websites where you got the information from at the end of your work.

- Use the study help to find out information about one of these people or things.
  - sign language  
  - Bristol  
  - Liverpool F.C.  
  - Avril Lavigne  
  - Fernando Alonso
EXCLUSIVE INTERVIEW WITH DESTINY'S CHILD

IS THERE LIFE AFTER HARRY POTTER?

HOW TO CHILL OUT THIS SUMMER!

INTERVIEW WITH THE STARS

Get Ready

1 Where do you read or hear the things in the Key Words: in newspapers / magazines or on TV / radio?

Key Words: Media

advice on fashion / health, articles, cartoons, chat shows, crosswords, documentaries, game shows, gossip about celebrities, letters, headlines, horoscopes, international news, interviews, problem page, puzzles, questionnaires, book / CD / film reviews, sports reports, quizzes, weather forecasts

2 Listen to the radio news and take notes about the items (1-5). Compare answers with a partner.

1 Hurricane: Where? When?
2 Bank robbery: Where? Police phone number?
3 Actress: Why in hospital? Husband's job?
4 New goalkeeper: Where from? Begins training?
5 Weather: Today? Tomorrow?

3 Work in pairs. Ask and answer the questions below.

1 Look at the magazine cover. What would you like to read about?
2 What other things in the Key Words do you enjoy reading?
3 What things in magazines (e.g. puzzles) do you like doing?

4 Speak Out What do you think about the statements below? Tell the class.

1 Teenage magazines should have more serious topics.
2 There are too many adverts on TV.
3 Reality TV shows like Big Brother should be banned.

www.challenges-elt.com
Warm-up

1 Look at the photos (a–c) and the headlines (1–3) in the text. What do you think the stories are about?

2 Read the news items and check your guesses for Exercise 1. Which story is the strangest?

Grammar: Past tenses

4 Read the sentence and put the names of the tenses on the timeline: Past Simple, Past Continuous.

Terry and Susan Smith were sitting on the plane when they saw their spaniel, Poppy.

- a) ___________
- b) ___________

5 Complete the sentences from the text with the correct forms of the Past Perfect. Then look at the text again and complete the rule.

1 The villagers ______ the cats to control the rats.
2 They ______ Poppy in a cage on the cargo deck.

We use the Past Perfect to talk about an event that happened before / after other events in the past.

6 Look at the two events in each sentence (a–b). Underline the event that happened first.

a) When the big day came, they opened the tin.

b) When the big day came, they had opened the tin.
7 Match the sentences with the pictures.

1. When they started singing, everybody left the room.
2. When they started singing, everybody had left the room.

3. We saw that someone had been in the kitchen.
4. We saw that someone was in the kitchen.

8 Match events (1–3) with reasons (a–f). There are two possible reasons for each event. Use the Past Perfect for the reasons.

Example
1. Terry failed his maths test because he hadn’t studied enough.

What happened?
1. Terry failed his maths test.
2. Josh was taken to hospital.
3. A pop star was put into prison.

Why?
a) didn’t study enough
b) caused a tragic accident
c) went to a party the night before
d) stole clothes from a shop
e) a dog bit him
f) fell off a horse

9 Complete the texts with the verbs in the Past Simple, Past Continuous or Past Perfect.

People in the Sea Garden park in Varna, Bulgaria ______ (enjoy) their afternoon when an escaped tiger ______ (come) through the gates. Everybody ______ (run away) in panic. The tiger ______ (escape) from its cage at the zoo. The police ______ (catch) the animal and ______ (take) it back to the zoo.

A cow ______ (jump) into a neighbours’ swimming pool during a heatwave in Brazil. The owner of the house said: ‘I ______ (cook) lunch when I ______ (hear) a noise. I ______ (go) out to check what ______ (happen) and I ______ (see) a cow in the swimming pool! It ______ (get) over the fence and ______ (go) straight to the pool.’ Fire fighters ______ (get) the animal out of the pool and ______ (take) it back to the farmer.

Your Turn

10 Work in pairs. Look at the pictures. Student A go to page 105, Student B go to page 107.
Warm-up

1 Match each person in the pictures with two pieces of information (1–6).

1 ruled Egypt in the first century BC.
2 sailed from Spain to America in 1492.
3 tried to blow up the British Parliament and King in 1605.
4 was born in Genoa (modern Italy).
5 was executed in 1606.
6 was killed by a snake.

Check your answers on page 106.

Reading

2 Look at the Reading Help.

Reading Help: Headlines
• Headlines in English-speaking newspapers are difficult because they miss out words and use difficult vocabulary.
• Try to make a full sentence from the headline (e.g. Ten Die in MS Horror Crash = Ten people died in a horrible car crash on the M5 motorway).

3 Turn to page 106. Use the Reading Help to guess the meaning of the headlines.

4 Look at the headlines on this page. Guess what they mean. Then read the articles and check your guesses.

5 Read the three articles again. Answer these questions.

1 How did Cleopatra kill herself?
2 Why did she do it?
3 Why does the headline refer to ‘paradise island’?
4 What surprised Columbus about the natives?
5 What did Fawkes want to do?
6 Why did he want to do it?
8 Game How quickly can you make the seven compound adjectives?

Example world-famous

world-, after-, air-, English-, five-, long-, hard-
conditioned, haired, famous, school, speaking, working, star

→ Word Bank, page 126

9 Look at the Sentence Builder.

<table>
<thead>
<tr>
<th>Sentence Builder</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After Columbus landed</td>
<td>he claimed it for Spain.</td>
</tr>
<tr>
<td>on the island,</td>
<td>Columbus claimed it for Spain.</td>
</tr>
<tr>
<td>After landing on the island,</td>
<td>he gave the natives presents.</td>
</tr>
<tr>
<td>Before Columbus left</td>
<td>Columbus gave the natives presents.</td>
</tr>
<tr>
<td>the island,</td>
<td></td>
</tr>
<tr>
<td>Before leaving the island,</td>
<td></td>
</tr>
</tbody>
</table>

10 Rewrite these sentences. Use the structures from the Sentence Builder.

Example
Before getting up, Fred listened to the radio ...

1 Before he got up, Fred listened to the radio for ten minutes.
2 After arriving at school, Susan did her homework in the library.
3 Before we had lunch on Saturday, we did some shopping.
4 After I got home, I had a shower.
5 Before going to bed, Sam watched a film.
6 After he finished the exam, Simon went for a run.

Speaking

11 Work in groups. Talk about these things.
- the main international news yesterday
- the main news in your country
- a celebrity in the news
- the most important sporting event this week

Example
The main news in our country was about the floods in the north.

Fact or Fiction?
The world's best-selling newspaper is the Japanese *Yomiuri Shimbun*. It sells ten million copies a day!

Check your answer on page 108
Warm-up

1 Have you ever been on local TV or radio? Do you know anyone who has?

Reading and Listening

2 Read and listen to the dialogues. Answer the questions.

1 Who do Ellie and Steve interview?
2 What do they find out about the river?
3 How does Tanya feel after the first programme? Why?

Steve and Ellie go out to find a story.

Ellie: Hi. We’re reporters from radiochill.org. Can we ask you a couple of questions?
Boy: Okay. Go ahead.
Ellie: We’ve heard there was a mugging near here yesterday. Do you know anything about it?
Boy: Sorry, I don’t.
Steve: So how’s it going? The fishing, I mean.
Boy: Not very well, I’m afraid.
Steve: That’s a pity – I like fishing, too, you know.
Boy: Well, the river’s useless these days. I saw a couple of dead fish. They should do something about it.
Ellie: Did you say ‘dead fish’? That sounds interesting. Where exactly did you see these fish?

Afterwards, Ellie comes back to the studio.

Tanya: Oh, hi there. Ellie. How are things?

Tanya: Great! What did you find out?
Ellie: We talked to this boy who was fishing. He found some dead fish in a river. We’re going down there tomorrow. What about you? How did everything go?

Tanya: Oh, the programme was a nightmare.
Ellie: I’m sure it wasn’t that bad.

Tanya: It was. Honestly. I was so nervous, I dropped my bits of paper on the floor.
Ellie: Oh, no! I’m sorry about that, Tanya. Don’t worry about it.

Tanya: I feel awful.
Ellie: Never mind. It’ll be better next time.
Tanya: I hope so!
3 Look at the Key Expressions. Which of the reactions is to good news?

**Key Expressions: Personal News**

<table>
<thead>
<tr>
<th>Asking for news</th>
<th>Replying</th>
</tr>
</thead>
<tbody>
<tr>
<td>How’s it going?</td>
<td>Not very well, I’m afraid.</td>
</tr>
<tr>
<td>How are things?</td>
<td>Not bad.</td>
</tr>
<tr>
<td>How did everything go?</td>
<td>Pretty good really.</td>
</tr>
<tr>
<td></td>
<td>It was a nightmare.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reacting to news</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s a pity.</td>
<td>Don’t worry about it.</td>
</tr>
<tr>
<td>Great!</td>
<td>Oh, no!</td>
</tr>
<tr>
<td>I’m sure it wasn’t that bad.</td>
<td>Never mind.</td>
</tr>
<tr>
<td>I’m sorry about that.</td>
<td>It will be better next time.</td>
</tr>
</tbody>
</table>

4 Think about your life last week. You can make things up if necessary!
- good things that happened
- interesting people you met

5 Exchange news with your partner. Use the Key Expressions from Exercise 3.

**Example**

A: How’s it going?
A: Great! Did you get his phone number?
B: Yeah, and I gave him mine. What about you? How did everything go at the weekend?
A: It was a nightmare. We lost 8–2 in the hockey. I was awful.
B: I’m sure it wasn’t that bad.

**Everyday Listening**

1 Listen to four conversations and answer these questions.
1 Does Gary feel okay? Why or why not?
2 Do the women like the new neighbours? Why or why not?
3 Did the exam go well? Why or why not?
4 Did Teri’s date with Colin go well? Where did they go?

2 Listen Closely Listen and choose the correct option in italics.

1 Have you met the new neighbours / two neighbours?
2 I was fifteen minutes / fifty minutes late.
3 I looked and / Luckily they let me in.
4 You want to / won’t believe it.
5 And what about the actual / factual exam?
Writing: An E-mail

1 Read Steve's e-mail. Choose the correct options in italics.

1 GCSEs and A-levels are exams / projects.
2 Steve likes / doesn't like his sister's boyfriend.
3 Steve fancies Ellie / Tanya.

From... stevebjones@hotmail.com
To... damgreenwood@tophat.com
Subject: BIG NEWS!

Hi Damian,

1 How's it going? Did your GCSEs go all right? Mine were okay but I think I failed Physics! I just hope I pass enough to do Art, English and French for my A-levels next year. What do you want to do?

Everything's cool here. Annie is still going out with Charlie. (What a nerd he is!)

2 I did quite well in athletics at school - came second in the 400 metres. Anyway, the BIG NEWS is that last week we started an online radio station! There are four of us - Ellie, Tanya, Abi and me. Tanya's really nice but I think she's got a boyfriend. Typical! You can listen to us at www.radiochill.org - check it out! We do three hours a day of music and local news. Hope people get into it. I'm a reporter (imagine that!) and I also take photos for our website (that's more 'me'). 😊

3 Well, must go now. Got to take some photos for our website. Write back soon!

Love to everybody!

Steve

Text Builder

2 Match the paragraphs (1-3) with what they do (a-c).

a) finish off
b) ask about the other person
c) give the main news

3 Find colloquial words or expressions in the e-mail that mean:

• good • silly person • as usual
• try it • get interested in

4 Find sentences in the e-mail with words missing. This only happens in postcards and informal letters.

Example
(l) came second in the 400 m.
(That's) typical!

5 Write an e-mail to a friend or someone in your family who lives in another town. Tell them your news (real or imaginary!).

FOR YOUR PORTFOLIO

STEP 1 Look at the Writing Help and plan your e-mail.

Writing Help: Planning E-mails and Letters

• Think about the person you are writing to. How well do you know him/her?
• What would he/she be interested to hear about? Family news? School news? Your social life?
• What do you want to know about him/her? Think of some questions to ask.

STEP 2 Write notes for three paragraphs (see Exercise 2).

STEP 3 Write your e-mail. Try to write in an informal style (see Exercises 3 and 4).

STEP 4 Check for spelling, grammar and punctuation.

6 Work in groups. Read each other's e-mails. Who has the most interesting news?
1 Read the text. What is the author's opinion about magazines for teenagers?

A lot of us like buying magazines, don't we? We enjoy reading about films, fashion and sport. And for us girls, magazines are also a good place to find out about important things like health, relationships and birth control.

From magazines, you can learn to put on make-up and how to stop biting your nails. They suggest having a healthy lifestyle and give practical tips: how to give up eating sweets, how to avoid smoking and start doing exercise at home.

They advise us to do these things but the advice comes with adverts which tell us to buy various things: body lotions that will help us lose weight, shoes that will make us look more attractive and energy drinks that promise to keep us active all night.

One jeans ad says, 'In a world where you can be anything, be yourself.' The problem is that companies only want us to be ourselves with the help of their product. They never offer to show us how to be more creative or more involved in community life. They ask us to wear their brand names and try to convince us that this will let us express 'who we really are'. In fact, they just want to sell us as much as possible. And we shouldn't agree to buy it any more!

Of course, advertisers know that we are important customers. We love going shopping and, on average, we spend $38.55 each time we go. But I think we should stop to think about what we are buying. We should refuse to let companies manipulate us. We should decide to really be ourselves!

2 Complete the table with the verbs in bold.

<table>
<thead>
<tr>
<th>Verb + to infinitive</th>
<th>Want to do something</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb + object + to infinitive</td>
<td>Want somebody to do something</td>
</tr>
<tr>
<td>Verb + object + infinitive</td>
<td>Let somebody do something</td>
</tr>
<tr>
<td>Verb + -ing</td>
<td>Enjoy doing something</td>
</tr>
</tbody>
</table>

3 Read these sentences from the text and match them with the meanings of the verb stop.

1 We should stop to think about what we are buying.
2 You can learn how to stop biting your nails.

a) interrupt an activity in order to do something else
b) give up the thing you are doing

4 Circle two correct verbs that can be used to complete the sentences.

1 Mike ______ to bring some CDs to the party.
   a) offered  b) suggested  c) promised
2 Children should ______ watching horror films.
   a) refuse  b) avoid  c) stop
3 My mother ______ me to wash up.
   a) asked  b) made  c) helped
4 The teacher ______ me to join a sports club.
   a) advised  b) enjoyed  c) wanted
5 I've ______ reading the newspaper.
   a) started  b) agreed  c) given up

5 Complete the sentences with the correct forms of the verbs in brackets.

Teenage magazines are a load of rubbish so I stopped (read) them a long time ago.

My history teacher advised me (start) (read) newspapers, which can help me (understand) the world better. He suggested (try) The Guardian and offered (lend) me his copy every day. I loved (read) the sports pages but tried (go) through political and economic news as well. I had promised my teacher (read) everything. After some time, I learnt (find) interesting news quickly. Now I want (buy) some magazines, like Newsweek or Time, and see if I will enjoy (read) them as well.
Language Check

1 Complete the compound adjectives in the news stories with these words.

looking, known, year, kilometre, going, coloured, hundred, minute, third, organised

Professor Hu, a well-known scientist at Essex University, recently developed the world’s first robotic fish. He gave a 2 thirty-minute demonstration which was very well-organised and interesting to watch. The brightly-coloured robot moved just like a real fish.

A 5-year-old driver from Belgium was given a discount by his insurance company yesterday after an eight-month period without an accident. Mr Delacauw still makes the two-hour trip to the shops every day. He plans to keep driving until he is 110.

Orlando Fonseca, 29, is an easy-going man but he got angry about the noise from the flat upstairs. He leaned out of his window and caught his good-natured neighbour, Kim Koen. She had fallen through her broken 10-floor window and was hanging on to the window with her fingers.

2 Choose the correct word.

21 You should avoid sitting / sit / to sit at the computer for too long.
22 Heather offered helping / help / to help me with my homework.
23 My parents make me tidying / tidy / to tidy my room every weekend.
24 She stopped buying / buy / to buy a magazine on the way home.
25 I enjoy reading / read / to read music magazines.

Grammar □ / 15

Vocabulary □ / 10

3 Complete the news story with the verbs in the correct tense—Past Simple, Past Continuous or Past Perfect.

Last week, police in Germany 11 (go) to a man’s house to arrest him. They 12

(receive) an anonymous phone call the night before. Apparently, the man 13 (steal) several cars in the city. However, while the police 14 (go) in through the front door of the suspect’s house, he 15 (escape) out of the back door and 16 (run) into a neighbour’s garden. Unfortunately for him, he 17 (leave) his dog, Lumpi, in his house. One of the police officers 18 (tell) the dog to find its owner. When Lumpi 19 (find) the man, he 20 (hide) behind some bushes!

Key Expressions □ / 5

Study Help: Informal/Formal Language

When you look up words in good dictionaries, you can see if they are informal.

Example
guy /gʌɪ/ noun informal a MAN (from Longman Wordwise Dictionary)

When you write down new words and expressions, note if they are informal or formal.

Example
Hi, Chris. How’s it going? informal
Good morning. How are you, Mr Tallen? formal

Make a list of informal words and expressions from this module.
Communities

Get Ready

1 Use the Key Words to describe the photos (a–c).

Key Words: Communities

Homes: block of flats (US = apartment building), bungalow, cottage, detached house, mobile home (US = trailer), semi-detached house, terraced house

Areas: the city centre (US = downtown), a rural area, an inner city area, the suburbs

Local facilities: corner shop, park, sports centre, village shop, youth club

2 Work in pairs. Ask and answer the questions.

1 What kind of area do you live in? Is it a friendly area?
2 What kind of home do you and your family live in?
3 What local facilities are there in your area?
4 How many of your relations live near you?
5 Where do you know your friends from?

6 Listen to a boy talking about his community. Answer the questions in Exercise 2 for him.

4 Listen again. Identify the people (1–10) in the relationship network.

football friends / history teacher / football coach / cousins / best friend / sister / neighbour / close school friends / friends from Devon / brother

Now draw your own relationship network.
Warm-up

1 Look at the photos. What do you know about the Scout Movement? Read the introduction to the text to check your knowledge.

The Scout Movement was founded in 1907 in the United Kingdom by Sir Robert Baden-Powell. The mission of the movement is to help young people develop as individuals, citizens and members of their local, national and international communities. There are 28 million scouts worldwide. Famous former scouts include Paul McCartney, Stephen Spielberg and David Beckham.

2 Read the text. Which scouts do something for their local community?

Francisco, The Philippines
I’ve been a scout for two years and it’s been a lot of fun. This year we’ve been learning to survive in the forest. I’ve learnt to find my way using a map and the sun. We’ve been studying forest plants but I haven’t learnt to recognise edible ones yet. I’ve also learnt some first aid.

Zoltán, Hungary
In my scout group, we focus on our environment. We collect litter, clean our local river, monitor water pollution and feed wild birds in winter. This year we’ve been planting new trees in our area. I’ve planted more than a hundred myself!

Joan, Australia
My scout group works with old and handicapped people. This year we’ve been checking how easy life is for people in wheelchairs in our town. We’ve been taking photos of street signs, entrances to shops and public buildings and the pavements. We’ve been talking to bus drivers and police officers. When we finish, we’ll prepare a report for the local council.

Aldona, Poland
My scout group is interested in history. We are looking after memorials from World War II in our town. For two years now, we’ve been collecting money for their restoration. We’ve collected £300 so far.

Grammar: Present Perfect and Present Perfect Continuous

4 Complete the sentences from the text with the correct verb forms.

Present Perfect Continuous
We’ve been studying forest plants.
We’ve been collecting money for their restoration.
We’ve been planting new trees in our area.

5 Read the sentences from the text and match the columns (1–2) with the uses of the tenses (a–b).

<table>
<thead>
<tr>
<th>Present Perfect Continuous</th>
<th>Present Perfect Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ve been collecting money for their restoration.</td>
<td>We’ve collected £300 so far.</td>
</tr>
<tr>
<td>We’ve been planting new trees in our area.</td>
<td>I’ve planted more than a hundred trees myself.</td>
</tr>
<tr>
<td>We’ve been learning to survive in the forest.</td>
<td>I’ve learnt to find my way using a map.</td>
</tr>
</tbody>
</table>

a) the focus is on the activity
b) the focus is on the achievement / the result of the activity

3 Are you a scout? Would you like to join? What activities would you like to be involved in?
Practice

6 Complete the sentences with the verbs in the Present Perfect Continuous.

1 I haven’t slept for two nights. I _______ (think about) the girl I met at the summer camp.
2 Mike is exhausted. _______ (he / cut) wood for the fire?
3 What’s the latest news? We _______ (not watch) TV all week.
4 Our group is going to win the best team competition. We _______ (collect) all the litter in the area.
5 Why do you want to join the Scouts? _______ (you / read) about them?

7 Choose the correct sentence for the people (a and b) in the pictures.

1 I’ve cooked a meal for my scout troop.
2 I’ve been cooking a meal for my scout troop.
3 I’ve washed up.
4 I’ve been washing up.

8 Read the situations and use the cues to write one sentence in the Present Perfect Simple and one in the Present Perfect Continuous.

Example
1 She’s been watching TV for four hours.
   She’s watched three films.
2 Mary is watching TV. (watch TV for four hours, watch three films)
3 We are in the garden. (work very hard, plant ten new plants)
4 My parents are tired. (jog, run five miles)
5 Pete’s hands are dirty. (collect litter, not wash his hands)

9 Put the verbs in brackets in the Present Perfect or Present Perfect Continuous.

Parent: Hi Jim. How is camp? What _______ (you / do)?
Scout: I _______ (learn) some useful things: map reading, cooking ...
Parent: Is the food good?
Scout: Well, we _______ (eat) mainly bread and tinned meat. I don’t like it so I _______ (lose) some weight.
Parent: _______ (you / eat) all the apples I gave you?
Scout: Sure. And I _______ (give) some to my friends.
Parent: _______ (you / wash) properly?
Scout: Not really. The water in the lake is very cold.
Parent: _______ (you / wash) the dishes in the lake, too?
Scout: No, we don’t want to pollute it. There _______ (be) a lot of rain this week so we _______ (clean) them with sand and rainwater.

Your Turn

10 Write about the things you have been doing and have done recently.

Example
I’ve been learning first aid.
I’ve learnt how to treat a bee sting.
Teenagers are lazy and out of control these days.

The girls are even ruder than the boys.

We should ban teenage 'hoodies' from our shopping centres.

Reading

2 Read the letter to a newspaper. Match the paragraphs (1–5) with the headings (a–f).
There is one extra heading.

- improving our community
- unfair article
- raising money
- local youth club
- teenagers behaving badly
- don't judge us

Warm-up

1. Speak Out Read the opinions above (a–c). Which of them have you heard before? What’s your opinion?

1 I am writing to reply to the article about teenagers in last week’s Bristol Evening Post. I am a teenager and I thought it was very unfair. The article gave the impression that all teenagers are lazy and just hang around the streets looking for trouble. But according to a recent survey, young people between the ages of 16 and 24 are more likely to be victims of street crime than older people. Surveys like that are soon forgotten and newspapers just write about inconsiderate teenagers who behave badly and don’t care about other people. The truth is, not all teenagers are like that. Me and my friends are not angels but we don’t go looking for trouble.

2 I’ve been going to a youth club for two years with some of my friends. We chill out, listen to music and play pool, but we do things to help the local community as well. Last summer, we put on a concert for young kids in our area and about thirty of them came along. We had a really good laugh with them.

3 This year, a group of us have been volunteers on a community project. We talked to young people about local problems, like crime and drugs and asked for suggestions. Last month, we met up with some local councillors and they’re going to carry out some of our ideas for improvements. For example, they’re going to start up a website for young people and put up a bus shelter outside the school.

4 We do things at school, too. Last term, we raised £800 for Comic Relief, a charity which was set up by comedians. On 11 March, ‘Red Nose Day’, everybody turned up at school with red plastic noses and wore funny wigs. We sold food and organised fun activities.

5 To finish, I’d just like to say: Please don’t judge all teenagers by the bad behaviour of a few kids. And by the way – I wear a hoodie, too!

Yours sincerely,
Harry Parfitt (16)
3 Read the letter again. Choose the best answer (a, b or c).

1 The newspaper article about teenagers was ...
   a) negative.  b) positive.  c) both.
2 The boy thinks all teenagers are ...
   a) friendly.  b) lazy.  c) different.
3 The youth club organises ...
   a) sports.  b) voluntary work.  c) concerts.
4 This year, the boy has worked ...
   a) with young people.  b) on a website.  c) for local town councillors.
5 The boy sometimes ...
   a) acts like a ‘hoodie.’  b) looks like a ‘hoodie.’  c) doesn’t like ‘hoodies.’

4 Look at the Word Builder. Find the verbs (1–11) in red in the text and match them with the definitions (a–i).

<table>
<thead>
<tr>
<th>Word Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hang around</td>
</tr>
<tr>
<td>2 care about something/someone</td>
</tr>
<tr>
<td>3 chill out</td>
</tr>
<tr>
<td>4 put something on</td>
</tr>
<tr>
<td>5 come along</td>
</tr>
<tr>
<td>6 meet up with someone</td>
</tr>
<tr>
<td>7 carry something out</td>
</tr>
<tr>
<td>8 start something up</td>
</tr>
<tr>
<td>9 put something up</td>
</tr>
<tr>
<td>10 set something up</td>
</tr>
<tr>
<td>11 turn up</td>
</tr>
</tbody>
</table>

| a) have feelings for |
| b) begin a project |
| c) relax |
| d) stay in one place doing nothing |
| e) put into practice |
| f) organise (x2) |
| g) have a meeting with |
| h) arrive (x2) |
| i) build |

5 Look at the verb patterns (1–3) in the Sentence Builder.

<table>
<thead>
<tr>
<th>Sentence Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 put a concert on, put it on</td>
</tr>
<tr>
<td>2 meet up with some friends, meet up with them</td>
</tr>
<tr>
<td>3 chill out</td>
</tr>
</tbody>
</table>

| 1 put a concert on, put it on |
| 2 meet up with some friends, meet up with them |
| 3 chill out |

6 Match the examples from the Word Bank (a–c) with the verb patterns (1–3) from Exercise 5.

(a) take something off  He took his jacket off.
   verb pattern 1
(b) take care of someone/something  She took care of my cat.
(c) take off  The plane took off.

7 Rewrite each sentence in two ways, if possible.

Example
1 The school set a website up last term. The school set it up last term.
2 We put on funny wigs for Red Nose Day.
3 I get on with my cousins.
4 We put up some shelves in the youth club.
5 They looked up the word in the dictionary.
6 They took part in the school concert.

8 Verb Quiz Use multi-part verbs you know and the Word Bank to test your partner. Read out a verb and your partner has to make a sentence with it.

Example
A: take something off
B: I took off my hat.

→ Word Bank, page 122

9 Work in pairs. Which of these things would you do to raise money for charity?

1 Put on a funny wig and a red nose.
2 Run a marathon. (42 km)
3 Do a bungee jump.
4 Dye your hair red or purple.
5 Shave your head.

10 Work in groups. Think of fun activities to raise money.

Fact or Fiction? Over 20% of young people in Britain feel unsafe going out at night.

Answer on page 108.

→ TIMEOUT! Page 110, Exercise 8
Warm-up

1 What happened in the last story episode?

Reading and Listening

2 Read and listen to the dialogues. Answer the questions.

1 Why does Steve want Ellie to move the fish?  
2 Why does Tanya feel better when Ellie phones?  
3 Why does Ellie want to talk?  
4 Where do Ellie and Tanya arrange to meet?

Steve and Ellie check out the river.

Ellie: Look ... over there!

Steve: What is it?

Ellie: A dead fish! Something's killing the fish.

Steve: Can you move it a bit so I can take a good picture?

Ellie: I'd rather not do that, Steve.

Steve: Come on, use that stick. Remember, you're a reporter. You'll do anything to get a story.

Ellie: Oh, all right. Yuk.

Abi and Tanya put on the Friday edition of radiochill.org. Afterwards ...

Tanya: Hi, Ellie.

Ellie: Hi. I heard the show. You sounded great!

Tanya: Thanks. I feel a lot better now. I was so nervous before the programme.

Ellie: Listen. We've got a lot to talk about. Steve and I got photos of dead fish at the river.

Tanya: Well done! Let's meet up.

Ellie: Sure. What about the usual coffee bar?

Tanya: Well, I'd rather go somewhere else. Why don't we try that new place near the market?

Ellie: Good idea. We could have something to eat there, too.

Tanya: Sounds great! What time?

Ellie: Er, I can be there in half an hour.

Tanya: All right, shall we meet at about five?

Ellie: Brilliant.

Tanya: Maybe we could go out later. Do you fancy going dancing?

Ellie: Sorry. I can't make it tonight. Maybe tomorrow. We can talk about it later.

Tanya: Okay. See you at five. Bye.

Looking at the Sentence Builder. Do we use 'd rather for preferences or requests?

**Sentence Builder**

- I'd rather go somewhere else.
- I'd rather not do that.

5 Work in pairs. Act out these situations.

Example

1. A: I'll help you with your homework.
   B: Thanks, but I'd rather do it myself.

2. A: Offer to help with your partner's homework.
   B: You don't want any help.

3. A: Invite your partner to go to the cinema.
   B: You hate them!

4. B: Ask your partner to go out for a burger.
   A: You'd like to have a pizza.

6 Work in pairs. Make arrangements for going out to two places at the weekend. Use expressions from Exercises 3 and 4.

Example

A: Do you fancy going to the Foo Fighters' concert on Friday?
B: Well, I'd rather see Franz Ferdinand.

---

**Everyday Listening**

8 Listen to Abi and Tanya. Complete the gaps in the advert.

**ART GALLERY**

- **Exhibition:** December 18th
- **Fashion Through The Ages:** 2000
- **Open:** 4 - 5.30. Closed 5

**FRI:** FOO FIGHTERS
**SAT:** FRANZ FERDINAND
**SUN:** PINK FAIRIES

**APOLLO**

ALL TICKETS

2 Read the Listening Help.

**Listening Help: Working Out Meaning**

- You won't know some words when you listen. Don't panic and continue to listen.
- Guess the meaning of important new words and expressions. Use the context to help you (e.g., check out the river = look at/investigate — you know that Steve and Ellie are journalists looking for a story).

3 Listen to the programme again. Work out the meaning of the words and expressions.

1. stuff from the sixties
   - a) shirts, b) fashions, c) ties
2. bellbottom trousers
   - a) tight trousers, b) baggy trousers, c) flared trousers
3. weird, freaky shirts
   - a) strange, b) valuable, c) fashionable

**Pronunciation**

Listen and repeat the words.

1. no /naʊ/ 2. now /naʊ/ 3. near /niə/ 4. night /naɪt/

5 Check you can say the words with the underlined sounds. Then listen and repeat.

1. We aren't going bowling tomorrow night.
2. I won't fly because I don't like heights.
3. Wow! He won about five thousand pounds!
4. You could hear the loud cheers from the crowd.
5. My house is quite near the theatre.
6. She's small now but she'll grow into those clothes.
Warm-up

1 Look at the photos and the title of the article. Which of these things do you think will be mentioned?
- holidays
- dancing
- meetings
- clothes
- music
- voluntary work
- history
- teenagers

Reading

2 Read the article and check your guesses from Exercise 1.

3 Read the article again. Which of these statements are true (T), false (F) or there is no information in the text (NI)?
1 You can identify a man's clan from his kilt.
2 Gathering stones are very large rocks.
3 The Macraes are proud of their history.
4 Clan gatherings can be noisy occasions.
5 Under 10% of New Zealanders are Maoris.
6 Maori community centres are for all local people.
7 Maori community centres are called 'Marae'.
8 Hakas can be a bit frightening.

4 List two similarities and two differences between Maoris and Scottish clan members.

Example
Both of them have a strong identity.

