

This year we want you to meet some amazing people:

Some of them
are real ...



... but most of them are teenagers just like you.
Skim through your book now to
answer these questions:

WHAT'S HOT?

Why does everybody
love Chris?
See his story on
page 31



...and a few
of them are not!

Hi! I'm Josh!



Hello! I'm Sophie!

WHAT'S NOT?

Why is Alexandria all
dressed up?
Find out on page 9

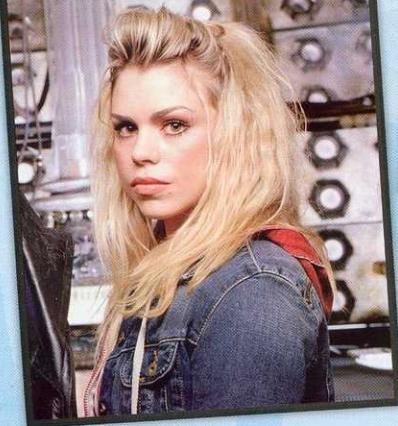


LOVE IT!

What did these
people get up to?
The answer's on
page 119.



Some of them
are famous ...



LOATHE IT?

Why do these kids
hate school? Find
out on page 75.



**Whether you're a sports superstar
or a computer whizzkid, a film
fanatic or a workaholic, there's
something for you here!
And don't forget ...
your opinion counts, too!**

Look out for these features in every unit:



Hi! Look out for us in the Zones.
We're here to help!

EXAMZONE

Do you need to choose the correct picture? Try this:

- Look at each set of pictures and think of words to describe them.
- Imagine what questions you might hear.



Summarise

In your own words, describe Martina's reaction to:
a the cows b the slides
Martina thought ... She says that ... In her opinion, ...

to help you explain what you've just read

Zones: to help you with grammar, word building, language skills and exam skills

Memorise

With a partner, take it in turns to name a local place which tourists can visit. The other person should say something that tourists can see or do there.

to make your brain work

Time to watch



the DVD brings each unit to life!

We're on the DVD, too!
See you soon!



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Listening	Speaking	Use your English	Writing DVD
Multiple-choice questions Matching pictures to situations	Making suggestions and giving advice	Vocabulary Making nouns from adjectives and verbs Grammar <i>suggest, would rather, prefer</i>	A letter of advice DVD <i>The Unteachables</i>
Multiple-choice questions	Discussing options Discussing advantages and disadvantages	Vocabulary Verb phrases with <i>be</i> Grammar <i>have/get something done</i>	A report DVD <i>Eco holidays</i>
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I like your style!

Get ideas

- 1 Make a list of the clothes and colours you wear most and compare with your partner.

Time to read

- 2 Look at the photos. How has Alexandria changed?

SKILLZONE

Need to find information in different paragraphs?

- Read the questions and underline key words.
- Read the paragraphs quickly for words and phrases that match.
- Don't read every detail.



- 3 Read the article quickly. Which paragraph (1–6) mentions:

- A someone's wardrobe?
- B the importance of non-verbal communication?
- C a new outlook for the future?
- D a difference of opinion?
- E some annoying physical symptoms of shyness?
- F a totally new look?

- 4 Read the article again and choose the best answer, A, B, C or D.

- 1 What does Charlotte think about clothes?
- A You should follow the fashion.
 - B You should always be comfortable.
 - C People judge by appearances.
 - D People judge your character first.
- 2 What does Jane find unusual about Alexandria's clothes?
- A That there are lots of tracksuits.
 - B That there aren't any skirts.
 - C That they don't fit in the wardrobe.
 - D That they are the same colour.
- 3 What do Jane and Charlotte do when they get to the shops?
- A They buy some new outfits for themselves.
 - B They try on some new clothes.
 - C They pretend to be models.
 - D They choose outfits for Alexandria.

- 4 What does Alexandria find out from the programme?

- A You are what you wear.
- B How to be one of a crowd.
- C Clothes make a difference.
- D Colour is everything.

- 5 What is a major effect of Zac's shyness?

- A communication problems
- B aggressive feelings
- C stress-related illness
- D fear of other people

- 6 What is Zac's attitude towards clothes and fashion?

- A He wants to be different.
- B He prefers not to be noticed.
- C He likes wearing colourful clothes.
- D He's very keen to be fashionable.

- 7 What does *this* in line 48 refer to?

- A missing an appointment
- B getting a modelling job
- C getting over fears
- D going to an interview

- 8 What helped Zac to get some modelling work?

- A professional advice
- B modelling experience
- C a portfolio of photographs
- D a change of job

- 5 Find words or phrases in the article that match these meanings.

- 1 form an opinion about someone in a critical way (para 1)
- 2 an experienced person who gives advice (para 1)
- 3 lots of different types of something (para 2)
- 4 usually do something (para 4)
- 5 a series of things you do in order to achieve something (para 5)
- 6 the shape and size of your body (para 6)

Summarise

Choose Alexandria or Zac.

What were their problems and what were the solutions?

Time to talk

- 6 Have you ever thought what your clothes say about you?

Look good, feel good!



before

Read about two teenagers who go for a change in their lives. One of them, Alexandria, was the subject of a TV programme, *Family Fashion*

1 Alexandria is a 15-year-old schoolgirl. She's very sporty and fit and enjoys life. She isn't really interested in following the fashion; she just chooses clothes that she feels comfortable in. She doesn't believe that people judge her by what she looks like. Her sister Charlotte, though, disagrees with this and wants to replace some of her clothes with a few smarter outfits. So, with the help of a fashion mentor, Charlotte aims to give Alexandria a makeover!

2 Jane, the stylist, turns up at Alexandria's house. While they are chatting, she draws attention to the fact that Alexandria's clothes have one thing in common: 'There's not a skirt in sight!' It's true, Alexandria's wardrobe is full of baggy tracksuits, T-shirts and some denim jeans. She avoids wearing brightly-coloured clothes but Jane is going to bring in a bit of variety! Alexandria now seems keen to face this new challenge and create a new image for herself.

3 Jane takes the two sisters to the shops where Charlotte has the chance to play at being stylist. However, the items she chooses for Alexandria to try on are not quite her style, although they're getting near. Finally, it's Jane's turn and she chooses three new outfits for Alexandria. When Alexandria comes out of the changing room with them on, it's difficult to recognise her as the same person. In her skirts, fancy tops and heels and with a new funky hairstyle, she could be a professional model! Charlotte is hugely impressed with her sister's chic new look and Alexandria herself looks confident and happy. Now she *will* stand out in a crowd, whether she likes it or not!

4 Zac, 17, wants to do a bit of modelling in his spare time, but he has to overcome some personality problems first. He gets so shy and nervous that he can't talk to people and he can't cope with the stress of casting sessions for photo shoots. 'My hands get all sweaty and I mix up my words if I feel I'm the centre of attention,' he says. He finds it difficult to make eye contact with people he doesn't know, so he often comes across as an unfriendly or aggressive character. He feels he should keep up with the fashion but he always wants to blend in, so he tends to wear the same urban-style clothes as everyone else.

A whole new wardrobe changes Alex's image

5 A psychologist helps him to loosen up and get over his fears. She tells him that his body language is all wrong: 'You're always sending out the wrong signals!' Over the course of a few weekends, Zac learns to express himself properly and he even manages to show up for an interview for a modelling job! Since he had missed several similar appointments in the past, this is a major achievement. The process of changing isn't easy but if he can get it right, nothing will hold him back any more!

6 Zac's height and build are just right for modelling so, after getting some advice from a stylist about his clothes, he soon manages to get some catalogue work and offers of future jobs. Everyone is delighted with his progress, and his mentors and friends hope that he'll move on to fashion shows and the catwalk. He's even putting together a portfolio of his photographs now! He's turned his life around, he's in control and – well, he can't believe his luck!

after



Coming up ... *The new look* on DVD. See page 17.

Fashion and identity

1 Find words in the article on page 9 that match these meanings.

- 1 a set of clothes (para 1)
- 2 a complete change of appearance (para 1)
- 3 someone who finds the best style for you (para 2)
- 4 loose clothes (para 2)
- 5 the way you look (para 2)
- 6 modern and fashionable (para 3)
- 7 the platform down which models walk (para 6)
- 8 a file of your professional work (para 6)

2 Complete the sentences with these words from the article on page 9.

aggressive body language eye contact loosen up
overcome personality

- 1 It's important to think that you can any problems in life.
- 2 If you make with people you are talking to, they will trust you more.
- 3 That sales assistant was really and tried to make us buy some jeans we didn't want!
- 4 She's got a really happy – and it shows in her clothes!
- 5 You can with people once you know them a bit better.
- 6 Your often shows how you feel, even though you may try to hide it.

3 Complete the phrases with these words.

centre draw fashion in (x 2) out yourself

- 1 have something common
- 2 follow the
- 3 send signals
- 4 be the of attention
- 5 express properly
- 6 stand out a crowd
- 7 attention to (something)

4 Complete the sentences with the correct verb.

do dress go keep put take try

- 1 I'm not sure if these boots really to/with the dress.
- 2 Ross likes to up/in with the fashion.
- 3 I'd like to over/on these trousers, please.
- 4 Please up/off your jackets if you're hot.
- 5 She off/on her jacket, got her bag and left the house.
- 6 Jo helped her little sister to up/down her buttons.
- 7 It will be a really posh wedding so we'll have to over/up.

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

catch on pick up sell out show off throw off
wear out wrap up

- 1 Don't forget to It's very cold outside.
- 2 I usually get bored with my trainers before they
- 3 I want to buy a T-shirt before the shop of them.
- 4 She her jacket and collapsed into a chair.
- 5 It's surprising how quickly new fashions
- 6 When he gets to school, he'll his new sunglasses to his friends.
- 7 Did you any good bargains in the sales?

6 Work with a partner. Write five sentences of your own using phrasal verbs from Exercises 4 and 5.

WORDZONE

Don't understand about **phrasal verbs**? No problem! They're **verbs** followed by **prepositions** or **adverbs**.

Look up words you don't know in a dictionary.



Memorise

Write three sentences using phrasal verbs that are true about you.



Present simple and present continuous

GRAMMARZONE

Present simple

permanent situations, general truths

*She's very sporty and fit and **enjoys** life.*

regular or repeated actions or habits

*He **gets** so shy and nervous that he can't talk to people.*

'dramatic present' for stories

*Jane **takes** the two sisters to the shops ...*

Present continuous

actions in progress at the time of speaking

*While they **are chatting** ...*

temporary activities at or around the time of speaking

*He's **putting** together a portfolio ...*

annoying habits

*'You're always **sending** out the wrong signals!'*

State verbs

some verbs are not normally used in the continuous form. e.g. *be, cost, hear, like, seem, think*, etc.

*She **doesn't believe** that people judge her by what she **looks** like.*

→ Grammar File, page 164

1 Complete the sentences with the present simple or present continuous of the verbs in brackets.

- 1 I **usually spend** (usually/spend) €50 a month on clothes.
- 2 (this jacket/look) funny with shorts?
- 3 She (always/go) window shopping but she (never/buy) anything!
- 4 (your mum/pay) for all your clothes?
- 5 I (not think) it's important to wear designer labels, do you?
- 6 My sister (work) in a shop this week.
- 7 Some fashions (be) silly, so I (not follow) them.
- 8 I (not/usually/choose) clothes that are very expensive.
- 9 My friend (wear) a miniskirt today but she (not/normally/wear) skirts at all!
- 10 She (see) the editor of the teen fashion magazine tomorrow.

2 Complete the text with the present simple or present continuous of the verbs in brackets.

The **colour** of your **clothes** can reflect your **personality** or change your mood.

Look around your class. Who

1) (wear) red at the moment?

This person has lots of energy. Confident people

2) (love) it. But don't choose this colour if you are feeling angry!

Entertainers often choose this fresh colour

because it 3) (make) them stand

out in a crowd. If you 4) (study)

today, yellow is a great colour to wear because it keeps your mind awake.

A person who often wears blue is a deep

thinker. He or she 5) (enjoy)

their own company. It helps people relax.

Maybe that's why so many people

6) (like) denim!

Purple is the colour of change.

7) (anyone/wear) this

colour today? Perhaps they want to

make a change in their lives!

Brown is the practical colour.

If you are wearing it right now, you

8) (probably/work) hard in today's lessons and your work is organised!

Look at the person who 9) (sit)

next to you. If he/she has on a white top

today, it makes him/her look fresh and clean!

Black is a really popular strong colour.

A person wearing this colour

10) (feel) protected.

Time to talk

3 What does the colour of your clothes say about you?

4 If you could have a fashion makeover, what would you like to change about yourself? Why?

Get ideas

- 1 Do you enjoy shopping for clothes? Why/Why not?
- 2 Describe the problems in the pictures below. Has anything similar happened to you?



Time to listen

- 12** **3** Listen to the conversation and decide which clothes Steve likes best (✓✓), which he thinks are OK (✓) and which he hates (X).
tie shirt suit old jeans smart jeans sweatshirt

✓✓	✓	X

SKILLZONE

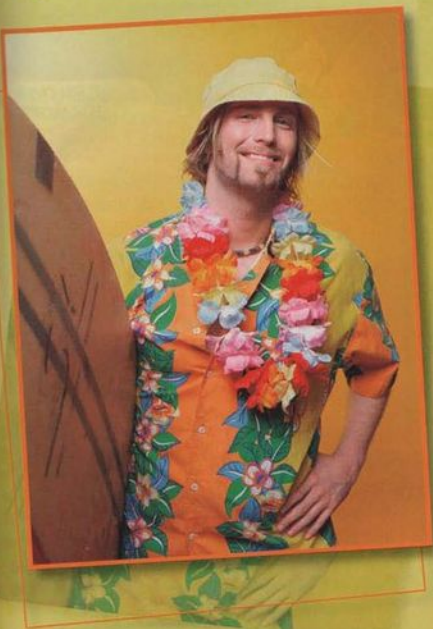
Can't understand the whole conversation? Don't worry! Use the words that you do understand to work out the general meaning.



- 13** **4** Listen to the conversations and choose the best answer, A, B or C. You will hear each conversation twice.
- 1 A boy is helping a friend to make a decision. What do they decide?
 - A He can wear his casual clothes.
 - B He needs to buy more fashionable clothes.
 - C He must choose something smart and formal.
 - 2 A brother and sister are discussing clothes and fashion. What upsets the girl?
 - A the fact that he borrows her things
 - B the amount of money he spends on clothes
 - C the time he spends getting ready
 - 3 A man is talking to some teenagers about clothes. What is his job?
 - A a professional runner
 - B a shop assistant
 - C a teacher
 - 4 You hear a boy complaining about a girl in his class. What annoys him?
 - A her clothes
 - B her hair
 - C her behaviour
 - 5 A girl is talking to her dad. What is the problem?
 - A The shirt was too expensive.
 - B The colours don't suit him.
 - C The shirt doesn't fit.
 - 6 Two girls are trying to identify a boy in a busy café. Which description fits the boy?
 - A dark hair and blue jeans
 - B blond hair and a smart shirt
 - C brown hair and black jeans
 - 7 A drummer is discussing a change of hairstyle with a friend. What does he decide?
 - A to cut his hair
 - B to let his hair grow
 - C to dye his hair blond
 - 8 A girl is discussing her favourite film star with her cousin. Which outfit does she think suits him most?
 - A something unusual
 - B something smart
 - C something casual

Get ideas

- 1 Look at the photo. What do you think of this outfit?



- 2 Listen to three teenagers giving their opinions. Which of the *Useful phrases* do they use?

Useful phrases

Well, to be honest, I think ...
 In my opinion, ...
 Personally, I ...
 As a matter of fact, ...
 To tell you the truth, ...

- 3 Your best friend is wearing these clothes. What would you say to him/her?

Time to speak

- 4 Look at this page and the photos on page 140. With a partner, ask and answer questions using cards A and B.

A Choose four of the questions below to ask your partner.

- Choose one of Kelly Osborne's outfits and describe it. What do you think of it?
- Tell me about the differences between two of Kelly Osborne's looks.
- Can you think of an occasion when she might wear any of these outfits?
- Which outfit do you think Kelly looks best in? Why?
- Which outfit do you like/dislike most?
- Would you choose any of these outfits yourself? Why?
- What sort of clothes do you/your friends usually choose to wear?
- Can you think of any other reasons why people wear different styles of clothes?

- B Look at the photos and answer Student A's questions. Use expressions from *Useful phrases* to give your opinion. Use the adjectives below the photos to help you.

- 5 Now swap roles. Ask different questions this time.

EXAMZONE

Comparing photos? Don't forget to:

- talk about the similarities as well as the differences.
- give plenty of information.



- 6 Say these words to a partner and put them in the correct column. Then listen and check.

comfortable coloured common
 conversation company overcome contact
 become concentration comfort come confident

comfortable

common

Making words negative

WORDZONE

Want to know how to **make words negative**? Add a prefix.

read
respectful
predictable
legible
possible
visible
responsible

misread
disrespectful
unpredictable
illegible
impossible
invisible
irresponsible



1 Make negative adjectives and complete the sentences.

... comfortable ... formal ... legal ... like
... patient ... regular

- I don't want to sit in this chair, it's very uncomfortable.
- My cousin's wedding was fun and
There weren't any speeches and no one wore a suit.
- The pony I rode was lively and, it wouldn't stand still.
- I formal clothes. I never wear a suit or a tie.
- The buses to our village are quite
We don't know when they will arrive.
- Riding a bike without a helmet is
The police will stop you.

2 Choose a word to complete each sentence so that it's true for you.

- Some teenagers take part in beauty pageants. In my opinion, this is *acceptable/unacceptable*.
- Our teacher usually wears quite *formal/informal* clothes.
- Most of the students in my class are quite *reliable/unreliable*.
- At home I am *tidy/untidy*.
- If I had a makeover, I think I would be *recognisable/unrecognisable*.
- I'm quite *mature/immature* for my age.
- When I go shopping with my family or friends, I'm usually very *patient/impatient*.



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

TURN OVER
FOR MORE!

Rachel is a rebel who doesn't care about clothes. She is sometimes rude and

1) (*disrespectful*) (respectful) to grown-ups and her behaviour is often unacceptable and 2) (appropriate). Laura is a tomboy who loves 3) (comfort) clothes like old tracksuits and trainers and hates to wear fashionable outfits. So why are Rachel and Laura trying to change the way they look?

They were chosen to take part in an

4) (usual) TV programme. The producers wanted ten badly-behaved teenagers to have a complete makeover. The three best can enter the Miss Teen international beauty competition in Chicago. The trouble is that none of the girls is very keen on beauty contests. The organisers tell them what to do, but the girls are 5) (happy) and refuse to follow instructions. An expert team also gives them advice on clothes, hair and make-up, but most girls are still 6) (suitable).

It's hard to imagine Rachel or Laura as a 'beauty queen'. Such beauty contests are much more popular in America than in the UK. They get so annoyed when someone tells them what to wear that they start to 7) (behave). Most of the British girls 8) (approve) of their new look. One girl says she looks like 'a Barbie doll gone wrong'. The girls all agree on one thing: you need to believe in yourself and be 9) (dependent). Who you are is more important than what you look like.



Articles

GRAMMARZONE

a/an + singular countable nouns

to refer to any one of a kind or group, or when a noun is mentioned for the first time

There's not a skirt in sight!

the + countable, uncountable or plural nouns

when the noun refers to something specific or unique, or to something already mentioned

Alexandria comes out of the changing room ...

no article with plural countable nouns or uncountable nouns

to make generalisations

He gets so nervous that he can't talk to people.

→ Grammar File, page 164

1 Complete the sentences with a/an, the or – (no article).

- 1 That's shop where I bought my new jeans.
- 2 Most large shops use security cameras to film customers.
- 3 His father bought all the presents in enormous supermarket.
- 4 My uncle sent this CD from USA.
- 5 I'd like to buy some Italian shoes when I'm in Milan.
- 6 She found some beautiful jewellery at small market stall.

2 Put the words in the correct order to make sentences. Add an article where necessary.

- 1 can / Shoes / be / expensive. / quite
- 2 you / Did / shops / go / to / Saturday? / on
- 3 We / on / bought / holiday. / these / in / souvenir shop
- 4 always / brother / T-shirt / My / wears / and / jeans.
- 5 I've / orange juice / my / just / spilt / on / shirt. / new
- 6 sunglasses / protect / sun. / Wear / eyes / to / your / from / the

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

A bad hair day!

Every year the BBC organises Children in Need Day which 1) a charity fund-raising day. People across 2) UK raise millions of pounds for children in countries throughout 3) world. Some kids were so keen to raise money that they took part in a crazy TV programme called *Keep your hair on!*

On this programme there is 4) extremely silly quiz every day. The loser gets a really bad haircut. They can't even choose their new hairstyle! Yasi is one of 5) unlucky losers. I join her at the end of the show when the hairdresser 6) cutting her hair short at the front. Yasi is worried! The hairdresser dyes the front of Yasi's hair blue! It doesn't go 7) her top, but she certainly stands 8) in the crowd! After the show, Yasi says she 9) not mind. How she looks is irrelevant. She and her friends 10) feeling happy because they raised a lot of money for charity.



Time to talk

- 4 Have you ever had a haircut you didn't like? How did it make you feel?
- 5 What would/wouldn't you do to raise money for charity? Why?

Get ideas

- 1 Which personality adjective best describes you?
Why? Tell a partner.

talkative
helpful
imaginative
entertaining
energetic
kind

Find the right words

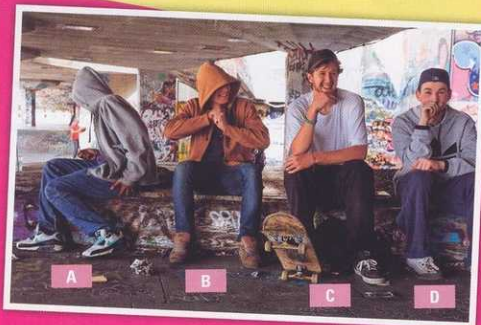
- 2 Complete the sentences with adjectives so that they are true for you.

adventurous cheerful funny generous helpful
honest impatient intelligent kind lazy lively
reliable serious

- 1 I would say I'm usually adventurous
2 My friends think I'm lively
3 Sometimes I can be serious
4 I hope I'm never serious

- 3 Read the description and find Jake in the photo.
Which words help you decide?

My friend Jake is lively and impatient and has a great sense of humour. He's always making me laugh. He usually gets on with everyone, but sometimes he gets angry when people tease him about his weird clothes. He's a skateboarder, you see, so he always wears baggy trousers and an old baseball cap over his brown curly hair.



- 4 Write a short paragraph about one other person in the photo. Describe his appearance and personality.
In my opinion, this person looks ...

Plan ahead

- 5 Read the advert from the school noticeboard and Pedro's notes. Choose the ideas you think he should include in his article.

Fashion competition

WIN A NEW OUTFIT!

Write a short article describing yourself and your favourite outfit.

Tell us what's special about these clothes and how they make you feel.
Be honest!

The writer of the best article wins a whole new outfit from the shop of their choice!

My favourite outfit - Pedro Mor

Favourite clothes

- sporty clothes, basketball kit
- don't like my brother's clothes
- 'lucky' socks - we usually win

Why is this outfit special?

- feel comfortable
- reminds me of winning competition
- can't remember how much it cost

Appearance and personality

- 15, tall, energetic
- I've got a new bike
- love attention!
- sometimes lazy

- 6 Read Pedro's article and match the headings from Exercise 5 with the paragraphs.



1 Hi! Let me introduce myself. My name's Pedro and I'm from Spain. I'm fifteen years old and taller than most people my age. I'm really keen on basketball and volleyball, so I usually wear sports clothes. To be honest, I'm quite lazy. Sometimes I don't bother to change my clothes after a match!

2 As a matter of fact, my favourite clothes are my basketball top and shorts because I feel so comfortable in them. They also remind me of winning the basketball competition this summer, which was a brilliant day for me as I scored the winning points! And I always wear my 'lucky' socks for matches. They're really old and full of holes but I'm sure they help me to play well!

3 When I'm wearing this outfit, I feel as though I'm the centre of attention. I also think these clothes express my personality quite well. They're bright red which is a really strong, energetic colour, just like me!

- 7 Read Pedro's article again and answer the questions below.

- 1 What tense(s) does Pedro use?
- 2 Does Pedro use formal or informal language? Find examples.
- 3 Does Pedro give clear reasons for his choice? Where?

Time to write an article

- 8 Make notes describing your favourite outfit.

Clothes	Description
jeans	comfortable, can wear them with anything

- 9 Write your article for the competition in 120–180 words. Use your notes, the *Skillzone* and Pedro's article to help you.

SKILLZONE

Problems starting a piece of writing? You need to brainstorm ideas!

- Write a list of short notes giving all your ideas.
- Select the best ideas.
- Organise your ideas into paragraphs with clear headings.



Time to watch *The new look*

- 10 Watch the DVD and do the activities on page 152.



2

Do something different!

Get ideas

- 1 What are your top five things to do on a 'day out'? Compare with a partner.
- 2 Is there an art gallery or museum in your top five things to do? Why/Why not?

Time to read

- 3 What is happening in each photo? Do you think any of the objects look like 'art'? Which looks the most fun?

SKILLZONE

Reading for details? Try this:

- read the questions first
- find the information in the text
- note the line numbers
- choose the correct option



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

- 1 What did Martina do last year that was unusual?
A She went shopping.
B She started doing something she didn't use to like.
C She changed her hobby.
D She saw a cow in the street.
- 2 How did Martina react when she first saw the cow?
A She went crazy.
B She couldn't believe her eyes.
C She thought it was real.
D She was surprised that tourists liked it.
- 3 According to the text, CowParade is
A a small local organisation.
B a charity which raises money for art.
C a huge international art event.
D a large group of artists.
- 4 How did Martina feel about the cow sculptures?
A She thought they were a good way to raise money.
B She thought they wouldn't look right at her home.
C She thought there were too many to see in one day.
D She thought they were extremely interesting.

- 5 What immediately surprised Martina the most about the sculptures in the Tate Modern gallery?
A their length and speed
B their shape and height
C their size and use
D their colour and position
- 6 According to the sculptor, his slides are
A used for mental and physical entertainment.
B used mainly in practical situations.
C ideal in children's play areas.
D intended to make people exercise their minds.
- 7 How did Martina feel after her experience on the slide?
A thrilled
B surprised
C worried
D exhausted
- 8 What is the main message of the article?
A Art used to be boring.
B Sculpture is the most modern form of art.
C Only older people are interested in art.
D Art is better when people can get involved.

- 5 Find words in the text that match these meanings.

- 1 the art of making things from wood, metal or stone (para 1)
- 2 stunning (para 1)
- 3 outside (adj) (para 3)
- 4 correct or real (para 4)
- 5 get down (para 6)

- 6 Find words or phrases in the text that have the opposite meaning.

- 1 gave up (para 1)
- 2 on the edge (para 1)
- 3 international (para 3)
- 4 bored (adj) (para 3)
- 5 small (para 5)

Summarise

In your own words, describe Martina's reaction to:
a the cows b the slides

Martina thought ... She says that ... In her opinion, ...

Time to talk

- 7 Do you think the cows and slides are 'real' art? Why/Why not?
- 8 Is art important to you or not? Give reasons.

Mad about art



1 Martina Gonzales recently took up a new hobby. Sixteen-year-old Martina joined a sculpture class last summer and is already planning her own exhibition. The strange thing is, she disliked art until two years ago. Martina clearly remembers the day she changed her mind. Every Saturday she went shopping in town with her friend Eva. On one particular Saturday they were rushing to meet Martina's mum at a café near the shops, when they noticed something strange. Did they really see a cow in the street? Yes. There, in the middle of the square, was a life-size blue and gold cow sculpture with spectacular patterns!

'Did they really see a cow in the street?'

2 Martina explains, 'At first I thought I was going mad! I closed my eyes and opened them again. Several Japanese tourists were admiring the cow. Some were taking photos, others were laughing. But what was it doing there? I didn't know!'

3 Fortunately for Martina, her mum, who was waiting at the café, had more information about the strange cow. While they were drinking their coffee, she showed them a leaflet about an international organisation called *CowParade*. It explained that individual artists and groups paint the cows for an exhibition in their local town or city. All the exhibitions come together to form 'the largest open-air art event in the world'. After each event, the cows are sold in an auction to raise money for local charities. Martina was fascinated, so they went to see as many cows as possible. From that moment, Martina wanted to paint a cow, or even buy one, but her mum pointed out that a life-size cow would look silly on their balcony!



4 At her summer sculpture classes Martina learned to make designs in wood, metal and plastic. Her teacher told her to visit exhibitions and experiment with ideas. 'It's great fun! Before the *CowParade* I thought 'proper' art was boring – something old people go to see,' says Martina. 'The cows inspired me. Now I'm working on some wooden sculptures to decorate balconies. I'd like to make much larger designs but it's awkward in our small flat!'

5 Another source of inspiration for Martina was a school trip to London a few months ago. The pupils visited many tourist attractions including the Tate Modern art gallery. As they entered an exhibition hall, they saw a display of five massive pieces of silver metalwork. Martina was amazed. 'They were giant slides! The largest was fifty metres long and five storeys high! You can actually get on the slide and slide down it at about forty kilometres an hour!'

6 The tour guide explained that the artist, Carsten Holler, believes these slides are 'a playground for the body and mind'. But Martina's favourite piece of information was that Holler installed a slide for Miuccia Prada at her office in Milan so she can descend to the car park quickly! Finally, it was Martina's turn to try the slides. 'We booked tickets for the steepest slide. I took a deep breath and let go. I went flying downwards and shot out of the other end onto the floor. Brilliant! It's art that you can take part in!'



Coming up ... *Break dance* on DVD. See page 27

Sightseeing

1 Match the words (1–8) from the article on page 19 to the meanings (a–h).

- | | |
|--------------------------|----------------------|
| 1 exhibition (para 1) | 5 charities (para 3) |
| 2 international (para 3) | 6 trip (para 5) |
| 3 event (para 3) | 7 display (para 5) |
| 4 auction (para 3) | 8 booked (para 6) |
- a a sale where things are sold to the person who offers the most money
 b reserved something (e.g. a hotel room, tickets, etc.)
 c an arrangement of things for people to look at
 d a public show where people can see paintings, photographs, etc.
 e involving more than one country
 f a short visit to a place
 g something (e.g. a performance, a show, etc.) that has been arranged for a particular date
 h organisations that give money to people in need

2 Complete the phrases with these words.

book exhibition gallery open photos
 times tour tourist

- | | |
|--------------------------|-----------------|
| 1 <u>exhibition</u> hall | 5 opening |
| 2 attraction | 6 art |
| 3 tickets | 7 guide |
| 4 daily | 8 take |

3 Find the odd one out in each group.

- | | | | |
|--------------|-----------|---------------|------------|
| 1 daily | often | weekly | annual |
| 2 national | local | international | nearby |
| 3 visitor | guidebook | tourist | sightseer |
| 4 exhibition | sculpture | painting | photograph |
| 5 journey | trip | tour | tour guide |

4 Complete the text with the correct form of a word or phrase from Exercises 1–3.

MIDSUMMER PALACE

VISITS
& HOLIDAYS

Midsummer Palace is open 1) except Mondays.
 The 2) are 9a.m.–6p.m. The palace is closed in
 December for a(n) 3) holiday.
 Guided 4) start on the hour, every hour. Our
 professional 5) will explain the history of the
 palace. Visitors may also buy a 6) from the
 reception desk.
 Visitors may 7) photographs anywhere except in
 the art 8)
 During the summer, we have 9) concerts in the
 gardens. There is also a regular fireworks 10)
 This is held 11) – every Saturday evening from
 8p.m. onwards. Many other special 12) are held
 throughout the year. Why not have a look at our website?
www.midsummerpalace.com

WORDZONE

Look! Sometimes **one phrasal verb** can have **two or more different meanings**.

take (something) on = accept (a challenge)

take (somebody) on = increase the number of staff/workers



5 Write the correct form of the verb **take** and choose the correct preposition to complete the sentences.

- Our flight didn't *off/over* on time.
- Would you like to *take* *off/in* your coat?
- I was bored, so I didn't *up/in* what the guide was saying.
- Dad was tired of driving. Mum *out/over*.
- I want to *up/in* a new hobby. What do you recommend?
- The museum always *in/on* more guides when the tourist season starts.
- Recently I *on/up* painting, but I'm not very good at it yet.
- My uncle *us out/over* for the day. We had a great time!
- The art gallery really *on/off* after they introduced painting classes.
- That sculpture would *out/up* too much space in the room.
- We have a spare room, so we sometimes *over/in* tourists as guests.

Memorise

With a partner, take it in turns to name a local place which tourists can visit. The other person should say something that tourists can see or do there.



Past simple and past continuous

GRAMMARZONE

Past simple

a completed action at a definite time in the past

Martina **joined** a sculpture class last summer.

one completed action after another

I **took** a deep breath and **let go**.

a past habit or regular past event

Every Saturday she **went** shopping in town.

Past continuous

an action in progress in the past

Several Japanese tourists **were admiring** the cow.

two actions in progress at the same time in the past

Some **were laughing**, others **were taking** photos.

Past continuous and past simple

past continuous for an action in progress in the past when another action (past simple) interrupted it

They **were rushing** to meet Martina's mum at a café when they **noticed** something.

past continuous to 'set the scene' in a story; past simple for the actions and events

While they **were drinking** their coffee, she **showed** them a leaflet about CowParade.

→ Grammar File, page 165

- 3 Match the beginnings (1–6) with the endings (a–f). Then complete the sentences with **when** or **while** and the correct form of the verbs in brackets.

- | | |
|----------------------------|--|
| 1 I (see) lots of tourists | a I (climb) the mountain. |
| 2 We (swim) in the sea | b I accidentally (knock) it down. |
| 3 I (break) my leg | c I (walk) past the museum today. |
| 4 My brother (talk) | d I (see) a huge octopus! |
| 5 I (admire) a sculpture | e the famous artist (paint). |
| 6 People (take) photos | f everyone else (listen) to the guide. |

- 1 I saw lots of tourists while I was walking past the museum today.

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

become eat lie make paint represent set up
stand take off take over take up work



In 1996, Pascal Knapp 1) as a sculptor when his father asked him to make a cow sculpture for an exhibition in Zurich, Switzerland. Pascal immediately 2) the challenge. First, he 3) a cow that 4) on all four legs with its head up. It was so popular that Pascal's father soon asked him to make two more cows. The second cow 5) down and the third cow 6) grass.

In 1999, Peter Hanig 7) the very first CowParade in Chicago. Local artists 8) the cows in a way that 9) local culture. They placed them throughout the city centre in public places such as train stations and parks. Sometimes they 10) whole streets and squares.

Soon after the Chicago event, CowParade 11) in other countries and Pascal's cows 12) an international success.

- 1 Underline the examples of the past simple and past continuous in the article on page 19.

- 2 Complete the conversation with the past simple of the verbs in brackets.

Zoë: What 1) (you/do) yesterday?

Nick: Well, 2) I (go) to an exhibition of Ancient Egyptian mummies at the museum.

Zoë: How spooky! 3) (you/enjoy) it?

Nick: Yes. I 4) (think) it was amazing!

Zoë: 5) (they/have) anything else there apart from mummies?

Nick: Actually, they 6) (have) statues and masks. But I was disappointed because I 7) (not see) the mask of King Tutankhamun. They 8) (leave) that in Egypt.

Time to talk

- 5 Are there any statues or sculptures in your local area? Do you like them? Why/Why not?

Get ideas

- 1 Look at the photo of Domino Day. How long do you think it took to make this design? How many dominoes do you think were used?
- 2 Are any special events like this organised in your local area?



- 3 Match the words and phrases (1–8) with the meanings (a–h).

- | | |
|------------------|--|
| 1 the sights | a join in |
| 2 facilities | b an organisation that controls a town or city |
| 3 go sightseeing | c a painting, sculpture, etc. of high quality |
| 4 leisure | d interesting places that tourists visit |
| 5 work of art | e visit places of interest |
| 6 council | f places or buildings providing a particular type of service |
| 7 culture | g free time |
| 8 participate | h things related to art, music and literature |

Time to listen

EXAMZONE

Need to fill gaps? Think about:

- what type of word (noun, adjective, verb) you need.
- what the sentence is about (a place, a description, an action).
- Then listen carefully for that information.



- 4 You will hear someone talking about a survey on local entertainment facilities. Before you listen, work with a partner to identify the type of words that are missing from the sentences in Exercise 5.

- 5 Listen and complete the sentences.

Students between the ages of fourteen and

1) took part in the survey.

Sally suggested a(n) 2) as somewhere teenagers might want to go.

Around half of the students hadn't visited their local castles, ancient ruins and other places of historical 3)

In multiplexes, you can do 4) of different things.

The most popular suggestion for the summer was a 5)

Students were really 6) to see the Domino Day photos.

The people who set up the dominoes work mostly on their 7)

The idea of Domino Day is to 8) as many dominoes in one go as possible.

Everyone involved in the survey agreed to ask the local council if they would organise some 9) events for teenagers.

10) isn't just for tourists – local students can join in as well.

- 6 Listen and repeat.

- | | |
|----------------|----------------|
| 1 exhibition | 3 satisfaction |
| 2 subscription | 4 inspiration |

Get ideas



- 1 Read the list of leisure facilities. Which facilities do you have in your area?

multiplex
ice-skating rink
skateboarding park
amusement park
theatre

museum
sports centre
amusement arcade
athletics stadium
water park

- 2 With a partner, discuss what other facilities you would like in your local area.
- 3 Your local town council wants to build a new leisure facility. With a partner, choose one of the facilities in Exercise 1 and think of three reasons why it would be a good idea to build this leisure facility.

Useful phrases

I think it would be a good idea to ...
It might be better if ...
I don't think X would be the right place for ...
How/What about ...?

- 4 Choose the correct preposition to complete the phrases.

- 1 in/on the centre
- 2 on/at the outskirts
- 3 at/in a side street
- 4 on/in a main road
- 5 in/at a residential area
- 6 on/in the suburbs
- 7 in/on the corner
- 8 on/to the way out of the centre

Time to speak

- 5 Look at the town map on page 141. The town council has decided to build either a brand-new multi-screen cinema complex with a bowling alley, 'cool' cafeterias and an amusement arcade, or a new leisure centre with a swimming pool, restaurants and other sports facilities. Discuss with a partner which of the two places you think the town council should build and why.
- 6 Discuss with your partner which site in the town (A, B or C) would be the best location for it.

EXAMZONE

Remember! Include your partner in the discussion! Try using some of the following phrases:

Shall I start off?
What do you think?
Do you think that's a good idea?
How does that sound?



Prepositions of place and movement

WORDZONE

Remember! Use the correct **prepositions** to show:

→ **where you are:** *at, in, on*

→ **where you're going:** *across, down, from, into, out, to, towards, up.*

*We're **at** the theatre. It's **on** the table.*

*We're going **across** the road, **towards** the station.*



1 Complete the sentences with these prepositions.

across at down from into on (x2) to
towards up

- We climbed to the top of the tower.
- When I looked from the top of the tower the people below looked tiny!
- I sent Mary a postcard the bottom of the Eiffel Tower.
- We waited for half an hour to get the theatre.
- The bowling alley was the corner of a main road.
- We all moved the exit after the concert finished.
- We went the Planetarium last week.
- While we were the Planetarium, we met some friends.
- We had to walk the road to get to the leisure centre on the other side.
- The leisure centre was the other side of the road.

2 Choose the correct preposition to complete the text.

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

- The volume of on the roads has increased.
A cars C vehicles
B traffic D goods
- I couldn't with my sister's problems.
A accept C understand
B cope D solve
- As we were the stairs, we could see the dinosaur skeletons below us in the exhibition hall.
A climbing C stepping
B running D sliding
- The new show is extremely with the viewers.
A hit C famous
B success D popular
- Every January I pay ten euros for my subscription to the fan club.
A ancient C year
B another D annual
- There was a lot of information in the talk and it was difficult to it all in.
A take C hold
B have D catch
- You're not afraid of , are you?
A highs C lows
B heights D edges
- The London Eye really as one of the most popular tourist attractions.
A takes off C stands out
B gets on D makes up
- You need a hand if you want to become a painter.
A strong C straight
B steady D stern
- If you are good at instructions, then you'll be able to work this machine easily.
A following C having
B doing D taking

Walking on air

Well, the photos say it all, don't they? I'm just back from a visit 1) *to/in* the Grand Canyon Skywalk and it was by far the best day out I've ever had! The bridge is amazing! The inspiration for the Skywalk bridge came from members of the Hualapai tribe who live in the area. It is designed to give people the feeling of flying 2) *in/up* the sky like an eagle. 3) *At/On* the way up to the Skywalk, I felt a bit nervous, to be honest, although it was much less frightening than I had imagined. It certainly isn't for people who are afraid of heights! The glass bridge that makes up the Skywalk stands 1,220 metres 4) *above/up* ground level. That is far higher than any skyscraper 5) *to/in* the world. The Taipei 101 building in Taiwan, for example, at 509 metres, is less than half the height! When we were 6) *on/over* the Glass Bridge, the further we went out 7) *to/over* the canyon, the dizzy I felt! However, that soon passed, and while we were standing there, 8) *at/in* the edge of the bridge, I really did feel as if I was flying.



Comparatives and superlatives

GRAMMARZONE

Comparatives

To compare two things/people that are not equal, use the comparative + *than*

adjective/adverb with one or two syllables + *-er*

The Skywalk is **higher than** the Taipei 101 building.

adjectives/adverbs with two or more syllables use *more/less*

It was **less frightening than** I had imagined.

to compare two things/people that are equal use *as + adjective + as*

The Taipei 101 building is **not as high as** the Skywalk bridge.

to say that one situation depends on another, use *the + comparative + the + comparative*

The further we went out over the canyon, **the dizzier** I felt.

Superlatives

To compare three or more things, use the superlative + *the*

adjective/adverb with one or two syllables + *-est*

It's made from **the strongest** glass in the world.

adjectives/adverbs with two or more syllables use *the most/the least*

It was **the most incredible** experience I've ever had.

make comparatives and superlatives stronger by using certain phrases

The Skywalk was much more interesting than a museum. It was **by far the best** day out I've ever had in my life!

Note: some comparative and superlative adjectives are irregular.

It was **the best** day out I've ever had.

→ Grammar File, page 165

2 Complete the sentences with the comparative or superlative of the adjectives in brackets.

- Tokyo has (large) population of any city in the world.
- David Blaine is (popular) magician today.
- (small) cinema in the world seats sixty-three people and is in the park of Villa Borghese, Rome, Italy.
- The roads to the seaside are much (busy) in the summer than in the winter.
- It was a lot (cool) inside the castle than it was outside.
- Some of (impressive) sights in Greece are the ancient ruins.
- The students didn't find the palace tour (interesting) as the theme park rides.
- (quick) way to get there is by train.

