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# English Plus

# 4

Student's Book

*Second edition*

OXFORD

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# Starter unit

## VOCABULARY • Social media and the internet

I can talk about how I use the internet and social media.

**THINK!** Name five things you do online.

- 1 Check the meaning of the verbs in **blue** in the internet survey. Then complete it with the words in the box.

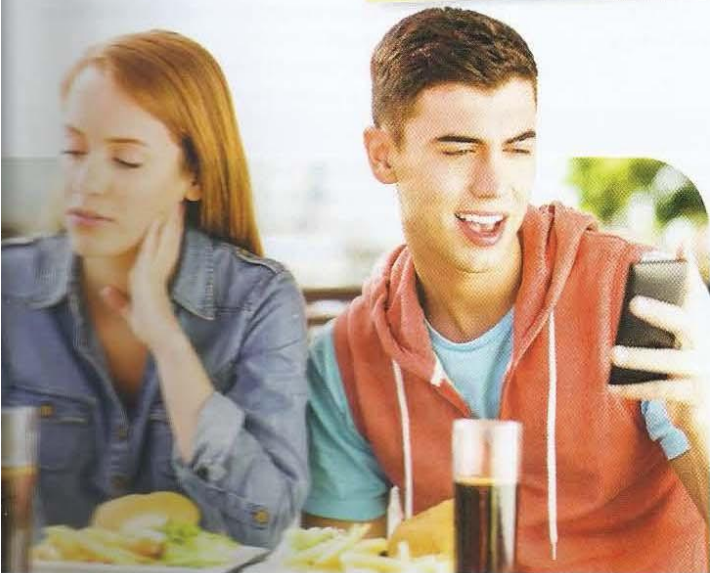
celebrities comments links music  
passwords players profiles requests  
selfies time Wi-Fi

- 2  1.02 Complete the dialogue using the correct form of the verbs in **blue**. Then listen and check.

- Rob** Look – it's another picture of Alicia Vikander. Every time I <sup>1</sup>..... my Facebook, I see a new picture of her!
- Eve** Well, she is very cool. I <sup>2</sup>..... her on Twitter. Yesterday, she <sup>3</sup>..... a link to the trailer of that new film she's in. It looks amazing!
- Rob** Yeah – I want to see that, too.
- Eve** Hey, are you online right now? I'm trying to <sup>4</sup>..... to the Wi-Fi but it's not working.
- Rob** That's because they <sup>5</sup>..... the password here every day. It's Coffeetime200 today.
- Eve** Oh, OK ... great. I'm online.
- Rob** We should go now. The bus is about to leave!
- Eve** Hang on! I'm just <sup>6</sup>..... my profile picture. There – do you like my latest selfie?
- Rob** I love it. Now come on! Let's get out of here!

### Remember!

I'm **about to** order a coffee.  
The film is **about to** start.



## Internet survey


- 1 How much **time** do you **spend** online each day?
- 2 How often do you **check** your phone to see if you have any new messages or friend .....
- 3 How often do you **update** your social media .....
- 4 How many ..... do you normally take and **upload** every week?
- 5 What websites do you normally look at? Do you **share** ..... to things which you like?
- 6 Do you ever **post** ..... on blogs or news websites?
- 7 Do you **follow** any ..... on social media? Who do you follow?
- 8 How often do you play games online? Do you **chat** to the other .....
- 9 Do you usually **download** ....., TV shows and films or do you **stream** them?
- 10 Are hackers a problem? How often do you **reset** your .....
- 11 When you meet friends, do you usually go to places where you can **connect** to free .....? Where do you go?

- 3 **Study the key phrases. What other words can we use in place of the words in bold?**

### KEY PHRASES

#### Frequency expressions

- I **never** download films.
- I **(don't) usually** play games online.
- I **(don't) often** look at news websites.
- I **(nearly) always** go to places with free Wi-Fi.
- I watch films **two or three times a week / every day**.

- 4  **USE IT!** Work in pairs. Ask and answer the questions in the internet survey. Then choose a description from A–C for your partner.

- A** You don't live much of your life online. What's life like in the real world?
- B** You seem to have a good balance of real-world and internet life.
- C** You're living your life online. Come back to the real world!

# LANGUAGE FOCUS • Present tenses: question forms

I can talk about my free time and habits.



1 Match 1–9 with a–i. Which questions end with a preposition? Which is a ‘negative’ question? Which questions include an auxiliary verb?

- |             |                                  |
|-------------|----------------------------------|
| 1 When is   | a I connect to the Wi-Fi?        |
| 2 Which     | b does the film start?           |
| 3 Where’s   | c you share photos with?         |
| 4 What blog | d your birthday?                 |
| 5 Why can’t | e are you reading now?           |
| 6 Who do    | f photo are you uploading?       |
| 7 How much  | g does she write her blog?       |
| 8 How often | h money have you got?            |
| 9 What time | i she streaming that music from? |

2 Order the words to make questions.

- isn’t / why / working / my phone / ?
- are / writing / what / about / you / ?
- accounts / got / has / she / how many / ?
- at / photo / he / what / is / looking / ?
- where / the password / I / get / can / ?
- to / which / connect / Wi-Fi network / you / normally / do / ?
- how many / you / follow / people / do / on Instagram / ?
- don’t / people / my / why / photos / comment / on / ?

3 Think of eight questions for a general knowledge quiz. Use the words in the boxes.

How much / many    How often  
What    When    Where    Who    Why

are    can / can’t    do / don’t  
does    has    have    is

4 Work in pairs. Ask and answer your questions from exercise 3.

5 Read answers a–c from the internet survey on page 4. Complete them with the time expressions in brackets.

- I don’t ..... follow celebrities on social media, but ..... I’m following Daisy Ridley because she’s here in Ireland making a film. (at the moment / usually)
- I ..... reset my password, but ..... I’m beginning to think that it’s a good idea. (never / now)
- I write a blog, ..... but I have problems because my sister is ..... borrowing my laptop and I can’t find it. (always / every week)

6 Match rules 1–3 with examples from a–c in exercise 5. Then complete the rules with *present simple* and *present continuous*.

## RULES

- In general, we use the ..... with frequency adverbs and expressions like *sometimes*, *usually* and *every week*.
- We normally use the ..... with time expressions which indicate an action in progress, like *now* and *at the moment*.
- We can also use the ..... with *always* when we talk about a habit or repeated action which annoys us.

7 Complete the sentences with the correct form of the verbs in brackets. Use the present continuous and present simple.

- I ..... (read) *Paper Towns* by John Green at the moment and I ..... (enjoy) it.
- My friend Sal ..... (update) her profile photo quite often but I normally ..... (change) mine once a month.
- This phone is fast! It usually ..... (download) a film in minutes.
- What ..... (you / listen) to now?
- I ..... (not / usually / spend) much time reading blogs.
- Our Wi-Fi is really slow because my brothers ..... (always / play) games online.

8 USE IT! Work in pairs. Ask and answer questions 1–8. Then think of more questions to find out about people’s free time.

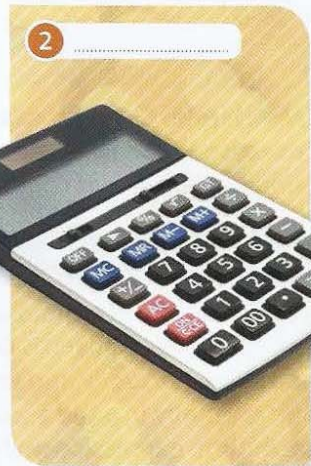
- How often do you go to the cinema?
- Are you watching any good TV series?
- Are you learning anything interesting at school?
- Do you ever go abroad on holiday?
- How often do you hear English?
- How often do you help at home?
- Do you ever play sports?
- When do you check your social media?



**THINK!** What technology makes your life easier? Which devices do you use every day?

**1** Match eight words from the box with photos 1–8.

app   calculator   games console   GPS   HD TV   remote control   satellite TV  
spellchecker   translator   video calling   VR headset   wearable



**2** 1.03 Listen to a conversation. Which things from exercise 1 do the people mention?

**3** 1.03 Listen again and write *true* or *false*.

- 1 Zoe's grandmother is watching an old TV. ....
- 2 Zoe's grandmother really likes video calling. ....
- 3 She thinks that people had more skills in the past. ....
- 4 She didn't use a calculator when she was younger. ....
- 5 Zoe knows how to make coffee. ....

**4** **USE IT!** Work in pairs. Study the words in exercise 1. Ask and answer the questions.

- 1 Which are necessities and which are luxuries?
- 2 Which are the three most useful?
- 3 Which are the three least useful?
- 4 Which are the most and least expensive?
- 5 Which do your grandparents use?



Question tags

1 Match 1-5 with question tags a-e.

- 1 You really love golf, a did it?
- 2 The picture's great, b aren't we?
- 3 That didn't exist, c don't you?
- 4 We're very lucky, d do they?
- 5 People don't think so much now, e isn't it?

2 Write true or false for rules 1-4.

RULES

- 1 We use question tags after a question form.
- 2 We use the auxiliary verb *do* in all question tags.
- 3 When a sentence is affirmative, we use a negative question tag.
- 4 When a sentence is negative, we use an affirmative question tag.

3 Complete the sentences.

- 1 ..... an app for that, isn't there?
- 2 ..... swim, can you?
- 3 ..... use my laptop, did she?
- 4 ..... got that new console, hasn't he?
- 5 ..... buying his old console, aren't you?
- 6 Your parents ..... watch TV, do they?

4 Write question tags for sentences 1-5.

- 1 We've got geography next lesson, .....?
- 2 You don't like her new film, .....?
- 3 The new VR headsets are good, .....?
- 4 Paul's got a 3D projector, .....?
- 5 They went to the USA last year, .....?

used to

5 Study the examples and choose the correct options in rules 1-4.

TV didn't use to have colour pictures.  
 Life used to be more difficult.  
 Did people use to have more skills?

RULES

- 1 We use *used to* + infinitive when we talk about a habit or state in the past which is different / the same now.
- 2 After *used to* we use the base / continuous form of the verb.
- 3 The negative form is *didn't use to / used to*.
- 4 The question form is *Did + subject + use to / used to + verb*.

6 Complete the sentences and questions about life in the 1960s with the correct form of *used to* and the verbs in the box.

do exist have listen navigate wear write

In the 1960s, ...

- 1 we ..... with real maps instead of GPS.
- 2 people ..... to music on vinyl records.
- 3 people ..... games consoles.
- 4 satellite TV .....
- 5 teenagers ..... different clothes.
- 6 ..... people ..... letters instead of emails?
- 7 what ..... teenagers ..... after school?

7 USE IT! Write questions about your habits when you were younger. Use *used to* and the words in the box. Then ask and answer your questions with a partner.

eat go to have like play read speak watch

Did you use to watch cartoons after school?

No, I didn't.



# 1 Lost and found

VOCABULARY • Memories

I can engage actively in a conversation.

- Extra listening and speaking p. 104
- Curriculum extra p96
- Culture p104
- Project p112

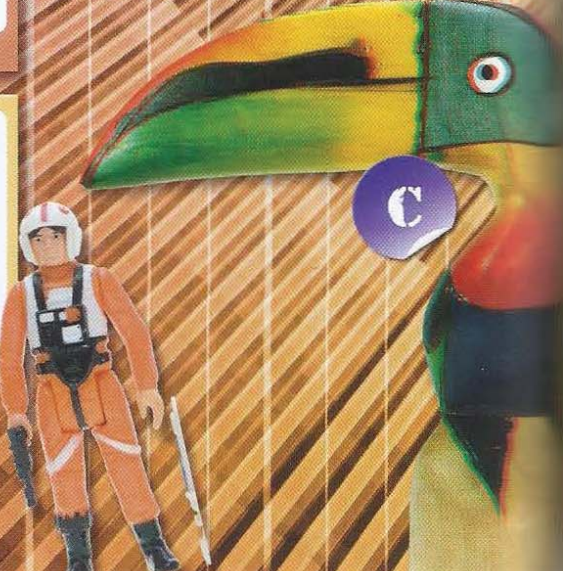
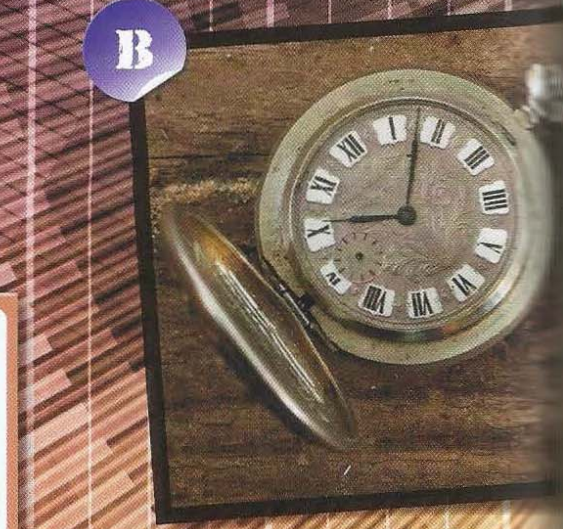
**THINK!** Think of five things that you have lost or found in the last ten years.

- 1 Read the internet posts and check the meaning of the words in **blue**. Match photos A–F with the people who wrote the posts.

## LOST AND FOUND

Feeling sentimental about something that you've **lost** or found?

Send your photos and thoughts to #lifeinobjects.



Amelie  6.28

When I was young, we went on holiday to Scotland and I **left** my teddy bear at a hotel. I **got him back** eventually, but the hotel had fifteen teddy bears in lost property, so I had to send a description of mine.

Erin  11.35

I **came across** this in a box of old photographs in our attic. I didn't **recognize** myself at first, and I don't **remember** this day because I was too young. But I think it's a cute photo, so I got it framed.

Hannah  9.54

I recently found this wristband from Glastonbury festival. My dad took me when I was fourteen. It was an amazing experience – I'll never **forget** seeing Adele sing live! We're going again next summer. I'm really **looking forward to** it!

Dean  7.22

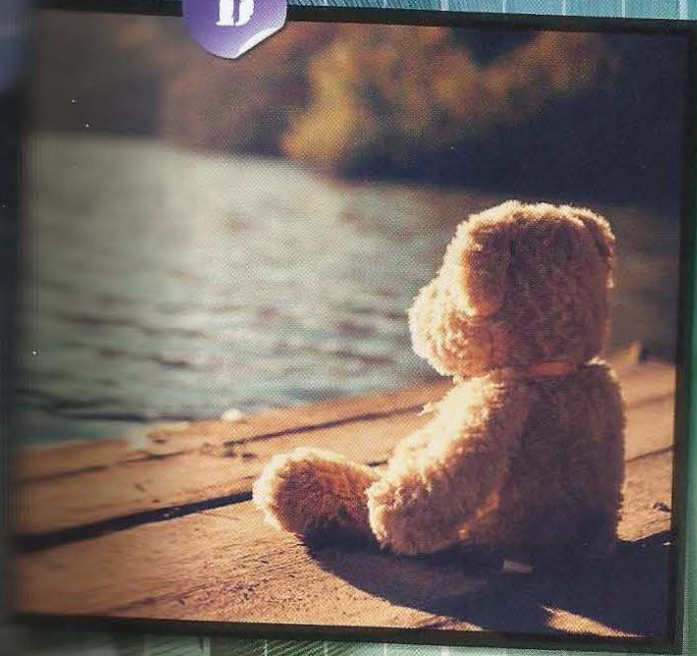
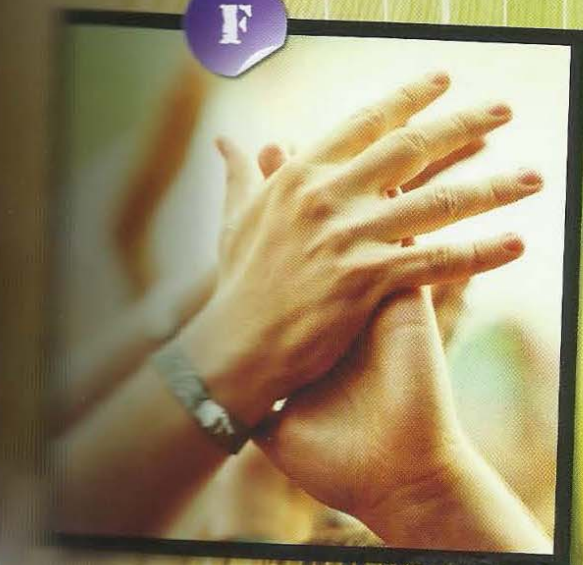
I was upset when I lost this watch 'cos it **belonged to** my grandad. Luckily, I **found** it last week, behind a cupboard. It's really special because it **reminds** me of him.

Greg  12.45

I regret not **keeping** my old *Star Wars* action figures. I had them for years, but when my dad asked me to tidy my room I stupidly **got rid of them**. They're gone forever now, but they were probably worth some money.



Chloe  8.16

I got this when I was on holiday in Ecuador. I don't normally **keep** souvenirs, but I love this one. I often **look back on** that trip – it was awesome.

**D****E****F**

**2** Do a memory test. Cover the texts and answer the questions.

- 1 Who performed at the festival Hannah went to?
- 2 Who took Hannah to the festival?
- 3 Where did Chloe get her souvenir?
- 4 What belonged to Dean's grandad?
- 5 What did Greg get rid of?
- 6 How many teddy bears were at the hotel?



**3**   1.04 Choose the correct words in the questionnaire. Then watch or listen. Which questions do you hear?



### Are you sentimental?




- 1 Do you **keep** / **belong** souvenirs of places that you visit?
- 2 Do you find it difficult to **get rid of** / **lose** things from your past? Have you got any objects which are special for you?
- 3 Do you spend more time **looking back on** / **finding** the past or **looking forward to** / **forgetting** the future?
- 4 Do you frame photos to **recognize** / **remind** you of special events?
- 5 What can you **remember** / **get back** about your last birthday?
- 6 If you're tidying your room and you **leave** / **come across** old toys, games or books, do you spend a long time looking at them?

**4**   1.04 Study the key phrases. Then watch or listen again. Which key phrases don't the speakers use?

### KEY PHRASES

#### Finding out more information

- |                 |                               |
|-----------------|-------------------------------|
| What about you? | What did you do?              |
| When was that?  | What's the story behind that? |
| Where was that? | Really? Why (not)?            |

**5**  **USE IT!** Work in pairs. Ask and answer the questions from the questionnaire. Use the key phrases to find out more information.


#### Finished?

Write your own internet post about something you lost or found. What happened? How did you feel?

# 1 READING • A true story

I can understand the sequence of events in a text.

**THINK!** Did you ever get lost when you were a child?

**1**  **1.05** Read and listen to the article. Do you think that Saroo was lucky? Why / Why not?

**2** Read the text again. Put events a–i in the correct order.

- a He arrived in Kolkata. ....
- b He found his village online. ....
- c He got onto a train to Kolkata. ....
- d He travelled to India from Australia. ....
- e He travelled to Australia from India. ....
- f A family adopted him. ....
- g He lost his brother. ....
- h He was begging for food. ....
- i He got a job as an engineer. ....

**3** Answer the questions.


- 1 Why did Saroo get on the train?
- 2 Who adopted Saroo?
- 3 What did Saroo recognize on the satellite maps?
- 4 Who did Saroo finally find in his village?

**4 VOCABULARY PLUS** Find the adverb forms for words 1–8 in the text.

- |                                |                   |
|--------------------------------|-------------------|
| 1 dramatic <i>dramatically</i> | 5 amazing .....   |
| 2 desperate .....              | 6 final .....     |
| 3 lucky .....                  | 7 slow .....      |
| 4 happy .....                  | 8 emotional ..... |

**5** Write sentences using the adverb form of the words in the box. Compare your sentences with a partner.

easy graceful romantic sad secret

**6**  **USE IT!** Work in pairs. Discuss the questions. Then share your ideas with another pair.

- 1 How do you think Saroo felt when he went to Australia?
- 2 How do you think he felt when he arrived at his home village after so many years?
- 3 What do you think Saroo said to his mother when he finally met her again?

## Finding the way back home



When Saroo Brierley was five years old, his life changed dramatically. He and his brother often used to beg for food on trains near their home in rural India. One day, while they were waiting for a train at a station, Saroo fell asleep. When he woke up, his brother had gone.

'I opened my eyes and couldn't see my brother,' says Saroo, 'But I saw a train in front of me with the door open and for some reason I thought he was on board.' Saroo panicked and jumped onto the train, just as it was leaving the station. As he desperately searched the train, he realized that he had left his brother behind at the station. He tried to leave the train, but someone had locked all the doors. Upset and alone, Saroo stayed on the train as it travelled 1,000 miles to Kolkata.

Saroo had never been to Kolkata before and he didn't know anyone in the city. He spent three difficult and dangerous months in and around Kolkata before he luckily found safety in an orphanage. Eventually, an Australian family adopted him and he moved to Tasmania, where he grew up happily. He went to university and then worked as an engineer. But he never forgot his family. 'I kept in my head the images of the town I grew up in, the streets I used to wander and the faces of my family. I treasured those memories.'



# LANGUAGE FOCUS • Past perfect

Use to talk about an action which was finished when another action happened.



He spent years looking at maps. He drew a circle 1,000 miles around Kolkata and looked up hundreds of villages on satellite maps, searching for places that he remembered – a river near his home, a waterfall, and the places where he used to play. Amazingly, one day, he found all of those things in a village called Ganesh Pitha. Saroo's excitement was immense.

When he finally travelled back to the village, he found it almost empty. A lot of people had moved to live in bigger towns. Saroo was worried. Had his mother moved, he thought. He spoke to some people in the village and when he mentioned his family's names, one man recognized them. 'I can help you to find your mother,' he said. Saroo hadn't seen her for 25 years, but he remembered her face. She walked slowly and emotionally towards him. They were together again, at last.



Looking for home, from *Lion*, a film about the life of Saroo Brierley.

## Finished?

Imagine you are Saroo. Write sentences about what happened to you using the past perfect.

## 1 Study these sentences from the text. Then choose the correct options to complete the rules.

When he woke up, his brother **had gone**.  
Saroo **hadn't** seen her for 25 years, **but** he remembered her face.  
Had his mother moved, too?



## RULES

- 1 The past perfect describes a past action or event that took place **before** / **after** another past action or event.
- 2 We form the past perfect with *was* / *had* + a past participle.
- 3 We use *not* or *never* to make affirmative / negative sentences.
- 4 The word order in questions is: auxiliary verb + subject + **infinitive** / **past participle**.

## 2 Choose the correct words.

- 1 Jane **learned** / **had learned** to read and write before she **started** / **had started** school.
- 2 I **didn't have** / **hadn't had** any money because I **lost** / **had lost** my wallet.
- 3 After Tom **read** / **had read** the email, he **turned off** / **had turned off** his computer.
- 4 We **were** / **had been** tired because we **played** / **had played** football all afternoon.
- 5 Before they **moved** / **had moved** to India, they **lived** / **had lived** in China for a year.

## 3 Complete the sentences with the past perfect form of the verbs in brackets.

- 1 They ..... (never / be) abroad before they went to Australia.
- 2 ..... (you / buy) a ticket before you arrived at the station?
- 3 I was sad because she ..... (forget) my birthday.
- 4 ..... (he / leave) the house when you called?
- 5 We ..... (not / visit) our grandparents for a long time.

## 4 USE IT! Work in pairs. Take turns to say what you think had happened before each situation.

- 1 Peter apologized to his brother.  
*Perhaps they had had an argument.*
- 2 Anna didn't go to the cinema with her friends.
- 3 When Sally met her father at the station, she didn't recognize him.
- 4 George was late for school on Tuesday.
- 5 Ben and Helen were very excited.

# 1

## VOCABULARY AND LISTENING • Describing objects

I can identify the genre (context) of a dialogue.

**THINK!** What kind of things do people put into time capsules?

**1** Read the text and match the words in blue with their opposites (1–8).

fresh – rotten

- |                       |                 |
|-----------------------|-----------------|
| 1 unpopular .....     | 5 rare .....    |
| 2 worthless .....     | 6 fragile ..... |
| 3 old-fashioned ..... | 7 used .....    |
| 4 undamaged .....     | 8 useless ..... |

**2** 1.06 **PRONUNCIATION: Stress in adjectives** Listen and repeat. How many syllables are there in each adjective? Copy and complete the table with the adjectives.

common damaged fashionable  
fragile rare tough undamaged  
unpopular useful valuable

o	oo	ooo	oooo
	COMMON		

**3** 1.07 Listen to the beginning of a podcast. What is it about?

- a a drama about the discovery of a time capsule
- b a show about how to make a time capsule
- c a documentary about different time capsules that have been found

### STUDY STRATEGY

#### Identifying the genre (context)

When you listen, try to identify the genre (context) and the situation. This will help you understand the details more easily.

**4** 1.08 Now listen to the whole podcast. Write true or false and correct the false statements.

- 1 Workers opened the Boston capsule. ....
- 2 The historic documents and rare coins were almost undamaged. ....
- 3 A university president found the Crypt of Civilization in the 1930s. ....
- 4 The opening date for the crypt is soon. ....
- 5 People put rare objects into the crypt. ....
- 6 The contents of the capsule in Smithtown were disappointing and smelly. ....

**5** **USE IT!** Think of things which people sell. Write adverts for objects and put them on your classroom wall.

### How to ... make a time capsule

- Use a metal or tough plastic container. Otherwise objects can become damaged.
- Think of a few objects which are fashionable right now.
- You don't need to put brand new objects into your capsule, or your valuable collection of action figures. Common objects show people what normal life was like.
- Don't put in food which can go rotten.
- Put some newspaper stories about important events into your capsule.
- Put some clips from popular films, TV programmes and songs on a memory stick.
- Include a personal message. It will be useful for people to know who you were.



The Crypt of Civilization



The Boston time capsule

Earrings for sale – old-fashioned but cool! €20  
Collection of rare football cards for sale. Will accept offers over €100.

# 1

## LANGUAGE FOCUS • Past narrative tenses

I can tell a story using different narrative tenses.

1 Match rules 1–3 with the examples of tenses a–c. Then find more examples of these tenses in the text on pages 10–11.

- a past continuous  
Some workers **were repairing** the building.
- b past simple  
Experts **opened** the box.
- c past perfect  
Water **had destroyed** the documents a long time before they opened it.

### RULES

- 1  This tense describes a finished action.
- 2  This tense describes an action in progress in the past.
- 3  This tense describes an action which was finished when another action happened.



2 Look again at examples a–c in exercise 1. Answer the questions.

- 1 Which word is a regular past simple form?
- 2 Which word is a past participle?
- 3 Which word is a past form of *be*?
- 4 How do we form the past continuous?
- 5 How do we form the past perfect?

3 Read the story and choose the correct verb forms. Explain your answers.

## A true story

A long time ago in Sweden, there was a sailor called Ake Viking. He worked on a boat, but because of his work, he didn't meet many people. He <sup>1</sup>**hadn't had** / **wasn't having** a girlfriend for a long time. One day he <sup>2</sup>**was feeling** / **had felt** lonely and <sup>3</sup>**decided** / **was deciding** to write a letter. He addressed it to 'someone beautiful and far away', then he <sup>4</sup>**put** / **was putting** the letter into a bottle and he <sup>5</sup>**threw** / **had thrown** it in the sea.

One day a fisherman in Italy <sup>6</sup>**emptied** / **was emptying** his net when he found the bottle and the message. He <sup>7</sup>**gave** / **was giving** it to his daughter Paolina, and she <sup>8</sup>**started** / **had started** writing to Ake. Three years after Ake <sup>9</sup>**had written** / **was writing** the letter, he finally travelled to Sicily and <sup>10</sup>**married** / **had married** his true love.

4 Rewrite the sentences using the verbs in brackets. Include a past simple form and a past perfect form in each sentence.

- 1 I \_\_\_\_\_ (remember) that I \_\_\_\_\_ (see) her somewhere before.
- 2 We \_\_\_\_\_ (be) late because we \_\_\_\_\_ (forget) the tickets.
- 3 We \_\_\_\_\_ (not meet) before I \_\_\_\_\_ (see) her at the party.
- 4 After we \_\_\_\_\_ (have) breakfast, we \_\_\_\_\_ (go) for a walk.
- 5 She \_\_\_\_\_ (buy) a guitar a week before she \_\_\_\_\_ (start) lessons.
- 6 When we \_\_\_\_\_ (arrive) at the station, we were late and the train \_\_\_\_\_ (leave).

5 Complete the questions with the correct verb forms. Then ask and answer the questions with a partner.

- 1 What \_\_\_\_\_ you doing at this time yesterday?
- 2 \_\_\_\_\_ you do anything interesting last weekend?
- 3 When \_\_\_\_\_ you last \_\_\_\_\_ to the cinema?
- 4 \_\_\_\_\_ you studied much English before you \_\_\_\_\_ to this school?
- 5 Who \_\_\_\_\_ talking to you before you came into this class?

6 USE IT! Work in pairs. Invent a 'cooperative story'. Take turns to say sentences. Listen to your partner and continue their ideas.

One day I was walking in a wood with a friend.

It was dark and we were feeling a bit scared.

Suddenly, I saw ...

### Finished?

Think about a film with a happy or surprising ending. Write the story, using past narrative tenses. Read it to your classmates. Can they guess the film?

# 1 SPEAKING • Telling an anecdote

I can tell an anecdote with details about time, place and what happened.

**THINK!** What are your earliest memories of when you were young?



1 Look at the photos and read sentences a–d. Which three sentences describe the experience of the boy in the photos? Compare your ideas in pairs.

- a I opened the box, and there was a beautiful brand new bike inside.
- b The first thing I did was to go outside and try out my new bike.
- c We were swimming in the sea when I realized that I'd lost my watch.
- d There I was, all dirty and crying, and my brand new bike was damaged.

2 1.09 Watch or listen to Theo's anecdote and check your answers to exercise 1. What happened to Theo?

3 1.09 When we tell an anecdote, we need to give details that help the other person understand (time, place, people and events). Watch or listen again. Complete 1–4 in the key phrases.

## KEY PHRASES

### Telling an anecdote

Have I told you about the time I <sup>1</sup>..... ?  
It was the day of <sup>2</sup>.....  
I remember feeling <sup>3</sup>.....  
And that's it!  
All in all, it was / wasn't a <sup>4</sup>..... experience.  
Luckily / Thankfully / Sadly, ...

**USE IT!** Work in pairs. Follow the steps in the speaking guide.

## SPEAKING GUIDE

### A TASK

Read the *Tell me about ...* topics. Choose one of the topics. Then tell your partner about your experience.

#### Tell me about ...

- a childhood birthday that you clearly remember.
- a holiday that you remember really well.
- the first time that you came to this school.
- a time that you got lost.
- an interesting place or object that you found.

### B THINK AND PLAN

- 1 Think about what you're going to say. Make notes about these things:
  - time
  - place
  - people
  - events – background and actions
  - feelings
- 2 Decide which key phrases you want to use.

### C SPEAK

Practise your anecdote and then tell it to a friend. Try to memorize your story.

### D CHECK

Record yourself telling your anecdote. Then watch or listen back. What can you improve?

## WRITING • A blog post

I can write a blog post describing a personal experience.

**THINK!** What are the best and worst experiences you've had on holiday?

1 Read Mary's blog post. Was this a good, bad or mixed experience for her? Why?

### An eventful day .....

We had a great camping holiday in Germany last week, but there were some ups and downs! Tuesday was definitely the biggest adventure. It all started at about seven in the morning, when my dad decided that we should go to a theme park. While we were still waking up, he started packing the car for a day out, including food for a picnic. The moment that we left the campsite, it started raining, and

by the time we arrived at the theme park two hours later, it was terrible. We couldn't even walk to the entrance. So we stayed in the car and ate our sandwiches. Meanwhile, my baby brother started crying because we had forgotten his teddy. Perfect! After that, we drove straight home again. When we finally got back to the campsite, we'd been in the car for five hours. Amazingly, just as we were getting out of the car, the rain



stopped. So we went for a swim in the lake and played some football with the other kids at the campsite. Afterwards we had a barbecue, and we stayed outside chatting until one in the morning, so it was all OK in the end.

2 Read the text again and answer the questions.

- 1 Who had the idea to go to a theme park?
- 2 Why didn't they go into the theme park?
- 3 What were they doing when the rain stopped?

### Language point: Time connectors

3 Check the meaning of the words in blue in Mary's blog post. Then choose the correct options in 1–5.

- 1 We went shopping and afterwards / meanwhile I went to a café.
- 2 I stayed in the café just as / until it closed.
- 3 By the time / Finally we arrived home, I was really tired.
- 4 We had made some sandwiches while / before we left home.
- 5 In the end / The moment that we said goodbye, I felt sad.

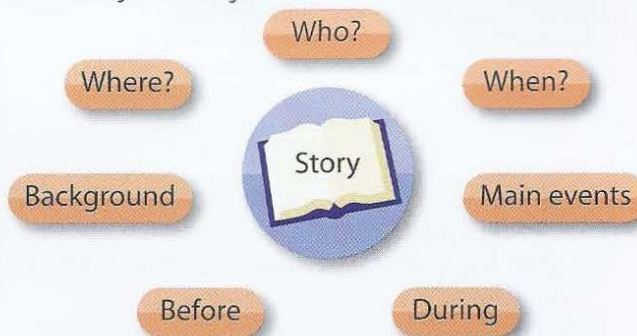
## WRITING GUIDE

### A TASK

Write a blog post about a good or bad experience which you had on holiday.

### B THINK AND PLAN

Copy and complete the ideas map with notes about your story.



### C WRITE

**Paragraph 1:** Set the scene. What had happened before the main action started?

**Paragraph 2:** What were the main events and what was happening in the background?

**Paragraph 3:** What happened at the end? How did everyone feel?

### D CHECK

- variety of verb tenses
- time connectors

4 **USE IT!** Follow the steps in the writing guide.



## Vocabulary

1 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

belong come forget keep leave  
look recognize remind

- 1 This photo ..... me of our holiday to Italy.
- 2 I don't ..... many people in this old class photo.
- 3 This old bike ..... to my dad when he was a child.
- 4 I'll never ..... the first time I flew in a plane.
- 5 We're really ..... forward to the party on Saturday.
- 6 I ..... across this box of old toys when I was tidying the garage.

2 Match words 1–6 with definitions a–f.

- |               |                                |
|---------------|--------------------------------|
| 1 fragile     | a worth a lot of money         |
| 2 valuable    | b unusual, not common          |
| 3 fashionable | c easily broken or damaged     |
| 4 rare        | d not liked by many people     |
| 5 brand new   | e popular at a particular time |
| 6 unpopular   | f never used                   |

## Language focus

3 Complete the sentences with the correct past perfect form of the verbs in the box.

break cut eat finish leave move

- 1 He didn't recognize Jane because she ..... her hair.
- 2 The train ..... by the time we got to the station.
- 3 When I ..... the book, I returned it to the library.
- 4 We ..... house four times by the time I was twelve.
- 5 They felt ill because they ..... too much.
- 6 She was upset because she ..... her phone.

4 Choose the correct words.

- 1 When did you realize that you **lost** / **'d lost** your keys?
- 2 We'd seen the film before, but we **'d watched** / **watched** it again.
- 3 I **wasn't** / **hadn't** been hungry after I'd had lunch.

- 4 Had the shop closed / Did the shop close by the time you got there?
- 5 Nina **hadn't used** / **didn't use** a computer until her dad bought one.
- 6 He **wasn't** at home when I called – he **went** / **'d gone out**.

5 Correct the mistakes in the sentences.

- 1 While I was walking home, I was losing my watch.
- 2 She was tired because she worked hard all day.
- 3 He got up, had breakfast and had gone to school.
- 4 After we'd finished our homework, we were playing tennis.
- 5 My sister skied when she broke her leg.
- 6 When I'd arrived at the sports centre, I realized I'd left my trainers at home.

## Speaking

6 Put the sentences in the correct order.

- a ..... I stopped to look at the bears and then lost my parents in the crowd.
- b ..... Luckily, a kind woman helped me find them.
- c ..... It was the day my parents took me to the zoo for the first time. There were a lot of people.
- d ..... Meanwhile, my parents were looking for me everywhere.
- e ..... Have I told you about the time I got lost?
- f ..... All in all, it was a horrible experience.
- g ..... I remember feeling scared and crying.

## Listening

7 1.10 Listen and choose the correct words.

- 1 It was Katie's **first** / **second** trip to the seaside.
- 2 They put **three** / **all the** suitcases on the car roof.
- 3 There was a noise from **the roof** / **behind** the car.
- 4 Two suitcases had **opened on** / **fallen off** the roof.
- 5 **Joey** / **Toby** got out of the car and ran into a field.
- 6 Katie's dog doesn't like **rabbits** / **the car**.





**Remember!**

Use the title of the story and the pictures to make predictions about the story before you begin to read.

**STORIES IN ENGLISH** Reading stories in English is great for learning new vocabulary. Over eight units, you'll read an adaptation of the science fiction novel *From the Earth to the Moon* by Jules Verne. There are tips to help you in each chapter.

**BEFORE YOU READ** Work in pairs. Look at the title of the story and the picture. Answer the questions.

- a. Where are the people? b. What are they doing? c. When does the story take place?

**Chapter 1 • The Gun Club of Baltimore**

In the 1860s, at the time of the American Civil War, a new club opened in the town of Baltimore in the USA. The members of the Gun Club wanted to make bigger guns, explosives and long cannons to help the soldiers who were fighting in the war.



The club was very popular. One month after it had opened, it had 1,333 members in Baltimore and 30,575 members across the country. There were young students with the latest ideas and very old men with a lot of experience. But not everybody could become a member – it was only for people who had already invented a new weapon.

Millions of people died during the Civil War. Others survived, but many of them had lost an arm or a leg and now had prostheses and wooden legs instead. When the war finished

in 1865, the guns stopped and nobody needed explosives anymore.

The Gun Club building in Baltimore was quiet, and the rooms were dark and cold. Two of the most important members, J.T. Maston and Tom Hunter, were sitting in one of the offices at the club.

'People don't want our explosives now,' said Maston, a tall, thin man of about fifty. 'What are we going to do?'

'We need to close the Gun Club, I think,' said young Hunter slowly.

'But I love this club!' cried Maston, and he moved his hook excitedly from side to side. 'I love thinking of new explosives!'

'Yes, everybody knows that,' said Hunter. 'And we all remember your last big cannon – and the day it broke noisily into thousands of small parts.'

'Well,' said Maston, 'I'm working on a new cannon now. It's going to be bigger and better!'

'Oh, no!' said Hunter quietly. 'Please be more careful this time.'

The next day, all members received a letter from the President of the Gun Club.

'Our President doesn't usually write to us. It must be something very important,' said Maston to Hunter, and opened the letter.

*I want all members to come to a meeting on  
5<sup>th</sup> October at eight o'clock in the club building.*

*Your President,  
Impey Barbicane*

**READING CHECK** Work in pairs. Correct five more mistakes in the summary.

The Gun Club of Baltimore <sup>opened</sup> closed just before the American Civil War. One year after it had opened, the club had more than 32,000 members. However, when the war ended in 1860, people didn't need guns and explosives anymore. Some members, like J.T. Maston, thought the club should close. One day, the President of the Gun Club sent all the members a telegram. He wanted to have a party.

- 3** **WHAT DO YOU THINK?** Work in pairs. Discuss what you think will happen in the next chapter. Why does President Barbicane want to meet everybody? Will there be good news or bad news?

# 2 Choices

## VOCABULARY • Making decisions

I can talk about my ability to make decisions.



- Extra listening and speaking p113
- Curriculum extra p97
- Culture p105
- Project p113

**THINK!** What are the last three decisions you made?



**1** Check the meaning of the words and phrases in **blue** in the questionnaire. Match eight of the words and phrases with definitions 1–8.

- say yes to something
- not make an effort to do something
- postpone something
- decide something too quickly
- decide
- not hurry
- not change
- choose not to participate

**2**  Do the questionnaire with a partner. Then check your answers with the key.

**3**   1.11 Watch or listen to three people discussing their results from the questionnaire. Match 1–3 with a–c.

- |          |                                   |
|----------|-----------------------------------|
| 1 Joelle | a is very decisive.               |
| 2 Olivia | b doesn't enjoy making decisions. |
| 3 Theo   | c puts things off.                |

**4**   1.11 Watch or listen again. Which key phrases do you hear?

### KEY PHRASES

#### Talking about strengths and weaknesses


How good are you at ... ?

I'm pretty good at ...

I'm someone who ...

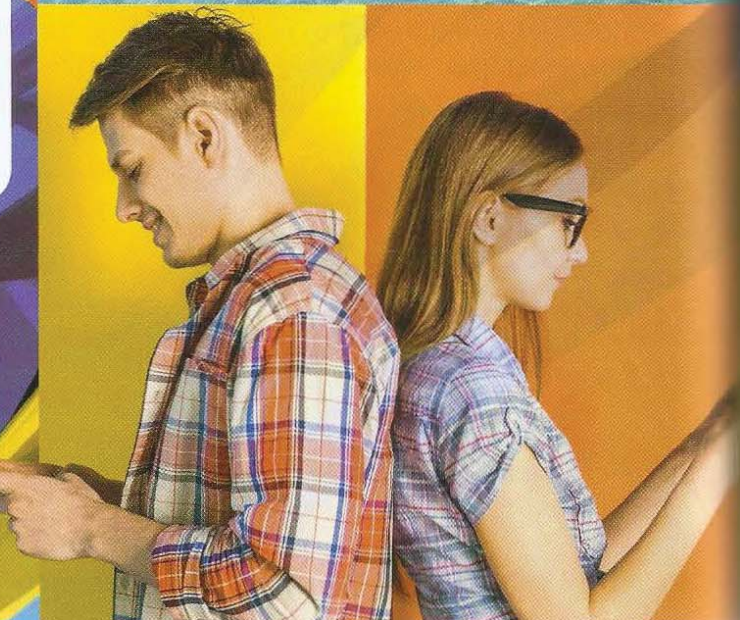
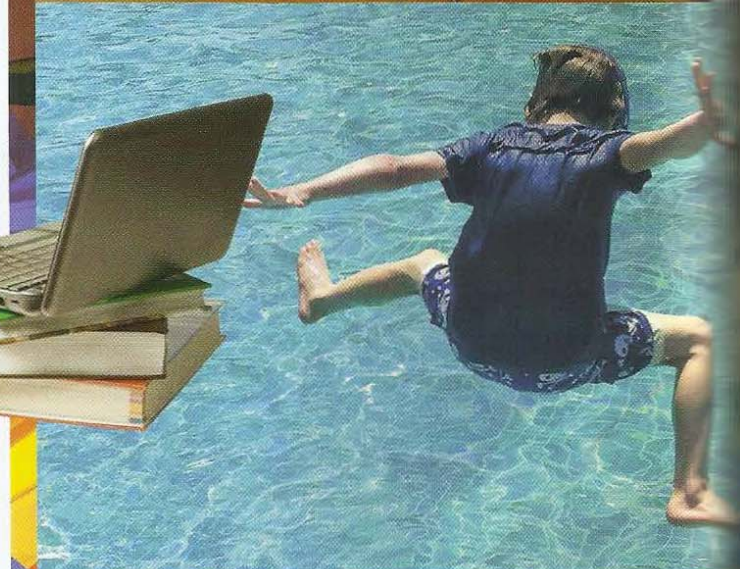
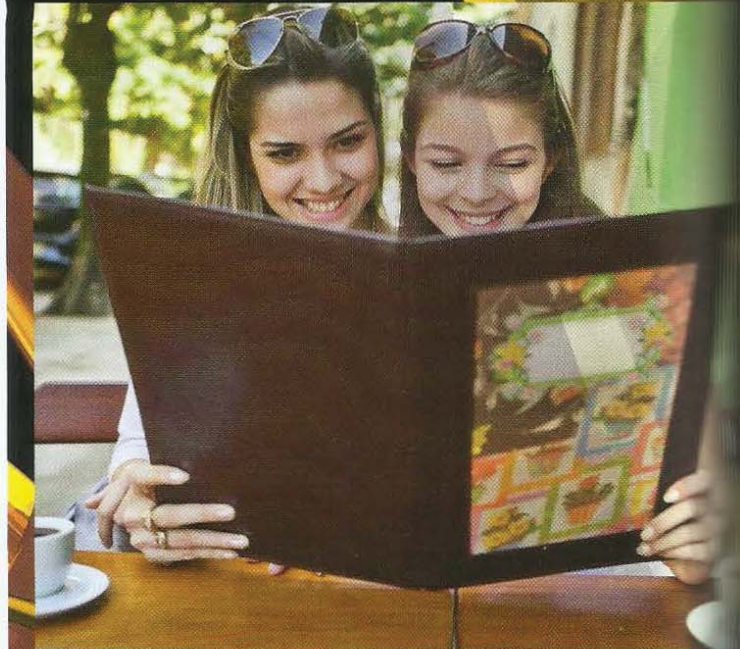
I'm no good at (that).

... is / isn't something I enjoy.

**5**  **USE IT!** Work in small groups. Talk about your results from the questionnaire. Say how decisive you are and give examples. Use the key phrases.

### Finished?

Write three tips to help people become more decisive. Use words and phrases from the questionnaire. Share your tips with the class. Which are the best ones?



# Questionnaire: *Your choice*

**1** You're in a restaurant with your family. Is it easy to decide what to eat?

- a I usually decide fairly quickly and then I **stick with** my decision.
- b I **change my mind** a few times before I say what I want. It's difficult because I like to **try out** lots of things.
- c I wait to see what other people have chosen and then **copy them**.

**2** You're at a swimming pool or the seaside. How do you get into the water?

- a I go for it! Run or jump straight in. Why wait?!
- b I usually **hesitate**. I prefer to **take my time** and go in slowly.
- c I never jump into water. Sometimes I **don't bother** getting in.