5 Look at the Word Builder. Match the verbs (1–6) from the text with the nouns (a–f).

<table>
<thead>
<tr>
<th>Word Builder</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 belong to</td>
<td>a) a performance / a speech</td>
<td></td>
</tr>
<tr>
<td>2 attend</td>
<td>b) a dance / a song / a play</td>
<td></td>
</tr>
<tr>
<td>3 pass on</td>
<td>c) a family / a team / a club / a group</td>
<td></td>
</tr>
<tr>
<td>4 hold</td>
<td>d) a meeting / a wedding / a funeral</td>
<td></td>
</tr>
<tr>
<td>5 give</td>
<td>e) traditions / a message / information</td>
<td></td>
</tr>
<tr>
<td>6 perform</td>
<td>f) an event (e.g. a competition, a meeting, a wedding)</td>
<td></td>
</tr>
</tbody>
</table>

Traditional Communities

Scottish 'clans' are groups of people with the same surname as their clan chief, for example, Macdonald or Campbell. Each clan has its own 'tartan'—a coloured pattern used for kilts. Clans began in the Scottish Highlands in the Middle Ages when people accepted the protection and authority of their local chief.

The Maoris came from Polynesia and colonised the uninhabited islands of New Zealand over a thousand years ago. There are now 526,000 Maoris in New Zealand which has a total population of just over four million.

Every Maori belongs to a large family group and each group has its own community centre with various buildings. The main building is the meeting house and is decorated in traditional Maori style. On the roof, there is a large carved figure of an important ancestor. Community centres are the focus of Maori culture and older Maoris pass on Maori traditions to young people here: songs, stories, dances, carving and traditional Polynesian cooking. People of European origin can only visit them with permission.

Weddings, christenings and funerals are held in the meeting house as well as formal ceremonies. At these events, local elders give speeches and younger Maoris perform songs and dances.
Nowadays, clan members live all over the world but annual gatherings are still held in Scotland. For example, every year Macraes from different countries go back to Scotland. They first visit the ‘gathering stone’ where the clan met up in the past before going into battle. After that, they tour famous places where the clan fought the English.

The next day, they attend the local highland games. All the men wear Macrae kilts and carry banners while the Macrae band plays bagpipe music. In the evening, a banquet is held in the magnificent castle at Eilean Donan. Finally, there is traditional Scottish dancing and singing until late in the night.

Maori war dances, or 'hakas', are world famous; the New Zealand rugby team performs one before every game. Hakas can look like sound aggressive. They were used in the past when one tribe met another to find out if the other tribe was peaceful or was looking for a fight!

6 Write six sentences about yourself with the verbs from the Word Builder.

Example:
I belong to the chess club at school.

7 Verb Quiz Draw networks with these verbs and nouns. Some nouns can be used more than once.

Verbs: do, have, make, play

Nouns: games a favour, an accident, money a mistake, an illness, the piano your homework, a good laugh, chess sport dinner, a noise, something to eat the washing up

Example:

8 Speaking

Work in groups. Ask and answer the questions.

1 How often do you have family celebrations (e.g. birthdays)? Do you enjoy them?

2 How often do you see your grandparents and other family (aunts, uncles, cousins)?

3 Do any of your family live in another town or country? How do you keep in touch with them? Do you ever visit them or do they visit you? When?

FOR YOUR PORTFOLIO

Project: A celebration

1 Choose a celebration or event. Draw a diagram with important words about it. Check with your teacher which words can’t be translated into English.

Example
Polish Easter: cakes - mazureki, plants - bazyli

2 Make notes about these things. Use words from your diagram.
- the place and date / the reason for the celebration
- the preparations
- what happens / your feelings

3 Use your notes to write three paragraphs. Check them for prepositions, spelling and punctuation.

4 Work in groups. Read the other descriptions. Which one is the most interesting?
Language Check

1 Write the names of the homes.

2 Complete the sentences with the verbs in the correct form.
   pass on / hold / attend / belong / give / perform

5 My sister ______ to a local youth club.
6 They ______ their new song on TV last night.
7 My dad ______ a speech at the wedding.
8 Two hundred people ______ my sister’s wedding last Saturday.
9 A meeting was ______ in the school hall.
10 In traditional societies, older people ______ their traditions to young people.

3 Complete the e-mail with the verbs in brackets in the Present Perfect Simple or Continuous.

Hi Brian,

I ______ (be) very busy recently. At school, we ______ (do) exams for a week now – so far, I ______ (have) Maths, French and English. In my free time, I ______ (play) that computer game you lent me. It’s really difficult and I ______ (not get) past the basic level yet! Mum and Dad ______ (work) very hard in the house recently and they ______ (paint) the kitchen and the living room. The new rooms look great. How are things with you?

Jack

4 Rewrite the sentences. Replace the underlined words with pronouns. Be careful with word order.

18 Can you help me put up the tent?
19 I don’t get on with my maths teacher, Mr Jackson, very well.
20 It’s warm today, so you don’t need to put on your coat.
21 Tomorrow, I am going to meet up with some friends and go to the cinema.
22 Could you turn up the central heating, please? I’m freezing!

Grammar □ / 12

5 Complete each gap with one word.

A: ______ do something this weekend.
B: Great! What do you want to do?
A: Do you ______ going dancing tonight?
B: Sorry, I can’t ______ it tonight.
A: ______ ______ Saturday?
B: Right. Why ______ we go to that coffee bar first? We ______ have something to eat before we go.
A: Yeah, good ______ . What time?
B: ______ we meet there at six o’clock?
A: Okay. See you then.

Key Expressions □ / 8

Study Help: Unknown Words

When you are speaking and you don’t know a word, don’t stop speaking.

• Try to explain with words you know.

Examples

It means you feel really sad and miserable.
(depressed)

It’s a house that you can move around.
(mobile home)

• If you think a word in your language has a Latin origin or might be similar in English, make a guess. Check if it is right.

Example

Beethoven was a famous ______ composito? Is that right?

• Work in pairs. Choose five difficult words from Modules 1–3. Take turns to describe the words to your partner. Your partner guesses what they are.

• Think of five words in your language which could be similar in English. Check with your teacher.

Feedback

• Listen and check your answers to the Language Check. Write down your scores.

• Look at the table below. Then do the exercises on page 32 of the Workbook.

Wrong answers: | Look again at:
--------- | --------
Numbers 1–10 | Get Ready – Key Words
            | Across Cultures 2 – Word Builder
Numbers 11–17 | Unit 7 – Grammar
Numbers 18–22 | Unit 8 – Sentence Builder
Numbers 23–30 | Unit 9 – Key Expressions

34
Get Ready

1. Look at the Key Words. What is the difference between:
   - win and earn?
   - borrow and lend?

Key Words: Money

to get: pocket money, a salary, a wage

to have: a bank account, cash (coins, bank notes), a cheque book,
a credit card, a debit card (or cash card), savings

to borrow / earn / lend / make / raise / save / spend / win money

→ Word Bank, page 125

2. Listen to the programme about teenagers and money in the UK. Complete the information.

Teenagers & Money

Average pocket money in the UK:
£15

Highest pocket money in the UK (London): £20

Lowest pocket money in the UK (Wales): £15

Part-time jobs: % of teenagers with jobs: 5

Average wage: £6

Most popular jobs: delivering 7

and working in a shop.

Spending: sweets/crisps/chocolates 8

%, going out 9

%,

mobile phones: 10

%,

Savings: % of teenagers who save

Chores: % of teenagers who do jobs around the house: 11

average savings:

£12

per year

3. Work in pairs. Ask and answer the questions.

1. Do you get pocket money? Do you have to do jobs at home to get your pocket money?

2. What kind of jobs?

2. Have you got a part-time job?

If so, what kind of job?

3. List the three main things you spend your money on.

4. Do you save money? If so, where do you keep it? What are you saving for?

4. Speak Out Discuss this statement with your teacher.

Once the last tree is cut and the last river poisoned, you’ll find you can’t eat your money. (Canadian proverb)
Warm-up

1. What do you or your family buy on the Internet?

2. Read the text below about a charity auction on eBay. What is the money needed for?

3. Read about the shoes you can buy at the auction. Match the photos (a–e) with the descriptions (1–5).

4. Would you like to have something that once belonged to a celebrity? What would you like to buy? What would you do with it?

5. Complete the sentences (1–5) from the texts with the correct forms of the passive. Then complete the rest of the table (6–8).

---

**eBay for Charity**

Wayne Rooney’s football boots go on sale on Internet site eBay this week. It is part of a charity auction of celebrity shoes, called **Give Landmines The Boot**. The auction is organised by the Mines Advisory Group (www.mag.org.uk), an organisation that helps clear unexploded mines in areas that have been affected by war.

A MAG representative said: ‘Thousands of people in former war zones have lost their legs after stepping on landmines and unexploded bombs. It’s brilliant that so many well-known people are helping raise money to stop this.’

The auction will be held for eleven days and can be seen on eBay at www.ebay.co.uk.

---

**Grammar: The Passive**

<table>
<thead>
<tr>
<th>Example</th>
<th>Tense</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>They 1 _____________________ by Nike specially for professional players.</td>
<td>6</td>
<td>is / are + 3rd form of the verb</td>
</tr>
<tr>
<td>They 2 _____________________ in Milan.</td>
<td>Past Simple</td>
<td>8 + 3rd form of the verb</td>
</tr>
<tr>
<td>They 3 _____________________ never _____________________ and are in excellent condition.</td>
<td>7</td>
<td>has / have + been + 3rd form of the verb</td>
</tr>
<tr>
<td>They will 4 _____________________ with a special certificate.</td>
<td>modal verb</td>
<td>can / will / must + be + 3rd form of the verb</td>
</tr>
<tr>
<td>They can 5 _____________________ on eBay.</td>
<td>+ infinitive</td>
<td></td>
</tr>
</tbody>
</table>
6 Look at the sentences in the table. The passive sentences sound better than the active ones. Match the sentences (1–3) with the reasons for using the passive (a–c).

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The auction will be held for eleven days.</td>
<td>??? will hold the auction for eleven days.</td>
</tr>
<tr>
<td>2 Brown biker boots with a zip and two buckles. They were designed by Prada.</td>
<td>Brown biker boots with a zip and 2 buckles. Prada designed them.</td>
</tr>
<tr>
<td>3 They are signed by all three members of the band, Keisha, Heidi and Amelle.</td>
<td>All three members of the band, Keisha, Heidi and Amelle, signed them.</td>
</tr>
</tbody>
</table>

We use the passive because:

a) We don't start sentences with new information.
b) The subject is very long.
c) We don't know or care who does it.

Sometimes all the reasons are true for one sentence.

8 Look at use a) in Exercise 6. Choose the better way (a or b) to continue the sentences (1–2).
1 Picasso painted a lot of paintings.
   a) One of them was bought for £58 million.
   b) Someone bought one of them for £58 million.
2 Elton John put the whole contents of his London house on sale.
   a) Almost everything was bought by collectors and fans.
   b) Collectors and fans bought almost everything.

9 Find nine places where the passive is better in the text and rewrite it.

They have removed a Vincent Van Gogh painting from an auction after someone questioned its authenticity.

Someone had found the small oil painting at a market in Paris in 1991 and sold it for less than €1,300. Experts from the Van Gogh museum in Amsterdam said it was a fake. Other experts have disagreed with this opinion.

They put off the sale when the museum agreed to re-examine the work. After museum experts examine the painting, auctioneers will put it on sale again. Auctioneers hope that they will sell it for at least €2 million.

10 Put the verbs in brackets into active or passive.
1 Edgar Degas 1_________ (attend) an auction where someone 2_________ (sell) one of his paintings for $100,000. The artist 3_________ (ask) what he felt. 'I feel as a horse must feel,' he replied, 'when the beautiful cup 4_________ (give) to the jockey.'
2 John Lennon 5_________ (sign) his last album, Double Fantasy, for his murderer, Mark Chapman, just before he 6_________ (shoot). Recently it 7_________ (buy) for $1.8 million.

Practice

7 Look at uses b) and c) in Exercise 6 and decide which sentences below would sound better in the passive. Rewrite them.

1 A retired bank manager who collects old cars has bought the Rolls Royce.
2 A person can buy autographed photos of David Beckham in an auction.
3 Someone caught the bank robbers.
4 Peter gave me ten red roses.
5 A pop star whose name is still unknown donated the money.

Your Turn

11 Game Work in groups. In one minute, write as many true sentences as you can about your life. Use the verbs below and the passive.

Example

My bike was stolen last week. My computer has been repaired. I will be invited to my cousin's wedding.

<table>
<thead>
<tr>
<th>asked</th>
<th>stolen</th>
<th>made</th>
<th>injured</th>
<th>found</th>
<th>bought</th>
<th>invited</th>
<th>used</th>
<th>stopped</th>
<th>broken</th>
<th>written</th>
<th>lost</th>
<th>cleaned</th>
<th>sold</th>
<th>repaired</th>
</tr>
</thead>
</table>

Warm-up

1. Look at the Key Words and the photos. Guess what the objects are made of.

Example
I think a) is made of iron.

Key Words: Materials
bronze, cloth, copper, glass, gold, iron, leather, metal, paper, plastic, silver, stone, tin, wood

Reading

2. Read the article. Check your guesses from Exercise 1.

It is 15,000 bc and two cavemen are chatting. ‘Hey,’ says one, ‘I’ve got these apples. Do you fancy swapping a bag of apples for that rabbit you’ve killed?’ ‘I’ll take three bags for my rabbit,’ the other replies. ‘Three! You must be joking! I’ll give you two.’

People have always practised bartering but it’s not an easy way of doing business. You don’t always have the right thing to exchange and most things are so big that you can’t carry them around. Because of that, in ancient times people used shells, feathers, eggs and salt as simple money.

The ancient Chinese used small bits of metal in the shape of knives or spades but the first real coins were produced in Lydia (modern Turkey) in the 7th century bc. They were a mixture of gold and silver. Early European coins were usually silver, while some Pacific islanders preferred stone coins – the biggest were 3.5 metres high and weighed nine tons!

Pieces of paper were first used as money in China over a thousand years ago but it was not until the 17th century that bank notes appeared in Europe.

In 1989, a US bank refused to lend money to Frank Tortorielli, a delicatessen owner, who wanted to move to a new location. So Frank made his own personal money. He sold paper notes for $8 and people could buy $10 worth of food in his new shop at a later date. His idea was such a success that he was able to move!

‘Time Banks’ are a new idea. A group of people make a list saying what each person wants and can offer. Then, people get in touch with each other. For example, Fred does an hour’s gardening for Sue and ten ‘time dollars’ go from her account to his. Joe then sells a pile of firewood to Fred who pays for it with some of his time-dollar credit.

‘Noney’ is purely decorative money with zero value. A Russian student once gave his favourite teacher some attractive Noney notes on Teachers’ Day and she loved them. Noney doesn’t always work though. One New Yorker tried to pay for a cup of coffee and a slice of toast with it in a café. ‘You can keep that for yourself,’ came the reply.

3. What types of money in the text:
1. would look nice in the garden but wouldn’t fit in your pocket?
2. looks nice but is worth nothing?
3. does not exist physically?
4. increased in value after a few months?

4. Read the text again. Answer these questions.

1. Why does one of the cavemen say ‘you must be joking’?
2. Why did people begin using shells or feathers as money?
3. What happens when you pay someone ten ‘time dollars’?
4. What is Noney useful for? What is it not useful for?

5. Look at the Word Builder. Find the words in red in the text and match (1–7) with (a–g).

Word Builder
1. a bag of  a) paper
2. a piece of  b) firewood
3. a bit of  c) coffee
4. a group of  d) people
5. a pile of  e) toast
6. a cup of  f) metal
7. a slice of  g) apples
6 Which of these words can you not use together?

Example 1 d) hot chocolate
1 a bag of
   a) crisps b) sugar c) sweets d) hot chocolate
2 a piece of
   a) chocolate b) chalk c) milk d) paper
3 a bit of
   a) bread b) coffee c) chocolate d) cake
4 a group of
   a) friends b) apples c) students d) animals
5 a pile of
   a) CDs b) clothes c) orange juice d) rubbish
6 a cup of
   a) wine b) tea c) hot milk d) coffee
7 a slice of
   a) rice b) bread c) cake d) meat

Word Bank, page 127

7 Memory Game Work in groups and play the game. Use these words:

   bag, bar, bit, bottle, box, can, carton, cup, glass, packet, piece, pile, slice, tube

Example
A: I went shopping and bought a bag of crisps ...
B: I went shopping and bought a bag of crisps and a carton of milk ...
C: I went shopping and bought ...

Word Bank, page 127

8 Look at the Sentence Builder. How do you say these sentences in your languages?
   a) such (+ adjective) + noun + that
   b) so + adjective + that

Sentence Builder
1 His idea was such a (great) success that he was able to move.
2 Most things are so big that you can't carry them around.

9 Join each pair of sentences in two ways using so and such.

Example
1 It was such an easy exam that everybody got 100%!
The exam was so easy that everybody got 100%!
2 It was an easy exam. Everybody got 100%!
3 The party was noisy. The neighbours complained.
4 The film was sad. I cried!
5 It was a cold day. We didn’t go out.

Speaking
10 Imagine you belong to a ‘Time Bank’. Write a list of your ‘offers’ and ‘wants’.

Example
offers: take dogs for walk, help with maths
wants: copy of the new Robbie Williams CD

11 Work in groups. Show the others your lists. Then negotiate. Did you agree to do business?

Example
A: If you lend me your bike, I’ll take your dog for a walk.
B: No thanks. But I’ll lend you my bike if you buy me a cola.

Fast or Fiction?

Some Celtic coins, made in Britain between 150 BC and 50 AC, are in the shape of hedgehogs.

Check your answer on page 100.
Warm-up

1 Look at the photo. Where are Ellie, Tanya and Abi? What do you think they are talking about?

Reading and Listening

2 Read and listen to the dialogue. Check your guesses from Exercise 1.

Abi goes to the market and meets Ellie and Tanya there.

Abi: Excuse me?
Woman: Yes, can I help you?
Abi: Well, I bought this shampoo last week. I'm afraid there's a problem with it.
Woman: Really, what's that?
Abi: Well, the first time I used it, my head hurt a bit. Then, my hair started to fall out!
Woman: I'm terribly sorry about that. Let me have a look at it.
Abi: It's made by Natural Cosmetics.
Woman: Have you got a receipt, please?
Abi: Yes, here you are.
Woman: Thanks a lot. Well, I really apologise about this. Would you like a refund or would you like to choose another kind of shampoo?
Abi: I'd like another shampoo, please. One for dry hair.
Woman: What about this one? It's slightly more expensive but it's a really good one.
Abi: Okay, I'll have that one, please.
Woman: Right, here you are. And I'm sorry about that other shampoo.
Abi: That's okay. And thanks very much.
Woman: Not at all.

Abi: Hi, you two! What are you doing here?
Ellie: We've just been having lunch over there. What about you, Abi?
Abi: Well, I've just taken back some shampoo. It was weird. It hurt my head and later some of my hair started falling out!
Tanya: Oh no! Poor you.
Abi: It's not funny, Tanya!
Ellie: No, it isn't funny. I bet other people have had the same problem. We might have another story here!
4. Read the Speaking Help.

**Speaking Help: Being Polite**
- In English, it is important to use 'please' and 'thank you' a lot.
- To make something sound less aggressive, we use expressions like 'I'm afraid ...', 'I'm sorry but ...'.

5. Work in pairs. Take turns to be a shop assistant and a customer. Use the Key Expressions to complain about something you bought. Remember to be polite! Think about these things:

<table>
<thead>
<tr>
<th>1</th>
<th>What did the customer buy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Why did the customer complain?</td>
</tr>
<tr>
<td>3</td>
<td>What does the customer get in the end?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Customer 1</th>
<th>Customer 2</th>
<th>Customer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What did the customer buy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Why did the customer complain?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 What does the customer get in the end?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Listen again. Match the adjectives with the people.
rude, tired and sleepy, aggressive, polite, cheerful, nervous

Dialogue 1: customer ________, shop assistant ________
Dialogue 2: customer ________, shop assistant ________
Dialogue 3: customer ________, shop assistant ________

3. **Pronunciation** Practise saying the words below. Underline the consonant sounds (sp, th) that are difficult for you.

twelfth, receipt, gathering, environment, marathon, crisps, weekly wage, pounds, weird, product, baggy, third, tests, sweets, hedgehog, birthday, exhibition, maths, district, battlefield, origin, detached, another, Wednesday, auction, challenge, spending, especially

4. Listen and repeat the words.

5. Look back through the first four modules. Make a list of the difficult words to pronounce.
**Writing: A Letter of Complaint**

1. Read the mixed-up parts of the e-mail (a–g) quickly and answer these questions.
   1. Who wrote the letter?
   2. What did he buy?
   3. Where did he buy it?

4. Read the Writing Help.

**Writing Help: Formal E-mails or Letters**

- Always be polite.
- Learn some common phrases like *I am looking forward to hearing from you* and *Yours sincerely*.
- Don’t use contractions like *I’ve, I’m and don’t*. Use *I have, I am and do not*.
- Never use slang words or expressions.

5. Find formal words or expressions in the e-mail that mean:
   - hello → to tell
   - can’t → don’t work
   - write back soon → goodbye

**FOR YOUR PORTFOLIO**

6. Write an e-mail to a company complaining about something you bought recently.

**STEP 1** Think of a product you bought and imagine what was wrong with it.

**Examples**
- a computer game (damaged) / a pair of jeans (too tight)

**STEP 2** Write your e-mail.

- give your reason for writing
- describe the problem
- say what action you want them to take

Remember
- be polite – always say ‘please’ and ‘thank you’
- use formal words and expressions

**STEP 3** Check your e-mail for contractions and linking words.

7. Work in groups. Read each other’s e-mails. Whose complaint is the most serious? Whose letter is most convincing?

**Text Builder**

2. Put the parts of the e-mail (a–g) in the correct order.

3. Look at the linking words in blue. Which of these do they express?
   - a) time
   - b) addition
   - c) reason
   - d) contrast
City Tour
During this one-week tour, you explore Prague, the picturesque capital of the Czech Republic, take a cruise on the Danube while visiting Budapest and walk the narrow streets of the old town of Tallinn. Enjoy 5* hotels and top restaurants in the fastest developing part of Europe.

Ocean Paradise
Hire an island on the Seychelles and stay in a luxury villa to enjoy the comforts of the rich and the amazing wildlife of the Indian Ocean. All services provided.

Explore South America
Exciting three-week holiday. Fly from the United States to Chile to watch the penguins and admire the snow-capped peaks of the Andes. In Peru, go to Lake Titicaca and climb Machu Picchu to see the famous Inca ruins. Cruise the Galapagos Islands to see the giant tortoise. Flights, travel and accommodation in good quality tourist hotels included.

Kayaking in Croatia
A five-day active break on the Adriatic, kayaking from one unspoiled island to another. Visit historical villages on Korcula island and try delicious local food at amazing prices on Krk. Accommodation in guesthouses. Flights and travel not included.

3 Complete the sentences with the where necessary.
1 ______ Nile is the longest river in the world and ______ Lake Baikal is the deepest lake.
2 ______ Rio Grande separates ______ Mexico from ______ United States.
3 I spent my last holidays in ______ Netherlands. I worked in a bar in ______ Amsterdam.
4 ______ Crete is the biggest Greek island in ______ Mediterranean Sea.
5 ______ Czech Republic and ______ Slovakia used to be one country with the capital, ______ Prague.
6 ______ Yangtze, the longest river of Asia, starts in ______ Dangla Mountains in ______ Tibet.
7 ______ Amazon starts in ______ Andes, flows through ______ Peru, ______ Colombia and ______ Brazil and enters ______ Atlantic Ocean at the equator.
8 ______ Thames, which flows through ______ Oxford and ______ London, is one of the longest rivers in ______ United Kingdom.

4 Write six sentences about your country. Include information about:
• interesting cities
• rivers and lakes
• mountains and the sea
Language Check

1 Complete the text with money words.

I am 1 ________ money to buy a motorbike. I’ve already got £359 in my 2 ________ .
I get £5 3 ________ every week from my mum and dad and I do a part-time job on Saturday mornings to 4 ________ extra money. My 5 ________ is only £15 for four hours work but it helps a lot. I don’t 6 ________ much money on sweets or chocolates.

2 Complete the text with suitable words.

I sometimes buy a 7 ________ of crisps and a 8 ________ of cola on my way back from school. Then, when I get home, I usually have a 9 ________ of tea and a 10 ________ of my granny’s fruitcake.

3 Put the verbs in brackets in the correct form of the passive. Which sentence is false?

11 Years ago, shells ________ (use) as money by a lot of North American Indians.
12 Since 1999, the euro ________ (introduce) in twelve European countries.
13 Every year, a lot of old coins ________ (buy and sell) on the Internet.
14 Next year, euro notes with a picture of the Queen on them ________ (make) in Britain.
15 If you belong to a local ‘time bank’, you must remember that every transaction you make ________ (record).

4 Put the verbs into the active or the passive.

Last week, a bank in central Bristol 16 ________ (rob) and £1 million 17 ________ (steal). This morning, the police 18 ________ (arrest) a man. He 19 ________ (hold) for questioning by the police. Tomorrow, he 20 ________ (take) to Bristol Prison.

5 Complete the text with the when necessary.

The most expensive house in the world is in 21 ________ Britain. It has 103 bedrooms and five swimming pools. It is near 22 ________ River Thames.

The most expensive house in 23 ________ North America is in 24 ________ USA. It is on 25 ________ Atlantic coast and has its own golf course.

6 Complete the dialogue in a shop.

B: Can I 26 ________ you?
A: Well, I’m 27 ________ there’s a problem with this shirt. I bought it last week and it’s got a mark on it.
B: I’m terribly 28 ________ about that. Have you got a 29 ________ ?
A: Yes, here you are.
B: Thanks. Would you like a 30 ________ or would you like to choose another one?

Study Help: Communication Problems

- To check that someone understands you, don’t say: ‘Do you understand me?’ It sounds rude. Use these expressions:
  Example
  Do you know what I mean? I think …, don’t you?

- If someone doesn’t understand what you say, try saying it in a different way.
  Example
  A: I need to lend a pound for the bus.
  B: Sorry?
  A: I mean, I haven’t got a pound for the bus. Can you give me a pound?
  B: Ah, you want to borrow a pound.

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 42 of the Workbook.

Wrong answers: Look again at:

Numbers 1–6: Get Ready – Key Words
Numbers 7–10: Unit 11 – Word Builder
Numbers 11–20: Unit 10 – Grammar
Numbers 21–25: Understanding Grammar
Numbers 26–30: Unit 12 – Key Expressions

- Work in pairs. Say these sentences in a different way.
  I’ve got a complaint about this watch. It’s no good.
  What’s the price of that MP3 player over there?
  Working in a pizzeria is my part-time job.
Warm-up
1 Why do people go scuba diving and snorkeling? Would you like to do it?
2 Read the text. Why is HMS Sussex an interesting find?

On 27 December, 1693, HMS Sussex, a warship of the Royal Navy, sailed out of Portsmouth. Then one February morning in 1694, a storm broke out. The Sussex sank 800 metres to the ocean floor near Gibraltar. The ship may have been unstable because there were a lot of guns on the upper deck. During the storm, the wind must have blown the Sussex over onto her side.

In 1994, a 17th-century document was found which revealed that the Sussex had been on a secret mission: the ship was carrying tons of gold and silver to finance the war with France. Today, this gold and silver must be worth a fortune and the Sussex could be one of the most valuable shipwrecks in the world. Iron chests full of gold coins, worth £1 million in the 17th century, can't be worth less than £200 million today.

The wreck was located in 2001 by Odyssey Marine Exploration. While searching the area where the Sussex had sunk, they found only one wreck with a cannon. They knew immediately it couldn't be any other ship. However, the recovery of the wreck has been delayed. Great Britain claims the ship while Spain says the wreck could have been Spanish.

Archaeologists say that the coins may not be the only valuable thing in the wreck. It might contain lots of objects of historical value. They think these objects might have been well preserved because the temperatures and oxygen levels are very low at that depth.

3 Would you like to explore a shipwreck? Why? Why not?

Grammar: Speculating
4 Complete the sentences from the text with the correct verb forms. Then complete the rule.

Speculations about the present
1 It couldn't _______ any other ship.
2 The coins may not _______ the only valuable thing in the wreck.
3 It might _______ lots of objects of historical value.
4 This gold and silver must _______ worth a fortune.
5 The Sussex could _______ one of the most valuable shipwrecks in the world.
6 Iron chests full of coins can't _______ worth less than £200 million today.

Speculations about the past
7 The ship may _______ unstable.
8 The wind must _______ the Sussex over onto her side.
9 The wreck could _______ Spanish.
10 These objects might _______ well preserved.

When we speculate about the present, we use a modal verb + _______.
When we speculate about the past, we use a modal verb + _______ + 3rd form of the verb.

5 Match the modals with the speaker's level of certainty.
1 must a) I'm almost sure it's not true.
2 may / might / could b) Maybe it's true.
3 may not c) Maybe it's not true.
4 can't d) I'm sure it's true.
Practice
6 Complete the dialogue with correct forms of the verbs in brackets.

Jim: This wreck must 1 ______ (be) very old. It may 2 ______ (sink) in the 17th century. It could 3 ______ (belong) to Columbus!

Dan: Come on! It can't 4 ______ (be) Columbus's. His ship didn't sink.

Jim: Right, but the name is the Santa Clara so it must 5 ______ (be) Spanish.

Dan: I'm not sure. Did you see the compass? They can't 6 ______ (have) such things in the 17th century.

Jim: A diver might 7 ______ (drop) it here. Let's go down again. There could 8 ______ (be) some interesting things on board.

Dan: I don't think so. Treasure hunters must 9 ______ (explore) it long ago.

Jim: But they may not 10 ______ (find) everything. Come on, let's go!

7 Complete the sentences with modal verbs: must or can't.

1 Treasure hunters study old maps and documents. They ______ be expert historians.
2 Old ships that carried gold from America ______ have been very heavy.
3 There's no light 1000 metres under the sea. It ______ be very pleasant down there.
4 Warship wrecks ______ be very safe to explore because they sank with ammunition.
5 The sinking of the Titanic ______ have been a shock for its builders.
6 The ship is made of metal. It ______ have sunk more than 100 years ago.

8 Rewrite the sentences using the correct modal verbs.

1 Perhaps they haven't found the wreck. They ______ the wreck.
2 I'm sure the coin is pure gold. The coin ______ pure gold.
3 It's possible that the map was drawn in the 15th century. The map ______ in the 15th century.
4 I'm certain that there isn't anything valuable here. There ______ anything valuable here.
5 Maybe the divers didn't drown during the storm. The divers ______ during the storm.
6 It's obvious that these coins aren't older than 50 years. These coins ______ older than 50 years.

Your Turn
9 Look at the photo. Use the cues and modal verbs from this lesson to make guesses about the man's present and past.

work hard all his life, catch a lot of fish, be happy, be healthy, have a house by the sea, get up very early, have his own boat, be a fisherman all his life, start fishing when he was a boy, want to work in an office

Fact or Fiction?

There are about 3 million shipwrecks on the ocean floor all over the world, waiting to be found and explored.

Check your answer on page 106.
Warm-up

1 Look at the Key Words. What can you see in the photos on page 49?

Key Words: Landscape
forest, glacier, gorge (US = canyon), hill, island, lake, marsh, mountain, river, swamp, waterfall

Reading

2 Work in groups of three. Each student reads one of the descriptions of the places (1-3) on page 49 and makes notes about these things.
- name
- location
- landscape and scenery
- activities
- wildlife

3 Now tell your group about your place. Try to convince them that it is a great place to visit.

4 Read the articles and answer the questions.
1 Why do bits of the Moreno Glacier fall into the lake?
2 What is special about condors?
3 When do alligators move quickly?
4 Why is the summer unpleasant in the Everglades?
5 Why are the Victoria Falls called ‘the smoke that thunders’?
6 How deep is the Zambesi gorge?

5 Complete the Word Builder with adjectives in red from the text.

Word Builder

1 rocky / high / snow-capped mountain
2 _______ / _______ lake
3 beautiful / _______ sight
4 pine / rain / _______ / _______ forest
5 _______ / _______ animals
6 common / _______ species
7 loud / _______ noise
8 bad / cold / good / _______ weather
9 light / _______ rain
10 amazing / small / _______ variety

6 Write about your country.
1 The _______ is an endangered species but _______ are very common.
2 In the summer, we often/sometimes get _______ weather and often/sometimes there is _______ rain.
3 There are a lot of / a few _______ forests with a _______ variety of wildlife.
4 _______ is an area with a beautiful landscape.
5 There are a few/some/a lot of _______ lakes in _______.

