

Carolyn Barraclough, Megan Roderick

Activate!

B1+

Workbook
with key



PEARSON
Longman

B1+

Activate!

Workbook

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I like your style!

Vocabulary

→ For Exercises 1–5, see pages 8–9 in your Students' Book.

1 Match the words (1–8) with the correct definitions.

- 1 chic **A**
 - A** very fashionable
 - B** very unusual
- 2 image
 - A** a set of clothes
 - B** the way you look
- 3 makeover
 - A** when you change the way you look
 - B** when you have a fashion photograph taken
- 4 aggressive
 - A** trying hard to do something
 - B** behaving in an angry or violent way
- 5 catwalk
 - A** a place you allow your pet to go
 - B** the long raised path models walk on in a fashion show
- 6 variety
 - A** lots of different types of things
 - B** lots of the same type of thing
- 7 height
 - A** how tall you are
 - B** how heavy you are
- 8 personality
 - A** your looks
 - B** your character

2 Complete the sentences with words from Exercise 1.

- 1 I really need a bit more **variety** in my clothes – they all seem to be either black or brown!
- 2 His was that of a trendy teen, and he spent a lot of time and money on it.
- 3 She won first prize: a complete at a top beauty salon.
- 4 Your sister has a great! And she's really attractive, too!
- 5 Her mother looked very in her evening dress.
- 6 I don't think I'd like to be a model on a and have all those people's eyes looking at me!
- 7 I think you should be a bit more polite. You don't have to be so to get what you want, you know.
- 8 Because of his and weight, he wasn't given the modelling job.

3 Choose the correct word to complete the conversation.

Tracy and Matt are 1) *expressing/chatting* about Tracy's plans.

Matt: You're pretty good at drawing, Tracy.

Tracy: Oh thanks, Matt! I'm 2) *following/aiming* to design my own clothes when I'm a bit older and become a top designer!

Matt: How will you 3) *manage/need* to do that?

Tracy: Well, firstly, I'm going to 4) *replace/hide* all my old clothes with new ones. I'll 5) *start/avoid* designing the same clothes as everyone else and I'll try to do something different.

Matt: All designers 6) *chat/tend* to say the same thing, Tracy. That's the problem.

Tracy: Yes, but my clothes are going to be the way I 7) *express/loosen up* myself, and nobody else. Don't you see, Matt?

Matt: I certainly believe in you, Tracy, and I think if you want something really badly, you can 8) *become/overcome* any problems that are in your way.

Tracy: Oh thanks, Matt. I'll give you my first pair of designer jeans – designed by me, that is!

4 Match the verbs (1–5) with the words (a–e) to make phrases.

- | | |
|-----------------|---------------------|
| 1 can't believe | a attention to |
| 2 draw | b in control |
| 3 face | c an appointment |
| 4 miss | d my luck |
| 5 look | e life's challenges |

5 Complete the sentences with the correct form of the phrases in Exercise 4.

- 1 When you're a teenager, you have to learn how to **face life's challenges** and see them as a chance to become a stronger person.
- 2 Amazing! I won the competition! I
- 3 It's best not to if you want to find a good job.
- 4 If you want to do a job properly, you have to and not show how worried you are inside!
- 5 I think she wears those weird clothes because she wants to herself.

Reading

1 Read the text and choose the best answer, A, B, C or D.

Before and after

Sarah and **Alex** are two teenagers who are not particularly happy with the way they look. But there is help at hand in the form of a makeover!

Sarah is seventeen but she looks younger than her age and she also wears clothes with cartoon characters on them that make her look even younger. When people were asked to judge from her appearance how old she was, the general opinion was around thirteen! She admits herself that she hides behind scruffy, baggy outfits that are not really suitable for her age. She hardly ever goes out with her friends and stays at home most evenings. Her essential problem then, is that she feels worried about the fact that she is growing up and by the responsibilities that come with being an adult. Now, however, she realises that it's time to look and behave her age.

Sarah's makeover concentrates not only on her appearance but also on how she feels about herself and her life. She has to make some hard decisions about what changes she wants to make and what goals she's aiming at. This process isn't easy but with some advice and guidance, she's able to do it. Hannah, a stylist, then helps Sarah to choose some sets of clothes that suit her age. Together, they throw out most of the childish clothes she had! Now she likes her new image and she doesn't hide behind her clothes any more. Her friends think she's quite a different person, both inside and out!

Alex, also seventeen, is trying to find a job in the music industry but to do this, he has to give the impression that he is serious-minded and can hold



down a responsible job. Unfortunately, the clothes he wears and the way he speaks give a different picture. Alex is a rapper and every other word he says is 'cheers', 'mate' or 'cool' – not the type of language you would normally use to an employer!

Alex's makeover consists mainly of choosing the right outfits for job interviews. Hannah replaces his previous look with a more classic, formal style. Alex also needs practice in how to communicate with people in formal situations so, as part of the makeover, he spends some time on the perfume counter of a large store. Here he learns more about what employers look for when they interview young people for jobs.

Finally, in a class on interview techniques, Alex is taught how to prepare properly for an interview by doing research beforehand. He is then interviewed for a place on a music production course at college and he gets in! He still dresses as he likes though – in his spare time – and still 'raps' with his mates!

- What type of clothes did Sarah prefer to wear?
 - clothes that other girls of her age wear
 - clothes for younger girls
 - clothes for adults
 - clothes that cartoon characters on TV wear
- What was people's reaction to Sarah's appearance?
 - They thought that she looked older than she really was.
 - They thought that she liked cartoon characters.
 - They judged her age wrongly.
 - They disliked her baggy clothes.
- What was Sarah's main problem?
 - She didn't have much idea about fashion.
 - She was always hiding from other people.
 - She didn't want to go out with her friends.
 - She wanted to remain a child.
- Alex may have to change the way he speaks because
 - it's not suitable for a job situation.
 - he wants to impress his friends.
 - it's how all his friends speak.
 - employers won't understand him.
- What does Alex learn about interviews?
 - That they're easy when you know how to prepare for them.
 - That you behave in them as if you were a customer in a store.
 - That previous work experience is essential.
 - That the way you look and talk is important.
- What impression do you get of the makeover that Sarah and Alex had?
 - It was really easy and fun.
 - It had its difficult moments.
 - They could have done it without any help.
 - Their friends didn't approve.

Fashion and identity

→ For Exercises 1–3, see page 10 in your Students' Book.

- 1 Replace the words in *italics* with the correct form of these phrasal verbs.

do up dress up go with put (something) on
take (something) off wear out wrap up

Ace: You know I hate 1) *putting on smart clothes* to go out! *dressing up*.....

Mum: Well, you can 2) *remove* those trainers and swap them for shoes, for a start!

Ace: But my shoes don't 3) *match* these jeans.

Mum: Well, 4) *wear* them anyway.

..... Your trainers are

5) *getting very old*..... And

6) *fasten* some more buttons on your shirt!

Ace: OK. I'm ready. Bye!

Mum: You can't go out like that! It's freezing outside! For goodness sake, 7) *wear something warm*!

- 2 Put these words in the correct group. Some words can be used in more than one group.

anklet belt buckle buttons earrings
laces necklace ring sunglasses

Which of the items above do you ...

a ... wear around your waist?

belt.....

b ... wear on your leg?

c ... do up?

d ... find on trainers?

e ... wear on your face?

f ... wear as jewellery?

- 3 Choose the word that best completes each sentence.

1 Most of us like to have something in with our friends.

A normal B common C similar D same

2 Designers like to create an outfit which really stands in a crowd and makes you look different.

A up B in C out D for

3 If you really want to make an on your friends, you could design your own clothes!

A impression B interest C expression D appearance

4 The way you dress can out signals saying 'Look at me!'

A send B put C make D place

5 Other people may not like your clothes, but it will certainly help you to start up conversations!

A unrecognisable B unusual C irresponsible D irrelevant

6 If you lack confidence and like to in with your friends, avoid bright colours.

A blend B move C come D cope

Making words negative

→ For Exercises 4–5, see page 14 in your Students' Book.

- 4 Complete the words with negative prefixes.

unpredictablevisiblepracticalacceptable

.....legiblebehavepatientsuitable

.....respectfulpossible

- 5 Complete the school report with words from Exercise 4. There are two words that you will not need to use.

School report

Lesson	Comments
English	Good, but sometimes it's hard to read his compositions because his writing can be 1)illegible.....
Maths	Ace works hard in this lesson. He doesn't 2) and always pays attention.
History	He has a great knowledge of history, but occasionally he rushes his work as he is too 3)
Geography	Normally a keen student. However, sometimes he forgets to do his homework. I'm afraid this is 4) – he must always remember to do his homework in the future!
Sport	Ace's achievement in sport is quite 5) because it often changes from awful to wonderful! Also, he needs to concentrate more.
Woodwork	Ace tries very hard at woodwork, but he has some rather 6) ideas. For example, this term he designed a table with only two legs!

General comments: Ace is a hard-working student who gets on well with his classmates. It's 7) not to like him! However, he loves to stand out in a crowd by wearing lots of chains and bracelets. I'm afraid, according to our school rules, this jewellery is 8) and should not be worn.

Present simple and present continuous

→ For Exercises 1–2, see page 11 in your Students' Book.

1 Choose the best word or phrase to complete the sentences.

- 1 It *doesn't matter/isn't mattering* what you look like, but what you feel like.
- 2 Some of my friends *don't care/aren't caring* about fashion.
- 3 Suzy *appears/is appearing* in a TV teen show at the moment.
- 4 Most teens *hate/are hating* stupid fashions.
- 5 *Does your best friend agree/Is your best friend agreeing* with you about your taste in clothes?
- 6 *I feel/I'm feeling* that it wouldn't be a good idea to change my hairstyle.

2 Complete the conversation with correct form (present simple or present continuous) of the verbs in brackets.

Carol: So, here we are, saying hello to Tess, the lucky winner of our makeover competition! How are things, Tess?

Tess: Absolutely great! I 1) *am really enjoying* (really/enjoy) myself and everyone

2) (look after) me really well.

Carol: You 3) (spend) five days here at the spa, having your makeover, aren't you? What exactly 4) (happen) every day?

Tess: Well, each day they 5) (focus) on a different aspect of your appearance and 6) (work) on that: your face, hair, make-up, diet and your self-image. But the last day is the best! That's when they 7) (bring) us loads of different clothes to try on and we 8) (have) a fashion makeover!

Carol: It 9) (sound) good, Tess! And what 10) (you/do) right now?

Tess: Right now, it's 'foodie' day and I 11) (learn) how to eat all the right foods to give me all the energy I need. At the moment, as you see, I 12) (eat) a huge salad!

Carol: What 13) (the others/think) of the course?

Tess: Oh, one girl 14) (always/complain) that her friends won't know her when she gets out of here, but I 15) (think) she 16) (just/joke)!

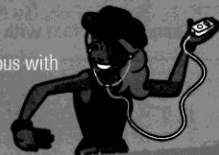
Carol: Really good talking to you, Tess! Enjoy the rest of your makeover!

Tess: Thanks so much, Carol.

Watch out!

Don't use the present continuous with stative verbs.

I'm wanting an ice cream! X
I want an ice cream! ✓



Articles

→ For Exercises 3–4, see page 15 in your Students' Book.

3 Choose the correct words to complete the sentences.



- 1 I rarely buy *designer clothes/the designer clothes*.
- 2 My sister really needs *an outfit/the outfit* for the school party.
- 3 Do your parents give you *money/the money* to spend on clothes?
- 4 *Jeans/The jeans* I bought last year are too small for me now.
- 5 Are you thinking of becoming *fashion model/a fashion model*?
- 6 I'd like to study *history/the history* of fashion.
- 7 My mum and I both enjoy *shopping/the shopping*.
- 8 Adam often wears *a baseball cap/the baseball cap*.
- 9 Is that *the T-shirt/a T-shirt* that your dad bought in America?
- 10 He's got *a/the* really interesting image.

4 Complete the text with a, an, the or –.

Are you 1) *a...* fashion fanatic?

Do you want lots of 2) *...* information on 3) *...* style to suit you?

Find 4) *...* great fashion advice on our website!

We have all 5) *...* latest news from London Fashion Week. Plus 6) *...* fantastic photos from 7) *...* Milan! This week we also have 8) *...* interview with 9) *...* Maria, 10) *...* top model. Our website is definitely 11) *...* number one website for people who know about 12) *...* fashion!

Use your English

1 Complete the text with the correct form of the words in brackets.

Personality in your pencil?

Justin is training to be a fashion designer, and he recently discovered that his fashion notebooks reveal a lot about his personality.

'A fellow student, Laura, was looking at a page of my drawings when she started telling me things about my likes and 1) dislikes' (likes) he says. 'She explained that she could find out loads of information about my character from tiny 'extra' drawings on the page. I thought it was 2) (possible) at first, but she was right about several things.'

'Look through your school notebooks and you'll probably find funny little drawings and patterns,' Justin says. 'These are doodles. They may seem 3) (relevant) but experts believe that they show our personality. If you want to discover the meaning of a doodle, first look at the weight of the lines. Light lines mean that you feel shy and 4) (sure) of yourself, especially if they're hardly visible. Medium lines show that you're a confident person and 5) (comfort) with who you are. Heavy lines show energy, but very heavy lines mean you're 6) (patient) or angry.'

What about the shapes we draw? 'Geometric shapes and regular patterns show a person who is careful and 7) (rely) and loves to be organised,' Justin says. 'On the other hand, 8) (regular) scribbles can often show that someone is feeling quite 9) (organised) or confused about something. It's also likely that this kind of person is 10) (practical) or bad at planning things. Certain shapes have a meaning, too. For example, stars symbolise ambition and lots of smaller stars mean optimism.'

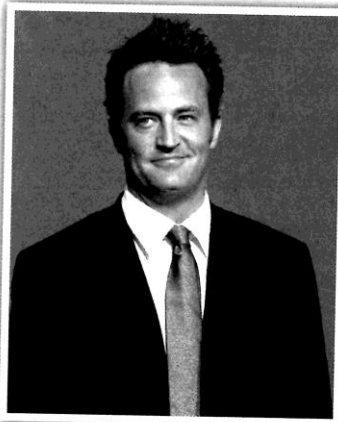
Do Justin's doodles show that he is ambitious? 'Yes, I am ambitious, but not too competitive. I think it's 11) (accept) to be too ambitious. My aim is to design a range of evening clothes which are popular and 12) (wear) by celebrities and everyday people alike.'

2 Complete the text with one word which best fits each gap.

What 1) happening in the world of celebrities these days? By the look of things, they 2) selling everything they own, including the clothes off their backs, to raise money for charity. You can see just what's on offer if you click here. Below are 3) couple of our favourites:

4) you a fan of *Friends*? Then you probably know that Matthew Perry plays 5) part of Chandler in the popular American sitcom. You may also like the idea of owning Matthew's designer label tuxedo! Matthew 6) selling the tuxedo together with 7) elegant silver-grey tie and smart white shirt. Matthew wore this suit to an Emmy awards ceremony. He hopes it will raise a lot of money for 8) good cause.

The actress America Ferrera 9) offering a very famous outfit for auction. 10) you recognise it from America's starring role in 11) TV series *Ugly Betty*? Betty has a patterned top which 12) orange and green. Her flat green shoes 13) going into the auction, too. 14) America like this outfit? Absolutely! So she wants it to go to a good home!



Writing an article

→ For Exercises 1–6, see pages 16–17 in your Students' Book.

1 Read the advert below.

Do you want to win a shopping voucher for your favourite clothes shop? Then write a short article suggesting an item of clothing or accessory that belongs to a celebrity which can be auctioned for charity. Tell us who your chosen celebrity is and why you like him or her. Then suggest a piece of his/her clothing or an accessory to auction for charity. Describe it and explain when your celebrity wears this item and why it's important.

Think of three celebrities and one item of clothing or accessory for each, and write them in the table.

Celebrity:	Clothes/Accessories:

2 Look at George's notes and match the questions (1–6) with his notes (a–f).

Can you find the missing question?

- Who is your celebrity?
- Why do you like him/her?
- What item of clothing/accessory could he/she auction?
- When does he/she wear it?
- Why is this item special?
-

- football shirt
- wears a Brazilian football shirt when he plays for country
- bright yellow with green collar – Brazilian flag on the front
- Ronaldinho – Brazilian football player
- role model – I love football – popular
- only great footballers play for country – this shirt very special



3 Look at the paragraph plan and George's notes. Decide which notes (a–f) belong in which paragraph (1–3).

Paragraph 1: Give some information about the owner.

Notes:

Paragraph 2: Describe the item of clothing or accessory.

Notes:

Paragraph 3: Give reasons why the item is important and summarise.

Notes:

4 Read George's article and complete it with the correct article (a/an, the) where necessary.

Ronaldinho's shirt!

I think the Brazilian footballer Ronaldinho is 1) a great role model for kids and I love football, so he's my number one celebrity. I'm sure lots of 2) people would be happy to pay 3) money for 4) item of his clothing because he's really popular!

In my opinion, 5) best item of clothing for Ronaldinho to auction would be a Brazilian football shirt which he wears when he's playing for his country. It's bright yellow with 6) green collar and has the Brazilian flag on 7) front.

The reason this shirt is so special is that only 8) great footballers play for their country, so it's quite rare. If he auctions one of 9) shirts he wore for the World Cup, it will make 10) lot of money for charity, especially if he signs his name on it. In fact, I'd love to win 11) auction myself!

5 Plan your article. Choose the best idea from your list in Exercise 1. Then write your answers to the questions in Exercise 2.

-
-
-
-
-
-

6 Write your article (120–180 words). Use the model text and paragraph plan to help you.



Do you need more practice?

Go to: CD-ROM, Unit 1.

2

Do something different!

Vocabulary

→ For Exercises 1–4 see pages 18–19 in your Students' Book.

1 Choose the correct meaning of the words (1–7).

- 1 fascinated **A**.
A very interested
B very surprised
- 2 fortunately
A happily
B luckily
- 3 clearly
A accurately
B easily
- 4 inspiration
A something that gives you ideas
B something that gives you information
- 5 source
A the place things go to
B the place things come from
- 6 experiment
A to try your best
B to try new ideas
- 7 organisation
A a business structure
B a business idea

2 Complete the sentences with the correct word from Exercise 1.

- 1 All artists need to find a subject which gives them **inspiration**
- 2 I was by the strange metal sculptures.
- 3 Arts Alive is a local which helps young people train in Arts subjects.
- 4 The artist's website is a great of information about her work.
- 5 This sculptor likes to with unusual material such as plastic.
- 6 , Martina had an excellent teacher who helped her a lot.
- 7 She could remember the first time she saw one of the sculptures.

3 Complete Martina's diary with the correct form of these verbs.

admire enter join panic plan rush

London, 28th May

Our teachers 1) **had planned** a visit to Tate Modern art gallery this afternoon, but we had some free time first. My friend Ella and I 2) the views of the River Thames when we realised we were late, so we 3) to find our group. We 4) as we ran to the entrance of the gallery, as we thought the teachers would be angry with us! Luckily, we 5) the rest of the group just as they 6) the building.

4 Choose the best word to complete each sentence.

- 1 I wanted to start a new **hobby/design**, so I took up woodwork.
- 2 The artist was wearing an unusual shirt with bright **patterns/paintings**.
- 3 If you want to find out about that museum, get a tourist **brochure/information**.
- 4 He gets the **inspiration/mind** for his paintings from the sea.
- 5 Hundreds of years ago, there were no art objects made from **metal/plastic**.

Reading

1 Read the text and choose the best answer, A, B, C or D.

- 1 How did the writer feel about the trip at first?
A He didn't really want to go. B He wasn't interested.
C He wasn't sure what to expect. D He was quite excited.
- 2 What was Jo-Jo's attitude towards his art?
A He wasn't fussy about what he painted.
B He preferred bold patterns.
C He always used the same brush.
D He had one or two favourite colours.
- 3 What reasons are given for training elephants to be artists?
A Organisation and skill. B No work and boredom.
C Natural ability and interest. D Inspiration and hard work.
- 4 Which of these things will elephants often do in the wild?
A They use a brush. B They draw lines with their trunks.
C They dig in the ground. D They hold a stick.
- 5 How do elephants paint?
A The assistants help them to paint their pictures.
B The elephants choose their own brushes and colours.
C The elephants only take a brush if they want it.
D The elephants take a brush from the assistants then choose a colour.
- 6 Why is Pratida an unusual elephant artist?
A Because she spends time deciding what to paint.
B Because she doesn't paint very much.
C Because she usually draws diagonal lines.
D Because she doesn't like to paint quickly.
- 7 What is the writer's opinion of these pictures?
A He disagrees with people who say they're not real art.
B He doesn't like any type of art.
C He doesn't like the one on his bedroom wall.
D He thinks people should enjoy them for what they are.

Wild art!

I remember clearly the first time I saw real artists at work because it was so completely unexpected. At the time, we were living in Thailand and my dad took us on a surprise trip. He didn't answer any of our questions about where we were going so we were puzzled when we arrived at a small wooden building. We went out into the garden and took our seats at the edge of a dusty open-air arena. The event began when the artists passed us in a special parade with the oldest and largest leading the others past us.

As they stood in front of their easels, I was curious to see what would happen next ... Their paintbrushes were arranged in front of them. We watched quietly as they began to work. Our guide explained that Jo-Jo liked strong colours. Unlike some of the other artists, he didn't mind what type of brush he used. He was filling the canvas with bright, strong lines in a mixture of colours. A confident artist, his work is on display at an exhibition in London. This would be an achievement for any artist, but for an elephant it's quite rare. That's right, Jo-Jo and the other artists are all elephants who live at the Thai Elephant Art Academy.

So why did these elephants become artists? And how? It's not a normal hobby for these massive animals! Until recently, many of these elephants worked in the forests collecting logs. But then this work was limited so the elephants' owners couldn't afford to keep them any longer. In order to save them from hunger, several centres were set up, but there was still a problem: the elephants were getting bored because they love to work. Then two Russian artists had an inspiration – they decided to teach the elephants to paint! So they set up an organisation to help the elephants learn this new skill. Although it sounds strange, elephants are one of the few animals that can use tools. These elephants knew how to hold a brush in their trunks because they held sticks the same way in the wild to scratch themselves or to play around drawing lines in the soft ground. At the Academy, an assistant offers the elephant a brush already dipped in paint. If the elephant likes the colour, it takes the brush. If the elephant doesn't like the colour or the brush, it ignores the brush or drops it!

We were fascinated to see that each elephant has his or her own style. In the middle of the group near Jo-Jo, an 'ele-artist' named Pratida wasn't painting, she was thinking carefully about her picture before she started. This is quite uncommon. Finally, she made a decision and drew the brush slowly across the canvas from left to right. Diagonal patterns appeared, made up of long and short lines. It was amazing to watch. You can buy pictures at the Academy or through the website and the money helps to keep the centre running. A few years ago, one of Pratida's pictures was sold in at a charity auction at Christies in New York. The sale helped raise thousands of dollars for the Elephant Art Academy.

Some people question whether pictures painted by elephants are 'proper' art. But what is art? Personally, I don't care about art. I love these pictures because they're great fun and really inspiring. I've got one on my bedroom wall and there's only one tiny problem I have with it – it's painted on special paper made from elephant dung! But don't worry, it doesn't smell!



Sightseeing

→ For Exercises 1–5, see pages 20 and 24 in your Students' Book.

1 Unscramble these words. Then use them to complete the sentences.

a	hiibixnote	exhibition
b	lanuan	a
c	dapera	p
d	tevens	e
e	pasdily	d
f	trainlenotian	i
g	prit	t
h	deugi	o
i	kobo	b
j	coall	l
k	thiracy	c
l	niucoat	a

- Some of my brother's photographs are on display in an exhibition.
- Our museum has a large display of dinosaur bones.
- If you want to go to the concert, you have to a seat quite early.
- The art college is going to have an to raise money for a new classroom.
- We're going on a school to a theme park.
- My sister is a tour who shows people round the town.
- The carnival is always fun because everybody dresses up.
- My karate club is organising a so we can show families our skills.
- Every year we raise money to help a local children's
- In our town we have an food festival in July.
- The Olympic Committee is an organisation.
- Sports are always popular on TV.

2 Find and label one adjective (adj) and six compound nouns (n) in the words and phrases (1–10).

- | | |
|----------------------------|----------------------|
| 1 exhibition hall (n) | 6 art gallery |
| 2 tourist attraction | 7 open-air |
| 3 book tickets | 8 tour guide |
| 4 open daily | 9 guide book |
| 5 opening times | 10 take photos |

3 Match each phrase (1–10) in Exercise 2 with its meaning (a–j).

- a building or room where you can look at famous paintings, sculptures, etc. 6.
- to reserve a seat or place at a particular event
- accessible to the public every day
- the hours at which a shop, museum, etc. opens and closes
- a person whose job is to show a place to tourists
- a publication which contains information about a particular place
- to make pictures using a camera
- not inside a building
- an interesting or enjoyable place to visit
- a large area or room within a museum or art gallery

4 Replace the underlined words using the correct form of these phrasal verbs.

take in take on take over take off take up

- It was getting hot so we removed our coats.
took off
- The museum café is accepting new waiters if you need a job.
- All our shopping filled two seats on the bus.
- She started archaeology as a hobby about a year ago.
- Lisa was listening carefully and absorbing all the information.
- I'm fed up of washing all these dishes. Can you do this job for a while?
- Do you feel scared when the plane leaves the ground?
- Simon accepted the challenge of learning French in a month.

5 Choose the best word to complete each sentence.

- I was walking D the square when I saw the sculpture.
A on B in C at D across
- Miuccia Prada has a slide which goes to the car park.
A up B down C from D towards
- Just as we were going the museum, the guide told us it was closed.
A across B into C on D at
- They ran from the ground floor all the way to the fifth floor!
A on B in C down D up
- The tour guide was coming me and he looked very cross.
A to B across C towards D at
- They took the painting its usual place very carefully.
A from B down C on D across

Past simple and past continuous

→ For Exercises 1–2, see page 21 in your Students' Book.

- 1 Complete the text with the past simple or past continuous of the verbs in brackets.

RUBBISH ART?

Adam Johnson 1) ^{begin} (begin) an Art course at college a few months ago. At first he 2) (plan) to study History, but changed his mind at the last minute and 3) (take) up Art instead because he 4) (think) it would be more fun! Adam and his fellow students 5) (go) on a trip to London last week where they 6) (see) an exhibition of work by a new artist, Martin Creed. Angela Knight asked Adam about their day.

Q Adam, 7) (you/enjoy) the exhibition?

A Well it was very unusual, but it 8) (not/change) my opinion of art. I think art can be anything you want it to be. For example, everyday materials 9) (inspire) Malcolm to make lots of tiny mini-sculptures. My favourite piece 10) (be) a small sculpture made from Blu Tack. It was fun to see it used for a serious piece of art. My friend Jeanne, who is also on the course, 11) (love) the screwed-up ball of paper. It 12) (make) me want to experiment with something similar myself.

Q Would you recommend this exhibition to other young people?

A Well, I'm not sure. I 13) (not/see) many young people there! While we 14) (walk) round, some other people 15) (admire) the work, but I heard a few of them who 16) (say) that the whole display was ridiculous, and not art at all. One critic 17) (call) Malcolm's work 'beautifully made little bits of rubbish', but I thought it was great fun!

- 2 Choose the correct form to complete the sentences.

- The tourists *admired/were admiring* the castle when it *started/was starting* to rain.
- The artist *finished/was finishing* his painting and *was showing/showed* it to us.
- We *were knowing/knew* that tickets for the talk *were/were being* on sale at the bookshop.
- The glassblower *worked/was working* in his studio when the students *arrived/were arriving* at 9 a.m.
- Last summer in Canada, we *visited/were visiting* somewhere interesting every day and we *were taking/took* lots of photos.
- At Epidavros, the actors *got/were getting* ready as all the people *were arriving/arrived*.
- When we *were getting/got* to the palace, we *went/were going* to look at the beautiful gardens.

Comparatives and superlatives

→ For Exercises 3–4, see page 25 in your Students' Book.

- 3 Complete the sentences with **one** missing word.

- The further we walked around the city, the *more* exhausted we felt.
- The local craft centre was disappointing since it was smaller we had imagined.
- He was far the most talented illustrator of children's books in the country.
- I wouldn't say that museums are interesting as leisure centres myself.
- The Modern Art gallery was impressive than the guidebook said. We thought it was a waste of time.
- most fantastic experience I had last year was when we went to the Planetarium.

- 4 Complete the sentences with the superlative form of the most suitable adjective.

- Masai men have the *most interesting* hairstyles. (*boring/interesting*)
- One of the French artists was Claude Monet. (*famous/bad*)
- The form of music is song. (*late/early*)
- The diamond in the world is the Millennium Star, worth £200 million. (*valuable/cheap*)
- The Bodleian Library in Oxford is the second library in the United Kingdom. It has a copy of every book that is published. (*small/big*)
- Doctor Who* is TV's-running sci-fi show. It was first shown in 1963. (*short/long*)



Use your English

1 Choose the word or phrase that best completes the sentence.

- 1 Last summer, we to the water park three times.
A were going B went C go D gone
- 2 I'll meet you the corner of Queen Street and Park Road at 8 p.m.
A in B from C to D on
- 3 I'll never forget that awful day. It was the experience of my life!
A worst B bad C worse D best
- 4 The trip to the Natural History Museum was interesting than I'd expected.
A much B a lot more C the more D the most
- 5 While they the film, the air conditioning went off!
A watch B are watching C were watching D did watch
- 6 They walked the road to get to the skateboarding park.
A at B into C from D down
- 7 We often foreign students over the summer holidays.
A take off B take up C take in D take over
- 8 He's having his birthday party at the ice-skating
A rink B ring C pitch D court
- 9 I wonder where she gets all her from for those paintings?
A amusement B inspiration C suggestion D facilities
- 10 All the students in the stamp-collecting event.
A visited B went C recommended D participated

2 Complete the text with the correct form of the words in brackets.

We had a fantastic trip to the Dinosaur Museum recently. It's a really great museum that has become 1) (international) known and – do you know what? – it's much better than any 2) (amuse) arcade! The dinosaur skeletons are amazing and there's so much 3) (inform) you can learn about all the different dinosaurs. They had a special 4) (exhibit) on about Tyrannosaurus Rex. Did you know that the 5) (high) of a T Rex was anything up to 6 metres? I found the talk about T Rex so 6) (interest) that I almost forgot to go for lunch! Of course, the 7) (history) importance of these exhibitions is something that we all understand since dinosaurs are such fascinating creatures. For instance, we learnt that the 8) (long) dinosaur was Seismosaurus, which was as long as five buses put together! The only 9) (advantage) of the trip was that there was too much to see in a short time and there were too many schools there. The museum asked for 10) (suggest) from the visitors to the museum about the problem so we all hope that things will improve.



3 Complete the dialogues with the correct preposition.

1

A: Where do you live, Jake?

B: I live the town centre, just near the pizza restaurant.

A: Oh, that's nice! I live the way out of the centre, by the town swimming pool.

2

A: There's a free concert on at lunchtime the concert hall. Can you tell me where to go, please?

B: Yes, the concert is the first floor in Room 3B. Go the stairs over there and turn left. Hurry up, it's just starting!

3

A: I want to go to that party, but Helen lives right out the suburbs. It's miles away from here!

B: Never mind. I live the outskirts of town, too, so I can take you, if you like.

A: Great! Thanks very much!

Writing a report

→ For Exercises 1–4, see pages 26–27 in your Students' Book.