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

- While we were watching the parade, a dog suddenly out into the road.
A was running B was run C ran D run
- We went on a day to the Eiffel Tower last week. It was incredible.
A tour B trip C journey D holiday
- Have you tried to break a world record?
A surely B yet C soon D ever
- To get to the main road, you just go the park and turn left.
A from B through C opposite D at
- I couldn't anything from the top of the volcano because we were above the clouds!
A seen B was seeing C see D saw
- When I was younger, I going to the zoo.
A like B was liked C was liking D liked
- The weather colder now that autumn is here.
A is getting B getting C gets D got
- I to watch a fantastic display of acrobatics last Saturday.
A go B have gone C went D am going
- The faster we went on the ride, the I felt.
A very bad B bad C worst D worse
- The fireworks display was spectacular than the previous year.
A far much B much more C much D very

Time to talk

4 What is the best place you've ever visited? Why?

1 Choose the correct alternative to complete the sentences.

- The Empire State building is *higher/more high* than the Eiffel Tower.
- The *longer/longest* we waited, the more impatient we became.
- The skyscraper wasn't as high *as/than* we expected.
- The concert tickets were *less/not as* expensive than the theatre tickets.
- The Chamber of Horrors is by far the *most/more* frightening place I've ever visited!

Get ideas

- 1 Are there any interesting places to visit near where you live? Talk about them with a partner.
- 2 Read the writing task and the report about the two places in the photos. Which place would you prefer to visit? Why?

International students visit

Ten international students are visiting us next month. Please suggest some places to take them. Write a report (120–180 words) about two places of local interest. Describe the places and give your recommendations.

Ms Thomson

To: Ms Margie Thompson

From: Kate Williams

Date: 1st October

Introduction

The purpose of this report is to recommend two possible tourist destinations for a group of visiting students. I have chosen Castell Coch and Cadbury World.

Castell Coch

Castell Coch (Red Castle) is known as the 'fairytale' castle because of its romantic appearance. When I visited Castell Coch, it was raining and misty, just the right atmosphere to see the ghost that is supposed to live there! This famous castle has been the setting for a TV series about witches so it can get quite crowded sometimes. Teenagers who like exploring would really enjoy visiting such a place.

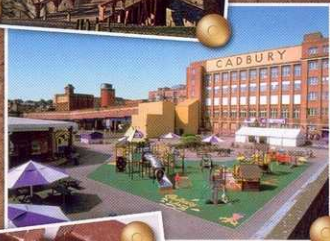
Cadbury World

Cadbury World, where they make the world-famous chocolate, is a great day out for anyone with a sweet tooth!

I would recommend it because you can learn how to make chocolate and where it comes from. You can't actually see inside the chocolate factory, but you can visit the world's largest Cadbury chocolate shop.

Conclusion/Recommendations

In conclusion, I believe either tourist attraction is suitable for visiting students as both attractions offer something for everyone.



Find the right words

- 3 Look at the phrases in bold in the report in Exercise 2 and write them in the correct column.

Passive voice	Set phrases	Formal language
is known		

- 4 Rewrite these sentences to make the language more formal.

- I didn't like the restaurant at all.
I wouldn't
- There are some interesting places to visit in the area.
There are some interesting
- A well-known author has written a series of novels about the castle.
A series of novels
- Foreign students will have a great time here.
Foreign students

Plan ahead

- 5 Read the report in Exercise 2 again. Complete the advantages and disadvantages below for each tourist attraction.

Castell Coch

Advantages	Disadvantages

Cadbury World

Advantages	Disadvantages

- 6 Choose what you should do if you want to write a good report. Discuss with a partner.

include the reason for writing the report
write the text in paragraphs, like a story
use paragraph headings
use a friendly informal style
write an introduction and a conclusion
use formal or semi-formal language
make suggestions and recommendations
sign your name at the end of the report

SKILLZONE

Remember!

- Describe what you can do and see at each place.
- Say who will enjoy these activities.
- Use headings to organise your report.
- End with a recommendation.



- 7 Complete the plan for a report about a local tourist attraction. Write notes for what you would include in each paragraph.

Introduction

Place 1

Place 2

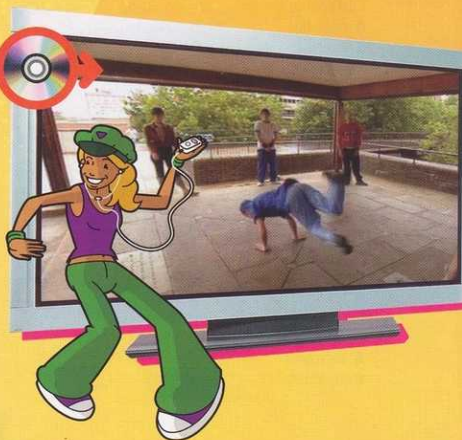
Recommendation

Time to write a report

- 8 A local travel agent has asked you to recommend two places of interest for a group of English teenagers to visit in your area. Write a report of 120–180 words, saying how suitable the places are.

Time to watch *Break dance*

- 9 Watch the DVD and do the activities on page 153.



Vocabulary

1 Choose the correct alternative to complete the sentences.

- 1 A *model/stylist* is a person who makes you hair, clothes and make-up look good.
- 2 A *makeover/casting session* can completely change the way you look.
- 3 *Image/Baggy* clothes are loose and comfortable.
- 4 You may see models on a *catwalk/photo shoot* at a fashion show.
- 5 To be a model you need a good *image/portfolio* of photos.
- 6 Alexandria's *wardrobe/makeover* doesn't include any skirts.
- 7 She has a happy and confident *personality/image*.
- 8 Alan doesn't smile, so he appears *confident/aggressive*.
- 9 Zac wears the same clothes as everyone else in order to *blend in/stand out*.

2 Choose the word that best completes the sentence.

- 1 Just be yourself and don't follow the
A fashion B clothes
C style D outfits
- 2 Sometimes I find it quite hard to start
A expressions B contact
C signals D conversations
- 3 Most models are quite happy to be the centre of
A image B attention
C impression D looks
- 4 Don't worry about the interview, just loosen and relax.
A off B down
C up D out
- 5 If you don't make plenty of eye, people might not trust you.
A make-up B contact
C sight D line
- 6 This orange top will make you stand out in a
A signal B conversation
C crowd D character
- 7 Your body can reveal your thoughts and opinions.
A language B signal
C expression D mood
- 8 I get on well with Tom, although we don't have much in
A common B crowd
C sympathy D exchange
- 9 It's important to yourself well.
A impress B show off
C follow D express
- 10 Zac managed to his shyness.
A overcome B express
C stand out D reveal

3 Write the opposite of each word. Then write V for verb and A for adjective.

- | | | |
|-------------|-------------|---------|
| 1 ...mis... | understand | ...V... |
| 2 ...dis... | approve | ..... |
| 3 ...il... | legible | ..... |
| 4 ...in... | visible | ..... |
| 5 ...be... | behave | ..... |
| 6 ...ir... | responsible | ..... |
| 7 ...re... | regular | ..... |
| 8 ...li... | like | ..... |
| 9 ...fa... | fashionable | ..... |
| 10 ...co... | comfortable | ..... |

4 Complete the text with these words.

across attractions down from gallery
international into opening to tour up

Have you ever wondered what it would be like to be a 1) guide? Callum Scott was seventeen when he had the chance to show some of the local tourist 2) to a group of 3) students who were visiting his country. It's a hard job, as Callum explained. 'First, a bus nearly hit two students when they were walking 4) the road. Then, they all went 5) a small shop and I had to help them buy things. After that, we went 6) an art 7) but I had mixed up the 8) times and it was closed. Finally, we climbed 9) the old tower in the town square, but as two girls looked down 10) the top they felt dizzy and I had to help them back 11) again.'

5 Match the beginnings (1-10) with the endings (a-j).

- | | |
|---|---------------------------------------|
| 1 Fashion models have to cope | a in, then black is a great colour. |
| 2 The stylist mixed | b on lots of new models. |
| 3 Your body language is sending | c across as very confident. |
| 4 Your clothes are all black, let's bring | d with long days and late nights. |
| 5 Don't let shyness hold you | e over from her on the catwalk. |
| 6 Although Max is shy, he comes | f out the wrong signals. |
| 7 If you want to blend | g up the clothes for the photo shoot! |
| 8 Vicki quickly got | h in a bit of colour. |
| 9 The agency is taking | i back from achieving your dreams. |
| 10 When a model was ill, Ann took | j over the shock of her makeover. |

Grammar

6 Choose the correct alternative to complete the sentences.

- I've got a new outfit. What *do you think/are you thinking* of it?
- You seem upset. What *do you think/are you thinking* about?
- Can you be quiet? *I listen/I'm listening* to my new CD.
- We always *listen/are listening* carefully when the photographer is talking.
- My Uncle John usually *remembers/is remembering* my birthday.
- Do you like/Are you liking* Jenny's new hairstyle?
- The photographer is *looking/looks* at the models now.
- The models *hate/are hating* waiting around before a show.

7 Write complete sentences with the past simple and the past continuous where possible.

- The photographer / wait / while / the model / get ready.
- The model / do / her own hairstyle / because / the stylist / be / too busy.
- Anna / wear / new jeans / but / drop / jam / on them.
- When / he / look / in the mirror / Pete / notice / a horrible spot!
- While / we / wait / to see / the fashion show / I / hear / someone shout.
- They / watch / quietly / while / the artist / paint.

8 Complete the email with *a/an, the or -*.

Hi Ella,
 Sorry I haven't written for 1) week or two. I'm really busy with 2) school work at 3) moment. Anyway, are you still coming to 4) Greece in 5) summer? I'd love to see you.
 You can stay at my house and we can go to 6) beach every day, it's not far. There's 7) café here, too, and several 8) restaurants. Or, if you prefer, we can take 9) taxi into town and have 10) night out with my friends. They love 11) dancing, so we can go to 12) club if you like. There are lots to choose from.
 Write soon!
 Your friend,
 Anastasia

9 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

- Which outfit do you like most? BEST
Which outfit?
- Marianna's shoes are higher than Stella's. AS
Stella's shoes Marianna's.
- Paul's hairstyle isn't as fashionable as George's. THAN
George's hairstyle
- I can't find a cheaper pair of jeans than these. THE
These are I can find.
- That T-shirt costs a lot more than all the others. EXPENSIVE
That T-shirt
- The stylist doesn't earn as much as the model. LESS
The stylist the model.
- I prefer comfortable clothes to smart ones. MORE
I like smart ones.
- The silver sunglasses are nicer than the black ones. NOT
The black sunglasses the silver ones.

10 Complete the text with a suitable word in each gap.

Wouldn't it be great to be 1) fastest person in the world? Or have the 2) gold medals? 3) Do like finding out about world records? 4) and it's my dream to set 5) new record for something. But what? People 6) setting new records all the time, so it 7) getting more 8) more difficult to think of something different!
 There are already records for odd things such as 9) most people brushing their teeth at the same time, growing an apple as big 10) a melon or people who can eat 11) hamburgers than the rest of us. Personally, I think it would be fun to set a record for knowing more about records 12) anyone else in the world!

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 152 and 153
- Grammar File, pages 164 and 165



3

School
rocks!

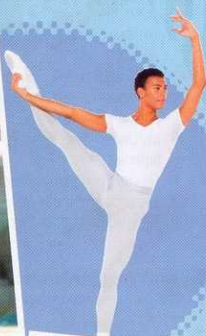
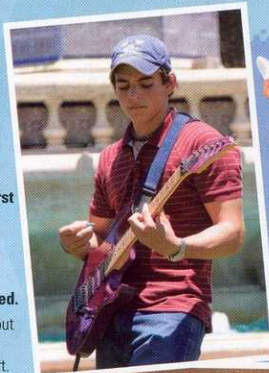
Get ideas

- 1 Do you have any of the talents shown in the photos? If you could improve one of your skills or talents, which would you choose?

Time to read

- 2 What do you think *Rock School* is? Read the first two paragraphs to find out.
- 3 Read the article on page 31 and choose the sentence (A–H) that best fits each gap (1–7). There is one extra sentence that you do not need.

- A It's called *Is there anybody out there?* and it's about life in Lowestoft.
- B His only claim to fame was that he was very short.
- C He became a friend – showed us what's out there.
- D I was stuck in the audience while they did their first gig.
- E More and more, Gene's attention turned to Little Chris.
- F Before the programme, Gene had wondered if he would be a good teacher.
- G They came from Lowestoft, too – from Kirkley High School.
- H LA is bigger and better than Lowestoft.



EXAMZONE

Not sure where the missing sentences go? Look for:

- matching topics.
- reference words (names, it, there, he, she).
- linking and time words (but, so, then).



Summarise

Explain in your own words what the text says about:

Gene Simmons I would say Gene is ...
 Lowestoft Lowestoft seems like a ... place.
 Chris's experience with *Rock School* First ... Then/
 Next ... Finally/In the end, ...

- 4 Find words in the article that match these meanings.

- 1 normal (para 1)
- 2 chose (para 2)
- 3 opportunity (week one)
- 4 sleep (week two)
- 5 person competing with another person (week three)
- 6 rock or pop concert (week four)
- 7 people from a TV company (week five)

Time to talk

- 5 Do you think Chris will be a successful rock star in the future? Why/Why not?
- 6 If a rock/pop star could teach at your school, who would you choose to teach you? Why?

ROCK SCHOOL



1 Chris Hardman was once an ordinary 15-year-old who was in his last year at Kirkley, a comprehensive school in the ordinary seaside town of Lowestoft in the UK. He lived in an ordinary home with his family. 1) Then one day in the middle of term, television cameras arrived at Chris's school. With them was Gene Simmons, the 'demon guitarist' of Kiss, one of the world's most outrageous rock bands. It was Gene's job to choose twelve teenagers and act as their personal music tutor for a TV programme called *Rock School*. The five successful students would form a rock band and then go on to perform at a live concert in America!

2 Gene, who is a rock legend, has spent thirty years touring the world with his band. However, in *Rock School* he faced a new challenge: to coach teenagers from Lowestoft to be rock musicians. He soon selected the best students for the *Rock School* band, including Chris. 2) Although Chris has never had formal guitar lessons, he had natural talent. Gene said, 'Little Chris has charisma and self-confidence despite living in Lowestoft, which is the most depressing place I have ever seen.' Chris's *Rock School* diary below reveals what happened during filming and after the cameras left.

WEEK ONE This is cool. I've always wanted to be a rock star. People laugh but you need ambition. Look at *The Darkness*. 3) They showed it could be done. This is my chance. Only there's a problem. I'm supposed to go on our family holiday to Florida. We've been planning it for eighteen months. My parents say I'll miss the holiday of a lifetime for a pointless reality show. Today is Friday. We're compromising: I'll go to Florida for six days, not three weeks. But I'll still be in Florida when they pick the first band line-up.

WEEK TWO We're in Florida and I'm practising guitar, thinking about *Rock School*. It's Saturday now. It's an eight-hour flight from Orlando, then a four-hour drive to Lowestoft. When I finally arrive back, Gene just tells me, 'You snooze, you lose. You're not in the band.' 4)

WEEK THREE Gene puts on an act for the show but he's nice really. I've never had to work so hard. Two music producers have been helping us to write our own song. 5) The other students say I'm the teacher's pet. Maybe they're jealous. Ellie, my rival for the lead singer spot, says I've stolen her place.

WEEK FOUR We've just arrived in America for the concert. I'm so excited! We're supporting *Judas Priest* in Los Angeles, in front of 20,000 people! 6) There were loads of girls wearing bikinis on the beach here, too, which was cool. On Lowestoft Beach they usually wear woolly jumpers. We're at Long Beach Arena. It's nuts! I've never seen such a big stadium. The gig's about to start. Ellie and I are both in our costumes because they still won't say who's the lead singer. I'm really scared. I've wanted this for so long! But Gene still won't tell me if I'll get my chance.

WEEK FIVE I was the lead singer! It was amazing! We're back in Lowestoft now and the film crew has gone. Ray Hedges, the music producer, phoned my mum. He said he didn't want this to be the end of things for me and guess what! I've recorded a demo song! On Tuesday I went to see a gig in Norwich. Loads of girls said, 'Hey! Chris from *Rock School*!' They wrote their phone numbers on my chest. That's life! I miss Gene. I think we all do. 7) It's opened the door and I'm going to walk through it. Nothing will stand in my way.

Fact >> Little Chris released his first single *Checkin' it out* in October 2006.



Coming up ... *Rock School* on DVD. See page 39.

Education and personal qualities

- 1 Match the education words (a–e) from the article on page 31 to the meanings (1–5).

- a tutor b coach (v) c year d comprehensive e term
 1 a free school for teenagers of all levels of ability
 2 to teach
 3 someone who teaches a single person or small group
 4 a measurement to show what level you are in school
 5 a period of time that a school year is divided into

- 2 Answer the questions with a partner.

- 1 How many **terms** are there in your school year?
 2 Is your school a **comprehensive** school?
 3 Do you have any extra **coaching** outside school?
 4 Do you have a music **tutor**?
 5 Is your school divided into **year groups**?

- 3 Complete the sentences with these words.

ambition challenge famous legend self-confidence
 success talent

- 1 Ozzy Osbourne is a(n) in the world of rock music. People everywhere know about him!
 2 I wouldn't like to be so that people recognised me in the street!
 3 Musicians need to believe in themselves and have the to perform on stage!
 4 To play the guitar well you need both and plenty of practice.
 5 Jay's is to be a guitarist.
 6 A is something that tests your skill or ability in a new way.
 7 The TV show *Rock School* was a huge

- 4 Choose the correct word to complete the sentences.

- 1 My best friend has a great sense of humour and a fun *experience/personality*.
 2 If you want to succeed as a pop singer, you need a lot of *luck/experience*.
 3 My friend got the job because he has more *personality/experience* than me.
 4 To be a good football player, you have to do lots of *practice/determination*.
 5 It takes real *determination/luck* to practise an instrument every day.
 6 Sometimes Jack is lazy and he misses band *organisation/practice*.

WORDZONE

Do you want to **make phrases**? You can use **nouns** and **verbs** that **go together**.

Put on an act = pretend to be someone you're not
Stand in someone's way = to stop someone doing something



- 5 Complete the phrases with these nouns.

break chance door dream fame ride

- 1 To have a lucky *break*
 2 To be a come true.
 3 To be a roller coaster
 4 To have a claim to
 5 To open a
 6 To take a /an opportunity.

- 6 Match the phrases (1–6) from Exercise 5 to the meanings (a–f) below.

- a To be something good you've always wished for.
 b To be a mixed experience with lots of highs and lows.
 c To take a risk that something might work out well.
 d To have an unexpected chance.
 e To be the reason someone is famous.
 f To create an opportunity for someone.

- 7 Complete the sentences with phrases from Exercise 5.

- 1 The fact that her dad is a football player is her
 2 When their parents took them to Disneyland, it was
 3 Our team started well, then we did badly after half time. We won in the end! It was a real
 4 I wasn't sure if I was good enough to enter the competition, but I decided to
 5 When he was asked to play in the band, it was his

Memorise

Describe a famous person, using phrases from this page. Can your partner guess who it is?

Present perfect simple and continuous

GRAMMARZONE

Present perfect simple

states or completed actions that happened at an unspecified time in the past

I've recorded a demo song.

recently completed actions, when the result of the action is important in the present

We've just arrived in America for the concert.

for states, events or actions that began in the past and continue up to now

I've always wanted to be a rock star.

Present perfect continuous

actions beginning in the past and continuing into the present

We've been planning it for eighteen months.

to focus on an activity, not the result or consequence of that activity

They have been helping us to write our own songs.

to emphasise how long an activity has been going on for a temporary state or activity

Chris has been rehearsing for hours.

Present perfect simple or past simple?

Present perfect for past actions when the exact time is not important.

Past simple for finished events or actions that happened at a definite time in the past.

Gene Simmons has spent 30 years touring the world.

Little Chris released his first single in October 2006.

→ Grammar File, page 166

- 1 Find one more example of each tense in the article on page 31. Which tense is used the most often? Why?

- 2 Complete the conversation with the correct form of the verbs in brackets.

Mum: What 1) (happen) in the kitchen, Nick? It's a terrible mess!

Nick: I 2) (cook) dinner for you, Mum.

Mum: 3) (you/make) this on your own?

Nick: Yes, I did. I 4) (be) in the kitchen since I got home. I 5) (not use) a recipe book or anything!

Mum: Yes, I can see that!

Nick: Try some. You 6) (not taste) it yet.

Mum: Mm, that tastes ... different! Um, I think I

7) (have) enough! I'm sorry but I

8) (eat) a big meal at lunchtime.

- 3 Complete the text with the correct form of the verbs in brackets. More than one answer is possible.

Talent versus hard work

How long 1) (you/study) English? If you're reading this, then you'll know at least one foreign language, so you'll know what hard work it can be! But are some people better at learning languages than others? Recently, scientists 2) (discover) more about the way we learn languages.

They found that people who 3) (learn) a language since they were in primary school are better at picking up new languages later on in life. This is because the parts of the brain which process language 4) (become) stronger. They also found that those learners who 5) (start) younger generally have more fun with the language. On the other hand, older people who maybe 6) (not enjoy) languages are sometimes less motivated. Interestingly, the study found that students who practised regularly 7) (improve) the way their brain learns any subject. It is like exercising our muscles to make them bigger and stronger. So the scientists 8) (realise) that it's not talent that's important in languages. Practice, determination and enjoyment can make a big difference!

- 4 Complete the sentences with these words.

ago already ever for just
never since still yet

- I'd love to see a foreign country but I've travelled abroad. Have you?
- I've been learning English I was seven.
- I've had my first dance lesson. Have you had dance lessons?
- I've been living here five years now.
- I went snowboarding two years
- I haven't learned to drive Have you?
- The teacher hasn't given me a good mark.
- We worked quickly and we've finished this exercise.

Time to talk

- 5 Ask and answer about your experiences. You can use Exercise 4 for ideas.

Have you ever ... ? How long have you ... ?

Get ideas

- 1 Tell a partner three things you have done today.
Use *first*, then and *next*. Here are some ideas.

brush hair

go to school

get dressed

clean teeth

get up

have breakfast

- 2 Try and guess the topic of the conversation for each set of pictures in Exercise 4 below.

- 3 Look at the first set of pictures in Exercise 4. Which words or phrases do you expect to hear?

win basketball football He's scored! It's a goal!
points team

EXAMZONE

Do you need to choose the correct picture? Try this:

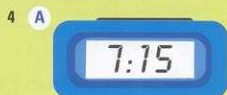
- Look at each set of pictures and think of words to describe them.
→ Imagine what questions you might hear.



Time to listen



- 4 Listen to eight conversations and look at the pictures. After each conversation you will hear a question. Choose the correct answer, A, B or C.



Get ideas

- 1 Which school subject are you really good/bad at? What are your hobbies? Discuss with a partner.
- 2 Listen to a quiz and complete this pop star profile.

Pop star profile

Good at:

singing and

1)

Favourite thing(s):

Harley Davidson

motorbikes

2)

sharks, snakes, spiders

3)

skiing and snowboarding

Best place:

anywhere snowy!

Hopes or 4)

interested in

5)

Name of pop star:

6)

Time to speak

- 6 Ask a partner about his/her personal profile. Use these words and the *Useful phrases* to help you. Add two more questions.

bad at belong to good at interested in keen on

Useful phrases

Can you name ...?

What about ...?

Can you tell me ...?

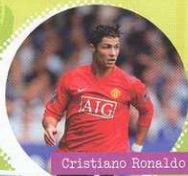
Do you (have) ...?

What is/are ...?

- 7 Look at these famous people. Who would you invite to your school? What lesson would he/she teach? Discuss with a partner.

art basketball computer technology dance
drama football music singing

Justin Timberlake



Cristiano Ronaldo

Bill Gates



Angelina Jolie



Beyonce



Kelly Holmes

- 8 Listen to these sentences and notice the underlined weak forms. Then repeat the sentences.

- 1 You have to guess the name.
2 Oh, lots of things.
3 He was in the group *NSYNC.

- 9 Find the weak forms in these sentences. Listen and check.

- 1 He's brilliant at dancing!
2 Can you tell me something this person can't stand?
3 Do you know this person's name?

- 10 Complete your own personal profile.

Personal profile

Name:

Best school subject:

Worst school subject:

Favourite possession(s):

Interests:

Club or group:

Best film:

Best place:

Hopes or ambitions:

- 8 Would you prefer to invite a different teacher? Who would you choose? Why?

Reflexive pronouns, each other, one another

GRAMMARZONE

Reflexive pronouns

when the subject and object are the same

*She hurt **herself** when she fell over.*

with by to mean either alone or without help

*I can't carry all these books **by myself**. They're too heavy.*

for emphasis

*Do you like this story? I wrote it **myself**.*

each other, one another

to show that each of two or more people does something to the other(s)

*My brother and I take care of **each other**.*

→ Grammar File, page 166

1 Choose the correct words to complete the sentences.

- The whole class was silent. We all looked at *ourselves/one another*.
- My brother doesn't live *himself/by himself*. He shares a flat with friends.
- I'm very angry with *myself/by myself*.
- Anna and Maria always helped *each other/myself*.
- The students all enjoyed *themselves/by themselves* on the school disco.
- Make sure you and Jim behave *yourself/yourselves* today.

2 Complete the sentences with reflexive pronouns.

- My little brother and sister are too young to cook
- I couldn't borrow my sister's mobile because she needed it
- Tom and I didn't really enjoy at the school disco.
- I fell over and hurt when I was playing football.
- The food is ready, everyone! Please help to pizza and salad.
- David's very proud of this cake – he made it

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

SCHOOL OF THE AIR



Do you ever get fed 1) with going to school? Would you be interested 2) studying at home 3) yourself? Shannon Kilgarill lives in the Australian outback, miles from the nearest school. She and her brother have 4) learning at home for years. Their special school, called School of the Air, 5) introduced satellite technology. This enables the students to be taught at home, hundreds of miles away from 6) another. Although the technology is complicated, Shannon can easily use it by 7) Now she and her classmates have a virtual classroom where they can see each 8) on screen.

School of the Air previously used radios to keep the fourteen pupils 9) touch with their teachers. However, unlike the old radio signal, the new technology isn't affected by bad weather. Shannon, who is very keen 10) the new system, reckons the satellite is 'pretty good'. 11) new technology gives Shannon the opportunity to see her teacher during a lesson. She believes it has made learning 'a lot easier'. The computer software would cost around £5,000, but the families didn't pay for it 12)

Time to talk

- Which type of education would you prefer – a tutor, an internet link or a boarding school? Why?
- What are the advantages/disadvantages of studying by yourself?

Get ideas

- 1 One of the famous people in the pictures will give a lesson at your school. Where would be the best place to have the lesson? What equipment might each person need?

Find the right words

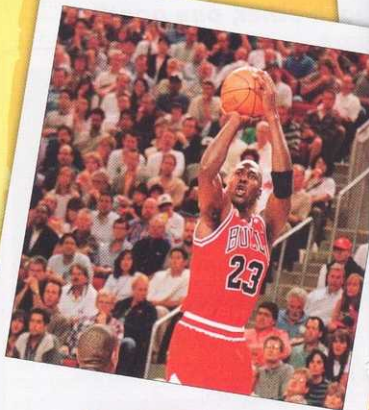
- 2 Mark is making preparations for a visit by Michael Jordan to his school. Complete his email to the organiser with these phrases.

as you suggested finally in addition just to let you know

Dear Mrs Hall,

1) that I've booked the baseball court for Michael Jordan's visit. 2), I've designed a great poster to give people information about the event. 3), I've arranged for fifty new practice balls to be delivered. 4), I've organised lunch at a local restaurant afterwards. Do you need me to make any other arrangements?

Best wishes,
Mark



Michael Jordan

Plan ahead

- 3 Joanna is helping to organise an acting lesson by Keira Knightley. Look at her draft emails to her teacher. Which email should she send? Why?

From: Joanna **Sent:** 14 March
Subject: Keira Knightley's visit

Dear Mr Cain,

I've booked the assembly hall for Keira Knightley's visit. It's so exciting, isn't it? I've set up the microphone on the stage. I've also organised 100 chairs as we're expecting a lot of people. My mum would like to come as well. Would that be OK?

You also asked me to call the local newspaper, so I've just done that. They'll send a journalist and photographer. Could we all have our photos in the paper? I think that would be really cool!

You asked me to recommend a good restaurant. I don't go to many restaurants but my gran says that Lucio's Italian Restaurant is her favourite. It's quite cheap, too! Shall I book it?

Bye for now,
Joanna

From: Joanna **Sent:** 14 March
Subject: Keira Knightley's visit

Dear Mr Cain,

Just to let you know that I've booked the assembly hall for Keira Knightley's visit.

I've already set up the microphone on the stage, as requested. I've also organised 100 chairs for all the students. In addition, I've heard that some parents would like to attend. Do you think that would be possible?

As you suggested, I've just called the local newspaper and they'll send a journalist and photographer. They've asked if you'd like photos of the students as well as Miss Knightley.

Finally, you wanted me to recommend a good restaurant. I've asked several people and apparently, Lucio's Italian Restaurant is excellent and not too expensive. Would you like me to book it?

Please could you get back to me fairly soon?

Thanks.

Best wishes,
Joanna



Keira Knightley



Eminem

- 4 Find any irrelevant or informal information Joanna includes in email A.
- 5 Make a list of any semi-formal phrases Joanna uses in email B.

Time to write an email

- 6 You are on the committee organising a lesson with Eminem. Read this email from your English teacher, who is in charge of organising the event. Write a reply in 120–150 words, using the notes.

Back to Inbox

Re: A New friend

From: **Ed Mason** Sent: **3 December**

Subject: **Eminem's rap lesson**

Just to let you know that I've booked the assembly hall for Tuesday 16 December. Have you organised the equipment for Eminem yet? [note: booked microphone, sound system and 100 chairs]

We've decided to make some posters to advertise the lesson. Can you help us design them? We're meeting in the computer classroom tomorrow after school. [note: No, because ...]

After the lesson, the head teacher and the committee have invited Eminem to a local restaurant! It will be really exciting but we can't decide where to go. Do you have any suggestions? [note: Suggest ... (give details)]

Finally, I think we could ask Eminem to sign his autograph on a few things. Then maybe we can sell them at auction afterwards to raise money for the school. What can we give him to sign? [note: give one or two ideas]

Please get back to me as soon as possible. Thanks.

Ed

SKILLZONE

Remember! When you write an email:

- you can use short forms.
- always write complete, grammatical sentences.
- make sure you use some set phrases:

I think we could/should ...
I suggest ...
I'd recommend ...
Unfortunately, I won't be able to ...



Time to watch Rock School

- 7 Watch the DVD and do the activities on page 154.



4 Go for it!

Get ideas

- 1 What activities can you see in the photos? Which ones have you done? Which ones wouldn't you like to do? Why?



- 3 Read the text again. Which person mentions:

- 1 being used to a comfortable life?
- 2 overcoming a recent illness?
- 3 making a difficult decision about another person?
- 4 spending a lot of time preparing for the challenge?
- 5 a fear they've had for a long time?
- 6 character-building activities?
- 7 being fully prepared?
- 8 learning survival techniques?
- 9 the benefits of experiencing nature?
- 10 finding out about activities from others? (two people)
- 11 having to complete a series of tasks within a time limit?
- 12 helping a good cause? (two people)

- 4 Find words or phrases in the article that match these meanings.

- 1 top of a mountain (section A)
- 2 things that make life more comfortable (section B) (two phrases)
- 3 insects (section B)
- 4 city (section C)
- 5 not formed naturally (section C)
- 6 believing that good things will happen (section D)

Time to read

- 2 Read the text quickly and match the activities in the photos to paragraphs A–D.



SKILLZONE

Looking for specific information in the text?

Try this:

- underline the key words in the questions.
- look for words or phrases in the text that mean the same.
- read the question again before you choose your answer.



Summarise

Say what each person felt about their own challenge.

Daniel wanted to ... Poppy had always dreamed of ...

The most important thing for Stella was to ...

Time to talk

- 5 Why do people like challenges? What challenges would you like to take on?

Home Challenges People Links Book

Contact

Search

Watch

READY FOR A CHALLENGE?

A Daniel

I'm going to do the 24-hour 'Three Peaks Challenge'. I will set out to climb the three highest mountains in England, Scotland and Wales in just twenty-four hours. I know it's going to be really difficult but sometimes in life you need something to get your teeth into, don't you? I'm doing the climb with two mates of mine. Their level of fitness is reasonably good, so hopefully they'll stand the pace. I have doubts about one of them, Phil, but I just felt I couldn't say 'no'. I know how important safety is so I've packed all the right equipment. This time next week, we'll be setting off on the challenge and driving nearly 700 kilometres in total, with no time for a rest. If we complete the task in the time stated, the money we raise will go to a local charity. Wish us luck!

B Poppy

My friends laugh at me when I tell them I'm planning to go on a survival course because I love the conveniences of life. You see, I wanted to spend time without all my creature comforts, but I don't know how I'm going to manage without my telly, my mobile and my soft pillow! We'll be sleeping outdoors and I've always been terrified of all types of creepy-crawlies, but I'm not going to let that stop me! We'll learn how to make tents out of sticks and pieces of canvas. By the end of the course, I'll have learned how to find my way by the stars and not poison myself by eating the wrong plants. I won't starve to death either since they're going to teach us how to catch fish and light a campfire. It's going to be a fantastic experience!

C Stella

There are some kids who've never seen the countryside – can you believe that? They've spent all their lives in concrete jungles surrounded by ugliness. When my mum told me about 'Adventure Day' for these teenagers, I felt I had to take part. The point of the programme is to get the kids, who often have family or social problems, involved in an outdoor activity. When they're trying to learn a new skill such as canoeing or caving, they can set goals and achieve them. The challenge for me will be to help them to become more self-confident. Exploring caves, for example, brings them into contact with places and forces that are not man-made but have been there for thousands of years. That's something they'll be able to take home with them.

D Mike

I'm currently in training for a tough cycling challenge. Do you think you could cycle over 560 kilometres with only overnight stops? Well, that's what I'm going to try and do! The idea came about not long ago while I was stuck in hospital. A friend had heard about this team of cyclists who were planning to cycle through Ireland. I've always enjoyed cycling so I decided that this would be something to aim for while I was recovering. I'm going to join the team for training sessions from now on and start increasing the distance slowly. I'll do some uphill training too, in order to strengthen my muscles. Fortunately, I live in the country so I'll be spending all my evenings and weekends from now getting fit. The trip starts in just under two months and I still need to raise funds for it, but I'm quite optimistic!



Coming up ... **Kite boarding** on DVD. See page 49.

Challenges

- 1 Match the words (1–10) from the article on page 41 to the meanings (a–j).

- | | |
|-------------------------|---------------------------|
| 1 fitness (section A) | 6 find my way (section B) |
| 2 safety (section A) | 7 countryside (section C) |
| 3 equipment (section A) | 8 achieve (section C) |
| 4 survival (section B) | 9 exploring (section C) |
| 5 outdoors (section B) | 10 aim for (section D) |

- a not inside a building
b things you use for a particular purpose
c being healthy and physically active
d plan and try to do something
e succeed in doing something difficult
f land that is outside cities and towns
g living under difficult circumstances
h get to your destination
i not taking risks
j finding out what a new area is like

- 2 Complete these phrases with words from the article on page 41.

- 1 stand the pace (section A)
2 have (section A)
3 complete (section A)
4 spend (section B)
5 catch (section B)
6 light (section B)
7 set (section C)
8 join (section D)
9 raise (section D)

- 3 Put these words into the correct column.

a route advice aims difficulties dreams
fears goals hopes instructions nothing
potential problems

overcome	achieve	fulfil	follow

- 4 Complete the sentences so that they are true for you.

- 1 I'd like to go on a survival course so I could ...
2 I'd hate to go on a survival course because ...
3 The goal that I want to achieve is ...
4 One day I'd really like to ...

WORDZONE

Want to make **nouns** from **adjectives**? Add these endings: **-ence, -ity, -ness**.

silent → **silence**
safe → **safety**
kind → **kindness**



- 5 Complete the table with an adjective or noun from the article on page 41.

Adjective	Noun
important	difficulty
convenient	toughness
fit	self-confidence

- 6 Complete the sentences with the correct form of these words.

able independent intelligent patient popular
possible selfless useful weak

- 1 It takes a lot of patience to catch fish.
2 There's a that the trip might be cancelled.
3 Young people enjoy the feeling of while they're away from home.
4 The expedition really showed the team's strengths and
5 The of mountain-biking has increased in recent years.
6 She has real as a skier.
7 The of the safety equipment soon became clear.
8 You can't think about yourself: complete is essential.
9 You need to teach survival skills.

Memorise

Write down three adjectives from this page. Close your book and ask a partner to say the noun forms of the words you have chosen.

The future

GRAMMARZONE

Present simple

timetabled events

The trip **starts** in just under two months.

Present continuous

fixed or personal arrangements

I'm **doing** the climb with two mates of mine.

going to

plans, or predictions based on present evidence

I'm **going to do** the 'Three Peaks Challenge'.

Future simple

decisions made at the time of speaking, hopes, offers, predictions and promises

I'll **do** some uphill training, too.

Future continuous

actions that will be in progress at a certain time in the future

This time next week **we'll be setting off** on the challenge.

Future perfect simple

actions that will be completed before a certain time in the future

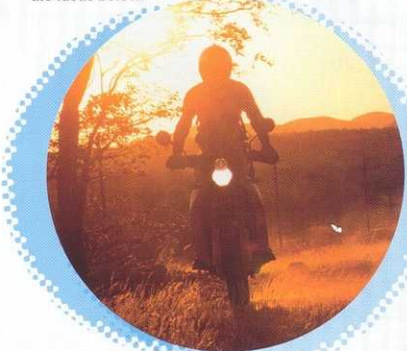
By the end of the course, I'll **have learned** all sorts of survival techniques.

→ Grammar File, page 167

1 Choose the correct alternative to complete the sentences.

- Don't worry! The helicopter *will be/is* here soon!
- By midnight, we *reach/will have reached* the jungle.
- It *is going to snow/is snowing* in the mountains later.
- I'm excited because I *will have done/am doing* my first parachute jump tomorrow.
- This time tomorrow, we *will sail/will be sailing* across the Atlantic!
- The train to the ski resorts *leaves/is going to leave* at six o'clock.

- 2 Freddie is going to travel across Africa on his motorbike. Ask him questions about his trip. Use the ideas below.



- What / you / take / on the journey?
What will you take on the journey?
- When / trip / start?
- Why / do / this?
- How long / you / need / pack / before / you leave?
- How far / you / ride / by end of trip?
- you / visit / any places?
- What / happen / if / you / run out of water?
- Is there someone / help you / in emergency?

- 3 Complete the talk below with the correct future form of the verbs in brackets.

Welcome to Teen Adventure!

At last you 1) (find out) (present simple/going to) where we 2) (send) (future perfect/present continuous) you tomorrow. At 6.00a.m., the boat 3) (leave) (going to/present simple) here for a remote desert island, which will be your home for the next two weeks. You 4) (learn) (will/present continuous) to survive without any creature comforts or luxuries for a fortnight. You 5) (work) (present continuous/future continuous) as a team but without any contact with the outside world. So no mobile phones or internet access! By the end of the fourteen days, you 6) (discover) (will/future perfect) how to catch fish, make your own shelter and hopefully, you 7) (have) (future perfect/present continuous) a bit of fun as well!

Time to talk

- 4 Imagine you are going on the Teen Adventure course. What will you take with you? What do you think you will enjoy/not enjoy during your stay?

Get ideas

- 1 If you had the chance to do one of these activities, which would you choose? Why?



rally driving



recording session

sea-kayaking



hot-air ballooning



circus skills

- 2 Match these words with the correct activity.

basket brakes coast juggling microphone
paddle petrol studio trapeze wheel

- 1 rally driving
- 2 sea-kayaking
- 3 recording session
- 4 hot-air ballooning
- 5 circus skills

Time to listen

- 3 You will hear people talking about a community youth programme. Listen to the first speaker and answer the questions.

- 1 Was the speaker satisfied with the activity she chose?
- 2 What did the speaker's friends think?

EXAMZONE

Matching speakers with statements? Read the statements while you listen. Make sure that what you hear matches the meaning of the statement, even if the words aren't the same.



- 4 You will hear five people talking about activities. Listen and match the statements (A–F) with the speakers (1–5). There is one extra statement.

- A I didn't feel very fit.
- B I wanted to try something different.
- C I did it all by myself.
- D I enjoyed getting physically tired.
- E I was thinking about my future career.
- F I'm going to do it again.

- Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

Get ideas

- 1 Which two of these activities would/wouldn't you enjoy doing? Why/Why not?



- 2 Tell your partner about an activity you would really like to do. Use some of these phrases:

Useful phrases

I've always been interested in ...
I've always wanted to ...
I'd like to have a go at ...
I'd like to do an activity related to ...
I hope to/plan to take up ...

- 3 You have just finished doing one of the activities in Exercise 1. Tell a partner what happened and how you felt.

- 4 Listen to three teenagers talking about their hobbies. Match the speakers A to C with the sentences 1 to 3.

- 1 He/She has learned the speech parrot fashion.
2 He/She sounds totally bored with what they're saying.
3 He/She makes you interested in what they're saying.

- 5 Say these words to a partner and write them in the correct column. Listen and check.

clear death dream fear hear heard leave
peak reach ready team year

read	idea	healthy	learn

Time to speak

- 6 With a partner take turns asking and answering questions about the topics below.

Your daily routines
Your free-time activities
Your hometown
Your study or work
Your future plans

EXAMZONE

Want to sound interesting?
Stress the important words and sound enthusiastic. Don't talk like a robot!