7 Look at the Sentence Builder.

Sentence Builder

Although they look slow, alligators can move at lightning speed.
Despite looking slow, alligators can move at lightning speed.

8 Rewrite the sentences beginning with the word in brackets.
1 It’s cold and windy but it’s still a great place to visit. (Although)
2 It’s expensive but the flight over the waterfall is worth it. (Despite)
3 There are quite a few lions in the area but their numbers are going down. (Although)
4 It’s a long way from Buenos Aires but it’s easy to get there by plane or coach. (Despite)
5 I had a bad cold while on holiday in Patagonia but I went whitewater rafting. (Despite)
6 There were a lot of mosquitoes at the campsite but I wasn’t badly bitten. (Although)

Speaking

9 Think of one of your favourite places near you or in your country. Write notes to describe it.

Example
a waterfall – mountain river – in thick forest – great place for picnics and swimming in the summer – but water v. cold!

10 Work in pairs. Describe your place to your partner. He / She guesses where it is.

Fact or Fiction?

The highest waterfall in the world is the Salto del Angel (Angel Falls) in Venezuela. At 979 metres, it is nearly ten times higher than the Victoria Falls.

Check your answer on page 106.
In Patagonia, the dramatic Andes mountains stretch along the border between southern Argentina and Chile. The high, snow-capped mountains form a magnificent background to deep, freshwater lakes, thick forests and high waterfalls. Perhaps the most spectacular place to visit is the Moreno Glacier and Lake Argentino. The glacier is one of the few in the world that is not retreating. If you are lucky, you will experience the breathtaking sight of enormous blocks of ice falling into the lake as the glacier moves forward. Amongst Patagonian wildlife are pumas, rheas (American ostriches) and armadillos, plus of course condors, the world's largest birds of prey. The area is ideal for outdoor activities like skiing, riding, trekking and whitewater rafting.

The Everglades National Park in southern Florida has a unique landscape of marshes, dense forests and mangrove swamps. Nowhere in the whole park is higher than two and a half metres above sea level. This diverse ecosystem is home to a wide variety of birds and animals, including endangered species such as the rare Florida panther and the American crocodile. Birdwatching and fishing are popular and the best way to get around is by boat. The Everglades is a great place for kayaking or canoeing but watch out for the alligators! Despite looking slow, these ugly creatures can move at lightning speed when there is a meal nearby. Avoid visiting in the summer because of the hot weather, frequent heavy rain and swarms of aggressive mosquitoes.

The African name for the waterfalls is Mosi-oa-Tunya, which means ‘the smoke that thunders’, and you can see where the name comes from. When you get near the falls, the noise of water is deafening and there is spray and mist everywhere. Every minute, 550,000 cubic metres of water drop into the gorge of the Zambesi river over 100 metres below. The Victoria Falls, on the border of Zambia and Zimbabwe, is now the adventure capital of southern Africa. You can take a flight over the falls or go rafting on the river below. Visitors can also go on kayak, canoe and walking safaris in the two national parks near the falls. There are lots of exotic animals to see, including elephants, buffaloes, giraffes and hippos.
Warm-up

1 Look at the photos. Where are Ellie and Tanya? What are they doing? What do you know about the birds?

Reading and Listening

2 Read and listen to the dialogues. Check your guesses from Exercise 1.

Tanya: Welcome to 'Weekend Special' at Bristol Zoo. Ellie's going to tell us about how the zoo helps animals.

Ellie: Right, I'm going to talk about the penguins. First, where are they from? We usually associate penguins with cold places but actually, these guys come from southern Africa. They're 50 cm tall, sorry, 70 cm tall, with typical 'dinner jacket' colours.

Next, how do they live? They're world-class swimmers and brilliant at catching fish. They keep the same partner for life and often return to the same nest every year.

Now, let's look at threats to their environment. The population of penguins has gone down recently. The main reason for this is oil. Oil tankers clean their tanks at sea and penguins sometimes swallow the oil. Another problem is oil spills, when oil in the sea covers the poor penguins.

So, what does the zoo do to help? Well, it studies penguin behaviour in the wild and also helps a South African organisation get oil off the penguins.

Finally, what can you do to help? Okay, you can adopt a penguin at the zoo for £30. You can also travel by car less – that way there will be fewer tankers!

After the programme …

Abi: Hey, that was great!

Ellie: Thanks. By the way, have you checked out the makers of that shampoo?

Abi: Not yet. I've been really busy with my music.

Steve: And we need samples from the river.

Tanya: My mum's a chemist – she can test them at the university.

Ellie: Okay, we've got a lot to do!
Speaking

3 Which of the underlined words in the Key Expressions are used to a) gain time b) organise the talk?

Example 1 a) 2 b)

Key Expressions: Giving a Presentation

1 Right, I'm going to talk about ...
2 First, where are they from?
3 Next, how do they live?
4 Now, let's look at ...
5 The main reason for this is ...
6 Another problem is ...
7 So, what ...
8 Well, it studies ...
9 Finally, what can you do to help?
10 Okay, you can ...

4 Find out information and write notes about an endangered animal for a presentation.

<table>
<thead>
<tr>
<th>Animal: Eurasian Otter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of animal: Eurasian otter</td>
</tr>
</tbody>
</table>
| Size: 

Weight: 

Habitat: 

Diet: 

Threats: 

Areas in Britain now: 

5 Look at the Speaking Help. How does Ellie correct herself in the presentation?

Speaking Help: Giving Presentations

- Use your notes. Avoid saying things that are too complicated. Use the language you've got.
- Don't try to speak too quickly.
- Use words to gain time and to link parts of your presentation.
- When you know you have made a mistake, correct yourself. If you're not sure, just carry on!

6 Use the ideas in the Speaking Help to give your presentation to the class. When you listen to other presentations, give them a mark for:

   a) interest
   b) performance
   c) language.

7 Tell the class which presentation you liked most and why.

Example

I really liked Beata's talk. It was interesting because she talked about European bison. She gave a good performance and her language was quite good.

Everyday Listening

1 What do you know about Eurasian otters? Try to complete the information.

<table>
<thead>
<tr>
<th>Name of animal: Eurasian otter</th>
</tr>
</thead>
</table>
| Size: 

Weight: 

Habitat: 

Diet: 

Threats: 

Areas in Britain now: 

2 Listen to a talk and complete the notes in Exercise 1.

3 Pronunciation. Listen to the sounds in these words.

1 sea /si:/
2 healthy /'eθlri/ 
3 near /nər/
4 bear /bɛər /
5 heard /hɜ:d /
6 great /ɡreɪt /

4 Say these words.

reveal, search, treasure, cheap, clean, wear, clear, leave, meant, disappear, pleasant, each, heavy, breathtaking, meal, earn, spread, early, creature, weather, learn, reason, fear, threat, tea, ideal, cream, appear, research, year, ready, break, breakfast, leather, idea

5 Listen and check your pronunciation.
Warm-up

1 Look at the things in the photos (a–e).
What countries are they from?

Reading

2 Read the article and check your guesses from Exercise 1.

3 Read the article again. Answer these questions.
1 Which countries:
a) produce a lot of tea?
b) drink a lot of tea?
2 How is tea in Russia different from that in Britain?
3 Why did Ethiopian monks like coffee?
4 Where did the words 'coffee' and 'cappuccino' come from?

4 Work in pairs. Ask and answer these questions.
1 Do you believe the legends about tea and coffee? How do you think tea and coffee were discovered?
2 Do you drink tea or coffee? Do you like them?
3 How do people drink tea and coffee in your country?
4 What are the most popular non-alcoholic drinks in your country?

5 Which of the adverbs in the Word Builder:
a) make an adjective stronger?
b) not as strong?

Word Builder

extremely refreshing very strong
terrribly popular really good
incredibly angry quite nice
rather long absolutely fantastic*
slightly sweet
pretty keen

* With strong adjectives (fantastic, great, amazing, brilliant) you can only use 'absolutely' and 'really'.

6 Work in pairs. Use the adverbs from the Word Builder and the adjectives below to talk about the drinks in the box.
great, nice, horrible, tasty, disgusting, fantastic, awful, tasteless, sweet, bitter, refreshing

sweet tea; weak, milky tea; lemon tea; mint tea; iced tea; fruit juice; hot milk; strong, black coffee; white coffee; iced coffee; hot chocolate; water; fizzy drinks

Example
A: I think sweet tea is really horrible!
B: I don't agree. I think it's rather nice.
Another legend is that around 800 BC, a farmer in the mountains of Ethiopia noticed his goats eating some bright red berries and then running around happily. He tasted them and immediately he felt less tired. Soon, Ethiopian monks were using the berries in a drink to keep themselves awake during nightly prayers.

The drink spread to Arabia and ‘quahwa’ was taken to Turkey and later Europe. In the 17th century, coffee was a real craze for Europeans. At one time, there were three thousand coffee houses in London.

Now, four hundred billion cups of coffee are drunk every day. In Turkey and Greece, people drink small cups of very sweet, strong black coffee. In Italy, there is coffee for every occasion. ‘Espresso’ is very strong, black coffee and it is really good after lunch. ‘Cappuccino’ is an espresso with steamed milk and is quite nice at any time of the day. It is named after the Capuchin friars because it has the same colour as their robes. ‘Granita di caffe’ is an absolutely fantastic drink; it is iced coffee with cream, ideal for hot summer afternoons!

8 **Speak Out** Do you agree with the statement below? Why or why not?

The government should ban fizzy drinks because they are bad for you.

---

**Project: A poster**

Write about one of these things from your country.

- a beautiful lake, river or waterfall
- an animal in danger of extinction
- popular non-alcoholic drinks

1 Find out information. Use the Internet, books and encyclopedias. Ask other people.

2 Write notes for four paragraphs.

<table>
<thead>
<tr>
<th>Place</th>
<th>Animal</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>location / size</td>
<td>appearance / numbers left</td>
<td>the most popular drinks</td>
</tr>
<tr>
<td>2 why it is beautiful</td>
<td>habitat / diet and behaviour</td>
<td>descriptions of them</td>
</tr>
<tr>
<td>3 activities you can do there</td>
<td>threats to the animal and its environment</td>
<td>how they are made</td>
</tr>
<tr>
<td>4 wildlife you can see there</td>
<td>what we should do to protect it</td>
<td>when people drink them</td>
</tr>
</tbody>
</table>

3 Use your notes to write a description. Find photos and make a poster.

4 Display your poster in the classroom.

---

**Speaking**

7 Work in pairs. Ask and answer the questions.

How good is your liquid diet?

1 How many glasses of water do you drink a day?
   a) five  b) three  c) none

2 How many cups of coffee or tea do you drink every day?
   a) none or one  b) two or three  c) more than three

3 How many fizzy drinks do you have every week?
   a) up to four  b) up to seven  c) over seven

4 How often do you have ‘diet’ or ‘light’ drinks?
   a) occasionally  b) quite often  c) every day

5 When you are thirsty at home, what do you drink?
   a) a glass of milk or fresh fruit juice
   b) a manufactured fruit drink  c) a fizzy soft drink

Check your answers on page 106.
1 Write the numbers in words.

1) 4/5  2) 8.76  3) 3¾  4) 10,000,000,000  5) 7,833,648

2 Complete the words in the description.

The English Lake District in the north-west of England has no glaciers or mountains but it is very beautiful. It has some mountains but the highest is less than 1,000 metres. There are sixteen lakes and you can go canoeing or sailing on some of them. There is not a very variety of wildlife but you can see red deer and foxes and some red squirrels. The red squirrel is now a very species in England.

3 Choose the adverb to complete the sentence.

11 I think that is a) absolutely b) very c) rather fantastic!
12 They drink coffee from a) terribly b) absolutely c) rather small cups.
13 Tea is not my favourite drink although it is a) extremely b) absolutely c) quite nice to have sometimes.
14 I hate milky tea. It is a) rather b) very c) really horrible!
15 He puts five spoons of sugar in his tea - he likes it a) rather b) incredibly c) quite sweet.

4 Rewrite the sentences so they mean the same. Use can, must, can't, might and may.

16 I think Tania went to the cinema yesterday but I'm not at all sure. Tania ... yesterday.
17 Chris isn't here so he's definitely at Sue's house. Chris ... at Sue's house.
18 Simon's bike is not here so he hasn't come to school today. Simon ... to school today because ...
19 I think Clare played well yesterday. She has got into the school team. Clare ... to football because ...
20 Tom is lazy so I don't think he's good at football. Tom ... at football because ...
21 I think Sue enjoyed the party. She didn't leave until 2 a.m. Sue ... the party because ...

5 Rewrite the sentences so they mean the same.

22 Coffee tastes nice but it's bad for you. Despite ...
23 Green tea is healthy but I hate it. Although ...
24 Soft drinks are refreshing but they've got lots of sugar in them. Despite ...
25 I love drinking espresso coffee after dinner but I can't sleep afterwards. Although ...

6 Complete these sentences from a talk about Bristol.

26 Today, I'm going to ... about Bristol.
27 ... , something about its history ...
28 The ... reason for this growth was the importance of the port of Bristol.
29 ... reason for the growth of Bristol was the development of industry.
30 ... , what things can you see there?
Get Ready

1. Look at the photos and the Key Words. Which of the things are good for our planet?

Key Words: The Environment
climate change, deforestation, drought, energy-saving light bulbs, floods, fossil fuels (e.g. petrol, gas, coal), global warming, greenhouse gases (e.g. carbon dioxide), hybrid cars (using electricity and petrol), organic vegetables, pollution, recycling, renewable energy, solar energy, wind farms

2. Listen to Tom and Keith. How do they answer these questions?
Example
1. Tom – really important. Keith – not important.
2. What do you think is the biggest environmental problem (in the world or your area)?
3. How will global warming affect our lives?
4. What do you do to help the planet?


4. Work in pairs. Use the questionnaire to interview your partner.

5. Check your answers on page 106. Tell the class about your partner.

Example
Monica is quite green but she doesn’t …
Warm-up

1 Look at the photos. Do you think the boy lives in a town or in the country? Why?

2 Read the text. List the things the Barnes family plan to change in their life.

We hear a lot about how we should change our lives to help save our planet. We talked to Jim Barnes, 15, from Oxford, whose family has decided to go green.

‘An average UK family produces more than 1 ton of rubbish a year. So we want to recycle everything. We’re going to grow our own vegetables and keep hens. Soon, we’ll be eating our own eggs for breakfast! And I’ll be able to take the eggs to school to compare them with supermarket eggs.

To save electricity, we’re going to watch less TV and use low energy light bulbs. We’re going to put solar panels on our roof for the heating and hot water. This time next week, I’ll be having a free solar shower!

We’re going to walk and cycle to cut air pollution, too. So, at 7.30 on Monday morning, my dad will be cycling to work and I’ll be going to school on my skateboard – how cool is that?!”

3 Which of their plans are the most difficult to achieve? Which actions help protect the environment most? Why?

4 Read the dialogue between Jim and his mother later that year. What is Jim taking to school?

Jim: Mum, will you be feeding the hens?
Mum: Yes, why?
Jim: I promised to show our organic eggs in class tomorrow. Could you check if they have laid any new ones?
Mum: Sure. By the way, I’ll be picking some tomatoes. Do you want me to get you some as well?
Jim: That’s a great idea! I’ll show the class our home-grown vegetables.
Grammar: Future Continuous

5 Complete the sentences (1–3) from the text in Exercise 2 with correct verb forms. Which meaning (a or b), do the sentences express?

1 Soon, we ______ our own eggs for breakfast.
2 This time next week, I ______ a free solar shower!
3 At 7.30 on Monday morning, my dad ______ to work and I ______ to school on my skateboard.

a) a single event in the future
b) a longer activity during or around a certain time in the future

6 Match the sentences (1–2) from the dialogue in Exercise 4 with their functions (a–b).

1 Will you be feeding the hens?
2 I’ll be picking some tomatoes.

a) polite introduction to a request
b) polite introduction to an offer

Practice

7 Complete the sentences with the verbs (in brackets) in the Future Continuous.

1 On Sunday, we ______ (clean) our local park all day.
2 ______ (you / watch) the Chelsea–Arsenal game tonight?
3 At 9 o’clock on Monday, we ______ (write) a chemistry test.
4 Why can’t I call at 8 p.m.? ______ (you / have) your piano lesson?
5 I can’t go out tonight. I ______ (help) my mum to clean the flat.
6 At this time next week, my dad ______ (fly) to New Zealand.

8 A group of teenagers have organised a ‘green day’ at their school. Write what they will be doing tomorrow at noon.

1 Mike / collect rubbish in the local park
2 Jenny / give a talk about vegetarianism
3 Susan / show a film on rain forests
4 Helen / plant trees in the school yard
5 Jake / collect plastic bottles at the school
6 Sid / put energy-saving light bulbs in the classrooms

9 Use the cues (in brackets) to write polite introductions to the offers and requests.

1 ______? Could you send this letter for me? (go to the post office)
2 ______ I can walk your Rex, too. (walk my dog)
3 ______? Can you give me a lift? (drive to town)
4 ______ Would you like me to get you anything? (go shopping)
5 ______? I’d like to send a few e-mails. (use the computer)
6 ______ Shall I mention the problems with the canteen? (see the head teacher this afternoon)

Your Turn

10 Imagine what you and your family will be doing on Saturday. Use the time expressions in the box to make sentences.

Example
At 7 a.m. all my family will be sleeping.

at 7 a.m. in the morning at 11 a.m.
at 2 p.m. at 6 p.m. in the evening

11 Work in pairs. Student A looks at page 105, Student B looks at page 107. Use the cues to make polite introductions to the requests and offers. Reply to them.

Example
A: Will you be using your bike today? I’d like to borrow it for two hours.
B: You can take it now but bring it back before six o’clock.
Warm-up
1 Look at the sentences (1–4). Which of them do you think is not true?
1 Many shampoos, soaps and deodorants contain potentially toxic chemicals.
2 When you buy a bar of chocolate, an African child probably helped to make it.
3 People who make most of the world’s footballs are well-paid.
4 Mobile chargers are energy-efficient.

Reading
2 Read the brochure and check your guesses from Exercise 1.

GIFT SELECTION

We are pleased to announce our new range of products for consumers with a conscience: the Fair Trade Logo guarantees that producers from developing countries get a good deal. You can help the environment by buying products with the ecology label. No pesticides or chemicals are used in making products with the organic logo.

FAIR TRADE CHOCOLATE
Try our delicious chocolate (dark or milk). Four packs of 100g for only £7.95. 70% of cocoa (used to make chocolate) is grown in West Africa, where cheap child labour and toxic pesticides are common. However, farmers on our programme are paid well for producing cocoa and they don’t use pesticides.

SUGAR BODY SCRUB
Are you worried about using personal care products containing chemicals? Our creamy, organic body scrub gives you beautiful, fresh smooth skin and only has pure, natural ingredients. All the ingredients are produced without using pesticides. This is important because 60% of what you put on your skin is absorbed by it. Excellent value at only £6.50. Many personal care products have potentially toxic chemicals like triclosan and formalin. Some people are allergic to them and scientists believe they might cause cancer.

SOLIO CHARGER
Take a look at this fantastic solar-powered gadget. It charges your mobile, MP3 player, digital camera and game console – for free! Just leave it in a sunny place. It takes an hour in the sun to get ten minutes on your mobile, an hour of music or enough power to take lots of photos. You can forget about buying expensive, toxic batteries or using wall chargers. And with Solio, you can charge your gadgets anywhere – on the bus, a plane or even on the beach! A real bargain at only £47.99. If you’re not careful, you can waste electricity by using a wall charger. It uses electricity even when your mobile is charged or disconnected.

FAIR-DEAL FOOTBALL
This top-quality handmade football is approved by FIFA for international games – the ideal present for young players interested in becoming the stars of the future. It’s tough and durable and costs only £9.95. 75% of the world’s footballs are made in Pakistan where long hours and low pay are common. Our workers get a decent wage so they can send their children to school and take holidays.
3 Look at the Reading Help.

Reading Help: Facts and Opinions
- Information presented as fact often has figures, dates or places. The 'facts' may or may not be true!
- Opinions often have opinion adjectives (e.g. boring), opinion verbs (e.g. think, believe), or modals (might, may).

4 Read the text again. Find four opinions and four facts.

Example
Fact: No pesticides or chemicals are used...
Opinion: ... our delicious chocolate.

5 Work in pairs. Discuss the questions.
1 Which of the products in the brochure would you like to get as a present?
2 Which of them would you buy with your own money?
3 Would you pay a little bit extra for a green or fair-trade product?

6 Look at the Word Builder. Complete the examples from the text with get or take.

Word Builder
1 get a good deal
2 take a look at something
3 get an hour
4 get photos
5 take a decent wage
6 get holidays

Fact or Fiction?
Hollywood celebrities Brad Pitt, Cameron Diaz and Leonardo di Caprio drive 'green' hybrid cars like the Toyota Prius.

Check your answer on page 106.

7 Word Quiz Complete the text with get or take. In one example, both are possible.

It 1 gets/takes me half an hour to 2 get/take home after school. I usually walk but if it's raining, I 3 get/take the bus. First, I usually listen to some music and charge my MP3 player. Then, I 4 get/take a look at my e-mail and 5 get/take ready to do my homework on my laptop. Sometimes, I 6 get/take headaches when I am on the computer too long so I 7 get/take a break every hour. On Wednesday evenings, I work for a couple of hours at my uncle's camera shop. I don't 8 get/take much money but I 9 get/take good discounts and I 10 get/take a fantastic present from my uncle last Christmas. It's a camera and video recorder that 11 gets/takes great pictures!

8 Look at the Sentence Builder. Find more examples of prepositions + -ing forms in the text on page 58.

Sentence Builder
It's the ideal present for young players interested in becoming the stars of the future. Are you worried about using chemical products?
You can help the environment by buying products with an eco-label.
All the honey, nuts and oil are produced without using pesticides.

9 Complete the sentences about you using -ing forms.

Example
I'm interested in buying a solar charger.

1 I'm interested in ...
2 I'm afraid of ...
3 I'm worried about ...
4 I sometimes argue with my parents about ...
5 I keep fit by ...
6 I can't live without ...

Speaking
10 Find out about two more products.
> Student A page 105.
> Student B page 107.
Warm-up

1 Look at the photo. What do you think happened?

Reading and Listening

2 Read and listen to the dialogue. Check your answer from Exercise 1.

Ellie and Steve do their first live interview.

Ellie: Right, can I ask you some questions, please?
Boy: Sure, no problem.
Ellie: To start with, can you tell us something about yourself?
Boy: Well, my name's Jeremy Mitchell and I like fishing.
Ellie: A couple more questions. How old are you and what school are you at?
Boy: I'm seventeen and I'm at St Brendan's.
Ellie: Thanks. You were at the river yesterday, weren't you?
Boy: That's right. I didn't catch anything though. As usual!
Ellie: Why's that?
Boy: What do you mean exactly?
Ellie: I mean, why aren't there any fish now?
Boy: Well, there's been a lot of dead fish there recently.
Ellie: Interesting ... Anyway, so what happened yesterday?
Boy: Well, I was fishing when this lady came past with her dog. It jumped into the water and couldn't get out.
Ellie: So what did you do?
Boy: Well, I leant over and got hold of him. He didn't like it but I got him out. Then he started to look weird.
Ellie: Can you explain that?
Boy: I mean, he obviously wasn't well. We took him to the vet. He was so scared that he nearly bit her. Anyway, he got checked out and he's okay now. Apparently, there was something in the water.
Ellie: Thanks, Jeremy. That's very interesting.
Speaking

5 Which of the underlined Key Expressions are used to:
a) ask for clarification?  b) clarify something?  c) check information?

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Interviewee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Can I ask you some questions, please?</td>
<td>2 Sure, no problem.</td>
</tr>
<tr>
<td>3 To start with, can you tell us something about yourself?</td>
<td>6 That’s right.</td>
</tr>
<tr>
<td>4 A couple more questions.</td>
<td>8 What do you mean exactly?</td>
</tr>
<tr>
<td>5 You were at the river yesterday, weren’t you?</td>
<td>12 I mean, he wasn’t well.</td>
</tr>
<tr>
<td>7 Why’s that?</td>
<td></td>
</tr>
<tr>
<td>9 I mean, why aren’t there any fish now?</td>
<td></td>
</tr>
<tr>
<td>10 So what did you do?</td>
<td></td>
</tr>
<tr>
<td>11 Can you explain that?</td>
<td></td>
</tr>
</tbody>
</table>

6 Work in pairs. Prepare an interview with an imaginary local hero who rescued a person or an animal. Write notes about these things:

**Journalist:** Questions: personal information / what happened / what the person did / what happened in the end

**Local hero:** Personal information: name / age / interests

**What happened:** where you were / what happened / what you did

7 Work in groups. Act out your interviews using the Key Expressions when possible.

8 Tell the class about the other pair’s interview.

Monika interviewed Adam. Adam rescued a goldfish from his friend’s toilet!

Everyday Listening

1 Look at these predictions for European weather in 20080. Which do you think are most likely to happen?

1 There will be wet weather in the winter in northern Europe, especially Scotland.
2 There will be extremely heavy snowfalls in the Alps.
3 The minimum temperature in Moscow will be –30 degrees.
4 There will be very little rain in the southern and central Spanish desert.
5 In the spring, storms will cause flooding in Holland, the Czech Republic and Poland.
6 There will be a heat wave throughout Europe in August.
7 Temperatures in southern Spain will reach 50 degrees.
8 Hurricanes will hit Western Europe.

2 Listen to the European weather forecast for 2008 and check your guesses from Exercise 1.

3 Listen Closely Listen to the words and mark the word stress.

| 1 record (noun) / to record (verb) |
| 1 record / to record |
| 2 electric / electricity |
| 3 person / personality |
| 4 photo / photography |
| 5 possible / possibility |
| 6 document / documentary |
| 7 popular / popularity |
| 8 imagine / imagination |
| 9 science / scientific |
| 10 economy / economics |
| 11 organise / organisation |
| 12 ecology / ecological |
Writing: A ‘For/Against’ Essay

1 Read the essay. Answer these questions.
2 What days and times can you go shopping in your country?
3 Is shopping one of your hobbies? Why or why not?
4 Do you agree with the article? Why or why not?

1 Shopping has never been easier in Britain - you can shop till you drop seven days a week, twenty-four hours a day. You can go to supermarkets in the middle of the night in order to avoid the crowds and you can take your credit card in case you run out of cash.

2 Of course, this is great for the economy. For example, the British supermarket, Tesco, controls 33% of the food market in the UK and has 152,000 workers in Europe. Shopping centres are attractive, modern places which are warm in the winter and cool in the summer. For many people, including teenagers, shopping is a social event. ‘I go shopping with my friends at the weekend so that I can have fun,’ says Penny Allabrow, 17, from Manchester. ‘Shopping is one of my main hobbies.

3 However, shopping has a big cost. Between 2 and 10% of the population are ‘compulsive shoppers’ and every year, 50,000 shopaholics have serious financial problems. Shopping is also disastrous for the environment. We buy products we don’t need with layers and layers of packaging. Finally, while we shop in the west, millions around the world haven’t got enough to eat. Under 20% of the people in the world use 80% of the world’s resources. Is that fair?

4 To sum up, I think British people should shop less and start living more. Go out, play sport, join clubs, do things to have real fun. Spending money doesn’t make you happy.

Text Builder

2 Match the paragraphs (1-4) with the topics (a-d).

a) reasons against shopping for fun
b) reasons for shopping
c) personal opinion
d) shopping in Britain

3 Look at the linking words in red in the text. Match them with the uses below (a-e).

Example

a) in case
b) show something might happen in the future
c) show the purpose for doing something (x3)
d) make a conclusion
e) give an example
f) contrast two ideas

4 Complete the sentences with the words in red from the text.

1 Take your umbrella _______ it rains.
2 Take your umbrella _______ keep dry.
3 Take your umbrella _______ you don’t get wet.

FOR YOUR PORTFOLIO

5 Write an essay about the advantages and disadvantages of one of these things.

- cars
- living in a big city
- nuclear power

STEP 1 Choose a topic. Write a list of advantages and disadvantages.

STEP 2 Write notes for four paragraphs: introduction / for / against / conclusion.

STEP 3 Use your notes to write the essay. Check it for mistakes.

STEP 4 Work in groups. Read each other’s essays. Tell the class what you think about them.

Example

Magda’s essay was about cars. It was a good essay but I didn’t agree with her. I think cars are great!
1. Read the text. What were Dian Fossey’s most important achievements?

For almost 18 years, Dian Fossey lived among mountain gorillas in Africa. For the first few years she had to live alone in a tent at high altitude. Although she had no previous experience, she had to set up a camp and learn to live in an unfriendly environment.

She need not have stayed in Africa, she could have gone back home. But thanks to her perseverance we now know much more about gorillas’ behaviour and social life. By imitating their behaviour Dian was able to get friendly with them. She was able to sit among them and play with them. She described her observations in many articles and her only book ‘Gorillas in the Mist’.

After one of her favourite gorillas was brutally killed, Dian declared war on the poachers, who were gradually killing the gorilla population. Her campaign to stop them became world-famous after The National Geographic published an article about her life among the gorillas. Many people think she should have been more careful.

In 1980, after writing her book, she returned to Africa to continue working with the gorillas. On December 26, 1985, she was murdered. After her death, a new census showed that, at last, the gorilla population started to rise. The Dian Fossey Gorilla Fund International has continued her work and gorillas are now protected by governments and international organisations.

The Dian Fossey Gorilla Fund International

2. Complete the sentences from the text with the correct forms of verbs. Match them with their meanings (a–e).

1. She had to _______ alone in a tent.
2. She need not have/needn’t have _______ in Africa.
3. She could have/could’ve _______ back home.
4. Dian was able to _______ friendly with them.
5. She should have/should’ve _______ more careful.

   a) She did it although it wasn’t necessary.
   b) She didn’t do it although it was possible.
   c) She managed to do it although it wasn’t easy.
   d) She had no choice, she was forced to do it.
   e) She didn’t do it and it was a mistake.

3. Choose the correct comment (a or b) for each situation.

1. You touched a snake and got bitten.
   a) I shouldn’t have touched it.
   b) I could’ve touched it.
2. You queued all night and bought a ticket for the concert of your favourite band.
   a) I was able to buy a ticket.
   b) I needn’t have bought the ticket.
3. You had a test so you studied all night.
   a) I had to study.
   b) I should’ve studied.

4. Complete the sentences with the correct verbs.

1. The tree was very old so we had to / needn’t have cut it down.
2. We shouldn’t have / could have gone camping, it rained all weekend.
3. The dog was out all day, you should have / needn’t have walked him.
4. I’m so happy, I had to / was able to see whales when I was on holiday.
5. Why did you buy this dress? You could have / needn’t have saved this money for roller skates.

5. Rewrite the sentences. Use the verbs from Exercise 2.

1. Did you manage to go skiing in winter? … to go skiing in winter?
2. It was a mistake to go to that party. I … to that party.
3. Was it necessary for you to leave so early? … leave so early?
4. We took the taxi completely unnecessarily – the plane was delayed. We … the taxi – the plane was delayed.
5. I had an opportunity to buy an FC Barcelona T-shirt but I didn’t.
   I … an FC Barcelona T-shirt.

6. Finish the sentences to write about things that happened to you in the last few days.

1. I had to …
2. I shouldn’t have …
3. I should have …
4. I was able to …
5. I needn’t have …
6. I could have …
Language Check

1 Complete the text with environmental words.

C________d________ is a gas produced by traffic, industry and domestic heating and is one of the 2________g________ that are heating up the planet. We don’t know how much 3________w________ there will be this century but some scientists think the temperature will rise by five degrees. The main solution to this problem will be the use of 4________e________ like wind and solar energy instead of 5________f________ like oil, gas and coal.

2 Complete the sentences with the correct form of get or take.

Will you 6________ a look at my essay while I 7________ ready? It will only 8________ you a few minutes.

I 9________ a new camera for my birthday and I 10________ loads of photos on holiday.

