

Jill Florent, Suzanne Gaynor

Activate!

B1

Workbook
with key



PEARSON
Longman

with iTests



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Activate!

Workbook

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1

A new you!

Vocabulary

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

1 Complete the sentences with the correct adjective.

loud **smart** terrified **talented**
ready confident quiet **hard**

- I was wearing **smart** clothes but everybody else arrived in jeans.
- Isabel was when she saw the big spider above her head.
- Jake is a musician who can play the piano and the trumpet.
- I can't come now, I'm not I'm still in my pyjamas.
- She was very when she was a little girl but now she never stops talking.
- Shhh! Your voice is so I can't hear the television.
- Some people love learning grammar but I always find it very
- At first he was very nervous about singing in public but now he's much more

2 Match the words or phrases (1–8) with the meanings (a–h).

- | | |
|----------------------------|----------------------|
| 1 convince | 5 end in tears |
| 2 stare in disbelief | 6 voice |
| 3 admits | 7 coach |
| 4 audience | 8 couple |

- two
- make someone believe that something is true
- someone who trains a person or team
- agrees (but doesn't want to) that he/she has done something wrong
- the 'instrument' that you use when you speak/sing
- the people who watch or listen to a performance
- finish so badly that somebody cries
- look at something and not believe what you see

3 Choose the correct word or phrase from Exercise 2 to complete the sentences.

- She wants to be a singer but her voice/coach isn't good enough to sing professionally.
- His dad stares in disbelief/ends in tears every time he changes his hair colour.
- I convince/admit that I don't play the guitar well but with practice I can get better.
- Classical musicians sometimes perform to a very large coach/audience.
- The concert is going well and a couple/coach of people are dancing.

4 Complete the sentences with the correct form of the word in capitals.

- She loves music and wants to be a **professional** DJ one day. PROFESSION
- My friend is a classical **MUSIC** who plays all around the world.
- When he came out of the hairdresser's the **TRANSFORM** he looked so different.
- I love break dancing but some of the **MOVE** are difficult to learn.
- I'd love to be a **CONTEST** on one of those reality TV programmes.
- Do you think it's **FASHION** to wear hoodies?

Watch out!

Read the sentence carefully then decide if you need a noun or adjective.



5 Complete the sentences with these verb phrases.

went well come from **stay up** move to go back

- I don't usually **stay up** late because it makes me too tired for school.
- Where do you ? I don't recognise your accent.
- My parents want us to a house in the country but I love living in the city.
- She liked working as a DJ and didn't want to to her job in the bank.
- The course for her and she's now a professional hairdresser.

Reading

1 Read the text and match the topics (A–C) with the paragraphs (1–3).

- A An unusual ambition.
- B My life now.
- C Fun in my free time.

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

- 1 Why does Julian like his job?
 - A Because he likes talking to animals.
 - B Because it's challenging.
 - C Because he doesn't feel lonely when he's at work.
 - D Because it's not stressful.
- 2 What does he find hard about his job?
 - A He doesn't like being a farmer in winter.
 - B His mum screams at him a lot.
 - C Sometimes he's lonely.
 - D He doesn't like getting up early in the mornings.
- 3 Why are weekends special for him?
 - A Because he loves going to the city.
 - B Because he sees his friends.
 - C Because he doesn't have to go to bed early.
 - D Because he listens to music.

- 4 Why does Julian want to learn something else?
 - A Because he's bored being a farmer.
 - B Because he wants to do something different.
 - C Because he learns fast.
 - D Because he doesn't have any skills.
- 5 What is Julian's dream?
 - A To change his life.
 - B To be on TV.
 - C To learn how to dance.
 - D To do something different.

QUIZ



Can you remember? Decide if the statements are true (T) or false (F).

- 1 Julian lives in Scotland.
- 2 Julian thinks animals are more intelligent than humans.
- 3 A good social life is important for Julian.
- 4 The city is a long way from where Julian lives.
- 5 Julian isn't very interested in farming.
- 6 Julian doesn't like trying new things.

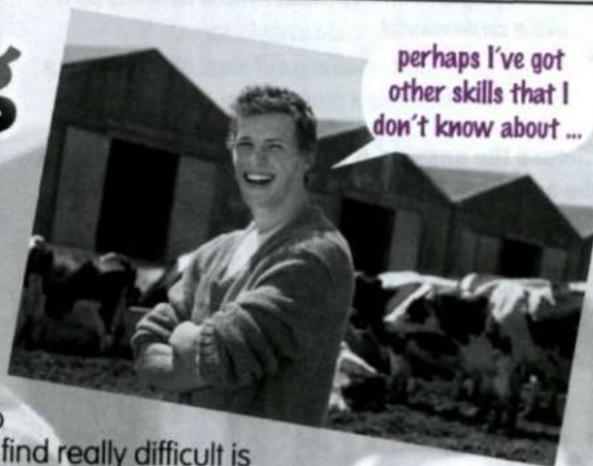
Answers 1 T 2 F 3 T 4 F 5 F 6 F

The dancing farmer!

Hi, I'm Julian. I work on my dad's farm in Scotland and I love it. I'm always outdoors, and I never feel under pressure like lots of my friends in their jobs. I often work on my own but I find that relaxing. I can always talk to the animals when I feel lonely! Do you know pigs are as intelligent as humans? What I find really difficult is getting up early every morning, especially in winter. I'm really bad at it and mum has to scream up the stairs to get me out of bed.

I like being a farmer but a good social life is also important. During the week I can't stay up late but things are different at the weekends. My college friends all live and work in the city about half an hour away and I visit them most weekends. We go clubbing because I love music and dancing. I'm fascinated by all types of dancing and love my Saturday nights out. As you can imagine, it's very different to my life during the week.

I often think about doing something different. I know I'm good at farming but perhaps I've got other skills that I don't know about. I'm not bored with farming at all but I love learning new things and I learn fast. I'm watching a great TV series at the moment called *Faking it*, in which people have a month to change their lives completely. I don't tell many people this, but do you know what I want to train to be? A professional dancer!



Jobs and skills

→ For exercises 1–4 see pages 8–10 in your Students' Book.

1 Match these jobs with the descriptions (1–8).

web designer rock singer DJ farmer
(football) manager chef musician surfer

This person ...

- 1 chooses music to make people dance. DJ.....
- 2 works with computers.
- 3 enjoys being in the sea.
- 4 likes to play instruments.
- 5 enjoys being in the country.
- 6 loves food and cooking.
- 7 enjoys singing in public.
- 8 wants to create the best team.

2 Choose the correct expression to complete the sentences.

- 1 She knows what clothes to wear and always *likes a challenge/looks right*.
- 2 Paul loves being with people and can't work *on his own/under pressure*.
- 3 He's nervous but after a week of lessons he is *singing like a professional/finding it difficult*.
- 4 The TV programme only gives people one month to learn a skill so they have to *learn fast/look right*.
- 5 People are leaving the club early and the DJ is *under pressure/a success* to play better music.
- 6 I am trying to learn French but *find it difficult./do it like a professional*.
- 7 They want to do something different and they *like a challenge./look like a professional*.

3 Choose the answer, A or B, which best completes the sentence.

- 1 A football manager **A**.
A is good at making decisions.
B works with animals.
- 2 A DJ
A works well in a team.
B knows how to make people happy.
- 3 A farmer
A is good at listening to people.
B works well with animals.
- 4 A chef
A works well with his/her hands.
B knows how to talk to people.
- 5 A web designer
A knows how to solve problems.
B knows how to make people happy.
- 6 A rock singer
A is good at making money.
B is good at listening to people.

4 Complete the sentences with the correct form of the verb *do, get* or *find*.

- 1 She's enjoying the course and *does* well in the tests.
- 2 They are the new exercises impossible.
- 3 The contestants are their best to win the competition.
- 4 He's a good football manager but his team are badly at the moment.
- 5 Every time I try to put an adverb in the sentence I it wrong!

Adjectives

→ For exercises 5–7 see page 14 in your Students' Book.

5 Complete the sentences with the correct (adjective) form of the verb in brackets.

- 1 The football manager is *annoyed* (annoy) because the team isn't playing well.
- 2 She can't speak for long because she's watching an (interest) programme.
- 3 Are you (frighten) when you hear loud noises in the middle of the night?
- 4 Everybody is (surprise) to see him on TV.
- 5 House music is so (bore)
- 6 She's an (amaze) singer.

6 Choose the correct preposition to complete the sentences.

- 1 I'm frightened *of/about* the dark so always leave the light on at night.
- 2 Don't worry *about/for* the exam. Just do your best.
- 3 I'm not interested *by/in* dance clubs.
- 4 They both love singing but they're really bad *about/at* it.
- 5 Are you keen *in/on* those reality TV shows?
- 6 She's annoyed *of/with* her best friend.

7 Complete the text with the correct prepositions.

I usually get fed up 1) *with* those TV programmes about real people. But I love *Faking it*. In the programme, Sian is very worried 2) her challenge. She has to change how she talks and moves and how she looks. She's the type of person who isn't interested 3) house music but over the month she learns how to mix records and she's good 4) it. I'm surprised 5) the transformation. She changes a lot during the programme and now she's really keen 6) house music and clubs. I think that's amazing.

Present simple and present continuous

→ For exercises 1–5 see pages 11 and 15 in your Students' Book.

1 Choose the correct form to complete the sentences.

- I don't know where she *is coming/comes* from but she's got a great accent.
- She *loves/is loving* to go to parties at the weekend with her friends.
- Maria *is training/trains* to be a web designer and she *wants/is wanting* to buy a new computer.
- She *isn't thinking/doesn't think* she can sing very well.
- Do you wear/Are you wearing* a uniform at work? Yes and I *hate/am hating* it!
- Things *go/are going* badly for him at the moment.
- He *stays/is staying* with his friends for now but *looks/is looking* for his own flat.
- We *aren't knowing/don't know* why house music is so popular.

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

Dear Mum
 This is so cool! I 1) *'m writing* (write) to you from the TV studio. It 2) (be) fantastic here and I 3) (have) a great time. I 4) (sit) with four other contestants for the TV programme. We 5) (wait) for the studio manager who 6) (want) to talk to us. Everybody 7) (be) very friendly but I 8) (think) they are very busy too. I 9) (hope) they choose me for the programme. Must go!
 Love Max
 PS I 10) (not be) nervous at all!

3 Put the adverb in brackets in the correct place in the sentence.

- She's late for work. (always)
 *She's always late for work.*
- Do you stay up late? (usually)

- We watch those reality shows on TV. (often)

- They go to dance clubs at the weekend. (never)

- I stay up late and listen to music. (sometimes)

- I go to bed late but I find it difficult getting up in the morning. (rarely, always)

4 Complete the questions with the correct verb.

- *Are* you good at working in a team?
- he usually spend so much time on the computer?
- you got any ideas for a good TV programme?
- you like to go to bed really late?
- they interested in the same music?
- she got a good voice?

5 Choose the word or phrase, A, B, C or D, that best completes the sentence.

- I to music in bed because it helps me relax.
 A 'm sometimes listening
 B sometimes listening
 C sometimes listen
 D 'm sometimes listen
- At weekends they each other on their mobiles because it's cheaper.
 A are texting often
 B often text
 C text often
 D are often texting
- Professional rock singers lots of money.
 A don't earn always
 B always don't earn
 C not always earn
 D don't always earn
- We outdoors. It's too cold!
 A never like working
 B always like working
 C like working never
 D like working always
- on my own because it's nice and quiet.
 A Sometimes I like working
 B I'm sometimes liking working
 C I like working sometimes
 D Sometimes I'm liking working

Use your English

1 Complete the text with one word that best fits each gap.

The real you!

How many times 1) you look in the mirror and say to yourself, 'My hair looks awful, where's the hair gel?' or 'Why 2) I wearing these jeans when my legs are too short? 'We're often worried 3) our hair or clothes because we think other people 4) looking at us. We don't want to be different 5) our friends. Or perhaps we're fed up 6) how we look because we're 7) perfect, unlike the photos we see of famous people in magazines. There are lots of TV programmes about people who transform their lives and we are fascinated 8) the results, especially when somebody changes their appearance. We begin to think that we can transform ourselves too. But I get annoyed 9) these types of programmes. I think it's important to be happy with your appearance because you can't always change it. When I ask my mum, 'What 10) you see when you look in the mirror?' she always answers, 'I see a sixteen-year-old who is full of life and energy.' I'm surprised 11) that answer. Don't get me wrong. My mum 12) an attractive, healthy person, but she's not young. However, when she looks in the mirror she sees what she wants to see.



2 Choose the word or phrase, A, B, C or D, that best completes the sentence.

- 1 What sort of music ...?
 - A do you usually listening to
 - B you listen to usually
 - C do you usually listen to
 - D are you listening to usually
- 2 Turn the TV off when Janey comes home;
 - A she's never watching those types of programmes.
 - B she never watches those types of programmes.
 - C never she watches those types of programmes
 - D she watches those types of programmes never.
- 3 when it's very hot.
 - A I always have a headache
 - B I'm always having a headache
 - C Always I have a headache
 - D I have always a headache
- 4 on my own.
 - A I am enjoying sometimes working
 - B Sometimes I'm enjoying working
 - C I sometimes enjoy working
 - D I enjoy sometimes working
- 5 something to ask me?
 - A Do you having
 - B Are you having
 - C Have you got
 - D Are you getting
- 6 the computer? Yes, I won't be long.
 - A Are you use
 - B Are you using
 - C Do you use
 - D Is you using

Writing an email

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

1 Read the email from a local radio station quickly. Choose the correct answer, A or B.

- Moon radio is interested in people who ...
A aren't at school. B are still at school.
- The new programme is about young people and ...
A their interests. B school.
- The email sounds
A friendly. B formal.



Microsoft Outlook

File Edit View PGP Favorites Tools Actions Help

New Reply Reply to All Forward Send/Receive Find Type a contact to find

Back Address

From: Moon radio To: All pupils at Mill House secondary school

Subject: Radio programme Cc:

Hi

We're a local radio station and we are preparing for a new programme called *All about you!* We want to know all about you. Where do you live? Who do you live with? And what do you like doing when you're not at school? Where do you go when you're not at school? Write now and tell us about yourself. Hope to hear from you soon!

Tom Bradshaw
Radio Manager

2 Underline the words/phrases Tom uses to start and finish his email.

3 Write answers that are true for you.

- Where do you live?
.....
- Who do you live with?
.....
- What do you do in your free time?
.....
- Where do you go in your free time?
.....
- What are you especially interested in/good at?
.....

4 Prepare to write an email to Tom, in response to his email. Put the following points to include in the email in the best order.

- Give general information
- Finish your email
- Introduce yourself
- Start your email
- Give some more information

5 Match the sentence beginnings (1–4) with the correct endings (a–d).

- | | |
|------------|------------------------|
| 1 Bye | a I'm very good at ... |
| 2 Dear | b soon. |
| 3 Actually | c for now! |
| 4 Write | d Tom |

6 Write your email to Tom. Write about 120–150 words.

Useful phrases

You can use these phrases to make your email sound friendly.

By the way, ...
Well, ...
Actually, ...



Do you need more practice?

Go to: CD-ROM, Unit 1.

2

Rule the school

Vocabulary

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

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

- | | |
|-------------------------|-------------------------|
| 1 break dancing | 6 history |
| 2 computer gaming | 7 pass |
| 3 exam | 8 results |
| 4 fail | 9 revise |
| 5 fashionable | 10 text messaging |

- a a formal test of knowledge
 b all the things that happened in the past
 c dancing that involves a lot of jumping and rolling on the floor
 d to not succeed in an exam
 e playing games on computers
 f popular for a time
 g sending messages on a mobile phone
 h to study something again in order to learn it
 i to succeed in an exam
 j the marks you get in an exam

2 Complete the sentences with these words and phrases.

complained concentrated giggled
 making fools of make excuses misbehave

The 'teachers' view

- Our teachers *complained* about the uniform – they didn't like it at all.
- We didn't expect them to We expected them to be good students who worked hard.
- They when we told them off – but we didn't think it was funny!
- We told them they were themselves because they were being silly.
- We didn't let the teachers They had to study all the subjects.
- When the teachers on their lessons, they did well.

3 Complete the sentences with these phrasal verbs.

carried on dealt with made up
 take part in turn off

The 'students' view

- We had to *take part in* every lesson.
- We didn't always behave well, but they teaching.
- The students some new punishments.
- The students our bad behaviour by making us listen to loud music for half an hour.
- We begged them to the music, but they refused.

4 Choose the correct word to describe the school uniform.

The uniform in *Rule the school* was 1) *cool/boring* and fashionable. The 'students' wore 2) *shirts/hoodie tops* and 3) *trainers/shoes*. Their 4) *trousers/skirts* were short. They thought it was 5) *smart/ridiculous*.

Reading

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

- Why did most students go to Saturday school?
 - Because they wanted to go.
 - As a punishment.
 - To do extra school work.
 - Because Saturday school was compulsory for everyone.
- What were the Saturday school activities like?
 - They were outdoor activities.
 - They were different from regular school subjects.
 - They were very noisy.
 - They were all social activities.
- Why did teachers attend Saturday school?
 - They were paid extra to work on Saturday.
 - The head teacher insisted they attend.
 - They needed to punish the students.
 - They enjoyed working in a different way.

- Why was Saturday school popular?
 - Teachers enjoy talking to their students.
 - Lots of students go to school on Saturday.
 - Students can do interesting activities.
 - It's fun to do homework at school.

QUIZ



Can you remember?

- How many students were attending Saturday school when the writer visited?
 - Seven.
 - Between forty and fifty.
 - More than sixty.
- How many different activities did he see?
 - Three.
 - Five.
 - More than ten.
- How many different places in the school did he visit?
 - Five.
 - Two.
 - Four.

Answers 1 C 2 B 3 A

Hands up for Saturday school!

When I visited the New City Academy one Saturday, I didn't expect to meet many students. I got a big surprise! Saturday school started as a punishment, but on the day that I visited, only seven students were wearing school uniform, a sign that they were in detention. All the other students were at school on Saturday because they wanted to be there.

Everywhere I looked, people were working hard, but not many activities had anything to do with the school curriculum. A rock'n'roll band was practising in the canteen. The band started coming to Saturday school two years ago. 'We wanted somewhere to practise. Rock'n'roll is noisy, but at school, it doesn't matter,' they told me.

In the gym a group of teenagers were preparing to take part in team games, and in the library another group were taking life skills lessons. About fifteen students were watching *X-Men 3* in the computer room, while another thirty or so were working in the school garden.



Tony, 13, doesn't have a computer at home. 'I came to school one Saturday because I wanted to use the computer to do some revision. Then I did a bit of gardening. Now I come every week,' he told me. Head teacher Alan Mason made sure that Saturday school was fun for the students, but how did he persuade teachers, who earned nothing for their morning's work, to join in? 'All the teachers who came found it very satisfying,' explained Mr Mason. 'They had more time to deal with problems and they made contact with the students in a different way.'

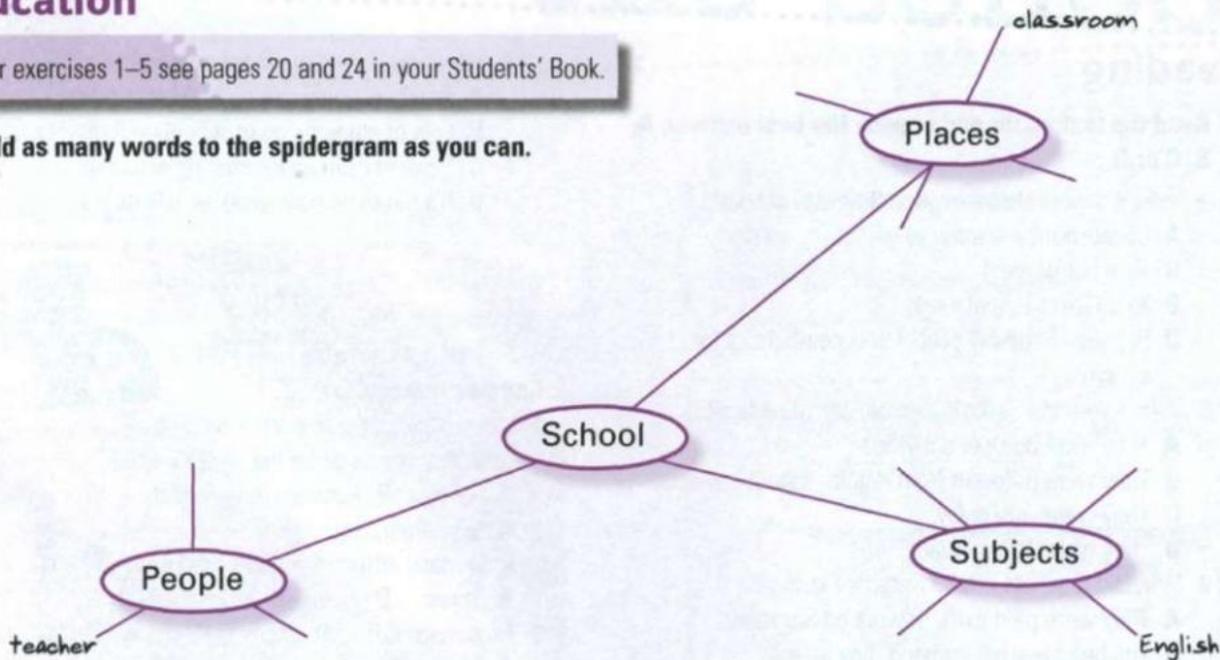
Ed Jones



Education

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

1 Add as many words to the spidergram as you can.



2 Add the correct ending to write the noun form of these verbs.

- 1 advertise ... advertisement ...
- 2 concentrate
- 3 disappoint
- 4 discuss
- 5 embarrass
- 6 examine
- 7 imagine
- 8 improve
- 9 organise
- 10 punish

4 Choose the correct form to complete the sentences.

- 1 The teachers *made up/kept up with* new punishments.
- 2 They didn't *put up with/take up* bad behaviour.
- 3 I find it difficult to *make up/keep up with* my homework.
- 4 The PE teacher *took off/took up* break dancing.
- 5 We *took off/put up with* our trainers at the door.

5 Complete the sentences with the correct verbs.

keeps make put take

- 1 Saturday school is a good way for teachers to make contact with their students.
- 2 We pride in our work.
- 3 The secretary a record of everyone who comes to Saturday school.
- 4 Come and a look at this wonderful painting.
- 5 The project went well because the students all their hearts into it.
- 6 He worked hard to a success of the concert.

Watch out!

Verbs ending with *-e* sometimes lose the *-e* before adding the ending.
concentrate → concentration

Can you write the nouns from these verbs?

behave explain



3 Choose the word, A, B, C or D, that best completes the sentence.

- 1 The books are in the school A
A library B corridor C hall D science lab
- 2 They fools of themselves.
A kept B were C made D put
- 3 Exams put a lot of pressure students to do well.
A up B to C off D on
- 4 We listened to music on our
A orchestra B hoodies
C headphones D curriculum

Past simple and past continuous

→ For exercise 1 see page 21 in your Students' Book.

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

- I was really tired last night so I *didn't watch* (not watch) the film on TV.
- Who (you/talk) to when I saw you at the bus stop?
- We (finish) the game and then we (go) home.
- Our school team (win) all its football matches last year.
- The band (practise) in the canteen while we (eat) our lunch.
- I (have) a shower when you (ring).
- Joe (not come) to the cinema with us last night.
- At seven o'clock, they (not play) computer games, they (watch) TV.
- (you/be) in the football team last year?
- I (not/do) my homework because it (be) too hot last night.

Relative clauses

→ For exercises 2–3 see page 25 in your Students' Book.

2 Choose the correct relative pronoun to complete the sentences.

- The teacher, *that/who* didn't believe Joe's excuses, gave him a detention.
- The games, *which/where* took place in the afternoon, were great fun.
- That was the day *where/when* the teacher lost the key to the science lab.
- Is this the book *that/who* you were reading?
- Is the disco *where/when* we met last night the one you went to on Saturday?
- The canteen, *which/where* we eat lunch, is open until four o'clock.
- The homework, *which/where* is due tomorrow, is very difficult.
- The boys *which/who* played football ate oranges.

3 Rewrite the two sentences as one. Use a relative pronoun.

- The students were wearing school uniform. They were in detention.
The students who were wearing school uniform were in detention.
- The boys were playing football. They were very hot and thirsty.
The boys,, were very hot and thirsty.
- The girls were in the team. They were very good players.
The girls were very good players.
- We met in the cafe. The cafe sells very good cakes.
The cafe sells very good cakes.
- The cinema is our favourite place to meet. We went to the cinema on Sunday afternoon.
The cinema is our favourite place to meet.
- We played the games. The games needed a lot of concentration.
The games needed a lot of concentration.
- Text messaging is my favourite way to communicate. It's very easy.
Text messaging,
- I was at the disco on Saturday. Joe showed us how to break dance at the disco on Saturday.
I
- This is the skateboard park. I told you about it.
This
- The programme is on TV tonight. Everyone wants to watch the programme.
The programme

Watch out!

Use a comma for extra information but **not** essential information. You can omit an object relative pronoun in a sentence.

In which sentences in Exercise 3 can you omit the relative pronoun? 6



Use your English

1 Complete the text with one word that best fits each gap.

Rachel's first day



I was looking forward to my first day at secondary school. My brother Nick,

1) ^{who} goes to the same school, said he would keep an eye
 2) me. However, I knew he didn't want to be seen with his 'kid sister'
 3) I walked there on my own. As I 4) leaving the house he patted me on the back and said 'Don't worry.' I was very nervous
 5) I arrived at the school gate. There were lots of older students
 6) were talking and giggling. 7) they laughing at me, I wondered. Then a friend of my brother's saw me and shouted something but I didn't take any notice
 8) him. I just went red and ran inside. I tried to find the classroom
 9) my friends were waiting but the rooms all looked the same. I had no idea where I 10) Suddenly a voice behind me said, 'Hello Rachel. Nick is waiting for you outside.' I didn't understand. How
 11) this stranger know my name was Rachel? Then he gave me the note 12) was on my back. It read 'This is Rachel. If she doesn't know where she is, please return her to her brother Nick, year 11!'

2 Complete the sentences with the correct (noun) form of the verb in brackets.

- 1 A good *education* can help you to get a good job. (educate)
- 2 She gave the teacher no for not doing her homework. (explain)
- 3 Sam's parents were having a with his teacher about his exam results. (discuss)
- 4 Use your and write a story that's interesting and funny. (imagine)
- 5 The concert was a because the music finished too early. (disappoint)
- 6 Computer games are a popular form of but I prefer listening to music. (entertain)
- 7 Giving extra homework isn't a good form of (punish)
- 8 The students' on the school trip was excellent and the teachers were very pleased. (behave)
- 9 Did you see the for those new trainers? I'd really like some! (advertise)
- 10 I listen to music when I have lots of It helps me relax. (revise)

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

- 1 We revised for our exam, and it was very useful.
The revision *that we did for our exam* THAT was very useful.
- 2 When they are in detention, students have to wear uniform.
Students WHO have to wear uniform.
- 3 The lessons were interesting and they were very different from usual.
The lessons, WHICH were very interesting.
- 4 The students were disappointed because they didn't pass their exams.
The students WHO were disappointed.
- 5 The teachers hated the ridiculous new school uniform.
The new school uniform THAT was ridiculous.
- 6 The teachers had to listen to very loud music for half an hour.
The music WHICH was very loud.

Writing a story

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

1 Choose the correct word to complete the text.

A day to remember

- 1 The day Sarah arrived at our school was unforgettable. We were listening to a CD in French, 1) *but/as* we didn't understand it 2) *and/because* it was so difficult. The teacher suddenly turned off the CD player. I thought he was angry.
- 2 3) *Then/When* the door opened and the head teacher came in with Sarah. She introduced her to the class and asked me to take care of her 4) *until/when* she got to know everybody. Sarah spoke perfect French 5) *so/because* she helped me with my exercises. 6) *After/While* the lesson we chatted 7) *and/so* we found we liked the same music, the same food and had the same hobbies.
- 3 8) *When/While* I got home that day, dad told me about a call from his brother. 9) *After/Until* fifteen years abroad he wanted to come home. His wife and daughter were already living in our town 10) *because/and* his daughter was looking forward to meeting me ... my cousin, Sarah!



2 Write the number of the paragraph that answers each question.

- | | |
|------------------------------|-----------------|
| A When did the story begin? | Paragraph |
| B Where did the story begin? | Paragraph |
| C What happened first? | Paragraph |
| D What happened after that? | Paragraph |
| E How did the story end? | Paragraph |

3 Underline the past continuous and the past simple verbs in the text.

- 1 Which verbs describe actions in progress in the past?
.....
- 2 Which verbs describe completed actions?
.....

4 Complete the story in your own words. Write about 120–150 words.

TOTAL embarrassment!



Jack/be late/run up the steps/trip/drop books/other students/watch him/laugh

Yesterday, Jack was late for school. As

.....

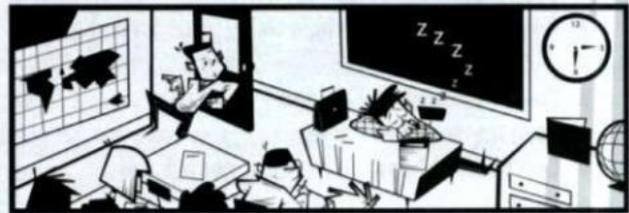
.....



Bell ring/everybody start to go/classrooms/other students push Jack down the corridor/Jack not find classroom

.....

.....



Jack find classroom/open door/teacher sleep/students do exam/Jack go to desk/sit down/start to read exam paper

.....

.....



Jack not understand the exam/not know what to do/begin to panic/teacher wake up/see Jack/be surprised

.....

.....

..... You're in the wrong classroom!



Do you need more practice?

Go to: CD-ROM, Unit 2.

3

Room for improvement!

Vocabulary

→ For exercises 1–3 see pages 30–31 in your Students' Book.