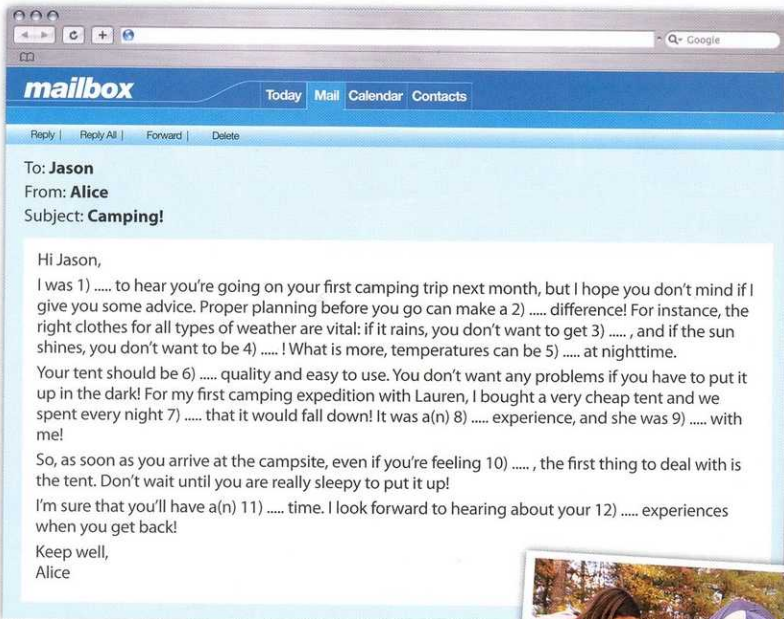
1 Match these neutral adjectives (1–7) to their strong forms (a–g).

- 1 pretty a astonished
2 dirty b beautiful
3 surprised c deafening
4 hungry d delicious
5 funny e filthy
6 loud f hilarious
7 tasty g starving

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

How can you make a description more interesting? Use strong adjectives!

delighted (very pleased), freezing (very cold), fantastic (very good)



- | | | | | |
|----|------------------------|--------------------|----------------------|-----------------------|
| 1 | A super | B good | C delighted | D nice |
| 2 | A huge | B high | C wide | D large |
| 3 | A watery | B rainy | C dripping | D soaked |
| 4 | A fiery | B sizzling | C boiling | D blazing |
| 5 | A chilling | B frozen | C icy | D cool |
| 6 | A top | B nice | C big | D better |
| 7 | A surprised | B frightful | C terrified | D shocked |
| 8 | A fortunate | B faulty | C poor | D awful |
| 9 | A furious | B worried | C nervous | D tense |
| 10 | A bored | B exhausted | C tiring | D bothered |
| 11 | A extraordinary | B wonderful | C astonishing | D breathtaking |
| 12 | A attractive | B charming | C good | D fascinating |



Future time clauses

GRAMMARZONE

Future time clauses

clauses with *after*, *as soon as*, *before*, *by the time*, *until*, *when* + present simple and *while* + present simple/ present continuous refer to the future.

You can relax **after you put** up the tent.

Plan well **before you go**.

Put your tent up **as soon as you arrive** at the campsite.

Include warm clothing **when you pack**.

Don't wait **until you are** really sleepy.

Remember! Don't use **will** or **going to** in future time clauses.

→ Grammar File, page 168

1 Match the beginnings (1–6) to the endings (a–f) to make sentences.

- | | |
|---------------------------------------|---|
| 1 After you start running, | a you reach a big lake. |
| 2 Keep on walking until | b while you search for a place to camp. |
| 3 When the course instructor arrives, | c we work as a team to solve it. |
| 4 The other team will look for wood | d you should read the holiday brochure. |
| 5 Before you decide to come, | e your muscles will soon warm up. |
| 6 As soon as a problem arises, | f please give him my regards. |

2 Choose the correct word then complete the sentences with the correct form of the verb.

- When/While the coach (get) here, we'll go straight to the hotel.
- As soon as/Before you (be) all ready, we'll go snowboarding!
- Until/While you (snowboard), be careful not to hit any others who are on the slope.
- You can stay on the slopes *after/until* you (feel) hungry!
- When/After we (eat) lunch, we'll go for a walk around the village.
- Before/While we (leave), please check that you haven't forgotten anything.

Shark holiday



You'll never guess what I'm 1) *doing* during the holidays! Shark diving! Yes, that's right. I'm 2) to be face to face with real live Great White sharks! As soon 3) the sun is up on the first day I'll be in the water! I'll be in a cage inside the water so I'll be reasonably safe. Of course, the truth 4) these enormous creatures is that they are quite shy and gentle, 5) films such as *Jaws* have given the exact opposite impression!

What 6) I need? Well, a waterproof jacket, a swimming costume, a camera, and sun block so I won't 7) sunburnt! By the end of the trip, we hope we'll also 8) seen lots of whales, dolphins and seals.

I've chosen 9) shark diving trip that doesn't use 'chumming'. This is when they throw a sort of fish soup 10) the water before they start the dive. This attracts the sharks, but some people say 11) feeding them in this way could lead to problems and affect their behaviour. It may also cause an increase in shark attacks on humans. The company I 12) travelling with also makes sure that we will 13) diving far away from any busy beaches. I can't wait!

Time to talk

- 4 Would you like to go on a shark diving holiday? Why/Why not?

Get ideas

- 1 Have you ever been on an activity course? What kind of activities do you think people can do on an activity course?



- 2 What information is important to know before you go on an activity course? Choose from this list.

how much the course will cost
 how long it will last
 if the food will be good
 what special equipment I need
 who else is going to be on the course
 where it will take place
 if I will get a certificate at the end of it
 if I will have to get up early
 if I need to be very fit
 if it will be dangerous
 what the alternative plans are if it's cancelled
 if there are qualified instructors
 how many instructors there are per number of participants
 how many pullovers I should take

- 3 Look at the advertisement and read the letter below. Does the letter include everything from the notes?

Yachting weekend

Ask for more details

No, but ...

Say what you'd like to know

Come to our introductory talk on our new weekend yachting course at special discount rates! This exciting new course will be happening at the end of the month.

Have you sailed before? Don't worry, come to our talk next week and our panel of sailing experts will give you all the information you need.

Ask where

At the Old Farm Hall, Tuesday 3rd February at 7p.m.

Refreshments will be served.
 Organiser: Ms Sarah Williams.

Dear Ms Williams,

I am writing about the weekend yachting course at the end of the month. Unfortunately, I won't be able to attend the introductory talk next Tuesday so I was wondering if you could answer a few of my queries. I would be very grateful. Will the course only be for people who have a lot of sailing experience? I have only sailed a couple of times. I'm also concerned about my fitness level: does it matter if I haven't been to the gym lately? I'd also like to ask if I should bring any waterproof clothing with me, or will this be supplied?

Yours sincerely,
 Jane Adams

- 4 Write an extra paragraph to include the missing information from the notes.

Find the right words

- 5 Choose the correct option to complete these questions.

- When we put/do we put our names down for the course, will we have to pay a deposit?
- Are there any useful books or websites we could look at before we're starting/we start the course?
- After this course finishes/will finish will there be another one?
- Will we go out on the water as soon as we will get/get there?
- While we are yachting/will yacht on the lake, will I be able to use my mobile phone?
- Can we stay out on the lake until it will get/gets dark?

- 6 Which questions in Exercise 5 would you not ask?

Fun winter surfing course!

Come to Cornwall and join us on an exhilarating weekend in the sea! Learn surfing skills and enjoy the fantastic natural scenery of the North Cornwall coast.

For further details, please contact Pauline Summers at Sea Surfers, St Ives, Cornwall.

Plan ahead

- 7 Read Jim's letter to the advertisement above. Put the sentences in the correct order.

SKILLZONE

Writing a letter asking for information? Follow this plan:

- 1 give your reason for writing
- 2 ask for information
- 3 ask any other questions
- 4 finish off your letter with a set phrase



Dear Ms Summers,

..... Will we be having lessons before we go out on the water? I don't have one of my own. I am writing with reference to the winter surfing course you are advertising.

..... Will there be any other young people on the course? I'd like to learn a bit more about the skill before actually practising it. I would be grateful if you could give me some further information about it.

..... Will I need to bring a wet suit or will you provide one? I'm 17 years old and I'd like to meet some other people my age.

With thanks for your help,

Yours sincerely,

Jim Green

- 8 Complete the letter in Exercise 7 with the missing linking words.

firstly secondly finally in the first place
then lastly

Time to write a letter

- 9 Read the advertisement about a paragliding course and the notes you've made. Write a letter of 120–150 words asking for more information.

Paragliding course

Come on a three-day paragliding course with our team of experts. 8a.m.–1p.m. every day. There is a choice of activities for the afternoons.

We'll give training in all the necessary skills, including flying, landing and taking off.

Special prices for students! Book early before it's too late!

Warm clothing and strong boots are recommended. A current medical certificate is needed from your doctor.

Come and fly with us!

Please contact Jake Summers at the address below for more details.

Ask when

Ask for details

Ask how much

Yes, but ...



Time to watch Kite boarding

- 10 Watch the DVD and do the activities on page 155.



Vocabulary

1 Complete the sentences with these words.

ambition challenge comprehensive famous legend
self-confidence success

- Her as a pop singer was partly because she had a good manager.
- Eric Clapton, the famous guitar player from the sixties, has become a
- comes from knowing that you are good at what you do.
- Her parents sent her to the local school.
- It's good to have lots of because then you have a goal to work towards.
- He found it quite a to perform in front of all those people.
- Vanessa Mae is a very violin player, everybody knows her.

2 Choose the correct preposition to complete the sentences.

about at for in on with

- At school, I only like the subjects that I'm good
- Most of my friends are keen Maths but I find it difficult.
- My brother is very interested computers and music.
- Tom and Andy are two brothers who are crazy football.
- Christ Church Cathedral School is a school in England that is famous its musical tradition.
- We're fed up having so much homework to do every evening.

3 Complete the sentences with these words.

campfire doubts funds task team time

- Ben raised for a year before he sailed across the Atlantic.
- I think I'll spend some going to the gym this winter.
- When we went camping last weekend, I learnt how to light a
- My friend Ben is going to join his local football
- The instructor had about some of the teenagers, but they all did well in the end.
- As soon as you complete the, then we'll have some food.

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

- The Mountain Rescue team show great (selfless) when they go out in storms to find climbers.
- The (difficult) of completing the challenge were obvious.
- I couldn't do without the (convenient) of life, even for a short period.
- James showed a lot of (patient) while he was learning how to ride a horse.
- The (intelligent) of dolphins is almost equal to that of humans.
- The fact that she won the race proved her (able) in the end.
- Think about the (useful) of every bit of equipment you want to carry with you.
- (weak) and lack of training often cause injury.

5 Read the text and replace the adjectives in brackets with these strong adjectives.

astonished awful exhausted fascinating filthy
freezing furious huge soaked wonderful

Hi Jason,

Am I glad to be back home writing to you! You'll never believe what I've been through these last few days! You know I went on a camping trip to the mountains. Well, Simon and Kate had told me that I would have a(n) 1) (nice) few days and that I would find the rest of the group 2) (interesting) people. I'm sure you'll be 3) (surprised) when I tell you what a bad time I had and how 4) (tired) I was when I finally got home late last night. To start with, the nights in the tent were 5) (cold) and it took me half an hour in the morning to get warm again. Secondly, it poured with rain all day on the Saturday when we were out walking and of course we ended up getting 6) (wet) to the skin.

Some of the other members of the group wouldn't help at all with things like collecting wood for the fire. They didn't want to get 7) (dirty), they said! In the end, I got 8) (angry) with them and we all had a(n) 9) (big) argument. We didn't talk to each other at all for the rest of the weekend! I really hope I never have such a(n) 10) (bad) experience ever again!

How was your weekend, Jason? Better than mine, I hope!

Cheers,

Simon

Grammar

6 Choose the correct alternative to complete the sentences.

- Annie *went/has been* to school in Australia when she was younger.
- My mum *learnt/has learnt* three languages and now she's learning another one!
- I *never visited/ve never visited* Paris but I'd really like to one day!
- Chris *has been studying/studied* hard for the test but he still hasn't finished.
- I *didn't finish/haven't finished* my homework until twelve o'clock last night!
- Have you done/Have you been doing* your English grammar exercises all morning?
- The teachers *haven't been telling/haven't told* us the timetable yet!
- Last summer, Jon *spent/has spent* a month at a school in England.

7 Complete the sentences with the correct future form of the words in brackets.

- The bus to the airport (leave) at 6a.m. so we'll have to get up very early.
- By next summer, we (finish) the training course.
- I hope I (learn) some survival skills on the course.
- This time next week, we (drive) through France!
- We (see) lots of new places on the trip.

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

Hi there, everyone! I just thought I'd like to tell you what I'm 1) to do next weekend – white-water rafting! I'm not going 2) myself, of course: a good friend, Sally, is coming with me so that we can take care of each 3) ! At least I know that if I hurt 4) by falling onto a rock, I'll have someone with me who I know. In fact the organisers of the weekend trip have told us that we should help 5) another as soon 6) we have a problem of any sort. When we 7) to the river, we'll meet the other participants on the course. Then, the next morning, 8) they give us some training, we'll go on the water. I think it's going to be great!

9 Choose the correct answer, A, B, C or D.

- Her only claim to fame is that she a novel back in the 90s.
A wrote C has been writing
B has written D was writing
- You're so lazy! You all day!
A have been snoozing C were snoozing
B snoozed D has snoozed
- As soon as the term, we'll start preparing for exams.
A will begin C begins
B is beginning D will be beginning
- My cousins go to boarding school, so they stay at school the end of term.
A after C until
B while D by the time
- We interview all the young people before we the successful applicants.
A select C have selected
B will select D selected
- It will be all right when you all the difficulties.
A will overcome C can overcome
B overcame D overcome
- The comedy show was absolutely hilarious! We started laughing it began.
A after C while
B as soon as D by the time
- a place on that music course yet?
A Will you book C Have you booked
B Do you book D Are you booking
- I'm moving to a village, so I the concrete jungle next week!
A will be leaving C leave
B have left D will have left
- You won't be able to find your way dark.
A after it will get C after it is getting
B after it gets D after it will have got

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 154 and 155
- Grammar File, pages 166 and 167



5

Weird and wonderful!

Get ideas

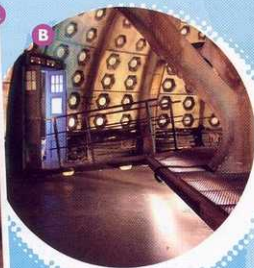
- 1 Do you know any science fiction films, books or TV programmes? Do you like science fiction? Why/Why not?

Time to read

- 2 Match the descriptions of objects from a famous TV series (1–3) with the photos (A–C).



A



B



C

- 1 Autons are aliens who can live in any plastic object.
- 2 The TARDIS looks like an old-fashioned police phone box, but it's really a machine for travelling through time and space.
- 3 Daleks are aliens whose only emotion is hate. They have hard metallic armour and a laser 'arm', which is a weapon.
- 3 Quickly read the review and answer the questions.
- Which of the objects in the photos does not feature in the review?
 - Who are the main characters in the TV series?

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

- How did the writer's father feel about *Doctor Who*?
A He was bored by it.
B He adored it.
C He was made to watch it.
D He had bad memories of it.
- Why did Rose go down to the basement of the store?
A to find a parcel
B to check the electricity supply
C to look for someone
D to deliver something to her boss
- Rose first met the Doctor
A when he helped her to escape.
B while he was running.
C while he was fighting.
D while he shouted at the aliens.
- When did Rose agree to travel in the Tardis?
A when the doctor explained how far the Tardis could travel
B when she saw how fascinating the Tardis was inside
C before the Doctor returned in the Tardis
D after she understood about time travel
- The writer feels that Rose went with the Doctor because
A she was fed up with being ordinary.
B she didn't like danger.
C he came back to get her.
D she wanted to visit other planets.
- The writer finds *Doctor Who* frightening because of
A the stunning special effects.
B the wicked monsters and aliens.
C the relationship between Rose and the Doctor.
D not knowing what the Doctor will do next.

EXAMZONE

Need to answer multiple-choice questions?

- Read the text first.
- Look at the question stem only.
- Find the relevant part of the text.
- Read all the options.
- Choose the best answer.



DOCTOR WHO

Are you a sci-fi fan? I couldn't stand it until the first time I saw *Doctor Who*, then I was hooked!

- 1 I remember I wasn't very keen when my dad told me to watch *Doctor Who*. My dad was a big fan of the original series when he was young – that's way back in the last century! He even remembers seeing it in black and white! Anyway, he really missed *Doctor Who* when the BBC stopped showing it, so he was dead excited when they made a new series over twenty years later! Let me tell you about the first episode ...
- 2 Rose Tyler was a totally normal girl until a strange event changed her life forever. Rose was working in a department store in London when she met a mysterious stranger called 'the Doctor' in very unusual circumstances. She had been working hard all day so she was ready to go home when her boss called her. He gave her a package to deliver to the electrician who was in the basement. It was dark and she felt extremely nervous. While she was looking for the electrician, she saw lots of plastic dummies stored in the basement.
- 3 Suddenly, something caught her eye – one of the dummies was moving! The dummies were coming to life and they started to walk slowly towards her. Rose panicked and tried to run away, but they were getting nearer. She screamed in horror. At that moment the Doctor appeared for the first time and grabbed her hand. He yelled one word, 'Run!'
- 4 The dummies were a species of aliens called 'Autons', deadly enemies of the Doctor. The Autons had been planning to bring all plastic objects to life and take over the world. The whole of Planet Earth was in danger from the terrible Autons. Together, Rose and the Doctor managed to prevent this happening.
- 5 Once they had defeated the autons, the Doctor thanked Rose for her help and returned to his time machine – the Tardis. Rose was still a bit confused about all that had happened, and extremely puzzled by the Tardis. The Doctor explained that the Tardis could travel anywhere in the universe. He asked her to go

with him, but Rose refused as she didn't want to leave her mum and boyfriend. So the Doctor and the Tardis disappeared. But the story doesn't end there! A few seconds later, the Tardis returned. The Doctor had just had an idea. He shouted 'Rose, it can also travel in time!' At that point Rose realised that she could come back to her own time whenever she wanted. She asked, 'Is it always this dangerous?' 'Yes,' the Doctor replied. Then Rose rushed into the Tardis. That's my favourite moment as it shows that Rose really wants to exchange her dull life for something more challenging.

- 6 The new series works well for many reasons. Firstly, the fantastic special effects make you believe that it could be real. More importantly, it's extremely scary in parts with so many evil characters, but you always trust that the Doctor will know what to do. Finally, the relationship between the Doctor and Rose is fascinating because the Doctor looks human, but he isn't really. Although he's 900 years old, he looks young. He also has two hearts, and when his body gets worn out he can 'regenerate' and change his appearance! The Doctor is always challenging Rose, while she helps him to understand human emotions. The first episode is just the beginning of their amazing adventures ...



5 Choose the correct word to complete the sentences.

- 1 **Original** means the *oldest/newest*. (para 1)
- 2 An **episode** is a part of a *series/programme*. (para 1)
- 3 **Circumstances** are the same as the *surroundings/situation*. (para 2)
- 4 An **alien** is a being from another *country/planet*. (para 4)
- 5 If you **defeat** someone you *win/beat* them. (para 5)
- 6 To **refuse** something is to say '*no*'/'*maybe*'. (para 5)
- 7 If you **rush** you move *slowly/quickly*. (para 5)
- 8 **Emotions** are *thoughts/feelings*. (para 6)

Summarise

Explain in your own words what you remember about ...
 Rose the Autons the Doctor
 My impression of Rose is ... I would say the Autons ...

Time to talk

- 6 Would you get in a time machine? Why/Why not?



Coming up ... *Doctor Who* on DVD. See page 61.

Mystery, danger and fear!

1 Choose the correct word to complete the sentences.

- If someone is really bad, they are *horrifying/wicked*.
- You may feel *scary/nervous* when you have an exam.
- When something is *terrible/fascinating*, it is awful.
- A *time machine/planet* might travel to the future.
- A(n) *ghost/alien* is a being from another planet.
- A deadly *enemy/monster* is someone who really hates you and may fight you.
- In some computer games you have to attack an enemy and *take over/defeat* them.
- I really enjoy watching scary *panic/horror* films.
- If aliens existed, they would be a different *species/type* from humans.
- We don't know the exact number of planets in the *world/universe*.

2 Complete the sentences with these words.

attack haunted mysterious odd panic terrified

- A(n) person likes to keep things secret.
- A(n) fact is one which is unusual and different.
- Rose felt when she saw the autons.
- An old castle could be by a ghost.
- Castles were safe places because they were difficult to
- If you see a ghost, don't !

3 Match the strong adjectives (1-8) to the adjectives (a-h).

- | | |
|---------------|----------------|
| 1 evil | a disappointed |
| 2 fantastic | b scary |
| 3 fascinated | c bad |
| 4 heartbroken | d odd |
| 5 shocked | e surprised |
| 6 terrified | f good |
| 7 terrifying | g nervous |
| 8 weird | h interested |

4 Use words from this page to complete the description of the creature from *Doctor Who*.



The Reaper looks *extremely scary*...

It has claws.

I think it's

If I saw a Reaper, I would

I would probably feel

5 Use an adverb and an adjective to say how you would feel in each situation. Use the *Wordzone* to help you.

- If I won the lottery, I would feel *absolutely thrilled*.
- If I saw an alien ...
- If I got 100 per cent in the next English test ...
- If my friend stopped talking to me ...

Memorise

Choose an adjective from this page and ask your partner for a strong adjective with a similar meaning.

WORDZONE

Use **adverbs** to make **adjectives** stronger or weaker.

- (+) I'm *very/really/extremely* happy.
 (-) I'm *rather/a bit* nervous.
 (+) I'm *completely/absolutely* totally thrilled.



Past perfect tenses

GRAMMARZONE

Past perfect simple

a past action that happened before another action (past simple) in the past

After it **had disappeared**, the Tardis suddenly returned.

the past perfect simple is often used with:
before, after, for, since, when, just, already

Past perfect continuous

an action that was in progress in the past before another action (past simple) happened or interrupted it.
Rose **had been working** hard all day so she was ready to go home.

the past perfect continuous is often used with:
just, for, since

→ Grammar File, page 168

- 1 Find more examples of the past perfect simple or continuous in *The strange world of Doctor Who* on page 53.

- 2 Choose the correct form to complete the sentences.

- He *had just finished/had just been finishing* his homework when the teacher came in.
- Michael *had already eaten/had already been eating* the whole pizza before I got home.
- I realised we *had talked/had been talking* on the phone for two hours!
- Emma *had planned/had been planning* the New Year's Eve party since November.
- I *hadn't seen/hadn't been seeing* my friend Eva since we were at primary school.

- 3 Complete the story using the past perfect continuous. Use contractions where possible.

My family and I 1) (watch) a scary sci-fi movie for an hour when I noticed that I was alone in the room. We 2) (look) forward to this film all day, but when I looked round, the room was empty! My little sister had left the room earlier. She 3) (cry) because she was scared. My mum and dad 4) (sit) on the sofa, but then they went to make some coffee. Outside it was dark and it 5) (rain) all evening. Suddenly, I heard a strange moaning noise. 'Mum!' I yelled. Then Dad laughed. He 6) (hide) behind my chair!

- 4 Complete the sentences with these words.

after already before for just since

- This evening, I had finished my homework by 6p.m.
- I was really hungry this evening as I hadn't eaten anything breakfast.
- I watched TV we had finished dinner.
- I had been reading in bed half an hour when my mum came in.
- I had switched the light off when I bumped into the wall.
- I had forgotten to clean my teeth I got into bed!

- 5 Complete the article with the correct form of the verbs in brackets.

She's had two careers already!



Billie Piper as Rose Tyler in *Doctor Who*

Unlike her character, Rose Tyler, actress Billie Piper is not 'just a normal girl'. Billie became famous when she was fifteen. However, she 1) *has been working* (work) in various TV adverts since she was five. At the age of twelve, Billie 2) (just/start) secondary school when she won a place at a theatre school in London. Billie 3) (study) at the theatre school for two years when she appeared in a national TV advert. She was only fourteen when the head of a record company, who 4) (see) the advert, decided to make her a pop star. She 5) (sell) more than three million copies of her first album, *Honey to the bee*. By the time she was sixteen, Billie Piper 6) (already/have) two number one hits. Billie decided to stop singing before she had even turned twenty as she needed a change. After she 7) (give up) her pop career, Billie returned to acting. She 8) (act) in TV programmes for a couple of years when she won the part of Rose in *Doctor Who*.

Facts >> Billie received two major awards for the role of Rose.

Time to talk

- 6 Do you know any famous teenage actors or singers? Is fame good for teenagers?

Get ideas

- 1 Describe the photos from *Doctor Who*.



- 2 Which of these things can you see in the photos?

actors camera operator computer-generated effects
costume designer location mask producer
script set storyboard writer

- 3 You will hear an interview about the making of *Doctor Who*. Which words from Exercise 2 do you expect to hear?

Time to listen

- 4 Read the options in Exercise 5. What questions do you expect to hear? Discuss with your partner.

EXAMZONE

Questions not on the page?

Read the options.

→ What do you think the questions will be about?

→ What information do you need to listen out for?



- 5 Listen to the interview and answer the questions you hear after each section. Choose A, B or C.

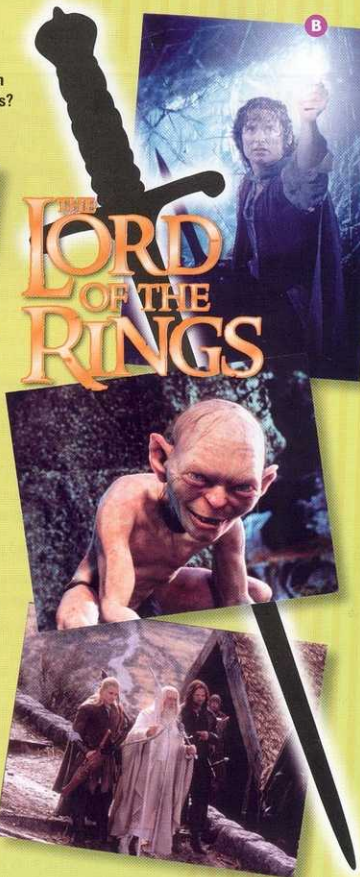
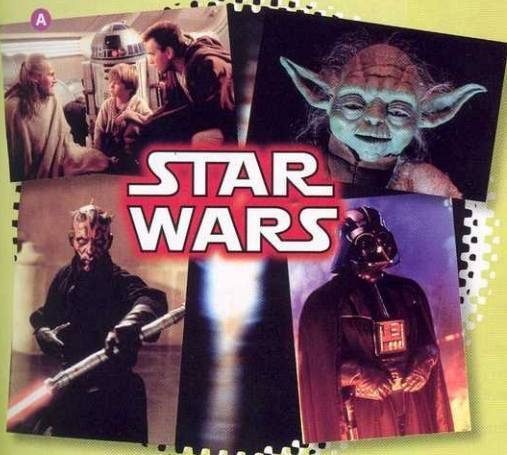
- 1 A to find the right people
B to provide the money
C to produce programmes
- 2 A actor
B producer
C writer
- 3 A use a storyboard
B study their part
C assist the camera operators
- 4 A what type of camera shots to use
B when to use black and white film
C which operators are filming
- 5 A the designers
B the characters
C the make-up and clothes
- 6 A face masks
B wigs
C fur costumes
- 7 A They couldn't find a good place to put it.
B They needed a lot of computers on the set.
C It took a long time to make it.
- 8 A lively
B magical
C excited
- 9 A bringing the story to life
B filming the scenes
C checking the film makes sense
- 10 A working with the editors
B watching the whole programme
C meeting the actors

- 6 Read the pairs of sentences and mark the main stress in each one. Listen and check.

- | | |
|---------------------------|------------------------------------|
| 1 I felt worried. | I felt a bit worried. |
| 2 He was upset. | He was rather upset. |
| 3 It was annoying. | It was extremely annoying. |
| 4 I was disgusted. | I was totally disgusted. |
| 5 It was amazing. | It was really amazing. |
| 6 They looked terrifying. | They looked absolutely terrifying. |

Get ideas

- 1 Have you seen either of these famous film series? Who are the main characters? What is the storyline? What are the best special effects?



- 2 Rewrite these direct questions to make them more polite.

- 1 Who are the characters?
Do you know/Can you tell me who the main characters are?
- 2 What is the plot?
- 3 What's the location for the film?
- 4 Who was the producer?
- 5 What special effects were there?

Time to speak

- 3 Choose film A or B and ask your partner some of the questions in Exercise 2. Then swap roles.
- 4 Discuss these questions with a partner.
- 1 Which film do you think has the best story?
 - 2 Which characters do you prefer?
 - 3 How interesting do you think the special effects are in each?

- 5 Decide which film you would prefer to see. Explain your reasons to a partner.

Useful phrases

The reason I prefer (character) is ...
I'd say (film) is better because ...
One of the reasons why I'd choose (film) is that ...
I think (film) is important/interesting because ...
What I mean is ...

EXAMZONE

Making a choice?

Use the information you have learned from your questions to explain your reasons.



- 6 Do you ever find sci-fi films scary? Do you think people like being scared? Why?

Fixed phrases

WORDZONE

Some words go together in a **fixed phrase**, with a new meaning.

*It frightened me to death!
In the end they escaped.*

Note them down when you find them.



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

- 1 to send shivers down someone's spine
- 2 Rumour has it ...
- 3 to go from bad to worse
- 4 It's strange, but true!
- 5 to breathe a sigh of relief
- a to be so weird that people may not believe it
- b to be very glad something has ended
- c People say ...
- d to make someone very scared
- e to become more and more difficult or unpleasant

2 Complete the sentences with these fixed phrases.

all of a sudden at that moment day after day
from that day on from time to time never again

- 1 the dog waited for her, but she never came back.
- 2 I was just phoning my friend.
- 3 I was lying in bed when, I heard a weird noise.
- 4 she never smiled again.
- 5 Do I want to return to that house? No,
- 6 We often visited the castle and we saw a ghost

3 Read the story and choose the best answer, A, B, C or D.

- | | | | |
|-------------|-----------|-----------|-----------|
| 1 A before | B just | C already | D after |
| 2 A haunted | B scary | C strange | D weird |
| 3 A not | B nothing | C never | D ever |
| 4 A since | B for | C from | D until |
| 5 A while | B before | C once | D just |
| 6 A on | B along | C into | D down |
| 7 A after | B soon | C just | D then |
| 8 A Hour | B Minute | C Day | D Night |
| 9 A then | B before | C once | D already |
| 10 A weird | B worse | C evil | D worst |
| 11 A on | B at | C of | D to |
| 12 A hour | B minute | C time | D moment |

Haunted Halloween

Do you like being scared? I used to enjoy it, but that was 1) I threw a Halloween party. Rumour has it that Halloween is the most 2) night of the year. Some of my friends and I used to have a sleepover party every Halloween. We would all tell scary stories, but 3) again! I'll tell you why ... Last Halloween we had a party and stayed up late. We'd been telling spooky stories 4) hours. Amanda had 5) been telling us about a headless ghost and I felt a shiver run 6) my spine! At midnight Ella told us about an American who went mad 7) he'd visited a haunted castle. 8) after day, a huge group of noisy ravens would gather on his roof, but he'd never seen them 9) He would throw things at them to scare them away, but they'd always come back. Then things went from bad to 10) His doorbell would ring, but there was never anyone there ... All 11) a sudden our doorbell rang. We all screamed at once! At that 12) a deep voice called out. It was only my dad! He'd been working late at the restaurant. My friends and I breathed a sigh of relief. It's strange, but true!

used to and would

GRAMMARZONE

used to

continuing past states

I used to enjoy being scared.

used to and would

habits or repeated actions in the past

*He would/used to throw things at them.***Note:** with a time reference, always use *used to*.*Dad used to tell us spooky stories in the evening.*

→ Grammar File, page 168

- 1 Choose the correct form to complete the sentences. Sometimes both are possible.

- 1 She *used to/would* get up at 5a.m. when she was small.
- 2 Dorothy *used to/would* live in a haunted house.
- 3 The haunted room *used to/would* be a bedroom.
- 4 He *wouldn't use to/wouldn't* play in the haunted room.
- 5 I *didn't use to/wouldn't* believe in monsters or aliens.
- 6 Did you *use to/Would* you stay up late when you were young?

- 2 Write sentences about Nick when he was one year old. Use *would* where possible.



- 1 He *used to wear* (wear) nappies.
- 2 He (play) with trains every day.
- 3 He (love) bananas.
- 4 He (not like) vegetables.
- 5 He (hit) his big sister.
- 6 He (make) a lot of mess.

- 3 Write four sentences about yourself when you were one year old. Use *would* or *use(d)* to.

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

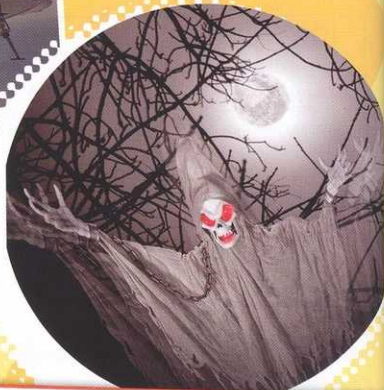
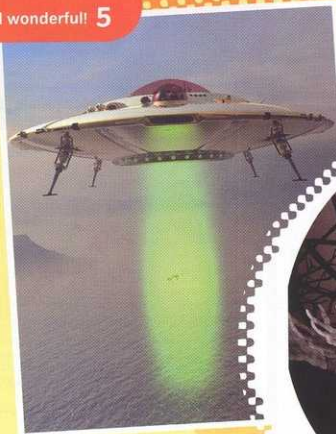
- 1 My friend often saw ghosts at her gran's house. USE
My friend often
ghosts at her gran's house.
- 2 Some visitors occasionally stayed for a night at the haunted house. WOULD
Some visitors for
a night at the haunted house.
- 3 Did your mum usually read you a story at bedtime? USE
Did your mum you
a story at bedtime?
- 4 I watched *Doctor Who* then I went to bed. AFTER
I went to bed.
I *Doctor Who*.
- 5 I refused to sleep in the dark when I was young. WOULDN'T
I when
I was young!
- 6 I was sleeping, but then a bad dream woke me up. WHEN
I had a bad
dream woke me up.
- 7 My granddad always said there was a monster in the cupboard. USED
My granddad
there was a monster in the cupboard.
- 8 She turned away, then she heard a scream. JUST
She when she
heard a scream.

Time to talk

- 5 Did you use to believe in ghosts? Do you believe in ghosts now? Why/Why not?

Get ideas

- 1 Do you think these photos of a ghost and a UFO are real? Why/Why not?



- 2 Describe what you can see in each photo. Use these words to help you.

alien castle faint flying saucer ghostly pale skeleton spooky UFO weird

- 3 Read the two stories quickly. Which one is easier to believe? Why?

Find the right words

- 4 Complete the stories with these words.

also and as because but however now so soon then

Alien encounter

On the evening of July 12, 1982, Margaret had just let the dog out into the garden.

1) she stood by the door she saw a strange sight. Suddenly, she was frozen to the spot as something bright rushed towards her.

Just 2), the bright object stopped above a tree only a few metres away. It made a weird humming sound. It was round and yellowish, but what on earth was it?

A few moments later, Margaret tried to move, but her feet felt stuck to the ground. 'I couldn't call my husband 3)

4) as I could move, I rushed upstairs. I looked through a bedroom window, but the object had already gone.'

After the UFO had left, Margaret's eyes felt sore. 5), she found it hard to stay awake for weeks. The dog seemed sleepy, too! What is the explanation for this strange event? It sounds like a dream, but as a matter of fact another two witnesses had seen a UFO pass about fifty metres above their heads.

A spooky story

Imagine waking up every night and hearing a ghostly voice saying the same phrase over

6) over again, 'This is the voice of the Mysterons.' It sounds like a nightmare but it really happened to 75-year-old Bert Jones.

The creepy voice would wake Bert up just after 3 a.m. It was followed by a spooky laugh. 'The sound was driving me mad 7) we searched the flat, but we couldn't find the source.'

Eventually, Bert's son spent a night in the flat. At the usual time, they heard the eerie voice which came from an ancient wardrobe. Bert nervously opened the door, 8) all was silent. They searched inside and eventually found ... a plastic child's watch! It belonged to Bert's grandson.

9), Bert had put it in the cupboard and forgotten about it. The alarm was set for 3.05a.m., when it would play the phrase from a film!

10) the mystery of the voice had been solved. But Bert moved in with his son because they never found the source of the spooky laugh.

- 5 Find dates, times and other facts which helped each story to sound real.

- 6 Find descriptive words or phrases in the stories which make them seem more scary.

Alien encounter	A spooky story
a strange sight, frozen to the spot	ghostly, nightmare

- 7 Complete the sentences from the stories using these adverbs to make them more dramatic.

absolutely completely extremely really

- 1 She couldn't call her husband as she was terrified.
- 2 The dog, which had also seen the alien craft, seemed sleepy too!
- 3 The sound was driving Alfred mad.
- 4 Poor Alfred was scared.

- 8 Replace the expressions in bold with similar time expressions from the stories.

- 1 **Eventually**, she went to sleep.
.....
- 2 I **quickly** realised that I'd made a mistake.
.....
- 3 **Soon after that**, the doorbell rang.
.....
- 4 **When** the teacher came in, the students were quiet.
.....
- 5 **At that moment**, something strange happened.
.....
- 6 Call an ambulance **immediately**!
.....

Plan ahead

Spooky story competition!

Can you scare us? We want to hear your spooky stories – there's a prize for the best one. Begin your story with the sentence:

Not very long ago, my grandfather told me a strange tale.

- 9 Choose one of these phrases and complete it to make the second sentence of the story.

When he was just a boy he would/used to ...
One cold, dark night he had just ...

- 10 Think of answers for each of these questions. Make notes for each one.

- 1 Who was the main character?
- 2 Were there any other people involved?
- 3 What was the scary event?
- 4 Where and when did the events take place?
- 5 How will the story end? Is it scary, mysterious or funny?

Time to write a story

- 11 Complete the story checklist with these words.

information phrases plan speech tenses

- 1 Start with a clear so you know what you're doing
- 2 Use past and perfect to show the order of events
- 3 Include facts and e.g. names, dates and times
- 4 Use linking words and time to make the order clear
- 5 Use some direct to make the characters more 'alive'

SKILLZONE

Want to create a strong atmosphere for a story?

- Use fixed phrases to add drama.
- Use direct speech to make characters more alive.



- 12 Write your story. Write about 120–180 words. Use the Skillzone and your answers in Exercise 10 to help you.

Time to watch Doctor Who

- 13 Watch the DVD and do the activities on page 156.



6

So you want to get fit?

Get ideas

- 1 How fit are you? How much exercise do you get every week?



EXAMZONE

Not sure how to find the right answer?

- Find the most important words in the question.
- Look at the text and find words that mean the same.
- Check the question again to make sure.



Time to read

- 2 Read the article and decide whether the statements are true (T) or false (F).

- 1 The club was for all the students in the school.
- 2 The club organised trips outside school hours.
- 3 The activities were quite easy.
- 4 The club wasn't a success.

- 3 Read again and answer the questions (1–10). Choose from the people (A–D). Who:

- 1 was unwilling to take part in the activities at first? (two people)
- 2 mentions comments made by other adults?
- 3 wasn't very popular in the beginning?
- 4 talks about personal plans for the future?
- 5 used to eat unhealthily?
- 6 was affected by another person's problem?
- 7 wanted to succeed for someone else?
- 8 found a happy balance between exercise and fun? (two people)
- 9 improved their physical performance?
- 10 was disappointed when the programme ended?

- 4 Match the words from the article (1–6) to the meanings (a–f).

- | | |
|---|------------------------|
| 1 thanks to (section A) | 4 hook up (section C) |
| 2 needle (section B) | 5 benefits (section C) |
| 3 pole (section B) | 6 hang-up (section D) |
| a something doctors use to take blood | |
| b because of someone | |
| c good or positive results | |
| d a long stick or post | |
| e something that worries or embarrasses you | |
| f connect | |

Summarise

Choose two people and say how they changed.
(name) ... at first, but in the end he/she ... He/she wanted to ...

Time to talk

- 5 Would you like to join a fitness club? Why/Why not?

UNFIT KIDS

Ian Wright, ex-Arsenal football legend, chose eight unfit teenagers to take part in his programme to get them fit in six months. Here, four of his club members talk about their experiences.

A SOPHIE

I was really unhappy when Ian gave us the results of the first performance test we did at the after-school club. My body fat ratio was too high and Ian said that I had better do something about it. So I joined in all the activities at the club but when we went away to the boot camp, I refused to do the obstacle race because I thought I wouldn't be able to finish it. In the end, though, I did it, thanks to the boot camp instructor who encouraged me. And I won! Then my mum had to go into hospital for an operation and it really scared me. That changed my attitude completely and it made me really want to get fitter and healthier. Later on, after the camp, I started a new class in street dancing, which was fantastic.

B JEROME

I really like my food! Before the club was set up, I lived on things like sausages and chips and, well, junk food, really. When we had to have some blood tests done before doing the first performance test, I didn't want to have a needle stuck into me. But in the end, I did it because I believed that Ian Wright was going to help me. I also joined a boxing club because I want to be tougher. The others in the after-school club didn't seem to like me very much at first but all that changed after I managed to climb up a five-metre pole! Everyone was really behind me and encouraging me then. When we were training for the relay race, I thought I should build up the distance I could run, so I worked on that. In the end, we beat the other team! When I ran in the final cross-country race, I really wanted to improve my speed. And I did!

C ROBERT

Around the time that Ian set up the after-school club, I would play on my games console for about thirty hours a week. I suppose it was a kind of addiction. At the club, I couldn't cope with it when Ian shouted at us during circuit training, so I decided not to bother. I got out of activities by saying that I'd sprained my wrist or my foot was hurting. I didn't want to go away on the activity weekend either because some of my mum's friends said that the activities were rubbish. At home, Ian hooked up an exercise bike to my Playstation, which was amazing! Now I could actually enjoy myself and exercise at the same time. I didn't need to stop playing. To begin with, I didn't really like the after-school club that much but then I started making new friends and that made all the difference. Now I know that exercise does bring benefits!

D GABBIE

I have never been the most confident person in the world and I avoid exercise whenever I can because it makes me feel self-conscious. I wasn't very happy when they picked me for the after-school club because I have quite a few hang-ups about myself. For example, I feel anxious when I'm out with my friends and they're all wearing their nice clothes. I never usually wear clothes that draw attention to myself. While I was at Ian's after-school club, I tried very hard. I really didn't want to let my family down and I didn't want to let myself down. I didn't see any improvement in my confidence for a long time. After the final cross-country race, though, I felt quite upset that it was over, and now that the programme has finished, I know I must carry on getting fit.



Coming up ... **Get into sport** on DVD. See page 71.