3 Complete the gaps with will (‘ll) or will (‘ll) be and the correct form of the verb in brackets.

A: What 11________ (you do) at ten o’clock?
B: I 12________ (work).
A: Okay, I 13________ (phone) you later.
C: I don’t think I 14________ (go) to university.
D: So what 15________ (you do)?
C: I think I 16________ (get) a job in my dad’s company.
A: 17________ (you see) Kathy tomorrow?
B: Yes, I think so.
A: 18________ (you give) her this letter, please?

Grammar 0 / 15

Vocabulary 0 / 10

Communication 0 / 5

Study Help: Noticing Language

After reading a text and answering questions on it, go through it again and look for examples of useful language.

• In dialogues, find words and expressions for:
  - gaining time (e.g. Right …)
  - reacting to other people (e.g. Sure …)

• In dialogues and reading texts, find more useful expressions (e.g. How cool is that!?)

• Find words that go together:
  - verb and noun (e.g. ask + questions)
  - adjective and noun (e.g. natural ingredients)
  - multi-part verbs (e.g. come post)

• Find examples of structures you have studied
  (e.g. …, weren’t you?).

Now look at the reading text in Unit 17. Find useful expressions, words that go together and structures you have studied.

Feedback

• Listen and check your answers to the Language Check. Write down your scores.
• Look at the table below. Then do the exercises on page 62 of the Workbook.

Wrong answers: Look again at:
Numbers 1-5 Get Ready – Key Words
Numbers 6-10 Unit 17 – Word Builder
Numbers 11-20 Unit 16 – Grammar
Numbers 21-25 Understanding Grammar
Numbers 26-30 Unit 18 – Key Expressions
Talk about clothes and describe people.

Read about fashion in the 1920s, a top model and 'body art'.

Listen to a street survey and short dialogues.

Write a description of a famous person.

Learn about would and used to.

Module 7

Fashion

Get Ready

1. Look at the Key Words. What kinds of clothes do you like?

Key Words: Clothes

Style: casual, cool, designer, formal, trendy, old-fashioned, scruffy, smart, stylish, tasteless

Type: baggy, flared, narrow, tight, torn trousers / jeans; long-sleeved, short-sleeved, sleeveless shirt / blouse / T-shirt / top; polo-neck, V-neck, round neck jumper; flat, high-heeled, pointed shoes / boots; ankle-length, knee-length, mini skirt / dress

Materials: corduroy trousers / jacket; cotton T-shirt / trousers; denim jeans / jacket; leather jacket / shoes; linen trousers / jacket; silk tie / shirt / blouse; woolly hat / jumper

Patterns: checked, plain, polka-dot, striped shirt / blouse

2. Use the Key Words to describe the clothes in photos (a–e). Give your opinions.

Listen to the street survey and complete the questionnaire for the boy.

3. Who or what influences the way you dress?

4. How would you describe your style?

5. What style of jeans do you like?

6. Do you ever wear anything on your head?

7. Do you ever argue with your parents about clothes?

Work in pairs. Ask each other the questions from Exercise 3. Do you have anything in common with your partner?

4. Do you ever wear anything on your head?

5. Do you ever argue with your parents about clothes?

Speak Out Discuss these statements.

1. There is a lot of pressure on young people to buy designer clothes.

2. People worry too much about their appearance.

www.challenges-elt.com
Warm-up

1 Look at the photos (a–b). Which fashion do you prefer? Why?

2 Read the text. What were the main changes in women’s fashion between 1900 and the 1920s?

There was probably no other period in the history of female fashion as dramatic as the first three decades of the 20th century. Up to World War I, women used to wear dresses like the ones in the picture above. Then, in the 1920s, came the ‘flapper’ look, which was similar to many modern fashion designs. We asked Stephanie Reno and Barbara Heller to tell us about those days.

Stephanie Reno (96): ‘When I was a child, women used to wear those tight corsets to give themselves a smaller waist. And then, one day, my older sister just threw away all her corsets. She was following the fashion of the day and she started wearing simple, loose dresses. She would even wear shorts! She would put on make-up, go to parties, smoke and drink. My mother thought she had gone completely wild!’

Barbara Heller (95): ‘Clothes used to be terrible in the old days – that is, before the twenties. My mother didn’t use to wear trousers at all. My granny would always put on this horrible huge hat, decorated with flowers and feathers. She never went out without it. And then, all of a sudden, everything changed. I remember my sisters were very sporty girls – they went swimming and cycling and they would wear trousers all the time. They needed comfortable clothes.’

The person who had the greatest influence on the style of the 1920s was Coco Chanel, the most famous fashion designer of the 20th century. She cut her hair short and wore trousers, so they became trendy in women’s fashion. Back in the 1920s, she introduced the cardigan, the little black dress, Chanel No. 5 perfume and many fashion items that are still popular today.

3 Why do you think women’s fashion changed so dramatically?
Grammar: used to and would

4 Complete the sentences with used to, didn’t use to, would and wouldn’t.

<table>
<thead>
<tr>
<th>would</th>
<th>used to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 They ______ wear trousers all the time.</td>
<td>4 Clothes ______ be terrible in the old days.</td>
</tr>
<tr>
<td>2 She ______ go out without it.</td>
<td>5 My mum didn’t ______ wear trousers.</td>
</tr>
<tr>
<td>3 Would they put on make-up?</td>
<td>6 Did women use to have long hair?</td>
</tr>
</tbody>
</table>

5 Find more examples of used to and would in the text. Did the people do these things only once or regularly?

6 Look at these sentences and complete the rule.
My sister used to / would put on make-up in public.
She used to / would have short hair.

We use used to / would only for actions. We use used to / would for both states and actions.

Practice

7 Complete the sentences with used to, didn’t use to or would. In which sentences is used to the only correct option?

1 Women’s clothes in the past ______ be uncomfortable.
2 My mum ______ put on high heels whenever she went out.
3 My granny ______ wear glasses, but now she wears them all the time.
4 When I was at the seaside, I ______ go swimming every morning.
5 My family was poor and we ______ have expensive clothes when I was young.
6 I ______ be slimmer when I was a kid.

8 Use the cues and used to or didn’t use to to make sentences about the lifestyle of these people.

Example

Footballers in the 1950s didn’t use to earn much money.

Footballers in the 1950s – earn much money, run more slowly, score a lot of goals, foul other players a lot, wear long, wide shorts, be world-famous stars, train less

factory workers in the 19th century – get up early, earn very much, work 14 hours a day, live long, be poor, live in very poor conditions

Your Turn

10 Make sentences about the time when you were seven years old. Use the cues and used to and would. Add your own ideas.

Example

I used to play with my friends every day. We would meet up at the school sports ground. Kids didn’t use to have a lot of homework in those days.

have a lot of homework, play computer games, wear fashionable clothes, have long hair, go to bed early, read comics, watch kids programmes, like school, read a lot of books, be tall, have a lot of toys, play with friends
Warm-up
1. Look at the photos of ex-model Waris Dirie. Guess answers to these questions.
   a) Where was she born?
      a) India  b) Somalia  c) South Africa
   b) What was her childhood like?
      a) unhappy  b) difficult but happy  c) comfortable
   c) Why did she leave her country?
      a) war  b) family problems  c) political problems
   d) What changed her life?
      a) meeting a photographer  b) doing a university course  c) winning a competition
   e) Which of these jobs did she not do?
      a) cleaner  b) actress  c) model  d) teacher  e) maid
2. What rights does she campaign for now?
   a) animal  b) children's  c) women's

Reading
2. Read the text and check your guesses from Exercise 1.

Waris Dirie was born in Somalia. Her name means ‘desert flower’. Her mother was quite well-off but her father was from a poor family. After they married, her parents were on the move all the time with their goats and camels. Life was hard but Waris had a happy childhood.

When she was twelve, her father arranged for her to marry an old man in exchange for five camels. It was such a horrible idea that she decided to run away to the capital, Mogadishu. There, she moved from one relative to another. Finally, a kind aunt got her a job as a maid in the Somali Embassy in London. When the ambassador returned to Somalia, she lost her job. Suddenly, she was in real trouble. Waris was on her own and out of work in a foreign country. She lived by herself, had no money and her English was so bad that it was difficult for her to find work. Eventually, she got a job as a cleaner in McDonalds.

One day, everything changed. By chance, a fashion photographer came in for a burger and saw Waris cleaning the floor. She looked like a perfect model so he immediately offered her work. She became a top fashion model, advertising Revlon beauty products, and her face was on the covers of hundreds of magazines around the world. She was even in a James Bond film, The Living Daylights, in 1987.

Waris had such a warm and attractive face that her modelling career was a huge success. She wrote her autobiography, Desert Flower, about her exciting and exceptional life. 'It's very sad,' she says. 'I had to make the choice to leave my country.' What was it like in Africa? 'Africa was different,' she says. 'I was young. I had nothing to worry about. I had my family, I had my animals, I had my simple life.'

She works for the United Nations and campaigns for women's rights all over the world. There is never a dull moment. 'I'm trying to sit down for a moment and there's no time for that,' she laughs. 'In Somalia, we don't care what time it is!'
Look at the Reading Help.

**Reading Help: Sentence Gaps**

- Read the part of the text with the gap and identify the topic (e.g., family, marriage, work).
- Read the sentences before and after the gap.
- Choose a sentence you think goes in the gap. Look for references to people (e.g., she, them, the man), things (e.g., it, this) or times (e.g., two years later, after that).
- When you finish, check the extra sentence doesn't fit in any of the gaps!

4 Use the Reading Help to complete the gaps (1–5) in the text with the sentences (a–f). There is one extra sentence you don't need.

a) The man was sixty.

b) Waris now lives in New York.

c) She used to race camels with her brothers and sisters.

d) Within months, she had started a new career.

e) She was an illegal immigrant at first.

f) However, in 1997 she decided to give up her life as a model.

5 Read the text again and answer these questions.

1. Why did Waris run away?
2. What were the most difficult times of her life?
3. What is she still sad about?
4. How was her childhood in Somalia different from her life now?

6 Look at the Word Builder. Complete the phrases from the text with prepositions.

<table>
<thead>
<tr>
<th>Word Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. on the move</td>
</tr>
<tr>
<td>2. in exchange</td>
</tr>
<tr>
<td>3. in trouble</td>
</tr>
<tr>
<td>4. on her own</td>
</tr>
<tr>
<td>5. at work</td>
</tr>
<tr>
<td>6. by herself</td>
</tr>
<tr>
<td>7. at chance</td>
</tr>
<tr>
<td>8. in months</td>
</tr>
<tr>
<td>9. around the world</td>
</tr>
<tr>
<td>10. for a moment</td>
</tr>
</tbody>
</table>

7 Complete the sentences about your life.

1. I like being on my own when I am ...
2. Once, I was in trouble at school because I ...
3. Once, by chance I found a ...
4. I first went to school by myself when I was ...

8 Preposition Quiz Complete the sentences with these prepositions.

- above, for, on, in, at, over

1. ____ the holidays, I spend a lot of time ____ the Internet because I'm too busy when I'm ____ school.
2. I was ____ my way to a football game. I was ____ a hurry but there was a traffic jam and we had to wait ____ ages.
3. The town of Puno is ____ 3,800 metres ____ sea level ____ the border of Peru and Bolivia.
4. ____ the past, there were a lot of wolves living ____ the wild.

→ Word Bank, page 123

9 Look at the Sentence Builder. Match the questions and answers about Waris Dirie.

<table>
<thead>
<tr>
<th>Sentence Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is she like?</td>
</tr>
<tr>
<td>2. What does she look like?</td>
</tr>
<tr>
<td>3. What does she like?</td>
</tr>
</tbody>
</table>

- a) She has a warm and attractive face.
- b) Working for women's rights.
- c) She is a courageous woman.

10 Speaking

Work in pairs. Choose a famous celebrity. Ask and answer questions about him/her using the Sentence Builder. Guess the celebrity.

**Example**

A: What's he or she like?

B: She's intelligent and hard-working. She's ...

→TIMESTART! Page 116, Exercise 20→
Warm-up

1 Look at the Key Words. What are your opinions about the people in the photo?

Example
I think Steve’s quite good-looking but I don’t think he’s handsome.

Key Words: Looks
People: attractive, beautiful, cute, elegant, good-looking, gorgeous, not very good-looking, stylish, unattractive
Women: glamorous, pretty
Men: handsome

Reading and Listening

2 Read and listen to the dialogue. What do Ellie and Tanya think about the male model? Which of the clothes does Abi like?

Radiochill.org cover a fashion show organised by local students.

Tanya: Ellie, have you seen that model with short, brown hair? He’s really cute!

Ellie: Mm ... He’s nice but he’s not really my type.

Steve: Tanya, did you get the tests results from your mum?

Tanya: Yes. There are toxic chemicals in the river — the same as those in the shampoo!

Ellie: Wow, now we’ve got a really great story.

Steve: Don’t you think we should go to the police?

Ellie: Maybe. Let’s talk afterwards. It’s starting.

Abi: Hi. This is Abi, your style guru from radiochill.org, at the fashion show. Here’s the first model. I think his clothes look pretty cool. He’s a slim guy with short, brown hair and he’s got shades on. They look expensive ones. He’s wearing a long, grey striped jacket. It’s really original. It’s so long it looks like a coat. His trousers go with the jacket but they’re a different shade of grey and they look a bit short. Underneath the jacket, he’s wearing a black T-shirt with white designs on it. Okay, here’s number two. She’s wearing an orange jacket and a matching top. It doesn’t really suit her because she’s very pale. Round her neck, she’s got a white scarf. Her skirt doesn’t go with the jacket either because ...
Speaking

3 Look at the Sentence Builder.

Sentence Builder

They look like expensive ones.
It looks like it's a coat.
His clothes look pretty cool.

4 Add like where necessary.

Paul looks really stylish. He's tall and he's got blue hair - he looks a model. His leather jacket looks cool. It looks an old one from the 50s. His tight jeans look fantastic. His T-shirt looks an organic cotton one. Paul's watch looks Swiss and the strap looks leather.

5 Look at the Key Expressions. Which of them are positive (+), neutral (−) and negative (x)?

Key Expressions: Describing people

1 He's a slim guy with short, brown hair.
2 His trousers go with the jacket ...
3 ... but they're a different shade of grey and they look a bit short.
4 Underneath the jacket, he's wearing a black T-shirt with white designs on it.
5 She's wearing an orange jacket and a matching top.
6 Round her neck she's got a white scarf.
7 It doesn't really suit her because she's very pale.
8 Her skirt doesn't go with the jacket ...

6 Write sentences about the people's clothes in the photo. Use the words below.

Example

The model's clothes look a bit strange.

- look
- suit him/her because
- look a bit
- don't suit him/her because
- looks rather
- don't go with his/her

7 Work in pairs. Look at other photos of people in the book. Describe what the people are wearing and give your opinions.

Example

A: The boy in photo b on page 65 is wearing a black leather jacket and black trousers. He's got a tie on, too. I think he looks a bit scruffy.
B: Yeah, I agree. His hair looks a bit dirty.

Everyday Listening

1 Listen to four dialogues. For each question, choose the correct answer (a, b or c).

1 What is the boy's new hairstyle like?
   a) spiky, blue hair b) long, straight black hair c) spiky, orange hair
2 What birthday present does the girl buy for her friend?
   a) a ring b) a pair of earrings c) a shoulder bag
3 What type of jeans did the boy buy?
   a) short, cut-away jeans b) baggy jeans with pockets c) torn, denim jeans
4 What will the girl take back to the shop?
   a) a mini-skirt b) a top c) a short dress

2 Listen again and answer these questions.

Dialogue 1: Why did the boy change his hair?
Dialogue 2: What do you know about the girl's friend?
Dialogue 3: Why does the boy like the jeans?
Dialogue 4: Why is she going to take it back to the shop?

3 Listen Closely Listen to six polite questions from dialogue 2. Would the intonation be similar in your language?

4 Listen again and repeat the questions.

5 Listen to six replies from dialogue 2. Which of them are a) certain b) hesitant?

6 Listen again and repeat the replies.
Warm-up
1. Look at the photographs and Key Words. Which things do you like or not like to do?

Example
I’ve dyed my hair but I wouldn’t like to shave my head.

Key Words
- dye: your hair
- paint: your hands, fingernails, toenails
- pierce: your ears, nose
- put on / wear: lipstick, make-up, perfume, a wig
- shave: your head, armpits, legs, face
- tattoo: your arm, back, leg, neck

Reading
2. Read the text on pages 72–73. Which section do you think is the most interesting? Why?

All kinds of body art are common in history. Let’s take a look.

Body painting
- Henna is a natural dye with a reddish-orange colour. It was first used by women in Mesopotamia over 4,000 years ago to paint their hands.
- In India, women still paint their hands and feet with henna for their wedding day. They believe in its power to make their marriage successful.
- In Morocco, some women rely on henna patterns to protect them from evil and bring good luck.

Tattooing
- Ötzi the Ice Man, a frozen human, was found in Austria and is 5,300 years old. His frozen body had fifty-seven tattoos. From the position of the tattoos, we think he had them done for health reasons because he suffered from arthritis in his ankles, knees, and lower back.
- Only female mummies in ancient Egypt were tattooed. This tradition may have had something to do with childbirth.
- Plato and Herodotus refer to tattooing in Ancient Greece. Tattoos were used as marks for slaves and criminals.
- In the 18th century, many French sailors returned from voyages in the South Pacific with elaborate tattoos. This became a tradition in the British Navy in the 19th century.

Body piercing
- Over 500 years ago, tongue piercing was performed in Aztec ceremonies in Mexico.
- The native people of Alaska traditionally had their noses pierced at birth to please the spirits of animals and to help them when hunting. The decoration consisted of an eagle’s feather, a sea lion’s whisker or a small bone.
4 Look at the Sentence Builder. Find similar sentences in the text.

**Sentence Builder**

Someone dyes the men’s hair with henna.

<table>
<thead>
<tr>
<th>Men have</th>
<th>their hair</th>
<th>dyed with henna</th>
</tr>
</thead>
</table>

Someone shaved the ancient Egyptians’ heads.

Ancient Egyptians had | their heads | shaved |
-----------------------|------------|--------|

5 Use the cues to write sentences like the ones in the Sentence Builder.

**Example**

1. I haven’t had my ears pierced.
2. I can’t wear those earrings. I / not / ears / pierce
3. I went to a beauty salon. I / nails / paint
4. Your hair’s very long. When / you / going to / it / cut?
5. I didn’t like the colour of my jacket. I / it / dye black
6. Have you seen Barry? He / back / tattoo with a dragon
7. That’s not her natural colour. She / hair / dye

6 Look at the Word Builder. Find the verbs in blue in the text and complete them with these prepositions.

<table>
<thead>
<tr>
<th>to, with, as, in, of, from, on</th>
</tr>
</thead>
</table>

**Word Builder**

believe | suffer | __________ |
relly | have something | __________ |
protect | to do | __________ |
deal | refer | __________ |
depend | return | __________ |
belong | use | __________ |

7 **Preposition Quiz** Work in pairs. Make sentences using words in the box.

Example

I come from London.

apologise, come, complain, fall in love, know, learn, listen, pay, talk, think, wait, worry about, for, from, to, with

→ Word Bank, pages 122–123

8 **Speak Out** Work in pairs. Discuss this statement:

All piercings and tattoos look horrible and are unhygienic.

**FOR YOUR PORTFOLIO**

**Project: A description**

Write a description of a famous person.

1. Find a good full-length photo of a famous person in a magazine and cut it out.
2. Find information and make notes about these things:
   - personal information (date and place of birth; family background; career highlights)
   - physical description (height, face, hair)
   - what they are wearing in the photo
3. Write your description. Use expressions from the module. Then check it for prepositions, spelling and punctuation.
4. Stick your photo with your description.
5. Make a class display or pass your descriptions around the class. Who do you think is the best-dressed celebrity?

**Head shaving**

- Ancient Egyptians had their heads shaved to help them deal with the heat and to keep clean. They wore wigs for different occasions and shaved young boys’ heads, leaving one piece of hair down the side of the head as a sign of childhood.

- For the ancient Greeks, the length of your hair depended on your status in the community. Long hair was a symbol of money and power; having a shaved head meant you were a slave and belonged to a master.
Language Check

1 Complete the adjectives in these sentences.

1 Her f_______ jeans go over her shoes.
2 It's difficult to walk in these h_______ shoes.
3 I like wearing p_______ - n_______ jumpers.
4 He often wears a w_______ hat.
5 I wear s_______ - s_______ shirts in the summer.
6 My dad wears s_______ shirts when he goes to work.
7 I think those trousers are a bit o_______ - f_______.
8 That shirt is really t_______ - the colours are absolutely horrible!
9 At the party, the women were wearing long, a_______ - l_______ evening dresses.
10 I always wear c_______ clothes, like jeans and T-shirts.

2 Complete the answer to a clothes survey with prepositions.

Well, I rely 11_______ my friends for fashion ideas but I always go shopping for clothes 12_______ my own. Sometimes, I look at shop windows 13_______ ages before going into the shop. Other times, I go straight in and look around. It depends 14_______ how I feel. I don't often go to shops that belong 15_______ big chains; I prefer small, independent shops.

3 Read about T-shirts and complete the text with used to, didn't use to, would or wouldn't. Use would or wouldn't when possible.

In World War I, American soldiers 16_______ wear woollen clothes and they 17_______ often be very hot in the summer. European soldiers 18_______ have cooler, cotton undershirts. The Americans noticed this and soon wore them, calling them T-shirts because of their shape.

'I 19_______ wear white T-shirts because I thought they looked like underclothes,' recalls George (80). 'But then stars like Marlon Brando and James Dean started wearing them and all the youngsters 20_______ copy them.'

Margot (55) 'Me and my boyfriend 21_______ buy white T-shirts and dye them a mixture of bright colours. It was the fashion then!'

4 Complete the dialogue with look and like.

A: What does your new girlfriend 22_______ like?
B: Well, she 23_______ great. She looks 24_______ Scarlett Johansson.
A: Wow! And what is she 25_______ ?
B: She's really nice. She's fun to be with.

Grammar [ ] / 10

5 Complete each gap in the fashion show commentary with a suitable word.

A: Those trousers don't 26_______ with that top. They are a different 27_______ of red.
B: Are you sure?
A: Yes, and they don't really 28_______ you.
B: Well, here are some trousers with a 29_______ top. It's exactly the same colour.
A: Yes, but the trousers 30_______ a bit small.

Vocabulary [ ] / 15

Key Expressions [ ] / 5

Study Help: Dictionary Skills (1)

- Dictionaries use phonetic symbols to show the pronunciation of words.
- Use a dictionary and write new words with phonetic symbols.
- Try to learn some of the phonetic symbols.

What are these fashion words?
1 /bæg/ jorts
2 /flēd dʒimz/
3 /fæld o lɛŋθ hɛə/
- Work in pairs. Write three words using the phonetic symbols to test your partner.

Phonetic Chart at the back of the book

Feedback

Listen and check your answers to the Language Check. Write down your scores.

Look at the table below. Then do the exercises on page 72 of the Workbook.

Wrong answers: Look again at:
Numbers 1–10 Get Ready - Key Words
Numbers 11–15 Unit 20 and Across Cultures - Word Builders
Numbers 16–21 Unit 19 - Grammar
Numbers 22–25 Unit 20 and Unit 21 - Sentence Builders
Numbers 26–30 Unit 21 - Key Expressions
Module 8

Sport

Get Ready

1. Look at the Key Words. Add as many sports as you can to the lists in two minutes.

   Example
   Personal achievement: high jump, ski jumping

Key Words: Sports

   Personal achievement: discus, javelin, long jump, weightlifting
   Racing: horse racing, marathon, rowing
   Individual: boxing, fencing, wrestling
   Team games: basketball, cricket, ice hockey, rugby, water polo
   Adventure: paragliding, scuba diving, sky diving, surfing

2. Which sports have you played? Which would you like to play?

3. Look at the photos. When did people first play the sports? Listen to a sports programme and put the sports in chronological order.

4. Listen again. In which of the sports:
   1. were the people in danger? Why?
   2. could the players hit their opponent on the floor?
   3. could the players not use their hands?
   4. did the teams agree the rules before the game?
   5. could the players die if they lost?
   6. could the players hit their opponents and not be sent off?

5. Speak Out Work in pairs. Do you think violent and dangerous sports like boxing, rugby and motor racing should be banned? Give reasons. Use some of these words.

   accident, challenge, danger, death, freedom, health, injury, pain, risk, rules, safety

Example

   I think boxing is a horrible sport. Boxers risk brain injury and even death.
Warm-up

1. Who are the sports people in the photos? Do you know any of the champions in these sports now?
2. Read the text and answer the questions.
   1. What is the nationality of the sports people in the texts?
   2. Why are they important in the history of sport?
   3. What ‘magic moments’ in sport do you remember? Tell the class.

Emil Zátopek is the only runner in Olympic history to win three gold medals – for the 10,000 m, 5,000 m and the marathon. He achieved this at the Helsinki Olympics in 1952. Zátopek’s running style was not very attractive. His head would often roll, his face showing pain and effort, and many people thought he was not even going to finish the race. He panted heavily while running, which earned him the nickname of ‘the Czech Express’. When asked about his worrying facial expressions, Zátopek replied that running was not gymnastics or ice-skating.

One of the best footballers of all-time, Diego Maradona, ironically scored his most famous goal with his hand. In 1986, in the World Cup quarter-final against England, Maradona punched the ball into the English net with his fist. The referee did not spot the trick and allowed the goal. Argentina won 2–1 and went on to win the World Cup. After the match, Maradona told reporters that he had scored the goal ‘a little with the head of Maradona and a little with the hand of God’.

Maradona recently admitted that he had scored with his hand but said he didn’t regret it.

During the 2006 World Cup, Maradona predicted that Argentina would win the Cup again. Unfortunately, they were beaten by Germany in the quarter-finals.

Yelena Isinbayeva, a 23-year-old Russian pole vaulter, has already broken the world record over 15 times. Young and attractive, she has made women’s pole vaulting one of the most popular athletics events. In 2005, she became the first woman ever to jump 5 metres. Yelena said it had been her dream and announced that she was planning to break the world record 36 times, to beat her compatriot Sergei Bubka, who broke it 35 times.

Grammar: Reported statements

4. Make a list of the verbs in the text that are used to report people’s words or thoughts.
   Example think

5. Complete the table on the right with sentences from the text.

6. What changes do you notice (e.g. I → he, is going → was going)?

<table>
<thead>
<tr>
<th>Actual words</th>
<th>Reported words</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘He is not going to finish the race.’</td>
<td>Many people thought he was not going to finish the race.</td>
</tr>
<tr>
<td>‘Running is not gymnastics.’</td>
<td></td>
</tr>
<tr>
<td>‘I scored with my hand.’</td>
<td></td>
</tr>
<tr>
<td>‘I don’t regret it.’</td>
<td></td>
</tr>
<tr>
<td>‘Argentina will win the World Cup.’</td>
<td></td>
</tr>
<tr>
<td>‘It has been my dream.’</td>
<td></td>
</tr>
<tr>
<td>‘I am planning to break the world record.’</td>
<td></td>
</tr>
</tbody>
</table>
Report what a famous long distance runner said about his career.

Example
1 He said that he was working with a dietician.
2 'I'm working with a dietician.'
3 'I've won ten international competitions.'
4 'I'm not going to run a marathon.'
5 'The next Olympic Games will be my last.'
6 'I don't eat sweets.'
7 'I was a very unfit child.'

Report these quotes from the famous footballer, Ronaldo.

1 'I have been poor and money doesn't have any importance for me. I won't let all the money and glory go to my head.'
2 'I decided to join Barcelona because it's a sunny place.'
3 'I've never timed myself over 100 m, but I have done a test over shorter distances, 20 m or 30 m, with and without the ball. What's strange is that I'm faster with the ball than without it.'
4 'We lost because we didn't win.'
5 'It does not matter who scores. We will celebrate all the same.'

What were these people's actual words?

1 The captain said they had trained very hard. 'We ...'
2 The coach admitted that the players weren't very fit. 'The players ...'
3 Many commentators predicted that Brazil would win the 2006 World Cup. 'Brazil ...'
4 The goalkeeper told the journalists that he was going to retire. 'I ...'
5 The team spokesman said that the players didn't want to talk to the media. 'The players ...'
6 Everybody thought the team were celebrating at their hotel. 'The team ...'

Report things that people said about recent sports events.

Example
During the World Cup my father said that Ronaldinho wasn't playing very well.

Fact or Fiction?

Thierry Henry once said: 'I eat football, I sleep football, I breathe football. I'm not mad, I'm just passionate.'

Check your answer on page 105.
Warm-up

1. What do you know about the ancient Olympic Games? Try to answer these questions.
   1. Where did the ancient games take place?
   2. What did the winners get?
   3. How often did they hold the games?
   4. What sports were in the games?

Reading Help: Taking Notes

- Read each paragraph to find the topic or main point. Write down a key word or phrase (e.g., paragraph 1 - the first Olympics).
- Find information related to the topic (e.g., 776 BC / Olympia / important religious centre + port).
- When taking notes, only write down key words (not words like the, is or in). Also use abbreviations (e.g., +, -, v.gd).

Reading

2. Read the first two paragraphs of the text. Check your answers for Exercise 1.

   1. The first Olympic Games were held in Olympia in 776 BC to honour the god Zeus. As well as being an important religious centre, Olympia was easy to get to by ship. This was important because athletes and spectators came from as far away as Spain or Egypt.

   2. Only Greek-speaking men could take part and the games were always in the same place. Instead of giving out medals, they presented crowns of olive leaves to the winners. However, some things are still the same today. Like the old games, the modern Olympics take place every four years and athletes get a lot of money for winning. Apart from chariot and horse racing, competitors still do most of the original events like boxing and running, as well as discus and javelin throwing.

3. The Olympics have produced colourful characters as well as great champions, like the Soviet gymnast Larissa Latynina, winner of a record eighteen medals. Polydamus of Thessaly once killed a lion with his bare hands to entertain the crowd! More recently, British ski jumper ‘Eddie the Eagle’ became a celebrity in 1988. Eddie was overweight, wore glasses and drooped like a stone. However, although he came last in every event, he did not drop out of the competition. Eric Moussambani (‘Eric the Eel’) from Equatorial Guinea, was the unlikely star of Sydney 2000 – for swimming one of the slowest races in history. He had only learned to swim five months before and nearly gave up because he thought he was going to drown!

4. The modern Olympics have sometimes been controversial. In the 1936 Olympics in Berlin, the Nazi leader Adolf Hitler congratulated all the winners apart from black athletes such as Jesse Owens. And although there was a terrorist attack on the Israeli team at the 1972 Munich games, they decided to go ahead with the games.

5. Apart from politics, the biggest controversy of recent times has been ‘doping’, as some athletes try to cheat. In 1988, the Canadian, Ben Johnson, won the 100 m in record time but let his country down when he tested positive for drugs. He didn’t get away with it but he was only one of many athletes taking drugs. Since then, he has spoken out against drugs but ‘doping’ is still a big issue.
4 Work in pairs. Close your books. Use your notes to ask and answer questions about the text.

Example
A: Why were the ancient games held in Olympia?
B: Because it was an important religious centre and port.

5 Look at the Word Builder. Guess the meaning of the verbs in yellow in the text.

**Word Builder**

1 give something out (e.g. books, medals)
2 drop out of something (e.g. a competition, a course of study)
3 give up
4 go ahead with something (e.g. an event, your plans)
5 let somebody down (e.g. your friends, your team)
6 get away with something (e.g. a crime)
7 speak out against something (e.g. the arms trade, drugs)

6 Rewrite the sentences (1–5). Replace the verbs in italics with verbs from the Word Builder in the correct tense.

1 He gave his opinions against racism in sport.
2 She was in last position but she didn’t stop.
3 He failed his exams and left university after the first year.
4 They distributed free sun hats to runners in the local marathon.
5 I really tried in the race because I didn’t want to disappoint my school.

7 **Verb Game** Work in groups. Make sentences (minimum five words) with the verbs below. The first group with eight correct sentences is the winner!

- put on / put up / put off / put down
- turn on / turn up / turn off / turn down

8 Look at the Sentence Builder. Find more examples in the text of linkers followed by nouns or -ing forms.

**Sentence Builder**

Olympia was an important religious centre and was easy to get to by ship.