**3** You're buying a present for your best friend's birthday. How long do you spend thinking about what to get?

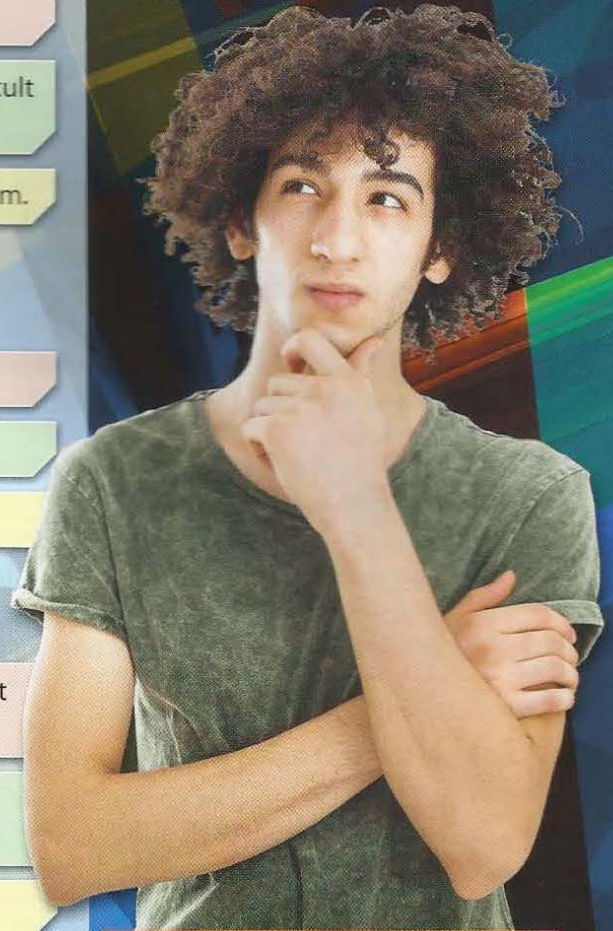
- a Not long. I **make up my mind** quickly. I have a clear idea of what to get.
- b It takes me a while to choose things because I like to **consider** all the options first.
- c I will do anything to **avoid** choosing things in shops.

**4** You've got homework which you don't need to hand in until next week. When do you do it?

- a I **get on with** it as soon as possible.
- b I **put off** doing it until the last possible moment.
- c I'll do a little bit each day until it's done.

**5** Your friend sends you a message to invite you to a party next month.

- a I don't **think twice**. I say 'yes' straight away. If I realize I can't go for some reason, I can always **drop out** later.
- b Before I **commit**, I'll check my diary and make sure I'm available. I don't like to **rush into** anything.
- c I'll say 'thanks for the invite', but won't decide until the day of the party. I like to **keep my options open**.



**Key:**  
Mostly a answers: It seems like you're a very decisive person. That's great! Make sure you don't rush into things too quickly without considering your options, though.  
Mostly b answers: Frankly, you're a bit indecisive. That's not always a bad thing, though. At least you aren't rushing into things.  
Mostly c answers: You're neither decisive nor indecisive. In fact, you prefer to avoid decisions. Sometimes we have to choose, though, so try practising.

**THINK!** Name three things you own which you don't really need.

### STUDY STRATEGY

#### Predicting content

Before you read, look at the title and the pictures. This will help you understand the content of the text.

**1** Look at the title, headings and photos in the article on this page. What is different about these people's lifestyles? Why do you think they decided to live this way?

**2**  1.12 Read the article. Match three sentences from a–e with gaps 1–3 in the text. Then listen and check.

- a They didn't spend much time online.
- b He hasn't bought food for a long time.
- c More and more people are training to become chefs.
- d They were too involved with their electronic devices and not involved enough in 'real' life.
- e She never uses plastic cups, bags or bottles, for example.

**3** Read the text again and answer the questions.

- 1 Why did Lauren change her lifestyle?
- 2 How does Lauren help other people live without waste?
- 3 What have Mark Boyle and Daniel Suelos got in common?
- 4 How are their lifestyles different?
- 5 Why did Blair and his partner choose the 1980s for their experiment?
- 6 In which year did their experiment finish?

**4 VOCABULARY PLUS** Find words 1–6 in the text. Which suffix do we use when something has a quality? Which suffix indicates that something lacks a quality?

- |              |            |
|--------------|------------|
| 1 moneyless  | 4 useful   |
| 2 successful | 5 homeless |
| 3 thankful   | 6 wasteful |

**5** Complete the sentences. Use the words in the box and the suffixes *-ful* or *-less*.

care fear harm taste thought use

Wash hands after use. This product contains *harmful* chemicals.

1 Be \_\_\_\_\_ when you're cycling. This road is dangerous.

## Alternative lives

People who have chosen to live differently

### Living without waste

Lauren Singer has always been interested in the environment. After finishing her degree in environmental studies, she made up her mind to live a 'zero-waste' lifestyle because she was shocked that people are so wasteful. Since then, she hasn't used any 'disposable' products. <sup>1</sup>..... She either reuses containers or buys products without packaging. She even makes her own toothpaste. She has managed to reduce her waste so much that two years of her rubbish filled only one 500 gram jar! Lauren has been blogging about her lifestyle for the last few years and her blog gives useful advice and ideas for people who want to reduce their impact on the environment.



- 2 Thanks for the beautiful present. That was very ..... of you.
- 3 We need to add more salt to the pasta. It's really .....
- 4 This calculator is old and broken. I'm afraid it's .....
- 5 Jennie isn't scared of anything. She's totally .....

**6**  **USE IT!** Work in pairs. Ask and answer the questions.

- 1 What do you think of the people in the text?
- 2 Would you like to try any of their lifestyles? Why / Why not?
- 3 Do you think that we really need technology and money?

You can talk about experiences in my life and their duration.



**Living without money**

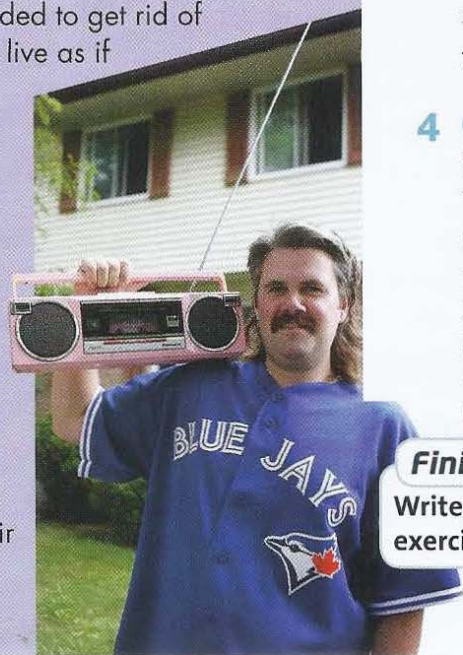
Daniel Suelo is a modern nomad – he’s moneyless and homeless, so he moves around to find food and shelter. He sometimes looks after people’s houses for two or three weeks, but usually he lives in the caves of Utah, in the USA. When he was younger he worked as a cook, but he dropped out of society and hasn’t used money since 2000. He says he’s happier since he made his decision.

Mark Boyle is another moneyless man – he hasn’t used money since 2008. Mark lives in a caravan in a field and grows his own vegetables. He says that he’s never been happier or healthier.



**Living like it was 1986**

In 2014, Blair McMillan and his partner had come to the conclusion that their kids were becoming too dependent on technology. So they decided to get rid of their modern technology and live as if it was 1986, before all of these devices existed. For a year they lived without smartphones, the internet and modern computers. Instead they had old games, books and encyclopedias. They even had 1980s haircuts and lived in a house built in the 1980s. Since the end of that year they’ve been living their ‘normal’ lives again. The experiment was successful, but the kids were thankful to get their devices back!



**Present perfect: simple and continuous**

1 Study examples a–e. Then answer questions 1–3.

- a Lauren has been blogging about her lifestyle **for** the last few years.
- b **Since** then, she hasn’t used any ‘disposable’ products.
- c **Since** the end of that year, they’ve been living normal lives.
- d He hasn’t used money **since** 2000.
- e He hasn’t bought food **for** a long time.

- 1 Which sentences emphasize that an action is in progress and will probably continue?
- 2 Which **word** do we use with periods of time?
- 3 Which **word** do we use to give the point in time when an action started?

2 Complete the sentences with the correct forms of the verbs in brackets. Use the present perfect simple or continuous.

- 1 \_\_\_\_\_ (it / rain) all day and it isn’t going to stop.
- 2 \_\_\_\_\_ (you / see) my pen? I can’t find it.
- 3 \_\_\_\_\_ (The match / finish). It was amazing.
- 4 \_\_\_\_\_ (I / see) that film before.
- 5 \_\_\_\_\_ (I / watch) a film but I’ve paused it for a minute.

**for and since**

3 Complete the text with *for* and *since*.

As an experiment, I’m not using my phone today. I haven’t looked at it <sup>1</sup> ..... nine o’clock this morning. I’ve had the phone <sup>2</sup> ..... years and I’ve carried it around everywhere with me <sup>3</sup> ..... the day I bought it. It feels weird not to have received a text <sup>4</sup> ..... one whole day.

4 **USE IT!** Complete the sentences with information about yourself. Use *for* and *since*. Then compare your answers with a partner.

- I’ve been friends with Laura *for three years*.
- 1 ..... (be) friends with ...
  - 2 ..... (know) my teacher ...
  - 3 ..... (have) these shoes ...
  - 4 ..... (live) in my house / flat ...
  - 5 ..... (study) English ...

**Finished?**

Write your partner’s answers to the questions in exercise 4.



**THINK!** When do you have to decide about your future studies or career? Who helps you to decide?

**1** Read the leaflet below and match the phrases in blue with definitions 1–8.

benefit from *get a lot out of*

- 1 become accustomed to .....
- 2 contact .....
- 3 be part of .....
- 4 prepare .....
- 5 become interested in .....
- 6 have the opportunity .....
- 7 learn more about someone .....
- 8 meet in order to do something .....

**2** Complete the sentences with the phrases in the box.

get into getting ready getting used to  
got the chance to got to know


- 1 I listen to music when I'm .....  
for school in the morning.
- 2 Last year, I ..... do work  
experience in my dad's company. It was great!
- 3 I ..... my friends really well  
when we went camping together.
- 4 I'm ..... walking to school,  
instead of taking the bus.
- 5 How did you ..... karate?

**3**  1.13 Listen to four students talking to their Transition Year coordinator. Who has had positive experiences so far?

- 1 Joey    2 Rita    3 Martin and Laura

**4**  1.13 Study sentences 1–8. Then listen again and write *true* or *false*.

- 1 Joey hasn't really enjoyed Transition Year yet. ....
- 2 Joey got a lot out of the outdoor activities. ....
- 3 Rita has already done two weeks of work experience. ....
- 4 She benefited from her time with the dentist. ....
- 5 She has just decided her fifth year subjects. ....
- 6 Martin and Laura still haven't been to India. ....
- 7 They've already raised enough money to fly to India. ....
- 8 Both Martin and Laura have decided their fifth year subjects. ....

**5**  **USE IT!** Imagine that you are proposing a Transition Year for your school. Read the aims in the TY leaflet. Choose three things that you think are most interesting and important. Explain your choices to a partner.

I think team-building activities are important, to get to know each other.



## Focus on schools: making your mind up

Secondary school students in Ireland have the option in fourth year to do a Transition Year (TY). This one-year programme helps prepare students for their Leaving Certificate in fifth and sixth years, and for life beyond. In TY, students **get the chance** to do more varied cultural and social activities while deciding what to study for the next two years. TY coordinators give careers advice and **get in touch with** local businesses to organize work experience for students. Most students say that they **get a lot out of** the year.

### Transition Year aims

#### Personal and social skills

- **Get into** something new, like a sport or a hobby.
- **Get to know** people better in team-building activities.

#### Community action

- **Get involved with** projects and charities. Become an active and responsible citizen.
- **Get together with** people from the local community.

#### Work and career

- **Get used to** the world of work – students do work experience with two different companies or organizations.
- **Get ready** to choose options for fifth year – students try out different school subjects.



can talk about things I have and haven't achieved yet in my life.

Present perfect vs. past simple

Study the examples and the rules. Write present perfect or past simple for 1–6.

- 1 I decided my subjects a long time ago.
- 2 I haven't decided anything.
- 3 I gained a lot of confidence when I was there.
- 4 I gained a lot of confidence this year.



**RULES**

Use the <sup>5</sup> ..... when we talk about finished time periods.

Use the <sup>6</sup> ..... when we talk about unfinished time periods or when we don't mention a time period.

Choose the correct words.

- 1 The match **has finished** / **finished** ten minutes ago.
- 2 Since I came here, I've **got used to** / **I got used to** working.
- 3 I've **really got into** / **I really got into** hockey in recent months.
- 4 I've **really got into** / **I really got into** hockey last year.
- 5 When **have you finished** / **did you finish** your work experience?
- 6 **Have you got** / **Did you get** in touch with Amy while she was here last week?
- 7 What's wrong with David? He's supposed to be at school, but I **haven't seen** / **I didn't see** him for a couple of days.

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

..... (start) my TY in September, and in the last three months I <sup>2</sup> ..... (be) really busy. Every week, there are lectures from interesting people. Yesterday, a forensic scientist <sup>3</sup> ..... (talk) about her job. She <sup>4</sup> ..... (see) some interesting – and horrible! – crimes in her career and <sup>5</sup> ..... (describe) some of them to us. So far, I <sup>6</sup> ..... (not do) any work experience, but I'd love to follow a detective or a forensics expert like her for a week. I <sup>7</sup> ..... (not get) the best results in my last science exams, but I think I can improve and I <sup>8</sup> ..... (decide) to do some science subjects for my Leaving Certificate.

Present perfect + just, still, yet, already

4 Copy and complete the table with examples 1–5. Which of the adverbs in blue is always at the end of a sentence? Can you use it in affirmative sentences?

- 1 Have you done any work experience **yet**?
- 2 I haven't decided on my subjects for fifth year **yet**.
- 3 We **still** haven't got exact dates.
- 4 Ronan has **just** finished working at the dentist's.
- 5 I've **already** had the chance to do a few interesting things.



We know that these things happened	We think that these things will happen

5 Rewrite the sentences with the correct adverb from the options in brackets.

- 1 Have you taken up running? (still / yet)
- 2 I haven't started revising for my exams. (yet / just)
- 3 My teacher has given us our results. (just / yet)
- 4 We haven't tried out anything new. (still / already)
- 5 I've taken part in two different community projects. (already / still)

6 **USE IT!** Write six sentences about your life. Include *just, yet, still* and *already*. Compare your sentences with a partner.

I still haven't seen the new Star Wars film.

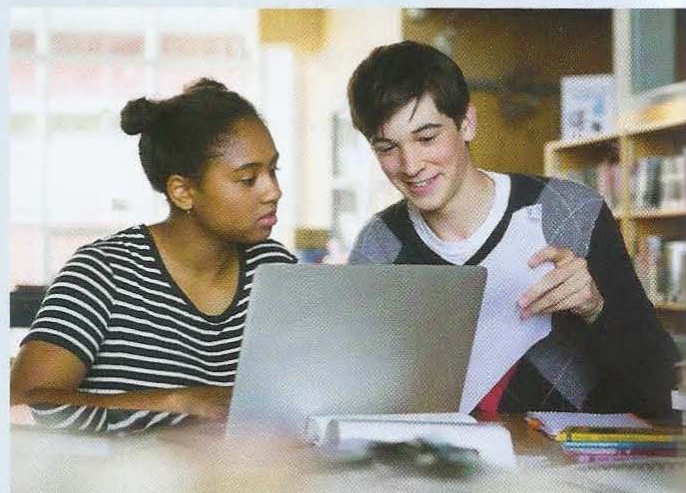


**Finished?**

Imagine you are on a TY. Write a paragraph about things you have already done and things you want to do but haven't done yet.

**THINK!** Which school subjects are you best at and which do you enjoy most? Are they the same?

Liam Hey, Rosa. What are you up to?  
 Rosa Oh, I'm still trying to <sup>1</sup>..... my last two subjects for fifth year.  
 Liam Seriously? Haven't you done that yet? There's not much time left.  
 Rosa I know. I've been thinking about it for ages, but I can't make up my mind.  
 Liam OK. What are your <sup>2</sup>.....?  
 Rosa Well, I've just chosen German, but I don't know whether to do business or art. Which do you <sup>3</sup>..... is best?  
 Liam It's up to you, Rosa. They're totally different subjects.  
 Rosa Yes, I know. I'm in two minds. The good thing about art is that I know I enjoy it, but then business is probably more useful. So I'm sort of leaning towards business.  
 Liam Have you thought of speaking to Mr Bartley about this? He gave me some really good <sup>4</sup>.....  
 Rosa <sup>5</sup>.....! Thanks, Liam.  
 Liam No problem.



**1** 1.14 **Complete the dialogue with the words and phrases in the box. Then listen and check. What suggestion does Liam make to Rosa?**

advice choose good idea options reckon

**2** 1.14 **Listen again and practise the dialogue.**

**3** 1.15 **PRONUNCIATION: Linking** It's easier to understand people and to speak more fluently if you know how words connect when people are speaking. Listen and repeat the key phrases.

**KEY PHRASES**

**Talking about decisions**

It's up to you.  
 I'm in two minds.  
 I'm leaning towards ...  
 What are your options?  
 Which do you reckon (is best)?  
 Have you thought of / considered that ... ?  
 The good thing about ... is that ...

**4** 1.16 **Watch or listen to a second dialogue. Which of the key phrases do you hear?**

**5** 1.16 **Watch or listen again and answer the questions.**

- 1 Why can't Victoria and Michael go to both festivals?
- 2 What are the disadvantages of The Electric Picnic according to Victoria?
- 3 What's the advantage of going to Longitude with Lily?

**6** **USE IT!** Read tasks A and B. Then prepare and act out one of the dialogues with a partner. Use some of the key phrases.

**Task**

**A**

*You want to go to a festival this summer with a friend, but your friend can't decide which to choose. You can only go to one. Try to help your friend decide which one to go to.*

**Task**

**B**

*You have been saving money for two years and want to buy a scooter, but you can't decide which one to buy. Your friend helps you to decide.*

## 2 WRITING • A report on an opinion survey

I can present the results of a survey and contrast people's opinions.

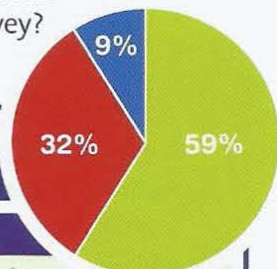
**THINK!** Do you think that sixteen is old enough to vote in general elections? Why / Why not?

**1** Read the survey results and the report and answer the questions.

- 1 There is one error in the report. What is it?
- 2 Do you agree or disagree with the majority of people in this survey?

Is sixteen old enough to vote in general elections?

Results	Comments
YES 20	'Young people need a voice in choosing our government.' 'Most teenagers follow the news and know enough about the world.'
NO 11	'Politics doesn't affect sixteen-year-olds.' 'Teenagers haven't had enough experience.'
NOT SURE 4	'It depends. Everyone is different.'



### Language point: Expressing contrast

**3** Study the expressions in **blue** in the report. Rewrite sentences 1–4. Include the words in brackets.

- 1 Most students don't like exams. Many teachers think they are useful. (whereas)
- 2 I like trying out new things. I don't always like the things I try. (although)
- 3 I find maths and science really easy. Subjects like literature and English are difficult for me. (In contrast)
- 4 I think exams are important. I think we have too many. (However)

**4** **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Do a class survey about the questions below. Then write a report about the results.

Do we really need school exams every year?  
Why / Why not?

#### B THINK AND PLAN

- 1 Study the class survey results and calculate the percentages.
- 2 What are some comments from the 'yes' side?
- 3 What are some comments from the 'no' side?
- 4 What is the majority opinion?

#### C WRITE

**Paragraph 1:** Introduction and statistics

**Paragraph 2:** Explanation of comments

**Paragraph 3:** Summary

#### D CHECK

- key phrases
- phrases expressing contrast

### Survey report: voting ages

In our survey about voting ages, we asked people 'Is sixteen old enough to vote in general elections?' Of the 25 people who participated, 59% said 'yes' and 32% said 'no'. These people had strong opinions. **However**, 9% of people were undecided.

Those in favour said that it's important for young people to have a voice, **whereas** those against commented that politics doesn't affect young people. Another comment from the 'yes' side was that teenagers follow the news and know plenty about the world. **In contrast**, people who said 'no' think that teenagers haven't had enough experience of life. Most people who were undecided did not make comments, **although** one person said 'everyone is different'.

In all, the results indicate that the majority of people think sixteen is old enough to vote.

**2** Study the key phrases. Which of the phrases is not in the report?

### KEY PHRASES

#### Presenting the results of a survey

Those in favour said that ...

Those against commented that ...

People who said 'yes' / 'no' think that ...

In all, the results indicate that ...

Most people / the majority of people ...

An equal number of people thought that ...



## Vocabulary

### 1 Match the two parts of the sentences.

- |                            |                          |
|----------------------------|--------------------------|
| 1 Why has she changed      | a into big decisions.    |
| 2 They want to consider    | b before you commit.     |
| 3 You need to think twice  | c her mind about it?     |
| 4 It's a good idea to keep | d putting this off?      |
| 5 I usually avoid rushing  | e all the options first. |
| 6 How long has he been     | f your options open.     |

### 2 Complete each sentence with the correct word.

- Has Ella **got** ..... to the new school yet?
- Remember to **get** ..... touch when you're in town.
- Andy wants to **get** ..... with the animal charity.
- I'm really **getting** ..... karate. It's brilliant!
- If you join a club, you'll **get** ..... know people with similar interests.
- We're **getting** ..... for the final exams.
- I didn't **get the** ..... to speak to Irena today, but I'll tell her if I see her tomorrow.

## Language focus

### 3 Choose the correct answers.

- I've **waited / been waiting** here for half an hour!
- I've **seen / been seeing** that film, but I didn't like it.
- How long have you **travelled / been travelling**?
- I've **read / been reading** this book three times!
- Have you **met / been meeting** Liam before?
- She's **texted / been texting** me all week.

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

- He ..... (not email) us since the end of August.
- ..... (you / make) up your mind which jacket to buy?
- What time ..... (you / arrive) home last night?
- We ..... (be) friends for a long time.
- I ..... (download) some new songs. Do you want to hear them?
- They ..... (rush) into this decision yesterday and now they're sorry about it.
- When ..... (you / first / get) to know Steven and Isabella?
- He ..... (drop) out of college a few months ago.

### 5 Complete the sentences with the words in the box.

already for just since still yet

- Peter hasn't told his parents .....
- She's really happy. She's ..... heard that she's passed the exam.
- It's six o'clock, but Jim ..... hasn't come.
- They've been friends ..... they were little.
- I've ..... seen this film. I saw it last week at the cinema.
- We've known Simon ..... more than five years.

## Speaking

### 6 Complete the dialogue with the words in the box.

considered minds options reckon towards up

- Sue Have you decided what you're doing this summer?
- Dan No. I can't make up my mind.
- Sue What are your <sup>1</sup>.....?
- Dan I've found a job in a café, but I could also work at an animal charity. Which do you <sup>2</sup>..... is best?
- Sue Well, it's <sup>3</sup>..... to you, Dan. They're totally different options.
- Dan Yes, I know. I'm in two <sup>4</sup>..... The animal charity is more interesting, but I won't get paid. I'm sort of leaning <sup>5</sup>..... the café job.
- Sue Have you <sup>6</sup>..... working part-time for both? That way you could earn some money and do something useful.
- Dan That's a good idea! Thanks, Sue.

## Listening

### 7 Listen to two students talking about career choices. Write true or false.

- Sam has made up his mind what to study next year. ....
- Mary has decided to take a year off between school and university. ....
- Sam's dad works as a speech therapist at a hospital. ....
- Mary is considering becoming a lawyer. ....
- Sam has already seen a careers officer. ....
- Sam decides to look at a list of career options first. ....





**Remember!**

Look out for adverbs of manner like *angrily, quietly, slowly, etc.* They describe how something happens or is done.

**BEFORE YOU READ** Work in pairs. Imagine you want to start a new club at your school. You need to organize a meeting to tell other students about it. Answer the questions.

- a What kind of club is it going to be?
- b Where is the meeting going to take place?
- c When is it going to start?

**Chapter 2 • A meeting with the President**

On 27 October, the members of the Gun Club arrived in their thousands. They were all very excited, but they waited patiently. Nobody knew why the president wanted to talk to them.

The meeting was held in the biggest room at the club. President Impey Barbicane was sitting at a long table at the front of the room. He had cold, blue eyes and short, dark hair. At his side was the next most important member of the club, old Captain Elphinstone.



'Gun Club members from near and far,' said Barbicane. 'Thank you for coming to our club today. I need to talk to you about something important. For a long time, we've

been doing interesting work – we've made new cannons, guns and explosives. But our country doesn't need our work any longer, and some people want to close our club.'

'No! No!' cried everybody in the room angrily.

'The members of our club have many wonderful ideas. Perhaps we can use these ideas to make something new and exciting,' said Barbicane.

'Yes! Yes!' all members cried at once, and they stood up.

'I have an exciting idea. Now, look through this window. What can you see?' asked Barbicane.

'The sky ... and the moon,' cried J.T. Maston. 'He's talking about the moon!'

'That's right. Perhaps we can make the moon a part of our country!' said Barbicane.

'The moon a part of our country?' the people began to ask. 'But how?'

Barbicane spoke slowly, 'The moon is far away, but I have a plan – a plan to begin communication with the moon.'

'My idea is to make a cannon that will shoot a big projectile to the moon,' said Barbicane.

'Yes! Let's send a projectile!' cried J.T. Maston. 'A very big one!' Everybody loved the idea. J.T. Maston smiled happily and said, 'It's like a hundred cannons!'

President Barbicane's plans went at once by telegram to the thousands of Gun Club members in different towns.

And the next day, his picture was on the front of 1,500 newspapers around the USA.



**READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:




communication idea meeting  
the moon newspaper projectile

**WHAT DO YOU THINK?** Work in pairs. Discuss what you think will happen in the next chapter. Think about Barbicane's idea. Is he going to need any help?

# 3 What's it worth?

## VOCABULARY • Money and marketing

I can express my attitude to shopping and money.

-  Extra listening and speaking p90
-  Curriculum extra p98
-  Culture p106

**THINK!** What are the five most expensive things you will spend money on in your life?

**1** Read the quiz. Then copy and complete the table with the words in **blue**.

Verbs	Nouns
afford	products

**2** Do the quiz. Then compare your answers with a partner.

## The price puzzle

Can you guess the prices of some of the most expensive **products** in the world? Could you **afford** any of them?

In the 18<sup>th</sup> century, pineapples became **status symbols** in Europe because they were exotic, rare and delicious. They only arrived fresh from South America on the fastest ships and could **cost** the equivalent of <sup>1</sup>..... today. Sometimes people **rented** them for a day to put on a table for a party.

- a \$80    b \$8,000    c \$80,000

7



3

In small doses, venom from animals can help people with medical problems. Scorpion venom is the most expensive. Its **value** is approximately <sup>3</sup>..... per litre.

- a \$100    b \$10 million    c \$100 million



4

Computer printers can seem like a **bargain**. But what you **save** on a printer, you will **spend** on ink. Some inks seem like a **rip-off** when you calculate the **price** per litre, which can be <sup>4</sup>.....

- a \$710  
b \$71,000  
c \$71 million

2

Saffron is a spice which comes from a small flower. It **is worth** more than gold: 150,000 flowers (approximately two football pitches) only make one kilo of saffron, which can cost approximately <sup>2</sup>.....

- a \$100    b \$1,000    c \$10,000



5

You probably thought that fresh air was free, but it can be a **luxury** for people in some parts of the world. A Canadian **company** sells cans of air from the Rocky Mountains to **consumers** in Chinese cities, where pollution is a big problem. Large cans cost <sup>5</sup>.....

- a \$20    b \$200    c \$2,000

6

Fragrances are big **business**, but the perfume in a \$100 bottle probably only costs <sup>6</sup>..... The bottle is worth three times more than that. **Marketing** and advertising cost about \$8. The rest of the money goes to the **producer** and the **retailer**.

- a about \$2  
b about \$20  
c about \$80

3 Choose the correct words in the consumer survey.



## Consumer survey

- 1 What do you **spend** / **promote** most money on?
- 2 Are you **saving** / **renting** for anything at the moment?
- 3 Which shops or products are good **value** / **cost** and which are a **rip-off** / **seller**?
- 4 What luxury **brand** / **price** would you buy if you could **cost** / **afford** it?
- 5 What **products** / **consumers** are popular with your age group at the moment?
- 6 Which companies have the best marketing and **advertisements** / **businesses**?

4 1.18 Watch or listen to three people talking about their spending habits. Answer the questions.

- 1 What is Sam saving for?
- 2 What is Tegan's one luxury?
- 3 Where does Daniel buy his games?

5 1.18 Watch or listen again and complete the key phrases.

### KEY PHRASES

#### Talking about spending habits

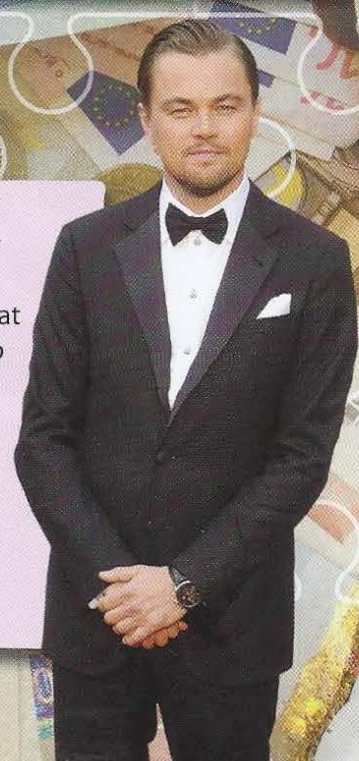
It's (not) worth spending a lot of money on <sup>1</sup>.....  
 If money was no object, I'd <sup>2</sup>.....  
 My one luxury is <sup>3</sup>.....  
<sup>4</sup>..... is / are really 'in' at the moment.  
 I can / can't afford <sup>5</sup>.....

6 **USE IT!** Work in small groups. Ask and answer the questions in the consumer survey. Use the key phrases.

### Finished?

Complete the key phrases so that they are true for you. Compare your answers with a partner.

7 Companies often pay famous people to **promote** their luxury **products** – and not only in **advertisements**. Reports say that Heuer paid actor Leonardo DiCaprio <sup>7</sup>..... of **watches** to wear their watches at film premieres and Oscars ceremonies. **Hundreds** of **thousands** of **millions** of dollars are spent on these products.



**THINK!** Which bloggers and celebrities have got most online followers? Why?

**1** 1.19 Read and listen to the text. Decide if you think a–d are true or false. Explain your answers.

The person asking the questions ...

- a ... knows something about this topic. ....
- b ... isn't interested in making money online. ....

The person answering the questions ...

- c ... thinks it's easy to become an influencer. ....
- d ... thinks that influencers can be effective. ....

**2** Read the text again and answer the questions.

- 1 What products does Harper mention?
- 2 How do companies decide how much to pay influencers?
- 3 How much do influencers pay for the products which they promote?
- 4 Say two things which influencers must do to be successful.
- 5 Give two reasons why marketing companies want to reach teenagers.

**3 VOCABULARY PLUS** Complete the noun + noun combinations. Find the missing words on pages 28–31. How do you say them in your language?

- 1 football ..... (page 28)
- 2 scorpion ..... (page 28)
- 3 computer ..... (page 28)
- 4 beauty ..... (page 30)
- 5 luxury ..... (page 29)
- 6 internet ..... (page 30)
- 7 fashion ..... (page 30)
- 8 music ..... (page 31)

**4** Choose the noun from a–c which does not make a compound noun with words 1–6.

- |            |             |            |           |
|------------|-------------|------------|-----------|
| 1 hip hop  | a feet      | b artist   | c concert |
| 2 shop     | a assistant | b window   | c paper   |
| 3 head     | a ache      | b child    | c phones  |
| 4 football | a win       | b match    | c shirt   |
| 5 maths    | a man       | b teacher  | c exam    |
| 6 film     | a star      | b industry | c TV      |

**5** **USE IT!** Work in pairs. Ask and answer the questions.

- 1 Do you follow any online bloggers, comedians or tutorials? Which ones?
- 2 Do you think that marketing influences you? Why / Why not?

## Influencers: the online stars who set the trends

An interview with marketing specialist Harper Tamm

### Who or what are influencers?

Erm ... people who have influence on others, obviously. 😊 Young people who are stars on social media have thousands, sometimes millions, of followers. They're like internet celebrities, so companies pay them to advertise products. A famous example from the UK is Zoella – she has six million subscribers to her beauty channel.

### Really? How does that work?

OK. Imagine I'm a fashion blogger or a popular gamer or someone who makes really funny videos. Marketing companies see that I'm really popular, so they give me a product. I recommend the product and my followers think, 'Hey, that must be cool 'cos Harper likes it. I'm going to buy it.' The marketing company pays me, and everyone is happy.





**Give me more examples.**

A music promoter sends a song to an internet star who maybe dances to the song. The music company then pays for every view or 'like' which that video gets. A clothes retailer gives lots of their products to influencers and hopes they'll wear or just mention their stuff online. Influencers never pay for clothes or make-up or skateboards or games. Marketing companies are throwing stuff at them all the time.

**Hey, I've got this blog and nobody's throwing stuff at me!**

Well, you'll need a minimum of 400,000 followers. That doesn't happen overnight, but when you are successful, you can earn big money. Some vloggers started earning when they were still at school! Online marketing is MASSIVE. Companies want to reach young customers because they spend a LOT and they stick with the brands that they like.

**When I've got my millions of followers, I can make millions of pounds right?**

Only if you're SINCERE. Your followers won't trust you unless they believe that you genuinely like the products that you promote.

**OK. Thanks, Harper. I'm going to find some followers. See you online.**

Good luck!



**1 Match rules 1–7 with examples a–g.**

- a A famous example from the UK is Zoella.
- b They stick with the brands that they like.
- c A music company sends a song to an internet star who maybe dances to the song.
- d This is air from the Rocky Mountains.
- e Let's meet in London on Saturday.
- f Influencers never pay for clothes or make-up.
- g Some vloggers were still at school!



**RULES**

We use the definite article (*the*) ...

- 1 when we talk about a specific thing or specific things.
- 2 when we've mentioned something before.
- 3 with the names of geographical features (rivers, mountain ranges, seas, oceans).
- 4 with countries which are plural nouns or whose name includes *kingdom, states, or republic*.

We don't use an article ...

- 5 when we talk about things in general.
- 6 with the names of sports, most countries, cities, languages, years and days of the week.
- 7 when we talk about places that are institutions (hospital, university, prison, school, etc.).

**2 Rewrite the sentences. Include a definite article if necessary. Explain your answers.**

- 1 I don't think ..... money is important in life.
- 2 Can you give me ..... money that you owe me?
- 3 I don't often watch ..... videos online, but ..... (video) you showed me was really funny.
- 4 I visited my aunt in ..... hospital on ..... Sunday.
- 5 My sister loves ..... Chinese food.
- 6 I'm going to ..... bank on Smith Street for some cash.
- 7 I like playing ..... basketball in ..... playground.
- 8 Is that blogger from ..... USA or from ..... Canada?

**3 USE IT! Work in pairs. Ask and answer the questions.**

- 1 What's your favourite day?
- 2 What types of music do you like?
- 3 Can you name any mountain ranges or rivers in English?
- 4 Which is the best football team in your country?
- 5 What sports or games do you play?
- 6 What's your favourite food?

**Finished?**

Write three more questions like those in exercise 3. Ask and answer in pairs.

**THINK!** Do you like shopping? Why / Why not?

**1** Complete the sentences with the words in the box. Which of the words in blue are nouns?

deliver exchange fit labels scans  
special offers try on window shopping

- You can return or ..... a product if you've got the receipt.
- When there are ....., products are cheaper than usual.
- Shops normally ..... big or heavy items.
- When your clothes are the right size, they ..... you perfectly.
- A changing room is a place where you can ..... clothes.
- When you're ....., you're outside shops looking at the products in the windows.
- At the checkout, a shop assistant ..... the bar codes on products to find out their prices.
- Shops must always show prices on ..... or shelves.

**2** 1.20 **PRONUNCIATION /r/ and silent r** Listen. In which words do you hear the letter r? In which words is it silent? Listen again and repeat.

bar code order perfect receipt  
special offers store tour try on

**3** 1.21 Study the diagram of the future of shopping. Then listen. In what order do you hear about topics A–F?

**4** 1.21 Listen again and complete the notes in A–F.

**5** **USE IT!** Write five sentences to describe your perfect shop. Then compare your sentences with a partner. Choose the best ideas.

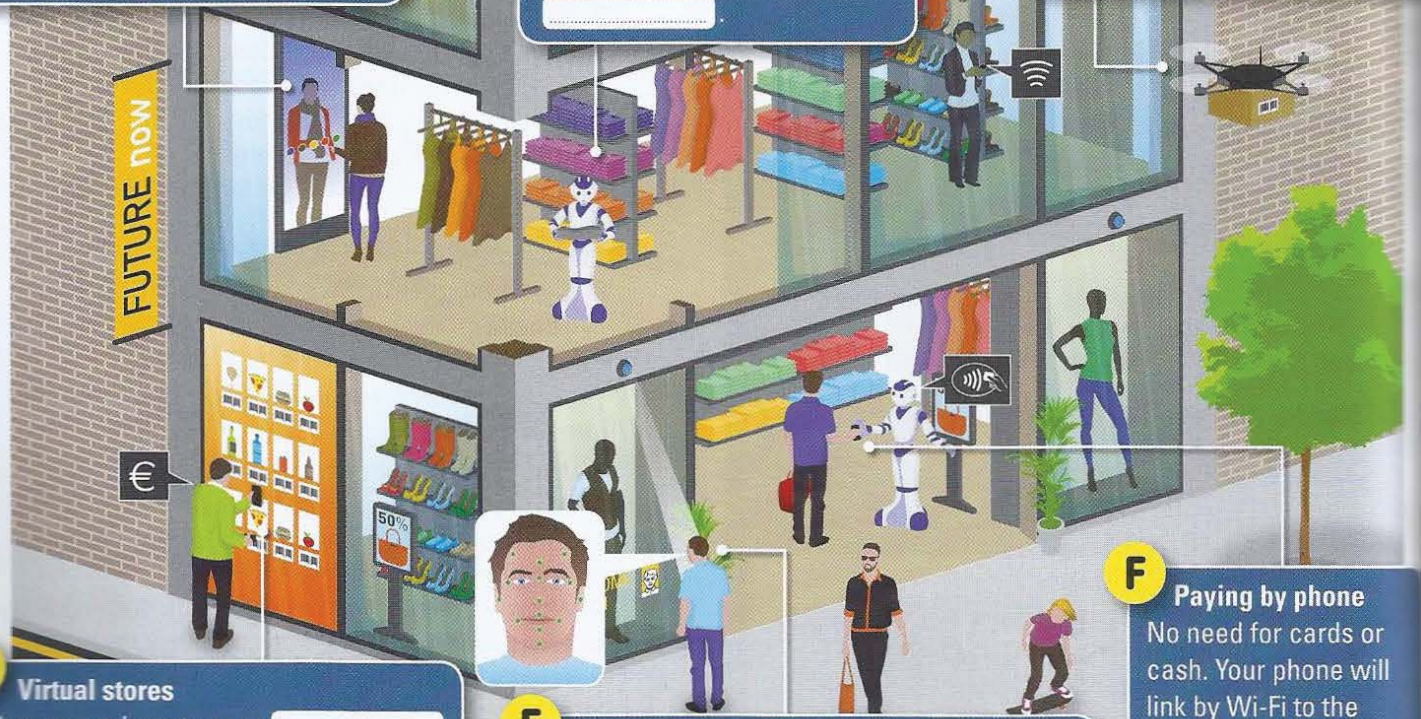
It delivers the things you order on the same day.



**A** **Digital changing room**  
Scanners measure you. The screen will show you how you'll look in different clothes. To change the colour or size, .....

**B** **Robot assistants**  
There won't be human shop assistants, but these robots will fill shelves and .....

**C** **Drone deliveries**  
Shops will have drones which deliver products in .....



**D** **Virtual stores**  
Use an app here to scan ..... of products. Your shopping will be at your house before you arrive.

**E** **Facial recognition**  
Cameras will detect your age, sex and the style of clothes ..... The ..... in the window will change to suit you.

**F** **Paying by phone**  
No need for cards or cash. Your phone will link by Wi-Fi to the checkout robot. You'll receive messages  
.....  
.....

can talk about plans and predictions.

Match a–e with examples 1–5.

- a future continuous .....
- b going to .....
- c present continuous .....
- d present simple .....
- e will .....

- 1 One day soon you'll be walking down this street.
- 2 You're going to buy a coat.
- 3 Shopping will be different in the future.
- 4 Your train leaves in ten minutes.
- 5 You're cooking for friends tonight.

Match the future forms from exercise 1 with rules 1–5.

RULES



- 1 We use this form when we plan or intend to do something in the future, but there isn't an exact date or time yet. ....
- 2 We use this form when we have organized something and there is an exact date or time. ....
- 3 We use this form for things which have a fixed timetable. ....
- 4 We use this when we make a prediction about the future. ....
- 5 We use this form when we talk about an action which will be in progress sometime in the future. ....

Remember!

We use *will* when we make a spontaneous decision and when we offer or promise things to people.

Choose the correct words to complete the dialogue. Explain your answers.

- Becky Bye, Mum. See you later. 'I'm meeting / I'll meet Grace for lunch at 2.00 p.m.
- Mum Where <sup>2</sup>will you have / are you having lunch?
- Becky At Richy's café. Why?
- Mum Oh, because I'm <sup>3</sup>leaving / going to leave for my dentist's appointment in half an hour. I can drive you to town if you want.
- Becky Ah no, it's OK, thanks, Mum. I'm sure <sup>4</sup>you'll leave / you're leaving late, as always.
- Mum Hmm. Have you got any plans for the afternoon? Are you <sup>5</sup>going to buy / buying anything?
- Becky Maybe <sup>6</sup>we'll go / we're going window shopping. Why not meet us later? If you're in town around 6.00 p.m., <sup>7</sup>we'll be having / we have a pizza in the place near the cinema.
- Mum OK, great.
- Becky Right. I'm going – my bus <sup>8</sup>will leave / leaves in two minutes. Bye!

4 Complete the sentences using the correct form of *will*, *be going to* or the future continuous.

- 1 I ..... (not buy) that. I've decided that it doesn't suit me.
- 2 It's holiday time! At six o'clock tomorrow we ..... (sitting) on the plane.
- 3 I promise that I ..... (pay) you when I've got some money.
- 4 Ask the shop assistant. He ..... (help) you.
- 5 We've got great plans. Our company ..... (sell) fresh air.
- 6 The football match starts at midnight. I ..... (sleep) already.

5 USE IT! Work in pairs. Study at the information in the leaflet and prepare answers for 1–7. Then tell the class your plans and predictions.

- 1 When are you going?
- 2 How are you going to get there?
- 3 What time do the shops open and close there?
- 4 What kind of things are you going to buy?
- 5 Do you think that you'll enjoy the experience?
- 6 What will be the best and worst things about the trip?
- 7 What will you be doing just before / after?

Congratulations!

You've won first prize!

This means that you and two friends have got twenty minutes' FREE shopping in your favourite shopping centre. Each of you will have one trolley which you can fill.



Finished?

Imagine you are going shopping. Write a paragraph about your plans and predictions using as many different future forms as you can.

# 3

## SPEAKING • A presentation

I can vary the speed and emphasis of my voice when giving a presentation.

**THINK!** Do you ever watch people describing products online? What have you seen?

**1** 1.22 Watch or listen to Joelle presenting a 'new' product. What features from a–j does she say that a book has?

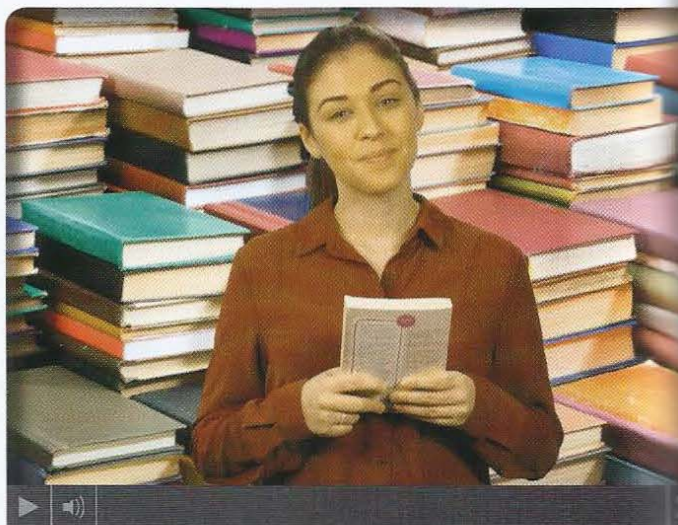
- |                      |                 |
|----------------------|-----------------|
| a light and portable | f convenient    |
| b electronic         | g luxury brand  |
| c versatile          | h easy to share |
| d tough              | i good value    |
| e fragile            | j special offer |

**2** Study the key phrases. Which phrases introduce new points?

**3** 1.22 Watch or listen again and complete 1–7 in the key phrases.

**4** 1.23 When we want to keep a listener's attention, it's a good idea to vary the speed and emphasis of what we're saying. Listen and repeat phrases 1–5. Which words does the speaker make longer?