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

- | | |
|-----------------------|---------------------|
| 1 messy | a nice |
| 2 second-hand | b can't stand |
| 3 on your own | c make a mess |
| 4 do something useful | d new |
| 5 enjoy | e tidy |
| 6 throw out | f keep |
| 7 gross | g waste time |
| 8 clear up | h with other people |

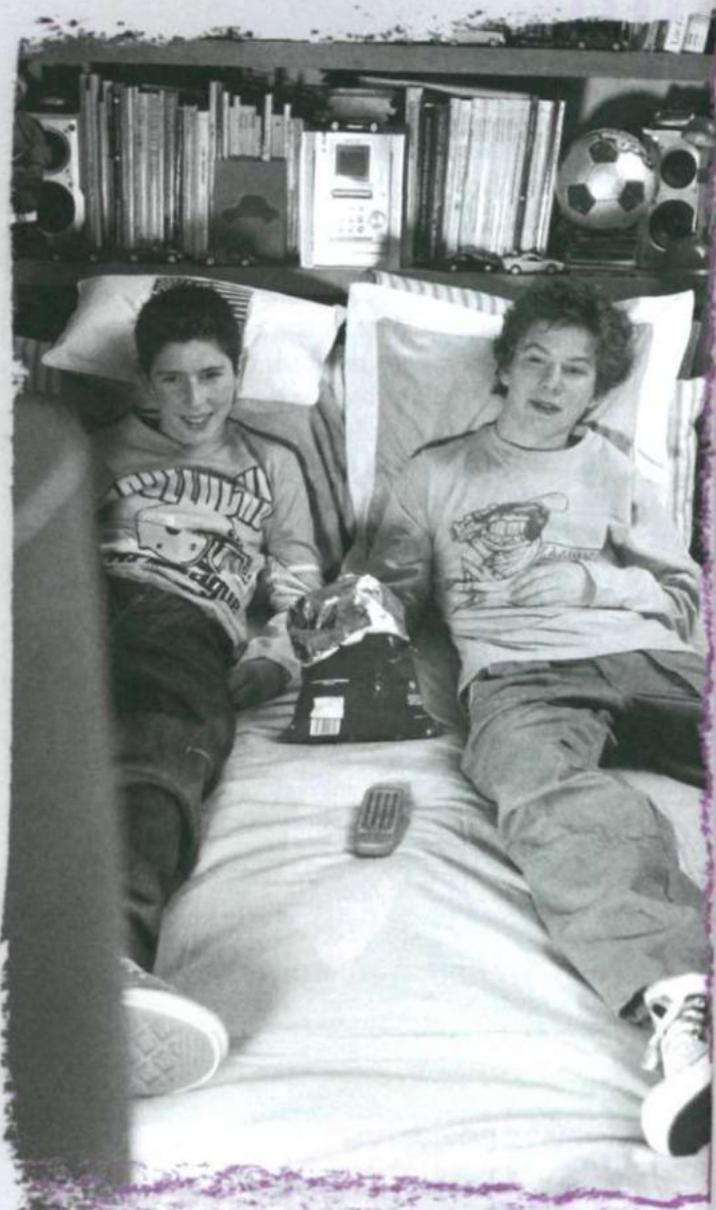
2 Complete the sentences with these phrases.

chill out get a life before it's too late
make money no wonder soft toys

- My bedroom is very comfortable and relaxing. It's a good place to *chill out*
- Small children love to hold teddy bears and other
- I'll sell some of my CDs and so I can buy some new ones.
- Don't stay at home all the time, get out and
- Let's go to the party and everyone goes home!
- Your room is a mess – your mum can't stand it.

3 Complete the crossword.

		C	H	A	T			
						2		3
	4							
				5	G			
	6							
7								
				8	R			



Clues across

- talk
- a place to keep your clothes
- a bag filled with soft material
- something used to broadcast sounds

Clues down

- something you sit on
- a child of your aunt and uncle
- a room to sleep in
- a musical instrument
- the music for songs

Readers' rooms

Reading

1 Read the letters and look at the photos. Then answer the questions.

- Whose rooms are in the photos?
.....
- Which two people have a problem with their family?
.....
- Which two people like listening to music in their rooms?
.....

2 Read the letters again and choose the best answer, A, B, C or D.

- What is Alice looking forward to?
A Sharing a room with her sister.
B Furnishing her new room.
C Sorting out her old clothes.
D Decorating her family's new house.
- What does Ben do in his room?
A He makes space for his collections.
B He plays the guitar.
C He spends money on CDs and DVDs.
D He watches TV and listens to music.
- What is Carl's problem?
A His room will get messy again.
B He doesn't want to throw things out.
C His mum complains about the mess in his room.
D His mum refuses to clean his room.
- What will Della's new room be like?
A It will be small but tidy and comfortable.
B There will be big cushions to sit on the floor.
C She'll have lots of gadgets in her room.
D She'll keep her books and CDs under her bed.

3 Find words in the text that match these meanings.

- to have or use something with somebody else
.....
- things that somebody else owned before you
.....
- to improve a skill
- unpleasant
- things
- to arrange

A

Dear Aunt Megan

We're moving to a new house and I'm not going to share a room with my sister anymore. I'm really pleased because I can't stand her mess! My parents are giving me some money to spend on my room and I'm not going to waste it! Where will I find some second-hand things at a good price? Please help me sort out my stuff and make my new room attractive.

Alice

B

Dear Aunt Megan

My room is cool. I've got a TV, a CD player and a computer. I'm going to get a DVD player for my birthday. I spend all my money on CDs and DVDs. I enjoy watching TV and listening to music in my room. My problem is that I'm going to learn to play the guitar next year - and I haven't got room to practise. How can I make more space for my new DVD collection?

Ben

C

Dear Aunt Megan

I don't mind my room being messy, but my mum does. She nags me all the time, saying 'Your room is gross!' and 'Why don't you clear up and throw out your old stuff?' I think tidying up is a waste of time, because I know my room will get messy again, but my mum doesn't agree. Please help!

Carl

D

Dear Aunt Megan

My sister Alice says I'm messy, but it isn't true! When we move my room will be small, so I'm going to organise everything. I'll keep my shoes under the bed, and I'll put my books and CDs on the shelves. I'm going to buy big cushions for the bed, so it will be a comfortable place to sit in the daytime. I won't have a TV in my room and I'll listen to music on my iPod.

Della

Money and shopping

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

1 Write the adjective form of these verbs and nouns.

- 1 comfort *comfortable*
- 2 danger
- 3 enjoy
- 4 fame
- 5 hope
- 6 horror
- 7 mess
- 8 mood
- 9 scare
- 10 sense

2 Complete the sentences with these words.

cash change cheque **credit card**
pocket money price

- 1 You have to be eighteen before you can get a *credit card*
- 2 I want to buy this DVD, but I haven't got any with me, can I pay in a different way?
- 3 Don't worry, you can write a
- 4 How much do your parents give you?
- 5 How much does this CD cost? Can you see the
- 6 The CD cost five euros, so I got fifteen euros for a twenty-euro note.

3 Complete the text with these words.

afford earn lend owe pay save up
spend waste cost

Susan is going to get a Saturday job, to
1) *earn* some money. She's going to
2) for a holiday in the summer.
She isn't going to 3) money
buying things that aren't useful, and she won't
4) much money. I don't get
much pocket money, and all the things I want
5) a lot of money, so I can't
6) to buy them. I'm going to
ask my mum to 7) me some
money so that I can buy some new clothes.
I'm not going to ask my dad, because he gave
me some extra pocket money last week, and I
don't know how I can
8) him the ten euros I still
9) him.

Word building

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

4 Write the negative form of these adjectives.

- 1 acceptable *unacceptable*
- 2 dependent
- 3 formal
- 4 mature
- 5 practical
- 6 visible

5 Complete the sentences with the correct form of the word in capitals.

- 1 It's *impossible* for me to put all POSSIBLE
my stuff away in my room.
- 2 My parents are going to buy me a big, but
..... wardrobe. EXPENSIVE
- 3 The chairs in my room aren't
....., so I'm also going to COMFORT
4 choose some cushions. I'm
..... and I can't wait. PATIENT
- 5 The shopping trip is going to be
..... ENJOY
- 6 My mum says my room is
..... HORROR
- 7 and it's not ACCEPT
for it to be
- 8 so, but I promise I TIDY
won't be
- 9 when I can put things MESS
away.
- 10 My dad says I'm for FAME
breaking promises.

Watch out!

Spellings sometimes change before
adding an ending.
fame → famous, horror → horrible
Make sure you use the correct
beginning: *un-*, *im-* or *in-*.



The future

→ For exercises 1–3 see page 33 in your Students' Book.

- 1 Choose the correct form to complete the advertisement.

Great summer sale!

Our summer sales 1) *shall/are going to* start on 1 July!

You 2) *will find/are finding* everything you need in our shops.

We 3) *are reducing/are going to reduce* all our prices, so you 4) *will save/are saving* a lot of money.

We are sure you 5) *are going to enjoy/are enjoying* the sales.

Come early, or you 6) *won't get/aren't getting* what you want.

- 2 Complete the conversation. Use *will* or the present continuous of the verb in brackets.

Alan: What 1) *are you doing* ... (you/do) this weekend?

Barry: I 2) (play) basketball on Saturday afternoon.

Alan: 3) (you/call) me later?

Barry: Yes, I 4) (call) you about five o'clock.

Alan: Jo and I 5) (go) to the cinema in the evening.

Barry: I 6) (come) with you.

- 3 Complete the sentences with the correct form of *shall, will, be going to* or the present continuous.

1 Look at this mess! Mum *is going to* be very angry!

2 I tidy up this weekend because I want to invite some friends round.

3 Your room stay tidy for long!

4 There be some fantastic offers in the sales.

5 I look for some new things for my room.

6 That's a great idea! I come with you.

7 we buy some CDs in the sale?

8 No, it's my birthday on Saturday and my parents me some new CDs.

Watch out!

Remember!

predictions/promises = *will*
 intentions and plans/predictions based on what you know = *be going to*
 fixed arrangements = present continuous
 offers = *shall*



Certainty, probability and possibility (modal verbs)

→ For exercises 4–5 see page 37 in your Students' Book.

- 4 Choose the correct form to complete the sentences.

1 Everything reduced by 50 per cent or more.

We *must be/can't be* crazy to offer such bargains!

2 Everything half price! It *must be/can't be* a great sale.

3 Let's have a look, there *can't be/might be* something we want.

4 There's 75 per cent off this jacket. It *may be/must be* a bargain, but I don't like it!

5 I agree! It's horrible! It *can't be/might be* a best seller!

- 5 Rewrite the sentences, using *must be, can't be, should be, might be* or *might*.

1 It's 11 p.m., so I'm sure they are in bed.

..... *It's 11 p.m., so they must be in bed.*

2 I don't know the price, but it's possible that it's expensive.

3 I haven't seen the film, but it's likely to be good.

4 Jack never spends his pocket money, I'm sure he's saving up for something.

5 No one goes to that cafe, I'm certain it's not very good.

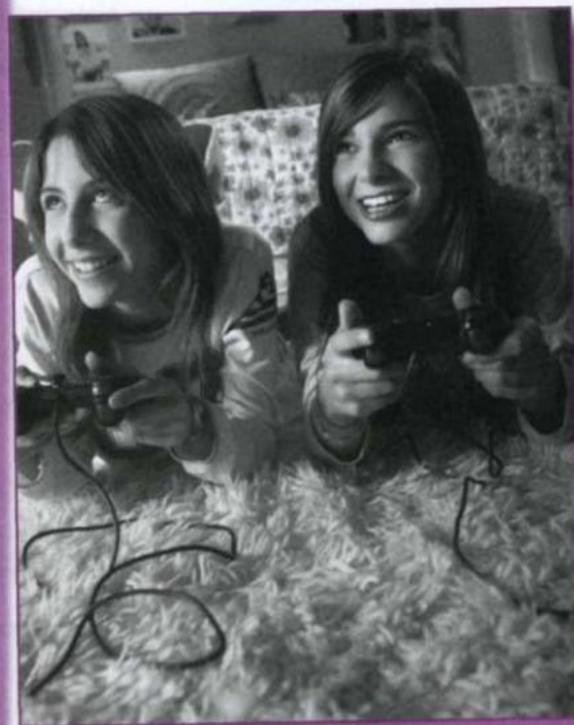
6 It's possible that Jim will come, but he's very unreliable.

7 He's just woken up, so it's possible that he won't want to see you.

Use your English

1 Complete the text with one word that best fits each gap.

Adam and his classmates have lots of gadgets in their rooms and they don't switch them 1) off at night. That may be the reason that they sleep badly, and find it hard to get out 2) bed in the mornings! Adam's friends often come 3) to his house after school and they spend a lot of time playing computer games. They think they're chilling 4), but they end 5) feeling tired and moody. They often 6) up late for school, and then they have to stay late to make up 7) the time they missed. Their teacher wants the class to 8) up with their work, so she offered them a reward. 'Clear the gadgets 9) of your rooms, don't 10) computer games after six o'clock and don't 11) TV after dinner,' she said. 'Find 12) how much your school work improves and I'll take the class to the cinema at the end of term.' The whole class agreed to take 13) the challenge. They slept better and got 14) early. Their schoolwork improved and they went to see a great film. The class all agreed that they won't waste 15) playing games and they aren't going to 16) the gadgets back in their bedrooms.



2 Complete the sentences with the correct form of the word in capitals.

- | | |
|--|---------|
| 1 Amanda is <u>moody</u>, she's often cross and tired. | MOOD |
| 2 You like films, so you'll enjoy <i>The Shining</i> . | SCARE |
| 3 The play you're going to see is; I saw it last night. | TERROR |
| 4 Please be with those glasses, they're very expensive. | CARE |
| 5 It's to play football in the road. | DANGER |
| 6 We had a day shopping. Look what we got! | SUCCESS |
| 7 It's very that Sam buys a lot of new clothes. | NOTICE |

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

- | | |
|---|--------|
| 1 What are you going to buy with your pocket money?
What <u>are you going to spend</u> your pocket money on? | SPEND |
| 2 The price of these CDs is very high.
These CDs of money. | COST |
| 3 I haven't got enough money to buy an MP3 player
I to buy an MP3 player. | AFFORD |
| 4 I plan to keep my money for a new DVD.
I up for a new DVD. | SAVE |
| 5 John promises not to spend his money on silly things.
John his money on silly things. | WASTE |
| 6 Alice decided to buy a new lamp for her room.
Alice buy a new lamp for her room. | IS |

Writing a formal letter

→ For the exercises on this page see pages 38–39 in your Students' Book.

1 Read the advertisement and the notes. Choose the correct answer, A or B.

- What advice does the advertisement offer?
A It explains how you spend your pocket money.
B It explains how shops sell you things.
- What does Alex want to know?
A How to make money from things he doesn't need.
B How he spends his pocket money.

Spend, Save, Sell

Write to Mr Money for advice on shopping. He'll tell you how to make money from things you throw out and how to spend less on the things you want. Shops make you buy things you don't need. Mr Money shows how you can avoid their tricks!

How do you spend your pocket money? Mr Money will give you advice on shopping, saving and selling!



How

How to avoid

My pocket money

Yes, please

2 Read Alex's letter and answer the questions.

- Is Alex's letter formal or informal?

- Does he know the person he's writing to?

- Which three phrases does Alex use to ask his polite (indirect) questions?

Dear Mr Money,
 I am interested in learning about money. I have lots of things I don't need. Could you tell me how I can make money from them? I find saving up difficult so when I can't afford to buy what I want I buy something else. Please let me know how I can stop buying things I don't need.
 I spend all my pocket money every week, so I'd like to know how to save.
 I look forward to hearing from you.
 Yours sincerely,
 Alex

3 Read the advertisement, *Sleep better, feel better*, and the notes and complete the indirect questions.

- what sort of advice the sleep doctor will give me.
- when you will come to film me.
- know how long the study will take.

4 Read the notes and describe your routine and your problems.

In the evening, I ...
 In the morning, I ...

Problems are:
 can't get to sleep/can't wake up

My routine: bed 10.30, listen to CDs until fall asleep
 Mum calls me at 07.30, hard to wake up, get up 08.30

What advice?

When?

How long?

Sleep better, feel better

We are looking for teenagers who can't sleep to take part in our study. Write and tell us about your sleep problems. The sleep doctor will ask you about your routine and give you some advice. Follow the doctor's advice and discover the benefits of a good night's sleep, every night. We will film you before and after and ask you what changes in the way you sleep.



5 Read the advertisement and the notes you have made. Write to the producer of the TV programme, using all your notes. Write about 120–150 words.

Check!

Does your letter **begin** and **end** correctly?
 Is the **word order** correct in indirect questions?



Do you need more practice?

Go to: CD-ROM, Unit 3.

4

Festival fever

Vocabulary

→ For the exercises on this page see pages 40–41 in your Students' Book.

1 Complete the sentences with the correct noun.

taste entertainment workshop queue event
tent ~~message~~ band smile smell

- 1 My back's hurting me. Could you give me a message ?
- 2 I went to a great at the weekend and learnt how to make jewellery.
- 3 I'm going to the cinema early so that I'm at the front of the to buy a ticket.
- 4 The festival in the park was the biggest musical I've ever been to.
- 5 When we passed the cafe there was a lovely of fresh bread.
- 6 The town we live in is very pretty but there isn't much
- 7 I love the of dark chocolate when it melts on your tongue.
- 8 We love going camping and have just bought a bigger so we can all sleep in it.
- 9 I have never said that the Rolling Stones is my favourite !
- 10 She's a very happy child. You only have to say hello and she gives you a big

2 Choose the correct verb to complete the sentences.

- 1 I always like to dip/spray perfume on my neck before going out.
- 2 She screamed/laughed with terror when she saw the huge spider in the bath.
- 3 The roads were wet and the car splashed/dipped the people as it drove past.
- 4 I raced/carried her to the end of the road but she won.
- 5 Can you help me carry/wear these clothes to the tent?

3 Complete the text with the correct word or phrase.

laid-back 's been running live in a good mood
~~book different groups~~

We've just had an international dance festival in our town. Every year the organisers 1) book different groups from all over the world. This year they came from countries like Poland, Greece, Peru and China. It 2) for 27 years and everybody loves the daily 3) performances in the town square. It's also free and it attracts locals and tourists. My friends and I like the festival because it's always very 4) and watching all the different groups always puts us 5)

4 Replace the underlined phrase with the correct phrasal verb.

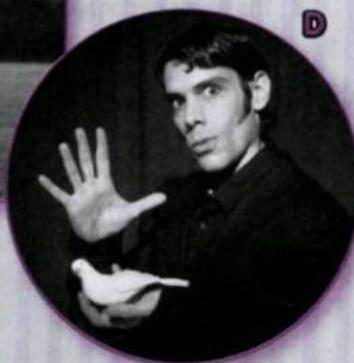
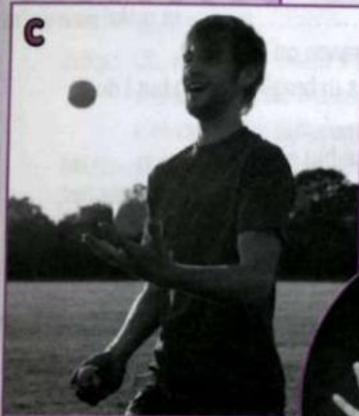
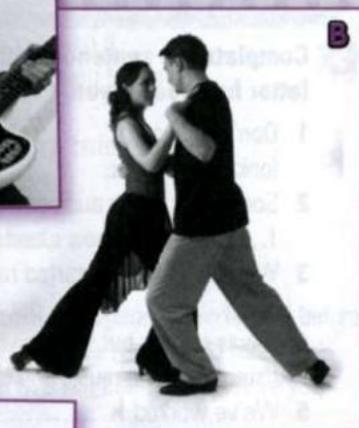
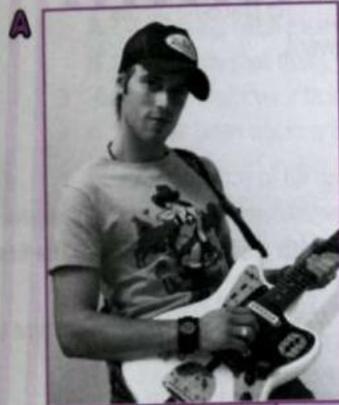
tuned up set off build up put up
turned into put on

- 1 We've erected the tent but we've forgotten the sleeping bags. put up
- 2 The bands sound terrible. Have the musicians prepared the instruments? ?
- 3 John has phoned to say they've just left and hope to arrive in two hours.
- 4 Excitement at the party began to increase because it was nearly time for the music to start.
- 5 I've worn my new costume because I'm in the parade.
- 6 Originally it was a small village festival but it has now become one of the biggest in Europe.

Reading

1 Read the texts quickly. Then match the activities (A–D) with the festivals (1–4).

- A Play an instrument
- B Dance workshops
- C Circus skills
- D Magic tricks



2 Read the texts again. Then write the festival activity (1–4) that matches these statements.

This festival activity ...

... only lasts for one day.

... is international.

... isn't for primary school children.

... is difficult to learn.

... wants to help the local school.

... doesn't cost anything.

1

2

3

4

5

6

7

1 Exciting activities

Over the last few years I've done some really exciting activities at our local summer festival. Each year there's a list of things to do and you can try something different. I've just tried a free workshop where I've learnt to juggle with three balls. I've been trying to teach myself for ages from a book but I've always found it very hard. The workshop was for anybody over fourteen years of age so I went with a friend and we met lots of people our age. At the end of the day we performed on stage. It was great fun and I didn't drop the ball once!

2 A fantastic week

I've always been interested in learning different dances and I'm having a fantastic week at a dance festival on the south coast. I've come on my own but I haven't been lonely because there's such a good atmosphere here. Lots of dance groups have come here from all over the world and I've seen some fantastic dancers. You have to buy a ticket for the festival but it's not too expensive. I've had two tango lessons, which were so cool. We've also danced in a dance through the local town. A crowd of people came to see us and it was like a carnival!

3 I want to be a ...

I've been interested in magic since I was really young so I was pleased when I heard about a weekend festival of magic at our local theatre. My dad has always liked magic too so he's paid for my ticket. Today is the first day but it's been great fun. I've seen two performances by professional magicians and I've had a lesson from one of them. We've been learning a new trick, which is very complicated. We're going to perform it to an audience at the end of the festival. And guess what, I've decided I want to be a professional magician too.

4 Having fun, raising money

I'm really into rock music and I've always wanted to play the electric guitar. My town has been running a pop and rock festival for years and I've seen some great bands. This year it has organised special classes in rock guitar for secondary school children. Rock guitar is really popular in my school so lots of my friends have gone as well. Each day this week we've had a workshop with a professional musician and they haven't cost anything. We've learnt to play a couple of easy songs and the musicians have organised a concert for the end of the festival. We've decided to use the money we raise for new instruments for our school. I hope I've learnt enough to perform well!

Outdoor entertainment

→ For exercises 1–4 see page 42 in your Students' Book.

1 Put the words in the correct category.

crowd parade performer organiser band member
fireworks acrobat plays circus acts show
carnival audience

People	Entertainment
crowd	

2 Follow the word wave and circle the words or phrases you can find related to outdoor entertainment.

stalls stage raise money atmosphere costume theme park participants amazing

3 Find the words in Exercise 2 that match the meanings (1–8).

- the feeling that a place, situation or event gives you
..... atmosphere
- to get people to give money so that you can help others
- the space in a theatre where actors perform
- the people who take part in an activity or event
- fantastic or very surprising
- clothes that performers wear or that are typical of a particular country
- large tables where you put things to sell
- a fun place to go to where there are big machines to ride on

4 Complete the sentences (1–4) with compound nouns, using a word from A and a word from B.

A dance festival chocolate fire
B massage festival parade organiser

- The best bit of the festival was when the colourful
..... dance parade passed through the streets.
- I'm going to try a because I love
sweet things and I want to relax.
- Everybody puts on their wet clothes when they go to the
.....
- The is planning all the
entertainment for the event.

Adverbs

→ For exercises 5–6 see page 46 in your Students' Book.

5 Complete the sentence with a suitable adverb. The first letter has been given.

- Don't walk so fast I haven't got time to
look at the stalls.
- Somebody in the audience started talking
l and I couldn't enjoy the show.
- When it suddenly started raining the organisers
o put away the stalls.
- It was raining but the crowd was h
listening to the music and cheered at the end.
- We've worked h to make sure we're
ready for the performance on Saturday.
- I've had some classes in break-dancing but I do it
b !
- She had a lovely voice but sang q
when she was on stage and nobody could hear her.
- The bands performed very w and
everybody clapped at the end of the festival.

6 Complete the sentences with the correct (adverb) form of the word in brackets.

- She was very nervous during her performance but she sang
..... beautifully (beauty)
- The participants have been waiting
for the results of the competition. (nervous)
- The organisers were putting up the
lights around the stage. (careful)
- It was awful weather but the crowd managed to dance
..... (enthuse)
- We've tried to plan everything but
something always goes wrong. (perfect)
- Melissa and her friends have dressed
..... for the carnival. (colour)
- It's been raining since this morning
and the crowd is fed up. (heavy)
- The band have played for three
hours. (continue)
- It was a difficult circus act but the acrobat seemed to do it
..... (ease)
- We've had a great time and have arrived home
..... (safe)

Present perfect simple and continuous

→ For exercises 1–3 see page 43 in your Students' Book.

1 Choose the best response, A or B, to each question.

- Are you tired? **A**.
A Yes, I've been dancing at the festival.
B Yes, I've danced at the festival.
- Do you want to meet the artists?
A I've already been meeting them.
B I've already met them.
- Have you bought your tickets for the concert?
A No, I've been waiting in this queue for ages.
B No, I've waited in this queue for ages.
- Do you like folk dancing?
A I don't know. I haven't tried it.
B I don't know. I haven't been trying it.
- Do you know this song?
A Yes, I've been hearing it before.
B Yes I've heard it before.

2 Choose the correct form to complete the conversation.

Matt: Hi, Jake. Have you 1) *been/gone* to this festival before?

Jake: Yes, I come every year. It's really good fun.

Matt: Which bands 2) *have you been seeing/have you seen* so far?

Jake: Oh, not many. There's so much to do. We've 3) *been walking around/walked around* most of the time looking at the different stalls.

Matt: 4) *Have you been meeting/Have you met* anybody famous?

Jake: Not yet, but I hope to soon.

Matt: And 5) *have you been trying/have you tried* any of the unusual food yet?

Jake: Lots! I've 6) *eaten/been eating* all day!

Matt: Well, it was great seeing you, Jake. Enjoy the rest of the festival.



3 Complete the sentences with the present perfect simple or continuous form of the verb in brackets. Use contractions where possible.

- We *walked* 10 km to get here and now the organisers *have cancelled* the festival! (walk/cancel)
- They for three hours and a break. (perform/not take)
- The crowd up and down because the concert so exciting. (jump/be)
- The entertainment and the bands home. (stop/go)
- We're starving because we anything all night. (eat)
- What you all day? I you on your mobile more than ten times! (do/call)
- What a great festival. We some nice people and we some great shows. (meet/see)
- I don't know why I to this festival before. It's fantastic. (not go)

Direct and indirect objects

→ For exercises 4–5 see page 47 in your Students' Book.

4 Choose the correct preposition to complete the sentences.

- The festival organisers gave T-shirts *to/for* the participants.
- Have you bought the band's CD *for/to* your brother?
- I think she's sold the tickets *for/to* her friends.
- I want to prepare something special *to/for* him.
- They've lent a costume *to/for* the dancer.
- Give that money *for/to* me. It's mine!

5 Complete the sentence with *to* or *for* if necessary.

- Can you give this festival programme ~~to~~ Tanya, please?
- I haven't bought her anything yet.
- She's been trying to cook a cake her parents.
- They've given the festival organisers a break-dancing lesson.
- She's been showing her friends the festival photos.
- I've written the organiser to complain about the entertainment.

Use your English

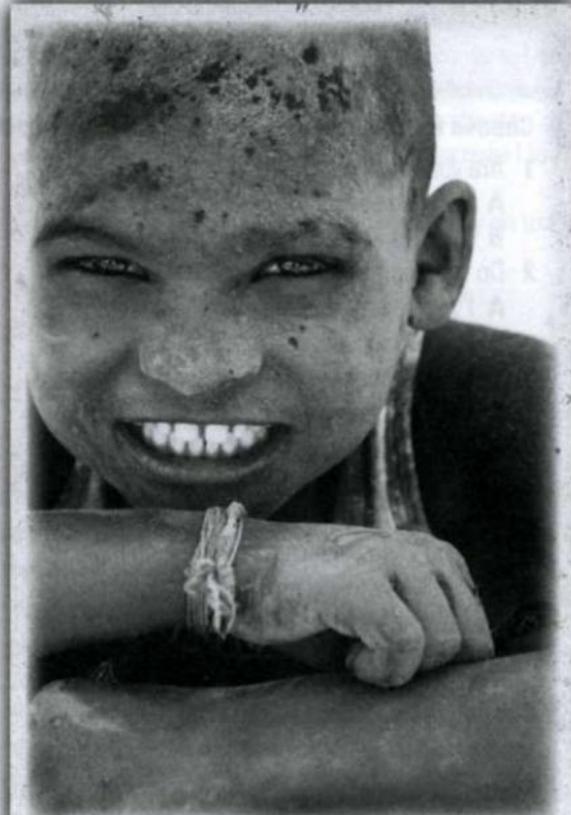
1 Read the text and choose the best answer, A, B, C or D.

Pop festival blog

My friends and I are having a great time at an outdoor pop festival. We're into all types of music but we don't often have the chance to see our favourite bands perform 1) ..B., so this has been great. We've 2) up our tent because we are staying here for a week and it's cheaper than a hotel. We're not sleeping very well because there are four of us and it's noisy. The weather has been really hot but there's a river nearby so this afternoon we've had fun 3) each other in the cool water. There is a lot of 4) but you can spend a long time waiting in 5) to see the best groups. This evening two of the main groups are playing together on 6) You have to buy extra tickets for that because they want to 7) money for poor children in India. But we haven't been listening to music all the time. There are lots of things to do here and this afternoon I went to a theatre 8) where I helped make costumes and talked to real actors. There are also some fantastic 9) where you can buy interesting things like hand-made 10) and clothes. The problem is, I haven't brought enough money!

- | | | | |
|----------------|------------|-----------------|---------------|
| 1 A living | B live | C lively | D life |
| 2 A tuned | B made | C put | D taken |
| 3 A soaking | B dip | C spraying | D splash |
| 4 A plays | B shows | C entertainment | D performance |
| 5 A queues | B lines | C crowds | D parades |
| 6 A stall | B set | C site | D stage |
| 7 A raise | B spend | C give | D make |
| 8 A event | B workshop | C festival | D party |
| 9 A shops | B stalls | C tables | D sites |
| 10 A jewellery | B music | C food | D drinks |

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



I've just been to my local festival and I've had an 1)**amazing**..... (amaze) time. The Holi festival takes place in March and it celebrates the beginning of spring and the power of good over evil. 2) (tradition) before the festival, everybody buys lots of different colours of powder, which they mix with water. During the festival the adults 3) (happy) rub paint on each others' faces and say 'Happy Holi'. The children do it 4) (differ) and have much more fun. We run around 5) (crazy) with water pistols filled with coloured paint. There's also lots of 6) (entertain) and I like the street 7) (perform) who dance 8) (energy) and play the drums. At the end of the day we always wander home 9) (slow) because we're so tired. This year has been better than ever and it is 10) (definite) the most fun we've had all year.

Writing an article

→ For the exercises on this page see pages 48–49 in your Students' Book.

1 Look at the advertisement and read the list of activities. It's 7 p.m. on Saturday. Tick (✓) what you have done/have been doing.

2 You are going to write an article about a festival. Plan your writing. Decide what information each paragraph will contain. Match the paragraphs (1–4) with the information (a–d).

Paragraph 1	A Description of the place
Paragraph 2	B Type of event
Paragraph 3	C Your general opinion of the event
Paragraph 4	D Description of what you have/haven't done/seen etc.

3 Decide which paragraph could include the following text.

- 1 It's a beautiful/peaceful/fantastic place.
- 2 I've had an incredible day.
- 3 Have you ever been to a party on the beach?
- 4 I've met lots of friends.
- 5 The music has been amazing.
- 6 I've been relaxing on the beach.
- 7 I've had a great time.

