

مرجع زبان ایرانیان
Fourth edition

Project

Student's Book

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OXFORD



Tom Hutchinson

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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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Introduction

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A Welcome

Listening

1 a Look at the photo. What do you think is happening?

b 1.2 Listen and choose the correct answers.

1 Who are the people in the photo?

Carlos Alicia Marie Dora Pete Ella

2 Where is the visitor from?

Spain the USA France Slovakia



2 1.2 Listen again and answer the questions.

- How long is the visitor going to be in England?
- Where is she staying?
- Where does she live?
- How long has she been in England?
- Did she have a good journey?
- How did she travel?

Everyday English

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Asking for clarification

3 a What does Marie say when she doesn't understand? Complete the expressions.

- P_____?
- What _____ 'whereabouts' _____?
- How do you _____ that word?
- I'm _____. I don't _____.
- Can you _____ that, please?

b 1.2 Listen again and check.

4 When someone doesn't understand, you can try to say things in a different way. Match the questions with similar meanings.

1 How long have you been here?

a When are you going home?

2 Did you fly?

b Have you been to ... before?

3 How long are you going to stay?

c When did you arrive?

4 What do you think of ...?

d Where do you live?

5 Is this your first visit to ...?

e How was your journey?

6 Did you have a good journey?

f Do you like it here?

7 Whereabouts are you from?

g Did you come by plane?

5 a Work with a partner. Student A: you meet an English-speaking visitor to your country. Student B: you are the English-speaking visitor. Make the dialogue. Use the expressions in exercises 3 and 4.

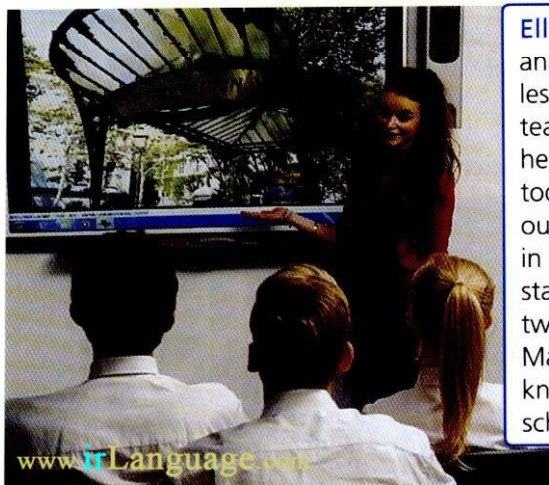
- Hi, I'm ... Nice to meet you.
- Hi, ... My name is ... Nice to meet you, too.
- Is this your first visit to ...?

b Change roles and make a new dialogue. Try to use different expressions from exercise 4.

Comprehension

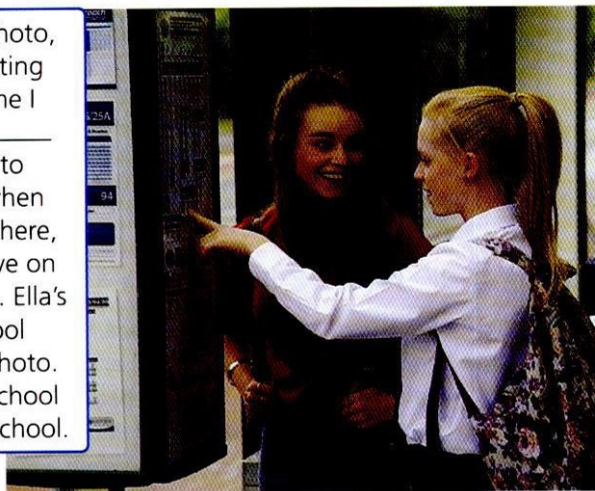
6 a Look at the photos. What are the girls doing?

b  **1.3** Read and listen to the texts. Find the missing information.



Ella It's Tuesday afternoon and we're having a ¹ _____ lesson. Mr Simons usually teaches us at this time, but he isn't teaching the lesson today. Marie is giving a talk to our class instead. Marie lives in Paris, in France, but she's staying with me in ² _____ for two weeks. My friends think Marie is great. They want to know about her country, her school and her home.

Marie In this photo, Ella and I are waiting for a bus. At home I usually take a ³ _____ to school. I have to be very careful when I cross the street here, because they drive on the left in Britain. Ella's wearing her school uniform in this photo. We don't wear school uniforms at my school.



Marie In this photo, I'm sitting in Ella's kitchen. It's ⁴ _____ morning and we're having a traditional English breakfast of chicken and eggs with fried mushrooms and ⁵ _____. Ella says that she doesn't have a big, cooked breakfast every day – just at the weekend. I never have one in France. At home I always eat ⁶ _____, yoghurt and croissants with jam for breakfast. I like chicken and eggs, but I prefer my normal breakfast.



Grammar

Present simple and present continuous

7 a Look at the sentence. What are the two tenses? Why is each tense used?

Mr Simons usually teaches us at this time, but he isn't teaching the lesson today.

b Find examples of these verbs in the texts. What tense are they in? Why?

like want prefer think have to

8 a What questions do you think Ella's friends ask Marie? Use these verbs.

live stay travel wear eat like prefer

Where do you live?

Are you staying in a hotel?

b Work with a partner. Make the dialogue with Marie. Use your questions and the information in exercise 6.

- *Where do you live?*
- *I live in ...*

9  **1.4** Listen. What are Marie, Ella and her friends doing? irLanguage.com

1 *They're watching a soap opera on TV.*



B What do you like?

Vocabulary

Sport: places and equipment

1 a Match the sports to the places.

1 football hockey
rugby cricket

2 boxing wrestling

3 athletics
motor racing

4 tennis badminton
basketball volleyball

a court
a pool
a track
a rink
a pitch
a course
an alley
a ring

5 swimming

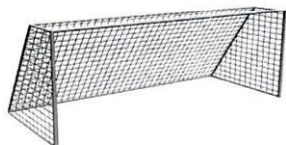
6 bowling

7 golf

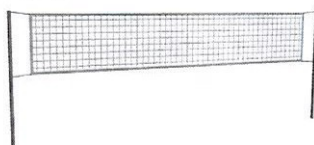
8 ice hockey
skating

b Check your ideas in a dictionary.

c Which sports use this equipment?



1 a goal



2 a net



3 a racket



4 clubs



5 bats



6 a stick



7 a shuttlecock



8 a puck



9 skates



10 goggles

d Work with a partner. Student A: describe a place or thing from exercise 1. Don't mention the sport itself. Student B: try to guess what it is.

- *This is long and you hit a ball with it.*
- *It's a hockey stick.*
- *No, they play the sport a lot in the USA.*
- *Is it a baseball bat?*
- *Yes, it is.*

2 a Complete the text with the words in the boxes.



referee teams net ball sport players badminton

Sepaktakraw is a popular ¹_____ in South East Asia. You play it with a small, hard ²_____ on a large court like a ³_____ court. Across the middle of the court there's a high ⁴_____. There are two ⁵_____, and there are three ⁶_____ in each team. A ⁷_____ sits next to the net.

hands scores two over match kick racket

Each team tries to put the ball ⁸_____ the net, as in volleyball. Players don't use a ⁹_____ or a bat. They have to ¹⁰_____ the ball or head it, as in football. They mustn't touch the ball with their ¹¹_____ or arms. There are three sets in a ¹²_____. When a team ¹³_____ fifteen points, they win the set. The team that wins ¹⁴_____ sets wins the match.

b 1.5 Listen and check.

Writing

3 Describe a sport that you know. Use the questions to help you.

- Where do you play it?
- What equipment do you need?
- How many players are there?
- How do you play the game?
- What can't you do in the game?
- How long does a game last?
- How do you win?

Reading and listening

4 What sports do you play or watch? Do you enjoy them? What other things do you do in your free time?

5 a  **1.6** Read and listen to what these people say about sport. Complete the speech bubbles.

b Which opinion do you agree with most?



1 Ruby

Sport? Well, I love playing _____. I play two or three times a week in summer. It's great fun. I enjoy _____ too. But I'm not interested in other sports very much.



2 Pete

I'm really into sport. I play _____ for the school team on Saturday mornings. I do _____ in summer, too. I like to keep fit, so I go _____ a couple of times a week.



3 Ella

I can't stand sport. I think it's boring. I hate playing _____ at school. It's always cold and muddy, but we have to do it. In my free time, I like going _____. I adore looking at all the clothes and trying them on.






4 Jake

I don't mind sport. I like playing _____ with my mates, but I'm not very good at it. I prefer watching it on TV. I know it isn't really a sport, but I really like playing _____.

Everyday English

Likes and dislikes

6 a Find all the expressions in the speech bubbles for expressing likes and dislikes. Put them in a chart like this.

	<i>I love playing tennis.</i>
	
	

b Choose two expressions from each part of the chart. Write sentences about yourself.

I love chatting on the Internet.

Speaking

7 How do you feel about these things? Ask and answer with a partner. Use the expressions in exercise 6.

- *Do you like shopping?*
- *Yes, I love it. It's fun. / No, I can't stand it.*



1 shopping



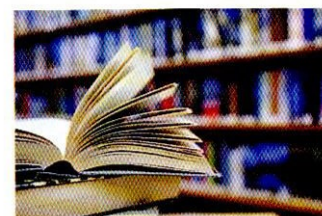
2 computer games



3 winter sports



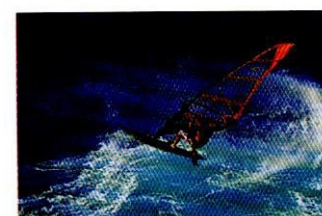
4 music



5 reading books



6 animals



7 water sports



8 roller coasters

8 a Work in a group. Do a survey about your free-time activities. Discuss these questions and note down the answers.

- 1 What are your favourite free-time activities? Why do you like them? How often do you do them?
- 2 What activities don't you like? Why not?

b Tell the class about your group's ideas. What are the most / least popular free-time activities in your class? Why?

1

Problems

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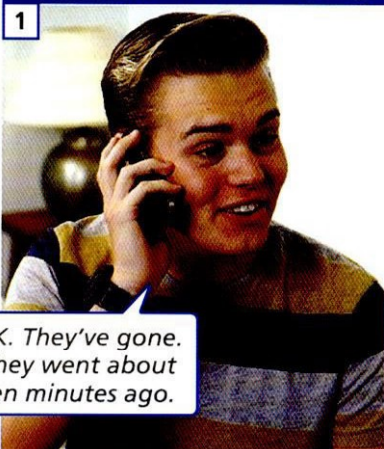
1A Jake's party



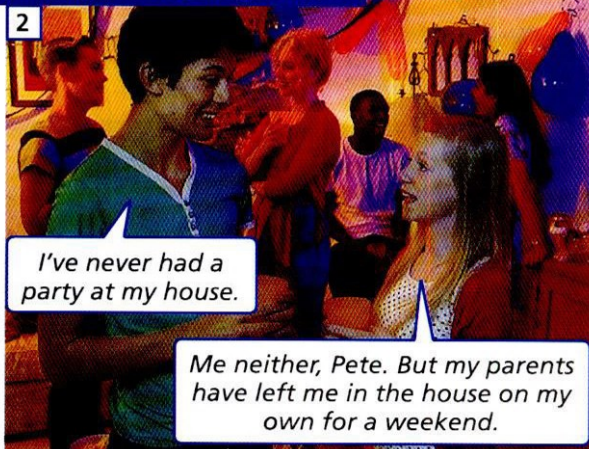
Comprehension

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

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

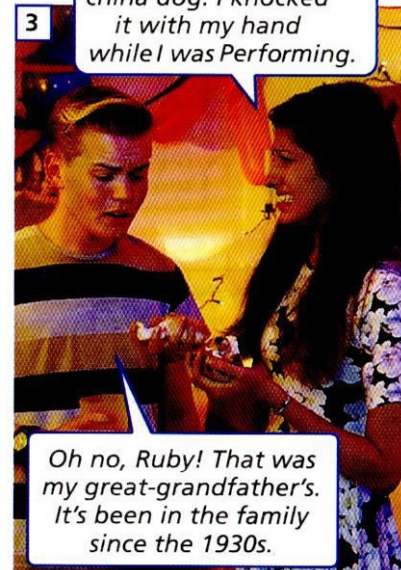


OK. They've gone. They went about ten minutes ago.



I've never had a party at my house.

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



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

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



A red car has just stopped outside.

Isn't that your parents' car?

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



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

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



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

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



Jake!!

Oh no!

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2 Put the events in the correct order.

- ☐ a Jake phones his friends.
☐ b Jake meets his parents at the door.
☐ c Ruby breaks a china dog.
☒ d Jake invites his friends to a party at his house.
☐ e Everybody runs to the kitchen to hide.
☐ f Jake's parents leave.
☐ g Jake's mum finds the teenagers in the kitchen.
☐ h Pete sees a red car arriving.

Grammar

Talking about the past

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

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



I've broken this china dog.



I knocked it with my hand while I was performing.

b Find more examples of each tense in the story.

Past simple and past continuous

4 a Complete the sentences from the story.

While we ¹ _____ down the motorway, your mum suddenly ² _____ the wedding present.
 So we ³ _____ and ⁴ _____

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

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

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

Present perfect

6 Match the example sentences to the rules.

We use the present perfect to talk about these things.

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

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

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

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

b Work with a partner. Ask and answer.

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

Listening and speaking

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

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

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

c Describe what happened. Answer the questions.

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

1B Bullying

Vocabulary

Describing people

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

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

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

popular, wears glasses ...

c Describe these people.

- a famous person that you like
- a famous person that you don't like
- the ideal friend
- the least ideal friend
- the ideal husband / wife

Reading

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

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

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

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

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

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

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

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

Bullies	Victims
	quiet

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

Grammar: present perfect and past simple

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

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

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

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

Listening and speaking

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

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

6 a Work in a group. Discuss the questions.

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

b Present your ideas to the class.

BULLYING

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



1 Toby was a typical victim of bullying. This is his story.

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

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money."

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

2

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



3

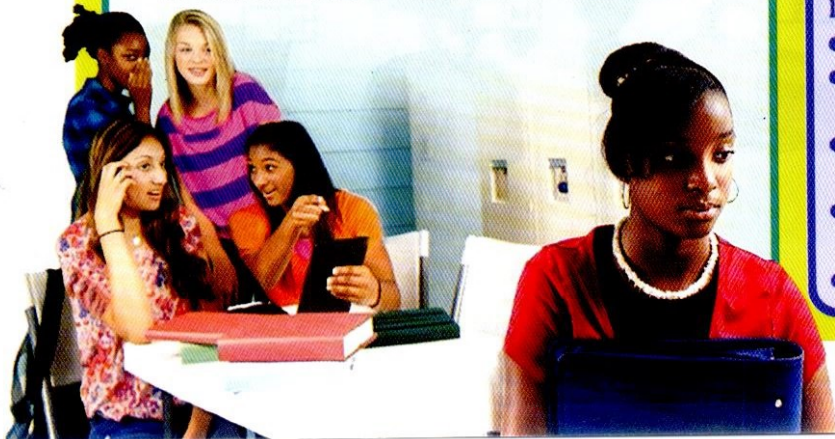
Most victims are kids who are different in some way. This might be because they:

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

4

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

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




1C There's something wrong

Vocabulary

Problems

1 a Look at the pictures. Name the objects.

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

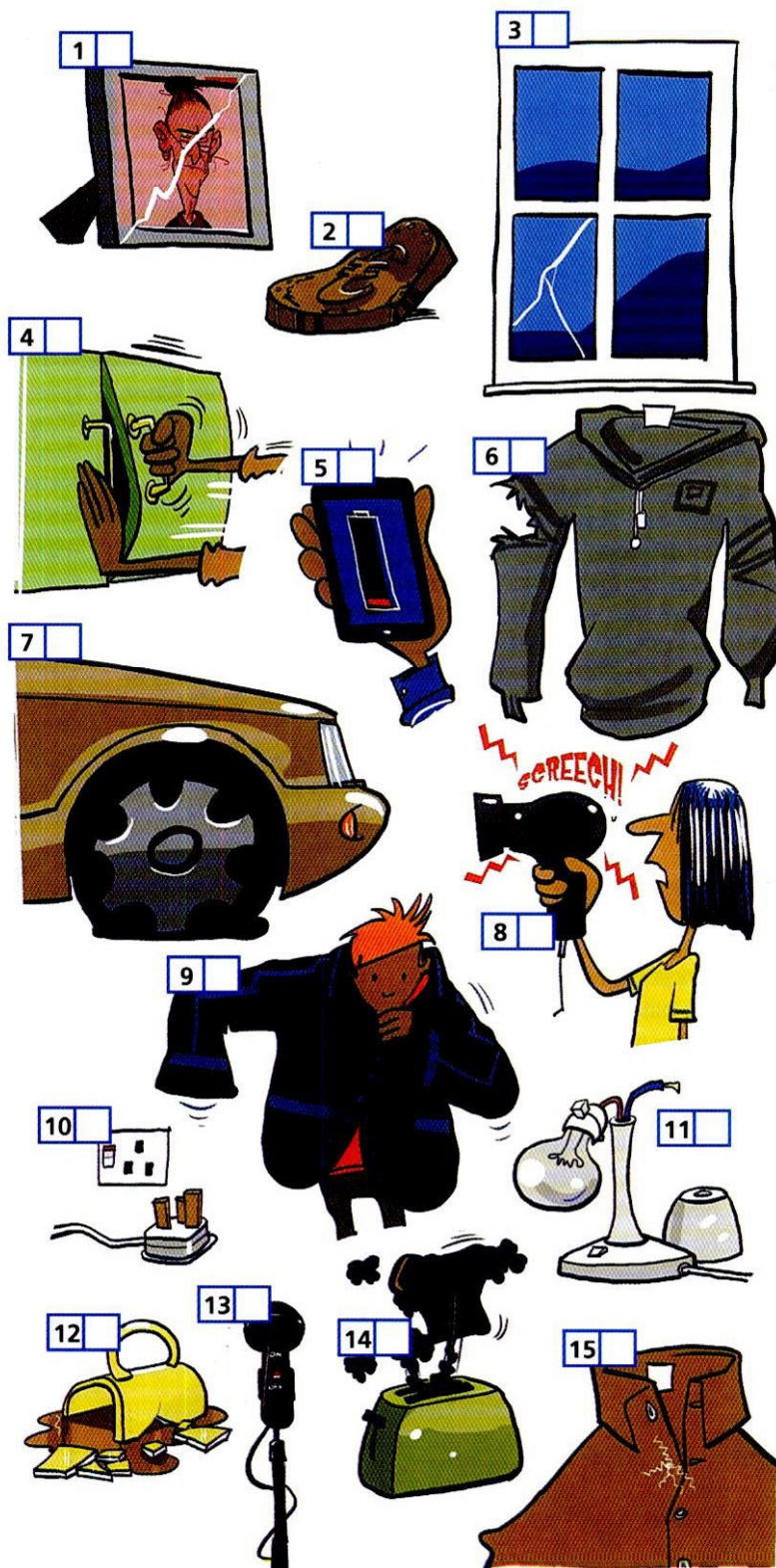
- a It's bent.
- b It's the wrong size.
- c It isn't switched on.
- d It's scratched.
- e It's torn.
- f It's jammed / stuck.
- g It's broken.
- h It's burnt.
- i The battery's dead.
- j It's flat.
- k It's missing.
- l It's cracked.
- m It's making a funny noise.
- n It isn't plugged in.
- o It's damaged.

Grammar: articles

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

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

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

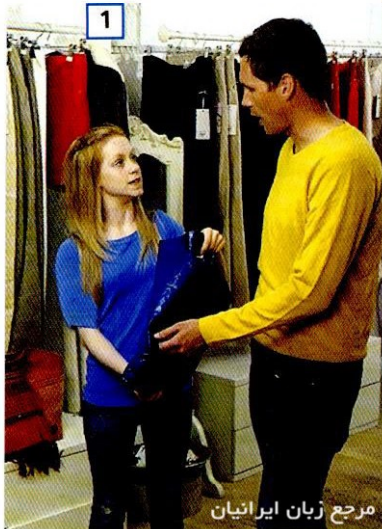


Listening

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

b  1.12 Listen again. Complete the dialogues.

A = Assistant B = Ella or Jake



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

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

4 Answer the questions.

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

5 Work with a partner. Act the dialogues.

Everyday English

Talking about a problem

6 a Match the halves of the expressions.

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

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

Speaking


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



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

1D Be careful what you wish for

Extensive reading

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

He wishes that:

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

b What happens after each wish?

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

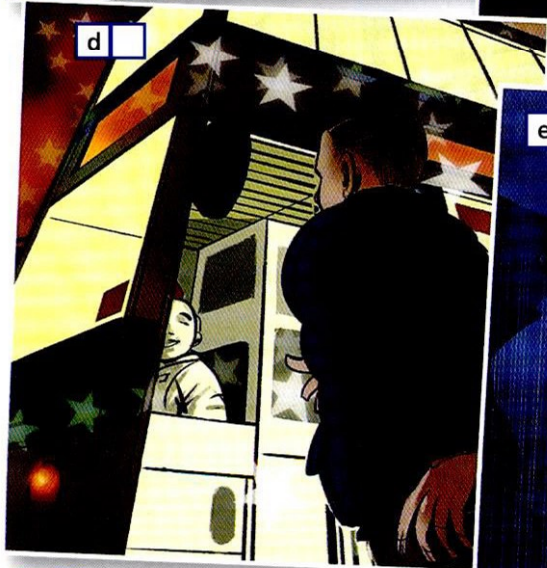
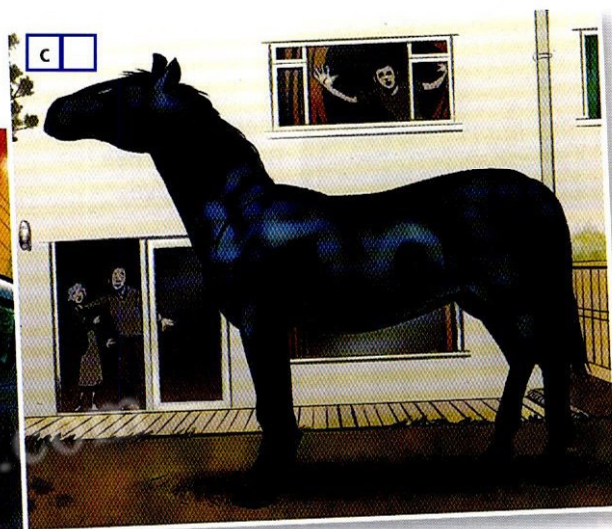
b Put the pictures in the correct order.

