

Malcolm Mann

Laser B1

Student's Book

Includes material for PET


MACMILLAN

With CD-ROM



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	Dictionary Corner 2	Grammar 2	Sound-station	Speaking	Use your English!	Writing Skills	Get Ready to Write
ic	topic vocabulary (education)	stative verbs	/i:/ and /ɪ/ recognition	giving personal information	unit revision	paragraphing	informal letter
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on	phrasal verbs (with <i>off</i>)	articles	opinion expression stress production	expressing opinion, giving reasons 1	unit revision	useful words and phrases for essays	essay
c	word formation (prefixes)	comparatives and superlatives	/ə/ recognition and production	giving examples	unit revision	interpreting notes	informal email
c	topic vocabulary (technology)	present simple and present continuous for the future	/æ/, /ɑ:/ and /ʌ/ recognition	expressing opinion, giving reasons 2	unit revision	using set phrases	formal letter
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e	phrasal verbs (with <i>up</i>)	- <i>ing</i> form or full infinitive?	recognition of /nd/ and /d/, /ŋg/ and /g/	suggesting and recommending	unit revision	awareness of target reader	article
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Unit	Reading	Dictionary Corner I	Grammar I	Listening
9 It's the Way You Tell 'em! <small>page 80</small>	reading for gist	topic vocabulary (humour)	third conditional	listening for specific information
10 Fair Play <small>page 88</small>	distinguishing main concepts	collocations	revision of conditionals and <i>unless</i>	main points
units 9 and 10 • Revision page 96				
11 The Land of Plenty? <small>page 98</small>	recognising discourse markers	topic vocabulary (the environment)	the passive	main points
12 C U @ 8! <small>page 106</small>	understanding sentence function	topic vocabulary (communication)	past perfect (simple and continuous)	deducing meaning
units 11 and 12 • Revision page 114				
13 Getting By <small>page 116</small>	deducing meaning	topic vocabulary (employment)	reported questions	prediction
14 Away From Home <small>page 124</small>	lexical referencing	topic vocabulary (travel)	future perfect simple and future continuous	roles and relationships
units 13 and 14 • Revision page 132				
15 Make or Break <small>page 134</small>	reading for specific information	topic vocabulary (success)	<i>prefer, would rather, had better</i>	listening for intention
16 Buy, Buy, Buy! <small>page 142</small>	implication	topic vocabulary (shopping and money)	question tags	listening for specific information
units 15 and 16 • Revision page 150				

	Dictionary Corner 2	Grammar 2	Sound- station	Speaking	Use your English!	Writing Skills	Get Ready to Write
ic	patterns	relative clauses	recognition of numbers	comparing	unit revision	developing a narrative	short story
	topic vocabulary (sport)	<i>so, such, too, enough</i>	production of numbers	asking and answering	unit revision	awareness of purpose	informal letter
	phrasal verbs (with <i>out</i>)	the causative	homophones	agreeing and disagreeing	unit revision	complex sentences	essay
	word formation (irregular forms)	reported speech	stress mobility	discourse management	unit revision	selecting appropriate style	informal email
	patterns	indirect questions	recognition of /s/ and /ʃ/	expressing future intention	unit revision	using set phrases	letter of application
	collocations	<i>wish and if only</i>	production of /s/ and /ʃ/	speculation	unit revision	making recommenda- tions	review
	phrasal verbs with other particles	direct and indirect objects	recognition and production of /ɔ:/ and /ʌ/	prioritising	unit revision	using the correct register	article
	word formation (verbs, nouns and noun phrases)	<i>although, even though, despite, in spite of</i>	reception and production of question tag intonation	expressing preference	unit revision	punctuation and capitalisation	report

Composition Planners 1-16
Role-play activities
Pattern and collocation database
Phrasal verb database

page 152
page 168
page 170
page 172

Irregular verb database
Speaking database
Grammar database

page 173
page 174
page 175

Try to do this quiz as quickly as you can. Follow the instructions for each question.

Do the Laser Quiz

1

What's the name of Lisa's brother in the story on page 23?

.....
Now take the 2nd letter of your answer and write it in the 5th box at the bottom of the page.

2

What is there a list of on page 172?

.....
Now take the 4th letter of the word beginning with 'p' and write it in the 11th box at the bottom of the page.

3

What's the last word of the article on page 45?

.....
Now take the final letter of this word and write it in the 8th box at the bottom of the page.

4

What's the title of the leaflet on page 98?

.....
Now write the 1st letter of the 3rd word in the 14th box at the bottom of the page.

5

Who wrote the report on page 149?

.....
Now take the 5th letter of the surname and write it in the 13th box at the bottom of the page.

6

These start on page 152. What are they?

.....
Now take the 6th letter of the 3rd word and write it in the 2nd box at the bottom of the page.

7

What's the title of Unit 14?

.....
Now take the 2nd letter of the first word and write it in CAPITALS in the 1st box at the bottom of the page.

8

What's the boy doing in the photo next to Dictionary Corner on page 89?

.....
Now take the 1st letter of your answer and write it in the 12th box at the bottom of the page.

9

Who is the author of this book?

.....
Now take the last letter of his first name and write it in the 6th box at the bottom of the page.

10

Now look at the letter you wrote in the 2nd box at the bottom of the page and write the same letter in the 7th box.

11

What's the name of the girl who sent the email on page 64?

.....
Now take the 5th letter of her name and write it in the 4th box at the bottom of the page.

12

Look at pages 80 and 81. What's the name of the actor who plays Mr Bean?

.....
Now take the 2nd letter of his first name, and write it in the 9th box at the bottom of the page.

13

Now take the 12th letter of the English alphabet and write it in the 3rd box at the bottom of the page.

14

Look back at your answer to question 9. Take the third letter of his first name and write it IN CAPITALS in the 10th box at the bottom of the page.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Laver Gurn

!

1 Welcome Back!

Get warmed up!

Discuss the following. Work in pairs or in groups.

What are your three most favourite subjects at school? Why?

Are there any subjects you don't enjoy? What don't you like about them?

Reading



1 Read the article quickly and complete the table.

Name	Age	Nationality	Does he/she enjoy learning English?
Katerina	13		
Pedro			
Dana			yes
Okó		Ghanaian	

They're all learning English!

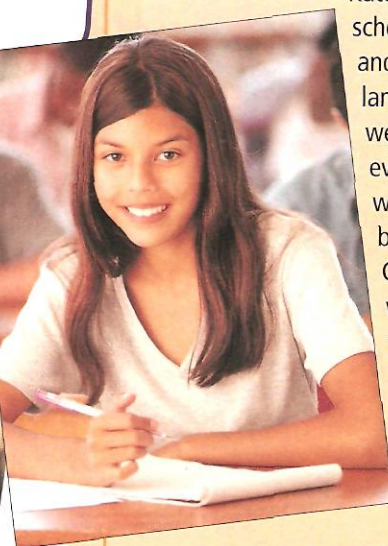
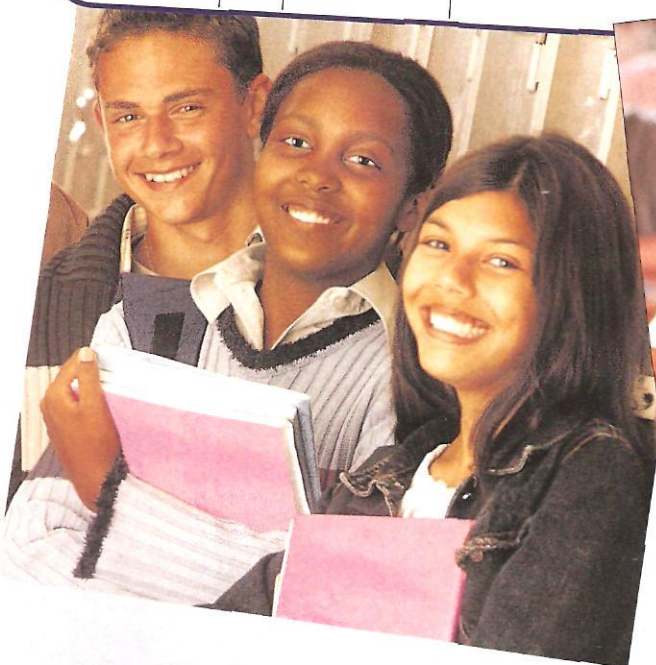
It's the new school year and millions of students all round the world are back in the classroom for another year of learning English. Here are four teenagers who are starting an intermediate English course.

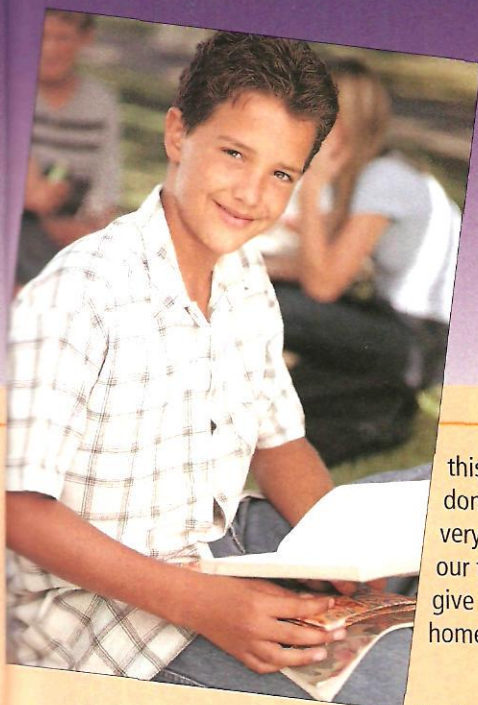
Katerina Xentidi is 13 years old and lives in Athens, Greece. She's looking forward to another year of English. 'I had a great summer holiday,' says

Katerina, 'but I'm happy to go back to school now. I want to see my friends and teachers again. I go to a language school several times a week, usually in the afternoons and evenings. I'm in D class now, so we're starting a new book and beginning to prepare for the Cambridge First Certificate exam, which we'll take in a couple of years or so. I hope the coursebook's not too difficult!'

Pedro Martinez, 14, comes from Madrid in Spain. He's not very fond of learning foreign

languages but he knows how important it is to learn English. 'To be honest,' says Pedro, 'I find English a bit boring sometimes. But I want to be a doctor when I'm older and these days doctors have to be able to speak English. So I'm planning to try my best





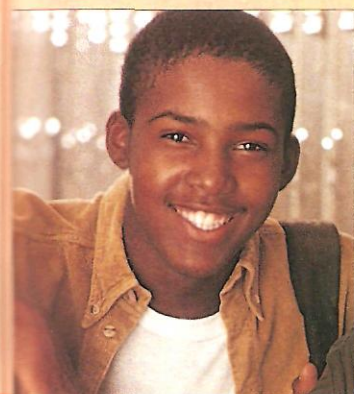
this year, even if I don't really enjoy it very much. I hope our teacher doesn't give us too much homework, though.'

Twelve year-old **Dana Banach** is from Warsaw in Poland. She says she loves learning English. 'Our lessons are always such fun! There's a great atmosphere in the classroom. I sit next to my best friend, Alicia. We're always talking to each other, so sometimes the teachers have to tell us to be quiet! Both my

parents speak English quite well, so they help me with my homework when I get stuck. I actually think English is my favourite subject. I want to be an English teacher some day!'

Oko Boaten is fifteen years old. He's learning English in Accra in Ghana. 'I try to read lots of books and newspapers in English to help me with my studies,' says Oko. 'Here in Ghana, there are usually

lots of kids in the class, so the teachers can't give you a lot of attention. You have to do a lot of the work yourself. But I'm quite good at studying and I like English, so that's okay. My dream is to play football for Manchester United one day, so my English has to be quite good!'



2 Read the article again and decide if the statements are correct (A) or incorrect (B).

- 1 Dana sometimes talks too much in class.
- 2 Pedro knows what job he wants to do when he grows up.
- 3 Katerina's English lessons are often in the morning.
- 4 Oko often studies on his own.
- 5 Dana's mum and dad only speak Polish.
- 6 Katerina is using the same book she used last year.

3 Answer these questions. Write D for Dana, K for Katerina, P for Pedro and O for Oko.

Who ...

- 1 sometimes has problems with homework?
- 2 is getting ready for an exam?
- 3 talks about books?
- 4 doesn't mention a future ambition?
- 5 is the oldest?
- 6 doesn't think English is always interesting?

Home work

Do the Reading exercise on page 4 of your Workbook.

Dictionary CORNER

Complete each sentence using a word from the article. Use the words in bold to help you.

- 1 Chris **is** not very **g** at being quiet in class.
- 2 Can you **h** **me with** this exercise, please?
- 3 I'm not really **a** **to** write a long letter in English yet.
- 4 **Andrea's** not very **f** **of** reading books in English.
- 5 **Are** you **looking f** **to** learning lots of new things this year?
- 6 I'm **b** **to** think that English isn't that difficult, after all!

Home work

Do exercises 1, 2, 3 on page 5 of your Workbook.

Grammar I



Present simple and present continuous

Look at *Grammar database* pages 175-176 before you do the exercises.

1 Choose the correct form of the verb.

- Our English lessons *usually last/are usually lasting* about an hour.
- This week *we revise/we're revising* what we did last year.
- They work out/They're working out* the school timetable at the moment.
- Good teachers *never shout/are never shouting* at their students.
- My dad *always tells/is always telling* me to work harder at school. It's so annoying!
- The end of term *gets/is getting* closer and closer!
- Alison *does work/work* hard, actually.

2 Put the verbs in brackets in the correct form, present simple or present continuous. Be careful with the position of the adverbs.

- Diana (sometimes forget) to do all her homework.
- I (try) to do this exercise at the moment.
- The students (just start) to get to know each other.
- Our teacher (always tell) us a joke at the beginning of the lesson.
- Our English tests (get) harder and harder!
- Learning new vocabulary (often take) a lot of hard work.

3 Write the question and negative form of these sentences.

- | | |
|--|---|
| 1 Katerina wants to see her teachers again. | 4 Dana is sitting next to Alicia. |
| 2 Pedro, Dana and Oko have plans for the future. | 5 You're starting a new book this year. |
| 3 I'm the youngest student in the class. | 6 They're getting ready to go home. |

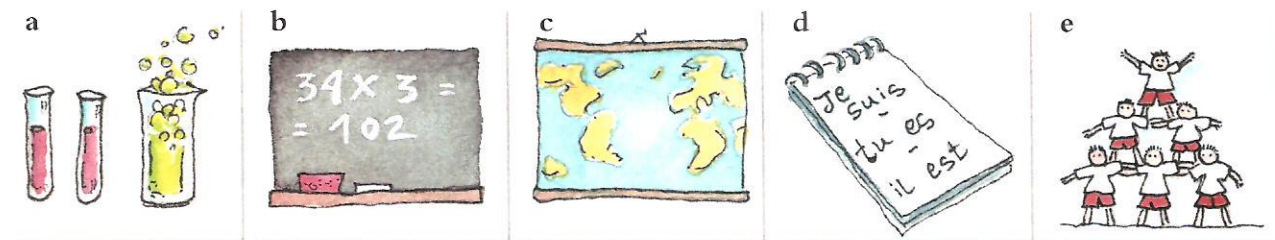


Do exercises 1, 2, 3, 4, 5 on pages 5 and 6 of your Workbook.

Listening



1 Look at the pictures. Which subject is each picture about?



Do the Listening exercise on page 9 of your Workbook.

- 2 You are going to hear Katerina, Pedro, Dana and Oko talking about their school life. Listen and match each speaker to one of the pictures on page 10. Then tick the right box to show how often they do each school subject.

School subject	How often
Katerina	every day/twice a week/once a week
Pedro	every day/three times a week/once a week
Dana	every day/ten times a week/once a week
Oko	every day/four times a week/once a week

- 3 Listen again and answer each question with a word or short phrase.

- 1 What is Katerina's class doing this term?
- 2 What is Pedro doing this morning?
- 3 What does Dana want to use?
- 4 What causes Oko problems sometimes?

Dictionary CORNER

- 1 Match the words with their definitions.

- 1 subject a a series of lessons in a subject
- 2 lesson b a period of rest between lessons at school
- 3 course c the studying of something again, often before an exam, etc
- 4 break d something you learn at school, such as maths
- 5 timetable e a document written by a teacher about a student's progress
- 6 report f a short period of time in which you study a subject
- 7 revision g a schedule/programme of lessons, courses, etc

- 2 Complete the advertisement with the correct form of the words from exercise 1.

Study German in Germany at The Munich School of German

- * one- and two-week summer for all ages
- * classes for students about to take exams
- * fun, varied: every morning, trips and sports every afternoon
- * ten-minute every hour in the morning
- * on student's progress given at end

The Munich School of German – bringing the of German to life!



Do exercises 1, 2 on page 7 of your Workbook.

Grammar 2



Stative verbs

Look at *Grammar database* pages 176-177 before you do the exercises.

1 Tick (✓) the correct sentences. Put a cross (X) next to those that are incorrect.

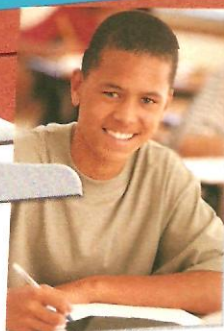
- I'm having a headache at the moment.
- Fiona is really liking her new German teacher.
- I want you to do exercise 3 on page 36 now.
- Nina is not being here today.
- Jim, you're being silly!
- What are you thinking about?
- It is seeming it's the end of the lesson.

2 Complete the school report. Put the verbs into the present simple or the present continuous.

Name: Darren Williams

Year: 9

Subject: Geography



I (1) (be) very pleased that Darren
(2) (seem) to be enjoying geography much
more this term and I (3) (think) that,
on the whole, he has worked hard in class. He says
that he (4) (like) the book we
(5) (do) in class at the moment. This
(6) (be) positive. However, I
(7) (emphatic: want) him to spend a lot
more time on his homework from now on. He
(8) (believe) he (9) (not need)
to spend very long working on his own at home and
that is not true. Without serious study, I
(10) (doubt) he'll do very well in the
exam at the end of the year. I (11)
(know) he (12) (think) about becoming a
musician when he's older, and I (13)
(wish) him every success, but he has to understand
that, without any academic qualifications, he may
have serious problems in later life.

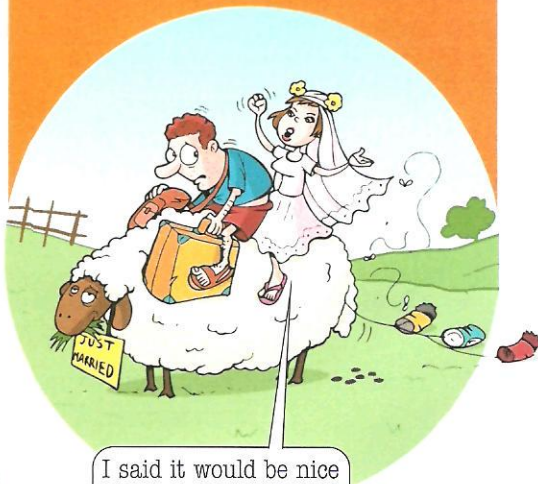
SOUNDSTATION

1 Listen. Can you hear the difference between the words in each pair?

pill / peel	ship / sheep
grin / green	lid / lead
filling / feeling	chick / cheek

2 Listen to the sentences and circle the words you hear.

- Where's the *pill/peel*?
- Look at that *ship/sheep*!
- That's a nice *grin/green*.
- Where did you put the *lid/lead*?
- What a fantastic *filling/feeling*!
- Look at her *chicks/cheeks*.




I said it would be nice
to go somewhere on
a SHIP!

Home work

Do exercises 1, 2, 3, 4, 5 on pages 7 and 8 of your Workbook.

Speaking

1  Listen to an interview with Katerina and answer the questions.

- Does Katerina give one-word answers?
yes/no
- Does she always speak in full sentences?
yes/no
- Does she use 'Well' and 'Oh' to start some of her answers?
yes/no

2 Answer the questions about yourself. Make short notes.

- What time do you get up on school days?
- How do you usually get to school?
- What's your favourite subject? Why?
- What do you usually do at the weekends?
- How often do you have English lessons?
- Are you reading any books at the moment?
- What do you want to do when you leave school?

you	your partner
1	
2	
3	
4	
5	
6	
7	

3 In pairs, ask and answer the questions above and make notes of your partner's answers. Then report back to the class.

Well, I usually get up at ...

My favourite subject's probably/definitely ...

We have English lessons three times / twice / etc a week.

I haven't really decided yet what I want to do when I leave school, but maybe I'll ...

Useful phrases

Use your English!

Read the diary entry and choose the correct answer a, b, c or d to complete it.

September 17th, 2075 AD

Dear Diary,

I wasn't (1)..... forward to today at all, but in fact it was great. We had a two-hour (2)..... in telepathy – that's part of the Brain Studies (3)....., where we learnt how to ask and answer simple questions without talking. That was followed by a test in Practical Living Skills on driving Personal Jet-Propulsion Units. I didn't think I'd do very well because I'm not usually very good (4)..... driving – well, I am only 12 years old! – but in fact I did very well. I think I'm beginning (5)..... the hang of taking off and landing now. At least I didn't crash, like last time. I'm actually becoming quite fond (6)..... PLS. It's not my favourite (7)....., of course. That's definitely still Efficient and Effective Shopping, but it is quite interesting. I think next week in PLS they're (8)..... us how to use a laser to do simple surgery, so I'll be able (9)..... my parents if they ever get ill. That's cool! Anyway, I'd better go now as I've got to prepare (10)..... tomorrow's geography test. It's all about tourist resorts on Mars. Boring! Talk to you tomorrow!

- | | | | |
|--------------|------------|------------|--------------|
| 1 a seeing | b looking | c viewing | d watching |
| 2 a lesson | b subject | c report | d break |
| 3 a lesson | b subject | c course | d timetable |
| 4 a for | b at | c to | d on |
| 5 a to get | b get | c getting | d to getting |
| 6 a with | b at | c in | d of |
| 7 a lesson | b subject | c object | d revision |
| 8 a teaching | b learning | c studying | d working |
| 9 a help | b to help | c helping | d to helping |
| 10 a at | b to | c with | d for |

Writing Paragraphing



- 1 Look at the different parts of the letter. Put them in the right order.

1 2 3 4 5
6 7



A Penny

B It's strange having to wear a school uniform. It's the first time I've ever worn one. We have to wear a blue skirt and a white blouse. If it's cold we also have a blue sweater. I guess I'll get used to it. At least I don't have to decide what to wear in the morning!

C Dear Donna,

D Anyway, I'd better go now. Mum wants me to help with the housework before I do my homework. Take care, Donna, and stay in touch!

E Lots of love,

F Thanks for your letter. It was great to hear from you! I'm really glad your dog's much better now.

G Well, today was my first day at my new school. It's called Parkingham Comprehensive School and there are over a thousand students here. It's very big! Actually, it seems a nice place. The kids in my class are very friendly. I've made one friend so far – a girl called Alison, who I sit next to in French. She's really cool and she helped me find my way around.

Match each part of the letter with its purpose.

part	purpose
1	a to continue with your news
2	b to mention their last letter and something in it
3	c to give a reason for ending the letter
4	d to greet the person you're writing to
5	e to express love
6	f to give your main news



Do exercises 1, 2, 3 on page 9 of your Workbook.

Informal letter

1 Read the letter and answer the questions.

- 1 Who wrote the letter?
- 2 Who is he writing to?
- 3 Underline all the short forms (eg *haven't*, *doesn't*) in the letter.
- 4 Underline one example of an incomplete sentence.
- 5 Circle one example of informal punctuation.
- 6 Find informal words and phrases in the letter that mean the same as these more formal words and phrases:
 - a How are you?
 - b Thank you very much
 - c we have
 - d a lot of
- 7 What two expressions did the writer use before signing his name?
- 8 How many main paragraphs are there?

Dear Adam,

Hi! How's it going? Thanks a lot for your postcard. Sounds like you had a great time in Switzerland.

Well, we went back to school today for the first day of the winter term. Boring! I can't believe how quickly the summer holidays went. Actually, it wasn't that bad. There are a couple of new guys in my class this year and they both seem really nice. One of them is really good at football. I'm going to try to get him on the team!

Talking of football, we've got our first match next week. We're training hard at the moment, and I think we've got a good chance of winning. Wish us luck!

Anyway, I'd better go now. I've got loads of homework to do tonight (unfortunately!).

Write soon!

All the best,
Gary

2 Read the writing task and answer the questions.

Today was your first day back at school after the summer holidays. Write a **letter** to your penfriend about the day, mentioning any other news you have as well.

- 1 What's the name of your penfriend?
- 2 What will you mention about your penfriend's letter in the first main paragraph?
- 3 How was your first day back at school?
- 4 What news do you have about your first day?
- 5 What other news do you have?
- 6 Why do you have to stop writing?
- 7 What expression(s) will you write above your name?
- 8 What name will you write at the end?

Make a plan in Composition Planner 1 on page 152.



You are now ready to write the first draft of your letter. Write between 120 and 150 words. When your teacher has commented on your letter, write the final version.

2

The Weird and the Unexplained



Discuss the following.
Work in pairs or in groups.

Do you believe in ghosts?

How would you feel if you saw a ghost? (eg *I'd be scared, I'd be excited, etc*)

What would you do if you saw a ghost? (eg *I'd scream, I'd run out of the room, etc*)

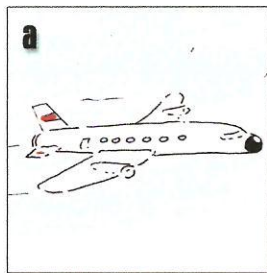
Reading



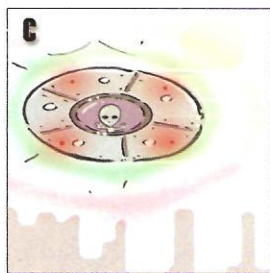
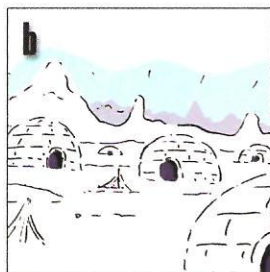
- 1 Read the article quickly and match each of the stories 1-4 with a picture a-d.

This week in *It's a strange world!* our fearless reporter Fiona Tyler investigates four cases of weird and unexplained true stories from North America.

It's a strange world



Did former President of the USA Jimmy Carter see a UFO (Unidentified Flying Object)? He says he did. It all happened back in 1969, when Carter was Governor of Georgia. He was waiting outside with ten other people for an evening meeting to begin when suddenly a very bright object appeared in the sky above them. Carter says it was glowing red and green and was circular in shape. As the people were standing there amazed, it moved closer to them, then moved further away, came back again, and suddenly disappeared. Carter officially reported his UFO sighting to the US government. Some disbelievers say, however, that all he actually saw was the planet Venus. What do you think?



Talking of seeing strange things in America, you don't get much stranger than this! In 1988, seventeen-year-old Christopher Davis was changing a tyre on his car on a road in South Carolina when he saw something very large running towards him across a field. He jumped into his car and locked the door but the creature grabbed the door and tried to open it. Christopher later described the creature as being very tall, with red eyes and green skin. He said it was like a cross between a lizard and a man. Unable to open the door, the creature jumped onto the roof of the car. Christopher started the engine and drove off as quickly as he could. Thankfully, the Lizard Man soon fell off. Christopher was shaking with fear when he got home and there were deep scratches on the roof of the car. Bizarre!



2 Read the article again and choose the best heading for each of the stories 1-4.

- | | | |
|------------------------------|----------------------------------|----------------------------|
| 1 a Was it the moon? | b A visitor from another planet? | c A plane or a helicopter? |
| 2 a A frightening experience | b An enjoyable experience | c An ordinary experience |
| 3 a A plane full of ghosts | b Unknown ghosts | c Many witnesses |
| 4 a Who decided to stay? | b When did they return? | c Where did they go? |

eworld!

3

Pilot Bob Loft was flying Eastern Airlines Flight 401 when it crashed in Florida in 1972. Loft, Flight Engineer Don Repo and ninety-nine others died in the crash. Not long after the accident, on more than twenty occasions, crew members and passengers on other Eastern Airlines flights claimed to have seen the ghosts of Loft and Repo. On one occasion, just before take-off, the captain and two flight attendants saw and spoke to Loft. They said he suddenly vanished before their eyes. The experience left them so scared they cancelled the flight. On another occasion, Repo appeared on board a plane in front of three crew members, one of whom had been a friend of Repo's. Repo warned them to 'Watch out for fire.' He then suddenly disappeared. Later during the flight, a fire did break out but luckily the crew managed to land the plane safely.

4

And while we're on the subject of people suddenly disappearing, how about this odd incident? In November 1930, a hunter from an Inuit village in northern Canada – the Inuit are also sometimes called Eskimos – said goodbye to his friends and family and went off for two weeks' hunting in the mountains. When he returned home, he discovered that the entire population of his village, over 2,000 people, had completely disappeared. Cooking pots were simmering gently on the stoves in the small huts they lived in, but there were no people left at all. And there were no tracks or footprints in the snow leading away from the village. A massive search found no trace of the tribe and no-one knows what happened to them. Now isn't that strange?!

3 Match each of the stories 1-4 with a sentence a-e. There is one extra sentence which you will not need.

- a They appeared to friends and colleagues.
- b His whole community vanished.
- c A famous person witnessed this incident.
- d They disappeared in front of hundreds of people.
- e What he saw terrified him.

Home work

Do the Reading exercise on page 10 of your Workbook.

Dictionary CORNER

Complete each sentence using a word from the article.

- That's **o**..... I'm sure my pen was here a minute ago.
- It was really **w**..... I was just about to phone Jill when she phoned me.
- How **b**.....! I wonder what happened to all those people.
- The UFO flew around for about five minutes and then suddenly **v**.....
- The magician just **a**..... out of nowhere. I don't know where he came from.
- I wouldn't be **s**..... if I saw a ghost. I'd be excited!
- It was the most frightening **e**..... I've ever had.
- The **i**..... occurred at half past three in the morning.

Home work

Do exercises 1, 2, 3 on page 11 of your Workbook.

Grammar I



Past simple and past continuous

Look at *Grammar database* pages 177-178 before you do the exercises.

1 Look at the article on pages 16 and 17 and underline all the sentences which have both a verb in the past simple and a verb in the past continuous. Then find one example of the emphatic past simple.

2 Write the question and negative form of these sentences.

- | | |
|--|--|
| 1 Naomi saw a UFO last week. | 4 The ghosts suddenly disappeared. |
| 2 Bob Loft was flying the plane. | 5 It was the planet Venus. |
| 3 The people were standing there amazed. | 6 He was driving his car when he saw the creature. |

3 Put the verbs in brackets into the correct form, past simple or past continuous, to complete the story.

The other day, a friend of mine called Amy (1) (have) a very weird experience. She (2) (sit) alone in the living room watching TV. There (3) (be) nothing interesting on, so she (4) (turn) the TV off, planning to turn it back on again at four o'clock for her favourite show. She (5) (get) up and (6) (look) at the clock. It (7) (be) 12.05 pm. As she (8) (walk) into the kitchen to get a snack, she suddenly (9) (see) a bright flash of light and (10) (feel) herself rising off the floor. She (11) (close) her eyes while she (12) (go) up because she (13) (be) afraid. When she (14) (open) them, she (15) (find) herself in her bedroom upstairs, with a plate of half-eaten sandwiches in her hand. She immediately (16) (run) back down to the living room and (17) (hear) the theme tune of her favourite programme on TV. It (18) (be) four o'clock! I don't suppose we'll ever really know what (19) (happen) to her that afternoon.

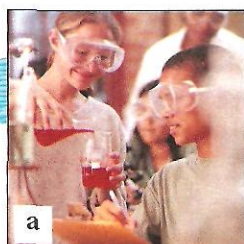


Do exercises 1, 2, 3, 4 on pages 11 and 12 of your Workbook.

Listening



1 Look at the pictures. What are the different places?



Do the Listening exercise on page 15 of your Workbook.

- 2 You are going to listen to four friends talking about strange experiences they have had. As you listen, match each speaker with one of the pictures on page 18. There is one extra picture you will not need.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

- 3 Listen again. Circle the correct answer to complete each sentence.

- One explanation for Speaker 1's incident is that
 a he went to the wrong place
 b time completely stopped
 c he went back in time
- Speaker 2's uncle when he described the fire.
 a was out with his wife
 b thought he was someone else
 c was finding out about history
- In Speaker 3's story,
 a Nick Rice secretly pushed the clock
 b no-one touched the clock
 c the clock broke because they looked at it
- Speaker 4's father was
 a lucky
 b careful
 c clever

Dictionary CORNER

- 1 Choose the correct words.

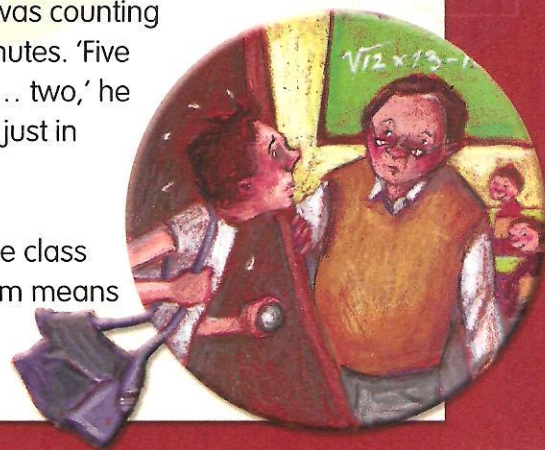
- | | |
|--|-------------------------------------|
| 1 be wide <i>asleep/awake</i> | 6 for a long <i>hour/time</i> |
| 2 be fast <i>asleep/awake</i> | 7 take a short <i>way/cut</i> |
| 3 have a high <i>fever/temperature</i> | 8 in slow <i>movement/motion</i> |
| 4 a narrow <i>escape/freedom</i> | 9 in a deep <i>noise/voice</i> |
| 5 be far <i>away/distant</i> | 10 be in big <i>trouble/problem</i> |

- 2 Complete the story using nine of the phrases above. You may need to change the verb forms.

school days

I wasn't feeling well yesterday and, because I (1)....., my mum said I had to go to bed. After about five minutes, I (2)..... and I had a really strange dream. In my dream, I was walking to school. I was really late, so I decided to (3)..... through the woods. I walked through the woods (4)..... but the school still seemed to (5)..... in the distance. I decided to run but I realised I couldn't run very quickly. It was like I was running (6)..... – like in a movie. I began to panic. Then I heard my teacher, Mr Hickson, say (7)....., 'If you don't get to school in the next three minutes, you'll (8).....'. I was terrified.

Suddenly, I saw my school up ahead. I ran as quickly as I could – through the doorway, up the stairs and into Mr Hickson's classroom. He was counting backwards from three minutes. 'Five seconds ... four ... three ... two,' he said. I made it to my seat just in time. It had been (9)....., and all the other kids in the class clapped. I guess my dream means something, but I've got no idea what. Any ideas?



Home work

Do exercise 1 on page 13 of your Workbook.

Grammar 2



used to and would

Look at Grammar database page 178 before you do the exercises.

1 Tick (✓) the correct sentences. Put a cross (X) next to those that are incorrect.

- Carl used to believe in ghosts but he doesn't any more.
- I would love reading about mysteries when I was younger.
- Did you use to thought there were monsters under your bed?
- Would you go to sleep with the light on when you were very young?
- Miranda never used to buy books about UFOs.

2 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- My grandma always said there was an explanation for everything. **used**
My grandma always there was an explanation for everything.
- I never believed in UFOs until I saw one. **believe**
I in UFOs until I saw one.
- Uncle Bob did great card tricks whenever he came to visit. **would**
Uncle Bob great card tricks whenever he came to visit.
- Kate's sure she saw ghosts regularly when she was a small child. **to**
Kate's sure she ghosts regularly when she was a small child.

Home work

Do exercises 1, 2, 3, 4, 5, 6 on pages 13 and 14 of your Workbook.

SOUNDSTATION

1 Look back at unit 1, Soundstation on page 12. Can you remember the difference in pronunciation within each pair?

bin / bean	grin / green	ship / sheep
chick / cheek	hill / heel	sill / seal
din / dean	lid / lead	will / wheel
filling / feeling	lip / leap	
fist / feast	mill / meal	

Speaking



1 Listen to two students describing pictures a and b below. Tick (✓) the phrases they use.

Student 1

I can see ...

This is a picture of ...

I don't think ...

I think it isn't ...

Useful phrases

Student 2

I'm not really sure ...

I don't really understand ...

It must be ...

It could be ...

It's difficult to tell.

It seems to be ...

Perhaps it's a ...



2 Make notes about these pictures.



eg c. a UFO in the sky

3 Describe the pictures using your notes and the phrases you ticked.

4 Turn to page 168. In pairs, do the role-play activity unit 2.

See Speaking database on page 174.

Use your English!



Read the report and complete each gap with one word. You have been given the first letter to help you.



Case number: 2178

Case name: The Philadelphia Experiment

Date incident occurred: July – October, 1943

Location: Philadelphia, USA

Incident report: US naval scientists (1) **d**..... an experiment to make a ship, the U.S.S. Eldridge, invisible. While the scientists were (2) **w**..... what was happening from another ship, a green fog covered the Eldridge. As the fog (3) **d**....., it became clear that the Eldridge had disappeared too. The scientists (4) **w**..... extremely pleased. After fifteen minutes, they (5) **s**..... the experiment, and the Eldridge reappeared. Unfortunately, the men on the Eldridge all (6) **f**..... ill, and didn't (7) **k**..... what had happened to them. A few months later, they (8) **d**..... the experiment again, but this time they only wanted the ship to become invisible to radar – not to the human eye. The experiment (9) **w**..... wrong, and the ship completely disappeared again. At the same time, people hundreds of kilometres away in Virginia saw the Eldridge appear in front of them for a few minutes. It then (10) **v**....., and reappeared in Philadelphia. This time, the sailors on the Eldridge were extremely ill, and some of them died.

Denial: The U.S. Navy denies the experiment (11) **t**..... place.

Conclusion: (12) **D**..... the Eldridge actually disappear, and was it teleported to Virginia? We'll probably never know for sure.

Weirdness rating: ★★★★★

Writing

Descriptive language

1 We can use the words below to make a story descriptive. Write them in the correct box.

amazing	claim	explain	great	promise	stare	tiny
answer	disastrous	fantastic	horrible	reply	state	watch
ask	dreadful	gaze	huge	rubbish	suggest	whisper
awful	enormous	glance	marvellous	scream	terrible	wonder
brilliant	excellent	glimpse	notice	shout	terrific	wonderful

1 say:

2 look, see:

3 very good:

4 very bad:

5 very big:

6 very small:

2 Write a word from exercise 1 in the correct form in each gap to complete the sentences. More than one word may fit in each gap.

- I a documentary about ghosts on TV last night. It was
- Simon at the newspaper and suddenly saw his own photograph on the front page.
- I heard a/an noise coming from inside the old factory.
- 'What's that? Do you think it's a UFO?' Tracy.
- The alien had eyes and ears.
- 'Help!' Eliot. 'Please help me!'
- I had a/an dream last night.



Do exercises 1, 2, 3, 4 on pages 14 and 15 of your Workbook.

Short story

- 1 Read the story and answer the questions.

The Dream

One night, thirteen-year-old Lisa Levington had a strange dream. In the dream, her brother Rob, who was travelling round the world at the time, came to see her. 'Hi Lisa,' he said. 'I've got a message for you to give to Mum and Dad.'

Rob explained that he had been in a serious accident in Brazil and was unconscious in hospital. He asked Lisa to tell their parents not to worry. 'I'll be all right,' he promised.

The next morning, while Lisa was telling her parents about the dream, the phone rang. It was Rob's best friend, Colin. 'I'm afraid I've got some terrible news,' said Colin. 'Rob's been in an accident.'

For six days they waited for news. Mr and Mrs Levington were so upset, but Lisa kept reminding them about her dream. That evening, Colin called. 'Great news!' he said. 'Rob's awake. The doctor says he's going to be fine.'

'I knew it!' shouted Lisa with joy, and she always believed in her dreams from that day on.

- 1 What is the main tense used to tell the story?
- 2 Underline a verb in the past continuous.
- 3 Which verbs, apart from 'said', are used to show that someone spoke?
- 4 Which tense is used in the second paragraph to show that the accident happened before Rob spoke to Lisa?
- 5 Is the direct speech formal or informal?
- 6 Is the rest of the story formal or informal?
- 7 How many main paragraphs are there?
- 8 How many people use direct speech in the final paragraph?
- 9 Which word does Colin use to mean 'very good'?
- 10 Does Lisa's direct speech in the final paragraph start on a new line?

- 2 Read the writing task and answer the questions.

You have decided to enter a short story competition. The rules of the competition state that your story must **end** with the words '*... and he always believed in his dreams from that day on.*' Write your story for the competition.

- 1 Who is 'he'?
- 2 What happened in his dream?
- 3 Did he tell anyone about his dream? Who?
- 4 How did his dream come true?
- 5 How did he react?
- 6 How must your story end?

Make a plan in Composition Planner 2 on page 153.



You are now ready to write the first draft of your story. Write between 120 and 150 words. When your teacher has commented on your story, write the final version.

1 Patterns

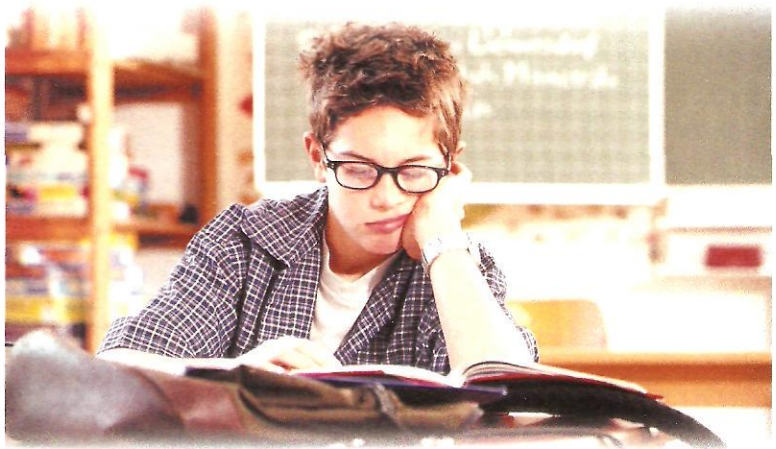
Choose the correct word or phrase.

- I'm not very fond *to do/of doing* tests.
- Jessica's really looking forward *to go/to going* back to school.
- My dad helped me *with/for* this composition.
- Pedro's not very good *at/in* learning new vocabulary.
- All the students are able *of writing/to write* letters to their penfriends.
- Are you beginning *to understand/understanding* the difference between past simple and past continuous?

2 Phrases

Match to make phrases.

- | | | | |
|-------------|-------|---|-------------|
| 1 be fast | ..... | a | escape |
| 2 be wide | ..... | b | temperature |
| 3 a high | ..... | c | motion |
| 4 a narrow | ..... | d | voice |
| 5 a short | ..... | e | asleep |
| 6 in slow | ..... | f | trouble |
| 7 in a deep | ..... | g | awake |
| 8 be in big | ..... | h | cut |

**3 Education vocabulary**

Write a word from the box in each gap to complete the sentences.

subject • lesson • course • break • timetable • report • revision

- Please remember to do your homework before the next
- I hope Mrs Lockwood says I'm working hard when she writes her end-of-term
- What's your favourite at school?
- We've got a history test next week, so I've got to do lots of this weekend.
- We have a five-minute between every lesson.
- Look at the to find out when and where all your lessons are.
- I'm thinking of doing a two-week English in London next summer.

4 Present simple and present continuous

Tick (✓) the correct sentences. Rewrite those that are incorrect.

- My sister is wanting me to help her with her homework.
.....

- They're taking a test at the moment.
.....

3 Tony often forget to bring his books to class.

4 I'm getting better and better at speaking English.

5 Sarah isn't really liking her geography teacher.

6 What do you think about at the moment?

7 Where lives Dana Banach?

5 Past simple and past continuous

Put the verbs in brackets into the correct form, past simple or past continuous.

1 The Lizard Man quickly (jump) onto the roof and (try) to get into the car.

2 Last year, we (write) a composition in English once a week.

3 I (watch) TV when I (fall) asleep.

4 (you/be) excited when you (hear) the news?

5 Sean (not drive) too fast when he (have) the accident.

6 Used to and would

Find the extra word in each sentence and write it on the line.

1 I was used to believe that a monster lived under my bed!

2 Sindy would always to sleep with the light on.

3 Harry did never used to enjoy mystery stories.

4 Were you being scared of spiders when you were very young?

5 My grandfather would taught me how to do card tricks.

6 Did Alicia were use to believe in UFOs?

7 Revision of tenses

Put the verbs in brackets into the correct form, present simple, present continuous, past simple or past continuous, to complete the paragraph.

UFOs

We (1) (do) a project on mysteries at school at the moment, and some of the stories (2) (be) extremely weird.

For example, a few years ago over a hundred children

(3) (play) in the playground at their school

in France when a UFO suddenly (4)

(appear) in the sky above them. Their teachers

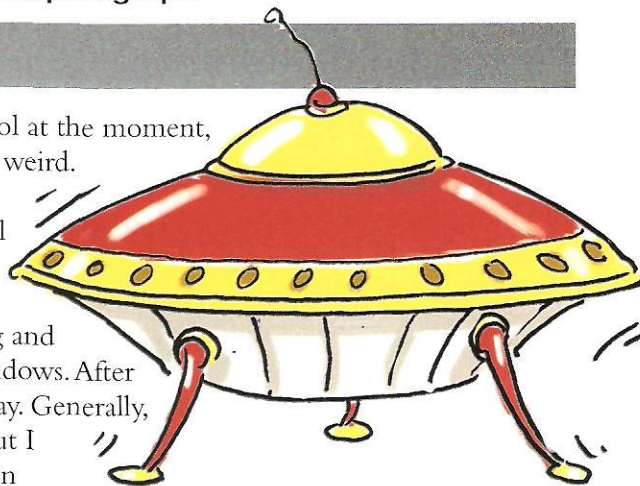
(5) (see) it too. It (6) (be) big and

round and (7) (have) lots of lights and windows. After

about ten minutes, it suddenly (8) (fly) away. Generally,

I (9) (not believe) in things like UFOs, but I

(10) (emphatic: think) it's difficult to explain incidents like that.



3

The Law's the Law



Discuss the following. Work in pairs or in groups.

Think of as many crimes as you can.

Why do some people commit crimes?

Is crime a serious problem where you live?

Reading



1 Read the paragraphs quickly and answer these questions.

- 1 When is it illegal to eat mince pies in Britain?
- 2 Where are you not allowed to tie your giraffe to a streetlight?
- 3 What must dolls have in France?

article

It's the Law!

You're under arrest for riding an ugly horse!

A

We all know that murder, burglary and shoplifting are illegal. (1)..... We probably all think that, faced with a particular situation, we could make a good guess whether it's legal or not. But in fact there are **some extremely weird laws** around.

B

While we're on the subject of **America**, the Americans seem to be particularly keen on passing strange animal laws. In Atlanta, it's illegal to tie a giraffe to a streetlight. In Wilbur, Washington, you're committing a crime if you 'ride an ugly horse' and in Barber, North Carolina, it's against the law for cats and dogs to fight! (2)..... In Nevada, it's illegal to ride a camel on the highway. So, if you're planning to go camel riding in Nevada, do be careful. You don't want to end up in prison!

