

Patrick Howarth & Patricia Reilly

Motivate!

Student's Book



MACMILLAN

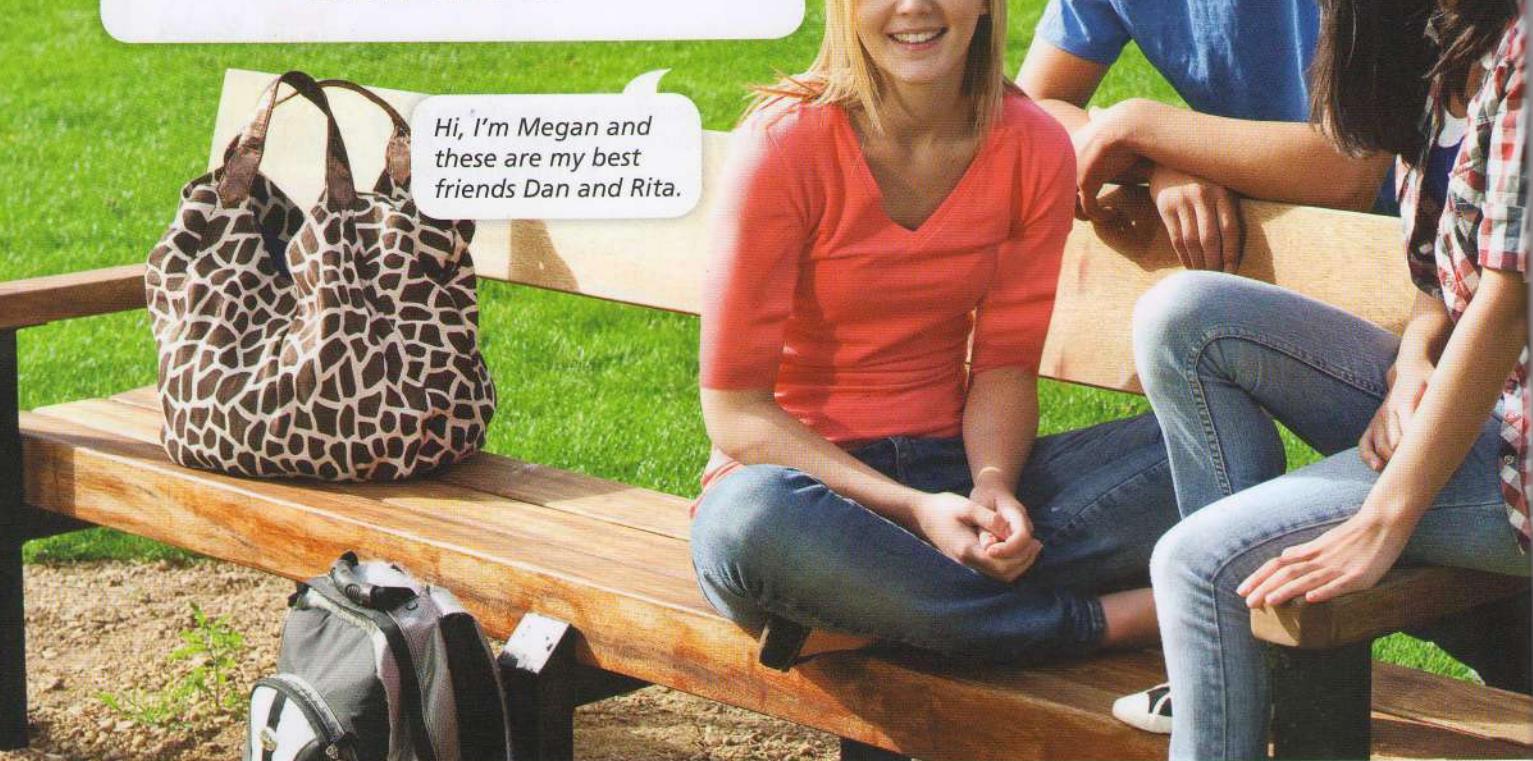
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▪ Teens under pressure ▪ Celebrity hobbies	▪ Sport	▪ At home ▪ Making suggestions	▪ A personal profile ▪ Joining ideas	 CLIL	Famous sporting events History
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▪ A world of heritage ▪ An email from New York	▪ Amazing places	▪ A day out ▪ Describing a place	▪ A travel guide entry ▪ Qualifiers	 CLIL	Famous places Geography
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▪ The World on Wheels ▪ Solo sailor	▪ Dream holidays	▪ At the station ▪ Describing a journey	▪ A description of a journey ▪ Linkers	 CLIL	Famous journeys Science
▪ The future of film ▪ Make a film in Hollywood!	▪ 3D films	▪ At the cinema ▪ Asking for and giving opinions	▪ A film review ▪ Giving opinions	 CLIL	Famous films and film-makers Art
▪ Making friends at home and abroad ▪ Questionnaire	▪ My gang	▪ A party ▪ Describing people	▪ A formal letter ▪ Linkers of addition and contrast	 CLIL	Famous friendships ICT
▪ The history of music players ▪ What's on your mp3 player?	▪ Animé star	▪ Going to a concert ▪ Agreeing and disagreeing	▪ A musical hero ▪ Time expressions	 CLIL	Famous music and musicians Music



Starter unit



Introductions

1 Look at the picture. What are their names?

2 **1.02** Listen and choose the correct words.

- 1 Hi, I'm Megan. I'm 14 / 15 / 16. My hobbies are reading and listening to music. This is my friend Dan.
- 2 Hello. I'm Dan. I like playing football / tennis / computer games and going to the cinema.
- 3 Hi. I'm Rita. I'm 13 / 14 / 15. I love sport. My favourite sport is swimming / tennis / football.
- 4 We all live / go to school / study in Reading, a town near London. It's a great place.

3 **INTERFACE** Introduce yourself to a friend.

Vocabulary

4 Match adjectives 1–6 with the opposites a–f.

- | | |
|-------------|----------|
| 1 tall | a) bad |
| 2 old | b) small |
| 3 fat | c) short |
| 4 big | d) young |
| 5 expensive | e) slim |
| 6 good | f) cheap |

5 Choose the odd one out.

- 1 trousers, shirt, chemist, trainers
- 2 bank, cinema, mountain, station
- 3 history, geography, football, science
- 4 summer, winter, snow, spring
- 5 knee, mouth, nose, eye
- 6 kitchen, bathroom, sofa, study

6 Add one more word to each group in exercise 5.

Grammar

7 Correct the sentences.

- 1 Dan and Megan is friends.
- 2 Rita's favourite sport are swimming.
- 3 Megan live with her parents in Reading.
- 4 Rita don't like tennis.
- 5 Dan and Rita don't going to the same school.
- 6 Do Dan like playing football?
- 7 Has got Megan any brothers and sisters?
- 8 Beth is Dan's best friend and him sister too.

8 Choose the correct words.

- 1 How / What is your name?
- 2 How / What old are you?
- 3 Where / When do you live?
- 4 What / Why are your hobbies?
- 5 Why / Who is your best friend?
- 6 Where / Who did you go on holiday?

9 INTERFACE Work in pairs. Ask and answer the questions in exercise 8.

What is your name?

My name is Peter.

10 Look at the words in the box. Which are countable and which are uncountable nouns?

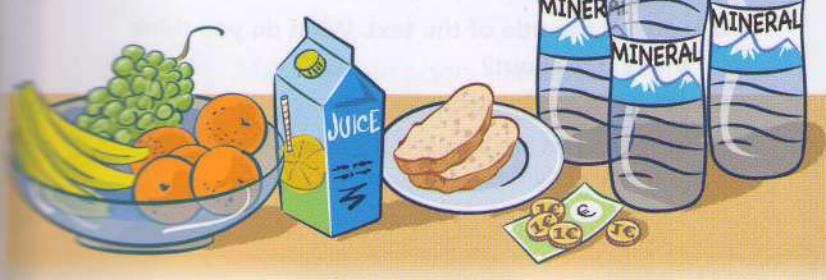
bread apple tomato money chocolate
water fruit milk juice grape

11 Add five more words to each group in exercise 10.

12 Look at the picture. Complete the sentences with *is / isn't* or *are / aren't*.

There *is* some fruit.

- 1 There ... any apples.
- 2 There ... any milk.
- 3 There ... some bread.
- 4 There ... any chocolate.
- 5 There ... some grapes.



13 Write questions.

- 1 can / you / swim?
- 2 your best friend / like / chocolate?
- 3 have got / you / any pets?
- 4 there / a computer / in your bedroom?
- 5 there / any good shops / where you live?
- 6 can / speak / French?



14 INTERFACE Work in pairs. Ask and answer the questions in exercise 13.

Can you swim?

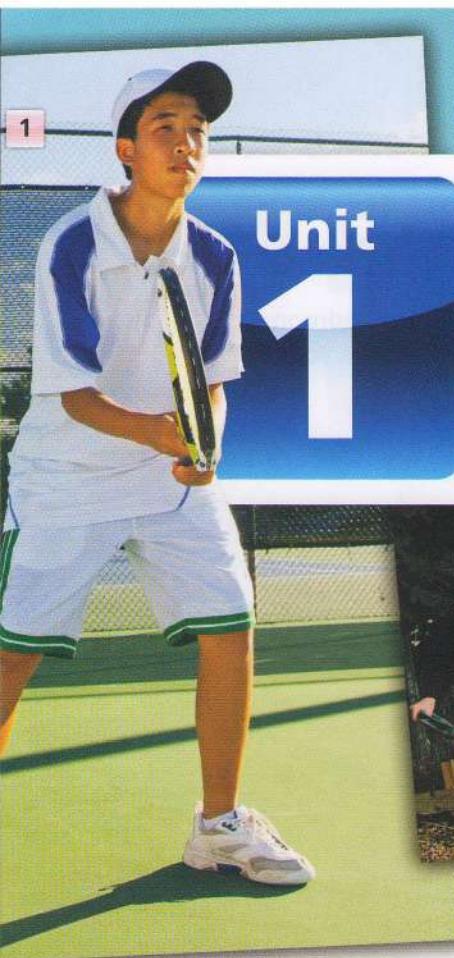
Yes, I can.

Classroom language

15 Match questions 1–7 with answers a–g.

- 1 How do you say *odpowiedź* in English?
- 2 What does *stamp* mean?
- 3 How do you spell it?
- 4 What have you got for number 4?
- 5 What do you think?
- 6 Can you lend me a pencil, please?
- 7 How do you pronounce *Wales*?

- a) /weɪlz/
- b) Yes, of course.
- c) I've got *true*.
- d) I agree with you.
- e) Answer.
- f) T-H-E-R-E
- g) A stamp is something you put on a letter to show you have paid to post it.



Unit

1

Free time



chat online
relax
make
models
play tennis
go to the gym

Vocabulary 1

Free-time activities

- 1 Look at the words in the box. Match pictures 1–4 with activities in the box.

do voluntary work relax make models
play an instrument learn a language
chat online go to the cinema play tennis
go to the gym play computer games
go to a disco go out for a meal
go to a youth group draw cartoons

- 2 **1.03** Listen and repeat.

- 3 Complete the sentences with words and phrases in exercise 1.

- 1 I ... a language. I go to German classes twice a week.
- 2 I like working with my hands. I ... of animals.
- 3 I do a lot of exercise. I often ... or ...
- 4 I ... once a week. I visit people in hospital.
- 5 I sometimes ... with my friends. We love pizza!
- 6 I love technology. I often ... or ...

- 4 **1.04** Listen to Megan and Dan. What is Megan's favourite free time activity?

- 5 **1.05** **INTERFACE** Work in pairs. Ask and answer the question.

How do you spend your free time?

Pronunciation

/ɒ/ /ɔ:/ /əʊ/

- a **1.05** Listen and repeat the words.

/ɒ/ volunteer, model, online
/ɔ:/ draw, sport, boring
/əʊ/ go, disco, don't

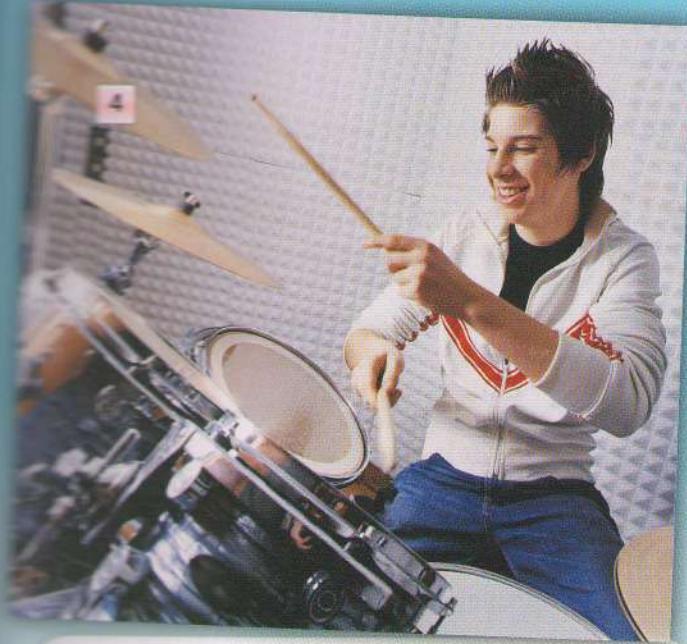
- b **1.06** Listen and repeat the sentences.



Reading 1

- 6 Look at the title of the text. What do you think the text is about?

- a) Teenagers are worried about school.
- b) Teenagers are stressed because they do too many activities.


Reading Tip

Use the title to help you guess what the text is about.

- 7** **1.07** Read and listen. Which free-time activities does the writer talk about?
- 8** Read the text again and choose the correct words.
- 1 The writer is **describing** / **imagining** his parents' evening routines.
 - 2 **Nearly three-quarters** / **Almost two-thirds** of British teenagers do sports in their free time.
 - 3 Beth thinks that **only parents** / **parents and friends** put pressure on teenagers.
 - 4 In her free time, Beth **doesn't do many** / **does a lot of** activities.
 - 5 Beth thinks that teenagers **should enjoy their** / **don't need much** free time.
- 9** Match 1–5 with a–e. Then check your answers in the text.
- | | |
|-----------|------------------------|
| 1 prepare | a) sport |
| 2 do | b) a meal |
| 3 have | c) to guitar classes |
| 4 go | d) at an animal refuge |
| 5 help | e) fun |
- 10** **CLASS VOTE** It's a good idea to learn new things outside school. Do you agree?

Cultural Fact

Many famous actors, like Orlando Bloom, were members of the National Youth Theatre.

Teens... UNDER PRESSURE

Stressed parents

Imagine the situation ... your parents come home from work. They're tired, but they don't relax. Instead, they have a full programme of activities. Your dad has a music lesson, then he does some work for the next day and then he prepares the evening meal. After eating, he does voluntary work at the hospital. Your mum plays tennis, then she studies for an hour, eats and then goes to her computer class. Does this sound crazy? Well for some teenagers, it's typical!

Busy teenagers

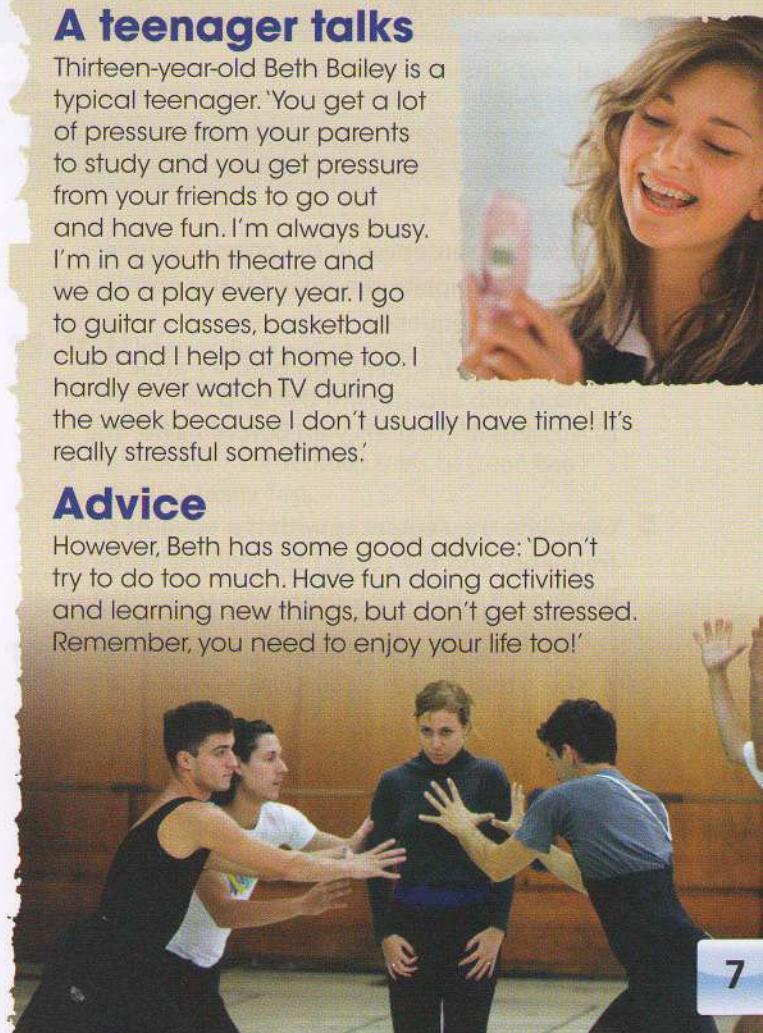
In Britain, doing organized activities outside school, such as playing an instrument or going to a youth group, is popular for young people. Around 59% do sport as a free-time activity. About 30% of teens regularly volunteer, for example they help at an animal refuge. Parents want their children to do well at school, but they also want them to have other skills, such as learning languages. They want them to take part in community activities such as volunteering. But are they putting their children under too much pressure?

A teenager talks

Thirteen-year-old Beth Bailey is a typical teenager. 'You get a lot of pressure from your parents to study and you get pressure from your friends to go out and have fun. I'm always busy. I'm in a youth theatre and we do a play every year. I go to guitar classes, basketball club and I help at home too. I hardly ever watch TV during the week because I don't usually have time! It's really stressful sometimes.'

Advice

However, Beth has some good advice: 'Don't try to do too much. Have fun doing activities and learning new things, but don't get stressed. Remember, you need to enjoy your life too!'



Grammar 1

Present tenses

present simple

- + I often **meet** my friends on Friday.
She **is** always tired after school.
- She **doesn't** usually **have** time.
- ? **Do** you usually **do** activities after school?

1 Look at the sentences in the table. Find examples of the present simple in the text on page 7.

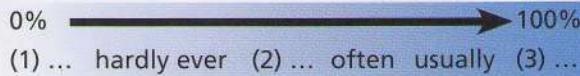
2 Choose the correct words to complete the rule for when we use the present simple.

We use the present simple for actions happening now / habits and routines.

Adverbs of frequency

3 Copy and complete the table with the adverbs of frequency in the box.

always never sometimes



4 Look at the sentences in the present simple table and complete the rules for the position of adverbs of frequency.

- Adverbs of frequency go **before** / **after** the main verb except with the verb **be**.
- Adverbs of frequency go **before** / **after** the verb **be**.

5 Complete the sentences with the adverbs of frequency and the correct form of the verbs in brackets.

I often do sports. (do / often)

- She ... her friends at the weekend. (meet / usually)
- They ... happy. (be / sometimes)
- We ... to music. (listen / hardly ever)
- He ... to parties. (go / never)
- I ... a car. (drive / always)
- You ... (volunteer / often)
- She ... to the gym. (go / sometimes)

6 INTERFACE Write five questions with **How often ...?** Ask and answer in pairs.

How often do you play football?

I never play football.

present continuous

- + I'm **watching** TV at the moment.
- She **isn't studying** maths this week.
- ? Are you **chatting** online now?

7 Look at the sentences in the table. Choose the correct words to complete the rule for when we use the present continuous.

We use the present continuous for actions happening now / habits and routines.

Time expressions

8 Copy and complete the table with time expressions for the present simple and the present continuous.

every day	at the moment	now	usually
twice a week	often	this week	always

present simple	present continuous
every day	

9 Complete the sentences with the correct form of the verbs in brackets.

- I ... (play) computer games every day.
- She usually ... (do) voluntary work once a week.
- At the moment, we ... (draw) cartoons.
- He ... (play) tennis twice a week.
- I ... (chat) online now.
- My mum and dad always ... (relax) on Sunday evenings.
- They often ... (go) to the cinema at the weekend.
- I ... (go) to a disco this week.

- 10** Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous.

Simon *isn't talking* (not talk) about his free-time activities now.

- 1 At the moment Karen ... (**learn**) French, she ... (**not study**) Spanish.
- 2 He ... (**not usually play**) an instrument, but he often ... (**go**) to the gym.
- 3 They ... (**not do**) anything at the moment, they ... (**relax**).
- 4 I ... (**not meet**) my friends every day, I usually ... (**see**) them at the weekend.

- 11** Choose the correct words.

Tom Cruise and Will Smith (1) **is / are** both actors. They (2) **share / sharing** an unusual hobby, too – they both love fencing. Tom Cruise (3) **travels / is travelling** a lot for his job, but when he (4) **doesn't make / isn't making** a film he spends a lot of time at home. In fact, he (5) **has / have** a special room in his house just for fencing and he often (6) **practises / is practising** for hours! At the moment, English football player David Beckham (7) **lives / is living** in America and he's playing for an American team. Apparently he often (8) **goes / is going** to Tom Cruise's house to fence with his friends.



- 12** Write questions using the present simple or the present continuous.

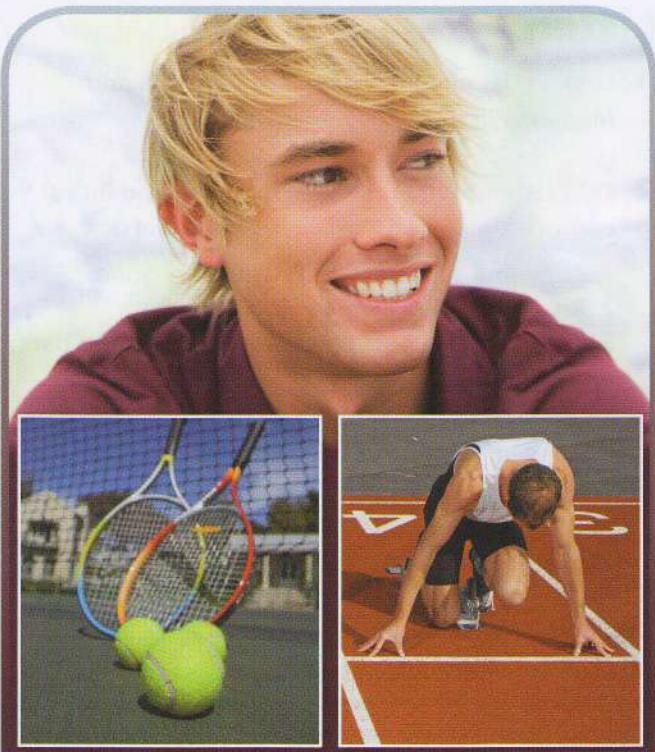
- 1 What / you / usually / do / at the weekend?
- 2 How / often / you / watch films?
- 3 Where / you / usually / meet your friends?
- 4 What / you / do / now?
- 5 What / you / wear / at the moment?
- 6 you / listen to music / now?

- 13** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 12.

Grammar guide page 16



Listening Sport



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

- 1 What sports are these?
- 2 Where do people do these sports?
- 3 What equipment do you need to do each sport?
- 4 Do you do these sports?

- 15** **1.08** Listen to Ben and choose the correct answers.

- 1 Ben is 12 / 13 years old.
- 2 His favourite sport is tennis / running.
- 3 He always / sometimes feels better after running really fast.
- 4 At the moment things are going really well / badly for Ben.
- 5 Ben meets his friends every day / weekend.

- 16** Listen again. Are the sentences true or false? Correct the false sentences.

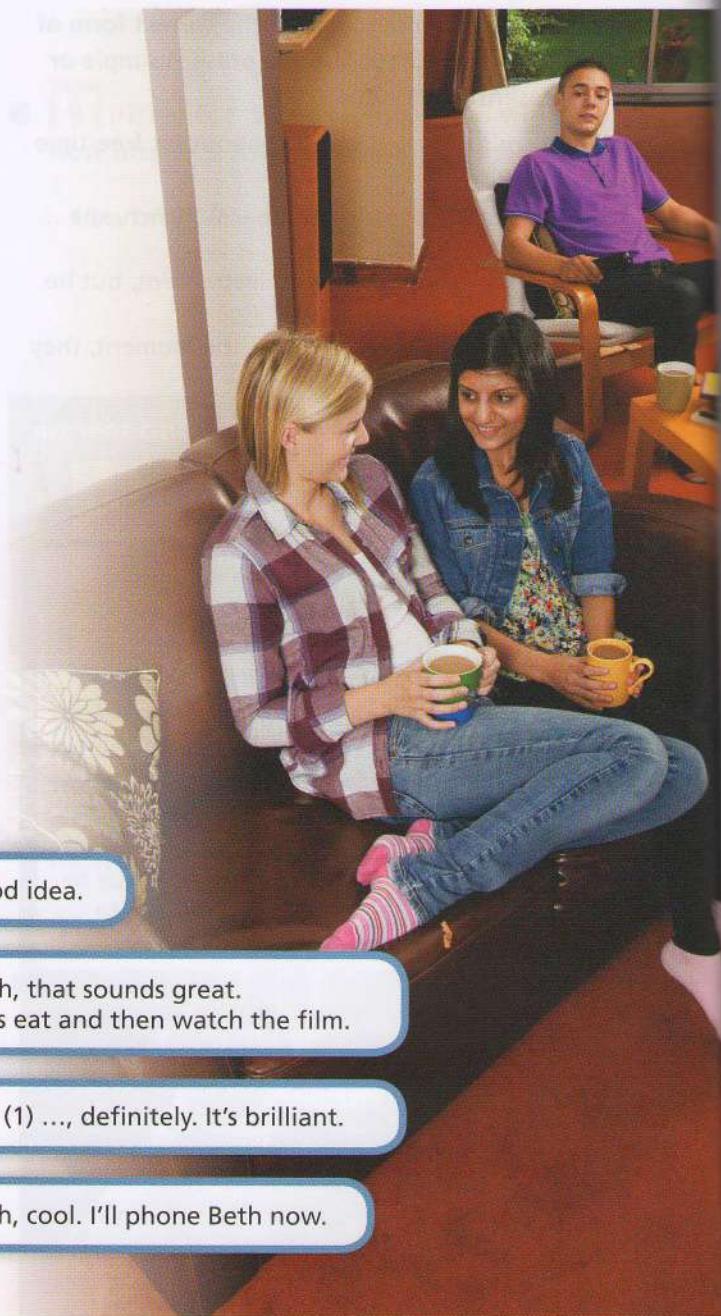
- 1 Ben doesn't often go running.
- 2 Ben plays tennis every day.
- 3 Ben isn't feeling stressed now.
- 4 Ben plays tennis when he feels stressed.
- 5 Ben and his parents usually talk about any problems.



Speaking At home

Listen

- 1 Look at the picture. Where are Dan, Rita and Megan? What are they doing?
- 2 1.09 Listen to the first part of Megan and Rita's conversation. Choose the correct answers.
 - 1 The programme on TV is / isn't very good.
 - 2 Rita suggests playing football / tennis.
 - 3 They don't go outside because it's raining / dark.
- 3 1.10 Listen to the second part of the conversation. Which film do they decide to watch?



Hey, do you fancy watching a DVD?

Good idea.

Let's get some pizza too.

Yeah, that sounds great.

Let's eat and then watch the film.

OK. What do you want to watch?

I've got loads of films: *Alice in Wonderland*, *Avatar*, *Robin Hood*.

Oh, (1) ..., definitely. It's brilliant.

OK, (2) ... it is. Do you want to invite Beth too?

Yeah, cool. I'll phone Beth now.

Practise

- 4 Listen again and repeat the dialogue.

- 5 Read the dialogue and order the words.

- 1 fancy / Do / playing / you / a computer game ?
- 2 some music / let's / No, / instead / listen / to .
- 3 listening to / fancy / you / my Lady Gaga CD / Do ?
- 4 Let's / listen to / instead / the new Gorillaz CD .
- 5 good / OK / idea .

Functional language

Making suggestions

Do you fancy watching a DVD?

Let's get some pizza.

✓ Good idea. / OK.

✗ No, that's boring.

✗ No, let's get a curry instead.

Speaking task

Write a new dialogue between you and a friend.

Step 1

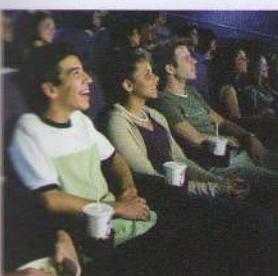
Choose which activity you want to do or use your own ideas.



play tennis



go to a football match



go to the cinema



go out for a meal

Step 2

Think about what suggestions you make.

Do you fancy watching ...?

Let's get some ...

Do you want to invite ...?

Think about how your friend responds.

Good idea.

OK.

Yeah, cool.

No, that's boring.

No, let's ... instead.

Step 3

Write your dialogue.

Step 4

Work in pairs. Practise your dialogues.



Workbook Speaking practice page 126



Culture

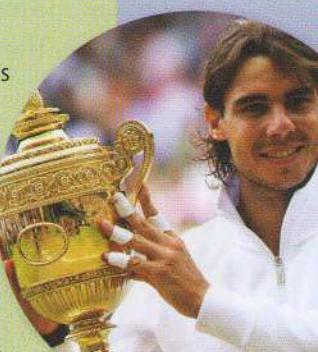
Famous sporting events

Wimbledon

Wimbledon tennis championship takes place every year in London in the last week of June and the first week of July. All of the world's top tennis players compete.

Spectators

Half a million spectators watch the matches live. The spectators eat 112,000 boxes of strawberries. Around the world, more than 500 million people watch the competition in 185 different countries.



Ball boys and ball girls

On court with the players are ball boys and ball girls. There are 250 in total and they all come from local schools. They start training in February and have to pass an exam and be fit. They are usually 15 years old.



History and famous players

Wimbledon started in 1877 and it's the oldest tennis championship in the world. Famous champions include Serena and Venus Williams (America), Rafael Nadal (Spain) and Roger Federer (Switzerland).



6



Read and listen. Answer the questions.

- 1 What is Wimbledon? When and where is it?
- 2 What fact do you find most surprising about Wimbledon?

7

Are there any famous sporting events in your country? What do you know about them?

**funny
confident
lazy
quiet
shy
honest**

Vocabulary 2

Character adjectives

- 1 Look at the pictures and choose the correct adjective. Then check the meaning of the other words.



1 cautious / adventurous



2 talkative / quiet



3 friendly / unsociable



4 generous / selfish



5 energetic / lazy



6 serious / funny



7 shy / confident



8 honest / dishonest

- 2 Listen and repeat.

- 3 Complete the description with the correct adjectives in exercise 1.

My brother Pete has got lots of energy – he's very *energetic*. I suppose that's why he's (1) ... and he loves exploring places like the Amazon. He's got lots of friends because he's very (2) ... and he often pays for things for them because he's (3) ... – he isn't (4) ... at all. Sometimes he doesn't stop talking, he's very (5) ... He's isn't shy like me, he's very (6) ..., and he can make people laugh because he's (7) ...

- 4 INTERFACE Work in pairs. Which of the adjectives in exercise 1 describes you?

I'm adventurous, but I'm not very funny.



Reading 2

- 5 Before you read, look at the pictures and guess which celebrity does which hobby.

skydiving playing golf singing karaoke
doing magic playing the piano

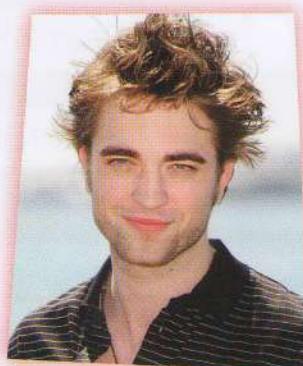
- 6 1.13 Read and listen. Check your answers.

- 7 Read the text and answer the questions.

- Which instruments does Robert Pattinson play?
- Does Nicole Kidman do any sports?
- Is Ronaldinho's hobby related to his job?
- What does Fernando Alonso do in his free time?
- What is Alex Rodriguez's job?

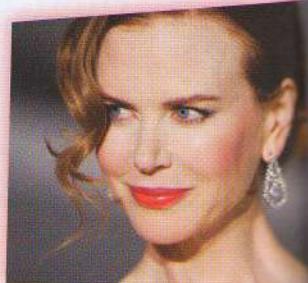
Celebrity

You've probably got loads of hobbies, but what about these stars? What do they like doing in their free time? Read on and find out!



Actor Robert Pattinson is really musical. He's very good at playing the piano and the guitar – in fact, he plays on the soundtrack of some of his films. He also enjoys reading.

Film star Nicole Kidman is very adventurous and enthusiastic about trying new things. She's keen on doing sports and she often goes skydiving. 'I don't want to miss out on anything just because it's dangerous,' she says. 'I love skydiving, it's fantastic.'





Grammar 2

Gerunds

- 8** Look at the table which shows when we usually use gerunds.

after preference verbs

He **likes playing** tennis.
She **hates going** skydiving.

after prepositions

I'm (not) keen **on drawing** cartoons.
They're (not) interested **in reading** books.
He's good / bad **at playing** the piano.

- 9** Write sentences using gerunds.

Peter / like / play tennis.

Peter **likes playing** tennis.

- 1 Kate / good at / draw cartoons.
- 2 They / enjoy / meet their friends.
- 3 We / not like / run.
- 4 He / hate / travel.
- 5 She / not interested in / go to the cinema.
- 6 I / keen on / play computer games.

- 10** Write questions using gerunds.

- 1 you / enjoy / listen to music?
- 2 you / love / do sports?
- 3 what / you / like / do on Saturday?
- 4 what / you / keen on / do?
- 5 what kind of films / you / interested in / watch?
- 6 you / good at / learning languages?

- 11** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 10.

Are you keen on playing tennis?

Yes, I am.

- 12** Read the text and choose the correct answers.

Kate and her friend Sam (1) ... all over the world. They are very keen (2) ... meeting people. Sam (3) ... talking to everyone he meets. What does Kate (4) ...? She's a history teacher so she (5) ... museums and ancient monuments. She's also very good at (6) ... languages – she can speak four! She likes (7) ... science in her free time. Sam is not very (8) ... doing lots of activities – he enjoys relaxing!

- | | |
|----------------------------|-------------------|
| 1 a) love travelling | b) love travel |
| 2 a) in | b) on |
| 3 a) enjoys | b) hates |
| 4 a) like doing | b) do |
| 5 a) doesn't like visiting | b) loves visiting |
| 6 a) learning | b) learn |
| 7 a) study | b) studying |
| 8 a) keen on | b) bad at |

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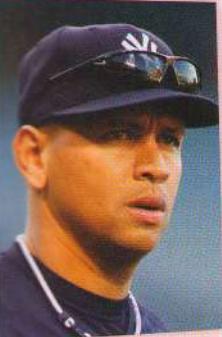
hobbies



Ronaldinho is a famous football player, but he's got an unusual hobby – he loves singing karaoke! He isn't shy at all!



Fernando Alonso is a world champion racing driver, but in his free time he does magic. We bet his guests love watching his magic tricks!



Alex Rodriguez is a top baseball player and he's very energetic – he hates having nothing to do! In his free time he's always busy – he likes playing golf, running, travelling and boating. No wonder he's so fast on court!



Writing

A personal profile

- 1** **1.14** Read and listen. Answer the questions.

- 1 Where does Tom go to school?
- 2 What are Tom's hobbies?
- 3 What types of music does Tom like?
- 4 Why doesn't Tom go out during the week?
- 5 What does he do at the weekend?

My profile



This is me!

My name's Tom Evans and I'm 13 years old. I live in Manchester with my parents and my sister, Fiona. I go to Park Lane Secondary School.

What do I do in my free time? I'm learning the guitar and I have lessons twice a week. I love listening to music too, especially reggae and rap. Once a week I volunteer at a centre for old people. I enjoy talking to them because they often tell you really interesting stories about their lives. I love playing football, although I don't like watching sports on TV.

I'm usually busy with homework, so I don't go out often during the week. At the weekend I usually meet up with my friends and we watch DVDs or play computer games. Tonight we're all going to a party. I'm never bored!

Language focus

Joining ideas

I'm learning English **because** I want to be an interpreter.

I want to be an interpreter, **so** I'm learning English.

I want to be an interpreter, **although** I'm still at school now.

- 2** Look at the Language focus. Translate the words in **bold** into your language, then find examples in the text.

- 3** Complete the sentences with *so*, *because* or *although*.

We usually go for pizza *because* it's cheap.

1 I love shopping, ... I often meet my friends in town.

2 I'm learning to play the guitar, ... I'm not very good yet!

3 I'm in a band. We've got a concert next week, ... I'm practising a lot this week.

4 I'm going to the gym a lot this month ... I want to get fit.

5 I like sports, ... I don't often play them.

- 4** Write a personal profile (120–150 words).

Writing a personal profile

→ Step 1 Plan

Write notes with information about yourself to include in your personal profile. Organize your ideas into three paragraphs.

→ Step 2 Write

Write a first draft. Use your notes in Step 1 to help you.

→ Step 3 Check

Check your work. Check you have used *so*, *because* and *although* to join your ideas.

→ Step 4 Write

Write your final copy and hand in your work.

→ Workbook Writing guide page 11



History

The origins of the marathon

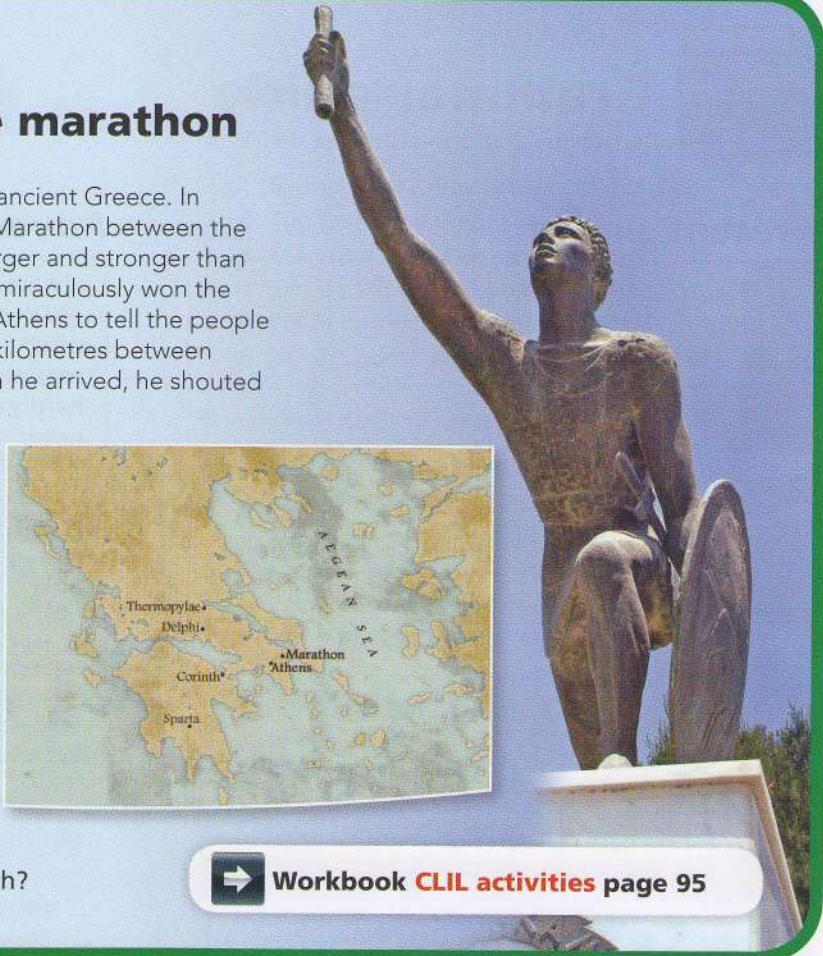
The marathon commemorates a famous event in ancient Greece. In 490 BC, a battle took place in the Greek town of Marathon between the Greeks and the Persians. The Persian army was larger and stronger than the Greek army, but the Greek army resisted and miraculously won the battle. A soldier called Pheidippides was sent to Athens to tell the people about the Greek victory. Pheidippides ran the 40 kilometres between Marathon and the capital without stopping. When he arrived, he shouted 'We have won!' and then died.