- 1** Look at the notes about Oxford and London and decide what the advantages and disadvantages of each city are.



Oxford

- lovely old colleges, part of university
- uninteresting town centre
- Bodleian Library used for Hogwarts' interiors in the Harry Potter films
- river for boating on
- 1 hour from Stratford-upon-Avon (home of Shakespeare) and 1½ hours from London
- not many other places of interest for tourists

London

- huge city
- lots of sights to see
- world-famous museums and art galleries
- capital of England
- River Thames to go for trips on
- over 7 million inhabitants



- 2** Read a report about Oxford and London and how suitable each city would be for a three-day visit by foreign students. Which place would you prefer to visit and why?

Introduction

As requested, I have written a report about the suitability of Oxford and London as places for a three-day visit by our students.

Oxford

With reference to Oxford, it has a lot of advantages. It's a smaller city and it's got some lovely old college buildings. What is more, both the Bodleian Library and Christ Church college were used as settings for the Harry Potter films and these are still very popular with our students. There aren't very many tourist attractions for young people, though.

London

As far as London is concerned, it is, of course, a very big city. It has got lots of wonderful places to go and visit, such as the Tower of London, Big Ben and Buckingham Palace, not to mention lots of excellent museums and art galleries. Three days is not really enough to see everything. However, our students already live in a big city so they might like a change.

Conclusion/Recommendations

Both cities offer our students a really interesting three days. I recommend finding out which place they personally would prefer to visit.

- 3** Read the report again and find:

- phrases you can use to talk about specific places
- phrases you can use to add additional information
- words you can use to talk about contrasting points.

- 4** Choose two cities or towns in your country which might be suitable places for a group of teenage students to spend a few days. Write a report (120–180 words) outlining the suitability of both places.



Do you need more practice?

Go to: CD-ROM, Unit 2.

3 School rocks!

Vocabulary

→ For Exercises 1–4, see pages 30–31 in your Students' Book.

1 Complete the sentences with these adjectives.

alright depressing formal outrageous
pointless stuck

- I think Latin lessons are *pointless* unless you want to study History.
- Luke doesn't always enjoy Maths, but his marks are
- If you often get low marks in tests, it can be
- The teacher sent Michael home because he was wearing clothes.
- I can't do this homework, I'm really
- Kate has never had dance lessons, but she dances well.

2 Choose the best verb to complete each sentence.

- We'll *reveal*/*compromise* the winners of the competition on TV.
- Please *pick*/*form* me to be in the new band!
- I *revealed*/*acted* as lead singer until we found someone better.
- We couldn't decide who was best, so we *compromised*/*picked* and had two guitarists.
- There were a lot of people in the class, so we *acted*/*formed* two teams.

3 Match the phrases (1–7) with their meanings (a–g).

- To be nuts! ..a.
- To come out on top.
- To put on an act.
- To be teacher's pet.
- To face a challenge.
- To stand in someone's way.
- The (holiday/trip) of a lifetime.

- to be crazy
- to be the favourite pupil
- to do well in the end
- to pretend to be a different kind of person
- the best (experience) you've ever had
- to have a difficult problem to deal with
- to stop someone doing something

4 Complete the text with these words.

band demo song lead singer line-up
record support tour

After *Rock School*, Ellie and some of the other girls formed their own 1) *band* called *The Upraw*. Ellie was happy because she was the 2) and they decided to 3) some songs of their own in a studio. You can hear a 4) on their website. One day they may 5) the country playing to audiences in large towns. Maybe they will even 6) a famous rock band. However, they face a few challenges with the 7) of their band as several girls have left and new girls have joined.



The Upraw

Reading

- 1 Read the article about the first series of *Rock School*. Seven sentences are missing. Match the sentences A–H with the gaps (1–7). There is one extra sentence that you do not need to use.

The first Rock School

The first series of *Rock School* did not produce any stars. The students have been studying their lessons as usual and Gene Simmons has almost forgotten his experiences there. The reason may be that the school was very different from Kirkley High school. Unlike Kirkley High, the school in the first series was not a modern comprehensive, but a private school which has been running for over 450 years. 1) It was an excellent school and definitely not the kind of place you would expect to form a rock band.



Gene Simmons, the star of *Rock School*

Pupils at Christ's Hospital School have been wearing almost the same uniform since 1552. They wear a long dark blue overcoat with a wide white 'tie', a leather belt and bright yellow socks. 2) Most of the pupils are proud of their uniform and like to look smart. There have always been boarding schools like these in Britain, similar to Hogwarts school in the Harry Potter books, but without the magic. At some of them, like Eton and Harrow, parents pay thousands of pounds a year to educate their children. The other way to get a place in famous private schools is to pass an entrance exam. However, Christ's Hospital works like a charity and

offers free places to its students. Some pupils are day pupils who live in the local area and go home each evening. 3) They do their homework, eat and sleep at the school.

As you would expect, life at Christ's Hospital School is usually quiet, so you can imagine the shock for the pupils in Year 9 when Gene Simmons turned up! He entered the classroom dressed all in black, with his hair dyed black to match. All kinds of thoughts were running through their minds as their new music tutor gave them their first lesson in rock music:

We've never had a teacher like this!

4)

We've always sung choir music.

Our teachers have never told us to make more noise!

On the other hand, the experience was a shock for Gene, too. The challenge he faced in the first series of programmes was to get these well-behaved pupils acting like outrageous rock stars. 5) Josh chose *The Emperor* and Kwame chose *Mr Cool*. Next, Gene had to select the members of the band. Many of the pupils played instruments well, but there's a big difference between playing classical guitar and bass guitar in a rock band. The students struggled and were not impressed by Gene at all. After the first lesson Gene was not feeling very confident about the band's chances. At the end of the series they were supposed to support *Motorhead* playing live at Hammersmith Odeon in London. It was going to be a real rollercoaster ride for all of them!

Finally, Gene chose Josh for the lead-singer spot. The rest of the class were surprised and some of them were jealous, especially as his singing voice was loud but not very good. Despite this basic problem, Josh was very good at putting on an act. 6) On the day of the gig, the band managed to put on a good performance and Gene was surprised and relieved. It was the experience of a lifetime, but not one that any of the teenagers wanted to repeat. Since then, life has returned to normal for all of them. So far, Lil' Chris is the only real star of the *Rock School* series, but who knows what might happen? 7)

- A First, he made them choose rock names.
- B Others are boarding pupils who stay at the school all week, or even all term.
- C Maybe the producers have already planned to visit a school near you!
- D Christ's Hospital School has always been famous for its orchestral music and its choir.
- E We've never listened to rock music!
- F They've never worn such outrageous clothes before.
- G Surprisingly, they don't find it depressing to wear such old-fashioned clothes.
- H He walked and moved and shouted like a rock star, so Gene was happy.

Education and personal qualities

→ For Exercises 1–3, see page 32 in your Students' Book.

1 Complete the sentences with the correct form of the words in brackets.

- Really good teachers can help to build your self-..... (confident). **confidence**
- I think it's more important to be happy than to be (success).
- Sam does well at school because he has a lot of (determine).
- Your (personal) may help you to get the job you want.
- If you are good at (organise) it can help you to study well.
- Amanda is very (talent) at most sports, especially tennis.
- Our science teacher likes to make his lessons (challenge).
- It can be a good thing to be (ambition).

2 Complete the text with these words.

comprehensive coached term tutor year

When I was about eleven my parents decided that they didn't want to send me to our local

- **comprehensive** school. They paid money for a private
- to come and help me with my Maths, English and Science. Mr Wright
- me for six months before I took an entrance exam for a private school. It was quite a challenge but luckily I passed. I've just started
- seven at the private school, which is the first year of secondary school. Although it's only the autumn
-, I'm confident that all the extra studying was worth it!

3 Match the sentence beginnings (1–6) and endings (a–f).

- | | |
|---|--|
| 1 Chris Hardman's claim to | a ride at times. |
| 2 Chris had a lucky | b the opportunity to make a CD. |
| 3 The experience was a rollercoaster | c a door for Chris. |
| 4 The programme opened | d come true for him. |
| 5 He decided to take | e break when Channel 4 made a programme. |
| 6 Chris has recorded a CD, which is a dream | f fame was being on a reality show. |

Adjectives and prepositions

→ For Exercises 4–5, see page 36 in your Students' Book.

4 Choose the correct word to complete each sentence.

- I've always been on studying Geography.
A good B bored C crazy D keen
- Mark is getting bored trying to learn Chinese!
A of B at C for D on
- Dora is really at speaking English.
A interested B famous C good D bored
- We're interested finding out about teenagers in other countries.
A about B on C in D to
- Matt is crazy Maths. Can you believe it?
A for B about C of D at
- The students are of studying for tests.
A bad B keen C OK D fed up
- My brother wants to be famous discovering a new planet.
A for B at C of D about
- I hate being at any school subject.
A keen B bad C bored D interested

5 Rewrite the second sentence so that it has a similar meaning to the first sentence, using the words given.

- I'm really tired of studying. FED
I'm really **fed up of** studying.
- Phoebe's always been interested in learning languages. KEEN
Phoebe's always been learning languages.
- I'm tired of listening to the same old songs on the radio. BORED
I'm listening to the same old songs on the radio.
- Daniel Craig's role as James Bond made him pretty well known around the world. FAMOUS
Daniel Craig his role as James Bond.
- I think he's a very talented actor. GOOD
I think he's very acting.
- There is a lot of enthusiasm for adventure sports these days. MAD
A lot of people adventure sports these days.
- I love playing tennis, but I'm a hopeless player! GOOD
I'm playing tennis.
- My first attempt at sailing made me want to learn to do it really well. INTERESTED
Recently I've become learning to sail.

Present perfect simple and continuous

→ For Exercises 1–2, see page 33 in your Students' Book.

1 Choose the best word to complete each sentence.

- 1 This is the first time I've ever/never tried skiing.
- 2 They've just/yet taken their exams.
- 3 He hasn't had a French lesson since/for five years.
- 4 The students went on a trip a year since/ago.
- 5 We've never/ever watched a film in our English lessons.
- 6 She already/still hasn't written her composition.
- 7 Our teacher hasn't given us a test just/yet.
- 8 I've been learning to play the violin since/for I was seven.
- 9 He's already/since finished the exercise.
- 10 I'm hungry – I haven't had anything to eat already/yet.

2 Complete the text with the past simple, present perfect or present perfect continuous form of the verbs in brackets.

Reflexive pronouns, each other, one another

→ For Exercise 3, see page 37 in your Students' Book.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- 1 James did this History project without any help. BY
James did this by himself
- 2 The whole class helped to make this display. ONE
The pupils to make this display.
- 3 The students wanted to paint the classroom on their own. BY
The students wanted to paint the classroom
- 4 I had a great time on the school trip. MYSELF
I really on the school trip.
- 5 One teacher was talking to another teacher. OTHER
Two teachers
- 6 Nobody taught Kelly to play the guitar. She learned on her own. HERSELF
Kelly to play the guitar.

I don't go to school

Gemma, who is fourteen, 1) hasn't been (not/be) in a classroom for two years. Instead, she 2) (study) at home. Gemma 3) (leave) school because she had problems with the lessons and couldn't concentrate. She 4) (lose) all her self-confidence and she was fed up of getting bad marks. Eventually, her parents 5) (feel) angry that no-one was helping Gemma, so her mum 6) (decide) to leave her part-time job and educate Gemma at home.

For the last two years, Gemma 7) (follow) the same lessons from the National Curriculum as most pupils in the UK. At first Gemma's mum 8) (not/know) what to do, but both of Gemma's parents 9) (receive) plenty of advice since her mum started teaching.

All of them are happy, because Gemma's work 10) (improve), and she finds things much easier now. She is even good at Maths now because she 11) (have) extra maths lessons from a tutor for the last two months.



Gemma doesn't get bored of studying alone. 'Since I left school I 12) (join) a dance group and I 13) (start) karate lessons, so actually I'm not lonely at all as I 14) (make) loads of new friends. Some of them can't believe that I don't go to school, but maybe they're jealous!'

Use your English

1 Read the text and choose the best answer, A, B, C or D.

REVISION FOR PARENTS

Are you bored 1) lessons by the time summer arrives? Would you like the 2) to do some revision while you're sitting on the beach? Or are you keen 3) the idea of your parents studying for a change?

If so, a French publisher could make your 4) come true! The company has just published a very 5) revision guide for adults. They have already sold over 90,000 copies. Adults of all ages have been rushing to the shops to buy the guide so they can test 6) on their general knowledge. It's so popular it's become a gift that people give 7) another for birthdays or when they're invited to dinner.

One mother who has been reading the guide said, 'I've 8) read anything like it. It's helped me to do extra 9) in Maths and History, even things that I'm quite 10) at, like grammar and punctuation. Some of the subjects are quite difficult and 11) Now my son's interested in the guide, too, so we've been testing 12) other!'

- | | | | |
|---------------------|-----------------|----------------|--------------|
| 1 A in | B of | C at | D about |
| 2 A luck | B opportunity | C ambition | D talent |
| 3 A on | B for | C to | D in |
| 4 A chance | B fame | C experience | D dream |
| 5 A keen | B interested | C successful | D ambitious |
| 6 A ourselves | B himself | C myself | D themselves |
| 7 A an | B each | C one | D some |
| 8 A never | B already | C just | D ever |
| 9 A practice | B determination | C organisation | D experience |
| 10 A ambitious | B keen | C bored | D bad |
| 11 A self-confident | B challenging | C ordinary | D crazy |
| 12 A the | B an | C each | D one |

2 Complete the text with one word which best fits each gap.

Hi Alexia,

I'm all by 1) myself in the house so I thought I'd use the computer while no-one else is around. 2) you enjoy your trip to Crete last month? You haven't sent me an email 3) you got back! What else have you 4) doing this summer?

We got back from France about three weeks

5) It was great as we did some things I've 6) done before such as rock climbing and canoeing. Have you 7) tried either of them?

This week my brother and I

8) been learning how to play tennis. A guy called George 9) been coaching us 10) a week now. My brother is really keen 11) tennis, but I'm not very good 12) it, well not 13) anyway! When we play against each 14) he always wins. Actually we've 15) finished a match and I'm really tired. Hope you're OK.

Write soon!

Nadine



Writing an email

→ For Exercises 1–6, see pages 38–39 in your Students' Book.

- 1** Read the email and write complete sentences for each problem (1–4).

Mrs Green
Rock School

To: **Maria Sanchez**
Cc:

Date: 28th September

Dear Maria,

As you know the producers at Channel 4 have selected our school to film the next series of Rock School. We have many students here with musical talent, so I hope you've picked ten of the best to meet Gene Simmons. Also, could you give me their names when you've chosen them?

The film crew will arrive on 12th October. Have you booked a local hotel for six people yet? We suggested The Holiday Hotel.

In addition, Mr Simmons asked for a room at a luxury hotel. Has the Grand Manor Hotel confirmed his booking?

Finally, has the school secretary arranged for the music room to be free for the band's practice sessions?

I'd like to know what you've organised so far. Please let me know if there are any problems. Thanks.

Mrs Green

Handwritten notes:

- ten not found yet - more interviews tomorrow
- Holiday Hotel is full. Recommend Anna's Bed and Breakfast
- not confirmed yet - will phone later.
- room already in use. Suggest ...

- 1 Maria
- 2 The Holiday Hotel
- 3 The Grand Manor Hotel
- 4 The music room

- 2** Use Maria's notes in Exercise 1 to suggest a solution for each of the four problems. Think of a suitable suggestion of your own for number four.

- 1
- 2
- 3
- 4

- 3** Choose the most appropriate phrase in each pair to explain the problems in Exercise 1.

- 1 By the way .../Just to let you know ...
- 2 I'd recommend .../I've got a great idea!
- 3 I'm planning to .../Maybe I'll ...
- 4 It was impossible to .../Unfortunately, I haven't been able to ...
- 5 You told me to .../As you suggested, ...
- 6 In addition .../And another thing ...
- 7 Oh, I almost forgot .../Finally ...

- 4** Use your ideas from Exercises 2 and 3 to write the first sentence of each paragraph in Maria's reply.

Musicians:

Accommodation:

Music room:

- 5** Which two sentences would *not* be suitable as a final sentence for Maria's email?

- a I'll be in touch with more information as soon as possible.
- b I'll send you another email when I've solved the problems.
- c I'll get back to you later with more details.
- d I'll let you know as soon as I have more details.
- e I'll deal with everything, don't worry!

- 6** Read the email again and write a reply (120–180 words), using Maria's notes.



Do you need more practice?

Go to: CD-ROM, Unit 3.

4

Go for it!

Vocabulary

→ For Exercises 1–4, see pages 40–41 in your Students' Book.

1 Match the words (1–7) with their meanings (a–g).

- | | |
|--------------|-----------------------------------|
| 1 reasonably | a very difficult |
| 2 starve | b in a place you don't want to be |
| 3 tough | c in the middle of |
| 4 strengthen | d not have any food to eat |
| 5 optimistic | e make stronger |
| 6 surrounded | f quite |
| 7 stuck | g having positive thoughts |

2 Complete the sentences with the words (1–7) from Exercise 1.

- The village was surrounded by high mountains.
- She needed to her arm muscles in order to go sailing.
- I'm interested in climbing and walking but I really prefer water sports.
- I feel quite about completing the challenge.
- The young people were halfway up the tree.
- It can be when you have to learn new skills.
- If Daniel is doing the cooking, I'd rather !

3 The underlined nouns are in the wrong sentences. Rewrite the sentences with the correct nouns.

- I'm going on a course where they teach you equipment skills. survival
- Their school is organising a 20-kilometre walk for funds
- He's aiming to swim across the Channel but he needs a lot of survival for his training.
- I'd rather be surrounded by trees than task
- When people go camping, we say that they are sleeping under charity
- The concrete is quite simple: you have to cross two rivers and climb two mountains!
- They don't want to take a lot of pillow with them on their walk.
- She loves camping but she always needs her soft canvas from home!

4 Complete the dialogue with these words.

contact creature find home poison
teeth time

Chris: Come on, Jo. You're walking too slowly. There's no 1) time for a rest, you know.

Jo: Look Chris, I just can't get my 2) into this challenge. I'm tired and I want to go home. I like my 3) comforts and I don't like sleeping in a tent!

Chris: Your bag is too heavy, Jo, that's part of the problem. You packed too much stuff – especially tinned food!

Jo: Well, I'm not going to 4) myself by eating the plants around here. That's one experience I don't want to take 5) with me!

Chris: Just think, though, how this trip is bringing you into 6) with nature! Isn't it wonderful to 7) your way by the stars every night!

Jo: Absolutely wonderful! But it's not very easy to read about the stars in my book and walk in the dark at the same time. That's why I got lost for three hours yesterday!

Reading

1 Read the article about young people who are planning different activities.

Which person ...

- | | |
|--|-----------------|
| ... is surprised at the location of the activity? | 1 |
| ... is accompanied by adults? | 2 3 |
| ... mentions renewing an old interest? | 4 |
| ... says that the activity has a minimum age requirement? | 5 |
| ... wants to see the reaction of others? | 6 |
| ... refers to an element of historical interest in the trip? | 7 8 |
| ... is determined not to carry a lot of equipment? | 9 |
| ... learns about what not to do beforehand? | 10 |
| ... takes precautions against insects? | 11 |
| ... was slightly worried about a past event? | 12 |

Planning an adventure!

A Katie

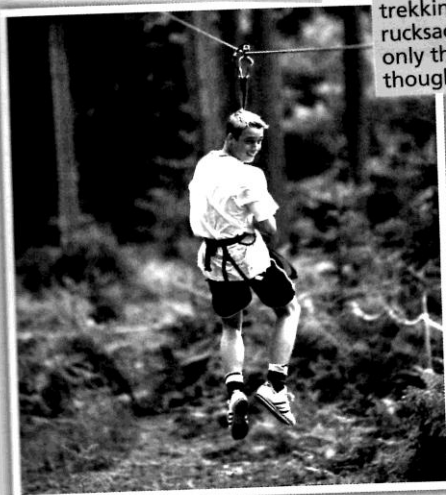
I first heard about this place through a friend of mine who'd celebrated her birthday there. It's a forest adventure course where you walk across rope bridges that go between the tree tops, swing like Tarzan and go down really fast zip slides! It sounds like great fun so I'm going there next weekend with some friends. We're under 18 so Mum is going to come with us, too! I don't know if she'll enjoy the experience but we'll give her lots of encouragement. My younger brother won't be able to come because he's not ten yet. The safety arrangements seem good since we will be wearing safety harnesses all the time and the instructors always give training before a course starts about how to avoid taking risks. It'll take about three hours to complete the course so we're going to make an early start. I can't wait!

B Carol

I always thought that I'd have to go to Egypt or somewhere like that to have a ride on a camel (outside of a zoo, that is) but I was wrong! I've discovered a place where I can go camel riding in England! I'm dying to see my friends' faces when I'm up on a camel and walking past them along a country lane! So anyway, my day out is going to start by putting a bridle and saddle on the animal. Fortunately, they're supposed to be friendly creatures, better than horses, for example. I once had a bad experience on a horse but the instructors at the centre assured me that I would have no problem there. During the ride, the instructors will be giving us some information about camels and their habits. I think I'm going to enjoy it all very much!

C Luke

Well, I like the heat and I love exploring so I'm going on a trekking expedition through the jungles of Thailand! We leave next Saturday so I'm just packing my gear. All the money raised from the expedition will go to a local school out in Thailand. The seven-day trip includes rafting, kayaking and elephant-riding so we're going to be busy. We'll also be visiting the original Bridge on the River Kwai, which was built by prisoners-of-war during the Second World War. I suppose the trek might be a bit tiring but I'm fairly fit and my parents often go on trekking holidays, so they should be OK. I've got a new rucksack but I'm not going to fill it full of useless stuff, only the bare minimum. I won't forget a mosquito net, though, since I'm allergic to mosquito bites!



D Ben

My dream has always been to go bareback horse-riding and it is going to come true next month! Yes, I'm spending ten days on a ranch in Mexico, going horse-riding every day. Ever since I was a young boy, I've loved horses and my parents sent me to a riding school from the age of seven. When I was in my teens, though, the stables caught fire and I stopped my lessons. Now is my opportunity to get back on a horse and really ride! The highlight will be when we go bareback riding with Native Americans! I've always been fascinated by their culture and they'll be talking to us about the early years in their country. There'll be bareback swimming as well – that's when the horses swim in the river and we 'ride' them bareback. It's a once-in-a-lifetime experience!

Challenges

→ For Exercises 1–2, see page 42 in your Students' Book.

1 Complete the collocations with these words.

achieve difficulties doubts follow fulfil
goals spend stand

'Now then you lot, listen to me a minute. If you can't

- 1) stand the pace, you'll never
- 2) your potential. Don't have any
- 3) about yourselves.
- 4) time setting
- 5) and overcoming all the
- 6) And don't forget! If you don't
- 7) my advice, you'll
- 8) nothing!

2 Complete the advertisement for an adventure course with the noun form of the adjectives in brackets.

This is a call to all you adventurous young people out there! Come and join us on a special 3-day 'You can do it!' adventure course where you can choose your own 1) activities (active)! A certain level of 2) (tough) and 3) (fit) is required but we will build up your 4) (self-confident)!

Due to the 5) (popular) of this course, please book well in advance.

Full 6) (safe) training is given and there is no 7) (possible) of injury. 8) (independent) is the name of the game - so come along and join us!

Strong adjectives

→ For Exercise 3, see page 46 in your Students' Book.

3 Read the email from Rob, one of the participants on the adventure course in Exercise 2. Replace the adjectives with suitable strong forms.

Hi Viv,

This is just a note to say thank you to the 'You can do it!' team for a 1) wonderful (nice) bungee jumping course.

My friend Liz and I were 2) (pleased) with the whole experience. The food provided was absolutely 3) (tasty) and all the instructors very kind and patient.

However, Liz's screams when she was jumping were 4) (loud) and she was 5) (frightened). The weather was 6) (cold) and we got 7) (wet) on both days.

We were so 8) (tired) by the evening that we couldn't keep our eyes open. Liz especially, will always remember the experience.

So, all in all, it was a memorable three days!

Many thanks,

Rob

The future

→ For Exercises 1–4, see pages 43 and 47 in your Students' Book.

1 Choose the correct form to complete the sentences.

- 1 It's *going to be* a beautiful day tomorrow.
- 2 Our club *is planning/plans* a mountain walk for next weekend.
- 3 We *'ll have learnt/'ll learn* how to water-ski by the end of next week.
- 4 The ferry for the island *leaves/is leaving* at 9 o'clock every morning. Don't miss it!
- 5 I *'ll/m going* to carry your sleeping bag for you if you'll cook the supper!
- 6 **A:** What are your plans for tomorrow?
B: Well, we *'ll climb/re going to climb* that peak over there.
- 7 This time next week we *'ll be travelling/'ll travel* across Europe.
- 8 They're *swimming/going to swim* in the lake this evening.

2 Put the words in the correct order to make sentences or questions.

- 1 you / will / get / How / the cave system / into
How will you get into the cave system?
- 2 have / the end of the week / will / ridden / by / She / a thousand kilometres
.....?
- 3 your plane / does / take off / on / time / What / Monday
.....?
- 4 the youth hostel / Will / staying / be / at / you
.....?
- 5 we / This time / will / surfing / next week, / in / the Pacific / be
.....?
- 6 to go / camping / going / with you / I'm / not / again
.....!
- 7 coming / you / Are / on / with us / the adventure activities
.....?
- 8 after / until / They / be / won't / returning / dark
.....?

3 Complete the sentences with the correct form of the present simple or the future simple (will).

- 1 As soon as the rain *stops* (stop), we' *ll set off* (set off).
- 2 When Jeni (hear) from the company, she (book) her trip.
- 3 We (walk) until it (get) dark.
- 4 They (tell) us what the challenge is when we (get) there.
- 5 After you (climb) the hill, the leaders (organise) the next stage of the expedition.
- 6 We (put out) the fire carefully before we (leave) the camp.

4 Complete the dialogues with the correct form of these verbs.

get go know prepare
record start

1

Hey, Anna, I heard that you're learning to juggle?

Yes, as soon as I *know* how to juggle five balls in the air at the same time, I'll give you a performance!

B

2

Pete told me that he goes rally-driving every Saturday.

Yes, that's until he
tired of that hobby and
something new again!

B

3

Before we
your song, we'll just go over it once more.

B

4

Oh no! Not again!

You will need to know how to swim before you
kayaking.

B

5

Well, I've been swimming since I was six!

Trish, while you the food, can you watch out for any wild animals that might be around?

B

What?!

Just joking!

A

Use your English

1 Read the text and choose the correct answer, A, B, C or D.

Have you ever thought of taking up skateboarding? Well, here's a bit of 1) ... for you. Skateboarding is going to be declared an official sport for the 2012 London Olympics. This is quite a step forward for an activity that has always been 2) with certain kids. Now, however, competitive skateboarding is going to become an 3) part of the international athletics scene.

Vert-skating is where the boarders take off into the air and perform a number of tricks before they land. They are judged on their 4) to gain height and land perfectly. Of course, there are no 5) on skateboards so some crashes are unavoidable!

For Paul-Luc Ronchetti and Sam Beckett, two teenage British vert-skateboarders, there are only two suitable skate parks where they can go to practise. Neither of them are 6) for where they live so the boys have to make a five-hour round trip every weekend. Fortunately, the 7) of their parents means that they manage to 8) these difficulties. It's a 9) life, though, for the two boys, who are both considering the 10) of turning professional in the future. They need to work hard since they are also both 11) for the Olympics.

Skateboarding is a 12) demanding sport but you could try it one weekend. You never know, you might get hooked!

- | | | | |
|------------------|---------------|---------------|----------------|
| 1 A advice | B importance | C decision | D information |
| 2 A popular | B famous | C enjoyable | D exciting |
| 3 A expert | B essential | C outdoor | D alternative |
| 4 A intelligence | B ability | C skill | D fitness |
| 5 A boots | B helmets | C wheels | D brakes |
| 6 A close | B easy | C convenient | D necessary |
| 7 A selflessness | B usefulness | C selfishness | D independence |
| 8 A complete | B achieve | C overcome | D survive |
| 9 A fit | B daily | C comfortable | D tough |
| 10 A success | B possibility | C potential | D experience |
| 11 A aiming | B looking | C thinking | D dreaming |
| 12 A nearly | B healthy | C physically | D fully |

2 Complete the text with one word which best fits each gap.



Lizzie, sixteen, is going on a scuba-diving course next weekend. It's something that she's always wanted to do. Before I 1) the course, I have to be able to swim about 250 metres. I'm already quite fit but I'm 2) to do a bit of running as well. I will 3) doing the course over two days so it should be OK. The course 4) at 10 a.m. on Saturday and finishes at 6 p.m. on Sunday. So, this time 5) week, I'll be watching training videos and working in the pool with an instructor. 6) the end of the course, I will 7) learnt everything I need to know to go on a scuba-diving holiday! As 8) as I get my certificate at the end of the course, I 9) book a place on one of the special scuba-diving holidays. My friend 10) spending a week in the Bahamas over the holidays to do her open-water dives. I'll be at school 11) the end of the month and when I 12) on holiday, then perhaps I can go too. We'll see!

Writing a letter

→ For Exercises 1–5, see pages 48–49 in your Students' Book.

- 1** Read the writing task and the answer below. Check whether all the notes have been used in the letter and underline the phrases you find.

Read the advertisement about a rock climbing course and the notes you have made. Write a letter to find out more information about the course, using all your notes.

Rock climbing for everyone!

The activity you have always wanted to do! Five-day rock climbing course for teens:

- training given by professional climbers
- all safety equipment supplied
- certificate given at end of course
- exciting programme of extra activities included in cost

Contact: Jeff Preston, Rock climbing Club, Cheddar Gorge

how many hours?

special clothing?

what if I fail ...?

ask for more information

how much?

Dear Mr Preston,

I'm writing to enquire about the rock climbing activity you are advertising. I am interested in attending the course.

I would like to ask for some more information. Firstly, how many hours will the course last? Would I be able to do it over a few weekends rather than over five days? Secondly, will I need to bring any special clothing with me or will it be supplied? I have some waterproof clothing that might be useful and some climbing boots.

What exactly are the extra activities? Will I have to pay extra for those? And finally, does anyone fail the course? If I fail, will I get my money back?

Yours sincerely,

Stella Hawkins

- 2** Find the following words or phrases in the letter in Exercise 1. Write the correct preposition that follows each one.

- | | |
|--------------------|-------------------|
| 1 enquire | 5 be able |
| 2 interested | 6 rather |
| 3 would like | 7 pay extra |
| 4 ask | |

- 3** Choose the correct way of beginning a formal or semi-formal letter in each situation (1–3).

- | | |
|----------------------------------|------------------|
| 1 Please contact: Sam Smith. | |
| A Dear Mr Sam Smith | B Dear Mr Smith |
| 2 Please contact: The secretary. | |
| A Dear sir/madam | B Dear secretary |
| 3 Please contact: Sheila Adams. | |
| A Dear Sheila | B Dear Ms Adams |

- 4** Look at the situations (1–3) in Exercise 3 again and answer the questions.

- a For which people would you use 'Yours faithfully'?
.....
- b For which people would you use 'Yours sincerely'?
.....

- 5** Write your letter (120–150 words) asking for information about an activity course you have seen advertised. Remember to check the points above.

Windsurfing on Lefkada!

Special one- or two-week windsurfing courses for those of you who want a different type of holiday! Come and join in with other like-minded young people who want to learn a new sport.