- I think you're really going to like it.
- I can carry it easily with one hand.
- Some other products, in contrast, are a bit more fragile.
- You can use them anywhere.
- Now that's what I call good value!

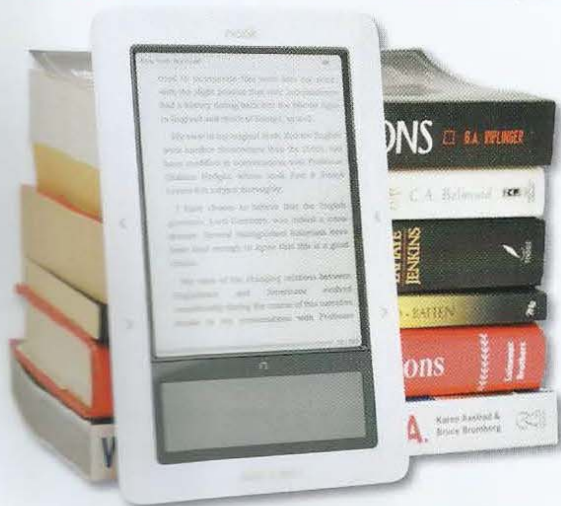


### STUDY STRATEGY

#### Engaging the audience

When you give a presentation, look at the audience and not at your notes. Make eye contact and remember to smile!

**5** **USE IT!** Follow the steps in the speaking guide.



### KEY PHRASES

#### Giving a presentation

I'd like to talk to you about ...  
 Let me start by showing you <sup>1</sup>.....  
 First of all, it's <sup>2</sup>.....  
 As you can see, <sup>3</sup>.....  
 Another advantage is that <sup>4</sup>.....  
 It's also worth mentioning that <sup>5</sup>.....  
 Finally, one big advantage of <sup>6</sup>.....  
 I think you'll agree that <sup>7</sup>.....

### SPEAKING GUIDE

#### A TASK

Choose a product and prepare a presentation to tell people about its features and advantages.

#### B THINK AND PLAN

- Think of three or four positive features of the product.
- Are there any similar products? Why is this better?
- Decide which key phrases you can use in your presentation.
- Think about what you're going to say, and make notes.

#### C SPEAK

Practise speaking from your notes once or twice. Then take turns to do your presentations.

#### D CHECK

Did you vary your speed and emphasis when you were talking?




## WRITING • An online gift guide

can describe and recommend products for other people.

**THINK** What was the last present you bought for someone? Where did you buy it and how did you choose it?

### Greg's GIFT GUIDE

**Looking for a present for someone?**  
Here are my tips for this month.

What's it called?	You Too 	VR Horror House 	Bigfoot slippers 
What's in the box?	eau de toilette	a new virtual reality game	animal-shaped slippers
Who's it for?	It's a 'unisex scent', so this will appeal to <b>both</b> boys <b>and</b> girls.	If you're a horror fan, you'll love this. It's not recommended for your grandma, though!	I think most people would appreciate a pair of these as a present.
Tell me more	This smells great – really fresh and original. It's not like some perfumes which are a bit heavy.	You walk around a realistic haunted house, looking for pieces of a puzzle and avoiding nasty surprises. It's VERY scary, <b>as well as</b> a bit violent.	These slippers are <b>not only</b> comfortable, they're <b>also</b> great fun. The only downside is that they're a bit big. They're available in other designs, too.
My verdict	I'm buying this for my sister and I'll take some occasionally for myself!	I think it'll be a hit, but I'm not going to buy it for anyone, because I can't afford it!	I'm going to get these for <b>both</b> my mum <b>and</b> my dad this Christmas. They'll look great.

Read *Greg's Gift Guide* and answer the questions.

- Which products is Greg going to buy?
- Which product is too expensive for him?
- Which friends and relatives does he mention?

Complete the key phrases with words from the text.

### KEY PHRASES


#### Describing and recommending products

- This will appeal to <sup>1</sup>.....
- If you're a <sup>2</sup>....., you'll love this.
- (not) recommended for <sup>3</sup>....., though.
- The only downside is that <sup>4</sup>.....
- The best thing about it is ...
- I think (that) it'll be <sup>5</sup>.....

**Language point: Conjunctions: as well as; both ... and; not only ... but also**

Study the conjunctions in **blue** in *Greg's Gift Guide*. Then write sentences with the prompts in 1–4 using each of the different conjunctions.

- This product is **both versatile and useful**. (versatile, useful)
- it's ..... (tough, light)
  - it will appeal to ..... (children, adults)
  - it's the perfect gift for ..... (boys, girls)
  - This snack is ..... (healthy, delicious)

**4**  **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a gift guide for three products. Use the suggestions in the box or your own ideas.

book clothing computer game  
jewellery perfume sports equipment

#### B THINK AND PLAN

- Look at the products and think of adjectives to describe each one.
- Think about who it is for and if you would buy it.

#### C WRITE

- What's it called? The name of the product
- What's in the box? The type of product
- Who's it for? Who would like the product?
- Tell me more A description of the product
- The verdict Are you going to buy it? Who for?

#### D CHECK

- key phrases
- conjunctions



# 4 Feelings

## VOCABULARY • Feelings and emotions

I can ask and answer questions about feelings.

- Extra listening and speaking
- Curriculum extra p99
- Culture p107
- Literature p116

**THINK!** What kind of mood are you in today?  
Why? What things change your mood?

**1** Read the *Emotions test* and match the adjectives in blue with nouns 1–12.

- |            |                 |               |
|------------|-----------------|---------------|
| 1 surprise | 5 annoyance     | 9 boredom     |
| 2 disgust  | 6 anger         | 10 sympathy   |
| 3 stress   | 7 embarrassment | 11 excitement |
| 4 worry    | 8 fear (x2)     | 12 relaxation |

### Remember!



Some adjectives have two possible endings:

-ed = how you feel



-ing = describes the thing, person, or situation

I felt bored. The film was boring.

**2** Do the *Emotions test*. Then check your answers with the key. How many did you get right?

**3**   1.25 Choose the correct words to complete the questions. Then watch or listen. Which questions do the people discuss?

- When did you last feel embarrassed / embarrassing?
- What kind of situations are stressed / stressful for you?
- What activities do you find most relaxed / relaxing?
- What are you frightened / frightening of?
- What is your most annoyed / annoying habit?

**4**   1.25 Study the key phrases. Then watch or listen again. What answers are given to the questions in exercise 3?

### KEY PHRASES

#### Talking about your feelings


I get quite / so ... when ...

I'm not that bothered by ...

There's nothing ... about ...

It makes me feel really ... when ...

What I find most ... is ...

**5**  **USE IT!** Work in pairs. Ask and answer the questions in exercise 3. Use the key phrases.

## The emotions test

This is a photo of a woman who is afraid. The emotion on her face is fear. When psychologists showed a picture like this to a group of adults and a group of teenagers, 100% of the adults correctly identified the emotion. However, only 50% of teenagers recognized that the emotion was fear. Some thought that it was surprise, others thought that it was anger. The results of many studies seem to show that in our teenage years we are not always good at recognizing emotions.



key 1E 2F 3C 4D 5A 6G 7B 8H



### Finished?

Think of alternative adjectives to describe the emotions in the photos.

Take the test. Match photos A–H with descriptions 1–8.

- 1 OK. It's great that I won a prize for my project, but now everybody's looking at me. Is that **embarrassing** or what?
- 2 I've got a friend who lets her pet dog lick her face sometimes. Yuck! I think it's **disgusting**.
- 3 It's **stressful** when my son is out late and doesn't call. At least he could send me a message or something. He's probably OK, but I'm still **worried**.
- 4 I hate it when I'm cycling and motorists drive too near me. Once I got really **annoyed** at a bad driver and I shouted at him at some traffic lights. I was SO **angry**.

- 5 When you find out that you've got a new baby cousin and you see how tiny he is, it's very **surprising**. He's so cute!
- 6 I'm not **afraid** of many things, but there's something about wasps ... I just find them really **frightening**. I think I had a bad experience with them when I was young.
- 7 Watching this video about the history of Alaska is the most **boring** thing I've done in my life! And does anyone feel **sympathetic** for me? NO!
- 8 Yay!!! I've passed my driving test, at last! This is so **exciting**! And my instructor is going to be so pleased. These last two years of lessons haven't exactly been **relaxing** for him!



A



E



B



F



C



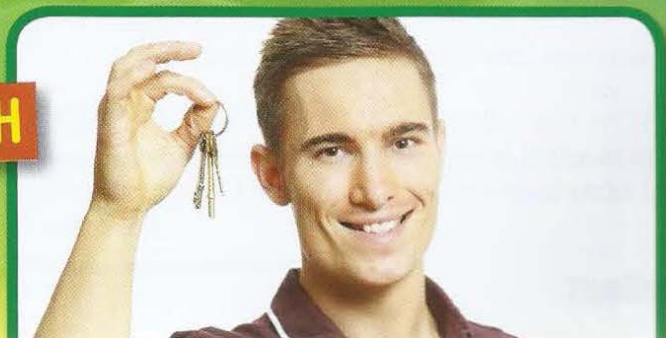
G



D



H



**THINK!** Do you think that animals are intelligent and have feelings? Why / Why not?

**1** Scan the blog. Choose from a–c.

- It's by a philosopher who is talking about the history of philosophy.
- It's by a person who is interested in the subject because they like animals.
- It's by a scientist who is talking about their work and advertising a book.

**2**  1.26 Read and listen to the text. Write *true* or *false* and correct the false sentences.

- The author gets on well with her pets. ....
- Studies today show that animals don't have thoughts or feelings. ....
- Dolphins sometimes protect humans from sharks. ....
- Chimpanzees show sympathy. ....
- Small-brained animals don't show sympathy. ....
- In the future, we'll know more about animals' emotions. ....

**3** Read the text again and answer the questions.

- How do people know more these days about animal behaviour?
- For how long do elephants visit their dead?
- Which animals in the blog are big-brained mammals?
- Why does the author think that Descartes was wrong?

**4** **VOCABULARY PLUS** Scan the blog and complete the two-part adjectives in 1–6. How do all of the adjectives end?

- |              |                |
|--------------|----------------|
| 1 four-..... | 4 broken-..... |
| 2 long-..... | 5 big-.....    |
| 3 one-.....  | 6 open-.....   |

**5** Complete the adjectives in 1–6. Use the *-ed* form of the words in the box.

behave blood eye hair hand skin

- Crocodiles are cold-..... creatures.
- That blonde-..... girl is my sister.
- It's difficult for me to use that pen because I'm left-.....
- You're such an excellent class. You're all very well-.....
- I'm tall and blue-..... like my father.
- I can't stay in the sun for long because I'm very pale-.....



**ANIMAL EMOTIONS**

If you've read my blog before, you already know that I'm an animal lover. My two dogs are the best four-legged friends in the world, and I've also adopted a long-haired, one-eyed cat with an attitude; she seems to know exactly what I'm thinking. So this month I wanted to ask a question: Can animals think and feel like we do?

In the 16<sup>th</sup> century, the philosopher René Descartes said that animals were like mechanical robots which didn't feel pain or have thoughts and feelings. Since then, opinions have changed, as scientists have spent a lot of time researching animals. Here are a few of the surprising things which they've observed:

- When an elephant dies, the other elephants in the group cover its body and stand next to it. They stay near the dead animal for days and seem broken-hearted. Members of the group will visit the place months and sometimes years later. It seems like they could be expressing their sadness. They might, perhaps, have emotions.



**6**  **USE IT!** Work in small groups. Ask and answer the questions.

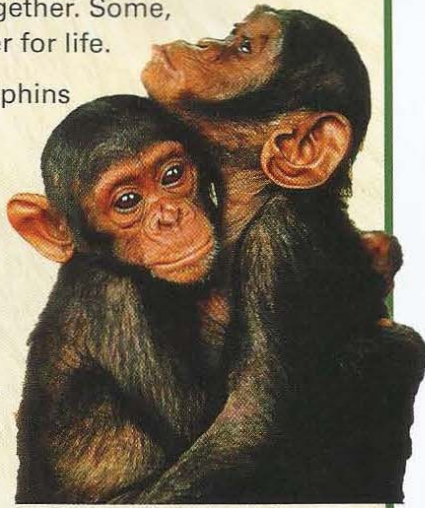
- Do you agree with the conclusion of the blog?
- Have you heard of any other cases of animal intelligence or emotions?



Whales act like they're happily in love. They embrace and play together. Some, like orcas, have one partner for life.

There are stories about dolphins which have protected humans from sharks. Captive dolphins also get excited when they receive rewards for doing tricks.

Studies show that chimpanzees are sympathetic to each other; one chimpanzee will hug another chimpanzee if it is hurt.

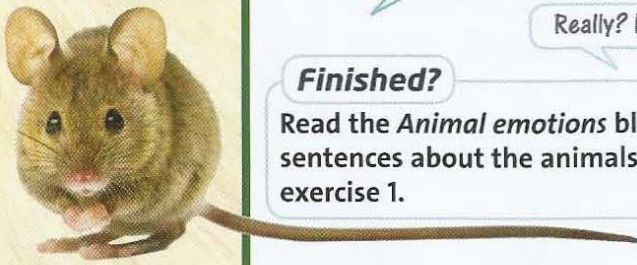


It's not only big-brained mammals which show sympathy. Crows, like elephants, stand in a group when one dies, and bring grass to cover the body. Scientists have also noted that mice appear worried when another mouse is in pain.

Animals in a group certainly have different personalities; some are confident; some are shy; some are relaxed; others are more aggressive and assertive.

What about Descartes? To me, it's pretty obvious that he was wrong. The evidence suggests that animals must feel something; they can't simply be like robots.

Researchers are using brain scans to discover more about animal behaviour, so we may know more about their emotions in the future. For now, we should be open-minded and considerate towards animals. They might be thinking more than we realize.



may, might, could, can, must

1 Read examples 1–5. What do the modal verbs in blue mean? Write possibly, definitely or definitely not.

- 1 They could be expressing sadness.
- 2 The evidence suggests that animals must feel something.
- 3 They can't simply be like robots.
- 4 We may know more in the future.
- 5 They might, perhaps, have emotions.

2 Choose the correct options to complete the rules.

RULES

- 1 We use may, might and could to express possibility / certainty.
- 2 We use must and can't when we are certain / not certain about things.
- 3 The modal verbs in exercise 1 change / don't change in the he, she and it forms.
- 4 We always / never use to after modal verbs.



3 Complete the sentences with an appropriate modal verb.

- 1 She's smiling, so she ..... be unhappy.
- 2 I'm not sure, but they ..... live in London.
- 3 You're going to Canada? You ..... be excited!
- 4 Orcas are rare here, but you ..... see one if you're lucky.
- 5 It ..... be frightening to see a shark when you're swimming.
- 6 England aren't a great football team. They ..... not win the match tomorrow.

4 USE IT! Work in pairs. Exchange opinions about ideas 1–6 using words from the box and the modal verbs in exercise 1.

be frightening be fun be intelligent  
be surprising have feelings have fun

- 1 horse riding
- 2 elephants
- 3 this film
- 4 my exam results
- 5 swimming with dolphins
- 6 spiders

Horse riding might be fun.

Really? I think it must be frightening.

Finished?

Read the Animal emotions blog again. Write five sentences about the animals using modal verbs in exercise 1.

**THINK!** What music do you listen to when you're in a good mood and a bad mood?


1 Read the blog and match eight of the words in blue with definitions 1–8.

- 1 go faster .....
- 2 make better .....
- 3 make louder .....
- 4 become happier .....
- 5 make less .....
- 6 make more .....
- 7 become more relaxed .....
- 8 prevent concentration .....

### STUDY STRATEGY

#### Identifying a speaker's tone

Listen carefully to how the person is speaking. Try to assess how he or she is feeling. This will help you to understand the context more easily.

2  1.27 Listen to situations 1–4, and for each one choose a word from box A and a word from box B to identify the speakers' mood and purpose.

A


angry energetic  
happy patient

B

argument discussion  
explanation instructions

3  1.27 Listen again and choose the correct answers.

- 1 The teacher wants Kevin to ...  
a slow down b speed up c stop
- 2 The man wants the young man to ...  
a turn down his music b relax  
c take off his headphones
- 3 The dentist says endorphins can help to ... pain.  
a reduce b increase c stop
- 4 The mother wants her son to ...  
a practise less b practise more  
c stop practising

4  **USE IT!** Work in pairs. Ask and answer the music questions.

- 1 What music do you put on to relax or calm down?
- 2 Does music distract you or help you to concentrate when you study?
- 3 Do your parents ever ask you to turn your music down or to turn it off?
- 4 What songs do you sing along to? Do you turn up the volume when you hear them?
- 5 Do you listen to music when you work out? Does it speed you up or slow you down?

### The surprising stuff blog

## Music, mood and health

When we turn on the radio and hear a good song, we cheer up, but scientific studies have shown that music affects our brains and bodies in many more ways.



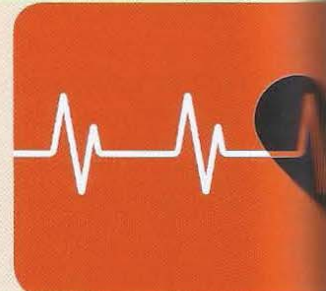
1 If you **turn up** the volume and **sing along** to your favourite songs, it's good for your heart and health. But if other people can hear the music from your headphones, you should **turn down** the volume – it could cause you hearing problems.

2 If you listen to fast music while you **work out**, it can **improve** your fitness, and help you to **speed up** your running. But you mustn't listen to music when you're cycling because it could **distract** you and cause an accident.

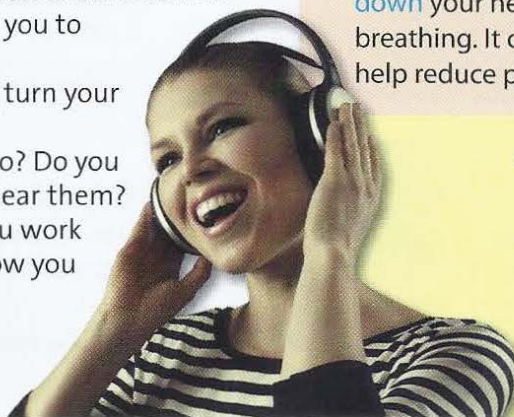


3 Listening to music can help you to **concentrate** on your homework. But it's better without lyrics, so **turn off** the rap and start playing something more melodic.

4 Music therapy **reduces** anxiety and helps people to **calm down**. Relaxing music **slows down** your heart and breathing. It can also help reduce pain.



5 Learning to play an instrument can **increase** your IQ, because you have to use both sides of your brain.



can talk about obligations and abilities.

**Ability: can, could, be able to**

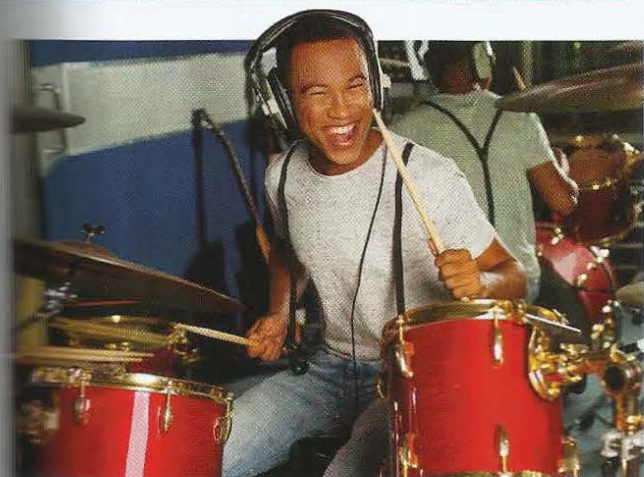
Study the examples and choose the correct options to complete the rules.

- 1 You can't turn down drums.
- 2 I couldn't hear you.
- 3 One day you'll be able to play the whole song.



**RULES**

- 1 We use **can / could** to express an ability in the past.
- 2 We use **can / could** to express an ability in the present.
- 3 We use **be able to / could** to express an ability in the future.



Complete the sentences with the correct forms of **can, could or be able to**.

- 1 Why don't you turn up the music. Then we'll all \_\_\_\_\_ sing along.
- 2 Turn down the music! I \_\_\_\_\_ concentrate.
- 3 I'm going to have singing lessons. Then I might \_\_\_\_\_ join a band.
- 4 We \_\_\_\_\_ turn on the TV because it was broken.
- 5 I really \_\_\_\_\_ exercise at the moment. I'm too tired.
- 6 \_\_\_\_\_ you speak English when you were three?
- 7 Will you \_\_\_\_\_ get to the party tomorrow?

Make sentences using phrases from the boxes.

I'm sure that people will be able to speak with animals in the future.

I don't think that I doubt that I'm sure that in the past, When I was younger, One day soon,	I my best friend my parents people this class scientists	can could will be able to
---	---	---------------------------------

**Advice and obligation: should, must, have to**

4 Read examples 1–6. Write **A** (advice), **O / P** (obligation or prohibition) or **N / O** (no obligation).

- 1 You must be careful. ....
- 2 You mustn't listen to music when you're cycling. ....
- 3 You have to concentrate if you're on the road. ....
- 4 You don't have to practise all day every day. ....
- 5 You should look where you're going. ....
- 6 You could have a break sometimes. ....

5 **1.28 PRONUNCIATION: Silent letters**

Listen. Which letters are silent? Listen again and repeat.

- 1 It could distract him.
- 2 We mustn't copy in exams.
- 3 I couldn't finish my project.
- 4 They should help us.

6 Choose the correct words.

- 1 You mustn't / shouldn't wake her up. She looks so peaceful.
- 2 You don't have to / mustn't help, but you can if you've got time.
- 3 You must / should turn off all music after midnight. That's the law.
- 4 I mustn't / don't have to eat chocolate. I'm allergic to it.
- 5 You have to / don't have to be in bed to feel relaxed.
- 6 We shouldn't / don't have to distract her. She's concentrating.



7 **USE IT!** Work in pairs. Complete the sentences with your own ideas.

For the world to be a peaceful place, ...

- 1 we should ...
- 2 we shouldn't ...
- 3 we must ...
- 4 we mustn't ...
- 5 we don't have to ...

To be in a good mood every day, ...

- 6 you should ...
- 7 you shouldn't ...
- 8 you have to ...
- 9 you don't have to ...



**Finished?**

Write a short paragraph giving advice about exams. Use **should, must and have to**.

# 4 SPEAKING • Talking about feelings

I can express sympathy and support.

**THINK!** Do you ever have to help friends when they're feeling down? When?

**Josie** What's up, Brad? You look a bit sad.  
**Brad** I didn't get into the swimming team. Not even the reserves.  
**Josie** Oh no! I'm surprised to hear that. You must feel really fed up.  
**Brad** Yes, I do.  
**Josie** I can imagine. Cheer up – we know that you're a good swimmer. You mustn't get too down about it.  
**Brad** I can't help it. It's really disappointing.  
**Josie** Hey, look on the bright side. Now you don't have to get up early for training every day!  
**Brad** Yeah, but I really enjoyed all that.  
**Josie** Don't worry. It's not the end of the world. I'm sure you'll get another chance. You just have to keep improving.  
**Brad** I suppose I could try again in the autumn. There are more trials then, and I can practise all summer.  
**Josie** Exactly. It may even be better then. It's a busy time now anyway, with all the exams and stuff.  
**Brad** Hey, you're right. It might not be so bad after all. Thanks, Josie.



**1** 1.29 Read and listen to the dialogue. How is Brad feeling? Why?

**2** 1.29 When we speak, we can convey our feelings with the tone of our voice. Read the key phrases. Then listen again and practise the dialogue. Try to use a sympathetic tone of voice.

## KEY PHRASES

### Expressing sympathy and support

I'm (really) sorry / sad / surprised / amazed to hear that.  
 You must feel ...  
 I can imagine.  
 Cheer up. / Calm down.  
 Look on the bright side.  
 Don't worry.  
 It's not the end of the world.  
 You just have to ...



**3** 1.30 Watch or listen to another dialogue. Answer the questions with a partner.

- 1 What's Jan's problem?
- 2 What does Ned say about London?
- 3 How does Jan feel at the end?

**4** 1.30 Watch or listen again. Which key phrases do you hear?

**5** Read tasks A and B. Which situation did you watch or hear in exercise 3?

### Task

**A**

Your friend thinks that he / she might have to move to a different town or city. Give sympathy and support.

### Task

**B**

Your friend has failed his / her biology exam. Give sympathy and support.

**6** **USE IT!** Work in pairs. Act out situation A or B.

**4 WRITING • A post on an advice forum**  
I can write a post giving advice on an internet forum.

**THINK!** In what kind of situations do people ask for advice on the internet?

**1** Read the forum post. What advice does Kim give to Lauren? What do you think of the advice?

## Friends forum



I've just started at a new school and there's a group of people I hang out with. We have a laugh together, but it bothers me when they say that only 'sad' people study a lot. Last week they teased me when I got good marks in a history test. I'm not sure if I like that. **Lauren**



Hey, Lauren,  
OK, well this is a slightly annoying situation, isn't it? But quite common, IMO. Let's think. What could you do? For a start you should probably ask these people why it's 'sad' to do well. They might be having problems with some of the work. Hey – you could even offer to help them. What do you reckon? What else? Are you meeting a lot of new people at the moment? I bet that there are LOADS of other people that you can be friends with if you want. Just be yourself, 'cos then I can guarantee that people will respect you. If you're studying, that's cool. You're obviously popular and you don't have to change who you are. And one more thing. You did the right thing asking for advice. It's never a bad idea to talk to other people about it. Like they say, 'a problem shared is a problem halved'. Anyway, good luck and I hope that things work out for you. **Kim**



**2** Complete the key phrases.

### KEY PHRASES

**Conversational phrases**  
Hey. \_\_\_\_\_ else?  
Let's <sup>1</sup> ..... I bet / I reckon ...  
For a <sup>2</sup> ..... And one more <sup>3</sup> .....  
What do you <sup>3</sup> .....? Anyway, ...

### Language point: Conversational tone

- 3** Study points 1–4 and find examples in the post.
- A text with a conversational tone ...
- 1 includes questions for the reader.
  - 2 uses informal and conversational language.
  - 3 uses question tags.
  - 4 sometimes uses CAPITALS, **bold**, *italic*, underlined words or emojis for emphasis.

**4** **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

**A TASK**  
Choose one of the situations and write a post giving advice to the person with the problem.

I've been receiving annoying texts and I don't know who they're from. Ed

My friend's probably moving to another town eighty kilometres away soon. Sally

- B THINK AND PLAN**
- 1 What do you think of the situation?
  - 2 Is this a common problem?
  - 3 Who should the person talk to first?
  - 4 What other advice can you think of?
  - 5 What can you say to support and sympathize with this person?

**C WRITE**

**Paragraph 1:** Talk about the problem and say who to speak to.  
**Paragraph 2:** Give more ideas and advice.  
**Paragraph 3:** End the post and reassure the person.

- D CHECK**
- modal verbs
  - conversational tone

## Vocabulary

- 1 Complete the sentences with adjectives formed from the nouns in brackets.**
- The talk was so ..... (boredom) that I fell asleep.
  - What a ..... (disgust) smell! I think it's the fish.
  - She was very ..... (sympathy) when I lost my phone.
  - I was ..... (worry) because I hadn't revised.
  - I hate singing in public. It's ..... (embarrassment).
  - He gets ..... (annoyance) when we're late.
- 2 Complete the sentences with the words in the box.**

along down off on out up

- Could you turn the radio ....., please? I want to hear the news.
- Calm .....! Getting in a panic won't help.
- I work ..... at the gym twice a week.
- Please turn ..... the lights when you leave the room.
- I love singing ..... to my favourite songs.
- Cheer .....! It's not as bad as you think.

## Language focus

- 3 Complete the sentences with the affirmative or negative form of *can, could, may, might* and *must*. Sometimes there is more than one possible answer.**
- He ..... be Joe's dad. They're the same age!
  - I'm not sure, but they ..... be from Sydney.
  - She's crying. She ..... be very upset.
  - There aren't many bears here, but you ..... see one if you're lucky.
  - Italy are playing well, but Brazil are also really good. They ....., perhaps, win the World Cup.
  - Driving in a snow storm ..... be very stressful.
- 4 Choose the correct words.**
- He's always tired. He **shouldn't / couldn't / has to** go to bed so late.
  - She **couldn't / mustn't / was able to** take the exam. She was in hospital.
  - You **aren't able to / mustn't / don't have to** get up early. It's Saturday.
  - In two years' time, I **am / was / 'll be** able to drive.
  - You **mustn't / could / don't have to** cycle on the grass. It's illegal.
  - Andy's results are bad. He **can / had to / should** work harder.

## 5 Complete the dialogue with the phrases in the box.

have to leave    have to wait  
'll have to buy    might get    must get  
mustn't forget    should take    shouldn't put

- Sue Do we <sup>1</sup> ..... at 5.00 a.m.? It's terribly early.
- Tim Yes, we <sup>2</sup> ..... there early. It's the best time to see wild animals.
- Sue Do you think I <sup>3</sup> ..... a book? I'll get bored if we <sup>4</sup> ..... for ages.
- Tim No. We'll have to walk for two hours. You <sup>5</sup> ..... heavy things in your backpack.
- Sue OK. We <sup>6</sup> ..... the map! We <sup>7</sup> ..... lost.
- Tim You're right. Have we got a map?
- Tim No, we <sup>8</sup> ..... one.

## Speaking

### 6 Match sentences 1–5 with responses a–e.

- I've failed my biology exam.
  - I've had another argument with Anna.
  - Oh, no! I've broken Dad's favourite cup.
  - I've lost my wallet. I had €20 in it.
  - I'm really disappointed we didn't win the game.
- Oh, dear! I'll pay for your lunch.
  - I'm sorry to hear that. I know it was difficult.
  - Again? You must be feeling fed up with her.
  - It's not the end of the world. He'll buy a new one.
  - I can imagine. But don't worry – you'll play better next time.

## Listening

### 7 1.31 Listen to a talk on the effects of music. Choose the correct answers.

- How does music affect plants?
  - They grow faster.
  - It kills them.
  - It can help or harm them.
- What are plants most sensitive to?
  - the type of music
  - the volume
  - how long it plays
- What music can help a dog relax?
  - classical music
  - loud music
  - heavy metal
- Why do farmers play music to cows?
  - To calm them.
  - To get more milk.
  - Because they enjoy it.
- Which animals don't seem to enjoy human music?
  - cats
  - elephants
  - fish



**Remember!**

Look out for key words when you read a text. They can help you identify and remember the most important ideas. Key words are usually nouns and verbs. They are often repeated more than once in a text.

**1 BEFORE YOU READ** Work in pairs. What materials do you think Barbicane will need to build the cannon? How are they going to build it?

**Chapter 4 • A telegram**

The next day at the Gun Club, Barbicane looked at a big map of the USA.

'Our projectile must leave from Tampa in Florida,' he said. 'We must go there and find a hill where we can build the cannon.'

'But what about the money for it?' asked Elphinstone. 'I'm going to write to the richest people in every country and ask for money,' said Barbicane. 'Many people will want to help us to send a communication to the moon.'

A few days later, Barbicane had five and a half million dollars. It came from many different countries, like the USA, Russia, Turkey, Belgium and France.



'Now we can make our cannon!' said Barbicane. And he booked a ship to Florida with Captain Elphinstone, Tom Hunter and J.T. Maston.

When they arrived, they started looking for the best place. They went through trees, over rivers and across the country. At last, they stood on a hill.

'This is a good place for our cannon!' cried Barbicane. 'First we need to make a big hole far down into the hill, then build 1,200 furnaces around it.'

Thousands of workers came from across the country. They worked day and night until, eight months later, the hole and the furnaces were ready.

'Now we can make the metal for the cannon,' said Barbicane. 'At twelve o'clock, we're going to make a fire in every furnace.' Long rivers of hot red metal moved from the furnaces to the dark hole. By night time, they were finished. After a few weeks, when the metal was cold, the workers made a long hole down through it.

'We have our cannon!' said Barbicane to Maston and Hunter. 'I think Nicholl needs to give me some money.'

The next day, a letter with two thousand dollars came for Barbicane. 'This isn't going to be the last letter from Nicholl!' he laughed.

A week later, Barbicane had a telegram.

PARIS, FRANCE  
TO BARBICANE, TAMPA, FLORIDA  
CHANGE THE PROJECTILE. MAKE A PLACE FOR A MAN  
INSIDE IT. I PLAN TO GO IN IT. I AM ARRIVING SOON  
ON THE SHIP ATLANTA.  
MICHEL ARDAN

'Who is this man, Ardan?' cried Barbicane. 'Change the projectile? No, we're not going to change our plans now!'

Two weeks later, the *Atlanta* arrived in Tampa and President Barbicane met the French adventurer Michel Ardan.

**2 READING CHECK** Work in pairs. Complete the summary. Write one word in each gap.





People from different countries gave *money* to the Gun Club. Barbicane and his friends travelled to Florida by <sup>1</sup>..... They wanted to build the cannon on a <sup>2</sup>..... It took eight months to make the <sup>3</sup>..... and the furnaces. Then they made a lot of hot <sup>4</sup>..... in the furnaces. A Frenchman, Michel Ardan, sent a <sup>5</sup>..... He wanted to go to the moon.

**3 WHAT DO YOU THINK?** Work in pairs. Discuss what you think will happen in the next chapter. Think about Michel Ardan. What kind of person do you think he is? Will President Barbicane like his idea? Is he going to change the plans for the projectile?

# 5 Discovery

## VOCABULARY • Discovery and invention

I can talk about different discoveries and inventions.

-  Extra listening and speaking p95
-  Curriculum extra p100
-  Culture p108
-  Project p114

**THINK!** Name five inventions from the last 100 years and five inventions from previous centuries.

- 1 Complete the gaps in the stories about discoveries 1–8 with the words in the box. Which sentence do you think is false?

capsule drug electricity headaches  
life microchip radar species





### STUDY STRATEGY

#### Learning new words in families

When you learn a new word, study other words in the same family in your dictionary. Learning words in families makes them more memorable and helps you learn a lot of words quickly.

- 2 Study the words in **blue** in the stories about discoveries. Copy and complete the table with the base form of each verb and a noun for each of the verbs.


Verb (base form)	Noun
invent	invention
design	design

- 3   1.32 Watch or listen to four people talking about inventions. Write down the inventions or discoveries they mention.
- 4   1.32 Study the key phrases. Then watch or listen again. Which key phrases do you hear?

### KEY PHRASES

#### Talking about discoveries and inventions

It's hard to imagine life without ...  
I think that someone needs to invent ...  
I can't think of anything better than ...  
... is / are at the top of my list.  
An important goal now is to ...  
I think the thing we'd miss most is ...

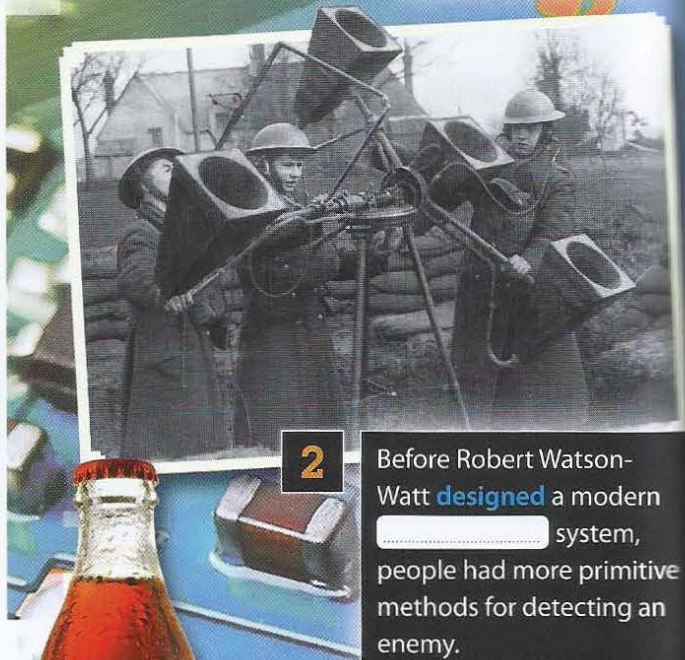
- 5  **USE IT!** Think of answers for questions 1–4. Then compare your ideas with a partner. Use the key phrases.

- 1 What do you think is the best and the worst discovery or invention?
- 2 Which three discoveries or inventions are most useful for school?
- 3 What invention do we need in the future?
- 4 Which invention would you miss most at home?



1

People **invented** the wheel more than 5,000 years ago. Recently, in a survey of the most important inventions of all time, people chose the wheel, the internet and .



2

Before Robert Watson-Watt **designed** a modern  system, people had more primitive methods for detecting an enemy.



3

John Pemberton was a pharmacist who hoped to **cure**  with a mixture of coca leaves and cola nuts. An assistant accidentally added water, **creating** a drink which later became Coca-Cola.

### Finished?

Think of an invention. Write what it does and how it works. Read your description to a partner for him / her to guess.

# Discovery stories

6

We have been **exploring** space since the 1960s. Nowadays, scientists are researching how we can **adapt to** \_\_\_\_\_ in space in the future.

5

In 1865, Jules Verne wrote *From the Earth to the Moon*. In this story, he **imagined** astronauts travelling from Florida to the moon in an aluminium \_\_\_\_\_ . In 1969, that really happened.

4

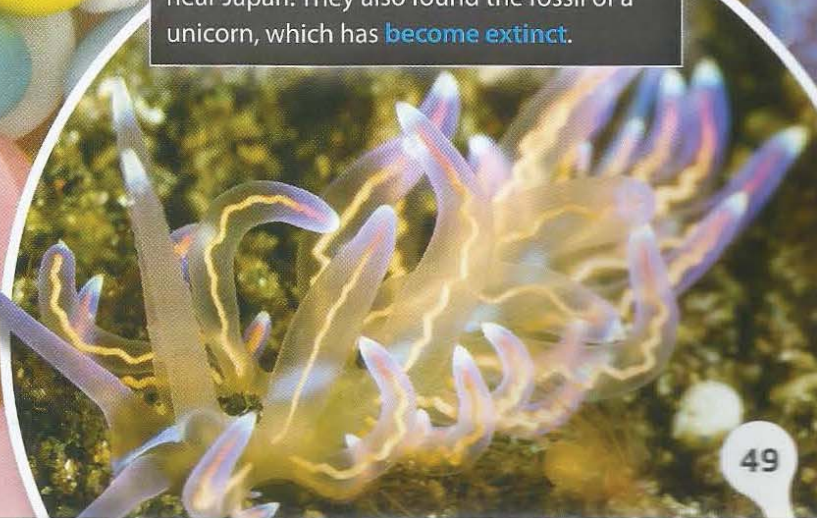
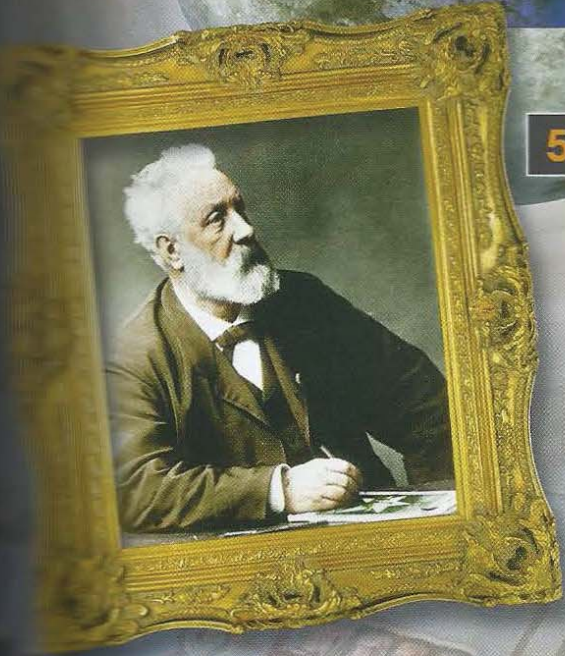
People sometimes **experiment** with their own bodies. Professor Kevin Warwick implanted a \_\_\_\_\_ into his arm and into his wife's arm. Now, when she feels something, he feels it too.

7

When researchers **develop** a new \_\_\_\_\_ , they often use animals to **test** it, but they also pay people. 'Human guinea pigs' stay in comfortable clinics and receive good care while they do this risky job.

8

Scientists identify approximately 18,000 new \_\_\_\_\_ every year. In 2015, they **discovered** this beautiful sea creature near Japan. They also found the fossil of a unicorn, which has **become extinct**.



# 5 READING • A presentation

I can guess the meaning of words in a text using context and previous knowledge.

**THINK!** How do scientists learn from plants and animals? What animals can you see on page 51?

1 **1.33** Read and listen to a student's presentation. In what order do pictures A–F appear in the slide show?

2 Study the highlighted words in the text. What do you think they mean? Explain your answers using some of the key phrases.

## KEY PHRASES

It's logical because ...

It might be ... because ...

I recognize part of the word, it means ...

The word ... is similar in my language.

3 Complete the student's summary notes for his presentation with information from the text. Use one word in each space.

### Biomimicry

Explain origin of the <sup>1</sup> ..... (from Greek).

Early example = Leonardo da Vinci copied bat <sup>2</sup> .....

Kingfisher beak and boxfish both have perfect <sup>3</sup> .....

Engineers ✓✓ Other professions to mention = <sup>4</sup> ..... and

<sup>5</sup> .....

New robots look more like <sup>6</sup> ..... and not <sup>7</sup> .....

Conclusion: <sup>8</sup> ..... can provide solutions – so look around you!!

4 **VOCABULARY PLUS** Find the noun form of words 1–6 in the texts on pages 48–50. Which three suffixes can you identify?

1 electric (*adj*) ..... 4 inspire (*v*) .....

2 develop (*v*) ..... 5 imitate (*v*) .....

3 flexible (*adj*) ..... 6 protect (*v*) .....

5 Make nouns from these verbs and adjectives. Then check your answers in a dictionary.

1 creative (*adj*) ..... 5 measure (*v*) .....

2 human (*adj*) ..... 6 mobile (*adj*) .....

3 improve (*v*) ..... 7 move (*v*) .....

4 innovate (*v*) ..... 8 predict (*v*) .....

6 **USE IT!** Work in small groups. Brainstorm ideas for your own 'zoobot' – a robot based on animals. Think about what it can do, and which natural organisms it mimics.

Let's create a zoobot that can go in water and on land.

Crocodiles can move on land and water.  
We could take inspiration from that.

## Biomimicry: Design inspired by nature

### Slide 1

Today, I'd like to give a short presentation on biomimicry. The word 'biomimicry' comes from the Greek words 'bios', meaning life, and 'mimesis', meaning imitation. So biomimicry is when we copy nature. It's a new word for an old idea – nature inspired many historical developments in science and technology. For example, take Leonardo da Vinci. When he designed a wing for a flying machine, did he invent something new? No, he basically copied bat wings after studying their structure.

### Slide 2

Copying nature makes a lot of sense. The elegant designs of plants and animals can provide simple solutions for complex problems. So when engineers needed to develop the most efficient shape for a high-speed train, they found inspiration in the shape of a kingfisher's beak. And when Mercedes Benz was experimenting to find an aerodynamic shape for a car, they found that the anatomy of the yellow boxfish was surprisingly efficient.

### Slide 3

It's not only engineers who find practical solutions in nature. Architects, for example, saw how a pangolin's scales give it protection and also allow air to circulate around its body – perfect 'technology' for ventilating a big building. Sports scientists discovered that elite swimmers can improve their performance by wearing swimsuits which mimic the texture of sharkskin.

### Slide 4

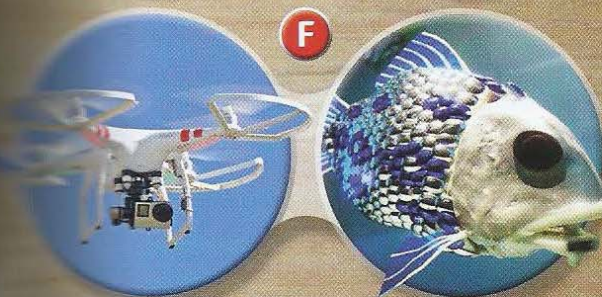
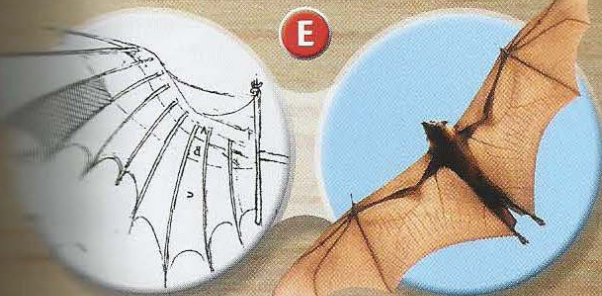
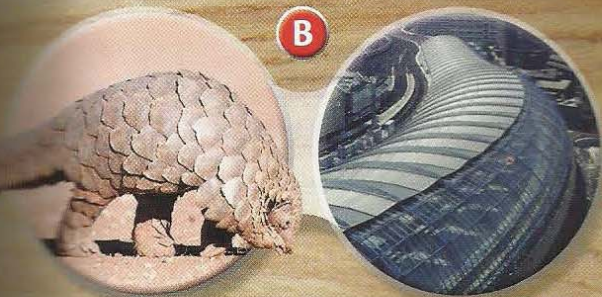
Another exciting branch of biomimicry is sometimes called zoobotics, because it combines zoology and robotics. Scientists are researching how animals can be so strong, light, fast and flexible, and they're using this information to design new robots. In the past, robots all looked like machines, but in the future, we'll see dragonfly drones, microbots as strong as ants, and underwater robots with the flexibility of an octopus.