3 a Complete the sentences.

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

b Who says each sentence? Why?

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



There's a party at Sam's place tonight. It's his brother's eighteenth birthday. Can I go?

'His brother's eighteenth?' said Frank's father. 'So there'll be some drinks there, I suppose. No, I don't think that's a good idea.'

'And you haven't tidied your room,' said his mother. 'Your clothes are all over the floor.'

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

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

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

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

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

'Pardon?' he said.

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

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

The house was very quiet when he got home again at 4.30. 'Mum? Dad?' he called, but there was no reply. 'Where have they gone?' he wondered. Then he saw a piece of paper on the kitchen table. 'Dear Frank,' he read, 'We've decided to go on a trip round the world. See you next year. Love, Mum and Dad.'

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

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

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

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

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

'Great party, isn't it?'

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

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

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

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

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

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

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

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

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

'Stop the car!'

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

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

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

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

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

His parents were sitting at the kitchen table.

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

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

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

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

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

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



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

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

b 1.14 Listen and check.

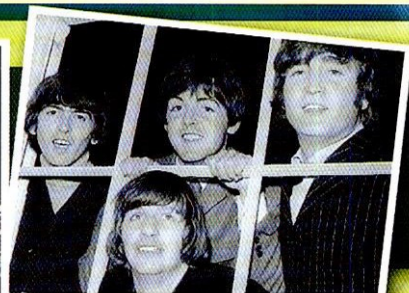
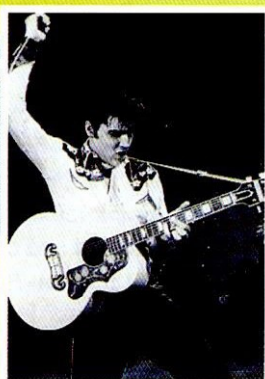
2 Read the text again. Find these things.

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

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

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

POP music



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

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

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

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

Pop music has also developed in different directions. Heavy music bands like ³_____ used huge amplifiers and speakers to produce their loud, aggressive music. In contrast, the 1990s produced girl bands, like ⁴_____, and boy bands. They didn't play their own instruments. They performed and sang easy, sing-along songs.

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

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

English Across the Curriculum

1

History: the Silk Road

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

The Silk Road started in ¹ _____ bc. It went from ² _____ to ³ _____. It was ⁴ _____ long. It closed in ⁵ _____.

2 Find these things in the text.

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

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

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

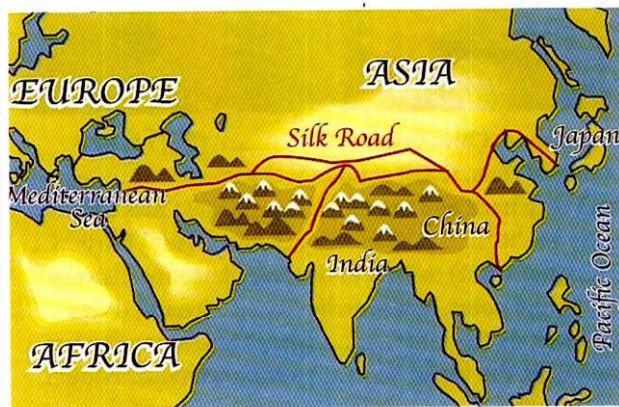
The journey across Central Asia wasn't easy. The merchants had to cross deserts and high mountains. In the summer it was burning hot and in the winter it was freezing cold. So the things that they brought were very expensive. (At one time Roman emperors tried to stop the trade because so much gold was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

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

3 What did these people do or try to do?

Roman emperors Marco Polo
local tribes Vasco da Gama

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



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

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

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



Grammar

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



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

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

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

- b 1.16 Listen again and complete columns 2 and 3. irLanguage.com

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

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

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

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

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

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

Vocabulary

- 4 a Think of some problems related to these items.



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

Study skills

Recording vocabulary

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

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

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

Your Project

1

Develop your writing

Giving a list of reasons

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

1st _____
2nd _____
3rd _____

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

for a variety of reasons
as a result of several things

- 2 Rewrite the paragraphs. Follow the instructions.

- Complete the expressions.
 - Insert the correct listing words (*firstly* etc.) in the right places.
- 1 The electric guitar made a kind of music possible _____ a _____ of reasons. You can play a simple tune quite easily on a guitar. You can sing and play the guitar at the same time. You can't do that with something like a trumpet. It's very loud.
- 2 The band changed pop music as a _____ of _____ things. They had a fresh, exciting sound. They explored lots of different kinds of music. For example, they used Indian music in some of their songs. John Lennon and Paul McCartney wrote a huge number of songs that became famous around the world.

Project task

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

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

Illustrate your project with pictures of the bands and singers.

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Song

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

- 2 a What are these words short for?

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

- b Who are these people?

1 the folks 2 my baby 3 the usual crew

C'mon Everybody

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



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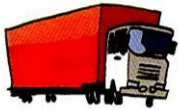
2A Ambitions

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Vocabulary

Jobs

1 a 2.2 Listen and repeat the jobs.



1 a lorry driver



2 a pilot



3 a secretary



4 an architect



5 a vet



6 a flight attendant



7 a nurse



8 an engineer



9 a chef



10 an electrician



11 a builder



12 a cleaner

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

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

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

b Tell the class about your ideas. Give reasons.

Comprehension

3 2.3 Read and listen to the story. Who:

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

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Ruby We aren't having lessons this morning, are we?

Jake No, we aren't. The Careers Adviser's coming to talk to us about what we want to do when we leave school.

Pete I already know what I want to do. I want to make a lot of money.

Jake And how will you do that?

Pete I'll probably start an Internet company. I imagine I'll make my first million pounds before I'm twenty-five.

Ruby And what will you do with all that money?

Pete I'll buy a big house and an expensive car. I'll buy a yacht, too, and sail round the world.

Jake Those things won't make you happy, you know.

Pete So, what are you going to do when you leave school?

Jake I don't know yet. I'll probably go to university, but I don't know what I'll do after that.

Ruby Well, I've decided what I'm going to do. I'm going to train as a doctor and then I'm going to work in a hospital in Africa or somewhere like that.

Pete You won't make much money doing that.

Ruby No, but I'll help a lot of people and make the world a better place.

Jake Yes, good for you, Ruby. Money isn't everything, Pete. There are more important things in life.

Ruby Yes, that's right. Oh, look. There's Ella getting off the bus. I'll wait for her. See you later.

Pete OK. Oh, by the way, are you two doing anything this evening? The new James Bond film's on at the cinema.

Jake No, thanks. I think I'll just stay in and watch TV.

Ruby And Ella's coming round to my place tonight.

Pete Well, I'm sure she'll want to come, too. Come on. It's Friday.

Jake I know. I'd like to go, but ...

Pete But what?

I haven't got any money.



Me neither.

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

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

Grammar

Talking about the future

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

- 1 We use _____ for intentions and plans.

I _____ train as a doctor.

- 2 We use _____ for general predictions and spontaneous decisions.

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

- 3 We use _____ with future time expressions for arrangements.

Ella _____ round to my place tonight.

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

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

intentions predictions arrangements

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

A _____

- 1 _____ (you / do) much at the weekend?
- Well, I 2 _____ (go) to the cinema this evening. Then I 3 _____ (meet) Donna in town tomorrow morning. My grandparents 4 _____ (come) to see us in the afternoon. We 5 _____ (have) a family meal for my dad's birthday. I 6 _____ (not do) anything on Sunday morning, but Jack and I 7 _____ (play) tennis in the afternoon. Then in the evening I 8 _____ (help) my brother with his school project.

B _____

- What 1 _____ (you / do) when you finish university?
- Well, I've decided that I 2 _____ (not get) a permanent job straightaway. I 3 _____ (look for) a holiday job to earn some money. My friend, Mark, 4 _____ (do) the same. Then, when we've got enough money, we 5 _____ (travel) to Australia. We 6 _____ (not fly) straight to Australia. We 7 _____ (visit) some other countries on the way.

C _____

- What do you think your life 1 _____ (be) like in ten years' time?
- I imagine I 2 _____ (be) married, but we probably 3 _____ (not have) any children yet. I hope I 4 _____ (have) a good job, but that 5 _____ (not be) easy around here. So I think I 6 _____ (move) to London or another big city. Or maybe I 7 _____ (look for) a job abroad. But who knows? Perhaps I 8 _____ (win) the lottery and then I 9 _____ (not need) a job at all!

c 2.4 Listen and check.

7 Choose the correct verb form.

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

Listening and speaking

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



1 Melanie



2 Harry

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



3 Isobel



4 Mike

b 2.5 Listen again. Which person is going to:

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

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

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

b Tell the class about your ambitions.

2B Make your dreams come true

Reading

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

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

How to be SUCCESSFUL

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

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

STEP 1: THINK ABOUT YOUR AMBITIONS

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

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

Now you need to do two things:

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

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



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

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

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

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

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

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

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

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

Grammar: first conditional**Complete the sentences. What tense is used in:**

- the *if* clause? • the main clause?

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

3 Complete the clauses with these verbs. Then complete the sentences with ideas from the text.choose not think follow ~~put~~ give not make

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

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

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

5 Work with a partner. Think of an ambition. Write a four-step plan to achieve it. Use the plan in exercise 2 to help you. irLanguage.com**Listening****6 a Read the quiz. Choose your answers.****b Discuss your answers with a partner.****Hmmm ... That's interesting.**

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

1 If you lose your wallet or purse, you'll be more likely to get it back if it contains a photograph of

- a yourself. c a baby.
b your house. d a dog.

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

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

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

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

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

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

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

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

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

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

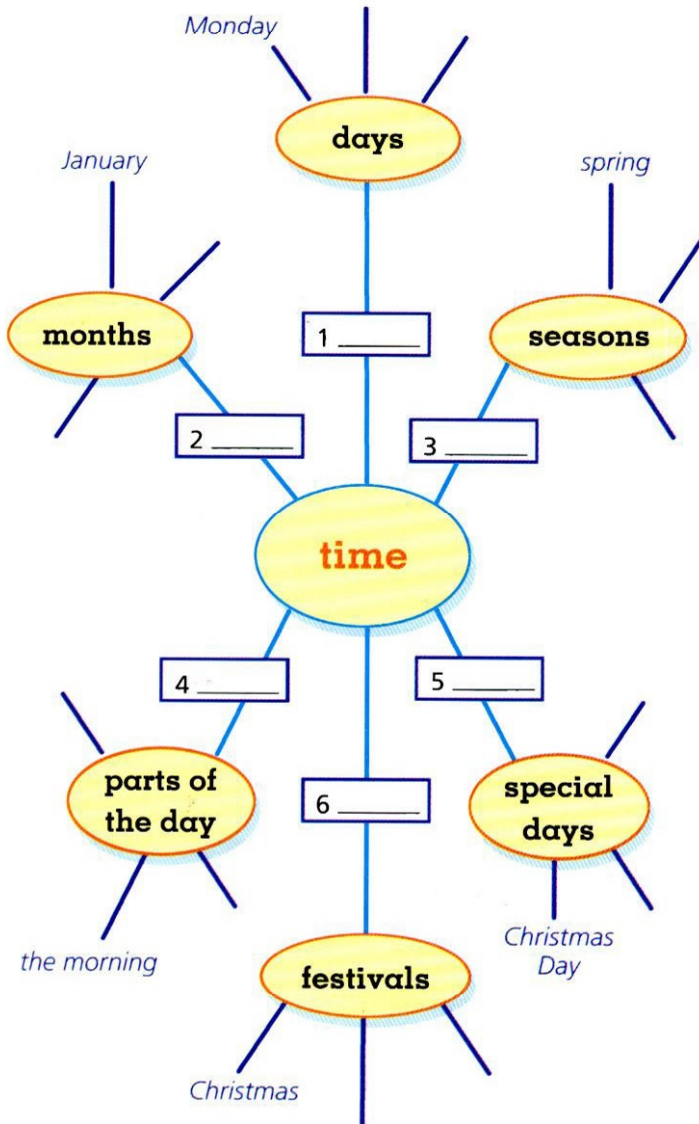
7 a 2.7 Listen and check your ideas.**b 2.7 Listen again. What reasons does the speaker give for the answers?**

2C Changing an appointment

Vocabulary مرجع زبان ایرانیان

Time and time prepositions

1 a Copy and complete the spidergram.



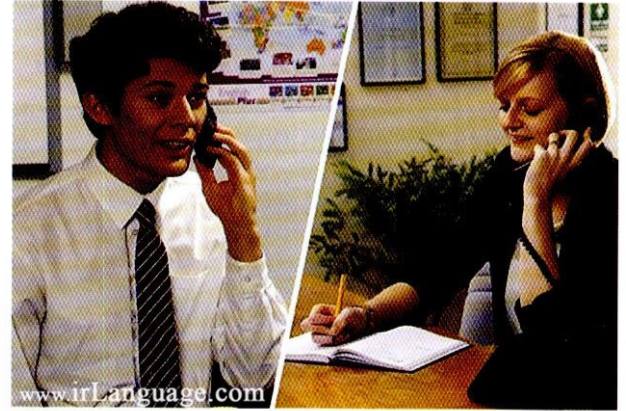
b Write *in*, *on* and *at* in spaces 1–6 in the spidergram.

2 Say the dates.

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

Listening

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



b Put the dialogue in the correct order.

P = Pete R = Receptionist

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

c 2.8 Listen and check.

d Work with a partner. Practise the dialogue.

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

Everyday English

Talking about arrangements

5 Complete the expressions.

Suggesting

Can you ¹_____ today?

What ²_____ 3.45 next Monday?

Refusing

I'm sorry, but that's no ³_____ for me.

I'm afraid I ⁴_____ make it at 2.30.

Thinking

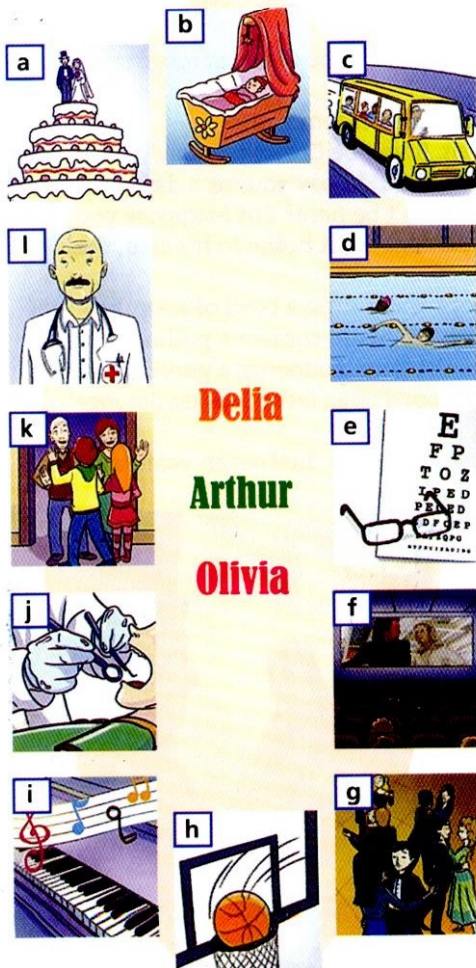
Let me ⁵_____

⁶_____ a minute.

Accepting

Yes, that will be ⁷_____

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



Delia

Arthur

Olivia

b 2.9 Listen again. Copy and complete the chart.

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

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

Grammar: time expressions

Copy and complete the table.

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

Speaking

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

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

A Phone to change an appointment or arrangement. Give a reason.

A Refuse. Give a reason.

A Accept.

A Say goodbye.

B Suggest another day / date / time.

B Suggest another day / date / time.

B Confirm the new appointment or arrangement.

2D A Christmas Carol

Extensive reading

1 a Look at the pictures. Who is the main character? Find his name in the story.

b What do you think is happening in each picture?

c What do you think the story is about?

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

3 a Match the names to the descriptions.

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

b Find the people in the pictures.

4 Answer the questions.

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

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

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

b What is the moral of the story?

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

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

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

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

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

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

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

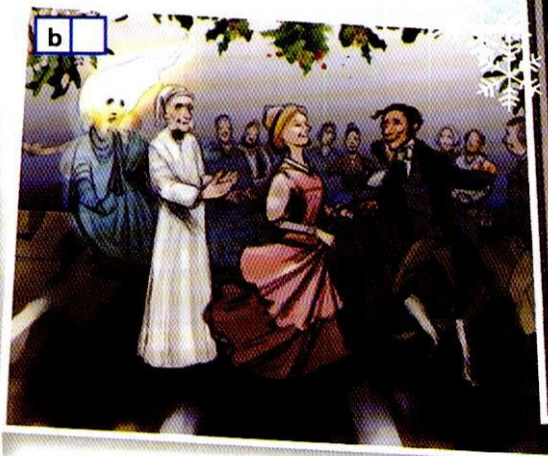
'I suppose you want a day off tomorrow.'

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

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

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

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



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

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

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

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

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

'Why have you brought me here?' he asked. Again, the spirit said nothing. He just pointed to the dead man's grave. On it was the name – Ebenezer Scrooge. Scrooge was terrified. 'Spirit. Listen! I'm going to change my ways. I promise. I've seen many things tonight and I've learnt my lesson. Please tell me that the future won't be like this. Please! Please!' The spirit didn't reply.

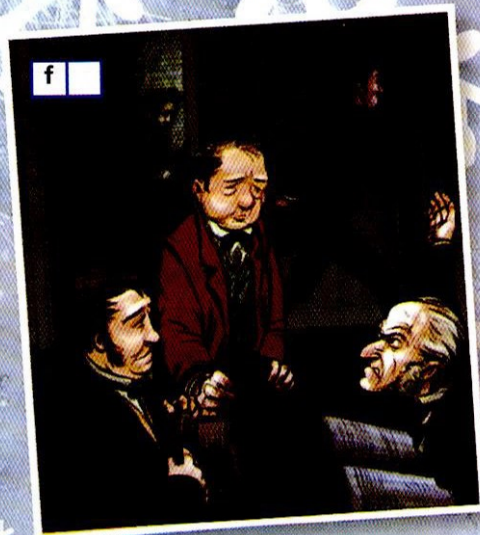
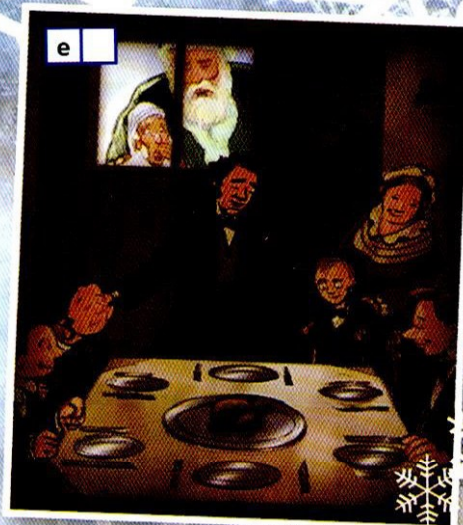
Suddenly, Scrooge was back in his own bed again and it was morning. He jumped up and ran to the window.

'What day is it?' he called to a boy in the street.

'Today?' The boy was very surprised. 'Why, it's Christmas Day.'

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

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



2



Culture

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

- | | |
|---|---|
| <input type="checkbox"/> a Senior High School | <input type="checkbox"/> c College |
| <input type="checkbox"/> b Junior High School | <input type="checkbox"/> d Grade School |

b How old are the students at each place?

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

b Do you have events like these in your country?

3 Answer the questions.

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

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

EDUCATION IN THE USA

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

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

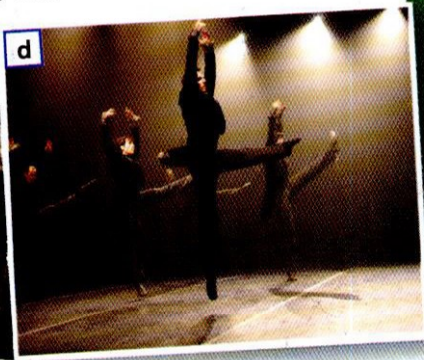
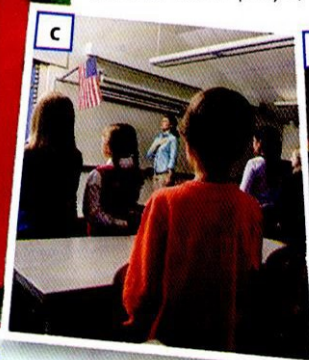
American schools try to create a strong sense of community. Schools have their own teams for American football, baseball, ice hockey and basketball. They usually have bands and drama groups, too. When sports teams play against other schools, it's a big event. Pupils and their parents come to watch. The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



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

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

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



English Across the Curriculum

2

Biology: body clock

1 Work in a group. Discuss these questions.

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

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

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

3 Match the halves of the sentences.

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

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

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



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

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

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

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

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

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

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

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

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



Grammar

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

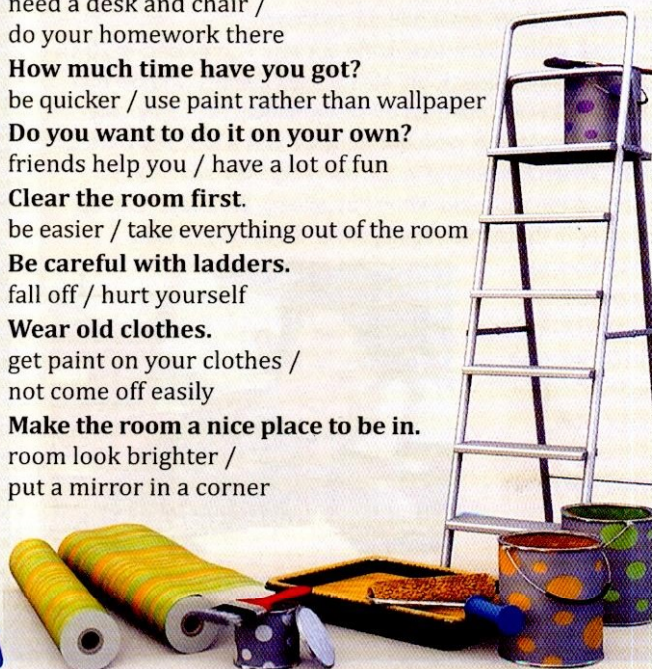
- What _____ (you / do) after school today?
 - I _____ (play) tennis with Mark at five o'clock.
- I hope I _____ (get) a good job when I leave school.
- Do you think you _____ (win) the match on Sunday?
 - No. They're very good, so I think we _____ (lose).
- I can't go out tonight. I've decided that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

2 Make advice with conditional sentences. Use the cuse

So you want to decorate your room?