- fantastic location in sunny Greece!
- no previous experience required
- courses run from May to September
- hire or buy your own equipment

Please contact: Marie Summers, 3 Green Lane, Oxford, OX5 3YZ England

Ask where exactly

Beginners OK?

Ask for more details

Hire – but how much?



Do you need more practice?

Go to: CD-ROM, Unit 4.

Vocabulary

1 Choose the correct alternative to complete the sentences.

- 1 A drama course can help you learn to *express/overcome* yourself better.
- 2 I think wearing black make-up makes people look very *shy/aggressive*.
- 3 Let's go shopping. I want to buy a new *image/outfit* for the party.
- 4 I don't think the new fashion for wearing torn clothes will ever *show off/catch on*.
- 5 Joe's terribly shy. He finds it difficult to *keep/loosen* up and make conversation with people.
- 6 Have you seen Jess? She looks completely different. She's had a total *makeover/make-up*.

2 Complete the words with negative prefixes.

- | | |
|--------------------------|-----------------|
| un acceptable |respectful |
|mature |relevant |
|expensive |suitable |
|lucky |legal |

3 Complete the text with these words.

attractions book display event exhibitions gallery international ticket tour trip

One of London's newest

1) *attractions* has opened at the old Millennium Dome in Greenwich. It is now called The O2, and hosts a number of unusual and exciting events. The O2 bubble doubles up as an art 2) *gallery* where you can expect to find different 3) *exhibitions* throughout the year, such as the very popular 4) *display* of treasures from Tutankhamun's tomb held recently. The O2 Arena is also used for live concerts, attracting 5) *international* names like Rihanna, Kylie, Linkin Park and Alicia Keys. And if you don't manage to get a 6) *ticket* for a specific 7) *event* at The O2, you can always take a 8) *virtual* to the wonderful Entertainment Avenue. It is packed with restaurants, bars, clubs and a cinema. In November there's even an ice disco! Major sporting events are also held at The O2. You can 9) *book* online, by visiting the website, where you can also take a virtual 10) *tour* of the centre.

4 Complete the telephone conversation with the correct prepositions.

Sara: Where are you, Monika? I've been waiting 1) *for* you for ages!
 Monika: Sorry, I got a bit lost! I'm 2) *on* my way, though.
 Sara: Where are you now?
 Monika: I'm 3) *at* the train station. Which way should I turn now?
 Sara: Well, look 4) *up*, above the tops of the buildings. Can you see the top of a tall tower a little way ahead? Walk 5) *along* that tower.
 Monika: OK, I'm doing that now, going 6) *up* to the top of the street ...
 Sara: That's right. Just before you get to the end of the street, go 7) *down* the road to the other side, and turn left, into Park Road. The gallery is 8) *at* the end of Park Road, 9) *on* the right. As you come 10) *into* the gallery, there's a café. I'll be in there.
 Monika: OK. See you in a minute.

5 Read the letter and choose the best answer, A, B, C or D.

Dear Mr Jones,

I would like to complain 1) *B* the extremely poor accommodation and service we were given while on holiday at your hotel recently.

The bedroom wasn't even clean when we arrived - in fact it was absolutely 2) *A*! In addition, we were promised a room with a view of the sea. Well, I don't call that 3) *C* - glimpse of blue, above the rooftops of all the neighbouring hotels, a view!

The website described the hotel as newly built. However, there was still building work going on in front of the hotel, and the noise from it was almost 4) *A*. Although the manager offered to let us have a room at the back of the hotel instead, we weren't very 5) *C* on overlooking the kitchen, either, so we decided we'd have no alternative but to 6) *A* with the noise. Then there was the air conditioning! It was impossible to turn it off, and consequently the room was absolutely 7) *A*!

Finally, we weren't 8) *B* with the service, either. We ordered room service one evening, but it took so long to arrive that we were absolutely 9) *A* by the time we got served. The waiter was downright 10) *A* when we mentioned the long wait.

We certainly won't be recommending your hotel to anyone we know.

Yours sincerely,
 Andrew Smith

- | | | | |
|---------------|--------------|---------------|-------------|
| 1 A at | B about | C for | D because |
| 2 A dirty | B surprising | C filthy | D hilarious |
| 3 A tiny | B enormous | C impossible | D instant |
| 4 A loud | B deafening | C unpleasant | D audible |
| 5 A keen | B crazy | C mad | D pleased |
| 6 A put it up | B keep up | C catch up | D put up |
| 7 A cold | B shivering | C freezing | D breezy |
| 8 A keen | B mad | C crazy | D impressed |
| 9 A starving | B hilarious | C astonishing | D delighted |
| 10 A quiet | B silent | C rude | D boring |

Grammar

1 Complete the sentences with *a, an, the* or *-*.

1) ~~A~~ cleaner working at 2) Tate Britain art gallery in London threw away 3) important work of art. 'It was 4) accident,' 5) cleaner said afterwards. 'I thought it was a bag of rubbish.'
6) bag, filled with 7) paper and card, was a work of art by German sculptor Gustav Metzger. It was part of 8) installation he was putting together for 9) gallery.
The artist simply replaced the missing rubbish bag with 10) new one.

2 Choose the correct form to complete the text.

New Zealand is known as the bungee jumping capital of the world. The 1) *higher/highest* bungee jumping tower in the world is the Auckland Sky Jump. The 2) *most/more* popular jump is probably the original commercial bungee jump set up in 1988, the Kawarau Suspension Bridge Bungee. It's 3) *not as new as/as new as* the Auckland Harbour Bridge Bungee, which was opened in 2003, but it's 4) *just as/not as* exciting. Although Thrillseekers Canyon (35 m) is 5) *less than/not as high as* the Nevis Highwire (134 m) it is 6) *a lot/more* faster. It takes only a few seconds to reach the bottom. But to me, this was almost 7) *as bad/worse* as any of the others!

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

Hi, my name's Sean. I'm from Ireland, but at the moment I 1) (live) in India. It's my gap year, and I 2) (spend) a few months here, teaching at a primary school in Kerala. I 3) (come) here in January, and I 4) (teach) kids English and football for the last three months. I 5) (always want) to come to India. Before I left Ireland, I 6) (spend) about six months planning this trip, and so far, all that planning 7) (is) worth it! I 8) (have) a fantastic time. Up until three weeks ago, I 9) (share) a room in a hostel with three other students. But a parent of one of the kids I teach 10) (offer) me a self-contained flat, below his house, so I 11) (move). I 12) (love) it here! I 13) (like) the company of others but I 14) (prefer) living alone.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- 1 Luckily, I didn't injure anyone else when I crashed my car. I was the only one who was injured. MYSELF
I only ~~injured myself~~ in the accident.
- 2 Let me help you. You can't do it on your own. YOURSELF
Let me help you. You can't
- 3 We always teach our students to help other students. EACH
We always teach our students
- 4 Jeremy doesn't live with his parents – he lives alone. HIMSELF
Jeremy doesn't live with his parents –
- 5 The teacher told the class to work with a partner to ask each other the questions. ANOTHER
The teacher told the class to work with a partner and the questions.

5 Choose the word or phrase that best completes the sentence.

- 1 By this time next year, I ... school.
A leave B will leave
C will have left D am going to leave
- 2 Please wait here. Somebody and help you soon.
A is coming B comes
C will be coming D will come
- 3 Look at those storm clouds. It rain soon.
A will be B is going to
C starts to D is starting to
- 4 'What would you like to eat?' 'Umm, I think only coffee, actually.'
A I have B I'll be having
C I'll have D I'm going to
- 5 The next train to Paddington from platform 5.
A is departing B has departed
C will have departed D departs
- 6 Phone me as soon as you
A are arriving. B arrive.
C are going to arrive. D will arrive.
- 7 Before I start college, I a well-deserved break.
A take B will take
C am going to take D have taken
- 8 After you your work, you can go out.
A are finishing B have finished
C will have finished D finished

5

Weird and wonderful!

Vocabulary

→ For Exercises 1–4, see pages 52–53 in your Students' Book.

1 Choose the best word to complete Rose's diary.

When my boss asked me to 1) deliver search a package today, I never dreamed what weird 2) enemies/events would follow. In the basement there were lots of plastic 3) dummies/bodies which we use in the shop. They 4) looked/changed scary and then one moved! All of a sudden I heard someone 5) say/yell loudly and a man appeared. I wasn't sure whether to 6) know/trust him, but he 7) grabbed/reached me and we ran 8) away/out from the dummies. After fighting the alien dummies, this man – the Doctor – asked me to travel around the 9) world/universe in his time 10) machine/engine. It was a strange 11) event/offer and I didn't know whether to accept or 12) return/refuse. But if I don't go, I'll never know ... It's been a very odd day!

2 Underline the adverbs which have a similar meaning to **very** when they are used before an adjective.

absolutely actually completely extremely finally importantly really slowly suddenly totally

3 Rewrite the underlined words and phrases with these phrases.

can't stand is a fan of isn't very keen on is hooked on is dead excited

- Rory doesn't really like soap operas.
isn't very keen on
- James is really thrilled about watching the World Cup.
- He dislikes 24-hour news channels.
.....
- He loves MTV.
- He can't stop watching *Big Brother*.
.....

4 Complete the sentences with the correct form of the words in brackets.

- I've wrapped Jessica's present and I'll post the package (pack) tomorrow.
- Our heater doesn't work so we need an (electric).
- He wanted to (change) email addresses so he could write to me.
- If you have a new hairstyle, it could change your (appear).
- My brother and I have a good (relation).
- I have a DVD of the (origin) series of *The Simpsons*.
- The Daleks wear (metal) suits or armour.
- What's that (mystery) -looking building over there? Is it an old castle?

Reading

1 Read the text and choose the best answer, A, B, C or D.

- When did the writer become really keen on learning about television?
 - When his class looked at what makes some TV programmes more popular than others.
 - As soon as he started a Media Studies course.
 - Before he studied TV in more detail.
 - When the teacher explained how serious TV is.
- What was the writer's attitude towards the new project?
 - He can't understand it at all.
 - He's frightened of getting it wrong.
 - He's keen to find out more about it.
 - He's not sure that he can do it.
- At what point did the writer find a solution?
 - After his mother made a comment.
 - In the middle of his favourite programme.
 - When his mother was watching *Doctor Who*.
 - As soon as *Doctor Who* had finished.
- How should viewers feel when they watch a good sci-fi programme?
 - Interested in learning facts about science.
 - Excited by the funny and fascinating characters.
 - Quite frightened, but sure that things will be OK.
 - Terrified by the realistic situations.
- According to the writer, what is the most important role of the characters in creating a good programme?
 - They should be entertaining and amusing.
 - They should have adventures.
 - They should make you feel part of the programme.
 - They should meet interesting people.
- What made the writer add 'suspense' to his list?
 - He suddenly remembered to add it.
 - He felt as though something was missing.
 - He enjoyed the feeling of suspense.
 - He found the meaning in a dictionary.

Why do we watch?



I had always been interested in TV, even before we began a Media Studies course at school. But once we started studying media more seriously, I was hooked! Before then, I hadn't really thought about why certain types of programme are popular. Have you ever wondered about why we watch TV? Our teacher, Mr Hill, told us that it's surprising how many programmes work for very simple reasons. We thought about some of our favourite shows. *Big Brother* (and most reality TV shows) work because we are fascinated by human relationships. Pop contests work for the same reasons – we want to see the winner, but we also like to see the losers. Soap operas like *Neighbours* work because we are curious to find out what happens next. Quiz programmes like *Who wants to be a Millionaire?* work because we like to see people win prizes and to test our own knowledge.

That part of the course was easy and fun. After Mr Hill had given us a test and we'd all got good marks, he gave us a more challenging project to do next: 'Why do Science Fiction programmes and thrillers work? Do people *really* like being scared?'

My first thought was 'No, I hate being scared!' I used to have bad dreams when I was little and I'm

not keen on sleeping with the light off as I'm afraid of the dark. As a result, I had been worrying about this project, mostly because – as far as I knew – I'd never watched a scary programme. Then one Saturday evening, just before my favourite programme started, my mum pointed out a strange fact. 'I can't watch *Doctor Who*, it's too frightening,' she said. 'It's not!' I explained, as the familiar music began. 'You can always trust the Doctor to solve a problem in the end ...' 'But what about all those monsters and aliens,' she asked. 'Don't they scare you a bit?' 'Hmm, I suppose so.' At that point I realised that I'd been watching a scary sci-fi programme without even thinking about it!

Later that evening, as soon as the episode had finished, I sat down to start on my project. I made notes about four different areas that I thought were important for a successful sci-fi programme, apart from some kind of scientific idea (obviously!). I decided it was important for a viewer to feel a balance of fear, trust, interest and fun. Fear, well that was easy – those weird alien creatures and special effects did make everything seem like another world. Trust, that was important, too. The role of the

Doctor is played by an actor who you feel you could trust to save the world. Even when everything seems to be going wrong, you believe he will find a solution. Interest came from the great storylines and the actors who play the characters – they always make you feel involved, which is essential. And fun? Time travel seems quite good fun to me. The characters can fly off into the future to explore the world of tomorrow. They can visit other planets in the universe. Or they can whizz back to any point in human history and meet famous people. In one episode they meet Shakespeare and the Doctor says, 'To be or not to be ...' Shakespeare looks pleased and says, 'That's a good line! I might use that.'

I looked at my notes and felt quite pleased, but something was bothering me. What had I forgotten? When I watch the programme, I'm almost glued to the TV screen. I can't stop watching. I have to find out what's going to happen next. There's a tingling feeling at the back of my neck. It's a feeling of ... suspense. I checked in the dictionary: *the feeling you have when waiting for something exciting to happen*. That's it, exactly. That's what keeps me hooked on *Doctor Who*.

Mystery, danger and fear!

→ For Exercises 1–4, see page 54 in your Students' Book.

1 Match these words to their meanings (1–10).

heartbroken horror alien universe enemy
take over weird defeat evil mysterious

- 1 **alien** a creature from space (n)
- 2 all the stars, planets, all of space (n)
- 3 someone who hates you (n)
- 4 a strong feeling of shock and worry (n)
- 5 to take control of something (v)
- 6 to win a victory over someone (v)
- 7 very bad, or morally wrong (adj)
- 8 unusual and strange (adj)
- 9 very sad (adj)
- 10 difficult to understand (adj)

2 Choose the best word to complete each sentence.

- 1 Several events happened which no-one had ever been able to explain.
A mysterious **B** terrible **C** evil **D** wicked
- 2 The film was about blue-green from another planet.
A ghosts **B** enemies **C** aliens **D** humans
- 3 Nobody knows exactly how large the is, because we can't travel that far.
A planet **B** universe **C** world **D** species
- 4 Last year's champions were in the final game 5–3.
A taken over **B** attacked **C** defeated **D** fought
- 5 We were quite when my brother suddenly left to work in Australia.
A scared **B** terrified **C** fascinated **D** shocked
- 6 The parents looked at each other in when they realised their child had nearly stepped on a dangerous spider.
A worry **B** horror **C** mystery **D** suspense

3 Choose the best strong adjective to complete the sentences.

- 1 Elisa was *disappointed/heartbroken* when her dog died.
- 2 Kate couldn't watch the film because it was *terrifying/scary*.
- 3 I've always been scared of clowns because they look *bad/wicked*.
- 4 Don't you think that old house looks rather *weird/unusual*?
- 5 Ben was really *shocked/surprised* when his team lost.
- 6 They were *horrified/upset* when they found a snake in the bathroom!

4 Choose the best word to complete the sentences in each pair (1–6).

- 1 very/completely
a Elisa was **very** disappointed when her dog died.
b Elisa was heartbroken when her dog died.
- 2 extremely/absolutely
a Kate couldn't watch the film because it was terrifying.
b Kate couldn't watch the film because it was scary.
- 3 totally/really
a I've always been scared of clowns because they look bad.
b I've always been scared of clowns because they look wicked.
- 4 a bit/totally
a Don't you think that old house looks weird?
b Don't you think that old house looks odd?
- 5 rather/completely
a Ben was surprised when he found a snake in the bathroom!
b Ben was shocked when he found a snake in the bathroom!

Fixed phrases

→ For Exercises 5–6, see page 58 in your Students' Book.

5 Complete each sentence with the correct form of these verbs.

be breathe go have send

- 1 When the lights went out, Sam realised things had **gone** from bad to worse.
- 2 'Well,' said Grandad, 'it strange, but true!'
- 3 When I heard the scream, it shivers down my spine!
- 4 After they had gone, we all a sigh of relief.
- 5 Apparently, rumour it that the castle is haunted.

6 Complete each sentence with a preposition.

- 1 He was lying in bed when all a sudden the door burst open.
- 2 The phone rang and that moment someone knocked on the door.
- 3 We left the castle in a hurry and that day on we never went back.
- 4 She forgot all about it, but from time time she had a strange dream.
- 5 We never saw a ghost, but day day we heard odd noises.

Past perfect, used to, would

→ For Exercises 1–4, see pages 55 and 59 in your Students' Book.

- 1 Complete the text with the past perfect simple or continuous form of the verbs in brackets.

The Tenth Doctor Who

Before he became the tenth Doctor, actor David Tennant 1) ~~had always wondered~~ (always / wonder) what it would be like to play the part of Doctor Who, a Time Lord from the planet Gallifrey. He knew that many different actors 2) (play) the role since the programme was first shown in the 1960s. Luckily, Time Lords have the ability to 'regenerate' their bodies, so that if they are killed they can come back to life again, although their bodies may change. This amazing ability meant that the programme makers at the BBC

3) (replace) one Doctor after another with no problems. However, Christopher Eccleston 4) (act) the part of the ninth Doctor for only a few months when he decided to leave. The reactions to the new series were good so the BBC were worried about who could take over.

Christopher and Billie Piper 5) (not / work) together for very long, but they 6) (become) good friends and they were popular with the viewers. No-one 7) (imagine) that Christopher would want to leave so soon, so the programme makers 8) (not / think) of a replacement. How could they find someone else so popular?

David 9) (watch) the new series of *Doctor Who* since the very first episode. He 10) (always / love) the programme, even as a small boy. In fact, David 11) (wish) to be the Doctor since he was three or four years old, so when his agent phoned him with the offer, he was amazed and delighted. The tenth Doctor was every bit as popular as the previous ones, even after Billie Piper 12) (leave). There is only one small problem on the horizon: Time Lords can only 'regenerate' thirteen times, and nobody knows what will happen then!



- 2 Rewrite each sentence using the past perfect or the past simple.

- Rose / find out / that the electrician / already / go home.
..... Rose found out that the electrician had already gone home.
- The Doctor and Rose / not / meet / before they / see / each other in the basement.
.....
- Rose / just / notice / the aliens when the Doctor / take / her hand.
.....
- Rose / change / her mind / even though she / already / refuse / the Doctor's offer.
.....
- Rose / never / be in a time machine / before / she travel / in the Tardis.
.....

- 3 Kate has prepared questions to ask her grandmother for a school project. Write the questions and her grandmother's full answers with *used to*.

Technology in the past

- you / watch TV? ~~X~~
..... Did you use to watch TV?
..... No, I didn't use to watch TV.
- you and granddad / go to the cinema? once a month
.....
.....
- your parents / have a phone? an old black phone
.....
.....
- your parents / drive a car? ~~X never~~
.....
.....

- 4 Replace the underlined phrase with *used to* or *would* + verb.

- From an early age I often watched science fiction films.
..... used to watch
- A century ago, people thought it was impossible to fly to the moon.
.....
- He sometimes dreamed that time travel was possible.
.....
- I didn't believe in aliens until I saw one.
.....
- Did people laugh at scientists who said they would invent a flying machine?
.....
- When he was young he was always drawing pictures of planets.
.....

Use your English

1 Read the text and choose the best answer, A, B, C or D.

GHOST HUNTING

Richard had been planning a ghost hunting trip to Rockside Castle 1) the summer and it was now November. He had 2) organised all the equipment he would need: an infra-red torch, a special DVD camera, a gadget which measured the temperature of the air and a powerful tape-recorder. The room looked like a scene from a science 3) film! Every few minutes he 4) check everything, just to be sure it was all there.

Finally, he was ready. He had been waiting 5) almost twenty minutes when Josh turned up. 'I knew you'd be late,' said Richard. 'You used to be late for school every day!' It was completely dark when they arrived at the castle and Richard was feeling a little bit 6) They had 7) set up the camera when there was a loud crash. They were both 8) terrified. Then they realised they had knocked over the camera and it had smashed on the stone floor.

Luckily, the tape-recorder was still working so they settled down and waited. Hour 9) hour, the house remained silent. Then, around 4 a.m. they heard 10) noises, followed by heavy footsteps and breathing. A 11) went down Richard's spine, but he saw nothing. 'Hey!' 12) Josh in panic. 'The camera and the tape-recorder have gone!' Using the infrared torch Richard read the temperature of the room. It had suddenly dropped by five degrees, a sure sign of a ghost!

- | | | | |
|---------------|-------------|--------------|---------------|
| 1 A from | B for | C since | D to |
| 2 A already | B before | C after | D yet |
| 3 A fact | B fiction | C story | D information |
| 4 A used | B did | C had | D would |
| 5 A for | B since | C just | D already |
| 6 A terrified | B horrified | C shocked | D nervous |
| 7 A before | B after | C then | D just |
| 8 A very | B quite | C absolutely | D rather |
| 9 A to | B after | C from | D and |
| 10 A weird | B weak | C evil | D wicked |
| 11 A jump | B shake | C shiver | D wave |
| 12 A told | B asked | C explained | D yelled |

2 Complete the second sentence so that it has a similar meaning to the first, using the words given.

- First, she screamed loudly, then she ran away. AFTER
After she had screamed loudly she ran away.
- Alex finished his homework and then he went outside. HAD
Alex he went outside.
- The film started before I arrived. ALREADY
The film when I arrived.
- As soon as Nick fell asleep, the phone rang. JUST
Nick had when the phone rang.
- It was 9 p.m. and they had been swimming for exactly an hour. SINCE
They had been swimming
- We realised we had worked from 8 a.m. to 7 p.m. BEEN
We realised all day!
- She was always making up stories when she was young. WOULD
She stories when she was young.
- My grandmother walked to school every day. USED
My grandmother every day.



Writing a story

→ For Exercises 1–5, see pages 60–61 in your Students' Book.

1 Read the writing task for the school magazine and answer the questions.

- 1 What is the name of the main character in the story?
- 2 Who is going to read the story?
- 3 Where should the prompt sentence appear in the story?

Can you tell a good story?

We need stories for the school magazine. The first or last line of your story should be:
'Everything's OK now!' said Adam, as he breathed a sigh of relief.

We will print the three top stories and students will vote for the best one.

2 Read the story below. Which features has the writer used?

- 1 a clear beginning, middle and end
- 2 organised into three or four paragraphs
- 3 linking expressions to connect sentences and paragraphs
- 4 a good range of vocabulary, not just basic words
- 5 a few interesting set phrases
- 6 several appropriate past tenses
- 7 some examples of direct speech
- 8 very few grammar mistakes
- 9 correct punctuation and spelling

A nasty fright!

Last year, an event almost made Adam Brown believe in ghosts. Adam's friend Mike had invited him for a sleepover in his new tent. Adam was excited as they set up the tent in the garden by Mike's flat. By the time they had finished it was getting dark, so they switched their torches on and got in their sleeping bags. The two boys were telling funny stories when Adam realised Mike had fallen asleep. He heard a noise outside.

Adam fell asleep, but he woke up when he felt a ghostly person on his chest. Adam was shocked and couldn't move. Then, Mike woke up and the 'person' disappeared. When Adam explained his experience, Mike fetched his dad who was a doctor.

'Don't worry, Adam,' said Mr Williams. 'Quite a few people experience this heavy feeling when they wake up. It's called sleep paralysis. It definitely wasn't a ghost.' 'Everything's OK now!' said Adam, as he breathed a sigh of relief.

3 Replace the symbols (/) in the story in Exercise 2 with the following words and phrases to make it more interesting and dramatic.

quite totally horrifying weird unusual in horror
Eventually Just At that moment
A shiver ran down his spine.

4 With your teacher, choose the most appropriate comments (a or b) for the story in Exercise 2.

Content

- a An interesting storyline with plenty of dramatic detail.
- b A good basic idea, but not many interesting details.

Accuracy

- a Correct use of tenses, and good punctuation and spelling.
- b Some incorrect tenses, with several errors in punctuation and spelling.

Range

- a Only a couple of basic past tenses have been used.
- b Plenty of different past tenses have been used.

Organisation

- a Appropriate number of paragraphs with reasonable linking words and phrases.
- b Not enough paragraphs, but reasonable linking words and phrases.

5 Write your own story (120–180 words) for the task in Exercise 1. Use the features in Exercise 2, and the comments in Exercise 4 to help you.



Do you need more practice?

Go to: CD-ROM, Unit 5.

6

So you want to get fit?

Vocabulary

→ For Exercises 1–4, see pages 62–63 in your Students' Book.

1 Complete the sentences with the correct form of one of the verbs in brackets.

- All the students had to ~~do~~ (do/make) a performance test to see how fit they were.
- Sometimes reading an article about a famous sports star can (show/change) your attitude towards doing sports.
- At the moment, he needs to (run/train) intensively for his next race.
- She was able to (improve/work) her running speed over last year.
- He (do/make) lots of new friends through the tennis club last month.
- Steve (pull/draw) attention to the way some sports exercise all the muscles in your body.
- All forms of exercise, no matter what they are, (come/bring) benefits.
- Feeling fit (do/make) such a difference to the way she coped with her daily problems.

2 Match the verbs (1–6) with their meanings (a–f).

- | | |
|-----------------|------------|
| 1 refuse | a choose |
| 2 beat | b decline |
| 3 bother | c defeat |
| 4 pick | d frighten |
| 5 scare | e help |
| 6 support | f try |

3 Complete the sentences with the correct form of a verb (1–6) from Exercise 2.

- It's important that you support each other on the team.
- Our team has got to the other team on Saturday.
- Jude to take part in the more difficult activities.
- When Danielle fell off the wall, it me but luckily she was OK.
- The students won't to do their best if you don't encourage them.
- I don't think they'll me for the trampolining team – I'm really not good enough.

4 The underlined nouns are in the wrong sentences. Rewrite the sentences with the correct nouns.

- In the instructor, the team had to climb under netting and jump over water. obstacle race
- He had to have an improvement on his knee after the accident.
- If the relay race in your body is too high, then that means you need to increase the amount of muscle.
- If you're afraid of fat ratio, you'd better not have a blood test!
- I always enjoy taking part in a distance because there are four people running in each team, so there's some support.
- The operation that I can run is about 100 metres.
- The obstacle race on the keep fit course shouted at us all the time.
- After some training, they all showed a lot of needles.

Reading

1 Read the text on page 35 and answer the questions. Choose the correct person (A–D).

Which person...

- | | |
|--|-------------------|
| ... says they turn what they have to do into a game? | 1 |
| ... was inspired by watching other people? | 2 |
| ... is going to change their activity? | 3 |
| ... didn't hesitate when it came to starting a new activity? | 4 5 |
| ... is careful with what they eat? | 6 |
| ... finds there are lots of benefits to keeping fit? | 7 |
| ... goes to sporting events a long distance away? | 8 |
| ... shares their activity with a family member? | 9 |
| ... earns some money through their activity? | 10 11 |
| ... became useful to someone else? | 12 |

Keeping fit



A **Terry**
Terry has been doing a paper round since he was twelve. 'I needed some extra pocket money so I thought that would be the best way of getting some. It's not easy, though, getting up in the cold, dark winter mornings and delivering papers in the pouring rain!' Terry has to cycle about ten kilometres every morning before he goes to school so he gets a lot of exercise that way. 'I found it was tough on my legs at first but after a while they got used to it. Sometimes I race against the other kids who are doing a paper round to see who's going to finish first!' Terry will be sixteen next year and he's decided to take a part-time job in a music shop instead of his paper round. 'Obviously, that's not going to keep me fit so I'm going to have to think of something else to do. Maybe I'll go jogging with my dad!'

B **Marie**
Marie thought she didn't need to get fit until she went to an aerobics and jazz dance display at her local sports centre. 'I was really impressed by the way all those girls moved so fast and I really liked the funky music.' That was enough to make her try and find some aerobic classes near where she lived. 'I made some enquiries at the local library and found out that there were aerobics classes twice a week at a nearby town and jazz dance classes every Saturday as well. I signed up immediately!' Marie is lucky in that her mum can take her to the classes in the week and she catches the bus on Saturdays for the dance classes, so travelling isn't too expensive. She's even discovered that she's got a hidden talent for jazz dance! 'Fortunately, I've always been fairly flexible so I'm able to do the dance steps pretty well. I'm also lucky in that I've got an amazing dance partner in my cousin Steve!'



C **Natalie**
'My passion is animals, not keeping fit,' Natalie told us. However, her love of dogs has helped her to keep in shape in recent months. She told us how it all started: 'I've wanted a dog ever since I was very young but my father's allergic to cats and dogs so we can't have one in the house. One day, I saw an elderly neighbour out with her dog and basically, the dog was taking her for a walk rather than the other way round! I told Mum and she

suggested that I should offer to take the dog for a walk. I jumped at the suggestion and I have never changed my mind since!' Rex, the dog, now gets a good walk every day over the fields at the back of Natalie's house. The old lady is a pensioner so she doesn't have much spare money. She does give Natalie a little bit every week, though, since she knows that Rex is grateful for all the walks and attention he's getting!

D **Alan**
Alan is swimming champion of his school and a member of the junior national team. 'My way of keeping fit is through swimming. I've never liked any other sport. My parents were keen for me to take up tennis but I just

wasn't interested.' He could swim the length of the swimming pool by the age of seven, which is quite unusual for a child of that age. Since then, Alan's become a top swimmer and he travels around the country going to swimming galas and competitions. 'I train five times a week and I watch my diet carefully,' he says. 'If you are fit, you find everything in life easier: running for buses, helping with the heavy shopping, and even concentrating on your schoolwork. Fitness has to do with both the mind and the body!'

Health, fitness and sports

→ For Exercises 1–5, see pages 64 and 68 in your Students' Book.

1 Complete the sentences with these idioms. Make any necessary changes.

face the music get it in the neck give a hand
have a head for heights have no stomach for
lose heart put your foot down

- 1 I can't possibly climb up to the top of that tree! I don't have a head for heights at all!
- 2 The diving instructor had to when the students wanted to go diving straight after their meal.
- 3 You'll if you don't go to football practice again this evening.
- 4 You should never if you're not good at some sports. You'll find some other activity you like.
- 5 I know I'm going to get into trouble with my coach. I haven't been to netball practice for three weeks ... but I guess I'll just have to
- 6 I'm afraid I sports where I have to do a lot of running around.
- 7 At the end of the training session, all the students with putting the equipment away.