4 Choose the correct answer, A or B.

How can you ...

- 1 attract your reader at the beginning?
 - A** Give your opinion.
 - B** Ask a question.
- 2 keep your readers interested in your article?
 - A** Use lots of descriptive adjectives.
 - B** Use the correct tenses.
- 3 make your article more informal?
 - A** Use the correct punctuation.
 - B** Add lots of extra information.

5 Write an article for your school magazine. It's 7 p.m. on Saturday night. Use the ideas above and add your own. Write about 120–150 words.

Following last year's huge success –
come to our second

Party on the beach!

Begins: Saturday 13th

Ends: Sunday 14th

The perfect weekend for all music fans!



- put your tent up on the beach
- try different food from all round the world
- watch live pop music
- join in the dance workshops
- relax on the beach
- meet friends
- take photos of the sunset
- have a midnight swim

Check!

Have you used the **present perfect** (simple and continuous) to describe recent activities?



Do you need more practice?

Go to: CD-ROM, Unit 4.

Vocabulary

1 Complete the text with these words.

best carry do get keep like look
make success under up wrong

I'm really 1) under pressure! I'm training to be a chef. It looks easy, but it's hard to 2) it right! I really want to be a 3) as a chef and I'm doing my 4) I've got the white jacket and tall hat, so I 5) right, but I need to 6) on working hard. You have to put 7) with people shouting at you when things go wrong or you 8) something badly. Fortunately, I 9) a challenge, so I am enjoying it although it can be hard to 10) up with the other cooks. You can't 11) up excuses if you get something 12) – the head chef knows them all!

2 Choose the correct word to complete the text.

Family life!

My brother is so 1) *annoyed/annoying*! Last weekend we went for a walk with our parents. Afterwards, we were 2) *relaxed/relaxing* in a cafe but my brother was 3) *bored/boring* so he went for a bike ride. He was a long time, and my mother became 4) *worried/worrying*. So my father and I went to look for him. We were very 5) *frightened/frightening* when we saw cycle tracks leading to the edge of a cliff! The path was very steep and went down a long way. It was 6) *terrified/terrifying*! We shouted his name, but there was no reply. My father was starting to climb down when my brother suddenly appeared at the top. He was 7) *surprised/surprising* that we were looking for him! I was really 8) *annoyed/annoying* but my parents were just pleased to see him!

3 Match the places in the school (1-6) with the activities you do there (a-f).

- | | |
|----------------------|---------------------|
| 1 assembly hall ..e. | 4 corridor |
| 2 canteen | 5 science lab |
| 3 classroom | 6 staff room |

- a where teachers relax and work between lessons
- b have lessons
- c go from one classroom to another
- d eat lunch
- e have a meeting of the whole school
- f do experiments and learn about how things work

4 Complete the sentences with these words.

afford buy cash change lend prices save waste

How to shop and be happy

- 1) Make sure that you don't waste money – keep a record of everything you spend.
- 2) Compare the in different shops, so you don't pay more than necessary.
- 3) Pay for things in Handing over notes and coins means you know how much things cost.
- 4) Always count your and check that the shopkeeper has given you the right amount.
- 5) Don't borrow money to buy things you can't
.....
- 6) Don't spend all your money. a regular amount each week.
- 7) Remember that not all discounts are bargains. Don't things you don't need.
- 8) Only money to people who you're sure will pay you back.

5 Match the words (1-8) with the meanings (a-h).

- | | |
|----------------------------|--------------------|
| 1 ballet fan ..h. | 5 live event |
| 2 costume | 6 musician |
| 3 entertainer | 7 spectators |
| 4 festival organiser | 8 stage |

- a A person who arranges a festival.
- b An event that happens at the same time as you watch it.
- c The raised platform where people perform.
- d The special clothes that people wear on stage or for a parade.
- e A person who plays a musical instrument.
- f The people who watch a show.
- g A person who sings, dances or plays music while people watch.
- h A person who likes ballet.

6 Complete the text with the correct form of the word in brackets.

Planning your festival

What makes a 1) successful (success) festival? Plan everything carefully; 2) (organise) is very important. It's important to book some 3) (fame) bands because they attract the crowds. It's 4) (possible) to predict the weather, but even a wet festival can be 5) (enjoy). When it rains at Glastonbury, people play 6) (happy) in the mud! The stage has to be covered to keep the equipment dry because it's 7) (danger) to use electrical equipment in the rain. People get 8) (patient) when there's nothing to listen to, so there should be plenty of other things to do. 9) (Advertise) are very important. Use your 10) (imagine) to make them memorable. Tickets have to be 11) (afford) because you want to sell them 12) (quick).

Grammar

1 Choose the correct word to complete the sentences.

- 1 Do you spend/Are you spending all your pocket money every week?
- 2 We bought/were buying some great CDs last week.
- 3 I have played/was playing computer games last night.
- 4 I'll/I'm going to see the new Spiderman film tonight.
- 5 You are being/'ll be under a lot of pressure this term.
- 6 Shall we/Are we going to listen to some music?
- 7 I think/'m thinking this is a fantastic computer game.
- 8 Do you stay/Are you staying in tonight?

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

Festival time

Our town 1) **holds** (hold) a dance festival every year, and my friends and I 2) (already make) our costumes for next year's parade. The parade 3) (be) my favourite part of the festival. Last year we 4) (design) our own costumes and we 5) (win) first prize. We 6) (not expect) to win; in fact, we 7) (look) at all the other beautiful costumes when the judges 8) (call) our names! I 9) (want) to be a dancer since I was five years old. Next year I 10) (study) dance at the National Academy of Dance. One day, I 11) (join) the National Ballet Company and I 12) (become) a famous dancer.

3 Complete the sentences with the correct relative pronouns.

- 1 We respect teachers listen to what we say.
- 2 The library, is very small, doesn't have many books.
- 3 The band is playing now is my favourite.
- 4 The circus acts we saw today were amazing.
- 5 Glastonbury, is a fantastic music festival, attracts the best bands.
- 6 The students became teachers made up some unusual punishments.
- 7 The subjects they taught included text-messaging and break dancing.
- 8 The spectators, had waited for a long time, were becoming impatient.

4 Choose the correct word to complete the text.

- 1 This *must/ought to* be Jim's favourite game. He's always playing it.
- 2 The band *shouldn't/can't* have started yet, people are still queuing to get in.
- 3 My friends *can't/should* arrive soon, it's nearly five o'clock.
- 4 Jim hasn't answered my text message. His phone *may/should* be switched off.
- 5 It *shouldn't/mustn't* be difficult to buy tickets for the festival.

5 Put the words into the correct order to make sentences.

- 1 her best friend / a CD. / Sara / gave
..... **Sara gave her best friend a CD.**
- 2 bought / tickets / They / everyone. / for
.....
- 3 Adam / to / his bicycle / his brother. / lent
.....
- 4 Jane / for / dinner / her family. / cooked
.....
- 5 Peter / his guitar / Did / sell / Adam? / to
.....

6 Complete the text with one word that best fits each gap.

Generous friends

My friends Jamie and Alex

- 1) **find** it impossible to save money! I'm really fed 2) with being asked 3) lend them money. They just carry 4) spending money 5) they don't have. They aren't good 6) saving. But it's hard to be annoyed 7) them because they're very generous. They often buy presents 8) their friends. Last week, they got 9) bargains in the sales. They bought several CDs and they gave one 10) me. I'm sure they spent a lot 11) money, but I must admit, it's nice to have friends 12) are generous.

5

Extreme behaviour

Vocabulary

→ For the exercises on this page see pages 52–53 in your Students' Book.

1 Choose the second sentence, A or B, with the same meaning as the first sentence.

- They **apologised** for arriving late. **A.**
 - They said sorry because they were late.
 - They made excuses for being late.
- John **accidentally** knocked Simon over.
 - John knocked Simon over with a lot of force.
 - John knocked Simon over by chance.
- Simon **reacted** angrily.
 - Simon behaved in an angry way.
 - Simon was angry again.
- The teacher **ignores** their bad behaviour.
 - The teacher disapproves of their bad behaviour.
 - The teacher takes no notice of their bad behaviour.
- You should leave them alone.
 - You should punish them.
 - You shouldn't annoy them.
- The school should **protect** students from bullies.
 - The school should send students away.
 - The school should make sure students are safe.
- Johannes went into town with his **mates**.
 - Johannes went into town with his family.
 - Johannes went into town with his friends.
- Anna and Mary **teased** Sara.
 - Anna and Mary had fun with Sara.
 - Anna and Mary made fun of Sara.

2 Complete the sentences with these verb phrases.

do the right thing feel guilty
 feel responsible leave her alone

- Alan and Mark protect their younger brother because they .. **feel responsible** .. for him.
- I shouted at my brother and I about it, because I think I did the wrong thing.
- We try to behave well and
- Susan wants the bullies to and not tease her.

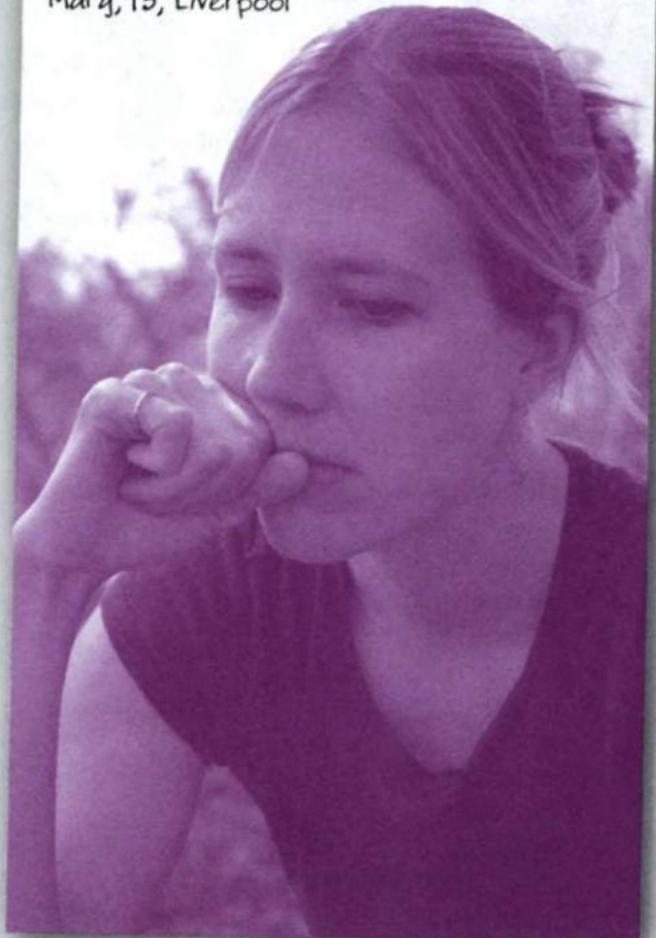
3 Complete the text with these phrasal verbs.

believe in carry on deal with give up hand over

Dear Dan,

I know that fighting back isn't the best way to 1) **deal with** bullies, but I can't just let them 2) hurting me. I don't want to 3) my pocket money or 4) my chair in class, but I'm afraid of the bullies. I don't 5) asking other people to protect me, so what can I do?

Mary, 13, Liverpool



Reading

1 Read Steve's letter. Choose the correct answer, A or B, for each question.

- What sort of clothes does Steve want to wear to school?
 - Clothes that express his personality.
 - The same clothes as everyone else.
- What does Steve have to pay for?
 - Dyeing his hair.
 - New school clothes.

Problem >>>Page

Dear Meg,

I hate my school clothes! They're so boring! We have to wear black trousers and white shirts – and a jumper with the school name on it. How sad is that! I think it's unfair that we all have to wear the same clothes. I want to wear clothes that express my individuality. 1) If I dyed my hair and wore bright colours, people would laugh at me, but I wouldn't care! I'm not brave enough to disobey school rules and wear the clothes I like to school, but I feel dishonest in my school clothes because they don't show what I'm like. I think my school clothes are too horrible to wear. In fact, I hate them so much that I cut them up. My parents were very angry. 2) It will take months to pay for the clothes. If I use my pocket money, I won't be able to buy anything or go out. If I use my dinner money, I'll be very hungry. Now I don't want to go to school at all. How can I be myself in the wrong clothes?

Steve

2 Read Meg's reply. Choose the correct answer, A or B, for each question.

- What does Meg say about teachers?
 - They judge students by what they wear.
 - They know that students aren't all the same.
- What does Meg say about Steve's parents?
 - They are behaving in a reasonable way.
 - They shouldn't be so angry.

Problem >>>Page

Dear Steve,

You sound very immature. I agree that school clothes are horrible, but nobody likes their school clothes! Schools ask people to wear black trousers and white shirts so that everybody looks the same. 3) Your teachers judge you by what you do, not by what you wear. Everybody in the class wears the same clothes, but that doesn't mean that your teachers don't know you're all individuals. It was very irresponsible to cut up your school clothes. I'm not surprised that your parents were angry! Of course they expect you to give up your pocket money to pay for the clothes. 4) You could do the washing up, cook for the family, go shopping. If you're helpful, your parents won't expect you to pay for everything. If you behave well, people will respect you. You can wear what you like after school and at weekends. If you don't wear your favourite clothes to school, you'll enjoy wearing them in your free time.

Meg

3 Read the letters again. Choose from the sentences (A–E) the one which fits each gap (1–4). There is one extra sentence which you do not need to use.

- It's not such a big thing and most people are too sensible to complain.
- I'm not the same as everyone else.
- If children cut up their clothes, parents will be angry.
- Now they expect me to buy new school clothes with my pocket money.
- If I were you, I'd offer to help at home.

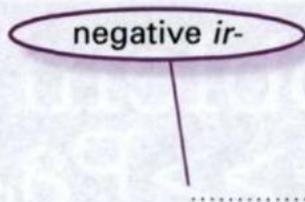
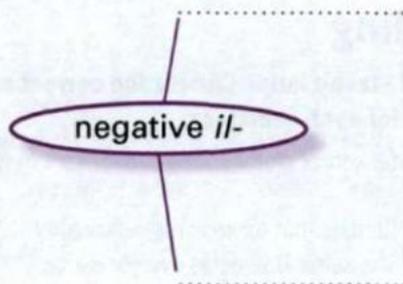
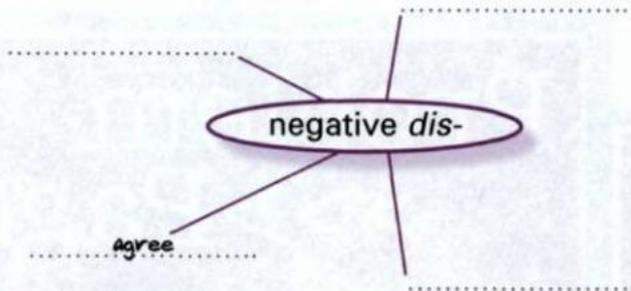


Right and wrong

→ For the exercises on this page see page 54 in your Students' Book.

1 Put these words in the correct place in the spidergram.

agree honest legal obey responsible
logical approve



2 Complete the text with these words.

account certificate court fine ID judge law
legal licence married prison proof vote

NOW YOU ARE EIGHTEEN, AND LEGALLY AN ADULT

At eighteen years old, you have the 1) **legal** right to open a bank 2) for your money, and you can get 3) even if your parents disagree. You can also 4) in elections.

It can be hard to tell if someone is seventeen or eighteen, so you may need some 5) of your age. You can use your birth 6) because it shows when you were born. Other documents you can use are your 7) card which tells people who you are, or your driving 8) You are legally an adult, but if you do something that is against the 9), you may have to go to 10) That's where the 11) will decide how to punish you – you might go to 12), or you might pay a 13)

3 Can you remember what's legal for young people in the UK? Decide if the statements are true (T) or false (F).

- Susan is eighteen, so she can have a bank account. **T**
- Joseph is ten years old and has the legal right to choose his own religion.
- Christina is thirteen. It is against the law for her to work a few hours a week.
- Tom is twelve. By law, he is responsible for fastening his seatbelt in a car.
- Paul and Joanne are sixteen. They can get married if their parents agree.
- At eighteen, Jane has the legal right to buy cigarettes.
- It is legal to give a tattoo to Paula, seventeen, without her parents' permission.



Conditionals: zero, first, second

→ For exercises 1–4 see page 55 in your Students' Book.

1 Choose the correct form to complete the zero conditional sentences.

Class rules

- If the teacher 1) *tells/will tell* you to be quiet, 2) *stop/stopped* talking.
- If you 3) *will work/work* well, you 4) *earn/earned* points for the class.
- If you 5) *won't hand/don't hand* your homework in on time, you 6) *wouldn't/don't* get a mark.
- If you 7) *would arrive/arrive* late, you 8) *stay/would stay* late.
- If you 9) *feel/felt* angry, 10) *will count/count* to ten before you speak.
- If you 11) *wanted/want* to leave the room, 12) *asked/ask* the teacher.

2 Complete the first conditional sentences with the correct form of the verb in brackets.

- If you *wear* (wear) strange clothes, people *will laugh* (laugh) at you.
- If you (shout) at the baby, she (cry).
- They (not hear) you if you (not shout) very loud.
- If my parents (agree), I (come) to the party.
- The bullies (not bother) you if you (believe) in yourself.
- The shop (not sell) you cigarettes if you (not have) ID.
- If you (disobey) the school rules, you (get) into trouble.

3 Put the words in the correct order to make second conditional sentences.

- If / you, / a tattoo. / I wouldn't / I / were / have
..... *If I were you, I wouldn't have a tattoo.*
- knew / I / you. / would / tell / I / If / the answer,
.....
- They / a football pitch. / wouldn't / if / didn't have / the school / play football
.....
- If / opened for breakfast, / the canteen / would / arrive early. / the students
.....
- would / know / how old you are. / your ID, / brought / they / If you
.....
- If / a driving licence. / seventeen, / I would / get / I was /
.....

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

- If ... *you didn't wear* ... (you/not wear) such strange clothes, people *wouldn't laugh* (not/laugh) at you.
- You (not get) into trouble if (you/do) your homework.
- If (the tickets/not be) so expensive, I would go to concerts.
- Young people (not/want) tattoos (they/not be) fashionable.
- They (walk) into town if it (not be) such a long way.
- The head teacher can't deal with bullies unless she (know) who they are.

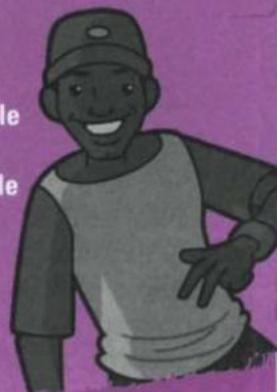
Watch out!

Remember!

Zero conditional: **present simple** in **both** clauses.

First conditional: **present simple** in the *if*-clause, **will** in the main clause.

Second conditional: **past simple** in the *if*-clause, **would** in the main clause.



so, such a, too, not ... enough

→ For exercise 5 see page 59 in your Students' Book.

5 Complete the text with these words and phrases. You can use one word twice.

so such such a too enough

I didn't enjoy the fashion show at all. The room was 1) *too* crowded! There weren't 2) chairs for everyone to sit down, and people were 3) rude. I got really tired because we had to stand for 4) long time. I wanted a drink of water because it was 5) hot, but there wasn't any! I was very disappointed, because I expected it to be 6) fun!

Use your English

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

Role models

Many people say that celebrities – fashion models, footballers, actors and rock singers – should set a 1) **B**. example because young people admire them. If celebrities behave badly, children 2) behave well. We wondered if celebrities really had 3) much influence. The teenagers we talked to didn't think so. 'Getting drunk is 4), ' says Mia, aged fifteen, 'but it isn't 5)'. Her friend Sonja,



aged fourteen, agrees. 'I don't see why it's 6) big thing,' she says. 'I like their music and their clothes, but I don't believe 7) copying bad behaviour.' Their teacher 8) of bad behaviour, but he says 'Many famous people, especially sports stars and fashion models, are immature. They're 9) young to deal 10) fame, and they aren't old enough to guide others.'

- | | | | |
|---------------|------------|-----------------|---------------|
| 1 A well | B good | C honest | D legal |
| 2 A won't | B don't | C can't | D shouldn't |
| 3 A such | B too | C enough | D so |
| 4 A dishonest | B honest | C irresponsible | D responsible |
| 5 A illogical | B illegal | C unfair | D immature |
| 6 A so | B such | C too | D such a |
| 7 A in | B for | C at | D by |
| 8 A disagrees | B disobeys | C disapproves | D dislikes |
| 9 A so | B too | C not | D enough |
| 10 A with | B by | C at | D of |

2 Complete the text with the correct form of the word in capitals.

Adults often 1) *disapprove* (approve) of the way teenagers behave, but they are 2) (logical) because many of their rules don't make sense. It's 3) (responsible) for adults to behave badly but tell children to behave well. If adults are 4), (honest) and don't obey their own rules, then teenagers will 5) (obey) the rules, too. We may also 6) (agree) about what is acceptable behaviour. Why is it 7) (legal) for seventeen-year-olds to buy cigarettes, when it's OK for eighteen-year-olds?

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

- John is sixteen, so he's too young to get a driving licence.
John is sixteen, so he's *not old enough* OLD to get a driving licence.
- You won't get into trouble unless you disobey the law.
You won't get into trouble the law. IF
- If the bullies don't leave me alone, I'll tell the teacher.
I'll tell the teacher UNLESS me alone.
- Sara is too nervous to speak in front of the class.
Sara speak CONFIDENT in front of the class.
- Alan didn't run quickly enough to catch the bus.
Alan ran the bus. SLOWLY
- Becci was wearing such strange clothes that everybody laughed.
Becci's clothes were SO everybody laughed.
- The walk was so long that they were very tired.
It was that they SUCH were very tired.
- They wear strange clothes because they want people to look at them.
They wouldn't wear strange clothes to look at them. IF

Writing a letter of advice

→ For the exercises on this page see pages 60–61 in your Students' Book.

1 Put the words in the correct category.

Ask your friend/parents Can't you ... ? Don't ...
How about ... ? I suggest that ...
If I were you, I'd ... Tell your friend/parents ...
You must ... You shouldn't ... Why don't you ... ?

Polite, friendly advice	Instructions
Ask your friend/ parents	

2 Choose the most suitable phrase, A, B, C or D, to end a letter of advice.

- A I hope you've learned your lesson.
- B Don't do it again!
- C I hope this advice is helpful.
- D You shouldn't have done it.

3 Read Bob's letter and decide what advice you would give him.

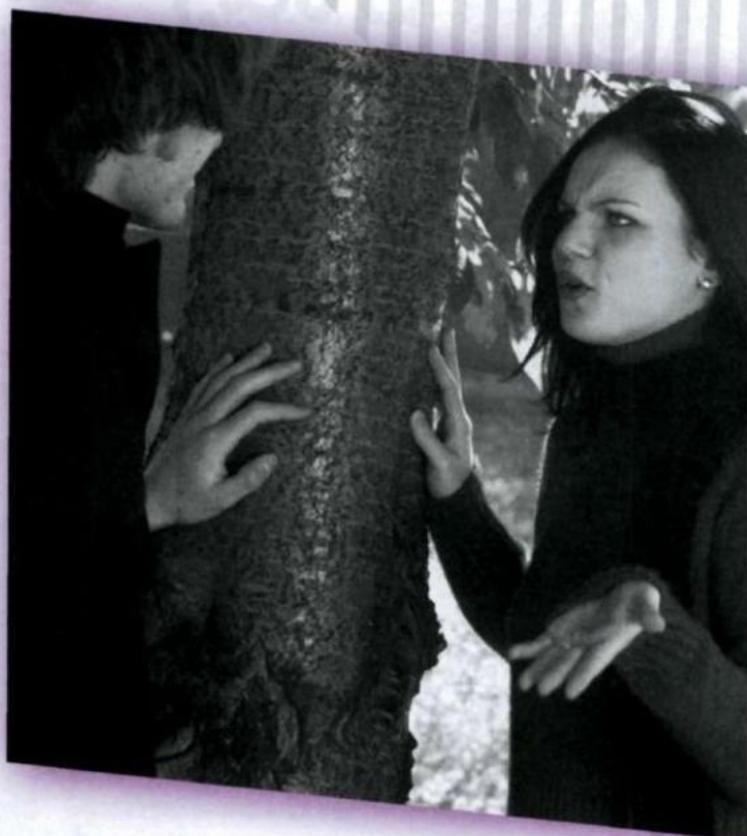
- A Refuse to visit your grandparents, so you can go to the cinema.
- B Explain the situation to your parents, and ask for their help.
- C Pay for the ticket, but visit your grandparents.
- D Try to find someone else to buy the ticket.

Problem >>> Page

Dear Meg,

My friend and I planned to go to the cinema this weekend. He bought two tickets. But my parents have arranged for us to visit my grandparents at the weekend. My friend expects me to pay for the ticket, but I think it's unfair, because I can't go to the cinema. What should I do?

Bob



4 Write three ideas using polite phrases.

- 1 I suggest
.....
- 2 If I were you, I'd
.....
- 3 Why don't you
.....

5 Write your reply to Bob. Write about 120–150 words.

Check!

- Did you start your letter in a **friendly** way?
- Did you show your **understanding** of the problem?
- Did you give your advice in a **polite**, friendly way?
- Did you finish your letter on a **positive** note?



Do you need more practice?

Go to: CD-ROM, Unit 5.

6

Stay in or go out?

Vocabulary

→ For exercises 1–3 see pages 62–63 in your Students' Book.

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

- | | |
|-------------------|-------------------|
| 1 astronaut ..e.. | 5 hero |
| 2 battle | 6 objective |
| 3 character | 7 patience |
| 4 criticism | 8 version |

- a the ability to continue doing something for a long time
- b the main person in a book, play, film or game
- c someone who travels and works in a spacecraft
- d a copy of something that is slightly different from the original
- e a comment that shows you think something is bad
- f a fight
- g a brave and good person
- h a goal, something you are trying to achieve

2 Choose the correct word to complete the sentences.

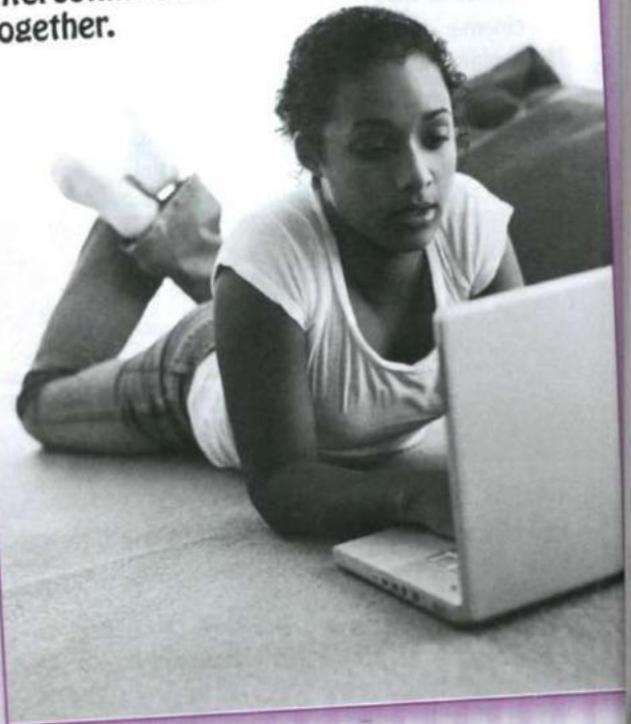
- I'm going to *programme/review* computer games for the school magazine.
- We like to *talk about/look like* the computer games that we play.
- To win the game, you need to *come out/score* more points than the other player.
- You don't know what your Sims will do, they *respond/win* differently every time.
- Do your Sims *like/look like* your family?
- The game testers *recommend/remove* this game.
- Did any other games *influence/make* Will Wright?
- Do you know when the new version will *put out/come out*?

3 Complete the text with these words.

disappointed dull hooked intelligent interactive loads of traditional ~~unusual~~

Readers and writers

I don't just read stories. I write them! The stories are 1).....^{unusual}..... in two ways. Firstly, I write with other people, on the internet. Secondly, they are 2)..... stories: at the end of each page you choose what happens next. They are different from 3)..... books. There are 4)..... stories like this now, because a lot of people enjoy reading and writing them. This is my favourite way of reading now. In fact, I'm 5)..... Sometimes I'm 6)..... when another reader continues my story in a way I think is 7)..... and boring, but most of the writers are 8)..... and the stories are interesting because people write them together.



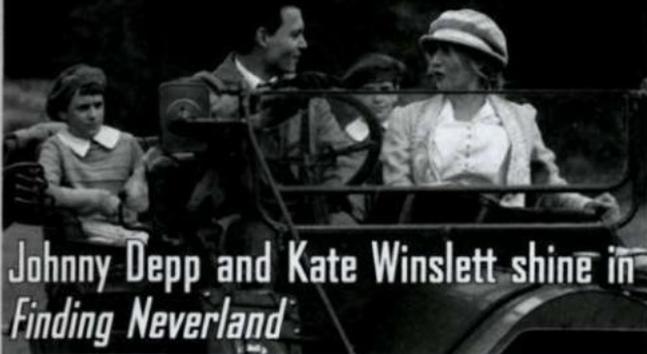
Reading

1 Look at the photo and answer the questions.

- 1 Is the text a review of a book, a film or a play?
.....
- 2 When does the action take place – in the future or in the past?
.....

FILM REVIEW

RATING * * * * *



Finding Neverland was originally a stage play, but works brilliantly as a film. It is a biography of JM Barrie, the writer who wrote *Peter Pan*. It describes his relationship with the Llewelyn family – a mother and her four young sons.

JM Barrie was a playwright, but as we learn when the film opens, his latest play has not been successful. He meets Mrs Llewelyn and her four young sons in the park. They become friends and Barrie joins in the boys' games and invents stories for them.

The film shows how Barrie uses these games to create the play called *Peter Pan*. The four boys, especially Peter, like Barrie very much and they enjoy the games and the stories he tells them. However, the film is sad as well, because Barrie and Mrs Llewelyn fall in love, but she is very ill and she dies. It's interesting to find out, through this film, how Barrie's real life experiences influenced his writing of *Peter Pan*.

The cast is excellent, especially Johnny Depp who plays Barrie, Kate Winslet as Mrs Llewelyn, and Freddie Highmore as Peter. The film's visual effects are fantastic, and 'Neverland' looks wonderful. My favourite scene is when people who have just seen the play ask Peter Llewelyn, 'Are you Peter Pan?' and he points at Barrie and says, 'No, he is.'

Everyone who has enjoyed the story of *Peter Pan* will love this film.

2 Read the review and decide if the statements are true (T) or false (F).

- 1 JM Barrie wrote the film *Finding Neverland*.
- 2 *Finding Neverland* is a film about a writer.
- 3 The Llewelyn boys make up stories for JM Barrie.
- 4 Johnny Depp plays Peter Pan.
- 5 Fans of *Peter Pan* will enjoy *Finding Neverland*.
- 6 The reviewer thought the actors were good.

QUIZ



Can you remember?