### Slide 5

I'd like to conclude this presentation with a suggestion: we've got a lot to learn, but nature is a great teacher so let's look around us for solutions. Sometimes, the answer to our problems might be right in front of our eyes.

Thank you for listening.

I can talk about my aspirations.



- 1 Study examples a–f. Then match them with rules 1–6.
- a Leonardo da Vinci copied the wings of a bat after **studying** their structure. ....
  - b **Copying** nature makes a lot of sense. ....
  - c John Pemberton hoped **to cure** headaches. ....
  - d Researchers use animals **to test** new products. ....
  - e It's difficult **to imagine** life without a smartphone. ....
  - f Jules Verne imagined astronauts **travelling** to the moon. ....

**RULES**



We use gerunds (the **-ing** form of verbs) ...

- 1 as the subject of a sentence.
- 2 after prepositions.
- 3 after some verbs, e.g. *practise, finish, complete, imagine*.

We use infinitives (the base form of verbs) ...

- 4 to explain the aim or purpose of an action.
- 5 after adjectives.
- 6 after some verbs, e.g. *intend, plan, learn, hope*.

- 2 Complete the sentences with the gerund or infinitive form of the verbs in brackets. Which rule (1–6) in exercise 1 explains your answers?

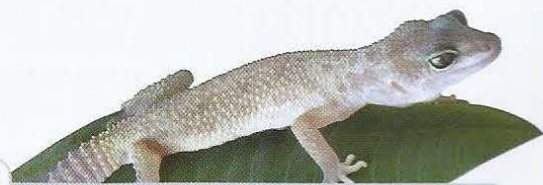
It's better **to work** (work) with nature **than to fight** (fight) against it.

- 1 ..... (See) a shark **would be an amazing** experience.
- 2 I **want to stop** ..... (drive) and start ..... (cycle).
- 3 I'd like ..... (go) to Hawaii ..... (see) the volcanoes.
- 4 I **sometimes dream of** ..... (be) on a desert island.
- 5 **In the future, I aim** ..... (be) a great scientist because I **really enjoy** ..... (find) out new things.

- 3 **USE IT!** Talk about your own ideas and aspirations. Use the **blue** phrases from exercise 2.

It's better to swim in the sea than in a swimming pool.

I think it's better to play sports than to watch TV.



**Finished?**

Write a paragraph about your ideas and aspirations, using your answers from exercise 3.

**THINK!** How many planets can you name in English?

- 1 Read the live chat and check the meaning of the words in **blue**. Which words are similar in your language (cognates)?
- 2 Think about questions a–g. Do you know any of the answers? Compare your ideas with a partner.
- 3  1.34 Listen to the podcast. Which of questions a–g do the experts answer? Did you hear any of your answers?
- 4  1.34 Read 1–6. Then listen again and complete the sentences with information from the podcast.
  - 1 In four billion years, our sun will be about ..... hotter.
  - 2 You can't hear music or voices in space because it's a .....
  - 3 The presenter mentions a video of an astronaut playing the guitar in the .....
  - 4 The meteor in 2015 was ..... miles from Earth.
  - 5 The meteor was travelling at ..... kilometres an hour.
  - 6 ..... are more dangerous than sharks – they kill ..... people a year.
- 5  1.35 **PRONUNCIATION: The letters ea** Listen to the words and then repeat. In which two words are the letters **ea** pronounced in the same way?
 

death   disease   earth   threat
- 6  **USE IT!** Make as many questions as you can using the **blue** words. Then share your questions with the class. Which questions would you send to a live chat?

How many species are there on Earth?  
Is there more than one universe?



## WHAT IF ... ?

Live chat followed by our weekly podcast

This week – Send us your science questions about Earth and space



**If a coin fell on me from a skyscraper, would it kill me?**

No. **Gravity** would accelerate it a bit, but a coin is flat and small, so it would fall quite slowly through the air. It wouldn't really hurt you. A metal biro **WOULD** be dangerous.



**What would happen if everyone on Earth jumped at the same time?**

Not much. Tell me when you've organized it!



**What disease is the biggest threat to humans?**

If we aren't careful, diseases will become resistant to antibiotics. So something which isn't dangerous now might be **VERY** dangerous in the future, and could become an epidemic.



**What would have happened if dinosaurs hadn't become extinct?**

It's hard to say, but we think that they would have eaten us for a long time.

- a) What will we do if the **sun** dies?
- b) If an **astronaut** played a guitar in **space**, would anyone hear it?
- c) Is there life on Mars or any other **planet**?
- d) What are the chances of a really big **meteor** hitting Earth?
- e) Which **species** causes the most **deaths**?
- f) How many **stars** and planets are there in the **universe**?
- g) How would we greet **aliens** if they came to Earth? Is there a plan?



I can talk about possible and hypothetical situations.

Conditionals

Study sentences a–d and match them to the types of conditional.

- a Diseases will become resistant to antibiotics if we aren't careful. ....
- b If you played guitar in space, nobody would hear. ....
- c Sound doesn't travel if there isn't any air. ....
- d If the meteor had hit Earth, it would have destroyed a big area. ....

RULES

- 1 We use the **zero conditional** for a fact or a situation which is generally true.
- 2 We use the **first conditional** for a situation which is possible and probable.
- 3 We use the **second conditional** for a situation which is possible but not probable.
- 4 We use the **third conditional** for a hypothesis about a situation which didn't happen in the past.

Complete the table with the words in the box.

past past perfect present will would have

Type of conditional	if clause	Result clause
Zero	present	1 .....
First	present	2 ..... + base form
Second	3 .....	would + base form
Third	4 .....	5 ..... + past participle

Study the examples of conditionals in the visitor's guide. Choose the correct verb forms.

EARTH – A VISITOR'S GUIDE

Welcome to Earth! We're between the planets Venus and Mars.

To survive, humans need food and water – but if we eat **eaten** too much food, we become ill.

Most plants here need water, food and light. If you keep a plant in the dark, it **won't / wouldn't** grow.

We love being outside in the sun, but if we don't wear special protection, our skin **burns / burnt!**

We're friendly, but people here can be selfish. If we share **/ shared** things more, it would be a better place.

There are a lot of us here. If our population grows **/ grew** more, we'll need a new place to live.

A lot of other species are near extinction. If we don't protect them, **they'll / they'd be** disappear.

Some species have already gone ☹️.

If you **came / you'd come** sixty-five million years ago, you **will / you'd** have seen some amazing dinosaurs.



If and unless

Remember!

if + not = unless

If we **don't** protect tigers, they'll become extinct.  
**Unless** we protect tigers, they'll become extinct.

4 Rewrite sentences 1–6. Use *unless* in sentences 1–3 and *if* in sentences 4–6.

- 1 You won't see that star if you don't use a telescope.
- 2 If we don't experiment, things won't change.
- 3 We won't discover new species if we don't explore.
- 4 Our bodies won't be strong unless there's gravity.
- 5 Unless you design something better, we'll use this.
- 6 We won't invite aliens here unless they're interesting.

5 Make third conditional sentences by combining the sentences below.

Galileo had lenses. He designed a telescope.  
 If Galileo hadn't had lenses, he wouldn't have designed a telescope.

- 1 My grandad bought a lottery ticket. He won €5,000!
- 2 I didn't study my science textbook. I didn't pass the exam.
- 3 They didn't have antibiotics in the past. Diseases killed millions of people.
- 4 Leonardo da Vinci wrote in code. People didn't understand his documents.

6 USE IT! Complete questions 1–6 with the correct verb forms and write true answers. Then ask and answer the questions with a partner.

More of your 'What if ... ?' questions.

- 1) If you ..... (be) an animal, which would you be?
- 2) If you travelled to Mars, what things from Earth ..... (you / miss)?
- 3) If you could only take three species of animal to another planet, which ..... (you save)?
- 4) If your parents ..... (give) you a different name, what would you have preferred?
- 5) If you had been born in another country, how ..... (your life / be) different?
- 6) If you travel in the future, where ..... (you / go)?

Finished?

Write three more *What if ... ?* questions using different conditional forms. Ask and answer in pairs.

# 5

## SPEAKING • Giving opinions

I can discuss a topic and express my opinion in different ways.



**THINK!** Would you like to go into space? Why / Why not?

- 1** Read the task. Then read opinions 1–4.  
Which comments are in favour of space exploration?  
Which are against?

**▶ TASK**

Read the statement. Discuss the topic and give your opinion.

*“Space exploration is a waste of money.”*

- 1 It would be better to spend money on other things.
- 2 We need to know what’s out there.
- 3 Scientists do useful experiments there.
- 4 Earth has its own problems. We should fix them first.

- 2** 1.36 Watch or listen to Sam giving his opinion about the topic. Choose the correct option.

- a He’s mostly in favour of space exploration.
- b He’s completely in favour of space exploration.
- c He’s mostly against space exploration.
- d He’s completely against space exploration.



- 3** 1.36 When we give opinions about something, it’s a good idea to vary the phrases that we use to introduce those opinions. Listen or watch again. Which key phrases does Sam use?

### KEY PHRASES

#### Giving opinions: avoiding repetition

I believe / don’t believe (that) ...  
In my opinion, ...  
I doubt that ...  
There’s no doubt (in my mind) that ...  
It’s true / It isn’t true that ...  
I can / can’t see why people think that ...  
As far as I can see, ...  
If / When you think about it, ...

- 4** **USE IT!** Follow the steps in the speaking guide.

### SPEAKING GUIDE

#### A TASK

‘It’s important and necessary that we use animals in research to test products and drugs.’ Discuss.

#### B THINK AND PLAN

- 1 Think about the topic. Which of these words are useful for you?

alternatives companies cruel  
cure develop disease essential  
products test useful

- 2 Think about what you’re going to say. Make notes. Use the key phrases.

#### C SPEAK

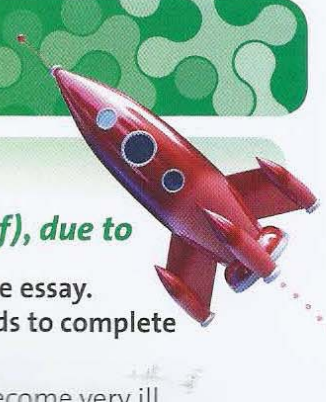
Record yourself giving opinions.

#### D CHECK

Watch or listen to your recording. What can you improve?

- avoiding repetition
- speaking clearly
- pronunciation





**THINK!** Do you think that space exploration is a waste of time and money? Why / Why not?

- Read the essay and answer the questions.
- How many reasons does the writer give in favour of space exploration and research?
  - Which of the opinions do you agree or disagree with?
  - Which conditional sentences does the writer use?

## DO YOU THINK THAT SPACE EXPLORATION IS WORTH IT?

Space exploration is an expensive business, and many people believe that it is not worth it, **due to** the time, cost and danger involved. However, I am definitely in favour of exploring space, for several reasons.

In the first place, I believe that exploring is important **because** scientists have discovered many interesting things about our planet and others. Unless we send astronauts and satellites to space, we won't learn more about the universe. Furthermore, much of the technology we have on Earth today was invented **because of** space exploration, such as solar panels and mobile phone cameras. In my opinion, these items would not have been created if NASA had not spent time and money developing them. Finally, we don't know what will happen on Earth in the future. If we needed to leave Earth **due to** a terrible war or an epidemic, for example, space would be a good place to go.

In summary, it is my opinion that space exploration is vital, and it is a valuable use of time and money.

### Language point: *because (of), due to*

- 3 Study the words in blue in the essay. Then choose the correct words to complete the sentences.
- Astronauts in space can become very ill **because / due to** the lack of gravity.
  - I like looking through a telescope **because / due to** I want to learn more about the universe.
  - I'm against animal testing **because of / because** I think it's cruel.
  - Many of the medicines we use today are safer **because of / because** animal testing.

4 **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

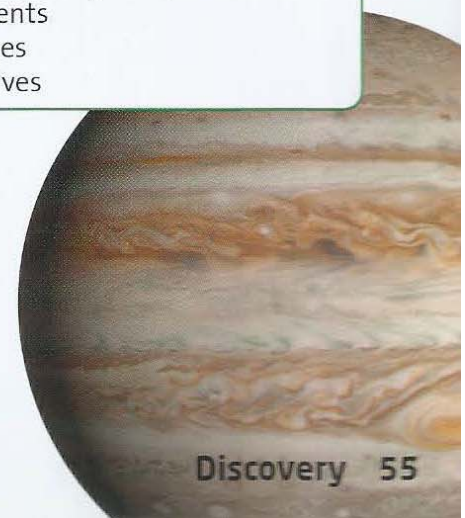
- A TASK**  
Write an essay giving your opinion about the use of animals in scientific research.
- B THINK AND PLAN**
- What do you know about this subject?
  - Why does it happen?
  - Are you in favour of it or against it? Why?
  - Are there any alternatives?
  - Do you think that the alternatives would work?
- C WRITE**
- Paragraph 1:** Explain the situation. Say if you're in favour of it or against it.
- Paragraph 2:** Give your main reasons for being in favour of or against the situation.
- Paragraph 3:** Summarize your arguments and repeat your opinion.

- D CHECK**
- paragraphs
  - phrases to list and explain your opinions, reasons and arguments
  - conditional sentences
  - gerunds and infinitives

- 2 Find the key phrases in the text. Which phrases ...
- help to express an opinion?
  - help to contrast different ideas?
  - help to list reasons and arguments?

### KEY PHRASES

- Explaining a point of view**
- I am (definitely) in favour of / against ...
  - In the first place, ...
  - Furthermore, ...
  - Finally, ...
  - However, ...
  - It is my opinion that ...





**Vocabulary**

1 Complete the sentences with nouns formed from the verbs in the box.

create   develop   discover  
explore   extinct   imagine

- 1 Wild tigers are facing ..... because of habitat loss.
- 2 Levi Strauss was the ..... of the first jeans.
- 3 Vasco da Gama was a famous Portuguese .....
- 4 The ..... of the internet has been very fast.
- 5 It's important to let children develop their .....
- 6 Many voyages of ..... took place in the 1400s.

2 Choose the correct words.

**SPACE FACT FILE**

- 1 In 1969, the **astronaut / alien** Neil Armstrong became the first man to walk on the moon.
- 2 Earth is the only **disease / planet** that has life.
- 3 The bright red UY Scuti is the biggest known **death / star** in our universe. It's more than 1,500 times bigger than the sun!
- 4 Humans are only one of the 8.7 million **species / threats** on Earth.
- 5 The word **alien / meteor** comes from Greek. It means 'high in the air' and it refers to a piece of rock from outer space.
- 6 If there was no **threat / gravity**, Earth wouldn't exist.



**Language focus**

3 Complete the sentences using the correct form of the verbs in the box.

imagine   leave   pay   swim   walk   work

- 1 It's hard ..... life without electricity.
- 2 I dream of ..... in a medical research lab.
- 3 I'd like ..... on the surface of Mars one day.
- 4 ..... with dolphins is an amazing experience.
- 5 I use my smartphone ..... for things in shops.
- 6 He turned the light off before ..... the room.

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

- 1 If I had designed this town, I ..... (create) more parks.
- 2 ..... (you / ban) experiments with animals if you were a politician?
- 3 Water boils if you ..... (heat) it to 100°C.
- 4 If I got the chance, I ..... (travel) into space.
- 5 He'll get home late if he ..... (have) a lot of work.
- 6 If I ..... (be) so tired, I'd have gone out last night.

5 Rewrite the sentences to have the same meaning.

- 1 If we don't stop destroying forests, many species will become extinct.  
Unless .....
- 2 We won't find new drugs unless we do research.  
If .....
- 3 Pandas will disappear if we don't protect them.  
Unless .....
- 4 The climate will change unless we take action now.  
If .....

**Speaking**

6 Complete the talk with the words in the box.

believe   can see   far as   no doubt  
opinion   think   true

I <sup>1</sup> ..... that we should develop space tourism to pay for space missions. In my <sup>2</sup> ....., space exploration is essential for the future of our planet. There's <sup>3</sup> ..... in my mind that space research has improved our lives. It's <sup>4</sup> ..... that space missions cost a lot, and I <sup>5</sup> ..... why people want to use this money for things like medical research. As <sup>6</sup> ..... I can see, the best way to finance future missions is to get space tourists to pay for them. When you <sup>7</sup> ..... about it, a lot of rich people want to travel in space, so why not let them?

**Listening**

7 1.37 Listen to an interview with a medical research scientist. Write true or false.

- 1 Alexander Fleming discovered penicillin in 1928.
- 2 Doctors used antibiotics before the 19<sup>th</sup> century.
- 3 Edward Jenner created the first vaccine in 1976.
- 4 There's no cure for smallpox.
- 5 Dr Clark's third choice is a medical technique.



**Remember!**

Before you use your dictionary, try to guess the meaning of the words you don't know. Pictures can also help you guess the meaning of unfamiliar words in the text.

- 1 **BEFORE YOU READ** Work in pairs. Answer the questions.
- a Who are the people in the pictures?
  - b How are they feeling?
  - c What do you think they are saying?

**Chapter 5 • The duel**

'Would you like to hear my plan?' asked Ardan. He was a tall man with long, yellow hair and a slow, easy smile.

'Yes,' said Barbicane. The men talked for five hours. When they finished, Barbicane was excited.

The next afternoon, there was a meeting of 100,000 people near Tampa. Ardan and Barbicane were at the front.

'Good people,' cried Ardan, 'the moon is nearer than we think! One day, somebody is going to visit it. And I'd like to see that person!' He spoke about his plans, and everybody listened carefully. In the end, they cried, 'Hurrah for Ardan!'



But one man at the front looked up angrily at Ardan. 'Your plans aren't going to work!' he shouted. 'When the projectile goes up, you're going to die from the sudden shock. Barbicane knows nothing. He's a fool!'

'Who are you?' asked Barbicane.

'Do you not know?' the man laughed. 'I'm Captain Nicholl!'

Later, Barbicane saw Nicholl again. 'You can't say things like that!' he said. 'Meet me in the forest at five o'clock in the morning – for a duel!'

Early the next morning, Ardan was asleep in his room when a loud noise woke him up. 'Open the door!' J.T. Maston cried. 'I think Barbicane and Nicholl are going to have a duel! We must stop them!'

The two men ran to the forest. On the way, J.T. Maston told Ardan everything he knew about the duel.

'Hush! There's somebody down there. He's got a gun!' said Ardan suddenly.

'It's Nicholl,' said Maston quietly. 'But what is he doing? Is this a dead body on the ground?'

They watched Nicholl from behind a tree. In front of him, there was a little bird with a metal hook around its leg. The bird couldn't move or get away. So he carefully took off the hook and the bird was free again.

'You're a kind-hearted man, Nicholl. That little bird would have died if you hadn't rescued it!' cried Ardan. 'Come with us. I have a plan. But we need to find Barbicane first.'

They found Barbicane sitting under a tree, with a book and a pen in his hands.

'Look! He's making calculations,' said Maston.

Just then, Barbicane cried, 'I have the answer! I can stop the shock when the projectile goes up. We can put a big spring at the bottom of it!' Then he looked up and saw the three men. 'Oh, the duel,' he said as he was getting up.

'Forget the duel,' said Ardan. 'I have a better idea. You and Captain Nicholl should come with me to the moon.'



- 2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

bird   duel   forest   meeting  
shock   spring   tree

- 3 **WHAT DO YOU THINK?** Work in pairs. Discuss what you think will happen in the next chapter. What will Barbicane and Nicholl say to Michel Ardan?

# 6 About me

## VOCABULARY • Types of people

I can talk about what kind of person I am.

- Extra listening and speaking p109
- Curriculum extra p101
- Culture p109
- Project p115

**THINK!** Do you think people are born with a specific personality or is their personality shaped by their life experiences?

- 1 Read the quiz and check the meaning of the words in **blue**. Then match five of the words with an opposite personality type in the box.

dreamer introvert leader  
pessimist rebel team player

dreamer realist

- 2 Do the quiz. Then write a list of 4–6 words that describe you.
- 3 2.02 Watch or listen to three pairs of friends talking about their personality. Are they 'chalk and cheese' or 'birds of a feather'?

**birds of a feather**  
(flock together) idiom  
people of the same sort  
(are found together)

**chalk and cheese idiom**  
when two people are  
completely different  
from each other

- 1 Olivia and Tegan .....  
2 Sam and Joelle .....  
3 Daniel and Rob .....

- 4 2.02 Study the key phrases. Then watch or listen again. What type of person is each speaker?

### KEY PHRASES

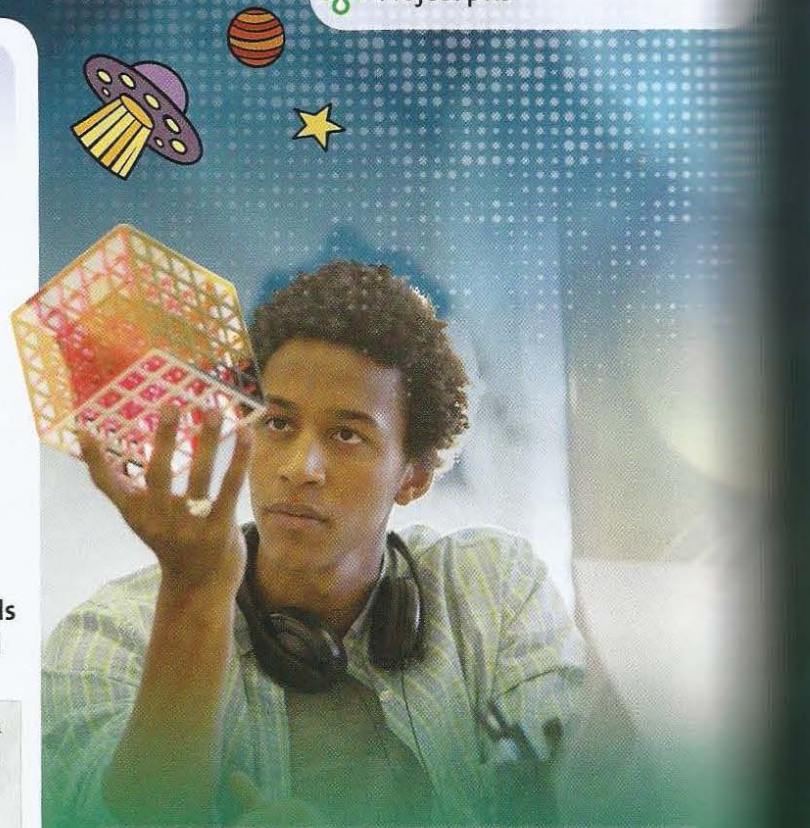
#### Comparing personality

I'm more of a ...  
To be honest, I'm a bit of a ...  
I tend to ...  
I suppose so.  
I'm the opposite / same.  
Me, too.

- 5 **USE IT!** Work in small groups.  
Discuss the questions in the quiz.  
Use the key phrases.

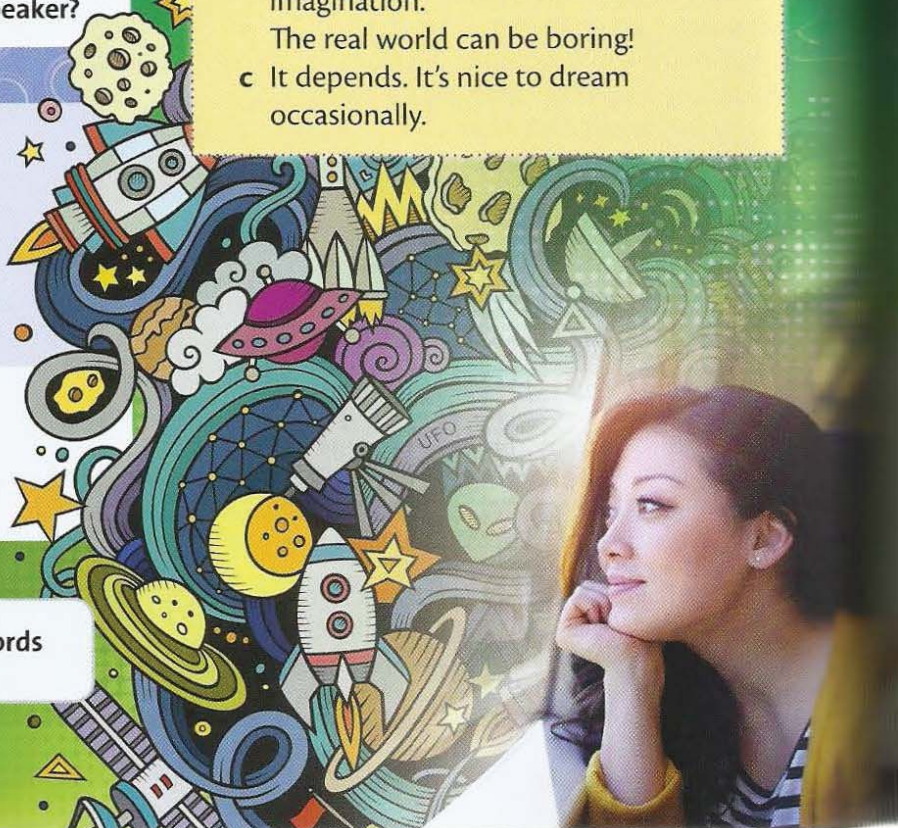
#### Finished?

Write a description of your personality. Use words from exercise 1 and some of the key phrases.



### 1 Have you got your feet on the ground or your head in the clouds?

- a I'm a **realist**. I like facts. I don't spend all day dreaming.
- b I love stories and using my imagination.  
The real world can be boring!
- c It depends. It's nice to dream occasionally.



# PERSONALITY QUIZ

**1** Hippies and punks didn't conform with society. How do you see yourself?

- a A **conformist**, and that's fine. Why fight against everything?
- b I really don't like to conform. We need to change the world!
- c I have a rebellious side, but people don't always see it.



**2** What's your outlook?

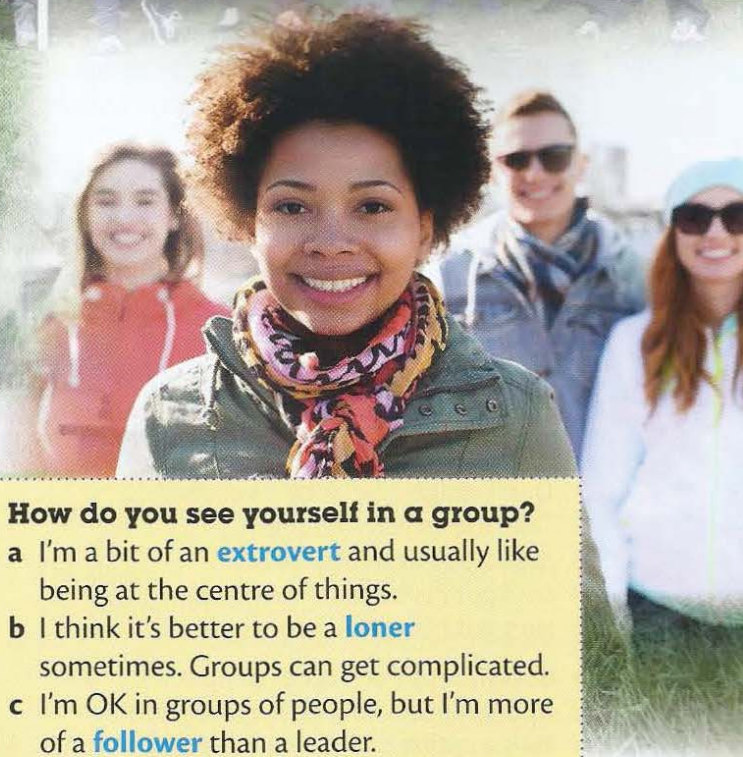
**Are you generally positive?**

- a Yes, I'm definitely an **optimist**.
- b I worry quite a lot and often expect the worst.
- c It depends on my mood and if the sun is shining.



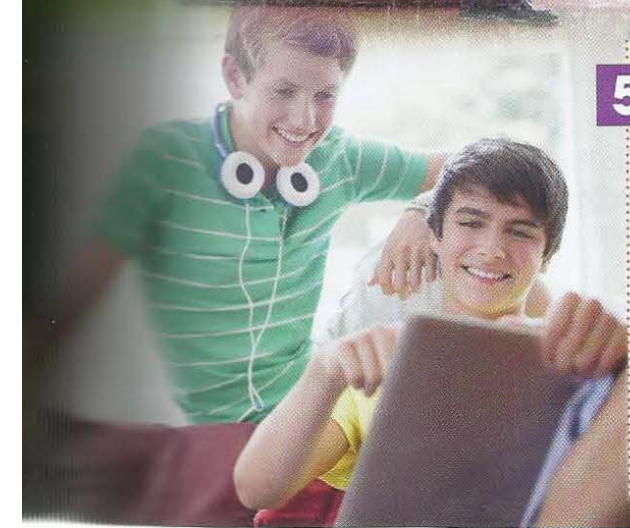
**4** How do you see yourself in a group?

- a I'm a bit of an **extrovert** and usually like being at the centre of things.
- b I think it's better to be a **loner** sometimes. Groups can get complicated.
- c I'm OK in groups of people, but I'm more of a **follower** than a leader.




**5** Do you prefer chilling out at home or being out and about?

- a I'm a **nature-lover**. I prefer being by the ocean or in the mountains.
- b I'm a bit of a **couch potato**, to be honest. I prefer being at home.
- c I'm equally happy walking in the fresh air or relaxing on the sofa.



**THINK!** Do you know any poems? Have you ever written one?

**1**  2.03 Read and listen to the poem. Choose the correct options in the summary below.

- The poem is about clothes and image / identity / bullies.
- The author is afraid / brave / a dreamer.
- The audience for this poem is bullies / friends / everyone.

**2** Read the poem again. Which of ideas 1–6 are in the poem? Write *true* or *false* for each idea and explain your answers using lines from the poem.

The writer is sometimes confused. (Verse A)

*True* - 'At times things seem so certain; at times they don't.'

- The writer's identity and personality are clear for other people. (Verse B) .....
- It's OK to be different. (Verse C) .....
- Our personalities can have many sides. (Verse D) .....
- The writer thinks that clothes reflect personality. (Verse D) .....
- You can avoid bullies if you stand out from the crowd. (Verse E) .....
- The writer isn't worried what people think about him / her. (Verse F) .....

**3 VOCABULARY PLUS** Match phrases 1–5 with the correct meaning a–e.

- Don't judge a book by its cover.
  - Take me as you find me.
  - Stand out from the crowd.
  - He's got his head in the clouds.
  - He's got his feet on the ground.
- a Be different from other people.  
b Appearances don't tell you everything.  
c He's a realist.  
d He's a dreamer.  
e You should accept me; don't try to change me.

**4** Rephrase idioms 1–5 using simple English. Then compare your ideas with a partner.

- The grass is always greener on the other side.
- We don't always see eye to eye.
- She's as cool as a cucumber.
- I'm over the moon about my results.
- I'm down in the dumps.

## Be yourself

(A)

When you're looking in the mirror, tell me, what do you see?

It isn't always easy to find your own identity  
At times things seem so certain; at times they don't

Sometimes people lose themselves before they find their way again.

(B)

You might say that I'm a rebel 'cos of how I look  
You might say that I'm a nerd for reading all those books

So ... Dreamer? Leader? Loner? Lover?

Only I know what I am –

Don't judge this book by its cover.

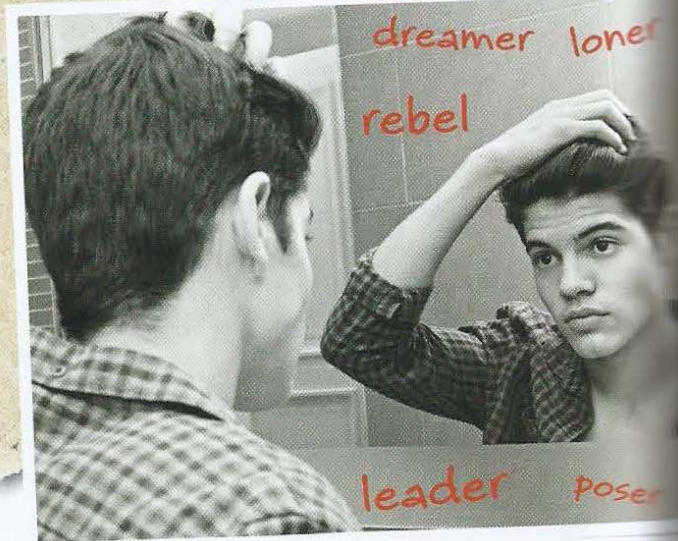
(C)

Be yourself – we can't all be the same

Be yourself – you're more than just a name

Be yourself – I'll give respect to you

I'll be myself, so please respect me, too.



**5**  **USE IT!** Choose your favourite lines from the poem. Compare with a partner. Say why you feel that way.

I like this line. I think it has a strong message:  
it doesn't matter what others think of you.

I like these two lines because  
they have the best rhyme.

# LANGUAGE FOCUS • Reflexive pronouns

I can describe myself and my hobbies.

Like the landscape changes colour between day and night  
 At different times we see ourselves in a different light  
 If I wear black clothes, it doesn't make me a loser  
 If I never win a race, it doesn't make me a loser  
 What's inside that counts and it's not always simple  
 Remember labels are for clothes; they're not for people  
 If bullies call you names, don't listen to their lies  
 Get down seven times, stand up eight  
 Don't be afraid to stand out from the crowd  
 Know yourself know you've got reasons to be proud.  
 Think you should know that I might not return to  
 My ideas about me; it's best that I warn you  
 If you take me as you find me, I'll be more than happy  
 If you don't, it's not my fault - I won't say I'm sorry  
 Be yourself - we can't all be the same  
 Be yourself - a lot more than a name.  
 Be yourself, I'll give respect to you  
 Be yourself, so please respect me, too.

leader    loner  
 winner



**1 Complete these sentences from pages 60–61 with the correct reflexive pronouns. What are the other reflexive pronouns?**

- Sometimes people lose \_\_\_\_\_ before they find their way again.
- I'll be \_\_\_\_\_, so please respect me, too.
- At different times we see \_\_\_\_\_ in a different light.
- You \_\_\_\_\_ know you've got reasons to be proud.

**2 Read the rules. Which sentence in exercise 1 has an emphatic pronoun?**



### RULES

- We use a **reflexive pronoun** when the object of the verb is the same as the subject.
- When a reflexive pronoun is used to emphasize the person or thing that is the subject, it is called an **emphatic pronoun**.

**3 Complete the sentences with the correct pronouns. Then write R (reflexive) or E (emphatic).**

- Oh dear. You've cut *yourself* really badly. R
- My parents enjoyed \_\_\_\_\_ at the cinema.
  - Katie told us \_\_\_\_\_ that she was leaving school.
  - My friends and I enjoy \_\_\_\_\_ most when we're hanging out in the park.
  - Did he teach \_\_\_\_\_ how to play the guitar?
  - The poem \_\_\_\_\_ is pretty good, but I don't like poetry in general.
  - I \_\_\_\_\_ am happiest when I'm reading a book.
  - How would you describe \_\_\_\_\_?
  - What activities do you like to do by \_\_\_\_\_?

**4 USE IT!** Work in pairs. Ask and answer questions 7 and 8 from exercise 3.

### Finished?

Answer the questions.

- How do you enjoy yourself?
- What clothes do you wear to 'be yourself'?
- What have you taught yourself to do?

**THINK!** What are the most useful things you can do during the summer holiday?

1 Read the text about summer courses and check the meaning of the words in blue. Then copy and complete the table with the words.

Adjective	Noun / Verb
1 .....	adventure (n)
2 .....	benefit (n / v)
challenging	3 .....
confident	4 .....
5 .....	
6 .....	
independent	7 .....
8 .....	responsibility (n)
9 .....	reward (n / v)
10 .....	socialize (v)

2 **2.04** Read the questions below. Then listen to the radio show. Choose the correct options.

- The first two speakers are ...
  - two presenters.
  - two experts.
  - a presenter and an expert.
- The people who call in are ...
  - teens asking for advice.
  - teens talking about past experiences.
  - parents requesting advice for their children.

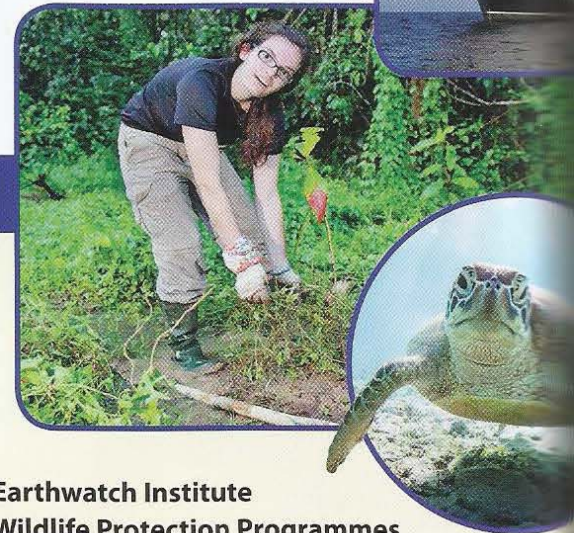
3 **2.04** Listen again and answer the questions.

- What type of student can benefit from a character-building course?
- What skills can these courses help to develop?
- What is Andy worried about?
- What other activities do you have to do on the sailing course?
- How does Claire describe herself?
- What doesn't she want to do?

4 **USE IT!** Discuss the questions with a partner. Explain your answers.

- Which experience would be more rewarding for you?
- What chores are you responsible for at home?
- What's the most adventurous thing you've ever done?
- Do you like to try new challenges?

*I think the Tall Ships Adventures would be more rewarding for me, because I think it'd make me more confident.*

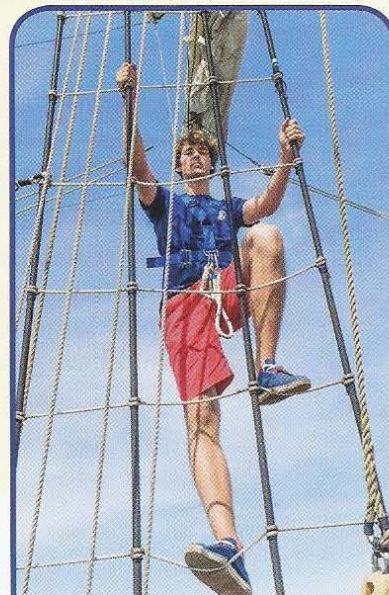


## Character-building courses for teens

Are you in the 15–18 age group? Do you want to do something different this summer? Here are some examples of summer courses where you can develop **beneficial** skills like teamwork, **confidence** and **independence**.

### Tall Ships Adventures

If you're an **adventurous** teen who wants a **challenge**, this might be for you. It's suitable for people with different physical abilities, and previous sailing experience isn't necessary. You'll be in a small space with all kinds of people, so if you're **sociable** and **easy-going**, you'll love life on a tall ship.



### Earthwatch Institute Wildlife Protection Programmes

These volunteering trips are really **rewarding** for nature-lovers who want to help save the environment. You can visit amazing locations where the only inhabitants are wild animals. You'll need to be **hard-working** and **responsible** because you'll be doing important tasks alongside professional scientists.

# LANGUAGE FOCUS • Relative pronouns

I can describe people, places and things.

**1 Study sentences a–f. Then choose the correct options to complete the rules.**

- a It's good to do something **that** challenges you.
- b You'll be with people **who** have similar interests.
- c You'll visit some amazing destinations **where** the only inhabitants are wild animals.
- d There are adults on board **whose** job is to teach you about sailing.
- e That's something **which** I'm worried about.
- f People **that** apply must be hard-working.

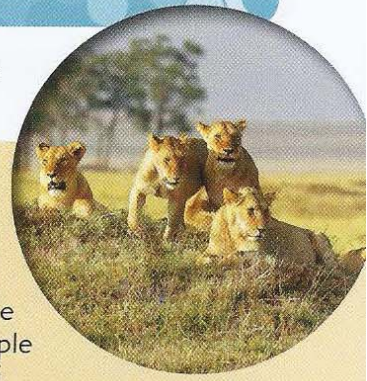
## RULES

- 1 We can use the relative pronoun *who* or *that* when we refer to **places / people**.
- 2 We can use *which* or *that* for **people / things**.
- 3 We can use *whose* for **people / possessions**.
- 4 We can use *where* for **places / things**.
- 5 We usually put prepositions at the **beginning / end** of a relative clause.



**4 Complete the text using *which, who, where* and *whose*.**

Hi Charlie,  
 I'm in Tanzania where I'm helping to build a school! It's a working holiday  
 1 \_\_\_\_\_ lasts three weeks. There are volunteers here 2 \_\_\_\_\_ come from eight different countries. The people 3 \_\_\_\_\_ live here are the Maasai. They are farmers 4 \_\_\_\_\_ keep cows and sheep. The village 5 \_\_\_\_\_ I'm staying is near the Serengeti wildlife park. I've met a girl 6 \_\_\_\_\_ father is a safari guide. We're visiting the park with him next week! We're going to a place 7 \_\_\_\_\_ we can see lions. I'm very lucky. It's an extraordinary experience 8 \_\_\_\_\_ I'll never forget.  
 See you soon,  
 Tina

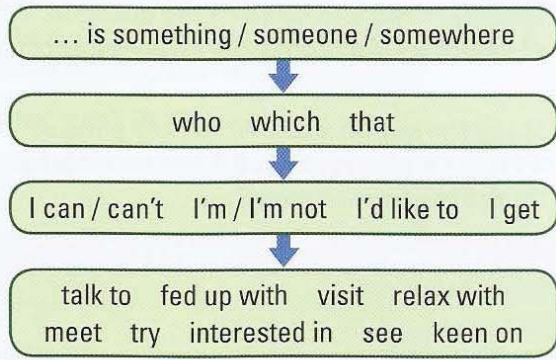


**5** **2.05 PRONUNCIATION: *that* in relative clauses** Listen and repeat. What is the difference between *that* in the two sentences?

- 1 That course sounds like a lot of fun.
- 2 You'll visit places that you didn't know existed.

**6** **Make sentences using the phrases in the chart. Then compare your ideas with a partner.**

Rock climbing is something *which* I'd like to try.  
 Cleaning toilets isn't something *that* I'm keen on!



**7** **USE IT!** Write definitions for places, things and people. Use relative pronouns. Then read your definitions to a partner. Can they guess what it is?

It's an animal *which* lives in the Caribbean and swims under water ...

### Finished?

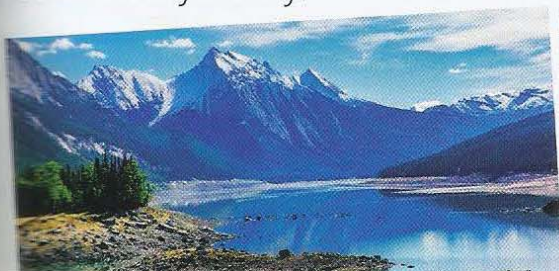
Write an advert for a character-building activity. Say who it is suitable for and what the benefits are. Use relative pronouns.

**2 Complete the sentences with *who, who's* or *whose*.**

- 1 I don't know \_\_\_\_\_ bag this is.
- 2 The person \_\_\_\_\_ phoned didn't give her name.
- 3 Is there anyone here \_\_\_\_\_ can speak Chinese?
- 4 Tom is the man \_\_\_\_\_ lives next door.
- 5 That's the girl \_\_\_\_\_ mother is an actor.
- 6 Have you met the guy \_\_\_\_\_ sitting over there?

**3 Join the sentence halves with *where, who, whose* or *which*.**

- 1 I know a girl \_\_\_\_\_
- 2 Alaska is a place \_\_\_\_\_
- 3 Do you know the village \_\_\_\_\_
- 4 Can we listen to the music \_\_\_\_\_
- 5 Those are the parents \_\_\_\_\_
- 6 Sailing is something \_\_\_\_\_
- 7 Is there a café near here \_\_\_\_\_
- 8 Sally lives?
- 9 we can get a snack?
- 10 daughter I often look after.
- 11 I'd like to try.
- 12 you can see wild bears.
- 13 lives in Canada.
- 14 you downloaded yesterday?



**THINK!** What kind of summer job or voluntary work would you like to do?

- Woman** What kind of summer programme are you looking for?  
**Caro** I'd like to do something that involves volunteering.  
**Woman** Why does voluntary work interest you?  
**Caro** I want to do something useful, and meet people.  
**Woman** Tell me about yourself. What type of person are you?  
**Caro** Er ... Well, I see myself as an extrovert. And I suppose I'm an optimist.  
**Woman** What would you say your strengths are?  
**Caro** That's a good question. I'd say that I'm hard-working and, well, most people say I'm reliable.  
**Woman** Tell me about a challenging experience that you have had.  
**Caro** Let me see. Hmm ... a challenging experience in my life was when I ran a 5k race for charity. It was tough, but rewarding.  
**Woman** That all sounds very positive. Would a project that involves sport interest you? We have some vacancies on our Tennis Mentoring programme.  
**Caro** That would be great, thanks.



- 1** 2.06 Read and listen to the dialogue. What type of voluntary work does the interviewer offer Caro?
- 2** Study the key phrases. Which key phrases do we use when we need a few seconds to think about our answers?

### KEY PHRASES

#### Giving answers in an interview

I'd like to do something that involves ...  
 I see myself as / I suppose I'm a(n) ...  
 That's a good question.  
 Let me see.  
 I'd say / Most people say (that) I'm ...  
 A (challenging) experience in my life was when ...

- 3** 2.06 Listen again and practise the dialogue with a partner.
- 4** 2.07 Watch or listen to a second dialogue. What voluntary work does the interviewer offer Ned?
- 5** 2.07 Watch or listen again. Which key phrases do you hear?
- 6** **USE IT!** Work in pairs. Choose one of the volunteer opportunities and practise a dialogue: one person is the interviewer and the other person is the student. Use the key phrases. Then swap roles.