Health and fitness

1 Match the words from the text (1–10) to the meanings (a–j).

- | | |
|--------------------|-----------------------|
| 1 unfit | 6 operation |
| 2 performance test | 7 tough |
| 3 body fat ratio | 8 speed |
| 4 boot camp | 9 addiction |
| 5 obstacle race | 10 cross-country race |

- a when you find out how fit you are
 b strong
 c a race with things to climb through or jump over
 d a race across fields
 e not strong and healthy
 f a camp where you do difficult physical training
 g not being able to stop doing something
 h how fast something goes
 i how much of your body is fat
 j when doctors cut into someone

2 Find phrasal verbs in the article on page 63 that match these meanings.

- took part in something that other people were doing (section A)
- ate a lot of one type of food (section B)
- increase (section B)
- started (e.g. a company, organisation, etc.) (section C)
- connect something to a piece of equipment (section C)
- avoided doing something (section C)
- disappoint (someone) (section D)
- continue (section D)

3 Complete the sentences with these words.

face foot hand head heart neck
 stomach teeth

- The kids had no for boot camp in the beginning.
- Sometimes, Amy lied through her to get out of basketball practice.
- Manuel didn't lose when he wasn't picked for the football squad.
- At half-time, our team had to the music and accept that we were playing really badly.
- The coach had to put his down when the students started to complain.
- At the boot camp, they all have to give a putting up the tents.
- Bill doesn't have a for heights but he didn't let that stop him doing the parachute jump.
- The kids got it in the from Ian when they wouldn't take things seriously.

4 Match the verbs (1–6) to the words (a–f) to make phrases.

- | | |
|----------|---------------|
| 1 sprain | a a bone |
| 2 graze | b a black eye |
| 3 pull | c your knee |
| 4 get | d an ankle |
| 5 break | e yourself |
| 6 cut | f a muscle |

WORDZONE

Want to know about **compound nouns**? They're two or three words that work as one.

team spirit, body fat ratio, cross-country race

Note them down when you find them.



5 Complete these compound nouns from the article on page 63.

- boot
- junk
- blood
- relay
- circuit
- exercise

6 Match the words in A with the words in B to make compound nouns about health and fitness.

A
 blood couch fast
 health heart
 sports weight

B
 care day disease
 food potato
 pressure training

Memorise

Close your book and write down as many compound nouns as you can remember from Exercises 5 and 6. Swap lists with a partner. Who's got the most compound nouns?

Modal verbs

GRAMMARZONE

can, be able to

general ability in the present or future

How far **can you** run?

I **won't be able to** finish it.

could, was/were able to

ability in the past

I **could** enjoy myself and exercise at the same time.

should, ought to, had better

giving advice

Ian said I **had better** do something about it.

need to, have to, must, mustn't

something that is important or necessary

I **must** carry on getting fit.

don't need to, needn't, don't have to

something that is not important or necessary

I **didn't need to** stop playing.

→ Grammar File, page 169

1 Choose the correct alternative to complete the sentences.

- 1 They *should/had to* win the tournament because they've been training for months.
- 2 You *had better/needn't* avoid junk food if you want to get fit and healthy.
- 3 They *needed/didn't need to* jog around the circuit ten times – just five times!
- 4 You *don't need to/couldn't* pass any exams to get into the sports academy as long as you are good at sports.
- 5 She *needs to/mustn't* increase her level of exercise and get fitter.
- 6 You *are able to/shouldn't* play on your PlayStation for so many hours!
- 7 Fortunately, the kids *had better/didn't need to* be fit to go on the boot camp.
- 8 I *had better not/am able to* go to the gym three times a week, which is enough.

2 Complete the sentences with the correct form of these verbs. You will need to use some of the verbs more than once.

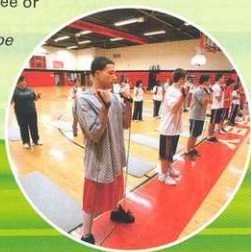
can must need

- 1 I know that I face up to getting fit and stop making excuses.
- 2 If you believe that you do it, then you should be able to do it.
- 3 I understand why she doesn't like playing sports. I love it!
- 4 The team to improve so they started training harder.
- 5 You to go to the gym every day. Four times a week is enough.
- 6 I realise that I eat so much junk food. I'm going to change my ways.
- 7 Once I started the dance classes, I knew I to worry about being unfit anymore.

3 Choose the correct option to complete the text.

Circuit training

Circuit training is a great way to improve your strength and stamina if you 1) *should/need to* get or keep fit. What exactly is circuit training? Well, it's a series of different exercises, such as sit-ups, press-ups, step-ups and so on, which you 2) *have to/had better* do in a particular order. You 3) *are able to/should* do different exercises to improve different sets of muscles in your body. You 4) *can/need to* do circuit training at any age and you 5) *aren't able to/needn't* use any special equipment. You 6) *will need to/will be able to* have one or two sessions of circuit training a week and then you 7) *should/had better* start building up to three or four sessions. Gradually, you 8) *will be able to/could* do more sets and you will definitely feel the benefits.



Time to talk

- 4 Do you think you would enjoy circuit training? Why/Why not?
- 5 Think about a time when you had to do something you didn't want to do. Did it do you any good?

Get ideas

- 1 Look at the photos of a boot camp. Would you like to spend some time there? Why/Why not?



- 2 What do you think would be the good and bad things about going to boot camp?

- 3 Match the words (1–4) to the meanings (a–d).

- | | |
|-----------------|----------------|
| 1 everyday | a surroundings |
| 2 environment | b support |
| 3 phobia | c ordinary |
| 4 encouragement | d fear |

- 4 Match the words (1–4) to their opposites (a–d).

- | | |
|--------------|--------------|
| 1 reward | a able |
| 2 physically | b punishment |
| 3 incapable | c fail |
| 4 succeed | d mentally |

Time to listen

- 5 Listen to the first part of an interview about boot camps for teenagers. What does Mark say about the teenagers being in natural surroundings?

- A It is good for them.
B It's a familiar environment.

EXAMZONE

Here's a tip!

- Use the first listening to cross out the options you are sure are wrong.
→ Use the second listening to check which answer is correct.



- 6 Listen to the rest of the interview and choose the correct answer, A, B or C.

- Where does Mark say that boot camps can normally be found?
A at a distance from towns and cities
B in areas young people are used to
C just outside a town or city
- Mark says that it's necessary for young people
A to support their team leaders.
B to understand themselves before they can help others.
C to help and give strength to the rest of the team.
- At the boot camp, the punishments often take the form of
A giving the kids lines to write.
B making the kids miss a meal.
C making the kids do more exercise.
- At boot camp, young people can learn to
A avoid difficult situations.
B fight against being afraid of things.
C laugh at what the others are doing.
- Mark says that if a young person at boot camp isn't physically fit, then
A they will only have to stay there for a short time.
B they will need to have extra PE lessons.
C they will have to put more effort into it than the others.
- What do the leaders of the camp want the young people to do?
A become stronger people
B change their personalities
C make new rules for the camp
- If you don't manage to do something difficult, you should
A blame yourself and feel bad.
B try not to do too much.
C give yourself something nice.

Get ideas

- 1 Think of five reasons why young people should take exercise. Compare your ideas with a partner.



- 2 Listen to two friends discussing the *Unfit kids* programme. As you listen, note down the phrases they use to agree or disagree with each other.

- 3 Look at your notes from Exercise 2 and decide whether the statements are true (T) or false (F).

- When you agree or disagree with someone, it's best just to say *yes* or *no*.
- You can say *yes* to agree with a negative statement.
- You can use words like *actually* and *not really* to make your disagreement sound more polite.
- You must say *no* when you disagree.
- You don't always have to say *yes* when you agree.
- You can't use a negative verb to express agreement.

SKILL ZONE

Want to sound polite and friendly?
→ Instead of just saying *no*, use these phrases.

Well, as a matter of fact, I don't (agree/think that) ...
I'm afraid I disagree. You see, ...
Well, you have a point but ...



Time to speak

- 4 Work with a partner. Name the activities in the photos above. What's the best way to keep fit?
- 5 Look at the role cards on page 143. Take turns to be Speaker A and Speaker B.

Useful phrases

Agreeing

As you say, ...
I think you're right there.
That's exactly how I feel.
Yes, that's a good idea.

Disagreeing

I don't really think that would be a good idea because ...
I see what you mean. However, ...
Perhaps you're right, but ...
Yes, but you could also say that ...

- 6 Listen to these sentences and notice the short forms. Then practise saying the sentences with a partner.

A: Would you like a piece of cake?

B: No, I wouldn't, thank you. I've just eaten, actually.

A: Did you see that comedy film on TV last night?

B: No, I didn't. Was it good?

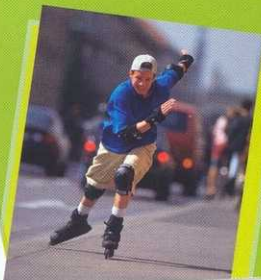
A: Why did you hit my bike? Couldn't you see where you were going?

B: Well, no, I couldn't because the sun was in my eyes. I'm very sorry.

Sports

1 Choose the correct word to complete the text.

I didn't use to like sports at all, especially
 1) *individual/team* sports where you have to
 play with other people. I just couldn't stand
 them! So I decided to take up something
 2) *energetic/alive* that I could do on my own:
 in-line skating. I thought that I would never
 fall over but I should have known that I'd
 end up with a few very nasty bruises! One
 time, another skater bumped right into me
 at top speed. It could have been a lot worse
 but fortunately, we were both wearing
 3) *hats/helmets* and so I only 4) *injured/*
sliced my knee slightly. It always 5) *benefits/*
pays to use the correct equipment in sports.



WORDZONE

Want to talk about sports? Add -ing
 to the verb. But watch your spelling!

skate → skating
 swim → swimming
 ski → skiing



2 Put these sports in the correct column.

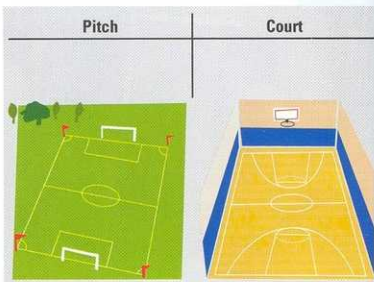
baseball basketball bowling cricket football
 hang gliding hockey ice-skating in-line skating
 jogging skateboarding skiing surfing swimming
 tennis volleyball

Team sports

Individual sports

3 Match these sports with the places where you play them.

basketball football hockey rugby tennis
 volleyball



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

- It took several months for her to, her injury.
 A get by C get through
 B get over D get across
- Have you had your blood checked recently?
 A system C pressure
 B therapy D press
- She was upset because she'd knocked over a glass.
 A heavily C deliberately
 B fortunately D accidentally
- This computer game is quite You have to concentrate in order to get through all the levels.
 A active C curious
 B attentive D demanding
- I do my best. I won't, my trainer down.
 A set C push
 B let D send
- I'm not at all with my new MP3 player.
 A relaxed C worried
 B satisfied D concerned
- Fortunately, the, he received during the game were not serious.
 A injuries C damages
 B hurt D harm
- It wasn't easy to the other team because they were very good but we did in the end.
 A win C lose
 B beat D gain
- I don't want to trouble but I think Jessie cheated in the game.
 A give C cause
 B be D do
- In the end, our team won the race
 A actually C luckily
 B quickly D easily

More modal verbs

GRAMMARZONE

should/shouldn't have + past participle

something didn't happen, but we wish it had

*I **should have known** that I'd end up with a few bruises.*

needn't have + past participle

an action wasn't necessary, although it did happen

*She **needn't have worried** so much. (but she did worry)*

must have + past participle

something we are certain happened in the past

*He **must have hurt** his knee when he fell.*

can't have + past participle

something we are certain didn't happen in the past

*She **can't have gone** skating. Her skates are here.*

could/may/might have + past participle

something that was possible in the past

*It **could have been** a lot worse.*

→ Grammar File, page 169

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

- Oh dear! I (eat) all that spaghetti!
How am I going to play basketball now?
- You (bring) an extra helmet with you.
I've got one of my own.
- You (do) a fitness test before starting
the training to see if you had any problems.
- He (injure) himself by doing circuit
training without any warm-up beforehand. He was
lucky today.
- Jamie (forget) about football practice
this evening. I'll go and phone him and see where
he is.

2 Complete the second sentence so that it has a similar meaning to the first sentence.

- Sophie didn't think she could complete the obstacle race but she won it in the end.
Sophie worried about completing the obstacle race.
- Jerome was very afraid of climbing the pole but he did it in the end.
Jerome refused to climb the pole but he didn't.
- Ian did all he could to help the students in the after-school club.
Ian tried harder to help the students in the after-school club.
- The kids all drank too many fizzy drinks.
The kids drunk so many fizzy drinks.

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

- Be careful with those weights – you dropped one on my toe!
A should have C needn't have
B could have D were able to
- He had never seen people at the gym before.
A so C such a
B such D so many
- I really need to a drink of water. I'm so thirsty!
A make C have
B drink D do
- I told her twice about the party but she remember.
A could C had
B needn't D couldn't
- By the time they had finished shopping, they all their money on sports equipment.
A had been spending C were spending
B had spent D spent
- The trainer asked all the team harder.
A they to work C in order to work
B that they work D to work
- James turned unexpectedly at football training.
A round C up
B in D out
- You cooked for supper – I've brought a takeaway.
A could have C couldn't have
B weren't able to D needn't have
- They don't want her about their plans.
A to know C she knows
B knows D known
- I think I go to my training session now.
A need C 'd better
B couldn't D should have

Time to talk

- Did you do anything this week that wasn't necessary, or anything you regret? Tell your partner about it.





Get ideas

- 1 Do you prefer to play computer games or sports in your spare time? Why?
- 2 Read the essay question below. Do you agree or disagree with the statement? Discuss with a partner.
- 3 Read the model essay. Are the arguments in the essay the same as yours?

Video games are a waste of time.
Give your opinion.

- 1) video games such as PlayStation, Nintendo, and so on, aren't a waste of time. Many people, however, might not agree, so we need to look at both sides of the question.
- 2) all young people enjoy playing on their games consoles. In each game there's a challenge that makes you want to get on to the next level and to win. Furthermore, people say that these games increase people's mental ability because they need to react quickly to changing situations. I have noticed this myself.
- 3) it's true that you shouldn't spend hours in front of the screen. Your eyes are bound to get tired and your body needs exercise, especially in your teens. What is more, games consoles and TV sets shouldn't really be in your bedroom. For example, I've got mine in the living room where I couldn't play for hours without someone else in the family complaining.
- 4) there are advantages and disadvantages to playing video games, as with everything else. The answer is to use your games console sensibly, as with everything else.

Find the right words

- 4 Complete the model essay with these linking expressions.

In my opinion In the first place On the other hand
To sum up

- 5 Put these linking expressions in the correct paragraph. Then add the expressions from Exercise 4.

For instance Generally speaking However,
In addition In conclusion In my view
On the one hand On the whole To begin with

- 1 Introduction:
To begin with

- 2 Giving one side of the topic:

Adding ideas:

- 3 Giving the other side of the topic:

Giving examples:

- 4 Conclusion:

- 6 Read the statements below and add your own suggestions, using a different modal verb each time.

- 1 Some teenagers wrongly think that if they aren't good at one sport, it means that they are bad at all sports.
They should try other types of sports until they find one that suits them.
- 2 A lot of my friends don't like team sports at all and they won't play them.
They / try individual sports ...
- 3 Many young people don't think it's cool to run around and get hot and sweaty.
They / look at / professional athletes
- 4 Sometimes, if no one in the family plays any sport, then it seems an unusual thing to do.
They / courage / do their own thing ...

Plan ahead

- 7** Look at the essay question below and brainstorm ideas. Then compare your ideas with a partner.

It's much better to take part in team sports than individual sports.

- 8** Look at the points that relate to the essay question in Exercise 7. Put them in the correct column.

- go when you like
- have company and more fun
- concentrate on group performance
- not dependent on others
- develop social skills
- have to play even when you don't want to
- try to improve personal performance

Agree

Disagree

- 9** Now choose four of your ideas from Exercises 7 and 8 and write sentences.

If you do individual sports, you don't have to follow a particular programme.

- 10** Write a plan for your essay. Think about these points.

- Content:** what you are writing about, use your ideas from Exercises 7 and 8.
- Organisation:** how you are writing your essay. Use the headings from Exercise 5.
- Register:** formal, neutral or informal language? Use the model essay in Exercise 3 as a guide.
- Range of vocabulary and grammar:** the words you are using. Use the expressions from Exercise 6.



EXAMZONE

Do you want to write an essay?

- Read the question carefully.
- Organise your ideas for and against the question.
- Decide on four or five paragraphs.
- Don't forget to include appropriate linking expressions!



Time to write an essay

- 11** Now write your essay in 120–180 words. Use your notes from the previous exercises to help you.

Time to watch *Get into sport*

- 12** Watch the DVD and do the activities on page 157.



Vocabulary

1 Complete the sentences with these strong adjectives.

evil fascinated heartbroken terrified thrilled weird

- I love ghost stories, in fact I'm absolutely by them!
- Darth Vader is a totally character.
- We were absolutely to get tickets because it's a really exciting film.
- My brother hates climbing as he's of heights.
- My mum was completely when she lost the ring Dad had given her.
- I had an extremely dream about a giant spaceship full of aliens.

2 Choose the correct adverbs to complete the text.

I found some of the scenes in *The Lord of the Rings*

- 1) *completely/extremely/totally* scary! Saruman is a
- 2) *rather/very/totally* evil character and I was
- 3) *absolutely/rather/a bit* terrified when Frodo and his friends are chased across the bridge. Another
- 4) *totally/very/completely* frightening scene is when the dark riders almost catch Frodo. They are
- 5) *extremely/a bit/completely* weird characters!

3 Choose the correct alternative to complete the sentences.

- 1 The awful sight sent shivers *down/up* George's spine.
- 2 From that day *on/in* she was never late again.
- 3 I like to watch sci-fi movies *in/from* time to time.
- 4 We saw the same old man in the street day *after/to* day.
- 5 I was about to go home, but *on/at* that moment Amy ran in.
- 6 At the end of the match we breathed a sigh *of/from* relief.
- 7 Everything was quiet when, all *on/of* a sudden, Lina screamed.
- 8 At the Halloween party, things were going from bad *into/to* worse.
- 9 When I saw the snake I was frightened *to/for* death.
- 10 *On/In* the end we decided to go home.

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

break cut get graze pull sprain

- 1 Helen can't walk properly as she's her ankle.
- 2 You need to warm up so that you don't a muscle.
- 3 Zac a black eye when the basketball hit his face.
- 4 Ow! I think I've myself on that glass!
- 5 Mike needs an X-ray as he may have a bone.
- 6 Natasha fell and her knee, but it didn't bleed much.

5 Match the beginnings (1-6) to the endings (a-f).

- 1 If the players get lazy, the team captain always puts his
- 2 Naomi loves climbing and she's got a great
- 3 When Jack told the referee he was OK, he was lying
- 4 After he let in five goals, the keeper had to
- 5 I had to take down the nets, but Jenny gave me
- 6 We'd better try hard or we might get it

- a through his teeth.
- b face the music.
- c in the neck.
- d head for heights.
- e foot down.
- f a hand.

6 Choose the correct alternative to complete the sentences.

- 1 My favourite exercise is to go *skiing/jogging* in the park.
- 2 I don't like *basketball/volleyball* because I can't hit the ball over the net.
- 3 Have you ever tried in-line *skating/cricket*? It's hard to balance.
- 4 *Football/Swimming* is a popular team sport in many countries.
- 5 When you go *bowling/skateboarding* you should wear a helmet.
- 6 You play *hockey/tennis* on a court.

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

carry on join in let (someone) down live on set up

- 1 All my friends were playing volleyball so I
- 2 Did you know that Gemma's dad is a new gym in town?
- 3 I won't be able to come to your party. Sorry to you
- 4 I had to stop for a rest but my friends without me.
- 5 You can't pizza and chips, you know. It's not good for you.

Grammar

- 8 Choose the word or phrase that best completes the sentence.

- 1 He looked as though he'd seen a ghost.
A just B already
C since D before
- 2 The film by the time I'd arrived.
A already finished B had already finished
C had been finishing D has been finished
- 3 I anything so strange before that moment.
A already saw B have just seen
C had never seen D didn't see
- 4 We back to the village since I was small.
A didn't go B hadn't been
C weren't going D wouldn't go
- 5 I like halloween when I was young.
A wouldn't B didn't use
C never used to D would
- 6 Granddad walk 7km to work when he was young.
A would B used to
C used D was
- 7 They listen to the radio in the evening.
A used B used to
C used to be D use to do

- 9 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

- 1 There was no need to worry about the match as we won easily. NEEDN'T
..... about the match as we won easily.
- 2 I ate too many ice creams before the race! SHOULDN'T
I many ice creams before the race!
- 3 He did all he could to pass his karate exam. COULDN'T
..... harder to pass his karate exam.
- 4 I'm sure she injured her hand when she fell off the horse. HAVE
..... her hand when she fell off the horse.
- 5 I couldn't jump over the bar. ABLE
..... over the bar.
- 6 It's not necessary to train every day. NEED
You every day.
- 7 We have to run ten kilometres every weekend. MUST
..... ten kilometres every weekend.
- 8 My advice is to avoid junk food. BETTER
You junk food.

- 10 Match these functions to the sentences in Exercise 9.

- a (lack of) ability =
- b advice =
- c lack of necessity (past) =
- d certainty =
- e obligation =
- f regret or criticism =
- g lack of necessity (present) =
- h impossibility =

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

It was an ordinary day and I had been training at the gym for an hour after school. 1) I had finished, I decided to go for a cross-country run. It 2) have been about half past seven in the evening, as it was still daylight. I suppose I 3) have realised there was something wrong when I saw the dark clouds, but I 4) brought a waterproof coat with me so I would be OK if it rained. I had been running 5) about fifteen minutes when the rain started. I was at the edge of a field and I 6) have sheltered under a large group of trees, but I knew that was dangerous so I carried 7) past them. However, just 8) that moment, there was a loud rumble of thunder. All 9) a sudden there was a terrifying flash and a loud crash. I was absolutely terrified and fell to the ground. When I looked up, I saw one of the trees had 10) fallen to the ground right behind me. I was completely shocked, but luckily I had only sprained 11) ankle and no bones were broken. 'No more running in bad weather,' I said to myself. '12) again!'

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 156 and 157
- Grammar File, pages 168 and 169



Get ideas

- 1 Do you ever get angry? What about? Why do you think most people get angry?

Time to read

- 2 Match the questions to paragraphs 1–4 in the article.

- 1 How can I understand my anger?
- 2 When I feel angry, what other emotions do I feel as well?
- 3 What do I think about to help calm me down?
- 4 What are some consequences of getting angry?

EXAMZONE

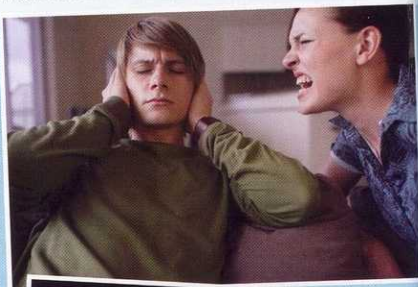
Putting sentences back into a text?

- Read the whole text first.
- Read the missing sentences.
- Look for matching topics in sentences and paragraphs.
- Check reference words and linking words.



- 3 Read the article and choose from the sentences (A–H) the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

- A However, his mentor then showed him an episode from the TV series *The Unteachables*.
- B That's the first step, you see.
- C He constantly interrupts and he gets violently angry if they tell him off or if he feels they are being unfair to him.
- D Now, if something bugs him or if he's about to blow his top, Ben simply chooses to walk away or not respond.
- E A few are still battling with their problems.
- F Anger can be bad for your health if you don't express it.
- G These images can be a powerful distraction from your feelings of anger and make you view everything in a more relaxed way.
- H He also realised that he was likely to ruin his education if he carried on like that much longer.



- 4 Find words or phrases in the text that match these meanings.

- 1 go together with (para 1)
- 2 planned actions (para 2)
- 3 caused (para 3)
- 4 extremely important (para 4)
- 5 having a good or useful effect (para 4)
- 6 relax (para 4)
- 7 send away from school for a short time (para 5)

Summarise

What does the article say about anger management?

The text suggests ... The author recommends ...

You can try ...

Time to talk

- 5 Do you think the suggestions for coping with anger are useful? Which would you use and how? What other suggestions can you think of?

KEEP YOUR COOL!

Sometimes teenagers find it difficult to get on properly at school because they can't control their anger. There is help, though, and here we take a look at what happens to them and the advice they are given ...



TURN OVER FOR MORE!

1 Ben, 15, has been in trouble at school for years, ever since he started secondary school, in fact. In the playground, he's always getting into fights and in the classroom, he won't let the teachers get on with their lessons.

1) His feelings of anger are often accompanied by feelings of guilt and fear.

2 Eventually, he told a school psychologist that he completely lost control during those times: 'I just feel overwhelmed and unable to do anything about it.'

2) The psychologist told him about some strategies he could use whenever he started to lose his temper.

3 She advised him to make a note of the cause of his anger so that he could understand what would him up.

3) '..... Think about times over the past week when you've got irritated with someone or about something - what was it, why did it annoy you and what can you do about it?' she asked him. Ben worked hard at trying to understand his anger and what triggered it.

4 The psychologist also told him to use his imagination to help him: 'It's essential to pay attention to positive emotions instead of the negative ones. Think of a song you like or a pleasant place where you can chill out, for example, or imagine you're listening to the advice of a person you admire. It might be a relative or friend you are particularly close to: whatever works for you. 4) Ben thought it all sounded easier said than done!

5 He indeed tried very hard but he was again suspended for bad behaviour. 5) In this programme, a number of teenagers with serious behavioural problems took part in an educational project that aimed to help them get

more out of their education. They were sent on a two-week study camp where they were taught their lessons in a different and challenging way and where a psychologist, several youth workers and teachers could give support and encouragement.

6 All teenagers are vulnerable, especially those who have problems. Fortunately, these professionals were in a position to give the 'unteachables' the reassurance they needed to help them turn their lives around. Most of them, like Ben, were successful and were proud of what they had done to

improve their chances of succeeding at school and in life. 6)

7 The programme had quite an effect on Ben: the shame he felt for all of the things he'd said and done made him promise not to throw any more wobbles in future. 7) In this way, he feels he can handle the situation and let go of the anger which was harming his sense of well-being. 'I picture myself as someone who's totally in control and who can cope with his emotions,' he explains. 'I would like to learn a lot from school so I can teach my kids. I want my kids to have a good education.'



Coming up ... *The Unteachables* on DVD. See page 93

Getting to know your feelings

1 Match the words (1-8) from the article on page 75 to the meanings (a-h).

- | | |
|---------------|-------------------|
| 1 emotion | 5 reassurance |
| 2 overwhelmed | 6 wind someone up |
| 3 handle | 7 irritated |
| 4 vulnerable | 8 well-being |

- a annoyed
b cope with something successfully
c comfort
d a feeling of happiness or contentment
e annoy someone
f affected by a very strong feeling
g weak or sensitive
h a strong feeling

2 Put these phrases in the correct column.

blow your top cool it defuse a situation
fly off the handle give someone a piece of your mind
keep the peace keep your cool lose your temper/cool
pour oil on troubled waters see red take it easy
throw a wobbly

Get angry

blow your top

Calm a situation down

WORDZONE

Look! The verbs *do*, *have* and *make* go with particular expressions.

do something about a problem
have an effect on
make a note of



3 Complete the sentences with the correct form of *do*, *have* or *make*.

- It would *do* you good to talk about it.
- If you a problem, tell me about it.
- The easiest way out is simply to nothing about the problem and hope that it goes away.
- I really an effort to understand his point of view but I still couldn't agree with him.
- My friend and I an argument about who was going to pay for the cinema tickets.
- If you a mistake, admit it.

4 Complete the table.

Verb	Noun	Adjective
		angry
		ashamed
	choice	
	pride	
control		controlling
	advice	advisable
support		supportive

5 Complete the conversation with words from Exercise 4, in the correct form.



Sam: I'm sorry, Eddie, but I don't like it when people try to
1) me and make me do what I don't want to do!

Eddie: I'm only trying to give you some good
2)

Sam: OK, but I have a(n) 3) here, don't I? Do I have to do whatever you think is right?

Eddie: No, of course not. But you should take my feelings into account, too.

Sam: Look, Eddie. I love my dog and I'm not going to sell him just because you don't like him. And there's no point in getting 4) - I'm not going to change my mind.

Eddie: Well, if that's the way you feel, Samantha, what can I say? I've always 5) you in your decisions but this time ...

Sam: Goodbye, Eddie. Come on, Tiger. Let's go for a walk.

Memorise

Write down as many phrases with *do*, *make* and *have* as you can. Then compare with your partner. Who has the most correct phrases?

make, let, imperatives

GRAMMARZONE

make + object + infinitive

Anger **makes** us do things that we don't really want to do.

We all have places that **make** us feel happy.

let + object + verb + object

Let me help you.

Imperatives

for giving orders or advice

Think of a place that you really like and **imagine** that you are there.

Don't make me angry.

→ Grammar File, page 169

- 1 Complete the sentences with the correct form of the verbs in brackets. Use an object in each sentence.

- Cherelle's anger *made her do* (make/do) things she didn't want to do.
- Scott's parents (not/let/use) the phone and he's sixteen next week.
- James' parents (not/let/go) to Paris last month.
- Michael's parents (not/make/help) around the house. That's why he's so lazy.
- Sally used to get angry if other people (make/feel) stupid.
- Some teenagers behave better if adults (make/take) responsibility for themselves.

- 2 Write six sentences about what your parents let or made you do when you were younger. Say if their behaviour has changed now.

My parents didn't let me go out with my friends when I was younger but now they let me go out at weekends.

- 3 Complete the diary with the correct form of **make** or **let**.

Dear Diary,

Do you know what I decided this morning? I decided that no one was going to
1) me lose my temper at all during the day.

Well, I have to admit that I had a few problems with that plan. Firstly, my mum didn't
2) me wear my favourite jacket to school because she said it wasn't warm enough. I was furious! Secondly, a car splashed me with dirty water on my way to school and my teacher
3) me go home and change! Then later in the morning, the PE teacher
4) me play volleyball because I'd sprained my wrist the previous week and she
5) me rest it. I was so annoyed I just saw red and started shouting. Fortunately, the PE teacher likes me and she just
6) me calm down.

- 4 Read the advice in a teen magazine problem column. Complete with the imperative or negative imperative of the verbs in brackets.

How (not) to get angry!

- 1) *Don't start* (start) shouting. 2) (walk) away and 3) (calm) down.
- 4) (go) to the gym or kick a football around. 5) (get) rid of your anger in that way. 6) (think) about whether the other person may be right. 7) (be) willing to compromise. 8) (accept) criticism but 9) (let) others walk all over you! 10) (talk) about your feelings – 11) (bottle) them up!
- 12) (be) impatient. 13) (count) to ten before you open your mouth.
- 14) (think) that crying is silly.
- 15) (have) a good cry and you'll feel better afterwards! 16) (hit) your pillow. But 17) (hit) your friends!

Time to talk

- 5 Have you ever had an argument that you wish you hadn't had? What happened?

Get ideas

- 1 Think of two situations when you have to listen very carefully to what people are telling you.

- 2 In which of these situations would you need to listen carefully for important information?

- 1 You want the answer to a factual question.
- 2 You are being told about an elderly relative's minor health problems.
- 3 You are making arrangements to go somewhere or meet someone.
- 4 You have asked for directions to get somewhere.

EXAMZONE

Need to choose the correct picture?

- As you listen, focus on the pictures.
- Try to understand what the people are saying about them.
- Remember! Listen to the question carefully and then choose your answer.



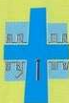
Time to listen



- 3 Listen to eight conversations and look at the pictures. After each conversation you will hear a question. Choose the correct answer, A, B or C.

1

A



B



C



2

A



B



C



3

A



B



C



4

A



B



C



5

A



B



C



6

A



B



C



7

A



B



C



8

A



B



C



Get ideas

- 1** Look at the photos and read the information about Jake. Discuss with a partner:

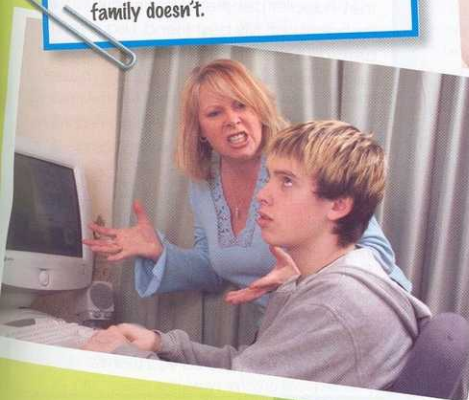
- what business you think he might want to start up.
- what his biggest problem might be.

- 2** Choose the phrases Jake's parents could use to give him advice.

- You must ...
- I think you're silly to ...
- I wonder if you have thought about ...
- It would be very foolish to ...
- You shouldn't just ...
- It might help to ...
- I don't know why you can't ...
- If I were in your position, I'd ...

- 3** With a partner, act out a conversation between Jake and his mother or father.

- Jake isn't doing very well at school.
- He wants to leave school and start up his own business.
- He has saved up a bit of money.
- He's got some creative ideas.
- He has got a part-time job in a restaurant.
- He believes in himself but his family doesn't.



Time to speak

- 4** Your school wants to introduce a new school subject, either Psychology or Business Studies. With your partner, discuss the advantages and disadvantages of each subject. Decide which subject would be best and why.

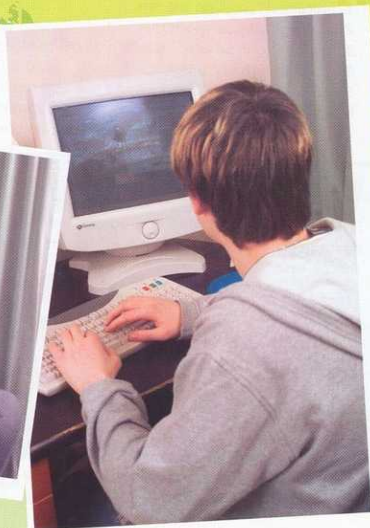
Useful phrases

Making suggestions and giving advice

- It would be a good idea to ...*
- It would do us good to ...*
- Perhaps the school should ...*
- We could ...*
- X could be a possible solution ...*

- 5** Ask and answer these questions with your partner.

- What subjects would you like to change at school? Why?
- Do you think that relationships between teachers and students at your school are good? How could they be improved?
- Would you consider a career in teaching? Why/Why not?



Adjectives, nouns and verbs

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

believe in break up fall out with look down on
look up to run into stand up to

- Throughout his teenage years, Jake looked up to his uncle who had succeeded in life through hard work.
- Unfortunately, Sam and Jessie They had a major argument and neither would apologise.
- My parents have always me and that makes me feel positive about myself.
- She's such a snob! Why does she everyone and pretend to be superior?
- Ruth her best friend over something really silly today. Hopefully they will make up tomorrow.
- Whenever Derek gets cross, he shouts at Marianna. I hope she knows how to him.
- If you difficulties, it's important to have someone you can talk to and trust.

2 Match these adjectives to the adjectives (1-7) with a similar meaning.

annoyed big-headed cheeky cross depressed
envious fed up impolite mad odd snooty
stuck-up unhappy upset weird

- jealous envious
- angry
- vain
- snobbish
- sad
- strange
- rude

WORDZONE

Remember how to make **nouns** from **adjectives** by adding endings **-ness**, **-ity**, and **-ence**?

sad → **sadness**
difficult → **difficulty**
patient → **patience**

You can also add **-ment** to **adjectives and verbs**.

content → **contentment**
enjoy → **enjoyment**



3 Write the noun forms of these words.

- enjoy (v) enjoyment
- friendly (adj)
- improve (v)
- mad (adj)
- punish (v)
- rude (adj)
- sad (adj)
- snobbish (adj)
- strange (adj)
- resent (v)

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

This may sound obvious but life is not all
1) (sweetness) (sweet) and light and
2) (happy). Like money, it doesn't grow on trees. In other words, it's certainly not always easy to find! But once you've found it, it's essential not to spoil it by any 3) (negative) you might feel about yourself or other people.

Emotions such as 4) (jealous) are negative emotions. Who cares if your best friend has got nicer hair than you or ten pairs of trainers? The 5) (unfair) of this may get you down but are they happier people than you are? Probably not! My best friend, Lisa, is really pretty but that doesn't mean I go around full of feelings of 6) (resent)!

This state of mind is unlikely to be helpful to your 7) (develop) as a person. 'No,' I tell myself every morning. 'I'd rather be me than anyone else and I'm extremely happy to be me!' So, I suggest you accept yourself as you are. The key to 8) (content) is to be satisfied with the person you are. You'll soon see how your cheerful 9) (personal) makes your 10) (popular) grow. What more could you want?

suggest, would rather, would prefer

GRAMMARZONE

suggest

for giving advice

They **suggested that I should visit** them at the weekend.

would rather

for expressing preference

I'd **rather be** me than anyone else.

for saying what we would like somebody else to do

I'd **rather you didn't lie** to me.

would prefer

for expressing preference

I'd **prefer to know** the truth.

→ Grammar File, page 169

1 Match the beginnings (1–6) to the endings (a–f).

- | | |
|---------------------------------|---|
| 1 I'd rather you | a studying a bit harder. |
| 2 He suggested that | b than go to the party. |
| 3 They'd rather not | c didn't shout at me. |
| 4 My teacher suggested | d have an argument than agree with him. |
| 5 Debbie would prefer to | e get home too late this evening. |
| 6 She would rather stay at home | f we go to the cinema. |

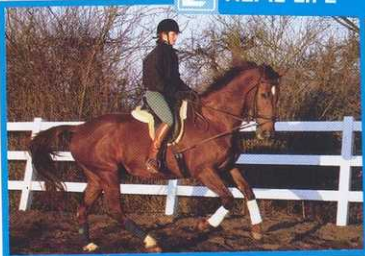
2 Complete the suggestions with the correct form of the verbs in brackets.

- 'Sometimes other people say hurtful things to me.'
I suggest you (not/get upset) about what people say.
- 'My parents are concerned that I don't know what career I want.'
We suggest (go) for some careers advice.
- 'My two best friends are always disagreeing with each other.'
Tell them that you'd rather they (not/argue) all the time.
- 'Other people are always trying to giving me advice.'
Wouldn't you prefer (make) your own decisions?

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



REAL LIFE



It was a year ago that I had a nasty experience. Ulrike, my Austrian pen friend, had

- 1) that I stay with her in the summer. 'Please come to Vienna,' she told me. 'My brother will take you horse riding.' I hadn't
- 2) horse riding for ages but I was too stubborn to admit that I'd rather
- 3) go.

Of course, it was a disaster! Firstly, the huge horse, Rocky, would hardly stand still to

- 4) me get on him. Then I couldn't
- 5) him move at all! Ulrike's brother, Peter, realised I was having problems: 'I'd 6) you to tell the truth when you don't know how 7) do something,' he said. Then he took out his stick and hit the horse hard.

Well, after 8) things went from bad to worse. Rocky, furious about being hit, took off 9) a jet plane. As he raced out of the riding school, I hung on tightly. Finally, Rocky stopped at a little stream. I let him drink 10) much as he wanted and then Peter took him back.

Back at the house, Ulrike 11) me feel better. 'It doesn't matter, Ann. Next time, though, remember that horses can 12) very stubborn, too!'

Time to talk

- 4 What would you say are your best characteristics as a person?
- 5 What sort of behaviour in other people annoys you most?

Get ideas

- 1 Look at the cartoon and read the caption. What cartoon could you make about your home life?

I told you that banning TV wouldn't make her study more. Now she just sleeps all the time instead!



- 2 Read the extract from Penny's letter to a school magazine asking for advice. What do you think she should do?

I've got a problem that concerns my family and my best friend. My friend has invited me to go on a skiing holiday with her and her family and I really want to go. However, my parents are not at all keen as they are afraid I might break a leg or something like that! I'm worried because if I say I can't go, my friend will ask someone else and it might cause problems with our friendship. Please advise me what the best thing to do would be. I don't want to have a big row with my parents or with my friend!

- 3 Read the reply to Penny's letter. Do you agree with the advice given?

Dear Editor,

I read Penny's letter and I'd like to give her some advice. She is in a difficult situation since she wants to please both her parents and her friend. Despite her worries, however, I think there are ways in which she could find a solution.

In the first place, it might be a good idea if she asked her friend's parents to talk to her own parents and reassure them that they will be very careful on the holiday to avoid any accidents. They can exchange mobile phone numbers so that Penny's parents can be in constant contact if necessary. Secondly, even if they still don't agree, I don't think Penny should worry about losing her friend due to not going away on holiday with her. She simply needs to explain the situation very clearly to her friend and tell her that she would love to come but that it's her parents - not her - who are worried.

So, I suggest bringing the parents into contact with each other. If that doesn't work, then it may be best to accept that and try to arrange another time when she could go away with her friend. Instead of going skiing, they could do something a bit less adventurous.

I do hope things work out OK in the end.

Best wishes,
Angie

Find the right words

- 4 Find the phrases used in the letter in Exercise 3 to give advice.

- 5 Write two sentences to give advice for each of these situations. Use the phrases below to help you.

- Your friend wants to go to a party at the weekend but her parents won't let her.
Why don't you talk to your parents and find out exactly what the problem is. You might be able to come to an agreement together.
- Your friend is very upset because a couple of her friends have been saying nasty things about her behind her back.
- Your friend has been getting low marks at school recently and can't seem to concentrate in class.
- Your friend gets very angry over unimportant things and is always shouting at everyone.

Useful phrases

*I think you should/could ...
If I were you/her, ...
It might help to ...
Perhaps you'd rather ...
Perhaps/Maybe you should/could ...
What/How about ... ?
Why don't you ... ?*

- 6 Complete the sentences with these words.

despite due to instead of since

- the fact that your parents don't agree, it might be better to change your plans.
- you aren't talking to each other, I can't see how you're going to remain friends.
- the seriousness of the problem, I think you can find a solution.
- apologising, she made things worse by insisting she was right.

Plan ahead

- 7 Read the extract in Exercise 2 again. Write two suggestions for Penny. Write a supporting reason for each suggestion.

SKILLZONE

Don't forget!

- Organise your ideas!
- When you make suggestions, support them with a reason or an explanation.



Time to write a letter of advice

- 8 Read the extract from a student's letter to the advice column of a teenage magazine. What advice would you give her?

I'm writing to you for some advice. I'm not very happy at school. Some older kids seem to laugh at me all the time. I don't know why. Maybe it's because I'm not very tall for my age. I've asked my friends what I should do but they haven't got many good ideas. One day, one of the boys tried to grab my bag but I held on to it and shouted at him. He just laughed at me but he let go of the bag in the end. I'm afraid that something worse might happen. I'm not sure what I should do about this.

Jen

- Plan your letter of advice to Jen. Write two suggestions and a reason for each suggestion.
- Write your letter of advice to Jen in 120–150 words.

Time to watch *The Unteachables*

- 11 Watch the DVD and do the activities on page 158.