- 1 Where does JM Barrie meet the Llewelyn family?
A In a café. B In the park.
C At the theatre.
- 2 How many sons did Mrs Llewelyn have?
A Two. B Three. C Four.
- 3 What type of film is *Finding Neverland*?
A A real-life story.
B A horror film.
C A funny film.

Answers 1 B 2 C 3 A

Computers and the internet

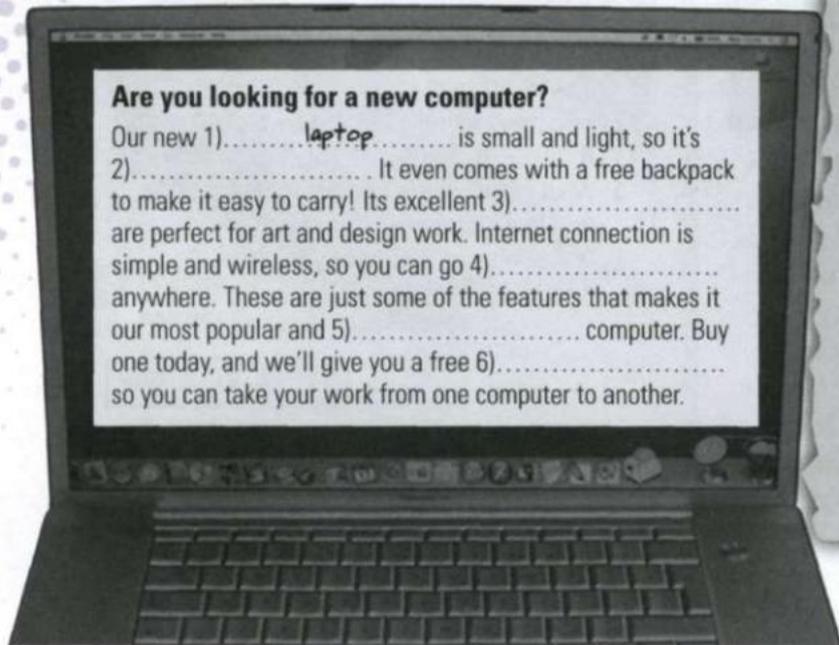
→ For exercises 1–4 see pages 64 and 68 in your Students' Book.

1 Match the words (1–8) with (a–h) to make compound adjectives.

- | | |
|----------|-------------|
| 1 best | a sensitive |
| 2 built | b spread |
| 3 hand- | c friendly |
| 4 hi- | d selling |
| 5 touch- | e in |
| 6 user- | f known |
| 7 well- | g held |
| 8 wide | h tech |

2 Complete the advertisement with these words.

best-selling graphics laptop memory stick
online portable



3 Put the adjectives in the correct order to complete the text.

The main character in this
1)..... exciting new new / exciting story is a 2)..... French / small / beautiful woman with 3)..... blonde / long hair. She rides a 4)..... big / fantastic / blue motorbike and wears a 5)..... leather / red / smart jacket. She needs to find some 6)..... old / American / unfriendly scientists. They have invented a 7)..... new / tiny gadget that can control what people say and do. Can she find them and destroy their 8)..... little / dangerous device before they reach the president?

4 Read the review and choose the best answer, A, B, C or D.

FILM REVIEW

RATING * * * * *



Raiders of the Lost Ark is a very successful 1) **B**.. film that came out in 1981. It is still very enjoyable to watch because 2) being an exciting story, it's very 3)

Harrison Ford 4) Indiana Jones, the adventurous hero. He's a scientist who goes looking for ancient treasure. A real Italian scientist named Giovanni Belzoni, who 5) famous for exploring in Egypt, was the inspiration for the 6) of Jones.

The main 7) on the film were stories about finding ancient treasures and John Ford's 1939 film, *Stagecoach*, with its fast, 8) action.

Raiders has influenced other films, including *Lara Croft*, *Tomb Raider*, the first 9) to become a film. *Raiders* is a very 10) film, with fantastic special effects and dramatic action.

- | | |
|------------------|--------------------|
| 1 A spectacular | B action/adventure |
| C excited | D thrilling |
| 2 A also | B as well |
| C although | D in addition to |
| 3 A funny | B comedy |
| C strange | D real |
| 4 A works | B does |
| C plays | D can be |
| 5 A becomes | B became |
| C went | D should be |
| 6 A person | B reality |
| C friend | D character |
| 7 A thoughts | B inspirations |
| C influences | D ideas |
| 8 A dangerous | B expensive |
| C modern | D dark |
| 9 A plot | B computer game |
| C non-fiction | D adventure |
| 10 A entertained | B frightened |
| C unfortunate | D entertaining |

Past simple and present perfect simple

→ For exercises 1–2 see page 65 in your Students' Book.

1 Choose the correct form (past simple or present perfect simple) to complete the sentences.

- 1 I *never flew/have never flown* in an aeroplane.
- 2 Did you ever buy/Have you ever bought anything online?
- 3 Yes, I have. I *bought/have bought* some CDs on eBay®.
- 4 Did you go/Have you gone out last night?
- 5 Yes, I did. I *went/have gone* to the cinema.
- 6 Come in! Sorry, we *already started/have already started* watching the DVD.
- 7 I *didn't play/haven't played* the new version of *The Sims* yet.

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

My Mobile phone

- I 1)..... *have had*..... (have) a mobile phone since I was twelve. I
 2)..... (keep) my first phone for two years, but it 3)..... (be) bigger and less useful than my new phone.
 It 4)..... (can) only make calls and send text messages. It
 5)..... (not have) a camera.
 I 6)..... (buy) a new phone last week, and since then I
 7)..... (take) lots of photos. I
 8)..... (also send) text messages to all my friends and I
 9)..... (received) three emails.
 My phone
 10)..... (become) an important part of my life.



Countable and uncountable nouns; quantifiers

→ For exercises 3–4 see page 69 in your Students' Book.

3 Put these nouns in the correct category.

buses expert hero information minutes money mouse music people speed villains website

countable (singular)	countable (plural)	uncountable
	buses	

4 Choose the correct word to complete the sentences.

- 1 How *much/many* games have you played today?
- 2 We waited for *some/several* time before the bus came.
- 3 I've got *a little/many* money in my purse.
- 4 They found *much/lots of* reviews on the website.
- 5 There were *a little/a few* books on the shelf.
- 6 We had *a few/a bit of* trouble with the computer.
- 7 I don't know what to choose because there are *plenty/a lot of* different screens.
- 8 I didn't have *any/a few* information about it.
- 9 They've got *a bit of/several* CDs.
- 10 Was there *many/much* traffic on the road?

Watch out!

Make sure you use the correct quantifiers.

Use *much, a little, a bit (of)* with uncountable nouns.

Use *many, a few (of), several* with plural countable nouns.

Use *any* in negative sentences and questions.

Which quantifiers can you use with both countable and uncountable nouns?



Use your English

- 1 Complete the text with one word that best fits each gap.



I don't have 1)..... much time to read, but I've 2)..... discovered a website where you can download audio books. I've 3)..... put five books on my iPod 4)..... I found the site. Now I can listen while I'm running in the park. I haven't listened to all the books 5)....., but I run 6)..... 30 minutes every day. Running has 7)..... been so much fun before. I want to find 8)..... other ways to make more time, because there are so 9)..... things I want to do, and I haven't got 10)..... spare time.

- 2 Choose the correct word or phrase, A, B, C or D, that best completes the sentence.

- I have ..P.. wanted to read a spy story.
A ever B since C already D always
- I haven't seen good films this year!
A much B any C a few D plenty of
- Have you finished reading the new Anthony Horowitz novel ?
A yet B early C before D later
- They haven't played any other computer games they got *The Sims*.
A before B after C since D when
- I've had this computer two years.
A since B already C ever D for
- Have you ridden a motorbike?
A before B ever C yet D since

- 3 Match these phrasal verbs with their meanings (1-4).

bring up curl up dress up find out

- to wear smart clothes dress up
- To care for a child until he/she is an adult
.....
- to discover
- To sit with your arms and legs bent close to your body
.....

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

- The school bought some new computers recently.
JUST
The school has just bought some new computers.
- The students used the program before now.
ALREADY
The students the program.
- I bought this phone six months ago.
SINCE
It's I bought this phone.
- This is the best game I've ever played!
NEVER
I such a good game!
- It's two years since we bought new computers.
ANY
We haven't two years.
- We need more time to finish downloading the music.
YET
We haven't

Watch out!

Make sure you put adverbs in the correct place in the sentence.



Writing a review

→ For exercises 1–4 see pages 70–71 in your Students' Book.

1 Put the adjectives in the correct category.

action-packed comical exciting frightening
funny happy humorous loving romantic
scary strange thrilling

Action/adventure action-packed
Horror/ghost
Romance
Comedy

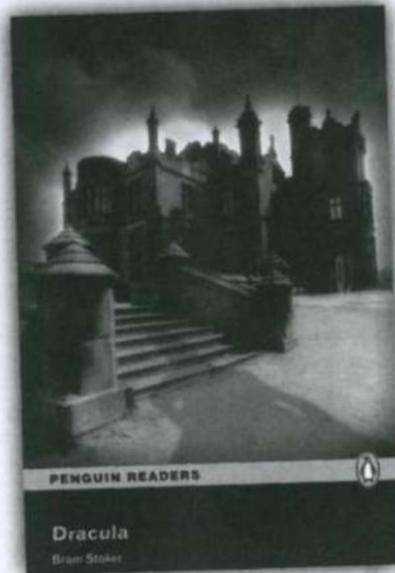
2 Complete the table. Put the notes (a–m) into the correct paragraph (1–4).

Paragraph	Notes
1 Introduction	d
2 Description of the characters	a
3 Summary of the plot	b
4 Personal opinion and recommendation	c

- a) Jonathan Harker, a lawyer
- b) Harker goes to Transylvania to meet Count Dracula
- c) Strange things happen to all the characters. The story is very frightening and there are many scary scenes.
- d) Dracula is a horror story. Author: Bram Stoker
- e) Jonathan's fiancée, Mina Murray
- f) Dracula wants to buy a house in England.
- g) At first, Jonathan thinks that Dracula is a kind man. Later, finds out that he is a vampire.
- h) Mina's friend, Lucy
- i) Dracula comes to England and turns Lucy into a vampire.
- j) Count Dracula, vampire – drinks people's blood – can change into a bat or a wolf.
- k) Professor van Helsing, vampire expert, knows how to kill vampires.
- l) Don't read it late at night when you are alone!
- m) Mina is also in danger. Jonathan gets help from Professor van Helsing. They have to find and kill Count Dracula before he changes Mina into a vampire.

3 Complete the summary of the plot. Join the sentences with linking words.

- Jonathan Harker goes to Transylvania to meet Count Dracula. Dracula wants to buy a house in England.
..... Jonathan Harker goes to Transylvania to meet Count Dracula, who wants to buy a house in England.
- Jonathan thinks that Dracula is a kind man. Jonathan finds out that Dracula is a vampire.
At first,
- Dracula comes to England. He turns Lucy into a vampire.
Dracula
- Mina is also in danger. Jonathan gets help from Professor van Helsing. Van Helsing is a vampire expert. Van Helsing knows how to kill vampires.
Mina
- Jonathan and van Helsing have to find Count Dracula. Jonathan and van Helsing need to kill Dracula before he changes Mina into a vampire.
They



- ### 4 Write a review of a book you have read or a film you have seen for an international student magazine. Describe the book/film, say who the main characters are, give a summary of the plot and say why you liked/didn't like the book/film. Write about 120–150 words.

Check!

Does each paragraph have one **topic**?
Have you **linked** your sentences?



Do you need more practice?

Go to: CD-ROM, Unit 6.

7

Horrible history

Vocabulary

→ For exercises 1–5 see pages 74–75 in your Students' Book.

1 Complete the sentences with the correct adjective.

rotten poisonous dangerous tasteless filthy
exotic unimaginable

- In the eighteenth century, children couldn't wash and their clothes were often filthy.
- The chef tried to make the food taste interesting but most of it was
- Some of the insects were and could kill you.
- Somebody had left the apples in the sun, and they were after a few days.
- I can't describe how difficult life was for them, with danger every day.
- The prisons were full of men who had robbed and killed.
- The pirates made clothes from expensive material and sewed gold onto them.

2 Find the words that match the definitions. The first letter has been given for you. (↘→↓←)

U	L	R	Y	K	D	N	E	R	T
P	T	Y	E	C	H	V	X	E	D
C	M	Z	G	R	A	Z	H	B	J
R	D	R	W	O	E	V	M	B	A
Z	A	X	S	J	Q	D	I	O	X
E	Q	E	R	D	I	L	R	R	X
V	A	L	U	A	B	L	E	U	P
N	O	I	N	A	P	M	O	C	M
E	C	N	E	L	O	I	V	H	H
S	A	I	L	O	R	Q	P	B	B

- someone you spend a lot of time with or who travels with you
companion
- someone who kills other people m.....
- you have this when you are alone and not seen or heard by other people p.....
- someone who steals from other people v.....
- worth a lot of money v.....
- behaviour that can hurt other people physically
v.....
- someone who works on boats or ships s.....

3 Complete the sentences with the answers from Exercise 2.

- The robber took her handbag and her mobile phone.
- Be careful with that watch – it's very
- The police caught the and put him in prison for the rest of his life.
- Jim loved ships and the sea and always knew he wanted a job as a
- The started on the ship because the men were bored and angry.
- With so many men on the ship, nobody had any
- The captain's dog was his favourite on long journeys.

4 Choose the correct word to complete the sentences.

- When pirates attacked ships they were often looking for jewels/stones.
- There wasn't much to do and the pirates suffered/sewed to pass the time.
- Without fresh water to drink or shower in there was a terrible smell of sweat/death.
- The pirates had often come from poor homes and were looking for luxury/treasure.
- Johnny Depp looks like a real pirate but without satellite navigation/make-up he wouldn't know where he was going.

5 Replace the underlined phrases with the correct verb phrase.

suffering from got to looking for got home sat around

- By the time the train arrived at the station, the platform had filled with passengers.
got to
- She'd been having problems with stomachache since she ate the fish.
- The captain was searching for the person who had stolen his money.
- The men relaxed and didn't do very much; they sang and played cards to pass time.
- When the pirate arrived at his house his family was waiting to hear his stories.

Reading

1 Read the text and match the topics (A–C) with the correct paragraphs (1–3).

- A The first metal mouth
- B Ancient braces
- C The history of dentistry

THE HISTORY OF THE METAL MOUTH

If you think a mouth full of perfect teeth is just a 21st century dream, think again!

- 1 Did you know that even before Christ was born, dentists had been working on the best way of creating the perfect smile? Between 400 and 500 BC both Hippocrates and Aristotle had already discussed their problems with crooked teeth. Braces are not a new idea. While Greece was in its golden age, the Etruscans were burying their dead with the braces that they had been wearing during their lives to correct their teeth. Later, in a Roman tomb in Egypt, an archaeologist discovered teeth with metal bands around them.
- 2 So you don't like your dentist? Imagine what it was like in the 1500s when it wasn't always a dentist who checked your teeth. At that time, barbers, who usually had the job of cutting your hair, had begun to double as dentists, taking out teeth that had gone rotten. Most treatment was probably much more painful than it is today. Fortunately, by the 1700s, dentists had made a lot of progress in finding ways to solve dental problems. In 1728, the American president, George Washington, impressed people with his wooden teeth. He probably couldn't chew gum but at least he could chew!
- 3 By the mid 1800s dentists had started to use rubber bands to straighten teeth. In the early 1900s the first braces appeared, but they weren't pink, blue or purple – the trendy colours that have turned braces into a fashion item. Dentists had found out by then that gold and silver were better to use because they were easy metals to work with. Even though it was expensive, the original metal mouth was real gold or silver. How's that for cool?



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

- 1 How long have people been dreaming of perfect teeth?
 - A Since the beginning of the 21st century.
 - B For the past few centuries.
 - C Since 400 to 500 BC.
 - D Since before Christ was born.
- 2 What did the archaeologists learn from the skeletons?
 - A That dentists had used metal wire.
 - B That dentists had corrected the teeth.
 - C That gold worked well on the teeth.
 - D That the skeletons had crooked teeth.
- 3 What did barbers do in the 1500s?
 - A They cut hair.
 - B They checked teeth.
 - C They performed operations.
 - D They cut hair and took out bad teeth.
- 4 Why were George Washington's teeth famous?
 - A Because they were impressive.
 - B Because they were made of wood.
 - C Because he could chew gum with them.
 - D Because they belonged to the president.
- 5 Why did dentists work with gold and silver?
 - A Because they didn't have blue, pink or purple metal.
 - B Because they were expensive.
 - C Because they were easy metals to work with.
 - D Because they were trendy.
- 6 What is a metal mouth?
 - A A piece of metal that corrects your teeth.
 - B A metal model of your mouth.
 - C A mouth with metal teeth.
 - D A mouth full of perfect teeth.

QUIZ



Can you remember?

- 1 Who were two of the first people to talk about 'dental problems'?
- 2 How do we know the Greeks used braces?
- 3 Why weren't barbers popular in the 1500s?
- 4 What happened to George Washington?
- 5 What helps to make modern braces fashionable?

ANSWERS 1 Hippocrates, Aristotle. 2 The Etruscans were buried wearing the braces they had worn during their lives. 3 Because they also did dentistry. 4 He had wooden false teeth. 5 Colours.

Dates and times

→ For exercises 1–5 see pages 76 and 80 in your Students' Book.

1 Replace the underlined phrases with the correct time expression.

- They celebrated the end of a a thousand years with fireworks in the park. ... the millennium ...
- In the year 400 before the birth of Christ, dentists had begun to correct teeth.
- We had been travelling across Europe for two weeks.
- In the years between 1500 and 1599 barbers also worked as dentists.
- Archaeologists have been discovering braces for hundreds of years.
- Ten years later they knew they had made an amazing discovery.

2 Complete the sentences with the correct preposition. You can use some words twice.

in for on from

- They had been studying different ways of perfecting teeth for decades.
- the 1700s going to the dentist was not a pleasant experience.
- Cleaning your teeth got easier after the invention of the synthetic toothbrush 1938.
- Scientists have been interested in braces 400 BC to the present day.
- She had to wear her braces two years.
- The archaeologists met 10 August, 1958, to discuss the teeth they had found.

3 Choose the best expression to complete the sentences.

- Sometimes barbers also worked as dentists because in time/at the time there was no alternative.
- Sarah had been waiting for hours and by the time/in time the dentist came she was very nervous.
- Going to the dentist was too expensive for poor people and most of the time/by the time they had to live with bad teeth.
- The original braces were ugly but in time/on time dentists began to use lighter metals like gold and silver.
- Hurry up! We have to be at the dentist's at 5 p.m. and I want to be on time/in time.
- Two centuries ago, people didn't buy toothpaste to clean their teeth but from time to time/by the time they used herbs to freshen their breath.

4 Match the sentence beginnings (1–5) with the endings (A–E).

- | | |
|---|---|
| 1 Laura knew she had to spend ... | A time on the computer. It's bad for your eyes. |
| 2 Let's have a cup of coffee and take | B time and go by plane. |
| 3 Don't waste so much | C time for so many hobbies? |
| 4 How do you find | D time studying or she could fail her exams. |
| 5 We could save | E time to relax. |

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

Flip-flop fever

For hot feet, they are the perfect solution. Flip-flops are cool, comfortable and cheap. But how has this basic sandal become a symbol of 21st 1) ... teenage fashion? The history of the flip-flop dates back several 2) to New Zealand. Soldiers, who had been serving in Japan 3) the 1930s, came back to New Zealand and America with the new sandal. They called them 'shower shoes'. 4) the time, doctors thought they had never seen such dangerous sandals, because they broke easily. In India, some flip-flop wearers had started to use them as weapons, because they were quick to take off and easy to throw at people. It wasn't 5) the 1950s that flip-flops appeared in rubber or plastic. 6) time developing countries saw the advantage of cheap footwear. Poor people could buy them cheaply, and street sellers were also able to repair them easily. Not everybody liked this style of open shoe. 7) 19 July 2005, a group of women athletes arrived at the White House in flip-flops to meet George W Bush. Officials were not happy with the women's open shoes but the women felt sure that 8) time, flip-flops would be accepted in public just like jeans had been accepted many years before. It seems they were right!

- | | | | |
|------------|-----------|-------------|-----------|
| 1 A year | B age | C centuries | D century |
| 2 A decade | B century | C decades | D ages |
| 3 A from | B on | C in | D to |
| 4 A At | B In | C On | D By |
| 5 A in | B until | C for | D during |
| 6 A In | B By | C On | D By |
| 7 A On | B At | C In | D For |
| 8 A at | B in | C for | D on |

Past perfect simple and continuous

→ For exercises 1–2 see page 77 in your Students' Book.

1 Choose the correct form to complete the sentences.

- 1 By the time they found the skull the rest of the archaeologists *had gone/had been going* home.
- 2 The sailors *had only been travelling/had only travelled* for a month but they wanted to go home.
- 3 The dentist couldn't find the tooth he *had taken out/had been taking out*.
- 4 The prisoners *had tried/had been trying* to escape five times but the guards always caught them.
- 5 They *had been planning/had planned* their escape for a long time but there was still a lot to do.
- 6 She couldn't believe that she *had discovered/had been discovering* real treasure.

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

The great escape!

I couldn't wait any longer. For nearly a decade I 1) ... *had been planning* ... (plan) the escape and it seemed like the perfect night for it. It was very hot because the sun 2) (shine) into my tiny airless room all day. It was 10 p.m. and we usually played cards at that time but that night everybody 3) (decide) to go to bed early. We 4) (work) since 6 a.m. and most of the prisoners 5) (have) enough. Nobody knew that I had 6) (make) my plan. I stayed up especially late. From the window I saw that the wind 7) (stop) and the sea looked calm. One of the guards, who 8) (sit) near the gate, 9) (fall asleep). I was in luck. I took the food that I 10) (not eat) during the day and slowly turned the key in the door. I began to taste freedom ...

Ability (modal verbs)

→ For exercises 3–5 see page 81 in your Students' Book.

3 Complete the sentences with *can/can't* or *could/couldn't*.

- 1 Do you think pirates *could* choose where they travelled to?
- 2 I'm looking, but I see any treasure.
- 3 He knew he leave home without saying goodbye.
- 4 She didn't have a good education but she always read and write.
- 5 I see why people go on archaeological digs. You find such interesting things.
- 6 The guards understand how the prisoner had escaped.

4 Match the sentence beginnings (1–6) with the endings (A–F).

- | | |
|--------------------------------------|---|
| 1 She can speak good French ..D. | A because I had never been to school. |
| 2 They weren't able to | B ride a bike when you were little? |
| 3 I couldn't write at the time | C be able to come with us? |
| 4 Do you think you will | D because she lived in Canada for three years. |
| 5 Were you able to | E because they hadn't been able to sleep well the night before. |
| 6 They were tired | F visit the museum because it was closed. |

5 Choose the correct word or phrase, A, B, C or D, to complete the sentences.

- 1 ..B.. you remember important dates?
A Are you able B Can
C Do can D Do you able to
- 2 She where she had left her shoes.
A weren't able to remember B remember
C couldn't remember D didn't able to remember
- 3 The flip-flops broke for a walk in them.
A when he has been B after he goes
C after he had been D after he has been
- 4 He doesn't think he to find out the age of the skeleton.
A will can B will be able
C was able D can
- 5 It was the first time he the famous Roman fort.
A visit B visits
C has visited D had visited
- 6 Did you really think you find treasure without a map?
A could B can
C are able D have been able
- 7 They went home after they the jewels.
A founded B had found
C were finding D have found
- 8 He to her for two weeks when I last spoke to him.
A hadn't spoken B wasn't speaking
C hasn't spoken D spoke

Use your English

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

Mike and his travelling 1) agreed that the archaeological dig had been an unforgettable holiday. They had 2) such a short time in Mexico but 3) the end of just one month they had 4) out so much about Machu Picchu. The knew that the city had been discovered 5) 1911 but they didn't know that the huge number of tourists that had been visiting it 6) decades were also destroying it. It hadn't been a comfortable holiday. They had camped in the mountains in the heat of summer and the smell of 7) in the tents after a hard day's work had been horrible. The food they had eaten had been terrible, most of it was 8) and they had had no fresh fruit. The trip had also been 9) One night a man started talking to them. When he left they discovered he had stolen a camera. They had also had problems with 10) spiders and snakes that came out at nighttime and could kill you. However 11) the end of the trip they were all happy. They had helped repair some old walls and on the last day Mike had discovered some 12) jewels. Everybody had said it was beginner's luck but it had made Mike realise that more than anything he wanted to become an archaeologist.



- | | |
|-----------------|--------------|
| 1 A company | B companions |
| C friends | D colleagues |
| 2 A passed | B wasted |
| C saved | D spent |
| 3 A in | B by |
| C for | D until |
| 4 A found | B worked |
| C made | D tried |
| 5 A for | B on |
| C in | D at |
| 6 A for | B during |
| C since | D in |
| 7 A sweats | B sweet |
| C sweating | D sweat |
| 8 A tasteful | B taste |
| C tasteless | D tasty |
| 9 A dangerously | B risk |
| C dangerous | D danger |
| 10 A poisoned | B poisonous |
| C poison | D venom |
| 11 A for | B on |
| C in | D at |
| 12 A valuable | B value |
| C worthy | D valued |

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

- She had the ability to learn facts easily.
She facts easily. **COULD**
- He started looking for treasure in 1950 and was still looking for it five years later.
He for five years. **HAD**
- Do you think it's possible for them to come at 9 p.m?
Do you think come at 9 p.m? **CAN**
- The other archaeologists went home then he found the skull.
By the time he found the skull, the other archaeologists home. **HAD**
- It was their first trip to Mexico.
It was the first time to Mexico. **BEEN**
- They stopped digging because it was too hot.
They digging because it was too hot. **CONTINUE**

Writing an article

→ For exercises 1–4 see pages 82–83 in your Students' Book.

1 Read the notes about the film, *Marie-Antoinette*, which is about France's teenage queen. Match the notes (A–F) with the topics (1–6).

- 1 Life as a mother
- 2 Money problems
- 3 Life as the queen
- 4 International history
- 5 Family background
- 6 A sad ending

- A born 2 Nov, 1755
lived in Austria, fifteenth child of Emperor and Empress
good dancer and musician
fourteen happy years
- B historical background: eighteenth century
– problems between Austria and France, mother wanted her to marry French prince.
- C the French queen, so couldn't wear Austrian clothes
Liked the prince but he was shy and liked his food
not much to do in palace – bored, couldn't do anything on her own – no privacy
- D Problems in France – had been fighting wars/people poor and angry
MA started to go to parties, spend money – didn't understand money
– bought clothes/jewels
Didn't have a child for eight years – French people not happy
- E the Mother: finally had three children/one died, one very sick – loved being a mother
by the time she was thirty – stopped spending money/
spent more time with husband
- F French wanted her and husband out of the palace – believed they were keeping all the food
put her in prison
French killed her 16 Oct, 1793



2 Answer the questions using the information in the notes.

- 1 What was Marie-Antoinette like as a child?
.....
- 2 Why did she have to go to France?
.....
- 3 What was her life like in the palace?
.....
- 4 Why were the French people angry with her?
.....
- 5 Why did she change when she became a mother?
.....
- 6 Why did the people want to kill Marie-Antoinette and her husband?
.....

3 Complete the first paragraph of an article about Marie-Antoinette.

Marie-Antoinette was born
1) She
grew up in Austria and was the
2) child of
the Austrian Emperor and
Empress. She was interested in
3) and
was a good
4) For
fourteen years she
5) but
then it all changed.

4 Write an article, *The teenage queen*. Write about 120–150 words.

Check!

Have you used **time expressions** to show clearly when events happened?



Do you need more practice?

Go to: CD-ROM, Unit 7.

8

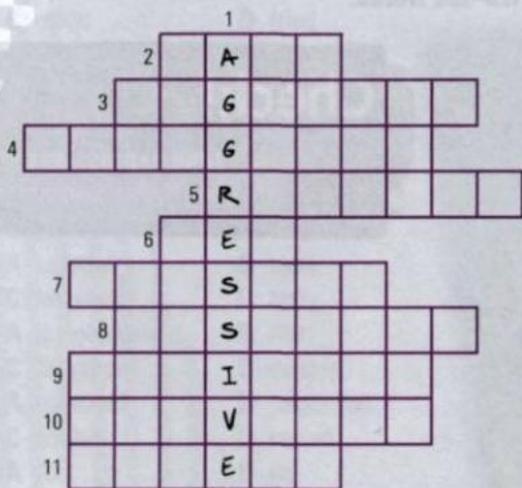
Communication breakdown

Vocabulary

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

1 Find the answers and complete the word puzzle.

- 1 Roboraptor can be friendly or behave in an angry, threatening way.
- 2 The bones that your teeth are in – Roboraptor's are powerful.
- 3 Scientists importantly and immediately need a new robot to take Aibo's place.
- 4 Robosapien knows what it is when it sees something again.
- 5 Scientists won't always have Aibo, so they need to use something else instead of it.
- 6 Children loved Aibo like a domestic animal that you keep at home.
- 7 The robots have equipment used to detect touch, sound and direction.
- 8 Scientists were pleased to learn, for the first time, information about Aibo.
- 9 Aibo has a camera and is provided with tools for doing different jobs.
- 10 One day, robots will rule the area of space, including the stars and planets.
- 11 Roboraptor will have a limited period of time professionally in football.



2 Match the words or phrases (1–8) with the meanings (a–h).

- | | |
|-----------------------|------------------------------|
| 1 computer chip ..d.. | 2 depend on |
| 3 fall over | 4 fill someone's shoes |
| 5 life-size | 6 penalty kick |
| 7 research tool | 8 score an own goal |

- a fall to the ground from an upright position
- b a model that is the same size as the real object
- c accidentally score a point for the other team
- d a small piece of silicon that stores and processes information
- e rely on, need someone's help
- f a piece of equipment used in a scientific study
- g take over the work someone else usually does
- h a chance to kick the ball because the other side has broken a rule

Reading

1 Read the article quickly and match the titles and photos (A–C) with the paragraphs (1–3).

2 Read the article again and choose the best answer, A or B.

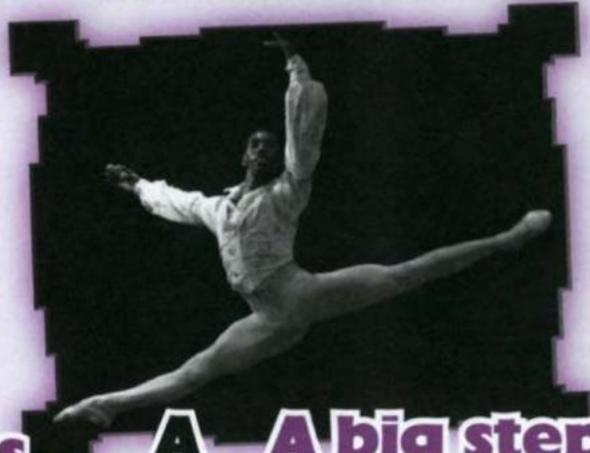
- 1 Who can learn dance moves more quickly?
A A human dancer. B The robot HRP-2.
- 2 What is 'a big step forward'?
A Creating a robot that can stand and dance.
B Creating a robot that can leap and jump.
- 3 What sort of dances has HRP-2 learnt to do?
A Ballet dances. B Traditional folk dances.
- 4 Why do scientists think robots need to have feelings?
A They will learn to do things.
B They will feel afraid.
- 5 What will make a robot try harder?
A Doing a task well. B Feeling sad.