### Volunteer opportunities

- Homework club for primary school children
- Basketball mentoring programme
- Teach elderly people computer skills
- Walk the dogs at a dog shelter
- Plant trees and count birds in the local park
- Build a greenhouse for local schools



## WRITING • A formal letter

You can write a formal letter to introduce yourself and request information.

What are the differences between a letter and an email?

Read Charlotte's letter. Find examples of formal writing.

### STRATEGY

#### Formal writing

Remember, we always write words out in full in formal writing, for example, *I'd = I would*.

Read the letter again. Put topics a–d in the order they appear in the text.

a reasons for interest in the programme .....

b polite request and practical details .....

c purpose of letter .....

d personality and relevant experience .....

89 Bramble Lane  
Kenchester  
OA2 6LM

11<sup>th</sup> June

I am a 15-year-old student in Year 11. I am writing to request further information about the volunteer programme at Hawford Animal Protection Centre, which I discovered on your website on 5<sup>th</sup> June.

The programme really interests me because I am keen to gain experience working with professionals like veterinary surgeons and nurses. I am going to study chemistry and biology next year so that I can become a vet, so it would be rewarding to have some hands-on experience at the Animal Protection Centre.

I am a reliable and polite person, so I believe that I would be a useful member of the team. I consider myself an independent person, too. For example, I currently volunteer two evenings a week at the local dog shelter, and I am responsible for walking several different dogs.

I would be grateful if you could send me more information about the requirements for the volunteer programme. I am about to take my exams, but I will be available from 12<sup>th</sup> July.

I look forward to hearing from you.

Yours sincerely,  
Charlotte Wells

3 Find and complete the key phrases.

### KEY PHRASES

#### Writing a formal letter

Dear <sup>1</sup>.....,

I am writing to <sup>2</sup>.....

I would be grateful if you could <sup>3</sup>.....

I look forward to <sup>4</sup>.....

Yours sincerely, <sup>5</sup>.....

### Language point: Linkers

4 Study the blue words in the letter. Then complete the sentences with the words.

- 1 I volunteered in a nursery ..... I love children.
- 2 It is an interesting subject, ..... it is quite difficult.
- 3 I am saving money ..... I can buy a laptop.
- 4 I love being outdoors, ..... it would be great to work in the park.

5  USE IT! Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a letter requesting information about a volunteer programme.

#### B THINK AND PLAN

Make notes on the following topics:

- What programme are you interested in?
- What type of person are you?
- Why are you suitable for the programme?
- What are your plans and ambitions?

#### C WRITE

Paragraph 1: Who you are and the purpose of your letter

Paragraph 2: The reasons for your interest in the programme

Paragraph 3: Personality and relevant experience

Paragraph 4: Practical details and final request

#### D CHECK

- relative pronouns
- linkers



**Vocabulary**

**1 Match the opposite personality types.**

- |             |               |
|-------------|---------------|
| 1 realist   | a conformist  |
| 2 leader    | b dreamer     |
| 3 rebel     | c extrovert   |
| 4 loner     | d follower    |
| 5 optimist  | e team player |
| 6 introvert | f pessimist   |

**2 Write the adjectives for these nouns.**

- 1 adventure .....
- 2 independence .....
- 3 confidence .....
- 4 responsibility .....
- 5 reward .....
- 6 challenge .....
- 7 benefit .....
- 8 socializing .....

**Language focus**

**3 Complete the sentences with the correct reflexive and emphatic pronouns.**

- 1 How did you cut ....., Dan?
- 2 We organized the trip .....
- 3 The flight ..... was fine, but it cost a lot.
- 4 She taught ..... to play the guitar.
- 5 He's always looking at ..... in the mirror!
- 6 Look, I made this card .....

**4 Complete the text with *who, which, where* or *whose*.**

**An experience <sup>1</sup>..... you'll never forget!**

This Sahara desert trek is for people <sup>2</sup>..... are looking for adventure. You'll cross areas <sup>3</sup>..... nobody lives. You'll ride a camel and see other animals <sup>4</sup>..... have adapted to desert life. There are experienced guides <sup>5</sup>..... job is to teach you survival skills. People <sup>6</sup>..... go on this trek must be very fit. It's a challenging experience <sup>7</sup>..... will push you to your limits.



**5 Which relative pronouns in exercise 4 can be replaced with *that*?**

**Speaking**

**6 Complete the conversation with sentences a–f.**

- Man What kind of voluntary work are you looking for?
- Liam <sup>1</sup>.....
- Man Tell me about yourself. <sup>2</sup>.....
- Liam Well, I see myself as a nature-lover. And suppose I'm a bit of a loner.
- Woman <sup>3</sup>.....
- Liam I'd say that I'm confident. <sup>4</sup>.....
- Woman Tell me about a rewarding experience that you have had.
- Liam <sup>5</sup>..... Hmm ... Last summer I worked at a dog shelter. I walked the dogs and helped to feed them. It was hard work, but rewarding.
- Woman That all sounds very positive. Would a project at a wildlife centre interest you?
- Liam <sup>6</sup>.....
- a Most people say I'm responsible.
  - b What type of person are you?
  - c I'd like to do something that involves animals.
  - d Let me see.
  - e That would be great, thanks.
  - f What would you say your strengths are?

**Listening**

**7 2.08 Choose the correct answers.**

- 1 What does Dr Ford study?
  - a social networks
  - b online behaviour
  - c real life behaviour
- 2 What does Dr Ford say about social network profiles?
  - a They are generally accurate.
  - b They generally present idealized images.
  - c They don't show a person's real personality.
- 3 People who post about social activities are ...
  - a lonely.
  - b introverts.
  - c extroverts.
- 4 Independent people tend to post about ...
  - a intellectual topics.
  - b love and romance.
  - c manga and computers.
- 5 How do social networks affect people?
  - a They increase loneliness.
  - b They reduce loneliness.
  - c Psychologists aren't sure.



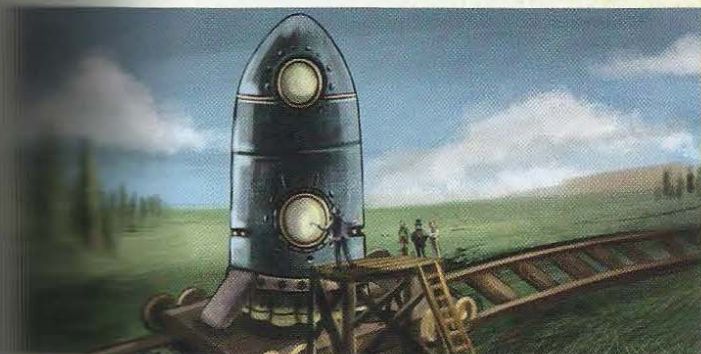
### Remember!

Try to recognize facts and opinions when you read. A fact is something that is known to be true. An opinion is what somebody believes to be true.

**BEFORE YOU READ** Work in pairs. If you were going to the moon in a rocket and could only take three things with you, what would you choose? Why?

## Chapter 6 • Fire!

'Well said Barbicane. 'I want to go to the moon.'  
'Well' cried Nicholl. 'It's a great idea!'  
The next day, Barbicane sent a letter to the projectile makers about the changes to the plans. 'Put a spring at the bottom and make a room for three people inside,' he wrote.  
A few weeks later, the projectile arrived.  
'It's perfect,' cried J.T. Maston. 'Look, there's a very big room with four windows. But what are these two big bottles for?'  
'One bottle is for water, one for gas,' said Ardan. 'The gas can make the projectile warmer when we need it. This machine can make air so we can breathe easily. And there are rockets at the bottom. They can help to send us home,' said Barbicane.



'But next comes the most dangerous part,' said Nicholl, saying, 'You need to put the explosives in the cannon!'  
On 28<sup>th</sup> November, 400,000 pounds of explosives came to Tampa by train. 'Be very careful with these,' Barbicane told everybody. 'We can't have any fires or even sunshine near them. We're going to work at night, and we're going to use special lamps.' A tall machine carefully put the explosives into the cannon, and by the end of the night it was ready.

'Here's your money,' said Captain Nicholl to Barbicane, and gave him 3,000 dollars.

On 1<sup>st</sup> December, 5,000,000 people came to Florida by foot, train and ship to watch the projectile.

The three men were near the door of the projectile. Barbicane stood importantly, Nicholl waited quietly, but Ardan smiled and talked to the people.

'Can I come with you?' asked J.T. Maston.

'Sorry, Maston. We need somebody here on Earth, too,' said Barbicane. 'We need you to watch the projectile from our big new telescope in the Rocky Mountains.'

The three men went into the projectile, and J.T. Maston closed the door behind them.

'It's now forty-seven minutes past ten!' he cried. 'Only forty more seconds to go!'

The people all began to count, 'one, two, three ... thirty-eight, thirty-nine, forty! Fire!'

There was the noise of explosives and a sudden white light. The hill began to move under people's feet. The projectile moved up into the night sky with a big ball of fire behind it. People and buildings fell over from the shock.



**READING CHECK** Work in pairs. Correct five more mistakes in the summary.

Barbicane asked the projectile makers to put a ball <sup>spring</sup> at the bottom. Inside, there was a room with four doors. There was also a machine that could make water. The workers used a bottle to put the explosives in the cannon. Thousands of people came to see the projectile on 1<sup>st</sup> December. When the projectile moved, a lot of people and trees fell over from the shock.

**3** **WHAT DO YOU THINK?** Work in pairs. Discuss what you think will happen in the next chapter. Think about the people inside the projectile. How do you think they felt when it moved? What do they see when they go up? Will they reach the moon? What might they find there?

# 7 On the streets

## VOCABULARY • City features

I can discuss how to improve my neighbourhood.

- Extra listening and speaking p94
- Curriculum extra p102
- Culture p110

**THINK!** What do you like and dislike about where you live?

**1** Read about the city improvement projects. Which project does not exist yet?

**2** Complete city features 1–12 with one word from the text. Which project would you most like to see in your city?

- |                    |                     |
|--------------------|---------------------|
| 1 skate .....      | 8 sports .....      |
| 2 railway .....    | 9 city .....        |
| 3 pedestrian ..... | 10 heavy .....      |
| 4 public .....     | 11 industrial ..... |
| 5 leisure .....    | 12 green .....      |
| 6 ancient .....    | 13 music .....      |
| 7 open-air .....   | 14 bike .....       |

**3** 2.09 Watch or listen. What problems do the people talk about?

**4** 2.09 Watch or listen again. Which of the key phrases do you hear?

### KEY PHRASES

#### Talking about your neighbourhood

- There isn't / aren't enough ...
- There's a lack of ...
- There's too much / too little ...
- There are too many / too few ...
- I think my town needs ...
- I wish we had ...

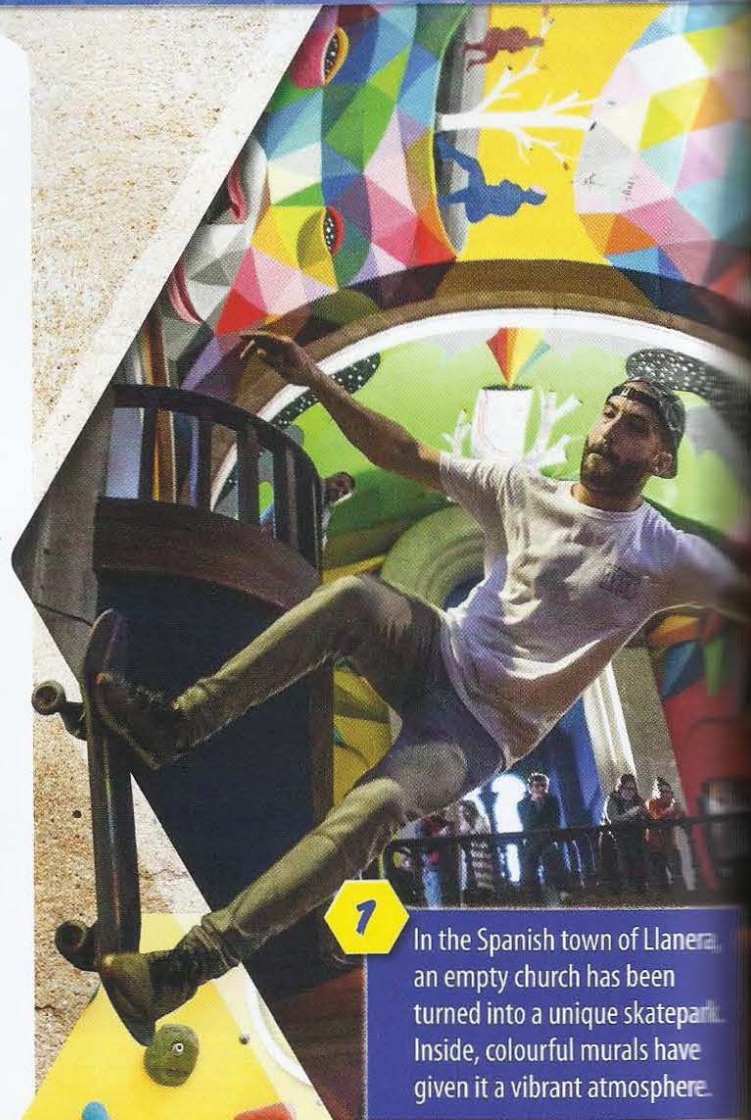
**5** **USE IT!** Work in groups. Discuss your neighbourhood and think of one project to improve it. Use the key phrases. Think about the ideas in the box.

fun events   green spaces   leisure facilities  
public transport   sharing

**6** Prepare and present your improvement project from exercise 5 to the class. Have a class vote for the best project.

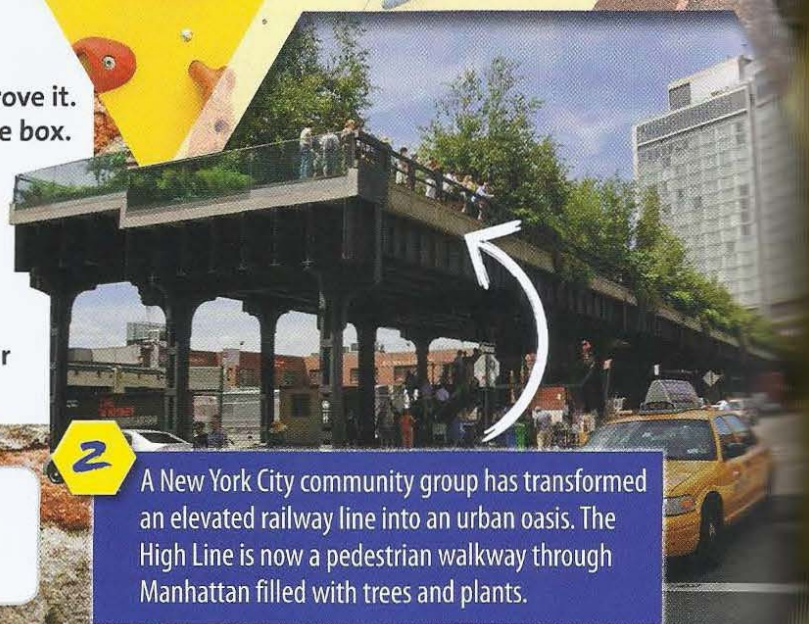
#### Finished?

Write a description of your ideal neighbourhood. Describe what city features it has and what events take place there.



7

In the Spanish town of Llanera, an empty church has been turned into a unique skatepark. Inside, colourful murals have given it a vibrant atmosphere.



2

A New York City community group has transformed an elevated railway line into an urban oasis. The High Line is now a pedestrian walkway through Manhattan filled with trees and plants.

# CITY IMPROVEMENT PROJECTS



**3** Thousands of skaters take to the streets of Paris on Friday nights for the weekly Pari Roller event. Streets in the city centre are closed to heavy traffic so that skaters can speed around in safety.

**4** A proposal to transform London's abandoned underground tunnels into bike lanes and pedestrian walkways may become reality. Free bikes would be available at the entrance to the tunnels.



**5** In Croatia, they have found a great new use for some ancient ruins. In the summer, the Pula Arena amphitheatre, built by the Romans over 2,000 years ago, is used as an open-air cinema, and sometimes it even becomes a sports stadium.



**6** Youth Factory in Merida, Spain, is a public space designed for young people to hang out in. The leisure facilities include graffiti walls, climbing walls and areas for free dance classes.

**7** In Germany, the Duisburg Landscape Park transformed an old industrial site into a beautiful green space. The original factory structures are now used as diving pools and music venues.

**THINK!** Which famous sports events take place in London?

**1** Read texts A and B quickly. Then answer questions 1–6.

Which text ...

- 1 only presents fact? .....
- 2 contains facts and opinions? .....
- 3 has a chatty tone? .....
- 4 has a formal tone? .....
- 5 comes from an online encyclopedia? .....
- 6 is a personal blog? .....

**2**  2.10 Read and listen to the texts. Answer the questions.

- 1 When was the first Wembley Stadium opened?
- 2 Who are the Gunners?
- 3 Why is the Undercroft skatepark important?
- 4 What sporting events finish on the Mall?
- 5 What do people typically eat at Wimbledon?
- 6 What is unique about the Wimbledon Grand Slam tournament?

**3 VOCABULARY PLUS** Find the comparative or superlative forms for 1–6 in the texts.


- |                   |              |
|-------------------|--------------|
| 1 large .....     | 4 big .....  |
| 2 legendary ..... | 5 good ..... |
| 3 talented .....  | 6 tall ..... |

**4** Complete sentences 1–6 about places you know. Use the adjectives in the box and your own ideas.

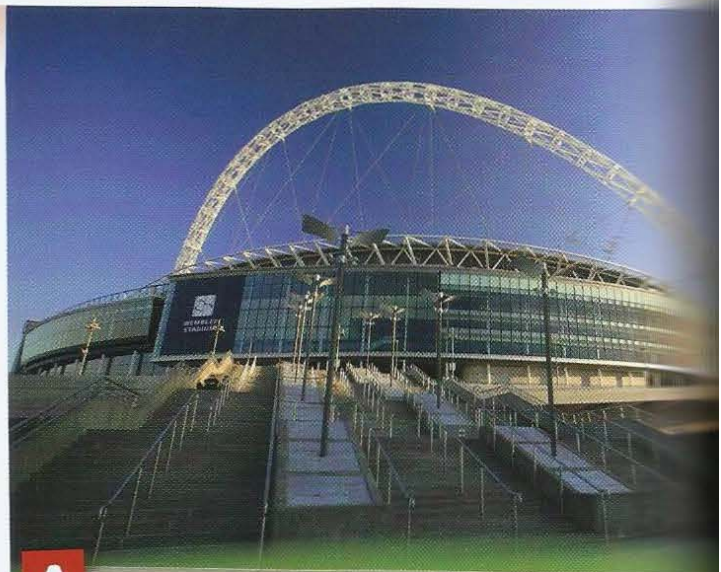
busy colourful cool crowded distinctive  
expensive high industrial large  
spectacular unusual well-known

The clock tower in my city isn't as large as Big Ben, but it is very beautiful.

- 1 ..... in ..... isn't as ..... as .....
- 2 ..... is more ..... than .....
- 3 The ..... is the ..... in Europe.
- 4 ..... is the ..... in the world.
- 5 The most ..... in my town / city is .....
- 6 The ..... is as ..... as .....

**5**  **USE IT!** Work in pairs. Choose four 'must see' sports venues in your country. What events are held there? Say why these venues are special, and why people should visit them.

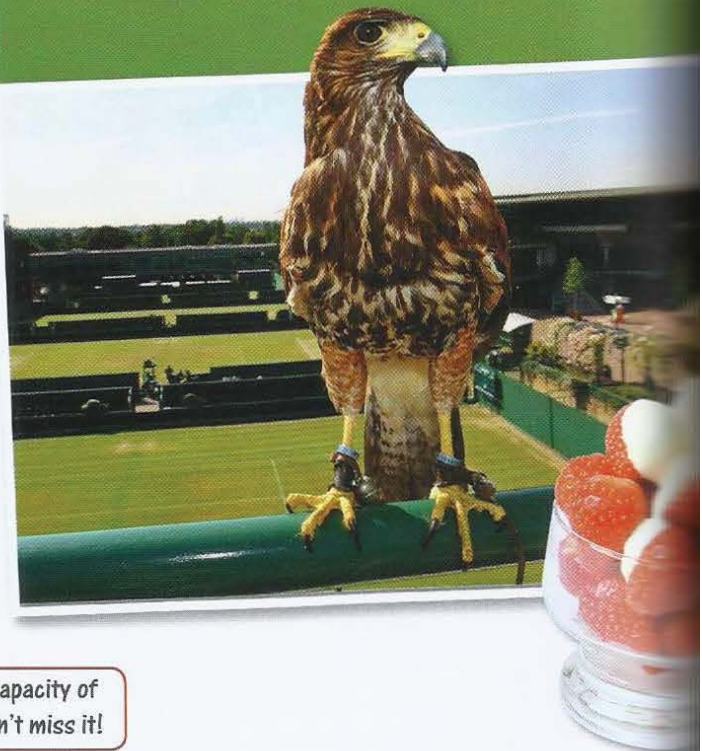
Old Trafford is the home ground of Manchester United. It's got a capacity of 75,643 people. It's the largest football club stadium in the UK. Don't miss it!



**A**

## Wembley Stadium

Wembley Stadium is a sports stadium in London, England. It opened in 2007 and was built to replace the original Wembley Stadium, which was built in 1923. With a capacity of 90,000, it's the second largest stadium in Europe. The distinctive features of the stadium are its partially retractable roof and the arch, which is 133 metres high and 315 metres wide. Wembley Stadium hosts the matches of the English national football team as well as the finals of several important football competitions, such as the FA cup and the UEFA Champions League. This stadium is also a concert venue for many well-known musicians.



# LONDON FOR SPORTS FANS

There are plenty of things to see and do in London – probably won't have enough time for everything! Here's my top selection for sports fans.

## Emirates Stadium

I'm not an Arsenal fan myself, but this IS one of England's football stadiums. Check out the murals outside, which celebrate some of the Gunners' most legendary players.

## The Undercroft

Many people know about this skatepark next to the River Thames. It's been the heart of Britain's skateboarding community for over forty years and you can see some of the most talented skaters and BMXers in the country there.

## Wembley Stadium

This is the biggest stadium in the UK, and in my opinion, it's the best! You can see the famous arch from miles away; it's taller than the London Eye. The final and semi-final of Euro 2020 are going to be here, too. I can't wait.

## The Mall

Right in the city centre, you can't miss the Mall. This is the avenue that goes from Trafalgar Square to Buckingham Palace. It's not exactly a 'sports venue', but it's the starting point for the London Marathon and major cycling races.

## Wimbledon

Some of the top tennis stars have played on Wimbledon's Centre Court, including the Williams sisters, Federer and Nadal. It's the only Grand Slam tournament on grass, and Wimbledon has its own hawk, Rufus, to scare away the pigeons. While you're here, try the classic dish – strawberries and cream.



### 1 Study the examples. Then complete 1–5 in the table with the words in bold.

- a There are **plenty of** things to see and do in London.
- b **Lots of** tennis stars have played at Wimbledon.
- c There's **too much** heavy traffic where I live.
- d There are **a few** bike lanes on the main streets.
- e **Not many** people know about this skatepark.

Countable	Uncountable
not any	
(not) enough	
1 .....	a little
2 .....	not much
3 ..... / more than enough	
some	
a lot of / 4 .....	
too many	5 .....

### 2 Complete the sentences with the words in the box.

a little enough (x2) few lot  
many much plenty

- 1 We had ..... of time to visit the Mall.
- 2 There are a ..... music venues in my city.
- 3 We didn't have ..... money to go to Wimbledon.
- 4 There were too ..... people on the underground.
- 5 How ..... graffiti is there in your town?
- 6 We visited a ..... of places in the city.
- 7 I've got ..... tickets to take three friends to the football.
- 8 Would you like ..... cream with your strawberries?

### 3 USE IT! Work in pairs. Ask and answer questions about the ideas in the box with *how many* and *how much*. Use quantifiers in your answers.

bike lanes graffiti litter places to eat  
sports venues tourists youth clubs

How many bike lanes are there in your town?

There aren't enough bike lanes, just one in the city centre.

### Finished?

Write a short review about a sports venue near you. Use quantifiers.

**THINK!** What ancient or historical sites are there in your country?

- 1 Read the *Hidden History* web page and check the meaning of the verbs in blue. Write the infinitive forms of the verbs.

hidden - hide

- 2 Circle the two words in each list that are synonyms (they have the same or similar meaning).

destroy, demolish, reconstruct

1 build, construct, destroy

2 bury, find, locate

3 display, uncover, unearth

4 examine, excavate, inspect

5 remove, renovate, restore



- 3 2.11 Listen to the radio programme *Hidden History*. Which discovery is the topic of the programme?

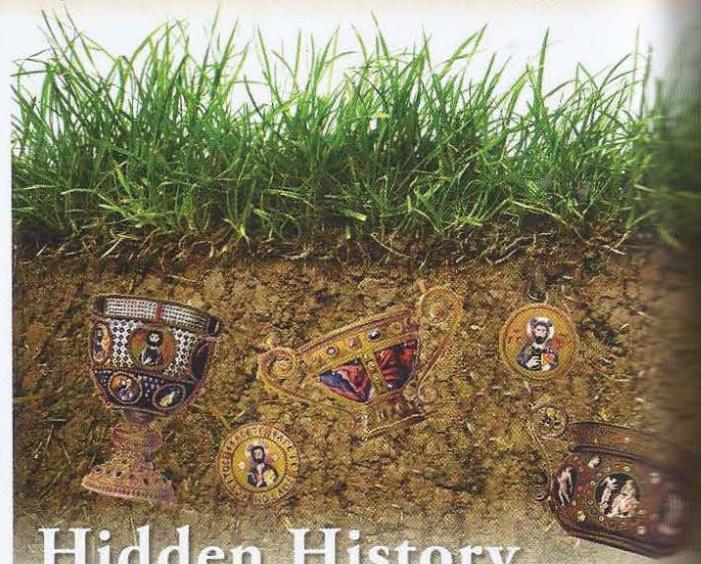
- 4 2.11 Read the sentences and decide what type of information is missing: a date, number or time. Then listen again and complete the sentences.

- 1 King Richard III's skeleton was found in .....
- 2 Richard III was killed on .....
- 3 He was King of England for ..... years.
- 4 Greyfriars Church was destroyed ..... years after Richard's death.
- 5 Archaeologists started excavating the car park in .....
- 6 Richard was ..... years old when he died.
- 7 The skeleton was dated to between ..... and .....
- 8 Richard was reburied in .....

- 5 **USE IT!** Work in small groups. Choose a historical site in your country. Discuss the points in the box.

age discovery importance location

The ancient site of Troy is on the coast of Turkey. It is 4,000 years old.



## Hidden History

It's amazing to think of the treasures that might be **hidden** under your feet. Did you know that many ancient things are discovered accidentally by ordinary people in everyday locations?

In 2007, Britain's only complete Viking ship was **located** under a pub near Liverpool when the owner decided to **renovate** the building. Construction workers were **excavating** an area in order to **build** a car park when they accidentally **unearthed** the 1,000-year-old ship. Thick mud had protected it.

The ship hasn't been **removed** yet, but archaeologists plan to **restore** it. They hope that it will be **displayed** in a museum one day.

Sometimes, archaeologists know what they're looking for and get lucky. The skeleton of King Richard III of England was lost for centuries, since the church where he was **buried** had been **destroyed**. But recently, the king's skeleton was **uncovered** in a car park in Leicester. It was **examined** by experts, who used DNA techniques to confirm the identity of the king.

*Hidden History* takes a closer look at some incredible stories of accidental or lucky discoveries.



1 Complete the passive sentences with the words in the box. Then answer questions 1–5 below.

are discovered    hasn't been removed  
might be hidden    was examined  
was killed    will be displayed



- Many ancient things ..... accidentally by ordinary people.
- The skeleton ..... by experts.
- They hope it ..... in a museum one day.
- Richard III ..... by a soldier.
- It's amazing to think of the treasures that ..... under your feet.
- The ship ..... yet.

- Which sentence is in the present simple?
- Which two sentences are in the past simple?
- Which sentence is in the present perfect?
- How are future and modal passives formed?
- When do we use *by*?

2 Complete the sentences with the verbs in brackets.

- Locals believe that treasure ..... near here. But no one has found it yet. (bury)
- The Lascaux cave drawings ..... by children who fell into a hole. (find)
- DNA tests ..... out by Dr Stevens next month. (carry)
- The ship ..... because it is under a pub. (can / not remove)
- The site ..... yet. (not excavate)
- The treasure ..... until next year. (not display)
- Ancient treasure ..... under your house. (may / hide)
- Viking ships like this ..... in England 1,000 years ago. (not build)

3 **2.12 PRONUNCIATION: Auxiliary verbs**

Listen to the sentences. Which auxiliary verbs are weak? Which are strong? Listen again and repeat.

- The remains **were** discovered in 2016.
- The ship **hasn't been** moved yet.
- Many treasures **aren't** found by experts.
- Nothing **has been** found at the site yet.

**Finished?**

Imagine a new historical treasure has been found in your area. Write a newspaper article about it using the passive.

4 Complete the newspaper article. Use past, present and future passive forms of the verbs in the box.

cover    discover    examine    keep    label  
make    put    take    not touch    unearth    write

**Priceless treasure unearthed by Yorkshire builder**

This 15<sup>th</sup>-century jug and coins *were discovered* by builder Richard Mason in 2004. The jug <sup>1</sup> ..... during a house renovation. 'It <sup>2</sup> ..... in dirt, so I just put it in my garage.' The jug <sup>3</sup> ..... for eight years. 'One day, I moved it, and gold and silver coins fell out. I was amazed!' The treasure <sup>4</sup> ..... to the British Museum where it <sup>5</sup> ..... by experts. One gold coin <sup>6</sup> ..... in Italy in the 1500s, and is unique. Currently, the jug <sup>7</sup> ..... at the British Museum. In the near future, it <sup>8</sup> ..... on display, and it <sup>9</sup> ..... 'The Mason Hoard'. 'I'm proud that my name <sup>10</sup> ..... on a museum exhibit,' says Mr Mason.



5 Study the passive questions a–f and answer questions 1 and 2.

- How was the ship located?
- Was the skeleton found by builders?
- Has the ship been removed yet?
- When will the ship be restored?
- Where is the treasure buried?
- How can ancient objects be dated?

- Which questions are in the present simple, past, present perfect and future?
- Where do we put *be* in questions in future and modal forms?



6 **Order the words to make questions about the text in exercise 4. Then ask and answer with a partner.**

- discovered / the / was / how / treasure / ?
- taken / where / the / were / jug and coins / ?
- the / made / coins / all / of / are / gold / ?
- been / the / have / yet / dated / coins / ?
- are / where / now / jug and coins / kept / the / ?
- the / what / labelled / treasure / be / will / ?

7 **USE IT!** Write five questions about the *Hidden History* stories on page 72 using the passive. Then test your partner.

Who was found under a car park in Leicester?

# 7

## SPEAKING • Describing and comparing photos

I can describe and compare two photos, and speculate about what they show.

**THINK!** Look at the photos on this page. What do they show?



**1** 2.13 Study the sentences from two different descriptions and match them with photos A and B. Then watch or listen and check.

- 1 I don't think there are any cafés or shops.
- 2 Maybe it's the only park in this part of the city.
- 3 This could be a bicycle lane.
- 4 It looks like an industrial site.
- 5 The area has been renovated.
- 6 One is a black and white photo of the city many years ago.

**2** 2.13 Watch or listen again. Complete the key phrases. Which photo does Tegan prefer?

### KEY PHRASES

#### Describing and comparing photos

These two pictures show <sup>1</sup>.....  
 In the first picture, there are <sup>2</sup>.....  
 It's hard to see, but I don't think there are <sup>3</sup>.....  
 It looks like <sup>4</sup>....., but I'm not sure.  
 By contrast, in this picture, there's <sup>5</sup>.....  
 Maybe it's <sup>6</sup>.....  
 This could be a <sup>7</sup>..... because <sup>8</sup>.....

**3** Study the key phrases again. When we aren't sure, we can use phrases to speculate. Which phrases do this?

### STUDY STRATEGY

#### Describing and comparing photos

In the exam, you will have a few minutes to prepare. Use this time to think of useful vocabulary, including opposite adjectives, which will help you to contrast the photos.

**4** **USE IT!** Follow the steps in the speaking guide.

### SPEAKING GUIDE

#### A TASK

Look at photos C and D. Describe the photos. Talk about similarities and differences and speculate why things have changed. Explain which you prefer and why.

#### B THINK AND PLAN

1 Look at the places. Make notes about the following things in each place:

area buildings monuments  
 natural features people

2 Decide which key phrases you want to use.

#### C SPEAK

Describe the photos. Record yourself giving your comments.

#### D CHECK

Watch or listen to your comments. What can you improve?



## WRITING • A tourist information leaflet

I can write about a monument or building.

**THINK!** What do you know about Dublin?

**1** Read the tourist information leaflet and answer the questions.

- 1 Which street is the leaflet about?
- 2 When were the landmarks built or installed?
- 3 What style is each monument?
- 4 Where is the visitor centre and what can you see there?
- 5 Which monument should be seen at night? Why?

**2** Study the key phrases and find them in the text.

## DUBLIN LANDMARKS

### The General Post Office

The elegant General Post Office (GPO) on O'Connell Street is one of Dublin's most important buildings. It was built in the classical style in 1823 and it is still a working post office today. The building was partially destroyed in 1916 during the fight for independence. It was renovated in 1929 but if you look **up**, you can still see bullet holes dating from 1916 on the facade. If you want to learn more about Irish history, the visitor centre located **inside** the building is well worth a visit. An original copy of the Proclamation of Independence is displayed **there**.



### The Spire

**Look right**, where you will see The Spire in the middle of O'Connell Street. This contemporary monument, located **across** from the GPO, is the tallest structure in Dublin's centre. It was installed in 2003 **on** the site of the statue of Nelson, which was destroyed in 1966. The Spire is 120 metres high with a three-metre-wide base. It is made of steel and moves in the wind. It is beautiful at night when the top and bottom are lit up. It was originally called the Monument of Light, but was renamed The Spire by Dubliners.



## KEY PHRASES

### Describing a building or monument

... is one of ... buildings / monuments.  
Look right / left / up / down.  
The ... was built / installed in ...  
It is located in ...  
... is well worth a visit.

## Language point: Prepositions and adverbs of place

**3** Study the table. Then add the words in **blue** from the texts to the table.

Direction	Location
left	here
down	next to
around	under
	between

**4**  **USE IT!** Follow the steps in the writing guide.

## WRITING GUIDE

### A TASK

Write a section of a tourist information leaflet for a building or monument in your city or a city you know.

### B THINK AND PLAN

- 1 Where is it located?
- 2 When was it built?
- 3 What style is it?
- 4 What was there before?
- 5 Is there anything interesting to see inside / outside the building?
- 6 What is the history of the building?

### C WRITE

Use your notes from B to write a first draft of your tourist information leaflet.

### D CHECK

- passive forms
- key phrases
- adverbs and prepositions of place

## Vocabulary

1 Complete the compound nouns with the words in the box.

ancient bike industrial music open-air  
pedestrian public railway

- |                 |                |
|-----------------|----------------|
| 1 ..... space   | 5 ..... lane   |
| 2 ..... ruins   | 6 ..... line   |
| 3 ..... venue   | 7 ..... cinema |
| 4 ..... walkway | 8 ..... site   |

2 Match the synonyms.

- |             |           |
|-------------|-----------|
| 1 locate    | a build   |
| 2 renovate  | b examine |
| 3 construct | c find    |
| 4 excavate  | d unearth |
| 5 inspect   | e restore |

## Language focus

3 Choose the correct words.

- Sue Do you like your new neighbourhood?  
Ben It's OK. There are <sup>1</sup>plenty of / too much shops near us. There are also <sup>2</sup>a little / lots of restaurants.
- Sue What's public transport like?  
Ben It's a problem. There aren't <sup>3</sup>enough / plenty buses. There are only <sup>4</sup>a little / a few in the evening.
- Sue Is it a busy suburb?  
Ben Yes. There are too <sup>5</sup>much / many big roads, so there's too <sup>6</sup>much / many traffic.
- Sue What about leisure facilities?  
Ben There aren't <sup>7</sup>enough / a few music venues, but there are <sup>8</sup>a little / plenty of sports facilities.

4 Complete the passive sentences.

- The skeleton ..... unearthed last summer.
- The building ..... already been restored.
- The site ..... be excavated next year.
- Many early settlements ..... located near the coast.
- The treasure ..... now displayed in the local museum.
- DNA tests ..... been carried out by scientists.
- The artefacts ..... being examined by archaeologists at the moment.

5 Make the active sentences passive. Include the agent where necessary.

- Students discovered buried artefacts in June.
- Nobody has removed the objects.
- They might build a new museum next year.
- They haven't located the statue yet.
- Ordinary people find many ancient objects.
- They'll use DNA tests to identify the remains.

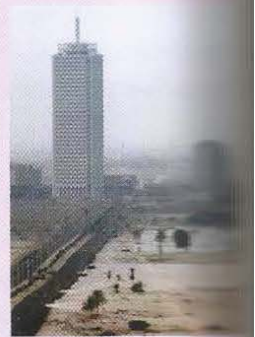
## Speaking

6 Complete the description of two photos with the phrases a–g.

- |                    |                           |
|--------------------|---------------------------|
| a but I'm not sure | e These two pictures show |
| b By contrast      | f They look like          |
| c I prefer         | g This could be           |
| d It's hard to see |                           |

<sup>1</sup>..... the same neighbourhood of a city, but in different years. In the first picture, there are a few small blocks of flats and one very tall building. There aren't any green spaces, just large empty areas. On the right of the road are some white buildings. They look like houses, <sup>2</sup>..... <sup>3</sup>....., but I don't think there are any cafés and shops.

<sup>4</sup>....., in the second picture, the area has been renovated. Several tall, modern buildings have been built. <sup>5</sup>..... blocks of flats, or maybe office blocks. There's a large fountain with green spaces. <sup>6</sup>..... a park, but I can't see any people. <sup>7</sup>..... this photo because I like green spaces and modern buildings.



## Listening

7 2.14 Listen and complete the summary.

The new Lascaux Cave replica was opened today in France. The site took <sup>1</sup>..... to complete and is expected to attract over <sup>2</sup>..... visitors annually. The original caves were discovered in <sup>3</sup>..... by <sup>4</sup>..... The cave paintings had remained hidden for over <sup>5</sup>..... years. There are over 1,500 paintings of <sup>6</sup>..... They have been dated to <sup>7</sup>..... years. Today, <sup>8</sup>..... cannot visit the original caves. They were closed to the public in <sup>9</sup>.....



**Remember!**

Look out for time expressions and words like *first, next, then, after, later, soon, tomorrow, morning, etc.*, as you read. These words will help you understand the order of events in a story.

**BEFORE YOU READ** Work in pairs. Imagine you are inside the projectile in space. Answer the questions.

- a What can you see?    b What do you hear?    c How do you feel?

**Chapter 7 • Around the moon**

Barbicane opened his eyes. He was at the bottom of the projectile, and there were two bodies next to him. 'Nicholl! Nicholl!' he shouted. Suddenly, the bodies began to move up into the air. Barbicane opened his eyes, and Nicholl.

'We're in space,' laughed Barbicane. 'We can't feel the gravity of the Earth or the moon here!'

Nicholl then took something out of his coat. 'Barbicane, here's your money. You were right.' Barbicane smiled, but then he saw something through the window. 'Nicholl!' he cried. A big white ball of fire came quickly at them. 'A meteor!'

The ball grew bigger and bigger as it came nearer. 'It's going to hit us!' cried Ardan. But it went quickly past them. 'There are millions of meteors in space,' said Barbicane.

The three men soon began to feel tired, so they went to sleep. The next day, after breakfast, Captain Nicholl took out his telescope. First, he looked up at the moon, then he looked down at the Earth, and then he wrote something in his book. Barbicane sat and worked. He took out his pen and made some calculations.

'Tomorrow we'll arrive at the moon,' he said the next morning. 'But from my calculations, our direction is wrong. We're going to the far north of the moon.'

'Perhaps that meteor changed our direction,' said Nicholl. 'A big meteor has gravity, like the Earth.'

'That's true,' said Barbicane.

On their fourth day, they got up early. 'Today, we're going to walk on the moon,' said Ardan excitedly. 'And meet the people there – the Selenites.'

'No Selenites!' laughed Nicholl. 'There are no Selenites.'

Later, Nicholl looked through his telescope. 'We're near the moon!' he cried. 'Oh, look! The Selenites have roads!' said Ardan. 'Those aren't roads,' said Barbicane. 'They're just long holes in between the mountains.'

Then everything suddenly went black and the men couldn't see anything. 'We're moving over the north part of the moon,' said Barbicane, 'and down the dark side. There's no sunlight there. This is not good.'

'Why?' asked Ardan.

'That meteor changed our direction a lot,' explained Barbicane. 'Now we're a satellite of the moon – we can't go down to it, or back to Earth.'

'But we can't stay like this!' cried Nicholl. 'We've got enough air for a month, no longer than that! What are we going to do?'

'I have an idea,' said Ardan. 'We have rockets at the bottom of the projectile. They can change our direction and we can go down to the moon.'

'Yes!' cried Barbicane. 'But we need to wait. We aren't in the right place.'

The projectile moved on around the dark side of the moon. After three days, they came into the sun again and after a week, they came to the right place. Ardan went to the bottom of the projectile and worked the rockets. Then there was a sudden shock through the projectile.

'We are falling fast!' cried Barbicane.

'To the moon?' asked Ardan.

'No, to the Earth!' said Nicholl. 'The rockets are moving us in the wrong direction!'

**READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

direction    gravity    meteor    rockets  
space    telescope

**WHAT DO YOU THINK?** Work in pairs. Discuss what you think will happen in the next chapter. Where will the projectile fall? What will happen to the three men?



# 8 The law

## VOCABULARY • Crime and criminals

I can discuss crime and punishment.

- Extra listening and speaking
- Curriculum extra p103
- Culture p111
- Literature p118

**THINK!** Have you or has someone you know ever been the victim of a crime? What was the crime?

**1** Check the meaning of the nouns in **blue** in the crime quiz. Then match them with nouns 1–12. What's the difference between the two sets of words?

- |                      |              |
|----------------------|--------------|
| 1 burglar – burglary | 7 pickpocket |
| 2 cybercriminal      | 8 robber     |
| 3 fraudster          | 9 shoplifter |
| 4 hacker             | 10 thief     |
| 5 mugger             | 11 troll     |
| 6 offender           | 12 vandal    |

**2** Do the crime quiz with a partner. Then check your answers with the key. Which punishment surprises you the most?



**3**   2.15 Watch or listen to two conversations about crimes in the quiz. Choose the correct options.

Conversation 1

- a Tegan thinks that the punishment is fair / unfair.
- b Daniel agrees / disagrees with Tegan.

Conversation 2


- c Rob thinks that the punishment is too tough / not tough enough.
- d Olivia agrees / disagrees with Rob.

**4**   2.15 Study the key phrases. Then watch or listen again. Which key phrases do you hear?

### KEY PHRASES

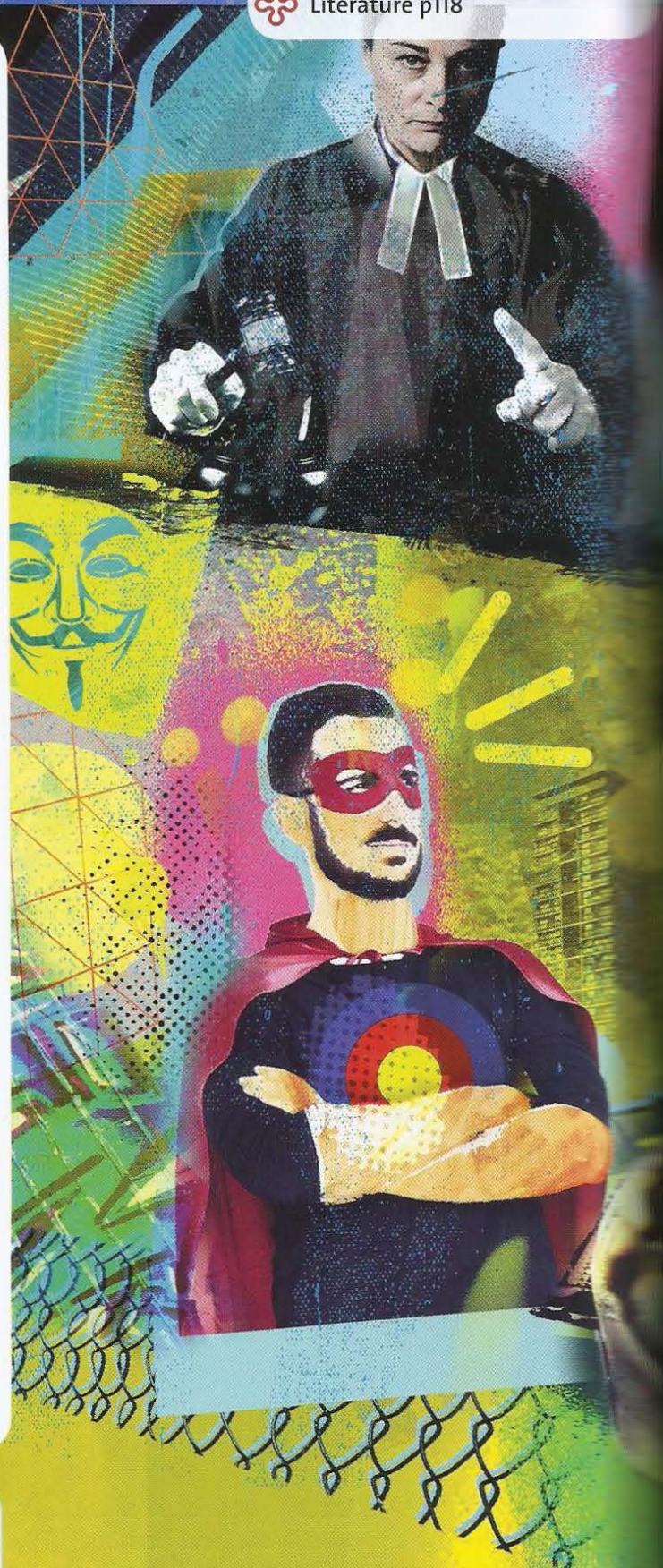
#### Comparing opinions

What do you think would be right?  
It's a bit much, isn't it?  
That seems fair, doesn't it?  
I think that would be fair / unfair.  
I think that was too harsh.  
That's about right in my opinion.