When the first modern Olympics took place in Athens in 1896, a 40 kilometre running race between Marathon and Athens was one of the events. It was called the marathon. At the London Olympics in 1908, the organizers wanted the marathon to finish directly in front of the British royal family in the stadium. As a result, they added an extra 2.195 kilometres to the marathon! Since then, all marathons are 42.195 kilometres.



Read and listen. Answer the question.

Where did the organisers of the London 1908 Olympics want the marathon to finish?



Workbook CLIL activities page 95

Vocabulary
Reading
Writing
Listening
Speaking

Vocabulary guide

Free-time activities



chat online



play tennis



draw cartoons



go to a disco



go to the cinema



go to the gym



go to a youth club



go out for a meal



learn a language



make models



play computer games



play an instrument



relax



do voluntary work

Character adjectives

adventurous
cautious
friendly
unsociable

energetic
lazy
shy
confident

talkative
quiet
generous
selfish

serious
funny
honest
dishonest



Grammar guide

Present simple

	I / You	play	
+	He / She / It	plays	tennis.
	We / You / They	play	

	I / You	don't play	
-	He / She / It	doesn't play	tennis.
	We / You / They	don't play	

	Do I / you play tennis?	
	Yes, I do.	No, I don't.
?	Does he / she / it play tennis?	
	Yes, he does.	No, he doesn't.
	Do we / you / they play tennis?	
	Yes, we do.	No, we don't.

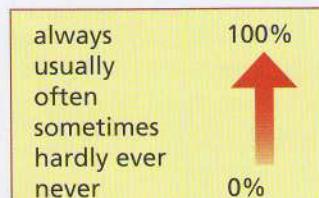
Present continuous

	I	'm drawing.	
+	You	're drawing.	
	He / She / It	's drawing.	
	We / You / They	're drawing.	

	I	'm not drawing.	
-	You	aren't drawing.	
	He / She / It	isn't drawing.	
	We / You / They	aren't drawing.	

?	Is he / she / it drawing?	
	Yes, he is.	No, he isn't.

Adverbs of frequency



Time expressions

now	every day
at the moment	twice a week
at the weekend	this year
She never does homework at the weekend .	
We usually chat online twice a week .	

Gerunds

after preference verbs

He **likes playing** tennis.
She **hates going** skydiving.

after prepositions

I'm (not) keen **on drawing** cartoons.
They're (not) interested **in reading** books.
He's good / bad **at playing** the piano.



Workbook Vocabulary plus page 99 Grammar reference page 108



Progress check

Free-time activities

1 Match 1–8 with a–h to make activities.

- | | |
|----------|-------------------|
| 1 learn | a) a youth group |
| 2 do | b) voluntary work |
| 3 play | c) cartoons |
| 4 go to | d) online |
| 5 chat | e) models |
| 6 draw | f) a language |
| 7 make | g) for a meal |
| 8 go out | h) tennis |

Character adjectives

2 Complete the sentences with the words in the box.

cautious funny lazy talkative generous

- 1 Paul's ..., he often gives money to charities.
- 2 Kevin is ..., he doesn't like trying new activities.
- 3 Kate always makes me laugh, she's very ...
- 4 They're always on the telephone, they're very ...
- 5 He never wants to help at home – he's very ...

Present simple and present continuous

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

- 1 Sally / use the computer / every day.
- 2 Jamie / play a computer game / at the moment.
- 3 I / not relax / now.
- 4 She / not play / the guitar / on Friday.
- 5 We / study English / three times a week.
- 6 They / not do / sports / at the weekend.

4 Complete the questions. Use the present simple or the present continuous form of the verbs in brackets.

- 1 How often ... you ... (go) shopping?
- 2 ... you ... (watch) TV at the moment?
- 3 What ... your friends ... (do) now?
- 4 ... your teacher usually ... (speak) in English?
- 5 ... you always ... (do) your homework in your bedroom?
- 6 ... you ... (relax) now?

Gerunds

5 Write sentences using gerunds.

- 1 Simon / like / play computer games.
- 2 Tim and Sue / love / watch TV.
- 3 Maggie / not keen on / play tennis.
- 4 Tim and Sue / hate / go shopping.
- 5 Paul / not interested in / watch TV.
- 6 Sarah / good at / play football.

6 Write questions using gerunds.

- 1 Pete and Debbie / hate / watch TV?
- 2 Maggie / like / play tennis?
- 3 Sue / like / play computer games?
- 4 Simon / interested in / play football?
- 5 What / Tim and Sue / enjoy / do?
- 6 What / Mark / bad at / do?

Grammar build up

1 2 3 4 5 6 7 8 9

7 Choose the correct words.

To: Sam
From: Jane
Subject: All about me

Hi! My name's Jane. I'm English, but I
(1) don't live / doesn't live in England, I live
in France. I (2) go / am going to secondary
school in my town. At the moment I
(3) study / 'm studying a lot because we've
got exams soon. What (4) do I usually /
do usually I do in my free time? Well, I
(5) go / am going swimming once a week.
I love (6) meet / meeting my friends at the
weekend. I really enjoy (7) draw / drawing
cartoons and I'm good (8) in / at art.
Write soon!
Jane

Note: Attachment: me.jpg (253 K)



Unit **2**

Technology



video game
go online
write
a blog
send
an email

Vocabulary 1 IT activities

- 1 Look at the picture. Can you name the equipment?
- 2 Which of these things can you do with the equipment in the picture?

take a digital photo play a video game
make a phone call scan a photo
send an email store data go online
print a document charge a mobile phone
post a comment download / upload a video clip
write a blog read an e-book
plug in a memory stick

- 3 Listen and repeat.

4 Choose the correct words.

- 1 I need to **store** / **charge** my mobile phone because I want to ring Sue.
- 2 He **stores** / **scans** data on a memory stick.
- 3 Do you know how to **upload** / **charge** a video clip or photo onto the internet?
- 4 This blog is really interesting. I'm going to **post** / **download** a comment.
- 5 You can use my mobile to **send** / **make** an email.

- 5 **1.17** Listen to Megan and Dan. How many hours does Dan watch TV every week?

- 6 **INTERFACE** Work in pairs. Ask and answer the question.

How many hours do you use a computer every day?

I spend about 30 minutes downloading music files.

A high-tech bedroom

We had a peek inside a typical teenager's bedroom and what did we find? Well, we didn't find many books, but there were a lot of electronic gadgets. Student Sam Judd, 13, tells us about the electronic stuff in his room.

FLATSCREEN TV

'When I passed my exams my parents gave me a 21-inch high definition TV for my bedroom. It's right in front of my bed so I can watch my favourite films while I'm in bed.'

COMPUTERS

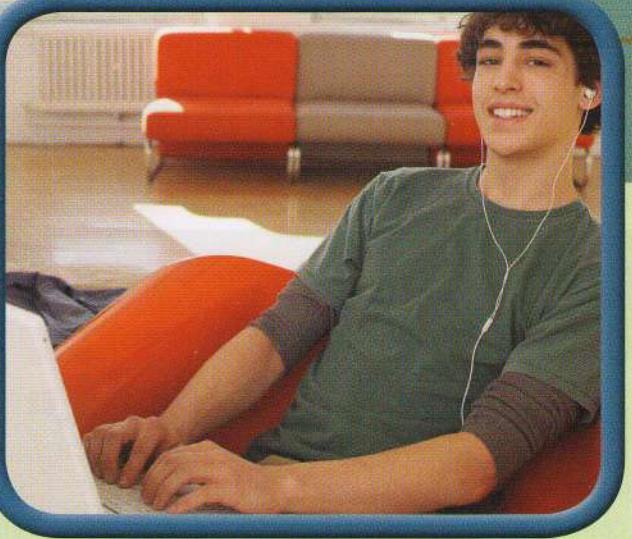
'I got my first desktop computer for my 10th birthday. It's quite old now, but I use it for schoolwork. I've also got a laptop where I store all my music. It's got wifi so I can connect to the internet. And I've got a memory stick which I use to transfer documents and photos from one computer to another.'

PRINTER

'My parents bought a new printer and they gave me their old one. The printing quality is rubbish and the paper often gets stuck. But it has a scanner so I can scan my friend's school notes because they are much better than mine!'

COMPUTER GAMES

'I played a lot of computer games when I was younger and I keep them on my book shelf. I don't buy many now, but sometimes I download games if the graphics aren't too heavy.'



PHONE

'I didn't have a mobile phone until I was 12. It was a birthday present. Now I've got a new one. I bought it with the money I earned from a Saturday job. I don't use it to connect to the internet because it's too expensive, but I use it for making calls, sending texts and taking photos.'

SPEAKERS AND GUITAR

'I saved £300 and bought a second-hand electric guitar last year. Some friends and I formed a band. We wrote some songs and uploaded them on the internet. We're planning to perform live at school next month.'

MP3 PLAYER

'I lost my mp3 player last month. It had about 6000 songs on it. But a friend gave me his old one and he put some of my favourite songs on it. I listen to it on the bus to school and in the gym.'



Reading 1

7 Read the introduction. What is the text about?

- a) a favourite electronic gadget
- b) the electronic equipment in a bedroom
- c) the best electronic equipment

8 **1.18** Read and listen to Sam. How many pieces of electronic equipment does he have in his room?

Reading
Tip

Read the comprehension questions before you read the text. It helps you to find the answers more quickly.

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

- 1 Sam never watches TV in bed.
- 2 Sam's laptop is newer than his desktop.
- 3 Sam doesn't play computer games now.
- 4 He doesn't use the camera on his phone.
- 5 He plays the drums in a band.
- 6 He uses his friend's mp3 player.

10 Find words 1–5 in the text and match them with definitions a–e.

- | | |
|------------|----------------------|
| 1 peek | a) obstructed |
| 2 stuff | b) computer pictures |
| 3 rubbish | c) things |
| 4 stuck | d) bad quality |
| 5 graphics | e) have a quick look |

Grammar 1

Past simple

was / were

- + It **was** a birthday present.
- There **were** a lot of electronic gadgets.

1 Look at the sentences in the table. What are the negative, question and short answer forms?

2 Complete the questions with **was** or **were**.

Were your friends online yesterday?

- 1 What ... your favourite birthday present last year?
- 2 Where ... you on Saturday afternoon?
- 3 ... your friends at school yesterday?
- 4 ... your mobile phone a gift from your parents?
- 5 ... you tired last night?
- 6 ... Jim at the concert last night?

3 Match answers a-f with questions 1-6 in exercise 2.

- a) No, they weren't. It was Sunday.
- b) No, it wasn't.
- c) Yes, I was.
- d) I was at the internet café.
- e) It was my mp3 player.
- f) Yes, he was.

4  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 2.

regular and irregular verbs

- | |
|---|
| + I wrote some songs and uploaded them on the internet. |
| - I didn't have a mobile phone. |
| ? What did we find ? |

5 Look at the sentences in the table. Write short answers for these questions.

- 1 Did he write some songs?
- 2 Did he have a mobile phone?

6 Copy and complete the table with the verbs in the box. What is the past simple form of the verbs?

want take decide see buy realize
think learn

regular	irregular
want - wanted	take - took

7 Look at the verbs in the text on page 19. Add them to your table.

8 Sam made a list of things to do yesterday. Look at the list and write sentences about what he did / didn't do. He didn't send three emails.



- X send three emails
- ✓ upload some photos
- ✓ buy a memory stick
- X play a new computer game
- ✓ download two music files
- X post comments on my blog

Pronunciation

Word stress

a Copy and complete the table with the words in the box.

digital download energetic share
charge document comment

1 syllable	2 syllables	3 syllables	4 syllables
		digital	

b  1.19 Listen, check and mark the stress.

c  1.20 Listen to these words and add them to the table.

video online adventurous data musical
memory championship

- 9** Write six questions about last weekend. Use the ideas in the box or your own ideas.

watch TV go to the park / cinema
play football / basketball meet your friends
buy something read listen to music

Did you watch TV last weekend?

- 10**  **INTERFACE** Work in pairs. Ask and answer your questions in exercise 9.

- 11** Complete the text with the past simple form of the verbs in brackets.



The Worldwide Web

Twenty years ago, there (1) ... (not be) a World Wide Web and there (2) ... (not be) any social networking sites. By 1994, there (3) ... (be) about a hundred important websites – today there are millions! The web (4) ... (develop) when search engines such as Google (5) ... (become) available and more people (6) ... (get) high-speed broadband in their homes. Today, it is hard to imagine life without the web.



In the UK, over 76% of the population uses the internet – that's more than 46,683,900 people!

 **Grammar guide page 28**



Listening

A social network

- 12** Read the questions in exercise 13 and check the meaning of any unknown words. Can you guess any of the answers?

- 13**  Listen to an interview about social networking sites and choose the correct answers.

- 1 ... computer science students started Facebook.
a) Two
b) Three
c) Four
- 2 Facebook became available to anyone over 13 years old in ...
a) 2004.
b) 2005.
c) 2006.
- 3 Facebook is not permitted in ...
a) schools.
b) some countries.
c) all offices.
- 4 Now Facebook is ... MySpace.
a) more popular than
b) not as popular as
c) as popular as
- 5 American students say their favourite thing is ...
a) their mp3 player.
b) Facebook.
c) their music.
- 6 The new verb 'unfriend' means ...
a) to argue with a friend online.
b) to delete a friend from your friend list.
c) to find friends using your friends' list of friends.

- 14**  **CLASS VOTE** Are social networking sites a good idea?





Speaking Out shopping

Listen

- 1 Look at the picture of Rita and Megan. What are they going to buy?
- 2 **1.22** Listen to Rita and Megan's conversation and answer the questions.
 - 1 How much money has Megan got?
 - 2 What is Megan going to buy?
- 3 **1.23** Listen to Megan's conversation with the assistant and answer the questions.
 - 1 Has the phone got a camera?
 - 2 How much does Megan pay?
- 4 Read and listen again. Check your answers.

Can I help you?

Yes, I'm looking for a new mobile phone.

This one is on special offer. It's only (1) ...

Has it got a good camera?

(2) ... It's got an mp3 player and high-speed mobile internet, too.

Right. What about that one over there? Can I see it?

Sure. This is a really good one.

How much is it?

It's (3) ...

Oh! That's too expensive for me. OK, I'll take the other one.

That's (4) ... then, please.

Here you are. Thanks. Bye.

Practise

- 5 Listen again and repeat the dialogue.
- 6 Order the words to make questions and answers.
 - 1 help / Can / you / I ?
 - 2 a / looking / new / I'm / phone / for / mobile .
 - 3 see / Can / I / one / that ?
 - 4 How / it / is / much ?
 - 5 please / then / £35.99 / That's .

Functional language

Requests and offers (1)

Can I help you?
This one's on special offer.
Here you are.
That's £50 then, please.
I'm looking for ...
Can I see it / that one / another one?
How much is it?
I'll take this / that / the other one.

Speaking task

Write a new dialogue between you and a shop assistant.

Step 1

Decide what you want to buy or use your own ideas.



mobile phone



laptop



digital camera



mp3 player

Step 2

Think about what you say.

I'm looking for ...

Can I see it / that one / another one?

How much is it?

I'll take this / that / the other one.

Think about what the assistant says.

Can I help you?

This one's on special offer.

Here you are.

That's ... then, please.

Step 3

Write your dialogue.

Step 4

Work in pairs. Practise your dialogues.

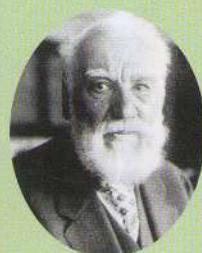


Culture

Famous inventions and inventors

Alexander Graham Bell

Alexander Graham Bell (1842–1922) was a scientist, inventor and engineer. He was born in Scotland, but his family moved to Canada when he was 23. Bell produced his first invention when he was just 12 and continued to invent things all his life.



Interest in sound

Bell's mother became deaf when he was a child and this started his interest in sound. He worked with deaf students for many years and started designing machines to transmit sound as early as 1863.



The first telephone

In the 1870s Bell started to develop a machine to transmit the human voice over distance. The result? The telephone. The first phone call was to his assistant, Thomas Watson on 10th March 1876. The first words? 'Watson. Come here. I want to see you.' The Bell Telephone Company began in 1877 and by 1886 over 150,000 people in America had phones.



Today

There are approximately 1.27 billion landline phones in the world and 4 billion mobile phones – over 60% of the world's population owns a mobile phone. In the UK 85% of people have a mobile phone, but in the USA it's only 49%.

7 1.24 Read and listen. Answer the questions.

- 1 When did Bell first invent something?
- 2 Why did Bell become interested in sound?

8 Think about how people use mobile phones in your country. Answer the questions.

- 1 How often do you make phone calls?
- 2 How many people in your country have a mobile phone?



Workbook Speaking practice page 127

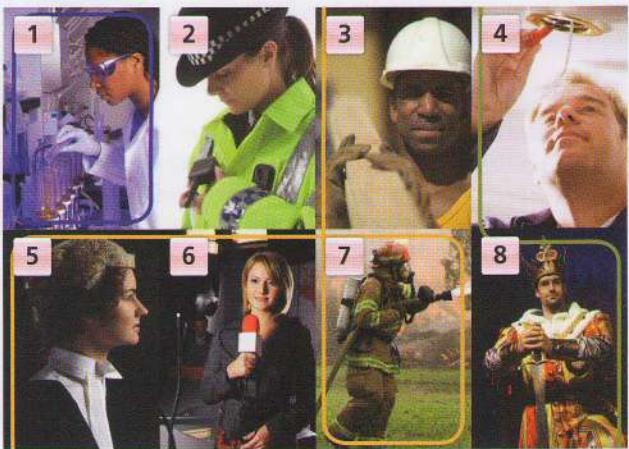


Vocabulary 2

Jobs

1 Match pictures 1–8 with jobs in the box.

electrician postman policewoman
journalist researcher actor doctor
builder lawyer artist technician
fireman politician scientist



2 1.25 Listen and repeat.

3 Complete the sentences with jobs in exercise 1.

- 1 A ... is someone who treats people who are ill.
- 2 A ... uses special equipment or machines.
- 3 A ... collects and delivers letters and parcels.
- 4 Picasso was an ... He painted many pictures.
- 5 A ... collects information and does studies.
- 6 A ... has a job in politics.

4 What work-related verbs and nouns can you find in the jobs above?

builder → build (verb) artist → art (noun)

5 Put the jobs in exercise 1 into five groups: -man / woman, -er, -ist, -ian, -or. Add two more jobs to each group.

fireman lawyer journalist politician doctor

6 CLASS VOTE Which jobs do you think are easy / hard / dangerous / fun?



Reading 2

7 Read the text and find out how Martin became blind.

8 1.26 Read and listen. Answer the questions.

- 1 What part of Martin's body did doctors implant in his eye?
- 2 Who was the first person Martin saw?
- 3 Do scientists think they can use the technology for other blind people?



When most people think about new technology they think about a new mp3 player or a new mobile phone – not Martin Jones. Martin was working as a

builder when he had a terrible accident. Martin became blind because of the accident and for 12 years he couldn't see at all.

Then doctors told him about a revolutionary new technology with a special optical lens that helps people see again. At first, scientists couldn't use the technology – they thought the patient's immune system might reject the plastic lens. Then researchers discovered they could use the lens by implanting it in a different part of the body – in a tooth! Martin decided to try. Doctors took out one of his teeth, put the optical lens in it and implanted it into part of his eye.

Martin was blind when he met his wife, Gill. When he opened his eyes after the operation she was standing by his bed – she was the first person he saw. 'She's wonderful. It was unbelievable to see her for the first time,' said Martin. Now, he laughs about his 'science-fiction eye' and he's happy he isn't blind.

Scientists say the new technology can help more people in the future. They are already planning more operations.



Grammar 2

Past continuous

past continuous

- He **was working** as a builder when he had an accident.
- He **wasn't living** in London when he met his wife.
- ? **Was** Gill **waiting** when he opened his eyes?
Yes, she **was**. / No, she **wasn't**.

9 Look at the sentences in the table and choose the correct words to complete the rule below.

We use the past continuous to talk about an action in progress / a completed action in the past.

10 What was happening when Beth arrived home? Complete the sentences with the past continuous form of the verbs in brackets.

When Beth arrived home ...

- 1 her brother Mike ... (not write) an email, he ... (watch) TV.
- 2 her parents ... (look) at a holiday website, they ... (not prepare) the meal.
- 3 her sister Lisa ... (not listen) to music on her mp3 player, she ... (chat) online.
- 4 her friend Jed ... (wait) for her, he ... (not use) the computer.
- 5 the cats Sammy and Fifi ... (sleep), they ... (not eating).

11 Write questions about what was happening when Beth arrived.

Mike / write an email / when Beth arrived?

Was Mike writing an email when Beth arrived?

- 1 her parents / prepare a meal / when she arrived?
- 2 Lisa / chat online / when Beth arrived?
- 3 Lisa / listen to music / when she arrived?
- 4 Jed / use the computer / when Beth arrived?
- 5 Sammy and Fifi / sleep / when she arrived?

12 INTERFACE Work in pairs. Ask and answer the questions in exercise 11.

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

Internet helps fight crime!



Two weeks ago a robber took Dave Reed's laptop when he **was sleeping** (sleep). Dave's a writer and he (1) ... (write) a book at the time – it was all on the computer. Two days later when Dave (2) ... (try) to find another computer on the internet he saw a laptop similar to his old one. Dave went to the seller's house to buy it. When he (3) ... (look) at the laptop, he realized it was his old one! When the man (4) ... (not look), Dave sent a message to the police. When the police arrived, Dave (5) ... (talk) to the man, but he (6) ... (not buy) the computer. The police found more of Dave's things when they (7) ... (search) the house. Dave got everything back – thanks to the internet!

14 INTERFACE Work in pairs. Ask and answer the question.

What were you doing at 8pm last night?

I was watching a DVD.

Grammar guide page 28



Writing A thank you letter

1 **1.27** Read and listen. Answer the questions.

- 1 Why didn't Lisa write before?
- 2 What was her birthday present from her aunt and uncle?
- 3 What did Lisa do last weekend?
- 4 How did she celebrate her birthday?



Language focus

Informal letter

It was exactly what I wanted!

I'm writing to thank you for...

Lots of love,

Thanks a lot / very much for my present.

How are you? I hope you're well.

All the best,

I really like it / them.

Hope to see you soon.



2 Look at the Language focus. Copy the sentences into your notebook under the following headings.

Beginning a letter

Saying thank you

Ending a letter

3 Order the words to make sentences.

- 1 my / thank / writing / you / birthday / to / present / for / I'm .
- 2 a / for / digital / Thanks / my / camera / lot .
- 3 It / what / exactly / I / was / wanted .
- 4 see / soon / you / Hope / to .
- 5 love, / of / Paul / Lots .

Dear Aunty Ellen and Uncle Rob,

How are you? I hope you're well! We're all fine here. I'm very busy at school, so that's why I didn't write before!

Thanks very much for the mp3 player you sent me for my birthday. It was exactly what I wanted! It's really cool. I use it every day on the bus when I'm travelling to school and home. I uploaded all my favourite songs last weekend and now I listen to them all the time. You can upload music videos too, so I'm planning to do that next weekend.

I had a great birthday. Some friends came round and we had pizza. Dad made me a birthday cake too (you know he loves cooking!). Then we all went to the cinema - it was fun.

Hope to see you soon.

Lots of love,

Lisa

4 Write a thank you letter (120–150 words) for a birthday present.

Writing a thank you letter

→ Step 1 Plan

Decide: who you are writing to and what present you received. Explain why you like the present and how you spent your birthday.

→ Step 2 Write

Write your first version. Use Lisa's letter to help you. Write three paragraphs.

→ Step 3 Check

Check your writing for errors.

→ Step 4 Write

Write your final copy and hand in your work.

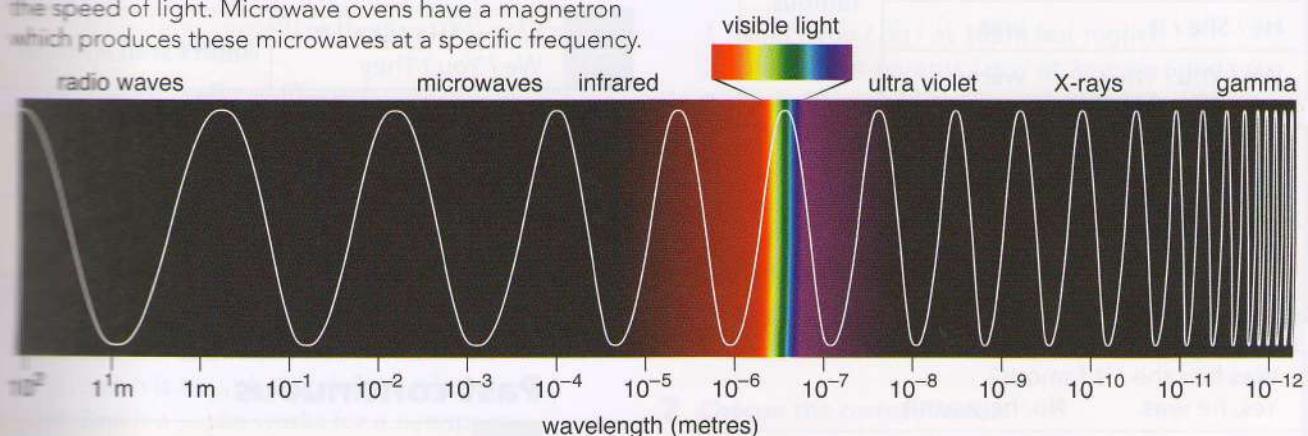
→ Workbook Writing guide page 21



Science Microwaves

Waves are vibrations that transfer energy from one place to another. Imagine a Mexican wave in a sports stadium. The people sit down until it is their turn to stand up with their arms in the air, and then sit down again.

Like other electromagnetic waves, microwaves travel at the speed of light. Microwave ovens have a magnetron which produces these microwaves at a specific frequency.



Read and listen. Answer the question.

Is it possible to cook dry food like rice or pasta in a microwave oven?



Workbook CLIL activities page 96

Vocabulary
Reading
Writing
Listening

Vocabulary guide IT activities



take a digital photo



play a video game



make a phone call



scan a photo



send an email



store data



print a document



charge a mobile phone



post a comment



download/ upload a video clip



write a blog



plug in a memory stick



read an e-book



go online

Jobs

-er	builder researcher lawyer
-ian	electrician politician technician
-ist	journalist scientist artist

-or	actor doctor
-man / woman	fireman postman policewoman



Grammar guide

was / were

+	I	was	famous.
	You	were	
	He / She / It	was	
	We / You / They	were	

-	I	wasn't	famous.
	You	weren't	
	He / She / It	wasn't	
	We / You / They	weren't	

?	Was he / she / it famous? Yes, he was . No, he wasn't .		
?	Were we / you / they famous? Yes, we were . No, we weren't .		

Spelling: past simple regular verbs

- for most verbs add -ed
invent → *invented*
- for verbs that end in -e, add -d
arrive → *arrived*
- for verbs that end in a consonant +y, omit the -y and add -ied
study → *studied*
- careful: sometimes the last consonant is doubled
stop → *stopped* *travel* → *travelled*

Spelling: past simple irregular verbs

- for the irregular verbs list, see page 126

Past simple

+	I / You / He / She / It We / You / They	scanned a photo.
-	I / You / He / She / It We / You / They	didn't scan a photo.

?	Did I / you / he / she / it scan a photo? Yes, I did . / No, I didn't .
?	Did we / you / they scan a photo? Yes, we did . / No, we didn't .

Past continuous

+	I	was working .
	You	were working .
	He / She / It	was working .
	We / You / They	were working .

-	I	wasn't working .
	You	weren't working .
	He / She / It	wasn't working .
	We / You / They	weren't working .

?	Was he / she / it working ? Yes, he was . No, he wasn't .
?	Were we / you / they working ? Yes, we were . No, we weren't .



Workbook **Vocabulary plus** page 100 **Grammar reference** page 110



Progress check

IT activities

1 Complete the phrases with vowels.

- 1 pl_y _ v_d _ g_m _
- 2 p_st _ c_mm_nt
- 3 ch_rg_ _ m_b_l_ ph_n_
- 4 g_ nl_n_
- 5 s_nd _n _m_l_

Jobs

2 Complete the sentences with the correct jobs.

- 1 Kathy is a ... She's investigating new technology at the moment.
- 2 Joe works in construction. He's a ...
- 3 Sarah is a ..., she works in a laboratory.
- 4 Ben is a ..., he works for a newspaper.
- 5 Who is your favourite ...? My favourite film star is Orlando Bloom.
- 6 Dalí is a famous ... I like his pictures.

Past simple

3 Complete the sentences with the correct form of *be*.

- 1 At 11pm last night Mark ... in bed.
- 2 Where ... you at 7pm yesterday?
- 3 They ... not at school yesterday because it ... Sunday.
- 4 I ... not at home last night because I ... at my grandma's house. It ... her birthday.
- 5 ... Kevin at the party last Saturday?
- 6 No, he ... not.

4 Look at Rita's list of things to do yesterday. Write questions.

Did Rita send a text message to Sue?

To do ...

- 1 send a text message to Sue X
- 2 chat online to Mike ✓
- 3 download a song X
- 4 play a computer game ✓
- 5 post a comment X
- 6 write my blog ✓

5 Look at the list in exercise 4 again and write answers to your questions.

*Did Rita send a text message to Sue?
No, she didn't.*

Past continuous

6 Write questions using the past continuous. Then answer the questions so they are true for you.

- 1 what / you / do / at 10pm last night?
- 2 what / your parents / do / at 3pm on Sunday?
- 3 you and your friend / watch a DVD / at 9pm yesterday?
- 4 your friend / sleep / at 10am this morning?
- 5 what / your friends / do / five minutes ago?

Grammar build up

1 2 3 4 5 6 7 8 9

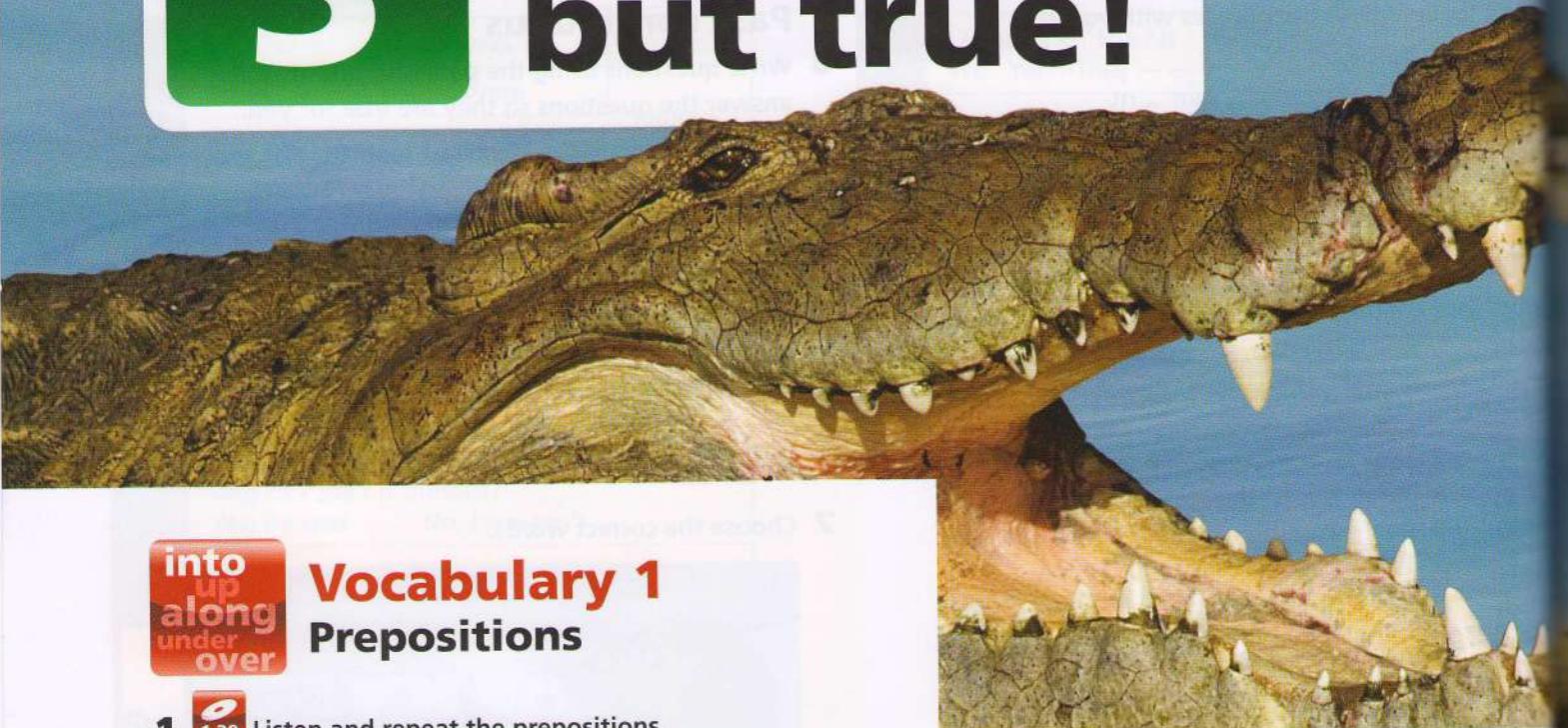
7 Choose the correct words.



Mobile phones are a relatively new invention. Before mobiles, there (1) was / were two-way radios in taxis, police cars and ambulances, but users (2) can't / couldn't connect to the phone network. In 1910, Lars Ericsson (3) installed / was installing a phone in his car. He (4) stopped / was stopping at different places while he (5) travelled / was travelling across the country. Then he (6) connected / was connecting his phone to the national telephone network with long wires. The first real mobile phone system (7) started / was starting in 1956 in Sweden. Today, people (8) use / are using mobile phones every day.

Unit **3**

Strange but true!



into
up
along
under
over

Vocabulary 1 Prepositions

- 1 1.29 Listen and repeat the prepositions.

under towards into up across along
round through over away from out of
down

- 2 Which prepositions are opposites? Write them in pairs.

- 3 Choose the correct words.

James Bond is always very active in his films. He often jumps (1) **out of** / **towards** aeroplanes and parachutes (2) **over** / **down** to the ground, and then he runs (3) **up** / **under** mountains to the top, dives (4) **into** / **out of** rivers and then swims (5) **under** / **over** the water to the other side. He jumps (6) **into** / **over** obstacles and moves (7) **towards** / **over** his objective. After that, he drives (8) **into** / **away from** his enemies in his Aston Martin car!

Word
Tip

We can combine action verbs with different prepositions to indicate the direction of movement, e.g. *swim across*, *swim over*, *swim under*.



- 4 1.30 Listen to Dan, Rita and Megan. What are their superstitions?

- 5 INTERFACE Work in pairs. Ask and answer the question.

Have you got any superstitions?

I never walk under ladders!



Reading 1

- 6 Look at the words below. Do they relate to text A or B?

millionaire hospital ant dive

- 7 1.31 Read and listen. Check your answers.

CROCODILES IN THE POOL

Patrick Hughes is a millionaire. Last month, he was having a party and he took his guests on a tour of his mansion. In the garden he had an enormous swimming pool with four crocodiles.

'I don't know who to give my money to,'
Hughes said.

'I want to give it to a brave person. Can anyone dive into the water, swim across the pool and climb out the other side? I'll give that person anything they want – my money, my house, anything!'

Everyone was looking at Hughes when suddenly there was a loud noise – somebody was in the pool! It was Hughes' lawyer, Mark Flood, an unpopular man. Everyone ran along the side of the pool as they watched Flood.

He ran across the first crocodile, swam under the second and swam over the third one. He was desperately swimming away from the crocodiles. Finally, he climbed out of the pool just before the fourth crocodile reached him.

'You are incredible!'
said Hughes.

'Tell me, what do you want?'
'I want to know who pushed me into the pool!'

A

8 Read text A again. Are the sentences true or false?

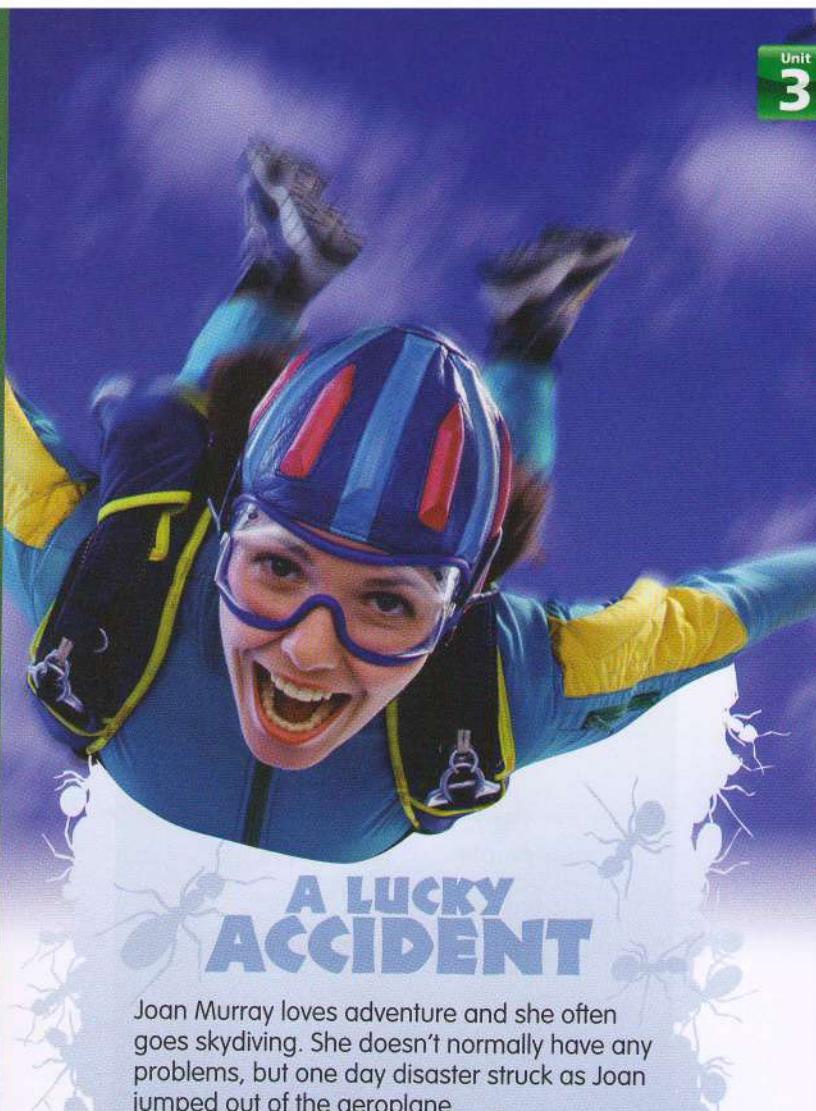
- 1 Patrick Hughes told his lawyer to swim across the pool.
- 2 The crocodiles didn't eat Mark Flood.
- 3 Mark Flood chose to swim across the pool.