C

It's **not just in Britain** that these kind of laws exist. (3)..... In France, for instance, shops are not allowed to sell dolls that don't have a human face. (4)..... In Quebec, Canada, there's a law that says margarine must be a different colour to butter. In Salt Lake City, Utah, in the USA, it's illegal to carry a ukulele (a musical instrument) on the street unless it's wrapped up. In **Alabama, USA**, it's a crime to carry a comb in your pocket.

2 Read the article again and put the paragraphs in the correct order. Use the words and phrases in bold to help you.

paragraph 1 A paragraph 3
paragraph 2 paragraph 4
paragraph 5

The sentences below have been removed from the article in exercise 1. Write the letters a-f in gaps 1-6. Use the words in bold to help you.

- a Many countries have some **equally bizarre** examples.
- b **And** that boiled eggs must not be broken at the sharp end?
- c **We all know** that we're not allowed to go around hijacking planes, kidnapping people or committing acts of terrorism.
- d **They** don't even know **it's** officially illegal.
- e **Cats** in International Falls, Minnesota, are not allowed to chase dogs up telegraph poles.
- f **So** it's officially illegal for them to sell **dolls** of aliens like E.T.

D

But before you think that everyone in **Britain** must be mad, we ought to point out that no-one is ever arrested for breaking **these laws**. Well, not these days, anyway. Millions of people eat mince pies on Christmas Day and don't get into trouble. (5) Laws like these were passed hundreds of years ago and the thing about laws is that they remain laws until someone changes them. The **British** government's got much more important things to do than change an old law about wearing socks.

E

Did you know, **for example**, that in **Britain** it's illegal for a woman to eat chocolates on public transport? And that it's against the law to eat mince pies on Christmas Day? And that you're not allowed to stand within 100 metres of the King or Queen if you're not wearing socks? (6) **They're all laws.**



Do the Reading exercise on page 17 of your Workbook.

Dictionary

C O R N E R

1 Complete each sentence using a word or phrase from the article.

- 1 I didn't know I was **c** a **c** when I tied my giraffe to the street lamp!
- 2 In Maryland, it's **a** the **l** to keep chickens in your hotel room.
- 3 I was **a** for riding a camel. The policeman handcuffed me and took me to the police station.
- 4 In Turkey during the 16th and 17th centuries, it was **i** to drink coffee. The punishment was death!
- 5 Are cats and dogs ever punished for **b** the law?
- 6 'You're **u** **a** ! You have the right to remain silent. Anything you say can and will be used in a court of law.'

2 Look at the list of words connected with **crime** and **law** below. For each word on the left, write the name of the person on the right.

Crimes

murder
burglary
theft / stealing
robbery
shoplifting
smuggling

People

murderer
.....
.....
.....
.....
.....
.....
.....
policeman /

Other words

law
crime
prison
police



Do exercises 1, 2, 3 on page 18 of your Workbook.

Grammar I



Countable and uncountable nouns

Look at *Grammar database* page 179 before you do the exercises.

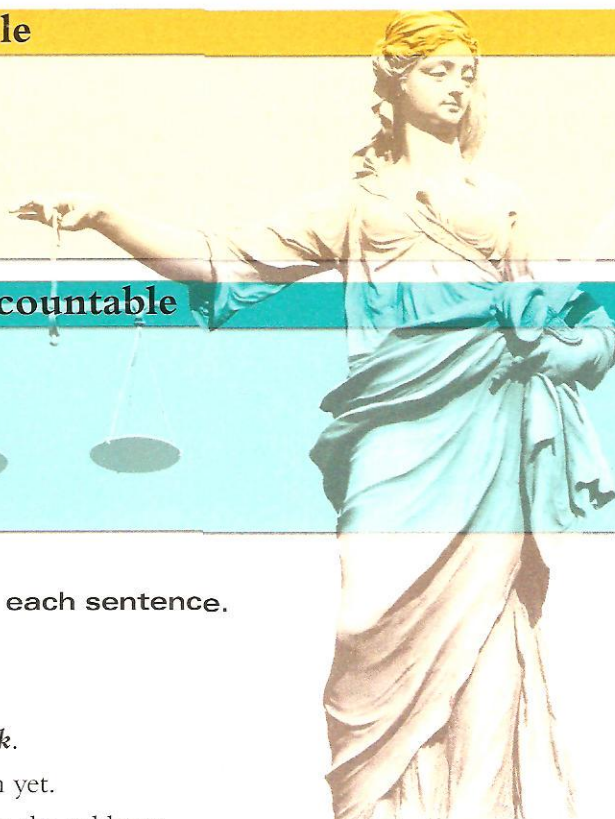
1 Put the nouns into the correct boxes.

advice
cake
chicken
chocolate
crime
food
furniture
glass
hair
information
job
knowledge
law
luggage
money
news
person
sheep
suitcase
time
work

always countable

always uncountable

countable and uncountable



2 Choose the correct word to complete each sentence.

- 1 My advice *was/were* to see a lawyer.
- 2 *Is/Are* there any news about that burglary?
- 3 It's difficult for ex-prisoners to find *works/work*.
- 4 The police don't have *many/much* information yet.
- 5 A large *amount/number* of money was stolen in the robbery.
- 6 *Few/Little* criminals are never brought to justice.

3 Find the mistake in each sentence and write the word or phrase correctly.

- 1 How many money was in your wallet?
- 2 They thought there was a bomb in my luggages!
- 3 A lots of mobile phones are stolen each year.
- 4 Let me give you an advice.
- 5 He was arrested for smuggling bars of chocolates.
- 6 Crime are a serious problem in most cities.

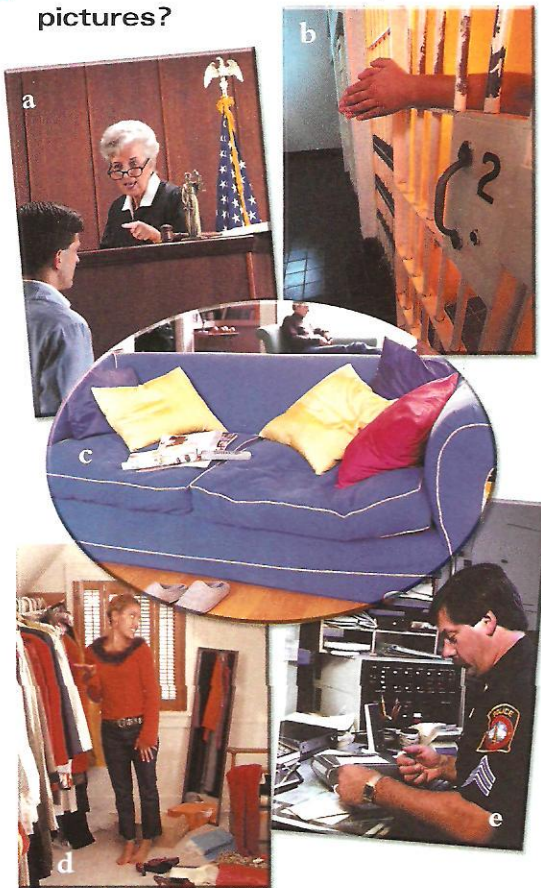


Do exercises 1, 2, 3, 4, 5 on pages 18 and 19 of your Workbook.

Listening



- 1 What are the different places in the pictures?



- 2 You are going to listen to five people talking about a crime. As you listen, match each speaker with a picture above.

Speaker 1 Speaker 2 Speaker 3
Speaker 4 Speaker 5

- 3 Listen again and decide whether the statements are true or false.

- Speaker 1 says Jackson stole a lot of money.
- Speaker 2 immediately knew Jackson was a burglar.
- Speaker 3 says Jackson didn't admit to his crimes.
- Speaker 4 thought Jackson might be innocent.
- Speaker 5 is probably a prison guard.



Do the Listening exercise on page 22 of your Workbook.

Dictionary CORNER

Complete each sentence using the correct form of the phrasal verbs. You will need to use one of the phrasal verbs twice.

get off • go off • let off • make off
take off • turn off

- We the TV because we heard a strange noise outside.
- The thieves with over a million pounds worth of diamonds.
- Luckily no-one was injured when the bomb
- They my dad with a warning when they caught him speeding.
- The burglar stupidly his mask and everyone saw his face.
- The plane late because of a security alert at the airport.
- They arrested him for smuggling as soon as he the plane.



Do exercises 1, 2 on page 20 of your Workbook.



- 1 Listen and circle the word in bold that each speaker stresses.

- It **seems** to **me** that prisons don't really work.
- As far as **I'm concerned**, everyone who breaks the law should be punished.
- In **my opinion**, no country should have the death penalty.
- If **you ask me**, most people would never break the law.

- 2 Now say the sentences. Make sure you stress the correct words.

Grammar 2

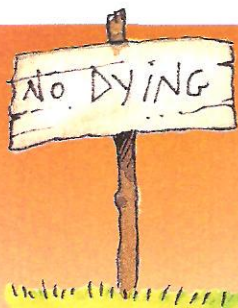


Articles

Look at *Grammar database* pages 180-181 before you do the exercises.

Complete the gaps with the articles *a*, *an* or *the*. Leave the gaps blank if they don't need an article.

Newswatch



Two interesting legal stories from around (1) world were reported this week. (2) first comes from (3) France. (4) mayor of (5) French town has introduced (6) local law, making (7) death illegal. Talking to (8) reporters, he said, 'Everyone here in Le Lavandou supports (9) new law.' Gil Bernadi introduced the bizarre law after the town's cemetery became full. 'We wanted to build (10) new cemetery,' he said, 'but a French court refused us permission.

There's only room in the town now for the living.' He added that he could see no alternative unless there was (11) change in (12) law. 'Unfortunately, despite the order, people keep dying. It's terrible,' he said.

Our second story comes from (13) South America, where guards at (14) Brazilian prison left (15) old scarecrow in charge of a watchtower for (16) several days.

The scarecrow was dressed in (17) guard's uniform. None of (18) 700 prisoners at the jail near (19) São Paulo made their escape while the scarecrow was on guard. (20) incident is currently being investigated by the police.



Do exercises 1, 2, 3, 4, 5, 6 on pages 20 and 21 of your Workbook.

Use your English!



Complete each second sentence so that it means the same as the sentence before it. Use no more than three words.

- The thief escaped on a motorbike.
The thief made on a motorbike.
- I won't punish you this time.
I'll let this time.
- I didn't know it was illegal to sing out of tune!
I didn't know it was against to sing out of tune!
- She broke the law when she lied in court.
She committed when she lied in court.
- Not many people know what it's really like in prison.
Not a people know what it's really like in prison.
- The bomb exploded at 6.30 this morning.
The bomb went at 6.30 this morning.
- There weren't many people in the bank at the time of the robbery.
There were only people in the bank at the time of the robbery.

Speaking

- 1 Look at the school rules and discuss the questions. Use the words and phrases below to help you.

No bullying

No cheating in tests or exams

No earrings

No fizzy drinks and sweets

No running in the corridors

No being late to class

No graffiti on school property

No hats

No mobile phones

No swearing

No chewing gum in class

No smoking

- Which rules do you think are 'good' and which are 'bad'? Why?
- What would be 'good' and 'bad' punishments for students who break these rules? You can use the list of possible punishments to help you.
- Can you think of any other rules the school should introduce?

Useful phrases

Expressing opinion:

As far as I'm concerned, ... I think that ...

I don't think that ... Personally, ...

It seems to me that ... If you ask me, ...

In my opinion, ... I really feel that ...

Introducing reasons:

... because as ...

... since ...


Introducing results:

... so ... Because of this, ...

Possible punishments or measures:

- a warning
- not letting them in the classroom
- making them stand outside the classroom
- giving them a black mark on a punishment board
- giving them a bad report
- giving them extra homework
- telling their parents
- confiscation (taking something from them for a short time)
- detention (making them stay after school)
- exclusion (making them stay away from school for a certain period of time, perhaps permanently)

- 2 Turn to page 168. In pairs, do the role-play activity unit 3.

 See *Speaking database* on page 174.

Writing



Essay: useful words and phrases

Match each group of words and phrases 1–9 that you would find in an essay with one of the purposes a–i.

*Firstly, ...
To begin with, ...*

1

*In addition, ...
Moreover, ...
Second(ly), ...*

2

*Finally, ...
Lastly, ...*

3

*On the one
hand, ...
On the other
hand, ...*

4

*As a result, ...
Because of
this, ...*

5

*Although ...,
... but ...
However, ...*

6

*For example, ...
... such as ...*

7

*I believe (that) ...
In my opinion, ...*

8

*In conclusion, ...
In summary, ...*

9

a giving examples

b expressing the result of an action

c introducing a conclusion

d expressing an opinion

e introducing a further point in a list of points

f presenting two contrasting (different) views

g introducing the final point in a list of points

h expressing contrast (a different view)

i introducing the first point in a list of points

Home
Work

Do exercises 1, 2, 3 on page 22
of your Workbook.

Essay

1 Read the essay and answer the questions.

- Underline all the essay words and phrases used.
- What is the purpose of the first paragraph?
- What is the purpose of the second paragraph?
- What is the purpose of the third paragraph?
- What is the purpose of the final paragraph?
- Does the writer use any short forms (*don't*, *hasn't*, etc)?
- Is the language of the essay formal or informal?
- How many advantages of prisons are mentioned?
- How many disadvantages are mentioned?
- Which punishments are mentioned apart from imprisonment?

2 Read the writing task and answer the questions.

You have been doing a class project on crime. Your teacher has asked you to write an essay about the following statement:

Any student caught stealing at school should be immediately and permanently excluded. You should state whether you agree or disagree with the statement.

Write your **essay**.

- What does the statement mean?
- Should we allow stealing at school?
- Should a student be permanently excluded for repeatedly stealing money from other students? Why?/Why not?
- Should a student be permanently excluded for stealing a pen from the school office? Why?/Why not?
- So should the punishment depend on the circumstances?
- Can you think of any problems with permanent exclusion as a punishment?
- What other punishments could be given instead?
- Why are they more suitable?
- Can you sum up your opinion in one sentence?

There is no doubt that prisons keep us safe from dangerous criminals such as murderers. However, prisons do not completely solve the problem of crime.

On the one hand, prisons have many advantages. Firstly, they protect us from people who might harm us. Secondly, they punish people who have committed crimes. In addition, they teach people that 'crime doesn't pay'. As a result, when criminals come out of prison, they usually do not break the law again.

On the other hand, some prisoners learn in prison how to commit worse crimes. When they leave, they break the law again. Moreover, some people who commit crimes are mentally ill and doctors can help them much more than prisons can.

In conclusion, I believe that prisons are necessary for criminals who are a danger to society, unless they need medical help. It may be better for society if less dangerous criminals receive different punishments, such as community service or a fine.

Make a plan in Composition Planner 3 on page 154.



You are now ready to write the first draft of your essay. Write between 120 and 150 words. When your teacher has commented on your essay, write the final version.

4 Meet the Stars



Discuss the following. Work in pairs or in groups.

Think of a famous person and explain what he/she is famous for.

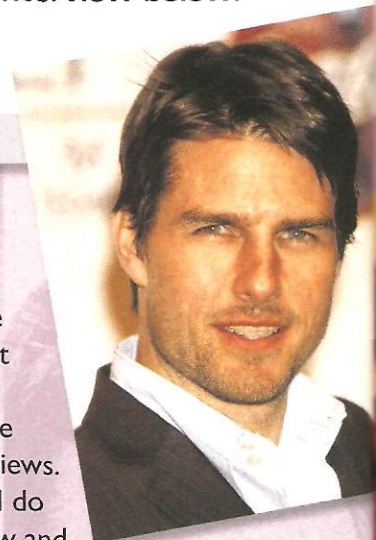
Would you like to be famous? Why? / Why not?

Who's your favourite celebrity? Why?

Reading



1 Who are the people in the photos? Find their names in the interview below.



Lee Howard

Have you ever wanted to interview a famous person? Have you ever wondered how all the interviews we see in newspapers and magazines get arranged? We met journalist Lee Howard to find out what the world of celebrity interviews is all about.

Lee, how many famous people have you interviewed?

'Hundreds! Most of the interviews have been with either pop stars or film stars.'

So, who have you met?

'From the world of music, I've met Kylie Minogue (she's very short in real life!), Robbie Williams, the Radiohead guys, Noel Gallagher from Oasis, and lots more who I can't remember right now! Film stars I've done interviews with include Tom Hanks, Patrick Swayze, Goldie Hawn, Mike Myers, Ben Stiller and Sandra Bullock.'

Do you just phone up the celebrities and ask to interview them?

'Not exactly. I run a company in London called Celebritext. We specialise in doing celebrity interviews. I've been running the company for over three years now, and I've been working in the media for about twelve years, so I've got lots of contacts in the industry. When a new movie or CD comes out, the film or record company

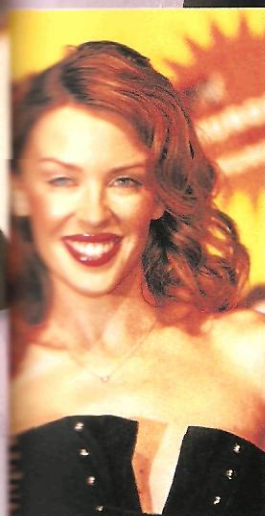
contacts me and says that the star is happy to give some interviews. Sometimes I do the interview and sometimes I get another journalist to do it. Either way, I then sell the interview to newspapers or magazines all round the world. I've sold interviews that other journalists have done with Madonna, Leonardo DiCaprio, Tom Cruise, Jennifer Aniston, Britney Spears, Nicole Kidman and Will Smith, to name but a few.'

And what are the stars like when you meet them?

'It depends. I've got on really well with some of them. They're really friendly and easy to interview. Robbie Williams was very funny. Others are not so easy. I've ended up having several arguments with stars. Tom Hanks and I had a big argument about space exploration when I interviewed him for the movie *Apollo 13*!'

2 Read the interview again and write T (for true), F (for false) or CT (for can't tell).

- Lee has interviewed a lot of celebrities.
- He enjoyed his interview with Kylie Minogue.
- He does all the interviews for Celebritext himself.
- Magazines pay a lot of money for the interviews.
- Other people often interview Lee.

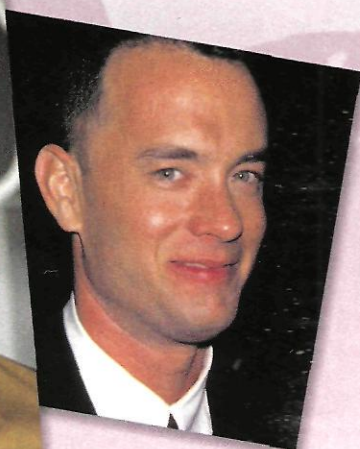


Who would you like to interview in the future?

'I haven't personally met Madonna yet. I'd love to interview her. And Michael Jackson, of course. But it's very difficult to get an interview with him.'

Have you enjoyed this interview today?

'Yes, it's been fun. Actually, it's the first time I've ever given an interview. I usually ask the questions, not answer them!'



3 Choose the correct answer a, b, c or d.

- Why does Lee know a lot of people in the media?
 - because he specialises in doing celebrity interviews
 - because he runs his own company in London
 - because he's been working in the media for a long time
 - because film and record companies contact him
- When does a film or record company contact Lee?
 - when the celebrities are in a good mood
 - when the company has produced a new product
 - when the company needs to find a new journalist
 - when Lee has done an interview with a star
- Lee sometimes asks other people
 - to do the interviews for him.
 - to sell the interviews for him.
 - to contact the film or record company for him.
 - to contact the celebrity for him.
- Lee does not always
 - win the arguments he has with stars.
 - find it easy to think of good questions.
 - respect the celebrities he interviews.
 - agree with what the stars say in interviews.

Home work

Do the Reading exercise on page 23 of your Workbook.

Dictionary CORNER

Complete each sentence using a word from the article.

- A is a person who writes for newspapers and magazines, etc.
- Famous people, particularly pop stars, actors and TV presenters, are also sometimes known as
- Newspapers, magazines, TV, radio and film are all examples of the
- When a film out, you can go and see it at the cinema.
- There's an interesting with Gwyneth Paltrow in this week's *Gossip*!

Home work

Do exercises 1, 2 on page 24 of your Workbook.

Grammar I



Present perfect simple and present perfect continuous

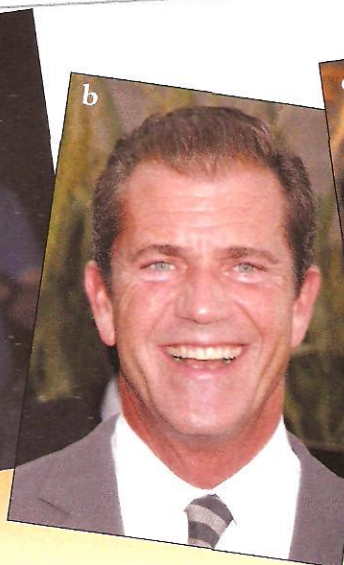
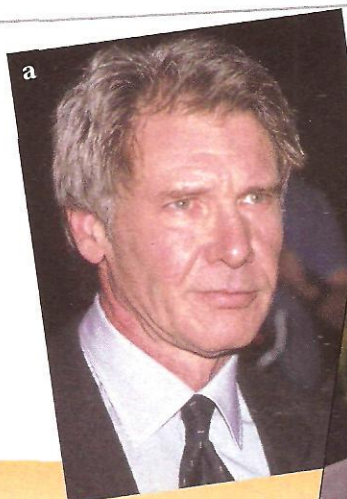
Look at *Grammar database* pages 181-182 before you do the exercises.

- Look at the interview on pages 34 and 35 and find examples of verbs in the present perfect simple and the present perfect continuous. How many times is each tense used?
- Choose the correct word or phrase.
 - He's interviewed/He's been interviewing/He interviewed* three celebrities so far this week.
 - I'm writing/I've written/I've been writing* this short story for three hours now and I still can't get the ending right.
 - She's been a journalist *from/since/for* 2006.
 - I haven't read David Beckham's autobiography *yet/still/already*.
 - Have you ever *gone/been/been going* to a TV studio?
 - Lee *just has sold/has just sold/has sold just* an interview with Jodie Foster.
 - I *still/yet/already* don't understand the difference between present perfect simple and continuous!
- Put the verbs in brackets into the correct form, present perfect simple or past simple. Use short forms where possible.

Who am I?

Although (1) _____ (I/work) as an actor since the 1970s, (2) _____ (I/only/be) a Hollywood star for about 15 years. My first movie, *Blind Date*, (3) _____ (be) a box office disaster when (4) _____ (it/come out) in 1987 but, since then, (5) _____ (I/star) in a large number of hit movies, including the *Die Hard* series, *Pulp Fiction*, *Twelve Monkeys*, *Fifth Element*, *Armageddon* and *The Sixth Sense*. (6) _____ (I/win) several awards throughout my career, although (7) _____ (I/not/win) an Oscar so far. (8) _____ (I/marry) Demi Moore in 1985, but the marriage (9) _____ (come) to an end in 1998. My first name begins with 'B'. (10) _____ (you/work out) who I am yet?

- Which actor is speaking in exercise 3, a, b or c?



Do exercises 1, 2, 3, 4 on pages 24 and 25 of your Workbook.

Dictionary CORNER

- 1 Write the negative form of these adjectives in the correct column.

• able	• happy	• patient
• certain	• helpful	• popular
• comfortable	• honest	• possible
• employed	• legal	• tidy

un- dis- il- im-

unable

- 2 Complete the sentences with five of the negative adjectives above.

- It's almost to get an interview with Michael Jackson.
- I was for six months before I finally got a part in a play.
- Don't be so ! The film will be out soon.
- Pretending to be a journalist in order to meet famous people is a very thing to do!
- Is it to take photos of celebrities without permission?



Do exercises 1, 2 on page 26 of your Workbook.

Listening



- Look at the lyrics of the song below. Can you think of any words that fit in the gaps?
- Listen to the song and complete the lyrics by writing one word in each gap.

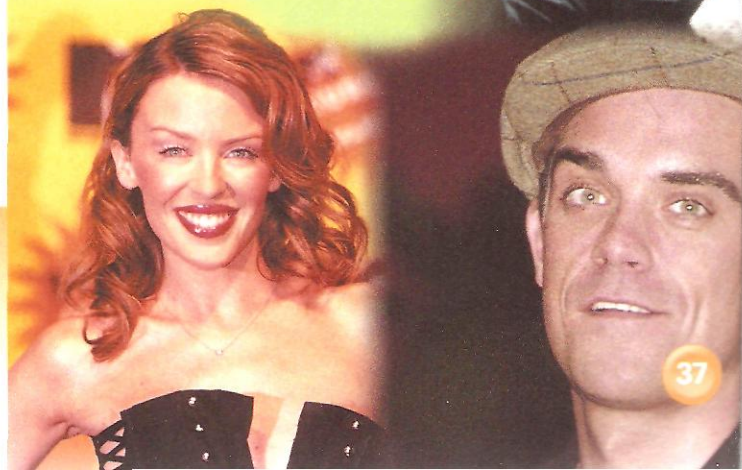
I'm Your Number One Fan

You've never had a hit record
 You've never been on (1)
 I've never seen your face in a (2)
 Or a Hollywood (3)
 You don't have any money
 And you don't dress like a (4)
 No-one's visited your web page
 You don't even have a (5)

But I'm your number one fan!
 And I'll do whatever I can
 To show you you're the (6)
 Much better than the rest
 To show you that I (7)
 And that I'll always be there
 Yes I'm your number one fan!
 No-one's ever asked your (8)
 About the issues of the day
 No-one (9) has ever called
 To see if you're okay
 You've never signed an (10)
 And you probably never will
 And there'll never be a (11)
 To tell us that you're ill



Do the Listening exercise on page 28 of your Workbook.

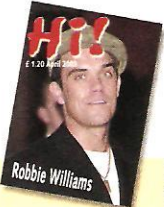

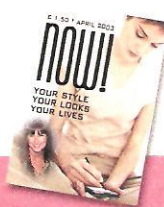


Grammar 2

Comparatives and superlatives

Look at Grammar database pages 182-183 before you do the exercises.

- 1 Look at the information about three magazines and complete the sentences using the words given. You may need to change the form of the words.

			
cost:	€1.20	€1	€1.50
size:	100 pages	95 pages	75 pages
popular:	✓✓✓	✓✓✓✓✓	✓
comes out:	once a month	once a week	once a month

- Now! is magazine. **expensive**
- Yes! is Hi! **cheap**
- Hi! is Yes! **cheap**
- Hi! is magazine. **big**
- Yes! is Hi! but Now! **small, big**
- Yes! is magazine. **popular**
- Now! is **popular**
- Hi! is Yes! **popular**
- Yes! comes out Hi! and Now! **often**
- Hi! comes out Now! **often**

Home work

Do exercises 1, 2, 3, 4, 5 on pages 26 and 27 of your Workbook.

SOUNDSTATION

- 1 Listen to these sentences. Do the parts highlighted have the same vowel sound?

He's a **pop** star.

It's **the** best magazine.

I love **these** books.

- 2 Now listen to these sentences. Underline all the vowel sounds that are the same as those underlined in the example.

She's a journalist.

- Have you ever met a famous person?
- The magazine costs about a pound.
- I felt uncomfortable interviewing Madonna.
- He's a well-known writer.
- Could you pass me the newspaper?
- This video is better than that one.

- 3 Now say the sentences. Be careful with the unstressed vowels.

Speaking

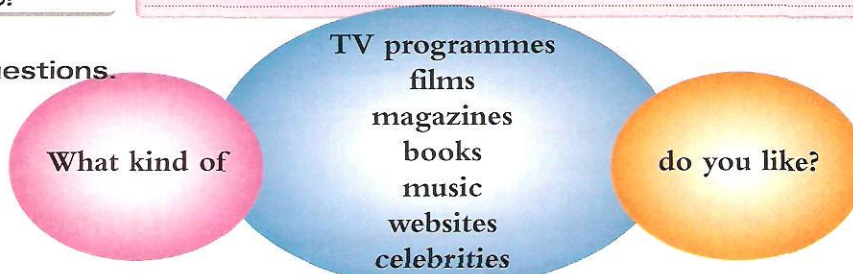


- 1 Listen to three students answering questions. What questions do you think they were asked? What words and phrases do they use to give examples?

	Question:	Words and phrase(s) used to give examples:
Student 1:	What do you like?	
Student 2:	What kind of do you like?	
Student 3:	What kind of do you like?	

Useful phrases

- 2 Ask and answer these questions. Give examples.



- 3 Interview a friend. Use the questions below.

Would you like to be famous?
Why?/Why not?

Which famous person would you like to meet most? Why?

Is it important to read a newspaper regularly?
Why?/Why not?

How often do you use the internet? What kind of things do you use it for?

Have you ever seen or met a famous person in real life?

What have you been reading recently?

Is TV just for entertainment, or does it educate us too?

See Speaking database on page 174.

- 4 Turn to page 168. In pairs, do the role-play activity unit 4.

Use your English!

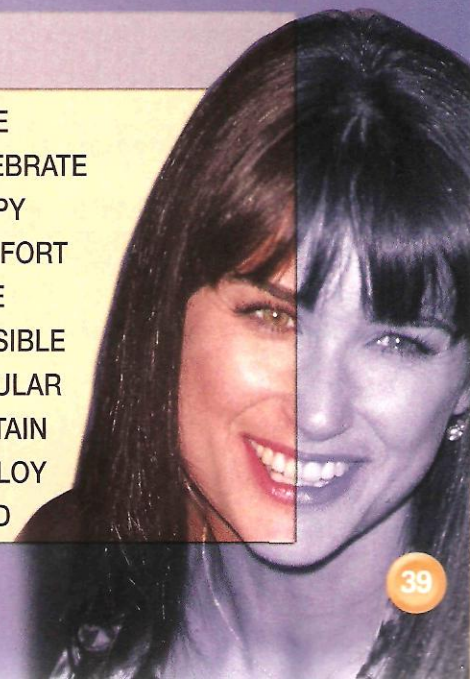


Use the words given in capitals to form a word that fits in the space in the same line.

Celebrities

Would you like to be (1).....? Do you think you would enjoy being a rich and successful (2).....? Although it sounds attractive, a lot of stars are more (3)..... than you would think. Some feel (4)..... being in the public eye all the time. They're often (5)..... even to go to the supermarket without being followed by the press. Many of them complain it's (6)..... to have a private life. Others are terrified of becoming (7)..... They're (8)..... about their future and worry that they'll lose their fame and career, and end up (9)..... It may be hard work getting to the top, but it's even (10)..... to stay there!

FAME
CELEBRATE
HAPPY
COMFORT
ABLE
POSSIBLE
POPULAR
CERTAIN
EMPLOY
HARD



Writing



Interpreting notes

Read this extract from an email from your friend. For each of the notes you have made, write one or two sentences.

Send Now Send Later

From: Jack <jackbrown@tmail.com>

To: Eric <smitty@wahoo.com>

Subject: School project

Attachments: none

Medium B

We're doing a project at school on stars and their fans, and I remembered you're a big fan of Jim Carrey.

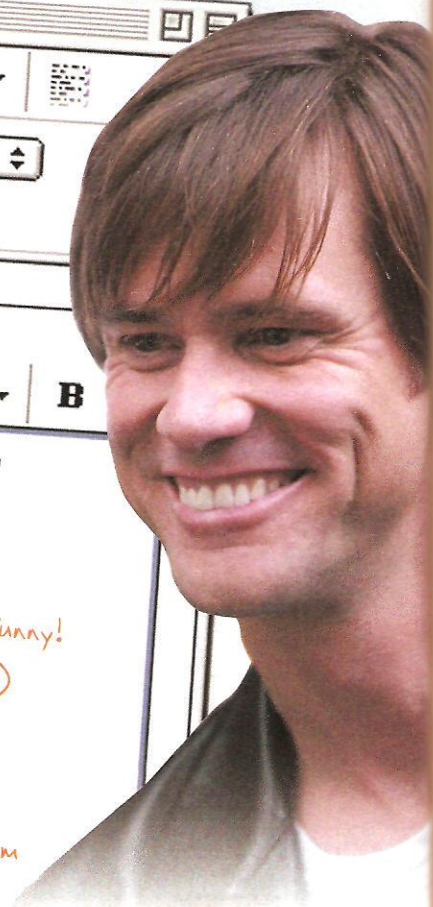
Yes! Can I ask you some questions?

Why do you like him so much? He's so funny!

about 2 years How long have you been a fan?

Which of his films have you seen? all of them

Which is your favourite and why? The Truman Show: clever and funny at the same time



2 Which of these sentences are suitable for your reply, and which are not? Choose a or b.

- 1 a I'd be very happy to answer your questions about Jim Carrey!
b Yes, you can ask me some questions.
- 2 a Why do you like him? He's so funny!
b I like him because he's so funny! He always makes me laugh.
- 3 a I have been a fan about 2 years.
b I've been a fan for about two years.
- 4 a I've actually seen all of his films. My favourite is definitely *The Truman Show*. I like it so much because it's clever and funny at the same time.
b All of them. *The Truman Show*: clever and funny at the same time.



Do exercises 1, 2, 3, 4 on page 28 of your Workbook.

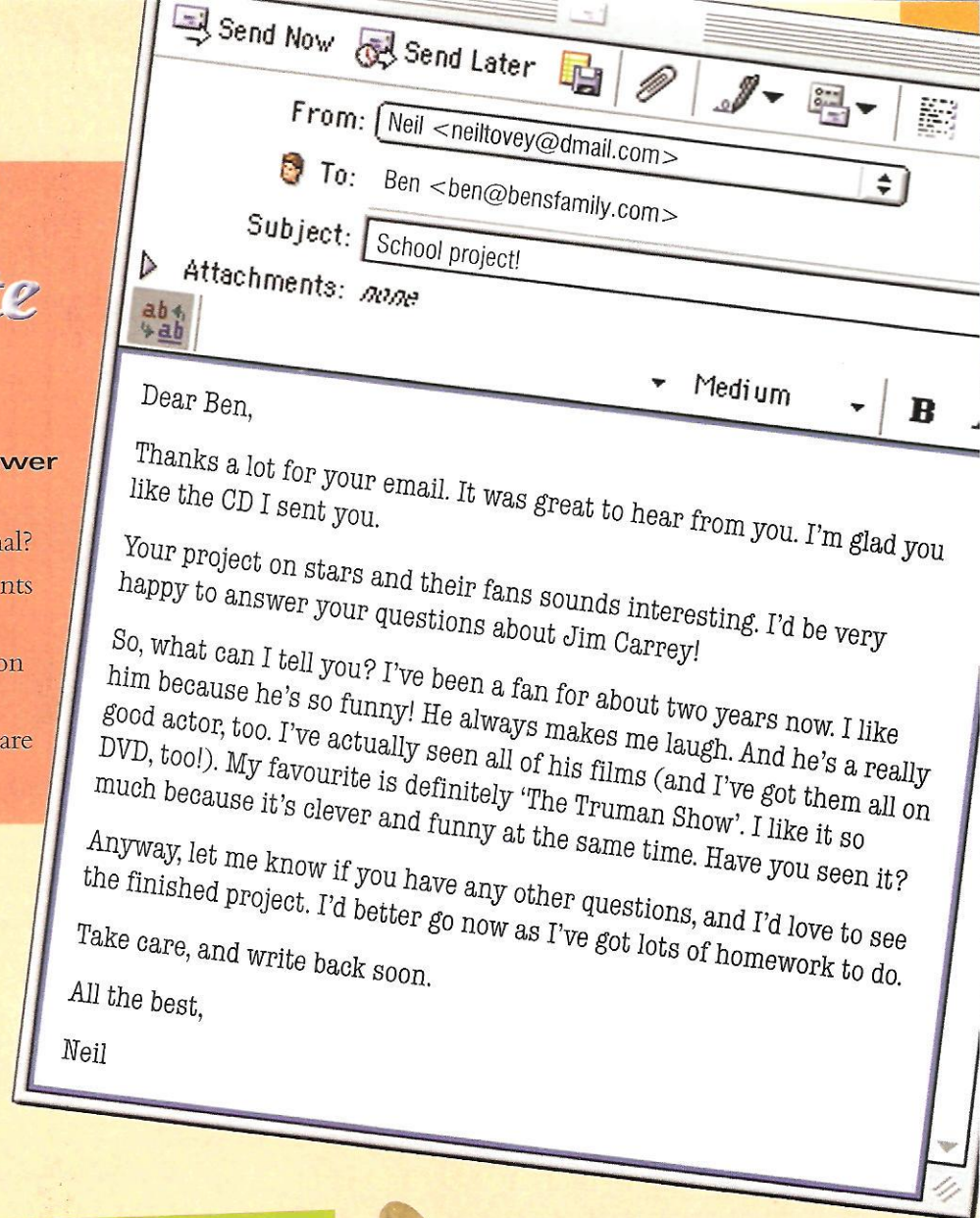
get READY to write

Informal email

1 Read the email and answer the questions.

- 1 Is the email formal or informal?
- 2 Does Neil include all the points from the notes?
- 3 Does he add some information that is not in the notes?
- 4 How many main paragraphs are there in the email?

2 Read the writing task and make a plan in Composition Planner 4 on page 155.



A friend of yours has sent you an email asking for help with a school project. Read the extract from your friend's email and the notes you have made. Then write an **email** to your friend answering the questions.

We're doing a project at school on pop stars and their fans, and I remembered you're a big fan of Carla Martinez.

Why do you like her so much? → voice, songs, videos

How long have you been a fan? → over a year

Which of her songs is your favourite and why? → 'Life is for Love' - great to dance to!

Have you ever seen her in concert? → no - next year, I hope!

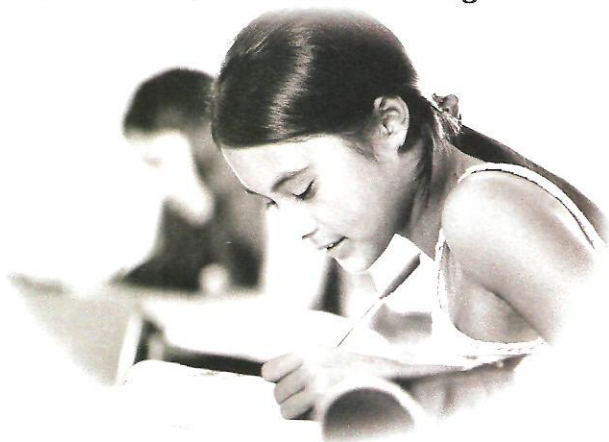


You are now ready to write the first draft of your email. Write between 120 and 150 words. When your teacher has commented on your email, write the final version.

1 Crime and law vocabulary

Rearrange the letters to find the people. The first letter of each word is given in bold.

- | | | |
|---|-----------------------|----------|
| | M C L R I A I N | CRIMINAL |
| 1 | G U R R B L A | _____ |
| 2 | H T I F E | _____ |
| 3 | M S G U E G R L | _____ |
| 4 | O P I L E C O W N A M | _____ |
| 5 | R N O S E I R P | _____ |
| 6 | R R E D M R E U | _____ |
| 7 | B R B O R E | _____ |
| 8 | Y W L R A E | _____ |

**2 Phrasal verbs**

Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- The car bomb exploded at eight o'clock this morning. **off**
The car bomb _____ at eight o'clock this morning.
- The bank robbers escaped as quickly as they could. **off**
The bank robbers _____ as quickly as they could.
- The teacher only gave me a warning this time. **off**
The teacher _____ with a warning this time.
- I didn't know who he was until he removed his sunglasses. **off**
I didn't know who he was until he _____ his sunglasses.
- Check you have all your things before you leave the plane. **off**
Check you have all your things before you _____ the plane.

3 Countable and uncountable nouns and articles

Choose the correct word or phrase to complete each sentence.

- She's done **lot/lots** of interviews with famous people.
- There isn't **many/much** milk left in the fridge.
- How many/How much** money have you got on you?
- Not **many/much** people know what it's like in prison.
- There are only **a few/a little** copies of that magazine left.
- Was **the/an** information I gave you useful?
- All your advice **was/were** really helpful. Thanks!
- I'll see you in about **a/an** hour.
- Do you know who invented **the/a** telephone?

4 Present perfect simple and continuous

Read the text and choose the correct answer a, b or c to complete it.

The Working Life of a Journalist

(1)..... as a journalist for the last five years, but (2)..... freelance for two years. Before that, (3)..... for a newspaper. (4)..... into a new office here in Manchester, which I'm really happy with. (5)..... all morning to arrange an interview with the famous 100 m runner, Carlos Santiago. Unfortunately, so far, his secretary (6)..... that he'll be available next week. I'll keep trying this afternoon. In the past week, (7)..... four interviews, and four stories which I wrote last week (8)..... in newspapers and magazines. What are my ambitions? Well, (9)..... an award for my work, so I'd like that to happen. I (10)..... an interview on TV. That would be great too!

- | | | |
|---------------------|---------------------------|------------------------------|
| 1 a I am working | b I've been working | c I worked |
| 2 a I've only been | b I'm only | c I've only been being |
| 3 a I've worked | b I've been working | c I worked |
| 4 a I just move | b I've just moved | c I was just moving |
| 5 a I try | b I've been trying | c I'm trying |
| 6 a didn't confirm | b hasn't been confirming | c hasn't confirmed |
| 7 a I'm doing | b I've done | c I've been doing |
| 8 a have appeared | b have been appearing | c appear |
| 9 a I've never won | b I've never been winning | c I'm never winning |
| 10 a also never did | b have also never done | c have also never been doing |

5 Comparatives and superlatives

Look at the information and complete each sentence using a comparative or superlative form.

name:	Nasty Nick	Bad Ben	Dangerous Dan
age:	67	56	84
no. of crimes:	227	31	179
money in bank:	€100	€1000	€340

eg Bad Ben is younger than Nasty Nick. (age)

- | | |
|--|---|
| 1 Nasty Nick is Bad Ben. (age) | 3 Nasty Nick has committed crimes. (number of crimes) |
| 2 Dangerous Dan is of the three criminals. (age) | 4 Nasty Nick has committed crimes Dangerous Dan. (number of crimes) |
| | 5 Dangerous Dan has money in the bank Bad Ben. (money in bank) |
| | 6 Bad Ben has made money from his life of crime. (money in bank) |
| | 7 Nasty Nick has made amount of money. (money in bank) |

6 Negative adjectives

Complete the sentences using the negative form of these adjectives.

popular • legal • tidy • honest • able • employed

- If the law says you're not allowed to eat chocolate, then eating chocolate is
- If something is, then people don't like it.
- If you don't tell the truth, you are
- If you can't do something, you are to do it.
- If your bedroom's a mess, it is very
- If you haven't got a job and you're trying to find one, you're

5

The Space Race



Discuss the following. Work in pairs or in groups.

How many words connected with space do you know in English?

Would you like to travel to another planet? Why?/Why not?

Do you think people will have holidays on other planets in the future?

Reading



1 Read the article quickly and match the information on the left with what it refers to on the right.

- | | |
|-----------------|--|
| 1 2002 NT7 | a how often the asteroid goes round the Sun |
| 2 July 2002 | b the name of an asteroid |
| 3 February 2019 | c the asteroid was discovered |
| 4 February 2060 | d the asteroid will come very close again |
| 5 2.2 years | e the asteroid will probably just miss the Earth |

INVADERS

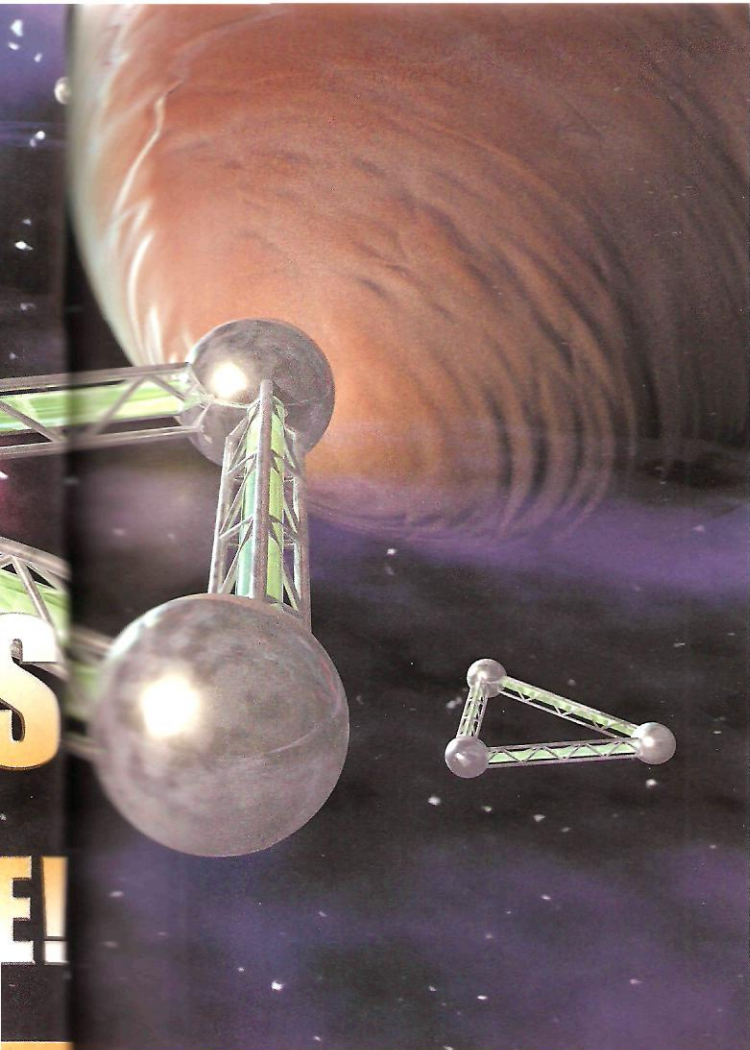
from OUTER SPACE!

1

Is a huge asteroid going to hit the Earth in February 2019? Probably not, according to scientists, but it's going to be close. The asteroid, called 2002 NT7, was discovered in July 2002. Since then, astronomers have been working hard to calculate its exact path. They are now fairly confident that it will just miss the Earth in 2019.

2

But will it ever collide with Earth in the future? Scientists are not sure. The next possible collision date is February 2060 and, as the asteroid orbits the Sun every 2.2 years, it's quite likely that it will hit us at some point in the future. If it does, it will almost certainly destroy an area the size of Europe and cause global climate changes.



- 2** Read the article again and circle the correct word or phrase to show what each paragraph is about.

Paragraph 1

Scientists **think/don't think** it will happen.

Paragraph 2

We'll **never/probably** be in danger.

Paragraph 3

We'll/**We won't** be able to find a solution.

Paragraph 4

We're going to be **like the dinosaurs/prepared**.

- 3** Decide if these sentences about the article are correct (A) or incorrect (B).

- 1 Scientists are certain that 2002 NT7 will not hit the Earth in 2019.
- 2 The Earth will next be in danger 2.2 years after February 2019.
- 3 Scientists will use nuclear weapons to destroy dangerous asteroids.
- 4 We will probably try to change the position of a dangerous asteroid.
- 5 We know for sure that a meteor killed all the dinosaurs.

Home work

Do the Reading exercise on page 30 of your Workbook.

Dictionary CORNER

Complete each sentence using a word from the article. Use the words in bold to help you.