Here are a few tips.

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



Listening

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

- The film starts _____.
- The graduation party is _____.
- The school trip is _____.
- Roger was born _____.
- The museum is closed _____.
- The appointment is _____.
- They're going to the park _____.
- They're going skiing _____.

Writing and speaking

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

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

b Work with a partner. Practise your dialogues.

Study skills

How to do your best in exams

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

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

SILENCE

EXAMINATION
IN PROGRESS

Your Project

2

Develop your writing

Generalizations and contrast

1 a Use the chart. Make sentences.

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

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

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

c How do we use the words in bold?

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

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

starting school the school day lunch
uniforms leaving school

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

Project task

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

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

Illustrate your project with pictures and diagrams.

Song

1 ① 2.15 Listen and choose the correct words.

2 What happened on each day of the week?

IN ONLY SEVEN Days

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

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

Wednesday, I didn't see her
I hoped that she'd be back ⁵next day / tomorrow
And then on Thursday

⁶The weather / My luck had changed
She stood there all alone
I went and asked her ⁷name / for a meeting
I never thought that this could happen to me
In only seven days

It would take a ⁸hundred / thousand or more
For memories to fade

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

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

Ooh so ¹²sad / soon alone



3A Would you dare?



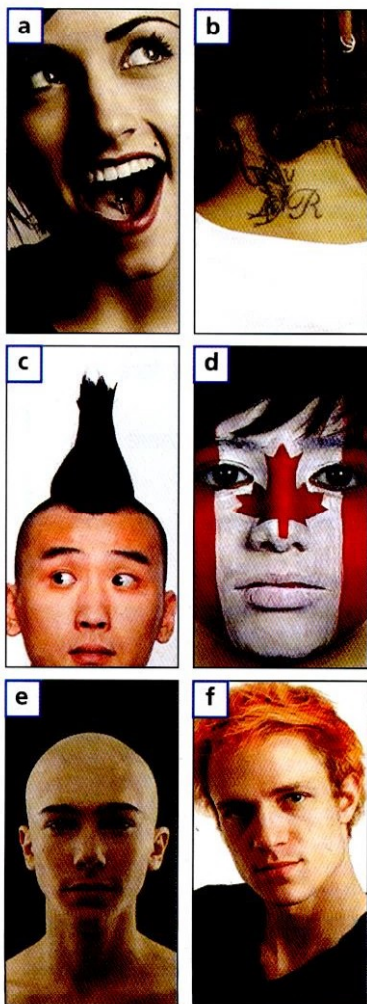
Vocabulary

Body art

1 a Match the expressions to the photos below.

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

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



Comprehension

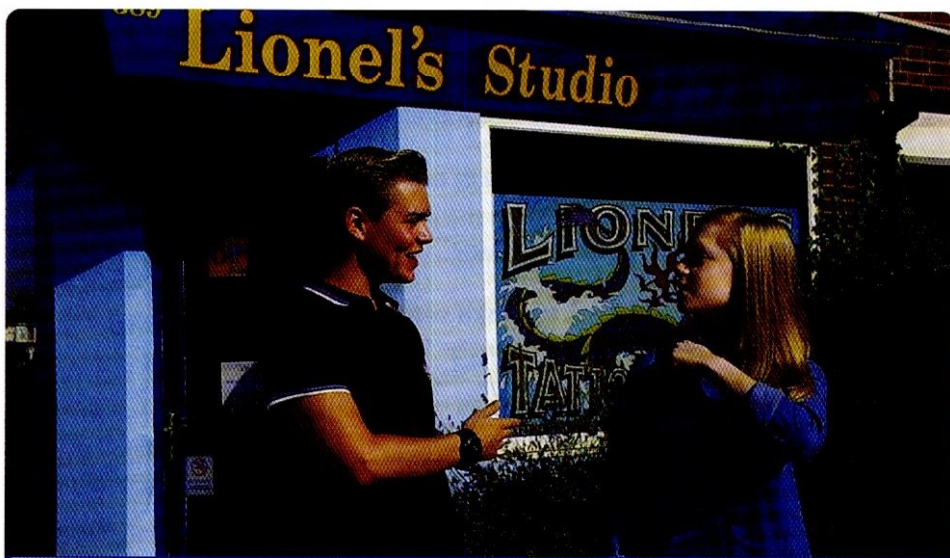
2 a 2.16 Read and listen to the dialogue. Which of the things in exercise 1 do Jake and Ella talk about?

b Copy and complete the chart.

	would do	wouldn't do	reason
Jake			
Ella			

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

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



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

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

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

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

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

Ella Would you shave your head?

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

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

Jake Yes, I would.

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

Jake OK. I'll do it if you go in here and get henna.

Ella Well ...

Grammar

would

www.irLanguage.com

3 a Complete this part of the dialogue.

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

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

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

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

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

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

I'd have / I wouldn't have my ear pierced.

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

I'd stay in a five-star hotel.

I wouldn't go with my parents.

Second conditional

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

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

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

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

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

Speaking

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7 a Complete the questions. Use these verbs.

have sleep swim run
do hold eat go

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



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

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

8 a What would you do if these things happened?

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

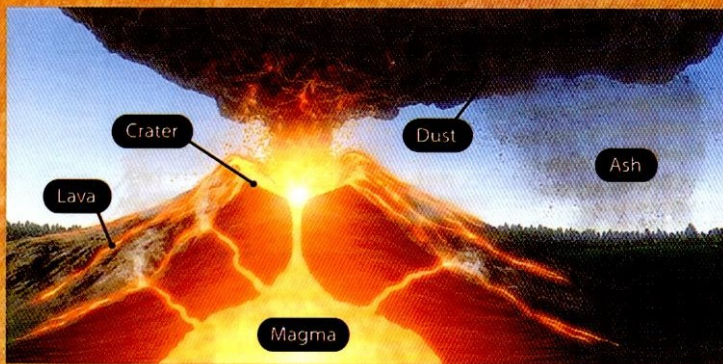
b Tell the class your ideas.

3B A dangerous world

Reading

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

- 1 a supervolcano 2 a volcanic winter



SUPERVOLCANO

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

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

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

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

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

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

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

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

b What would cause each disaster?

pollution – ash and dust

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

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

Grammar: so ... that

The explosion would be so strong that it would cause earthquakes.

There was so much dust in the atmosphere that people didn't see the sun for several weeks.

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

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

Vocabulary

Verbs and nouns

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

Verb	Noun
erupt	
explode	
pollute	
	production
	destruction

Listening and speaking

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

- b Tell the class your ideas.

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

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

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

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

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

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

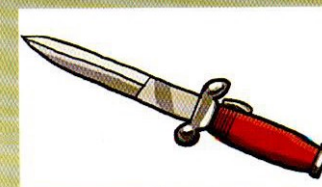
0-6: You aren't a survivor at all. In most dangerous situations, you would have to think very quickly. You wouldn't know what to do, so you would probably do the wrong thing.

Are you a survivor?

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

Try this quiz.

- If there was an earthquake and you were indoors, would you ...
 - run outside immediately?
 - get under a desk or table?
 - stand next to a wall?
- If you were shipwrecked on a desert island, what would you do first?
 - try to build a boat
 - look for food
 - look for fresh water
- If you were in a car and you saw lightning, would you ...
 - get out of the car and stand a long way away from it?
 - get out of the car and crawl underneath it?
 - stay in the car?
- If you smelt smoke in the middle of the night, would you ...
 - go back to sleep?
 - get up and look for the fire?
 - telephone the fire brigade?
- If a dog bit your leg, would you ...
 - put a bandage on it and forget about it?
 - go to the nearest hospital?
 - try to find the owner of the dog?
- If you were outdoors and there was a tornado coming towards you, would you ...
 - run indoors and go down to the cellar?
 - run indoors and get as close to the centre of the building as possible?
 - get into the nearest car?
- If someone with a knife tried to steal your mobile, would you ...
 - give them the phone?
 - try to grab the knife?
 - run away?

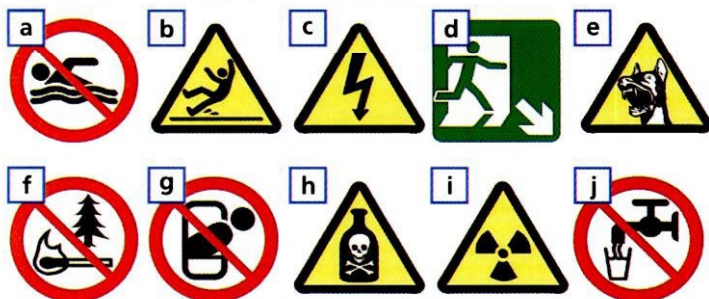


3C Warnings and advice

Vocabulary

Warning signs

1 Match the warnings to the signs.



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

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

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

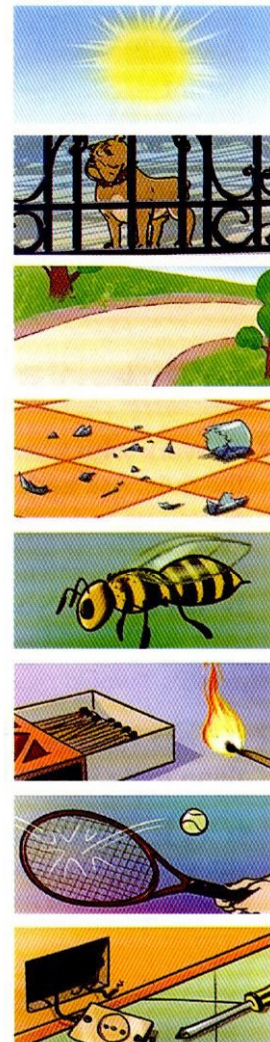
3 Work in a group. Make a list of things that could:

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

Listening

4 a Match the warnings to the reasons.

- 1 You shouldn't lie in the sun too long.
- 2 I wouldn't go in there if I were you.
- 3 I don't think it's a good idea to cross the road here.
- 4 I'd put some shoes on if I were you.
- 5 You shouldn't wave your arms around like that.
- 6 Don't do that! It's dangerous.
- 7 I don't think it's a good idea to stand there.
- 8 I'd switch the electricity off first if I were you.



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

b 2.19 Listen and check.

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

Grammar: reflexive pronouns

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

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

Everyday English**Giving warnings and advice****5 a Complete the expressions.**

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

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

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

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

1 *The boy might fall and hurt himself.*

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

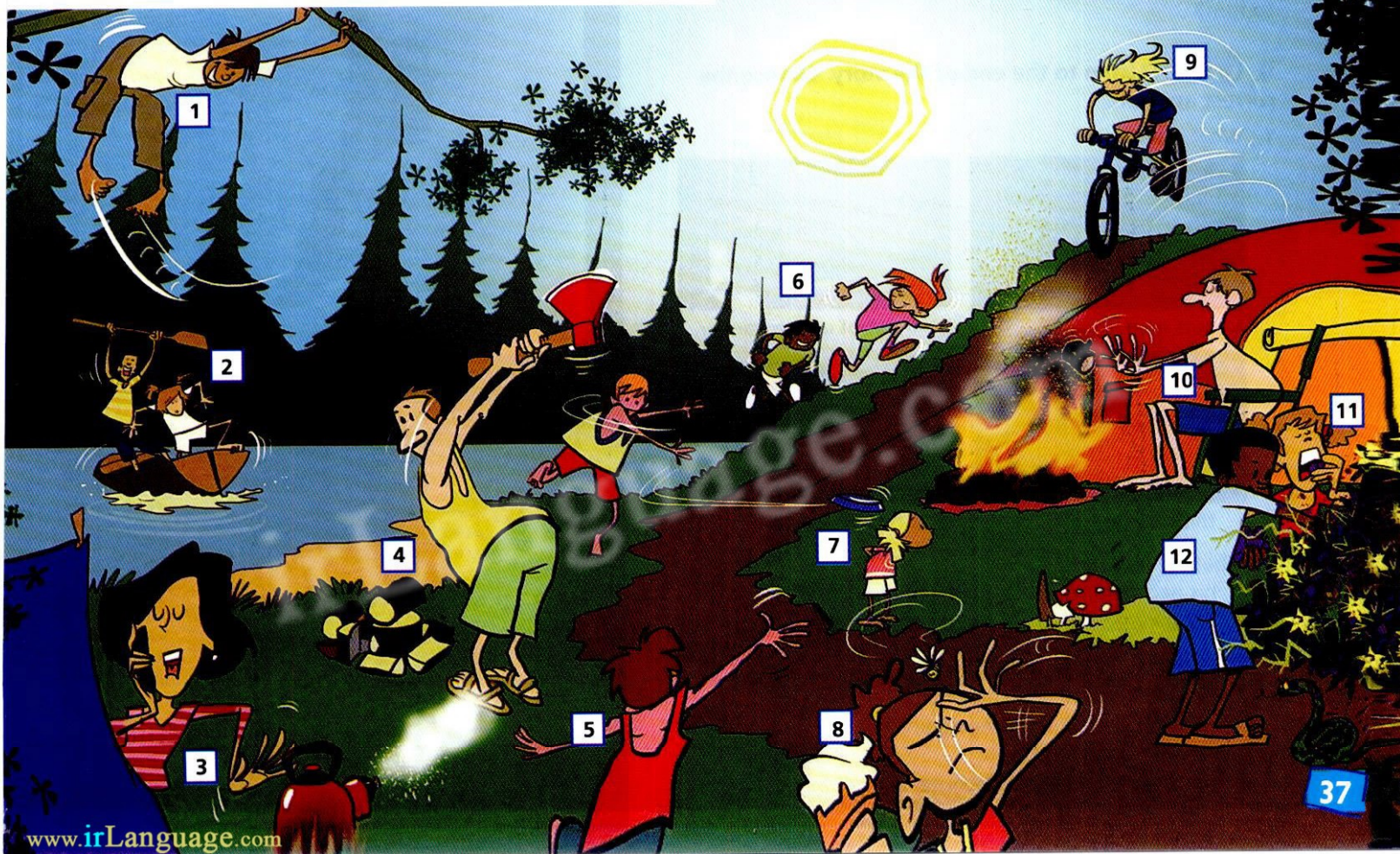
A Give a warning.

B Ask Why? / Why not?

A Give a reason.

B Respond.

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



3D The skydiver

Extensive reading

1 2.20 Read and listen to the story.

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

2 Put the events in the correct order.

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

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

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

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

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

- 1 What saved him?



a soft mud



b the roof of the hangar



c thick bushes



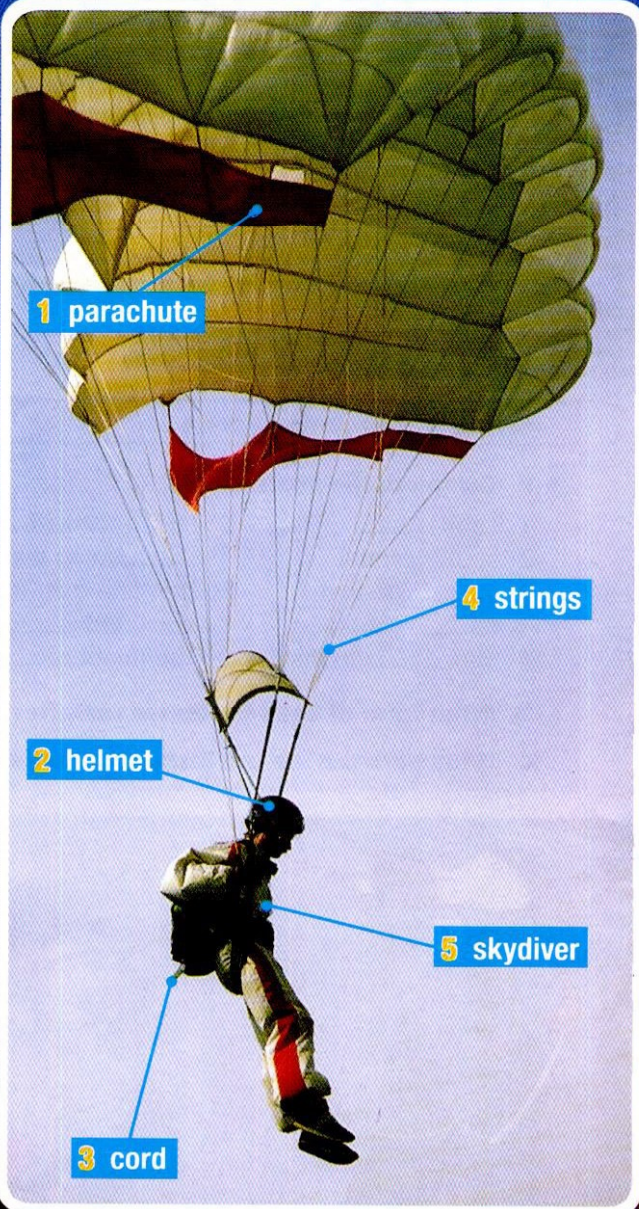
d a hot-air balloon

- 2 What did he injure?

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

- 3 What did he do after the accident?

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





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

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

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

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

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

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

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

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

Then BANG! And everything went black.



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

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

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

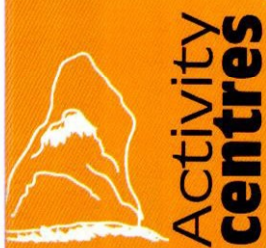
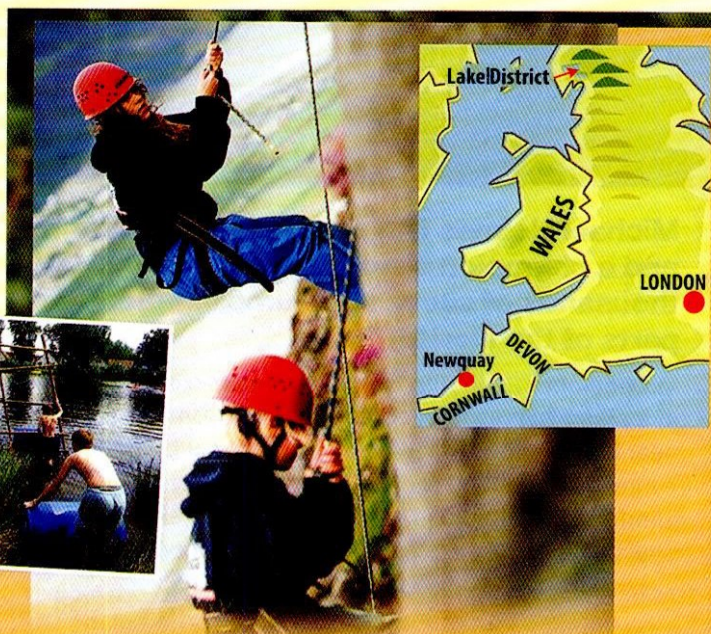
- 1 water activities
- 2 things that involve riding or driving
- 3 activities where you are up in the air
- 4 evening activities
- 5 popular places for activity centres

b How do activity holidays help young people?

c Which activities would you like to do? Why?

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

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



What do you do in the school holidays?

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

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

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

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

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

English Across the Curriculum

3

Geography: plate tectonics

1 Look at the title of the text. What do you know about this topic?

2 **2.24** Read and listen to the text. Are the statements true or false, or doesn't it say?

- 1 South America and Africa used to be part of the same continent.
- 2 There were three continents 210 million years ago.
- 3 The Earth's crust is five kilometres thick.
- 4 Magma is very hot.
- 5 The plates move five centimetres a year.
- 6 India was part of Gondwana.
- 7 The Alps were created 20 million years ago.
- 8 Only the African plate is moving now.

PLATE TECTONICS

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

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

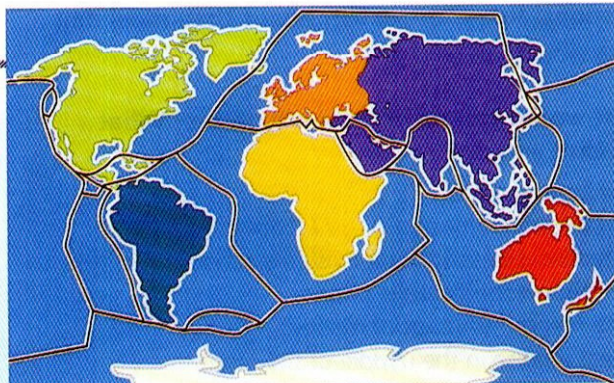
Plate tectonics, as this process is called, has produced the Earth that we see today. When the Indian plate broke away from Gondwana, it moved north and slid under the Eurasian plate. This pushed up the mountains of the Himalayas. The African plate created the Alps when it crashed into the European plate.

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

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

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


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



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



Grammar

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

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

c Work with a partner. Use the chart to make questions. Ask your partner about their ideal day.

When would you get up?

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

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

- 3** Complete the sentences with the correct reflexive pronoun. irLanguage.com

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



Everyday English

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

I suppose you're right. Yes, OK then. There's some broken glass over there.
 You should use the footbridge. Don't fuss. We'll be all right.
 You shouldn't go near a strange dog. Don't worry. We might get stung. You might get run over. You could fall and hurt yourself.
 Why not? You could cut yourself. There are lots of insects here.
 Why? You might get bitten. The traffic here is very fast.
 You might burn yourself. They're very hot. The floor's slippery.