It's your environment

Get ideas

- 1 Where can visitors go in your country to enjoy the environment? What wildlife might they see there?

Time to read

- 2 Read the holiday brochures and choose the best answer, A, B, C or D.

- In which place are the animals' young most at risk?
A 1 B 2 C 3 D 4
- Which holiday offers an extra excursion?
A 2 B 3 C 4 D 5
- Which trip focuses on creatures which live in the ocean?
A 2 B 3 C 4 D 5
- Which holidays involve unpaid employment?
A 2 and 3 B 1 and 3 C 4 and 5 D 1 and 4
- Which holidays are only offered at certain times of the year?
A 2 and 4 B 4 and 5 C 3 and 5 D 1 and 2
- Which holiday requires an additional fee to be paid?
A 1 B 2 C 3 D 4
- Which holidays offer extra activities?
A 2 and 4 B 3 and 5 C 1 and 5 D 1 and 2
- In which place have the animals been saved from an unnatural environment?
A 1 B 2 C 3 D 4
- On which holidays did the travellers report new facts about the animals they'd seen?
A 1 and 3 B 2 and 4 C 3 and 4 D 1 and 5
- Which holiday provides an opportunity to stay near local people?
A 1 B 2 C 3 D 4

SKILLZONE

Remember!

→ In brochures, posters and advertisements you can use the headings to locate information quickly.



Environmentally friendly holidays, anyone?

You may care for the environment at home but what happens on holiday?

1 Turtle protection

Country: Zakynthos, Greece

Departures: anytime, except Sundays

Approximately eighty per cent of Mediterranean loggerhead turtles lay their eggs in the soft sand of Zakynthos. However, the eggs may be accidentally crushed by tourists and the turtle young may be confused by bright lights as they try to reach the sea. Volunteer holidaymakers help the survival of this endangered species by patrolling beaches and removing litter. If you want to try other activities during your stay, we also offer Greek cookery classes. Accommodation is in self-catering flats alongside Greek families.

How this vacation helps

Flying creates dangerous levels of carbon dioxide (CO₂) which is a greenhouse gas that contributes to global warming. You can 'offset' this by making a donation to an environmental charity.

Your comments

'These turtles can survive for six hours under water without coming up for air.'



2 Watching whales

Countries: Argentina, Patagonia

Departures: various dates

This fourteen-night tour begins in beautiful Buenos Aires. Our next stop is Patagonia, a dramatic wilderness region. Here we take a boat trip along the coast to observe elephant seals, dolphins, penguins and whales. We also visit a penguin reserve and a glacier.



How this vacation helps

This holiday supports local conservation projects. For every person we donate \$50 to protect the feeding and breeding grounds of whales and penguins.

Your comments

'You can't imagine how magical Patagonia is unless you've actually been there.'

3 Elephant conservation

Country: Thailand

This is a working vacation at a wildlife centre. Anyone can become a volunteer if he/she agrees to assist the mahouts (elephant carers) with tasks.

Daily tasks

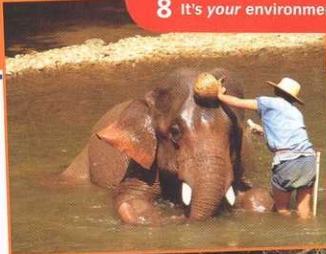
Collect the elephants at 6.30a.m. Take them to look for food in the forest. Clean the enclosure. Swim with the elephants in the lake in the afternoon. If volunteers want to relax after work, they can watch satellite television.

How this vacation helps

If these elephants hadn't been rescued, they would still be living on the streets of Bangkok. A rural environment is much better for them than an urban environment where there is lots of pollution.

Your comments

'I loved working with these huge gentle animals.'



4 Gorilla safari

Countries: Kenya, Rwanda, Uganda

Departures: Aug-Dec, 2-3 departures per month

Extras: gorilla permit £220

If you're lucky, you'll see lions, elephants and rhinos on this safari. The highlight of the trip is the opportunity to see gorillas in the mountain forests. However, you must be in good health - if a gorilla caught a cold, it would be extremely harmful for its whole family.

How this vacation helps

There are only about 600 mountain gorillas left in the world as human activity has reduced the area where they can live. When you buy a permit, this will pay for the maintenance of the national park.

Your comments

'I'll definitely go back as soon as I have enough money!'

5 Polar bear watching

Country: Arctic, Canada

Departures: sixty trips between 1 Oct-19 Nov

Every October and November groups of polar bears gather in Hudson Bay. As they are normally solitary creatures, this is unusual. The bears wait for the ocean to freeze so they can hunt for seals, so this is the perfect opportunity to see them.

Extra activities include dogsledding and a night trip to see the Northern Lights.

How this vacation helps

If the Arctic ice cap melts due to global warming, polar bears will be in danger. We give a share of our profits to the Polar Bears Alive charity.

Your comments

'These awesome bears don't need water! They get all the liquid they need from their food.'



3 Find words in the brochures that have the same meaning as:

- | | |
|---------------------------------|-----------------------------|
| 1 about (section 1) | 5 saved (section 3) |
| 2 squashed (section 1) | 6 pass (section 4) |
| 3 provide money for (section 2) | 7 come together (section 5) |
| 4 help (section 3) | 8 single (section 5) |

Summarise

Choose an animal. Describe its environment and say why it's in danger.

The (animal) lives in ... It's in danger because ...

Time to talk

- 4 Would you like to go on one of these holidays? Why/Why not?



Coming up ... **Eco holidays** on DVD. See page 93.

The environment

1 Complete the sentences with these words.

accommodation conservation donate maintenance
pollution protect reduce survival volunteer

- A is a person who works for no pay.
- To is to give money or help to someone/something.
- To is to stop something being damaged.
- is damage caused to air or water by harmful waste.
- is the work necessary to keep something in good condition.
- To is to make an amount smaller.
- is the protection of natural things.
- is when something continues to exist.
- is a place to live or stay.

2 Match the words from the texts on pages 84 and 85 to the meanings below.

- | | |
|--------------|-----------|
| 1 wilderness | 4 urban |
| 2 glacier | 5 bay |
| 3 rural | 6 ice cap |

- the huge area of ice around the North or South Pole
- relating to a town or city
- a large mass of ice in a mountain valley
- a large, natural area of land which has not been built on
- relating to the countryside rather than the city
- a part of the sea that is partly enclosed by a curve in the land

3 Complete the sentences with words from Exercises 1 and 2.

- I would prefer to live in a(n) area rather than an urban area.
- On our holiday, the was in small, wooden huts.
- Traffic is a major source of in our cities.
- The Arctic is a huge area of icy
- Endangered animals depend on people for their
- Global warming will the size of polar ice caps.
- I'd love to be a(n) and I don't mind working for no money.
- There's a beautiful near here where you can go swimming in the summer.

WORDZONE

Want to talk about the environment? Remember the words that **go together**.

wildlife centre national park



4 Choose the correct alternative to complete the sentences.

- The tiger is already a *wilderness*/an *endangered* species.
- Zoos can help animals survive but it is best if they can stay in their *wildlife*/natural habitat.
- One of the effects of *global*/international warming is that polar ice caps are melting.
- Carbon dioxide is a *green*/greenhouse gas because it warms the atmosphere.
- People*/Human activity often damages other species' natural environment.
- A plan to help the environment is called a *conservation*/reservation project.
- There are many things to consider if you want an environmentally-*friendly*/kind holiday.
- Rare animals often survive best in wilderness *parks*/regions.
- Feeding*/Breeding grounds are areas where wild animals find their food.
- Self-catering*/Self-confident accommodation is a place where you provide your own meals.

Memorise

Choose a phrase from Exercise 4. Say the first word to a partner and ask him/her to say the second word.

Conditionals

GRAMMARZONE

Zero conditional

a general truth: *if/when* + present simple + present simple

When you fly in a plane, you damage the environment.

First conditional

a possible future situation or action: *if* + present simple + *will/can*

If you're lucky, you'll see lions, elephants and rhinos.

Second conditional

an unlikely future situation or action: *if* + past simple + *would/could*

If a gorilla caught a cold, it would be extremely harmful for its whole family.

an imaginary or impossible situation in the present

If I could travel, I would visit the rainforests.

Third conditional

for possible events in the past that did not happen: *if* + past perfect + *would/might have* + past participle

If I hadn't gone on this holiday, I might not have seen a turtle in the wild.

unless

We sometimes use *unless* in first conditional sentences. It means *if not*.

I will book the holiday unless it is too expensive.

→ Grammar File, page 170

1 Choose the correct form to complete the sentences.

- If we go, we'll go to the Arctic next month, we'll buy lots of warm clothes.
- If I see/saw a polar bear, I'd take some photos.
- If you visit Canada, you can ride/could have ridden on a dog sledge.
- If global warming continues, the polar ice caps will/would melt.
- If the sea didn't freeze/hadn't frozen this year, the polar bears wouldn't have gone hunting for seals.
- When polar bears swim, they don't feel/didn't feel cold as they have thick fur.

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

- I can't do my project on pandas unless I (find) enough information.
- If you went to China, (you/visit) a panda reserve?
- If you (give) money to an environmental charity, you help the environment.
- There are around 1,000 pandas left, so they will become extinct unless they (have) a conservation project.
- Pandas (not/be) endangered if they had more food to eat.
- If we (arrive) earlier, the panda conservation centre would have been open.

3 Complete the text with these words.

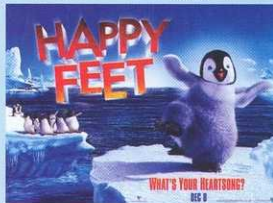
couldn't didn't do have if
unless when wouldn't

Happy feet!

Has a film ever changed your life? If Angela Davis hadn't seen the film *Happy Feet*, she wouldn't 1) become interested in 'green' issues. Angela raises hundreds of pounds a year for an environmental charity. 'If we all 2) simple things like save electricity and recycle stuff, we can reduce global warming,' explains Angela. '3) you care about animals, you'll save them,' she adds.

Angela is fascinated by penguins. 'Did you know that each penguin has a unique "song"? she asks. 'If penguins 4) recognise each other's voices, they wouldn't be able to find their families because they all look the same! Penguins are clever in other ways, too. 5) there is a snowstorm, penguins huddle together in large groups. They wouldn't survive the winter if they 6) do this. 7) we take action to reduce global warming, the polar ice caps will melt.

Since *Happy Feet*, penguins have become a symbol of climate change. Angela believes this is a good thing. If we didn't use photos of cute animals, we 8) raise as much money to help them.'



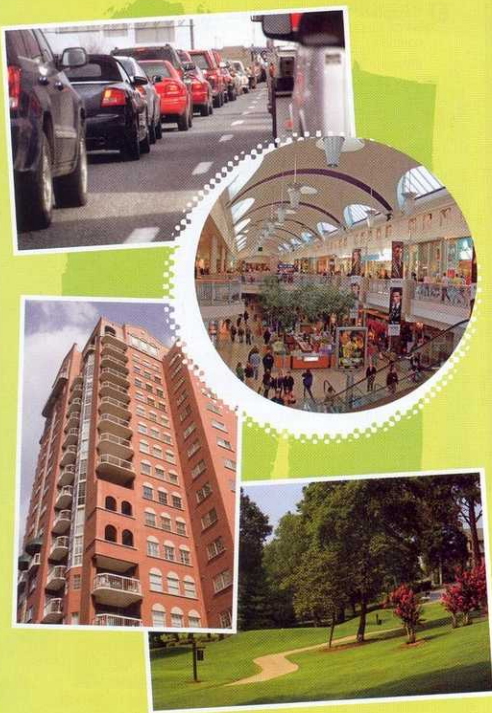
Time to talk

4 Do you think it's a good idea to use animals as symbols of global warming? Why/Why not?

Get ideas

- 1 What's *your* environment like? Is it urban or rural? Describe the areas around your school and home.
- 2 Which of the following would you like to see more/less of in your environment? Mark each one using the scale below.

1 fantastic 2 good idea
3 OK 4 not great
5 awful



Time to listen

SKILLZONE

Can't understand every word you hear? Don't worry!

→ Focus on the information you need to answer the question.



24 4 Listen to people talking in six different situations and choose the best answer, A, B or C.

- 1 You hear the beginning of a radio programme. Who is the presenter going to interview?
A an environmentalist
B a tour guide
C a biologist
- 2 A man is giving some advice to a group of people. Where are they?
A on a boat
B in a hotel
C on a beach
- 3 A teacher is asking her class about transport to school. What is the girl's opinion?
A She's fed up with other kids.
B She thinks more people should walk to school.
C She wants teachers to share their cars.
- 4 You hear a woman who has been doing volunteer work for an international organisation. How did she feel about her trip?
A happy and satisfied
B nervous and shy
C amused but tired
- 5 You hear a girl talking. What is her main reason for preferring the countryside?
A She thinks the city is boring.
B She thinks the city is too noisy.
C She doesn't think there are enough animals in the city.
- 6 A boy is talking about transport improvements in his area. What is the main reason why he is pleased about the changes?
A The new trams are quick and efficient.
B His health has improved.
C The air quality is much better.

3 Read the questions in Exercise 4 and find the words that tell you:

- 1 what the situation is.
- 2 what you need to listen for.

Get ideas

- 1 Do you get tired of hearing about the environment? Do you think the environment issue affects you?
- 2 Which of these things do you do to help the environment? What other things could you do?

AT SCHOOL

Walk to school or use the bus.
Recycle paper.

AT HOME

Save water.
Remember to switch off the lights and the TV.

ON HOLIDAY

Don't drop litter.
Don't travel by plane.

- 3 Match the headings (1–6) to the questions (a–f) in the questionnaire below.

ECO-SCHOOLS QUESTIONNAIRE

- 1 Transport 2 Energy 3 Rubbish
4 Recycling 5 Water 6 School grounds

- a Does your school use low-energy light bulbs? Does someone switch off the lights when a classroom is not in use?
- b How serious is the problem of litter in your school? Are enough bins provided?
- c Does your school recycle plastic, cardboard and paper?
- d Is there a cycle rack for people who want to ride to school?
- e Are there many plants in and around the school?
- f Are taps left running?

- 4 Ask and answer the questions in Exercise 3 with your partner.

Time to speak

- 6 Your school wants to do more for the environment. Discuss the advantages and disadvantages of these suggestions with a partner.

solar-powered heating

a wind turbine to generate electricity

improve travel options, e.g. car sharing scheme

add wildlife areas, e.g. wildlife garden

recycling bins for paper and plastic

Useful phrases

Discussing options

I think the most sensible idea is ...
There are lots of advantages/disadvantages ...
I see your point. But on the other hand ...
I know what you're saying. But the biggest problem/advantage ...
You can ... and also ...
If I could choose one thing, I'd ...
I wouldn't ... unless ...

- 6 Discuss with your partner which two suggestions you think your school should introduce.



Verb phrases with be

WORDZONE

Have you noticed that *be* is often followed by prepositions? These phrases have **special new meanings**.



1 Match the phrases (1–8) to the meanings (a–h).

- | | |
|----------------|------------------------|
| 1 be into | 5 be about to |
| 2 be (all) for | 6 be on/off |
| 3 be against | 7 be in/out |
| 4 be over | 8 be up to (something) |

- a be ready to start doing something very soon
 b disagree with something
 c support an idea or person
 d have finished
 e enjoy a particular activity
 f be doing something wrong or bad
 g be/not be at home
 h be/not be going to happen

2 Write sentences about you and your friends using these ideas.

- Name something you're really into.
- Name something your friend is against.
- Is your school for any energy-saving plans?
- What is about to happen at your school/in your classroom?
- What do you do when school is over?
- Will you be in or out this evening?

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

- | | | | |
|-------------|------------|--------------|-----------|
| 1 A rural | B urban | C solitary | D natural |
| 2 A to | B against | C over | D for |
| 3 A a | B an | C the | D some |
| 4 A a | B on | C in | D the |
| 5 A created | B built | C put | D made |
| 6 A kind | B friendly | C caring | D good |
| 7 A reduce | B protect | C maintain | D survive |
| 8 A harmed | B damaged | C destroyed | D reduced |
| 9 A natural | B normal | C physical | D common |
| 10 A about | B on | C against | D into |
| 11 A if | B before | C as soon as | D until |
| 12 A with | B against | C at | D into |

Matamata



Do you live in a quiet place? My home town is a small, 1) place called Matamata, in New Zealand. It's known for its unpolluted air and beautiful scenery. I'm all 2) a peaceful life, but 3) few things changed when a large farm near Matamata was chosen to be 4) site of Hobbiton, home of the hobbits in *The Lord of the Rings* films. The movie company had a new road made to reach the remote set. They also had thirty-seven 'hobbit homes' 5) into the grassy hillside. This style of home is environmentally 6) because the earth-covered walls and grassy roof 7) the amount of heat they lose.

When filming was over, the company was about to have the set 8) so that they didn't spoil this beautiful 9) habitat. However, they received thousands of requests from fans to visit Hobbiton, so they changed their minds. The company was 10) leaving the whole set but agreed to leave the hobbit homes. Now thousands of visitors a year flock to the site.

11) you ever visit, remember to get your photo taken in Frodo's hobbit home. If you're 12) being green, you could even get a hobbit-style home built for yourself!

have/get + something done

GRAMMARZONE

when someone else does a job for us
Remember to **get your photo taken**.

have something done and get something done have the same meaning; have is more formal
I'm having/getting my bike repaired today.

the tenses can change as normal
The movie production company **had/got a new road made**.

use *by* to say who is doing the action
They **had** the houses **made by local builders**.

→ Grammar File, page 170

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

- repaired. / They've / the log cabin / had
- get / People / often / installed / on their balconies. / canopies
- the lift / We'd like / mended. / to / get
- white. / I / had / painted / my bedroom walls
- had / They've / planted / some grass / on the roof.
- Our neighbours / every few weeks. / grass / have / their / cut
- don't / We / our windows / have / often / cleaned.

2 Complete the sentences with the correct form of have or get and these verbs.

change maintain make plant remove
recycle take

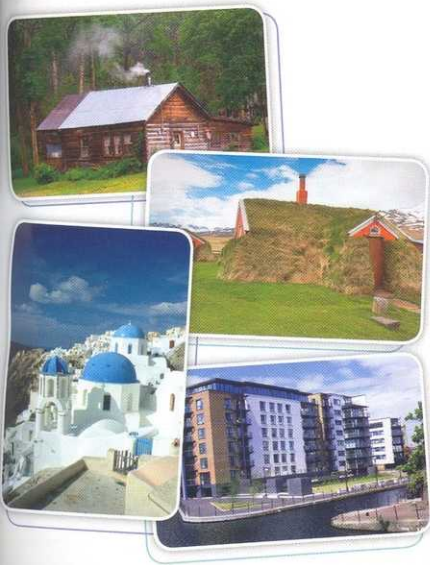
- They're going to twenty trees in the grounds.
- We all the waste paper yesterday.
- We the light bulbs for these low-energy ones when they burn out.
- The station the litter bins
- We are the wildlife park by a new company.
- The wildlife park is a new enclosure
- They've just photos for the new website.

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

- We are going to have a new cycle shed built. GETTING
We cycle shed built.
- The builders installed a wind turbine on Mr Jones's roof. HAS
Mr Jones installed on his roof.
- The school gardens have been redesigned. HAD
The school gardens redesigned.
- The headmaster has found someone to repair the leaking tap. GET
The headmaster is going to
- If you don't put your litter in the bin, you'll have to pay a fine. UNLESS
..... in the bin, you'll have to pay a fine.
- We wouldn't change the garden unless it was good for wildlife. IF
..... for wildlife, we wouldn't change the garden.
- A sculptor made this seat for us. BY
We had this seat a sculptor.
- I chose this paint because it's environmentally friendly. WOULDN'T
I if it hadn't been environmentally friendly.

Time to talk

- Which of the environments in the photos is the most similar to the one you live in?
- If you could change one thing where you live, what would it be?



Get ideas

- 1 What improvements would you make to this block of flats?



- 2 Ali wants to help improve his block of flats. Which of his suggestions do you think would help improve the environment?

- provide a litter bin in the hall
- plant some bushes outside
- ask for volunteers to maintain the gardens
- get some wooden seats made for the garden
- replace electric bulbs with energy-saving bulbs
- have a cycle shelter built
- arrange some pots of flowers in the entrance hall
- have a concrete area where we can use our skateboards
- reduce the amount of electricity we all use

Find the right words

- 3 Read a report written by Ali and his friends. Then look at the comments on how to improve the report. Rewrite each section based on these comments.

To: The Residents' Committee
From: Ali, Kate, Joanna, Steve
Date: 24 February
Subject: Improvements to our block of flats

Introduction

We'd like to report on the suggestions we've thought of. These would make our block of flats nicer for kids, so we hope you like our ideas!

Recommendations

- 1 Firstly, we would like a litter bin in the hall.
- 2 We suggest arranging some pots of flowers in the hall to make it look nice and perhaps have some bushes planted to improve the garden.
- 3 We recommend getting some wooden seats made for the garden.
- 4 All the light bulbs could be replaced with energy-saving bulbs. This would be better for the environment.
- 5 We are all into skateboarding. How about having a concrete area made where we can use our skateboards? That would be cool!
- 6 In addition to this, we would love to have a bike shelter built, as long as there is enough room for all our bikes.

We are all for making our environment better. If these improvements were made, we could all be very proud of our block of flats.

This is a bit informal.
Can you write it in a more impersonal style?

Use 'have something done' here?

Could you join this point to the one above?

Why not join these sentences by using a conditional?

Can you add another idea here?

Your vocabulary is too informal!

What about a heading for your final section?

Plan ahead

- 4 In your town they are planning to set up a conservation area to protect wildlife and plants. Which area would you suggest for this project?
- 5 Choose two of the following suggestions for the conservation area. Write a sentence explaining whether you agree or disagree and why.
 - 1 There will be fines for dropping litter.
 - 2 Everyone has to walk or cycle in this area – no traffic allowed.
 - 3 Volunteers will be needed to help with the maintenance of the area.
 - 4 Posters will be made to explain the importance of the wildlife and plants here.
- 6 Add two more suggestions of your own. Give reasons why you think they would be environmentally friendly.

1

2

- 7 You have been asked to write a report for the local council. Which of the following do you need to do?
 - 1 list as many ideas as possible
 - 2 give a few clear ideas
 - 3 briefly explain your reasons for these ideas
 - 4 suggest ways of making the area look nicer
 - 5 include notes on which options may be cheap or expensive
 - 6 say what you don't like about the area at the moment
- 8 Your report should include the ideas below. Decide in which order they should appear.

- Make a couple of extra suggestions.
- Recommend an area of the town and explain your choice.
- End with an explanation of how the local environment will benefit.
- Make your main suggestion and give reasons.

Time to write a report

- 9 Write your report in 120–180 words. Use the checklist below and the *Skillzone* to help you.

- ✓ Use the headings from Exercise 3.
- ✓ Remember who your reader is.
- ✓ Deal with one main idea in each paragraph.
- ✓ Write polite suggestions in an impersonal way (use suitable verb forms and vocabulary).

SKILLZONE

Remember! In reports, use a formal or neutral style.

- Use formal vocabulary, e.g. say *excellent* rather than *cool*.
- Avoid short forms of verbs, e.g. use *it is finished* rather than *it's finished*.
- Avoid referring to yourself and your personal views where possible.



Time to watch Eco holidays

- 10 Watch the DVD and do the activities on page 159.



Vocabulary

3 Choose the correct alternative to complete the sentences.

- Betty needed a lot of *reassurance/emotion* from her friends after the argument.
- Sometimes we are so *positive/overwhelmed* by our emotions we just have to cry!
- Other people can *wind you up/calm you down* just by demanding what they want all the time.
- Stella always feels very *vulnerable/unfair* during times when things are going wrong.
- I feel now as if I can *deal/handle* any problems.
- We're lucky in that the teachers at our school care about our *encouragement/well-being*.

3 Match the beginnings (1-7) with the endings (a-g).

- | | |
|---------------------------------|---|
| 1 Tim blew his | a off the handle over the state of my room. |
| 2 If you do | b arguments about money. |
| 3 My mum flew | c effort to keep your cool. |
| 4 My elder sister usually keeps | d top over the broken CD. |
| 5 I'm determined not to throw | e the peace between her brothers. |
| 6 Please make an | f a wobbly if he doesn't turn up on time. |
| 7 They're always having | g nothing, the problem might go away. |

3 Complete the advice from a problem page with the correct form of the words in brackets.

To 'Worried' from Exeter,
 Yes, I agree, the 1) (snobbish) of your friend is quite amazing. She seems to show a lot of
 2) (enjoy) in feeling 'better' than everyone else. Her 3) (rude) to your other friends must also make you very
 4) (anger). I suppose that any
 5) (improve) in the situation is unlikely, although I would 6) (advice) you to be patient. She might see, in the end, that her
 7) (control) personality doesn't bring happiness: it simply causes 8) (resent) and 9) (unfriendly) in the people around her. Everyone needs 10) (support) friends, especially in times of difficulty. One day, she will realise that.

3 Complete the sentences with these words.

accommodation greenhouse habitat human project
 species warming wilderness

- The natural of the polar bear is the Arctic.
- Orang-utans are an endangered
- Some of the weather problems we're having may be due to global
- Carbon dioxide (CO₂) is one of the gases.
- activity, such as the destruction of forests, has put some animal and plant species in danger.
- We're supporting a conservation that will help the panda population.
- My dream is to travel to the region of Canada.
- Self-catering is cheaper than staying in a hotel.

3 Complete the sentences with a suitable word. The first letter of each word is given.

- How can I d some money to the environmental organisation?
- The v helped to look after the young tigers that had lost their parents.
- The m of the wildlife park is very important for the local area.
- The a is clean and cheap: it's not a five-star hotel.
- A factory nearby had caused the p of the river.
- If we could r the amount of rubbish we create, that would be great!

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

be against be in be up to believe in fall out with run into

- What James and Seb? They're very quiet!
- I have never my best friend: we always seem to agree.
- We trying to protect the environment.
- The plan to build new houses near the mountain has difficulties.
- I'll all evening if you want to come round.
- This company testing their beauty products on animals because they think it's wrong.

Grammar

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

- Harry's parents told him that he should say he was sorry for breaking the window. **MADE**
Harry's parents he was sorry for breaking the window.
- 'We don't want you to get into trouble.' **RATHER**
'We'd into trouble.'
- The teacher told them not to throw litter in the playground. **THROW**
The teacher said, 'Please in the playground.'
- 'You could put out some food for the birds,' they said to her. **SUGGESTED**
They put out some food for the birds.
- Clare couldn't go to the party because of her parents. **HER**
Clare's parents didn't to the party.
- Tim was cheeky but the teacher didn't give him any extra homework. **MAKE**
Although Tim was cheeky, the teacher do any extra homework.
- Reading books about animals is much more interesting than doing my homework! **TO**
I books about animals than do my homework.
- His parents said that he could join a wildlife organisation. **LET**
His parents a wildlife organisation.

- 3 Complete the conversation with the correct form of the verbs in brackets.**

Jo: I won't clear up the classroom unless you 1) (help) me.

Sam: Oh. OK. Gosh, what a mess! If all the others in the class 2) (not throw) their waste paper on the floor all the time, we 3) (not have to) spend so much time tidying up!

Jo: And what about the desks! They look disgusting! Even if we use a bottle of chlorine on them, they 4) (never get) clean!

Sam: Well, if the teacher 5) (not tell) me to do this job, I certainly 6) (not stay) to help you! Look Jo, if I 7) (forget) my homework again, 8) (you tell) the teacher that your dog ate it?

Jo: No, I certainly won't! Now get on with it and stop moaning ...

- 3 Choose the word or phrase that best completes the sentence.**

- The council for the town.
A are having designed a new park
B are having a new park designed
C are a new park having designed
D designed are having a new park
- You better if you don't lose your temper all the time.
A will feel
B are feeling
C felt
D be feeling
- They by a friend.
A will the house have painted
B paint the house
C had painted the house
D had the house painted
- If I hadn't been late getting up yesterday, I the dog for a walk.
A would have been taken
B could be taken
C could have taken
D could take
- When she listens to music, she any more.
A doesn't feel angry
B isn't feeling angry
C will feel
D feels angry
- If you your cool, you wouldn't have so many problems now.
A keep
B had kept
C were keeping
D had been kept
- I think you'll be OK something silly.
A unless you don't say
B if you will say
C if you say
D unless you say
- They in their garden by a friend.
A had put up a bird table
B put up a bird table
C had a bird table put up
D had to put up a bird table

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 158 and 159
→ Grammar File, pages 169 and 170



9 Whodunit?

Get ideas

- 1 Do you know any spies or detectives from films, TV or books?
- 2 Would you make a good spy or detective? What qualities would you need?

Time to read

- 3 Do you recognise any of the actors or characters in the film reviews? What do these films have in common?
- 4 Read the text and answer the questions (1–12). Choose from the films (A–D).

Which film:

- 1 involves two different types of crime?
- 2 has characters who were first seen in a children's programme?
- 3 stars a female actor who is more famous for another role?
- 4 was chosen by the reviewer for the funny words on the DVD cover?
- 5 features a famous singer who acts the part of a singer?
- 6 involves some national treasures which are stolen?
- 7 features a main character who drives his work colleague crazy?
- 8 features two characters who panic about everything?
- 9 involves a character who needs to improve his language skills?
- 10 features two characters who frequently disagree?
- 11 has romantic scenes involving the main character?
- 12 has a main character whose life is in danger?

- 5 Find words in the reviews that match these meanings. Find two words for each meaning.

- 1 funny (review B, review D)
- 2 silly (review B, review C)
- 3 a type of comedy film (review A, review D)

SKILLZONE

Do you want to read fast?
→ Use grammatical and lexical links to help you predict what's coming next.



What shall we watch?

A A shot in the dark (1964)

Plot ★ ★

Acting ★ ★ ★ ★

Humour ★ ★ ★ ★ ★

Did you notice the date when this film was made? It's a classic comedy film. Detective Inspector Clouseau is so bad at his job in the French police force that his boss goes mad!

In the film, a group of people are staying in a grand country mansion. One by one, some are murdered and Clouseau has to find the killer. However, Clouseau is worried that he too might be killed, so he decides to improve his self-defence skills. He orders his servant to attack him 'wherever and whenever I least expect it.' This results in chaos and their 'slapstick routines' made me cry with laughter!

Clouseau's assistant, Hercule, is usually logical, so he and Clouseau often argue about the evidence. For example, Hercule believes the prime suspect is guilty while Clouseau insists she is innocent. In the end, Clouseau finds out who committed the crime. But I won't spoil the ending by telling you who did it!

Tania, 14, Brazil



B The Pink Panther (2005)

Plot ★ ★ ★
Acting ★ ★ ★
Humour ★ ★ ★ ★

If you're in the mood for an absolutely ridiculous movie, watch *The Pink Panther*. Based on the original 1964 classic, this modern story stars comedian Steve Martin as Inspector Jacques Clouseau.

The film begins when the coach of the French football team is murdered at a football match and his huge diamond ring (called the Pink Panther) has been stolen. There are no witnesses. At this point, Clouseau's boss, the chief inspector, decides to send 'an idiot' to investigate the crime. Why? Because when 'the idiot' fails, the chief inspector will solve the crime and arrest the murderer himself. In this way, he hopes to stop people breaking the law and win a medal. So, inefficient Inspector Clouseau is selected for the job. The main suspect is the coach's ex-girlfriend, a cool pop 'diva' named Xania. This role was played perfectly by Beyoncé Knowles, who is an international pop star in real life, too. Clouseau needs to follow Xania to New York. However, his English is terrible. The most hilarious scene is Clouseau's English lesson. This movie is entertaining from beginning to end – a great family film.

Olga, 15, Russia

C Scooby Doo 2: Monsters unleashed (2004)

Plot ★ ★
Acting ★ ★ ★
Humour ★ ★

This is a daft, feel-good movie for kids and young teenagers but I chose it because I like Sarah Michelle Gellar who became famous in *Buffy the Vampire Slayer*. She's gorgeous! In case you didn't know, the film was based on a popular kids' TV cartoon series. Four friends and their dog, Scooby, try to solve mysteries. They have been invited to the opening of a criminology museum, where they meet a mean TV reporter. When a crowd of monsters take over the town, Shaggy and Scooby are scared of everything, as usual. For example, when they are being chased by monsters, Shaggy says, 'We have to remain calm!' and Scooby screams loudly! Although Shaggy and Scooby find useful clues by accident, it is clever Velma who discovers the identity of the evil villain in the end!

Ricardo, 15, Argentina



D Johnny English (2003)

Plot ★ ★ ★
Acting ★ ★ ★
Humour ★ ★ ★ ★

I picked this movie because of the amusing description: *He knows no fear; he knows no danger; he knows nothing!* Johnny English is Britain's latest spy. The role is played by Rowan Atkinson, who also plays Mr Bean.

The crime in this movie is the theft of the British Crown Jewels. In the end, Johnny does catch the thief. However, that is not really the point of the film. This is a spoof movie – like a James Bond film except that everything goes wrong. Johnny is unlucky in love, too. When he was sitting in his car with the beautiful Natalie Imbruglia, he leaned forward to kiss her but he accidentally pressed the 'eject' button. She was sent flying through the car roof! It's all very silly and that's why I enjoyed it.

Nick, 13, Greece



Summarise

Explain in your own words:

- what the main characters are like.
I would say (name) is ... / ... seems to be ...
- what crime is committed in films A, B and D.
In (film), the main crime is ...

Time to talk

- Which film would you most like to watch? Why?
- Do you ever watch TV series about detectives, police or crime? Why/Why not?



Coming up ... *Teen agents* on DVD. See page 105.

Crime

- 1 Complete the sentences with eight of these words from the reviews on page 97.

clue detective evidence guilty innocent killer
murder police force solve spy suspect theft
thief witness

- A person who might be guilty of a crime is a
- A person who has taken something that doesn't belong to them is a
- A is a piece of information which helps police to catch a criminal.
- If you are not guilty, you are
- A person who secretly observes and reports on other people is a
- A is a person who saw a crime.
- The crime of killing someone is called a
- A group of police officers in one area is a

- 2 Match the beginnings (1-6) to the endings (a-f).

- | | |
|----------|-----------------------|
| 1 send | a the law |
| 2 jump | b (someone) to prison |
| 3 arrest | c a suspect |
| 4 take | d (someone) to court |
| 5 commit | e to conclusions |
| 6 break | f a crime |

- 3 Complete the sentences with words from Exercises 1 and 2.

- Robbers and murderers crimes and detectives crimes.
- Criminals often leave behind a(n) which may help detectives to catch them.
- Members of the police may have to guard the scene of a crime.
- A(n) is usually questioned by one or two detectives.
- A court decides whether a person is or
- When you do something illegal, you break the



WORDZONE

Do you want to **increase your vocabulary** quickly? Learn verbs and nouns together.

Verb	Noun	Person
burgle	burglary	burglar
imprison	prison	prisoner



- 4 Complete the table with words from Exercises 1 and 2.

verb	noun	person
	prison	prisoner
steal	theft	
	murder	murderer
detect	detection	
suspect	suspicion	
		lawyer
		criminal
witness		

- 5 Complete the sentences with these words.

robbery suspicions theft thief witnesses

- A monkey in Rio committed a
- Two saw it climb in a window.
- The police were informed of the
- They realised their were correct when they found a monkey wearing a gold ring!
- Unfortunately, the can't be taken to court!

Memorise

Close your books. Write down three 'people nouns' from this page and three phrases connected with the law. Now give your partner a spelling test on the words you have chosen.

The passive

GRAMMARZONE

be + past participle (+ by)

present simple

The coach of the French football team **is murdered**.

present continuous

Scooby and Shaggy **are being chased by** monsters.

past simple

This role **was played** perfectly **by** Beyoncé Knowles.

past continuous

Clouseau thought that he **was being followed**.

present perfect

They **have been invited** to the opening ...

past perfect

... he realised he **had been caught**!

future simple

The mystery **will be solved** soon.

modals

Clouseau is worried that he too **might be killed**.

→ Grammar File, page 170

1 Rewrite the sentences in the passive. Start with the underlined word or phrase.

- Someone stole valuable jewels from a shop in London yesterday.
Valuable jewels were stolen from a shop in London yesterday.
- The thief injured the shop owner during the robbery.
- Police officers interviewed the shop owner.
- A neighbour saw two men running away from the scene of the crime.
- The police arrested a suspect this morning.

2 Choose the correct alternative to complete the sentences.

- After the burglary, police found that the window *was being broken/had been broken* by the thieves.
- When the witness saw the stolen car, it *was being followed/had been followed* by the police.
- The crime *was being solved/had been solved* and the criminal had been caught.
- The thief *was being chased/had been chased* by a dog when the police arrived.
- The burglars had searched the house but nothing *was being stolen/had been stolen*.

3 Complete the articles with the correct passive form of the verbs in brackets.

The daft musician

Have you ever 1) (wake up) by the sound of music? When a house in Holland 2) (break into) recently, the burglar could not resist playing the piano! Unfortunately for the thief, the owner of the house 3) (wake up) by the music and the police 4) (call) immediately!

Beware of the parrot!

In a recent theft, a bad-tempered parrot left English police a vital clue. The bird, which 5) (name) Mickey, was taken from a pet shop. Later, the police discovered that a trail of blood 6) (leave), which allowed them to make a DNA match to the suspect. The thief 7) (not/identify) if he 8) (not/bite) by the parrot.

Video evidence

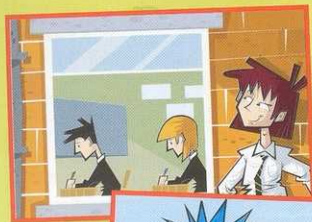
On Sunday, John Smith's mobile phone, iPod and video camera 9) (steal) by thieves who drove away in his car. Mr Smith chased the thieves who crashed his car and escaped on foot. Unluckily for the thieves, the video camera was on, and they 10) (film). They 11) (identify) easily and by Thursday evening they 12) (catch).

Time to talk

- 4 Which of these criminals do you think was the most stupid? Do you know any other funny stories or jokes about criminals?

Get ideas

- Do you have lessons in your school where you learn about the law and human behaviour?
- What examples of good and bad behaviour are shown in these pictures?



Time to listen

- Discuss the meaning of the words in bold in the sentences in Exercise 4 with a partner.

SKILLZONE

Matching statements with speakers?

The speakers won't say exactly what's on the page.

- Work out what other words or expressions you might hear.
- Read the statements and listen for similar ideas.
- Use the second listening to check your answers.



- Listen and match the statements (A–F) to the speakers (1–5). There is one extra statement.

Speaker 1 Speaker 4
Speaker 2 Speaker 5
Speaker 3

- A Discovering how being in a group **affects** a person's behaviour
B Looking for ways to prevent **theft and burglary**
C Introducing a system which **increases** attendance in lessons
D Studying the way in which inaccurate results are **achieved**
E Installing a **system** which is irritating for some people
F Setting up a **scheme** which provides a positive incentive to do well

- Which of the new systems in Exercise 4 do you think was the best/worst idea?

- Read the similar-sounding words aloud. Listen and choose the word you hear.

1 cheat	sheet	5 of	off
2 reward	award	6 were	wear
3 send	sent	7 wish	which
4 show	shown	8 sixteen	sixty

Get ideas

- 1 Do you think we need rules to make people behave nicely?
- 2 Choose the most and least important school rules.

School rules

- ✓ Do arrive on time.
 - ✓ Do dress smartly.
 - ✓ Do switch your mobile off in school.
 - ✓ Do speak politely to classmates and teachers.
 - ✓ Do report any bullying.
-
- ✗ Don't write graffiti on school property.
 - ✗ Don't bring sweets or snacks into class.
 - ✗ Don't cheat in exams or tests.
 - ✗ Don't run inside the building.
 - ✗ Don't wear make-up or jewellery.

CCTV cameras to monitor everyone's behaviour



Hand-held computers to track certain pupils

Time to speak

- 3 You have been asked to vote for a new rule to improve behaviour in your school. Discuss the advantages and disadvantages of each idea in the pictures with a partner.
- 4 With your partner, decide which idea would be the most successful. Give reasons for your decision. Use the *Useful phrases* to help you.

Useful phrases

Making a decision

*I think ... is the best/worst idea because ...
 Let's see. What are the advantages/disadvantages?
 So, we agree that ... is a good/bad idea.
 OK, so we like/don't like that suggestion.
 Maybe ... would work?*

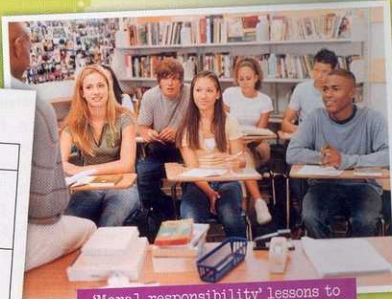
Behaviour Reward Card

A 'Reward' card scheme with points and prizes

Report Card: Charlie Parker 3M

Date	Lesson	Teacher	Behaviour	Comments
21/11/07	English	Mr Harris	Good	Listened and worked well with the other group members. Well done.
22/11/07	Maths	Mrs Took	Bad	Argued with other children on table. Threw rubber across room. Sent to front office.
21/11/07	Biology	Mr Fothergill	Acceptable	Got on with the work, but didn't really try to take part in the discussions about frog.

Behaviour report cards to show parents



'Moral responsibility' lessons to improve people's behaviour

Adverbs

WORDZONE

Remember! **Adverbs** usually go after the verb.
They show:

how something was done. *carefully, slowly*
where something was done. *outside, here*
when something was done. *yesterday*

Adverbs of probability usually go before the main verb, but after *be* or an auxiliary verb. They show **how** sure we are.
possibly



1 Choose the correct word to complete the sentences.

- The police officer shouted *loudly/rather/certainly* at the boys.
The police officer *loudly/rather/certainly* shouted at the boys.
- The thief was *nicely/quite/obviously* hiding from the police officer.
The police officer was *nicely/quite/obviously* sure that the thief was hiding.
- The detectives searched *everywhere/fairly/definitely* for clues.
The detectives *everywhere/fairly/definitely* found several clues.
- The thief *quickly/pretty/probably* escaped through this window.
We're *quickly/pretty/probably* certain the thief escaped through this window.

2 Complete the lists with adverbs from Exercise 1.

- how** something was done
loudly.....
- where** something was done
- adverbs of **probability**
- adverbs that **modify**

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

BOOKS

If you want to read a hilarious crime story, this book is

1) the one to choose. Part of the reason is that Christopher, aged fifteen, is a(n) 2) unusual narrator who loves Sherlock Holmes stories. Christopher is 3) intelligent, but also has Asperger's Syndrome. This affects the way he thinks about the world and makes it 4) impossible for him to lie.