9 Read text B again and order the events.

- a) Joan's heart stopped.
- b) Joan went skydiving.
- c) Joan went to hospital and recovered.
- d) The fire ants bit Joan.
- e) Joan's parachute didn't open.
- f) Joan started skydiving again.
- g) Joan fell onto a mound of ants.

10 Find words 1–4 in the texts and then match them with definitions a–d.

- | | |
|----------------|--|
| 1 struck | a) was able to touch |
| 2 crashed into | b) hit very hard |
| 3 recovered | c) occurred |
| 4 reached | d) got better after an accident or illness |



A LUCKY ACCIDENT

Joan Murray loves adventure and she often goes skydiving. She doesn't normally have any problems, but one day disaster struck as Joan jumped out of the aeroplane.

She was falling towards the ground

at a speed of about 200km per hour, when her main parachute didn't open.

At the last moment, her emergency parachute opened just 210 metres from the ground. Joan crashed into a field in north America and her heart stopped. Luckily, she fell onto a mound of fire ants. The ants climbed up her clothes and bit her. Doctors believe the bites from the ants started her heart again. Joan was in hospital for two weeks, but then she recovered completely. The accident didn't stop Joan – she started skydiving again a year later.



B

11

CLASS VOTE Which story do you think is stranger? Which story is true?

Grammar 1

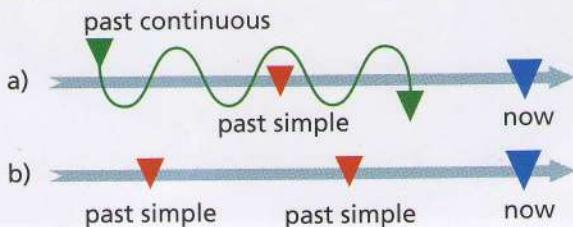
Past tenses

past simple and past continuous

Joan **was parachuting** down when her parachute **didn't open**.

Joan **crashed** into the ground and her heart **stopped**.

- 1** Look at the sentences in the table and match them with time lines a and b.



- 2** Complete the rules with *past simple* or *past continuous*.

- 1 We use the ... to describe an action in progress in the past, often interrupted by another action.
- 2 We use the ... to describe a completed action or a sequence of completed actions in the past.

- 3** Choose the correct words.

Last summer, 11-year-old Brennan Hawkins (1) **went** / **was going** to Scout Camp. One day, he (2) **got** / **was getting** lost in the woods during an activity. Brennan (3) **survived** / **was surviving** for four days alone in the woods! When rescuers finally (4) **found** / **were finding** Brennan, he (5) **hid** / **was hiding** in the trees because he (6) **didn't recognize** / **wasn't recognizing** them!



- 4** Read the text in exercise 3 again and answer the questions.

- 1 Where did Brennan go last summer?
- 2 What happened when he went for a walk?
- 3 How many days did he survive alone?
- 4 What was Brennan doing when rescuers found him?
- 5 Why was Brennan hiding?

Pronunciation

Sentence stress

- a** 1.32 Listen and repeat the sentences. Which syllables are stressed?

- 1 He **was** watching a film.
- 2 They **were** listening to music.
- 3 He **wasn't** hiding in the woods.
- 4 Was he **talking** to David?

- b** 1.33 Listen and repeat the sentences.

when and while

He was running away **when** the bear attacked.

While he was running away, the bear attacked.



- 5** Look at the sentences in the table and answer the questions.

- 1 Which action was in progress?
- 2 Which action interrupted the action in progress?
- 3 Which tense usually comes after *while*?
- 4 Which tense usually comes after *when*?

- 6** Complete the sentences with the correct form of the verbs in brackets. Then rewrite the sentences changing *when* and *while*.

He was *walking* (walk) in the forest when the dog *appeared* (appear).

While he was walking in the forest, the dog appeared.

- 1 While the children ... (play), they ... (see) a snake.
- 2 While they ... (sail) along the coast, there ... (be) a storm.
- 3 The plane ... (fly) over the area when the pilot ... (see) the explorers.
- 4 When I ... (arrive), the rescuers ... (look) for the lost girl.
- 5 I ... (have) an accident while I ... (drive) home.
- 6 I ... (see) Hannah when I ... (be) at the shopping centre.

- 7** Write questions with the past simple or past continuous form of the verbs.

what time / you / go to bed / last night?

What time did you go to bed last night?

- 1 what / you / do / at 5pm yesterday?
- 2 what / your friends / do / when / you / see / them this morning?
- 3 what / your friend / do / when / the English teacher / arrive / today?
- 4 you / use / a dictionary / while / you / do / your last English homework?
- 5 what / you / think about / when the class / start?
- 6 what / you / watch / on TV / last night?

- 8**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.

What time did you go to bed last night?

I went to bed at 11pm last night.

 **Grammar guide page 40**



Around 21 different species of shark live off the UK coast. Basking sharks are the most common. They can grow up to 11 metres long.



Listening

Shark attack!

- 9** Look at the picture and the words in the box. What do you think the news report is about?

bodyboard	wetsuit	attack	bite
swim	beach	hand	leg
hip	head		



- 10**  1.34 Listen and check your answers.

- 11** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Lydia was swimming when the shark attacked.
- 2 The shark wasn't very big – it was only about one metre long.
- 3 The shark was very aggressive.
- 4 Lydia's brother hit the shark on the head with his bodyboard.
- 5 The shark let Lydia go and she and her brother ran out of the water.
- 6 Lydia is planning to swim again at the beach soon.

- 12**  **INTERFACE** Work in pairs. One of you is a reporter, one of you is Lydia. Ask and answer questions about the shark attack.

Why did you go to the beach?

I wanted to go bodyboarding.



Speaking

Talking with friends

Listen

- 1 Look at the torch Dan is wearing. Is this a useful gadget?
- 2 **1.35** Listen to the first part of Dan, Rita and Megan's conversation and answer the questions.
 - 1 Why does Dan think the torch is useful?
 - 2 What do the girls think of the torch?
- 3 **1.36** Listen to Dan's anecdote. Why was his head torch useful on the camping trip?
- 4 Read and listen again. Check your answers.



... For one thing, I don't like running or cycling in the dark. With a head torch, you feel safe because drivers can see you.

And it's also great for camping, as I discovered last year on a school camping trip. It was dark and windy when we arrived at the campsite. Jamie and I had head torches and we put our tent up in exactly five minutes; 15 minutes later, even the teachers were having problems with theirs. As you can imagine, it's difficult to put a tent up in the dark when you're holding a torch in one hand. In fact, two kids were holding their torches in their mouths while they tried to put their tents up.

My head torch was also really useful for cooking in the evenings on that camping trip. And it was even more useful for eating in the dark – like the night two huge spiders dropped into my spaghetti! Thanks to my head torch I saw them in time. I'm a vegetarian – I can't eat spiders, can I?



Practise

- 5 **1.37** Listen and repeat the phrases in the Functional language box.
- 6 Complete the sentences with the words in the box.

as fact imagine like thanks thing

- 1 In ..., most people wear fluorescent cycling clothes.
- 2 As you can ..., running in the dark can be dangerous.
- 3 For one ..., it's brilliant for camping.
- 4 But I stayed warm ... to my new sleeping bag.
- 5 And it's great for cycling in the dark, ... I discovered last month.
- 6 We were sometimes scared, ... the time the bull attacked us.

Functional language

Telling anecdotes

For one thing ...
As I discovered last year
As you can imagine ...
In fact, ...
like the time ...
Thanks to ...

Speaking task

Write a new anecdote.

→ Step 1

Use the ideas below or your own ideas.



→ Step 2

Think about the details of the anecdote and how to tell it.

Where were you?

Who were you with?

What happened?

What was the best / funniest part?

Let me tell you about the ...

Actually, it was quite frightening.

It was so easy.

Think about your friend's reactions.

I can't believe how brave / stupid / lucky you were.

What do you mean?

→ Step 3

Write your anecdote.

→ Step 4

Work in pairs. Take it in turns to tell your anecdotes.

→ Workbook **Speaking practice** page 128



Culture

Famous writers and books

The first English novel?

Robinson Crusoe is a novel by Daniel Defoe, published in 1719. It is a fictional autobiography of Crusoe, a man who spends 28 years on a remote tropical island after his ship sinks. Crusoe is rescued at the end of the book, after many adventures. Many people think that *Robinson Crusoe* is the first novel in English.

Daniel Defoe (c1659–1731)

Defoe was an English writer and journalist. He wrote more than 500 books and journals on various topics, including politics, crime and psychology. He is famous for *Robinson Crusoe* and for making novels popular in Britain.



Defoe's inspiration

Alexander Selkirk was a Scottish sailor who lived on an island near Chile for four years. After his rescue, his story was in British newspapers. Defoe probably got the idea for his story after reading about Selkirk. Selkirk was on one of William Dampier's voyages of exploration when he was left on the island.

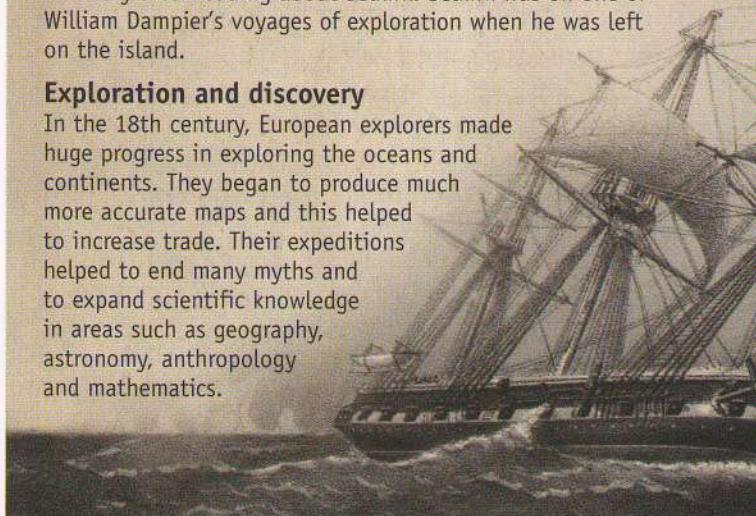
Exploration and discovery

In the 18th century, European explorers made huge progress in exploring the oceans and continents. They began to produce much more accurate maps and this helped to increase trade. Their expeditions helped to end many myths and to expand scientific knowledge in areas such as geography, astronomy, anthropology and mathematics.

7 1.38 Read and listen. Answer the questions.

- 1 Why is *Robinson Crusoe* an important book?
- 2 Who was Daniel Defoe and why is he famous?
- 3 Who was Alexander Selkirk?

8 What famous writers are there in your country?





Vocabulary 2

-ed / -ing adjectives

1 Look at the pictures and choose the correct word.

- 1 The couple / mountains are frightened.
- 2 The couple / mountains are frightening.

2 Complete the rules with -ed or -ing.

- a) We use ... adjectives to describe how we feel.
- b) We use ... adjectives to describe the thing or person that causes the feeling.

3 Copy and complete the table with the verbs in the box.

frighten bore surprise tire excite
worry annoy interest

verb	-ing form	-ed form
frighten	frightening	frightened

4 Choose the correct words.

- 1 John is bored / boring because the film is bored / boring.
- 2 The results of the experiments are very surprised / surprising. The scientists are worried / worrying.
- 3 I'm annoyed / annoying because my friend is late – again! It's very annoyed / annoying when people are always late.
- 4 We're tired / tiring because it's very late, but the documentary is really interested / interesting.
- 5 They are frightened / frightening of spiders. They think spiders are frightened / frightening.

5 Listen, check and repeat.

6 Complete the sentences so they are true for you.

- 1 I think football is ...
- 2 I think ... is exciting.
- 3 I am bored by ...
- 4 In my opinion, ... is annoying.
- 5 I'm interested in ...
- 6 When I'm tired ...

7 **INTERFACE** Work in pairs. Compare your answers to exercise 6.



Reading 2

8 Look at the pictures and answer the questions.

- 1 How do you think the people felt in the situation?
- 2 What do you think happened?

9 Match the words and phrases 1–5 with the definitions a–e.

- | | |
|--------------|----------------------------|
| 1 get stuck | a) care for |
| 2 look after | b) come back |
| 3 return | c) become trapped |
| 4 work | d) be able to do something |
| 5 manage | e) function |

10 **1.40** Read and listen to the text. Answer the questions.

- 1 What happened on the way home?
- 2 Why didn't they use their phones?
- 3 Who did they think about while they were trying to move the car?
- 4 Who did they phone on the way home?
- 5 Are they planning to go again next year?

Mountain couple get home safely

Keith and Jennifer Lee live in Oregon, America. Every year they go up to the mountains. They don't usually have any problems, but last year things were different. They drove up to the mountains as usual, but as they were driving home they suddenly got stuck in the snow. Unfortunately, their phones weren't working so high up. It was a worrying situation.

While they were trying to move the car, they thought about their four children, aged 8 to 18. A friend, Sophie Smith, was looking after the children. When the Lees didn't return, Sophie became worried. She called the police and a search began.

Two days later Keith finally managed to move the car. They were driving home when they heard about the search for them on the radio. They were surprised! They phoned the police and then phoned Sophie. 'They're safe. They're coming home!' Sophie shouted when she heard the news. Everyone was delighted.

Keith is planning to go back to the mountains again next year, but Jennifer doesn't want to go. It was a frightening experience for her – she thinks they should stay in town!



Grammar 2

Present and past tenses

present and past tenses

- 1 Every year they **go** up to the mountains.
- 2 They're **coming** home!
- 3 They **were driving** home when they got stuck.
- 4 Keith finally **managed** to move the car.

11 Look at sentences 1–4 above and match the verbs in blue to uses a–d.

- a) present simple for habits
- b) present continuous for an action happening now
- c) past simple for a completed action in the past
- d) past continuous for an action in progress in the past

12 Choose the correct words.

- 1 What **do** you usually do / are you usually **doing** on your birthday?
- 2 How often **are** you going / **do** you go to the countryside?
- 3 What **are** you **do** / **were** you doing yesterday?
- 4 What **are** you **doing** / **were** you **doing** when the teacher arrived in class?
- 5 What **are** you **thinking** / **do** you think about now?

13 **INTERFACE.** Work in pairs. Ask and answer the questions in exercise 12.

14 Complete the text with the correct form of the verbs in brackets.

Vanessa Horrocks **was watching** (watch) TV in her apartment when she (1) ... (hear) a strange noise in the bathroom. She (2) ... (go) to check. She (3) ... (have) a terrible shock when she (4) ... (see) a two-metre long python in the toilet. 'The snake (5) ... (try) to get out of the toilet,' she (6) ... (tell) our reporter, 'so I (7) ... (run) out of the bathroom because I certainly (8) ... (not want) to try and catch it. Then I (9) ... (call) Fred, our building manager. He (10) ... (arrive) quite quickly. He (11) ... (catch) the snake and (12) ... (take) it away.' Vanessa still (13) ... (feel) nervous when she uses her bathroom. 'And I always (14) ... (put) the toilet lid down now,' she said.

Building manager Fred Murray told us: 'Pet pythons sometimes (15) ... (escape) and (16) ... (live) in the water systems of large apartment blocks. We (17) ... (look for) the python's owner now. At the moment it (18) ... (live) in a cage in my flat but it (19) ... (grow) very fast.'

15 **CLASS VOTE** Which story in Unit 3 do you think is the most interesting?

Grammar guide page 40



Writing

A description of an accident

- 1 1.41 Read and listen to Sam's description of an accident. Put the pictures in the correct order.



Last Saturday evening, I was walking into town with my friend Jenny. It was raining really hard because there was a terrible storm. It was a bit frightening and we were thinking about going back home.

Suddenly, there was a loud noise and a big tree branch fell down into the road! We were trying to move the branch when a car appeared. The driver wasn't driving very fast, but he didn't see the branch and he drove into it. I ran to the car and looked inside. The driver wasn't conscious and there was blood on his head. Meanwhile, Jenny called an ambulance.

An ambulance arrived quite quickly and took the man to hospital. Then, a reporter arrived when we were leaving, so we told her about the accident. The next day our story was in the newspaper – it was really exciting!

Language focus

Time expressions

We were watching TV. Suddenly, the phone rang.

The police evacuated the area. Meanwhile, the firemen tried to stop the fire.

We called an ambulance. Then, we helped the accident victims.

2 Look at the Language focus. Translate the words in bold into your language, then find examples in the text.

3 Complete the sentences with *suddenly*, *meanwhile* or *then*.

- 1 The rescuers climbed down to the boy. ..., they took him to the helicopter.
- 2 We were walking through the jungle. ..., we saw a tiger!
- 3 I started making a fire. ..., my friends looked for more wood.
- 4 I was looking at the river. ..., I heard a voice shouting, 'Help! Help!'
- 5 Tom was walking back to the camp. ..., his friends were looking for him.

4 Write a description of an accident (120–150 words).

Writing a description of an accident

→ Step 1 Plan

Think of an imaginary or real accident. When, where and how did it happen?

→ Step 2 Write

Write your first version. Organize the story into three paragraphs.

→ Step 3 Check

Check your writing for errors. Try to include *suddenly*, *meanwhile* and *then*.

→ Step 4 Write

Write your final copy and hand in your work.

→ Workbook Writing guide page 31



Literature

A Sonnet

A sonnet is a type of poem that originated in Italy in the 14th century. Sonnets were often about love. Shakespeare wrote over a hundred love sonnets!

A sonnet always has 14 lines – three verses of four lines and a rhyming couplet at the end. There is usually a definite rhyme scheme of ABAB CDCD EFEF GG. That means the words at the end of the first and third lines rhyme, and the ones at the end of the second and fourth lines rhyme, etc. There are usually ten syllables in each line and the rhythm is da-DA-da-DA-da-DA-da-DA-da-DA.



1.42 Read and listen. Answer the question.

How many verses does a sonnet have?

Learning to Write a Sonnet

The sonnet form is old and full of dust
And yet I want to learn to write one well.
To learn new forms and grow is quite a must,
But I will learn it quickly, I can tell.

This is a quatrain =
four lines of verse.

And so I sit, today, with pen in hand,
Composing three new quatrains with a rhyme.
The rhythm flows like wind at my command.
The A-B-A-B form consumes my time.

These words rhyme,
so the rhyme
scheme is ABAB.

But I'm not done until there's fourteen lines.
One ending couplet, after three quatrains.
I've tried to write this new form several times.
The effort's huge; I have to rack my brain.

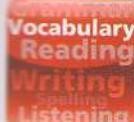
But I persist, my fourteen lines now done.
I wrote my poem; my sonnet work is won.

This is a couplet.
The last two words rhyme.

by Denise Rodgers



Workbook CLIL activities page 96



Vocabulary guide

Prepositions



down



out of



up



round



under



through



away from



across



over



into

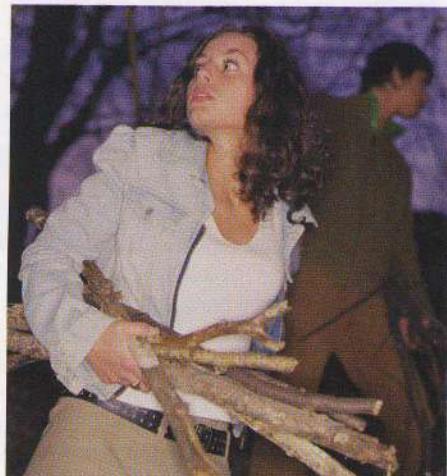


towards



along

-ed / -ing adjectives



frightened / frightening

bored / boring

tired / tiring

excited / exciting

worried / worrying

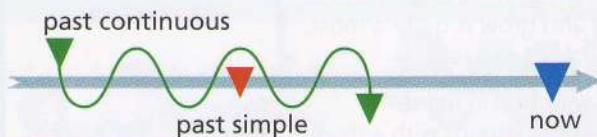
surprised / surprising

interested / interesting

annoyed / annoying

Grammar guide

Past simple and past continuous



She **was falling** towards the ground when her main parachute **didn't open**.



Joan **crashed** into the ground and her heart **stopped**.

when and while

He was running away **when** the bear attacked.

While he was running away, the bear attacked.

present					
	simple		continuous		
+	I / You	walk	I	'm walking	
	He / She / It	walks	You	're walking	
	We / You / They	walk	He / She / It	's walking	
			We / You / They	're walking	
-	I / You	don't walk	I	'm not walking	
	He / She / It	doesn't walk	You	're not walking	
	We / You / They	don't walk	He / She / It	's not walking	
			We / You / They	're not walking	
?	Do I / you	walk?	Am I	walking?	
	Does he / she / it	walk?	Are you	walking?	
	Do we / you / they	walk?	Is he / she / it	walking?	
			Are we / you / they	walking?	

past					
	simple		continuous		
	I / You	walked	I	was walking	
	He / She / It	walked	You	were walking	
	We / You / They	walked	He / She / It	was walking	
			We / You / They	were walking	
	I / You	didn't walk	I	wasn't walking	
	He / She / It	didn't walk	You	weren't walking	
	We / You / They	didn't walk	He / She / It	wasn't walking	
			We / You / They	weren't walking	
Did	I / you	walk?	Was I	walking?	
Did	he / she / it	walk?	Were you	walking?	
Did	we / you / they	walk?	Was he / she / it	walking?	
			Were we / you / they	walking?	



Workbook Vocabulary plus page 101 Grammar reference page 112



Progress check

Prepositions

- 1 Complete the sentences with the words in the box.

out of under up into across

- 1 When John woke up, he climbed ... his tent and ate breakfast.
- 2 Then he walked to the river and dived ... the water.
- 3 While he was swimming ... the river to the other side, it started to rain.
- 4 When he reached the other side, he sheltered ... a tree.
- 5 When the rain stopped, he ran ... a big hill.

-ed / -ing adjectives

- 2 Complete the sentences with the correct form of the words in brackets.

- 1 They are very late. I am ... (worry).
- 2 The film was really ... (bore).
- 3 Were you ... (surprise) when you saw me?
- 4 I'm reading a really ... (interest) book.
- 5 Jackie was very ... (annoy) when Ruth arrived late again.
- 6 I can't find my mp3 player. It's really ... (annoy).

Past tenses

- 3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past continuous.

- 1 John ... (not get up) early yesterday.
- 2 At six o'clock yesterday I ... (do) my homework.
- 3 They ... (not do) anything when I ... (see) them.
- 4 We ... (not go) to the cinema last week because there ... (not be) any good films on.
- 5 Kate ... (meet) Kevin while she ... (walk) to school.
- 6 They ... (get lost) when they ... (look) for the lost boy!

- 4 Complete the questions using the past simple or the past continuous form of the verbs in brackets.

- 1 ... (you / go) to a party last Saturday?
- 2 What ... (you / do) at 3am this morning?
- 3 What ... (you / do) last night?
- 4 What ... (your mother / do) when you ... (wake up) this morning?
- 5 What ... (the other students / do) when your teacher ... (arrive) today?

Present and past tenses

- 5 Write sentences using the present simple, present continuous, past simple or past continuous.

- 1 Nicky / watch a DVD / when / her friend / arrive.
- 2 I / look for my friends / now.
- 3 We / not relax / at the moment.
- 4 Maggie / go swimming / twice a week.
- 5 They / not usually eat / meat.
- 6 While / they / swim / they / see a shark.

Grammar build up

1 2 3 4 5 6 7 8 9

- 6 Choose the correct words.

Todd Endris (1) works / is working in a laboratory, but he usually (2) goes / is going surfing in his free time. He loves (3) surfing / surfed! One day last summer while he (4) is surfing / was surfing at Marina Beach, an enormous white shark (5) attacked / was attacking him. Todd (6) hit / was hitting the shark on the nose, but it (7) didn't release / wasn't releasing him. He (8) got / was getting desperate when suddenly six dolphins attacked the shark and Todd escaped. Two other surfers helped Todd to the beach and (9) call / called an ambulance. Todd (10) was / were in hospital for a long time, but he recovered. After a shark attack most people are (11) frightening / frightened of surfing again, but not Todd. What (12) does he do / is he doing at the moment? Surfing, of course!





Motivate! Revision 1

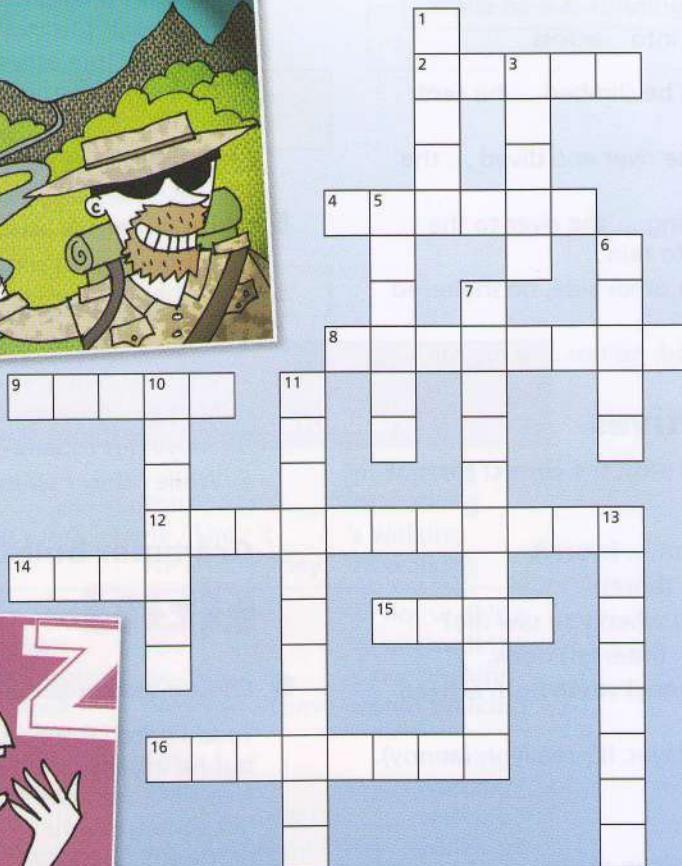
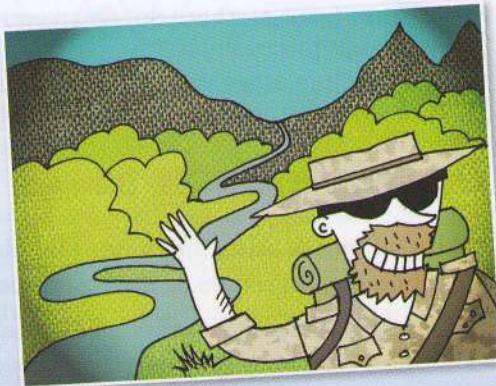
Vocabulary

Grammar

Sketch

Project

1 Read the clues and complete the crossword.



Across

- 2 I'm tiring / tired. I think I'll go to bed.
- 4 Do you like ... models?
- 8 The news from the hospital isn't good. It's very worrying / worried.
- 9 I'm boring / bored. Let's go to the cinema.
- 12 I'm reading a book about the Arctic. It's really interesting / interested.
- 14 How often do you ... online to your friends?
- 15 Can I use your phone? I need to ... a text message.
- 16 My sister broke my printer last night. She's very annoying / annoyed.

Down

- 1 Can I borrow your memory ...? I need to save this document.
- 3 We sailed ... the island yesterday. It was great!
- 5 The river is very big. We can't swim ...
- 6 I loved the film. It was very ... (fun).
- 7 I didn't like the film. It was very frightening / frightened.
- 10 It's my brother's birthday tomorrow. He's really exciting / excited.
- 11 My brother's exploring in the Amazon. He's really ... (adventure).
- 13 My dad's very ... (generosity). He bought me a new laptop.



Motivate! Revision 1

Vocabulary

Grammar

Sketch

Project

1 Choose the correct words.

Master of the Web

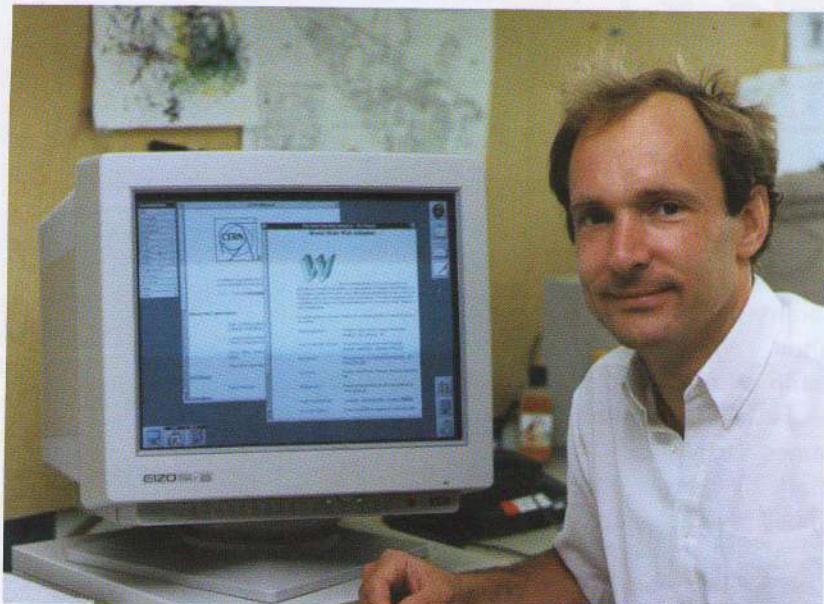
Tim Berners-Lee (1) is / are a world-famous scientist and a great inventor. But (2) are you knowing / do you know what he invented?

Tim (3) was / is born in London on 8th June 1955. His parents (4) was / were both mathematicians and computer scientists. When he was a boy his hobby was electronics – he liked (5) play / playing with gadgets. He went to Emanuel School and then (6) was studying / studied physics at Oxford University from 1973–1976.

Tim (7) worked / was working at CERN, a large scientific laboratory in Geneva, Switzerland, when he (8) was inventing / invented the World Wide Web. He (9) built / were building the first Web browser and server in 1990. In 1991 he (10) created / create the first website. The first web page address was <http://info.cern.ch/hypertext/WWW/TheProject.html>, which had information about the WWW project.

The World Wide Web (11) didn't make / wasn't making Tim rich. He gave his invention to the world so everyone can use it for free. He now (12) work / works at the Massachusetts Institute of Technology in the USA and at the University of Southampton in the UK. He and his family (13) live / are living in America.

Tim (14) has / is having many awards and prizes for his work. In 1999 *Time* magazine included him in its list of the 100 most important people of the 20th Century. Queen Elizabeth II (15) was giving / gave him a knighthood in 1994, so he is now Sir Tim Berners-Lee. He (16) is coming / came first in a list of the top living geniuses in 2007. So next time you look at a website, remember to thank Tim Berners-Lee!



2 Correct the sentences. There are two errors in each sentence.

- 1 He usualy chat online every evening.
- 2 I're learning french at school this term.
- 3 I don't like make models. It are boring.
- 4 Where weren't you on saturday night?
- 5 You was watching TV at 9pm last night?
- 6 I were having dinner when he was arriving.

3 Order the words to make questions.

- 1 like / Do / games / you / playing / computer ?
- 2 What / were / at / 8pm / night / last / doing / you ?
- 3 you / relaxing / moment / the / Are / at ?
- 4 Did / your / buy / yesterday / parents / anything ?
- 5 your / Does / English / teacher / speak / usually ?
- 6 you / now / a / doing / sport / Are ?



Motivate! Revision 1

Vocabulary

Grammar

Sketch

Project



- 1 Listen. Are the sentences true or false? Correct the false sentences.

- 1 James has got a new webcam. 3 Mark wants to go to a museum.
2 Anna knows about technology. 4 Sarah suggests going for a bike ride.

- 2 Listen and read. Check your answers.

The technology-phobe

Sarah Hi, Mark. Hi, Anna. Come in.

Anna Where's James?

Sarah He's coming now. He's not very happy.
(James enters)

James Hi, Mark. Hi, Anna.

Mark What's wrong?

James I've got a new mobile phone and I don't understand it. I hate gadgets.

Sarah That's not true. You love playing computer games and chatting online to your friends.

Anna What's the problem?

James I don't know. I was sending a text last night when the phone stopped working.

Mark Why don't you show it to Anna?

Sarah Good idea, Mark. Anna helped me when I had a problem with my mp3 player.

Anna I love playing with electronics.

Sarah So what are we doing today?

Mark Let's go into town. There's an exhibition on the history of gadgets at the museum.

James Oh, no.

Sarah What about going to the shopping centre?

Mark Yeah, good idea. I want to go to the computer shop to buy a memory stick.

James Oh, no. Technology, technology, technology. Let's do something interesting. We could draw some cartoons.

Mark OK, I know some great new art software we can download.

James No, no, no. No technology. Why don't we do some sport?

Sarah We could go for a bike ride.

Mark Yeah, good idea. I want to take some photos with my new digital camera.

James No, please! Let's do something without technology. I don't like technology.
(James's phone rings)

Anna Hey, James. Your phone's OK now.

James (Speaking to his mobile) Hi, John. (pause) We aren't doing anything. (pause) OK. Great. See you in half an hour. Bye. (turns off phone)

Mark What did John want?

James He's having a party. Let's go.

Anna Great.

Sarah Cool. Let's go.

James We are lucky I've got a phone.

Mark What do you mean?

James Well, John called us to invite us to the party. I love my phone.



- 3 Work in groups of four. Practise and perform the sketch.

- Learn your lines.
- Think about what objects you need.
- Remember to speak clearly for the audience to hear you.



Motivate! Revision 1

Vocabulary

Grammar

Sketch

Project

My technology world



1 Ideas

What technology or gadgets do you have?
When did you get your gadgets?
Did you buy them or were they presents?
Why do you like them?
Which is your favourite? Why?



2 Group work

Which gadgets does everyone in the group like? Why?
Which gadgets are useful?
Which gadgets are cool?
Which gadgets do people dislike? Why?



3 Write

Each person in the group chooses a different gadget to write about. Remember to describe what the gadget is like, what you use it for and when you got it.



4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.



5 Visuals

- Take photos or draw your gadget.

6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.

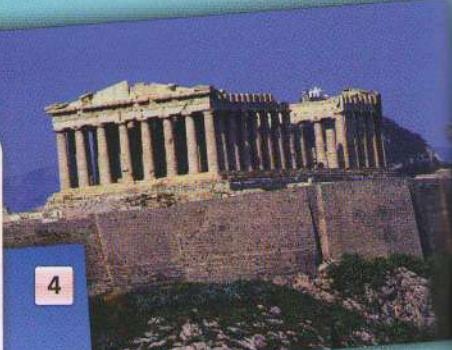
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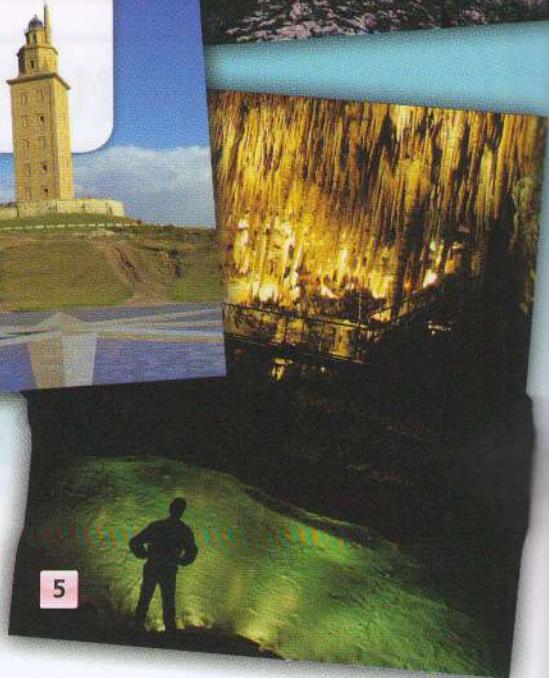
Unit 4

Special places

3



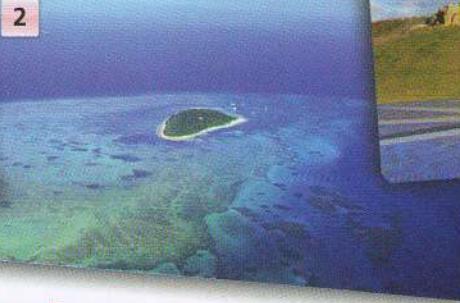
4



5



2



ruin
castle
pyramid
temple
reef
cave

Vocabulary 1

Places to visit

- 1 Match pictures 1–7 with places in the box.

a ruin a coastline a pyramid a temple
 an opera house a lighthouse a reef
 a rainforest a tomb a cave a castle

- 2 Listen, check and repeat.

- 3 Choose the correct words.

Test your knowledge

- The city of Pompeii is full of Roman ruins / pyramids.
- La Scala in Milan is the world's most famous tomb / opera house.
- The Tower of Hercules in A Coruña is a very old castle / lighthouse.
- The most famous reef / cave in the world is near the coast of Australia.
- The most important rainforest / coastline is in Brazil.
- The Tower of London is a famous lighthouse / castle.
- The Parthenon is an ancient Greek temple / cathedral.
- Lascaux, in France, has a ruin / cave with pre-historic paintings.

- 4 Listen to Rita and Dan. What is Merida famous for?

5

INTERFACE

Work in pairs. Ask and answer questions about famous places.

What's Sydney famous for?

Its opera house.



Reading 1

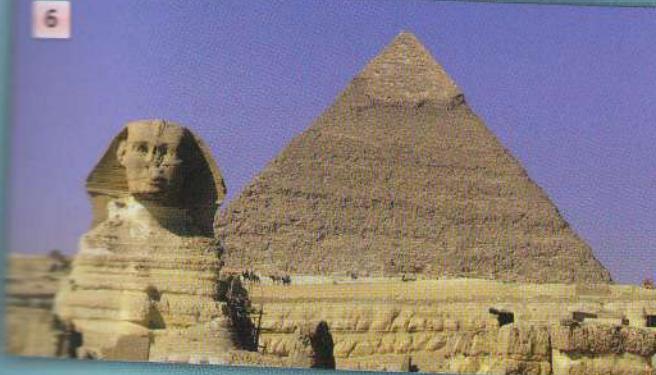
- 6 Look at the pictures and the title of the text. What do the Great Pyramid of Giza and the Taj Mahal have in common?

- 7 Read and listen. Check your answer.

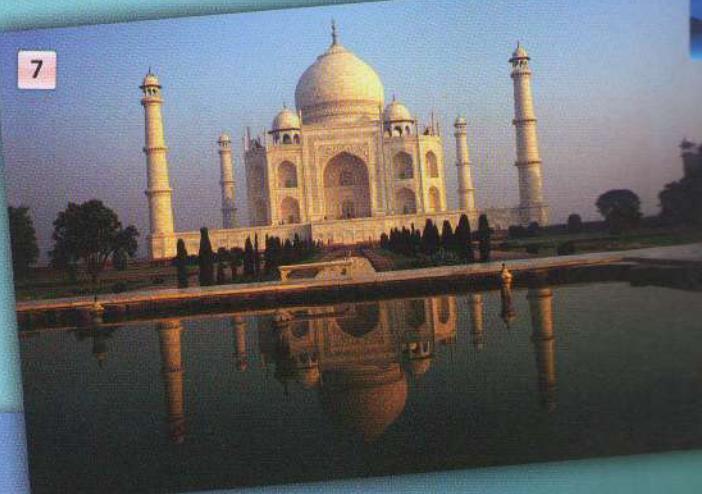
- 8 Read the text again. Match headings 1–3 with paragraphs A–C.