- 1 We have to **p**..... asteroids **from** entering the Earth's atmosphere.
- 2 Do we **have t**..... **to** find a way to save the planet?
- 3 Protecting the Earth will **i**..... **building** more powerful telescopes.
- 4 Technology **is r**..... **for** major changes in the way we live our lives.
- 5 How do astronauts **p**..... **for** space travel?
- 6 **Is it l**..... **that** we'll discover life on other planets in the future?
- 7 NASA **isn't r**..... **for** a manned mission to Mars yet.

Home work

Do exercises 1, 2 on page 31 of your Workbook.

3 But before you start panicking, we'll have plenty of time to prepare for the collision and prevent it from happening. Unlike in the movies, though, this probably won't be done by destroying it with nuclear weapons. There will be two simpler options. The first will involve landing a small rocket on the asteroid and 'driving' it slightly off course so it misses the Earth. The second option will be to use a 'solar sail', which is a bit like the sail on a ship, to change the asteroid's course.

4 Meteors (asteroids which enter the Earth's atmosphere) have hit the Earth before and caused huge damage. Indeed it's possible that a meteor was responsible for the dinosaurs becoming extinct. These days, however, we have the technology to detect them in time and to take appropriate action. Next time it happens, we'll be ready for it.

Grammar I



Will and be going to

Look at Grammar database page 184 before you do the exercises.

1 Write the question and negative form of these sentences. Use short forms where possible.

- 1 The solar sail will destroy the asteroid.
- 2 We'll be able to have holidays in space soon.
- 3 They're going to send a manned spaceship to Mars.
- 4 Mark is going to be an astronomer.
- 5 You'll have to wear a spacesuit.

2 Choose the correct form to complete each sentence.

- 1 *We'll/We're going to* look round the Science Museum on Saturday. I can't wait!
- 2 Look! The Space Shuttle *will/is going to* take off in a minute.
- 3 Oh, do you need a hand with your science project? *I'll/I'm going to* help you!
- 4 *I'll/I'm going to* be a famous astronomer when I grow up.
- 5 *Shall/Will* we watch *Mars Attacks!* on DVD tonight?

3 Choose the correct reason for your answers to exercise 2.

- 1 The plan was made *at/before* the moment of speaking.
- 2 This is a prediction *with no/based on* evidence.
- 3 This is *an offer/a prediction based on evidence*.
- 4 The speaker first had the intention *at/before* the moment of speaking.
- 5 This is a *question about a future fact/suggestion*.



Do exercises 1, 2, 3, 4, 5 on pages 31 and 32 of your Workbook.

Listening



1 Look at the pictures in exercise 2. What are the things called?

2 You are going to listen to a radio interview about technology and space missions. For each question, choose the correct picture.

- 1 What does the presenter have in his bedroom?
- 2 What was first used on an Apollo space mission?



- 3 What are more comfortable because of space technology?



A

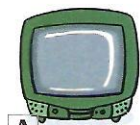


B



C

- 4 What will be important for the next mission to Mars?



A



B



C

- 5 What might be part of a communication and entertainment system in the future?



A



B



C

- 3 Do you remember what Angie said? Decide whether the statements are correct (A) or incorrect (B).

- 1 A lot of space technology has been useful here on Earth.
- 2 We spend less than a billion euros on space research each year.
- 3 We will use robots in the next Mars mission.
- 4 Angie thinks life in 50 years' time will be completely different.
- 5 Angie says travelling will be cheaper in the future.
- 6 Angie thinks the internet will be the same as it is today.

- 4 Now listen again and check your answers.



Do the Listening exercise on page 35 of your Workbook.

Dictionary CORNER

Write a word from the box in each gap to complete the sentences.

invent discover develop

- 1 Do you think we'll ever life on other planets?
- 2 They're going to the software further so it's much faster.
- 3 I wish they'd a machine that does your homework for you!

equipment machine engine

- 4 TVs, videos and DVDs are all examples of electrical
- 5 There's a problem with the, so Dad's going to take the car to the garage.
- 6 I'll put the washing on this evening.

battery electricity

- 7 There's a tiny in this calculator.
- 8 If you don't pay the bill, they'll cut off your

research investigation

- 9 Who's going to carry out the into why the satellite crashed?
- 10 We'll have to do a lot more before we're sure that the asteroid won't hit us.



Do exercises 1, 2 on page 33 of your Workbook.

Grammar 2



Present simple and present continuous to talk about the future

Look at Grammar database page 185 before you do the exercises.

Complete the letter using the correct tense, present simple or present continuous. Use short forms where possible.

Dear Trisha,
Thanks for agreeing to look after our flat while (1) (we/be) away. Here are just a few things I need to tell you:
Our (2) (plane/land) at about midnight, so I'll call on Sunday morning to check everything's okay. In case there's an emergency, (3) (we/stay) at the Mountjoy Hotel. Their number is 0814 697942.
By the way, my (4) (mother/come) round next Monday to check her email. She's got her own key, so if (5) (you/not/be) there, don't worry.
Oh yes, can you video that Mel Gibson movie for me tomorrow night? (6) (It/start) at 8.30 and (7) (it/be) on BBC1. Thanks!
See you when (8) (we/get) back!
Thanks again,
Love,
Katy (and Baz)

p.s. (9) (We/stop) at a cheese factory on the way back, so I'll bring you back some nice cheese!!!

Home work

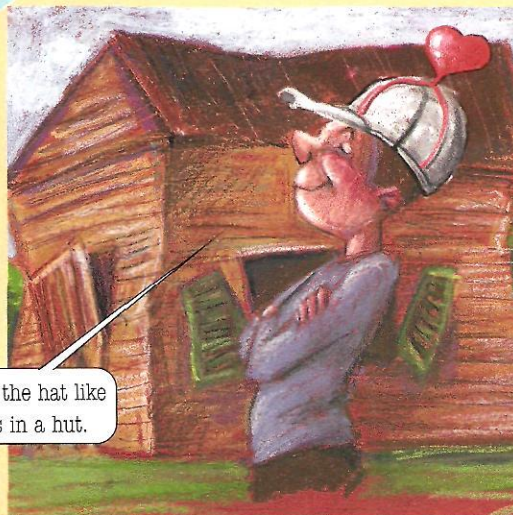
Do exercises 1, 2, 3, 4 on pages 33 and 34 of your Workbook.

SOUNDSTATION

1 Listen to these words. Can you hear the difference between them?

hat heart hut

The man with the hat like a heart lives in a hut.

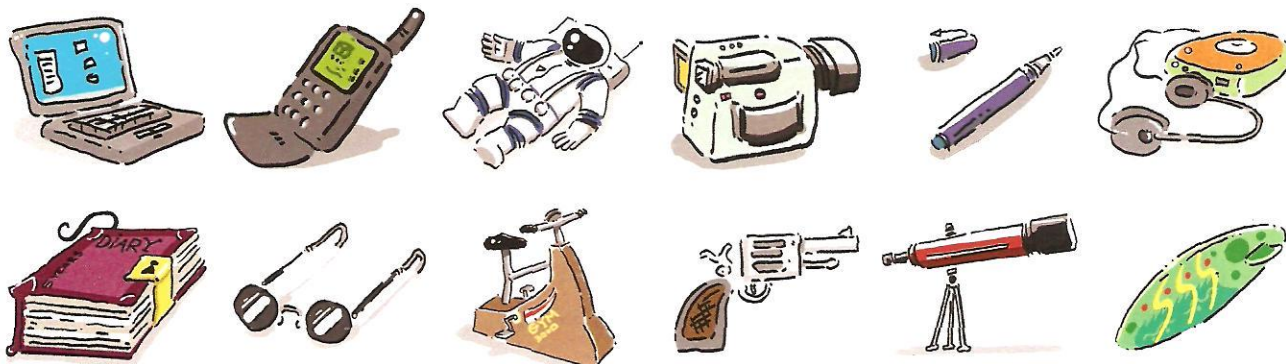


2 Now listen to these words. For each pair, circle the word you hear.

- 1 cat / cut
- 2 cart / cut
- 3 had / hard
- 4 pan / pun
- 5 fan / fun
- 6 ladder / larder
- 7 bat / but
- 8 dark / duck

Speaking

- 1** Imagine you are going on a trip to the Moon for two weeks. Here are some things you can take with you. Discuss which things will be useful on the trip and which won't. Use the words and phrases below.



Expressing an opinion

I (don't) think we'll need ...
 Maybe we should take ...
 A(n) ... is(n't) going to be very useful ...
 A(n) ... will/won't be very useful ...
 I'm/We're definitely taking ...
 We'll / We won't be able to use ...

Useful phrases

Giving reasons and results

... because ...	Because of this,
... as ...	... so ...
... since ...	... 'cause ...
... seeing as ...	
One/The main reason is (that) ...	

- 2** You can take three other things with you. What are you going to take, and why?

- 3** Turn to page 168. In pairs, do the role-play activity unit 5.

 See *Speaking database* on page 174.

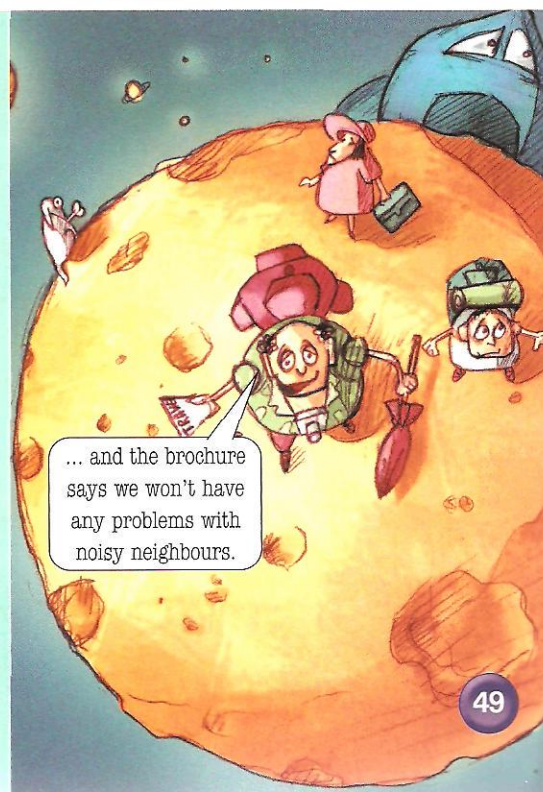
Use your English!

Complete the text with one word in each gap.

MOVING TO ANOTHER PLANET

One day, millions of years (1) the future, the Sun (2) going to explode. Unfortunately, we can't prevent this (3) happening and it means that humans won't (4) able to live on Earth any more. Luckily, we (5) lots of time to prepare (6) it. It's likely (7) this preparation will involve working out how to travel very long distances through space, and (8) another suitable planet to live on.

We (9) need a planet that doesn't go round the Sun, but orbits another star instead. The nearest one is a very (10) way away. With the technology we have today, the journey will (11) 50,000 years! If we can discover a way to travel much faster – at just below the speed of light – then the journey will (12) very quick: only six years!



Writing



Using set phrases

1 Read the letter. Do you think it is well written? Why? / Why not?

Dear (1) **Whatever-your-name-is**,

(2) **I'm writing about** your (3) **advert** for pieces of land on the Moon, which I saw in 'Planet Monthly' last Tuesday. (4) **I'm thinking of** buying one. (5) **But** I (6) **want** some more information first.

(7) **Tell me** how much they cost.

(8) **Also**, (9) **I want you to** send me further information (10) **about** transportation to the Moon.

(11) **Can you** also let me know (12) **if I'll** be able to build a swimming pool on the land?

(13) **Please write back!**

(14) **Lots of love**,

(15) **Annabel**


2 Match a word or phrase in bold in the letter with a more formal word or phrase below.

- | | | |
|---------------------------------------|--|-------------------------|
| a However, | f I would be grateful if you could tell me | k I am interested in |
| b would like | g whether I will | l Could you |
| c Secondly, | h Sir/Madam, | m Annabel Davis |
| d I am writing with regard to | i regarding | n advertisement |
| e I look forward to hearing from you. | j Yours faithfully, | o I wonder if you could |

3 Rewrite the letter using formal words and phrases.



Do exercises 1, 2, 3, 4 on page 35 of your Workbook.



get READY to write

Formal letter

1 Read the letter and answer the questions.

- 1 Is the letter formal or informal?
- 2 Find words in the letter which have a similar meaning to these words and phrases:
 - a a place to stay
 - b more
 - c rooms and equipment which people can use
 - d able to be used
 - e say that something is definitely true
 - f need
- 3 Which of these do not take a question mark (?) at the end of the sentence?
 - a I would be grateful if ...
 - b I wonder if you could ...
 - c Could you ...

Dear Sir/Madam,

I am writing with regard to your advertisement for holidays on Mars, which I saw in 'The Daily Gazette' on 24th July. I am very interested in a weekend break to Mars. However, I would like some more information first.

I would be grateful if you could let me know the exact cost of a three-day trip during the summer, including transportation and accommodation, for two adults and two children (aged twelve and fourteen).

Secondly, I wonder if you could send me further information about the facilities which are available at the Martian Hotel. My daughter would particularly like to know whether there is a nightclub.

Could you also confirm that we will not require either injections or passports?

I look forward to hearing from you.

Yours faithfully,

Steve Knight

2 Read the writing task and make a plan in Composition Planner 5 on page 156.

You have seen this advertisement and would like further information. Carefully read the advertisement and the notes you have made. Then write a **letter** to the company.

The Space Bus

Would you like to see the Earth from space?

Now you can!!!

- 6-hour and 12-hour trips round the world on the new Space Bus
- reasonable prices
- trips every Saturday and Sunday in Summer

The Space Bus the most exciting trip you'll ever take!

For further information, please contact: **The Space Bus Corporation**

6-hour trip sounds enough
how much - 1 adult, 2 kids?
seats available Sat. 24th July?
ad in 'The Daily News', 2nd Feb

Home work

You are now ready to write your letter. Write between 120 and 150 words. When your teacher has commented on your letter, write the final version.

6

It Takes All Sorts



Describe someone in the class without saying who they are. Mention one physical detail and something about their personality. The rest of the class must guess who you are describing. Work as a class.



Zarena

Vantura

Every evening in Tarrigon, the younger gefods met inside the dragon's old cave. There, they chatted and gossiped and had a little fun for an hour or two before nightfall.

Zarena rarely joined them. She didn't like to go to the cave. No, that's not quite true. After a long day collecting food, sometimes all she wanted was to have some company. But Zarena was shy and couldn't make friends easily. When she did go to the cave, she usually stood alone, away from the other gefods, and didn't feel secure enough to join in their conversations.

Zarena found being sociable very difficult. The other gefods mistook her quietness for arrogance. They thought that because she was more intelligent than them, she was looking down on them. They were also jealous because she worked so hard and kept her burrow so clean and tidy. So they teased her or ignored her and made her feel sad. Because of **that**, she didn't like going to the cave.

'Perhaps I am a bit lonely,' she said to herself sometimes, 'but at least I work hard. I wouldn't want to be like Vantura even though she's much

Reading



1 Read the story and tick the adjectives which describe Zarena.

bright
hard-working
jealous
lonely
popular

rude
selfish
shy
sociable
strict

Zarena and

more popular than me.' (Vantura bullied Zarena more than the other gefods.) 'She's nasty and selfish and rude and unkind. 1 And I bet most of her friends only pretend to like her. They're just scared of her. I'm sure none of them trust her.' Zarena was strict with herself: 'Never change who you are just to become more popular,' she told herself.

One day, Zarena was out searching for food.

2 She stopped. 'What was that?' she whispered to herself. Then she heard it again. Very carefully and quietly, Zarena went to investigate.

Zarena soon discovered what was making the noise. It was Vantura, who was in serious trouble. There was an old rusty tin can stuck on her head. 3 The noise Zarena had heard was a combination of Vantura shouting 'Help!' and her banging the can against the ground in an attempt to remove **it** from her head.

Zarena didn't know what to do. 'Vantura doesn't know I'm here, so I could just leave quietly,' she thought to herself. 'No, maybe I don't like Vantura, but I still have to help her.'

Zarena went over to Vantura. 'Vantura, it's me – Zarena. Don't worry. I'll help you. Just keep still.'

4 'Oh dear,' said Zarena. 'It's on very tight. I can't pull it off. But don't worry, Vantura, I won't leave you. There must be a way to help you.'

Zarena thought carefully. 'What should I do?' she said to herself. Then she had an idea.

2 Look at the words in bold in the story. What do they refer to?

- 1 that (paragraph 3)
 - a Zarena keeping her burrow clean
 - b the situation at the cave
- 2 it (paragraph 6)
 - a the tin can
 - b the ground
- 3 this (paragraph 10)
 - a Zarena helping her
 - b her cut face
- 4 everyone (paragraph 11)
 - a Vantura, Zarena and the other gefods
 - b all the gefods except Vantura and Zarena
- 5 It (paragraph 12)
 - a the change in the situation
 - b the fact that Zarena helped Vantura

Vantura

'Vantura,' said Zarena, 'I'm going to try to cut the can with my teeth. **5** ' Zarena managed to get a piece of the top end of the can between her teeth. It tasted horrible, but she started to chew. Fifteen minutes later, Vantura was free.

They both lay breathless on the grass. Vantura was bleeding from where the can had cut her face. Zarena was bleeding from where the can had cut her mouth. 'Thank you,' said Vantura eventually. 'I'll never forget **this**.'

What do you think happened next? Did Vantura tell all the gefods about how Zarena saved her, and they all loved Zarena from that day on? Not quite. Vantura didn't tell anyone because she didn't want to look ridiculous. Zarena didn't tell anyone because she didn't want to show off. **6** Dorgo Quando witnessed the whole thing, and quickly told **everyone**. But no one ever mentioned it to Vantura.

Vantura never bullied Zarena again. And when Zarena did go to the cave – and perhaps she went a little more often than before – the other gefods started to treat her with respect (although they never mentioned the incident to her either) and she slowly started to gain the confidence she needed to talk to them. **It** was a start.

3 Complete the gaps 1–6 in the story with the correct sentence A–F. Write the letter of the correct sentence in the gap.

- A Zarena tried to pull the can off Vantura's head, but it wouldn't move.
- B It's the only way to get you out.
- C I'm glad I'm not like that, even if she has got more friends than me.
- D She was running through some high grass when she heard a noise.
- E The gefods all soon knew, however.
- F She couldn't get it off, and was starting to panic.

Dictionary CORNER

Complete each sentence using a word from the story. You may need to change the word.

Positive characteristics

- 1 If someone is **k**....., they are caring, gentle and helpful.
- 2 If you **t**..... someone, you believe they won't lie to you or hurt you.
- 3 If someone has the **c**..... to do something, they believe in their ability to do it well.
- 4 If you feel **s**..... about something, you feel safe and happy about it.
- 5 If you **r**..... someone, you have a good opinion of them.

Negative characteristics

- 1 If you **g**..... about people, you talk about them when they are not there.
- 2 If you are **a**....., you feel you are better and more important than other people.
- 3 If you **t**..... someone, you say things to hurt, embarrass or annoy them.
- 4 If you **b**..... someone, you use your power to hurt or frighten them.
- 5 If someone **s**..... **o**....., they try too hard to impress other people.
- 6 If someone is being **r**....., they are behaving in a silly and stupid way.



Do the Reading exercise on page 36 of your Workbook.



Do exercises 1, 2 on page 37 of your Workbook.

Grammar I



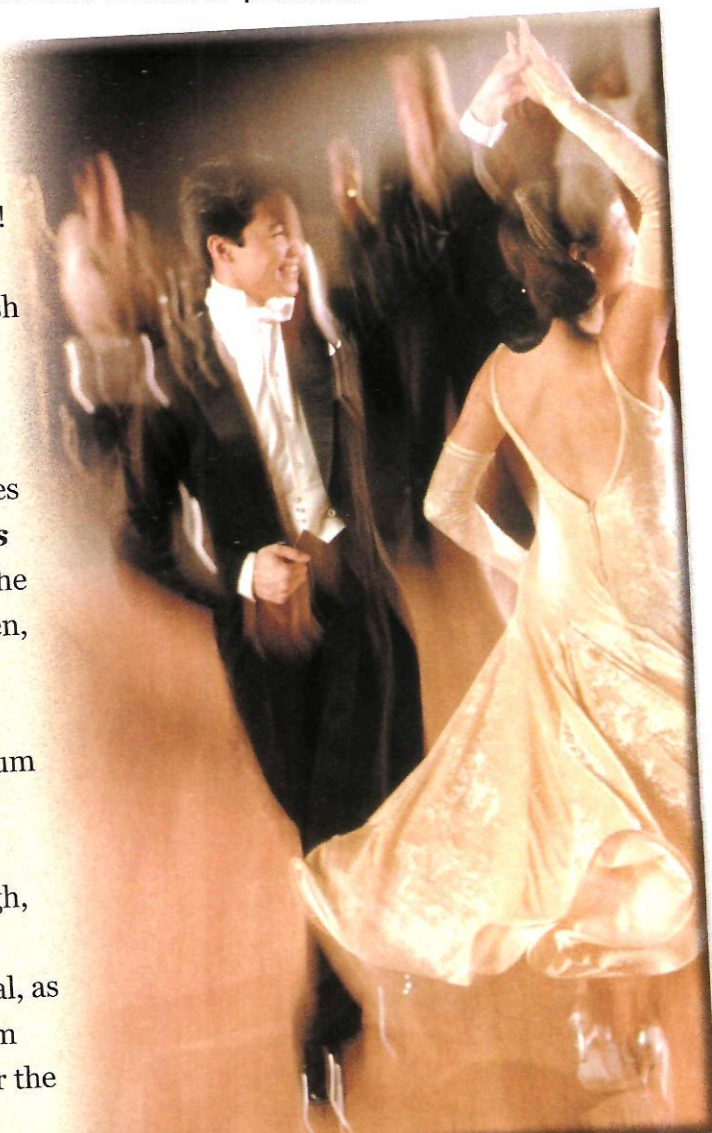
Modals 1 (ability, obligation, advice, permission)

Look at *Grammar database* pages 185-186 before you do the exercises.

1 Read the text below and choose the correct words or phrases.

My best friend Andy (1) **may/can** dance really well. In fact, his mum says he started dancing before he (2) **could/can** even walk! He's so good, I think he (3) **should/ought** become a professional when he's older. I wish I (4) **could/can** dance as well as Andy, but unfortunately I (5) **can't/mustn't**.

Andy's in a ballroom dancing team and takes part in amateur competitions, so he (6) **has to/should** practise a lot. Next year, when he and his dancing partner Michelle are sixteen, he'll (7) **be able to/can** enter the British Adult Ballroom Dancing Championships. They're going to be held in London. My mum says that if Andy gets into the final, I (8) **will/can** go and support him. I (9) **mustn't/can't** wait! She also says, though, that I (10) **don't have to/mustn't** be disappointed if he doesn't get into the final, as it's very difficult. She's right, of course. I'm just going to (11) **must/have to** hope for the best, I suppose.



2 Write a word or phrase from the box in each gap to complete the sentences.

can • could • doesn't have to • had to • must • should

- Andy miss two competitions when he sprained his ankle last year.
- I think he buy a new costume if he gets into the final.
- He pay for the ticket to London as his dancing club will pay.
- Andy also dance really well to pop music.
- You be very dedicated if you have a hobby like ballroom dancing.
- Michelle dance really well when she was a baby, too.

Home
work

Do exercises
1, 2, 3, 4 on
pages 37 and
38 of your
Workbook.

Listening



- 1** When we speak, we say things differently depending on our mood. Choose one of the moods below and say this sentence: *I can't believe it! in that mood. Everyone else must guess which mood you chose.*

annoyed • furious • depressed • surprised
upset • excited • scared • shocked • nervous

- 2** You are going to hear people talking in five different situations. Before you listen, look at the questions and make sure you understand all the words.

- 3** Listen and choose the correct answer a, b or c.

- 1 You hear someone talking about their exam results. How do they feel?
a annoyed b furious c depressed
- 2 You hear two people talking about going on a roller-coaster at a funfair. How does the boy feel?
a surprised b upset c excited
- 3 You hear a mother talking to her son. How does she feel?
a scared b shocked c nervous
- 4 You hear someone talking about their holiday plans. Where are they going to go?
a Australia b America c Germany
- 5 You hear two friends talking. What is one friend trying to persuade the other to do?
a make a phone call b choose a present
c pick up a friend from a party

Dictionary

CORNER

Write the phrases in the correct box. Some of them can go in more than one box.

a decision • someone a favour • a dream
part in something • a mistake • fun of someone
your homework • a bath • care of someone
an effort • an idea • a fuss • your best
pity on someone • up your mind
time to do something • the housework
a good/nice time • someone good • a holiday

MAKE ...

a decision

DO ...

HAVE ...

TAKE ...

a decision



Do exercises 1, 2 on page 39 of your Workbook.



Do the Listening exercise on page 41 of your Workbook.

Grammar 2



Modals 2 (possibility, probability, certainty)

Look at *Grammar database* pages 186-187 before you do the exercises.

1 Look at the picture and write five sentences using the verbs below.

must She must be a teenager.
must _____
may _____
might _____
could _____
can't _____

2 Think of three people you know. Where do you think they are or what do you think they are doing right now? Write short sentences using *should* or *ought to*.

eg: My Dad should be at home right now.

Home

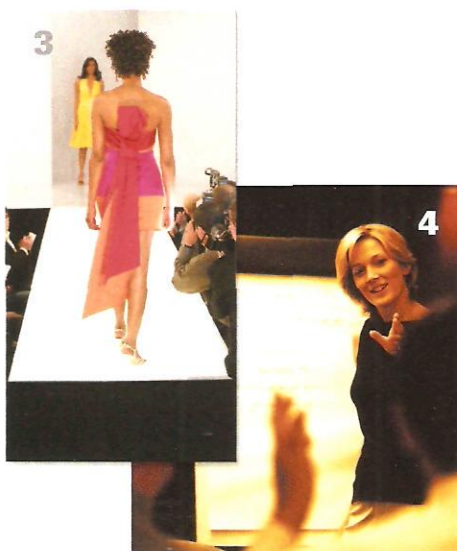
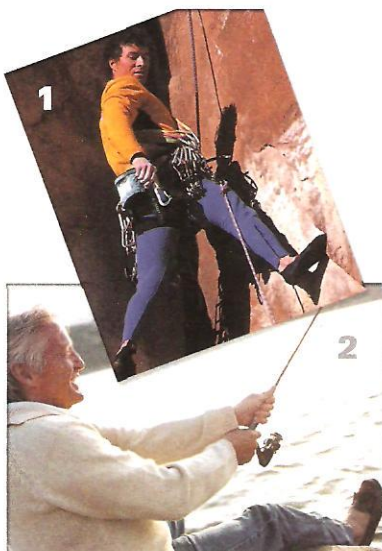
work

Do exercises 1, 2, 3, 4, 5 on pages 39 and 40 of your Workbook.

Speaking



1 Listen to a student comparing the first two pictures. Circle the words or phrases they use.



- 1 ... at first/to begin with ...
- 2 ... they're both pictures of/with ...
- 3 The first picture is a/is a photo of a man ...
- 4 ... much older than/as old as the man in the first picture ...
- 5 They're both/Each of them is outside ...
- 6 ... they are different because/one main difference is ...
- 7 ... very active to go rock climbing, whereas/however fishing is a much more relaxing hobby.

Useful
phrases

- 2 Make notes about pictures 3 & 4 and 5 & 6.

pictures	main similarities	main differences
1 & 2	people doing sports	young/old
3 & 4		
5 & 6		

- 3 Compare pictures 3 & 4 and 5 & 6 using your notes and the phrases you circled in exercise 1.

- 4 Turn to page 168. In pairs, do the role-play activity unit 6.

See Speaking database on page 174.



- 1 Look back at unit 5, Soundstation on page 48. Can you remember the difference in pronunciation between 'hat', 'heart' and 'hut'?

- 2 Play the Soundstation Game. Your teacher will explain the rules to you.

That was very nice/interesting/big/strange, etc.

hat / hut	shack / shark	garter / gutter
cat / cart	calf / cuff	batter / butter
bark / buck	rag / rug	ladder / larder
pan / pun	chat / chart	starter / stutter

Use your English!



Complete the advertisement with one word in each gap.

Charlesworth Castle Renovation Holidays

If you can't (1) up your mind what to do this summer, why not try something different? You don't (2) to spend your holidays lying on the beach for two weeks doing nothing. They (3) be challenging and fun, shouldn't they?

Come and help us clean and renovate Charlesworth Castle. You could meet some interesting people. (4) a great time and do something creative. You'll enjoy taking (5) in this important historical project and you'll feel a great sense of achievement at the end of it. You do the work (eight hours a day, Monday to Friday) and we'll take care (6) the rest: accommodation, all meals and leisure time activities. So (7) yourself a favour and (8) a different kind of holiday at Charlesworth Castle. It'll (9) you good!

Please note: you (10) be over eighteen years old to apply.



Writing



Layout and text structure

- 1 Read the report and decide if the statements are correct (A) or incorrect (B).

To: All the students using *Laser B1*
From: Malcolm Mann (the author of *Laser B1*)
Subject: How to write a report

Introduction

The aim of this report is to demonstrate how to write a report in English. Although it is not difficult, there are a number of things you have to remember. These are described below.

To: / From: / Subject:

Reports usually start with *To:* and then the name of the person who will read the report. On the next line, we write *From:* and then the name of the person writing the report. Below that, we write *Subject:* followed by what the report is about. Below that, if necessary, we write *Date:* and the date the report was written. For example, 'Date: 24th July'.

Headings

Each paragraph of a report has a heading. It briefly describes what the paragraph is about. The first heading is usually 'Introduction' and the final heading is usually 'Conclusion' or 'Recommendation'.

Length of paragraphs

Some paragraphs can be quite short.

Formality

Reports are generally formal.

Set phrases

There are several set phrases we can use in a report:

1. The aim of this report is to ...
2. As requested, I have looked at / examined / visited, etc ...
3. My findings are presented below.

We can also use discursive words and phrases such as *Firstly*, *Furthermore*, *However*, etc.

Lists

As you can see from the previous paragraph, we can include lists in reports if they are the clearest way to present information.

Conclusion

If you follow the information presented above, you will find writing a report easy. Good luck!

- 1 Reports are generally informal.
- 2 Every main paragraph of a report has a heading.
- 3 Paragraphs must be at least four sentences long.
- 4 You should always begin with *Dear Sir/Madam*,.
- 5 The point of a report is to present information clearly.

- 2 Your teacher will read out a report. Write it down with the correct layout.



Do exercises 1, 2, 3, 4 on page 41 of your Workbook.

Report

1 Read the report and answer the questions.

- 1 Who wrote the report?
- 2 Who is going to read the report?
- 3 Find words or phrases in the report which have a similar meaning to these words and phrases:
 - a find out
 - b if
 - c generally
 - d at the moment
 - e make smaller
 - f think about

To: Jane Peters
From: Alison Webster
Subject: Merdington Youth Club

Introduction

As requested, I have interviewed members of the Merdington Youth Club to discover whether they are satisfied with the facilities. My findings are presented below.

The building

All twenty-eight members of the club felt that the building should be redecorated. Several of the older members said that they would be willing to help with the redecoration if the local council provided paint and brushes.

Club activities

On the whole, members were pleased with the range of club activities. However, many of the older teenagers would prefer the club to stay open later on Friday evenings. It currently closes at 9 pm. They suggest that there is a disco from 9 pm to 11 pm for club members aged 16–18.

Conclusion

Merdington Youth Club is a popular and well-run club. I would recommend, however, that the building is redecorated. This could be done by the members to reduce the cost. We should also consider providing a Friday evening disco for older teenagers.

2 Read the writing task and make notes.

You work for Tapperton Council. Your manager has asked you to interview members of the Tapperton Sports Club to find out what they think about the facilities the club offers. Write your **report** for your manager.

- 1 What facilities does the club offer? (choose two or three main ones)

- 2 Are the members happy with them? How could they be improved?

- 3 What recommendations are you going to make?

3 Make a plan in Composition Planner 6 on page 157.

Home work

You are now ready to write the first draft of your report. Write between 120 and 150 words. When your teacher has commented on your report, write the final version.

1 Expressing future time

Five of these sentences are correct. The other five are incorrect. Tick (✓) the correct sentences. If it is incorrect, rewrite the word or phrase in bold correctly on the line.

- 1 I'm **being** a scientist when I'm older.
- 2 I'll phone you when **I will have** some news.
- 3 If the asteroid hits, **we'll be** in big trouble.
- 4 I know! **I'll get** Jason a telescope for his birthday.
- 5 Look out! **We will** crash!
- 6 The train **arrives** at midnight.
- 7 **Will** you help me carry these boxes?
- 8 **Will** I help you carry these boxes?
- 9 If you **will come** to the party, you'll make some friends.
- 10 **We're going to go** in a few minutes.

2 Modals

Choose the correct word or phrase to complete each sentence.

- 1 *Could/Should* I have some more lemonade, please?
- 2 Dan *could/can* play the piano well. Let's ask him to join our band.
- 3 Dan *could/can* play the piano when he was two years old.
- 4 I'd hate to *must/have to* go and live on another planet.
- 5 In the future, we *can/will* be able to travel all round the universe.
- 6 My advice is that you *should/may* see a doctor.

3 Modals

Complete each sentence using an appropriate modal (*may, could, can't, etc*) and any other necessary words so that it means the same as the sentence before it.

- 1 I'm sure that's Dave at the door.
That Dave at the door.
- 2 I'm sure that Diane isn't jealous of Linda.
Diane jealous of Linda.
- 3 It's very likely that NASA will announce a mission to Mars soon.
NASA a mission to Mars soon.
- 4 It's very likely that the asteroid won't do any damage.
The asteroid any damage.
- 5 It's possible that people will panic.
People panic.
- 6 It's possible that an astronaut is walking on the Moon right now.
An astronaut on the Moon right now.

4 Patterns

Complete the sentences using the correct form of the verbs *make*, *do*, *have* or *take*.

- 1 My dad most of the housework because my mum works very long hours.
- 2 I've got to care of my niece while her parents are away this weekend.
- 3 Simon has a real effort this term. Well done!
- 4 I a very strange dream last night.
- 5 Could you me a favour?
- 6 I wish you would up your mind!
- 7 I think you've a mistake.
- 8 Are you going to part in the school play?

5 Adjectives

Match a word from the box with each sentence.

popular • rude • kind • strict • jealous • shy • selfish • lonely

- 1 'My sister never lets me play her CDs.'
- 2 'Everyone likes Adam.'
- 3 'Jessica helped me such a lot when I broke my leg.'
- 4 'I wish I had as much money as Dean does.'
- 5 'Mrs Walker never lets us talk in class.'
- 6 'Since we moved here, I haven't made any friends.'
- 7 'You should never speak to your teacher like that.'
- 8 'Sean feels very uncomfortable talking to strangers.'

6 Grammar and vocabulary revision

Choose the correct answer a, b, c or d to complete the text.

Time Machines

(1)..... you imagine what would happen if we (2)..... that time travel was possible? People would be able to go back and change the past. And that, of course, would affect the present. So, is it likely that someone will (3)..... a machine for travelling through time? The answer is no, (4)..... to most scientists. The main problem is that time travel (5)..... breaking the laws of physics. Of course, we (6)..... have misunderstood these laws, but a lot of (7)..... has been carried (8)..... in the past hundred years or so to work out exactly what 'time' is. We now believe that, although time is not constant – it (9)..... speed up and slow down – we will never (10)..... go back in time. There is another very good argument why time travel isn't possible. We don't see people coming back from the future to visit us!

- | | | | |
|-------------------|-------------|---------------|--------------|
| 1 a May | b Can | c Will | d Should |
| 2 a investigated | b developed | c invented | d discovered |
| 3 a invent | b discover | c investigate | d involve |
| 4 a speaking | b listening | c according | d agreeing |
| 5 a prevents | b contains | c includes | d involves |
| 6 a ought to | b should | c must | d might |
| 7 a investigation | b research | c development | d discovery |
| 8 a out | b off | c over | d away |
| 9 a will have to | b mustn't | c can | d ought to |
| 10 a be able to | b can | c could | d should |

7 Going Out and Staying In



Discuss the following. Work in pairs or in groups.

How many places can you think of that people go to in their spare time?

What do you like doing in your free time?

How often do you go out with friends?

What kind of places do you usually go to?

Reading



1 Match each of the texts A-H with a description.

- 1 a message about a phone call
- 2 an email
- 3 a poster in a cinema
- 4 a note left for a parent
- 5 instructions in a theatre
- 6 a notice in a school
- 7 a warning on a box
- 8 a notice in a club

2 Read the texts. What does each one say?

Extract A

- a Speak to Mr Jackson if you want to see the school play.
- b Mr Jackson will contact you if he wants you in the school play.
- c If you want to be in the school play, speak to Mr Jackson.

Extract B

- a Jacob should make sure he calls his mum before six o'clock.
- b Jacob's mum will call him later on her mobile phone.
- c Jacob can call her the office if it's not yet six o'clock.

Extract C

- a This film has already been shown at this cinema.
- b This film hasn't been shown yet at this cinema.
- c This film won't be shown at this cinema for a long time.

Extract D

- a Members of the club are not allowed to use the games.
- b You can use the games but you should put them back afterwards.
- c Ask other club members if you want to find a game.

Extract E

- a Someone is coming to the house at four to fix the TV.
- b Lisa's mum has to go to the shop before four o'clock.
- c Lisa will call her mum at four o'clock to tell her what to do.

Extract F

- a Charlie expects to meet Emma at the concert.
- b Charlie expects to meet Emma at her party.
- c Charlie expects to meet Emma later in the week.

Actors wanted

The school play, directed by Mr Jackson, will take place on June 15th next year. Anyone interested in acting should contact him during the lunch break.

A

Mum - there's something wrong with the TV. I can't turn the set on with the remote control. I've called the shop and they're coming round at four. See you tonight. Lisa.

E

Coming soon!

The Tourists

is a romantic comedy set on a tropical island. You'll love the crazy plot and the even crazier jokes!

Showing Sat-Wed, 7 pm, 9 pm, 11 pm.

C

Jacob - your mum rang. She can't meet you at the cinema after all because she has to work late. Call her before six at the office or after six on her mobile.

B

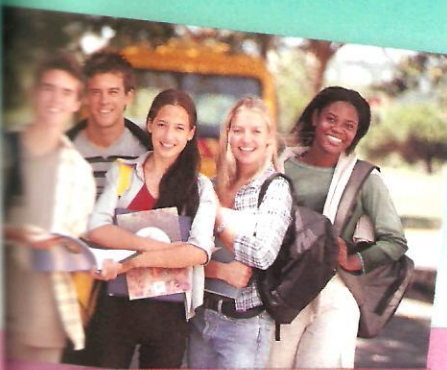
From: Charlie
To: Emma
Subject: your party
Attachments: none

I should have told you before. Can't come to the party because I've got tickets for a concert. See you at Jenny's on Friday, though!

F

Please return all games to the place where you got them. This is so that other youth club members will know where to find them. Thank you.

D



Copying this DVD

is not allowed, apart from one personal copy, which must not be sold, lent or given to anybody else.

Select **date**,
the **show** you want
to see, and **number**
of tickets. When
seating map
appears, select
available seats
(shown in green).
Collect chosen
tickets from ticket
office.

Extract G

- a You are not allowed to make any copies.
- b You can make one copy of the DVD for yourself.
- c You are allowed to make copies, but only for friends.

Extract H

- a Choose your seats before you choose the date of the performance.
- b Collect your tickets after deciding what seats you want.
- c Choose the show then speak to the ticket office about available seats.

3 Read the texts again and decide which text(s) ...

- 1 tell us when something is going to happen.
- 2 say someone has to change their plans.
- 3 give instructions for using something.
- 4 tells you not to do something.
- 5 describes a problem with equipment.
- 6 talk about contacting other people.



Do the Reading exercise on page 43 of your Workbook.

Dictionary CORNER

1 Complete each sentence using a word from the extracts.

- 1 Our school play was d..... by our drama teacher.
- 2 The novel is s..... in Japan during the Second World War.
- 3 *Fight Club* is such a complicated film that it's difficult to understand the p..... at times.
- 4 Why don't you turn off your TV s..... and do something more interesting instead?
- 5 Toys don't have winners and losers and rules but g..... do.
- 6 I want to change channels but I can't find the r..... c.....
- 7 My friends and I usually go to the y..... c..... on Friday evenings.

2 Fill in the missing letters. Can you find the hidden word?

- | | |
|---------------------|--|
| O P E R A | 1 A play with classical music and singing. |
| _ U _ F _ I _ | 2 You can go on a roller-coaster here. |
| _ I _ H _ C _ U _ | 3 People can dance and have a drink here. |
| _ A _ L _ T | 4 A story told through classical dance. |
| _ I _ C _ S | 5 I love the acrobats and clowns. |
| _ H _ A _ R _ | 6 You see plays here. |
| C _ F _ | 7 Let's go for a coffee! |
| D _ S _ O | 8 Let's go dancing! |
| _ E _ T _ U _ A _ T | 9 Anyone hungry? |
| M _ S _ U _ | 10 We look at exhibits from the past here. |
| _ A _ L _ R Y | 11 You look at paintings here. |
| _ I _ E _ A | 12 Shall we go and see a film tonight? |
| _ O _ C _ R _ | 13 Classical or pop? |



Do exercises 1, 2 on page 44 of your Workbook.

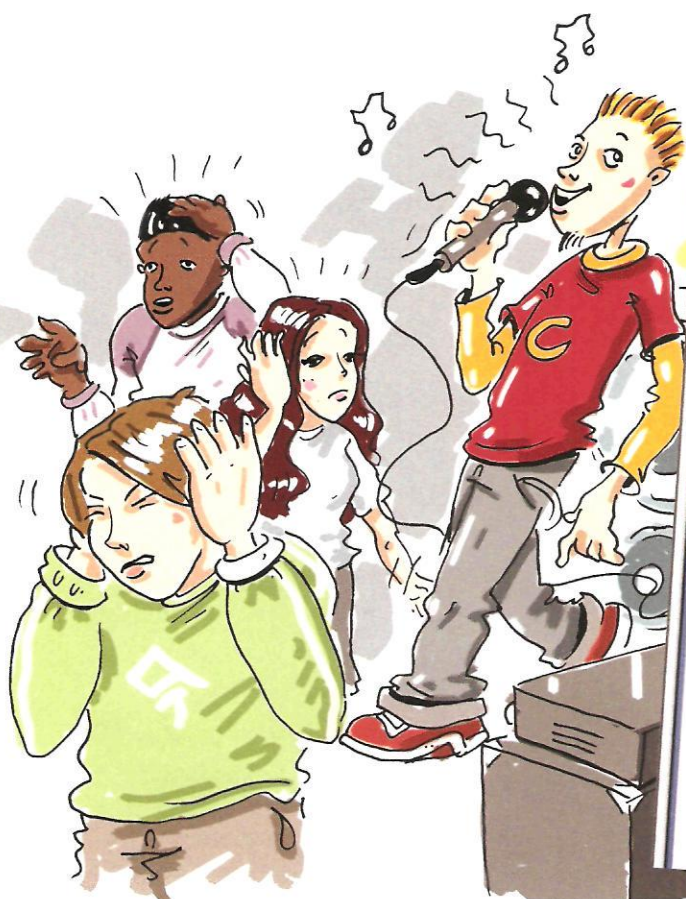
Grammar I



Modal perfect

Look at *Grammar database* pages 187-188 before you do the exercises.

1 Choose the correct word.



HI!!!

Send Now Send Later

From: Francesca <fran123@freemail.it>

To: Joanne <jps@uknet.uk>

Subject: HI!!!

Attachments: none

Medium

I (1) **must/should** have been mad to enter the karaoke competition last night. What was I thinking? I really (2) **can't/should** have thought about it a bit more carefully. Why did I agree to it when I (3) **could/would** have stayed at home and watched a DVD instead? But no! I made a complete fool of myself in front of all my friends. It might (4) **be/have been** all right if they'd given me a song I knew. But it was this really weird song I'd never heard before. I (5) **can't/mustn't** have got any of the notes right. It was so embarrassing!

2 Complete each second sentence so that it means the same as the sentence before it. Use no more than three words.

- Why didn't you buy the tickets today?
You should the tickets today.
- It's possible that Rachel remembered to set the video.
Rachel might to set the video.
- They obviously forgot what time the concert starts.
They must what time the concert starts.
- There's no way Dave was a stand-up comedian!
Dave can't a stand-up comedian!
- There was a chance I'd win the talent contest but I didn't.
I could the talent contest but I didn't.



Do exercises 1, 2, 3, 4 on page 45 of your Workbook.

Listening



- 1** You are going to listen to five people talking about what they like doing in their spare time. First, look at the pictures. What are the people doing?



- 2** Listen to the speakers and match each speaker with one of the activities above.

Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3

- 3** Listen again and match a statement with each speaker.

- A** The speaker thinks this activity will help them with their job.
B The speaker feels that they'll never be perfect at this activity.
C The speaker likes this activity because it's a break from routine.
D The speaker uses this activity to make other people happy.
E The speaker says this activity is great, however you feel.

Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3



Do the Listening exercise on page 48 of your Workbook.

Dictionary

C O R N E R

Complete each sentence using the correct form of the phrasal verbs. Look at the Phrasal verb database on page 172 to help you.

do up • give up • make up
 pick up • put up • set up
 take up • turn up

- 1 Could you me outside the library at 6.30?
- 2 We're thinking of a computer games club at school.
- 3 I couldn't believe it when Sheena at the party with her new boyfriend.
- 4 They're planning to the old cinema and turn it into a nightclub.
- 5 I'm going to stamp-collecting and find a more interesting hobby.
- 6 You should have a less expensive hobby, like photography.
- 7 Ralph's always unbelievable stories about his friends.
- 8 Would you mind me for the night when I come to town for the pop concert?



Do exercises 1, 2 on page 46 of your Workbook.



Grammar 2



-ing form or full infinitive?

Look at Grammar database pages 188-189 before you do the exercises.

1 Some of the sentences below contain a mistake. Tick (✓) the correct sentences. If a sentence is incorrect, write the word or phrase correctly.

- 1 I'm really looking forward to go ice-skating tomorrow. _____
- 2 Sean's decided taking up skateboarding. _____
- 3 I love going to outdoor cinemas in the summer. _____
- 4 Did you remember buying the tickets for the concert? _____
- 5 I don't really feel like seeing a film tonight. _____
- 6 The music was great - we didn't stop to dance all night! _____

2 Complete the paragraph with the correct form of the verbs.

SPARE TIME



Although I enjoy (1) _____ (visit) art galleries, I've never been very good at (2) _____ (draw) and (3) _____ (paint) pictures myself. For a long time I've wanted (4) _____ (learn) some of the basic skills. At first, I considered (5) _____ (study) on my own at home, but then a friend of mine suggested (6) _____ (go) to evening classes and I realised that would be much more fun. So, I've decided (7) _____ (join) an evening art class at the local Technical College. I've met the instructor, Mr Philips, and he seems (8) _____ (be) really nice. First, we'll practise (9) _____ (draw) very simple objects, and then we're going to move on to more difficult things, like people and buildings. I know it's not going to be easy, but I intend (10) _____ (stick) at it. I'm not going to give up (11) _____ (try). And I hope by the end of the course I'll be able (12) _____ (see) a real improvement in my artistic ability.

Home work

Do exercises 1, 2, 3, 4 on pages 46 and 47 of your Workbook.