The story begins with a murder victim, a dog called Wellington, who belongs to one of Christopher's neighbours, Mrs Shears. Wellington's body 5) discovered by Christopher, who tries to be a 6) 'I had a stroke of inspiration about who might have killed Wellington ... Mr Shears was my prime 7) ' Christopher believes there must be a 8) somewhere. Then Christopher is arrested himself, but even when he's in trouble, his descriptions are 9) funny. For example, he describes the inspector's hairy nose 10) 'It looked as if there were two very small mice hiding in his nostrils.'

When Christopher eventually finds a clue, he decides that Mr Shears can't be the 11) after all. For a minute he suspects that perhaps Mrs Shears could be the killer. But 12) Christopher is shocked to discover that even his own father may tell lies ...

what'sHOT



- | | | | |
|-----------------|-------------|---------------|-------------|
| 1 A rather | B quite | C definitely | D funnily |
| 2 A nearly | B obviously | C quietly | D rather |
| 3 A certainly | B quickly | C everywhere | D nowhere |
| 4 A rather | B almost | C fairly | D probably |
| 5 A been | B did | C has | D is |
| 6 A criminal | B thief | C witness | D detective |
| 7 A innocent | B arrest | C suspect | D officer |
| 8 A clue | B law | C crime | D theft |
| 9 A then | B quite | C here | D possibly |
| 10 A daily | B lightly | C brilliantly | D brightly |
| 11 A murder | B murdered | C murderer | D murdering |
| 12 A eventually | B perfectly | C slowly | D nicely |

More modal verbs

GRAMMARZONE

may/might/could

something is possible now or in the future
*Christopher's father **may tell** lies.*

must/have to

something we are certain is true now
*Christopher believes there **must be** a clue.*

can't

something that is impossible now
*He decides that Mrs Shears **can't be** the murderer.*

must have + past participle

something we are certain happened in the past
*The thief **must have escaped** through the window.*

can't have/couldn't have + past participle

something we are certain did not happen in the past
*It **couldn't have been** an accident.*

→ Grammar File, page 171

1 Rewrite the sentences using the word given. Look at the tense of the main verb carefully.

- | | |
|---|-------|
| 1 Perhaps the police officer is right. | COULD |
| 2 It's likely that Christopher imagines things. | MIGHT |
| 3 It's possible that Mr Shears hated the dog. | MAY |
| 4 Maybe Christopher won't solve the crime. | MIGHT |
| 5 Perhaps Christopher went to court. | MAY |
| 6 Maybe the author won a prize. | COULD |
| 7 This person is definitely not guilty. | CAN'T |
| 8 She is obviously innocent. | MUST |

2 Complete the text with one word which best fits each gap. More than one answer may be possible.

The behaviour detective

Have you ever wanted to be a detective? Would you like to 'read' other people's body language? Our short guide will soon help you spot a few clues.

Evidence about how we feel can often

- 1) found in our hands and face, even if we try to hide it. For example, try asking a few people to smile at you. Can you tell if their smiles are genuine or fake? No? Look
 2) at the corners of their eyes. If small wrinkles can be seen, then it
 3) be a 'real' smile. If you can't see any wrinkles, it 4) be a genuine smile.

A good detective can also spot lies. If someone
 5) being honest, he/she can look you directly in the eyes. Another simple clue is that people often touch their mouths when a lie is 6) told. As people get older, it's possible that they 7) touch their noses, rather than their mouths.

Can you see people whose arms 8) folded tightly across their chest? This makes a barrier between them and the rest of the world. If these people 9) holding their arms, it's likely that they 10) be feeling insecure. If someone has his thumbs up, you can be 11) sure that he's feeling confident. However, if his hands are closed in tight fists, he's 12) feeling angry, so be careful!

3 Write sentences to show what the body language below may/might/could mean.

- A girl is fiddling with her hair or jewellery.
She may be trying to hide something.
- A boy can't look you straight in the eyes when he's telling you something.
- A woman has covered her whole face with her hands.
- A man is sitting with his hands behind his head.
- A girl has her mouth open wide and is covering it with her hands.

Time to talk

4 Can you read other people's body language easily? What is the most common sign in your body language?

Get ideas

- 1 What do you think are good/bad things about writing a story? What are the problems involved?
- 2 Look at the list of things that authors use for inspiration. Which of them would you use if you were looking for writing ideas?

a real life events

b lines from a song

c a photo d TV programmes

e family and friends

f people you see in the street

g a magazine or newspaper article

h an advert

- 3 Match the items (a-e) in Exercise 2 to the situations (1-5) below.

1 'I'm guilty, guilty, guilty of love.'



- 2 'When my mum was at primary school, she thought her pencil case had been stolen. The teacher kept the whole class in at break time as a punishment but no one owned up. When she got home, Mum found her pencil case in her room! She felt so guilty!'

- 4 In tonight's episode of this popular series, a criminal is arrested at the scene of a crime. He is the prime suspect but he could be innocent.

- 5 'The other day, a boy in my class accused me of copying his work in a test. The teacher was very suspicious - she didn't believe me at all. I felt as though I had been accused of committing a crime!'

- 4 Choose a situation from Exercise 3 and think of a name for the main character. Write a short sentence describing this character's age and personality.

The main character's name could be ...

This character could be ...

Find the right words

- 5 Read the opening lines of four popular novels for teenagers. Choose the word or phrase in each sentence which gives you an idea of what will happen next.

- 1 When the doorbell rings at three in the morning, it's never good news.
(*Stormbreaker*, by Anthony Horowitz)

- 2 If you are interested in stories with happy endings, you would be better off reading some other book.
(*A series of unfortunate events: the bad beginning*, by Lemony Snicket)

- 3 Have you ever wondered what you'd do if you won the lottery?
(*Lola Rose*, by Jacqueline Wilson)

- 4 It's a funny thing about mothers and fathers. Even when their own child is the most disgusting little blister you could ever imagine, they still think that he or she is wonderful.
(*Matilda*, by Roald Dahl)

- 6 Write the next line from one of the opening paragraphs in Exercise 3. Use at least one adjective or adverb from the unit.

Plan ahead

- 7 Read the sentences which complete the opening paragraph for extract 2 in Exercise 5, and put them in order.

- a I'm sorry to tell you this but that is how the story goes.
- b This is because not very many happy things happened in the lives of the three Baudelaire youngsters.
- c In this book, not only is there no happy ending, there is no happy beginning and very few happy things in the middle.
- d Violet, Klaus and Sunny Baudelaire were intelligent children, ... but they were extremely unlucky.

- 8** Read the writing task below and Matt's story. Rewrite the topic sentences using suitable adjectives and adverbs.

Your teacher has asked you to write a story for an international magazine. The story must end with the following words:

George breathed a sigh of relief. Thank goodness everyone knew he was innocent after all!

'Will I be punished?' George wondered.

The trouble began at morning break. A window had been smashed in the classroom. George was seen kicking a football nearby, so he was called to the head teacher's office. He was innocent but the head teacher obviously thought he might be guilty.

George listened as the head teacher explained the rules about playing football in the school grounds. George's arms were folded across his chest. His face was bright red. He had never been in trouble before.

'I didn't break the window,' said George in a small voice. 'Hmm,' said the head teacher, looking serious. Just then, the silence was broken by a knock on the door. 'Come in,' called the head teacher.

A small woman rushed in. It was Mrs Harvey, George's form teacher. 'Excuse me, Sir,' she said. 'I heard George was in trouble and I've come to explain. I left the window open myself. A gust of wind blew it shut and it shattered.' George breathed a sigh of relief. Thank goodness everyone knew he was innocent after all!

- 9** Plan a story. Decide on the best order for these paragraphs.

- Develop the plot. What happened next? Give a few more details.
- Reveal your ending. Will there be a surprise twist? Make sure your last sentence links well with the rest of the story.
- Set the scene. Grab the reader's interest. Briefly give an idea of the main problem.
- Move towards solving the problem. Prepare the reader for the conclusion of your story.

Time to write a story

- 10** Now write your story in 120–180 words, using your plan and the following checklist.

Remember to use mainly past tenses.
Try to include some direct speech.
Use the passive if possible.

Time to watch Teen agents

- 11** Watch the DVD and do the activities on page 160.



SKILLZONE

Need help writing paragraphs?

- Start with a topic sentence (main idea).
- Make your reader curious from the start.
- Add details to develop your main idea.
- Use adjectives and adverbs to describe your characters and what they do.



10 Behind the scenes

Get ideas

- 1 What does each job below involve? Which would you like to do?

designer

photographer

editor

picture editor

reporter

researcher

writer

sports correspondent

Time to read

- 2 Read the article on page 107 quickly. Find out which paragraph mentions the following:

- | | |
|-----------------------|-----------------------------|
| 1 the final details | 4 the finished product |
| 2 being on the road | 5 matching pictures to news |
| 3 other news services | 6 news just in |

- 3 Read the article again and choose the best answer, A, B, C or D.

- What will the person who rang the TV news have to do?
 - act as if nothing unusual has happened
 - give an eyewitness account
 - get connected to a computer
 - phone for the police
- What did the correspondent in the village do?
 - receive reports
 - try to rescue people
 - film the disaster
 - interview the local people
- Why will images from the archives be used?
 - to make it more interesting
 - to make the pictures look three-dimensional
 - to supply evidence of other similar disasters
 - to make the floods look more impressive
- What is important when reporting the news?
 - The newsreader has to be a story-teller.
 - The news report always has to be the lead story.
 - The news report has to be accurate.
 - The news report has to give all the details.
- What is meant by *the clock's ticking* in paragraph 4?
 - The report is already late.
 - They have to work fast.
 - The noise of the clock is annoying.
 - They have missed the evening news deadline.

- 6 What are viewers invited to do in emergencies?

- take photos of the event
- send text messages to the people in need
- follow the latest weather report
- turn on their radios

- 7 What must the producer decide about the story?

- whether it needs an introduction
- if it will be ready for the next news flash
- what part of it needs further scripting or editing
- what position it will have in the news report

- 8 What do we learn about the situation in the village from the final news bulletin?

- Many road accidents have taken place.
- They have no electricity.
- The bridge has been washed away.
- The rain hasn't stopped since the morning.

EXAMZONE

Be careful!

→ The same word in the text and in an option doesn't mean that it is the correct answer!



- 4 Find words in the article that match these meanings.

- side of a river (line 5)
- person you work with (line 9)
- team of people (line 19)
- send information by satellite (line 22)
- happening only once (line 30)
- serious (line 37)
- cause great damage to (line 65)

Summarise

In your own words, explain the process of preparing a television news report.

Time to talk

- What qualities do you think a newsreader needs?
- Do you think you would be a good newsreader? Why/Why not?

Breaking news!

Last month I spent a day on work experience, behind the scenes at a TV station. I followed an item of breaking news from the time it happened, to the point when it appeared on the evening TV news. It was fascinating!



- After having a look at the studio, I was taken to the home news desk, where the duty editor told us that it'd been quiet up till then. Suddenly, the phone rang. It was breaking news: a river had broken its banks and a village was flooded. The editor told the caller to stay on the line, 'We'll get you live on air to tell us everything,' he said. Then he spoke to a colleague: 'Let's get a reporter, crew and satellite truck up there straightaway.' Everything started to happen very quickly.
- The correspondent for the TV news channel, who had travelled up to the village, explained what he and his crew had been doing: 'We've been at the village for a while now, gathering material for the report. That means speaking to the local people about the disaster or about their lucky escapes and also getting information from the emergency services. Our camera crew has taken up the best position to film what's happening and we're now using the satellite truck to beam all the material we've filmed back to the TV news centre.'
- The footage from the village had to be prepared in the cutting studio. As the producer explained, 'reporting is all about telling a story and so it's very important to illustrate the news story with graphics and images from the scene. We will also use images of previous floods from our archives to show that this is not an isolated incident. Putting the report together can be tricky. We need to get our facts right and broadcast the most important information. The clock's ticking and we're the lead story on the evening news.'
- I was fascinated to see different screens showing emergency press conferences, detailed weather forecasts and images of the affected area. I was told that, as back-up or as an alternative to the TV news report, there are also online news reports where people can find maps of the area and more in-depth information. Viewers are invited to send in their pictures and videos from the scene, which will be put up on the website. There are also on-the-hour, up-to-date news bulletins on the radio, and you can even receive texts directly to your mobile phone.
- In the production studio, the producer's job involves working out where the story is going to appear in the next hour of news. He's also responsible for writing an introduction to the story. 'Once the scripting and editing process has been completed, the product is ready to go out,' he told me. 'The studio director will ensure that everything is perfect but I've got a good team here: the executive producer, who checks the content of the interview, and the text producer, who puts the ticker on the screen. That's a continuous stream of news and breaking new flashes.'
- Finally, the newsreader was ready to go on air in the newsroom. She was facing the camera: 'Hello and welcome. Flash floods have devastated a small village in Yorkshire. Heavy downpours have washed away roads and trapped people in their homes. Now let's go across to our correspondent, Peter Nichols, for a live update ...' We watched as the correspondent gave the live news report from the scene: 'The floods hit without warning in the early hours, causing chaos and confusion. People's homes have been destroyed, power lines are down and more rain is forecast for the evening. The emergency services are doing what they can but there are fears that the bridge over the river might collapse ...'



Coming up ... **Make your own show** on DVD. See page 115.

In the news

1 Find words or phrases in the article on page 107 that match these meanings.

- 1 new news reports coming in at the moment (para 1)
- 2 someone who reports from a particular area (para 2)
- 3 information you have gathered (para 3)
- 4 the most recent information about a news story (para 3)
- 5 a piece of film showing a particular event (para 4)
- 6 place where old files, photos and film are stored (para 4)
- 7 an interesting event (para 4)
- 8 send out a radio or television programme (para 4)
- 9 short television or radio news report (para 5)
- 10 writing the text to go with a piece of film (para 6)

2 Match these nouns to the groups of adjectives (1-5).

country language news roads weather

- 1 national latest local dramatic
- 2 icy winding busy dangerous
- 3 stormy mild freezing fine
- 4 first official foreign formal
- 5 English-speaking neighbouring poor developed

3 Complete the news items with an adjective from Exercise 2. In some cases, more than one answer may be possible.

1 School pupils encouraged to learn more languages

2 roads cause more accidents

3 Unexpected period of weather attracts crowds to the sea

4 Listen to Red Dragon Radio for and national news

5 countries agree to give more aid to poorer countries

WORDZONE

Do you want to talk about people who do jobs? You can add *-er* or *-or* to the verb to make people nouns.

write → writer
edit → editor



4 Find people nouns ending in *-er* or *-or* in the article on page 107.

-er	-or
presenter	editor

5 Complete the sentences with nouns formed from these verbs.

commentate create direct employ inspect
lecture research

- 1 He became a radio sports commentator after he gave up professional football.
- 2 After completing his Masters degree here, Pete will stay on as a
- 3 Peter Jackson, the well-known film arrived in London yesterday.
- 4 Stephen Hillenburg was the of SpongeBob SquarePants.
- 5 Most news programmes use a(n) to find the background information.
- 6 The BBC is a very big in Britain, with thousands of people working there.
- 7 The Health and Safety came to the studios the other day.

Memorise

Work with a partner.

Student A: Say the **nouns** in Exercise 3. How many adjectives can your partner put with them?

Student B: Say the **verbs** in Exercise 6. Can your partner remember the jobs?

-ing form and to-infinitive**GRAMMARZONE****-ing form**

as the subject or object of a sentence

Reporting is all about telling a story.

after certain verbs, e.g. *avoid, enjoy, finish, imagine, involve, practise*

The producer's job involves **deciding** where the story is going to appear.

after *before* and *after*

After **having a** look at the studio ...

after prepositions and phrasal verbs

He's also responsible for **writing an** introduction to the story.

to-infinitive

after certain verbs, e.g. *afford, agree, aim, decide, hope, need*

We need **to get** our facts right.

after certain adjectives, e.g. *easy, happy, good, ready*
the product is **ready to go** out

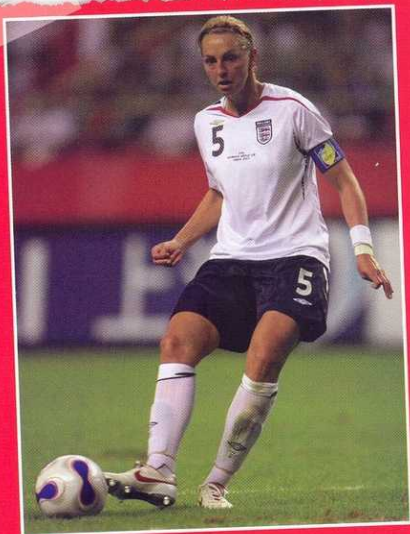
after verb + object, e.g. *ask, advise, encourage, help, tell*

The editor told the caller **to stay** on the line.

→ Grammar File, page 171

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

- 1 You're good at (work) under pressure, so why don't you become a journalist?
- 2 The robber denied (be) anywhere near the bank on that day.
- 3 Luckily, I managed (complete) the report on time.
- 4 They had finished (record) the interview by lunchtime.
- 5 The reporter apologised for (ask) her some tricky questions.
- 6 It was impossible (get) to the island because of the storm.
- 7 The editor insisted on (have) articles of at least 1,000 words.
- 8 The principal invited a newspaper editor (talk) to the school.

2 Read the news article below and choose the correct option to complete the sentences.

Faye White is the captain of the England and Arsenal Women's football teams. When she was eight, she really enjoyed (1) *to play/playing* football with her brother at the local park. She used to go training with her brother's team twice a week and she often dreamt (2) *of competing/ to compete* in world-class football, but she didn't join her first proper girls' team until she was 14.

Whenever she got any injuries, she concentrated (3) *to recover/on recovering* her fitness level, because it was important for her (4) *starting/to start* playing again as soon as possible. She is most proud of the moment when she proved she was capable (5) *of representing/to represent* her country.

She advises all young footballers (6) *to get/getting* into a team as soon as they can and says they should just think (7) *to practise/about practising* as much as they can. She also encourages them (8) *to listen/listening* to the advice from their coaches. They shouldn't worry about (9) *not winning/not to win!* Most importantly - they should always believe (10) *to give/in giving* themselves another chance! ■

Time to talk**3 Are you more interested in local news or international news? Why?**

Get ideas

- 1 Who are the people in the photos? What are they famous for?



- 2 Would you like to be a celebrity? Why/Why not?

- 3 You are going to hear these words in Exercise 5. Match them with the meanings (a–g).

paparazzi media
tabloid literature
gossip columnist
serialise exclusive

- a someone who writes news about celebrities in the newspapers, magazines, etc.
- b type of newspaper that has small pages and not much serious news
- c photographers who follow famous people in order to take photographs of them
- d television, radio, newspapers and magazines
- e books, poems and plays, etc. that people think are good and important
- f a news story that is in only one newspaper or magazine
- g publish a story in a series of instalments, in a magazine or newspaper

- 27 4 Listen to Daisy talking about why some people want to become famous, and complete the sentences.

- 1 Celebrities are often people who want to be more than anything else.
- 2 Another reason why some people have become famous is because their was often not very easy.

EXAMZONE

Listening for missing information? Listen for:

- questions because they often tell you what information is coming up.
- the general idea because the sentences you hear won't be exactly the same as the sentences on the page.



Time to listen

- 28 5 Listen to the interview and complete the sentences.

- 1 Daisy agrees that the public show a lot of in the lives of celebrities.
- 2 You can often read comments about celebrities on gossip sites.
- 3 isn't always necessary to become a celebrity.
- 4 Film stars are not often in interviews with reporters.
- 5 Paparazzi can often earn a huge amount of for just one shot of a celebrity.
- 6 Not all stars want to avoid having their picture in the
- 7 In Ancient Greece, the heroes were mainly
- 8 Later on, the work of was published in newspapers.
- 9 When you are famous, you have a lot of to deal with.
- 10 When Daisy is chasing an exclusive, isn't important to her.

- 29 6 Put these words in the correct column. Then listen and check your answers.

celebrities childhood desire emperor essentially
expert nowadays particular profession reason
recognise success

First syllable stress

childhood

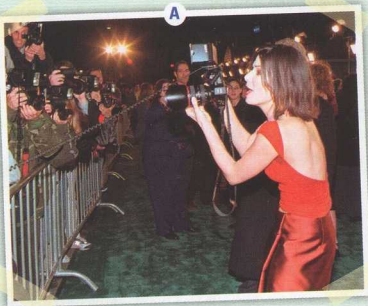
Second syllable stress

celebrities

Get ideas

1

A



B



2

A



B



1 Listen to Jenny, a teen journalist, discussing the photos in set 1 with the pictures editor. Do you agree with her decision?

2 Listen again and complete the sentences.

- photos show celebrities in different situations.
- One shows film stars, the other shows sporting stars.
- I the one about the film stars.

3 Which of the sentences in Exercise 2 talks about:

- differences
- preferences
- similarities

Time to speak

4 With a partner, compare the photos in sets 1 and 2. Use the words below and the *Useful phrases* to help you.

cup celebrate film premiere forest fire
football hooligans police put out rugby team
success stadium

EXAMZONE

Don't know the words for everything you see? Don't panic!

→ You needn't describe every detail and you can use other words if necessary.



Useful phrases

These two pictures are both about ...
However, there are some differences ...
On the one hand, ...
On the other hand, ...
Picture A ..., whereas picture B ...

Phrasal verbs

WORDZONE

Do you remember your **phrasal verbs**?

They are verb + preposition/adverb.
pick up, carry on

Well, there are three-part
phrasal verbs as well!
look up to, run out of



1 Match the phrasal verbs to the meanings.

continue delay hide investigate
meet someone unexpectedly practise search for
tackle try to improve try to understand

- 1 a look into
- b look for
- 2 a hold up
- b hold back
- 3 a go about
- b go on
- 4 a work out
- b work on
- 5 a run into
- b run through

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

- 1 Police are the theft of five thousand mobile phones from a local store. The manager is said to be 'hopping mad'.
- 2 When the star was interviewed about her personal life, the reporter felt that she was important information.
- 3 She got some advice from an experienced journalist about how to writing good articles.
- 4 If you want to write the news, you're going to have to your spelling!
- 5 Let's just what questions you're going to ask in the interview.

3 Replace the underlined parts of the sentences with the correct phrasal verb in the correct form.

look up to/look down on

- 1 The young reporter admired Ken, who'd been a journalist for thirty years.
- 2 The local people don't like anyone who throws litter around their lovely park.

go in for/go along with

- 3 I never wanted to accept their ideas but I had to in the end.
- 4 Dave decided to have a career in the media.

put up with/put in for

- 5 Sue's applied for the position of assistant teen reporter.
- 6 The editor never tolerates articles that are boring!

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



REAL LIFE

the school news

Have you ever thought of setting up a school newspaper?

Or, if your school already has one, have you ever

1) the chance to write an article for it?

There must 2) things to write about and you never know – one day you might go in 3) a career in journalism!

We asked Ben, a young journalist, why he had started writing for his school newspaper. 'Well,' he said, 'I got involved in the newspaper in order to understand how to go

4) writing interesting articles. I also wanted

to find out more about the different jobs involved and

5) out which one I might be interested

6) doing later on.'

He then told us 7) to choose a topic. 'Try finding out about students who take part in volunteer work in their free time. For instance, it's worth writing about the student who wins a local photography competition. And don't 8) to include any stories about animals – they're always popular!'

'Recently,' he added, 'in one of my articles, I congratulated a girl on rescuing a poor dog that had 9) hit by a car. In this case, the dog had a lucky 10) since the student took it to a local vet 11) managed to save its life. In this way, you encourage readers not only 12) take up new hobbies or activities but also to care about important issues.'

More on -ing form and to-infinitive

GRAMMARZONE

-ing form

after certain phrases, e.g. *I can't stand, there's no point in*
It's worth writing about the student who wins a
 photography competition.

verb + object + preposition + -ing

I congratulated a girl on rescuing a dog.

to-infinitive

after certain phrases, e.g. *I can't wait, it's a good idea*
Have you ever had the chance to write an article?

after *in order to*, so as to

I joined the paper in order to understand how a story
is put together.

-ing form or to-infinitive?

some verbs are followed by an -ing form or an infinitive,
 but with a change in meaning, e.g. *forget, go on, mean,*
regret, remember, stop, try

Try finding out about students who take part in club
 sports.

some verbs are followed by an -ing form or an infinitive
 without a change in meaning, e.g. *begin, continue,*
intend, start

We asked Ben why he started writing for his school
 newspaper.

→ Grammar File, page 171

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

Ryan's disaster interview with a star

Ryan's last interview was bad. Firstly, he remembered
 1) (interview) lots of famous stars in the past
 and he wouldn't stop 2) (talk) about them!
 Then after five minutes, he stopped 3) (have)
 a cup of coffee but he didn't offer the film star anything!
 He forgot 4) (ask) the star about her latest
 film and he didn't even try 5) (look) interested
 when she talked about taking up singing and dancing.
 The star went on 6) (talk) too long and the
 programme ran out of time. That meant 7)
 (cut) the programme short and the producer was furious with
 Ryan! In the end, Ryan regretted ever 8)
 (become) a journalist!

2 Rewrite the sentences using the correct form of the phrases in brackets.

- Hannah was just leaving the house when she heard the news. (be on the point of)
- You needn't try to persuade him to read that magazine – he won't listen to you! (it's no use)
- The police thought Ben had committed the crime. (suspect somebody of)
- The heavy rain meant that they couldn't go to the open-air concert. (prevent somebody from)
- Jake couldn't see her yesterday because he was in a rush to meet a deadline at work. (not have time to)
- It'll be great when we eventually see our friends from England again! (can't wait to)

EXAMZONE

Rewriting sentences?

- What structure is normally used with the word given?
- What verb tense do you need?
- Remember: never change the word given in any way!



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

- I wasn't planning to read the whole newspaper. INTENTION
 I had the whole newspaper.
- 'You really should buy that new novel,' she said to me. PERSUADED
 She the new novel.
- She found out about local news by going to events in the area. AS
 She went to events in the area about local news.
- The tickets for that show are too expensive for me to buy. AFFORD
 I the tickets for that show.
- I can't wait to see my article published in the magazine! FORWARD
 I'm my article published in the magazine.
- I don't want to listen to news about crime any more. TIRED
 I'm to news about crime.

Time to talk

4 What would you write about for a school newspaper? Discuss three possible topics with a partner.

Get ideas

- 1 What different areas of media are there? Which ones would interest you?
- 2 What qualities does a journalist need? Discuss with a partner.

- 3 Read the magazine article quickly and answer the questions.

- 1 Who do you think the article is written for?
- 2 How does the article 'talk' to the reader directly?

Working in the media

If you want to work in the media or as a journalist, it's a good idea to learn as many relevant skills as possible. Any good job involves using lots of different skills, and that's what you're aiming at!

For example, it's worth learning about digital photography. You never know when you may have the opportunity to take that important photograph! Knowing a foreign language is also a 'must'. Don't let anything or anyone discourage you from studying another language. The ability to communicate in a foreign language opens a lot of doors.

Try to get some work experience during the holidays on the local paper. That's a good way of making important contacts. Of course, if you are thinking of becoming a journalist, you will need to be good at writing. Find a website that encourages new writers to send in their work and start writing.

Finally, if you intend to follow a career in the media, it's important to try your best to succeed and never give up.

- 4 What is the reason for writing the article in Exercise 3? Choose more than one answer.

- 1 to give information
- 2 to describe a place
- 3 to describe an experience
- 4 to talk about a problem
- 5 to give advice

- 5 Read the introduction and the conclusion of the article again. What does each of them do?

1 Introduction

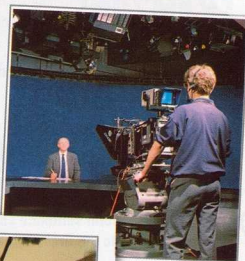
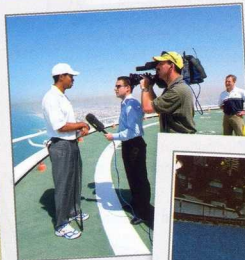
- a gives the reader an idea of what the rest of the article is going to be about
- b starts straightaway with the first point the writer wants to make

2 Conclusion

- a gives further detailed information
- b makes a general statement about the topic

- 6 Write an introduction and a conclusion for an article on the topic below.

How to become a music journalist



Find the right words

- 7 Read the article in Exercise 3 again. What language is used to suggest or give advice? Find examples.

EXAMZONE

Remember!

→ Make your article as interesting as you can for your readers.

→ Use personal advice and language that isn't too formal.

Here are some phrases:

It's no good ...

You may be able to ...

It's all about ...

The best thing to do is ...

Make sure you ...

You might need to ...



- 8 Is the article written in a formal, semi-formal or an informal style? Find examples.

- 9 Find the -ing forms and infinitives in the article.

- 10 Read the article heading below. Write sentences to include in the article. Use the ideas below to help you.

How to become a TV reporter

- tired of schoolwork
- do something useful/spare time
- train as junior reporter
- visit local newspaper/TV channel
- ask/positions available
- show enthusiasm

Plan ahead

- 11 Read this plan for the article in Exercise 10 and find the missing words. Then write your own plan.

Plan

Introduction	about working in the news
Paragraph 1	..... more information about the job
Paragraph 2	Make useful
Paragraph 3	Be to work hard
Conclusion	Future of the job

Time to write an article

- 12 Read the announcement in a teen magazine and write your article in 120–180 words.

How to become a TV reporter

Tell us how you think a young person can become a TV reporter and what skills he/she will need. We will publish the best articles in our summer issue.

SKILLZONE

Writing an article?

- Try dividing the article into about 4–5 paragraphs.
- Plan your article and write notes for each paragraph.
- Make sure you have an interesting introduction and conclusion.



Time to watch Make your own show

- 13 Watch the DVD and do the activities on page 161.



Vocabulary

1 Choose the word that best completes the sentence.

- The detectives worked hard to the crime.
A commit C suspect
B solve D witness
- When someone took my mobile phone from my pocket it reported the to the police.
A burglary C murder
B evidence D theft
- Adam's family knew he was because he was with them at the time of the robbery.
A suspicious C arrested
B innocent D guilty
- If you the law you may be arrested.
A cross C break
B commit D cut
- If they go to court, they will need a to help them.
A lawyer C detective
B judge D spy
- William would like to join the police when he leaves school.
A organisation C force
B company D brigade
- The suspect's trainers will be used as in court.
A evidence C questions
B clues D suspicion
- Police officers have to be very careful not to jump to
A results C decisions
B answers D conclusions
- Look carefully and you will find the to the mystery.
A conclusions C clues
B witnesses D criminals
- The police are questioning the at the police station.
A suspect C judge
B lawyer D detective

2 Write the sentences using the adverbs given.

- The thief got in through the window. (probably)
- We searched but we couldn't find the lost purse. (carefully)
- Read this crime report, it's funny. (quite)
- He wanted to find his friends. (obviously)
- She's in trouble now! (certainly)
- I've looked, but I don't know where I put my bag. (everywhere)
- This is the place! We met Josh this morning. (here)
- When we arrived, we stood and waited for our friends. (outside)
- The price is reduced because the goods are damaged. (slightly)
- They're playing music and I can't hear what you are saying. (loudly)

3 Complete the text with these words.

breaking broadcast bulletin correspondents footage incident material scripting

One of my favourite TV programmes is a BBC news 1) called *Newsround*. It's 2) every weekday in the UK and is designed specially for young people. Even some of the 3) are children. They usually choose 4) from main news programmes, but make it shorter. If an 5) is on the main news you can see it here with simpler explanations. The 6) is done carefully so the words are easy to understand and more interesting for kids. As well as 7) news, they also have some lively 8) and fun items.

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

- You can hear local news
 - Two children had a lucky
 - Almost immediately a camera
 - Later the parents held a press
 - You should watch the weather
 - They called the emergency
 - Did you see the lead
 - This story is breaking
- conference to give their views.
 - story on the news channel?
 - services straightaway.
 - bulletins on your radio every hour.
 - news from America.
 - crew arrived at the scene.
 - forecast to find out about the storms.
 - escape from a car crash earlier today.

5 Replace the word(s) in *italics* with the correct form of these phrasal verbs.

go on hold back hold up look into run into run through work on work out

- The teachers are *investigating* the possibility of longer break times.
- I was in the shopping centre when I *met* Fred *by chance*.
- The police believe the suspect is *hiding* information.
- Don't let me interrupt, please *continue*.
- We need to try to *understand* what the problem is.
- Many passengers were *delayed* at the airport.
- Inspector Clouseau was *trying* to *improve* his English pronunciation.
- The newsreader quickly *practised* the lead story.

Grammar

6 Write complete sentences in the passive. More than one answer may be possible.

- The emergency services / call / to the scene / yesterday evening.
- Live reports / beam / to the studio / satellite / right now.
- The story / already / report / two hours before.
- Both towns / flood / last year.
- Tomorrow's report / not / illustrate / with pictures or graphics.
- The river / might flood / tomorrow / and thousands of people / affect.
- Adam realised / he / follow / a lost dog.
- Someone told me / that / we / might / film tomorrow.

7 Choose the correct alternative. Then complete each sentence with the correct form of the verb in brackets.

- I *may/must* (be) a detective when I'm older.
- That was dangerous. You *must/could* (be) run over!
- Our bags aren't here. Someone *may/can't* (take) them by mistake.
- My little brother *might/can't* (send) this email because he can't write!
- There *must/can't* (be) a reason why she's late.
- She *may/can* (be) held up in all the traffic.

8 Choose the correct form of the verb to complete the text. Underline both forms if both are possible.

A few weeks ago I won a TV competition. The prize was a trip 1) *to visit/visiting* a TV studio. I really loved 2) *to find out/finding out* more about my favourite TV programme. First I had the chance 3) *to meet/meeting* the producer who congratulated me on 4) *to win/winning*. She then explained that she's responsible for 5) *to organise/organising* the show. I was fascinated 6) *to learn/learning* more about her job which involves 7) *to decide/deciding* what footage to use and how long to spend on each part of the show. Later on I was introduced to the presenters. 8) *'To present/Presenting* is all about your relationship with the audience,' they told me. 9) *'To have/Having* fun is also important for children's shows. We both enjoy 10) *to do/doing* this job. It's the best job in the world!' They asked me what I intended 11) *to do/doing* when I left school. 'I'm thinking of 12) *to be/being* a TV presenter, of course!' I replied.

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

- it's only a small problem. It's about.
A to worry C not worth worrying
B not worrying D not to worry
- We bought the paper in order the latest reports.
A to read C reading
B for reading D to be read
- The reporter injured in the crash yesterday evening.
A must be C can't be
B could have D might have been
- We didn't know that our teacher a prize for literature a few years ago!
A is being awarded C was being awarded
B had been awarded D will be awarded
- He guilty of cheating in the exam. That's impossible.
A can't be C may not
B might not D could be
- A reporter can involve a lot of travel.
A can be C being
B be D to be
- In order a journalist, I had to take a special training course.
A to become C becoming
B become D became
- Daniel experts.
A was training C was being trained by
B had been trained D wasn't trained
- When the detectives find all the clues, the mystery solved.
A has been C can have been
B will have been D will be
- Inspector Clouseau caught the criminal, it's impossible.
A may have C couldn't have
B might have D must have

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 160 and 161
- Grammar File, pages 170 and 171



11 All work and no play!

Get ideas

- 1 What skills are the people using in the photos? What tools are they using?

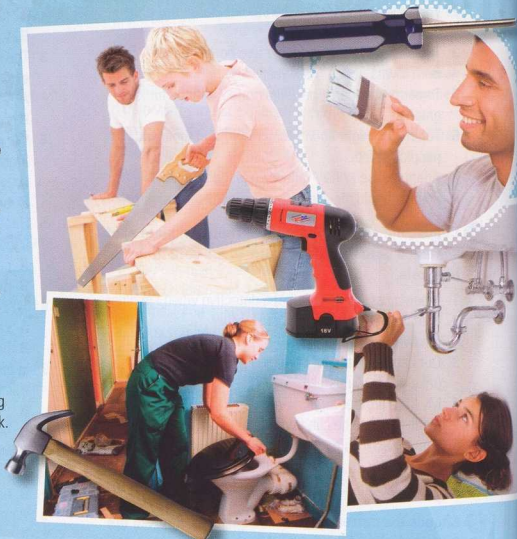
Time to read

- 2 Read paragraph 4 of the article and choose the sentence that best summarises it.

- a How the ten trainees were selected
- b What will the trainees get out of *Bricking it*?
- c How the remaining trainees are getting on

- 3 Read the article and choose the sentence (A–H) which best fits each gap (1–7). There is one extra sentence which you do not need to use.

- A But others had more sincere reasons for wanting to go on the project.
- B This was a fantastic achievement considering it was his first experience of this type of work.
- C It was interesting when David was foreman for the day.
- D The developers will be selling the flat in the autumn.
- E Through a process of interviews and workshops, this number was narrowed down to twenty.
- F He had been late and late again, and had finally run out of warnings.
- G This is make-or-break time and he won't be afraid to tell them if he doesn't think the flat makes the grade.
- H This will help those who make it to the end of the project to get an excellent apprenticeship.



- 4 Find words and phrases in the article that match these meanings.

- 1 possible in the future (para 2)
- 2 the process of choosing people (para 2)
- 3 was/were present at something (para 3)
- 4 small wooden hut where you keep garden tools (para 3)
- 5 from the very beginning (para 4)
- 6 teaching, especially in small groups (para 4)
- 7 spoken, not written (para 6)
- 8 do something extremely well (para 7)
- 9 refused to accept (para 7)
- 10 very disappointed or shocked (para 8)

EXAMZONE

Not sure where the missing sentences go?

→ Find other words in the paragraph that have a similar meaning.



Summarise

Explain in your own words what the teenagers on *Bricking it* do, and what they learn.

The teenagers ... They learn how to ... and ...

Time to talk

- 5 What do you think is going to happen in the end? Will the trainees receive any money?

Bricking It

*Six months to transform an empty warehouse into a to-die-for apartment – can it be done by teenagers? This is the story of the TV series **Bricking it**.*

- 1 Ten teenagers are taking on the construction of a luxury flat. For trainees who have hardly ever picked up a paintbrush – let alone a screwdriver – it's no easy task to reach expert professional standards. They will learn practical skills as well as develop key life skills like getting to work on time, leadership and financial responsibility. 35
- 2 The teenagers were chosen from over 1,000 applicants. 1) These last potential trainees went through a selection weekend. After showing how they dealt with learning basic carpentry, plumbing and decorating and how they worked in a team, ten trainees were selected. 40
- 3 Project Manager Dr Phil Ashton attended the selection weekend: 'It was great fun seeing them build a shed together.' But Dr Phil was concerned about the motivation of some of the applicants; he said that the chance to be on TV had attracted them, rather than anything else. 2) 'Greg da Silva, though, wanted to be a role model to his young brother. That's good motivation.' 45
- 4 Over the six months, the trainees get the experience and responsibility of doing up a flat from scratch. They also have hands-on tuition from master craftspeople. 3) Furthermore, there is a completion bonus of £50,000 for the job. If the trainees damage materials or behave badly, however, this comes out of the bonus. Whatever remains will be split between the trainees. 50
- 5 Dr Phil explains how he feels about some of the trainees: 'It was difficult when Ricky got dismissed but I was really impressed by Laurence. He did a pipe-bending task yesterday that looked really professional. 4) I could see why he had always wanted to be a plumber.' 55
- 6 In the meantime, Dr Phil was getting tired of Greg's excuses for being late and by week thirteen, he had already had a verbal and written warning. When it happened for the sixth time, Dr Phil called him to his office and asked him if he realised what he was doing. 5) Greg claimed that he was trying to be on time. But Dr Phil wanted to give the trainees a taste of life in the real world: 'No employer would put up with that. Why should I?' 60
- 7 Meanwhile, he told us that it was fantastic to see Hannah excel at the formal exams. 'At this stage, Hannah continues to be a solid performer and totally reliable. Zac impressed me, too.' We asked him how the group had reacted to leadership and authority. 6) 'The other trainees rejected his authority and they blamed him for things going wrong.' 65
- 8 Last day and the £350,000 apartment is ready. Zac's told everyone that he'd be gutted if they didn't get the payoff in the end. At 11 a.m. the construction manager for the site arrives to approve the flat. 7) Six months ago all of them were untrained teenagers. Now their work is on the line ...



Coming up ... **The best job ever** on DVD. See page 127.

Jobs and skills

1 Match words (1–10) from the article on page 119 to the meanings (a–j).

- | | |
|--------------------------|------------------------|
| 1 construction (line 1) | 6 carpentry (line 13) |
| 2 trainee (line 10) | 7 plumbing (line 13) |
| 3 professional (line 38) | 8 decorating (line 13) |
| 4 financial (line 8) | 9 dismiss (line 36) |
| 5 applicant (line 10) | 10 authority (line 57) |

- a relating to money
b the job of making things out of wood
c the process of building something
d showing that someone is good at their work
e make someone leave their job
f someone who is trying to get a particular job
g the power someone has because of their position
h someone who is learning a job or skill
i painting or putting paper onto the walls of a house
j the job of repairing water pipes, etc.

2 Complete the sentences using the correct form of these phrases.

be a workaholic be made redundant be promoted
be unemployed have a part-time job not retire
get some work experience

- Stella has a part-time job at the pet shop. She only works three days a week.
- Unfortunately, Rick last month because they didn't need him any more.
- Ann She doesn't think about anything else apart from her job!
- I wanted to in hotels, so I got a job as a waitress.
- My grandfather until he was eighty. He didn't want to stop working!
- Mum in her job. I'm glad because she works very hard.
- My brother since last winter but he's willing to take on anything!

3 Find these phrases in *Bricking it* and complete them with the correct preposition.

- get to work on time (para 1)
- be chosen over 1,000 applicants (para 2)
- be TV (para 3)
- a bonus £50,000 (para 4)
- be impressed somebody (para 5)
- the sixth time (para 6)
- call somebody your office (para 6)
- this stage (para 7)

WORDZONE

Do you want to talk about **work**?
Here are some **useful phrases**
you can use.
the plumbing trade
the teaching profession



4 Choose the nouns that these words go with. More than one answer may be possible.

	business	trade	profession	industry
advertising				✓
building				
fashion				
legal				
manufacturing				
medical				
music				
shipping				
teaching				
tourist				

5 Match these people to the words in Exercise 4.

architect captain composer copywriter designer
factory worker lawyer lecturer surgeon travel agent
advertising industry: copywriter

6 Write four sentences about people you know who have jobs in any of the above areas.

My dad works in the teaching profession as a History teacher.

Memorise

Ask your partner to close their book. Give them three words from column 1, Exercise 4, and ask them to say the words that go with them.