**5**  **USE IT!** Work in pairs. Choose two crimes in the quiz. Do you think the prison sentences are appropriate? Use the key phrases.

#### Finished?

Choose another crime from the quiz. Write a short paragraph saying why you agree or disagree with the punishment. Then discuss your ideas with a partner.



## CRIME QUIZ: JUSTICE?

- 1 Between 1788 and 1868, 165,000 people were sent to Australia from the UK for crimes like **pickpocketing** and **shoplifting**. In 1789, eleven-year-old Mary Wade stole some clothes. She was sent to Australia for ...  
a two years   b twenty years   c life
- 2 Sixteen-year-old Jonathan James was found guilty of **hacking** after he accessed NASA's computer system in 1999. He was the youngest person to go to prison for a **cybercrime**. He went for ....  
a six months   b six years   c ten years
- 3 Every minute, nineteen Americans fall victim to identity **theft**. A Florida man was arrested for one of the biggest credit card **frauds** in history. He stole details of fifty million credit cards. He was sent to prison for ...  
a two years   b twelve years   c twenty years
- 4 In the UK, **trolling** is now a criminal **offence**. People who use the internet to send abusive or threatening messages can go to prison for up to ....  
a six weeks   b two years   c six years
- 5 A British graffiti artist was given a prison sentence for **vandalism**. For seven years, Kristian Holmes painted trains, walls and bridges across London. He was sent to prison for ....  
a three months   b 3½ years   c thirteen years
- 6 A masked mystery man known as the 'Bromley Batman' uses martial arts to rescue victims of **mugging** in London. He must be careful because if he injures a mugger, he could go to prison for up to ....  
a one year   b five years   c ten years
- 7 A nineteen-year-old thief was given a five-year prison sentence for nearly 700 **burglaries**. The teenager was freed after ....  
a one year   b eighteen months   c three years
- 8 Doris Payne is an infamous jewel thief. The eighty-six-year-old has committed hundreds of **robberies** and stolen jewels worth millions of dollars over six decades. She has also spent ... in prison.  
a five years   b ten years   c twenty years

5b 6b 7b 8a

KEY 1c 2a 3c 4b

**THINK!** What are your favourite TV shows, films or novels about crime and detectives?

- 1 Quickly skim read the blog post. Which two crimes are not mentioned?

burglary cybercrime hacking  
pickpocketing robbery vandalism

### STUDY STRATEGY

#### Distinguishing fact from opinion

When you read, it is important to identify what is a fact and what is the opinion of the writer.

- 2  2.16 Read and listen to the blog post. Then write **F** (fact) or **O** (opinion).

- 1 It's set in London. ....
- 2 It's so well written. ....
- 3 Sherlock had found a famous missing painting. ....
- 4 Moriarty is not a traditional 'baddy'. ....

- 3 Read the blog post again and answer the questions.

- 1 Why does the blogger like this episode the most?
- 2 What three things does she identify as important for a good *Sherlock* episode?
- 3 Why was Sherlock famous at the beginning of the episode?
- 4 What unusual skill does Moriarty have?
- 5 What crimes does Moriarty commit? Why does he do them?
- 6 Why does the blogger stop describing the episode?


- 4 **VOCABULARY PLUS** Scan the text. Find and complete the words in 1–6. How do the prefixes change the meaning of the word?

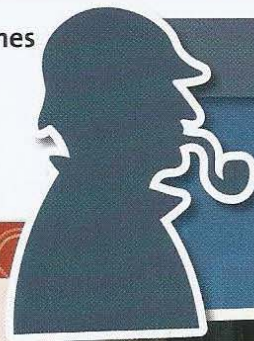
- |                                    |                                 |
|------------------------------------|---------------------------------|
| 1 ..... believable ( <i>adj</i> )  | 4 ..... possible ( <i>adj</i> ) |
| 2 ..... responsible ( <i>adj</i> ) | 5 ..... honest ( <i>adj</i> )   |
| 3 ..... lock ( <i>v</i> )          | 6 ..... expected ( <i>adj</i> ) |

- 5 Change the meaning of words 1–6 by adding the correct negative prefix from the box. Check your answers in a dictionary.

dis (x2) il im ir un

- |                              |                                  |
|------------------------------|----------------------------------|
| 1 ____ legal ( <i>adj</i> )  | 4 ..... agree ( <i>v</i> )       |
| 2 ____ appear ( <i>v</i> )   | 5 ..... fortunate ( <i>adj</i> ) |
| 3 ____ mature ( <i>adj</i> ) | 6 ..... regular ( <i>adj</i> )   |

- 6  **USE IT!** Discuss in pairs. Does this blog make you want to see this TV show? Do you think the post is a good description of the episode? Why / Why not?



HOME

ABOUT ME

My favourite episode of  
**SHERLOCK**



Everybody who reads this blog knows that I love detective stories, and that I'm a massive fan of *Sherlock*, the BBC TV series. I always liked the classic Conan Doyle stories but wasn't sure if this modern version would work, but what's not to like? It's clever, entertaining and it's set in London!

Last week, I told you that I was watching the whole series again, and you asked me what my favourite episode was. It was hard to choose just one! But in the end, I said that it was 'The Reichenbach Fall' episode. Why? It's just so well written, with all the best ingredients of a great Sherlock story: the unbelievable intelligence of Sherlock Holmes, his loyal 'assistant' Dr Watson, and a sudden appearance of the evil Moriarty, Sherlock's worst enemy.

**BLOG**

**LINKS**

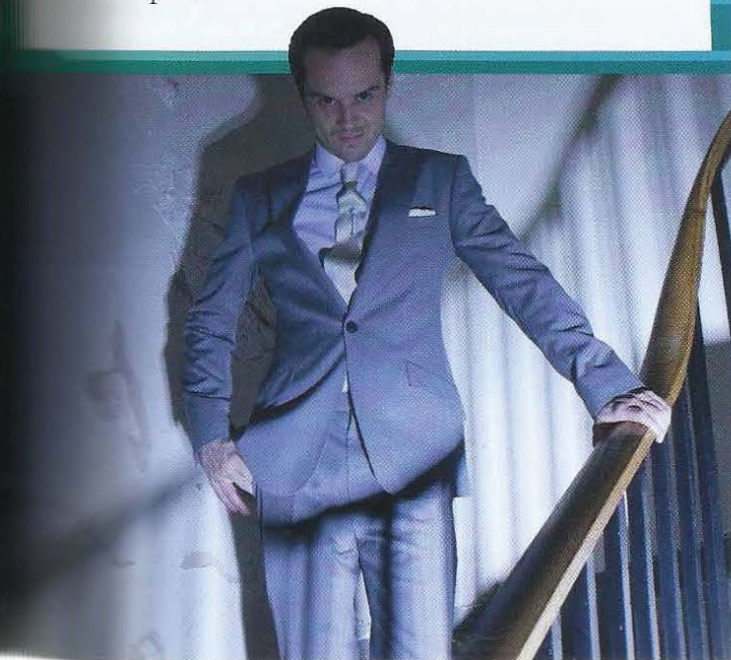
At the beginning of the episode, everything seemed fine for Sherlock. He was enjoying his fame as the world's best detective, because he'd found a famous missing painting which had been stolen in a robbery by some art thieves. However, Watson wasn't happy. He told Sherlock that he needed to be careful, because the public attention could become negative.

And that's when Moriarty appears. What I like about Moriarty is that he's not a traditional 'baddy', he's a modern cybercriminal. He can unlock jail cells straight from his mobile phone, and has a secret code which means that he can hack into any security system in the world.

In this episode, we see Moriarty commit some impossible crimes, including a robbery at the Bank of England and a burglary at the Tower of London – home of the crown jewels. But he doesn't steal anything – it's part of his plan to convince people that Sherlock is dishonest and irresponsible.

Now, I'll stop there. Last time readers told me I'd missed a TV show for them because I talked about how the show ended! But as usual, be prepared for a totally unexpected ending – and let me know what you think!

Don't forget to post comments about your favourite *Sherlock* episode.



1 Study the table. Then complete sentences 1–6.

Direct speech	Reported speech
<i>am / is / are</i>	<i>was / were</i>
<i>have / has</i>	<i>had</i>
Present simple	Past simple
Present continuous	Past continuous
Past simple and present perfect	Past perfect
<i>can / could</i>	<i>could</i>
<i>will / would</i>	<i>would</i>
<i>must / have to</i>	<i>had to</i>

- 'I'm scared of spiders.'  
He said that he ..... scared of spiders.
- 'We can't find the spider.'  
The officer said that they ..... the spider.
- 'The man has a beard.'  
She told the officer that the man ..... a beard.
- 'You will pay for the damage.'  
The judge told the vandals that they ..... for the damage.
- 'I saw the robbers leaving the bank.'  
The man said that he ..... the robbers leaving the bank.
- 'I've never broken the law.'  
The girl told her parents that she ..... the law.



2 Study *said* and *told* in the reported sentences in exercise 1. What is the difference between them?

3 2.17 Listen to a dialogue and complete the summary with the correct verb forms.

A woman called the police to report a burglary. She said her name was Mrs Smith and she <sup>1</sup>..... in Hampton Street. She said that there <sup>2</sup>..... a burglar in her neighbour's house. She said that the man <sup>3</sup>..... to open the front door, and then he <sup>4</sup>..... through the kitchen window. She said that she <sup>5</sup>..... a light on upstairs. The police officer told the woman that they <sup>6</sup>..... a police car.

4 USE IT! Work in pairs. Take turns making true and false reported statements. Guess the true statements.

Anna told me that she'd seen the football final.

I don't think that's true. Anna doesn't like football.

**Finished?**

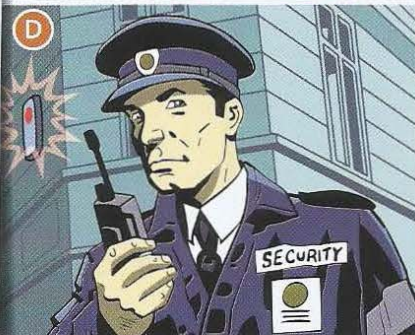
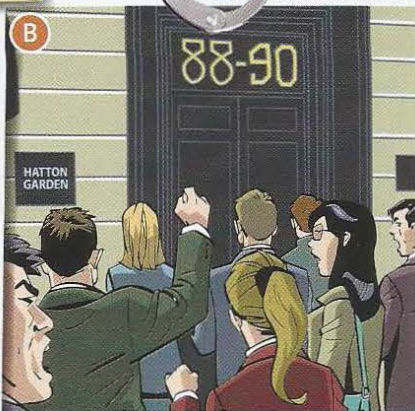
Report three things that friends or family members have said to you today. Use *say* or *tell*.

**THINK!** What films have you seen about bank robberies? Did you enjoy them?

1 Read paragraphs 1–6 and match them with pictures A–F. How do you say the words in blue in your language?

## Hatton Garden robbery: A gang of grandpas is arrested

- 1 Thieves drilled a hole in the vault wall to access the safety deposit boxes.
- 2 The alarm sounded and a security guard arrived, but his boss **ordered** him not to enter the building alone.
- 3 The thieves stole jewellery worth millions of pounds. Many people **complained** that they had lost their life savings.
- 4 The police secretly recorded the men discussing their crimes in a London pub. One man **offered** to hide the jewellery.
- 5 Police **announced** that four old men had been arrested. The men **denied** that they had committed the robbery. They **refused** to answer any questions.
- 6 Finally, one of the men **admitted** that he had been part of the robbery. He **agreed** to show the police where some of the jewellery was hidden.



2 2.18 Listen to the news report about the Hatton Garden robbery. Which people in the box do you hear speaking?

bank manager judge newsreader  
police officer reporter victim

3 2.18 Listen again. Answer the questions about the key facts of the crime.

- 1 When did it happen?
- 2 Why are the men called 'The Bad Grandpas'?
- 3 How did the police identify the men?
- 4 Where did the police find the jewellery?
- 5 Who are the police now looking for?

4 2.19 **PRONUNCIATION:** /ə/ Listen to the sound of the underlined letters. Listen again. Which syllable is stressed?

- 1 admit 2 agree 3 complain 4 order

### Language point: Verb patterns

5 Study the verb patterns. Then add five more verbs from the text to complete the table.

Verb + object + infinitive	
convince / tell / ask / 1 .....	someone (not) to do something
Verb + infinitive	
offer / 2 .....	(not) to do something
Verb + that	
explain / announce / admit / 4 .....	that ...

6 **USE IT!** Write three sentences using the reporting verbs. One sentence must be false. Write the true and false sentences in pairs. Read out your sentences. Which one is false?

Last night my brother offered to help with my homework. True.

Reported questions

1 Study the direct and reported questions. Then choose the correct options to complete the rules.



Direct question	Reported question
Who is Basil?	I asked the police who Basil was.
Have you found all the stolen jewellery?	I asked a police officer if / whether they had found all the stolen jewellery.
What's your favourite Sherlock episode?	People have asked me what my favourite episode was.

RULES

- The word order is usually **the same** / **different** in direct and reported questions.
- The tense **changes** / **stays the same** in reported questions.
- We can use *if* or *whether* to report **all questions** / **Yes / No questions**.

2 Choose the correct words.

When I got home, my mum asked me ...

- why I **am** / **was** late.
- where I **was** / **had** been.
- if I **have** / **had** seen a good film.
- whether I **am** / **was** hungry.
- what I **am** / **was** doing the next day.
- if I **have** / **had** done my homework.

3 Report the questions.

'Did you see a good film?' Tom asked Lucy.  
Tom asked Lucy if she had seen a good film.

- 'Where are you going?' Ellie asked Sam.
- 'Do you like rap?' Dad asked me.
- 'Can you help me?' Joe asked his sister.
- 'What time did you leave?' Tim asked Eric.
- 'Will you go with me?' my friend asked me.
- 'How did you get home?' Mum asked me.

Reported commands, requests, offers and suggestions

4 Study the direct and reported sentences in the table. Then match sentences 1-4 with types of sentences a-d.

a request b command c suggestion d offer

Direct	Reported
1 'Don't enter the building.' .....	He told / ordered the guard not to enter the building.
2 'Please help us identify the man.' .....	They asked the public to help identify the man.
3 'I can hide the gold.' .....	Jones offered to hide the gold.
4 'Let's listen to the news report.' .....	Kim suggested that we listen to the news report.

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

- The teacher offered ..... me a dictionary. (lend)
- Marcus suggested that we ..... at 5 p.m. (meet)
- She told Sam ..... his mobile phone to class. (not bring)
- Mum asked us ..... her tidy the room. (help)
- The judge told the prisoner ..... (stand up)
- Dad offered ..... me to the cinema. (drive)

6 Rewrite the sentences in reported speech.

- 'Help me with my homework, please,' Sally asked me.
- 'Why don't we watch a film tonight?' Steve suggested.
- 'Wait outside,' the police officer told us.
- 'I can make dinner this evening,' Mary said.
- 'Don't make a noise,' the teacher told her students.
- 'Please don't give us homework,' we asked the teacher.

7 USE IT! Write five questions, requests or offers. Then work in pairs and report your partner's questions.

When's your birthday?

Billy asked me when my birthday was.

Finished?

Write a short interview between a police officer and a suspect. Include a command, a request, an offer and a suggestion. Then report the interview.



# 8 SPEAKING • Apologizing and explaining

I can check information and apologize for doing something wrong.

**THINK!** Have you or your friends ever done something wrong by mistake?

Warden Excuse me. Could I have a word with you?  
 Sally Yes, of course. Is there a problem?  
 Warden I'm afraid so. You realize that it's against the rules to bring dogs in here, don't you?  
 Sally Sorry about that. I didn't realize.  
 Warden Didn't you see the sign?  
 Sally No. I'm afraid not. I just didn't see it.  
 Warden Well, it's clearly signposted at the entrance.  
 Sally I'm sorry. It's the first time I've been here. I'm not in trouble, am I?  
 Warden Well ... I'll let you off this time.  
 Sally Thanks.  
 Warden That's OK. But don't do it again. And please take your dog out of the park immediately.  
 Sally OK. It won't happen again.



- 1 2.20 Listen to the dialogue. Where is Sally and what is the problem?
- 2 2.20 Remember we can use question tags to check information, as well as asking questions. Find the question tags in exercise 1. Then listen again and practise the dialogue with a partner.
- 3 2.21 Watch or listen to a second dialogue. What has Seth done wrong?
- 4 2.21 Watch or listen again. Which key phrases do you hear?



## KEY PHRASES

### Apologizing and explaining

Could I have a word with you?  
 You know / realize that ... is against the rules, don't you?  
 I'm afraid so / not.  
 I didn't realize.  
 I'll let you off this time.  
 It won't happen again.

## Task

**B**

You are skateboarding in a private car park near some flats. A security guard stops you. You didn't see this sign.  
 Private: No cycling or skateboarding

## Task

**A**

You are using your mobile phone in a hospital waiting room and a nurse comes up to you. You didn't see this sign:  
 No mobile phones

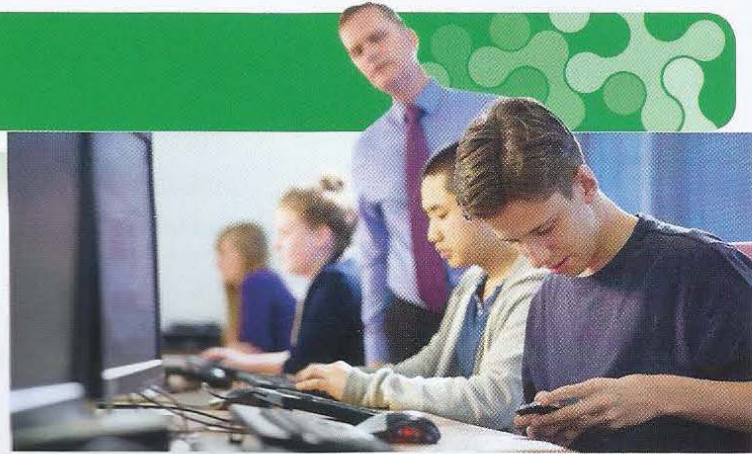
- 5 **USE IT!** Work in pairs. Practise a dialogue for one of the tasks (A or B) using the key phrases. Then swap roles.

# 8 WRITING • A discussion essay


I can explore two sides of an argument in a formal essay.

**THINK!** What problems can mobile phones cause?

- 1 Read the essay and answer the questions.
  - 1 What are the arguments for a ban on mobile phones?
  - 2 What are the arguments against a ban?
  - 3 In which paragraph does the writer give a personal opinion? What is it?
- 2 Find the key phrases in the essay. Which phrases ...
  - 1 introduce the writer's opinion?
  - 2 help to list reasons and arguments?
  - 3 help to contrast ideas?



## Language point: References and pronouns

- 3 Find phrases 1–5 in the essay. What do the pronouns in blue refer to?
  - 1 **they** are a nuisance
  - 2 for and against **this** rule
  - 3 if **one** rings, it disturbs the whole class
  - 4 they say that **it** is worse if students have access to the internet
  - 5 friends told me that they used apps on their phones to help **them** with schoolwork
- 4  **USE IT!** Follow the steps in the writing guide.



## KEY PHRASES

### Writing a discussion essay

- One of the arguments for ... is ...
- On the one hand, ... On the other hand, ...
- In addition, ...
- For instance / example, ...
- However, ...
- Personally, I am (not) in favour of ...

10:16

## Mobile phones should be banned from schools. Discuss.

Our school plans to ban mobile phones because many teachers complain that they are a nuisance. There are arguments both for and against this rule.

One of the arguments for the ban is that people say that phones cause problems at school. Students forget to turn their phones off during class, and if one rings, it disturbs the whole class. Outside the classroom, phones can also cause more serious problems, such as cyberbullying. Many teenagers admit that they have been victims of cyberbullying, and they say that it is worse if students have access to the internet at school.

On the other hand, phones can be a great resource for students. For instance, one teacher explained that her students used their mobiles in class to research information online. In addition, many of my friends told me that they used apps on their phones to help them with schoolwork, for example by creating homework reminders or using apps to practise vocabulary before a language class.

Personally, I am not in favour of banning mobiles completely as students need them before and after school. However, I think students should agree to have their phones on silent and in their bags. We also need to work together to reduce cyberbullying.

## WRITING GUIDE

### A TASK

Write a discussion essay on this topic:

All young people should do two weeks of compulsory work for the community every year (such as street cleaning, planting trees or helping old people). Discuss.

### B THINK AND PLAN

- 1 What will be the consequences of this rule if it is introduced?
- 2 How would young people feel about this rule?
- 3 Do you think that doing compulsory work would make students more responsible? Why?
- 4 Is there a better way to encourage young people to help their community?

### C WRITE

- Paragraph 1: Introduction
- Paragraph 2: Ideas for one side of the argument
- Paragraph 3: Ideas for the other side of the argument
- Paragraph 4: Conclusion and your opinion

### D CHECK

- phrases to present / contrast arguments
- references and pronouns

Vocabulary

1 Match the words in the box with the definitions.

burglar mugger pickpocketing  
shoplifting troll vandalism

- 1 someone who enters and steals from buildings
- 2 stealing money from people's bags and pockets
- 3 a criminal who attacks people to steal their money
- 4 damaging public property
- 5 someone who sends abusive messages
- 6 stealing from a supermarket or other shops

2 Match the two parts of the sentences.

- 1 He refused to
  - 2 The police chief announced
  - 3 The men denied
  - 4 The woman admitted that
  - 5 He asked the girl
  - 6 They explained to us that it
- a robbing the bank.
  - b she had stolen the mobile phone.
  - c if she'd heard anything.
  - d that she was retiring.
  - e answer the police officer's questions.
  - f was a dangerous part of town.

Language focus

3 Order the words to make reported sentences. There is one extra word.

- 1 them / John / to / too late / was / told / it / that
- 2 I / the / I / go / said / next / will / day / would
- 3 robbery / they / had / there / told / been / a / said / that
- 4 the police / us / have / the mugger / arrested / that / they / had / told
- 5 TV / been / he / the man / had / said / are / watching
- 6 said / couldn't / that / Lucy / stay / she / me

4 Choose the correct words.

- 1 Tom told / said he hadn't seen Maria for ages.
- 2 Max said **whether** / **that** he never broke the law.
- 3 The teacher asked us **why** / **what** we were late.
- 4 She asked us **when** / **if** we'd ever visited the USA.
- 5 The policeman said / told the boy to move his bicycle.
- 6 Jo suggested / said that we make dinner.
- 7 Jim offered to carry / carried my bags.

5 Rewrite the sentences in reported speech.

- 1 'I never break the law.'  
Janet said .....
- 2 'Why don't we watch a film?'  
Billy suggested .....
- 3 'We don't understand the exercise.'  
The students told the teacher .....
- 4 'I won't have time to go shopping.'  
My mum said .....
- 5 'I've never had such a bad experience.'  
Robert told the officer .....
- 6 'I can't go to the restaurant.'  
My sister said .....
- 7 'Don't drive so fast.'  
I told my brother .....
- 8 'How are you getting home after the party?'  
Dad asked me .....

Speaking

6 Choose the correct answers.

- 1 Can I have a word with you?  
a Yes, please.  
b Yes, of course.  
c Yes, I can.
- 2 You know that cycling here is against the rules, don't you?  
a No, I don't.  
b Sorry, I didn't realize.  
c Yes.
- 3 Didn't you see the sign?  
a I'm afraid so.  
b Of course not.  
c I'm afraid not.
- 4 I'll let you off this time.  
a Thanks.                      b Sure.  
c I'm not in trouble, am I?
- 5 But don't do it again.  
a No, I don't.                  b Maybe.  
c It won't happen again.



Listening

7 Listen to four police officers talking about crimes. Match speakers 1-4 with the crimes in the box. There are three extra crimes.

burglary hacking mugging pickpocketing  
shoplifting trolling vandalism

- Speaker 1 ..... Speaker 3 .....
- Speaker 2 ..... Speaker 4 .....



**Remember!**

Look out for pronouns like *he, it, we, they, our, his, them, this*, etc. when you read. In order to understand a text, you need to recognize who or what each pronoun refers to.

**BEFORE YOU READ** Work in pairs. Make a list of famous astronauts. Then answer the questions.

- a Are there any famous astronauts from your country? What do you know about them?
- b What qualities should an astronaut have?
- c Would you like to become an astronaut? Why / Why not?

**Chapter 8 • Back to Earth**

away on Earth, a ship called the *Susquehanna* was sailing in the Pacific Ocean. The captain of the ship, Blomsberry, stood at the front with Bronsfield, one of the sailors. It was just after midnight and it was very dark. The two men looked up at the moon. 'Where are those three spacemen?' wondered Captain Blomsberry. 'They left eleven days ago.' Like every American, he was interested in the projectile. His brother was a member of the Baltimore Gun Club, too.

'Who knows?' said Bronsfield. 'Just then, there was a noise high in the sky. They looked around and saw a red ball of fire. 'A meteor!' cried Bronsfield. 'It came nearer and nearer, then it fell into the water with a splash!'



'That's the space projectile!' said Captain Blomsberry. 'We must find it and rescue the spacemen, if they're still alive. But we need to go to San Francisco first. We can send a telegram for help there, and get a diving bell, too.'

Three days later, Captain Elphinstone opened the telegram at the Gun Club.

AT 11.17 A.M. DECEMBER 12, PROJECTILE FELL INTO PACIFIC OCEAN. SEND HELP TO SAN FRANCISCO AT ONCE. CAPTAIN BLOMSBERRY

'The projectile is back on Earth!' he said to Tom Hunter excitedly. 'Can it be true?'

'Yes! Let's go – Barbicane, Ardan and Nicholl need us!'

On 21<sup>st</sup> December, Captain Blomsberry met Hunter, Elphinstone and J.T. Maston on board the *Susquehanna* in San Francisco. 'We must be quick!' said Maston. 'If they're alive, they only have air for seven more days.' They used the diving bell to go under the water, to the bottom of the ocean, but they couldn't find anything.

On 28<sup>th</sup> December, Captain Blomsberry said, 'We aren't going to find them. They might be dead.'

J.T. Maston had an idea. 'This is the wrong place! The projectile has air in it, so it won't stay at the bottom of the ocean!' They began to look across the sea, and there, floating on the water, was the projectile.

J.T. Maston went down to the projectile and, to his surprise, found the three men playing a game of dominoes inside! J.T. Maston was very happy that they were alive.

They all went back to San Francisco. 'We must go to Baltimore at once and see all our friends!' J.T. Maston said.

When they arrived at the Gun Club, there were thousands of people waiting. 'Hurrah for the first visitors to space!' they cried. The next day, they went from town to town by train and told people about the moon and their journey. One young boy asked, 'Are you going to visit the moon again – and will you walk on it next time?'

'Now that's an interesting question,' said Ardan, smiling.

'And you can never say never,' said Captain Nicholl.

'That's very true,' agreed President Barbicane.



**READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

- air diving bell game ocean
- sailor ship train

If you enjoyed this story, read *Dominoes Level One*, *Twenty Thousand Leagues Under the Sea*, or *The Travels of Gulliver*.

1 Complete the email with *was, had or did*.



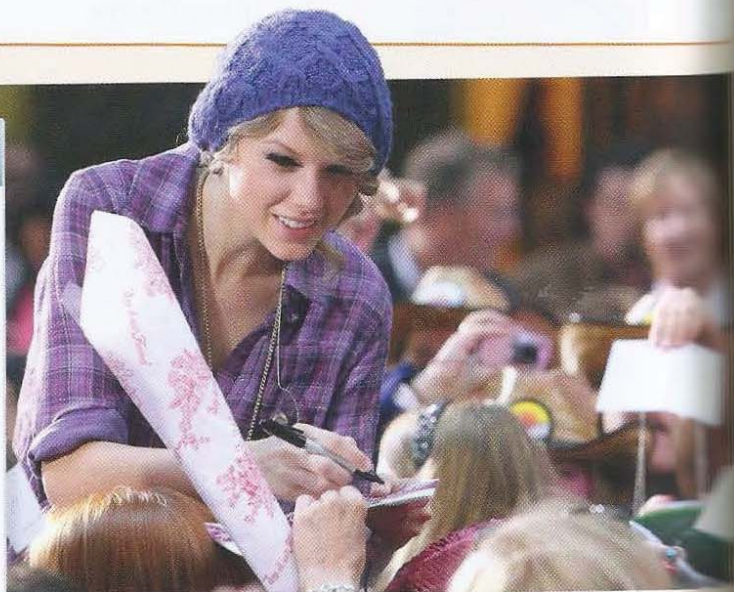
Hi Josh,

How are things with you? It's fantastic here in New York and I'm having a brilliant holiday.

We arrived yesterday morning and we went sightseeing in the afternoon. Our first destination<sup>1</sup>..... Times Square. They call it 'the heart of the world'. I<sup>2</sup>..... never seen so many people in one place! Everyone<sup>3</sup>..... taking photos of the buildings and the colourful adverts.

Anyway, we wanted to buy some souvenirs, so we went shopping afterwards. We found an amazing music shop and while I<sup>4</sup>..... looking at the latest CDs in the pop music section, I saw a blonde woman with big sunglasses next to me. She looked at the Ed Sheeran CD I<sup>5</sup>..... chosen and smiled. 'That's very good,' she said, 'but this is even better.' She picked up another CD, wrote something on it and gave it to me and then she walked away. Her voice sounded familiar, but I<sup>6</sup>..... not remember where I<sup>7</sup>..... heard it. Then I looked at the CD that she<sup>8</sup>..... given to me. It<sup>9</sup>..... by Taylor Swift, and she<sup>10</sup>..... written her name on it! I'll show it to you when I come back. I can't believe I<sup>11</sup>..... not recognize her!

Sophie



2 **2.23** Listen to a dialogue between Natalie and Lee. Which famous person did Natalie meet?

3 **2.23** Listen again and answer the questions.

- 1 How long did Natalie stay in Majorca?
- 2 What sports did she do while she was on holiday?
- 3 Where did Natalie see Rafael Nadal?
- 4 Why was he going to Majorca?
- 5 What was he like?
- 6 What language did Natalie and Rafael speak? Why?

4 **2.23** Choose the correct words in the key phrases. Then listen again and check.

KEY PHRASES

Telling a story

- That<sup>1</sup>reminds / remembers me.
- You'll never guess<sup>2</sup>how / what happened ....
- <sup>3</sup>Find / Guess who ....
- No<sup>4</sup>way / story!
- Honestly! It<sup>5</sup>was / had him / her.
- You<sup>6</sup>forget / mean to say you actually ... ?

5 **2.24** Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat.

Mike Hi, Lydia. Would you like to go to the cinema with me and Stella on Saturday?

Lydia Yes, sure. Oh, I<sup>1</sup>.....  
<sup>2</sup>..... to me the other day while I was going to London.

Mike What?

Lydia Well, I was on the train and I was buying something to eat. Anyway,  
<sup>3</sup>..... stood next to me.

Mike I've got no idea.

Lydia Emma Watson, the actress!

Mike <sup>4</sup>.....!

Lydia <sup>5</sup>..... I'd seen all the Harry Potter films, so I recognized her immediately. She was really friendly.

Mike <sup>6</sup>..... spoke to her?

Lydia Yes, we chatted a bit about her new film.

Mike Then what happened?

Lydia She said, 'Have a good time in London.'

6 **USE IT!** Work in pairs. Choose one of the situations below or use your own ideas. Prepare and practise a new dialogue using the dialogue in exercise 5 and the key phrases.

- You met Ed Sheeran while you were on holiday in Dublin, Ireland.
- You were in a bookshop near the Colosseum in Rome and you saw J.K.Rowling.
- While you were in Los Angeles in the USA, you took a selfie with Jennifer Lawrence in front of a cinema.
- You went to see a football match at the stadium in Manchester in the UK and you realized you were sitting next to David Beckham.

I can talk about changing plans.

1 Read adverts A–D. For each advert, answer questions 1–3.

- 1 What type of place is the advert for?    2 What can you do there?    3 What special offer has it got?

**A**

## THE COCONUT CLUB

Dance to the music of the 80s

Free entry if you're wearing 80s clothes!

Mondays and Wednesdays 8.00 till late



**B**

## THE PICTURE PALACE

Classic and modern horror films

Every night at midnight

Tickets £4 (Usual price £7)

**C**

## PIZZA PRONTO

Buy one pizza, get one free

(Tuesdays and Thursdays only)

5.00 p.m. – 7.00 p.m.

**D**

## Silver Boots

Disco on ice

Only £4 (including boot hire)

Free drink with entry before 9.00 p.m. every day

2 **2.25** Listen to Hayley and Louise. Which of the places in exercise 1 do they mention?

3 **2.25** Complete the key phrases with the words in the box. Then listen again and check.

about another come good  
happening make still

**KEY PHRASES**

**Changing a plan**

- Are you <sup>1</sup>..... coming?
- What's <sup>2</sup>..... on (Wednesday)?
- I can't <sup>3</sup>..... it.
- Something's <sup>4</sup>..... up.
- Can we do it <sup>5</sup>..... time?
- How <sup>6</sup>..... instead?
- Is <sup>7</sup>..... any..... for you?

4 **2.25** Listen to the dialogue again. Write true or false.

- 1 Hayley has just been doing some exercise. ....
- 2 Louise and Tom have just split up. ....
- 3 Hayley can't make it on Friday. ....
- 4 Hayley and Louise agree to meet on Thursday instead. ....
- 5 Louise is going out with Gemma on Friday. ....

5 **2.26** Choose the correct words in the dialogue. Listen and check. Then listen again and repeat.

- Steph Are you 'still / yet coming on Wednesday night?
- Mark Why? What's <sup>2</sup>going / happening on Wednesday night?
- Steph We're going to The Picture Palace to watch a horror film, remember?
- Mark Oh, I'm really sorry, but I can't <sup>3</sup>do / make it.
- Steph But we planned it two weeks ago!
- Mark I know, but something's come <sup>4</sup>up / on. Can we do it <sup>5</sup>different / another time?
- Steph Well, I suppose so.
- Mark <sup>6</sup>When / How about next week instead? Is Friday <sup>7</sup>any / some good for you?
- Steph Yes, that's fine with me.
- Mark Great. I'm sorry about Wednesday, Steph.
- Steph Oh, don't worry.

6 **USE IT!** Work in pairs. Imagine you had agreed to go to one of the places in exercise 1 with your friend, but now you want to change the plan. Prepare and practise a new dialogue using the dialogue in exercise 5 and the key phrases.

I can pay for things and check the change.

- 1 Read the price lists A–C. Where do you think they are from?
- 2 2.27 Read problems 1–3. Then listen to two dialogues. For each dialogue, say what the problem is and which price list from exercise 1 is mentioned.
  - 1 The assistant calculates the total wrongly.
  - 2 The customer hasn't got enough money.
  - 3 The assistant gives too much change.
- 3 2.27 Study the key phrases. Who says them? Write C for Customer and S for Shop assistant. Then listen again and check.

### KEY PHRASES

#### Paying for things

- 1 I make that ....
- 2 I'm terribly sorry.
- 3 Not to worry.
- 4 I owe you ....
- 5 I think you've given me too much change.

- 4 2.27 Listen again and answer the questions.
  - 1 What does the first customer order?
  - 2 Where is the first customer going to sit?
  - 3 What does she say when the assistant apologizes?
  - 4 What couldn't the second customer see?
  - 5 What excuse does the second assistant make?

**A**

Magazines & newspapers	See individual prices
Stamps	31p, 39p
Phonecards (UK & international)	£5, £10, £20
Envelopes	£1.20 per packet

**B**

oranges	6 for €1.50
apples	8 for €1.49
melon	€1.49 each
pineapple	€1.80 each

**C**

	small	large
Hot chocolate	£1.75	£2.00
Coffee	£1.50	£2.00
Tea	£1.40	£1.70
Apple juice	80p	£1.50
Muffins, cookies	£1.00 each	
Sandwiches	£2.50 each	

- 5 2.28 Listen to the sentences and write the prices you hear.

- 6 2.29 Put the dialogue in the correct order. Then listen and check.

- I make that €2.24.
- Anything else?
- Not to worry.
- A melon and three oranges, please.
- Let's see. €1.49 for the melon, and 75 cents for the oranges.
- And 56 cents change.
- No, that's everything, thanks.
- Here you are.
- Excuse me, I think you've overcharged me.
- OK, that's €2.44, please.
- Oh yes, you're quite right. So I owe you 20 cents. I'm terribly sorry.

- 7 **USE IT!** Work in pairs. Imagine you are in a clothes shop. Prepare and practise a new dialogue using the dialogue in exercise 6 and the key phrases.



I can understand and talk about tastes in music.

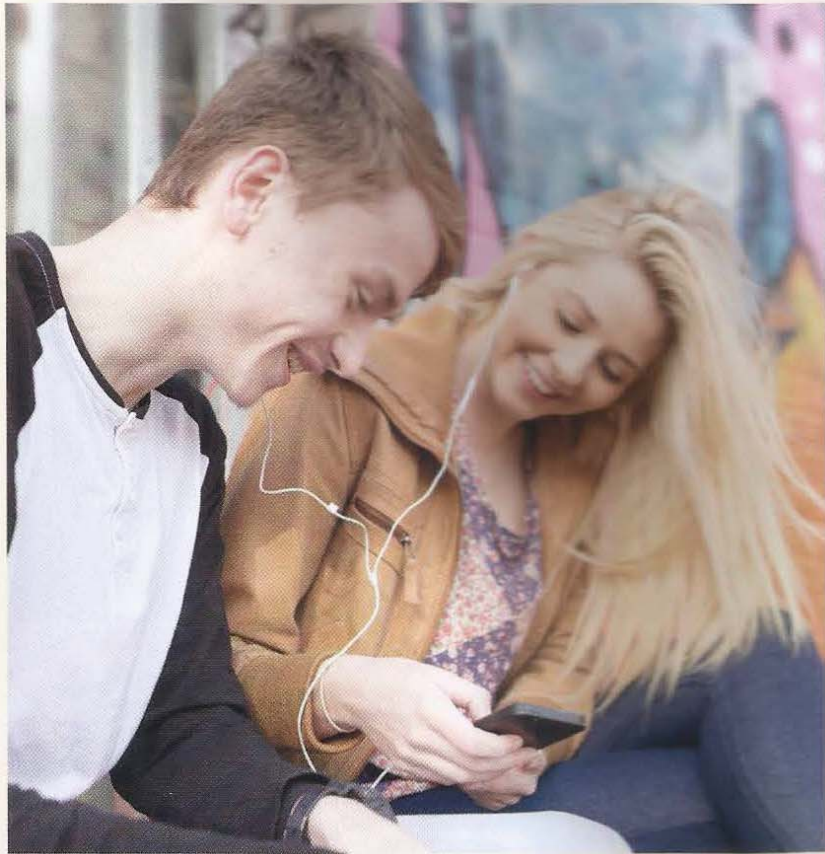
Study the words in the box. Which ones are not types of music?

blues classical dirt heavy metal hip hop  
jazz pop punk rap rock stone yellows

2.30 Listen to a conversation between Jake and his dad. What kind of music does Jake like? What kind of music does his dad like?

2.30 Complete the key phrases with the words in the box. There are two extra words. Then listen again and check.

could lyrics never reckon  
released sort themselves using



## KEY PHRASES

## Talking about music

1. I've ..... heard of them.  
2. What ..... of music is it?  
3. They ..... are ....  
4. They write the songs .....  
5. It was .....  
6. They're going to be really big.

2.30 Listen again and choose the correct answers.

- Jake's dad ... the band.
  - used to listen to
  - has heard of
  - doesn't know
- Where did Jake first hear their music?
  - On his computer.
  - At a gig.
  - On their album.
- When was their debut album released?
  - A while ago.
  - Last month.
  - Last week.
- What does Jake's dad think about the song?
  - It's got no rhythm.
  - It's too noisy.
  - The lyrics are shocking.
- What's Jake's opinion of his dad's taste in music?
  - It's boring.
  - It's exciting.
  - It's relaxing.

2.31 Listen and write the adjectives you hear in sentences 1–6.

6 2.32 Choose the correct words in the dialogue. Listen and check. Then listen again and repeat.

Guy What are you listening to?

Shona A rapper that I'm really into at the moment – Dizzee Rascal. He's had quite a few number one hits. I love his music.

Guy I've never <sup>1</sup>heard / listened of him. *Where's he from?*

Shona I think he's from London.

Guy <sup>2</sup>Which / What sort of music is it?

Shona It's a mixture of rap and hip hop. The <sup>3</sup>music / lyrics are really clever. He writes them <sup>4</sup>myself / himself.

Guy Have you got any of his albums?

Shona Yes, the latest one. It was only <sup>5</sup>released / reckoned last month. I saw him on TV, then I bought his album.

Guy Have you ever been to one of his gigs?

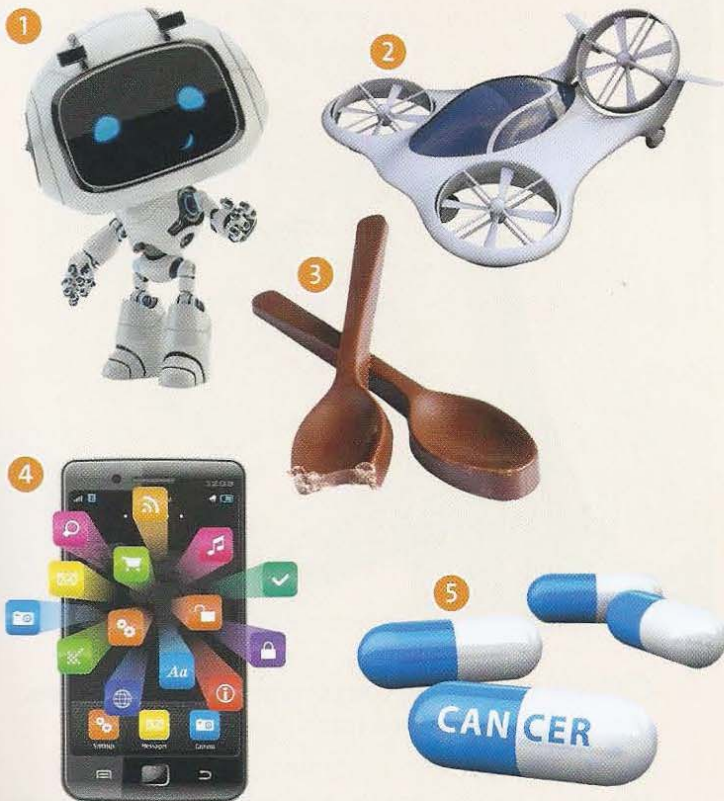
Shona No, I've never been to a live performance, but I'd like to. He's due to go on tour later this year, so I'll make sure I get tickets.

7 **USE IT!** Work in pairs. Prepare answers to the questions in blue in exercise 6. Use information about your favourite music. Then practise your new dialogue with a partner.

I can interview an inventor.

## 1 Match inventions 1–5 with topics a–e.

- |                   |                           |
|-------------------|---------------------------|
| 1 robots          | a health                  |
| 2 flying cars     | b public transport        |
| 3 edible spoons   | c artificial intelligence |
| 4 myABC app       | d education               |
| 5 cure for cancer | e food                    |



## 2 Listen to an interview with Isaac Wilson. Which invention in exercise 1 does he mention?

## 3 Listen again and choose the correct answers.

- Isaac says that he ..... interested in science.  
a 's only    b isn't really    c isn't only
- According to Isaac, the most important quality of an inventor is .....  
a patience    b creativity    c being young
- Isaac says that he .....  
a created something completely new  
b helped someone to invent something  
c improved something that already exists
- Isaac had an idea about an invention when he was on .....  
a holiday with his parents  
b a school trip to India  
c a radio programme in the UK
- Spoons made of ..... are good for the environment.  
a plastic    b rice and flour    c wood

## 4 Complete the key phrases. Write one word in each gap. Then listen again and check.

## KEY PHRASES

## Interviewing an inventor

First, can you tell me more about 1.....?  
What do you think is the most important 2.....  
an inventor?  
Can I ask you some 3..... about your invention?  
What 4..... you to create ... ?  
How is your invention going to 5..... things?  
My 6..... question is this: ... ?  
What 7..... would you give to young people who ... ?