As well as being an important religious centre, Olympia was easy to get to by ship.

We still have most of the original events but not chariot and horse racing.

We still have many of the original events, apart from chariot and horse racing.

They didn’t give out medals. They presented crowns of olive leaves.

Instead of giving out medals, they presented crowns of olive leaves to the winners.

9 Use linkers from the Sentence Builder to write sentences about these things.

- sports
- school subjects
- music
- teams
- colours
- writers
- vegetables
- computer games
- hobbies

**Examples**

As well as playing volleyball, I also play tennis.

I like playing most sports, apart from rugby.

We played basketball instead of football in our games lesson.

**Speaking**

10 Work in pairs. Ask and answer the questions.

1 What are the most popular Olympic events in your country?
2 Who are Olympic celebrities in your country?
3 Do you do any sports that are in the Olympics? How good are you?
4 Would you like to take part in the Olympics? Why or why not?

---

**Fact or Fiction?**

The word 'athlete' is an ancient Greek word. It means 'champion'.

Check your answer on page 106.
Warm-up
1 What can you remember about the story so far?

Reading and Listening
2 Read and listen to the dialogues. Answer the questions.

1 What does Steve show the police officer?
2 What advice does the police officer give?
3 What is Tanya's programme about?
4 Who do you think the note is from?

Ellie and Steve go to the police station.
Policeman: Can I help you?
Ellie: Yes, we're from radiochill.org, a radio station for young people. We'd like to report something.
Policeman: What exactly?
Ellie: Well, there were dead fish in the river so we took a sample of the water. There are toxic chemicals in it. We've tracked these chemicals to a local cosmetics factory!
Steve: Yes, they're in this shampoo, for example.
Policeman: Are you sure?
Ellie: The analysis was done at the university.
Policeman: Right. First, you should bring me all your results and samples.
Ellie: Right, we'll do that.
Policeman: And if I were you, I'd go to an environmental group like Greenpeace. I'm sure they'll help.
Steve: That's a good idea.
Policeman: And you'd better be careful.
Ellie: Of course. We will be.
Policeman: I mean, you shouldn't mention the company's name publicly – not until we've finished our investigation.
Ellie: No, we won't. I promise.
Steve: Thanks for your help.
Policeman: Not at all.

Back at the studio ...
Tanya: ... so now we know the river is being polluted. Okay, that's all from me on radiochill.org.
Abi: Hey, look at this note. It says, 'We heard your report about the river. It is false. Keep your noses out of other people's business.' There's no name or address.
Tanya: Wow! What should we do?
Abi: Let's phone Ellie and Steve. Maybe we need to check out that factory!

Example
A: Oh no! I haven’t done my maths homework and I’ve got maths next lesson.
B: If I were you, I’d do it now.
A: I can’t. I haven’t got time.
B: Well then, you should tell the teacher.

- You haven’t done your maths homework and maths is your next lesson.
- It was your boyfriend’s/girlfriend’s birthday yesterday but you forgot.
- Your parents bought you a new mobile phone but you’ve lost it already.
- Your friend invites you to stay at his/her house for the weekend but he/she has got a dog and you’re allergic to dogs.

**Everyday Listening**

1. **Listen to radiochill.org’s sports report.** Are these sentences true (T), false (F) or is there no information (NI)?
   1. They have a sports report every week. (T)
   2. Bristol City football team lost. (F)
   3. Arsenal are top of the Premier League. (T)
   4. It was raining during the athletics competition. (F)
   5. A Russian won the women’s 100 metres final. (T)
   6. Britain finished fourth in the long jump. (F)
   7. The athletics competition finishes at four o’clock. (F)
   8. The Bristol ice hockey team are top of the league. (F)

2. **Listen Closely** The meaning of a sentence can change if you put the stress on a different word. Listen to these examples.

   1. It’s half-past five on Saturday = not quarter-past
   2. It’s half-past five on Saturday = not half-past four
   3. It’s half-past five on Saturday = not Friday

3. **Listen** to sentences from the sports report and mark the main stress. Then choose the correct meaning (a, b or c).

   1. Today was a good day for Bristol City.
      a) not yesterday  b) not a bad day  c) not Bristol Rovers

   2. Manchester United stay in second place after their draw against Liverpool last night.
      a) not first place  b) not win  c) not last week

   3. She just beat the Canadian Sindy Turner by two hundredths of a second.
      a) not the American  b) not three hundredths  c) not tenths of a second

   4. The Romanian, Alexandru Telegdy, threw an amazing seventy-three metres.
      a) not Bulgarian  b) not seventy-two  c) not centimetres

   5. An important match for Bristol Warriors tonight against top-of-the-table Coventry.
      a) not Bristol Juniors  b) not tomorrow  c) not bottom-of-the-table
**Writing: A Sports Survey and Report**

1. Read the sports survey. Which sports facilities do you use?

**Text Builder**

2. Complete the survey with these linking words.

although, as well as, instead of, however, too, apart from, finally, for example

---

**Sports Survey**

I asked ten people for their opinions about the sports facilities in our town (Wooferton, population 11,000).

They mentioned some positive things:

Nearly everybody said the sports centre was excellent. Two people liked the gym because it has lots of exercise machines. People said they enjoyed classes at the centre. Two people mentioned that the aerobics teachers were brilliant.

There are clubs in the town for most sports, hockey and basketball (you have to go to Shrewsbury for those). Two people said the rugby club had good facilities.

Three people said the mountain bike circuit was fantastic.

The following criticisms were made:

Over half the people thought that activities at the sports centre were too expensive.

The fitness centre costs £4.30 an hour. Two people suggested a discount for students.

People complained about the swimming pool. They said that, being old and crowded, it was also often closed to the public because of school classes.

Finally, three people said the sports centre should organise more activities for young people in the school holidays.

To sum up, the town has good sports facilities, we need a new swimming pool the old one we've got now. There should be more activities in the school holidays.

---

**FOR YOUR PORTFOLIO**

3. Do a survey and write a report about sports facilities in your area.

**STEP 1**

Write some questions.

- What sports facilities in your area do you use?
- What do you think about them?
- How could they be improved?
- What other sports facilities does your town need?

**STEP 2**

Ask other students your questions and write down their answers. Don't write their names.

**STEP 3**

Write a short report of the results of your survey in rough. Try to include some reported statements and the linking words from Exercise 2.

**STEP 4**

Read the Writing Help. Check your report and rewrite it neatly.

**Writing Help: Checking**

- Read the instructions again. Have you completed the task? How could you make your text more interesting?
- Have you used the correct tenses and linking words?
- Have you checked spelling and punctuation?

4. Read each other's reports. Do any results surprise you?
1 Read the text. Why do you think beach volleyball is becoming more and more popular?

Beach volleyball started in California and became popular at a professional level in the 1990s. In 1996, it became an Olympic event. Beach volleyball is played on sand. Each team consists of two players. Both of them have to play all the time and neither of them can be changed. All players play the game barefoot. All male players wear loose shorts and most female players wear bikinis. In international competitions, both players from the team must wear the same colours. None of the players is allowed to wear jewellery that can harm other players.

International beach volleyball is dominated by Brazil, the United States and Australia. All of these countries have won Olympic gold medals and produced a lot of international stars. Interestingly, female beach volleyball players are generally more famous and earn more than their male counterparts. This may result from the fact that most of the fans are men.

There has been a lot of controversy over the costumes worn by female players during the game. Some critics say that the bikinis are worn to attract more viewers and sponsors and they make the sport less respectable than other Olympic events.

2 Complete the table with examples from the text.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>all/most/some/both + plural noun</td>
<td>all/most/some/both + of + pronoun/the ...</td>
</tr>
<tr>
<td>all players</td>
<td>all of these countries</td>
</tr>
<tr>
<td>most</td>
<td>most</td>
</tr>
<tr>
<td>some</td>
<td>some of you</td>
</tr>
<tr>
<td>both</td>
<td>both</td>
</tr>
<tr>
<td>neither</td>
<td>none</td>
</tr>
</tbody>
</table>

Complete the rule.

In column A/B, the words all, most and some refer to people or things in general.

In column A/B, the words all, most and some refer to specific people or things.

3 Put all, none, most, some and a lot on the scale.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

4 Use the text to complete the rules with both, neither and none.

1 _______ and _______ have negative meaning.
2 _______ and _______ are used to talk about two people or things.

5 Complete the gaps with of where necessary.

1 All _______ professional sports people have to train every day.
2 I left some _______ the money on the table.
3 We spent most _______ the time chatting.
4 Most _______ big cities are very noisy.
5 None _______ the teachers was a native speaker.
6 I asked both _______ them for help.

6 Complete the sentences with the words from the table in Exercise 2.

1 _______ teenagers go to school.
2 We’re not a very good team; _______ of us plays really well.
3 Jane and I failed the test because _______ of us studied very much.
4 I watched _______ of the film but I didn’t see the ending.
5 _______ animals can live without water for a long time.
6 _______ of my parents does sport; _______ of them prefer to read in their free time.

7 Think of the people in your class. Make sentences beginning with All of us ... , None of us ... , Most of us ... .

8 Work in pairs. In two minutes, write as many sentences as you can starting with Both of us ... and Neither of us ... .

Example

Both of us have blond hair.
Neither of us has been to London.
Language Check

1. Look at the pictures and write the names of the sports.
   \[\begin{array}{ll}
   1 & \text{Squash} \\
   2 & \text{Discus} \\
   3 & \text{Crickets} \\
   4 & \text{Football} \\
   5 & \text{Tennis} \\
\end{array}\]

2. Complete the multi-part verbs in the text.
   It was the hardest cross-country race of my life. The weather was terrible but the school decided to **go** dichotomy the race. The first two miles were okay but then we had to cross a river and go up a hill. I nearly **gave** anything because I felt terrible. Then, near the end, I got a pain in my leg and was going to **drop** dichotomy the race. But just then, I saw the finishing line in the distance and I didn’t want to **let** my team **down**. In the end, I finished the race and came third. I was the happiest person ever when they **gave** anything the medals afterwards!

3. Report the sentences taken from an interview with top tennis player, Rafael Nadal. Start each sentence with **He said**.
   \[\begin{array}{ll}
   11 & \text{‘I like simple things such as fishing and being with my family.’} \\
   12 & \text{‘My victory over Federer was very important.’} \\
   13 & \text{‘When I was young, I preferred football to tennis.’} \\
   14 & \text{‘I had to choose between tennis and football.’} \\
\end{array}\]

4. Complete the sentences with **all, both, most, neither and none**.
   \[\begin{array}{ll}
   21 & \text{my twin sisters love music but } \\
   22 & \text{they of them plays an instrument.} \\
   23 & \text{The exam was really hard; } \\
   24 & \text{of us got over 50%!} \\
   25 & \text{I like sports but my favourite is basketball.} \\
   \end{array}\]

Study Help: English Outside School

Which of these things have you tried? Which are you going to try?
- Watch an English DVD with the subtitles in English.
- Read a Penguin Reader for your level.
- Read magazines in English.
- Go to the BBC’s website (www.bbc.co.uk). It’s a good place to practice your reading. You can also listen to BBC radio programmes online.
- Listen to songs in English and get the words from the Internet.
- Talk to foreign tourists in English in your town or when you are on holiday.
Get Ready

1 What are your favourite detective stories, films or TV programmes?

Example
‘Csi’ is one of my favourite programmes.

2 Put these words in the correct groups in the Key Words.
alibi, blood, criminal, fingerprints, investigation, murder, witness

Key Words: Crime

General: clue, crime scene, kidnapping, motive, theft
People: detective, kidnapper, murderer, suspect, thief, victim
Evidence: DNA, fingerprints, hair, murder weapon, ransom note

3 Listen to the descriptions of the four detectives (a–d) in the photos. Match them with the sentences (1–8).

1 □ studies insects as a hobby.
2 □ is scared of heights.
3 □ can play the violin.
4 □ wrote mystery stories
5 □ has got a London address.
6 □ doesn’t get on with people easily.
7 □ can remember details very well.
8 □ moved to New York.

4 Which of these qualities do you think a detective needs?
• an analytical mind  • a good sense of humour
• ability to observe things carefully  • fear of the unknown  • a good memory
• physical fitness  • a logical mind

5 Which of these jobs requires the qualities above? Why?

Example
An archaeologist needs an analytical mind because he or she has to study evidence and look for clues.
• archaeologist  • doctor  • historian  • journalist  • lawyer
• police officer  • scientist  • teacher
Warm-up

1. Look at the pictures. What are the differences between these creatures (a–c)? When and where do you think these creatures lived?

2. Read the interview with an archaeologist. In what ways was the 'hobbit' different from us?

Q. What have archaeologists found on Flores Island in Indonesia? A skeleton of an unknown, extinct species of human, Homo floresiensis.

Q. How old is the skeleton? It's about 18,000 years old but archaeologists think that these people lived on Flores from about 95,000 years ago until 12,000 years ago.

Q. Why did they call this creature the 'hobbit'? The skeleton showed that they were the size of a three-year-old child; about 1 metre tall and weighed about 25 kilograms. So they named this group 'hobbits', after creatures in The Lord of the Rings.

Q. Is Homo floresiensis very different from Homo sapiens? Apart from being small, they also had much smaller brains. They had longer arms than us, a sharply sloping forehead and no chin.

Q. Do you know how they lived? They hunted dwarf elephants and cooked over a fire. Hunting 1,000 kg elephants must have required communication and planning. They also made quite sophisticated stone tools.

Q. Why were 'hobbits' so small? The 'hobbit' may have evolved from a normal-sized Homo erectus that came to the island around 840,000 years ago. They could have adapted to the isolated conditions of the island where a low calorie diet and lack of large predators meant it developed a smaller body. But it may have arrived from Africa. Australopithecus, whose remains were found in Ethiopia, is very similar but 20 to 40 cm taller.

Q. What happened to the 'hobbits'? Homo sapiens may have taken their place or maybe a major volcanic eruption destroyed them all about 12,000 years ago.

Q. What further research will be done? We'd like to know if there was contact between Homo sapiens and Homo floresiensis. That will probably be the next part of our investigation.
Grammar: Reported questions

4 Read this report of the interview. Complete the table with reported questions.

First, I asked the archaeologist what scientists had found on Flores Island. Then, I wanted to know how old the skeleton was and why they had called it the "hobbit". I also asked if Homo floresiensis was very different from Homo sapiens. And finally, I asked what research would be done.

<table>
<thead>
<tr>
<th>Original question</th>
<th>Reported question</th>
</tr>
</thead>
<tbody>
<tr>
<td>'What have archaeologists found on Flores Island?'</td>
<td>I asked him what archaeologists had found on Flores Island.</td>
</tr>
<tr>
<td>'How old is the skeleton?'</td>
<td></td>
</tr>
<tr>
<td>'Why did they call this creature the &quot;hobbit&quot;?'</td>
<td></td>
</tr>
<tr>
<td>'Is Homo floresiensis very different from Homo sapiens?'</td>
<td></td>
</tr>
<tr>
<td>'What further research will be done?'</td>
<td></td>
</tr>
</tbody>
</table>

5 Look at the direct and reported questions above and answer the questions:

When we report a question:
1 we use the word order of a statement Yes / No
2 we change the tense in the question if the reporting verb is in the past tense Yes / No
3 we use the question word from the question Yes / No
4 we add if when there is no question word Yes / No

Practice

6 Match the direct questions (1–6) with reported questions (a–e). Two of the direct questions are matched with one reported question.

1 'What do you do?'
2 'What have you done?'
3 'What are you doing?'
4 'What did you do?'
5 'What will you do?'
6 'What can you do?'

a) He asked what I had done.
b) He asked what I would do.
c) He asked what I was doing.
d) He asked what I could do.
e) He asked what I did.

7 A student reports an interview for a job at an archaeological site. Write the original questions.

1 They asked me if I had ever worked at an archaeological site.
2 They wanted to know if I was planning to study archeology.
3 They asked why I had chosen that job.
4 They wanted to know if I could speak English.
5 They asked if I would be happy to sleep in a tent.
6 They asked if I suffered from any diseases.

8 Report these questions a journalist asked an archaeologist.

1 'Have you ever worked in Africa?' He asked me …
2 'Where are you currently working?'
3 'Do you have any sponsors?'
4 'Are you going to write a book?'
5 'Did you take part in the investigation into the "hobbit"?'
6 'Where will the bones of the hobbit be kept after the investigation?'
7 'What is the origin of the "hobbit"?'
8 'Where are most of the prehistoric remains found?'

Your Turn

9 Think about some questions your family and friends asked you yesterday and report them to the class.

Example
My sister asked me if I was tired.
Warm-up

1. Look at the drawings (a–f). Who do you think was:
   1. the murderer?
   2. the detective?
   3. the murder victim?

Reading

2. Read the story and check your guesses for Exercise 1.

The Hound of the Baskervilles

Last week, the body of another Baskerville, Sir Charles, was found outside Baskerville Hall. There were no marks on his body but next to it were footprints of a huge dog. This reminded Holmes that in the 17th century, the evil Sir Hugo Baskerville had been killed by an enormous hound.

Sir Charles’s young nephew, Sir Henry Baskerville, returned from America. On his first day, he mysteriously lost a boot at his hotel and soon afterwards, received a threatening note. Holmes and Watson went to see him.

Having talked to Sir Henry, Holmes sent Watson to stay with him at Baskerville Hall. Watson was a light sleeper and heard strange noises that night. The next morning, he went for a walk on the moors and met Mr Stapleton, a neighbour. Stapleton told Watson how dangerous the moors were because of the hound and the bogs, where people could easily drown. While they were talking, Stapleton’s wife arrived. She whispered to Watson: ‘Go back to London immediately!’

One night, Watson saw the Baskerville’s butler signalling to someone on the moors. He found out that he was helping a prisoner who had escaped from a nearby prison. The next day, Watson saw another stranger on the moors and followed him. But the stranger turned out to be Holmes! Suddenly, they heard terrible screams. They ran towards the noise and found the dead body of the prisoner – wearing Sir Henry’s clothes. That night, having looked at the Baskerville portraits, Holmes realised that Stapleton was the spitting image of old Sir Hugo.

The following day, Sir Henry went for lunch with Stapleton. Holmes and Watson decided to follow him. It was very foggy, and on his return, Sir Henry was attacked by a huge dog. Holmes took out his gun and shot it. Luckily, Sir Henry was safe and sound. They went back to Stapleton’s house and found Mrs Stapleton tied up. She told them about her husband’s plan to kill the Baskervilles. Stapleton was really Sir Charles’s nephew, although Sir Charles had never met him. Stapleton was the black sheep of the family who had gone away to South America. But he had returned because he wanted to get the family’s money. Mrs Stapleton showed them where her husband had hidden the hound on the moors. They followed Stapleton’s footprints but they disappeared in the bog. Having got lost in the fog, Stapleton must have drowned in the bog! The mystery of the Hound of the Baskervilles was over.
Read Holmes’s explanation. Choose the correct options in italics.

'Elementary, my dear Watson! Stapleton came back from South America / the USA to live near Baskerville Hall. He knew about the story of Sir Henry / Sir Hugo and he trained an enormous dog which he kept on the moors / in his house. Sir Charles also knew the legend and was frightened. Stapleton arranged to meet him one night but sent his dog instead. Sir Charles died of a heart attack / from a bite when he saw the horrible dog.

When Sir Henry arrived, Stapleton went to London. He followed Sir Henry and stole one of his boots / hats to get his name / smell for the dog. When you and Sir Henry got to Baskerville Hall, Stapleton’s wife tried to warn you because she thought you were Sir Charles / Sir Henry. Later, the dog killed the escaped prisoner because he was wearing Sir Charles’s / Sir Henry’s clothes which had his smell! That evening, I realised Stapleton was a Baskerville when I saw Sir Hugo’s / Sir Charles’s portrait.

The next day, Stapleton sent his dog to attack Sir Henry but I shot the dog. When he saw this, Stapleton tried to escape but he drowned in the bog. Finally, we found Mrs Stapleton tied up because she was for / against her husband’s plans to get the Baskerville’s money.

Are the underlined words literal or idiomatic?
1. That bag is very heavy.
2. There was some very heavy rain last night.
3. We walked for ten miles yesterday.
4. This laptop is miles better than my old one.
5. The exam was a nightmare – it was really hard!
6. I had a bad nightmare last night.

Look at the Sentence Builder. Find more examples in the story.

Holmes talked to Sir Henry. Then he sent Watson to stay with him at Baskerville Hall.

Rewrite the sentences using the structure in the Sentence Builder.
1. Stapleton rented a house near Baskerville Hall. He got to know Sir Charles.
2. He heard about the legend of the hound. Afterwards, he bought and trained a huge dog.
3. Stapleton took Sir Henry’s boot. After that, he used it to get the hound to attack him.
4. The hound followed Sir Henry’s smell. It then killed the prisoner wearing his clothes.

Work in pairs. Read about two situations and ask your partner ‘yes / no’ questions to try and explain them.

Example
Did somebody come in through the window?
Student A, page 105
Student B, page 107

Fact or Fiction?
Arthur Conan Doyle got tired of Sherlock Holmes and ‘killed’ him in a story. People complained so much that Conan Doyle had to bring him back to life.
Warm-up

1. Describe what is happening in the photos (a–b).

Reading and Listening

2. Read and listen to the dialogue. Answer the questions.

   1. Why doesn’t Mrs Foster let Ellie and Steve see the factory?
   2. Why does Mrs Foster get angry?
   3. What threats does Mrs Foster make?

Ellie and Steve visit Mrs Foster, the boss of the cosmetics factory.

Ellie: Mrs Foster? Could we talk to you, please? We’re from radiohill.org.

Mrs Foster: I’m afraid I’m very busy.

Ellie: Just two minutes … please?

Mrs Foster: Well okay, come into my office. Could you turn that recorder off?

Ellie: Of course. Steve, do you think you could turn it off, please?

Steve: Sure, no problem.

Ellie: Do you mind if we take a look around the factory?

Mrs Foster: I’m sorry, you can’t.

Ellie: Is it okay if we ask you some questions about your products?

Mrs Foster: Go ahead.

Ellie: Could you tell us if there are any dangerous chemicals in your products?

Mrs Foster: Of course there aren’t. All our products are natural.

Ellie: We found triclosan in one of your shampoos. Do you know what it is?

Mrs Foster: No, I don’t.

Ellie: Do you know how many fish you’ve killed in the river?

Mrs Foster: Don’t be ridiculous! If you say anything on the radio, we’ll take legal action.

Steve: Some people have had an allergic reaction after using your products, too.

Mrs Foster: Will you leave my office? I’m busy.

Steve: Okay. Come on, Ellie. Let’s go.

Ellie: Thank you for your time, Mrs Foster.

Later …

Ellie: Let’s hide. We can look round the factory in the lunch break. Come on, Steve! Quick!

3. Look at the Sentence Builder. Notice the change in word order.

   **Sentence Builder**

   **Direct questions**
   1. Are there any dangerous chemicals … ?
   2. What is it?
   3. How many fish have you killed?

   **Indirect questions**
   1. Could you tell us if there are any dangerous chemicals … ?
   2. Do you know what it is?
   3. Do you know how many fish you’ve killed?

4. Change these direct questions to indirect questions.

   1. Where do they live?
   2. What time is it?
   3. Is there a post office near here?
   4. What does she do?
   5. Who is that man?
   6. Did he phone last night?
6 Work in pairs. Take turns to be a student and a teacher. Ask for permission to do these things.

Example
A: Is it okay if we use dictionaries in the exams?
B: I'm sorry, you can't.

- use dictionaries in the exams
- open / close the window
- go to the toilet
- work in groups
- give your homework in late
- go home early
- use a laptop in class
- look after your pet in holidays

7 Work in pairs. Take turns to ask your partner to do these things.

- take a book back to the library
- explain the maths homework
- lend you a dictionary / a book / a CD
- download some music for you
- lend you some money for the bus

Everyday Listening

1 Look at the Listening Help.

Listening Help: Taking Notes
- List the topics you want to make notes about.
- As you listen, write important words next to each topic.
- Don’t write full sentences. Use abbreviations.

2 Listen to detectives describing two crimes. Use the Listening Help to make notes about these things for each crime (when possible).
- crime • victim • suspect • motive
- evidence • alibi

3 Work in pairs. Compare your notes with your partner's. Who got the most details?

4 Listen Closely Listen to the questions and complete the gaps. Then listen and repeat the questions.

1 How ( ) did you know?
2 ( ) have any suspects?
3 ( ) an alibi?
4 Where ( ) now?
5 When ( ) want the money?

Speaking

5 Look at the Key Expressions. Which of the requests (1–6): a) ask for permission? b) ask someone to do something? Which request is not polite?

Key Expressions: Requests

1 Could we talk to you, please?
   I'm afraid I'm busy.

2 Could you turn that recorder off?
   Of course.

3 Do you think you could turn it off, please?
   Sure, no problem.

4 Do you mind if we take a look around?
   I'm sorry, you can't.

5 Is it okay if we ask some questions?
   Go ahead.

6 Will you leave my office?
   Okay.
Warm-up

1 Look at the photo and drawing. Guess what destroyed the island's old civilisation (a, b or c).

a) A volcano erupted and killed everyone.
b) Europeans invaded the island and killed most of the people.
c) The islanders cut down the forests and had no food.

Reading

2 Read the text and check your answer to Exercise 1.

Easter Island – A Mystery Solved

Rapa Nui (Easter Island) is the most remote island in the world, 3,600 kilometres off the coast of Chile in the vast Pacific Ocean. The island is a little triangle of 100 square kilometres with a volcano on each corner. Tourists go to see the huge, stone heads on the island.

How did these massive, stone statues get to this small, treeless island? Some people thought that UFOs must have put them there or that the island was once part of the lost city of Atlantis. Only recently, scientists solved the mystery of Rapa Nui by studying the old language and customs, analysing the DNA of the inhabitants and examining the local soil and rocks.

Between 1300 and 1600 years ago, a group of Polynesians came to Rapa Nui in canoes. They found a green, fertile island full of palm forests. They planted crops for food and began to make statues of their ancestors from the volcanic rock. This was an ancient Polynesian tradition. They made bigger and bigger statues as the chiefs competed with each other. Some of the enormous heads were nine metres high and weighed up to 160 tons! These giant statues couldn't be moved, but the Rapa Nui people transported others around the island on rollers made from palm trees. They cut down so many trees to do this that the soil eroded and the crops failed. The islanders tried to build even taller statues to please their ancestors and eventually cut down all the trees.

Food supplies were low and the islanders began to fight each other; some even became cannibals. There was no wood to make canoes so they were trapped on the island and fishing became difficult. Every year, the islanders had a competition to swim through shark-infested waters to collect birds' eggs from some rocks. The winner was called the 'birdman' and there are important carvings of 'birdmen' in the cliffs.

In the 18th century, Europeans arrived and made things worse. They destroyed the remains of Rapa Nui culture and slave traders took away young and healthy islanders. By 1877, Rapa Nui had a tiny, ageing population of only 110 people.

Maybe Rapa Nui should be a lesson for all of us. Perhaps in the 21st century we are doing the same as the islanders did, destroying the place that gives us life.
5 Replace the underlined words to make the description more interesting. Do not repeat words.

The number of tourists was quite small this year. We stayed in a small village near a very big lake. The mountain behind the town was very big and we didn’t try to climb it. The hotel was nice but our room was very small. We spent a few days visiting the museums and very old monuments. We were lucky because the weather was very nice. Our last day was the day of the Cup Final. The local team was in it, so they showed the match in the square on a very big TV screen. Their old captain scored the winning goal, and there was a very big party after the match with very big amounts of very nice food and drink.

→ Word Bank, page 124

Speaking

6 **Speak Out** Work in groups. Do you agree or disagree with these statements? Give your reasons.

1 We are destroying our planet very fast.
2 The same might happen to us as the Easter Islanders.
3 Tourists spoil the places they visit.

---

3 Find the sentences in the text that tell you these things.

**Example**
1 The island is a little triangle of 100 square kilometres.
2 the shape and size of the island
3 some theories about the origins of the statues
4 how the Polynesians got to the island
5 why they made statues
6 how they moved the statues
7 why some islanders became cannibals
8 what happened to the younger generation of islanders
9 our modern world may be similar to the island

**Word Builder**

- 1 big
- 2 old
- 3 small

---

**Project: An article**

You are a ‘history detective’. Write an article about an unsolved mystery.

1 Choose a historical mystery. Here are some ideas.
   - the lost world of Atlantis
   - Nazca lines in Peru
   - Stonehenge in England

2 Make notes about the mystery. Use the Internet or an encyclopedia.

3 Write your article in three paragraphs:
   a) the mystery
   b) possible explanations
   c) your personal opinion

4 Work in groups. Read each other’s articles. Which is the most interesting mystery?
Language Check

1. Complete each gap with one word.

The detective looked at the crime scene. The 1v_______, an old man, was on the floor. The murder 2w_______, a knife, was next to him. He hoped there were 3f_______ on the knife. There was a lot of money in the man's jacket so money wasn't the 4m_______, a witness saw a neighbour entering the house earlier so he was the main 5s_______.

2. Complete the idiomatic expressions.

6. You're the spitting 6_______ of your brother; you are so alike!
7. I never sleep deeply; I'm a 7_______ sleeper.
8. We were worried about the climbers but they returned safe and 8_______.
9. He never keeps in touch; he's the black 9_______ of the family.
10. This is boring. I'll be glad when it's 10_______.

3. Rewrite the questions.

11. 'How long have you been here?' she asked him. 11_______
12. 'Could I go home early?' he asked the teacher. 12_______
13. 'What are you going to do at the weekend?' I asked him. 13_______
14. 'Where is your homework, Mike?' asked the teacher. 14_______
15. 'When did you get back?' I asked her. 15_______
16. 'Who will win the next World Cup?' they asked Mr Williams. 16_______
17. 'Have you ever been hiking in the mountains?' they asked us. 17_______

4. Rewrite the questions.

18. 'Can you tell me the way to the bus station, please?' 'Do you know ...
19. What time is it?' 'Do you know ...
20. 'Did Paul invite Kerry to his party?' 'Do you know ...

Grammar / 10

5. Complete the dialogue with these words.

afraid, ahead, could, course, mind, okay, right, sorry, think, will

Kath: Mum, is it 21_______ if I go to a concert with Anna on Saturday night?
Mum: All 22_______, but don't be late. 23_______ you take your mobile phone?
Kath: Sure. Do you 24_______ if I ask a favour?
Mum: No, go 25_______.
Kath: There aren't any late buses after the concert. Do you 26_______ Dad could pick us up in the car?
Mum: Of 27_______. Oh, wait a minute. No, he can't. I'm 28_______ he's working late on Saturday.
Kath: What about you, Mum?
Mum: What time does it finish?
Kath: About one o'clock.
Mum: One o'clock! I'm 29_______, you can't stay out that late.
Kath: Oh please! Just once.
Mum: No, and that's final! Now, 30_______ you get on with your homework, please?

Key Expressions / 10

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 92 of the Workbook.

Wrong answers: Look again at:
Numbers 1–5 Get Ready – Key Words
Numbers 6–10 Unit 26 – Word Builder
Numbers 11–17 Unit 25 – Grammar
Numbers 18–20 Unit 27 – Sentence Builder
Numbers 21–30 Unit 27 – Key Expressions

Study Help: Revision for Exams

- Ask your teacher about the different parts of the exam, e.g. grammar.
- Read the texts in Challenges again. Look through the Key Words, Word Builders and Word Bank. Check words you are not sure of.
- Look through your written work in your Portfolio. List your most common mistakes.
- Practise the Key Expressions.
- Look at the Grammar Summary in the Workbook. Do the extra grammar exercises in the summary and the CD-ROM.
Get Ready

1. Use the Key Words to describe the paintings.

Key Words: Adjectives
- abstract, clever, colourful, complicated, confusing, funny, imaginative, impressive, peaceful, realistic, relaxing, ridiculous, surprising, symbolic, unusual, weird

2. Listen to three people (a–c). What adjectives do they use to describe each painting?

3. Listen to the descriptions again. Complete these sentences about the speakers (a–c).
   1. and like the colours.
   2. doesn't like the painting.
   3. thinks the painting is strange.
   4. can see a face in the painting.
   5. and can spend a long time looking at the painting.
   6. compares the painting to an optical illusion.