3 Read the article again. Which paragraph ...

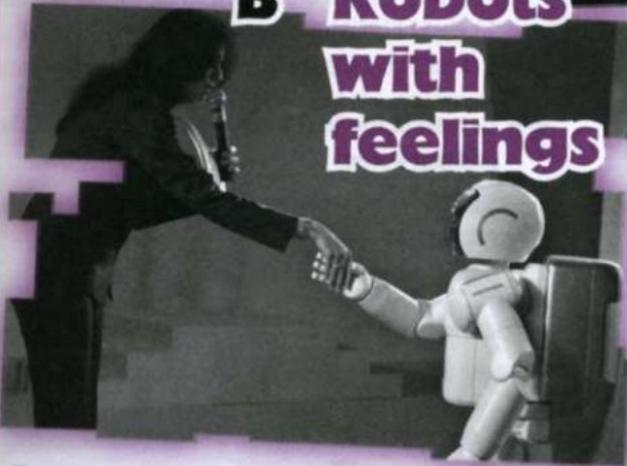
- a describes something a robot can't do as well as a human?
- b describes something scientists want a robot to do?
- c describes something that both humans and robots need?
- d describes what a robot can do better than a human?
- e explains how a robot learns to dance?
- f explains why feelings are important?

1

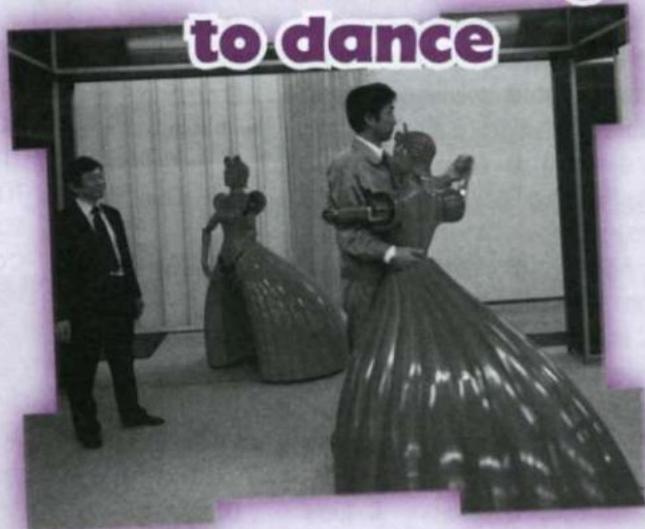
A dancing robot has been created by Japanese researchers at the University of Tokyo. HRP-2 has been programmed to copy the moves of a human dance teacher. It doesn't need to practise, it just 'watches' the dance teacher and copies her movements. This means that the robot can learn the dance routine much more quickly than a human dancer.

**A A big step forward****2**

Although creating a humanoid robot that stands on two legs and can dance without falling over is an important development in robotics, HRP-2 isn't ready to fill the shoes of a ballet dancer just yet. The traditional folk dances that it has been taught use simple steps, and robotic scientists haven't managed to make the robot leap or jump up in the air.

B Robots with feelings**3**

As well as copying movements, robots are learning to feel like humans. Scientists claim that robots with feelings will make better decisions and learn more effectively. They explain that feelings are very important for humans. For example, when a person is chased by a bear, he feels afraid and learns from that experience not to get close to bears. Scientists think that robots need to develop emotions in the same way. A robot that feels happy after it has cleaned a dirty carpet will want to do it again. On the other hand, a robot that fails to do a task will feel sad – so it will try harder next time!

C Robots taught to dance

Science and communication

→ For exercises 1–3 see page 86 in your Students' Book.

1 Complete the sentences with the noun form of the word in brackets.

- 1 Archimedes was an inventor (invent) and mathematician (mathematics).
- 2 Isaac Asimov was a (write) of science-fiction stories.
- 3 When all the (competition) are ready, the games will begin.
- 4 Marie Curie was a famous (science) who discovered Radium.
- 5 WowWee Robotics is the (manufacture) of Roboraptor and Robosapien.
- 6 The (music) are tuning up, ready to start the concert.
- 7 Isambard Kingdom Brunel was a great British (engine).
- 8 Jo enjoys art and she likes working on computers, so she wants to be a web (design).

2 Choose the correct word to complete the sentences.

- 1 A scent is something you can smell/taste.
- 2 We taste things with our tongue/nose.
- 3 To hold something, you must be able to smell/feel it.
- 4 You can touch/see something visible.
- 5 A visual/vision image is something we see.
- 6 A sonic sensor detects smells/sounds.
- 7 You can hear/taste something audible.

3 Choose the correct word, A, B, C or D, to complete the sentences.

- 1 A lot of scientific B is done with robots.
A design B research C radar D solution
- 2 Scientists need special to do their research.
A tools B solutions C results D feelings
- 3 Artificial Intelligence programs are with Aibo.
A detected B equipped C tasted D tested
- 4 The RoboCup Challenge is used to and improve programs.
A hear B detect C develop D solve
- 5 The robots will be with radar vision.
A equipped B heard C solved D tested
- 6 A dog can hear sounds that are to humans.
A sonic B invisible C inaudible D unheard
- 7 The of the tests will be published in a scientific journal.
A solutions B results C tools D research

Phrasal verbs

→ For exercises 4–5 see page 90 in your Students' Book.

4 Choose the correct phrasal verb to complete the sentences.

- 1 Jack and Jill aren't going out any more, they've broken down/broken up.
- 2 I can't hear the TV, could you turn it up/switch it up, please?
- 3 We turned down/switched off the computer when we finished our homework.
- 4 They were talking on the phone, but they got cut off/turned off.
- 5 I picked up my MP3 player and it fell apart/cut off.
- 6 We'll have to take the bus because the car has broken down/turned down.
- 7 Quick! Switch off/Switch on the TV, the programme is about to start.
- 8 Could you speak up/turn up, please? I can't hear you.

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

break down break up cut off depend on fall apart
fall over speak up switch off switch on
turn down turn up

Communication breakdown

My mobile phone 1)..... broke down..... yesterday, was in a café chatting to my friend, but the music in the café was very loud, so I asked them to 2)..... it At the same time, I 3)..... the volume on my phone and I asked my friend to 4)..... so that I could hear her. The waiter 5)..... the music, and the café was quiet, but a moment later, someone 6)..... the TV and I couldn't hear a thing! Then the line started to 7)..... and I didn't want to get 8)....., so I ran out of the café. Unfortunately, I 9)..... and dropped my phone. The phone hit the floor and 10)..... I'm really fed up because I 11)..... my phone to keep in touch with my friends.

The passive

→ For exercises 1–3 see page 87 in your Students' Book.

1 Put the words in the correct order to make sentences.

- 1 The / robots. / are / played / by / matches / in / the RoboCup Challenge

The matches in the RoboCup Challenge
are played by robots.

- 2 The / a powerful motor. / speedboat / is / with / equipped

- 3 developed. / are / The / programs / being

- 4 invented / The World Wide Web / Tim Berners-Lee. / was / by

- 5 a joypad. / was / The game / controlled / being / by

- 6 reduced. / The / been / cost / has / of / mobile phone calls

- 7 One day, / a team of robots. / human footballers / beaten / be / will / by

2 Answer the questions. Use the words in brackets.

- 1 Is Robosapien controlled by a computer mouse? (a joypad)

No, it isn't. It's controlled by a joypad.

- 2 Is this mobile phone made by Sony? (Samsung)

- 3 Is the computer being used by teachers? (students)

- 4 Was the electric battery invented by Watt? (Volta)

- 5 Was this computer game designed by Isaac Asimov? (Will Wright)

- 6 Has Aibo been trained by a dog? (a child)

- 7 Will the universe be ruled by dinosaurs? (robots)

Watch out!

Remember! We form question tags with *be, do, have, can, must, should, will*.

When the main sentence is **positive**,

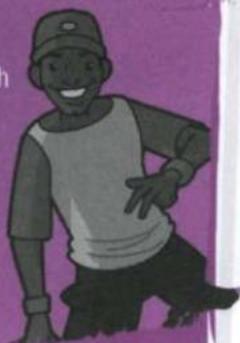
use a **negative** question tag.

When the main sentence is **negative**,

use a **positive** question tag.

Which question tags in Exercise 4

expect a positive (yes) answer?



3 Choose the correct form to complete the text.

A ROBOTIC TWIN



Dr Ishiguro 1) *doesn't go/isn't gone* to work at Osaka University. He sends his robotic 'twin' instead. Geminoid is a humanoid robot that 2) *has designed/has been designed* by Dr Ishiguro to look exactly like him. Its sensors and motors 3) *can control/can be controlled* by his own movements.

Dr Ishiguro 4) *can see/can be seen* through its 'eyes' and talk through its speaker.

Dr Ishiguro explained that people 5) *didn't like/weren't liked* the robot at first, but when they 6) *were started/started* talking to it, they soon felt more comfortable.

Most people 7) *are confused/confused* by robots that have some human characteristics, but are obviously not human. As humanoid robots 8) *made/are made* to look more and more lifelike, people 9) *are expected/expect* to start accepting them.

Question tags

→ For exercise 4 see page 91 in your Students' Book.

4 Write the question tags to complete the sentences.

- You can send me a text message,
can't you?
- We shouldn't have put the game on the computer,
.....
- The human players haven't been beaten by the robots,
.....
- It's got a new battery,
- They'll buy the games online,
- The film can't have finished yet,
- Dr Ishiguro talks through Geminoid,

Use your English

1 Complete the text with one word that best fits each gap.

ROBOT FAILURE

The robot was switched 1) ~~on~~, but there were no signals from the outside. Usually its sonic 2)..... detected noises not audible to human 3)..... Its radar 4)..... should show things invisible to human 5)..... But the robot was breaking 6)..... As we touched it, it began to fall 7).....

'Listen!' shouted the captain. We strained our ears, but we 8)..... no sounds. 'Look!' he ordered. We stared out of the window, but we saw nothing. There were sounds and there were 9)..... – but our ears and eyes could not 10)..... them.

'Turn 11)..... the volume!' the captain commanded. The volume went to maximum, but there were no sounds. The robot wasn't working.

We depended 12)..... the robot and now we were completely cut 13)..... from the world outside.

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

- The dogs pick up the scent.
The scent is **picked up** by the dogs. IS
- People can use their mobile phones for more than making calls.
Mobile phones more than BE making calls.
- You have to switch off your mobile phone in the cinema.
Mobile phones MUST in the cinema.
- Radar can detect planes.
Planes radar. BY
- Scientists expect the robot team will beat the human players at football one day.
The robot team TO the human players at football one day.
- Millions of people will watch the world cup.
The world cup WATCHED millions of people.

3 Complete the sentences with the correct form of the word in capitals.

- The **manufacturers** of MANUFACTURE Aibo stopped producing it.
- are looking SCIENCE for a new robot to replace Aibo.
- of text WRITE messages use shortened forms of words.
- Alessandro Volta was the of the first INVENT electric battery.
- Telford was an ENGINE who built roads, bridges and canals.
- Donatella Versace is a famous Italian fashion DESIGN
- Vanessa Mae is a pop who plays MUSIC the violin.
- Are you the OWN of this robot?
- All the COMPETITION in the RoboCup Challenge are robots.
- In Paris, ART sell their paintings in the street.



Watch out!

Remember! You mustn't change the word in capitals, so make sure that your new sentence uses the word correctly.



Writing a letter of complaint

→ For exercises 1–3 see pages 92–93 in your Students' Book.

1 Read what the people say and decide who ...

- wants their money back?
- wants to exchange their MP3 player for a new one?
- wants to have a broken MP3 player mended?

A I'd like you to replace my MP3 player.



B Can you repair my MP3 player?



C Could you give me a refund for my MP3 player?



2 Read the advert and the notes, then complete the sentences.

Video on the go! MP3 Gold

- Buy this top quality MP3 player!
- It can store up to 30 hours of video or 6,000 MP3 songs.
- Its big, bright screen brings you the best portable video experience.
- Excellent battery life – lasts for 12 hours.

Would only record five hours of video and 200 songs

The screen is too small to watch! Pictures not very good quality.

The battery ran out after one afternoon listening to music.

I am writing in connection with ...

Although the advert stated ...

I found that ...

In addition ...

I would like ...

3 Use your notes to write a letter of complaint. Write about 120–150 words.

Check!

- Have you **explained** the problems clearly?
- Have you said **what action** you'd like the company to take?
- Is your letter **formal** and **polite**?



Do you need more practice?

Go to: CD-ROM, Unit 8.

Vocabulary

1 Complete the sentences with the correct preposition.

for about to in on with at

- Everybody stares **at** you when you have a new haircut.
- I forgot the party. What was it like?
- He blames me leaving his bag on the bus.
- Simon thinks we should abolish homework but I don't agree him.
- Are you going to talk the new boy? He looks nice.
- I don't believe ghosts, do you?
- If you carry talking, you will have to leave the library.

2 Use a word from A and a word from B and match them with the meanings (1-6).

A hand- hi- touch- well old- built-

B tech in held screen known fashioned

- using the most modern machines, equipment and methods **hi-tech**
- visual display that isn't controlled by a mouse or keyboard
- fixed permanently somewhere and not possible to remove
- known about by a lot of people
- not modern or fashionable any longer
- small enough to hold in your hand when you use it

3 Complete the sentences with the correct form of these verbs. Use each verb once only.

find save waste take spend

- My dad says you can **waste** a lot of time playing computer games but I think they're really creative.
- I don't know how you time to have so many hobbies.
- We'll be late if we walk but we can time if we go on our bikes.
- Do you think you could time to help me with my project later?
- I love time with my friends at the weekend.

4 Match the words (1-8) with the meanings (a-h).

- | | |
|------------------|------------------|
| 1 tool | 5 detect |
| 2 research | 6 solution |
| 3 radar | 7 develop |
| 4 engine | 8 inventor |

- notice something that is not easy to see, hear, etc.
- someone who creates something new
- something that can be used for a particular purpose

- a way of dealing with a difficult situation
- make a new product or idea over a period of time
- a method or a piece of equipment that finds the position of things such as planes and ships using radio waves
- part of a vehicle that produces power that makes it move
- study something in detail so that you can discover new facts about it

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

fall apart break down switch off break up cut off turn up

- Oh no! My computer's just **broken down** and I haven't finished my homework.
- Can you the volume on the TV? I can't hear the programme.
- When you leave the house, don't forget to all the lights to save energy.
- There's a problem with the connection and she's been
- Sorry, you're Can you say that again?
- I dropped my MP3 player on the floor and now it's

6 Choose the word or phrase, A, B, C or D, that best completes the sentence.

- I know it was wrong of me to take the book but the time I was really angry with him.
A at B by C in D for
- Some people love the of the sea but when there's a storm it can be loud and frightening.
A sonic B hearing C hear D sound
- She loves designing and building things and wants to be an when she leaves university.
A engine B engineer C engineering D engineered
- If you want to work in a shop you have to learn how to deal the public.
A for B with C at D about
- They're the new computer game to see how well it works.
A controlling B detecting C testing D developing
- It was of you to stay out so late. You know we worry about you.
A responsible B response C responsive D irresponsible
- She's the only from our school so we hope she wins.
A competitor B competition C compete D competing
- My new computer has a large, clear with good graphics.
A keyboard B console C screen D mouse

Grammar

1 Choose the correct form to complete the sentences.

- If there *is/will be* trouble at school, they always *will blame/blame* Becci.
- If people *will stare/stare* at me, I *feel/will feel* uncomfortable.
- If you *liked/like* James Bond films, you *will enjoy/enjoyed* the *Indiana Jones* films as well.
- If you *go/will go* to the party, I *see/'ll see* you there.
- If I *had/have* my phone, I *sent/would send* him a text.
- If I *am/were* you, I *offered/would offer* to buy him a CD.

2 Put these nouns in the correct column.

buses characters coins film idea information
insult minutes news people rubbish stories
thought thriller time traffic virus websites

singular countable	plural countable	uncountable
film	buses	information

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

Pirate attack!

We 1) *had been sailing*... (sail) for three weeks and we 2) (almost/reach) the island when the pirates 3) (come) on board our ship. Pirates 4) (attack) many ships in this part of the world, but we 5) (be) so near to the shore, that we 6) (not think) we were in danger. The boy who 7) (look) out for land 8) (just/shout) 'Land ahoy!' when the pirate ship 9) (appear). The huge black ship 10) (fly) the pirate flag, so we all 11) (feel) frightened. Then we 12) (see) the pirates! They 13) (carry) weapons, and shouting at us to hand over our gold and treasure as they 14) (jump) on to our ship. We 15) (fight) back, but we 16) (not be) good at fighting and they quickly 17) (beat) us. They 18) (not kill) us but they 19) (take) our ship. We 20) (wait) for someone to rescue us for six months.

4 Complete the notice with the correct (passive) form of the verb in brackets.

Some children 1) *have been bullied* (bully) at school in the past two weeks. Yesterday, three children 2) (prevent) from eating lunch because they 3) (force) to hand over their money. In future, bullying 4) (tolerate) at our school. We know that if children 5) (tease) or frightened, they can't study well, so the school will make sure that children 6) (protect) from bullies. Parents 7) (tell) about bullying and bullies 8) (punish).

5 Complete the sentences with the correct question tags.

- You switched off the computer, *didn't you?*
- They can meet us later,
- We should go home soon,
- You've all read *Stormbreaker*,
- They couldn't find the treasure,
- It's a fantastic game,
- It wasn't a new one,
- She has basketball practice today,
- John's got homework to do,
- You can't take photos with your phone,

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

- There was a lot of noise and I couldn't concentrate. I couldn't concentrate because *there was so much* noise. SO
- Her clothes were very strange and everybody stared at her. She was wearing THAT everybody stared at her.
- We haven't got enough money to buy festival tickets. The festival tickets EXPENSIVE for us to buy them.
- We were too far away for them to hear us. We for them to hear us. NEAR
- We hoped there would be more treasure on the ship. There wasn't as MUCH as we had hoped.
- The journey took ages because there were so many cars on the road! The journey took ages because traffic on the road! LOT

9

Getting on ...

Vocabulary

→ For exercises 1–5 see pages 96–97 in your Students' Book.

1 Match the verbs (1–6) with the meanings (A–F).

- | | | |
|----------------|---|------------------|
| 1 remain ... | F | 4 approach |
| 2 admit | | 5 apply |
| 3 appear | | 6 reflect |

- A act as a mirror
 B agree (when you don't really want to) that something is true
 C seem
 D ask formally to do something
 E move nearer to someone or something
 F stay in the same place or condition

2 Complete the sentences with the correct form of the verbs in Exercise 1.

- She applied to go on the TV programme and was thrilled when she was accepted.
- When the contestants first arrived they all very nervous.
- The programme the problems teenagers have when they live together.
- At the end of the programme they it had been a difficult experience.
- Sarah was crying but when Matt her she wouldn't speak to him.
- It can be very hard to good friends with the people you live with.

3 Replace the underlined expression in the sentence with the correct phrasal verb.

take away hold on to put up with burst into ~~get on~~

- I don't see my cousins very much but when we're together we have a friendly relationship.
..... get on
- I was talking on the phone when my brother came quickly into my room and told me there was a really exciting programme on TV.
- He likes to keep all his old CDs although he doesn't listen to most of them.
- The TV producer removed all mobile phones from the contestants because they weren't allowed in the house.
- When you live with a friend you have to learn to accept their bad habits without complaining.
.....

4 Write the noun form of these words.

- contest contestant
- impress
- possess
- different
- decide
- communicate
- react
- individual

5 Complete the text with the nouns from Exercise 4.

- The winner will be the contestant who has worked the hardest in the team.
- My oldest is a watch that my grandmother gave me.
- We were surprised by her when she won. She was very calm.
- In the end the housemates made the together.
- The clothes that you wear are an important way of showing your
- A mobile phone is the most important means of for teenagers.
- There's a big between living with your family and living with your friends.
- When you meet someone for the first time you usually want to give a good first



Reading

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

- How did Jude and her friends know about *Teen Big Brother*?
 - They'd been talking about it.
 - It had been advertised.
 - They'd seen it before.
 - It was on TV.
- What excites Jude about the programme?
 - The big prize.
 - Meeting the other teenagers.
 - Being in a special house on TV.
 - Your friends and family seeing you on TV.
- What does Nicole think about the *Teen Big Brother* experience?
 - It's just like living with your friends.
 - It's not natural.
 - It's a difficult experience for most of the housemates.
 - It's not enough time for the housemates to get to know each other.
- Why does Bob think shy people will find the experience difficult?
 - Because the house will be horrible.
 - Because the programme attracts the wrong sort of people.
 - Because they won't know what to talk about.
 - Because they won't get on with some of the more confident people.
- What is the 'challenge' for Jude?
 - Coping on your own.
 - Dealing with different people.
 - Dealing with lots of problems.
 - Living on your own.
- Why does Jude decide to apply?
 - Because she's funny and sociable.
 - Because Bob tells her she can do it.
 - Because her friends want her to apply.
 - Because she wants the challenge.

Go on Jude,

you can do it!

One night some friends and I were sitting around talking about a new TV programme called *Teen Big Brother*. We had seen some advertisements for the programme and knew they were looking for contestants. Eight teenagers were going to live together for one week to see how they got on. I said I thought it would be very exciting being in the *Big Brother* house on TV. It would also be fun for friends and family to watch you every day. As well as that, there was a great prize of a fantastic holiday for the winner.

I've always liked the idea of sharing a house with friends, but my friend Nicole said that *Big Brother* was different because you would be living with strangers. She said that one week wasn't really long enough to get to know anybody and to make friends naturally. Then another friend, Bob, said that it would be horrible living in the house if you were shy and quiet. '*Big Brother* normally attracts really confident, talkative people and they don't have anything in common,' he said.

Bob and Nicole don't really like *Big Brother* but I said there were lots of good things about it. The new *Teen Big Brother* would be a great chance to live with different types of people. But more important than that the programme is a challenge. It would test how you dealt with problems on your own. 'You'd be a great contestant!' said Nicole. 'You get on with everybody, you're funny and sociable.' That really surprised me, but when Bob said, 'Go on Jude, you can do it!' I decided I would apply.

QUIZ



Can you remember?

- When the friends were talking about *Teen Big Brother* they were
 - watching TV.
 - sitting in a café.
 - sitting and not doing much.
- What is the prize for the winning contestant?
 - A holiday.
 - A TV.
 - A new house.
- Who would Jude like to live with?
 - Strangers.
 - Contestants.
 - Friends.
- What does Nicole think is wrong about the *Big Brother* experience?
 - It's too long.
 - It's too short.
 - It's unnatural.

Answers 1 C 2 A 3 C 4 B

Describing personalities

→ For exercises 1–2 see page 98 in your Students' Book.

1 Match the adjectives (1–8) with the descriptions (A–H).

Someone who is ...

- | | |
|-----------------|-------------------|
| 1 laid-back ... | 5 cheeky ... |
| 2 confident ... | 6 outspoken ... |
| 3 insecure ... | 7 competitive ... |
| 4 mature ... | 8 sensitive ... |

- A Thinks of how other people will feel.
 B Behaves like an adult.
 C Says what they think although it might shock others.
 D Is relaxed and doesn't seem to worry about anything.
 E Is not sure about themselves.
 F Is sure about their ability to do things well.
 G Wants to be better than others.
 H Is funny but doesn't always show respect.

2 Complete the sentences with an adjective (1–8) from Exercise 1.

- Phil is the most competitive contestant and knows he wants to win.
- Zoë is very and one day Jill cried because of something she said.
- Rebecca is the youngest in the house but she is and looks after the housemates.
- Everybody likes Simon because he is and doesn't get stressed but he also doesn't help the others with the housework.
- Pete plays the guitar really well but he isn't and won't play in front of the TV cameras.
- Tyler is because he knows he can make people laugh but some of the housemates got fed up of him.



a/an, the or zero article

→ For exercises 3–4 see page 102 in your Students' Book.

3 Choose the correct article to complete the conversation.

- Peter:** You've got 1) *a/the* different mobile. When did you get that?
Matt: I got it yesterday. I saw it in 2) *a/the* window of that new phone shop in town.
Peter: It looks really expensive and 3) I love *a/the* colour.
Matt: Yeah, me too. It's 4) *a/an* unusual colour for a phone isn't it? There was 5) *a/the* special offer on. It was one of 6) *a/the* cheapest!
Peter: You're so lucky. I haven't got 7) *a/the* mobile at the moment. I left it on 8) *a/the* school bus and haven't seen it since. Dad says I have to wait until Christmas for 9) *a/the* new one.

Watch out!

Remember! We use *an* if the word following the article starts with a vowel, or a vowel sound, e.g. *an hour*, *an ordinary person*.



4 Complete the text with one word that best fits each gap.

A French disaster!

When three friends and I decided to go on holiday together we thought it would be 1) ~~an~~ amazing adventure. However, two weeks sharing 2) tent soon turned into a disaster for us. To begin with 3) weather was terrible and it rained every day. That would be bad enough if we had been staying in 4) hotel but we were camping. By the end of 5) first day most of 6) food that we had taken had got wet and our clothes were damp too. One of ~~my~~ friends, 7) bossiest in the group, decided to book us into 8) small hotel but she didn't find out 9) price and we soon realised we didn't have enough money. Fortunately 10) hotel manager was very kind and told us we could pay for our room by doing 11) few jobs in the kitchen. That was our holiday – two weeks' washing up in 12) south of France!

Reported speech

→ For exercises 1–2 see page 99 in your Students' Book.

1 Rewrite the statements in reported speech. Use the correct tenses and pronouns.

- 'It was difficult living with strangers.'
Caroline said that ~~it had been difficult living with strangers~~.
- 'I don't like Paul because he's a show-off.'
Tommy said that
- 'I haven't made any friends in this house.'
Tracey said that
- 'Tracey didn't stop talking all week!'
Hasan said that
- 'I was trying to help but she got really angry.'
Paul said that really angry.
- 'I will stay in touch with my new friends.'
Jade said that new friends.
- 'I wouldn't do it again.'
James said that

Watch out!

Make sure that you use the correct pronoun to match the subject of the sentence in direct speech, e.g. Tracey = *she*; Hasan = *he*, etc.



2 Choose the correct form of the verb in the reported questions and commands.

- He asked us what we were/were we talking about.
- They told her to leave/leave as soon as possible.
- She asked him why he was/was he angry.
- I told her not to be/to be not so bossy.
- We asked them how was everybody coping/everybody was coping in the house.
- I asked her what did she think/she thought of the others.

-ing form and to-infinitive

→ For exercises 3–4 see page 103 in your Students' Book.

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

- I like ~~to be able to~~ (be able to) talk to different types of people.
- They have always wanted (appear) on TV.
- You said I was good at (make) friends.
- She's decided (send) the TV producers an email.
- (get on) with people you live with can be difficult.
- In the *Big Brother* house it's not possible (have) any possessions.
- He can't stand (meet) people for the first time.
- Why don't we finish (eat) our lunch then go home?

4 Choose the word or phrase, A, B, C or D, that best completes each sentence.

- When I asked him why he was leaving early he said ..D. and wanted to go to bed.
A hasn't been feeling well
B he hasn't felt well
C he doesn't feel well
D he didn't feel well
- She hopes in a house with her friends when she goes to university.
A to live B live C to living D living
- I'm really looking forward in the TV programme.
A to take part B take part
C to taking part D taking part
- The TV producer told them during the programme.
A to behaving naturally B behave naturally
C to behave naturally D behaving naturally
- After living with strangers for a week they all said they a lot about themselves.
A learnt B have learnt
C were learning D had learnt
- She's very ambitious and wants with famous people when she's older.
A working B to work
C work D to working
- Before she left the house her mum told her that she home before midnight.
A have to be B had to be
C was having to be D has had to be
- Paul doesn't mind on his own because he's a very quiet person.
A living B live C to live D to living

Use your English

1 Complete the text with one word that best fits each gap.

The first three seconds!

You've been invited to 1) great party with lots of people you haven't met before. You're looking

2) to it and you want

3) create a good impression. You're not usually shy or insecure but you spend ages choosing 4)

right jeans and perfecting your smile in the mirror. Your brother is telling you 5) get out of the bathroom because you've been in there for hours. You wonder if it's really so important 6)

look right. After all, you're sociable, funny and you get on 7) almost everybody.

However, a friend has just 8) you that it takes three seconds for someone to form 9)

opinion about you when they meet you for the first time. When you hear this, you panic.

First impressions are not just about appearance. In that short time people also notice how you speak and move. That's why we often feel a bit nervous 10) meeting people for the first time. But are first impressions always right?

Sometimes a person creates the wrong impression because they try too hard 11) impress you. They might appear confident and cheeky when they are usually shy and quiet.

At other times first impressions can be lasting ones. There are times when we meet someone for the first time, and find ourselves saying 12) people years later, 'I liked XXX the moment we first met.' At times like these you know you have found 13) friend for life.

So don't worry too much next time you meet somebody new. 14) best thing you can do is relax and be yourself.