SOUNDSTATION

1 Listen to these pairs of words. Can you hear the difference between them?

hand / had
send / said
finger / figure

2 Now listen and circle the words you hear.

- 1 Look at that *land*/*lad*!
- 2 That's *banned*/*bad*.
- 3 I'm going to go round the *bend*/*bed*.
- 4 That's a strange *trend*/*tread*.
- 5 It's a very big *finger*/*figure*.
- 6 Have you read 'The *Jungle*/*Juggle* Book'?

Speaking



Complete the table with one word from the box in each gap.

about • his/her • how • idea • if • suggest • that • to

Phrases for recommending and making suggestions

Useful
phrases

- 1 She/he could / ought / should + bare infinitive
- 2 I (would) + -ing form or noun
- 3 What + -ing form or noun ?
- 4 about + -ing form or noun ?
- 5 I'd say that + -ing form or noun is a good/bad because ...
- 6 What she/he + present simple or simple past ?
- 7 I'd recommend (.....) she/he + present simple
- 8 I'd recommend (.....) + -ing form

Look at the pictures below. What are the people doing?



Do this task in pairs. Use the phrases above to help you.

Imagine that a friend of yours – a 14-year-old girl called Carla – wants to take up a hobby. She doesn't want it to be too expensive, and she'd like it to be a hobby which sometimes involves meeting other people. Look at the activities in exercise 2 above and discuss which of them are appropriate and which are not. Give reasons for your opinions. Then, decide on the two best ones to recommend to her.

Write a short note to Carla. In your note, you should

- say that you and your friend have thought about possible hobbies for her
- mention one or two hobbies you don't recommend, and say why
- recommend one or two hobbies to Carla.

Write 35–45 words.

Turn to page 168. In pairs, do the role-play activity unit 7.

See Speaking database on page 174.

Use your English!



Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 1 Have you stopped learning a new card trick every day? **up**
Have you learning a new card trick every day?
- 2 I don't really want to go out this evening. **feel**
I don't really out this evening.
- 3 It's not possible that Sarah saw the film last week. **have**
Sarah the film last week.
- 4 I didn't invite Hanif to the party and I regret that now. **should**
I Hanif to the party.
- 5 I can't wait to see you at the circus tomorrow! **forward**
I'm really you at the circus tomorrow!

Writing



Awareness of target reader

1 Match the different types of writing with the people who are going to read them.

- | | |
|---|---|
| 1 a letter applying for a job | a the hotel manager |
| 2 an essay about a project you've done in class | b a friend or relative |
| 3 a letter describing a film you've just seen | c someone interested in reading fiction |
| 4 an article for an international young people's magazine | d a manager in a company |
| 5 a letter of complaint to a hotel | e a student in another country |
| 6 a short story for a national magazine | f your teacher |

2 Read the extracts from the writing tasks and decide:

- a who the target reader is for each one b what style the writing will be in each one

1 Look at the notes your penfriend has made and write a letter to the Theatre Manager ...

Target reader:

- a the Theatre Manager
b your penfriend

Style:

- a formal
b fairly informal
c very informal

2 Your teacher has asked you to write a story for a national short story competition ...

Target reader(s):

- a the competition judges
b your teacher

Style:

- a descriptive
b academic
c persuasive

3 Write a report for your manager recommending ...

Target reader:

- a someone whose name you know
b someone whose name you don't know

Style:

- a formal
b fairly informal
c very informal

4 Your school magazine has asked you to write an article about students ...

Target readers:

- a students at your school
b students all round the world

Style:

- a very formal, with no short forms (*can't, won't*, etc)
b fairly informal, with everyday English and some short forms
c very informal

5 You have been doing a project at school on television. Your teacher has asked you to write an essay on how much television young people in your country watch ...

Target reader(s):

- a young people in your country
b your teacher

Style:

- a very formal, with no short forms (*can't, won't*, etc)
b fairly informal, with everyday English and some short forms
c very informal

6 Write a letter to the Theatre Director applying for ...

Target reader(s):

- a someone you know personally
b someone you have never met

Style:

- a formal
b fairly informal
c very informal



Do exercises 1, 2 on page 48 of your Workbook.

get READY to write

Article

1 Read the article and answer the questions.

- Why does the writer start with a question?
a She wants the reader to answer the question.
b She thinks it will make the reader interested.
- Does the writer use any short forms (*won't*, *can't*, etc)?
- Is the style very formal, fairly informal or very informal?

2 Read the writing task and make notes.

You have just seen the following announcement in a young people's magazine. Write your **article**.

I went on a quiz show!

Have you ever been on a TV quiz show? I have. I went on *Quizbusters*, and it was the most exciting experience I've ever had.

I arrived at the studio half an hour before the show was due to begin and met the four other contestants. We all admitted how nervous we were. Then Bob Harty, the presenter, came in and told us not to worry.

He said we should just have fun. We recorded the programme in the afternoon. I started off well and answered more questions correctly than the others. To my surprise, I was through to the next round! Things continued to go well and suddenly I was in the final: it was me against a girl called Joanne. We were both so nervous! In the end, Joanne got six questions right, and I only got five, so she was the winner.

Although I didn't win the big prize, I had a fantastic time and I'd love to go on another quiz show in the future.

Have you ever taken part in a talent contest? If you have, we'd love to hear about your experience. What kind of act did you do? What happened? How did you feel? Did you win? We'll publish the best articles in next month's issue.

- Where was the talent contest (*school, youth club, on TV*)?
.....
- When (*last year, last week*)?
.....
- What did you do (*sing, dance, tell jokes*)?
.....
- How did you feel (*before, during, after*)?
.....
- Was it a success? (*Did people laugh, clap, etc?*)
.....
- Did you win? (*If yes, what was the prize?*)
.....

Make a plan in Composition Planner 7 on page 158.



You are now ready to write the first draft of your article. Write between 120 and 150 words. When your teacher has commented on your article, write the final version.

8 The Problem Page



Discuss the following. Work in pairs or in groups.

Your teacher will read out some definitions of family relationships. What's the English word for each one? For example, your **mother's sister** is your **aunt**.

Are there any agony aunts in magazines in your country?

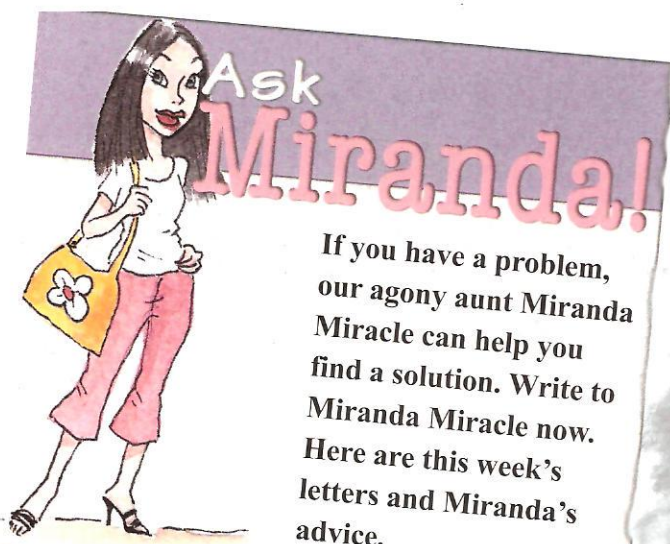
What problems do young people ask for advice about?

Reading



1 Read three letters to a problem page in a magazine for teenagers and the responses. Match each letter 1-3 to one of the responses A-C.

Letter 1 Letter 2 Letter 3



Dear Miranda,
I think I'm in love with my best friend's boyfriend! I can't stop thinking about him. He's so gorgeous! I don't know how he feels about me and I don't know what to do. I haven't told anyone about this and it's driving me crazy. If I tell my best friend, she'll hate me forever. Should I tell her boyfriend how I feel? Please help me!

Alison (aged 15), Manchester

Dear Miranda,
My elder brother has been going out with his girlfriend for about two years and in fact they're now engaged. But recently he's started treating her badly. He's rude to her in front of other people and I know he sometimes lies to her. I love my brother but I don't want to see his girlfriend get hurt. She's a really nice person. If I get involved, it'll affect my relationship with my brother, but I can't just stand back and do nothing. What do you think I should do?

Carl (aged 16), London

Dear Miranda,
My mum and dad got divorced a few months ago. I live with my mum, but my dad lives nearby and my little brother and I still see him regularly (usually two or three times a week). The problem is that my mum wants us to move to Glasgow to be nearer her family. If we move, I'll lose all my friends from school and my brother and I won't be so near our dad. I'll be so upset if we have to leave Edinburgh. What do you suggest I do?

Stephanie (aged 14),
Edinburgh

If you said something to your brother, it wouldn't necessarily affect your relationship with him. It depends what you say and how you say it. Don't say you're worried about his fiancée and that he's treating her badly. Say you're worried about him. Ask him if he's happy being engaged. Tell him that sometimes it seems like he doesn't like his girlfriend very much. Try to find out what the cause of his behaviour is. If he says everything's fine, then maybe you'll have to talk to his fiancée and find out how she feels. But talk to your brother first.

2 Decide whether these sentences from the problem page are *opinion* (O) or *fact* (F).

- 1 He's so gorgeous!
- 2 My elder brother has been going out with his girlfriend for about two years ...
- 3 If we move, I'll lose all my friends from school ...
- 4 Don't say you're worried about his fiancée ...
- 5 These situations often arise ...
- 6 ... you have to think very carefully before you do anything.

B

These situations often arise when parents split up and I want you to remember a few things. First, if you do move house, you won't be very far away from your father and your friends. It's not like you're moving to another country! Maybe you'll be able to stay with your dad every weekend, and then you'll also be able to see your friends. Secondly, don't forget you'll make lots of new friends at your new school, and you'll be nearer your mum's family. Most importantly, I think you should talk to your mum and dad about this. If you discuss it with them, I'm sure they'll understand how you feel and maybe they'll be able to come up with a solution that you're happy with. Good luck!

C

You're in a very difficult situation and I know you must be feeling very confused, but you have to think very carefully before you do anything. What do you want to achieve? If you manage to 'steal' your best friend's boyfriend, you'll end up losing your best friend. And if you tell her boyfriend how you feel and he doesn't feel the same way, you'll still probably lose your best friend. Do you really want that? If I were you, I'd try to forget him. Find a boyfriend of your own. Do you really have to destroy your best friend's happiness and your relationship with her to get a boyfriend? No. There are lots of gorgeous boys out there. Go out and meet one!

Home work

Do the Reading exercise on page 49 of your Workbook.

3 Read the letters and responses again and choose the correct answer a, b, c or d.

- 1 Alison thinks that her best friend's boyfriend
 - a doesn't feel the same way about her.
 - b is extremely good looking.
 - c has put her in a difficult situation.
 - d isn't really in love with her best friend.
- 2 Miranda believes that
 - a Carl's brother will admit he's treating his fiancée badly.
 - b Carl has to do something to solve his brother's problems.
 - c if Carl discusses the situation with his brother, there will not necessarily be problems.
 - d Carl will have to have a talk with his brother's fiancée.
- 3 Miranda thinks that Stephanie should
 - a not see moving as a disaster.
 - b argue with her parents.
 - c stay in Edinburgh.
 - d move to another country.

Dictionary CORNER

Complete each sentence using a word or phrase from the problem page.

- 1 Maybe I should write to a(n) for some advice.
- 2 Daniel and Gloria have just got They're planning to get married sometime next year.
- 3 My parents got last year. I live with my mum now but I see my dad every weekend.
- 4 I fell in with her the first time I spoke to her.
- 5 Joe and Jo have just up. It's really sad.
- 6 We've been going with each other for almost a year.
- 7 I actually have a very good with my mother-in-law.

Home work

Do exercises 1, 2 on page 50 of your Workbook.

Grammar I



Zero, first and second conditionals

Look at Grammar database pages 189-190 before you do the exercises.

1 Match to make sentences.

- | | |
|--------------------------------------|---|
| 1 If you have no one to talk to, | a it would break my heart. |
| 2 If Baz asks me to go out with him, | b I'd talk to your teacher about this. |
| 3 If Liz ever left me, | c it's difficult to solve your personal problems. |
| 4 If I were you, | d I'll say yes! |

2 Match each of the sentences in exercise 1 with a description.

- | | |
|---|--|
| 1 This is an unlikely future situation. | 3 This is a general truth. |
| 2 This is a piece of advice. | 4 This is a possible or likely future situation. |

3 Read the letter and choose the correct answer.

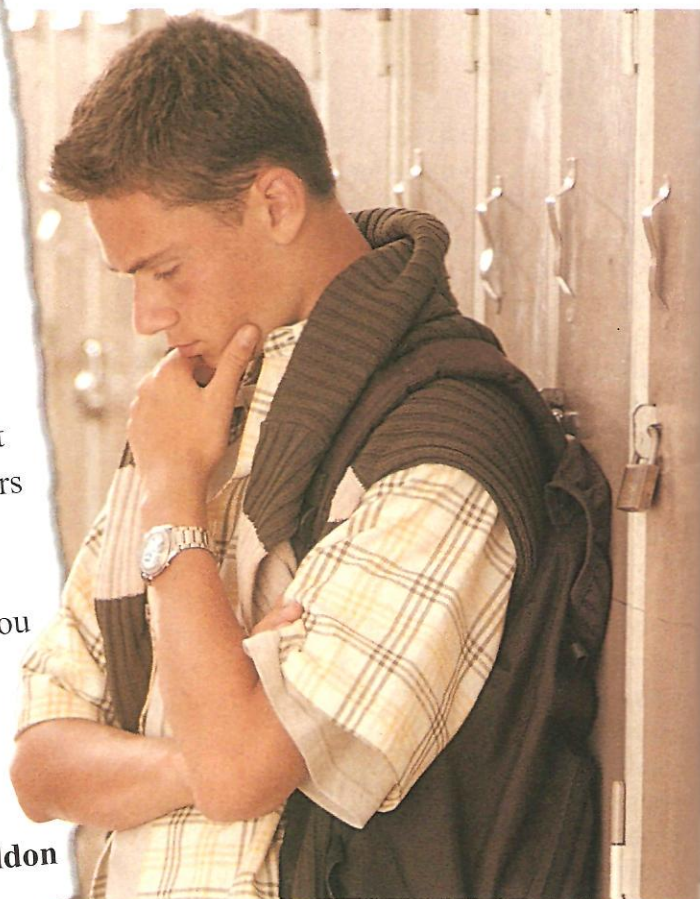
Dear Miranda,

I want to get my ears pierced but my parents won't let me. I'd look really cool if I (1) **have/had** pierced ears but if I (2) **do/will do** it without permission, my parents (3) **will/would** be really angry. I don't want to hurt or disobey them, but if they (4) **understand/understood** how old-fashioned their views are, they'd let me do it. If I (5) **don't/didn't** get my ears pierced, all my friends at school will laugh at me.

If you were me, what (6) **will/would** you say to them to make them agree?

Please help!

Jason (aged 13), Basildon



Do exercises 1, 2, 3, 4, 5 on pages 50 and 51 of your Workbook.

Listening



- 1 You are going to listen to part of a radio programme in which an agony aunt gives advice to callers. As you listen, decide whether these statements are true or false.



- Jenny's problem is with a member of her family.
- Jenny and Adrian fight all the time.
- Miranda says that Jenny is wrong about something.
- Miranda's advice will solve Jenny's problem but not Adrian's.
- Jenny is going to make a suggestion to Adrian.

- 2 Look at these statements. Was the idea expressed by either Miranda or Jenny? Write Y for Yes and N for No.

- Jenny and Adrian are in love with each other.
- Jenny and Adrian have always had serious disagreements.
- It would be best if Jenny and Adrian split up.
- Jenny and Adrian should always make decisions together.
- Miranda's advice will definitely not work.

- 3 Now listen again and check your answers.

Home work

Do the Listening exercise on page 54 of your Workbook.

Dictionary CORNER

Form nouns from the verbs and adjectives below. Write the nouns in the correct column.

Verbs:

agree • appear
argue • arrange • enjoy
entertain • excite
involve • perform
prefer • pretend
relate

Adjectives:

confident • different
friendly • important
innocent • intelligent
patient • possible
responsible
violent

Nouns:

-ship relationship

-ment argument

-ance importance

-ence difference

-ity possibility

Home work

Do exercises 1, 2, 3, 4 on page 52 of your Workbook.

Grammar 2



Time clauses

Look at Grammar database page 190 before you do the exercises.

Read the diary entry. Circle the correct words or phrases and put the verbs into the correct form.

22nd March

I've decided. Tomorrow I'm going to tell Sean that I don't want to go out with him any more. I know he'll be really upset (1) before/when/until I (2) _____ (tell) him, but I have to do it. And he'll be fine (3) after/while/until he (4) _____ (realise) it's for the best. The problem is that I've fallen in love with Daryl. It's not fair to wait (5) when/as soon as/until Sean (6) _____ (find out) from someone else - I've got to be the one to break the news to him. He's coming round here at eight in the morning, so I'm going to tell him (7) while/until/as soon as we (8) _____ (walk) to school together. And then (9) while/as soon as/until Daryl (10) _____ (get) to school, I'm going to tell him I can go out with him! It's going to be a big day tomorrow. Wish me luck!

23rd March

Decided to stay with Sean after all. He's so sweet! I can't wait (11) before/when/until I (12) _____ (see) him tomorrow!



Home work

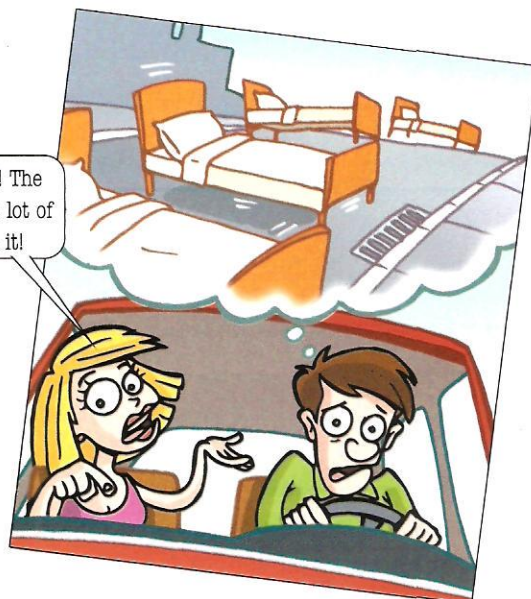
Do exercises 1, 2, 3, 4 on page 53 of your Workbook.

SOUNDSTATION

Play the Soundstation Game. Your teacher will explain the rules to you.

- I think it's **banned/bad**.
- The **land's/lad's** a long way away!
- What does '**trend**'/'**tread**' mean?
- Can you see the **bend/bed** from here?
- It's a very strange **finger/figure**.
- Did you buy 'The **Jungle/Juggle** Book'?

Be careful! The road's got a lot of bends in it!



Speaking



- 1 Read the answers that some students gave in an English exam interview and match them to the examiner's questions below. There may be more than one answer for each question.

a Well, my dad's a civil servant and my mum's a doctor.

b My family consists of four members.

c Indeed I do. My siblings are named Daz and Sharon.

d My father is currently employed by the state and my mother practises medicine.

e Yes.

f Yes, I've got a brother and a sister. My brother's called Simon - he's a year older than me - and my sister's called Fiona. She's only seven.

g There are four of us. Me, my sister and my mum and dad.

Useful phrases

- 2 Tick (✓) the answers in exercise 1 you think are successful and put a cross (X) next to those that are not so successful. Then explain why.
- 3 In pairs, ask and answer the following questions.

1 Have you got any brothers and sisters?
Do you get on well with them/him/her?

2 Do you come from a large family?

3 What's your best friend like?

4 What do your parents do?

5 How important is friendship to you?
Why?

6 How would you describe your personality?

7 Are you closer to your friends or your family?

8 What job do you want to do when you're older?

9 Who would you go to if you had a serious personal problem?

- 1 Have you got any brothers or sisters?
2 What do your parents do?
3 How many people are there in your family?

- 4 Turn to page 168. In pairs, do the role-play activity unit 8.

See Speaking database on page 174.

Use your English!



Use the word given in capitals to form a word that fits in the space in the same line.



Dear Miranda,

I'm really lonely. I've been having lots of (1) and (2) with my parents recently and I don't have anyone to talk to. I don't have any close (3) with anyone my own age as I don't have the (4) to make friends easily. You see, I'm really shy. I know how important (5) is, but what can you do when you don't have any friends? Do you have any (6) as to what I could do? I thought that one (7) might be to start wearing trendier clothes. Do you think if I change my (8) it will make a big (9)? Please help! Everyone thinks I'm happy but I'm not. And I can't keep up the (10) much longer.

DISAGREE
ARGUE
RELATE
CONFIDENT
FRIEND

SUGGEST
POSSIBLE
APPEAR
DIFFER
PRETEND

Writing



Making suggestions

1 Match to make suggestions.

- | | |
|----------------------|--------------------------------------|
| 1 How about | a waiting until you're a bit older. |
| 2 If I were you, | b to wait until you're a bit older. |
| 3 My advice would be | c wait until you're a bit older. |
| 4 Perhaps you should | d waiting until you're a bit older? |
| 5 I'd suggest | e wait until you're a bit older? |
| 6 Why don't you | f I'd wait until you're a bit older. |

2 Rewrite each sentence beginning with the words given to make suggestions.

- | | |
|---|--------------------|
| 1 suggestion: talk to your parents about this | I'd suggest |
| 2 suggestion: tell Megan the truth | How about |
| 3 suggestion: get a weekend job and earn some money | Why don't you |
| 4 suggestion: apologise to Phil | If I were you, |
| 5 suggestion: stay calm and see what happens | My advice would be |
| 6 suggestion: explain to them how you feel | Perhaps you should |

3 Write suggestions for these situations.

Your best friend wants to go to a pop concert but his/her parents won't let him/her.

Your brother really likes a girl in his class but is too scared to tell her.

Your sister thinks that her best friend might have lied to her.

Your penfriend wants a new computer for his/her birthday, but his/her parents have said they can't afford it.

Your cousin is thinking of leaving school at sixteen and getting a job.

A friend of yours, who is fourteen years old, really wants to get a tattoo.

Home
work

Do exercises 1, 2, 3 on page 54 of your Workbook.

Letter of advice

1 Read Jessica's letter and answer the questions.

- 1 Is the letter formal or informal?
- 2 Is Linda's problem the first thing Jessica mentions?
- 3 In which paragraph does Jessica express her opinion about the argument?
- 4 In which paragraph does Jessica make her suggestions?
- 5 How many suggestions does she make?
- 6 Underline her suggestions.

2 Read the writing task and answer the questions.

Below is part of a letter you have received from your penfriend. Write a **letter** to your penfriend giving your advice.

I really want to go on holiday with my friends this summer but my parents won't let me. They say I'm too young and that I have to stay with them. But I'm fourteen years old and it's so boring at home in the summer! What do you think I should do? Any suggestions???

- 1 Do you think your penfriend's parents are right or wrong? Why?
- 2 What should your penfriend do? Write down two or three suggestions.

Dear Linda,

Thanks for your letter. I'm glad you passed your history test!

I was sorry to hear about the argument you had with your parents about your pocket money. I know you get less than most of your friends but if your parents can't afford to give you any more, I guess there's not much you can do about it (unfortunately!).

If I were you, I'd try not to argue about this. Why don't you get a part-time job, maybe on Saturdays or after school and earn a bit of extra money that way? It can be quite fun delivering newspapers. That's what I do! Or perhaps you should tell everyone that you don't want presents for Christmas or your birthday, but that you'd rather have money. And if you're careful how you spend it, you'll have more during the year for CDs and clothes and all the other things you want to buy.

Anyway, keep smiling whatever happens! I'd better go now as I've got loads of homework to do (as always!).

Write back soon!

Love,
Jessica

Make a plan in Composition Planner 8 on page 159.



You are now ready to write the first draft of your letter. Write between 120 and 150 words. When your teacher has commented on your letter, write the final version.

1 Conditionals

Complete the sentences using the correct form of the verbs in brackets. Use short forms where possible.

- If you get the drinks, _____ (I/get) the popcorn!
- If I was a Hollywood actor, _____ (I/live) in Beverly Hills.
- If your mother has a brother, you _____ (have) an uncle.
- I'll be so happy if Liana _____ (ask) me to go out with her.
- If you _____ (write) a novel, what would it be about?
- If you _____ (not have) any brothers or sisters, you are an only child.

2 Word formation

Complete the letter using the correct form of the words in brackets.

Dear Toby,

This is just a quick note to thank you for all your hard work directing our play. I don't think we could have done it without your (1) _____. (involve)! You had a wonderful (2) _____ (relate) with all the members of the cast and you gave them the (3) _____ (confident) to give a very professional (4) _____ (perform). You taught them what (5) _____ (entertain) really means. In rehearsals, we all appreciated your (6) _____ (patient) at difficult moments. It really made a (7) _____ (different)! There's a (8) _____ (possible) that we'll put on another show later in the year. I hope you'll consider directing that one too.

All the best,
Carla

3 Modal perfect

Complete each sentence using a modal from the box so that it means the same as the sentence before it.

can't • might • must • should • shouldn't

- | | |
|--|-------------|
| 1 I'm sure you had a good time. | You _____. |
| 2 I'm sure we didn't go to the same party. | We _____. |
| 3 Being rude to Liz was not a good idea! | You _____. |
| 4 It's possible that Gary forgot. | Gary _____. |
| 5 I wish you had phoned me! | You _____. |

4 Relationship patterns and phrases

Write one word in each gap to complete the letter.

Dear Miranda,

My brother's 22 years old. Two years ago, he fell (1) _____ love with a girl called Sue. They started going out (2) _____ each other and after only a couple of months he got engaged (3) _____ her. He's only been married (4) _____ her for about a year, but now he says he wants a divorce. I can't believe it! What can I do to stop them splitting (5) _____? I don't have a very close relationship (6) _____ my sister-in-law, so I can't really talk to her. Is there anything I can say to my brother to make him change his mind?

Please help!

Julie

5 Phrasal verbs

Choose the correct word to complete each sentence.

- 1 My parents are planning to **do/make/set** up the attic and turn it into a spare bedroom.
- 2 I'm going to have to **take/give/let** up ballet classes – I just don't have the time.
- 3 That's not true! You're **turning/putting/making** it up!
- 4 I'll **pick/take/turn** you up outside the art gallery.
- 5 I'm thinking of **doing/setting/making** up a club on the internet for people who enjoy science fiction.
- 6 Would you be able to **put/set/take** me up for a couple of nights?
- 7 We arranged to meet at seven o'clock, but he didn't **make/give/turn** up until half past eight!

6 Tenses with time words

Each of the phrases in bold is grammatically incorrect. Rewrite the phrase correctly.

- 1 She'll let us know as soon as **she'll hear** some news. _____
- 2 I'll wait for you while **you'll finish** getting ready. _____
- 3 Keith will call us before he **is going to get** the tickets. _____
- 4 Let's stay until the museum **will close**. _____
- 5 I'll call you after we **are arriving** at the restaurant. _____
- 6 When **you'll see** Andy next week, say 'hi' from me! _____

7 Vocabulary

Choose the correct answer a, b, c or d.

- 1 The movie is _____ in America in the 1940s.
a placed b set c put d taken
- 2 You should go to the local _____ club.
a youth b young c teenage d child
- 3 My best friend gave me a really nice _____ of Cameron Diaz for my birthday.
a note b warning c notice d poster
- 4 Could you pass me the _____ control?
a mobile b remote c distant d moving
- 5 I don't need a TV _____ because I usually watch programmes and DVDs on my computer.
a machine b engine c set d player
- 6 The _____ of the film was so confusing that I couldn't understand what was happening.
a fiction b action c plot d movement

8 -ing form or full infinitive

Complete each sentence using the **-ing** form or the **full infinitive**.

- 1 I must remember _____ (**take**) the wedding rings with me!
- 2 I'll never forget _____ (**go**) to that circus in Madrid.
- 3 The band stopped _____ (**play**) after only half an hour – it was terrible!
- 4 We stopped _____ (**have**) something to eat on the way home from the concert.
- 5 I really regret _____ (**split**) up with Sophie.
- 6 Tony tried _____ (**get**) tickets for the opera, but they'd already sold out.
- 7 He started off as an editor, but then he went on _____ (**become**) a highly successful director.

9 It's the Way You Tell 'em!



Discuss the following. Work in pairs or in groups.

Think of a joke you know and try telling it in English.

Are you good at telling jokes?

What's your favourite comedy programme on TV?

Reading



1 Quickly read the article. What is the article about?

- a how they make the programme *Mr Bean*
- b what happens in each episode of *Mr Bean*
- c the reason why *Mr Bean* is so popular
- d the history of the programme *Mr Bean*

He's Bean all over the world!

The TV comedy *Mr Bean* is shown in hundreds of countries around the world. Daniel Thompson asks a simple question: why?

1

Whether you live in Moscow, Athens, Mexico City, Toronto or Johannesburg, you will probably have watched at least one episode of *Mr Bean*. You may also have seen one of the two *Mr Bean* movies, and possibly even watched the *Mr Bean* cartoon. Mr Bean is one of the most successful comedy characters around the world in recent years. But why is this? What makes *Mr Bean* so popular? Why do so many people, in so many countries, think *Mr Bean* is funny?

2

The first thing to remember is that a lot of spoken humour doesn't translate into other languages very well. In Britain, for

example, there's the tradition of the 'knock, knock' joke, which is based on the idea of knocking on someone's door. For example:

Girl: Knock, knock.

Boy: Who's there?

Girl: Aunt.

Boy: Aunt who?

Girl: Aren't you going to invite me in?

This use of 'aunt' and 'aren't' meaning different things but sounding the same probably doesn't work in any other language. So it isn't funny.

3

This is also true of spoken humour which doesn't have traditional jokes and a punchline. For example, the comedian Rowan Atkinson, who created and stars

as Mr Bean, is well known in Britain for another character: Blackadder. In the sitcom *Blackadder*, much of the humour comes from him saying funny and clever things. Although it was extremely popular in Britain, it was not particularly successful in other countries.

4

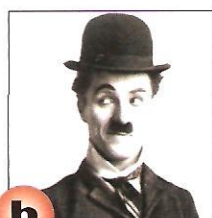
Mr Bean, however, doesn't rely on spoken humour. In fact, Mr Bean rarely speaks at all. The style is more in the tradition of Charlie Chaplin and the French comedian Jacques Tati, where we laugh at what we see, not what we hear. This is much more universal. People in every country in the world enjoy laughing at people getting into trouble.



2 Match each paragraph with a picture a-e.



a



b



c



d



e

3 Read the article again and decide if the statements are correct (A) or incorrect (B).

- 1 There is only one film with the character Mr Bean in it.
- 2 'Knock, knock' jokes use words that sound the same but are different.
- 3 The TV programme *Blackadder* has lots of traditional, spoken jokes.
- 4 The programme *Blackadder* was very popular outside Britain.
- 5 People laughed at Jacques Tati because of what he did, not what he said.
- 6 Viewers were surprised when the car drove away with Mr Bean's shoe and sock.



5

And Mr Bean frequently gets into trouble. The humour comes from him getting in difficult situations and making things worse for himself. For example, in an episode I saw recently, Mr Bean was walking in the town centre. He got an itch on his foot. If he hadn't decided to take off his shoe and sock, he wouldn't have got into trouble. But of course he did take his shoe and sock off, and things just got worse. If he'd put his shoe and sock down by his side, everything would still have been all right. But of course he didn't. He put them on the roof of a car. And if the car hadn't driven away, everything would have been fine. But we all knew what was going to happen – and it did! The car drove away with Mr Bean's sock and shoe on top.



Do the Reading exercise on page 57 of your Workbook.

Dictionary CORNER

Complete each sentence using a word or phrase from the box.

comedian • comedy • hilarious • humour • laughter
punchline • loud • sitcom • straight face

- 1 I think Jim Carrey is He always makes me laugh.
- 2 Although the film is a, there are some very sad scenes too.
- 3 Being a professional is actually very hard work.
- 4 The of a joke is the final, funny line.
- 5 You have to have a sense of to work here. Things are always going wrong!
- 6 A is a TV comedy series, like *Friends*, where a particular group of characters deal with situations in a humorous way.
- 7 I don't know how he can keep such a when he's telling jokes.
- 8 The book was so funny that I couldn't stop laughing out
- 9 The audience's was so loud, you could hear it outside the theatre!



Do exercises 1, 2 on page 58 of your Workbook.

Grammar I



Third conditional

Look at Grammar database page 190 before you do the exercises.

1 Read the joke and choose the correct answers to complete the sentences.



Yesterday, Bill went up in an aeroplane for the first time. Unfortunately, he fell out. Fortunately, he had a parachute. Unfortunately, it didn't open. Fortunately, there was a haystack below. Unfortunately, there was a pitchfork in the haystack. Fortunately, Bill missed the pitchfork. Unfortunately, he also missed the haystack.



- 1 If Bill *had/hadn't* opened the door, he *would/wouldn't* have fallen out of the plane.
- 2 If he *had/hadn't* fallen out of the plane, he *would/wouldn't* have been fine.
- 3 If he *didn't have/hadn't had* a parachute, he would *face/have faced* certain death.

2 Put the verbs in brackets into the correct form.

- 1 If his parachute (**open**), he would have landed quite safely.
- 2 If there hadn't been a haystack below, he (**be**) very worried.
- 3 If someone (**not put**) the pitchfork in the haystack, it (**be**) a great place to land.
- 4 If he (**not miss**) the pitchfork, he (**hurt**) himself really badly.
- 5 If he (**land**) on the haystack, he (**not break**) his leg.



Do exercises 1, 2, 3, 4 on pages 58 and 59 of your Workbook.

Listening



1 You are going to listen to part of a radio programme. As you listen, circle the correct option to complete this notepad.

- 1 Who probably listens to this programme?
young people/adults
- 2 Richard Wiseman's occupation:
journalist/scientist
- 3 Number of jokes received:
over 14,000/40,000
- 4 Gurpal Gossall's occupation:
psychiatrist/comedian
- 5 Number of people mentioned in joke:
2/3

2 Complete each sentence with one word in each gap. Try to remember what you heard.

- 1 Name of radio programme: *Newsround*
- 2 Discovery: world's joke
- 3 LaughLab: a scientific
- 4 Purpose of LaughLab: investigate our sense of
- 5 We laugh at: people doing things
- 6 Joke involves: two
- 7 People in the joke speak on: a

3 Listen again and check your answers.

HOMEWORK

Do the Listening exercise on page 62 of your Workbook.

SOUNDSTATION

1 Listen to these sentences and circle the numbers you hear.

- | | |
|-----------|-----------|
| 1 13 / 30 | 5 17 / 70 |
| 2 14 / 40 | 6 18 / 80 |
| 3 15 / 50 | 7 19 / 90 |
| 4 16 / 60 | |

Dictionary

CORNER

1 Complete the phrases with the words from the box.

allow • be capable • depend • let • manage
prevent • succeed

- 1 to do something
- 2 in (doing) something
- 3 of (doing) something
- 4 someone from doing something
- 5 on someone/(doing) something
- 6 someone do something
- 7 someone to do something

2 Match to make sentences.

- | | |
|---|--|
| 1 | The comedian didn't manage |
| 2 | The audience prevented |
| 3 | They didn't let |
| 4 | They didn't allow |
| 5 | They succeeded |
| 6 | I'm not sure he's capable |
| 7 | Being funny often depends |
| a | on getting your timing right. |
| b | him tell any more bad jokes. |
| c | to make the audience laugh. |
| d | of performing to such large audiences. |
| e | him from finishing his act. |
| f | in booing him off the stage. |
| g | him to stay on stage. |



I hope I haven't kept you waiting long, Mrs Jones.

Not too long, Doctor, but did you know there are 19,680,313 spots on your wallpaper?

HOMEWORK

Do exercises 1, 2 on page 60 of your Workbook.

Grammar 2



Relative clauses

Look at *Grammar database* page 191 before you do the exercises.

1 Choose the correct relative pronoun to complete these jokes.

- Did you hear the one about the guy **which/who** walked into a bar? He had to go to hospital. It was an iron bar.
- Did you hear the one about the book **which/where** was called *How to Make a Million Euros*? It was written by Ivor Lottov Cash!
- That's the place **which/where** they have lots of old cows.
— What is it?
— A moo-seum!
- Did you hear the one about the guy **who/whose** parents came from Iceland and Cuba? He was an Ice Cube!

2 Complete the jokes with a relative pronoun. Don't use *that*.

- Did you hear about the big hole suddenly appeared in our street? The police are looking into it!
- Do you know the reason Nino threw his clock out of the window? Because he wanted to see time fly!
- Do you know what the person invented the door knocker got? A Nobel Prize!
- What do you call a person toes are growing out of his knee? Tony!

3 Which of the gaps in exercise 2 could also be completed with *that*?

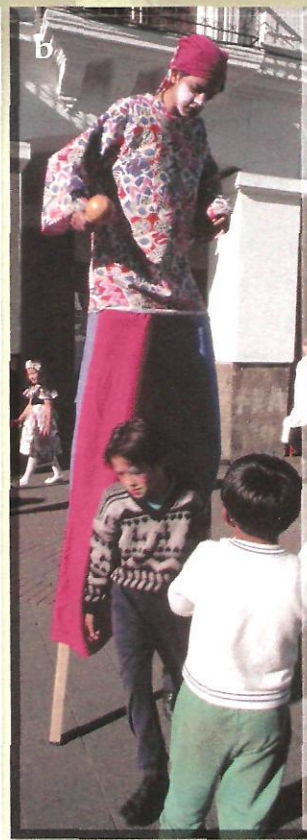


Do exercises 1, 2, 3, 4, 5, 6 on pages 60 and 61 of your Workbook.

Speaking



1 Look at the two sets of pictures and make notes in the boxes provided.



- a This is a picture of
- b This is a picture of

main similarities

main differences

Which of the two kinds of entertainment would you prefer? Why?

2 Now, compare the photographs in each set, saying which situation you would prefer to be in, and why. Use the phrases below to help you express your preference.

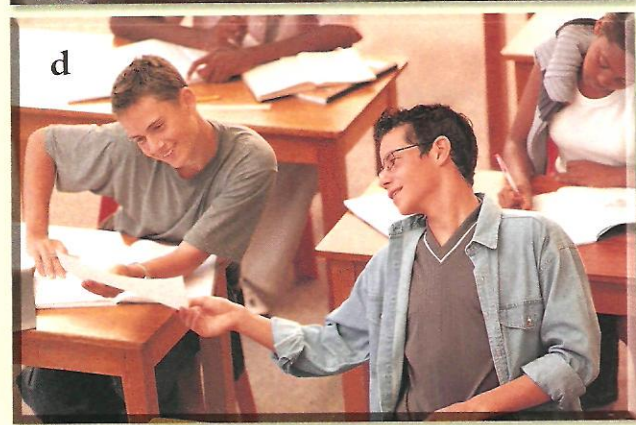
I'd prefer to be ... because ...

I'd rather be ... because ...

Useful phrases

Use your English!

Read the text and choose the correct answer a, b, c or d to complete it.



- c This is a picture of
- d This is a picture of

main similarities	main differences
.....
.....
.....

Which situation would you prefer to be in. Why?

I really like ..., so I'd prefer/rather ...
I'm not very keen on ..., so I'd prefer/rather ...

3 Turn to page 169. In pairs, do the role-play activity unit 9.

See Speaking database on page 174.

The pirate

I don't really have a very good sense of (1) but I do love this (2) It made me laugh so much, I've never forgotten it: Jake and Ben, (3) were two old pirates, met for the first time. Jake had a wooden leg, a metal hook on the end of his arm and a black patch over one eye. They started talking about the days (4) they had been at sea. Ben asked Jake how he'd got his wooden leg. 'I fell overboard,' said Jake. 'The other pirates (5) to rescue me, but as they were pulling me out, a shark (6) was rather (7) on eating me for dinner bit my leg off.' 'And how did you get the hook?' asked Ben. 'I was having a sword fight with someone,' said Jake. 'I was trying to prevent him (8) stealing all my money - well, I couldn't (9) him to do that, could I? - but he cut my hand off with his sword in the fight.' 'And how did you lose your eye?' asked Ben. 'I'd (10) not say. It's embarrassing.' 'Go on, tell me.' 'Well, I got a bit of sand in it,' said Jake. 'But you can't lose your eye because you get a bit of sand in it!' said Ben. 'Usually that's true, but it was my first day with the hook!'

- 1 a punchline b laughter c comedy d humour
- 2 a laugh b joke c fun d comedian
- 3 a which b whose c that d who
- 4 a which b when c where d why
- 5 a managed b succeeded c allowed d failed
- 6 a which b whose c where d when
- 7 a happy b interested c fond d keen
- 8 a to b with c from d by
- 9 a accept b let c allow d agree
- 10 a prefer b like c rather d want

Writing

Developing a narrative

1 Read the short story below and write one sentence to say briefly what happens in the story.

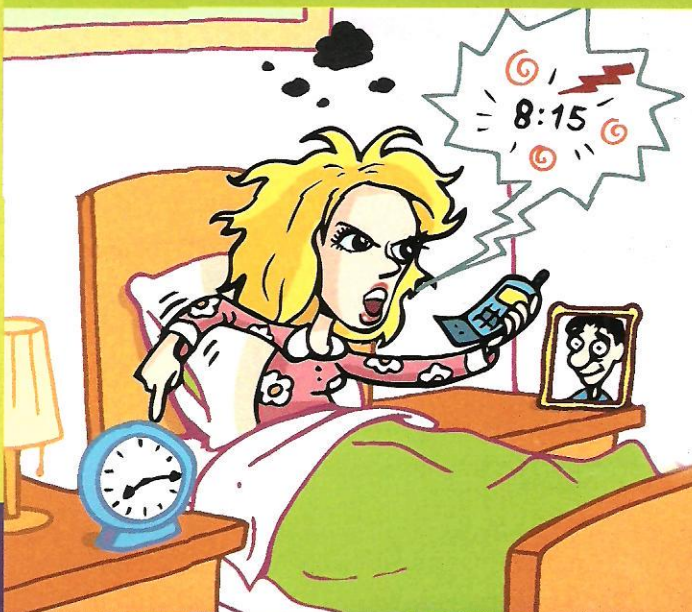
2 Think of the story as having three parts - a beginning, a middle and an end. What happens in each part?

At the beginning: _____

In the middle: _____

At the end: _____

The Practical Joke



It was April 1st, so I decided to play a practical joke on my brother Dan. He is always playing jokes on me, so I thought it was a great opportunity to get my own back.

Early in the morning, while Dan was asleep, I crept into his room and put his watch and clock forward two hours. Then I changed the clocks in the living-room and kitchen. I changed my own watch too.

When Dan woke up, he ran downstairs. 'What time is it?' he asked in a panic. 'It's quarter past ten,' I said. 'Why?' I found it difficult not to laugh, because I knew he had arranged to meet his girlfriend at ten o'clock.

'I can't believe it. I've overslept! Debbie will kill me!' He immediately called Debbie on her mobile phone. 'Debbie, I'm really sorry,' he said.

'You've just woken me up,' said Debbie. 'It's quarter past eight!'

I started laughing, and Dan realised what I had done. He seemed rather annoyed, but I thought it was a great joke.



Do exercises 1, 2, 3 on page 62 of your Workbook.

get READY to write

Short story

1 Read the story on page 86 again and answer the questions.

- 1 What is the main tense used to tell the story?
- 2 Is the language in direct speech formal or informal?
- 3 What happens when you have direct speech from two people in the same paragraph?
 - a the second person's follows straight on from the first person's
 - b the second person's is on a new line
- 4 Is the story definitely true?

2 Read the writing task and make notes. Use your imagination!

You have decided to enter a short story competition. The rules of the competition state that your story must **begin** with the words:

It was April 1st, so I decided to play a practical joke.

Write your **story** for the competition.

- 1 Write a brief summary of the plot in one or two sentences.

.....

- 2 Now divide your story into three parts. Write what happens ...

at the beginning:

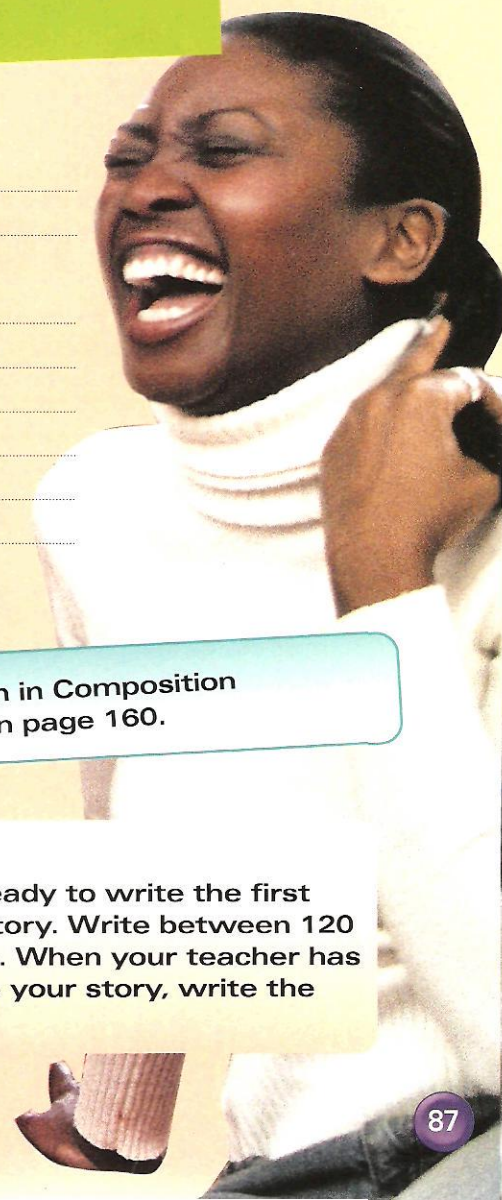
in the middle:

at the end:

Make a plan in Composition Planner 9 on page 160.



You are now ready to write the first draft of your story. Write between 120 and 180 words. When your teacher has commented on your story, write the final version.



10 Fair Play



Discuss the following. Work in pairs or in groups.

Think of as many sports as you can in half a minute. Which ones have you done?

Which sports that you've never done before would you like to try? Why?

Should sport be more about winning or having fun?

Reading



1 Read this information about courses at a sports centre. Match each course with one of the photos (1-6).

A _____ B _____ C _____
D _____ E _____ F _____

Sports centre courses

A Diving for Beginners

There's a whole new world under the sea. Time passes very quickly as you explore rocks and watch fish. This course is perfect for people trying diving for the first time. You will learn the basic skills and go to different parts of the country every weekend to dive. Please note that you must be over eighteen and in good physical health for this course.

B Volleyball

If you like to spend your time having fun playing sports with other people, then volleyball is for you. You'll join one of our teams of six players and practise at the sports centre twice a week in the afternoon. We provide all the equipment, so it doesn't cost you a penny!

C Basic Hang-gliding

It takes a long time to master hang-gliding, but you can learn the basics very quickly. It might be expensive, but the experiences will stay with you for the rest of your life. With classes on Thursdays and Sundays, you need to have some time available, and you need to be fit, but it's worth it! Hang-gliding will give you a whole new view of the world!

D Running for Fitness

If you wish you could find the time to get more exercise, look no further. Running is the perfect way to get yourself in shape. And it's so convenient – you can do it any time, anywhere! All you need is a big open space. Too many people, though, run incorrectly and risk their health. We'll teach you everything you need to know about this fun activity. Unfortunately, for the time being this course is adults only.