4. Which painting do you like most? Why?

5. Listen to two pieces of music and imagine two scenes. Answer these questions about each scene.
   1. Where is it taking place? (e.g. a street scene, a café, a mountain top)
   2. What's the weather like? (e.g. foggy, sunny, snowing, windy)
   3. What's happening? (e.g. birds singing, cars passing)
   4. How do you or the people in the scene feel? (e.g. sad, excited, bored, frightened)

6. Tell the class about the scenes you have imagined.

Example
The first scene is in a big city. There are lots of cars and ...
Warm-up

1. Look at the painting and the photo. Do you think artists are different from other people? In what ways?

2. Read the text. Make a list of the famous geniuses in the text and their problems.

It is commonly believed that artists are more creative when they are unhappy. In fact, biographies of geniuses prove that many of them had very difficult lives. Psychological studies of creative people, artists as well as scientists, suggest that creativity often goes together with mental disorders, especially schizophrenia and depression. Famous examples include Vincent van Gogh, who committed suicide at the age of 38 and Nobel prize winning mathematician, John Forbes Nash, who suffered from schizophrenia. Would they have created their amazing works if they hadn’t been mentally ill?

Paul Gauguin, the French artist, suffered from depression. Unable to adapt to western lifestyle, he spent the last twelve years of his life in Polynesia. If he had stayed in France, he wouldn’t have painted his most famous works of art.

Lord Byron, the British poet, had a violent and eccentric personality and lifestyle. Would he have been such a great poet if he hadn’t had the experience of a quiet family life?

Beethoven quarrelled with everybody and had strange personal habits. He started going deaf at the age of 28. Some experts say that he wouldn’t have composed such masterpieces as the Ninth Symphony if he hadn’t lost his hearing.

The relationship between creativity and mental problems is, to some extent, logical. To be creative you need to access areas in your brain that people rarely use. And this often leads to emotional and psychological problems. Marc Chagall once said that his art was the art of a lunatic and that his paintings were good only if he ‘created from the heart’, not from the head.

Obviously, there have also been many artists whose personal lives were reasonably happy. Take Rembrandt, for example. He came from a wealthy family and was an admired and well-paid artist. But even Rembrandt had a problem. Some scientists claim that his extraordinary talent resulted from an eye illness: for many tasks he actually used only one eye. Would he have been a worse painter if he had had normal vision?

3. Do you have any artistic skills? When are you more creative — when you are happy or unhappy?
Grammar: Past Conditional

4 Complete the sentences from the text with had / hadn’t or have.
1 If he ______ stayed in France, he wouldn’t ______ painted his most famous works of art.
2 He wouldn’t ______ composed such masterpieces as the Ninth Symphony if he ______ lost his hearing.
3 Would he ______ been a worse painter if he ______ had normal vision?

5 Do the sentences above talk about the future, present or past? Do they talk about situations that happened or situations we imagine?

6 Complete the rule.

In the Past Conditional we use if + ________, would + ________ + 3rd form of the verb.

Practice

7 Choose the correct ending (a or b) for each sentence.
1 If Copernicus hadn’t discovered that the Sun was the centre of our solar system, …
   a) modern astronomy wouldn’t have started.
   b) modern astronomy would have started.
2 Arthur Conan Doyle wouldn’t have become famous, …
   a) if he hadn’t created Sherlock Holmes.
   b) if he had created Sherlock Holmes.

8 Complete the sentences with correct forms of the verbs.
1 If Mozart ______ (not be) so talented, he ______ (not become) famous in his times.
2 If Michelangelo ______ (listen) to his father, he ______ (work) as a merchant.
3 Einstein ______ (not leave) Europe if Hitler ______ (not come) into power.
4 Van Gogh ______ (paint) uninteresting pictures if he ______ (be) mentally healthy.
5 If Louis Armstrong ______ (not be) born in New Orleans, he ______ (not have) a chance to listen to great blues musicians.
6 Dostoyevsky ______ (not write) Crime and Punishment so fast if he ______ (not need) money to pay his gambling debts.

9 Rewrite the sentences as conditionals.

Example
1 If Kurt Cobain hadn’t suffered from depression, he wouldn’t have committed suicide.
2 Newton observed apples falling off a tree – written theory of gravity.
3 Ernest Hemingway had a very interesting life – he had something to write about.
4 Chopin left his home in Poland – he composed so many sad romantic pieces.
5 Leonardo da Vinci wasn’t an ordinary man – he created great works.
6 Napoleon was a military genius – he won so many battles.

10 Complete the sentences.

Example
If impressionist painters hadn’t been so poor, they wouldn’t have painted so many pictures.
1 If impressionist painters hadn’t been so poor, ______.
2 If Chopin had lived longer, ______.
3 If ancient scholars had known that the Earth is round, ______.
4 If black people hadn’t brought their music from Africa to America, ______.
5 If Copernicus hadn’t discovered that the Earth goes round the Sun, ______.

Your Turn

11 Think of things that happened or didn’t happen this month. Imagine they happened differently and write sentences.

Example
If I hadn’t bought a new bike I could have bought some CDs.
If the storm had been heavier, many places would have been in danger.

Fact or Fiction?
The artist Vincent van Gogh cut off his right ear.
Check your answer on page 108.
Warm-up
1 Look at the photos on page 99. What are some typical features of science fiction books and films?
   Example
   They often have aliens.

Reading
2 Read the text about a science fiction book (page 99) and find out who:
   • is human  • dresses badly  • is writing a book
   • destroyed Earth  • helps design planets
   • is very unhappy

3 Identify the characters in the photos (a–f).

4 Read the text again and write three questions about it.
   Example
   Who is a brilliant scientist?

5 Work in pairs and test your partner. Ask and answer your questions.

6 Look at the Word Builder. Find words in red in the text with similar endings.

   Examples
   legendary / planetary, creation / explanation

   Adjectives
   legendary, colourful, galactic, typical,
   insignificant, dangerous, terrible, insensitive,
   different, bored, selfish

   Nouns
   creation, writer, tourist, appearance,
   capacity, existence

7 Match words from Exercise 6 with these dictionary definitions.

   1 Having the usual features or qualities of something.
   2 Caring only about yourself.
   3 Very famous and admired.
   4 The amount that something can contain.
   5 Something new and different that someone has made.

8 Game Make nouns or adjectives from these words. Which word ending is the odd-one-out in each group?

   1 argue, entertain, inform, govern (nouns)
   2 danger, fame, nerve, thought (adjectives)
   3 create, educate, excite, imagine (nouns)
   4 expense, imagine, impress, power (adjectives)
   5 design, type, teach, write (nouns)

   → Word Bank, page 124

9 Look at the Sentence Builder.

   Here are some colourful characters. He runs into them.
   He finds himself in a strange universe. Ford gives him explanations about it.

   Here are some of the colourful characters who he runs into.
   Ford gives him explanations about the strange universe which he finds himself in.

10 Now join these pairs of sentences in a similar way.

   1 She is a brilliant scientist. Arthur once tried to chat her up.
   2 The Earth was a giant computer. The Vogons blew it up.
   3 They were rescued by a spaceship. Zaphod was in it.
   4 He got a message from Marvin. He needs to reply to it.
   5 Ford told him about Trillian. He knew all about her.
   6 I saw a programme about UFOs. I believe in them.

Speaking
11 Work in pairs. Invent your own science fiction world. Think about these things.
   • a planet  • an alien  • a robot  • a spaceship
   • a special machine

12 Now form new pairs. Tell each other about your world.

   Example
   Our planet has got green sky and red sea. It goes around two orange suns.
The Hitchhiker's Guide to the Galaxy is the creation of writer Douglas Adams. It is about Arthur Dent, an Englishman, who escapes from Earth just before some aliens, the Vogons, blow it up. He has many dangerous adventures, but he isn't a typical hero and is always in his dressing gown!

Here are some of the colourful characters who he runs into ...

**FORD PREFECT** An alien who is writing a guidebook for galactic tourists. Ford planned to visit Earth (an insignificant little blue-green planet) for a week but stayed fifteen years. He didn't want to appear different and chose his name because he thought it was normal, but actually it's the name of a car! When the Vogons arrive, he leaves with his new friend, Arthur. Arthur is confused but throughout the story Ford gives him explanations about the strange universe which he finds himself in – for example, the importance of not reading the Vogons' terrible poetry – it's absolutely AWFUL!

**ZAPHOD BEEBLEBROX** A legendary alien who has two heads and three arms. He's proud of his appearance but he was voted the Worst-Dressed Being seven times. He is selfish, irresponsible and insensitive, but very intelligent. He rescues Arthur and Ford in his spaceship, the Heart of Gold.

**TRILLIAN** An important character because she is Earth's only other survivor. She is a brilliant scientist who Arthur once tried to chat up at a party on Earth.

**MARVIN THE PARANOID ANDROID** A robot who is bored and depressed because he never uses his brain to its full capacity. He knows that he will never use more than a tiny part of his enormous intelligence. He solves all the scientific and philosophical problems of the Universe – but he can't solve his personal problems.

**THE VOGONS**
Horrible greenish creatures with no creative ability at all. They are employed by the Galactic government to destroy things.

**SLARTIBARTFAST** An alien designer of planetary coastlines. (He's very proud of the Norwegian fjords). He tells the story of some programmers who built a massive computer, Deep Thought, to find the answer to the question of 'Life, the Universe, and Everything'. However, its final calculation was 42, which was ridiculous, so they built another powerful computer. This computer was, in fact, the Earth ... and the Vogons destroyed it five minutes before it found the answer!
Warm-up
1 Look at the photos and guess what happened after the last episode.

Reading and Listening
2 Read and listen to the dialogues. What really happened?

**Abi and Tanya are in the studio.**
Abi: I bought this album yesterday. It’s really ...
Tanya: Sorry to interrupt. Have you heard from Ellie and Steve?
Abi: No, I haven’t. By the way, we’ve got to get the news ready soon.
Tanya: Oh, here they are. What happened?
Ellie: Well, we spoke to Mrs Foster. She was obviously lying so we hid outside. Then, at lunchtime, we looked around the factory.
Tanya: Wow!
Steve: Yeah, and we found some triclosan!
Ellie: As I was saying, we were in the factory. We were taking photos when suddenly we heard somebody shouting! We ran to our bikes.
Steve: Yeah, and Mrs Foster and two heavies were there!
Tanya: Oh, no!
Steve: We started riding away as fast as we could.
Ellie: But they followed us in a car!
Steve: Luckily, we got away and phoned the police.
Ellie: They arrested her and the two heavies. They were trying to move the chemicals.
Tanya: Amazing!
Ellie: Let’s start work. We’ll be first with the news!

*Later, the group celebrate at the SS Great Britain.*
Abi: Can I say something? Let’s drink to radiochill.org and our first big story!
Tanya: Thanks to Ellie and Steve!
Steve: Changing the subject, look at that guy smoking inside. It’s illegal in cafés now.
Ellie: Hey – that’s a good idea for a programme.
Tanya: Come on, Ellie. Let’s talk about that later. Let’s have some fun!

Speaking
3 Why do we use these Key Expressions?
a) to change the topic
b) to go back to a topic
c) to interrupt

**Key Expressions: Conversation**
1 Sorry to interrupt.
2 By the way, we’ve got to get the news ready soon.
3 As I was saying, we were ...
4 Changing the subject, look ...
5 Let’s talk about that later.
4 Work in pairs. Use the Key Expressions and the diagram to have a conversation.

Example
A: Did you see that film last night?
B: Yeah, amazing, wasn’t it?
   By the way, did you see the Arsenal game?

A: Start talking about last night’s TV.
B: Reply. Change the topic to sport or clothes.
A: Reply. Change the topic to film or books.
B: Go back to sport or clothes.
A: Reply. Go back to films or books.
B: Reply. Change the topic to school.
A: Reply.

Everyday Listening

1 Look at the Listening Help.

Listening Help: Answering Questions
- Read the questions before you listen.
- Remember, the words in the question may not be exactly the same on the CD.
- Think of synonyms and examples. For example, if the question asks about ‘sport’, the speaker might mention games or exercise (synonyms) or football or tennis (examples).

2 Listen to two conversations. Are the sentences true (T) or false (F)?

Dialogue 1 (Sue and Ben)
1 Steve and his girlfriend went out with each other for a long time.
2 Ben doesn’t like sport.
3 Ben and Sue both liked Steve’s girlfriend.
4 Ben doesn’t want to go to the birthday party.

Dialogue 2 (Katy and Tom)
5 Tom’s dad is getting a new computer.
6 Katy has passed her driving test.
7 Katy had a serious crash.
8 Tom was once injured in a car crash.

3 Listen Closely Some sounds disappear or change in natural speech. Listen to the sentences.

1 They’ve been together for ages.
2 He looked terrible.
3 He’s such a good guy.
4 I better start getting ready.
5 It’s her eighty-sixth birthday!
6 I’ve got to do two more of my maths problems.

4 Listen again and repeat the sentences in Exercise 3.
Writing: A Story

1. Look at the picture. Which three of these expressions do you think are not in the story?
   - after midnight
   - sandy beach
   - thick moustache
   - hot weather
   - punk music
   - open-air café
   - in love
   - firework display

2. Read the story and check your answers from Exercise 1.

It happened ______ on our summer holiday in Spain. We rented a house in a village on the coast. The house was near a sandy beach, like those you see in travel brochures but the water was freezing!

One day, we were going back home ______ we had spent all day on the beach. A driver was having problems with his car. ______ we saw that the car was completely stuck in the sand, my friend Paul and I offered to give it a push. ______ two Spanish girls came and helped us. Having got the car out, one of the girls thanked us in English and smiled at me. 'I'm Isabel,' she said. 'That's my dad. Maybe we'll see you at the fiesta?'

The following Friday was our last day. We went to the fiesta after dinner. The streets were crowded. In the square, a local group was playing Spanish punk music. ______ I saw Isabel and her friend, Blanca! Paul and I walked nervously across to them. Isabel looked lovely with her tanned skin, brown eyes and long, dark hair.

We had a lemonade in an open-air café and Isabel and I talked and talked for ages. ______ poor Paul and Blanca were getting bored, so we danced for a while and then watched the firework display. ______ we were watching the fireworks, we held hands. But Paul and I had to go home, so we all swapped mobile numbers. ______ I phoned her to say goodbye. We kept in touch for a while but then we stopped. I still think about Isabel sometimes and smile, even now.

Text Builder

3. Complete the text with these linking words.
   - after
   - afterwards
   - during
   - meanwhile
   - suddenly
   - then
   - when
   - while

4. Match the paragraphs (a–d) with the notes below.
   - what happened in the end
   - when and where it happened
   - the main action
   - how it all began

5. Write a story beginning: I was on holiday in ... when it happened.

For Your Portfolio

STEP 1 Look at the Writing Help.

Writing Help: Planning
- When planning a story, think of a topic you know about.
- Avoid topics with difficult vocabulary and language.
- When you are making notes, try to use the words you know. Only look up new words when it is very important.
- When you are writing, avoid grammar structures you are not sure about.

STEP 2 Decide what kind of story you want to write.
- a crime
- an accident
- getting lost
- a romance

STEP 3 Write notes using the headings in Exercise 4.

STEP 4 Use your notes to write your story. Check the story for spelling, grammar, vocabulary and linking words.

STEP 6 Work in groups. Read each other’s stories.
1 Read the short note about Stanislaw Lem. Have you read any of his books?

Stanislaw Lem (1921–2006) was a world famous science fiction writer. His most popular books are The Star Diaries, Solaris and The Cyberiad. He wrote in Polish but his books have been translated in over 40 languages. He wrote about the consequences of technological progress and the impossibility of communication between humans and aliens. His aliens often take very unusual shapes, like the ocean of plasma in Solaris. He had a sharp sense of humour and also wrote satirical and philosophical articles.

2 Read what Internet users say about Lem’s books. What do they like and not like about them?

'At high school, the literature teacher asked us if we wanted to read Solaris by Lem or Brave New World by Huxley. I wish we’d voted for Solaris. I've read some of Lem's stories now and they're great - they make you think, unlike most science fiction books.'

'I don’t like the English translation of Solaris. I wish I knew Polish – then I would be able to read it in the original.’

'I think Solaris, the film, was quite good. I only wish they hadn’t changed the ending. Lem himself didn’t like it because it made the film into a typical Hollywood love story.'

'The funny thing about Lem is that he often sympathised with machines – robots or computers – perhaps he thought that people didn’t treat them well. I wish he could explain why.’

3 Paraphrase the sentence from the text with the same meaning.

1 I wish we’d voted for Solaris. = I’m sorry that …
2 I wish I knew Polish. = I’d like to …
3 I only wish they hadn’t changed the ending. = I’m not happy that …
4 I wish he could explain why. = I’m sorry that …

4 Which sentences (1-5) above talk about the past and which about the present? Complete the table with correct names of tenses.

<table>
<thead>
<tr>
<th>regret about the past</th>
<th>regret about the present</th>
</tr>
</thead>
<tbody>
<tr>
<td>wish +</td>
<td>wish +</td>
</tr>
</tbody>
</table>

5 Choose all the correct paraphrases (a–c) for sentences 1 and 2.

1 I wish I was a writer.
   a) I’m sorry I’m not a writer.
   b) I wouldn’t like to be a writer.
   c) It’s a pity I’m not a writer.

2 I wish I had studied philosophy.
   a) It’s a pity I studied philosophy.
   b) I’m sorry I studied philosophy.
   c) I’m unhappy because I didn’t study philosophy.

6 Paraphrase the sentences. Start with I wish ...

1 I’d like to be taller. I wish ________.
2 It’s a pity my parents didn’t buy me more books when I was a child. I wish ________.
3 It’s a shame I can’t sing well. I wish ________.
4 I regret I wasn’t born in a warmer country. I wish ________.
5 It was silly to quarrel with the teacher. I wish ________.
6 What a pity Lem isn’t alive. I wish ________.

7 What things do you regret about the past and the present? Write sentences starting with I wish ...

Example
I wish Poland had won the World Cup.
Language Check

1. Complete the text with the words in brackets in the correct form.

The fantasy world of Narnia is the 1______ (create) of the 2______ (write) C.S. Lewis. Four children (Peter, Susan, Edmund and Lucy) enter this 3______ (mystery) world through a magic wardrobe. They meet 4______ (colour) characters but Edmund has an 5______ (argue) with Peter and he falls into the hands of a 6______ (danger) and 7______ (power) witch. She is the 8______ (rule) of Narnia but is worried about the return of Aslan, the lion. They made a film of the book in 2005. The special effects are very 9______ (impress) and the film is very good 10______ (entertain).

2. Rewrite the sentences so that they have the same meaning.

11. Sue didn’t pass her exams so she didn’t go to university. (If Sue … to university.)
12. I missed a goal and we lost 1-0! (If I … the game.)
13. My sister went to the party and she met her boyfriend there. (If my sister … her boyfriend.)
14. Tommy’s brother played the guitar, so Tommy started to play, too, and became a famous guitarist. (If his brother … a famous guitarist.)
15. I was very nervous and didn’t play well. (If I … better.)
16. He didn’t do any exercise and had problems in the marathon. (If he … problems in the marathon.)
17. She didn’t know about the concert until yesterday and there were no tickets left. (If she … tickets for sale.)
18. Tania went on holiday to Greece and met Sofia. (If Tania … Sofia.)

19. There was no snow so we couldn’t go skiing. (If it … skiing.)
20. He broke his leg because he went too fast on his motorbike. (If he … his leg.)

3. Complete the sentences.

21. Oh no, the weather’s bad. I wish it …
22. I didn’t study much for that exam. I wish I …
23. I don’t know the answer. I wish I …
24. It’s a pity you missed the start of the match. I wish you …
25. The film sounded great. I wish I …

4. Complete the dialogue.

A: 26______ to interrupt you, Pat. Have you seen my mobile?
B: Er, yeah, it’s over there. 27______ the way, Sue phoned earlier. She wants to know what we’re doing on Saturday.
A: I think we’re meeting Sandra, aren’t we? 28______ talk about that later. 29______ I was saying, where’s my mobile?
B: There, on the table.
A: Oh, yeah.
B: 30______ the subject, can you read this letter? Tell me what you think.

Study Help: Dictionary Skills (2)

Read the advice below.

- A good dictionary can help you work out the meanings of idiomatic expressions.
- First, identify the key word in the phrase, e.g. He lost his temper when I told him that I had broken the window. Then look up the key word in your dictionary, lose.
- Finally, look for an equivalent idiom in your own language or try to paraphrase the English one.

- Find idiomatic expressions with these meanings in sentences 1-3.
  - do badly / not realise something / not know where you are
    1. We lost our way when we were in the forest.
    2. The computer game was such good fun I lost track of the time.
    3. Our basketball team lost out because their players were much taller than us.
Unit 4, Exercise 10, page 17

Ask and answer questions about the pictures. Use the cues in the order in which they are given. Use the Past Perfect in the answers.

Example
A: Why did he decide to rob the bank?
B: Because he had lost all his money gambling.

A
Why did he decide to rob the bank?
How did they manage to catch the robber?
Why didn’t he wear a mask?
Were the police certain they had the right man?
Did they find the money?

he – see a cow in the road
no, but he – not sleep well the night before
win a few amateur driving competitions
he – drop his girlfriend at the bus stop
the owner of the cow – call the police

Unit 17, Exercise 10, page 59

Read about the product below. Then answer your partner’s questions.

ORGANIC COTTON T-SHIRT

This trendy cotton T-shirt is made from pure organic cotton. The cotton is grown in India and we guarantee that the small farmers get a good price for their cotton. All cotton is grown organically and no chemical pesticides are used. The factories where the T-shirts are made all pay the minimum wage and have good working conditions.

T-shirts are available in the following colours:
- Red, Cream, Black and Mint in sizes: XS (8), S (10), M (12), L (14), XL (16), XXL (18).

The organic T-shirt is stylish and very comfortable. It only costs £19.00.

Now ask your partner these questions.

1. What is the product?
2. Why is it good for the environment?
3. What different ways of charging the radio are there?
4. How much does it cost?
5. What kind of people need it?

Unit 16, Exercise 11, page 57

Requests
1. [use bike] … I’d like to borrow it for two hours.
2. [go on the Internet] … Can you see if there are any interesting films on?
3. [read this magazine] … Can I have a look at it?

Offers
4. [not use the computer] … You can play some games.
5. [order pizza] … Would you like some, too?
6. [see the dentist] … Would you like me to make an appointment for you?

Unit 26, Exercise 8, page 89

Read these situations and explanations. Then answer your partner’s questions.

Situation: A man is in bed. He makes a phone call, says nothing, and then goes to sleep.
Explanation: The man is in a hotel and can’t sleep because someone in the next room is snoring. The man phones the next room, wakes up the snorer and then goes to sleep.

Situation: There are some stones, a carrot, a hat and a pipe on the ground in the middle of a garden.
Explanation: The objects are the remains of a snowman which has melted.
Questionnaire Scores:
1 Turn the lights off when you leave a room. +2 points (Why? Leaving lights on wastes a lot of electricity.)
2 Walk or cycle to school every day. +5 points (Why? Many short car journeys are unnecessary and create more pollution and greenhouse gases than long journeys.)
3 Leave the TV or hi-fi on standby. -2 points (Why? Leaving machines on standby increases our electricity use by about 7-10%)
4 Use a reusable bag when you go shopping. +3 points (Why? Over 500 billion plastic bags are used and thrown away every year.)
5 Use both sides of a piece of paper. +2 points (Why? 40% of all the trees cut down are used to make paper.)
6 Drop litter when you’re out with your friends. -6 points (Why? Litter looks horrible, costs a lot of money to clean up and is bad for wildlife.)
7 Collect and recycle cans and plastic bottles. +5 points (Why? Recycling saves energy and resources (e.g. aluminium in cans). It also reduces the amount of rubbish we produce which has to be put somewhere.)

Results:
6 or under You are a disaster for the planet!
Over 6 That’s quite good but you can do more!
Over 10 Brilliant! You’re a good green!

Fact or Fiction?

Unit 2, page 9, fact
Unit 5, page 19, fact (And the figure is rising daily!)
Unit 8, page 29, fact (Around a fifth of British young people feel unsafe at night, girls more than boys.)
Unit 11, page 39, fiction (The Celts used coins shaped as rings and wheels but not as hedgehogs! Some coins, though, were made in the shape of animals. In Ukraine, in the 5th century BC, coins in the shape of dolphins were used.)
Unit 13, page 47, fact
Unit 14, page 48, fact
Unit 17, page 59, fact (See this website: www.hybridcars.com)
Unit 20, page 69, fiction (There are no height limits. Most models are between 1.73 m and 1.8 m but many are smaller or taller.)
Unit 22, page 77, fact
Unit 23, page 79, fiction (It means ‘someone who competes for a prize’.)
Unit 26, page 89, fact (Holmes was killed in The Adventure of the Final Problem but reappeared in The Adventure of the Empty House after public pressure for the popular detective to be brought back to life.)
Unit 28, page 97, fiction (Vincent van Gogh cut off his left ear.)
Unit 4, Exercise 10, page 17

Ask and answer questions about the pictures. Use the cues in the order in which they are given. Use the Past Perfect in the answers.

Example
A: Why did he decide to rob the bank?
B: Because he had lost all his money gambling.

B
lose all his money gambling
security camera – film the robber's face
leave the mask at home
the robber – leave his fingerprints in the bank
the robber – hide the money in his house

Why did the man crash into the tree?
Did he drive too fast?
Was he a good driver?
Were there any passengers in the car?
How did the police learn about the accident?

Unit 16, Exercise 11, page 57

Requests
1 (buy tickets for a concert) ... Could you get one for me?
2 (sit here) ... Could I take this seat?
3 (go to the school shop) ... Will you buy me an orange juice?

Offers
4 (not eat this chocolate bar) ... Why don't you have it?
5 (make tea) ... Shall I get you a cup, too?
6 (go out) ... Would you like something from the shops?

Unit 17, Exercise 10, page 59

Ask your partner questions about a product.
1 What is the product?
2 Why is it good for people in the developing world?
3 How is it good for the environment?
4 How much does it cost?
5 What colours are there? Have you got my size?

Now read about this product. Answer your partner's questions about it.

ROVER WIND-UP RADIO

Everyone should have one of these. You can listen to the radio anywhere, at any time with this new, wind-up, solar-powered radio. When you wind the handle for 30 seconds you get 35 minutes of normal listening and you can wind it up as much as you like. The battery is also charged automatically from the solar panel when the radio is in the sun. You can also use a conventional wall charger to charge the radio for up to 25 hours.

The Rover is fun and convenient. It is for people who like being outdoors and who like listening to music or information programmes. The Rover has an attractive design and is tough and durable. It is fantastic value at only £39.99.

Unit 26, Exercise 8, page 89

Read these situations and explanations. Then answer your partner's questions.

Situation: Oliver and Sam are lying dead on the floor in a pool of water. The window is open.
Explanation: Oliver and Sam are goldfish. The window blew open and knocked the goldfish bowl onto the floor. The bowl broke and the fish died.

Situation: A woman buys a new pair of shoes, goes to work and dies.
Explanation: The woman is a knife-thrower's assistant in a circus. Her new shoes have high heels. She wears them during the performance and is taller than usual, so a knife kills her.
1 Animal Talk

Animals can't talk but they communicate in other ways. Just one thing – the names of the animals are in the wrong places! Can you correct them?

1 Horses show they're angry by putting out their tongues.
2 Elephants put their tail between their legs when they are frightened.
3 Giraffes rub noses as a sign of affection.
4 Kangaroos show affection by holding each other's trunks.
5 Dogs press their necks together when they are attracted to each other.
6 Gorillas hit the ground with their back legs when there is danger.

2 Instant Messages

Helen, Miriam and Lydia were chatting online, but something went wrong with the program and it put the messages in the wrong order. Put them in the correct order.

a) Miriam: Yes. It took me ages. And you?

b) Helen: Are you sure you just don't want to miss the physics test?

c) Lydia: Hi Miriam. Have you done the maths homework?

d) Miriam: I'm not going to school. I've got a cold.

e) Lydia: I can't do number 3 😞.

f) Lydia: So are you gonna miss the party on Saturday?

g) Miriam: I don't think I've done it right, either. Look, Helen's online.

h) Miriam: Well, I think I'll be better for that!

i) Miriam: No, honest, I've got a sore throat and temperature.

3 Your Own Radio Show!

Here's your chance to be a top DJ – plan your own radio show here!

Playlist

Special guest
Who?

Write three questions to ask your guest.

'Not topic' for a phone-in
Write a topic for your listeners to give their opinions about.

Compare your radio show with your friends'. Which show is the best?
**Stories in Reverse**

Here is a funny news story from Germany. Put the sentences in the correct order to find out why the woman called the police.

An old woman called the police...

- a) Before that, the parrot had started to call ‘Mama, Mama!’
- b) Before that, the woman had thought her new neighbour’s child was alone in the house.
- c) Before that, the woman had heard someone calling for their mother.
- d) Before that, the woman’s new neighbours had put their pet parrot in its cage and had gone out.

Here’s a story from Brazil. Put the sentences in the correct order to find out what happened.

Some boys found $60,000...

- a) Before that, some robbers had hidden the money in a suitcase in the garden of an old house.
- b) Before that, the robbers had robbed a bank.
- c) Before that, they had climbed over the fence into the garden and had seen a suitcase full of money.
- d) Before that, the boys had played football.
- e) Before that, they had lost the ball in the garden of an old house.

**Mixed-Up News**

Find two different news stories. Match each sentence (a–h) with the headlines (A or B) and then put them in the correct order.

- **A BATHROOM PLAY**
  - a) A Brazilian DJ was robbed while he was doing his daily radio show.
  - b) The play, called *Thorough Search*, is staged in a bathroom at the Renaissance Theatre.
  - c) The police said: ‘The robbers didn’t realise what was going on and we were able to surprise them and arrest them.’
  - d) A new play is a surprise hit in the Brazilian city of São Paulo.
  - e) Only 30 people can fit inside the bathroom and they have to stand up during the 30-minute performance.
  - f) Tiago Amorim da Silva was talking ‘live’ on Verde e Rosa radio station at 2 a.m., when two men broke into the studio and demanded money.
  - g) A spokesperson for the producers said: ‘We are a huge success. We have to perform extra shows every week!’
  - h) The thieves didn’t realise that they were on the radio and over a hundred listeners called the police.

- **B RADIO ROBBERY**
  - a) A Brazilian DJ was robbed while he was doing his daily radio show.
  - b) The play, called *Thorough Search*, is staged in a bathroom at the Renaissance Theatre.
  - c) The police said: ‘The robbers didn’t realise what was going on and we were able to surprise them and arrest them.’
  - d) A new play is a surprise hit in the Brazilian city of São Paulo.
  - e) Only 30 people can fit inside the bathroom and they have to stand up during the 30-minute performance.
  - f) Tiago Amorim da Silva was talking ‘live’ on Verde e Rosa radio station at 2 a.m., when two men broke into the studio and demanded money.
  - g) A spokesperson for the producers said: ‘We are a huge success. We have to perform extra shows every week!’
  - h) The thieves didn’t realise that they were on the radio and over a hundred listeners called the police.

**Headlines from History**

Match these headlines from history with the years.

1347  1492  1789  1893  1912  1958  1969

- a) TITANIC SINKS!
- b) MAN WALKS ON THE MOON
- c) Black Death: Killer Disease Hits Europe
- d) COLOMBUS FINDS 'NEW WORLD'
- e) RUSSIA LAUNCHES SPUTNIK SATELLITE
- f) REVOLUTION IN FRANCE — KING FLEES VERSAILLES
- g) Women Get Vote In New Zealand
- h) A spokesperson for the producers said: ‘We are a huge success. We have to perform extra shows every week!’
7 The Island

Read the first part of a summary of the Lord of the Flies by William Golding, the Nobel Prize winner. Match the names of the boys (1-4) with the descriptions (a-d). Which character do you like and dislike most? Give reasons.