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

b Work with a partner. Practise your dialogues.

Study skills

Dealing with unknown words

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

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

Your Project

3

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Develop your writing

Expressing addition

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

also too in addition as well

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

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

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

Project task

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

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

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

Song

- 1 a** Complete the song with these words.

bonfire hole devil lightning fight
roller skates mirror scissors grizzly bear

- b**  **2.27** Listen and check.

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

- b** Which ones can you find in the pictures?

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

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



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4A Using the media



Vocabulary

The media

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

You watch *a film* ...

You listen to *the radio* ...

You read *a newspaper* ...

You go on *the Internet* ...

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

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

Comprehension

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

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

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

Lisa Excuse me. My name's Lisa. Can I ask you some questions, please?

Pete Why? Are you doing a survey or something?

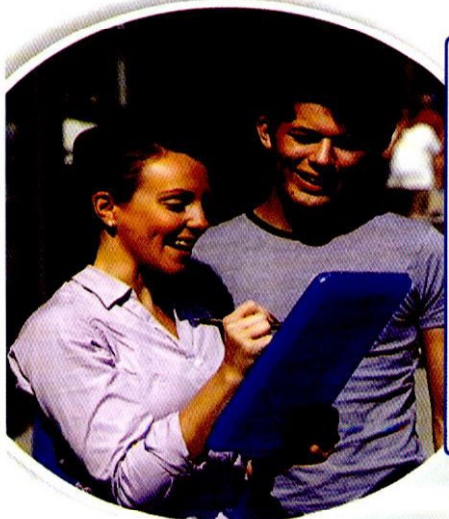
Lisa Yes, it's about how young people use computers.

Pete Will it take very long?

Lisa No, only a few minutes.

Pete OK, then.

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



Grammar

Question forms

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

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

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

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

4 a Choose the best answer for each question word.

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

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

1 What are you looking for?

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

Speaking

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

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

b Go round the class. Ask the questions.

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

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

b Go round the class and interview people.

c Tell the class what you find out.



4B Jobs

Vocabulary

Personality

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

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

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

- b**  **3.4** Listen and check.

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

friendly, ...

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

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

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

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

enthusiastic – negative

Reading

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

- b** Write the names of the jobs.

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TEENSCENE JOBS

ADVERTS

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

A

CUTTING TIME

Saturday's our busiest day of the week, so we're looking for an enthusiastic and hard-working assistant (male or female). Duties include sweeping the floors, making tea and coffee, washing combs, brushes, etc. and generally helping the hairdressers.
The hours are 8.30–6.30 every Saturday with a one-hour lunch break.
We'll pay you £4 an hour and we'll give you a free hairstyle once a month, too.

B

FILM EXTRAS WANTED

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

C

NEWSPAPER BOYS / GIRLS

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

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

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

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

D

The Coffee Pot Restaurant



We're looking for Saturday assistants to help in our busy town centre restaurant. Duties will include setting and clearing tables, serving customers and helping in the kitchen. We're looking for polite, patient and friendly people who can work under pressure.

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

Pay: Minimum wage + lunch

E

Walkies

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



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

F

PART-TIME ASSISTANTS WANTED

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

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

You must be tidy, honest and good at Maths.



6 a Which jobs can't these people do?

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

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

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

Grammar: gerunds

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

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

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

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

Listening

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

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

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

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

4C Requests

Vocabulary

Phrasal verbs

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

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

- 1 Could you switch on the TV, please?
- 2 Please pick up your litter before you go.
- 3 I'm sorry. I've knocked over my glass of milk.
- 4 Don't throw away these magazines, please.
- 5 Have you put down the rubbish?
- 6 Please take off your shoes before you come in.
- 7 Can I try on these trousers, please?
- 8 Could you fill in this form, please?
- 9 Can you turn up the volume, please? It's very loud.
- 10 Is it OK if I give you the DVD tomorrow?

- b** 3.6 Listen and check.

Grammar: separating phrasal verbs

A phrasal verb consists of:

a verb + a particle
switch on

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

John switched on the radio
John switched the radio on.
John switched it on.
John switched-on it.

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

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

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

put take turn give

put away

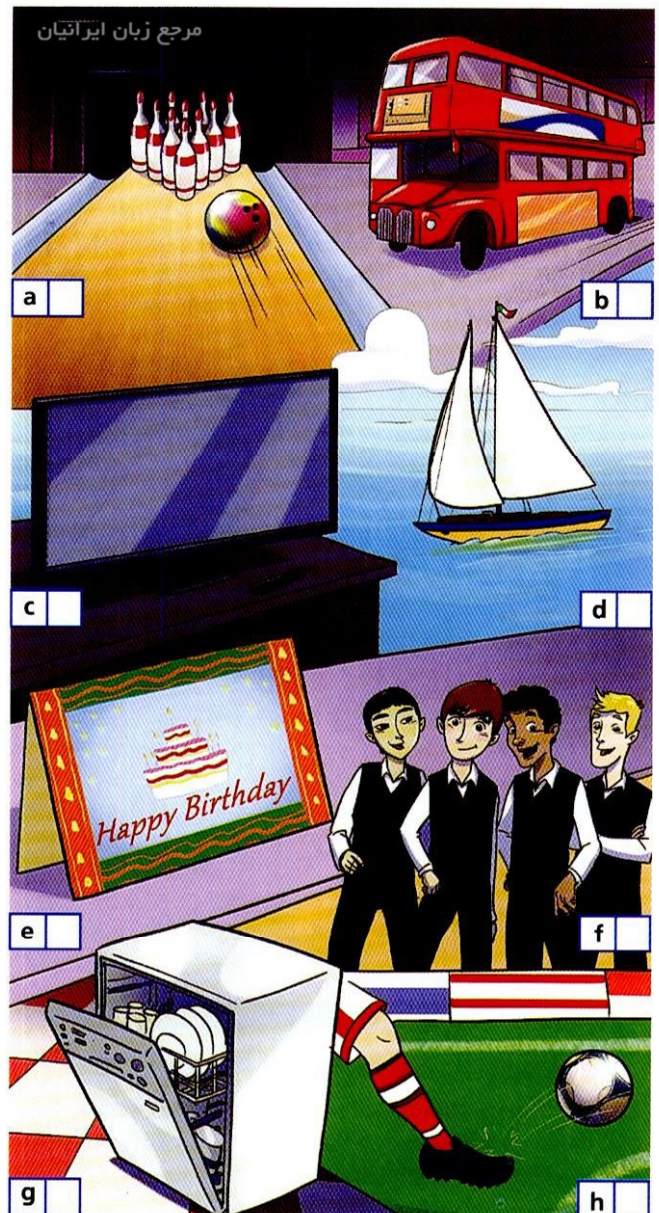
- b** Write a sentence for each of your phrasal verbs.

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

Listening

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

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



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

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

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

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

- b** 3.7 Listen again and check your ideas.

Everyday English

Making requests

- 6 a** Label the pairs of sentences a or b.

- a asking someone to do something
b asking for permission

1 _____

Can I go on the sailing trip?
Is it all right if I do it tomorrow?

2 _____

Do you think you could you get a birthday card?
Could you put Channel 4 on?

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

Would you mind _____ these things in the dishwasher?

- 7 a** Put the dialogue in the correct order.

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

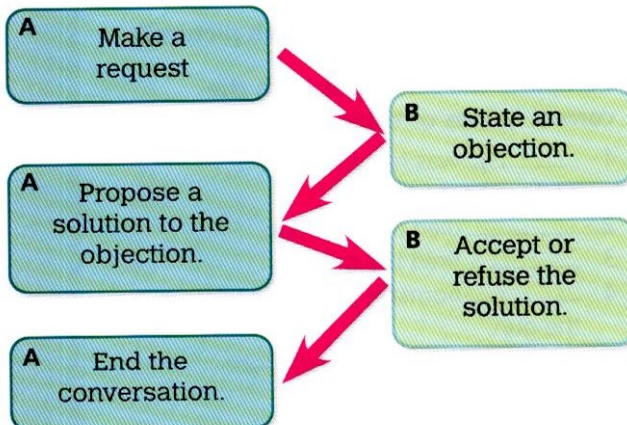
- b** 3.8 Listen and check.

- c** Read your dialogue with a partner.

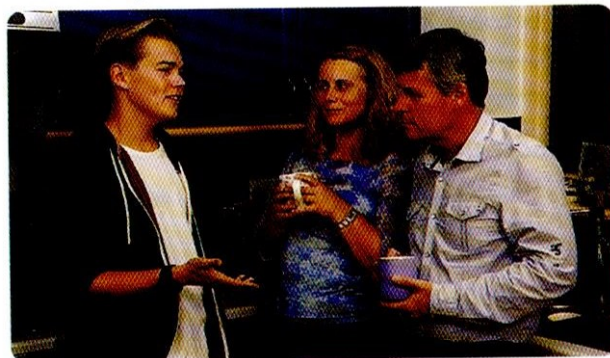
- d** Replace the underlined expressions with other expressions from exercise 6. Read your new dialogue.

Speaking

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



- b** Practise your dialogues.



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

4D Murder at the theatre

Extensive reading

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

- 2 a Find these things in the pictures.

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

- b What is happening in each picture?

- 3 Complete the sentences with the correct names or titles.

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

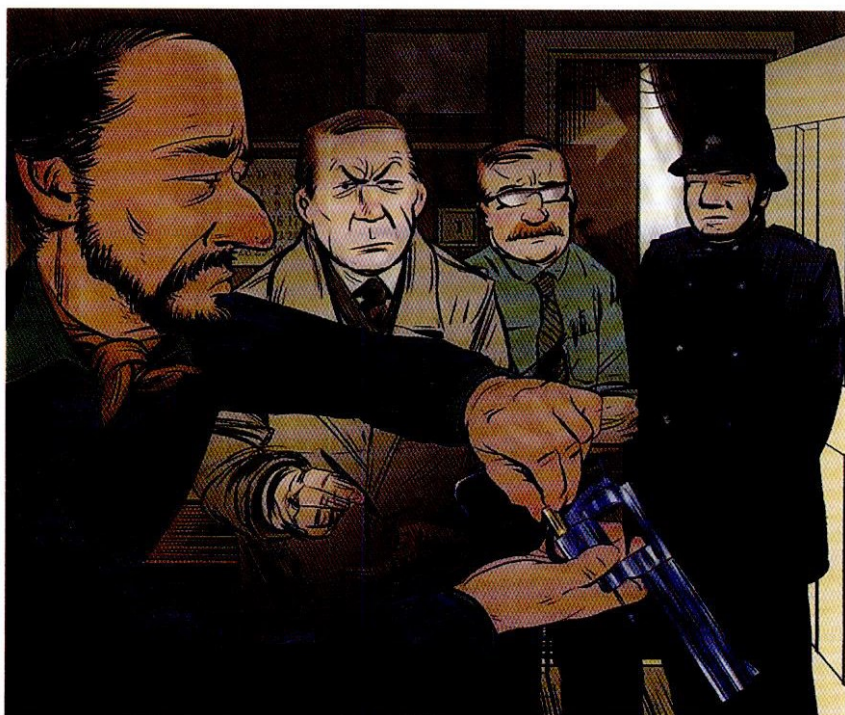
- 4 Choose the correct preposition.

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

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

- b Who do you think was the murderer? Why?

- c 3.10 Listen and check your ideas.



'The Jealous Lover'

Directed by Martin Lock

George	John Russell
Rose	Fiona May
Martina	Ursula Twain

Scene 1

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

Rose You've gone too far this time, George.**George** Put that gun down, Rose. Don't be a fool.

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

Martina Aargh. You've killed him!

The curtain falls. The audience claps.

Director Oh well done, everybody. That was perfect for the recording. John, you died brilliantly. John ...! John?**Fiona** Oh no! He's dead! He's really dead!**Scene 2**

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

Inspector So, Miss May, you shot John Russell. Did you know that there were real bullets in the gun?**Fiona** Of course not, Inspector. We always use blank bullets.**Inspector** Who normally puts the bullets in the gun?**Director** I do.**Inspector** Can you show me how you do it, Mr Lock?**Director** Yes, of course. Like this.**Inspector** Thank you. And did you put blank bullets in the gun this evening?**Director** Yes, I did. The stage manager saw me and then I put it on the table over there on the stage, as usual.**Inspector** So somebody changed the bullets. Now, Miss May, you were going out with Mr Russell, weren't you? But you had an angry argument this afternoon, didn't you? Everybody heard it. What was it about?**Fiona** I ... I saw him talking to Ursula Twain. I asked him what it was about, but he didn't tell me anything. I've seen them talking like that before.**Inspector** So you were jealous. Did you say 'You monster, I'll kill you!'?**Fiona** Well, I ... Yes, I did, but I didn't mean it. I was angry. I didn't kill John. I was in love with him.**Inspector** But only your fingerprints were on the gun, Miss May! I want to talk to you all again later, but first I need to see the stage manager.**Scene 3**

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

Inspector Now, Miss Twain. What were you and Mr Russell talking about this afternoon when Fiona saw you?**Ursula** He asked me to marry him. Fiona knew that he loved me. That's why she was jealous.**Fiona** No. It's not true. He loved me, not her!**Inspector** You're lying, Miss Twain. You see, while you were talking to Mr Russell, the stage manager was testing the sound equipment. Listen to this.

The stage manager switches on the sound system.

John A thousand pounds by tomorrow, Ursula, or else.**Ursula** But I haven't got it. Please, John.**John** Well, you'd better find it. You don't want everybody to know your little secret, do you?

The stage manager switches off the recording.

Inspector Mr Russell was blackmailing you, wasn't he, Miss Twain? What was your little secret?**Ursula** I ... I ...**Inspector** You spent some time in prison, didn't you? For robbery, wasn't it, Miss Twain?**Director** Well, Ursula, if you did kill him, he deserved it.**Inspector** Yes, Mr Lock. The stage manager tells me that you didn't like John Russell.**Director** Well, he wasn't the nicest person in the world, but ...**Inspector** You used to be an actor, too, didn't you? Why did you give it up?**Director** I ... I had the chance of a big part in a film. I really wanted it, but I didn't get it.**Inspector** Why not?**Director** John Russell got it. Yes, I hated him for that, but I didn't kill him.**Inspector** But you put the bullets in the gun. So we have three people – Fiona May, Ursula Twain and Martin Lock – and you all had a motive for killing John Russell ...

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

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

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

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

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

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

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

c Which people:

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

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

Teenagers and money

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

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

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

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



Social studies: TV

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

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

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

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

b Match the topics to the paragraphs.

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

7,000 3-4 hundreds 40,000

4 a Work in a group. Discuss the questions.

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

b Present your ideas to the class.



- 1 In today's world, television is everywhere. However, it hasn't always been like that. In 1945, there were only 7,000 TV sets in the USA. Now almost every household in developed countries has got at least one TV. For many people it's the most important source of news and entertainment. However, the growth of TV raises some important questions.
- 2 Are we all becoming 'couch potatoes'? A study in the USA showed that the average young person watches TV for 3-4 hours a day. What is this doing to their health? Studies show that there is a link between TV and health. A lot of children and teenagers don't get enough exercise, because they spend too much time in front of the TV. There is also a link with education. If children are watching TV, they aren't doing other things, such as reading or playing a musical instrument.
- 3 Is it good for families? When TV first started there were only a few TV channels, and TV sets were expensive, so everybody in the family used to watch the same programmes together. Now satellite TV brings hundreds of different channels to our screens and many families have more than one TV, so members of the family all watch different programmes. Is this good for families? If they don't share experiences, do they have less to talk to each other about? And shouldn't parents know what their children are watching?
- 4 Is it OK to show violence on TV? According to research in the USA, the average 18-year-old has watched 40,000 murders on TV. Does this make young people more violent? The answer seems to be 'yes', but it's very difficult to prove. We don't advertise cigarettes on TV because young people might start smoking so should we also ban violence, because young people might become more violent?
- 5 TV is now a big part of most people's lives. In many ways, it's made our lives richer, as we can watch almost anything that we want, when we want. But has it also made us lazier, less friendly and more violent?

Grammar

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

R = Reporter C = Cameron

R ¹(you / always / want) to be a singer, Cameron?

C Yes, I have.

R ²(you / play) a musical instrument, too?

C No, I can't. I started to learn the guitar, but I gave it up.

R ³(how long / you / be) in Mind Games now?

C Six months.

R ⁴(what / you / do) before that?

C I worked in a bank.

R ⁵(your life / change) since you joined the band?

C Yes, it has. It's changed tremendously.

R ⁶(you / like) your new life?

C Yes, I do – it's great fun.

R ⁷(what / you / do) at the moment?

C We're recording our first album.

R ⁸(you / write) any of the songs?

C No, I didn't. Amelia, one of the other members, wrote some of them.

R ⁹(she / write) a lot of songs?

C No, she doesn't, but I think she will in the future.

R So ¹⁰(what / do) next?

C We're going to make a movie.

R ¹¹(that / be) your first film?

C Yes, it will, but not the last, I hope.

- b**  3.14 Listen and check.

Speaking

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

R = Ruby F = Father

R go / party / Pete's house / Friday?

F what time / finish?

R not know / sure not be late

F OK / but be home by eleven

R thanks / give / lift?

F no / go out

R OK / get / lift with Ella

Listening

- 3 a**  3.15 Listen and choose what the people do.

- | | |
|---|---|
| <input type="checkbox"/> a magazine reporter | <input type="checkbox"/> a party organizer |
| <input type="checkbox"/> a buyer | <input type="checkbox"/> a make-up artist |
| <input type="checkbox"/> a film star's personal assistant | <input type="checkbox"/> a clothes designer |

- b**  3.15 Listen again. Complete the chart.

	Bradley	Lucinda
job?		
involves?		
likes?		
doesn't like?		

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

Vocabulary

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

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

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Study skills


Using a dictionary

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

- a an example sentence
b other forms (e.g. plural / past tense)
c part of speech
d expressions and phrases
e pronunciation
f meaning (or translation)

1 **2** **3**

4  [U, sing] the activity of sending out programmes for people to listen to; the programmes that are sent out: I always **listen to the radio** in the car. • I heard an interesting report **on the radio** this morning. • a radio station/programme • national/local radio

5  look at **media 2** [C] a piece of equipment that is used for receiving and/or sending radio messages or programmes (on a ship, plane, etc. or in your house): a car radio

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

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

Your Project






4

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Develop your writing

A formal email

- 1 Read the email. Which job on pages 46–47 is the person applying for?
- 2 a Choose the correct expressions.

To: sjones@walkies.com
Subject: walkers

¹Hi Sandra, / Dear Sandra Jones, / Dear Ms Jones,
I saw your advertisement on the Teenscene website and I ²would like / want / am going to apply for a job as a walker. I am fifteen years old. I am very fond of animals, and I am responsible and reliable.
I can come for an interview any weekday after 3.30 pm.
³Bye for now. / I look forward to hearing from you. / See you soon.
⁴Yours sincerely, / Love, / Best wishes,
⁵Michael / M. Wake / Michael Wake

- b  3.16 Listen and check.

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

Project task



Write a project about teenage life in your country.

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

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

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

Song

- 1 a  3.17 Listen and complete the song.
b  3.17 Listen again and check.
- 2 Answer the questions.

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

On The Radio



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

Radio station, that's ¹_____
It's the sound of the summer
and everyone is singing along

The memories made music, the music
made memories

The moon in the sky on ²_____ that we partied
We stayed out all night long (radio tuning)

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

She haunts me in a pop song on the radio

³_____ you've been gone

She haunts me in a pop song on the radio

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

Oh there's a place, it keeps me on hold, ⁴_____

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

Oh there's a place, I can see your smile ⁵_____

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

You left in the autumn ⁶_____

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

The summer lived on ⁷_____

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

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

A ghost ⁸_____

5

Buying and selling

5A Jake goes shopping



Comprehension

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

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

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

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

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

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

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

Ella Sure. I'll help you unpack.



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

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

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

Ella This orange juice was made in South Africa.

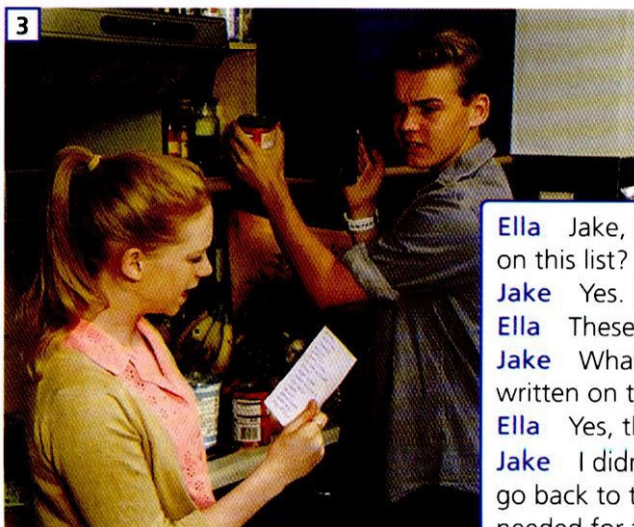
Jake Amazing, isn't it? And all these things are flown to Europe and other places every day. Then they're delivered to supermarkets.

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

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

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

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



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

Jake Yes. Look. Everything has been ticked.

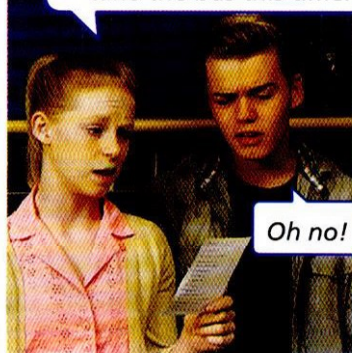
Ella These things haven't been ticked.

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

Ella Yes, they have.

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

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



Oh no!

2 a Put the events in the correct order.

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

b Match the halves of the sentences.

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

Grammar**Passive voice****3 a** Find the passive sentences in the text. Complete them.Active: *We import most of our food.*Passive: *Most of our food* ¹ _____.Active: *We need these things for tonight's dinner.*Passive: *These things* ² _____ for tonight's dinner.**b** How do we make the passive voice?**c** Find the passive form of the sentence below in the text.