2 Match the words (1–7) with (a–g) to make compound nouns.

- | | |
|-----------|------------|
| 1 boot | a training |
| 2 circuit | b spirit |
| 3 couch | c disease |
| 4 heart | d day |
| 5 junk | e camp |
| 6 sports | f potato |
| 7 team | g food |

3 Complete the sentences with compound nouns from Exercise 2.

- 1 Team spirit is an extremely important part of team sports.
- 2 is often part of the school PE curriculum in UK schools.
- 3 Some of my friends are real but they should really do more exercise.
- 4 At Gill's school, some of the parents took part as well.
- 5 To get really fit, sometimes it helps to go to a
- 6 It's important not to eat lots of fatty foods so you don't suffer from when you're older.
- 7 You'd be surprised if you knew what they put in

4 Match the sports and activities to their descriptions in the dialogues (1–4). There may be more than one sport that will match each dialogue.

baseball bowling cricket ice-skating skiing
surfing yoga



- 1
A: They hit the ball really hard, don't they?
B: Yes, I wouldn't like to try and catch that ball.
Sport(s): baseball
- 2
A: It's a fun game that I like playing with my friends.
B: Yes, it's good, but I don't usually manage to knock many down.
Sport(s):
- 3
A: The trouble with this sport is that you get cold and wet if you fall.
B: I know but if you laugh about it, it's OK!
Sport(s):
- 4
A: I don't enjoy running around and getting sweaty so this sport suits me.
B: Yes, I've been doing it for years and I feel much less stressed generally.
Sport(s):

5 Write similar dialogues about three more sports from the list below.

basketball football hiking hockey inline skating
jogging skateboarding tennis volleyball

Modal verbs

→ For Exercises 1–4, see pages 65 and 69 in your Students' Book.

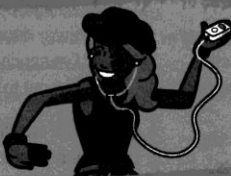
Watch out!

Don't use *to* with *needn't*.

You *needn't* run five miles.

Do use *to* with *don't need*.

You *don't need to* run five miles.



1 Match the sentence beginnings (1–6) with their endings (a–f).

- | | |
|---------------------------|-------------------------------------|
| 1 You shouldn't walk | a get fitter gradually. |
| 2 I need to increase | b choose the sport they liked best. |
| 3 Were you able to | c my level of fitness. |
| 4 I couldn't persuade | d if you've hurt your ankle. |
| 5 I think I'll be able to | e do all that circuit training? |
| 6 The students had to | f my friends to join the club. |

2 Read the text and choose the correct form in each sentence to describe the situation.

Time for exercise?

Dominic is a teenager whose hobby is playing in an orchestra. He is not fit because he says he doesn't have enough free time for exercising. He's also a good student at school and he has quite a lot of homework to do. His parents don't think that getting exercise is that important. He joined an after-school club to get fit, but he doesn't feel that the instructor takes him seriously or understands his life. However, Dominic doesn't go to the club as regularly as he should, and he sometimes forgets his kit. He doesn't really see how he can change things in his busy life.



- Dominic's parents *should/needn't* encourage him more to get fit.
- Dominic *shouldn't/has got to* find more time for sports.
- The instructor *didn't need to/had better* spend more time talking to Dominic.
- Dominic *shouldn't/should* forget his kit.
- Dominic *has got to/is able to* change things if he really wants to.

3 Choose the form in the second sentence that does not match the meaning of the first sentence.

- The number of overweight children has doubled over the past thirty years. Parents *should have/can't have/needn't have* controlled what their children ate.
- Some girls lose their enthusiasm for sports at school and then do no exercise at all. They *could have tried/shouldn't have tried/should have tried* other activities such as dance or martial arts.
- Some parents buy their children a lot of expensive sports equipment and then the kids don't use it. They *needn't have/couldn't have/shouldn't have* spent so much money. There are sports you can play where you need hardly any equipment.
- Some teens don't want to do sports because their friends think it's silly. They *shouldn't have/could have/can't have* decided for themselves what they wanted to do.

4 Complete the sentences with the past form of these verbs. You will need to use one verb twice.

can could must need should

- I *shouldn't have eaten* (eat) all that junk food – I feel ill now!
- You (tell) me that you'd sprained your ankle before I made you run two kilometres!
- John (injure) his hand – he can't write properly today.
- Tracy (make) all those excuses for being late: no-one believed her anyway!
- I (complete) that obstacle race if you'd paid me a million pounds!
- You (hear) what Sue told us – she said fifty sit-ups, not fifteen!

Use your English

1 Choose the correct answer, A, B, C or D, to complete each sentence.

- I'm sure she was lying through her when she told you she wasn't fit.
A head B mouth C teeth D eyes
- Most teenagers have got some about some problem or other.
A step-ups B sit-ups C press-ups D hang-ups
- Weight is good for building up your muscle power.
A exercise B sport C session D training
- food is OK once in a while, I suppose, but not all the time.
A Quick B Junk C Easy D Bad
- Some sports are demanding as well as being tough on the body.
A mentally B physically C beneficially D healthily
- Since James doesn't like team sports, he may be better suited to sports.
A unique B personal C sole D individual
- It's not a good idea to have a(n) drink before you do any exercise.
A fizzy B bubbly C airy D light
- He really wanted to circuit training but he couldn't think of a good excuse.
A carry on B get out of C get over D set up
- I can't people who think they are better than everyone else at sports!
A like B deal C know D stand
- After the international hockey match, all the fans ran onto the
A court B pitch C track D rink
- Sometimes, playing sport is like a(n): you can't stop!
A performance B operation C addiction D benefit
- When I went away to the boot camp, I had to all the activities, even if I didn't want to!
A go into B build up C join in D carry on

2 Complete the phone dialogues with these words.

ankle black-eye bone knees muscle myself

- A: Sasha, are you coming out this evening?
B: No, Karen, I can't. I've got a **black-eye** after playing basketball today!
- A: Hi Jake. How's your leg?
B: You won't believe it, but I've pulled a in the other one now!
- A: How did the skateboarding go today, Paul?
B: Not too bad ... I fell off once and grazed both my
- A: Hi Sue. I've got some bad news.
B: Oh dear. What's the matter?
A: I was playing football. Someone kicked me instead of the ball and I've broken a in my foot.

5

A: So as I was saying ... What was that noise?

B: Ow! I've just broken a glass and I've cut!

6

A: George, can you lend me a couple of CDs?

B: Sure, Harry, any particular reason?

A: I've sprained my and I've got to sit and do nothing all weekend!

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- Tim was lucky he didn't injure himself badly yesterday. **COULD**
Tim **could have injured** himself badly yesterday.
- I'm sure that isn't our trainer – he said he would be away today. **BE**
That our trainer – he said he would be away today.
- It's a good idea to have a meal of potatoes or pasta before a match – they give you energy. **EAT**
You potatoes or pasta before a match – they give you energy.
- It really wasn't necessary to give me a lift in the car – I really wanted to walk! **HAVE**
You me a lift in the car – I really wanted to walk!
- I'm really sorry that I laughed at him while he was trying to get over that wall. **SHOULD**
I really at him while he was trying to get over that wall.
- That boy knows how to dance the salsa really well. **ABLE**
That boy the salsa really well.
- Fortunately, it isn't necessary for me to train every day. **NEED**
Fortunately, I every day.
- I tried very hard to run faster than my friend but she beat me in the end. **COULD**
I any harder to run faster than my friend but she beat me in the end.

Writing an essay

→ For Exercises 1–6, see pages 70–71 in your Students' Book.

- 1 Read the writing task. Then write three points agreeing and disagreeing with the statement in it.**

Schools should pay more attention to sports and try to produce top athletes. Write your essay giving your opinion.

- 2 Compare your ideas in Exercise 1 with those in the essay below. Which points are different?**

In my opinion, sports at school are extremely important, especially for teenagers. However, there are arguments for and against whether schools should try harder to produce top athletes.

Firstly, we all know that fitness is necessary for all young people. Secondly, it is true that every country needs top class sportspeople to take part in international championships. Furthermore, students who are not so good at academic subjects could have the chance to excel at a sport.

On the other hand, a lot of teenagers are just not athletic. For instance, some young people I know simply refuse to run around a field! Then more time spent on sports would mean less time for the other lessons at school. Subjects such as Art or Music could be in danger if this were the case. Finally, if students wish to pursue a sport, there are sports clubs outside school that they can join.

To sum up, I would like schools to give more importance to sports. However, this is my personal opinion which may not be shared by the majority of students.

- 3 Underline all the phrases in the essay that are used to introduce, end and link the essay.**

- 4 Which of the underlined phrases in Exercise 3 mean the same as the following?**

as far as I'm concerned:
in the first place:
for example:
in conclusion:
in addition:

- 5 Can you find the phrases in the sample essay that express the same general meaning as the following?**

necessary:
lessons at school:
do very well at a sport:
pay more attention to:

- 6 Write an essay (120–180 words) on the following topic. Use your notes in Exercise 1 and the sample essay to help you.**

'A healthy mind in a healthy body'. Young people should play more sports in order to be healthy. Write your essay giving your opinion.



Do you need more practice?

Go to: CD-ROM, Unit 6.

7

Cool it!

Vocabulary

→ For Exercises 1–6, see pages 74–75 in your Students' Book.

1 Choose the correct preposition to complete the sentences.

- I was just about *for/to* laugh when I realised he was serious.
- If you feel sad, think *on/of* something funny.
- Sometimes it's good to let go *of/from* negative feelings.
- You need to decide which solution works *for/to* you.
- I don't know what to do; I need to think *about/of* it.
- Your room's a mess. Why don't you do something *for/about* it?
- The teacher kept all *of/on* us in at break time.
- Just picture yourself *as/for* a calm person.
- It's difficult to cope *with/by* several problems at once.
- You should pay attention *at/to* how your friend is feeling.

2 Put these adjectives into the correct category.

essential irritated overwhelmed
pleasant powerful proud vulnerable

Positive	Negative
essential	

3 Complete the text with a suitable adjective from Exercise 2.

- Jack felt *overwhelmed* with guilt after he broke his mum's best vase.
- When I saw the tiger, I experienced a feeling of fear.
- The sunshine had a very effect on everyone's mood.
- Daniel felt extremely that his clever strategy had worked.
- Jane felt lonely and in the dark night, so the torch was a great reassurance.

4 Write answers. Use full sentences.

- Describe something that you are proud of.
.....
- Name a situation which makes you feel irritated.
.....
- When might someone feel overwhelmed?
.....
- Name something pleasant that you are looking forward to.
.....

5 Underline the nouns which are normally uncountable. Match each noun (1–5) with its meaning (a–e).

- guilt *d.*
- fear *.....*
- strategy *.....*
- reassurance *.....*
- effect *.....*

- something that you say or do to make someone feel less worried
- to feel afraid or worried that something bad will happen
- a change or result that happens because of an action
- the feeling you have when you know you have behaved badly
- a plan used to achieve something.

Watch out!

Be careful of the spelling difference between the verb and the noun.

The event **affected** him badly.

The event had a bad **effect** on him.

6 Read the definitions of *get*. Match each example (1–8) with one of the definitions (A–E).

Get can have several meanings.

- To become = I **get** angry when I see something unfair.
- To receive, obtain or buy something = I **got** an email from James.
- To bring = Can you **get** me a towel from the cupboard?
- To begin to have = I'm **getting** a headache.
- To arrive, go or move somewhere = I **got** home late last night.

- I get really irritated when my brother winds me up! *A.*
- I think he should get help to cope with all his anger.
- If you need to calm down, just get out of the room.
- I want to forget about it now and get on with my life.
- My sister wants to get engaged.
- You might be getting a cold.
- My mum got me a drink and a biscuit to cheer me up.
- I never get bored when my friend's around.

Reading

- 1 Read Amanda's article about her brother's problem. Seven sentences are missing. Match sentences A–H with the gaps (1–7). There is one extra sentence that you do not need to use.

- A Who do you usually get angry with?
B Last month or last year?

- C The force of it made my head spin.
D I showed the quote to Alex, who smiled.
E That explanation made a lot of sense.
F So it all turned out OK in the end.
G Later on, he apologised and tried to explain what had made him so mad.
H That is not easy.

Spot the danger signs

You know when a cartoon character gets really angry, and his face goes pink, then red, his hands clench into tight fists, he jumps up and down and finally steam starts pouring out of his head?

That's what my brother looked like last week when I borrowed his CD without asking. Of course he *didn't* really have steam coming out of his ears but you could feel the pressure in the room. Then he just yelled at me for about a minute. 1) 'OK. Calm down. I'm sorry!' I shouted back. I was dead shocked. My brother Alex is my twin, and we're really alike, usually quite laid back and easy-going. Where did all this anger come from all of a sudden?

I decided to let Alex cool down for a bit.

2) It wasn't just me taking the CD without asking. His girlfriend had dumped him, but he hadn't told anyone, so he was feeling down about that. His Science teacher had set a really tough project which he didn't understand. He had a Maths test the next morning and he just wanted to try and chill out by listening to his favourite band for half an hour, but I'd taken the CD. It was all too much pressure and he'd just seen red.

The whole episode made me think: could I lose my temper like that? When was the last time I got really, really cross? 3) No, it was probably when I was about three and Mum wouldn't buy me sweets in the supermarket! But what if I just suddenly 'snapped' like Alex? The next time I was on the Internet doing some research for a History project, I came across this great quote:

Anybody can become angry, that is easy; but to be angry with the right person,

and to the right degree, and at the right time, and for the right purpose, and in the right way, that is not within everybody's power.
4)

Do you recognise it? These words were written by Aristotle over 2,300 years ago. Anger is not new. It is very old. The thing is, it always feels new and immediate to the person who is angry. 5) 'Is there any more advice out there? Have a look,' he suggested.

We found a great site which explained about different kinds of anger. There's a whole range when you think about it. The anger that most of us feel most often is irritation.

Lots of little things irritate us every day and make us feel fed up, but they soon pass.

If these irritating things happen a bit more often, we start to get cross and annoyed.

Then, when something really big or unexpected hits you, you might get really mad. Even that's

OK. The main problem comes if all these irritating and annoying things build up over time. Then one day you might suddenly fly into a rage, just over something quite small and unimportant. 6)

The best advice I found was to make a list as that can really help. On the list you should ask yourself questions. For example, What makes you angry? 7) Of course, sometimes it can be really good for you to get angry. If you don't deal with the things that make you angry, you end up keeping those feelings inside. This just results in more stress and can even make you feel ill. So, it's OK to let your anger out. It can be quite a refreshing emotion. Alex and I both know a lot more about it now, and about ourselves, too.



Feelings

→ For Exercises 1–3, see page 76 in your Students' Book.

1 Complete the text with the correct form of these verbs.

blow defuse fly give keep lose
ruin see throw

'Me and my temper!'

When I was younger I often used to 1) ~~lose~~ my temper. Of course, that's quite common when you're only three, but I would 2) off the handle the moment anyone disagreed with me. At one point, it was so bad that my temper was almost 3) my life. My mum tried to be patient, but sometimes she would 4) me a piece of her mind or send me to my room. Dad always tried to 5) the peace, but even he was failing.

Luckily for me my cousin Josh, who was about fifteen at the time, was with us in the supermarket one day when mum refused to buy me an ice cream. As usual, I

6) a wobbly. I yelled and yelled while Josh just stared at me. Then he pretended to 7) his top! He threw himself on the floor and pretended to kick and scream. He looked really daft! I was so surprised that I stopped yelling. Josh's actions had really 8) the situation. I started laughing, then Josh and Mum were laughing too, which really cleared the air. From that day on, if I ever 9) red, I just thought of Josh and my anger disappeared.

2 Choose the correct verb to complete the sentences.

- I always say sorry if I've *did/made/had* a mistake.
- They had a big argument, but *did/made/had* it up the next day.
- I think it would *do/make/have* us both good to go for a run.
- Whenever I *do/make/have* a problem, I talk to my best friend.
- Luke never *does/makes/has* an effort to see his friends.
- I don't agree, but I think she *does/makes/has* a point.
- Please can you *do/make/have* something to help us?

3 Complete the sentences with the correct form of the words in brackets.

- Sara felt quite *ashamed* (shame) after she shouted at her brother.
- I think it's important to be (pride) of your school work.
- It's not (advise) to lose your temper too often.
- When I was worried about losing, my friends were very (support).
- There's no point getting (anger) about little things.
- Sometimes it's difficult to make the right (choose).
- My best friend often enjoys having an (argue) with me!
- Julia suffered from a (lose) of confidence after she fell off a horse.

Adjectives, nouns and verbs

→ For Exercises 4–5, see page 80 in your Students' Book.

4 Choose the correct word to complete each sentence.

- Alexia is so *B* – she's always looking in the mirror.
A cheeky B vain C snobbish D jealous
- Mark is getting with his friend for always being late.
A big-headed B rude C impolite D angry
- Dina is a bit about her pet dog being ill.
A depressed B strange C mad D up
- We're really of this boring TV show.
A annoyed B weird C cross D fed up
- I think it's extremely that they keep arguing.
A upset B big-headed C depressed D odd
- Jim is often in class and chats or tells jokes.
A cross B stuck-up C cheeky D weird
- Marta felt a bit when her brother won a prize and she didn't.
A envious B snooty C impolite D vain
- It's very that he has to leave this school.
A depressed B sad C fed up D annoyed

5 Complete the sentences with these prepositions. There is one extra preposition you do not need to use.

down in into on to up with

- Their relationship ran *into* difficulties when he stopped talking to her.
- Just because you got good grades, don't look on the rest of us.
- I don't know what to do since my friend fell out me.
- Paul always looked up his older brother.
- My sister has just broken with her boyfriend.
- I really believe counting to ten if I feel angry.

make, let, imperatives

→ For Exercises 1–3, see page 77 in your Students' Book.

1 Complete the sentences with *make(s)* or *let(s)*.

- 1 Do your parents *let* you stay up late at the weekend?
- 2 Sometimes my parents me watch TV for hours!
- 3 Our teacher doesn't us do too much homework.
- 4 Does your teacher you write on the blackboard?
- 5 Our mum always us say sorry if we argue.
- 6 My brother never me use his CD player.
- 7 Does your teacher you stay in at break if you misbehave?
- 8 Do your parents you help with the housework?

2 Underline the imperatives in the dialogue. Then write T (tell someone what to do), O (offer), A (advice), R (request) or W (warning) next to each one.

Teacher: 1 Good afternoon, class. Open your books at page 59.

Anna: 2 Miss, please explain this homework to me again. I didn't understand it.

Teacher: 3 OK. Let me help you.

Teacher: 4 Just read this bit again carefully. I think you'll understand now.

Anna: Thank you, Miss.

Teacher: 5 Tania, please come here and write these words on the board.

Tania: Yes, Miss.

Teacher: 7 Please don't make that noise with your pen, Simon.

Simon: 8 Sorry, Miss. Oh, be careful, Miss. There's a bee near you!

Maria: 9 It's OK. Don't worry. I'll let it out of the window.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- 1 My parents said I can go to the party. LET
My parents will *let me go* to the party.
- 2 My brother told me I must tidy his room. MADE
My brother his room.
- 3 Gran offered me some hot chocolate. HAVE
'.....', said Gran.
- 4 The teacher told the students not to get on the bus. DON'T
'.....', said the teacher.
- 5 We're not allowed to eat in the classroom. LET
The teacher eat in the classroom.
- 6 I always have to do the washing up for my mum. MAKES
My the washing up.

suggest, would rather, would prefer

→ For Exercises 4–5, see page 81 in your Students' Book.

4 Choose the correct word or phrase to complete each sentence.

- 1 We'd *rather/prefer* not to have an argument about it.
- 2 They'd *rather/suggest* you should try talking to your friend about it.
- 3 I'd *rather/prefer* stay here than go home.
- 4 My teacher *would rather/suggested* I should go to the library.
- 5 Mum and Dad *would rather/suggest* I helped them at the weekend.
- 6 He'd *rather/suggest* we didn't have pizza tonight.
- 7 I'd *rather/prefer* to go to a café later.
- 8 I'd *rather/suggest* you don't disturb your brother at the moment.

5 Write answers to the questions. Use full sentences.

- 1 I don't understand this homework. What should I do?
.....
- 2 I want to improve my English. What advice would you give me?
.....
- 3 What would you prefer, a burger and chips or chicken and a salad?
.....
- 4 Which do you enjoy most, football or basketball?
.....

Use your English

- 1 Complete the text with the correct form of the word in brackets.

Laughter is the best medicine



Do you ever wish there was a magic way to change 1) unhappiness (unhappy) to 2) (enjoy)? Well, don't worry, there is! Next time feelings of 3) (sad) or 4) (angry) are taking over your life, why not try some medicine? I don't mean that you should go to the doctor for some tablets. Instead researchers now 5) (advise) us to laugh, tell some jokes or watch a funny TV programme.

Of course, it always helps to have 6) (support) friends when you are feeling down. Instead of feeling 7) (shame) to say you are not in a good mood, share your feelings with your friends. You don't need to feel sorry for yourself, you can 8) (choice) to go out and have fun, and enjoy the feeling of 9) (content) it brings.

Does that sound like 10) (mad)? Well, research has proved that laughing increases a happiness hormone in your body. Even just smiling at yourself in the mirror can create an 11) (improve) in your mood, so go ahead – smile! Laughter is good for your health and reduces stress, so it certainly makes a 12) (different)!

- 2 Complete the email with one word which best fits each gap.

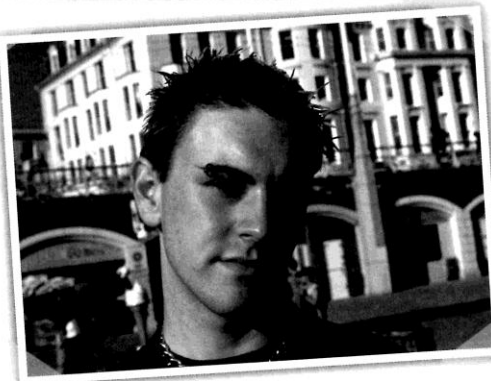
Hi Jordan,

Thanks very much for your last letter. Your jokes 1) made me laugh a lot! It's a shame you and your brother had that argument, though! Did you 2) him borrow your MP3 player in the end?

Actually, I've got a problem of my own at the moment due 3) my crazy brother. He's 4) had his eyebrow pierced, but he hasn't told our mum and dad because he knows they would make 5) remove it. So he puts the eyebrow ring in 6) soon as he leaves home. They will be so mad 7) they find out! Do you think I 8) tell them?

I don't know what to do since my brother might lose 9) temper if I tell our parents. I 10) rather he told them himself, but he doesn't want to. What would you do if you were me?

Write soon!
Gary



Writing a letter of advice

→ For Exercises 1–6, see pages 82–83 in your Students' Book.

1 Read the writing task and answer the questions below.

Read part of a letter you received from your English-speaking friend. Write your reply, giving your opinion and suggestions in 120–180 words.

The other day I had an argument with my parents. They want to make me come home from the school party at 10 p.m., but it doesn't finish until 11 p.m. Do you think I'm right to be cross? What would you suggest?

- 1 Who is your reader?
 - 2 Are you going to:
 - a) write a new letter or b) reply to someone else's letter?
 - 3 What two things does your reader want to know?
- 2 Match the sentence beginnings (1–4) with the endings (a–d) to make phrases giving advice.**
- | | |
|------------------------------|---|
| 1 I think you should | a agreeing a different time? |
| 2 How about | b apologise to your parents. |
| 3 Perhaps you'd rather | c I'd sort out the problem as soon as possible. |
| 4 If I were you, | d come home when they suggest? |

Watch out!

Some expressions use *-ing* endings. Make sure that the main verb is in the correct form for each expression.



3 Number the sentences in the correct order (1 = topic sentence, 2 = support sentence a, 3 = support sentence b) to form paragraphs A–D.

- A**
- a ...1. It would be a good idea to spend some time with your friend.
 - b ...2. Perhaps you could suggest an activity you can do together?
 - c ...3. Don't forget to choose something you both enjoy!
- B**
- a Then later on you could join a sports club.
 - b If I were you I'd try to get fit first.
 - c Why don't you start by walking more often?

C

- a Maybe you could visit us while you're in this country?
 - b Then you could stay with me and my family for a few days.
 - c I think you should go to London first and seeing all the sights.
- D**
- a Despite your problems, once your teacher knows I'm sure she'll understand.
 - b Or they could even arrange a meeting to talk things over.
 - c It might help if your parents write a note to your teacher.

4 Number the paragraph plan (a–d) in the correct order, 1–4.

- a Give second part of advice. Add supporting reasons.
- b Send greeting and wishes for successful solution.
- c Mention letter – refer to problem.
- d Give first part of advice. Add supporting reasons.

5 Use the notes to write complete sentences.

- 1 Thanks for letter – sorry about problem.
- 2 My advice – say sorry first.
- 3 Sit down – talk about it.
- 4 Discuss time – 10.30 OK?
- 5 Explain – other friends stay out later.
- 6 Hope everything works out.

6 Write a letter of advice (120–180 words), in answer to the writing task in Exercise 1. Use your notes from Exercise 5 to help you.



Do you need more practice?

Go to: CD-ROM, Unit 7.

8

It's your environment.

Vocabulary

→ For Exercises 1–3, see pages 84–85 in your Students' Book.

1 Complete the text with these words.

apparently assisting awe-inspiring
departure enclosure gathered highlight

In Norway last year, we were lucky enough to see a huge group of wild horses. It was a(n) 1) *awe-inspiring* sight and I wished I could ride bareback! Later on, we passed a(n) 2) where a few of the foals and their mothers were being kept safe. A friend of mine was 3) the owner of the farm there during the summer. I really envied her! Animals are such an important part of our environment. Before sunset, all the wild horses 4) near a river to drink. We could see them from far away, in the peaceful evening light. That day was the 5) of our visit to Norway. Our 6) was the following week and we were very sad. If you visit Norway, do go and see the wild horses, if you can. 7), it's a rare sight but a stunning one.

2 Match the verbs (1–7) with their meanings (a–g).

- | | |
|-----------|------------------------------------|
| 1 remove | a produce an egg |
| 2 damage | b check an area for danger |
| 3 lay | c help or encourage someone |
| 4 crush | d take something away |
| 5 patrol | e break under a heavy weight |
| 6 provide | f cause harm to something |
| 7 support | g give someone something they need |

3 Complete the sentences with the correct form of a verb (1–7) from Exercise 2.

- Crocodiles *lay* between 25 and 100 eggs.
- The wardens the wildlife park in their jeeps.
- WWF are always asking the public to their projects.
- If you ring up, they will all the information you need.
- They the wild flowers under their heavy boots while they were walking through the forest.
- Pollution from factories can the environment.
- Every morning at six o'clock, big machines all the litter from the beach.

Reading

1 Read the five leaflets on page 47 and answer the questions.

- Which suggestion encourages you to use an alternative form of transport?
A 1 B 2 C 3 D 4
- Where should you not take your pet?
A 2 B 3 C 4 D 5
- Where are there special arrangements for school parties?
A 1 B 3 C 4 D 5
- Which suggestions refer to one-day events?
A 2 and 3 B 1 and 2 C 3 and 4 D 1 and 4
- Where can you find out about how animals feel about contact with humans?
A 1 B 3 C 4 D 5
- Where can you find out about helping injured wildlife?
A 2 and 4 B 2 and 3 C 1 and 4 D 1 and 5
- Where can you learn about the right and wrong way to help the environment?
A 1 B 3 C 4 D 5
- Where will you enjoy healthy food?
A 1 B 3 C 4 D 5
- Where can you **not** give food to the animals?
A 2 B 3 C 4 D 5
- Where could you contribute funds to an environmental cause?
A 1 and 4 B 1 and 3 C 2 and 4 D 3 and 5

1 Bonfires and frogs

Do you know what you should do if you find a baby bird without its parents or with a broken wing? Do you know what stress a wild animal may feel if it is handled by a human? How can you encourage frogs by having a pond in your garden? What should you do before lighting a bonfire of old leaves in your garden? These are some of the questions we aim to answer on our one-day course on 'How to look after your local environment'.

Courses take place on the first Saturday of every month, 9 a.m. to 5 p.m. Donations to local environmental projects gratefully received.

2 Nature for you

Nature reserves are areas where the local wildlife and plants are protected. Here, unusual or rare plants can grow, butterflies can fly and visiting birds can stay. Families and schoolchildren are welcome to walk along the marked paths and trails. Find out about your local nature reserves by listening to our talk on 'Nature Reserves' at the Green Nature Club. Saturday March 19th at 9 o'clock sharp. Followed by buffet lunch.

3 A country break

A stay on a working farm can not only teach you about farm animals and how to look after them but you can also learn about the local area from the people who have lived and worked there all their lives, and perhaps for generations. Many farms will also hire you bikes so that you can leave the car behind and enjoy the countryside at first hand. That is not to mention the great homemade food you'll enjoy if you stay on one of our farms where all meals are cooked using homegrown vegetables. Visit our website and make your booking now for our own brand of eco-holiday! Working farms are open all year round, including holiday times.

4 Trees – and more trees!

If you want to help the environment by planting trees, come and learn more about the right sort of tree-planting. Some trees, like eucalyptus and pine, for example, quickly absorb a lot of CO₂ but they are usually in forests of one type of tree only, which doesn't help a large variety of animal and plant life to grow alongside. It can be just as important to find ways of not using your car as it is to plant more trees! Also, trees can take a lot of water out of the soil, which is necessary for other forms of life to exist. So come and find out what trees you should plant and share the experience with other like-minded people.

'Tree planting 4 all'. Every weekend during the spring. Cost, of course, goes towards environmental projects.

5 Animal life!

Visit a wildlife park where unusual animal species are protected in a natural environment. Every day, one of the keepers will give a talk on some aspect of the animals' life and habits. They often set aside times for schools to visit and to learn more about the environment. Please remember that dogs are not allowed and neither is the feeding of the animals in the park. There are educational resource packs for children and events on during the school holidays. They also take in injured wildlife which are often then returned to the wild when they get well again.

Parks are open from 10 a.m. to 6 p.m. daily. Please book in advance for school parties or for groups of over ten people.



The environment

→ For Exercises 1–5, see pages 86 and 90 in your Students' Book.

- 1 Complete the table with the noun form of the following verbs.

Verb	Noun
accommodate	1 accommodation
conserve	2
donate	3
pollute	4
protect	5
reduce	6
volunteer	7

- 2 Now complete the sentences with a noun from Exercise 1. Make any changes that are necessary.

- We hope that people will do all they can to reduce the amount of pollution
- A lot of environmentally-friendly projects are run by
- Will there be any in price for the holiday?
- is very important so that different species do not die out.
- We're going on a holiday in Finland where they give some of the profits for the of the brown bear.
- Perhaps we could give a to the wildlife fund?
- will be in wooden huts or in tents.

- 3 Match the words (1–7) with (a–g) to make collocations.

- national
- endangered
- global
- human
- environmentally
- greenhouse
- natural

- habitat
- warming
- friendly
- gas
- park
- species
- activity

- 4 Complete the sentences with an appropriate collocation from Exercise 3. Make any changes that are necessary.



- One of the most famous national parks in the US is Jellystone Park, the home of Yogi Bear!
- My parents are starting to buy household products that are
- All countries need to work together to deal with the problem of
- The black rhino is a(n) although people are making great efforts to increase their population.
- The of the giant river turtle is the Amazon river, in Brazil.
-, such as clearing of forests and jungles, can have very negative effects on the animal and bird population.
- Forest fires contribute to an increase in such as carbon dioxide.

- 5 Complete the sentences with the correct form of these verb phrases.

be about to be against be all for be into be over

- Lots of young people are into looking after animals and spend a lot of time with their pets.
- We holidays that are eco-friendly since they do a bit to help the environment.
- People nowadays wasting energy in the home.
- When the meeting about the nature reserve you can see some of the animals.
- We learn all about the way wolves are being protected in the Romanian forests.

Conditionals

→ For Exercises 1–2, see page 87 in your Students' Book.

1 Complete the sentences using conditionals (zero, first, second or third).

1

- a If you go to that island on holiday next year, you **will have** (have) a great time.
- b When we go there, we always (love) it.
- c If we (not go) there, we wouldn't have seen all the sea birds.
- d Unless you went with a friend, you (find) it very quiet.