E Tennis for Beginners

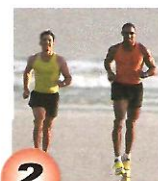
Unlike many other sports, tennis can be fun for all the family to play together. You buy your own equipment and we provide the court and the lessons, which take place on Saturdays. If you have the time, why not take part in our Sunday Family Tournaments? Fun and prizes for old and young.

F Learn to Play Pool

Pool is a very popular game, and you don't need to be fit to play it! In fact, pool is perfect for anyone who is disabled, or who has difficulty with physical sports. Our classes take place in Hall 5 on Wednesday evenings, and we teach you everything you need to know. It's a great way to make friends, so what are you waiting for?



1



2



3



4



5



6

2 Read the information again. For each course (A–F), decide which is a main point and which is a minor point and write *main* or *minor*.

- A: 1 You can learn the basics of diving, which is an enjoyable hobby.
2 You can see fish when you go diving.

- B: 1 There are six people in a volleyball team.
2 Volleyball is a fun team sport.

- C: 1 Hang-gliding costs quite a lot of money.
2 Hang-gliding gives you memorable experiences.

- D: 1 You can go running where and when you choose.

- 2 Children can't take this course.

- E: 1 You can win prizes in the tournaments.

- 2 This is a good sport for people of all ages.

- F: 1 People with physical problems can do this sport.

- 2 You go to Hall 5 for the pool classes.



Jill works in an office and would like to get more exercise. Work takes up a lot her time so she doesn't have much spare time during the week. She'd like to do something where she can take her two young daughters along.



Hiro loves team sports, and is looking for a new hobby. He likes learning new skills and has plenty of time, although he doesn't have much money to spend. He isn't able to travel far.



Crystal is interested in sport, but being in a wheelchair means that she isn't able to take part in some activities. She works part-time, so she is free in the evenings, but not at the weekend.



Mahesh is looking for a sport that he can do whenever he has a little free time. He works near a park, and he would like to be able to get some exercise there during his lunch break.

3 The people on the left are looking for a course to do. Decide which course would be the most suitable for each person.

- 1 Jill should do 3 Crystal should do
2 Hiro should do 4 Mahesh should do

Home work

Do the Reading exercise on page 63 of your Workbook.

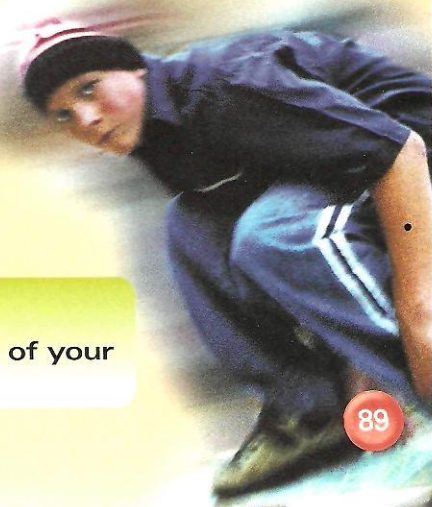
Dictionary CORNER

Complete the paragraph using a word from the list of courses or the descriptions of the people. Use the words in bold to help you.

I love skateboarding in my (1) **s**..... **time**. I wish I could (2) **f**..... **the time** to do it every day but unfortunately, homework (3) **t**..... **u**..... most of my **time** at the moment, so I don't usually (4) **h**..... **the time** to go skateboarding after school. In fact, **for the time** (5) **b**....., until I've taken all my exams, I can only do it at the weekend. But I (6) **s**..... hours every Saturday and Sunday practising new tricks. I find that **time** (7) **p**..... so **quickly** when you're having fun. It usually (8) **t**..... quite a long **time** to become a really good skateboarder. I kept falling off when I tried it **for the** (9) **f**..... time!

Home work

Do exercises 1, 2 on page 64 of your Workbook.



Grammar I

Revision of conditionals and *unless*

Look at *Grammar database* page 192 before you do the exercises.

1 Match to make sentences.

- | | |
|--|--|
| 1 The match would have been a draw | a unless I'm busy. |
| 2 It'll be too dangerous to go cycling | b if I had enough money. |
| 3 I'd buy some rollerblades | c if the roads are still icy. |
| 4 Why don't you try fishing | d if the goalie hadn't scored an own goal. |
| 5 People often join a gym | e if you don't like team sports? |
| 6 I'll come swimming with you tomorrow | f if they want to get fit. |

2 Match each sentence you made in exercise 1 with a description.

- | | |
|--|--|
| a a general truth | d real, possible future situations |
| b a suggestion | e a hypothetical past |
| c a hypothetical present situation | |

3 Rewrite each sentence beginning with *If*.

- We won't go skiing tomorrow unless there's a lot of snow.
- I don't go horse-riding more often because I don't have a horse.
- I didn't play cricket with them because I didn't know the rules.
- Golfers who win a professional tournament usually win a lot of money.

Home
work

Do exercises 1, 2, 3,
4, 5 on pages 64
and 65 of your
Workbook.

Dictionary
CORNER

1 Complete each sentence using a verb from the box.

beat • draw • lose • play • score
win x 2

- You / / a game or a match.
- You another team if you win.
- You a prize or a trophy.
- You a goal.
- If two teams get the same score, they

2 Complete the sentences using the information below and the words in the box. Put the verbs in the past simple.

Football results

Premier Division

Coventry City 2 – Arsenal 4

Manchester United 3 – Liverpool 3

beat • draw • lose • play • score • win

- Arsenal and Coventry City a very exciting game.
- Arsenal Coventry City by four goals to two.
- Arsenal the match and Coventry City
- Both Manchester United and Liverpool three goals.
- Manchester United and Liverpool three all.

Home
work

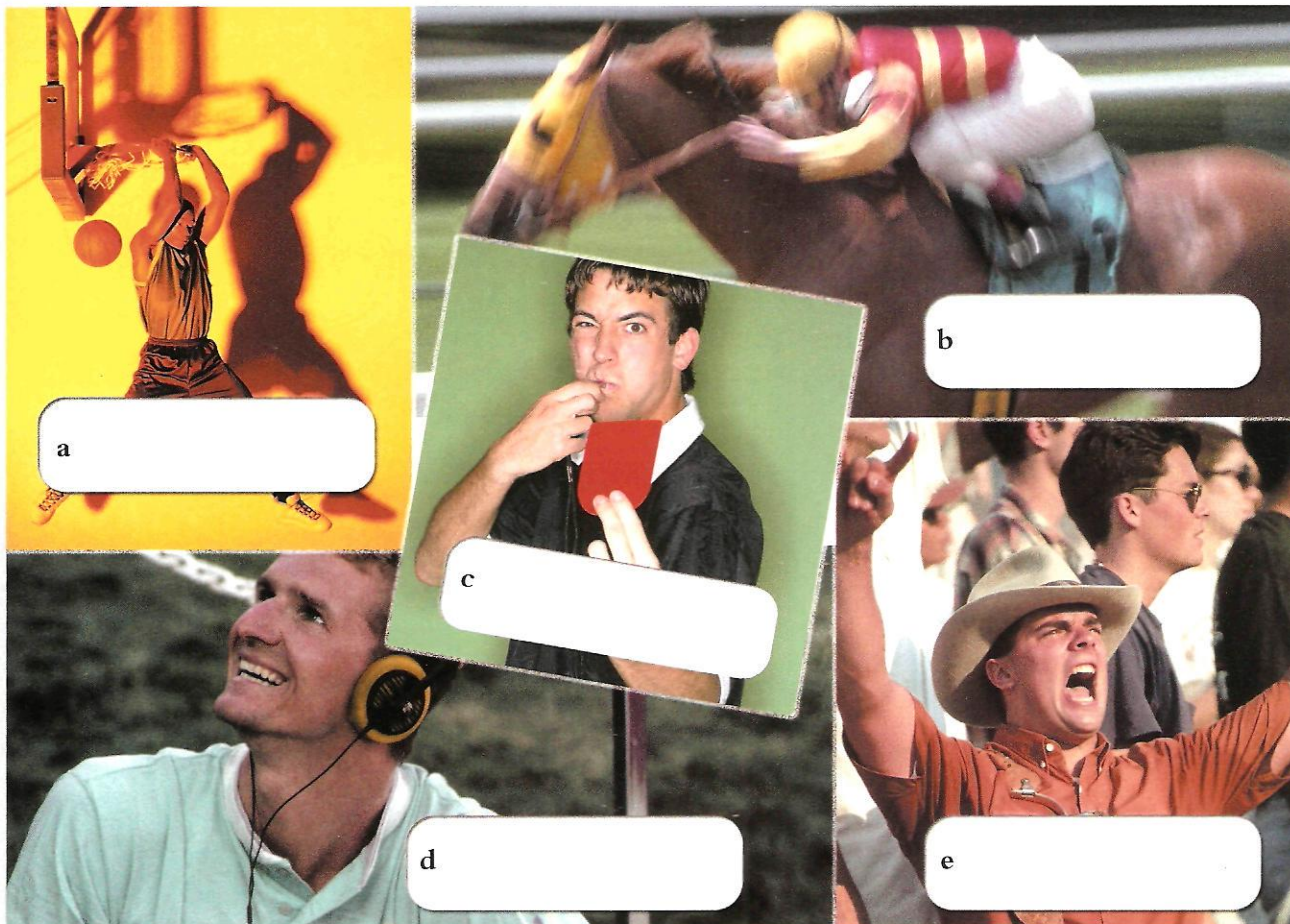
Do exercise 1 on page 66 of your Workbook.

Listening



Label the pictures with a word from the box.

commentator • jockey • player • referee • spectator



Listen to five people talking about sport. As you listen, match each person with a picture.

Speaker 1 Speaker 2 Speaker 3 Speaker 4 Speaker 5

Now listen again. Circle the correct phrase to complete each statement. The extracts are in a different order this time.

- | | |
|--|--|
| 1 Speaker 1 believes his role is to the team.
a criticise
b lead
c support | 4 Speaker 4 is the team's record.
a pleased with
b disappointed with
c surprised by |
| 2 Speaker 2 talks about having to different things.
a say
b watch
c learn | 5 Speaker 5 describes players him.
a cheating
b respecting
c disagreeing with |
| 3 Speaker 3 mentions the different
a people he works with
b horses he rides
c sounds he hears | |



Do the Listening exercise on page 68 of your Workbook.

Grammar 2



so, such, too, enough

Look at *Grammar database* page 193 before you do the exercises.

1 Choose the correct words or phrases to complete the paragraph.

They've just opened a huge sports shop near the town centre. It's (1) **such/so/too** big that you need at least two hours to look round it properly. In fact, it's probably (2) **enough big/big enough** to put an athletics track inside! And it's got (3) **such/so/too** a wide range of sporting equipment. It's not (4) **enough/too/such** expensive either. I went there with my dad. He loves fishing and he bought (5) **such/so/too** much stuff we had to have two trolleys! They had a great table tennis table but I didn't have (6) **enough money/money enough** for that. I'll have to save up!



2 Complete each sentence using the word given so that it means the same as the sentence before it.

- | | |
|--|--|
| 1 These trainers aren't big enough for me. too
These ... | 5 It's too cold to wear a bikini! enough
It's ... |
| 2 It was such an expensive tracksuit that I didn't buy it. so
The ... | 6 There were too few ice skates for all of us. enough
There ... |
| 3 That wetsuit is so cool! such
That ... | 7 They were such cheap swimming costumes that I bought two. so
The ... |
| 4 I've got so many baseball caps I never know which one to wear! such
I've got ... | |



Do exercises 1, 2, 3, 4, 5, 6 on pages 66 and 67 of your Workbook.



Play the Soundstation Game. Your teacher will explain the rules to you.

13 / 30	17 / 70
14 / 40	18 / 80
15 / 50	19 / 90
16 / 60	

I scored goals this season!

Can you say these numbers in English?

113
2440
11615
819918
6552370

Listen and check if you were right.

Speaking



- 1 Imagine you are a professional sportsperson and fill in this information card.

Information Card

Name:

Sport:

Current team (if applicable):

Greatest professional moment:

Worst professional moment:

Feelings when doing sport:

Future ambitions/hopes:

Other sports/hobbies:

- 2 Imagine you are a journalist. You are going to interview a professional sportsperson (not the one on your card above). Try to think of at least three questions to add to the list below.

Questions

- 1 What was your greatest professional moment?
- 2 And what was your worst moment?
- 3 How do you feel when you are running/racing, etc?
- 4 What are your hopes and ambitions for the future?
- 5 Do you do any other sports?

6

7

8

See Speaking database on page 174.

- 3 In pairs, interview each other. One of you is the sportsperson and the other is the journalist. When you have finished, swap roles.

Use your English!



Complete each sentence using the word given, so that it means the same as the sentence before it. Use no more than five words.

- 1 I didn't see the match because my TV was broken. **if**
I would my TV hadn't been broken.
- 2 If you don't obey the rules, I'm not going to play. **unless**
I'm not going to play the rules.
- 3 The weights were so heavy that Sam couldn't lift them. **too**
The weights were lift.
- 4 You're too young to take up free diving! **enough**
You're up free diving!
- 5 We've got too few people to make a team. **enough**
We to make a team.
- 6 The race was so exciting that I forgot to call you. **such**
It was that I forgot to call you.
- 7 They're such talented gymnasts that I think they'll be in the Olympics. **so**
Those gymnasts that I think they'll be in the Olympics.
- 8 Mario trains for three hours every evening. **spends**
Mario every evening.

Useful phrases

That was when I won/lost ...

I really like the feeling of excitement from ...

I'd love to ...

Well, I do ... as well.

Writing

Awareness of purpose

Look at the model compositions in units 1–7 and tick the appropriate boxes in the table.

The writer wants to ...	ask for information	interest and entertain the reader	present information so it's easy to find	respond to and give personal information	discuss a subject in a logical and formal way
unit 1 p. 15 informal letter					
unit 2 p. 23 short story					
unit 3 p. 33 essay					
unit 4 p. 41 informal email					
unit 5 p. 51 formal letter					
unit 6 p. 59 report					
unit 7 p. 69 article					



Do exercises 1, 2 on page 68 of your Workbook.

get READY to write

Informal letter

1 Read the letter and answer the questions.

- 1 What sporting event is Jackie taking part in?
- 2 Which races is she in?
- 3 How does she feel about it?
- 4 Why does she feel this way?
- 5 Does she only talk about the event in her letter?
- 6 What reason does she give for ending the letter?

2 Read the writing task and make notes below.

You're getting ready to take part in an important sporting event. Write a **letter** to an English-speaking friend about the event. Say how you are preparing for it and how you feel about it. Mention any other news you have as well.

- 1 What's the sporting event?
.....
- 2 When is it?
.....
- 3 What exactly are you doing in the event?
.....
- 4 How are you preparing for it?
.....
- 5 How do you feel about it?
.....
- 6 Why?
.....
- 7 What other news do you have?
.....

Dear Jill,

Hi! How's it going? Thanks for your last letter. I'm really glad you did well in your guitar exam. Who knows? One day you might be in a pop group!

I'm fine but I've got a very busy week ahead. Next Saturday we've got our school Sports Day and I'm in the 100m and 200m races. I REALLY want to win – you know I won both of them last year – so I'm training really hard all week. I'm actually a bit worried about it, as there's a new girl at school this year, Belinda Johnson, and she's a really good runner. I think it's going to be a tough race.

I've got some other very important news, too. My mum and dad say you can definitely come and stay this summer if it's okay with your parents. I really hope they say yes!

Well, I'd better go now. I've got to do some more training – I don't want to lose on Saturday!!! I'll let you know how it goes. Wish me luck!

Take care, and write back soon!

Lots of love,
Jackie



3 Make a plan in Composition Planner 10 on page 161



You are now ready to write the first draft of your letter. Write between 120 and 180 words. When your teacher has commented on your letter, write the final version.

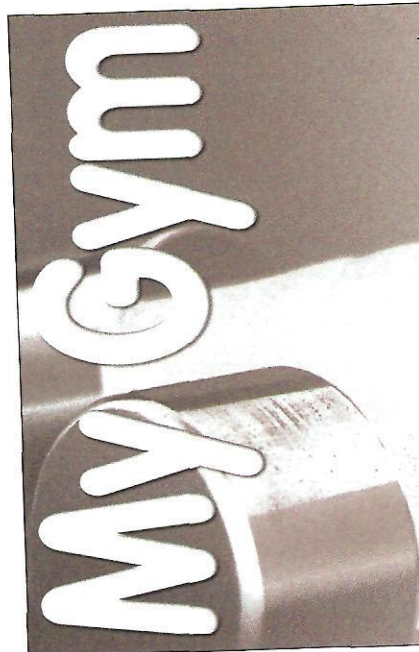
1 Conditionals

Each of the words or phrases in **bold** is grammatically incorrect. Rewrite the word or phrase correctly.

- 1 If you **had been** a comedian, what kind of jokes would you tell?
- 2 You **laugh** out loud if you watch this film!
- 3 If I **wasn't** nervous, my comedy act would have been better.
- 4 If people find jokes funny, they usually **will laugh**.
- 5 If his performance **won't improve**, he'll never be famous.
- 6 If you **will get** the punchline wrong, the joke's a disaster.
- 7 We **would have** more fun if we'd gone to see a comedy.
- 8 I **would have shown** more sitcoms if I worked in TV.

2 So, such, too, enough

Write *so*, *such*, *too* or *enough* in each gap to complete this paragraph.



The gym I go to – 'Frank's Keep-Fit Centre' – is (1) a nice place and Frank and his wife are (2) kindhearted people. In fact, all the staff there are (3) friendly. And that's the problem. The gym is (4) good that everyone wants to go there, and there just isn't (5) room for everyone. I don't think Frank thought carefully (6) about how successful it was going to be. Last year was fine, but this year there are (7) many members to fit in one small gym. You have to wait (8) a long time to get to use the equipment. A twenty-minute wait to use the bench-press is just (9) long for me! I don't have (10) time to stand around. So, I'm going to have to go to another gym. It's (11) a shame, but if I find a gym that no-one else likes, I'll be able to use the equipment whenever I want!

3 Relative clauses

Choose the correct word to complete each sentence.

- 1 Charlie Chaplin, *which/who/where* is really respected, has never really made me laugh.
- 2 This is the joke book *which/who/whose* I told you about.
- 3 That's the cinema *which/who/where* we saw that Steve Martin movie.
- 4 Do you remember that time *who/when/which* I entered that joke-telling competition?
- 5 There are many reasons *that/where/why* I could never be a professional comedian.
- 6 Did you hear about the man *whose/who/which* nose ran and feet smelled? He was standing upside down!

4 Patterns

Tick (✓) the correct pattern in each pair, and put a cross (X) next to the incorrect one.

- | | |
|--------------------------------------|-------------------------------|
| 1 a manage to do | b manage doing |
| 2 a be capable to do | b be capable of doing |
| 3 a allow someone to do | b allow someone to do |
| 4 a let someone do | b let someone to do |
| 5 a prevent someone from doing | b prevent someone to do |
| 6 a succeed to do | b succeed in doing |
| 7 a depend on doing | b depend to do |

5 Time patterns and phrases

Write a word from the box in each gap to complete the sentences.

finds • passes • spends • takes

- 1 Time so quickly when you're having fun!
- 2 Dina about two hours every evening working out.
- 3 Training for the Olympics up most of my time at the moment.
- 4 I don't know how he the time to go sailing so often.
being • spare • long • first
- 5 It can take a time to become good at a sport.
- 6 What do you like doing in your time?
- 7 I went free diving for the time in my life last weekend. It was fantastic!
- 8 I'm quite happy being an amateur rugby player for the time

6 Sport vocabulary

Match to make sentences.

- | | |
|---|-----------------------|
| 1 We played | a another goal. |
| 2 I thought we were going to draw | b the other team! |
| 3 Then we scored | c the competition. |
| 4 We beat | d football last week. |
| 5 We won / | e the trophy. |
| | f two all. |

7 If and unless

Complete each sentence so that it means the same as the sentence before it.

- 1 If I don't get some exercise soon, I'll get fat.
Unless
- 2 If I didn't like making people laugh, I wouldn't be a comedian.
I wouldn't be a comedian unless
- 3 She wouldn't have won unless she'd been the best player.
If
- 4 We'll go diving at the weekend unless the weather's bad.
If the weather's bad,
- 5 We'll go hang-gliding at the weekend unless the weather's bad.
If the weather's not bad,

The Land of Plenty?



Discuss the following. Work in pairs or in groups.

Think of as many geographical features, eg *mountain, lake*, etc as you can.

Is it important to care about protecting the environment?

In what ways can people damage the environment?

Is there anything we can do to stop this happening?

Reading

1 Read the leaflet quickly and answer the questions. Ignore the gaps in the text for now.

- 1 When was the world's first landfill site opened?
- 2 How much European rubbish will be put in the ground next year?
- 3 How much European rubbish will be recycled next year?
- 4 How long does it take for plastic to degrade?
- 5 What are the 3 Rs?
- 6 What number can you call for more information?

We're Talking Rubbish!

You're hungry, so you buy a packet of crisps. You eat the crisps and throw away the packet. No problem, right? Wrong!

The disposal of rubbish has been a social and environmental problem for thousands of years. The first landfill site in history was opened by the Ancient Greeks in about 2500BC. They realised they had a problem with rubbish in Athens, so they dug a big hole several kilometres outside town, where all the rubbish was thrown. (1)..... Next year, over 80% of Europe's rubbish will be dumped in landfill sites and less than 20% will be recycled. So what's the problem with that?

Landfill Sites

The main problem is that we're producing a huge amount of rubbish each year – millions and millions of tonnes of it – and the existing landfill sites are nearly full. Where are we going to put all our rubbish in the future? Finding new sites isn't easy. Farmland and the countryside have to be destroyed – and that's bad for the environment and for the farming industry. And remember that crisp packet that was thrown away? That's made of plastic. Plastic takes about 450 years to degrade. (2)..... That's also bad for the environment. We can't burn a lot of it, because the gases that are given off pollute the air. So what can we do?



Five sentences have been removed from the leaflet. Write the letter of the missing sentence in each gap. There is one sentence you don't need to use.

- A In other words, a crisp packet takes hundreds of years to disappear.
- B Because of this, millions of tonnes of rubbish are thrown into the sea.
- C Try to use things as many times as possible before you throw them away.
- D That means there's less pollution going into the atmosphere from the factories.
- E And we still generally use the same solution today.
- F Also, try not to buy disposable products like single-use cameras and non-rechargeable batteries.

- 3 Do you agree that the problem of rubbish disposal is very serious? What do you think about the 3 Rs? Are they a good idea? Can you think of any other solutions?

Remember the 3 Rs

We can all do our bit to help solve the problem by remembering the 3 Rs: reduce, reuse and recycle.

✓ Reduce! ✓ Reuse! ✓ Recycle!

Reduce: We've all got to try to reduce the amount of rubbish we throw away. We can do that by buying unpackaged goods, like fruit and vegetables, rather than goods which are wrapped and packaged in plastic. (3)..... The less that's thrown away, the more we help the environment.

Reuse: (4)..... For example, you're given some plastic bags at the supermarket to carry your food home in. Do you use them again? Most people don't. It would be much better for the environment if they did. Your kids have grown out of their old clothes. Don't just put them in the bin – think about giving them to charity. Somebody probably wants them.

Recycle: Glass, paper, plastic – they can all be recycled. Recycling cuts down the waste going to landfill sites and also means factories need to produce fewer new bottles and packets and paper. (5)..... It also leads to fewer trees being cut down to make paper.

Protecting the environment is not a load of old rubbish!

For further information on your nearest **Recycling Centre and Bottle Bank**, phone 0808 1234567 free of charge NOW!

Home
work

Do the Reading exercise on page 70 of your Workbook.

Dictionary CORNER

Match the words and phrases 1–9 with their definitions a–i.

- 1 disposal
- 2 countryside
- 3 environment
- 4 factory
- 5 pollution
- 6 bin
- 7 recycling
- 8 waste
- 9 bottle bank



- a the area outside towns and cities with fields, etc
- b a building where large quantities of things are made with machines
- c chemicals, etc that damage air, water and land
- d a container to put bottles in for recycling
- e the process of getting rid of something
- f a more formal and scientific word for *rubbish*
- g a container for putting rubbish in
- h the world around us, especially the natural world
- i the process of turning rubbish into new products

Home
work

Do exercises 1, 2 on page 71 of your Workbook.

Grammar I



The passive

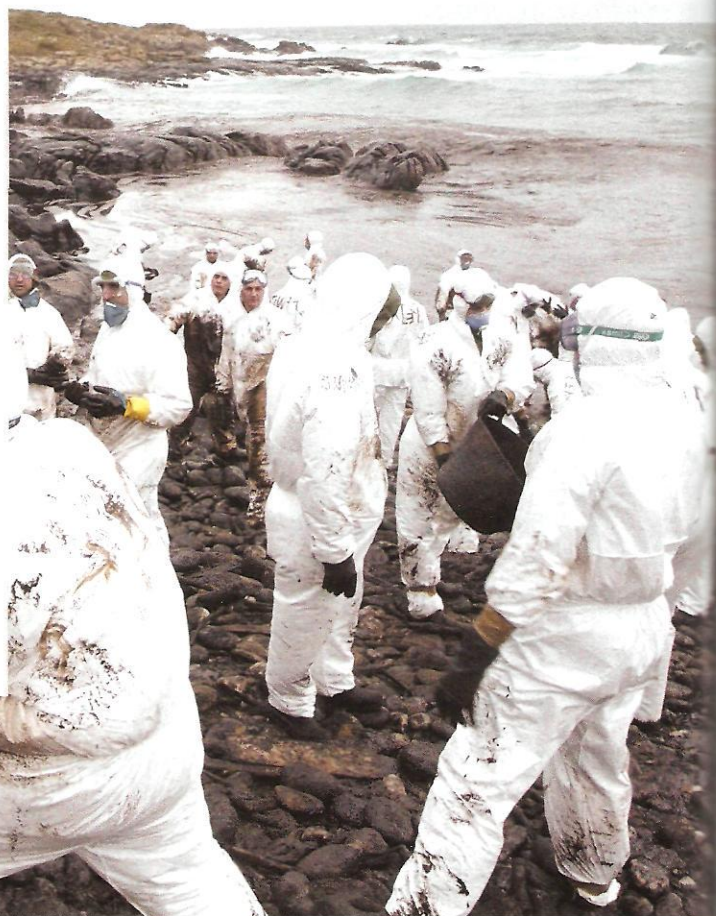
Look at *Grammar database* page 194 before you do the exercises.

1 Find the mistake in each sentence and write the word or phrase correctly.

- 1 The recycling scheme has introduced last year.
- 2 The scheme is running by the local council.
- 3 It is supported from the government.
- 4 Millions of trees in the world's rainforests have being cut down.
- 5 Less than 20% of rubbish will have recycled this year.

2 Put the verbs in brackets into the passive.

Every spring, before the summer season starts, our local beach (1) (**clean**) by volunteers. All the rubbish (2) (**pick up**) and (3) (**put**) into big bags. Later, it (4) (**separate**) into things that can (5) (**recycle**), like glass and paper, and things that have to (6) (**throw**) away. Last year, ten large bin bags (7) (**take**) to the local recycling centre. I always help with the cleaning. The beach (8) (**make**) safer and cleaner for all of us and it's good for the environment if some of the rubbish (9) (**recycle**) too.



3 Rewrite each sentence in the passive. If there's a star (*) at the end of the sentence, don't use by.

- 1 They dumped a lot of rubbish into the sea last year.*
- 2 Exhaust fumes from cars pollute the atmosphere.
- 3 Loud motorbikes annoy many people.
- 4 They have introduced a new recycling scheme.*
- 5 Factories are pumping a lot of waste into rivers.*
- 6 They're going to build a new airport here next year.*



Do exercises 1, 2, 3, 4 on pages 71 and 72 of your Workbook.

Listening



1 Write a word or phrase from the box in each gap to complete the sentences.

CFCs • environmentally • green • rural • surroundings • urban

- If you are _____, you care about the environment.
- If you live in beautiful _____, you live in a beautiful place.
- If you live in a(n) _____ environment, you live in the countryside.
- If you live in a(n) _____ environment, you live in a town or a city.
- If a product is _____ friendly, it is designed not to damage the environment.
- _____ are a type of gas which can damage the ozone layer.

2 You are going to listen to five people talking about the environment. As you listen, decide if the speakers make these points. Circle Yes or No.

People are now much more aware.

Speaker 1
Yes/No

Speaker 2
Yes/No

We are not so close to nature.

Each person can make a big difference.

Speaker 3
Yes/No

Speaker 4
Yes/No

People are trying to keep the area clean.

Many adults don't know enough about it.

Speaker 5
Yes/No

3 Now listen again. Match each speaker with a question.

Why aren't we better at protecting the environment?

a

Speaker 1

b
How could your local environment be improved?

Speaker 2

c
Do younger people care about the environment?

Speaker 3

d
Are things getting better or worse?

Speaker 4

e
Can we all help to protect the environment?

Speaker 5

Dictionary CORNER

Home work

Do the Listening exercise on page 75 of your Workbook.

Complete each sentence using the correct form of the phrasal verbs. Look at the Phrasal verb database on page 172 to help you.

break out • bring out • fall out • hand out • look out • make out • put out • turn out

- I can't _____ what that sign says. Can you read it from here?
- The forest fire _____ by local firemen.
- An elephant _____ of the zoo last night.
- _____! Don't stand on that broken glass!
- Have you two _____ again? You're always arguing!
- The new road _____ to be a disaster for the local environment.
- Why don't they _____ a cheap, solar-powered car?
- I'm going to _____ some leaflets in the town centre.

Home work

Do exercises 1, 2 on page 73 of your Workbook.

Grammar 2



The causative

Look at *Grammar database* page 195 before you do the exercises.

1 Match to make sentences.

- 1 We've had
 - 2 Our neighbours get
 - 3 Kathy's having
 - 4 Are you going to have
- a that wasps' nest removed?
 - b her car repaired at the moment.
 - c their food delivered by the local supermarket.
 - d a solar-powered water heater installed on our roof.

2 Rewrite each sentence in the causative form. If there's a star (*) at the end of the sentence, don't use *by*.

- 1 An expert tested their drinking water.
.....
- 2 An electrician checks her smoke alarms once a year.
.....
- 3 Someone is redecorating our flat at the moment.*
.....
- 4 A vet has examined Megan's pet tarantula.
.....
- 5 Someone's going to cut down the tree in my grandparents' garden.*
.....



Do exercises 1, 2, 3, 4, 5 on pages 73 and 74 of your Workbook.



You are going to listen to nine sentences. As you listen, circle the words you hear.

- | | | |
|----------------|-----------------|----------------|
| 1 sight / site | 4 where / wear | 7 sure / shore |
| 2 sun / son | 5 not / knot | 8 one / won |
| 3 meet / meat | 6 write / right | 9 ate / eight |

Speaking

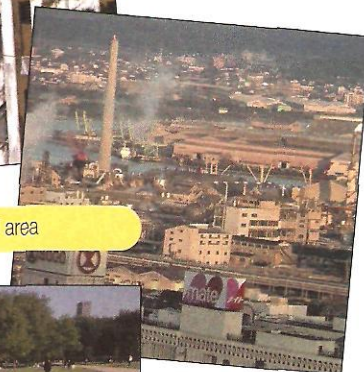


A new airport has just been built in your area. The local council aren't sure yet what to do with the old airport.

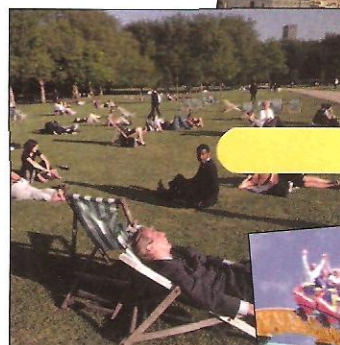
Look at the suggestions they have made and, for each one, think of one benefit and one drawback.



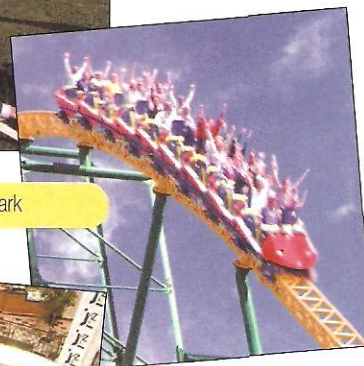
1 housing



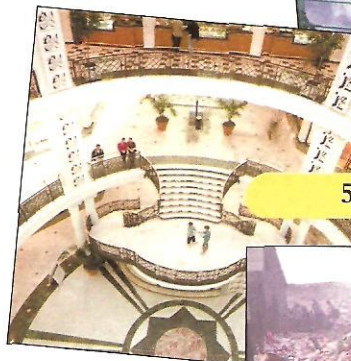
2 industrial area



3 park



4 funfair/theme park



5 shopping centre



6 rubbish dump/landfill site

2 Work in pairs or in groups. Discuss what should be done with the site. Use your ideas from exercise 1 and the phrases below to help you.

agreeing

- I (completely) agree (with you, Tony) because/as ...
- I (completely) agree that ...
- Exactly!
- Absolutely!
- That's a very good point.

Useful phrases

disagreeing

- I'm afraid I disagree/don't agree (with you, Tony) because/as ...
- I have to disagree because/as ...
- But what about ...?
- Surely, though, ...

3 Turn to page 169. In pairs, do the role-play activity unit 11.

See Speaking database on page 174.

Use your English!



Read the quiz and choose the correct answer a, b, c or d to complete it.

How ⁽¹⁾ are you?

Do this quick quiz to find out how much **you** help to protect the environment!

Do you (2) all your used bottles, packets, boxes and paper?

Do you just throw your rubbish in the (3) (or on the floor!) and not worry about it?

Do you buy environmentally (4) products, even if they're a bit more expensive?

Do you frequently buy (5) razors, cameras, etc?

Do you care about the rainforests being cut (6) ?

Do you think that an urban (7) is always better than a (8) one?

Do you think that cars (9) the atmosphere with their exhaust (10) ?

Do you think that the car is the best invention ever?

If you answer 'yes' to most of the green questions, you're a real friend of the Earth.
If you answer 'yes' to the red ones, you've got a lot to learn!

- | | | | |
|-----------------|----------------|---------------|--------------|
| 1 a blue | b green | c red | d yellow |
| 2 a recycle | b reduce | c repeat | d recharge |
| 3 a box | b container | c basket | d bin |
| 4 a friendly | b kind | c caring | d nice |
| 5 a disposing | b disposal | c disposed | d disposable |
| 6 a off | b up | c down | d out |
| 7 a environment | b surroundings | c countryside | d farmland |
| 8 a real | b royal | c regal | d rural |
| 9 a annoy | b injure | c pollute | d hurt |
| 10 a fumes | b gas | c air | d clouds |

Writing



Complex sentences

1 Which word or phrase in the sentences below introduces ...

- a a reason? d a suggested solution?
 b a result? e a contrast between two different ideas?
 c an example?

- 1 Recycling bottles, paper and plastic **leads to** a reduction in the amount of waste which is dumped in landfill sites.
- 2 Those people who travel everywhere by car **should** be encouraged to use public transport more often.
- 3 **Although** people often talk about recycling, too few people recycle on a regular basis.
- 4 Many people continue to buy and use harmful products **because** they do not realise that the environment is in danger.
- 5 Many household products, **such as** deodorants and fridges, used to contain harmful CFCs.

2 Write a word or phrase from exercise 1 in each gap to complete the sentences.

- 1 There are several organisations, Greenpeace and Friends of the Earth, which campaign to protect the environment.
- 2 Recycling in some areas is difficult recycling bins are not provided by the local council.
- 3 The government do more to encourage factories not to pollute rivers.
- 4 An increase in the number of cars on our roads an increase in the amount of air pollution.
- 5 Landfill sites are still in use in many areas, we are trying to find alternative ways to dispose of rubbish.

3 Join each pair of sentences to make one sentence. Use the word in bold.

- 1 There was an Environmental Awareness campaign. More people started to recycle their rubbish. **led**

- 2 The animal's habitat was destroyed. It became extinct. **because**


- 3 Some products have become more environmentally friendly in recent years. Deodorants and fridges are examples of these. **such**

- 4 There are many bins in the city centre. People still throw rubbish on the ground. **Although**

- 5 Environmental studies is not a subject at school. I think that is a shame. **should**



Do exercises 1, 2 on page 75
of your Workbook.



get READY to write

Essay

1 Read the essay and answer the questions.

- Which word(s) or phrase(s) in the essay:
 - introduces two contrasting ideas?
 - links a cause and an effect?
 - introduce an example?
- Is the essay formal or informal?
- Does the writer use short forms (*don't, won't, etc*)?

2 Read the writing task and answer the questions.

Your class has been doing a project on the environment. Your teacher has asked you to write an **essay** on the following statement:

Although most people would like to be green, it is not possible in today's modern world. Do you agree or disagree?

You should state whether you agree or disagree with the statement.

- What does 'being green' mean to you? Give an example.
- Do you think most people are already green enough?
- Do you think most people would like to be green but are not?
- Do you think it is possible to be green in today's modern world? Why?/Why not? Give an example.
- What is the result of this situation?
- What do you think about most people's attitudes to protecting the environment?

Although we live on the Earth and have control over much of our environment, the Earth does not belong to us. It is also home for plants, animals, insects, birds and fish, and it will be home for future generations of humans. Because of this, we have a responsibility to protect the environment.

Most of the Earth's major environmental problems, such as the holes in the ozone layer, have been caused by humans and we are the only ones able to solve the problems. We have to start recognising that our actions can lead to environmental damage.

Education is extremely important. For example, if people learn to recycle their waste, instead of just throwing it away, we will not have to destroy the countryside. Landfill sites will not have to be constructed, and factories, which pollute the atmosphere, will not have to produce so many new products.

In conclusion, I believe that all of us must do our best to be as green and as environmentally friendly as possible. The whole future of the planet is in our hands.

3 Now make a plan in Composition Planner 11 on page 162.



You are now ready to write the first draft of your essay. Write between 120 and 180 words. When your teacher has commented on your essay, write the final version.

12 @ 8!



Discuss the following. Work in pairs or in groups.

Do you have a mobile phone? How often do you use it?

How often do you send and receive text messages or emails?

Has modern technology changed the way people communicate?
How?

Reading



1 Read the article quickly and underline all the means of communication mentioned.

Cyber-English!

Before mobile phones took off in the mid-1990s, no-one had predicted that they'd create a new means of communication: the text message. In fact, not long before email and text messages came along, some people had said that writing was dying and that in the future, speech would be king. We won't write letters any more, we were told. We'll just make phone calls.

But now, writing is back on top. Every day millions – probably billions – of emails are sent round the world. Why call someone when you can email them? Millions – possibly billions – of text messages are sent, too. Millions of people are chatting away (but of course they're really typing away) to friends and strangers in internet chat rooms and on messenger services. And they're all communicating using a written form of language.

And if they're sending text messages and chatting in English, the chances are they're using a new form of the language. One that no-one had thought of even twenty-five years ago. It's got new rules for spelling and grammar. It uses symbols and punctuation in ways that they've never been used before and, in many ways, it's much closer to speech than to traditional writing. Whether you love it or hate it, one thing is clear. It's here to stay so you might as well get used to it!

Take a look at the chart, and see how much 'cyber-English' you know!

Your Guide to 'cyber-English' for informal text messages and chat room chatting!

Vocabulary and symbols

b	= be
c	= see
r	= are
u	= you
2	= to/too
4	= for
gonna	= going to
goin	= going
wanna	= want to
ur	= your/you're
l8r	= later
sth	= something
2nite	= tonight
a/noon	= afternoon
luv	= love
@	= at
mo	= moment
:-)	= ☺
:-(= ☹
LOL or LoL	= Laugh out loud!
ROTFL	= Roll on the floor laughing!
BTW	= By the way



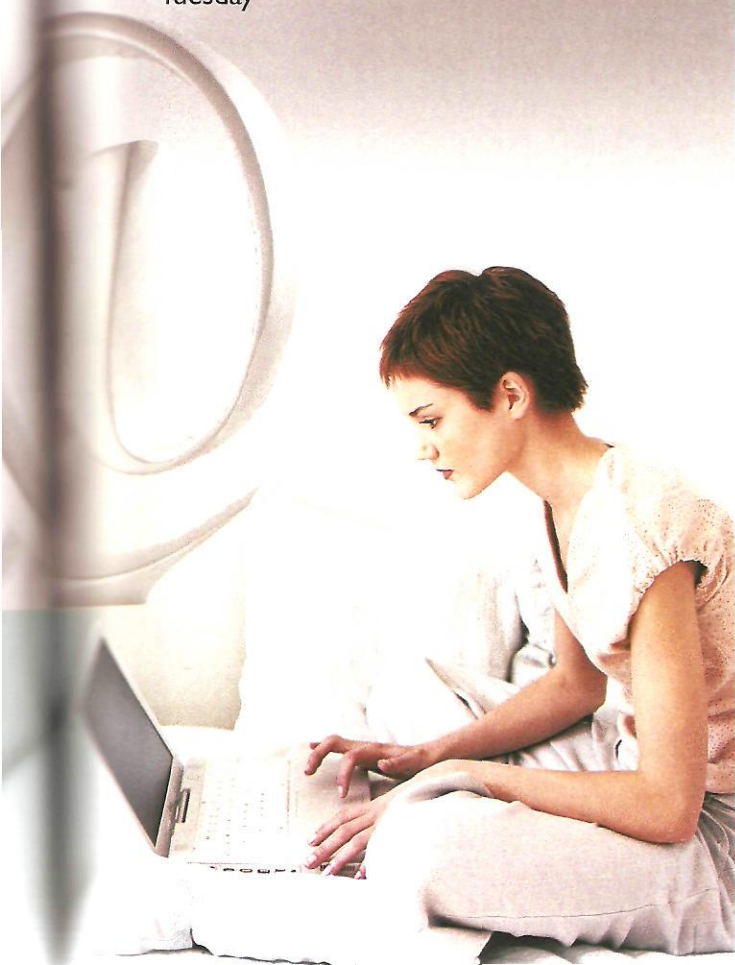
2 Read the article more carefully and find a word or phrase which ...

- 1 shows that a piece of information is surprising. (Paragraph 1)
- 2 contrasts the present with the past. (Paragraph 2)
- 3 shows that something is better than something else. (Paragraph 2)
- 4 shows that something is very likely. (Paragraph 3)
- 5 suggests something was very recent. (Paragraph 3)
- 6 makes a suggestion. (Paragraph 3)

Grammar

Auxiliary verbs, articles, pronouns and prepositions are often left out. For example:

- *u gonna come with us?* = Are you going to come with us?
- *am in a meeting @ the mo* = I am in a meeting at the moment
- *given Baz book* = I've given Baz the book
- *should arrive Tues* = I should arrive on Tuesday



3 Choose the correct answer a, b, c or d. Underline the sentences in the article which give you the answers.

- 1 What did people fail to predict?
 - a the mobile phone
 - b text messages
 - c email
 - d the end of writing
- 2 What does the writer emphasise in paragraph 2?
 - a that writing helps us meet new people
 - b that writing is now as popular as speaking
 - c that we waste a lot of time writing
 - d that we do a lot of writing these days
- 3 What does the writer say about the new form of written English?
 - a It is a very recent development.
 - b Most people don't like using it.
 - c It was introduced twenty-five years ago.
 - d It is actually a type of speaking.



Do the Reading exercise on page 76 of your Workbook.

Dictionary CORNER

Complete each phrase using the verbs in the box. You can use more than one verb for each phrase.

call • chat • get • have • hear • listen • make
receive • ring • send • speak • talk • type • write

- 1 get/make/receive a phone call
- 2 an email
- 3 a text message
- 4 on the internet
- 5 about something
- 6 on a keyboard
- 7 a conversation
- 8 someone
- 9 to someone
- 10 a letter



Do exercises 1, 2 on page 77 of your Workbook.

Grammar I



Past perfect simple and past perfect continuous

Look at *Grammar database* pages 196-197 before you do the exercises.

1 Each of the sentences mentions two actions. Underline the action that happened first.

- I sent the email after I'd called you.
- They'd spoken to Sam before he told me about the problem.
- When I got into the chat room, she'd already left.
- She left after I'd got into the chat room.
- She had been learning to type for ages before she joined the class.

2 Choose the correct words or phrases.

I (1) *had/had been* studying French for six years before I first (2) *had gone/went* to France, and I'd also (3) *pass/passed* all my French exams, so I thought I wouldn't have any problems communicating. How wrong I was! On the ferry, before I even landed in France, a French woman (4) *had come/had been coming* up and asked me something and I didn't have a clue what she (5) *had/had been* said. Then, after we'd actually (6) *been arriving/arrived* in France, I went into a cheese shop and (7) *asked/had asked* for some cheese. The assistant behind the counter just (8) *looked/had looked* at me blankly. She clearly (9) *hasn't/hadn't* understood a word I'd (10) *say/said*.

3 Put the verbs in brackets into the correct form, past perfect simple or past perfect continuous.

- I got a reply about four weeks after I (send) the email.
- Tina (try) to send a text message for hours before she finally worked out how to do it.
- (he/ever/speak) to you like that before?
- It was the first time she (have to) use sign language.
- I (wait) for the letter all morning, so I was very relieved when it finally arrived.



Do exercises 1, 2, 3, 4, 5 on pages 77 and 78 of your Workbook.

Listening



- 1 You are going to listen to a radio programme about gestures. First match gestures 1-5 with the pictures a-e. Do you know what each gesture means for British people?



- 1 shaking hands 2 shrugging your shoulders 3 nodding your head 4 shaking your head 5 crossing your fingers

- 2 Now listen to the radio programme about gestures and choose the correct answer a, b or c.

- 1 What was last week's episode about?
 - a written and spoken English
 - b formal and informal English
 - c old and modern English
- 2 What does Adam say has changed?
 - a the way we shake hands
 - b how often we shake hands
 - c the reason for shaking hands
- 3 In what way is nodding your head the same as shaking hands?
 - a Both of them are only used in some places.
 - b They both have the same meaning in some countries.
 - c Both gestures confuse people on holiday.
- 4 Adam believes that some of his listeners might
 - a not know why they shrug their shoulders.
 - b use gestures without thinking about them.
 - c have used the wrong gesture.

Dictionary CORNER

Home work

Do the Listening exercise on page 81 of your Workbook.

- 1 The nouns below are all incorrect. Rewrite them correctly.

Adjective	Noun	
1 able	abety	.....
2 high	hight	.....
3 long	longth	.....
4 strong	strongth	.....
Verb	Noun	
5 believe	beliefe	.....
6 choose	choise	.....
7 decide	decidion	.....
8 describe	describtion	.....
9 explain	explanation	.....
10 practise	practise	.....
11 see	site	.....
12 speak	speech	.....
13 think	thowt	.....

- 2 Complete the sentences with six of the nouns from exercise 1.

- 1 I'd like you all to write a of your best friend.
- 2 Text messages usually have a maximum of about 160 characters.
- 3 We did lots of putting verbs into the past perfect continuous.
- 4 She had an incredible to learn foreign languages easily.
- 5 Do you think my to do Latin instead of geography was sensible?
- 6 I hate giving a(n) in public. I get really nervous.