	SUBJECT	VERB	OBJECT
Active:	<i>Lorries</i>	<i>take</i>	<i>everything.</i>

	SUBJECT	VERB	AGENT
Passive:	_____	_____	_____

d What word do we use to introduce the agent?**4** Find examples in the text of the passive voice in these tenses.

- the past simple
- the present perfect
- the future with *will*

5 Put the verbs into the present simple passive.

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

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

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

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

**Listening****7 a** 3.19 Listen. Answer the questions.

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

b 3.19 Listen again.

- Match the food to the correct place.

1 pineapples	a Argentina
2 butter	b New Zealand
3 fish	c Morocco
4 tomatoes	d South Africa
5 beefburgers	e Peru
	f the USA
	g Australia
- What other kinds of food are mentioned?

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

5B An unusual place to stay

Reading

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

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

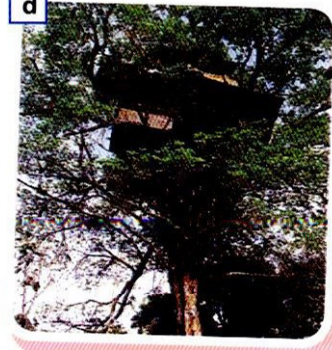
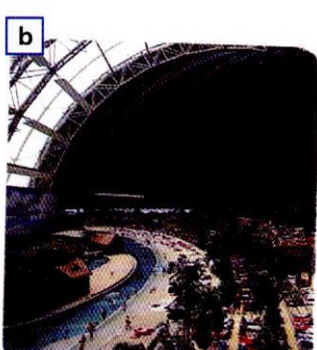
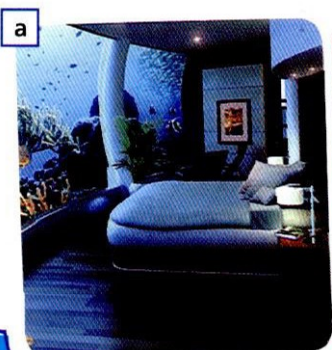
2 If you want a room with an unforgettable view, you won't do better than The Tree Houses in Kerala, India. The two tree houses have been built in the middle of a rainforest, thirty metres above the ground. To reach them, you either have to walk along a high rope bridge, or you can be pulled up on a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

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

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

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

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

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

3 Which hotels do the statements describe?

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

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

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

Grammar: modal verbs with the passive voice

What is the missing word?

- The hotel *must* _____ rebuilt every year.
- You *can* _____ pulled up on a rope.

Writing and speaking

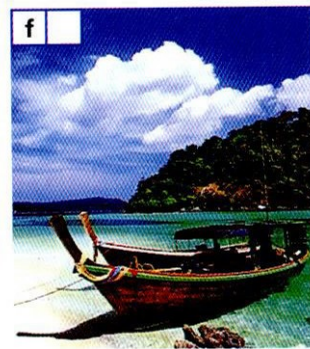
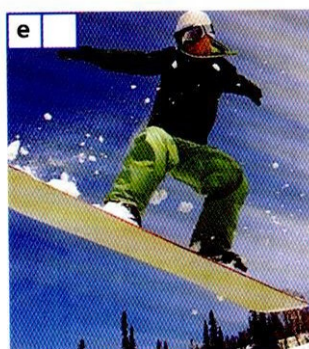
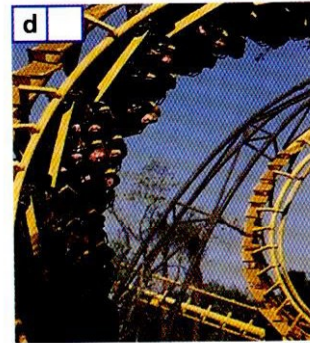
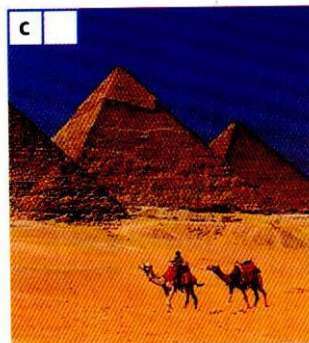
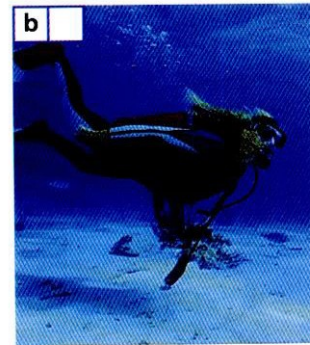
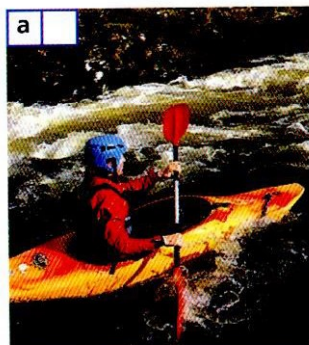
5 a Create your own unusual hotel. Write a description of it. Use the questions to help you.

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

b Tell the class about your hotel.

Listening

6 a 3.21 Listen to three dialogues about holidays. Where did the people go? Match the dialogues to the correct photos.



b 3.21 Listen again. Find this information.

- Where did they stay?
- What did they do?
- What did they like best?
- Were there any problems?

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

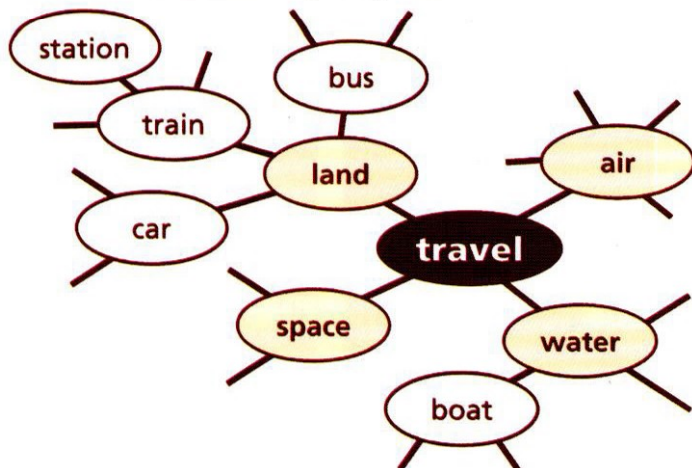
- Hi. Did you have a good holiday?
- Yes, it was great. We ...

5C Buying a ticket

Vocabulary

Travel

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



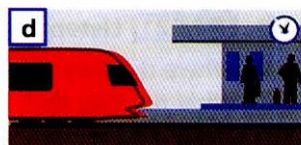
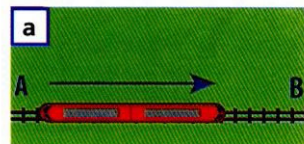
- b** Describe some journeys that you take or have taken.

I take the bus to school.

Last year we went to Switzerland by train.

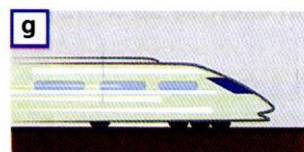
- 2** Match the items to the pictures.

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



e

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



Listening

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



J = Jake TC = Ticket clerk

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

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

- c** **3.22** Listen again and correct the dialogue.

- d** Work with a partner. Practise the correct dialogue.

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

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

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

Everyday English

Buying a ticket

www.irLanguage.com

5 a Match the halves of the expressions.

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

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

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

Grammar: prepositions

Write the correct prepositions.

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

Speaking

6 a Look at the timetable. Answer the questions.

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

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

Notes

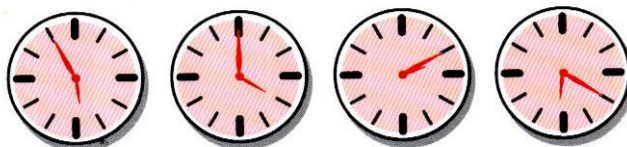
- GW Train operated by First Great Western
 VT Train operated by Virgin Trains
 b Change at Reading
 c Change at Didcot Parkway

Fares to Oxford

Single	£10.50
Day return	£21
Weekly return	£116

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



5D The sale of the century

Extensive reading

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

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

2 Look at the photos. Answer the questions.

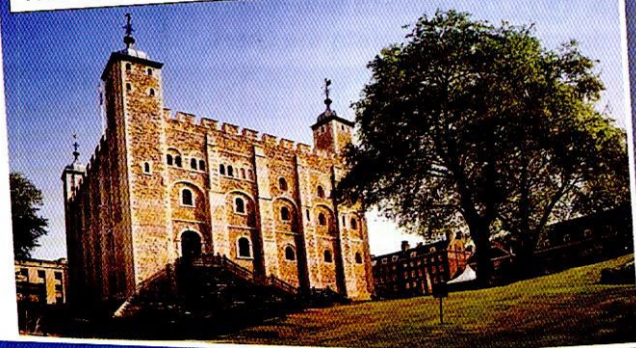
- 1 Which of the places did he try to sell?
- 2 What was the price of each one?
- 3 Which one was
 - his first sale?
 - the sale of the century?
- 4 What reasons did he give for the sales?
- 5 How were his tricks discovered?

3 Match the words to the meanings.

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

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

The Tower of London



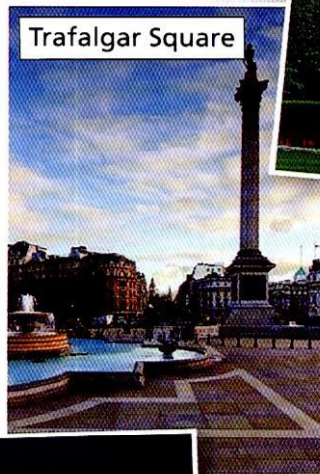
Buckingham Palace



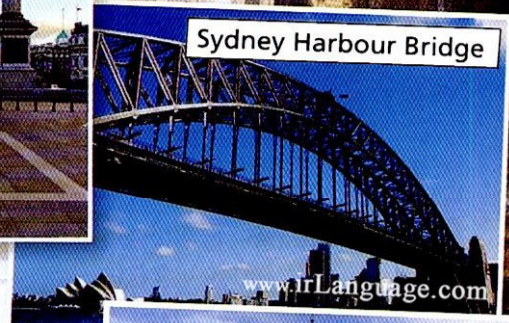
The White House



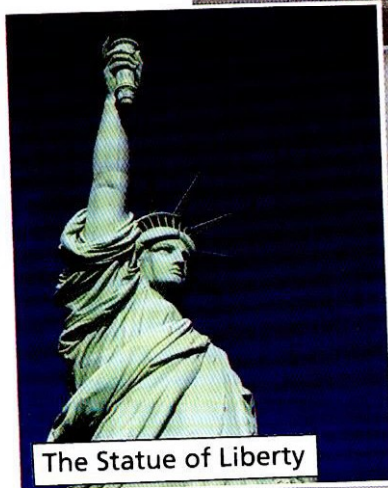
Trafalgar Square



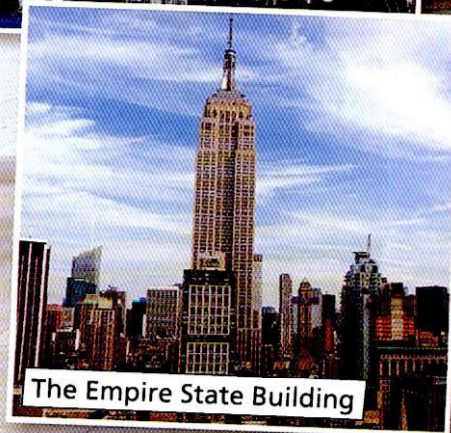
Sydney Harbour Bridge



Big Ben



The Statue of Liberty



The Empire State Building

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

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

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

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

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

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

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

'Sell it?' The American was amazed.

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

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

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

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

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

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

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

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

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

When he returned, he congratulated the American.

His offer was accepted. 'But we must complete the deal

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

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

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

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

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

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

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

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

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

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



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

- ☐ The Normans
☐ The Vikings
☐ The Anglo-Saxons

b Where did these people come from?

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

beef sky good language break
 get parliament man husband

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

- pronunciation
- grammar

b How did English become an international language?

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

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

b 3.26 Listen and check.

c What words has your language borrowed from other languages?

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

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

Do you visit any English websites?

Have you ever spoken to a tourist in English?

The English language

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



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

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

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

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

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

Different words

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

Different spellings

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

Economics: money

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

- 1 What is *barter*?
- 2 Who made the first coins?
- 3 Where were the first notes produced?
- 4 What do some people think will happen to money in the future?

b Find all the different ways of paying for things that the text mentions.

c What is the problem with barter? What problems do you think there are with the other ways of paying?

2 Match these words to the pictures.

a cheque coins cash a bank card notes

1



2



3



4



Here's an everyday situation: you buy a magazine and you use money to pay for it. But think about that for a minute. You've actually given the shopkeeper just a piece of paper, a few pieces of metal or nowadays just a piece of plastic. It's all very easy. However, at one time, there wasn't any money. How were things paid for then?

Imagine that you're a farmer and you've got some eggs, but you want some bread. If the baker wanted some eggs, it would be easy. Your eggs would be exchanged for the baker's bread. This is called 'barter'. In a barter system, things are exchanged by people.

But there is a problem with barter: What if the baker doesn't need any eggs? What will happen then? Maybe the eggs will be exchanged for a lamb. The lamb will be exchanged for a shirt and then the shirt will be exchanged for the bread. It can get very complicated. But that's how trade was done for thousands of years.

The problem was solved by the introduction of money. The first things that were used as money were shells and stones. The first real coins were made by the Lydians in about 650 BC. They were made of gold and silver, and they were stamped with a lion's head – the king's symbol. The Lydians lived in what is now western Turkey. They were traders and soon their coins were being used all over the Mediterranean. The idea was taken to India by Alexander the Great and his army, and from there it spread to China and other parts of Asia. The first paper money was produced by the Chinese in the 9th century.

In the modern age, new ways of paying for things have been invented, such as cheques, credit cards and debit cards. Today, billions of dollars are moved around the world by computers electronically. More and more things are paid for by card, and now you can even pay for things with your mobile phone. Some people think that in the future everything will be paid for electronically. Notes and coins won't be used at all.

3 a ① 3.28 Listen. Choose the correct answers.

- 1 What is counterfeiting?
 - a making fake money
 - b stealing money
- 2 What was the problem with early coins?
 - a They were easily copied.
 - b They were made of valuable metals.
- 3 What made counterfeiting easier in modern times?
 - a credit cards
 - b paper money

b What mistake did Alice Pike make?

c ① 3.28 Listen again. Find the information. Use the words to answer the questions.

- 1 How did people counterfeit coins?

mix cut cover

- 2 How have governments tried to stop it?

lines punish design holograms

Grammar

1 a Match these tenses to news items 1–4.

the present perfect the past simple
the present simple the future

b Put the verbs in brackets into the passive voice. Use the correct tense.

- 1 Two people ¹_____ (injure) yesterday, when their car ²_____ (hit) by a lorry near Red Hill. The two people in the car ³_____ (take) to hospital, but they ⁴_____ (send) home later.



The lorry driver ⁵_____ (not hurt). Roads in the town centre ⁶_____ (block) for five hours.

- 2 The area ¹_____ (hit) by bad weather again today. Some trees ²_____ (blow down) and buildings ³_____ (damage) by strong winds. Parts of the coast ⁴_____ (flood) and all trains on the east coast line ⁵_____ (stop).

- 3 The council has produced a new proposal for the future of the city centre. The old sports centre ¹_____ (knock down) and a new shopping mall ²_____ (build) on the site. The sports centre ³_____ (move) to Water Street. Several streets in the city centre ⁴_____ (close) while the work is taking place, and a new traffic system ⁵_____ (introduce).

- 4 Finally, have you got an old musical instrument that ¹_____ (not use) any more? If you have, 'Music for the World' would like it. Every year hundreds of instruments ²_____ (collect). They ³_____ (clean), and some ⁴_____ (repair). Then they ⁵_____ (send) to schools in poor countries. So, have a look under your bed.

c Write two items for your local or national news.

2 Choose the correct prepositions.

- 1 The train to / at Oxford leaves by / from platform 4. It arrives to / in Oxford at / on 3.30. Change on / at Didcot.
- 2 I used to go at / to school on / by my bike, but I don't live near the school now, so I go on / by bus. I usually get at / to school at / on half past eight.

Listening and speaking

3 a 3.29 Listen to the dialogues and look at the information. Some parts are wrong. Underline the incorrect parts.

1
Destination: Manchester
Ticket: Single
Depart: 11.20
Arrive: 13.45
Cost: £21.50
Platform: 5

2
Booking for:
Mr and Mrs Milton
Double room
3 nights
Arriving 6 June
Cost £105 per night including breakfast

b 3.29 Listen again. Correct the information.

c Work with a partner. Make the dialogues. Use the correct information.

Vocabulary

4 Work in a group. Write six words for each category.

- money
- hotels
- trains
- food

Study skills

Improving your listening skills

- 1 Before you listen, think about these questions:
- What information do you need to find? Is it a time, a price, an activity, a name?
 - What words do you already know about the topic? Try to predict some of the words that you will hear.
- 2 While you are listening:
- Don't worry if you don't understand every word. Just listen for the information that you need.
 - Don't try to translate into your own language. You can't listen and translate at the same time.
- 3 After listening:
- Check your understanding with a partner or the teacher.
 - Listen again at least one more time. Each time that you listen you will understand more.

Try these ideas next time you do a Listening activity.

Your Project

5

Develop your writing

Relative clauses

- 1 a** We often use relative clauses to make our writing more interesting. A relative clause often identifies the person or thing we're talking about. Underline the relative clauses in these sentences.

- 1 'I'm the person who has to find a buyer,' he said.
- 2 The first things that people used for money were sea shells.
- 3 We import food which can't be grown here.

b Where do we put the relative clause?

c Circle the relative pronouns in sentences 1–3 in exercise 1a. When do we use each one?

- 2** Rewrite the sentences. Use the words in brackets and relative pronouns to make relative clauses.

- 1 The man was called Arthur Furguson. (sold Big Ben)
The man who sold Big Ben was called Arthur Furguson.
- 2 The buildings were all national monuments. (he sold)
- 3 The tribes were called the Anglo-Saxons. (invaded England)
- 4 The language was similar to modern German. (they spoke)
- 5 We waste almost half the food. (is grown in the world)
- 6 The distance is called 'food miles'. (food travels before it's eaten)
- 7 Guests stay in rooms. (the owner converted from jail cells)
- 8 A lot of the people are young backpackers. (stay at Mount Gambier)

Project task

Write a project about how people spend their money. Do a survey.

- What things do people buy in a typical week?
- Where and when do they go shopping?
- What things are they saving up for?

Illustrate your project with pictures.

Song

- 1**  **3.30** Listen and choose the correct words.

- 2 a** Do you agree with the title?

b You want to have a good time. Think of these things.

- three things you need money for
- three things you don't need money for

We Don't Need Money To Have a Good Time

Not gonna be the one to stay ¹inside / at home alone
Not gonna be the one to sit there by the phone
We've got a reputation, we'll shake it ²out / off
some day
Not gonna be the ones to turn and ³walk / run away

Chorus

No reservations

No ⁴hesitations / complications

No bad reactions

Just ⁵congratulations / celebrations

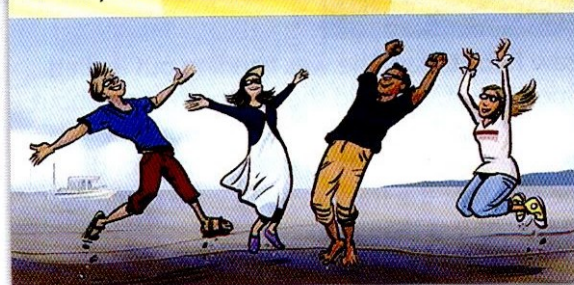
We don't need money to have a ⁶good / nice time
C'mon c'mon c'mon c'mon
Forget our worries and do what we ⁷like / want
C'mon c'mon c'mon c'mon

Not gonna be the ones just talking to ourselves
Not gonna be the ones just ⁸waiting / sitting on the shelf

We got no education but we find a way
Not gonna be the ones to try and ⁹walk / run today

Not gonna be the fools who don't know ¹⁰where / who they are

Not gonna be the fools who just say blah blah blah
We got ¹¹an invitation / a reputation, I ain't gonna play
Or will you be the ones to turn and walk away?



6A Pete's trainers



Comprehension

1 a ① 4.2 Read and listen to the story. What is Ruby doing? What's in Pete's bag?

b Complete the summary of the story.

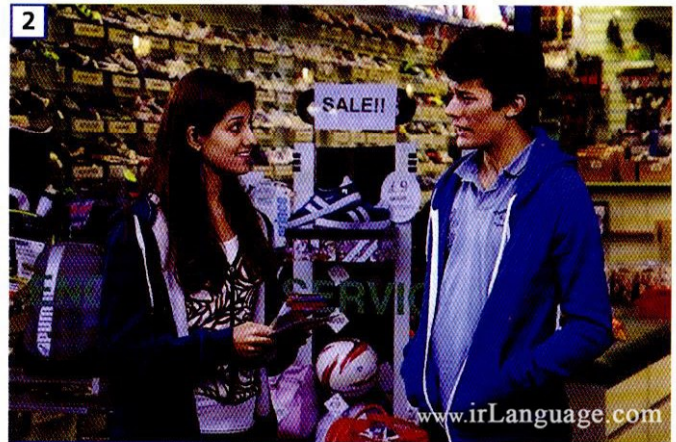
Pete sees Ruby in town. She's ¹ _____ outside a ² _____. She's protesting about ³ _____. She says that the trainers in the shop are ⁴ _____. Pete offers to ⁵ _____. While they're ⁶ _____, Pete sees ⁷ _____. After Ruby leaves, he ⁸ _____. Later he tells Jake that he offered to help Ruby because ⁹ _____.



Manager Why are you handing out leaflets outside my shop?

Ruby I'm protesting about working conditions for children in poor countries.

Manager I don't sell things which exploit children in my shop!