2

- a If I hadn't seen that documentary about tuna fish, I (know) about the dolphins.
- b You see, when fishermen catch tuna fish in their nets, usually they (trap) some dolphins too.
- c Unless you (learn) about the world, you won't know about things that are happening.
- d If I could, I (help) all the endangered species in the world!

3

- a If Steffi (join) the wildlife organisation, she'll be able to adopt a baby animal.
- b If baby animals (be) left on their own in the wild, they usually die.
- c If she (not learn) about the organisation through her school, she wouldn't have known about the adoption scheme.
- d If I (want) to help protect animals, I would join an organisation like that.

2 Write third conditional sentences using the information and the prompts given.

- 1 We went on a voyage to Antarctica and we saw some amazing wildlife. (hadn't, wouldn't)
If **we hadn't gone on a voyage to Antarctica, we wouldn't have seen some amazing wildlife.**
- 2 I was a volunteer on a working holiday in Africa. I helped to treat injured elephants. (hadn't, couldn't)
If
- 3 My friends told me about the local conservation project. I didn't learn about it from anyone else. (might not, hadn't)
I
- 4 Leroy didn't go to the nature reserve. He didn't see any interesting trees and plants. (had, would)
If

Watch out!

When you use *have* + something done, don't put the past participle straight after *have*.

- I had taken my photo yesterday.* ✗
I had my photo taken yesterday. ✓



have/get + something done

→ For Exercises 3–4, see page 91 in your Students' Book.

3 Match the sentence beginnings (1–8) and endings (a–h).

- | | |
|--|----------------------------------|
| 1 They're having lots of new brochures | a taken of all the baby animals. |
| 2 The village has its beaches | b watered by a neighbour. |
| 3 The town has its stray animals | c printed about the new park |
| 4 When I'm away, I have my plants | d cared for by volunteers. |
| 5 The wildlife centre had photos | e cleaned throughout the winter. |

4 Read the email and complete the text with the correct form of *have/get* + object + past participle.

Hi Emily,

How are things? I just wanted to tell you a bit about what's happening in my town at the moment. We 1) **are having a new park made** (make / a new park) with a big lake in the middle! And a new hotel!

You see, there was an area just outside the town where there was an old factory. Well, the local council 2) (pull it down) and 3) (clear / the area) a couple of months ago. They 4) (already / design / gardens) and we hope that they 5) (plant / trees) everywhere.

What I'm really excited about is that they 6) (introduce / lots of rare birds and ducks) to the park when it's finished.

The only thing I'm not too happy about is that if they 7) (build / the new hotel complex) to bring more tourists to the area, they 8) (install / some wind turbines) on the hill behind the town, to provide the extra electricity needed. I really don't like those turbines, although I know they're supposed to be environmentally friendly!

Anyway, enough of my news. Hope to hear your news very soon.

Keep well,
Sophie

Use your English

1 Read the text and choose the correct answer, A, B, C or D.

HELP US SAVE THE ORANGUTANS!

Join us on a trip to the Indonesian rainforests and see wild orangutans in their native 1) The area you will visit is part of a national 2) where orangutans are protected, since they are an endangered 3) If you join our trip, you may be able to observe them at 4) time. 5) will be in wooden huts or in tents which are of a comfortable standard. Your holiday will go towards helping with the 6) of the whole rainforest area and funds raised will also support other 7) in the park itself. Any 8) to the work carried out here with the orangutans are welcome. Orangutans are 9) animals that are active during the day and sleep at night. Their 10) in the wild is being put in danger because of deforestation and kidnapping of the babies to be sold as pets. If orangutans are kept in 11) for any length of time, it is very difficult after that to get them used to living in the wild again. These unique animals need to be 12) in secure areas that include large stretches of forest. Otherwise, they will surely die out.



- | | | | |
|-------------------|----------------|-----------------|--------------|
| 1 A home | B island | C trees | D habitat |
| 2 A park | B region | C wildlife | D centre |
| 3 A company | B type | C species | D group |
| 4 A feed | B feeding | C food | D eating |
| 5 A Self-catering | B Tourism | C Accommodation | D Vacation |
| 6 A wilderness | B conservation | C environment | D breeding |
| 7 A issues | B sets | C productions | D projects |
| 8 A donations | B money | C help | D volunteers |
| 9 A single | B solitary | C alone | D lonely |
| 10 A reserve | B maintenance | C survival | D living |
| 11 A captivity | B capture | C safety | D enclosure |
| 12 A conserved | B reserved | C covered | D protected |

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- It's dangerous to disturb penguins since they get stressed. **DISTURB**
If you disturb penguins, they get stressed.
- They didn't bring enough warm clothing so they got cold. **GOT**
If they had brought some more warm clothing, they cold.
- It's important that they clean up the city soon. **HAVE**
They really must soon.
- Take my advice and travel by bike more. **WERE**
If I travel by bike more.
- There are no longer any green spaces because they built all those hotels. **WOULD**
If they hadn't built so many hotels, we more green spaces.
- If they continue cutting down the trees, the animals will be in danger. **UNLESS**
The animals won't survive cutting down the trees.
- We arranged for the council to take away the rubbish. **HAD**
We by the council.
- Bad weather will mean a change in plans. **IS**
If, there'll be a change in plans.

Writing a report

→ For Exercises 1–5, see pages 92–93 in your Students' Book.

- 1 Read the writing task and the report below. The writer has divided his report into four paragraphs, under the headings given, but he has written the sentences in the wrong order. Read them and put them in the correct order.

Write a report for your local magazine about your town, village or neighbourhood. Outline how you think your town is dealing with the problems of pollution, rubbish and recycling and make recommendations as to how these could be improved.

To: Mr Brown

Subject: Pollution, rubbish and recycling in town

Introduction

- 1 Unfortunately, there are no recycling bins in our town.

Problems of pollution and rubbish

- 2 I also consider it essential to have recycling bins installed so that we can have all our waste recycled.
3 If this continues, soon there won't be a place for all the rubbish to be dumped.
4 Traffic fumes, however, can get quite bad especially during the rush hour.

Recycling

- 5 As requested by the editor of our local magazine 'Today in our town', I have considered the problems of pollution, rubbish and recycling in my town.
6 If the centre of the town was closed to traffic, that would reduce the amount of polluted air we breathe.
7 This means that householders do not separate their rubbish at all and everything gets thrown away together.

Recommendations

- 8 That makes sense when we are trying to create a cleaner world for us all to live in.
9 My town is not highly polluted since there are just a couple of factories right on the outskirts.
10 There are also problems of litter which is left lying around on the edge of the roads.

Introduction: sentence(s) 5

Problems of pollution and rubbish: sentence(s)

Recycling: sentence(s)

Recommendations: sentence(s)

- 2 Underline all the words and phrases that helped you work out the correct order of the sentences.

- 3 What do the words *this* and *that* in these phrases from the report refer to?

This means (sentence 7) =

If *this* continues, (sentence 3) =

That makes sense (sentence 8) =

- 4 Match the notes the writer made with the sentences he wrote in his report.

Editor asked me to write about town and probs

As requested by the editor...

not too bad in town

stop cars from going through centre

must have recycling bins!

- 5 Write a report (120–180 words) on the following topic.

You live in a seaside town. Tourists have been complaining about the litter left on the beaches. Your school has decided to do something about the problem. Write a report about the state of the beaches and what you think should be done about the problem.



Do you need more practice?

Go to: CD-ROM, Unit 8.

Vocabulary

1 Match the words (1–8) with their opposites (a–h).

- | | |
|------------|---------------|
| 1 enemy | a accept |
| 2 defeat | b calmness |
| 3 refuse | c good |
| 4 original | d friend |
| 5 odd | e lose |
| 6 panic | f move slowly |
| 7 evil | g new |
| 8 rush | h ordinary |

2 Match the words in A with the words in B to make compound nouns.

A

performance boot relay body
five-metre boxing

B

camp club fat pole race test

3 Now complete the text with one of the compound nouns in Exercise 2.

I'm in a 1) boxing club at school. After my coach gave me the results of my 2) and told me I had too much 3) , I went away to a special 4) to get fitter. I was there for a weekend, and at the end of it, I managed to run a 5) faster than ever before, and it only took me a few seconds to climb a 6) ! I'd really recommend this kind of programme for anyone who needs intensive fitness training.

4 Rewrite the sentences, replacing the underlined words with these words and phrases.

cool emotions handle irritating seered
vulnerable well-being

- My younger brother is always winding me up. It's so annoying. irritating me
- Being nice to people gives me a feeling of happiness.
- Be gentle with Mary. She's feeling very weak and sensitive at the moment.
- Keep calm! Don't get so angry and frustrated.
- I don't think I can deal with any more bad news right now.
- One thing that really makes me get angry is when people ignore no smoking signs.
- She finds it hard to keep her feelings under control when she gets very upset about something.

5 Choose the correct alternative to complete each sentence.

- Marion is so snooty/depressed. She thinks she's better than anyone else.
- I don't think the new girl is stuck-up/fed up at all. I think she doesn't talk to us because she's shy.
- I don't know what's going on with Jim these days. He's acting so cheekily/weirdly – doing really odd things.
- Just because you have more money than other people, there's no need to be snobbish and look down on/up to them.
- Don't let people bully you. You need to be assertive and stand up to/run into them.
- What a jealous/vain person she is – always looking at herself in the mirror!
- It's pointless having feelings of contentment/resentment just because you are envious about what someone else has.

6 Read the text and choose the best answer, A, B, C or D.

The fashionable penguins!

A few years ago, a 1) group sent a warning around the world that the 2) of Fairy Penguins living on the Australian island of Tasmania was under threat. The 3) is near a shipping route and was being affected by the 4) from frequent oil spills.

The message was spread 5) across the Internet. Hundreds of 6) started knitting sweaters for the penguins.

The Tasmania Conservation Trust were 7) with the thousands of sweaters, 8) by knitters from all over the world. The sweaters were only 40cm high – Fairy Penguins are the smallest of the 9) Some had been made in the colours of people's favourite football teams.

A spokesperson from the Trust said that although the penguins were not really 10) to wear sweaters, the sweaters gave them necessary 11)

The sweaters were a success. They 12) the risk of the birds swallowing the oil from their feathers.

- | | | | |
|-----------------|----------------|---------------|-------------|
| 1 A environment | B conservation | C reservation | D survival |
| 2 A maintenance | B danger | C survival | D support |
| 3 A wilderness | B ice cap | C region | D park |
| 4 A pollution | B wildlife | C climate | D profits |
| 5 A locally | B naturally | C generally | D globally |
| 6 A employees | B employers | C volunteers | D survivors |
| 7 A donated | B overwhelmed | C fed up | D bored |
| 8 A donated | B endangered | C practised | D handled |
| 9 A kind | B type | C species | D habitat |
| 10 A vain | B cheeky | C envious | D happy |
| 11 A reduction | B support | C protection | D survival |
| 12 A made | B reduced | C increased | D helped |

Grammar

1 Complete the sentences with the past perfect simple or past perfect continuous form of the verb in brackets.

I had nightmares last night. Earlier, my friend
 1) ... ~~had been telling~~ ... (tell) me a scary story. He told me about something that 2) (happen) to his uncle a few years before. Apparently, his uncle
 3) (drive) along a deserted road in the countryside one rainy night. All of a sudden, someone appeared at the side of the road, hitchhiking. She asked him to drive her home. Obviously, she
 4) (stand) in the rain for quite some time, because she was soaking wet. She directed him to a little cottage at the edge of the village. But when he stopped, he noticed that she 5) (go)! He 6) (not hear) the car door open or anything He knocked at the door of the cottage. That's when he found out that it
 7) (be) the girl's home once – long ago. But she was dead. She 8) (be) hitchhiking home from college one rainy night, twenty years ago, when she was knocked over by a car.

2 Choose the correct form to complete the conversation. Sometimes both options are correct.

A: I remember when I was a kid, I 1) *would/used to* have this old teddy bear that I really loved. I 2) *would/used to* carry it around everywhere with me. 3) *Did you use to/ Would you have a* favourite toy?
B: No, I 4) *wouldn't/didn't use to*. But I 5) *would/used to* really want one of those space hoppers. My friend 6) *would/used to* have one, and he 7) *would/used to* spend hours on it, hopping around the house and garden. Every year on my birthday, I 8) *would/used to* hope to get one. But I never did!

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- I'm sure I shut the window before I left home this morning. **MUST**
 I ... ~~must have shut~~ ... the window before I left home this morning.
- I was stupid not to guess you were just playing a joke on me! **SHOULD**
 I you were just playing a joke on me!
- You should hurry up if you want to catch that bus. **BETTER**
 You if you want to catch that bus.
- If you want to be in the team, coming to practice regularly is essential. **HAVE**
 If you want to be in the team, you practice regularly.

- Are you crazy, driving so fast? You're lucky you didn't cause an accident! **COULD**
 Are you crazy, driving so fast? an accident!
- I'm afraid it won't be possible for me to come tonight. **ABLE**
 I'm afraid I come tonight.
- You are welcome to make an appointment, but it isn't necessary. **NEED**
 You an appointment.

4 Complete the conversation with the correct form of these verbs.

let make prefer rather suggest

- A:** What's wrong? You look really mad about something.
B: Yes, it's my parents. They 1) ~~make~~ me so angry!
 They won't 2) me do anything I want to do! I asked them to 3) me go to a party at my friend's house tonight, but they're trying to 4) me come home at 11 p.m. That's much earlier than anyone else! It
 5) me feel such a baby. I would
 6) not go at all, if I can't be the same as everyone else.
A: They're probably worried about you coming home late at night on your own. Why don't you
 7) staying over at your friend's house? I'm sure they would 8) you to do that.
B: Mmm, I suppose I could try 9) that ... Thanks!
A: No problem. I'm glad you 10) me help!

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

- It's a pity we didn't listen to the flood reports on the radio. If we ~~had listened~~ to the reports, we ~~would have known~~ the road was closed. (listen, know)
- Do you think we polar bears if we to the Arctic? (see, go)
- Of course I don't mind helping you. I if I to do it. (not offer, not want)
- If I anywhere in the world to visit, I to Brazil. (can choose, go)
- You get good at something unless you a lot. (not get, practise)
- Every time you somewhere, you pollution. (fly, cause)
- The trouble is, people throw away too much rubbish. If people more, we the problem of full landfill sites as we do now. (recycle, not have)

9

Whodunit?

Vocabulary

→ For Exercises 1–4, see pages 96–97 in your Students' Book.

1 Match the adjectives (1–8) with their meanings (a–h).

- | | |
|----------------|--|
| 1 amusing | a very funny |
| 2 hilarious | b funny and entertaining |
| 3 entertaining | c interesting and enjoyable |
| 4 inefficient | d silly |
| 5 ridiculous | e very silly |
| 6 daft | f not fashionable or acceptable |
| 7 clumsy | g not using energy or time in the best way |
| 8 uncool | h moving in an awkward way |

2 Match these verbs with their meanings (1–8).

chase fail improve insist remain rent reveal spoil

-improve..... to become better
- to demand that something happens
- to stay in the same place or condition
- to tell or show something secret
- to pay to use something for a short time
- to make something less good
- to quickly follow someone
- to not succeed in doing something

3 Complete the sentences with the correct form of the verbs from Exercise 2.

- The police told her toremain..... in the house until they arrived.
- The thieves had a car so they could make their escape.
- When the detective opened the car boot, he a burglar hiding there.
- I didn't want to go to the Police Station, but they that I should.
- We searched the house from top to bottom, but to find any clues.
- Our holiday was by news that there had been a burglary at home.
- The old man was too slow, so he was unable to the thief any further.
- Most police dogs need years of training to their skills.

4 Match the beginnings (1–8) with the endings (a–h).

- | | |
|--|---------------------------------|
| 1 I don't know how to ride a bike, let | a mad. |
| 2 The police made an arrest, based | b the mood right now. |
| 3 Well, it's very funny, but that is not | c alone drive a car! |
| 4 He always appears when you least | d accident. |
| 5 Poor Simon was usually unlucky in | e expect it. |
| 6 Don't tell me a joke, I'm not in | f the point of the story. |
| 7 I didn't do it on purpose, it just happened by | g love. |
| 8 One minute he was fine, the next he just went | h on the evidence of a witness. |

Reading

1 Read the leaflet on page 55 and answer the questions.

Choose the best answer, A, B, C or D.

Which party ...

- ... might involve an additional payment?
- ... offers a large prize?
- ... will probably be the most amusing?
- ... suggests a maximum number of guests?
- ... seems the most active for the guests?
- ... begins with two sets of people mixing?
- ... involves people telling lies?
- ... does not involve the guests working in groups?
- ... requires guests to interview one another?
- ... requires a large indoor area?
- ... features performers who are not actors?
- ... would not work well in a restaurant?

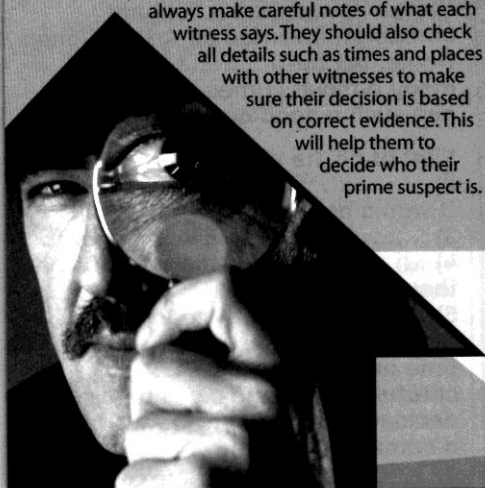
Murder mystery parties!

Are you bored of the same old parties? Why not celebrate your next birthday with a murder mystery party? We are a small company of actors who create private productions of murder mystery stories to make your party a success.

A A formal dinner party

Have you ever played the game *Cluedo*? It's quite similar, but this is a real-life version. All your guests work together in teams as detectives to solve a mystery! We take over a local restaurant for the evening and turn it into an English 'country mansion'. As soon as your guests arrive, the actors will meet and chat to them. Then while they are having dinner, your guests will be witnesses to some scenes which the actors perform. These scenes will give them an idea about who was involved and the events that led up to the murder.

After dinner all the suspects are interviewed in turn by groups of four–six detectives: we recommend no more than fifty people for this to work well. Be careful though, as some of the suspects will be feeling guilty, so they may not tell the truth to protect themselves. Detectives should always make careful notes of what each witness says. They should also check all details such as times and places with other witnesses to make sure their decision is based on correct evidence. This will help them to decide who their prime suspect is.



B Fancy dress option

This is similar to option A, but for extra fun, why not ask all your friends to dress up in suitable costumes? They can pretend to be characters from a country house party, so someone could be Lord and Lady Muckbucket, or Sir Wallace-Gromit and Madame DeVere. Or how about dressing up as the cook or a cleaner? A gardener or local policeman? If you prefer, costumes can be provided from our own selection for a small extra charge.

Guests will be given a role to play in the scenes and one of them may be the murderer! The detectives need to work in groups and take notes on special forms. They should ask plenty of questions and then discuss who the murder was committed by, what the reasons were and what weapon was used. By the end of the evening, all the answer forms must be completed from each group. Once everyone has made their choice, then the identity of the murderer will be revealed! There is a certificate for the winning group to prove that the mystery has been solved.

C Comedy chaos

Another very popular option is to include some comedians with the actors. The main comedian usually turns up unexpectedly, as if by accident, and then starts to mix with the guests. He can entertain your guests with his jokes and some magic tricks which are also part of the murder mystery story. Visual clues and other information to help solve the mystery will be presented through some of these magic tricks.

In the 'comedy chaos' option, we also provide two or three 'waiters' who cause chaos in the restaurant with their hilarious slapstick routines. They will start off with routines such as plate throwing and juggling with glasses, but may end up having a food fight! Each table of guests needs to work together to spot all the clues hidden in the routines. This party works best in a restaurant, as the actors need plenty of space to perform some of their routines.

D A 'treasure trail' of clues

For younger party-goers an exciting treasure hunt can be organised. These can be held in your home or a local hall. The treasure hunt can take place within the building but it is best to have an outside area as well, such as a garden. You will need to invite twelve or more people for the party to work well.

Before your guests arrive, we lay a trail of clues hidden in various secret places. Your guests have to follow the clues to find important information about the murder. This can result in your guests racing around in panic as they search for more clues! They can work on their own or in pairs. Sadly, we can't present a cash reward to the winners, but there is an enormous box of chocolates for the best detective.

Crime

→ For Exercises 1–4, see pages 98 and 102 in your Students' Book.

1 Complete the sentences with the correct form of the words in brackets.

- If you are good at finding clues, you could become a detective (detect).
- The teacher was very (suspect) when she saw the children laughing.
- A (law) can spend many days working in court.
- Don't run away because the police might think you are a (crime).
- Thieves stole some valuable jewels in the (burgle).
- There isn't enough (evident) to decide who committed the crime.
- The (investigate) to find the thief took over a year.
- Did the police reach a (conclude) about who took the money?

2 Choose the correct word, A, B, C or D, to complete each sentence.

- We didn't know who was inside, so we opened the door C.
A eventually B fairly C silently D certainly
- Your dog is very good at catching thieves!
A certainly B pretty C rather D quickly
- Someone must have been in here because there's mud!
A whenever B wherever C everywhere D somewhere
- The school's new burglar alarm was expensive.
A pretty B lovely C nicely D much
- I know she took it. I saw her carrying something under her arm.
A probably B definitely C obviously D suddenly
- He's lying because we have clear evidence on video.
A obviously B carefully C rather D fairly
- I'm so sorry I'm late! The bus broke down.
A certainly B definitely C rather D probably
- We're going to see the detective film
A yesterday B lately C recently D tomorrow

3 Find the adverb in each sentence. Decide whether it is an adverb of time (T), place (P) or manner (M).

- I hope he comes home soon. T.
- Can you come here, please?
- He did well in the test.
- We'll carry on with this lesson tomorrow.
- Adam walked home slowly.
- I'll see you later.
- The book was there on the shelf.
- Kate ran as fast as she could.

4 Complete the text with the correct form of these verbs.

arrest break commit jump search solve take

The best detective ever?



Sherlock Holmes

One of the most famous detectives ever was Sherlock Holmes. Of course he was just a fictional character, invented by Arthur Conan Doyle, but he 1) solved many difficult crimes. What made him such a good detective?

First of all, he never

2) to conclusions. It would be wrong to

3) a suspect or to 4) them to court if they had not actually

5) the law. So Sherlock Holmes always took his time and 6) carefully for all the clues before he

decided who had 7) a crime.

The passive

→ For Exercises 1–3, see page 99 in your Students' Book.

1 Choose the correct form to complete each sentence.

- Did you know that natural diamonds can sometimes *be/are* coloured pink? The name of the Pink Panther films *has been/was* taken from a large pink diamond with the shape of a panther inside.
- The largest known diamond *was/is* discovered in South Africa in 1905. It used to be the size of a baseball but since then it *is/has been* cut into 105 smaller stones.
- The third largest diamond in the world *be/is* called the Steinmetz Pink. Such special diamonds *are/were* cut very carefully so it took over two years to cut the Steinmetz diamond.
- About 700 years ago in France, only the king *was/is* allowed to wear diamonds. Ordinary people *weren't/aren't* allowed to wear them!
- The largest existing diamond in the world is the Millennium Star. It *was/has been* found in Congo in Africa in 1992 and *is/was* displayed in London's Millennium Dome in 2000.

2 Complete the text with the present or past passive form of the verbs in brackets.

The history of diamonds

Diamonds are precious jewels, but do you know how they 1) *were made* (make)? Diamonds

2) (create) billions of years ago deep under the earth. Then they 3) (bring) to the surface by volcanoes. In the past, most of the world's diamonds

4) (find) in India, then in South Africa and Brazil. These days they 5) (dig) out of mines in twenty-five countries, but most of the world's diamonds 6) (produce) in Australia.

Diamonds 7) (know) for their strength and beauty, but did you know they are also very useful? Very often, diamonds are too small to use for jewels, or they 8) (shape) too strangely. Such diamonds 9) (use) in hundreds of objects from computer chips to dentists' drills.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- Scientists have created man-made diamonds. BY
Man-made diamonds *have been created by* scientists.
- We can use diamonds for many different things. BE
Diamonds for many different things.
- In the future we will equip spacecraft with diamond windows. BE
In the future spacecraft diamond windows.
- An Indian monk removed the Black Orlov diamond from a statue. WAS
The Black Orlov diamond by an Indian monk.
- Rumour has it that the Black Orlov diamond cursed its owners. WERE
Rumour has it that the owners of the Black Orlov diamond

Modal verbs

→ For Exercise 4, see page 103 in your Students' Book.

4 Use the modal verbs to talk about the people in the photos. Use these questions to help you.

Where do they come from? What are their jobs?
Are they famous? Are they teenagers?
What do they like? How are they feeling?

A

must *She must be a model.*

must

can't

could

may

might

B

must *He must be a basketball player.*

must

can't

could

may

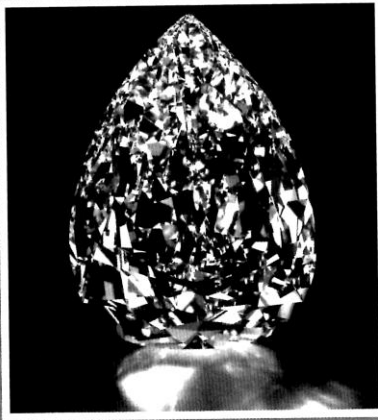
might



Use your English

1 Read the text below and choose the correct answer, A, B, C or D.

A SCENE FROM A SCOOBY DOO MOVIE?



Ray Betson, a 1) who had 2) several robberies, was rather interested when he heard that the spectacular Millennium Star diamond would be displayed in the Millennium Dome in London. He and some friends made plans to steal the diamond but the 3) found out about the plan. In September, one of the gang was sent to view the diamond, but he was 4) filmed by the police. The chairman of the Dome was immediately informed that there 5) be a risk, so the Millennium Star and several other diamonds were replaced with fake diamonds 6) detectives working on the case.

Ray Betson's gang obviously knew nothing about the change and continued with their plans. They realised that the glass cases protecting the diamonds 7) be 8) strong. So on 7th November they tried to 9) the diamonds by crashing into the Dome with a mechanical digger. 10) the police force was ready. In a dramatic scene, the police – who were disguised as cleaners – surprised the thieves just before they grabbed the fake diamonds. Of course the real diamonds had been hidden at a secret location. Eight men were 11) that day. The next year five of the 12) went to court and were found to be guilty of trying to steal the diamonds. They were sent to prison for their crime.

- | | | | |
|----------------|----------------|----------------|--------------|
| 1 A criminal | B investigator | C inspector | D detective |
| 2 A made | B created | C experienced | D committed |
| 3 A judge | B thief | C police | D prisoner |
| 4 A quietly | B secretly | C suspiciously | D fairly |
| 5 A can't | B might | C can | D should |
| 6 A by | B for | C from | D to |
| 7 A mustn't | B can | C must | D can't |
| 8 A fairly | B extremely | C obviously | D definitely |
| 9 A steal | B chase | C catch | D break |
| 10 A Carefully | B Slowly | C Luckily | D Certainly |
| 11 A prevented | B solved | C arrested | D detected |
| 12 A lawyers | B witnesses | C killers | D suspects |

2 Complete the text with **one word** which best fits each gap.

Stupid!

At a recent court case, a man

- 1) ~~was~~ accused of committing a robbery. Apparently the man was walking down the street when he spotted an open car window and noticed that there were a few valuable items just
2): an MP3 player, a handbag and a diamond ring. He reached into the car and grabbed the items. Unfortunately for him, he
3) been seen by a police officer. He didn't realise that he was 4) followed, so he was arrested soon afterwards.

However, the thief had a good lawyer who argued his case. 'This man can't 5) guilty. He did not enter the car himself, only his right arm was inside the car. The man himself was 6) Therefore the crime was committed
7) his right arm, and the suspect himself is innocent.'

The judge replied. 'Hmm. Very clever. Very logical. So my decision
8) be made with the same logic. As we have just
9) told, this man's right arm 10) be guilty.' He smiled confidently. 'I therefore sentence this man's right arm to one year in prison. The suspect can decide whether to go to prison with his arm or not.'

This time the thief smiled. Then the judge realised that the man's right hand and arm 11) being removed by his lawyer. The whole arm 12) placed on the table in front of the judge and the suspect walked out of court, a free man.

Writing a story

→ For Exercises 1–7, see pages 104–105 in your Students' Book.

1 Read the writing task below and answer the questions.

Can you write a story for our competition? We are a group of young film-makers looking for new ideas. Write a story ending with the words:

'The next day Jennifer felt proud when she read the newspaper headlines:
Lost treasure found by local girl.
Our film will be based on the best story.'

- Who is the story about?
.....
- What did she find?
.....
- How did she feel?
.....
- Who will read the story?
.....
- Will you write about the events that happened *before* this or *after* this?
.....

2 Make notes to answer the following questions about the story, using your own imagination.

- Who was Jennifer?
.....
- Where did the story take place?
.....
- What was the 'treasure'?
.....
- Who had lost the treasure? How did it become 'lost'?
.....
- Where and how did Jennifer find the treasure?
.....
- Was anyone else involved in the story?
.....

3 Choose the most dramatic opening for the stories (1–2). Underline the words which make it dramatic.

- 'What is that?' thought Sam.
 - 'What on earth can it be?' Sam wondered nervously.
 - 'What can it be?' Sam wondered.
- The phone rang loudly in the empty house.
 - The phone rang but the house was empty.
 - The phone rang loudly, but the house was completely deserted.

4 Complete the paragraph with these adverbs to make it more interesting.

completely fast quickly silently suddenly

One moment I was 1) ^{fast} asleep and the next I was woken 2) by the sound of something breaking. I leapt 3) out of bed and then I stopped. Now it was 4) quiet in the house and I remembered no-one else was at home. I tiptoed down the stairs as 5) as I could.

5 Rewrite this opening paragraph, using adverbs and adjectives to make it more interesting.

When I woke up yesterday the sun was shining. We were going to go on a school trip. I got out of bed and got ready for school.

6 Organise your notes from Exercise 2 into the following paragraphs.

- Set the scene:
.....
- Develop the plot:
.....
- Move towards solving the problem:
.....
- Reveal your ending:
.....

7 Write your story (120–180 words) in answer to the writing task in Exercise 1.



Do you need more practice?

Go to: CD-ROM, Unit 9.

10

Behind the scenes

Vocabulary

→ For Exercises 1–4, see pages 106–107 in your Students' Book.

1 Complete the sentences with these collocations.

breaking news cutting studio lead story
live update satellite truck work experience

- After she left school, she managed to get ... *work experience* ... in a TV studio.
- Why don't you turn on CNN? The ... is about the floods all over the country.
- Near the scene of the accident, there were reporters and a ... waiting.
- 'And now here is James Brown on the scene, ready with a ...'
- Before the film appears on the television news, it will have to go through the ...
- The ... in all the newspapers was the bank robbery in the city centre.

2 Match the phrases (1–6) with their meanings (a–f).

- | | |
|------------------------|-------------------------------------|
| 1 continuous stream | a the cables that carry electricity |
| 2 early hours | b something that happens only once |
| 3 heavy downpours | c lots of details about an event |
| 4 in-depth information | d something that doesn't stop |
| 5 isolated incident | e a sudden large amount of rain |
| 6 power lines | f in the middle of the night |

3 Complete the sentences with the correct phrase from Exercise 2.

- All the reporters agreed that it was a(n) ... *isolated incident* ... and unlikely to happen again.
- The TV researcher wanted ... about previous art robberies.
- If you watch that 24-hour news programme, there is a(n) ... of news and weather reports.
- ... are forecast throughout the country overnight.
- In the ..., when most villagers were asleep, the river flooded the playing field.
- Because of the high winds, ... are down in some areas of the country.