- The Taj Mahal
- UNESCO Sites
- The Great Pyramid

6



7



A world of heritage

What do these places have in common? Stonehenge, Burgos Cathedral, North Norfolk Coast Biosphere Reserve, England, and the Roman ruins of Merida. Any ideas? Yes, they are all UNESCO World Heritage sites.

- A There are 890 UNESCO World Heritage sites. Many people think that World Heritage sites are all famous old structures like Stonehenge, but this is not true. Some are natural places, like North Norfolk Coast Biosphere Reserve, not cultural, man-made monuments.
- B Two of the most famous cultural sites are the Great Pyramid of Giza and the Taj Mahal in Agra, India.
- C The Egyptian Pharaoh Khufu ordered his people to build the Great Pyramid as his tomb. It took nearly 100,000 workers 20 years to complete. The builders needed over 2 million granite blocks to make the pyramid, but first they had to transport the blocks over 500 miles. They used boats to bring the blocks down the River Nile from Aswan and the result was the biggest pyramid in the world.

C The Taj Mahal is not as old as the Great Pyramid. In the seventeenth century the Mughal emperor Shah Jahan had a favourite wife called Mumtaz Mahal. When she died he wanted to build an everlasting monument for her. He ordered 20,000 workers to build an enormous white marble tomb decorated with gold and precious stones. The builders needed more than 1,000 elephants to bring the marble to the site. It took over 20 years to build and it looks more like a palace than a tomb. Many people think the Taj Mahal is more beautiful than the Great Pyramid. Some people even call it the loveliest building in the world.

Why not look at the UNESCO website and find out if there are any World Heritage sites near you?

9 Choose the correct answers.

- 1 The Taj Mahal and the Great Pyramid are both ...
 - a) in India.
 - b) cultural sites.
 - c) natural sites.
- 2 How did the builders move the granite to build the Great Pyramid?
 - a) by elephant
 - b) by chariot
 - c) by boat
- 3 Why did Shah Jahan build the Taj Mahal?
 - a) because his wife died
 - b) as a palace for his family
 - c) as a present for his wife
- 4 Which site is older?
 - a) the Great Pyramid
 - b) the Taj Mahal
 - c) they are the same age

10 What do these numbers refer to in the text?

- | | |
|-------------|----------|
| 1 890 | 4 500 |
| 2 2 million | 5 20,000 |
| 3 100,000 | 6 1,000 |



The United Nations Educational, Scientific and Cultural Organization promotes peace and security through education, science and culture.

11 Match words 1–5 with definitions a–e.

- | | |
|---------------|---------------------------------|
| 1 in common | a) most beautiful |
| 2 slaves | b) continuing to exist for ever |
| 3 blocks | c) the same |
| 4 everlasting | d) large pieces of stone |
| 5 loveliest | e) people who are not free |

12



CLASS VOTE Which of the World Heritage sites in the text would you like to visit?

Grammar 1

Comparatives and superlatives

comparatives

The Great Pyramid is **older than** the Taj Mahal
The Taj Mahal is **more beautiful than** the Great Pyramid.

superlatives

It is **the biggest** pyramid in the world.
The Taj Mahal **the most famous** monument in India.
What is **the best** monument in your town?

- 1** Look at the sentences in the table and complete the rules below. Choose the correct words.

- a) We use **-er / -est + than** for comparative adjectives.
- b) We use **-er / -est** for superlative adjectives.

- 2** Choose the correct words.

- 1 Paris is **more big / bigger** than Malaga.
- 2 The Tower of London is **larger / more large** than the Sydney Opera House.
- 3 The Parthenon is **more lovely / lovelier** than the Tower of Hercules.
- 4 The caves at Lascaux are **older than / that** the Taj Mahal.
- 5 The Amazon Basin has **the most / the more** important rainforest in the world.
- 6 I think New York is the **goodest / best** city in the world.

- 3** Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- 1 My flat is ... (big) than yours.
- 2 What's ... (beautiful) place in England?
- 3 Russia ... (not small) than the UK.
- 4 What's ... (interesting) place you know?
- 5 I think Italy is ... (beautiful) than France.
- 6 I think French food is ... (good) than American food.



The Eiffel Tower is the most popular paid tourist attraction in the world, with nearly 6 million visitors every year.

(not) as ... as

(not) as ... as

New York is **as famous as** London.

The Taj Mahal is **not as old as** the Great Pyramid.

- 4** Look at the sentences in the table and complete the rules below. Choose the correct words.

- a) **As ... as** is used to show that two things are **the same / different**.
- b) **Not as ... as** is used to show that two things are **the same / different**.

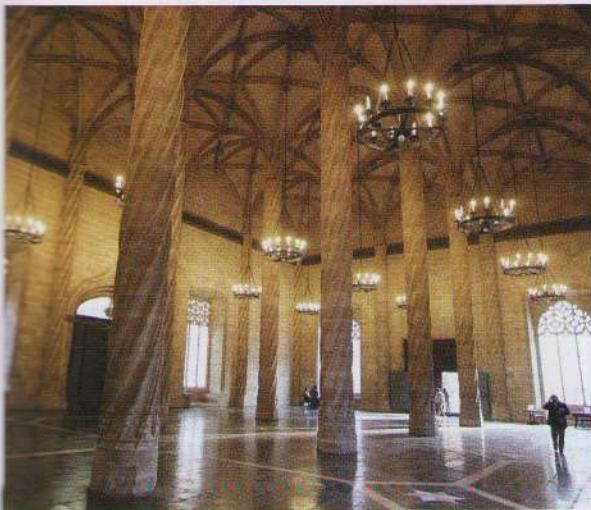
- 5** Complete the sentences using the information in the table and the words in brackets.

	The Empire State Building	The Eiffel Tower
year completed	1931	1889
height	381 metres	324 metres
number of lifts	73	7
entry cost	14€	8€
number of visitors a year	3.5 million	6 million
iconic	***	***

The Empire State Building **isn't as old as** the Eiffel Tower. (be / old)

- 1 The Eiffel Tower ... the Empire State Building. (be / tall)
- 2 The Eiffel Tower ... the Empire State Building. (have / lifts)
- 3 The Eiffel Tower ... the Empire State Building. (be / expensive)
- 4 The Empire State Building ... the Eiffel Tower. (have / visitors)
- 5 The Empire State Building ... the Eiffel Tower. (be / iconic)

6 Choose the correct words.



La Llotja de la Seda (the Silk Exchange) in Valencia is one of my favourite buildings. Maybe it isn't as (1) famous / more famous as the City of Arts and Sciences, but it is much (2) more / most beautiful. It was built between 1482 and 1548, so it is one of the (3) older / oldest buildings in the city. It became a World Heritage site in 1996. There are three parts to La Llotja. The (4) bigger / biggest part is the Contract Hall, where the merchants met. The hall has beautiful twisted columns. I think they're the (5) best / good thing in the whole building.

Pronunciation

/eɪ//u:/

-  Listen and repeat the words.

/ə:/ part, Taj Mahal, marble, everlasting
/eɪ/ cave, rainforest, slave, famous
/ʊ/ tomb, ruin, true, beautiful

-  Listen and repeat the sentences.

- 7**  **INTERFACE** Work in pairs. Compare two buildings in your town.

The football stadium is bigger than the library.

The library is more interesting than the ruins.



Listening

Amazing places

- ## **8** Look at the pictures and answer the questions.

- 1 How old is the man?
 - 2 What is he doing?



- 9**  **2.06** Listen and check your answers.

- 10** Listen again and answer the questions.

- 1 When did he start building?
a) 1961 b) 1971
 - 2 How big is the building?
a) 40 m² b) 8,000 m²
 - 3 Who helps him with the building?
a) his grandchildren b) his nephews
 - 4 What materials does he use?
a) recycled materials b) new materials
 - 5 What did he advertise on TV?
a) his building b) a sports drink

- 11**  **CLASS VOTE** What would you prefer to build from recycled materials – a castle, or a university? Why?



Speaking

A day out

Listen

1 Look at the picture. What are Rita and Megan doing?

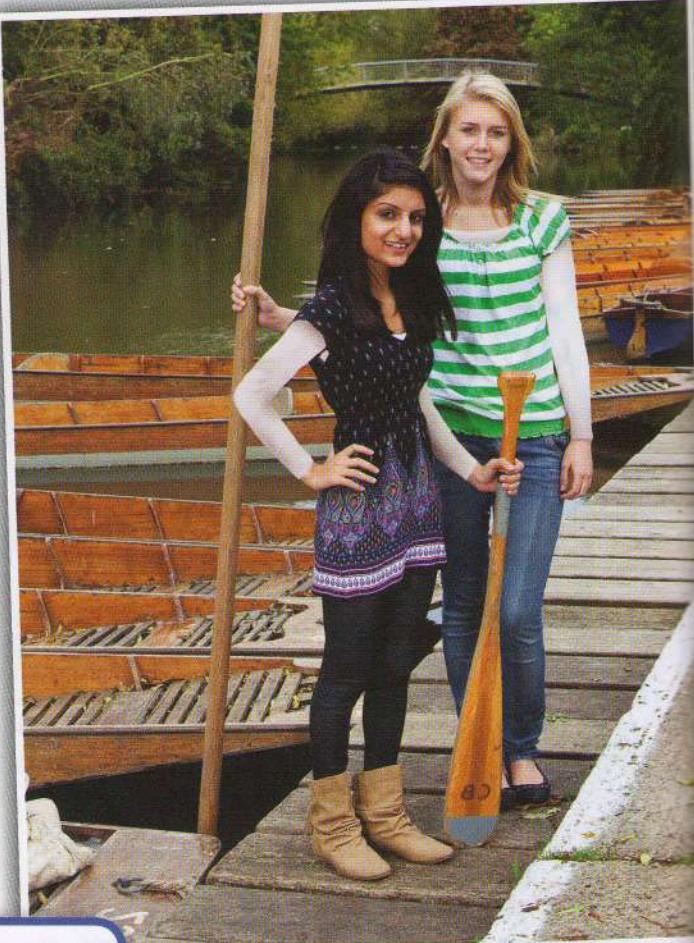
2 **2.07** Listen to the first part of Dan and Megan's conversation and answer the questions.

- 1 Which city did Megan visit last weekend?
- 2 Why did she go there?

3 **2.08** Listen to the second part of the conversation. Answer the questions.

- 1 Megan and Rita went to Bristol / Cambridge.
- 2 There is a university / castle there.
- 3 They went on a bus / boat trip.
- 4 Rita fell / swam in the river.

4 Read and listen again. Check your answers.



So, what's (1) ... like?

It's very beautiful.

What is there to do there?

Well, you can visit museums and the (2) ...

Museums? Sounds boring.
What was the weather like?

Great. It was very sunny.

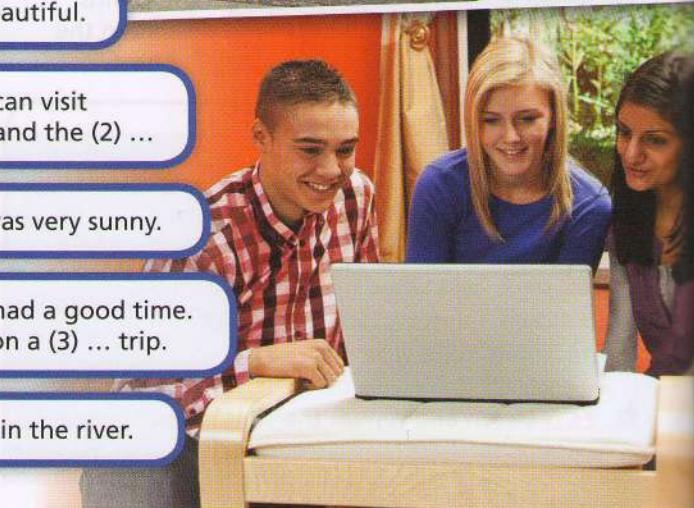
Oh, good. So, was it fun?

Yeah, we had a good time.
We went on a (3) ... trip.

Yeah? What happened?

Rita (4) ... in the river.

Really? Nice one.



Practise

5 Listen again and repeat the dialogue.

6 Match the questions with the answers.

- 1 What's Liverpool like?
a) Well, you can watch football.
- 2 What is there to do there?
b) OK. It's a big city.
- 3 What was the weather like?
c) Bad. It rained all day.

Functional language

Describing a place

What's Cambridge like?

It's very beautiful.

What is there to do there?

You can visit museums and the university.

Was it fun?

Yeah, we had a good time.

No, it was really boring.

Speaking task

Write a new dialogue between you and a friend.

Step 1

Choose a fact file or use your own ideas.

Where: Bristol
To do: go shopping, visit the university
Weather: sunny and warm
Fun?: Yes. Went to a great concert.

Where: Brighton
To do: go to the cinema, go shopping
Weather: cold and wet
Fun?: No. Went for a horrible meal.

Step 2

Think about the questions you ask. Make notes.

What's ... like?

What is there to do there?

What was the weather like?

Was it fun?

Think about the answers. Make notes.

It's really ...

Well, you can...

It was ...

We had a good time.

Step 3

Write your dialogue.

Step 4

Work in pairs. Practise your dialogues.

→ Workbook Speaking practice page 129



Culture

Famous places

Buckingham Palace

Buckingham Palace is the London home of the British royal family. It is in Westminster, in the city centre.

A royal home

The palace was built in 1703, but it didn't become the home of the royal family until 1837. People know when the queen is there because they can see her flag on top of the palace. When she's away, the flag isn't there.

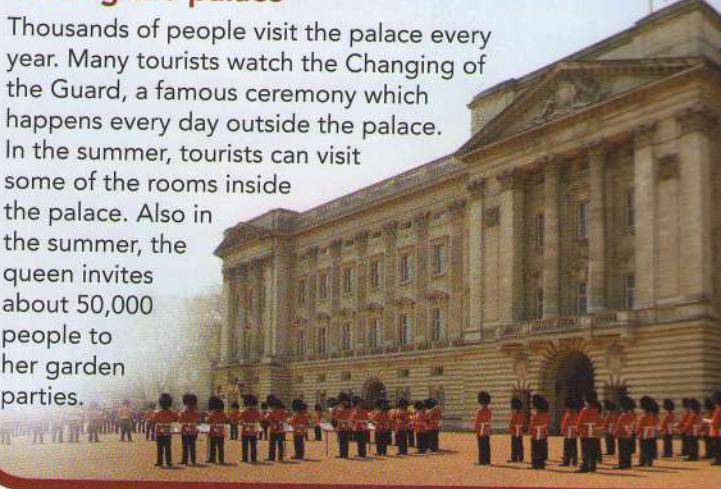


The palace today

Queen Elizabeth II does a lot of her work in the palace. 450 people work there. The palace has 775 rooms, including 52 royal and guest bedrooms and 188 bedrooms for people who work in the palace.

Visiting the palace

Thousands of people visit the palace every year. Many tourists watch the Changing of the Guard, a famous ceremony which happens every day outside the palace. In the summer, tourists can visit some of the rooms inside the palace. Also in the summer, the queen invites about 50,000 people to her garden parties.



7 2.09 Read and listen. Answer the questions.

- 1 Who lives in Buckingham Palace?
- 2 How do you know if the queen is at home?
- 3 How many bedrooms are there?
- 4 What does the queen do every summer?

8 Does the royal family or president in your country live in a palace?

well
happily
hard
quickly
fast

Vocabulary 2

Formation of adverbs

- 1 Copy and complete the table with the adverb form of the adjectives in the box.

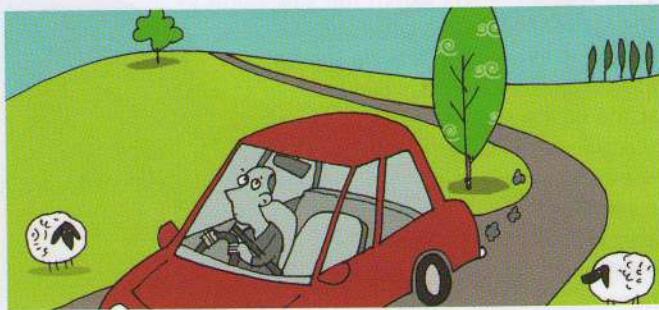
quick happy good careful bad quiet
noisy hard fast easy angry

	adjective	adverb
add -ly	quick	quickly
remove y, add -ily	happy	happily
irregular	good	well

- 2 **2.10** Listen and repeat.

- 3 Read the sentence below. Which has an adverb and which has an adjective?

- a) He drove home carefully.
b) He's a careful driver.



- 4 Look at the sentences in exercise 3 and complete the rule. Choose the correct words.

Adverbs usually go at the beginning / in the middle / at the end of a sentence.

- 5 Order the words to make sentences.

- 1 works / My / sister / hard / very .
- 2 in / England / very / speak / People / quickly .
- 3 I / homework / carefully / did / my .
- 4 badly / I / the / play / guitar .
- 5 drive / very / fast / People / Italy / in .
- 6 My / speak / can / dad / well / French .

- 6 INTERFACE Work in pairs. Talk about something you do quickly/carefully/slowly.

I do my homework carefully.

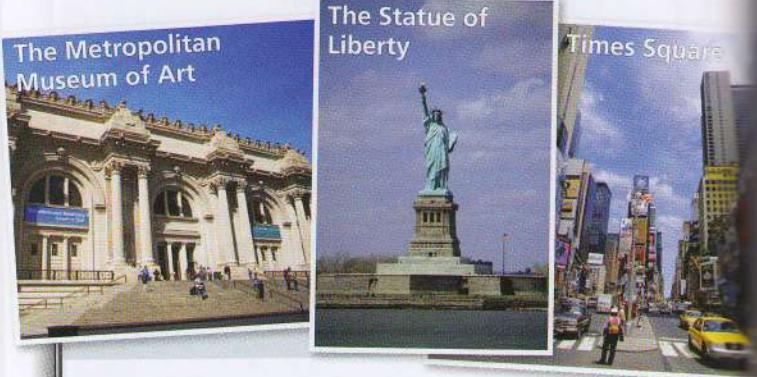


Reading 2

- 7 Work in pairs. Look at the pictures and answer the questions.

- 1 Where are these places?
- 2 What do you know about them?

- 8 **2.11** Read and listen. Which place in the pictures is not mentioned?



Hi Robert,

I'm in New York with Mum and Dad! It's so cool! We arrived yesterday and we're having a great time. Today we did a lot of sightseeing. We went up the Empire State Building and had lunch in a diner (my burger was big enough for two people!). Then we went to the Statue of Liberty, which was OK but it wasn't exciting enough for me. I thought it was bigger! Then Dad wanted to go to the Metropolitan Museum of Art. It's the biggest museum in New York. ☺☺☺.

We got a taxi to the museum but we were too late. It was closed. Hurray! ☺☺☺ But tomorrow we're going to go at 10am so we'll have enough time to look carefully at everything. Boring! I'm going to look at the modern art quickly and then sit in the coffee shop.

I'll write again soon.

Bye!

Imogen

- 9 Read the email again and answer the questions.

- 1 Who is Imogen visiting New York with?
- 2 Where did she go today?
- 3 What did she eat for lunch?
- 4 Why couldn't they visit the museum?
- 5 What does she want to see in the museum?

Grammar 2

too, enough and not enough

too, enough, not enough

We were **too late**. It was closed.

My burger was **big enough** for two people.

The Statue of Liberty was OK but it wasn't **exciting enough** for me.

- 10** Look at the sentences in the table. How do you say them in your language?

- 11** Order the words to make sentences.

to visit / the caves / We / late / were / too .

We were too late to visit the caves.

1 The / wasn't / cheap / restaurant / enough .

2 campsite / The / is / enough / for 20 tents / big .

3 hot / It / too / to go sightseeing / was .

4 The / enough / hotel / wasn't / good / so we left .

5 When / am / enough / old / I / am / with my friends / I / going to go on holiday .

Language

Tip

We also use to have enough with nouns.

I don't have enough money.

We have enough time.

- 12** Complete the sentences with **too / enough / not ... enough**.

We didn't have enough money to go to the opera. It was **too expensive**. (expensive).

1 It was **too cold** to visit the caves. It was ... (warm).

2 We had **enough time** to visit the castle, but it was ... (crowded).

3 Six people wanted to go to the museum. Luckily, Carla's car was ... (big).

4 I wanted to go to the opera, but I didn't have ... (money).

5 The reef is not safe for children. It's ... (dangerous).

- 13** Choose the correct words.

Hadrian's wall is a Roman wall in the north of England. It was built by the Roman Emperor Hadrian and for centuries it was (1) **big enough / enough big** to stop the barbarians invading England. The Romans left Britain at the beginning of the fifth century when the Roman Empire became (2) **not big enough / too big** and the wall began to become a ruin. Then in the 19th century John Clayton, a local lawyer, began to rebuild the wall.

Now it is the most popular tourist attraction in the area. You cannot walk on the entire wall because it (3) **is strong enough / isn't strong enough** and it's (4) **too old / not old enough**. If you have (5) **too time / enough time**, you can walk next to the wall for 135km, but go in summer because in winter it's (6) **too wet / wet enough!**



- 14**



- INTERFACE** Think of a place that is always **too crowded**. Talk about your places in pairs.

*The internet café is always too crowded.
It doesn't have enough computers.*



Grammar guide page 56



Writing

A travel guide entry

- 1** **2.12** Read and listen. Is Hampstead Heath a) a park in London or b) a village near London?
- 2** Complete the text with the words in the box.

teenagers tourists
restaurants children

- 3** In what order does this information appear in the text?
 - a) the lakes
 - b) the bakery and cake shop
 - c) the children's playground
 - d) Hampstead village

Hidden London

Hampstead Heath in London is a special place. It's near the city centre, but it is a very big park. It's a really good place to relax, especially when the weather is sunny.

The heath is a really good place for (1) ... to visit because there is something for everyone to do. There are playgrounds for quite young (2) ..., but also lots of spaces with benches where (3) ... can hang out with their friends and chat. In the summer, people swim or go fishing in the lakes. In Hampstead village there are lots of small bars and (4) ... where you can have a coffee or a meal. My favourite place is *Louis*, a Hungarian bakery and cake shop. It's not very expensive and the cakes are really good. But it does get quite crowded, so you need to get there early.

When you're in London and you need to get out of the city, go to Hampstead Heath.



Language focus



Qualifiers

It's **really** interesting.
It's **very** interesting.
It's **quite** interesting.
It's **not very** interesting.

- 4** Look at the Language focus. Translate the words in bold into your language, then find examples in the text.
- 5** Order the words to make sentences.
 - 1 city / York / a / beautiful / is / really .
 - 2 the / museum / I / interesting / was / quite / thought .
 - 3 is / old / The / very / castle / not .

- 6** Write a travel guide entry (120–150 words) about a special place.

Writing a travel guide entry

→ Step 1 Plan

Choose a place to write about. Where is it and why do you think it is special?

→ Step 2 Write

Write a first draft. Include information about the location, things to do and recommendations.

→ Step 3 Check

Check your work. Check you have used adjectives, including qualifiers. Have you included a personal opinion?

→ Step 4 Write

Write your final copy and hand in your work.



Workbook Writing guide page 41



Geography

The creation of a waterfall

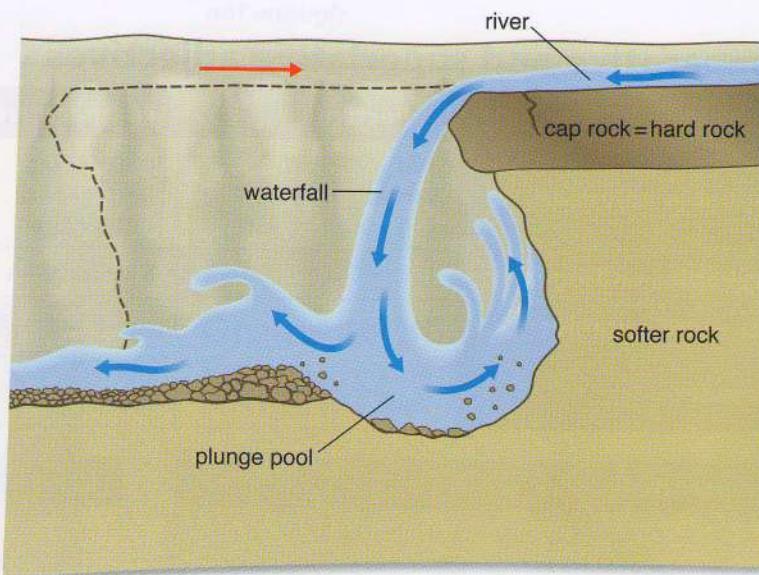
The upper course of a river is usually high above sea level, in hills or mountains. The river travels downwards and cuts through the landscape with vertical erosion. One of the geographical features which are formed by vertical erosion is a waterfall. This is typical in the upper course of a river and eventually creates a gorge.

The water travels over the hard rock and erodes the softer rock underneath.

A plunge pool forms at the base of the waterfall. The swirling water and rocks erode the soft rock behind it.

Eventually the front of the cap rock collapses. The waterfall moves backwards and the process is repeated again.

A steep-sided gorge is formed.



2.13 Read and listen. Answer the question.

Can you name any famous waterfalls?

→ Workbook CLIL activities page 96

Vocabulary
Reading
Writing
Listening

Vocabulary

Places to visit



a ruin



a coastline



a pyramid



a temple



an opera house



a lighthouse



a reef



a rainforest



a tomb



a cave



a castle

Formation of adverbs

quietly	well	fast	easily
noisily	carefully	happily	angrily
quickly	badly	hard	



Grammar guide

Comparative and superlative adjectives

	adjective	comparative	superlative
1 syllable adjectives	old large big	older than larger than bigger than	the oldest the largest the biggest
2 syllables ending in -y	lovely	lovelier than	the loveliest
2 or more syllables	famous	more famous than	the most famous
irregular	good bad	better than worse than	the best the worst

comparatives

The Great Pyramid is **older than** the Taj Mahal.
The Taj Mahal is **more beautiful than** the Great Pyramid.

superlatives

It is **the biggest** pyramid in the world.
The Taj Mahal **the most famous** monument in India.
What is **the best** monument in your town?

(not) as ... as

- we use *as ... as* to show that two things are the same

New York is *as famous as* London.

- we use *not as ... as* to show that two things are different

The Taj Mahal is *not as old as* the Great Pyramid.

too, enough and not enough

We were **too** late. It was closed.
We weren't **too** late.

My tent was big **enough** for two people.
My tent wasn't big **enough** for eight people.

to (not) have enough

We **have enough** chocolate for ten people.

I **don't have enough** money to buy a car.

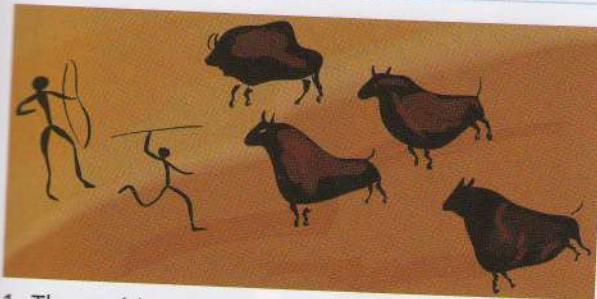


Progress check

Places to visit

- 1 Complete the sentences with the words in the box.

cave lighthouse tomb ruins reefs
coastline



- 1 The prehistoric paintings in the ... were great.
- 2 When people die, they are buried in a ...
- 3 The USA has an Atlantic and a Pacific ...
- 4 Merida has some of the best Roman ... in Spain.
- 5 Pollution is killing coral ... in many seas.
- 6 When the sailors saw the ..., they knew they were safe.

Formation of adverbs

- 2 Choose the correct words.

- 1 My mum always drives very **slow / slowly**.
- 2 I always do my homework very **careful / carefully**.
- 3 Don Justo's work is very **slow / slowly**.
- 4 The Taj Mahal is a very **beautiful / beautifully** building.
- 5 The Great Pyramid was built very **well / good**.
- 6 The museum was very **interesting / interestingly**.

Comparatives and superlatives

- 3 Correct the sentences.

- 1 The weather is gooder in Spain than in the UK.
- 2 The tomb was most interesting than the temple.
- 3 Paris is most beautiful city in the world.
- 4 Pompeii is bigger than my home town!
- 5 Moscow is not beautiful as St Petersburg.
- 6 Prague is popular as Paris now.

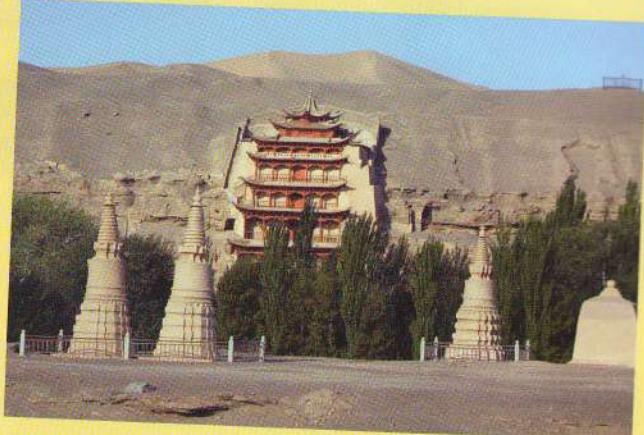
too, enough and not enough

- 4 Complete the sentence with *too*, *enough* or *not enough*.

- 1 The restaurant was ... expensive, so we didn't go there.
- 2 We did ... have ... money to go to the castle.
- 3 Are you old ... to visit the Great Barrier Reef?
- 4 There's ... time to visit the lighthouse. I'm sorry.
- 5 The caves are ... small. We can't go in.
- 6 The caves are ... big ... We can't go in.

Grammar build up

1 2 3 4 5 6 7 8 9



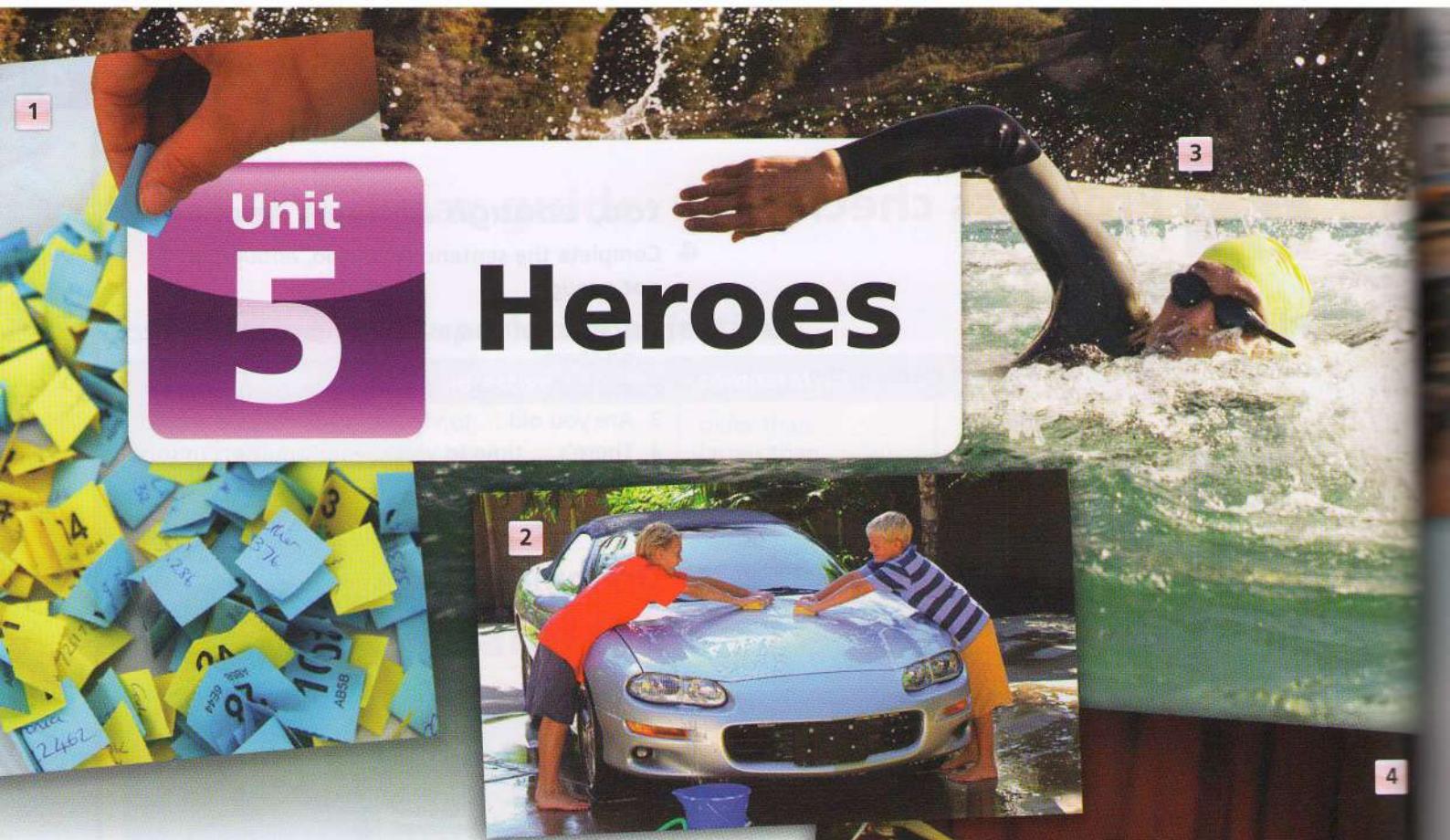
- 5 Choose the correct answers.

I always (1) ... travelling. I think the (2) ... place in the world is China. The Great Wall of China is amazing. It's (3) ... than the coastline of Spain! The Forbidden City in Beijing is not as old as the Alhambra, but with nearly 10,000 rooms it's bigger. The Mogao Caves (4) ... as famous as the caves in Lascaux, but the cave paintings are as (5) ... The only problem with China is that it's (6) ... big. I never (7) ... enough time to go everywhere. Perhaps I'll go and live there when I'm old (8) ...

- 1 a) love b) 'm loving c) was loving
- 2 a) interesting b) more interesting c) most interesting
- 3 a) more longer b) longer c) most long
- 4 a) were not b) isn't being c) are not
- 5 a) beautiful b) most beautiful c) more beautiful
- 6 a) enough b) not enough c) too
- 7 a) was having b) have c) had
- 8 a) enough b) not enough c) too

Unit 5

Heroes



sell
sweets
sell
badges
wash
cars
collect
money

Vocabulary 1

Fundraising ideas

- 1 Match pictures 1–4 with fundraising ideas in the box.

sell sweets wash cars organize a concert
make a charity CD do a sponsored swim
collect money sell badges
sell raffle tickets organize a jumble sale
have a bring and buy sale

- 2 Listen and repeat.

- 3 Complete the text with words from exercise 1.

After the earthquake in Haiti, lots of people from around the world wanted to help. People collected money in the street and sold (1) ... for people to wear. Schoolchildren sold sweets, they did (2) ... walks and swims and washed (3) ... to raise money. They also had (4) ... with their old toys. In the USA, one family had a (5) ... in their garden. Their neighbours bought tickets for \$5 and listened to some great music. In the UK people collected second-hand clothes, books and toys and organized (6) ... In many countries pop stars worked together to make (7) ... CDs. Everyone wanted to help.

- 4 2.15 Listen to Dan and Megan. What fundraising idea do they choose for their class?

- 5 INTERFACE Work in pairs. Think of three fundraising ideas to raise money for a school trip.

I think selling badges is a good idea because everyone can buy one.



In the UK, Red Nose Day is an annual fundraising day. People wear red noses and do something funny to raise money for charity.



Reading 1

Read and listen. Choose the best title for the text.

7 Read the text again. Are the sentences true or false? Correct the false sentences.

- 1 Felicity worked in a school in Ghana.
- 2 The school was well equipped.
- 3 She wants to build a new school for the children.
- 4 She has raised all the money they need to build the school.
- 5 It is not difficult to organize a project like this.

8 Which six things did Felicity do to raise money for the school? Write a list.

9 Read and answer the questions.

- 1 How long was Felicity at the Street Academy School?
- 2 Why is the Street Academy School different to other schools in Ghana?
- 3 What facilities does the new school have?
- 4 How much money does she want to raise in total?
- 5 What shape are the new windows?

10 Find words 1–5 in the text and match them with definitions a–e.

- | | |
|-----------------|------------------------------------|
| 1 hut | a) for us |
| 2 aim | b) multiply by two |
| 3 launch | c) objective |
| 4 on our behalf | d) a small, simple building |
| 5 double | e) initiate (a product or project) |

INTERFACE Work in pairs. Tell your partner about someone you know who helps other people.

1 How to build your own school

2 Ghana's street children

3 Young woman in school fundraising project

21-year-old Felicity Marks is a busy young woman. In 2002 she spent four months teaching street children at The Street Academy school in Accra, Ghana. When she came home, she decided that she wanted to do more to help educate the city's children. So, in 2003, she set up a charity called The Street Academy Annexe Project.

In Ghana most parents have to pay to send their children to school, but The Street Academy offers free education to children aged 8–18, as well as uniforms, books and a decent meal each day. But the conditions are very basic. The building is a wooden hut with three different classes in the same room and no other facilities. The aim of Felicity's Street Academy Annexe Project is to raise enough money to build a bigger school with at least four classrooms, toilets, a football pitch and an auditorium.

So what has Felicity done to raise money for this ambitious project? She's done many different things: 'First we had a big party to launch the charity. Since then we've organized quiz nights and online competitions, we've sold cakes and I've done sponsored walks and skydives. Other people have also helped raise money on our behalf which really helps'.

So how much money has she raised and how much does she still need? 'We haven't raised enough money yet! So far we've raised £25,000, and we hope to double that in the next few months. We really need £70–80,000 to start building an ideal school where the kids can learn in proper conditions. But we want to start soon. We've received the architect's plans and we love them because they've taken the kids' ideas into consideration. For example the windows are in the shape of triangles and stars! I haven't finalized these plans, but once I do, we can begin the construction of the new building.'

Does Felicity recommend a project like this? 'Yes, but this type of project isn't easy. It takes a long time and there are always problems and obstacles. But in the end, it will be worth it.'



Grammar 1

Present perfect

present perfect

+ She's **done** sponsored walks.
They've **organized** quiz nights.

- She **hasn't finalized** the plans.
They **haven't raised** enough money.

1 Look at the sentences in the table. Which past participle is irregular?

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

- I've **done** (do) lots of sponsored swims.
 1 My dad ... (build) a swimming pool in our garden.
 2 We ... (not see) lots of films in English.
 3 She ... (organize) a car boot sale.
 4 He ... (write) lots of emails asking for help.
 5 I ... (not sell) cakes for charity.

3 Write complete sentences with the present perfect form of the verbs in brackets. Use the present perfect affirmative or negative.



1 I / do / a sponsored swim. X

I **haven't done** a sponsored swim.

- 1 My friends / have / lots of barbecues. ✓
- 2 We / organize / a jumble sale. X
- 3 He / buy / a raffle ticket. X
- 4 My brother / collect / second-hand books for a bring and buy sale. ✓
- 5 My mum / raise / £2,000 for charity. ✓

4 Correct the mistake in each sentence.

- 1 We **has** done lots of different things to raise money.
- 2 He **has been not** to Ghana many times.
- 3 They've **selling** cakes and sandwiches to people.
- 4 I **not** have read any books in English.
- 5 You's **given** lots of money to charity.
- 6 He **has visit** Africa three or four times.
- 7 She's **not haved** a birthday party this year.
- 8 They **havenot** lived in a foreign country.

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

To: Barbara
From: Petra
Subject: Raising money for charity

Hi Barbara,

Have you ever raised money for charity? I **haven't done** (not do) anything before, but I really want to be a volunteer. My brother (1) ... (organize) a raffle to raise money for cancer research and he (2) ... (buy) lots of charity badges. My sisters (3) ... (make) cakes and (4) ... (sell) them outside school to raise money for the Red Cross. I (5) ... even ... (not buy) a charity CD!