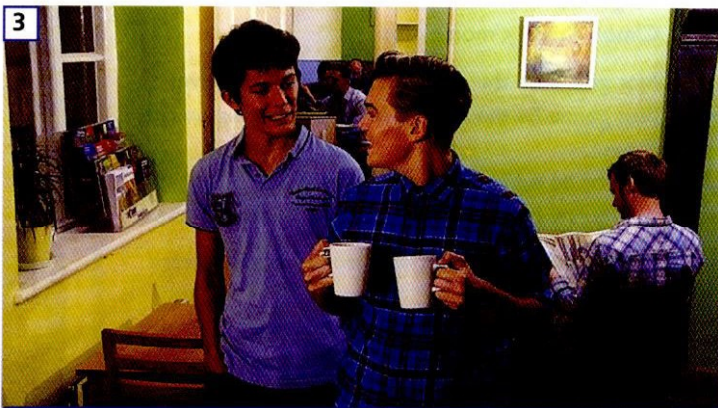
Pete Hi, Ruby. What are you doing?

Ruby Oh, hello, Pete. I'm protesting about working conditions for children in poor countries. The manager says that he doesn't sell things which exploit children in his shop, but it isn't true.

Pete Really?

Ruby Yes, so don't buy things in this shop. The trainers here are made by children who get less than a dollar a day. That's awful, isn't it?

Pete Yes, it's terrible. Here, I'll help you. Give me some leaflets.



Later: Pete is talking to Jake.

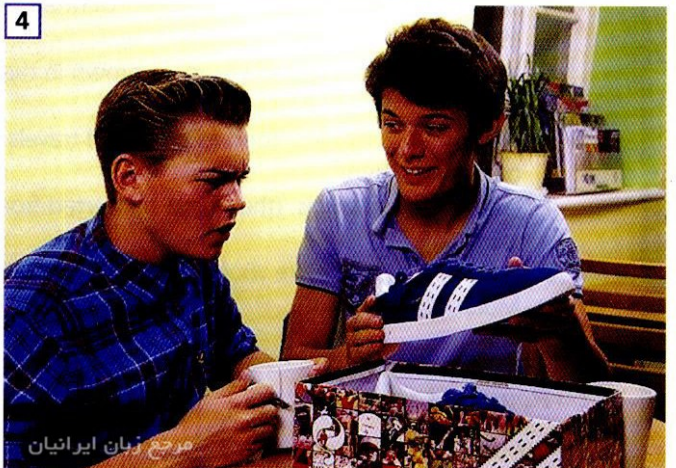
Pete I saw Ruby today. She was handing out leaflets outside Sports Stuff. She said she was protesting about working conditions for children in poor countries.

Jake Yes, she always wants to change the world.

Pete She said that the trainers there were made by children who got less than a dollar a day!

Jake So, what did you do?

Pete I said that it was terrible and that I'd help her.



Jake I didn't know that you were into politics.

Pete Well, I'm not, but Ruby's cool. I really fancy her.

Jake Yes, I know. Anyway, what's in the bag?

Pete My new trainers.

Jake What?

Pete Yes, I saw them in the shop window while we were handing out leaflets. So after Ruby left, I went in and bought them!

Grammar



Reported speech

2 a Complete these sentences from the story.

Direct speech	Reported speech
Manager: 1 _____ sell things which exploit children in 2 _____ shop!	The manager says that 3 _____ sell things which exploit children in 4 _____ shop.

b Look at the sentences in the table. What things change in reported speech? Why?

3 Here are some things that Ruby says to Ella. What does Ella say to Jake?



- I usually see Pete on my way to school.
Ruby says that she usually sees Pete on her way to school.
- He often smiles at me.
- He doesn't normally say much to me.
- I don't often see him at school, because we aren't in the same class.
- I sometimes see him at the sports centre when I go to my music class.
- I think he's quite nice.
- I don't think he's really into politics.
- He offered to help me on Saturday.

4 a Complete these sentences from the story.

Direct speech	Reported speech
Pete: Yes, it 1 _____ terrible. Here, I 2 _____ help you.	I said that it 3 _____ terrible and that I 4 _____ help her.

b What usually happens to the verbs in reported speech when we use *said*?

5 Here are some things that Pete said to Ruby outside the shop. What does Ruby say to Ella?

1 *I agree with you.*

Pete said that he agreed with me.

2 *It's wrong to exploit poor people.*

3 *I think it's terrible.*

4 *I want to help you.*

5 *I won't buy anything there again.*

6 *I'll tell all my friends.*

7 *I'd like to see you again.*

8 *I'll phone you.*

6 What do you think happens? Does Pete phone Ruby? Does Ruby find out about the trainers? Work in a group. Make a short dialogue to end the story.

Listening and speaking

7 a Read what Pete's mum says to his dad.

Pete said he was going into town, because he wanted to buy some new trainers. He said that he wouldn't be home for lunch, because he was meeting his friends in town. He said they were going bowling in the afternoon. He said that he'd probably get the five o'clock bus back.

b What did Pete actually say to his mum?

I'm going into town, because ...

c 4.3 Listen and check.

8 4.4 Listen. Report what Ruby and Jake said.

I don't feel well.



1 Ruby said that she didn't feel well.

6B Saying 'No'

Reading

1 4.5 Read and listen to the text. Answer the questions.

- 1 What is the woman's name?
- 2 Where did the famous 'bus ride' happen?
- 3 When did it happen?
- 4 What did the woman refuse to do?
- 5 When did she die?

A BUS RIDE into the history books

December 1, 1955 started as a normal day in Montgomery, Alabama. After work, Rosa Parks got on a bus in the downtown area. First, she paid her ten-cent fare. Then, as usual, she went to the section for black passengers. In those 5 days, the buses and other public places in several southern states in the USA were segregated. Only white people were allowed to sit in the front section of the bus. Rosa was mixed race: part African-American, part Native American and part Scots-Irish, but under the law she was black.

- 10 After a few stops, a white man got on. The bus was full and he couldn't find a seat. Rosa and three other passengers were sitting at the front of the 'coloured' section, and the driver, James Blake, told them to give up their seats and stand at the back. The other three passengers stood up, but 15 Rosa refused to move. The police came. They said that they would arrest her if she didn't move. Rosa told them that she wouldn't give up her seat and she was arrested.

Four days later, she was found guilty of breaking the law. The judge told her that she would have to pay a fine of \$14.



2 Put the events in the correct order.

- ☐ a The driver called the police.
- ☐ b Rosa was arrested.
- ☐ c She said 'No'.
- ☐ d Martin Luther King was killed.
- ☐ e A white man got on the bus.
- ☐ f Black people boycotted the buses.
- ☒ 1 g Rosa Parks got on the bus.
- ☐ h Barack Obama was elected US president.
- ☐ i The driver told Rosa to stand up.
- ☐ j Rosa and her husband left Montgomery.
- ☐ k She was fined.
- ☐ l The US Supreme Court said segregation was illegal.

- 20 While she was appearing in court, however, civil rights leaders organized a boycott of the buses. For 381 days the 42,000 black people of Montgomery said that they wouldn't use the buses. There were demonstrations in the streets, too. A young preacher, called Martin Luther King, led many 25 of these. Finally, just over a year later, the judges of the US Supreme Court said that segregation was illegal.

- That wasn't the end of the story. It took a long time for things to change. In 1957, Rosa and her husband moved to Detroit after some people in Montgomery said that they 30 were going to kill her. Over the next few years, hundreds of people died in demonstrations, and in 1968 Martin Luther King himself was shot. However, Rosa's 'No' started a revolution that slowly changed American society. In 2008, Barack Obama became the first black person to be elected 35 president of the USA. Unfortunately, Rosa herself didn't live to see it. She died in 2005 at the age of 92.



3 Find words or expressions in the text that mean the same as the following.

- 1 line 6: separated according to colour
- 2 line 15: to say 'No' you won't do something
- 3 line 19: money you pay for breaking the law
- 4 line 21: not using something in protest
- 5 line 23: protests in the streets
- 6 line 26: the highest court in the USA
- 7 line 26: not allowed by the law
- 8 line 32: hit by a bullet from a gun

4 Answer the questions.

- 1 What was the bus driver's name?
- 2 How much was the fine?
- 3 What was Martin Luther King's job?
- 4 How long did the boycott last?
- 5 Why did Rosa leave Montgomery?
- 6 How old was she when she made her protest?

Grammar: say / tell

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You **say** something (to somebody).*They said that they would arrest her.*You **tell** somebody something.*Rosa told them that she wouldn't give up her seat.***5 a Which people in the text said these things?**

a You'll have to pay a fine of \$14.

b Segregation is illegal.

c We'll arrest you if you don't move.

d We won't use the buses.

e You have to give up your seats and stand at the back.

f We're going to kill you.

g I won't give up my seat.

b Complete the sentences to report what the people said. Use said or told and your answers to exercise 5a.

- 1 The driver _____ the four black passengers that they ...
- 2 Rosa _____ the driver that she ...
- 3 The police _____ that they ...
- 4 The judge _____ her that ...
- 5 The black people of Montgomery _____ that they ...
- 6 The Supreme Court _____ that ...
- 7 Some people in Montgomery _____ Rosa that ...

Listening**6 a 4.6 Listen and choose the correct answers.**

- 1 What do the people want to protect?
 - a a wood
 - b some old buildings
 - c a hospital
- 2 What does the local council want to build?
 - a a motorway
 - b a supermarket
 - c a shopping centre
- 3 When are they going to make the decision?
 - a next weekend
 - b next month
 - c on Tuesday

b 4.6 Listen again. Answer the questions.

- 1 What do the people think will happen to:
 - Dingle Dell?
 - the town?
- 2 What are they going to do to stop the development?



6C Indirect questions

Vocabulary

Places and things in a town

- 1 a** Which of these places are there in your town, village or city district?



1 a bus station



2 a postbox



3 an art gallery



4 a shopping mall



5 a town hall



6 an underground station



7 an Internet café



8 a multiplex cinema



9 a tourist information centre



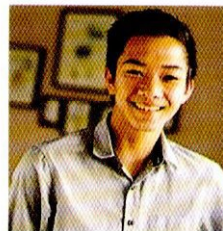
10 a cash machine

- b** What other parts of a town or city do you know? Write down eight things.

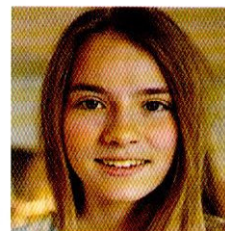
a street, a hospital ...

Listening

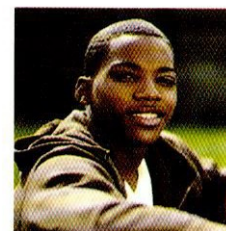
- 2 a**  **4.7** Listen. Match the people to the questions.



1 Jerry



2 Patsy



3 Amir



4 Sara



5 Grant



6 Heidi

- a** What time does the film start?
- b** Did Mr Wade give any homework today?
- c** Have you got Becky's email address?
- d** When was the Battle of Waterloo?
- e** Can I stay at Conrad's house tonight?
- f** Is Sally going out with Gus?

- b** Complete the reports of the questions with the correct names.

- _____ wants to know what time the film starts.
- _____ wants to know whether Mr Wade gave any homework today.
- _____ wants to know if Kim has got Becky's email address.
- _____ wants to know when the Battle of Waterloo was.
- _____ wants to know whether he can stay at Conrad's house tonight.
- _____ wants to know if Sally is going out with Gus.

- 3 a**  **4.7** Listen again. Why does each person want the information?

- b** Complete the messages.

He wants to know what time the film starts because he can't get to the cinema before 7.30, as he's going swimming with his parents.

Grammar: indirect questions

- 1 Complete the original questions and the reports from exercise 3.

- a *What time _____?*
He wants to know what time _____
- b *_____ any homework today?*
She wants to know whether _____ any homework today.

- 2 a What form of the verb do we use in indirect questions? Is it the question form or the statement form?
- b What words do we use to introduce:
- an indirect *wh*- question?
 - an indirect *yes / no* question?

4 a Report these messages.

1

Hi Frankie. Are you going to be in this evening? I can bring round the DVD that you wanted to borrow.
Alex

2

From: Liz
Hi Sunita
Do you want to stay at my place on Friday after Lloyd's party? My parents said it would be OK.

3

Kelly
What have you done with the TV remote? I can't find it anywhere!
Pete

4

Hi Dad
Did you buy a new printer cartridge the other day? The printer's run out of ink and I need to print something.
Jim

5

Beth
Do you need a lift from the bus station? Your dad will pick you up if you do.
Love, Mum

6

From: Nick
Hi Bob
What time can you play table tennis on Saturday? I want to book a table today, if possible.

- b 4.8 Listen and check.

Everyday English**Polite questions**

- 5 4.9 We often use indirect questions to ask for information. It sounds more polite. Listen and complete the questions.



مرجع زبان ایرانیان

Speaking

- 6 a Work with a partner. Make dialogues. Use the cues.

- 1 a cash machine / near here? ○ ○ ○
- Excuse me. Could you tell me if there's a cash machine near here, please?
 - Yes, there's one at the bank over there.
 - Thank you.
- 2 ○ ○ the art gallery / open today?
- 3 where / the town hall? ○ ○ ○
- 4 how much / this sweatshirt? ○ ○ ○
- 5 the train to London / go from platform one or two? ○ ○ ○
- 6 where / can buy some stamps? ○ ○ ○
- 7 how / get to the bus station? ○ ○ ○
- 8 where / the nearest underground station? ○ ○ ○

- b Choose two other places from exercise 1. Make dialogues about them.

6D Romeo and Juliet

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Extensive reading

1 **4.10** Read and listen to the text. Answer the questions.

- 1 Who wrote the play?
- 2 When did he write it?
- 3 Where does it take place?
- 4 Who are the Montagues and Capulets?
- 5 What happens to Romeo and Juliet in the end?

2 Match the names to the correct family.

Romeo Tybalt Juliet Benvolio Rosaline

Montague

Capulet

3 Put the events in the correct order.

- ☐ a Tybalt kills Mercutio.
- ☐ b Juliet stabs herself.
- ☒ 1 c Romeo goes to the ball to see Rosaline.
- ☐ d Romeo kills Tybalt.
- ☐ e Romeo thinks Juliet is dead and takes poison.
- ☐ f Romeo and Juliet get married.
- ☐ g Juliet takes a drug and goes into a coma.
- ☐ h Juliet wakes up and finds that Romeo is dead.
- ☐ i The two families agree to be friends.
- ☐ j Romeo has to leave Verona.
- ☐ k Romeo and Juliet fall in love.

4 Who are these people? What do they do in the story?

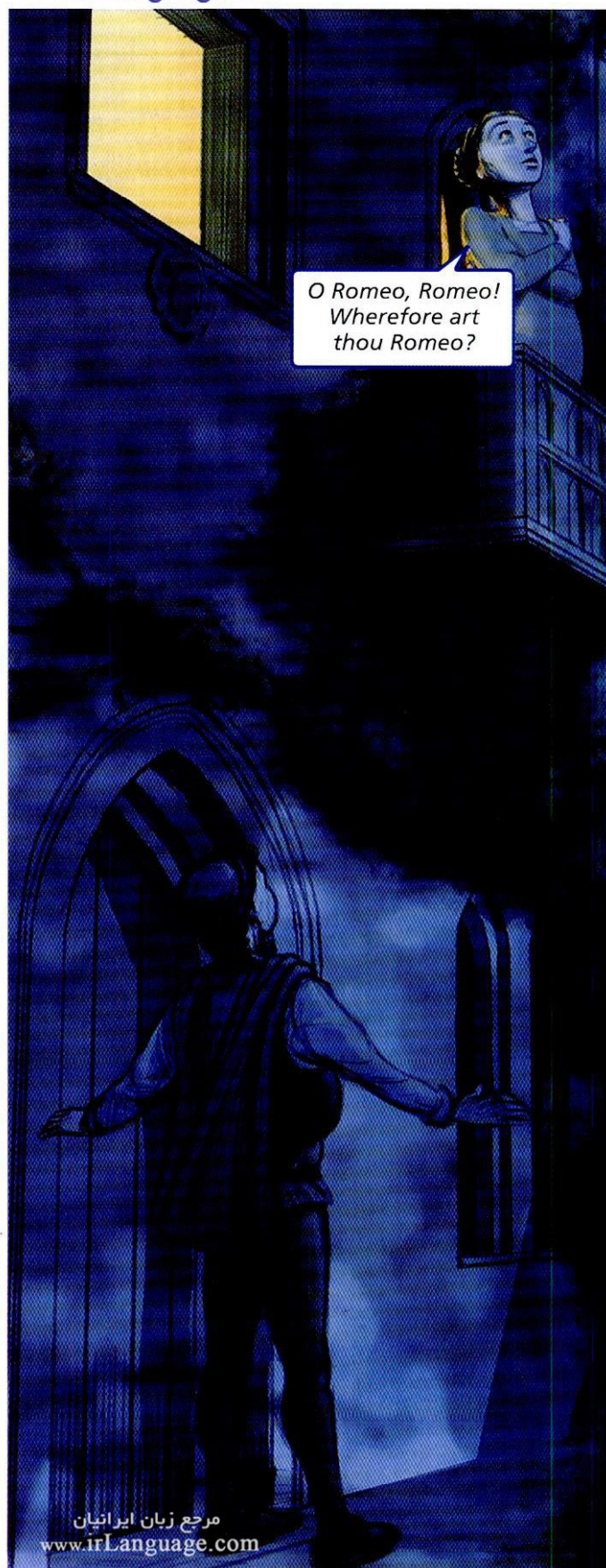
- | | | |
|--------------|------------|------------------|
| 1 The Prince | 3 Tybalt | 5 Paris |
| 2 Rosaline | 4 Mercutio | 6 Friar Lawrence |

5 Match the words and phrases to their meanings.

- | | |
|---------------|--|
| 1 a ball | a to attack with a knife |
| 2 in disguise | b If you drink this, you'll die. |
| 3 a balcony | c someone who takes a message |
| 4 a secret | d Only a few people know this. |
| 5 a tomb | e sadness |
| 6 a messenger | f dressed so that nobody can recognize you |
| 7 poison | g a big party where people have fun |
| 8 stab | h You can stand on this outside a window. |
| 9 woe | i Dead people are put here. |

6 Answer the questions.

- 1 What is the moral of the story?
- 2 What part would you like to play? Why?



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The story of Romeo and Juliet is one of the most famous love stories in the world. The play was written by William Shakespeare in 1595.

The story takes place in the city of Verona in northern Italy. Two rich families who live there – the Montagues and the Capulets – hate each other, and the play starts with a fight between their men. The Prince of Verona arrives and tells the two families to stop fighting.

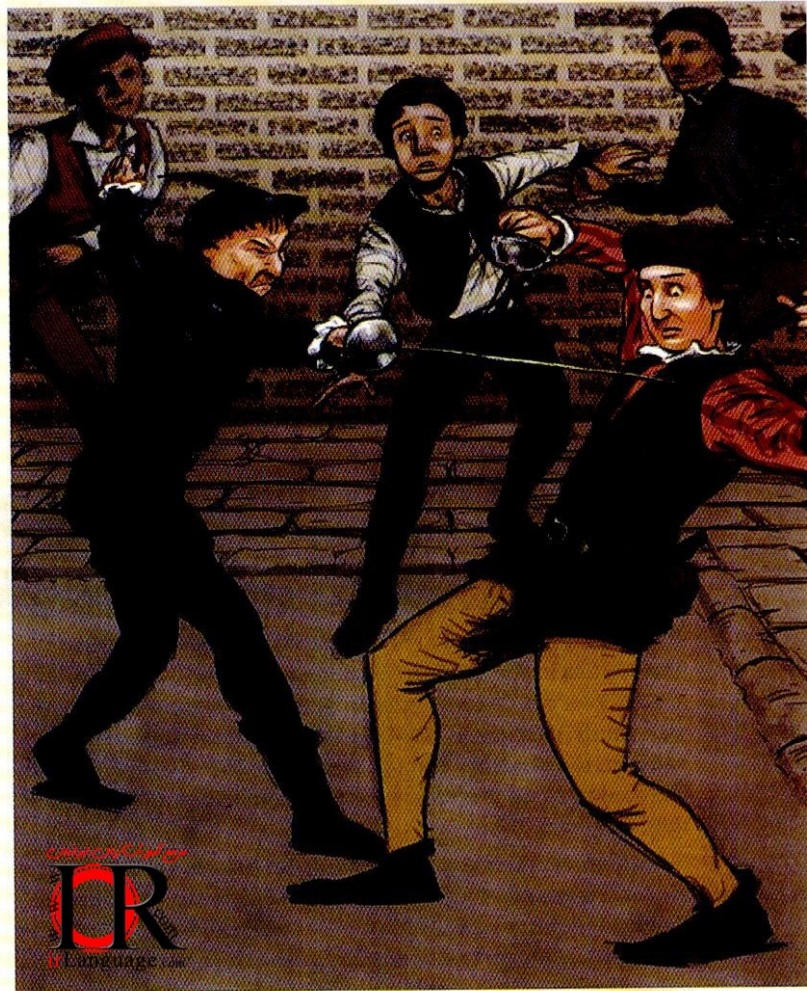
That night, the Capulets hold a ball. The Montagues, of course, haven't been invited, but Romeo, Lord Montague's son, decides to go to the ball in disguise with his cousin Benvolio and friend Mercutio. Romeo is in love with Rosaline, Lord Capulet's niece, and he wants to see her. However, while he's at the ball he sees Juliet, Lord Capulet's daughter, and he falls in love with her instead.

Later that night, Romeo goes to the Capulets' garden, although it's very dangerous. He sees Juliet on her balcony and he hears her saying that she loves him. Romeo climbs up to the balcony and they say that they love each other. Together they go to see a priest, Friar Lawrence, who marries them secretly.

There is a problem waiting for the young couple, however. Juliet's cousin, Tybalt, knows Romeo was at the ball. Although Romeo was in disguise, Tybalt recognized his voice. He's angry with Romeo because he entered the Capulets' house without an invitation. He wants to fight Romeo, but Romeo doesn't want to fight him, because they are now related. However, Romeo can't say that, because his marriage to Juliet is still a secret. Mercutio fights Tybalt instead. Romeo tries to stop the fight, but then Mercutio is wounded by Tybalt and dies. Romeo is so angry that he chases Tybalt and kills him.