1 Piggy  a) the leader of the group
2 Ralph  b) a choirboy who helps him
3 Jack  c) an overweight boy with glasses
4 Simon  d) the leader of the hunters

During World War II, two English schoolboys meet on a beautiful tropical beach. Ralph is fair-haired and good-looking. Piggy is chubby with glasses. They were on a plane when it was shot down and crashed in the jungle. Piggy sees a conch shell and Ralph uses it to call the other boys that were on the plane. Gradually, they all come to the beach. A group of choirboys, led by an older boy called Jack, are the last to arrive. The boys decide to choose a leader. All the choirboys vote for Jack but the rest choose Ralph. As leader, Ralph asks Jack to be in charge of a group of hunters. Then, Ralph, Jack and a choirboy called Simon explore the island. They climb through thick jungle to the top of the highest mountain. They are on an island and there are no other people.

When they return to the beach, Ralph calls another meeting. There are no adults on the island and they will have to survive on their own. The little boys are afraid and one of them says he saw a 'beast' during the night. Ralph decides to build a fire on the mountain so that passing ships can see it. They collect

8 The Beast

Read the second part of the summary. List the three most negative things that happen.

Later that evening, Ralph calls a meeting. He complains that nobody is doing his job. They are not building shelters, collecting water or keeping the fire going. However, the boys are more worried about beasts and monsters. Ralph and Piggy try to explain that there are no monsters on the island. Simon says that the beast may be the boys themselves but the boys just laugh at him. Jack and his hunters offer to kill the monster and run off dancing and chanting.

That night, while the boys are sleeping, there is an air battle over the island. A dead parachutist lands on the island and his parachute gets caught in the trees. The two boys looking after the fire see him and think he is the monster. They rush back to the beach and tell everybody. Ralph, Jack and the hunters go looking for the monster.

While they are searching, Jack organises another hunt but the pig escapes. Afterwards, the boys play a game of 'hunting' one of the young boys and nearly kill him. When it gets dark, Ralph wants to go back to the beach but Jack persuades them to keep going. They see the parachutist in the dark and think he is the monster.

The next morning, they have a meeting. Jack says Ralph is a coward but the boys do not want to change the leader so Jack goes off to a place by the sea called Castle Rock and starts his own 'tribe' of 'hunters'. The hunters catch a pig and then attack Ralph's group to get burning sticks from the fire. More of the boys join the hunters because they are hungry and Jack is going to have a big feast to eat the pig. Later, Simon goes into the jungle and sees the pig's head covered in flies. It seems to come to life and talk to him. Simon faints.

9 Chaos

Read the last part of the summary. Why did the boys get out of control? What do you think would happen if you and your classmates were in the same situation as the boys?

When Simon wakes up, he sees the dead parachutist in a tree. He takes the parachute with him to prove to the others that there is no monster. Meanwhile, Ralph and Piggy go to Jack's feast. After the feast, Jack invites all the boys to join his tribe and most of them accept. They are dancing and chanting when they see a figure coming towards them. It is Simon with the parachute but they think he is the monster. They attack and kill him with their bare hands.

Ralph and Piggy go back to the old camp. They realise they have just killed someone. Back at Castle Rock, Jack ties up and beats a boy just to show his power.
dead wood and start a fire with Piggy’s glasses but the fire gets out of control and there is a forest fire. Piggy realises that a little boy is missing and everyone is shocked.

The boys have lots of fruit to eat on the island but some of them want meat. Jack and his hunters try to catch a pig but it escapes. He goes back to the beach where Ralph and Simon are building huts for the little boys. Ralph is angry with Jack because he thinks that Jack and his hunters are trying to avoid real work.

Further down the beach, some small boys are playing when one of the hunters comes along. He destroys their sandcastles and throws stones at them. Then all of the hunters paint their faces and go off looking for another pig. Later, Ralph and Piggy see a ship in the distance but the fire is out! The hunters come back with a pig and they are excited. Ralph is angry because they let the fire go out but they ignore him. When Piggy complains, Jack hits him and breaks one of the lenses of his glasses. The hunters make a fire, roast the pig and dance wildly round the fire. Ralph angrily goes off on his own.

He says that Ralph and Piggy are now a danger to the tribe. That night, the hunters attack the camp and steal Piggy’s glasses.

The following morning, Ralph calls a meeting but there are only a few boys left in his group. They decide to talk to Jack and get Piggy’s glasses back. However, when they go to Castle Rock, a fight between Jack and Ralph starts. Piggy tries to stop it. He says that it is better to have rules and to agree than to fight and kill. Suddenly, one of the hunters pushes a big rock down the hill towards Piggy. It kills him and smashes the conch shell. Ralph runs off into the jungle.

In the morning, the hunters come after Ralph and find his hiding place. They cannot get him out so they set fire to the jungle. Ralph fights his way out and runs towards the beach. He is running desperately when he almost crashes into a British naval officer on the beach. His ship had seen the fire and come to investigate. When he sees the boys with their faces painted and carrying spears, he thinks they have been having fun and games. However, when they tell him what has happened, he is angry that a group of English boys have behaved like ‘savages’. In the end, all the boys are taken to the ship and start the long journey home.
Guess how much the objects below were sold for at auction.

- $22,000 A hat and a cane from one of Charlie Chaplin’s films.
- $140,000 A black cocktail dress worn by Marilyn Monroe in one of her films.
- $60,000 An angry letter to a journalist written by John Lennon.
- $17.4 million Four American flags from the American War of Independence captured by an officer in the British army in 1780.

**11 Time Bank Quiz**

Read about a local time bank and complete the accounts below.

Tom Kempton is a dentist who decided to set up a time bank in his street in London. One hour’s work gives everybody in the time bank one time credit. One time credit means that you can get an hour’s work from someone else in the time bank. The Ellindale Avenue Time Bank has now been going for three months and there are seven people in it: Tom; two teenagers called Joanna Davies and Chris Waterstone; a guitar teacher called Carol Carson; an electrician called Neil Simons and his wife Sharon; and an elderly lady called Mrs Waits.

In the first week, Mrs Waits wanted someone to paint her living room. Joanna and Chris painted it for her during the school holidays. They each spent three days doing it and worked four hours a day. When they finished, Chris spent half of his credits on guitar lessons with his neighbour Carol Carson. Chris spent eight more credits to pay Neil Simons to repair his sound system. Neil was organising a birthday party for his daughter and his neighbour Mrs Waits made cakes and biscuits for it. It took Mrs Waits twelve hours to do this. In the same week, Carol Carson, had a problem with a tooth and went to Tom. Her treatment took Tom nine hours.

Tom then went away on holiday in Spain for a week and Mrs Waits looked after his house and fed his cat. This took her ten hours because she did Tom’s ironing, too. Neil’s wife, Sharon, is now a housewife but worked before as a hairdresser. She cut and styled Joanna Davies’s hair twice a month in this three-month period and took an hour each time. She also spent two hours piercing Joanna’s ears. Sharon needed someone to babysit and Carol Carson came round and looked after her daughter for three hours.

<table>
<thead>
<tr>
<th></th>
<th>Time Credits</th>
<th>Total (+ or −)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Waits</td>
<td>+12 +10</td>
<td>−24</td>
</tr>
<tr>
<td>Joanna Davies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Waterstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tom Kempton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Carson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neil Simons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Simons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the Odd One Out.

1. a) bank account b) auction c) cheque book d) credit card e) savings account
2. a) dollar b) French franc c) euro d) yen e) pound
3. a) to make money b) to earn money c) to win money d) to lose money e) to raise money
4. a) eBay b) auction c) boots d) on sale e) market
5. a) a piece of paper b) a cup of coffee c) a slice of cake d) a bag of crisps e) a glass of orange juice
6. a) bronze b) cloth c) iron d) tin e) silver
7. a) shampoo b) a refund c) money back d) a receipt e) a replacement
8. a) It doesn’t work. b) It’s damaged. c) A part is missing. d) It’s missing. e) It’s too tight.
In the 17th century, the pirate Tom Morgan hid some treasure near the town of Blackport. Read the statements. Mark on the map where you think the hidden treasure is.

Dr Hawking - professor of archaeology

We know that Tom Morgan arrived in England in 1689 with Spanish treasure. His ship, The Jolly Roger, was old and it might have sunk near Blackport. It could have been near the island but divers have looked for wrecks there and found nothing at all. We think Morgan could have taken the treasure to the shore and hidden it somewhere. He came from Blackport and knew lots of good places to hide it.

Bernadette Morgan - one of Morgan's family

I heard lots of stories about Tom Morgan from my grandfather. When Tom came back to England, he probably stayed in one of the cottages on the beach near the church of St Laurence. He could have hidden the treasure in the sea cave but people have looked there and found nothing. One theory is that he buried it on the beach. Another, is that he threw it into the pool which is not far from the beach. Apparently, he always went fishing there when he was a boy.

Micky Green - treasure hunter

I've got an old map belonging to Tom Morgan. The map's not very clear but I don't think the treasure can be on the beach. It would be too easy to find, wouldn't it? What about somewhere on Black Hill? That's possible but it's a long way to take heavy treasure. I think it must be somewhere near the wood or Blackport Farm. And it must have been an easy place to hide treasure. Tom Morgan was not well and died a few days after coming back to England of a tropical disease. Tom had to hide the treasure quickly, too. Lots of people were looking for him.

WORLD QUIZ

Order the places below from the biggest to the smallest.

1. Continents (size):
   - Europe
   - Africa
   - Asia

2. Oceans (size):
   - the Pacific
   - the Arctic
   - the Atlantic

3. Rivers (length):
   - the Yangtze (China)
   - the Nile
   - the Amazon

4. Mountains (height):
   - Aconcagua (S. America)
   - Everest (Asia)
   - Kilimanjaro (Africa)

5. Lakes (size):
   - Lake Titicaca
   - Caspian Sea
   - Lake Victoria

6. Islands (size):
   - Greenland (N. America)
   - Great Britain (Europe)
   - Madagascar (Africa)

Meerkats

Read the description. Guess which three things in it are false.

Meerkats are one of the most popular animals at Bristol Zoo. They live in Africa and eat insects, roots and fruit. The meerkats at the zoo also love eating dog biscuits and are very fond of coffee ice cream! Meerkats live in semi-desert areas which are cold at night. They like sunbathing in the mornings to warm up. They spend their nights underground. They are very sociable animals and live in groups of 10–20. Each meerkat has a job in the community. There are hunters, sentries (they watch for enemies), police officers and babysitters (they look after other meerkats' babies). Meerkats communicate by making a soft murmur and their language is as sophisticated as that of whales and dolphins. When meerkats bark, it means that there is danger and all the meerkats run back underground.
Find the right place (a–h) for the rubbish (1–20).

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>cardboard cereal packets/egg boxes</th>
<th></th>
<th>11</th>
<th>clothes (in good condition)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>plastic packaging</td>
<td></td>
<td>12</td>
<td>old mobile phones</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>broken televisions/computers</td>
<td></td>
<td>13</td>
<td>flowers/plants</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>newspapers/magazines</td>
<td></td>
<td>14</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>plastic bottles (washed)</td>
<td></td>
<td>15</td>
<td>tins/cans (washed)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>glass bottles/jars (washed)</td>
<td></td>
<td>16</td>
<td>waste paper</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>tea bags</td>
<td></td>
<td>17</td>
<td>vegetables</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>envelopes/letters</td>
<td></td>
<td>18</td>
<td>meat/fish</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>broken fridges</td>
<td></td>
<td>19</td>
<td>re-usable furniture</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>books (in good condition)</td>
<td></td>
<td>20</td>
<td>polystyrene packaging</td>
</tr>
</tbody>
</table>

17 Shopping Habits

Read about three families’ shopping habits. How green are they? Classify them: a) ultra-green b) not very green c) very bad for the planet!

Give three reasons for each of your answers.

1. Every Saturday, Tina and Colin Royle go by car to the supermarket two miles away from their home. They don’t like vegetables very much but in the summer, they sometimes buy local fruit from a farm shop near them. Their favourite food is pizza, hamburgers and chips and they usually buy frozen food. They buy a lot of tins, too, especially baked beans. Colin loves chocolate and he always buys a few packets of chocolate biscuits. They would like to buy a new TV because the one they’ve got is very old.

2. Tim and Kathy Myers walk to the local shops twice a week with their re-usable shopping bags. They buy organic fruit and vegetables in the market – both of them are vegetarians. They also grow vegetables in their small garden which they fertilise with their own compost. They have ten hens which give them eggs, and a goat which gives them milk. Sometimes, they buy low-energy light bulbs for their house. They haven’t got a computer or television at home. They listen to their wind-up radio!

3. Rodney and Margaret Caldwell go shopping twice a week at a big hyper-market about twenty miles from their house. They’ve got a big four-wheel-drive car so it’s a comfortable journey. They go on foreign holidays four or five times a year, especially to South Africa, the Far East and Australia, and they like buying delicacies from around the world. They always buy the best vegetables available: apples from Chile, kiwis from New Zealand and raspberries from Kenya. Rodney and Margaret like buying gadgets. They have four plasma TVs, three computers, two enormous washing machines, a dishwasher and two big fridges. They love clothes and drive two hundred miles to London every month to go to the best shops.
18 Big Yellow Taxi

Read about the song.

‘Big Yellow Taxi’ was written by the Canadian singer-songwriter, Joni Mitchell. It has been performed by lots of other artists such as Counting Crows, Janet Jackson and Bob Dylan. She wrote it when she was staying at a hotel in Hawaii.

Listen to the song.

They paved paradise
And put up a parking lot
With a pink 1________, a boutique
And a swinging hot spot.

chorus
Don’t it always seem to go
That you don’t know what you’ve 2________
Till it’s gone?
They paved paradise
And 3________ a parking lot.

They took all the 4________
Put ’em in a tree museum
And they charged the people
A 5________ and a half just to see ’em.

Hey farmer, farmer
Put away that DDT now.
Give me spots on my 6________
But leave me the 7________ and the bees
Please!

Late last night
I heard the screen door slam
And a big 8________ taxi
Took away my old man

Listen again. Complete the gaps.

Glossary

to pave: to cover with concrete or tarmac
parking lot (US): car park
swinging hot spot: fashionable place
DDT: a toxic insecticide that kills birds and bees
screen door: an extra outside door for protection against insects or bad weather
old man: boyfriend, husband
1. Aristocratic Egyptians wore eye make-up.
2. Young people in Ancient Greece wore short tunics called 'chitons'.
3. Fashionable Romans wore a lot of jewellery.
4. The average Roman citizen wore a white toga.
5. Long pointed shoes were popular in 15th century Europe.
6. At the end of the 16th century, people wore very big collars called 'ruffs'.
7. Fashionable people in 18th century Europe wore wigs.
8. Very tall hairstyles (up to 1 m) were popular at the end of the 18th century.
9. The suit became a uniform for many people in the mid 19th century.
10. People started to have shorter hair after World War I (1914-1918).

**Fashion Report**

What is ‘in’ this year in your area? Complete the report. Read it to the class.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trousers:</td>
<td>Trousers:</td>
</tr>
<tr>
<td>Shirts:</td>
<td>Skirts/dresses:</td>
</tr>
<tr>
<td>Jackets/coats:</td>
<td>Tops/blouses:</td>
</tr>
<tr>
<td>Shoes:</td>
<td>Jackets/coats:</td>
</tr>
<tr>
<td>Hats:</td>
<td>Shoes:</td>
</tr>
</tbody>
</table>

**Spot the Difference**

Find ten differences in appearance between the twin girls.

Example: Mary's jeans are not torn but Margaret's are.
'It's another World Cup disaster for England. We are losing AGAIN in the quarter finals to Argentina. It's the fifty-second minute and England are losing 2–0. Can we score before half-time? Rooney takes the ball ... But he loses it to Sorin. Sorin passes to Cambiasso. Cambiasso goes past two men and sends a long pass to Ayala on the right. Ayala centres the ball and passes to Messi in the penalty area. Joe Cole challenges him and Messi goes down in the area. I'm afraid that's a penalty for Argentina! That's the third yellow card for Cole, too, so now England only have twelve men!

It's the last quarter of this fantastic World Championship basketball game between Croatia and Spain. Croatia are winning 1–0 but it's a very close game. Pau Gasol takes the ball and shoots from 4 metres out but he misses. It's a pity, Spain really needed that point there. Kuzman takes the ball and throws it to Vujcic. Vujcic moves up the court. He passes to Ujic. Ujic passes to Vujcic. Navarro holds Vujcic's arm and pulls the ball off him and passes it to Garbajosa. Now Spain have got possession again!

23 Sports Crossword

Can you do the crossword?

Across
1 & 13. A football referee shows this when he sends a player off.
3. In this event you throw a pointed stick.
5. The type of medal a winner gets.
7. Someone who is good at sports.
9. This person performs in a gym.
12. In this event you throw a heavy disc.
14 (& 8 down). Event in which you jump over a horizontal bar.
17. A group of players.
19. The king of the gods in ancient Greece.

Down
2. You get one if you come 1st, 2nd or 3rd.
4. The first modern Olympics were held here in 1896.
10. This race is over 42 km long!
11. Stilts in this sport are freestyle, braastroke and butterfly.
15 & 18. A sport played on ice.

24 Anagram News

What are the anagrams in the sports news?

Here is the sports news. Yesterday, Arsenal won their first game in the European Champions 1 auegl __________ - three-nil against Glasgow Rangers. Manchester United were lucky to get a nil-all 2 wrad __________ against Benfica of Portugal. In the athletics 3 etoinpontic __________ at Wembley, Asafa Powell of Jamaica won the 100 metres 4 ifanl __________ in 9.8 seconds. The winner of the men's 5 sicsdu __________ was Virginijus Alekna of Lithuania with a 6 whrto __________ of just over 70 metres. Everything is ready for the London 7 rahmoat __________ next week. Tomorrow we will be talking with some of the top women 8 steashe __________ - Roba Tola of Ethiopia, Reiko Tosa of Japan and Jelena Prokocumpa of Latvia.
Let me tell you about Auguste Dupin, a man with not only great powers of analysis but also a great imagination. We met by chance one day in a small library in Paris. In fact, we were both looking for the same book and we began a most pleasant conversation. To cut a long story short, we became great friends and decided to share an apartment to save money.

Soon after we had moved into our apartment, Dupin read out a story from the morning newspaper. It concerned some horrible murders in the Rue Morgue. According to the newspaper, this is what had happened.

One night, about three o'clock in the morning, some neighbours of Madame L'Espanaye and her daughter, Camille, were woken by screams from their apartment on the fourth floor. They immediately called the police. When the police arrived, they had to break into the locked apartment and found the room in a complete mess. It was an obvious crime scene with many pieces of evidence. There was a razor with blood on it, some reddish-brown human hair and several bags of money, but at first the police couldn’t find any victims. Then one of the policemen noticed some marks on the floor leading to the chimney, where they found the body of Mademoiselle Camille. It seems the murderer must have killed the girl and then pushed her body up the chimney. But where was her mother? The police and neighbours searched the area near the apartment and found Madame L'Espanaye's body in the yard at the back of the building. Her throat had been cut.
The next day, the newspaper gave more details about the crime. All the witnesses agreed that they had heard two voices. One was a deep Frenchman’s voice. The other was a higher voice; some witnesses thought it was foreign, others that it may have been a woman’s voice. It also announced that the police had arrested a man, Adolphe Le Bon, in connection with the murders. When I read this last point to Dupin, he became concerned. He knew Le Bon, a bank clerk who had once done a favour for him, and did not believe he was capable of these violent murders.

Dupin immediately went to the police and got permission to investigate the crime scene. Afterwards he told me his conclusions. He thought the police were trying to find a motive, but maybe there wasn’t one. He also thought the police had not interpreted the statements of the witnesses carefully. For example, nobody could be certain the high voice was a man’s or woman’s, the language it spoke, or indeed if it spoke any words – maybe it just made sounds. Also, the police said no suspect could have climbed the wall of the building and entered the apartment through a window. However, when Dupin investigated the scene, he concluded that a very athletic person could climb the electric cables on the outside wall and jump onto the window ledge. This final point, linked with the horrible violence of the murders, led Dupin to the conclusion that this crime must have been committed by someone, or something, with superhuman strength and inhuman violence.

‘Are you saying the murderer is not human?’ I asked.

‘Let me just say that I don’t believe the hair the police removed from Madame L’Espanaye’s fingernails is human hair,’ replied Dupin. ‘And one more thing.’ At this point he took out a pencil and drew a picture the same size and shape of the hand that killed the two women.

‘What are you suggesting, Dupin?’ I asked.

‘All I am saying is that all the evidence points to one conclusion. The murderer was an animal – an orang-utan.’

As Dupin predicted, later that day a sailor arrived at our apartment. Dupin told the sailor he believed he was innocent.

‘Tell me all you know about the murders,’ he asked.

‘I brought the animal back with me from a voyage to the Far East,’ replied the sailor. ‘I was going to sell him to the zoo but decided to keep him as a pet. I kept him in a cupboard in my apartment but one night he escaped. He grabbed my shaving razor and ran out into the street. I followed him to the Rue Morgue and watched him climb up the cables on the wall of a building and jump through a window. I couldn’t follow him because I couldn’t climb the wall. I shouted for him to come back but had to watch as he killed the mother and her daughter. He threw the mother’s body into the yard below.’

Everything was now explained, including the two mysterious voices; the deep voice was the sailor’s and the high voice were the cries of the orang-utan. Dupin informed the police and they released the suspect, Le Bon.
Match the people with the descriptions.

a) Wolfgang Amadeus Mozart
b) Leonardo da Vinci
c) William Shakespeare
d) Pablo Picasso
e) Isaac Newton
f) Charles Darwin
g) Michelangelo
h) Albert Einstein

1 Painter and sculptor
He developed a new style called 'cubism'.
His most famous painting, Guernica, shows the horrors of war.

2 Composer
He was a musical genius and spent his childhood touring Europe. He spent most of his life in Vienna. His operas include Don Giovanni and The Magic Flute.

3 Artist, scientist and engineer
His most famous painting is the Mona Lisa. He made notes and drawings for a tank, helicopter and submarine.

4 Mathematician and scientist
He formulated the rules of advanced mathematics and showed that light consists of different colours. He also proposed the laws of gravity and motion, which form the basis of modern physics.

5 Dramatist and poet
He wrote and acted in his own plays, which include Romeo & Juliet, Macbeth and Hamlet.

6 Physicist
His theories of 'relativity' and famous equation \( e = mc^2 \) completely changed modern physics. He was given the Nobel Prize for physics in 1921.

7 Painter, sculptor, architect and poet
His most famous works are the statue of David in Florence and his painting on the ceiling of the Sistine Chapel in Rome.

8 Naturalist
He went on a sea voyage to South America and the Pacific in 1831 and used the experience to formulate his theory of evolution in his book The Origin of Species in 1859.

Virtual Worlds

Read about online computer games.
What would your new character or 'avatar' look like? Draw it and show it to a friend.

More and more people, when they come home from work or school, enter a virtual world via online computer games. Games such as Second Life, The Sims Online and Everquest are extremely popular. Players can create a new personality, meet different people and do things they could never do in real life. Let's look at one of these games.

RuneScape
The action takes place in the imaginary world of Gielinor, which contains various kingdoms, tropical islands and deserts. Players can look at maps of the place any time they want. They can travel in different ways: on foot, in a variety of vehicles, or by magic 'teleportation'.

Each part of RuneScape has different types of monsters and players have to complete tasks.

When you join RuneScape, you first create your own character or 'avatar' and choose a task. Players interact with each other through chatting, buying and selling things, and going on missions together. These missions may involve fighting weird monsters or getting out of tricky situations. Sometimes you can change into something else, like a bird or a rabbit, to get into or out of difficult places.

RuneScape is a multiplayer online role-playing game. With nearly nine million active players and 800,000 paying members, it is one of the top online games in the world.
In 1967, John Lennon’s four-year-old son, Julian, showed him a picture he had done at school. John asked him what it was. ‘Lucy in the sky with diamonds,’ his son replied. John liked the picture so much that he decided to write a song about it. The Beatles added dreamy music to the surreal lyrics and recorded the song on their next album.

Read and listen to the song.

• Find the underlined things in the picture.

Picture yourself in a boat on a river
With tangerine trees and marmalade skies
Somebody calls you, you answer quite slowly
A girl with kaleidoscope eyes

Cellophane flowers of yellow and green
Towering over your head
Look for the girl with the sun in her eyes
And she’s gone

Lucy in the sky with diamonds

Follow her down to a bridge by a fountain
Where rocking horse people eat marshmallow pies
Everyone smiles as you drift past the flowers
That grow so incredibly high

Newspaper taxis appear on the shore
Waiting to take you away
Climb in the back with your head in the clouds
And you’re gone

Lucy in the sky with diamonds

Picture yourself on a train in a station
With plasticine porters with looking glass ties
Suddenly someone is there at the turnstile
The girl with kaleidoscope eyes

Lucy in the sky with diamonds

• Match the words from the song with the definitions.

1. tangerine  a) a child’s toy horse with curved pieces of wood on the base
2. marmalade  b) a small fruit like an orange
3. cellophane  c) a soft material children use to make models
4. rocking horse  d) a kind of jam made from oranges
5. marshmallow  e) thin transparent plastic paper
6. shore  f) a person who carries your bags at a station
7. plasticine  g) a soft, sugary sweet
8. porter  h) a mirror
9. looking glass  i) land at the edge of some water
Multi-part Verbs

be named after someone to be given the same name as someone (often someone in your family): I was named after my father.

blow something up to destroy a building, etc. using a bomb: Guy Fawkes tried to blow up the Parliament building.

break out of somewhere to leave a prison, etc. by force: Three men broke out of prison yesterday.

bring something in to introduce a new law, etc. The government brought in a new law allowing shops to be open on Sunday.

care about someone / something to have feelings for a person, animal, etc.: She really cares about animals.

carry something out to put a new idea, etc. into practice: The government carried out their plans to build a new hospital.

check something out to get information about something: I checked out that new MP3 player on the Internet.

chill out to relax: After the exam, my friends and I chilled out in a coffee bar.

come along arrive We had a party and Martin came along.

come back to return: We came back home late.

come past (someone / something) to pass by: The bus comes past our house every hour.

cut something down to use a saw, etc. to bring down a tree: We cut down the tree outside our house because it was dangerous.

die out to disappear completely: Two types of tiger have died out in Indonesia.

drop out of something to leave a course, etc. before finishing: She dropped out of the course because it was too difficult.

end up to finish: We ended up going to bed late.

fall in love with someone to begin to love someone romantically: I think I’m falling in love with you.

fall off something to fall by accident: My brother fell off his motorbike last week.

fall out to come out, e.g. hair or a tooth: My hair is falling out. I must be going bald.

get away with something to escape without punishment: I got away with not doing my homework because the teacher was away last Tuesday.

get back to return: What time do you get back from school?

get by to manage: We don’t have much money but we get by.

get (something) down to move (something) to a lower place: Can you get that book down for me? What are you doing up there? Get down!

get down to to begin doing something seriously: I find it difficult to get down to my homework after school.

get hold of someone / something to catch and hold a person, thing, etc. tightly: I got hold of him and pulled him away from the fire.

get in to enter a place: They got in a taxi. Hurry up and get in!

get into something to become interested in something: Recently, I’ve really got into taking photos and I’ve got thousands on my computer.

get off to leave a bus, train, plane, etc.: Let’s get off here. They got off the bus at the station. → get out of

get on to walk on to a bus, train, plane: I got on the wrong bus.

get on with someone to be friendly with someone: We get on with our neighbours.

get out of something to leave or escape a car, house, etc.: There was a problem and we couldn’t get out of the lift.

get out of here quickly, let’s get out of here.

get something out to remove something: I got a book out of my bag.

get to to arrive at: We got to the airport early.

get up to move out of your bed or a chair: I got up late at weekends. He got up and left the room.

give something away 1 give something as a present: I gave away my old toys to my cousin. 2 to tell a secret: I’m angry with her because she gave away the name of my new boyfriend.

give something out to distribute: The teacher gave out photocopies at the start of the class.

give something up to stop doing something: My dad gave up smoking cigarettes last year.

give up to stop an activity: The crossword was too difficult and in the end I gave up. Why don’t you just give up — you’ll never win.

go ahead to continue / do something: Student: Can I do the project on my computer? Teacher: Go ahead but don’t copy from websites.

go ahead with something to start something as planned despite problems: We went ahead with the party even though some people couldn’t come.

go away to leave a place or person: They went away at the weekend.

go down to get smaller: The price of petrol is not going to go down this year. It’ll probably go up.

go on to happen: I heard a noise upstairs and wanted to know what was going on.

go out with someone to have a romantic relationship with a person: Fred’s going out with my sister.

hand something in to give something to someone in authority: We had to hand in our papers to the police.

hang around to stay in one place doing nothing: We hung around for ages waiting for the bus.

keep in touch with someone to continue to talk to, write letters or e-mail someone you don’t see often: I keep in touch with my uncle in Australia.

let someone down to disappoint a person: I didn’t feel like going to lunch with my gran but I didn’t want to let her down.

log on to connect to the Internet: I always log on first thing in the morning to check my e-mail.

look after someone / something to care for a person, animal, etc.: She looked after my goldfish when I was on holiday.

look around to look at different things in a place to find out about it: Why don’t you go and look around while we park the car?

look for someone / something to try to find a person, animal, object, etc.: Can you help me look for my passport?

look through to search a place: I looked through my cupboards but I couldn’t find that jacket.

look something up to find information in a book: I looked that word up in the dictionary.

meet up with someone to meet a person by arrangement: We met up at 12.00 outside the shop.

put something down to put something you are holding onto the floor or table: Put you bags down on the table.

put something off to cancel or change the date to a later one: They put off the match because of the fog.

put something on to get dressed: I put on my gloves because it was cold.

put something out 1 to put something outside: Have you put the cat out? 2 to extinguish: We used an old blanket to put out the fire.

put something up to build / assemble something: It took us hours to put up our tent.

run away to leave somewhere running: The children rang the doorbell and then ran away.

run into someone to meet a person by chance: I ran into Steve in the street yesterday.

send someone off to force a person to leave a place: The referee sent him off for fighting.

set something up to organise a project: Ellie set up an online radio station.

show up to arrive (often unexpectedly): Guess who showed up at the party?

speak out (against / about something) to say something publicly: We should speak out about the state of the swimming pool. It’s terrible!

start something up to begin a project: We started up a magazine at school.
take something away to move something from a place: The waiter took away our glasses.
take something back to return an object: I forget to take that library book back.
take care of someone / something to look after a person, animal, thing, etc: My sister took care of my dog when I was away.
take something down to move something from a high place: We took down the party decorations.
take something off to move clothes off your body: He took off his coat.
take off to leave the ground and go into the air: The plane took off an hour ago.
take something out to move something out from where it was He took out a gun from his pocket.
take part in something to do an activity with other people: I take part in the school sports day every year.
take place to happen: The party took place in a very big house.
take something up to start doing an activity: He's taken up golf.
tie someone / something up to fasten someone or something with rope or string: The thieves tied up the bank manager.
turn something down 1 to make a machine produce less volume: Turn that radio down! 2 to say no when someone offers something: They offered her the job but she turned it down.
turn something off to make a machine stop working: I turned the TV off and went to bed.
turn something on to make a machine start working: I turned my radio on and listened to the news.
turn out to happen in a particular way: The cake turned out well.
turn lights out to make a light stop working: Turn the lights out before you come to bed.
turn up to arrive (often unexpectedly): Yesterday, my uncle and his wife turned up at our house.
turn something up to make a machine produce more heat, sound, etc: It was cold so we turned up the central heating.
wake up to stop sleeping: I woke up early today.
wipe something out to eliminate: The animals were wiped out by disease.
work out to do exercise: I spent an hour working out in the gym.

- Prepositions

with adjectives
interested in I'm interested in ancient civilisations.
afraid of I'm afraid of snakes.
frightened / afraid / scared of My mum is afraid of spiders.
keen on I'm keen on chess; I really like it.
allegic to I'm allergic to strawberries and get red bumps all over my body if I eat them.

with verbs
argue about We never argue about money.
complain about We complained about the noise after the neighbours had a party.
know about I didn't know about the party. Why didn't you tell me?
learn about We're learning about the Vikings in history.
talk about We talked about films and music for hours.
think about What are you thinking about? You're not listening to me!
worry about Don't worry about the exam; it'll be okay.
name after My parents named me after my grandfather.
use as They used sticks and stones as weapons.
arrive at We arrived at the theatre at seven.
take / have a look at Let's take a look at these photos.
apologise for I apologised for breaking my friend's bike.
campaign for They campaign for children's rights.
pay for My dad paid for my new laptop.
wait for I waited for the bus for ten minutes and when it arrived it was full.