I want to do a sponsored swim because I think it is a good way to raise money. My brother and sisters (6) ... (not collect) any money for an animal charity, so I want to raise money for the RSPCA. Do you think that's a good idea?

Will you help me organize the sponsored swim?

Petra

Pronunciation

Contractions

a **2.17** Listen and repeat the sentences.

- 1 I've done a sponsored swim.
- 2 You haven't finished your homework.
- 3 She hasn't got a badge.
- 4 He's raised over €1,000.

b **2.18** Listen and repeat the sentences.

present perfect

? Have you (ever) **done** a sponsored swim?

- 6** Look at the question in the table. What are the short answer forms?



We can use ever in questions and never in answers or negative sentences to talk about experiences.
I've never done a sponsored swim.

- 7** Write questions. Use the present perfect and ever.

sell raffle tickets for charity

Have you ever sold raffle tickets for charity?

- 1 collect money for charity
- 2 learn to play a musical instrument
- 3 do a sponsored swim
- 4 buy a charity badge
- 5 meet a famous person
- 6 buy a charity CD
- 7 give money to charity

- 8** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.

- 9** Choose the correct answer.

- Gina Have you (1) ever / never ridden a horse, Colin?
 Colin No, I (2) have / haven't. (3) Have / Had you?
 Gina No, I haven't. I've (4) ever / never done anything interesting.
 Colin I don't believe you. Everyone's (5) done / doing something interesting.
 Gina I (6) haven't / hasn't.
 Colin OK, have you ever (7) meet / met a famous person?
 Gina No. Have (8) you / she?
 Colin Erm...yes. I know, (9) have you / you have ever eaten Indian food?
 Gina No, I've (10) ever / never eaten it.
 Colin Have you ever (11) been / being in a film?
 Gina You mean as an actor?
 Colin Yes. Well, (12) had / have you?
 Gina Yes, I (13) have / did. But years ago. I've (14) forgotten / forgotten all about it.

- 10** 2.19 Listen and check your answers.

Grammar guide page 68



Listening

Charity appeals

- 11** Work in pairs. Write a list of famous charities and what they do.

The Red Cross – helps people after natural disasters

- 12** 2.20 Listen to the radio programme. Which charities do the speakers mention?

- a) The Red Cross
- b) Oxfam
- c) The Red Crescent
- d) Médecins Sans Frontières
- e) Comic Relief
- f) RSPCA



- 13** Listen again and choose the correct words.

- 1 Oxfam helps animals / hungry people / sick people.
- 2 MSF helps animals / hungry people / sick people.
- 3 The RSPCA helps animals / hungry people / sick people.

- 14** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Oxfam wants people to give money for their shops.
- 2 Oxfam has 750 shops in the UK.
- 3 A group of Spanish doctors started MSF.
- 4 MSF needs people to volunteer for them.
- 5 The RSPCA looks after animals all over the world.
- 6 The RSPCA gets money from the government.

- 15** **INTERFACE** Work in pairs. Which charity is the most important?

I think Oxfam is the most important because it helps people who are hungry in emergency situations.

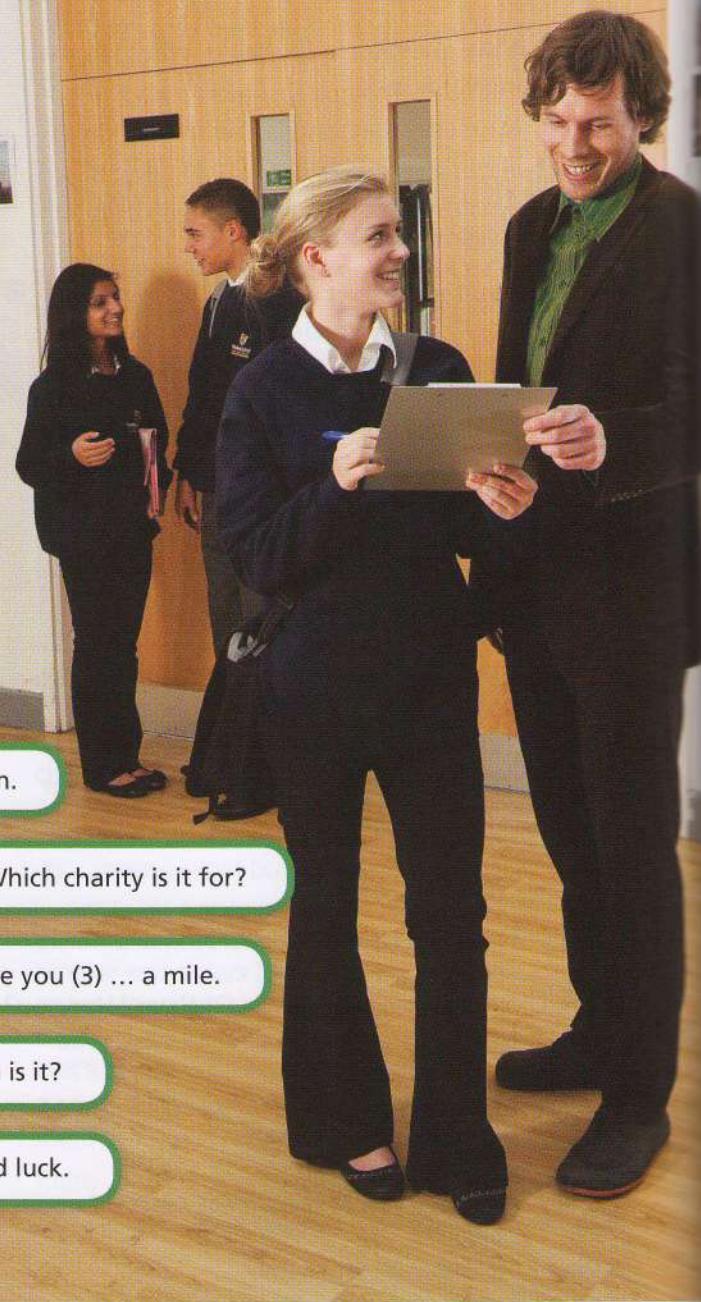


Speaking

A sponsored walk

Listen

- 1 Look at the picture. What is Megan doing?
- 2 **2.21** Listen to the first part of Megan and Mr Rodmell's conversation. Why is Megan talking to him?
- 3 **2.22** Listen to the second part of the conversation. Choose the correct words.
 - 1 Megan is doing a sponsored walk / swim / cycle.
 - 2 Megan is raising money for the Red Cross / the RSPCA / Oxfam.
 - 3 Mr Rodmell gives her £1 / £2 / £5 a mile.
 - 4 The sponsored walk is on Friday / Saturday / Sunday.
- 4 Read and listen again. Check your answers.



I'm doing a sponsored (1) ...

Sounds fun.

Would you like to sponsor me?

Yes, OK. Which charity is it for?

(2)

OK. I'll give you (3) ... a mile.

Great. Thanks.

And when is it?

Next (4) ...

Well, good luck.

Great. Thanks, Mr Rodmell.

Practise

- 5 Listen again and repeat the dialogue.

- 6 Order the words to make questions and sentences.

- 1 like / Would / you / me / sponsor / to ?
- 2 sorry, / No, / I / got / money / any / I'm / haven't .
- 3 I'll / you / £5 / mile / a / give .
- 4 help / Could / me / you / please ?
- 5 OK. / make / cake / I'll / a .

Functional language

Requests and offers (2)

Would you like to sponsor me?
Could you help me, please?
I'll give you £1 a mile.
No, I'm sorry, I haven't got any money.

Speaking task

Write a new dialogue between you and a friend.

Step 1

Choose an event or use your own ideas.

- Event: a cake sale
- Request: ask for help
- Charity: The Red Cross
- Offer: make a chocolate cake
- When?: on Thursday

- Event: a sponsored swim
- Request: ask for sponsorship
- Charity: Médecins Sans Frontières
- Offer: €10 a km
- When?: on Sunday

Step 2

Think about what you say.

I'm doing / organizing ...

Would you like ...?

Could you ...?

Think about what your friend says.

Which charity is it for?

I'll give you ...

When is it?

Step 3

Write your dialogue.

Step 4

Work in pairs. Practise your dialogues.



Workbook Speaking practice page 130



Culture

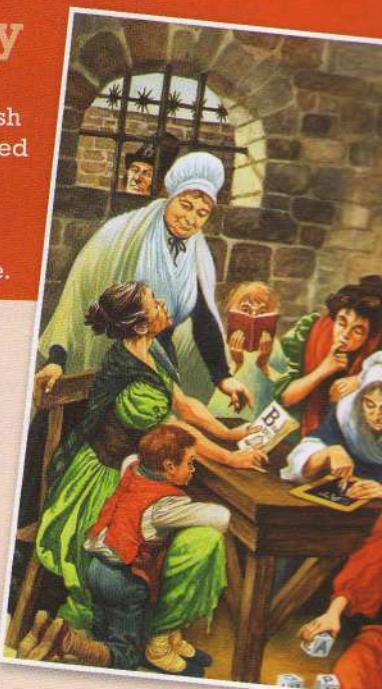
Famous heroes and heroines

Elizabeth Fry

Elizabeth Fry is one of the most famous women in British history. All her life she worked to help the poor, especially poor people who were in prison. You can see her picture on the British £5 note.

Her early life

Elizabeth was born on 21st May 1780 into a family with 11 other children. Sadly, her mother died when Elizabeth was 12 years old and she had to look after her brothers and sisters. Elizabeth married Joseph Fry, a wealthy banker, in 1800 and they went to live in London.



Her prison work

When she was in London, Elizabeth visited Newgate Prison. There she met children who were living in prison because they had no home. The prison was dirty and terrible. She was so shocked by her visit that she went back with food and clothes for the children. She started a school and taught their mothers to read.

Famous

Elizabeth's work made her famous. In 1818 she became the first woman to talk to the British parliament. Queen Victoria gave her money. In 1840 she started a school for nurses which helped change the profession of nursing.

7

2.23

Read and listen. Answer the questions.

- 1 Why is Elizabeth Fry famous?
- 2 What did her husband do?
- 3 How did she help prisoners?

8

Can you think of a famous heroine from your country?

Vocabulary 2

make and do

- 1 Do we use *make* or *do* with the words in the box?

charity work money someone happy
 nothing someone laugh friends
 a decision homework a mistake
 your best someone a favour exercise

- 2 2.24 Listen, check and repeat.

- 3 Match pictures 1–5 with phrases from exercise 1. Then translate them into your language.



- 4 Complete the questions with the correct form of *make* or *do*.

Have you ever *done* any charity work?

- 1 What ... you happy?
- 2 Which people ... you laugh?
- 3 What's the biggest mistake you have ever ... ?
- 4 How often do you ... someone a favour?
- 5 How often do you ... exercise?
- 6 What's the most difficult decision you have ever ... ?
- 7 Where do you usually ... your homework?
- 8 What's the best way to ... a lot of money?

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



Reading 2

- 6 Look at the picture of Selena Gomez and answer the questions.

- 1 Have you ever heard of Selena Gomez?
- 2 What do you know about her?

- 7 2.25 Read and listen. Why is Selena Gomez famous?

Selena Gomez, Goodwill Ambassador

Selena Gomez has been famous for over ten years. She's an actress and a pop singer. She's starred in a hit TV series and her band, Selena Gomez and the Scene, have released a hit album. She's a busy girl and she makes a lot of money!

But Selena finds time to do lots of charity work too. She supports Island Dog, a charity that helps dogs in Puerto Rico, and RAISE Hope for Congo, a charity that campaigns against violence against Congolese women.

Since August 2009, Selena has been a UNICEF Goodwill ambassador. She has been to Ghana to visit children who are living without enough food or clean water. She realized that she was publicizing their problems by visiting Ghana. This is what being a Goodwill Ambassador is all about – making people aware of the world's problems and encouraging them to help.



Other UNICEF Goodwill Ambassadors include football player Lionel Messi and singer Shakira.

8 Read the text again and answer the questions.

- 1 How long has Selena been famous?
- 2 What charities does she work for?
- 3 When did she become a UNICEF Goodwill Ambassador?
- 4 Why did she visit Ghana for UNICEF?
- 5 Why are Goodwill Ambassadors important?

9  INTERFACE Work in pairs. Do Goodwill Ambassadors do an important job?

Yes, because they publicize problems around the world.

No, because they are rich and famous. They don't really help poor people.

**bouns
adjectives
verbs
pronouns
adverbs
tenses**

Grammar 2 for and since

present perfect with **for** and **since**

How long has she been a Goodwill Ambassador?
She's been an Ambassador **since** August 2009.
She's been an Ambassador **for** more than a year.

10 Look at the sentences in the table and complete the rules. Choose the correct words.

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

11 Copy and complete the table with the time expressions in the box.

2010	2pm	April	two hours	three weeks
this morning			a long time	I was born
Saturday				last night

for	since
three weeks	since 2010

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

I've lived in London **since** I was born.

- 1 Jed's been at home ... two hours.
- 2 I haven't played tennis ... I was ten.
- 3 He hasn't done a sponsored walk ... he was 13.
- 4 My sister has known her best friend ... a long time.

13 Write questions with **How long ...?**

you / be / at this school

How long have you been at this school?

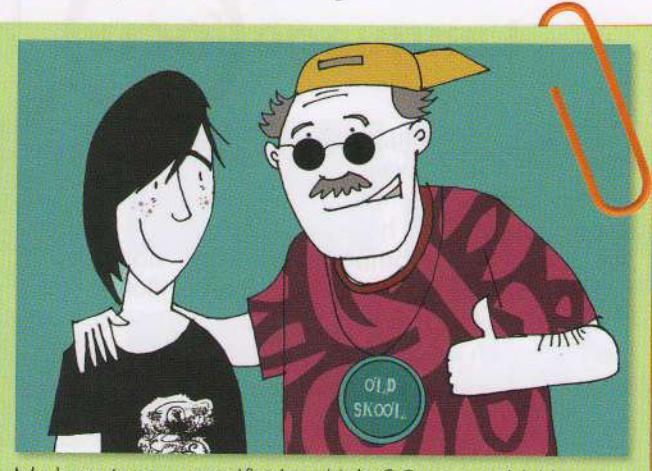
- 1 he / know / his best friend
- 2 you / study / English
- 3 you / have / your mobile phone
- 4 you / live / in your flat
- 5 they / have / their dog

14  INTERFACE Work in pairs. Ask and answer the questions in exercise 13.

How long have you known your best friend?

I've known him for ten years.

15 Complete the text using **for** or **since**.



My hero is my grandfather. He's 80 years old. He loves football and he has watched every Arsenal game (1) ... 1951. He hasn't missed a game (2) ... the day he got married – it was a Saturday. He's been married (3) ... over 60 years and he and my grandma have lived with us (4) ... five years. He loves music and he's been a fan of hip hop (5) ... 2011 when I played him one of my hip hop CDs. He's the coolest grandfather in the world.

→ **Grammar guide page 68**



Writing A magazine article

- 1 **2.26** Read and listen. What have the students done to raise money for charity?

- 2 Read again and answer the questions.

- 1 Which charity did they want to help? Why?
- 2 Why did the students want to raise money?
- 3 Why did they do a sponsored walk?



Year 10 students from Highbury School have raised over £1,500 for the RSPCA.

Organiser Harriet Jones said 'We wanted to do something to help animals because many of us have pets and we are all animal lovers. We all enjoy walking, so we decided to do a sponsored walk at the local park.' Over 200 parents and friends were at the park to support the students. More than 300 people have promised sponsorship money, so the total will probably be more than £2,000 when the students have collected all the money.

Headteacher Marion Kemp is very proud of the students. 'We've never done a sponsored walk before. I hope it will become an annual event because it has been such a success.'

Language focus

so and because

We all enjoy walking, **so** we decided to do a sponsored walk.

We wanted to do something to help animals **because** many of us have pets.

300 people have promised sponsorship money, **so** the total will probably be more than £2,000.

I hope it will become an annual event **because** it has been such a success.

- 3 Look at the Language focus and complete the rules with the words **so** and **because**.

- a) We use ... to show the result.
- b) We use ... to give a reason.

- 4 Join the sentences with **because** or **so**.

- 1 We haven't got any milk. I'm going to the supermarket.
- 2 I'm going to buy a raffle ticket. I want to support that charity.
- 3 Dave wants to raise money. He's going to do a sponsored walk.
- 4 I can't go to Sally's party. We're going away this weekend.

- 5 Write a magazine article (120–150 words) about a charity event.

Writing a magazine article

→ Step 1 Plan

Think about a charity event. Who organized it? Which charity was it for?

→ Step 2 Write

Write a first draft. Include information about the organizers, location and activity. Include a quotation.

→ Step 3 Check

Check your work. Check you have used **so** and **because** correctly.

→ Step 4 Write

Write your final version.

→ Workbook Writing guide page 51



History Vaccination

In the 18th century, a horrible disease called smallpox was very common and many people died from it. If people survived, they were left with awful scars on their body. People also suffered from a milder disease called cowpox which they caught from cows. Edward Jenner was an English doctor who noticed that people who had had cowpox rarely suffered from smallpox. Jenner was convinced that the cowpox infection had protected these people in some way.

In 1796, Jenner did an experiment on a young boy called James Phipps. He introduced the cowpox infection into a cut on the boy's arm. Phipps became ill with cowpox for a while and then recovered. Later, Jenner infected Phipps with smallpox and waited. Phipps never caught smallpox because the cowpox had protected him. This was the first example of vaccination.

Jenner's discovery has made an enormous difference to the health of the world. Nowadays, people are vaccinated against many illnesses. After a worldwide vaccination programme by the World Health Organization, smallpox was finally eradicated in 1980.



Read and listen. Answer the question.

Which disease was used to vaccinate against smallpox?



Workbook CLIL activities page 97



Vocabulary guide

Fundraising ideas



sell sweets



wash cars



organize a concert



make a charity CD



do a sponsored swim



collect money



sell badges



sell raffle tickets



organize a jumble sale



have a bring and buy sale

make and do

make friends
make someone laugh
make money
make someone happy
make a decision
make a mistake

do homework
do charity work
do nothing
do someone a favour
do exercise
do your best



Grammar guide

Present perfect

+	I / You	have collected	money.
	He / She / It	has collected	
	We / You / They	have collected	
-	I / You	haven't collected	money.
	He / She / It	hasn't collected	
	We / You / They	haven't collected	
?	Have I / you collected money? Yes, I have . No, I haven't .		
	Has he / she / it collected money? Yes, he has . No, he hasn't .		
	Have we / you / they collected money? Yes, we have . No, we haven't .		

for and since

How long has she been a Goodwill Ambassador?

She's been an Ambassador **since** August 2009.
She's been an Ambassador **for** more than a year.

for (a period in time) **since (a point in time)**

two hours	2010 2pm April
three weeks	this morning I was born
a long time	Saturday last night
a month	

ever / never

Have you **ever** lived in France?

I have **never** lived in France.

Irregular past participles

be →	been	go →	gone/been
build →	built	have →	had
buy →	bought	know →	known
do →	done	meet →	met
give →	given	read →	read
eat →	eaten	ride →	ridden
forget →	forgotten	sell →	sold



Workbook Vocabulary plus page 103 Grammar reference page 116



Progress check

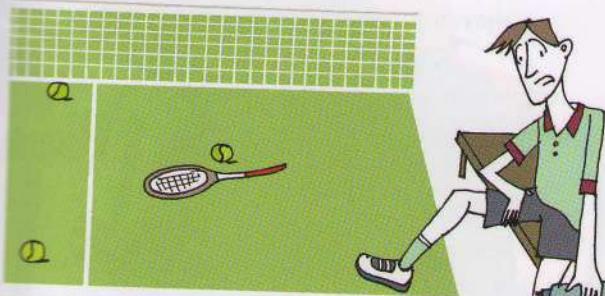
Fundraising ideas

1 Match 1–6 with a–e to make sentences.

- 1 Dan and Rita are doing
 - 2 I bought a charity
 - 3 Pop stars are making a
 - 4 My friends are washing
 - 5 There was a woman collecting
 - 6 We've organized
- a) money for the Red Cross.
 - b) charity CD to raise money for famine victims.
 - c) a sponsored swim this weekend.
 - d) raffle ticket to help Haiti.
 - e) a jumble sale for the RSPCA.
 - f) cars for charity.

make and do

2 Complete the sentences with the correct form of *make* or *do*.



- 1 I've just ... some exercise. I'm really tired.
- 2 I always ... my homework before I watch TV.
- 3 Ken is so funny. He really ... me laugh.
- 4 Can you ... me a favour? I really need some help.
- 5 Robin wants to ... some charity work in Africa for a year.
- 6 I think I failed the test. I ... too many mistakes.

Present perfect

3 Correct the sentences.

- 1 Beth have never done a sponsored swim.
- 2 My brother's meet lots of famous people.
- 3 Have you raised ever money for charity?
- 4 I hasn't visited India, but I want to.
- 5 Have you see the new adventure film?
- 6 Alex was collected lots of money for charity.

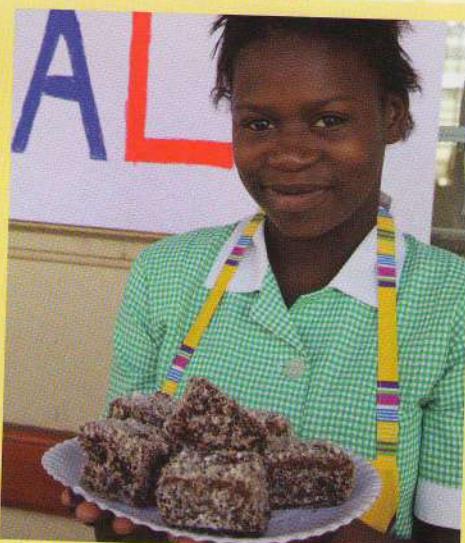
for and since

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

- 1 I've known my best friend ... 2006.
- 2 Carla's done charity work ... she was 12.
- 3 Rafael Nadal has been famous ... many years.
- 4 You've studied ... three hours. Well done!
- 5 I haven't eaten ... this morning. I'm hungry.
- 6 Tom's been here ... a long time. He arrived early.

Grammar build up

1 2 3 4 5 6 7 8 9



5 Choose the correct answers.

(1) ... you know someone you really admire? I do. My best friend, Jenny. We've known each other since we (2) ... primary school and we've been best friends (3) ... ten years. Jenny loves (4) ... other people. She (5) ... lots of money for charity. She's washed cars and (6) ... cakes. I've done some events with her. For example, we've done a sponsored swim to raise money for the RSPCA. We think it's the (7) ... important charity in the world. The only thing Jenny has (8) ... done is a sponsored walk, but she's going to do one this summer. She's fantastic!

- | | |
|-----------------|---------------|
| 1 a) Do | b) Have |
| 2 a) start | b) started |
| 3 a) for | b) since |
| 4 a) help | b) helping |
| 5 a) is raising | b) has raised |
| 6 a) sells | b) sold |
| 7 a) more | b) most |
| 8 a) never | b) ever |

Unit 6

Incredible journeys

set off
send postcards
meet people
have adventures

Vocabulary 1 Travel

- 1 Match pictures 1–4 with activities in the box.

send postcards meet people get on a train
have adventures plan a journey set off
get off a coach pack a suitcase buy souvenirs
come back home arrive buy a guidebook

- 2 Listen and repeat.

- 3 Choose the correct words.

Hi Sarah,

Well, we (1) **set off / arrived** in Rome four days ago. We (2) **set off / got on** last Sunday morning at 6am. Mum didn't (3) **pack / get on** her suitcase until 5.30am, so she forgot lots of things, like the guidebook. We had to (4) **buy / get off** one at the airport. Suzy and I have (5) **met / had** lots of adventures. On the first day we (6) **met / bought** a Spanish family at the hotel. We went to the Colosseum with them today. Tomorrow we're (7) **getting off / planning** to go on a trip to the Vatican. I've taken lots of photos to show you when we (8) **get off / come back** next week. I've (9) **bought / had** you a great souvenir – a Roma football shirt!

Kate



get on, get off, come back and set off are phrasal verbs. They are very common in English.

- 4 Listen to Rita and Dan. What souvenirs have they bought?

- 5 INTERFACE Work in pairs. Ask and answer the question.

Have you ever bought any souvenirs?



The World on Wheels

Albert Casals is a typical teenager in many ways. He likes reading science fiction books, he enjoys playing Dragon Ball and he's interested in science. But in other ways Albert is very different. He has visited more than 26 countries alone, he's got blue hair and he has written a book, *The World on Wheels*. And one more thing makes him different: Albert has been in a wheelchair since he was eight years old.



Albert is 18 and he lives in the town of Esparreguera, Barcelona. He became ill with leukaemia when he was five, but the disease hasn't stopped him having fun. Albert has travelled around Europe and in 2007 he set off for South America. He always travels on his own, he often hitchhikes and he never takes much money. In fact, Albert took €20 with him to South America and came back six months later with the same amount! He gets money by working and doing tricks with his wheelchair. Albert has had lots of adventures. He has slept on boats and desert islands. He has learned how to repair his wheelchair himself. He has taught himself how to get on and get off buses and trains without help.

Albert wants to encourage more people in wheelchairs to copy him. 'The chair helps you to travel because it eliminates fear,' Albert explains. 'When you hitchhike, drivers pick you up because you are not considered dangerous. And another advantage is that people talk to me because they want to meet a blue-haired boy who travels the world alone in a chair. And so I make new friends who help me.' He says that he has learned that the world is mostly full of kind, friendly people who want to help him, not harm him.

So, what's next for Albert? University and more travel. He hasn't been to Africa, so that could be his next journey. And his next book, of course.



Reading 1

- 6** Read the text. In what ways do you think Albert is a typical teenager? In what ways is he not typical?

- 7** **2.30** Read and listen. Check your answers.

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

- 1 What is *The World on Wheels*?
- 2 How many countries has Albert visited?
- 3 Does he usually travel with someone else?
- 4 How does he make money when he's travelling?
- 5 What advantages are there to travelling in a wheelchair?
- 6 Where does he want to go next?

- 9** Find words and phrases 1–5 in the text and match them with definitions a–e.

- | | |
|-------------------|--|
| 1 disease | a) alone |
| 2 on his own | b) being frightened |
| 3 fear | c) illness |
| 4 pick someone up | d) hurt someone |
| 5 harm | e) stop and offer someone a lift in your car |

- 10** **INTERFACE** Work in pairs. Have you ever been on a long journey? Where did you go?

Yes, I have. I travelled from New York to Los Angeles with my parents.



Hitchhiking is legal in the UK, but not on motorways. It is not a common way to travel now.

Grammar 1

Present perfect and past simple

present perfect and past simple

He **has written** a book.
Albert **has been** in a wheelchair since he was eight years old.
In 2007 he **set off** for South America.

1 Look at the sentences in the table. Which are present perfect and which are past simple?

2 Match the sentences in the table with uses 1–3.

- 1 Present perfect to talk about actions or situations that began in the past and continue in the present.
- 2 Present perfect to talk about past actions or experiences without saying when they happened.
- 3 Past simple to talk about completed actions at a definite time in the past.



3 Choose the correct words.

- 1 I **lived** / **have lived** in London when I was eight.
- 2 My uncle **visited** / **has visited** 26 countries.
- 3 My mum **set off** / **has set off** for New York at 6.30am.
- 4 Dave's in China. He **had** / **'s had** lots of adventures.
- 5 I **took** / **'ve taken** lots of photos when I was in Brazil.
- 6 My dad is in Paris. He **bought** / **'s bought** me a T-shirt.

4 Write sentences using the present perfect or the past simple.

I / live / in New York / for three years. I love it here!
I've lived in New York for three years. I love it here!

- 1 He / live / in Toronto / for a year / when he was younger.
- 2 I / go / to Hawaii / last summer. It was great.
- 3 We / never / read / David Beckham's book.
- 4 Alex / not be / to Los Angeles. He wants to go next year.
- 5 My mum / go / to Italy. She's coming back tomorrow.

5 Complete the questions with the present perfect form of the verbs in brackets.



- 1 ... you ever ... (buy) any souvenirs?
- 2 ... you ever ... (visit) South America?
- 3 ... you ever ... (read) Albert Casals' book?
- 4 ... you ever ... (be) to Australia?
- 5 ... you ever ... (see) the pyramids in Egypt?

6 Complete the questions with the past simple form of the verbs in brackets. Then match them with the questions in exercise 5.

- a) What ... you ... (buy)?
- b) Who ... you... (see) them with?
- c) How many kangaroos ... you ... (see)?
- d) ... you ... (like) it?
- e) Which countries ... you ... (visit)?

7 **INTERFACE** Work in pairs. Ask and answer the questions in exercises 5 and 6.

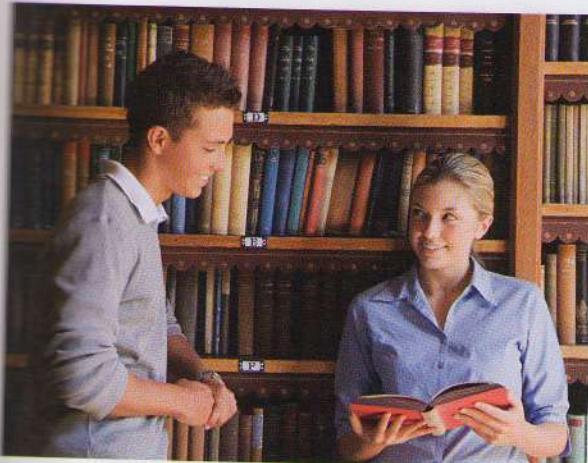
Have you ever bought any souvenirs?

Yes, I have.

What did you buy?

I bought a T-shirt.

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



Jed What are you reading?
 Beth I'm reading *Around the World in 80 Days*.
 (1) ... you ... (read) it?
 Jed No. Is it good?
 Beth Yeah. I (2) ... (read) it before, but I really like it.
 Jed Who's it by?
 Beth Jules Verne. He (3) ... (write) it in 1873.
 Jed Oh, I know him. I (4) ... (read) *Journey to the Centre of the Earth* a few years ago.
 Beth I (5) ... (see) the film of that one. (6) ... you ... (like) the book?
 Jed Yes, it (7) ... (be) great. You should read it. You know, I (8) ... (see) a TV programme called *Around the World in 80 Days* last year.
 Beth With Michael Palin? Yes, I remember it. He (9) ... (make) lots of travel programmes. They're really good.
 Jed He's really lucky. I (10) ... (never, be) to a foreign country.
 Beth Haven't you? I (11) ... (be) to lots. Last year I (12) ... (go) to Greece with my family.
 Jed Lucky you!

Pronunciation

/ɜ:/ /i:/ /ʌ/

- a 2.31 Listen and repeat the words.

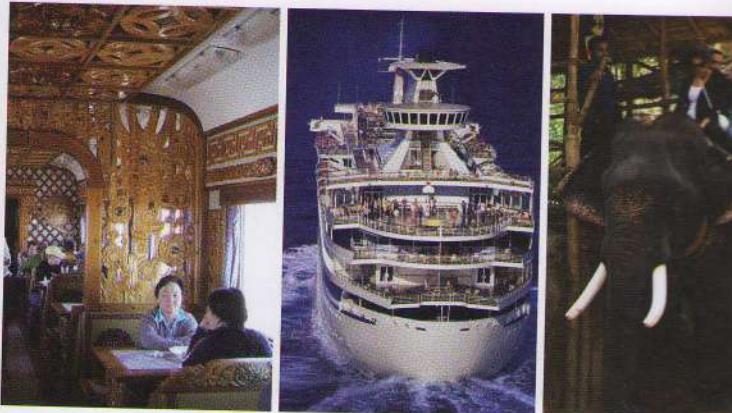
/ɜ:/ learned, heard, world, work
 /i:/ eaten, seen, been, wheel
 /ʌ/ drunk, encourage, country, love

- b 2.32 Listen and repeat the sentences.



Listening

Dream holidays



- 9 Look at the pictures. What type of holidays do they show?

- 10 2.33 Listen to the adverts and order the journeys.

- a) A family adventure holiday
- b) The Trans-Mongolian Express
- c) A Mediterranean cruise

- 11 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 On a cruise you travel by ship.
- 2 The cruise takes you to France.
- 3 The Trans-Mongolian is a train journey.
- 4 The Trans-Mongolian goes from Moscow to Beijing.
- 5 On the family adventure you travel by plane.
- 6 The family adventure holiday is in India.

- 12 Listen again and choose the correct answers.

- 1 How many countries does the cruise visit?
 a) ten b) three c) six
- 2 How can you get information about the cruise?
 a) online b) by phone c) both
- 3 Which other country does the train go through?
 a) Thailand b) Mongolia c) Kazakhstan
- 4 What can you ride in India?
 a) a camel b) a horse c) a tiger
- 5 Where can you stay for two nights in India?
 a) a hotel b) a palace c) the Taj Mahal

- 13 INTERFACE Work in pairs. Which journey do you think is the most interesting?

The Trans-Mongolian because I love travelling by train.



Grammar guide page 80



Speaking At the station

Listen

1 Look at the picture. Where are Rita and Megan?

2 **2.34** Listen to the first part of Rita and Megan's conversation and answer the questions.

1 Why is Rita at the station?

2 How will they travel home?

3 **2.35** Listen to the second part of the conversation. How many minutes late was the train?

4 Read and listen again. Check your answer.

So, how was the journey? → Oh, it was terrible. The train left (1) ... minutes late.

Oh, no! But did you get a good seat? ← No, I didn't. There were no free seats. I had to stand.

What? Did you change trains at Birmingham? ← Yes, I did. I got a seat from Birmingham to London.

Did you have anything to eat? ← No. The bar was closed.

Oh, no. How terrible! ← Yes. It was awful.

Practise

5 Listen again and repeat the dialogue.

6 Match questions 1–4 with answers a–d.

- 1 How was the journey?
2 Did you get a good seat?
3 Did you change trains at Nottingham?
4 Did you have anything to eat?
 - a) No, the bar was closed.
 - b) No, it was direct.
 - c) It was OK.
 - d) Yes, I did. By the window.

Functional language

Describing a journey

- How was the journey?
It was a terrible journey.
Did you get a good seat?
I had to stand.
Did you change trains at ...?
It was a direct train.
Did you have anything to eat?
The bar was closed.

Speaking task

Write a new dialogue between you and a friend.

→ Step 1

Choose a fact file or use your own ideas.

Glasgow – Edinburgh

Journey: Great. Coach left on time.

Seat: Yes. Very comfortable.

Change: No. Direct.

Food: a chocolate muffin

Liverpool – Leeds

Journey: Terrible. Train left late.

Seat: No. Had to stand.

Change: No. Direct.

Food: No. Bar closed.

→ Step 2

Think about the questions you ask. Make notes.

How was the journey?

Did you get a good seat?

Did you change ... at ...?

Did you have anything to eat?

Think about the answers. Make notes.

It was great / OK / terrible.

I had to stand.

It was direct.

The bar was closed.

→ Step 3

Write your dialogue.

→ Step 4

Work in pairs. Now practise your dialogues.



Culture

Famous journeys

The California gold rush

The California gold rush started on 24th January 1848 when James W Marshall discovered gold at Sutter's Mill in California. Soon, people in San Francisco heard stories about gold. In December 1848 James Polk, the president of the USA, told the world that there was gold in California. The gold rush began.

California in 1848

When Marshall found the gold, California was very different from today. It wasn't an American state. It was a wild place and very difficult to travel to. San Francisco was just a small village. The land belonged to the Native Americans.

The Forty-niners

The early gold-seekers were called 'forty-niners' because they started their journey to California in 1849. About 300,000 people travelled there between 1848 and 1855. About half came by ship from abroad and the other 150,000 walked to California, a journey of 2,400km across the USA.

Effects of the gold rush

The gold rush changed California. The population of San Francisco grew from 1,000 in 1848 to 150,000 in 1870. People came from all over the world to live there. A railway line was built to join California to the rest of the USA. But not all the changes were good. The Native Americans lost their lands and many died from diseases like influenza which the Europeans brought with them.



7



2.36 Read and listen. Answer the questions.

- 1 Who was the first man to find gold?
- 2 Who did California belong to in 1848?
- 3 How did people travel to California?
- 4 How did the gold rush change California?

- 8 Do you know about a famous journey in your country?

→ Workbook Speaking practice page 131

enormous
tiny
awful
boiling
amazing
delighted

Vocabulary 2

Extreme adjectives

- 1 Look at the extreme adjectives in box A and match them with the adjectives in box B.

A terrifying amazing enormous exhausted
delighted tiny awful freezing boiling

B happy big small good bad hot
cold tired frightening

- 2  2.37 Listen, check and repeat.

- 3 Write the extreme adjective for each sentence.

I don't like flying. It's frightening.



frightening

- 1 The journey was really bad.
- 2 I love Greek food. It's good.
- 3 My sister was tired when she came back home from New York.
- 4 Mark was happy when he saw his hotel room.
- 5 It's hot on this bus. Can I open a window?
- 6 There were 300 people on our flight. The plane was big.
- 7 The lunch on the plane was small. I'm still hungry.
- 8 Put your coat on. It's cold outside.

- 4 Choose the correct words.

- 1 I'm tiny / exhausted / freezing. I'm going to bed early.
- 2 I really enjoyed my holiday. Athens was amazing / delighted / enormous.
- 3 Oh no, I haven't drunk my coffee and now it's boiling / freezing / terrifying.
- 4 Julie was delighted / tiny / exhausted with the souvenir I gave her.
- 5 Our flat is tiny / exhausted / terrifying, but nice!
- 6 We went up the Empire State Building in New York. It was terrifying / delighted / boiling.
- 7 The journey was enormous / terrifying / awful. We arrived three hours late.
- 8 That pizza's brilliant / enormous / freezing. You'll never eat all that.



Reading 2

- 5 Look at the picture and the title of the text. What do you think the text is about?

- 6  2.38 Read and listen. Check your answer.

Solo sailor

Mike Perham didn't have much time to celebrate his 17th birthday. Not because he had exams or was working, but because he was in the middle of the Indian Ocean. Mike has just become the youngest person to sail around the world solo. His amazing journey took him nine months and he sailed over 30,000 miles on his 50ft yacht, called *totallymoney.com*.



Mike had a lot of adventures on his trip. Sailing conditions in the Indian Ocean were brilliant, but he had to sail through enormous 50ft waves in the South Pacific after leaving New Zealand. He didn't have many problems with his boat. However, he had to stop in the Canary Islands, Portugal and Cape Town to repair his auto-pilot, the machine that sailed the boat while Mike slept. Fortunately, he didn't meet any whales or sharks!

Mike returned home to the UK exhausted, but ecstatic to be a world record holder. What was the first thing he wanted? Some steak and chips! Mike didn't have any fresh food on the boat, so he didn't eat a lot of fruit or vegetables while he was sailing. What an amazing and terrifying journey!



- 7 Read the text again. Answer the questions.

- 1 Where did Mike celebrate his 17th birthday?
- 2 What world record did Mike set?
- 3 What was the name of his yacht?
- 4 How big were the waves in the South Pacific?
- 5 Why did Mike stop in the Canary Islands?
- 6 What did Mike want when he returned home?



- 8 CLASS VOTE Do you think Mike was too young to sail around the world alone?



Grammar 2

Quantity

Countable nouns	Uncountable nouns
How many ...?	How much ...?
He saw a lot of whales.	He had a lot of fresh food.
He saw some / a few whales.	He had some / a little fresh food.
He didn't see many whales.	He didn't have much fresh food.
He didn't see any whales.	He didn't have any fresh food.