The Prince tells Romeo to leave Verona. Juliet is very unhappy about this. Then her father tells her that in three days' time she's going to marry another man. His name is Paris and he's in love with Juliet. Juliet is now desperate and she goes to see Friar Lawrence. He gives her a drug and tells her that if she takes it, she'll go into a deep sleep for a few days and people will think that she is dead. However, when she wakes up, she'll be able to go to Romeo.

Juliet takes the drug. Her parents believe she's dead and put her in the family's tomb. Friar Lawrence writes a letter to tell Romeo what has happened and



tells a messenger to take it to Romeo. However, the messenger doesn't reach him. Instead, Romeo hears news from his servant that Juliet is dead. As a result, he buys some poison so that he can kill himself if the news is true. Then he returns to Verona and goes to the tomb, where he meets Paris. The two men fight and Romeo kills Paris.

After that, Romeo enters the tomb and finds Juliet. He thinks that she is dead, so he drinks the poison and dies. Later, Juliet wakes up. When she sees that Romeo is dead, she is so upset that she takes his knife and stabs herself.

Friar Lawrence comes to the tomb, but he is too late. The young lovers are already dead. Finally, members of the two families arrive. They are all very sad and they agree to stop fighting. The Prince ends the play with the words:

'For never was a story of more woe than this of Juliet and her Romeo.'



1 **4.11** Read and listen to the text. Which university is older: Oxford or Cambridge?

2 a Match these things to the correct university, Oxford or Cambridge.

1209 the Nobel Prize dark blue 31 1096
prime ministers light blue scientists 46

b Which famous people does the text mention? What were they famous for?

3 Read the text again and look at the pictures. What are these things?

colleges the Varsity Match Tom Tower
the Boat Race mixed colleges punting

4 Find out and write about a famous university in your country.

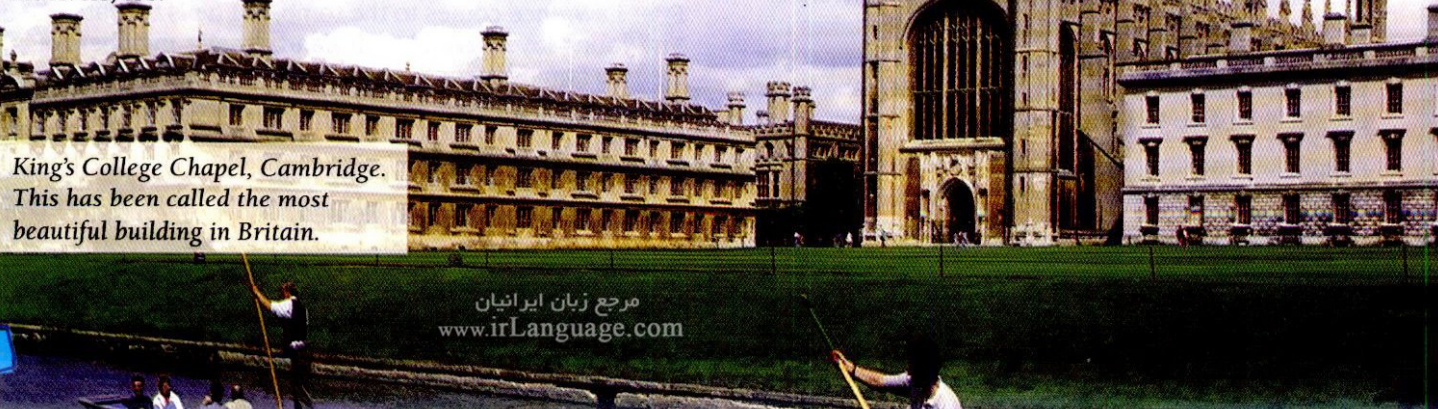
Oxford and Cambridge

Oxford and Cambridge are the two oldest and most famous universities in the English-speaking world. We don't know exactly how old Oxford University is, but we know that there were students there in 1096. In 1209, after an argument between the students and the townspeople in Oxford, some of the students and professors went to Cambridge and started a new university there.

Both universities consist of a number of colleges where students live and study. Oxford has got forty-six colleges and Cambridge thirty-one. At first, only men could study at the two universities. At the end of the 19th century, however, some colleges were built for women but they did not give degrees to them until the 1920s. Now all Oxford colleges are mixed, but Cambridge still has one for women only.

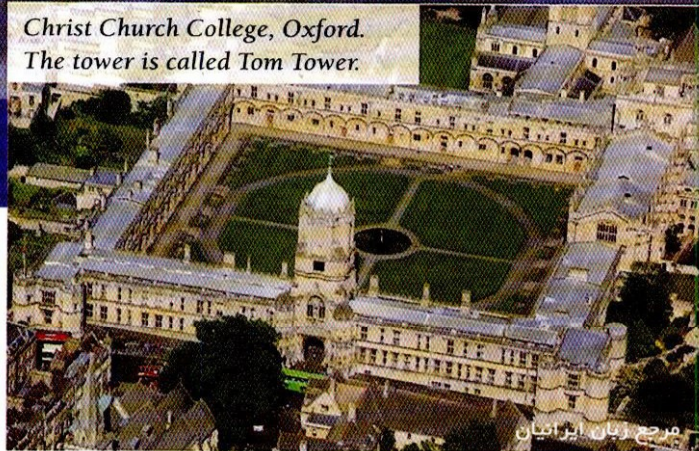
Many famous people have studied at Oxford and Cambridge. Twenty-six of Britain's prime ministers, including Margaret Thatcher, Tony Blair and David Cameron, studied at Oxford. The former US president, Bill Clinton, also studied there. Cambridge has produced a lot of famous scientists, including Isaac Newton, who discovered gravity, and Charles Darwin, who developed the theory of evolution. Nearly ninety Nobel Prize winners studied or worked at Cambridge University.

Millions of tourists visit the two cities every year to see the beautiful old university buildings. People often go punting on the rivers, too.



King's College Chapel, Cambridge.
This has been called the most beautiful building in Britain.

Christ Church College, Oxford.
The tower is called Tom Tower.



Oxford and Cambridge are traditional rivals in sport. The two most famous events between the two universities are the Boat Race, which takes place on the River Thames, and the Varsity Match, which is a rugby match. Sports teams from Oxford always wear dark blue, while Cambridge teams wear light blue.



English Across the Curriculum

6

Politics: government

1 **4.12** Read and listen to the text. Complete the text with the missing numbers.

2 Find these things in the text.

- two examples of things that the states control
- two things that the president can't do
- three differences between the House of Representatives and the Senate
- two animals that are important in American politics

3 a **4.13** Listen. You will hear about the political system in the UK. Copy and complete the chart with these words.

the prime minister Labour
Commons the king or queen

Head of state	1 _____
Head of the government	2 _____
Parliament	the House of 3 _____ The House of Lords
Parties	the 4 _____ party the Conservative party

b Who does these things?

- becomes prime minister
- makes and changes laws
- chooses the government ministers
- signs all laws
- checks all laws

c Answer the questions.

- Is the UK a republic or a monarchy?
- What is an MP? How many are there?
- How often are there elections?

d **4.13** Listen again and check.

The USA

The states

The USA is a federal republic. There are ¹ _____ states in the USA. Each state has its own government, its own state capital city and its own governor. The states control things like education, the police, roads, marriage, drinking laws and so on.

Some things (for example, gambling) can be legal in one state and illegal in another. The USA also has a federal government in Washington DC.

The president

The president is elected for ² _____ years and he or she can't be elected for more than ³ _____ terms. The president is the head of state and the head of the government. He or she can't make laws, but can veto them.

Congress

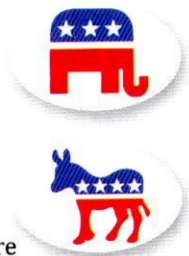
Congress makes and changes laws. There are two houses of Congress:

★ The House of Representatives has ⁴ _____ members. They are elected for ⁵ _____ years. The states with more people have more representatives than the ones with smaller populations. California, for example, has got ⁶ _____ representatives, while Alaska has only got ⁷ _____.

★ The Senate has ⁸ _____ members and they are elected for ⁹ _____ years. Each state has ¹⁰ _____ senators, so the big states and the small states are equal. A new law must be passed by both houses of Congress and the president.

Political parties

There are two big political parties – the Republicans and the Democrats. The symbol of the Republican party is an elephant; the symbol of the Democrats is a donkey. The same party doesn't always control all parts of the government. There might be a Republican president, while the majority of Congress members are Democrats, for example.



Grammar

1 Report what the people said.

1 Bob

*I'm going to a pop concert with my friends.**Bob said he was going to a pop concert with his friends.*

2 Gina

I need some help with my homework.

3 Tim

I'll be home by nine o'clock.

4 Alice

My sister's going to get henna.

5 Max

There's a good film on at the cinema.

6 Kate

I can't find my tennis racket.

7 Fred

We don't play rugby at my school.

8 Sue

My parents want to move to Canada.

2 Here are some more things that the people in exercise 1 said. Read the reports. What did they actually say?

1 Bob said they were taking the bus.

We're taking the bus.

2 Gina said that it was very difficult and she didn't understand it.

3 Tim said he would phone if he was going to be late.

4 Alice said that their parents wouldn't be happy about it.

5 Max said he was going to see it with his brother.

6 Kate said she needed it for her P.E. lesson.

7 Fred said that they played football, but he preferred rugby.

8 Sue said she didn't want to leave all her friends.

3 Complete the sentences with *said* or *told*.

- 1 I _____ my friends that I was going to have a party.
- 2 They all _____ that they would come.
- 3 Then Yasmin _____ me that she couldn't come after all.
- 4 She _____ that she was going to her grandparents' on Sunday.
- 5 She _____ me that she was really disappointed.
- 6 I _____ her that I was sorry she wouldn't be there, too.

4 a 4.14 Listen and complete Daniel's questions.

- 1 Mum, where's *the remote control* for the TV?
- 2 Does _____ start at 8.30?
- 3 Is Leah using _____?
- 4 Did Nick _____ today?
- 5 What time will _____ be home?
- 6 Where does Harry _____?
- 7 How long is it till _____?
- 8 Is Marco going _____, too?

b Say what Daniel wants to know.

He wants to know where the remote control for the TV is.

Speaking

5 Use the photos and cues. Make dialogues to ask and answer questions about the places.

- Excuse me, can you tell me ...?



... near here?
opposite the town hall



... where ...?
in the shopping mall



... open tomorrow?
closed on Mondays

Study skills

Being a good learner

You've come to the end of *Project*, but it isn't the end of learning English. You can help yourself a lot if you remember the ideas about learning that you've met in *Project*. Look at these topics. Work in a group. Write down two pieces of advice for each topic.

- | | |
|-------------------------|----------------------------|
| 1 Reading and listening | 4 Revising and doing exams |
| 2 Vocabulary | 5 Using a dictionary |
| 3 Speaking | 6 Learning grammar |

Good luck with learning English in the future!

Your Project

6

Develop your writing

Sentence linkers

- 1** When we tell a story we often use **linking words**. Find these words in the story of **Romeo and Juliet** on page 75. How do you say them in your language?

while later then finally
however as a result when

- 2** Use the words in exercise 1 to complete the summary of Rosa Parks' story. Sometimes more than one of the words can be used.

Rosa Parks was going home from work.

¹ _____ she got on the bus there were empty seats in the middle of the bus.

She sat on one of them in the 'coloured section', with three other black people.

² _____ a white man got on and couldn't find a seat, so the bus driver asked them all to move. ³ _____, Rosa refused. ⁴ _____ the police arrived and she was arrested.

⁵ _____ she went to court and was fined \$14. ⁶ _____ she was appearing in court,

civil rights leaders organized a boycott of the buses. The boycott lasted one year.

⁷ _____ the Supreme Court decided that segregation was illegal.

Project task

Write a project about an important event in your country's history. Follow this pattern.

- Set the scene.
- How did the situation arise?
- What happened?
- What happened after the event?
- What was the result?

Illustrate your project with pictures.

Song

- 1**  **4.15** Read and listen to the song. Answer the questions.

- 1 Does the singer see the world as a happy place?
- 2 Who does he think created the problems?

- 2** What do you think are the biggest problems with the world today?

Is this the world we created?

Just look at all those hungry mouths we have to feed.
Take a look at all the suffering we breed.
So many lonely faces scattered all around,
Searching for what they need.

Is this the world we created?

What did we do it for?

Is this the world we invaded

Against the law?

So it seems in the end,

Is this what we're all living for today?

The world that we created.

You know that every day a helpless child is born
Who needs some loving care inside a happy home.
Somewhere a wealthy man is sitting on his throne,
Waiting for life to go by.

Is this the world we created?

We made it on our own.

Is this the world we devastated,

Right to the bone?

If there's a God in the sky

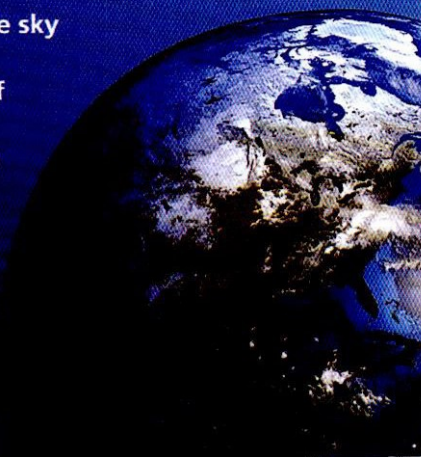
looking down,

What can he think of

what we've done

To the world that he

created?



Pronunciation

Unit 1

1 Phonetic alphabet revision: vowels

a 4.16 These are the vowel sounds of English. Listen and write the missing words.

/ɪ/ 1 _____	/ɒ/ 4 _____	/eɪ/ day
/i/ happy	/ɔ:/ four	/aɪ/ 7 _____
/i:/ week	/ʊ/ 5 _____	/ɔɪ/ noise
/e/ red	/u:/ you	/aʊ/ now
/æ/ 2 _____	/ʊə/ pure	/əʊ/ 8 _____
/ʌ/ 3 _____	/ə/ water	/eə/ where
/ɑ:/ car	/ɜ:/ 6 _____	/ɪə/ 9 _____

b What are these words?

1 /pleɪn/ <i>plain</i>	5 /sku:l/	9 /'məʊbaɪl/
2 /'pɒkɪt/	6 /bɜ:d/	10 /flæt/
3 /'bɔɪ/	7 /'peərənts/	11 /'rɪ:fʌnd/
4 /haʊ/	8 /'fʊtbɔ:l/	12 /'glɑ:sɪz/

2 Silent letters

a Which consonant in each group of words is not pronounced?

1 wrong	wrist	write
2 knock	know	knee
3 bomb	thumb	climb
4 which	when	where
5 sign	foreign	design

b 4.17 Listen, check and repeat.

c For each group of words, make a rule.

In words beginning / ending with _____, we don't normally pronounce the _____.

Unit 2

1 Phonetic alphabet revision: consonants

a Some consonant sounds have special symbols. Match the symbols to the correct words.

1 /f/ <i>d</i>	5 /ð/	a brother	e join
2 /tʃ/	6 /θ/	b treasure	f yes
3 /ʒ/	7 /ŋ/	c song	g three
4 /dʒ/	8 /j/	d shop	h punch

b 4.18 Listen, check and repeat.

c What are these words?

1 /tʃɜ:tʃ/ <i>church</i>	4 /wɪf/	7 /'ju:ʒuəli/
2 /ði:z/	5 /jʌŋ/	8 /mʌtʃ/
3 /tʃeɪndʒ/	6 /bɑ:θ/	9 /'gɔ:dʒəs/

2 Schwa /ə/

a Which of these words have the /ə/ sound in the final syllable? Circle them.

money parent driver message doctor easy village
different expensive appointment study enormous
October generous attractive luggage opposite

b 4.19 Listen, check and repeat.

Unit 3

1 Voiced and unvoiced consonants

a Some consonants are voiced. They vibrate in your throat. Unvoiced consonants don't.

- 1 voiced: /b/, /d/, /g/, /v/, /z/
2 unvoiced: /p/, /t/, /k/, /f/, /s/



b 4.20 Listen and repeat these pairs.

1 van	fan	6 wide	white
2 bag	back	7 bad	bat
3 gave	cave	8 leave	leaf
4 down	town	9 bull	pull
5 rise	rice	10 zip	sip

c 4.21 Listen. Which word do you hear?

2 Word stress

a Put the words in the correct column.

infection difficult overweight medical disappear
temperature graduation emergency California
poisonous hospital situation disaster attention
electrocute atmosphere international immediately

First syllable	Second syllable	Third syllable
••• <i>difficult</i>	••• <i>infection</i>	••• <i>overweight</i>

b 4.22 Listen, check and repeat.

Unit 4

1 Question intonation 1

a 4.23 Listen. Match the sentences to the correct intonation pattern.

Have you got a weekend job?
Yes, I work in a café.



b 4.24 Listen to these words and phrases. Which ones are questions? Write ? or .

- | | |
|---|--|
| 1 Coffee <input type="checkbox"/> | 5 Sugar <input type="checkbox"/> |
| 2 At the sports centre <input type="checkbox"/> | 6 On the table <input type="checkbox"/> |
| 3 OK <input type="checkbox"/> | 7 Your football boots <input type="checkbox"/> |
| 4 In Park Street <input type="checkbox"/> | 8 By train <input type="checkbox"/> |

c 4.25 Listen to the dialogues and check.

2 Question intonation 2

a 4.26 Listen and repeat these *wh*- questions. Does the intonation go up or down?

- Where are you going?
- How much is this shirt?

b Look at the dialogue. Will the intonation go up or down in each sentence?

- Are you going out tonight?
- Yes, we're going to the cinema.
- What time will you be back?
- About half past ten.
- Do you need a lift?
- No. We're taking the bus.

c 4.27 Listen, check and repeat.

Unit 5

1 Sentence stress

a 4.28 Not all the words in a sentence are stressed. Listen and repeat.

I'm going back to the supermarket.

b 4.29 Listen. Which words are stressed? There are three in each sentence.

- This present's for Mary's birthday.
- We bought a lot of things.
- The hotel is built of ice.

- I can't go to the party.
- What are you doing this evening?
- I saw you at the cinema on Monday.

2 Prepositions: strong and weak forms

a 4.30 We normally reduce the vowel sound in some prepositions to a weak /ə/. At the end of a sentence, however, we use the strong form because it's stressed. Listen and repeat.

- Where are these oranges from? /frɒm/
- They're from Florida. /frəm/

b 4.31 Listen to the sentences. Write *s* if the preposition is strong or *w* if it's weak.

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

c 4.31 Listen again and repeat the sentences.

Unit 6

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1 Word linking

a 4.32 When we speak, we don't always pronounce each word separately. Listen. What happens to the parts that are underlined?

- Do you want to swim?
- I'm going to phone Beth.
- Have you got a pen?
- Are you waiting for John?

b 4.32 Listen again and repeat.

c 4.33 Listen to the sentences. How many words are there in each sentence? Note: short forms count as one word.

- 1 Where's he gone? 3 words

d 4.33 Listen again and write the sentences.

2 Consonant clusters

a 4.34 Listen and repeat the pairs. Make sure you pronounce the 'n'.

- | | | | |
|----------|-------|----------|------|
| 1 friend | Fred | 6 sink | sick |
| 2 hand | had | 7 tongue | tug |
| 3 went | wet | 8 bang | bag |
| 4 window | widow | 9 send | said |
| 5 aunt | art | 10 want | what |

b 4.35 Listen. Which word do you hear?

Reading

Unit 1

1 a 4.36 Read and listen to the story. Which of these people takes Sally's phone? Why?

Jack Claire Andrew Paul Katherine Michael

b Who are the other people?

c Which person:

- 1 is having a party tonight?
- 2 wakes Sally up?
- 3 is expecting to have dinner with Sally and Andrew?
- 4 invites Sally to a party?
- 5 thinks Andrew is a bully?
- 6 helps Sally to buy a new skirt?

2 Answer the questions.

- 1 Why does Sally decide to go to the party?
- 2 How will each person in exercise 1 feel about her decision?

Sally's phone



It was Thursday morning and Sally woke up suddenly. Her mobile phone was ringing. It was her friend, Andrew.

'Andrew,' said Sally sleepily. 'It's only seven o'clock.'

'Yes,' said Andrew. 'I've just arrived at my office. Don't forget. I've arranged for us to have dinner with my new boss, Michael, this evening. See you at 6.30 in the Cosmo Bar. Oh, and wear that blue skirt. I like that. Bye.'

That was typical of Andrew. He was good-looking, confident and had a good job, but he was always in a hurry.

'But I can't wear the blue skirt. It's torn,' said Sally to her mother, as they were having breakfast.

'Well, wear what you like,' said her younger brother, Jack. 'You shouldn't just do what Andrew wants.'

25 'Be quiet, Jack,' said Sally. 'Andrew's very nice.'

'Huh. I think he's a bit of a bully,' said Jack and hurried out to get his bus to school.

At lunchtime, Sally went shopping with her friend, Claire.

'Do you like this?' asked Claire. She was holding up a red skirt.

30 'Yes, it's nice, but I don't usually wear red. Andrew doesn't like it,' said Sally.

'But you like it, don't you?' said Claire.

Sally bought the skirt. Then Claire went back to the office, but Sally

went to a café for a cup of coffee first. While she was waiting, she phoned her mother.

A young man was sitting next to her. He was talking to a friend on the phone. He finished his conversation and stood up, but as he was leaving, he knocked Sally's shopping bag on the floor.

40 'Oh, I'm sorry,' said Paul. He put his phone down, picked up the bag and gave it back to Sally.

'Thank you,' she said. Paul picked up his phone and went back to work. A few minutes later, Sally did the same.

In the afternoon, Paul was sitting at his desk when his mobile rang.

45 'That's not my ringtone,' he thought, but he answered the phone.