Home work

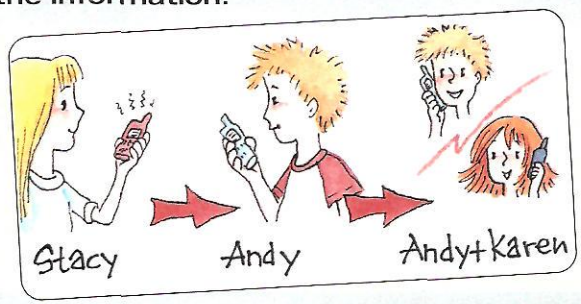
Do exercises 1, 2 on page 79 of your Workbook.



Look at *Grammar database* pages 197-199 before you do the exercises.

Read the text messages below and complete the information.

Stacy's text message: **c u @ 8 2nite!**
Stacy means: I'll see you at eight o'clock tonight.
Andy says to Karen: Stacy'll see us at eight o'clock tonight.
Andy told Karen that Stacy would see them at eight o'clock that night.



1 Stacy's next text message:

Stacy means:

Andy says to Karen: Stacy

Andy told Karen that Stacy

3 Her next text message:

Stacy means:

Andy says to Karen: Stacy thinks

Andy told Karen that Stacy

2 Stacy's next text message:

Stacy means:

Andy says to Karen: Stacy and her friends

Andy told Karen that Stacy and her friends

4 Her last text message:

Stacy means:

Andy says to Karen: Stacy

Andy told Karen that



Do exercises 1, 2, 3, 4 on pages 79 and 80 of your Workbook.

Look at these pairs of words. Underline the syllable which is stressed in each word.

- | | | | | | |
|---|----------------------|------------------------|---|-----------|----------------------|
| 1 | comm <u>u</u> nicate | commu <u>n</u> ication | 5 | science | scien <u>t</u> ific |
| 2 | photograph | photogr <u>a</u> phy | 6 | economy | econo <u>m</u> ical |
| 3 | library | libr <u>a</u> rian | 7 | secretary | secre <u>t</u> arial |
| 4 | advert | advert <u>i</u> sement | 8 | Italy | Itali <u>a</u> n |

Listen and check your answers.

Now say each pair of words.

Speaking



1 Choose one of the statements from the box and answer the questions. Do not write full sentences.

1 Learning Latin and ancient Greek is very useful.

2 We should all learn at least two foreign languages.

3 It is impossible to communicate with animals.

4 Email and text messages make communication much easier.

5 It would be better if everyone in the world spoke the same language.

6 Children should learn to read when they are about three years old.

I have chosen statement number: _____

I **completely agree**/**partly agree**/**completely disagree** with the statement.

Give two reasons. _____

Can you think of an example to support your opinion? _____

What arguments would someone use to disagree with you? _____

Why do you disagree with them? _____

Is there anything you're not sure about? _____

What other points could you make about the statement? _____

The first/second reason I agree is that ...

For example, ...

For instance, ...

One thing I'm not sure about is ...

I'd also like to add that ...

Useful phrases

2 Play the Keep Talking game. Your teacher will explain the rules to you.

See Speaking database on page 174.

Use your English!



Use the words given in capitals to form a word that fits in the space in the same line.

British accents and dialects

Before I went to the UK for the first time, I'd never (1) _____ about different accents and dialects. People's (2) _____ varies across the (3) _____ and breadth of Britain, sometimes making (4) _____ difficult, even for native speakers. This is because their (5) _____ of vocabulary differs from region to region, and also because the way they (6) _____ say words differs. I met someone from Glasgow. The (7) _____ of his accent made it (8) _____ to work out what he said. So I asked a friend from London who was with me, and he hadn't (9) _____ either! Luckily, (10) _____ English doesn't have the same kind of problems as spoken English.

THINK
SPEAK
LONG
COMMUNICATE
CHOOSE
ACTUAL
STRONG
POSSIBLE
UNDERSTAND
WRITE



Writing

Selecting the appropriate style

1 Read the extracts 1–6 from different types of writing and answer the questions.

1 As requested, I have visited the new shopping complex and examined the security system. My findings are outlined below.

Find three examples of formal vocabulary.

2 Oh, by the way, I forgot to tell you. I got a really cool mobile for my birthday! Great, eh? We'll be able to send loads of text messages to each other from now on!

Find three examples of informal vocabulary.

3 Should you have any further enquiries, please do not hesitate to contact me.

Is the language very polite or very friendly?

4 Have you ever thought about putting on a play with your friends? It's great fun, and it's not as difficult as you might think.

Is the style very formal or quite informal?

5 For this reason, I strongly believe that it is very important for us all to learn at least one foreign language.

a Is the language formal or informal?

b Find two expressions common in essays.

6 Sonia nodded her head enthusiastically. 'You're absolutely right,' she said. 'What's more, I'd like to offer you the job. Come and work for me!' Sonia stood up, and extended her arm to shake hands with Paul.

a Find one example of descriptive language.

b Is the direct speech formal or informal?

2 Match each of the extracts with a text type.

- a an essay for your teacher
- b a letter applying for a job
- c a report
- d a story
- e an article for a young people's magazine
- f a letter or email to your friend



Do exercises 1 and 2 on page 81 of your Workbook.

get READY to write

Informal email

1 Read the email and answer the questions.

- 1 Is the style conversational and chatty?
- 2 Are the vocabulary, grammar and punctuation formal or informal?
- 3 Underline two examples of incomplete sentences.
- 4 Does Francesca use paragraphs in her email?

Now

From: Francesca <fran123@freemail.it>
 To: Joanne <jps@uknet.uk>
 Subject: HI!!!
 Attachments: none

Medium

Hi Joanne,

Thanks for your email. Glad you've sorted out the problem with your computer virus!

Yes, I have been to Greece before. I don't think you'll have any problems. The Greeks are really friendly and most of them speak English well. They do like it, though, if you try to speak a bit of Greek, so I'd suggest getting a phrase book and learning a few things before you go. You know, just things like 'hello' and 'How much does this cost?' and things like that. You'll really impress the Greek boys if you speak to them in their own language! You're going to have a great time!

Oh, by the way, I've got some great news. I've just got the leading part in the school play. Rehearsals start next week. Should be fun!

Well, got to go now. Homework :-(
 Send me an email again soon!

Love,
 Francesca

2 Look at this writing task and make a plan in Composition Planner 12 on page 163.

You have received an email from an English-speaking friend. Read the extract from the email and the notes that you have made on the printout and then write an **email** responding to your friend's questions. Mention any other news you have as well.

yes - Angelo
 (one of my
 best friends)

Oh, by the way, I think you said you had a friend who was deaf, didn't you? Well, a deaf girl's just moved in next door and I'd like to make friends with her but I'm not sure what to do. Any ideas? Will it be really difficult to communicate with her?

deaf people are just like everyone else!

try and learn sign language - not difficult and great fun!

most can lip read

Home work

You are now ready to write the first draft of your email. with Write between 120 and 180 words. When your teacher has commented on your email, write the final version.

1 Environment vocabulary

Write a verb from the box in each gap to complete the sentences.

reduce • recycle • destroy • solve • pollute • dispose • degrade

- 1 You should that paper rather than throw it away.
- 2 We've got to the amount of rubbish we throw away.
- 3 Cars the atmosphere far more than factories do.
- 4 How are you supposed to of batteries?
- 5 They'll completely the natural beauty of the area if they build a motorway through the hills.
- 6 How long does it take a plastic bag to ?
- 7 The hole in the ozone layer is a problem we've got to soon.

2 The passive

Complete each sentence so that it means the same as the sentence before it.

- 1 People send millions of emails every day.
Millions of emails every day.
- 2 Trisha answered the phone in the end.
The phone Trisha in the end.
- 3 We've set up the website to educate people about the environment.
The website to educate people about the environment.
- 4 We're going to hold an Environment Day next week at school.
An Environment Day next week at school.
- 5 You mustn't throw that away!
That away!

3 The causative

Each of the words or phrases in **bold** is grammatically incorrect. Rewrite the word or phrase correctly.

- 1 My mum usually **have** her emails answered by her secretary.
- 2 Have you had **tested your eyes** recently?
- 3 We're having the house **redecorating** while we're on holiday.
- 4 I have to **got** my computer fixed next week.
- 5 They **had had** their swimming pool cleaned last week.
- 6 Don't you get your rubbish collected **from** the local council?

4 Phrasal verbs

Circle the correct phrasal verb to complete each sentence.

- 1 I expected their website to be really interesting but it to be quite disappointing.
a brought out b fell out c turned out d made out
- 2 A gorilla managed to of the zoo last night.
a put out b break out c hand out d turn out
- 3 It took the firefighters four hours to the fire.
a look out b bring out c turn out d put out
- 4 That could be an eagle in the distance, but it's difficult to exactly what kind of bird it is from here.
a make out b look out c break out d hand out
- 5 I hope we're not going to over this. I know we both have very different opinions.
a fall out b make out c break out d turn out
- 6 ! There's a car coming!
a Put out b Turn out c Look out d Bring out

5 Past perfect simple and continuous

Put the verbs in brackets into the correct form of past perfect simple or past perfect continuous.

- 1 She (wait) for him to call all week, so she was very pleased when he rang on Friday morning.
- 2 (you/send) a text message to the wrong person before?
- 3 Alan and Pete (try) to connect to the internet for ages before they finally managed it.
- 4 I (not/finish) typing the letter when my computer crashed.
- 5 Kim (just/started) writing you an email when you called.
- 6 We (just/talk) about him when he walked into the room!

6 Reported speech

Complete each sentence using reported speech so that it means the same as the sentence before it.

- 1 'I'm hoping to work for an environmental organisation,' said Ellie.
Ellie said
- 2 'I'll meet you in the chat room tomorrow night, Dave,' said Phil.
Phil told Dave
- 3 'I sent the information yesterday,' said Fiona.
Fiona said
- 4 'We really must start recycling our rubbish,' said Jon.
Jon said
- 5 'Plastic takes an extremely long time to degrade,' said the scientist.
The scientist said

7 Word formation

Complete with the correct form of the words in brackets.

Communication skills

The (1) (able) to communicate effectively is a great (2) (strong). Sometimes, it's the difference between getting a job or not. When you're asked a question in a job interview, for example, you don't have long to turn your (3) (think) into (4) (speak). You may have to give an (5) (explain) or a (6) (describe). Your choice of words will affect how the person who you are communicating with sees you.

13

Getting By



Discuss the following. Work in pairs or in groups.

Think of a member of your family. What is their job? Where do they work?

Have you ever worked during your summer holidays? Which job would you like to do this summer? Why?

Name: **Craig McFarland**
Age: **42**
Position: **Sales representative**



A

'As a sales rep, a lot of my working day is spent on the road or in the air. I work in telecommunications, so I mainly sell telecoms equipment to other companies. The salary's excellent – I get around €100,000 a year, plus commission – but I usually end up working about 60–70 hours per week, so I don't get to see my family very much. To do this job well, you have to be outgoing, patient, persuasive and polite and you also have to be prepared to do a lot of travelling.'

Name: **Daniel Thompson**
Age: **21**
Position: **Waiter**



B

'I've just finished my second year at university. I didn't have any studying to do over the summer holidays and I didn't have any money, so I decided to get a temporary job. So, for the next two months I'm working in a café not far from the university. It's not bad. I work every lunchtime and evening, except weekends – that comes to forty hours per week – and the customers are generally university professors or graduate students, so they're quite interesting people. The wages aren't great, of course. I get €7.50 an hour, but it's enough for me to get by, and the job's not difficult. I wouldn't want to be a waiter for the rest of my life, though!'

Reading



1 Quickly read the information about the four jobs below. Which job would you most like to do, and why?

Name: **Jessica Murray**
Age: **34**
Position: **Civil servant**



C

'I've been working in local government since I left university and I find it very rewarding. I started working part-time after I had my first child. I love it! I have enough time to do things like go to the kids' Sports Day at school. I earn about €20,000 a year – that's for twenty hours a week. My husband works full-time, so together we bring in quite a good income. At the moment I'm working in the City Council Planning Department, so I spend a lot of my time dealing with building regulations and planning applications. It might sound boring but actually it's not. I think to be a successful civil servant, you have to like working with people, you probably need a sense of social responsibility and you shouldn't have dreams of becoming rich!'

2 Which of the people might make these statements? Write A, B, C or D. Give reasons for your answers. You will need to use one of the letter twice.

- 1 I've got big plans for the company.
- 2 I couldn't do my job without a driving licence.
- 3 This is definitely not my chosen career.
- 4 I'm glad I don't have a full-time job.
- 5 I like being in control.

Name: **Devi Sohanta**

Age: **29**

Position: **Magazine publisher**



'I used to work in the advertising department of a women's magazine and gained a lot of experience there, so, about two years ago, I decided to start my own business. It's extremely hard work being self-employed, but at least there's no one telling you what to do! I only have two people working for me, which means I have to do lots of different things: writing articles, getting advertisers, dealing with the printers, getting the magazine distributed. You name it, I do it! We're only a small local magazine at the moment but I'm hoping to expand soon. How much do I earn? It depends on how many copies we sell! How many hours a week do I work? A lot! And every day, including weekends, usually.'



Do the Reading exercise on page 83 of your Workbook.

3 Which of the positions ...

- 1 does not involve selling a product?
- 2 is not permanent?
- 3 does not require at least eight hours work a day, five days a week?
- 4 involves a long break during the working day?
- 5 involves paying the salaries of employees?
- 6 brings in more money if you are successful?
- 7 involves working with politicians?
- 8 is it not possible to be sacked from?

Dictionary CORNER

Complete each sentence using a word from the article.

- 1 If you have a job, you don't work a full working week.
- 2 If you have a job, you work a full working week – usually at least forty hours per week.
- 3 If you have a job, you only do that job for a few days, weeks or months.
- 4 If you are, you work for yourself rather than for someone else.
- 5 If you earn a, you get a certain amount of money per year and you are usually paid at the end of every month.
- 6 If you earn, you get a certain amount of money per hour and you are usually paid at the end of every week.
- 7 If you are on, how much you earn depends on how much you sell.
- 8 If you don't earn enough to, you don't earn enough money to buy food, pay the bills, etc.
- 9 If you work advertising, your job is something to do with the advertising industry.



Do exercises 1, 2 on page 84 of your Workbook.

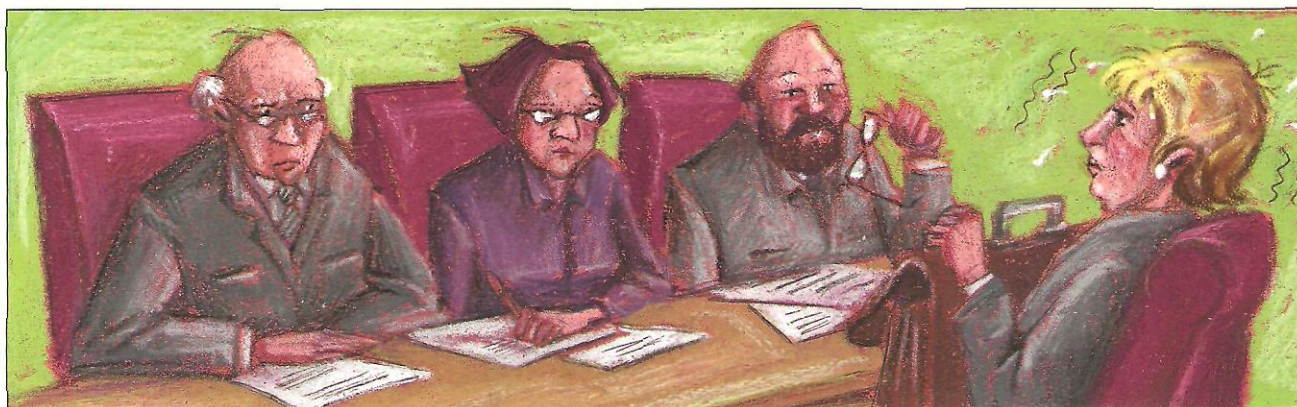
Grammar I



Reported questions

Look at *Grammar database* page 200 before you do the exercises.

1 Choose the correct word or phrase to complete the text.



Medium B I

It was a disaster! When I went in, they asked me if I (1) **want/wanted** some coffee and I stupidly said yes. When it came, I spilt it all over the desk. Then one of the interviewers asked me why (2) **had I applied/I had applied** for the job. I was so nervous that I started talking about the job I've got at the moment. I soon realised my mistake and started sweating. So then they asked me (3) **if/when** I was feeling all right and (4) **whether/weather** I wanted to carry on with the interview. I asked if (5) **we could/could** we start again but they just laughed and asked me what (6) **did I know/I knew** about the (7) **company?/company**.

2 Complete each sentence using reported questions so that it means the same as the sentence before it.

1 'Why did you apply for the job, Claire?' asked the interviewer.

The interviewer asked Claire

2 'And what skills do you have?'

She was also asked

3 'Will you be able to work on Saturday mornings, Claire?'

They wanted to know

4 'Do you have any questions?'

Claire was asked

5 'Can you start tomorrow?'


The interviewer asked her



Do exercises 1, 2, 3, 4 on pages 84 and 85 of your Workbook.

Listening



- 1 You are going to listen to a woman talking to someone about her new job. Before you listen, look at the sentences in exercise 2. Can you think of any words or phrases that might fit in the gaps?
- 2  Listen to the conversation and complete the sentences with a word or short phrase.
 - Amy is supposed to be at work by (1)..... in the morning.
 - Amy's (2)..... is called Mrs Collins.
 - The (3)..... is on the fifth floor.
 - Amy wasn't given an (4).....
 - The employees there are allowed to work at any (5)..... they like.
 - Most of Amy's colleagues are also graphic (6).....
 - Amy's company is doing an (7)..... campaign for a computer company.
 - Amy spent her first day working on one of the newspaper (8).....
- 3 How many of your guesses in exercise 1 were right?



Do the Listening exercise on page 88 of your Workbook.

Dictionary CORNER

- 1 Choose the correct word(s) to complete the word patterns.

- 1 apply *to/for* a job
- 2 make someone *do/to do* something
- 3 cause someone *do/to do* something
- 4 approve *for/of* (doing) something
- 5 complain *for/about* something
- 6 be interested *in/on* (doing) something
- 7 be made *do/to do* something
- 8 be involved *in/at* (doing) something
- 9 apologise *for/of* (doing) something
- 10 insist *on/for* (doing) something

- 2 Write one word from exercise 1 in each gap to complete the sentences. You may need to change the form of the word.

- 1 I don't of people wearing casual clothes to work.
- 2 Pedro is in applying for the job of Hotel Manager he saw advertised in the local paper.
- 3 Melissa's going to about being to work three weekends in a row.
- 4 I don't think they should you go on the training course if you don't want to.
- 5 They for making me do so much overtime but they didn't offer to pay me any more money!
- 6 We on your having a clean driving licence.
- 7 At the moment Jo's heavily in a project to redesign the town centre.



Do exercises 1, 2 on page 86 of your Workbook.



Grammar 2



Indirect questions

Look at *Grammar database* pages 200-201 before you do the exercises.

1 Match to make indirect questions.

- | | |
|-------------------------|--------------------------------------|
| 1 Would you mind | a tell me what experience you have. |
| 2 Could I ask | b much the pay is per hour? |
| 3 Do you know where | c when I would be expected to start? |
| 4 I wonder if you could | d what qualifications you have. |
| 5 I'd like to know | e telling me what the salary is? |
| 6 Could you tell me how | f the job interview is? |

2 Choose the correct word or phrase to complete each indirect question.

- Could you *tell/say* me what *do you want/you want* to do when you leave *school./school?*
- Can I ask if *you are planning/are you planning* to go to *university?/university.*
- I'd like to *tell me/know* whether *you would/would you* be happy to work *abroad./abroad?*

3 Complete each sentence so that it means the same as the sentence before it.

- Where are you working at the moment?
Can you tell me
- What are your plans for the future?
Do you know
- When did you decide to be a teacher?
I wonder if you could
- Is a large salary important to you?
Would you mind
- Why have you quit your job?
Do you think you could explain



Do exercises 1, 2, 3, 4, 5 on pages 86 and 87 of your Workbook.

SOUNDSTATION

1 Listen to these pairs of words. Can you hear the difference within each pair?

shake / sake
shoe / Sue
ship / sip
show / so
short / sort

2 Now, listen to these sentences. For each one circle the word you hear.

- shack / sack
- shine / sign
- shaving / saving
- sheet / seat
- shell / sell
- shock / sock
- shed / said



Speaking



- 1 Read the question and the answers different students gave during an English exam interview. Tick (✓) the answers you think are successful, and cross (X) the ones you think are not so successful.

Useful phrases

Have you decided yet what job you'd like to do when you're older?

- 1 No, I haven't really decided yet but I think I'd like to work in the media – maybe writing for a magazine or for TV. ☐
- 2 No, I haven't. ☐
- 3 Well, I definitely want to study English at university. After that? I'm not really sure yet, to be honest. ☐
- 4 Yes, I really want to be an actor. I've been in several school plays and everyone said I was very good. I just love being on the stage. I can't imagine doing anything else. ☐
- 5 Yes, I want to be a lawyer. ☐

- 2 Make notes about yourself to answer these questions. Give reasons for your opinions.

Have you decided yet what job you'd like to do when you're older?

Would you like to go to university? If so, what do you think you would study?

Do you think you'll ever go abroad to work?

Would you like to do the same job that someone in your family does now?

Can you imagine yourself running your own business one day?

- 3 In pairs, ask and answer the questions above.
- 4 Turn to page 169. In pairs, do the role-play activity unit 13.

See Speaking database on page 174.

Use your English!



Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 1 'What do you do for a living, Darren?' asked Yussuf. **know**
Yussuf wanted for a living.
- 2 'Can I take the day off tomorrow?' asked Emma. **if**
Emma the next day off.
- 3 Where are you working at the moment? **ask**
Could I working at the moment?
- 4 What did you say to the boss? **know**
I'd like to the boss.
- 5 They made Costas apologise when he was late. **made**
Costas being late.
- 6 I don't like it when shop assistants are rude to customers. **approve**
I don't rude to customers.
- 7 Narinder was late for the meeting because of a traffic jam. **caused**
A traffic jam for the meeting.
- 8 I would like to find out more about the position. **interested**
I more about the position.

Writing

Using set phrases

1 Write a word from the box in each gap to complete the phrases.

advertised • apply • attend • contact • experience • forward • grateful • position • require • wonder

- 1 I am writing to for the of ... as in ...
- 2 I have at/in ...
- 3 I if you could let me know/tell me ...
- 4 I would (also) be if you could let me know/tell me ...
- 5 Please do not hesitate to me if you any further information.
- 6 I would be more than happy to an interview.
- 7 I look to hearing from you.

2 Underline the phrases from exercise 1 in the letter of application on page 123.

3 We often use indirect questions in a letter applying for a job. Rewrite each of the questions as indirect questions. Use appropriate indirect question beginnings.

example: How much is the salary?

Could you tell me how much the salary is?

1 Where is the shop?

5 What responsibilities would I have?

2 How much is the pay per hour?

6 Would I be able to work part-time?

3 Would I have to wear a uniform?

7 Do you need a reference?

4 When would you want me to start?

8 Which days would I be expected to work?



Do exercises 1, 2 on page 88 of your Workbook.

Letter of application

1 Read the letter and answer the questions.

- 1 Is the job full-time?
- 2 Where was it advertised?
- 3 When?
- 4 How old is Harvey?
- 5 Where is he studying at the moment?
- 6 What word does he use to mean 'at the moment'?
- 7 What is he studying?
- 8 Has he got any previous experience?
- 9 How many questions does he ask?
- 10 Are his questions direct or indirect?
- 11 Is the letter formal or informal?

2 Read the writing task and make notes.

You have seen this advertisement for a job in a local sports shop and are interested in applying. Write your **letter of application**.

- 1 What's the name of the person who's going to apply for this job?
- 2 How old is he/she?
- 3 What is he/she doing at the moment? (unemployed? at university?)
- 4 What experience does he/she have?
- 5 Where did he/she see the advert?
- 6 When?
- 7 What two questions does this person need to ask?

3 Make a plan in Composition Planner 13 on page 164.

Dear Mrs Singh,

I am writing to apply for the position of part-time kitchen assistant, as advertised in 'The Evening Gazette' last Tuesday.

I am an eighteen-year-old student currently studying French at Tyfold College. I have experience in food preparation, as I worked in a restaurant last summer.

I wonder if you could let me know how many hours a week I would be expected to work. I would also be grateful if you could tell me what the pay per hour is.

Please do not hesitate to contact me if you require any further information. I would be more than happy to attend an interview.

I look forward to hearing from you soon.

Yours sincerely,
Harvey Goldman

Wanted!

Part-time shop assistant required for local sports shop

- Job involves serving customers and helping Manager.
- Previous experience an advantage.
- Good rate of pay.

Please apply in writing to
Dave Parker, Southam Sports.

Home work

You are now ready to write the first draft of your letter. Write between 120 and 180 words. When your teacher has commented on your letter, write the final version.

14 Away From Home



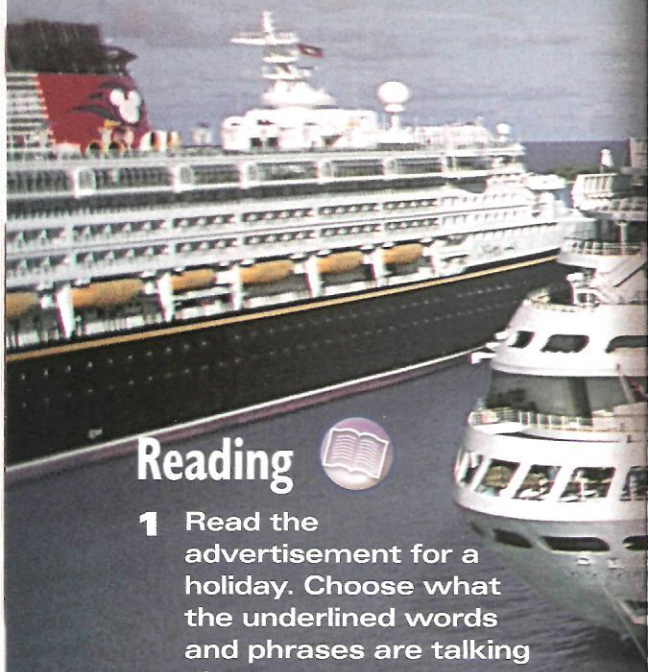
Discuss the following. Work in pairs or in groups.

How many means of transport can you think of?

Do you like travelling? Why? / Why not?

Which types of transport have you travelled in or on?

Which countries would you like to visit? Why?



Reading



1 Read the advertisement for a holiday. Choose what the underlined words and phrases are talking about.

- 1 your problem what to do this summer / how to see different countries
- 2 go go on this cruise / wherever you like
- 3 back again returning to the city you came from / Bristol Airport
- 4 in the best possible way by plane, bus, coach and ship / on a luxury cruise ship

Mediterranean Teenage Summer Cruise

You're aged 16-19. You believe that travel broadens the mind. You want to do something interesting and different with people your own age this summer. You don't want to go on another boring package holiday with Mum and Dad. Is that you? If it is, then we've got the perfect solution to your problem. And your mum and dad will let you go, because they'll know you're in safe hands. And having fun. And learning a lot. And it's not costing them too much!

Package includes:

- Coach from any major UK city to Bristol Airport, and back again at the end of the cruise
- Flights to and from Majorca (meals included)
- Short bus rides between Palma Airport and port
- 14 nights aboard our luxury cruise ship (4 teenagers in each cabin)
- Visits to and guided tours around (in alphabetical order): Ajaccio, Corsica (France), Athens (Greece), Barcelona (Spain), Cadiz (Spain), Casablanca (Morocco), Gibraltar (UK), Lisbon (Portugal), Nice (France), Rome (Italy)

Join us on our two-week Mediterranean Teenage Summer Cruise. All you need is a current passport (and some money from your parents!). Think about it! In a few weeks, you'll be travelling around the Mediterranean in the best possible way with people your own age. And by the end of the summer, you'll have had an experience you'll never forget. Call 07000700 or visit our website for details.

2 Read the advertisement again and decide if the statements are correct (A) or incorrect (B).

- 1 This holiday is designed for all teenagers. ☐
- 2 The advertisement says the holiday is educational. ☐
- 3 The cost of the holiday includes transport to the airport. ☐
- 4 From the advert, we can understand that Palma Airport is in Majorca. ☐
- 5 On the ship, you can choose not to share a room with other people. ☐
- 6 The places are listed in the order in which you visit them. ☐

- 3 Read these notices from the cruise ship. For each one, choose the statement that means the same as the notice.

1 Please note: As the ship departs at 5 pm, there will not be time for those leaving the ship to cross the border from Gibraltar into Spain.

- A Make sure you're back from Spain by 5 pm.
B You cannot take a trip to Spain today.
C Only those people staying on the ship can go to Spain.

2 Digital camera found!

If you've lost yours, come and describe it to me and tell me about the photos you've taken. If it's your camera, I'll give it back!

Helen - Cabin 307 (come between 6 and 7 pm)

- A You have to show me that it's yours.
B You have to show me where you lost it.
C You have to show me when you lost it.

3 Fun Quiz!

Tonight - 8.30 pm - Topsiders Lounge

Free entrance!

(Latecomers will not be admitted, so be on time!)

- A You mustn't get there before 8.30 pm.
B You must be there by 8.30 pm.
C The doors open at 8.30 pm.

4 ALWAYS GIVE YOUR NAME AND CABIN NUMBER TO A MEMBER OF STAFF BEFORE LEAVING THE SHIP

- A Tell us if a member of staff leaves the ship.
B Remember your name and cabin number when you are not on the ship.
C Don't get off the ship without telling us.

Dictionary CORNER

Complete each sentence using a word from the advertisement and notices.

- 1 You often need to show your when you enter another country.
- 2 A is a journey on a plane.
- 3 A is a holiday on a ship.
- 4 The is the line between two countries.
- 5 A is a bedroom on a ship.
- 6 A bus is a journey on a bus.
- 7 A is a comfortable bus.
- 8 A holiday is a holiday where transportation, accommodation and sometimes food are arranged for you by a travel company.
- 9 '.....' is an uncountable noun that means 'going on journeys'.
- 10 If you go on a tour, someone shows you round a place and gives you information about it.



Do the Reading exercise on page 89 of your Workbook.



Do exercises 1, 2 on page 90 of your Workbook.

Grammar I



Future perfect simple and future continuous

Look at *Grammar database* pages 201-202 before you do the exercises.

1 Match to make sentences.

- | | |
|---|---|
| 1 At eight o'clock tomorrow night, I'll | a arrived back home and will feel a lot better! |
| 2 By this time next week, you'll | b have travelled over 10,000 kilometres. |
| 3 This time next week, we'll be | c be flying across the Atlantic on an Airbus. |
| 4 In a couple of days, they'll have | d climbing Mount Everest. |

2 Tick (✓) the correct sentences. Rewrite those that are incorrect.

- The travel agent will have sent us the tickets by the end of next week.
- I'm afraid we'll have leaving by then.
- You'll be sunbathe on a golden beach in a few days.
- They will are arriving at around six o'clock.

3 Put the verbs in brackets into the correct form, future perfect simple or the future continuous.

- By the end of this century, they (introduce) three-hour flights from Europe to Australia.
- Do you think that, by the time we're adults, someone (invented) a time travel machine?
- In a few hundred years, we (all/go) on holiday to other planets every year.
- I hope that we (not/still/use) petrol in cars in fifty years' time.
- I hope they (find) a more environmentally friendly fuel by then.

Dictionary CORNER



Do exercises 1, 2, 3, 4, 5 on pages 90 and 91 of your Workbook.

Choose the correct word to complete each sentence. Use the circled words to help you.

- | | |
|--|---|
| 1 Dad's away on a <u>business</u> trip/journey at the moment. | 6 Go <u>straight</u> forward/ahead and turn left at the traffic lights. |
| 2 We're going on a <u>school</u> excursion/trip next week. | 7 We <u>made</u> our journey/way to the departure lounge. |
| 3 I've always wanted to go on a <u>luxury</u> voyage/cruise round the Caribbean. | 8 If you're backpacking through France, you <u>should</u> plan your route/direction carefully before you set off. |
| 4 We were given a <u>guided</u> tour/trip of the palace. | 9 Irene <u>gave</u> us very good directions/ways so we didn't get lost. |
| 5 If you don't hurry up, we'll miss/lose <u>the plane</u> ! | 10 Our neighbours are <u>on</u> holiday/holidays in South America at the moment. |



Do exercise 1 on page 92 of your Workbook.

Listening



1 Who do these people usually deal with? Choose a or b.

- | | | |
|----------------------|-------------------------|-------------|
| 1 travel agent | a visitors | b customers |
| 2 hotel receptionist | a customers | b guests |
| 3 airline pilot | a passengers | b customers |
| 4 radio presenter | a viewers | b listeners |
| 5 tour guide | a tourists and visitors | b guests |

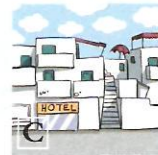


2 You are going to listen to five people speaking. For each question, choose the correct picture.

1 Who is speaking?



4 What does the woman say is expensive?



2 Where might you hear this?



5 Who is speaking?



3 Who is speaking?



3 Now listen to the people again in a different order. This time, circle the correct answer a, b or c.

- Where are the passengers when the captain makes his announcement?
a at Barcelona airport
b in the air above Barcelona airport
c at an airport far from Barcelona
- What does the tour guide say about the furniture?
a It has been replaced since the time of Queen Anne.
b It is Queen Anne's original furniture.
c It used to be in a different room.
- What does the receptionist NOT give Miss Baker?
a a leaflet
b a credit card
c a key

- What has NOT caused any local problems so far this morning?
a heavy traffic
b bad weather
c an accident
- The travel agent is unsure if
a summer holidays are more expensive than spring holidays.
b her customers want to stay in a hotel while on holiday.
c another company offers the same holiday at a cheaper price.



Do the Listening exercise on page 94 of your Workbook.

Grammar 2



wish and if only

Look at *Grammar database* pages 202-203 before you do the exercises.

1 What do the words in bold refer to?

- If only **we'd booked** the tickets in advance!
a the past b the present
- I wish **you'd come** and visit us more often.
a a general situation b the present
- If only **we had** a map with us.
a the past b the present
- I wish **we were leaving** on Tuesday and not Thursday.
a the past b the future
- If only **you could join** us in Paris. We'd have a great time.
a the past b the future
- I wish **you hadn't invited** them to come with us next week.
a the past b the future

2 Complete the second sentence so that it means the same as the first. Use no more than three words.

- Why didn't you remember to pack our swimming costumes?
I wish to pack our swimming costumes.
- 'I shouldn't have eaten the seafood,' said Joanne.
Joanne wished she the seafood.
- It really annoys me when Dan videos everything we do on holiday.
I wish Dan everything we do on holiday.
- It's a shame we can't stay another week.
If only another week.
- The problem is that I don't have my phrase book with me.
If only my phrase book with me.



Do exercises 1, 2, 3, 4, 5 on pages 92 and 93 of your Workbook.

Speaking



- Look at the photos and make notes to answer the questions for both of them.



- What is this a picture of?
- What things can you say for sure about the situation?
- What things are probably true about the situation?
- What things can't you tell about the situation from the photo?
- Would you like to go on a holiday like this? Why? / Why not?



Play the Soundstation Game. Your teacher will explain the rules to you.

ship / sip
shine / sign
shave / save
shack / sack
shock / sock
sheet / seat

What an amazing/incredible !



2 In pairs, make points about the photos using these words and phrases.

Expressing certainty

It/They must be ...
It/They can't be ...
I'm sure it is/they are ...
It's/They're definitely (not) ...

Expressing possibility

It/They might/could be ...
I would imagine that ...
I'm not really sure, but perhaps ...
It's/They're probably ...

Useful phrases

4 Turn to page 169. In pairs, do the role-play activity unit 14.

5 Imagine you are on a camping holiday like the one shown in the photo above. Write a postcard to a friend at home. In your postcard, you should

- describe what you have done on your holiday
- describe how you feel about your holiday
- say what plans you have for tomorrow.

Write 35–45 words.

3 Now do the task below.

Look again at the two pictures of different types of holiday and the notes that you made. Compare the pictures.
Then say which holiday you would prefer to go on and why.
Try to keep talking for at least one minute.

See Speaking database on page 174.

Use your English!

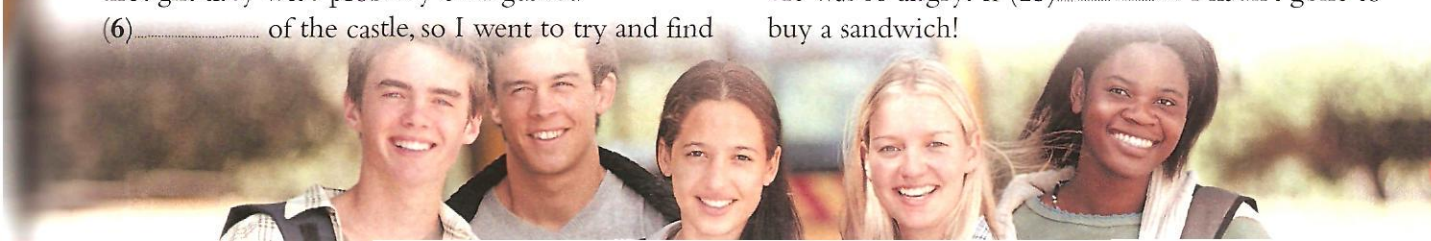


Complete the text with one word in each gap.

Our Day Out

When our teacher told us we were going (1) a school trip, I was really excited. Well, a whole day away (2) boring lessons sounds exciting. Now, I wish I (3) stayed at home. We set (4) from school at 9 am and the drive to Warwick Castle took about two hours. When we arrived, I was really hungry, so I (5) my way to the café to buy a sandwich. When I got back, all my classmates had disappeared. I thought they were probably on a guided (6) of the castle, so I went to try and find

them. I got completely lost. I couldn't even find the way out. Someone (7) me directions but I think I turned left instead of going straight (8) and I ended up at the top of the castle. I looked down and saw everyone (9) into the coach. I shouted: 'Wait for me!' but they didn't hear me and drove off. I (10) missed the coach! 'Don't panic,' I thought. 'They'll (11) coming back for you very soon. In a few minutes they'll (12) realised you're not on the coach.' But they didn't (13) back. I had to call my dad, who came to pick me (14) He was so angry! If (15) I hadn't gone to buy a sandwich!



Writing

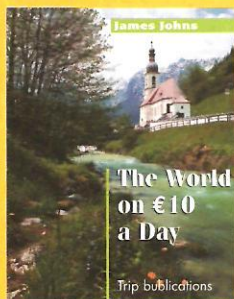


Making recommendations

1 Circle the correct word or phrase.

TRAVELLER'S REVIEWS

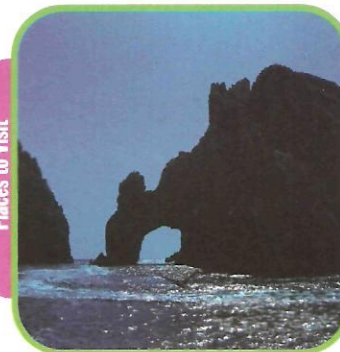
Travel Books & Magazines



Transport & Accommodation



Places to Visit



- 1 This is the perfect guide book **to** / **for** anyone travelling on a small budget.
- 2 I **would** / **must** definitely recommend this hotel to anyone.
- 3 If you like travel magazines, **you'll** / **you** love *Out & About*.
- 4 If you go to London, you must **visit** / **to visit** the Tower of London.
- 5 If you enjoy travel programmes, don't **lose** / **miss** *Here We Go*!
- 6 This novel's not for younger children, **so** / **but** teenagers will love it!
- 7 I wouldn't recommend this island **to** / **at** people who don't like beach holidays.
- 8 If you're looking for an easy-to-use travel website, **so** / **then** this is the site for you!

2 For each sentence in exercise 1, answer the question.

- 1 Who would find the book useful?
 - a people on holiday without much money
 - b anybody who is on holiday
- 2 Could we write 'advise' instead of 'recommend'?
 - a yes
 - b no
- 3 Does the writer recommend *Out & About*?
 - a yes
 - b no
- 4 Who has probably written this sentence?
 - a someone who has visited the Tower of London
 - b someone who wants information about the Tower of London
- 5 What is the writer suggesting?
 - a *Here We Go* is the same as all other travel programmes.
 - b *Here We Go* is a great travel programme.
- 6 Does the writer recommend the book to everyone?
 - a yes
 - b no
- 7 Who should visit the island?
 - a people who like beach holidays
 - b people who don't like beach holidays
- 8 Who would find this recommendation useful?
 - a someone who wants to find travel information on the internet
 - b someone who wants to start a website about travel



Do exercises 1, 2 on page 94 of your Workbook.

Review

1 Read the review and answer the questions.

- 1 Where is the Tower of London?
- 2 What can people do there?
- 3 According to the writer, who should visit the Tower?
- 4 In what ways is the review similar/different to:
 - a a report?
 - b an article?
 - c an essay?

2 Read the writing task and answer the questions.

Reviews needed!

Have you been to a local tourist attraction recently? If so, could you write us a review of the place? Include information on where it is and what there is to do there, and say whether you would recommend the place to other people.

The best reviews will be published next month.

The Tower of London

The Tower of London is almost a thousand years old and is one of the most famous attractions in London. The Tower is on the River Thames, next to the famous Tower Bridge.

There are guards at the Tower called 'Beefeaters', who wear red and black costumes and strange hats! They look after the Tower, and the ravens (black birds) that live there. The Beefeaters give guided tours, and they tell you about all the exciting things that happened there, and several ghost stories too!

One of the main attractions at the Tower is the 'Crown Jewels'. This is the jewellery of the Kings and Queens of England, including the world's most famous diamonds. Visitors can look at the jewels but they can't touch them. They're too valuable for that!

If you go to London, you must visit the Tower of London. It's extremely interesting and educational. There's plenty to see and do, and it's perfect for families with children.

Make a plan in Composition Planner 14 on page 165.

- 1 Which local tourist attraction will you write about?
- 2 Where is it?
- 3 What can people do there?
- 4 Would you recommend it to everyone? Why? / Why not?



You are now ready to write the first draft of your review. Write between 120 and 180 words. When your teacher has commented on your review, write the final version.

1 Travel and transportation vocabulary

Each of the words or phrases in bold is in the wrong sentence. Write a word or phrase in bold from another sentence to replace the incorrect one.

- I felt very nervous when we took off, but in fact the **coach** was great.
- Let's not go on a **cabin** this year. Let's just get there and then find accommodation. It'll be more fun!
- We don't need a **border** on that ferry as we're not going to be on board during the night.
- I've got to get a new **flight** so I'd better get a photo taken.
- It took us hours to cross the **passport** from Canada into the USA.
- I decided to go by **package holiday** rather than by train as the ticket was a lot cheaper.

2 Patterns

Choose the correct words or phrases to complete the text.

The Job Interviewer

I work in the Personnel Department of a big company and I'm involved (1) **in/at** all aspects of the job application process. When someone applies (2) **for/to** a job with us, I look at their application form. If I think they are suitable, I invite them to come to an interview. In the interview, I ask them lots of different questions. I usually ask why they are interested (3) **to work/in working** for the company and why they want to work (4) **in/at** this industry. I often also make them (5) **do/to do** some tasks, like problem-solving activities. If someone's made (6) **do/to do** a task like that, we can see how they react under stress. Stress can cause people (7) **to behave/behaving** very strangely!

I personally don't approve (8) **for/of** people wearing casual clothes to interviews. I think you should be very smartly dressed. The other thing I would insist (9) **of/on** is that candidates are on time for the interview. If you have to apologise (10) **for/at** being late as soon as you get into the room, it creates a very bad impression. You almost certainly won't get the job!

3 Future perfect simple and future continuous

Put the verbs in brackets into the correct form, future perfect simple or future continuous.

- This time tomorrow, you (**travel**) to Cardiff for your job interview.
- By this time next week, I (**heard**) whether I've got the job or not.
- I imagine Tammy (**earn**) a very high salary in five or ten years' time.
- Do you think you (**work**) for the same company this time next year?
- We (**not/finish**) setting up the business by next month.

4 Travel phrases

Complete each sentence with one word in each gap.

- 1 A local historian is going to take us on a guided of the castle.
- 2 Last summer we went on a luxury around the Greek islands. The ship was huge!
- 3 There was so much traffic on the way to the airport. We nearly our plane!
- 4 Mrs Williams is away on a business at the moment and won't be back in the office until next Tuesday.
- 5 All students going on the school to Manchester should meet outside the main doors at 9 am.
- 6 Go straight and turn left at the traffic lights.

5 Reported questions

Rewrite each direct question as a reported question, beginning with the words given.

- 1 'Are you self-employed, Ben?' asked Alex.
Alex asked Ben
- 2 'Has Danny been paid his commission yet?' Jan asked Roula.
Jan asked Roula if
- 3 'Do you want to come in to the office tomorrow morning, Vic?' asked Alicia.
Alicia asked Vic
- 4 'What's the salary?' the applicant asked the interviewer.
The applicant asked the interviewer
- 5 'When can I expect a pay rise?' asked Jill.
Jill asked

6 Indirect questions

Rewrite each direct question as an indirect question, beginning with the words given.

- | | |
|-----------------------------------|-------------------------------------|
| 1 What does 'departure' mean? | Do you know |
| 2 How much is the bus ticket? | I wonder if you could tell me |
| 3 Will you be leaving on Friday? | We'd like to know |
| 4 Is it a single or a return? | Could you tell me |
| 5 Which airline did you fly with? | Can I ask |

7 Wish and if only

The words or phrases in bold are grammatically incorrect. Rewrite each one correctly.

- 1 I wish my wages **are** higher!
- 2 If only I **can** start my own business.
- 3 I wish you **will** work a bit harder!
- 4 I wish I **didn't quit** my job last month.
- 5 Tim wishes he **is** self-employed.
- 6 If only you **haven't been** rude to your boss yesterday!

15

Make or Break



Success means doing something that makes you happy!

To me, success means having a well-paid job.

Discuss the following. Work in pairs or in groups.

What does success mean to you?

What job would you like to do when you are older?

How ambitious are you?

A SUCCESS STORY: JAMES DYSON

Sir James Dyson is worth a fortune. It is estimated that he has made over £1 billion (almost €1.5 billion) from his career as an inventor and businessman. In a recent public lecture, he described himself as someone 'whose recipe for success has been to make things that people want to buy. Not because they look better – although of course I hope they do – but because they work better.'

Getting to where he is today wasn't easy, though. After school, he went to art college, where he got qualifications in furniture and design before he became interested in engineering. In the late 1970s, he realised that the vacuum cleaner he was using lost power as it got full of dust. He made up his mind to invent a new kind that didn't have this problem.

He had to be very determined. At the time, he and his wife didn't have much money. Her salary as an art teacher helped them live while Dyson worked on his invention. It took him five years to succeed. Along the way, he had to make 5,127 models to test his ideas. However, once he had a working model, that wasn't the end of his struggle.