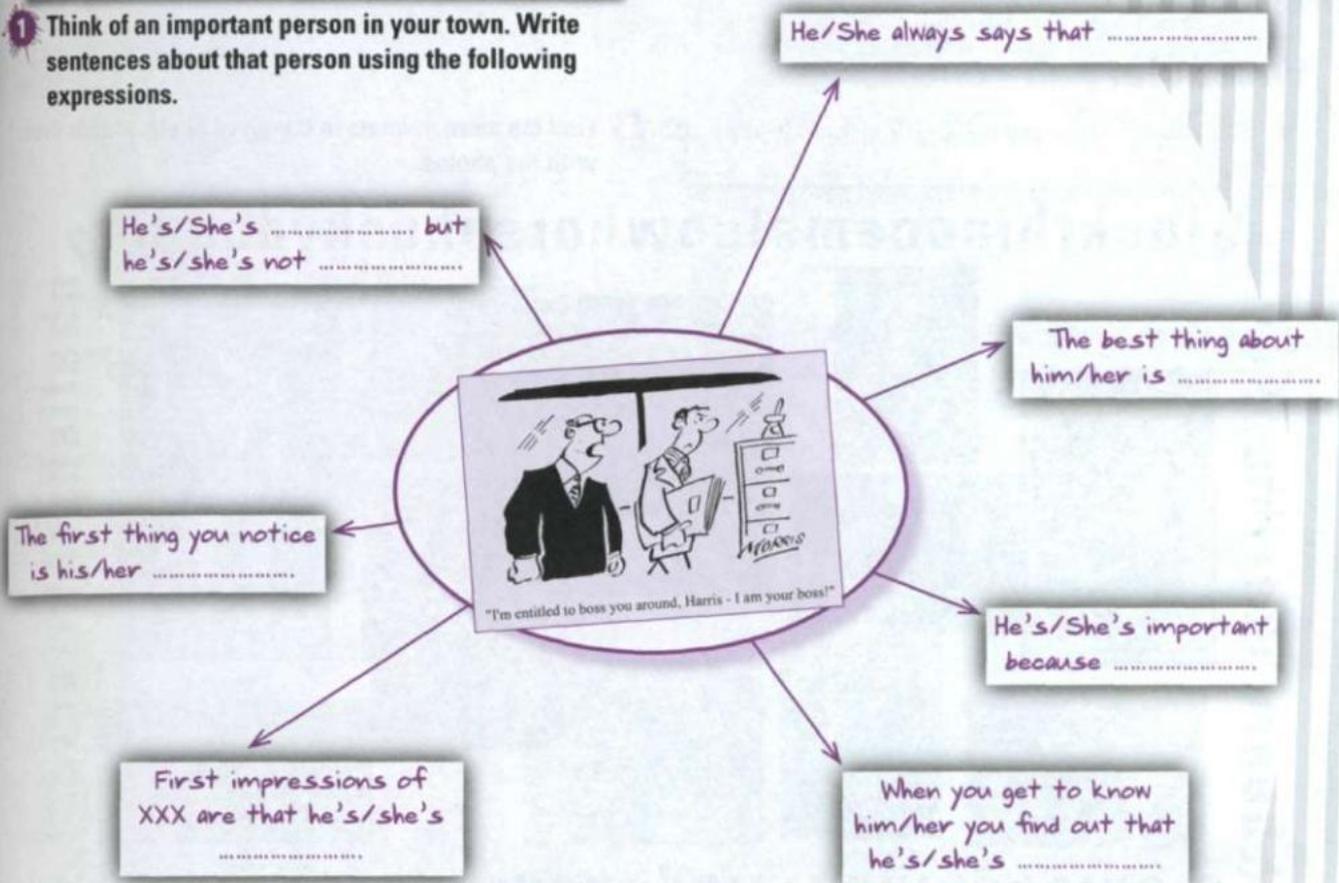
2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- 1 He enjoyed being on TV, Paul's mother explained.
Paul's mother explained that on TV. HAD
- 2 It doesn't matter to me if I stay at home tonight.
I at home tonight. MIND
- 3 Sharing a house with friends doesn't interest Sandra.
Sandra a house with friends. INTERESTED
- 4 'I'll give you the money soon, Peter,' said Harry.
Harry the money soon. TOLD
- 5 'Why are you leaving so early?' Sam asked Mike.
Sam asked Mike so early. HE
- 6 Are you going to watch the TV programme?
Have the TV programme? DECIDED
- 7 I haven't eaten chocolate for twelve months.
I chocolate twelve months ago. STOPPED
- 8 'Bring a friend to the party,' Jack said to Kim.
Jack a friend to the party. TOLD

Writing a description

→ For exercises 1–5 see pages 104–105 in your Students' Book.

1 Think of an important person in your town. Write sentences about that person using the following expressions.



2 Match the descriptions (1–6) with the correct adjectives. You don't need to use them all.

assertive hard-working cheeky sociable funny talkative mature ambitious confident creative sensitive bossy

- 1 He/She works hard. hard-working
- 2 He/She likes meeting people.
- 3 He/She likes talking.
- 4 He/She wants to be successful.
- 5 He/She is sure of his/her abilities.
- 6 He/She likes telling others what to do.

3 Answer the questions.

- A**
 Why is he/she important to you?
 What's special about him/her?
- B**
 What's the person called? What does he/she do?
 What sort of a person is he/she?
- C**
 Is there anything he/she doesn't like/can't stand?
 What is he/she good at/interested in/keen on?

4 Put the information from Exercise 3 into the best paragraph.

Paragraph 1: Paragraph 2: Paragraph 3:

5 Write a description 'An important person in my town'. Write about 120–150 words.



Do you need more practice?

Go to: CD-ROM, Unit 9.

10

Planet Earth

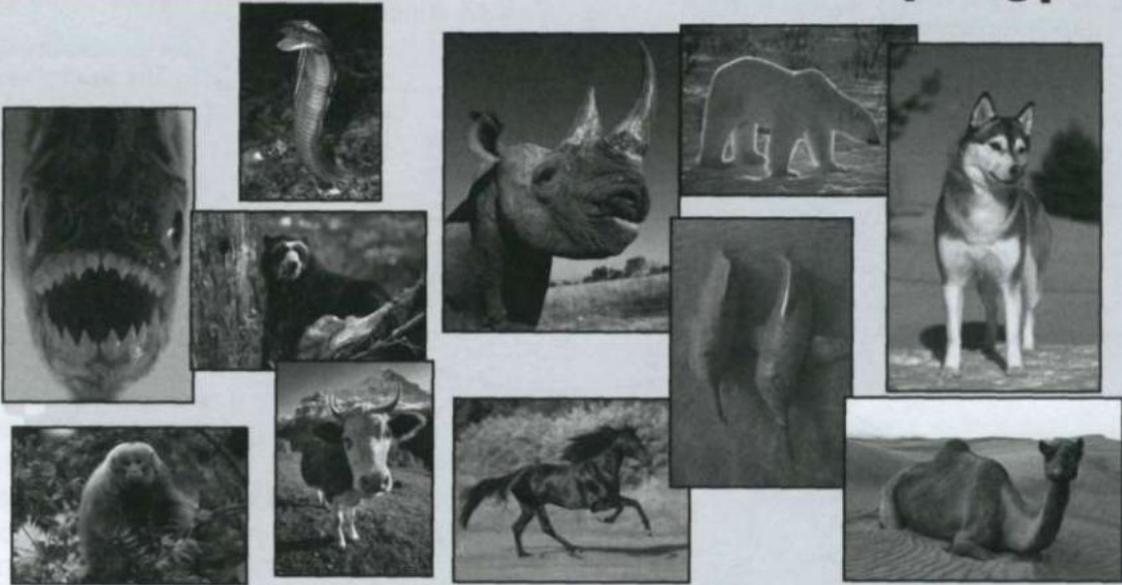
Vocabulary

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

1 Find ten more animals in the word chain. Match them with the photos.

blackrhinocamelcowhorsehuskydogpir

abearuakarimoney



nhafishpinkriverdol

hypoisonoussnakepolarbearspectacle

2 Complete the text with these words.

canoe climb foot horseback pulled river sledges walk

How did they travel?

Each of the four *Serious Expedition* teams used a different means of transport. Although it's difficult to

- 1) walk across the sand, the desert team travelled on
- 2) There aren't many roads in the rainforest, so the Amazon team travelled by
- 3) along the
- 4) In the frozen north, the Arctic team travelled on
- 5) that were
- 6) by husky dogs. The Andes team were also helped by animals, they rode on
- 7) for the long
- 8) up to the bears' new home in the mountains.

3 Match the words (1–5) with their opposites (A–E).

- | | |
|-------------|------------|
| 1 boiling | A protect |
| 2 common | B safe |
| 3 dangerous | C tough |
| 4 destroy | D rare |
| 5 easy | E freezing |

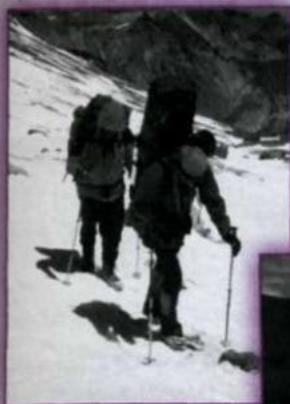
4 Complete the sentences with these words.

experience extreme wild frostbite measure survival temperature track

- 1 The trip was a fantastic **experience** We did so many exciting things.
- 2 Learning techniques and knowing what to do in difficult conditions can save your life.
- 3 We the animals to see where they go.
- 4 Living in the can be dangerous, so we built the monkeys an enclosure.
- 5 We the effects of global warming to find out how the climate is changing.
- 6 The can change a lot – it's hot during the day and cold at night.
- 7 Thunderstorms and blizzards are examples of weather.
- 8 In a cold place, without protective clothing, you could get

Reading

1 Match the photos (A–D) with the diaries (1–4).



2 Read the diaries and choose the best answer, A, B, C or D.

- Which two people mention travelling in a new way?
A Sam and Gerry B Gerry and Donna
C Sam and Donna D Donna and Martin
- Which person enjoyed seeing animals?
A Sam B Gerry C Donna D Martin
- Which two people talk about being very cold?
A Sam and Gerry B Gerry and Donna
C Gerry and Martin D Donna and Martin
- Which two people didn't want to be where they were?
A Sam and Gerry B Sam and Donna
C Gerry and Donna D Donna and Martin
- Who relied on local people?
A Sam B Gerry C Donna D Martin
- Who didn't like what they had to eat or drink?
A Sam and Martin B Gerry and Donna
C Donna and Martin D Martin and Gerry

1

Sam's Amazon diary

It's boiling hot! I really don't like the heat. You have to drink all day long here and the bottled water tastes terrible. I didn't drink enough today so I felt quite ill. I hope it rains tonight so we can collect rainwater. I think it will taste better. I'm fed up with the insects. I wish there weren't so many. I've got so many bites! The best bit about today was our first trip by canoe along the river. It was fantastic. I looked up and saw all the tropical trees and I felt really lucky to be here.

2

Gerry's Desert diary

Yesterday, we got up very early and went to track rhinos with the local trackers. If they hadn't shown us what to look for, we wouldn't have seen anything. We followed the tracks for ages and we thought we were getting close, but then it got dark, and we had to stop. At lunchtime today, we finally saw the rhinos! All the effort was worth it! I hated the desert training and I wished we hadn't had to walk so far, but we came to see the black rhinos, and we've seen them! What a fantastic experience!

3

Donna's Arctic diary

Today was the first day of the expedition. At first, I wished I hadn't come. I was freezing cold and I thought I wasn't going to enjoy the expedition at all. Then we got on the sledges, and I warmed up and felt better. Travelling on the sledges is fun. Now we've put up the tent and it's comfortable and warm and we're cooking dinner. I think the expedition is going to be great! I hope we see a polar bear.
Donna

4

Martin's Andes diary

A lot of us wish we were at home. It's freezing cold today. It's windy and it's been pouring with rain all day. My clothes are soaking wet. We all had two portions of porridge for breakfast, it's not very nice, but it gives you extra energy. Now we're all singing songs while we keep working on the bear enclosure. We're making good progress even though the weather is so terrible. Tomorrow we're going to climb Mount Cotapaxi, which will be amazing.

Weather and environment

→ For exercises 1–4 see pages 108 and 112 in your Students' Book.

1 Put these words in the correct category. Some words can go in more than one category.

Arctic blizzard cloud desert drought flood glacier
heat wave humid hurricane ice jungle mist
rainforest snow thunderstorm

	Weather	Environment
Hot		
Cold	blizzard	Arctic
Wet	blizzard	
Dry		

2 Complete the text with these words.

boiling freezing pouring shining soaking

We didn't know how quickly the weather could change in the mountains! When we set off to walk up the mountain, the sun was 1)shining..... . It was a long climb, and by the time we got to the top, we were 2) hot. After lunch, we saw some black clouds in the sky, and the next minute, it was 3) with rain! There wasn't any shelter, so before long, we were 4) wet. We came down the mountain as quickly as we could, but by the time we got home, we were 5) cold.



3 Underline the words that describe **extreme** weather.

blizzard cloud drought dry flood heat wave
humid hurricane lightning mist rain snow
thunderstorm wet

4 Complete the poster with the correct form of the word in brackets.

REDUCE, REUSE AND RECYCLE!

We all need to be

1)^{careful}..... (care) of our environment.

DO

- Take a bag that you can
- 2) (use) when you go shopping.
- Make sure everything you buy is really 3) (use).
- Buy batteries that you can
- 4) (charge).

DON'T

- Use 5) (harm) cleaning products.
- Drop litter, only
- 6) (care) people drop litter!
- Throw away things that you can recycle.

IF EVERYBODY DOES A LITTLE, IT WILL ADD UP TO A LOT!

Third conditional; wishes

→ For exercises 1–3 see page 109 in your Students' Book.

1 Choose the correct form to complete the sentences.

- I think it's too hot. I wish/wished it wasn't/hadn't been so hot.
- In my opinion, there were too many insects. I wish/wished there weren't/hadn't been so many insects.
- I don't want the holiday to end. I wish/wished the holiday would go/had gone on longer.
- We were sorry that we ate so much chocolate. We wish/wished we didn't eat/hadn't eaten so much chocolate.
- If we hadn't taken photographs, no-one believed/would have believed our story.
- If they hadn't worn gloves, they had got/would have got frostbite.
- If we had known how high it was, we didn't climb/wouldn't have climbed the mountain.

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

I wish I 1) was (be) braver about travelling. My sister went on the Serious Desert trip. I 2) (go), too, if I 3) (not hate) camels! If they 4) (not have) camels to carry their luggage, they 5) (not be able) to cross the desert. Camels wouldn't be so bad if they didn't smell horrible! Another thing that put me off is the snakes. I 6) (go) on the expedition if my sister 7) (not tell) me about the poisonous snakes. Also, I think I 8) (be) very uncomfortable if I 9) (stay) in a hut made of cow dung! Ugh! On the other hand, my sister had such a good time that I wish I 10) (go) on the expedition after all. Maybe next year!



3 Read the sentences and answer the questions.

- To survive the extreme conditions in the Arctic you have to learn survival techniques. What would have happened if the Arctic team hadn't learnt survival techniques? If they hadn't learnt survival techniques, the Arctic team wouldn't have survived the extreme conditions.
- Don't get too close to a polar bear because it might attack you. What would have happened if the Arctic team had got too close to a polar bear? If they too close to a polar bear, it them.
- You can't cross the desert without camels. What would have happened if the Desert team hadn't had camels? If they camels, they the desert.
- Pink river dolphins get caught in fishing nets. What would have happened if the Amazon team hadn't destroyed the fishing nets? If they the fishing nets, pink river dolphins in them.

have/get something done

→ For exercise 4 see page 113 in your Students' Book.

4 Read the notice and complete the sentences.

LET US DO IT FOR YOU

OUR SERVICES INCLUDE

- Delivering shopping and cooking meals
- Doing your washing and tidying your room
- Recording your favourite TV programmes on DVD
- Programming your friends' numbers into your mobile phone
- Downloading your favourite tunes from the internet and putting them on your MP3 player.

- You can have your shopping delivered and your meals cooked
- You can your clothes and your bedroom
- You can favourite TV programmes on DVD.
- You can your friends' numbers into your phone.
- You can your favourite tunes from the internet.

Use your English

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

Weather around the world

In the 1) A..., it's hot and 2) There's a lot of vegetation and wildlife. We saw dolphins in the Amazon 3) and red Uakari monkeys in the 4)

In the 5), it's hot and 6) during the day, but it can be very 7) at night. It doesn't 8) in the desert, and the lack of water means there's always a risk of 9)

The Caribbean is an area where 10) are common.

These storms move across the sea, so islands and coastal towns are in danger from 11) as well as strong winds.

There are no roads in the 12), so we travelled across the 13) on sledges pulled by husky dogs. It's always 14) cold, but a 15) is really frightening – you can't see anything except snow, and the wind pushes the snow in your face and clothes.

- | | | | |
|-------------------|--------------|----------------|-------------|
| 1 A rainforest | B desert | C Arctic | D mountains |
| 2 A dry | B humid | C boiling | D soaking |
| 3 A jungle | B glacier | C river | D flood |
| 4 A river | B glacier | C desert | D jungle |
| 5 A mountains | B rainforest | C desert | D Arctic |
| 6 A dry | B wet | C humid | D boiling |
| 7 A hot | B cold | C wet | D dry |
| 8 A snow | B thunder | C rain | D blow |
| 9 A drought | B heat wave | C thunderstorm | D snow |
| 10 A heat waves | B droughts | C hurricanes | D glaciers |
| 11 A lightning | B floods | C electricity | D storms |
| 12 A rainforest | B jungle | C glacier | D Arctic |
| 13 A river | B snow | C mountain | D desert |
| 14 A freezing | B boiling | C snowing | D raining |
| 15 A thunderstorm | B heat wave | C blizzard | D hurricane |

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

- Products that use chlorine are **harmful** (harm); they damage the environment.
- We choose chlorine-free products, because they are (harm).
- When you need new batteries, replace them with ones you can (charge).
- Don't throw away things you can recycle or (use).
- Don't drop litter, it's (care) and irresponsible.
- Try not to waste water or electricity. We need to be (care) with natural resources.

3 Read the text and write sentences using *have/get something done*.

Amy and Bob are the laziest teenagers you've ever met. They don't do anything that they can get someone else to do for them! When they went on holiday, their mother packed their rucksacks, their father booked their tickets, planned their journey, and printed maps for them. The bike shop checked and repaired their bikes. They went to a professional photographer for their passport photos, and the local cafe made their sandwiches.

- They / rucksacks / pack / for them
.....
They had their rucksacks packed for them.
- They / tickets / book
.....
- They / journey / plan / for them
.....
- They / maps / print
.....
- They / bikes / check / and repair
.....
- They / passport photos / take / by a professional photographer
.....
- They / sandwiches / make / by the cafe
.....

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

- I'm sorry I didn't go on the trip.
I WISH
on the trip.
- Jane would have liked to see the film.
Jane SEEN
the film.
- Tom's bike has been repaired, but he didn't repair it.
Tom GOT
repaired.
- The hairdresser will cut Sue's hair.
Sue's going GET
at the hairdresser's.
- Alan was careful and he didn't spill his cola.
If Alan hadn't been careful, he MIGHT
his cola.
- We wore boots so that we could walk in the mountains.
If we hadn't worn boots, we ABLE
to walk in the mountains.
- They wore special clothing and they didn't get frostbite.
If WORN
they might have got frostbite.
- Our luggage will be carried by porters.
We're going GET
by porters.

Writing a report

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

1 Put these words and phrases in the correct category.

also although as a result but finally firstly
however in addition in conclusion secondly
the advantages are the benefits include
the purpose of to sum up

linking	ordering
also	finally
explaining	concluding
the advantages are	in conclusion

2 Read the notices and find three benefits for each one.

A How to be a green school

Set up a recycling centre – reduce waste.

Ask people to bring things they don't want and have a sale – raise money for the school.

Save water and energy – reduce the school's electricity bill.

Encourage students to use less energy at home.

B SCHOOL VEGETABLE GARDEN

Grow your own vegetables at school.

Learn about how things grow.

Use the vegetables for school meals – eat healthy home-grown food.

Gardening is hard work.

Gardening is good exercise.

Gardeners get fit.

Gardening is fun!

3 Read the report about the email exchange programme and answer the questions.

- Which linking words and phrases does it use?
.....
- What organising and ordering words and phrases does it use?
.....
- Do you agree that an email exchange programme is a good idea? Why?/Why not?
.....

An email exchange programme

The purpose of this report is to describe the benefits of an email exchange programme. Although our class has studied English for several years, most of the class have never met or talked to an English person. In addition, not many people in the class have visited an English-speaking country.

There are three main benefits of an email exchange. Firstly, we will be communicating with English-speaking people, so the emails will give us a reason for reading and writing English. Secondly, we will make friends with native speakers of English and, as a result, we will improve our English. In addition, we will learn more about Britain and the British way of life.

In conclusion, I recommend we start an email exchange. To sum up, an email exchange will make students more interested in learning English. It will also help us to make international friendships. In addition, some students may visit Britain and meet their email pen friends. Finally, an email exchange will be fun!

4 Read the report again and match the information (A–C) with the correct paragraphs (1–3).

- A Concludes and makes a recommendation.
Paragraph
- B Explains the advantages and benefits of the project.
Paragraph
- C Introduces the report and explains its purpose.
Paragraph

5 Read the notices in Exercise 2 again. Write a report of about 120–150 words, recommending one of them for your school. Write three paragraphs.



Do you need more practice?

Go to: CD-ROM, Unit 10.

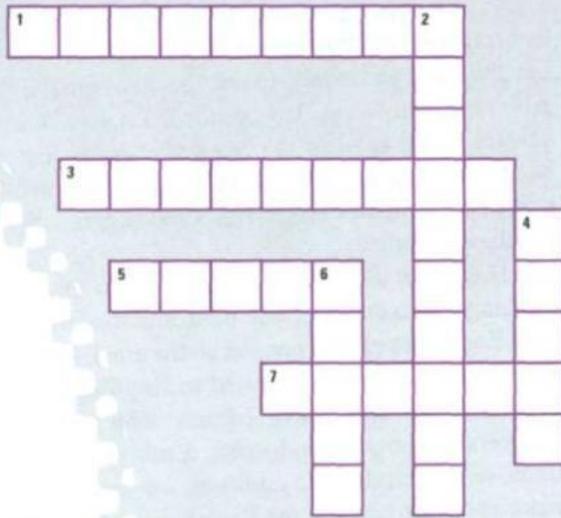
11

Get fit, have fun

Vocabulary

→ For exercises 1–5 see pages 118–119 in your Students' Book.

1 Complete the crossword.



Clues across

- Once he started running every day he found it and just couldn't stop.
- If you want help with your running you have to speak to a professional.
- My new trainers were too and at the end of the race my feet were red and sore.
- She's eighteen now and is too old to be in the gymnastic team.

Clues down

- I didn't train hard enough and the last part of the race was
- It was very when the zorb suddenly started moving.
- She had a time because she had to combine her school work with her training.

2 Match the verbs (1–5) with the meanings (a–e).

- | | |
|-----------------|----------------|
| 1 avoid ... | 4 repair |
| 2 combine | 5 wonder |
| 3 save | |

- think about something you do not know and want to know about
- keep something so that you can use it in the future
- something that you do to fix something that is broken
- deliberately stay away from something or not do something
- mix two or more things together

3 Choose the correct form to complete the sentences.

- You have to avoid/combine unhealthy food if you want to get fit.
- You must start the race slowly so that you save/combine your energy for the end.
- I wonder/avoid why boys are more interested in sport than girls.
- Do you think you can save/repair my tennis racket? The string has broken.
- The triathlon is fun because it combines/avoids three very different sports.

4 Complete the sentences with the correct (noun) form of the word in brackets.

- Lots of people don't do sport because the equipment they need for it is too expensive. (equip)
- Robert is the person who takes care of the of the tennis courts. (maintain)
- He did very well to come second because he was the youngest in the race. (compete)
- I thought I had trained well but I just didn't have enough to finish the game. (strong)
- Sometimes you have a you're going to win and you do! (feel)

5 Complete the sentences with the correct phrasal verb.

run out of put (sb) off pulled off get away
turned into build up get up

- Just before the race started she pulled off her sweater as she realised she was going to be too hot.
- He wants to for the weekend and have some time in the country.
- She me zorbing when she told me how fast it went.
- Half an hour of exercise every day is the best way to your fitness.
- You must make sure you don't water when you're walking in the mountains.
- He's had some extra classes and has a really good tennis player.
- I think we should early every day and start doing some regular exercise.

Reading

1 Read the article and choose from the sentences (A–F) the one which best fits each gap (1–5). There is one extra sentence which you do not need to use.

A That's when I knew that's what I wanted to do with my life.

B They told me that it would take years to become a professional circus performer.

C So, it's important to know how to relax afterwards.

D I knew that I would have to train hard to be in a trapeze team.

E I could have joined the circus when I was younger.

F But there was never enough of it for me.

'IT'S TOUGH BUT I LOVE IT'

I must have always been fit. My parents said that when I was young, they had to take me out every day so that I could have lots of exercise. I was always running and climbing and would rather kick a ball around the park and play tennis than watch TV. Sport at school was fun and I couldn't wait to get out of the classroom and into the gym. 1)

I was in the football and basketball teams and loved sporting events but I wanted to try something new. Then one day I went to see a circus that was performing in our town. 2) I wanted to work in the circus.

I'd always been good at gymnastics and had trained with a local gym but I knew that circus skills needed strength and

stamina. I wondered what it would be like in the circus so after the performance I talked to some of the artists and gymnasts. 3) They also said that I would have to leave home to do shows in other countries.

That didn't put me off. Instead, I applied to go to a special circus school and won a place. The circus school taught me to combine a healthy diet with regular exercise. I learnt different circus skills but as soon as I tried the trapeze I was addicted to it.

4) We do daily workouts to keep fit and we spend hours practising for a live show.

What we do looks dangerous and scary but we work together and we're a good team. The shows can be exhausting.

5) I often sit around chatting for a while to let my body calm down.

Sometimes it's tough being away from my family but I couldn't have done anything else – I love the circus.



Obligation (modal verbs)

→ For exercises 1–2 see page 121 in your Students' Book.

1 Match the sentences (1–5) with the correct functions (a–e).

1 They had to continue the race with sore feet.c..	a it's necessary not to do something
2 You're going to have to eat a healthy diet if you want to get fit.	b a personal obligation, when something is necessary
3 She doesn't have to do sport every day.	c a past obligation
4 I must build up my muscle strength.	d no obligation
5 You mustn't stop now when you're doing so well.	e future obligation

2 Choose the correct form to complete the sentences.

- Jessica *had to/must* get up at 6 a.m. when she was training for the race.
- You *mustn't/don't have to* get angry with your trainer. He's only trying to help.
- The players *will have to/will* do well tonight or they will be out of the competition.
- You *don't have to/have to* buy special equipment, but it can make the race easier.
- He *doesn't have to/hasn't to* run every day but he says it's addictive.
- We *must/mustn't* go to the gym more often, it's good for us.
- I know I *don't have to/have to* eat more fruit, but I only like grapes.
- She didn't know she *must/had to* buy a ticket for the race.

Watch out!

- must* can only be used in the present tense.
- must* is more for personal obligation and *have to* is often an order from someone else.



could/must/should have + past participle

→ For exercises 3–4, see page 125 in your Students' Book.

3 Match the sentences (1–3) with the meanings (A–C).

A

- He could have played with the best team in the country. ...b..
- He must have played with the best team in the country.
- He should have played with the best team in the country.

B

- Something that didn't happen but which you wish had happened.
- Something that was possible but that didn't happen.
- An explanation of something that happened in the past.

4 Choose the word or phrase, A, B, C or D, that best completes the sentence or conversation.

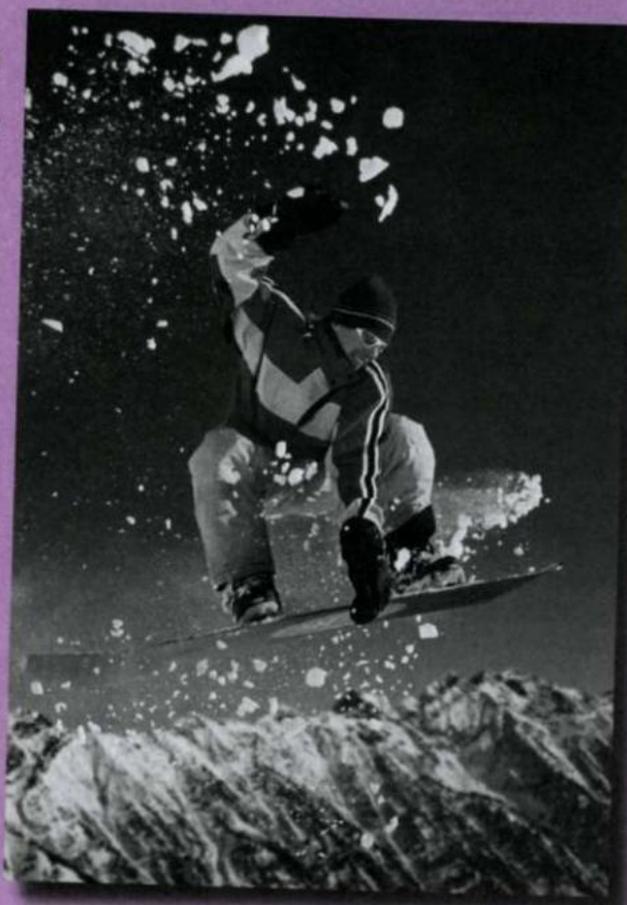
- It's very unusual for her to arrive late. She what time it starts.
 - should have forgotten
 - must have forgotten
 - should have forgotten
 - can't have forgotten
- I wanted to win but there was no way I any faster in the race.
 - could have run
 - must have run
 - would have run
 - should have run
- A: Did you buy some new trainers?
B: No, I I found my old ones.
 - hadn't
 - shouldn't have
 - mustn't
 - didn't have to
- If he'd trained harder he the gold medal.
 - might have won
 - should win
 - must have won
 - should have won

Use your English

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

GET FIT, GET SNOWBOARDING!

Living near the mountains means I have always enjoyed lots of sports including climbing and skiing. In winter I 1) skiing every weekend with my family. A few years ago I saw some 2) who were practising and I thought it looked really exciting. The first time I tried it I must have been really bad because I kept falling over. However I wasn't 3) and decided to take some classes. My trainer said that first I had to 4) running with regular workouts. That helped me to build up 5) in my arm and leg muscles. What I like about snowboarding is that it isn't a 6) sport. When you're out there on the mountain you are on your own and you feel completely free. You don't have to worry about other people who might be better than you. It can be 7) at times because some of the jumps are a bit dangerous and you know that if you fall you can get hurt. The worst thing about snowboarding is that you have to get the right 8) and that can be expensive in the beginning. Sometimes you can 9) money by renting a board until you know if you really like it. 10) are also a good idea to protect your eyes from the strong sun. Snowboarding is an Olympic sport and there are lots of competitions all around the world. It's a great 11) meeting other people who are as mad about the sport as you are. I've just come back from Italy where I 12) my first medal in the junior snowboarding competition. So if you want to try something that's healthy, fun and addictive, try snowboarding!



- | | | | |
|-----------------|----------------|----------------|----------------|
| 1 A practise | B go | C do | D going |
| 2 A snowboarder | B snowboard | C snowboarding | D snowboarders |
| 3 A put off | B put on | C put out | D put up |
| 4 A combine | B compare | C connect | D contact |
| 5 A stamina | B force | C strength | D strong |
| 6 A winter | B team | C extreme | D contact |
| 7 A scare | B frightened | C scared | D scary |
| 8 A instruments | B preparations | C equipment | D maintenance |
| 9 A give | B waste | C save | D spend |
| 10 A Goggles | B Hats | C Helmets | D Gear |
| 11 A sense | B feeling | C emotion | D feel |
| 12 A made | B scored | C beat | D won |

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

- 1 It was wrong of you not to drink more water. OUGHT
You more water.
- 2 She knew it was necessary to train harder. HAD
She knew
train harder.
- 3 Is it necessary for you to buy expensive equipment? TO
Do buy
expensive equipment?
- 4 It's probable she left her trainers in the car. MIGHT
She her trainers
in the car.
- 5 I'm sure she was surprised when she won. MUST
She
when she won.
- 6 It was a bad idea for him to eat so much before
the competition. SHOULD
He
so much before the competition.
- 7 It isn't necessary for you to wear special clothes,
but it's more comfortable. HAVE
You wear special
clothes, but it's more comfortable.
- 8 Taking regular exercise is important
if you want to be healthy. MUST
You if you want to
be healthy.