'Hello, Sally. I've changed the arrangements. Meet me in the Bar Bogart, not the Cosmo. OK?'

'This isn't Sally. It's Paul.'

50 'Paul? Paul who?' said Andrew. 'Well, it doesn't matter. Just give her the message, please. Goodbye.'

The mobile on Sally's desk rang, too, and she answered it.

'Hello, Paul,' said a woman's voice.

'Paul isn't here,' said Sally. 'I ...'

55 'Oh, well, can you give him a message, please? This is his sister, Katherine. There's a party at my house tonight for my birthday. I'm sure he's forgotten. Eight o'clock. Thanks. Bye.'

A minute later, the phone rang again.

'Hello, is that Sally? This is Paul. I think we picked up each other's phone.'

60 'Oh, at the café at lunchtime. You knocked my bag on the floor.'

'Yes, sorry about that. Anyway, can we meet after work to exchange phones?'

'OK,' said Sally. 'I'll meet you in Queen Square at quarter to six.'

65 Before she left work, Sally put on her new, red skirt, and then walked to the square. As she was walking towards him, Paul thought: 'She's very pretty.'

'Hi. Here's your phone back,' he said, and he smiled.

'What a nice, friendly smile,' thought Sally. 'And here's yours.'

70 she said. 'You had a call from your sister. It's her birthday and she's having a party at her house.'

'Oh no,' said Paul. 'I forgot. And I haven't bought her a present.'

On the other side of the square, a woman was selling flowers.

'Buy her some flowers from over there,' said Sally.

75 'Great idea,' said Paul. 'Would you like to come to the party, too?' Just then Sally got a text message on her phone: 'At the Bogart. Don't be late.'

'Oh, you had a message earlier, too,' said Paul. 'About meeting at the Bar Bogart instead of the Cosmo.'

80 'Oh, that isn't important,' said Sally. 'Yes, I'd love to come to the party. But it doesn't start till eight.'

'OK, well let's have a cup of coffee at The Blue Moon first,' said Paul. 'That's a nice skirt, by the way. I like red.'

At 6.30 in the Bar Bogart, Andrew tried to phone Sally, but Sally's phone wasn't switched on.



Unit 2

- 1 a 4.37 Read and listen to the story.
Find these people in the pictures.

Coyotito Juana Kino

- b Put the pictures in the correct order.

- c What is happening in each picture?

- 2 What is the moral of the story?



The Pearl

When Kino and Juana's baby son, Coyotito, was stung by a scorpion, Kino took him to the doctor's. But the doctor didn't want to see them, because Kino had no money. Kino was a pearl diver. Later that morning he and Juana went out in their canoe and Kino went diving. He found a very large oyster. When he opened it, there was a huge pearl inside. 'Now we'll be rich,' cried Kino. 'We'll buy new clothes,' said Juana. 'And Coyotito will go to school!' Soon everybody knew about their good luck. The doctor came to their home. He was happy to help the baby now. 'When will you pay for the medicine?' asked the doctor. 'When I sell my pearl,' said Kino. Unfortunately, as he said that, he looked at the corner of the room where the pearl was hidden under the floor. Before they went to bed, Kino moved the pearl. In the middle of the night, he woke up and saw someone digging in the corner. Kino jumped out of bed, but the burglar hit him on the head and escaped.

30 The next day Kino took the pearl into town. However, all the pearl buyers said the same thing: 'It isn't very valuable. I'll give you 1,500 pesos for it.'

35 'They're all working together to steal the pearl,' he told Juana angrily. 'So we're going to travel to the capital city to sell it.'

But Juana said: 'We should throw it away. It will only bring trouble.'

40 That night, she quietly left the house. 'I'm going to throw the pearl into the sea,' she said to herself. But Kino woke up, ran after her and stopped her.

45 On the way home Kino was attacked by three men. He used his knife to defend himself and killed one of the men.

'Now people will say that you are a murderer,' said Juana.

50 They quickly fetched Coyotito and a few things from their house, then ran to their canoe, but there was now a big hole in it. And when they went back to their house, it was on fire.

55 'Those people will do anything to get the pearl,' said Juana, 'We must get rid of it.'

But Kino said: 'No. When we sell the pearl, everything will be fine. We'll be rich and happy.'

They hid at Kino's brother's house until it was dark. Then they left the town. They walked all night, but the next day they saw three hunters following them. They ran up into the mountains. There they found a waterfall and a cave where they could rest.

65 But in the evening the hunters arrived and camped near the waterfall.

70 'Shh, Coyotito,' said Juana when the baby started to cry. 'Those men will hear us.'


'It's no good,' said Kino. 'They'll find us sooner or later. I'm going to go down there and kill them.'

75 Just as Kino reached the hunters' camp, Coyotito cried very loudly. The hunter thought that it was a wild dog. He fired his rifle towards the sound. Kino jumped out, grabbed the gun and shot the three hunters.

80 'We'll be safe now,' he thought, but when he went back to the cave, Juana was crying. The hunter's bullet had hit Coyotito and he was dead.

85 Kino and Juana went back to their town. They didn't speak to anyone. They just walked to the beach with their dead baby. Kino took the pearl from his pocket and threw it far out into the sea. It sank to the bottom and disappeared into the sand forever.

Unit 3

1 a  **4.38** Read and listen to the story.
Why is Yeshi smiling at the end?

b Why do you think his trick works?

2 a Correct the sentences. irLanguage.com

- 1 The King was worried that someone would attack his country.
- 2 He wanted to find a clever person who would be his friend.
- 3 He challenged the people to tell him a funny story.
- 4 Yeshi said he could make the King stand on his head.
- 5 The King promised to give Yeshi a golden palace.

b Which of these things did someone do to make the King stand up?

- ☐ play a trumpet very loudly
- ☐ say there was a snake under the throne
- ☐ shout: 'Fire!'
- ☐ throw cold water over the king
- ☐ fire a gun
- ☐ clap his hands
- ☐ throw a ball at the king

The King Stands Up

A traditional story from Tibet

Once there was a king of a rich and powerful country. He was a kind and honest man, but he was always worried. He thought that people would try to trick him and steal his treasure.

'If I had a very clever prime minister to help me, my treasure and the country would be safe,' he thought. 'So I must find the cleverest person in the country. But how?'

He decided to hold a competition. Messengers were sent out to all the towns and villages in the kingdom. A few months later the royal palace was full of people who all thought that they were very clever.

'How is the King going to find the cleverest person?' asked one. 'Nobody knows,' said another.

Soon the King came in and sat on his throne. Everybody bowed.

'Gentlemen,' he said. 'I have a simple challenge for you all. As you can see, I'm sitting down. If anyone can make me stand up, he will be my prime minister.'

All the people thought about the problem. Suddenly one man clapped his hands very loudly. He was trying to frighten the

King, but the king didn't move. Then another man shouted: 'Fire! Fire! If you don't get out now, you'll die!' But the King just laughed.

Then another man said: 'You should stand up, Your Majesty. But don't move quickly. There's a poisonous snake under your throne.'

'Well,' said the King, 'I would certainly stand up if there was a snake under my throne, but I know there isn't, because the guards checked the room before I came in.'

One by one the clever people tried to make the King stand up, but they all failed. And so, one by one, they gave up and went back to their towns and villages. Eventually there was just one boy left in the room. His name was Yeshi and he was only sixteen years old.

'And what about you?' said the King. 'Can you make me stand up?'



'Yes, Your Majesty,' replied Yeshi. 'But that challenge is too easy. I want to do something much more difficult – something that would show you I'm really the cleverest person in the country.' The King was surprised. 'And what's that?' he asked.

Yeshi pointed to the door and said: 'Imagine that you are on the other side of that door and you don't want to come into this room.'

'Yes,' said the King. 'I can imagine that.'

'Well,' said Yeshi. 'I could make you come into the room. What would you give me if I did that?'

'You'd become my prime minister if you made me come into the room,' said the King.

'That would be good,' said Yeshi. 'Would you give me anything else?'

The King was surprised at this, but he said: 'I'd give you half of my treasure, too. You'd be the richest man in the country.'

'Yes, I think that would be enough,' said Yeshi.

The King was now very puzzled. 'But how would you make me come into the room if I didn't want to?' he asked.

'Oh, it would be very easy,' said Yeshi. 'If you go and stand outside the door now, I'll show you.'

'All right,' said the King. 'But I'm telling you that I won't come into the room.'

With that, the King stood up, walked to the door and left the room. 'Well, here I am,' he said. 'So, make me come into the room.'

Yeshi didn't say anything. He just smiled.

'Why are you smiling?' asked the King impatiently.

'Well, Your Majesty,' said Yeshi. 'I made you stand up!'

Unit 4

1 a 4.39 Read and listen to the story. Who is 'the model millionaire'?

b Find these people in the pictures.

Hughie Erskine Laura Merton Colonel Merton
Baron Hausberg Alan Trevor

The Model Millionaire

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Hughie Erskine wasn't the cleverest person in the world, but he was very good-looking and had a charming, easy-going personality. Everybody liked him. Hughie, however, had one big problem. He wasn't very good at making money. He tried lots of different jobs, but he didn't do very well in any of them.

To make matters worse, he was in love. Her name was Laura Merton and she lived with her father, a retired colonel. They were both very fond of Hughie, but they didn't have much money. So, when one day Hughie said to the colonel, 'Can I marry your daughter?' the colonel said, 'My daughter needs a husband who can support her. Have you got ten thousand pounds?' 'No, I haven't,' replied Hughie.

'Well, ask me again when you have,' said the colonel.

A few weeks later, Hughie visited his friend, Alan Trevor. Alan was a well-known painter and that day he was painting a portrait of an old beggar. The model was standing on a platform in the corner of the room. He looked very sad. His clothes were old and torn, and he was holding out a hat for people to put money in.

'Why does he look so miserable?' said Hughie.

'Well, you don't want a cheerful beggar, do you?' smiled Alan.

A servant came in with a message.



'Just a minute, Hughie,' said Alan, and he left the room.

The old beggar sat down. Hughie looked at him. Then he put his hand in his pocket and took out some money. He only had a pound and some smaller coins.

'It isn't much,' he thought, 'but this old man needs it more than I do.' And he gave the pound to the beggar. The beggar looked very surprised. 'Thank you, sir,' he said. When Alan returned, Hughie said goodbye and went to spend the day with Laura. Afterwards he had to walk home, because he had no money for a taxi.

The next day Hughie was having a cup of tea in a café when Alan came in.

2 a Put the events in the correct order.

- ☐ a Hughie gives the beggar a pound.
- ☐ b Hughie and Laura get married.
- ☐ c The colonel says he needs £10,000 first.
- ☒ d Hughie asks the colonel if he can marry Laura.
- ☐ e Alan tells Hughie that the beggar is really a rich banker.
- ☐ f Hughie receives an envelope with a cheque for £10,000.
- ☐ g Hughie sees Alan painting the portrait of an old beggar.
- ☐ h The model asks Alan some questions about Hughie.

b Find words and expressions in the story to describe:

- Hughie
- the model

'Hello,' said Hughie. 'Did you finish your painting?'

'Yes, I did,' said Alan. 'My model asked me lots of questions about you after you left: Are you married? What do you do? Where do you live?'

'What did you tell him?' said Hughie.

'I told him all about Laura, the colonel, the ten thousand pounds and so on.'

'What?' cried Hughie. 'Why did you give all my private details to an old beggar?'

Alan laughed. 'That old beggar, as you call him,' he said, 'is Baron Hausberg, the international banker. He buys lots of my paintings.'

'But why was he wearing those old clothes?'

'He wanted a portrait of himself as a beggar – as a kind of joke.'

'Oh no!' said Hughie. 'Do you mean that I gave a pound to one of the richest men in the world?'

Alan laughed even louder. 'What on earth did you do that for?' he said.

'He just looked so poor,' said Hughie. 'Why didn't you tell me who he was?'

'I didn't know if Baron Hausberg would like it.'

'Oh, how embarrassing,' said Hughie.

The next morning Hughie was having breakfast when a visitor arrived.

'I've come from Baron Hausberg,' he said.

'Oh, yes,' said Hughie, 'I'm very sorry. I didn't know ...'

The visitor smiled and he gave Hughie an envelope. On the outside was written: 'A wedding present for Hughie Erskine and Laura Merton from an old beggar.' Inside there was a cheque for £10,000.



Unit 5

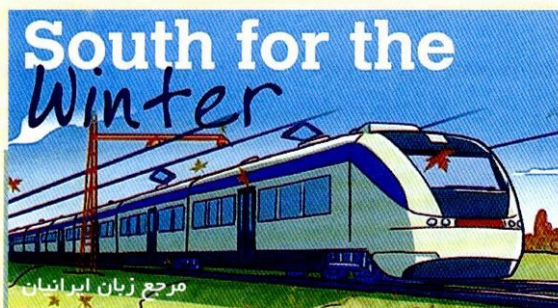
1 4.40 Read and listen to the story.

Answer the questions.

- Where is Tom now?
- Why is he there?
- Why does he want to ask Carol and Melanie some questions?

2 Match the statements to the places.

- | | |
|-------------------|---|
| 1 Venice | a The girls arranged to meet Tom here. |
| 2 Zagreb | b Tom plans to go here when he's free. |
| 3 Burnham-on-Sea | c Melanie took Tom to the restaurant car. |
| 4 Los Angeles | d The girls got on the train. |
| 5 Belgrade | e The girls got off the train. |
| 6 Sofia | f Policemen got on the train. |
| 7 Bela Palanka | g Melanie and Carol are from here. |
| 8 a small village | h Tom started his journey here. |
| 9 Australia | i Tom's mother lives here. |



I never stay in one country for a long time. I like to see new places, meet different people. When I need money, I get a job – hotel and restaurant work, building work, fruit-picking. In Europe fruit can be picked most of the year, but I like to go south in winter. Life is easier in the sun.

Two years ago I was working in a hotel in Venice in October, but then I decided it was time to move south. So I got a cheap single ticket for the slow train to Sofia, in Bulgaria. I could see from the timetable that the train took a long time, but the express was too expensive.

When we got to Zagreb, a lot of people got on. Soon after the train departed, I fell asleep. When I opened my eyes, two girls were sitting opposite me. 'Hi,' they said.

'You're American, aren't you?' I said. 'Or Canadian?'

'American,' the taller girl said. 'And you're twenty-three. Your name's Tom Walsh and your mom lives in Burnham-on-Sea, UK. Right?'

'How did you know that?' I asked.

The second girl laughed. 'She looked at your passport. It was on the seat. It fell out of your coat pocket.'

Their names were Melanie and Carol and they were from Los Angeles. They liked Europe and they knew a lot of places.

'What do you do about money?' I asked.

'Oh, you know,' Carol smiled.

'Sometimes we get a job – hotels, mostly.'

'Me, too,' I said. 'I'm going to Bulgaria now for about a month. Then I'm going to go to Cyprus or North Africa.'

They were nice girls. I guessed they were older than me – about twenty-seven. We talked and laughed for hours. When we reached Belgrade, Carol said, 'Why don't you and Tom go along to the restaurant car, Melanie? I want to sleep.'

'Er, food's expensive on the train,' I said. 'And I've only got a few coins.' 'That's OK,' said Melanie. 'I'll buy you a meal.'

When we came back to the carriage, Carol was still alone.

A few hours later, Melanie said, 'We're nearly in Bela Palanka. Time to get off.'

'Why are you getting off in Bela Palanka?' I asked. 'There's nothing to do there.'

'Who knows?' said Carol. 'But, look, we think you're a great guy, Tom. Why don't we come to Sofia at the weekend and meet up?'

'Sure,' I said. 'Great idea!'

'OK,' said Melanie. 'We'll see you at 8 o'clock on Saturday at the Hotel Marmara.'

The girls got off in Bela Palanka and the train crossed into Bulgaria. Then at 2 o'clock in the morning the train stopped at a small village. Suddenly there were a lot of policemen on the train.

'Perhaps they're looking for someone,' said an old woman. 'Look. Some people have been taken off the train.'

Two policemen came into the carriage. They looked at everyone,

then said to me, 'Come with us, please. And bring your bag.'

In the station there were several people from the train. 'All bags must be placed on the table,' said a tall policeman. One by one the bags were searched, passports were checked and the people were allowed to return to the train.

Then it was my turn. I put my bag on the table. All my dirty clothes were taken out, and then the tall policeman said, 'Aha!' He turned the bag over. Out of my bag fell several packets of American dollars – nice, new 100 dollar notes.

'50,000 ... 100,000 ... 150,000 ... There's 200,000 US dollars here,' Mr Walsh, said the policeman.

'But I've never seen that money before!' I shouted.

'Well, it's in your bag,' replied the policeman. 'And did you know that two days ago some money was stolen from a hotel in Zagreb? Two hundred thousand US dollars, in fact.' I looked through the window and saw my train slowly moving away from the platform.

So I never got to the Hotel Marmara on Saturday. That was a pity, as I wanted to ask Melanie and Carol a few questions.

Oh well, we live and learn. Life isn't easy in prison, but it's warm in winter and all my food is provided. When I'm released, I think I'll go to Australia. I'll get a job on a ship, start a new life. Yes, next year will be OK.



Unit 6

1 a 4.41 Read and listen to the story. Who or what are these?

Llyr Zennor Morveren Matthew Ruth

b Answer the questions.

- 1 Why did Morveren want to go onto the land?
- 2 How did her father help her?
- 3 What happened when Matthew and Morveren saw each other?
- 4 How did Matthew's singing continue to help the villagers?

The Mermaid

Zennor is a small village on Cornwall's rocky northern coast. Long ago, a handsome young man called Matthew lived there. Like most of the local men, he was a fisherman. It was a hard and dangerous job. At the end of each day, the villagers walked to their little old church to pray for good weather and good fishing the next day. The people sang, too, and everyone agreed that Matthew had the most beautiful voice in the world.

The church was very close to the shore, and out in the cold, dark sea someone else heard Matthew singing. Her name was Morveren, but she wasn't one of the villagers. She was a mermaid, the daughter of Llyr, King of the Ocean. 'What is that beautiful sound?' she wondered, as she sat upon a rock and combed her long blonde hair. Every night after that, she came a little closer to the shore and listened.

One night, when she returned to her home at the bottom of the sea, she asked her father if she could go and see who the singer with the wonderful voice was. Llyr replied that it was too dangerous for a mermaid to go onto the land, but Morveren refused to listen. She asked again and again. So finally the old king agreed. He gave her a net to cover her hair and a long dress to hide her fishtail. The dress was decorated with shells and jewels from the bottom of the ocean.

The next night, the mermaid dragged herself and the heavy dress out of the water and up the path to the old church. She looked through the half-open door at all the people inside. When she saw Matthew, she fell instantly in love with him. She watched and listened, but when the people finished singing, Morveren dragged herself back to the shore. Night after night she came, but she always left before anyone noticed her.

2 a Look at the picture. Find the paragraph in the story that it illustrates. irLanguage.com

b What are these people doing in the picture? Why?

Matthew Morveren the villagers Ruth

Then one night, while he was singing, Matthew looked at the door and he saw Morveren's face outside in the moonlight. He too fell in love. He stopped singing and rushed to the door. Morveren was already trying to escape, but she couldn't move very fast and Matthew caught her easily. 'Stop,' he cried. 'Don't leave. Who are you?' She told him that she was a mermaid and that she had to go back to the sea where she lived. Matthew said that he would go with her.



By this time, the villagers were chasing after them. Matthew picked the mermaid up in his strong arms and ran down to the shore. The villagers were getting closer, so Morveren pulled some of the jewels from her dress and threw them on the ground. When they saw the precious stones, the people stopped to pick them up, and the two young lovers reached the sea. Only Matthew's mother, Ruth, continued to run after them. 'Stop, Matthew! Stop!' she cried, but she was too late. She could only watch sadly from the shore, as Matthew and Morveren disappeared into the dark waves. They were never seen again.

Time passed, but the people of Zennor didn't forget Matthew. They often said that they could still hear his beautiful voice, as he sang to Morveren deep below the waves. He was singing to them, too, they said. Sometimes his songs told the fishermen that it was all right to go out in their boats, and at other times the songs warned them that it was too dangerous. On those occasions the fishermen said, 'Thank you, Matthew.' Then they tied up their boats and stayed safely on the shore.

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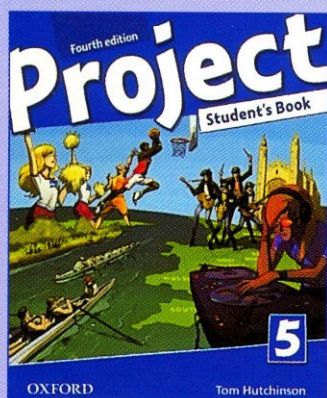
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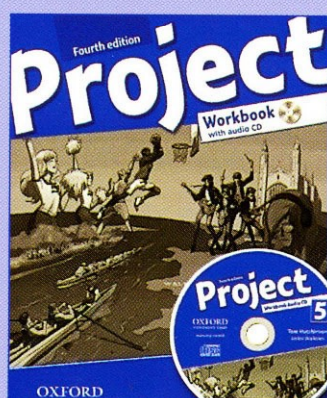
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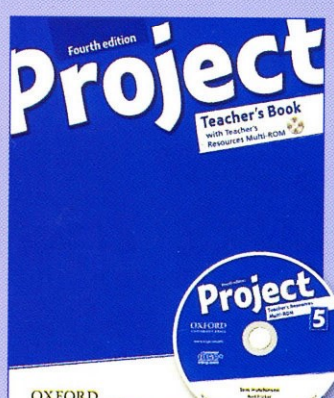
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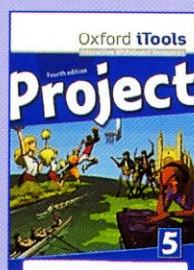
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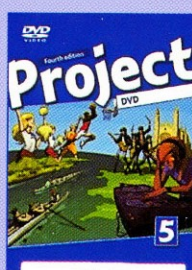
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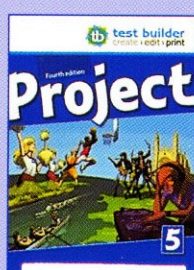
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