- 9 Copy and complete the table with your own examples. Use countable and uncountable nouns and the words in the box.

any a lot of many much some a few
a little

countable	uncountable
I don't have any eggs.	I don't have any rice.

10 Choose the correct words.

- 1 Have you been to much / many foreign countries?
- 2 Have you met some / any famous people?
- 3 How many / much fruit have you eaten today?
- 4 Are there a lot of / much cities you would like to visit?
- 5 Have you had any / much amazing adventures?
- 6 How many languages do you know a few / a little words of?

11 Choose the correct words.

Dear Parents,

Next week is the annual school adventure camp for Year 9 students. All students will need to bring

(1) some / any warm clothes, but they don't need (2) many / much because the camp is only for three days. Please pack (3) a few / a little extra socks because the camp is cold at night. Students do not need to bring (4) any / some food. The camp provides all meals with (5) a lot of / many fresh fruit and vegetables. They can bring (6) a little / a few money, but not too (7) much / many. Students cannot bring (8) a little / any gadgets like mp3 players or mobile phones. The teachers have mobile phones for emergencies. See you next week!

The Teachers



- 12 INTERFACE Work in pairs. Ask and answer the questions in exercise 10.

Grammar guide page 80



Writing

A description of a journey

1  Read and listen. Where is Kate?

2 Read the email again and order the events.

- a) had to fly to Washington
- b) arrived at the hotel
- c) waited at the immigration desk
- d) the plane left London
- e) queued for a shuttle bus
- f) queued for a hotel

Language focus

Linkers

First we had to fly to Washington DC.
Then we had to wait for three and a half hours.
Next we queued for another two hours for a hotel.
After that we waited 45 minutes for the bus.
We finally arrived at the hotel at midnight.

3 Look at the Language focus and complete the rules below with the words in bold.

- a) We use ... to show the beginning of an event.
- b) We use ..., ..., and ... to show the order of events.
- c) We use ... to show the end of an event.

4 Choose the correct words.

Have you ever been on a sightseeing bus tour? We went on one in New York last year. We set off from Broadway and (1) **next** / **first** we went to Times Square in the centre of Manhattan. (2) **Then** / **Finally** we drove up one side of Central Park and saw the Museum of Natural History. (3) **After** / **Next** we went to Harlem and saw the Apollo Theatre. Michael Jackson sang there when he was young. (4) **After that** / **First** we drove down Park Avenue. Lots of famous people live there. The buildings are really beautiful. (5) **Then** / **Finally** we got off the bus by the Guggenheim Museum. It was brilliant!



To: Nick
From: Kate
Subject: Plane Journey!

Hi Nick,

Well, we've arrived – at last! What a journey! It was a nightmare! ☺☺☺

The plane left London on time. The food was OK and the in-flight movies were excellent. I watched Spiderman 4. Have you seen it? It's great. ☺☺☺

But when we were only 30 minutes from New York there was a disaster! We couldn't land because of bad weather. First we had to fly to Washington DC. Then we had to wait for three and a half hours to get off the plane. Then we waited for an hour in the queue at the immigration desk. Next we queued for another two hours for a hotel. After that we waited 45 minutes for the shuttle bus to the hotel. We finally arrived at the hotel at midnight – eight hours after landing! And the restaurant was closed, so there was no food!

We're going to New York this morning, I hope.

I'll send you an email when we get there.

Kate

5 Write a short email (120–150 words) to a friend describing a journey.

Writing a description

Step 1 Plan

Think about the journey and make notes. Where were you going? Was it a good or bad journey? What happened?

Step 2 Write

Write your first draft. Include an introduction, a description of where you were going, what happened and a closing phrase. Remember to use linkers to show the order of events.

Step 3 Check

Check your work for errors. Have you used linkers?

Step 4 Write

Write your final copy and hand in your work.

 **Workbook Writing guide page 61**

CLIL

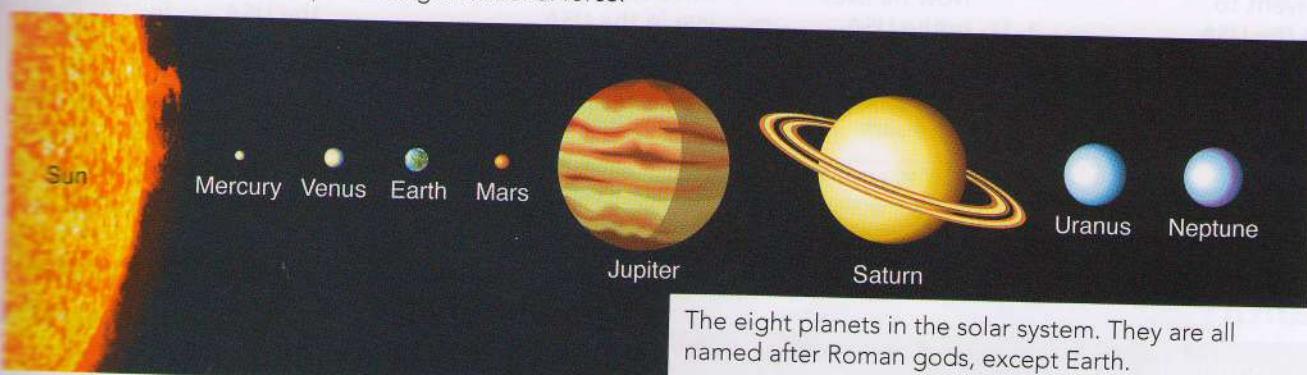
Science

The solar system

The term 'solar system' refers to the Sun and all the objects that travel around it. Experts believe that the solar system formed about 4.6 billion years ago. The Sun is at the centre of the solar system. The Sun isn't a planet. It is a star. The rest of the solar system consists of planets, moons, dwarf planets, asteroids, comets, space rocks and dust.

The Sun contains an incredible 99.8% of all the material in the solar system. It has a powerful gravitational force.

That means that everything in the solar system travels round, or orbits, the Sun. It takes approximately 365 days, or one year, for Earth to orbit the Sun once. While Earth is orbiting the Sun, it is also turning on its axis. One complete rotation takes 24 hours, or one day. Earth's axis isn't straight. It is at an angle of 23.5°. As a result, different parts of Earth receive different amounts of sunlight during the year. This creates the four seasons.



The eight planets in the solar system. They are all named after Roman gods, except Earth.



Read and listen. Answer the question.

How long does it take for Earth to orbit the Sun?

→ Workbook CLIL activities page 97

Vocabulary
Reading
Writing
Listening

Vocabulary guide

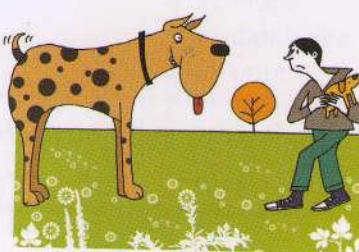
Travel



Extreme adjectives

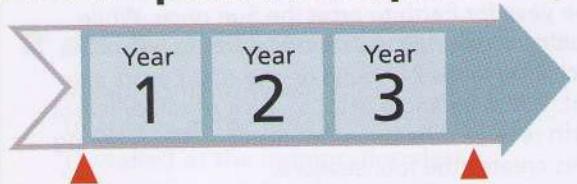
big / enormous
small / tiny
good / amazing
bad / awful
frightening / terrifying

tired / exhausted
happy / delighted
cold / freezing
hot / boiling



Grammar guide

Present perfect and past simple



Mike went to live in the USA

Now he lives in the USA

Mike **has lived** in the USA for three years.



Mike went to live in the USA

Mike left the USA

Now Mike lives in England

Mike **has lived** in the USA.

Mike **lived** in the USA for three years.

Quantity

	countable nouns	uncountable nouns
+	He had a lot of apples. He had some / a few apples.	He had a lot of money. He had some / a little money.
-	He didn't have many apples. He didn't have any apples.	He didn't have much money. He didn't have any money.
?	How many apples did he have? Did he have any apples? Yes, he did. / No, he didn't.	How much money did he have? Did he have any money? Yes, he did. / No, he didn't.

Uncountable nouns

food	music
fruit	rice
information	space
milk	tea
money	water



Workbook Vocabulary plus page 104 Grammar reference page 118



Progress check

Travel

1 Complete the sentences with the words in the box.

postcard home suitcase journey
souvenir adventures

- 1 You haven't packed your You're going to be late!
- 2 My mum bought me a ... T-shirt in Venice.
- 3 Paul sent me a ... from Australia.
- 4 I planned a ... with my guidebook.
- 5 Lucy had lots of ... when she went to Japan.
- 6 I had such a great holiday that I didn't want to come back ... !

Extreme adjectives

2 Match adjectives 1–6 with extreme adjectives a–f.

- | | |
|---------|--------------|
| 1 big | a) awful |
| 2 small | b) enormous |
| 3 cold | c) exhausted |
| 4 tired | d) amazing |
| 5 good | e) tiny |
| 6 bad | f) freezing |

Present perfect and past simple

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

- 1 ... you ... (be) to Tunisia?
Yes, I have. I ... (go) there in 2012. It was great.
- 2 How long ... you ... (know) your best friend?
Six years. We ... (meet) at primary school.
- 3 ... you ever ... (read) a Harry Potter book?
Yes, I have. I ... (not like) it.
- 4 ... you ... (send) your dad a postcard?
Yes. I ... (send) it yesterday.
- 5 How long ... you ... (live) in your flat?
Two years. We ... (buy) it in 2011.
- 6 ... your brother ... (go) to Australia?
Yes, he has. He ... (set off) two days ago.

Quantity

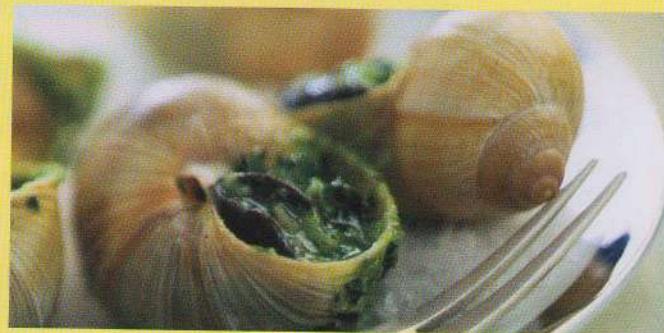
4 Choose the correct words.

- 1 I haven't packed any / much socks.
- 2 Nick's bought much / a lot of souvenirs.
- 3 I haven't got many / much time.
- 4 Did you meet many / much people while you were travelling?
- 5 I didn't eat much / some food in America. It was terrible.
- 6 I only spent a little / a few money on holiday.

Grammar build up

1 2 3 4 5 6 7 8 9

5 Choose the correct answers.



- Alice (1) ... to France, Mark?
Mark Yes, I have. It's (2) ... country I've ever been to.
Alice When (3) ...?
Mark Two years ago.
Alice Did you eat (4) ... snails?
Mark Yes, I did. They were awful. I (5) ... them.
Alice How long did you stay there?
Mark I was only there (6) ... five days.
Alice And did you buy (7) ... souvenirs?
Mark No, they were (8) ... expensive. So, have you ever visited Paris?
Alice No, I've never been abroad.
- 1 a) Do you go b) Did you go c) Have you ever been
2 a) better b) the best c) best
3 a) did you go b) have you gone c) were you going
4 a) much b) any c) a little
5 a) didn't like b) haven't liked c) am not liking
6 a) since b) ago c) for
7 a) any b) much c) a little
8 a) enough b) too c) not enough



Motivate! Revision 2

Vocabulary

Grammar

Sketch

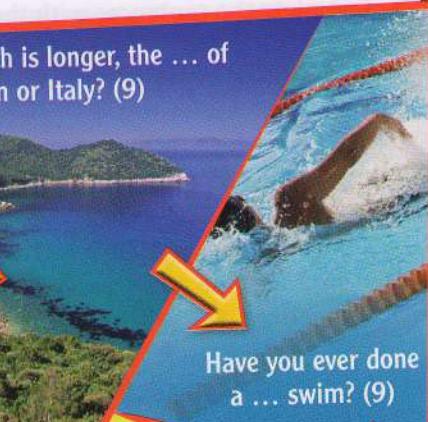
Project

START

Have you seen any Roman ...? (5)



Which is longer, the ... of Spain or Italy? (9)



Do you always ... your homework? (2)



Do you do some ... everyday? (8)

What ... you laugh? (5)



When did you last send a ...? (8)



What do you do when you feel ...? (9)



Have you ever sold ... for charity? (6)



How often do you buy charity ...? (6,7)

When did you last ... a photo? (4)



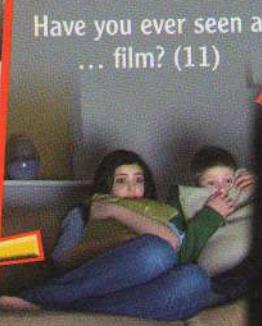
How often do you buy ...? (9)



What do you wear when the weather is ...? (8)



Have you ever seen a ... film? (11)



FINISH



Motivate! Revision 2

Vocabulary

Grammar

Sketch

Project

1 Choose the correct words.

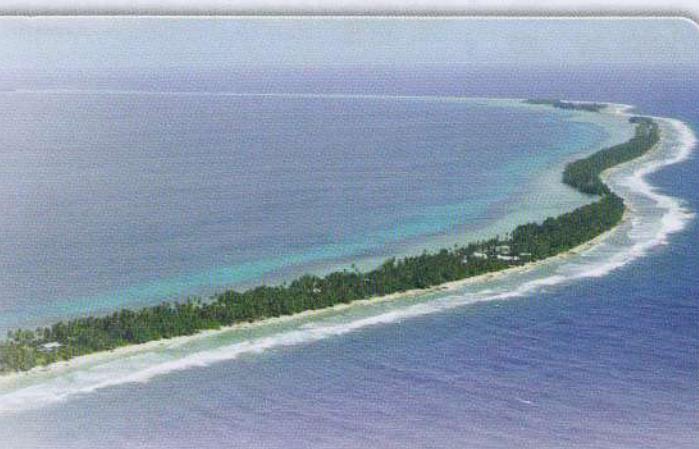
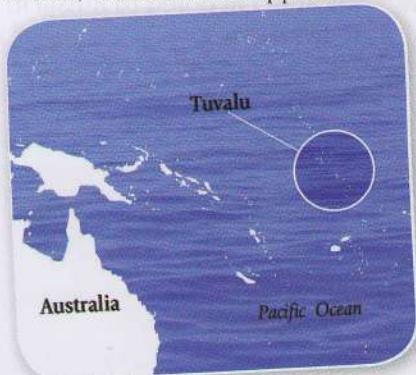
Small island

(1) Have you ever heard / Did you hear of Tuvalu? It's a Polynesian island in the Pacific Ocean and it's the (2) smaller / smallest English-speaking country in the world. There are two official languages, Tuvaluan and English. All Tuvaluans speak Tuvaluan, but (3) a lot of / much people can speak English too.

It's a very small place. Only 12,373 people live there. The population is not as (4) small / smaller as in Vatican City or Nauru, but it is the third smallest in the world. Tuvalu is 26 square kilometres in size, so it is (5) more big / bigger than Vatican City, Nauru and Monaco, but nowhere else. It is about halfway between Australia and Hawaii.

The country is in fact nine tiny separate islands. Four are reef islands and five are atolls, coral islands with a lagoon in the middle. Europeans (6) have known / knew about the islands (7) for / since over 400 years. A group of Spanish explorers saw the islands in 1568, but (8) weren't able / haven't been able to land. In fact, Europeans didn't land on Tuvalu until the late 18th century. The islands (9) became / have become part of the British Empire in 1892. They were called the Ellice Islands.

Tuvalu (10) was / has been an independent country (11) since / for 1978, but Queen Elizabeth II of Great Britain is the head of state. It (12) became / has become a member of the United Nations in 2000. There is a campaign in Tuvalu about environmental problems. If the level of the sea rises, Tuvalu will disappear!



Tuvalu is a very poor country. There is no fresh water, so sometimes there is (13) not enough / enough water to drink. Although it is very beautiful, not (14) many / much tourists visit Tuvalu because it is (15) enough / too difficult to travel there. A lot of Tuvaluans work as fishermen, farmers or government employees, but the country needs (16) a lot of / many foreign money and help to survive.

2 Correct the sentences. There are two errors in each sentence.

- 1 My dad is not old then my mum.
- 2 Football are not as more difficult as basketball.
- 3 My sister have lived in China since two years.
- 4 I've got any money, but not too much to buy a bike.
- 5 I've bought a new laptop last month. It has been very cheap.
- 6 He ate a little apples and a few cheese.

3 Order the words to make questions.

- 1 long / phone / had / have / mobile / How / you / your / ?
- 2 ever / you / Paris / to / been / Have / ?
- 3 buy / any / clothes / Did / you / weekend / last / ?
- 4 eaten / Have / any / today / chocolate / you / ?
- 5 Has / friends / a / mum / got / your / of / lot / ?
- 6 What / favourite / your / in / place / Spain / is / ?



Motivate! Revision 2

Vocabulary

Grammar

Sketch

Project



- 1 Listen to the sketch. Are the sentences true or false? Correct the false sentences.

- 1 Chris and Alexa have been to Ireland.
- 2 Greg has been to Canada.
- 3 Greg hasn't been to Jamaica.
- 4 Chris has been to New Zealand.
- 5 Kate has been to Russia.

- 2 Listen and read. Check your answers.

The most amazing place

- Alexa What are you reading?
Kate It's a holiday brochure about Ireland.
Greg Have you ever been there?
Kate No. But I'd like to.
Chris Oh, I've been there. It's amazing.
Alexa It is a nice place but it's so cold. It's the coldest place I've ever been, in fact. Look. (*turns to pictures in her photo album*)
Greg Canada's colder than Ireland. It's freezing.
Chris What? Have you been to Canada?
Greg Yes. My brother's lived there for three years.
Kate Really? So, when did you go?
Greg Erm ... two years ago. I went for Christmas.
Alexa Lucky you. I'd love to go to Canada.
Chris Well, we've been to America. It's the most amazing country in the world.
Greg America? The Caribbean's better than America. (*points at the Caribbean on map*)
Chris You haven't been to the Caribbean.
Greg Yes, I have. My brother lives there.
Kate But your brother lives in Toronto.

Chris Yeah. How many brothers have you got?
Greg Two. Tim lives in Toronto and Mike lives in Kingston, Jamaica.
Alexa So, have you been there?
Greg Yeah. I went last Christmas. It's the coolest place on Earth.
Chris What about New Zealand? Jamaica's not as cool as New Zealand.
Greg Yes, it is. It's much cooler.
Chris No, it isn't. New Zealand is incredible.
Kate Have you been to New Zealand, Chris?
Alexa No. But he's watched *The Lord of the Rings* about 20 times. It was made in New Zealand.
Greg Ha, ha. Very cool, Chris.
Chris Yeah, very funny. So, what's the most interesting place you've been to, Kate?
Kate Ask me again in September.
Greg Why?
Kate Because I'm going to Russia in August. I'm really excited.
Greg (*laughing*) Nice one, Kate.



- 3 Work in groups of four. Practise and perform the sketch.

- Learn your lines.
- Think about what objects you need.
- Remember to speak clearly for the audience to hear you.



Motivate! Revision 2

Vocabulary

Grammar

Sketch

Project

A journey around Europe



1 Ideas

Where do you start and finish your journey?
Which six places do you want to visit? Why?
How long do you want to stay in each place?
When do you want to go?

2 Group work

Choose one place each to research. Find out about:

- famous places to visit
- typical food and drink
- a place to stay
- something to do in the evening

3 Write

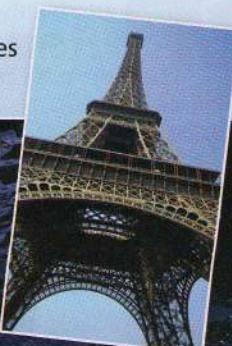
Write a short blog entry from the place you have researched.

5 Visuals

Find photos or draw pictures of the place you will visit.

4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.



6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.

Unit 7

On screen



stunt
plot
script
screen
film
star
director
award

Vocabulary 1

Films

- 1 Look at the words in the box. Which words can you use to describe the pictures?

director stuntman / woman stunt
 film star script star in a film special effects
 producer plot soundtrack win an award
 release a film film a scene screen

- 2 Listen and repeat.

- 3 Copy and complete the table with the words in exercise 1.

people	verbs related to films	other film words
director	star in a film	stunt

- 4 Complete the sentences with the correct form of the words and phrases in exercise 1.

The **director** wants to film the action scenes tomorrow.

- 1 The ... is wonderful – the dialogues are great.
- 2 The music is great, too – I love the ...
- 3 Johnny Depp ... in the film. I hope he wins an ... at the next Oscars.
- 4 A ... does all the dangerous scenes in a film instead of the actor.
- 5 The ... in that science-fiction film are wonderful. They look really realistic.

- 5 Listen to Dan, Megan and Rita. Match the speakers with the films.

- | | |
|---------|---------------------------------|
| 1 Dan | a) <i>The Lord of the Rings</i> |
| 2 Megan | b) <i>Avatar</i> |
| 3 Rita | c) <i>The Simpsons Movie</i> |

- 6 INTERFACE Work in groups of three. Ask and answer the questions.

What's your favourite film?
Why do you like it?



Reading 1

- 7 Read and listen to the text. Match predictions 1–5 with paragraphs A–E.

- 1 All films will be 3D.
- 2 People will stop watching films.
- 3 There won't be any actors in the future.
- 4 Films will be interactive.
- 5 There will be 4D cinemas.

THE FUTURE OF FILM

What will films and cinemas be like in the future?

Here are our answers to your predictions!

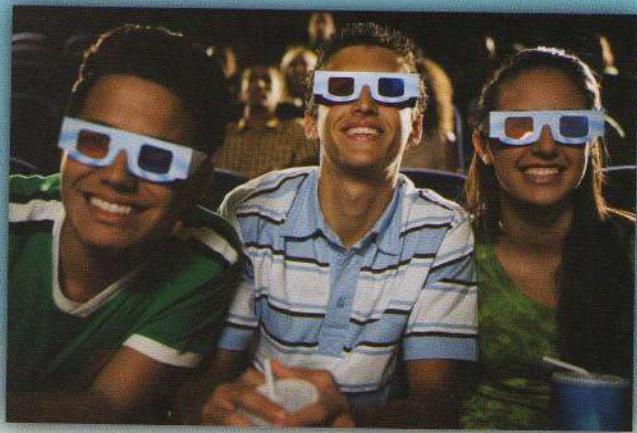
A Ever since the release of the extremely popular *Avatar* in 2009, 3D films have become more and more common. In 2011, there were more than 60 3D films released, and producers are planning many more for the next few years. In fact some directors, such as James Cameron and Steven Spielberg, are re-releasing 3D versions of some of their best known old films too. For example, you can now see classics like *Titanic*, *Indiana Jones* and *Top Gun* in 3D. The famous director Martin Scorsese released his very first 3D film in 2011 – the film was called *Hugo*, and it won 5 academy awards. Today, 3D films are so popular that many people even have special 3D televisions so they can enjoy these special effects at home as well as at the cinema.

B There are already interactive TV shows on the internet. You can choose what happens, help to write the dialogue and plot and even appear in a show! Will films ever be interactive? Who knows!

C Will computer-generated images of actors replace human actors? Computer programmers can create action scenes using digital actors – they are so realistic that audiences don't realize they aren't human. This new technology is very expensive, so film-makers have decided that they are only going to use it to film dangerous stunts and to re-film some scenes. They are not going to stop using real actors, so we'll definitely have human actors for many more years!

D Companies have already tried extra special effects inside the cinema such as smells and moving chairs without much success. People are more interested in realistic special effects on screen. Producers are investing a lot of money to create better special effects. For this reason, the special effects are going to get more exciting and realistic – but cinemas themselves probably won't change much.

E Since the first film in 1895, people have loved cinema. Audiences everywhere enjoy good stories and they want entertainment. Film technology will change and perhaps we'll all watch hologram films in a few years. But one thing is certain, people definitely won't stop watching films!



8 Read the text again and choose the correct answers.

- 1 In the future, human actors will ...
 - a) disappear.
 - b) still exist.
 - c) work with robots.
- 2 There are ... more 3D films now compared to a year ago.
 - a) many
 - b) a few
 - c) not many
- 3 Interactive films ...
 - a) already exist.
 - b) will never be possible.
 - c) are only a possibility.
- 4 In the future, cinemas will ...
 - a) be similar to now.
 - b) be very different.
 - c) use special effects.
- 5 People ... films now.
 - a) still enjoy
 - b) prefer holograms to
 - c) don't want to watch

9 Find words in the text that mean ...

- 1 well-known films (paragraph A)
- 2 people who watch the film (paragraph C)
- 3 odours (paragraph D)
- 4 lifelike (paragraph D)
- 5 performances that people enjoy (paragraph E)

10 CLASS VOTE Which paragraph do you think is most interesting?



In the past, people used the word *actor* for men and *actress* for women. Now, we usually say *actor* for men and women. What about in your country?

Grammar 1

Future tenses

will

- + Most films **will** probably **be** 3D.
We'll definitely **have** human actors for many years.
- Cinemas probably **won't change** much.
People definitely **won't stop** watching films.
- ? **Will** cinemas **be** different in the future?
Yes, they **will**. / No, they **won't**.

1 Look at the sentences in the table and complete the rules below.

probably definitely main verb predictions

- We use **will** and **won't** to make ... about the future.
- We use ... when we are sure about something in the future and ... when we think something is likely.
- In the affirmative, **probably** and **definitely** come before the ..., but in the negative they come before **won't**.

2 Complete the sentences with the correct form of **will** and the verbs in brackets.

In the future, there **will be** (be) lots of programmes to create special effects.

- I don't think Spielberg ... (direct) that film.
- How many people ... (watch) the film on DVD?
- My friend probably ... (not enjoy) that film.
- ... (they / release) a CD of the soundtrack?
- I think that film ... (win) a lot of awards.

3 Write questions using **will**.

win / the next World Cup / Spain?

Will Spain win the next World Cup?

1 you / pass / all your exams?

2 you / go / to England / one day?

3 which / pop groups / be / popular / next year?

4 your teacher / give / you / a lot of homework?

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

be going to

James Cameron **is going to release** 3D versions of some old films.

They **are not going to stop** using real actors.

Are they **going to film** the stunts with actors?
Yes, they **are**. / No, they **aren't**.

5 Look at the sentences in the table. How do you say them in your language?

6 Match rules 1 and 2 with sentences a and b.

- We use **be going to** to talk about future plans and intentions.
- We use **be going to** when there is evidence in the present for future events or actions.
 - The actress has broken her leg so she is not going to star in the film.*
 - They are going to make this book into a film.*

7 Match 1–5 with a–e to make sentences.

- The director has asked for silence because ...
 - They are not going to do the stunts ...
 - He has earned so much money ...
 - I lost my purse last week so ...
 - Are you going to book the seats at the cinema ...
- I'm going to buy another one.
 - the filming is going to start.
 - before next Thursday?
 - because they think they are too dangerous.
 - that he is going to retire now.

8 Complete the sentences with the correct form of the verbs in the box. Use **be going to**.

(not) ask leave download travel give invite

- I love that song! I ... it to my phone right now.
- She ... round the world in her gap year before university.
- They ... her to sing because she's got a terrible voice.
- Jim ... because he didn't get the new job.
- ... you ... me your homework before tomorrow?
- I ... Paul to my birthday party.

9 Choose the correct words.

- 1 In the future, I think people will live / are going to live in space.
- 2 I don't think that I will learn / am going to learn Chinese in the future.
- 3 I will meet / am going to meet my friends at the weekend.
- 4 In my opinion, that film won't win / isn't going to win an award.
- 5 What will you do / are you going to do after school today?



We use the present continuous for definite future arrangements.

I'm meeting my friends at 7pm.

10 Complete the sentences with the correct form of the words in brackets. Use the present continuous.

- 1 Tomorrow I ... (travel) to the festival by train.
- 2 ... you ... (give) me a lift to the station?
- 3 My friend Alex ... (meet) me at 11am.
- 4 I ... (not /take) the 10am train.
- 5 ... we ... (eat) before I leave?

Pronunciation

Sentence stress and weak forms

- a 3.04 Listen and repeat the sentences. Which two syllables have the main stress in each sentence? What happens to the words in blue?
I'm **going** to download that song.
We're **going** to invite **them** to the party.
They aren't **going** to buy a house.

- b 3.05 Listen and repeat the sentences.

11 INTERFACE Work in pairs. Ask and answer questions about your plans for the weekend. Ask about Friday night, Saturday morning and Saturday night.

Are you doing anything on Saturday morning?

→ Grammar guide page 96



Listening 3D films

12 Look at the picture below. What 3D films have you seen?

13 INTERFACE Work in pairs. Ask and answer the questions.

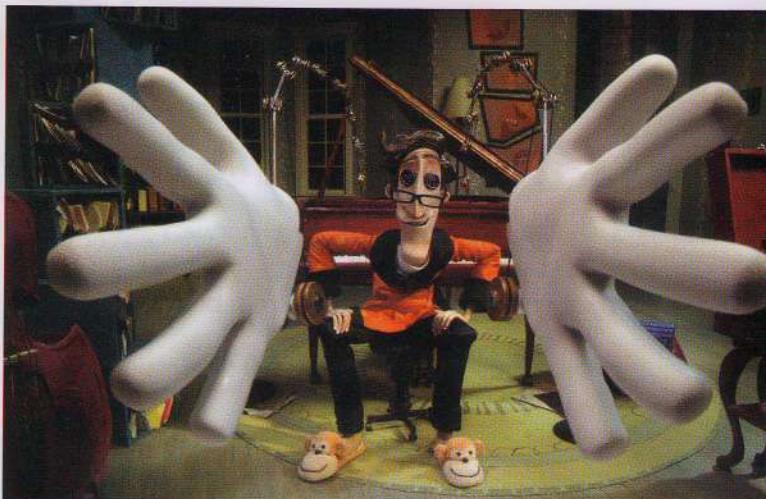
Have you seen any 3D films? Which ones? Did you like them?

Yes, I have. I've seen Avatar and Alice in Wonderland. They were great!

14 What do you know about 3D films? Do you think the statements are true or false?

- 1 3D technology first appeared in 1994.
- 2 In 3D films, two images are combined into one image to create a sensation of depth.
- 3 The first 3D films were for children.
- 4 The film *Monster House* came out in 2007.
- 5 The film *Beowulf* was the second 3D film for adults.
- 6 Next year at least 15 3D films are going to be released.
- 7 Jane thinks that one day we'll be able to watch 3D films without glasses.
- 8 Jane believes there will never be cheap TVs that can show 3D films.

15 3.06 Listen and check your answers.

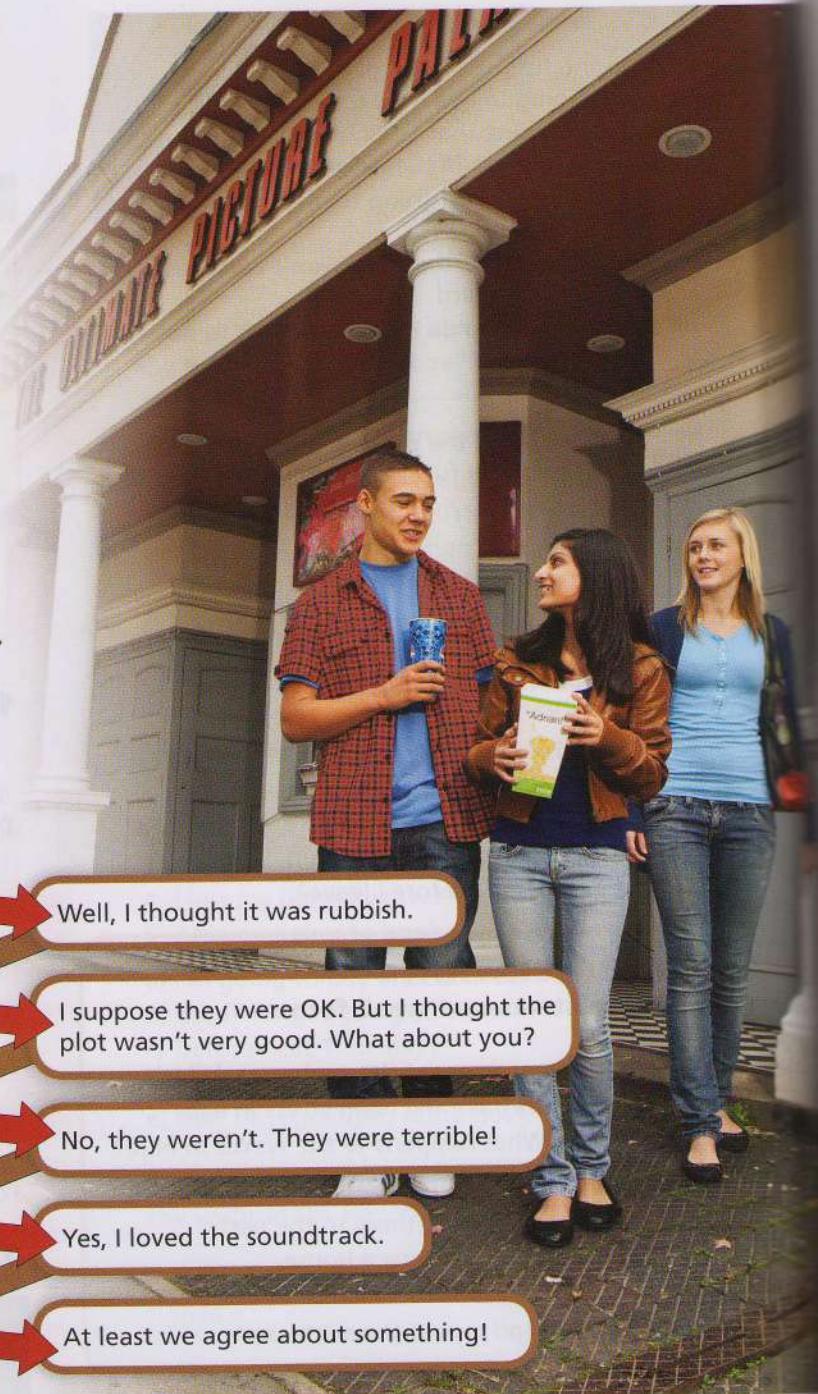




Speaking At the cinema

Listen

- 1 Look at the picture. How often do you go to the cinema?
- 2 **3.07** Listen to Dan and Rita's conversation. Complete the sentences with numbers.
 - 1 Rita asks for ... tickets.
 - 2 The tickets cost ... pounds in total.
 - 3 The film is on in screen ...
 - 4 Dan bought ... bars of chocolate.
- 3 **3.08** Listen to Dan and Rita talking about the film. Did they both like it?
- 4 Read and listen again. Check your answer.



What did you think of the film?
I thought it was brilliant!

Well, I thought it was rubbish.

But the special effects were awesome!

I suppose they were OK. But I thought the plot wasn't very good. What about you?

OK, it was a bit boring, but the actors were very good.

No, they weren't. They were terrible!

Did you like anything?

Yes, I loved the soundtrack.

Me too. It was incredible.

At least we agree about something!

Practise

- 5 Listen again and repeat the dialogue.
- 6 Order the words in the box from best to worst.

OK rubbish brilliant very interesting
a bit boring

Functional language

Asking for and giving opinions

What did you think of ...?
Did you like ...?
What about you?
I thought the actors were brilliant.
The special effects were very good.

Speak

Write a new dialogue between you and a friend.

Step 1

What type of films do you prefer? Choose one of your favourite films to talk about.



Step 2

Think about the questions you ask.

What did you think of ...?

Did you like ...

the plot?

the soundtrack?

the actors?

the special effects?

Use adjectives to show how strongly you and your partner feel.

The plot was brilliant.

The soundtrack was a bit boring.

Step 3

Write your dialogue.

Step 4

Work in pairs. Now practise your dialogues.

→ Workbook Speaking practice page 132



Culture

Famous films and film-makers

Alfred Hitchcock

Hitchcock was born in the UK in 1899 and he became one of the most famous and influential directors in the world. He started his career as a director in 1925. He moved to Hollywood in 1939 and continued to make films until he died. Hitchcock never won an Oscar for Best Director, although he was nominated five times. However, he received a Life Achievement Award from the American Film Institute (AFI). Last year, four of his films appeared in the AFI's list of *Top 10 Mystery Films of All Time*. In 1980 he was given a special award by Queen Elizabeth and became Sir Alfred Hitchcock.

Hitchcock's films

Hitchcock is famous for his suspense and mystery films. He made 53 films including *Vertigo*, *Psycho*, and *The Birds*. Hitchcock made a short appearance in all his films from 1938 onwards. Audiences love trying to find him in the films.



7 3.09 Read and listen. Answer the questions.

- 1 Who was Hitchcock and why is he famous?
- 2 Did he win any Oscars?
- 3 What awards did he win?
- 4 Did he appear in any of his films?

8 Who is a famous film-maker from your country?

argument
excitement
enjoyment
education
connection

Vocabulary 2

Suffixes

- 1 Copy and complete the table with the verbs in the box. Then make the verbs into nouns by adding the suffixes **-ion** or **-ment**.

suggest develop equip predict advertise
educate enjoy possess argue decorate
connect excite inform compete

verbs	nouns
suggest	suggestion
develop	development

- 2  3.10 Listen and repeat.

- 3 Complete the sentences with nouns from exercise 1.

I don't know what to write in the script. Have you got a good **suggestion**?

- 1 You need a lot of e... to make a film.
- 2 What is the c... between these two things?
- 3 I think e... is important. I want to get a good job, so I study a lot.
- 4 Can you send me some i... about the film course?
- 5 I get a lot of e... from reading – I love it!

- 4 Complete the questions with nouns from exercise 1.

What's your favourite **possession**?

- 1 What's the funniest ... on TV in your opinion?
- 2 Do you put up ... at Christmas?
- 3 When was the last time you had an ...? Why did you argue?
- 4 Do you need any special ... to go camping?

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

What's your favourite possession?

My favourite possession is a T-shirt with Brad Pitt's autograph on it.

Word
Tip

Use your dictionary to find out how the suffix **-less** changes the meaning of these nouns: *use, help, job, home*.



Reading 2

- 6 Before you read, look at the title of the text and the pictures. Choose the correct words.

- 1 Fresh Films has a competition for teenagers / directors.
- 2 The winners make a film with new actors / Hollywood stars.

- 7  3.11 Read and listen. Check your answers.

- 8 Read the text again. Are the sentences true or false? Correct the false sentences.

- 1 This is the first year Fresh Films has organized the competition.
- 2 Dominic Monaghan will appear in a film made by the winners this year.
- 3 Gina's parents think she should go to university, not to film school.
- 4 All of the films made by teenagers have been in film festivals.

Make a film in

Many teenagers only dream of making a film or becoming the next big name in Hollywood. However, Fresh Films gives some the opportunity to do exactly that! Fresh Films wants to give teenagers practical experience in film-making, and give them the training, equipment and connections to make their dreams come true. They believe in teenagers' talent and potential, so every year they organize a special competition.

The competition is open to anyone aged 13–18. All you have to do is explain why the organizers should choose you. If they choose you, you'll spend a week in Hollywood and you'll produce, film and edit films with real Hollywood film stars! This year, *Lost* star Dominic Monaghan and Bobbie J. Thompson (from *30 Rock*) are just two of the actors you could work with.

Sixteen-year-old Gina has always wanted to be a film-maker and





Grammar 2

First conditional

if clause	consequence
If I win,	they'll let me go to film school.
If I don't win,	I won't give up.

9 Look at the conditional sentences in the table. How do you form questions?

10 Look at the rules below. Then find more examples of conditional sentences in the text.

- a) We use the first conditional to talk about future possibility.
- b) We can change the order of the clauses:
If you win, you'll become famous.
You'll become famous if you win.
- c) When the *if* clause comes first, we use a comma.