Reported speech

GRAMMARZONE

Statements

the main verb moves one tense back in the past

'I'm trying to be on time.'

Greg claimed that he **was trying** to be on time.

Reported questions

the word order and the verb tense change

'How did the group react to leadership?'

We asked him **how the group had reacted to leadership**.

for yes/no questions, use *if/whether*

'Do you realise what you are doing?'

Dr Phil asked him **if he realised** what he was doing.

tell and say

tell somebody to do something but tell somebody (that) + clause

He **told us that** it was fantastic to see Hannah excelling at the formal exams.

say (that)/say to somebody (that) + clause

He **said that** the chance to be on TV had attracted them.

→ Grammar File, page 172

1 Change the statements to reported speech using these reporting verbs.

admit complain exclaim promise realise warn

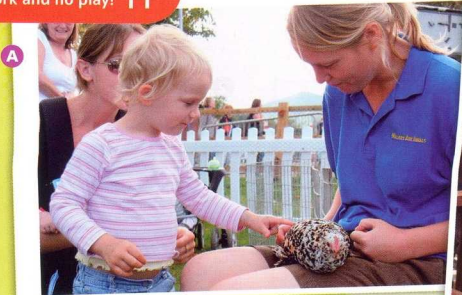
- 'I'll try harder'.
Zac
- 'I didn't know what to expect.'
Hannah
- 'Somebody will be inspecting your work.'
Dr Phil
- 'Phil shouted at me sometimes.'
Hannah
- 'Everyone is offering to help me!'
Dan
- 'I think I'm losing my patience with you.'
Dr Phil

2 Rewrite the questions and answers in the interview in reported speech, using the reporting verbs in brackets.

- Interviewer:** Why do you want to work in the building trade?
Hannah: I like to be active. (reply)
The interviewer asked Hannah why she wanted to work in the building trade.
Hannah replied that she liked to be active.
- Interviewer:** Why should you be on *Bricking it*?
Hannah: I'm a fun person! (say)
Interviewer: Have you ever worked in the building industry before?
Hannah: I have always watched my dad around the house and that made me interested. (explain)
- Interviewer:** What are you aiming to achieve from *Bricking it*?
Hannah: I'd like to get an apprenticeship in plumbing. (hope)
- Interviewer:** Is it harder than you expected?
Hannah: Not really, I was expecting the work to be demanding anyway. (admit)
- Interviewer:** Is *Bricking it* going to help you to work with other people in the future?
Hannah: It has already helped me to get along with others. (think)
- Interviewer:** What have you learned from *Bricking it* so far?
Hannah: I have learned lots of hands-on skills and a practical trade. (know)
- Interviewer:** What do you think you will do after *Bricking it*?
Hannah: I'll be running my own business one day! (hope)

Time to talk

- What kind of career interests you?
- Discuss with a partner the advantages and disadvantages of different types of jobs, particularly the one you thought about above.



Get ideas

1 If you could get a summer job in another country, which country would you choose and why?

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

- | | |
|---|--------------|
| 1 commitment | 6 contract |
| 2 representative | 7 enable |
| 3 insurance | 8 appreciate |
| 4 individual | 9 permanent |
| 5 impression | 10 temporary |
| a one person | |
| b make it possible for somebody to do something | |
| c somebody who speaks for and make choices for a group | |
| d understand the value of something or somebody | |
| e continuing for a long time or for ever | |
| f hard work and time given to a particular activity | |
| g the way something or somebody seems to you | |
| h financial protection in case of an accident or injury | |
| i lasting for a short period of time | |
| j formal signed agreement | |

EXAMZONE

Only one chance to listen?

→ Read the options first and predict what the questions will be about.



3 You will hear two students talking about a work experience scheme. Read the options and discuss with a partner what you think the questions might be.

- 1 A Water chutes and rides
B Climbing-frames
C Rides and games
- 2 A He got extra money.
B He enjoyed skateboarding.
C He liked the kids.

Time to listen



5 You will hear a radio talk in five parts about work experience in America. After each part, you will hear two or three questions. For each question choose the correct answer, A, B or C.

- 1 A factory work
B working in stores
C working in places of entertainment
- 2 A to be hard-working
B to speak English well
C to like children
- 3 A normally in the USA
B in the country they come from
C in a country chosen by the representative
- 4 A on their own or through the Work Experience program
B through the Work Experience program only
C through interviews in their own country
- 5 A It is not normally included.
B It is part of the agreement.
C It has to be paid for by the student.
- 6 A a website
B a newsletter
C a handbook
- 7 A get help from their friends
B get help from a special team
C return home
- 8 A many want to return to the USA
B many decide not to visit the USA again
C many quickly lose touch with the people they've met
- 9 A He didn't gain very much from the program.
B He wished he'd travelled more.
C He enjoyed meeting other foreign students.
- 10 A working in a restaurant
B discovering the country
C meeting different kinds of people
- 11 A ten
B twenty
C thirty
- 12 A getting visas
B studying from home
C having no free time

4 You will hear two presentations and two questions. For each question choose the correct option A, B or C.



- 3 Work with a partner. If you could choose one of the summer jobs in the photos, which one would you choose and why? Discuss, using the *Useful phrases* to help you.

Useful phrases

I'd like to do ...
 The job in photo X seems a better choice because ...
 From the information I have, it seems that ... would be good.
 I'd prefer the job in picture ...
 The job in photo Y doesn't sound very suitable for me because ...

Get ideas

- 1 Can you name the summer jobs in the photos A–D? Discuss with a partner.

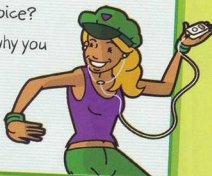
- 2 Now match the skills needed with the photos in Exercise 1.

- a be good at sports
- b enjoy working with food
- c be strong and not get tired easily
- d be patient with toddlers

EXAMZONE

Do you have to make a choice?

→ Talk about the reason why you didn't choose the other option as well. This shows that you have thought about both options carefully.



- 214 4 Look at the intonation flow in this question. Listen and repeat the question.

Do I need to have a knowledge of computers?

- 1 Do I need to have a knowledge of computers?
- 2 Will accommodation be provided?
- 3 Will other young people be working there?
- 4 Will I be able to have any days off?
- 5 Is there any possibility of working overtime?

Time to speak

- 5 With a partner, discuss these questions. Do you agree with each other?

- 1 Do you think that having the opportunity to have a summer job is important? Would you like to work over the summer?
- 2 What sort of job do you prefer, working outdoors or indoors?
- 3 Which jobs do you think you need special qualities and skills for? Do you think you could do one of those jobs?

Words easily confused

WORDZONE

Not sure which word to use?

- Use the correct part of speech (noun, verb, adjective)
- Check the meaning
- Look at the context



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

- 1 Susan has just changed her job, so she works for a new (employ).
- 2 I'm looking for (employ) in a hotel.
- 3 They did the work to a (profession) standard.
- 4 'What is your (occupy)?' 'I'm a teacher.'
- 5 James will get a (promote) and become the manager.
- 6 Nothing is final yet – we're still at the (plan) stage.
- 7 We'll interview all the (apply) for the job.
- 8 Please fill in an (apply) form.

2 Choose the correct words to complete the letter.

Dear Rosie,

We were 1) *delighted/delightful* to receive your letter of 2) *appliance/application* to appear on our interior decorating show, *All Change*. As we understand from your letter, you would like to give your room a complete 3) *inspection/makeover*.

Firstly, I was wondering if you could give me some further details. Could you please let me have the exact 4) *measuring/measurements* of your room and what colour 5) *scheme/style* you have in mind? I would also like to ask you when you would be available. As 6) *far/long* as we are concerned, the last two weeks in July would be ideal.

Finally, the arrangements. Our film crew will be on the premises for five days. We would also like to inform you that you might win six months' free work 7) *practice/experience*!

Looking forward 8) *to/for* cooperating with you.

Best wishes,
All Change



3 Choose the word that best completes the sentence.

- 1 I'm sure Craig can with his problems by himself.
A deal B handle C manage D relate
- 2 I won this really nice vase in an online
A charity B exhibition C parade D auction
- 3 Carpentry is a difficult to master.
A business B profession C industry D trade
- 4 The of the visit to France was our trip to Monet's garden.
A majority B height C highlight D sights
- 5 She really appreciated the private from her teacher.
A subjects B tuition C course D tutor
- 6 My uncle was made last year but then he started his own business.
A redundant B selected C retired D promoted
- 7 Paula went for a(n) yesterday for a part in that new film.
A audition B trial C rehearsal D role
- 8 I'm sorry I'm unable to the meeting tomorrow.
A visit B attempt C go D attend
- 9 I went on that trip to the jungle because I really wanted to get away from all creature
A conveniences B survival C comforts D shelter
- 10 What are the working like in your job?
A situations B conditions C terms D agreements



ROYAL MAIL
STAGE PAID GB

Indirect questions

GRAMMARZONE

Indirect questions

to sound more polite than direct questions.

Start with phrases such as:

Can/Could you tell me ..., Do you know ..., I wonder if ... I'd like to know ...

word order is the same as in statements

Direct question:

When will you be available?

Indirect question:

Could you tell me when you would be available?

→ Grammar File, page 172

1 Rewrite the questions or requests using the phrases given.

- What time is the talk?
Do you think you could tell me *what time the talk is*?
- Are you free on Wednesday afternoon?
I would like to ask
- How much will the trip cost?
Might I also ask?
- What arrangements have you made?
I was wondering if you could let me know
- Please send me all the details.
I'd be grateful if you could
- Could you change the dates at all?
Would there be any chance of?
- I'd like to cancel my appointment.
I was wondering whether it would be possible to
- When will you be arriving?
Could you possibly let me know?
- Can you let me know as soon as possible?
I would greatly appreciate it if
- Can you pay me back the money you owe me?
I'd like to know if

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

- They wanted to know understand the instructions.
A could we C if we could
B that we D to
- The foreman told us that the workers really well but they hadn't finished the building yet.
A do C doing
B have done D were doing
- We the results of the competition yet.
A aren't informed C haven't been told
B haven't told D aren't being informed
- I asked the teacher what us to do for homework.
A she want C did she want
B she did want D she wanted
- Did Pete to try harder?
A say them C tell to them
B tell them D said
- My parents me study very hard in order to pass my exams.
A make C don't make
B let D didn't let
- Could you tell me when to finish the project?
A hoping C you are hoping
B are you hoping D do you hope
- My sister showed me music onto the computer.
A how to download C to download
B downloading D download
- I you go and see a doctor about that cough.
A advise C warn
B suggest D tell
- As soon as they their supper, they went out to the disco.
A finish C had been finishing
B were finished D had finished

Time to talk

3 With a partner, practise being polite. Make a request to your partner, and ask them to make it more polite.

Student A: *What's the time?*

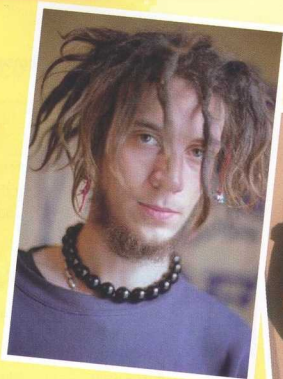
Student B: *Could you tell me what the time is, please?*

4 Discuss situations where you might have problems if you were not polite.



Get ideas

- 1 Look at the young people in the photos. If you were an employer, which person would you offer a job to and why?



- 2 Think about applying for a job. What would you include in a letter of application?

what you could offer to the job

ask questions about the job

describe how wonderful you are

mention skills or qualifications you have

show enthusiasm for the job

state how much you need the money

Find the right words

- 3 Read the two letters of application for a Saturday job. Who would you give the job to? Why?

A

Dear Ms Evans,

I am writing to apply for the Saturday job in your clothes shop, as advertised in the local newspaper. I would be very interested in working in a clothes shop since I follow the latest fashions and have always wanted to work with clothes.

I am sixteen years old and still at school. One of my subjects is Design and I am thinking about studying fashion design when I leave school. I am not afraid of hard work and I am never late.

I would like to ask if you only wanted somebody for Saturdays, or would Friday evenings be possible as well? If this were the case, then I would be interested in working on Fridays, too. I would also be grateful if you could let me know how much the wages will be.

I look forward to hearing from you.

Yours sincerely,
Barbara Green

B

Hello Miss Evans,

I really want to work in the clothes shop you've got on the High Street because it's near where all my friends hang out. Can they come in for a coffee sometimes? I'd be great for the job - everyone loves me and they all think I'm a really nice person! What time do I have to start work? I hope the shop doesn't open too early because I'm not that good at getting up on a Saturday morning. But, of course, I'd try very hard. I've worked in my aunt's shop before so I know what it's like.

I could really do with some extra cash because I've been spending too much money recently and I owe my mum and dad quite a bit.

Thanks!
Sal

- 4 Choose the things you should include in an application letter from the list below.

formal greeting
direct questions
set phrases and polite expressions
formal language
exclamation marks
personal information
qualifications
previous experience

- 5 Find all the direct questions in Sal's letter and write them as indirect questions.

- 6 Rewrite Sal's letter using your checklist in Exercise 4.

- 7 Discuss with a partner which of these qualities you think are most important for getting a job.

conscientious outgoing punctual sensible
trustworthy willing

- 8 Complete the sentences with a word from Exercise 7.

- Sandra is very She never complains when she is asked to do something in the shop.
- I'm a(n) person and enjoy meeting new people.
- I've never known anyone as as you are! You're always here exactly at nine!
- We need somebody because we keep a lot of money in the office.
- I can't complain about Jake. He's very and does all the work before he goes home each day.
- The main thing these days is to find young employees who are and who don't want to party all night long!

- 9 Read Barbara's letter again and find set phrases like the ones in the *Examzone*.

EXAMZONE

Writing a letter of application?

→ Try using set phrases. Here are some you can use:

I'm writing with reference to ...

I am interested in applying for ...

I have qualifications in ... and ...

My interests include ...

As far as previous experience is concerned, ...

I am enquiring about the job of ...



Plan ahead

- 10 Read the job advertisement and write notes for your letter of application. Use the plan below to help you.

Wanted:

young person to work in our hotel restaurant for two months over the summer period. Good wages and good working conditions. School leaver or student preferred, with knowledge of English, hard-working, friendly and nicely-dressed. Apply in writing to the Manager, Mr Brown.

Paragraph 1 reason for writing, mention where you saw the advertisement for the job and why you're interested in it

Paragraph 2 refer to the advertisement and how your skills and qualifications match the job

Paragraph 3 show interest by asking for further information
Signing off close with a formal phrase

Time to write a formal letter

- 11 Write your letter of application in 120–180 words.

Time to watch *The best job ever*

- 12 Watch the DVD and do the activities on page 163.



12 Teenagers r gr8!

Get ideas

- 1 Do you use the internet? What kind of websites do you use?



- 2 Do you know anyone who has a webpage? What is on it?

Time to read

- 3 The Gender Awards are prizes for young people. Read the headings on the application form on page 129. What information do the organisers need?

- 4 Read Emily Boyd's application form about her website and choose the best answer, A, B, C or D.

- 1 The sisters realised that
 - A existing ways of designing webpages were too complicated.
 - B kids had been asking for their own website.
 - C people of all ages must have their own webpage.
 - D other similar websites were very expensive.
- 2 Future developments may include
 - A using the site to translate text.
 - B children from other cultures using the site.
 - C offering the option to use the site in other languages.
 - D increasing the size of the website.
- 3 One of the main aims of the project was
 - A to help adults understand children's problems.
 - B for children to explain what they believe.
 - C to send messages of support.
 - D to make the internet more accessible to girls.
- 4 The webpage builder is unusual because
 - A it is easy to use.
 - B it is technical.
 - C it combines images and text.
 - D it controls the position of headings.

- 5 How do the sisters work on the project?
 - A They all have equal roles.
 - B They take it in turns to sort out technical problems.
 - C One is in charge, the others have smaller roles.
 - D The youngest does less work than the older two.
- 6 The success of the website is measured
 - A by getting more people to join.
 - B by counting the website users.
 - C by giving feedback to the users.
 - D by sending out data.
- 7 A girl from New Zealand
 - A helped others to realise the problems of living with a certain illness
 - B described her everyday experiences.
 - C supported other children around the world.
 - D received too many messages from other users.
- 8 A girl from America
 - A still feels very confused by the website.
 - B is jealous of what the three sisters have achieved.
 - C feels she is not old enough to use the site.
 - D has been inspired by the website.

SKILLZONE

Looking for specific information?

→ Use the questions in the article to help you find the right paragraph.



- 5 Find words in the form that match these meanings.

- 1 no longer feeling confident (section 1)
- 2 to accept a new idea or opinion (section 2)
- 3 to judge how useful or successful something is (section 4)
- 4 to control someone or something (section 5)
- 5 to think about something carefully (section 6)
- 6 the possibility that something will develop (section 7)
- 7 at present, at the moment (section 7)

Summarise

Explain in your own words:

how the girls had the idea for their website,
what kind of people use the website and why.

As a matter of fact, ... Actually, ... It seems that ...

Win an award!

Our organisation gives awards to girls working in Information and Computer Technology.
If you think you deserve an award, complete the application form and tell us why!

Entrant:

matmice

1 Why, when, and how did your project begin?

We are three sisters from Australia – Emily (20), Sarah (19), and Elise (14). We created a website called MatMice which started with a conversation around the family dinner table: wouldn't it be cool if there was a place on the Web where kids could create their own webpages?

We realised that most kids were discouraged from learning how to publish on the Web because it was so difficult to create and upload a webpage. We wanted kids to be computer literate so, after eight months of work, MatMice was launched. The unique website makes it easy to create a webpage simply by choosing pictures and writing text. It is free to use and children are able to express ideas that can be seen all around the world. To date it has been used by children in over 150 countries.

2 What are the goals of the project?

We wanted children to share their experiences and learn from other children with different backgrounds. One of our goals is to encourage other girls to embrace technology, but it is open to everyone. In this way, children can communicate on issues which affect young people wherever they live. For example, a young girl from New Zealand described her experiences as a diabetic. She received messages of support from all around the world, and it increased other children's understanding of what it's like to live with an illness like diabetes.

3 Who participates in the project?

Each of us has specific roles. Emily is the leader of the project, and also responsible for all technical aspects of the website. Sarah is responsible for photography and graphics, and Elise is responsible for graphics and illustration.

4 How do you evaluate the project?

The project is evaluated by measuring the number of children and teenagers using the website. Up to 1,000 new people join

the website each day! When someone wishes to create a webpage, they must first sign up and give some basic information such as first name, gender, year of birth, and country. This simple data allows us to evaluate our users. Feedback is gathered from children who use the website so we can improve it.

5 What results have you achieved?

Five years ago, the World Wide Web was dominated by adults due to the technical knowledge required. Now, thanks to MatMice, kids are making a great contribution to the information society.

6 Explain your use of Information and Computer Technology (ICT) and give an example of the effects of the project.

MatMice is unique because it has an innovative webpage builder which allows children to control the position of headings, images, text and links. At the same time, it is so simple that no technical knowledge is required. We want to encourage girls to consider ICT for further study or a career. For example, twelve-year-old Alicia, who is from the USA, wrote to us: 'When I first started (using MatMice) I was confused about a lot of things. Now, I am learning HTML code! When I see all that you girls have accomplished it makes me more confident.'

7 How else can your project be used?

There is potential for our project to be translated into other languages, to increase the number of children who can use the website. Although MatMice is currently only available in English, many children whose first language is not English have used the site to publish webpages in their own languages.

Fact >> MatMice now has millions of users!

Fact >> Emily has won an award for 'Young Australian of the year'.

Time to talk

- 6 Do you think MatMice is a good website?
Why/Why not?

- 7 If you could contact teenagers in another country,
what would you ask them?



Coming up ... **Wikipedia** on DVD. See page 137.

Computer technology

- 1** Complete the sentences with these words from the form on page 129.

computer literate data graphics HTML ICT
link sign up upload users (World Wide) Web

- The Web is the internet system that helps you find information.
- To transfer information from your computer onto the internet you need to it.
- If you are, you understand how to use computers.
- The patterns or designs published on a webpage are called
- If you want to become a member of a website, you need to
- Information stored by computers is called
- There are millions of online at any one moment.
- At school we study in order to learn how to use computers.
- A place on a webpage which leads you to another webpage is called a
- Information used by computers is often written in a code called

- 2** Complete the internet quiz with a partner.

- A place on the internet where you can talk to other people is called a
A chat room. C gossip column.
B communication space.
- An area on the internet where you can place an important piece of information is
A a sign post. C note paper.
B a message board.
- When you want to communicate with someone on the internet, you can write
A instant messages. C quick words.
B fast notes.
- To copy information from the internet to your pc is to
A download. C downsize.
B downpour.
- The 'e' in email stands for
A 'essential'. C 'electronic'.
B 'easy'.
- An online diary is called
A a log. C an agenda.
B a blog.

WORDZONE

You can make your English sound more natural by learning which **words go together**.

access a website

do a search

write a blog



- 3** Match the verbs (1–5) to the phrases (a–e).

- | | |
|-------------------|------------------|
| 1 send/receive | a a link |
| 2 upload/download | b online |
| 3 click on | c pictures/files |
| 4 surf | d an email |
| 5 go | e the internet |

- 4** Complete the rules with a word or phrase from Exercises 1–3.

Internet safety rules

- ☒ Don't give your real name. People you talk to in 1) are not always who they say they are.
- ☒ Don't give your mobile number to another 2) on the internet.
- ☒ Don't tell people on the 3) where your family or friends work.
Do let someone know which 4) and chat rooms you are using.
- ☒ Do let someone know if you receive an 5) that makes you feel uncomfortable.
- ☒ Don't 6) your photo onto the Web or send it to an unknown person.
- ☒ Don't 7) files to your computer unless you are sure who sent them.
- ☒ Do 8) the Net, but let someone else know what you're doing.

Memorise

Close your books. Write three sentences about computer technology using words from this page.

Relative clauses

GRAMMARZONE

Defining relative clauses

for giving more information about a person, thing, place or time and make it clear which one we are talking about. We use:

who for people

Children **who** use the website can learn to build a webpage.

which/that for things

Children can communicate on issues **which** affect young people.

whose for possession

Many children **whose** first language is not English have used the site.

where for places

when for time

why/that for a reason

... a place on the Web **where** kids could create their own webpages.

Non-defining relative clauses

For adding extra information that is not essential to identify the person, thing, etc. we are talking about.

We don't use *that* in non-defining relative clauses.

We use commas to separate a non-defining relative clause from the rest of the sentence.

Alicia, **who** is from the United States, wrote to us.

→ Grammar File, page 172

1 Find the clauses below. Write D (defining) or N (non-defining).

- Emily, who is now in her twenties, started programming MatMice when she was fifteen. N
- The letter which Alicia sent to MatMice was full of praise.
- A girl from New Zealand, whose illness affected her daily life, received messages of support.
- Young people, who website developers had ignored, can now make their own webpages.
- The reason why MatMice is so successful is its simplicity.
- Sarah, who is the middle sister, is responsible for photography.
- MatMice has millions of users who visit the site regularly.
- Emily was thrilled when she won the Young Australian of the Year award.

2 Rewrite each pair of sentences as a single sentence using a relative pronoun. Use commas where necessary.

- Designing webpages can be fun. It used to be difficult.
Designing webpages, which used to be difficult, can be fun.
- A friend of mine has created his own website. I know him from school.
A friend of mine
- Our school has a computer room. We can go there after school.
Our school
- I started computer programming last year. I didn't know anything about it then.
I started computer programming

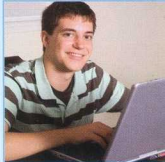
3 Complete the blog with the correct relative pronoun.

www1.myblog.com

blog

Do you think it's important to be computer literate? Of course there are other things 1) are much more important, such as friends and family, school life, sports and hobbies. However, there are many teenagers 2) lives would not be the same without access to a computer, including me! It started a few years ago 3) I used a couple of educational sites to help with homework. Next, I used it to download a lot of music and even make free phone calls to friends 4) live abroad!

Recently I visited a chat room 5) I made some great new friends. One guy 6) I met there told me about an exciting new project. It's a cool new website 7) is called Thinking Worlds. You can design your own computer games here. A group of fourteen- and fifteen-year-olds designed a game 8) helps school kids deal with bullying, and I've just signed up to help with the development! Russell Naglis, 9) made the game, said: 'Kids say it's more like playing than learning.' Kids are given various challenging tasks 10) teach them about bullying. I'll keep you up-to-date with our progress in this blog!



Time to talk

4 What is your favourite website? Why?

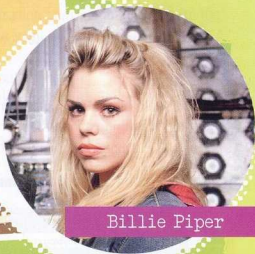
Get ideas

- 1 Name some famous people who are good 'role models'. Why are they good role models?

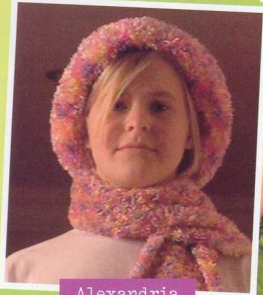
Little Chris



Billie Piper



Alexandria



Yasi



EXAMZONE

Need to understand a mixture of things in one listening? Don't panic!

- Read the questions first.
- Decide if you need to listen for: gist, specific information, attitude and opinion.



- 2 Read the questions in Exercise 3 and decide which type of information you will need to listen for. Use the Examzone to help you.

Time to listen

- 3 You will hear a presentation about candidates being selected for an award. Listen and choose the best answer, A, B or C.

- 1 What sort of people are eligible for the Inspiration of the Year Award?
 - A all young people under the age of twenty
 - B young people with great business ideas
 - C young people who set a great example to others
- 2 Why does Nick Bell give talks to business people?
 - A He writes articles for magazines.
 - B He works for a well-known company.
 - C He is a very successful businessman.
- 3 What is Hussam's report about?
 - A a natural habitat which is being ruined
 - B an endangered species
 - C the pollution of an ocean
- 4 How do Elisa and the other carers feel about their website?
 - A They enjoy the support it gives them.
 - B They are fed up with all the problems.
 - C They think it was hard work.
- 5 How old was Christopher Paolini when the film of his novel was released?
 - A fifteen
 - B sixteen
 - C nineteen
- 6 What does Lisa say about the problems faced by a young football star?
 - A Living abroad is very difficult.
 - B Being so young meant he had no friends.
 - C His new club was large and unfriendly.
- 7 Why aren't actors and singers included in the shortlist for the award?
 - A Most of them are too old.
 - B They have many opportunities to win awards.
 - C They earn plenty of money.

- 4 Listen again and match these names with their achievement. Which person would you vote for?

- 1 Hussam Fateen
 - 2 Lionel Messi
 - 3 Nick Bell
 - 4 Christopher Paolini
 - 5 Elisa Merrony-Potton
- a playing international football
 - b setting up a business
 - c caring for a relative
 - d writing a novel
 - e setting up an environmental project

Get ideas

- 1 Look at these awards. Which of your classmates would you suggest for each one? Why?



- 2 Match the useful phrases with these functions. Can you add any more phrases?

- Giving your opinion
- Giving reasons for your opinion
- Making suggestions
- Finding out what your partner thinks
- Reacting to your partner's ideas
- Agreeing/Disagreeing with your partner

Useful phrases

It might/could be (a good idea to ...)

What about ...?

How about you?

Do you agree?

In my opinion, ...

I think that ...

The reason is (that)

because ...

Hmm, that's (quite) interesting.

Yes, I hadn't thought of that.

Well, I'm not sure about that.

Yes, definitely.

Time to speak

- 4 Which of the qualities in Exercise 1 do you think judges of the *Inspiration of the Year Award* might look for? Discuss with a partner.
- 5 With your partner, discuss any other qualities that might be inspiring to others.

SKILLZONE

Developing a speaking topic?

- Listen carefully to what the other person has to say.
- Use phrases to introduce your own ideas. Explain them clearly.



- 6 With a partner, ask and answer these questions.

- 1 Do you think it's important to give young people awards such as *Inspiration of the Year*?
- 2 Do you think that young actors and singers should be considered for the award? Why/Why not?
- 3 How would you decide the winner if you were the judge?
- 4 Which area do you think it is most important to be involved in: computer technology, science, the environment, sport, arts, or another? Give reasons.

- 2.17 3 Listen to these phrases and decide which speaker A or B sounds more interested. Listen again and repeat.

- | | |
|---------------------|----------------------------------|
| 1 How about you? | 4 Do you agree? |
| 2 In my opinion ... | 5 The reason is that ... |
| 3 Yes, definitely. | 6 Yes, I hadn't thought of that. |

Order of adjectives

WORDZONE

Do you need to know **what order adjectives usually go in a sentence?**

opinion – size – age –
shape – colour –
origin – material –
purpose – noun



- 1 Rewrite the adjectives in the correct order to complete the sentences.

- I bought a *new/cotton/blue/fantastic* jacket.
I bought a fantastic new blue cotton jacket.
- There's an *interesting/comedy/new* DVD for sale.
- We've found a *circular/wooden/huge* table.
- My mum wants to buy a *Greek/white/ceramic* vase.
- I saw a *stunning/Chinese/black and white* painting.
- He's looking for a *modern/black/small* MP3 player.

- 2 Write a sentence to describe these items for an internet auction. Use several adjectives for each, including an adjective of opinion.



tall
boots leather
cowboy



straw hat
wide
colourful



black
MP3 player
small modern



fan
Chinese
paper
pretty

- 3 Choose the best answer, A, B, C or D to complete the email.

mailbox Today Mail Calendar Contacts

Reply Reply All Forward Delete

Hi Jake,

You know that dull, useless present you mentioned? Well, you can get rid of it and make money, 1), on an internet auction site. My mum used to nag me: 'I wish you would throw out some of these old toys!' So the first time I used 2), I sold some tiny, red plastic building bricks I'd had 3) I was three. I used the money 4) I made to buy a smart, modern Japanese digital camera.

To sell 5) item, you need to upload a digital photo and write a detailed and accurate description 6) the object. You never know, someone might want your old things! Last month, I was thinking 'I wish I had more pocket money' when I realised 7) I could make extra cash by selling things for 8) people. My gran gave me £10 for selling an antique porcelain vase! Now I'm going to set up a proper business. If only I had thought of this earlier!

You see some weird stuff, though. Once I saw a poor-quality, canvas tent with holes in it, 9) let in the rain! The guy 10) sold it actually made quite a lot of money, so it's worth trying!

Speak soon,
Adam

- | | | | |
|-------------|----------|---------------|---------|
| 1 A also | B too | C and | D as |
| 2 A one | B them | C some | D any |
| 3 A from | B during | C since | D for |
| 4 A who | B where | C when | D which |
| 5 A an | B a | C the | D this |
| 6 A in | B by | C of | D to |
| 7 A that | B whose | C which | D why |
| 8 A another | B others | C one another | D other |
| 9 A why | B which | C where | D what |
| 10 A whose | B whom | C who | D which |

wish/if only

GRAMMARZONE

wish/if only + past simple

regrets about the present

I wish I lived in the city.

If only I had more pocket money.

wish/if only + would

things we'd like to change or stop happening

I wish you wouldn't use your mobile phone in here.

wish/if only + past perfect

regrets about the past

If only I had thought of this earlier.

→ Grammar File, page 173

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

- I wish I (have) worked harder in my ICT lessons.
- I wish I (can) be an international footballer.
- If only you (will) concentrate harder in your lessons.
- I wish my brother (will/not) play on the PlayStation all evening!
- If only I (can) get a place in a theatre school!

2 Read what Sara thinks about herself, then write what she says to her best friend.

- I'm very shy.
I wish I wasn't so shy!
- I'd like to have acting lessons.
I wish
- I want people to stop ignoring me.
I wish
- I'm not very confident.
If only
- I'd love to be a successful actor.
If only
- I want to take part in the school show.
I wish

3 Complete the review with one word which best fits each gap.

BOOKS



Eragon

Do you ever wish you 1) an author? Have you ever thought: 'If only I 2) write a fabulous best-selling novel?' For Christopher Paolini, that wish came true when he was only seventeen and his first book, 3) was called Eragon, was published. 4) it took years of hard work and determination to realise this dream.

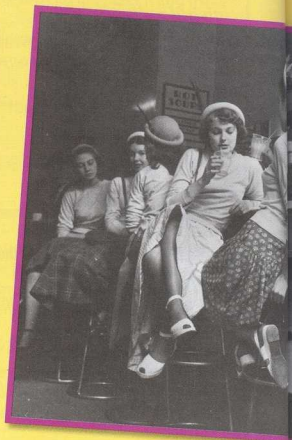
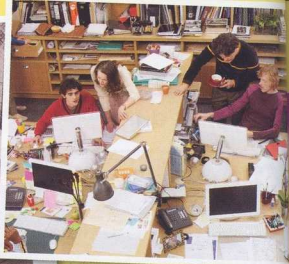
Christopher, 5) parents are both authors, never intended to become an author. Eragon, which is the story of a boy 6) finds a shining blue dragon's egg, was originally an idea for a movie. He wrote the plans for it 7) he was only fifteen. After he 8) left school, he spent many hours a day writing. When he read the final manuscript, he was very disappointed! Luckily, his parents gave him plenty of good advice and he rewrote the book, 9) took another year! His parents decided to publish the book themselves, and Christopher did all the maps and illustrations. Christopher wishes that people 10) read more books. 11) are many different forms of entertainment available these days, but he points out that books 'can take you deeper 12) another person's thoughts and feelings than any other media'.

Time to talk

- Do you ever wish you were famous? What would you be famous for?
- What other wishes would you make?

Get ideas

- 1 How is your lifestyle different from your parents' and grandparents'?
- 2 Is your life easier/harder than theirs? Why?



Find the right words

- 3 Read this letter to a newspaper editor. Do you agree or disagree with the writer?
- 4 Complete the letter with these phrases.

Another concern is Furthermore I completely disagree
In addition it seems to me
My granddaughter argues The reason is that

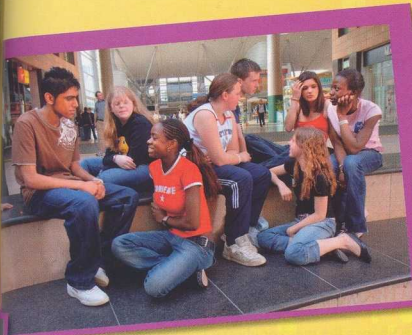
Dear Editor,

I can't understand what is happening with young people today because 1) that my granddaughter is spoilt and lazy. 2) her room is full of electronic gadgets because her parents buy her anything she wants. I'm very concerned because she spends too much time in her room and not enough time with her friends. 3) that she eats too much junk food, and I think she's ruining her health.

At her age, I had left school and started a proper job in an office. 4), I walked four miles a day to work and then helped my parents with their restaurant in the evening. 5), we had a healthy diet and we never sat around wasting time on ridiculous things like mobile phones and websites. 6) that she needs technology skills to get a good job in the future, but 7) I think that's just an excuse! How can I help her to become more responsible and start to live in the real world?

Yours sincerely,
Irene Carter

- 5 What are Mrs Carter's four main concerns? What would you say to her concerns?
- 6 What would you say to Mrs Carter about her lifestyle when she was young?



Plan ahead

- 7 Write a sentence agreeing or disagreeing with each of these statements. Give reasons.

1 Too many people expect to become famous overnight with no effort.

You have to be in your twenties or thirties before you can be successful.

3 Young people watch too much TV and play too many computer games.

8 With a partner, add another statement of your own about young people today.

9 Do you agree or disagree with the statement below? With a partner make a list of reasons.

Young people today are lazy and irresponsible.

- 10 Complete the essay plan with these words.

main short summary supporting

Introduction: state the problem and give a personal opinion
Para 2: arguments
Paras 3 and 4: arguments
Conclusion: give a of your opinion and your reasons

SKILLZONE

Need help with using the right phrases in your essay? Try these!

Introduction:

People sometimes argue that, ...
 I completely agree/disagree because, ...
 It seems to me that, ...

Main paragraphs:

In the first place, ...
 Another concern/issue is ...
 Furthermore, ...
 In addition, ...

Conclusion:

In conclusion, ...
 To summarise, ...
 I (strongly) believe that ...
 The reason is that ...

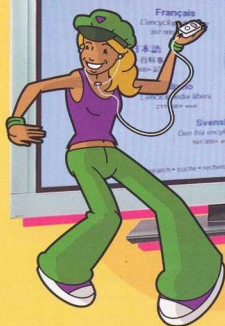


Time to write an essay

- 11 Write your essay for the topic in Exercise 9 in 120–180 words.

Time to watch Wikipedia

- 12 Watch the DVD and do the activities on page 163.



WIKIPEDIA

English
 The Free Encyclopedia
 1,807,000 articles

Deutsch
 Die freie Enzyklopädie
 1,807,000 Artikel

Français
 L'encyclopédie
 1,807,000 articles

Polski
 Wolna encyklopedia
 1,807,000 artykułów

Nederlands
 De vrije encyclopedie
 1,807,000 artikelen

Português
 A enciclopédia livre
 1,807,000 artigos

Español
 La enciclopedia libre
 1,807,000 artículos

Svenska
 Den fria encyklopedin
 1,807,000 artiklar

Vocabulary

1 Complete the sentences with these words.

applicants carpentry construction dismissed
financial trainee

- Sally is a hairdresser at the moment.
- The of that new block of flats took only three months!
- Sam was from her job after she was late several times.
- All for the job will be interviewed next Monday.
- We attended a course last month. I want to make my own furniture!
- The world is one that I find quite interesting.

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

Dear Alice,

Many thanks for your 1) (apply) for a job in our interior 2) (decorate) company. I am 3) (delight) to offer you a position as my assistant. There are many other young people trying to find 4) (employ) in this field of work but your qualifications and character set you apart from the others.

As a 5) (train), you will be expected to accompany myself or another experienced 6) (profession) and learn on the job, so to speak. If you complete this period successfully, then I fully expect that you will be duly 7) (promote) to an equal partner in the business.

Perhaps I could phone you one day soon to finalise the 8) (arrange) for when you will be able to join us.

3 Match the words (1–7) with the words they go with (a–g).

- | | |
|--------------|------------|
| 1 computer | a the net |
| 2 electronic | b online |
| 3 message | c files |
| 4 download | d literate |
| 5 surf | e mail |
| 6 write a | f board |
| 7 go | g blog |

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

- wants / Maria / a / for her birthday. / Nintendo / pink / pocket-sized
- has got / a / My grandfather / typewriter. / old / big / black
- all those / plastic / hate / I / children's / toys. / cheap
- a / new / They / cool / teen / website. / have created
- boots / are / Italian / leather / Those / too expensive. / wonderful
- I love most / The thing / brown / a / old / friendly / is / teddy bear.

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

- Monica loves clothes, and she wants to work in the fashion
A profession C trade
B industry D model
- She's getting some work at a fashion show this summer.
A trainee C occupation
B job D experience
- John's father hasn't found another job since he was last year.
A unemployed C made redundant
B retired D unoccupied
- Doctors, nurses and dentists are all members of the medical
A profession C business
B trade D industry
- Alan has been for three months now, and he's still looking for a job.
A redundant C unemployed
B dismissed D retired
- Jo's grandmother will next year, when she's sixty-five.
A retire C be unemployed
B be made redundant D be dismissed
- If you want to join the profession, you need to study Law at university.
A medical C manufacturing
B building D legal
- Going to university is expensive, so you'll need a job.
A promotion C financial
B part-time D trainee
- Alice deserves to because she's very good at her job.
A be dismissed C be promoted
B retire D be a workaholic
- Carpenters, plumbers and electricians are all in the building
A profession C industry
B trade D business

Grammar

6 Complete the second sentence so that it has a similar meaning to the first sentence.

- 'Can today's teenagers put in the effort that a job requires?' they asked.
They asked put in the effort that a job required.
- 'Did they feel optimistic about the trainees?' a reporter wondered.
A reporter wondered optimistic about the trainees.
- 'You've been late every day,' we told him.
We told him that late every day.
- 'What will happen to the apartment afterwards?' an interviewer wanted to know.
An interviewer wanted to know to the apartment afterwards.
- 'Where are you going tomorrow?' they asked her.
They asked her the next day.
- 'Do the training sessions start early on Saturday?' I asked.
'Could I possibly ask you early on Saturday?'
- 'What date does the job start?' I wanted to know.
'Could you let me know what date?'
- 'Is the length of the course more than three months?'
'I'd be grateful to know whether three months.'

7 Complete the sentences with these words. Two answers may be possible.

that when where which who whose why

- The sisters created MatMice were called Emily, Sarah and Elise.
- The day MatMice was launched was an important day for them.
- I really like those websites are created especially for teenagers.
- I can understand some people find computers difficult to use.
- I don't remember the name of the place this product is sold.
- Sally, father works for an electronics company, has got loads of equipment at home.
- The DVD of the film, came out recently, is available in a boxed set.

8 Underline and correct the mistakes in these sentences.

- I wish I didn't buy that cheap MP3 player! **X**
- If only that digital camera is less expensive! **X**
- I wish I wasn't lent my new DVD to my friend – it's all scratched now! **X**
- I wish he stopped playing those computer games! **X**
- If only I have spent my money on some books instead! **X**
- I wish it would be easier to create a website! **X**

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

- My friend, mother uses the computer a lot, has taught me lots of things.
A who **C** which
B whose **D** that
- If only you that company about the job!
A have emailed **C** email
B emailed **D** had emailed
- She asked me a job in the music industry and I said yes!
A if I to like **C** to like
B whether I like **D** if I would like
- I wonder tools these are?
A whose **C** who
B where **D** why
- They told to their website and find out the information.
A us go **C** us to go
B to go us **D** us going
- I wish spend so much time on the computer!
A you not **C** you don't
B you wouldn't **D** wouldn't you
- I would like to ask you next week.
A if are busy **C** are you busy
B you are busy **D** if you are busy
- They wanted to know what of this kind of work.
A experience I'd had **C** I'd experience
B had I experienced **D** I'd had experience
- If only how to set up a website!
A knew **C** I would know
B I knew **D** would I know

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 162 and 163
- Grammar File, pages 172 and 173



Describing appearance Unit 1, page 13

Comparing photos

Tip

Use linking words and phrases to show when you are describing similarities (*and, in addition, as well as*) or differences (*but, whereas, in contrast*).