## 5 Complete the dialogue with key phrases from exercise 4. Listen and check. Then listen again and repeat.

- Interviewer Today, I'm interviewing Athena Simmons, the winner of this year's Young Inventor Award. Hi, Athena.  
1.....?
- Athena Hi. I'm seventeen and I study at Hillside High.
- Interviewer 2....., the myABC app?
- Athena Yes, sure. It's an app that can help you to learn different alphabets.
- Interviewer 3..... the app?
- Athena Well, we live in London, but my mum is from Greece and my dad is from Egypt, so I've had to learn three different alphabets. Arabic was the most difficult for me. It would have been much easier if I'd had the app.
- Interviewer 4..... are trying to learn a new alphabet?
- Athena Well ... use myABC app!
- Interviewer Right. 5.....: what do you think is the most important quality of an inventor?
- Athena Passion. If you aren't passionate about what you do, you won't achieve much.

## 6 USE IT! Work in pairs. Prepare and practise a new interview using the interview in exercise 5 and the key phrases.

- Student A: Imagine that you have made a new invention and you are giving an interview for a local radio station.
- Student B: Imagine you work for a local radio station. You are going to interview a young inventor.

I can talk about someone I take after.

Look at the photo. Choose two people and say if they look similar or not. What do you think their relationship is?

- They've got the same ...
- They've got different ...
- I think they're ... and ...

2.35 Listen to a conversation between Michael and Melissa. Which members of Michael's family do they mention?

2.35 Listen again and tick (✓) the key phrases you hear.



KEY PHRASES

Talking about a family likeness

- You (don't) look like ...
- We've got similar / the same ...
- You don't look anything like him.
- He's not as tall as you.
- Neither of us has / is ...
- Both my brother and my sister are ...
- He's like me in other ways.
- We have a lot in common.
- Who do you take after?

2.35 Listen again and choose the correct answers.

- 1 Who did Melissa see when she arrived?
  - a Michael, then Ed.
  - b Michael's mum, then Michael.
  - c Ed, then Michael.
- 2 How are Michael and Ed similar?
  - a They've got the same colour hair.
  - b Their personality is similar.
  - c They're both tall.
- 3 Which is true?
  - a Melissa does a lot of sport.
  - b Melissa looks like her sister.
  - c Melissa's sister is lazy.
- 4 Michael is looking through the photos because ...
  - a he loves looking at old photos.
  - b he wants to show the photos to Melissa.
  - c he's doing a project for school.
- 5 What's different about Michael now?
  - a The colour of his hair.
  - b The length of his hair.
  - c The style of his hair.

5 2.36 Listen and number the sentences in the order you hear them.

- a I'm like him.
- b She's like you.
- c I look like him.
- d I like him.
- e She looks like you.
- f She likes you.

6 2.37 Complete the dialogue with like, both, neither and same.


Sally Who do you look <sup>1</sup>..... in your family?  
 Phil I look <sup>2</sup>..... my brother. We've got the <sup>3</sup>..... blond, curly hair.  
 Sally And what about personality? Who do you take after?  
 Phil I'm <sup>4</sup>..... my mum. We're <sup>5</sup>..... quite shy. What about you?  
 Sally I'm <sup>6</sup>..... my dad. We're <sup>7</sup>..... very sporty and we <sup>8</sup>..... love travelling.  
 Phil And who do you look like?  
 Sally I look <sup>9</sup>..... my dad, too. We're <sup>10</sup>..... tall and we've got the <sup>11</sup>..... eyes and nose.

7 USE IT! Prepare answers to the questions in blue in exercise 6 using information about you and your family. Then practise your new dialogue with a partner.

I can discuss the advantages and disadvantages of different venues.

- 1 Check the meaning of the words in the box. Then read the advertisements for three party venues. Complete the advertisements with the words in the box.

atmosphere cost food lighting location music seating



**Do you need a venue for your birthday party, a school disco or an end-of-year graduation party?**

At Forest Bay Canoe Club, we can offer:

- <sup>1</sup>lighting / <sup>2</sup>seating for up to 200 people
- fantastic waterfront <sup>3</sup>location / <sup>4</sup>atmosphere, next to a forest by the river
  - brand new sound system for the <sup>5</sup>music / <sup>6</sup>lighting of your choice
  - low <sup>7</sup>cost / <sup>8</sup>food options and special offers for students

Contact Joe (joe.hayden@forestbay.com) for details

## THE OLD FIRE STATION

Have you got plans for your New Year party? Come and join us for the opening of the renovated Old Fire Station party venue on 31<sup>st</sup> December!

- central <sup>9</sup>seating / <sup>10</sup>location, close to the railway station
- <sup>11</sup>music / <sup>12</sup>food by local bands and singers
- big dance floor and fantastic <sup>13</sup>cost / <sup>14</sup>lighting effects
- colourful decorations by local artists for a vibrant <sup>15</sup>location / <sup>16</sup>atmosphere


Call us on 01632 585585 for more information and bookings.

## The Chocolate Tree Café

From meeting friends for coffee to birthday parties and family celebrations The Chocolate Tree Café has something for every occasion:

- \* delicious <sup>17</sup>seating / <sup>18</sup>food prepared by our chef Kate
- \* relaxed, friendly <sup>19</sup>atmosphere / <sup>20</sup>cost
- \* twenty tables and <sup>21</sup>location / <sup>22</sup>seating for eighty people

We are open from 8.00 a.m. until 10.00 p.m. every day. Visit our website [www.chocolatetreecafe.com](http://www.chocolatetreecafe.com)



- 2 2.38 Listen to Felix and Tess discussing venues for Felix's birthday party. Which of the venues in exercise 1 does Felix choose?

- 3 2.38 Listen to the dialogue again. Number key phrases a–f in the order you hear them.

KEY PHRASES

Choosing a venue

- a What will you do about ... ?
- b The downside / upside is that ...
- c What about the ... ?
- d You can hire / rent / book ...
- e That's out then.
- f I think it's a good option.

- 4 2.38 Listen to the dialogue again and answer the questions.

- 1 What is the problem with the Old Fire Station?
- 2 When was the canoe club renovated?
- 3 Which venue has got a climbing wall?
- 4 What two things does Tess like about the Chocolate Tree Café?
- 5 What are the three disadvantages of the café?

- 5 2.39 Complete the dialogue using the key phrases in exercise 3. Then listen and check.

Max So, where shall we have the end-of-year party? <sup>1</sup>..... youth club?

Sal There isn't enough space to invite everyone.

Max <sup>2</sup>..... Another option is the sports hall at the leisure centre.

Sal Yes, <sup>3</sup>..... But <sup>4</sup>..... music?

Max Ben's brother is in a band and they'll play <sup>5</sup>..... the sound system is terrible.

Sal <sup>6</sup>..... the Corner Café in the evenings, can't you?

Max I think so. It's got a great atmosphere. On the downside, the location isn't great. It's too far away.

Sal Yes, but <sup>7</sup>..... the food is fantastic!

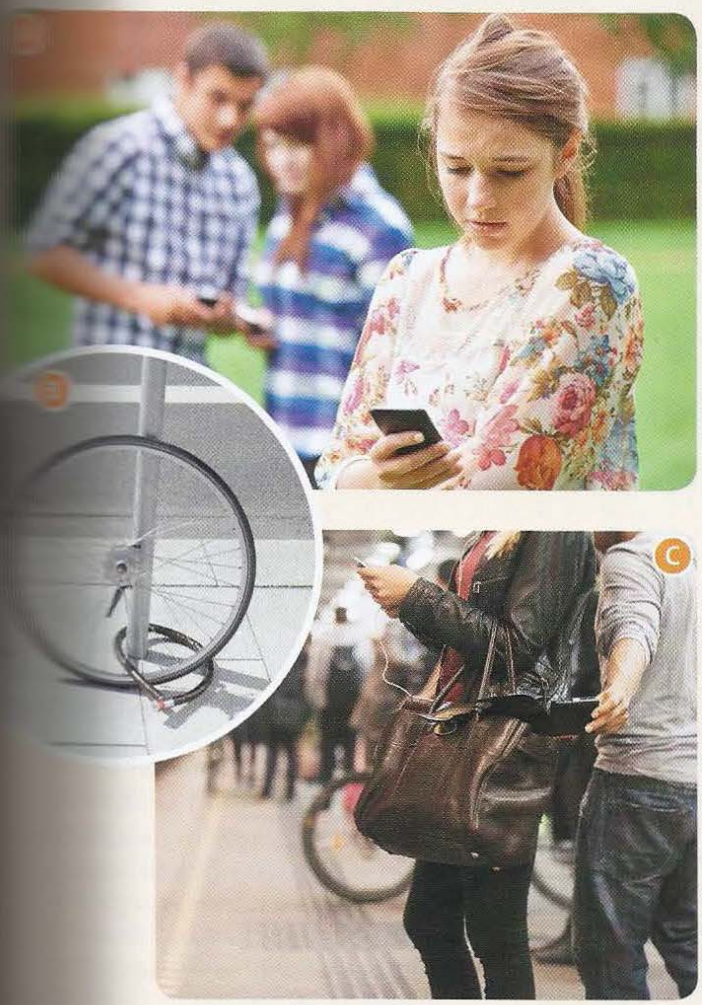
Max OK, I'll call them to ask about the cost.

- 6 USE IT! Work in pairs. Imagine you have been asked to choose a venue for a school event. Prepare and practise a new dialogue using the dialogue in exercise 5 and the key phrases.

I can report a problem and find solutions.

Look at photos A–C. Match the photos with three of the crimes in the box.

- burglary   cyberbullying   fraud  
pickpocketing   shoplifting   theft



4 2.40 Complete the key phrases with the words in the box. There are three extra words. Then listen again and check.

- happened   happy   problem   sorry  
speak   thing   word   worry   wrong

KEY PHRASES

Reporting a problem

- What's <sup>1</sup>.....?  
I've got a <sup>2</sup>..... with ....  
The first <sup>3</sup>..... we're going to do is ...  
Something awful <sup>4</sup>..... yesterday.  
I'm <sup>5</sup>..... to hear that.  
Can I have a <sup>6</sup>..... with you (about ...)?

5 2.41 Complete the dialogue with words from the key phrases. Write two or three words in each gap. Then listen and check.

- Leo   Mum, can I <sup>1</sup>..... with you?  
Mrs Poe   Of course, Leo. <sup>2</sup>.....?  
Leo   Well, <sup>3</sup>..... today.  
Mrs Poe   Oh, no. I'm <sup>4</sup>..... hear that.  
Leo   My bike's been stolen. When I went to get it after school, only the wheel was there.  
Mrs Poe   Did you lock it up properly when you left it this morning?  
Leo   Yes, I'm sure I did. I remember locking it next to Matthew's bike.  
Mrs Poe   Well, <sup>5</sup>..... we're going to do is report it to the police and then we'll call the school as well.  
Leo   OK, thanks.


2.40 Listen to the dialogues. Which of the crimes in exercise 1 has Emma experienced?

2.40 Listen to the dialogues again. Choose the correct answers.

- Emma has been ..... a lot of text messages.  
a sending   b receiving   c deleting
- Her dad is going to report the messages to .....
- Emma thinks the bully is .....
- The bully ..... a picture of Emma.
- Mrs Fry is going to ..... Emma tomorrow morning.

6 USE IT! Work in pairs. Choose one of the situations below. Prepare and practise a new dialogue using the dialogue in exercise 5 and the key phrases to help you.

- Your wallet / purse was in your pocket on the way home from school this afternoon. When you arrived home, it wasn't there anymore. The bus was very crowded and a girl walked into you when she got off the bus. You think she took your wallet / purse.
- You took your camera to school and left it in your locker. When you went back to get it, it wasn't there and the door of the locker was broken.
- You enjoy playing a game online, but recently, two other players have been sending you horrible messages. You have never met them and you don't know their real names.

1  3.02 Read and listen to the text. What type of museum is the Pitt Rivers Museum, and where is it?

2 Match the words in blue in the text with the definitions.


- 1 on show; presented
- 2 groups of objects
- 3 man-made objects
- 4 original people in a place; native
- 5 traditional ways of doing things
- 6 object or collection of objects presented for the public

3 Read the text again and answer the questions.

- 1 What is Britain's number one cultural attraction?
- 2 Where were the first museums?
- 3 How did museums change at the end of the 19th century?
- 4 What type of object do you find in an ethnographic museum?
- 5 What is unusual about the presentation of collections in the Pitt Rivers Museum?
- 6 Why have ethnographic museums received criticism?
- 7 How are these museums trying to change their image?

4 Work in pairs. Answer the questions.

- 1 What important museums are in your country?
- 2 Do you enjoy visiting museums? Why / Why not?
- 3 Have you ever visited an ethnographic museum?
- 4 Does your school organize museum visits?
- 5 Do you think museums should return artefacts to their original owners? Why / Why not?

5  **USE IT!** Work in small groups. Create a mini-display about your culture for an online museum. Follow the steps below.

- Choose five or six objects that are typical or traditional in your society.
- Choose a presentation method – chronological, use, origin, type, etc.
- Write a label for each object.
- Make a poster and include photos.
- Have a class vote for the best collection.



## Museums

Museums are important cultural centres which attract millions of visitors. The British Museum alone has 6.7 million visitors each year, making it the UK's most popular cultural attraction.

These days, all museums are open to the public, but this wasn't always true. Early museums began as private **collections** of rare or strange objects which rich people kept in their homes. These collections included all kinds of natural and man-made objects from different parts of the world. Towards the end of the 19<sup>th</sup> century, the museums opened to the public in European capitals and university towns, such as Berlin, Paris, Oxford and Cambridge.

There are many different kinds of museum, such as natural history, space, architecture, and many more, but one of the oldest types is the ethnographic museum. Ethnography is a speciality within anthropology. It is the study of human cultures and their **customs**. The traditional role of these museums is to collect **artefacts** of cultural, religious and historical importance, preserve them, and present them to the public for education and enjoyment.


One of Britain's oldest ethnography museums is the Pitt Rivers Museum in Oxford. It opened in 1884 with the collection that belonged to General Pitt Rivers. There are over half a million **exhibits** in the museum, with more than 30,000 **on display**. Most ethnographic museums organize artefacts according to geographical origin or cultural area, but at the Pitt Rivers Museum they are organized according to type: musical instruments, weapons, masks, textiles, jewellery and tools. This type of presentation shows how different people at different times solved the same problems.

Nowadays, there is some criticism of ethnographic museums because many of the objects are things that Europeans found when they travelled to other countries during the colonial period. Some **indigenous** people want to get their artefacts back. Many museums are trying to change their image by developing contacts with people from other cultures. By improving communications and working together, they hope to make modern museums places of understanding and shared ideas, not just collections of fascinating objects.

Anthropology is the study of human societies and cultures and their development.

- 1 Check the meaning of the words in the box. Then read and complete the text.

consequences    deceived    envious  
identities    reward    trust    unfair


- 2  3.03 Read and listen to the text. Check your answers to exercise 1.

- 3 Read the text again. Write *M* (Marc), *J* (Jasmine), *P* (their parents) or *N* (no one) for sentences 1–8.

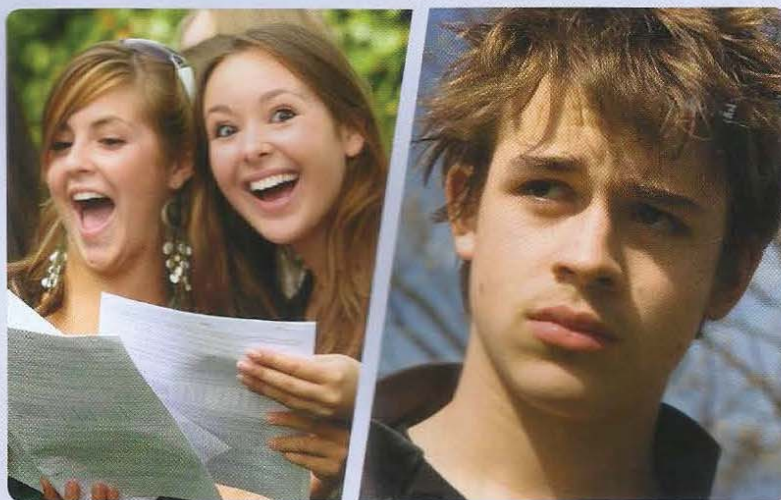
- 1 ..... didn't get good exam results.
- 2 ..... acted dishonestly.
- 3 ..... experienced negative emotions about what had happened.
- 4 ..... didn't find out that Jasmine had cheated.
- 5 ..... had a difficult decision.
- 6 ..... broke a promise.
- 7 ..... benefited from someone else's moral values.
- 8 ..... changed their moral values as a result of the situation.

- 4 Work in pairs. Discuss questions 1–6.

- 1 Do you think Marc made the right decision?
- 2 Does it make a difference that Jasmine is Marc's sister?
- 3 What would you do if you were Jasmine's mum or dad and you found out what had happened?
- 4 Can you think of a reason why Jasmine cheated?
- 5 Is it important to keep a promise? Why / Why not?
- 6 Have you ever been in a situation like this? What happened?

- 5  **USE IT!** Write about a moral dilemma that you have experienced. Describe the situation and what you did. What happened in the end?

## A moral dilemma



Life is full of decisions, but some are more difficult than others. Sometimes we have to make a decision where every option seems like a bad one, and those are the most difficult of all.

Marc and his sister Jasmine had important exams at school recently. Marc studied hard, but he found the exams difficult and his results were poor. However, Jasmine's results were much better. Her parents were delighted and bought her a new computer as a 1 ..... Marc was a bit 2 ..... – he'd worked hard, too – but he was pleased for his sister. However, a few weeks later, Jasmine admitted to Marc that she had cheated in the exams. She made him promise not to say anything. Marc was shocked and angry that Jasmine had 3 ..... everyone, particularly their parents. However, he knew that Jasmine would hate him if he broke his promise. In the end, although he felt that it was completely 4 ....., he decided to keep quiet.

In situations like this, the action that a person takes will depend on their moral values. These are the principles that make us decide what are the right and wrong things to do. In the same way that people have different appearances and personalities, we have different moral 5 ..... A value that is extremely important to one person, such as honesty, might not be as important to another person. In Marc's situation, he faced a moral dilemma, but his moral values helped him to make a decision. He strongly wanted Jasmine to face the 6 ..... of her actions, but he felt that breaking his sister's 7 ..... would be even worse. Jasmine was lucky – other people might feel that uncovering her dishonesty was the most important thing.



I can understand a text about the history of money.

**1** Read the article quickly and match photos A–C with three of the paragraphs 1–6.

**2** Match the words in blue in the text with the definitions.

- 1 the activity of buying, selling or exchanging goods or services between people or countries
- 2 change gradually over time
- 3 a system or type of money, e.g. the euro
- 4 a mark or design made by pressing something onto a surface
- 5 without cash
- 6 cows

**3** 3.04 Read and listen to the text. Answer the questions.

- 1 What was the main problem with the bartering system?
- 2 What was first used as an exchange in the barter system?
- 3 What did the Chinese use as an early type of coin?
- 4 Who used the first real coins? When?
- 5 When did Venetian banks start giving people paper notes?
- 6 What is likely to replace cash?

**4** **USE IT!** Work in pairs. Ask and answer the questions.

- 1 What forms of payment do you use most? Why?
- 2 What are the advantages and disadvantages of e-banking?
- 3 Do you think we will live in a cashless society in the future?
- 4 Do you think there will be one world currency in the future? Would this be a good thing?

# THE HISTORY OF MONEY

**1** Earning and spending money has always been an important part of life, but the form money takes is constantly changing. Credit cards and online money transfers using e-banking have replaced cash and cheque payments, and now contactless payment systems are becoming popular. What do we know about the origins of money? And how will money **evolve** in the future?

**2** In the beginning, people exchanged goods and services; for example, a hunter would exchange animal skins with a farmer for grain. But this bartering system only worked if you had something that the other person wanted, and if you could agree on an exchange value. At some point in history, people realized that if some special thing could be used in exchange for any article, it would be easier. That special thing was money.

**3** Over the centuries, people used many different things as money, such as animals, weapons, salt and grain. Ancient Mediterranean societies used **cattle** as early as 9000 BC. Around 1500 BC, the Chinese started using cowrie shells as **currency**, and a few centuries later, they made metal imitations of them.

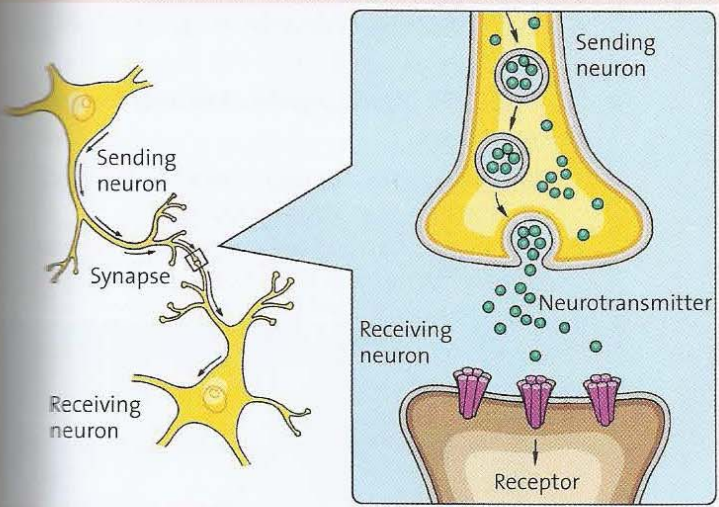


**4** The first known coins were produced in the 6th century BC by the Lydians in western Turkey. They were made of gold and silver and they had an official **stamp** to guarantee their value. Coins quickly spread to Greece and Egypt and throughout the civilized world. This contributed a lot to the increase of **trade**.

**5** There is some evidence that people used paper banknotes as long ago as 806 AD in China. But the system was abandoned in the 15th century. In the 13th century, banks in Venice started giving customers pieces of paper in exchange for their gold or silver because it was safer to carry around. They could exchange these 'cheques' at the bank for their values in silver or gold coins at any time.

**6** Today, we still use credit cards and cash, but how long will this last? Will future societies be **cashless**? What will money be like in the future? While cash may not disappear completely, it is likely that we'll be using contactless technologies such as digital wallets, watches and smartphones as our main forms of payment quite soon.

- 3.05 Read and listen to the article. What is the name for the chemicals that help to create our emotions?
- Check the meaning of the words in blue in the text.



- Read the article again. Answer the questions.
  - According to the text, what is the purpose of emotions?
  - What do receptors do when they receive information from our environment?
  - What is a synapse?
  - How does the electrical impulse go from one neuron to another?
  - Which neurotransmitters are important for sleep?
  - Which neurotransmitter will your body produce if you break your leg?

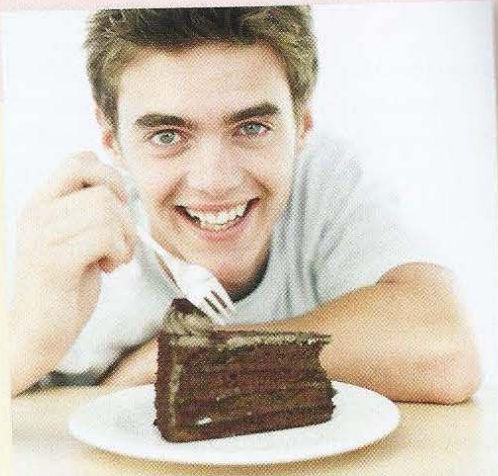
4 **USE IT!** Research one of these neurotransmitters and write a short paragraph about it.

adrenaline GABA glutamate

# The science of happiness

**What makes us happy?** Spending time with friends, playing our favourite sport, eating a big piece of cake ... Surprisingly, the things that make us happy haven't changed much since the time the first humans lived in caves and hunted to survive. Social contact, physical exercise and delicious food have always made human beings happy. Why? The answer is simple. Emotions helped the first humans to survive. When we do something that increases our chance of survival, such as make friends with someone or eat high-calorie food, our brain rewards us with feelings of happiness. We will repeat the action in the future to get the same feeling.

**So, how exactly do our bodies produce feelings of happiness?** First, receptors in the mouth, eyes, nose, skin or ears receive information from our environment. For example, when we eat something delicious, taste receptors in the mouth receive the information and send electrical impulses. Cells called neurons carry the electrical impulses around the body. At the ending of the neuron cell, the impulse passes to another neuron cell, but the two cells do not touch. There is a small gap between the two cells called a synapse. The signal is carried across the synapse by special chemicals called neurotransmitters, which attach to receptor molecules on the receiving cell. The neurotransmitters dopamine, serotonin and endorphins have a very important role in creating the brain's reward for useful behaviour: happiness.



**Dopamine**  
This neurotransmitter plays an important part in the brain's reward system. If you are enjoying a bar of chocolate, your body produces more dopamine and you feel good. Your brain is rewarding you for eating all those calories! Dopamine is also important for sleep.

**Serotonin**  
An increase in serotonin makes you feel happy. Like dopamine, it also helps you to sleep. Your body produces serotonin when you exercise and when you are in the sun. In winter, when the days are shorter and there isn't much sunshine, a lot of people experience feelings of sadness.

**Endorphins**  
If you hurt yourself or if you are feeling stressed, your body will produce endorphins to block the pain signals. But you don't need to be in pain to produce more endorphins: exercise, laughter and spicy food can have the same effect.



**1** 3.06 Read and listen to the text. Where do you think this text is from?

- a a biology textbook
- b a public information leaflet
- c a scientific report

**2** Match the words in blue in the text with the definitions.

- 1 a substance that causes death or illness (noun)
- 2 destroy completely (verb)
- 3 can kill (adjective)
- 4 a substance the body produces to fight disease (noun)
- 5 through the mouth (adverb)

**3** Answer the questions.

- 1 Which disease no longer exists?
- 2 What is the polio vaccine made of?
- 3 How are most vaccines applied to the body?
- 4 What cells produce antibodies?
- 5 What causes tetanus?
- 6 Who needs the yellow fever vaccine?

**4** **USE IT!** Work in pairs. Ask and answer the questions.

- 1 Which diseases are mentioned in the text? What are they in your language?
- 2 Which vaccinations are compulsory in your country? When do you have them?

# Vaccines

Vaccines are used to protect, or immunize, the body against certain dangerous diseases before we come into contact with them. They are one of the greatest developments of modern medicine and have saved more lives than any other medical intervention. Global vaccination programmes have eradicated or controlled many deadly diseases around the world. For example, smallpox was officially eradicated in 1980, and polio no longer exists in most of the world.



## What is in a vaccine?

Vaccines are biological substances that are made of the same pathogens (micro-organisms) that cause disease: for example, the polio vaccine is made from the polio virus. But the vaccine pathogens are either dead or weakened, so they cannot cause illness.

## How do vaccines work?

Vaccines help develop the body's immunity by imitating a real infection. When the vaccine is introduced into the body, usually by injection or orally, the immune system reacts to the invading substance as if it were a real disease. The white blood cells produce antibodies to attack and destroy the substance in the vaccine. These antibodies then stay in the body and they create immunity. If the body comes into contact with the disease in the future, the immune system will respond immediately and protect against the infection.



## Are all vaccines the same?

Different types of vaccines are used to immunize against different diseases.

- Live vaccines fight viruses. They contain a weak form of the virus, for example measles, mumps and rubella (MMR) vaccines.
- Inactivated vaccines use dead viruses, for example the polio vaccine.
- Toxoid vaccines prevent diseases caused by bacteria toxins, such as tetanus and diphtheria. They contain weakened forms of the toxins.



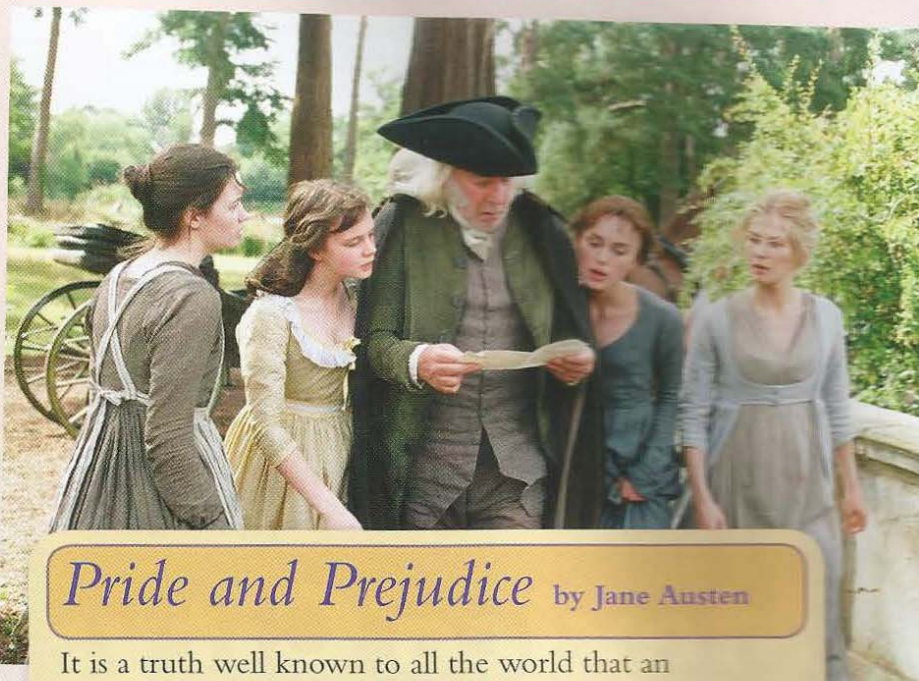
## When and how often do you need vaccines?

Most children are vaccinated against serious childhood diseases when they are babies. Several doses of the vaccines are needed to build up a complete immunity, so the vaccination is repeated three times. Some vaccines, such as the influenza vaccine, are only effective for a short time and need repeating every year. Others, like the yellow fever vaccine, are only necessary if you live in or visit a country where the disease exists.

I can understand an extract from a novel.

Look at the photo from a film adaptation of an English novel. In which period of history do you think the novel is set? Why? Read the paragraph below and check.

Realist novels describe fictional people and events in real places during particular periods of history. They give the reader a realistic picture of society at that time. *Pride and Prejudice* is a realist novel set in the south of England in the early 19<sup>th</sup> century. It describes the relationships of the Bennet sisters. Its author, Jane Austen, was one of the most famous English realist novelists.



## *Pride and Prejudice* by Jane Austen

It is a truth well known to all the world that an unmarried man in possession of a large fortune must be in need of a wife. And when such a man comes to a neighbourhood, even if nothing is known about his feelings or opinions, this truth is so clear to the surrounding families, that they think of him immediately as the future husband of one of their daughters.

'My dear Mr Bennet,' said Mrs Bennet to her husband one day. 'Have you heard that someone is going to rent Netherfield Park at last?'

'No, Mrs Bennet, I haven't,' said her husband.

'Don't you want to know who is renting it?' cried Mrs Bennet impatiently.

'You want to tell me, and I don't mind listening.'

Mrs Bennet needed no more encouragement. 'Well, my dear, I hear that he's a very rich young man from the north of England. It seems he came to see Netherfield on Monday and was so delighted with it that he arranged to rent it immediately. Of course, it is the finest house in the area with the largest gardens. His servants will be here by the end of the week, and he will be arriving soon afterwards!'

'What is his name?' asked Mr Bennet.

'Bingley.'

'Is he married or single?'

'Oh, single my dear, of course. A single man of large fortune – he has an income of four or five thousand pounds a year. How wonderful for our girls!'

'Why? How can it affect them?' Mr Bennet asked.

'My dear Mr Bennet, how can you be so annoying? You must realize that I'm thinking of his marrying one of our daughters!'

**3.07** Read and listen to the text. What is Mrs Bennet's news?

Read the text again. Write *true* or *false* and correct the false sentences.

- Families with unmarried daughters consider men with a lot of money as good future husbands. ....
- A rich young man from the north of England is planning to buy Netherfield Park. ....
- Mr Bennet doesn't know who is moving in to Netherfield Park. ....
- The Bennets' house is finer than Netherfield Park. ....
- Bingley and his servants are arriving on Monday. ....
- Mrs Bennet is pleased that the young man is going to live in Netherfield Park. ....
- All the Bennet girls are married. ....

**USE IT!** Work in pairs. Think about a famous novelist from your country. Answer questions 1–4.

- What are his / her most famous novels?
- What period of history are his / her novels set in?
- What sort of people did he / she write about?
- What sort of things happen in his / her novels?



1 Read the first sentence of each paragraph in the text about Mexico City and match the headings a–c with the correct paragraphs 2–4.

a A beautiful city b Bad air c Too many people

2 3.08 Read and listen to the text. Check your answers to exercise 1.

3 Read the text again and answer the questions.

- 1 What are the natural environmental risks that people living in Mexico City face?
- 2 What do the houses in the shanty towns lack?
- 3 When is the air quality especially bad?
- 4 How is the city laid out?

4 **USE IT!** Ask and answer the questions in pairs.

- 1 What do you think the Mexican government ought to do to improve the shanty towns?
- 2 How can they improve the air quality in the city?
- 3 What kind of public transport does a city need?
- 4 Would you like to live in a megacity? Why / Why not?

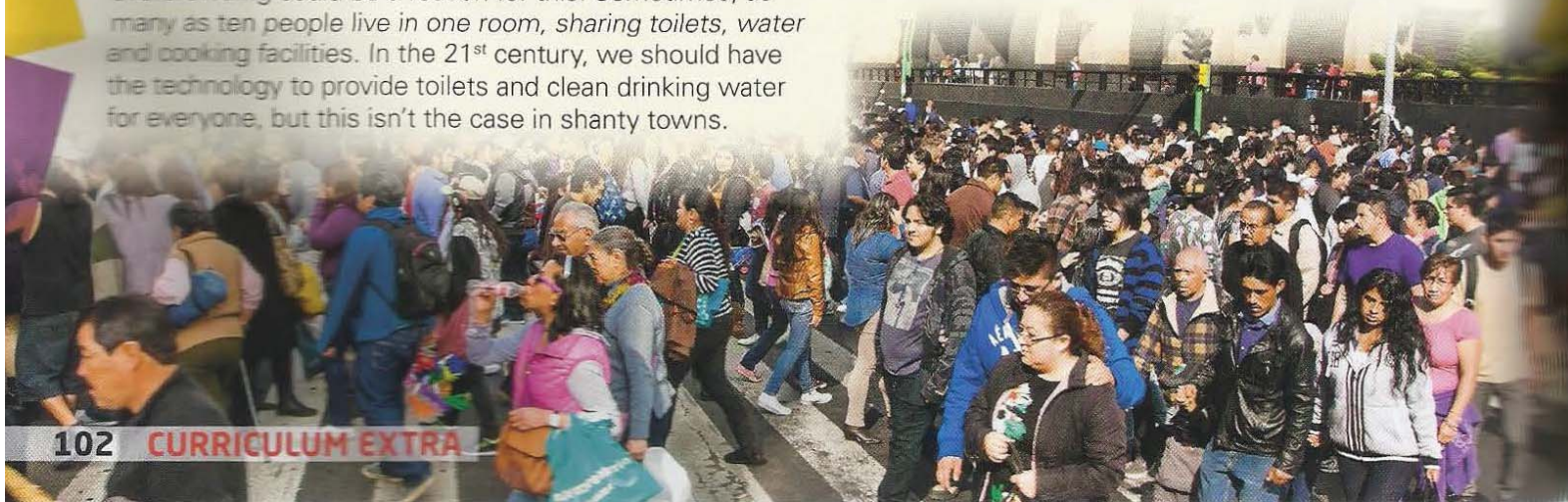
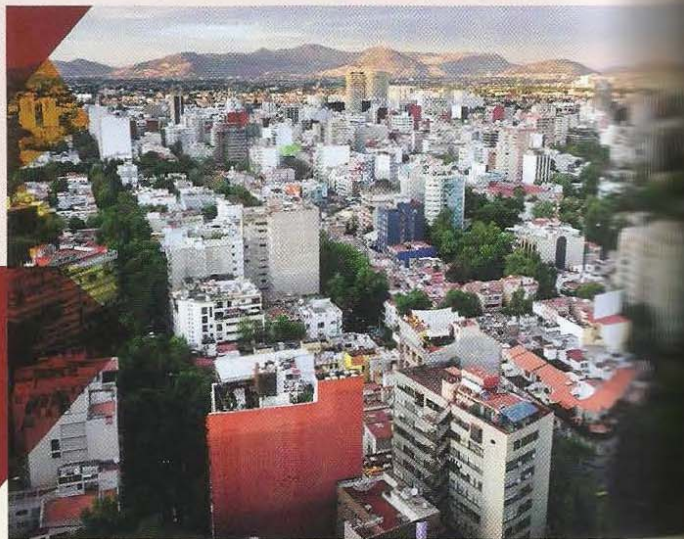
## Mexico City: a megacity

1 Mexico City is the capital of Mexico. It's an exciting, noisy and busy place to live, but it's also vulnerable to natural disasters. It sits on an ancient lake surrounded by mountains and volcanoes and is in constant danger of earthquakes and flooding.

2  With a population of more than 18 million, overcrowding is a major issue in Mexico City and the housing supply is inadequate. As a result, shanty towns, called *barrios*, have appeared. People who are desperate for somewhere to live in the city put up these shanty houses in any spare corner of land. The houses ought to have proper foundations, but they have been built quickly on top of the land and when the floods come, water sweeps the houses away. Disease spreads quickly in megacities like Mexico City – overcrowding could be a reason for this. Sometimes, as many as ten people live in one room, sharing toilets, water and cooking facilities. In the 21<sup>st</sup> century, we should have the technology to provide toilets and clean drinking water for everyone, but this isn't the case in shanty towns.

3  Pollution is another health hazard. Smog covers the city from November to May and tens of thousands of people die from health issues relating to it. A programme called *Hoy No Circula* has been introduced and cars must stay off the road for one day a week. The government is also trying to encourage commuters to find a different way to travel to work: there is a new bicycle sharing service called *Ecobici* and a Metrobus system.

4  Despite its problems, Mexico City is vibrant and lively with a rich cultural life, fantastic shopping, amazing restaurants and plenty for its citizens and visitors to do. There are more than two hundred museums and galleries and there is a wonderful zoo. Architecturally, it is very interesting with a wonderful checkerboard layout and splendid architecture, which dates from the 16<sup>th</sup> century.



**Work in pairs. What do you know about the first written laws in your country? Who created them?**

**3.09 Read and listen to the article. Match the words in blue in the text with the definitions.**

- 1 a person who says that somebody has committed a crime
- 2 the smallest amount of money that somebody can be paid for doing a job
- 3 involving private arguments between people or organisations rather than criminal matters
- 4 dishonest actions
- 5 a process in a court of law to decide whether someone is guilty of a crime
- 6 information that shows if something is true or not

**Read the article again. Write true or false and correct the false sentences.**

- 1 The Code of Hammurabi is an ancient punishment. ....
- 2 King Hammurabi ruled in France in the 1700s BC. ....
- 3 The code only covers disagreements between individuals. ....
- 4 The punishment for theft was death.
- 5 The code only protected powerful people in society. ....
- 6 Some of King Hammurabi's ideas about fair trials are still true today. ....

**USE IT! Ask and answer the questions in pairs.**

- 1 How is the law made in your country?
- 2 Why are laws important?
- 3 Think of five laws in your country. Do you know what the punishment is for breaking them?
- 4 Is prison a good punishment? Why / Why not?

# THE CODE OF HAMMURABI

The Code of Hammurabi is an ancient collection of laws that was created by King Hammurabi of Babylon, in the Middle East. King Hammurabi ruled between 1792 and 1750 BC. He believed that his code of laws was given to him by the gods, and he said that he wanted justice for everyone. The laws are written on a tall block of stone that is now in the Louvre Museum in Paris, but many smaller copies have been found in different parts of the Middle East.

The 282 laws in the Code of Hammurabi give examples of criminal and **civil** cases and punishments. Many of the laws seem cruel to us today. For example, 'if anybody commits a robbery and is caught, he shall be put to death.' However, other laws protect the weak. For example, the code includes **minimum wages** for some workers, and gives some rights to women. Not everybody was equal though. The punishment for violence depended on who the victim was. If a man broke the bone of somebody who was his equal, then his own bone would be broken; but if he broke the bone of a slave, then he only had to pay a fine.

Although the Code of Hammurabi is no longer relevant to us today, some of the ideas are still important in a modern court of law:

- **Innocent until proven guilty:** In Hammurabi's code, the accuser must prove that the person is guilty. If not, the **accuser** might suffer the punishment himself.
- **Evidence:** Hammurabi's code says that **evidence** must be provided in a **trial**.
- **Lack of corruption:** Hammurabi describes the punishment for corrupt judges. Judges who made mistakes could lose their jobs.

The principle of a fair trial is still with us today.



1 **3.10** Study the photos and the title of the text. Then read and listen to the text. Who is the man in the photo? What objects are in the boxes?

2 Read the article again. Match the words in blue in the text with the definitions.

- 1 attention from newspapers and television
- 2 not unusual, different or special
- 3 amazing, very surprising
- 4 a person who records historical events
- 5 strange or unusual
- 6 a person who collects a lot of things

3 Read the article again. Write *true* or *false* and correct the false sentences.

- 1 Andy Warhol was famous for his Cubist art. ....
- 2 Each box contained valuable objects. ....
- 3 Warhol made his first time capsule in 1974. ....
- 4 A fan bought one of the boxes for \$30,000. ....
- 5 Some of the boxes contained pieces of Andy's art. ....
- 6 In contrast to the time capsules, Warhol's art is only concerned with famous people. ....

4 **YOUR CULTURE** Work in pairs. Ask and answer the questions about your country.

- 1 Can you think of any famous collections in museums in your country?
- 2 If Andy Warhol lived in your country today, what everyday objects would he put in his boxes?

5 **USE IT!** Give a presentation about a time capsule.

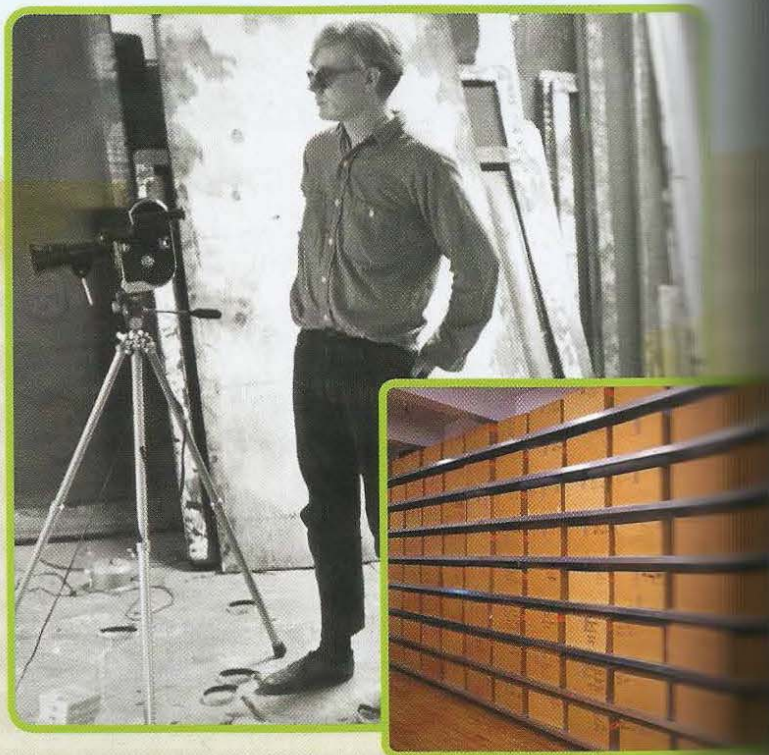
- 1 Imagine you are keeping a brown cardboard box like Andy Warhol this week. Choose five everyday objects to put in your box.
- 2 Make notes to answer the following questions.
  - Why did you choose these objects?
  - What do the objects tell us about you?
  - What do the objects tell us about your culture?
- 3 Give your presentation to the class.
- 4 Listen to the other presentations. Summarize what the collections tell us about your culture.

## LIFE IN A BOX

An old postcard, a map to a party, used postage stamps, a magazine, a piece of junk mail, some wrapping paper and ribbon ... Does this sound like a work of art or a load of old rubbish? In fact, these are objects from a time capsule created by the world's most famous Pop artist, Andy Warhol.

Before he died in 1987, Andy Warhol had filled more than 600 boxes with hundreds of thousands of objects from his everyday life. Even when he was very young, Warhol liked collecting things. At the age of nine, he collected photographs of film stars. There's nothing unusual about that. However, his later collections are truly **astounding**. From 1974 onwards, he always kept a brown cardboard box next to his desk. Whether it was a letter from a film star or a receipt for some shopping, if he didn't want to get rid of an object, he put it into the box. As soon as he had finished a box, he closed it, wrote the date on it and started another.

Warhol thought that the boxes were valuable. 'Some day I'll sell them for \$4,000 or \$5,000 apiece,' he wrote in his diary in 1986. Many people agree with him. The boxes are now at the Andy Warhol Museum in Pittsburgh, USA. In 2014, Warhol fans bought tickets to watch the opening of one of the final boxes. One fan had paid \$30,000 to help open it. Was it worth it?



It's true that many of the items are quite **ordinary** and appear worthless, but some of the boxes also contain rare objects: a drawing that Warhol never exhibited, a photograph that he took ... Some of the items are simply **bizarre**: a fan's toenail clippings, a piece of pizza, even a mummified foot.

Warhol's art put everyday objects in the **spotlight** to make a comment on consumer society. Now, after his death, the everyday objects of Warhol's own life tell us a lot about the artist and society in the 20<sup>th</sup> century. So, was Warhol just a **hoarder** or an important **chronicler** of his time?

PUNK

CULTURE



The punk movement of the 1970s is described as a youth fashion and music movement, but punks were more than a fashion trend. At the heart of punk was a desire to change society and an alternative lifestyle. It was characterized by free-thinking and sexual freedom.

The punk movement started in the UK in the mid-1970s as a reaction to the political and economic situation at the time. In the UK, unemployment was high, and many young, working-class people didn't have jobs. The future looked hopeless, and many of them became disillusioned. They wanted to rebel, and they expressed their feelings through a new identity: punk.