4 Choose the correct word to complete the sentences. Then write the meaning of the word.

- The news presenter looked *grim*/happy as she gave the news about the disaster. *serious*
- Carol wanted to do Media Studies at college. The only *alternative/choice* she would consider was Drama.
- 'I'd really like to become a sports *correspondence/correspondent*,' Ben said.
- All Meg's *colleges/colleagues* on the news programme thought she was very good.
- When the red light goes on, that means we are *alive/live* on air.
- They're *constructing/contrasting* a bridge over the river.

Reading

1 Read the text on page 61 and choose the best answer, A, B, C or D.

- What does the writer find unusual about being a successful stuntman?
A The most successful stuntmen are those you don't see.
B They perform dangerous stunts.
C They are often very strange.
D They pretend to be someone else.
- Don Bradley's previous work had involved
A starring in major films. B doing dangerous stunts.
C training other stuntmen.
D taking part in the latest Bond films.
- What does the writer say about the Volkswagen Touareg?
A It had been used in several thrillers.
B It didn't get wrecked.
C It wasn't any better than a Porsche.
D It had a few changes made to it.
- How does Bradley create a stunt scene?
A The stuntmen direct themselves.
B He depends on good camera work.
C He takes a lot of dangerous risks.
D He researches the story and characters.
- What was special about the area Bradley chose for the start of the high-speed car chase?
A It was in New York. B It was handy for filming.
C There weren't many people around.
D The buildings were the right size for the stunts.
- The reason why Bradley's stunt scenes are so successful is that they are
A believable. B unbelievable.
C exciting. D dramatic.
- Why does the writer say, 'It's not dangerous in the slightest'?
A Because it is actually dangerous.
B Because it should be dangerous, but it isn't.
C Because *real* stunts are dangerous, not virtual stunts.
D Because he wants to convince the reader.

Behind the scenes – behind the stunts!

Being a successful stuntman is a strange thing, since the success of stuntmen is measured not by how well they act, but by how invisible they are! Filmgoers need to see, and to believe, that it is the character on screen who is actually jumping from a helicopter or out of a burning car. They don't want to know about the stuntman double who is actually doing all that!

Dan Bradley, stunt coordinator for films such as *Independence Day*, *Spiderman 1* and *2* and the latest Bond and Indiana Jones films, is no stranger to danger. Now his job may be behind the scenes, creating and developing stunts, but he's had his share of seemingly death-defying stunts in the past.

Bradley's stunt scenes over the years have involved wrecking more cars than he can remember. He admitted, however, that the only one of those cars (including Mercedes, Alfa Romeos and Porsches) that he ever really wanted for himself was the Volkswagen Touareg, the one used in the car chase of the thriller *The Bourne Ultimatum*. For the purposes of the film stunts only, he even got Volkswagen engineers to reduce its excellent safety features so that the stunts could be performed successfully.

What, then, are some of the key factors involved in coordinating great stunts? Firstly, he explained, you have to plan them out carefully in advance. Then there needs to be a lot of time spent on choosing the correct camera angles for the shots of the stunt. Finally, the

stuntmen themselves need to be trained and directed just as if they were actual actors in the film.

When he was directing the stunts for *The Bourne Ultimatum*, he was very keen to find exactly the right location for a particular stunt, in this case the start of the high-speed car chase. Since he wasn't able to get permission to use any New York streets for filming the stunt, he had to find somewhere else just as good. He ended up finding an area where there were garages and low buildings that could be used for some of the pretty incredible stunts we can see in the film, like reversing off a roof!

In Bradley's view, stunts are generally more exciting and more effective if they are cleverly worked into the plot and fit in with what the audience knows about the characters, rather than just being stuck in for the sake of a bit of dramatic and 'dangerous' action. Perhaps this very fact is the reason behind the global success of his stunt scenes with cinema audiences!

If you fancy your chances at creating stunts, then all you have to do is use the special online simulator that Volkswagen have developed, based on the stunts in *The Bourne Ultimatum*. Here, you can create your own combination of crashes, cars, music and camera angles just as they do in the films. Through the simulator, you can get hands-on experience of what it means to create stunts. Why not try it? It's not dangerous in the slightest!



In the news

→ For Exercises 1–4, see page 108 in your Students' Book.

1 Match the words (1–10) with (a–j) to make collocations.

- | | |
|-----------------|------------|
| 1 lucky | a services |
| 2 emergency | b weather |
| 3 camera | c floods |
| 4 weather | d language |
| 5 flash | e roads |
| 6 latest | f crew |
| 7 busy | g country |
| 8 freezing | h news |
| 9 official | i escape |
| 10 neighbouring | j forecast |

2 Complete the sentences with the correct collocation from Exercise 1. Make any changes that are necessary.

- Neighbouring countries have been badly affected by the political problems across the border.
- You can look at newspapers and news websites on the Internet to find all the
- The boy had a when a helicopter rescued him from the sea.
- The of Belgium are Dutch, French and German.
- The area was soon full of setting up their equipment.
- Motorists are advised to avoid leading to the south coast over the weekend.
- The for the coming week is really good!
- Fortunately, the responded quickly to the calls for help.
- is forecast over the whole country tomorrow.
- The huge amount of rain caused in many areas.

3 Make nouns from these verbs and put them into the correct category.

commentate create direct edit employ
inspect lecture present research

-er	-or
	commentator

4 Make nouns from these verbs and add them to the categories in Exercise 3.

advise investigate produce report
coordinate photograph

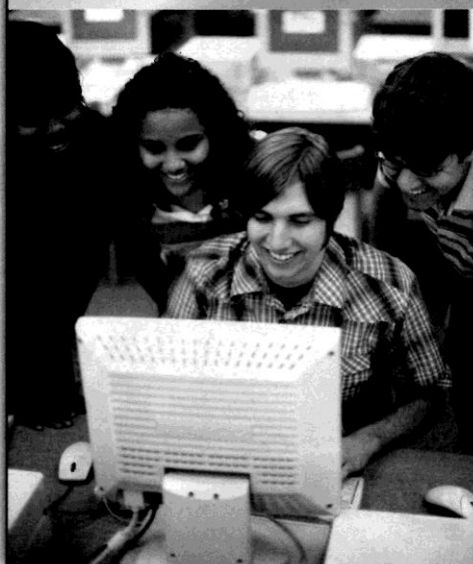
Phrasal verbs

→ For Exercise 5, see page 112 in your Students' Book.

5 Complete the sentences with the correct form of these phrasal verbs.

run over run up against go about hold up
look down on look into work on

We asked the newspaper editor how to
1) starting a school
magazine. He gave us some very good advice
and told us that we should 2)
our writing skills. Some older reporters
3) the young ones who don't
know much about the job, but most of them try
to help you. We soon 4)
problems since everyone wanted to be reporters
and no-one wanted to be the editor! That
5) (us) for a while but Sam
eventually agreed to be the editor. When we
heard the news that a dog had been
6) by a hit-and-run driver,
Tessie and Steve went to investigate. They
7) every aspect of what had
happened – and they even managed to find the
driver of the car (they found a witness who'd
noted down his number)! Our first bit of
reporting was a success!



-ing form and to-infinitive

→ For Exercises 1–2, see pages 109 and 113 in your Students' Book.

- 1** Complete the TV report from a dog show with the correct form of the verbs in brackets.

'And it's a very good afternoon to all our viewers from us here at the 'Top Class Dog Show'. My name is Katie Preston and I'm reporting from just outside Bristol. Firstly, may I apologise for 1) *starting* (start) our broadcast a little late, but I am happy 2) (say) that the rain has now stopped and the show can begin.
Before 3) (watch) our first contestant, Mrs Bates, with her dog White as Snow, I would like 4) (explain) to our viewers that Hot and Tasty Dog Foods have offered 5) (sponsor) the show today and are responsible for 6) (provide) all the prizes and prize money. Now, here comes Mrs Bates and White as Snow. White as Snow certainly looks as if he is enjoying 7) (show off) his wonderful white coat ... Oh dear, that was a patch of mud he just stepped in. Well, we did advise the owners 8) (lead) their dogs away from the mud. However, I'm glad 9) (say) that we now have our second contestant, Mr Stone, with his dog, Black Knight. Black Knight certainly looks capable of 10) (attack) anyone he doesn't like but he's a good-looking dog, that's for sure. He's doing well ... but, oh dear, I think he's spotted someone he doesn't like in the crowd. Oh no! He's decided 11) (go) and investigate ... Well, I think perhaps it's time 12) (make) contact with our second reporter on the scene, Richard Harris, who is covering the sheepdog trials. Richard ... ?'



- 2** Complete the diary entry with the correct form of the verbs in brackets. Add a preposition wherever necessary.

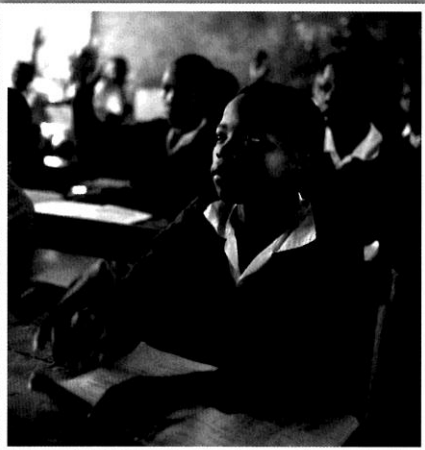
Katie Preston's journal

Saturday March 30th

I have just had the most awful day of my life! Of course in the first place, I blame the weather 1) *for spoiling* (spoil) things – that was really bad luck. To be honest, everything was so muddy there that we had difficulty 2) (get) everything cleaned up in time for the programme.
Then it was so embarrassing. I had to thank the manager of Hot and Tasty Dog Foods 3) (sponsor) the event, but the dogs unfortunately had no intention 4) (eat) their Hot and Tasty food. We had to give them their usual brand of food, secretly. And then, when I was live on air, the dogs simply went on 5) (be) naughty! I regret to say that when Black Knight ran off in order 6) (chase) someone in the crowd, I couldn't wait 7) (get away) from there and hand over to Richard.
Sometimes it's a good idea just 8) (forget) when things go wrong, like today ...

Use your English

- 1 Complete the article with one word which best fits each gap.



My school developed a connection with a school in Africa in 1) order for us to understand the life of teenagers in other countries better. It was a fascinating experience and I'd 2) to tell you a bit about it. What struck us most when we watched them 3) time together socially were the similarities between us. We were with a group of younger school children, and 4) them to schools in Africa was a good way 5) seeing how their ideas about life in Africa changed while we were there. It's very difficult 6) know about the reality of life in another country 7) actually visiting it and we felt it was so important 8) open our minds and not have fixed ideas about things. All the African students were really keen 9) going to school and getting an education and that made me think. When we got back to England, I wanted to carry 10) communicating with our new friends in Africa. Now I dream 11) going back there one day to see them all. I can't 12) to see their faces when we give them the parcels of books that we are getting ready for them!

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

- 1 Henry really wants to go into journalism (journalist) when he leaves school.
- 2 I've decided to go in for a (photograph) competition.
- 3 (report) the news from the fire is our correspondent, Jenny Hughes.
- 4 As far as we know, this newspaper is a (rely) source of information.
- 5 We were all (fascinate) by the tour of the film studios.
- 6 Fortunately, the stuntman suffered no (injure).
- 7 Are they going to (serial) her latest book?
- 8 One of the high points of being a reporter is (chase) an exclusive.

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- 1 This article has got to be written by next Friday. FINISH
I've got to finish writing this article by next Friday.
- 2 Our Australian cousins have said that they'll tell us all about their life there. PROMISED
Our Australian cousins us all about their life there.
- 3 I don't feel happy about finishing the course. SAD
I'll be the course.
- 4 Charlie really wants to take his bulldog to dog shows. ENTHUSIASTIC
Charlie is really his bulldog to dog shows.
- 5 Do you think we could watch the CNN news this evening? ABOUT
..... the CNN news this evening?
- 6 I must look for that background information as soon as possible. PUT
I can't for that background information any longer.
- 7 I've got more important things to do than report on dog shows! WASTE
I'm not going to on dog shows!
- 8 The camera crew went to the scene of the disaster and took pictures. AS
The camera crew went to the scene of the disaster pictures.

Writing an article

→ For Exercises 1–5, see pages 114–115 in your Students' Book.

- 1** Read the two articles written by teenagers for a local teen newspaper. Then rate them by choosing the comment you most agree with.

A

The Boys in the Band

Were you lucky enough to be at the local square last Sunday evening? You were? So you must have heard *The Boys in the Band*, the number one hot band today. If you weren't so lucky, then read on since I'm going to give you a taste of what you missed!

I asked a group of girls what they thought about having a live open-air pop concert in their neighbourhood. Lucy, fifteen, told me, 'This is a first, I think. It's really worth doing this sort of thing for the young people here.'

Later on, before the band started performing, I managed to have a word with Mick, the vocalist. 'It's cool,' he said. 'It's different from when you play in a stadium or stuff like that; this is real, it's contact with the people and, well, we love doing it!'

The band played from around 9.30 p.m. to 11.30 p.m. and everyone had huge fun. The only drawback was that the girls had to get up for school the next day, but everything else was perfect, can it?

Very interesting ☐ Not bad ☐ Could do better ☐

B

School's out!

We were fortunate enough last week to play host to a number of teenage students from a secondary school in Italy. Some of our class were chosen to show them around and I was one of those students.

The Italian students were staying for a week so we organised tours for them of the sights. They had also prepared a talk about their town in Northern Italy and we invited the students from the school to attend. Quite a good number turned up and we had refreshments afterwards.

It was a pity that not many of the students from our school know Italian but the Italian students' English was reasonably good so we were able to communicate. They have invited a group of students from our school to go over there next year so I hope very much to go.

I believe that these exchange visits between students of schools from different countries are extremely valuable in giving us an idea of how other young people feel and think.

Very interesting ☐ Not bad ☐ Could do better ☐

- 2** Read the articles again and decide which of the following features each one has.

- ☐ striking opening sentence
- ☐ gets reader interested
- ☐ suitable topic for teenage target reader
- ☐ addresses the reader directly
- ☐ uses humour
- ☐ uses examples, personal opinions
- ☐ uses description
- ☐ uses lively and interesting language

- 3** Which article do you think is more effective, and why?

- 4** Find as many examples of verbs + *to* and verbs + *-ing* as you can in Article A.

- 5** Write an article (120–180 words) in reply to the following advertisement.

My favourite TV programme!

Tell us about your favourite TV programme and say why you like it. The best articles will be published next month. All articles should be sent to the editor by Friday 10th April.

Watch out!

Remember to use the grammar that you know, and the points on this page about giving your writing an interesting style.



Do you need more practice?

Go to: CD-ROM, Unit 10.

11

All work and no play!

Vocabulary

→ For Exercises 1–4, see pages 118–119 in your Students' Book.

1 Match the words (1–10) with their meanings (a–j).

- | | |
|---------------------|---|
| A | B |
| 1 bonus | a using your hands rather than ideas |
| 2 arrange (flowers) | b worried |
| 3 concerned | c to be left after other things have gone |
| 4 dismiss | d manipulate something into a different shape |
| 5 entire | e throw out, get rid of |
| 6 practical | f related to speech |
| 7 remain | g put in a way that looks nice |
| 8 solid | h whole |
| 9 verbal | i very good and consistent |
| 10 bend | j something extra |

2 Complete the sentences with the correct word (1–10) from Exercise 1. Make any changes that are necessary.

- Practical skills are important if you want to learn a trade such as painting and decorating.
- His parents were that he wouldn't find a job.
- Only three applicants for the position after the series of interviews.
- He was from his job because of continual lateness.
- I managed to the piece of plastic a little before it broke.
- skills are important if you need to communicate with other people.
- Liz had made progress in her career over the past year.
- Part of the interior decorating course involves flower
- They spent the day looking for jobs in the local paper.
- The job pays a competitive salary, with a good if sales are particularly good.

3 Complete the sentences with these words.

applicants authority leadership responsibility
role models site trainees

- All the trainees had to sit an exam at the end of the course.
- If you want to succeed in business, you need to have qualities of
- It was Sally's to lock up the shop every evening.
- The for the job all came for an interview.
- People like Richard Branson (*Virgin Group*) have been for many young people.
- Your boss has got the to employ more people if he likes.
- The of the new toy megastore is on the outskirts of the town.

4 Replace the underlined words with the correct form of these phrasal verbs.

do up go through pick-up put up with take on

- She lifted the box off the floor and put it on the table. picked up
- Stella agreed to do some of Angela's work while she was off sick.
- All applicants for the job have to experience several tests.
- We all helped to repair and decorate the old flat.
- The manager won't tolerate employees who don't work hard.

Reading

1 Read the article on page 67. Seven sentences are missing. Match the sentences A–H with the gaps (1–7). There is one extra sentence that you do not need to use.

- Tension is high and they end up in front of Sir Alan in the boardroom.
- The girls start off well but by the afternoon, all the children seem to have disappeared off the streets and panic sets in.
- The teams show that they don't have to be enemies to compete against each other and aim to win.
- Obviously, they hadn't chosen their pitch well and they couldn't find enough customers.
- Sophie, however, is in trouble when she says she can't sell things she doesn't believe in.
- Simon is the one who always played the fool throughout the series, although he is a highly intelligent young man.
- The teams brainstorm loads of ideas but it's difficult to find something that's different.
- The task this time is to design a new building for a riverside plot in London that belongs to Sir Alan.

THE APPRENTICE

The Apprentice is a BBC programme where sixteen candidates have to go through a series of tasks in order to win a top apprenticeship with Sir Alan Sugar, the founder of Amstrad, an electronics company. The candidates share a luxury house in London for three months. They are split into two teams and at the end of each week, the worst-performing candidates in each team have to defend themselves in front of Sir Alan and his advisors. The unfortunate candidate who loses, hears the words, 'You're fired!' This is the story of the third series.

The first task the teams have to do is to sell coffee on the streets of an area of London. Naturally, the team that sells the most coffee wins! Two of the boys, Tre and Simon, sell fifty-five coffees in an hour whereas two of the girls, Gerri and Naomi, only sell eleven.

1) The girls also bought in too much milk and lost money.

Next on the list of tasks is to design something new and original for dogs. 2) Rory, the boys' team leader for this task, eventually comes up with the idea of a doggy belt where owners can put their things. The girls decide on a collapsible doggy wardrobe! The wardrobe wins and the girls are treated to a special dinner out.

'You're fired!'

By this point, three boys have been fired so they've got to try a bit harder. For the next task, Sir Alan gives each team £200 to start up a business in one day. The girls choose face-painting and the boys gardening. 3) The boys do well with their gardening. At the end of the day, Gerri is the first girl to be fired.

Now it's sweetie-time and the teams have to design, make and sell sweets to children at London Zoo. The girls don't produce as many chocolate lollies as they wanted so they have to put the prices up. The boys have too many additives in their 'natural' lollipops so they have to change the labelling. Both teams sell about the same amount. 4) She's the one to be fired this time.

The weeks go by and we're two months down the line. Now the teams have to create a new brand of trainer together with the advertising to go with it. The boys try to create a 'street' trainer and Simon even does a bit of break-dancing for the advertising video. The girls, who have two advertising experts in their team, can't agree on a concept for the advert. 5) Ghazal, as the girls' team leader, is fired this time for weak leadership.

Eventually, it's the final week. 6) Only two candidates are left, Kristina and Simon. They have four days to produce some plans – together with a team made up of former candidates – and then present them to over a hundred property developers. After a lot of frantic work, talk and ideas, both candidates present their work in an impressive way. Sir Alan has a very difficult choice to make ...

In the end, Simon wins, through enthusiasm rather than experience. 7) Sir Alan made the final choice alone – and took the risk. Kristina, naturally, was gutted but she's bound to have lots of offers of jobs in the future. Simon, on the other hand, was in shock – but totally ecstatic! He'd won *The Apprentice*!



The 'girl's team' on *The Apprentice*

Jobs and skills

→ For Exercises 1–3, see page 120 in your Students' Book.

1 Complete the sentences with these words.

fired full-time promoted redundant
retired unemployed work experience
workaholic

- James is a real *workaholic*; he seems happy to work ten hours a day, seven days a week!
- Chris was made from his job last year because the company wasn't making a profit.
- Emma was for six months before she found a job.
- If you work hard, you'll be within twelve months.
- She's got a job, but she finds the hours a bit long.
- When Adam kept on turning up late for work, he got
- My dad at the age of sixty and then he started writing books.
- It's important to get while you are a student.

2 Choose the correct preposition.

- a bonus *about/of* £50,000
- be chosen *of/from* 1,000 applicants
- be impressed *by/for* somebody
- be *to/on* TV
- call somebody *to/at* your office
- for/at* this stage
- for/on* the sixth time
- get to work *on/by* time

3 Complete the sentences with the correct prepositions from Exercise 2.

- Dad's away ~~on~~ business at the moment.
- What does your cousin do a living?
- Quite a few students are still out work.
- Mr Jenkins was replaced Ms Stone as the head of the firm.
- Hours of work are nine to five daily.
- Poor Sasha is chained her desk in that office job. I think she'd prefer something more active.
- You can come and see me work over the summer; I'll be helping out in the shop.
- The workers have all come out strike this week over pay.

Words easily confused

→ For Exercises 4–5, see page 124 in your Students' Book.

4 Choose the correct word to complete the sentences.

- In the fashion *industry/profession* there are some companies that do not treat the workers very well.
- If you want to go into the teaching *profession/trade*, it's a good idea to enjoy working with children.
- The tourist *profession/industry* brings a lot of money into the country.
- The building *trade/business* must be doing well; new blocks of flats are being built all the time!
- If you enjoy learning lots of facts and you can speak well, then the legal *industry/profession* is for you.
- A large part of the population in Greece has a connection with the shipping *profession/industry*.
- The advertising *trade/business* finds a lot of its work through television.
- His father was very highly regarded among his colleagues in the medical *trade/profession*.

5 Complete the email with these words.

available cooperating further ideal *inform* let me have
practicalities premises

Hi Sue,

My friend Martha gave me your details and told me that you'd be interested in coming to work with me in my shop.

That would be wonderful because there is too much work for me on my own. Just to

1) *inform* you, the 2) here are quite large, that is why I need some help. As regards working hours, if you could come in three days a week, that would be

3) Perhaps you could let me know when you might be 4) to start work? I'd also be grateful if you could 5) your mobile phone number so that I can get in touch with you more easily. Please don't hesitate to contact me if you want any 6) information. We can sort out all the 7) when you start. I'm really looking forward to 8) with you. The flower business is a great job!

All the best,
Maria

Reported speech

→ For Exercises 1–4, see pages 121 and 125 in your Students' Book.

Watch out!

Don't use the word order for a question when it is reported or indirect.

She asked him how did he get that job. X

She asked him how he got that job. ✓



- 1** Lyn, a reporter, is interviewing Sam, a motorbike racer. Rewrite the questions in reported speech.



- 1 'How did you start bike-racing?'
Lyn asked Sam
..... *how she had started bike-racing*
- 2 'Do you like it?'
Lyn asked Sam
.....
- 3 'What do you like best about it?'
Lyn asked Sam
.....
- 4 'What is the worst thing for you?'
Lyn asked Sam
.....
- 5 'Do you get any days off?'
Lyn asked Sam
.....
- 6 'How do you feel when you race on big tracks like Silverstone or Brands Hatch?'
Lyn asked Sam
.....
- 7 'Are you going to continue racing in the future?'
Lyn asked Sam
.....

- 2** Match Sam's answers with the questions in Exercise 1. Then rewrite the answers in reported speech.

- a 'I feel very nervous because there are so many people there.' (Question)
Sam said that *she felt very nervous because there were so many people there*
- b 'No, I have to train every day.' (Question)
Sam said that
- c 'I grew up in a racing family.' (Question)
Sam said that
- d 'Yes, I can't imagine doing any other job, really.' (Question)
Sam said that
- e 'I hate not doing well in races.' (Question)
Sam said that
- f 'I think it's fantastic, otherwise I wouldn't do it.' (Question)
Sam said that
- g 'I really like trying to become better all the time.' (Question)
Sam said that

- 3** Complete the indirect questions.

- 1 When will I be able to see you?
Could you tell me when *I'll be able to see you*
- 2 What time is the interview?
I would like to ask
- 3 How did you get into that career?
Might I also ask how
- 4 What skills do I need for the job?
I was wondering
- 5 Is the job a full-time or part-time?
I'd like to know
- 6 How long will the training last?
Could you let me know
- 7 Could you send me further details, please?
I'd be grateful if

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- 1 I need some details about the course. COULD
..... *Could you give me* some details about the course?
- 2 Can I ask your advice about something? WONDER
..... could ask your advice about something?
- 3 I'd like to receive the order as soon as possible. LET
Could have the order as soon as possible?
- 4 What time does the programme start? LIKE
..... what time the programme starts.
- 5 Will he be back soon? KNOW
..... he'll be back soon?
- 6 Is it possible for me to change my appointment? WONDERING
I be possible to change my appointment.

Use your English

1 Choose the word or phrase (A, B, C or D) that best completes the sentence.

- Understanding about responsibility is part of growing up.
A trade B economic
C financial D money
- Will all for the job please come to an interview on 14th May.
A applicants B trainees
C applications D apprentices
- Leo is likely to in the exams since he's studied so hard.
A grade B pass
C master D excel
- You'll have to start that bit of painting from – it's all wrong!
A brush B scratch
C start D splash
- Any job requires a certain amount of
A contract B commitment
C belief D connection
- Sheila is looking for a job now: she's had enough of temporary ones.
A full-time B part-time
C permanent D certain
- All workers have to take out medical
A insurance B profession
C impression D advice
- What colour are you going to have in your new house?
A order B design
C plan D scheme
- The builders want the exact of all the rooms.
A standards B measures
C measurements D building
- We need some more – just a table and four chairs isn't enough!
A tools B construction
C carpentry D furniture
- I'd like to that course on film make-up. It must be really interesting!
A wait B attend
C go D accept
- I'm afraid you'll have to go through a(n) process to get on the course.
A selection B apprenticeship
C construction D practical

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

- It was quite an achievement (achieve) getting a job in that firm.
- He's been awarded an (apprentice) with a master craftsman.
- Her parents have worked in the (clothes) industry for years.
- A (represent) of the company will tell you all the details of our work.
- I would be a hopeless doctor since I can't stand the (see) of blood.
- What (qualify) do you need to become a civil engineer?
- As far as I'm (concern) it would be worth applying for that job.
- She's got an (appoint) to see someone in the fashion industry tomorrow.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

- 'It's difficult to find a job these days,' said Jack to us. WAS
Jack ~~told us that it was~~ difficult to find a job these days.
- 'Can we have a day off next week?' the students asked. IF
The students asked a day off the following week.
- 'Where were you yesterday?' Greg asked Vicki. HAD
Greg wondered the day before.
- 'Please don't be late,' he told the trainees. NOT
He told the trainees late.
- 'I'm not doing this job any longer,' she said. SHE
She said that that job any longer.
- 'When can I start?' KNOW
She wanted start.
- 'Are you thinking of employing any more people?' ASK
I would like thinking of employing any more people.



Writing a formal letter

→ For Exercises 1–4, see pages 126–127 in your Students' Book.

- 1** Read Jake's application letter for the summer job advertised below. Correct the circled mistakes.

Do you like the sea? Can you speak English? Are you sociable? Then why don't you apply to join our yacht crew for summer trips around the Greek islands? You'll meet lots of new people and earn a good wage at the same time. Applications to: Bob Middleton, Sea Blue Yachts, Crete.

Dear Mr Bob,

I write in reply to your advertisement in *Yachting Youth Today*. I'd like applying for a place in your yacht crew for this summer.

I grew up on an island so I have spent a lot of time on the sea. I'm still at school but I've studied English for over five years and can communicate quite well. Every summer, I'm talking to the tourists on our island so I get lots of practice. I also enjoy meet new people, especially from other countries.

Would you mind to ask you for some further information about the job? Firstly, will it be for the entire summer? Secondly, you mention a good wage – could you possibly give to me an idea of how much I might expect to earn?

If you would like to come for an interview, I am available at any time from now on.

Looking forward to hear from you.

Yours hopefully,

Jake Benson

- 2** Read the letter again and make notes about the content Jake includes in each paragraph.

Paragraph 1:
Paragraph 2:
Paragraph 3:
Paragraph 4:

- 3** Read the writing task below. Use the structure in Exercise 2 to write your plan.

Wanted: Young, athletic helpers for Adventure Park, part of international camp for young teens. Zip slides, tree-house building, rope swings and many other activities. Needed for one or two month periods in the summer. Knowledge of foreign languages a bonus. Enquiries and applications in writing to: Isabelle Thomas, WonderPark, Weymouth, Dorset.

Paragraph 1:
Paragraph 2:
Paragraph 3:
Paragraph 4:

- 4** Write your formal letter of application (120–180 words) for the job in Exercise 3.



Do you need more practice?

Go to: CD-ROM, Unit 11.

12 Teenagers r gr8!

Vocabulary

→ For Exercises 1–3, see pages 128–129 in your Students' Book.

1 Complete the table with the correct verb or noun.

Verb	Noun
1 experience	experience
2	expression
3	encouragement
4 respond	
5	achievement
6	contribution
7 innovate	
8	support

2 Find the correct verb or noun in Exercise 1 to match with each definition.

- **respond** to give a reply or a reaction to something
- when you do something to show what you are thinking or feeling
- to have something happen to you
- to try to help someone succeed by giving them confidence
- encouragement and help that you give to someone
- a new idea or invention
- something good and impressive that you succeed in doing
- to give money or help to something that other people are involved in

3 Complete the notice with suitable verbs from Exercise 1.

We're looking for people to join our new ICT club. Can you 1) **contribute** your time and ideas? If you'd like to 2) an interest, please see Mr McAllister in the ICT room at break time.
We want to 3) as many people as possible to 4) to this notice. We'll 5) you as you learn new skills. By the end of this year we hope we can 6) a great-looking website for the school.

Reading

1 Read the text on page 73 and answer the questions.

- Most sections of the site are updated
 - daily.
 - weekly.
 - monthly.
 - at any time.
- The style of Georgia's blog is
 - chatty and informal.
 - factual and informative.
 - impersonal.
 - formal.
- The news section features
 - local news.
 - entertaining news clips.
 - various types of report.
 - important news.
- What is Jack Osborne's problem this week?
 - The young people are not working well together.
 - Everyone is tired and cold.
 - One person is too frightened to take part.
 - He's feeling terrible.
- What media is it possible to copy via the website at the moment?
 - music
 - videos
 - text messages
 - podcasts
- According to the site, the important thing about clothes is
 - to dress as you want.
 - to be fashionable.
 - to be international.
 - to buy local clothes.
- Which section of the website accepts feedback on popular topics?
 - What's hot and what's not?
 - Blogspot
 - Update 24
 - Vote, vote, vote!
- The main aim of the website is to
 - help young people make friends.
 - provide a useful service for young people.
 - keep people up-to-date with fashion.
 - entertain people who are bored.

Chill out!



The website for teens - it's not for parents!

Somebody to lean on

Got a problem? Just email us! We look at common issues which affect young people around the world, wherever you are! You can get advice and opinions from other people who are in similar situations, or just reply to someone else and let them know what you think. It doesn't matter which country you're in, we can all support each other.

What's hot and what's not?