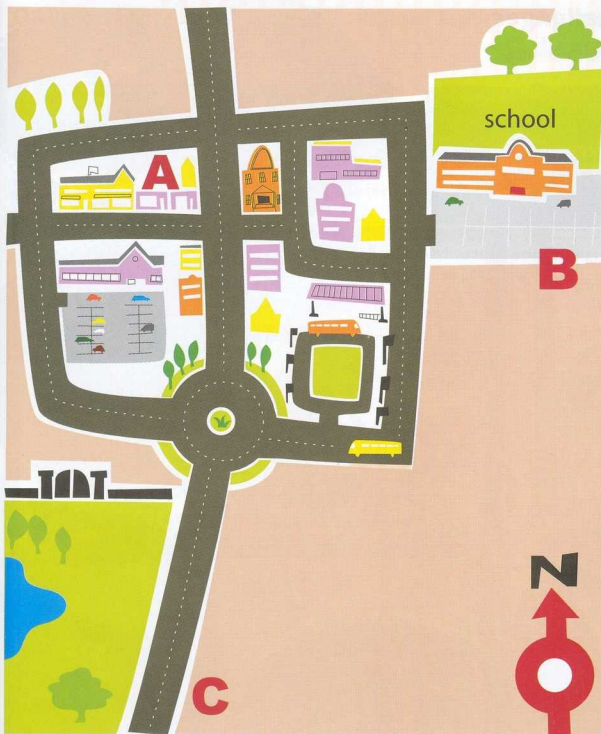


casual conservative creative dull (in)formal
old-fashioned outrageous scruffy shocking
smart sporty trendy (un)attractive (un)imaginative
(un)suitable



Local places

Unit 2, page 23



Describing personality

Unit 3 page 35

Asking and answering questions

- 1 Work with a partner. You are going to appear in a dance competition with a celebrity of your choice. Complete the application form, then compare with your partner. Ask and answer questions about your choices.

Celebrity dance competition

Please say who you would like to be your dance partner. Choose:

- A sports star
- An actor / actress
- A singer / musician
- A TV personality



Useful phrases

Useful phrases

Asking for information

Can you tell me about the sports star on your list?

Do you know if this person is good at dancing?

Why do you think he/she would be a good partner?

Giving information

Well, I'm only guessing, but I think he/she'd be ...

I really admire the way he/she ...

I think he/she'd be a great dancer because ...

- 2 Report back to the class on who your partner chose.

(Name) chose ... to be his/her partner because ...

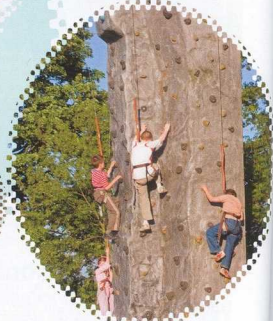
Activities and challenges Unit 4, page 45

Giving explanations and reasons

Tip

Have you been asked to choose between several options? Always try to give reasons for your choice and listen and respond to your partner's opinions, too.

- 1** Your teacher has asked you to organise an activity weekend for your class. Discuss the following ideas and decide which three activities are the best.



Useful phrases

Giving explanations and reasons

The main reason I chose / didn't choose this is because ...
I wouldn't choose ... because it means we would have to ...
I'd like to do ... so that ...
I'd love to have a go at ... because ...

- 2** Choose the best place to stay on your activity weekend.

Youth Hostel

Location: Two kilometres away from the activity centre
Rooms: Single rooms with shower
Price: 10 Euros a night
Bus service: one bus every hour to the activity centre

Camping

Location: At the activity centre
Facilities: access to indoor bathrooms and toilets
Price: free

Activity centre dormitory

Location: In the activity centre
Rooms: Six people per room, shared shower facilities
Price: 10 Euros a night

Opinions Unit 5, page 57

Asking for and giving information

Tip

Don't forget to use polite question forms.

- 1 Work with a partner. Each read ONE of the book reviews.

Student A

The Alien Connection Gary Wallis €12.00

So you don't believe in life on other planets? This book will change your mind. Gary Wallis is a retired soldier and has collected information on the true existence of aliens from all kinds of sources, including military representatives and people in government. He gives the reader the amazing evidence of alien life here on earth, and argues persuasively that the Western governments are holding several dead alien bodies. Read it here first.

Student B

Life after death Susan Beaufort €8.00

Susan Beaufort has spent her life talking to the dead. In this book she tells all about the secrets of contacting loved ones on the other side. Read her amazing true stories about people she has helped, and you'll begin to believe. Susan shares the information she has collected over the years about the afterlife. Read this book and you'll believe.

- 2 Ask your partner these questions.

- 1 Can you tell me about the writer?
- 2 Can you tell me about the topic of the book?
- 3 Do you know how they got their information?
- 4 Why would people like the book?
- 5 Do you think the story is believable?

Useful phrases

Saying no

I'm not completely sure, but I think he/she ...

From the information here it seems as if ...

It could be true.

Well, to be honest I don't really believe in this kind of thing.

- 3 Now tell your partner which book you would prefer to read and why.

Agreeing and disagreeing Unit 6, page 67

- 1 Work with a partner. Each read ONE of the cards. Use the phrases in *Useful phrases* to help you.

Student A

1 Choose the activity on page 67 that you'd most like to do. Tell your partner why you think it's a good activity.

2 Ask Speaker B about the most interesting sport he/she knows.

Agree or disagree with Speaker B.

Student B

1 Ask Speaker A why he/she chose this activity. Say if you agree or disagree with his/her choice.

Explain why.

2 Tell Speaker A about the most interesting sport you know.

Ask Speaker A if he/she agrees or disagrees with you.

Useful phrases

Agreeing

Yes, you're right.

I completely agree.

Disagreeing

Well, actually I don't think so.

I'm not so sure myself. I think that ...

Making suggestions and giving advice **Unit 7, page 79**

Accepting and rejecting advice

Tip

When you accept or reject an idea, give a reason.

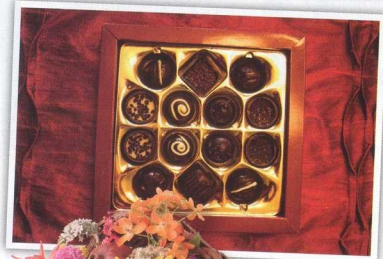
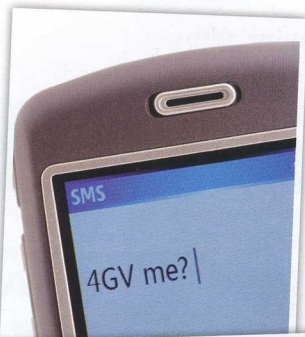
- 1 Work with a partner. Each read **ONE** of the role cards. Use the Useful Phrases to help you.

Student A

Your partner forgot his/her sister's birthday. Suggest what he/she should do to apologise. Which of these things could your partner buy to make up with his/her sister?

Student B

You forgot your sister's birthday. Ask Student A for advice about what you could do to apologise and what you could buy to make up with your sister. Accept or reject your partner's advice.



Useful phrases

Accepting advice

That's a good idea, that could work!
I might just do that!

Rejecting advice

That's a great idea, but she doesn't really like ...
Hmm, I hadn't thought about that. I'm not sure ...
It might work, but I'm a bit worried ...

- 2 Think of two more possible ways to apologise, and suggest these to your partner. Give reasons for your choice.

Making predictions

Unit 8, page 89

Saying what you think will happen

Tip

Stress the most important words and use intonation to sound interesting.

- 1** Work with a partner. Read the following predictions and decide which ones you think are likely (L), possible (P), unlikely (U) or impossible (I). Discuss your ideas. Use the *Useful phrases* to help you.

In the next 50 years:

- Oil will run out.
- Most people will heat their homes using solar- or wind-powered heating.
- Whales will become extinct.
- All cars will run on electricity.
- Over half the Arctic ice will disappear.
- The rainforests will start to recover.

Useful phrases

Saying something is likely

I think it's highly likely that ...

I think there's every chance that ...

Saying something is possible

... may happen.

It's quite possible that ...

Saying something is unlikely

There's a slight chance that ...

It's very unlikely that ...

Saying something is impossible

... definitely won't work because ...

There's no chance of ... working because ...

- 2** Discuss with a partner what would happen if these predictions came true.

Solving a mystery Unit 9, page 101

Saying what you think happened

Useful phrases

Expressing surprise

Oh really? That's odd!

I wonder what happened!

Guessing

It could have been ...

It might be ...

Well, I guess the most likely thing is that ...

Tip

When you need to talk about something that happened, remember to use details to sound more interesting.

- 1** Work with a partner. Read the role cards and act out a conversation.

Student A

You arrive home and discover that your computer has a virus. It was working fine when you left. Your mother wanted to use it to do some shopping, your brother wanted to download some music and your dad wanted to look up something on the internet. Try to find out what happened.

Student B

You were using your sister/brother's computer to download some music. While you were downloading, you accidentally downloaded a virus and now the computer's not working. You don't want to say it was you. Try to blame your mum and dad, who also wanted to use the computer.

- 2** Work with a partner. What kinds of internet crime are there? How should the internet be policed?

Describing and comparing photos

Unit 10 page 111

Discussing advantages and disadvantages

Tip

When you need to compare photos, look for similarities as well as differences. If you're not sure what to say, describe what you think might be happening.

- 1 **Work with a partner. Make a list of words you could use to describe photographs A and B. Use these questions to help you.**

What objects and people can you see?

Where are the people?

What are the people doing?

How do you think they are they feeling?

- 2 **Work with a partner.**

Student A: Describe photo A.

Student B: Describe photo B.

photo A

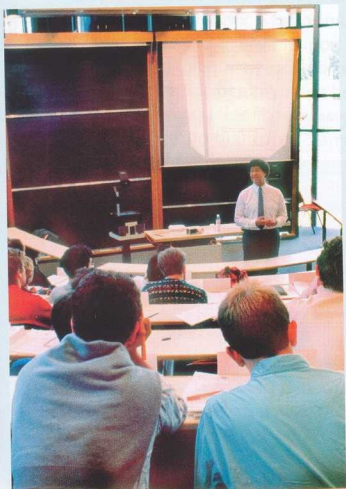


photo B



- 3 **The students in the photos are learning work skills in different ways. Discuss with your partner: What are the differences between the two methods? What are the benefits and limitations of academic study? What are the benefits and limitations of learning from work experience?**

Useful phrases

Advantages

Well, there are a lot of benefits to ... ing

Both methods are good to ...

Disadvantages

One of the main drawbacks is that ...

A big argument against ... ing is ...

- 4 **What are the key skills you need to do well at work?**

Agreeing and disagreeing

Unit 11, page 123

Role play

Tip

When you want to reject an invitation or a suggestion, always give a reason don't just say *no*.

- 1** Work with a partner. You are both free this weekend. Try to find something you both want to do together.

Student A

You hate any kind of sporty activity, and you don't like ice-skating. There's a great new restaurant and club opened up in town that you'd like to try, but it's a bit expensive. There's also a music festival on in the next town that sounds good, if you can get a lift there.

Student B

You're a bit short of money this weekend, so something cheap like going ice-skating or bowling would suit you. Your older brother's offered to drive you somewhere if you need transport.

Useful phrases

Saying no

That's a great idea, but ...

I'd love to, but ...

Well to be honest, it's really not my thing.

Saying yes

That sounds great, why don't we meet/talk, etc. ...

OK, maybe we could ...

Actually, that sounds like the best idea.

Conversation strategies

Unit 12, page 133

Involving your partner

Tip

Listen to what your partner says and comment on their ideas.

Useful phrases

Really?

Hmm, interesting.

Hmm, I see your point.

I'd never thought about it that way before.

That's a different of thinking about it.

- 1** Work with a partner.

Student A: Ask your partner these questions. Listen to their answers, react and say one more thing. Then answer your partner's questions.

- 1 Is it a good idea for schools to be competitive?
- 2 Is it possible to work hard at school and keep fit?
- 3 How should teenagers use their free time?

Student B: Answer your partner's questions. Then ask your partner these questions. Listen to their answers, react and say one more thing.

- 4 Who should choose a child's school, children or parents?
- 5 Do you think it is more difficult being young today than it was in the past?
- 6 Should sixteen-year-olds be allowed to vote?

- 2** Discuss with your partner how you think teenagers' lives will change in the next twenty years.

- 2** Try to persuade your partner to come and try something unusual this weekend.

An article

Are you writing an article? Follow this plan.

- 1 Think about your reader. Who is your article for? Use a style that your reader would like.
- 2 What is your article about? List your ideas and choose the best ones.
- 3 Organise your ideas into paragraphs, with headings.

Plan

Paragraph 1

- 1 Get the attention of the reader.
Like most teens, I just live for ... / I'm just mad about ...
So, you want to work in media, well, keep reading!
- 2 Introduce the topic of your article.
You can imagine why ... is such a popular topic today.
Any good job involves using lots of different skills, and that's what you're aiming at.

Paragraph 2

- 3 Give the main information.
As a matter of fact ...
Well, to start with, it's worth learning about ...

Paragraph 3

- 4 Add extra information.
Well, I want you to know ...
It's no good ...

Paragraph 4

- 5 Summarise and give your opinion.
I've had the most amazing experience. See you next year ...
Finally, if you intend to ... the best thing to do is ...
Try your best to succeed and never give up.

Check your writing

- Have you followed the **plan**?
- Have you **linked your ideas** with the correct words and phrases?
- **addition:** *by the way, and, anyway*
- **contrasting points:** *that doesn't mean that, on the other hand*
- **giving reasons:** *as, because..., so I feel ...*
- Do you have an **interesting introduction** and **conclusion**?

A report

Are you writing a report? Follow this plan.

- 1 Consider the advantages and disadvantages of any options and make your report interesting.
- 2 Use passive voice and set phrases to sound more formal.
- 3 Use headings to make your ideas clearer.



Plan

Paragraph 1

- 1 Say why you are writing the report.
The aim/ purpose of this report is to recommend / review / examine ...

Paragraph 2

- 2 Describe the first option.
The first option is / has / would be ...
- 3 Evaluate the option.
This may be a good choice for ... because ...
On the other hand, it has some disadvantages.

Paragraph 3

- 4 Describe the second option.
An alternative possibility is ...
- 5 Evaluate this option.
This option has several advantages ...
However, there may be some reservations about ...

Paragraph 4

- 6 Summarise your arguments.
In conclusion, ...
As can be seen from this report, ...
- 7 Recommend one of the options / refer to future action.
For these reasons, I feel that the best option is ...
I am sure if we introduce these changes, we will have a positive effect on our environment.

Check your writing

- Have you used **neutral** or **formal vocabulary**?
- Do the **singular** and **plural** nouns **agree with the verbs**?
- Have you used **articles** correctly?
- Does it use the correct **linking words**?
- Have you used **full forms** of verbs?

An email

Are you writing an email? Follow this plan.

- 1 Always make it clear why you are writing.
- 2 Be friendly, use short forms.
- 3 Use set phrases to sound more natural.

A formal letter

Are you writing a letter? Follow this plan.

- 1 Use neutral or formal language, be polite.
- 2 Answer or ask all the questions in the original letter or notes.
- 3 Use set phrases to sound natural.



Plan

Paragraph 1

- 1 Say why you are writing.
Just to let you know that ...

Paragraph 2

- 2 Give details about why you are writing.
As you suggested ...
We've decided to ...

Paragraph 3

- 3 Give more information.
In addition, ...
- 4 Refer to future action.
I think we should ...
I'd recommend ...
Would you like me to ...?

Paragraph 4

- 5 Summarise your ideas.
Finally, ...
- 6 Refer to future contact.
Let me know ...

Check your writing

- Have you use **grammatically correct sentences**?
- Did you use **short forms** of verbs?
- Did you use the correct **linking words**?

Plan

Paragraph 1

- 1 Give your reason for writing.
I am writing about ...
I am writing with reference to ...
I am writing to apply for the ...

Paragraph 2

- 2 Ask for or give information.
I was wondering if you could answer a few of my queries?
I would be grateful if you could give me some further information about ...?
I believe I have the skills and qualifications you are looking for.
I am sixteen years old and still at school.

Paragraph 3

- 3 Ask any other questions.
I would like to ask if you wanted someone to ...
I'd also like to ask about ...
Finally, I would also be grateful if you could let me know ...

Paragraph 4

- 4 Finish off your letter with a set phrase.
With thanks for your help.
I look forward to hearing from you.

Check your writing

- Do your ideas **follow the plan**?
- Have you used **set phrases**?
- Have you used **question forms** correctly?
- Do your **singular** and **plural** nouns **agree with the verbs**?

A story

Are you writing a story? Follow this plan.

- 1 Don't forget to create a strong atmosphere.
- 2 Use direct speech to make characters more alive.
- 3 Use past and perfect tenses and time words to show the order of events.

Plan

Paragraph 1

- 1 Write a dramatic start.

*On the evening of ... / One cold dark night ...
Suddenly, ...*

Paragraph 2

- 2 Give the background, where, when, etc.

He had been living / working, etc.

- 3 Describe the main characters.

That evening 75-year-old gardener Bill Murphy was ...

Paragraph 3

- 4 Move towards the ending.

That was when things started to go wrong.

- 5 Describe the events in order.

*Soon after that ... / When ... / At that moment, ... /
immediately ...*

Paragraph 4

- 6 Reveal your ending (scary, mysterious or funny).

*Eventually, ... / Poor Bert never left the house... / never
went back ... etc.*

Check your writing

- Have you accurately used a good range of **tenses**?
- Have you put in enough **linking words**?
- Have you used **intensifiers** to make the story more dramatic?

An essay

Are you writing an essay? Follow this plan.

- 1 Think carefully about the content, what's your opinion about the topic?
- 2 Introduce the topic in the first paragraph and summarise your arguments at the end.
- 3 Include examples to illustrate your argument.



Plan

Paragraph 1

- 1 Introduce the topic.

*Many people feel that ...
People sometimes argue that ...*

Paragraph 2

- 2 Give the arguments for.

*On the one hand ...
In the first place ...*

- 3 Give reasons for your answer.

*To begin with ...
In addition ...*

Paragraph 3

- 4 Give the arguments against or additional arguments.

*On the other hand ...
Another concern is that ...*

- 5 Build your answer with examples.

For instance, ...

Paragraph 4

- 6 Summarise your arguments.

*On the whole, ...
In conclusion, ...
I strongly believe that ... The reason is that ...*

Check your writing

- Does your essay **follow the plan**?
- Have you introduced your opinions with a **set phrase**?
- Have you used **articles** correctly?
- Does it end with a **clear summary** of the arguments?

A letter of advice

Are you writing a letter of advice?
Follow this plan.

- 1 Don't forget to give more than one suggestion.
- 2 Always give a reason or an explanation for your suggestions.
- 3 Use formal vocabulary and linking words.



Plan

Paragraph 1

- 1 Say why you are writing the letter.
I read Penny's letter and I'd like to give her some advice.
I was sorry to hear about your problems, perhaps I can help.

Paragraph 2

- 2 Write your first suggestion.
I think you could / should ...
If I were you, I'd ...
- 3 Give reasons for your suggestion.
Even though it'll be hard at first, it would be better for you in the long run.
You might be able to persuade your friend that ...

Paragraph 3

- 4 Give another suggestion.
Another thing that might help is to ...
Alternatively, perhaps you'd rather ...
- 5 Give reasons or an explanation for this idea.
Due to the fact that your parents disagree with you on this, you might need to change your plans.
It must be hard for your friend, too ...

Paragraph 4

- 6 End with a friendly comment.
I do hope things work out OK in the end.
I'm sure you'll find a way to get through this difficult time.

Check your writing

- Have you used **different phrases** to introduce your suggestions?
- Have you **given reasons** for your suggestions?
- Have you started and ended your letter **in a friendly way**?



I I like your style!

Fashion and identity

baggy (adj)
build (n)
catwalk (n)
funky (adj)
image (n)
judge (v)
makeover (n)
mentor (n)
portfolio (n)
process (n)
stylist (n)
tend (v)
variety (n)
wardrobe (n)

Phrases

be aggressive
be the centre of attention
body language
express yourself properly
follow the fashion
have a happy personality
have something in common
make eye contact
overcome problems
send out the wrong signals
stand out in a crowd

Phrasal verbs page 10

catch on
do up
dress up
go with
keep up with
loosen up
pick up
put on
sell out
show off
take off
throw off
try on
wear out
wrap up

Wordzones

Making words negative page 14

dis- disrespectful (adj)
dislike (v)
disapprove (v)
il- illegible (adj)
illegal (adj)
im- immature (adj)
impatient (adj)
impossible (adj)
in- inappropriate (adj)
independent (adj)
informal (adj)
invisible (adj)
ir- irregular (adj)
irresponsible (adj)
mis- misread (v)
misbehave (v)
un- unacceptable (adj)
uncomfortable (adj)
unhappy (adj)
unpredictable (adj)
unrecognisable (adj)
unreliable (adj)
unsuitable (adj)
untidy (adj)
unusual (adj)

Describing people page 16

adventurous
cheerful
energetic
entertaining
funny
generous
helpful
honest
imaginative
impatient
intelligent
kind
lazy
lively
reliable
serious
talkative

DVD Activities

The new look

Words you might need:

combats – loose trousers with many pockets

dress up – to wear clothes that are more formal than usual

feminine – pretty and delicate

get away with – not experience problems

jogging bottoms/pants – thick, soft cotton trousers

knitted – made of wool

scruffy – dirty and untidy

tomboy – a girl who likes playing the same games as boys

woollen – made of wool

1 Predict! Then watch and check.

Will Alexandria be happy with her new look?

2 While you are watching:

- 1 Why does Alexandria say she wouldn't save any of her clothes in a fire?
 - a) they're cheap to replace
 - b) she hates them all
 - c) she's keen to get a different style of clothes
- 2 Why does the stylist say Alexandria can get away with wearing anything?
 - a) because she's tall
 - b) because she's fit and healthy
 - c) because her hair colour suits most clothes

Time to talk

- 3 Do you think Alexandria's makeover is a success? Why/Why not?

2 Do something different!

Sightseeing

art gallery (n)
 auction (n)
 book (v)
 charities (n)
 council (n)
 culture (n)
 descend (v)
 display (v and n)
 event (n)
 exhibition hall (n)
 facilities (n)
 fascinated (adj)
 go sightseeing (v)
 international (adj)
 leisure (n)
 local (adj)
 massive (adj)
 open-air (adj)
 opening times (n)
 participate (v)
 proper (adj)
 sculpture (n)
 sights (n)
 spectacular (adj)
 tour guide (n)
 tourist attraction (n)
 trip (n)
 work of art (n)

Phrases

book tickets
 open daily
 take photos

Wordzones

Phrasal verbs with two or more meanings page 20

take in *allow to stay the night*
understand
take off *be successful*
leave the ground
remove
take on *accept*
employ
take out *invite socially*
take up *start*
occupy space or time

Prepositions of place and movement page 24

across *walk across the road*
at *a concert at the arena*
down *look down from the top of a building*
from *send a postcard from somewhere*
into *get into a building*
on *be on the corner*
be on the other side of the road
to *go to a place*
towards *move towards the exit*
up *climb up to the top*

DVD Activities

Break dance

Words you might need:

bow out – stop taking part in an activity

buzz – excitement

check out – look to see if something is interesting

outdo – do better than

throw down – a sudden move or challenge

throw up – be sick

1 Predict! Then watch and check.

Deborah Bull is a professional ballet dancer. Will she find it easy or difficult to learn break dancing?

2 While you are watching:

- 1 Is this Deborah's first time at a break dancing club?
- 2 Is the break dancing club similar to the opera house?
- 3 Does Deborah feel confident about break dancing?
- 4 What did Deborah think of her break dancing experience?
- 5 What do the break dancers think of Deborah?

Time to talk

- 3 Which would you rather do/watch – ballet dancing or break dancing? Why?



3 School rocks!

Education and personal qualities

ambition (n)
challenge (n)
chance (n)
coach (v and n)
comprehensive (adj)
determination (n)
experience (n)
famous (adj)
film crew (n)
gig (n)
legend (n)
luck (n)
ordinary (adj)
organisation (n)
personality (n)
practice (n)
rival (n)
select (v)
self confidence (n)
success (n)
talent (n)
term (n)
tutor (v and n)
year (n)

Wordzones

phrases page 32

be a roller coaster ride
a dream come true
have a claim to fame
a lucky break
open a door
take a chance/an opportunity

Adjectives and prepositions

page 36

bored with
crazy about
famous for
fed up with
good at
interested in
keen on
mad about
terrible at

DVD Activities

Rock School

Words you might need:

convinced – certain

ultimate – last and most important

1 Predict! Then watch and check.

Will Gene Simmons teach children who are already good musicians?

Is it easy to become a rock musician?

2 While you are watching:

Decide if the sentences are true or false.

- 1 Little Chris wants to be rich and famous.
- 2 Little Chris says he likes the music.
- 3 Little Chris says he wants to get lots of girlfriends.
- 4 Gene Simmons gets angry when Little Chris shouts at him.
- 5 Little Chris feels big and strong.

Time to talk

- 3 What does Gene Simmons mean when he says, 'I'll help you be somebody.'
- 4 Would you like to be famous? Why/Why not?

4 Go for it!

Challenges

achieve (v)
aim for (v)
catch fish (phrase)
complete the task (phrase)
concrete jungle (phrase)
conveniences of life (phrase)
countryside (n)
creature comforts (phrase)
creepy-crawly (n)
equipment (n)
explore (v)
find your way (phrase)
fitness (n)
have doubts about (phrase)
join the team (phrase)
light a campfire (phrase)
man-made (adj)
optimistic (adj)
outdoors (adv)
peak (n)
raise funds (phrase)
safety (n)
set goals (phrase)
spend time (phrase)
stand the pace (phrase)
survival (n)

Words that go together

achieve goals
nothing
potential
follow advice
instructions
a route
fulfil dreams
hopes
potential
overcome difficulties
fears
problems

Wordzones

Adjectives and nouns page 42

able	ability
active	activity
convenient	convenience
difficult	difficulty
independent	independence
intelligent	intelligence
fit	fitness
kind	kindness
patient	patience
popular	popularity
possible	possibility
safe	safety
self-confident	self-confidence
selfless	selflessness
silent	silence
tough	toughness
useful	usefulness
weak	weakness

strong adjectives page 46

astonished
beautiful
deafening
delicious
delighted
fantastic
filthy
freezing
hilarious
soaked
starving

DVD Activities

Kite boarding

Words you might need:

air – flying or jumping on a bike or board

aka – (also known as) another name or a nickname

clear conscience – not feel guilty

free-riding – designing your own moves on a board

get hooked – become addicted

it's where it's at – it's the best place to be

sponsorship – getting money from a person or a company

1 Predict! Then watch and check.

What do you think professional kite boarders are mostly interested in?

- How much money they can make.
- Enjoying the sport.

2 While you are watching:

- What made Butch decide to take up the sport?
 - He regularly passed a kite boarding shop.
 - Someone came to his work and introduced him to it.
 - A friend told him to try.
- What does Vince Coleman want in the future?
 - To win a lot of competitions
 - To persuade more people to do the sport
 - To get sponsorship
- What does Tone like best about the sport?
 - Going fast
 - Having nothing to worry about
 - The opportunity to travel

Time to talk

- Do you think these new sports will stay popular for a long time? Why/Why not?
- Do you think this type of sport should be made an Olympic sport? Why/Why not?



5 Weird and wonderful!

Mystery, danger and fear!

alien (n)
attack (v and n)
castle (n)
deadly (adj)
defeat (v and n)
enemy (n)
evil (adj)
fantastic (adj)
fascinated (adj)
flying saucer (n)
ghost (n)
ghostly (adj)
haunted (adj)
heartbroken (adj)
horrifying (adj)
horror films (n)
mysterious (adj)
nervous (adj)
odd (adj)
pale (adj)
panic (n)
planet (n)
scary (adj)
shocked (adj)
skeleton (n)
species (n)
spooky (adj)
take over (phr v)
terrible (adj)
terrified (adj)
terrified (adj)
terrifying (adj)
time machine (n)
type (n)
UFO (n)
universe (n)
weird (adj)
wicked (adj)
world (n)

Films page 56

computer-generated graphics (n)
costume (n)
designer (n)
location (n)
mask (n)
script (n)
set (n)
story board (n)
writer (n)

Wordzones

Adverbs and adjectives page 54

(-) a bit
rather
(+) extremely
really
very
(+ strong adj) absolutely
completely
totally

Fixed phrases page 60

all of a sudden
at that moment
breathe a sigh of relief
day after day
frighten someone to death
from that day on
from time to time
go from bad to worse
in the end
it's strange but true
never again
rumour has it
send shivers down someone's spine

DVD Activities

Doctor Who

Words you might need:

grant a request – agree to a request

last request – a favour offered to a person sentenced to death

pass sentence – say what a punishment will be

put on trial – judge someone in a court of law

remains – what is left of someone who has died, their body or the ashes of a burned body

rival – someone you are competing against

1 Predict! Then watch and check.

What do you think Doctor Who's home/spaceship will be like?
What do you think a Time Lord can do?

2 While you are watching:

- 1 What do the Master's eyes look like?
- 2 Where is Doctor Who going and why?
- 3 Where does he land?
- 4 What is in the box and why does it break?

Time to talk

3 Do you think the mixture of old and futuristic things in Doctor Who works?

4 What do you think will happen next?

6 So you want to get fit?

Health and fitness

addiction (n)
benefit (n)
body fat ratio (n)
boot camp (n)
cross-country race (n)
hang-up (n)
needle (n)
operation (n)
performance test (n)
pole (n)
speed (n)
thanks to (phrase)
tough (adj)
unfit (adj)

Phrasal verbs

build up
carry on
get out of
get over
hook up
join in
let someone down
live on
set up

Sports injuries

break a bone
cut yourself
get a black eye
graze your knee
pull a muscle
sprain your ankle/wrist

Body idioms

face the music
get it in the neck from someone
give a hand
have a head for heights
lie through your teeth
lose heart
(not) have the stomach for something
put your foot down

Wordzones

Compound nouns page 64

blood pressure
blood test
body fat ratio
boot camp
circuit training
couch potato
cross-country race
exercise bike
fast food
health care
heart disease
junk food
obstacle race
performance test
relay race
sports day
team spirit
weight training

Sports page 68

baseball
basketball
bowling
court
cricket
football
hang-gliding
hockey
ice-skating
inline skating
jogging
pitch
skateboarding
skiing
surfing
swimming
tennis
volleyball

DVD Activities

Get into sport

Words you might need:

coordinate – to organise an activity

dispel an entrenched attitude
– change a very strongly held belief

drop out of – stop doing something

engage – interest

long-term ambition – an ambition for the distant future

physical recreation – sports you do for enjoyment

1 Predict! Then watch and check.

Will Kelly Holmes encourage girls to keep fit?
What sort of activities will she suggest?

2 While you are watching:

- 1 What activities do the girls like / not like doing?
- 2 What activities do the girls do at the centre?
- 3 What does Kelly say are the benefits of sport?
- 4 Why is the course just for girls?

Time to talk

3 Do you think the girls will continue to do sports? Why/Why not?

4 Would you like to go on a course like this? Why/Why not?



7 Cool it!

Getting to know your feelings

emotion (n)
handle (v and n)
irritated (adj)
overwhelmed (adj)
reassurance (n)
vulnerable (adj)
well-being (n)

Phrases

blow your top
cool it
defuse a situation
fly off the handle
give someone a piece of your mind
keep the peace
keep your cool/temper
lose your temper/cool
pour oil on troubled waters
see red
take it easy
throw a wobbly
wind someone up

Wordzones

Expressions with do, have and make *page 76*

- do** nothing about a problem
someone good to talk about something
something about a problem
- have** an argument about something
an effect on someone or something
a problem
a sense of humour
- make** a difference
an effort to do something
a mistake

adjectives, nouns and verbs

pages 76 and 80

advice (n)
advisable (adj)
advise (v)
anger (n)
angry (adj)
annoyed (adj)
big-headed (adj)
cheeky (adj)
choice (n)
choose (v)
contentment (n)
content (adj)
control (n) (v)
controlling (adj)
cross (adj)
depressed (adj)

develop (v)
development (n)
difficult (adj)
difficulty (n)
enjoy (v)
enjoyment (n)
fair (adj)
fairness (n)
fed up (adj)
friendliness (n)
friendly (adj)
happy (adj)
happiness (n)
impolite (adj)
improve (v)
improvement (n)
jealous (adj)
mad (adj)
madness (n)
odd (adj)
patience (n)
patient (adj)
personal (adj)
personality (n)
popular (adj)
popularity (n)
pride (n)
proud (adj)
punish (v)
punishment (n)
resent (v)
resentment (n)
rude (adj)
rudeness (n)
sad (adj)
sadness (n)
shame (n)
shameful (adj)
snobbish (adj)
snobbishness (n)
snooty (adj)
strange (adj)
strangeness (n)
stuck up (adj)
support (n) (v)
supportive (adj)
unhappy (adj)
upset (adj)
vain (adj)
weird (adj)

Phrasal verbs *page 80*

believe in
break up
fall out with
look down on
look up to someone
run into
stand up to (someone)

DVD Activities

The Unteachables

Words you might need:

get to grips with – manage to do something difficult

make it through – succeed in getting to the end

play up – misbehave

rage – strong anger

reluctant – not keen

suspension – when someone is not allowed to go to school as a punishment

the hard work has paid off – the hard work was rewarded

turn around – take something failing and make it successful

1 Predict! Then watch and check.

Will all the kids successfully finish study camp?
How will the experts persuade the kids to enjoy school more?

2 While you are watching:

- What did the experts have to do?
- How have Shane, Finbar and Kirsty changed?
- What changes have their school teachers seen?

Time to talk

3 Will the students continue to behave better in the future? Why/Why not?

8 It's *your* environment

The environment

accommodation (n)
 approximately (adj)
 bay (n)
 conservation (n)
 crush (v)
 donate (v)
 gather (v)
 glacier (n)
 ice cap (n)
 maintenance (n)
 permit (n)
 pollution (n)
 protect (v)
 reduce (v)
 rescue (v)
 rural (adj)
 solitary (adj)
 support (v)
 survival (n)
 urban (adj)
 volunteer (v and n)
 wilderness (n)

Wordzones

Words that go together page 86

breeding grounds
 conservation project
 endangered species
 environmentally friendly
 global warming
 greenhouse gas
 human activity
 national park
 natural habitat
 self-catering accommodation
 wilderness parks
 wildlife centre

Verb phrases with *be* page 90

be about to
 against
 (all) for
 in/out
 into
 on/off
 over
 up to (something)

DVD Activities

Eco holidays

Words you might need:

acre – a measurement of an area, about 4,000 square metres

barrier reef – a shallow area of sand or coral near a beach

exclusive – expensive

haven – a place where animals can live safely

hurricane – a very strong, dangerous wind

monitor – watch and check a situation

release – let an animal go free

reserve – a place where animals are protected

wicked – very good (informal)

1 Predict! Then watch and check.

What kind of things will tourists do on an eco holiday?

2 While you are watching:

- 1 Why is this nature reserve important?
- 2 What happened to the hotel? What's it like now?
- 3 Why is it important to protect the reef?
- 4 How many of the turtles will survive?
- 5 Who does the presenter recommend the holiday for?

Time to talk

- 3 Would you like to go on a holiday like this? Why/Why not?
- 4 Will this type of holiday benefit the reef? How?



9 Whodunit?

Crime

clue (n)
detective (n)
evidence (n)
guilty (adj)
innocent (adj)
killer (n)
murder (v and n)
police force (n)
solve (v)
spy (v and n)
suspect (v and n)
theft (n)
thief (n)
witness (n)

Phrases

arrest a suspect
break the law
commit a crime
jump to conclusions
send someone to prison
take someone to court

Wordzones

Verbs and nouns page 98

burglar (n, person)
burglary (n)
burgle (v)
crime (n)
criminal (n, person)
detect (v)
detection (n)
detective (n, person)
law (n)
lawyer (n, person)
murder (v) (n)
murderer (n, person)
steal (v)
suspect (v) (n, person)
suspicion (n)
theft (n)
thief (n, person)
witness (v) (n, person)

Adverbs page 102

carefully (how)
certainly (probability)
definitely (probability)
everywhere (where)
fairly (probability)
here (where)
loudly (how)
nicely (how)
obviously (probability)
outside (where)
possibly (probability)
pretty
quickly (how)
quite
rather
slowly (how)

DVD Activities

Teen agents

Words you might need:

flashy – made to impress

gadget – a small, useful, cleverly designed machine

invade – to take control by force

MI (+ number) – the British intelligence organisations (spy organisations)

new breed – new kind

old school – old fashioned

pucker up! – get ready to kiss someone

pull a few strings – ask your friends to change something

summit – meeting of international politicians

undercover agent – secret spy

villain – bad person

war monger – someone who wants to start war

1 Predict! Then watch and check.

How will they hide spies in a school?

2 While you are watching:

- How do the teen spies get to their office at St Hope's School?
- What is the problem they have to investigate?
- How will they meet the Prime Minister?
- What gadgets does the leader give them?

Time to talk

3 Why does Blane say: 'Kung Fu Master have no need of flashy gadget!' What's grammatically wrong with this sentence? What type of film does it come from?

4 What do you think will happen next?



10 Behind the scenes

In the news

archive (n)
bank (n)
beam (v)
broadcast (v)
bulletin (n)
colleague (n)
crew (n)
destroy (v)
footage (n)
incident (n)
report (n) (v)
reporter (n)
scripting (n)
unique (adj)
update (n)

Phrases and compound nouns

breaking news (n)
busy road (n)
camera crew (n)
developed country (n)
dangerous road (n)
dramatic news (n)
emergency services (n)
English-speaking country (n)
fine weather (n)
first language (n)
flash flood (n)
foreign language (n)
formal language (n)
freezing weather (n)
icy road (n)
latest news (n)
lead story (n)
local news (n)
lucky escape (n)
mild weather (n)
national news (n)
neighbouring country (n)
news desk (n)
official language (n)
poor country (n)
press conference (n)
stormy weather (n)
weather forecast (n)
winding road (n)

Wordzones

People who do jobs page 108

commentator
creator
director
editor
employer
inspector
lecturer
presenter
researcher
writer

Phrasal verbs page 11

go	about along with in for on
hold	back up
look	down on for into up to
put	in for up with
run	into out of up against through
work	on out

DVD Activities

Make your own show

Words you might need:

get it in the can – finish filming

hiccups and fluffs – mistakes

live – seen on TV at the same time it is actually happening

make or break time – a moment that will lead to success or failure

packed – full

rehearse – practise to prepare for a public show

Who d'a man? – (Who is the man?) Who did a good job?

1 Predict! Then watch and check.

What type of show will the DIY TV team prepare?
What will they have to do?

2 While you are watching:

- 1 What kind of things will be on *The Buzz*?
- 2 What do they think of the set?
- 3 What do they need to do at the studio before recording starts?
- 4 What did they almost forget to do?

Time to talk

3 Would you like to make a TV show?

4 Which job would you prefer to have on a show like *The Buzz*? Why?



11 All work and no play!

Jobs and skills

applicant (n)
 appreciate (v)
 attend (v)
 authority (n)
 carpentry (n)
 commitment (n)
 construction (n)
 contract (n)
 decorating (n)
 dismiss (v)
 enable (v)
 excel (v)
 financial (adj)
 impression (n)
 individual (n)
 insurance (n)
 permanent (adj)
 plumbing (n)
 potential (adj)
 professional (adj)
 promoted (adj)
 reject (v)
 representative (n)
 retire (v)
 selection (n)
 shed (n)
 temporary (adj)
 trainee (n)
 tuition (n)
 unemployed (adj)
 verbal (adj)
 workaholic (n)

Phrases

at this stage
 be chosen from
 be impressed by
 be on TV
 bonus of
 call someone into your office
 for the sixth time
 from scratch
 get some work experience
 get to work on time
 have a part-time job
 make someone redundant

Wordzones

Business, industry, profession, trade *page 120*
 advertising industry
 building trade
 fashion industry
 legal profession
 manufacturing industry
 medical profession
 music business
 shipping trade
 teaching profession
 tourist industry

Words easily confused *page 124*

applicant (n, person)
 application (n)
 as far as (phrase)
 as long as (phrase)
 delighted (adj of a person)
 delightful (adj of a thing)
 employer (n, person)
 employment (n)
 experience (n)
 inspection (n)
 makeover (n)
 measurements (n)
 measure (v) (n)
 occupation (n)
 plan (n)
 planning (n)
 practice (n)
 practise (v)
 profession (n)
 professional (adj)
 promotion (n)
 scheme (n)
 style (n)

Words that go together

attend a meeting
 deal with a problem
 online auction
 private tuition
 working conditions

DVD Activities

The best job ever

Words you might need:

brewing – preparing a drink
get hired – get a new job
hikes – long, difficult walks
persistent – keep trying
set up – prepare equipment

1 Predict! Then watch and check.

What will be the good and bad things about working as a tour guide in the Grand Canyon?

2 While you are watching:

- How often does the company train new tour guides?
- What does Elis say 'rigging' means?
- What is a typical day for Kamron and Elis?
- What kind of hours do they work?
- What does Elis say she has learnt from doing this job?

Time to talk

3 Would you like to do this job? Why/Why not?

12 Teenagers r gr8

Computer technology

blog (n)
 chat room (n)
 computer literate (adj)
 currently (adv)
 data (n)
 discouraged (adj)
 dominate (v)
 electronic (adj)
 email (n)
 embrace (v)
 evaluate (v)
 graphics (n)
 HTML code (n)
 ICT (Information and Computer Technology)
 instant messages (n)
 message board (n)
 potential (n)
 sign up (v)
 (World Wide) Web (n)

Wordzones

Words that go together page 130

click on a link
 download files
 go online
 receive an email
 send an email
 surf the internet
 upload pictures

Order of adjectives page 134

opinion	fantastic interesting stunning
size	huge small
age	modern new
shape	circular
colour	black and white blue
origin	Chinese Greek
material	ceramic cotton wooden
purpose	football writing

DVD Activities

Wikipedia

Words you might need:

behind the times – old-fashioned

blur – something unclear

entry – a piece of information in an encyclopaedia

groundbreaking – very new

open source – can be used by everyone

phenomenon – something or someone unusual

post – upload

research – finding information about something

shed light on – help you to understand better

source – a place where you get information

vying – competing

wicked – very good (informal)

1 Predict! Then watch and check.

How is Wikipedia different from an ordinary encyclopaedia?

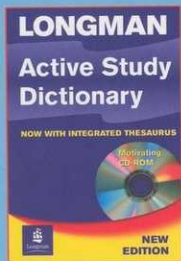
2 While you are watching:

- Why is the presenter at Jordan Hill Station, in Glasgow?
- Who writes the entries for Wikipedia?
- Why did people write to complain about the Jordan Hill entry?
- Why do people write for Wikipedia?

Time to talk

- Do you think this was a good topic for the millionth entry? Why/Why not?
- What would you write about for the two-millionth entry? Why?

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