They used their appearance to express this identity, and to shock people. One important value was the DIY (do-it-yourself) ethic. They created and made their own

clothes. These were unconventional and untidy – ripped clothes, sleeveless T-shirts with slogans, leather jackets with metal studs and tight jeans with a lot of zips, and dresses made out of black bin bags. Punks' hairstyles were spikey and colourful; Mohicans were very popular, too. Punks wore everyday items like chains and padlocks as jewellery. Piercings were also fashionable, particularly in the eyebrows, nose and lips.

Music was another fundamental element of this new identity. Punk music was typically very loud and angry. In the same way punks avoided mainstream fashion, punk bands produced their records themselves, or with small independent music companies. The lyrics were usually short and direct and, instead of singing them, punks shouted. These musicians attacked anything traditional or conventional – popular culture, music, figures of authority.

There are still punks in some countries with the same appearance as those in the 1970s. However, in Britain, punk fashion and music has become a part of mainstream culture. What about punk ideology? With the development of the internet and social media, youth cultures have moved online. Punk values of freedom, gender equality, and their DIY ethic have not disappeared. They have just changed form.

Look at the photo and answer the questions.

- 1 Who are these people?
- 2 Where and when do they come from?
- 3 Why are they dressed like this?

3.11 Read and listen to the text. Check your answers to exercise 1. How do you say the words in blue in your language?

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

- 1 The early punk movement was only a fashion trend. ....
- 2 Punks wanted to change society. ....
- 3 In the mid-1970s, most young British people had jobs. ....
- 4 Punk fashion and music were a way of shocking people. ....
- 5 Punks created their own fashion brands. ....
- 6 Punk bands rejected big record companies. ....
- 7 Punk song lyrics attacked traditional values. ....
- 8 Punk ideas have disappeared. ....

4 YOUR CULTURE Work in pairs. Answer the questions about your country.

- 1 Was punk culture popular in your country?
- 2 How do you feel about it?
- 3 What do you know about other music movements, e.g. goths, hippies, etc.?
- 4 Why do you think people belong to these groups?
- 5 Do you or any of your friends belong to a music movement? Why / Why not?

5 USE IT! Work in small groups. Give a presentation about a music movement.

- 1 Choose a popular music movement.
- 2 Make notes about the following things:
  - values and ideas
  - style of music
  - fashion
- 3 Give your presentation to the rest of the class.
- 4 Vote for the best presentation.

1 Look at the posters and the title of the article. What do you think the text on the poster means?

2  3.12 Read and listen to the article. Check the meaning of the adjective / noun + noun combinations in blue. Then match 1–6 with a–f to make new combinations.

- |            |                            |
|------------|----------------------------|
| 1 shopping | a media, life, issues      |
| 2 special  | b sports, bill, filter     |
| 3 water    | c goods, rights, society   |
| 4 consumer | d disaster, gas, world     |
| 5 natural  | e basket, centre, list     |
| 6 social   | f effects, event, occasion |

3 Read the article again. Write *true* or *false* and correct the false sentences.

- American shops are very busy on Black Friday. ....
- Retailers in many countries offer lower prices on Thanksgiving Day. ....
- The *Adbusters* organization wants people to participate in Black Friday shopping. ....
- Buy Nothing Day is always in November. ....
- Kalle Lasn thinks that consumerism causes environmental problems. ....
- The organizers of Buy Nothing Day don't expect people to change their way of life. ....

4  **YOUR CULTURE** Work in pairs. Ask and answer the questions about your country.

- What is the busiest shopping period in your country?
- Do retailers promote special offers on Black Friday in your country?

5  **USE IT!** Work in small groups. Give a presentation to convince people to participate in Buy Nothing Day or Black Friday.

- Make notes about the following:
  - How could people spend the day?
  - What are the benefits of participating for themselves and others?
  - What will they miss out on if they don't participate?
- Give your presentation to the class.
- Listen to the other presentations. Vote to decide which presentation is the most convincing.



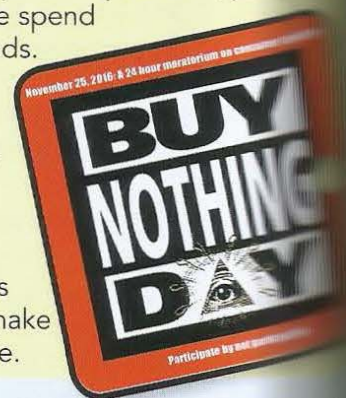
## SHOP LESS, LIVE MORE

When did you last buy something? Maybe you are looking forward to a **shopping trip** at the weekend, but will it make you happy? In the short term, the answer might be yes. However, some people think it might not be good for our health and happiness in the long term.

One of the busiest shopping days of the year in the USA is Black Friday, the day after Thanksgiving, when many shops have **special offers**. Black Friday has spread around the world as large retailers try to increase **consumer spending**. In many countries, it is the start of the Christmas shopping period. However, not everyone will be queuing for a bargain. In 1992, Buy Nothing Day started in Canada as a protest against consumerism and the **shopping frenzy** that takes place at this time of year. The anti-consumerist organization *Adbusters* promoted Buy Nothing Day and now more than sixty countries take part. Their message is simple: 'Participate by not participating'. For twenty-four hours on the fourth Friday of November, people leave their purses and wallets at home and do not buy anything at all. Some people choose to spend time with friends and family instead. Others join protests. But what's the point?

'Over-consumption has ecological consequences,' says Kalle Lasn, co-founder of *Adbusters*. 'Every single purchase that you make has some kind of an impact on the planet.' Making the products and transporting them to the shops uses a lot of **natural resources**. When they are no longer in fashion, the products will end up on the rubbish heap. It all contributes to air and **water pollution**, the destruction of our environment and **social inequality**. Reports suggest that the **social impact** of our spending habits is also serious. People in consumerist cultures are more likely to suffer from financial problems, stress and obesity. In order to pay for expensive products, people work long hours and therefore spend less time with family and friends.

Critics of Buy Nothing Day say it's meaningless because people will just buy more the following day. But the organizers argue that Buy Nothing Day makes people think about the consequences of consumption and maybe make some changes to their lifestyle.





3.13 Read and listen to the text. What comedy shows are mentioned? Which of these are British?

Check the meaning of the words and phrases in the box. Then complete the text.

comedies (n) humour (n) irony (n)  
jokes (n) laugh (n) make fun (v) sitcom (n)

Read the text again and answer the questions.

- How does laughter make us feel? Why?
- According to the text, what is different in the USA and the UK?
- Which British comedies have been popular abroad?
- What example of irony is mentioned in the text?
- Why is it often difficult to know if a British person is joking or not?
- According to the text, how is the American attitude to life different from that of the British?
- How are American comedy characters different?
- How important is humour in Britain?

**YOUR CULTURE** Work in pairs. Ask and answer the questions about your country.

- Do you know any of the comedy shows mentioned in the text? If so, do you like them?
- What are your favourite comedy shows? Why?
- How important is a good sense of humour in your country?
- Who are the most popular comedians in your country?

**USE IT!** Work in groups. Prepare and perform a comedy sketch.

- Copy a comedy sketch you have seen on TV. Decide on a role for each person.
- Write and practise the sketch.
- Perform the sketch to the class.



Laughter is good for you. A good <sup>1</sup>.....relaxes the body and reduces stress. When you laugh, your body releases feel-good substances called endorphins which make you feel happier, healthier and more optimistic. But sense of <sup>2</sup>.....varies around the world, and even though we share the same language, the British and American sense of humour is different.

It seems that British humour is difficult to understand if you aren't British. Unlike its drama, music and films, only a few British <sup>3</sup>.....such as *Monty Python* or *Mr Bean* have been internationally successful. The British often use <sup>4</sup>.....- for example, they might say 'What a lovely day!' when it's raining heavily. British comedy characters are often unkind or rude to each other, and British people love to <sup>5</sup>.....of themselves, too. What's more, British people rarely show their emotions and this makes it hard to understand if they're being serious or not. For people from other cultures, all this can seem negative, embarrassing or even offensive.

On the other hand, American comedy shows such as *The Big Bang Theory* and *How I Met your Mother* are global success stories. It seems that US humour makes people of most nationalities laugh. One reason could be that Americans have a different attitude to life compared to the British. They are very open and positive, and they are not embarrassed to show their emotions. Characters in US comedies may be losers, but they are generally nice people, for example, in the US version of the British <sup>6</sup>.....*The Office*, the main character is an idiot, but he is also a nice guy. In the original version, he is arrogant, embarrassing and impossible to like.

While British humour can be difficult to interpret abroad, it is an important aspect of life in Britain. British people laugh and make <sup>7</sup>.....in almost any everyday situation, and especially about themselves. And for many British people, a sense of humour is more important in a partner than good looks or money.



I can give a talk about my suitability for a role.

1 3.14 Read and listen to the article. Match questions 1–6 with paragraphs A–F in the text.

- 1 Where will the astronauts live?
- 2 How long will it take to travel to Mars?
- 3 Can the astronauts come back?
- 4 Who will go to Mars?
- 5 What will the astronauts do on Mars?
- 6 How will they get food, water and oxygen?

2 Read the article again. Copy and complete the table with the base form of the verbs in blue. Then write a noun for each of the verbs.

Verb (base form)	Noun
communicate	communication

## A one-way ticket to Mars

'Two men and two women from four different countries build a new life on a distant planet. They can only communicate with their families and friends by email, text and video message. The really scary part: They will never come back.'

It sounds like an advertisement for a new TV drama, but this is a real-life project called Mars One and its aim is to create a human settlement on Mars. The first crew of four astronauts will leave Earth in 2026.

### A quick guide to Mars One

**A** .....  
When the Mars One project advertised for candidates in 2013, they received 202,000 applications. The candidates completed written questionnaires, interviews and medical examinations. In the final stage of the process, six groups of four candidates will be selected to go to Mars.

**B** .....  
The journey to Mars takes approximately seven months. There are many dangers, especially during launch and landing.

**C** .....  
When the first crew of astronauts arrives, the first outpost will be waiting for them. Robots will build it before the people arrive. The outpost includes two 100 m<sup>2</sup> living areas. Here the astronauts will live and produce food. The atmosphere on Mars is 95% carbon dioxide, so astronauts must stay indoors unless they wear a special suit.

**D** .....  
The first astronauts will have supplies of everything they need from Earth, but they must learn to survive on their own. We know that Mars has water. The astronauts will extract it from the Martian soil. They can make oxygen by splitting water molecules (H<sub>2</sub>O) into hydrogen and oxygen, and they will grow their own food. Solar panels will generate electricity. The astronauts will have to be very creative if they want to survive on Mars.

3 Complete the summary of the article with the words in the box.

flight four leisure people  
power technology twenty-four

Mars One is a project to settle <sup>1</sup>..... on Mars. There are many candidates. At the end of the selection process, <sup>2</sup>..... astronauts will remain and <sup>3</sup>..... of them will be the first group to travel to Mars. The <sup>4</sup>..... takes seven months. If the astronauts survive the journey, they will move into a base on Mars and begin to produce their food, oxygen, water and <sup>5</sup>..... The astronauts will be busy working on the base, but they will also have <sup>6</sup>..... time. Unless scientists develop the <sup>7</sup>..... in the future, the crews will not return to Earth.

4 **YOUR CULTURE** Work in groups. Read the situation and answer the question.

It is 2066. The new settlement on Mars is successful but there are no existing traditions or systems of government. Which aspects of the culture in your country would you bring to the settlement?

5 **USE IT!** Imagine that you have applied to take part in the Mars One mission. Give a short talk about yourself and why you are suitable for the job. Include answers to the following questions.

- 1 How would you spend your time on Mars?
- 2 What would you do if there was an emergency?
- 3 What would you do if you felt homesick?
- 4 If it became possible to return to Earth after three years on Mars, would you do it?

**E** .....  
In addition to increasing the living space, installing equipment and producing their own food, the astronauts will spend time looking after the base, exploring the new environment and relaxing. Astronauts can continue with the hobbies they enjoyed on Earth – reading, watching TV, going to the gym, painting.

**F** .....  
The short answer is no. The technology does not currently exist for a return flight. It might exist in the future. However, the astronauts' bodies will adapt to life on Mars. If they returned to Earth, we do not know what the consequences would be.



# A TEEN LITERARY REVOLUTION

Over 100,000 teens are reading it online every day and sharing it on social media. Thousands more are writing and posting it on websites. And across the world, people are watching videos of live performances. So what is this new online phenomenon?

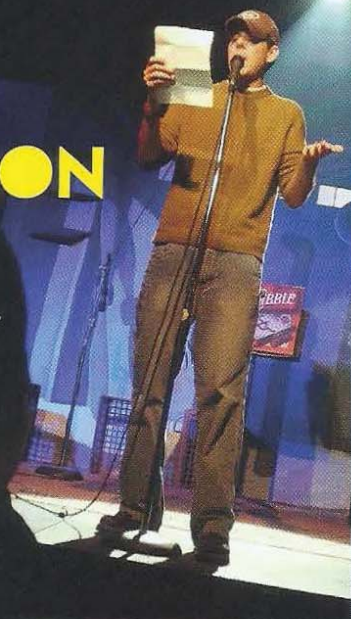
## IT'S POETRY.

Poetry has always been a good way to express yourself, but the growth of the internet and digital media means that now it's even easier to access, publish and share poetry. Since it's possible to remain anonymous online, people feel less inhibited about expressing emotions that they can't share with their closest friends or family. In addition, there are websites where you can read and give feedback, which can be really rewarding and give writers confidence to continue developing their talent.

Poetry is a great way to explore complex ideas and to convey messages about personal and social issues like politics, racism, immigration, the environment and much more. Poetry presents things from a different perspective and writing or reading poetry written from a different point of view helps us put ourselves in someone else's shoes and better understand others.

Online, the world of poetry is growing, too. Open-mike events (organized events where people read their poems aloud) attract large audiences in the UK and the USA. Anyone can participate and the poems can be serious, sad, light-hearted and funny, or even silly. At poetry slams (competitions where people read the poems they have written, and get a score from judges in the audience) the poems can be on any subject, but they must be passionate, with a message that's easy to understand. Often, the poems you hear at a slam will be deeply personal.

If you want to find out more about the teen poetry scene, just type 'poetry community online' into your search engine and check out the results. You may even feel like sharing your own work. It's easy, and it's free.



### 1 Match the words in blue in the text with the definitions.

- 1 letting other people know or see your ideas
- 2 communicate
- 3 all the people who are watching or listening to an event
- 4 self-conscious; shy
- 5 find; obtain
- 6 a play, concert, or other form of entertainment

### 2 3.15 Read and listen to the text. What literary form is popular with young people? What is causing this new trend?

### 3 Read the text again and answer the questions.

- 1 How are young people sharing their poetry?
- 2 Why do young people feel happier posting poems online?
- 3 How does reading and writing poetry help us understand other people?
- 4 What is an open-mike poetry event?
- 5 How is a poetry slam different from an open-mike event?
- 6 What type of poem can you hear at a slam?

### 4 YOUR CULTURE Work in pairs. Answer the questions.

- 1 What poetry do you study at school? Do you enjoy it? Why / Why not?
- 2 Who are the most famous poets in your country and in your language?
- 3 In your opinion, what makes a good poem?
- 4 Have you ever written a poem? Would you like to? Why / Why not?

### 5 USE IT! Work in pairs. Write a very short poem and then take part in a poetry slam.

- Choose a topic for your poem.
- Decide on the tone – funny, serious, silly, etc.
- Write your poem – remember, it doesn't have to rhyme.
- Perform your poem to the class in pairs. Remember, the way you say it is very important.
- Have a class vote for the best performance.




1 Look at the photos. Which period of history do you think these constructions and objects are from? Read the article and check your ideas.

2  3.16 Check the meaning of the words in the box and complete the article. Then listen and check.


abandoned approached carved exposed  
hunted inhabited passageways severe

3 Read the article again. Answer the questions.

- 1 What is Mainland?
- 2 When and how was the ancient village of Skara Brae uncovered?
- 3 How many houses were found?
- 4 What did the houses look like inside?
- 5 What two possible reasons does the author give for the people of Skara Brae leaving their village?

4  **YOUR CULTURE** Work in pairs. Think of an important archaeological site in your country. Ask and answer the questions.

- 1 What period of history is it from?
- 2 What was discovered there?
- 3 What does it tell us about the people who lived in your country at that time? What does it tell us about their way of life?

5  **USE IT!** Work in pairs. Speculate about the use of the following objects in the community of Skara Brae. Use the photos and the text to help you.

carved stone balls dresser needles  
red colouring material stone boxes

## The lost village of Skara Brae

Winter in the northern isles of Scotland is a stormy season. Every year, heavy rain and strong winds hit the coast of the Orkney Islands. In the winter of 1850, there was a very <sup>1</sup>..... storm on Mainland, the largest of the Orkneys. It caused terrible damage to the island, but it also revealed an amazing archaeological treasure. When the storm cleared, the outline of an ancient village was <sup>2</sup>..... . Since then, the site has been excavated and explored by archaeologists and they have made some remarkable discoveries.

The ancient village of Skara Brae was built more than 5,000 years ago and was probably <sup>3</sup>..... between around 3200 BC and 2200 BC. That makes it older than the Great Pyramid at Giza. It's easy to see why this period of history is called the Stone Age – the houses of Skara Brae and everything in them are made from stone.

The village is so well preserved that it has changed little in 5,000 years. The eight stone houses are connected by low <sup>4</sup>..... with stone doors. They all have a similar layout: one main room with a central fireplace and



stone beds on both sides. Opposite the entrance is a large stone dresser, a kind of cupboard. It sounds basic to today's visitor, but in the Stone Age these were warm and comfortable houses.

The archaeologists' investigations have given us lots of information about the people who lived at Skara Brae and what life was like for them. They were farmers who kept sheep and cattle. They also ate fish, and <sup>5</sup>..... deer. Every part of the animal was used, including the bones. The archaeologists found jewellery, hair pins, needles, bowls and cups, all <sup>6</sup>..... from animal bones and stone. They also found stone pots that contained red colouring material and some mysterious carved stone balls.

Around 2200 BC, Skara Brae was <sup>7</sup>..... and slowly covered by the earth and sands. We don't know why these people left their small community. It is possible that farming became more difficult because of changes to the environment. We also know that, as the Bronze Age <sup>8</sup>....., society began to change and small farming communities broke up. Skara Brae was left to the winds.



SCOTLAND



## Alternatives to prison

In the UK, 85,000 people live in overcrowded prisons with not enough staff. In these difficult conditions, first-time young offenders come into contact with experienced criminals and they can learn bad habits and behaviours. Nearly three quarters of young people <sup>1</sup>..... another crime when they are <sup>2</sup>..... from prison. So what are the alternatives?

A person who is found guilty of a minor crime for the first time is likely to get a suspended sentence and probation. This means that they don't go to prison unless they <sup>3</sup>..... the law again, and they must report regularly to a probation officer. The judge may combine this sentence with other options, such as a fine or electronic tagging.

Electronic tagging is a common option, and around 100,000 people in Britain wear ankle tags to <sup>4</sup>..... their movements. They also have to <sup>5</sup>..... a curfew order which means that they have to stay at home at certain times of day. What's it like to wear a tag? Sixteen-year-old Joe said that it felt like someone was watching him all the time. But did it help him stay out of trouble? He said that it had helped because he was terrified of prison. Judges may order less serious offenders to do community service. They do unpaid work that benefits the community, such as removing graffiti, gardening, or redecorating public centres to pay for their crimes. Instead of two years in prison for theft, the judge <sup>6</sup>..... Samantha Taylor to community service. She says that it helped her turn her life around. Results suggest that fewer people <sup>7</sup>..... after doing community service.

Restorative justice involves the victim meeting the offender. Mrs Perry said that meeting the burglar of her home had helped her get over the crime. It gave her the opportunity to tell the man her side of the story, and he apologized. Restorative justice seems to work because offenders have to take responsibility for their actions.

Critics say that alternative punishments are a soft option. But for many minor offences, they seem to be more effective than prison.

3.17 Complete the text with the words in the box. Then listen and check your answers. How many alternative punishments are mentioned in the text?

break commit control obey  
released reoffend sentenced

2 Read the article again and answer the questions.

- 1 What are conditions like in British prisons?
- 2 What can happen to young offenders who go to prison?
- 3 What is a suspended sentence?
- 4 How many people have electronic tags in the UK?
- 5 What three examples of community service does the text mention?
- 6 How can restorative justice help victims of crime?

3 **YOUR CULTURE** Work in pairs. Answer the questions about your country.

- 1 What happens to under-18s who commit crime in your country?
- 2 Are there any forms of restorative justice in your country?

4 **USE IT!** Work in groups. Read the headlines. What punishments would be suitable for these crimes?

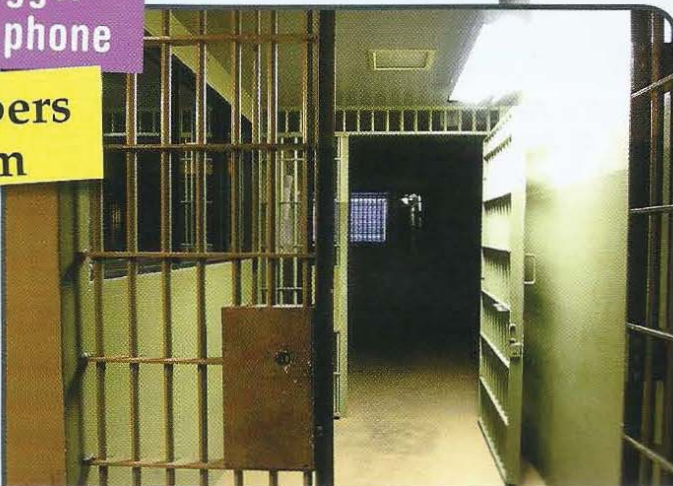
10-year-old vandals  
break school windows

Driver without a licence  
injures pedestrian

House owner  
arrested for shooting  
burglar in the leg

Teenage mugger  
takes mobile phone

Bank robbers  
steal \$1m



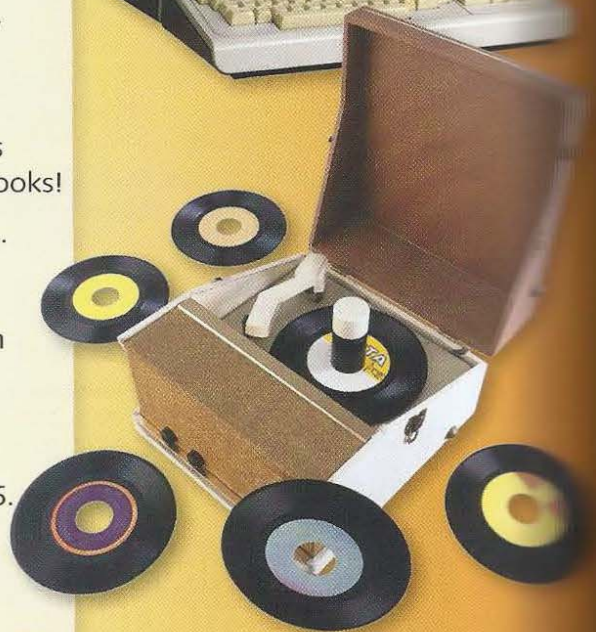
1 Read the interview summary. Match paragraphs A–E with the interview questions 1–5.

- 1 What are your special memories?
- 2 What was different in the seventies?
- 3 What did teenagers wear then?
- 4 What music did you like?
- 5 What did you do in your free time?



## UNCLE STEVE'S LIFE AS A TEENAGER IN THE 70S

- A** There was a lot less technology in those days. People didn't have mobile phones and they didn't text. They didn't have the internet either, so when he wanted to research something for school, he had to go to the library!
- B** Steve was into bands like Led Zeppelin, Queen and Pink Floyd. He remembers that The Beatles were breaking up then. There weren't any MP3 players or CDs in those days. People played vinyl records on big record players.
- C** Steve and his friends used to ride bikes and spend time at each other's homes. There were no computer games, so he used to read a lot of books!
- D** Fashion was fun and very colourful. Trousers with wide bottoms were trendy and skirts were all different lengths. It was fashionable for both girls and guys to have long hair.
- E** His special memories were of lazy evenings outdoors with his friends during the long, hot summer of '76. It was so dry that there wasn't enough water and some houses had their supply cut off!



2 Write about an older person's teenage years. Follow the steps in the project checklist.

### PROJECT CHECKLIST

- 1 Work in pairs. Think of an older person who you can interview (a relative, a neighbour, etc.).
- 2 Prepare a short questionnaire. Include some of the questions above and your own ideas.
- 3 Interview the person and make notes of their answers.
- 4 Write a summary of the interview. Organize your writing into sections.
- 5 Find photos on the internet or in magazines to illustrate the person's memories.

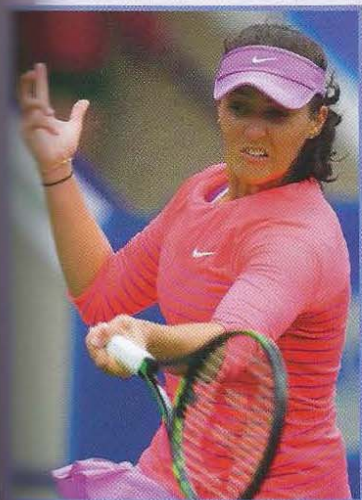
3 Exchange your interview summary with other students in the class. Did anyone else find out similar information?

1 Read the web article about two successful people. What have they achieved? What do you think is the key to success?

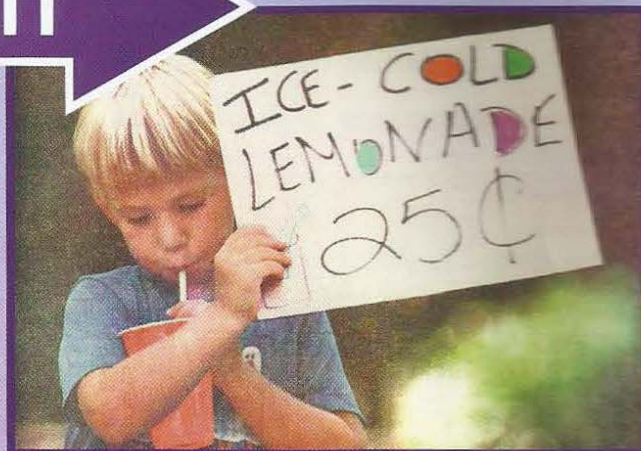
## HOW THEY MADE IT

### LAURA ROBSON

Laura Robson is a top British tennis star. She has achieved her success through hard work, persistence, talent and a love of her sport. All through her childhood she loved playing tennis. According to her parents, Laura began the sport as soon as she could hold a racket and she joined a junior tennis academy at the age of seven. In the summer of 2008, at the age of fourteen, Laura first caught the attention



of the British public by winning Junior Wimbledon. A wonderful moment was when she partnered Andy Murray at the London Olympics in 2012 and won a silver medal in the mixed doubles. Laura continues to train hard and she never stops aiming for the top.



### BEN WEISSENSTEIN

Ben Weissenstein was four when he appeared on the front page of the *Houston Chronicle*, selling ice-cold lemonade outside his home for 25 cents. He helped out in people's gardens and had his own business card by the time he was nine. Later, at the age of fourteen, his mother had a garage sale of things they no longer wanted and Ben had the idea to turn this into a business. He set up Grand Slam Garage Sales and now runs it professionally. Ben has written a book called *Start Small and Grow*. The aim of the book is to teach young people how to start a business. Ben believes that persistence is the key to success.

2 Write a web article about another successful person you admire. Follow the steps in the project checklist.

### PROJECT CHECKLIST

- 1 Work in small groups. Brainstorm names of successful people you admire. Choose one of the people to write about.
- 2 Research information about the person online. Make notes about how and why the person became successful and what the person has achieved.
- 3 Add some photos to illustrate your web article.
- 4 Write your web article using your notes and photos. Remember to check the grammar and spelling.
- 5 Present your web article to the rest of the class.

3 Exchange your web article with the other groups. Compare each person's successes and achievements. Who has had the greatest achievement, in your opinion?

I can carry out a survey about inventions and display the results using pictograms.

- 1 Work in groups. Read the survey and the conclusions. Do you agree with the results?
- 2 Plan and carry out a survey to find out people's opinions on the best invention in information and communications technology. Follow the steps in the project checklist.

**PROJECT CHECKLIST**





- 1 Work in small groups. Make a list of important information and communications technology inventions. Choose four inventions to include in your survey.
- 2 Write three questions. Use the questions in the survey in exercise 1 or your own ideas.
- 3 Ask twenty people the questions, and note their answers.
- 4 Draw pictograms to display the results. Don't forget to include a key to show how many people each picture or symbol represents, for example: 😊 = 2 people.
- 5 Write your conclusions.

- 3 Exchange your survey with the other groups. Did you choose similar inventions? Have you got similar results?





# A SURVEY ABOUT INVENTIONS

→ by John, Helen, Andrew and Stella





- 1** Which invention has changed people's lives the most?  
**A** bicycle      **C** light bulb  
**B** internet      **D** penicillin

Invention	Result (😊 = 2 people)
	😊😊😊
	😊
	😊😊😊😊
	😊😊

- 2** Which invention would you take to a desert island?  
**A** bicycle      **C** light bulb  
**B** internet      **D** penicillin

Invention	Result (😊 = 2 people)
	—
	😊😊😊😊😊😊
	😊😊😊
	😊

- 3** Which invention will have the longest lifespan\*?  
**A** bicycle      **C** light bulb  
**B** internet      **D** penicillin

Invention	Result (😊 = 2 people)
	😊😊
	😊
	😊😊😊😊😊😊😊😊
	😊

**Conclusions**

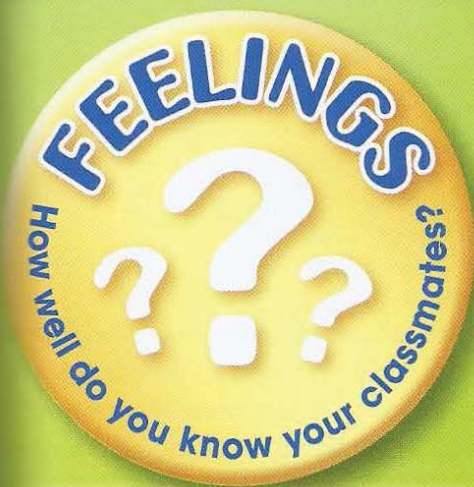
We interviewed twenty people about their opinions on inventions. Here are the conclusions.

- Eight of the twenty people we interviewed thought that the invention of the light bulb has changed people's lives the most, but the bicycle was not far behind with six votes. Overall, opinion was divided.
- Twelve of the people we interviewed would choose to take the internet to a desert island. No one thought it would be a good idea to take a bicycle.
- The results of the third question were very clear – most people (fourteen out of twenty) thought that the light bulb would have the longest lifespan of all the inventions in the survey.

**GLOSSARY**

**lifespan** (n) the period of time for which a person, animal or thing lives or exists

**1 Read the rules and play the personality game.**



**Rules**

- 1 Play the game in groups of four.
- 2 Pick a situation card and read it to the rest of your group – ‘the guessers’.
- 3 The guessers decide what they think you would do in that situation and how you would feel. They write their answers and you write yours.
- 4 Each guesser reads their answer, e.g. *I think that Jack would ... He’s an optimist, so he would(n’t) feel ...*
- 5 Read your answer. Any person who guessed your answer scores five points.
- 6 Take turns until everyone has picked a situation card.
- 7 The winner is the person with the highest score.

A close friend has asked you to lend him / her some money to buy his / her mum a birthday present. He / She can’t pay you back for a week or two. You need the cash to buy a new DVD which has just come out. **What would you do and how would you feel?**



Your friends have got together and bought you a bungee jump ticket for your birthday present. They really think that it’s something you’ve always wanted to try. **What would you do and how would you feel?**



You arrive at a party. You don’t know many people and you are wearing an old T-shirt and jeans. You suddenly realize that everyone is looking at you. All the other guests are dressed in smart clothes. **What would you do and how would you feel?**



You’ve been looking forward to a camping trip at the seaside next weekend. You’ve already booked a boat trip to an island. On Saturday morning, it’s raining when you wake up. **What would you do and how would you feel?**



**2 Work in groups. Make a personality game. Follow the steps in the project checklist.**

**PROJECT CHECKLIST**

- 1 To make your situation cards, first choose four personality attributes you want to test, e.g. *optimism, confidence, generosity, responsibility, honesty, kindness, creativity, independence, etc.*
- 2 Think of four situations which could test these attributes. Choose situations which could create strong feelings.
- 3 Cut a piece of paper into four cards.
- 4 Write each situation on a different card.

**3 Play a new personality game in groups of four. Make a note of your score. Who knows the people in your group the best?**

## ABOUT THE AUTHOR

Name: Mary Shelley

Born: 1797, London

Died: 1851, London

**Important works:** Mary Shelley wrote many books, children's stories, articles and more, but she is mainly remembered for the novel *Frankenstein* (1818).



- 1 3.18 Read the background to the story on page 117. Then read and listen to the extract. Who is narrating the story? What do you think the 'terrible mistake' is?
- 2 Read the extract again and answer the questions.
  - 1 What are the two questions Victor Frankenstein wants to answer?
  - 2 What did Victor have to learn about to answer the questions?
  - 3 How did he spend his time studying this subject?
  - 4 What did Victor want to use electricity for?
  - 5 How did his work affect his personal life?
- 3 Work in pairs. Ask and answer the questions.
  - 1 How would you describe Victor?
  - 2 How do you think he felt at the end of the extract?
- 4 Read what happens next. Why does Victor become ill? What has the monster done?

Victor succeeds in making a living creature, but it is a monster, not a man. Victor runs away from the laboratory, and he's so frightened that he becomes ill. Then, he hears that someone has killed his younger brother. Victor knows the monster is the murderer. Victor realizes he has to destroy the creature or it will destroy him and his family. However, when the monster sees Victor again, he tells Victor his story of how people have hurt him. He also requests Victor does something for him ...

- 5 3.19 Listen to the next part of the story. How does Victor feel after the monster tells him his story? Why?

- 6 3.19 Listen again. Complete the summary with the words in the box.

people promises unhappy  
watch wife worried

The monster wants Victor to make him a <sup>1</sup>..... . Victor doesn't want to do this, but the monster <sup>2</sup>..... to be kind to people if Victor is kind to him. Victor agrees because the monster is very <sup>3</sup>..... . In return, the monster agrees to live far from other <sup>4</sup>..... . The monster says that he is going to <sup>5</sup>..... Victor while he works. Victor returns to Geneva to start this work, but he is <sup>6</sup>..... that his family won't be safe even after he agrees to help the monster.

- 7 Work in pairs. Ask and answer the questions.
  - 1 Do you think Victor should make a wife for the monster? Why / Why not?
  - 2 What will the consequences be if he doesn't make a wife for the monster?
- 8 USE IT! Imagine you are Victor's friend. He has written to say that the monster now wants him to make him a wife. You know what happened to Victor's family and why he is frightened. Use the prompts below to write a reply. Write 150–200 words.
  - Was Victor wrong to create the first monster?
  - Should Victor make the monster a wife?
  - What will the consequences be if he does / doesn't make the monster a wife?
  - What would you do if you were Victor?

## DID YOU KNOW



Mary Shelley started writing *Frankenstein* when she was only nineteen. She had a dream about a huge man-like creature that came to life when attached to a machine. She wrote a story based on that dream. Her friends liked the story and encouraged her to rewrite it as a novel.

# Frankenstein

## Background to the story ...

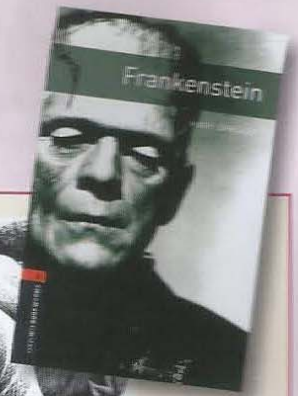
In the 18<sup>th</sup> century and Victor Frankenstein is a Swiss scientist. As a boy, he worked hard at school and wanted to be a scientist, so he could understand how to make living things. One day he is in the mountains when there is a terrible storm. He sees lightning hit a tree. After a few seconds the tree dies. As a result, Victor becomes fascinated by the power of electricity.

After two years I had discovered many things, and I built a scientific machine that was better than anything at the university. My machine would help me answer the most important question of all. How does life begin? Is it possible to put life into dead things? To answer these questions about life I had to learn first about death. I had to watch bodies from the moment when they died and the warm life left them. In the hospital and in the university, I watched the dying and the dead. Day after day, month after month, I followed death. It was a dark and terrible time.

Then one day, the answer came to me. Suddenly, I was sure that I knew the secret of life. I knew that I could put life into a body that was not alive.

I worked harder and harder now. I slept for only a short time each night, and I did not eat much food. I wrote to my family less often. But they loved me and did not stop writing to me. They said they understood how busy I was. They did not want me to stop work to write or to see them. They would wait until I had more time. They hoped to see me very soon.

The professors realized that I was doing very important work, and so they gave me my own laboratory, where I lived, and sometimes I stayed inside the building for a week and did not go out.



Above the laboratory I built a very tall mast. The mast could catch lightning and could send the electricity down to my machine in the laboratory. I had never forgotten the lightning that had destroyed the tree. There had been so much power in the electricity of that lightning. I believed I could use that electricity to give life to things that were dead.

I will say no more than that. The secret of my machine must die with me. I was a very clever scientist, but I did not realize then what a terrible mistake I was making.

## GLOSSARY

**storm** (*n*) bad weather with heavy rain, and wind and / or lightning

**lightning** (*n*) a sudden, very bright light in the sky during a storm

**destroy** (*v*) end something completely

**realize** (*v*) understand something

**mast** (*n*) a tall pole or metal tower

Adapted from *Frankenstein*, Oxford Bookworms Library.  
Retold by Patrick Nobes.

## ABOUT THE AUTHOR

Name: William Shakespeare

Born: 1564, Stratford-upon-Avon

Died: 1616, Stratford-upon-Avon

## Important works:

*Romeo and Juliet* (1594),

*A Midsummer Night's Dream* (1595),

*The Merchant of Venice* (1596),

*Hamlet* (1600), *Macbeth* (1606).



- 1 Read the background to the story on page 119 and match characters 1–4 in picture A with the names in the box.

Demetrius Duke of Athens Hermia Lysander

- 2 3.20 Read and listen to the extract. Answer the questions.

- 1 What problems does Lysander think lovers generally have?
- 2 Why can Lysander and Hermia get married where his aunt lives?
- 3 Where do Lysander and Hermia plan to meet?
- 4 Why does Helena look unhappy?
- 5 How does Helena want Hermia to help her?
- 6 How does Hermia behave when she meets Demetrius?

- 3 Work in pairs. Ask and answer the questions.

- 1 Do you think Hermia should do what her father tells her? Why / Why not?
- 2 What advice would you give Helena about her relationship with Demetrius?

- 4 Read what happens next. Who does Oberon want to help? Is he successful? Why / Why not?

Before running away from Athens with Lysander, Hermia tells Helena about their plan. Helena then tells Demetrius of the plan because she hopes that this will make him love her, but it doesn't. Demetrius follows Hermia into the forest and Helena follows them.

Oberon, the King of the Fairies, lives in the forest and he hears Helena and Demetrius fighting. When he sees how sad Helena is, he decides to help her. He tells one of his fairies, Puck, to put a love potion on Demetrius's eyes while he is

- 5 3.21 Listen to the next part of the play. Complete the summary with the names of the characters in the box.

Demetrius Helena Hermia  
Lysander Oberon Puck

Puck tells <sup>1</sup>..... what he's done. Then Oberon sees <sup>2</sup>..... coming through the forest. <sup>3</sup>..... recognizes Hermia, but not the man, so he realizes he has made a mistake. <sup>4</sup>..... thinks Demetrius has killed <sup>5</sup>..... and runs away into the forest. <sup>6</sup>..... is very tired because he's been walking all night, so he falls asleep. Oberon tells Puck to find <sup>7</sup>....., because he wants <sup>8</sup>..... to fall in love with her.

- 6 Work in pairs. Ask and answer the questions.

- 1 Which couples do you think will get married in the end? Why?
- 2 Lysander says 'true love is never easy' – there are always problems with family, money and differences in age. Can you add three more areas where couples often have problems?

- 7 USE IT! Write your opinion about the following questions. Write 150–200 words.

- Do you think people should interfere in the love lives of others? Why / Why not?
- How long do you think you should know someone before you marry them? Why?

## DID YOU KNOW

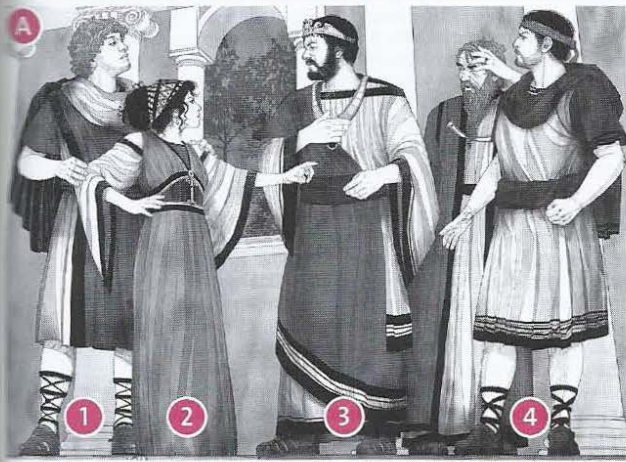


*A Midsummer Night's Dream* is one of Shakespeare's most popular comedies. The first performance of the play was in 1605, and all the actors then were men. Today in the UK it is often performed in the summer in gardens or parks.

sleeping, so he will fall in love with the first woman he sees when he wakes up.

Puck sees Lysander sleeping in the forest near Hermia. He mistakenly thinks that Lysander is Demetrius, and puts the potion on his eyes. When Lysander wakes up, the first woman he sees is Helena. Hermia wakes up later and finds Lysander has gone and she is alone ...

# A Midsummer Night's Dream



## Background to the story ...

In ancient Greece, Demetrius has asked Egeus for his permission to marry his daughter Hermia. Egeus has agreed, but Hermia is in love with Lysander. She tells her father she won't marry Demetrius. As a result, Egeus asks the Duke of Athens for his help. The Duke tells Hermia that, according to Athenian law, she must marry Demetrius. If she does not, she must die or spend the rest of her life in a convent. Lysander tells the Duke that his decision is unfair and says Demetrius should marry Helena, an old friend of Hermia's. Lysander says Demetrius has been telling Helena for months that he loves her, and the fact that he now claims to love Hermia is new. Lysander also says that Helena is brokenhearted about Demetrius's change in affection. However, the Duke is clear. Hermia must listen to her father or pay the consequences.

'You look so sad, my love,' said Lysander. Hermia's eyes were red from crying, and Lysander held her hands. 'True love is never easy,' he said. 'People fall in love, and problems follow – problems of family, or money, or age ...'

Hermia sighed. 'I know,' she said. 'It's the same for so many people. So we must be patient, and strong.'

'That's right,' Lysander said. 'And now listen, Hermia. I have an aunt. She's rich, has no children, and loves me like a son. She lives some way from Athens, and there, dearest Hermia, we can marry, because there, we will be beyond the reach of Athenian law.'

'Oh, Lysander!' cried Hermia. She threw her arms around him.

They had a plan. The meeting place was in the forest outside the city walls. Tomorrow night, soon after nightfall.

'I will be there, dearest Lysander!' said Hermia.  
'I promise with my life!'

They left the square and began to walk down the street when they met Helena coming the other way.

Helena had been Hermia's friend since they were both young children. These days, because of her hopeless love for Demetrius, Helena always looked unhappy.

'How are you, Helena?' said Hermia brightly. 'You're looking well.'

'Oh, don't say that!' Helena said. 'I never look as good as you. And that's why Demetrius loves you, and not me. To him, your eyes are stars and your voice sweeter than a songbird's. I just wish I had your voice, your eyes, your mouth. Can't you teach me how to make him love me?'

Hermia sighed. 'I give him hard words, and he gives me love.'

'I give him sweet words, and he gives me nothing!' cried Helena.

'I hate him more and more,' said Hermia, 'but he just follows me.'

'I love him more and more,' said Helena, 'and he just hates me.'

'Listen,' Hermia said. 'We'll tell you our secret. After tomorrow, Demetrius will never see my face again. Lysander and I are leaving Athens.'

## GLOSSARY

**beyond the reach** (*phr*) can't be touched or controlled by  
**sigh** (*v*) to take and then let out a long, deep breath that can be heard

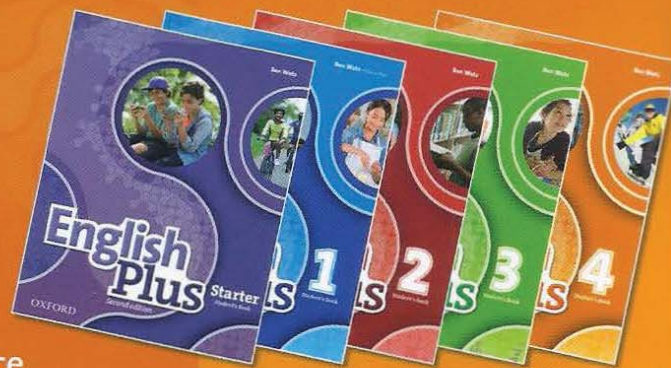
**songbird** (*n*) any small bird that sings

**nightfall** (*n*) when the sky becomes dark in the evening

Adapted from *A Midsummer Night's Dream*, Oxford Bookworms Library. Retold by R. J. Corral.

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