Writing an essay

→ For exercises 1–5 see pages 126–127 in your Students' Book.

1 Read the essay title and decide if the sentences (1–6) agree (A) or disagree (D) with it.

All schools should have an hour of sport before classes.

- 1 If you force people to do sport they might not like it.
- 2 It would wake you up.
- 3 It could help you concentrate for the rest of the day.
- 4 You might be tired for the rest of the day.
- 5 It would be annoying having to change as soon as you arrive at school.
- 6 People might find a sport they like.

2 Add one more idea that agrees and one that disagrees with the statement.

3 Complete the sentences with these phrases.

On the one hand on the other hand To conclude
Many people say that As well as that
Because of that

- 1 ~~Many people say that~~ an extra hour of sport can only be a positive thing.
- 2 an extra hour of sport can help you get fit but it could make you tired for the rest of the day.
- 3 we should probably all take regular exercise.
- 4 An extra hour of sport could be fun.
..... it helps you concentrate later in class.
- 5 If people have to do sport they get fed up of it.
..... they stop doing sport completely.

4 Put these paragraph topics in the best order.

- A Talk about the results of an action.
- B Contrast your ideas.
- C Give your opinion and finish the composition.
- D Introduce the topic or idea.
- E Add more information.

5 Now write a discursive composition with the title:
All schools should have an hour of sport before classes. Write about 120–150 words.

Check!

Have you used the **correct phrases** to introduce your ideas, and to give information and examples?
Have you given arguments **for** and **against**?
Have you finished with a **clear conclusion**?



Do you need more practice?

Go to: CD-ROM, Unit 11.

12

Thrills and chills

Vocabulary

→ For exercises 1–4 see pages 128–129 in your Students' Book.

1 Complete the sentences with the correct words or expressions.

cash dispenser first aid free of charge
opening hours credit card annual ticket
identity card fast food

- I've bought an ~~annual ticket~~ for the swimming pool because I go there every week and it's cheaper.
- I'll have to go to the to get some money out before we go shopping.
- My dad normally uses his when he buys things on the internet.
- In summer the park has longer and doesn't close until 10 p.m.
- Anybody who works with children has to learn how to give in case there's an accident.
- I always carry my with me because people often don't believe how old I am.
- The theme park gave everybody on the school trip a cold drink and a sandwich
- I love but try not to eat it too often, because I know it's not very healthy.

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

The bus took us through beautiful 1) *scenery* (scene) with mountains, lakes and lovely old houses. Camping is great fun but sometimes it's not very 2) (comfort) sleeping on the ground. I love looking around old castles but I don't like it when there are too many 3) (visit) . My favourite 4) (attract) at the park is the sixteenth century ship with the captain's cabin. Adults and children find theme parks 5) (fascinate) because there's so much to do in them. Wait for me at the 6) (enter) to the park and we'll go in together. We always book our 7) (accommodate) a long time before we go on holiday so that we get a discount. If you want more 8) (inform) about the theme park take this brochure. He's a very 9) (adventure) person and loves travelling to different places. Riding the highest roller coaster in the world has been the most 10) (thrill) thing I have ever done.

Reading

1 Read the brochure and answer the questions which follow.

- Which attraction do you wear special glasses for?
 - Dancing with Robots*
 - Star of the Future!*
 - a 3D film
 - Dynamic Vienne*
- How much will one-day Dated-Entry tickets cost for two adults and three children, aged five, ten and seventeen?
 - €147
 - €138
 - €132
 - €123
- Which attractions are there that include water?
 - Dances with Robots* and *Star of the Future!*
 - Dynamic Vienne* and *Dances with Robots*
 - Dances with Robots* and a 3D film
 - Dynamic Vienne* and a 3D film
- What are the meals like at Futuroscope?
 - They're prepared outside the theme park but they are good quality.
 - They're prepared on site and are really cheap.
 - They're prepared in the theme park at prices that are suitable for everybody.
 - The catering team like them.
- What does the price of the Dated Entry ticket include?
 - An evening show and a meal.
 - Entry to all attractions on a specific day.
 - Entry to all attractions and a nighttime show.
 - An evening show and free access to several attractions.
- You're travelling from Paris to Futuroscope and want to be there half an hour before it opens. What train should you catch?
 - 9 a.m.
 - 10 a.m.
 - 8.30 a.m.
 - 7.15 a.m.

FUTUROSCOPE

- EXPLORING THE FUTURE

When is it open?

During the opening period Futuroscope is open from 10.00 a.m. to nightfall, each day ending with the spectacular evening show.

How much does it cost?

Choose the flexibility of an 'open-ended' visit. A one-day Dated Entry ticket (valid for one day) lets you visit on any date you wish during the Futuroscope opening periods, with free and unlimited access to the attractions, including the Evening Show.

Adults – €33, Children aged 5 to 16 – €24, Infants Free
Details of other tickets and packages are available on the website.

What can I eat?

The catering teams are keen to make your meals a time to relax with family and friends.

Futuroscope offers you high-quality food that is freshly prepared on site and guaranteed to suit all budgets, whether it is in one of the themed restaurants or one of the fast-food outlets.

How do I get there?

By road: exit 28 on the A10 motorway is 2 minutes from the Futuroscope main entrance

By train: direct route from many towns and cities on the high-speed TGV train

By plane: Poitiers – Biard Airport is 10 minutes away by taxi; La Rochelle Airport is 1½ hours away by car

Getting there from:

Paris: 1 hour by TGV

Lille: 3½ hours by TGV

Brussels: 4 hours by TGV



WHAT IS IT?

Located 7 km north of Poitiers, Futuroscope is France's intelligent theme park. Packed with multimedia thrills, images in giant screen format and mind-blowing shows, it offers excitement that will appeal to all ages. For a fascinating display of 3D images, put on special goggles and dive into the virtual world of the ocean in a 3D film, where you can swim with the most exotic creatures on the planet. Or go for a crazy ride in one of the moving seats of the *Dynamic Vienne*. The seats move in time to the images, wind, rain and vibrations. There's interactive fun at the attraction *Star of the Future!* where you can perform in your own show, go on a tour, then see pictures of yourself. And don't forget the simulated adventures, including *Dances with Robots*. Enter the ballroom and climb on one of the ten moving robot arms, and dance 7 m up in the air! You won't experience better entertainment than at Futuroscope. Find full details of all the attractions at www.futuroscope.com.

Holidays and travel

→ For exercises 1–5 see page 130 in your Students' Book.

1 Complete the sentences with these words.

attraction accommodation tour luxury caravan destination trip

- 1 There's plenty of ... **accommodation** ... in the city centre, but it's very expensive.
- 2 We're thinking of ideas for the next school – how about Waterworld?
- 3 This summer we're going on a of the major European cities.
- 4 The most popular at the theme park is the roller coaster that goes through water – everybody screams when they get wet!
- 5 How long does it take for the cruise ship to reach its
- 6 We've bought a for our holidays but we need a bigger car to pull it.
- 7 Staying in a five-star hotel would be a real, but sadly it's something I've never done!

2 Choose the correct words to complete the postcard.

Dear Rob
 Just to let you know we've arrived after a terrible
 1) *journey/tour* that took sixteen hours. We're
 never going to 2) *travel/journey* by train again.
 When we eventually arrived we found a taxi driver
 who decided to take us on a 3) *tour/trip* of the
 city's attractions even though it was midnight!
 Anyway, tomorrow we're going on a 4) *trip/*
journey to the local caves and in the evening there's
 a short 5) *voyage/cruise* along the river with dinner
 and jazz. Wish you could be with us. Get better
 soon.
 Love
 Sandra



3 Use one noun from A and one from B to answer the clues.

A tour plane luxury day adventure boat
 B hotel journey holiday trip guide

- 1 If you like excursions on water, this is for you.
..... **boat trip**
- 2 You stay in this type of accommodation if you have lots of money.
- 3 If you like travelling by air you will enjoy this part of your holiday.
- 4 You need to speak lots of languages if you want to do this job.
- 5 This excursion only lasts one day.
.....
- 6 If you like being active this is perfect for you.
.....

4 Match the sentence beginnings (1–6) with the correct endings (A–F).

- | | |
|---|--|
| 1 You look really tired. Why don't you have ...D. | A a ride on that roller coaster, it looks scary. |
| 2 She's gone to the gift shop to buy | B photos of the theme park. |
| 3 I'm not brave enough to go for | C sightseeing in the town centre. |
| 4 She's using her mobile phone to take | D a rest? |
| 5 If you have a free afternoon you could go | E our accommodation. It's fast and easy. |
| 6 We always use the internet to book | F souvenirs for the family. |

5 Choose the correct verb to complete the sentences.

- 1 She can't wait to *go/book/take* on holiday now that she has finished her exams.
- 2 He went to the travel agents to *book/take/catch* a ticket for a Mediterranean cruise.
- 3 If you want to *catch/go/book* the bus you'll have to leave now.
- 4 We're thinking of *buying/taking/going* a trip around the island.
- 5 They can't *have/go/take* on the ride because they're not tall enough.
- 6 I can't understand why people don't *book/take/have* accommodation over the phone, it's so easy.

Watch out!

Read the whole sentence carefully first. Only one verb is correct.



Adjectives: comparatives and superlatives

→ For exercises 1–2 see page 131 in your Students' Book.

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

- Having a holiday in your own country is *cheaper* (cheap) than having a holiday abroad.
- The shops are (busy) in the afternoon than in the morning.
- We get up (late) on Saturdays than we do on Fridays.
- Our tent is too small, we need to get a (big) one.
- The roller coaster is (exciting) than the ghost castle.
- I think the water-splash is (good) than the roller coaster.

2 Read the brochure and make comparisons.

5 nights in London

by train €550 depart 07.00 arrive 10.30 direct to city centre

by plane €200 depart 07.00 arrive 09.30 + bus to city centre

by bus €100 depart 06.00 arrive 12.30 (bus station close to city centre)

Stay in the city centre

**** Hotel room with bath €250 per night

Youth hostel (six people to a room) €15 per person per night



Flying/Taking the train

- Flying is *cheaper* than taking the train. (price)
- (speed)
- Going by bus/Going by train.
- (price)
- (speed)
- Staying in a hotel/Staying in a youth hostel.
- (price)
- (comfort)

Future continuous and future perfect simple

→ For exercises 3–4 see page 135 in your Students' Book.

3 Choose the correct form to complete the text.

HOLIDAYS

By the end of this week, we'll 1) *have finished/be finishing* school. We'll 2) *have done/be doing* our exams and we'll be free! Mum will 3) *have stopped/be stopping* work and we'll 4) *have visited/be visiting* granny for a holiday at the seaside. We'll stay with her for six weeks. My sister and I will 5) *have swum/be swimming* in the sea and 6) *played/playing* games on the beach every day. Mum likes to relax on holiday, so she'll 7) *have sunbathed/be sunbathing* and 8) *read/reading* her book. Dad will 9) *have worked/be working* for a bit longer, but he'll 10) *have joined/be joining* us for the last two weeks. By the middle of September, we'll 11) *have left/be leaving* the seaside and 12) *returned/returning* home. School will 13) *have started/be starting* again, and we'll 14) *have looked forward/be looking forward* to Christmas.

4 Complete the sentences with the correct form (future continuous or future perfect) of the verb in brackets.

- John starts work at nine o'clock and finishes at six o'clock. At ten o'clock, John ... *will be working* ... (work). By six o'clock, John ... *will have finished* ... (finish) work.
- I (wait) for you at the station when your train gets in.
- When she finishes *The Magician's Nephew*, Sue (read) all the Narnia stories.
- If we go to the cinema tonight, I (see) all the *Pirates of the Caribbean* films.
- Do you want to have dinner with us tonight or (you/already eat)?
- I'm flying to New York tonight, so I (leave) for the airport at five o'clock.

Use your English

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

Hi, Sally!

We're going to 1) have a great holiday this summer. We're going to fly to London. I've bought the 2) tickets, and 3) the accommodation. We're going to stay in a 4) hotel - it's expensive but it will be very comfortable. While we're 5) holiday, I want to 6) sightseeing and 7) lots of photos of the famous buildings. I hope we'll be able to take a 8) trip along the river to the Tower of London. The tour 9) gives you lots of information. I also want to 10) some souvenirs from some of the famous London shops. We'll take some 11) trips to other places, too - it's only a short train 12) to Windsor Castle.

See you soon,

Love Joe

- 2 Replace the underlined words with a suitable strong adjective or descriptive verb.

astonished grumble hilarious hectic mumble
risky shriek terrified whisper yell

- I wish you wouldn't complain and speak crossly all the time! grumble
- We were very surprised when we saw how high the ride was.
- The film was extremely funny!
- Can you talk very quietly so that they won't hear us?
- There are a lot of people in the museum - it's very busy today.
- Exploring the cave was very dangerous.
- When you don't speak clearly, nobody can understand what you're saying.
- Tony was a long way in front, so we had to shout loudly to make him hear us.
- They heard something scream horribly in the woods.
- I was extremely frightened when the roller coaster built up speed.

- 3 Complete the text with the correct form (future continuous or future perfect simple) of the verb in brackets.

Mel's summer job

Mel is eighteen, so she 1) 'll be leaving (leave) school this summer. She's going to get a job for the summer, and in October she 2) (start) a course at university. She 3) (earn) money for three months, and she hopes that by the time she starts at university she 4) (save) €1,000. Her job is at the zoo and by the end of the summer she 5) (learn) a lot about looking after animals. She's pleased that she 6) (work) with animals for the summer, because when she goes to university, she 7) (study) animal behaviour. Working at the zoo for three months means that before she goes to university she 8) (observe) a lot of different animals.

- 4 Complete the second sentence so that it has the same meaning as the first sentence, using the word given.

- Flying is safer than going by car.
Going by car is more dangerous than DANGEROUS flying.
- I'll be working until five o'clock.
I'll FINISHED by five o'clock.
- We plan to have lunch in the restaurant at one thirty.
At half past one we BE in the restaurant.
- My choice would be to go on the roller coaster.
I PREFER go on the roller coaster.
- It's faster to go by train than by bus.
The train journey THAN the bus journey.
- No other ride is as exciting as the Atlantica Supersplash.
The Atlantica Supersplash is ride. MOST
- I have never had such a good holiday.
This THE I have ever had.
- I would like to go to the beach instead of going into town.
I RATHER the beach than go into town.

Writing a story

→ For exercises 1–4 see pages 136–137 in your Students' Book.

1 Read the story and choose the correct words or phrases.

Dog plays ball

We 1) usually/luckily go on holiday at the same time as our friends and last year we all went to the same place. There's a park that's 2) suddenly/particularly popular and one day we were playing a game with lots of other boys and girls when 3) at once/all of a sudden a big dog ran up and caught our ball. We yelled at the dog and tried to get the ball, but it growled and showed its teeth. 4) Finally/Immediately somebody threw a stick for the dog to chase and 5) fortunately/generally, it let go of our ball. 6) Especially/Eventually, the dog's owner came and put it on a lead, and we were able to carry on with our game.



2 Read the story below and replace the underlined words with these strong adjectives and descriptive verbs.

exhausted fascinating huge risky terrible terrified terrifying whisper yell

The old castle

My sister and I were exploring an 1) interesting ~~interesting~~ old castle. There was a 2) big wooden door – we pushed it and it opened slowly and we went in. There were some stairs in the corner and I went down them. It was dark, so my sister didn't want to come – she said it was 3) very dangerous and 4) very frightening

When I got to the bottom of the stairs I started to make strange noises. My sister 5) called out for me to come back. I 6) spoke quietly 'Who's there?' in my own voice, then I made louder noises, and I called out, 'Mary, I've seen a ghost!' I heard my sister crying and then I heard her running away.

I came back up the stairs, but she had disappeared! I ran out of the castle. Finally, I found her. She was 7) very tired from running and crying. She was 8) very frightened, and although I tried to tell her it was only a joke, she was very angry with me! She thought it was a 9) bad thing to do.



3 Read the story in Exercise 2 again and answer the questions.

Which paragraph:

- a describes the main event?
- b describes how people feel?
- c describes the place and sets the scene?

4 Read the advertisement from an English-language magazine. Write a story of about 120–150 words.

TRUE STORIES

WRITE A STORY ABOUT A FUNNY, FRIGHTENING OR INTERESTING EVENT. WE'LL PUBLISH THE BEST STORIES NEXT MONTH.



Do you need more practice?

Go to: CD-ROM, Unit 12.

Vocabulary

1 Replace the underlined adjective in the sentence with one that means the opposite.

- She's always been very lazy and likes to do all her homework before meeting her friends.
..... hard-working
- He's got lots of friends because he's serious and makes people laugh.
- I don't like sitting next to her in class because she's timid and is always telling me what to do.
.....
- I tried to tell him what a difficult time I was having but he was really sensitive and didn't want to listen to me.
.....
- We're looking for some unimaginative people to help with costumes for this year's carnival.
.....
- If you and your friends have to be so quiet can you please go outside?

2 Match the descriptions (1-6) with the weather words (a-f).

- The weather has been dry with not enough water. ...e.
 - A violent storm with very strong winds.
 - A lot of water in an area that is usually dry.
 - We could hear thunder and see lightning.
 - A storm with wind and snow.
 - A period of unusually hot weather.
- a a thunderstorm b a heat wave
c a drought d a blizzard
e a hurricane f a flood

3 Complete the text with the correct word or phrase.

get fit regular exercise unhealthy out of breath
stamina running training healthy diet

Healthy living

Taking 1) regular exercise and eating a 2) is the best way to make sure you 3) But don't do it on your own. Sport is much more fun if you do it with your friends. Try something you haven't done before like break-dancing or 4) with a club. You might find the 5) difficult at first. Most people are surprised at how quickly they are 6) but this won't last forever and you'll soon start feeling really good. You'll build up 7) and maybe even find that it's fun. After a couple of months you'll be glad you've given up 8) habits and made new friends.

4 Complete the sentences with the correct form of these verbs. Use each verb once only.

go go on buy book take

- Don't forget to take lots of photos when you're away.
- We can't wait to holiday and have some sunshine.
- They sightseeing in New York and said it was fantastic.
- I'm going to phone the theatre and tickets for tonight's show.
- The best place to souvenirs is the local market.

5 Replace the underlined adjective in the sentences (1-5) with a stronger adjective (a-e).

- She's frightened of roller coasters. ...d. a hectic
- They were tired after the race but glad they had finished it. b exhausted
- It's busy at home because we are planning for mum's party. c terrified
- She hated the film but I thought it was funny and couldn't stop laughing. d hilarious

6 Read the text and choose the answer, A, B, C or D, that best fits in each gap.

If I had known that a short 1) to a volleyball competition was going to be such a disaster I think I would have stayed at home. I 2) volleyball for a really good 3) at school and I get 4) well with the other players so I was looking forward to 5) the day with them last Saturday. We all met at the bus station at 9 a.m. and had our photo 6) by the local newspaper. It was 7) cold so we were pleased when we were finally told we could get on the bus. Some of the players were 8) to the driver because they were so cold but he told them it would soon warm up when the engine started. But it didn't start and the driver had to call somebody to come and 9) the battery. When we finally set off the heater wouldn't work and it was 10) inside the bus than outside. We then noticed that it was beginning to snow. At first there wasn't much but soon we found ourselves in the middle of a 11) Everything was white and we had no idea where we were going. Fortunately we had a 12) driver who decided to stop the bus and wait until the weather improved. We waited for four hours and when the snow finally stopped, we found we were back at the bus station.

- | | | | |
|-------------------|--------------|------------|---------------|
| 1 A voyage | B tour | C travel | D journey |
| 2 A practise | B play | C go | D do |
| 3 A league | B unit | C team | D group |
| 4 A on | B by | C with | D off |
| 5 A spending | B spend | C pass | D passing |
| 6 A caught | B taken | C made | D done |
| 7 A freeze | B frozen | C freezing | D froze |
| 8 A shrieking | B whispering | C mumbling | D grumbling |
| 9 A reuse | B renew | C recycle | D recharge |
| 10 A colder | B more cold | C cold | D the coldest |
| 11 A thunderstorm | B hurricane | C blizzard | D heatwave |
| 12 A carefree | B careless | C careful | D cared |

Grammar

1 Complete the sentences using reported speech.

- 'You can't stay tonight,' Marisa told them.
Marisa told them (that) ... *they couldn't stay that night*
- 'We loved the new film,' they said.
They said (that) they
..... the new film.
- 'Go and finish your homework,' she told them.
She told them
..... homework.
- 'Who won the race?' he asked.
He asked
..... the race.
- 'Paul should do more sport,' Tom said.
Tom said (that) Paul
..... more sport.
- 'Have you been to the new gym?' Neil asked.
Neil asked her
..... to the new gym.
- 'Don't drink the tap water,' the teacher told them.
The teacher told them
..... tap water.
- 'Steve's gone to Germany with the band,' Sally said.
Sally said (that)
..... to Germany with the band.

2 Choose the correct form to complete the sentences.

- To *organise*/*organising* a concert can be really hard work.
- Do you think it's possible to *finish*/*finishing* the race in less than an hour?
- He's always enjoyed *making*/*to make* things with his hands.
- Don't forget to *bring*/*bringing* your guitar to the party.
- We're planning to *travel*/*travelling* around Europe by train.
- I don't mind to *sing*/*singing* in front of the class, it's good fun.

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

- If I *had known* (know) you were coming, I'd have bought a nice cake.
- She'd have spoken to you if she
(see) you.
- I wish the concert (not finish) so early.
- He might have come if he (be invited).
- I wish you (be able to) stay longer.
- If we (not arrive) so late, the door wouldn't be locked.

4 Choose the correct form to complete the sentences.

- Do you*/*You don't* have to leave all your clothes on the floor? It's a mess.
- You *must*/*mustn't* worry so much about the performance – it will be fine.
- We *have to*/*had to* buy extra clothes because it was so cold when we arrived.
- She *doesn't have to*/*mustn't* train this weekend so she's going to relax with her friends.
- I *must*/*mustn't* find out how I can do more to help protect the planet.

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

- Paul is 1.60 m and Jack is 1.57 m. TALL
Paul is *not as tall as Jack*
- David finished the race in 35 minutes and Andrew finished it in 25 minutes. FAST
Andrew was
- My dad is 47 and my mum is 45. OLD
My dad is
- It was 21°C yesterday and it's 15°C today. WARM
Today is
- Vanessa does sport three days a week but Maria does sport every day. FIT
Vanessa

6 Choose the word or phrase, A, B, C or D, that best completes the sentence or conversation.

- I asked him what he was doing at the station and he said he for a friend.
A has been waiting B had waited
C was waiting D is waiting
- 'I think this is the best festival I've ever been to.'
'Yes, me too. I wish we to go home!'
A won't have B don't have
C wouldn't have D didn't have
- 'Adam wants purple hair!'
'I know, he's now at the new hairdresser's in town.
A got it done B getting it done
C going to get it done D gets it done
- Why didn't you tell me you were in the square? I met you there.
A could have B may have
C should have D ought to have
- You can identify my bag easily. It's of them all.
A the big B the biggest
C big D bigger
- If you want to call me during the holidays I at my grandma's house near the beach.
A would stay B will have stayed
C will stay D will be staying

Answer Key

Unit 1

Vocabulary 1

- 1** 1 smart 2 terrified
3 talented 4 ready
5 quiet 6 loud
7 hard 8 confident
- 2** 1 b 2 h
3 d 4 f
5 g 6 e
7 c 8 a
- 3** 1 voice 2 stares in disbelief
3 admit 4 audience
5 couple
- 4** 1 professional 2 musician
3 transformation 4 moves/movements
5 contestant 6 fashionable
- 5** 1 stay up 2 come from
3 move to 4 go back
5 went well

Reading

- 1** A 3
B 1
C 2
- 2** 1 D 2 D
3 C 4 B
5 C

Vocabulary 2

- 1** 1 DJ 2 web designer
3 surfer 4 musician
5 farmer 6 chef
7 rock singer 8 (football) manager
- 2** 1 looks right
2 on his own
3 singing like a professional
4 learn fast
5 under pressure
6 find it difficult
7 like a challenge
- 3** 1 A 2 B
3 B 4 A
5 A 6 A
- 4** 1 does 2 finding
3 doing 4 doing
5 get

- 5** 1 annoyed 2 interesting
3 frightened 4 surprised
5 boring 6 amazing

- 6** 1 of 2 about
3 in 4 at
5 on 6 with

- 7** 1 with 2 about
3 in 4 at
5 by 6 on

Grammar

- 1** 1 comes
2 loves
3 is training, wants
4 doesn't think
5 Do you wear, hate
6 are going
7 is staying, is looking
8 don't know
- 2** 1 'm writing/am writing
2 's/is
3 'm having/am having
4 'm sitting/am sitting
5 're waiting/are waiting
6 wants
7 is
8 think
9 hope
10 'm not/am not
- 3** 1 She's always late for work.
2 Do you usually stay up late?
3 We often watch those reality shows on TV./We watch those reality shows on TV often.
4 They never go to dance clubs at the weekend.
5 I sometimes stay up late and listen to music./ Sometimes I stay up late and listen to music.
6 I rarely go to bed late but I always find it difficult getting up in the morning./I always go to bed late but I rarely find it difficult getting up in the morning.

- 4** 1 Are 2 Does
3 Have 4 Do
5 Are 6 Has

- 5** 1 C 2 B
3 D 4 A
5 A

Use your English

- 1** 1 do 2 am
3 about 4 are
5 from 6 of/with

- 7 not
9 with/by
11 by
- 8 by
10 do
12 is

- 2 1 C
3 A
5 C
- 2 B
4 C
6 B

Writing an email

- 1 1 B
2 A
3 A

- 2 Hi,
Hope to hear from you soon!

- 3 Students' own answers

- 4 1 Start your email
2 Introduce yourself
3 Give general information
4 Give some more information
5 Finish your email

- 5 1 c
3 a
- 2 d
4 b

- 6 Students' own answers

Unit 2

Vocabulary 1

- 1 1 c
3 a
5 f
7 i
9 h
- 2 e
4 d
6 b
8 j
10 g

- 2 1 complained
3 giggled
5 make excuses
- 2 misbehave
4 making fools of
6 concentrated

- 3 1 take part in
3 made up
5 turn off
- 2 carried on
4 dealt with

- 4 1 cool
3 trainers
5 ridiculous
- 2 hoodie tops
4 trousers

Reading

- 1 1 A
3 D
- 2 B
4 C

Vocabulary 2

- 1 **People:** teacher, cleaner, student, head teacher, school secretary

Places: classroom, assembly hall, library, science lab, canteen, corridors, staff room, head teacher's office

Subjects: English, history, languages, science, football (games)

- 2 1 advertisement
3 disappointment
5 embarrassment
7 imagination
9 organisation
- 2 concentration
4 discussion
6 examination
8 improvement
10 punishment

Watch out!

behaviour explanation

- 3 1 A
3 D
- 2 C
4 C

- 4 1 made up
3 keep up with
5 took off
- 2 put up with
4 took up

- 5 1 make
3 keeps
5 put
- 2 take
4 take
6 make

Grammar

- 1 1 didn't watch
2 were you talking
3 finished, went
4 won
5 was practising, were eating
6 was having, rang
7 didn't come
8 weren't playing, were watching
9 Were you
10 I didn't do, was

- 2 1 who
3 when
5 where
7 which
- 2 which
4 that
6 where
8 who

- 3 1 who were wearing school uniform were in detention.
2 who were playing football
3 who were in the team
4 where we met
5 where we went on Sunday afternoon
6 that we played
7 which is my favourite way to communicate, is very easy.
8 was at the disco on Saturday when Joe showed us how to break dance.
9 is the skateboard park that I told you about.
10 that everyone wants to watch is on TV tonight.

Watch out!

6, 9, 10

Use your English

- 1** 1 who 2 on
 3 so 4 was
 5 when/as 6 who
 7 Were 8 of
 9 where 10 was
 11 did/could 12 which/that
- 2** 1 education 2 explanation
 3 discussion 4 imagination
 5 disappointment 6 entertainment
 7 punishment 8 behaviour
 9 advertisement 10 revision
- 3** 1 that we did for our exam
 2 who are in detention
 3 which were very different from usual,
 4 who didn't pass their exams
 5 that the teachers hated
 6 which the teachers had to listen to for half an hour

Writing a story

- 1** 1 but 2 because
 3 Then 4 until
 5 so 6 After
 7 and 8 When
 9 After 10 and
- 2** A 1 B 1
 C 2 D 2
 E 3
- 3** 1 **actions in progress in the past:** were listening, were already living, was looking forward to
 2 **completed past actions:** arrived, didn't understand, turned off, thought, opened, came in, introduced, asked, helped, chatted, found, got, told
- 4** Students' own answers

Unit 3

Vocabulary 1

- 1** 1 e 2 d
 3 h 4 g
 5 b 6 f
 7 a 8 c
- 2** 1 chill out 2 soft toys
 3 make money 4 get a life
 5 before it's too late 6 no wonder

3 across

- 1 chat 4 wardrobe
 7 cushion 8 radio

down

- 1 chair 2 cousin
 3 bedroom 5 guitar
 6 tunes

Reading

- 1** 1 Della/Carl (messy), and Alice (organised)
 2 Alice and Carl
 3 Ben and Della
- 2** 1 B 2 D
 3 C 4 A
- 3** 1 share 2 second-hand
 3 practise 4 gross
 5 stuff 6 organise

Vocabulary 2

- 1** 1 comfortable 2 dangerous
 3 enjoyable 4 famous
 5 hopeful 6 horrible
 7 messy 8 moody
 9 scary 10 sensible
- 2** 1 credit card 2 cash
 3 cheque 4 pocket money
 5 price 6 change
- 3** 1 earn 2 save up
 3 waste 4 spend
 5 cost 6 afford
 7 lend 8 pay
 9 owe
- 4** 1 unacceptable 2 independent
 3 informal 4 immature
 5 impractical 6 invisible
- 5** 1 impossible 2 inexpensive
 3 comfortable 4 impatient
 5 enjoyable 6 horrible
 7 acceptable 8 untidy
 9 messy 10 famous

Grammar

- 1** 1 are going to
 2 will find
 3 are going to reduce
 4 will save
 5 are going to enjoy
 6 won't get

- 2** 1 are you doing 2 am playing
 3 Will you call 4 will call
 5 are going 6 will come
- 3** 1 is going to 2 I'm going to
 3 won't 4 will/are going to
 5 'm going to 6 'll
 7 Shall 8 are giving/buying
- 4** 1 must be 2 must be
 3 might be 4 may be
 5 can't be
- 5** 1 It's 11 p.m., so they must be in bed.
 2 I don't know the price, but it might be expensive.
 3 I haven't seen the film, but it should be good.
 4 Jack never spends his pocket money, he must be saving up for something.
 5 No one goes to that cafe, it can't be very good.
 6 Jim might come, but he's very unreliable.
 7 He's just woken up, so he might not want to see you.