- In phrases

above sea level London is only a few metres above sea level.
around the world Teams from around the world play in the football world cup.
get a job as a He got a job as a waiter.
at home / work He's not at home; he's probably at work.
at school I spend six hours a day at school.
at sea The fishermen were at sea for two weeks.
at the same time Don't try and do your homework and watch TV at the same time.
by chance it was pure luck. By chance, I met my friend Paul in a street in London.
by my / your / him / herself I managed to repair my bike by myself - nobody helped me.
for ages I haven't seen Simon for ages.
good for Recycling is good for the environment.
for a moment Could you just wait here for a moment?
in a hurry I must go - I'm in a hurry.
in exchange for He gave me some CDs in exchange for my computer games.
in her / his twenties / thirties / forties That man must be in his seventies.
in hospital I was in hospital for five days when I had my appendix out.
in reply to I'm writing in reply to your letter of 5th April.
in the holidays I spend a lot of time at the pool in the holidays.
in the north / south / east / west Newcastle is in the north of England.
in the past In the past, people used to wear hats a lot in Europe.
in the 16th / 19th / 21st century Charles Dickens lived in the 19th century.
in the wild There are only about a hundred imperial eagles in the wild.
in trouble I'm in trouble at home for arriving late last Saturday.
a long way off The fire is a long way off - about five kilometres away.
off the coast It's an island off the coast of Mexico.
on holiday We visited my aunt when we were on holiday in Florida.
on horseback They crossed the mountains on horseback and it took them ten days.
on my own I have lived on my own for three years.
on my way to I was on my way to the shopping centre when I met Paula Jones from school.
on the beach We played volleyball on the beach.
on the border There were long traffic jams on the border because of problems between the two countries.
on the coast We stayed in a lovely village on the south coast of France.

from I come from Wales but I live in London.
protect from This vaccine protects you from tetanus.
return from I returned from London on Monday night.
suffer from Do you suffer from allergies?
believe in Do you believe in ghosts?
consist of Water consists of hydrogen and oxygen molecules.
agree on We have similar ideas; we agree on most things.
rely / depend on You can always depend on Frank; he's very reliable.
belong to That book belongs to him.
listen to I love listening to music when I'm doing my homework.
refer to The President didn't refer to the war in his speech.
agree with I agree with you.
argue with I often argue with my brother.
compete with We competed with three other schools on our sports day.
deal with My boss always gets her secretary to deal with problems at the office.
do with Her job is something to do with computers.
on the Internet My brother spends hours on the Internet.
on the moors / island There are no trees on the moors.
on the move Nomads are people who are always on the move
from place to place.
on the radio I listen to the news on the radio.
out of control He was so angry that he was out of control.
out of work My uncle is out of work at the moment because the
factory closed down.
all over the world That shop has got branches all over the
world.
over (8,800) metres Mt Everest is over 8,800 metres high.
facing to face I’m not going to phone; I want to speak to him facing
to face.
thanks to You were late. I missed the bus, thanks to you!
up to The statues weighed up to 160 tons.
within conscience (without feeling guilty) You can shop within a
conscience.
within months He started to learn the piano and within months
he could play quite well.

• Word Families

Talk
argue to disagree with someone, often loudly: They argue a lot
about politics.
chat to talk in a friendly and informal way: We chatted about
the weather.
discuss to talk or give opinions about something: I can always
discuss our problems with my best friend.
gossip to talk about other people’s private lives: They were
gossiping about their neighbours.

• Word Building

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>action / activity</td>
<td>active</td>
<td>act</td>
<td>actively</td>
</tr>
<tr>
<td>attraction</td>
<td>attractive</td>
<td>attract</td>
<td>attractively</td>
</tr>
<tr>
<td>beauty</td>
<td>beautiful</td>
<td>—</td>
<td>beautifully</td>
</tr>
<tr>
<td>colour</td>
<td>colourful</td>
<td>colour</td>
<td>colourfully</td>
</tr>
<tr>
<td>confusion</td>
<td>confusing / confused</td>
<td>confuse</td>
<td>confusingly</td>
</tr>
<tr>
<td>creation</td>
<td>creative</td>
<td>create</td>
<td>creatively</td>
</tr>
<tr>
<td>danger</td>
<td>dangerous</td>
<td>—</td>
<td>dangerously</td>
</tr>
<tr>
<td>death</td>
<td>die</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>difference</td>
<td>different</td>
<td>differ</td>
<td>differently</td>
</tr>
<tr>
<td>disobedience</td>
<td>disobedient</td>
<td>disobey</td>
<td>disobediently</td>
</tr>
<tr>
<td>enormity</td>
<td>enormous</td>
<td>—</td>
<td>enormously</td>
</tr>
<tr>
<td>entertainment</td>
<td>entertaining</td>
<td>entertain</td>
<td>entertainingly</td>
</tr>
<tr>
<td>expense</td>
<td>expensive</td>
<td>—</td>
<td>expensively</td>
</tr>
<tr>
<td>fame</td>
<td>famous</td>
<td>—</td>
<td>famously</td>
</tr>
<tr>
<td>humour</td>
<td>humorous</td>
<td>—</td>
<td>humourously</td>
</tr>
<tr>
<td>imagination</td>
<td>imaginative</td>
<td>imagine</td>
<td>imaginatively</td>
</tr>
<tr>
<td>impression</td>
<td>impressive</td>
<td>impress</td>
<td>impressively</td>
</tr>
<tr>
<td>incompetence</td>
<td>incompetent</td>
<td>—</td>
<td>incompetently</td>
</tr>
<tr>
<td>logic</td>
<td>logical</td>
<td>—</td>
<td>logically</td>
</tr>
<tr>
<td>luxury</td>
<td>luxurious</td>
<td>—</td>
<td>luxuriously</td>
</tr>
<tr>
<td>mystery</td>
<td>mysterious</td>
<td>mysterify</td>
<td>mysteriously</td>
</tr>
<tr>
<td>nervousness</td>
<td>nervous</td>
<td>—</td>
<td>nervously</td>
</tr>
<tr>
<td>peace</td>
<td>peaceful</td>
<td>—</td>
<td>peacefully</td>
</tr>
<tr>
<td>physique (build)</td>
<td>physical</td>
<td>—</td>
<td>physically</td>
</tr>
<tr>
<td>power</td>
<td>powerful</td>
<td>—</td>
<td>powerfully</td>
</tr>
<tr>
<td>practice</td>
<td>practical</td>
<td>practise</td>
<td>practically</td>
</tr>
<tr>
<td>protection</td>
<td>protective</td>
<td>protect</td>
<td>protectively</td>
</tr>
<tr>
<td>ridicule</td>
<td>ridiculous</td>
<td>ridicule</td>
<td>ridiculously</td>
</tr>
<tr>
<td>seriousness</td>
<td>serious</td>
<td>—</td>
<td>seriously</td>
</tr>
<tr>
<td>surprise</td>
<td>surprising / surprised</td>
<td>surprise</td>
<td>surprisingly</td>
</tr>
<tr>
<td>suspicion / suspect</td>
<td>suspicious</td>
<td>suspect</td>
<td>suspiciously</td>
</tr>
<tr>
<td>thought</td>
<td>thoughtful</td>
<td>think</td>
<td>thoughtfully</td>
</tr>
<tr>
<td>use</td>
<td>useful / useless</td>
<td>use</td>
<td>usefully</td>
</tr>
</tbody>
</table>
### Suffixes (nouns)

<table>
<thead>
<tr>
<th>believer</th>
<th>creation</th>
<th>librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>designer</td>
<td>examination</td>
<td>vegetarian</td>
</tr>
<tr>
<td>painter</td>
<td>explanation</td>
<td></td>
</tr>
<tr>
<td>ruler</td>
<td>imagination</td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td>information</td>
<td></td>
</tr>
<tr>
<td>writer</td>
<td>preparation</td>
<td></td>
</tr>
<tr>
<td>actor</td>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td>relaxation</td>
<td></td>
</tr>
<tr>
<td>governor</td>
<td>archaeologist</td>
<td>activity</td>
</tr>
<tr>
<td>argument</td>
<td>artist</td>
<td></td>
</tr>
<tr>
<td>department</td>
<td>biologist</td>
<td></td>
</tr>
<tr>
<td>enjoyment</td>
<td>chemist</td>
<td></td>
</tr>
<tr>
<td>entertainment</td>
<td>scientist</td>
<td></td>
</tr>
<tr>
<td>excitement</td>
<td>ability</td>
<td></td>
</tr>
<tr>
<td>government</td>
<td>action</td>
<td></td>
</tr>
<tr>
<td>humanity</td>
<td>reliability</td>
<td></td>
</tr>
</tbody>
</table>

### Opposites

<table>
<thead>
<tr>
<th>beautiful</th>
<th>ugly</th>
</tr>
</thead>
<tbody>
<tr>
<td>dangerous</td>
<td>safe</td>
</tr>
<tr>
<td>enormous</td>
<td>tiny</td>
</tr>
<tr>
<td>hard-working</td>
<td>lazy</td>
</tr>
<tr>
<td>high</td>
<td>low</td>
</tr>
<tr>
<td>long</td>
<td>short</td>
</tr>
<tr>
<td>loud</td>
<td>quiet</td>
</tr>
<tr>
<td>overweight</td>
<td>slim</td>
</tr>
<tr>
<td>rich</td>
<td>poor</td>
</tr>
<tr>
<td>shy</td>
<td>outgoing</td>
</tr>
<tr>
<td>silly</td>
<td>sensible</td>
</tr>
<tr>
<td>simple</td>
<td>complicated</td>
</tr>
<tr>
<td>strange</td>
<td>normal</td>
</tr>
<tr>
<td>strong</td>
<td>weak</td>
</tr>
<tr>
<td>tall</td>
<td>short</td>
</tr>
<tr>
<td>well-known</td>
<td>unknown</td>
</tr>
<tr>
<td>careful</td>
<td>careless</td>
</tr>
<tr>
<td>careful</td>
<td>careless</td>
</tr>
<tr>
<td>painful</td>
<td>painless</td>
</tr>
<tr>
<td>thoughtful</td>
<td>thoughtless</td>
</tr>
<tr>
<td>useful</td>
<td>useless</td>
</tr>
<tr>
<td>impatient</td>
<td>polite</td>
</tr>
<tr>
<td>impolite</td>
<td></td>
</tr>
<tr>
<td>impossible</td>
<td></td>
</tr>
<tr>
<td>inconsiderate</td>
<td>correct</td>
</tr>
<tr>
<td>incorrect</td>
<td></td>
</tr>
<tr>
<td>incredible</td>
<td></td>
</tr>
<tr>
<td>inexperienced</td>
<td></td>
</tr>
<tr>
<td>invisible</td>
<td></td>
</tr>
<tr>
<td>uncomfortable</td>
<td>common</td>
</tr>
<tr>
<td>unfair</td>
<td></td>
</tr>
<tr>
<td>unfit</td>
<td></td>
</tr>
<tr>
<td>unhappy</td>
<td></td>
</tr>
<tr>
<td>unhealthy</td>
<td></td>
</tr>
<tr>
<td>uninhabited</td>
<td></td>
</tr>
<tr>
<td>unkind</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
</tr>
<tr>
<td>unlikely</td>
<td></td>
</tr>
<tr>
<td>unnecessary</td>
<td></td>
</tr>
<tr>
<td>unpleasant</td>
<td></td>
</tr>
<tr>
<td>untidy</td>
<td></td>
</tr>
<tr>
<td>unusual</td>
<td></td>
</tr>
</tbody>
</table>

### Confusing Words

- **argue** to disagree with someone, often loudly: They **argue** a lot about politics.
- **discuss** to talk about something: They **discussed** what to do at the weekend.
- **borrow** to take something temporarily from another person: I **borrowed** two pounds from my sister.
- **lend** to give something temporarily to another person: I **lent** a CD to my friend.
- **earn** to get money by doing a job: I **earn** 35€ by working two evenings a week in a pizzeria.
- **win** to get money or a prize in a competition: I'd like to **win** lots of money on the lottery.
- **salary** the pay you get from your (professional) job: He's on a **salary** of £30,000 a year.
- **wage** the weekly pay you get from your (unskilled) job: My **wage** is £140 per week.

### Compounds

#### One-word Nouns

- **background** things (e.g. in a picture) that are not main ones you see or hear
- **chequebook** a book of printed cheques
- **childbirth** the act of giving birth to a child
- **dishwasher** a machine to clean dishes
- **downtown** city centre (US)
- **ecosystem** the animals and plants in an area
- **fingerprint** a mark left by the top of your finger
- **firewood** wood used to make a fire
- **fireworks** something you light so that it explodes and produces bright lights in the sky.
- **footprint** a mark left by your foot
- **landmine** a bomb in the ground
- **masterpiece** a work of great art
- **network** a system of things connected to each other
- **newspaper** sheets of paper with news and adverts
- **shipwreck** a disaster when a ship sinks
- **spokesperson** (spokesman or spokeswoman) a person who gives information in public
- **sweatshirt** a thick cotton shirt without buttons
- **warship** a ship used for war
- **waterfall** water that flows over high rocks into a river or the sea
- **weightlifting** the sport of lifting heavy weights
- **wheelchair** a chair on wheels for people who can’t walk
- **wildlife** animals and plants that live in natural conditions

#### Two-word Nouns

- **adventure sport** exciting, often dangerous sports
- **air pollution** pollution from cars, houses and factories
- **apartment building** a block of flats (US)
- **bank account** a record of money that you keep in the bank
- **baseball cap** a hat used in American baseball that is now popular with young people around the world
- **bike lane** a part of a street or road for bicycles
- **brand name** a name of a well-known company making products like clothes, shoes and electrical goods
- **bus shelter** a covered place to wait for a bus
- **carbon dioxide** the gas produced when carbon is burned in air
- **chat show** a TV or radio show where someone speaks to famous people
- **child labour** people under sixteen who have to work
- **city centre** the central area of a city
- **climate change** major changes in climate
- **community centre** a hall or club where local people can meet
- **compost bin** a place where you put organic waste to make fertiliser for your garden
- **corner shop** a small local shop in a city
- **credit card** a system of paying with a card that gives you credit that you pay back later
- **crime scene** the place where a crime has happened
- **debit card** (or cash card) a card that gives you cash from a machine. You can also pay for things with it directly from your bank account
- **detached house** a house that is separate from others
- **developing country** a country in the early stages of industrial development
- **dinner jacket** formal evening clothes for men
- **fair trade** a system where producers in developing countries get a fair price for their products
- **first aid** simple treatment for someone who is injured
- **fitness centre** a sports centre where you can do exercise
- **fossil fuel** oil, coal or gas fuels
- **game show** a TV programme where people play games to win prizes
- **global warming** increase in world temperatures
- **greenhouse gas** a gas that goes into the earth’s atmosphere and helps to keep heat in, causing a rise in temperature
- **guerrilla tactics** fighting against a much larger enemy using surprise attacks
- **heart attack** a sudden illness when the heart stops beating, often resulting in death
- **high jump** an event in athletics where athletes have to jump as high as possible
- **horse racing** races between horses with riders
hybrid car a car with two engines: electric and petrol or diesel
ice hockey hockey played on ice
inner city residential areas near the centre, often quite poor
instant messaging a computer program which allows you to communicate with friends
long jump an event in athletics where athletes have to jump as far as possible
make-up cosmetics for your face to make you look more attractive, e.g. lipstick
mobile home a house on wheels that you can move (US = trailer)
mobile phone a phone you can carry with you and use anywhere
motor racing racing between cars or motorbikes, e.g. Formula 1
mountain biking riding a bicycle off roads or streets — especially in hilly or mountainous areas
national park an area protected by the national government
nuclear power energy produced by splitting atoms
oil spill an accident caused when oil gets into the sea, usually after a shipwreck
oil tanker a ship that transports oil
online connected to the Internet
online shop a shop on the Internet
organic waste waste vegetables, plants, paper
personal care products products you use to keep yourself clean and improve your appearance, e.g. soap, deodorant, shampoo, make-up
pocket money money young people get regularly from parents, grandparents, etc
pole vault an event in athletics where an athlete has to jump a particular height using a pole
postal service a company that collects and delivers letters and parcels
problem page a page in a magazine where an 'expert' replies to letters from readers about a topic
ransom note a note demanding money that criminals send after a kidnapping
renewable energy energy produced from renewable sources, e.g. the sun, waves or wind
scuba diving diving underwater using oxygen tanks
sea level the altitude of the sea
semi-detached house a house joined to one other house
ski jumping the sport of jumping from a height with skis
sky diving the sport of jumping from an airplane
slave trade the buying and selling of people to use as workers
smoke signals signals made of smoke
social event an occasion when you get together with friends
social life relationships with other people, e.g. friends and acquaintances
solar energy energy from the Sun
solar panel a sheet of silicon which absorbs heat from the Sun
sports centre a place where you can play sport or do exercise
style guru an expert in fashion who other people follow
take off the moment when an aeroplane leaves the ground
terraced house a house joined to other houses in a line
poisonous chemicals toxic chemicals
village shop a small shop in a village that sells a variety of things
voluntary work you work for no money
wall charger a machine that recharges batteries from the mains electricity
water pollution harmful chemicals and waste in rivers, lakes and the sea
water polo a sport played by two teams in a swimming pool with a ball and two goals
weather forecast prediction of the weather conditions in an area
wind farm a group of wind turbines
working conditions what it is like to work at a place — the heating, salary, breaks, etc
world record the best / fastest / highest, etc in the world
youth club a place where young people can meet, dance, etc
verbs
download I download free music from the Internet.
upload You can upload your family photos onto your blog.

adjectives
after-school happening after the end of the school day
air-conditioned (room / house / car) kept cool by a machine
ankle-length (a dress / skirt) going down to your ankle
breathtaking very impressive
brightly-coloured with bright colours
cross-country through fields and woods
dark-skinned with a dark skin (e.g. indigenous people from South America)
easy-going relaxed and calm — not angry
energy-efficient using energy in an economical way
energy-saving describing something that saves energy
English-speaking with the ability to speak English
everyday happening regularly, commonly
fair-trade giving a fair deal to producers in developing countries
five-star (hotel / restaurant) very good or luxury
freshwater water without salt — not seawater
fully-grown that has reached full size
good-looking (men and women) attractive
hard-working someone who works hard
high-heeled (shoes) very high
long-haired with long hair
long-sleeved with sleeves down to your wrist
middle-aged aged between about forty and sixty
never-ending that seems to take very long time
normal-sized of a size you expect
old-fashioned something that is old and not fashionable now
open-air (an open-air concert) not inside
outdoor happening or used outside
part-time (job) some of the time
ready-made that are ready to use, e.g. clothes that you can put on and wear
short-sleeved with sleeves above your elbows
snow-capped (mountains) with snow on the top
solar-powered describing a machine that uses solar energy
stuck-up unfriendly; thinking you are superior
top-quality the best
two-part (a TV programme) having two parts
water-efficient (washing machines / dishwashers) not using much water
well-known famous
well-off with quite a lot of money
well-organised efficient / well-planned
well-paid receiving a lot of money for a job
world-famous well-known around the world
ages
two-year-old being the age of two
fifteen-year-old being the age of fifteen
thirty-nine-year-old being the age of thirty-nine
times
ten-minute (a break) that lasts for ten minutes
two-hour (a journey) that lasts for two hours
five-day (a holiday) that lasts for five days
## Collocations

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>attend</td>
<td>a meeting, a wedding, a funeral, a party</td>
</tr>
<tr>
<td>be</td>
<td>in danger, in pain, worth a fortune</td>
</tr>
<tr>
<td>belong to</td>
<td>a family, a team, a club, a group</td>
</tr>
<tr>
<td>borrow / lend</td>
<td>money, a car, a bike</td>
</tr>
<tr>
<td>cause / look for</td>
<td>trouble</td>
</tr>
<tr>
<td>change</td>
<td>course (as ship), direction</td>
</tr>
<tr>
<td>declare</td>
<td>war (on)</td>
</tr>
<tr>
<td>do</td>
<td>someone a favour, your homework, the washing-up, research</td>
</tr>
<tr>
<td>drop</td>
<td>litter</td>
</tr>
<tr>
<td>dye</td>
<td>your hair</td>
</tr>
<tr>
<td>earn</td>
<td>money</td>
</tr>
<tr>
<td>fail</td>
<td>an exam, a test</td>
</tr>
<tr>
<td>get</td>
<td>a birthday present, a decent wage, a discount, a good deal, a job</td>
</tr>
<tr>
<td>a bus, a plane, a train</td>
<td></td>
</tr>
<tr>
<td>a cold, a headache</td>
<td></td>
</tr>
<tr>
<td>angry, nervous, upset, lost, ready dressed, changed, lost, married home</td>
<td></td>
</tr>
<tr>
<td>colder, hotter, warmer, hungry, tired into trouble stuck</td>
<td></td>
</tr>
<tr>
<td>give</td>
<td>a performance, a speech, a present, an opinion</td>
</tr>
<tr>
<td>have</td>
<td>an accident, an illness, an injury, a headache, a cold / flu, a problem, a good laugh, something to eat, a look at something</td>
</tr>
<tr>
<td>hold</td>
<td>an event, e.g. a wedding, a meeting, a competition</td>
</tr>
<tr>
<td>keep</td>
<td>a secret, in touch</td>
</tr>
<tr>
<td>leave</td>
<td>a message, your name and address</td>
</tr>
<tr>
<td>lose</td>
<td>your job, your temper</td>
</tr>
<tr>
<td>make</td>
<td>money, a mistake, dinner, a noise, a fire, a cake, a suggestion, a complaint, your bed</td>
</tr>
<tr>
<td>pass on</td>
<td>traditions, a message</td>
</tr>
<tr>
<td>perform</td>
<td>a dance, a song</td>
</tr>
<tr>
<td>pierce</td>
<td>your ear, eyebrow, lip, nose, tongue,</td>
</tr>
<tr>
<td>play</td>
<td>games, the piano, chess, sport, the guitar</td>
</tr>
<tr>
<td>raise</td>
<td>money (for charity)</td>
</tr>
<tr>
<td>receive</td>
<td>a phone call, a letter, a message, an e-mail, a text</td>
</tr>
<tr>
<td>recycle</td>
<td>batteries, glass, paper</td>
</tr>
<tr>
<td>save</td>
<td>electricity, energy, money, time</td>
</tr>
<tr>
<td>send</td>
<td>an e-mail, a letter, a message, a text message</td>
</tr>
<tr>
<td>shave</td>
<td>your legs, head</td>
</tr>
<tr>
<td>solve</td>
<td>a mystery, a problem</td>
</tr>
<tr>
<td>spend</td>
<td>money, time</td>
</tr>
<tr>
<td>take</td>
<td>a bus, a plane, a train</td>
</tr>
<tr>
<td>a holiday, a rest, a break,</td>
<td></td>
</tr>
<tr>
<td>a look at something</td>
<td></td>
</tr>
<tr>
<td>an exam, a test</td>
<td></td>
</tr>
<tr>
<td>photos</td>
<td></td>
</tr>
<tr>
<td>pleasure in something, pride in something</td>
<td></td>
</tr>
<tr>
<td>a long time, twenty minutes, an hour</td>
<td></td>
</tr>
<tr>
<td>drugs, a sample</td>
<td></td>
</tr>
<tr>
<td>a message, a photo</td>
<td></td>
</tr>
<tr>
<td>tattoo</td>
<td>your arm, back, neck</td>
</tr>
<tr>
<td>waste</td>
<td>electricity, energy, money, time</td>
</tr>
<tr>
<td>win</td>
<td>a competition, a medal, a prize, a race, the lottery</td>
</tr>
<tr>
<td>write</td>
<td>a letter, a blog, an e-mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothes</td>
<td>ankle-length, boots, dress, skirt, socks, baggy, jeans, jumper, shorts, trousers, checked, jacket, scarf, shirt, corduroy, jacket, trousers, skirt, cotton, T-shirt, shirt, blouse, trousers, denim, jacket, jeans, designer, label, clothes, flared, jeans, trousers, flat, shoes, high-heeled, boots, shoes, knee-length, dress, jeans, shorts, skirt, linen, jacket, suit, long-sleeved, shirt, top, T-shirt, mini, skirt, narrow, jeans, trousers, plain, shirt, blouse, pointed, boots, shoes, polo-neck, jumper, shirt, sweater, top, round neck, jumper, top, short-sleeved, jacket, jumper, shirt, sweater, top, T-shirt, silk, blouse, shirt, tie, sleeveless, top, T-shirt, striped, shirt, socks, T-shirt, jumper, tight, dress, jeans, jumper, skirt, shorts, top, trousers, T-shirt, torn, jeans, V-neck, jumper, woolly, hat, jumper, scarf, sweater, top</td>
</tr>
</tbody>
</table>

| places | amazing, small, wide, variety, bad, cold, good, hot, weather, beautiful, breathtaking, sight, view, common, endangered, species, deafening, loud, noise, deep, freshwater, lake, dense, pine, rain, thick, forest, exotic, rare, animals, heavy, light, rain, high, rocky, snow-capped, mountain |

<table>
<thead>
<tr>
<th>Quantity / Container</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bag of</td>
<td>crisps, sweets, sugar, potatoes, flour, apples</td>
</tr>
<tr>
<td>a bit of</td>
<td>bread, cake, food, chocolate</td>
</tr>
<tr>
<td>a bottle of</td>
<td>water, milk, cola, lemonade, beer, wine</td>
</tr>
<tr>
<td>a box of</td>
<td>chocolates, matches</td>
</tr>
<tr>
<td>a can of</td>
<td>cola, orange, lemonade</td>
</tr>
<tr>
<td>a carton of</td>
<td>milk, fruit juice, yoghurt</td>
</tr>
<tr>
<td>a cup of</td>
<td>tea, coffee, hot milk, hot chocolate</td>
</tr>
<tr>
<td>a glass of</td>
<td>water, milk, orange juice, wine</td>
</tr>
<tr>
<td>a group of</td>
<td>people, friends, animals, students</td>
</tr>
<tr>
<td>a kilo of</td>
<td>apples, potatoes, onions, meat</td>
</tr>
<tr>
<td>a litre of</td>
<td>milk, water, fruit juice, petrol</td>
</tr>
<tr>
<td>a packet of</td>
<td>biscuits, crisps, peanuts, cigarettes</td>
</tr>
<tr>
<td>a piece of</td>
<td>bread, cake, chocolate, wood</td>
</tr>
<tr>
<td>a pile of</td>
<td>books, rubbish, clothes, firewood</td>
</tr>
<tr>
<td>a slice of</td>
<td>bread, toast, cake, meat, fruit</td>
</tr>
<tr>
<td>a tin of</td>
<td>beans, sardines, paint, tuna</td>
</tr>
<tr>
<td>a tube of</td>
<td>toothpaste, sun tan cream</td>
</tr>
</tbody>
</table>
- Idiomatic Language

be a light sleeper to be easily woken up: I'm a light sleeper; the smallest noise wakes me up.

be a nightmare be a complete disaster: The exam was a nightmare.

be over to be finished: The party was over before midnight.

black sheep of the family someone who is different from the rest of his family in an unfavourable way: He never visited his mother; he was the black sheep of the family.

heavy music loud and powerful rock music: I quite like heavy music.

Irregular verbs

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was / were</td>
<td>been</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>burn</td>
<td>burnt, burned</td>
<td>burnt, burned</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>dream</td>
<td>dreamt, dreamed</td>
<td>dreamt, dreamed</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>fed</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hid</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>led</td>
</tr>
<tr>
<td>learn</td>
<td>learnt, learned</td>
<td>learnt, learned</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lent</td>
</tr>
</tbody>
</table>

Irregular verbs

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>light</td>
<td>lit</td>
<td>lit</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>mean</td>
<td>meant</td>
<td>meant</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>read (/rɪd/)</td>
<td>read (/rɪd/)</td>
<td>read (/rɪd/)</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
</tr>
<tr>
<td>show</td>
<td>showed</td>
<td>shown</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>sink</td>
<td>sank</td>
<td>sunk</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>smell</td>
<td>smelt, smelled</td>
<td>smelt, smelled</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>spill</td>
<td>spilt, spilled</td>
<td>spilt, spilled</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>tear</td>
<td>tore</td>
<td>torn</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>understand</td>
<td>understood</td>
<td>understood</td>
</tr>
<tr>
<td>wake</td>
<td>woke</td>
<td>woken</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
### Phonetic Chart

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>pen</td>
<td>/e/</td>
<td>let</td>
</tr>
<tr>
<td>/b/</td>
<td>bad</td>
<td>/æ/</td>
<td>add</td>
</tr>
<tr>
<td>/t/</td>
<td>tap</td>
<td>/i:/</td>
<td>teeth</td>
</tr>
<tr>
<td>/d/</td>
<td>do</td>
<td>/i/</td>
<td>bit</td>
</tr>
<tr>
<td>/k/</td>
<td>can</td>
<td>/ɑ:/</td>
<td>art</td>
</tr>
<tr>
<td>/g/</td>
<td>get</td>
<td>/ɑ/</td>
<td>dog</td>
</tr>
<tr>
<td>/f/</td>
<td>few</td>
<td>/ɔ:/</td>
<td>form</td>
</tr>
<tr>
<td>/v/</td>
<td>view</td>
<td>/u/</td>
<td>put</td>
</tr>
<tr>
<td>/θ/</td>
<td>throw</td>
<td>/u:/</td>
<td>do</td>
</tr>
<tr>
<td>/ð/</td>
<td>though</td>
<td>/u/</td>
<td>cup</td>
</tr>
<tr>
<td>/s/</td>
<td>see</td>
<td>/ɛ/</td>
<td>skirt</td>
</tr>
<tr>
<td>/z/</td>
<td>zoo</td>
<td>/ɔ/</td>
<td>the</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>shop</td>
<td>/e/</td>
<td>make</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>measure</td>
<td>/e/</td>
<td>home</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>cheese</td>
<td>/e/</td>
<td>fly</td>
</tr>
<tr>
<td>/dʒ/</td>
<td>join</td>
<td>/u:/</td>
<td>now</td>
</tr>
<tr>
<td>/m/</td>
<td>man</td>
<td>/ɑ/</td>
<td>enjoy</td>
</tr>
<tr>
<td>/n/</td>
<td>not</td>
<td>/ɑ:/</td>
<td>near</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>ring</td>
<td>/e/</td>
<td>care</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>hot</td>
<td>/e/</td>
<td>poor</td>
</tr>
<tr>
<td>/l/</td>
<td>let</td>
<td>/ɛ/</td>
<td></td>
</tr>
<tr>
<td>/r/</td>
<td>rain</td>
<td>/ɛ/</td>
<td></td>
</tr>
<tr>
<td>/ʃ/</td>
<td>yet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/w/</td>
<td>way</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Challenges
You CAN DO it!

Challenges is the new course for teenagers which gives them everything they need to be successful in learning English. Written by the authors of the global bestseller, Opportunities, Challenges provides:

- Coursebooks that can be completed in one year, giving students a clear sense of progress
- Informative and engaging topics that involve teenagers in their learning
- Unique features on word building, text building and sentence patterns
- Characters that promote positive values and use real spoken language
- Activities for building learner strategies for independent learning
- Magazine at the back of the Students' Book to support mixed ability classes
- Strong grammar and skills sections to give students confidence in using the language
- A full Word Bank that is easy to use
- A unique teacher’s package that gives total support and maximum flexibility

Challenges gives total confidence in language learning and teaching. You can do it!

Components:
- Students' Book
- Class Cassette and CDs
- Workbook with CD-ROM (Inc. Workbook audio)
- Teacher's Handbook
- Total Teacher's Pack with Test Master CD-ROM
- Test Book
- Test Cassette
- Video/DVD
- Video/DVD Workbook
- Companion Website www.challenges-elt.com