Cindy investigates the latest fashions. Not from the catwalks of Paris and Milan, but from a street near you! The way we dress is unique to us as individuals. We want to find people who know how to express themselves.

This week Cindy's in Poland. What will she find on the streets of Warsaw? You can read her report or watch her podcast live at 9 p.m. Saturday, UK time.

Sounds good

Download the latest singles from your favourite groups right here. Now you can listen to them on your MP3 player and just ... chill out! Coming soon: you'll be able to download music videos, too! Did you know, you can also sign up [here](#) to receive text messages of all the latest CD releases, plus great ringtone

options for your mobile. Remember the old 'Crazy Frog' ringtone? These are soooo much cooler!

Action and adventure

We follow TV adventure-seeker, Jack Osborne, on his latest trip around the world. This time he has a team to train, and most of them are teenagers. They have achieved amazing things so far, including an exhausting trek through the jungle and a freezing trip to the Arctic. At first some of them didn't contribute much to the group, but now they are working as a team. In this week's episode, Jack, who is recovering from an illness, has to encourage one member of the group to participate in the scariest challenge yet!

[Click on this link](#) to see the video clips!

Update 24

All the latest news from around the world, with all the best pictures. We present a great mix of the 'serious' news which has dominated headlines around the world and unusual 'bits and pieces' which have grabbed our attention! This week you can share the experiences of young people in the unusual weather conditions in Australia. We also visit Argentina where some interesting celebrations are taking place.

Vote, vote, vote!

Participants are required to be 18 or under.

We want opinions from people like you about topics you like.

What was the best TV show of the week?

What did you think of the contestants on *Pop Idol*?

'It makes me mad!' Vote for the most annoying things ever!

Green scene: tip of the week

Raise your awareness of environmental issues.

This week: don't throw away the ink cartridges from your computer. Make sure they are sent off for recycling.

Blogspot

Hi there! It's me, Georgia, again! Every week, I'll tell you what I've been up to. Last week I was really fed up, but this has been a fabulous week. Have you ever thought 'Wouldn't it be cool if I could meet my favourite actor?' Well, you all know that I looove a certain famous actor. Now you can catch up with me in London as I attend a world film premiere where I met (you'll never guess!) ... Orlando Bloom! Click [here](#) to find out all the gossip!

Computer technology

→ For Exercise 1, see page 130 in your Students' Book.

1 Choose the word or phrase, A, B, C or D, that best completes each sentence.

- If you want to get more information, just ... on this link.
A upload B send C click D surf
- Most websites employ designers to make the text and look good.
A codes B links C graphics D blogs
- Computers are great for storing large amounts of in one place.
A data B users C chat rooms D message boards
- It's quite easy to music from your home computer to an MP3 player.
A access B download C receive D protect
- ICT lessons at school help many young people to become literate.
A chat B message C surf D computer
- I've just signed to a great new website.
A up B off C out D over
- The teacher told us to a web search to find information for our project.
A have B do C take D send
- A good security system will stop people trying to dangerous websites.
A go B sign C access D get
- Angela has already me ten instant messages today.
A received B answered C published D sent
- I don't know how to these photos to the school website.
A give B surf C click D upload

Order of adjectives

→ For Exercises 2–4, see page 134 in your Students' Book.

2 Put these adjectives into the correct category.

ancient bright dark disgusting fascinating
huge Italian long new plastic racing
running Spanish square tiny wooden

Opinion	Size
Age	Shape
ancient	
Colour	Origin
Material	Purpose

Watch out!

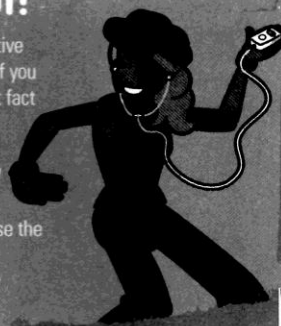
You can place an adjective of opinion **after** a fact if you want to emphasise that fact more.

We normally say:

She had disgusting, old running shoes.

If you want to emphasise the age of the shoes, say:

She had old, disgusting running shoes.



3 Complete the sentences with one adjective from each pair. Remember to think about the order of the adjectives.

- I've found a great website.
new interesting/new
- This site has got some brightly-coloured graphics.
fantastic/Japanese
- I can't stand this brown mouse mat!
disgusting/plastic
- We're looking for a website about Italian cars.
racing/old
- She's got a new laptop computer.
tiny/red
- My computer's sitting on my old desk.
huge/wooden

4 Replace the adjective in each sentence with two different adjectives. Make sure they are in the correct order.

- My webpage has lots of big text.
My webpage has lots of huge, green text.
- Our school has got a new computer.
- This site has bad graphics.
- Look at these great photos.
- He sent me an interesting email.
- My friend's got a new mobile phone.

Relative clauses

→ For Exercises 1–2, see page 131 in your Students' Book.

1 Choose the correct relative pronoun to complete each sentence.

- American Ashley Qualls set up her own website *why/when* she was just fourteen.
- The site, *which/who* is called Whateverlife.com, is designed just for teenagers.
- Whateverlife started off as a site *that/where* people could choose new designs for their webpages.
- The reason *why/whose* she created the site was because her friends asked her to design their webpages.
- Ashley, *that/who* taught herself web design when she was nine, has always been interested in computers.
- The successful teenager, *whom/whose* parents are not professionals, had no help from anyone at first.

2 Complete the text with a relative pronoun where necessary.

WHATEVER!

Listen to any English-speaking teenager and sooner or later you'll hear them say 'Whatever!' in a bored tone. It's a word 1) *that/which* usually follows a request to do something: 'Clean your room.' 'Whatever!' Fourteen-year-old Ashley Qualls had just said it herself one day 2) she decided it would be a brilliant name for her new website. And she was right. Naming her site *Whateverlife* was one of the best decisions 3) she'd ever made. Ashley, 4) friends all had webpages on Myspace, did not plan to become a businesswoman so young. But her friends kept asking for her fabulous designs 5) they all loved. In the end, it was easier to put the designs on a website 6) her friends could choose whichever design they wanted. According to Ashley, she was 'the dorky* girl 7) was into HTML', so she was really surprised 8) her business was a success. So many people were visiting her site 9) she needed to get her own server. At this point she signed up with a special company 10) places adverts on a website. The money from the adverts is shared between the company and Ashley. She decided to leave school and focus on her business 11) she received her first pay cheque for \$2,790. Her friends and family thought 12) she was mad, but Ashley, 13) site received 28,000 'signups' in its first week, is studying her lessons online. She's sure 14) she's doing the right thing!



* American slang = uncool

Ashley Qualls

wish/if only

→ For Exercises 3–4, see page 135 in your Students' Book.

3 Match the phrases (1–6) and (a–f) to make logical sentences.

- | | |
|--------------------|--|
| 1 I wish | a hadn't spent the whole evening online! |
| 2 If only I had | b how to speak Chinese. |
| 3 I wish you would | c I was famous. |
| 4 I wish I could | d let me use the computer. |
| 5 If only I | e win a competition. |
| 6 I wish I knew | f remembered to do my homework. |

4 Choose the word or phrase, A, B, C or D, that best completes each sentence.

- Melanie wished she the password for her email.
A has remembered B remembers
C could remember D was remembering
- If only Michael on time, they wouldn't have been late!
A arrived B had arrived
C would arrive D arrives
- We wish we on the beach now!
A are B were
C have been D had been
- If only we so much homework.
A didn't have B don't have
C would have D had
- I wish I in a big city.
A live B am living
C would live D lived
- I wish you a noise when I'm watching TV!
A weren't making B didn't make
C wouldn't make D haven't made
- Paul is missing you. He wishes you here!
A are B would be
C were D have been
- If only I my mobile at home!
A hadn't left B didn't leave
C am not leaving D couldn't leave

Use your English

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

1 Why don't people do more to help teenagers with problems? **WOULD**
I wish people would do more
to help teenagers with problems.

2 The problem is that the challenges are extremely difficult! **IF**
.....
not so difficult!

3 It really annoys me that the girls keep arguing. **WISH**
I
stop arguing.

4 It's a shame that the boys were too scared to do the bungee jump from a plane! **ONLY**
If
been too scared to do the bungee jump from a plane!

5 I'd like to be a better leader. **WERE**
..... a
better leader.

6 Jack sometimes wonders why he took on such a difficult challenge. **HADN'T**
Jack sometimes
.....
on such a difficult challenge.

2 Complete each sentence with a relative pronoun.

1 The reason why Becky was sent on the trip was because she's very lazy.

2 Kai, was unemployed, was getting into trouble.

3 Georgie, life was easy before, enjoyed the challenge.

4 Lisa, Georgie disliked, had experienced a tough time before the show.

5 During the programme, nineteen-year-old Anthony lost weight, he's very happy about.

6 Jack's toughest challenge was the Arctic, he became very ill.

3 Complete the article with one word which best fits each gap.

The next Wallace and Gromit?



Have you ever wished you

1) were a successful film-maker? Lewi Firth Bolton, 2) comes from the UK, had his wish granted 3) he was just fourteen with his first animated film 4) was called *The Wardrobe*.

Lewi, 5) parents teach him at home, makes short animation films in his spare time. He makes most of his films in his bedroom 6) he sets up a digital stills camera for filming. He uses tiny model figures 7) are repositioned almost 1,500 times to create one minute of film. He sometimes wishes it 8) a bit quicker to make a film!

If only he 9) been a bit older, he 10) have started a job at Aardman Animations, the creators of Wallace and Gromit. When they saw a film he sent them, they made him a job offer straight away. However, they didn't realise 11) he was so young! Lewi sometimes wishes he 12) said 'Yes' to the job, but he may set up his own company in the future instead.

Writing an essay

→ For Exercises 1–7, see pages 136–137 in your Students' Book.

1 Read these writing tasks. Which two words ask you to look at both sides of an argument equally?

1 What are the advantages and disadvantages of extreme sports such as bungee jumping? Write an essay giving your opinion.

2 Students must have exams before they leave school. What are the arguments for and against exams? Write an essay giving your opinion.

3 Discuss the pros and cons of running as a form of exercise. Write an essay giving your opinion.

4 All young people should learn to cook. Do you agree or disagree? Write an essay giving your opinion.

5 What are the benefits and drawbacks involved in Media Studies as a school subject? Write an essay giving your opinion.

2 Complete the notes on writing an essay.

against both each explain extra
for suggest summarise

- 1 A balanced essay shows both sides of a question.
- 2 In the first paragraph you should the problem and show that side has its own reasons.
- 3 In the second paragraph you should give reasons the argument.
- 4 In the third paragraph you should give reasons the argument.
- 5 In these middle (second and third) paragraphs you should give reasons to support each argument.
- 6 In the final paragraph, the problem and a solution.

3 Read the writing task and make notes for the middle (second and third) paragraphs.

What are the arguments for and against working when you're still at school? Write an essay giving your opinion.

For

Main reason
Extra reason
Extra reason

Against

Main reason
Extra reason
Extra reason

4 Read the phrases below and decide which can be used with your arguments in Exercise 3.

On the one hand Furthermore In addition
In conclusion Also On the other hand
Another reason is To summarise

5 Which introduction, A or B, is not suitable for the writing task in Exercise 3. Why (not)?

- A I think working when you're at school is wrong.
B Some people believe that it's good to have a part-time job while you're still at school. But is it really such a good idea? I believe there are two sides to this question.

6 Which of the conclusions below, A or B, ...

- 1 ... is not full enough?
 - 2 ... has more formal words and phrases?
 - 3 ... does not really express any opinion?
 - 4 ... summarises both sides of the argument and indicates the writer's opinion?
- A In conclusion, I believe that many students can benefit from having a job, especially if it helps their future career. However, it's extremely important to consider whether your studies might suffer as a result.
- B My conclusion is that there are advantages and disadvantages to working when you're still at school.

7 Write your essay (120–180 words) on the writing task given in Exercise 3. Use your notes to help you.



Do you need more practice?

Go to: CD-ROM, Unit 12.

Vocabulary

1 Write the 'people nouns' for these verbs and nouns.

- 1 a murder **murderer**
- 2 a crime
- 3 to employ
- 4 to create
- 5 to burgle
- 6 to commentate
- 7 to detect
- 8 a present
- 9 to direct
- 10 a theft

2 Complete the sentences with these adverbs.

definitely **rather** probably

- 1 You're playing the drums **rather** loudly for this time of the morning. Everyone is still asleep.
- 2 I can't find my watch. I left it in the changing room. Or maybe on the bus ...
- 3 Kings of Leon are playing at the stadium? I'm going, then! I love that band!

pretty slightly obviously

- 4 He's telling the truth about where he was on the night of the murder. He has an alibi, after all.
- 5 The police are sure the two crimes were committed by the same person.
- 6 Take the first turning on the left. Our house is at the corner, set back from the road.

fairly certainly possibly

- 7 Has anyone found an umbrella? I'm certain I left mine here, a few minutes ago.
- 8 'Are you going to the meeting after school?' – I'm not sure yet.'
- 9 Listen to her playing the piano! She's got talent, no doubt about that.

3 Choose the correct phrasal verb to complete each sentence.

- 1 I'll the possibility of booking a holiday villa for the summer.
A look for B look up C look into D look out
- 2 The robbers the bank with a toy gun.
A held up B held onto C held back D held out
- 3 Pretend nothing has happened. Just your day to day activities as usual.
A go out B go for C go about D go for
- 4 My car's broken down, but I can't what the problem is.
A work on B work up C work at D work out
- 5 Guess who I this morning! Dave, from primary school!
A ran through B ran into C ran for D ran up

4 Read the conversation and choose the best answer, A, B, C or D.

A: Have you heard about Charles? He's just been made 1)
B: Really? That's so surprising. He was one of the best 2) for the job, a couple of years ago.

A: Yes. I think the menswear department is having some 3) problems, though. I'm sure he'll find another 4) pretty easily. He's a very 5) designer.
B: Yes. It's funny to think how he started off in the fashion 6) He was employed to hang up the outfits for the models, when he was still a student! But he got a 7) and worked his way up to being really successful.

A: Yes, he's one of the best, as 8) as I'm concerned. He's got a very 9) attitude to his work. We'll 10) him.
1 A retired B a workaholic
C redundant D employed

- 2 A appliances B applicants
C applications D employers
- 3 A decorating B plumbing
C financial D carpentry
- 4 A retirement B trade
C job D experience
- 5 A good-looking B experienced
C part-time D full-time
- 6 A industry B trade
C profession D show
- 7 A retired B redundant
C temporary D promotion
- 8 A much B long
C far D well
- 9 A professional B practised
C financial D promotional
- 10 A dismiss B miss
C leave D trade

5 Put the adjectives in the correct order to make noun phrases.

- 1 a photograph / landscape / black and white / beautiful
a beautiful, black and white, landscape photograph
- 2 a silk / kimono / Japanese / long / delicate
- 3 a/an dining / oval / enormous / table / oak
- 4 a/an documentary / wildlife / new / exciting / African / TV
- 5 a portable / digital / pink / tiny / radio
- 6 a canvas / striped / umbrella / strong / green and white

Grammar

1 Complete the texts with the correct passive form of the verbs in brackets.

A man 1) ~~was caught~~ (catch) speeding in a wheelchair yesterday. He 2) (stop) by police in the town centre. The man, an engineer, admitted that the electric wheelchair 3) (modify) by him to go faster. The wheelchair 4) (take) away and the man 5) (give) a fine. Police hope that the incident 6) (see) as a deterrent to any other speeding wheelchair users.

A man confessed to a murder that 7) (not commit) by him. He confessed because he had no money and wanted a lift home to the next town. A policeman 8) (tell) that the man had killed a young man in his hometown, a few kilometres away. So the man 9) (arrest) and 10) (take) to the police station in that town. There, at that time, the death of a young man in the town 11) (investigate) by the local police. But it 12) (find) that the young man had died naturally. The alleged murderer then admitted he had only wanted a lift home.

2 Rewrite the second sentence so that it has a similar meaning to the first sentence, using the words given.

- I'm sure it was Alex I saw in the street. MUST
It ~~must have been~~ Alex I saw in the street.
- It's impossible that it was him. He's gone away for three weeks. COULD
It him.
He's gone away for three weeks.
- There's a chance I'll win, but it's unlikely. MIGHT
I , but it's unlikely.
- It's possible that some children will find the film frightening. MAY
Some children the film frightening.
- That is definitely not true. It's impossible! CAN'T
It true. It's impossible!
- Haven't you eaten anything? You are obviously starving! MUST
Haven't you eaten anything? You starving!
- Perhaps you will be chosen to represent the club at the regional championships. COULD
You to represent the club at the regional championships.

3 Choose the correct form to complete the sentences. Sometimes both are possible.

- I remember *meeting/to meet* you at a party recently.
- It was raining the day we arrived, and continued *raining/to rain* the whole week.
- In order *getting/to get* the best view, you should aim *arriving/to arrive* early.
- There's no point in *moaning/to moan* about how unfairly you've been treated.
- I hope *being/to be* able to study interior decorating one day.
- If you want to lose weight, try *doing/to do* regular exercise, and avoid *eating/to eat* fatty foods.
- When do you think this mango will be ready *eating/to eat*? It looks ripe to me.

4 Rewrite the questions and answers in the conversation in reported speech, using the verbs given.

- Beth: What are you going to do when you finish college?
Beth asked Jon ~~what he was going to do when he finished college~~
- Jon: I'm going to work in France. My dad met someone who has a vineyard, and they want to employ students over the summer to pick grapes.
Jon said that
- Beth: How long do you intend to stay there?
Beth wanted to know
- Jon: I'm not sure. I might stay for a month or so.
Jon replied He said
- Beth: Isn't picking grapes hard work?
Beth asked whether
- Jon: Well, I've heard that it is hard, but it's fun, too. I'll be meeting lots of other young people, and my French will improve!
Jon agreed that He added that
- Beth: You won't improve unless you speak French. What will happen if all the other workers are English?
Beth warned Jon that She wondered
- Jon: You're right. It could be a problem.
Jon admitted

5 Complete these people's wishes and regrets.

- I want to be taller. I wish ~~I was taller~~
- I should have phoned earlier. If only
- I'd love to be able to do that. I wish
- You weren't home when I called. If only
- My sister always borrows my clothes without asking me. I wish
- He hasn't replied to my email. If only

Answer key

Unit 1

Vocabulary, page 2

- | | |
|----------------------------|-------------------------|
| 1 1 A | 2 B |
| 3 A | 4 B |
| 5 B | 6 A |
| 7 A | 8 B |
| 2 1 variety | 2 image |
| 3 makeover | 4 personality |
| 5 chic | 6 catwalk |
| 7 aggressive | 8 height |
| 3 1 chatting | 2 aiming |
| 3 manage | 4 replace |
| 5 avoid | 6 tend |
| 7 express | 8 overcome |
| 4 1 d | 2 a |
| 3 e | 4 c |
| 5 b | |
| 5 1 face life's challenges | 2 can't believe my luck |
| 3 miss appointments | 4 look in control |
| 5 draw attention to | |

Reading, page 3

- | | |
|-------|-----|
| 1 1 B | 2 C |
| 3 D | 4 A |
| 5 D | 6 B |

Vocabulary, page 4

- | | |
|--|----------------|
| 1 1 dressing up | 2 take off |
| 3 go with | 4 put them on |
| 5 wearing out | 6 do up |
| 7 wrap up | |
| 2 a wear around your waist = belt | |
| b wear on your leg = anklet | |
| c do up = buttons, buckle, belt, laces, anklet, necklace | |
| d find on trainers = laces | |
| e wear on your face = sunglasses | |
| f wear as jewellery = anklet, earrings, necklace, ring | |
| 3 1 B | 2 C |
| 3 A | 4 A |
| 5 B | 6 A |
| 4 unpredictable invisible impractical unacceptable | |
| illegible misbehave impatient unsuitable | |
| disrespectful impossible | |
| 5 1 illegible | 2 misbehave |
| 3 impatient | 4 unacceptable |
| 5 unpredictable | 6 impractical |
| 7 impossible | 8 unsuitable |

Grammar, page 5

- | | |
|-------------------------------|--------------------------|
| 1 1 doesn't matter | 2 don't care |
| 3 is appearing | 4 hate |
| 5 Does your best friend agree | |
| 6 I feel | |
| 2 1 am really enjoying | 2 is looking after |
| 3 are spending | 4 happens |
| 5 focus | 6 work |
| 7 bring | 8 have |
| 9 sounds | 10 are you doing |
| 11 am learning | 12 am eating |
| 13 do the others think | 14 is always complaining |
| 15 think | 16 is just joking |
| 3 1 designer clothes | 2 an outfit |
| 3 money | 4 The jeans |
| 5 a fashion model | 6 the history |
| 7 shopping | 8 a baseball cap |
| 9 the T-shirt | 10 a |
| 4 1 a | 2 - |
| 3 a | 4 - |
| 5 the | 6 - |
| 7 - | 8 an |
| 9 - | 10 a |
| 11 the | 12 - |

Use your English, page 6

- | | |
|----------------------------|----------------|
| 1 1 dislikes | 2 impossible |
| 3 irrelevant | 4 unsure |
| 5 comfortable | 6 impatient |
| 7 reliable | 8 irregular |
| 9 disorganised | 10 impractical |
| 11 unacceptable | 12 worn |
| 2 (short forms acceptable) | |
| 1 is | 2 are |
| 3 a | 4 Are |
| 5 the | 6 is |
| 7 an | 8 a |
| 9 is | 10 Do |
| 11 the | 12 is |
| 13 are | 14 Does |

Writing, page 7

- | | |
|-------------------------|----------------------------------|
| 1 Students' own answers | |
| 2 1 d | 2 e |
| 3 a | 4 b |
| 5 f | 6 What does this item look like? |
| 3 Paragraph 1: d, e | |
| Paragraph 2: a, c | |
| Paragraph 3: b, f | |

Answer key

- 4 1 a 2 —
3 — 4 an
5 the 6 a
7 the 8 —
9 the 10 a
11 the

5 Students' own answers

6 Students' own answers

Unit 2

Vocabulary, page 8

- 1 1 A 2 B
3 A 4 A
5 B 6 B
7 A
- 2 1 inspiration 2 fascinated
3 organisation 4 source
5 experiment 6 Fortunately
7 clearly
- 3 1 had planned 2 were admiring
3 rushed 4 were panicking
5 joined 6 were entering
- 4 1 hobby 2 patterns
3 brochure 4 inspiration
5 plastic

Reading, pages 8–9

- 1 1 C 2 B
3 B 4 D
5 C 6 A
7 D

Vocabulary, page 10

- 1 a exhibition b annual
c parade d events
e display f international
g trip h guide
i book j local
k charity l auction
1 exhibition 2 local
3 book 4 auction
5 trip 6 guide
7 parade 8 display
9 charity 10 annual
11 international 12 events

2 adjective:

7 open-air

nouns:

- 1 exhibition hall 2 tourist attraction
5 opening times 6 art gallery
8 tour guide 9 guide book

- 3 a 6 b 3
c 4 d 5
e 8 f 9
g 10 h 7
i 2 j 1

- 4 1 took off 2 taking on
3 took up 4 took up
5 taking in 6 take over
7 takes off 8 took up

- 5 1 D 2 B
3 B 4 D
5 C 6 A

Grammar, page 11

- 1 1 began 2 was planning
3 took 4 thought
5 went 6 saw
7 did you enjoy 8 didn't change
9 inspired 10 was
11 loved 12 made
13 didn't see 14 were walking
15 were admiring 16 said
17 called

- 2 1 were admiring, started
2 finished, showed
3 knew, were
4 was working, arrived
5 visited, took
6 were getting, were arriving
7 got, went

- 3 1 more 2 than
3 by 4 as
5 less 6 The

- 4 1 most interesting 2 most famous
3 earliest 4 most valuable
5 biggest 6 longest

Use your English, page 12

- 1 1 B 2 D
3 A 4 B
5 C 6 D
7 C 8 A
9 B 10 D

- 2 1 internationally
3 information
5 height
7 historical
9 disadvantage
- 2 amusement
4 exhibition
6 interesting
8 longest
10 suggestions

- 3 1 in, on
2 in, on, up
3 in, on

Writing, page 13

- 1 Students' own answers
- 2 Students' own answers
- 3 a) With reference to Oxford, As far as London is concerned
b) What is more, not to mention
c) though, However
- 4 Students' own answers

Unit 3

Vocabulary, page 14

- 1 1 pointless
3 depressing
5 stuck
- 2 1 reveal
3 acted
5 formed
- 3 1 a
3 d
5 f
7 e
- 4 1 band
3 record
5 tour
7 line-up
- 2 2 alright
4 outrageous
6 formal
- 2 2 pick
4 compromised
- 2 2 c
4 b
6 g
- 2 2 lead singer
4 demo song
6 support

Reading, page 15

- 1 1 D
3 B
5 A
7 C
- 2 G
4 E
6 H

Vocabulary, page 16

- 1 1 confidence
3 determination
5 organisation
7 challenging
- 2 2 successful
4 personality
6 talented
8 ambitious

- 2 1 comprehensive
3 coached
5 term
- 2 2 tutor
4 year

- 3 1 f
3 a
5 b
- 2 e
4 c
6 d

- 4 1 D
3 C
5 B
7 A
- 2 A
4 C
6 D
8 B

- 5 1 fed up of
3 bored of
5 good at
7 not/no good at
- 2 2 keen on
4 is famous for
6 are mad about
8 interested in

Grammar, page 17

- 1 1 ever
3 for
5 never
7 yet
9 already
- 2 2 just
4 ago
6 still
8 since
10 yet
- 2 1 hasn't been
3 left
5 felt
7 has been following
9 have received
11 has been having
13 have started
- 2 2 has been studying
4 lost
6 decided
8 didn't know
10 has improved
12 have joined
14 have made
- 3 1 by himself
3 by themselves
5 were talking to each other
- 2 2 helped one another
4 enjoyed myself
6 taught herself

Use your English, page 18

- 1 1 B 2 B 3 A 4 D 5 C 6 D 7 C 8 A
9 A 10 D 11 B 12 C
- 2 1 myself
3 since
5 ago
7 ever
9 has
11 on
13 yet
15 just
- 2 2 Did
4 been
6 never
8 have
10 for
12 at
14 other

Writing, page 19

1 (Example answers)

- 1 Maria hasn't found ten suitable students yet.
- 2 The Holiday Hotel is fully booked.
- 3 The Grand Manor Hotel hasn't confirmed Mr Simmons' booking/room.
- 4 The music room isn't available.

2 (Example answers)

- 1 Maria is going to interview some more students tomorrow.
- 2 She would recommend Anna's Bed and Breakfast.
- 3 She will phone them later / as soon as possible / straight away.
- 4 She would suggest using the hall / a spare classroom / OR speaking to the secretary as soon as she returns.

3 1 Just to let you know ...

- 2 I'd recommend ...
- 3 I'm planning to ...
- 4 Unfortunately, I haven't been able to ...
- 5 As you suggested, ...
- 6 In addition ...
- 7 Finally ...

4 Students' own answers

5 b, e

6 Students' own answers

Unit 4

Vocabulary, page 20

- 1 1 f 2 d
- 3 a 4 e
- 5 g 6 c
- 7 b

- 2 1 surrounded 2 strengthen
- 3 reasonably 4 optimistic
- 5 stuck 6 tough
- 7 starve

- 3 1 survival 2 charity
- 3 funds 4 concrete
- 5 canvas 6 task
- 7 equipment 8 pillow

- 4 1 time 2 teeth
- 3 creature 4 poison
- 5 home 6 contact
- 7 find

Reading, pages 20-21

- 1 1 B 2/3 A/C
- 3/2 C/A 4 D
- 5 A 6 B
- 7/8 C/D 8/7 D/C
- 9 C 10 A
- 11 C 12 B

Vocabulary, page 22

- 1 1 stand 2 fulfil
- 3 doubts 4 Spend
- 5 goals 6 difficulties
- 7 follow 8 achieve
- 2 1 activities 2 toughness
- 3 fitness 4 self-confidence
- 5 popularity 6 safety
- 7 possibility 8 Independence

3 (Example answers)

- 1 wonderful 2 delighted
- 3 delicious 4 deafening
- 5 terrified 6 freezing
- 7 soaked 8 exhausted

Grammar, page 23

- 1 1 going to be 2 is planning
- 3 'll have learnt 4 leaves
- 5 'll 6 're going to climb
- 7 'll be travelling 8 going to swim

- 2 1 How will you get into the cave system?
- 2 She will have ridden a thousand kilometres by the end of the week.
- 3 What time does your plane take off on Monday?
- 4 Will you be staying at the youth hostel?
- 5 This time next week, we will be surfing in the Pacific.
- 6 I'm not going to go camping with you again!
- 7 Are you coming with us on the adventure activities?
- 8 They won't be returning until after dark.

- 3 1 As soon as the rain stops, we'll set off.
- 2 When Jeni hears from the company, she'll book her trip.
- 3 We'll walk until it gets dark.
- 4 They'll tell us what the challenge is when we get there.
- 5 After you climb the hill, the leaders will organise the next stage of the expedition.
- 6 We'll put out the fire carefully before we leave the camp.

- 4 1 know 2 gets, starts
- 3 record 4 go
- 5 're preparing

Use your English, page 24

- | | |
|------|------|
| 1 D | 2 A |
| 3 B | 4 B |
| 5 D | 6 C |
| 7 A | 8 C |
| 9 D | 10 B |
| 11 A | 12 C |
-
- | | |
|-------------|----------|
| 2 1 do/join | 2 going |
| 3 be | 4 starts |
| 5 next | 6 By |
| 7 have | 8 soon |
| 9 'll/will | 10 is |
| 11 until | 12 'm/am |

Writing, page 25

- 1 Students' own answers
- 2 1 enquire about 2 interested in
3 would like to 4 ask for
5 be able to 6 rather than
7 pay extra for
- 3 1 Dear Mr Smith 2 Dear sir/madam
3 Dear Ms Adams
- 4 Yours faithfully: 2 Yours sincerely: 1 & 3
- 5 Students' own answers

Time to revise 1

Vocabulary, page 26

- | | |
|-------------|--------------|
| 1 1 express | 2 aggressive |
| 3 outfit | 4 catch on |
| 5 loosen | 6 makeover |
-
- | | |
|----------------|------------|
| 2 unacceptable | immature |
| inexpensive | unlucky |
| disrespectful | irrelevant |
| unsuitable | illegal |
-
- | | |
|-----------------|-----------|
| 3 1 attractions | 2 gallery |
| 3 exhibitions | 4 display |
| 5 international | 6 ticket |
| 7 event | 8 trip |
| 9 book | 10 tour |
-
- | | |
|-----------|---------|
| 4 1 for | 2 on |
| 3 at | 4 up |
| 5 towards | 6 up |
| 7 across | 8 at |
| 9 on | 10 into |
-
- 5 1 B 2 C 3 A 4 B 5 A 6 D 7 C 8 D
9 A 10 C

Grammar, page 27

- | | |
|-------|-------|
| 1 1 A | 2 the |
| 3 an | 4 an |
| 5 the | 6 The |
| 7 - | 8 an |
| 9 the | 10 a |
-
- | | |
|------------------|-----------|
| 2 1 highest | 2 most |
| 3 not as new as | 4 just as |
| 5 not as high as | 6 a lot |
| 7 as bad | |
-
- | | |
|--------------------------------|----------------------|
| 3 1 am living | 2 am spending |
| 3 came | 4 have been teaching |
| 5 have always wanted | 6 had spent/spent |
| 7 has been | 8 am having |
| 9 had been sharing/was sharing | |
| 10 offered | 11 moved |
| 12 love | 13 like |
| 14 prefer | |
-
- | | |
|----------------------|-----------------------|
| 4 1 injured myself | 2 do it by yourself |
| 3 to help each other | 4 he lives by himself |
| 5 ask one another | |
-
- 5 1 C 2 D 3 B 4 C 5 D 6 B 7 C 8 B

Unit 5

Vocabulary, page 28

- | | |
|-------------|------------|
| 1 1 deliver | 2 events |
| 3 dummies | 4 looked |
| 5 yell | 6 trust |
| 7 grabbed | 8 away |
| 9 universe | 10 machine |
| 11 offer | 12 refuse |
-
- | | |
|--------------|------------|
| 2 absolutely | totally |
| really | completely |
| extremely | |
-
- | | |
|------------------------|-------------------|
| 3 1 isn't very keen on | 2 is dead excited |
| 3 can't stand | 4 is a fan of |
| 5 is hooked on | |
-
- | | |
|----------------|---------------|
| 4 1 package | 2 electrician |
| 3 exchange | 4 appearance |
| 5 relationship | 6 original |
| 7 metallic | 8 mysterious |

Answer key

Reading, pages 28-29

- 1 1 B 2 D
3 A 4 C
5 C 6 B

Vocabulary, page 30

- 1 1 alien 2 universe
3 enemy 4 horror
5 take over 6 defeat
7 evil 8 weird
9 heartbroken 10 mysterious

- 2 1 A 2 C
3 B 4 C
5 D 6 B

- 3 1 heartbroken 2 terrifying
3 wicked 4 weird
5 shocked 6 horrified

- 4 1 a very b completely
2 a absolutely b extremely
3 a really b totally
4 a totally b a bit
5 a rather b completely

- 5 1 gone 2 's/is
3 sent 4 breathed
5 has

- 6 1 of 2 at
3 from 4 to
5 after

Grammar, page 31

- 1 1 had always wondered 2 had played
3 had replaced 4 had been acting
5 hadn't/had not been working 6 had become
7 had imagined 8 hadn't/had not thought
9 had watched 10 had always loved
11 had wished 12 had left

- 2 1 Rose found out that the electrician had already gone home.
2 The Doctor and Rose hadn't/had not met before they saw each other in the basement.
3 Rose had just noticed the aliens when the Doctor took her hand.
4 Rose changed her mind even though she had already refused the Doctor's offer.
5 Rose had never been in a time machine before she travelled in the Tardis.