Hollywood!

she hopes to be one of the lucky winners. 'If I am successful, I'll get to work with professionals. It's a fantastic opportunity! I really want to go to film school, but my parents want me to go to university. They'll let me go to film school if I win, I'm sure. If I don't win, I won't give up, though! I'll keep trying!'

Since it started in 2002, Fresh Films has produced over 80 films and shown films at over 20 festivals. Some of the past winners now have careers in film. So, what are you waiting for?

There's still time to apply! You never know, you could soon be on your way to Hollywood!



11 Choose the correct words.

- 1 If you go to the cinema, you **enjoy / will enjoy** the film.
- 2 It's raining. You **will get wet / don't take / won't take** an umbrella.
- 3 If I **have / will have** enough money, I'll buy the film soundtrack.
- 4 We'll watch a film later if we **finish / will finish** our homework.
- 5 What **do you do / will you do** if Sam arrives late?
- 6 If Jackie **has / will have** enough time, she'll go to the supermarket.

12 Write first conditional sentences and questions. Use a comma where necessary.

we / be late / if / we / not hurry.

We **will be late if we don't hurry.**

- 1 if / we / go to the cinema tonight / Sarah / come / with us?
- 2 if / I / go to bed late / I / be tired tomorrow.
- 3 they / miss the train / if / they / not leave before 6pm?
- 4 if / they / study a lot / they / not fail the exam.
- 5 you / see / lots of film stars at the ceremony / if / you / be lucky.

13 Complete the text with the correct form of the verbs in brackets.

'What **will you do** (you/do) if you (1) ... (pass) all your exams?' Ben asked.

'If I (2) ... (pass) my exams, I (3) ... (go) to university.

If I (4) ... (go) to university, I (5) ... (get) a good job. If I (6) ... (get) a good job, I (7) ... (earn) a lot of money. If I (8) ... (earn) a lot of money, I (9) ... (be) famous. And I (10) ... (feel) great if I (11) ... (be) famous!' Sally said.

'Well,' Ben said. 'You should start studying now. If you (12) ... (not start) now, you (13) ... (not pass) the exams, and none of that (14) ... (happen)!'

14 Complete the sentences so they are true for you.

- 1 If the weather is good next weekend, ...
- 2 If I pass all my exams, ...
- 3 If my teacher gives us a lot of homework tomorrow, ...
- 4 If I don't have anything to do later, ...
- 5 If I receive some money for my next birthday, ...

15 INTERFACE Work in pairs. Ask and answer questions about the sentences in exercise 14.

Grammar guide page 96



Writing

A film review

- 1** **3.12** Read and listen. Does the writer like the film?

- 2** Read the review again and match descriptions 1–4 with paragraphs A–D.

- 1 Conclusion: your opinion and recommendation
- 2 Information about what was good about the film and what was the best thing
- 3 Introduction: general information, director's name, actors' names, when the film came out
- 4 Information about the story



My favourite film

- A One of my favourite films is *Avatar*. It's a science fiction film that came out in 2009. The director was James Cameron and he wrote the script too. The main actors are Sam Worthington, Zoe Saldana and Sigourney Weaver.
- B The plot is set in the future in 2154 on another planet, Pandora. The local people, the Na'vi, are in danger when humans want to build on their land. There is a war between the humans and the Na'vi. However, for me, it is also a love story.
- C The actors were very good. I thought the soundtrack (by James Horner) was also amazing. I think the best thing about the film is the computer-generated images – they are really fantastic. It's a 3D film and you really feel like you are part of the action.
- D In my opinion, *Avatar* is a brilliant film. The special effects are fantastic and it also makes you think. I would recommend it to everyone.

Language focus

Giving opinions

One of my favourite films is *Avatar*.

For me, it is also a love story.

I think the best thing is the computer-generated images.

In my opinion, *Avatar* is a brilliant film.

- 3** Look at the Language focus. Translate the words in bold into your language.

- 4** Order the words to make sentences.

- 1 I / very / the / was / script / funny / thought .
- 2 romantic comedy / It / a / is / but / makes / you / it / think / really .
- 3 I / think / the / thing / was / the plot / best / about / the film .
- 4 to / recommend / I / it / everyone / would .
- 5 it / a / fantastic / In / opinion, / film / my / is .

- 5** Write a film review (120–150 words) about a film you have seen recently.

Writing a film review

→ Step 1 Plan

Choose a film. Think about the setting, plot, actors, soundtrack and special effects.

→ Step 2 Write

Write a first version. Organize your information into four paragraphs.

→ Step 3 Check

Check your writing for errors. Have you given your opinion?

→ Step 4 Write

Write your final copy and hand in your work.

→ Workbook Writing guide page 71

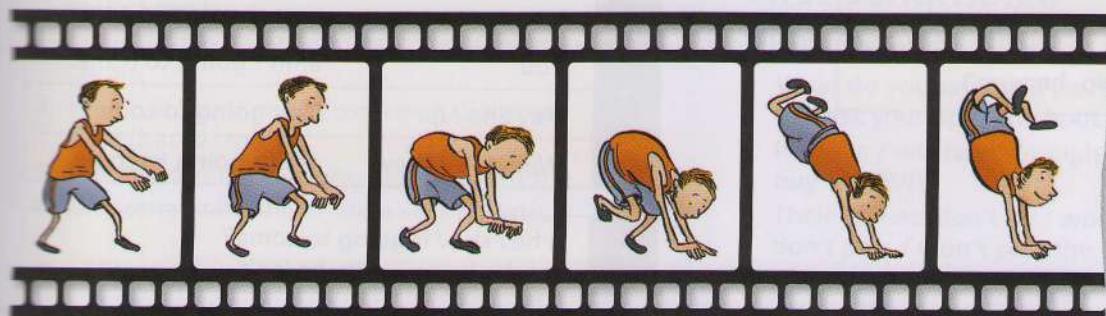
CLIL Art Animation

Everyone has seen animated films or cartoons, but have you ever wondered how they are made? To begin with, cartoons are a series of drawings or frames. Each frame is different, but only in a very small way. For example, imagine a stick figure whose hand changes position over six frames.

When the frames are presented one after another very quickly, the stick figure waves its hand. This is animation, which literally means 'bringing to life'. However, the hand

doesn't actually move. It just appears to move. This is because of an optical illusion called persistence of vision. Experts believe that an image persists in your vision for a split second after the original image has disappeared.

Making an animated film is an incredibly long and laborious process. If you need 24 frames to film a second of a film, you can imagine how long it takes to make a full-length animated film like *Toy Story*!



Read and listen. Answer the question.

What does the word 'animation' mean?

→ Workbook CLIL activities page 97

Vocabulary
Reading
Writing
Listening

Vocabulary guide Film



director



stuntman / woman



stunt



film star



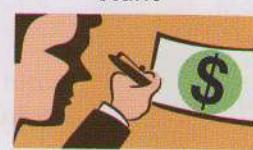
script



soundtrack



special effects



producer



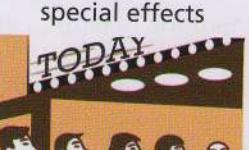
plot



star in a film



win an award



release a film



film a scene



screen



Suffixes

decoration
suggestion
education
possession

connection
information
competition
prediction

development
equipment
advertisement
enjoyment

argument
excitement

Grammar Guide

will

+ I / You / He / She / It We / You / They	'll go.
- I / You / He / She / It We / You / They	won't go.
? Will I / you / he / she / it we / you / they Yes, he will. / No, he won't.	go?

be going to

+ I	'm going to come.
- You	're going to come.
He / She / It	's going to come.
We / You / They	're going to come.
? I	'm not going to come.
- You	aren't going to come.
He / She / It	isn't going to come.
We / You / They	aren't going to come.
? Is he / she / it going to come? Yes, he is. / No, he isn't.	

Present continuous

We use the present continuous for definite plans and arrangements in the future.

We use it with future time expressions, such as

- this evening
- tomorrow
- on Friday
- next week

I'm meeting my friends on Friday.

First conditional

if clause	consequence
If you win,	what will you do?
If I win,	I'll go on holiday.



consequence	if clause
What will you do	if you win?
I'll go on holiday	if I win.



Workbook Vocabulary plus page 105 Grammar reference page 120



Progress check

Films

1 Complete the sentences with the words in the box.

script plot soundtrack screen
special effects awards

- 1 Can you move your head? I can't see the ...
- 2 Who wrote the ... for that film? The dialogue is really funny.
- 3 Meryl Streep has won many ..., including two Oscars.
- 4 The ... of the film was confusing. It's a very complicated story.
- 5 The music in the film was great. I loved the ...
- 6 The scenes with the ... were very realistic.

Suffixes

2 Complete the sentences with the correct form of the words in brackets.

- 1 I didn't agree with him and we had an ... (argue) about it.
- 2 If you need any more ... (inform), just ask me.
- 3 What is your favourite ... (advertise) on TV?
- 4 Scientists are working on the ... (develop) of the new invention.
- 5 Has anyone got a good ... (suggest) about where to go tonight?
- 6 There was great ... (excite) when they announced the film's release.

Future tenses

3 Complete the sentences with the correct form of *will*.

- 1 Where do you think you ... (live) in the future?
- 2 That film definitely ... (not win) an award. It was terrible!
- 3 Do you think they ... (make) another film together?
- 4 Perhaps they ... (film) those scenes in Scotland, I'm not sure.
- 5 ... (he / write) the music for the film?
- 6 People ... (not buy) the DVD. It's too expensive.

4 Order the words to make sentences and questions.

- 1 going / be / hot / It's / to / today .
- 2 they / to England / Are / to / going / fly ?
- 3 not / going / tonight / I'm / go out / to .
- 4 you / What / next weekend / to / are / do / going ?
- 5 going / stay / Where / you / to / on holiday / are ?
- 6 is / He / to / not / going / Chinese / study .

First conditional

5 Choose the correct words.

- 1 What do you say / will you say if they ask / will ask your opinion about the film?
- 2 If I have / will have enough money, I buy / will buy the DVD.
- 3 Their parents don't be / won't be happy if they don't pass / won't pass the exam.
- 4 If they don't leave / won't leave now, they are / will be late.
- 5 Do you go / Will you go to the concert if there are / will be any tickets?
- 6 I phone / will phone you if I remember / will remember.

Grammar build up

1 2 3 4 5 6 7 8 9

6 Complete the interview with the correct form of the verbs in brackets.

- | | |
|-------------|---|
| Interviewer | Congratulations on your new film. Do you think (1) ... (it / win) an award? |
| Monica | Thanks. I hope it will get a nomination.
 |
| Interviewer | What (2) ... (you / do) if you win? |
| Monica | If I (3) ... (win), I will celebrate with my friends. |
| Interviewer | And what about your plans for the future? What (4) ... (you / do) next? |
| Monica | I (5) ... (start) work on a new film next week. After that I'm not sure. Perhaps I (6) ... (have) a holiday! |
| Interviewer | Have you (7) ... (go) on holiday this year? |
| Monica | Yes. I (8) ... (go) to Australia in March. |

Unit 8

Good friends

be late
tell jokes
shake hands
arrive early

Vocabulary 1 Making friends

- 1 Match six of the phrases to the pictures.
How do you say them in your language?

bring a present be late click your fingers
interrupt a conversation jump a queue
tell jokes arrive early take off your shoes
shake hands be polite be rude
point at someone

- 2 Listen and repeat.

- 3 Which of the actions in exercise 1 have you done today?

- 4 Choose the correct words.

- I was late / interrupted their conversation / kissed my mother because I woke up late.
- He asked me to tell a joke / take off my shoes / jump the queue because they were dirty.
- I arrived early / shook hands with / was rude to David Beckham. He was really friendly.
- I told a joke / took off my shoes / clicked my fingers, but nobody laughed.
- He was late / brought a present / arrived early, so he helped us cook dinner.
- My teachers were talking so I couldn't take off my shoes / be polite / interrupt their conversation.
- Don't tell a joke to / click your fingers at / shake hands with the waiter. It's very rude.
- He jumped the queue / told a joke / pointed at her because he wanted to get on the bus first.



- 5 Listen to Megan and Dan. Who has Dan shaken hands with?

- 6 INTERFACE Work in pairs. Have you ever shaken hands with someone famous?

Yes, I have. I met the king when he visited our school.

Making friends at home and abroad

Are you going on an exchange this year? Are you going to stay with a host family? Do you want to make new friends? Then you need to know how to be polite, because being polite is different in different countries.

A When you meet new people in Spain or France, you usually kiss women twice on the cheek. Men shake hands. People in the UK are more formal, so you should shake hands when you meet a stranger.

B In the UK you don't have to bring a present, like flowers or chocolates, but people will think you are very polite if you do. In Germany, Austria and the UK you mustn't be late. It's very rude. In Mexico you should be late – it's normal. In the USA you mustn't arrive early. In central Europe and Scandinavia you must take your shoes off when you arrive, so always wear clean socks.

C You mustn't click your fingers in a restaurant in the UK. In China you must never click your fingers anywhere – it's very rude. However, it's OK to burp in China, in fact it's polite, but in most European countries you mustn't. In France you shouldn't tell jokes at dinner. The French take eating seriously.

D In some countries it's OK to interrupt a conversation, but you shouldn't in the UK or the USA. You should wait until the other speakers have finished, especially if they are older than you.

Wherever you go, have fun. And remember: if you want to make friends, be polite!



Reading 1

- 7 **3.16** Read and listen. Match headings 1–4 with paragraphs A–D.

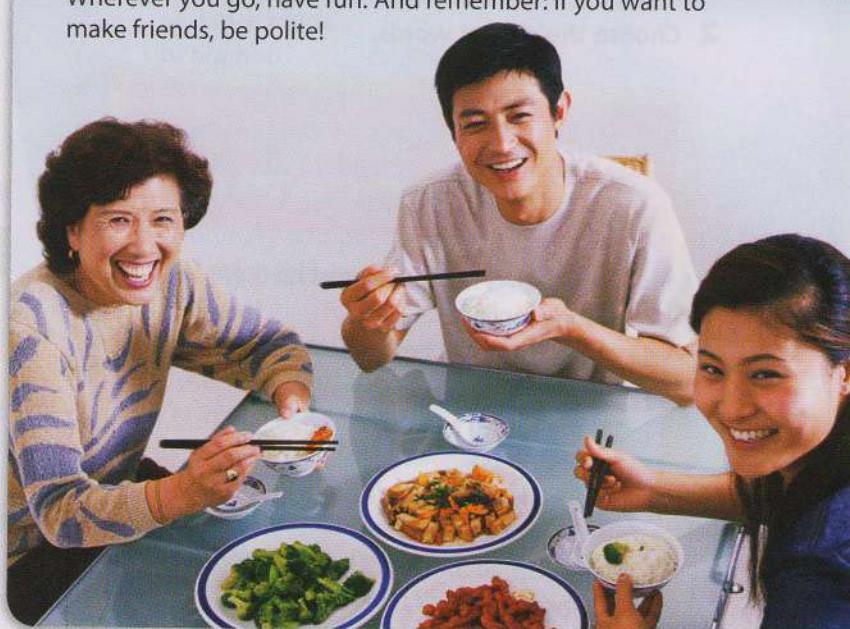
- 1 Chatting
- 2 Visiting someone's house
- 3 Having a meal
- 4 Meeting people

8 Read the text again and answer the questions.

- 1 What should you do when you meet someone for the first time in the UK?
- 2 In which country is it a good idea to take a present?
- 3 In which country is it acceptable to burp?
- 4 Can you interrupt a conversation in the USA?

- 9 **INTERFACE** Work in pairs. What other cultural rules do you know?

In India, you should only eat with your right hand.



In some countries it is polite to burp after a meal. Is it polite in your country?

Grammar 1

Obligation, prohibition and advice

obligation

You **must** take your shoes off when you arrive.
You **have to** take your shoes off when you arrive.

no obligation

You **don't have to** bring a present.

prohibition

You **mustn't** be late.

- 1** Look at the sentences in the table. Complete the rules with the words in the box.

obligation no obligation prohibition

- We use *must* or *have to* to show ... The speaker thinks something is very important.
- We use *don't have to* to show there is ... The speaker thinks something isn't necessary.
- We use *mustn't* to show ... The speaker thinks it is very important not to do something.

- 2** Choose the correct words.

Rules for summer camp

- 1** You **don't have to / must** be polite to the monitors.
- 2** You **mustn't / have to** take expensive gadgets.
- 3** You **mustn't / don't have to** talk in bed. People need to sleep.
- 4** You **mustn't / don't have to** make your bed. You can choose.
- 5** You **have to / don't have to** look after the key to your room.
- 6** You **must / mustn't** be late. Classes start at 8.30am.

Pronunciation

/aɪ/ /ɪ/ /ʊ/ /ɔɪ/

- a** 3.17 Listen and repeat the words.

/aɪ/ write, polite, why
/ɪ/ click, fingers, England
/ʊ/ book, should, would
/ɔɪ/ point, boy, coin

- b** 3.18 Listen and repeat the sentences.

- 3** Complete the dialogue using *must*, *have to*, *don't have to* or *mustn't*.

Jim: Can I go the shops this weekend?
Mum: Yes, but there are some rules. You (1) ... stay with your friends. You (2) ... go anywhere on your own.
Jim: No, Mum.
Mum: And you (3) ... ride your bicycle into town, because there aren't any buses on Saturday.
Jim: Yes, Mum.
Mum: And you (4) ... lose your keys or your new jacket.
Jim: Yes, Mum.
Mum: And you (5) ... phone me when you arrive.
Jim: OK, Mum.
Mum: But you (6) ... buy me a present – only if you want to!
Jim: Thanks, Mum!

- 4** 3.19 Listen, check and repeat.

obligation

Do I have to bring a present?
Yes, you do. / No, you don't.

- 5** Look at the question in the table. Do we use *have to* or *must* to ask questions about obligations?

- 6** Write questions using *have to*.

young people / be / polite?

Do young people have to be polite?

1 you / be home / before midnight?

2 do / your homework / tonight?

3 your dad / get up early / on Saturday mornings?

4 visitors / bring presents / in your country?

5 you / take off your shoes / at home?

advice

You **should** shake hands, but you don't have to.
 You **shouldn't** tell jokes at dinner, it's rude.

- 7 Look at the sentences in the table. What is the difference between **should** and **must / have to**?

- 8 Choose the correct words.

My sister and my best friend

I'm really lucky because I (1) **shouldn't / don't have to** wait to talk to my best friend at school. My best friend is my older sister, Karen and we share a bedroom. However, we do have some rules. For example, there are borrowing rules. I (2) **mustn't / don't have to** borrow her clothes and she (3) **has to / doesn't have to** ask me when she wants to use my mp3 player. We also (4) **have to / should** have other rules for our bedroom. We both (5) **mustn't / have to** keep our stuff tidy. We have one more rule. Because Karen's older than me, she (6) **doesn't have to / mustn't** go to bed when I do, but when she comes to bed, she (7) **doesn't have to / mustn't** wake me up if I'm asleep! Luckily she's really kind, so she never does. I (8) **should / don't have to** be more like her!



- 9 **INTERFACE** Work in pairs. Ask and answer the questions in exercise 6.

Do young people have to be polite?

Language Tip

For obligation (**have to** or **must**) in the past, always use **had to**.
I had to take off my shoes.
Did you have to do your homework?



Grammar guide page 108



Listening My gang

- 10 Listen and choose the correct words.

- 1 Harry has got a **best friend / a group of friends**.
- 2 Maria has got a **best friend / lots of different friends**.

- 11 Listen again and choose the correct answers.

- 1 Harry and his friends like ...
 - a) going to parties.
 - b) playing basketball.
 - c) drawing and painting.
- 2 What is Alex like?
 - a) approachable and sociable
 - b) funny
 - c) quiet and creative
- 3 To join Harry's group of friends you must ...
 - a) love football.
 - b) support Manchester United.
 - c) support Liverpool.
- 4 What music do Harry and his friends like?
 - a) dance music
 - b) hip hop
 - c) fast guitar music
- 5 Maria has lots of friends from ...
 - a) secondary school.
 - b) lots of different places.
 - c) primary school.
- 6 Marcus and Amelia are Maria's friends from ...
 - a) school.
 - b) the beach.
 - c) her neighbourhood.
- 7 Maria believes friends ...
 - a) have to see each other every day.
 - b) should see each other every day.
 - c) don't have to see each other every day.
- 8 For Maria, it is important that her friends are ...
 - a) creative.
 - b) funny.
 - c) honest.

- 12

CLASS VOTE Is it important that your friends like the same things as you?





Speaking

A party

Listen

- 1 How often do you go to parties? Do you think they are a good way to meet people?
- 2 **3.21** Listen to Rita, Megan and Dan. Whose party did Dan go to?
- 3 **3.22** Listen to Dan talking about someone he met at the party. Answer the questions.
 - 1 Who did Dan meet?
 - 2 Where is she from?
 - 3 What is she like?
- 4 Read and listen again. Check your answers.

So, what was the party like?

It was fantastic. I met this girl called Greta. Look at my photos.

Greta? Where's she from?

She's Norwegian, but she's lived here for years.

So, what's she like?

She's friendly and funny.

And what does she look like?

Tall, slim and blonde. And we've got a lot in common.

What does she like doing?

She likes playing tennis and watching films. Just like me.

Practise

- 5 Listen again and repeat the dialogue.
- 6 Look at the sentences. Do they describe personality (P), appearance (A) or hobbies (H)?
 - 1 She's very creative and lively.
 - 2 He's not very tall and he's quite good-looking.
 - 3 They like going jogging and reading books.
 - 4 She's got blue eyes and long brown hair.
 - 5 He's very energetic and approachable.

Functional language

Describing people

What's she like? (personality)
She's really friendly and funny.
What does she look like? (appearance)
She's very pretty. She's tall and slim.
What does she like doing? (preferences)
She likes playing tennis and watching films.

Speaking task

Write a new dialogue between you and a friend.

Step 1

Choose a fact file or use your own ideas.

Name: Bobby

Nationality: Australian

Personality: generous and shy

Appearance: medium height, brown eyes, short brown hair, very good-looking

Hobbies: surfing and playing computer games



Name: Julia

Nationality: German

Personality: lively and energetic

Appearance: quite short, blue eyes, long black hair

Hobbies: playing tennis and doing voluntary work



Step 2

Think about the questions you ask.

What's she / he like?

What does she / he look like?

What does she / he like doing?

Think about the answers.

She's kind and ...

He likes computer games.

She's got short dark hair.

Step 3

Write your dialogue.

Step 4

Work in pairs or groups. Now practise your dialogues.



Culture

Famous friendships

Rolls-Royce

Rolls-Royce cars are famous all over the world. Rich celebrities drive them. Elvis Presley had one. David Beckham has one. Michael Jackson had five!

But who were Rolls and Royce?

Henry Royce

Henry Royce was born in 1863. He was from a poor family and he started work when he was only 10 years old. He worked very hard and became a successful engineer. He started the engineering company F.H. Royce & Co. in Manchester in 1884. He died in 1933.



Charles Rolls

Charles Rolls was from a rich aristocratic family. He was born in 1877 and studied engineering at Cambridge University. He was a famous adventurer and a hot-air balloonist. He died in a plane accident in 1910.



Friends

Rolls and Royce met in 1904. Although they were very different, they became friends. Rolls knew that Royce was a brilliant engineer and thought his cars were the best in the world. Royce realized that Rolls was an excellent salesman and that he would make the cars successful. In 1906 they started the Rolls-Royce Company. The first Rolls-Royce cost £395 (about €475). Today, a new car will cost you over £300,000.



7 3.23 Read and listen. Answer the questions.

- 1 What was Rolls famous for?
- 2 What was Royce good at?
- 3 How much did the first Rolls-Royce car cost?

8 Are there any famous friendships in your country?

→ Workbook Speaking practice page 133

spend time
have fun
tell lies
give advice

Vocabulary 2

Verb and noun collocations



- 1** Match the verbs in the box with the pictures.
How do you say the phrases in your language?

give advice receive advice spend time
 have an argument tell lies tell the truth
 spend money have fun give presents
 receive presents

- 2** Listen and repeat.

- 3** Choose the correct words.

- 1 I love spending **money** / **time** with my neighbour. We always have an **argument** / **fun**.
- 2 I've tried to give my sister **presents** / **advice**, but she never listens to me.
- 3 My cousin always tells me **the truth** / **lies**. She's extremely honest.
- 4 John spent a lot of **money** / **time** on my birthday present. He's very generous.
- 5 My brother told me a **lie** / **the truth** last night and we had a terrible **fun** / **argument**.
- 6 He got a great **advice** / **present** from his uncle – a leather jacket.

- 4** Complete the sentences with verbs from exercise 1.

Do you ever *give* advice to your friends? What about?

- 1 When did you last ... an argument with a friend?
- 2 Is it ever OK to ... a lie?
- 3 How much time do you ... with your parents at the weekends?
- 4 What presents did you ... for your last birthday?
- 5 What are you going to do to ... fun this weekend?

- 5** **INTERFACE** Work in small groups. Ask and answer your questions in exercise 4.



Reading 2

- 6** **3.25** Read and listen to the questionnaire. Choose the best title.

- a) Friends or family – what's more important?
- b) You mustn't tell lies
- c) Friends – what would you do?

- 7** Read the questionnaire again and choose the best answers for you.

- 8** **INTERFACE** Work in small groups. Compare your answers. Do boys and girls think the same?

Questionnaire

1 If you wanted to make friends with a new student in class, would you ...

- a) give him / her a present?
- b) ask him / her to join in your study group?
- c) ask a friend to talk to him / her?



2 If it was your best friend's birthday, would you ...

- a) do nothing?
- b) give her / him a present?
- c) make her / him a cake?



3 If you didn't like your friend's brother / sister, would you ...

- a) do nothing.
They're family.
- b) tell your friend the truth?
- c) ask your friend to stop spending time with his / her brother / sister?



4 If your friend told you a lie, would you ...

- a) do nothing. It's not important.
- b) ask him / her to tell you the truth?
- c) wait for him / her to apologize?



5 If you had an argument with your best friend, would you ...

- a) apologize immediately?
- b) start spending time with your other friends instead?
- c) give him / her a present?



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar 2

Second conditional

if clause	consequence
If we had an argument,	I would apologize .
If you didn't like him,	would you tell the truth?

9 Look at the sentences in the table. What tense is the verb in the *if* clause?

10 Which sentence below shows an imaginary situation and which shows a real possibility?

- a) If there are tickets for the concert, I'll invite my friend.
- b) If I won the lottery, I'd buy my brother a car.

11 Choose the correct words.

- 1 What **would** / **did** you say if your best friend **was** / **would be** late to meet you?
- 2 Robert **would go** / **went** to the cinema with Mike, if he **wouldn't** / **didn't** play football all the time.
- 3 If he **told** / **would tell** me a lie, I **wouldn't be** / **wasn't** happy.
- 4 **Would you tell** / **Did you tell** the truth if you **didn't** / **wouldn't** like a friend's sister?

12 Complete the sentences using the second conditional.

- 1 I'm going to Paris this summer, but if I ... (go) to London, I ... (visit) my English friend.
- 2 If Mike ... (not have) a lot of homework, he ... (go) out.
- 3 If she ... (have) more money, she ... (buy) some new shoes.
- 4 If we ... (go) to the swimming pool instead of the cinema, we ... (have) more fun.

13 **INTERFACE** Work in pairs. Ask and answer the question.

What would you do if your best friend told you a lie?

→ Grammar guide page 108



Writing A formal letter

- 1** **3.26** Read and listen. Answer the questions.

- 1 Who is Damien writing to?
- 2 Why is he writing to them?
- 3 What examples of formal language does he use?



Young Achievers gives awards to young people who do voluntary work in the UK.

- 2** Find reasons why Damien thinks Jemima should be given the Young Achievers Award.

Young Achievers
50 Featherstone Street
London EC1Y 8RT



23 Cromwell Terrace
London N10
12 April

Dear Sir/Madam,

I am writing to nominate my friend Jemima Downside for a Young Achievers Award.

Although Jemima is only 13, she has achieved a lot. Her father is ill and cannot work, so Jemima has to look after him while her mother is at work. She does the shopping and the cooking for her whole family as well as her homework every night. However, she never complains and is always happy and cheerful.

Furthermore, Jemima has raised over £3,500 for Cancer Research by doing sponsored swims. In addition, she plays the drums in a local band and always gets excellent marks at school. Most importantly, however, Jemima is a fantastic friend. She is funny, thoughtful, loyal and trustworthy.

For all these reasons I think you should make Jemima a Young Achiever.

Yours faithfully,
Damien Rogers

Language focus

Linkers of addition and contrast

Although Jemima is only 16, she has achieved a lot.

However, she never complains.

Furthermore, Jemima has raised over £3,500 for charity.

In addition, she plays the drums and always gets excellent marks at school.

- 3** Look at the Language focus box and complete the rules with the words in bold.

- a) We use ... and ... to show contrast.
- b) We use ..., ... and ... to show addition.

- 4** Rewrite the sentences using the words in brackets.

- 1 Tom is a bit eccentric. He's very approachable. (although)
- 2 Fiona is very thoughtful. She's not very reliable. (however)
- 3 My sister is really good at sport. She's very clever. (furthermore)
- 4 John can speak five languages. He's now learning Arabic. (in addition)

- 5** Write a formal letter (120–150 words) recommending a friend to be a Young Achiever.

Writing a formal letter

→ Step 1 Plan

Who do you want to recommend? Write notes about your friend. What are his / her achievements? What is he / she like? What other interesting details can you include?

→ Step 2 Write

Write a first draft. Divide your letter into four paragraphs. Use linkers to show addition and contrast.

→ Step 3 Check

Check your work. Have you used linkers?

→ Step 4 Write

Write your final copy and hand in your work.

→ Workbook Writing guide page 81



ICT: e-Commerce

Electronic commerce, or e-commerce, is the process of buying and selling goods on the internet. To do this, you obviously need access to a computer, but you also need a bank account and a credit or debit card. Online shopping is becoming more and more popular. Most of the large chain stores that you find in towns and cities across the country also have a website where you can shop online. However, some shops actually only exist online.



Advantages

Online shopping is very convenient. You can shop at your leisure in the comfort of your own home at whatever time of day or night. Websites don't close!

You can often get value for money. There are price comparison websites that show the shops that sell a certain product and the different prices. By comparing prices, you can get the best deal.

You can return the goods you ordered if you don't like them or if they don't fit, but you usually have to pay to post them.

Disadvantages

There is the opportunity for identity theft. Computer hackers can gain access to your personal details and your credit card number, and then steal your identity.

You can only see photos of the product. You can't see or touch the product before you buy it so the quality might not be as good as you expect. In some cases, a designer product might actually be a fake.



3.27 Read and listen. Answer the question.

How can identity theft occur when shopping online?



Workbook CLIL activities page 98

Vocabulary
Reading
Writing
Spelling
Listening

Vocabulary guide

Making friends



bring a present



be late



click your fingers



interrupt a conversation



jump a queue



tell jokes



arrive early



take off your shoes



shake hands



be polite/rude



point at someone

Verb and noun collocations

give presents

spend money

receive presents

have an argument

give advice

have fun

receive advice

tell lies

spend time

tell the truth



Grammar guide

Obligation

I / You He / She / It You / We / They	must be polite. have to be polite.
---	---

No obligation

I / You	don't have to come.
He / She / It	doesn't have to come.
We / You / They	don't have to come.

Prohibition

I / You / He / She / It / We / You / They	mustn't be late.
--	-------------------------

Advice

+ I / You He / She / It You / We / They	should go.
- I / You He / She / It You / We / They	shouldn't go.

? Should I / you go? Yes, I should . No, I shouldn't .
Should he / she / it go? Yes, he should . No, he shouldn't .
Should we / you / they go? Yes, we should . No, we shouldn't .

?	Do I / you have to bring a present? Yes, I do . No, I don't .
?	Does he / she / it have to bring a present? Yes, he does . No, he doesn't .
?	Do we / you / they have to bring a present Yes, we do . No, we don't .

Second conditional

if clause	consequence
If he told a lie,	what would you do?
If he told a lie,	I'd be angry.



consequence	if clause
What would you do	if he told a lie?
I'd be angry	if he told a lie.



Workbook Vocabulary plus page 106 Grammar reference page 122



Progress check

Making friends

- 1** Complete the text with the correct form of the verbs in the box.

bring click tell take off shake point

When you meet your British host family, remember this advice!

- 1 ... hands with the parents.
- 2 It's a good idea to ... a present for the mother of the family.
- 3 Look at what your exchange partner does. If he ... his shoes, you should too.
- 4 It's OK to ... jokes to your host family.
- 5 When you're in a restaurant it is rude to ... your fingers at the waiter.
- 6 It's also rude to ... at people in the street.

Verb and noun collocations

- 2** Match verbs 1–5 with nouns a–e.

- | | |
|-----------|---------------------------------|
| 1 give | a) an argument with / fun with |
| 2 tell | b) advice from / a present from |
| 3 spend | c) advice to / a present to |
| 4 receive | d) money on / time with |
| 5 have | e) lies to / the truth to |

Obligation, prohibition and advice

- 3** Choose the correct words.

- 1 A best friend **should** / **doesn't have to** always be honest and tell the truth.
- 2 John **doesn't have to** / **mustn't** do any homework tonight. He did it all last night.
- 3 You **don't have to** / **mustn't** talk in the library. You **have to** / **shouldn't** study quietly.
- 4 I **have to** / **don't have to** phone Jack. I talked to him at school today.
- 5 You **have to** / **don't have to** keep Monica's secret. She thinks you're extremely honest.

Second conditional

- 4** Correct the sentences.

- 1 What do you do if you **saw** your best friend stealing?
- 2 If you **have** an argument with your best friend, would you apologize first?
- 3 If Steve **gave** me a present, I **buy** him lunch.
- 4 I'd be very angry if my best friend **wouldn't** be honest with me.
- 5 If I **will** be famous, I'd still spend time with my friends.
- 6 Len **would** be sad if I didn't tell him the truth.

Grammar build up

1 2 3 4 5 6 7 8 9

- 5** Choose the correct answers.

- Penny Hey, Mum says I can have a party.
 Sian Great! You (1) ... invite me. Please!
 Penny Of course! Who else should I invite?
 Sian You (2) ... invite Glyn. I really like him.
 Penny But you (3) ... Bob too.
 Sian No. Glyn's (4)... than Bob.
 Penny OK. And I have to invite Clara because I went to her party.
 Sian Oh yeah. I didn't go. I was (5) ... ill.
 Penny It was a great party. Really amazing!
 Sian If it were my party, I (6) ... Brian. He's really funny.
 Penny I'd ask Brian if I (7) ... him, but we've never met.
 Sian When (8) ... the party?



- | | | |
|--------------------------|------------------|----------------|
| 1 a) must | b) should | c) mustn't |
| 2 a) have to | b) don't have to | c) shouldn't |
| 3 a) like | b) have liked | c) were liking |
| 4 a) funnier | b) the funniest | c) more funny |
| 5 a) enough | b) not enough | c) too |
| 6 a) 'd invite | b) 'll invite | c) invited |
| 7 a) know | b) knew | c) 've known |
| 8 a) will you have | b) do you have | |
| c) are you going to have | | |

Unit 9

World of music

2



a hit
a single
a playlist
a music
festival
go on tour

Vocabulary 1

Music

- 1 Select words in the box and use them to describe the pictures.

record a song a single a record a playlist a hit
a recording studio an album cover song lyrics
a music festival release an album go to number one
play live at a concert form a band go on tour

- 2 3.28 Listen and repeat.

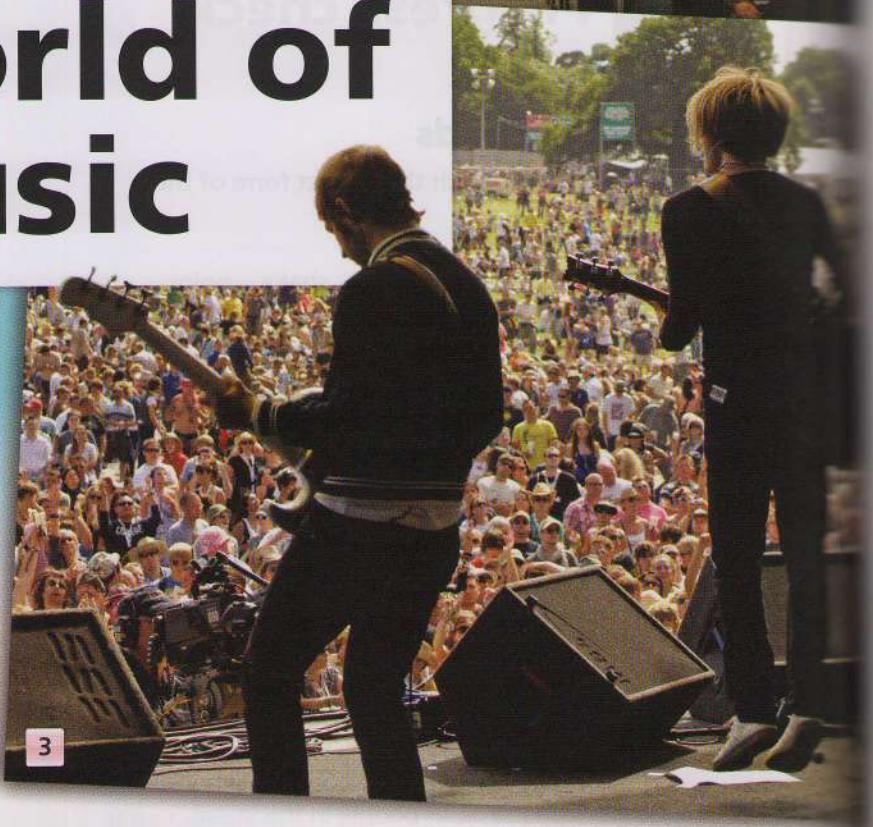
- 3 Choose the correct words.

How do musicians become famous?

First, they (1) form / release a band, then they think of some good (2) lyrics / playlists and music for a song. After writing the song, they go to a (3) recording studio / concert to record the song. Then they release a (4) single / cover. If the song is a (5) hit / record, it could (6) go / form to number one and then they become famous. After that, the band should (7) play / release an album and go on tour so that they can (8) record / play live for their fans.

- 4 3.29 Listen and match the speakers with the albums.

- | | |
|---------|--|
| 1 Dan | a) <i>Bionic</i> by Christina Aguilera |
| 2 Rita | b) <i>The Resistance</i> by Muse |
| 3 Megan | c) <i>The Fame</i> by Lady Gaga |



3

- 5 INTERFACE Work in pairs. What was the last album you bought? Was it good?

*It was Who you are by Jessie J.
It's fantastic! I play it all the time.*

- 6 CLASS VOTE What is the best recent music video?



Reading 1

- 7 Look at the pictures and match them with the words in the box.

record player cassette player CD player
phonograph reel-to-reel player

- 8 3.30 Read and listen. Check your answers.

The history of music players

Today, digital music is everywhere. Most of your music is probably stored on your computer or on CDs. Before 2003, it was almost impossible to buy digital songs online. Now, it's easy to download thousands of songs and create your own playlists. YouTube is used by millions of people every day to watch music videos. But how did people listen to songs before digital music?



A The first method of recording and playing back sound was invented by Thomas Edison in 1877. He called it the phonograph. Edison became famous because of it and he even had to demonstrate his invention to the president of the USA!



B Hi-fi is short for 'high-fidelity' which means a very good quality recording and reproduction of music. Hi-fi technology was most popular in the 1960s and 1970s. However, it began in the 1920s with the invention of microphones and other electronic machines. The reel-to-reel player was an early hi-fi player. Record players came later.