Use your English

- 1** 1 off 2 of
 3 round/over 4 out
 5 up 6 turn
 7 for 8 catch
 9 out 10 play
 11 watch 12 out
 13 up/on 14 up
 15 time 16 put
- 2** 1 moody 2 scary
 3 terrible 4 careful
 5 dangerous 6 successful
 7 noticeable
- 3** 1 are you going to spend
 2 cost a lot
 3 can't afford
 4 am saving
 5 promises not to waste
 6 is going to

Writing a formal letter

- 1** 1 B 2 A
- 2** 1 informal
 2 No, he doesn't.
 3 Could you tell me/Please let me know/I'd like to know
- 3** 1 Please let me know/I'd like to know
 2 Could you tell me/Could you let me know
 3 I'd like to know/Please let me know

- 4** (Suggested answer)
 In the evening I go to bed at 10.30. I listen to CDs until I fall asleep. In the morning, Mum calls me at half past seven. I find it hard to wake up. I get up at eight thirty.

- 5** Students' own answers

Unit 4

Vocabulary 1

- 1** 1 massage 2 workshop
 3 queue 4 event
 5 smell 6 entertainment
 7 taste 8 tent
 9 band 10 smile
- 2** 1 spray 2 screamed
 3 splashed 4 raced
 5 carry
- 3** 1 book different groups
 2 's been running
 3 live
 4 laid-back
 5 in a good mood
- 4** 1 put up 2 tuned up
 3 set off 4 build up
 5 put on 6 turned into

Reading

- 1** A Play an instrument 4 B Dance workshops 2
 C Circus skills 1 D Magic tricks 3
- 2** 1 1 2 2
 3 4 4 3
 5 4 6 1
 7 4

Vocabulary 2

- 1** People
 crowd
 performer
 organiser
 acrobat
 audience
 band member
- Entertainment**
 parade
 fireworks
 plays
 circus acts
 show
 carnival

2 stalls/stage/raisemoney/atmosphere/costume/
themepark/participants/amazing

3 1 atmosphere 2 raise money
3 stage 4 participants
5 amazing 6 costume
7 stalls 8 theme park

4 1 dance parade. 2 chocolate massage
3 fire festival 4 festival organiser

5 1 fast 2 loudly
3 quickly 4 happily
5 hard 6 badly
7 quietly 8 well

6 1 beautifully 2 nervously
3 carefully 4 enthusiastically
5 perfectly 6 colourfully
7 heavily 8 continuously
9 easily 10 safely

Grammar

1 1 A 2 B
3 A 4 A
5 B

2 1 been
2 have you seen
3 been walking around
4 Have you met
5 have you tried
6 been eating

3 1 walked/have cancelled
2 've been performing/haven't taken
3 's been jumping/'s been
4 's stopped/have gone
5 haven't eaten
6 have been doing/'ve called
7 've met /'ve seen
8 haven't been

4 1 to 2 for
3 to 4 for
5 to 6 to

5 1 to 2 -
3 for 4 -
5 - 6 to

Use your English

1 1 B 2 C
3 A 4 C
5 A 6 D
7 A 8 B
9 B 10 A

2 1 amazing 2 Traditionally
3 happily 4 differently
5 crazily 6 entertainment
7 performers 8 energetically
9 slowly 10 definitely

Writing an article

1 Students' own answers

2 1 B 2 A
3 D 4 C

3 1 2 2 4
3 1 4 3
5 4 6 3
7 4

4 1 B 2 A
3 A

5 Students' own answers

Time to revise 1

Vocabulary

1 1 under 2 get
3 success 4 best
5 look 6 carry
7 up 8 do
9 like 10 keep
11 make 12 wrong

2 1 annoying 2 relaxing
3 bored 4 worried
5 frightened 6 terrifying
7 surprised 8 annoyed

3 1 e 2 d
3 b 4 c
5 f 6 a

4 1 waste 2 prices
3 cash 4 change
5 afford 6 Save
7 buy 8 lend

5 1 h 2 d
3 g 4 a
5 b 6 e
7 f 8 c

6 1 successful
2 organisation
3 famous
4 impossible
5 enjoyable
6 happily

- 7 dangerous
- 8 impatient
- 9 Advertisements/Adverts
- 10 imagination
- 11 affordable
- 12 quickly

Grammar

- 1** 1 Do you spend 2 bought
 3 was playing 4 'm going to
 5 'll be 6 Shall we
 7 think 8 Are you staying
- 2** 1 holds 2 are already making
 3 is 4 designed
 5 won 6 didn't expect
 7 were looking 8 called
 9 've wanted 10 'm going to study
 11 I'll join 12 'll become
- 3** 1 who 2 which
 3 that 4 that
 5 which 6 who
 7 that 8 who
- 4** 1 must 2 can't
 3 should 4 may
 5 shouldn't
- 5** 1 Sara gave her best friend a CD.
 2 They bought tickets for everyone.
 3 Adam lent his bicycle to his brother.
 4 Jane cooked dinner for her family.
 5 Did Peter sell his guitar to Adam?
- 6** 1 find 2 up
 3 to 4 on
 5 which/that 6 at
 7 with 8 for
 9 some 10 to
 11 of 12 who

Unit 5

Vocabulary 1

- 1** 1 A 2 B
 3 A 4 B
 5 B 6 B
 7 B 8 B
- 2** 1 feel responsible 2 feel guilty
 3 do the right thing 4 leave her alone
- 3** 1 deal with 2 carry on
 3 hand over 4 give up
 5 believe in

Reading

- 1** 1 A 2 B
2 1 B 2 A
3 1 B 2 D
 3 A 4 E (C is not used)

Vocabulary 2

- 1** **dis-**agree, honest, obey approve; **il-** logical, illegal;
ir- responsible
- 2** 1 legal 2 account
 3 married 4 vote
 5 proof 6 certificate
 7 ID 8 licence
 9 law 10 court
 11 judge 12 prison
 13 fine
- 3** 1 T 2 T
 3 F 4 F
 5 T 6 T
 7 F

Grammar

- 1** 1 tells 2 stop
 3 work 4 earn
 5 don't hand 6 don't
 7 arrive 8 stay
 9 feel 10 count
 11 want 12 ask
- 2** 1 wear, will laugh
 2 shout, will cry
 3 won't hear, don't shout
 4 agree, will come
 5 won't bother, believe
 6 won't sell, don't have
 7 disobey, will get
- 3** 1 If I were you, I wouldn't have a tattoo.
 2 If I knew the answer, I would tell you.
 3 They wouldn't play football if the school didn't have a football pitch.
 4 If the canteen opened for breakfast, the students would arrive early.
 5 If you brought your ID, they would know how old you are.
 6 If I was seventeen, I would get a driving licence.
- 4** 1 you didn't wear/wouldn't laugh
 2 wouldn't get/you did
 3 the tickets weren't
 4 wouldn't want/if they weren't
 5 would have walked/wasn't
 6 knows

- 5 1 too 2 enough
 3 so 4 such a
 5 so 6 such

Use your English

- 1 1 B 2 A
 3 D 4 C
 5 B 6 D
 7 A 8 C
 9 B 10 A
- 2 1 disapprove 2 illogical
 3 irresponsible 4 dishonest
 5 disobey 6 disagree
 7 illegal
- 3 1 not old enough
 2 if you obey
 3 unless the bullies leave
 4 isn't confident enough to
 5 too slowly to catch
 6 so strange that
 7 such a long walk
 8 if they didn't want people

Writing a letter of advice

- 1 **Polite, friendly advice:** Ask your friend/parents Can't you ...? How about ...? I suggest that ... If I were you, I'd ... Why don't you ...?

Instructions: Don't ... Tell your friend/parents ... You must ... You shouldn't ...

- 2 C
 3-5 Students' own answers

Unit 6

Vocabulary 1

- 1 1 c 2 f
 3 b 4 e
 5 g 6 h
 7 a 8 d
- 2 1 review 2 talk about
 3 score 4 respond
 5 look like 6 recommend
 7 influence 8 come out
- 3 1 unusual 2 interactive
 3 traditional 4 loads of
 5 hooked 6 disappointed
 7 dull 8 intelligent

Reading

- 1 1 a film 2 the past
 2 1 F 2 T
 3 F 4 F
 5 T 6 T

Vocabulary 2

- 1 1 d 2 e
 3 g 4 h
 5 a 6 c
 7 f 8 b
- 2 1 laptop 2 portable
 3 graphics 4 online
 5 best-selling 6 memory stick
- 3 1 exciting new 2 small, beautiful French
 3 long blonde 4 fantastic, big blue
 5 smart, red leather 6 unfriendly, old American
 7 tiny new 8 dangerous little
- 4 1 B 2 D
 3 A 4 C
 5 B 6 D
 7 C 8 A
 9 B 10 D

Grammar

- 1 1 have never flown 2 Have you ever bought
 3 bought 4 Did you go
 5 went 6 have already started
 7 haven't played
- 2 1 have had 2 kept
 3 was 4 could
 5 didn't have 6 bought
 7 've taken 8 've also sent
 9 've received 10 has become

- 3 **Countable (singular):** expert, hero, mouse, website
Countable (plural): buses, minutes, people, villains
Uncountable: information, money, music, speed

- 4 1 many 2 some
 3 a little 4 lots of
 5 a few 6 a bit of
 7 a lot of 8 any
 9 several 10 much

Watch out!

some, any

Use your English

- 1 1 much 2 just
 3 already 4 since

- 5 yet
7 never
9 many
- 6 for
8 some
10 any/enough

- 2 1 D
3 A
5 D
- 2 B
4 C
6 B

- 3 1 dress up
3 find out
- 2 bring up
4 curl up

- 4 1 has just bought
2 have already used
3 six months since
4 have never played
5 bought any new computers for
6 finished downloading the music yet.

Writing a review

- 1 **Action/adventure:** *action-packed, exciting, thrilling*
Horror/ghost: *frightening, scary, strange*
Romance: *happy, loving, romantic*
Comedy: *comical, funny, humorous*

- 2 **introduction** d
plot: b, f, g, i
- characters** a e, h, j, k
personal opinion c, l

- 3 1 Jonathan Harker goes to Transylvania to meet Count Dracula, who wants to buy a house in England.
2 **At first**, Jonathan thinks that Dracula is a kind man, but **later** he finds out that Dracula is a vampire.
3 Dracula comes to England **and** turns Lucy into a vampire.
4 Mina is also in danger, **so** Jonathan gets help from Professor van Helsing, **who** is a vampire expert **and** knows how to kill vampires.
5 **They** have to find Count Dracula **and** kill **him** before he changes Mina into a vampire.

- 4 Students' own answers

Unit 7

Vocabulary 1

- 1 1 filthy
3 poisonous
5 unimaginable
7 exotic
- 2 tasteless
4 rotten
6 dangerous

- 2 1 companion
3 privacy
5 valuable
7 sailor
- 2 murderer
4 robber
6 violence

- 3 1 robber
3 murderer
- 2 valuable
4 sailor

- 5 violence
7 companion
- 6 privacy

- 4 1 jewels
3 sweat
5 satellite navigation

- 5 1 go to
3 looking for
5 got home
- 2 suffering from
4 sat around

Reading

- 1 A 3
C 2
- B 1

- 2 1 D
3 D
5 C
- 2 A
4 B
6 A

Vocabulary 2

- 1 1 the millennium
3 a fortnight
5 centuries
- 2 (400) BC
4 in the 1500s
6 A decade

- 2 1 for
3 in
5 for
- 2 In
4 from
6 on

- 3 1 at the time
3 most of the time
5 on time
- 2 by the time
4 in time
6 from time to time

- 4 1 D
3 A
5 B
- 2 E
4 C

- 5 1 D
3 C
5 B
7 A
- 2 C
4 A
6 A
8 B

Grammar

- 1 1 had gone
2 had only been travelling
3 had taken out
4 had tried
5 had been planning
6 had discovered

- 2 1 had been planning
3 had decided
5 had had
7 had stopped
9 had fallen asleep
- 2 had been shining
4 had been working
6 had made
8 had been sitting
10 hadn't eaten

- 3 1 could
3 couldn't
5 can
- 2 can't
4 could
6 couldn't

- 4** 1 D 2 F
 3 A 4 C
 5 B 6 E
- 5** 1 B 2 C
 3 C 4 B
 5 D 6 A
 7 B 8 A

Use your English

- 1** 1 B 2 D
 3 B 4 A
 5 C 6 A
 7 D 8 C
 9 C 10 B
 11 D 12 A
- 2** 1 could learn
 2 had been looking for treasure
 3 they could/can
 4 had gone
 5 they had been
 6 couldn't/didn't continue

Writing an article

- 1** 1 Life as a mother E
 2 Money problems D
 3 Life as the queen C
 4 International history B
 5 Family background A
 6 A sad ending F
- 2** (Suggested answers)
 1 she was happy – liked dancing and music
 2 problems between France and Austria/had to marry French prince
 3 boring/no privacy
 4 didn't have a child/spent lots of money
 5 loved being a mother
 6 thought they had all the food
- 3** 1 on 2 November, 1755
 2 fifteenth
 3 dancing
 4 musician
 5 was happy
- 4** Students' own answers

Unit 8

Vocabulary 1

- 1** 1 aggressive 2 jaws
 3 urgently 4 recognise

- 5 replace 6 pet
 7 sensors 8 discover
 9 equipped 10 universe
 11 career

- 2** 1 d 2 e
 3 a 4 g
 5 b 6 h
 7 f 8 c

Reading

- 1** 1 C 2 A
 3 B
- 2** 1 B 2 A
 3 B 4 A
 5 B
- 3** a 2 b 2
 c 3 d 1
 e 1 f 3

Vocabulary 2

- 1** 1 inventor, mathematician
 2 writer
 3 competitors
 4 scientist
 5 manufacturer
 6 musicians
 7 engineer
 8 designer
- 2** 1 smell 2 tongue
 3 feel 4 see
 5 visual 6 sounds
 7 hear
- 3** 1 B 2 A
 3 D 4 C
 5 A 6 C
 7 B
- 4** 1 broken up 2 turn it up
 3 switched off 4 cut off
 5 fell apart 6 broken down
 7 Switch on 8 speak up
- 5** 1 broke down 2 turn, down
 3 turned up 4 speak up
 5 switched off 6 switched on
 7 break up 8 cut off
 9 fell over 10 fell apart
 11 depend on

Grammar

- 1** 1 The matches in the RoboCup Challenge are played by robots.
 2 The speedboat is equipped with a powerful motor.
 3 The programs are being developed.
 4 The World Wide Web was invented by Tim Berners-Lee.
 5 The game was being controlled by a joystick.
 6 The cost of mobile calls has been reduced.
 7 One day, human footballers will be beaten by a team of robots.

- 2** 1 No, it isn't. It's controlled by a joystick.
 2 No, it isn't. It's made by Samsung.
 3 No, it isn't. It's being used by students.
 4 No, it wasn't. It was invented by Volta.
 5 No, it wasn't. It was designed by Will Wright.
 6 No, it hasn't. It's been trained by a child.
 7 No, it won't. It'll be ruled by robots.

- 3** 1 doesn't go 2 has been designed
 3 can be controlled 4 can see
 5 didn't like 6 started
 7 are confused 8 are made
 9 are expected

- 4** 1 can't you? 2 should we?
 3 have they? 4 hasn't it?
 5 won't they? 6 can it?
 7 doesn't he?

Watch out!

Sentences 1, 2, 5, 7 expect a positive answer.

Use your English

- 1** 1 on 2 sensors
 3 ears 4 vision
 5 eyes 6 down
 7 apart 8 heard
 9 sights 10 detect
 11 up 12 on
 13 off

- 2** 1 picked up 2 can be used for
 3 must be switched off 4 can be detected by
 5 is expected to beat 6 will be watched by

- 3** 1 manufacturers 2 Scientists
 3 Writers 4 inventor
 5 engineer 6 designer
 7 musician 8 owner
 9 competitors 10 artists

Writing a letter of complaint

- 1** 1 C 2 A
 3 B

- 2** (Suggested answer)

I am writing in connection with *the MP3 Gold*. Although the advert stated that *it would record 30 hours of video or 6,000 songs*, I found that *I was only able to record five hours of video and 200 songs on it*. In addition, *the screen is too small to watch, the pictures were not very good quality and the battery only lasted a few hours*.
 I would like a refund.

- 3** Students' own answers

Time to revise 2

Vocabulary

- 1** 1 at 2 about
 3 for 4 with
 5 to 6 in
 7 on

- 2** 1 hi-tech 2 touch-screen
 3 built-in 4 well known
 5 old-fashioned 6 hand-held

- 3** 1 waste 2 find
 3 save 4 take
 5 spending

- 4** 1 c 2 h
 3 f 4 g
 5 a 6 d
 7 e 8 b

- 5** 1 broken down 2 turn up
 3 switch off 4 cut off
 5 breaking up 6 fallen apart

- 6** 1 A 2 D
 3 B 4 B
 5 C 6 D
 7 A 8 C

Grammar

- 1** 1 is, blame 2 stare, feel
 3 like, will enjoy 4 go, 'll see
 5 had, would send 6 were, would offer

- 2** **singular countable:** film, idea, insult, thought, thriller, virus

plural countable: buses, characters, coins, minutes, people, stories, websites

uncountable: information, news, rubbish, time, traffic

- 3** 1 had been sailing 2 had almost reached
 3 came 4 have attacked/attack
 5 were 6 didn't think

- | | |
|------------------|-----------------------------|
| 7 was looking | 8 had just shouted |
| 9 appeared | 10 was flying |
| 11 felt | 12 saw |
| 13 were carrying | 14 jumped |
| 15 fought | 16 weren't |
| 17 beat | 18 didn't kill |
| 19 took | 20 have been waiting/waited |

- | | |
|-----------------------|-------------------------|
| 4 1 have been bullied | 2 were prevented |
| 3 were forced | 4 will not be tolerated |
| 5 are teased | 6 are protected |
| 7 will be told | 8 will be punished |

- | | |
|-----------------|----------------|
| 5 1 didn't you? | 2 can't they? |
| 3 shouldn't we? | 4 haven't you? |
| 5 could they? | 6 isn't it? |
| 7 was it? | 8 doesn't she? |
| 9 hasn't he? | 10 can you? |

- 6 1 there was so much
2 such strange clothes that
3 were/are too expensive
4 weren't near enough
5 much treasure on the ship
6 there was a lot of

Unit 9

Vocabulary 1

- | | |
|------------------------|-------------------------------|
| 1 1 F | 2 B |
| 3 C | 4 E |
| 5 D | 6 A |
| 2 1 applied | 2 appeared |
| 3 reflects/reflected | 4 admitted |
| 5 approached | 6 remain |
| 3 1 get on | 2 burst into |
| 3 hold on to | 4 took away |
| 5 put up with | |
| 4 1 contest/contestant | 2 impression |
| 3 possession | 4 difference |
| 5 decision | 6 communication |
| 7 reaction | 8 individuality/individualism |
| 5 1 contestant | 2 possession |
| 3 reaction | 4 decision |
| 5 individuality | 6 communication |
| 7 difference | 8 impression |

Reading

- 1 1 B 2 C
3 D 4 D
5 A 6 B

Vocabulary 2

- | | |
|-----------------|-------------|
| 1 1 D | 2 F |
| 3 E | 4 B |
| 5 H | 6 C |
| 7 G | 8 A |
| 2 1 competitive | 2 outspoken |
| 3 mature | 4 laid-back |
| 5 confident | 6 cheeky |
| 3 1 a | 2 the |
| 3 the | 4 an |
| 5 a | 6 the |
| 7 a | 8 the |
| 9 a | |
| 4 1 an | 2 a |
| 3 the | 4 a/an |
| 5 the | 6 the |
| 7 the | 8 a |
| 9 the | 10 the |
| 11 a | 12 the |

Grammar

- 1 1 it had been difficult
2 he didn't like Paul, he was
3 she hadn't made any friends in the
4 Tracey hadn't stopped talking
5 he had been trying to help but she had got
6 she would stay in touch with her
7 he wouldn't do it/that
- 2 1 we were
2 to leave
3 he was
4 not to be
5 everybody was coping
6 she thought
- 3 1 to be able to 2 to appear
3 making 4 to send
5 Getting on 6 to have
7 meeting 8 eating
- 4 1 D 2 A
3 C 4 C
5 D 6 B
7 B 8 A

Use your English

- 1 1 a 2 forward
3 to 4 the
5 to 6 to
7 with 8 told
9 an 10 about/of
11 to 12 to
13 a 14 The

- 2 1 he had enjoyed being
- 2 don't mind staying
- 3 isn't interested in sharing
- 4 told Peter he would give him
- 5 why he was leaving
- 6 you decided whether you are going to watch
- 7 stopped eating
- 8 told Kim to bring

Writing a description

1 Students' own answers

- 2 1 hard-working 2 sociable
- 3 talkative 4 ambitious
- 5 confident 6 bossy

3 Students' own answers

- 4 Paragraph 1: B
- Paragraph 2: C
- Paragraph 3: A

5 Students' own answers

Unit 10

Vocabulary 1

- 1 black rhino camel cow horse husky dog piranha fish
pink river dolphin poisonous snake polar bear
spectacled bear uakari monkey

- 2 1 walk 2 foot
- 3 canoe 4 river
- 5 sledges 6 pulled
- 7 horseback 8 climb

- 3 1 E 2 D
- 3 B 4 A
- 5 C

- 4 1 experience 2 survival
- 3 track 4 wild
- 5 measure 6 temperature
- 7 extreme 8 frostbite

Reading

- 1 1 B 2 D
- 3 C 4 A

- 2 1 C 2 B
- 3 D 4 D
- 5 B 6 A

Vocabulary 2

	Weather	Environment
Hot	drought heat wave humid	desert jungle rainforest
Cold	blizzard ice snow	Arctic glacier
Wet	blizzard cloud flood humid hurricane ice mist snow thunderstorm	jungle rainforest
Dry	drought heat wave	desert

- 2 1 shining 2 boiling
- 3 pouring 4 soaking
- 5 freezing

- 3 blizzard drought flood heat wave hurricane
lightning thunderstorm

- 4 1 careful 2 reuse
- 3 useful/reusable 4 recharge
- 5 harmful 6 careless

Grammar

- 1 1 wish, wasn't
- 2 wished, hadn't been
- 3 wish, would go
- 4 wished, hadn't eaten
- 5 would have believed
- 6 would have got
- 7 wouldn't have climbed

- 2 1 was
- 2 would have gone
- 3 didn't hate
- 4 hadn't had
- 5 wouldn't have been able
- 6 would/might have gone
- 7 hadn't told
- 8 would have been
- 9 had stayed
- 10 I had gone

- 3 1 hadn't learnt, wouldn't have survived
- 2 had got, might have attacked
- 3 hadn't had, wouldn't have been able to cross/couldn't have crossed
- 4 hadn't destroyed, would have got caught

- 4 1 You can **have your** shopping **delivered** and your meals **cooked**.
 2 You can **have** your clothes **washed** and your bedroom **tidied**.
 3 You can **have your** favourite TV programmes **recorded** on DVD.
 4 You can **have** your friends' numbers **programmed** into your phone.
 5 You can **have** your favourite tunes **downloaded** from the internet.

Use your English

- 1 1 A 2 B
 3 C 4 D
 5 C 6 A
 7 B 8 C
 9 A 10 C
 11 B 12 D
 13 B 14 A
 15 C
- 2 1 harmful 2 harmless
 3 recharge 4 reuse
 5 careless 6 careful
- 3 1 They had their rucksacks packed for them.
 2 They had their tickets booked.
 3 They had their journey planned for them.
 4 They had their maps printed.
 5 They had their bikes checked and repaired.
 6 They had their passport photos taken by a professional photographer.
 7 They had their sandwiches made by the cafe.
- 4 1 wish I had gone
 2 wishes she had seen
 3 got his bike
 4 to get her hair cut
 5 might have spilt
 6 wouldn't have been able
 7 they hadn't worn special clothing
 8 to get our luggage carried

Writing a report

- 1 **Linking:** *also, although, as a result, but, however, in addition*
Ordering: *finally, firstly, secondly*
Explaining: *The advantages are, the benefits include, the purpose of*
Concluding: *in conclusion, to sum up*
- 2 A (*any three of the following*): reduce waste, raise money for the school, save water, save energy, reduce the school's electricity bill, encourage students to use less energy

B (*any three of the following*): learn about growing vegetables, eat healthy food, do exercise, get fit, have fun

- 3 1 Although, In addition, and, as a result, also
 2 The purpose of, there are three main benefits of, firstly, secondly in conclusion, to sum up, finally
 3 Students' own answers
- 4 A = Paragraph 3 B = Paragraph 2 C = Paragraph 1
- 5 Students' own answers

Unit 11

Vocabulary 1

- 1 **Across**
 1 addictive 3 technical
 5 tight 7 junior
- Down**
 2 exhausting 4 scary
 6 tough
- 2 1 d 2 e
 3 b 4 c
 5 a
- 3 1 avoid 2 save
 3 wonder 4 repair
 5 combines
- 4 1 equipment 2 maintenance
 3 competitor 4 strength
 5 feeling
- 5 1 pulled off 2 get away
 3 put ... off 4 build up
 5 run out of 6 turned into
 7 get up

Reading

- 1 1 F 2 A
 3 B 4 D
 5 C *E is not needed.*

Vocabulary 2

- 1 1 sporting event 2 race
 3 unhealthy 4 healthy diet
 5 get fit 6 stamina
 7 out of breath 8 regular exercise
- 2 1 c 2 d
 3 a 4 e
 5 b

- 3** 1 beat 2 do
 3 win 4 league
 5 kicked, scored

- 4** 1 D 2 A
 3 A 4 C
 5 B 6 B
 7 A 8 D
 9 C 10 B
 11 D

Grammar

- 1** 1 c 2 e
 3 d 4 b
 5 a
- 2** 1 had to 2 mustn't
 3 will have to 4 don't have to
 5 doesn't have to 6 must
 7 have to 8 had to

- 3** 1 b 2 c
 3 a

- 4** 1 B 2 A
 3 D 4 A

Use your English

- 1** 1 B 2 D
 3 A 4 A
 5 C 6 B
 7 D 8 C
 9 C 10 A
 11 B 12 D

- 2** 1 ought to have drunk
 2 she had to
 3 you have to
 4 might have left
 5 must have been surprised
 6 shouldn't have eaten
 7 don't have to
 8 must take regular exercise

Writing an essay

- 1** 1 D 2 A
 3 A 4 D
 5 D 6 A

- 2** Students' own answers

- 3** 1 Many people say that
 2 On the one hand, on the other hand
 3 To conclude
 4 As well as that
 5 Because of that

- 4** 1 D 2 B
 3 E 4 A
 5 C

- 5** Students' own answers

Unit 12

Vocabulary 1

- 1** 1 annual ticket 2 cash dispenser
 3 credit card 4 opening hours
 5 first aid 6 identity card
 7 free of charge 8 fast food
- 2** 1 scenery 2 comfortable
 3 visitors 4 attraction
 5 fascinating 6 entrance
 7 accommodation 8 information
 9 adventurous 10 thrilling

Reading

- 1** 1 C 2 A
 3 D 4 C
 5 C 6 C

Vocabulary 2

- 1** 1 accommodation 2 trip
 3 tour 4 attraction
 5 destination 6 caravan
 7 luxury
- 2** 1 journey 2 travel
 3 tour 4 trip
 5 cruise
- 3** 1 boat trip 2 luxury hotel
 3 plane journey 4 tour guide
 5 day trip 6 adventure holiday
- 4** 1 D 2 F
 3 A 4 B
 5 C 6 E
- 5** 1 go 2 book
 3 catch 4 taking
 5 go 6 book

Grammar

- 1** 1 cheaper 2 busier
 3 later 4 bigger
 5 more exciting 6 better

- 2** 1 Flying is cheaper than taking the train.
 2 Flying is quicker than taking the train.
 3 Going by bus is cheaper than going by train.
 4 Going by bus is slower than going by train.
 5 Staying in a hotel is more expensive than staying in a youth hostel.
 6 Staying in a hotel is more comfortable than staying in a youth hostel.

- 3** 1 have finished 2 have done
 3 have stopped 4 be visiting
 5 be swimming 6 playing
 7 be sunbathing 8 reading
 9 be working 10 be joining
 11 have left 12 returned
 13 have started 14 be looking forward

- 4** 1 will be working, will have finished
 2 will be waiting
 3 will have read
 4 will have seen
 5 will you have already eaten
 6 will be leaving

Use your English

- 1** 1 have 2 plane
 3 booked 4 luxury
 5 on 6 go
 7 take 8 boat
 9 guide 10 buy
 11 day 12 ride

- 2** 1 grumble 2 astonished
 3 hilarious 4 whisper
 5 hectic 6 risky
 7 mumble 8 yell
 9 shriek 10 terrified

- 3** 1 'll be leaving
 2 'll be starting
 3 'll be earning
 4 'll have saved
 5 'll have learned
 6 'll be working
 7 'll be studying
 8 'll have observed/'ll be observing

- 4** 1 is more dangerous than
 2 have finished working/work
 3 will/'ll be having lunch
 4 'd prefer to
 5 is faster/shorter than
 6 the most exciting
 7 is the best holiday
 8 would/'d rather go to

Writing a story

- 1** 1 usually 2 particularly
 3 all of a sudden 4 Finally
 5 fortunately 6 Eventually

- 2** 1 fascinating 2 huge
 3 risky 4 terrifying
 5 yelled 6 whispered
 7 exhausted 8 terrified
 9 terrible

- 3** a 2 b 3
 c 1

- 4** Students' own answers

Time to revise 3

Vocabulary

- 1** 1 hard-working 2 funny/humorous
 3 confident/assertive 4 insensitive
 5 creative/imaginative 6 noisy/loud

- 2** 1 c 2 e
 3 f 4 a
 5 d 6 b

- 3** 1 regular exercise 2 healthy diet
 3 get fit 4 running
 5 training 6 out of breath
 7 stamina 8 unhealthy

- 4** 1 take 2 go on
 3 went 4 book
 5 buy

- 5** 1 d 2 b
 3 a 4 d

- 6** 1 D 2 B
 3 C 4 A
 5 A 6 B
 7 C 8 D
 9 D 10 A
 11 C 12 C

Grammar

- 1** 1 (that) they couldn't stay that night.
 2 had loved
 3 to go and finish their
 4 who had won
 5 should do
 6 if she had been
 7 not to drink the
 8 Steve had gone

Answer key

- 2** 1 Organising 2 to finish
3 making 4 to bring
5 to travel 6 singing

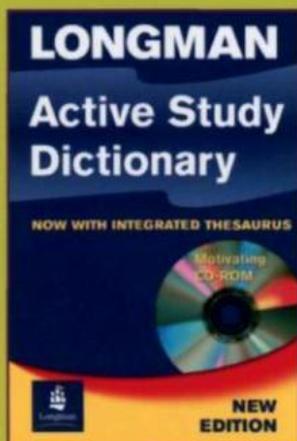
- 3** 1 had known
2 had seen
3 hadn't finished
4 had been invited
5 had been able
6 hadn't arrived

- 4** 1 Do you 2 mustn't
3 had to 4 doesn't have to
5 must

- 5** 1 not as tall as Jack
2 faster than David
3 older than my mum
4 not as warm as yesterday
5 isn't as fit as Maria

- 6** 1 C 2 D
3 B 4 A
5 B 6 D

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