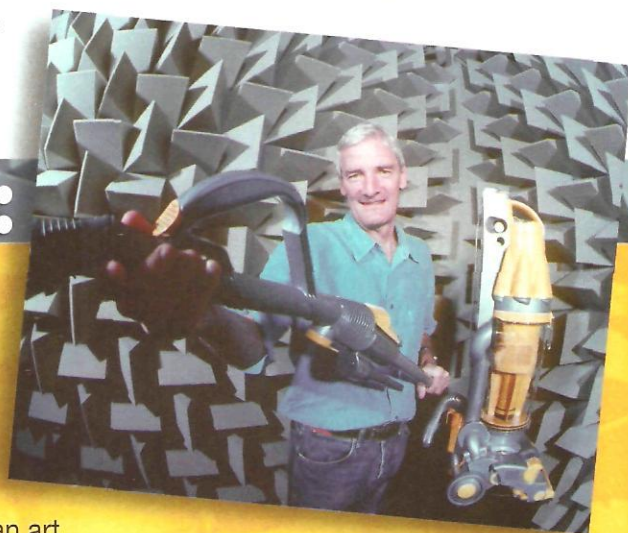
Even though he had managed to achieve his first aim, to build a better vacuum cleaner, companies were not interested in helping him. They were already making a lot of money from selling vacuum cleaner bags that people regularly had to buy for their vacuum cleaners. Dyson's cleaner didn't need a bag and they thought they would lose money. Dyson realised that the only way he could achieve his ambitions was to start his own company.

Reading



1 Read the article and answer the questions.

- 1 What did James Dyson invent?
- 2 How was his invention different?



He started selling his vacuum cleaners in Japan and won the International Design Fair prize in 1991. Using the money he earned in Japan, Dyson set up a company in Britain, which started producing his vacuum cleaners in 1993. His product became more and more popular as people realised they would rather not buy new bags every few weeks. Today, Dyson sells vacuum cleaners in 22 countries around the world and he continues to work on new inventions.

Dyson has some interesting ideas about how to help the next generation of young people to achieve the same kind of success as he has. 'We need to encourage children to be different at school. In subjects

2 Match the figures to the statements.

- | | |
|--------------|---|
| 1 £1 billion | a Dyson sells vacuum cleaners in this many countries. |
| 2 the 1970s | b Dyson has made this much money. |
| 3 5,127 | c Dyson built this many models of his vacuum cleaner. |
| 4 1991 | d Dyson thought of his invention then. |
| 5 1993 | e Dyson started his company in Britain then. |
| 6 22 | f Dyson won an award for his invention then. |

3 Read the article again and decide if the statements are correct (A) or incorrect (B).

- James Dyson thinks he's successful because he improves things.
- Dyson studied engineering and then studied design.
- He decided on an invention because of his experiences with housework.
- He had a lot of money to help him develop his ideas.
- He made a fortune as soon as he had a model that worked.
- At first, companies tried to buy his ideas from him.
- His success in Japan helped him to be successful in Britain.
- People preferred vacuum cleaners without bags.
- Dyson thinks teachers should make sure that students don't make mistakes.
- Dyson thinks it's important to experience failure in your life.

such as design and technology, I think students should be marked by how many mistakes they make. It's what they learn from those mistakes that's important. Not how quickly and neatly they complete the task,' he said. He also believes that it's not always the best students at school who succeed in later life. 'The fact is, the B grade students are the most successful in life ... They're not scared of failure.'

James Dyson proves that it's possible to succeed, even when everyone else is telling you that your ideas are wrong. 'When I was at school,' he said, 'my teachers told me that if I failed my exams I'd end up in a factory ... Well, I proved them wrong. Somehow I passed most of my exams. And yet I still ended up in a factory. In fact, I built one.'

Dictionary CORNER

Complete each sentence using a word from the article.

- If you are **d**..... to do something, you won't let anything stop you doing it.
- Your **q**..... are the exams that you have passed.
- The opposite of 'success' is 'f.....'.
- The opposite of 'fail' is 's.....'.
- If you **a**..... something, you manage to do it successfully after a lot of effort.
- Our **a**..... are the things that we want to do in our life.
- A **f**..... is a very large amount of money.
- If you make up your **m**....., you decide to do something.

Home work

Do exercises 1, 2 on page 97 of your Workbook.

Home work

Do the Reading exercise on page 96 of your Workbook.

Grammar I



prefer, would rather, had better

Look at *Grammar database* page 203 before you do the exercises.

1 Choose the correct word or phrase to complete the paragraph.

Although my parents and teachers (1) *would/had* prefer me (2) *to go/going* to university, I (3) *would/had* rather get a job as soon as I leave school. Generally, I prefer (4) *to do/doing* something active (5) *to/from* studying so I (6) *would rather not/wouldn't rather* spend another three or four years after leaving school taking more exams. I know getting a job is not easy these days though, and I'd definitely (7) *prefer/rather* not to be unemployed, so I suppose I (8) *had/would* better work hard at school for the next couple of years, get some qualifications and then I'll be able to find a job.

2 Find the extra word in each sentence and cross it out.

- 1 Sara prefers to work fewer hours would rather than earn more money.
- 2 I prefer to working out of doors to sitting behind a desk in an office.
- 3 Would you rather than have a highly paid job or a happy family life?
- 4 You'd better to decide what you want to do with your life.
- 5 I would rather you had waited until you are a bit older before you decide.
- 6 I'd rather prefer to have a job I enjoyed rather than a well-paid boring job.

3 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 1 I suggest checking your lottery ticket again. **better**
You your lottery ticket again.
- 2 I don't want you to leave school at sixteen. **would**
I leave school at sixteen.
- 3 Would Christine rather be happy than rich and famous? **prefer**
Would Christine than rich and famous?
- 4 Sean would rather take risks than play it safe. **taking**
Sean playing it safe.



Do exercises 1, 2, 3, 4, 5 on pages 97 and 98 of your Workbook.

Listening



- 1 You are going to listen to five people talking about their ambitions for the future. As you listen, note down each speaker's main ambition.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- 2 Listen again. Choose from the list A-F what each speaker says. There is one extra sentence that you do not need to use.

- A I would work with a professional.
- B A lot of people have the same ambition.
- C I'm young enough to succeed.
- D I might need to study first.
- E I've dreamt of this since I was a child.
- F I'm not happy with my current situation.

Speaker 1



Speaker 2



Speaker 3



Speaker 4



Speaker 5



Do the Listening exercise on page 101 of your Workbook.

Dictionary CORNER

- 1 Choose the correct word to complete each sentence.

- 1 They've made me an offer to go to America for a year but I think I'm going to **turn** it **off/down**.
- 2 He **put up/on** a lot of weight when he became famous.
- 3 She said that she was a successful actress but I think she **made** the whole story **up/out**!
- 4 The team intends to **carry out/on** winning for as long as possible.
- 5 He **turned in/into** a really arrogant person when he became rich.
- 6 I don't usually **get on/out** well with very ambitious people.
- 7 I'd love a job where I can **look after/on** children.
- 8 The researchers are **looking into/out** whether money can buy you happiness.

- 2 Write each of the phrasal verbs in exercise 1 in the bare infinitive next to its definition.


- 1 become:
- 2 continue:
- 3 gain:
- 4 have a (good) relationship:
- 5 investigate:
- 6 not accept, reject:
- 7 take care of:
- 8 invent:



Do exercises 1, 2 on page 99 of your Workbook.

Grammar 2

Direct and indirect objects

 Look at Grammar database page 204 before you do the exercises.

1 Complete each sentence with **to** or **for** if necessary.

- Karen gave me some advice about setting up my own business.
- I sent an email Grant congratulating him on his success.
- They're going to give a trophy the winning team.
- They've bought a consolation prize the losing team.
- Justine asked me to lend her the CD player I won in the competition.
- I've decided not to lend it her.
- They sent me my exam results by post.
- The school has bought the best student in each class a book token.

2 Rewrite each sentence without using the words in bold.

- I made a promise **to** my dad to try harder at school.
- We'll send the certificate **to** you next week.
- Did you get a present **for** Mandy?
- I'm going to make an effort to write a letter **to** my penfriend every week.
- My mum made a cake **for** the team when they won the match.

SOUNDSTATION

1 Listen to these words. Can you hear the difference between the vowel sounds?

caught cut

2 Now listen to these pairs of words. Circle the words you hear.

- short/shut
- dawn/done
- warn/won
- born/bun
- bought/but
- bored/bud

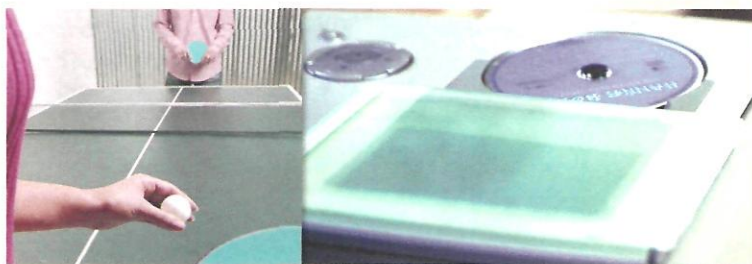
3 Now say each pair of words. Be careful with the vowel sounds.

Home work

Do exercises 1, 2, 3, 4, 5 on pages 99 and 100 of your Workbook.

Speaking

- You and your friends recently represented your local youth club in a general knowledge quiz. Your team won. The prize is €300 to spend on equipment for the youth club. You can only afford one of the possibilities shown. Answer the questions.



- Which do you think would be the most useful? Why?
- Which would be the least useful? Why?
- Would any of the other items be useful? Why? / Why not?

Use your English!



Complete the text with one word in each gap.

Making Mistakes

Most of us would prefer (1) to fail. We try hard to succeed at what we do and aim to do our best. Whether you are a student, carefully checking your mark for an essay when your teacher gives (2) back to you, or whether you have a job, you probably hate making mistakes. Often, we (3) rather not admit our mistakes, and sometimes even hide (4) from other people. However, that might not be the best attitude towards mistakes. In fact, once you make (5) your mind to see mistakes as learning opportunities, they become something completely different.

You have to ask yourself why you have failed. Is it because someone gave (6) something to do that you didn't understand? In that case, you (7) better make sure next time that you know exactly what is expected. Or was it because you weren't determined enough (8) succeed? In that case, you need to focus more on what you are doing.

Each of our mistakes can teach (9) something. Although we would often (10) to ignore them, they show us what we need to succeed next time. Our mistakes send important messages (11) us, so carry (12) making them and listening to them!



- 2 In pairs, discuss which equipment you should choose for the youth club. Give reasons for your opinions. Use the phrases below to help you.

Useful phrases

What do you think about getting X?

I think X would be the most useful because ...

I don't think X would be very useful because ...

I think X would be more useful than Y because ...

I don't think X is as useful as Y because ...

Maybe we should get X because ...

- 3 Turn to page 169. In pairs, do the role-play activity unit 15.

Writing



Using the correct register

1 Read the two short texts and answer the questions.

A Are you the kind of person who likes competing with your friends? I am, so I decided to organise a regular general knowledge quiz at our local youth club. It's great fun, popular with everybody, educational and it's not as difficult to organise as you might think. If you'd like to run your own quiz, here's how to do it.

B Humans are by nature very competitive. On the one hand, this is positive as the desire to win encourages us to do our best and to succeed. On the other hand, competition produces losers as well as winners and that can lead to disappointment, a sense of failure and a loss of confidence.

Which extract ...

- 1 asks the reader a question to interest him/her?
- 2 uses short forms (*don't, can't*, etc)?
- 3 is the more formal one?
- 4 presents an argument in a logical way?
- 5 is conversational and chatty?
- 6 uses essay phrases and expressions?
- 7 promises to give the reader information he/she might find useful?
- 8 could be from an essay written by a student?
- 9 is from an article for a young people's magazine?

2 Rewrite each sentence so that it is more appropriate for an article for a young people's magazine.

It is sensible to purchase a large quiz book.

eg It's a good idea to buy a big quiz book.

1 Ensure that you know the correct answer to each question.

.....

2 Answer sheets need to be produced beforehand.

.....

3 A decision must be made as to how many questions will be asked.

.....

4 Consider whether you wish teams or individuals to participate.

.....

5 Remember that not every contestant will bring writing equipment to the event.

.....

6 The winning team should be presented with an inexpensive prize.

.....



Do exercises 1, 2, 3 on page 101 of your Workbook.

get READY to write

Article

1 Read the article and find one example of:

- 1 a short form (*mustn't*, *haven't*, etc)
- 2 informal punctuation
- 3 a question to interest the reader
- 4 a verb in the imperative
- 5 chatty and conversational English

Successful Revision

Are you about to start revising for exams? Are you worried you're studying in the wrong way? Then take a look at the tips below. They might be useful!

First, make a list of all your exams and their dates. Add to this list all the books you have to study for each exam. Then, you can begin to work out how much revision time you have for each exam. Give yourself as much time as possible. Don't imagine you'll be able to do it all the night before. You won't!

People revise in different ways. Find out the way that suits you best. When I'm revising, I underline all the important points. I then write out my own list of points and make tests based on my notes. I don't cheat (that's important!) and I keep testing myself until I get the answers right. Most importantly, stay calm throughout the whole revision period and get a good night's sleep before each exam. Exams aren't much fun but if you revise in the right way you can succeed. Good luck!

2 Read the writing task and answer the questions.

You saw the advertisement below in a young people's magazine. Write your **article** for the magazine.

Have you ever organised a successful event -

(a party, a barbecue, a quiz, an outing)?

Could you give our readers some advice and tips on how they could organise something similar?

We'd love to hear from you.

Send us your articles.

The best ones will be published in the next issue.

3 Now make a plan in Composition Planner 15 on page 166.



You're now ready to write the first draft of your article. Write between 120 and 180 words. When your teacher has commented on your article, write the final version.

- 1 What kind of event will you write about?
- 2 Can you think of five pieces of advice or tips?

16 Buy, Buy, Buy!



Discuss the following. Work in pairs or in groups.

What's the most expensive thing you've ever bought?

Is there anything you would really like to buy if you had enough money?

How important is money to you?

Reading



1 Do the questionnaire and find out what kind of shopper you are.

We're all citizens of the consumer society these days, but what kind of shopper are YOU?

Do our quick questionnaire to find out the truth about yourself and your shopping habits!

What kind of shopper are you?

1 Do you have your own credit card?

- ☐ a yes
- ☐ b I use my parents' card
- ☐ c no



2 Do you try on clothes before you buy them?

- ☐ a always
- ☐ b sometimes
- ☐ c never



3 Do you keep receipts in case you have to take back what you've bought?

- ☐ a always
- ☐ b sometimes
- ☐ c never

4 Do you look forward to the summer and winter sales?

- ☐ a always
- ☐ b sometimes
- ☐ c never



5 Do you shop around for the cheapest price?

- ☐ a always
- ☐ b sometimes
- ☐ c never

6 When was the last time you ordered something over the internet?

- ☐ a last week
- ☐ b about three months ago
- ☐ c can't remember/never

7 When was the last time you ordered something from a catalogue?

- ☐ a last week
- ☐ b about three months ago
- ☐ c can't remember/never

8 When was the last time you looked through a catalogue?

- ☐ a last week
- ☐ b about three months ago
- ☐ c can't remember/never

9 How important are brand names to you?

- ☐ a very
- ☐ b not very
- ☐ c not at all

10 Do you ever ask for money for your birthday and Christmas presents?

- ☐ a always
- ☐ b sometimes
- ☐ c never



11 How long would you usually spend in a clothes shop?

- ☐ a more than one hour
- ☐ b about thirty minutes
- ☐ c as little time as possible

12 How long would you usually spend in a music shop?

- ☐ a more than one hour
- ☐ b about thirty minutes
- ☐ c as little time as possible

13 How would you rather spend next Saturday?

- ☐ a at a new shopping centre
- ☐ b doing sport
- ☐ c hanging out at home



14 How often do you buy things that you don't really want just because they are a bargain?

- ☐ a all the time
- ☐ b sometimes
- ☐ c never

15 Do you look forward to Christmas shopping?

- ☐ a very much
☐ b a little
☐ c not at all

16 How much money would you take with you on a shopping trip?

- ☐ a more than €100
☐ b about €50
☐ c less than €50

17 Do you have different wallets/purses to match your clothes?

- ☐ a yes, lots
☐ b a few
☐ c no



18 How many hours a week do you spend shopping?

- ☐ a more than five
☐ b between two and five
☐ c less than two

19 Do you know the opening hours of your favourite shops?

- ☐ a absolutely!
☐ b some of them
☐ c no

20 Do you ever watch a TV shopping channel/programme and think 'That looks like a good product'?

- ☐ a all the time
☐ b occasionally
☐ c never

What kind of shopper are YOU?

Give yourself 3 points for every a you ticked, 2 points for every b and 1 point for every c.

51-60: You're clearly addicted to shopping! Are you sure it's healthy? Are you sure you've got enough money?? Try doing something else for a change.
35-50: You're a sensible shopper at the moment, but if your score is above 45, you're in danger of becoming a shopaholic. Take care - there are other things in life too!
20-34: Have you ever heard of the consumer society? Maybe you should get out more! You're definitely not addicted to shopping. That's good, of course, but you might be in danger of being called old-fashioned and boring by many of the people round you.

Score:

2 Now read the score and answer the questions.

- What would the writer of this questionnaire probably say to someone with a score of 47?
a You've got nothing to worry about.
b If you're not careful, you might be in trouble.
c You need to change your habits immediately.
d Make sure you've got enough money.
- What do the comments at the end of the questionnaire imply?
a Boys and girls often have different shopping habits.
b Most people these days like shopping.
c The higher your score, the better.
d It is dangerous not to go shopping.
- What is the tone of the comments at the end of the questionnaire?
a scientific and serious
b academic and professional
c lighthearted and humorous
d formal and persuasive

Home

work

Do the Reading exercise on page 102 of your Workbook.

Dictionary CORNER

Complete each sentence using a word or phrase from the questionnaire.

- If you something, you put it on to see if it fits.
- To something means to return something to the shop where you bought it.
- If you use a(n), you don't pay cash and you pay for what you've bought at a later date.
- A(n) is a piece of paper that shows you have paid for something.
- When shops have, they reduce their prices for a certain period of time.
- A(n) is a type of book or magazine which shows products and their prices.
- If you something, you say you want to buy it and you pick it up or receive it at a later date.
- If you think something is a(n), you think its price is very low.
- are the names of companies that make products, eg Reebok.

Home

work

Do exercises 1, 2 on page 103 of your Workbook.

Grammar I



Question tags

Look at *Grammar database* pages 204-205 before you do the exercises.

1 Match to make sentences.

- | | |
|--|---------------|
| 1 You're not going to buy those jeans, | a didn't she? |
| 2 Stacy used her credit card, | b aren't I? |
| 3 They will give you a refund, | c hasn't he? |
| 4 I'm allowed to try these on, | d are you? |
| 5 Dan's got the new Sarks catalogue, | e will you? |
| 6 Don't spend too much money, | f won't they? |

2 Find the mistake in each sentence and write the word or phrase correctly.

- Let's go to that new shopping centre tomorrow, will we?
.....
- That new department store hasn't opened yet, hasn't it?
.....
- I'm going to regret buying this, amn't I?
.....
- Dana never pays back the money she borrows, doesn't she?
.....
- Shop assistants should never be rude to customers, shouldn't they?
.....

3 Complete each sentence with a question tag.

- Your dad works in a bank,
- It isn't a bank holiday today,
- Sarah has her food delivered by the supermarket,
- We haven't been into town for ages,
- Nobody uses cheque books any more,
- Let's see if we can order it online,
- I'm not a shopaholic,
- Don't forget to ask about the guarantee,
- We could always get the cheaper one,



Do exercises 1, 2, 3, 4 on page 104 of your Workbook.

Listening



1 Label the pictures with the words in the box.

cash • cash card • cash machine
cheque book



.....



.....



.....



.....

2 You are going to listen to Adriana talking to her friends Buck and Claire about money. As you listen, decide if the statements are true or false.

- 1 Adriana has already opened a bank account.
- 2 Adriana sometimes writes cheques.
- 3 Adriana will be given a credit card.
- 4 Adriana is worried she'll lose her cash card.
- 5 Adriana decides that a cash card is unnecessary.

3 Now listen again and write a word or short phrase in each gap.

- 1 If she wants one, Adriana can get a from her bank.
- 2 Buck usually pays with his when he doesn't want to use cash.
- 3 Cheques: useful for phone bills and
- 4 Banks closed: at the weekend and
- 5 Claire thinks Adriana should get a



Do the Listening exercise on page 107 of your Workbook.

Dictionary CORNER

Complete the table with one word on each line.

verb	person	other nouns	phrases
.....	..... assistant	shop	..... centre go
produce	.....	.....	fresh
.....	.....	consumption	..... rights society
×	salesperson	.....	on for buy something in the
deliver	×	.....	pay cash on free
manage	..... director	.....	×
.....	advertiser	.....	..... agency



Do exercises 1, 2 on page 105 of your Workbook.

Grammar 2



Although, even though, despite, in spite of

Look at *Grammar database* page 205 before you do the exercises.

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

- In spite/Despite** of the convenience, we rarely order things online.
- Although/Despite** the price was reduced, I decided not to buy it.
- Even though/In spite of** it's only October, Emma's already done her Christmas shopping.
- Despite/Even though** complaining to the manager, I still couldn't get a refund.
- Despite the fact that/In spite of** it was Sunday, most of the shops were open.
- I bought the top **in spite of/although** the price.

2 Complete each sentence so that it means the same as the sentence before it.

- The shop is a long way from the city centre but it is popular.
Although
- We've got a car but we prefer to take the bus into town.
Even
- The jeans were the right size but they didn't feel comfortable.
Despite being
Despite the fact that
- There was a big queue but I decided to wait.
In spite of there being
In spite of the fact



Do exercises 1, 2, 3, 4, 5 on pages 105 and 106 of your Workbook.



1 Listen to this sentence. You will hear it twice.

You've got the receipt, haven't you?

First time: The speaker wants the listener to agree. She expects the answer 'Yes, I have.' Her voice goes down at the end.

Second time: The speaker wants to check that the listener has got the receipt. It's more like a real question. Her voice goes up at the end.

2 Listen to these sentences. For each one, decide if the speaker wants the listener to agree or if the speaker wants to check that what she thinks is true.

- You haven't got a bank account, have you?
agree/check
- Dave needs some new trainers, doesn't he?
agree/check
- They're having it repaired, aren't they?
agree/check
- You paid the bill, didn't you?
agree/check
- You can come with me, can't you?
agree/check

3 Now say each sentence both ways. Make sure you make your voice go up or down at the end of the sentence, depending on what you mean.

Speaking



1 Make notes to answer the questions and give reasons for your opinions.

- 1 Do you like going shopping on your own, with friends or with your family?
.....
- 2 Do you ever buy second-hand clothes? Why? / Why not?
.....
- 3 Would you rather pay for something in cash or with a credit card?
.....
- 4 Would you prefer to get money rather than presents for Christmas?
.....
- 5 Which do you think is better, ordering things from a catalogue or buying them from a shop?
.....
- 6 Would you be happy to buy something over the internet?
.....
- 7 Which do you prefer: saving money or spending money?
.....

2 In pairs, discuss your answers to the questions above.

3 Turn to page 169. In pairs, do the role-play activity unit 16.

👁️ See *Speaking database* on page 174.

I really like going shopping with ... because ...

No, I don't. I suppose it's because ...

Yes, I do. It's a good idea because ...

That's a good question. I think that ...

I would rather get presents/money because ...

I prefer to save/spend money because ...

Useful phrases

Use your English!



Use the word given in capitals to form a word that fits in the space in the same line.

Know your rights!

If you're a regular (1)....., you ought to make sure you know your (2)..... rights. For example, did you know that TV and radio and newspaper (3)..... have to tell the truth? If they say something about a (4)..... that isn't true, they can be taken to court. Also, if you order something and you are promised (5)..... before a certain date, you should get some money back if it doesn't come in time.

The general rule is: don't be afraid to make a (6)..... . And if a shop (7)..... is unhelpful or rude, always insist on speaking to the (8)..... . The shop certainly doesn't want to lose one of its (9)..... . Now more and more people are buying things (10)..... , shops have to try even harder to keep us happy.

SHOP
CONSUME
ADVERTISE
PRODUCE
DELIVER

COMPLAIN
ASSIST
MANAGE
CUSTOM
LINE

Writing



Punctuation and capitalisation

1 Find the punctuation mistakes in each sentence and rewrite the sentence correctly on the line.

1 I got the new *Homeshipper* catalogue yesterday, its great.

.....

2 This department store has it's own credit card.

.....

3 I asked if I could return the top?

.....

4 «I didn't buy anything.» said Chris.

.....

5 The shop assistant, that served me, was very helpful.

.....

2 Rewrite each of these pieces of writing, capitalising the correct letters and adding any necessary punctuation (full stops, commas, question marks, etc).

1 to mr deacon
from alison davis
subject improvements to deacons newsagents
date 24th february

2 dear charlie
hi how are you thanks for your email im
really pleased youre coming to stay with us
this christmas youre not going to spend a lot
on presents for my family are you

3 yours sincerely
jean prentice

4 hardy came into the room good morning he
said he sat at the breakfast table and opened
the newspaper I see the sales have started he
remarked



Do the Writing exercise on page 107 of your Workbook.

get READY to write

Report

1 Read the report and answer the questions.

- Who wrote the report?
- Is the report formal or informal?
- Find two words that introduce contrast.
- What would be another possible heading for the final paragraph?
- Find a word or phrase in the report that has a similar meaning to:
 - perfect
 - found out
 - fair, not too high (for prices)
 - the place we have at the moment

2 Read the writing task and make notes to answer the questions below.

You work part-time for a sports shop. Your manager has asked you to look at two or three other sports shops in the same area to see if they offer products and services that your sports shop doesn't. Write a **report** for your manager and recommend improvements to your shop based on what you have found.

- What's the name of your boss?
- What's the name of your sports shop?
- How many other shops did you visit?
- What are they called?
- What was each shop like? What products or services did they offer that your shop doesn't offer?
- What recommendations will you make?

To: Mrs Peters
From: Amy Baxter
Subject: New location for 'Cards & Gifts'

Introduction

As requested, I have visited several possible new locations for 'Cards & Gifts'. My findings are outlined below.

24 High Street

Although this shop is in the town centre, it may not be an ideal new location for 'Cards & Gifts' as there is another gift shop next door. However, the shop is very large, and I discovered that the rent is only €500 per month. This is very reasonable for the centre.

18 Cartwright Avenue

This shop is not as large as 24 High Street, but it is larger than our current location. The building is in very good condition and is only five minutes' walk from the centre. The rent is €450 per month.

67 Fisher Lane

The shop is extremely small and in very poor condition.

Recommendation

Of the three shops I visited, I would recommend 18 Cartwright Avenue. It is large enough and near the centre. The rent is not expensive and there are no other gift shops nearby.

Make a plan in Composition Planner 16 on page 167.

Home work

You are now ready to write the first draft of your report. Write between 120 and 180 words. When your teacher has commented on your report, write the final version.

1 Direct and indirect objects

Tick (✓) the correct sentences. If a sentence contains an extra word, write the word on the line.

- 1 These shoes cost to me over a hundred euros.
- 2 I wrote a letter to the manager last week.
- 3 I've got a great present for Tina.
- 4 My grandma always gives to me a jumper for my birthday.
- 5 We'll send the things you've ordered to you next week.
- 6 I handed my credit card to the shop assistant.
- 7 Steve's bought for Jo a rabbit for Christmas.

2 Phrasal verbs

Write a word from the box in each gap to complete the sentences.

down • on (x 3) • up • into • after

- 1 Do you get well with your boss?
- 2 He quit his job in order to look his ageing parents.
- 3 How can you turn such a great job offer?
- 4 Have you made your mind what you want to do when you leave school?
- 5 I think I'll only carry working here for another couple of years.
- 6 Our research is looking why some people are more ambitious than others.
- 7 Elvis Presley put a lot of weight in the last few years of his life.

3 Question tags

Complete each sentence using the correct question tag.

- 1 They haven't sent us their new catalogue yet,?
- 2 Rachel's dad works for a credit card company,?
- 3 You're not going to buy that one,?
- 4 We should find out if they're having a sale soon,?
- 5 I'm good at spotting bargains,?
- 6 It's not early closing today,?
- 7 No-one keeps their receipts,?

4 Although, even though, despite, in spite of

Tick (✓) the correct sentences. Put a cross (X) next to those that are incorrect.

- 1 Although her qualifications were good, they still didn't offer her the job.
- 2 Even though having a fortune, Howard didn't like wasting money.
- 3 Despite to be unemployed for so long, Gavin never got depressed.
- 4 He never became arrogant, despite the fact that he was so successful.
- 5 In spite being a very talented musician, Gordon never wanted to become a professional.
- 6 I don't mind not being rich, although I do dream about winning the lottery sometimes!

5 Shopping and money

Choose the correct words to complete the paragraph.

I'm not a shopaholic!

I admit it. I hate shopping. In fact, I hate it so much I only go clothes shopping once a year. I wait for the (1) **selling/sales** to start, and then go into town to buy all my clothes for the year. I shop (2) **along/around** for the cheapest (3) **bargains/costs** rather than the things I like best. I try them (4) **over/on** and, as long as they fit, I buy them. I don't bother keeping the (5) **bill/receipt**, as I know I won't go back to the shop if there's a problem! Also, I always pay (6) **change/cash**, as I don't want to get a huge (7) **credit/cheque** card bill at the end of the month. And if I really need some new clothes later during the year, I order them from a mail-order (8) **catalogue/menu**. It's so much easier – you can look (9) **for/through** it at home and make your decisions without a (10) **shopping/shop** assistant hanging around trying to get you to buy something you don't want!

6 Word formation

Complete each sentence using the correct form of the word in brackets.

- I love the new (**advertise**) on TV for Carlton's chocolate. It's really funny!
- They're building a huge (**shop**) centre on the outskirts of town.
- Can I pay cash on (**deliver**)?
- He's the (**manage**) director of a company that makes toilet rolls.
- Everyone should know their (**consume**) rights.
- We produce over a hundred different (**produce**) in this factory.

7 prefer, would rather, had better

Write *prefer*, *rather* or *better* in each gap to complete these sentences.

- I'd not pay by cheque, if you don't mind.
- I going to a travel agent rather than booking flights on the internet.
- You'd not spend any more money or you won't have enough for this evening.
- I'd you didn't invite your boss to dinner tomorrow night.
- You'd try on a bigger pair. Those are too small.
- Would you to go to another department store first?

8 Success vocabulary

Solve the clues and find the words in the wordsearch puzzle.

- What is the adjective from 'ambition'? (9)
- If you make a huge amount of money, you make a (7)
- What's the opposite of 'success'? (7)
- If you are to do something, you won't let anything stop you from doing it. (10)
- If you a lot, you manage to do lots of things successfully. (7)
- Certificates and diplomas show what you have. (14)
- What's the verb from 'success'? (7)



Informal letter

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	greet your penfriend	Dear,	
first main paragraph	thank penfriend for letter; mention something in their letter		Hi! How are you? / How's it going? / Thanks (a lot) for your (last) letter/postcard, etc / It was great to hear ... / I'm glad ...
second main paragraph	give your main news (first day back at school) + how you feel about it		Today was ... / I felt / feel ... / I think ...
third main paragraph	continue your news		By the way, ... / Oh yes, I forgot to tell you ...
fourth main paragraph	give a reason for ending the letter		(Well,) I'd better go now as ... / I have to go now as ...
closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon. / See you soon!
closing expressions (2)	express love		Love, / Lots of love, / All the best,
final line	say who you are (first name only)	.....

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have started with *Dear*. ☐

I have written four main paragraphs. ☐

I have used some short forms (*haven't*, *can't*, etc). ☐

I have used some informal vocabulary and punctuation. ☐

I have mentioned my penfriend's letter in the first main paragraph. ☐

I have given my news about the first day of school. ☐

I have said why I have to finish the letter. ☐

I have used some closing expressions. ☐

I have not written my surname at the bottom of the letter. ☐

Short story

1 Complete the chart.

Be careful! Do NOT write your story until your teacher has seen your notes here.

part	purpose	notes	useful expressions
title	briefly tell us what the story is about		
first one or two paragraphs	introduce main character(s), say when the story happened, describe the dream		One night / A few months ago / strange / weird / bizarre / odd / While he was asleep / In the dream / He dreamt that ...
middle one or two paragraphs	say what happened the next day / shortly afterwards, describe how the dream came true		The next morning, ... / The next day, ... / Later that week, ...
final paragraph	bring the story to a close, say how he felt and reacted, finish with the correct ending		His dream had come true! / It was just like in his dream. / ... and he always believed in his dreams from that day on.

2 When you have finished the first draft of your story, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have written at least four paragraphs. ☐

I have used some direct and some indirect speech. ☐

My direct speech is informal. ☐

The rest of the story is formal. ☐

The main tense is the past simple. ☐

I have tried to use descriptive language. ☐

The story finishes with the correct ending. ☐

Essay

1 Complete the chart.

Be careful! Do NOT write your essay until your teacher has seen your notes here.

paragraph	purpose	notes	useful expressions
first paragraph	introduce the subject		There is no doubt that ... / Schools cannot allow ... / However,
second paragraph	present arguments in favour of permanent exclusion, give reasons		On the one hand, / Firstly, Secondly, etc / For example, / Because of this,
third paragraph	present arguments against permanent exclusion, give reasons		On the other hand, / In addition, / ... such as ..., / As a result,
fourth paragraph	come to a conclusion		In conclusion, / I believe that ...

2 When you have finished the first draft of your essay, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have written four paragraphs. ☐

I have used formal English. ☐

I have used key essay words and phrases. ☐

I have given some examples. ☐

I have given some reasons. ☐

I have expressed my opinion. ☐

Informal letter

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	greet your friend	Dear _____ ,	
first main paragraph	thank friend for letter; mention something in their letter		Hi! How are you? / How's it going? / Thanks (a lot) for your letter. It was great to hear ... / I'm glad ...
second main paragraph	mention the project; say you'll be happy to answer their questions		Your project sounds interesting / I'd be happy to ...
third main paragraph	answer the questions and give a little more information		I like her because ... / I've been a fan for ... / My favourite song of hers is ...
fourth main paragraph	finish main part of letter; give a reason for ending the letter		Anyway, let me know ... / I'd better go now as ... / I have to go now as ...
closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon. / See you soon!
closing expressions (2)	express love		Love, / Lots of love, / All the best,
final line	say who you are (first name only)	_____	

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have started with *Dear*. ☐

I have written four main paragraphs. ☐

My letter is informal. ☐

I have mentioned my friend's letter in the first main paragraph. ☐

I have answered ALL my friend's questions. ☐

I haven't just copied the notes. ☐

I have added some information that is not in the notes. ☐

I have used some closing expressions. ☐

I have not written my surname at the bottom of the letter. ☐

Formal letter

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	greeting	Dear Sir/Madam,	
first main paragraph	reason for writing letter; where you saw the advertisement		I am writing with regard to ... , which I saw in ... , / I am interested in ... , / However, ...
second main paragraph	first question		I would be grateful if you could ... , / I wonder if you could/would ... ,
third main paragraph	second question		Could you ...? , / Secondly, / further information,
fourth main paragraph	third question		regarding, / let me know, / send me
closing expressions (1)	final remarks		I look forward to hearing from you.
closing expressions (2)	express respect		Yours faithfully,
final line	say who you are (first name and surname)	.....

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have started with *Dear Sir/Madam,*. ☐

My letter is formal. ☐

I have not used any short forms (*I'm, can't, etc.*). ☐

I have used formal letter words, phrases and expressions. ☐

I have mentioned all the information in the notes. ☐

I have used the correct closing expressions. ☐

I have written my first name and my surname at the end. ☐

Report

1 Complete the chart.

Be careful! Do NOT write your report until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	say who the report is for (first name or Mr/Mrs/Ms + surname)	To:	
second line	say who wrote the report (first name + surname)	From:	
third line	say what the report is about	Subject:	
first main paragraph	introduction	..... (heading)	The aim of this report is to ... / As requested, I interviewed ... / My findings are presented below.
middle two or three paragraphs	main findings	..... (heading) (heading) (heading)	Firstly, / However, / For example, / Furthermore,
final paragraph	conclusion and recommendations	..... (heading)	I would recommend/suggest that ... / We should/could also consider ...

2 When you have finished the first draft of your report, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have started with *To:*, *From:* and *Subject:*. ☐

All my paragraphs have headings. ☐

I have used formal vocabulary and grammar. ☐

I have used some set report phrases. ☐

I have made some recommendations in my final paragraph. ☐

Article

1 Complete the chart

Be careful! Do NOT write your article until your teacher has seen your notes here.

paragraph	purpose	notes	useful expressions
title	briefly tell us what the article is about		
first paragraph	introduce the topic, get the reader's interest		Have you ever ...? I have. / It all started ...
second paragraph	say what you did and how you felt before the contest		On the day of the contest, / Before it started, / I felt really ...
third paragraph	describe the contest and how you felt during it		When I went out on stage, ... / Everyone clapped and cheered / I've never felt so ...
fourth paragraph	conclude and look to the future		It was the best/worst/most exciting, etc experience I've ever had. / I can't wait to enter ... / I'll never enter another ...

2 When you have finished the first draft of your article, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

- I have written at least four paragraphs. ☐
- I have used a fairly informal style. ☐
- I have used some short forms (*won't*, *can't*, etc). ☐
- I have described what I did in the contest. ☐
- I have said how I felt. ☐
- I have said if I won or not. ☐

Letter of advice

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	greet your penfriend	Dear,	
first main paragraph	thank penfriend for letter; mention something in their letter (but not their problem)		Hi! How are you? / How's it going? / Thanks (a lot) for your (last) letter. / It was great to hear ... / I'm glad ...
second main paragraph	mention their problem; say whether you agree or disagree with their parents' view		I was sorry to hear about / that ... / To be honest, ... / If you ask me, ... / I tend to think that ...
third main paragraph	make your suggestions		If I were you, ... / How about ...? / I'd suggest ... / My advice would be to ... / Perhaps you should/could ... / Why don't you ...?
fourth main paragraph	give a reason for ending the letter		(Well,) I'd better go now as ... / I have to go now as ...
closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon / See you soon!
closing expressions (2)	express love		Love, / Lots of love, / All the best,
final line	say who you are (first name only)	.....

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

My letter is informal. ☐

I have started with *Dear* + first name. ☐

I have mentioned my penfriend's letter in the first paragraph. ☐

I have said whether or not I agree with my penfriend's parents. ☐

I have made some suggestions. ☐

I have written at least four main paragraphs. ☐

I have used some closing expressions. ☐

I have put my first name at the bottom of the letter. ☐

Short story

1 Complete the chart.

Be careful! Do NOT write your story until your teacher has seen your notes here.

part	purpose	notes	useful expressions
title	briefly tell us what the story is about		
first paragraph	say who you played the joke on; give a reason why		It was April 1st, so I decided to play a practical joke on ... / X was a great person to choose because ...
second paragraph	describe how you prepared the joke		I planned it carefully, / First, I ... / Then, ... / After that, ...
third paragraph	how they reacted		When X came in, etc ... / upset/annoyed/shocked/surprised
final paragraph	bring the story to a close, say how you felt and they felt afterwards		Afterwards, ... / X saw the funny side

2 When you have finished the first draft of your story, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have started with the correct words. ☐

I have written at least four paragraphs. ☐

My story has a beginning, a middle and an end. ☐

I have used some direct speech. ☐

The direct speech is informal. ☐

The main tense is past simple. ☐

Informal letter

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	greet your friend	Dear,	
first main paragraph	thank friend for letter; mention something in their letter		Hi! How are you? / How's it going? / Thanks (a lot) for your (last) letter/postcard, etc / It was great to hear ... / I'm glad ...
second main paragraph	give your main news (preparation for sporting event) + how you feel about it		I'm really busy at the moment because ... / Actually, I feel (a bit) nervous/worried, etc
third main paragraph	continue your news		By the way, ... / Oh yes, I forgot to tell you ...
fourth main paragraph	give a reason for ending the letter		(Well,) I'd better go now as ... / I have to go now as ...
closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon. / See you soon!
closing expressions (2)	express love		Love, / Lots of love, / All the best,
final line	say who you are (first name only)		.....

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

- I have used informal grammar, vocabulary and punctuation. ☐
- I have mentioned my friend's letter in the first paragraph. ☐
- I have described my preparations and feelings in the second paragraph. ☐
- I have said why I feel the way I do. ☐
- I have mentioned some other news in the third paragraph. ☐
- I've given a reason for ending the letter in the fourth paragraph. ☐

Essay

1 Complete the chart.

Be careful! Do NOT write your essay until your teacher has seen your notes here.

paragraph	purpose	notes	useful expressions
first paragraph	introduce the subject		Being green means ... / For example, ...
second paragraph	agree or disagree with the statement; give reasons		Although it is true that ... / This is because ...
third paragraph	explain the result(s)/ effect(s) of the points you made in the second paragraph		Because of this, ... / For this reason, ... / As a result, ...
fourth paragraph	come to a conclusion		In conclusion, / I believe that ...

2 When you have finished the first draft of your essay, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have written at least four paragraphs. ☐

I have used formal English. ☐

I have used essay words and phrases. ☐

I have given some examples. ☐

I have given some reasons. ☐

I have expressed my opinion. ☐

Informal email

1 Complete the chart.

Be careful! Do NOT write your email until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	say who wrote the email (name or email address or both)	From:	
second line	say who the email is for (name or email address or both)	To:	
third line	give your email a title	Subject:	
first line of email	greet your friend	Dear/Hi,	
first paragraph	thank your friend for their email and mention something in their email		Hi! How are you? / How's it going? / Thanks (a lot) for your email. It was great to hear ... / I'm glad ...
second paragraph	respond to their main questions		Yes, I do have ... / It's a great idea. / I'd suggest ...
third paragraph	mention any other news you have		Oh, by the way ... / I forgot to tell you ...
fourth paragraph	give a reason for ending the email		Well, got to go now ... / I'd better go now ... / I've got to go now .../
closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon. / See you soon!
closing expressions (2)	express love		Love, / Lots of love, / All the best,
final line	say who you are (first name only)	.....

2 When you have finished the first draft of your email, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have used informal and conversational English. ☐

I have used all the notes I made on the printout. ☐

I have mentioned my friend's email in the first paragraph. ☐

I have written at least four paragraphs. ☐

I have responded to their questions. ☐

Letter of application

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	greet the person you are writing to	Dear Mr , (surname)	
first main paragraph	say why you are writing; where and when you saw the advert		I am writing to apply for the position of ... as advertised in ...
second main paragraph	give some information about yourself and your experience		I am ... / currently / experienced at ... as ...
third main paragraph	ask questions		I wonder if you could ... / I would also be grateful if you could ...
fourth main paragraph	say you are happy to attend an interview; say you are happy to give more information if they need it		I would be more than happy ... / Please do not hesitate ...
closing expressions (1)	ask them to reply		I look forward ...
closing expressions (2)	express respect		Yours sincerely,
final line	first name + surname	.....

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have started with *Dear Mr* + surname. ☐

I have written four main paragraphs. ☐

I have not used any short forms (*haven't*, *can't*, etc). ☐

My letter is formal. ☐

I have used all the information from my notes. ☐

I have asked some indirect questions. ☐

I have used the letter of application phrases. ☐

I have written a first name and surname at the bottom of the letter. ☐

Review

1 Complete the chart.

Be careful! Do NOT write your review until your teacher has seen your notes here.

part	purpose	notes	useful expressions
title	the name of the tourist attraction		
first paragraph	give basic information about the place, including where it is		... is very near ... / ... is not far from ... / ... is one of the most popular attractions in the area ... / ... is famous for ...
second paragraph	describe one or two of the main things you can do/see there		Most people who go there ... / One of the best things to do is ... / One of the main attractions is ... / You can also... / You also have the chance to ... / Visitors can ...
third paragraph	mention one or two more things you can do/see there		
final paragraph	say if you recommend or don't recommend the place and briefly explain why		I would definitely recommend ... / If you go to ... , you must visit ... / It's perfect for ... / I wouldn't recommend it to ...

2 When you have finished the first draft of your review, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have given my review a title. ☐

I have said where the attraction is. ☐

I have mentioned several things to see or do there. ☐

I have recommended visiting or not visiting the place. ☐

I have said why I recommend or don't recommend the place. ☐

I have written four main paragraphs. ☐

I have tried to interest the reader. ☐

Article

1 Complete the chart.

Be careful! Do NOT write your article until your teacher has seen your notes here.

paragraph	purpose	notes	useful expressions
title	briefly tell us what the article is about		
first paragraph	introduce the subject; interest the reader		Have you ever ...? / Would you like to ...? / Here's how ... / Have a look ...
second paragraph	give first two or three pieces of advice		First, ... / Remember to ... / Don't forget to ... / Then ... /
third paragraph	give final two or three pieces of advice		After that, ... / How about ...? / You'd better ...
fourth paragraph	conclude; wish the reader luck		Good luck! / Good luck with organising your ... / I hope it's a success!

2 When you have finished the first draft of your article, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have used a chatty and conversational style. ☐

I have written at least four paragraphs. ☐

I have asked the reader a question in the first paragraph. ☐

I have mentioned what event I am talking about in the first paragraph. ☐

I have given four or five pieces of advice. ☐

I have wished the reader luck in the final paragraph. ☐

Report

1 Complete the chart.

Be careful! Do NOT write your report until your teacher has seen your notes here.

part	purpose	notes	useful expressions
first line	say who the report is for (first name or Mr/Mrs/Ms + surname)	To:	
second line	say who wrote the report (first name + surname)	From:	
third line	say what the report is about	Subject:	
first main paragraph	introduction	..... (heading)	The aim of this report is to ... / As requested, I have looked at ... / My findings are presented below.
middle two or three paragraphs	present the information you found out about each shop	..... (heading)	One service which X offers ... / X sells ... / X is very popular because ... /
		..... (heading)	
		..... (heading)	
final paragraph	conclusion and recommendations	..... (heading)	I would recommend/ suggest that ... / We should/could also consider ...

2 When you have finished the first draft of your report, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking the checklist below.

I have started with *To:*, *From:* and *Subject:*. ☐

All my paragraphs have headings. ☐

I have used formal vocabulary and grammar. ☐

I have used some set report phrases. ☐

I have made some recommendations in my final paragraph. ☐

Unit 2

- Friend A:** You think you've just seen a UFO. Tell your friend what you saw and try to persuade him/her that you're telling the truth.
- Friend B:** You don't believe your friend. He/She is lying, playing a joke on you or maybe it was just the Moon, a planet or a plane. Try to find out exactly what happened.

Unit 3

- Teacher:** You're annoyed because the student is always late for class. What are you going to do about it?
- Student:** You're late for class again. Think of a good excuse and try to persuade the teacher not to punish you.

Unit 4

- Journalist:** You've just found the phone number of a famous person, so you decide to call him/her to ask for an interview. Be polite, but be persuasive. You want that interview!
- Celebrity:** (Before you start, decide which famous person you're going to be. Tell your partner.) You're at home when the phone rings. You don't like journalists calling you at home.

Unit 5

- Teenager:** It's the year 2050. You're 16 years old. You want to go on a trip to the Moon with your friends.
- Parent:** You're worried your son/daughter is too young to go to the Moon. It might be dangerous! Try to persuade him/her not to go.

Unit 6

- Neighbour A:** Your neighbour is always playing music really loud late at night. You knock on your neighbour's door to complain. Be polite but try to get them to promise to turn the music down. If they don't, threaten to call the police!
- Neighbour B:** You don't think the music you play is too loud. You don't like neighbours telling you what to do and you feel like having an argument!

Unit 7

- Flatmate A:** You want to go out tonight. You're bored with staying in. Try to persuade your flatmate to go out somewhere with you.
- Flatmate B:** You would rather stay in tonight. Try to persuade your flatmate to stay in with you. You could maybe watch some DVDs and get a pizza.