C LPs (long-playing records) were developed in the late 1940s. Records are made of vinyl, a type of plastic. Unlike CDs, they hold music on both sides. There are also singles with just one song on each side. Vinyl records became the most popular way of recording and listening to music in the 20th century. Records are still released today by some bands.

D After records came cassettes. In 1979, the Sony Walkman changed the way people listened to music forever. The Walkman was the first portable personal stereo. For the first time, music fans could listen to their own music anywhere. It became extremely popular as people started to listen to their music while exercising or travelling.



E In 1982 CDs (compact discs) were first released. CDs are used to store digital data and they hold about 80 minutes of music. Between 1982 and 2007 over 200 billion CDs were sold worldwide! Today, they are still the most popular form of storing music.

9 Read the text again and match headings 1–5 with paragraphs A–E.

- 1 Records become popular
- 2 The start of the digital era
- 3 Early hi-fi
- 4 The first recording
- 5 Music becomes portable

10 What do these numbers refer to in the text?

- | | |
|---------------|--------|
| 1 1940 | 4 1979 |
| 2 1877 | 5 80 |
| 3 200 billion | 6 1982 |

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

- 1 It was easy to buy digital songs before 2003.
- 2 Before Edison invented the phonograph, you couldn't record or play back music.
- 3 Hi-fi was invented in the 1960s.
- 4 The Sony Walkman played cassettes and it was easy to carry around.
- 5 Computer files are the most popular way of storing music nowadays.

12 Find words or phrases in the text that mean ...

- 1 show. (paragraph A)
- 2 an abbreviation of. (paragraph B)
- 3 something you can carry. (paragraph D)
- 4 hold. (paragraph E)
- 5 all over the world. (paragraph E)

13 Look at the cognates in the box. Find six more in the text.

digital probably impossible



Cognates are words that are similar in English and your language. Look for cognates to help you understand the text.

14 INTERFACE Work in pairs. Ask and answer the question.

How do you usually listen to music?

I usually listen to music on my mp3 player.

Grammar 1

The passive

the passive: present simple

- + YouTube **is used** by millions of people.
Records **are made** of plastic.
- The phonograph **isn't used** nowadays.
Records **aren't made** of glass.
- ? Is YouTube **watched** by many people?
What **are records made** of?

1 Look at the sentences in the table and the rules below. How do you say the sentences in your language?

- We form the present simple passive with the present simple of the verb *be* + past participle.
 - We use the passive when we want to stress the action, not the person who does it.
- Active: *People download millions of songs every day.*
 Passive: *Millions of songs are downloaded every day.*

2 Complete the sentences with the present simple passive form of the verbs in brackets.

How a song is recorded

Microphones **are put** (put) in different parts of the recording studio. The head of the microphone (1) ... (make) of metal that forms an electromagnet. The sound (2) ... (record) on tape as sound waves. Sound engineers make sure all the notes (3) ... (capture) on tape. The tape (4) ... (divide) into 16 tracks and each instrument (5) ... (record) on a different track of the tape. Special effects (6) ... (add) if necessary. The tape (7) ... (edit) to make the final tape or 'master tape'. The master tape (8) ... (use) to make a master disc and then copies (9) ... (make).

3 Write questions using the passive.

computers / use / at your school?

Are computers **used** at your school?

1 how / your bedroom / decorate?

2 dictionaries / allow / in your English class?

3 new music videos / upload / onto YouTube every day?

4 how often / festivals / celebrate / in your region?

5 music / play / during lessons / at your school?

4  INTERFACE Work in pairs. Ask and answer your questions in exercise 3.

the passive: past simple

- | | |
|---|--|
| + | The phonograph was invented by Edison. Records were developed in the 1940s. |
| - | The phonograph wasn't invented in 1880. Records weren't developed until the 1940s. |
| ? | When was the phonograph invented ? Were CDs sold before 1982? |

5 Read the sentences in the table. How do we form the past simple passive?

6 Complete the text with the past simple passive of the verbs in brackets.

The Sergeant Pepper album cover

This album by the Beatles is still popular today. The famous cover **was designed** (design) by Peter Blake. The people on the cover were all 'models' – large pictures which (1) ... (make) of card. The people (2) ... (choose) by the Beatles because they admired them, although at least three people from their original list (3) ... (not include) in the end. The 65 models (4) ... (make) by Peter Blake and Jann Haworth and the photo (5) ... (take) by Michael Cooper on 30th March 1967.



The recording (6) ... (complete) in April 1967 and the single (7) ... (play) on the radio for the first time in May. The album (8) ... (release) in June 1967 although some early copies (9) ... (sell) a month before in May.



The Beatles are one of the most famous bands ever. They have sold more than 1.5 billion records around the world!

7 Write questions using the past simple passive.

- who / the cover / design / by?
Who was the cover designed by?
 1 who / the people / choose / by?
 2 how many people / not include / in the final photo?
 3 the models / make / by Michael Cooper?
 4 who / the photo / take / by?
 5 when / the recording / complete?
 6 when / the single / first / play on the radio?
 7 the album / release / in 1967?
 8 any early copies / sell?

8 Look at the text in exercise 6 and answer the questions in exercise 7.

Who was the cover designed by?
The cover was designed by Peter Blake.

9 Match questions 1–5 with answers a–e.

- 1 What's your favourite album?
 - 2 Who were the songs written by?
 - 3 Who was the cover designed by?
 - 4 When was it released?
 - 5 Why do you like it?
- a) It was released in 2008.
 - b) Because the song lyrics are brilliant and the music is good, of course!
 - c) I've got no idea who designed it, but I like it.
 - d) *Off with their heads* by The Kaiser Chiefs.
 - e) They were written by Ricky Wilson, I think.

10  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 9 about your favourite album.

 **Grammar guide page 120**

Pronunciation

Sentence stress and /ə/

- a**  **3.31** Listen and repeat the sentences. Which syllables have the main stress in each sentence? What happens to the words in blue?

Records **are** made **of** plastic.
 The phonograph **was** invented by Edison.
 When **were** the songs written?
 Are computers used **at** your school?

- b**  **3.32** Listen and repeat the words and phrases with the /ə/ sound.



Listening

Animé star

11 Look at the picture and answer the questions.

- 1 Why do you think she is famous?
- 2 What do you think she likes doing in her free time?

12

3.33

Listen to the programme and answer the questions.

- 1 Rebecca Flint is ... years old.
 - a) 14
 - b) 15
 - c) 16
- 2 She has become especially famous in ...
 - a) Britain.
 - b) Japan.
 - c) America.
- 3 Rebecca became famous after she ...
 - a) released her first album.
 - b) started her own music website.
 - c) posted videos of herself dancing on YouTube.
- 4 She became interested in Japanese comics and cartoons ... years ago.
 - a) two
 - b) three
 - c) four
- 5 Rebecca's first DVD was released last ...
 - a) September.
 - b) November.
 - c) December.
- 6 Rebecca ... for the first time in October.
 - a) performed live
 - b) went to Japan
 - c) had a number one hit



13 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Millions of people have watched Rebecca Flint's YouTube videos.
- 2 Animé is a style of cartoon based on Japanese manga comics.
- 3 Rebecca has the third most popular music website in Japan.
- 4 *Fruits Basket* is the name of her first album.
- 5 Rebecca's first DVD went to number eight in the Japanese DVD charts.



Speaking

Going to a concert

Listen

1 Have you ever been to a concert? Did you enjoy it?

2 **3.34** Listen to Megan and Rita's conversation.

Choose the correct words.

- 1 They have been / are going to a concert.
- 2 The concert is next week / month.
- 3 The concert is in Manchester / London.

3 **3.35** Listen to Megan, Rita and Dan's conversation.

Who is going to the Gorillaz concert?

4 Read and listen again. Check your answer.

It's great they are back together, but Robbie was always the best member of the band.

OK, but I think the concert will be great. I really want to go.

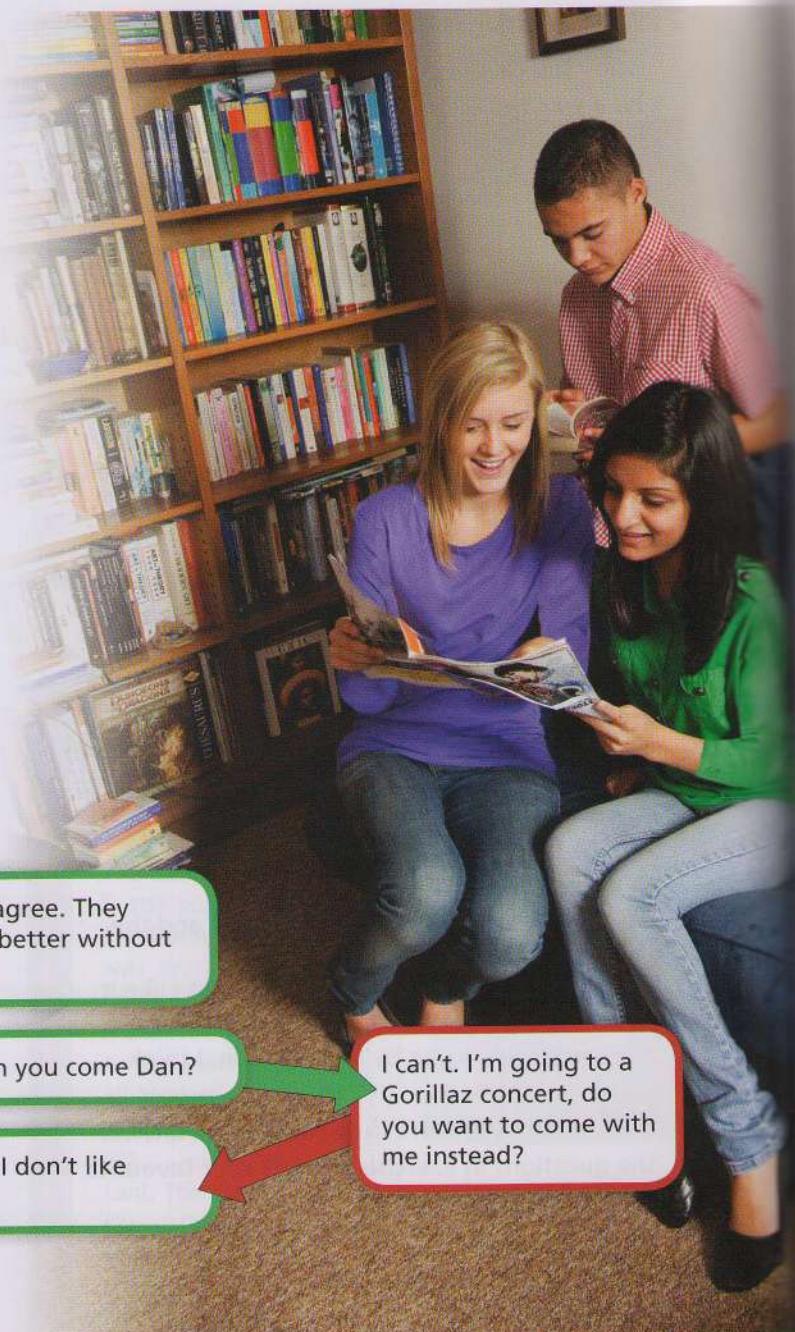
Me neither, but have fun!

I totally disagree. They were loads better without him.

Me too. Can you come Dan?

No thanks! I don't like Gorillaz.

I can't. I'm going to a Gorillaz concert, do you want to come with me instead?



Practise

5 Listen again and repeat the dialogue.

6 Write **Me too** or **Me neither** to agree with these sentences.

- 1 I love pop music.
- 2 I don't like rock music.
- 3 I want to go to their next concert.
- 4 I don't think the new album is very good.
- 5 I prefer listening to music on my mp3 player to listening to CDs.

Functional language

Agreeing and disagreeing

I think so too.

Me too.

Me neither.

I totally disagree.

I'm not sure.

I see what you mean.

Speaking task

Write a new dialogue between you and a friend.

→ Step 1

Choose a musician or use your own ideas.



→ Step 2

Think about your opinion. What do you know about the musician?

His first album was fantastic.

I preferred the first album.

I think she is the best pop singer.

Think about the answers. Do your friends agree or disagree?

I think so too.

Me too.

Me neither.

I totally disagree.

I'm not sure.

→ Step 3

Write your dialogue.

→ Step 4

Work in pairs or groups. Now practise your dialogues.

→ Workbook Speaking practice page 134



Culture

Famous music and musicians

The Sydney Opera House

The Sydney Opera House in Australia is one of the great iconic buildings of the 20th century. It is famous for music concerts and theatre performances in the six separate venues inside. It is the home of the Sydney Symphony Orchestra and Opera Australia. It is one of the busiest performing arts centres in the world – around 2 million people attend over 1,500 performances a year! Famous singers and pop stars who have performed there include Norah Jones and Ella Fitzgerald.

The Met

The Metropolitan Opera House, or 'The Met', is in New York. It is the home of The Metropolitan Opera, America's biggest classical music organization. It has a young artists programme to help young singers develop their careers. Luciano Pavarotti became famous after singing there. Other famous singers such as Plácido Domingo regularly sing there. The Met has broadcast live performances on the radio since 1931 and now you can see live performances in cinemas too, thanks to its high-definition video transmissions.



7



Read and listen. Answer the questions.

- 1 What can you see at the Sydney Opera House apart from opera?
- 2 How many people go to performances at the Sydney Opera House every year?
- 3 Where is The Met?

8

What famous music venues are there in your country?

illegal
unoriginal
impossible
imperfect
illogical

Vocabulary 2

Negative prefixes

1 Read sentences 1–3 and find three negative prefixes.

- 1 The song isn't very original – it's really unoriginal.
- 2 That doesn't make sense – it's completely impossible.
- 3 It's impossible to use this website – it's just not possible to use.

2 Copy and complete the table with the words in the box.

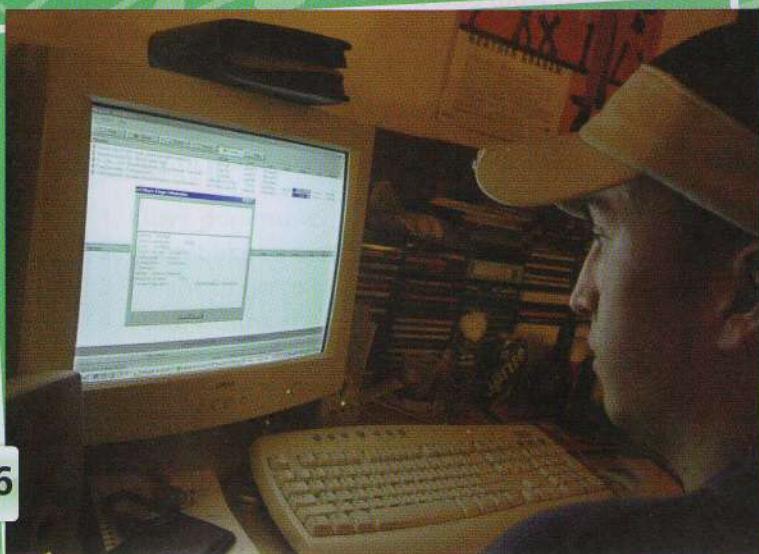
original possible logical practical supportive
patient necessary happy imaginative perfect
reliable trustworthy legal adventurous
friendly

un-	im-	il-
unoriginal	impossible	illogical

3 Listen, check and repeat.

4 Complete the sentences with the negative form of adjectives in exercise 2.

- She never helps her friends – she's really *unsupportive*.
- 1 I don't understand what the question means, so it's ... to answer.
 - 2 They are very ... and hate waiting for anything!
 - 3 You don't have to do that – it's ...
 - 4 That is against the law. It's ...
 - 5 Don't tell him your secrets. He's ... and he'll tell everyone!



Reading 2

5 Look at the words in the box. How do you say them in your language? What do you think the text is about?

mp3 player illegal downloads downloaders
pay for share songs copy

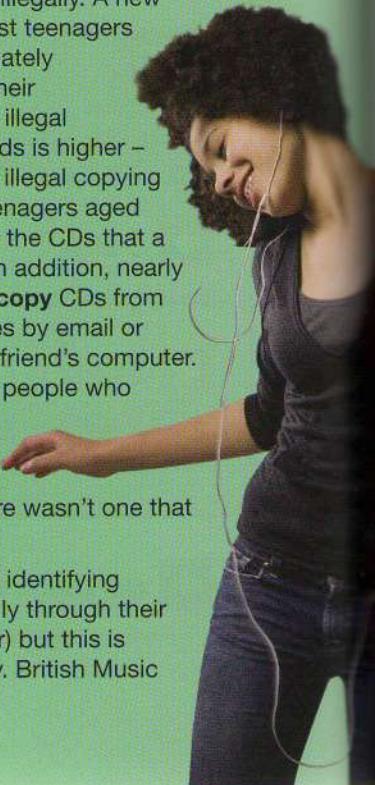
6 3.38 Read and listen. Answer the questions.

- 1 What percentage of song downloads were paid for last year?
- 2 On average, how many illegally-downloaded songs do people aged 14–17 have?
- 3 What kinds of illegal copying do teenagers do?
- 4 How were the authorities thinking of stopping illegal copying?
- 5 What has Orange done? How will this help stop illegal downloads?
- 6 Does the writer think illegal downloads will be a problem in the future?

What's on your mp3 player?

Last year 95% of all song downloads weren't paid for – they were downloaded illegally. A new survey has revealed that most teenagers and students have approximately 840 illegal music tracks on their mp3 players. The number of illegal downloads by 14–17 year-olds is higher – around 1,080. Some form of illegal copying is done by nearly 90% of teenagers aged 14–17. For example, 14% of the CDs that a teenager owns are copied. In addition, nearly 60% of young people often **copy** CDs from their friends, share music files by email or copy all of the music from a friend's computer. In the survey, 80% of young people who regularly download music **explained** that they were happy to pay to download music from a library, but there wasn't one that had enough music.

Authorities **were thinking** of identifying people who download illegally through their ISP (internet service provider) but this is impractical and unnecessary. British Music

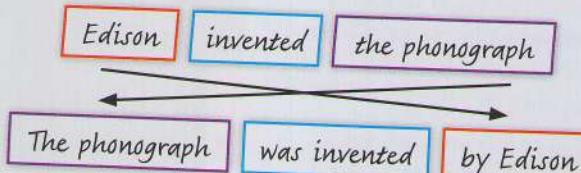


nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar 2

Active and passive

- 7 Look at the reading text again and find an example of the present simple passive and the past simple passive.
- 8 Look at the examples and complete the rules with active or passive.



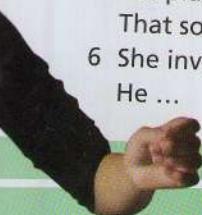
- a) ... sentences start with the person or thing that does the action.
- b) ... sentences start with the person or thing the action is done to.
- c) We use *by* to introduce the person who does or did the action in ... sentences.
- d) It is not always necessary to include *by* in ... sentences.

- 9 Rewrite the sentences using the correct form of the passive. Omit *by* where possible.

They produce records in factories.

Records are produced in factories.

- 1 Chris Martin wrote *Viva la Vida*.
Viva la Vida ...
- 2 Radio stations play a lot of songs every day.
A lot of songs ...
- 3 They released their album in 2001.
Their album ...
- 4 My mum didn't permit us to watch that film.
We ...
- 5 DJs play that song all the time.
That song ...
- 6 She invited him to the concert.
He ...



Rights is **trying** to solve the problem of illegal downloads another way. The organization wants ISPs to add large collections of music to broadband services for a small extra cost. In France, the company Orange **has agreed** to provide downloads of more than a million songs for mobile phones and home computers for €12 a month. Other providers **will probably make** similar agreements, so the problem of illegal downloads could soon be a thing of the past.

Tense revision

- 10 Read the text in exercise 6 again. Match the verbs in bold in the text with the tenses below.

- 1 present simple to talk about habits
- 2 present continuous to talk about an action in progress now
- 3 past simple to talk about a completed action in the past
- 4 past continuous to talk about an action in progress in the past
- 5 will to make a prediction about the future
- 6 present perfect simple to talk about a past experience or action at an indefinite time in the past

- 11 Read the text about Leona Lewis and choose the correct answers.

Leona Lewis (1) ... a British pop singer. She (2) ... famous in 2006 when she won the TV talent show *The X Factor*. Since then, she (3) ... a top-selling artist. Last year she (4) ... for a Grammy Award, but she (5) ... So far, Leona (6) ... three albums. Every day, her songs (7) ... by thousands of people all over the world. In fact, her first single, *A Moment Like This*, became the fastest-selling UK single after it (8) ... over 50,000 times only 30 minutes after it was released! Her second single, *Bleeding Love*, (9) ... to number one in over thirty countries. When she released *Run*, an incredible 69,244 copies of the song (10) ... in just two days! At the moment, she (11) ... a tour of her third album, *Glassheart*. We think this album (12) ... very successful!



- | | |
|---------------------|-------------------|
| 1 a) was | b) is |
| 2 a) became | b) was become |
| 3 a) has become | b) becomes |
| 4 a) nominated | b) was nominated |
| 5 a) didn't win | b) hasn't won |
| 6 a) released | b) has released |
| 7 a) download | b) are downloaded |
| 8 a) was downloaded | b) downloaded |
| 9 a) went | b) was gone |
| 10 a) sold | b) were sold |
| 11 a) does | b) is doing |
| 12 a) is | b) will be |



Grammar guide page 120



Writing A musical hero

- 1 **3.39** Read and listen. Answer the questions.

- 1 Where and when was Duffy born?
- 2 What does she do?
- 3 When did she become famous?
- 4 What are her main musical achievements?
- 5 What else does she do?
- 6 Why does the writer admire her?

My musical hero

Aimée Ann Duffy was born in 1984 in Wales. She is usually known by her artistic name, 'Duffy'. She is a Welsh singer-songwriter.

Duffy became famous at the age of 24 when her first album, Rockferry, went to number one in the UK Album Chart. It was the best-selling UK album in 2008 and 1.68 million copies were sold. Mercy, the first single from the album, was number one for five weeks. In 2009, Duffy won the Grammy Award for Best Pop Vocal Album and she was nominated for two other awards. Since then, she has performed live at concerts and festivals all over the world. In 2010, Duffy released her second album, Endlessly, but decided to take a long holiday before starting work on a third.

Duffy is also involved in charity work and she recorded a song for the War Child Heroes charity album. War Child helps raise money for children in countries affected by war.

I admire Duffy for her music and her work to help others.



Language focus

Time expressions

Taylor Swift was born in 1989. She released her first single at the age of 17 and her second album came out a year later. It was number one for 11 weeks. Two years ago she won a Grammy and since then she has won other awards. Last year, she went on her 'Speak Now' world tour. She has just released her fourth album, 'Red'. Recently, she was presented with a Kids' Choice award in recognition of her charitable work.

- 2 Look at the Language focus. How do you say the time expressions in your language?

- 3 Choose the correct answers.

- 1 He became famous in / at the age of 25
- 2 He released his first album two years last / later.
- 3 Kid Cudi was born in / at 1984.
- 4 Last / Recently, he sang with Lady Gaga.
- 5 Since then / Since he has sung with Common.
- 6 He has just / for released a new single.
- 7 A year ago / last he starred in a TV series.
- 8 He is thinking about doing a film now / since.
- 9 His single Day 'n' Nite was in the top ten for / during two weeks.
- 10 Last / Later year, he was nominated for three Grammy awards.

- 4 Write a short description (120–150 words) about your musical hero.

Writing about a musical hero

→ Step 1 Plan

Make notes about the person you are going to write about.

→ Step 2 Write

Write a first version using your notes. Write four paragraphs.

- name, when / where born, job(s)
- when he / she became famous, main achievements
- other achievements / interests
- why you admire him / her

→ Step 3 Check

Check your writing for errors. Check you have used time expressions.

→ Step 4 Write

Write the final copy and hand in your work.

→ Workbook Writing guide page 91



Music Instruments in a jazz band

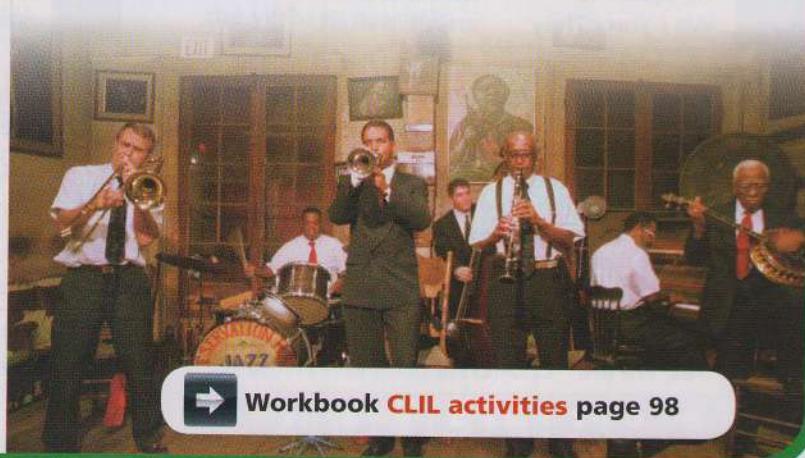
There are four main groups of musical instruments: brass, woodwind, string and percussion. There are instruments from each of these categories in a typical jazz band.

The trumpet and the trombone are both brass instruments. A brass instrument is made of metal and your lips vibrate as you blow air into the mouthpiece. The trumpet has three valves which you press to play different notes, but the trombone has a long tube which you move up or down. Musicians can also affect the pitch of a note by changing the position of their mouth and lips on the mouthpiece.

The saxophone and the clarinet are woodwind instruments, even though the saxophone is made of metal. Both these instruments have a reed over the mouthpiece and this vibrates as the player blows air into the instrument. The air then vibrates through the instrument. The bigger the instrument, the deeper the sound is.

The double bass and the piano are string instruments. Music is made by vibrating their strings. You use a bow or your fingers to vibrate the strings on a double bass, but you press the keys on a piano keyboard to make the strings vibrate. The thicker the string, the slower it vibrates and the deeper the sound is.

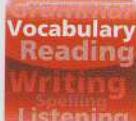
The drums are a type of percussion instrument. You hit or shake percussion instruments. You can hit drums with drumsticks or your hands, and the sound is made by the drum skin vibrating afterwards.



3.40 Read and listen. Answer the question.

What type of instrument is the piano?

→ Workbook CLIL activities page 98



Vocabulary guide Music



a single



a record



a playlist



a hit



a recording studio



an album cover



song lyrics



music festival



play live at a concert



go to number one



record a song



release an album



form a band



go on tour

Negative prefixes

impractical
unoriginal
unsupportive
unhappy
unnecessary

unimaginative
unreliable
untrustworthy
unadventurous
unfriendly

impossible
impatient
imperfect
illogical
illegal



Grammar guide

The passive: present simple

+	I You He / She / It We / You / They	'm invited. 're invited. 's invited. 're invited.
---	--	--

-	I You He / She / It We / You / They	'm not invited. aren't invited. isn't invited. aren't invited.
---	--	---

?	Am I invited? Yes, I am. No, I'm not.
?	Are you invited? Yes, you are. No, you aren't.
?	Is he / she / it invited? Yes, he is. No, he isn't.
?	Are we / you / they invited? Yes, we are. No, we aren't.

The passive: past simple

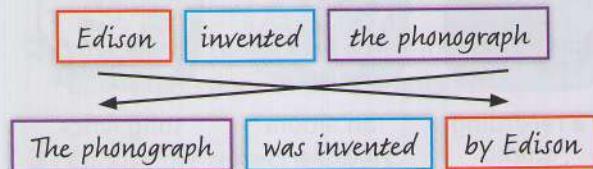
+	I You He / She / It We / You / They	was invited. were invited. was invited. were invited.
---	--	--

-	I You He / She / It We / You / They	wasn't invited. weren't invited. wasn't invited. weren't invited.
---	--	--

?	Was I invited? Yes, I was. No, I wasn't.
?	Were you invited? Yes, you were. No, you weren't.
?	Was he / she / it invited? Yes, he was. No, he wasn't.
?	Were we / you / they invited? Yes, we were. No, we weren't.

Active and passive

active	passive
The Beatles wrote the song. They make CDs from plastic. Somebody writes the lyrics. They record the song.	The song was written by The Beatles. CDs are made from plastic. The lyrics are written . The song is recorded .



Workbook Vocabulary plus page 107 Grammar reference page 124



Progress check

Music

1 Match 1–6 with a–f to make phrases.

- | | |
|-------------|-------------------------|
| 1 release | a) at a concert |
| 2 record | b) a band |
| 3 play live | c) a song in the studio |
| 4 go | d) a new album |
| 5 go to | e) number one |
| 6 form | f) on tour |

Negative prefixes

2 Complete the sentences with the negative forms of the words in brackets. Use *un-*, *il-* and *im-*.

- 1 Kate is not very creative at all, she's really ... (imaginative)
- 2 Peter hates waiting. He's very ... (patient)
- 3 They are very ..., they never want to try anything new. (adventurous)
- 4 Those children never say 'hello'. They're ... (friendly)
- 5 You can't depend on them. They're ... (trustworthy)
- 6 That doesn't make sense, it's ... (logical)

Active and passive

3 Write sentences and questions using the present simple passive.

- 1 CDs / use / to store music.
- 2 How many / CDs / sell / every year?
- 3 That song / play / a lot on the radio.
- 4 What colour / your classroom / paint?
- 5 That song / not listen to / very often nowadays.
- 6 DVDs / not sell / in that shop.

4 Complete the sentences and questions with the past simple passive form of the verbs in brackets.

- 1 That record ... (release) last year.
- 2 When ... (the band / form)?
- 3 The lyrics ... (not put) on the cover.
- 4 Who ... (those covers / design) by?
- 5 Millions of music videos ... (download) last year.
- 6 That song ... (not write) by Eminem.

5 Rewrite the sentences using the passive. Start with the underlined words. Omit *by* where possible.

- 1 A famous artist designed the album cover.
- 2 My friend wrote that song.
- 3 People played music thousands of years ago.
- 4 Students use computers in many schools.
- 5 Edison invented many machines.
- 6 They give music lessons in all British schools.

Tense revision

6 Complete the sentences with the correct form of the verbs in brackets.

- 1 We ... (visit) the museum last year.
- 2 Jane ... (play) tennis every summer.
- 3 I live in Oxford now, but I think I ... (live) in London when I'm older.
- 4 They ... (watch) a DVD when I arrived.
- 5 I ... (do) this exercise at the moment.
- 6 The Jonas Brothers ... (win) many awards since they started.

Grammar build up

1 2 3 4 5 6 7 8 9

7 Choose the correct words.



Marshall Bruce Mathers III (1) usually knows / is usually known by his artistic name Eminem. He (2) is / was a rapper, record producer and actor. He first (3) became / was becoming popular in 1999 when his album *The Slim Shady LP* (4) released / was released. The album (5) became / was become the fastest-selling solo album in history and it (6) won / was winning a Grammy for Best Rap Album. Since then, Eminem (7) won / has won many other awards. His songs (8) download / are downloaded all the time and he's still very popular. He (9) was also starring / has also starred in a hit film. What else (10) does he do / will he do in the future? Who knows!



Motivate! Revision 3

Vocabulary

Grammar

Sketch

Project

Play the game.

START

Which A do you give and receive? (6)

Which A can a film win? (5)

Which C shouldn't you interrupt? (12)

Which B is a group of musicians? (4)

Which A tries to sell you things? (13)

Which E are often special in films? (7)

Which F is Glastonbury? (8)

Which I means not patient? (9)

Which I means not legal? (7)

Which L are the words of a song? (6)

Which L should you never tell? (3)

Which J can you tell to make someone laugh? (4)

Which P is the story of a film? (4)

Which S is the words of a film? (6)

Which S is the music of a film? (10)

Which T do pop musicians go on? (4)

Which U means not friendly? (10)

Which U means not happy? (7)

Which T should you always tell? (5)

FINISH



Motivate! Revision 3

Vocabulary

Grammar

Sketch

Project

1 Choose the correct words.

The soundtrack

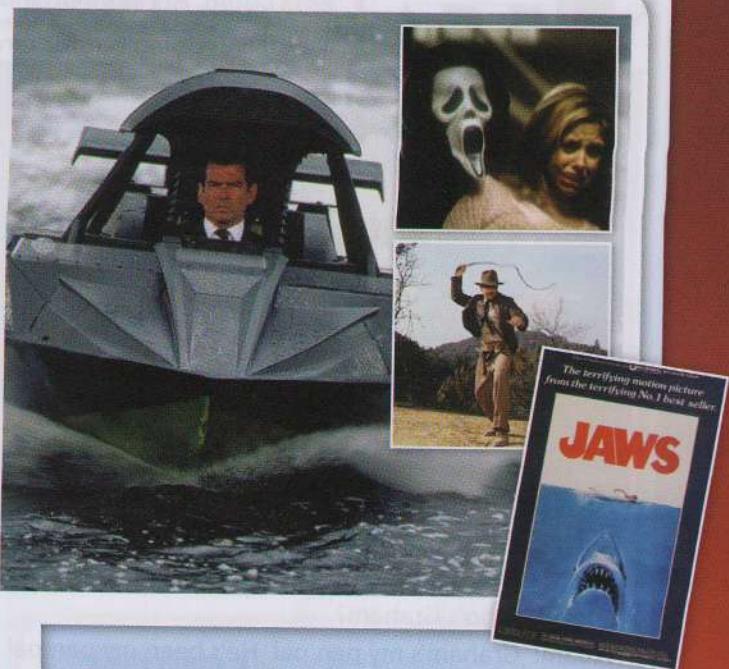
If you (1) **watch** / **watched** a silent film, a film without any speaking in it, you'd know immediately that the film was different. But would you think the **same** if the film (2) **has** / **had** no music? Yes, you probably would. The music is a very important part of the film. If it is a horror film, like *Scream*, the music (3) **would** / **will** make you more frightened. If it (4) **was** / **is** an action film, like a James Bond film, the music will make the scene more exciting. A film (5) **doesn't has to** / **has to** have music.

Films had music before they had words. In the 1920s music (6) **wrote** / **was written** for silent movies. The music was played by a piano player in the cinema while people (7) **were watched** / **watched** the film. When sound was introduced to films, musicals (films with singing and dancing), became very popular. Lots of songs (8) **were released** / **are released** on albums and became hits.

In the 1940s and 1950s many famous composers, including Duke Ellington and Leonard Bernstein, (9) **wrote** / **were wrote** film scores, or music, for the movies. Some directors use the same composers for most of their films. For example, if Steven Spielberg wants a film score, (10) **he'll** / **he'd** ask John Williams. Williams has written the music for lots of famous films, including *Star Wars*, the Harry Potter series, and the Indiana Jones series. He has won the Oscar for Best Original Score five times.

Many films (11) **use** / **are used** different tunes, often called themes, for important characters. Famous examples of this technique are the themes for Darth Vader, Luke Skywalker and Princess Leia in John Williams's score for *Star Wars*. When the audience hear the music, they know the character (12) **will** / **is going to appear**.

What about the future? Most people agree that films (13) **will** / **won't** always need music. Film soundtrack CDs are big-selling albums. The soundtrack album of the 1992 film *The Bodyguard* (14) **was sold** / **sold** 44 million copies – it's one of the biggest-selling albums of all time. But most of all, a good film score is important. Can you imagine watching James Bond without the music? It's impossible. You (15) **mustn't** / **must** hear the music too.



2 Correct the sentences. There are two errors in each.

- 1 I'll met you to the cinema at 7pm.
- 2 If you'll work hard, you'll passing your exams.
- 3 They aren't going to going on holiday last summer.
- 4 If my friend would told me a lie, I be very unhappy.
- 5 The phonograph was inventing for Thomas Edison.

3 Write the questions.

- 1 tonight / you / What / are / doing ?
- 2 cinemas / change / lot / Will / a / lot / the / in / future ?
- 3 friend / What / your / you / do / if / had / argument / would / you / an / with / best ?
- 4 you / When / were / born ?
- 5 How / celebrated / are / school / festivals / often / your / at ?
- 6 have / before / home / Do / be / you / midnight / to ?



Motivate! Revision 3

Vocabulary

Grammar

Sketch

Project



1 Listen. Are the sentences true or false? Correct the false sentences.

- 1 Adam is going out for dinner.
- 2 Graham is Steve's pen pal.
- 3 Adam and Hannah are going to see a James Bond film.
- 4 Bea doesn't like James Bond films.
- 5 Adam borrows some money from Bea.

2 Listen and read. Check your answers.

The Pen Pal

Steve: Hi, Adam. What have you been doing?

Adam: Getting dressed.

Ellie: Where are you going?

Bea: He's going to meet Graham.

Steve: Who's Graham?

Adam: Graham's my pen pal. He's been my pen pal for a year now. He's great at writing letters and emails, and he's interested in lots of things. He comes from Canada.

Steve: Why has he come to London?

Adam: To visit his uncle.

Ellie: But what does Graham look like? How will you recognise him if you've never met him before?

Adam: Graham sent me a photograph of himself with his family. He's tall with short brown hair.

Steve: So, where are you going?

Adam: The cinema. We're going to see the new James Bond film. It was released last week.

Bea: What? James Bond! How do you know he will enjoy it?

Adam: Well, I love James Bond films, and in one of his emails Graham told me he enjoys them too.

Steve: I totally agree. They're fantastic.

Bea: I don't agree. What do you think, Ellie?

Ellie: I don't really like them, but I love the music.

Steve: Oh, yeah. The James Bond music is amazing!

Bea: But it's really old. It was written in the 1960s.

Steve: It's still great.

Ellie: What are you going to do after the film?

Adam: I don't know. Have you got any ideas?

Ellie: You should go for a tour of the Tower of London. Graham will like that.

Bea: But it's very expensive. Have you got enough money?

Adam: Not really.

Bea: Here, I'll lend you some money. You can pay me back later.

Adam: Thanks, Bea. You're the best. See you later!



3 Work in groups of four. Practise and perform the sketch.

- Learn your lines.
- Think about what objects you need.
- Remember to speak clearly for the audience to hear you.



Motivate! Revision 3

Companies and organisations around the world

Edd蔓斯頓是英國最暢銷的書籍之一。

Vocabulary

Grammar

Sketch

Project

form a band!



1 Ideas

What type of band do you want to invent:
heavy metal, pop, indie, hip hop, punk, goth?
Why?

2 Group work

What's your band's name?
Who are the members?
What instruments can they play?
What's their CD called?
What's their hit song called?

3 Write

Write a press release about your band. Include recent news, tour dates and news about a new CD.

4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.

5 Visuals

Take photos or draw pictures of your band.
Design an album cover.

6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.

Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was / were /wəz/, /wɜːr/	been /biːn/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /eɪt/	ate /eɪt/	eaten /'eɪtən/
fall /fɔːl/	fell /fɛl/	fallen /'fɔːlən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fər'get/	forgot /fər'gɒt/	forgotten /fər'gɒtən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gən/
have /hæv/	had /hæd/	had /hæd/
hear /hɪər/	heard /hɜːrd/	heard /hɜːrd/
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜːrn/	learnt / learned /lɜːrnt/, /lɜːrnd/	learnt / learned /lɜːrnt/, /lɜːrnd/
leave /liːv/	left /left/	left /left/
lose /luːz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /sɪ:/	saw /sə:/	seen /sɪ:n/
sell /sel/	sold /səʊld/	sold /səʊld/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tə:t/	taught /tə:t/
tell /tel/	told /təuld/	told /təuld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
wear /weər/	wore /wɔ:r/	worn /wɔ:rn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəut/	written /'ritən/