- 3 1 Did you use to watch TV?
No, I didn't use to watch TV.
2 Did you and granddad use to go to the cinema?
Yes, we used to go to the cinema once a month.

- 3 Did your parents use to have a phone?
Yes, they used to have an old black phone.
4 Did your parents use to drive a car?
No, they never used to drive a car.

- 4 1 used to watch/would watch
2 used to think
3 used to dream/would dream
4 didn't use to believe
5 Did people use to laugh/would people laugh
6 used to draw/would draw

Use your English, page 32

- 1 1 C 2 A 3 B 4 D 5 A 6 D 7 D 8 C
9 B 10 A 11 C 12 D

- 2 1 After she had screamed loudly
2 had finished his homework before
3 had already started 4 just fallen asleep
5 since 8 p.m. 6 we had been working
7 would make up 8 used to walk to school

Writing, page 33

- 1 1 Adam
2 school students (and maybe teachers)
3 **either** at the beginning **or** at the end
2 1 a clear beginning, middle and end ✓
2 organised into three or four paragraphs X
3 linking expressions to connect sentences and paragraphs ✓
4 a good range of vocabulary, not just basic words X (average)
5 a few interesting set phrases ✓
6 several appropriate past tenses ✓
7 some direct speech ✓
8 very few grammar mistakes ✓
9 correct punctuation and spelling X

- 3 Last year, an **exciting** event almost made Adam Brown believe in ghosts. Adam's friend Mike had invited him for a sleepover in his new tent. Adam was **very** excited as they set up the tent in the garden by Mike's flat. By the time they had finished it was getting dark, so they switched their torches on and got in their sleeping bags. The two boys were telling funny stories when Adam realised Mike had fallen asleep. **At that moment** he heard a **loud** noise outside. **A shiver ran down his spine.** **Eventually** Adam fell asleep, but he woke up **in horror** when he felt a ghostly person on his chest. Adam was **totally** shocked and couldn't move. **Just** then, Mike woke up and the 'person' disappeared. When Adam explained his **horrifying** experience, Mike fetched his dad who was a doctor.

'Don't worry, Adam' said Mr Williams. 'Quite a few people experience this heavy feeling when they wake up. It's called sleep paralysis. It definitely wasn't a ghost.' 'Everything's OK now!' Adam said as he breathed a sigh of relief.

- 4 Content: b
Accuracy: a
Range: b
Organisation: a
- 5 Students' own answers

Unit 6

Vocabulary, page 34

- | | |
|---------|-----------|
| 1 do | 2 change |
| 3 train | 4 improve |
| 5 made | 6 drew |
| 7 bring | 8 made |
-
- | | |
|-------|-----|
| 2 1 b | 2 c |
| 3 f | 4 a |
| 5 d | 6 e |
-
- | | |
|-------------|----------|
| 3 1 support | 2 beat |
| 3 refused | 4 scared |
| 5 bother | 6 pick |
-
- | | |
|-------------------|---------------|
| 4 1 obstacle race | 2 operation |
| 3 fat ratio | 4 needles |
| 5 relay race | 6 distance |
| 7 instructor | 8 improvement |

Reading, pages 34-35

- | | |
|-------|------|
| 1 1 A | 2 B |
| 3 A | 4 B |
| 5 C | 6 D |
| 7 D | 8 D |
| 9 B | 10 A |
| 11 C | 12 C |

Vocabulary, page 36

- | | |
|-----------------------------|-----------------------|
| 1 1 have a head for heights | 2 put his foot down |
| 3 get it in the neck | 4 lose heart |
| 5 face the music | 6 have no stomach for |
| 7 gave a hand | |
-
- | | |
|-------|-----|
| 2 1 e | 2 a |
| 3 f | 4 c |
| 5 g | 6 d |
| 7 b | |

- | | |
|------------------|--------------------|
| 3 1 Team spirit | 2 Circuit training |
| 3 couch potatoes | 4 sports day |
| 5 boot camp | 6 heart disease |
| 7 junk food | |
-
- | | |
|--------------------------------|-----------|
| 4 1 cricket, baseball | 2 bowling |
| 3 ice-skating, skiing, surfing | 4 yoga |
-
- 5 Students' own answers

Grammar, page 37

- | | |
|-------|-----|
| 1 1 d | 2 c |
| 3 e | 4 f |
| 5 a | 6 b |
-
- | | |
|--------------|--------------|
| 2 1 should | 2 has got to |
| 3 had better | 4 shouldn't |
| 5 is able to | |
-
- | | |
|------------------|------------------------|
| 3 1 needn't have | 2 shouldn't have tried |
| 3 couldn't have | 4 shouldn't have |
-
- | | |
|---------------------------|--|
| 4 1 shouldn't have eaten | |
| 2 should have told | |
| 3 must have injured | |
| 4 needn't have made | |
| 5 couldn't have completed | |
| 6 can't have heard | |

Use your English, page 38

- | | |
|-------|------|
| 1 1 C | 2 D |
| 3 D | 4 B |
| 5 A | 6 D |
| 7 A | 8 B |
| 9 D | 10 B |
| 11 C | 12 C |
-
- | | |
|---------------|----------|
| 2 1 black eye | 2 muscle |
| 3 knees | 4 bone |
| 5 myself | 6 ankle |
-
- | | |
|--|--|
| 3 1 could have injured | |
| 2 can't be | |
| 3 should eat | |
| 4 needn't have given | |
| 5 shouldn't have laughed | |
| 6 is able to dance | |
| 7 needn't/need not/don't need to train | |
| 8 couldn't have tried | |

Writing, page 39

- 1 (Examples)
- Agree
- fitness good for all teenagers
 - countries need more top sportsmen and women
 - could enable non-academic students to excel

Answer key

Disagree

- lots of teenagers are not that good at sports
- more time spent on sports would mean less time for other lessons at school
- there are sports clubs outside school hours for those students who are keen

- 2 Students' own answers
- 3 In my opinion; However; Firstly; Secondly; Furthermore; On the other hand; For instance; Finally; To sum up
- 4 as far as I'm concerned = In my opinion
in the first place = Firstly
for example = For instance
in conclusion = To sum up
in addition = Furthermore
- 5 necessary: important
lessons at school: academic subjects
do very well at a sport: excel at a sport
pay more attention to: give more importance to
- 6 Students' own answers

Unit 7

Vocabulary, page 40

- 1 1 to 2 of
3 of 4 for
5 about 6 about
7 of 8 as
9 with 10 to
- 2 **Positive** **Negative**
proud overwhelmed
essential vulnerable
powerful irritated
pleasant
- 3 1 overwhelmed 2 powerful
3 pleasant 4 proud
5 vulnerable
- 4 Students' own answers
- 5 **Normally uncountable:**
1, 2, 4
1 d 2 b
3 e 4 a
5 c
- 6 1 A 2 B
3 E 4 E
5 A 6 D
7 C/B 8 A

Reading, page 41

- 1 1 C 2 G 3 B 4 H 5 D 6 E 7 A

Vocabulary, page 42

- 1 1 lose 2 fly
3 ruining 4 give
5 keep 6 threw
7 blow 8 defused
9 saw
- 2 1 made 2 made
3 do 4 have
5 makes 6 has
7 do
- 3 1 ashamed 2 proud
3 advisable 4 supportive
5 angry 6 choice
7 argument 8 loss
- 4 1 B 2 D
3 A 4 D
5 D 6 C
7 A 8 B
- 5 1 into 2 down
3 with 4 to
5 up 6 in

Grammar, page 43

- 1 1 let 2 let
3 make 4 let
5 makes 6 lets
7 make 8 make
- 2 **Imperatives:** Open, explain, Let, read, come, write, don't make, be, Don't worry
1 T 2 R
3 O 4 A
5 R 6 R
7 R 8 W
9 A
- 3 1 let me go
2 made me tidy
3 Have some hot chocolate
4 Don't get on the bus
5 won't let us / doesn't let us
6 mum (always) makes me do
- 4 1 prefer 2 suggest
3 rather 4 suggested
5 would rather 6 rather
7 prefer 8 suggest

5 (Example answers)

- 1 I suggest you ask your teacher.
- 2 I suggest you watch English DVDs.
- 3 I'd prefer a burger and chips.
- 4 I'd rather play/watch basketball than football.

Use your English, page 44

- | | |
|----------------|---------------|
| 1 unhappiness | 2 enjoyment |
| 3 sadness | 4 anger |
| 5 advise | 6 supportive |
| 7 ashamed | 8 choose |
| 9 contentment | 10 madness |
| 11 improvement | 12 difference |
-
- | | |
|-----------|-------------|
| 2 1 made | 2 let |
| 3 to | 4 just |
| 5 him | 6 as |
| 7 when/if | 8 should |
| 9 his | 10 would/'d |

Writing, page 45

- 1 1 an English pen friend
2 b
3 Should he/she be cross? What suggestions do you have?
- 2 1 b 2 a 3 d 4 c
- 3 A 1, 2, 3 B 3, 1, 2 C 1, 3, 2 D 3, 2, 1
- 4 a 3 b 4 c 1 d 2

5 (Example answers)

- 1 Thanks very much for your fascinating letter. I was really sorry to hear about your problem.
- 2 My advice would be to say sorry to your parents first.
- 3 Why don't you all sit down together and talk about it?
- 4 How about discussing the time? Maybe 10.30 would be OK.
- 5 Also, you should explain politely that your other friends stay out later than you do.
- 6 I hope everything works out with your parents and that you enjoy the party.

6 Students' own answers

Unit 8

Vocabulary, page 46

- | | |
|-----------------|-------------|
| 1 awe-inspiring | 2 enclosure |
| 3 assisting | 4 gathered |
| 5 highlight | 6 departure |
| 7 Apparently | |

- | | |
|-------|-----|
| 2 1 d | 2 f |
| 3 a | 4 e |
| 5 b | 6 g |
| 7 c | |

- | | |
|-----------|-----------|
| 3 1 lay | 2 patrol |
| 3 support | 4 provide |
| 5 crushed | 6 damage |
| 7 remove | |

Reading, pages 46–47

- | | |
|-------|------|
| 1 1 C | 2 D |
| 3 D | 4 B |
| 5 A | 6 D |
| 7 C | 8 B |
| 9 D | 10 A |

Vocabulary, page 48

- | | |
|-------------------|----------------|
| 1 1 accommodation | 2 conservation |
| 3 donation | 4 pollution |
| 5 protection | 6 reduction |
| 7 volunteer | |
-
- | | |
|-----------------|----------------|
| 2 1 pollution | 2 volunteers |
| 3 reduction | 4 Conservation |
| 5 protection | 6 donation |
| 7 Accommodation | |
-
- | | |
|-------|-----|
| 3 1 e | 2 f |
| 3 b | 4 g |
| 5 c | 6 d |
| 7 a | |
-
- | | |
|--------------------|-----------------------------|
| 4 1 national parks | 2 environmentally friendly |
| 3 global warming | 4 endangered species |
| 5 natural habitat | 6 Human activity/activities |
| 7 greenhouse gases | |
-
- | | |
|----------------|---------------|
| 5 1 are into | 2 're all for |
| 3 are against | 4 is over |
| 5 're about to | |

Grammar, page 49

- 1 1 a 'll have
b love
c hadn't gone
d 'd find
- 2 a wouldn't have known
b trap
c learn
d would help
- 3 a joins
b are
c hadn't learnt
d wanted

Answer key

- 2 1 If we hadn't gone on a voyage to Antarctica, we wouldn't have seen some amazing wildlife.
 2 If I hadn't been a volunteer on a working holiday in Africa, I couldn't have helped to treat injured elephants.
 3 I might not have learnt about the local conservation project if my friends hadn't told me about it.
 4 If Leroy had been to the nature reserve, he would have seen some really interesting trees and plants.

3 1 c 2 e 3 d 4 b 5 a

- 4 1 're having a new park made
 2 have had it pulled down
 3 had the area cleared
 4 have already had gardens designed
 5 will have trees planted
 6 're going to have lots of rare birds and ducks introduced
 7 have the new hotel complex built
 8 will have some wind turbines installed

Use your English, page 50

- 1 1 D 2 A
 3 C 4 B
 5 C 6 B
 7 D 8 A
 9 B 10 C
 11 A 12 D

- 2 1 you disturb penguins
 2 wouldn't have got
 3 have the city cleaned up
 4 were you, I'd
 5 would have
 6 unless they stop
 7 had the rubbish taken away
 8 the weather is bad/there is bad weather

Writing, page 51

1 Introduction

As requested by the editor of our local magazine 'Today in our town', I have considered the problems of pollution, rubbish and recycling in my town.

Problems of pollution and rubbish

My town is not highly polluted since there are just a couple of factories right on the outskirts. Traffic fumes, however, can get quite bad especially during the rush hour. There are also problems of litter which is left lying around on the edge of the roads.

Recycling

Unfortunately, there are no recycling bins in our town. This means that householders do not separate their rubbish at all and everything gets thrown away together. If this continues, soon there won't be a place for all the rubbish to be dumped.

Recommendations

If the centre of the town was closed to traffic, that would reduce the amount of polluted air we breathe. I also consider it essential to have recycling bins installed so that we can have all our waste recycled. That makes sense when we are trying to create a cleaner world for us all to live in.

- 2 See underlined phrases in 1.

- 3 **This means** ... = the fact that there are no recycling bins in the town

If this continues, ... = the fact that everything gets thrown away together

That makes sense ... = having all the waste recycled

- 4 Editor asked me to write about town and probs = As requested by the editor ...
 not too bad in town = My town is not highly polluted since ...
 stop cars from going through centre = If the centre of the town was closed to traffic,
 must have recycling bins! = I also consider it essential to have recycling bins installed

- 5 Students' own answers

Time to revise 2

Vocabulary, page 52

- 1 1 d 2 e
 3 a 4 g
 5 h 6 b
 7 c 8 f

- 2 performance test boot camp
 relay race body fat
 five-metre pole boxing club

- 3 1 boxing club 2 performance test
 3 body fat 4 boot camp
 5 relay race 6 five-metre pole

- 4 1 irritating me 2 well-being
 3 vulnerable 4 cool
 5 handle 6 see red
 7 emotions

- 5 1 snooty
3 weirdly
5 stand up to
7 resentment
- 2 stuck-up
4 down on
6 vain

- 6 1 B
3 C
5 D
7 B
9 C
11 C
- 2 C
4 A
6 C
8 A
10 D
12 B

Grammar, page 53

- 1 1 had been telling
3 had been driving
5 had gone
7 had been
- 2 had happened
4 had been standing
6 hadn't heard
8 had been

- 2 1 used to
3 Did you use to
5 used to
7 would/used to
- 2 would/used to
4 didn't use to
6 used to
8 would/used to

- 3 1 must have shut
2 should have guessed
3 had better hurry up
4 (will) have to come to
5 You could have caused
6 won't be able to
7 needn't make/don't need to make

- 4 1 make
3 let
5 makes
7 suggest
9 suggesting
- 2 let
4 make
6 rather
8 prefer
10 let

- 5 1 had listened, would have known
2 will see, go/would see, went
3 wouldn't offer, didn't want
4 could choose, would go
5 won't get, practise
6 fly, cause
7 recycled, wouldn't have

- 2 1 improve
3 remain
5 rent
7 chase
- 2 insist
4 reveal
6 spoil
8 fail

- 3 1 remain
3 revealed
5 failed
7 chase
- 2 rented
4 insisted
6 spoiled
8 improve

- 4 1 c
3 f
5 g
7 d
- 2 h
4 e
6 b
8 a

Reading, pages 54–55

- 1 1 B
3 C
5 D
7 A
9 B
11 C
- 2 D
4 A
6 A
8 D
10 C
12 D

Vocabulary, page 56

- 1 1 detective
3 lawyer
5 burglary
7 investigation
- 2 suspicious
4 criminal
6 evidence
8 conclusion

- 2 1 C
3 C
5 B
7 C
- 2 A
4 A
6 A
8 D

- 3 1 soon, T
3 well, M
5 slowly, M
7 there, P
- 2 here, P
4 tomorrow, T
6 later, T
8 fast, M

- 4 1 solved
3 arrest
5 broken
7 committed
- 2 jumped
4 take
6 searched

Grammar, page 57

- 1 1 be, was
3 is, are
5 was, was
- 2 was, has been
4 was, weren't

- 2 1 were made
3 were brought
5 are dug
7 are known
9 are used
- 2 were created
4 were found
6 are produced
8 are shaped

Unit 9

Vocabulary, page 54

- 1 1 b
3 c
5 e
7 h
- 2 a
4 g
6 d
8 f

Answer key

- 3 1 have been created by
2 can be used
3 will be equipped with
4 was removed (from a statue)
5 were cursed

4 (Example answers)

A

She must be a model.
She must be slim/thin/pretty.
She can't be fat/ugly.
She could be from Brazil/famous.
She may travel a lot/have a lot of money/work hard.
She might enjoy her work.

B

He must be a basketball player.
He must be/very sporty/good at basketball.
He can't be unfit/unhealthy.
He could be famous/rich.
He may travel a lot/have a lot of money/work hard.
He might be from America.

Use your English, page 58

- 1 1 A 2 D
3 C 4 B
5 B 6 A
7 C 8 B
9 A 10 C
11 C 12 D

- 2 1 was 2 inside
3 had 4 being
5 be 6 outside
7 by 8 will/must
9 been 10 must
11 were 12 was

Writing, page 59

- 1 1 Jennifer 2 some lost treasure
3 proud 4 young film-makers
5 before

2 Students' own answers

- 3 1 b 2 c

- 4 1 fast 2 suddenly
3 quickly 4 completely
5 silently

5 Students' own answers

6 Students' own answers

7 Students' own answers

Unit 10

Vocabulary, page 60

- 1 1 work experience 2 breaking news
3 satellite truck 4 live update
5 cutting studio 6 lead story
- 2 1 d 2 f
3 e 4 c
5 b 6 a
- 3 1 isolated incident 2 in-depth information
3 continuous stream 4 Heavy downpours
5 early hours 6 power lines
- 4 1 grim = serious
2 alternative = other possibility
3 correspondent = someone who reports news on a particular subject or from a particular area
4 colleagues = people you work with
5 live (on air) = being shown or broadcast on TV or radio
6 constructing = building

Reading, pages 60–61

- 1 1 A 2 B
3 D 4 D
5 D 6 A
7 C

Vocabulary, page 62

- 1 1 i 2 a 3 f 4 j 5 c
6 h 7 e 8 b 9 d 10 g
- 2 1 Neighbouring countries 2 latest news
3 lucky escape 4 official languages
5 camera crews 6 busy roads
7 weather forecast 8 emergency services
9 Freezing weather 10 flash floods

- 3 -er
presenter
researcher
employer
lecturer
- or
editor
creator
director
inspector
commentator

- 4 -er
producer
reporter
photographer
- or
coordinator
advisor
investigator

- 5 1 go about 2 work on
3 look down on 4 ran up against
5 held us up 6 run over
7 looked into

Grammar, page 63

- | | |
|---------------|--------------|
| 1 starting | 2 to say |
| 3 watching | 4 to explain |
| 5 to sponsor | 6 providing |
| 7 showing off | 8 to lead |
| 9 to say | 10 attacking |
| 11 to go | 12 to make |
-
- | | |
|------------------|--------------|
| 2 1 for spoiling | 2 in getting |
| 3 for sponsoring | 4 of eating |
| 5 being | 6 to chase |
| 7 to get away | 8 to forget |

Use your English, page 64

- | | |
|------------|----------|
| 1 order | 2 like |
| 3 spending | 4 taking |
| 5 of | 6 to |
| 7 without | 8 to |
| 9 on | 10 on |
| 11 about | 12 wait |
-
- | | |
|----------------|---------------|
| 2 1 journalism | 2 photography |
| 3 Reporting | 4 reliable |
| 5 fascinated | 6 injuries |
| 7 serialise | 8 chasing |
-
- | |
|---------------------------------|
| 3 1 finish writing this article |
| 2 have promised to tell |
| 3 sad to finish |
| 4 enthusiastic about taking |
| 5 How about watching |
| 6 put off looking |
| 7 waste my time reporting |
| 8 so as to take |

Writing, page 65

- 1 Students' own answers
- 2 (Suggested answers)
 striking opening sentence A
 gets reader interested A
 suitable topic for teenage target reader A, B
 addresses the reader directly A
 uses humour A
 uses examples, personal opinions A, B
 uses description A, B
 uses rhetorical questions A
 uses lively and interesting language A
- 3 Students' own answers

- 4 to
 I managed to have a word
 -ing
 what they thought about having
 It's really worth doing
 the band started performing
 we love doing it

- 5 Students' own answers

Unit 11

Vocabulary, page 66

- | | |
|-----|------|
| 1 j | 2 g |
| 3 b | 4 e |
| 5 h | 6 a |
| 7 c | 8 i |
| 9 f | 10 d |
-
- | | |
|---------------|-------------|
| 2 1 Practical | 2 concerned |
| 3 remained | 4 dismissed |
| 5 bend | 6 Verbal |
| 7 solid | 8 arranging |
| 9 entire | 10 bonus |
-
- | | |
|------------------|--------------|
| 3 1 trainees | 2 leadership |
| 3 responsibility | 4 applicants |
| 5 role models | 6 authority |
| 7 site | |
-
- | | |
|---------------|-----------|
| 4 1 picked up | 2 take on |
| 3 go through | 4 do up |
| 5 put up with | |

Reading, pages 66–67

- | | |
|-------|---------------|
| 1 1 D | 2 G |
| 3 B | 4 E |
| 5 A | 6 H |
| 7 F | C is not used |

Vocabulary, page 68

- | | |
|----------------|-------------------|
| 1 1 workaholic | 2 redundant |
| 3 unemployed | 4 promoted |
| 5 full-time | 6 fired |
| 7 retired | 8 work experience |
-
- | | |
|--------|--------|
| 2 1 of | 2 from |
| 3 by | 4 on |
| 5 to | 6 at |
| 7 for | 8 on |

Answer key

- 3 1 on 2 for
3 of 4 by
5 from 6 to
7 at 8 on
- 4 1 industry 2 profession
3 industry 4 trade
5 profession 6 industry
7 business 8 profession
- 5 1 inform 2 premises
3 ideal 4 available
5 let me have 6 further
7 practicalities 8 cooperating

Grammar, page 69

- 1 1 how she had started bike-racing.
2 if she liked it.
3 what she liked best.
4 what the worst thing for her was.
5 if she got any days off.
6 how she felt when she raced on big tracks.
7 if she was going to continue racing.
- 2 a [Question 6] she felt very nervous because there were ...
b [Question 5] she had to train ...
c [Question 1] she had grown up ...
d [Question 7] she couldn't imagine doing ...
e [Question 4] she hated not doing ...
f [Question 2] she thought it was ... she wouldn't ...
g [Question 3] she really liked trying to become ...
- 3 1 Could you tell me when I'll be able to see you?
2 I would like to ask what time the interview is.
3 Might I also ask how you got into that career?
4 I was wondering what skills I need for the job.
5 I'd like to know whether the job is full-time or part-time.
6 Could you let me know how long the training will last?
7 I'd be grateful if you could send me further details.
- 4 1 Could you give me
2 I wonder if I
3 you let me
4 I'd like to know
5 Do you know if/whether
6 was wondering if it would

Use your English, page 70

- 1 1 C 2 A 3 D 4 B 5 B 6 C 7 A 8 D
9 C 10 D 11 B 12 A
- 2 1 achievement 2 apprenticeship
3 clothing 4 representative
5 sight 6 qualifications
7 concerned 8 appointment

- 3 1 told us that it was
2 if they could have
3 where Vicki had been
4 not to be
5 she wasn't doing
6 to know when she could
7 to ask if you are

Writing, page 71

- 1 Mistakes (in order of text):
Mr Bob = Mr Middleton
I write = I'm writing
I'd like applying = I'd like to apply
I'm talking to the tourists = I talk to the tourists
I also enjoy meet = I also enjoy meeting
Would you mind to ask you = Would you mind if I asked you
could you possibly give to me = could you possibly give me
If you would like to come = If you would like me to come
Looking forward to hear from you = I look forward to
hearing from you
Yours hopefully = Yours sincerely
- 2 Paragraph 1: introduction, statement of the reason for writing
Paragraph 2: personal qualifications for job
Paragraph 3: requesting further information about job
Paragraph 4: conclusion, suitable phrases for ending formal letter
- 3 Students' own answers
- 4 Students' own answers

Unit 12

Vocabulary, page 72

- 1 1 experience 2 express
3 encourage 4 response
5 achieve 6 contribute
7 innovation 8 support
- 2 1 respond 2 expression
3 experience 4 encourage
5 support 6 innovation
7 achievement 8 contribute
- 3 1 contribute 2 express
3 encourage 4 respond
5 support 6 achieve

Reading, pages 72–73

- 1 1 B 2 A
3 C 4 C
5 A 6 A
7 D 8 B

Vocabulary, page 74

- 1 1 C 2 C
3 A 4 B
5 D 6 A
7 B 8 C
9 D 10 D

- 2 **opinion:** fascinating, disgusting

size: tiny, huge

age: ancient, new

shape: long, square

colour: bright, dark

origin: Spanish, Italian

material: wooden, plastic

purpose: racing, running

- 3 1 new 2 fantastic
3 plastic 4 racing
5 red 6 wooden

4 (Example answers)

- 1 My webpage has lots of *huge, green* text.
2 Our school has got a *powerful, Japanese* computer.
3 This site has *small, ugly* graphics.
4 Look at these *stunning, art* photos.
5 He sent me a *fascinating, detailed* email.
6 My friend's got a *tiny, black* mobile phone.

Grammar, page 75

- 1 1 when 2 which
3 where 4 why
5 who 6 whose
- 2 1 that/which 2 when
3 (that) 4 whose
5 which/that 6 where
7 who 8 when
9 (that) 10 which/that
11 when 12 (that)
13 whose 14 (that)
- 3 1 c 2 f
3 d 4 e
5 a 6 b
- 4 1 C 2 B
3 B 4 A
5 D 6 C
7 C 8 A

Use your English, page 76

- 1 1 people would do more
2 If only the challenges were
3 wish the girls would
4 only the boys hadn't
5 I wish I were
6 wishes he hadn't taken
- 2 1 why 2 who
3 whose 4 whom
5 which 6 where
- 3 1 were 2 who
3 when 4 which
5 whose 6 where
7 which 8 was/were
9 had 10 could
11 that 12 had

Writing, page 77

- 1 1 advantages/disadvantages
2 for/against
3 pros/cons
4 agree/disagree
5 benefits/drawbacks
- 2 1 both 2 explain, each
3 for 4 against
5 extra 6 summarise, suggest
- 3 Students' own answers
- 4 Students' own answers
- 5 A is unsuitable because it's too short and too personal.
- 6 1 B 2 A 3 B 4 A
- 7 Student's own answers

Time to revise 3

Vocabulary, page 78

- 1 1 murderer 2 criminal
3 employer 4 creator
5 burglar 6 commentator
7 detective 8 presenter
9 director 10 thief
- 2 1 rather 2 probably
3 definitely 4 obviously
5 pretty 6 slightly
7 fairly 8 Possibly
9 certainly

Answer key

- 3 1 C 2 A
3 C 4 D
5 B

- 4 1 C 2 B
3 C 4 C
5 B 6 A
7 D 8 C
9 A 10 B

- 5 1 a beautiful, black and white, landscape photograph
2 a long, delicate, silk, Japanese kimono
3 an enormous, oval, oak dining table
4 an exciting, new, African, wildlife TV documentary
5 a tiny, pink, portable, digital radio
6 a strong, canvas, green and white, striped umbrella

Grammar, page 79

- 1 1 was caught 2 was stopped
3 had been modified 4 was taken
5 was given 6 will be seen
7 wasn't committed 8 was told
9 was arrested 10 was taken
11 was being investigated 12 was found

- 2 1 must have been 2 couldn't have been
3 might win 4 may find
5 can't be 6 must be
7 could be chosen

- 3 1 meeting 2 raining/to rain
3 to get, to arrive 4 moaning
5 to be 6 doing/to do, eating
7 to eat

- 4 1 Beth asked Jon what he was going to do when he finished college.
2 Jon said that he was going to work in France. His dad had met someone who had a vineyard, and they wanted to employ students over the summer to pick grapes.
3 Beth wanted to know how long he intended to stay there.
4 Jon replied that he wasn't sure. He said that he might stay for a month or so.
5 Beth asked whether picking grapes wasn't hard work.
6 Jon agreed that he had heard that it was hard, but it was fun, too. He added that he would be meeting lots of other young people, and his French would improve.
7 Beth warned Jon that he wouldn't improve unless he spoke French. She wondered what would happen if all the other workers were English.
8 Jon admitted that she was right, and that it could be a problem.

- 5 1 I wish I was taller.
2 If only I had phoned earlier.
3 I wish I was able to do that.
4 If only you had been at home when I called.
5 I wish my sister wouldn't borrow my clothes without asking me.
6 If only he would reply to my email.

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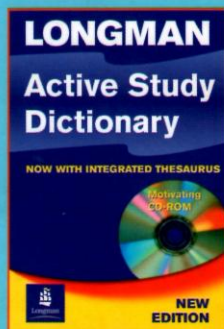
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