Unit 8

- Brother/sister A:** You are annoyed because your brother/sister is always borrowing your things without asking first. Explain how you feel.
- Brother/sister B:** You can't see what the problem is. Brothers and sisters don't have to ask each other first if they want to borrow something!

Unit 9

Friend A: You and your friend want to enter the school talent contest. You think you should do a comedy act.

Friend B: You think that a comedy act is not a good idea. Being funny is difficult! Try to persuade your friend that it would be a better idea to sing a song.

Unit 11

Teenager: You don't recycle anything at home. You think it's time to start. Explain the benefits of recycling to your parent and try to persuade him/her to start recycling.

Parent: You understand that recycling is a good idea, but it's easier just to put rubbish in the bin. You haven't got time to go to the bottle bank and the recycling centre. Explain the situation to your child.

Unit 13

Interviewer: (Before you start, decide with your partner what job this is an interview for.) You are holding a job interview. You want to make sure you get the best person for the job. Ask appropriate questions.

Interviewee: Use your imagination to answer the questions. You've got the right experience and qualifications for the job.

Unit 14

Parent: You're planning the family summer holiday. You really want to go on a camping holiday. You think it will be fun, and your family has never been camping together before.

Teenager: You don't want to go camping. You'd rather have a beach holiday in a resort with some nightlife. Try to persuade your parent that everyone will be happier in a hotel.

Unit 15

Reporter: You work for a local newspaper. You are interviewing a local teenager who won some equipment for the youth club in a quiz. Ask all the relevant questions.

Teenager: Answer the reporter's questions. Use your imagination!

Unit 16

Customer: You recently bought an item of clothing from a clothes shop. When you got it home, you discovered it had a hole in it. You want a replacement or your money back, but you can't find the receipt. You think the shop assistant will remember you buying the item.

Shop assistant: You remember the customer buying the item of clothing, but the shop policy is clear: No refund or replacement without a receipt. Be polite and explain the situation clearly.

able	be able to do something
ahead	(go/be) straight ahead
allow	allow someone to do
apologise	apologise for (doing) something
apply	apply for a job
approve	approve of (doing) something
arrest	arrest someone for (doing) something; be under arrest
asleep	be fast asleep
awake	be wide awake
away	far away (from something)
bath	take/have a bath; be in the bath
beat	beat a person/team, etc
begin	begin (to do)
best	do your best; make the best of something
big	(be in) big trouble
business	(go/be on a) business trip
capable	be capable of doing
care	take care of someone
cause	cause someone to do
commit	commit a crime; commit suicide
complain	complain about (doing) something
cruise	(go/be on a) luxury cruise
cut	(take/be a) short cut
decision	make a decision
deep	(in a) deep voice
depend	depend on (doing) something
directions	give someone directions
dream	have a dream
effort	make an effort
escape	(have/be a) narrow escape
far	far away (from something)
fast	be fast asleep
favour	do someone a favour
fond	be fond of (doing) something
forward	look forward to (doing) something
fun	have/be fun; make fun of someone
fuss	make a fuss
game	win/play a game/match, etc
goal	score a goal
good	be good at (doing)
good	do (someone) good
guided	(go/be on a) guided tour
help	help someone with something; help someone to do something
high	(have a) high temperature
holiday	be on holiday; have/take a holiday; school holidays; bank holiday
homework	do (your) homework
housework	do (the) housework

idea	have an idea
include	include (doing) something
insist	insist on (doing) something
interested	be interested in (doing) something
involve	be involved in (doing) something
job	apply for a job; have a job
law	be against the law; break the law
let	let someone do
likely	be likely to do; be likely that + clause
long	for a long time
look	look forward to (doing) something
luxury	(go/be on a) luxury cruise
make	make someone do; be made to do
manage	manage to do
mind	make up your mind (to do)
miss	miss a plane/ferry, etc
mistake	make a mistake
motion	(in) slow motion
narrow	(have/be a) narrow escape
part	take part in something
pass	time passes (quickly/slowly, etc)
pity	take pity on someone
plan	plan your route
prepare	prepare for something
prevent	prevent someone from doing
ready	be ready for something; be ready to do
responsible	be responsible for (doing) something
route	plan your route
school	(go/be on a) school trip
score	score a goal
short	(take/be a) short cut
slow	(in) slow motion
spare	spare time
spend	spend time doing; spend money on something
straight	(go/be) straight ahead
succeed	succeed in (doing) something
temperature	(have a) high temperature
time	for a long time; spare time; find/have (the) time to do; take up time; for the time being; spend time doing; time passes (quickly/slowly, etc); it takes time to do; for the first/last, etc time; have a good/nice, etc time (doing)
tour	(go/be on a) guided tour
trip	(go/be on a) business/school trip
trouble	(be in) big trouble
voice	(in a) deep voice
way	make your way
wide	be wide awake
win	win a game/match/competition, etc; win a prize/trophy, etc

break out	escape	Three prisoners broke out of the prison last night.
bring out	start selling a new product	We're bringing out a new CD next month.
carry on	continue	I'm just going out for a minute. Carry on working while I'm away.
do up	renovate, redecorate	We're going to do up the living room this weekend.
fall out	stop being friends (usually because of a disagreement)	Karen and Mike have fallen out again.
get off	leave a plane, bus, train, etc	We got off the plane and went into the airport.
get on (well, badly, etc)	have a (good, bad) relationship	I get on well with all my teachers.
give up	stop, quit	My dad gave up smoking last year.
go off	explode	The bomb went off at 3 am.
hand out	distribute	The teacher handed out the tests and we started writing.
let off	not punish	The teacher decided to let us off .
look after	take care of	Can you look after my cat for me while I'm away?
look out	be careful	Look out! There's a car coming.
make off	escape	The thieves made off on a motorbike.
make out	see clearly	I can't make out if that's Tracy or not over there.
make up	invent (a story)	He said he'd met Madonna but I think he made it up .
pick up	meet someone in order to take them somewhere in your car, etc	Will you pick me up outside the supermarket?
put on	gain (usually for weight)	I put on a few kilos while I was on holiday.
put out	extinguish (a fire, cigarette, etc)	Dad managed to put out the fire before the firemen got there.
put up	provide accommodation	Could you put me up for the night?
set up	start (a club, organisation, etc)	I'm thinking of setting up a youth club.
take off	leave the ground (for planes, space rockets, etc)	We watched the planes taking off and landing.
take up	start (a new hobby, sport, etc)	I'm thinking of taking up golf.
turn down	not accept	I was offered the job but I turned it down .
turn into	become	The holiday started well, but it turned into a nightmare when I lost my passport.
turn off	stop a piece of equipment from working by pressing a button or turning a switch (switch off)	I turned off the computer and left the room.
turn out	be in the end, have as a result	I thought the party was going to be a disaster, but it turned out to be a great success.
turn up	arrive (often unexpectedly)	I couldn't believe it when John turned up at my door last night.

Irregular verb database

Bare Infinitive	Past Simple	Past Participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dig	dug	dug
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant

Bare Infinitive	Past Simple	Past Participle
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Giving personal information

- My name is ...
- I'm ... years old.
- I'm still at school and I go to ...
- There are ... of us in my family.
- I've got ... brothers and sisters.
- My dad's a ... and my mum's a ...
- I enjoy ...-ing and ...
- When I have free time, I like ...-ing and ...

Comparing

- A is (much) better/etc than B.
- A is good/etc but B isn't.
- A is not as good as B.
- A is almost as good as B.
- Although A is ..., B is...
- On the one hand, ...
On the other hand, ...

Expressing preferences

- I like/love ...-ing ... because ...
- I prefer ...-ing to ...-ing because ...
- I'd rather ... than ...
- I think ... is more interesting than ...
because ...

Agreeing/disagreeing

- I completely agree.
- Yes, you're right.
- Yes, that's right.
- I agree with you.
- That's true, but ...
- I'm not sure I agree with you.
- I don't agree because ...
- I completely disagree.

Giving / asking for opinion

- I think (that) ...
- In my opinion, ...
- As far as I'm concerned, ...
- If you ask me, ...
- I (believe) that ...
- My view is that ...
- What do you think?
- Do you agree?
- We should ... , shouldn't we?
- What do you think of ... ?
- How/What about ... ?

Asking for clarification

- Could you say that again, please?
- Could you explain it again, please?
- Could you say that again more slowly,
please?
- I'm sorry. Would you mind repeating
that?
- Do you mean ... ?
- What do you mean?
- What does ... mean?

1 Present simple and present continuous

We use **present simple** for:

- actions that happen always, usually, often, regularly, every day/week/month/year, etc, sometimes, rarely, never
eg *She usually goes to bed at ten o'clock.*
- states
eg *His hair is quite long at the moment.*

- general truths and facts
eg *Water freezes at 0° C.*

Note:

See *Grammar database 10* for information on use of **present simple** to talk about the **future**.

present simple: the verb to be

positive	negative	question
I am tall. (I'm)	I am not tall. (I'm not)	Am I tall?
You are tall. (You're)	You are not tall. (You aren't, You're not)	Are you tall?
He is tall. (He's)	He is not tall. (He isn't, He's not)	Is he tall?
She is tall. (She's)	She is not tall. (She isn't, She's not)	Is she tall?
It is tall. (It's)	It is not tall. (It isn't, It's not)	Is it tall?
We are tall. (We're)	We are not tall. (We aren't, We're not)	Are we tall?
You are tall. (You're)	You are not tall. (You aren't, You're not)	Are you tall?
They are tall. (They're)	They are not tall. (They aren't, They're not)	Are they tall?

present simple: regular verbs

positive	negative	question
I like pizza.	I do not like pizza. (don't)	Do I like pizza?
You like pizza.	You do not like pizza. (don't)	Do you like pizza?
He likes pizza.	He does not like pizza. (doesn't)	Does he like pizza?
She likes pizza.	She does not like pizza. (doesn't)	Does she like pizza?
It likes pizza.	It does not like pizza. (doesn't)	Does it like pizza?
We like pizza.	We do not like pizza. (don't)	Do we like pizza?
You like pizza.	You do not like pizza. (don't)	Do you like pizza?
They like pizza.	They do not like pizza. (don't)	Do they like pizza?

Be careful!

I have – he/she has
I go – he/she goes
I do – he/she does

Emphatic present simple

We can use the **emphatic present simple** to emphasise an action or state, particularly to emphasise that it is true, or that it's different from what someone else thinks.

Emphatic present simple =
subject + do/does + bare infinitive

eg **present simple:** *Pete knows the answer.*
emphatic present simple: *Pete does know the answer.*

Note:

We **CANNOT** use the **emphatic present simple** with the verb *to be*.

We use **present continuous** for:

- actions happening at the moment of speaking
eg *Tracy is having a bath at the moment.*
- temporary situations and actions in the present
eg *This week we are learning about the present continuous.*

Grammar database

Be careful!

We can also use present continuous for repeated actions (with *always*) to emphasise that the action is annoying or unexpected.

eg **You are always complaining!**

He is always giving me little surprise presents.

We can also use present continuous for changing situations (usually with *more and more*, *better and better*, etc)

eg **The weather is getting** worse and worse every day.

Note:

See *Grammar database* 10 for information on use of **present continuous** to talk about the **future**.

present continuous

positive

I am doing it now.
(I'm)

You are doing it now.
(You're)

He is doing it now.
(He's)

She is doing it now.
(She's)

It is doing it now.
(It's)

We are doing it now.
(We're)

You are doing it now.
(You're)

They are doing it now.
(They're)

negative

I am not doing it now.
(I'm not)

You are not doing it now.
(You aren't, You're not)

He is not doing it now.
(He isn't, He's not)

She is not doing it now.
(She isn't, She's not)

It is not doing it now.
(It isn't, It's not)

We are not doing it now.
(We aren't, We're not)

You are not doing it now.
(You aren't, You're not)

They are not doing it now.
(They aren't, They're not)

question

Am I doing it now?

Are you doing it now?

Is he doing it now?

Is she doing it now?

Is it doing it now?

Are we doing it now?

Are you doing it now?

Are they doing it now?

2

Stative verbs

Some verbs are not usually used in their continuous form, i.e. in present continuous, past continuous, etc. These are called **stative verbs**.

The most common **stative verbs** are:

like	hate	love	want	wish	prefer	believe
doubt	imagine	know	understand	mean	remember	forget
need	appear	seem	own	possess	belong to	

So we say *I understand now.* ✓ and **NOT** *I am understanding now.* ✗

Be careful!

Some verbs are stative with one meaning and not stative with another meaning. See below:

verb

stative meaning/use

be used for states rather than actions

eg *It is three o'clock.*

have

possess, own; experience an emotion, sensation, state, etc

eg *I have pink hair at the moment.*

non-stative meaning/use

used for temporary behaviour and action at the present time

eg *You're being lazy.*

used for actions

eg *I'm having a bath at the moment.*

feel have an opinion, believe
eg *I **feel** that we get too much homework.*

think have an opinion, believe
eg *What **do** you **think** about our new teacher?*

touch; experience an emotion, sensation, etc
eg *I'm **feeling** a bit ill at the moment.*

consider; use your brain
eg *What **are** you **thinking** about at the moment?*

3 Past simple and past continuous

We use **past simple** for:

- completed actions at a specific time in the past
eg *I **bought** three CDs yesterday.*
- completed situations and states in the past
eg *I **had** green hair for a while as a teenager.*
- repeated actions in the past
eg *We **played** football every Saturday.*
- the main events and situations in a story
eg *I **ran** out of the house, **crossed** the road and **jumped** on the bus.*

Regular verbs

positive = subject + bare infinitive + -ed
eg *appear: I/You/He/She/We/You/They **appeared***

negative = subject + *did not (didn't)* + bare infinitive
eg *I/You/He/She/We/You/They **didn't appear***

question form = *Did* + subject + bare infinitive
eg ***Did** I/you/he/she/we/you/they **appear**?*

Irregular verbs

For a list of irregular verbs, see Laser B1 Student's Book, page 173.

The negative and question form for irregular verbs

Note:



We **CANNOT** use the **emphatic past simple** with the verb *to be*.

We use **past continuous** for:

- an action or situation in the past which was already happening when another action or

past continuous 
past simple 

- an action or situation in the past which is interrupted or stopped by another action or

past continuous 
past simple 

are the same as for regular verbs.

positive: *Inga **went** to London.*

negative: *Inga **didn't go** to London.*

question form: ***Did** Inga **go** to London?*

The only exception is the verb *to be*:

positive: *You **were** in London. / Inga **was** in London.*

negative: *You **were not (weren't)** in London. / Inga **was not (wasn't)** in London.*

question form: ***Were** you in London? / **Was** Inga in London?*

Emphatic past simple

We can use the **emphatic past simple** to emphasise an action or situation in the past, particularly to emphasise that it actually happened, or that it's different to what someone else thinks.

emphatic past simple = subject + *did* + bare infinitive

past simple: *I know you don't believe me but I **saw** a ghost.*

emphatic past simple: *I know you don't believe me but I **did see** a ghost.*

situation happened (usually used with past simple)
eg *I **was walking** down the street when I **had** a great idea.*

(I **was walking** down the street)
(I **had** a great idea)

situation (usually used with past simple)
eg *I **was riding** my bike when I **had** an accident.*

(I **was riding** my bike)
(I **had** an accident)

Grammar database

- background information and description (ie. not main events) in a story

eg *We got to the beach at half past two. Hundreds of people **were sunbathing** on the golden sand. (i.e. when we got there)*

past continuous



past continuous



- two unfinished situations or events in progress at the same time

eg *I **was doing** my homework while Dan **was playing** his computer game.*

(I **was doing** my homework)

(Dan **was playing**)

Be careful!

We do **NOT** use past continuous for regular or repeated actions in the past. So, we do **NOT** say:

*I **was playing** football every Saturday.*

*I **played** football every Saturday.*

Note:

See *Grammar database 4* for more information on this.

past continuous

positive

I was eating.

You were eating.

He was eating.

She was eating.

It was eating.

We were eating.

You were eating.

They were eating.

negative

I was not eating. (wasn't)

You were not eating. (weren't)

He was not eating. (wasn't)

She was not eating. (wasn't)

It was not eating. (wasn't)

We were not eating. (weren't)

You were not eating. (weren't)

They were not eating. (weren't)

question

Was I eating?

Were you eating?

Was he eating?

Was she eating?

Was it eating?

Were we eating?

Were you eating?

Were they eating?

4 Used to and would

We saw in *Grammar database 3* that we can use past simple (and **NOT** past continuous) for repeated actions in the past.

eg *I **played** basketball every Saturday when I was a teenager.*

We can also use *used to* + bare infinitive or *would* + bare infinitive.

eg *I **used to play** basketball every Saturday when I was a teenager.*

*I **would play** basketball every Saturday when I was a teenager.*

Be careful!

For continuing states and situations (rather than actions), we **CAN** use past simple or *used to*, but we **CANNOT** use *would*.

eg *I **loved** toy shops when I was a kid. ✓*

*I **used to love** toy shops when I was a kid. ✓*

*BUT **NOT**: I **would** love toy shops when I was a kid. ✗*

There are several ways of expressing the **negative** with *used to*. The most common is with *never*.

eg *I **never used to like** chocolate, but I do now.*

These forms are also possible, but they are less common:

*I **didn't used to like** chocolate, but I do now.*

*I **didn't use to like** chocolate, but I do now.*

*I **used not to like** chocolate, but I do now.*

Be careful!

There are two main ways of asking questions with *used to*:

eg ***Did you used to live** in Germany? (more common)**

***Did you use to live** in Germany? (less common)*

Note:

Some people think this form is grammatically incorrect.

5 Countable and uncountable nouns

Countable nouns are nouns we can count. They have a singular and a plural form.

eg *one cat, two cats*

a person, five people

One sheep is in the field. Two sheep are in the field.

Uncountable nouns are nouns we cannot count. They only have one form.

eg *some music, a lot of information*

We **CANNOT** say **musics** or **informations**.

Uncountable nouns are usually followed by a **singular verb**.

eg *That information **is** really important.*

Be careful!

Some nouns are countable with one meaning and uncountable with another meaning.

eg countable: *The **chickens** were eating. (the birds)*

uncountable: *That **chicken** was delicious. (the meat)*

Words and phrases commonly used with countable and uncountable nouns:

countable nouns	uncountable nouns
many	much
how many	how much
a lot of	a lot of
lots of	lots of
some	some
a few	a little
few	little
a number of	an amount of
a, an, one, two, three, etc	a piece of
the	the

Be careful!

- many and much are usually only used in negative sentences and questions
 - in positive sentences it is much more common to use *a lot of* or *lots of* (because *many* and *much* are very formal in positive sentences)
 - it is also very common to use *a lot of* and *lots of* in negatives and questions
 - few* usually means *not many* whereas *a few* usually means *some*
- eg **Few** people believe in ghosts these days.
(= not many)
- I know **a few** people who believe in ghosts.*
(= some)

Note:

only a few means not many

Be careful!

- with uncountable nouns, *little* usually means *not much* whereas *a little* usually means *some*
- eg *There's very **little** milk left.*
(= not very much)
- There's **a little** milk left. (some)*

Note:

only a little means not much

Grammar database

6 Articles

There are three articles in English: *a*, *an* and *the*. How we use them depends on whether a noun is singular or plural, countable or uncountable.

	<i>a / an</i>	<i>the</i>	no article
singular countable nouns	one non-specific thing: eg <i>That's a book.</i> (it doesn't matter which book it is)	one specific thing: eg <i>This is the book which I told you about.</i> (a specific book) generally: eg <i>The car is a great invention.</i> (= cars generally)	X
plural countable nouns	X	several specific things: eg <i>These are the books which Karen gave me.</i> (specific books)	generally: eg <i>Cars are a great invention.</i> (= cars generally)
uncountable specific nouns	X	generally: eg <i>That was the furniture Paul gave me.</i> (specific furniture)	eg <i>Furniture is expensive.</i> (= furniture generally)

Be careful!

entertainment, media and sport

- the television = the piece of equipment, eg *Turn on the TV.*
- watch television, on television
but: listen to the radio, on the radio
- go to the cinema/the theatre
- no article for games and sports, eg *I love tennis.*

time

- for years, usually no article, eg *in 2002*
but: in the 1990s, in the 20th century, etc
- for seasons, with *in* and *during*, the meaning is usually the same either with or without article, eg *In winter* or *In the winter*
- for months, no article, eg *in January*
- for days, no article, eg *on Monday*
- in the morning/the afternoon/the evening
but: at night

geographical areas

- use *the* with: seas, mountain groups, rivers, island groups, regions, eg *the Mediterranean, the Alps, the Thames, the Bahamas, the Arctic*
- don't use *the* with: planets, continents, countries,

towns/cities, streets, lakes, most mountains, individual islands, eg *Mars, Europe, Germany, London, Carnaby Street, Lake Superior, (Mount) Everest, Crete*
but: the Earth, the world, the Moon, the Sun, the USA

jobs

- usually with *a* or *an*, eg *She is an engineer.*
but: use *the* with positions of authority, eg *the Mayor*
- go to work, be at work

organisations

- usually use *the*, eg *the army/the navy/the police*, etc

public buildings

- usually use *the*, eg *the bank/the post office*, etc
but: go to prison/hospital, be in prison/hospital
- note:** *He's gone to the prison/the hospital* is possible when the person is only visiting.

nationalities

- no article for particular people, eg *She's Nigerian.*
but: use *the* when talking about nationalities in general, eg *The French drink a lot of wine.*

travel

- go home
- on the bus, in the car, etc
but: go by car/bus/bike/plane, etc

education

- go to school/university, etc, be school/university, etc
but: *He's gone to **the** school* is possible when the person is only visiting
- for subjects, usually no article, eg *I love chemistry*.

'a' or 'an'?

- We put *an* before singular countable nouns with a **vowel sound**. It does **NOT** depend on spelling.
eg **an** umbrella, **a** university, **an** hour, **a** holiday, etc.

7 Present perfect (simple and continuous)

We use **present perfect simple** for:

- actions and situations that happened at an **unspecified** time before the moment of speaking
eg *I **have seen** that film loads of times.* (before now)
*I've never **heard** of that pop group before.*
*She's just **turned off** the TV.* (not long before now)
- actions and situations that started in the past and still happen, or are still true, at the moment of speaking
eg *She **has written** short stories since she was a child.* (she still writes short stories)
*I **have believed** in ghosts ever since that night.* (I still believe in ghosts)

present perfect simple (positive):

I/You/We/They + *have* + past participle
He/She + *has* + past participle

present perfect simple (negative):

I/You/We/They + *haven't* / *have not* + past participle
He/She + *hasn't* / *has not* + past participle

present perfect simple (question form):

Have + I/you/we/they + past participle ...?
Has + he/she + past participle ...?

Time expressions often used with present perfect simple

for (+ period of time)

eg *I have lived in Austria **for** three years.*

since (+ time when it started)

eg *I have lived in Austria **since** 2003.*

just

eg *He has **just** woken up.*

already

eg *I've got that CD **already**.*

eg *I have **already** got that CD.*

yet (with negatives and questions)

eg *I haven't seen that film **yet**.*

eg *Have you seen the new Mel Gibson film **yet**?*

still (with negatives)

eg *I **still** haven't found my sunglasses.*

recently / **lately**

eg *I've bought a lot of magazines **recently**.*

so far

eg *I've read 100 pages of this book **so far**.*

before

eg *Have you eaten Chinese food **before**?*

ever / **never**

eg *Have you **ever** been to Germany?*

eg *I've **never** been to China.*

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Be careful!

We often use present perfect simple with the superlative and with ordinal numbers (first, second, third, etc).

e.g. *It's **the best** film **I've ever seen**.*

*It's **the first time** **I've been** to South America.*

Carl **has been to** Mexico. (= Carl is not in Mexico now.)

Carl **has gone to** Mexico. (= Carl is in Mexico or on his way to Mexico now.)

We use **present perfect continuous** for:

- actions and situations that started in the past and still continue at the moment of speaking
- e.g. *She **has been working** as a journalist for three years.*

- temporary actions and situations in the recent past
- e.g. *I've **been reading** an interesting article about celebrities.*

present perfect continuous (positive):

I/You/We/They + *have + been + -ing* form

He/She + *has + been + -ing* form

present perfect continuous (negative):

I/You/We/They + *haven't / have not + been + -ing* form

He/She + *hasn't/has not + been + -ing* form

present perfect continuous (question form):

Have + I/you/we/they + been + -ing form ...?

Has + he/she + been + -ing form ...?

Time expressions often used with present perfect continuous

for (+ period of time)

e.g. *I have been living in Belgium **for** three years.*

since (+ time when it started)

e.g. *I have been living in Belgium **since** 2003.*

just

e.g. *He has **just** been playing football.*

recently / lately

e.g. *I've been seeing a lot of Karen **recently**.*

all day, all morning, etc

e.g. *I've been doing my homework **all evening**. I need a break now.*

Be careful!

Sometimes there is **very little difference** in meaning between present perfect simple and present perfect continuous:

e.g. *I **have lived** here for two years now.*
(= I moved here two years ago.)

*I **have been living** here for two years now.*
(= I moved here two years ago.)

Sometimes there is **a big difference** in meaning:

e.g. *I **'ve lived** in Paris, London and Rome.*
(= I don't live in Paris now.)

*I **'ve been living** in Paris for two years now.*
(= I live in Paris.)

8 Comparatives and superlatives

We use **comparative adjectives** and **adverbs** to compare things or people that are different and separate from each other.

e.g. *Justine is **taller than** Melissa and Eliot.*

*Adam reads **more slowly than** his brother.*

We use **superlative adjectives** and **adverbs** to compare one member of a group with the whole group.

e.g. *Justine is **the tallest** person in the family.*

*Of all the students in the class, Pete did **the best** in the test.*

Note:

Superlative adverbs are not used very often in English.

Will and be going to

We use both **will** and **be going to** to talk about the future. Sometimes there is very little difference in meaning. It is often just a matter of formality.

Will is generally more formal than **be going to**.

We can use either **will** or **be going to** for:

- facts about the future
eg *There **will** be an eclipse of the sun tomorrow.*
(formal)
*There's **going to** be an eclipse tomorrow.*
(informal)
- predictions (opinions about the future) not based on present evidence
eg *One day people **will** have holidays on Mars.*
(formal)
*One day people **are going to** have holidays on Mars.* (informal)
- decisions made at the moment of speaking
eg *I know! **I'll** get Dad a DVD for Christmas.*
*I know! **I'm going to** get Dad a DVD for Christmas.*

Note:

Will emphasises the decision, whereas **be going to** emphasises the intention. The meaning, however, is basically the same in both sentences.

We can use **will** for:

- most first conditional sentences
eg *If we leave now, we **'ll** be there by six o'clock.*
- offers, suggestions and requests
eg *I **ll** help you. **Will** you help me?*

Be careful!

With offers and suggestions in the question form, we do not use **will** with *I* and *we*. We use **shall**:

- eg ***Will** I help you with the washing-up? ✗*
***Shall** I help you with the washing-up? ✓*

We can use **be going to** for:

- plans and intentions (which you already have when you speak)
eg *I **'m going to** be an astronaut when I grow up.*
- predictions based on present evidence
eg *Look out! You **'re going to** fall!*

will + bare infinitive

I/You/He/She/It/We/
You/They will + b.i.

negative

I/You/He/She/It/We/You/
They won't/will not + b.i.

question form

Will I/you/he/she/we/it
/you/they + b.i.

be going to + bare infinitive

I am going to + b.i.
(I'm)
You are going to + b.i.
(You're)
He is going to + b.i.
(He's)
She is going to + b.i.
(She's)
It is going to + b.i.
(It's)
We are going to + b.i.
(We're)
You are going to + b.i.
(You're)
They are going to + b.i.
(They're)

negative

I am not going to + b.i.
(I'm)
You are not going to + b.i.
(You're not, You aren't)
He is not going to + b.i.
(He's not, He isn't)
She is not going to + b.i.
(She's not, She isn't)
It is not going to + b.i.
(It's not, It isn't)
We are not going to + b.i.
(We're not, We aren't)
You are not going to + b.i.
(You're not, You aren't)
They are not going to + b.i.
(They're not, They aren't)

question form

Am I going to + b.i. ...?
Are you going to + b.i. ...?
Is he going to + b.i. ...?
Is she going to + b.i. ...?
Is it going to + b.i. ...?
Are we going to + b.i. ...?
Are you going to + b.i. ...?
Are they going to + b.i. ...?

10 Present simple and present continuous to talk about the future

We can also use **present simple** or **present continuous** to talk about the future.

We can use **present simple**:

- for timetables, arrangements and fixed events, which the speaker cannot change.
eg *The flight **leaves** at 3pm tomorrow.*
- after *if* in first conditional and zero conditional sentences (see Grammar database 15)
eg ***If it rains** tomorrow morning, we'll cancel the match.*

- after certain time expressions, such as *when* and *while* (see Grammar database 16)
eg *I'll see you **when I get** home next week.*

We can use **present continuous** for:

- arrangements made before the moment of speaking
eg *We're **leaving** at 3pm next Thursday.*

Be careful!

We **CANNOT** say: 'I'm working as a doctor when I'm older.' ✗ because it is **NOT** an arrangement.

11 Modals I (ability, obligation, advice, permission)

The modals are:

can (can't / cannot)
could (couldn't / could not)
may (may not)
might (mightn't / might not)
will (won't / will not)
would (wouldn't / would not)
shall (shan't / shall not)
should (shouldn't / should not)
must (mustn't / must not)

Be careful!

Modals have only one form. For example, they do **NOT** take an 's' in the third person singular.
*He **coulds** ... ✗*

The semi-modals are:

have to

It has a similar meaning to **must**, but it does change its form depending on person and tense.

have/has (got) to (don't/doesn't have to/do/does not have to, haven't/hasn't got to/ have/has not got to + didn't have to, etc)

ought to (oughtn't to/ought not to)

It has a similar meaning to **should**. It doesn't change its form depending on person and tense.

Be careful!

Modals are never followed by the full infinitive (with *to*). Use the bare infinitive.

- eg ***I can't to go** to the party. ✗*
***I can't go** to the party. ✓*

ability

can

- now: eg *I **can** help you now, if you like.*
generally: eg *Paul **can** play the guitar really well.*

Be careful!

For future ability we usually use *will be able to*:

*She **ll be able to** swim after a few more lessons.*

But we use **can** when we make decisions now about future ability:

*I **can** help you tomorrow, if you like.*

Can CANNOT be used as an infinitive. Use *to be able to*:

- eg *I'd love **to can** swim. ✗*
*I'd love **to be able to** swim. ✓*

could

- past: eg *He **could** swim when he was 3 years old.*
hypothetical (now/future/generally):
eg *I wish I **could** swim.*

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Be careful!

To talk about the hypothetical past with *could*, we have to use the modal perfect (*could + have + past participle*). See Grammar database 13 for further information.

obligation

must (personal obligation)

- now: eg *I **must** call Pete now.*
future: eg *I **must** call Pete tonight.*
generally: eg *I **must** try harder at school.*

have to (external obligation)

- now: eg *He **has to** go now.*
future: eg *I **have to** go in 5 minutes, or I'll **have to** go in 5 minutes.*
generally: eg *She **has to** go to bed at 10pm on school nights.*

Be careful!

When talking about the past for personal or external obligation, use *had to*:

- eg *I **had to** call the doctor last night.*
eg *You **mustn't** do Exercise C. (= Don't do Exercise C).*
eg *You **don't have to** do Exercise C. (= You can if you want to but it isn't necessary).*

It is very unusual to use *must* for questions. Use *have to*:

- eg *Do we **have to** have a test next Tuesday?*
*Must **CANNOT** be used as an infinitive. Use *have to*:*
eg *I'd hate **to must** move house. ✗*
*I'd hate **to have to** move house. ✓*

advice

We can use **should** and **ought to** to ask for and give advice. There is very little difference in meaning between **should** and **ought to**. However,

should is more common in spoken and written English (both formal and informal) than **ought to**.

- now: eg *You **should/ought to** go to bed if you're tired.*
future: eg *You **should/ought to** have a party next week.*
generally: eg *You **should/ought to** exercise more.*

Be careful!

To talk about the past with *ought to* or *should*, we have to use the modal perfect (*ought to/should + have + past participle*). See Grammar database 13.

permission

We can use **can**, **could** and **may** to ask for and give permission. They mean the same thing, but **could** is more polite than **can**, and **may** is more polite than **could**.

- now: eg ***Can/Could/May** I have some more ice cream?*
future: eg ***Can/Could/May** I go to a party on Tuesday night?*
generally: eg ***Can/Could/May** I invite my friends round whenever I like?*

Be careful!

To talk about past permission in reported speech*, use *could*:

- eg *You said I **could** go to a party last week so why can't I this week?*

* see Grammar database 24.

To talk about past permission (but not in reported speech), we don't use a modal:

- I **could** go to the party last week. ✗*
*I **was allowed to go** to the party last week. ✓*
*They/you **let me go** to the party last week. ✓*

12 Modals 2 (possibility, probability, certainty)

possibility

We can use **may**, **might** and **could** to say that something is possible. They have a similar meaning, but sometimes we use **might** to show something is less likely to happen.

- now: eg *That **may/might/could** be the postman.*

Be careful!

For non-stative verbs, we often use the continuous infinitive after *may*, *might* or *could* when talking about actions happening now.

- eg *Anne **may/might/could** be driving home from work now.*

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- future: eg I think it **may/might/could** snow later today.
- generally: eg There **may/might/could** be penguins in Antarctica, but I'm not sure.

Be careful!

To talk about past possibility with **may, might** or **could**, we have to use the modal perfect: **may/might/could + have + past participle**. See Grammar database 13.

probability

We can use **should** and **ought to** to say that something is quite likely. There is little difference in meaning between **should** and **ought to**. However, **should** is more common in spoken and written English (both formal and informal) than **ought to**.

- now: eg Anne **should/ought to** be on the way home now.

Be careful!

For non-stative verbs, we often use the continuous infinitive after **should** or **ought to** when talking about actions happening now.

- eg Anne **should/ought to be driving** home from work now.

- future: eg I **should/ought to** finish the project tomorrow, if all goes well.
- generally: eg Most people **should/ought to** be able to understand this.

Be careful!

For non-stative verbs, we often use the continuous infinitive after **should** or **ought to** when talking about actions happening now.

To talk about past probability with **ought to** or **should**,

we have to use the modal perfect: **ought to/should + have + past participle**. See Grammar database 13.

certainty

must

- now: eg You **must** be tired.
(= I'm sure you're tired.)

Be careful!

For non-stative verbs, we often use the continuous infinitive after **must** when talking about actions happening now.

- eg Bill **must be walking** the dog. (= I'm sure he's walking the dog.)

- future: eg The film **must** be on tomorrow.
(= I'm sure it's on tomorrow.)
- generally: eg You **must** get lonely living on your own.
(= I'm sure you get lonely.)

can't

- now: eg He **can't** be tired.
(= I'm sure he's not tired.)

Be careful!

For non-stative verbs, we often use the continuous infinitive after **can't** when talking about actions happening now.

- eg Bill **can't be walking** the dog.
(= I'm sure he's not walking the dog.)

- future: eg The film **can't** be on tomorrow.
(= I'm sure it's not on tomorrow.)
- generally: eg She **can't** be American.
(= I'm sure she's not American.)

Be careful!

To talk about past certainty with **must** or **can't**, we have to use the modal perfect: **must/can't + have + past participle**. See Grammar database 13.

- eg You **should have seen** what Emma wore to the party.

13 Modal perfect

We can use the **modal perfect** to talk about the past.
modal perfect = modal + **have + past participle**

possibility

Simon **may/might/could** have been at the party. I can't really remember.
(= It's possible he was at the party.)

certainty

Francis **must** have been 11 when he moved to France. (= I'm sure he was 11.)

Francis **can't/couldn't** have been 10 when he moved to France.
(= I'm sure he wasn't 10.)

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hypothetical situations

I could/would have passed the exam if I'd studied harder.
(= I didn't pass because I didn't study hard enough.)

note: here *could* = *would have been able to*

opinion

You ought to/should have called me. (= You didn't call me but I wish you had called me.)

He oughtn't to/shouldn't have spoken to her like that. (= He did speak to her like that but I think what he did was wrong.)

Note:

modal perfect continuous = modal + have + been + -ing form

eg *We must have been dancing for hours.*

We use the **modal perfect continuous**:

- for actions in progress or interrupted when another action happens

eg *He can't have been driving carefully when he crashed the car.*

- to emphasise that an action continued for a long time

eg *Jan must have been talking on the phone for at least 3 hours!*

14

-ing form or full infinitive

verbs and verb phrases followed by the **-ing form**

admit	appreciate	avoid	be capable of
be good/bad, etc at	be interested in	can't help	can't stand
consider	delay	deny	dislike
enjoy	feel like	finish	give up
imagine	involve	look forward to	mention
mind	miss	practise	succeed in
suggest	talk about	think of	

verbs and verb phrases followed by the **full infinitive**

afford	agree	appear	arrange
ask	attempt	be pleased/able/surprised, etc	
choose	decide	expect	fail
happen	help	hope	intend
learn	manage	offer	plan
prepare	pretend	promise	refuse
seem	want	wish	would like

verbs and verb phrases followed by both the **-ing form** and the **full infinitive** with little or no difference in meaning

begin	continue	love	hate
prefer*	start		

(*see Grammar database 29)

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verbs and verb phrases followed by both the **-ing** form and the full infinitive with a difference in meaning

	+ -ing form	+ full infinitive
remember	remember a previous experience eg <i>Do you remember going to that great restaurant in Paris last summer?</i>	carry out an intention <i>I must remember to go to the post office on my way home.</i>
forget	forget a previous experience eg <i>I'll never forget going to that great restaurant in Paris last summer</i>	not carry out an intention <i>I forgot to go to the post office on my way home.</i>
stop	stop an action or situation eg <i>Stop talking and listen to me!</i>	stop something in order to do something else <i>We stopped to buy some sweets on the way home.</i>
go on	continue eg <i>Are you going to go on collecting pencils all your life?</i>	start something new <i>I started by collecting pencils, but then I went on to collect ink pens and biros.</i>
regret	be sorry for what has happened eg <i>I regret giving up stamp-collecting. It was a great hobby.</i>	be sorry for what you are about to say <i>I regret to inform you that your application was not successful.</i>
like	enjoy eg <i>Do you like collecting postcards?</i>	choose to/be in the habit of/ think it right to do <i>I like to have a healthy diet.</i>
try	do something to see what will happen eg <i>Try asking Bob. He should know what to do.</i>	make an effort/see if you can do something difficult <i>I tried to jump up and touch the ceiling but it was too high.</i>

15 Zero, first and second conditionals

There are four main types of conditional sentences. These are often called the **zero conditional**, the **first conditional**, the **second conditional** and the **third conditional**. See Grammar database 17 for information about the third conditional.

the zero conditional

Use: to talk about **general truths**
Structure: If + present simple, present simple
eg *If you **have** a brother or sister, you **are not** an only child.*

Note:

We can also swap the two halves of the sentence round:
eg *You **are not** an only child if you **have** a brother or sister.*

the first conditional

Use: to talk about **possible** or **likely** situations **now**, in the **future**, or **generally**
Structure: If + present simple, *will/won't* + bare infinitive
eg *If it **rains** tomorrow, we'll **stay** at home.
If it **rains** tomorrow, we **won't go** to the beach.*

Note:

We can also swap the two halves of the sentence round:
eg *We **won't go** to the beach if it **rains** tomorrow.*

Be careful!

We do **NOT** say: *If it **will rain** tomorrow... X*

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Note:

- *past perfect simple* and *continuous* do not change tense:

eg 'I'd been waiting for an hour,' said Fiona.

Fiona said (that) she **had been waiting** for an hour.

- We often don't make any changes to the verb tense when we are reporting a scientific fact or when something is still true:

eg 'Water **boils** at 100° C,' said the scientist. →

The scientist said that water **boils** at 100° C.

tense changes 2

If the reporting verb is in the past (eg *said*), we also have to change some modals.

direct speech	reported speech	examples
will	would	'I'll help you,' said Sean. → Sean said (that) he would help me.
can	could	'I can help you,' said Sean. → Sean said (that) he could help me.
must / have to	had to	'I must help Alison,' said Sean. → Sean said (that) he had to help me.
may	might	'I may be there,' said Sean. → Sean said (that) he might be there.

other word changes

- We also usually have to change some **pronouns** and other similar words.

eg 'I'll do **my** homework later,' said Carol.

Carol said she would do **her** homework later.

direct speech	indirect speech	examples
this/that + noun	the or that	'I love this pizza,' said Hazel. → Hazel said (that) she loved the/that pizza.
this/that + verb	it	' That is the coolest watch I've ever seen,' said Steve. → Steve said (that) it was the coolest watch he'd ever seen.
these/those + noun	the or those	'I'm going to buy these trainers,' said Paul. → Paul said (that) he was going to buy the/those trainers.
these/those + verb	they	' Those are the coolest trainers I've ever seen,' said Steve. → Steve said (that) they were the coolest trainers he'd ever seen.
verb + these/those (without an object)	them	'I'm going to buy these ,' said Paul. → Paul said (that) he was going to buy them .

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- Words connected to **time** and **place** also often change.

direct speech	reported speech	examples
here	there	'I love it here ,' said Megan. → Megan said (that) she loved it there .
now/at the moment	then or at that moment	'I'm doing it now ,' said Fred. → Fred said (that) he was doing it at that moment .
today	that day	'I'll do it today ,' said Fred. → Fred said (that) he would do it that day .
tomorrow	the following day or the next day	'I'll do it tomorrow ,' said Fred. → Fred said (that) he would do it the following day .
tonight	that night	'I'll do it tonight ,' said Fred. → Fred said (that) he would do it that night .
next week/ month/ year	the following week/month/year	'I'll do it next week ,' said Fred. → Fred said (that) he would do it the following week .
yesterday	the day before or the previous day	'I did it yesterday ,' said Fred. → Fred said (that) he had done it the day before .
last week/ month/ year	the previous week/month/year	'I did it last year ,' said Fred. → Fred said (that) he had done it the year before .
ago	before	'I did it two hours ago ,' said Fred. → Fred said (that) he had done it two hours before .

Be careful!

We don't always have to use the verb *say* with reported speech. We can also use other verbs such as *tell*, *suggest*, *promise*, etc. *Say* and *tell* take different grammatical structures. Compare:

say

He **said** (that) it had been cold.
He **said to us** (that) it had been cold.
She **said that I had to** go away.
I **didn't say anything to** Paul.

tell

He **told us** (that) it had been cold.
She **told me to** go away.
I **didn't tell Paul anything**.
+ tell (someone) a joke/a story/ a secret/the time

Reported questions

In *Grammar database 24* we looked at reported speech. We saw that you often have to change tenses, modals and other words when you go from direct to reported speech. We use **the same rules** when we report **questions** that people have asked.

have, do or be and modal questions

If a direct question begins with the verbs *have*, *do* or *be* (usually as auxiliary verbs), or a modal (*will*, *can*, etc), we use *if* or *whether* in the reported question. This is the kind of direct question which requires the answer *yes* or *no*.

- eg 'Do you want some more tea?' asked Mr Peters.
Mr Peters asked **if/whether** I wanted some more tea.
- eg 'Have you seen the new Bruce Willis movie?' asked Rolf.
Rolf asked **if/whether** I had seen the new Bruce Willis movie.
- eg 'Are you going to the match tomorrow, Megan?' asked Sally.
Sally asked Megan **if/whether** she was going to the match the next day.
- eg 'Will you help me next week, George?' asked Alan.
Alan asked George **if/whether** he would help him the following week.

Look at the examples above. You'll see that **the tenses, modals and time phrases, etc have changed in the same way as with reported speech**. For example, in the first sentence *Do you*

want is present simple. It becomes simple past (*wanted*) in reported speech. In the last example, *will* becomes *would*.

In direct questions we use the question form (*Do you want ...?*, *Have you seen ...?*, *Are you going ...?*, *Will you help ...?*). In reported questions we do **not** use the question form (*asked if I wanted*, *asked if I had seen*, *asked if she was going*, *asked if he would help*).

wh- questions

With questions beginning with *what*, *who*, *which*, *when*, *where*, *why* and *how* we do **NOT** use *if* or *whether*. We use **the same question word** as we used in the direct question, but we do **NOT** use the question form and we **do change tenses, modals**, etc.

- eg 'What do you want for breakfast?'
My mum asked me **what I wanted** for breakfast.
- eg 'Where can we play football?' asked Dave.
Dave asked us **where we could play** football.

Be careful!

We do **NOT** use question marks (?) with reported questions.

- eg Dave asked us where we could play football? **X**
Dave asked us where we could play football. **✓**

Indirect questions

Indirect questions are similar in some ways to reported questions, but they're not exactly the same.

Look at this **direct question**:

Where's the bank?

(grammatically correct but not very polite)

We often use **indirect questions** to be polite.

- eg Can you tell me where the bank is? (polite)
I wonder if you could tell me where the bank is.
(very polite)

There are some important things to remember:

1 question marks

Some indirect questions need question marks, and some don't. It depends on the phrase at the beginning:

with a question mark

Can/Could you tell me ...?
 Can/Could you let me know ...?
 Do you know ...?
 Do you think you can/could tell me ...?
 Would you mind telling me ...?
 Can/Could I ask ...?

without a question mark

I wonder if you can/could tell me ...
 I wonder if you could let me know ...
 I wonder if you know ...
 I would like to know ...

2 word order

Like with reported questions, we do **NOT** use the question form in indirect questions.

eg direct question: *What time **is** it?*

indirect question: *Do you know what time **it is**? ✓*
*Do you know what time **is it**? ✗*

4 wh- questions

Like with reported questions, direct questions that start with a *wh-* question (*when, where, etc*) use the same word in the indirect question.

eg direct question: ***What** time is it?*

indirect question: *Do you know **what** time it is?*

3 have, do or be and modal questions

Like with reported questions, direct questions that start with the verbs *have, do or be* or a modal use *if* or *whether* in indirect questions.

eg direct question: ***Will** you be there tomorrow?*

indirect question: *I'd like to know **if/whether** you'll be there tomorrow.*

5 tense changes, etc

With reported speech and reported questions, we often have to change tenses, modals and time phrases, etc. We do **NOT** do that with indirect questions.

eg direct question: ***Are** you going to you come on Friday?*

indirect question: *Do you know if you **are** going to come on Friday? ✓*
*Do you know if you **were** going to come on Friday? ✗*

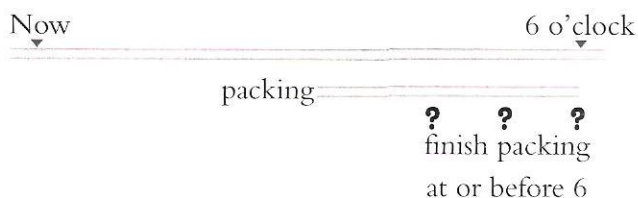
27 Future perfect simple and future continuous

future perfect simple

The future perfect simple is: **will + have + past participle**

We use the future perfect simple to show that a situation will finish **at** or **before** a certain time in the future.

eg *I **will have packed** all the suitcases by six o'clock.*



future continuous

The future continuous is: **will + be + -ing form**
 We often use the future continuous to show that an action is in progress (i.e. still continuing) at a certain time in the future.

eg *I **will still be packing** at five o'clock.*

